The Missing Bell

Read a story to see how its events lead to an ending.

4.LF.35 "Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two words or phrases that show when events happen, circle two details you can sense, and number the moments when the bell is missing, found, and rung from 1 to 3.

The Bell Before the Show

1. The curtain smelled like dust and paint as I waited for our class play to begin. I was supposed to ring a tiny brass bell when the king entered. But the bell was missing from the prop table. "We start in five minutes," whispered Nia. My cheeks grew hot. I had carried the bell to rehearsal, so I knew I had to find it.

2. First, I looked under the table. I found a button, a pencil, and a trail of glitter, but no bell. Then I heard a soft jingle when Nia moved a basket of paper crowns. "Wait!" I said. We lifted the crowns one by one. At the bottom lay the bell, wrapped in a blue scarf to keep it quiet during rehearsal.

3. Just then, the music began. I slipped the bell from the scarf and hurried behind the curtain. When the king stepped onto the stage, I rang it once. Its clear note floated above the rustling audience. Nia grinned, and I finally took a deep breath. After the play, I put the bell back on the prop table and taped a bright label beside it. Next time, we would know where to look.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Nia's first line of dialogue make the missing bell a problem that needs to be solved quickly?

2. How do "First" and "Then" help you follow the search for the bell?

3. Choose one sound detail from the passage. How does it help you picture what is happening?

4. How does the last sentence give the story a sense of closure?

3 YOUR TURN

Your own words

Write a new fictional scene in one paragraph of 5 to 7 sentences. Give your character a problem, show two steps toward solving it, and end the story; include two time words or phrases, one sensory detail, and one line of dialogue.

ANSWER KEY

The Missing Bell

GRADE 4 · 4.LF.35

PART 1 · READ AND MARK

Underline two words or phrases that show when events happen, circle two details you can sense, and number the moments when the bell is missing, found, and rung from 1 to 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Nia's first line of dialogue make the missing bell a problem that needs to be solved quickly?	**Nia says the play starts in five minutes, so there is little time to find the bell.**
2	How do "First" and "Then" help you follow the search for the bell?	**They show that the narrator looks under the table before hearing a jingle near the basket.**
3	Choose one sound detail from the passage. How does it help you picture what is happening?	**The soft jingle helps the reader imagine hearing the hidden bell when Nia moves the basket.**
4	How does the last sentence give the story a sense of closure?	**It shows that the bell has a place to go after the play, so the class can find it next time.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The wind slapped my raincoat as I reached the bus stop and saw my sketchbook in a puddle. "My drawing!" I cried. First, I pulled it out and shook off the cold drops. Then I spread the wet pages on the bench, but a gust tried to snatch them away. My friend Jo held the corners while I blotted the drawing with a tissue. At last, the bus arrived, and I tucked the damp book safely inside my coat. The picture had a blurry sky now, but I liked how it looked.

Accept different marked sensory details and transitions when they appear in the passage. For the questions, accept answers that use passage evidence to explain the dialogue, event order, sound, or ending.