

Review for 2016 First Semester Exam

Intro to Lit and Comp.

Characterization—What is it? How do authors tell us about characters?

Types:

- Direct
- Indirect

Comprehension—Words to know and understand that will help you answer questions

- Imply
- Infer
- Drawing conclusions
- Prediction

Context clues—Know how to determine the meanings of words using context clues (words, phrases in the passage)

Parallel Structures—Sentences that are balanced, they use the same part of speech, phrase, or clause to express ideas. Thesis statements that list your areas of examination use this grammatically correct parallel structure.

Examples:

- Paris, the capital of France, is famous for its history, culture and eating at excellent restaurants. *Not parallel, see the underlined part.*
- Paris, the capital of France is famous for its history, culture and restaurants. *Parallel.*

Text Evidence—You will need to find specific lines in the text that support your answers.

Revising and Editing—You will have to edit some sentences to make them grammatically correct.

- Daily Oral Language Lessons
- Capitalization
- Sentence Structure

Informational Writing

- Purpose
- Audience
- Introduction with Hook/Lead, Bridge, and Thesis
- Thesis—Make sure you include a thesis sentence that has three parts when you are comparing (like we did in class with our 1984 papers)
- Body paragraphs
 - Topic Sentence
 - Text Evidence/Concrete Detail (minimum of two pieces)
 - Commentary (at least one for each piece of TE)
 - Concluding Sentence
- Concluding paragraph
- MLA Documentation

Dystopia---is will be an important word to know for the essay---understand the meaning.

Make sure you read and understand the two passages ("The Lottery" and "Thank You Ma'am") that you were given ahead of time.

Direct Characterization:

A writer simply tells the readers about the character (ex. That a character is amusing or evil or dull or brave).

Indirect Characterization:

Reveals personalities in one or more of the following ways:

- Through the words of the character
- Through the description of the character's looks and clothing
- Through description of the character's thoughts and feelings
- Through comments made about the character by other characters in the story
- Through the character's behavior

Inferences Worksheet 1

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul work?

How do you know this?

2. Describe Alice:

What in the text supports your description?

3. What relationship do Paul and Alice have?

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sob. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset?

How do you know this?

5. What was Mom planning on doing today?

What in the text supports your description?

Name: _____

"Tommy!" Mom called out as she walked in the front door. "Tommy," she continued shouting, "I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. "I'm going to kill you, Tommy!" Mom yelled to herself as she realized that Tommy's shoes were gone.

6. What happened to the window? _____

How do you know this?

7. Why did Tommy leave? _____

What in the text supports your description?

Today was a special day in Ms. Smith's class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped out of his chair, strutted over to Veronica's desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone's mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica's mailbox, but it wouldn't quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? _____

What in the text supports your idea?

9. Which boy does Veronica like? _____

What in the text supports your idea?

10. Why did Bartleby run? _____

What in the text supports your idea?

Practice Activities

Turner almost wished that he hadn't listened to the radio. He went to the closet and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

1. Which probably happened?

- Turner realized that he had an unnatural fear of falling radio parts.
- Turner had promised himself to do something silly that morning.
- Turner had heard a weather forecast that predicted rain.
- Turner planned to trade his umbrella for a bus ride.

"Larry, as your boss, I must say that it's been very interesting working with you," Miss Valdez said. "However, it seems that our company's needs and your performance style are not well matched. Therefore, it makes me very sad to have to ask you to resign your position effective today."

2. What was Miss Valdez telling Larry?

- She would feel really bad if he decided to quit.
- He was being fired.
- He was getting a raise in pay.
- She really enjoyed having him in the office.

Bill and Jessica were almost done taking turns choosing players for their teams. It was Jessica's turn to choose, and only Kurt was left. Jessica said, "Kurt."

3. We can infer that

- Kurt is not a very good player.
- Jessica was pleased to have Kurt on her team.
- Kurt was the best player on either team.
- Jessica was inconsiderate of Kurt's feelings.

Mending

A giant hand inside my chest
 Stretches out and takes
 My heart within its mighty grasp
 And squeezes till it breaks.
 A gentle hand inside my chest,
 With mending tape and glue,
 Patches up my heart until
 It's almost good as new.
 I ought to know by now that
 Broken hearts will heal again.
 But while I wait for glue and tape,
 The pain!
 The pain!
 The pain!
 The pain!
 The pain!

by Judith Viorst

4. The poem is probably about

- a woman.
- a man.
- a broken heart.
- heart surgery.

5. It can be inferred that the subject of the

- poem is in a lot of physical pain.
- enjoys arts and crafts.
- is a good friend.
- has had a broken heart before.

Making Inferences/Drawing Conclusions

Inference: an idea that is suggested by the facts or details in a passage

Conclusion: a decision about what may happen or about the result an event may have

NOTE: Making an inference and drawing a conclusion are very similar skills. Each requires the reader to fill in blanks left out by the author. An author may not include information for several reasons: they may think you already know it, it may not seem important to them, or they may want you to find the result.

How to make an inference or draw a conclusion

- ✓ Observe all the facts, arguments, and information given by the author
- ✓ Consider what you already know from your own experiences
- ✓ When faced with multiple choice answers, determine whether each is true or false based on the information in the passage

The woman waited nervously in line. When the counter was empty, she carefully unloaded her items from her cart. Lines creased her forehead as if to show the calculations ringing up in her head. Finally, the cashier began ringing up the items as the woman clutched her purse.

Inference/conclusion: The woman may not have enough money to cover the cost of her groceries.

- ✓ Think about the facts of the passage and what may result from them
- ✓ Think about causes and effects

The writer may only provide a *list of effects*, so you have to figure out the cause.

The child stood on the sidewalk clenching her ice cream cone. Beads of sweat collected on her little nose as she furiously licked at the ice cream dripping down her hand.

Inference/conclusion: It must be a hot day because her ice cream is melting, and she is sweating.

- ✓ Try saying "If ...then"

If the girl is sweating, then it may be warm outside.

Remember

- Most writing *suggests* more than it says
- By making inferences, you get more from the story
- Conclusions may be missing from the things you read, so you have to draw your own

Drawing a Conclusion

When we read a text, the author does not always tell us everything. The author may leave out details on purpose. He may also depend on the reader's general knowledge to fill in the blanks.

Read each paragraph and answer the questions.

PART I

Sarah lit the candle as the room grew darker. The clock chimed eight times, so she knew it would soon be bedtime. She hurried to find her chalkboard slate. She had not finished her lessons yet. She knew the teacher would be disappointed in her if she did not finish.



1. The paragraph takes place in:
 A. in the morning
 B. at night

Why do you think that?

2. The paragraph takes place in:
 A. modern times
 B. historical times

Why do you think that?

PART II

Claude walked slowly to the barn. He could hear the puppies as they cried for their mother. It would be a long night if she did not come back soon.



1. Claude is:
 A. male
 B. female

Why do you think that?

2. Claude is:
 A. a human
 B. an animal
 C. don't know

Why do you think that?

PART III

As I walked in the door, I knew there was trouble right away. The trash can was turned over, and papers were everywhere. The sofa cushions were on the floor. One of the pillows had been ripped open. Stuffing was all over the floor. As I looked around I saw Ringo in the corner. He had a ball in his mouth, ready to play.

1. What is Ringo?

2. What happened to the trash can, the sofa cushions and the pillow?

Name: _____

Name: _____

Making Predictions Worksheet 1

Directions: Read the following passages. Determine what event is likely to occur next. Explain your answer using textual evidence.

Vince Thunder waved to the crowd one more time before he put on his motorcycle helmet. The crowd cheered uproariously. Vince looked down the ramp and across the 17 school busses that he was about to attempt to jump. It was a difficult trick and everything would need to go right for him to nail it. His cape blew in the wind. As Vince hopped on his motorcycle and started down the ramp, he noticed something that he had not seen before. There was large oil slick at the end of the ramp. He attempted to stop the bike, but it was too late. He had already built up too much momentum...

1. What event is most likely to occur next? _____

2. What evidence from the text supports your prediction?

Rex sat at the mouth of the alley and chewed the bone that he had found by the dumpster. It was a meaty bone that had belonged to a larger animal, perhaps a state fair prize winning pig. Rex was attracted to the bone by its strong scent. Apparently, he was not the only one who could smell it. He heard the jangle of tags behind him and turned to see a larger dog. Rex released the bone and began growling at the other dog. The other dog began growling at Rex. The two dogs inched toward one another, maintaining eye contact. Each began growling louder as the other approached within striking distance...

3. What event is most likely to occur next? _____

4. What evidence from the text supports your prediction?

John sat in the classroom and drew pictures of the Tatakai Fighting Warriors in his notebook while his teacher lectured about biology or something. He didn't really know for sure. The last thing he remembered her saying was that there would be a test tomorrow. His heart jumped. He went home to study for the test, but he was soon drawn to his Game Box. He played Tatakai Fighting Warriors long into the night. When his alarm clock rang the next day, he was too tired to hit the snooze button, so he let it beep for about 20 minutes before he got up and went to school. As she had promised, the teacher has prepared a test. She reviewed the testing procedures and directions with the class and then passed out the test. John looked at his test and scratched his head...

Angela threw the bedspread over the bed and fussed with it until it was free of wrinkles. She dusted her dresser and straightened the knickknacks. As she was leaving the room, she noticed that a picture frame on the nightstand was slightly crooked. She went back into the room and straightened the picture frame. She examined her bedroom one more time and gave it a satisfied nod, and then she went to vacuum the living room. As she was running the vacuum, her three-year-old son Jason walked into Angela's bedroom. He was drinking a glass of grape juice and playing with his cars. Angela's bedspread fell as he raced his cars off the bed. While hitting an imaginary jump with his cars, he bumped into the nightstand and knocked over Angela's picture frame. Then, while he lined his cars up at the starting line of a pretend race, he kicked over the grape juice and it spilled all over Angela's white carpet. Jason didn't notice. After Angela finished vacuuming the living room, she tied the cord around the vacuum and went to return it to her bedroom...

7. What event is most likely to occur next?

8. What evidence from the text supports your prediction?

Lance didn't cook much but he wanted to do something nice for his wife's birthday, so he decided to make her dinner. He was preparing a meal of steak and potatoes by following a recipe that he had found on the Internet. He put the steaks on the grill on low heat and quartered the potatoes. Then he threw the potatoes in a skillet with a little bit of oil and cooked them over medium heat. After browning the potatoes, he grabbed the skillet by the metal handle and put it into the oven at 400 degrees. Twenty minutes later he grabbed the steaks off of the grill and began preparing the plates. The last thing that he needed to do was take the potatoes out of the oven. He thought about using a potholder to remove the pan, but didn't want to bother with getting one out of the drawer. He reached into the hot oven, his hand nearing the metal handle of the skillet. He wrapped his hand around the handle and clenched tightly...

9. What event is most likely to occur next?

10. What evidence from the text supports your prediction?

Context Clue Practice

Read each sentence and determine the meanings of the words using context clues.

1. **procession**: The Graduates marched down the aisles and filled in their seats in an orderly **procession**.

Definition: _____

What clues in the sentence helped you? _____

2. **proper**: Lance felt that it would be **proper** to ask Barbie's father for permission to marry her.

Definition: _____

What clues in the sentence helped you? _____

3. **straggle**: Vinnie thought that the 5K run would be a breeze but after he got about a mile into it, he started to **straggle** behind the rest of the group.

Definition: _____

What clues in the sentence helped you? _____

4. **desolate**: Chris could see nothing but the sky over the fields as he wandered through the **desolate** plains.

Definition: _____

What clues in the sentence helped you? _____

5. **tranquil**: Jack likes to sit on the edge of the pier when the wind is calm and the water is **tranquil**.

Definition: _____

What clues in the sentence helped you? _____

6. **glimpse**: When the teacher dropped her grade book, Alex got a **glimpse** of the grade sheet. Now he is sad because he thinks he saw an F next to his name.

Definition: _____

What clues in the sentence helped you? _____

7. **extraordinary**: Al had hoped that with his **extraordinary** athletic skills he would get a college scholarship.

Definition: _____

What clues in the sentence helped you? _____

8. **thorough**: Jackie is very **thorough** when she plans a party, she makes sure that everything has been considered for the big day.

Definition: _____

What clues in the sentence helped you? _____

9. wretched: Alice woke up feeling wretched. She was covered with sweat and had a headache.

Definition: _____

What clues in the sentence helped you? _____

10. gradual: Amy was not happy with the product's promise of gradual weight loss. She wanted to lose all of the her fat immediately.

Definition: _____

What clues in the sentence helped you? _____

Revising Sentences to Create Parallel Structure

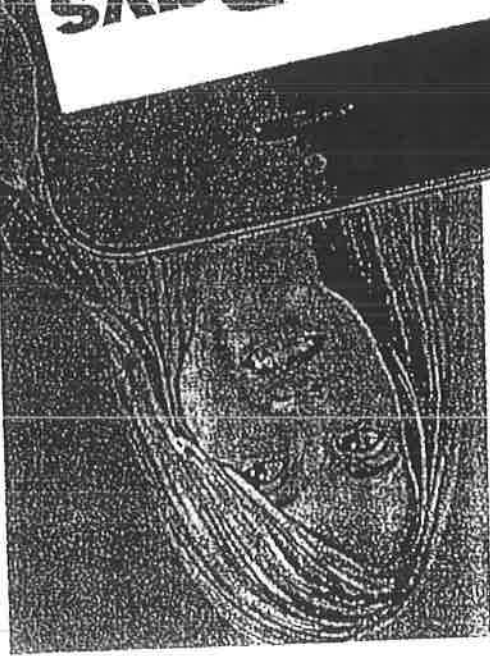
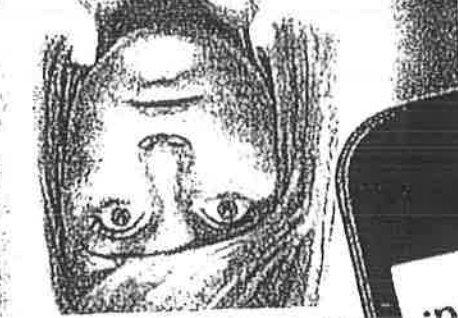
DIRECTIONS Bring balance to the following sentences by putting the ideas in parallel form.

- Write C if a sentence is correct.
- Add or delete words as necessary.
- Make all changes on the worksheet.

EXAMPLE ^{Being}
~~To be~~ an only child may be fun, but not having my brothers is unimaginable.

- _____ 1. Marco loves singing, acting, and to play the drums.
- _____ 2. Jeremy eats lunch in the cafeteria, at home, or he goes to a restaurant.
- _____ 3. During the speech, the governor showed that she has vision, confidence, and is ambitious.
- _____ 4. The teacher suggested that we hold a concert and make a music videotape.
- _____ 5. Meeting voters, answering questions, and discussion of community issues are important aspects of political campaigning.
- _____ 6. Persuading my mother to let me go will be hard, but to talk my father into it will be even harder.
- _____ 7. Because he has confidence and being naturally graceful, Tyrone will be a good gymnast.
- _____ 8. The collection in our public library is better than the collections in many college libraries.
- _____ 9. Olivia took a lot of time doing the research and to write the report.
- _____ 10. Losing the soccer game was difficult, but knowing that they played hard and improving their teamwork helped them feel better.
- _____ 11. In her speech, Eva discussed the importance of empathy, forgiveness, and being kind.
- _____ 12. Leon persuaded the student council to seek funding for a Japanese class and to ask for healthier lunches.

Extra Resources Online!
 • BONUS QUIZ
 • COMMON CORE GAME
 • 3 READING LEVELS
 • LISTEN & READ AUDIO
 • LESSON PLAN
 • GRAPHIC ORGANIZER
www.scholastic.com/sclonmag



NONFICTION/HEALTH

Instead of sleeping, Kenny Alarcon, 16, often texts with his friends through the night. "You get an urge," explains the teen, who lives in the Bronx in New York City. "When I get a text, I'm itching to respond to it even if I want to sleep."

Franchesca Garcia, a high school senior from Providence, Rhode Island, has also felt the need to stay constantly connected. We asked how many texts she sent and received each day. "I don't know . . . maybe 1,000?" she answered. "It's too many to count."

It probably won't surprise you that teens are texting more than ever before. (See page 24 for a chart with teen-texting **statistics**.) Some experts are worried about how all that texting is affecting teenagers' lives.

Teens in Trouble?

One concern is that students might not learn correct grammar and spelling if most of the writing they do is made



"My friends thought I was crazy for doing this. After I got my phone back, everyone was joking 'the ghost is back!'" —Kenny Alarcon

"When I gave my phone away, the first day I went crazy. I thought the phone was ringing but I didn't have the phone!" —Franchesca Garcia



up of text messages. Some people also worry that because teens text so much, they don't spend enough time talking with others face-to-face. That could be hurting their relationships with friends and family.

Plus, all that texting (and time on social media) takes away from hours that could be spent studying, exercising, pursuing a hobby, or just relaxing.

Dr. Elizabeth Dowdell is a professor at Villanova University in Pennsylvania. She says that many people expect to be able to **access** anyone or to *be accessed* by anyone at any time. "It's very appealing, especially

to a middle or high school student," she explains. "The problem is, there's no downtime." And people need downtime—especially when it comes to sleep.

Sleep Texting

Both Franchesca and Kenny told us that they wake up several times during the night to text. Kenny even sleeps with his phone beneath his pillow.

Dr. Dowdell says that it's common for teens' sleep to be interrupted by texts. Sometimes teens even send texts filled with nonsense words when they don't wake up all the way. She has been studying this trend, which she calls "sleep texting."

Why is sleep texting a problem? "Adolescents need a solid 8, 10, even 11 hours of sleep to really function and to think clearly," reports Dr. Dowdell. If they regularly lose sleep, she adds, teens may start

Vocabulary

- statistics:** a set of numbers that presents information
- access:** reach, get in touch with
- depressed:** feeling very sad for a long period of time
- isolated:** all alone, separated from others
- addiction:** a strong need for something, such as drugs

PAGE 4: ISTOCKPHOTO.COM (TOP); UNEP; CLOCKWISE FROM TOP LEFT: TETRA IMAGES; ALFREDO/GETTY IMAGES; EVAN BIRCH/FLORIAN/GETTY IMAGES; MASTERFILE; MASTERCHEF/GETTY IMAGES; TOOGA/DIGITAL ARTISTS (2); CHRIS MOTT (BOY); © RACHEL BILIAN (GIRL)

Many teens report troubling problems when they try going without phones and technology. One recent study asked students to give up phones and electronic media for 24 hours. The result? One in five people experienced changes in their bodies or emotions that are signs of possible **addiction**. Look below for some of these warning signs.

Signs of Addiction

Feeling anxious, lonely, or worried

Thinking you hear your phone ring or vibrate, even though it is not there

Nausea, feeling sick

Strong cravings to pick up your phone and check messages

Fidgeting, unable to sit or stand still



admitted "it had benefits." Sure, Kenny missed his friends, and he was sad at times. But he also felt relief from the constant texting. "Sometimes it's teenager drama, people gossiping," he explained. "I felt less stressed because I didn't have to be involved." Instead of texting, Kenny went to the gym and caught up on schoolwork. The first night, he told us, "I slept for 18 hours!" He also spent time sitting with his family and talking. Kenny's mom helped him with homework for the first time in two years. Said Kenny, "I felt closer to my parents."

Franchesca had an even happier result when she put away her phone. "I loved it!" she said. "I was going to the gym and hanging out with friends and playing basketball. I had a wonderful experience." She slept better too.

Franchesca decided to continue the experiment for a while. "I think I'll be so much smarter and healthier," she explained. "Everybody in the world should try it." Kenny doesn't plan to give up his phone again. But he now knows that he can live without it. Said the teen, "It was a reality check."

—Sarah Jane Brian

having trouble in school. They may become grumpy, angry, or **depressed**. A lack of sleep can lead to weight gain and even obesity. That's because many people turn to junk food for quick energy when they are tired.

The 48-Hour Challenge

According to Dr. Dowell, teens need to learn that they can—and should—turn off their phones sometimes. So we decided to have Kenny and Franchesca do an experiment. These were the rules: No phone for 48 hours. No computer or Internet either, unless it was for schoolwork. No Twitter, no Instagram. No! Would these two teenagers be able to do it?

The Results

We caught up with Kenny and Franchesca after 48 phone-free hours. "Wow, it was pure torture," Kenny joked. But though life with no phone wasn't easy, he

Name: _____

Cite Your Evidence

SPOTLIGHT SKILL:
Citing Text Evidence

USE WITH:
"Two Days With No Phone" (p. 4) and
Common Core Tool
Kit #1

Read "Two Days With No Phone" on pages 4-6 of this issue of *Action* magazine. Then answer the questions below. Be sure to use details from the text (text evidence) to support your responses.

Question	Response	Text Evidence
1. What effect might too much texting have on a student's relationships?		
2. What is "sleep texting"?		
3. What does the word <i>adolescents</i> mean in Dr. Dowdell's quote about sleep needs?		
4. Make a prediction about Kenny and Franchesca. Which student is more likely to text less in the future than they did before the experiment?		
5. A teen checks his phone every five minutes, and his mood changes when he doesn't have access to his phone. Might he have an addiction?		

Revising Sentences to Create Parallel Structure

DIRECTIONS Bring balance to the following sentences by putting the ideas in parallel form.

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- Add or delete words as necessary.
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6. Persuading my mother to let me go will be hard, but to talk my father into it will be even harder.
7. Because he has confidence and being naturally graceful, Tyrone will be a good gymnast.
8. The collection in our public library is better than the collections in many college libraries.
9. Olivia took a lot of time doing the research and to write the report.
10. Losing the soccer game was difficult, but knowing that they played hard and improving their teamwork helped them feel better.
11. In her speech, Eva discussed the importance of empathy, forgiveness, and being kind.
12. Leon persuaded the student council to seek funding for a Japanese class and to ask for healthier lunches.

Capitalization Worksheet

Lesson 1

Instructions: Circle all the words that have capitalization errors.

Rules:

- The pronoun "I" should always be capitalized.
- Capitalize the names and initials of people and pets.
- Capitalize the title that comes before a person's name.

Yesterday, our school had an unusual speaker. His name was Grant u. Hope. He said that we could each have three wishes. He told us he knew the magic to make dreams come true. "I don't believe you can do that, Mr. Hope," i said. Then, he invited me up on stage.

"You are marie p. Amos, daughter of mr. Juan J. amos and dr. Rita R. Amos, are you not?" he asked.

Startled, I said, "Yes, i'm Marie."

"Tell us your wishes, ms. Amos, and they may come true," he said.

I regretted that i'd said anything. What on earth would my three wishes be?

"I wish we had a nice, clean playground for our school," i said. Suddenly, my friend toni started cheering. Even my teacher, ms. Robb, and the principal, mr. Stiller, clapped.

Then, i thought of my friend Mike, who cleaned up the park with his cousin, Willy b. Hays. "I wish people would take care of the trees and water," I said.

"The last wish i'm making is for myself," I said. "I want to explore the undersea world like Jacques cousteau."

"Your wishes can happen, ms. Amos," explained Mr. hope. "The magic to make them come true is within you."

Write Idea: Think about two people you wish could visit your school. Why would you like to meet them? What are their names, initials, and titles? Write two paragraphs to convince your principal to invite them.

Capitalization Worksheet

Lesson 3

Instructions: Circle all the words that have capitalization errors.

Rule: Capitalize the first word in the greeting and closing of a letter.

Dear Granddad,
 Would you come to our Career Fair? My friends would like to hear how you train people to be parachute jumpers.
 love,
 Allan

Dear Mrs. Roberts,
 You have such an interesting job! Please come to our school and tell us about being an astronomer.
 Yours truly,
 Carla

Dear Mrs. Tobias,
 We listen to your radio program all the time! Please come to our Career Fair and tell us what it's like to be a disc jockey.
 Sincerely Yours,
 Jenny Irving

Our Career Fair is next month. Would you come and tell us about your work with animals? It must be fun to be a veterinarian!
 very truly yours,
 Tom Baxter

Dear Mom and Dad,
 I won't be home until 5:30 today. We're setting up the booths for our Career Fair. I'll see you then!
 all my Love,
 Kevin

Write Idea: Imagine that your school is having a Career Fair. Think of two people who have interesting jobs. Write letters inviting them to the Fair. Ask each person two things about their jobs.