Reader’s Notebook

Adapted Version

Grade Six
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As you read your hardcover student edition of *Prentice Hall Literature* use the *Reader’s Notebook* to guide you in learning and practicing the skills presented. In addition, many selections in your student edition are presented here in an interactive format. The notes and instruction will guide you in applying reading and literary skills and in thinking about the selection. The examples on these pages show you how to use the notes as a companion when you read.

**Get Ready to Learn**

Use the *Before You Read* page to learn about the Reading Skill and Literary Analysis you will be studying.

To practice the skills, you can write directly in the graphic organizer as you read.

**Get the Big Idea**

An *Making Connections* page for every selection presents a selection summary, which lets you know what the selection is about before you read.

**Make a Big Question Connection**

*Sentence starters* help you think about the Big Question.

**Be an Active Reader**

An *Note-taking Guide* helps you organize the main ideas of the selection. Complete the guide as you read to track your understanding.
Doris knew that her parents wouldn’t let her keep the pup. They had very little money, and keeping a dog was out of the question. She knew that the pup would go to the pound as soon as the snow stopped and the roads were clear. She started to make up her mind to take the pup to the pound herself.

“She’s a good dog, isn’t she?” Doris said to her mother. “I could teach her things.”

“She’s not much trouble,” Doris added. “I like her.” She smiled at them, but they continued to ignore her. “Sure she’s real smart,” Doris said to her mother. “I could teach her things.”

Her parents said nothing. Doris kept hoping that the snow would keep falling. But that Saturday, the roads were clear. Mr. Lacey took the puppy out to the pound and left it.

It was still afternoon, but Doris was so sad that she went to bed and cried herself to sleep. She dreamed about searching for something special that she had lost.

When she woke up, it was almost night. She felt hungry, but she didn’t want to face her parents. She also didn’t want to walk past the basement door.

Doris kept hoping that the snow would keep falling. But that Saturday, the roads were clear. One night at dinner, though, she pleaded with her mother to let her keep the pup. They had very little money, and keeping a dog was out of the question. Her parents glanced at each other and went on eating.

“She’s a good dog, isn’t she?” Doris said, trying to make her parents change their minds.

“I figure she’s real smart,” Doris said to her father. “I could teach her things.”

“Glanced,” Doris said, looking briefly at her parents. She also didn’t want to walk past the basement door.

When she begged during dinner to keep the puppy, but it was no use. Then she heard her father’s car drive away. It was still afternoon, but Doris was so sad that she went to bed and cried herself to sleep. She dreamed about searching for something special that she had lost.

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Selections and Skills Support
The pages in your Reader’s Notebook go with the pages in the hardcover student edition. The pages in the Reader’s Notebook allow you to participate in class instruction and take notes on the concepts and selections.

Before You Read
Build Skills Follow along in your Reader’s Notebook as your teacher introduces the Reading Skill and Literary Analysis instruction. The graphic organizer is provided on this page so that you can take notes right in your Reader’s Notebook.

Preview Use this page for the selection your teacher assigns.
- The Summary gives you an outline of the selection.
- Use the Reading-Writing Connection to understand the big idea of the selection and join in the class discussion about the ideas.
- Use the Note-taking Guide while you read the story. This will help you organize and remember information you will need to answer questions about the story later.

While You Read
Selection Text and Sidenotes You can read the full text of one selection in each pair in your Reader’s Notebook.
- You can write in the Reader’s Notebook. Underline important details to help you find them later.
- Use the Take Notes column to jot down your reactions, ideas, and answers to questions about the text. If your assigned selection is not the one that is included in the Reader’s Notebook, use sticky notes to make your own Take Notes section in the side column as you read the selection in the hardcover student edition.

After You Read
Apply the Skills Use this page to answer questions about the selection right in your Reader’s Notebook. For example, you can complete the graphic organizer that is in the hardcover student edition right on the page in your Reader’s Notebook.

Support for Writing and Extend Your Learning Use this page to help you jot down notes and ideas as you prepare to do one or more of the projects assigned with the selection.

Other Features in the Reader’s Notebook You will also find note-taking opportunities for these features:
- Learning About the Genre
- Support for the Model Selection
- Support for Reading Informational Materials
Greyling

**Fiction** is one kind of writing. It tells a story about made-up characters and events. Fiction always has the same features:

- people or animals called **characters**
- a group of events called the **plot**
- a time and place called **setting**
- someone called the **narrator** who tells the story
- a message or idea about life called a **theme**
- a **point of view**

There are two kinds of point of view.

**First-person point of view** means that the narrator is part of the story. This narrator uses the word *I* to tell what happened.

**Third-person point of view** means that the narrator is not part of the story. This narrator uses the words *he* and *she* to tell what happened to others.

The purpose of fiction is to entertain.

## Examples of Fiction

<table>
<thead>
<tr>
<th>Type</th>
<th>Length</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| **Novel** | long, with many chapters              | • a plot with many events  
• several **characters** who face challenges
• often more than one **setting**  
• often more than one **theme** |
| **Novella** | shorter than a novel but longer than a short story | • a plot, often with fewer events than a novel  
• several **characters** who face challenges
• often more than one **setting**  
• sometimes more than one **theme** |
| **Short story** | brief enough to be read in one sitting | • a plot with a few connected events  
• one or more **characters**  
• usually one main **setting**  
• usually one main **theme** |
**My Heart Is in the Highlands**

**Nonfiction** is writing that gives information. It may also tell the author’s opinion about a subject.

- Nonfiction is about real people, events, or ideas.
- Nonfiction gives information from the **author’s perspective**. The author’s perspective is the way he or she sees things. The **tone** of the writing is the author’s attitude or feelings about a topic.
- Nonfiction writers may have several reasons for writing, called the **writer’s purpose**.

Nonfiction is written to do the following:

- explain
- persuade
- inform
- entertain

### Examples of Nonfiction

<table>
<thead>
<tr>
<th>Examples</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography</td>
<td>the story of a person’s life told by someone else</td>
</tr>
<tr>
<td>Autobiography</td>
<td>the story of the author’s life</td>
</tr>
<tr>
<td>Letter</td>
<td>written message from one person to another to share information, thoughts, or feelings</td>
</tr>
<tr>
<td>Journal or diary</td>
<td>written record of daily events and of the writer’s thoughts and feelings</td>
</tr>
<tr>
<td>Essay</td>
<td>a brief written work that tells the author’s opinion</td>
</tr>
<tr>
<td>Informational text</td>
<td>written work that gives information. Textbooks, applications, instructions, manuals are examples.</td>
</tr>
<tr>
<td>Speech</td>
<td>written work meant to be spoken to an audience</td>
</tr>
</tbody>
</table>
Word List A

Study these words from “Greyling” and “My Heart Is in the Highlands.” Then, complete the activities.

childhood [CHYLD hōd] n. the time when a person is a child
Anna looked back on her youth, remembering childhood as a happy time.

delicious [di LiSH us] adj. great tasting or great smelling
I can’t stop eating those delicious oatmeal raisin cookies.

foam [FOHM] n. mass of tiny bubbles
When Sheila opened the can of soda, foam sprayed out.

mansions [MAN shuhnz] n. houses that are very big and grand
The rich woman owned two mansions with many elegant rooms.

mended [MEND id] v. fixed; repaired
A balloon cannot be mended; if it pops, just throw it out.

memories [MEM uh reez] n. things that you remember from the past
Jack has great memories of the party; he recalls that it was fun.

relatives [REL uh tivs] n. family members
Uncle Jack, my cousin Steve, and Grandma Lil are my favorite relatives.

stunned [STUHND] v. extremely shocked or surprised
I was so sure my team was going to win that when we lost I was stunned.

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Jon was keeping a family journal. He asked some [1] relatives to recall their earliest [2] memories. Jon’s grandfather was the first to talk about his [3] childhood.

“When I was small, everything seemed bigger,” he said. “Small houses seemed like enormous [4] mansions. The little trees in our backyard towered into the sky. One day I fell out of one. I sat on the ground feeling [5] stunned. My leg was broken. The bones [6] mended fine, but I was stuck in bed for weeks. Mom brought me ice cream sodas to cheer me up. I thought they tasted [7] delicious. I’d scrape up the last bit of [8] foam from the bottom of the cup, using my straw.”
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

“Time to see Auntie Jane and Uncle Reggie again,” said Mollie’s mother. “It’s been so long since we have gone to Scotland. You’ve grown so much that they will not recognize you.”

At first, Mollie was stunned by her mother’s announcement. The news was completely unexpected. Just the week before, her mother was helping her pick out a summer camp. Now she wouldn’t be going to camp; she was going to be traveling to Scotland. She tried to picture her relatives in her mind. The memories of her aunts and uncles were foggy and indistinct. It had been almost eight years since the last trip. She could barely remember the visit to Scotland the family had taken earlier in her childhood. At the time, she had been just six years old.

Mollie remembered the countryside and the buildings better than the people. As a six-year-old, Scotland had seemed like a fairyland. Mansions sat atop rolling green hills. These were extremely big houses; they looked almost like castles. In fact, some of them were castles, inhabited long ago by princes and kings.

Sitting on the couch, she let her mind wander back in time. Now she remembered a picnic on a cliff overlooking the water. The images in her mind grew clearer. She could see waves gently breaking, leaving traces of foam on the rocks below. Now she remembered the food, so different from what she was used to eating. Instead of sandwiches there had been pastries filled with meat, and so absolutely delicious that she had asked for seconds. For dessert there was a type of fruitcake, filled with tiny bits of nuts and lemon peel. Afterwards, playing with her cousins, Mollie had fallen and torn her shirtsleeve.

“Don’t worry,” said Uncle Reggie. “As soon as we get back to the house we’ll have that mended.”

1. Underline the phrase that explains why Mollie is stunned. What might leave you stunned?

2. Underline two relatives of Mollie and her mother who are named in this story. Then, explain what relatives are.

3. What is the likely reason that Mollie’s memories are so foggy? Define memories.

4. Underline the words that name an age that is part of childhood. List the age when you think childhood ends.

5. Underline the words that tell the meaning of mansions. What kind of people might live in mansions?

6. Circle the words that tell what leaves traces of foam. Name somewhere else foam might be found.

7. Write a sentence describing what Mollie thought was delicious. What is something you find delicious?

8. Write a sentence explaining what Mollie needs to have mended and why.
Greyling
Jane Yolen

Summary A fisherman and his wife cannot have a child. One day the fisherman brings home a seal pup. The seal turns into a child they name Greyling. They do not let Greyling go into the sea. One day Greyling has to save his father. He finds out what he really is when he jumps into the sea.

Note-taking Guide
Characters in fiction have wants and needs. Fill in this chart to record what the characters in this story want.

<table>
<thead>
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<th>What the Wife Wants</th>
<th>What the Fisherman Wants</th>
<th>What Greyling Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>She wants a child.</td>
<td>He wants a child.</td>
<td>He wants to save his father</td>
</tr>
<tr>
<td>She wants her child never to go into the sea.</td>
<td>He wants to make his wife because he brings her a sea pup.</td>
<td></td>
</tr>
</tbody>
</table>
Have you ever found treasures at the seashore—seashells; bits of smooth, colored, glass; or colored pebbles and stones? In “Greyling,” Jane Yolen writes about a fisherman who finds a truly amazing gift on the beach—a seal pup. But this is no ordinary seal. It is a selchie, a seal who becomes a person when it is out of the water. The fisherman brings the seal home, and it becomes the child the fisherman and his wife never had. They name the child Greyling and do not allow him to go into the water. Will Greyling ever return to the sea?

As the story begins, the fisherman finds the seal pup.

Once upon a time when wishes were aplenty, a fisherman and his wife lived by the side of the sea. All that they ate came out of the sea. Their hut was covered with the finest mosses that kept them cool in the summer and warm in the winter. And there was nothing they needed or wanted except a child.

Every evening the wife weeps as she rocks her cradle, but year in and year out the cradle stays empty. The fisherman is also sad that they have no child. One day while going to his boat, he finds a small grey seal stranded on the beach. He takes off his shirt and carefully wraps the seal in it. He then goes home to his wife. “It’s nothing,” he says, “but a seal pup I found stranded. I thought
we could give it love and care until it is old enough to seek its kin.”

The fisherman’s wife nodded and took the bundle. Then she uncovered the wrapping and gave a loud cry. “Nothing!” she said. “You call this nothing?”

The fisherman looked. Instead of a seal lying in the folds, there was a strange child with great grey eyes and silvery grey hair, smiling up at him.

The fisherman immediately realizes that the bundle holds a selchie. He explains to his wife that a selchie is a creature that is human on land and a seal in the sea. The couple agree that the selchie should stay on the land because they both want a child so badly. But the fisherman somehow feels that it is not the right thing to do.

“We shall call him Greyling,” said the fisherman’s wife, “for his eyes and hair are the color of a storm-coming sky.”

And although they live by the sea, the boy Greyling is never allowed into the water. He grows from a child to a young man. He gathers wood for his mother’s hearth, and he helps take care of his father’s nets and boat.

But though he often stood by the shore or high in the town on the great grey cliffs, looking and longing and grieving in his heart for what he did not really know, he never went into the sea.

**Fiction**

**Point of view** shows who tells the story. A character in the story can tell the story using **first-person point of view**. A narrator who is outside the story uses **third-person point of view** to tell the story. What point of view does the writer use in this story?

How can you tell?

**Stop to Reflect**

Why do you think Greyling is sad in the bracketed paragraph? Explain.

**Reading Check**

What has changed suddenly for the fisherman and his wife? Underline the answer in the text.

**Vocabulary Development**

**grieving** (GREEV ing) v. feeling very sad about something
One morning, fifteen years from the day Greyling was found, a terrible storm comes up. Huge waves gobble up the little hut. Greyling and the fisherman’s wife are forced to flee to the town high on the cliffs. From there they can see the fisherman’s boat far out at sea. Clinging to the broken mast is the fisherman.

The fisherman’s wife cries, “Will no one save him?” But the townsfolk look away. No man is willing to risk his life.

“Let the boy go,” said one old man, pointing at Greyling with his stick. “He looks strong enough.” But the fisherman’s wife clasped Greyling in her arms and held his ears with her hands. She did not want him to go into the sea. She was afraid he would never return.

Before she can tell him no, Greyling breaks from her grasp. He dives from the top of the cliff and disappears beneath the waves. The wild waters tear off his clothes. Even his skin seems to slough off, until he swims, free at last, in the sleek grey coat of a great grey seal. The selchie has returned to the sea.

The sleek grey seal, with no effort at all, eased the fisherman to the shore though the waves were wild and bright with foam. And then, with a final salute, it turned its back on the land and headed joyously out to sea.

The fisherman, his wife, and the people of the town search up and down the beach but find no sign of Greyling except his shoes and shirt. “A brave son,” people say. Now
that Greyling is gone, the fisherman and his wife agree that it is for the best, because he is both man and seal. They have cared for him, but now he must care for himself. The fisherman’s wife never cries again.

Once more they live alone by the sea in a new little hut. Yet one night a year, a great grey seal is seen near the fisherman’s home.

♦ ♦ ♦

But it is no ordinary seal. It is Greyling himself come home—come to tell his parents tales of the lands that lie far beyond the waters, and to sing them songs of the wonders that lie far beneath the sea.
My Heart Is in the Highlands
Jane Yolen

Summary The author describes her first visit to Scotland. The stone houses amaze her. She sees new homes built from the stones of very old homes and castles. She thinks that this is like writing. Memories from her past become part of everything new that she writes.

Note-taking Guide
Fill in this chart to record how the author uses memories to write.

<table>
<thead>
<tr>
<th>What writers do with “stones from the past”</th>
<th>What the writer is “made up of”</th>
<th>What the writer does with “story stones”</th>
</tr>
</thead>
<tbody>
<tr>
<td>reshape and rebuild with them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Heart Is in the Highlands
Jane Yolen

The author and her husband first went to Scotland in the mid 1980s. They drove through the Highlands and the author loved the cozy little stone cottages and the large stone mansions. Books about local history show that both types of homes often have been built where older buildings once stood. But it is not just the building sites that have been used again.

The very stones have been reused. So in Scotland history lies upon history. As a wonderful little book on the royal burgh of Falkland in the Kingdom of Fife puts it: “Absorbing stones from an old building into the fabric of the later one is . . . a way of holding on to the past.”

The builders rebuild with old stones in order to hold onto the past. Authors do a similar thing when they write books. Their stones are memories of the past. Authors reshape their memories as they build their stories. All fiction is made up of memories that are decorated, deepened, and otherwise changed.

As a writer, I am made up of the little building blocks of my own private history, and what I know of the world that has already been rebuilt upon.

Activate Prior Knowledge

Have you ever written about something from your past? If so, what did you write about?
Yes, I have. I wrote about the battle after he won a custody battle and took me away from my mom.

Nonfiction

The author's perspective is the way the author sees things. How do you know that this piece of nonfiction is written from the author's perspective?
Because she uses words like rebuild, there are quotes said by the author herself.

Read Fluently

The root word build is used as a verb and as part of other verbs and nouns. Circle each use of build in the bracketed passage. Then, label each a noun or verb.

Vocabulary Development

fabric (FAB rik) n. the framework of something
The author’s blocks begin with stories her parents told her about when she was a baby. Then, more blocks are built through photos from her childhood, things she wrote as a teenager, and more things that she wrote as a young adult.

I simply take those story-stones and use them again in any new building.

Sometimes the author steals details and events from the lives of her friends, her husband, and her children.

A warning—get to know me well and you will most certainly find yourself enshrined in one of my books.

The author says most people don’t recognize themselves in her books. She might pattern an animal or a breeze after them. Sometimes even the author doesn’t know who it is that she has used as a building block.

The author believes fiction is like a strange mirror. A writer looks into it and sees his or her own life, slightly changed.

**Nonfiction**

A writer’s purpose is the reason he or she writes a certain piece. What is the author’s purpose for writing “My Heart Is in the Highlands”? Explain your answer. Jane Yolan wants us to understand that writers use memories from their past to build their stories. So her purpose is to inform us/teach us.

**Stop to Reflect**

The author says that fiction is “like a strange mirror.” What does she mean? It means that when an author writes, they don’t just come up with random ideas, they are in some way similar to an experience they have had at some point. It may be a character.

**Reading Check**

What does the writer warn the reader about? Underline the answer in the text.

If you get to know her well enough, you might find yourself in one of her books!
Fiction and Nonfiction

1. **Evaluate:** Do you think the fisherman and his wife should have kept Greyling from the sea? Why or why not?

   I don’t think they should have kept him from the sea because they were selfish. He went through his life feeling like something was missing. The sea is who he was.

2. **Compare:** The author in “My Heart Is in the Highlands” compares writing a book to reusing old stones. How are the actions alike?

3. **Fiction:** A made-up story is fiction. An author often includes details that make it clear that the story is fiction. Fill in this chart with details that show that “Greyling” is **fiction**.

<table>
<thead>
<tr>
<th>Fictional Details</th>
<th>Importance to the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Nonfiction:** What do you think is the **purpose** of “My Heart Is in the Highlands”? Explain.

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
Bulletin Board Display

- Other fiction by Jane Yolen includes *Dream Weaver*, *The Faery Flag*, *Here There Be Dragons*, and *Mightier than the Sword*. Her nonfiction work includes *A Letter From Phoenix Farm*. *A Letter From Phoenix Farm* is about the author’s writing life at the farm. It is also an autobiography.

- Search the Internet for words and phrases such as “Jane Yolen family” or “Jane Yolen education.” Search the author’s Web site for information about her writing: www.janeyolen.com.

**What I learned:**

- 
- 
- 

- Search the library and the Internet for photographs of the author. You may also find photographs or drawings of her subjects. You can also display the book jackets or photocopies of the book jackets.

- Search through a few of Jane Yolen’s fiction and nonfiction books to find the ones that you like best. Write a summary of each book that includes the most important information.

- Watch the video interview with Jane Yolen, and review your source material. Use this information to answer the following questions.

1. What did you learn about Yolen’s life?

   - 
   - 

2. What did you learn about why Yolen writes?

   - 
   - 
Stray • The Homecoming

Reading Skill
A prediction is a guess about what will happen next in a story. You can use your prior knowledge to make predictions. Prior knowledge is what you already know about the world and about how people act. You can also use details from the story to make predictions.

Literary Analysis
Plot is the order of events in a story. The plot includes the following elements:

- **Exposition:** the introduction of the setting, characters, and basic situation
- **Conflict:** the story’s central problem, or struggle
- **Rising Action:** events that increase the story’s excitement
- **Climax:** the high point of the story when the outcome, or end, becomes clear
- **Falling Action:** the events that follow the climax
- **Resolution:** the end, or final outcome, of the story

Use this chart to record details about plot elements as you read.
Word List A

Study these words from “Stray.” Then, complete the activity.

**abandoned** [uh BAN duhnd] v. tossed aside; left behind

*The ghost town was filled with abandoned houses.*

**automobiles** [AW tuh moh beelz] n. passenger vehicles with four wheels and an engine

*Automobiles are expensive; it costs a lot of money to buy a car.*

**cough** [KAWF] v. make a rough, harsh noise while forcing out air

*When the nurse heard me cough, he gave me some medicine.*

**exhausted** [eg ZAWST id] adj. very tired and worn out

*Tracy felt exhausted after running seven miles.*

**ignore** [ig NAWR] v. pay no attention to something

*From now on I will ignore you when you say such foolish things.*

**mildly** [MYLD lee] adv. gently, with little force

*The wind blew so mildly that I couldn't get my kite into the air.*

**sipped** [SIPT] v. drank slowly

*Sherry gulped her milk shake down, but I sipped mine to make it last.*

**warehouse** [WAIR hows] n. a building where things are stored

*We don't have that bicycle in the store, but we'll get you one from the warehouse.*

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Shaun's mom heard him [1] ___________. She made him some tea.  
These cars had been [5] ___________ by their owners. Shaun liked his work even though it was tiring and left him feeling [6] ___________. One thing about the job that bothered him [7] ___________ was the noise from the trucks unloading the cars. At first he tried to [8] ___________ the noise. Then he started wearing earplugs.
Most of us look forward to wintertime. Winter is the season of holidays, parties, and a nice vacation from school. Winter can also be a time to be careful, and not just because you are more likely to cough and give someone your cold. If you live in a northern climate, winter means cold weather and snow. Snow is great for skiing and sledding, but it can also produce dangerous conditions.

Snowstorms can appear suddenly. They may begin mildly with just a few flakes, but then they take a turn for the worse. Roads can become slippery and ice-covered. That makes driving hazardous. Automobiles are harder to control on snow and ice. Sharp turns can lead to spins and skids. Your braking distance, or the distance it takes to stop your vehicle, grows longer.

Local governments understand this. That is why there is usually a fleet of snowplows ready to clear the roads when severe weather strikes. There is also a warehouse for storing salt. Salt is used to melt snow and ice on the roads.

Still, people should take responsibility for their own safety. Drivers need to be careful and pay attention to weather forecasts. Even with salt and snowplows, it can be unwise to ignore weather warnings. After a big storm, you will encounter abandoned cars along the sides of roadways. People have left them behind after swerving and getting stuck in the snow. These people may have wished that they had stayed at home and sipped hot chocolate instead of driving.

Another wintertime danger is overexertion. Sidewalks get slippery and dangerous, too. So after snow accumulates, people pick up their shovels to clear them off. Shoveling snow is hard work, however. It is easy to become exhausted. People must be careful not to tire themselves out doing it.

All in all, winter is a great time of year. Still, it pays to be a little careful when the snowflakes start to fall.
Stray
Cynthia Rylant

Summary Doris and her parents are stranded at home during a snowstorm. Doris finds a stray puppy. Her parents say that she can keep it only until the snow clears. She is heartbroken. Doris soon finds out how much her family has come to love the dog, too.

Writing About the Big Question
How Do We Decide What is True?
In “Stray” Doris is upset because her parents tell her they cannot afford to keep the stray dog she found. Is it true that keeping a dog as a pet can be expensive? Complete this sentence:

Before you decide if you can own a pet you should determine

Note-taking Guide
Each of the characters in the story has different feelings about the new dog. Use this chart to list details from the story that show the characters’ feelings.

<table>
<thead>
<tr>
<th>Character</th>
<th>Feelings about dog</th>
<th>Details (thoughts and actions) that show feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doris</td>
<td>likes the dog</td>
<td>hugs the dog</td>
</tr>
<tr>
<td>Mr. Lacey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Lacey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stray
Cynthia Rylant

One snowy morning, Doris Lacey was shoveling snow. School had been called off because of the storm. Suddenly, a stray puppy came wandering down the road. It looked very cold and frightened. Doris put down her shovel and called to the pup. The puppy stopped and wagged its tail, shivering with the cold. Doris picked it up and carried it into her house.

“Where did that come from?” Mrs. Lacey asked as soon as Doris put the dog down in the kitchen. Mr. Lacey was at the table, cleaning his fingernails with his pocket-knife. The snow was keeping him home from his job at the warehouse. “I don’t know where it came from,” he said mildly, “but I know for sure where it’s going.” Doris hugged the puppy hard against her. She said nothing.

Because the roads would be too bad for travel for many days, Mr. Lacey couldn’t get out to take the puppy to the pound in the city right away. He agreed to let it sleep in the basement . . . .

Four snowy days passed. Doris thought the puppy was about six months old. It seemed happy to stay in the basement. When Doris opened the door, she would often find the pup stretched out on the top step of the basement stairs. It would always wag its tail, happy for the company.
Doris knew that her parents wouldn’t let her keep the pup. They had very little money, and keeping a dog was out of the question. She knew that the pup would go to the pound as soon as the snow stopped and the roads were clear. One night at dinner, though, she tried to make her parents change their minds.

“She’s a good dog, isn’t she?” Doris said, hoping one of them would agree with her. Her parents glanced at each other and went on eating. “She’s not much trouble,” Doris added. “I like her.” She smiled at them, but they continued to ignore her. “I figure she’s real smart,” Doris said to her mother. “I could teach her things.”

Her parents said nothing. Doris kept hoping that the snow would keep falling. But that Saturday, the roads were clear. Mr. Lacey took the puppy out to his car.

Doris hugged a pillow and cried. She pleaded with her mother to let her keep the puppy, but it was no use. Then she heard her father’s car drive away.

It was still afternoon, but Doris was so sad that she went to bed and cried herself to sleep. She dreamed about searching for something special that she had lost.

When she woke up, it was almost night. She felt hungry, but she didn’t want to face her parents. She also didn’t want to walk past the basement door.

---

** Literary Analysis  
Part of a story’s plot is the **conflict**, or problem that characters face. What is the conflict in the story? 

---

** Reading Skill  
You can make **predictions**, or guesses, by using prior **knowledge**, or what you already know. What prior knowledge do you have about how Mr. and Mrs. Lacey feel about the dog? 

---

** Reading Check  
How do Doris’s parents react when she begs during dinner to keep the puppy? Circle the text that tells you.
Her parents were finishing their dinner when Doris walked into the kitchen. No one said anything. Then her father shocked her. He said that she should feed her dog.

Doris couldn’t believe her ears. “You didn’t take her to the pound?” she asked.

♦ ♦ ♦

“Oh, I took her all right,” her father answered. “Worst looking place I’ve ever seen. Ten dogs to a cage. Smell was enough to knock you down.”

♦ ♦ ♦

Mr. Lacey tells Doris he couldn’t stand to leave the dog at the pound. He brought the dog back home instead. Mrs. Lacey smiled. There was a long pause.

♦ ♦ ♦

“Well,” he said, “are you going to feed it or not?”

Stop to Reflect

What would you do if you found a stray dog?

Literary Analysis

A resolution is the part of the plot that comes after the climax of a story. What happens to the puppy?

What is surprising about the resolution of the conflict between Doris and her parents?
1. **Analyze:** Mr. Lacey does not leave the dog at the pound at the end of the story. Why does Mr. Lacey change his mind about keeping the dog?

   ____________________________________________________

2. **Take a Position:** Do you think that Doris should have tried harder to keep the dog? Why or why not?

   ____________________________________________________

3. **Reading Skill:** Readers use prior knowledge and story clues to make predictions. Use this chart to show how you predict the answers to the questions below. One question has been done for you. Example: What will Doris do with the puppy she finds?

   a) What will her parents say about the puppy?

   b) What will her father do when the weather finally clears?

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>Details From Story</th>
<th>Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puppies are cute.</td>
<td>The puppy is abandoned.</td>
<td>Doris will want to keep it.</td>
</tr>
<tr>
<td>a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** The climax is the high point in the plot of a story. What is the climax in this story? Explain.

   ____________________________________________________

   ____________________________________________________
**Writing: News Report**

Write a news report about Doris’s rescue of the dog and her family’s decision to keep it. A news report gives information about a story. Use details from the story to write your article. Focus on these questions:

- **Who** found the dog? ________________________________

- **When** was it found? ________________________________

- **Where** was it found? ________________________________

- **Why** did Doris want to keep the dog? ________________________________

- **Why** did her father keep it? ________________________________

Use your notes to write your article.

**Listening and Speaking: Speech**

The animal shelter in Doris’s hometown needs to be improved. Prepare a speech about ways to make it better. You will need to list the problems as well as solutions for each problem. Answer these questions for ideas.

- What are the problems at the animal shelter?
  ______________________________________________________________________
  ______________________________________________________________________

- What is a way that you can get people involved in improving an animal shelter?
  ______________________________________________________________________
  ______________________________________________________________________

Use your notes to prepare your speech.
**VOCABULARY WARM-UP**

**Word List A**
Study these words from “The Homecoming.” Then, complete the activity.

**aroma** [uh ROH muh] n. pleasant smell

_The aroma of the cooking hamburgers made everyone feel hungry._

**advising** [ad VY zing] v. telling someone how to do something

_My math teacher was advising me to spend more time studying._

**bulged** [BUHLJD] v. stuck out, appeared swollen

_My stomach bulged after I ate double desserts._

**distracted** [dis TRAK tid] adj. with weakened concentration, without focus

_Because of all the noise, I felt distracted and I couldn’t concentrate._

**interesting** [IN tuh res ting] adj. attracting your interest or curiosity

_Trevor found the program so interesting that he didn’t want to turn it off._

**jabbed** [JABD] v. made a poking or punching movement

_He jabbed his hand into the freezing water to feel how cold it was._

**odd** [AHD] adj. strange, weird, hard to explain

_Selena made an odd choice in picking a horror film; she hates scary movies._

**recipe** [RES i pee] n. instructions for how to cook something

_I’m a terrible cook, but I followed the recipe and the dish came out great!_

**Exercise A**
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

It felt [1] _________ to be in the new house. All of our belongings were still in huge boxes that [2] _________ at the sides. Our cat seemed unhappy; she [3] _________ her paw at the door over and over, begging to go out. My dad was busy talking to the movers, [4] _________ them about where to put furniture. We showed a movie to my little sister to keep her [5] _________ and out of the way. She seemed to find it very [6] _________. In the kitchen, my brother cooked from a favorite dinner [7] _________. Soon I smelled the familiar [8] _________ of my brother’s yummy chicken stew. Luckily, some things were still the same.
Sherry didn’t realize what she was getting into when she invited Howard to help make chocolate-chip cookies for the party. From the minute Howard walked in the door, his behavior was extremely odd. Everything he did seemed strange. Before even saying hello, he grabbed a bunch of chocolate chips. He stuffed so many in his mouth that his cheeks bulged like balloons. Soon, however, Sherry wished that his mouth had stayed full. As soon as he started talking, everything became worse. “Where did you get this recipe, Sherry?” Howard asked. “This recipe looks awful. I have a good one, but I think you need a better brand of chocolate chips. I don’t like the way these chips smell. They have a weird aroma.”

The aroma couldn’t have been that weird. Howard jabbed his hand into the container of chips a second time. “I don’t think you set the temperature right, Sherry,” said Howard, glancing at the oven. “In my opinion, I think if you really want to make delicious cookies, we should use margarine instead of butter.”

Sherry was not easily distracted, but Howard’s chatter made her lose her concentration. She knocked over the mixing bowl, sending a mess of milk, eggs, and flour onto the floor. Howard looked at the mess. He was about to say something, but before he could, Sherry was pushing him toward the door. “Howard, I thought having you here would make cooking more interesting. Now I’m looking forward to a boring afternoon. I’m tired of you advising me. I don’t need someone telling me how to do everything. So, if you don’t mind, I’ll see you at the party.”
The Homecoming  
Laurence Yep

**Summary**  A woodcutter gets sidetracked and forgets his work. He promises his wife he will cut wood. She reminds him not to talk to anyone. He finds two chess players in the woods. The time he spends with the chess players results in a surprise.

**Writing About the Big Question**

**How Do We Decide What is True?**  “The Homecoming” is a fictional story, but it contains a “truth” or a lesson about life. Complete this sentence:

Even if a story is fiction, I can learn lessons by ________________.

**Note-taking Guide**

Fill in this chart with details about the woodcutter.

<table>
<thead>
<tr>
<th>Why the woodcutter goes to the woods</th>
<th>What is his wife’s advice?</th>
<th>What does the woodcutter do?</th>
<th>What the woodcutter finds when he returns to his village</th>
</tr>
</thead>
<tbody>
<tr>
<td>He wants to cut tall oaks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Homecoming

1. **Interpret:** The villagers say that the woodcutter “knew a little of everything and most of nothing.” What do they mean by this?

   ______________________________________________________________________

   ______________________________________________________________________

2. **Analyze:** What lesson can you learn from this story?

   ______________________________________________________________________

   ______________________________________________________________________

3. **Reading Skill:** Fill in this chart to show how you made a prediction to answer each question. Use prior knowledge and details from the story. One question has been done for you. Example: What will the woodcutter do in the forest?

   a) What will the woodcutter do when he sees the two men playing chess?

   b) What will happen when the woodcutter leaves the forest?

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>Details From Story</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busybodies like talking to people.</td>
<td>The woodcutter is a busybody.</td>
<td>The woodcutter will stop to talk.</td>
</tr>
</tbody>
</table>
   a)                                |                    |                             |
   b)                                |                    |                             |

5. **Literary Analysis:** The conflict is the central problem, or struggle, in a story. What is the conflict in the plot of this story?

   ______________________________________________________________________

   ______________________________________________________________________
Writing: News Report

Prepare a news report about the woodcutter’s return. Often witnesses, or people who have seen an event, are interviewed for news reports. What these people say is quoted in the report. Fill in this chart to help you record what the witnesses saw and heard. Then, write a quotation from each witness in the last column.

<table>
<thead>
<tr>
<th>People who saw the woodcutter</th>
<th>What they saw the woodcutter do</th>
<th>What they heard the woodcutter say</th>
<th>Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A woman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The schoolteacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening and Speaking: Speech

Imagine that you are the woodcutter. Prepare a speech about why you like being a busybody. Use this chart to describe busybodies.

- never get their own work done

Use this chart to give you ideas for your speech.
The Drive-In Movies • The Market Square Dog

**Reading Skill**

**Predictions** are guesses about what will happen next in a story. To make predictions, use details from the story. You can also use details from your own experiences. Then, **read ahead to check your prediction.**

**Clues From the Story**

**What I Know**

**Prediction**

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**Literary Analysis**

The **narrator** is the voice that tells a story. Stories can be true or imagined. The **point of view** is the position from which the story is told.

Two common points of view are:

- **First-person point of view:** The narrator is part of the story. The narrator refers to himself or herself as “I.” Readers know only what the narrator thinks and feels.

- **Third-person point of view:** The narrator is not part of the story. The narrator can share information that the characters do not know. The narrator can also tell what other characters think or feel.
Word List A
Study these words from “The Drive-In Movies.” Then, complete the activity.

**brew** [BROO] n. liquid containing several things mixed together
   *She made a brew with sugar, water, salt, and lemons.*

**disgusting** [dis GUS ting] adj. very unpleasant
   *After I left my shoes out in the rain, they smelled disgusting.*

**evident** [EV uh duhnt] adj. clear or obvious
   *It was evident from her smile that she was happy.*

**migrated** [MY gray tid] v. moved from one place to another
   *The ants migrated from the counter to the windowsill.*

**nightfall** [NITE fawl] n. time when it gets dark and night begins
   *At nightfall, the sun set, and soon it grew dark.*

**plucked** [PLUHKT] v. pulled out
   *Emily plucked burrs from her dog’s coat after he rolled in the grass.*

**remedy** [REM uh dee] n. cure
   *I needed a remedy for my headache, so I took an aspirin.*

**snails** [SNAYLZ] n. small, slimy, shelled animals with no legs
   *After a rainfall, our yard is filled with snails tucked into their shells.*

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

When I was little, I loved going to the drive-in movies. In the summer, my parents would often take us on Friday nights. It was a good remedy for the heat and three whiny children on a summer evening. The cure made us all happy.

Part of the excitement was that the drive-in didn’t begin until after nightfall, so we got to stay up later than usual. In the summer, it got dark very late, past our bedtime.

If the theater was busy, there would be a long line of cars at the entrance, moving as slowly as snails. It seemed to take forever for it to be our turn to enter.

Once my dad had paid, we would park. It was evident, or obvious, who liked to park where. The teenagers always parked in the back, where it was darkest. Older people liked the front. Families with small children liked the middle, where it was easier to leave the drive-in if the kids acted up.

My brother, sister, and I took turns going to the refreshment stand. We got to buy popcorn, a treat, and a drink to share. I always hated it when my brother went, because he would bring back a brew made up of several things he had mixed together. “It’s lemonade, fruit punch, and root beer,” he would say. Whatever it was, it was always disgusting. Everyone but him thought it was horrible.

When it was my turn, I always got caramel corn and peanuts, mixed together. As I watched the movie I reached way down into the bag. I plucked the peanuts with my fingers. For some reason, they always migrated from the top of the bag to the bottom. Sitting in the back seat of the car, eating peanuts and popcorn and watching a movie, I was about as happy as I had ever been.
The Drive-In Movies
by Gary Soto

Summary Gary Soto remembers a Saturday from his childhood. He and his brother and sister want to go to the drive-in movies. They know that their mother is more likely to take them if she is happy. Soto does his chores without being asked. All of his hard work catches up with him at the movies that night.

Writing About the Big Question
How Do We Decide What is True? In “The Drive-In Movies,” a boy tries to be “extra good” in order to please his mother and win a reward. Complete this sentence:

A person’s opinion about a reward will affect ________________.

Note-taking Guide
Use this chart to record what the characters do in the story.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>the author</td>
<td></td>
</tr>
<tr>
<td>his brother</td>
<td>helps wax the car</td>
</tr>
<tr>
<td>his sister</td>
<td></td>
</tr>
<tr>
<td>his mom</td>
<td></td>
</tr>
</tbody>
</table>
The Drive-In Movies
Gary Soto

For our family, moviegoing was rare. But if our mom . . . woke up happy on a Saturday morning, there was a chance we might later scramble to our blue Chevy\(^1\) and beat nightfall to the Starlight Drive-In. My brother and sister knew this. I knew this. So on Saturday we tried to be good. We sat in the cool shadows of the TV with the volume low and watched cartoons . . .

One Saturday I decided to be extra good. When she came out of the bedroom tying her robe, she yawned a hat-sized yawn and blinked red eyes at the weak brew of coffee I had fixed for her. I made her toast with strawberry jam spread to all the corners and set the three boxes of cereal in front of her. If she didn’t care to eat cereal, she could always look at the back of the boxes as she drank her coffee.

The author goes outside to pull weeds from the flower garden. Then he mows the lawn.

This job was less dull because as I pushed the mower over the shaggy lawn, I could see it looked tidier. My brother and sister watched from the window. Their faces were fat with cereal, a third helping. I made a face at them when they asked how come I was working. Rick pointed to a part of the lawn. “You missed some over there.” I ignored him and kept my attention on the windmill of grassy blades.

Activate Prior Knowledge
Suppose that you want a friend or family member to take you to the movies. List one way that you might persuade him or her.

Literary Analysis
The narrator is the voice that tells the story. **Point of view** is the side from which the story is told. Circle words in the bracketed paragraph that show that the narrator uses **first-person point of view**.

Reading Skill
You can make predictions, or guesses, about the end of a story. Do you predict that Soto’s plan will work? Why or why not?

Reading Check
Why does Soto leave cereal out for his mother? Circle the answer in the text.

Vocabulary Development

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>rare</td>
<td>adj. uncommon</td>
</tr>
<tr>
<td>scramble</td>
<td>v. to rush to do something</td>
</tr>
</tbody>
</table>

1. **Chevy** (SHEV ee) n. a type of car.
A bee stings the author’s foot. He almost cries. Instead, he pulls out the stinger and continues to work.

I swept the front steps, took out the garbage, cleaned the lint filter to the dryer (easy), plucked hair from the industrial wash basin in the garage (also easy), hosed off the patio, smashed three snails sucking paint from the house (disgusting but fun), tied a bundle of newspapers, put away toys, and finally, seeing that almost everything else was done and the sun was not too high, started waxing the car.

His brother comes out to help. Together they wax the chrome parts of the car. Then they start waxing the paint. They use up the entire bottle of wax on half of the car. There was not enough to finish. The boys decide that half was better than nothing. They go inside for lunch. After lunch, they go back outside.

Rick and I nearly jumped. The waxed side of the car was foggy white. We took a rag and began to polish vigorously and nearly in tears, but the fog wouldn’t come off. I blamed Rick and he blamed me. . . . Now, not only would we not go to the movies, but Mom would surely snap a branch from the plum tree and chase us around the yard.

Mom came out and looked at us with hands on her aproned hips. Finally, she said, “You boys worked so hard.” She turned on the garden hose and washed the car. That night we did go to the drive-in. The first feature[^2] was about nothing, and

[^2]: feature (FEE cher) n. a movie.
the second feature, starring Jerry Lewis, was *Cinderfella*. I tried to stay awake. I kept a wad of homemade popcorn in my cheek and laughed when Jerry Lewis fit golf tees in his nose. I rubbed my watery eyes. I laughed and looked at my mom. I promised myself I would remember that scene with the golf tees and promised myself not to work so hard the coming Saturday. Twenty minutes into the movie, I fell asleep with one hand in the popcorn.

Reading Skill
Reread your prediction about the narrator's plan. Does the end of the story match your prediction? Explain.

Reading Check
What happens to the narrator at the drive-in? Underline the sentence that tells you.

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3. Jerry Lewis A comedian who starred in many movies during the 1950s and 1960s.
The Drive-In Movies

1. **Draw Conclusions:** The narrator and his brother make a mess with the car wax. Their mother does not get angry. Why do you think she does not get angry?

2. **Infer:** Do you think Soto still has good memories of that day and night? Explain.

3. **Reading Skill:** You made predictions, or guesses, about what would happen in the story. Did any of your predictions change as you read? Explain.

4. **Literary Analysis:** Soto writes in **first-person point of view.** This means that readers know only what Soto tells them about events. Use this chart to show how Soto’s **point of view** affects what readers know about events. Follow the example that has been done for you.

<table>
<thead>
<tr>
<th>Event</th>
<th>Details Provided by Narrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>The narrator is stung by a bee.</td>
<td>The sting hurts.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</table>

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Writing: Autobiographical Narrative

Write an autobiographical narrative that describes an event, a person, or a certain time in your life. Answer each question in this chart. Then, list details about the event, the place, and the people. Use your notes to help you write your narrative.

<table>
<thead>
<tr>
<th>Questions to Ask Yourself</th>
<th>Answers</th>
<th>More Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where was the event?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened first at the event?</td>
<td></td>
<td></td>
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<tr>
<td>What happened last at the event?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was at the event?</td>
<td></td>
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</tbody>
</table>

Listening and Speaking: Dialogue

Prepare a dialogue between you are your partner. Use the space below to write details that you and your partner want to include in your conversation.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Word List A
Study these words from “The Market Square Dog.” Then, complete the activity.

appealing [uh PEEL ing] adj. likeable or of interest
The thought of joining the soccer team was very appealing to Jen.

bruised [BROOZD] adj. having a dark mark on the skin from falling or being hit
After the rock fell on me, I was bruised for days.

healed [HEELD] adj. better; well
I didn’t go back to school until my wound was completely healed.

injured [IN jerd] v. hurt or harmed
Roberto injured himself cooking dinner when the knife slipped.

meantime [MEEN tym] n. time in-between other things
Selena couldn’t wait for summer, but in the meantime she studied hard.

stitched [STICHT] v. sewed up a wound
The doctor stitched up the large cut on Roberto’s hand.

surgery [SER jer ee] n. an operation
After he broke his leg, Donald had to have surgery.

various [VAIR ee us] adj. several and different
Anil looked at the various kinds of bread for sale in the grocery store.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Ernesto was at home recovering from [1] _________. The doctors had [2] _________. His wound together, but the site was still aching and [3] _________. They said it would be a week before he was completely [4] _________. In the [5] _________. Ernesto was very bored. He considered [6] _________. Things to do, like watching TV or playing chess, but none of them seemed very [7] _________. He wished he had never [8] _________. Himself in the first place.
The Market Square Dog

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Every year, thousands of kids in the United States get injured, or hurt, playing sports. It could be something as simple as a bruised shin that turns dark purple the next day. Or it might be a deep cut that needs to be stitched, or sewn together, at the hospital. More seriously hurt kids could even require surgery. That is a concern. There are always risks when an operation is involved.

There are various ways that kids can get injured during sports. Whatever happens, though, the sad fact is that many injuries are preventable. Being prepared is the best defense against getting hurt. There is never too early to start preparing.

It is important for kids to get ready before playing a sport. This means wearing the right clothing or equipment to protect bones from breaking. It also means stretching and warming up properly. Equally important is keeping kids informed. They should know the rules of the game and what is expected of them. They should also know what is okay or not okay to do before they begin to play.

There’s yet another good way to prevent kids from getting hurt. What’s that? It’s making sure that previously injured kids are completely healed before they play again. Getting back in the game might be appealing to injured kids. They want to play. However, they may not realize that returning before they have recovered can be risky. Not allowing enough time for recovery can lead to problems later on. No one wants that.

Advancements in science and technology may soon make it easier to keep kids from getting hurt during sports. In the meantime, however, a little prevention can go a long way. It can help keep kids off crutches and out of the emergency room.

1. Circle the word that means the same thing as injured. Write a sentence about how a person might get injured.
2. Underline the words that describe what bruised means. Then, describe how someone might get bruised.
3. Circle the phrase that means the same thing as stitched. Then, describe why someone might have to get stitched.
4. Circle the phrase that helps you to know what surgery means. Would it be scary to have surgery? Explain.
5. Write a sentence describing three of the various ways kids might get hurt playing sports.
6. Circle the word that tells what healed means. Tell why it’s important to be completely healed before playing sports again.
7. Underline the words that tell what might be appealing to injured kids. Write a sentence telling what appealing means.
8. Scientific advancements may soon make it rare to get hurt playing sports. What should people do in the meantime?
The Market Square Dog
James Herriot

**Summary** A veterinarian, or animal doctor, sees a dog begging for food in a market square. Later, the dog is injured in an accident. A policeman brings the injured dog to the veterinarian. They become worried when no one comes to claim the dog.

**Writing About the Big Question**
How Do We Decide What is True?
In “The Market Square Dog,” a stray dog is available for adoption, but people pass him by. The veterinarian believes that he is not wanted because he’s a mixed breed, and people are looking for a “more elegant” dog. What do you think? Complete this sentence:

To be a truly great pet, a dog needs to be ____________________.

**Note-taking Guide**
Answer the questions in this chart. Record details from the story.

<table>
<thead>
<tr>
<th>Who is the narrator?</th>
<th>The narrator is a veterinarian.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does he first see the dog?</td>
<td></td>
</tr>
<tr>
<td>What does the policeman do when he finds the hurt dog?</td>
<td></td>
</tr>
<tr>
<td>How does the veterinarian help the dog?</td>
<td></td>
</tr>
<tr>
<td>Who adopts the dog? Why?</td>
<td></td>
</tr>
</tbody>
</table>
The Market Square Dog

1. **Draw Conclusions:** Why do you think the narrator visits the dog at the police station?

2. **Interpret:** The dog runs away from people who try to pet him at the beginning of the story. Why might the dog be afraid of people?

3. **Reading Skill:** You made **predictions**, or guesses, about what would happen next as you read the story. What did you predict would happen to the dog?

4. **Literary Analysis:** Herriot writes in **first-person point of view**. Use this chart to show how Herriot’s point of view affects what readers know about the story’s events. Follow the example that has been done for you.

<table>
<thead>
<tr>
<th>Event</th>
<th>Details Provided by Narrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dog is begging for food in front of a stall.</td>
<td>The narrator thinks that dogs look very appealing when they sit up.</td>
</tr>
</tbody>
</table>

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Writing: Autobiographical Narrative

Write an autobiographical narrative about an animal that you know. Use this chart to help you. First, answer each question. Then, list other details about the event. Use your notes to help you write your narrative.

<table>
<thead>
<tr>
<th>Questions to Ask Yourself</th>
<th>Answers</th>
<th>More Details</th>
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<tr>
<td>Who was at the event?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening and Speaking: Conversation

With a partner, act out a conversation between the narrator and his wife. The narrator tells his wife that the police officer has adopted the dog. Use the chart to describe how the narrator and his wife will discuss events.

<table>
<thead>
<tr>
<th>Event</th>
<th>How the narrator describes the event</th>
<th>How the wife responds to narrator’s description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The police officer tells the narrator that the dog has been arrested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The narrator finds out that the police officer has adopted the dog.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Web Sites

About Web Sites

Web sites are pages of information you find on the Internet. Each Web site has an address called a Universal Resource Locator (URL).

- .edu—The site belongs to an educational institution.
- .gov—The site belongs to a government office.
- .org—The site belongs to a nonprofit organization.
- .com—The site belongs to a commercial organization.

A Web site can have many Web pages. You can move from one page to another by clicking your mouse on a link.

Not all Web sites give you good information. Always make sure that your information comes from sources you can trust.

Reading Skill

Web sites are important sources for research. They have special features that help you move quickly around the site. When you find information on the Internet, begin by analyzing the structural features of the resources you find. This chart shows some of the features on a Web site.

<table>
<thead>
<tr>
<th>Web Site Features</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Resource Locator (URL)</td>
<td>The Web site's address. Its ending give information about who maintains the site.</td>
</tr>
<tr>
<td>Home Page</td>
<td>The Web site's opening page. It often provides an introduction to the topic and buttons, or links, that lead to more pages.</td>
</tr>
<tr>
<td>Link</td>
<td>A connection to another spot on the same Web page or to a different Web page or Web site. A link can be underlined or highlighted text, an image, or a photograph. Links are what make the Web a “web.”</td>
</tr>
<tr>
<td>Icon</td>
<td>An image or small drawing that may appear by itself or with text. Icons are often links as well.</td>
</tr>
<tr>
<td>Graphics</td>
<td>Pictures, maps, tables, and other graphic sources often featured on a Web site. These graphics often provide information, but they may also be links to other Web pages.</td>
</tr>
</tbody>
</table>
**Dog Care: The 411**

**Scientific name:** Canis familiaris

**Size:** XS, S, M, L, XL. Dogs range in size from tiny four-pound tea cup poodles to Irish wolfhounds, the tallest dogs at almost three feet high.

**Lifespan:** As a rule, smaller dogs tend to live longer than larger ones. A compact Chihuahua can live to be 16, while giant breeds like bull mastiffs usually live to be about eight years old. And somewhere in the middle, the average All-American mixed-breed pooch has a lifespan of about 12 to 14 years.

**Colors/varieties:** There are more than 400 different breeds of dogs—spotted Dalmatians, shiny black Labrador retrievers, brindle-coated boxers...to name just a few! But the most popular pooches of all are non-pedigree—that includes shaggy dogs, dogs with hairy ears, dogs with all-white socks, dogs with fluffy tails, and everything in between. You may have heard people call these dogs “mutts,” but we prefer one-of-a-kind!

Parents and teachers, click [here](#) for more dog care information to share with your students and children.

**LEARN MORE**
- The 411
- Dogs 101
- Pet Info: Care, Nutrition
- Fact File: Genetics

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**How do we decide what is true?**

(a) What does the Web site’s URL suggest about its reliability? (b) What other sources might you use to check the facts presented by this Web site? (c) How does checking facts help you to test an online Web site’s reliability?
Thinking About the Web Site

1. Why should you analyze sources of information on the Internet?

2. Why would the ASPCA (an organization that gives away homeless pets) Web site be a more reliable source of information on pet care than the Web site for a pet store?

3. What is the URL of the Website?

4. Go to the home page for www.aspca.org. What button would you click on if you wanted to find out about jobs related to animal care?

WRITE ABOUT IT  Timed Writing: Explanation (15 minutes)
Summarize the features of www.aspca.org to explain how to care for cats. Use the answers to these questions to help write your explanation.

• What is the first thing a cat owner should do to find information about cats on www.aspca.org?

• What kinds of information might the Web site give about cats?
Stage Fright • My Papa, Mark Twain

Reading Skill
Nonfiction works often have an author’s opinion as well as facts. A fact is information that can be proved. An opinion is a person’s thoughts or beliefs. To recognize clues that indicate an opinion, do the following:

- Look for phrases that show an opinion. Phrases could be I believe or in my opinion.
- Look for words that show a personal opinion, or feeling. Such words could be wonderful or terrible.
- Be aware of words that show a personal attitude, or viewpoint. Words that could show this are always, nobody, worst, and all.

Literary Analysis
An author’s perspective is the viewpoint from which he or she writes.

An author’s perspective comes from:
- where the writer is from, or the writer’s background.
- what the writer believes.

An author’s perspective shows his or her feelings. It also shows his or her interest in a subject.
Use this diagram to record details that tell you the author’s perspective.
Word List A
Study these words from “My Papa, Mark Twain.” Then, complete the activity.

**charming** [CHAHR ming] adj. delightful, pleasing
   *He’s a charming fellow; everyone likes him right away.*

**desperate** [DES per it] adj. willing to do nearly anything to fix a problem
   *I grew desperate when I couldn't find my homework.*

**fled** [FLED] v. escaped, ran away
   *The mouse fled when it saw the cat.*

**humor** [HYOO mer] n. the funny side of something
   *Everyone laughed when Neal fell in the lake, but he didn't see any humor in it.*

**rudely** [ROOD lee] adv. crudely, not politely
   *If you keep speaking so rudely to him, the coach will take you off the team.*

**seldom** [SEL dum] adv. not very often, rarely
   *Since we got our new car, we seldom take the bus.*

**snatched** [SNACHT] v. grabbed quickly
   *Kirk snatched the sandwich away before his brother could eat it.*

**style** [STYL] n. the way in which something is said, made, or done
   *The writer’s style is full of humor and word play.*

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

It can be difficult having a famous father. I know that might seem hard to believe, but it’s true. My dad is a movie star. He’s good-looking, famous, and charming. Everyone wants to be in the same room with him. Everyone likes it when he’s around. He plays all the mighty heroes and adventurers in the movies. He’s always beating up the bad guys and is seldom defeated. After all, heroes rarely lose. When he does lose, the kids in my class are sure to give me a hard time.

“Hey Will, what happened to your father?” was the first thing I heard when I walked into the school cafeteria on the Monday after Revenge of the Creatures came out.

“that monster tossed your dad around like a marshmallow,” my friend Jake said. “I thought your dad’s style was playing the tough guy. He didn’t look too tough in Revenge of the Creatures.”

Jake laughed hysterically, and the rest of the table laughed too. I failed to find the humor in it. It just wasn’t funny. Don’t these guys know that movies aren’t real?

I wanted to run away, but if I fled, I knew that it would just make it worse. I was desperate to come up with something snappy to say back to Jake, but I couldn’t think of anything. Angrily, I snatched my lunch out of my backpack and sat down to eat. I was mad at my dad for making a movie in which he didn’t win, and I was mad at Jake for acting so rudely.

After a few minutes, Jake came over and apologized. I forgave him. Sometimes, though, I do wish my father just went in to an office like everybody else’s dad.
My Papa, Mark Twain
Susy Clemens

**Summary** Thirteen-year-old Susy Clemens writes about her famous father, Mark Twain. Her kind descriptions of her father’s looks, actions, and writing show how she feels about him.

**Writing About the Big Question**
**How Do We Decide What is True?**
In “My Papa, Mark Twain,” a girl gives a personal view of her father that differs in many ways from the public’s image of Mark Twain. Complete this sentence:

To find out what a person is really like, you must _____________.

**Note-taking Guide**
Use this chart to record Susy Clemens’s thoughts and feelings about her father.

- **Appearance:** beautiful gray hair
- **Mark Twain**
- **Writing:**
- **Thoughts:**
- **Actions:**
My Papa, Mark Twain
Susy Clemens

We are a very happy family. We consist of Papa, Mamma, Jean, Clara and me. It is papa I am writing about, and I shall have no trouble in not knowing what to say about him, as he is a very striking character.

♦ ♦ ♦

The author said that Papa had beautiful gray hair, an attractive nose, kind eyes, and a mustache. He was a very handsome and fit man. He was also a good man, and he was very funny. Sometimes he had a bad temper, but everyone in her family did. Sometimes he was forgetful. And sometimes, he paced back and forth across a room while he thought.

♦ ♦ ♦

Papa is very fond of animals particularly of cats, we had a dear little gray kitten once that he named “Lazy” (papa always wears gray to match his hair and eyes) and he would carry him around on his shoulder, it was a mighty pretty sight! the gray cat sound asleep against papa’s gray coat and hair.

♦ ♦ ♦

The author’s father gave the family cats very funny names, such as Stray Kit, Buffalo Bill, and Soapy Sall.

The author’s father often used strong language, and he didn’t like to be interrupted. He said that he didn’t like to listen to anyone talk except himself. The author says he meant that as a joke, but she thinks there is some truth in it!

♦ ♦ ♦

Activate Prior Knowledge
Think about someone you admire, or like a great deal. What do you like about this person?

Reading Skill
Facts can be proved to be true. Opinions are what a person believes. Write one fact found in the bracketed paragraph.

Write one opinion found in the bracketed paragraph.

Underline the clue word that helps you know that this is an opinion.

Reading Check
What color does Twain always wear?

Circle the reason in the text.

Vocabulary Development
consist (kuhn SIST) v. be made up of
striking (STRYK ing) adj. interesting; noticeable
particularly (per TIK yuh ler lee) adv. especially; more than others
One of papa’s latest books is “The Prince and the Pauper” and it is unquestionably the best book he has ever written, some people want him to keep to his old style, some gentleman wrote him, “I enjoyed Huckleberry Finn immensely and am glad to see that you have returned to your old style.” That enoyed me, that enoyed me greatly, because it trobles me to have so few people know papa. I mean realy know him, they think of Mark Twain as a humorist joking at everything . . .

The author said that people described him in the strangest ways. For example, they said that he had messy red hair and a wrinkled, sad face. The author said that it’s not true. And he’s not always funny. She wanted him to write a book that showed his soft, kind side. She thought “The Prince and the Pauper” did that perfectly.

I never saw a man with so much variety of feeling as papa has; now the “Prince and the Pauper” is full of touching places, but there is always a streak of humor in them somewhere. Papa very seldom writes a passage without some humor in it somewhere and I don’t think he ever will.

When the author’s father was young, he played “hookey” all the time. Sometimes he even pretended to be dying so that he would not have to go to school! Instead of making him go to school, his mother let him go to work in a printing office.

He did so, and gradually picked up enough education to enable him to do about as well as those who were more studious in early life.
1. **Deduce:** Susy’s father often played tricks to get out of going to school. Explain how you think Susy feels about her father’s lack of formal education.

   

2. **Speculate:** This essay contains many misspelled words. Why do you think the misspelled words were not corrected?

   

3. **Reading Skill:** Use this chart to list two opinions that Susy gives about her father. Then, list the clue words that helped you know that each one is an opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Clue Word</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** You can understand an author’s perspective by finding out details about the author’s life. List one detail from Susy Clemens’s life that helps you see her author’s perspective.

   

---

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Writing: Dramatic Scene

Turn a passage from “My Papa, Mark Twain” into a **dramatic scene**. Answer the following questions to help you write your dramatic scene.

- First, you must choose a passage from the essay for your scene. Your passage should have at least two characters. What is your passage about?

- Which characters are speaking?

- How do the characters feel as they are talking?

Research and Technology: Research for Charts

Create a **poster** that shows some of Mark Twain’s best-known works and characters. Use this chart to list details about the stories and characters you choose to put on your poster.

<table>
<thead>
<tr>
<th>Title of Work</th>
<th>Important Character(s)</th>
<th>Description of Work</th>
<th>Description of Character(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Word List A

Study these words from “Stage Fright.” Then, complete the activity that follows.

**awed** [AWD] v. amazed

The crowd was **awed** when the hitter slammed a five-hundred foot home run.

**audience** [AW dee uhns] n. people gathered to watch something

The movie drew a large **audience** on its first day in the theaters.

**auditorium** [aw di TAWR ee uhm] n. a large room where people come to see something

There weren't enough seats in the **auditorium** for all the people.

**appreciation** [uh pree shee AY shun] n. thankfulness

To show my **appreciation** for helping me study, I thanked my tutor again and again.

**horrible** [HAWR uh buhl] adj. awful, terrible

The medicine tasted so **horrible** that Nancy spit it out right away.

**kindness** [KYND nes] n. friendliness, helpfulness

She showed her **kindness** by giving us an umbrella when we were caught in the rain.

**memory** [MEM uh ree] n. ability to remember things

Shelly’s **memory** is so good she can remember something you said last year.

**speech** [SPEECH] n. text meant to be read aloud in front of a group of people

After winning the election, the candidate gave a **speech** thanking those who voted for him.

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

I was nervous when the principal asked me to give a speech. I would have to write something to be read aloud at an assembly. The assembly was being held for Ms. Hagerty, a teacher who was leaving the school after many years. At the assembly, many people would speak about how much we would miss her.

It wasn't hard to find speakers; everyone loved Ms. Hagerty. She was known for her kindness and would do anything to help a student learn. She spent hours each week tutoring students after classes ended. Students and teachers had long been awed by her teaching skills. They were amazed at her ability to make almost any difficult subject easy to understand.

The assembly was being held in the auditorium, a large hall that was perfect for putting on plays and concerts. The audience was going to be huge—at least three or four hundred people.

The point of my speech was to express my appreciation for Ms. Hagerty. I wanted to show how thankful I was that she had been my teacher. To write it, I reached back into my memory, trying to recall all the great things she had done for me. It wasn't hard. She had helped me many, many times over the years.

Even though I wasn't used to speaking in front of people, giving the speech wasn't hard. There was one bad moment at first when I dropped the microphone. It made a horrible screeching sound that hurt everyone's ears. I picked it up again and calmed down. Then I talked about all the wonderful things that Ms. Hagerty had done. “We will miss her,” I said. The audience seemed to agree. They clapped loudly when I finished speaking.
Stage Fright
Mark Twain

Summary  Mark Twain tells about his first time in front of an audience. He was so scared that he had friends scattered around the audience. One friend was to laugh when Twain looked at her. The way his plan works has a funnier result than he intended.

Writing About the Big Question
How Do We Decide What is True?  In “Stage Fright,” a well-known humorist must hide his true feelings. He must appear calm before an audience, even though he suffers from stage fright. His friends try to help him. Complete this sentence:

A person’s behavior (does / does not) always prove that he or she is being truthful because __________________________.

Note-taking Guide
Mark Twain was known for being funny. Fill in this chart with details that show how he is funny in this speech.

Twain’s Humor
He says that when he was seasick he “was so sick that there wasn’t any left for those other 200 passengers.”

He makes a joke about his age.
Stage Fright

1. **Draw Conclusions:** Mark Twain was nervous before his first public speech. How would some stage fright help someone get ready to give a speech?

   ________________________________________________________________

   ________________________________________________________________

2. **Speculate:** Twain set up a signal with the governor’s wife before his first speech. Then, he looked at her after he gave the sad “gem” in his speech. What probably happened when Twain looked at her?

   ________________________________________________________________

   ________________________________________________________________

3. **Reading Skill:** **Opinions** are what a person thinks or believes. Twain gives opinions in his speech. Use this chart to record two opinions that Twain gives. Then, list clue words that help you identify each opinion.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Clue Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** “Stage Fright” is written from Mark Twain’s perspective. How might the **author’s perspective** be different if his daughter had written the essay?

   ________________________________________________________________

   ________________________________________________________________
Writing: Dramatic Scene
Write a **dramatic scene** using Twain’s description of his first public appearance. Answer the following questions to help you write your dramatic scene.

- What might two audience members have talked about after Twain’s first speech?

- What might Twain’s daughter have said to him after his speech at her recital?

Research and Technology: Poster
Use the following questions to guide your research on stage fright.

- What causes stage fright?

- How does a person with stage fright feel?

- What are some suggestions for coping with stage fright?
The Lady and the Spider • Names/Nombres

Reading Skill
You should know the difference between fact and opinion. This will help you understand nonfiction writing.

- A fact can be proved.
- An opinion is a belief that can be supported but not proved.

You can check facts by using resources such as dictionaries, encyclopedias, and reliable Web sites.

Use this chart to keep track of facts in these selections.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Reference Source</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tigers live in only cold climates.</td>
<td>Internet</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Literary Analysis
Writers have thoughts and feelings about the subject of and audience for their work. These thoughts and feelings are called tone.

- Tone can often be described in one word, such as playful, serious, and humorous.
- Word choice, sentence structure, and sentence length help create a tone.

Notice how word choice can create a friendly tone:

If you plan ahead, I promise that you’ll have the best party ever!

As you read, look for details that show a certain tone.
Word List A
Study these words from “Names/Nombres.” Then, complete the activity.

attended [uh TEN did] v. went to; was present in a place
   My best friend and I have attended the same school since kindergarten.

constantly [KAHN stunt lee] adv. happening all the time, without stopping
   Jill was upset that her sister was constantly late for school.

desire [di ZYR] n. a strong wish for something
   His one desire was to get the lead in the school play.

embarrassed [em BAR ruhst] adj. feeling awkward or uncomfortable
   The dog's bad behavior at the contest embarrassed its trainer.

included [in KLOO did] adj. contained something or someone as a part of something else
   Jenna felt included in the group after Sally invited her to the sleepover.

occasions [uh KAY zhuhns] n. events or happenings
   There were many occasions, such as weddings, when the whole family got together.

embarrassed [em BAR ruhst] adj. feeling awkward or uncomfortable
   The dog's bad behavior at the contest embarrassed its trainer.

recently [REE suhnt lee] adv. having happened only a short time ago
   As recently as last week, Sunita still thought her family was moving.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

   Alphonse's face was [1] ________ red because he was always [2] ________. Everyone [3] ________ him because he was so shy and self-conscious. [4] ________, however, he has given in to his secret [5] ________ to be a mime. He has [6] ________ many special [7] ________, like birthday parties, dressed as a mime and performed for the people there. These days, when anyone makes a guest list, Alphonse is always [8] ________. 
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The people living in the United States come from various backgrounds, but many have one thing in common. At some point, a relative, drawn by the hope for a better life, decided to come here to live. It may have happened many generations ago. Or perhaps it happened more recently, in the past several decades. Maybe it was even your parents who made the decision to come to the U.S.

When recent immigrants first arrive, life can be difficult. Most recent immigrants have one desire. They want to settle down and start living a normal life. However, it may take a while for this to happen. New arrivals are being bombarded constantly by words and images that are not familiar to them. The new information around them is nonstop. Many are too embarrassed to admit that they don't know what is going on. They are too uneasy to let others know they are confused. They fear being pitied, and they don't want that kind of sympathy. For them, social occasions can seem like an important test or exam. They are afraid to go to parties or sporting events without knowing the right things to do and say.

That's why, if you have recent immigrants in your school, it's important to help them feel included. Look for ways in which you can help them feel they belong. Keep in mind that the last school they attended, or went to, may have been nothing at all like your school. They may be confused and might not know what is expected of them. You can help by being positive and friendly. Sometimes all it takes to make someone feel at home is a big smile and a warm welcome.
Names/Nombres
Julia Alvarez

Summary Young Julia Alvarez and her family are called by different names when they come to America. The names are not the Spanish names they use at home. Julia wonders what name she will use when she becomes a well-known writer.

Writing About the Big Question
How Do We Decide What is True? In “Names/Nombres,” a girl hesitates to correct people who mispronounce her name, even though it hurts. She hides her feelings in order to “fit in.” Complete this sentence:

Sometimes it takes courage to show your true feelings because

Note-taking Guide
Julia Alvarez describes names in this essay. Her name is mispronounced. Her friends call her names other than Julia. She also has nicknames. Use this chart to list the different names or pronunciations of names in Alvarez’s essay.

<table>
<thead>
<tr>
<th>What people call her father</th>
<th>What people call her mother</th>
<th>What people call Julia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mister Elbures,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mister Alberase</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Please see your textbook for this selection.
Names/Nombres

1. **Draw Conclusions:** Why is Julia embarrassed when her classmates ask her where she is from?

   __________________________________________________________

2. **Analyze:** How do Julia’s feelings about her name change over time?

   __________________________________________________________

3. **Reading Skill:** Alvarez tells the story of her graduation by writing, "Our goodbyes went on too long." Is this a **fact** or an **opinion**? Explain.

   __________________________________________________________

4. **Literary Analysis:** “Names/Nombres” is written in an informal, or friendly, **tone**. Use this chart to rewrite the two sentences in a more serious, or formal, tone.

   - **Informal Tone**
     - "It took a while to get used to my new names."
     - "My mother blushed and admitted her baby’s real name to the group."

   - **Formal Tone**
Writing: Personal Anecdote
Write a personal anecdote about your family. First, choose the experience you plan to write about. Answer the following questions to help you write your anecdote.

- Where does the story take place? _________________________
- When does the story take place? _________________________
- Who is in the story? _________________________
- What is the most important event in the story? _________________________

Listening and Speaking: Monologue
Answer the following questions to prepare your monologue. Remember that you should imagine what Alvarez thinks when she hears her name mispronounced.

- How do you feel the first time that you hear your name mispronounced?
- What thoughts do you have when you hear your name mispronounced?

Describe three thoughts

__________________________________________________
__________________________________________________
__________________________________________________
Word List A
Study these words from “The Lady and the Spider.” Then, apply your knowledge to the activity that follows.

clutches [KLUHCH ez] v. holds tightly, grabs at
As the bike begins to fall, she clutches at the handlebars to steady it.

disaster [di ZAS tuhr] n. a terrible event
The thunderstorm was a disaster for our picnic.

envy [EN vee] v. to want something someone else has; to be jealous
We all envy Marcia, because she gets such good grades without even studying.

fiber [FY buhr] n. a string-like thread of some material
The microscope made it easy to see each tiny fiber in the material.

flings [FLINGZ] v. throws, tosses
Tommy flings his coat onto the couch as soon as he steps in the house.

poisonous [POY zuhn us] adj. able to kill or harm a person or animal
A rattlesnake’s bite contains poisonous venom that can kill.

terms [TERMZ] n. words, a way of saying something
When he put his idea in simple terms, it was easy to understand it.

torn [TAWRN] v. ripped
The dollar was torn in half when the two boys grabbed at it.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

I’ll say this in simple [1]: My big brother and his dog drive me crazy. I can’t stand it when Josh [2] his stuff all over the house. In five minutes it looks like a [3] struck the house. The little dog is even worse. Josh [4] that monster in his arms all the time. The couch was [5] up by that little mutt when he was just a puppy. You can still see [6] sticking out of the ripped pillows. Not only that, but the dog’s breath is so bad I’m sure that it is practically [7]. I can only say that I [8] people whose brothers don’t own dogs!
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

It happens all the time. Someone feels a spider crawling in his or her hair. The person clutches at the spider, catches it, and flings it away as far as possible. Nothing gives people a scare like a spider does.

If you ask people what insects or animals they are afraid of, spiders are usually high on the list, along with sharks and snakes. Should people be scared of spiders? The answer is yes and no. When talking in terms of real danger, people shouldn’t worry too much. Spiders don’t usually attack people, and because most spiders are not poisonous, most spider bites are not harmful. Most of the time, a spider bite is not a disaster. It will only cause a small reaction. It may not cause anything at all.

That does not mean that all spider bites are harmless. Two common poisonous spiders in the United States are the black widow and the brown recluse. Both spiders live in attics, basements, and other dark and quiet places. Both spiders are equipped with venom, or poison. This venom can cause serious problems for the people they bite. A person bitten by one of these spiders should go to a hospital right away. Still, mosquitoes are probably more dangerous than spiders. Mosquitoes can carry many diseases, including the West Nile virus.

If people knew more about spiders they might envy them instead of being scared. After all, there’s a lot to be jealous of. Spiders have eight of some things that people have only two of. Most spiders have eight legs and eight eyes.

So next time you walk into a spider web, don’t get scared. You’ve torn apart the spider’s hard work, a complicated web built fiber by fiber, but you probably haven’t put yourself in danger.
The Lady and the Spider
Robert Fulghum

Summary The narrator sees his neighbor walk into a spider’s web. She screams. The narrator writes about the event from the lady’s point of view and from the spider’s point of view.

Writing About the Big Question
How Do We Decide What is True? “The Lady and the Spider” presents both true statements and opinions about spiders. Complete this sentence:

An important fact about spiders is ____________________________.

Note-taking Guide
Use this chart to record each character’s reactions when the neighbor walks into the spider web.

<table>
<thead>
<tr>
<th>The Lady</th>
<th>The Spider</th>
<th>The Narrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>She screams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Lady and the Spider

1. **Infer:** The lady walks into the spider web. She throws her bags. What does her action show about her feelings toward spiders?

2. **Analyze:** The narrator tells the lady’s and spider’s thoughts. Why do you think the narrator tells what they both are thinking?

3. **Reading Skill:** Suppose that you must prove two facts from this essay. You will use the Internet. What two **facts** will you prove?

4. **Literary Analysis:** The passage in this chart has an informal **tone**. *Informal* means “friendly.” Rewrite this passage. Use a formal tone. *Formal* means “serious.” Write in the space provided.

**Informal Tone**

Spiders. Amazing creatures. Been around maybe 350 million years, so they can cope with just about anything. Lots of them, too—sixty or seventy thousand per suburban acre. It’s the web thing that I envy.

**Formal Tone**
Writing: Personal Anecdote

Write a personal anecdote about your encounter with something in nature. First, choose the experience you plan to write about. Answer the following questions to help you write your anecdote.

- Where does the story take place? ____________________________

- When does the story take place? ____________________________

- Who is in the story? ____________________________

- What is the most important event in the story? ____________________________

Listening and Speaking: Monologue

A monologue is a speech in which one person tells about himself or herself. Choose either the lady or the spider. Write a monologue that presents the thoughts of the character that you chose.

- What adjectives will you use to describe the feelings of the lady or the spider?

- Explain what the lady thinks about spiders in general, or explain what the spider thinks about humans in general.

- How did the meeting of the lady and the spider affect the rest of the lady’s or the spider’s day?
Atlases

About Atlases
An atlas is a book of maps. The maps show cities, mountains, rivers, and roads. Some atlases also have facts or short articles about the places on the maps. Atlas maps usually have the following:

• a compass rose that shows north, south, east, and west
• a scale bar that shows how many miles or kilometers are in one inch on the map
• a legend or key that explains the symbols and colors on the map
• labels that have the names and locations of places
• an inset map that shows where a location can be found on the globe

Reading Skill
An assertion is a statement, such as “The weather is cold today” or “I like all kinds of animals.” A reasonable assertion about a text is supported by examples. Look at this example:

<table>
<thead>
<tr>
<th>Atlas Entry</th>
<th>Travel Brochure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides facts</td>
<td>Provides generalizations</td>
</tr>
<tr>
<td>Compass rose, scale bar, and key can be used to support generalizations</td>
<td>Generalizations may be supported by accurate facts</td>
</tr>
<tr>
<td>Accurate research tool</td>
<td>May be useful for preliminary research</td>
</tr>
</tbody>
</table>

A generalization is a broad assertion based on many examples. In the following texts, look for assertions and generalizations the writers make and how those assertions are supported. Then, think about an assertion you can make, based on your reading.

The purpose of the atlas entry is to give facts about a place. The purpose of a travel brochure is to convince people to visit a place. Understanding the purpose of an informational text can help you decide whether the information in the text is true.
The Caribbean Sea is enclosed by an arc of many hundreds of islands, islets, and offshore reefs that reach from Florida, in the US, round to Venezuela in South America. From 1492, Spain, France, Britain, and the Netherlands claimed the islands as colonies.
**THE LANDSCAPE**

The islands are formed from two main mountain chains: the Greater Antilles, which are part of a chain running from west to east, and the Lesser Antilles, which run from north to south. The mountains are now almost submerged below the Atlantic Ocean and Caribbean Sea. Only the higher peaks reach above sea level to form islands.

- **The Bahamas**
  - The Bahamas are low-lying islands formed from limestone rock. Their coastlines are fringed by coral reefs, lagoons, and mangrove swamps. Some of the bigger islands are covered with forests.

- **Hispaniola**
  - Two countries, Haiti and the Dominican Republic, occupy the island of Hispaniola. The land is mostly mountainous, broken by fertile valleys.

- **Cuba**
  - Cuba is the largest island in the Antilles. Its landscape is made up of wide, fertile plains, with rugged hills and mountains in the southeast.

- **The Lesser Antilles**
  - Most of these small volcanic islands have mountainous interiors. Barbados and Antigua are flatter, with some higher volcanic areas. Monserrat was evacuated in 1997 following volcanic eruptions on the island.

**FARMING AND LAND USE**

Agriculture is an important source of income, with more than half of all produce exported. Many islands have fertile, well-watered land and large areas set aside for commercial crops such as sugar cane, tobacco, and coffee. Some islands rely heavily on a single crop. In Dominica, bananas provide more than half the country’s income. Cuba is one of the world’s biggest sugar producers.

**How do we decide what is true?**

If you wanted to know the truth about daily life in a particular place, what information might you want that an atlas would not provide? Explain.
Thinking About the Atlas

1. Which Caribbean islands are not mountainous?

2. Compare the “Landscape” map with the “Farming and Land Use” map. Which map contains more details? Describe the types of details the map shows.

Reading Skill

3. What assertion does the writer of the travel brochure make about the size of Cuba in relation to other islands in the Antilles?

4. Look closely at the atlas. Make an assertion about the city of Santo Domingo.

WRITE ABOUT IT  Timed Writing: Description (20 minutes)

Find the city of Havana, Cuba, on the Farming and Land Use map. Write a description of the island of Cuba. Use the facts presented in the atlas to make generalizations. Answer these questions to help you write your generalizations.

- What kinds of food are grown in Cuba?

- What kinds of animals are raised in Cuba?

- What are the waters surrounding the island used for?
A short story is a short, made-up story. A short story has a plot, characters, a setting, and a theme. Plot is the action in the story. All plots have these features:

- a series of events. A plot’s events are connected by causes and effects.

- a conflict, or struggle.

- a high point called the climax.

- a resolution, the part of the story in which the problem is solved. The resolution comes after the climax.

## Conflict
A problem between two opposing forces

### Internal
- Takes place inside a character
- Character struggles to make decision, take action, or overcome problem
- Example: A character cannot decide whether to save money or buy something he or she wants.

### External
- Takes place outside a character
- Character struggles with an outside force such as another character or nature
- Example: A character gets caught outside in a snowstorm.
Characters are the people or animals who take part in the action of the story.

- **Characterization:** An author uses characterization to create and develop a character.

- **Character’s traits:** All characters have traits, or qualities. These traits help readers understand why the characters act the way they do.

- **Character’s motives:** A character’s motives are the reasons why he or she does something.

**Setting** is the time and place of a story’s action. The setting’s details can include the year, the time of day, and the weather.

The setting can be important to the plot. The setting can also help set the story’s mood.

- Details that seem real are included in stories that take place in recent times.

- Real and made-up details are usually included in stories that take place in the past.

---

**Theme**

A message about life

**Stated**

- Directly said by author

  **Example:** The author says that the characters will have to make a decision that will change their lives.

---

**Implied**

- Shown through what the characters do and say

  **Example:** The characters talk about how they are handling a tough situation.

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The Wounded Wolf 81
**Word List A**
Study these words from “The Wounded Wolf.” Then, complete the activities.

- **blinding** [BLYN ding] adj. so bright as to make it hard to see
  
  The **blinding** lights from the cameras made it hard to see people’s faces.

- **clan** [KLAN] n. a large group of families
  
  My aunts, uncles, cousins, and the rest of the **clan** are coming over for dinner.

- **flesh** [FLESH] n. the meat of an animal
  
  Vegetarians do **not** eat animal **flesh**.

- **gulps** [GUHLPS] v. drinks or eats quickly or greedily
  
  After running ten miles, he **gulps** the water as if he hasn’t had a drink for days.

- **lungs** [LUHN jez] v. moves forward very quickly
  
  Nancy **lunges** for the softball but just misses catching it.

- **presence** [PREZ ens] n. a being or body
  
  It was so dark I couldn’t see, but I felt a nearby **presence** in the room.

- **squints** [SKWINTS] v. partially closes the eyes
  
  When it’s sunny, Ted always **squints**, trying to block out the sun so he can see.

- **whimpers** [WIM perz] v. makes a soft crying sound
  
  When the baby **whimpers**, her voice is so soft I can barely hear it.

**Exercise A**
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

I could sense a [1] __________ outside the door. It was Uncle Henry, the first to arrive. The whole [2] __________ comes to our house for the holidays, and it makes me a little crazy. Uncle Henry is the worst. He [3] __________ around the kitchen like a wild cat, looking for food and [4] __________ it down greedily when he finds some. Aunt Abigail, on the other hand, refuses to eat the [5] __________ of animals. “Henry knows that I don’t like vegetables either,” she [6] __________.

Cousin Hugo always [7] __________ with his eyes. “The lights are [8] __________,” he says, no matter how dark or light it is. I can’t wait for the holidays to end!
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Like most baby animals, a newborn wolf is nearly helpless at first. The baby wolf, called a pup, is born in a den. The wolf’s mother will have built the den a few weeks before. She may have dug it out of the ground, or she may have found a den that had already been built by another animal. In this den, the wolf pup begins its life. It squints its eyes, but it cannot see. When it can open its eyes completely, light will be blinding. The pup whimpers, making small soft sounds. It senses a presence next to him, a brother or sister pup. Wolves are not born alone; they arrive into a ready-made clan. Mother wolves give birth to several pups at a time. The average-size group is five.

The pup is small, weighing just about a pound. It is hungry, though, and it gulps down its mother’s milk. It will grow bigger with help. This pup is part of a pack, and pack members will bring food to the baby and its mother.

In time, the pup will grow to weigh a hundred pounds or more. It will become fast and strong, with long legs and powerful leg muscles. It will be able to run at speeds of up to 35 miles an hour for short periods. Often, these bursts of speed come during the hunt. They will end with the moment when the wolf lunges after its prey. This pup will grow into a hunter. Wolves feed on the flesh of other animals such as deer, elk, and caribou.

The pup will stay with the pack until it is several years old. Then it may leave, find a new pack, or even start its own.
The Wounded Wolf
Jean Craighead George

Summary
Roko the wolf gets hurt while fighting for food. Hungry animals that prey on dying animals follow him. Roko finds shelter under a rock. The hungry animals wait nearby. The lead wolf from Roko’s pack finds Roko. All of the animals wait to see whether Roko will get better or die under the rock.

Note-taking Guide
Many animals watch Roko after he is injured. Use this chart to record what the animals do.

<table>
<thead>
<tr>
<th>Ravens</th>
<th>White Fox</th>
<th>Snowy Owl</th>
<th>Grizzly Bear</th>
<th>Kiglo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick Roko’s open wound</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Wounded Wolf
Jean Craighead George

A wounded wolf climbs Toklat Ridge, a massive spine of rock and ice. As he limps, dawn strikes the ridge and lights it up with sparks and stars. Roko, the wounded wolf, blinks in the ice fire, then stops to rest and watch his pack run the thawing Arctic valley.

They plunge and turn. They fight the mighty caribou that struck young Roko with his hoof and wounded him. He jumped between the beast and Kiglo, leader of the Toklat pack. Young Roko spun and fell. Hooves, paws, and teeth roared over him. And then his pack and the beast were gone.

Gravely injured, Roko pulls himself toward the shelter rock. Weakness overcomes him. He stops. He and his pack are thin and hungry. This is the season of starvation. . . .

Young Roko glances down the valley. He droops his head and stiffens his tail to signal to his pack that he is badly hurt. Winds wail. A frigid blast picks up long shawls of snow and drapes them between young Roko and his pack. And so his message is not read.

A nearby raven sees Roko’s signal and calls out that something is dying. Soon Roko is followed by a group of hungry ravens.

Roko snarls and hurries toward the shelter rock. A cloud of snow envelops him. He limps in blinding whiteness now.

Vocabulary Development

massive (MASS iv) adj. huge; large and impressive
gravely (GRAYV lee) adv. badly
wail (wayl) v. make a loud crying sound
shawls (shawlz) n. capelike cloths
A ghostly presence flits around. “Hahahahahahaha,” the white fox states—death is coming to the Ridge. Roko smells the fox tagging at his heels.

The cloud whirls off. Two golden eyes look up at Roko. The snowy owl has heard the ravens and joined the deathwatch.

The ravens, fox, and owl are joined by a grizzly bear. The animals follow Roko as he struggles up Toklat Ridge. As Roko becomes weaker, the other animals grow bold and move in closer.

Roko stops; his breath comes hard. A raven alights upon his back and picks the open wound. Roko snaps. The raven flies and circles back. The white fox nips at Roko’s toes. The snowy owl inches closer. The grizzly bear, still dulled by sleep, stumbles onto Toklat Ridge.

Only yards from the shelter rock, Roko falls. Instantly the ravens mob him. They scream and peck and stab at his eyes. The white fox leaps upon his wound. The snowy owl sits and waits. Young Roko struggles to his feet. He bites the ravens. Snaps the fox. And lunges at the stoic owl. He turns and warns the grizzly bear. Then he bursts into a run and falls against the shelter rock. The wounded wolf wedges down between the rock and barren ground. Now protected on three sides, he turns and faces all his foes.

The ravens step a few feet closer. The fox slides toward him on his belly. The snowy owl blinks and waits, and on the ridge rim roars the hungry grizzly bear.

**Vocabulary Development**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>alights</td>
<td>(uh LYTTS) v. lands</td>
</tr>
<tr>
<td>stoic</td>
<td>(STO ik) adj. showing no reaction to good or bad events; calm and unaffected by hardship</td>
</tr>
<tr>
<td>barren</td>
<td>(BAR en) adj. empty</td>
</tr>
</tbody>
</table>

**Short Story**

The conflict is growing in the story. Read the first bracketed paragraph. What is the internal conflict that Roko faces?

---

Read Fluently

A compound verb is two actions performed by the same subject in a sentence. The boy ran and jumped on his bike. Ran and jumped are the verbs. Circle the compound verbs in the second bracketed paragraph.

---

Short Story

A character’s motives are the reasons for his or her actions. Why are the animals following Roko?

---

Short Story

The theme of a story can be found by noticing how a character deals with a situation. How does Roko react to the ravens, fox, and owl?
Roko growls. The sun comes up. Far across the Toklat Valley, Roko hears his pack’s “hunt’s end” song. The music wails and sob, wilder than the bleating wind. The hunt song ends. Next comes the roll call. Each member of the Toklat pack barks to say that he is home and well.

“Kiglo here,” Roko hears his leader bark. There is a pause. It is young Roko’s turn. He cannot lift his head to answer. The pack is silent. The leader starts the count once more. “Kiglo here.”—A pause. Roko cannot answer.

Soon Kiglo hears the ravens’ death song. He knows that Roko is dying.

The hours pass. The wind slams snow on Toklat Ridge. Massive clouds blot out the sun. In their gloom Roko sees the deathwatch move in closer. Suddenly he hears the musk-oxen thundering into their circle. The ice cracks as the grizzly leaves. The ravens burst into the air. The white fox runs. The snowy owl flaps to the top of the shelter rock. And Kiglo rounds the knoll.

In his mouth he carries meat. He drops it close to Roko’s head and wags his tail excitedly. Roko licks Kiglo’s chin to honor him. Then Kiglo puts his mouth around Roko’s nose. This gesture says “I am your leader.” . . .

The wounded wolf wags his tail. Kiglo trots away.

Already Roko’s wound feels better. . . .

Kiglo continues to bring food to Roko. Each day, Roko grows stronger.

One dawn he moves his wounded leg. He stretches it and pulls himself into the sunlight.
He walks—he romps. He runs in circles. He leaps and plays with chunks of ice. Suddenly he stops. The “hunt’s end” song rings out. Next comes the roll call.

“Kiglo here.”
“Roko here,” he barks out strongly.
The pack is silent.
“Kiglo here,” the leader repeats.
“Roko here.”
Across the distance comes the sound of whoops and yipes and barks and howls. They fill the dawn with celebration. And Roko prances down the Ridge.

Short Story

The plot of a short story has a resolution. This is the part of the story that tells how the problem is solved. How is Roko’s problem solved?

---

Stop to Reflect

Why do you think Kiglo repeats his roll call?

---

Reading Check

What call comes before the roll call? Underline the answer.
1. **Analyze:** What does Roko do to try to save himself?

2. **Infer:** Wolves live in packs. Kiglo tries to help Roko, his packmate. What does Kiglo’s behavior show about how wolves take care of pack members?

3. The **conflict** is the problem a character faces. What is the main conflict in “The Wounded Wolf”? Explain.

4. The **setting** is where and when a story takes place. Fill in the chart below to describe the setting of the story. Write a detail in the first column that helps you picture the setting. Then, tell what that detail means to the struggle for survival. Finally, explain in the third column why the setting is important to the story.

<table>
<thead>
<tr>
<th>What It Says</th>
<th>What It Means</th>
<th>Why It Is Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan for a Multimedia Presentation

- Jean Craighead George has written many books about animals and people surviving in the wild. She has also written a series on wolves. *Julie of the Wolves, Julie,* and *Julie’s Wolf Pack* came out of the author’s trip to Denali National Park in Alaska.

- Search the Internet for words and phrases such as “Jean Craighead George” or “Jean Craighead George books.” Search the author’s Web site for information about her writing: www.jeancraigheadgeorge.com/

**What I learned:**

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- Search the library and the Internet for photographs of the author. You might even find photographs or drawings of her subjects.

- Search through Jean Craighead George’s books to find the two or three that you like the most. Write a summary for each book by including the most important information. Add this information to your report for your presentation.

- Watch the video interview with Jean Craighead George, and review your source material. Use this information to answer the following questions.

1. What did you learn about Craighead George’s life that is interesting?

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2. How has the author’s interest in the natural world influenced her books?

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The Tail • Dragon, Dragon

Reading Skill
You make inferences when you make guesses about what is not directly said. You do this by using details in the story. Look at the examples in this sentence:

Example: Arnie ran to the mailbox to see whether Jim’s letter had finally arrived.

The word finally tells you that Arnie has been waiting a long time. You can guess, or infer, that Arnie has been waiting to hear from Jim. You can infer from ran that Arnie is eager to get the letter.

Literary Analysis
Characterization is the way that writers describe characters. You learn about a character’s qualities and personality, such as whether the character is friendly or mean.

• With direct characterization, writers make statements about a character.

• With indirect characterization, writers show a character’s thoughts, words, and actions. Writers also use indirect characterization to show what other characters say and think about a certain character.

Use this graphic organizer to keep track of details that show what each character is like.
Word List A
Study these words from “The Tail.” Then, apply your knowledge to the activity that follows.

centuries [SEN chuh reez] n. time periods of one hundred years
Three centuries equals three hundred years.

elderly [EL dur lee] adj. old
My cat is fifteen years old; that’s elderly for a cat!

entrance [EN trens] n. the way in to a place
The entrance to the theater was crowded with people trying to buy tickets.

filthy [FIL thee] adj. very dirty
That shirt is filthy with mud; you need to wash it.

hiking [HY king] n. an outdoor activity in which you walk in the countryside
I don’t enjoy hiking because I get out of breath when I take long walks.

overlooking [oh ver LOOK ing] adv. with a view of
The window is overlooking the tracks so it is easy to see trains.

ridiculous [ri DIK yuh lus] adj. silly, almost unbelievable
He can’t eat ten hot dogs; that’s ridiculous.

stoop [STOOP] n. a set of steps in front of a building
It’s hot inside; let’s go sit on the stoop outside the door where it’s cooler.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Today, Manhattan is the busy center of New York City, one of the least “natural” places in the world. It is covered with concrete, steel, and cement. Cars and trucks jam the streets. Skyscrapers fill the air. However, some centuries ago—just a few hundred years—Manhattan was completely different. Crossing the island didn’t mean getting into a taxi or taking the train. Instead, it meant hiking through the woods. The island was covered with trees, not buildings. Deer and foxes roamed through the forests.

Back in the early seventeenth century, the Dutch had just settled on the island. They had bought it for a ridiculous price, paying about $25 in goods to the Native Americans who lived there. They had just built a small city at Manhattan’s southern tip. The city grew and grew. Over time, it took over the whole island and beyond.

In today’s Manhattan, sitting on the stoop of a building is a lot easier than taking a walk in the woods. Still, there are a few places left where trees outnumber the buildings. One of them is Fort Tryon Park. You’ll find it on the island’s northern tip, overlooking a highway. In the park, you’ll find the Cloisters, a famous museum. You’ll find playgrounds filled with kids and benches near the entrance, where elderly people can relax and enjoy good weather. You will also find lots of green spaces filled with trees and birds. If you ignore the sounds of the highway below, you may be able to imagine how Manhattan used to be. The park is beautiful. Though some years ago it was filthy, the city has been hard at work. Employees of the parks department have been working to keep it clean and garbage-free.

1. Underline the words that tell you what centuries means. Then tell if you were alive centuries ago.

2. Circle the words that tell you where hiking is performed. Then tell what hiking means.

3. Circle the words that tell what the ridiculous price was. Then tell why that price might seem ridiculous.

4. Underline the words that tell what a stoop is part of. Then tell what stoop means.

5. Circle the words that tell what the park is overlooking. Then tell what your classroom window is overlooking.

6. Underline the words that tell what you can find by the entrance to the park. Then tell what entrance means.

7. Circle the words that tell what elderly people do in the park. Then tell what elderly means.

8. Underline the nearby words that mean the opposite of filthy. Then tell what filthy means.
**The Tail**
Joyce Hansen

**Summary**
Tasha is upset. She has to babysit all summer for her seven-year-old brother, Junior. Their mother gives rules for Tasha and Junior to follow. Junior plays a trick on his sister. The trick teaches Tasha how important it is to obey her mother’s rules.

**Writing About the Big Question**

**Is Conflict Always Bad?**
In “The Tail” a 13-year old girl is upset when her mother tells her that she has to babysit her brother all summer. Complete this sentence:

Arguments between children and their parents can start when

__________________________.

**Note-taking Guide**

Fill in this chart with details about the events in “The Tail.” List one unexpected thing that happens to each character in the story.

<table>
<thead>
<tr>
<th>Tasha</th>
<th>Junior</th>
<th>Naomi</th>
<th>Mother</th>
<th>Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>She has to babysit for her brother all summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Tail
Joyce Hansen

School was ending for the year, and Tasha was looking forward to summer vacation. But as she was washing the last supper dish, her mother gave her the bad news. Ma was going back to her job. And, because Tasha was thirteen, her mother thought it was time for her to help out with family responsibilities. Ma wanted her to spend each summer day watching Junior. Suddenly it looked like the worst summer of Tasha’s life.

“Oh, no!” I broke the dish with a crash. “Not that, Mama.” Junior is my seven-year-old brother and has been following me like a tail ever since he learned how to walk. And to make matters worse, there are no kids Junior’s age on our block. Everyone is either older or younger than he is.

But Ma had made up her mind. Before she left for work the next morning, she set out the rules—lots of them. Tasha couldn’t leave the block. She couldn’t have any company, not even her best friend Naomi. She wasn’t allowed to let Junior hike in the park, and she had to make him lunch. Ma would call at lunchtime to make sure they were eating. Then Ma told Junior to behave himself. Of course, he promised that he’d do whatever Tasha said.

Ma left, and Junior started bothering Tasha. Then her friend Naomi called. Tasha told Junior to grab his comic books and checkers game. Then they ran down the stairs of their apartment building and met Naomi, who was sitting on the front steps.
“You ready for double-dutch practice?” she asked. “Yvonne and Keisha are going to meet us in the playground.”

“Mama said we have to stay on the block,” Junior answered before I could even open my mouth.

“No one’s talking to you, Junior.” I pulled Naomi up off the stoop. “I promised my mother we’d stay on the block, but the playground is just across the street. I can see the block from there.”

“It’s still not the block,” Junior mumbled as we raced across the street.

The playground where they jumped rope was near the entrance to the park. Tasha really wanted to go. Ma had said not to leave the block, but after all, they weren’t going very far. Tasha promised Junior that she would do him a favor if he didn’t tell Ma.

Keisha and Yvonne turned and Naomi and I jumped together, practicing a new routine. We were so good that some of the boys in the stickball game watched us. A few elderly people stopped to look at us too. We had an audience, so I really showed off—spinning and doing a lot of fancy footwork.

Suddenly Junior jumped in the ropes with us and people laughed and clapped.

“Junior!” I screamed. “Get out of here!”

“Remember, your job is to watch me.” He grinned. My foot slipped and all three of us got tangled in the ropes and fell.

“Your feet are too big!” Junior yelled.

Everybody roared. I was too embarrassed. I tried to grab him, but he got away from me.
“Get lost,” I hollered after him as he ran toward the swings.

I tried to forget how stupid I must’ve looked and went back to the ropes. I don’t know how long we’d been jumping when suddenly a little kid ran by us yelling, “There’s a wild dog loose up there!” He pointed to the steps that led deep inside the park.

For a long time, people had claimed that wild dogs lived in the park, but no one had ever seen one. So Tasha and Naomi kept jumping. Then they noticed that kids were leaving. They were scared of the dogs. Suddenly Tasha realized that Junior was missing. She shouted for him, but there was no answer. The girls dashed all over the neighborhood, looking for Junior and calling him. Now Tasha was getting really scared.

The girls went back to the playground. Then Tasha ran on to the entrance of the park. Naomi told her not to go in there because the wild dogs might get her.

I turned around. “If you’re scared, don’t come. Junior’s my only baby brother. Dear God,” I said out loud, “please let me find him. I will play any kind of game he wants. I’ll never yell at him again. I promise never to be mean to him again in my life!”

Naomi went with Tasha. Every time they heard a noise, they jumped. Tasha kept calling for Junior and getting more and more scared. Then the girls thought they saw a huge animal, like a bear or something, ahead on the path. The girls screamed, but it turned out to be just a dead tree trunk. However, next to it, Tasha saw one of Junior’s comic books. She started to cry. What if a wild dog had torn him apart?
Suddenly, there was an unbelievable growl. My legs turned to air as I flew down the steps. Naomi was ahead of me. Her two braids stuck out like propellers. My feet didn't even touch the ground. We screamed all the way down the steps. I tripped on the last step and was sprawled out on the ground. Two women passing by bent over me. “Child, are you hurt?” one of them asked.

Then I heard a familiar laugh above me and looked up into Junior’s dimpled face. He laughed so hard, he held his stomach with one hand. His checkers game was in the other. A little tan, mangy dog stood next to him, wagging its tail.

Tasha was angry, but Junior just kept laughing, and the little dog growled at Tasha. Then Junior said something that really made her mad.

“Me and Thunder hid in the bushes. We followed you.” He continued laughing. Then he turned to the dog. “Thunder, didn’t Tasha look funny holding that stick like she was going to beat up the tree trunk?”

I put my hands around Junior’s neck. “This is the end of the tail,” I said.

Junior grinned. “You promised. ‘I’ll play any game he wants. I’ll never yell at him again. I promise never to be mean to him again in my life.’ ”

Naomi started laughing too, because the dog was so little. Was this the animal that everyone was afraid of? Junior said that
Thunder was his trusted guard. He wasn’t wild; he just needed a friend. Then Tasha checked her watch and saw that it was almost time for Ma to call them at the apartment. They raced home, and Thunder followed them. The phone rang, and it was Ma. Tasha told her that everything was just fine.

Well, the summer didn’t turn out to be so terrible after all. My parents got Thunder cleaned up and let Junior keep him for a pet.

Tasha didn’t leave the block again. She and Naomi practiced double-dutch jumping on the sidewalk in front of the apartment building. Tasha played with Junior too. He wasn’t such a pest any more, thanks to Thunder.

. . . We won the double-dutch contest. And Junior never told my parents that I’d lost him. I found out that you never miss a tail until you almost lose it.
The Tail

1. **Analyze Cause and Effect:** What happens that makes Junior disappear?

2. **Interpret:** Tasha calls Junior a “tail.” Later she says, “I found out that you never miss a tail until you almost lose it.” What does Tasha mean by this?

3. **Reading Skill:** You use details in a story to make inferences, or guesses. Use this chart to list details that helped you make an inference about Tasha. One example is provided. Give one more example.

<table>
<thead>
<tr>
<th>Details</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasha tells Naomi, “If you’re scared, don’t come. Junior’s my only baby brother.”</td>
<td>Tasha is worried. She is determined to find Junior, with or without Naomi’s help.</td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** Direct characterization is what a writer says about a character. List two examples of direct characterization from the story.
Writing: Help-Wanted Advertisement

Write a help-wanted ad for a babysitter. Answer the following questions to help you organize information for your ad.

- What would you give a babysitter in return for his or her services?
- What kind of on-the-job training might you provide?
- What information is usually at the top of an ad?
- What information needs to be in large or bold print?

Research and Technology: Compare-and-Contrast Chart

Make a compare-and-contrast chart that describes games children can play outdoors. Fill in the chart with details about three games you have played outdoors.

<table>
<thead>
<tr>
<th>Name of Game</th>
<th>Materials Needed to Play the Game</th>
<th>Room or Weather Needed to Play the Game</th>
<th>Imagination Needed to Play the Game</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Word List A
Study these words from “Dragon, Dragon.” Then, complete the activity that follows.

**labored** [LAY berd] v. worked hard
Ahmed **labored** for hours on the decorations; now he needs a rest.

**lair** [LAIR] n. home or resting place for a person or animal
Zoo workers tried to make the bear’s cage like its **lair** in the wild.

**maidens** [MAY duhnz] n. young women
In fairy tales, young unmarried women are often called **maidens**.

**merely** [MEER lee] adv. only, just
He was merely joking when he said that; he didn’t want to hurt anyone’s feelings.

**novels** [NAHV uhlz] n. books that tell a story about made-up people and events
The teacher assigned the students **novels**, which took longer to read than short stories.

**poems** [POH uhmz] n. pieces of writing that often include rhythm and rhyme
I like the way poems sound, but I don’t always understand their meanings.

**slicing** [SLY sing] v. cutting
Slicing bread is easy with this new, sharp knife.

**strolled** [STROHLD] v. walked in a slow, relaxed way
June and Jim weren’t in a hurry as they **strolled** through the park.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

You’ll read about dragons in stories and longer works like novels. You’ll watch dragons in cartoons, coming out of their homes to breathe fire. By the way, a dragon’s home is usually called a lair. In movies, you’ll see princes and warriors slicing off dragons’ heads, but you’ll hardly ever see one in real life. In fact, you’ll never see one! That’s because dragons don’t really exist. They are merely make-believe. In ancient times, people believed in dragons, but none have ever been found.

Dragons aren’t the only make-believe creatures around. Many other creatures besides dragons live only in legends and fairy tales. One good example is the mermaid. Mermaids are maidens of the sea. They are half-women and half-fish. A mermaid has a woman’s head and body but a fish tail in place of legs. Mermaids are usually beautiful. There are many stories in which sailors chasing mermaids walk off their boats and drown in the sea.

One especially famous mermaid tale is “The Little Mermaid.” In it, a mermaid gives up her life at sea. She goes to live on land with a prince. Many people have labored hard to find a real mermaid, but without any luck. Half-women, half-fish creatures simply don’t exist.

Another famous make-believe creature is the unicorn. A unicorn is an animal that looks something like a horse. It is usually colored white and thought to be very beautiful. What makes a unicorn special is its horn. In stories, poems, and pictures, it always has a single long horn sticking out of its forehead. It often appears in paintings from the Middle Ages. Like the dragon, the unicorn was thought to be real by people of earlier times. However, no unicorn has ever strolled on Earth.
Summary A terrible dragon is frightening the people in a kingdom. The king offers a reward to whoever can kill the dragon. A poor cobbler’s three sons have different ideas of how to fight the dragon. The father’s advice to his sons becomes the key to success.

Writing About the Big Question
Is Conflict Always Bad? In “Dragon, Dragon,” a king sets out to stop a dragon from terrorizing his kingdom. Complete this sentence:

To defend his or her home a person might ____________________.

Note-taking Guide
Use this chart to record what happens to each of the cobbler’s sons.

<table>
<thead>
<tr>
<th>Does he follow his father’s advice?</th>
<th>What happens to him?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eldest son</td>
<td>No, he does not.</td>
</tr>
<tr>
<td>Middle son</td>
<td></td>
</tr>
<tr>
<td>Youngest son</td>
<td></td>
</tr>
</tbody>
</table>
AFTER YOU READ

Dragon, Dragon

1. **Connect:** The elder sons ignore their father’s advice about how to kill the dragon. Why do they not believe what he says?

2. **Analyze:** The youngest son kills the dragon. Why is he more successful than his brothers?

3. **Reading Skill:** You make an inference when you make a guess based on details in the story. Use the chart below to list details that led you to make an inference about the youngest son. One example is provided. Give one more example.

<table>
<thead>
<tr>
<th>Details</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>He listens to his father’s advice.</td>
<td>He trusts his father’s wisdom.</td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** Writers use direct characterization to tell about a character. Give two examples of direct characterization from the story.

   ____________________________________________________________

   ____________________________________________________________
Writing: Help-Wanted Advertisement

Write a help-wanted ad for a dragon slayer. Answer the following questions to help you organize information for your ad.

- What would you give a dragon slayer in return for his or her services?

- What kind of on-the-job training might you provide?

- What information is usually at the top of an ad?

- What information needs to be in large or bold print?

Research and Technology: Compare-and-Contrast Chart

Fill out a compare-and-contrast chart for two dragon tales from different cultures. Label each circle with the culture you have chosen. In the overlapping parts of the circles, write characteristics of dragons that each culture shares. In the non-overlapping portions write what is different about dragons in each culture.
BEFORE YOU READ

Zlateh the Goat • The Old Woman Who Lived With the Wolves

Reading Skill
An **inference** is a logical guess about something that is not directly stated in the text. It is based on information from the text plus your own knowledge. **Prior knowledge** is what you already know. Combine clues from the story with prior knowledge to make an inference. Read the following sentence:

Tina smiled when she saw the snow.

You can infer from this sentence that Tina is happy. Your prior knowledge tells you that people often smile when they are happy. You can infer that snow makes Tina happy.

Use this chart to help you make inferences as you read.

---

**Details**  | **Prior Knowledge**  | **Inference**
---|---|---

---

Literary Analysis
A **conflict** is a struggle between two forces. Conflict is an important part of a short story’s action. The events help lead to the **resolution**, or the settling of the conflict. A conflict can be:

- **External conflict**: a character struggles against an outside force. This force could be another person or something in nature.
- **Internal conflict**: a character struggles within himself or herself. The struggle could be about making a choice. It could also be about taking an action or fighting a feeling.

A story may have more than one conflict.
Word List A
Study these words from “Zlateh the Goat.” Then, complete the activity.

**blanketed** [BLANG ki tid] v. thickly covered

> The field was **blanketed** with flowers of a rich orange-red.

**blizzard** [BLIZ erd] n. heavy snowstorm

> The **blizzard** left over three feet of snow in less than 24 hours.

**cuddled** [KUH duhld] v. held someone closely in your arms

> The mother cuddled her daughter to comfort her during the thunderstorm.

**dense** [DENS] adj. crowded or thick

> Rita couldn’t see through the **dense** fog and rain.

**experienced** [eks PEER ee uhnst] v. lived through something, had it happen to you

> When I first experienced a school cafeteria, I was overwhelmed by all the choices for a meal.

**flakes** [FLAYKS] n. small, thin pieces of something

> Tiny flakes of paint chipped off the wall of the old clubhouse.

**mighty** [MY tee] adj. having great strength or force

> The weightlifter raised the barbell with his **mighty** arms.

**mild** [MYLD] adj. moderate and not too harsh

> Instead of being spicy, the soup had a **mild** flavor.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Angela woke up to find the ground [1] ________ with snow.

Yesterday, the weatherman had predicted warm and [2] ________ winter weather. He had been wrong. Angela looked at the tiny [3] ________ of snow falling and knew her town was in for a [4] _________. She had never [5] ________ one before. She stepped outside. The snowfall was so [6] ________ Angela could barely see the houses across the street. The [7] ________ chill turned her fingers numb. She went inside and [8] ________ with her dog to warm up.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The most famous blizzard in U.S. history was known as the Great White Hurricane. In March of 1888, this heavy snowstorm left the northeastern United States covered in tons of snow. This snow stretched from Maine south to Virginia.

The Great White Hurricane was not the coldest snowstorm in history. It was also not the heaviest snowfall ever in the country. Still, it was one of the most destructive natural disasters in American history.

The days before the Great White Hurricane struck were warm and mild. Temperatures were between 40 and 50 degrees Fahrenheit. At first, the individual flakes of snow fell slowly. After a few hours, the snow began falling very quickly. The snow fell so fast that in places like Connecticut, over four feet of snow fell in thirty-six hours. The snowfall was so dense that people could barely see through it.

Cities across the northeast were paralyzed by the storm. Strong winds snapped telephone poles with their mighty force. Boston, New York, and Philadelphia had no telephone service. Thousands of people were stuck in their homes as the snow piled higher. As the temperature dropped, people cuddled together, pressing their bodies up against each other to stay warm. In the cities, major streets were shut down. People could not even go outside to get food.

After two days, the snow stopped falling. The entire northeast of America was blanketed in a thick covering of snow. It took weeks to repair the 25 million dollars’ worth of damage caused by the storm. It was definitely the worst snowstorm most people had ever experienced. It took the lives of over four hundred people. When the snow finally melted, the Great White Hurricane would always be remembered for its destructive force.

1. Circle the words that explain what a blizzard is. Then write a sentence about a blizzard.

2. Underline the sentence that describes the word mild. Then, tell what mild weather is like.

3. Circle the words that tell you what flakes mean. Describe two things that come in flakes.

4. Underline the words that tell you what dense means. Write a sentence containing the word dense.

5. Circle the words that explain what mighty means. Write a sentence about something you would describe as mighty.

6. Underline the words that describe the word cuddled. How does it feel to be cuddled?

7. Underline the words that show what the blizzard blanketed the northeast with. Use the word blanketed in a sentence.

8. Why was the Great White Hurricane the worst snowstorm most people had ever experienced? What is something enjoyable that you have experienced?
MAKING CONNECTIONS

Zlateh the Goat
Isaac Bashevis Singer

Summary Reuven needs to sell the family goat, Zlateh. A blizzard hits as Reuven’s son Aaron walks the goat to the butcher. The two find shelter in a haystack for three days. Zlateh eats hay. Aaron drinks the goat’s milk. Aaron takes the goat back home, and she becomes part of the family.

Writing About the Big Question
Is Conflict Always Bad? In “Zlateh the Goat,” a winter snowstorm forces a boy to find a way to save his life and that of the family goat. Complete this sentence:

A shared struggle for survival (does/does not) bring friends closer together because ________________________________.

Note-taking Guide
Fill in this chart to help clarify Aaron’s character.

<table>
<thead>
<tr>
<th>Character’s Name: Aaron</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Character Says</td>
</tr>
<tr>
<td>He asks Zlateh what she thinks about their situation.</td>
</tr>
<tr>
<td>What Character Does</td>
</tr>
<tr>
<td>He tries to take the goat to the butcher. He finds shelter in a haystack. He keeps the air hole open.</td>
</tr>
<tr>
<td>What Character Thinks</td>
</tr>
<tr>
<td>What Others Say About Character</td>
</tr>
</tbody>
</table>

© Pearson Education
Zlateh the Goat

1. **Deduce:** Aaron and Zlateh become trapped in a blizzard on their way to town. Why is this dangerous for them?

2. **Apply:** Aaron knows after staying in the haystack that he cannot sell Zlateh. What does this story tell you about friendship?

3. **Reading Skill:** Aaron’s mother and sister cry because Zlateh is going to the butcher. What inference can you make about how they feel about the goat?

4. **Literary Analysis:** Read each conflict listed in the chart. Tell whether the conflict is **internal** or **external**. Remember that an internal conflict is a struggle inside the person. An external conflict is a struggle with an outside force, such as another person or nature. Use this chart to explain how each conflict was resolved, or settled.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>What Kind?</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reuven needs the money he could get for Zlateh, but he loves Zlateh.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aaron and Zlateh need food and shelter but are caught in a blizzard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Persuasive Speech

Write a short persuasive speech that Aaron might give to urge his father to keep Zlateh. A persuasive speech tries to convince an audience to believe or do something.

- List three reasons for keeping the goat that Reuven might agree with.
  
  ____________________________________________

  ____________________________________________

  ____________________________________________

- List three other choices that Aaron could offer in place of selling Zlateh.
  
  ____________________________________________

  ____________________________________________

  ____________________________________________

- Strengthen your speech by using only the strongest points. Which two or three arguments are most likely to convince Reuven? Circle those reasons.

Research and Technology: Chart

Use the following questions to help you gather information for your chart.

1. What were homes in the shtetl like? __________________________
   
   What were the homes made of? __________________________

2. What responsibilities might a twelve-year-old boy have had in a shtetl?
   
   __________________________

3. How did most people make a living in the shtetl?
   
   __________________________
Word List A

Study these words from “The Old Woman Who Lived with the Wolves.” Then, complete the activity.

borders [BAWR derz] n. dividing lines between one region or country and another

The United States shares its borders with Mexico and Canada.

considered [kuhn SID erd] v. believed that something was true
Laura considered her teacher to be the nicest one in the school.

odor [OH der] n. smell

Roquefort cheese has a strong taste and an even stronger odor!

pure [PYOOR] adj. not mixed with anything else

The necklace was made out of pure gold—not gold mixed with nickel and copper.

seek [SEEK] v. to look or search for

Animals seek shelter in a storm.

shaggy [SHAG ee] adj. having long, rough hair or fur

The buffalo in the zoo had a shaggy coat.

territory [TER uh tawr ee] n. an area or region of land

The soldier carefully crossed into enemy territory.

wherever [wair EV er] conj. in, at, or to any place

The stray dog went wherever it could find food.

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Dennis liked to find adventure [1] _________ he went. He [2] _________ his entire neighborhood to be his playground. Sometimes, he would [3] _________ adventures outside the [4] _________ of the neighborhood where he lived. This foreign [5] _________ was exciting to explore. One day, when he was far from home, he smelled a strange [6] _________. He followed the smell until he found a stray dog with a [7] _________ coat. The dog tried to follow him home! When Dennis finally got rid of the dog, he smiled. His latest adventure had been [8] _________ excitement.
Wolves are wild mammals that are native to North America. They are related to dogs. Unlike dogs, however, wolves cannot be domesticated. Wolves look like dogs but have thick, shaggy fur and large noses. There once were many wolves in North America. The gray wolf and the red wolf are two types of wolves that were once very common in the United States.

A group of wolves is called a pack. Packs are like large families. A normal-sized pack is made up of six or seven wolves. Each pack of wolves has its own territory. This is the land on which the pack lives and hunts. The wolves protect this area of land by marking its borders with their scent. When a wolf walks onto land marked by a different pack of wolves, it smells the odor they have left behind. This smell tells the wolf to move off the other pack’s land.

Wolf packs have a strict power structure. There are always two wolves, a male and a female, in charge. They are considered the leaders of the pack. The leaders decide where the pack will hunt and sleep. Many wolves do not actually seek shelter when they sleep. Instead, they sleep in the open, wherever the pack’s leaders decide to rest.

There are few wolves left in the United States today. Once, however, there were millions. Many wolves were hunted by ranchers for killing cattle. People also destroyed much of the pure, unspoiled wilderness where wolves used to roam. Fortunately, these days more is being done to protect wolves. Slowly, the number of wolves in this country is growing again.
The Old Woman Who Lived With The Wolves
Chief Luther Standing Bear

Summary Marpiyawin’s puppy gets lost. She searches for him. A snowstorm forces her to hide in a cave. A pack of wolves helps her stay warm. The wolves lead her to her camp after the snowstorm. Marpiyawin gets a new name because of her friendship with the wolves.

Is Conflict Always Bad? In “The Old Woman Who Lived With The Wolves,” a young girl loses her way during a blizzard and must trust a pack of wolves for her survival. Complete this sentence:

Sometimes, when we convince ourselves to trust instead of fear something, it may help us _____________________________.

Note-taking Guide
Use this chart to record details that show how the characters and animals treat one another in this story.

<table>
<thead>
<tr>
<th>How Marpiyawin Treats the Wolves</th>
<th>How the Wolves Treat Marpiyawin During the Storm</th>
<th>How Marpiyawin’s People Treat the Wolves</th>
</tr>
</thead>
<tbody>
<tr>
<td>She trusts them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A large group of Sioux were on a long walk to a new village. In the group was a young woman named Marpiyawin. She had a pet dog. One night, she couldn’t find her dog. She looked everywhere. Then she decided to walk back to the old village. She hoped she would find her dog along the way.

During her long walk, snow started to fall. Cold and tired, Marpiyawin looked for shelter in a dark, warm cave. Soon she fell asleep.

She dreamed that she had a wonderful conversation with friendly wolves. . . They told her that she had lost her way, but that she should trust them and they would not see her suffer from cold or hunger. She replied that she would not worry, and when she awoke it was without fear, even though in the cave with her were the wolves sitting about in a friendly manner.

The blizzard raged outside for many days, still she was contented, for she was neither cold nor hungry. For meat the wolves supplied her with tender rabbits and at night they kept her body warm with their shaggy coats of fur. As the days wore on, she and the wolves became fast friends.

Finally, the snow stopped. The wolves offered to take Marpiyawin back to her people. At the end of their walk, they stood on the top of a hill. At the base of the hill, she saw her people. She was sad to say goodbye to the wolves, but she was eager to go home. She thanked them for all of their kindness. She asked whether there was anything she could do to repay them.
... Marpiyawin thanked all the wolves for their kindness to her and asked what she might do for them. All they asked was that, when the long winter months came and food was scarce, she bring to the top of the hill some nice fat meat for them to eat. This she gladly promised to do and went down the hill toward the camp of her people.

Her people were very happy to see her. They had been afraid that she had been captured by enemies. Marpiyawin told them she had been cared for by wolves. She pointed to the hill, where the wolves still sat watching. The people were very surprised. They thought that Marpiyawin must have been in great danger because of the wolves. However, she explained that the wolves had saved her life by feeding her and keeping her warm. She asked them to help her give the wolves food in return. Everyone helped, and Marpiyawin carried the food up the hill to the wolves. She did this again and again, all winter long, and for many winters after that.

She never forgot their language and oftentimes in the winter their voices calling to her would be heard throughout the village. Then the people would ask the old woman what the wolves were saying. Their calls would be warnings that a blizzard was coming, or that the enemy was passing close, and to send out a scout or to let the old woman know that they were watching her with care.

And so Marpiyawin came to be known to the tribe as 'The Old Woman Who Lived with the Wolves,' or, in the Sioux language as, 'Win yan wan si k'ma nitu ompi ti.'
The Old Woman Who Lived With the Wolves

1. **Draw Conclusions:** The wolves help Marpiyawin. Would she have lived through the storm without the wolves? Support your answer with details from the story.

2. **Generalize:** The Sioux people have certain ideas about animals and nature. What does Marpiyawin’s story show about the way the Sioux view nature?

3. **Reading Skill:** Think of how you felt when you lost something. Make an inference about how Marpiyawin feels as she sets out to find her dog.

4. **Literary Analysis:** Use this chart to explain whether each conflict is internal or external. Then, explain how each conflict was resolved.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>What Kind?</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marpiyawin needs food and shelter, but she is lost.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She is sad to leave the wolves but misses her people.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Persuasive Speech

Write a short persuasive speech that Marpiyawin might give to urge her people to help the wolves. Answer the following questions to help you write your speech.

• What is the best reason for helping the wolves?

________________________________________________________________________

________________________________________________________________________

• What argument might people have for not helping the wolves? How could you respond to their arguments?

________________________________________________________________________

________________________________________________________________________

Research and Technology: Chart

Prepare a chart that shows the Sioux people’s day-to-day life. Answer the following questions to help you find information for your chart.

• What kinds of books can you use to find information about Sioux settlements?

________________________________________________________________________

________________________________________________________________________

• What keywords can you use to find information on the Internet about Sioux girls?

________________________________________________________________________
Online Almanacs

About Online Almanacs
An online almanac gives facts about a variety of topics. It can help you learn new information. The information is organized into topics and subtopics. General topics include:

- history
- government
- countries
- biography
- sports
- entertainment

Interactive features in online almanacs help students learn more about a topic. They may include links to other parts of the almanac or search functions.

Online almanacs also include text aids and text features. Text aids and text features help readers understand and use the information given.

<table>
<thead>
<tr>
<th>Text Aids</th>
<th>Text Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter titles</td>
<td>Maps, graphs, and charts</td>
</tr>
<tr>
<td>Main headings and subheadings</td>
<td>Photographs, drawings, and diagrams with captions</td>
</tr>
<tr>
<td>Highlighted vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

Reading Skill
Text aids and text features organize details in a text. They also highlight important information. Here are some tips for using text aids and text features.

Tips for Using Text Aids and Text Features

- Headings and subheadings tell you the main ideas of the chapters.
- Maps, graphs, and charts help you understand the main ideas of the chapters.
- Pictures and diagrams with captions give examples or make clear the main ideas of the chapters.
THE SEVEN WONDERS OF THE WORLD
from Infoplease®

Since ancient times, numerous “seven wonders” lists have been created. The content of these lists tends to vary, and none is definitive. The seven wonders that are most widely agreed upon as being in the original list are the Seven Wonders of the Ancient World, which was compiled by ancient Greek historians and is thus confined to the most magnificent structures known to the ancient Greek world. Of all the Ancient Wonders, the pyramids alone survive.

The Pyramids of Egypt are three pyramids at Giza, outside modern Cairo. The largest pyramid, built by Khufu (Cheops), a king of the fourth dynasty, had an original estimated height of 482 ft (now approximately 450 ft). The base has sides 755 ft long. It contains 2,300,000 blocks; the average weight of each is 2.5 tons. Estimated date of completion is 2680 B.C.

The Hanging Gardens of Babylon were supposedly built by Nebuchadnezzar around 600 B.C. to please his queen, Amuhia. They are also associated with the mythical Assyrian queen Semiramis. Archeologists surmise that the gardens were laid out atop a vaulted building, with provisions for raising water. The terraces were said to rise from 75 to 300 ft.

The Statue of Zeus (Jupiter) at Olympia was made of gold and ivory by the Greek sculptor Phidias (5th century B.C.). Reputed to be 40 ft high, the statue has been lost without a trace, except for reproductions on coins.
The Temple of Artemis (Diana) at Ephesus was begun about 350 B.C., in honor of a non-Hellenic goddess who later became identified with the Greek goddess of the same name. The temple, with Ionic columns 60 ft high, was destroyed by invading Goths in A.D. 262.

The Mausoleum at Halicarnassus was erected by Queen Artemisia in memory of her husband, King Mausolus of Caria in Asia Minor, who died in 353 B.C. Some remains of the structure are in the British Museum. This shrine is the source of the modern word mausoleum.

The Colossus at Rhodes was a bronze statue of Helios (Apollo), about 105 ft high. The work of the sculptor Chares, who reputedly labored for 12 years before completing it in 280 B.C., it was destroyed during an earthquake in 224 B.C.

The Pharos (Lighthouse) of Alexandria was built by Sostratus of Cnidus during the 3rd century B.C. on the island of Pharos off the coast of Egypt. It was destroyed by an earthquake in the 13th century.

(Is some lists include the Walls of Babylon in place of the second or seventh wonder.)

See also The Seven Wonders of the Modern World.

Is conflict always bad?
In researching this topic, would you expect all sources to agree on the Seven Wonders of the World? Why or why not?
Thinking About the Online Almanac

1. Describe the construction of the Colossus at Rhodes.

________________________________________________________________________

2. What is the main topic of this almanac article?

________________________________________________________________________

What text feature helped you find the answer?

________________________________________________________________________

Reading Skill

3. Look at the subheadings in the almanac article. What do these headings identify?

________________________________________________________________________

4. Look at the illustrations of the Hanging Gardens of Babylon. Is the statement “The gardens had no trees” true or false?

________________________________________________________________________

WRITE ABOUT IT > Timed Writing: Explanation (20 minutes)

Explain why each of the Seven Wonders of the World were considered to be amazing. Use facts from the Online Almanac to write your paragraph.

What details in the text aids and features support your answer?

________________________________________________________________________

________________________________________________________________________

How was the Pharos of Alexandria destroyed?

________________________________________________________________________
The All-American Slurp • The Circuit

**Reading Skill**

A **conclusion** is a thought or an opinion that you form on the basis of what you read. Details help you draw conclusions. **Ask questions** to figure out which details will help you draw conclusions. A good question to ask is *Why is this detail in the story?*

**Literary Analysis**

The **theme** is the main idea of a story. Sometimes an author tells you the theme. Other times, you will need to figure it out.

Fill in this chart with details from the story as you read. The details you record will help you find the theme of the story.
Word List A
Study these words from “The All-American Slurp.” Then, complete the activity.

consistently [KAHN stuhnt lee] adv. always, continually
   Leia is constantly arriving late to school, blaming her alarm clock.

dictionary [DIK shuh ner ee] n. a book that explains the meanings of words
   Look in a dictionary if you don’t know what that word means.

dumping [DUHMP ing] v. tossing or emptying something in a careless way
   Tim made a mess on the floor while dumping the leftovers into the garbage.

local [LOH kuhl] adj. nearby, from the area around where you live
   Since we don’t like to travel far, we vacation in local areas.

peculiar [puh KYOOL yer] adj. strange, weird
   Chicken-flavored ice cream? That’s pretty peculiar!

raw [RAW] adj. uncooked
   I don’t like raw carrots; they are too hard and not as sweet as cooked ones.

shreds [SHREDZ] n. long, thin strips that have been torn off something
   The holiday wrapping paper was in shreds all over the floor.

western [WES tern] adj. having to do with countries in the Western Hemisphere
   The U.S. and Canada are western countries; China and India are eastern countries.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

   How was school? Well, these days we are [1] __________ looking at maps. Ms. Aiken showed us maps of the [2] __________ Hemisphere.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Soup is a popular dish all around the world. It has been for a long time. The Ancient Greeks loved soup. So did the Ancient Romans. Yet, the same soups aren’t eaten everywhere. Often, places have their own local favorites, soups that are made from ingredients gathered nearby.

In western countries, soup is normally eaten for lunch or dinner. Eating soup for breakfast seems peculiar, or strange. However, in many Asian countries, that is not the case. Soup is often eaten for breakfast. Vietnam is one example. The Vietnamese eat a delicious soup called pho. Pho is a noodle soup made with boiled beef. Raw herbs and vegetables, such as basil, cilantro, and bean sprouts, are added to the soup at the table. They cook a little bit in the hot soup. The Japanese also love breakfast soup. They eat miso soup, a broth made out of soybeans. In China, too, it’s normal to start the day with congee. Congee is thick soup, almost like porridge. It’s not served sweet like oatmeal or other breakfast porridges. Instead, it’s filled with long tasty shreds of pork or other meats to give it a delicious savory taste.

Who invented soup? No one knows for sure. Still, we do know where the word comes from. If you look in a dictionary, you’ll see that it came from the word “sop.” Sop was a piece of bread dipped in hot liquid. Eventually, the bread disappeared, the liquid stayed, and the word soup was born.

Cooks love serving soup because it’s easy to make. You gather together a bunch of ingredients. Then you begin dumping them into a pot with water and letting the whole thing simmer. People love eating soup because it’s nutritious and great tasting. Most people are constantly looking for food that offers this combination.
The All-American Slurp
Lensey Namioka

Summary The Lins have moved to the United States from China. People notice the Lins’ Chinese habits. The family tries to act more American. One day they invite some American friends for dinner. The Lins find out that they are not as different as they think.

Writing About the Big Question
Is Conflict Always Bad? In “The All-American Slurp,” the narrator feels conflicted when her family’s Chinese customs differ from the American customs of her neighbors. Complete this sentence:

Some issues you might face if you move to a new country are _________________________.

Note-taking Guide
Use this chart to list the differences in culture that the Lin family faces.

<table>
<thead>
<tr>
<th>How things are done in China</th>
<th>How things are done in America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables are always boiled in water before they are served.</td>
<td>Vegetables can be served raw.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The All-American Slurp

1. **Infer:** Each member of the Lin family learns to speak English differently. What does each character’s way of learning English tell you about that person?

2. **Compare and Contrast:** Think about how the Lins act at the Gleasons’ home. Think about how the Gleasons act at the Lins’ home. How are their actions the same? How are they different?

3. **Reading Skill:** Conclusions are decisions or opinions that you make. You use details in a story to draw these conclusions. Use this chart to **draw conclusions** about the story.

<table>
<thead>
<tr>
<th>Question</th>
<th>Details That Answer Question</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do the Gleasons stare as the Lins pull celery strings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do people in the restaurant stare when the Lins slurp their soup?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** A **theme** is the thought about life that you find in a story. What is the story’s theme?
**Writing: Description**

Write a description of a character from “The All-American Slurp.” Answer the following questions to gather details for your description.

- What quality do you find most interesting about your character?

- How does the character get along with other characters?

- What challenges does this character face?

Use your answers to write your description.

**Listening and Speaking: Interview**

Prepare an interview with the narrator of the story. To help you to prepare for your interview, write a question and response for these topics.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Interviewer’s Questions</th>
<th>Narrator’s Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>American food</td>
<td>How did you feel when Mrs. Gleason first offered you raw celery?</td>
<td>I was confused. We never eat raw vegetables in China.</td>
</tr>
<tr>
<td>American kids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American dinner parties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American manners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use notes from the chart to conduct your interview.
**Word List A**

Study these words from “The Circuit.” Then, complete the activity that follows.

**accompanied** [uh KUHM puh need] *v.* went along with

*Mike accompanied Tim to the store to help him choose new sneakers.*

**dizzy** [DIZ ee] *adj.* confused and unsteady

*Riding around and around on the tire swing had made him dizzy.*

**hesitantly** [HEZ uh tuhnt lee] *adv.* with pauses, not steadily

*He wasn’t sure he wanted to play, so he joined the game hesitantly.*

**original** [uh RIJ uh nuhl] *adj.* first or earliest

*There were no lenses in the earliest, or original, cameras.*

**peak** [PEEK] *n.* the best time for something

*I try to eat strawberries at their peak, because that’s when they are the sweetest.*

**signaling** [SIG nuh ling] *v.* making an action to call attention to

*The catcher was signaling the pitcher to throw a fast ball.*

**stained** [STAYND] *v.* marked or colored

*The chairs were stained blue to match the sofa.*

**sunset** [SUHN set] *n.* the time in the evening when the sun goes down

*Ervin loved to watch the sunset at the beach every evening.*

**Exercise A**

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Mary was waving her arms and [1] __________ to James to come over. James [2] __________ walked over to meet her because he knew that she was [3] __________ by her cousin Lynn. Lynn was the [4] __________ love of James’s life. Seeing her made him feel slightly [5] __________. Still, he decided to be bold. He asked her to go see the [6] __________ with him at the beach. He said that at its [7] __________, it looked incredible, like a piece of [8] __________ glass. To his surprise and delight, Lynn said yes.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

These days, America’s supermarkets sell farm-fresh produce in every season. In many megastores, the variety of fruits and vegetables for sale is enough to make you dizzy. When your world stops spinning, however, you would probably admit that you like it that way. Americans are used to buying what we want when we want it. In fact, most of us would be surprised if stores ran out of lettuce in December.

It wasn’t always that way, however. Before the 1940s, different fruits and vegetables appeared in different seasons. People tended to eat produce when it was at its peak, or perfect ripeness. Fresh lettuce hit the stores early in the year, signaling the arrival of spring. Fresh corn was a sure sign of summer. Fresh squash meant fall had arrived. In fact, you could guess the season by the fruits and vegetables your mom wrote down on her weekly grocery list. Sure, some vegetables you could buy at any time. Still, no one insisted on having fresh peaches in January. Ripe peaches—stained the yellow and red of sunset—were a summer treat.

All of that began to change in the mid-1940s. Better farming methods, accompanied by new technologies, began to change agriculture. Advances on the original, or earliest, ideas began to produce hardier plants. These plants could grow in more extreme temperatures. They had a longer growing season. Many did not have as much flavor as less hardy plants. Still, they stayed fresh longer.

At first hesitantly, but then regularly, fruits and vegetables became available all year. Farmers began to deliver them all across the country. Now everyone can buy everything from bananas to green beans, all year long.

1. Underline the words that help you know what dizzy means. Write a sentence about a time when you might get dizzy.

2. Circle the phrase that describes fruit at its peak. Which fruit or vegetable do you like to eat at its peak?

3. Underline the words that tell what the lettuce was signaling. Then, write what signaling means.

4. In this passage, which fruits are stained? Write a sentence explaining what stained means.

5. Circle the colors that are in a sunset. Then describe a sunset you have enjoyed.

6. Circle the words that tell what new technologies accompanied. What might accompany a cookie?

7. Write a sentence about what new farming methods produced that the original methods did not.

8. What was done hesitantly at first? Describe something you might do hesitantly.
**Making Connections**

**The Circuit**  
Francisco Jiménez

**Summary** Panchito and his family move often to pick crops in California. He is lucky to get to go to school. His teacher, Mr. Lema, offers to teach him to play the trumpet. Panchito rushes home to tell his family. He finds that his life is about to change again.

**Writing About the Big Question**  
**Is Conflict Always Bad?** In “The Circuit” Panchito, the narrator, is upset that his family has to keep moving in order to find work on farms. Complete this sentence:

When a family has to move a lot, they face conflicts such as

**Note-taking Guide**  
Use this chart to record what Panchito does during certain months.

<table>
<thead>
<tr>
<th>June and July</th>
<th>August</th>
<th>September and October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>He picks strawberries.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have you ever moved to a new home? Did it make you feel sad to leave your old home and your old friends behind? Panchito, a young migrant farm worker in Francisco Jiménez’s story “The Circuit” has to move often. Migrant worker families can never live too long in one place. They must go wherever the work is. They find jobs picking fruit, harvesting crops, or doing manual labor.

As the story opens, Panchito and his family are getting ready to move again.

♦ ♦ ♦

It was that time of year again. Ito, the strawberry sharecropper\(^1\) did not smile. It was natural. The peak of the strawberry season was over and the last few days the workers, most of them \(\text{braceros,}^2\) were not picking as many boxes as they had during the months of June and July.

♦ ♦ ♦

By the end of August, there are no more strawberries left to pick. Panchito’s family will have to look for work somewhere else. Panchito has gotten to like Ito and is sad because he will never see him again. As they drive home, Panchito’s older brother Roberto and Papá are silent.

♦ ♦ ♦

Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down

---

1. \(\text{sharecropper}(\text{SHER krahp er})\) n. one who works for a share of the crop.
2. \(\text{braceros}(\text{brah SER ohhs})\) n. migrant Mexican farm workers who harvest crops.
on a box. The thought of having to move to Fresno and knowing what was in store for me there brought tears to my eyes.

That night I could not sleep. I lay in bed thinking about how much I hated this move.

♦ ♦ ♦

Before dawn, Papá wakes the family. Panchito’s little brothers and sisters scream with excitement about the move.

After breakfast, Panchito and Roberto carry boxes out to the car. Papá ties the mattress to the top of the car roof. Mamá brings out her favorite pot filled with beans. Papá places it on the floor behind the front seat. Finally, everything is packed and the whole family is in the car.

♦ ♦ ♦

As we drove away I felt a lump in my throat. I turned around and looked at our little shack for the last time.

♦ ♦ ♦

After driving all day, the family arrives at a labor camp near Fresno. Mamá asks if help is needed since Papá cannot speak English.

♦ ♦ ♦

“We don’t need no more,” said the foreman, scratching his head. “Check with Sullivan down the road. Can’t miss him. He lives in a big white house with a fence around it.”

♦ ♦ ♦

Mr. Sullivan tells the family he can use them for the whole season. They can live in an old garage with no windows and a roof full of holes.

♦ ♦ ♦

---

3. Fresno (FREZ noh) n. city in central California.
That night, by the light of a kerosene lamp, we unpacked and cleaned our new home. Roberto swept away the loose dirt, leaving the hard ground. Papá plugged the holes in the walls with old newspapers and tin can tops. Mamá fed my little brothers and sisters.

♦ ♦ ♦

The family settles in for the night. After breakfast the next morning, Papá, Roberto, and Panchito head for the vineyard to pick grapes.

♦ ♦ ♦

Around nine o’clock the temperature had risen to almost one hundred degrees. I was completely soaked in sweat and my mouth felt as if I had been chewing on a handkerchief.

♦ ♦ ♦

Panchito drinks too much water and gets sick to his stomach. He drops to his knees and stays still on the ground until he starts to feel better. Later, while they are eating lunch, a schoolbus passes by. Papá tells Roberto and Panchito to run and hide in the vineyard. He doesn’t want them to get into trouble for not going to school. They work all afternoon until the sun goes down and it gets too dark to see the grapes. The next morning Panchito can hardly move and his body aches all over. This goes on until his muscles get used to the work.

♦ ♦ ♦

It was Monday, the first week of November. The grape season was over and I could now go to school. I woke up early that morning and lay in bed, looking at the stars and savoring the

Vocabulary Development

kerosene (KER uh seen) n. an oil used for burning in heaters and lamps

savoring (SAY ver ing) v. enjoying with appreciation
thought of not going to work and of starting sixth grade for the first time that year.

♦ ♦ ♦

Panchito joins Papá and Roberto at breakfast. He cannot look Roberto in the eye. He knows Roberto has to pick cotton instead of going to school. At eight o’clock Panchito climbs on the schoolbus.

Panchito feels very nervous when he arrives at the school. He has no books like the other children. He goes to the principal’s office and is startled when she speaks to him in English. At first, he wants to speak in Spanish, but he finally manages to tell her in English that he wants to enroll in school. Soon, he is taken to the sixth-grade classroom.

♦ ♦ ♦

Mr. Lema, the sixth-grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone’s eyes were on me that I wished I were with Papá and Roberto picking cotton.

♦ ♦ ♦

Mr. Lema gives the class an assignment for their reading hour. He hands Panchito an English book and asks him to read on page 125. When Panchito opens to that page, he cannot begin to read. His mouth is dry and his eyes begin to water. Mr. Lema kindly tells Panchito that he can read later. Panchito gets angry at himself for not reading.

During recess, Panchito tries to read the book in the restroom. He finds many words he does not know. Panchito goes back to the classroom and asks Mr. Lema to help him. “Gladly,” says the teacher.

Mr. Lema asks Panchito if he likes music.
and begins to play a trumpet. The sound of the trumpet gives Panchito goose bumps. Mr. Lema asks him if he would like to learn to play it.

♦ ♦ ♦

He must have read my face because before I could answer, he added: “I’ll teach you how to play it during our lunch hours.”

That day I could hardly wait to get home to tell Papá and Mamá the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes.
The Circuit

1. **Respond:** What do you admire about Panchito? Why?

2. **Infer:** It is difficult for Panchito to make friends in new places. Why do you think Panchito calls Mr. Lema his “best friend at school”?

3. **Reading Skill:** A **conclusion** is a decision you make based on the details in a story. Complete this chart to **draw conclusions** about what happens in the story.

<table>
<thead>
<tr>
<th>Question</th>
<th>Details That Answer Question</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does Panchito work so much?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why are the family’s belongings packed in boxes?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** How does the title of this story connect to its **theme**?


Writing: Character Description

Write a description of a character from “The Circuit.” Answer the following questions to gather details for your description.

- What quality do you find most interesting about your character?
  
  __________________________________________
  __________________________________________

- How does this character get along with other characters?
  
  __________________________________________
  __________________________________________

- What challenges does this character face?
  
  __________________________________________
  __________________________________________

Use your answers to write your description.

Listening and Speaking: Interview

With a partner, prepare for an interview about migrant worker life. On another sheet of paper, write a series of questions and answers to develop the interview. Use the following topics as guides.

1. Questions about the migrant worker’s name, age, or family

2. Questions about where the worker works and what he or she does

3. Questions about the worker’s education
The King of Mazy May • Aaron’s Gift

Reading Skill

Drawing conclusions means making a decision or opinion about what happens in a story. Readers draw conclusions by using details in the story. They may also use prior knowledge, or things they already know from experience to draw conclusions.

Use this chart to help you draw conclusions as you read.

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Literary Analysis

The setting of a story is where and when the story takes place.

The time may be the past, present, or future. It may also be the season of the year or the hour of the day.

The place may be a country or city. It may also be a certain street, house, or public place. Pay attention to the way that setting affects characters and events in the story as you read.
Word List A

Study these words from “The King of Mazy May.” Then, complete the activity.

**delayed** [dee LAYD] v. waited; took a lot of time
   *I couldn’t make up my mind so I delayed before deciding.*

**glimpses** [GLIMP siz] n. quick looks; glances
   *We only caught glimpses of the robber because he ran away quickly.*

**increase** [in CREEES] v. make larger
   *If you increase the amount of sugar in the cookies, they will taste sweeter.*

**labor** [LAY buhr] n. hard work
   *Charlie put in more labor so he could finish the job in one day.*

**objected** [uhb JEKT id] v. disagreed with; spoke against
   *When Camille objected to our first plan, we came up with a new one.*

**proceeded** [pruh SEED id] v. went ahead with doing something
   *After finishing the meatballs, he proceeded to eat the spaghetti.*

**slackened** [SLAK ind] v. weakened, died down
   *Our excitement slackened when we found out that we weren’t getting the reward.*

**streak** [STREEK] n. a mark, line, or strip
   *Using chalk, she made a blue streak on the concrete to divide the playground in two.*

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

READING WARM-UP

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

“We’re off to find some gold,” said Uncle Richard. “I’m ready to get rich.” Uncle Richard ran his hands through the streak of gray in the middle of his black beard. He always did this when he got excited about something. None of us objected to Uncle Richard’s idea. Why should we disagree with it? Sometimes his ideas don’t work out, but we always have a good time.

Uncle Richard proceeded to write down a list of items he thought we would need. Then, we all jumped in the car and headed off to the hardware store. We waited outside while he did the shopping. Through the window, I caught a few glimpses of a black-bearded man running from aisle to aisle with his arms full of tools. A few minutes later, Uncle Richard came back out with shovel, pans, and who knew what else.

From there, it was a two-hour drive to a state park, followed by a half-hour walk to a small, muddy creek. “Let’s get going,” my uncle said as he handed out the tools.

Now, none of us really knew what we were doing. I dug around in the mud looking for shiny stuff. After an hour or two, I got tired and stopped to take a rest. “What’s wrong?” said my uncle. “Can’t you handle a little bit of labor? Hard work will increase the size of your muscles. And if we find gold, it will increase the size of your wallet, too.”

“Won’t find any gold around here,” came a voice from behind us. It was the park ranger. “You delayed too long in coming. The last discoveries of gold in this area were made about two hundred years ago. Feel free to dig around and have a good time, though.”

After the park ranger spoke, Uncle Richard’s desire to look for gold suddenly slackened. We packed up, drove home, and made burgers in the backyard.

1. Underline the words that tell you where the streak is. Then tell what a streak is.

2. Underline the nearby words that have a similar meaning to objected. Then write a sentence about something you objected to.

3. Circle the words that tell what Uncle Richard proceeded to do. Then tell what proceeded means.

4. Underline the words that tell what the narrator caught glimpses of. Then write a sentence using the word glimpses.

5. Circle the nearby word that has the same meaning as labor. Then write a sentence about a time when you did some labor.

6. Circle the words that tell what Uncle Richard says hard work will increase. Then tell what increase means.

7. Underline the sentence that explains why Uncle Richard delayed too long. Then tell what delayed means.

8. Circle the words that tell what slackened. Then tell what slackened means.
Summary  Walt and his father live in the far North, where people search for gold. Walt is left alone on their land one day. He watches as thieves prepare to steal a neighbor’s property. Walt takes some of the thieves’ sled dogs to warn the neighbor. His bravery earns him his nickname.

Writing About the Big Question
Is Conflict Always Bad?  In “The King of Mazy May” is a story about a boy named Walt who goes to great lengths to protect his friend’s gold from thieves. Complete this sentence:

To defend a friend’s property, a person could ____________________.

Note-taking Guide
Use this chart to record details from the story.

<table>
<thead>
<tr>
<th>Why does Loren Hall go to Dawson?</th>
<th>Why does Walt go to Dawson?</th>
<th>Why do the men follow Walt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loren Hall goes to Dawson to register his claim.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The King of Mazy May
Jack London

Have you ever wondered what it would be like to live in the wilderness? Walt Masters, a fourteen-year-old boy in Jack London’s story “The King of Mazy May,” has lived his whole life in the lonely Yukon wilderness. He and his father have been prospecting for gold and have filed a claim. While Walt’s father and their neighbor Loren Hall are away, Walt comes across men planning to steal Hall’s claim.

The story opens with a description of Walt and details about his life:

Walt Masters is not a very large boy, but in some ways he is like a man. There are many things he has never seen, because he has lived in the wilderness all his life. He has never seen a train or an elevator, nor has he ever seen a farm, a plow, a cow, or even a chicken. He has never gone to a picnic or party, nor talked to a girl. But he has seen the sun at midnight and played beneath the northern lights.

Walt was born a thousand miles or so down the Yukon,\(^1\) in a trading post below the Ramparts. After his mother died, his father and he came up on the river, step by step, from camp to camp. till now they are settled down on the Mazy May

---

\(^1\) Yukon (YOO kahn) river flowing through the Yukon Territory of northwest Canada.
Creek in the Klondike country. Last year they and several others had spent much toil and time on the Mazy May, and endured great hardships; the creek, in turn, was just beginning to show up its richness and to reward them for their heavy labor. But with the news of their discoveries, strange men began to come and go through the short days and long nights, and many unjust things they did to the men who had worked so long upon the creek.

♦ ♦ ♦

One of the prospectors goes hunting. He returns to the creek to find his claim jumped. Others lose their claims by taking too long to reach Dawson to record them.

♦ ♦ ♦

But Walt Masters’s father had recorded his claim from the start, so Walt had nothing to fear now that his father had gone on a short trip up the White River prospecting for quartz. Walt was well able to stay by himself in the cabin, cook his three meals a day, and look after things. Not only did he look after his father’s claim, but he had agreed to keep an eye on the adjoining one of Loren Hall, who had started for Dawson to record it.

♦ ♦ ♦

Loren Hall is an old man. He travels very slowly because he has no dogs and has to walk. At Rosebud Creek Loren falls through the ice and his feet are frozen. He is not able to travel for a couple of weeks. Then Walt gets word that Loren is better and is getting ready to travel again.

♦ ♦ ♦

Stop to Reflect

What do you think are some of the hardships that the settlers had to endure?

Reading Skill

Walt has been given many responsibilities while his father is away. **Draw a conclusion** about Walt based on this detail. What does his ability to look after his father’s claim tell you about Walt’s character?

Reading Check

What began to happen after the hard work of the settlers started to pay off? Underline the answer.

Vocabulary Development

toil (toyl) n. hard work

endured (in DO_ORD) v. suffered through
Walt was worried, however; the claim was liable to be jumped at any moment because of this delay, and a fresh stampede had started in on the Mazy May. He did not like the looks of the newcomers, and one day, when five of them came by with crack dog teams and the lightest of camping outfits, he could see that they were prepared to make speed, and resolved to keep an eye on them. So he locked up the cabin and followed them, being at the same time careful to remain hidden.

♦ ♦ ♦

Walt sees the men change many stakes, destroy old ones, and set up new ones. He creeps up to their camp, close enough to hear what they are saying. The leader, a big man with a black beard, tells the others that they should head back to Dawson tonight.

♦ ♦ ♦

“That’s it,” said the leader. “If we can get to Dawson and record, we’re rich men; and there’s no telling who’s been sneaking along in our tracks, watching us, and perhaps now off to give the alarm. The thing for us to do is to rest the dogs a bit, and then hit the trail as hard as we can. What do you say?”

♦ ♦ ♦

The other men agree. Before they get ready to leave, the leader takes three of his men to check on one last claim. Walt follows them to Loren Hall’s claim. The men scoop up a couple of buckets of dirt. They put the dirt in a pan and wash it in the creek.

♦ ♦ ♦
When this was finished, they stared at the broad streak of black sand and yellow gold grains on the bottom of the pan, and one of them called excitedly for the man who had remained in camp to come. Loren Hall had struck it rich and his claim was not yet recorded. It was plain that they were going to jump it.

Walt lay in the snow, thinking rapidly. He was only a boy, but in the face of the threatened injustice to old lame Loren Hall he felt that he must do something. He waited and watched, with his mind made up, till he saw the men begin to square up new stakes.

Walt crawls away till he is out of hearing. Then he breaks into a run for the camp of the claim jumpers. Walt’s father has taken their own dogs with him prospecting. Walt knows that he cannot go the seventy miles to Dawson without the aid of dogs. So when he reaches the camp, he picks out the ten best dogs and harnesses them to one of the sleds. Just then the claim jumpers come into sight. As they cry out to Walt, he grabs one of their fur sleeping robes. He leaps upon the sled and takes off.

“Mush! Hi! Mush on!” he cried to the animals, snapping the keen-lashed whip among them.

The dogs race along the frozen creek bed, pulling Walt on the sled. He can hear the cries of the claim jumpers as they run along the high creek bank to cut him off. Walt’s heart is beating wildly. Suddenly, one of the men leaps at the sled. He grabs onto one end of the sled and is dragged along behind it. Walt cracks him across the knuckles with his whip until he has to let go.

For the next eight miles the Mazy May follows a crooked course until it meets the Yukon. Two of the men take a shortcut across
a narrow neck of land. At the next bend in the creek, they have almost caught up to Walt.

“Halt!” they cried after him. “Stop, or we’ll shoot!”

But Walt only yelled harder at the dogs, and dashed around the bend with a couple of revolver bullets singing after him. At the next bend they had drawn up closer still, and the bullets struck uncomfortably near him but at this point the Mazy May straightened out and ran for half a mile as the crow flies. Here the dogs stretched out in their long wolf swing, and the stampeder, quickly winded, slowed down and waited for their own sled to come up.

Walt knows that they have not given up the chase and will soon be after him again. It is twilight by the time Walt comes upon the mighty frozen Yukon. The sled flies along the glassy ice of the main river trail. At times it becomes necessary to guide the dogs by his voice. Walt now learns that he has made a mistake in his choice of lead dog. This dog has never learned the meaning of “gee” and “haw.” Several times he capsizes the sled.

With the air temperature at forty below, Walt knows he will freeze to death if he remains constantly upon the sled. Every now and then he jumps off the sled and runs behind it until he warms up. When Walt looks back, he can now see the sled of the claim jumpers.

Night fell, and in the blackness of the first hour or so Walt toiled desperately with his dogs. On account of the lead dog, they were continually floundering off the beaten track into the soft snow, and the sled was as often riding on its side or top as it was in the proper way.

When the moon rises, Walt can see that his enemies have come within four hundred yards of him. They begin firing at him with a
rifle. Suddenly a bullet strikes Walt’s bad lead dog. Walt stops to drag the dying animal to the side and straighten out the team.

As Walt leaps back upon the sled, the claim jumpers come up alongside him. Walt strikes at their faces with his whip. Then he reaches out, catches their lead dog by the forelegs, and throws him. This capsizes the sled, snarls the team, and tangles up Walt’s enemies.

♦ ♦ ♦

Away Walt flew, the runners of his sled fairly screaming as they bounded over the frozen surface. And what had seemed an accident proved to be a blessing in disguise. The proper lead dog was now to the fore, and he stretched low and whined with joy as he jerked his comrades along.

♦ ♦ ♦

Walt leaves the claim jumpers far behind. At daylight he reaches Swede Creek and runs into the camp of old Loren Hall. Loren quickly joins Walt on the sled. There is no sign of the claim jumpers. Just as they pull up at the gold commissioner’s office in Dawson, Walt falls asleep.

♦ ♦ ♦

And because of what Walt Masters did on this night, the men of the Yukon have become proud of him, and speak of him now as the King of Mazy May.
The King of Mazy May

1. **Compare and Contrast:** Think about the responsibilities that most kids have. How is Walt’s life different from those of other children his age?

2. **Apply:** Would you have been tempted to travel to the Klondike in search of gold? Explain.

3. **Reading Skill:** People call Walt the “King of Mazy May.” Use your **prior knowledge** to **draw a conclusion** about how Walt feels about his new name.

4. **Literary Analysis:** Use this chart to list ways in which details of the **setting** affect events in the story.

<table>
<thead>
<tr>
<th>Details of Setting</th>
<th>Story Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td></td>
</tr>
</tbody>
</table>
Writing: Personal Narrative

Write a short **personal narrative** about a time when you worked hard to meet a goal. Answer these questions to help you get started:

- What was the goal?

- What was the first thing that happened?

- What happened before you met your goal?

- What happened when you finally reached your goal?

Use your answers to write your narrative in the correct order.

Research and Technology: Presentation

Prepare a **presentation** on gold mining. Be sure to use reliable sources, such as encyclopedias or Web sites that are managed by schools. Use this chart to organize your research.

<table>
<thead>
<tr>
<th>Source</th>
<th>Information Found</th>
<th>Reliable? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use your chart to prepare your presentation.
Word List A

Study these words from “Aaron’s Gift.” Then, complete the activity that follows.

**genius** [JEEN yuhs] *n.* an unusually smart or talented person
- Mozart was a musical **genius** who contributed many great works of art to civilization.

**heal** [HEEL] *v.* cure or recover from an injury or wound
- When I broke my arm it took six weeks to **heal**.

**miserable** [MIZ er uh buhl] *adj.* feeling great sadness or discomfort
- Tim was a big Yankee fan and felt **miserable** when the team lost.

**properly** [PRAHP er lee] *adv.* in a correct or appropriate way
- When I use a hammer **properly** I rarely bend a nail.

**series** [SEER eez] *n.* a group of related things that happen one after the other
- A **series** of mistakes by the driver led to the accident.

**shack** [SHAK] *n.* small, poorly built hut or house
- We use the old **shack** in the backyard as a clubhouse.

**soothe** [SOOTH] *v.* to make someone feel calmer and less worried, angry, or upset
- The baby was upset, but her mother was able to **soothe** her with a bottle.

**thrashing** [THRASH ing] *v.* moving in a wild or uncontrolled way
- The fish was **thrashing** about after the fisherman dropped him in the pail.

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Because the old [1] ___________ in the backyard was not built [2] ___________, it was no surprise when it fell down. After a [3] ___________ of crashes, we heard a scream and the sound of someone [4] ___________ about. “Mike, is that you?” I called out.

“Who else would it be, [5] ___________! Get me out of here,” came the reply in a [6] ___________ sounding voice. We pulled Mike out from beneath the boards. He was shaken up, but my older brother and I were able to [7] ___________ him. Mike was lucky. There were no broken bones, just a bruised shoulder that took a week or two to [8] ___________.

152 Adapted Reader’s Notebook
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Veterinarians are doctors who practice medicine on animals. Most vets are people who want to help animals. It’s not easy to become one, however. You don’t have to be a genius, though being smart helps. You do have to put in some really hard work. Normally, it takes four years of college followed by ten or more years of veterinary study. Getting into a veterinary school is tough. Many people say that it is harder to get into vet school than medical school.

In fact, being a vet may be tougher than being a doctor. Why? Think about this: Doctors only have to practice medicine properly on one type of animal, humans. Vets may have to treat a series of different animals, from dogs to chickens to monkeys, all in the same day.

While many doctors focus on one thing—surgery or children’s medicine, for example—vets can have many responsibilities. They may be both surgeons and dentists to the animals they treat. Vets also need good communication skills. Trying to soothe a human patient is easy. You use words. Yet, how do you calm down a hurt and angry horse? How do you calm down a cat that’s thrashing about? Vets learn how.

Also, vets don’t always do their work in beautiful well-equipped hospitals. Sometimes, they may be called on to deliver a baby animal in a shack on the edge of a field.

Many vets do have specialties. Some focus on animals that live in the sea and go to work for marine parks. Others specialize in treating farm animals or common household pets.

There is one thing most vets have in common: a desire to help animals heal. Nothing makes a vet feel better than helping a sick and miserable animal feel happier.

1. Underline the nearby words that help you know what genius means. Then tell what genius means.

2. Circle the words that explain what doctors have to do properly. Then tell what properly means.

3. Underline the words that tell what may be included in this series. Then tell what series means.

4. Circle the nearby words that have the same meaning as soothe. Then tell who can soothe a hurt and angry horse.

5. Circle the words that tell what is thrashing about. Then tell what thrashing means.

6. Underline the words that tell where you might find a shack. Then tell what shack means.

7. Circle the words that tell what vets have a desire to heal. Then tell what heal means.

8. Underline the nearby word that means the opposite of miserable. Then tell what miserable means.
Aaron’s Gift
Myron Levoy

Summary Ten-year-old Aaron fixes a hurt pigeon’s wing. Aaron plans to give the bird to his grandmother. A gang of neighborhood boys tries to burn the pigeon. Aaron is beaten up while trying to save the bird. The bird flies away. Aaron is surprised that he has still given a gift to his grandmother.

Writing About the Big Question
Is Conflict Always Bad? In “Aaron’s Gift,” Aaron doesn’t listen to his mother when she tells him to stay away from a gang of boys and, as a result, Aaron gets hurt. Complete this sentence:

Children might oppose their parents, but very often ____________.

Note-taking Guide
Use this chart to record the most important events of the story.

<table>
<thead>
<tr>
<th>Where does Aaron find the pigeon?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does Aaron help it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who invites Aaron to join her club?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happens when the boys try to burn the pigeon?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why is his grandmother grateful?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Aaron’s Gift

1. **Compare and Contrast:** How are Carl and the boys like the Cossacks?

2. **Apply:** Aaron’s grandmother thinks the bird’s freedom is a gift. Think of some other “gifts” that are not things a person could buy, find, or make. Explain why these things are important.

3. **Reading Skill:** Use your prior knowledge to explain why Aaron’s mother will not let him play with Carl and the others.

5. **Literary Analysis:** Complete the chart to tell how details of the setting affect events in the story.

<table>
<thead>
<tr>
<th>Details of Setting</th>
<th>Story Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Place</strong></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Personal Narrative

Write a short personal narrative about a time when you worked hard to meet a goal. Answer these questions to help you get started:

• What was the goal?
  ______________________________________________________

• What happened before you met your goal?
  ______________________________________________________

• What happened when you finally reached your goal?
  ______________________________________________________

Research and Technology: Presentation

Create a chart like the following on a separate sheet of paper. Then add information that you find about carrier pigeons. Use this information in your presentation.

<table>
<thead>
<tr>
<th>What Carrier Pigeons Look Like</th>
<th>What Carrier Pigeons Eat</th>
<th>What Carrier Pigeons Can Do</th>
<th>How Carrier Pigeons are Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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Compare-and-Contrast Articles

About Compare-and-Contrast Articles

A **compare-and-contrast article** is descriptive writing. This type of writing looks at what is alike and what is different about two or more subjects. There are two common ways of organizing these articles.

- **Block organization:** First, the writer gives all of the details of one subject. Then, the writer gives all of the details of the other subject.

- **Point-by-point organization:** First, the writer gives one detail about both subjects. Then, the writer gives another detail about both subjects.

**Reading Skill**

The best way to understand a compare-and-contrast article is by identifying and analyzing the organization.

**Identifying:** First, identify what kind of organization the writer uses. Then, use the organization to find the main points. This method will help you understand how the subjects are alike and different.

**Analyzing:** Study the information by breaking it into parts and groups. Ask yourself questions like the ones in the chart to evaluate the comparisons.

<table>
<thead>
<tr>
<th>Questions for evaluating comparison-and-contrast organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the same categories covered for each half of the comparison?</td>
</tr>
<tr>
<td>Are an approximately equal number of details supplied for each category?</td>
</tr>
<tr>
<td>Does the writer support compare-and-contrast statements with examples and facts?</td>
</tr>
</tbody>
</table>
Two explorers competed against each other and a brutal environment to reach the South Pole.

The drifts were so deep and the snow was falling so heavily that the team of five Norwegian explorers could hardly see their sled dogs a few feet ahead of them. Behind rose a monstrous mountain barrier. The men had been the first to cross it. But now they and their dogs were stumbling toward a stark and desolate plateau continually blasted by blizzards. The landscape was broken only by the towering peaks of mountains that lay buried beneath a mile of ancient ice. Led by Roald Amundsen, the men were still 300 miles from their goal: the South Pole.

On that same day, a party of 14 British explorers was also struggling across a similarly terrifying landscape toward the same destination. But they were almost twice as far from success. Their commander was Capt. Robert Falcon Scott, a naval officer. Amundsen was Scott’s rival.

**Preparation** Both expedition leaders had long been preparing for their race to the South Pole. Amundsen came from a family of hardy sailors, and he had decided at the age of 15 to become a polar explorer. He conditioned himself by taking long ski trips across the Norwegian countryside and by sleeping with his windows open in winter.
By the time of his South Pole attempt, Amundsen was an experienced explorer. He had sailed as a naval officer on an expedition in 1897 that charted sections of the Antarctic coast. Between 1903 and 1906 he commanded the ship that made the first voyage through the Northwest Passage, the icy route that threads its way through the Canadian islands separating the Atlantic and Pacific Oceans. During that long journey Amundsen learned how the native people of the Arctic dress and eat to survive in extreme cold. He also learned that the dogsled was the most efficient method of polar transportation. These lessons would serve him well at Earth’s frozen southern end.

Robert Scott was an officer in the British Navy. He had decided that leading a daring expedition of discovery would be an immediate route to higher rank. He heard that Great Britain’s Royal Geographical Society was organizing such an exploration, and he volunteered in 1899 to be its commander. Now he was in command again.

The two expedition leaders had different styles. Scott followed a British tradition of brave sacrifice. He felt that he and his men should be able to reach the South Pole with as little help as possible from sled dogs and special equipment. He did bring dogs to Antarctica, as well as 19 ponies and three gasoline-powered sledges, or sturdy sleds. But his plan was for his team to “manhaul,” or carry, all of their own supplies along the final portion of the route.

Cultural Understanding

The Navy is the branch of the military that is organized for fighting a war at sea. The adjective that describes things relating to the Navy is naval.

Vocabulary Builder

Proper Nouns

In English, a proper noun names a specific person, place, or thing. Proper nouns always begin with a capital letter. Scott is one proper noun in the last paragraph on this page. Circle the other proper nouns in the paragraph.
Roald Amundsen had spent much time in the far north, and he was a practical man. He’d seen how useful dogs were to Arctic inhabitants. He would be traveling in one of the most dangerous places on Earth, and he knew that sled dogs would be able to get his party all the way to the South Pole and make a safe return. Amundsen also placed great faith in skis, which he and his Norwegian team members had used since childhood. The British explorers had rarely used skis before this expedition and did not understand their great value.

The two leaders even had different ideas about diet. Scott’s men would rely on canned meat. But Amundsen’s plan made more sense. He and his men would eat plenty of fresh seal meat. Amundsen may not have fully understood the importance of vitamins, but fresh meat is a better source of vitamin C, which prevents scurvy, a painful and sometimes deadly disease.

The Race Is On!

After making long sea voyages from Europe, Scott and Amundsen set up base camps in January on opposite edges of the Ross Ice Shelf. Each team spent the dark winter months making preparations to push on to the Pole when spring would arrive in Antarctica. Amundsen left base camp on October 20, 1911, with a party of four. Scott, accompanied by nine men, set off from his camp 11 days later. Four others had already gone ahead on the motorized sledges.

Scott’s Final Diary Entry

Things went wrong for Scott from the beginning. The sledges broke down and had to be abandoned. Scott and his men soon met up with the drivers, who were traveling on foot. Blizzards then struck and lasted several weeks into December. Scott’s ponies were proving to be a poor choice for Antarctic travel as well. Their hooves sank deep into the snow, and their perspiration froze on their bodies, forming sheets of ice. (Dogs do not perspire; they pant.) On December 9, the men...
shot the last of the surviving weak and frozen ponies. Two days later Scott sent his remaining dogs back to base camp along with several members of the expedition. Over the next month, most of the men returned to the camp. Scott’s plan from here on was for the five men remaining to man-haul supplies the rest of the way to the Pole and back.

For Scott and his men, the journey was long and brutal. To cover only ten miles each day, the team toiled like dogs—like the dogs they no longer had. Food and fuel were in short supply, so the men lacked the energy they needed for such a crushing task.

Roald Amundsen’s careful planning and Arctic experience were paying off. Even so, there’s no such thing as easy travel by land in Antarctica. To the men who had just crossed those terrible mountains, the Polar Plateau might have looked easy. But Amundsen’s team still had to cross a long stretch they later named the “Devil’s Ballroom.” It was a thin crust of ice that concealed crevasses, or deep gaps, that could swallow men, sleds, and dogs. Stumbling into one crevasse, a team of dogs dangled by their harnesses until the men could pull them up to safety.

Reaching the Goal On skis, with the “ballroom” behind them and well-fed dogs pulling their supply sleds, Amundsen and his men swept across the ice. The going was smooth for them, and the weather was fine. The Norwegian’s only worry was that they’d find Scott had gotten to the Pole first. On the afternoon of December 14, 1911, it was plain that no one was ahead of them. At three o’clock, Amundsen skied in front of the team’s sleds, then stopped to look at his navigation instruments. There was no point further south. He was at the South Pole!
1. Contrast the strategies used by each team.

Scott: ________________________________

Amundsen: ________________________________

2. Evaluate the organization of “Race to the End of the Earth.” Does the writer balance the details? Describe an example.

______________________________

______________________________

Reading Skill

3. Describe a major difference between Scott and Amundsen.

______________________________

4. Describe a similarity in the backgrounds of the two men.

______________________________

Timed Writing: Analysis (20 minutes)

Analyze the reasons why Amundsen reached the South Pole before Scott. Use this chart to organize details from the article.

<table>
<thead>
<tr>
<th></th>
<th>Amundsen</th>
<th>Scott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dogs and special equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Zlata’s Diary

Nonfiction writing is about real people, places, ideas, and experiences. Sometimes the author tells stories from his or her life.

The organization of nonfiction writing is important. Essays and articles need to be clear and easy to follow. This chart lists different types of organization.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological</td>
<td>• presents details in time order, from first to last or even from last to first</td>
<td>a vacation journal</td>
</tr>
<tr>
<td>Cause-and-effect</td>
<td>• shows relationships among events</td>
<td>essay about reasons why a neighborhood pool closed and the effect the pool’s closing has on kids in the neighborhood</td>
</tr>
<tr>
<td>Comparison-and-contrast</td>
<td>• shows ways in which two or more subjects are similar and different</td>
<td>essay that compares how two schools are the same and different</td>
</tr>
</tbody>
</table>

How an author thinks about a subject is important. The following list tells about the importance of the author in nonfiction writing.

- **Author’s influence**: Everyone has a different background, culture, and personal beliefs. Authors are shaped by these experiences.
- **Author’s style**: Every author has a different writing style. An author’s style can be formal, friendly, or even funny.
- **Mood**: The mood is the overall feeling created by an essay or article. The mood of a piece of writing can depend on an author’s influence and style.
- **Author’s purpose**: Every author has a purpose, or reason, for writing. The purpose helps the writer decide which details to include. Some purposes are to entertain, to inform, or to persuade.
The following are some types of nonfiction writing:

**Letters, journals, and diaries:** a person’s thoughts and memories

**Biographies and autobiographies:** stories about a person’s life
- **Biography:** story about a person’s life that is written by another person
- **Autobiography:** story a person writes about his or her own life

**Media accounts:** newspaper and magazine articles, television or radio reports

**Essays and articles:** short works that focus on a certain subject
- **Historical writing:** gives facts and explains historic events
- **Persuasive writing:** persuades readers to take an action or change their minds
- **Descriptive writing:** appeals to the five senses (sight, hearing, taste, touch, smell)
- **Expository writing:** presents facts, discusses ideas, or explains a process
- **Narrative writing:** tells the story of real-life experiences
- **Visual writing:** uses words and pictures or graphs to share information
- **Reflective writing:** tells why an event is important to the author
**Word List A**

Study these words from “Zlata’s Diary.” Then complete the activities that follow.

**calendar** [KAL uhn der] *n.* a chart showing all the days, weeks, and months in a year

*I checked the calendar to see what day of the week it was.*

**defend** [di FEND] *v.* to protect something or someone from harm

*Dwayne tried to defend his sister from the local bully.*

**innocent** [IN uh sent] *adj.* free from wrong, guiltless

*Kim didn’t understand why the innocent dog was kept in a cage; he’d never hurt a fly!*

**separating** [SEP uh ray ting] *v.* parting or dividing things or people

*There was a wall separating the sixth grade classroom from the lunchroom and gym.*

**terrified** [TER uh fyd] *adj.* very frightened

*Terrified of snakes, the hiker looked all around before taking a step.*

**thirsty** [THER stee] *adj.* a need or a desire for liquid

*After spending the day in the hot sun, Ellen was thirsty.*

**thundering** [THUHN der ing] *adj.* making a loud, rumbling noise like thunder

*The plane made a thundering sound as it took off down the runway.*

**victim** [VIK tim] *n.* a person or thing that is hurt, killed, or made to suffer

*Just outside the bank, the thief chose his next victim to rob.*

**Exercise A**

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Brett checked the date on his [1] __________. Today he had to give a presentation in front of the class. He felt [2] __________, but he didn’t want to seem like a [3] __________ of his fears. As he walked up to the front of the classroom, Brett felt his heart beating so loud it seemed to be making a [4] __________ sound. His throat dried up and Brett felt [5] __________. He looked at the space [6] __________ him from the rest of the students. He felt like an [7] __________ lamb ready to be sacrificed. Suddenly, Brett found his courage. He knew he must [8] __________ his reputation as a good student. He was ready to give a great presentation.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

“Why are they trying to hurt us?” I asked. “We are innocent people, and we’ve done nothing wrong.”

“War is war,” Mama said. “There is nothing we can do about it right now. Put your hands over your ears, it will make the bombs sound farther away.”

I did as Mama said, but the thundering noise of the falling shells was still too close. I hated their loud crashes, but what I really hated was that I’d gotten used to the noise.

Papa had gone off to defend our country. As he left us, he said that a person must protect his homeland. I knew he was doing what he needed to, but I wished he were here, keeping Mama and me safe.

I checked off the number of days on a calendar that Papa had been gone. The days and weeks were now covered in ink. I also checked off the days when we did not have electricity or running water in our house. Safe drinking water was hard to find, and I was tired of being thirsty.

Suddenly, we heard a loud explosion; terrified, I grabbed Mama’s hand for support. Even though I knew Mama and I were both all right, I was more scared than I had ever been. There was only a wall standing between the explosion and our living room, one wall separating us from what had happened.

After a while, Mama overcame her fear and ventured out into the front yard. Somehow, she found the courage to laugh. The bomb had landed right in the middle of her favorite rosebush, and it was torn to pieces.

“Don’t worry, honey,” she said to me. “The only victim of this bomb was my rosebush. It’s destroyed, but we aren’t. The bombs will fall in other places now, and we are safe for the night.”

1. Circle the words the narrator uses to say that his family is innocent. Describe innocent in your own words.

2. Underline the words that tell you what thundering means. What else do you know that makes a thundering noise?

3. Underline the sentence that describes the word defend. Then, write a sentence using the word defend.

4. Circle the words that tell you what a calendar is. Where do you have a calendar in your house?

5. Circle the words that explain why the narrator was thirsty. What do you drink when you’re thirsty?

6. Underline the sentence that explains what terrified means. Use terrified in a sentence.

7. Circle the words that tell you what separating means. What was separating the narrator from the bomb?

8. Underline the words that tell why the rose bush was a victim. Use victim in a sentence.
Zlata’s Diary
Zlata Filipović

Summary Zlata Filipović is a young girl in fifth grade in Sarajevo. She begins to keep a diary as a war is beginning in her country. Her diary becomes a journal of the war. She writes about the difficulties that her family, her friends, and her city face.

Note-taking Guide
Fill in this chart with details about Zlata.

<table>
<thead>
<tr>
<th>What Zlata says</th>
<th>What Zlata does</th>
</tr>
</thead>
<tbody>
<tr>
<td>They want Zlata to be safe and go to another country.</td>
<td></td>
</tr>
<tr>
<td>Character’s Name</td>
<td>Zlata Filipović</td>
</tr>
<tr>
<td>What Zlata thinks</td>
<td>What people say about Zlata</td>
</tr>
<tr>
<td>They want Zlata to be safe and go to another country.</td>
<td></td>
</tr>
</tbody>
</table>
Zlata decides to name her diary Mimmy. She begins her first letter to Mimmy on March 30, 1992. She tells Mimmy that war has struck her country, and rumors say that her city of Sarajevo may be bombed on April 4. She is very frightened.

Her next letter to Mimmy is dated April 12.

The new sections of town—Dobrinja, Mojmilo, Vojnicko polje—are being badly shelled. Everything is being destroyed, burned, the people are in shelters. Here in the middle of town, where we live, it’s different. It’s quiet. People go out. It was a nice warm spring day today. We went out too. Vaso Miskin Street was full of people, children. It looked like a peace march. People came out to be together, they don’t want war. They want to live and enjoy themselves the way they used to. That’s only natural, isn’t it? Who likes or wants war, when it’s the worst thing in the world?

Zlata’s next letter to Mimmy is dated April 14. She says that many people are leaving Sarajevo. She has seen sad pictures of family members saying goodbye to each other on television news programs. She wonders why such innocent people have to suffer so badly. Zlata knows that her own parents don’t know what to do—whether they should leave or stay.

In her letter of May 2, Zlata says that this day was the worst day ever. The shooting...
started at noon. Zlata and her mother went into the hall of their apartment to get away from the windows. Her father was downstairs in his office. They grabbed Zlata’s canary Cicko and ran downstairs to meet him. Then they all went to hide in the dark cellar. They could hear the sounds of guns, bombs, and airplanes.

They return to their apartment that night. Their neighborhood has been badly damaged. Zlata is worried about her grandparents. They live in another neighborhood that has had even worse damage.

She writes her next letter to Mimmy on May 5. She reports that the shooting has died down a little. She thinks that the warring sides are trying to come to an agreement.

. . . Oh, if only they would, so we could live and breathe as human beings again. The things that have happened here these past few days are terrible. I want it to stop forever. PEACE! PEACE!

She tells Mimmy that she and her parents no longer sleep in their bedrooms. It is too dangerous because of the shooting. So now they sleep away from the windows on mattresses on the floor of the sitting room. Her canary now lives in the kitchen. They will move back to the cellar if the shooting and bombing gets really bad again.

Her next letter is dated May 7. She reports that a bomb landed in a park where she used to play. Many people were hurt. Her friend Nina was killed.

. . . Is it possible I’ll never see Nina again? Nina, an innocent eleven-year-old little girl—the victim of a stupid war. I feel sad. I cry and wonder why? She didn’t do anything. A disgusting war has destroyed a young child’s life.
She begins her letter of June 29 with words that have come to stand for her life, including despair, hunger, and fear.

♦ ♦ ♦

That’s my life! The life of an innocent eleven-year-old schoolgirl!! A schoolgirl without a school, without the fun and excitement of school. A child without games, without friends, without the sun, without birds, without nature, without fruit, without chocolate or sweets, with just a little powdered milk. In short, a child without a childhood. A wartime child. I now realize that I am really living through a war, I am witnessing an ugly, disgusting war. I and thousands of other children in this town that is being destroyed, that is crying, weeping, seeking help, but getting none.

♦ ♦ ♦

She wonders if this terrible time will ever end.

♦ ♦ ♦

. . . I once heard that childhood is the most wonderful time of your life. And it is. I loved it, and now an ugly war is taking it all away from me.

♦ ♦ ♦

In her next letter she reports that her mother has been given a chance to move to Holland. Her mother doesn’t know what to do. She and Zlata would be safe if they left. They would have to leave Zlata’s father behind. On November 2, she writes that her mother has decided that she and Zlata must go. Perhaps Zlata’s father will be able to go, too.

♦ ♦ ♦

Thursday, December 3, 1992

Dear Mimmy,

Today is my birthday. My first wartime birthday. Twelve years old. Congratulations. Happy birthday to me!

♦ ♦ ♦
Despite the war, her birthday was filled with kisses, presents, a family party, and even a birthday cake.

♦ ♦ ♦

...Not how it used to be, but there’s a war on. Luckily there was no shooting, so we could celebrate.

It was nice, but something was missing. It’s called peace!

♦ ♦ ♦

Her next entry from July 27, 1993, says that news reporters from all over the world are interested in her diary. She’s excited. But the shooting continues and life is hard. There is no electricity, water, or gas, and very little food.

Finally, on October 7, she writes that things are getting back to normal. The shooting seems to have stopped. She is going to school again. But winter is coming and there is no heat in her apartment. She realizes that the war has now lasted for two terrible years. There is very little food.

Her letter of October 12 is a happy one. Her school had a pen pal program. She wrote a letter to a student in the United States. She is happy to report that she has received a reply—from a boy named Brandon who lives in Pennsylvania.

♦ ♦ ♦

...I now have a friend in America, and Brandon has a friend in Sarajevo. This is my first letter across the Atlantic. And in it is a reply envelope, and a lovely pencil.

A Canadian TV crew and journalist from The Sunday Times (Janine) came to our gym class today. They brought me two chocolate bars.
What a treat. It’s been a long time since I’ve had sweets.

♦ ♦ ♦

In December 1993, Zlata begins her letter with a happy announcement. She is in Paris, France! There is electricity, water, gas, and food. She loves the “normal” things she sees, and the bright city lights. She feels as if she must be dreaming, or perhaps she is crazy!

♦ ♦ ♦

. . . The darkness is behind us; now we’re bathed in light lit by good people. Remember that—good people. Bulb by bulb, not candles, but bulb by bulb, and me bathing in the lights of Paris. Yes, Paris. Incredible. You don’t understand. You know, I don’t think I understand either. I feel as though I must be crazy, dreaming, as though it’s a fairy tale, but it’s all TRUE.
Nonfiction

1. **Infer:** The war was hard for Zlata. How did the difficulties during the war change Zlata’s life?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

2. **Analyze Cause and Effect:** Zlata wanted to leave her home. However, she also wanted to stay. Why did Zlata have mixed feelings about leaving Sarajevo?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

3. **Infer:** Writing in a diary is like writing to yourself. Do Mimmy and Zlata have the same personality? Support your answer.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

4. **Narrative writing** is writing about real-life experiences. **Descriptive writing** is writing about things that appeal to the five senses. Fill in the chart below with examples of **nonfiction** writing in the diary.

<table>
<thead>
<tr>
<th>Examples of Nonfiction Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narration</td>
</tr>
<tr>
<td>Description</td>
</tr>
</tbody>
</table>

Zlata’s Diary  173
Biographical Sketch

- Search the Internet for information about Zlata in Paris. Use words and phrases such as “Zlata Filipović Paris.” Look for Web sites that tell specifically about Paris. Look for an e-mail address so that you can write directly to Zlata. You might ask her questions for information that you have not been able to find in your research.

What I learned: ____________________________________________________________

________________________________________________________________________

- Search the library for books about and by Zlata. Look for information about what it was like for Zlata to live in another country while her own was at war. Look for details about what she was able to do in Paris that she was not able to do in Bosnia.

What I learned: ____________________________________________________________

________________________________________________________________________

- Watch the video interview with Zlata Filipović. Review your source material. Use this information to answer the following questions.

1. What do you think is important about what Zlata Filipović has done?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How has the author’s interest in journalism influenced her work?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Hard as Nails • Water

Reading Skill
An author’s purpose is the main reason the author writes a work. An author can have more than one purpose. An author may write an article about trees to give information about fir trees. The author might also want to persuade readers to protect fir trees.

Learn to recognize details that show you the author’s purpose.

- Facts and statistics are used to give information or to convince a reader to take action or have a certain opinion.
- Stories about experiences are used to entertain readers.
- Opinions and thoughts are used to reflect on an experience.

Use this chart to help you determine an author’s purpose.

<table>
<thead>
<tr>
<th>Types of Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Author’s Purpose</td>
</tr>
</tbody>
</table>

Literary Analysis
A true story of real events and real people is a narrative essay. An author writes an autobiographical narrative to tell about an event that happened to him or her. The author may include his or her thoughts, feelings, or reactions.

Authors use specific details to achieve a purpose, such as sharing lessons they have learned from mistakes they have made.
**Word List A**

Study these words from “Water.” Then, complete the activity that follows.

**afterward** [AF tuhr wuhrd] adv. later, after something
   *Tony ate dinner and, afterward, went to a movie.*

**attempts** [uh TEMPTS] n. the acts of trying to do something
   *The baseball player made several attempts to hit a home run.*

**attracted** [uh TRAK ted] v. to be drawn to something
   *Ritchie was attracted to the idea of playing soccer after school.*

**delighted** [di LYE ted] adj. experiencing great pleasure
   *Brian was delighted to hear that there was no homework that night.*

**pleasure** [PLE zhuhr] n. a feeling of enjoyment or satisfaction
   *Eric found pleasure in playing football.*

**regret** [ri GRET] n. sadness about something that has been done or left undone
   *Ellen felt regret that she did not know her older brother better.*

**sorrow** [SAHR roh] n. great sadness or grief
   *The people at the funeral service were full of sorrow.*

**thrill** [THRIL] n. a strong feeling of excitement
   *I get a thrill every time I ride a roller coaster.*

**Exercise A**

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Sonia was [1] _______ to the idea of having a bicycle. She was [2] _______ to receive one for her birthday. It took a few awkward [3] _______, but soon she learned how to ride it. Pedaling fast gave Sonia a [4] _______. One day after school, Sonia noticed that her bike was missing. She felt [5] _______ that the bicycle was gone and [6] _______ that she had not taken better care of it. But she was late for soccer practice, so she hurried off. [7] _______, she looked in a nearby alley. There was her bike! Once again, Sonia could enjoy the [8] _______ of riding.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Louis Braille was born in France in 1809. He was blinded in an accident when he was three years old. Afterward, life really changed for Louis. For one thing, he could not attend school. Louis was attracted to learning and felt deep regret that he couldn’t go to school because he was blind. He didn’t think it should be that way.

Eventually, however, this sorrow was ended. Louis began attending the Royal Institute of Blind Youth in Paris. This made him very happy. The Institute was the first school for blind students in history. The children there were taught how to read with books made from raised letters. The only problem was that this form of writing was hard to read, and the students were not able to write themselves.

In 1821, a former soldier named Charles Barbier came to the school. He taught the twelve-year old Louis a written code that soldiers used to communicate in the dark. This code was made up of sixteen raised dots for each letter. Louis was overjoyed. Delighted, he practiced writing and reading the code. He also tried to make it simpler, and eventually his constant effort paid off. After many attempts, he had simplified the sixteen dots into six. He had invented a new alphabet, one that blind people could use to read and write. By the time he was fifteen, Louis had published the first book in Braille.

Louis loved the thrill of teaching his alphabet to other blind people. In fact, in all his excitement, Louis chose to spend the rest of his life teaching at the Royal Institute of Blind Youth. Thanks to Louis Braille, blind people are finally allowed the pleasure of reading and writing on their own.

1. Louis became blind at age three. How did life change for him afterward? Write a sentence, using the word afterward, to explain.

2. Circle the phrase that describes what Louis was attracted to. What kind of things are you attracted to?

3. Underline the sentence that helps you know what regret means. Use regret in a sentence.

4. Underline the word that describes the opposite emotion from sorrow. Then, define sorrow in your own words.

5. Circle the word that means the same thing as delighted. Use delighted in a sentence.

6. Underline the sentence that explains the word attempts. Use attempts in a sentence.

7. Circle what gave Louis a thrill. What gives you a thrill?

8. Underline the word that means the same thing as pleasure. Define pleasure in your own words.
Water
Helen Keller

Summary Helen Keller was blind and deaf. Her new teacher, Anne Sullivan, tried to teach Helen how to communicate. Helen did not understand. The teacher ran water over Helen’s hand one day. Miss Sullivan then spelled “w-a-t-e-r” in Helen’s other hand. Helen connected the word to the thing she felt. Helen wanted to learn more words.

Writing About the Big Question
What is important to know? In “Water,” Helen Keller’s teacher helps her to begin to communicate using words. Complete this sentence:

One important purpose of communicating clearly with others is

Note-taking Guide
Use this chart to record details from the story.

<table>
<thead>
<tr>
<th>What did Miss Sullivan give Helen when she first arrived?</th>
<th>Miss Sullivan gave Helen a doll.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did Helen break the doll?</td>
<td></td>
</tr>
<tr>
<td>How did Miss Sullivan teach Helen the word water?</td>
<td></td>
</tr>
<tr>
<td>How did Helen feel after she learned her first word?</td>
<td></td>
</tr>
</tbody>
</table>
Try to imagine what it would be like to be both blind and deaf at the same time. The world around you would be completely dark and silent. It would be very hard to understand anything or to communicate with another person. This is the kind of world that young Helen Keller lives in, and there doesn’t seem to be much hope for her. But her teacher Miss Sullivan is determined to help her. And one day she finds a new way for Helen to connect to the world around her.

As the story opens, Helen describes her first experiences with Miss Sullivan, her new teacher:

The morning after my teacher came she led me into her room and gave me a doll. . . . When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word “d-o-l-l.” I was at once interested in this finger play and tried to imitate it.

Helen finally succeeds in making the letters correctly. She is filled with childish pride and runs to show her mother what she has learned.

I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation.

In the days that follow, Helen learns to hand-spell many other words. One day

**Vocabulary Development**

*imitate (IM uh tayt) v. to copy the way someone else speaks, moves, or does something*
Miss Sullivan keeps trying to get Helen to understand that “d-o-l-l” applies to her big rag doll as well as to her new doll. But Helen grows impatient at these attempts. She dashes her new doll on the floor, breaking it into pieces. Helen feels no sorrow or regret, just relief. Miss Sullivan then takes Helen outside into the warm sunshine.

♦ ♦ ♦

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought.

♦ ♦ ♦

Inside the house, Helen finds the broken pieces of her doll. For the first time she feels sorrow. That day Helen learns many new words, including mother, father, sister, and teacher.

♦ ♦ ♦

It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

Vocabulary Development

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>drawing</td>
<td>(DRAW-ing) v. making flow</td>
</tr>
<tr>
<td>consciousness</td>
<td>(KAHN-shuhs nis) n. awareness</td>
</tr>
</tbody>
</table>
Water

1. **Draw Conclusions:** Helen Keller learned the word *water*. What will Keller want to do when she wakes up the next day?

   ____________________________________________________________

   ____________________________________________________________

2. **Evaluate:** Why is it important to be able to communicate?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. **Reading Skill:** An *author's purpose* is the main reason that the author writes a story. What is one purpose Keller may have had for writing this essay?

   ____________________________________________________________

   ____________________________________________________________

4. **Literary Analysis:** An *autobiographical narrative* tells about a certain time in an author's life. Complete this chart to figure out why Keller talks about a certain event in her autobiographical narrative.

<table>
<thead>
<tr>
<th>Event From Narrative</th>
<th>Author's Thoughts and Feelings</th>
<th>Why Is It Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen connects the word <em>w-a-t-e-r</em> with water from the pump.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Letter

Write a letter to the director of the school for the blind as Anne Sullivan. Use the following questions to write notes for your letter:

- How do you think Sullivan felt about Helen Keller before she learned words?

- How did Sullivan teach Keller what *w-a-t-e-r* means?

- How do you think Sullivan feels about what happened?

Research and Technology: Project

Use the following chart to record information about careers, duties, and training from your source. Complete the chart on another sheet of paper.

Which source did you use?

<table>
<thead>
<tr>
<th>Career</th>
<th>Duties</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word List A
Study these words from “Hard as Nails.” Then, complete the activity that follows.

**appreciate** [uh PREE shee ayt] v. to enjoy or value somebody or something
   I appreciate Manuel’s excellent sense of humor.

**confused** [kuhn FYOOZD] adj. unable to make sense of something.
   Deena was confused by the complicated directions.

**enterprise** [EN ter pryz] n. a project that involves boldness and energy
   Julio couldn’t wait to take on his new business enterprise.

**idle** [EYE dl] adj. not busy
   The students were idle in the classroom before the teacher arrived.

**managing** [MAN ij ing] v. doing an awkward or difficult task
   Martin stayed in control of his anger, managing not to argue.

**opportunity** [ahp puhr TOO ni tee] n. a chance to do something
   Marisol had the opportunity to take a new job.

**salesman** [SAYLZ muhn] n. a person who sells goods or services
   Joey worked hard at the store and was a good salesman.

**thrilling** [THRIL ing] adj. very exciting
   Being in an airplane for the first time is a thrilling experience.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Maya was bored with staying home and being [1] __________. So she took the [2] __________ to ride with her sister to the mall. She went straight to the bookstore and asked the [3] __________ to recommend a [4] __________ new mystery. Maya decided to buy it, but when she looked in her wallet, she was [5] __________. Where had all her money gone? Maya knew that she had problems [6] __________ her money. She wondered what kind of [7] __________ she could become involved in to make money. Maya knew she needed a job and would [8] __________ having her own money. For now, however, she would have to borrow the price of that novel from her sister.
READING WARM-UP

Hard as Nails

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Do you want to earn money of your own? Thousands of teenagers across America earn money by working after-school jobs. Working is often more enjoyable than being idle. Who wants to sit and do nothing while there is money to be made?

What kind of enterprise would you like to be involved in? There are many types of jobs that teenagers can do. Teenagers often take jobs like baby-sitting, mowing lawns, and walking dogs. When you decide to get a job, there are certain things that you should think about. What kind of skills do you have? What is it that you like to do? Is there a good opportunity that you know of to make money? Try to research all the ways you can earn money.

Once you have planned your business strategy, it is important to learn how to be a good salesman. How can you sell your services to those who might need them? People appreciate someone who can offer them a service they need. Your clients will enjoy and value the fact that they can rely on you for a particular service.

If you are earning money on your own, it is very important to start managing your money well. Being in charge of your money is an important responsibility. If you are confused about how to spend your money, it’s a good idea to put it in a bank. Many banks let customers open small accounts. It feels great to see the numbers in your bank account get bigger.

Having an after-school job can be thrilling. It is very exciting to know that you have earned your own money. After you have found the right job, it is important to work hard and be responsible. An after-school job will not only give you money in your pocket, but also pride in yourself.

1. Circle the words that tell you what the word idle means. Describe an idle person in your own words.

2. Underline the words that tell you what enterprise means. Have you ever been involved in an enterprise?

3. Underline the sentence that describes the word opportunity. Then, write a sentence using the word opportunity.

4. Circle the sentence that tells you how to be a good salesman. Use salesman in a sentence.

5. Circle the words that explain what many people appreciate getting from a salesman. Give a synonym for appreciate.

6. Underline the phrase that explains what managing money means. Describe managing in your own words.

7. Circle the words that tell you what to do if you are confused about your money. Is there anything that you are confused about?

8. Underline the phrase that tells you what thrilling means. Describe an event you think of as thrilling.
Hard as Nails
Russell Baker

Summary  Russell Baker is hired on his twelfth birthday to deliver newspapers in Baltimore. His boss, Mr. Deems, makes him work hard. Deems gives the newsboys a tour of the newsroom of the Baltimore News-Post. Russell dreams of having an important job at the newspaper. Later Russell remembers Deems as “hard as nails.”

Writing About the Big Question
What is important to know?  In “Hard as Nails,” Russell Baker must learn skills in order to do a job well. Complete this sentence:

Before you start a new job, you should have knowledge about

Note-taking Guide
Use this chart to record important details from the story.

<table>
<thead>
<tr>
<th>Who makes Russell get a job?</th>
<th>Russell’s mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does he deliver papers?</td>
<td></td>
</tr>
<tr>
<td>What does Mr. Deems do to make Russell sell more papers?</td>
<td></td>
</tr>
<tr>
<td>How does Russell feel when he visits the newsroom?</td>
<td></td>
</tr>
<tr>
<td>Why does Russell think Mr. Deems quit?</td>
<td></td>
</tr>
</tbody>
</table>
Hard as Nails

1. **Respond:** Would you like to work for Deems? Explain your reasons.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. **Evaluate:** Think about how Deems treats the newsboys. Is Deems fair or unfair to them? Explain.

   __________________________________________________________
   __________________________________________________________

3. **Reading Skill:** The purpose is the main reason an author writes a work. List one **purpose** Baker may have had for writing this narrative essay.

   __________________________________________________________
   __________________________________________________________

4. **Literary Analysis:** Authors sometimes include specific details to explain why a person does something. Complete this chart to think about why Baker includes a particular event in his **autobiographical narrative**.

<table>
<thead>
<tr>
<th>Event From Narrative</th>
<th>Author’s Thoughts and Feelings</th>
<th>Why Is It Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker goes to the banquet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Letter

Imagine that you are Russell Baker. Write a letter to Deems. Follow these steps:

• List one of Deems’s actions toward Russell and the newsboys.

• Describe how Russell felt about Deems at the time.

• Tell what Russell learned from Deems’s action.

Use your notes to write a letter to Deems.

Research and Technology: Project

Prepare a project about a job in print journalism. Complete this chart for the job that you choose to research.
The Shutout • Jackie Robinson: Justice at Last

Reading Skill
An **author’s purpose** is his or her reason for writing. **Ask questions** to figure out the author’s purpose.

- What kinds of details am I given?
- How are the details given?
- Why does the author give these details in this way?

The chart shows the answers to these questions for two different works about building a doghouse. The answers show that each work has a different purpose. Fill in the empty space with details from the story as you read.

<table>
<thead>
<tr>
<th>What Kinds of Details?</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions for building a doghouse</td>
<td>Author tries to build a doghouse</td>
</tr>
<tr>
<td>How Presented?</td>
<td></td>
</tr>
<tr>
<td>Numbered steps</td>
<td>Exaggerated stories</td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>To make the directions easy to follow</td>
<td>To make the situation funny</td>
</tr>
</tbody>
</table>

**Literary Analysis**
An **essay** is a short piece of nonfiction. An **expository essay** gives information, discusses ideas and opinions, and explains how to do or make something.
Word List A
Study these words from “Jackie Robinson: Justice at Last.” Then, complete the activity.

ability [uh BIL i tee] n. skill, talent
Jon is a terrific artist; he’s got great ability with paint.

athletic [ath LET ik] adj. related to sports
I only wear athletic clothes like warm-up suits and sneakers.

brilliant [BRIL yuhnt] adj. special, terrific
Tad was a brilliant teacher; he had a special way of explaining things.

glorious [GLAWR ee uhs] adj. magnificent, wonderful
The car wash did a glorious job; the car looks new again.

petition [puh TISH uhn] n. a letter people sign in order to get something they want
Let’s write a petition to the principal to get the lunchroom hours changed.

spark [SPAHRK] n. the person or thing that makes something happen
The loss was the spark that made us realize our team needed to practice more.

swarm [SWAWRM] v. move together as a group to surround another
I watched the trick-or-treaters swarm around Mom trying to get at the candy.

teammates [TEEM mayts] n. people who are part of the same team
After the game, Jan and her teammates talked about how well they had played.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Tiger Woods really is a [1] _______ golf player, amazingly good. You need brains and [2] _______ skill to play golf; he’s got both. No other golfer has as much [3] _______ as he does; it is pure skill. He has won so many tournaments, one [4] _______ win after another. He may be losing, but then something gives him a [5] _______ and he comes back to win. Afterward, fans [6] _______ him trying to get close. My [7] _______ and I on the golf team want him to speak at our school. We wrote up a [8] _______ asking him to visit. Everyone on the team signed it.
1. Underline the word that has nearly the same meaning as glorious. Then, write a sentence about something you think is glorious.

2. Circle the words that tell what brilliant athletes have. Then, tell what brilliant means.

3. Circle the nearby word that has almost the same meaning as ability. Then, describe an ability you have.

4. Underline the words that tell what Ted knows about athletic skills. Name an athletic skill you have or would like to have.

5. Underline the words that tell what Ted's spark would do. Then, tell what spark means.

6. Circle the words that tell where people would swarm. Then, tell what swarm means.

7. Circle the names of the two teammates. Then, tell what teammates are.

8. Underline the words that explain what the petition is and what it will ask. Then, tell who you think will sign this petition.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Today was a sad day for our baseball team. It was the last game of the season, and it wasn't an ordinary game. This was Ted's last game. Ted had been coaching our school team for twenty years. His record was glorious, truly wonderful. Under him, our team had nineteen winning seasons out of twenty.

Our school didn't have dozens of brilliant athletes with incredible skills. We won because of Ted's amazing coaching ability. He had a real talent for coaching. Ted knew that not everyone had great athletic skills. Still, he thought that every child could improve. Players just need to learn how to play properly. Often Ted spent hours with us, showing us how to become better hitters, catchers, and pitchers.

During games, he made all the right moves. If we were losing, he knew how to provide the spark to turn things around. Sometimes he would give a little speech. Sometimes he would point something out about what the other team was doing, and then give us tips on how to play against it.

After the game, people began to swarm around Ted. Parents thanked him for coaching their kids, and other coaches came up to say goodbye. Even players from the other team came by to wish him well. Two of my teammates, Raul and Scott, were crying. They couldn't believe that Ted wasn't coming back. Baseball wouldn't be the same. The team wouldn't be the same with any other coach.

Our starting catcher, Nick, came up with a good idea. Maybe we could start a petition. We should write a letter to the coach asking him not to retire. If enough people signed it, Nick thought, Ted might change his mind. Maybe he would come back to coach us for another year.
Summary  Branch Rickey owned the Dodgers baseball team. He wanted African Americans to play major league baseball. He asked Jackie Robinson to become the first black player on his team. Robinson faced many obstacles and challenges. He became a role model.

Writing About the Big Question
What is important to know?  In “Jackie Robinson: Justice at Last,” Jackie Robinson knew how to be strong and brave, even when people were cruel to him. Complete this sentence:

If people are unfair to you, it’s important to limit your reactions, such as ________________ because ________________.

Note-taking Guide
Use the chart to recall the most important details of the story.

<table>
<thead>
<tr>
<th>Who was Branch Rickey?</th>
<th>He was the owner of the Dodgers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does he want Jackie Robinson on his team?</td>
<td></td>
</tr>
<tr>
<td>What problems did Robinson have during his first season?</td>
<td></td>
</tr>
<tr>
<td>Why was it important that Robinson not fight back?</td>
<td></td>
</tr>
</tbody>
</table>
Professional baseball in the United States was for whites only until Branch Rickey hired Jackie Robinson. Because he is the first black major league baseball player, Robinson must rise above the insults hurled at him. He must prove by his play that he belongs on the Brooklyn Dodgers and that other African American athletes belong in the major leagues. He succeeds, and baseball teams become integrated.

As the story begins, Branch Rickey decides that the time has come for blacks and whites to play together.

It was 1945, and World War II had ended. Americans of all races had died for their country. Yet black men were still not allowed in the major leagues. The national pastime was loved by all America, but the major leagues were for white men only.

Branch Rickey of the Brooklyn Dodgers thought that was wrong. He was the only team owner who believed blacks and whites should play together. Baseball, he felt, would become even more thrilling, and fans of all colors would swarm to his ballpark.

Rickey decided his team would be the first to integrate. There were plenty of brilliant Negro league players, but he knew the first black major leaguer would need much more than athletic ability.
Many fans and players were prejudiced. The first black player would be cursed and booted. His own teammates might try to pick fights.

But somehow this man had to rise above that. No matter what happened, he must never lose his temper. No matter what was said to him, he must never answer back. If he had even one fight, people might say integration would not work.

Rickey thinks Robinson is the right man. He is 28, a superb athlete, and is college-educated. He hit .387 in his first season in the Negro leagues. He is the grandson of a slave and is proud of his race.

Robinson had always stood up for his rights. But Rickey tells him he will have to stop.

At first Robinson thought Rickey wanted someone who was afraid to defend himself. But as they talked, he realized that in this case a truly brave man would have to avoid fighting. He thought for a while, then promised Rickey he would not fight back.

Robinson signed with the Dodgers and went to play in the minors in 1946. Rickey was right—fans insulted him, and so did players. But he performed brilliantly and avoided fights. Then, in 1947, he came to the majors.

Many Dodgers were angry. Some signed a petition demanding to be traded.

On April 15—Opening Day—26,623 fans came out to Ebbets Field. More than half of them were black—Robinson was already their hero. Now he was making history just by being on the field.

The afternoon was cold and wet, but no one left the ballpark. The Dodgers beat the Boston
Braves, 5–3. Robinson went hitless, but the hometown fans didn’t seem to care—they cheered his every move.

Robinson’s first season was difficult. Fans threatened to kill him. Players tried to hurt him. The St. Louis Cardinals threatened to strike if he took the field. In some states Robinson couldn’t eat or sleep in the same places as his teammates, because of laws separating the races.

Yet through it all, he kept his promise to Rickey. No matter who insulted him, he never retaliated.

Robinson’s dignity paid off. Thousands of fans jammed stadiums to see him play. The Dodgers set attendance records.

Slowly his teammates accepted him, realizing that he was the spark that made them a winning team. No one was more daring on the base paths or better with the glove. At the plate, he had great bat control—he could hit the ball anywhere. That season, he was named baseball’s first Rookie of the Year.

Jackie Robinson went on to a glorious career. But he did more than play the game well—his bravery taught Americans a lesson. Branch Rickey opened a door, and Jackie Robinson stepped through it, making sure it could never be closed again. Something wonderful happened to baseball—and America—the day Jackie Robinson joined the Dodgers.

**Vocabulary Development**

&trade; retaliated (ri TAL ee ayt id) v. harmed or did wrong to someone in return for an injury or wrong he or she caused
Jackie Robinson: Justice at Last

1. **Respond:** Fill out the chart below. Write a question you have about the essay in the first column. Write an answer to each question in the second column, using details from the essay. Explain in the third column how the answers affect your understanding of the essay.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>Has Understanding Changed? Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What difficulties did Robinson face in his first year?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Speculate:** Robinson’s teammates eventually accepted him as a member of their team. Why did everyone else eventually accept Robinson and the integration of baseball?

_________________________________________________________________

_________________________________________________________________

3. **Reading Skill:** The **author's purpose** is his or her reason for writing. What is the **purpose** of this essay?

_________________________________________________________________

_________________________________________________________________

4. **Literary Analysis:** An **essay** is a short piece of nonfiction about a specific subject. What is the focus of this **expository essay**?

_________________________________________________________________

_________________________________________________________________
Writing: Persuasive Letter
Write a persuasive letter to a friend, encouraging him or her to read “Jackie Robinson: Justice at Last.” Answer the following questions:

• What is the main idea of the essay?

• What specific details from the essay will persuade your friend to read it?

• Why do you want your friend to read the essay?

Use your answers to write your persuasive letter.

Listening and Speaking: Give Directions
You will give directions to younger students. Use the lines below to gather information for your instructional presentation on baseball. Use another sheet of paper if necessary.

• Skills to present:  

• Key terms:  

• Steps in order:  

**Word List A**

Study these words from “The Shutout.” Then, complete the activity that follows.

**concept** [KAHN sept] n. idea or thought

*The concept of space travel wasn’t around centuries ago.*

**generally** [JEN er uhl lee] adv. usually

*Pam generally ate a big breakfast because she was always hungry in the morning.*

**inspire** [in SPYR] v. to give someone an idea or interest

*Watching me paint will inspire you with an idea for your own artwork.*

**membership** [MEM ber ship] n. the state of being a member of a group

*Membership in this club isn’t easy; members have to vote you in.*

**newly** [NOO lee] adv. lately, recently

*Those flowers are newly planted; Barbara put them in the ground yesterday.*

**obvious** [AHB vee uhs] adj. easy to understand or see

*I thought the mystery was dull; it was obvious from the start who did the crime.*

**organized** [OR guh nyzd] adj. having form, structure, or rules

*Organized activity is good for small children; they like knowing what the rules are.*

**variety** [vuh RYE i tee] n. a choice or selection of different items

*A variety of cookies, cakes, candies, and pies is available on the dessert menu.*

**Exercise A**

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

[1] _________ sports were not Sue’s idea of fun. [2] _________, she didn’t like rules, practice, and structure. So her family was shocked when she talked about joining a skating team. “Did something [3] _________ you to suddenly make you want to do this?” asked her mother.


“It’s not cheap.”

It was [5] _________ that her dad wouldn’t pay. So to make money to pay for her [6] _________ chosen sport, Sue came up with an idea. The [7] _________ was simple. Kids were bored with yellow pencils. After school, Sue sold them pencils in a [8] _________ of colors.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

One day, I talked to my history teacher. “Why don’t we have a history club,” I asked. “Our school has a variety of clubs, all different kinds. We have a chess club, a checkers club, and a math club. We have a German club and a Spanish club. What we don’t have is a history club, a club for students who love history.”

“The reason is easy to see, it’s obvious,” my teacher replied. “No one has started a history club yet. Why don’t you? I think it’s a great idea. It’s a fine concept!”

The positive words from my teacher worked to inspire me. The next day I started the first history club in the history of our school. I put up signs in the hallways. I announced the club’s first meeting over the loudspeaker. I told everyone I met about the new club.

In the days before the first meeting, I wrote a speech I would give to members. I also drew up a list of activities we might do. I wanted to have an organized club, with structure and rules, not just a meeting of friends.

The day of the newly formed club’s first meeting arrived. I set out dozens of chairs in the club room. I was worried that there wouldn’t be enough space. As it turned out, I didn’t have to worry. Though I thought membership would be popular, only three people showed up. There was the history teacher and my two friends, Jeremy and Liza.

Still, the three of us had a productive meeting. We figured out what the history club would do. Each month, we would try to answer one history-related question. We decided to choose questions that generally wouldn’t be talked about in history class. We started with “who invented chocolate chips?”
**The Shutout**
Patricia C. McKissack and Fredrick McKissack, Jr.

**Summary** This essay describes baseball's early history. At first, African Americans played on teams of black and white players. Baseball became a business after the Civil War. African American players were “shut out” from playing on major league teams until after World War II. They formed their own teams as a result.

**Writing About the Big Question**

**What is important to know?** “The Shutout” describes ways that African American baseball players solved the problem of being prevented from playing in the major leagues. Complete this sentence:

Knowing different ways to solve problems is important because

**Note-taking Guide**
Fill in the dates on the chart to create a timeline of the history of baseball.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball started becoming popular.</td>
<td></td>
</tr>
<tr>
<td>The national Association of Base Ball Players was formed.</td>
<td></td>
</tr>
<tr>
<td>South Carolina seceded from the Union.</td>
<td></td>
</tr>
<tr>
<td>Th National Association of Base Ball Players voted not to admit teams with African American members.</td>
<td></td>
</tr>
</tbody>
</table>
The Shutout

1. **Respond:** Asking questions can help you understand a piece of writing. Think of one or two questions you have about the essay. Write your questions in the first column of the chart below. Then, look for details in the essay that answer your questions. Write an answer to each question in the second column. Explain in the third column how the answers help you understand the essay.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>Has Understanding Changed? Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Cause and Effect:** African Americans were not allowed to play on major league teams at one time. What effect did this have on the history of baseball?

________________________________________________________________________

________________________________________________________________________

3. **Reading Skill:** An **author's purpose** is his or her reason for writing. What is the purpose of the essay?

________________________________________________________________________

________________________________________________________________________

4. **Literary Analysis:** This essay focuses on one part of baseball’s history. What is the focus of this **expository essay**?

________________________________________________________________________

________________________________________________________________________
Writing: Persuasive Letter
Write a persuasive letter to a friend, encouraging him or her to read “The Shutout.” Focus on the following questions:

- What is the main idea of the essay?

- What specific details from the essay will persuade your friend to read it?

- Why do you want your friend to read the essay?

Use your notes to write the persuasive letter.

Listening and Speaking: Give Directions
Prepare a presentation for younger students that gives directions on how to perform certain baseball moves. Take notes in this chart.

<table>
<thead>
<tr>
<th>Steps to Follow:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swing a Bat</td>
</tr>
<tr>
<td>-------------</td>
</tr>
</tbody>
</table>
Persuasive Speeches

About Persuasive Speeches
A persuasive speech is a public presentation that argues for or against a particular position. A good persuasive speech can change people’s minds about an issue. Examples of persuasive speeches include campaign speeches and sermons. Persuasive speeches usually have the following characteristics:

- an issue with two sides (For example, the death penalty is an issue with two sides. Some people are for it, and other people are against it.)
- a clear statement of the speaker’s purpose, or reason
- a clear statement of the speaker’s position, or opinion
- clear organization of the text
- facts, statistics, and examples to support the position
- powerful language meant to persuade

Reading Skill
You should always evaluate evidence in an author’s conclusion. Look for a clear statement of the author’s argument. Pay attention to facts and other information that support the argument. Use the checklist below to evaluate the following speech.

Checklist for Evaluating an Author’s Argument

☐ Does the author present a clear argument?
☐ Is the argument supported by evidence?
☐ Is the evidence believable?
☐ Does the author use sound reasoning to develop the argument?
☐ Do I agree with the message? Why or why not?

Build Understanding
Knowing these words will help you read this speech.

desecration (des uh KRAY shuhn) n. the act of insulting something holy
heinous (HAY nus) adj. very wicked or evil
Preserving a Great American Symbol

Richard Durbin

Congressman Richard Durbin gave the following humorous speech in the House of Representatives on July 26, 1989. While most speeches to Congress are serious, Durbin’s is humorous yet persuasive and “drives home” the point that wooden baseball bats should not be replaced with metal ones.

Mr. Speaker, I rise to condemn the desecration of a great American symbol. No, I am not referring to flagburning: I am referring to the baseball bat.

Several experts tell us that the wooden baseball bat is doomed to extinction, that major league baseball players will soon be standing at home plate with aluminum bats in their hands.

Cultural Understanding

Many people consider baseball the American national pastime. The game has been played since the middle of the 1800s. Some famous players include Babe Ruth and Lou Gehrig.

Comprehension Builder

What type of bat might replace the wooden baseball bat? Write the answer on the lines below.

__________________________

__________________________

__________________________

__________________________
Baseball fans have been forced to endure countless indignities by those who just cannot leave well enough alone: designated hitters,\(^1\) plastic grass, uniforms that look like pajamas, chicken clowns dancing on the base lines, and, of course, the most heinous sacrilege, lights in Wrigley Field.\(^2\)

Are we willing to hear the crack of a bat replaced by the dinky ping? Are we ready to see the Louisville Slugger replaced by the aluminum ping dinger? Is nothing sacred?

Please do not tell me that wooden bats are too expensive, when players who cannot hit their weight are being paid more money than the President of the United States.

Please do not try to sell me on the notion that these metal clubs will make better hitters.

What will be next? Teflon baseballs? Radar-enhanced gloves? I ask you.

I do not want to hear about saving trees. Any tree in America would gladly give its life for the glory of a day at home plate.

I do not know if it will take a constitutional amendment to keep our baseball traditions alive, but if we forsake the great Americana of broken-bat singles and pine tar,\(^3\) we will have certainly lost our way as a nation.

---

1. designated hitters players who bat in place of the pitcher and do not play a defensive position. The position was created in 1973 in the American League. Some fans argue that it has changed the game for the worse.
2. Wrigley Field historic baseball field in Chicago. It did not have lights for night games until 1988. Some fans regretted the change.
3. broken-bat singles . . . pine tar When a batter breaks a wooden bat while hitting the ball and makes it to first base, it is a notable event in a baseball game. Pine tar is a substance used to improve the batter’s grip on a wooden bat.
Thinking About the Persuasive Speech

1. Identify the author’s purpose in delivering this speech.

2. How does the author’s use of humorous images and language appeal to his audience’s emotions?

3. Does the sentence “Metal bats should not replace wooden ones” state the position of the author in this speech?

4. Does the statement “Baseball players make too much money” support the author’s argument? Explain.

Timed Writing: Response (20 minutes)
Respond to the speech “Preserving a Great American Symbol.”
• Do you agree or disagree with Durbin’s argument?

• List at least two details from the speech that support your argument.
**Langston Terrace • Turkeys**

**Reading Skill**
The **main idea** is the major point in a literary work. Sometimes the author states the main idea. Other times, you must figure it out by **identifying key details**. Key details can tell you what a work is about. They are sometimes repeated throughout a literary work. Key details are related to other details in a work.

Record key details in the graphic organizer as you read. Then, use those details to figure out the main idea.

**Literary Analysis**
An **author’s influences** are the cultural ideas and historical events that affect his or her writing. Look for details about the author’s influences as you read. They may include the time and place of the author’s birth, the author’s cultural background, or world events.
Word List A
Study these words from “Turkeys.” Then, complete the activity.

**abandoned** [uh BAN duhnd] v. left without intending to return; deserted
The people abandoned their village after the flood destroyed their homes and shops.

**comparing** [kuhm PAIR ing] v. looking at how things are alike or different
The students were comparing the weight of their backpacks.

**descendants** [di SEND uhntz] n. relatives of people or animals that lived in the past
George Washington has many descendants living today.

**due** [DOO] adj. expected to arrive or be ready
Julia was excited because her new baby sister was due any day.

**roost** [ROOST] v. sit or settle in a nest or other place
The owl built a large nest in which to roost in the barn.

**snatched** [SNACHT] v. grabbed quickly
Peter snatched the pencil from his brother.

**solemnly** [SAHL uhm lee] adv. in a very serious manner
Hector spoke solemnly to his friends about the accident.

**undertaken** [un duhr TAYK uhn] v. agreed to do; made oneself responsible for
Olivia has undertaken the responsibility of helping her sick father.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Carmen saw that the robin’s nest in the woods had been [1] __________., and she wondered why it was empty. Her face looked serious as she [2] __________ thought about all the difficulties the robin could have had with this nest. Perhaps some kids had come by and [3] __________ all the eggs. Carmen knew the robin was probably going to [4] __________ somewhere else nearby. She looked around the woods, [5] __________ all the possible nesting spots she saw. Which one was the best? Now that she had [6] __________ this task, she quickly found the robin’s new nest. It was full of eggs, [7] __________ to hatch at any moment! Carmen smiled. Soon the woods would be full of the [8] __________ of her robin!
One of the most important tasks in a bird’s life is making a nest. Birds make nests so that they can live in them and lay their eggs in them. Usually, female birds make the nests. When a bird decides to roost, she will build a nest. She will search for a safe spot to live and lay eggs by comparing places in her environment. She will then choose the best place to build her nest.

When the bird has found a good location, she will begin the task of building a nest. Nests can be made out of many different materials. Birds make nests out of straw, grass, mud, and even string.

Once a bird has undertaken this project, she will start to lay eggs. The nest helps a mother bird protect her eggs. Safe in her nest, the bird will lay her eggs. She will sit on them to keep them warm until the eggs are due to hatch. While the eggs are developing, a mother bird solemnly guards her nest. This is a serious task for a bird.

Not all of the eggs hatch. If a bird does not protect her eggs, they can be snatched by animals. Snakes and raccoons are animals that steal bird eggs. Many eggs are abandoned. A bird will leave her eggs behind if she thinks another animal has been in her nest. Most of those eggs will not hatch.

Birds lay many eggs during their lifetimes. One nest can have as many as fifteen eggs. One bird can have many descendants. The offspring of these birds will lay eggs themselves. Each new generation will have some characteristics of the original mother bird.
Summary  Bailey White’s mother was a friend to local ornithologists, or people who study birds. The ornithologists found a wild turkey nest that was not watched over by a mother turkey. The ornithologists needed to keep the turkey eggs warm. Bailey’s illness helped the ornithologists save the turkey eggs.

Writing About the Big Question
What is important to know? In “Turkeys,” a girl helps save wild turkeys from disappearing, or becoming extinct. Complete these sentences:

People who work to save animals from extinction must examine ___________________________. The knowledge they gain from their studies can be used to ___________________________.

Note-taking Guide
Use the chart to record important details from the story.

<table>
<thead>
<tr>
<th>Who is the narrator?</th>
<th>The narrator is Bailey White when she was a child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the ornithologists studying?</td>
<td></td>
</tr>
<tr>
<td>Why is the narrator surprised when she wakes up?</td>
<td></td>
</tr>
<tr>
<td>How do the ornithologists save the turkey eggs?</td>
<td></td>
</tr>
</tbody>
</table>
Something about my mother attracts ornithologists. It all started years ago when a couple of them discovered she had a rare species of woodpecker coming to her bird feeder. They came in the house and sat around the window, exclaiming and taking pictures with big fancy cameras. But long after the red cockaded woodpeckers had gone to roost, the ornithologists were still there.

♦ ♦ ♦

The ornithologists were worried about wild turkeys in the area. Wild turkeys had begun to breed with farmers’ domestic turkeys. This was causing the species to become weaker. They could not fly as well as they once could.

♦ ♦ ♦

It was during that time, the spring when I was six years old, that I caught the measles. I had a high fever, and my mother was worried about me. She kept the house quiet and dark and crept around silently, trying different methods of cooling me down.

Even the ornithologists stayed away—but not out of fear of the measles. . . . The fact was, they had discovered a wild turkey nest.

♦ ♦ ♦

The ornithologists were watching over the nest, protecting it from predators. One night, they came to the narrator’s house while she was still sick. They carried a cardboard box. Half asleep, she could hear them talking above her.

♦ ♦ ♦

**Vocabulary Development**

*breed* (breed) *v.* have babies

*methods* (METH uhdz) *n.* ways of doing something
The next morning I was better. . . . The memory of the ornithologists with their whispered voices was like a dream from another life. But when I pulled down the covers, there staring up at me with googly eyes and wide mouths were sixteen fuzzy baby turkeys, and the cracked chips and caps of sixteen brown speckled eggs.

It turned out the mother turkey had abandoned her nest. It was a cold night and the eggs had to be kept warm. Remembering the narrator’s fever, the ornithologists brought them there.

The baby turkeys grew stronger. They followed the narrator everywhere she went.

Finally, in late summer, the day came when they were ready to fly for the first time as adult birds. The ornithologists gathered. I ran down the hill, and the turkeys ran too. Then, one by one, they took off. They flew high and fast. The ornithologists . . . smiled. They jumped up and down and hugged each other. “One hundred percent pure wild turkey!” they said.

Nearly forty years have passed since then. Now there’s a vaccine for measles. And the woods where I live are full of pure wild turkeys. . . .
Turkeys

1. **Evaluate**: Why is the author’s fever important to the ornithologists?

2. **Interpret**: How do you think the author feels when she watches the turkeys take off? Explain.

3. **Reading Skill**: The **main idea** is the most important point the author makes. State the main idea of this essay in your own words.

4. **Literary Analysis**: Use this chart to list cultural factors that may have **influenced** the author when she was writing “Turkeys.” All of the information you need is in the essay.

<table>
<thead>
<tr>
<th>Time and Place</th>
<th>Cultural Background</th>
<th>World Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Wild turkeys were facing extinction in the area.</td>
</tr>
</tbody>
</table>
Writing: Journal Entry
Write a journal entry as if you were Bailey White as a child. Focus on the following questions:

• Which event will you write about? Describe what happened.

• What did White say about the event in the essay? Explain why this event was important to White.

Use your notes to write the journal entry.

Research and Technology: Presentation
Prepare a presentation on conservation. First, choose the conservation topic you will research. Focus on the following questions as you research your topic:

• What topic do you want to focus on?

• Why is this topic important?

• What message do you want to bring to your audience?
Word List A
Study these words from “Langston Terrace.” Then, complete the activity.

**community** [kuh MYOO ni tee] n. a group of people who live in the same area or have something in common
- Abby liked the **community** of people in her church.

**cushion** [KOOSH uhn] v. to soften the effect of something
- Jose used a pillow to **cushion** his fall.

**evenings** [EEV ningz] n. the time of day between late afternoon and night
- Darrell did his homework in the **evenings** after he ate dinner.

**formed** [FORMD] v. made; organized
- Chelsea **formed** a debate club with her friends who liked to argue.

**funeral** [FYOO ner uhl] n. the ceremony held after someone has died
- Ava talked about the last days of her grandfather’s life at his **funeral**.

**lawyer** [LAW yer] n. a person who advises people in the law and speaks for them in court
- Rachel wanted to be a **lawyer** someday so she could argue cases in court.

**presented** [pree ZENT ed] v. gave something, such as a speech, in a formal manner
- Luis **presented** his oral report in front of his class.

**relatives** [REL uh tivz] n. members of your family
- Ashley loved to spend time with her **relatives** at family gatherings.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Latrell was fascinated by the law. He dreamed of being a [1] __________ someday. He wanted to help the people in his [2] __________ because he thought it had been a great place to grow up. Many people in his town were poor. Latrell wanted to use his talents to [3] __________ the harshness of life for them. He also wanted to make his parents and other [4] __________ proud.

In the [5] __________, after it got dark, Latrell would daydream about his future. He imagined how nervous he’d be as he [6] __________ his first case in court. He even imagined his own [7] __________ and what people would say about his accomplishments after he died. Latrell was determined to make his dreams a reality and so he [8] __________ a plan.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

John Mercer Langston was one of this country’s greatest African American statesmen. As a lawyer, he spoke out for the rights of the black community in court and worked hard to serve this group of people. He stood up for the legal rights of runaway and freed slaves. He was even one of the first African Americans to serve in Congress.

Langston was born in 1829 on a plantation in Virginia. Although he was African American, he was free, not a slave. In 1834, both his parents died. Since they had no other relatives, Langston and his brothers were sent to live with friends in Ohio. They enrolled him at Oberlin College. In college, Langston excelled in law. He presented speeches to many great black leaders. The skill with which he gave these formal speeches drew much attention.

Langston also formed societies dedicated to ending slavery. The societies that Langston organized found legal ways to help African Americans. In the evenings, however, Langston devoted himself to helping slaves in a different way. After the sun went down, his home became a stop on the Underground Railroad. There, he hid runaway slaves.

Slavery was made illegal during the Civil War. Now, Langston had a new task at hand. He set out to find ways to cushion recently freed slaves from the hardships that came with freedom. He sought to protect them from joblessness, homelessness, and poverty.

In 1877, Langston was appointed the U.S. diplomatic minister to Haiti. Then he ran for a seat in the House of Representatives. In 1889, Langston was sworn in as the first African American member of Congress from Virginia.

When John Mercer Langston died in 1897, many attended his funeral. At his burial ceremony, people vowed not to forget all he had done for African Americans. Today, schools and buildings across the country are named in his honor.
Summary  Eloise Greenfield and her family move to a new house in Langston Terrace. Langston Terrace is a new, low-rent housing project in Washington, D.C. The people who live there start music, sports, and poetry programs. Eloise and her friends have pleasant memories of Langston Terrace.

Writing About the Big Question
What is important to know? In “Langston Terrace” the narrator and her family move to a new neighborhood. Complete this sentence:

Knowledge you might like to have about your future neighborhood includes _____________________________

Note-taking Guide
Use this chart to record important details from the story.

<table>
<thead>
<tr>
<th>What is Langston Terrace?</th>
<th>A low-rent housing project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is it?</td>
<td></td>
</tr>
<tr>
<td>How does Eloise’s family get a house there?</td>
<td></td>
</tr>
<tr>
<td>Why does Eloise have good memories of Langston Terrace?</td>
<td></td>
</tr>
</tbody>
</table>
1. **Compare and Contrast:** Eloise’s family lived with relatives and friends before they moved to Langston Terrace. How is the family’s new home like their old home? How is it different?

2. **Speculate:** Why might people who used to live at Langston Terrace want to have a reunion? Explain.

3. **Reading Skill:** The main idea is the major point in a literary work. In your own words, state the **main idea** of the essay.

4. **Literary Analysis:** Think about when and where “Langston Terrace” takes place. Use the chart to list cultural and historical factors that may have **influenced** Greenfield.

<table>
<thead>
<tr>
<th>Time and Place</th>
<th>Cultural Background</th>
<th>World Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Journal Entry
Write a journal entry as if you were a young Eloise Greenfield. Choose an event from the essay. Focus on these questions:

• What do you remember about this event?

• Why does this event stand out in your mind?

Use your notes to write the journal entry.

Research and Technology: Presentation
Your group will decide which community it will research for the presentation. Then, you may wish to assign a task to each group member. For example, some students can research while others make maps. Use the chart below to gather information.

<table>
<thead>
<tr>
<th>Community History</th>
<th>Community Features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
La Leña Buena • from The Pigman & Me

READING SKILL
The main idea is the most important point in a story or essay. You need to be able to distinguish between important and unimportant details to find the main idea. Important details are small pieces of information. They tell more about the main idea. They are also called supporting details.

- Ask yourself questions such as these about details in a piece of writing: Why did the author include this detail? Does this detail help readers understand the main idea of the work?

- Remember that not all details support the main idea.

Use this chart to list details as you read. Decide whether the details are important. Then, use the important details to write the main idea.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tío Abrán earns a living making charcoal from wood.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Main Idea:

LITERARY ANALYSIS
Mood is the overall feeling a story or an essay creates in a reader. For example, the mood of a piece may be happy, sad, scary, or hopeful. Writers carefully choose words and word pictures that appeal to the reader’s senses. They help create a mood in their stories.

Some writing creates one mood throughout the whole selection. In other pieces, the mood changes.
Word List A
Study these words from “La Leña Buena.” Then complete the activity that follows.

arrangement [uh RAYNJ muhn] n. a plan for something to happen
I made an arrangement with Pedro to walk his dog on Tuesday.

cedar [SEE duhr] n. a tree of the pine family known for its fragrance
I loved the smell of my grandmother’s old chest made of cedar.

charcoal [CHAHR kohl] n. partly burned wood used for fuel
Dad put charcoal on the grill while I got the hamburgers ready.

highly [HYE lee] adv. very favorably
Lena thought highly of her best friend.

northern [NAWR thuhrn] adj. lying toward the north
Minnesota is located in the northern part of the United States.

pastures [PAS churz] n. grazing lands for animals
Laura saw cows eating grass in the pastures.

sought [SAWT] v. searched for
Omar sought his lost notebook in the classroom.

weary [WEER ee] adj. very tired or exhausted
The weary basketball team had practiced all afternoon.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Pablo was [1] ________ after having spent most of the day on a bus. No wonder he was tired! He had gotten on the bus a full eight hours ago, traveling north to his uncle’s ranch in [2] ________ California. Pablo was excited about the [3] ________ he had made to live on his uncle’s ranch for the summer. Pablo liked his uncle and thought very [4] ________ of him. He couldn’t wait to see the ranch’s wide-open [5] ________ with cows grazing on them. He imagined how the pine trees, especially the fragrant [6] ________, would smell. He also thought about the steaks he would get to eat. His uncle cooked them over [7] ________ on an open grill. Pablo had [8] ________ an interesting place to visit during his summer vacation. Now he knew that he had succeeded!
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Lydia loved to visit her Grandpa Bill on his farm in Minnesota. She went to see him once a year in the fall. Lydia lived in Florida, so she was always surprised to discover how cold it was in the northern state. Most of the time, north seemed like just a direction on a map. However, at Grandpa Bill’s, north meant chilly weather. To make up for the cold, Grandpa Bill would build a fire for Lydia outdoors.

Lydia thought highly of her grandfather. She found him very honest, and he told wonderful stories. He was her favorite person in her family. When Lydia came to visit, she and Grandpa Bill would pull old family photos from a shelf made of cedar in the attic. They would look at the photos all evening.

The next morning, they would take long walks around the farm. They would walk for hours until their legs got tired and they became weary. They would walk past the wheat fields and the pastures where the horses grazed. Lydia’s favorite part of the farm was Grandpa Bill’s small woods. It was filled with tall oak and hickory trees.

This year, Grandpa Bill made his usual arrangement with Lydia. He agreed to build a fire if Lydia found enough wood. So Lydia woke up early to look for wood. She sought hard, dry sticks that would burn easily. She hunted for them until noon. Then Lydia took her bundles of firewood and headed back to the farmhouse.

Grandpa Bill stacked the firewood in a pile. Then, as the sun set, he lit the outdoor fire. Lydia huddled near the fire. She watched the wood that she had collected burn until there was nothing left but charcoal. Then she and her grandfather toasted marshmallows over the glowing coals. Lydia realized just how much she cared about her grandfather. She couldn’t wait until her next visit.

1. Underline the sentences that explain the word northern. Write a sentence using the word northern.

2. Underline the sentence that tells you why Lydia thought highly of her grandfather. Do you think highly of someone?

3. Underline the word that tells what was made of cedar. What else might be made of cedar? Why?

4. Circle the words that tell you why Lydia and her grandfather became weary. Define weary in your own words.

5. Circle the words that describe what Lydia saw in the pastures. Use the word pastures in a sentence.

6. Underline the sentence that tells you what Grandpa Bill’s arrangement was. Then, explain what an arrangement is.

7. Circle the words that describe what sought means. Then, write a sentence using the word sought.

8. Underline the words that describe what charcoal is. Describe how the wood turned into charcoal.
La Leña Buena
John Phillip Santos

Summary The narrator tells the story of his great-grandfather’s brother, Tío Abrán. Tío Abrán made a successful living from wood in Mexico. He could tell the best way to use the wood from different trees. Tío Abrán had to deal with Mexican revolutionaries before coming to America.

Writing About the Big Question
What is important to know? In “La Leña Buena,” the author explains that his uncle was an expert at making a very special kind of charcoal. Complete this sentence:

One way to distinguish an expert from someone who has basic knowledge about a topic is _________________________________.

Note-taking Guide
Use this chart to record three important details from “La Leña Buena.”

<table>
<thead>
<tr>
<th>Important Detail</th>
<th>Important Detail</th>
<th>Important Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tío Abrán knows a lot about wood.</td>
<td>2.</td>
<td>3.</td>
</tr>
</tbody>
</table>
La Leña Buena
John Phillip Santos

Tío Abrán knew the traits of wood. Huisache burns fast. It does not give off lots of heat. Huisache is not good for home fires. Mesquite and cedar are great for home fires. They burn slowly. They also give off lots of heat. They make excellent charcoal. Tío Abrán made charcoal. People in Mexico respected the charcoal he made. Its fire burned a long time.

Tío Abrán brought his family to the United States around 1920. He was one of the last members of the Garcia family to leave Mexico. He could not find good wood for making charcoal in Mexico. He had to travel far from his home to find mesquite. He also had to travel through places where there were people who wanted to fight.

. . . Out by the old Villa las Rusias, in a valley far off the road, there were mesquite trees in every direction as far as you could see. He made an arrangement with the owner of the villas to give him a cut from the sale of charcoal he made from the mesquite. But many times, the revolucionarios confiscated his day’s load of wood, leaving him to return home, humiliated, with an empty wagon.

. . . Tío Abrán was reluctant to leave Mexico. He brought his family to San Antonio. He told Abuelo Jacobo that he would have stayed in Mexico if it were easier to get mesquite.

Vocabulary Development

**cut** (kut) n. someone’s share of something, such as money

**confiscated** (KAHN fuhs kaiyt id) v. seized, usually by governmental authority

**humiliated** (byoo MIL ee ayt id) v. ashamed or embarrassed
La Leña Buena

1. **Interpret**: Tío Abrán made charcoal from trees. Why did Tío Abrán decide to leave Mexico?

2. **Infer**: Tío Abrán said that he would have stayed in Mexico if mesquite were easier to get. What does this comment tell you about his feelings toward Mexico?

3. **Reading Skill**: What is the **main idea** of this essay?

4. **Literary Analysis**: Complete this chart to show one word and one image that help create the **mood** in “La Leña Buena.”

   Words  
   
   Images  
   
   Mood  
   hopeless
Writing: Problem-and-Solution Essay
Write a problem-and-solution essay to help immigrants adjust to life in the United States. A problem-and-solution essay includes possible solutions to a problem. Use the following chart to help you brainstorm ideas for your essay.

1. Describe the problem.

2. Describe the solution.

3. Why will this solution work?

Listening and Speaking: Informal Discussion
Use the following chart to write notes during your informal discussion. Then, use your notes to summarize the discussion.

<table>
<thead>
<tr>
<th>If Relatives Live . . .</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Far away</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**VOCABULARY WARM-UP**

**Word List A**

Study these words from *The Pigman & Me*. Then, complete the activity.

**combat** [KOM bat] n. fighting, warfare

*When a war starts, the army gets ready for combat.*

**decent** [DEE suhnt] adj. good, honest

*Lee is a very decent kid; he is as honest as the day is long!*

**fate** [FAYT] n. something that is going to happen no matter what

*Since it was my fate to do the dishes, I walked over to the sink without complaining.*

**handy** [HAN dee] adj. useful, ready right when you need it

*Tissues are handy to have around if you get a cold.*

**incident** [IN suh dent] n. an event

*Since the incident when I was bitten, I don’t like to be around dogs.*

**shocked** [SHAHKT] adj. upset, surprised, disturbed

*We were shocked that Pam was late; she is always on time.*

**technique** [tek NEEK] n. method, way of doing something

*Using my new technique for shooting basketballs, I hardly ever miss.*

**tourist** [TOOR ist] n. person who is traveling or visiting places

*Ren is here on vacation; he is a tourist from France.*

**Exercise A**

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Lucas is not a bad person; he’s a [1] __________ guy. The problem is he always calls when I’m busy. It’s my [2] __________, there’s nothing I can do about it. I’m not [3] __________ when he calls during dinner. I expect it; it happens every time. Today, Scott called to talk about a new karate [4] __________.


“That [8] __________ wasn’t real,” I reminded him. “It happened in a movie we saw last weekend!”
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

It’s never easy being the new kid in class. I know that from my own experience. In the last four years, I’ve gone to four different schools. My family moves a lot. Often, I feel like a tourist in the places we live. I feel like I’m just visiting because I know that we’ll probably move soon.

During the first few weeks in a new school, there is always an incident or two, an event when someone feels that picking on me is necessary. Don’t get me wrong; most kids are decent, really nice people. Within a month or so, I usually make some great friends. Still, there are always one or two in the class who decide that it’s their job to give the new kid a hard time. If you’re a new kid, that’s just fate. There’s not a lot you can do to avoid it.

Therefore, I’ve developed a technique or two for handling troublemakers. You have to have a few, if you’re the new kid every year like I am. My best is something called the fake big brother. It is really handy when a tough guy starts up with the usual “give the new kid trouble” routine. I cut out a magazine picture of the scariest-looking guy I ever saw. He looks like he’s seen plenty of combat, like he fights every day.

I just take the picture out of my schoolbag when the bullies start acting up. “You mess with me, you’re messing with my big brother Rock,” I tell them, “and Rock eats guys like you for lunch.”

Most of the time my new classmates are too shocked to say anything. The trouble ends right then and there.
from The Pigman & Me
Paul Zindel

Summary Paul Zindel is the new kid at school. He does not know the rules yet. He accidentally gives John Quinn a black eye. John wants to fight Paul. Paul asks Nonno Frankie for advice about fighting. Paul tries to follow the advice during the fight. The fight does not end the way he expected.

Writing About the Big Question

What is important to know? In The Pigman & Me, a boy gets into trouble because he doesn’t know the rules in gym class at his new school. Complete this sentence:

The purpose of having rules at school is _____________________.

Note-taking Guide

Use this chart to record important events from the story.

<table>
<thead>
<tr>
<th>What does Richard Cahill forget to tell Paul?</th>
<th>What does Paul do to John Quinn?</th>
<th>What does Nonno Frankie teach Paul?</th>
<th>Who saves Paul at the end?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard forgets to tell Paul that he can only have a paddle for fifteen minutes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Infer:** Paul pretends to be hurt when he falls during the fight. Why does Paul act as though he is hurt?

2. **Compare and Contrast:** Think about how John acts when Paul falls down. Think about how Moose acts. How is John’s behavior different from Moose’s behavior?

3. **Reading Skill:** The **main idea** is the most important point in a literary work. What is the main idea of this selection?

4. **Reading Skill:** What is one **important detail** that supports the main idea?

5. **Literary Analysis:** Authors use words and images to create a **mood**. Part of this selection is tense and suspenseful. Complete the chart to analyze which words and images create the mood of this selection.

<table>
<thead>
<tr>
<th>Words</th>
<th>Images</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>tense; suspenseful</td>
</tr>
</tbody>
</table>
Writing: Problem-and-Solution Essay
Write a problem-and-solution essay to help new students adjust to one feature of life at your school. Think about written and unwritten rules at your school. Use this chart to list three problems and solutions that new students might face at your school. Choose the best problem and solution as the topic of your essay.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening and Speaking: Informal Discussion
Take part in an informal discussion about what a new student should or should not do. Answer the questions in the chart. List facts you use to back up your opinions.

<table>
<thead>
<tr>
<th>My Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>What could a new student do to make friends quickly?</td>
</tr>
<tr>
<td>What should a new student not do if he or she wants to fit in?</td>
</tr>
<tr>
<td>What can other students do to welcome new students?</td>
</tr>
</tbody>
</table>
Advertisements

About Advertisements
An advertisement is a paid message. It may take the form of a picture, set of words, or a short movie. Advertisements are found in newspapers, magazines, Web sites, television, and radio. Companies use advertising to persuade customers to buy particular products or services. Sometimes, advertisers use propaganda techniques and faulty reasoning to sell their products.

- **Propaganda** is information that is one-sided or misleading. For example, an advertisement that reads “Everyone agrees that Muncheez is the best snack” uses propaganda.

- **Faulty reasoning** is an argument that is not logical. It is supported either by details that do not relate to the argument or by connections that are not based on facts. For example, the statement “People who eat Muncheez are very popular” makes a false connection between eating Muncheez and popularity.

Reading Skill
It is important to recognize propaganda techniques and faulty reasoning. This knowledge can help you avoid drawing faulty conclusions. Appeals that use these techniques are not based on facts. Using facts can help you make good decisions.

Study this chart. It shows examples of propaganda techniques and faulty reasoning.

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad generalizations</td>
<td>Sweeping claims that cannot be proved</td>
<td>“There’s nothing like it in the world!”</td>
</tr>
<tr>
<td>Hidden messages</td>
<td>Pictures or words that convey an idea without stating it directly</td>
<td>A photo of an Olympic runner, suggesting you’ll be a winner if you buy a certain brand of sneakers</td>
</tr>
<tr>
<td>Loaded language</td>
<td>Words that appeal to our emotions</td>
<td>“It’s a miracle product!”</td>
</tr>
<tr>
<td>Bandwagon appeals</td>
<td>Implying that “everyone else” uses a certain product</td>
<td>“Thousands of allergy sufferers use Sneeze-Free.”</td>
</tr>
<tr>
<td>Faulty reasoning</td>
<td>Using unrelated or unconnected details as support</td>
<td>More people have cats than dogs, so cats must be easier to take care of.</td>
</tr>
</tbody>
</table>
Jump into these sports shoes that let your feet enjoy life—and notice the difference they make in your day! No sissy footing here when there’s hiking, picnicking or gardening to do. In many styles the Ball-Band scientific Arch-Gard* cradles your feet so leg muscles keep fresh when you’re on the go.

And how those soles grip and help surefootedness—how the rubber treads wear, and wear. Yes—for dad, mother, sister and brother—Ball-Band casual style and down-to-earth comfort is great for the outdoors when you want to forget your feet.

Naturally—Ball-Band for youngsters, too. These shoes give every active toe a chance for normal use and development. So make foot health the style—your family’s style this summer. Nothing could be smarter to wear than Ball-Band. See the complete line at your favorite shoe store.

The Ball-Band Arch-Gard firmly but gently supports foot muscles and bones in their most natural, comfortable position. It is scientifically "graded to size" in the last over which the shoes are made, so all three cushions are correctly placed for every member of the family.

Look for the Red Ball in the store and on the sole of the shoe.
Thinking About the Advertisements

1. What is the purpose of this advertisement?

_____________________________________________________

2. What features of the advertisement support its purpose?

_____________________________________________________

_____________________________________________________

**Reading Skill**

3. Identify one example of faulty reasoning in this advertisement.

_____________________________________________________

_____________________________________________________

4. What broad generalization does the text in this advertisement make?

_____________________________________________________

_____________________________________________________

**Timed Writing: Explanation (20 minutes)**

Describe a consumer who might be interested in buying Ball-Band shoes.

- What is the age group, gender, and concerns of this person?

_____________________________________________________

_____________________________________________________

- What features in the ad might attract this consumer?

_____________________________________________________

_____________________________________________________

_____________________________________________________

© Pearson Education
**Oranges • Ode to Family Photographs**

Poets use **sound devices** to make their writing sound musical. This chart contains the most common sound devices.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyme</td>
<td>Repeating sounds at the ends of words</td>
<td>pool, rule, fool</td>
</tr>
<tr>
<td>Rhythm</td>
<td>Best created by pattern of stressed and unstressed syllables</td>
<td>The cat sat on the mat.</td>
</tr>
<tr>
<td>Repetition</td>
<td>Use of any part of language (sound, word, and so on) more than one time</td>
<td>The tired dog watched.</td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td>Use of words that imitate sounds</td>
<td>crash, bang, hiss, splat</td>
</tr>
<tr>
<td>Alliteration</td>
<td>Repeating consonant sounds in the beginnings of words</td>
<td>lovely, lonely nights</td>
</tr>
</tbody>
</table>

**Figurative language** is writing or speech that is not meant to be taken literally. The different types of figurative language are called **figures of speech**.

Here are some types of figurative language:

<table>
<thead>
<tr>
<th>Figurative Language</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor</td>
<td>Describes one thing as if it were another</td>
<td>The snow was a white blanket over the town.</td>
</tr>
<tr>
<td>Simile</td>
<td>Uses <em>like</em> or <em>as</em> to compare two unlike things</td>
<td>She is as slow as a turtle.</td>
</tr>
<tr>
<td>Personification</td>
<td>Gives human qualities to something that is not human</td>
<td>The ocean crashed angrily during the storm.</td>
</tr>
</tbody>
</table>

**Sensory language** is writing that helps the reader use his or her senses. Sensory language creates word pictures, or **images**. Here are some different forms of poetry:

- **Narrative**: A narrative poem tells a story with characters in verse.
- **Lyric**: Lyric poetry expresses a single speaker’s thoughts.
- **Concrete**: Concrete poems are shaped to look like their subjects.
- **Haiku**: Haiku is a three-line Japanese poem in verse form.
- **Limerick**: A limerick is a funny poem that has five lines.
Word List A

Study these words from the poetry of Gary Soto. Then, apply your knowledge to the activities that follow.

aisle [EYL] n. passage that runs between rows of seats

Stay in your seat, and don’t go into the aisle while the plane takes off.

fog [FAHG] n. very thick mist

When the rain changed to fog, it became hard to see.

general [JEN er uhl] n. a high-ranking military officer

The general is in charge of many soldiers.

pond [PAHND] n. very small lake

We can’t swim in the pond; the water isn’t deep enough.

rooster [ROO ster] n. an adult male chicken

The rooster is the big chicken that crows every morning to wake the farm family.

statue [STACH oo] n. likeness of a person or animal, often made of stone

There is a famous statue of President Lincoln inside the Lincoln Memorial in Washington, D.C.

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

My sister was marrying an Army [1] ________. She couldn’t wait to walk down the [2] ________ at the ceremony. Since I am an artist, I decided to make their wedding gift myself. I built them a [3] ________ to place on the shore of the small [4] ________ on their farm. One day, I walked out to take a look at the place I was going to put it. It was rainy, and the [5] ________ was so thick I could barely see. I almost got lost in the mist. Then I heard the cock-a-doodle-doo of their [6] ________. I followed the sound back to the farmhouse.
1. Underline the nearby words that help you know what general means. Then, tell what general means.

2. Circle the words that let you know one place an aisle can be found. Then, tell what aisle means.

3. Circle the nearby words that have the same meaning as fog. Then, tell what can be hard to do in a fog.

4. Circle the words that tell who is the model for the statue. Then, tell what statue means.

5. Underline the words that tell what almost happened at the pond. Then, tell how A. J. might have felt if that had happened.

6. Underline the word that tells what kind of sound a rooster makes. Then, tell what rooster means.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

A. J. had always been shy. In class, he never wanted to raise his hand, even when he knew the answer to a question. When it came to talking to girls—forget about it! His father always told him, “A. J., you should never be afraid. People say silly things. There’s nothing wrong with saying something silly yourself, every now and then.”

It was easy for his father to be brave. His father was a general in the army. You had to be brave to be a soldier, especially a top-ranking officer like a general.

So when A. J. found himself sitting across the aisle from Amy in the movie theater, it wasn’t easy for him to open up his mouth and say “Hi.” A. J. had had a crush on Amy for months. Now was his chance to talk to her, if he could gather up the nerve. After the movie, he went up to Amy and asked if he could walk her home. She shocked him by saying yes. Before he knew it, the pair was strolling through George Washington Park.

“It’s a spooky evening,” she said.

It was. Fog covered the trees, a thick mist that made it hard to see where you were going. It even covered the statue of the famous president at the center of the park. Somehow, he found the words to talk and they chatted all the way to her home. They talked so easily and endlessly that he almost fell into the pond at the edge of the park.

“I don’t know how to swim,” said Amy. “So be careful, I won’t be able to save you.”

When they reached Amy’s house, she thanked him for walking her home and asked if they could go to the movies together some time.

Afterwards, A. J. was so happy that he almost shouted out loud. If he were a rooster, he would have crowed. If he were a lion, he would have roared.
**Summaries** The speaker in “Oranges” is a twelve-year-old boy who shares his experience of visiting a store with a young girl. “Ode to Family Photographs” is about the photographs the poet’s mother took of him and his family.

**Note-taking Guide**
Use this chart to record details about the characters and their actions in the poems.

<table>
<thead>
<tr>
<th></th>
<th>Characters</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oranges</td>
<td>the speaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a girl</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a saleslady</td>
<td></td>
</tr>
<tr>
<td>Ode to Family Photographs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Pearson Education
Oranges
Gary Soto

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.

December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose

Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright

With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,

Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.

I turned to the candies
Tiered like bleachers,
And asked what she wanted
Light in her eyes, a smile
Starting at the corners

Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn’t say anything.

I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady’s eyes met mine,
And held them, knowing
Very well what it was all
About.

Outside,
A few cars hissing past,

Fog hanging like old
Coats between the trees.
I took my girl’s hand
In mine for two blocks,
Then released it to let

Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,

Someone might have thought
I was making a fire in my hands.

Poetry

Narrative poetry tells a story in verse. Read the bracketed passage. What happens in this part of the poem?

Stop to Reflect

Why do you think the lady at the store let the boy buy the chocolate with a nickel and an orange?

Reading Check

What does the poet say it seems is in the boy’s hands? Underline the answer.
Ode to Family Photographs

Gary Soto

This is the pond, and these are my feet.
This is the rooster, and this is more of
my feet.

Mamá was never good at pictures.

This is a statue of a famous general who
lost an arm
And this is me with my head cut off.

This is a trash can chained to a gate,
This is my father with his eyes half-closed.

This is a photograph of my sister
And a giraffe looking over her
shoulder.

This is our car’s front bumper.
This is a bird with a pretzel in its
beak.
This is my brother Pedro standing
on one leg on a rock,
With a smear of chocolate on his
face.

Mamá sneezed when she looked
Behind the camera: the snapshots
are blurry,
The angles dizzy as a spin on a
merry-go-round.

But we had fun when Mamá picked
up the camera.
How can I tell?
Each of us laughing hard.
Can you see? I have candy in my
mouth.
Poetry

1. **Speculate:** The saleslady in “Oranges” knows that the boy does not have enough money for the piece of chocolate. How would the girl react if she knew that the boy was poor?

2. **Draw Conclusions:** How do you think the speaker feels about his mother in “Ode to Family Photographs”?

3. **Poetry:** Analyze the sensory language in the poems by completing the chart. Write an image that uses sensory language in the first column. Then, explain what the language means in the second column. Finally, explain why the image is important to the poem in the third column.

<table>
<thead>
<tr>
<th>What It Says</th>
<th>What It Means</th>
<th>Why It Is Important</th>
</tr>
</thead>
</table>

4. **Poetry:** What do the two poems have in common?
**Poster**

Design a **poster** about three poems by Gary Soto. Use the following prompts to take notes for your poster.

- Search the Internet for information about Gary Soto by using word searches with the following words: “Gary Soto” and “Gary Soto poetry.” Read what fans have to say about his poetry and why they like it.
  
  **What I learned:**

  __________________________________________________________

  __________________________________________________________

  __________________________________________________________

- Gary Soto has written ten collections of poetry. One of his books of poetry is called *Neighborhood Odes*. Read his poems to learn how he describes living in a Chicano neighborhood and his life as a young boy.

  **What I learned:**

  __________________________________________________________

  __________________________________________________________

  __________________________________________________________

- Watch the video interview with Gary Soto. Review your source material. Use this information to answer the following questions.

  1. How does the poet use the world around him to write poetry?

  __________________________________________________________

  __________________________________________________________

  __________________________________________________________

  2. How has the poet’s work changed or developed over the years?

  __________________________________________________________

  __________________________________________________________

  __________________________________________________________
Reading Skill

Context clues can help you guess the meaning of a word you do not know. The clues are found on the page near the new word. Context clues may have the same meaning as the new word, describe the new word, or explain the new word.

Ask questions such as these to use context clues:

- What kind of word is it?
- What word can I use in place of the new word?
- Does the new sentence make sense?

The chart helps you find the meaning of *stride* in this sentence:

**Example:** He lengthened his *stride* to catch up with his friend.

Use this chart to find the meaning of a new word from one of the poems.

Literary Analysis

Rhythm and rhyme add a musical quality to poems.

- **Rhythm** is the sound pattern, or beat, created by stressed and unstressed syllables.
  **Example:** JACK and JILL went UP the HILL (4 stressed/3 unstressed)

- **Rhyme** is the same sound at the end of two or more words.
  **Example:** delight and excite

A poet sometimes sets up a rhyme pattern, also called a *scheme*. You start expecting rhymes when you see a pattern.
Vocabulary Warm-Up

Word List A
Study these words from the poems. Then apply your knowledge to the activity that follows.

bulged [BULJD] v. swelled or stuck out
   My backpack bulged from all the books I jammed into it.

confident [KAHN fuh duhnt] adj. sure in your self, sure about something
   Kit had climbed the mountain before, so he was confident he could do it again.

cross [KRAWS] adj. mad, unhappy
   What are you mad about? You have such a cross look on your face.

daring [DAIR ing] adj. brave
   I’m not daring enough to swim in those rough waves.

discouraged [dis KER ijd] adj. feeling like you have lost your confidence or enthusiasm
   When the other team took the lead, our players became discouraged.

praised [PRAYZD] v. gave compliments, said words of approval
   My teacher praised me for writing such a good paper.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Samantha felt [1] _______ when her brother said she shouldn’t try out for the soccer team. Still, she decided not to be [2] _______ by his mean words. She was [3] _______ in her abilities; she had been playing for years.

The tryouts were tough. A bruise [4] _______ out on her leg where someone had kicked her. Sam didn’t notice the pain. She was too happy. When the coach [5] _______ her skills, she knew she had made the team.

“You’re a very [6] _______ player,” he said. “You’re not afraid of anything!”
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

King Kong and Godzilla are scary creatures that don’t exist in real life. They aren’t the only ones, however. Another creature that has inspired fear, but has never really existed, is the Loch Ness monster. Fans of the monster call the beast “Nessie.”

Loch Ness is a big lake in Scotland. For over a thousand years, people have told stories about a giant monster that lived in the lake. The stories were frightening to children. Some thought it was a daring act to even go near the lake. Who could be so brave?

Carvings showing the monster were found on ancient stones. These pictures showed a strange animal with a forehead that bulged out, a long strange beak, and flippers instead of feet. It looked a bit like a swimming elephant. Over the years, many people claimed to have seen something similar in Loch Ness. They described it in many different ways. Some people even took pictures. No one could prove that pictures showed a real monster.

Many scientists, however, were confident that no monster would be found in the lake. They were sure that it wasn’t possible for such a creature to exist. In 2003, a search team went to Loch Ness. They used special equipment to search the bottom of the lake. No giant monster was found.

The team members were praised by other scientists for putting an end to a story that wasn’t true. Not everyone, however, was happy about the outcome. Some “Nessie” fans were cross when they heard the news. They were mad because they wanted to believe that “Nessie” really existed. Others, however, weren’t discouraged by the findings. They still think that the monster is hiding in the lake. Somehow, they believe, scientists simply missed the place where it was hiding.
Poetry Collection 1

Summaries Brave Isabel defeats a bear, a witch, a giant, and a doctor in “Adventures of Isabel.” “Ankylosaurus” describes a tough dinosaur. How the Wright brothers built the first airplane is described in “Wilbur Wright and Orville Wright.”

Writing About the Big Question
Do we need words to communicate well? In “The Adventures of Isabel,” Isabel communicates with action rather than words. The Wright brothers, on the other hand, use words to comfort and encourage each other. Complete this sentence:

Verbal and nonverbal communication styles are effective in different kinds of situations because ____________________________

Note-taking Guide
Use this chart to record information about characters’ actions in each poem.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isabel</td>
<td>eats a bear</td>
</tr>
<tr>
<td></td>
<td>turns a witch into milk</td>
</tr>
<tr>
<td>Ankylosaurus</td>
<td></td>
</tr>
<tr>
<td>The Wright brothers</td>
<td></td>
</tr>
</tbody>
</table>
Adventures of Isabel
Ogden Nash

Isabel met an enormous bear,
Isabel, Isabel, didn’t care;
The bear was hungry, the bear was
ravenous,
The bear’s big mouth was cruel and
cavernous.

5 The bear said, Isabel, glad to meet you,
How do, Isabel, now I’ll eat you!
Isabel, Isabel, didn’t worry,
Isabel didn’t scream or scurry.
She washed her hands and she
straightened her hair up,

10 Then Isabel quietly ate the bear up.

Once in a night as black as pitch
Isabel met a wicked old witch.
The witch’s face was cross and wrinkled,
The witch’s gums with teeth were
sprinkled.

15 Ho ho, Isabel! the old witch crowed,
I’ll turn you into an ugly toad!
Isabel, Isabel, didn’t worry,
Isabel didn’t scream or scurry,
She showed no rage and she showed
no rancor,

20 But she turned the witch into milk and
drank her.

Isabel met a hideous giant,
Isabel continued self-reliant.
The giant was hairy, the giant was horrid,
He had one eye in the middle of his
forehead.

Activate Prior Knowledge
What characters do you
remember from other poems
or nursery rhymes? Write
their names here.

Reading Skill
Context clues are found in the
text near a new word. Circle the
word (or context clue) that has
the same meaning as ravenous.

Literary Analysis
Rhyme is the repetition of
sounds at the ends of words.
Rhyming can involve more than
a single word. What two-word
rhymes are used in lines 9
and 10?

Reading Check
What did the bear say to Isabel?
Underline the text that tells you.

Vocabulary Development
ravenous (RAV uh nuhs) adj. greedily hungry
rancor (RANG ker) n. bitter hate or ill will
TAKE NOTES

Good morning Isabel, the giant said, I’ll grind your bones to make my bread. Isabel, Isabel, didn’t worry, Isabel didn’t scream or scurry. She nibbled the zwieback that she always fed off, And when it was gone, she cut the giant’s head off.

Isabel met a troublesome doctor, He punched and he poked till he really shocked her. The doctor’s talk was of coughs and chills And the doctor’s satchel bulged with pills. The doctor said unto Isabel, Swallow this, it will make you well. Isabel, Isabel, didn’t worry, Isabel didn’t scream or scurry. She took those pills from the pill concocter, And Isabel calmly cured the doctor.

Ankylosaurus
Jack Prelutsky

Clankity Clankity Clankity Clank! Ankylosaurus was built like a tank, its hide was a fortress as sturdy as steel, it tended to be an inedible meal.

It was armored in front, it was armored behind, there wasn’t a thing on its minuscule mind, it waddled about on its four stubby legs, nibbling on plants with a mouthful of pegs.

Ankylosaurus was best left alone, its tail was a cudgel of gristle and bone, Clankity Clankity Clankity Clank! Ankylosaurus was built like a tank.
Wilbur Wright and Orville Wright
Rosemary and Stephen Vincent Benét

Said Orville Wright to Wilbur Wright, “These birds are very trying. I’m sick of hearing them cheep-cheep About the fun of flying. A bird has feathers, it is true. That much I freely grant. But, must that stop us, W?” Said Wilbur Wright, “It shan’t.”

And so they built a glider, first, And then they built another. —There never were two brothers more Devoted to each other. They ran a dusty little shop For bicycle-repairing, And bought each other soda-pop and praised each other’s daring.

They glided here, they glided there, They sometimes skinned their noses. —For learning how to rule the air Was not a bed of roses— But each would murmur, afterward, While patching up his bro, “Are we discouraged, W?” “Of course we are not, O!”

And finally, at Kitty Hawk In Nineteen-Three (let’s cheer it!) The first real airplane really flew With Orville there to steer it! —And kingdoms may forget their kings And dogs forget their bites, But, not till Man forgets his wings, Will men forget the Wrights.
Poetry Collection 1

1. **Assess:** Is Isabel someone you would want to have as a friend? Explain.

2. **Evaluate:** The Wright brothers are famous throughout the world. Do you think the Wright brothers earned their fame? Why or why not?

3. **Reading Skill:** A context clue is a word that helps you figure out the meaning of a word you do not know. Read the following line of poetry: *nibbling on plants with a mouthful of pegs.* What words in the line of poetry help you answer the question “What are pegs used for?”

4. **Literary Analysis:** Each poet uses rhyming words. Complete this chart to give examples of rhyming words. Two examples are given.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Rhyming Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ankylosaurus</td>
<td>clank/tank</td>
</tr>
<tr>
<td>Wilbur Wright and Orville Wright</td>
<td>trying/flying</td>
</tr>
<tr>
<td>Adventures of Isabel</td>
<td></td>
</tr>
</tbody>
</table>
Writing: Letter to an Author

Write a letter to an author of one of the poems in the collection. Answer the following questions:

- How do you feel about the poem?

- Why do you like or dislike the poem? Use details from the poem to support your answer.

Use your answers to write notes for your letter.

Research and Technology: Booklet

Make a booklet that contains a variety of poems and stories about dinosaurs. Complete the following tasks for each poem and story as you research:

- Describe the poem or story in one sentence.

- Explain how the story or poem is like “Ankylosaurus.”

- Explain how the story or poem is different from “Ankylosaurus.”

Use your notes to help create your booklet.
Word List A
Study these words from the poems. Then, apply your knowledge to the activity that follows.

clasp [KLASP] n. hold; grip  
During the rollercoaster ride, I kept a firm clasp on the safety bar.

maids [MAYDZ] n. women who do cleaning work  
We worked for one summer as maids, cleaning nearby homes.

might [MYT] n. strength, ability, or power  
Les pushed on the door with all his might, but he couldn't open it.

overhead [oh vuhr HED] adv. above; up in the sky  
Dark clouds floating overhead made me think it was going to rain.

spoil [SPOYL] v. wreck or ruin  
Writing a poor paper might spoil your chance of getting an A.

weep [WEEP] v. cry; shed tears  
Cutting onions always makes me weep.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Lars ripped the flyer out of his sister’s [1] _________. “Don’t call us [2] _________,” he said. “Nico and I are cleaning professionals. If you use the wrong word, it will [3] ________ our ad. No one will hire us!”

Lars and Nico hoped to make money by cleaning houses. They were trying with all their [4] ________ to save money for a trip to Mexico.

“If we don’t get to go,” said Lars, “I think I will just break down and [5] _________.

“Don’t worry,” said Nico. “People will call us up and give us work. Pretty soon we’ll be on one of those planes flying [6] _________. I’m sure we will earn the money we need.”
Pam’s outdoor party was supposed to have been a happy event. Yet something went wrong that managed to ruin the party? Rex, Pam’s pet cat, ran away. It happened as her guests began to arrive. Pam was out in the backyard looking at the decorations. The whole yard was filled with lanterns lit by candles. Hanging overhead in the branches of the trees were orange and black streamers. Everyone was supposed to wear a costume. Pam’s best friend, Tina, was dressed up as a pirate. Maya and Annie carried mops, brooms, and buckets. They were pretending to be maids. Pam had brought Rex out to see her friends arrive, and as usual, she had a firm clasp on her pet. She liked to keep a good hold on Rex whenever she carried him outside. Suddenly, however, Rex leapt out of her arms and ran into the bushes that separated Pam’s house from the neighboring yard. Pam screamed, and everyone ran after the cat, trying to help Pam find him. Rex was gone, however. Despite everyone’s help, her pet was nowhere to be seen. Pam began to weep. No matter how hard she tried, she couldn’t keep the tears from flowing. With the host so unhappy, none of the party guests could enjoy themselves either. Soon, everyone went home. A day passed, and another, and finally a whole week. There was no sign of Rex. Pam tried to get over her sadness, but it was difficult. Pam’s mother promised to get her a new pet, but Pam knew it wouldn’t be the same. Then, late one night, two weeks after the party, Pam heard a familiar sound, a hushed meow. “It’s Rex,” Pam screamed with all her might. She ran to the backdoor where her lost pet was waiting to be let in.
Poetry Collection 2

Summaries  “A Dream Within a Dream” describes how someone feels after having lost a love. The speaker in “Life Doesn’t Frighten Me” describes all of the things she is not afraid of. A walrus and a carpenter invite some oysters on a walk in “The Walrus and the Carpenter.”

Writing About the Big Question
Do we need words to communicate well? In “The Walrus and the Carpenter,” the main characters fail to communicate their intentions to the young oysters. In “Life Doesn’t Frighten Me,” a girl insists that many scary things aren’t scary at all. Complete this sentence:

Sometimes people do not use language to share their real thoughts and feelings because _________________________________.

Note-taking Guide
Use this chart to record information about the characters’ actions in each poem.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The speaker of “A Dream Within a Dream”</td>
<td></td>
</tr>
<tr>
<td>The speaker of “Life Doesn’t Frighten Me”</td>
<td>says boo, makes fun, smiles</td>
</tr>
<tr>
<td>The Walrus and the Carpenter</td>
<td></td>
</tr>
</tbody>
</table>
Poetry Collection 2

1. **Respond**: Which speaker would you like to meet? Why?

   ____________________________________________
   ____________________________________________
   ____________________________________________

2. **Infer**: Why does the speaker of “Life Doesn’t Frighten Me” smile at frightening things?

   ____________________________________________
   ____________________________________________
   ____________________________________________

3. **Reading Skill**: Context clues can help you guess the meaning of a new word. Read the following line of poetry. Explain how the context clues help you understand the meaning of *shoo*.

   I go *boo* / Make them *shoo* / I *make fun* / Way they *run*

   ____________________________________________
   ____________________________________________
   ____________________________________________

4. **Literary Analysis**: Complete this chart to give examples of **rhyming** words each poet uses. Two examples are given.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Rhyming Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Life Doesn’t Frighten Me</em></td>
<td>wall/hall/all</td>
</tr>
<tr>
<td><em>A Dream Within a Dream</em></td>
<td>brow/now/avow</td>
</tr>
<tr>
<td><em>The Walrus and the Carpenter</em></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Letter to an Author
Write a letter to an author of one of the poems in the collection. Answer the following questions:

• How do you feel about the poem?

• Why do you like or dislike the poem? Use details from the poem to support your answer.

Use your answers to write notes for your letter.

Research and Technology: Booklet
You will need to gather poems and stories written by Lewis Carroll to include in your booklet. Use the following chart to list each poem or story and the annotation that compares it to “The Walrus and the Carpenter.”

<table>
<thead>
<tr>
<th>Poem or Story Title</th>
<th>Annotation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Before You Read

Poetry Collection 3 • Poetry Collection 4

Reading Skill

Context is the way a word or expression is used. Some words are hard to understand or have more than one meaning. The details around a word give you clues to the word’s meaning. **Reread and read ahead** to find context clues that clarify a word’s meaning. The examples below show how context makes the meaning of *hide* clear.

- **Example:** The children tried to hide the broken vase.
  The elephant’s gray **hide** was tough and leathery.

Literary Analysis

**Figurative language** is language that does not mean exactly what it says. Authors use figurative language to describe things in new ways. They may use one or more of these types of figurative language:

- **Similes** compare two unlike things using *like* or *as*. *Her eyes were as big as dinner plates.*

- **Metaphors** compare two unlike things by stating one thing is another. *Hope is an eagle.*

- **Personification** compares an object or animal to a human by giving the object or animal human qualities. *The cozy cottage hugged us on the cold night.*

See the example of figurative language in the chart. Use this chart to list examples of figurative language as you read.
Word List A
Study these words from the poetry of Eve Merriam, Emily Dickinson, and Langston Hughes. Then, apply your knowledge to the activity that follows.

chorus [KAWR uhs] n. a part of a song sung by many voices at once
   Early in the morning, all the birds in the forest sang together in a chorus of chirping.

delicate [DEL i kit] adj. finely made or sensitive
   The old dress was made out of delicate fabric that was easily torn.

pools [POOLZ] n. small, deep areas of water that sit in one place instead of flowing somewhere
   After the storm, the street was covered in pools of rainwater.

silken [SILK uhn] adj. very smooth and soft, like silk
   The texture of Laura’s hair was silken.

sketch [SKECH] n. a quick, rough drawing of something
   The artist quickly drew a sketch of the tree he planned to paint.

streaming [STREEM ing] v. moving or flowing steadily
   During the storm, the rain came streaming down.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Johnny loved to walk through the fields after the rain. Bullfrogs gathered near the newly formed [1] of water. Their croaking sounded like the [2] of a song. The cool breeze went [3] through the grass, steadily bending it. Each small and [4] blade of grass bent in the wind. As he leaned down to touch the new grass, it felt as [5] as the fine hair on his sister’s head. Johnny decided that one day he would bring his charcoal pencils and make a [6] of the fields after the rain.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Have you ever seen a weeping willow tree? Weeping willow trees often grow near small bodies of water, like pools or ponds. This type of tree is easy to recognize. It has long, delicate branches and thin leaves. These fine and fragile branches hang low to the ground.

Weeping willows are praised for their appearance. These trees are called “weeping” because they appear to be bent over, crying into the water. In the spring, the leaves of the weeping willow are a gentle pale green. Then they turn yellow in the fall. Willows also have flowers. The flowers start out as soft, shiny buds. As they grow, however, these silken buds open to the golden pollen inside.

The thin branches of the weeping willow tree blow easily in the wind. Wind streaming through the trees makes the branches bend and sway. The sound of the wind blowing steadily through the branches is lovely. As the branches hit each other, they make a rustling noise. On a windy day, the noise of the wind in the branches can sound like the chorus of a song.

The wood of willow trees can be used to make many things. For example, willow tree wood pulp is used to make paper. Willow paper is well known among artists. It is very easy to draw a sketch on this type of paper. It catches many of the details of an artist’s rough drawing.

Weeping willows originally grew in Europe. Now, weeping willows can be found all over the world. They grow in many different areas of the United States. Because they are beautiful, they are planted in many parks. Perhaps a weeping willow grows in a park near you.
Poetry Collection 3

Summaries The speaker in “Simile: Willow and Ginkgo” compares the delicate willow tree and the sturdy ginkgo tree to show different kinds of beauty. “Fame Is a Bee” describes how fame is similar to a bee. The speaker in “April Rain Song” uses powerful images to make the rain seem alive.

Writing About the Big Question
Do we need words to communicate well? In Poetry Collection 3, you will notice that poets describe common things in uncommon ways. Complete this sentence:

Poets make **connections** between common and uncommon things in order to _________________________________.

Note-taking Guide
Use this chart to record important details that describe the subject of each poem.

<table>
<thead>
<tr>
<th>Poem Title</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simile: Willow and Ginkgo</td>
<td>Willow: fine-lined</td>
</tr>
<tr>
<td>Fame Is a Bee</td>
<td></td>
</tr>
<tr>
<td>April Rain Song</td>
<td></td>
</tr>
</tbody>
</table>
Simile: Willow and Ginkgo
Eve Merriam

The willow is like an etching,\(^1\)
Fine-lined against the sky.
The ginkgo is like a crude sketch,
Hardly worthy to be signed.

The willow’s music is like a soprano,
Delicate and thin.
The ginkgo’s tune is like a chorus
With everyone joining in.

The willow is sleek as a velvet-nosed calf;
The ginkgo is leathery as an old bull.
The willow’s branches are like silken thread;
The ginkgo’s like stubby rough wool.

The willow is like a nymph\(^2\) with streaming hair;
Wherever it grows, there is green and gold and fair.
The ginkgo forces its way through gray concrete;
Like a city child, it grows up in the street.

Somehow it survives and even thrives.

My eyes feast upon the willow,
But my heart goes to the ginkgo.

Vocabulary Development

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>chorus</td>
<td>sound produced by many voices singing or speaking at the same time</td>
</tr>
<tr>
<td>thrives</td>
<td>grows well</td>
</tr>
</tbody>
</table>

1. etching (ECH ing) n. print of a drawing made on metal, glass, or wood.
2. nymph (nimf) n. spirit of nature, thought of as a beautiful maiden.

Activate Prior Knowledge

Think about a time when you tried to explain to someone how happy or sad you felt. How did you describe how you felt?

Literary Analysis

Figurative language is a way writers use language to compare things. **Similes** compare two unlike things using like or as. **Metaphors** compare two unlike things by saying one thing is the other. **Personification** compares an animal or thing to a human by giving it human qualities. What two kinds of figurative language tell how the ginkgo grows?

Reading Check

The willow and ginkgo are compared to types of drawings. Circle the two types of drawings described.
Fame Is a Bee
Emily Dickinson

Fame is a bee.
It has a song—
It has a sting—
Ah, too, it has a wing.

April Rain Song
Langston Hughes

Let the rain kiss you.
Let the rain beat upon your head with silver liquid drops.
Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.
The rain makes running pools in the gutter.
The rain plays a little sleep-song on our roof at night—

And I love the rain.
Poetry Collection 3

1. **Compare and Contrast:** Merriam describes willow and ginkgo trees. She compares them to drawings, singers, animals, fabrics, and humans. How does she say the trees are different?

2. **Interpret:** Fill out the chart below with ideas from “Fame Is a Bee.” Note good and bad things about fame in the first and second columns. Reread the poem. Tell what the poem makes you think about fame in the third column.

<table>
<thead>
<tr>
<th>Good Things About Fame</th>
<th>Bad Things About Fame</th>
<th>Final Response to Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>attracts attention</td>
<td>attracts criticism</td>
<td></td>
</tr>
</tbody>
</table>

3. **Reading Skill: Context clues** help you figure out the meaning of words that you do not understand. What is the meaning of *beat* in “April Rain Song”? What context clues help you figure out the meaning?

4. **Literary Analysis: Personification** gives something human qualities. Find an example of personification in one of the poems. Explain how your choice is an example of this.
Writing: Poem
Write a poem with figurative language. Use similes, metaphors, or personification to make your topic clear to your readers.

- Make a list of people and animals you have positive feelings about.
  __________________________________________
  __________________________________________

- Choose a subject from your list. ____________________________

- What do you like about your subject? ________________________
  __________________________________________

- What other things share these good qualities? ________________
  __________________________________________

Listening and Speaking: Poetry Reading
Answer the following questions to prepare for your poetry reading.

- Name of poem: __________________________________________

- After which words should I pause in the poem? ________________
  __________________________________________

- Which words should be stressed? _____________________________
  __________________________________________

- Which words should I read slowly? __________________________
  __________________________________________
Word List A
Study these words from the poetry of Sandra Cisneros, Nikki Giovanni, and Theodore Roethke. Then, apply your knowledge to the activity that follows.

**accusers** [uh KYOOZ erz] *n.* those who say that someone did something wrong

*Brett’s accusers said that he cheated on a test.*

**doorknob** [DAWR nob] *n.* handle used to open a door

*Latisha slowly turned the doorknob to open her front door*

**dough** [DOH] *n.* bread, pie crust, or cookies before they are baked; a soft, thick, moist lump of flour and other ingredients

*When my brother makes cookies, I love to eat the dough left at the bottom of the mixing bowl.*

**rushing** [RUHSH ing] *v.* going somewhere quickly

*Janet was rushing to school because she feared she would be late.*

**snores** [SNAWRZ] *v.* breathes noisily through the mouth while sleeping

*Carlos snores loudly in his sleep.*

**without** [with OWT] *prep.* lacking or not having

*Angela forgot her sneakers and went to gym class without them.*

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Jodi loved to watch her family at breakfast time. This morning, her older sister was [1] ________ out the door, while Jodi’s two brothers were arguing. “Matt kept me awake last night. He [2] ________ while he sleeps,” her brother Kevin complained. Jodi knew that this was true and said so.

“Why are you two acting as my [3] ________ this morning?” Matt said.

In the kitchen, Jodi’s father was rolling out a batch of [4] ________ for the pie he was making. She stopped to say hi to him before she took hold of the [5] ________ and opened the door. Jodi knew her family was loud, but she was happy to have them. She did not know what she would do [6] ________ her family!
1. Underline the words that tell what dough looks like. Then, name two things that are made by baking dough.

2. Underline the words that hint at the meaning of snores. Then, circle the description of how Grandpa sounds when he snores.

3. Circle the words that tell you what a doorknob is used for. Then, write a sentence using the word doorknob.

4. Underline the sentence that tells why Maggie and Dan were rushing. Then, use the word rushing in a sentence.

5. Underline the phrase that explains why the parakeets are called accusers. Describe accusers in your own words.

6. Circle the words that tell you what Grandpa wouldn't let the kids leave without. What is something that you would be unhappy without?

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Maggie and Dan were in the kitchen mixing dough for a batch of cookies. They loved to watch the pale yellow paste turn into crisp, golden brown cookies as it baked. In the meantime, Grandpa had fallen asleep on the couch in the living room. His heavy breathing could be heard throughout the house.

“Listen to the way Grandpa snores,” Maggie chuckled. “He makes a noise just like a truck when he sleeps!”

Dan gave his sister a mischievous smile. “Let’s see if we can play a trick on him,” he said.

Maggie slowly turned the doorknob to open the living room door. She and Dan silently crept into the room. Dan’s eyes rested on the birdcage, with Grandpa’s two prized parakeets. He went over to the birdcage and slowly reached inside. The bottom of the birdcage was covered in feathers.

Dan grabbed a feather and started to wave it in front of Grandpa’s nose. The light, fluffy object tickled Grandpa and he snorted in his sleep. Maggie tried to get a feather too. Then all of a sudden, the parakeets woke up. They started to squawk loudly.

Grandpa woke with a start. Maggie and Dan looked at each other and started rushing out of the room. They knew they had been caught, and they could not leave quickly enough.

“Don’t think you can leave this room so fast,” Grandpa roared. “I know you were trying to play a trick on me. The birds saw you, and they are your accusers.” Dan and Maggie looked at the parakeets, who seemed to know they were responsible for getting the two in trouble.

“You kids,” Grandpa chuckled. “Don’t think you can leave this room without getting a hug from me first!” He stood up and opened his arms. His grandchildren rushed into them. Grandpa smiled and wrapped his arms around Maggie and Dan.
Poetry Collection 4

Summaries The speaker in “Abuelito Who” compares the fun, happy man her grandfather was with the sick, weak man he has become. “The World Is Not a Pleasant Place to Be” reminds readers of the importance of friends. “Child on Top of a Greenhouse” describes the exciting and interesting world a child sees from the roof of a greenhouse.

Writing About the Big Question
Do we need words to communicate well? Poetry Collection 4 includes poems that convey the speakers’ feelings about loved ones. You can let people know you care about them by using words or by your actions towards them. Complete this sentence:

You can reveal your love of friends by _____________________________.

Note-taking Guide
Use this chart to record important details that describe the people in each poem.

<table>
<thead>
<tr>
<th>Poem Title</th>
<th>Person</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuelito Who</td>
<td>Abuelito</td>
<td>dough and feathers, sad, sick, tired, hiding, blankets and spoons and big brown shoes, rain on the roof</td>
</tr>
<tr>
<td>The World Is Not a Pleasant Place to Be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child on Top of a Greenhouse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Poetry Collection 4

1. **Interpret:** The speaker of “Abuelito Who” describes her grandfather as “hiding underneath the bed.” Why does the speaker describe Abuelito this way?

2. **Interpret:** Complete the chart below with ideas from “The World Is Not a Pleasant Place to Be.” Write good things about friends in the first column. Describe life without friends in the second column. Tell what the poem makes you think about friends in the third column.

<table>
<thead>
<tr>
<th>Good Things About Friends</th>
<th>Life Without Friends</th>
<th>Final Response to Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>People to play games with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Reading Skill: Context** clues help you figure out the meanings of words that you do not understand. What is the meaning of *flow* in “The World Is Not a Pleasant Place to Be”? What context clues help you figure out the meaning?

4. **Literary Analysis:** A metaphor compares two things that are not alike by saying that one thing is the other. Find an example of a metaphor in one of the poems. Explain your choice.
Writing: Poem

Write a poem with figurative language. Use similes, metaphors, or personification to make your topic clear to your readers.

- Make a list of things in nature and things in your community that you have positive feelings about.
  ____________________________________________________________
  ____________________________________________________________

- Choose a subject from your list. ______________________________

- What do you like about your subject? _________________________
  ____________________________________________________________

- What other things share these good qualities? ______________
  ____________________________________________________________

Listening and Speaking: Poetry Reading

Prepare for a poetry reading. First, choose a poem to read. Then, complete this chart to help plan your reading.

Title of Poem:

<table>
<thead>
<tr>
<th>Feelings in poem:</th>
<th>Words that show these feelings:</th>
<th>Voice changes and expressions that show these feelings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Instruction Manuals

About Instruction Manuals
An instruction manual gives step-by-step directions for finishing a task. The text can explain the following:

- how to put something together
- how to do something
- how to use something

Most instruction manuals have these features:
- a description of something that the reader can do by following the directions
- a list of the materials the reader needs
- a series of steps explained in an order that makes sense

Reading Skill
In an instruction manual, the steps for a task often appear as a numbered or bulleted list. This format enables you to follow multiple-step instructions. Following instructions allows you to correctly perform a task. To follow the instructions,

- read each step carefully
- look at the illustrations or diagrams
- complete the steps in order

You can restate the steps in own words. This is one way to make sure that you understand the instructions. Study the graphic organizer below to learn more about following multiple-step instructions.

Checklist for Following Multi-Step Instructions

- Read all the requirements and instructions completely before starting to follow them.
- Look for clues such as bold type or capital letters that point out specific sections or important information.
- Use illustrations and other visual aids to see the process demonstrated.
- Follow each step in the exact order given.
- Do not skip any steps.
ORIGAMI

APATOSAURUS/DIMETRODON by Rachel Katz

Begin with a 9 inch by 12 inch piece of construction paper or an 8½ inch by 11 inch sheet of copy paper.

1 Place the rectangle sideways. Valley fold the left-hand side up to meet the top, thereby making a triangle.

2 Cut along the side of the triangle.

3 Save the rectangular piece of paper for the dinosaur’s legs.

4 Open out the triangle into a square. Turn the square around to look like a diamond, making sure the existing fold-line is running horizontally across the paper.

Body

5 From the right-hand corner, valley fold the top and bottom sloping edges over to meet the middle fold-line, thereby making the kite base.

6 Valley fold the right-hand point over to meet the vertical edges. Press it flat and unfold it.

7 Turn the paper over. Valley fold the right-hand point over along the fold-line made in step 6.

8 Valley fold the point over back out toward the right.

9 Valley fold the paper in half from bottom to top.

10 Reach inside the model and pull out the . . .

11 dinosaur’s neck. Press it flat, into the position shown in step 12.
12 Reach inside the neck and pull out the...

13 Head. Press it flat, into the position shown, thereby completing the body.

Legs

1 Use the remaining rectangle. Fold bottom up to the top.

2 Unfold.

3 Cut in half along crease.

4 Fold in half.

5 Fold top down.

6 Staple as shown.

7 Here is the completed Apatosaurus.
Thinking About the Instruction Manual

1. Why do you begin the project with a rectangular piece of paper instead of a square piece of paper?

2. Explain how the diagrams help you understand the instructions.

Reading Skill: Follow Multiple-Step Instructions
3. Restate the first step in the instructions in your own words.

4. Which task should you complete first: pulling out the dinosaur’s neck or making the dinosaur’s legs?

Timed Writing: Explanation (20 minutes)
Explain the steps needed to make the dinosaur in your own words. Be sure to put the steps in the correct order and number them. Use these questions to help organize your steps.
• What are the first four steps? What product do you have when they are completed?

• What are the last two steps? What product do you have when it is completed?
Reading Skill
Paraphrasing is putting an author’s words into your own words. Paraphrasing difficult or confusing parts in a poem helps you understand the meaning. Use these steps to paraphrase:

- Stop and reread any difficult lines or passages.
- Look for unfamiliar words. Find their meanings. Replace them with words that mean the same thing.
- Reread to see whether your paraphrase makes sense.

Look at the paraphrasing sample in the chart. Use the chart to help you paraphrase difficult lines as you read.

Literary Analysis
Poets use different forms of poetry to go with the ideas, images, and feelings they want to express. Here are three poetic forms:

- A **concrete poem**’s words are put into a shape that looks like the subject of the poem.
- A **haiku** is a Japanese poem with three lines. Line 1 and line 3 each have five syllables. Line 2 has seven syllables.
- A **limerick** is a funny poem of five lines. Lines 1, 2, and 5 rhyme. These lines each have three beats, or stressed syllables. Lines 3 and 4 rhyme. These lines each have two beats.
VOCABULARY WARM-UP

Word List A

Study these words from the poems. Then, apply your knowledge to the activity that follows.

**caught** [KAWT] v. stuck, trapped, or captured
   *When my coat got caught in the door, the door would not close properly.*

**flee** [FLEE] v. run away; escape
   *The cat tried to flee when it saw the dog.*

**sailor** [SAY luhr] n. person who guides a boat or works on a boat
   *Jared wanted to be a sailor because he loved to be on the sea.*

**sea** [SEE] n. ocean
   *I won’t go swimming in the sea; the waves are too big and the water is too cold.*

**skimming** [SKIM ing] adj. gliding; moving swiftly and lightly over a surface
   *With my new skates, I was skimming smoothly around the rink.*

**splash** [SPLASH] n. the sound made when a person or an object hits water
   *I heard the splash when Jessica jumped into the pool.*

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Claire loved the cartoon about Sammy the [1] _________. In it, Sammy sails his boat out onto the [2] _________. All of a sudden, he hears a huge [3] _________. It is the sound of a giant whale dropping its tail into the water. Sammy tries to [4] _________ from the whale. For a while, he is able. He keeps his boat [5] ________ smoothly across the water, a few feet in front of the whale’s open mouth. After a mile or two, the whale catches up. Sammy escapes, however, when the boat gets [6] _________ in the whale’s mouth. Sammy jumps into the water and swims back to the beach.
George had always loved the North Carolina shore. Whenever his family took a vacation, he spent hours staring at the **sea**; there was just something special about the ocean. The only thing that ever bothered him was his younger brother, Sam. Sometimes Sam was so whiny it made him furious. One day, Sam was doing some nonstop whining and George decided that he had to **flee**. To escape from his brother, he walked across the road to the bay side of the island.

George looked out into the water. For the first time, he noticed the sailboats. There must have been dozens of them, skimming easily across the water. He was amazed at how they seemed to be gliding, their movements so swift and smooth. They almost looked like they were dancing. He watched them for what seemed like hours. He felt like he was in a dream.

A nearby splash woke him out of his dreaming. It was a girl, about his age, throwing a fishing line into the bay.

"Looking at the boats?" asked the girl. "I love boats. I'm going to be a **sailor** when I get older and get a job working on a fishing boat."

"These sailboats are amazing," replied George. "I could watch them for hours. In fact, I think I have been watching them for hours."

Suddenly the girl pulled on her fishing line with a hard tug.

"Do you have a fish?" asked George.

"No," she replied while walking into the water. "I think the hook is **caught** on a rock or something."

"Nice talking with you," said George. "I've got to get back to my family."

"Come back sometime and we can fish together," the girl said.

George did, many times during his vacation.
Poetry Collection 5

**Summaries** Matsuo Bashō’s “Haiku” describes a quiet moment in nature. The anonymous limerick plays with words to create a fun scene. “The Sidewalk Racer or On the Skateboard” is shaped like a skateboard. The poem describes the feeling of skateboarding.

**Writing About the Big Question**

**Do we need words to communicate well?** A writer’s toolbox always contains words, but poets use more than just words to communicate. Poets also use line length, rhyme, and rhythm to convey ideas. Complete this sentence:

The *language* of poetry is unique because ______________________

______________________________

**Note-taking Guide**

Use this chart to record what each poem is about.

<table>
<thead>
<tr>
<th>Poem Title</th>
<th>What Poem Is About</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haiku</td>
<td></td>
</tr>
<tr>
<td>Limerick</td>
<td></td>
</tr>
<tr>
<td>The Sidewalk Racer or On the Skateboard</td>
<td></td>
</tr>
</tbody>
</table>
Activate Prior Knowledge
Think about something you do often. Describe how you can look at it in a different way.

Literary Analysis
The **haiku form of poetry** has a special number of syllables. Bashō’s poem follows the syllable rule. Mark the syllables in each line.

Reading Skill
**Paraphrasing** is restating an author’s words in your own words. How would you paraphrase lines 3 and 4 of the limerick?

Read Fluently
Use pauses when you read poetry to make the meaning more clear. Make a very short pause at the end of each line and for commas (,). Read other punctuation marks, such as periods (.), question marks (?), and exclamation marks (!), the same way you do when reading a paragraph.

**Haiku**
Matsuo Bashō

An old silent pond . . .
A frog jumps into the pond,
splash! Silence again.

**Limerick**
Anonymous

A flea and a fly in a flue
Were caught, so what could they do?
Said the fly, “Let us flee.”
“Let us fly,” said the flea.
5 So they flew through a ____ in the flue.

**The Sidewalk Racer or On the Skateboard**
Lillian Morrison

Skimming
an asphalt sea
I swerve, I curve, I sway; I speed to whirring
5 sound an inch above the ground; I’m the sailor and the sail, I’m the driver and the wheel
I’m the one and only single engine
human auto mobile.

Vocabulary Development

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>flee</strong> (flee)</td>
<td>v. to run or escape from danger</td>
</tr>
<tr>
<td><strong>flaw</strong> (flaw)</td>
<td>n. break; crack</td>
</tr>
<tr>
<td><strong>skimming</strong> (SKIM ing)</td>
<td>adj. gliding; moving swiftly and lightly over a surface</td>
</tr>
</tbody>
</table>
Poetry Collection 5

1. **Analyze:** The limerick uses many words that begin with the sound *fl*, such as *flea, fly, flue,* and *flaw*. How does using these words make the poem funny?

2. **Support:** The speaker in “The Sidewalk Racer” loves skateboarding. Which words in the poem show the speaker’s feeling?

3. **Reading Skill: Paraphrasing** is restating something in your own words. Paraphrase lines 6–12 of “The Sidewalk Racer.”

4. **Literary Analysis:** What image or word picture is presented in each line of the *haiku*? Use this web to record your answer.

<table>
<thead>
<tr>
<th>Line 1:</th>
<th>Line 2:</th>
<th>Line 3:</th>
<th>Haiku</th>
</tr>
</thead>
</table>

© Pearson Education
Support for Writing: Poem
Write your own poem. First, choose a topic for your poem. Then, choose the form that will work best for your topic: haiku, limerick, or concrete poem. Use the chart to help you plan ideas for your poem.

<table>
<thead>
<tr>
<th>Topic of Poem:</th>
<th>Form of Poem (haiku, limerick, or concrete poem):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Style or Pattern of Form:</td>
</tr>
<tr>
<td></td>
<td>Ideas for Word Choices:</td>
</tr>
</tbody>
</table>

Research and Technology: Presentation of a Poem
Use a computer to design a presentation of a poem from this collection.

- Which poem will you design?

- Choose a font, or letter style, that is easy to read. It should fit with the tone of the poem. Think about the tone of the poem. Is it silly, serious, sad, or happy?

- Choose some art, or draw your own pictures that fit with the poem. What images will fit with your poem?

Use these notes to complete your presentation.
Word List A
Study these words from the poems. Then, apply your knowledge to the activity that follows.

dish [DISH] n. a bowl; a container used to serve food
   This dish is for the cat’s food and that one is for the dog’s food.

forest [FAWR ɪst] n. area of land covered in trees
   The forest is dark because the trees are blocking out the sunlight.

paw [PAW] n. name for the foot of an animal
   The dog is limping because it hurt its paw.

spring [SPRING] n. place where water rises out of the ground
   That hole in the ground with water running out of it is a natural spring.

stripes [STRYPS] n. long, narrow bands of color
   The white wall is boring; let’s paint some blue stripes on it.

whisker [WIS kuhr] n. long stiff hair that grows out of a person’s or an animal’s face
   There’s more than one whisker on each side of a cat’s face.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Before her hike, Dee ate a large breakfast, including two eggs and a big [1] ________ of oatmeal. Then she put on her warmest sweater, the yellow one with orange [2] ________. Once she entered the woods, Dee was happy to have done so. The [3] ________ was freezing. Even the [4] ________ was frozen; not a drop of water ran out of it. The hike ended when Dee saw a [5] ________ print in the snow and got scared. Dee didn’t want to run into a bear so she ran back to her car. She still felt a little nervous when she got home, and jumped when she felt a [6] ________ brush against her leg. Looking down, she saw that it was just her cat, Lil. “You’re the kind of wild animal I like,” Dee said.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Nature programs showing big cats in the wild are always fun to watch. Usually when people watch them, they are amazed at how similar the big cats are to the cats they keep at home. Lions, tigers, pumas, and leopards do resemble ordinary housecats in a number of ways.

The expressions and behavior of big cats remind people of their own pets. One example is the way a lion twitches a whisker, the long, stiff hair that sticks out from a cat’s face. It seems like something that happens a hundred times a day at home. So does the way a big cat cleans itself with its tongue. So does the way it scratches at a tree with its paw.

A preference for nighttime activity is another similarity. Pet owners are used to watching their cats nap for most of the day. Most big cats share this habit of taking it easy when the sun is out. Daytime is for resting. When the sun goes down, it’s the time to get more active.

Of course, there are many differences between big cats and housecats. These differences go beyond the color of the stripes in their fur. Size is one of them. Big cats are many times larger than housecats. The average pet cat weighs about ten pounds. A puma, though, can weigh 200 pounds. The lion is known as king of the forest for a reason. Few other animals walking in the woods can reach four or five hundred pounds.

Unlike housecats, big cats in the wild don’t get dinner served to them in a dish. Big cats are carnivores. They eat other animals. They must hunt if they are hungry. They must also search for sources of water. They can find it in a lake, a river, or a mountain spring.
Poetry Collection 6

Summaries  Musō Soseki’s “Haiku” brings winter to life. The anonymous limerick uses rhyme and words with more than one meaning to describe an accident in a funny way. “Concrete Cat” uses nouns linked to cats. The poet lines up her words to create an image of a cat.

Writing About the Big Question
Do we need words to communicate well? Poets go beyond words to convey their ideas. Haikus use patterns of syllables, limericks use rhythm and rhyme and concrete poems use a visual arrangement of their words. Complete this sentence:

When visual images accompany text, they help convey meaning by

Note-taking Guide
Use this chart to record what each poem is about.

<table>
<thead>
<tr>
<th>Poem Title</th>
<th>What Poem Is About</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haiku</td>
<td></td>
</tr>
<tr>
<td>Limerick</td>
<td></td>
</tr>
<tr>
<td>Concrete Cat</td>
<td></td>
</tr>
</tbody>
</table>
Poetry Collection 6

1. **Infer:** The haiku describes winter winds howling through a forest. Why are there no leaves for the wind to blow in the haiku?

   ____________________________________________________________

2. **Analyze:** *Spring* and *fall* have double meanings in the limerick. *Spring* can mean a place to get water or a season. *Fall* can mean to drop down or a season. How do these different meanings make the limerick funny?

   ____________________________________________________________

3. **Reading Skill:** To **paraphrase** is to restate something in your own words. Review “Concrete Cat.” Paraphrase the meaning of the words that form the cat’s head.

   ____________________________________________________________

4. **Literary Analysis:** What image or word picture is presented in each line of the **haiku**? Use this web to record your answer.

   ____________________________
   | Haiku                  |
   ____________________________
   | Line 1:                |
   | Line 2:                |
   | Line 3:                |

   ____________________________________________________________
Support for Writing: Poem
Write your own poem. First, choose a topic for your poem. Then, choose the form that will work best for your topic: haiku, limerick, or concrete poem. Use the chart to help you plan ideas for your poem.

<table>
<thead>
<tr>
<th>Topic of Poem:</th>
<th>Form of Poem (haiku, limerick, or concrete poem):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Style or Pattern of Form:</td>
</tr>
<tr>
<td></td>
<td>Ideas for Word Choices:</td>
</tr>
</tbody>
</table>

Research and Technology: Presentation of a Poem
Use the space provided to sketch how you want your poem to look. Consider where you will place images as well as the poem itself.
Poetry Collection 7 • Poetry Collection 8

Reading Skill
Paraphrasing is repeating something in your own words. Read the poem several times. Make sure that you understand the poem before you paraphrase it. Use simple words to restate the poem’s meaning.

Reading aloud fluently according to punctuation will help you better understand a poem. Stop at the end of a line only if there is punctuation. Use this chart to decide where to pause.

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>How to Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>no punctuation</td>
<td>Do not pause. Keep reading.</td>
</tr>
<tr>
<td>comma (,)</td>
<td>slight pause</td>
</tr>
<tr>
<td>colon (:)</td>
<td>longer pause</td>
</tr>
<tr>
<td>semicolon (;)</td>
<td></td>
</tr>
<tr>
<td>dash (—)</td>
<td></td>
</tr>
<tr>
<td>period ()</td>
<td>longest pause</td>
</tr>
<tr>
<td>question mark (?)</td>
<td></td>
</tr>
<tr>
<td>exclamation point (!)</td>
<td></td>
</tr>
</tbody>
</table>

Literary Analysis
Writers use sound devices to bring out the music in words. Sound devices can also help a poet express feelings. Common sound devices are listed below.

- **Repetition**: the repeated use of a sound, word, or phrase. An example is *of the people, by the people, and for the people*.

- **Alliteration**: the repetition of consonant sounds at the beginning of words. An example is the *b* sound in *big bad wolf*.

- **Onomatopoeia**: the use of a word that sounds like what it means. Examples are *roar* and *buzz*. 
Word List A
Study these words from the poetry of Shel Silverstein, Octavio Paz, and Rachel Field. Then, apply your knowledge to the activity that follows.

**allergies** [AL uhr jeez] *n.* exaggerated bodily reactions, such as sneezing or itching, to a substance or thing that does not bother most people

*The spring pollen gave Lucas allergies that made him sneeze.*

**clawed** [KLAWD] *v.* dug or scraped at something with claws or fingernails

*The cat clawed a hole in the chair.*

**disappear** [dis uh PEER] *v.* to vanish from sight

*Marisol wanted to disappear from the spotlight and never be seen again.*

**dispersed** [dis PUHRST] *v.* went away in different directions

*Once the show was over, the crowd dispersed into the night.*

**meowing** [me OW ing] *n.* the sound a cat makes

*The loud meowing of the hungry cat woke Judy up.*

**scratched** [SKRACHT] *v.* scraped or very shallowly cut

*Luis ran into a rosebush and was scratched by the thorns on the branches.*

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Randi went to visit the cat shelter. She could hear the [1] __________ of the cats from outside the building. There were so many strays! Randi hoped that the cats would be [2] __________ to good homes some day.

Inside, Randi sneezed. Her [3] __________ were bothering her again. Her favorite cat, Gus, ran his paw against his cage and [4] __________ at its door. When Randi went to let him out, Gus [5] __________ her. Randi looked at the small scrape on her hand. Then she realized Gus had run away.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Have you ever been to an animal shelter? Shelters house homeless or unwanted dogs, cats, and other animals. The goal of many shelters is to see that these animals are dispersed into new homes. The shelters want to give them to people who will love and take care of the animals as pets. If you want a new pet, a shelter might be just the place to find one.

The inside of an animal shelter can be quite noisy and crowded. Shelters are filled with sounds like the barking of dogs and the meowing of cats. Until a home can be found for them, the animals are kept in cages indoors, or in fenced-in areas outside. Animals in outdoor pens may try to dig through the dirt with their claws to come out on the other side of the fence. Some animals in shelters have clawed their way out of such pens. If an animal escapes, it could disappear and never be found again.

If you visit an animal shelter, you must be careful not to get scratched by a cat or dog when you greet or pet it. Some of the animals are not used to friendly people and may scratch you because they are afraid of you. However, most of the animals are friendly and are ready to be brought into a loving home.

Do you want to take an animal home from an animal shelter? If so, it is important to answer these questions. First of all, can you provide the animal with a good home? Will your family let you keep the animal? Does anyone in your family have allergies to the animal you want? These bodily reactions can cause someone to sneeze every time he or she gets near your pet.

Once you are ready for a new pet, contact your local animal shelter. The people who work there will be happy to help you find an animal to take home.
Poetry Collection 7

Summaries “No Thank You” is a long list of reasons why the speaker does not want a kitten. “Wind and water and stone” describes how these three elements interact with one another. The playful language in “Parade” shows the excitement of a circus parade coming to town.

Writing About the Big Question
Do we need words to communicate well? Poets can make the ordinary—a kitten, a scene in nature, or a parade—seem extraordinary. Complete this sentence:

When a poet writes about ordinary things he or she is sharing, we understand _________________________________.

Note-taking Guide
Use this chart to record important images from each poem.

<table>
<thead>
<tr>
<th>Poem Title</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Thank You</td>
<td>long hair in cornflakes</td>
</tr>
<tr>
<td></td>
<td>sofas chewed to shreds</td>
</tr>
<tr>
<td>Wind and water and stone</td>
<td></td>
</tr>
<tr>
<td>Parade</td>
<td></td>
</tr>
</tbody>
</table>
Activate Prior Knowledge

Think about your favorite song or poem. Why do you like it?


Literary Analysis

Poets use sound devices such as repetition, alliteration, and onomatopoeia to bring out the music in the words. Write down the examples of alliteration from lines 5 and 6.


Reading Skill

Reading aloud fluently according to punctuation can help you find clues to the poem’s meaning. What should you do when you come to the ellipsis points (…) in the last line?


Reading Check

What is one thing the speaker does not like about cats? Write down a line that tells you.
Wind and water and stone
Octavio Paz

The water hollowed the stone, the wind dispersed the water, the stone stopped the wind. Water and wind and stone.

5 The wind sculpted the stone, the stone is a cup of water, the water runs off and is wind. Stone and wind and water.

The wind sings in its turnings, the water murmurs as it goes, the motionless stone is quiet. Wind and water and stone.

One is the other, and is neither: among their empty names they pass and disappear, water and stone and wind.

Vocabulary Development

**dispersed** (di SPERST) v. distributed in many directions

**murmurs** (MER merz) v. makes a soft, continuous sound

Literary Analysis
The words in the title of “Wind and water and stone” appear again and again throughout the poem. What **sound device** is the poet using?

Reading Skill
**Paraphrasing** is restating something in your own words. Paraphrase lines 9 through 11.

Stop to Reflect
The poet compares wind, water, and stone throughout the poem. Circle one of these examples. What is another way that you could compare wind, water, and stone?

Reading Check
What familiar thing that you use every day is used to describe the stone? Circle the line that tells you.


**Parade**

Rachel Field

**Background**

“Parade” describes an old tradition—the circus parade. Before television and radio, the best way to advertise coming attractions was a march down Main Street featuring clowns, wild animals in cages, and a giant musical instrument called a calliope.

This is the day the circus comes
With blare of brass, with beating drums,
And clashing cymbals, and with roar
Of wild beasts never heard before

Within town limits. Spick and span
Will shine each gilded cage and van;
Cockades at every horse’s head
Will nod, and riders dressed in red
Or blue trot by. There will be floats

In shapes like dragons, thrones and boats,
And clowns on stilts; freaks big and small,
Till leisurely and last of all
Camels and elephants will pass
Beneath our elms, along our grass.

---

**Vocabulary Development**

leisurely (LEE zher lee) *adv. in an unhurried way*
1. **Speculate:** Why do you think the speaker of “No Thank You” says that he would prefer an ape, lion, pig, or boar to a cat?

2. **Infer:** “Parade” contains several details about the town. What do these details suggest about the town?

3. **Reading Skill:** To **paraphrase** means to put something in your own words. Paraphrase the poem “No Thank You.”

4. **Literary Analysis:** Writers use **sound devices** to express feelings and bring out the music of the words. Complete this chart by listing examples of sound devices in each poem.

<table>
<thead>
<tr>
<th>Wind and water and stone</th>
<th>Parade</th>
<th>No Thank You</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Repetition</strong></td>
<td>will shine, will nod, will be, will pass</td>
<td></td>
</tr>
<tr>
<td><strong>Alliteration</strong></td>
<td>sculpted the stone</td>
<td></td>
</tr>
<tr>
<td><strong>Onomatopoeia</strong></td>
<td>meowing</td>
<td></td>
</tr>
</tbody>
</table>
Writing: Prose Description
Write a prose description of the scene suggested by one of the poems in this collection. In other words, write a description in your own words, using regular sentences. First, choose the poem you will write about. Then, answer the following questions:

- What details from the poem do you plan to include?

- What details do you plan to leave out? Explain why.

- How would the scene in the poem make you feel if you were there?

Research and Technology: Résumé
Prepare a résumé for one of the poets in this collection. Answer the following questions as you look for information about the poet’s life:

- Where did the poet grow up?

- Did the poet go to college? Where?

- What other jobs has the poet had?

- What are some of the poet’s major accomplishments?
Word List A
Study these words from the poetry of William Shakespeare, Diana Chang, and Gwendolyn Brooks. Then, apply your knowledge to the activity that follows.

**approach** [uh PROHCH] v. to come up to or near to
   The airplane began to approach the airport for landing.

**charm** [CHAHRM] v. to attract through grace, wit, or beauty
   Luis knew that he could charm his teachers by simply being polite.

**loudness** [LOWD nes] n. large amount of sound
   The loudness of the music at the concert hurt Carl's ears.

**lullaby** [LUHL uh by] n. gentle song sung to help a baby fall asleep
   Marina sang her child to sleep with a gentle lullaby.

**melody** [MEL uh dee] n. tune
   Alexis hummed the melody of her favorite song.

**rather** [RATH uhr] adv. more willingly
   I would rather eat a peach than a banana.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Kara loved to sing a [1] _________ to her baby brother every night. She would [2] _________ his crib gently, moving in closer to watch him as he relaxed. Then, she would start to sing the [3] _________ of his favorite song. She would make sure to soften the [4] _________ of her voice so as not to make too much noise.

Kara knew she could [5] _________ her brother into smiling with the sound of her voice. When Kara saw her baby brother smile, she thought that she would [6] _________ sing to him than do anything else in the world.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Jun barely knew what to think when her grandmother arrived from China. Grandma Lian had never been to America before. She didn’t even speak any English. Jun had never learned Chinese. Jun was happy to see her grandmother, but it was hard to have a conversation.

The first night after she arrived, Grandma Lian came into Jun’s room. She began to approach Jun’s bed while Jun was falling asleep. As Grandma Lian moved closer, Jun wondered how she could talk to her grandmother. Soon, Grandma Lian began to sing a lullaby in Chinese. Though Jun didn’t understand the words to this gentle song, the tune helped her fall asleep. As Grandma Lian sung, she toned down the loudness of her voice. Her voice got softer and softer until finally Jun drifted off to sleep.

The next morning, Jun sat down in the kitchen with her grandmother. She started to sing what she remembered of the tune from the night before. First, Jun hummed the melody of the song. Grandma Lian began to sing the Chinese words. Jun repeated the foreign words carefully. The sound of the strange words on her tongue delighted Jun.

When Jun’s father heard his daughter singing in Chinese, he decided to join in the song. After the song was over, he translated the words to Jun. He explained the meanings of each word in the lullaby. Jun was happy to learn Chinese this way.

“I would rather learn Chinese from you than learn it from a book or a tape,” Jun said.

Grandma Lian sat in her chair smiling. She was pleased that Jun had begun to speak Chinese. From that point on, Jun knew that she could always charm her grandmother by speaking to her in Chinese.
Poetry Collection 8

Summaries  Fairies warn snakes and other creatures to stay away from the sleeping Queen in “The Fairies’ Lullaby.” “Saying Yes” is about the speaker’s struggle to express herself as a Chinese American. The speaker of “Cynthia in the Snow” enjoys the sight and sound of falling snow.

Writing About the Big Question
Do we need words to communicate well? The poems in Poetry Collection 8 all communicate experiences and feelings. Complete this sentence:

Reading about someone else’s experiences helps readers feel a connection to _________________________________.

Note-taking Guide
Use the chart to record important details about the three poems.

<table>
<thead>
<tr>
<th>Who are the fairies protecting in “The Fairies’ Lullaby”?</th>
<th>The fairies are protecting the fairy Queen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What creatures do the fairies warn?</td>
<td></td>
</tr>
<tr>
<td>Where is the speaker of “Saying Yes” from?</td>
<td></td>
</tr>
<tr>
<td>Why does the speaker of “Cynthia in the Snow” like snow?</td>
<td></td>
</tr>
</tbody>
</table>
Poetry Collection 8

1. **Evaluate:** Do you think that the speaker in “Saying Yes” feels good about herself? Why or why not?

2. **Analyze:** The speaker of “Cynthia in the Snow” has an overall reaction to the snow. Describe the speaker’s reaction.

3. **Reading Skill:** To **paraphrase** means to put something in your own words. Paraphrase the chorus’s lines from “The Fairies’ Lullaby.”

4. **Literary Analysis:** Writers use **sound devices** to express feelings and bring out the music of the words. Complete this chart by listing examples of sound devices in each poem.

<table>
<thead>
<tr>
<th></th>
<th>The Fairies’ Lullaby</th>
<th>Cynthia in the Snow</th>
<th>Saying Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td></td>
<td>none appears</td>
<td></td>
</tr>
<tr>
<td>Alliteration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td>lullaby</td>
<td></td>
<td>none appears</td>
</tr>
</tbody>
</table>
Writing: Prose Description
Write a **prose description** of the scene suggested by one of the poems in this collection. In other words, write a description in your own words, using regular sentences. First, choose the poem you will write about. Then, answer the following questions:

- What details from the poem do you plan to include?

- What details do you plan to leave out? Explain why.

- How would the scene in the poem make you feel if you were there?

Use your notes to write your description.

Research and Technology: Résumé
Complete the following chart as you find information for your poet’s **résumé**.

<table>
<thead>
<tr>
<th>Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Published Works:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awards:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Applications

About Applications
An application is a form. You use an application to give information about yourself to a person or group. Here are some reasons that people fill out applications:

- to get a library card
- to open a bank account
- to get a job
- to join a club
- to get into a school
- to get a driver’s license

Read each part of an application carefully. Note any special dates or instructions.

Reading Skill
When you prepare an application, you are reading to perform a task. The task is to give correct information. Always preview and review an application.

- **Preview:** First, look over the directions and questions. Paraphrase, or restate, the directions. Answer the questions listed below.

**Checklist for Preparing Applications**

- Have I read the entire application and followed all of the instructions step-by-step?
- Have I written or typed clearly?
- Have I checked the application for accuracy?
- Have I signed the application, if a signature is requested?
- Have I provided any additional materials requested?

- **Review:** Go back over the application after you have completed it. Make sure that you have filled in all of the sections. Make sure that the information is readable.
SARA HIGHTOWER
REGIONAL LIBRARY
CARD APPLICATION

LAST NAME: [Blank]
FIRST NAME: [Blank]
MIDDLE OR MAIDEN NAME: [Blank]

HOME PHONE: [Blank]
WORK OR CELL PHONE (OPTIONAL): [Blank]
DATE OF BIRTH: [Year] [Month] [Day]

MAILING ADDRESS

CITY: [Blank]
COUNTY: [Blank]
STATE: [Blank]
ZIP CODE: [Blank]
Do you live within the city limits? (Circle One)
YES NO

RESIDENCE ADDRESS (IF DIFFERENT FROM ABOVE)
CITY: [Blank]
STATE: [Blank]
ZIP CODE: [Blank]

If you would like to be contacted for holds or overdue items by email, please list your email address.
Email:

I apply for the right to use the Library; agree to comply with all of the rules and regulations, and give immediate notice of any change of address.

I accept financial responsibility for all fines and/or damage to all Library materials, audiovisual materials and equipment beyond normal wear and tear, and I agree to pay the current replacement cost for any materials and/or equipment which is lost or damaged beyond use while checked out on my card. Failure to return items borrowed from a public library is considered a violation of Georgia state law.

Child Internet Permission:
☐ I give permission for my child to use the Internet access at the Library.
☐ I DO NOT give permission for my child to use the Internet access at the Library.

As the parent/guardian of this child 17 years old or younger, I am willing to allow him/her to borrow books from the Public Library. I will take responsibility to make good any damage or loss and overdue charges.

Signature of Parent or Guardian 

Print Name

By signing on this line, the applicant agrees to the terms stated above.

Do we need words to communicate well?
Why might the library want the applicant to print when communicating his or her personal information?
Do we need words to communicate well?

Why does the library request that the applicant print when communicating his or her information?
Do we need words to communicate?

(a) Why might the library want the applicant to print when communicating his or her personal information?
Thinking About the Application

1. Paraphrase the responsibilities a library cardholder accepts.

________________________________________________________________________

________________________________________________________________________

2. Why would a library require a library card upon checkout of library materials?

________________________________________________________________________

Reading Skill

3. What information is required in order to complete the library applications?

________________________________________________________________________

4. Who must also sign if the applicant is under a certain age?

________________________________________________________________________

Timed Writing: Explanation (15 minutes)

Paraphrase the information on the library card application. Answer the following questions to help you write your explanation.

• A privilege is a benefit or advantage. What can someone do with a library card?

________________________________________________________________________

• Having responsibilities means that you are trustworthy or reliable. Reread the library card application. What are the responsibilities that come with having a library card?

________________________________________________________________________

Rewrite your answers in your own words. Then, use your notes to write your explanation.
Gluskabe and Old Man Winter

Drama is written to be performed. You should imagine that you are seeing and hearing the action as you read a play. Drama shares the following elements with other forms of literature:

- **Characters**: people who take part in the action
- **Conflict**: a problem between two characters or forces
- **Theme**: a message about life

Read this chart to understand the elements of drama.

<table>
<thead>
<tr>
<th>Elements of Drama</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts</td>
<td>units of action in drama</td>
<td>Act 1</td>
</tr>
<tr>
<td>Scenes</td>
<td>smaller parts of acts</td>
<td>Act 1, Scene 1</td>
</tr>
</tbody>
</table>
| Dialogue          | - words that characters say  
                   | - no quotation marks used  
                   | - character’s name placed in front of character’s words |
                   | **GLUSKABE**: It is very cold this winter, Grandmother. |
| Script            | printed form of a play, or drama | the physical copy of the play Gluskabe and Old Man Winter |
| Stage directions  | - written as information in brackets  
                   | - describe what stage looks like  
                   | - describe how characters should act |
                   | **[Dark room with one lamp glowing; Jeb looks tired.]** |
| Set               | arrangement of scenery that shows time and place of action | wigwam in corner with bare trees, snow on the ground |
| Props             | objects on the stage that actors use | book, suitcase, flashlight |
There are three types of plays, or drama:

- **Drama** is a word often used to describe a play with a serious subject.

- **Comedy** is a type of drama that is funny or has a happy ending. Some comedies are written for entertainment. Others are written to look at serious issues in a humorous way.

- **Tragedy** is a drama that ends with the downfall of the main character. This character is usually a very important person, such as a king.

Drama is often written for stage performance. The dramatic format is also used for scripts written for other types of performances:

- **Screenplays** are scripts for movies. They include camera angles and scene changes that are not usually in a stage play.

- **Teleplays** are screenplays written for television.

- **Radio plays** are scripts written for radio broadcasts. They sometimes include sound effects. Radio plays do not have scenery description.
Word List A
Study these words from “Gluskabe and Old Man Winter.” Then, complete the activities.

autumn [AW tum] n. fall, the season that comes after summer
Autumn is my favorite season; it is not too hot and not too cold.
collapse [kuh LAPs] v. fall apart suddenly
We were all surprised to see the strong building collapse; luckily no one was hurt.
crouching [CROWCH ing] v. squatting or bending down close to the ground
I was crouching down behind the bushes during hide-and-seek, but they still found me.
defeated [di FEET ed] v. beat, won a victory over
We defeated the other soccer team easily; they didn't score a goal.
surround [suh ROWND] v. to be on all sides of something
Fences surround our garden to keep animals from getting in.
swiftly [SWIFT lee] adv. quickly
The bird flew by so swiftly that we barely saw it.
villages [VIL ij iz] n. small towns
Carol likes villages better than big cities since they have fewer people.
wigwam [WIG wahm] n. a Native American dome-shaped or cone-shaped hut
Some wigwams were large enough for many people to live inside.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

It was early November, the middle of [1] __________________. I had been playing golf with my brother Jon. Jon had [2] ___________________ me. He always wins. Suddenly we heard a crash, and turned to see a tent [3] ___________ in the parking lot nearby. The tent had been made to look like a Native American [4] __________. It had been put up for a festival held by people who lived in the [5] ___________ nearby. We ran [6] ___________ toward the tent to see if anyone had been hurt. One person was [7] ___________ down, but he was only tying his shoe. Luckily no one had been inside. It seemed that one of the trees that [8] ___________ the parking lot had fallen onto the tent.
READING WARM-UP

1. Underline the nearby words that have nearly the same meaning as villages. Then, write a sentence using the word villages.

2. Circle the words that explain what kind of shape a wigwam has. Then, tell what wigwam means.

3. Underline the words that tell why autumn and spring were good times to fish. Then, tell what autumn means.

4. Circle the words that that tell what hunters did while crouching. Then, tell what crouching means.

5. Circle the words that tell what grew swiftly. Then, name two other words that have similar meanings to swiftly.

6. Underline the words that tell what began to surround Abenaki land. Then, tell what surround means.

7. Circle the nearby word that has the opposite meaning of defeated. Then, use the word defeated in a sentence.

8. Underline the words that tell what began to collapse. Then, tell what collapse means.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The Abenaki are a group of Native Americans. They lived in New England and Canada when the Europeans first arrived. They lived in villages—small towns—in places that are now Maine, New Hampshire, Vermont, and Quebec.

The type of house built by the Abenaki was called a wigwam. It was shaped like a cone. A wigwam was covered in bark from trees. Many Abenaki were fishermen. Autumn and spring were important times to fish. During these seasons, the rivers were full of fish. Others were hunters who spent days crouching in the forest looking for animals. Some were farmers, who harvested crops such as corn.

In the seventeenth and eighteenth centuries, the number of Europeans living on Abenaki land grew swiftly. The Abenaki traded with the Europeans. They gave them furs or products made in Europe. However, the Europeans also caused many problems for the Abenaki. European illnesses killed many of them. In some places, towns built by British settlers began to surround Abenaki land. The Abenaki found themselves in battles with British colonists. Sometimes they won these battles. Sometimes they were defeated. Sometimes they would leave their villages when British troops came near. They would come back when the danger had passed. Many Abenaki left their homes for good. They moved to areas controlled by France. The French were enemies of the British.

In the nineteenth century, many Abenaki saw their way of life change. They lost much of their land. Factories began polluting rivers where they liked to fish. The fur trade began to collapse.

Today many Abenaki still live in New England and Quebec. They have been able to buy back some of the land that they lost. They are fighting for rights to fish in local rivers.
Gluskabe and Old Man Winter
Joseph Bruchac

**Summary** Old Man Winter stays too long. A human being asks Gluskabe and Grandmother Woodchuck to end winter so his people will live. Gluskabe goes to Old Man Winter after getting advice from Grandmother Woodchuck. Gluskabe has to be clever. He ends winter with the help of Grandmother Woodchuck’s advice.

**Note-taking Guide**
Fill in this chart with details about Gluskabe.

<table>
<thead>
<tr>
<th>What is Gluskabe’s job?</th>
<th>His job is to help the people.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why</strong> does Gluskabe go to Old Man Winter’s wigwam?</td>
<td></td>
</tr>
<tr>
<td><strong>Who</strong> gives Gluskabe advice?</td>
<td></td>
</tr>
<tr>
<td><strong>How</strong> does Gluskabe trick the Summer People?</td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong> does Gluskabe take the summerstick?</td>
<td></td>
</tr>
</tbody>
</table>
Gluskabe and Old Man Winter
Joseph Bruchac

Characters

**Speaking Roles:**
- NARRATOR
- GLUSKABE
- GRANDMOTHER
- WOODCHUCK
- HUMAN BEING
- OLD MAN WINTER

**Four or More Summer Land People, Including:**
- THE LEADER
- FOUR CROWS

**Non-speaking Roles:**
- SUN
- FLOWERS
- PLANTS

Scene I: Gluskabe and Grandmother Woodchuck’s Wigwam

Gluskabe and his grandmother sit together, wrapped in blankets.

**NARRATOR.** Long ago Gluskabe (gloo-SKAH-bey) lived with his grandmother, Woodchuck, who was old and very wise. Gluskabe’s job was to help the people.

Gluskabe and his grandmother talk about the winter. It has been very cold for a long time. A human being who is their friend visits. They welcome their guest.

**HUMAN BEING.** Gluskabe, I have been sent by the other human beings to ask you for help. This winter has been too long. If it does not end soon, we will all die.

**GLUSKABE.** I will do what I can. I will go to the wigwam of Old Man Winter. He has stayed here too long. I will ask him to go back to his home in the Winter Land to the north.
Grandmother Woodchuck tells Gluskabe to be careful. He tells her not to worry. Then he leaves, and the scene ends.

Scene II: The Wigwam of Old Man Winter

OLD MAN WINTER sits in his wigwam, “warming” his hands over his fire made of ice. The four balls of summer are on one side of the stage.

Carrying a bag, Gluskabe enters and taps on Old Man Winter’s wigwam. Old Man Winter tells him to come in and sit by his fire. Gluskabe tells Old Man Winter that he must go back to his home in the Winter Land because the people are suffering in the very cold weather. Old Man Winter throws a sheet of ice over Gluskabe. He then throws Gluskabe outside. The sun melts the ice, and Gluskabe decides to ask his wise grandmother what to do next.

GRANDMOTHER WOODCHUCK. It is still winter, Gluskabe! Did Old Man Winter refuse to speak to you?

GLUSKABE. We spoke, but he did not listen. I will speak to him again; and I will make him listen. But tell me, Grandmother, where does the warm weather come from?

GRANDMOTHER WOODCHUCK. It is kept in the Summer Land.

Gluskabe vows to go there and bring summer back with him. Grandmother Woodchuck warns him that the Summer Land people are strange and dangerous. Each of them has only one eye. They keep summer in a big pot that they dance around. Four huge crows guard the pot. The crows swoop down and bite off the head of whoever tries to steal summer. Gluskabe is not scared. He will cover one of his eyes so
that the Summer Land people think that he is one of them. He puts the four balls into his bag as the scene ends.

Scene III: The Summer Land Village

The Summer Land people are dancing around the pot full of summer. They are singing a snake dance song, following their leader, who shakes a rattle in one hand. Four Crows stand guard around the pot as the people dance.

The people stop dancing when Gluskabe greets them. He fools them into believing that he is one of them. They invite him to join their dance. Gluskabe reaches into the pot and grabs one of the summersticks. The people shout to the crows to bite off his head. Gluskabe holds up the balls from his bag. Each crow takes a ball, thinking that it is Gluskabe’s head. Then Gluskabe runs offstage with the summerstick, and the scene ends.

Scene IV: The Wigwam of Old Man Winter

Gluskabe takes the summerstick to the wigwam of Old Man Winter and taps on the door. Old Man Winter invites him to come in and sit by his fire. Gluskabe once again tells Old Man Winter that he must go home to the Winter Land. He points out that the summerstick is melting the icy fire and the wigwam. Old Man Winter runs offstage, crouching to show that he is melting and growing smaller. Suddenly the bright sun and summer flowers enter the scene.

Narrator. So Gluskabe defeated Old Man Winter. Because he brought only one small piece of summer, winter still returns each year. But, thanks to Gluskabe, spring always comes back again.
Drama

1. **Infer:** Why does Gluskabe need Grandmother Woodchuck’s advice before he can defeat Old Man Winter?

2. **Analyze:** Gluskabe learns what he has to do to get summersticks from the Summer Land people. What is Gluskabe’s plan?

3. **Drama:** Conflict is a struggle between two characters or between a character and a force, such as nature. What is the main conflict in this drama?

4. **Drama:** The dialogue is what characters say in a play. List actions taken by Old Man Winter in the second column of this chart. Then, list dialogue about Old Man Winter in the third column.

<table>
<thead>
<tr>
<th>Character</th>
<th>Actions of the Character</th>
<th>Dialogue About the Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Man Winter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Storytelling Program

Plan a storytelling program that features traditional tales by Joseph Bruchac. Follow these steps:

- Search the Internet for information about Joseph Bruchac. Look for stories that he has written and performed. Use word searches with “Joseph Bruchac,” “Joseph Bruchac stories,” and “Joseph Bruchac perform.” Bruchac has his own Web site at www.josephbruchac.com. It is important to search other sites for additional information about him.

**What I learned:**

- Read as many of Bruchac’s Native American stories as you can. Become familiar with his characters and the ways they speak. Read a few of the stories aloud. Listen for the way that the language sounds as you read. Decide how you think the story would sound best out loud.

**What I learned:**

- Watch the video interview with Joseph Bruchac. Review your source material. Use this information to answer the following questions.

1. Why does Joseph Bruchac like to tell stories?

2. How does the storyteller turn folk tales into plays?
The Phantom Tollbooth, Act I

Reading Skill
A summary is a short statement of the main ideas and events in a piece of writing. Follow these directions when you write a summary:

• Reread to identify main events.
• Include only major events that move the story forward.
• Organize events in the order in which they happen.

Use this chart to help you fill in the main events from Act I, Scene ii.

<table>
<thead>
<tr>
<th>Event 1</th>
<th>Event 2</th>
<th>Event 3</th>
</tr>
</thead>
</table>

Literary Analysis
A drama is a story that is written to be performed. Dramas have characters, a setting, and a plot. Dramas also have these elements:

• Dialogue: the words the characters speak

• Script: the written form of the play. Characters’ names appear right before what they say:

  KATRINA. I can’t believe you said that!

  WALLACE. I was only kidding.

Pay attention to what characters say to help you understand the script.
Word List A

Study these words from The Phantom Tollbooth, Act I. Then, complete the activity that follows.

**erected** [i REK tid] v. built, put up
   - We erected the tent in just a few hours.

**leisurely** [LEE zhuhr lee] adv. without rushing or hurrying
   - Tom wasn’t in a hurry, so he walked in a leisurely way.

**located** [LOH kay tid] v. set; placed
   - Our house is located far from the highway so the noise doesn’t bother us.

**persuade** [per SWAYD] v. convince, make someone willing to do something
   - I couldn’t persuade my sister to share, no matter how hard I tried.

**predictions** [pree DIKT shuhnz] n. statements about what will happen in the future
   - My predictions were all wrong; nothing that I said would happen did.

**promptly** [PRAHMPT lee] adv. quickly, on time
   - Return your library books promptly or you will pay a fine.

**regulations** [reg yoo LAY shuhnz] n. rules, laws
   - Regulations say that you have to go to school.

**suburbs** [SUHB urbz] n. areas on the edges of large towns or cities
   - The drive from the suburbs to the center of town takes a long time.

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

My brothers and I are always trying to [1] ________ my dad to let us move. Why? We want a horse! Zoning [2] ________ don’t allow people to build barns for animals where we live. That’s because our house is [3] ________ in the [4] ________. If we move to the country, however, a barn could be [5] ________ without breaking any rules. My dad is thinking about it [6] ________. He takes a long time to make up his mind about anything. The only decision he makes [7] ________ is what TV show to watch. My brothers’ [8] ________ are that he won’t make up his mind for five years.
Today, many people live in the suburbs. These are areas outside the centers of large cities. This wasn’t always the case. A century ago, most people lived in the country or in city centers. Suburbs are located in the land between the country and the city. Why did people start moving to the suburbs? Often, new roads made it possible for them to do so.

People who worked in city centers could now get to work in a shorter amount of time. They could live on the edge of the city and still arrive at work promptly. Many people felt that life on the edge of a city was more relaxing. They could live in a leisurely way. In the city center, people were always rushing about. Many people enjoyed living farther from all the hustle and bustle.

Not everyone thinks suburbs are a good thing. The mayors of some cities are trying to persuade people to come back. To convince them, the mayors argue that life in the city is better than in the suburbs. These mayors point out that the roads to the suburbs are often jammed with traffic. It’s easier to get to work if you live in the center of town.

Other people are trying to stop new suburbs from being built. They want new buildings to be erected inside of cities, not at their edges. In some cities and states, governments have passed regulations to try to stop the growth of suburbs. Experts are not sure if the suburbs will keep growing in the future. Some have made predictions on the subject. Some say that in the future, people will want to live in city centers or out in the country. They won’t want to live in these in-between areas. Others say that suburbs will always be popular places to live.

1. Underline the words that tell what kind of areas suburbs are. Then, tell whether you think you live in the suburbs.

2. Circle the words that tell where suburbs are located. Name the street on which your school is located.

3. Underline the words that tell what people could do promptly. Then, tell what promptly means.

4. Circle the word that tells what people could do leisurely in the suburbs. Then, tell what leisurely means.

5. Circle the words that tell what the mayors were trying to persuade people to do. Rewrite the sentence, using a synonym for persuade.

6. Underline the words that tell what is to be erected. Then, tell what erected means.

7. Circle the words that describe the purpose of the regulations. Then, use the word regulations in a sentence.

8. Underline one of the predictions. Then, tell what predictions are.
The Phantom Tollbooth, Act I
Susan Nanus
Based on the book by Norton Juster

Summary A bored young boy named Milo comes home from school. He finds a wrapped gift in his room. Inside the box he finds a tollbooth. Milo sets off on an adventure into a fantasy world. Read Act I, Scene ii on the following pages.

Writing About the Big Question
How do we decide who we are? In The Phantom Tollbooth Act I, we meet Milo, a bored and unmotivated boy who receives an unexpected gift that leads him to take an amazing trip and to discover an adventurous side of himself. Complete this sentence:

Experiences such as ___________________________ can help people discover new aspects of their personalities because _________________.

Note-taking Guide
Fill in this chart with some details about the main characters in the story. Briefly describe their behavior in the space provided.

<table>
<thead>
<tr>
<th>Character</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milo</td>
<td>Confused about being in strange places and talking to strange people</td>
</tr>
<tr>
<td>Tock</td>
<td>Encourages Milo to keep moving along</td>
</tr>
<tr>
<td>Azaz</td>
<td></td>
</tr>
<tr>
<td>Mathemagician</td>
<td></td>
</tr>
<tr>
<td>Spelling Bee</td>
<td></td>
</tr>
<tr>
<td>Humbug</td>
<td></td>
</tr>
</tbody>
</table>
The Phantom Tollbooth, Act I

Susan Nanus
Based on the book by Norton Juster

**Cast (in order of appearance)**

- THE CLOCK
- MILO, A BOY
- THE WHETHER MAN
- SIX LETHARGARIANS
- TOCK, THE WATCHDOG (SAME AS THE CLOCK)
- AZAZ, THE UNABRIDGED, KING OF DICTIONOPOLIS
- THE MATHEMAGICIAN, KING OF DIGITOPOLIS
- PRINCESS SWEET RHYME
- PRINCESS PURE REASON
- GATEKEEPER OF DICTIONOPOLIS
- THREE WORD MERCHANTS
- THE LETTERMAN (FOURTH WORD MERCHANT)
- SPELLING BEE
- THE HUMBUG
- THE MINISTERS

**The Sets**

1. MILO’S BEDROOM—with shelves, pennants, pictures on the wall, as well as suggestions of the characters of the Land of Wisdom.
2. THE ROAD TO THE LAND OF WISDOM—a forest, from which the Whether Man and the Lethargarians emerge.
3. DICTIONOPOLIS—a market place full of open air stalls as well as little shops. Letters and signs should abound.

♦ ♦ ♦

**Act 1, Scene ii The Road to Dictionopolis.**

♦ ♦ ♦

(ENTER MILO in his car.)

♦ ♦ ♦

MILO. This is weird! I don’t recognize any of this scenery at all. *(A SIGN is held up before MILO, startling him.)* Huh? *(Reads.)* WELCOME TO EXPECTATIONS. INFORMATION, PREDICTIONS AND ADVICE CHEERFULLY OFFERED. PARK HERE AND BLOW HORN. *(MILO blows horn.)*

---

**Activate Prior Knowledge**

Describe the setting of a fantasy world you have encountered in a book or a movie.

---

** Literary Analysis **

Dialogue is the words that characters speak to one another. Circle the word that shows you which character is speaking in the first dialogue.

---

**Reading Check**

In what order is the cast listed? Circle the answer in the text.

---

**Vocabulary Development**

*expectations* (ek spek TAY shuhn) *n.* feelings or beliefs about the way things should be
WHETHER MAN. (A little man wearing a long coat and carrying an umbrella pops up from behind the sign. . . . He speaks very fast and excitedly.) My, my, my, my, my, welcome, welcome, welcome, welcome, welcome to the Land of Expectations, Expectations, Expectations! . . . Now what can I do for you? I'm the Whether Man.

MILO. (Referring to map.) Uh . . . is this the right road to Dictionopolis?

WHETHER MAN. Well now, well now, well now, I don't know of any wrong road to Dictionopolis, so if this road goes to Dictionopolis at all, it must be the right road, and if it doesn't, it must be the right road to somewhere else, because there are no wrong roads to anywhere. Do you think it will rain?

MILO. I thought you were the Weather Man.

WHETHER MAN. Oh, no, I'm the Whether Man, not the weather man. . . . After all, it's more important to know whether there will be weather than what the weather will be. . . .

♦ ♦ ♦

The Whether Man is no help, so Milo leaves. Soon his car slows to a stop. He has entered the Doldrums, a place where nothing ever happens and nothing ever changes. He meets the Lethargarians, who pass their days sleeping, daydreaming, wasting time, and never thinking. Milo begins to yawn. The Lethargarians invite Milo to join them. He is just about to do so when the Watchdog arrives. Watchdog does not like it when people waste time.

♦ ♦ ♦

WATCHDOG. What are you doing here?

MILO. Nothing much. Just killing time. You see. . . .

WATCHDOG. KILLING TIME! (His ALARM RINGS in fury.) It's bad enough wasting time without killing it. What are you doing in the Doldrums anyway? Don’t you have anywhere to go?
MILO. I think I was on my way to Dictionopolis when I got stuck here. Can you help me?
WATCHDOG. Help you! You’ve got to help yourself. I suppose you know why you got stuck.
MILO. I guess I just wasn’t thinking.
WATCHDOG. Precisely. Now you’re on your way.
MILO. I am?
WATCHDOG. Of course. Since you got here by not thinking, it seems reasonable that in order to get out, you must start thinking. Do you mind if I get in? I love automobile rides. (He gets in. They wait.) Well?
MILO. All right. I’ll try. (Screws up his face and thinks.) Are we moving?
WATCHDOG. Not yet. Think harder.
MILO. I’m thinking as hard as I can.
WATCHDOG. Well, think just a little harder than that. Come on, you can do it.
MILO. All right, all right. . . . I’m thinking of all the planets in the solar system, and why water expands when it turns to ice, and all the words that begin with “q,” and . . . (The wheels begin to move.) We’re moving! We’re moving!

Milo heads to Dictionopolis with the Watchdog, whose name is Tock. On the way, Tock tells Milo about a terrible argument that had taken place between King Azaz, the king of Dictionopolis, and the Mathemagician, the king of Digitopolis. King Azaz had said that words were more important than numbers. The Mathemagician had said that numbers were more important than words.

The Princesses Rhyme and Reason had tried to settle the argument between the two rulers. They declared that words and numbers are equally important. Azaz and the Mathemagician disagreed with the Princesses’ decision. So, they sent the Princesses away to the Castle-in-the-Air.
Soon Milo and Tock arrive in Dictionopolis. They visit a market where people buy and sell “juicy tempting words.” There they meet Humbug and the Spelling Bee, and the King’s advisors invite them to attend the Royal Banquet. Trumpets sound, and a PAGE appears.

PAGE. King Azaz the Unabridged is about to begin the Royal banquet. . . . (A huge Table is carried out with King Azaz sitting in a large chair, carried out at the head of the table.)

AZAZ. Places. Everyone take your places. (All the characters . . . rush to take their places at the table. Milo and Tock sit near the king. Azaz looks at Milo.) And just who is this?

MILO. Your Highness, my name is Milo and this is Tock. Thank you very much for inviting us to your banquet, and I think your palace is beautiful!

MINISTER 1. Exquisite.
MINISTER 2. Lovely.
MINISTER 3. Handsome.
MINISTER 4. Pretty.
MINISTER 5. Charming.


MILO. I can’t do any of those things.

AZAZ. What an ordinary little boy. Can’t you do anything at all?

MILO. I can count to a thousand.

AZAZ. AARGH, numbers! Never mention numbers here . . . Now why don’t we change the subject and have some dinner? Since you are the guest of honor, you may pick the menu.

Literary Analysis
Read the first bracketed passage in the script. What can be seen as the banquet begins?

Stop to Reflect
The ministers use many words to describe one thing or idea. Do you think it is better to use many words or one word to communicate an idea? Circle the words the ministers use that you would use if you were one of them.

Reading Skill
Summarize what happens in the second bracketed passage.

Vocabulary Development
unabridged (un uh BRUJD) adj. complete; things that are abridged, such as some dictionaries, do not contain all of the material that is in the original.
Milo asks for a light snack, and trays of light are carried in. Next, he requests a square meal, and waiters serve trays of colored squares. The guests do not like either of the meals.

AZAZ. *(Claps his hands and the trays are removed.)* Time for speeches. *(To MILO.)* You first.

MILO. *(Hesitantly.)* Your Majesty, ladies and gentlemen, I would like to take this opportunity to say that. . . .

AZAZ. That’s quite enough. Mustn’t talk all day.

MILO. But I just started to . . .

AZAZ. NEXT!

HUMBUG. *(Quickly.)* Roast turkey, mashed potatoes, vanilla ice cream.

SPELLING BEE. Hamburgers, corn on the cob, chocolate pudding p-u-d-d-i-n-g. *(Each Guest names two dishes and a dessert.)*

AZAZ. *(The last. . . . He claps his hands. Waiters serve each Guest his Words.)* Dig in. *(To MILO.)* Though I can’t say I think much of your choice.

MILO. I didn’t know I was going to have to eat my words.

AZAZ. Of course, of course, everybody here does. Your speech should have been in better taste.

MINISTER 1. Here, try some somersault.

It improves the flavor.

MINISTER 2. Have a rigamarole. *(Offers bread-basket.)*

MINISTER 3. Or a ragamuffin.

MINISTER 4. Perhaps you’d care for a synonym bun.

MINISTER 5. Why not wait for your just desserts?!

Dessert is served. Afterwards, all guests leave, except Milo, Tock, and Humbug. They stay and talk with the King about a problem in Dictionopolis. Milo suggests that Azaz let Rhyme and Reason return to solve the

---

**Reading Skill**

Organize events in the order in which they happen when you write a summary. List in order the two main things that happen on this page.

1. __________________

2. __________________

**Stop to Reflect**

The common expression *eat my words* means “admit I was wrong.” How is this meaning different from Milo’s meaning in the underlined passage?

____________________

____________________

*Reading Check*

What types of dishes does Milo ask for at the banquet? Circle the answers.

1. just desserts *n.* what a person deserves.
problem. Azaz likes Milo’s idea but says rescuing the princesses is too difficult. Humbug says Milo could do the job.

He says all he would have to do is travel across the dangerous unknown countryside to Digitopolis. There he would persuade the Mathemagician (who never agrees with Azaz about anything) to agree to the plan. Next he would enter the Mountains of Ignorance from which no one has ever returned alive. From there he would climb a two-thousand-foot stairway to the Castle-in-the-Air, rescue the princesses, and fight off frightening fiends as they made their way back to Dictionopolis.

AZAZ. I never realized it would be so simple.

MILO. It sounds dangerous to me. . . .

AZAZ. Dictionopolis will always be grateful to you, my boy, and your dog. (AZAZ pats TOCK and MILO.)

TOCK. Now, just one moment, sire . . .

AZAZ. You will face many dangers on your journey, but fear not, for I can give you something for your protection. (AZAZ gives MILO a box.) In this box are the letters of the alphabet. With them you can form all the words you will ever need to help you overcome the obstacles that may stand in your path. . . .

Azaz says Humbug will be their guide. He sends them on their way. Suddenly, the travelers hear a frightening noise up ahead. They look at each other fearfully. The lights fade.
The Phantom Tollbooth, Act I

1. **Identify Cause and Effect:** Dictionopolis has been having a hard time since Rhyme and Reason were banished. What effect does the absence of Rhyme and Reason have on Dictionopolis?

2. **Predict:** In Act II, Milo will start his journey. What do you think his journey will be like? Give two details from Act I to support your answer.

3. **Reading Skill:** What three events would you include in a summary of Act I?

4. **Literary Analysis: Dialogue** helps readers know about a character’s personality, the setting, and an action. Fill in this chart with information about what the dialogue shows. An example has been provided.

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>What It Suggests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MILO:</strong> Nothing much. Just killing time.</td>
<td><strong>Character:</strong> Milo is bored. He does not care about anything.</td>
</tr>
<tr>
<td><strong>MILO:</strong> WELCOME TO EXPECTATIONS. INFORMATION, PREDICTIONS AND ADVICE CHEERFULLY OFFERED.</td>
<td>Setting:</td>
</tr>
<tr>
<td><strong>WATCHDOG:</strong> Do you mind if I get in? I love automobile rides.</td>
<td>Action:</td>
</tr>
</tbody>
</table>
Writing: Summary
Write a summary of Act I. A summary includes the most important events. Answer the following questions to help you write your summary.

- Why is Dictionopolis such an unusual place?

- Which details make the story interesting?

- Which information from the stage directions should you include in your summary?

Listening and Speaking: Speech
Use the following lines to write ideas for your speech. Make sure that you include key events and ideas that Milo would mention.

- Milo’s experiences:

Write your speech on another sheet of paper. Then, practice reading it several times. Use gestures and changes in tone to reinforce the meaning of your words.
The Phantom Tollbooth, Act II

Reading Skill

Compare two things to tell how they are alike. Contrast two things to tell how they are different. Picture the action as you read drama. Pay attention to the dialogue and the descriptions of how characters speak and act. Picturing the action will help you compare and contrast characters, situations, and events.

Literary Analysis

Stage directions are the words in a drama that the characters do not say. Directions give the following information:

- where performers should move
- how performers should speak
- how readers can picture the action, sounds, and scenery

Stage directions are usually printed in italics and set between brackets. See this example:

   CARLOS. [To ISABEL.] Remember, don’t make a sound!
   [He tiptoes offstage.]

Fill in this chart to record stage directions as you read. The directions should help you picture the action. They will also help you understand what the characters are thinking and feeling.

<table>
<thead>
<tr>
<th>Stage Directions</th>
<th>What It Shows About the Character or Action</th>
</tr>
</thead>
</table>
Word List A
Study these words from The Phantom Tollbooth, Act II. Then, complete the activity.

delighted [di LYT id] adj. pleased, thrilled
   Kim was delighted to find out that she had made the soccer team.

hardly [HAHRD lee] adv. scarcely, barely, just
   He is not a good friend of mine; I hardly know him.

logical [LAHJ i kuhl] adj. making sense, based on facts
   It is not logical to think that humans can breathe underwater without special equipment.

nuisance [NOO suhns] n. a thing or person that is annoying or bothersome
   My little brother is a real nuisance; he is always blasting his video games.

obstacle [AHB stuh kuhl] n. something that gets in your way
   Math class is an obstacle to getting straight A's, but I am hoping for a B.

portion [PAWR shuhn] n. serving, share
   If you are still hungry, you can ask for another portion.

spare [SPAIR] v. give from a person's own share, give away
   I cannot spare you a pencil; I only have one.

unbearable [un BAIR uh buhl] adj. so bad or unpleasant that you cannot stand it
   We have to get into an air-conditioned room; this heat is unbearable.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.


This [5] kept the boys from sledding straight down the hill. When the cold became [6] , they left for Burgertown. Jason ordered a large [7] of fries, but he didn’t have money for a burger, too.

“Order one,” said Lucas. “I can [8] a few dollars!”
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

When her mom told her the news, Megan nearly knocked over her second portion of oatmeal. She was furious. She tossed her spoon into the bowl and tried not to run from the table as she listened to her mother's words.

“I'll be working longer hours until September,” her mother said. “Your job this summer will be taking care of Pam.”

Pam was Megan’s little sister. To Megan, she was a five-year-old walking nightmare.

“I knew you wouldn't be delighted,” her mom continued. “I knew you would be displeased. I know there are other things that you would rather do. Still, it is what we have to do. We cannot spare the money that it would cost to send Pam to day care. Since you are off from school, it is just the logical thing to do.”

Whether or not it was logical, Megan found the idea of a summer spent caring for her sister almost unbearable. How would she be able to stand it? How would she find time to hang out with all her friends? Worst of all, her little sister Pam was such a nuisance. She was always causing trouble and wouldn’t listen to anyone, especially not to Megan.

It seemed so unfair. During the school year, Megan worked so hard that she hardly had a free moment. Now all her free time during vacation would be spent running after Pam.

Yet from the very first day, Megan was surprised to discover that Pam was not such an obstacle to having fun. Megan’s friends thought that Pam was cute. And Pam seemed thrilled to get the chance to hang around with older kids. She listened to everything Megan said. Maybe, thought Megan, this summer will not be so bad after all.

1. Underline the words that tell what Megan almost did with her portion of oatmeal. Then, tell what portion means.

2. Circle the nearby word that has a meaning nearly opposite to delighted. Then, tell what delighted means.

3. Underline the word that tells what Megan and her mom can’t spare. Then, use the word spare in a sentence.

4. Circle the words that tell why the mother’s plans are logical. Then, tell what logical means.

5. Circle the words that tell what Megan thinks will be unbearable. Then, name another word with a similar meaning to unbearable.

6. Underline the words that explain what Megan thinks is an obstacle after all. Then, tell what obstacle means.

7. Circle the words that describe what Megan hardly has during the school year. Then, use the word hardly in a sentence.

8. Underline the word that tells who wasn’t an obstacle after all. Then, tell what an obstacle is.
The Phantom Tollbooth, 
Act II
Susan Nanus
Based on the book by Norton Juster

**Summary** Milo, Tock, and Humbug arrive in Digitopolis in Scene i. They ask the Doctor of Dissonance, the Dodecahedron, and the Mathemagician which road to take to find the Princesses. They arrive in the Land of Ignorance to rescue the Princesses. After they succeed, Milo learns an important lesson.

**Writing About the Big Question**

**How do we decide who we are?** In Act II, Milo comes back from his adventure to find that he is not the same boy he used to be. Complete this sentence:

New experiences can give us a new **perspective** on ____________ because ____________________________.

**Note-taking Guide**

Milo, Tock, and Humbug meet many challenges in the Land of Ignorance. Fill in this chart with information about the challenges that the three face.

<table>
<thead>
<tr>
<th>Character</th>
<th>Challenges to Milo, Tock, and Humbug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrible Trivium</td>
<td></td>
</tr>
<tr>
<td>Demon of Insincerity</td>
<td></td>
</tr>
<tr>
<td>Senses Taker</td>
<td></td>
</tr>
</tbody>
</table>
Act II, Scene ii The Land of Ignorance

Rhyme and Reason are locked in the castle. Rhyme is nervous that Milo, Tock, and Humbug will not save them. Reason calms down her sister. She says that Milo has learned much on his journey.

Milo drives through the Land of Ignorance. Tock and Humbug are with him. They meet a well-dressed man. The man welcomes them. He asks them to help him. Milo says yes.

**MAN.** Splendid, for there are just three tasks. First, I would like to move this pile of sand from here to there. (Indicates through pantomime a large pile of sand.) But I’m afraid that all I have is this tiny tweezers. (Hands it to MILO, who begins moving the sand one grain at a time.) Second, I would like to empty this well and fill that other, but I have no bucket, so you’ll have to use this eyedropper. (Hands it to TOCK, who begins to work.) And finally, I must have a hole in this cliff, and here is a needle to dig it.

Time passes. Milo and his friends keep working. They do not get very far. Milo figures out that it will take 837 years to finish the jobs. He tells the man that it does not seem worth it. The man laughs. He tells them that he is the Terrible Trivium. He keeps people busy doing things that are not important.

**Vocabulary Development**

**splendid** (SPLEN did) adj. wonderful
**tweezers** (TWEEZ erz) n. a metal tool used to take out or hold small objects

---

Activate Prior Knowledge

Describe a challenge you faced that has made you stronger in some way.

Reading Skill

**Picture the action** to help you remember details and events. What single event or detail do you remember best from Act I, Scene ii?

Literary Analysis

**Stage directions** help readers picture the action, sounds, and scenery. These words are usually printed in italics between brackets. What do the underlined stage directions tell you about how long Milo’s task will take?
**TAKE NOTES**

**Reading Skill**

Comparing two things means telling how they are alike. How is the Terrible Trivium similar to the Lethargarians from Act I?

---

**Read Fluently**

Read according to punctuation in order to read carefully. Exclamation points tell you where to pause to stress a word or thought. Circle the exclamation points in the bracketed passage. What do they tell you about Humbug’s feelings?

---

**Reading Check**

Who does the voice say that he is? Circle the answer.

---

**MAN.** Think of all the trouble it saves. If you spend all your time doing only the easy and useless jobs, you’ll never have time to worry about the important ones which are so difficult. *(Walks toward them whispering.)* Now do come and stay with me. We’ll have such fun together.

♦ ♦ ♦

Milo and his friends hear a voice. It tells them to run. They listen to the voice and run. They escape the Terrible Trivium. Then, they fall into a deep pit. They find out that the voice is the Demon of Insincerity. He always gives bad advice. The demon leaves. Milo, Tock, and Humbug get out of the pit. They hurry toward the castle to save the Princesses. Tock sees something chasing them.

♦ ♦ ♦

**TOCK.** Not just one, I’m afraid. If you want to see what I’m talking about, then turn around. *(They turn around. The stage darkens and hundreds of Yellow Gleaming Eyes can be seen.)*

**HUMBUG.** Good grief! Do you see how many there are? Hundreds! The Overbearing Know-it-all, the Gross Exaggeration, the Horrible Hopping Hindsight, . . . and look over there! The Triple Demons of Compromise! Let’s get out of here! *(Starts to scurry.)* Hurry up, you two! Must you be so slow about everything?

♦ ♦ ♦

The three race toward the castle. At last, they get there. They see a man sleeping on the first step. He has a book, a pen, and a bottle of ink. The man wakes up.

♦ ♦ ♦

**SENSES TAKER.** Oh, this won’t take long. I’m the official Senses Taker and I must have some information before I can take your sense. Now if you’ll just tell me: *(Handing them a form to fill. Speaking slowly and deliberately.)* When you were born, where you were born, why you were born, how old you are now, how old you were then, how old you’ll be in a little while . . .
Milo and his friends try to get by the Senses Taker. The Senses Taker puts a spell on each of them. Milo hears circus music. He stops to listen. An interesting smell makes Tock stop. Humbug hears applause and stops.

(MILO accidentally drops his package of gifts. The Package of Laughter from DR. DISCHORD opens and the Sounds of Laughter are heard. After a moment, MILO, TOCK and HUMBUG join in laughing and the spells are broken...)

SENSES TAKER. I warned you I was the Senses Taker. I’ll steal your sense of Purpose, your sense of Duty, destroy your sense of Proportion—and but for one thing, you’d be helpless yet.

MILO. What’s that?

SENSES TAKER. As long as you have the sound of laughter, I cannot take your sense of Humor. Agh! That horrible sense of humor.

Milo and his friends see that the demons are catching up. They quickly run away. The demons chase them. At last, Milo and his friends get to the castle. There is no door. There is no way to get inside.

REASON. Take your time, Milo, and think about it.

MILO. Ummm, all right . . . just give me a second or two. (He thinks hard.)

HUMBUG. I think I feel sick.

MILO. I’ve got it! Where’s that package of presents? (Opens the package of letters.) Ah, here it is. (Takes out the letters and sticks them on the door, spelling:) E-N-T-R-A-N-C-E. Entrance. Now, let’s see. (Rummages through and spells in smaller letters:) P-u-s-h. Push. (He pushes and a
door opens. The princesses come out of the castle. Slowly, the demons ascend the stairway.)

There is only one way to escape. Tock carries everyone on his back. Then he jumps. Because “time flies,” nobody gets hurt. The demons chase them. Azaz and Mathemagician arrive with their armies. They defeat the demons. The princesses thank Milo, Tock, and Humbug. Everyone else bows to the heroes.

MILO. But we never could have done it without a lot of help.

REASON. That may be true, but you had the courage to try, and what you can do is often a matter of what you will do.

AZAZ. That’s why there was one very important thing about your quest we couldn’t discuss until you returned.

MILO. I remember. What was it?

AZAZ. Very simple. It was impossible!

MATHEMAGICIAN. Completely impossible!

HUMBUG. Do you mean . . . ? (Feeling faint.) Oh . . . I think I need to sit down.

AZAZ. Yes, indeed, but if we’d told you then, you might not have gone.

MATHEMAGICIAN. And, as you discovered, many things are possible just as long as you don’t know they’re impossible.

Rhyme and Reason thank the heroes for rescuing them. Milo feels bad for not saving the princesses earlier. He says he made too many mistakes. The princesses remind him that it is okay to make mistakes. Mistakes are often the only way to learn. Milo says goodbye to Azaz and Mathemagician. He drives off. Soon he finds himself back in his bedroom. He was only gone for an hour. He starts to examine his books, toys, and other things. He looks at his watch. He is surprised to see that an hour has passed.

2. ascend (uh SEND) v. to move up; go higher.
1. **Deduce:** The Terrible Trivium wants Milo, Tock, and Humbug to do “easy and useless” tasks. What will happen if they follow his directions?

2. **Draw Conclusions:** What does Milo learn about humor from his meeting with the Senses Taker?

3. **Reading Skill:** Comparing and contrasting tell how two things are alike and different. Fill in this Venn diagram with details from Act II, Scene ii to compare and contrast the Senses Taker and the Terrible Trivium.

4. **Literary Analysis:** Stage directions help readers understand what the characters in a play are doing. Describe one place in the play where stage directions are needed for understanding what is happening.
Writing: Review
Write a review of *The Phantom Tollbooth*. Answer the following questions to help you present your opinions in your review.

- Which characters are the most exciting? Why?

- Do any characters become more interesting as you think about them? If so, which characters?

- Which events are the funniest? The most confusing?

Research and Technology: Multimedia Report
Use the following chart to gather information for your multimedia presentation.

<table>
<thead>
<tr>
<th>What is infinity?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the largest number?</td>
<td></td>
</tr>
<tr>
<td>What is the smallest number?</td>
<td></td>
</tr>
<tr>
<td>Three main ideas you learned from your research.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
Online Articles

About Online Articles
An online article is an article that appears on a Web site. It may cover a variety of topics. Some online articles cover current events. Others may discuss historical, scientific, or technical topics. Online articles may contain features such as graphics, links, or sound to provide additional information.

Different organizations publish online articles. Some organizations are more reliable than others. Reliable organizations usually include:
- educational institutions
- government agencies
- newspapers and magazines

Reading Skill
Not all online articles contain correct information. To decide if an online article has correct information, evaluate the evidence for the author’s conclusions. Reliable evidence includes facts, examples, quotations, and expert opinions. A fact is a statement that can be proved. An expert opinion is a statement by someone with extensive knowledge about a topic. Opinions that are not supported by facts may not be correct. To learn more about how to evaluate evidence, study the graphic organizer below.

Checklist for Evaluating Evidence

- Does the author provide concrete evidence, such as facts, statistics, and expert opinions?
- Does the author identify the sources of his or her evidence?
- Can the author’s evidence be verified?
- Does the author’s evidence logically support his or her conclusions?
When NASA returns astronauts to the moon, the mission will be measured in kilometers, not miles. The agency has decided to use metric units for all operations on the lunar surface, according to a statement released today. The change will standardize parts and tools. It means Russian wrenches could be used to fix an air leak in a U.S.-built habitat. It will also make communications easier, such as when determining how far to send a rover for a science project.

- NASA has ostensibly used the metric system since about 1990, the statement said, but English units are still employed on some missions, and a few projects use both. NASA uses both English and metric aboard the International Space Station.

- The dual strategy led to the loss of the Mars Climate Orbiter robotic probe in 1999; a contractor provided thruster firing data in English units while NASA was calculating in metric.

- The decision comes after a series of meetings between NASA and 13 other space agencies around the world, where metric measurements rule.
“When we made the announcement at the meeting, the reps for the other space agencies all gave a little cheer,” said Jeff Volosin, strategy development lead for NASA’s Exploration Systems Mission Directorate. “I think NASA has been seen as maybe a bit stubborn by other space agencies in the past, so this was important as a gesture of our willingness to be cooperative when it comes to the Moon.”

Informally, the space agencies have also discussed using Internet protocols for lunar communications, the statement said.

“That way, if some smaller space agency or some private company wants to get involved in something we’re doing on the Moon, they can say, ‘Hey, we already know how to do internet communications,’” Volosin said. “It lowers the barrier to entry.”

How do we decide who we are?
(a) Did NASA decide to be an independent or a cooperative space agency? Explain. (b) How did a catastrophe help them to make that decision?
Thinking About the Online Article

1. What organization published this article?

2. What is NASA’s purpose in using only metric units?

3. What kinds of evidence does the author use in this article?

4. What facts support the opinion that NASA has been seen as maybe a bit stubborn?

WRITE ABOUT IT  Timed Writing: Summary (20 minutes)

Explain the process you used to evaluate the evidence in this online article.

• Reread the article. List some pieces of evidence that support the information and the author’s conclusions.

• How did you decide whether the evidence was based on fact or opinion?
People told stories long before there were books to read. People who tell stories aloud follow what is called the **oral tradition**. Most folk tales, fables, myths, legends, folk songs, and fairy tales were once told aloud. Look for these characteristics in stories from the oral tradition:

- **A universal theme** is a message about life that most people understand.
- **Fantasy** is a type of make-believe writing. Fantasy has elements that are not found in real life.
- **Personification** is a special type of language. Writers use personification to give human characteristics to nonhuman subjects. Animals that can talk show personification.
- **Irony** is a surprising event that is the opposite of what you expect. Unexpected endings are called **ironic** endings.
- **Hyperbole** is an exaggeration. An *exaggeration* describes something as being more or less than it really is. “I am so thirsty that I could drink the ocean” is an example of hyperbole. Hyperbole is usually meant to be funny.
- **Dialect** is the form of language spoken by people from a certain place. Storytellers use dialect to make **characters** seem real.
- **Local customs** are the traditions of a group of people. Writers use details about local customs to help build the **setting**. The setting is the time and place of a story’s action.
This chart describes the different types of stories found in the oral tradition.

<table>
<thead>
<tr>
<th>Type of Oral Tradition</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
</table>
| Folk Tales             | • entertaining stories that tell about shared ideas of a culture  
|                        | • often have heroes, adventure, magic, or romance  
|                        | • Details change over time.  
|                        | • were later written down | The Ant and the Dove |
| Fables                 | • brief stories or poems  
|                        | • teach a lesson or moral  
|                        | • usually have animal characters | The Lion and the Bulls |
| Myths                  | • fictional tales about gods and heroes of natural events  
|                        | • A collection of myths is a culture's mythology. | Arachne |
| Legends                | • a culture's familiar and traditional stories  
|                        | • often based on fact  
|                        | • change to include more fictional details over time  
|                        | • may become subject of an allusion, a reference to a well-known person, place, event, or literary work | The Legend of Sleepy Hollow |
Word List A

Study these words from “Black Cowboy, Wild Horses.” Then, complete the activities that follow.

**corral** [kuh RAL] n. fenced-in area for holding animals
   *The boy led his horse through the gate and into the corral.*

**distinct** [dis TINGKT] adj. clear and definite
   *The stronger athlete had a distinct advantage.*

**grazed** [GRAYZD] v. fed on growing grass
   *As the shepherds watched, the sheep grazed in the field.*

**herd** [HURD] n. group of cattle or other large animals feeding or moving together
   *The cowboys drove the herd of cattle hundreds of miles.*

**maintaining** [mayn TAYN ing] v. keeping
   *Maintaining her self-control, she did not panic in the crisis.*

**plains** [PLAYNZ] n. large areas of flat, open country
   *Buffalo used to roam the plains of North America.*

**presence** [PREZ uhns] n. being in a place
   *Everyone was surprised at his presence at the meeting.*

**scarcely** [SKAIRS lee] adv. not quite; only just
   *We had scarcely arrived when the show started.*

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

The bus full of tourists pulled into the front entrance of the dude ranch. A dude ranch is a place where city people get a taste of the life of the Old West. There is a [1] ________ difference between life in the city and life on a ranch. The tourists had [2] ________ arrived when they saw things they had never seen before. A [3] ________ of cattle was being carefully guided into a huge wooden [4] ________. These animals had just been brought in from the open country around the ranch, the [5] ________ that stretched on for miles. The cattle [6] ________ there every day, feeding on the grass. The cattle looked at the curious tourists, but the [7] ________ of these strangers did not disturb them at all. In fact, the ranch workers are very skilled at showing how the ranch works while [8] ________ the daily routine that the animals need.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The wild horses of America are called mustangs. Most mustangs are reddish brown in color. Some are gray, tan, black, or white. For hundreds of years, mustangs have grazed the fields of the American West and Midwest. They eat grass and plants. They drink water from rivers and lakes.

Mustangs are distinct from trained horses because they run wild. They have some features that tame horses do not have. For example, they have stronger legs. They have heavier bones than horses that are not wild. They also have very hard feet. This helps them to travel over many kinds of difficult ground. After all, they do not have any human beings to protect them in a corral or to make iron horseshoes for them!

Herds of mustangs once ran wild over the American plains, the open spaces. These large groups of horses traveled together in order to protect themselves. They knew that there is safety in numbers. The leader of the group is a male horse called the stallion. A big part of his job is to keep the herd safe. Sometimes mountain lions and bears would attack the herd. Now the stallion has to help protect the group from people too.

In the modern world, there are more people than before. There are more cities and less open space than before. This has changed the world of the mustangs. Scientists think that long ago there were over two million mustangs. Compared to that large number, there are now scarcely any left.

People have different opinions about mustangs. Some people think they should be left alone. Some people think that mustangs need more protection. These people have started groups. These groups aim at maintaining the herds that still run on the plains, keeping them safe and healthy. To these people, the presence of wild horses is part of the beauty of America.
Black Cowboy, Wild Horses
Julius Lester

Summary  Bob Lemmons is a cowboy who tracks a herd of wild horses. He rides his black stallion, Warrior, who knows how to blend in among wild horses. Bob and Warrior fight the wild herd’s leader for control of the herd. They lead the herd on an exciting run.

Note-taking Guide
Fill in the cause-and-effect chart to show how Bob and Warrior take over the herd.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect/Cause</th>
<th>Effect/Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob charges at the stallion.</td>
<td>The stallion turns and trots away.</td>
<td></td>
</tr>
</tbody>
</table>
The copyright holder has not granted permission to display this selection in electronic format.

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Please see your textbook for this selection.
1. **Infer:** Bob is very careful about how he follows the mustangs. What danger does Bob face in coming close to the mustangs too soon?

2. **Compare:** Bob and Warrior are very close. Bob has a deep understanding of Warrior. Why does it seem that Warrior’s goals or dreams are the same as Bob’s?

3. **Oral Tradition:** A **legend** is a story that has changed over time. The once-true events of the story have been exaggerated. List qualities about Bob that make him seem real. Then, list qualities that exaggerate his abilities and make him a **legend**. Use this diagram.

4. **Oral Tradition:** A **universal theme** is a message about life that people in most cultures understand. What is the **universal theme** in this **folk tale**?
**Reading**

Follow these steps to gather information for a reading of passages from some of Julius Lester’s books.

- Search the Internet to find background information about Julius Lester and his books. Begin by finding his home page. Type the following in your browser’s address box: http://members.authorsguild.net/juliuslester/. Press the enter key. Click on the “My Books” link to see a list of Lester’s books and a brief description of each book. Also, select a search engine for further research. Type “Julius Lester” AND books or “Julius Lester” AND “folk tales” in the search box. Choose reliable sites when the results come up. These include sites about the author and the sources used to make the site. Write the titles of books that interest you and a description of each book.

  Book: ____________________________________________________________
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

- Go to the library. Find a computer and the online catalogue. Select an author search. Type Lester, Julius in the search box. Press the enter key. A list of Lester’s books will come up. Write the titles of the books you want and the information that will help you find each book. Then find the books on the shelf.

- Read as many of Lester’s stories as interest you. Look for interesting dialect. Dialect is the language spoken in a particular region. Choose one of Lester’s books to read. Then read the entire book.

- Select some passages that interest you. Practice reading the passages aloud.

- Watch the video interview with Julius Lester. Then review your source material. Use this information to help prepare for your reading.
The Tiger Who Would Be King • The Ant and the Dove • The Lion and the Bulls • A Crippled Boy

Reading Skill
A cause is an event, an action, or a feeling that leads to a result. The result is called an effect. Sometimes an effect can have more than one cause. Reread important passages in the work to figure out the relationship between an event and its causes. Use this chart to record the events and actions that produce an effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Cause</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Effect

Literary Analysis
Fables and folk tales are part of the oral tradition. The oral tradition is the tradition of passing songs, stories, and poems from generation to generation by word of mouth.

- **Fables** are short stories that teach a lesson or contain a moral. They often have animal characters.

- **Folk tales** have heroes, adventure, magic, and romance. These stories often entertain while teaching a lesson.

Some fables and folk tales have ironic, or surprising, endings. The endings are ironic because they do not turn out as you expect.
Word List A

**creature** [KREE chuhr] n. a living being, human or animal  
Raul thought that the monkey in the zoo was a strange creature.

**cubs** [KUHBZ] n. young lions, wolves, tigers, or bears  
The mother lion watched over her young cubs.

**den** [DEN] n. the home of a wild animal, such as a lion or tiger  
The bear slept in his den throughout the entire winter.

**greet** [GREET] v. to welcome somebody in a friendly or familiar way  
Haley rushed to greet her friend with a hug.

**jungle** [JUHNG guhl] n. land in tropical areas covered with trees, bushes, and vines  
Chimpanzees are one type of animal that lives in the trees of the jungle.

**prowled** [PROWLD] v. moved around quietly or secretly, like an animal hunting  
The hungry wolf prowled the forest looking for food.

**sake** [SAYK] n. the good or benefit of someone or something  
Angela raised money for the sake of getting new uniforms for her soccer team.

**stripes** [STRYPS] n. narrow bands of color  
The flag of the United States has red and white stripes.

Exercise A

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

A [1] jungle is a tropical forest that is home to many plants, birds, insects, and animals. One [2] tiger that lives there is the tiger. The tiger has narrow markings or [3] stripes on its fur. Young tigers are called [4] cubs. They live with their mothers in a home called a [5] den. Some nights, the mother tiger leaves her young, returning in the morning with meat. To get this meat, the mother tiger will have [6] prowled her territory, hunting. She will return to [7] greeted her young by bringing them the meat. A mother tiger will act for the [8] sake of her young, protecting them from danger.
1. Underline the words that describe the word creature. Then, define creature in your own words.

2. Circle the words that tell what stripes are. What is something that you know that has stripes?

3. Circle the sentence that describes how the jungle helps tigers. Then, write a sentence using the word jungle.

4. Underline the words that explain the word greet. Then tell how you usually greet someone.

5. Underline the words that tell what cubs are. Then use the word cubs in a sentence.

6. Circle the words that tell you what a den is. Then, explain den in your own words.

7. Underline the phrase that tells the meaning of the word prowled. Then use the word prowled in a sentence.

8. Circle the words that tell you about what has been done for the tigers’ sake. What is something you would work hard for the sake of?

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Few living animals are as impressive as the tiger. This creature is known for its strength and cunning. Tigers are the largest members of the cat family. An adult tiger can weigh over five hundred pounds. A large tiger can measure up to nine feet in length. Tigers have narrow bands of color on their fur. These stripes help a tiger blend in with its surroundings.

Tigers live mostly in Asia. They live as far north as the arctic regions of Siberia. Tigers also live in the warm forests of India and Indonesia. Most tigers in the wild today live in the jungle. There, they are protected by the thick plant growth of these tropical areas.

Tigers are solitary animals. One tiger needs a large amount of land on which to live and hunt. When two tigers meet, they usually do not greet each other in a friendly manner. Instead, they are likely to fight. Each tiger will fight for the rights to its territory.

Young tigers, or cubs, are cared for by their mothers. They live with their mothers in their den until they are about two years old. Then the young tigers will leave this home and go in search of their own territory.

Once, tigers prowled the forests all over Asia hunting for prey. Now, humans have moved into much of the tigers’ territory. Tigers no longer have enough room to roam and hunt, so the number of them in the wild is getting smaller. Scientists believe that there are only about six thousand tigers living in the wild today. Laws have been passed for the sake of these remaining tigers. These laws act to benefit tigers by protecting their territory from human development and hunting.
The Tiger Who Would Be King  
• The Ant and the Dove

Summary  “The Tiger Who Would Be King” tells the story of a fight among the animals to show that sometimes no one wins. “The Ant and the Dove” shows that a good deed can be repaid at an unexpected time.

Writing About the Big Question  
How much do our communities shape us? These tales use animal characters to teach lessons about people struggling against each other and about people working together. Complete this sentence:

When members of a community cooperate and support one another, they can ____________________________.

Note-taking Guide  
Use this chart to list the actions taken by the characters in “The Tiger Who Would Be King” and “The Ant and the Dove.” Then, list why each character takes the actions.

<table>
<thead>
<tr>
<th>Character</th>
<th>Action taken</th>
<th>Motivation, or why the action is taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiger</td>
<td>Fights the lion</td>
<td>Wants to be king of the beasts</td>
</tr>
<tr>
<td>Lion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Tiger Who Would Be King
James Thurber

One morning the tiger woke up in the jungle and told his mate that he was king of beasts. “Leo, the lion, is king of beasts,” she said. “We need a change,” said the tiger. “The creatures are crying for a change.”

The tigress listened but she could hear no crying, except that of her cubs. “I’ll be king of beasts by the time the moon rises,” said the tiger. “It will be a yellow moon with black stripes, in my honor.”

“Oh, sure,” said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion’s den. “Come out,” he roared, “and greet the king of beasts! The king is dead, long live the king!”

Inside the den, the lioness woke her mate. “The king is here to see you,” she said.

“What king?” he inquired, sleepily.

“The king of beasts,” she said.

“I am the king of beasts,” roared Leo, and he charged out of the den to defend his crown against the pretender.

It was a terrible fight, and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not know which they were fighting for, and some fought for both, and some fought whoever was nearest, and some fought for the sake of fighting.

Activate Prior Knowledge
Describe a time when you wanted something so badly that you thought you would do anything to get it.

Read Fluently
A story is clearer when you know who is speaking. Each time a character speaks, the words will be in quotation marks (“”). A new paragraph starts when a new character begins speaking. Read the bracketed passage. Circle the words spoken by the tigress. Underline the words spoken by the tiger.

Reading Skill
A cause is an event, an action, or a feeling that produces a result. The result is called an effect. What causes Leo to defend his crown?

Literary Analysis
A fable uses animals to tell a story that teaches a lesson or a moral. What problem does this fable address?

Vocabulary Development
prowled (prowld) v. moved around quietly and secretly
repulse (ri PULS) v. drive back; repel an attack
“What are we fighting for?” someone asked the aardvark.
“The old order,” said the aardvark.
“What are we dying for?” someone asked the zebra.
“The new order,” said the zebra.

When the moon rose, fevered and gibbous,\(^1\) it shone upon a jungle in which nothing stirred except a macaw\(^2\) and a cockatoo,\(^3\) screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn’t seem to mean anything.

MORAL: You can’t very well be king of beasts if there aren’t any.

The Ant and the Dove
Russian Folk Tale
Leo Tolstoy

A thirsty ant went to the stream to drink. Suddenly it got caught in a whirlpool and was almost carried away.

At that moment a dove was passing by with a twig in its beak. The dove dropped the twig for the tiny insect to grab hold of. So it was that the ant was saved.

A few days later a hunter was about to catch the dove in his net. When the ant saw what was happening, it walked right up to the man and bit him on the foot. Startled, the man dropped the net. And the dove, thinking that you never can tell how or when a kindness may be repaid, flew away.

Vocabulary Development

startled (STAHRT uhltd) adj. surprised

---

1. gibbous (GIB uhs) adj. more than half but less than completely illuminated.
2. macaw (muh KAW) n. bright-colored, harsh-voiced parrot of Central or South America.
3. cockatoo (kahk uh TOO) n. crested parrot with white plumage tinged with yellow or pink.
AFTER YOU READ

The Tiger Who Would Be King • The Ant and the Dove

1. **Apply:** Some animals in “The Tiger Who Would Be King” fight without thinking about the outcome of their actions. What human qualities does Thurber show in these animals?

2. **Infer:** The dove in “The Ant and the Dove” drops a twig for the ant. How does this save the ant?

3. **Reading Skill:** “The Tiger Who Would Be King” ends in a fight among all of the animals in the jungle. This fight is an effect, or result. List two **causes,** or reasons, of the fight in the jungle.

4. **Literary Analysis:** Fables and folk tales share some of the same elements. Use this chart to describe the elements of fables and folk tales in the two stories. List characters from each tale. Then, describe the moral or lesson that each tale teaches.

<table>
<thead>
<tr>
<th>Title</th>
<th>Characters</th>
<th>Moral or Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tiger Who Would Be King</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Ant and the Dove</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Fable
Write a fable that teaches the same lesson as either “The Tiger Who Would Be King” or “The Ant and the Dove.” Answer the following questions to help you write your fable.

• What is the lesson that you want your readers to learn?

• Who are the characters in your fable?

• How do the characters get in trouble?

• How do the characters learn a lesson?

Listening and Speaking: Oral Report
Prepare an oral report on the life of either James Thurber or Leo Tolstoy. Complete the following chart to prepare your oral report.

<table>
<thead>
<tr>
<th>Author:</th>
<th>Childhood Events</th>
<th>Life as a Writer</th>
<th>Photos or images</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other pieces to read by this author:
**VOCABULARY WARM-UP**

**Word List A**

Study these words. Then, complete the activity that follows.

- **attempted** [uh TEMPT id] v. tried to do something
  
  *George attempted to make a home run but only hit a triple.*

- **attention** [uh TEN shuhn] n. close and careful thought
  
  *Rita gave her homework assignment a great deal of attention.*

- **extremely** [ek STREEM lee] adv. to a very high degree
  
  *Above the Arctic Circle, the weather is extremely cold.*

- **interrupted** [in tuh RUHPT id] v. stopped something briefly
  
  *John interrupted me before I had finished making my point.*

- **miserable** [MIZ uhr uh buhl] adj. very unhappy or dejected
  
  *The stray cat looked cold, hungry, and miserable.*

- **reports** [ri PAWRTS] n. written or spoken accounts of events
  
  *The journalist sent reports back to the newspaper about what she saw at the trial.*

- **success** [suhk SES] n. a good or desired result
  
  *Richard knew his party was a success because everyone enjoyed it.*

- **unusual** [un YOO zhoo uhl] adj. rare, uncommon
  
  *A ferret is an unusual type of pet.*

**Exercise A**

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Alexis had always wanted to travel, so she was [1] ________ glad to have the chance to go to Mexico. She had read [2] ________ that said Mexico was a very beautiful country. She looked forward to seeing [3] ________ things that she had never seen before. To prepare for her trip, Alexis focused all of her [4] ________ on learning Spanish. Once she got to Mexico, she [5] ________ to speak Spanish with as many people as possible. Once, a man [6] ________ her before she could finish her sentence and spoke to her in English. She responded in Spanish, to show that she knew the language. Alexis loved Mexico and felt [7] ________ when she had to leave. The trip had been a [8] ________.

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Lions rule the African plains. These regal animals have long captured our attention. People have been interested in lions for hundreds of years. Most of the information we have about lions comes from reports by naturalists working in Africa. These accounts tell us how lions live in the wild.

Lions are unusual among cats because they live in groups. This behavior is rare among members of the cat family. Lions are extremely social. They enjoy the company of other lions very much. A group of lions is called a pride. Most prides are made up of fifteen to twenty lions. If a lion is separated from its pride, it becomes miserable. The lion will remain very unhappy until it has found a new pride to join.

Lions may look fierce, but they are actually lazy animals. Most lions sleep all day. They hunt only rarely at night. A male lion will not hunt at all. Female lions do all the hunting. They hunt for animals such as giraffes and zebras. A lioness on the hunt only has a one in five chance of catching her prey. If a lioness has attempted to capture an animal and failed, she must try again. Once the hunt ends in success, however, the male lion will get to eat first.

It is the male lion’s job to protect the pride’s territory. Sadly, this task has become harder in recent decades. Humans have interrupted the lions’ natural way of life. As people have taken over the African plains, they have stopped the lions from roaming freely. As a result, the number of lions in the wild has been cut in half in the last fifty years. Today, there are only about 21,000 lions living in the wild.
**MAKING CONNECTIONS**

**The Lion and the Bulls • A Crippled Boy**

**Summary** A lion spreads rumors to break apart a group of bulls in “The Lion and the Bulls.” “A Crippled Boy” shows a lonely, disabled boy with a great skill. His skill earns him a place at the king’s palace.

**Writing About the Big Question**

*How much do our communities shape us?* In both of these tales, characters look for ways to achieve a goal. Complete this sentence:

If a person achieves success by taking advantage of others in his or her group, the result can be _____________________________.

**Note-taking Guide**

Use this chart to record details from “The Lion and the Bulls” and “A Crippled Boy.”

<table>
<thead>
<tr>
<th>Character</th>
<th>What problem does he face?</th>
<th>How does he solve his problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Infer:** Aesop gives human qualities to his animal characters in “The Lion and the Bulls.” Describe these human qualities.

________________________________________________________________________

2. **Analyze:** Name one way in which Theo from “A Crippled Boy” benefits from developing his talent.

________________________________________________________________________

3. **Reading Skill:** A **cause** is an event or action that results in an **effect.** The bulls’ moving away from one another in “The Lion and the Bulls” is a cause that leads to an effect. What is this effect?

________________________________________________________________________

4. **Literary Analysis:** Use this chart to identify the elements of **fable** and **folk tale** in the two stories.

<table>
<thead>
<tr>
<th>Title</th>
<th>Characters</th>
<th>Moral or Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lion and the Bulls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Crippled Boy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing: Fable
Write a fable that teaches the same lesson as either “The Lion and the Bulls” or “A Crippled Boy.” Answer the following questions to help you write your fable.

• What is the lesson that you want your readers to learn?

• Who are the characters in your fable?

• How do the characters get in trouble?

• How do the characters learn a lesson?

Listening and Speaking: Oral Report
Use the following activity to record information for your report about one of the authors.

• Give some information about the author.

• Why did this person become a writer?

• What will you read and why?
Prologue from The Whale Rider • Arachne

Reading Skill
A cause is an event, an action, or a feeling. A cause makes something happen. An effect is what happens. An effect can become the cause of another event.

Look for clue words such as because, so, and as a result. These words signal a cause-and-effect relationship. Ask questions to help you understand the cause-and-effect relationships. Some questions to ask are

• “What happened?”
• “Why did this happen?”

Literary Analysis
Myths are stories about the actions of gods or heroes. Every culture has its own myths. Myths can do many things. They can tell how the world began. They can explain something in nature, such as thunder. A myth might teach a lesson. It might state a value, such as courage. Use this chart to analyze myths as you read.
VOCABULARY WARM-UP

Word List A
Study these words from “Arachne.” Then, complete the activity that follows.

challenged [CHAL uhnjd] v. dared someone to participate in a contest
   Rita challenged her friends to a race to prove how fast she was.

descend [dee SEND] v. to climb down or go lower
   Tomorrow, Jake plans to descend the mountain and hike the valley.

goddess [GAHD is] n. a female god or deity
   The ancient Egyptians worshipped Isis, the goddess of fertility.

judged [JUHJD] v. decided the winner of a competition
   Stephen judged the writing contest and gave Pablo’s essay first prize.

marvelous [MAHR vuh luhs] adj. creating surprise or wonder
   The fireworks display was a marvelous sight and impressed everyone.

olive [AHL iv] adj. relating to the small green fruit that can be eaten or crushed for oil
   The olive trees were ready to be harvested.

presence [PREZ uhns] n. the position near a person or thing
   Marco felt smarter in the presence of his teacher.

products [PROD uhktz] n. things that are made or created
   Products like cheese and butter can be made from cow’s milk.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Irene looked out onto the beautiful valley. She thought the view was [1] __________. From the mountaintop she began to [2] __________ the slope to where the farmhouse stood. The valley below was covered in [3] __________ and plum trees. It was harvest season. Some families kept the tradition of making offerings to the harvest [4] __________. Now they were picking the fruit. Later they would make oil and jam. Irene soon found herself in the [5] __________ of a group of farmers. While she was there, one farmer [6] __________ another to a contest. Each farmer thought his plum jam was the best. They asked Irene to try their [7] __________. Irene tasted the jams and [8] __________ the first farmer’s plum jam the best. The farmers smiled and laughed. Irene loved this valley. She felt as if she could stay here forever.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The ancient Greeks believed in many different gods. They thought their gods lived on a mountain called Mt. Olympus. Sometimes these gods would descend from Mt. Olympus. They would come down to Earth to watch the activities of the mortals.

The city of Athens in Greece is named after Athene, the ancient Greek goddess of wisdom. A goddess is a female god or deity. Sculptures of Athene show the goddess wearing a helmet and decorated armor.

In Athens, people tell a legend about how the city was named. Athene challenged the god of the sea, Poseidon, to a contest. The winner would rule over the city. The competition was to see who could give the best gift to the city of Athens.

Poseidon said that he would give the people of Athens water. In the presence of many onlookers, Poseidon threw his spear to the ground. A marvelous saltwater spring arose. The spring created a sense of wonder in all who were there and saw it. Unfortunately, people could not drink the salt water. It turned out not to be such a good gift.

Athene threw her spear to the ground and brought forth an olive tree. From this tree came many products. This tree created small fruits called olives that could be eaten. The olives could also be pressed for oil. This oil could be used for cooking and made into fuel for lamps.

The gods of Mt. Olympus judged the competition. They decided that the olive tree was the better gift. Athene was the winner. That is why the city of Athens was named for this goddess.

1. Underline the sentence that explains the word descend. Then, write a sentence using the word descend.

2. Underline the sentence that tells you what a goddess is. What goddess is this passage about?

3. Circle the words that give a clue to the meaning of challenged. Have you ever challenged someone to do something?

4. Circle the words that help you know what presence means. Define presence in your own words.

5. Underline the words that describe why people thought the spring was marvelous. Then, use the word marvelous in a sentence.

6. Circle the words that tell you what an olive tree is. Explain why the olive tree was an important gift.

7. Circle the products that came from the olive tree. Write a sentence using the word products.

8. Underline the sentence that tells what the word judged means. Have you ever judged a contest?
**Summary** This myth describes how spiders came to be. In this tale, a young girl named Arachne weaves a beautiful cloth. She brags because she is proud of her cloth. Her bragging makes the goddess Athene angry. Athene punishes Arachne for her pride.

**Writing About the Big Question**

How much do our communities shape us? Like many myths, “Arachne” teaches an important lesson. Complete this sentence:

Stories that are passed down from generation to generation often teach lessons about such values as ________________________

______________________________.

**Note-taking Guide**

Use this chart to record details about Arachne and Athene from the myth.

<table>
<thead>
<tr>
<th>Who she is</th>
<th>Arachne</th>
<th>Athene</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Young Greek woman</td>
<td>Greek goddess of wisdom, skills, and warfare</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What she looks like</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How she acts</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Arachne
Olivia E. Coolidge

The main character in this story is Arachne, a young Greek woman. Arachne was not rich or famous or beautiful. She came from a small village where her father was known for his ability to dye, or color, wool into beautiful colors. But Arachne was more talented than her father. She spun the wool into soft thread and then wove it into beautiful cloth on a loom.

Arachne was small and pale from much working. Her eyes were light and her hair was a dusty brown, yet she was quick and graceful, and her fingers . . . went so fast that it was hard to follow their flickering movement. So soft and even was her thread, so fine her cloth, so gorgeous her embroidery, that soon her products were known all over Greece. No one had ever seen the like of them before.

People came from far away to watch her. They said that the goddess Athene must have taught Arachne her great skill. But Arachne was very proud and did not like people to think she learned her skill from anyone else, even from a goddess. She told them that Athene herself could not weave cloth more beautiful than her own.

One day a poor old woman warned Arachne that it was not wise to say that she was better than one of the gods. The old woman told Arachne that she should be satisfied to be the best human spinner and
weaver. But Arachne was angry and yelled at the old woman. She told her that she had challenged Athene to a spinning and weaving contest, but Athene was not brave enough to come.

At these words the old woman threw down her staff and stood erect. The wondering onlookers saw her grow tall and fair and stand clad in long robes of dazzling white. They were terribly afraid as they realized that they stood in the presence of Athene. Arachne herself flushed red for a moment, for she had never really believed that the goddess would hear her.

But Arachne was also proud and stubborn, so she led Athene to a loom where they began their spinning and weaving contest. Both of them created beautiful cloth, but the goddess moved faster.

Athene wove a picture into her cloth as a warning to Arachne. The picture showed the goddess in the middle. In the corners were pictures of awful things that had happened to humans who had challenged the gods. Athene finished weaving and stepped back. When Arachne saw Athene’s picture, she became angry. In her own cloth she created a picture of evil things the gods and goddesses had done in the past.

When the goddess saw this insult glowing in bright colors on Arachne’s loom, she did not wait while the cloth was judged, but stepped forward, her gray eyes blazing with anger, and tore Arachne’s work across. Then she struck Arachne across the face. Arachne stood there a
moment, struggling with anger, fear, and pride. “I will not live under this insult,” she cried, and seizing the rope from the wall, she made a noose and would have hanged herself.

The goddess touched the rope and touched the maiden. “Live on, wicked girl,” she said. “Live on and spin, both you and your descendants. When men look at you they may remember that it is not wise to strive with Athene.”

♦ ♦ ♦

Arachne’s body began to change. The people soon saw a small dusty brown spider hanging on a thin thread. All spiders come from Arachne. When Greeks saw spiders, they remembered that it was not wise for humans to say they are equal to the gods.

**Vocabulary Development**

*noose* (noos) _n._ loop of rope
*descendants* (di SEN duhnts) _n._ people who are related to a particular person who lived long ago

**Reading Skill**

What happened when Arachne tried to hang herself? Underline the text that tells you.

**Reading Check**

According to this myth, where do spiders come from? Underline the sentence that tells you.
**Arachne**

1. **Analyze:** Arachne refuses to take the old woman’s advice. What does this tell you about Arachne?

   ____________________________________________________________
   ____________________________________________________________

2. **Infer:** What is Athene trying to do when she first comes to Arachne?

   ____________________________________________________________
   ____________________________________________________________

3. **Reading Skill:** A **cause** is an event or a feeling that makes something happen. An **effect** is what happens. Complete the chart to show causes and effects found in “Arachne.”

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arachne challenges Athene.</td>
<td>Arachne’s design shows worthy actions performed by the gods.</td>
</tr>
<tr>
<td>Athene touches the rope and touches Arachne.</td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** Myths can be used to teach people beliefs and values. What values are taught in this myth?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

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Writing: Essay
Write a brief essay about the differences between learning lessons from stories and learning lessons from experience. Answer the following questions to help you organize your essay. Use these notes to help you complete the essay.

• What lessons from your experiences will you write about?

• How will you introduce these lessons in your essay?

• How will you compare these lessons with lessons learned from stories?

• Which do you believe is better: learning a lesson from a story or learning a lesson from experience? Explain your answer.

Research and Technology: Annotated Bibliography
Use the following chart to gather information for the annotated bibliography.

<table>
<thead>
<tr>
<th>Book or Other Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word List A
Study these words from the Prologue from *The Whale Rider*. Then, complete the activity that follows.

**blessing** [BLESS ɪŋ] *n.* prayer of thanks

*My mother said a blessing before every meal.*

**brilliant** [BRIL yuhnt] *adj.* shining very brightly

*The brilliant moon lit up the clear night sky.*

**dazzled** [DAZ uhld] *v.* amazed and impressed

*The vocalist dazzled the audience with her performance.*

**downward** [DOWN wuhrd] *adj.* moving toward a lower level

*Carmen took the downward elevator to reach the first floor.*

**noble** [NOH buhl] *adj.* showing greatness of character

*Most people think of the horse as a noble animal.*

**perfumes** [PER fyoomz] *n.* pleasing smells or odors

*The perfumes of the flowers filled the air in the garden.*

**reflected** [ri FLEKT id] *v.* showed an image on a shiny surface

*Rajiv saw his face reflected in the mirror on his locker door.*

**swirling** [SWERL ing] *v.* moving around in circles

*Julie Ann loved to dance by swirling around the room.*

**Exercise A**
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

It was a hot day. The [1] __________ sun shone brightly in the sky. Mina looked [2] __________ at the flowers below her in the public garden. She inhaled and smelled their sweet [3] __________. She was so happy, she said a [4] __________ in thanks for the beautiful park. There were so many flowers it felt as if the colors had started [5] __________ in circles around her. She was [6] __________ by the seemingly endless variety of different flowers and the amazing number of them. They inspired her to greatness. She wanted to do [7] __________ deeds. Mina walked to the little pool at the center of the garden and saw that the flowers were [8] __________ in the water’s surface.
Natane walked downward toward the river. She always enjoyed going down the hill to the valley. It had been a full year since the last time Natane walked this way. She was once again going to the valley to meet with the great Chief Tahtonka. Like many others, she would receive his blessing for the year. This trip to see the chief was one of the most special and sacred events of the year for Natane.

It was the longest day of the year. This was a holy day according to the elders in Natane’s tribe. Finally, the sun was setting, and pink and lavender clouds were gathering along the horizon. That meeting of earth and sky always looked so far away to Natane. She imagined a noble man on a horse, a good and true soul, carrying her toward it, away from her troubles.

Soon, Natane reached the river. She gathered with the others from her tribe to listen to the great chief. Before he started to speak, Natane’s thoughts drifted to the river. She gazed down into its swirling waters. As the water spun in circles down the river’s rapids, Natane could see the colors of the sky reflected in it. The river acted as a strange mirror for the sky, taking its colors and twisting them. She saw the last slivers of the brilliant sun shine brightly before they finally disappeared.

Raising his arms to the sky, Chief Tahtonka began to speak. He spoke of the importance of the sun and the river and the valley. Natane closed her eyes. She could smell the perfumes of the landscape around her. Their pleasing odors rose into Natane’s nose. Natane focused on the sounds of the rushing river. Suddenly, the blessing was finished. Natane was dazzled by the nature around her and filled with a sense of amazement.

1. Underline the sentence that explains what the word downward means. Write a sentence using the word downward.

2. Underline the words that tell you why Natane went to receive the chief’s blessing. Then, write a sentence with the word blessing.

3. Circle the words that tell you what noble means. Would you like to be noble? Explain.

4. Underline the words that tell you what the swirling water did. Explain what swirling means in your own words.

5. Circle the words that tell you what Natane saw reflected in the water. Do you like to see your own image reflected in a mirror? Why or why not?

6. Circle the words that describe what brilliant means. Then, write a sentence using the word brilliant.

7. Underline the words that tell you what Natane could smell in the perfumes. Then, write a sentence using the word perfumes.

8. Underline the words that describe what it means to be dazzled. Describe an experience that dazzled you.
Prologue from
The Whale Rider
Witi Ihimaera

Summary This myth explains the beginnings of the Maori people of New Zealand. It tells of a man who rides a whale through the ocean and onto land. It also explores the wonders of the land and the ocean.

Writing About the Big Question
How much do our communities shape us? Legends and myths are passed down through generations. They reveal the beliefs and ideas that are important to cultural communities. Complete this sentence:

Ancient legends about a culture’s values can influence modern people to ______________________________________________________________________
because ______________________________________________________________________.

Note-taking Guide:
Use this chart to record details about the selection.

<table>
<thead>
<tr>
<th>What do both the land and sea feel?</th>
<th>Where do the fairy people go?</th>
<th>When is the first sighting made?</th>
<th>How does the flying fish know that the time has come?</th>
<th>Who comes to the land on the whale?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both land and sea feel a great emptiness and yearning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AFTER YOU READ

Prologue from The Whale Rider

1. **Analyze:** The land and sea are said to have feelings of yearning and emptiness. What effect do these descriptions have on the story?

2. **Infer:** Why are the land and sea excited when the Ancients arrive?

3. **Reading Skill:** A cause makes something happen. An effect is what happens. Complete this chart with causes and effects in *The Whale Rider* prologue.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>The land and sea feel a great emptiness.</td>
<td>Flying fish leap to look beyond the horizon.</td>
</tr>
<tr>
<td>The whale rider says a prayer over the last spear.</td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** Myths are stories that teach lessons or tell how the world began. What is taught in this myth?

   `---
   ---`

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Prologue from The Whale Rider 377
Writing: Essay
Write a short essay. Compare your experience of waiting for something exciting to happen with the sense of anticipation and joy expressed in the selection. Answer the following questions to help you organize your comparison. Use these notes to help you complete the essay.

• What experience will you write about?

• How will you introduce this experience in your essay?

• How will you compare your feelings with the feelings expressed in The Whale Rider prologue?

• Compare the lesson you learned from your experience with what is learned in The Whale Rider prologue. How will you relate the two in your essay?

Research and Technology: Annotated Bibliography
Use the following chart to gather information for the annotated bibliography.

<table>
<thead>
<tr>
<th>Book or Other Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Press Releases

About Press Releases
A press release is a document written by a company. It gives information to news organizations. A press release is also called a news release. It might tell about:

- an upcoming event
- the winners of awards
- a change in leadership at a company

The purpose of a press release is to persuade news organizations to report on an event. Sometimes a newspaper will use a press release to create a short news article.

Reading Skill
An outline is a list of main ideas and important details. When you create an outline, it can help you remember the information you read.

Follow these steps to create an outline:
1. Find the main ideas in the text.
2. List subtopics for each main idea.
3. List important details that support the subtopics.

Use the graphic organizer below to help you take notes as you read.

<table>
<thead>
<tr>
<th>I. First Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. First subtopic</td>
</tr>
<tr>
<td>1. supporting detail</td>
</tr>
<tr>
<td>2. supporting detail</td>
</tr>
<tr>
<td>B. Second subtopic</td>
</tr>
<tr>
<td>1. supporting detail</td>
</tr>
<tr>
<td>2. supporting detail</td>
</tr>
</tbody>
</table>
Satellites and Sea Lions
Working Together to Improve Ocean Models

News Release
Updated 2/27/07
The best oceanographers in the world never studied at a university. Yet they know how to navigate expertly along oceanic fronts, the invisible boundaries between waters of different temperatures and densities. These ocean experts can find rich fishing in places and at depths that others would assume are barren. They regularly visit the most interesting and dynamic parts of the sea.

Sea lions, seals, sharks, tuna, and other top ocean predators share some of their experiences with human researchers, thanks to electronic tags. Besides tracking the animals, these sensors also collect oceanographic data, such as temperature and salinity. Scientists are beginning to incorporate this rich store of information into ocean models providing new insights into the inner workings of the ocean and the lives of its creatures.

“Our goal is to produce a three-dimensional model of the ocean,” says JPL oceanographer Dr. Yi Chao. Chao uses data from satellites, ships, buoys and floats to map the currents, heat content and different water densities beneath the ocean surface.

When Chao heard Dr. Dan Costa, a professor of marine biology at the University of California, Santa Cruz, present some of his animal tagging data at a scientific meeting a few years ago, he saw an opportunity to improve his ocean models. Costa recognized a chance to get a clearer picture of the place where his research subjects live. [. . . ]

The research collaboration now includes Dr. Barbara Block, a professor of marine sciences at Stanford University, Palo Alto, Calif., and the scientists have added tagging data collected from tuna and sharks to their studies. Together with a group called TOPP, for Tagging of Pacific Pelagics, they are now working to expand the use of environmental and biological data collected by ocean inhabitants.

“We are at the forefront of knowing how animals use the ocean,” says Costa. “But we want to understand the environment better. We still see the ocean primarily as deep or shallow or
near-shore or offshore. But just as there are
different habitats on land, the ocean has
fine-scale features that are very important
to animals," he explains. "We want to be
able to look at the ocean and say the
equivalent of "this is a grassland" or "this
is a forest."

In late January, Costa and his research
group headed up the California coast to
begin tagging elephant seals and collect-
ing tags that were deployed last spring. The
work is strictly regulated to ensure that the
animals are protected from harm, and it
requires a permit from the National Marine
Fisheries Service. [...]

"Marine scientists have been tracking
marine animals for years," says Chao. "It's
an interesting challenge, though, to use
the data. There are all sorts— from tuna,
sharks, seals—you name it. Some of these
data sets have small errors, oth-
ers much larger errors. Figuring
out how to put these in our
system is a challenge," he says.
"But five years from now, we
should be able to see the ocean
the way a turtle sees it."

"As we are getting more data
from the sea and improving
our computer models," says
Chao, "we should be able to
make routine ocean forecasts,
similar to what meteorologists
have been doing in the past few
decades. People who open the
newspaper or turn on the TV in the morn-
ing will see the updated ocean forecast and
make appropriate decisions as they plan
their activities on the sea."

What is most important about using marine
animals as ocean sensors is that the work
benefits the animals, Costa explains.
"Collaborations between biolo-
gists like Barbara Block and me
and physical oceanographers like
Yi are critical for understanding
why the animals go where they
go," he says, "as we need to know
and understand the ocean physics and its
relationship to climate processes. Further,
the ability to understand how climate
change is affecting the world oceans is not
only of benefit to humans, but is vital for
trying figure out what is going to happen to
habitat of marine animals."

How much do our communities shape us?

(a) According to the news release, what community is
conducting the research? (b) Why might this community
want people to know about their work? Explain.
Residents are beginning to clean up and recover possessions from homes damaged by a series of tornadoes that ripped through four Florida counties on Christmas day.

More than 200 mobile homes in and around DeLand as well as dozens of single-family homes, at least three apartment buildings and a local university and flight school in the area were damaged when four tornadoes blew through Columbia, Pasco, Lake and Volusia counties in Florida on Monday, Dec. 25, 2006. According to the National Weather Service, winds topped 120 mph—strong enough to flip over teaching planes at the flight school in Daytona Beach.

The Red Cross Response

Florida’s Coast to Coast chapter of the American Red Cross responded immediately, setting up emergency shelters for those driven from their homes by the tornadoes.

“Our immediate need was to provide shelter and feeding to the people,” said the chapter’s Director of Public Affairs Pam Hamlin. “We helped open two shelters, one in Daytona Beach and the other in DeLand, Volusia Co., and are feeding people at the affected sites.”

Dianna Van Horn, who is a Public Affairs Manager with the American Red Cross currently helping support Florida’s Coast to Coast chapter in this response, indicated that the first day that the centers were open, Thursday, was slow. She expects the volume to pick up as word spreads.

Red Cross feeding operations also continue in impacted areas with the chapter delivering meals in Daytona and DeLand, where the bulk of damage occurred, via Red Cross emergency response vehicles. Also, the Red Cross has begun conducting damage assessments that will help in determining what types of assistance residents may need in order to beginning getting their lives back to normal.

Making a Difference

Van Horn expressed pride at seeing the Red Cross volunteers making a difference in the lives of residents in these Florida communities.

“It’s interesting to me that we’re preparing to end one year and begin another doing what we do best—responding to people in crisis after a disaster,” said Van Horn. “Our own volunteers willingly stop their lives—putting everything on hold—to help those who have been forced to restart their lives in the coming year as a result of these tornadoes.”
In times of disaster, the Red Cross provides emergency shelter, food, water and can help those affected obtain replacement medications as well as clothing, cleaning supplies and other essentials such as hygiene products, linens and blankets. As important as helping the body is, looking after the emotional and mental well-being of disaster survivors is another priority for the Red Cross. Over the years, the Red Cross has learned that toys such as stuffed animals can bring tremendous comfort to those enduring a disaster. It is one more small way to help get them on the road to recovery.

Staying Safe in the Aftermath
As it becomes safe and accessible, more residents will return to their homes and communities to assess damage, clean up or recover belongings. The Red Cross urges caution and offers the following tips to help residents stay in the aftermath of the tornadoes:

- Put on protective clothing—Put on long pants, a long-sleeved shirt, sturdy shoes and work gloves to protect yourself from broken items and debris.
- Inspect your home—Inspect your home for damage and get everyone out if it is unsafe.
- Watch for hazards in your neighborhood—Look out for fallen electrical wires, broken gas lines and flash flooding—foliage collecting in sewers this time of year can compound drainage problems. Report downed lines immediately so that utilities can be turned off at the source. Avoid hazardous debris such as broken glass or spilled chemicals and do not go into damaged buildings.

A comprehensive list of tips and additional information about staying safe after a tornado are available online in the “Disaster Services” section of the Red Cross Web site under the heading “After a Disaster.”

Weather tragedies such as this are a stark reminder that disaster can strike anywhere and at any time, often without any warning. Preparing ahead of time by getting or assembling an emergency supplies kit, making a plan and being informed about what types of disasters can affect your home and community, can be empowering and make you better able to react when the unexpected occurs.
Thinking About the Press Releases

1. Describe how scientists learn about the experiences of sea lions.

2. List ways to stay safe after tornadoes.

---

**Reading Skill**

3. Does the detail *Scientists have added tagging data to their studies* support the idea that “scientists learn much about the ocean from the animals that live there”? Explain.

---

4. Does the detail *More than 200 mobile homes around DeLand were damaged by tornados* support the idea that “the Red Cross helps Florida resident recover from tornadoes”? Explain.

---

**Write About It**  
**Timed Writing: Explanation (20 minutes)**

Create an outline of one of the press releases. Then, write a brief summary of the release. Answer the following questions:

- What is the main idea of the press release?

- What are two details that support the main idea?
He Lion, Bruh Bear, and Bruh Rabbit • Why the Tortoise’s Shell Is Not Smooth

Reading Skill
Your **purpose** for reading is the reason you read a text. You may choose to read because of a purpose you have before you read. Sometimes your purpose depends on the kind of text you will read.

**Setting a purpose** helps you focus your reading. You might set a purpose to do the following:

- learn about a subject
- gain understanding
- take action
- read for enjoyment

**Preview the text** before you begin to read. Previewing will give you a clue to what lies ahead. It will also help you set a purpose. Use this chart to record details as you preview the text.

<table>
<thead>
<tr>
<th>Text Details</th>
<th>What the Details Suggest About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
</tr>
<tr>
<td>Beginnings of paragraphs</td>
<td></td>
</tr>
</tbody>
</table>

**Literary Analysis**
Writers use **personification** to give human qualities, such as speech, to nonhuman subjects. Personification is often used in folk tales to give human qualities to animal characters. The actions of the animal characters can be used to show human qualities, behavior, or problems in a funny way.
Word List A
Study these words from “Why the Tortoise’s Shell Is Not Smooth.” Then, complete the activity that follows.

arrived [uh RYVD] v. reached a place
   We arrived at the theater late, after the movie had already started.

compound [KAHM pownd] n. a group of buildings
   Our house is one of the big ones in that compound over there.

custom [KUHS tuhm] n. habit; way of acting or doing things
   Rick’s family had a custom of eating dinner early on Sundays.

grumbled [GRUHM buhld] v. complained; made a growling unhappy noise
   The kids grumbled after finding out that the field trip was cancelled.

hosts [HOHSTS] n. people who are having guests over
   The hosts said goodbye to everyone who had come to their house.

invitation [in vuh TAY shuhn] n. a request to do something
   I'm not going to the party because I didn’t get an invitation.

preparations [prep uh RAY shuhn] n. things a person does to get ready for something
   The preparations were finished; we were ready to put on the show.

ungrateful [uhn GRAYT fuhl] adj. not thankful
   Don’t be ungrateful; thank your aunt for the gift.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Our family has a [1] ________. We always leave for vacation on the afternoon that school ends for summer. We go to a house in a beautiful [2] ________ of country homes. We begin travel [3] __________ a week before school ends. That way, we’re ready to leave right away.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

In the United States, people drive on the right-hand side of the road. It’s our custom, the way people do things. Customs, however, are not the same all over the world. In Ireland, India, and many other countries, people drive on the left-hand side of the road. The first time I visited Ireland, I found the difference hard to get used to. A friend offered to lend me his car. I turned him down. I wasn’t being ungrateful. Driving on the left side just seemed too hard.

Japan has many customs that are different from those in the United States. While visiting Japan, I received an invitation to visit someone’s home. I was surprised when the hosts offered me a pair of slippers. The slippers were for wearing while I was in their house. I was supposed to leave my shoes outside the door. That’s the Japanese custom.

A few years ago I visited Mali, a country in West Africa. On the night I arrived, I was invited to someone’s home for dinner. The person who invited me lived in the compound of buildings where I was staying.

As part of the preparations for eating, everyone washed his or her hands. Then, when it was time to eat, the dining custom surprised me. People didn’t eat out of their own plates. Instead, there was one large shared bowl filled with food for everyone. At first, eating out of the shared bowl seemed odd. By the end of the meal, however, it felt completely normal.

I’ve never grumbled when coming across customs that seemed strange to me at first. I realize that in different places, things are done in different ways.
Why the Tortoise’s Shell Is Not Smooth
Chinua Achebe

Summary All of the birds are invited to a feast in the sky. The hungry, clever tortoise wants to go along. He gets the birds to give him feathers so that he can fly. Tortoise figures out a way to eat the best food before the birds can get to it. The angry birds take back their feathers. Tortoise must figure out how to land softly.

Writing About the Big Question
How much do our communities shape us? In “Why the Tortoise’s Shell Is Not Smooth,” Tortoise tricks the birds and leaves them hungry while he feasts. Complete this sentence:

When an individual takes advantage of the members of his community, the group may respond by ____________________________

Note-taking Guide
Fill in this chart with the events that lead to Tortoise’s broken shell.

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td>The birds are invited to a</td>
<td></td>
<td></td>
<td>Tortoise breaks his shell</td>
<td>Tortoise breaks his shell</td>
</tr>
<tr>
<td>feast in the sky.</td>
<td></td>
<td></td>
<td>when he falls to Earth.</td>
<td>when he falls to Earth.</td>
</tr>
</tbody>
</table>
Why the Tortoise’s Shell Is Not Smooth
Chinua Achebe

Have you ever been invited to a feast? Do you remember which foods you enjoyed the most? In “Why the Tortoise’s Shell Is Not Smooth,” a cunning tortoise tricks his friends the birds and eats a feast in the sky that was meant to be theirs.

As the story begins, Ekwefi starts to tell the story about the tortoise to her daughter, Ezinma:

Low voices, broken now and again by singing, reached Okonkwo from his wives’ huts as each woman and her children told folk stories. Ekwefi and her daughter, Ezinma, sat on a mat on the floor. It was Ekwefi’s turn to tell a story.

“Once upon a time,” she began, “all the birds were invited to a feast in the sky. They were very happy and began to prepare themselves for the great day. They painted their bodies with red cam wood and drew beautiful patterns on them with dye.

“Tortoise saw all these preparations and soon discovered what it all meant. Nothing that happened in the world of the animals ever escaped his notice; he was full of cunning.”

There is a food shortage and Tortoise has not eaten a good meal for two months. He plans how he will go to the feast in the sky.

“But he had no wings,” said Ezinma.

“Be patient,” replied her mother. “That is the story. Tortoise had no wings, but he went to the birds and asked to be allowed to go with them.

---

1. red cam (kam) wood hard West African wood that makes a red dye.
“We know you too well,’ said the birds when they had heard him. ‘You are full of cunning and you are ungrateful. If we allow you to come with us you will soon begin your mischief.’

“You do not know me,’ said Tortoise. ‘I am a changed man. I have learned that a man who makes trouble for others is also making it for himself.’

“Tortoise had a sweet tongue, and within a short time all the birds agreed that he was a changed man, and they each gave him a feather, with which he made two wings.

♦ ♦ ♦

At last the great day comes. Tortoise is very happy as he and the birds fly away together. The birds choose Tortoise to speak for the party because he is a great orator. He tells the birds that when people are invited to a great feast, they take new names for the occasion. None of the birds have heard of this custom. But they know that Tortoise knows a lot about the customs of different peoples. So they all take new names. Tortoise takes the name All of you.

Finally they arrive in the sky and their hosts are happy to see them.

♦ ♦ ♦

“After kola nuts had been presented and eaten, the people of the sky set before their guests the most delectable dishes Tortoise had ever seen or dreamed of. The soup was brought out hot from the fire and in the very pot in which

2. kola nuts the seeds of the African cola tree. These seeds contain caffeine and are used to make soft drinks and medicines.
it had been cooked. It was full of meat and fish. Tortoise began to sniff aloud. There was pounded yam and also yam pottage cooked with palm oil and fresh fish. There were also pots of palm wine. When everything had been set before the guests, one of the people of the sky came forward and tasted a little from each pot. He then invited the birds to eat. But Tortoise jumped to his feet and asked: ‘For whom have you prepared this feast?’

“For all of you,’ replied the man.

“Tortoise turned to the birds and said: ‘You remember that my name is All of you. The custom here is to serve the spokesman first and the others later. They will serve you when I have eaten.’

Tortoise eats the best parts of all the food and drinks two pots of palm wine. His body grows fat and fills out his shell. The birds grumble angrily. Some peck at the bones Tortoise has thrown on the floor. Others are too angry to eat. The birds get ready to fly home. Before they leave, each one takes back the feather he has lent to Tortoise. Now Tortoise has no wings to fly home. He asks the birds to take a message to his wife. Parrot, who is more angry than the others, agrees to take the message.

“Tell my wife,’ said Tortoise, ‘to bring out all the soft things in my house and cover the compound with them so that I can jump down from the sky without very great danger.’

“Parrot promised to deliver the message, and then flew away. But when he reached Tortoise’s house he told his wife to bring out all the hard things in the house. And so she brought out her...
husband’s hoes, machetes, spears, guns, and even his cannon. Tortoise looked down from the sky and saw his wife bringing things out, but it was too far to see what they were. When all seemed ready, he let himself go. He fell and fell and fell until he began to fear that he would never stop falling. And then like the sound of his cannon he crashed on the compound.”

“Did he die?” asked Ezinma.

“No,” replied Ekwefi. “His shell broke into pieces. But there was a great medicine man in the neighborhood. Tortoise’s wife sent for him and he gathered all the bits of shell and stuck them together. That is why Tortoise’s shell is not smooth.”
Why the Tortoise’s Shell Is Not Smooth

1. **Analyze:** The birds are not going to help Tortoise at first. Why do the birds decide to help Tortoise go to the feast?

   ___________________________________________

   ___________________________________________

2. **Interpret:** Tortoise tells the birds to call him by a new name. Explain how Tortoise’s new name allows him to eat before the birds eat.

   ___________________________________________

   ___________________________________________

3. **Reading Skill:** Your **purpose** for reading is the reason you read a text. What would your purpose be for reading a nonfiction article about tortoises?

   ___________________________________________

4. **Literary Analysis:** **Personification** gives human qualities to nonhuman subjects. Use the chart below to analyze the personification of Tortoise. First, list the ways in which Tortoise behaves like an animal. Then, list the ways in which Tortoise behaves like a human.

<table>
<thead>
<tr>
<th>Character’s Name: Tortoise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Qualities:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

   ___________________________________________

   ___________________________________________
Writing: Invitation
Write an invitation to the birds’ feast in the sky. Use the following questions to help you include details in your invitation.

- What is unusual about the feast?

- How should guests dress for the feast?

- What is the reason for such a feast?

Listening and Speaking: Dramatic Reading
Prepare for the dramatic reading by deciding who will read each part. Make sure that each group member has a copy of the text for the reading. Then, each group member can mark his or her lines on the copy.

- Ekwefi the storyteller (reads the parts that are not dialogue):

- The Birds: 

- Tortoise:

Answer the following questions about the part that you will read.

- What are my most important lines?

- How should I say them?

- Which words should I stress for effect?
Word List A
Study these words from “He Lion, Bruh Bear, and Bruh Rabbit.” Then, complete the activity that follows.

**awhile** [uh WYL] adv. for a short time
   After looking through the bookstore awhile, Sheila went home.

**dangerous** [DAYN jer uhs] adj. likely to cause harm or injury
   It was **dangerous** to drive on the **icy road**.

**distance** [DIS tuhns] n. the amount of space between two places
   Steve walked the **distance** between school and his home.

**drags** [DRAGZ] v. pulls something along the ground
   The wounded dog **drags** its hurt leg along the ground.

**fellow** [FEL loh] n. a man or boy
   Most people thought that Louis was a very nice **fellow**.

**lair** [LAIR] n. a place where a wild animal rests and sleeps
   The fox returned to his **lair** after a day of hunting.

**thunder** [THUHN der] n. the loud, rumbling sound after lightning
   During the storm, lightning flashed and **thunder** rumbled.

**whatever** [hwut EV er] pron. anything or any
   Alex enjoyed the summers because he could do **whatever** he wanted to.

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

As a young man, Ricardo was the type of **[1]** who always enjoyed an adventure. He liked to hike in the woods by himself, even though he knew this could be **[2]**. Once, he became lost in the woods for quite **[3]**. It started to rain, and lightning and **[4]** filled the sky. Soon he found himself standing next to the **[5]** of a wild animal. “Wow,” he thought. “What if I’m standing here when that animal **[6]** its prey home for dinner? It won’t be very happy to see me.” Ricardo knew that he needed to do **[7]** it took to get out of the woods. So he began walking. He walked a great **[8]**. Finally, he found his way home.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Black bears live throughout North America. They live in forests from Mexico to Canada. Most bears live in national parks. There, they are protected from hunters and other humans.

Black bears eat a mixture of fruit, nuts, acorns, and meat. These bears will generally eat whatever food they can find. They search through the woods and will eat anything that they can. Often, bears will follow the smell of food to campsites. Black bears have surprised more than one fellow as they enter a man’s tent, searching for food.

Many people believe that black bears are dangerous animals, but this is not really true. Most bears are not actually likely to harm people. An angry bear will let out a booming roar. This shout can be so loud that it sounds like thunder.

Most bears hibernate during the winter. During this time, a bear will sleep for months, but it will wake up and leave its home for awhile every few days. It is important for the bear to move around for these short periods of time. A bear will sleep in its lair. This home may be created out of the hollow in a tree. It may also be created out of a group of logs that a bear drags together into a pile.

Adult black bears are excellent swimmers. In fact, one black bear was recorded swimming the distance of nine miles in the Gulf of Mexico. Bears can also run as fast as thirty miles an hour. Bears have an extremely sensitive smelling ability. Also, their sense of hearing is twice as strong as humans’.

Today, many black bear habitats are threatened as humans move into the forests where bears live. Hopefully, people will respect the territory of North American black bears and the animals will be allowed to thrive.
He Lion, Bruh Bear, and Bruh Rabbit
Virginia Hamilton

Summary He Lion scares the animals when he roars. Bruh Bear and Bruh Rabbit try to get he Lion to calm down. They tell him that Man is the king of the forest. He Lion does not believe them. They take him to see Man. Man does something that makes he Lion be quiet.

Writing About the Big Question
How much do our communities shape us? In “He Lion, Bruh Bear, and Bruh Rabbit,” all of the animals get together to try to solve a problem. They decide to consult with the wisest members of their community. Complete this sentence:

It makes sense to involve a wise member of the community in a problem when _________________________________.

Note-taking Guide
Fill in this chart to describe each character in the story.

<table>
<thead>
<tr>
<th>Character</th>
<th>He Lion</th>
<th>Bruh Bear</th>
<th>Bruh Rabbit</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details about the character</td>
<td>He Lion roars loudly and scares the small animals. He thinks that he is king of the forest.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
He Lion, Bruh Bear, and Bruh Rabbit

1. **Infer:** Bruh Bear and Bruh Rabbit are bothered by what he Lion does. What do Bruh Bear and Bruh Rabbit think of he Lion?

2. **Draw Conclusions:** Think about he Lion’s behavior. What lesson does this story appear to teach by showing his behavior?

3. **Reading Skill:** Your **purpose** for reading is the reason for reading a text. What was your purpose for reading this folk tale?

4. **Literary Analysis:** **Personification** is used to give human qualities to nonhuman characters. Use the chart below to analyze the personification of he Lion. First list the ways in which he Lion behaves like an animal. Then list the ways in which he Lion behaves like a human.

<table>
<thead>
<tr>
<th>Character’s Name: he Lion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Qualities:</td>
</tr>
<tr>
<td>Human Qualities:</td>
</tr>
</tbody>
</table>

© Pearson Education
**Writing: Invitation**

Write an *invitation* to the animals’ “sit-down talk” at the beginning of the story. Answer the following questions to help you include details in your invitation.

- List a reason for holding the meeting that all of the animals will understand.

- Everyone at the meeting should have a chance to speak about his or her concerns. How would you organize the talk so that this can happen?

**Listening and Speaking: Dramatic Reading**

Present a *dramatic reading* of the scene in which He Lion, Bruh Bear, and Bruh Rabbit search for Man. Fill in the spaces in the chart with information about how each character will speak.

<table>
<thead>
<tr>
<th>He Lion</th>
<th>Bruh Bear</th>
<th>Bruh Rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone of voice</td>
<td>Tone of voice</td>
<td>Tone of voice</td>
</tr>
<tr>
<td>Speed of speech</td>
<td>Speed of speech</td>
<td>Speed of speech</td>
</tr>
<tr>
<td>Level of loudness</td>
<td>Level of loudness</td>
<td>Level of loudness</td>
</tr>
<tr>
<td>Words to stress</td>
<td>Words to stress</td>
<td>Words to stress</td>
</tr>
</tbody>
</table>
The Three Wishes • The Stone

Reading Skill
Setting a purpose for reading can help you focus as you read. One purpose you may set is to make connections. You can make connections between your own life and what you are reading.

Here are three ways to make connections.

• Look for universal themes.
• Look for details that tell you about different cultures.
• Look for ideas in the text that might apply to your own life.

Literary Analysis
The theme of a literary work is the basic idea it has about life. A universal theme is an idea about life that has been explained many times in many different cultures. Examples of universal themes include the importance of courage, the power of love, and the danger of greed.

Look for a universal theme by focusing on the story’s main character, the problems that the character has, changes the character experiences, and the effects of the changes that the character experiences.

Use this chart to help you determine the universal theme as you read.

<table>
<thead>
<tr>
<th>Character</th>
<th>How character changes</th>
<th>Meaning of change</th>
<th>Universal theme</th>
</tr>
</thead>
</table>
**Word List A**

Study these words from “The Three Wishes.” Then, complete the activity that follows.

**comfort** [KUHM fert] v. to make someone feel better  
*The mother cuddled and tried to comfort her crying child.*

**forgiveness** [fawr GIV nis] n. pardon for doing something wrong  
*I asked my brother’s forgiveness after accidentally breaking his toy.*

**granted** [GRAN tid] v. given  
*We were granted one more day by our teacher to finish our work.*

**kindness** [KYND nis] n. niceness, caring  
*Matt showed kindness by lending his coat to the freezing girl.*

**knowledge** [NAHL ij] n. understanding, information  
*Aaron used his knowledge of engines to fix the car.*

**reward** [ri WAWRD] n. gift received for doing something good  
*The woman gave me a reward for returning her lost wallet.*

**scarcely** [SKAIRS lee] adv. barely, hardly, just  
*I had scarcely folded up my umbrella when it began to rain again.*

**scolded** [SKOHLD id] v. found fault with; spoke sharply to  
*The boss scolded all the workers for coming to work late.*

**Exercise A**

Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

During the summer I lived with my grandparents, I was always treated with [1] __________. I [2] __________ missed my home, but when I did, Grandma was quick to [3] __________ me. Grandpa spent hours sharing his great [4] __________ of baseball. He rarely [5] __________ me, even when I was bad. As long as I apologized, I was shown [6] __________ at once. One day, I found an important paper Grandpa had lost. He gave me a [7] __________. I was [8] __________ a trip to the circus.
READING WARM-UP

1. Underline the nearby word that has a similar meaning as scarcely. Then, write a sentence using the word scarcely.

2. Circle the words that explain why Mel got a reward. Then, tell what reward means.

3. Underline Mel’s reason for trying to comfort Jared. Then, tell what comfort means.

4. Circle the words that tell what is full of forgiveness. Then, tell what forgiveness means.

5. Circle the words that explain why Jared is scolded by his mother. Then, use the word scolded in a sentence.

6. Underline the words that describe the knowledge that was upsetting Jared. Then, tell what knowledge is.

7. Circle the nearby word that has a similar meaning as granted. Then, use the word granted in a sentence.

8. Underline the words that tell what Mel did as a result of Jared’s kindness. Then, tell what kindness means.

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Mel had worked on his model volcano for weeks, but it barely survived for a few minutes after he finished it. He had scarcely put on the final coat of paint when I destroyed it. I was trying to grab Mel’s skateboard from a pile of boxes in his garage. One box fell down. It landed on Mel’s volcano and smashed it into bits.

For a few minutes, I just stared at the ruined model. Mel was my best friend, and I had destroyed his work. His parents had given him the model as a reward for doing well in school. When Mel walked in, he saw the box, the skateboard, and the volcano. He immediately realized what had happened. He could see I was upset by the horrified look on my face, so he tried to comfort me.

“It’s just a model, Jared,” he said in a tone full of forgiveness. “Don’t worry about it.”

Still, I felt terrible; I should have been the one trying to comfort him. When I returned home, I couldn’t even do my homework. My mother scolded me and sent me to bed, but the knowledge that I had ruined Mel’s model wouldn’t let me sleep.

I got out of bed and looked inside my savings jar. My parents granted me an allowance of five dollars a week. Each week, I put the money they gave me inside the jar. I counted the money. It was almost a hundred dollars. The next day after school, I went straight to the hobby store. I had just enough to buy a volcano.

When I gave the new model to Mel, he thanked me for my kindness.

“Really, you didn’t have to do it,” he said. “It was lots of fun to build once, but this time will be even better!”
The Three Wishes
Ricardo E. Alegría

Summary A woodsman and his wife live together in the forest. They are poor but happy. One day a stranger gives the wife three wishes. The wishes cause problems for the couple. The woodsman and his wife discover that happiness comes from love and not from riches.

Writing About the Big Question
How much do our communities shape us? This folk tale has a very common theme—a couple is granted three wishes and find that they do not know how to use them well. Complete this sentence:

In many cultures stories in which someone is granted three wishes are passed down through generations because these tales teach

Note-taking Guide
Use this chart to record what happens when the characters use each wish.

<table>
<thead>
<tr>
<th>Wish</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wife accidentally wishes that her husband were with her.</td>
<td>The husband appears in the house.</td>
</tr>
</tbody>
</table>
The Three Wishes
Ricardo E. Alegría

Long ago a woodsman and his wife lived in a small house in the forest. They were poor but happy. And they always shared what they had with others. One day while the husband was working far away in the forest, an old man came to the house. He was lost and hungry. The wife gave him something to eat. After he ate, the old man said he would reward her for her kindness.

The old man answered, “Beginning immediately, any three wishes you or your husband may wish will come true.”

When she heard these words, the woman was overjoyed and exclaimed, “Oh, if my husband were only here to hear what you say!”

The last words had scarcely left her lips when the woodsman appeared in the little house with the ax still in his hands. The first wish had come true.

His wife hugged him happily and told him what had happened. The husband, without thinking, became angry with his wife for wasting one of the wishes. He had never been angry with her before. His greed made him yell at her. He told her she was stupid and wished that she would grow donkey ears. And she did.

When she felt her ears, she began to cry. Her husband was sorry and ran to comfort her.

Vocabulary Development

overjoyed (oh ver JOYD) adj. extremely happy
The old man, who had stood by silently, now came to them and said, “Until now, you have known happiness together and have never quarreled with each other. Nevertheless, the mere knowledge that you could have riches and power has changed you both. Remember, you have only one wish left. What do you want? Riches? Beautiful clothes? Servants? Power?”

The woodsman tightened his arm about his wife, looked at the man, and said, “We want only the happiness and joy we knew before my wife grew donkey’s ears.”

♦ ♦ ♦

As soon as the husband spoke, his wife’s ears were fixed. They hugged each other and gave thanks for their happiness. The old man told them that poor people can be happy, just as rich people can be unhappy. As a reward for their last wish, the old man made them as happy as they could be. A son was born to them. They all lived happily ever after.
The Three Wishes

1. **Compare and Contrast:** The chance to make wishes can change people. How does the couple’s behavior change?

2. **Interpret:** How does the saying “Be careful what you wish for” apply to the couple?

3. **Reading Skill:** A purpose can help you focus as you read. Use this chart to note how details in the story helped you achieve the purpose of making connections.

<table>
<thead>
<tr>
<th>Universal Theme</th>
<th>Cultural Details</th>
<th>Connections to Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>People often wish for things that may not bring happiness when the people obtain them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis:** Read the first paragraph of the story. What universal theme, or message about life, does the couple’s kindness and willingness to share suggest?
**Writing: Plot Proposal**
Write a **plot proposal**, or plan of story events, that illustrates the universal theme from “The Three Wishes.” First, write a sentence that describes the story’s theme.

Then, invent a new plot that contains the same theme. Use this chart to organize your notes for your proposal.

<table>
<thead>
<tr>
<th></th>
<th>What happens?</th>
<th>How does what happens relate to the story’s theme?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of plot</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle of plot</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End of plot</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Listening and Speaking: Oral Response**
Present an **oral response** to the theme of “The Three Wishes.” First, write a sentence that describes the story’s theme.

Then, use this chart to help you organize your response.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>How does the example relate to the story’s theme?</th>
<th>Does the example show that you agree or disagree with the story’s theme?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example from another story</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example from your own life</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice your response before you present it.
Word List A
Study these words from “The Stone.” Then, complete the activity that follows.

**astonishment** [uh STON ish muhnt] n. great surprise or amazement
   *On her first plane flight, Carmen felt astonishment at leaving the ground.*

**claim** [KLAYM] v. to say something belongs to you
   *Rajiv found a comic book and tried to claim it as his own.*

**clutched** [KLUHCHT] v. held onto something tightly
   *Dora clutched at her purse, hoping that no one would try to steal it.*

**flung** [FLUHNG] v. threw something violently
   *Michael flung the rock far out into the lake.*

**glee** [GLEE] n. enjoyment and delight
   *Nicole was filled with glee when she won the lead in the school play.*

**pouch** [POWCH] n. a small leather or fabric bag
   *Evan kept his coins in a pouch.*

**squinted** [SKWINT id] v. half-closed one’s eyes to see better
   *Keisha squinted as she looked into the bright sun.*

**wits** [WITS] n. the ability to think clearly and quickly
   *Alex hoped to keep his wits about him during the exam.*

Exercise A
Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Alexis [1] **squat** down at the pavement, narrowing her eyes to see more clearly. Much to her great [2] **astonishment**, she saw a twenty-dollar bill on the ground. She wondered whose it was. Looking around the street, she tried to figure out who could have dropped the money. Seeing no one else around, and keeping her [3] **wits** about her, she leaned down, grabbed the bill, and [4] **clutched** it in her hands. Unless someone came along to [5] **claim** the bill, it was hers to keep. She was happy and laughed aloud with [6] **glee**. In her excitement, she [7] **flung** her hat up in the air and caught it again. Then, she placed the money in the small [8] **pouch** that she used as a wallet.
Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Tyrell loved to look at strange rocks and stones. When a new store selling special rocks opened in town, he was filled with glee. His excitement and delight grew when he got the chance to visit the store.

Tyrell looked over the selection of stones. There were clear yellow rocks and hollow rocks that were crusted with gems on the inside. Tyrell’s eyes landed on one special rock that was blue with flecks of gold running through it. Tyrell looked carefully at the rock. He squinted, narrowing his eyes to get a better look at its details.

Tyrell decided to claim this rock as his own. As he went to the cash register to buy it, the shopkeeper eyed him.

“You know this is an unusual stone,” the shopkeeper said mysteriously. “It has special powers, and you must be careful with it.”

Tyrell clutched the rock, holding it tightly in his fist. After he bought the stone, he placed it carefully in a small leather pouch.

The next day, Tyrell carried the bag with the rock to school. He looked at the stone during recess. To his astonishment, it seemed larger than before. He was shocked and amazed that the rock had grown.

Later in the day, Tyrell looked again at the stone and noticed that it had grown even bigger! Tyrell struggled to keep his wits about him. He needed to be able to think quickly and clearly about what was going on. This certainly was an unusual stone.

Tyrell thought hard. What if the strange stone kept growing? It might get too big to deal with. Tyrell decided to get rid of it now. He went down to the lake and flung the stone into the water with all his might. Tyrell thought the stone seemed to get bigger as it sailed away. He was relieved to see it gone. Strange stones were interesting, but he would settle for a normal stone next time.
Summary Maibon is worried about getting old. He helps a dwarf in exchange for a wish. Maibon asks for a stone that will stop him from growing old. The dwarf tries to warn Maibon about such a stone. Things turn out differently than Maibon expects.

Writing About the Big Question
How much do our communities shape us? In the story, Maibon’s wish has a negative effect on his family and his farm. Complete this sentence:

One person’s actions can affect others in his family and community because ____________________________________________.

Note-taking Guide
Events cause results in stories. Events from “The Stone” are listed in the left column of the chart. Record details about the results of these events.

<table>
<thead>
<tr>
<th>Event</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maibon helps the dwarf.</td>
<td>The dwarf rewards him with a wish.</td>
</tr>
<tr>
<td>The dwarf gives Maibon a stone that will stop him from growing old.</td>
<td></td>
</tr>
<tr>
<td>Maibon gets rid of the stone.</td>
<td></td>
</tr>
</tbody>
</table>
1. **Infer**: Why does Maibon choose the stone over all of the other gifts?

   ____________________________________________________________

   ____________________________________________________________

2. **Analyze**: Maibon finally gets rid of the stone at the end of the story. What new belief allows him to give up the stone?

   ____________________________________________________________

   ____________________________________________________________

3. **Reading Skill**: Readers can make connections between their lives and what they are reading. Use this chart to note how details in the story helped you achieve the purpose of making connections.

<table>
<thead>
<tr>
<th>Universal Theme</th>
<th>Cultural Details</th>
<th>Connections to Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to let life take its natural course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Literary Analysis**: A universal theme is a lesson about life. Doli explains to Maibon why the stone will not go away. What universal theme is shown in the story after this scene?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Writing: Plot Proposal
Write a **plot proposal**, or plan of story events, that illustrates a universal theme from “The Stone.” First, write a sentence that describes the story’s theme.

Then, invent a new plot that contains the same theme. Use this chart to organize your notes for your proposal.

<table>
<thead>
<tr>
<th>Areas of the Island</th>
<th>What happens?</th>
<th>How does what happens relate to the story’s theme?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle of plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of plot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research and Technology: Report
Complete the following chart by listing the different areas of Puerto Rico and then describing what each area is like. Use this information in your **report**.

<table>
<thead>
<tr>
<th>Areas of the Island</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions on Using a Map

About Instructions on Using a Map

A map is a drawing of an area or country. It may show physical features, such as rivers, or political features, such as cities. Maps usually have the following information:

- a compass rose showing which direction is north
- a scale showing the relationship between the size of the drawing and the actual size of the place
- a key, or legend, shows the various symbols the mapmaker used and what they represent

By understanding this information, you can use a map effectively.

Reading Skill

Instructions explain how to perform a task. In order to perform that task correctly, connect and clarify the main ideas in the instructions. A main idea is the most important idea in a text. It is supported by details. To find a main idea, identify all the details. Then summarize them to see what idea they support. Study the graphic organizer below to learn more about main ideas.

Questions to Ask When Using a Map

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where am I right now?</td>
<td>You must first find your current or starting location.</td>
</tr>
<tr>
<td>Where is my destination?</td>
<td>Once you find the second point on the map, you can figure out how to get to where you want to go.</td>
</tr>
<tr>
<td>How far do I have to go?</td>
<td>Many maps contain scales and will tell you that an inch on the map is equal to some actual distance.</td>
</tr>
<tr>
<td>What is the best route?</td>
<td>The best route is often the most direct one, but study the map to make sure. For example, if the most direct route has you walking through a field with tall grass, you should consider another route.</td>
</tr>
</tbody>
</table>
How to Read a Road Map

A globe is a small, round model of our round Earth, but maps of all or parts of the Earth are flat. Therefore only a globe can show distances, directions, and shapes as they really are. For most purposes, however, maps are more useful than globes. They can be larger and show more detail. They can be printed in books, such as in this encyclopedia. They can also be carried about easily, folded or rolled.

There are many kinds of maps and each kind tells a different story. For finding directions there are sea charts and aeronautical charts, railroad maps, road maps, and contour maps. Most common of all are the road maps used by automobile drivers.

When you unfold a road map, hold it so that you can read the words on it. North most likely will be at the top of the sheet, but you should check by looking for a direction arrow or a compass rose. If there is none, you can assume that north is at the top of the map.

If north is at the top, the right-hand edge is east, the left-hand edge is west, and south is at the bottom. When you spread a map on a table, turn it so that the map north is toward the north. Then the directions east and west on your map will be east and west on the Earth. If you hang the map on a wall, try to hang it so that east is to the east as you face the map.

The mapmaker, like the architect, draws to scale. If he decides to make one inch (2.5 centimeters) represent 20 miles (32 kilometers), this must be true on every part of the map. If one inch represents 20 miles, one can easily figure the distance from point to point “as the crow flies.” Since roads do not always follow a straight route, one must total the mileage shown on the map along the highways to calculate actual driving distance.

Many state road maps have separate maps of important cities. These maps are very small compared to the state map; but because they are drawn to a much larger scale, they can show streets, parks, and main buildings. The larger the scale, the more details a mapmaker can show.
Thinking About Instructions on Using a Map

1. What are some different types of maps?

2. How does scale affect the amount of details on a map?

Reading Skill
3. What is the main idea of the third and fourth paragraphs?

4. How do the main ideas of the first two paragraphs connect?

Timed Writing: Explanation (20 minutes)
In your own words, explain how to use a map. Answer these questions to help organize your ideas:
• What do the first two paragraphs tell about maps?

• What do the middle two paragraphs tell about maps?

• What do the last two paragraphs tell about maps?
The exercises and tools presented here are designed to help you increase your vocabulary. Review the instruction and complete the exercises to build your vocabulary knowledge. Throughout the year, you can apply these skills and strategies to improve your reading, writing, speaking, and listening vocabulary.

Word Roots ......................................................... V2
Prefixes ............................................................... V4
Suffixes .............................................................. V6
Using a Dictionary .............................................. V8
Word Study Cards .............................................. V10
Unit 1: Academic Vocabulary Words: ...................... V12
Unit 2: Academic Vocabulary Words: ...................... V14
Unit 3: Academic Vocabulary Words: ...................... V16
Unit 4: Academic Vocabulary Words: ...................... V18
Unit 5: Academic Vocabulary Words: ...................... V20
Unit 6: Academic Vocabulary Words: ...................... V22
Words in Other Subjects ....................................... V24
Vocabulary Flash Cards ........................................ V25
Vocabulary Fold-a-List ......................................... V29
Commonly Misspelled Words ................................. V33
Word Attack Skills: Phonics .................................. V35
Mnemonics .......................................................... V37
Communication Strategies .................................. V39
Vocabulary Bookmarks ....................................... V40
Vocabulary Builder Cards ................................... V42
Personal Thesaurus ............................................. V44
The following list contains common word roots with meanings and examples. On the blank lines, write other words you know that have the same roots. Write the meanings of the new words.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example and Meaning</th>
<th>Your Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>-brev-</td>
<td>brief; short</td>
<td>brevity: the quality of lasting for a short time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-cede-</td>
<td>go</td>
<td>recede: move or go away or move or go back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-dict-</td>
<td>say or tell</td>
<td>predict: tell what might happen next</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-fac-</td>
<td>make</td>
<td>factory: place where things are made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-fer-</td>
<td>bring, carry</td>
<td>reference: something you say or write that mentions another person or thing, something that brings or carries more information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ject-</td>
<td>throw</td>
<td>eject: push or throw out with force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-manu-</td>
<td>hand</td>
<td>manual: operated or done by hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Root</td>
<td>Meaning</td>
<td>Example and Meaning</td>
<td>Your Words</td>
<td>Meanings</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>-phon-</td>
<td>hearing; sound</td>
<td>telephone: a device that brings sound over long distances</td>
<td></td>
<td></td>
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<tr>
<td>-port-</td>
<td>carry</td>
<td>support: carry or hold something up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-scrib-</td>
<td>write</td>
<td>scribble: write something quickly in a messy way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-sequ-</td>
<td>follow</td>
<td>consequence: effect that follows a cause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-similis-</td>
<td>same</td>
<td>similar: alike in some way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-spec-</td>
<td>look; see</td>
<td>inspect: look carefully at something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-sum-</td>
<td>take; use</td>
<td>assumption: something that you think is true or take as true</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-tele-</td>
<td>far; distant</td>
<td>telescope: instrument that makes distant objects look larger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-vali-</td>
<td>strong; worth</td>
<td>valid: true, based on strong reasons or facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ver-</td>
<td>truth</td>
<td>verify: make sure something is true</td>
<td></td>
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</table>
The following list contains common prefixes with meanings and examples. On the blank lines, write other words you know that begin with the same prefixes. Write the meanings of the new words.

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<thead>
<tr>
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<th>Meaning</th>
<th>Example and Meaning</th>
<th>Your Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antisocial: not liking to meet and talk to people; against friendliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aud-</td>
<td>hearing; sound</td>
<td>auditorium: a room for hearing concerts or speeches</td>
<td></td>
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<tr>
<td>con-</td>
<td>with; together</td>
<td>concur: agree with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>de-</td>
<td>down; from</td>
<td>decrease: become less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td>not</td>
<td>disorganized: not organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in-</td>
<td>without; not</td>
<td>incapable: not able</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>intermission: short period of time between the parts of a play or concert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ir-</td>
<td>without; not</td>
<td>irregular: not regular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefix</td>
<td>Meaning</td>
<td>Example and Meaning</td>
<td>Your Words</td>
<td>Meanings</td>
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<tr>
<td>mis-</td>
<td>wrong; bad</td>
<td>misspell: spell wrong; spell incorrectly</td>
<td></td>
<td></td>
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<tr>
<td>multi-</td>
<td>many</td>
<td>multicolored: having many colors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-</td>
<td>without; not</td>
<td>nonfat: without fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td>against</td>
<td>obstacle: something that works against another; something that makes it difficult for you to succeed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>post-</td>
<td>after</td>
<td>post-test: a test given after instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview: look before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>remake: make again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sub-</td>
<td>below, under</td>
<td>submarine: a ship that moves under the ocean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>super-</td>
<td>above; over</td>
<td>superior: better than another</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un-/an-/a-</td>
<td>not</td>
<td>unbelievable: not believable</td>
<td></td>
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</tr>
</tbody>
</table>
The following list contains common suffixes with meanings and examples. On the blank lines, write other words you know that have the same suffixes. Write the meanings of the new words.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example and Meaning</th>
<th>Your Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able/-ible</td>
<td>able to be</td>
<td>movable: able to be moved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-al</td>
<td>relating to</td>
<td>financial: relating to money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ance/-ence</td>
<td>act of; state of; quality of</td>
<td>assistance: act of giving help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ate</td>
<td>make</td>
<td>motivate: make someone feel eager to do something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-en</td>
<td>make</td>
<td>weaken: make something less strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-er/-or</td>
<td>one who</td>
<td>actor: person who acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ful</td>
<td>filled with</td>
<td>joyful: filled with happiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-hood</td>
<td>state or quality of</td>
<td>manhood: the state of being an adult male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffix</td>
<td>Meaning</td>
<td>Example and Meaning</td>
<td>Your Words</td>
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<tr>
<td>-ic</td>
<td>like; pertaining to</td>
<td>heroic: like a hero; brave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ish</td>
<td>resembling</td>
<td>foolish: not sensible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ist</td>
<td>one who</td>
<td>violinist: person who plays the violin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ize/-yze</td>
<td>make</td>
<td>publicize: make public; tell people about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>powerless: without power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ly</td>
<td>in a way</td>
<td>quickly: done in a short amount of time</td>
<td></td>
<td></td>
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<tr>
<td>-ment</td>
<td>act or quality of</td>
<td>excitement: feeling of being excited</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ness</td>
<td>state or quality of</td>
<td>kindness: friendly and caring behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ous</td>
<td>having; full of</td>
<td>famous: having fame; known and recognized by many people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-sion/-tion</td>
<td>act or process of</td>
<td>persuasion: act of convincing someone</td>
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</tbody>
</table>
USING A DICTIONARY

Use a dictionary to find the correct spelling, the meaning, the pronunciation, and the part of speech of a word. The dictionary will show you how the plural is formed if it is irregular. You can also find the word’s history, or etymology, in a dictionary. Etymology explains how words change, how they are borrowed from other languages, and how new words are invented, or “coined.”

Here is a sample entry from a dictionary. Notice what it tells about the word. Then, follow the instructions.

lemon (lem’ on) n.  [ME lymon < MFr limon < Ar laimùn < Pers limûn]
1 a small, egg-shaped, edible citrus fruit with a yellow rind and a juicy, sour pulp, rich in ascorbic acid 2 the small, spiny, semitropical evergreen citrus tree (Citrus limon) bearing this fruit 3 pale yellow 4 [slang] something, esp. a manufactured article, that is defective or imperfect

1. Circle the n. in the dictionary entry. It stands for noun. Write what these other parts of speech abbreviations mean: v. ________, adj. ________, prep. ________.

2. Underline the origins of the word lemon. ME stands for Middle English, Ar stands for Arabic, and Pers. stands for Persian. What do you think MFr stands for? __________

3. Put a box around the pronunciation.

4. How many noun definitions does the entry have? __________

5. Which definition is slang? __________

6. Which definition of lemon is used in the following sentence? __________
   The car that my dad bought turned out to be a lemon.

Activity: Use a dictionary to learn about the origins of these words.
**Activity:** Use a dictionary to learn about the origins of these words.

1. **literature**
   - pronunciation
   - main part of speech
   - original language(s)
   - 1st meaning
   - other meanings

2. **language**
   - pronunciation
   - main part of speech
   - original language(s)
   - 1st meaning
   - other meanings

**Activity:** Look up each of the following words in a dictionary. Then, write a definition of the word and a sentence using the word.

- **moment**
- **popular**
- **remedy**
- **blur**
- **lazy**
Use these word study cards to break big words into their parts. Write the word at the top of the card. Then, divide the word into its prefix, root, and suffix. Note that not all words have prefixes and suffixes. List the meaning of each part of the word. Next, find three words with the same root and write them on the card. Finally, write the word’s part of speech and its definition. Use a dictionary to help you. One example has been done for you.

<table>
<thead>
<tr>
<th>Word: invisible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefix</strong></td>
</tr>
<tr>
<td>in: not</td>
</tr>
</tbody>
</table>

**Root-related Words**
1. vision
2. revise
3. visibility

**Definition:** invisible *adj.* not able to be seen

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<table>
<thead>
<tr>
<th>Word:</th>
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<tbody>
<tr>
<td><strong>Prefix</strong></td>
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</tbody>
</table>

**Root-related Words**
1. 
2. 
3. 

**Definition:**
<table>
<thead>
<tr>
<th>Word:</th>
<th>Prefix</th>
<th>Root</th>
<th>Suffix</th>
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<tr>
<td>Root-related Words</td>
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<td>3.</td>
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<tr>
<td>Definition:</td>
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<table>
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<tr>
<th>Word:</th>
<th>Prefix</th>
<th>Root</th>
<th>Suffix</th>
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<tbody>
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<td>Root-related Words</td>
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<tr>
<td>Definition:</td>
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<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>Definition:</td>
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</table>
**UNIT 1: ACADEMIC VOCABULARY WORDS**

**claim** (KLAYM)  v. state as a fact

**distinguish** (dis TING gwish)  v. tell the difference

**fact** (FAKT)  n. a statement that can be proved

**opinion** (uh PIN yuhn)  n. a statement that expresses a person’s judgment or belief

**predict** (pree DIKT)  v. make a logical assumption about what will happen next

**prior** (PRY uhr)  adj. coming before in time; earlier

**prove** (PROOV)  v. show evidence

**revise** (ri VYZ)  v. think about something again in order to make improvements

**support** (suh POHRT)  v. uphold; offer proof

**verify** (VER uh fy)  v. prove to be true

**A. Completion** Complete each sentence that has been started for you. Your sentence completion should be logical and illustrate the meaning of the vocabulary word in italics.

1. You should do your homework prior to ____________________________

2. You put facts into a report in order to ____________________________

3. He was the first to claim ____________________________

4. I tried to distinguish between ____________________________

5. In my opinion, it is better to be ____________________________

6. By experimenting, the scientist was able to prove ____________________________

7. I can predict what will happen tomorrow by ____________________________

8. The journalist was able to support his story with ____________________________
9. Two good reasons to revise an essay before turning it in are __________________________

10. I was able to verify that the story was true by __________________________

**B.** Use each academic vocabulary word in an original sentence that illustrates its meaning.

- **claim/true** __________________________

- **distinguish/between** __________________________

- **fact/research** __________________________

- **opinion/conversation** __________________________

- **predict/outcome** __________________________

- **prior/rehearsal** __________________________

- **prove/theory** __________________________

- **revise/speech** __________________________

- **support/examples** __________________________

- **verify/information** __________________________
UNIT 2: ACADEMIC VOCABULARY WORDS

apparently (uh PER uhnt lee) adv. appearing to be
conclude (kuhn KLOOD) v. form an opinion or make judgment, based on evidence presented
detail (di TAYL) n. a piece of information
examine (eg ZAM uhn) v. look at carefully
identifiable (y DEN tuh FY uh buhl) adj. recognizable; able to be identified
infer (in FER) v. assume something based on facts
possible (PAHS uh buhl) adj. able to be done
refer (ri FER) v. look back
speculate (SPEK yuh layt) v. make a prediction
support (suh POHRT) v. provide evidence for
support (suh POHRT) n. evidence or reasons for

A. True/False For each of the following, mark T or F to indicate whether the italicsized vocabulary word has been used correctly in the sentence. If you have marked F, correct the sentence by using the word properly.

1. _____ Refer to a cookbook for the latest entertainment news.
2. _____ It is important to support your opinion with facts.
3. _____ The details in the story act as clues for the reader.
4. _____ Apparently, the author wanted to surprise the reader.
5. _____ Based on the evidence, Molly was able to conclude that her friend was not guilty.
6. _____ If something is possible, it cannot be done.
7. _____ Lies are good support for an argument.
8. _____ Please, speculate the dishes after you are through eating.
9. _____ A doctor will examine you to find out if you are sick.
10. _____ Use the left blinker to infer that you are going to turn left.
11. _____ There are identifiable characters in the story.
B. Use each word pair in a sentence that shows the meaning of the academic vocabulary word.

apparently/surprise

conclude/essay

detail/story

examine/painting

identifiable/trees

infer/information

possible/study

refer/instructions

speculate/future

support (verb)/theory

support (noun)/example
# UNIT 3: ACADEMIC VOCABULARY WORDS

**achievement** (uh CHEEV muhnt) *n.* result of achieving or accomplishing

**determine** (dee TER muhnt) *v.* decide or figure out

**direction** (duh REK shuhn) *n.* act of directing or supervising

**essential** (uh SEN shuhl) *adj.* basic; necessary

**identify** (y DEN tuh fy) *v.* recognize or point out

**influence** (IN floo uhns) *n.* power to affect others

**intent** (in TENT) *n.* purpose, objective, or aim

**key** (KEE) *adj.* important

**strategy** (STRAT uh jee) *n.* a plan for a specific outcome

**significant** (sig NIF uh kuhnt) *adj.* important

### A. Code Name

Use the code to figure out each vocabulary word. Each letter is represented by a number or symbol. This exercise will help you learn how to spell and recognize the vocabulary words.

| % | 5 | • | * | 2 | # | ! | 7 | ^ | & | 9 | ¶ | £ | $ | 3 | ¥ | + | = | ? | ÷ | 4 | € | 6 | £ | £ | £ | £ |
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |

1. ^ $ ÷ 2 $ ÷
2. 9 2 *
3. * 2 ÷ 2 = £ ^ $ 2
4. ? ÷ = % ÷ 2 ! *
5. % • 7 ^ 2 6 0 2 $ ÷
6. ^ $ 4 2 8 • 2
7. 2 ? ? 2 $ ÷ % ¶
8. ? ^ ! $ 1 ^ • % $ ÷
9. * ^ = 2 • ÷ 3 $
10. ^ • 2 $ ÷ ^ # *
B. Completion Complete each sentence that has been started for you.
Your sentence should make sense and illustrate the meaning of the vocabulary word in italics.

1. My greatest *achievement* is _________________________________.

2. Read the recipe to *determine* _________________________________.

3. For *direction* in writing, I ask _________________________________.

4. Water is *essential* for _________________________________.

5. To *identify* the part of speech of a word, you must _________________________________.

6. I have *influence* over _________________________________.

7. My *intent* in going to school is _________________________________.

8. One *key* ingredient in the casserole is _________________________________.

9. A good *strategy* for staying healthy is _________________________________.

10. The most *significant* event of the day _________________________________.

C. Write new words that you come across in your reading. Define each word.

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
context (KAHN tekst) n. situation in which a word is used
convey (kuhn VAY) v. communicate; carry from place to place
define (dee FYN) v. state the meaning
explain (eks PLAYN) v. make clear or understandable
paraphrase (PAR uh frayz) v. restate in your own words
passage (PAS ij) n. a body of text
preview (PREE vyoo) v. view, or look at, beforehand
represent (rep ri ZENT) v. stand for
restate (ree STAYT) v. say something again

A. Unscramble each vocabulary word and write it on the line to the right. This exercise will help you learn how to spell and recognize the vocabulary words.

1. weerpiv
2. tocxnet
3. cyovcn
4. rashaerpa
5. spagase
6. edenif
7. sereatt
8. paxelni
9. serenpert

B. True/False For each of the following, mark T or F to indicate whether the italicized vocabulary word has been used correctly in the sentence. If you have marked F, correct the sentence by changing the words that make the sentence wrong.

1. _____ You can figure out how to spell a word by looking at its context.
2. _____ If you speak clearly, you will be able to convey your ideas better.
3. _____ If you want to define a new word, use an almanac.
4. _____ Joe will explain the situation clearly, so that Martha will be able to understand.
5. _____ If you paraphrase what an author has written, you copy it word for word.
6. ____ A **passage** in a book is generally much longer than a chapter.

7. ____ It is a good idea for the parents to **preview** a movie before letting young children see it.

8. ____ In that story, the clock **represents** time.

9. ____ To **restate** in your own words means the same thing as to paraphrase.

C. Write new words that you come across in your reading. Define each word.

_____________________________________________________

_____________________________________________________

_____________________________________________________
brief (BREEF) adj. short
characteristic (KAR uhk tuhr IS tik) n. quality or feature
compare (kuhm PAYR) v. show how things are alike
contrast (kuhn TRAST) v. show how things are different
describe (di SKRYB) v. tell or write about
element (EL uh muhnt) n. part of the whole
recall (ri KAWL) v. remember
review (ri VYOO) v. look at again
summary (SUM uh ree) n. the main ideas in brief form
unique (YOO neek) adj. one of a kind

A. True/False For each of the following, mark T or F to indicate whether the italicized vocabulary word has been used correctly in the sentence. If you have marked F, correct the sentence by changing the words that make the sentence wrong.

1. _____ Paul wrote a summary of the book before he began the first chapter.
2. _____ All of the uniforms were blue, striped, and unique.
3. _____ Julia described her summer vacation in vivid detail.
4. _____ The brief speech lasted more than fours hours, leaving the audience tired.
5. _____ One characteristic of my best friend is her sense of humor.
6. _____ Jacob was planning to review his essay before he began writing it.
7. _____ Neill showed how both objects were alike by contrasting their similar traits.
8. _____ The keypad is another element of a cellular phone.
9. _____ After studying hard, Rose was able to recall all the dates on her history exam.
10. _____ When you compare two houses, you should discuss how they are alike.
B. Completion Complete each sentence that has been started for you. Your sentence completion should be logical and illustrate the meaning of the vocabulary word in italics.

1. The bicycle he rode was considered unique because ____________________________
   ____________________________
2. We compared the movie to the book to see if ____________________________
   ____________________________
3. We couldn’t wait to see the movie after Ralph described ____________________________
   ____________________________
4. After Julia summarized the story, I ____________________________
   ____________________________
5. There is a great contrast between ____________________________
   ____________________________
6. An important characteristic of a rain storm is ____________________________
   ____________________________
7. The special effects were a key element of ____________________________
   ____________________________
8. Rose made an effort to keep her speech brief because ____________________________
   ____________________________
9. One thing that can help you recall important information is ____________________________
   ____________________________
10. It is important to review your homework in order to ____________________________
   ____________________________
adapt (uh DAPT) v. adjust
cause (KAWZ) n. the reason something happens
effect (e FEKT) n. the consequence of
enable (en AY buhl) v. allow; assist
establish (uh STAB lish) v. set up; cause to be
focus (FOH kuhs) adj. direct one’s thoughts or efforts
purpose (PER puhs) n. intent; plan
reason (REE zuhn) v. why something happens
relationship (ri LAY shuhn ship) n. the connection between two things
result (ri ZULT) n. the consequence of

**A. Code Name** Use the code to figure out each vocabulary word. Each letter is represented by a number or symbol. This exercise will help you learn how to spell and recognize the vocabulary words.

| % | 5 | * | 2 | # | ! | 7 | ^ | & | 9 | £ | $ | 3 | ¥ | + | = | ? | ÷ | 4 | ¥ | 6 | £ | 9 | ¥ | + | = | ? | ÷ | 4 | ¥ | 6 | £ | 9 | ¥ | + | = | ? | ÷ | 4 | ¥ |
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |

1. # 3 • 4 ?
2. 2 ? ÷ % 5 ¥ ^ ? 7
3. ¥ 4 = ¥ 3 ? 2
4. = 2 ¥ % ÷ ^ 3 $ ? 7 ^ ¥
5. • % 4 ? 2
6. % * % ¥ ÷
7. 2 $ % 5 ¥ 2
8. = 2 % ? 3 $
9. 2 # # 2 • ÷
10. = 2 ? 4 ¥ ÷
B. True/False For each of the following, mark T or F to indicate whether the italicized vocabulary word has been used correctly in the sentence. If you have marked F, correct the sentence by using the word properly.

1. _____ An emergency shelter was established before the hurricane.
2. _____ If you adapt your behavior, you do not change it at all.
3. _____ The cause of the flood was the dam bursting.
4. _____ The principal and teachers have a good relationship.
5. _____ I was not prepared as a result of studying.
6. _____ I was very distracted by the TV and able to focus on my homework.
7. _____ The effect of passing a test is studying very hard.
8. _____ The school rules enabled us to stay off the grass while playing ball.
9. _____ Ryan had a good reason for wanting to delay baseball practice.
10. _____ A common purpose for reading a textbook is to be entertained.

C. Write new words that you come across in your reading. Define each word.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Use this page to write down academic words you come across in other subjects, such as social studies or science. When you are reading your textbooks, you may find words that you need to learn. Following the example, write down the word, the part of speech, and an explanation of the word. You may want to write an example sentence to help you remember the word.

**dissolve**  *verb*  to make something solid become part of a liquid by putting it in a liquid and mixing it

The sugar *dissolved* in the hot tea.
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>grief</td>
<td>reflection</td>
<td>abruptly</td>
</tr>
<tr>
<td>prelude</td>
<td>evident</td>
<td>winced</td>
</tr>
<tr>
<td>timidly</td>
<td>grudgingly</td>
<td>ignore</td>
</tr>
<tr>
<td><strong>adverb</strong></td>
<td>suddenly, without warning</td>
<td><strong>noun</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The bus stopped so abruptly, I fell off my seat.</td>
<td><strong>adverb</strong></td>
<td>Her happiness was evident in her cheery smile.</td>
</tr>
<tr>
<td><strong>noun</strong></td>
<td>an image of one’s self as seen in a mirror</td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td></td>
<td><strong>noun</strong></td>
<td></td>
</tr>
<tr>
<td><strong>verb</strong></td>
<td>drew back slightly, as if in pain; cringed</td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>verb</strong></td>
</tr>
<tr>
<td></td>
<td><strong>adjective</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>verb</strong></td>
</tr>
<tr>
<td><strong>noun</strong></td>
<td>introduction to a main event</td>
<td><strong>verb</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>adverb</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>adjective</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>verb</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>adverb</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example sentences:**
- The bus stopped so abruptly, I fell off my seat.
- When her husband died, her grief was obvious.
- The boy winced as the nurse gave him a shot.
- When her husband died, her grief was obvious.
- We sang the school song as a prelude to the big game.
- Frightened, Rosa timidly asked a question.
Use these flash cards to study words you want to remember. Cut along the dotted lines on pages V25 through V32 to create your own flash cards or use index cards. Write the word on the front of the card. On the back, write the word’s part of speech and definition. Then, write a sentence that shows the meaning of the word.
Use a fold-a-list to study the definitions of words. The words on this page come from Unit 1. Write the definition for each word on the lines. Fold the paper along the dotted line to check your definition. Create your own fold-a-lists on pages V31 and V32.

sympathy ____________________________________________
____________________________________________

compulsion ____________________________________________
____________________________________________

intently ____________________________________________
____________________________________________

awed ____________________________________________
____________________________________________

mode ____________________________________________
____________________________________________

frenzied ____________________________________________
____________________________________________

inhabited ____________________________________________
____________________________________________

seized ____________________________________________
____________________________________________

suspended ____________________________________________
____________________________________________

revelation ____________________________________________
____________________________________________
Write the word that matches the definition on each line. 
Fold the paper along the dotted line to check your work.

shared feeling _____________________________

driving force _____________________________

purposefully; earnestly _____________________________

filled with feelings of fear and wonder _____________________________

way of doing something _____________________________

acting in a wild, uncontrolled way _____________________________
lived in; occupied _____________________________
grabbed; taken hold of _____________________________

stopped for a time _____________________________
sudden rush of understanding _____________________________
Write the words you want to study on this side of the page. Write the definitions on the back. Then, test yourself. Fold the paper along the dotted line to check your definition.

Word: ________________________________

____________________________

Word: ________________________________

____________________________

Word: ________________________________

____________________________

Word: ________________________________

____________________________

Word: ________________________________

____________________________

Word: ________________________________

____________________________

Word: ________________________________

____________________________

Word: ________________________________
Write the word that matches the definition on each line. Fold the paper along the dotted line to check your work.

Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________
Definition: _____________________________

Fold In
The list on these pages presents words that cause problems for many people. Some of these words are spelled according to set rules, but others follow no specific rules. As you review this list, check to see how many of the words give you trouble in your own writing. Then, add your own commonly misspelled words on the lines that follow.

abbreviate
absence
absolutely
abundance
accelerate
accidentally
accumulate
accurate
ache
achievement
acquaintance
adequate
admittance
advertisement
aerial
affect
aggravate
aggressive
agreeable
aisle
all right
allowance
aluminum
amateur
analysis
analyze
ancient
anecdote
anniversary
anonymous
answer
anticipate
anxiety
apologize
appall
appearance
appreciate
appropriate
architecture
argument
associate
athletic
attendance
auxiliary
awkward
bandage
banquet
bargain
barrel
battery
beautiful
beggar
beginning
behavior
believe
benefit
bicycle
biscuit
bookkeeper
bought
boulevard
brief
brilliant
bruise
bulletin
buoyant
bureau
bury
buses
business
caféteria
calendar
campaign
canceled
candidate
capacity
capital
capitol
captain
career
carriage
cashier
catastrophe
category
ceiling
cemetery
census
certain
changeable
characteristic
chauffeur
chief
clothes
coincidence
colon
column
commercial
commission
commitment
committee
competitor
concede
condemn
congratulate
connoisseur
conscience
conscientious
conscious
contemporary
continuous
controversy
convenience
coolly
cooperate
cordially
counterfeit
courageous
courteous
courteous
courtesy
criticism
criticize
curiosity
curious
cylinder
deceive
decision
deductible
defendant
deficient
definitely
delinquent
dependent
descendant
description
desert
desirable
dessert
deteriorate
dining
disappointed
disastrous
discipline
dissatisfied
distinguishing
distinction
distinct
distinctive
effective
eighth
eight
eligible
embarrass
enthusiastic
entrepreneur
envelope
environment
equipped
equivalent
especially
exaggerate
exceed
excellent
exercise
exhibition
existence
experience
explanation
extension
extraordinary
familiar
fascinating
February
fiery
financial
fluorescent
<table>
<thead>
<tr>
<th>foreign</th>
<th>minuscule</th>
<th>proceed</th>
</tr>
</thead>
<tbody>
<tr>
<td>fourth</td>
<td>miscellaneous</td>
<td>prominent</td>
</tr>
<tr>
<td>fragile</td>
<td>mischievous</td>
<td>pronunciation</td>
</tr>
<tr>
<td>gauge</td>
<td>misspell</td>
<td>psychology</td>
</tr>
<tr>
<td>generally</td>
<td>mortgage</td>
<td>publicly</td>
</tr>
<tr>
<td>genius</td>
<td>naturally</td>
<td>pursue</td>
</tr>
<tr>
<td>genuine</td>
<td>necessary</td>
<td>questionnaire</td>
</tr>
<tr>
<td>government</td>
<td>neighbor</td>
<td>realize</td>
</tr>
<tr>
<td>grammar</td>
<td>neutral</td>
<td>really</td>
</tr>
<tr>
<td>grievance</td>
<td>nickel</td>
<td>recede</td>
</tr>
<tr>
<td>guarantee</td>
<td>niece</td>
<td>receipt</td>
</tr>
<tr>
<td>guard</td>
<td>ninety</td>
<td>receive</td>
</tr>
<tr>
<td>guidance</td>
<td>noticeable</td>
<td>recognize</td>
</tr>
<tr>
<td>handkerchief</td>
<td>nuisance</td>
<td>recommend</td>
</tr>
<tr>
<td>harass</td>
<td>occasion</td>
<td>reference</td>
</tr>
<tr>
<td>height</td>
<td>occasionally</td>
<td>referred</td>
</tr>
<tr>
<td>humorous</td>
<td>occur</td>
<td>rehearse</td>
</tr>
<tr>
<td>hygiene</td>
<td>occurred</td>
<td>relevant</td>
</tr>
<tr>
<td>ignorant</td>
<td>occurrence</td>
<td>reminiscence</td>
</tr>
<tr>
<td>immediately</td>
<td>omitted</td>
<td>renowned</td>
</tr>
<tr>
<td>immigrant</td>
<td>optimistic</td>
<td>repetition</td>
</tr>
<tr>
<td>independence</td>
<td>opinion</td>
<td>restaurant</td>
</tr>
<tr>
<td>independent</td>
<td>opportunity</td>
<td>rhythm</td>
</tr>
<tr>
<td>indispensable</td>
<td>optimistic</td>
<td>ridiculous</td>
</tr>
<tr>
<td>individual</td>
<td>outrageous</td>
<td>sandwich</td>
</tr>
<tr>
<td>inflammable</td>
<td>pamphlet</td>
<td>satellite</td>
</tr>
<tr>
<td>intelligence</td>
<td>parallel</td>
<td>schedule</td>
</tr>
<tr>
<td>interfere</td>
<td>paralyze</td>
<td>scissors</td>
</tr>
<tr>
<td>irrelevant</td>
<td>parentheses</td>
<td>secretary</td>
</tr>
<tr>
<td>irritable</td>
<td>particularly</td>
<td>siege</td>
</tr>
<tr>
<td>jewelry</td>
<td>patience</td>
<td>solely</td>
</tr>
<tr>
<td>judgment</td>
<td>permanent</td>
<td>sponsor</td>
</tr>
<tr>
<td>knowledge</td>
<td>permissible</td>
<td>subtle</td>
</tr>
<tr>
<td>lawyer</td>
<td>perseverance</td>
<td>subtlety</td>
</tr>
<tr>
<td>legible</td>
<td>persistent</td>
<td>superintendent</td>
</tr>
<tr>
<td>legislature</td>
<td>personally</td>
<td>supersede</td>
</tr>
<tr>
<td>leisure</td>
<td>perspiration</td>
<td>surveillance</td>
</tr>
<tr>
<td>liable</td>
<td>persuade</td>
<td>susceptible</td>
</tr>
<tr>
<td>library</td>
<td>phenomenal</td>
<td>tariff</td>
</tr>
<tr>
<td>license</td>
<td>phenomenon</td>
<td>temperamental</td>
</tr>
<tr>
<td>lieutenant</td>
<td>physician</td>
<td>theater</td>
</tr>
<tr>
<td>lightning</td>
<td>pleasant</td>
<td>threshold</td>
</tr>
<tr>
<td>likable</td>
<td>pneumonia</td>
<td>truly</td>
</tr>
<tr>
<td>liquefy</td>
<td>possess</td>
<td>unmanageable</td>
</tr>
<tr>
<td>literature</td>
<td>possession</td>
<td>unwieldy</td>
</tr>
<tr>
<td>loneliness</td>
<td>possibility</td>
<td>usage</td>
</tr>
<tr>
<td>magnificent</td>
<td>prairie</td>
<td>usually</td>
</tr>
<tr>
<td>maintenance</td>
<td>precede</td>
<td>valuable</td>
</tr>
<tr>
<td>marriage</td>
<td>preferable</td>
<td>various</td>
</tr>
<tr>
<td>mathematics</td>
<td>prejudice</td>
<td>vegetable</td>
</tr>
<tr>
<td>maximum</td>
<td>preparation</td>
<td>voluntary</td>
</tr>
<tr>
<td>meanness</td>
<td>previous</td>
<td>weight</td>
</tr>
<tr>
<td>mediocre</td>
<td>primitive</td>
<td>weird</td>
</tr>
<tr>
<td>mileage</td>
<td>privilege</td>
<td>whale</td>
</tr>
<tr>
<td>millionaire</td>
<td>probably</td>
<td>wield</td>
</tr>
<tr>
<td>minimum</td>
<td>procedure</td>
<td>yield</td>
</tr>
</tbody>
</table>
When you are reading, you will find many unfamiliar words. Here are some tools that you can use to help you read unfamiliar words.

**Phonics**

Phonics is the science or study of sound. When you learn to read, you learn to associate certain sounds with certain letters or letter combinations. You know most of the sounds that letters can represent in English. When letters are combined, however, it is not always so easy to know what sound is represented. In English, there are some rules and patterns that will help you determine how to pronounce a word. This chart shows you some of the vowel digraphs, which are combinations like *ea* and *oa*. Two vowels together are called vowel digraphs. Usually, vowel digraphs represent the long sound of the first vowel.

<table>
<thead>
<tr>
<th>Vowel Diagraphs</th>
<th>Examples of Unusual Sounds</th>
<th>Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ee</em> and <em>ea</em></td>
<td>steep, each, treat, sea</td>
<td>head, sweat, dread</td>
</tr>
<tr>
<td><em>ai</em> and <em>ay</em></td>
<td>plain, paid, may, betray</td>
<td>plaid</td>
</tr>
<tr>
<td><em>oa</em>, <em>ow</em>, and <em>oe</em></td>
<td>soak, slow, doe</td>
<td>now, shoe</td>
</tr>
<tr>
<td><em>ie</em> and <em>igh</em></td>
<td>lie, night, delight</td>
<td>friend, eight</td>
</tr>
</tbody>
</table>

As you read, sometimes the only way to know how to pronounce a word with an *ea* spelling is to see if the word makes sense in the sentence. Look at this example:

The water pipes were made of *lead*.

First, try out the long sound “*ee*.” Ask yourself if it sounds right. It does not. Then, try the short sound “*e*.” You will find that the short sound is correct in that sentence.

Now try this example.

Where you *lead*, I will follow.

**Word Patterns**

Recognizing different vowel-consonant patterns will help you read longer words. In the following sections, the *V* stands for “vowel” and the *C* stands for “consonant.”

**Single-syllable Words**

**CV – go:** In two letter words with a consonant followed by a vowel, the vowel is usually long. For example, the word *go* is pronounced with a long *o* sound.

In a single syllable word, a vowel followed only by a single consonant is usually short.
CVC – got: If you add a consonant to the word go, such as the t in got, the vowel sound is a short o. Say the words go and got aloud and notice the difference in pronunciation.

Multi-syllable words
In words of more than one syllable, notice the letters that follow a vowel.

VCCV – robber: A single vowel followed by two consonants is usually short.

VCV — begin: A single vowel followed by a single consonant is usually long.

VCe — beside: An extension of the VCV pattern is vowel-consonant-silent e. In these words, the vowel is long and the e is not pronounced.

When you see a word with the VCV pattern, try the long vowel sound first. If the word does not make sense, try the short sound. Pronounce the words model, camel, and closet. First, try the long vowel sound. That does not sound correct, so try the short vowel sound. The short vowel sound is correct in those words.

Remember that patterns help you get started on figuring out a word. You will sometimes need to try a different sound or find the word in a dictionary.

As you read and find unfamiliar words, look the pronunciations up in a dictionary. Write the words in this chart in the correct column to help you notice patterns and remember pronunciations.

<table>
<thead>
<tr>
<th>Syllables</th>
<th>Example</th>
<th>New words</th>
<th>Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV</td>
<td>go</td>
<td></td>
<td>long</td>
</tr>
<tr>
<td>CVC</td>
<td>got</td>
<td></td>
<td>short</td>
</tr>
<tr>
<td>VCC</td>
<td>robber</td>
<td></td>
<td>short</td>
</tr>
<tr>
<td>V/CV</td>
<td>begin</td>
<td>open</td>
<td>long</td>
</tr>
<tr>
<td>VC/V</td>
<td>closet</td>
<td></td>
<td>short</td>
</tr>
</tbody>
</table>
Mnemonics are devices, or methods, that help you remember things. The basic strategy is to link something you do not know with something that you do know. Here are some common mnemonic devices:

**Visualizing** Create a picture in your head that will help you remember the meaning of a vocabulary word. For example, the first four letters of the word *significance* spell *sign*. Picture a sign with the word *meaning* written on it to remember that significance means “meaning” or “importance.”

**Spelling** The way a word is spelled can help you remember its meaning. For example, you might remember that *clarify* means to “make clear” if you notice that both *clarify* and *clear* start with the letters *cl*.

To help you remember how to spell certain words, look for a familiar word within the difficult word. For example:

*Believe* has a *lie* in it.

*Separate* is a *rat* of a word to spell.

Your *principal* is your *pal*.

**Rhyming** Here is a popular rhyme that helps people figure out how to spell *ei* and *ie* words.

*i* before *e* — except after *c* or when sounding like *a* as in *neighbor* and *weigh*.

List words here that you need help remembering. Work with a group to create mnemonic devices to help you remember each word.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
List words here that you need help remembering. Work with a group to create mnemonic devices to help you remember each word.

____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
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____________________________________  _____________________________
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____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
____________________________________  _____________________________
Use these sentence starters to help you express yourself clearly in different classroom situations.

**Expressing an Opinion**
I think that _______________________________
I believe that ______________________________
In my opinion, ______________________________

**Agreeing**
I agree with ___________________________ that ___________________________
I see what you mean.
That’s an interesting idea.
My idea is similar to ___________________________’s idea.
My idea builds upon ___________________________’s idea.

**Disagreeing**
I don’t completely agree with you because ___________________________
My opinion is different than yours.
I got a different answer than you.
I see it a different way.

**Reporting a Group’s Ideas**
We agreed that ______________________________
We decided that ______________________________
We had a different approach.
We had a similar idea.

**Predicting**
I predict that ______________________________
I imagine that ______________________________
Based on ________________ I predict that ________________

**Paraphrasing**
So you are saying that ______________________________
In other words, you think ______________________________
What I hear you saying is ______________________________

**Offering a Suggestion**
Maybe we could ______________________________
What if we ______________________________
Here’s something we might try.

**Asking for Clarification**
I have a question about that.
Could you explain that another way?
Can you give me another example of that?

**Asking for a Response**
What do you think?
Do you agree?
What answer did you get?
Cut out each bookmark to use as a handy word list when you are reading. On the lines, jot down words you want to learn and remember. You can also use the bookmark as a placeholder in your book.
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Use these cards to record words you want to remember. Write the word, the title of the story or article in which it appears, its part of speech, and its definition. Then, use the word in an original sentence that shows its meaning.

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Using the Personal Thesaurus

The Personal Thesaurus provides students with the opportunity to make connections between words academic words, familiar words, and even slang words. Students can use the Personal Thesaurus to help them understand the importance of using words in the proper context and also avoid overusing words in their writing.

Use the following routine to foster frequent use of the Personal Thesaurus.

1. After students have read a selection or done some writing, have them turn to the Personal Thesaurus.

2. Encourage students to add new entries. Help them to understand the connection between their personal language, which might include familiar words and even slang, and the academic language of their reading and writing.

3. Call on volunteers to read a few entries aloud. Point out that writers have many choices of words when they write. Help students see that audience often determines word choice.

- nice
- admirable
- friendly
- agreeable
- pleasant
- cool
- phat

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