

## Literary Element (page 229)

### Point of View

#### Catch the Moon JUDITH ORTIZ COFER

Writers use point of view to tell the story from a particular perspective. There are two kinds of third-person points of view: limited—in which the narrator tells the story through the thoughts and feelings of one character and omniscient—in which the narrator can see into the minds of more than one character. “Catch the Moon” is told from the third-person limited point of view. This perspective gives readers the opportunity to learn about the events of the story through one character’s thoughts and feelings.

### ACTIVITY

**Directions** Thinking back to the question in **Connecting to the Story** on page 228 when was the last time you gave someone a special gift or did something really nice for another person without asking for or expecting anything in return? Write a story in which you tell about this act of kindness from the third-person limited point of view in the space provided below (and on the back of this sheet).

Use the following to help you organize your writing:

- (1) Think back to the event you are writing about and decide from whose perspective you will write your story.
- (2) List the main events in chronological order.
- (3) Jot down the thoughts and feelings one might experience as they witness or participate in this act of kindness.
- (4) Include imagery to bring the events of the story to life. Use vivid adjectives and adverbs to help readers see, hear, smell, taste and feel the events of the story as it unfolds.
- (5) Remember to use proper grammar, usage, and mechanics in your writing.

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## Reading Strategy (page 229)

### Interpreting Imagery

#### Catch the Moon JUDITH ORTIZ COFER

Writers use imagery to bring the events of a story to life. Imagery can help readers create pictures in their minds that help them enjoy and remember the story.

### ACTIVITY A

**Directions** Keeping “Catch the Moon” in mind, use the chart below to list examples of imagery used by the author.

| Sight | Sound | Taste | Touch | Smell |
|-------|-------|-------|-------|-------|
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |

### ACTIVITY B

**Directions** After completing the chart, answer the questions below. Use the back of the sheet if you need to.

1. What effect did each example of imagery have on you as you read the story?  
\_\_\_\_\_
2. What images of your own did you form in your mind as you read the story?  
\_\_\_\_\_
3. How did the author’s use of imagery affect how you envisioned each of the characters? For example, did you picture Naomi differently from how she was described by Cofer? Describe your images. \_\_\_\_\_
4. What is your most vivid image from the story? Why do you think that?  
\_\_\_\_\_
5. Why is it important for an author to use imagery in a story? \_\_\_\_\_

## Selection Vocabulary Practice (page 229)

### Catch the Moon JUDITH ORTIZ COFER

#### Vocabulary

**harass** *v.* To bother or annoy repeatedly  
**makeshift** *adj.* suitable as a temporary substitute for the proper or desired thing  
**vintage** *adj.* characterized by enduring appeal; classic  
**decapitate** *v.* to cut off the head of  
**relic** *n.* an object that has survived decay, destruction, or the passage of time and is valued for its historic interest

#### EXERCISE A Denotation and Connotation

The *denotation* of a word is its dictionary definition, while a word's *connotation* is its underlying meaning, or the emotion associated with the word.

Draw a line to match each vocabulary word with its connotation as used in "Catch the Moon."

- |               |  |
|---------------|--|
| 1. harass     | a. something old hanging around the house  |
| 2. makeshift  | b. a negative image of showing off         |
| 3. vintage    | c. something junky thrown together         |
| 4. decapitate | d. a positive image of a beautiful classic |
| 5. relic      | e. negative activity; up to no good        |

#### EXERCISE B

Write the word from the vocabulary list that completes each sentence.

- All the older students would \_\_\_\_\_ me every time I walked by them.
- That new store carries \_\_\_\_\_ clothing from the early 1900s.
- We made \_\_\_\_\_ umbrellas out of our programs when it started to rain.
- He warned me that the machine could \_\_\_\_\_ a person who got too close.
- That map we found might just be a real-live \_\_\_\_\_ from the Old West.

#### EXERCISE C Responding to the Selection

Use the back of this sheet to express how Luis changes from the beginning of the story to the end of the story. Is it a positive or negative life transition that Luis makes? Use at least THREE of the vocabulary words in your response.

## Grammar Workshop: Sentence Structure (page 238)

### Avoiding Sentence Fragments

In writing, sentence fragments can be confusing. A sentence fragment is a word or group of words that is only *part* of a sentence. It does not express a complete thought. There are two main types of sentence fragments:

**1. A group of words missing a subject, a verb, or both**

Example: Looks like Luis's mother. (missing a subject)

Example: A hubcap from her Volkswagen. (missing a verb)

Example: Very good. (missing both subject and verb)

Correct this type of sentence fragment by adding a subject, verb, or both.

Corrections: Naomi looks like Luis's mother. A hubcap from her Volkswagen is missing. The stock at the auto shop is very good.

**2. A subordinate clause that is missing the rest of the sentence**

Example: After he slid down the pile of hubcaps.

Correct this type of sentence fragment by removing the subordinating conjunction that starts the clause or joining the clause to a sentence.

Example: He slid down the pile of hubcaps.

Example: After he slid down the pile of hubcaps, he noticed Naomi.

### ACTIVITY

**Directions** Identify the following word groups as fragments or complete sentences. Rewrite the fragments to make them complete sentences.

1. In "Catch the Moon," Luis works at his father's auto parts shop. \_\_\_\_\_

\_\_\_\_\_

2. Against his will because of a judge's order. \_\_\_\_\_

\_\_\_\_\_

3. His father expects him to sort hubcaps. \_\_\_\_\_

\_\_\_\_\_

4. Which he finds ridiculous. \_\_\_\_\_

\_\_\_\_\_

5. One day things change. \_\_\_\_\_

\_\_\_\_\_

6. Learning to grieve for his mother. \_\_\_\_\_

\_\_\_\_\_

7. Because a beautiful girl named Naomi takes an interest in him. \_\_\_\_\_

\_\_\_\_\_