English Language Arts Distance Learning Packet Grade 3

STUDENT

Lesson 1 Ask and Answer Questions About Key Ideas

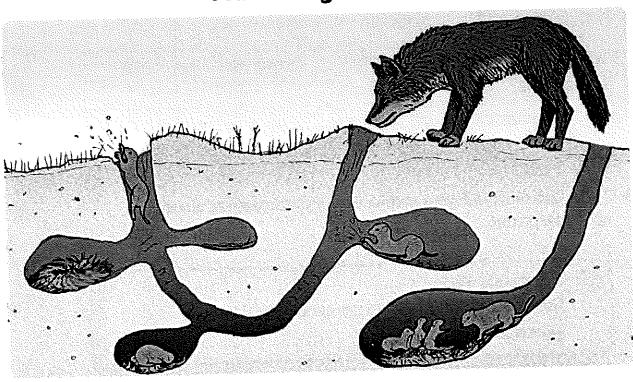


Asking and answering questions about what you read will help you understand the text.

We ask questions to get information or to understand something. Often questions begin with words such as who, what, when, where, why, and how. As you read, ask yourself questions about the text. Then look for **key details** in the text to answer your questions. Asking and answering questions will help you understand the **topic** of the text.

Look at this picture. What questions do you have about what you see?

Prairie Dog Homes



BEAVER LODGES

by Bryan Davis

- Do you know the saying "busy as a beaver"? People say this because beavers are always working. These crafty creatures spend a lot of time building their homes.
- Beaver homes are called lodges. Lodges are found along streams, rivers, ponds, and lakes. Beavers build these homes from branches and rocks. They use mud to hold them together.
- When they can, beavers build their homes into the banks along the water. Other times, they need to make a safe spot, first. To do this, they build a dam from logs, branches, and mud. They get the logs by gnawing at trees until they fall down. A dam is like a wall that blocks water from flowing. It then forms a pond. Once the dam is built, beavers can get to the business of building their lodge.
- Beaver lodges are shaped like a dome. They are usually about 10 feet high and 20 feet across. Most lodges have at least one underwater opening. To get inside, the beavers must swim underwater. These "secret" openings keep out unwanted predators.
- Inside the beaver lodge are different "rooms." There is an eating room and a nesting room. The floor of the lodge is built up out of the water. It is also made from rocks, branches, and mud. It is covered with plants and other soft materials.
- A family of beavers lives in a lodge. Two parents and two sets of their offspring often live together.



Close Reader Habits

Think of two questions to ask about beaver lodges. Then **underline** words and phrases that help you answer your questions.

Read

Termite Mounds

by Madeline Clark

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- Termites are insects that live together in nests. Some termites are called mound builders. They build their nests from mounds of clay. Some of these mounds are more like towers. They stand almost 35 feet tall!
- Mound builders are found in Africa and Australia. They are also in parts of South America. Other animals in these areas use termite mounds, too. Some wait until the termites move away. Others ignore the termites and use the mound anyway.
 - Termite mounds are usually the highest place around. Cheetahs often use the mound as a lookout point. They climb to the top of the mound. There, they keep an eye out for their next meal.
- Sometimes the termites move on to a new nest. That's good news for many of the other animals. These animals know how to put an empty termite mound to good use.
 - Some animals make the empty nest their new home. Mongooses are small animals in Africa. They make a hole in the mound to get inside. The termite mound keeps them safe from other animals. Snakes also use an empty termite mound as a home.
 - Termite mounds also come in handy for large animals. Elephants and rhinos use them as scratching posts. Bug bites and dry mud can make any creature itchy. These large animals stand near a mound and rub against them. Sometimes they even stand over a mound to scratch their bellies!

Close Reader Habits

How do other animals use termite mounds? **Underline** some of the different ways.



Write Use the space below to write your answer to the question on page 13.

BEAVER LODGES

| 2 | Short Response Why are the beaver lodge openings underwater? Use key details from the text in your response. | Passage to find key details. |
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Don't forget to check your writing.

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- radiation
- survive
- thrive
- function

Teeny Tiny Tardes

by Mary Reina. Highlights

1 What would you say if someone asked you to name Earth's toughest survivor? Camels can go a week without drinking. A cockroach can survive more radiation than a person. But there is a teeny tiny creature that can go without food or water for years. It is so small that it can be seen only under a microscope. Its real name is tardigrade. Most people call it a water bear.

Surviving Everything

- Water bears look like soft, squishy bugs. People call them bears because they walk the way bears do. Most water bears are smaller than the period at the end of this sentence. Don't let their size fool you. They are found in places that would kill most living things.
 - Some water bears survive in the boiling water found in hot springs. Others live miles below the ocean surface. They survive with tons of water pressing down on them.
 - Not all water bears live in extreme places. They can be found in parks, forests, and gardens. They thrive in damp, woody areas where mosses and other plant life grow. Many feed by sucking juices out of plants. Others eat creatures that are smaller than they are.

This photograph of a water bear was taken with a microscope. A *microscope* is a tool that lets you see tiny objects or creatures.

Drying Up

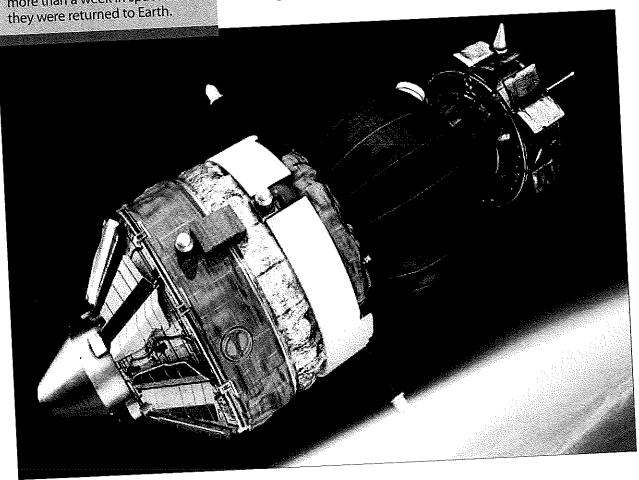
Water bears must have water to stay active. It helps them eat, move, and breathe. So what happens when the water around one of these tiny creatures dries up? First, it pulls in its eight legs. Then it curls its body into a barrel shape called a tun. It loses 99 percent of its water. Then every single life function of the water bear stops.

When conditions get better, the water bear stretches its little legs and starts moving and eating again.

Water bears can survive the extreme cold and radiation of outer space. Scientists sent some water bears into space as part of an unmanned mission. They came back fine!

Not so long ago, most scientists believed life did not exist beyond Earth. Now, many think it is possible. If water bears can survive a visit to outer space, who knows what other creatures might live there?

Thousands of water bears spent more than a week in space before they were returned to Farth.



Based on details in the passage, what **three** types of places is this sentence talking about?

They are found in places that would kill most living things.

- damp woody areas
- the boiling water of hot springs В
- c the deepest parts of the ocean
- **D** parks and gardens
- inside volcanoes
- outer space F
- This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read these sentences from paragraph 5.

Water bears must have water to stay active. It helps them eat, move, and breathe.

Which question can be answered after reading these sentences?

- A How long can a water bear survive without water?
- What types of food do water bears eat? В
- C Where do water bears get their water?
- Why is water so important to water bears?

Part B

Which other sentence from the text also helps answer the question you chose in Part A?

- "Then every single life function of the water bear stops."
- "Some water bears survive in the boiling water found in hot В springs."
- "When conditions get better, the water bear stretches its little legs and starts moving and eating again."
- "But there is a teeny tiny creature that can go without food or water for years."

Lesson 2 Finding Main Ideas and Key Details



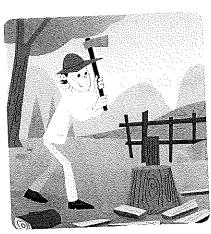
Retelling the main idea and key details of a text will help you understand what you've read.

The **main idea** is what a text is mostly about. Details are all the facts and ideas in a passage that **support** the main idea, or help explain it.

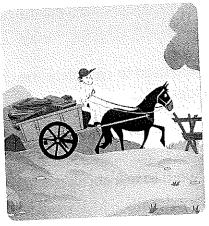
Sometimes you will want to retell a passage that you've read. First, make sure you know the main idea. Then figure out the **key details**, which are the most important facts in the passage.

Read the cartoon below. What is it mostly about?

\star \star Life in the American Colonies \star \star



People had to chop wood for fuel.



Taking farm goods to sell in town could take hours.



Everyone in the family had to work.

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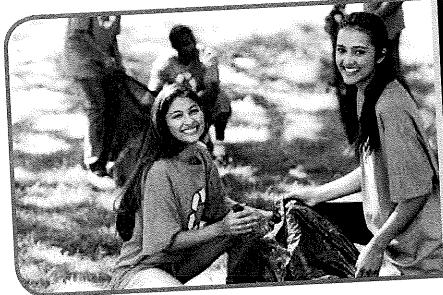
What is a Community?

by Clayton James

Think about the people you saw on your way to school today. Maybe you saw a bus driver, a police officer, or a mail carrier. You probably saw business people on their way to work. Once you got to school, you saw

teachers, other students, parents, and the principal.
All of these people make a community. A community is a group of people who live and work in the same area.

People play different parts to make a community. For example, bus drivers help people get to school or work. Police officers make sure people follow the laws and stay safe. Business



people make or sell the things we buy. Parents and teachers make sure children have what they need to learn and be safe. Students learn so they can become good parents and workers.

You are a part of your community, too. You can do things to make a difference. You can help keep your neighborhood clean. You can follow rules and laws. You can help others who are in need.

Communities work best when people do their jobs and help each other. You and everyone around you work together to make a community.

Close Reader Habits

Circle the sentence that best states the main idea. As you reread, underline key details that tell more about the main idea.

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Life in My Village

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by Maahe, a 19th-century Cheyenne Indian

- My name is Maahe. I am a Cheyenne Indian. I live with my family on the plains. We work hard in my village, but we also have fun. Each morning before the sun rises, people in my village build a fire. Then women walk to the stream to collect water. They use the water to make the morning meal.
- 2 After our morning meal, a man called the crier circles our village on a horse. He makes announcements. We all gather to hear the day's news.
- After cleaning up from our morning meal, the children play games and swim. The women leave camp to gather sticks and roots. They tie the sticks into bundles and carry them back to camp on their backs.
 - We live in tipis made of buffalo hides. We can put them up or take them down quickly. The tipis are our homes. Because we follow the buffalo herds, we move often. We can pack up our entire village in one hour! Dogs or horses help pull all our belongings, including our tipis, on big sleds.

When we hunt buffalo, both men and women help. The women chase the buffalo toward the men. The men use their bows and arrows to kill the buffalo.

As evening falls, everyone gets ready for the evening meal. We eat, dance, tell stories, and play music. Then everyone goes to sleep. We know tomorrow will be another busy day!

Close Reader Habits

What is the main idea of the passage? **Underline** the key details that helped you better understand the main idea.



Write Use the space below to write your answer to the question on page 27.

What's a Gommunity?

Short Response Choose another key detail you wrote in the chart. How does it support the main idea?

What does this detail say about the parts people play in a community?

Don't forget to check your writing.

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- difficult
- objects

Living in the

by Jeanette Cannon

Imagine living in a place so high that clouds are everywhere. And they're 1 not just above you. They're all around you! This is what life is like in the Andes. The Andes are very high mountains in South America. The Inca people have lived in the Andes Mountains in Peru for over 500 years. But it is not easy to make a living on that rocky mountain land.

Mountain Farming

The mountainsides make farming difficult. Farmers need a flat area to 2 plant. So they cut giant steps into the mountains. There they grow hundreds of kinds of potatoes. They also grow corn, wheat, and grains. Cotton, bananas, and sugarcane are common crops, too.



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- Think Use what you learned from reading the selection to respond to these questions.
 - What is the main idea of the entire passage?
 - The Incas raise sheep, llamas, and other animals.
 - The Incas make beautiful handmade crafts. В
 - The Incas are working to protect the Manu rain forest.
 - The Incas live high in the Andes Mountains of Peru. D
 - This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which sentence **best** states the main idea of the section "Mountain Farming"?

- The Inca people have lived in the Andes Mountains for over 500 years.
- **B** Farming is hard work in the Andes.
- A number of different crops are grown in the mountains.
- Llamas are used to carry heavy loads through the mountains.

Part B

Which two sentences from the passage best support your answer to Part A?

- "The Andes are very high mountains in South America."
- "The mountainsides make farming difficult." В
- "The Incas raise sheep, llamas, guinea pigs, and alpacas." C
- "Beautiful handmade objects come from Peru."
- "So they cut giant steps into the mountains." Ε
- "There they grow hundreds of kinds of potatoes." F

The following question has two parts. First, answer Part A. Then answer Part B.

Part A

Reread paragraph 6.

Peru is also home to beautiful Manu. Manu is one of the world's great rain forests. But too many of the trees there were being cut down. Some people are trying to stop more damage from happening. One reason is that rain forests are home to animals and plants that do not live anywhere else.

Which sentence **best** describes the main idea of the paragraph?

- A There are several great rain forests in the world.
- **B** Many animals and plants live in the rain forest.
- C The rain forest needs to be protected.
- D Tourists visit the rain forest.

Part B

Underline **two** key details in the paragraph that **best** support your answer for Part A.

Lesson 5 Asking and Answering Questions About Stories

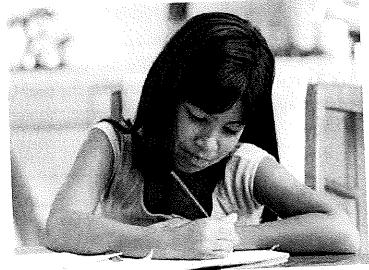


Ask questions about what you read, and use details from the text to support your answers.

A character is person or animal. A setting is where and when a story takes place. An event is something that happens in a story. When reading, you can ask questions about characters, settings, and events. You can also answer questions about those same things. When you answer a question about a story, support your answer with details from the text. This will show that you understand the story.

Erika was doing her homework. Her pencil rolled off the desk and under the bed. She was peering under the bed, looking

for it, when she spotted an old wooden box she had never seen before. How did that get there? she asked herself. When Erika opened it, she saw gold coins glittering in the dim light. "Wow!" she said, "I think it's a treasure chest."





by Kat Williams

- Annie dreamed of being a famous singer one day. She and her grandmother both liked watching competition shows on TV that transformed ordinary people into singing stars.
- One night Grandma brought down a small, dust-covered box from the attic. "I'd like to show you some old photographs," she said. "I think you might find them interesting."
- One photo showed four girls singing on a stage, gathered around a microphone. They were wearing matching dresses, and their hair was elaborately styled. "Who are those people?" Annie asked.
- 4 "Look at the girl on the right," Grandma said. Annie leaned closer, peering at the photograph.
- "Oh my gosh, Grandma, that's you! What are you doing??"
- 6 "I'm singing on a TV show with my group, The Wildflowers,"
 Grandma said. "It was about 40 years ago. We recorded a song, and it played on the radio. It was so popular that we were asked to perform it on TV."
- 7 "Why didn't you tell me this before?" asked Annie.
- 8 Grandma smiled. "Oh, I guess I just haven't thought about it for a long time."
- 9 Now it was Annie's turn to smile. "So, Grandma, what else have you done that you haven't told me about?"

Close Reader Habits

What questions do you have about Grandma and her secret? **Underline** sentences that tell important details about Grandma's secret.



The TERROR of Green Street

by Julian Green

- Frankie Ortiz had a secret. Each day after school, he would climb into a pine tree and wait for his friends to leave. Then he would climb down and ride his bike home as fast as he could. As he reached Green Street, Frankie would cross the street. On the other side, a white dog tied in a yard would bark fiercely. Its barking echoed around the neighborhood.
- Today's trip home was a little different. Frankie's friend Mike lived next door to the dog. Today Mike was in his driveway when Frankie rode by. "Frankie, come here!" he called.
- When Frankie didn't stop, Mike got on his own bike and caught up to him. "What do you want?" Frankie asked angrily, hoping Mike would leave him alone.
- But Mike didn't leave. He said, "How come you always go home by yourself?"
- Frankie stopped his bike to catch his breath. "That dog," he said quietly.
- Mike started to laugh until Frankie glared at him. "Are you scared of that mutt? Snowball's noisy, but she's harmless. You just have to get to know her."
- Frankie frowned, but he followed Mike back down the street. The closer they got to Snowball, the louder she barked, and the slower Frankie pedaled. His heart was pounding hard enough to break down a door. He wanted to cry, he wanted to run away, but he knew Mike would laugh again.
- Frankie watched as Mike knelt on the ground and scratched the dog's chin. "Hiya, Snowball, you loudmouth fur ball," Mike said. Snowball sniffed around Frankie's legs and then wandered away.
- 9 Frankie let out a long sigh and said, "I still don't like that dog. But let's ride home together tomorrow." Mike just smiled.

Close Reader Habits

Why does Frankie hide from his friends and ride home alone? **Underline** details that answer the question.



Write Use the space below to write your answer to the question on page 81.

Grandma's Secret

| 3 | Short Response | Describe the secret that Grandma had |
|---|-----------------------|--------------------------------------|
| | been keeping. Wh | ny didn't Annie know about it? |

Grandma say when Annie asks why her grandmother hadn't shared her secret before?



Don't forget to check your writing.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- chores
- stall
- corral

by Dale-Marie Bryan, Highlights

- "Your homework is to collect sounds," Mrs. Olson said. She handed out 1 sheets of paper shaped like giant ears. Then she held up a shiny blue kazoo. "Everyone who gets an 'earful' will get one of these." The class laughed.
- 2 Later, Jacob glared out the school bus window. Not fair, he thought. How could he collect enough sounds on his family's farm? There were plenty of noises in town. If only he lived where tires squeal.
- 3 Jacob scrambled off the bus when it screeched to a stop at his mailbox. But he wasn't in the mood to wave as it drove away.
- When he threw open the gate, it groaned like a ghost. That was how he felt about his homework.
- On the porch, Jacob knelt beside the kittens curled on the rug. They sounded like tiny motors when they purred.
- 6 "I'm home!" Jacob called. He thumped his book bag down on a kitchen chair.
- 7 The rocker in the nursery stopped creaking.
- "How was school?" his mother asked, walking in with his baby brother on her shoulder. She was patting his little back.
- "I've got homework," Jacob grumbled.
- 10 The baby burped, and Jacob laughed. "That's what I think about it, too!"
- 11 "Have a snack before you do your chores," his mother said. She took the animal crackers down from the cupboard.
- Jacob rattled the carton. Not many left. He crunched two tigers, three 12 lions, and a seal, then gulped down some milk. Grrr, roar, ork! If only animal crackers were real. He would have plenty of noises to list!
- 13 Goldie, Jacob's collie, woofed as Jacob walked toward the barn. Her puppies were yipping in a straw-filled stall. Jacob plinked dog-food pellets into their pan, and the pups snuffled and crunched.

- Use what you learned from reading the selection to respond to these questions.
 - Based on details from paragraph 1, how would you describe Mrs. Olson?
 - A Rules are very important to her.
 - **B** She likes learning to be fun.
 - C She only uses books to teach.
 - D She enjoys music.
 - This question has two parts. First, answer Part A. Then answer Part B.

Part A

Why is Jacob so upset about his homework assignment?

- A He has other plans after school.
- He was already in a bad mood.
- C He thinks there will not be enough noises on a farm.
- **D** He hates homework of any kind.

Part B

Underline a sentence from paragraphs 2-4 of the story that best supports your answer from Part A.

Later, Jacob glared out the school bus window. Not fair, he thought. How could he collect enough sounds on his family's farm? There were plenty of noises in town. If only he lived where tires squeal.

Jacob scrambled off the bus when it screeched to a stop at his mailbox. But he wasn't in the mood to wave as it drove away.

When he threw open the gate, it groaned like a ghost. That was how he felt about his homework.

Read this sentence from paragraph 16.

The lid on the tractor's smokestack rattled when it chuffed and chugged to a stop.

Read the sentence for context clues. The word *smokestack* is made from two smaller words. What does the whole word mean?

- A a chimney used for letting out smoke
- B a stack of metal on a train or tractor
- **C** a column of smoke in the sky
- **D** lids piled on top of each other
- Which noise finally made Jacob aware that the farm had plenty of sounds?
 - A the humming bees in the hives
 - B the noisy blue jays and sparrows
 - C the cackling chickens in their yard
 - **D** the yipping puppies in the stall
- How does Jacob feel about his homework at the end of the story?
 - A He still is upset about it.
 - **B** He wants help to do it.
 - **C** He is eager to start it.
 - **D** He decides to do it later.

Lesson 6 **Describing Characters**



Understanding what characters are like, and why they act the way they do, can help you see how they drive what happens in a story.

Read Characters are the people or animals in a story. When you read a story, think about what the characters say and do and why they act in certain ways.

Just like real people, characters have feelings. They have **traits**, or special qualities, such as courage, pride, or honesty. They also have **motivations**, or reasons for doing what they do. A character's actions **contribute**, or add, to the sequence of events in a story. The **sequence of events** is everything that happens, in the order it happens. Each action changes the story and what happens next.

Read this cartoon and look for clues about what the giant is like.









by Winnie Lujack

- Susan B. Anthony was about to do something dangerous. She stood before a group of women listening to her speak. "We must vote," she told them. "We must all vote!"
- The crowded room filled with noise as some women cheered and others began to argue. "We could be arrested!" one woman cried. It was true, because in 1872, only men had the right to vote.
- Susan said, "We likely will be arrested and put on trial. But don't you see, we have to do it! How else will we show how much we want our voting rights?"
- Susan marched off the stage and led the women outside. Together they went to a polling place, where men were voting for president.
- 5 An election worker stopped Susan. "Madam," he said, "I can't let you vote."
- 6 "But you must," Susan replied. "The law says that all persons born in this country are citizens. And citizens are allowed to vote."
- 7 The worker looked at the group of determined women and sighed. "Very well," he said. Susan's friends let out a cheer. Susan entered the voting booth and cast her vote. So did fifteen other women, including three of Susan's sisters.
- Two weeks later, Susan and the others were all arrested for voting. But Susan wasn't about to give up her fight for women's rights.

Close Reader Habits

Underline sentences that tell why Susan thought fighting for rights was important.

Here Comes Ligouide

from a Greek myth

- Long ago, Pandora and her brother Epi were playing outside when something strange fell out of the sky and landed at Epi's feet. It was a small box that glowed green and purple! Epi eagerly bent down to pick it up, but Pandora held him back.
- "Be careful," she warned. "I had a dream about a box like this one. In the dream, an old man warned me not to open it."
- "Aw, come on, Pandora," Epi pleaded. "How much danger could there be in one little box? Besides, I bet there's treasure inside. I want to find out!"
- "It's better to be safe than sorry," Pandora warned. "Let's go home right now—and leave the box behind."
- But as soon as Pandora turned to leave, Epi quickly opened the box. Suddenly, the sky was filled with little stinging creatures. He slammed the box shut and started swatting at them. Pandora swung around in horror.
- 6 "Oh, Epi, what have you done?" she cried out. After a short time, however, the little creatures flew off in all directions. Only then did Epi and Pandora hear a little voice coming from the closed box.
- 7 "Don't be afraid," the voice whispered. "I'm here to help you."
- Pandora thought carefully for a moment. Then she slowly opened the box. A tiny green and purple fairy flew out.
- 9 "I am Hope," the fairy said. "You let all the troubles of the world out of this box, but I was put in the box to comfort the world. I will be with you always."
- 10 Epi felt sad that he hadn't listened to his sister. "Don't worry, Epi," she said kindly. "At least we have Hope."

Close Reader Habits

What can you learn about Pandora from details in the story? **Underline** words that show her traits. **Circle** words that describe her feelings.



Write Use the space below to write your answer to the question on page 95.

Voting for Rights

| <u>ē</u> | Short Response Explain why Susan B. Anthony casts a vote even though she expects to be arrested. Use details from the text in your answer. | look at what Susan says as well as what she does. |
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Don't forget to check your writing.

Read

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WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- barge
- ceremonies

Cleopatra Finds Her Voice

by Vicki Alvear Shecter, Highlights

- Eleven-year-old Princess Cleopatra sailed the Nile River on the royal barge. Her father, the king of Egypt, played his flute.
- They were sailing from their palace in Alexandria to cities along the Nile. The king would often lead important ceremonies.
- 3 Cleopatra watched for slithering crocodiles and yawning hippos. Sometimes she would catch a glimpse of a Sacred Ibis bird tiptoeing along the marshy banks.
- As the royal barge sailed, people crowded the banks, hoping to see the princess and her father. They sang and chanted and threw flowers. But it bothered Cleopatra that she could not understand what they said.
- Her father explained that the people of Egypt spoke Egyptian, while Cleopatra's family spoke Greek.



- Use what you learned from reading the selection to respond to these questions.
 - This question has two parts. First, answer Part A. Then answer Part B.

Part A

What does Cleopatra find out about herself after she learns to speak Egyptian?

- Speaking Egyptian helps her understand her religion better. Α
- She no longer thinks her father is a good king.
- C Her family's old language no longer sounds right.
- She realizes she has a love for learning.

Part B

Choose **two** details from the story that support the answer to Part A.

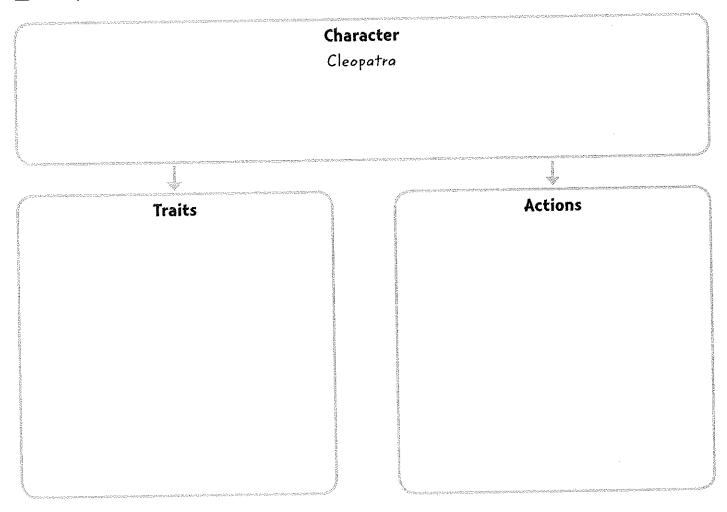
- "She also learned Hebrew, Aramaic, Persian, Latin, and some Α African dialects."
- **B** "They sang and chanted and threw flowers."
- "But it bothered Cleopatra that she could not understand what they said."
- "Ever since, all of the rulers of Egypt had spoken Greek."
- "She loved learning and excelled in math and science, too." Ε
- Why doesn't Cleopatra's father speak Egyptian?
 - A Rulers of Egypt had spoken Greek for 250 years.
 - Alexander the Great had banned the teaching of Egyptian. В
 - The king is more interested in playing the flute than learning a new language.
 - Cleopatra's father and the Greek general Ptolemy had agreed not to speak Egyptian.

Read these sentences from paragraph 6 of the story.

But her father was the ruler of Egypt! Why didn't he and his family speak the native language?

What does native mean in this context?

- A foreign
- **B** difficult
- **C** local
- **D** ancient
- 6 Complete the chart. Base your answers on details from the story.



Lesson 9 **Unfamiliar Words**

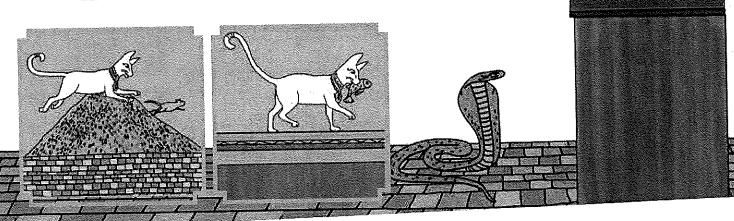


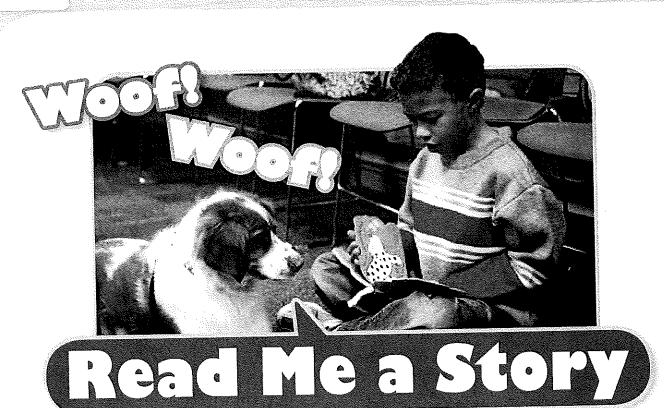
Context clues in the text can help you figure out the meaning of unfamiliar words.

When you are reading about new **topics**, it is important that you read like a word detective by asking questions about words you don't understand. Word detectives look around an unknown word for clues that the author may have included to help them figure out the meaning and understand new topics. These clues are called **context clues**.

Read the paragraph below about cats in ancient Egypt. Circle any words you don't know.

Cats played an essential role in ancient Egypt. They were prized pets. But they were also useful. For example, cats killed dangerous snakes. They caught mice and rats to protect stores of grain. Some cats even helped gather food. Egyptian hunters trained them to bring back birds and fish from the marshes.





by Kara Williams

- Dogs cannot read. But they can help children who may not like to read, or who find reading difficult. Reading therapy dogs and their owners visit schools and libraries. The child sits on the floor with the dog. Then he or she reads the dog a story. The dog helps its new friend relax. It offers the child support.
- Only some dogs can be reading therapy dogs. First, dogs are tested to make sure they are calm and friendly. They have to be able to handle different situations. Then the dogs are trained to be good listeners. Some even learn how to turn the pages of a book with their noses or paws.
- Studies show that reading therapy dogs can enhance reading skills. The children can practice reading to the dogs without being afraid of making mistakes. Shy readers gain confidence. They begin to feel better about their reading. As a result, they enjoy reading more. The more that children read, the more their reading skills improve.

Close Reader Habits

As you read, **circle** words you don't know. When you reread, **underline** clues that help you figure out what the words mean.

The BUZZ on Sniffer Bees



by Heather Roberson

- Did you know that bees have a great sense of smell? You've seen the antennae, or feelers, on their heads. Those feelers have more than three thousand tiny smell organs. The organs help the bees identify more than 170 different odors. This is how they find food, water, and pollen.
- Many animals have a better sense of smell than humans do. That's why people train dogs to sniff out scents. Bees have an even stronger sense of smell than dogs. So, scientists are looking for ways that trained bees can help people.
- Scientists can teach bees to follow specific smells. First, the bees are given a smell to learn. Then they are sent toward the same smell in another area. When they find where the smell is coming from, they are rewarded with sugar water. Scientists repeat this process over and over. Finally, the bees connect the smell with a treat. Bees can be trained in about ten minutes.
- Sniffer bees have been trained to find harmful materials. They can also sniff out health problems. They can smell a disease in someone's breath. They can uncover some kinds of cancer.
 - They can spot a lung disease called tuberculosis (too ber kyoo LOW sis). They can also smell dangerous chemicals. In addition, they can find plant diseases or pests such as bedbugs. Sniffer bees make few mistakes.
 - One day, these tiny helpers may work in airports, farms, hospitals, and war zones. They will alert people to possible danger.

Close Reader Habits

How can rereading a passage help you understand unfamiliar words? **Underline** context clues that help you understand them.

Write Use the space below to write your answer to the question on page 149.



| 3 | Short Response Use details from the article to explain how | |
|---|---|--|
| | therapy dogs help children gain confidence. Reread paragraph 3 | |
| | and use context clues to make sure you understand what | |
| | confidence means. | |

HIMT What are the children like before they begin working with the dogs?

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Read

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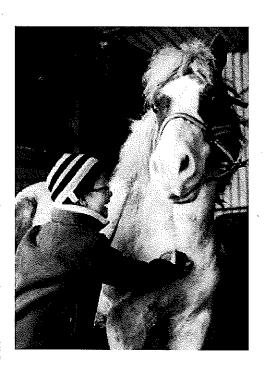
WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- halter
- interactive

Hersing Others

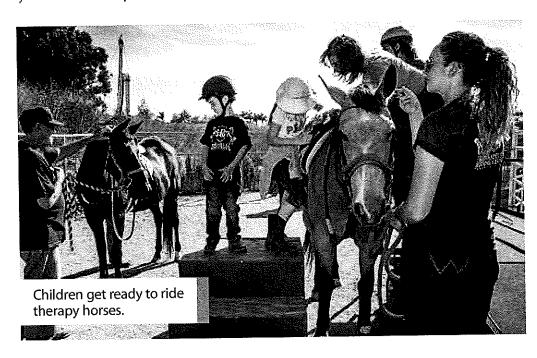
by Natasha Yim, Appleseeds



- In 1993, when Erin Livingston was just 11, she had an idea. She wanted to use horses to help kids with special needs. Along with two friends, she researched different programs. With the support of the Mendocino County 4-H, Ridgewood T.R.A.I.L.¹ was born.
- Freya, Kiss, Easy, Ginger, and Robin are horses with a very important job. They help kids with special needs. Some of these kids are in wheelchairs and walkers. Some can't talk. Some are very high energy and need to learn how to focus.
- 3 Erin uses games to help kids learn to communicate with horses. For example, a rope is attached to the halter of a horse. The student holds the other end and wiggles it to make the horse back up. Then the student wiggles it again to invite the horse back into his or her space.

¹ T.R.A.I.L.: Teaching Riding as an Access to Independence and Learning

- Through interactive games, the horses help the kids learn about trust, keeping themselves safe, and being sensitive to a horse's feelings and body language. If kids are loud and too full of energy, the horse may not want to come over to them.
- The kids learn to protect their space, and also to invite the horse into their space," says Erin Livingston, the founder of Ridgewood T.R.A.I.L.
- For a child who can't walk, riding works her leg muscles. A horse's walking motion is very similar to our own hip movements. Children who have a hard time staying on task learn to pay attention. If they turn to the left when they want to go right, the horse may not do what they want it to do. For a kid who has a hard time talking, Erin has her use words to command the horse. One boy uttered his first sentence, "Walk on, Woody," while riding a horse! Another student is now a helper in the program. "She has so much confidence and pride in what she does," says her mother.
 - "We focus on the kids' abilities, not their disabilities," Erin says.
- Good program horses are calm, patient, and understanding. They have to be used to people (there could be up to two or three helpers walking alongside a rider), loud noises, and sudden movements. It's exhausting work. But the next day, they're back at it, patient as ever—just another day at the office for these amazing horses!



| 2 | This question has two parts. First, answer Part A. Then answer Part | |
|---|--|--|
| | Part A What is the meaning of the word <i>sensitive</i> in paragraph 4? | |
| | A unfeeling | |

- understanding
- fearful C
- amazed

Part B

Underline the sentence in paragraph 4 that supports your answer in Part A.

Through interactive games, the horses help the kids learn about trust, keeping themselves safe, and being sensitive to a horse's feelings and body language. If kids are loud and too full of energy, the horse may not want to come over to them.

4 Read these sentences from paragraph 6 of the passage.

For a kid who has a hard time talking, Erin has her use words to command the horse. One boy uttered his first sentence, "Walk on, Woody," while riding a horse!

What does the word uttered mean as used in this passage?

- spoke Α
- В wrote
- understood
- D heard

| 5 | In paragraph 7, Erin states, "We focus on the kids' abilities, not their disabilities." Explain what <i>disabilities</i> means. Tell what clue you used. |
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Lesson 10 Text Features

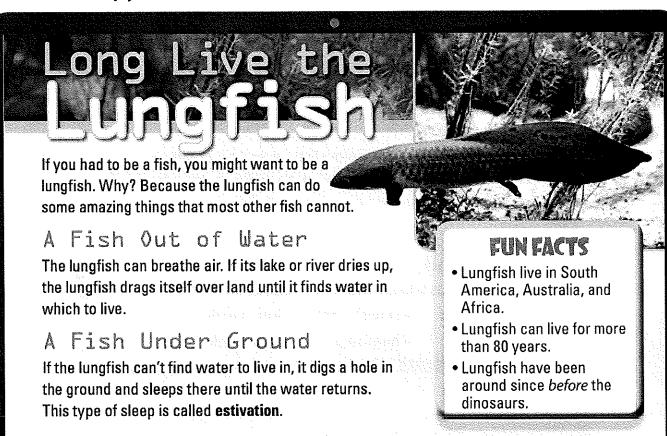


By using special text features and search tools, you can find important information quickly and easily.

When you go into a store, you use signs and labels to help you find what you need. **Text features** are similar to those signs and labels. They are special parts of a text that help you locate the facts and details you're looking for.

Text features include **headings**, **key words** that are shown in bold print, and boxed information called **sidebars**. Digital texts that you read online have **search tools** such as **hyperlinks**. These text features let you access more information by clicking on the link.

Read this science article on the lungfish. How do the text features help you?







by Devonte Thomas

Polar bears live in the Arctic. The Arctic is one of the coldest places on Earth. How do polar bears survive in the ice and snow?

Built for the Arctic

Polar bears have thick, white fur. The outer layer of fur is made of oily, hollow guard hairs. These hairs keep the bears dry. The inner layer of fur next to their skin acts like a sweater. It traps in heat and keeps the bears warm. Under their fur, polar bears have a thick layer of fat. Also, polar bears have black skin and black noses. The color black absorbs, or takes in, more of the sun's heat.

Behavior

Polar bears have other ways to cope with the cold. They stay in a **den** all winter. Their body functions slow down. They do not eat or drink.

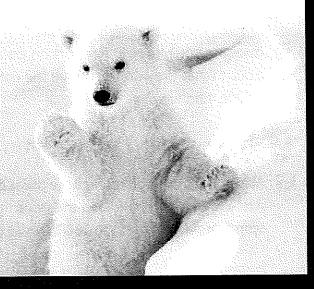
Close Reader Habits

Find and **circle** the text features in the passage. How do they help you as you read?

FAST FACTS

Baby, It's Cold Outside!

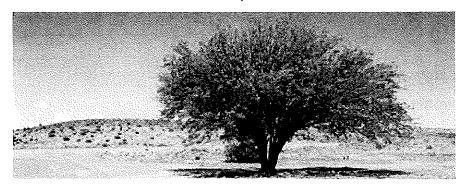
The Arctic is a cold, snowy region around the North Pole. In winter, the temperature can drop as low as -40°F.





How Plants DCSCT Live in a DCSCT

by Rafael Sanchez



A desert gets less than 10 inches of rain per year. It can get as hot as 100 degrees in the summer. Yet at night, it can be quite cold. It's not easy to live in a desert, but some plants do.

Plants That Store Water

2 Many cactuses have a waxy coating. The wax helps stop water from **evaporating**, or escaping through tiny holes in the plant. Cactuses are good at storing water. When it rains, a cactus stores water to live on during dry periods. For more information on cactus plants, research the topic.

Plants with Long Roots

A second type of desert plant grows very long roots. One example is the **mesquite** (meh SKEET) tree. The roots of the mesquite find water deep in the ground. Some mesquites have roots that are 80 feet long!

Plants with Hardy Seeds

A third type of plant grows only in the spring, following winter rains. It grows quickly. Soon it drops seeds. These seeds can live for a long time. If the following spring is wet, the seeds will grow. If not, the seeds may wait two or three springs to grow.

leseris Around the Globe

There are many deserts around the world. The Sahara Desert is in Africa. The Gobi Desert is in Asia. The Great Basin and Mojave (moh HAHV ee) Deserts stretch across the American Southwest.

Close Reader Habits

Circle each of the main headings in the article. How are they similar?



Write Use the space below to write your answer to the question on page 163.



| 3 | Short Response Explain how polar bears survive winter in the Arctic. Tell how you found the information in the article. | to use all the text features to help you locate information. |
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Don't forget to check your writing.

Remember

Read

Ganta Salonca Alalida

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- current
- coast
- volunteering

from

1

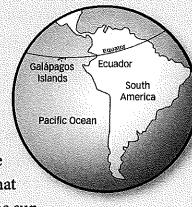
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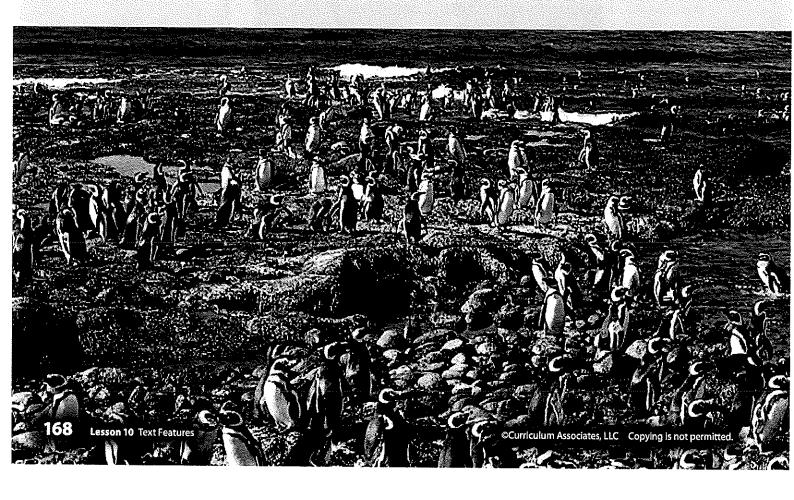
by Jodi Wheeler-Toppen, Ask

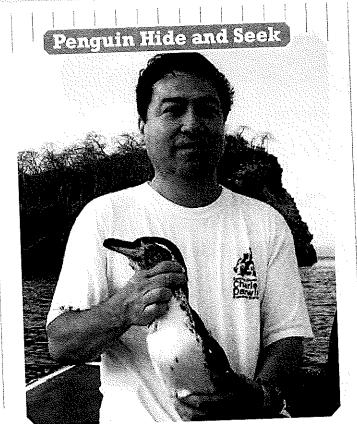
Turn Up the Heat

The Galápagos Islands are home to some unusual penguins. They swim. They waddle. They lay eggs. They do the same things other penguins do. But they do them on **tropical** islands, where the rocks can get hotter than 100°F (38°C). It's so hot that the penguins' eggs will cook if they are left out in the sun.

What are penguins doing in the tropics? Scientists think the first penguins got to the Galápagos by following a cool current. It flows up the coast of South America. Now small changes, called **adaptations**, let them live where it's too hot for other penguins.







As a boy growing up on the Galápagos Islands, Hernan Vargas had no idea how special the plants and animals around him were. In high school, he started volunteering with scientists who came from all around the world to study them. Now he is a scientist himself. Counting penguins is an important part of his job.

Scientists regularly count the penguins to see how they're doing. But how many are hiding? To answer this question, Vargas and his team caught a bunch of penguins and painted some of their feathers yellow, then released them. When they counted penguins that year, they kept a separate count of the ones with yellow feathers. They found about half of their painted penguins, so they knew that about half were hiding somewhere. If half the painted penguins were hiding, probably about half of all of the penguins were hiding, too. So now they know that when they count penguins, they are getting about half of the total number.



Look at the underlined antonyms in this sentence from the "Penguin Hide and Seek" sidebar. Antonyms are words that have the opposite meanings.

To answer this question, Vargas and his team caught a bunch of penguins and painted some of their feathers yellow, then released them.

The word caught is the antonym of the word released. What does released mean?

- **A** trapped
- hid behind
- colored
- let go of



The Galápagos penguins are different from Antarctic penguins. How have they had to change in order to survive in the tropics? Reread the article. Draw a line under each detail that shows how the Galápagos penguins deal with the heat. Then complete numbers 5 and 6.

- Plan Your Response Make a 2-column chart. In the first column, list examples of how the penguins have changed in order to live in the tropics. In the second column, explain how each change helps them survive the heat.
- **Write an Extended Response** Explain the similarities and differences between the Galápagos penguins and their Antarctic cousins. First, tell how the penguins are similar. Then explain why the Galápagos penguins have had to change. Finally, tell what those changes are and how they help the penguins to survive.

| changes are and now they help the penguine se | | |
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Lesson 12 **Words in Context**



By noticing when authors are using words and phrases in special ways, you can better understand and enjoy a story.

Words and phrases may have more than one meaning. For example, a "clown" is someone who works for the circus. That's its literal, or usual, meaning. But, if you call your friend a clown, you don't literally mean that he or she is a circus clown. You just mean that your friend's behavior is silly. You're using the nonliteral meaning of "clown." Nonliteral means "not literal" or "not usual."

Authors often use nonliteral language to describe story characters, settings, and events more colorfully. If you come across a word or phrase with an unexpected meaning, use **context clues**—nearby words, phrases, and sentences—to figure out its meaning.

Read this passage. Notice the underlined phrases.

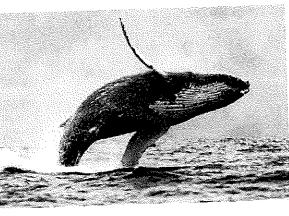


Arthur liked nothing better than to stay up reading, long after he was supposed to be asleep. He would pull his blanket over his head like a tent, turn on his book light, and get lost in his story. Tonight, though, his dad caught him. "Turn off that light, night owl," said his dad. "You've got school tomorrow."

Seasile Sillesis

by Wendell Riley

- I didn't know what to expect when my family went hiking on the Oregon coast. I'd never seen the Pacific Ocean before. But I sure knew what I wanted to see—a whale!
- 2 After a picnic lunch, we hiked through a thick rainforest. We saw chipmunks, a lizard, and a hawk. The trail gently snaked its way up
 - the steep mountainside to the top of a huge rocky cliff with a great view of the ocean. But I couldn't spot any whales. Then we heard something move through the woods right behind us! We turned, and there stood a huge elk with giant antlers. We all froze in place, barely breathing, until the animal slowly walked away. Then we finally relaxed. We all started laughing and jumping around in excitement.
- Next, the trail wound down to a sandy beach. Waves hammered the shore. We saw seagulls, crabs, clams, and even some seals happily baking themselves out on the warm rocks—but no whales. It was fun, but then it was time to go.
- Everyone else started walking back to our trail, but my eyes were locked on the ocean. And then it happened. Not just one whale but a whole pod of them broke the surface of the water. I was so stunned that I could barely shout, "Look!"

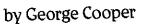


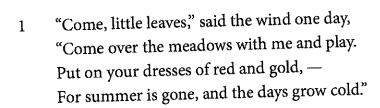
Close Reader Habits

Which words and phrases are unfamiliar, or used in unusual ways? **Underline** details that help you figure out their meanings.

Read

And Calles the Land Calles





Soon as the leaves heard the wind's loud call,
Down they came fluttering one and all.
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

Dancing and whirling, the little leaves went;

Winter had called them, and they were content;

Soon fast asleep in their earthy beds,

The snow laid a coverlet over their heads.

Close Reader Habits

What words in the last stanza have nonliteral meanings? **Underline** words in lines 9–12 that would normally be used to describe people. **Circle** clues that help you figure out what the words may mean here.



Seasile Simplaes

| 3 | Short Response Look at the description of the waves in |
|---|---|
| | paragraph 3. Describe the literal meaning of hammered. |
| | Then explain how hammered is used in the text. Tell which |
| | context clues helped you figure out the meaning. |

know about actual hammers to picture how the waves must have looked, sounded, and felt.

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Don't forget to check your writing.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- massive
- boulders
- exploration
- granite

Mosemitescu Mosemitescu Mosemitescu Mosemitescu

- It is quiet in the park when my brother and I wake up. We pretend we are the only ones here, and not one of thousands of tourists. Fresh snow has fallen overnight and blankets the ground, the rocks, and the massive boulders with a silent quilt of white.

 I take a deep breath. The air smells green and icy. Suddenly, nearby, I hear a soft thump. I hear my brother gasp. When I turn around, he is standing there with his head covered in a thick crown of snow. He laughs and points up. The branches above him hold armfuls of snow. They are ready to have a snowball fight with us.
- We walk further into the woods, our boots crunch, crunch, crunching in the snow. My brother walks ahead. At one point, his entire left leg sinks down into the snow. I run to help, and I, too, sink completely into the surprisingly deep snowbank. We are laughing, trying to free our legs from the snow's grip. I pull my foot out, finally, only to find that it's just my sock that has escaped. My boot is still buried. The forest echoes with our giggles, clear as bells.
- We finally roll, exhausted, away from the deep snow. We continue our exploration. We wander deep into the woods. It feels like we are all alone. I wonder what it must have been like for the first people who lived here. What was it like before the cars, the tour buses, and the fancy hotels came along? Did they walk, quiet as rabbits, on the new-fallen snow? Did they stare up in awe at the great granite face of Half-Dome?

- Use what you learned from reading the story to respond to the following questions.
 - Read the following sentence from paragraph 1.

Fresh snow has fallen overnight and blankets the ground, the rocks, and the massive boulders with a silent quilt of white.

What do the words quilt of white mean in this sentence?

- A warm blanket
- **B** layer of snow
- **C** slippery ice
- D pebbles and dust
- The following question has two parts. First, answer Part A. Then answer Part B.

Part A

Read this sentence from paragraph 1 about the author's brother.

When I turn around, he is standing there with his head covered in a thick crown of snow.

What does this sentence really mean?

- A The brother has made a crown from the branches.
- **B** The brother has a pile of snow on his head.
- **C** The brother is turning in circles to look at the snow.
- **D** The brother is wearing a thick cap to keep off the snow.

Part B

Underline **two** details in these sentences from paragraph 1 that support the answer you chose in Part A.

Suddenly, nearby, I hear a soft thump. I hear my brother gasp. When I turn around, he is standing there with his head covered in a thick crown of snow. He laughs and points up. The branches above him hold armfuls of snow. They are ready to have a snowball fight with us.

| 6 | What d | loes the word famished mean in paragraph 5? | |
|---|--|---|--|
| | Α | tired | |
| | В | hungry | |
| | C | unhappy | |
| | D | confused | |
| 7 | | nese two sentences from the story. Both use words in nonliteral Write what you think each sentence means. | |
| | The ai | r smells green and icy. | |
| | | | |
| | Later, we will take them into the woods and show them the silence. | | |
| | | | |
| | | | |

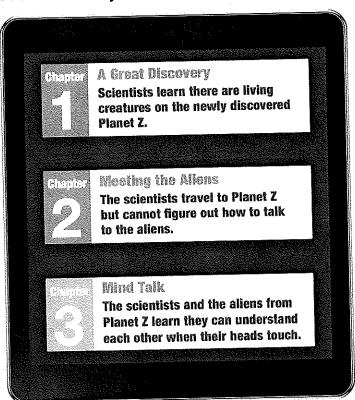
Lesson 13 What Are Stories Made Of?



Knowing how parts of a story are organized can help you better understand how events and ideas connect and build on each other.

All stories have a beginning, a middle, and an end. To make longer stories easier to read, authors often divide them into parts or **sections**. The sections are called **chapters**. Every chapter adds new events and information to the story.

Read the table of contents and chapter summaries from the book What They Found on Planet Z.



Look again at the summaries. How do these chapters build on each other?

Keeping in Lost Lost

by Siri Johnson

CHAPTER 1: Finding a Lost Dog

1 Three weeks ago I found a lost dog on my way home from school. Mom and I couldn't figure out whom he belonged



Please call 555-1432

- to, so we called him "Mystery." There was no mystery, though, about what happened next. I fell in love with the dog and started hoping that he could stay with us forever.
- Then one night, Mom sat down next to me and said, "Jillian, what if we can't find Mystery's owner? Do you think you're ready to become a pet owner?"
- I said, "Yes, yes! Of course!" But then a darker thought crept into my brain: What if we do find the owner?

CHAPTER 2: Mystery's Real Name

- The next day, I was taking Mystery for a walk when I spotted, tacked to a telephone pole, a poster with a picture of a lost dog on it. I thought, Oh no, it can't be! But there was no question, it was Mystery—or I should
 - say Barney, because it seemed that was his real name. "Are you Barney?" I asked, and he barked three times, wagging his tail happily.
- Then we walked all over the neighborhood, and I tore down ten more posters from ten more poles. I knew that what I was doing was selfish and wrong, but I couldn't bear to lose . . . Barney.

Close Reader Habits

underline phrases and sentences that tell important events. Then think about how each event builds on what came before it.



Keeping the Lost LOST continued

CHAPTER 3: Home at Last

- 6 After I took down all the posters I could find, though, my happiness vanished. I knew someone else loved Barney, and I even knew her name from the poster: Carol Greene
- 7 It was wrong to keep a lost dog lost, and I realized what I had to do.
 That night, my Mom said, "Mystery sure seems happy in his new home."
- 8 "His name is Barney, Mom," I said.
- 9 "Barney?" she said. "Are you changing his name?"
- 10 Then I told her the truth. Mom was upset with me at first, but she knew I'd only behaved that way because I loved Barney so much.
- 11 Mom called the phone number on the poster, and we headed over to Carol Greene's house. The minute we got out of the car, Mrs. Greene burst out of the house, crying "Barney!"
- Mrs. Greene told us how it happened that Barney got lost. She had been out of town for a month and had put Barney in a kennel, but somehow he escaped. "He couldn't find me," Mrs. Greene said to me, "but I guess he found you."
- Then Mrs. Greene surprised us. She told us she had to move out of state for a new job, and she wouldn't be able to take Barney with
 - her. She announced, "Jillian, do you think Barney could live with you?" She was blinking back tears, but she was smiling.
- 14 "I think that would make everyone very happy," Mom said.
- 15 I grinned and then Barney barked and wagged his tail. Apparently, he agreed.



Close Reader Habits

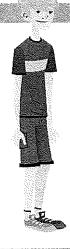
How do the events in Chapter 3 build on the events in the first two chapters? **Number** several key events from this chapter in the order that they happen.



Write Use the space below to write your answer to the question on page 217.

Keeping the **Lost Lost**

| Ē | Short Response | Explain the problem Jillian faces in Chapter 2. | she knows doing it is wrong? |
|------------------|----------------|---|------------------------------|
| Conference comme | | | |
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HINT Why does

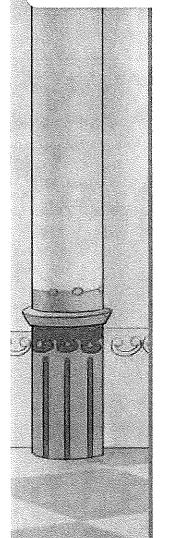
Jillian tear down the posters even though

DCurriculum Associates, LLC

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- ancient
- immediately
- doubts
- wondrous



KING MIDAS

GREEK MYTH

CHAPTER 1: THE KING'S WISH

- Long ago there was a king named Midas. You might think that 1 a king would have to be wise and thoughtful, but unfortunately, Midas was a foolish king.
- 2 Although he was foolish, King Midas was not mean or unkind. He had a daughter whom he loved more than the moon and stars. And Midas himself was much loved by some of the gods who ruled over the ancient world. In fact, one of the gods told Midas that he would grant the king anything he wished for.
- Midas thought this over. If he had thought a little longer, he might have 3 made a wiser choice. But, besides being foolish, Midas was also a bit greedy. Surely, it was greed that caused Midas to ask for the power to turn everything he touched to gold.

CHAPTER 2: MIDAS'S GOLDEN TOUCH

Unfortunately for Midas, the god granted his wish. King Midas was overjoyed. He touched his chair, and it turned to gold. He touched the walls of the room, and they turned to gold. Then Midas went outside. Every plant, flower, and blade of grass he touched immediately became gold. He went to his orchard and pulled an apple from the tree. Midas's golden touch turned the fruit into a glittering ball of gold.

CHAPTER 3: TOO MUCH OF A GOOD THING

5 Midas returned to his palace. He called out for food and drink, for all this gold-making had made him hungry. His servants brought plates of food to

- Use what you learned from reading the myth to respond to the following questions.
 - What do you learn about King Midas in Chapter 1 of the story?
 - A He was foolish and greedy, but kind.
 - B He seldom thought about his daughter.
 - **C** He had made enemies of the gods.
 - **D** He had special powers.
 - How do the events of Chapter 2 build on those of Chapter 1?
 - A Midas asks to be able to turn everything he touches into gold.
 - **B** Midas realizes the power he asked for doesn't make him happy.
 - C Midas looks for ways he can use his power to help others.
 - **D** Midas shows his greed by turning everything into gold.
 - Read this sentence from Chapter 3.

Midas was beginning to have some doubts about his wondrous new power.

What has caused Midas to begin questioning the power he was so happy about in Chapter 2?

- A He doesn't feel his power will make him rich enough.
- **B** He finds that his power means he can't eat or drink.
- **C** He worries that the power won't last.
- **D** The god who gave him the power is angry.

- Which sentence in Chapter 1 **best** helps you understand the king's sadness in Chapter 4?
 - A "Although he was foolish, King Midas was not mean or unkind."
 - B "He had a daughter whom he loved more than the moon and stars."
 - C "And Midas himself was much loved by some of the gods ..."
 - "If he had thought a little longer, he might have made a wiser choice."



How do events in "King Midas and the Golden Touch" build on each other throughout the story? Think about what happens in each chapter. Then answer questions 7 and 8.

- **Plan Your Response** What important events happen to King Midas in each chapter? Use a chart to organize your thoughts before you write.
- Write an Extended Response How does King Midas change from the beginning to the end of the story? In your response, include the events from the story that lead to each change.

Lesson 17 Connecting Words and Pictures in Informational Text

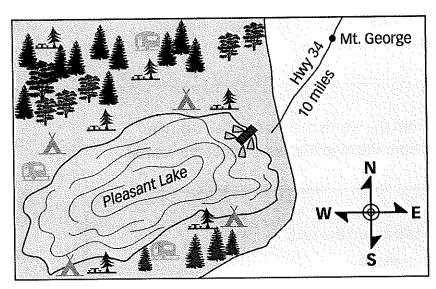


Using information from both the pictures and the words in a text will help you understand what you read.

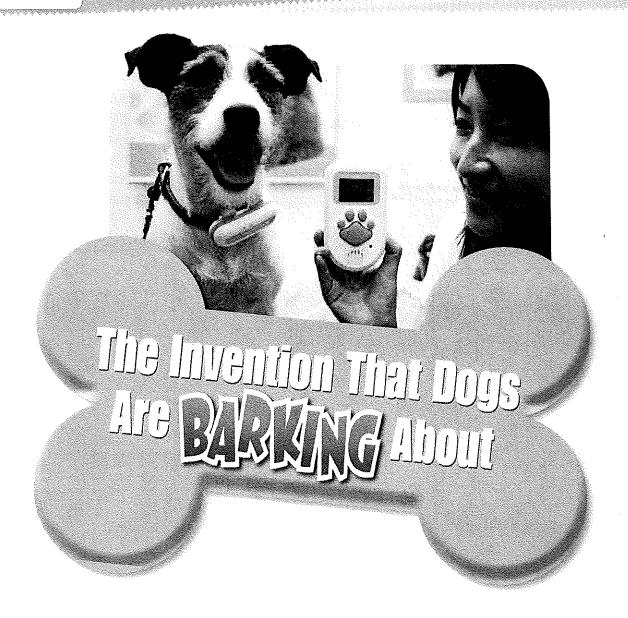
Texts use words and **illustrations**, or pictures, to provide information in a passage. Illustrations can also include photographs or **maps**. Maps are drawings that show the cities, roads, rivers, and other details of an area.

By thinking about both the words and the pictures, you will better understand what you are reading. You can use the information from both the words and the pictures to tell what you've learned.

Look at this page. It is from a booklet about campgrounds at Pleasant Lake. What do you learn from both the words and the map?



At Pleasant Lake you can enjoy boating, fishing, water skiing, and swimming. The lake is located 15 minutes from Mt. George. Campsites are available. **Call 111-1212 now!**



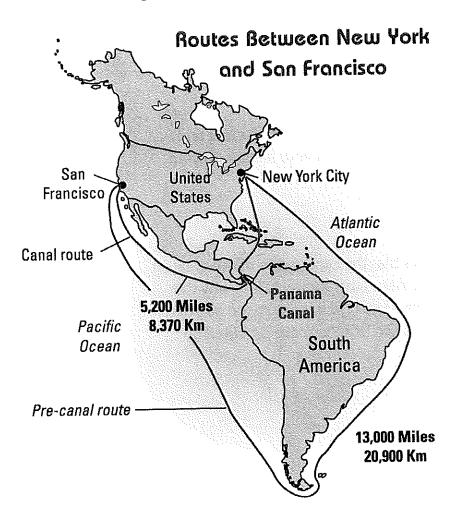
- 1 Do you know what your dog is saying when it barks?
 Now you can find out. A toy company in Japan has
 invented a tool that can tell you! One part of the device
 "listens" to the dog's bark. Then it sends the information to
 the owner's handheld speaker. The speaker plays a message
 telling how your dog is feeling. It can show six different
 feelings, including joy, sadness, excitement, and fear.
- The gadget comes with some "extras," too. For example, it has dog-training tips and a health checklist. It also has a "Bow Wow Diary." It can even record barks when the dog is home alone!

Close Reader Habits

Underline sentences that describe the two parts of the device. Then **circle** the two parts of the device in the photo.

The fingzing Canal by Dell Sutcliff

- The canal is one of the greatest inventions the world has ever known. A canal is a passage that uses water. It creates a shortcut allowing boats to travel through a land area. Without the canal, boats would have to travel around huge areas of land. Some of the oldest canals were built in Egypt nearly 4,000 years ago.
- The Panama Canal is one of the most famous modern canals. It was completed in 1914. The canal stretches 51 miles across the Isthmus of Panama. It connects the Atlantic and Pacific Oceans. Before the canal was built, ships had to go around the tip of South America. The canal made the trip much shorter, faster, and safer.



Close Reader Habits

Underline key details in the article that tell why canals are important. On the map, circle the number of miles for each of the routes from New York City to San Francisco.



Write Use the space below to write your answer to the question on page 285.



| 3 | Short Response Use the photo to describe what the |
|---|--|
| | handheld piece looks like and what you think each part does. |

WINT Reread the words to help you understand what you are seeing in the photo.

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Don't forget to check your writing.

As you read, look inside, around, and beyond these words to figure out what they mean.

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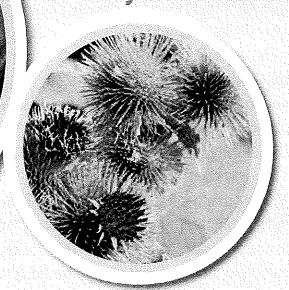
fibers

fabric



Thanks, George!

By Hannah Ford



- Riiip! That familiar sound is what we might hear when we undo our shoes or open our backpacks. It's Velcro™! One side is fuzzy. The other side is prickly. It sort of feels like . . . a prickly plant? Well, that's because a prickly plant was the inspiration for Velcro.
- George Mestral, the man who invented Velcro, lived in a country in Europe called Switzerland. One day, he was hiking in the Jura Mountains near his home. When he came home, he found lots of sticky burs on his pants and socks. What makes these stick? he wondered. He decided to look at them under a microscope.

- Use what you learned from reading the selection to respond to these questions.
 - This question has two parts. First, answer Part A. Then answer Part B.

Part A

How did George Mestral come up with the idea for Velcro?

- A He looked at the unusual fasteners used on hiking clothes.
- **B** He saw special fabrics that were fuzzy on one side and prickly on the other.
- **C** He had been asked to invent a new kind of fastener.
- **D** He noticed that burs were sticking to his pants and socks after a hike.

Part B

Which sentence from the passage best supports your answer to Part A?

- A "Close up, George saw that each little spike on the bur ended in a hook."
- **B** "After many years of experimenting, George was able to re-create the sticking power of the little burs."
- "He named it 'Velcro,' a combination of the words velour ('velvet') and crochet ('hook')."
- D "Even toddlers could fasten and unfasten their straps!"
- According to both the photographs and the text of the passage, how is a bur similar to Velcro?
 - A Both grow on a plant.
 - **B** Both are brownish in color.
 - **C** Both have tiny hooks on the ends.
 - **D** Both are shaped like tiny zippers.

6 Read these sentences from paragraph 5.

He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed.

What are **two** ways to figure out the meaning of fasteners?

- **A** Use the meaning of *invention*, which means something similar.
- **B** Use the examples in the next sentence, which are all objects used to join things together.
- **C** Think about the meaning of *fasten*, which means "to hold in place."
- **D** Think about the meaning of fast, which means "quick."
- **E** Break the word *fasteners* down into two smaller words.
- Why would Velcro be **most** useful on clothing meant for children?
 - A Children usually wear bulky clothing.
 - **B** Velcro makes a ripping sound that children enjoy.
 - C Velcro straps are easy to fasten and unfasten.
 - **D** It can be used to hold caps and gloves in place.
- Which sentence does the photograph of the astronaut on page 291 help you understand?
 - **A** "He knew that his invention could take the place of many fasteners."
 - **B** "Velcro's first big fan was NASA."
 - C "It could hold tools in place so they wouldn't float away."
 - **D** "Astronauts had lots of bulky equipment to put on and take off."

Lesson 19 **Describing Comparisons**



Describing the connections between ideas in a text will help you understand what the author is explaining.

Authors work carefully to show **connections** among ideas in their writing. This means that they make sure readers understand how sentences and paragraphs are connected and why the connections are important.

Sometimes a writer shows connections by making a **comparison** between facts and ideas. Comparing means showing how two or more things are alike and different. Signal words such as *like*, *as*, *also*, and *both* show how things are alike. Signal words such as *however*, *but*, *different*, and *unlike* show how things are different.

Read the following paragraph about toothbrushes. How does the comparison help you understand the subject?

Like people today, ancient peoples wanted to keep their teeth clean. They also used toothbrushes. However, their brushes were very different. Our toothbrushes are plastic with nylon bristles. But the first toothbrushes were made of twigs with crushed ends.





Toothpaste

by Tom Wiggins

- People have always liked to have clean, white teeth. Today, we just squeeze some toothpaste onto a brush and start scrubbing. The toothpaste is made from sodium fluoride, which keeps our teeth strong. It also contains a whitener and flavoring. But toothpaste used to be very different.
- The first tooth cleaner was made in Egypt over 1,600 years ago. Like today's tooth cleaners, it was a paste. Unlike today's toothpaste, it contained mint and dried iris flower. It also contained rock salt and pepper grains. And instead of using toothbrushes, the Egyptians rubbed the paste on their teeth with a finger.
- Egyptian toothpaste also came in only one flavor: mint. Even with the mint, it tasted unpleasant and strong. Today, our toothpaste comes in many tasty flavors. We can choose from mint, cherry, and even bubblegum!
- Like our toothpaste, ancient toothpaste did clean the teeth. However, it was not very pleasant to use. It was painful on the gums. It sometimes made them bleed. Egyptians must have cared a lot about their teeth to keep cleaning them even with all those problems!



Close Reader Habits

Circle words that signal comparisons. How do they help you understand how ideas are alike and different?



by Hilary Dumitrescu

- Roads are difficult to build and expensive to take care of. However, a great civilization needs great roads. Roads connect people to the goods they need to live. They allow the government to send help where it is needed. Even the most ancient civilizations understood the need for good roads.
- High in the Andes mountains, the Incan Empire thrived for hundreds of years. When Spanish explorers arrived in the 16th century, they were amazed by the roads they found. Even the longest Roman road, the Via Appia, was not as long as the Incas' Royal Way. The Incan road was 3,500 miles long! Like the Via Appia, the Royal Way connected the capital to other parts of the empire. More roads connected to it. All in all, the Inca roads stretched for 23,000 miles.
- 3 Unlike the Romans, the Incas did not have wheels or carts. Instead, they rode llamas. These sturdy animals carried people and goods all over the empire. Messengers known as *chasquis* ran along the Inca Road. They carried messages from the king to all of his people.
- The Inca Road passed through high mountains. To safely cross the deep mountain ravines, the Incas built amazing hanging bridges. These bridges were not made out of steel like modern bridges. Instead, they were woven out of plant fibers! But the Spanish found that the bridges were strong enough to carry soldiers and horses safely.

Close Reader Habits

How does the author use comparisons to help you understand the topic? **Underline** the two civilizations whose roads are compared in paragraph 2.



Write Use the space below to write your answer to the question on page 313.

Ancient Toothpaste

| (2) | Short Response How would you feel if you suddenly had to brush your teeth like the Egyptians did? Include comparisons from the article to explain your thinking. | how you'll organize your writing to show comparisons. |
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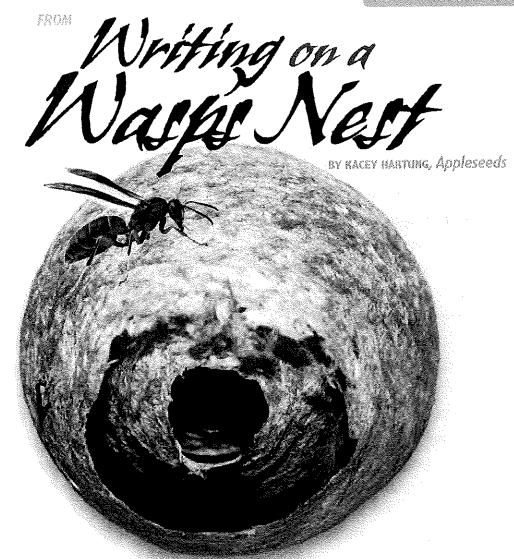
Don't forget to check your writing.

MINT Think about

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- mixture
- recipe
- ingredients



- You're outside on a warm spring day. You hear a buzzing sound over your 1 head. On a nearby tree branch, you see a nest shaped like an upside-down umbrella. Wasps! Are you scared, or do you try to get a better look? Now think about this: A nest like that one led to the invention of something you would have a hard time living without—paper!
- Before paper was invented, the ancient Chinese wrote on pieces of silk 2 cloth. But silk was expensive. The empress (or queen) of China wanted something to write on that would be cheaper and easier to make than silk. So she asked a palace worker named T'sai Lun to find a new material to write on. This happened about 1,900 years ago.
- According to the story, T'sai Lun remembered seeing an empty wasp's 3 nest as a boy. The nest was made of a strong, lightweight material. T'sai Lun knew that if he could create a material like the wasp's nest, he would solve the empress's problem.

- Think Use what you learned from reading the selection to respond to these questions.
 - As explained in paragraph 2, how did the new writing material need to be different from the silk cloth that was being used?
 - **A** It needed to be stronger and heavier than silk.
 - **B** It had to be cheaper and easier to make than silk.
 - **C** It had to be more colorful than silk.
 - **D** It had to be made from the bark of trees.
 - As described in paragraph 5, how was papermaking in Europe different from papermaking in China?
 - A In Europe, there were more rags available than tree bark.
 - **B** In Europe, paper was made from a wasp's nest instead of tree bark.
 - **C** In Europe, paper was made from cloth rags instead of tree bark.
 - **D** In Europe, the rags worked much better than tree bark.
 - Read this sentence from paragraph 3.

The nest was made of a strong, lightweight material.

What is the **best** way to figure out the meaning of *lightweight?*

- A The word *light* means that it has something to do with color.
- **B** The context means that it is similar in meaning to strong.
- **C** It's made of the words *light* and *weight*, so it means "not heavy."
- **D** Since the material is used to make a nest, it means "grassy."

- Which sentence **best** describes the connection between paragraphs 3 and 4?
 - A Paragraph 4 shows how hard it was to come up with a writing material similar to the wasp's nest described in paragraph 3.
 - **B** Paragraph 3 shows how the wasp's nest reminded T'sai Lun of the recipe he came up with in paragraph 4.
 - **C** Paragraph 4 shows how the tree bark T'sai Lun used was similar to the wasp's nest he remembered in paragraph 3.
 - **D** Paragraph 3 describes the thin layer of pulp that T'sai Lun tried to make in paragraph 4.



Comparisons are used throughout this article to help readers understand more about the history of paper. Reread the article. Underline every comparison you find.

- **Plan Your Response** Create a list of the comparisons you found. What key ideas does each comparison help explain? Write that idea next to the comparison.
- Write an Extended Response Choose two comparisons from the list you made. Tell how those comparisons help connect or explain ideas in the article.

Lesson 21 Connecting Words and Pictures



By looking at the illustrations in a story, you can learn more about the characters, where the story takes place, and the feeling the author creates.

Everyone loves stories with pictures. But pictures, or illustrations, are more than just decoration. Illustrations work with the words to help you understand how characters look. They provide details about the setting, or where the story takes place. They can also show you what's happening and add to the mood, or feeling, that the story creates in the reader. For example, the mood of a story can be frightening, serious, or funny.

Look at the illustration and the text beneath it. What do you learn from both?



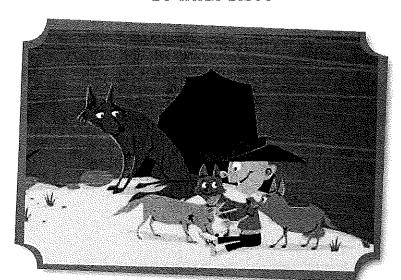
This was no ordinary door. Somehow this door led Mia into the world of the video game she had just been playing. Its bright colors and smooth shapes were inviting. Best of all, Jorex seemed to be waiting for her. But Mia had to wonder: if she went in, would she ever get out?



WHEN PECOS BILL WAS

BY WALT BISCO

1 Right from the day he was born, Pecos Bill was not much like other kids.
He had eighteen older brothers and sisters. When he was just a baby, he jumped on a horse and rode



it alongside his family's covered wagon as they traveled West. Oh, and Bill also wrestled bears! Bill's family was sure he would lead an amazing life.

One time, the wagon went over a big bump, and Bill was launched into the air and far, far away. After he landed on the soft ground, a mother coyote spotted Bill. She took Bill back to her den and raised him as one of her own.

For a long time, Bill didn't know he wasn't a coyote.

Close Reader Habits

Underline a sentence in paragraph 2 that tells how Bill felt about being raised by coyotes. Think about how the illustration shows more about Bill and his coyote family.

Paul Bunyan and the Color of th

- Paul Bunyan was the tallest, strongest lumberjack who ever lived. One day his boss told him to chop down the tallest tree in the forest. The tree was easy to find because it was the only one taller than Paul.
- Paul swung his ax—thunk! The ax sliced halfway through the tree, and two tons of sawdust fell at Paul's feet. "One more swing," thought Paul. He swung his ax again at the same place—thunk!—but the tree didn't fall.
- Paul stood back and stared up at the tree, and that was when he understood the problem. This wasn't just the tallest tree in the forest; it was the fastest-growing, as well!
- Paul returned with his spare ax and swung them both, one with his left hand, one with his right. *Thunk!* The blades chopped right through the trunk and met in the middle. The pine came tumbling to the ground, causing an earthquake when it fell. Paul Bunyan was tall and strong, but he was smart, too!



Close Reader Habits

How do the words and illustration help you understand why Paul has trouble cutting down the tree? **Underline** sentences that describe the problem. **Circle** the part of the illustration that shows what Paul saw after he swung his ax the second time.



Write Use the space below to write your answer to the question on page 355.

WHEN PECOS BILL WAS



| Ξ, | Short Response How would you describe the mood of the |
|----|---|
| | Pecos Bill story? What details help create that mood? |

MINT In the illustration, how do Bill and the coyotes seem to feel about each other?

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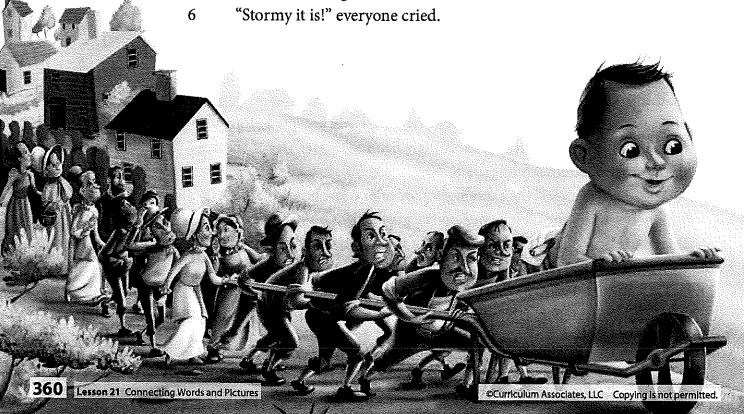
WORDS TO KNOW

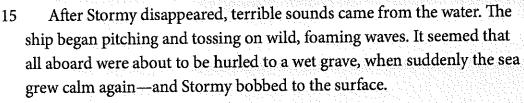
As you read, look inside, around, and beyond these words to figure out what they mean.

- fathoms
- Yankee clipper
- bowsprit

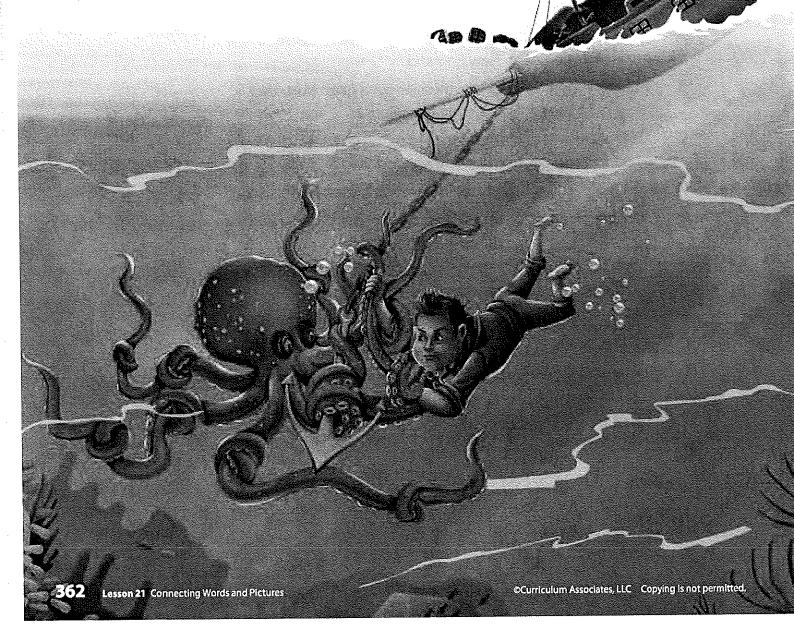


- One day in the early 1800s a tidal wave crashed down on the shores of Cape Cod in New England. After the wave had washed back out to sea, the villagers heard deep, bellowing sounds coming from the beach. When they rushed to find out what was going on, they couldn't believe their eyes. A giant baby three fathoms tall—or eighteen feet!—was crawling across the sand, crying in a voice as loud as a foghorn.
- The villagers put the baby in a big wheelbarrow and carried him to town. They took him to the meeting house and fed him barrels and barrels of milk. As ten people patted the baby on the back, the minister said, "What will we name him?"
- 3 "How about Alfred Bulltop Stormalong!" a little boy piped up.
- 4 "And call him Stormy for short."
- The baby smiled at the boy, then let out a giant burp that nearly blew the roof off the meeting house.





- 16 "What happened?" cried the crew.
- 17 "Just a little fight with a two-ton octopus," said Stormy.
- 18 "Octopus!"
- 19 "Aye. He didn't want to let go of our anchor."
- 20 "What'd you do to him?" the others cried.
- "Wrestled eight slimy tentacles into double knots. It'll take a month o' Sundays for him to untie himself."
- 22 From then on Stormy was the most popular sailor on board.



| 7.1 | Look at the illustration on page 362. Based on the illustration and the text, what are <i>tentacles?</i> | | | | | | | |
|------------|--|---|--|--|--|--|--|--|
| | Α | large eyes | | | | | | |
| | В | small disks | | | | | | |
| | C | long arms | | | | | | |
| | D | long chains | | | | | | |
| | Reread the following paragraphs from the story. Underline details that are shown in the illustration on page 362. "What happened?" cried the crew. "Just a little fight with a two-ton octopus," said Stormy. "Octopus!" "Aye. He didn't want to let go of our anchor." "What'd you do to him?" the others cried. "Wrestled eight slimy tentacles into double knots. It'll take a month o' Sundays for him to untie himself." | | | | | | | |
| | | | | | | | | |
| Translated | "Stor | How did the illustrations increase your enjoyment of malong"? Look again at the illustrations. Think about what one adds to the story. | | | | | | |
| 6 | illustra | Your Response Reread paragraphs 14–22. Then look at the tion on page 362. In a two-column chart, record details you d from the text and details you learned from the illustration. | | | | | | |
| Z | Stormy | an Extended Response Explain how the illustration of y's fight with the octopus added to what you read in the story. etails from both the text and the illustration in your answer. | | | | | | |
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Lesson 22 Comparing and Contrasting Stories

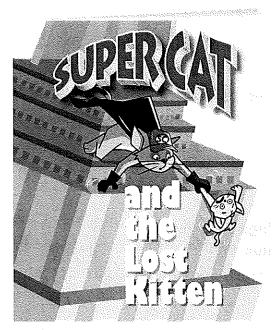


When you read several stories that an author has written about the same characters, you can compare and contrast the themes, settings, and plots.

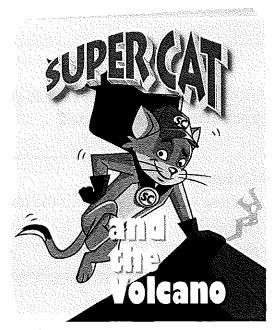
Sometimes an author will write about the same characters in different books. The **characters** might be the same, but when you **compare** and **contrast** the stories, you'll find many differences.

Each story by the same author will have its own **plot**, or set of events. The stories may also have different **settings**, where the action takes place. You can also compare the **themes**, which are messages or lessons the stories offer.

Look at the two book covers from a series called *The*Adventures of Super Cat! Think about what is similar and what is different in the covers.



Book 1



Book 2

The Fox and the Goat

Adapted from The Aesop for Children

- A Fox fell into a well and could not get out again. After a long time, a thirsty Goat came by. The Goat thought the Fox had gone down to drink, so he asked if the water was good.
- 2 "The finest in the country," said the Fox, "jump in and try it."
- 3 The Goat jumped in and began to drink. The Fox quickly jumped on the Goat's back and leaped out of the well.
- The Goat now saw what trouble he had gotten into and begged the Fox to help him out. But the Fox was already on his way to the woods.
- "If you had as much sense as you have beard," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."
- 6 Moral: Look before you leap.

The Wolf and the Crane

Adapted from The Aesop for Children

- A Wolf had been feasting, and a bone had stuck in his throat.

 He could get it neither up nor down, and of course he could not eat.
- 2 So away he hurried to the Crane. He was sure that she, with her long neck and bill, would be able to reach the bone and pull it out. "I will reward you," said the Wolf, "if you pull that bone out for me."
- The Crane was very uneasy about putting her head in a Wolf's throat. But she did what the Wolf asked her to do. When the Wolf felt that the bone was gone, he started to walk away.
- 4 "But what about my reward!" called the Crane.
- 5 "What!" snarled the Wolf, whirling around. "Isn't it enough that I let you take your head out of my mouth without snapping it off?"
- 6 Moral: Expect no reward for serving the wicked.

Close Reader Habits

Circle the main characters in each fable.
Underline the moral, or lesson, that is stated at the end of each story.



Homer's The Odyssey by Alfred J. Church

- 1 The next day Ulysses and his companions set sail. After a while they came to the floating island where the King of the Winds had his home. For a whole month the king made him welcome.
- 2 When Ulysses wished to go home, the king did what he could to help him. He took the hide of an ox, very thick and strong. He put in it all the winds that would keep Ulysses from getting to his home, and he fastened it to the deck of his ship. Then he made a gentle wind blow from the west. For nine days it blew, till the ships were very near to the island of Ithaca.
- 3 But just before dawn on the tenth day, Ulysses, who had stayed awake all the time, fell asleep. The crew of his ship said to each other: "See that great bag of ox hide. It must have something very precious inside it—silver and gold and jewels. Why should the chief have all these good things to himself?"
- So they cut the bag open, and all the winds rushed out and blew the ship away from Ithaca. Ulysses woke up at the noise, and at first thought that he would throw himself into the sea and die. Then he said to himself, "No! It is better to live," and he covered his face and lay still, without saying a word to his men. And the ships were driven back to the island of the

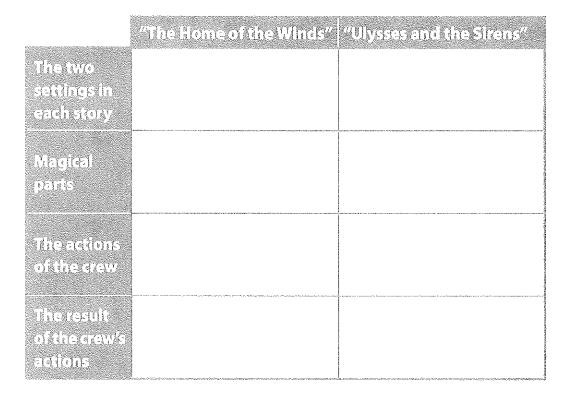
Close Reader Habits

What are the key elements, or parts, of this story? Circle the main characters. Underline the two settings where the story takes place.

King of the Winds.



Complete this chart to show how key elements of the stories are the same and different.





An epic is a series of adventures that a hero has over a long period of time. To get the most out of an epic, compare those adventures and how the hero acts in each one.

- In what two ways are the settings of the stories alike?
 - Both stories take place on or near unusual islands.
 - Both stories take place in the home of a king.
 - Both stories take place on land far from the sea.
 - Both stories take place near Ulysses's home of Ithaca.
 - Both stories take place in part on Ulysses's ship.
- Which of these **best** explains how the actions of Ulysses's crew in "The Home of the Winds" are different from their actions in "Ulysses and the Sirens"?
 - A In "The Home of the Winds," the crew obeys Ulysses.
 - In "The Home of the Winds," the crew is not loyal to Ulysses.
 - **C** In "The Home of the Winds," the crew saves Ulysses from disaster.
 - D In "The Home of the Winds," the crew leaves Ulysses.



Write Use the space below to write your answer to the question on page 369.

The Fox and the Goat

The Wolf and the Crane

| 3 | hort Response Describe how the two fables are alike and |
|---|--|
| | lifferent. Be sure to use details about characters, setting, |
| | nd theme from each story. |

how you can organize your writing to show how things are the same and how they are different.

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Don't forget to check your writing.

Read

WORDS TO KNOW

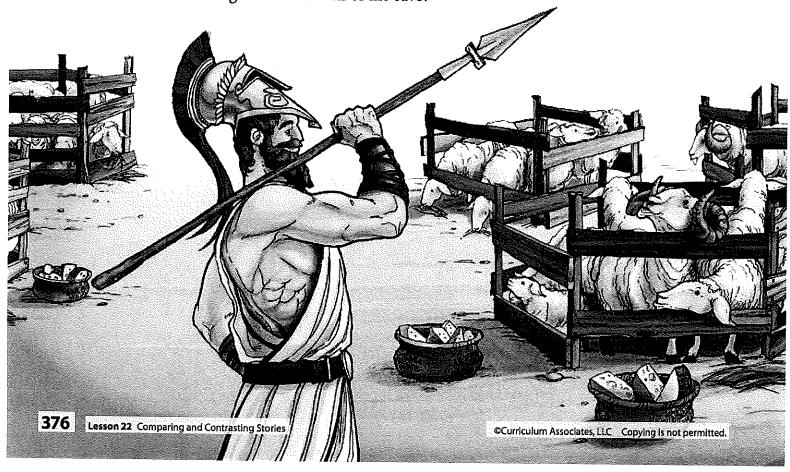
As you read, look inside, around, and beyond these words to figure out what they mean.

- pens
- shepherd

from The CICLE PS

retold from Homer's The Odyssey by Alfred J. Church

- One of Ulysses's many adventures was in the country of the Cyclops or Round-eyed People. While exploring the country, he and his men came to a cave. Inside there were pens for sheep and baskets full of cheeses. Ulysses's men said to him: "Let us go away before the master comes back." But Ulysses would not listen to them. He wanted to see what kind of man this shepherd might be.
- In the evening the Cyclops came home. He was a great giant, with one big eye in the middle of his forehead. He drove his flocks inside and then closed up the mouth of the cave with a rock so big that twenty wagons could not carry it.
- When the giant saw the men, he grabbed up two of them and swallowed them. Then he lay down among his sheep and slept.
- Ulysses thought: "Shall I slay this monster as he sleeps? But no; if I do this, we will be trapped. Who shall be able to roll away the great rock that is against the mouth of the cave?"



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

whirlpool

Genra EpiE from @@@@THE@@@@@@@@@ OOOOOO WAYOOO RETOLD FROM HOMER'S THE ODYSSEY BY ALFRED J. CHURCH

There was a narrow place between the mainland and an island. On the one side there was a cave, in which there lived a terrible monster named Scylla. On the other side, there was a dreadful whirlpool called Charybdis. If a ship ever got into that, it was sucked down to the bottom of the sea and never came up again.

Circe had told Ulysses what he should do. "It will be better," she had said, "to go near Scylla than to go near Charybdis. Scylla will pounce down upon your ship when it comes within her reach. She will take six men, one for each of the six heads that she has. But if you go too near to Charybdis, your whole ship will be swallowed up. It is better to lose six men than have all of them drown."

When Ulysses had said, "May I not take shield and spear and fight with this monster?" Circe had answered, "You are wonderfully bold. You would fight with the gods themselves. But be sure that you cannot fight with Scylla. She is too strong for any man. And while you linger she will take six more men. No. Fly from the place as fast as you can."

So now he told the steersman to steer the ship as near as he could to the side of the strait near Scylla's cave. Nevertheless, they went very close to the whirlpool. It was a wonderful sight. At one time, you could see to the very bottom of the sea. And at another time, the water seemed to boil up almost to the top of the cliffs.

Now, Ulysses had said nothing to his men about the monster on the other side. He was afraid that if they knew about her they would not go on with their voyage. So they all stood and watched the whirlpool. Then, suddenly, there came down upon the ship Scylla's dreadful heads. She caught up six of the crew, the bravest and strongest of them all. Ulysses heard them cry to him to help them, but he could do nothing. And this, he said afterwards, was the very saddest thing that happened to him in all his troubles.



Below, underline **one** sentence in **each** excerpt that helps show the difference in how Ulysses responds to a threat to his crew.

While exploring the country, he and his men came to a cave. Inside there were pens for sheep and baskets full of cheeses. Ulysses's men said to him: "Let us go away before the master comes back." But Ulysses would not listen to them. ("The Cyclops")

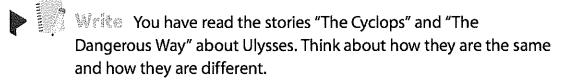
When Ulysses had said, "May I not take shield and spear and fight with this monster?" Circe had answered, "You are wonderfully bold. You would fight with the gods themselves." ("The Dangerous Way")

Read the following sentence from "The Dangerous Way."

Then, suddenly, there came down upon the ship Scylla's dreadful heads.

If the word *dread* means "to think about with great fear," what does the word *dreadful* mean in this context?

- A frightened
- B ugly
- **C** terrifying
- **D** dangerous



- Plan Your Response For each story that you read, list whom Ulysses meets, what problem he faces, and how he solves the problem.
- Write an Extended Response Describe what is the same and different in "The Cyclops" and "The Dangerous Way." Use details about the characters, setting, and plot from each story in your answer.