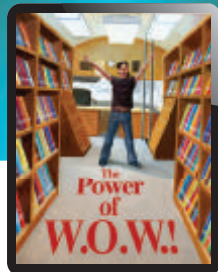


Lesson

4

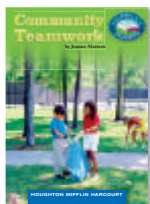
Vocabulary in Context



✓ TARGET VOCABULARY

assist
burglaries
innocent
scheme
regretfully
misjudged
suspect
favor
speculated
prior

Vocabulary Reader



Context Cards



1

assist

Everyone appreciates people who **assist**, or help, others to solve a problem.



2

burglaries

Finding robbers who commit **burglaries** is a job for the police.



3

innocent

If you are accused of mischief and are not **innocent**, be honest! Admit your mistake.



4

scheme

When a solution involves many steps, a **scheme**, or plan, is helpful.



COMMON
CORE

L.4.6 acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Ask a question that uses one of the Vocabulary words.

5 **regretfully**

At times people must **regretfully**, or sadly, admit that a problem can't be solved.



6 **misjudged**

People who have bought too little pet food have **misjudged** how much pets eat.



7 **suspect**

This teacher has a good idea who hid the desk keys. She has a **suspect** in mind.



8 **favor**

If an adult helps you solve a problem, you might mow his or her lawn as a **favor**.



9 **speculated**

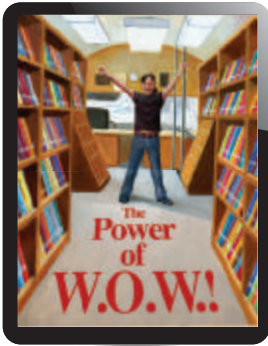
This weather reporter has **speculated**, or supposed, that winter frosts are over.



10 **prior**

Checking a map **prior** to a road trip can help you know where to go beforehand.



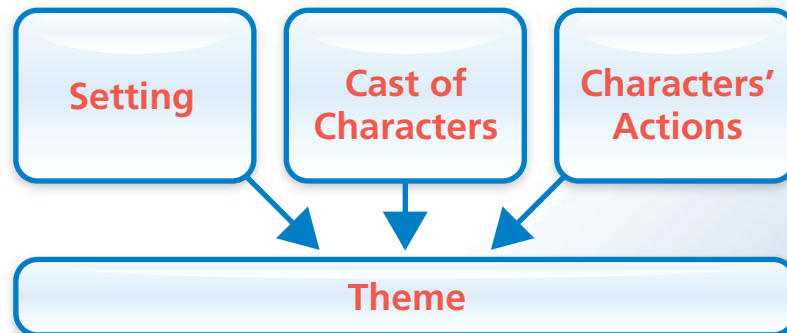


Read and Comprehend



✓ TARGET SKILL

Theme As you read "The Power of W.O.W.!", notice how the characters and their actions come together to teach a lesson to the audience. This lesson is the **theme** of the play. To figure out the theme, look at how the play's setting, the cast of characters, and the characters' actions in each scene work together to teach the audience a lesson. Use a graphic organizer like this one to help you see how these elements come together to create the theme.



✓ TARGET STRATEGY

Analyze/Evaluate As you read "The Power of W.O.W.!", **analyze** by asking yourself why the characters in the play say and do certain things. **Evaluate** by asking what is the effect of their actions. The answers to these questions can help you understand the author's message.

PREVIEW THE TOPIC

Raising Money

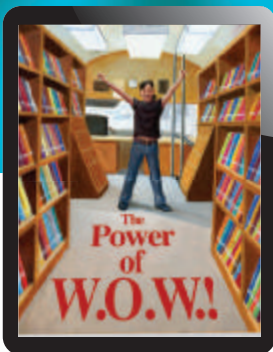
A community is a group of people who live in the same area or share a common interest. Being part of a community means that people work together and help each other. People can help out in their communities by picking up litter, planting trees, and raising money to help support schools, libraries, or other local resources.

You may not realize it, but every little bit of help makes a big difference when working together to help your community. In “The Power of W.O.W.!” you’ll learn how a group of young people helps their community by raising money.



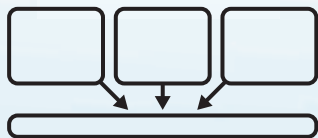
Lesson 4

ANCHOR TEXT



✓ TARGET SKILL

Theme Examine characters' thoughts and actions to recognize the play's theme.



✓ GENRE

A **play** is a story that can be performed for an audience. As you read, look for:

- ▶ characters' actions and feelings shown through dialogue
- ▶ acts that are divided into scenes
- ▶ a plot with a problem and a resolution



RL.4.2 determine theme from details/ summarize; **RL.4.3** describe a character, setting, or event, drawing on details;

RL.4.5 explain major differences between poems, drama, and prose/refer to their structural elements

MEET THE AUTHOR

Crystal Hubbard



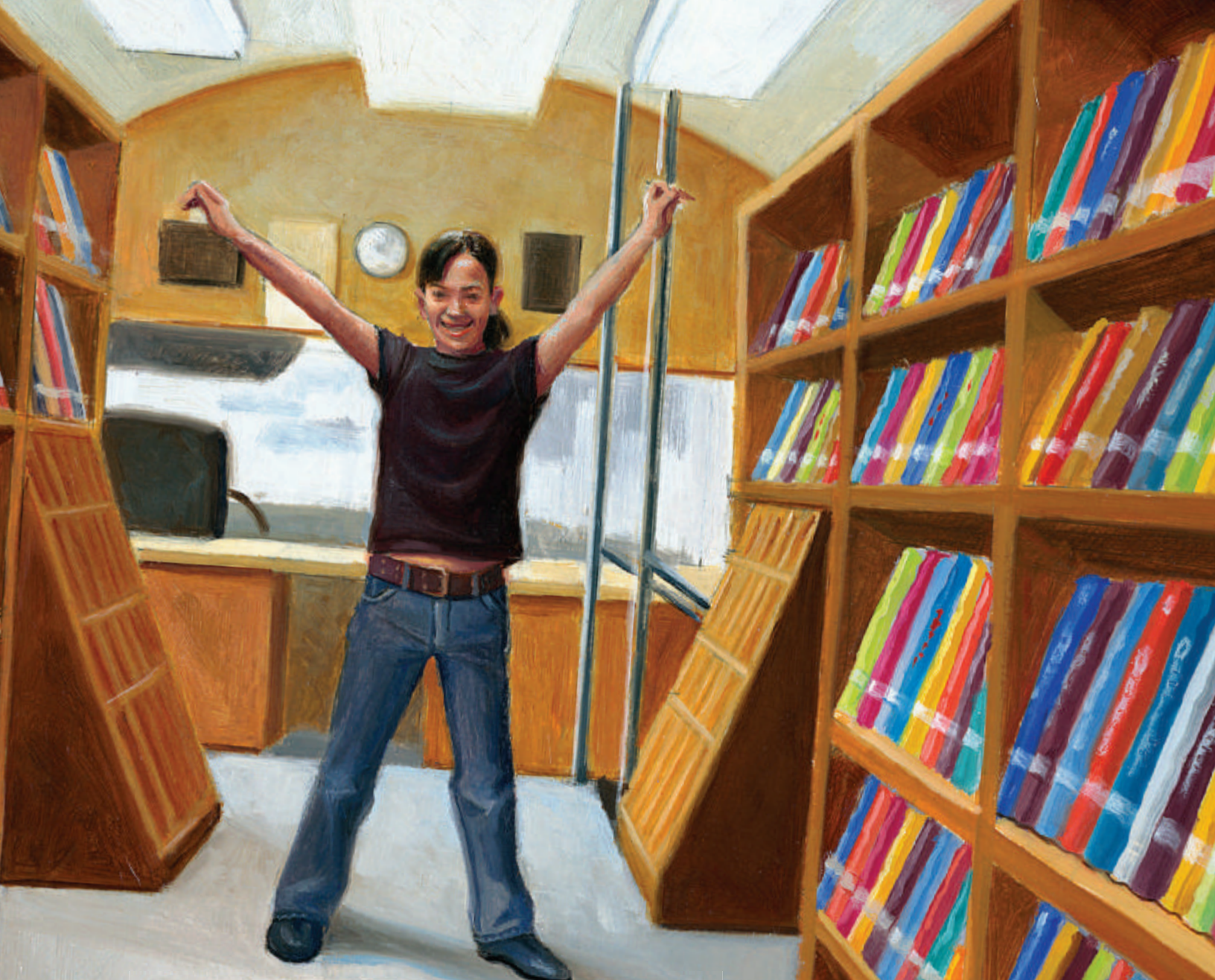
As a child growing up in St. Louis, Missouri, Crystal Hubbard dreamed of being a writer. She lives near Boston, Massachusetts, with her family and two goldfish named Eyeballs and Rocks. Hubbard has written for Boston-area newspapers and especially likes writing sports biographies.

MEET THE ILLUSTRATOR

Eric Velasquez



Eric Velasquez owes his love of the arts to his family. From his parents he learned to appreciate drawing and film; from his grandmother he gained a love of music. Velasquez has illustrated more than 300 book jackets. He has also written several books of his own.

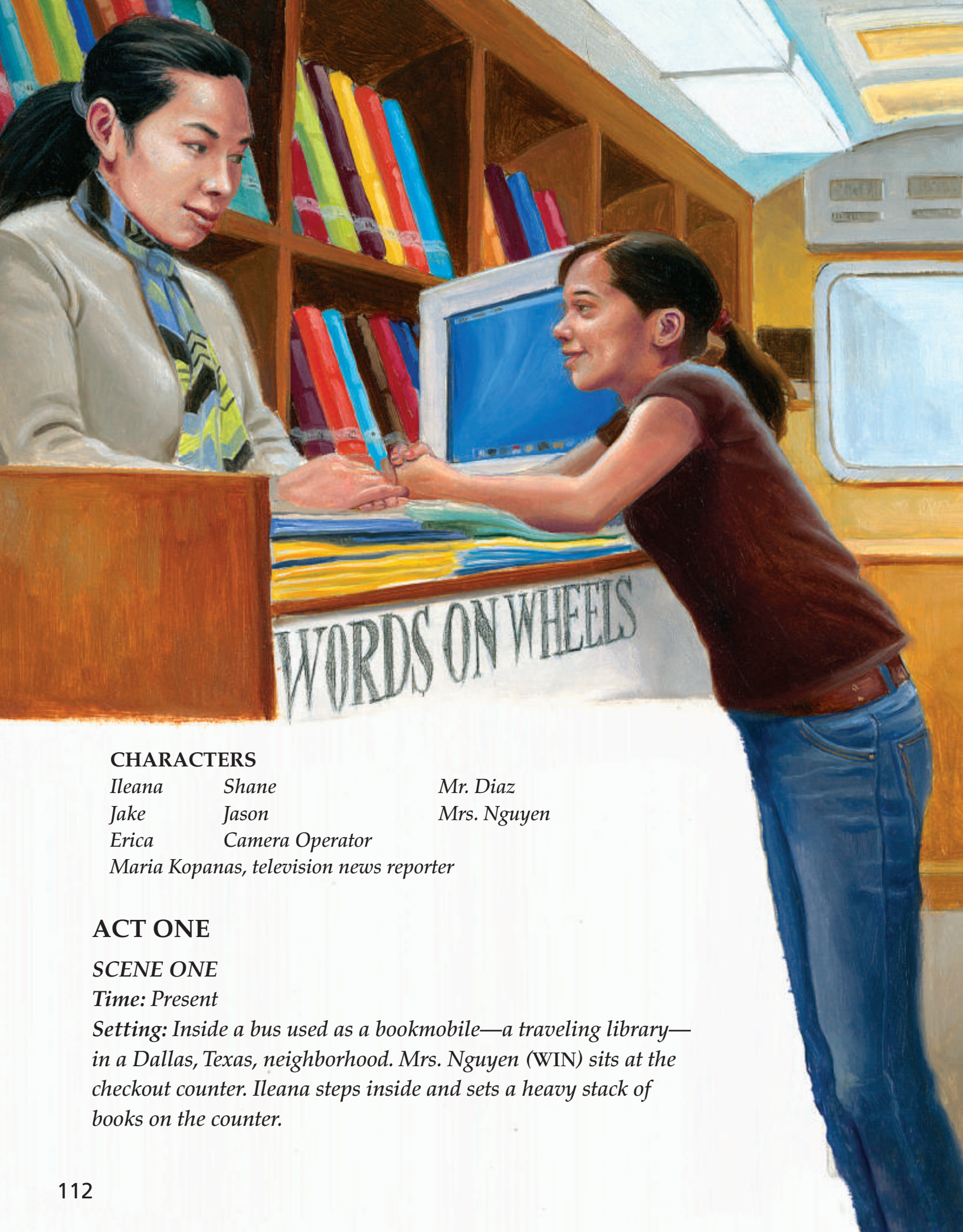


The
**Power
of
W.O.W.!**

by Crystal Hubbard
illustrated by Eric Velasquez

ESSENTIAL QUESTION

Why might people raise money for a cause?



CHARACTERS

Ileana	Shane	Mr. Diaz
Jake	Jason	Mrs. Nguyen
Erica	Camera Operator	
<i>Maria Kopanas, television news reporter</i>		

ACT ONE

SCENE ONE

Time: Present

Setting: Inside a bus used as a bookmobile—a traveling library—in a Dallas, Texas, neighborhood. Mrs. Nguyen (WIN) sits at the checkout counter. Ileana steps inside and sets a heavy stack of books on the counter.

Mrs. Nguyen: Hi, Ileana! How did you enjoy the books?

Ileana: I liked everything but the Greek mythology. *(Pause)* I loved that!

Mrs. Nguyen: *(Smiling)*: I almost **misjudged** you. Which myth was your favorite?

Ileana: The one where King Midas turns everything to gold. That wish didn't work out too well.

Mrs. Nguyen: *(Sighing)*: I wouldn't mind having the Midas Touch today.

Ileana: Why? Is something wrong?

Mrs. Nguyen: *(Forcing a smile)*: Nothing *you* need to worry about. By the way, we just got the latest Sam Thorne mystery. It's called *The Case of the Pet Store Burglaries*. I won't give away who the prime **suspect** is . . .

Ileana: I think you're changing the subject, Mrs. Nguyen.

Mrs. Nguyen: *(Looking down regretfully)* I'm afraid Words on Wheels won't be back after next week.

Ileana: What?? Why not?

Mrs. Nguyen: Words on Wheels is a pilot program. The **prior** plan—for this past year—was for the library to fund W.O.W. But the year's almost up. Now there's no more money to pay for gas or to buy new books. I'll have to go back to the downtown branch.

Ileana: But that's too far away! The only time my grandmother can use a computer is when the W.O.W. bus comes. And I'll never get to see you, Mrs. Nguyen. Can't the library give you some more money?

Mrs. Nguyen: The library does its best to **assist** us, but the money doesn't go as far as we'd like. We rely on community support, and people just don't seem to be interested in contributing to W.O.W.

Ileana: I have some money saved. You can have it—all of it.

Mrs. Nguyen: *(Smiling sadly)* That's very generous, Ileana, but I'm afraid it would take King Midas to save W.O.W., and I doubt if he's going to show up.

ANALYZE THE TEXT

Allusion What does the allusion to the Midas Touch add to the play?

SCENE TWO

Setting: Shane's backyard. Ileana, Shane, and Jason are sitting at a picnic table, sipping juice and munching snacks.

Shane: *(Shaking his head)* Wow. That's bad news about W.O.W.

Ileana: Could we do without the puns, Shane? This is serious.

Shane: *(Looking innocent)* What did I say?

Jason: So, what did Mrs. Nguyen mean by "community support"?

Ileana: She meant that donations from people in the community help pay for the library's special programs.

Jason: Well, we're the community, and if we want to save W.O.W., we have to find a way to make money to pay for it.

Ileana: Does anyone have something we can sell? A rare baseball card?

Shane: I'd sell my bike, but I need it to get to school.

Ileana: Right. Maybe there's something we could do to raise money.

Shane: I could ask my brother. He and his friends raised money for their school picnic last year.

Jake: *(Calling from the back door)* Hey, Squirt. Mom says your friends can stay for dinner. We're having mutant chicken.

Ileana: *(Looking confused)* Mutant chicken?

Shane: Jake and I used to fight over the drumsticks, so my mom uses skewers to attach extra legs to a regular chicken. *(To Jake)* Hey, we have a question.

Jake: *(Sits at picnic table)* Make it fast. I'm a busy man.

Ileana: We need a way to make some cash. The W.O.W. program ran out of money. So tell us how your class paid for last year's picnic.

Jake: We did a lot of things. *(Picks up a handful of snacks)* You could have a bake sale.

Jason: Is that what you did?

Jake: Nope. We held a car wash one Saturday morning, and we earned enough money to pay for the picnic.

Ileana: (*Perking up*) A car wash!

Jason: Let's do it!

Shane: Works for me.

Jake: Whoa. Hold on. You can't just stand on the street and yell "Car Wash!" You have to organize it. You need a place and supplies. You especially need a water source, and you have to advertise.

Shane: (*Resigned*) Wow. I guess it's going to take a lot of work to save W.O.W.

Ileana: You did it again, Shane.

Shane: Oops. Sorry.

Jake: (*To Ileana and Jason*) Tell you what. If you guys are staying for mutant chicken, we can discuss ways to save W.O.W.

Ileana: Great!



ACT TWO

SCENE ONE:

Setting: Diaz Bakery. Mr. Diaz stands beside a counter next to a glass case filled with pastries. Ileana, Shane, and Jason enter the shop wearing hand-lettered buttons that read “P.O.W.W.O.W.” Each of them carries a stack of papers of assorted colors.

Mr. Diaz: *Hola, niños*¹. (He reads buttons.) What’s “pow-wow”?

Shane: It stands for “Please Open Wallets for Words on Wheels.” Ileana thought of it.

Mr. Diaz: What **scheme** are you kids cooking up now?

Ileana: (Taking a deep breath) We’d like to ask you for a **favor**, Uncle Carlos. Words on Wheels needs money so it can keep coming to the neighborhood.

Mr. Diaz: (Reaching for his wallet) So, you’d like a donation?

¹ *Hola, niños.*: Hi, kids.

ANALYZE THE TEXT

Elements of Drama How does the description of the setting help you follow the story?



Ileana: Not that kind of donation. See, we'd like to have a car wash this Saturday to raise the money. Our parents donated all the cleaning supplies and we used the W.O.W. computer and printer to make advertisements. (*She hands Mr. Diaz a bright-blue flyer, which he reads.*)

Jason: All we need now is a place to hold the car wash.

Mr. Diaz: (*Chuckling softly*) And that's where I come in, right?

Ileana: Well, you are a part of the community, Uncle Carlos.

Mr. Diaz: True. (*He rubs his chin.*) The hummingbird cake recipe Mrs. Nguyen found online last month has been one of my best sellers. Sure. You can use my parking lot. You can hook up your hose right to the building.

Ileana: (*Slaps high-fives with Shane, Jason, and Mr. Diaz*) *Gracias,*² Uncle Carlos! Thank you!

Shane: You won't be sorry. Just think of all the people who'll want to buy pies and cakes while we're washing their cars.

Jason: (*Turns to Ileana and Shane*) The next step is to get the word out. We have to add the location to these flyers and hand them out. Let's stick to the places that we know. I'll go to the Spotless Cleaners and to Teddy's Barbershop and see if we can put flyers there. Mr. Diaz, may I leave a stack of flyers for your customers?

Mr. Diaz: Of course, and I'll give a discount on baked goods to anyone who lets you wash their car.

Jason: *Muchas gracias,*³ Mr. Diaz.

Mr. Diaz: *De nada,*⁴ Jason.

Shane: I'll go to Big Hit Card store and Dr. Bonzo's Used CDs.

Ileana: And I'll take my flyers to Mrs. Romero's Market, the Bead Shop, and the Flower Basket.

Mr. Diaz: (*Impressed*) You're very organized.

Ileana: The bookmobile has a lot of information on fundraising.

Shane: That's the power of W.O.W.

Mr. Diaz: After you finish handing out your flyers, meet back here and I'll show you the power of a hummingbird cake!

² *Gracias:* Thank you.

³ *Muchas gracias:* Thank you very much.

⁴ *De nada:* You're welcome.

SCENE TWO

Setting: Parking lot of Diaz Bakery. Jake uses a hose to rinse his father's car. Shane and Jason towel-dry a second car. Erica accepts a few bills from the driver and hurries over to Ileana, who holds the cash jar.

Erica: *(Excitedly)* How much do we have so far?

Ileana: *(Sarcastically)* A whopping sixty-five dollars.

Erica: We've been out here for three hours and that's it?

Ileana: I thought for sure we'd have tons of cars. I guess . . .

(Her voice trails off as she stares over Erica's shoulder.)

Erica: *(Turns to see)* Hey, check out the van. We should charge extra to wash that big silver pole on top.

Jake: *(Jogging over with Shane and Jason)* That's the Dallas News 7 van! We're going to be famous.

Maria Kopanas: *(She exits the van while the driver shoulders a video camera. They walk over.)* Hi, my name is Maria Kopanas. I'm a reporter for Channel 7.

Shane: I've seen you on the news.

Maria: Well, today you're the news. My Aunt Della owns Spotless Cleaners, and she told me about the car wash today. May I speak to the organizer?

(Ileana reluctantly allows the others to push her forward.)

Maria: Do you mind if I ask you a few questions?

Ileana: *(Shyly)* I guess not.

Camera Operator: We're on the air in five . . . four . . . three . . .

(Raises two fingers, then one, and points to Maria)

Maria: *(Speaking into microphone)* I'm Maria Kopanas with five remarkable young people. They decided to do something after learning that their beloved bookmobile, Words on Wheels, lacked the funds to operate. I'll let them introduce themselves. *(Holds microphone to each)*

Ileana: Hi. I'm Ileana, and this is my sister Erica.

Erica: I can say my own name! (*Sweetly, to camera*) I'm Erica.

And Diaz Bakery makes the best bread in town!

Jason: I'm Jason.

Jake: I'm Jake.

Shane: He's my brother. I'm Shane. (*Waving*) Hi, Mom!

Maria: (*To Ileana*) Why is the bookmobile so important to you?

Ileana: It's the only way a lot of kids in my neighborhood can get library books and use a computer. The downtown branch is too far away, so it's nice to have a library come to us. (*Showing her button*) P.O.W. stands for "Please Open Wallets"—or "Power of Words."

Erica: Yeah, a book can give you an adventure.

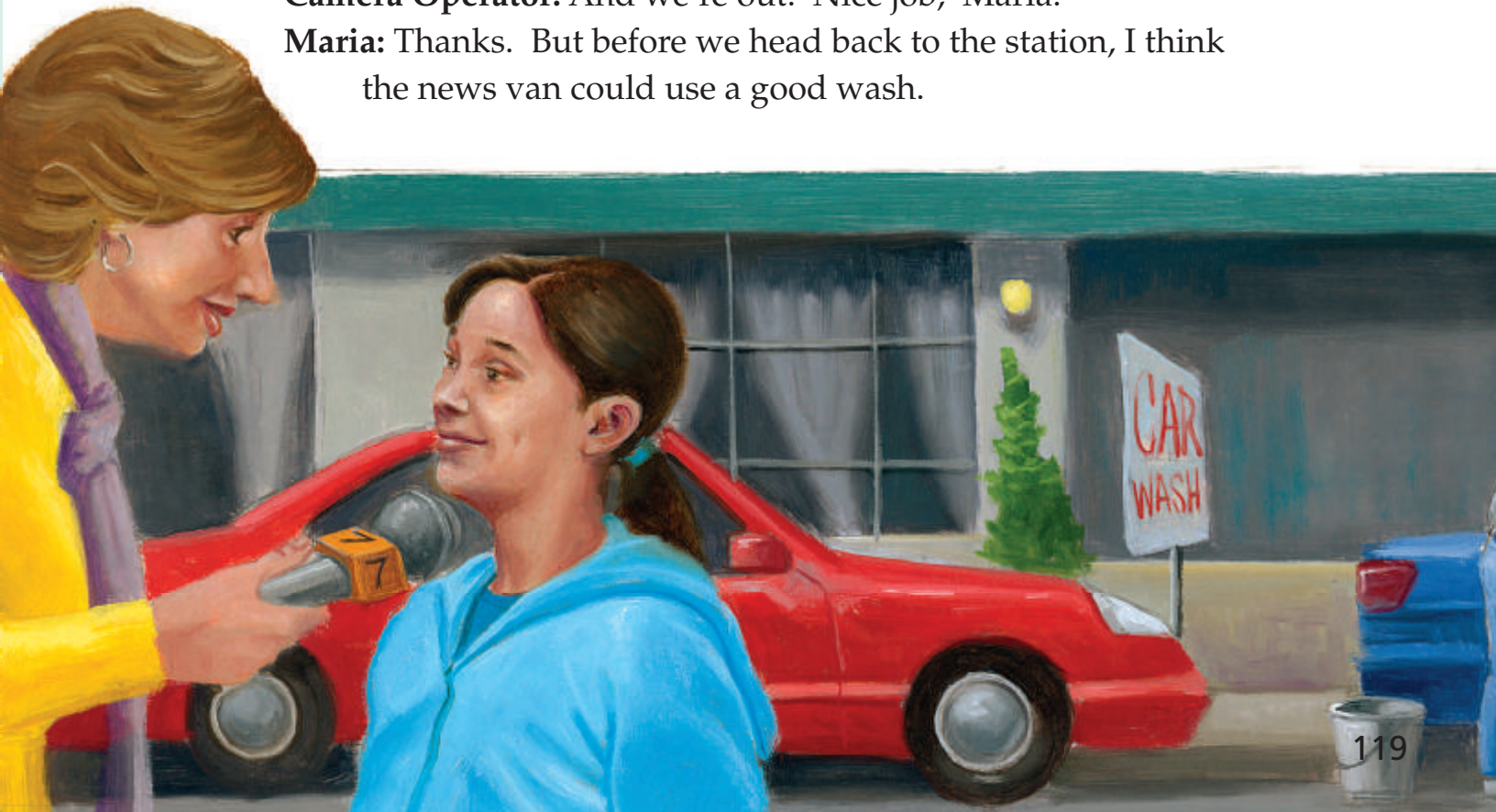
Jason: Or teach you something.

Shane: Or make you laugh.

Maria: (*Speaking to camera*) Some have **speculated** that when a community is in trouble, no one's around. But here's a group of kids who have come together to help one of their own. What about you? It's a beautiful day for a car wash, folks!

Camera Operator: And we're out. Nice job, Maria.

Maria: Thanks. But before we head back to the station, I think the news van could use a good wash.





SCENE THREE

Setting: Parking lot of Diaz Bakery. Kids, parents, and the camera operator are washing a long line of cars. The W.O.W. bus lumbers into the parking lot. Mrs. Nguyen exits the bookmobile.

Ileana: Look, Mrs. Nguyen! (*Holding up the money jar*) This is all for W.O.W.

Mrs. Nguyen: Ileana, this is unbelievable!

Ileana: After Maria Kopanas put us on the news, tons of cars showed up. I don't know if there's enough money here to save W.O.W., but it looks like a good start, doesn't it?

Mrs. Nguyen: That's what I came to tell you, Ileana. Thanks to your flyers and the news story, people have promised to help. (*She pulls envelopes from her pocket.*) All of these contain checks! They're from Spotless Cleaners, Teddy's Barbershop, the Bead Shop, Mrs. Romero's Market, Channel 7, your parents, and so many others in the neighborhood. W.O.W. can keep running for a long time to come!

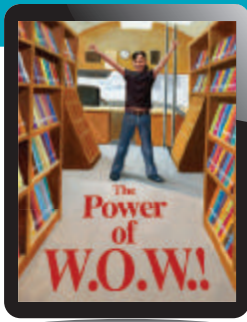
Ileana: (*Jumping in the air*) Wow! Guys! We saved W.O.W.!

Shane: I couldn't have said it better myself.

ANALYZE THE TEXT

Theme What do the characters learn by the end of the play? How does this relate to the theme?

Dig Deeper



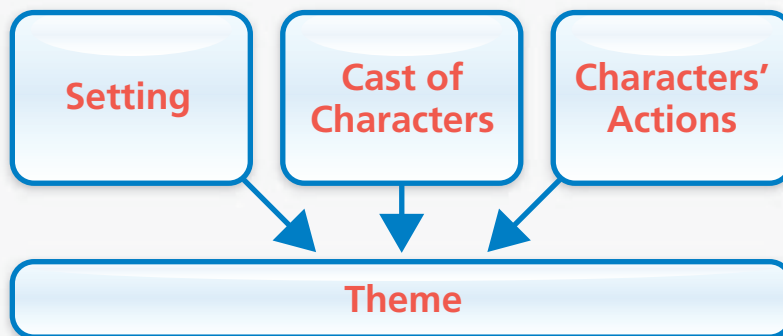
How to Analyze the Text

Use these pages to learn about Theme, Elements of a Drama, and Allusion. Then read “The Power of W.O.W.!” again to apply what you learned.

Theme

“The Power of W.O.W.!” is a play that makes a point. All of the elements in the play come together to teach a lesson to the audience. This lesson is the **theme** of the play.

Use details about the play’s setting, the cast of characters, and the characters’ actions in each scene to figure out the theme of the play. A graphic organizer like the one below can help you see how the story elements come together to create the theme. You can often determine a story’s theme by thinking about what the characters learn. Turn to pages 114–115. What lesson do the characters learn about helping others on these pages?



RL.4.2 determine theme from details/summarize; **RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology; **RL.4.5** explain major differences between poems, drama, and prose/ refer to their structural elements

Elements of a Drama

Drama, such as “The Power of W.O.W.!,” have these structural elements:

- **cast of characters**—a list of people or animals in the story
- **dialogue**—plot is told through what characters say or think to themselves
- **stage directions**—instructions about how actors should move and speak on stage

Like prose or other stories, dramas also have a **setting**—where and when the stories take place.



Allusion

When an author includes a reference to a famous person, place, event, or other story, the author is using an **allusion**. Authors use allusions to give details about characters or events in an interesting, descriptive way. For example, a story character caught in a storm might say, “I guess Neptune is really angry now!” In Greek mythology, Neptune is the god of the sea and is responsible for storms at sea.



Your Turn



RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *Why might people raise money for a cause?* Use text evidence from the play to support your answers. Make sure your comments link to what your partner says so the discussion stays on track.



Classroom Conversation

Continue your discussion of “The Power of W.O.W.!” by explaining your answers to these questions:

- 1 Why do you think so many drivers went to the car wash after the TV news report?
- 2 What kind of power do the students show in the play?
- 3 What are some other ways Ileana and her friends could have helped save W.O.W.?

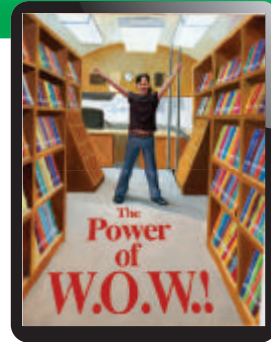
PLACES, EVERYONE

Perform a Scene With a group, choose one scene from the play to act out. Work together to assign roles. Take time to rehearse. Your performance should match the directions in the play. Then perform your scene for the class. Discuss how your presentation connects to the text of the play.



WRITE ABOUT READING

Response “The Power of W.O.W.!” shows that taking action can have a positive effect on a community. What would you do if you found out your favorite after-school activity or community program was going to end? Write a paragraph explaining what you might do to help that activity or program continue. Include what effect you think your actions might have.



Writing Tip

Make sure that all your sentences are complete. Check by identifying the subject and predicate in each sentence.



RL.4.2 determine theme from details/summarize; **RL.4.7** make connections between the text and a visual or oral presentation of it; **W.4.10** write routinely over extended time frames and shorter time frames; **SL.4.1c** pose and respond to questions and make comments that contribute to the discussion and link to others' remarks

Lesson 4

INFORMATIONAL TEXT



✓ GENRE

Informational text gives factual information about a topic. The information is often organized under headings. Informational text often includes visuals, such as charts, graphs, and photographs.

✓ TEXT FOCUS

Charts provide information in a visual way. They often provide examples for the information in the article.



RI.4.7 interpret information presented visually, orally, or quantitatively; **RI.4.10** read and comprehend informational texts

The Kid's Guide to MONEY

by Steve Otfinoski

Spending Your Money

What do you do with money? You can spend it, save it, invest it, or give it away.

Budgeting Your Spending

Spending your money on the things you want may be a lot of fun. But spending has its own set of responsibilities. You have to make sure you don't buy so many things you want that you don't have money for things you need. One way to be sure you have enough money to pay for everything you need is to make a budget. A **budget** is a plan for managing your money on a regular basis. When you follow a budget, you have enough money to meet all your expenses.



Five Steps to Making a Budget

Step 1: Figure out your weekly income, the money you receive from all sources. Count only the money you get regularly, for example, a weekly allowance or money earned from a steady job such as delivering newspapers.

Step 2: Every week, make a list of the things you need to spend money on, such as bus fare, school supplies, and lunches.

Step 3: Make a list of the things you want but could get along without if you had to. These could include going to a movie or buying snacks or a tape.

Step 4: Now list any things that you need to save for.

Step 5: Subtract your needs (the total amount from Step 2) from your income. You can spend or save whatever's left. This is your weekly budget.

Even if you don't have much of a weekly income, it's still a good idea to create a budget. Managing your money is a habit that's best to develop early in life—starting right now!

Once you plan your budget, it's important to stick to it. Keep track of your spending and budget goals in a notebook. You might want to call it your Money Management Book. Add up each week's total spending. If you managed to keep within your budget that week, you should give yourself a great big pat on the back and 27 hip-hip-hoorays.

Here is a sample weekly budget:

Total weekly income: \$10.00

NEEDS

lunch/milk tickets \$2.00

bus fare
(to piano lesson) \$1.50

Total needs: \$3.50

Total weekly income: \$10.00

Total weekly needs: \$3.50

Money remaining: \$6.50

WANTS

snacks at school \$3.00

movie \$3.50

Total wants: \$6.50

Saving for
new bike \$2.00

Giving donation \$1.00

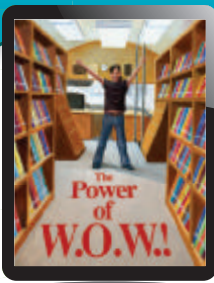
Budget notes:

I need to rethink my "want" spending. I really want to go to the movies this week, so if I bring my own snacks to school I can cut that expense and still have money to save for the bike and make a donation to charity.

Money Jars

Here's one way to make sure you stick to your budget. Take four empty glass or plastic jars and write the following labels on them: NEEDS, OTHER SPENDING, SAVINGS, and GIVING. Put the jars on your dresser or a desk in your room. Every week take your money and split it into the four jars, according to your budget. Take the money out of each jar as you need it.





Compare Texts

TEXT TO TEXT

Compare Concepts Explain the main idea of “The Kid’s Guide to Money” in your own words. Then explain the details that support it. Now think about Ileana and her friends. What could they learn from “The Kid’s Guide to Money”? What could they add to “The Kid’s Guide to Money”? Present your ideas in a small group. Remember to speak clearly so that your classmates can understand you.



TEXT TO SELF

Write About Teamwork In “The Power of W.O.W.!,” a group of kids saves their community’s bookmobile. Think about a time when you worked with a group to help others. Write a paragraph that describes your group’s goal, the steps you took to reach the goal, and the result.



TEXT TO WORLD

Community Services “The Power of W.O.W.!” shows how important a library can be to a community. Work with a partner to brainstorm some of the different services that are important to your community. Discuss why each of these services is important to your community and who it helps.



RL.4.9 compare and contrast the treatment of similar themes and topics; **RI.4.2** determine the main idea and explain how it is supported by details/summarize; **RI.4.9** integrate information from two texts on the same topic; **SL.4.4** report on a topic or text, tell a story, or recount an experience/speak clearly at an understandable pace

Grammar



What Are a Sentence Fragment and a Run-On Sentence?

A sentence tells a complete thought. It has a subject and a predicate. A group of words that does not tell a complete thought is called a **sentence fragment**.

Sentence Fragments	Corrected Sentences
Had a car wash.	The students had a car wash.
Is making fifty dollars!	The group is making fifty dollars.

A **run-on sentence** has two complete thoughts, or sentences, that run into each other. The end punctuation of the first sentence is missing. Often a run-on sentence is also missing the capital letter that begins the second sentence.

Run-On Sentences	Corrected Sentences
The library gives money it is not enough.	The library gives money. It is not enough.
The kids had a car wash they made money.	The kids had a car wash. They made money.

Try This!

With a partner, identify each group of words as a sentence fragment or a run-on sentence.

Then tell how each should be corrected.

- 1 needs books to read.
- 2 Not all families in our community.
- 3 A library van comes to our town we borrow books.

When you write, make sure each sentence contains a subject and a predicate. You can fix a sentence fragment by adding the missing subject or predicate. To correct a run-on sentence, separate the two complete thoughts with a period. Make sure each sentence begins with a capital letter.

Sentence Fragment



Is almost out of money.

Run-On Sentence



Mr. Diaz is helping he
is letting us use his lot.

New, Complete Sentence



The van program is
almost out of money.

New, Complete Sentences



Mr. Diaz is helping!
He is letting us use his lot.



Connect Grammar to Writing

As you edit your fictional narrative next week, make sure each sentence has a subject and a predicate. If a sentence has two complete thoughts, correct the run-on by splitting it into two sentences. Begin each sentence with a capital letter.



W.4.3a orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence; **W.4.4** produce writing in which development and organization are appropriate to task, purpose, and audience; **W.4.5** develop and strengthen writing by planning, revising, and editing

Narrative Writing

Reading-Writing Workshop: Prewrite

✓ Ideas When planning your **fictional narrative**, first brainstorm your characters, the setting, and a story problem. Then plot out what happens in the beginning, middle, and ending. A story map can help you categorize your ideas and plan what happens. Use the Writing Process Checklist below as you develop your writing.

Mei Ann thought of ideas for her story. She circled the ones to write about. Then she developed her ideas in more detail using a story map.



Writing Process Checklist

► Prewrite

- Did I think of ideas that my audience and I will both enjoy?
- Are my characters and setting worked out?
- Did I plan a problem for my characters?
- Did I think of exciting events for the middle of the story?
- Did I decide how the story problem will turn out?

Draft

Revise

Edit

Publish and Share

Exploring a Topic

Who? a dog walker
 two friends
 a young guitarist

Where? attic
 city park
 talent show

What? find a mysterious box
 loses a dog
 wants to win a contest

Story Map

Setting

Attic: dusty, full
of toys, furniture,
camping equipment

Characters

Matt: afraid of
spiders, smart
Sarah: bossy, brave
Sarah's mom

Plot

Beginning: Sarah discovers a locked suitcase.

Middle: Sarah and Matt can't figure out how to open the suitcase. Sarah's mom brings some old keys. Inside the suitcase is an old newspaper and a jacket with a ring in the pocket.

Ending: Matt reads the newspaper and learns that a jewelry thief used to live in Sarah's house. They return the ring to the jewelry-store owner.

Reading as a Writer

Which parts of Mei Ann's story map sound interesting to you? What interesting events and details can you add to your own story map?

As I filled out my story map, I added details about the setting, characters, and events. I organized my ideas into a specific sequence.

