Lesson 1

Vocabulary in Context

1. principal
   A principal who gets to know the students will be a better leader.

2. soared
   Colorful kites soared high in the sky at the school’s cultural fair.

3. strolled
   Students and their families strolled for miles to raise money for charity.

4. worried
   This boy is worried. He is afraid rain will ruin the class field trip.

Target Vocabulary:
principal, soared, strolled, worried, proud, announced, fine, certainly

Vocabulary Reader, Context Cards
Study each Context Card.

Use two Vocabulary words to tell about an experience you had.

5. **proud**
These young actors feel **proud** of their terrific performance in a school play.

6. **announced**
Each day, a different student **announced** school news over a loudspeaker.

7. **fine**
The sun shines and the air is clear. It is a **fine** day for the school yard sale.

8. **certainly**
We **certainly** should turn off lights when not using them. This surely saves energy.
Background

TARGET VOCABULARY

Ways We Learn Imagine if your principal strolled in and announced you had to go to school all year long. What if you had to sit in class while the summer temperatures soared outside? What if you worried about tests on Saturdays instead of learning to swim? School is certainly important, but you can also be proud of useful things you learn from your family at home, like riding a bike or cooking a fine meal. We can learn new things every day, no matter where we are.

<table>
<thead>
<tr>
<th>Learning at School</th>
<th>Learning at Home</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
<td>How to make a sandwich</td>
</tr>
<tr>
<td>Science</td>
<td>How to plant a garden</td>
</tr>
<tr>
<td>Reading</td>
<td>How to ice skate</td>
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<tr>
<td>Social Studies</td>
<td>How to knit or sew</td>
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</tbody>
</table>
Comprehension

✓ TARGET SKILL  Story Structure
Where does A Fine, Fine School take place, and who are the characters? What problem do the characters face, and how do they solve it? Use a story map like this to keep track of the characters, setting, and plot of the story.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
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<tr>
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<td></td>
<td>Plot</td>
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✓ TARGET STRATEGY  Summarize
Use details about the characters, setting, and plot on your story map to summarize, or retell in your own words, the important parts of A Fine, Fine School. As you summarize, you’ll better understand how the story parts work together.
MEET THE AUTHOR

Sharon Creech
When Sharon Creech is working on a book, she sometimes gets stuck. She doesn’t know what to write next. When that happens, she goes for a long walk, does some laundry, or cleans the bathroom. Then she returns to her computer and starts writing again.

MEET THE ILLUSTRATOR

Harry Bliss
Sharon Creech thinks the illustrations Harry Bliss drew for A Fine, Fine School are very funny, especially the ones with Tillie’s dog in the background. Bliss is a cartoonist whose comic strip appears in daily newspapers. He and his family live in Vermont.

TARGET VOCABULARY
principal  proud
soared  announced
strolled  fine
worried  certainly

TARGET SKILL
Story Structure  Name the setting, character, and plot in a story.

TARGET STRATEGY
Summarize  Tell the important parts of the story in your own words.

GENRE
Humorous fiction is a story that is written to entertain the reader.
A FINE, FINE SCHOOL

by Sharon Creech • pictures by Harry Bliss

Essential Question
What are the parts of a story?
Mr. Keene was a principal who loved his school. Every morning he strolled down the hallway and saw the children in their classes. He saw them learning shapes and colors and numbers and letters. He saw them reading and writing and drawing and painting. He saw them making dinosaurs and forts and pyramids.

“Oh!” he would say. “Aren’t these fine children? Aren’t these fine teachers? Isn’t this a fine, fine school?”
Near Mr. Keene’s school, Tillie lived with her parents and her brother and her dog, Beans, in a small house next to a big tree.

On Mondays and Tuesdays and Wednesdays and Thursdays and Fridays, Tillie went off to school.

At school, Tillie learned her shapes and colors and numbers and letters. Sometimes, when she saw Mr. Keene standing in the hallway, he waved.

“Aren’t these fine children?” he said to himself. “Aren’t these fine teachers? Isn’t this a fine, fine school?”
On the weekends—Saturday and Sunday—Tillie climbed her favorite tree, and she took Beans on walks and threw him sticks,

and she pushed her brother on a swing and tried to teach him how to skip.

But on Mondays and Tuesdays and Wednesdays and Thursdays and Fridays, Tillie went off to school. Beans and her brother did not like to see her go. "Hurry, hurry, hurry home!" her brother called.
One day, Mr. Keene called all the students and teachers together and said, “This is such a fine, fine school! I love this school! Let’s have more school! From now on, let’s have school on Saturdays, too!”

The teachers and the students did not want to go to school on Saturdays, but no one knew how to tell Mr. Keene that. He was so proud of the children and the teachers, of all the learning they were doing every day.

And so, that Saturday, Tillie set off for school.

“But it’s Saturday! What about the swings?” her brother called.
The following month, Mr. Keene announced, “This is such a fine, fine school! I love this school! Let’s have more school! From now on, let’s have school on Sundays, too!”

The teachers and the students did not want to go to school on Sundays, but no one knew how to tell Mr. Keene that. He was so proud of the children and the teachers, of all the learning they were doing every day.

And so, that Sunday, Tillie set off for school.

“But it’s Sunday! What about the skipping?” her brother called.

STOP AND THINK
Author’s Craft  Find places on pages 17–21 where the author repeats words and sentences to make the story more fun to read.
The following month, Mr. Keene called everyone together again and said, “This is such a fine, fine school! I love this school! Let’s have more school! From now on, let’s have school in the summer, too, all summer long, every single day!”

“How much we will learn!” he said. “We can learn everything! We will learn all about numbers and letters, colors and shapes, the Romans and the Egyptians and the Greeks. We will learn about dinosaurs and castles and—and—everything! We will learn everything!”
The teachers and the students did not want to go to school on Saturdays and Sundays and holidays and all summer long, every single day. But no one knew how to tell Mr. Keene that. He was so proud of the children and the teachers, of all the learning they were doing every day.

And so, on the first day of summer, Tillie set off for school. "But it's summer! What about summer?" her brother called.

STOP AND THINK

Story Structure What is the main problem in this story? Which story character is responsible for this problem?
And that day, Tillie went to see Mr. Keene. She stood in his office, in front of his desk.

“What a fine, fine school this is!” Mr. Keene said. “What amazing things everyone is learning!”

“Yes,” Tillie said, “we certainly are learning some amazing things.”

“A fine, fine school!” Mr. Keene said. “But,” Tillie said, “not everyone is learning.”

“What?” Mr. Keene said. He looked very worried. “Who? Who isn’t learning? Tell me, and I will see that they learn!”
“My dog, Beans, hasn’t learned how to sit,” Tillie said. “And he hasn’t learned how to jump over the creek.”
“Oh!” Mr. Keene said.
“And my little brother hasn’t learned how to swing or skip.”
“Oh!” Mr. Keene said.

“And I—” she said.
“But you go to school!” Mr. Keene said.
“To our fine, fine school!”
“True,” Tillie said. “But I haven’t learned how to climb very high in my tree. And I haven’t learned how to sit in my tree for a whole hour.”
“Oh!” Mr. Keene said.

STOP AND THINK
Summarize In your own words, summarize the things Tillie and others are not learning because of the extra school days.
That day, Mr. Keene walked up and down the halls, looking at the children and the teachers. Up and down he walked. Up and down, up and down.
The next morning, Mr. Keene called everyone together. The children and the teachers were very worried.

Mr. Keene said, “This is a fine, fine school, with fine, fine children and fine, fine teachers. But not everyone is learning.”

The children and the teachers were very, very worried.

Mr. Keene said, “There are dogs who need to learn how to sit and how to jump creeks.”
What did he mean? Was he going to make their dogs come to school?

"There are little brothers and sisters who need to learn how to swing and how to skip."

What did he mean? Was he going to make their younger brothers and sisters come to school, too? The children and the teachers were very, very, very worried.

"And you, all of you—children and teachers—you need to learn how to climb a tree and sit in it for an hour!" Mr. Keene said.
The children and the teachers were very worried.

“And so from now on we will . . . not have school on Saturdays or Sundays or in the summer!”
A huge, enormous, roaring cheer soared up to the ceiling and floated out the windows so that everyone in the town heard the fine, fine children and the fine, fine teachers shout, “Fine! Fine! Fine!”
And the fine, fine children and the fine, fine teachers lifted Mr. Keene up, and they carried him down the hallway and out the doors and through the town, up and down, in and out. And everywhere they went, the people said, “What a fine, fine school with such fine, fine teachers and fine, fine children and a fine, fine principal!”
Grammar

**Subjects and Predicates** The two main parts of a sentence are the subject and the predicate. The **subject** tells whom or what the sentence is about. The **predicate** tells what the subject does or is.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
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<tbody>
<tr>
<td>Jessica</td>
<td>went to school.</td>
</tr>
<tr>
<td>The sun</td>
<td>was shining.</td>
</tr>
<tr>
<td>Her class</td>
<td>went outside for recess.</td>
</tr>
<tr>
<td>The children</td>
<td>played on the swings.</td>
</tr>
<tr>
<td>They</td>
<td>had fun.</td>
</tr>
</tbody>
</table>

All the words in the subject are called the **complete subject**. All the words in the predicate are called the **complete predicate**.

**Turn and Talk**

Work with a partner. Find the subject and the predicate in each sentence. Be ready to explain your thinking.

1. Tom loves science class.
2. His class planted seeds.
3. They watered them.
4. The seeds grew tall.
5. The plants have flowers now.
**Sentence Fluency** Combining sentences can make your writing clearer. When two sentences have the same predicate, you can put the sentences together. Join the subjects and put the word *and* between them to form a compound subject.

**Short, Choppy Sentences**
- Millie went to school.
- Mr. Downing went to school.

**Longer, Smoother Sentence**
- Millie and Mr. Downing went to school.

**Connect Grammar to Writing**
As you revise your paragraph that describes, look for short sentences that have the same predicate. Try to combine the sentences, using a compound subject.