

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Weeks
5 and 6

Grade 2 Reading

Student At-Home Activity Packet

We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 2
Reading activities
included in this packet!



2nd Grade Reading Activities

Lesson	Pages	Instruction	Answer Key
1	1-2	Describing events and parts of a story Read and answer questions	Varies
2	3	Read "Jasper the Farm Cat" and answer questions	Varies
3	4	Read "The Case of the Missing Mutt" Read and answer questions	1. A 2. B 3. Varies
4	5	Short response: answer questions	Varies
5	6-8	Read "The Shade Seller" Answer questions	1. C 2. A 3. Varies 4. B 5. Varies 6. Varies
	9-24	Answer keys	
Compound words	25-26	Read and answer questions	Answer key included
Interim lesson	27-31	Read and answer questions	Answer key included
Tools for instruction	37-39	Read	
Connecting words and pictures	40	Read and answer questions	Answers vary
6	41	Read "Mr. March and the Moose"	Answers vary
7	42	Read "Fast Learners"	1. D 2. A

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			3. varies
	43	Short response: answer questions	Varies
8	44-46	Read "Gu Dong is Coming" Answer questions	Answer key included
Answer Keys	47-62		
Capitalization	63-65	Read and answer questions	Answer key included
Assessment	66-71	Read and answer questions	Answer key included
Answer key	72-73		

Describing Events

An **event** is something that happens in a story. You can use **key details** to describe an event, or tell more about it.



Look at the example. Then ask the questions:

Piglet goes for a long bike ride with his mom. He wears his helmet and rides on the right. After a while Piglet gets terribly hungry. He and his mom go home and eat lunch. Piglet has his favorite—a peanut-butter-and-pickle pie.

- ▶ What happens first, next, or last?
- ▶ How important is this event?
- ▶ What details tell about the event?

Describing important events helps you make sense of a story. It can help you understand, remember, and retell the story.

Lesson 16 Parts of a Story



Knowing how the beginning, middle, and end of a story work together will help you understand what you read.

► **Read** All stories have a beginning, middle, and end. The beginning introduces, or first tells about, the characters and the problem they face. The middle shows how the problem gets bigger. The end tells how the problem is solved, or worked out.

Look at the cartoon below. What is happening in each part of the story?

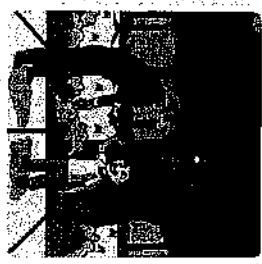
Beginning



Middle



End



What problem does the boy have?
How does his dad help him solve it?

► **Think** Using what you see in the cartoon, think about what happened to the boy. Then complete the chart by describing what happens in each part.

Beginning	
Middle	
End	

► **Talk** Think about what you see in the cartoon. What will the boy do next?

Academic Talk

Use these words to talk about the text.

- beginning
- problem
- solved
- end
- middle

C
2

Jasper the Farm Cat

by Henry Adamson



1 Jasper was a farm cat. His job was to catch mice in the barn. The people he lived with didn't want mice in the barn. The mice ate the horses' grain. As you know, most cats like catching mice. But Jasper wasn't like most other cats. He had become friends with the mice in the barn. He didn't want to catch them.

2 "What am I going to do?" said Jasper to Millie, one of his mouse friends. "If I don't catch you, my people might want to get rid of me. And I like it here!"

3 For days, Jasper worried about what to do. Then he had an idea. He was always seeing the people he lived with throw away food scraps in the kitchen. All this food just went to waste. If he snuck these food scraps to the mice, then they wouldn't have to eat the horses' grain!

4 So that's just what he did. And everyone was happy. Jasper's people saw that the mice were no longer taking the horses' grain. The mice had food to eat. And Jasper had his friends.

Close Reader Habits

Underline sentences that tell about Jasper's problem.

How do the beginning, middle, and end of "Jasper the Farm Cat" work together?



I'll figure out what the problem is and how it's solved.

- 1 Think
- 2 Fill in the chart with details from the story.

Beginning

- Who is Jasper?
- What is Jasper's problem?

Middle

End

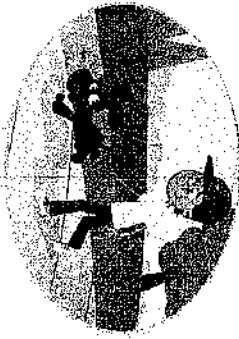
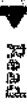
1 Think

- 2 Take turns with your partner describing what happened in the beginning, middle, and end of the story.

3 Short Response

Think about how the story ends. Why is Jasper's idea a good one? Use details from the story in your answer. Write your answer in the space on page 262.

HINT How does everyone feel at the end of the story?



The Case of the Missing Mutt

by John Hansen

© 1998

- 1 Mrs. Brown stood at the gate in her backyard with a puzzled look on her face. As I walked closer, I could see something was wrong. Mrs. Brown wiped tears from her eyes and said, "I think someone has stolen Snippets!"
- 2 Snippets was Mrs. Brown's dog. I asked her why she thought he had been stolen. She said the gates were all closed tight, so he couldn't have just run off.
- 3 I took a look around. Some leaf bags stood piled near one corner. I told her Snippets could have easily hopped up on the bags and over the fence.
- 4 "But Marty," she said, "why would he do that?"
- 5 "Most likely to see another dog," I said. I asked her if Snippets had ever been to the new dog park. Mrs. Brown said, "Why, yes! My granddaughter took him there last week."
- 6 I found Snippets playing with his friends at the park. I promised I would take him back there later. But first there was someone who very much needed to see him.

Close Reader Habits

What problem does Marty need to solve? Underline clues that help you figure it out.



1 What is Mrs. Brown's problem at the beginning of the story?

- A Mrs. Brown thinks someone has stolen her dog, Snippets.
- B Marty doesn't want to help Mrs. Brown.
- C Snippets has become lost in the dog park.
- D Snippets has found a way to open the gate.

I'm going to look for details about the characters and the problem at the start of the story.

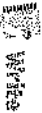


2 When does Marty first get the idea that Snippets wasn't stolen?

- A when he finds Mrs. Brown crying
- B when he sees the leaf bags by the fence
- C after Mrs. Brown talks about her granddaughter
- D after he goes to the dog park



3 Talk with a partner about why Mrs. Brown thinks Snippets was stolen. Be sure to use details from the story.



4 **Short Response** How is Mrs. Brown's problem solved? Use details from the story in your answer. Write your answer in the space on page 263.

Student: What does Marty ask Mrs. Brown?

Write Use the space below to write your answer to the question on page 259.

Jasper the Farm Cat

Short Response Think about how the story ends. Why is Jasper's idea a good one? Use details from the story in your answer.

HINT How does everyone feel at the end of the story?



Don't forget to check your writing.

Write Use the space below to write your answer to the question on page 261.

The Case of the Missing Mutt

Short Response How is Mrs. Brown's problem solved? Use details from the story in your answer.

HINT What does Marty ask Mrs. Brown?

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?

THE Shade SELLER

A Korean Folktale

by Marilyn Helmer Spider

WORDS TO KNOW

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

- magnificent
- merchant
- tolerate
- frustration

- 1 A magnificent shade tree once grew near the house of a greedy merchant. Every day, the merchant sat under the tree.
- 2 One warm day a young man stopped to rest under the tree, too.
- 3 "Ho!" cried the merchant. "What do you think you're doing, sitting in my shade?"
- 4 "The tree belongs to everyone," he said.
- 5 "It is mine. However, I am willing to sell you the shade," declared the merchant.
- 6 "No one owns shade," said the young man.
- 7 "I own the tree, therefore I own the shade," replied the merchant. The young man paid the greedy merchant.
- 8 As the hours passed, the shade moved with the sun.



- 9 When the shade moved into the merchant's yard, the young man did, too. The merchant frowned.
- 10 Then the shade moved onto the merchant's front porch. The young man followed. The merchant gritted his teeth.
- 11 Finally, the shade moved right into the merchant's magnificent house. The young man moved right in with it. This was more than the merchant could tolerate.
- 12 "What do you think you are doing?" he shouted.
- 13 "I'm simply following my shade," said the young man. The young man had, indeed, bought the shade.
- 14 The next day the young man returned and brought his relatives. His children laughed and played in the shade. His uncles and cousins sang and danced.
- 15 The merchant could hardly bear himself think. Finally, he shouted, "I want to buy back my shade."
- 16 "You sold it to me, and I intend to keep it," the young man shouted back. The merchant retreated to his house in frustration.
- 17 Soon after that, the merchant moved far away. The young man moved into the magnificent house. And to this day travelers are welcome to share the shade.



▶ **Think** Use what you learned from reading "The Shade Seller" to answer the following questions.

1 What do we learn about the merchant at the beginning of the story?

- A He often argues with people who sit in his yard.
- B He doesn't like it when people sing and dance.
- C He sits under the tree near his house every day.
- D He doesn't know that shade moves with the sun.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

When does the problem begin?

- A when the merchant finds the young man sitting where the merchant likes to sit
- B when the young man says that no one owns shade
- C when the merchant yells at the young man for moving into his house
- D when the young man brings his relatives to the merchant's house

Part B

Write the sentence that tells what the merchant wants the young man to do in order to sit in the shade of the tree.


3 At the beginning of the story, the author says that the merchant is greedy. Find two details in the story that show the merchant is greedy. Write them on the lines below.

4 The young man brings his family to the house. Read the sentence that tells what the merchant did.

The merchant retreated to his house in frustration.

What does "retreated to" mean in this context?

- A went away from
- B went back inside
- C looked behind
- D tore down

 Write How does the merchant's problem change during the story?

3 Plan Your Response Below are details from "The Shade Seller." Write them in the part of the chart where they best fit.

- The family moves into the house for good.
- The young man follows the shade into the house.
- The merchant sells his shade to the young man.
- The young man brings his family to enjoy the shade.
- A young man stops to rest under a tree.
- The merchant moves away.

Beginning	
Middle	
End	

6 Write an Extended Response How did the merchant's problem change during the story? Explain what happened and whether the problem was ever solved. Use details from the story in your answer.

 **Learning Target**

Explain how the parts of a story work together. How do the three parts make the story interesting?

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LESSON OVERVIEW

Lesson 16 Parts of a Story

Standards Focus

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.RL.2.5

Lesson Objectives

Reading

- Describe the structure of a story, including its beginning, middle, and end. 2.RL.2.5
- Describe how the beginning of a story introduces the story and the ending concludes the action. 2.RL.2.5

Writing

- Recall information from experiences or gather information from provided sources to answer a question. 2.W.3.8

Speaking and Listening

- Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1.1b

Language

- Use a known root word as a clue to the meaning of an unknown word with the same root. 2.L.3.4c
- Use vocabulary acquired through texts. 2.L.3.6

Additional Practice: 2.RL.1.1, 2.RL.1.3, 2.RL.2.6, 2.W.1.2, 2.L.3.4a

Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- beginning
- end
- problem
- middle
- solved

Learning Progression

Grade 1

Students explain the main differences between stories and informational texts.

Grade 2

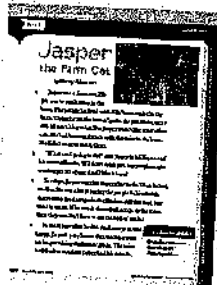
Students deepen their understanding of the structure of stories. Students learn that a story has different parts, including a beginning, middle, and end. They focus on describing how the beginning introduces the story and the ending concludes the action.

Grade 3

Students deepen their understanding of the organization of longer stories, using terms such as “chapter.” Students are expected to make connections between the parts of a story by describing how each successive part builds on earlier sections.

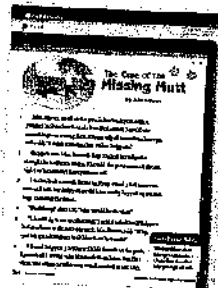
Lesson Text Selections

Modeled and Guided Instruction



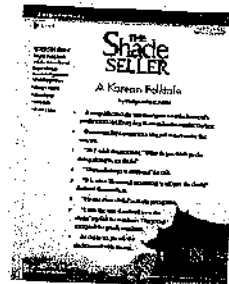
Jasper the Farm Cat
by Henry Adamson
Genre: Fantasy

Guided Practice



The Case of the Missing Mutt
by John Hansen
Genre: Mystery

Independent Practice



The Shade Seller
by Marilyn Helmer
Genre: Folktale

Lesson Pacing Guide

Whole Class Instruction 30–45 minutes per day

Day 1

Teacher-Toolbox.com Interactive Tutorial

Describe Parts of a Story
20 min (optional)

Introduction pp. 256–257

- Read **Parts of a Story** 10 min
- Think 10 min
Graphic Organizer: Story Structure Chart
- Talk 5 min
Quick Write (TRB) 5 min

Day 2

Modeled and Guided Instruction pp. 258–259, 262

- Read **Jasper the Farm Cat** 10 min
- Think 10 min
Graphic Organizer: Story Structure Chart
- Talk 5 min
- Write Short Response 10 min

Day 3

Guided Practice pp. 260–261, 263

- Read **The Case of the Missing Mutt** 10 min
- Think 10 min
- Talk 5 min
- Write Short Response 10 min

Day 4

Independent Practice pp. 264–269

- Read **The Shade Seller** 15 min
- Think 10 min
- Write Extended Response 15 min

Day 5

Independent Practice pp. 264–269

- Review Answer Analysis (TRB) 10 min
- Review Response Analysis (TRB) 10 min
- Assign and Discuss Learning Target 10 min

Language Handbook

Lesson 8 Adjectives and Adverbs, pp. 414–415
20 min (optional)

Ready Writing Connection

During Ready Reading Days 1–5, use:
Lesson 4 Writing a Narrative: Diary

- Think It Through
 - Step 4 Plan
 - Step 5 Draft
- See *Ready Writing TRB*, p. 94a
for complete lesson plan.



Small Group Differentiation

Teacher-Toolbox.com

Reteach

Ready Reading Prerequisite Lesson

- **Grade 1** Lesson 4 Describing Events
 - Read Aloud Lessons B, D

Introduction

Get Started

- Explain to students that in this lesson they will be reading stories and learning how the beginning, middle, and end of a story work together.
- Discuss with students what they already know about story elements, such as characters and setting. Explain that to understand a story, they need to know what happens in the beginning, middle, and end. Tell students the story "The Boy Who Cried Wolf" (see page 124) and discuss what happens at the beginning, the middle, and the end.
- Guide students to understand how each part of the story functions. Explain:
In the beginning of the story we meet the boy and learn the problem. The boy cries "wolf" to trick the villagers into coming to help him. In the middle, he cries "wolf," and the villagers come to help again. In the end, he cries "wolf" once more. This time, the villagers don't believe him and don't come to help. The wolf eats the sheep.
- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

EL English Language Learners

• Genre Focus

Read

- Read aloud the Read section with students. Restate to reinforce:
When you read each part of a story, you'll notice that the beginning introduces the characters and the problem. The middle of the story describes how the problem grows. The end of the story usually tells how the problem is solved.
- Direct students' attention to the pictures. Tell students to study the details in each picture to figure out what the boy's problem is and how it is solved.

Lesson 16
Parts of a Story

Learning Target

Knowing how the beginning, middle, and end of a story work together will help you understand what you read.

- ▶ **Read** All stories have a beginning, middle, and end. The **beginning** introduces, or first tells about, the characters and the **problem** they face. The **middle** shows how the problem gets bigger. The **end** tells how the problem is solved, or worked out.

Look at the cartoon below. What is happening in each part of the story?

Beginning



Middle



End



What problem does the boy have?
How does his dad help him solve it?

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EL English Language Learners
Develop Language

- **Academic Vocabulary** To talk about the parts of stories, students need to be able to understand and use words that enable them to talk about a text. Use the cartoon panels to discuss the Academic Talk words with students.
- Have students read the caption above each picture. Make sure students understand the terms *beginning*, *middle*, and *end*.
- Then read and discuss the two questions below the cartoon panels.
- Discuss how the problem is solved in the last panel.

 • Genre Focus
Fantasy

Tell students that in this lesson they will read a type of literary text called a **fantasy**. Explain that a **fantasy** is a fiction story in which things happen that can't happen in real life. The characters may include nonhuman creatures, talking animals, or objects that come alive.

Talk with students about fantasy stories they've read or know about. Discuss with them which characters could be found in the real world and which ones could not. Ask them if there were talking animals or if any objects came alive in the story.

► **Think** Using what you see in the cartoon, think about what happened to the boy. Then complete the chart by describing what happens in each part.

Beginning	A boy is reaching for a balloon as it floats away.
Middle	The balloon gets stuck in a tree. The boy can't reach it.
End	His dad gets the balloon for the boy. The boy is happy.

► **Talk** Think about what you see in the cartoon. What will the boy do next?

🗨️ **Academic Talk**

Use these words to talk about the text.

- beginning • problem • solved
- end • middle

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🗨️ **Monitor Understanding**

If... students struggle to identify how the problem is solved in the cartoon, then... talk about what the boy's father might have done to get the balloon out of the tree. Ask students to draw a frame or panel of the cartoon showing the action that happened between the second and third panels of the existing cartoon. Ask students to retell the story with the new panel that they created and inserted in the cartoon.

Think

- Have students read aloud the Think section. Explain that the chart will help them organize their thinking about the cartoon. Guide students to see that there are three pictures in the cartoon and there are three parts of a story.
- Have partners complete the chart. Remind students to include details that describe what happens in each part of the cartoon.
- As pairs work, circulate and provide assistance as needed.
- Ask volunteers to share what they wrote in the chart.
- Make certain that students understand that what happens in each panel of the cartoon is important because it is part of the story.

🗨️ **Monitor Understanding**

Talk

- Read aloud the Talk prompt.
- Have partners discuss what the boy might do next, based on what they see in the pictures in the cartoon. If they added a fourth panel to the cartoon, what might it show the boy doing?
- Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Think about a story you have read. How did the story begin? What problem did the characters have? How did the characters solve the problem?

Ask students to share their responses.

Wrap Up

- Invite students to share what they have learned so far about identifying what happens in each part of a story. Encourage them to use the Academic Talk words *beginning*, *middle*, *end*, *problem*, and *solved* in their explanations.
- Remind students that when they read a story, they will better understand it if they know how the parts of the story work together.

In the next section, we'll read a fantasy and explore the different parts of the story. Knowing how the beginning, middle, and end work together will help us better understand the stories we read.

Modeled and Guided Instruction

Get Started

Today you will read a fantasy. First, you'll read to meet the characters and to understand what the author says. Then you'll read to find out the problem in the story and how it is solved.

Read

- Read aloud the title and author and point out the illustration. Guide students to an understanding that the fantasy is about a cat that has an unusual problem.
- Have students read the story independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Use the questions below to check understanding. Encourage students to find text details that support their answers.

What problem does Jasper have? (*Jasper's job is to catch the mice because they eat the horses' grain. Jasper is friends with the mice. He doesn't want to catch them, but he doesn't want to lose his job either.*)

Why is Jasper afraid that people will get rid of him? (*because he's not doing his job*)

How does Jasper solve his problem? (*He feeds the mice food scraps from the kitchen so they won't eat the horses' grain.*)

EL English Language Learners

• Word Learning Strategy

Explore

- Read aloud the Explore question at the top of p. 259 to set the purpose for the second read. Tell students they will need to take a closer look at how the different parts of the story work together to answer the question.
- Have students read aloud the Close Reader Habit on the lower right of p. 258.

TIP Explain that students should first identify the problem in the story in the beginning and then look for details to see how Jasper solves the problem in the middle and the end.

Jasper the Farm Cat

by Henry Adamson



- 1 Jasper was a farm cat. His job was to catch mice in the barn. The people he lived with didn't want mice in the barn. The mice ate the horses' grain. As you know, most cats like catching mice. But Jasper wasn't like most other cats. He had become friends with the mice in the barn. He didn't want to catch them.
- 2 "What am I going to do?" said Jasper to Millie, one of his mouse friends. "If I don't catch you, my people might want to get rid of me. And I like it here!"
- 3 For days, Jasper worried about what to do. Then he had an idea. He was always seeing the people he lived with throw away food scraps in the kitchen. All this food just went to waste. If he snuck these food scraps to the mice, then they wouldn't have to eat the horses' grain!
- 4 So that's just what he did. And everyone was happy. Jasper's people saw that the mice were no longer taking the horses' grain. The mice had food to eat. And Jasper had his friends.

Close Reader Habits

Underline sentences that tell about Jasper's problem.

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EL English Language Learners

Build Meaning

- Act It Out** Invite students to take the roles of Jasper, the mice, and Jasper's people.
- Have each actor write the name of the character on a tag to wear.
 - Have students read the story once. Then reread the story aloud as you encourage students to act out their parts.
 - After acting out the story, encourage students to change roles and take turns retelling the story as the actors perform.

• Word Learning Strategy

Use Root Words

- Have students take a close look at the word *catching* in paragraph 1.
 - Read aloud the sentence. Write the root word *catch* on the board. Ask students what has been added to *catch* to make *catching*.
 - Have students find other words in the story that have *-ing* added to a root word (*going* in paragraph 2; *seeing* in paragraph 3; *taking* in paragraph 4). Write the words on the board and invite students to circle the root word in each.
- 2.L.3.4c

How do the beginning, middle, and end of "Jasper the Farm Cat" work together?



Think

1 Fill in the chart with details from the story.

I'll figure out what the problem is and how it's solved.

Beginning	<ul style="list-style-type: none"> Who is Jasper? Jasper is a farm cat. What is Jasper's problem? His job is to catch mice. Jasper doesn't want to do his job because he is friends with the mice.
Middle	Jasper's idea is to feed food scraps to the mice.
End	Jasper gets food scraps for the mice. The idea works and everyone is happy.

Talk

2 Take turns with your partner describing what happened in the beginning, middle, and end of the story.

Write

3 **Short Response** Think about how the story ends. Why is Jasper's idea a good one? Use details from the story in your answer. Write your answer in the space on page 262.

HINT How does everyone feel at the end of the story?

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Think Aloud

- I know that the problem of a story is usually introduced at the beginning. I will reread paragraph 1 and look for details that tell me about the problem.
- I know that Jasper is a farm cat, and he is supposed to catch mice.

In paragraph 1, I find out that Jasper isn't like most cats.

- I will fill in the details in the Beginning part of the chart. This will help me know why Jasper is not like most cats, which is the problem in the story.

Think

- Read aloud the Think section. Explain to students that you will reread the first paragraph of the story. Then you will model how to find details to answer the questions in the first box on the chart. Use the Think Aloud below to guide your modeling.
- Revisit the Explore question. Guide students to determine that they need to understand how the beginning, middle, and end work together to tell the story.
- Encourage students to work with a partner to continue rereading the passage and to complete the chart. Remind students that the Buddy Tip will help them find the information they need to complete the chart.
- Ask volunteers to share their completed charts.
- Guide students to see that the details in the chart from the beginning, middle, and end of the story help them understand the problem and how Jasper solves it so that everyone is happy in the end.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing and describing what happened in the beginning, middle, and end of the story.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do.
- Emphasize that students will need to find at least two details from the story to support why Jasper's idea is a good one.
- Have students turn to p. 262 to write their response.
- Use Review Responses on p. 262 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Ask them to share how understanding what happens in the beginning, middle, and end of "Jasper the Farm Cat" helped them understand the story better.

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Guided Practice

Get Started

Today you will read a mystery, which is a fiction story. Mysteries usually introduce a problem that a character or characters solve. First you will read to understand what the mystery is about. Then you will reread with a partner to make sure you understand the parts of the story.

Read

- Read aloud the title and author of the passage. Ask if anyone knows what a "mutt" is. Establish that a mutt is a kind of dog.
- Have students predict what the story will be about based on the title and the illustration.
- **Read to Understand** Have students read the story independently to understand what the text says. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What is the mystery mostly about?
(a missing dog)

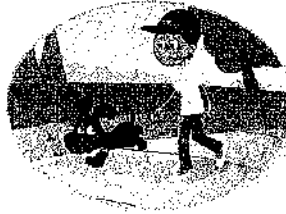
Why did Mrs. Brown think that someone stole Snippets? (The gates were closed and Snippets was missing.)

How did Marty figure out that Snippets might have gone to the new dog park? (Marty learns from Mrs. Brown that Snippets had visited the dog park last week.)

EL English Language Learners

● Word Learning Strategy

- **Read to Analyze** In the Close Reader Habit, students might need more support identifying clues that help them figure out the problem that Marty is trying to solve in the story. Direct students to paragraphs 3 and 5, and encourage them to look for sentences describing the problem that Marty needs to solve.



The Case of the Missing Mutt

by John Hansen

- 1 Mrs. Brown stood at the gate in her backyard with a puzzled look on her face. As I walked closer, I could see something was wrong. Mrs. Brown wiped tears from her eyes and said, "I think someone has stolen Snippets!"
- 2 Snippets was Mrs. Brown's dog. I asked her why she thought he had been stolen. She said the gates were all closed tight, so he couldn't have just run off.
- 3 I took a look around. Some leaf bags stood piled near one corner. I told her Snippets could have easily hopped up on the bags and over the fence.
- 4 "But Marty," she said, "why would he do that?"
- 5 "Most likely to see another dog," I said. I asked her if Snippets had ever been to the new dog park. Mrs. Brown said, "Why, yes! My granddaughter took him there last week."
- 6 I found Snippets playing with his friends at the park. I promised I would take him back there later. But first there was someone who very much needed to see him.

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Close Reader Habits

What problem does Marty need to solve? Underline clues that help you figure it out.

EL English Language Learners

Develop Language

Compound Words Tell students that when they read they might encounter long words that are made up of two smaller words. These are called compound words. Explain that they might be able to use the two smaller words to help them figure out what the compound word means.

- Point out the word *backyard* in the first sentence of the story. Write the word on the board.
- Ask students what two smaller words make up this word.
- Discuss the meanings of the two smaller words and how knowing these helps them understand the meaning of *backyard*.

● Word Learning Strategy

Use Root Words

- Have students look at the word *stolen* in paragraph 1.
- Read aloud the sentence. Write the root word *stole* on the board. Ask students what has been added to *stole* to make *stolen*. Discuss what the word means.
- Write the words *broken*, *hidden*, *fallen*, *frozen*, and *taken* on the board. Ask students to identify each root word and then use the word in a sentence. **2.L.3.4c**

Think

1 What is Mrs. Brown's problem at the beginning of the story?

- A Mrs. Brown thinks someone has stolen her dog, Snippets.
- B Marty doesn't want to help Mrs. Brown.
- C Snippets has become lost in the dog park.
- D Snippets has found a way to open the gate.



I'm going to look for details about the characters and the problem at the start of the story.

2 When does Marty first get the idea that Snippets wasn't stolen?

- A when he finds Mrs. Brown crying
- B when he sees the leaf bags by the fence
- C after Mrs. Brown talks about her granddaughter
- D after he goes to the dog park

Talk

3 Talk with a partner about why Mrs. Brown thinks Snippets was stolen. Be sure to use details from the story.

Write

4 **Short Response** How is Mrs. Brown's problem solved? Use details from the story in your answer. Write your answer in the space on page 263.

HINT What does Marty ask Mrs. Brown?

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Integrating Standards

Use the following questions to further students' understanding of the story.

- **How does what Marty thinks happened to Snippets differ from what Mrs. Brown thinks happened?** (*Mrs. Brown thinks Snippets has been stolen, while Marty thinks Snippets jumped over the fence.*)
DOK 2 2.RL.2.6
- **In paragraph 1, what does "wiped tears from her eyes" help you understand?** (*Mrs. Brown is crying. She is upset about her missing dog.*)
DOK 2 2.RL.1.3
- **Which detail in the end helps you understand that Marty knows how much Mrs. Brown cares for Snippets?** (*"there was someone who very much needed to see him"*)
DOK 2 2.RL.1.1

Monitor Understanding

If... students struggle to come up with a reason Mrs. Brown thinks Snippets has been stolen, then... have partners take on the role of a detective who is asking Mrs. Brown questions because she thinks her dog has been stolen. After students have asked and answered several questions, have them return to the text and look for clues in what Mrs. Brown says about Snippets.

Think

- Have students work with a partner to complete items 1 and 2.

TIP Remind students that the first part of the story introduces the characters and the problem. Being able to find details in the middle of the story that connect to the beginning helps them understand how each part is connected.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1 **The correct choice is A.** This part of the story explains that Snippets is missing.

- **B and D** are incorrect because they do not occur in the story. **C** is incorrect because the characters do not realize Snippets is in the park until the end of the story.

DOK 1

2 **The correct choice is B.** After seeing the pile of leaf bags, Marty realizes that Snippets could have climbed on them to escape.

- **A** is incorrect. This detail appears at the beginning of the story. **C and D** are incorrect because they happen after Marty decides Snippets wasn't stolen.

DOK 2

Integrating Standards

Talk

- Have partners discuss the prompt. Emphasize that students should support their ideas with details from the story.
- Circulate to clarify misunderstandings.

Monitor Understanding

Write

- See p. 263 for instructional guidance.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how they used details in "The Case of the Missing Mutt" to learn about the characters, the problem, and the solution.

Modeled and Guided Instruction

Write

- Remember to use the Response-Writing Routine on pages A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- Responses may vary but should show an understanding that Jasper's solution works out for everyone. See the sample response on the student book page.

DOK 2

Write Use the space below to write your answer to the question on page 259.

Jasper the Farm Cat

- Short Response** Think about how the story ends. Why is Jasper's idea a good one? Use details from the story in your answer.

PROMPT How does everyone feel at the end of the story?

Sample response: Jasper's idea is a good one because no one needs the scraps.

The mice get food, so they don't need the grain. Everyone is happy.



Don't forget to check your writing.

Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

Write Use the space below to write your answer to the question on page 261.

The Case of the Missing Mutt

Short Response How is Mrs. Brown's problem solved? Use details from the story in your answer.

HINT What does Marty ask Mrs. Brown?

Sample response: Marty figures out Snippets could have gotten out by hopping on the leaf bags. He also remembers that there is a new dog park. When he finds out that Snippets has been to the park, he guesses that the dog went back there.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?

Teacher Notes

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they need to use details from the story to tell how Marty solves the problem for Mrs. Brown.
- Call attention to the HINT.
- Remember to use the Response-Writing Routine on pages A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- 4 Responses may vary but should include details describing how Marty solves the mystery, including the leaf bags and new dog park. See the sample response on the student book page. **DOK 2**

Independent Practice

Get Started

Today you are going to read a folktale and use what you have learned to describe how the beginning, middle, and end of the story work together.

- Ask volunteers to explain how being able to identify details in different parts of the story helps them read and understand the characters and problem in the story. Encourage students to use the Academic Talk words in their response.

EL English Language Learners

Read

You are going to read the folktale independently and use what you have learned to think and write about the text. Remember to look for details to help you figure out what happens in the beginning, middle, and end.

- Read aloud the title and author of the passage and then encourage students to preview the text, paying close attention to the illustration.
- Call attention to the Words to Know in the upper left of p. 264. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If your students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

● Monitor Understanding

Independent Practice

Read

WORDS TO KNOW

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

- magnificent
- merchant
- tolerate
- frustration

THE Shade SELLER

A Korean Folktale

by Marilyn Helmer, Spider

- 1 A magnificent shade tree once grew near the house of a greedy merchant. Every day, the merchant sat under the tree.
- 2 One warm day a young man stopped to rest under the tree, too.
- 3 "Ho!" cried the merchant. "What do you think you're doing, sitting in my shade?"
- 4 "The tree belongs to everyone," he said.
- 5 "It is mine. However, I am willing to sell you the shade," declared the merchant.
- 6 "No one owns shade," said the young man.
- 7 "I own the tree, therefore I own the shade," replied the merchant. The young man paid the greedy merchant.
- 8 As the hours passed, the shade moved with the sun.

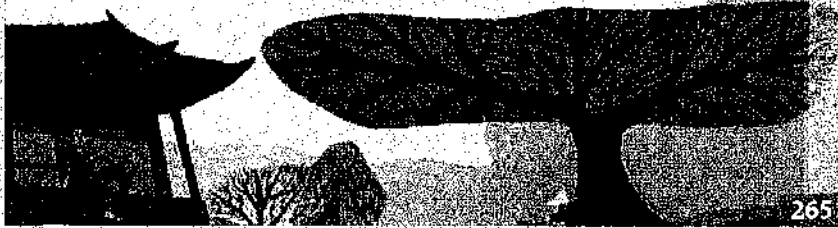
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EL English Language Learners
Build Meaning

Background Knowledge Allow time for students to preview the text of the story. Then work with students to make sure they understand the concept of *shade* as it's used in the story.

- Explain that shade is shelter from direct sunlight. The amount and location of shade depends on the height and location of the sun in the sky and the thing that is providing shelter. As the sun moves, so does the shade.
- Model what shade is by holding a book in front of a window or light. Demonstrate how shade can move depending on the position of the light.
- Discuss with students how the shade in the story might get into the merchant's house.

- 9 When the shade moved into the merchant's yard, the young man did, too. The merchant frowned.
- 10 Then the shade moved onto the merchant's front porch. The young man followed. The merchant gritted his teeth.
- 11 Finally, the shade moved right into the merchant's magnificent house. The young man moved right in with it. This was more than the merchant could tolerate.
- 12 "What do you think you are doing?" he shouted.
- 13 "I'm simply following my shade," said the young man. The young man had, indeed, bought the shade.
- 14 The next day the young man returned and brought his relatives. His children laughed and played in the shade. His uncles and cousins sang and danced.
- 15 The merchant could hardly bear himself think. Finally, he shouted, "I want to buy back my shade."
- 16 "You sold it to me, and I intend to keep it," the young man shouted back. The merchant retreated to his house in frustration.
- 17 Soon after that, the merchant moved far away. The young man moved into the magnificent house. And to this day travelers are welcome to share the shade.



● Monitor Understanding

If... students struggle to read and understand the passage, then... use these scaffolding suggestions:

Question the Text Preview the text with students by asking the following questions:

- **Based on the title and the illustrations, what do you predict the story will be about?**

Vocabulary Support Define words that may interfere with comprehension, such as *greedy* and *declared*.

Read Aloud Read aloud the text with students. You could also have students chorally read the text in a small group.

Check Understanding Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **Why did the author say the merchant was greedy?** (He wanted money from the young man who just wanted to sit in the shade.)
- **What does the young man do that surprises the merchant?** (He follows the shade into the merchant's house and then brings his family.)

Independent Practice

Integrating Standards

After students have read the passage, use these questions to discuss the text with them.

- **Why does the merchant think he owns the shade?**

(The merchant thinks he owns the tree, so he thinks he owns the shade.)

DOK 1 2.RL.1.1

- **How are the young man's feelings about the shade different from the merchant's feelings?**

(The merchant believes that since he owns the tree, he owns the shade, too. The young man feels that the tree belongs to everyone and that no one can own the shade.)

DOK 2 2.RL.2.6

- **Explain how the young man came to live in the house. Use details from the story in your response.**

(Sample response: The young man bought the shade and moved everywhere the shade went. When the shade fell in the house, he moved to the house. Then the young man brought his family and followed the shade. The merchant moved away and the young man moved into the house.)

DOK 3 2.RL.1.1

- **What does the word *tolerate* mean in the last sentence of paragraph 11?**

(The word tolerate means "to allow or accept.")

DOK 2 2.L.3.4a

Theme Connection

Independent Practice

- **Think** Use what you learned from reading "The Shade Seller" to answer the following questions.

1. What do we learn about the merchant at the beginning of the story?

- A He often argues with people who sit in his yard.
- B He doesn't like it when people sing and dance.
- C He sits under the tree near his house every day.
- D He doesn't know that shade moves with the sun.

2. This question has two parts. First, answer Part A. Then answer Part B.

Part A

When does the problem begin?

- A when the merchant finds the young man sitting where the merchant likes to sit
- B when the young man says that no one owns shade
- C when the merchant yells at the young man for moving into his house
- D when the young man brings his relatives to the merchant's house

Part B

Write the sentence that tells what the merchant wants the young man to do in order to sit in the shade of the tree.

"However, I am willing to sell you the shade," declared the merchant.

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Theme Connection

- Remind students that the theme in this lesson is Learning to Solve Problems.
- Ask students to briefly describe how characters in each of the stories solved problems. You may want to list their responses in a chart.
- Ask students to think of problems they or people they know have faced and how they've solved these problems. Consider discussing a classroom problem that you and the students recently solved, such as a new rule or type of organizational habit.

- 10 At the beginning of the story, the author says that the merchant is greedy. Find two details in the story that show the merchant is greedy. Write them on the lines below.

Sample response: The merchant wants to sell the shade to the young man. The merchant says that he owns the tree, so he owns the shade too.

- 11 The young man brings his family to the house. Read the sentence that tells what the merchant did.

The merchant retreated to his house in frustration.

What does "retreated to" mean in this context?

- A went away from
 B went back inside
 C looked behind
 D tore down

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Monitor Understanding

If... students struggle to complete the items, then... you may wish to use the following suggestions:

Read Aloud Activities

- As you read, have students note any unfamiliar words or phrases. Work with students to determine the meanings.
- Discuss each item with students to make certain they understand the expectations.

Reread the Text

- Have students work in small groups to act out the selection.
- Have students retell the story using drawings.

Think

- Use the Monitor Understanding suggestions to support students in completing items 1–4.

Monitor Understanding

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1 The correct choice is C. Paragraph 1 explains that the merchant sits under the tree.

- A and D are incorrect. They are not supported by story details.
- B is incorrect. That detail is not given until later in the story.

DOK 1 2.RL.2.5

2 Part A

The correct choice is A. The problem is introduced in paragraphs 2 and 3 when the merchant claims the young man is using the shade he owns.

- B is incorrect because the young man's statement is a response to the merchant's claim.
- C and D are incorrect because they are events that occur later in the story.

Part B

"However, I am willing to sell you the shade," declared the merchant.

DOK 2 2.RL.1.3, 2.RL.2.5

- 3 Sample response: The merchant wants to sell the shade to the young man. The merchant says that he owns the tree, so he owns the shade too.
 DOK 2 2.RL.2.5

- 4 The correct choice is B. The merchant goes back into the house to get away from the noise of the family.

- A, C, and D are incorrect because there are no details in the story to support the idea that he left the house, looked behind it, or tore it down.

DOK 1 2.L.3.4a

Independent Practice

Write

- Tell students that using what they read, they will compose an extended response to the writing prompt.

● Monitor Understanding

Review Responses

After students have completed each part of the writing activity, help them evaluate their responses.

- 1 Display the planning chart from the student book page. Have students compare their planning charts. Are they missing any information? Have students listed the details in the order they occurred in the story?
DOK 2 2.RL.2.5

- 2 Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary. See the sample response on the student book pages.
DOK 2 2.RL.2.5, 2.W.1.2

Independent Practice

- 1 **Write** How does the merchant's problem change during the story?

- 2 **Plan Your Response** Below are details from "The Shade Seller." Write them in the part of the chart where they best fit.

The family moves into the house for good.
The young man follows the shade into the house.
The merchant sells his shade to the young man.
The young man brings his family to enjoy the shade.
A young man stops to rest under a tree.
The merchant moves away.

Beginning	A young man stops to rest under a tree. The merchant sells his shade to the young man.
Middle	The young man follows the shade into the house. The young man brings his family to enjoy the shade.
End	The merchant moves away. The family moves into the house for good.

- 3 **Write an Extended Response** How did the merchant's problem change during the story? Explain what happened and whether the problem was ever solved. Use details from the story in your answer.

Sample response: At the beginning of the story, the merchant has a simple problem. He doesn't want the young man sitting by his tree. He thinks he solves the problem by

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● Monitor Understanding

If... students don't understand the writing task, then... read aloud the writing prompt. Use the following questions to help students get started.

- **What is the prompt asking you to write about?**
- **Do you need to reread the text to find more information?**
- **How will you identify the information you need to include?**
- **Have partners talk about how they will organize their responses.**

selling the shade. But the problem gets worse when the young man follows the shade into the yard and then the house. Finally, the young man brings his whole family to enjoy the shade. The merchant can't fix the problem because he did sell the man the shade. He finally has to move.

Learning Target

Explain how the parts of a story work together. How do the three parts make the story interesting?

Sample response: The beginning tells the problem. The problem gets bigger in the middle and is solved at the end. The beginning and middle make me want to find out what will happen. The ending tells me what happens.

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Wrap Up

Learning Target

- Have each student respond in writing to the Learning Target prompt.
- When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.

2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

24

Compound Words

A word that is made up of two smaller words is called a compound word. Often you can figure out what a compound word means by thinking about the meanings of the two smaller words.



house



fly = housefly

A housefly is a fly that gets into your house.

CCSS.2.L.1.1.1-1.2.1.1.1
 CCSS.2.L.1.1.2-1.2.1.2.1
 CCSS.2.L.1.1.3-1.2.1.3.1
 CCSS.2.L.1.1.4-1.2.1.4.1

Compound Words

A word that is made up of two smaller words is called a compound word. Often you can figure out what a compound word means by thinking about the meanings of the two smaller words.



house



fly = housefly

A housefly is a fly that gets into your house.

Read the compound word in each sentence. Then choose the correct meaning for the word.

- 1 A catfish uses its whiskers to find food in the sea.
 - A a fish that eats bugs
 - B a cat that looks like a bird
 - C a fish with whiskers like a cat
 - D a cat that likes boats
- 2 A sheepdog helps keep farm animals safe.
 - A a sheep used for its wool
 - B a dog that takes care of sheep
 - C a sheep that plays with birds
 - D a dog that looks like a goat
- 3 A seahorse has fins and swims in the ocean.
 - A an ocean shaped like a horse
 - B a sea animal that looks like a snake
 - C a horse that lives in a barn
 - D a sea animal whose head looks like a horse

Choose one word from the box to complete the second sentence. Write the correct word on the line.

earthquake earthworm wormhole

- 4 The worm digs deep into the soil. This _____ crawls up out of the ground when it rains.

HINT Sometimes the second word in the compound word is a big clue to the word's meaning. For example, a "doghouse" is a house for a dog, not a dog that looks like a house.

Put the two words together to make a compound word. Write the new word on the line. Then circle the correct meaning.

- 1 black + bird = _____
 a bird with black feathers
 a black feather shaped like a bird
- 2 sword + fish = _____
 a sword shaped like a fish
 a fish with a jaw like a sword
- 3 rattle + snake = _____
 a rattle shaped like a snake
 a snake with a tail like a rattle

Introduction

- Read aloud the introduction.
- **What is a compound word?**
- Point out that compound words are two small words that are put together to make a new word.
- Brainstorm a list of compound words with students. Ask them to look around the classroom for examples (e.g., *chalkboard*, *notebook*, *tabletop*). Underline or circle both of the smaller words in each compound word.

• Have students choose a word in the brackets to answer each question. Have them write a sentence using each word they selected.

Which could you hold in your hand?

[flashlight/lighthouse] (*flashlight*)

Which is something you could throw?

[baseball/ballpark] (*baseball*)

Guided Practice

- Read aloud the directions and each activity.
- Have partners complete the activities.
- When students have finished, have them write complete sentences using the compound words from the activities.

English Language Learners Practice with Compound Words

Use masking tape to label different-colored connecting blocks with individual words that make up the compound words from the list of words that you brainstormed as a class. Have students put the blocks together to make the compound words. Then provide other labeled blocks that students can use to form more compound words.

Lesson 31 Compound Words

What is a compound word? A word that is made up of two smaller words is called a compound word.

Often you can figure out what a compound word means by thinking about the meanings of the two smaller words.



house



fly

house + fly = housefly

A housefly is a fly that gets into your house.

Compound Words Put the two words together to make a compound word. Write the new word on the line. Then circle the correct meaning.

HINT Sometimes the second word in the compound word is a big clue to the word's meaning. For example, a "doghouse" is a house for a dog, not a dog that looks like a house.

1 black + bird = blackbird
 (a bird with black feathers)
 a black feather shaped like a bird

2 sword + fish = swordfish
 a sword shaped like a fish
 (a fish with a jaw like a sword)

3 rattle + snake = rattlesnake
 a rattle shaped like a snake
 (a snake with a tail like a rattle)

Read the compound word in each sentence. Then choose the correct meaning for the word.

- 1 A **catfish** uses its whiskers to find food in the sea.
 A a fish that eats bugs
 B a cat that looks like a bird
 C a fish with whiskers like a cat
 D a cat that likes boats
- 2 A **sheepdog** helps keep farm animals safe.
 A a sheep used for its wool
 B a dog that takes care of sheep
 C a sheep that plays with birds
 D a dog that looks like a goat
- 3 A **seahorse** has fins and swims in the ocean.
 A an ocean shaped like a horse
 B a sea animal that looks like a snake
 C a horse that lives in a barn
 D a sea animal whose head looks like a horse's

Choose one word from the box to complete the second sentence. Write the correct word on the line.

earthquake earthworm wormhole

4 The worm digs deep into the soil. This earthworm crawls up out of the ground when it rains.

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Read the story. Then answer the questions that follow.

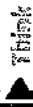
HOW AN APPLE SAVED THE Princess

by John Hansen

- 1 I was feeding the king's horses when Old Ben dashed into the barn. "Sam, it's the princess!" he said, stopping to catch his breath from running so fast. "Sir Morton has stolen Princess Anne!"
- 2 "But Morton is one of the king's own men," I said. "Why would he take the princess?"
- 3 Ben said that Sir Morton was not who he appeared to be. He was secretly working for the king's evil brother, Otto. When Morton stole the princess, he left behind a letter from Otto. The letter said that if the king ever wanted to see Anne again, he must give up his crown and kingdom. He must make Otto the king.
- 4 "Which way did they go?" I asked. "And what horse is Morton riding?"
- 5 "He took the river road," Ben answered, "and he's on Stormy!"
- 6 "I know that horse," I said, "and I know how to stop him!"



- 7 "But you're no match for Sir Morton!" Ben shouted.
- 8 "But Stormy is!" I said. I quickly grabbed an apple from a barrel and took off running, hoping my shortcut through the forest would put me ahead of Morton. I stepped into the road just as he arrived with the princess.
- 9 "Be gone, boy!" Morton shouted. I raised the apple high and hoped Stormy remembered the trick I had taught him.
- 10 "Stormy, up!" I shouted. No horse loved apples more than Stormy. He rose up on his back legs, throwing Sir Morton to the ground. I tossed Stormy the apple, which he caught in his mouth.
- 11 Just then, the king's men arrived and arrested Sir Morton. Princess Anne was shaken but happy. "What a clever boy!" she said. "To save a princess—with an apple!"



1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Why does Sir Morton take Princess Anne?

- A He is working for Otto, the king's brother.
- B He wants to marry the princess.
- C He wants the king to give him his crown.
- D He is jealous of the princess.

Part B

Read paragraph 3 below from the story.

Ben said that Sir Morton was not who he appeared to be. He was secretly working for the king's evil brother, Otto. When Morton stole the princess, he left behind a letter from Otto. The letter said that if the king ever wanted to see Anne again, he must give up his crown and kingdom. He must make Otto the king.

Underline the sentence above that best supports the answer to Part A.

2 What does Sam do right after he learns Sir Morton has taken the princess?

- A He tells the king about the princess.
- B He runs off to save the princess.
- C He teaches Stormy a trick.
- D He fights with Sir Morton.

3 Read paragraph 1 below from the story.

I was feeding the king's horses when Old Ben dashed into the barn. "Sam, it's the princess!" he said, stopping to catch his breath from running so fast. "Sir Morton has stolen Princess Anne!"

Underline the group of words in the paragraph above that best helps you understand the meaning of "dashed."

4 How does Sam catch up to Sir Morton?

- A He runs faster than Stormy.
- B He calls to Stormy to turn around.
- C He takes the fastest horse in the barn.
- D He takes a shortcut through the forest.

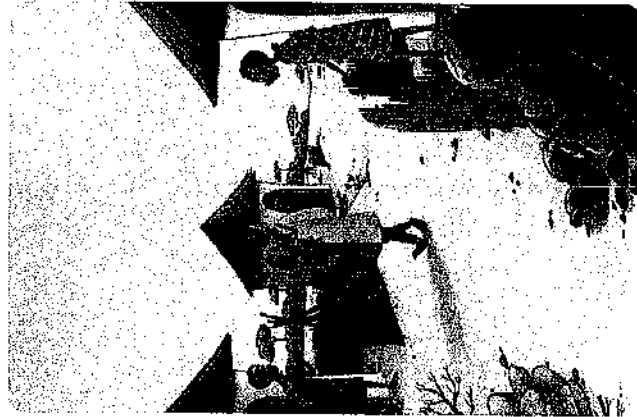
5 One lesson in this story is that, sometimes, big problems can be solved in clever ways. How does Sam solve a big problem in a clever way?

Read the folktale. Then answer the questions that follow.

The Red and Yellow COAT

a folktale from Africa

- 1 Once there were two boys who were great friends. Nabi and Tem lived right across the road from each other.
- 2 One day, Tricky Guy decided to play a trick on them. He put on a coat that was divided down the middle. One side of the coat was red, and the other side was yellow.
- 3 Tricky Guy wore this coat and walked down the road between the houses of the two friends. He made lots of noise so that each of them looked up to see him.



- 4 That evening, Nabi said to Tem, "Wasn't that a beautiful red coat that man was wearing today?"
- 5 "No," Tem replied. "It was a yellow coat."
- 6 "I saw the man clearly!" said Nabi. "His coat was red."
- 7 "You are wrong!" said Tem. "It was yellow!"
- 8 They kept arguing about this over and over.
- 9 Tricky Guy returned, laughing at the boys. He stood facing them and showed them his coat. They saw that his coat was red on one side and yellow on the other.
- 10 Now the two friends shouted at Tricky Guy. "It is all your fault that we are fighting!"
- 11 "Don't blame me," said Tricky Guy. "I didn't make you fight. What each one saw was true. You are fighting because you only looked at my coat from your own point of view."





6 How does Tricky Guy trick the friends into arguing?

- A He walks between their houses wearing a two-colored coat.
- B He wears a yellow coat, and then he wears a red coat.
- C He shows the two friends that his coat is both yellow and red.
- D He makes a lot of noise while he is walking down a road.

7 How do the friends learn they have been tricked?

- A Tricky Guy changes his coat.
- B Tricky Guy walks down the road.
- C Tricky Guy shows them his whole coat.
- D Tricky Guy says to them, "Don't blame me."

8 Read the sentences below from the story.

That evening, Nabi said to Tem, "Wasn't that a beautiful red coat that man was wearing today?"

"No," Tem replied. "It was a yellow coat."

What does "replied" mean in the sentence?

- A answered
- B cried
- C shouted
- D thought

9 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How does Tricky Guy make sure Nabi and Tem see him walk down the street?

- A He plays a trick on them.
- B He wears a beautiful coat.
- C He makes a lot of noise.
- D He calls out to them.

Part B

Write the sentence from the story that best supports the answer to Part A.

10 How do the friends feel when they see Tricky Guy's whole coat?

- A They feel bad about their mistake.
- B They get angry at Tricky Guy.
- C They blame each other for what happened.
- D They are glad to have learned a lesson from Tricky Guy.

11 The friends learn that there can be more than one way to see something. Tell one detail from the story that shows this lesson.



Extended Response Recount what happens in the story "The Red and Yellow Coat"

Plan Your Response Fill in the chart below to tell what happens in the beginning, middle, and end of the story.

The Red and Yellow Coat

Beginning	Middle	End
------------------	---------------	------------

Write an Extended Response Recount what happens in the story "The Red and Yellow Coat." Use the information in your chart and the story in your answer. Be sure to use your own words.

31

Assessment

Get Started

Today you are going to read two stories. You will see what you have learned in this unit to understand what you are reading.

- Ask students to recall what they have learned, such as recounting story events, identifying the central message, and describing characters.
- Encourage students to use the Academic Talk words and phrases from the unit's lessons in their responses.

Read

You are going to read two stories independently and use what you have learned to think and write about the text.

- Ask a student to read aloud the titles of the passages. Make certain that students understand they are to read both selections.
- Encourage students to preview the text, paying close attention to the illustrations.
- Remind students to look inside, around, and beyond when they encounter unfamiliar words. Use the Word Learning Routine on pp. ASD-AS1.
- When students have finished, have them complete the Think and Write sections.

Read

Read the story. Then answer the questions that follow.

HOW AN APPLE SAVED THE Princess

by Jan Eboese

- I was feeding the king's horses when Old Ben dashed into the barn. "Save, it's the princess!" he said, stopping to catch his breath from running so fast. "Sir Morton has stolen Princess Anne!"
- "Ben Morton has stolen Princess Anne?"
- "Why would he take the princess?"
- Ben said that Sir Morton was not who he appeared to be. He was secretly working for the king's evil brother, Otto. When Morton took the princess, he left behind a horse from Otto. The letter said that if the king ever wanted to see Anne again, he must give up his crown and kingdom. He must make Otto the king.
- "Which way did they go?" I asked. "That white horse is Morton riding!"
- "He took the chess road," Ben answered, "and he's on Stormy."
- "I know that horse," I said, "and I know how to stop him!"



- "But you're no match for Sir Morton!" Ben shouted.
- "But Stormy is!" I said. I quickly grabbed an apple from a barrel and took off running, hoping my shortcut through the forest would put me ahead of Morton. I stepped into the road just as he arrived with the princess.
- "Be gone, boy!" Morton shouted. I raised the apple high and hoped Stormy embraced the trick I had taught him.
- "Stormy, up!" I shouted. No horse loved apple more than Stormy. He rose up on his back legs, throwing Sir Morton to the ground. I rode Stormy the apple, which he caught in his mouth.
- Just then, the king's men arrived and arrested Sir Morton. Princess Anne was shaken but happy. "What a clever boy!" she said. "To save a princess—with an apple!"

Teacher Notes

3. Assessment

Answer Analysis

When students have completed the Interim Assessment, discuss correct and incorrect responses.

Part A

The correct choice is A. Paragraph 3 states that Sir Morton "was secretly waiting for the king's evil brother, Otto." The letter he leaves behind explains that the king must give Otto his crown and kingdom or never see the princess again. It explains why Sir Morton has stolen the princess.

- B is not supported by the text.
- C is incorrect because it is Otto, not Sir Morton, who wants to be king. Sir Morton only carries out Otto's plans when he takes the princess.
- D is incorrect because there is no mention of jealousy in the story.

Part B

Students should read the sentence 2. This sentence identifies that Sir Morton stole the princess because he was waiting for the king's evil brother, Otto. Sentence 1 does not give a reason, while the other sentences give additional details about the reason given in sentence 2.

DOK 2 2.RL.1.3

The correct choice is B. In paragraph 8, just after speaking with Ben, Sam "took off running" through the forest, hoping to catch Sir Morton on the road. Even though he is no match for Sir Morton, Sam has a plan to stop him.

- A is incorrect because the king never appears in the story.
- C identifies an important part of the story, but Stonny already knows the trick Sam uses to stop Sir Morton. In paragraph 9, Sam hopes that Stonny remembers the trick he has taught him.
- D misinterprets the way Sam overcomes Sir Morton. Instead of fighting, Sam finds a clever way to save the princess.

DOK 1 2.RL.1.2

Think!

This question has two parts. Part A, answer Part A, then answer Part B.

Part A

Why does Sir Morton take Princess Anne?

- Ⓐ He is waiting for Otto, the king's brother.
- Ⓑ He wants to marry the princess.
- Ⓒ He wants to bring to the king's crown.
- Ⓓ He is jealous of the princess.

Part B

Read paragraph 8 below from the story.

Ben said that Sir Morton was not to be expected to be the king's secretly waiting for the king's evil brother, Otto. When Otto came and the princess he left behind at dinner from Otto. The letter said that if the king ever wanted to see Anne again, he must give up his crown and kingdom. The first letter was the king.

Underline the sentence above that best supports the answer to Part A.

- A He had the king about the princess.
- Ⓐ He was off to save the princess.
- Ⓑ He was with Sir Morton.
- Ⓒ He fights with Sir Morton.

Part B

Read paragraph 1 below from the story.

"Sam, it's the princess!" he said, starting to catch his breath from running so fast. "Sir Morton has stolen Princess Anne!"

Underline the group of words in the paragraph above that best helps you understand the meaning of "breath".

150

How does Sam catch up to Sir Morton?

- A He runs faster than Stonny.
- Ⓑ He tells Stonny to turn around.
- Ⓒ He takes the forest home to the barn.
- Ⓓ He takes a shortcut through the forest.

One lesson in this story is that, sometimes, big problems can be solved in clever ways. How does Sam solve a big problem in a clever way?

Write an answer to the question on a separate sheet of paper. Use the information from the story to support your answer. Write your answer on a separate sheet of paper. Use the information from the story to support your answer. Write your answer on a separate sheet of paper. Use the information from the story to support your answer.

151

2-Point Interim Assessment Writing Rubric

All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence	Organization
2	The response demonstrates comprehension and provides accurate analysis.	The response supports the analysis with adequate textual evidence.	Ideas are clear and follow a logical order.
1	This response demonstrates some comprehension and provides minimally accurate analysis.	The response supports the analysis with limited textual evidence.	Some ideas are unclear and out of order.
0	The response demonstrates no comprehension and provides inaccurate or no analysis.	The response provides little or no textual evidence.	Ideas are unclear and not in any order.

151

Students should underline "sneaking" to catch his breath from running so fast." This sentence shows that "sneaking" means "run" or "hide," which explains why Old Ben had to catch his breath. The other phrases and sentences from the paragraph explain why Old Ben "sneaked" into the barn, but they do not explain what kind of travel "sneaking" is.

DOK 2 2.L.3.4a

The correct choice is D. As paragraph 8 describes, Sam takes a shortcut through the forest in hopes of catching up with Sir Morton, and he arrives just before him.

- A is incorrect because Sam runs, but he doesn't run faster than Stonny does.
- B nearly describes what Sam does after he has caught up to Morton and Stonny.
- C may have been chosen because Sam is in a barn and knows the forest, but he does not take a horse.

DOK 1 2.RL.1.1

After students have completed the interim Assessment, evaluate their responses to the short-response item using the 2-Point Interim Assessment Writing Rubric below.

Answers will vary but should explain how the story expresses the lesson that big problems can be solved in clever ways. Sam uses a clever trick to save the princess from Sir Morton. See the sample response on the student book page.

DOK 3 2.RL.1.2

Read the folktale. Then answer the questions that follow.

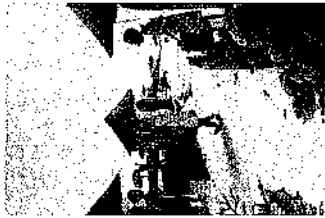
The Red and Yellow Coat

a folktale from Africa

1 Once there were two boys who were great friends. Naki and Tani lived right across the road from each other.

2 One day, Tricky Coy decided to play a trick on them. He put on a coat that was divided down the middle. One side of the coat was red, and the other side was yellow.

3 Tricky Coy wore this coat and walked down the road between the houses of the two friends. He made lots of noise so that each of them looked up to see him.



4 That evening, Naki said to Tani, "Wasn't that a beautiful red coat that man was wearing today?"

5 "No," Tani replied. "It was a yellow coat."

6 "I saw the man clearly," said Naki. "His coat was red."

7 "You are wrong," said Tani. "It was yellow!"

8 They kept arguing about the color and over.

9 Tricky Coy returned, laughing at the boys. He stood facing them and showed them his coat. They saw that his coat was red on one side and yellow on the other.

10 Now the two friends showed at Tricky Coy. "It is all your fault that we are fighting!"

11 "Don't blame me," said Tricky Coy. "I didn't make you fight. What each one saw was true. You are fighting because you only looked at my coat from your own point of view."



34

Assessing It

- 154
- The correct choice is A. Paragraph 2 shows that Tricky Guy chooses to play a trick by wearing a red and yellow coat. When he walks between the houses of the two friends, each boy sees a different color coat. When they meet, the two begin to argue about the color of the coat.
- A is incorrect because Tricky Guy wears a single, two-colored coat, not a yellow coat and then a red coat.
 - C shows how Tricky Guy reveals the trick, not how he initiates the trick. By the time he shows the boys that his coat is both yellow and red, the friends have been arguing about it for "over and over."
 - D is how Tricky Guy draws attention to his trick but is not the trick itself. Paragraph 3 states that Tricky Guy "made lots of noise so that each of them looked up to see him."
- DOK 1 2, RL.1.2

- The correct choice is C. When Tricky Guy shows the friends his whole coat, they realize he has tricked them into thinking the costumes are color.
- A is incorrect because Tricky Guy is still wearing the red and yellow coat when he shows he has tricked the friends.
 - B refers to Tricky Guy walking down the road, which is part of the trick. At this point in the story, the friends have not talked to each other yet about the coat.
 - D is what Tricky Guy says after the trick has been revealed, and it doesn't tell how the friends learn they have been tricked.
- DOK 1 2, RL.1.2

- The correct choice is A. Tem's reply is an answer to Nab's statement that the coat is red.
- B suggests Tem is upset, but in these sentences Nab and Tem are not yet upset with each other.
 - C suggests Tem is angry, but in these sentences Nab and Tem are not yet angry with each other.
 - D suggests that Tem only thinks the dialogue, but he actually speaks to Nab.
- DOK 2 2.L.3-4a

Assessing It

- 154
- Think:
- How does Tricky Guy trick the friends into arguing?
- A He walks between their house wearing a two-colored coat.
 - B He wears a yellow coat, and then he wears a red coat.
 - C He shows the two friends that his coat is both yellow and red.
 - D He makes a lot of noise while he is walking down a road.
- How do the friends learn they have been tricked?
- A Tricky Guy changes his coat.
 - B Tricky Guy walks down the road.
 - C Tricky Guy shows them his whole coat.
 - D Tricky Guy says to them, "Don't blame me!"
- Read the sentence below from the story. What does "reply" mean in the sentence?
- "His new reply was a yellow coat."
- A answered
 - B cried
 - C shouted
 - D thought

- 155
- How do the friends feel when they see Tricky Guy's whole coat?
- A They feel bad about their mistake.
 - B They get angry at Tricky Guy.
 - C They blame each other for what happened.
 - D They are glad to have learned a lesson from Tricky Guy.
- The friends learn that there can be more than one way to see something. Tell one detail from the story that shows this lesson.
- Sample response: Both of the boys see only one color of Tricky Guy's coat when Tricky Guy shows them his whole coat. They learn that things can look different from different sides. Tricky Guy is right when he tells them, "You are looking because you only looked at my coat from your own point of view."

3-Point Interim Assessment Writing Rubric

All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence	Organization
2	The response demonstrates comprehensive and provides accurate analysis.	The response supports the analysis with adequate textual evidence.	Ideas are clear and follow a logical order.
1	The response demonstrates some comprehension and provides minimally accurate analysis.	The response supports the analysis with limited textual evidence.	Some ideas are unclear and out of order.
0	The response demonstrates no comprehension and provides inaccurate or no analysis.	The response provides little or no textual evidence.	Ideas are unclear and not in any order.

Assessing It

- 155
- Think:
- How does Tricky Guy make sure Nab and Tem see his whole coat?
- A He plays a trick on them.
 - B He wears a beautiful coat.
 - C He makes a lot of noise.
 - D He calls out to them.
- Write the sentence from the story that best supports the answer to Part A.
- "The made lots of noise so that each of them looked up to see him."
- How do the friends feel when they see Tricky Guy's whole coat?
- A They feel bad about their mistake.
 - B They get angry at Tricky Guy.
 - C They blame each other for what happened.
 - D They are glad to have learned a lesson from Tricky Guy.
- The friends learn that there can be more than one way to see something. Tell one detail from the story that shows this lesson.
- Sample response: Both of the boys see only one color of Tricky Guy's coat when Tricky Guy shows them his whole coat. They learn that things can look different from different sides. Tricky Guy is right when he tells them, "You are looking because you only looked at my coat from your own point of view."

- 155
- After students have completed the interim Assessment, evaluate their responses to the short-response item using the 3-Point Interim Assessment Writing Rubric on the left.
- Responses may vary but should explain that when Tricky Guy shows the friends his whole coat, they learn there is more than one way to see something. Tricky Guy tells them, "You are fighting because you only looked at my coat from your own point of view." See the sample responses on the student book page.
- DOK 3 2, RL.1.2

- The correct choice is C. Tricky Guy makes a lot of noise so the two friends will look up and see him walking down the street.
- A may seem correct because Tricky Guy does play a trick, but the trick is not what makes them look up.
 - B is incorrect because the coat doesn't cause them to look up.
 - D is incorrect because Tricky Guy does not call out to the friends.
- Part B
- Students should write the sentence "He made lots of noise so that each of them looked up to see him." This sentence clearly states how Tricky Guy caused the friends to look up and see him.
- DOK 1 2, RL.1.1

- Choice B is correct. In paragraph 11 the friends shout at Tricky Guy for tricking them and tell him that their argument is his fault.
- A suggests the friends feel remorse, but this is not shown in the passage.
 - C is incorrect because the friends blame Tricky Guy once they learn the truth.
 - D is incorrect because the friends are angry about being tricked into arguing.
- DOK 2 2, RL.1.3

Write

Review Responses

- Students should write the events of the story in the order they happen. See the completed chart on the student book page.

DOK 2 2.RL.1.2

Extended Response Record what happens in the story "The Red and Yellow Coat". Use the information in your chart and the story in your answer to write your own words.

Sample response: Tricky Guy decides to trick his friends. He puts on a red and yellow coat.

Write about what Tricky Guy does. Finally, why Guy gives a few friends both sides of his coat. They put out at him for taking them.

The Red and Yellow Coat

Beginning

Sample response: Tricky Guy decides to trick his friends. He puts on a red and yellow coat.

Middle

Sample response: Tricky Guy walks down the road. The friends argue about what color his coat is.

End

Sample response: Tricky Guy shows them both sides of his coat. The friends argue at him.

3-Point Interim Assessment Writing Rubric

All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence	Organization
3	The response demonstrates a full understanding of the prompt and provides accurate analysis.	The response supports the analysis with generous textual evidence.	Ideas are consistently presented in a purposeful and logical order.
2	The response demonstrates a general understanding of the prompt and provides a mostly accurate analysis.	The response supports the analysis with adequate textual evidence.	Ideas are generally presented in a purposeful and logical order, although a few ideas may be unclear or out of order.
1	The response demonstrates limited understanding of the prompt and provides minimally accurate analysis.	The response supports the analysis with limited textual evidence.	Most ideas are not presented in a purposeful and logical order.
0	The response does not demonstrate understanding of the prompt.	The response provides no textual evidence.	Ideas are unclear and in no order.

After students have completed the Interim Assessment, evaluate their responses to the Extended Response Item using the 3-Point Interim Assessment Writing Rubric on the previous page.

Responses will vary but students should retell the events of the story in the order they happen. See the sample response on the student book page.

DOK 2 2.RL.1.1, 2.W.1.2

Write on Diagramed Response Record what happens in the story "The Red and Yellow Coat". Use the information in your chart and the story in your answer to write your own words.

Sample response: Tricky Guy decides to trick his friends. He puts on a red and yellow coat. Write about what Tricky Guy does. Finally, why Guy gives a few friends both sides of his coat. They put out at him for taking them.

Review Unit Opener Self-Check

Ask students to complete the unit self-check on page 90 of the student book. Then have them discuss the items in the self-check with a partner. Encourage students to give each other examples from the lessons that show where they really began to understand the skill.

Finally, bring students together for a whole-class discussion. Ask them how knowing these skills have helped make them better readers. Remind them to use their Academic Talk words.

Tools for Instruction

Connect Text and Visuals

In many literary and informational texts, both words and visuals play an important role in creating meaning. Oftentimes details in the text are represented in the pictures, allowing readers to verify what they read. Other times, pictures offer details beyond what is stated in the text. When students combine what they read with information in the pictures, they gain a more complete understanding of the text. To teach students how to connect text and visuals, provide frequent modeling and practice with varied texts. Use questions and discussion to clarify how visuals contribute to meaning.

Step by Step 30–45 minutes

1 Explain the connection between text and visuals.

- Introduce the relationship between text and visuals by using familiar environmental print. Display a picture of a common sign, such as a school crossing sign. Ask, *What does the picture on this sign tell you?* (Drivers have to stop to let children cross the street.)
- Repeat with different examples of signs, both with and without words. Then say, *When we look at the signs, we read them for information. They help to tell us important things, sometimes with the help of words, and sometimes without words.*
- Hold up a picture book that also has words. Then say, *Pictures and other visuals in books help us in this same way. We can use what the pictures tell us, along with the words, to understand what we read.*

2 Model connecting text and visuals.

- Select a literary or informational read aloud with pictures that closely match the text.
- As you read, model identifying details in the pictures, and think aloud about how the pictures support the text. The following example is based on *Ruby*, by Maggie Glen.

It says that Mrs. Harris was daydreaming when she made Ruby. She used the spotted material that was meant for the toy leopards. When I look at the picture, I see a spotted bear and a plain bear. Ruby is the bear with spots. The picture matches the words. Looking at this picture makes it easier for me to understand what Ruby looks like.

- Invite students to name other details in the picture. For instance, guide them to see that Ruby has a heart-shaped nose and one floppy ear. Discuss which of these details about Ruby are also stated in the text and which details students learned just by looking at the picture.

3 Provide guided practice with connecting text and visuals.

- As you continue reading, pause to provide practice with connecting other visuals to the text. Scaffold understanding with questions such as these.

What did we just read about _____?

What do you see in the picture that matches what we just read about _____?

Which details in the picture tell you more about _____?

- Guide students to phrase their answers in full sentences that include related vocabulary, such as *visuals*, *illustrations*, and *details*.
- Point to the details in the text and illustrations that support students' answers.

4 Provide independent practice with connecting text and visuals.

Connect to Writing To help students understand how visuals function to support text, have them write a brief story about a recent class or family event. Once students' stories are written, have them add an illustration. Encourage them to include in their illustrations some details that are in the text and some details that are not in the text. Invite students to share their stories with the class. Have classmates identify details in the illustration that are and are not included in the text.

Check for Understanding

If you observe...	Then try...
difficulty observing details in the illustrations	<p>reading a text without displaying the illustrations, and then reading it again while showing the illustrations. Use questions such as these to help students understand how words and pictures work together.</p> <ul style="list-style-type: none"> <i>Which part of the picture helps you understand what the word _____ means?</i> <i>What does the picture tell you about _____?</i> <i>How does this diagram give you a better understanding of _____?</i>

Story Words and Pictures

Many stories have **words** and **pictures**. Both words and pictures can include details about characters, setting, or events.



Here are questions you can ask about words and pictures:

- ▶ What do the words say?
- ▶ What do the pictures show? Look carefully.
- ▶ Do the pictures show more than the words tell?

Noticing details in words and pictures will help you understand more about the characters, setting, and events in a story.

Lesson 21 Connecting Words and Pictures



Learning Target
Use information from the pictures and words in a story to help you better understand the characters, setting, and plot.

Read Words and pictures, or **Illustrations**, work together to help you better understand what happens in a story. They can give you details about the **setting**, or where the story takes place. Words and pictures help you know what the **characters** are like. They also help you understand the **plot**, or what is happening in the story.

Read the sentences and look at the **Illustrations**. What do the pictures tell you that the words do not?



Picture 1

"I don't want to go on the roller coaster," said Allison.
"Oh, come on," said her mom.
"It'll be fun!"



Picture 2

As it turned out, her mom was right. Sort of.

Think Look again at the pictures and words. Finish the chart to show what each adds to the story.

	What the Sentences Tell	What the Pictures Show
Picture 1	Allison doesn't want to go on the ride.	
Picture 2	Allison's mom was partly right.	

Talk Think about the pictures again. How do the words and pictures work together to help you understand what happens?

Academic Talk

Use these words to talk about the text.

- **Illustrations**
- **characters**
- **setting**
- **plot**

40

Mr. March and the Moose

by Wendell Riley

1 Mr. March could not find his glasses anywhere. He had searched his whole house, and he'd even poked around his backyard. When he came inside, he hung his hat and coat on the coat rack.



Picture 1

2 "Where could those glasses be?" he muttered. "I can't see three feet without them! And I was so hoping to spot that moose everyone has been talking about!"



Picture 2

3 "Excuse me, sir," a shy voice said. "I believe your glasses are in your shirt pocket."

4 Mr. March jumped! Who had said that? But he reached in his pocket and there were his glasses! When he put them on, he realized he had not hung his hat and coat on the coat rack after all.



Circle details in the pictures that aren't in the sentences.

Close Reader Habits

How do the words and pictures work together to help make "Mr. March and the Moose" a funny story?



Think

Look again at the pictures and words. Finish the chart to show what each adds to the story.

I need to look at each picture, read the words, and then look at each picture again.

Picture 1	Picture 2
<p>What the Sentences Tell</p> <p>Mr. March can't find his glasses.</p>	<p>What the Pictures Show</p> <p>Someone tells Mr. March where his glasses are.</p>

Talk

Mr. March says he's hoping to see a moose. How does Picture 1 help make this line from the story funny?

Write

Short Response What does Mr. March find out once he puts his glasses on? How do the words and pictures help you understand this? Write your answer in the space on page 358.

Fast Learner

by Julie Barnes



- 1 Thunder had a serious problem. He couldn't seem to train his owner, Penny, though he knew she was trying hard. His friend Pepper gave him a book called *How to Train Your Owner*. She said she'd found it very useful with her own girl. The first chapter looked helpful: "How to Walk Your Person."
- 2 That night, Thunder brought Penny his leash, which meant that it was time for their daily walk. As usual, though, Penny walked much too fast, leaving Thunder no time to search for good smells.
- 3 So Thunder did what the book told him to do. First, he sat down and dug in his paws. Penny stopped. Then Thunder stood up and started walking by her side. He walked at a nice, slow pace.
- 4 Penny soon was walking ahead again, so Thunder repeated what he had learned. This time, it worked! Penny walked slowly at Thunder's side. "Good girl!" thought Thunder, rewarding her with a tail wag.
- 5 It took Thunder three weeks to finish the book. After a lot of practice, Thunder had a well-trained owner!

Close Reader Habits

How do the picture and words help you understand that this story is a fantasy? Circle something in the picture and underline the sentences that show this is a fantasy.

Think

1 What is Thunder's problem?

- A His person doesn't want to be trained.
- B He doesn't like going on walks.
- C His friend Pepper didn't want to help him.
- D His person was hard to teach.

2 What part of the story is the picture showing?

- A how Thunder learns to train Penny
- B the problem Thunder was having with Penny
- C how Penny and Thunder look after training
- D how Thunder rewarded Penny



I'll look at the picture again and reread the story to find out how Thunder trained Penny.

Task

3 Look closely at the picture again. What details in the picture help make the story funny? Talk with a partner about it.



4 Short Response What is funny about the training that goes on in this story? Explain your answer, using details from the story and picture. Write your answer in the space on page 359.

THINK What can Thunder and Pepper do that real dogs can't?

Write Use the space below to write your answer to the question on page 357.

Fast Learner

14 **Short Response** What is funny about the training that goes on in this story? Explain your answer, using details from the story and picture.

SARAH What can Thunder and Pepper do that real dogs can't?

Check Your Writing

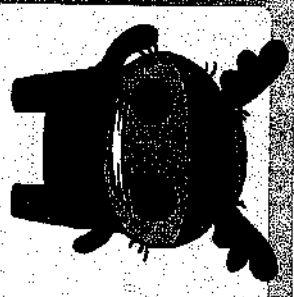
- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?

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

Mr. March and the Moose

13 **Short Response** What does Mr. March find out once he puts his glasses on? How do the words and pictures help you understand this?

SARAH Where did Mr. March hang his hat and coat?



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.

- papaya
- dared
- trembled

Gu Dong is Coming!

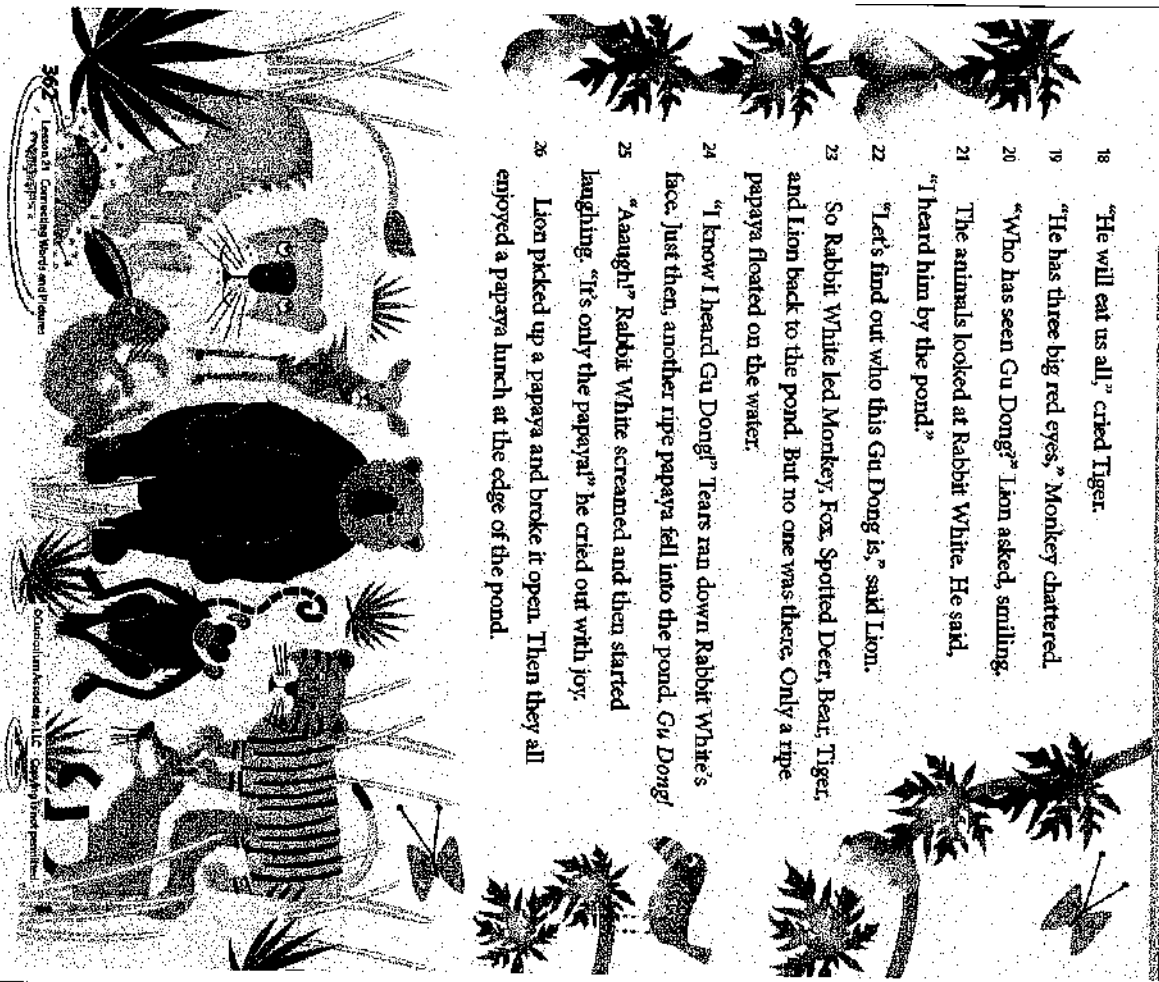
Based on a traditional Chinese folktale by Xu Li

- 1 Rabbit White nibbled grass by the pond where a tall papaya tree stood. Suddenly, Rabbit White heard *Gu Dong!* He jumped so high his ears brushed the branches of the papaya tree.
- 2 "A monster is coming!" Rabbit White shouted, hopping away as fast as he could. He dared not even look back: "A... a... a *Gu Dong* is coming!"
- 3 He jumped over brooks and logs. He even bounced over Monkey, who was eating a banana on a fallen log.
- 4 "What's your hurry? Who's *Gu Dong*?" Monkey jumped from the log and dashed after Rabbit White.
- 5 Rabbit White said, "A monster, big and scary. We must call all of our friends."
- 6 "*Gu Dong* is coming!" they shouted as they ran. Soon they bumped into Fox.

- 7 "What's your hurry? Who's *Gu Dong*?" Fox asked.
- 8 "I'm sure he is a monster with three big red eyes!" Rabbit White said.
- 9 "With the biggest red eye in his forehead," Monkey added.
- 10 Fox trembled when he pictured the fearsome *Gu Dong*.
- 11 "Stay with us. You will be safe," Rabbit White promised.
- 12 So Fox and Monkey dashed after Rabbit White.
- 13 "Gu Dong is coming!" they shouted.
- 14 Before long, Spotted Deer, Bear, and Tiger had joined them. "*Gu Dong* is coming!" they shouted together.
- 15 Lion walked slowly through the deep grass. "Who's this *Gu Dong*?" he asked.
- 16 "He is a monster," said Rabbit White.
- 17 "He is huge," Bear said.

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- 18 "He will eat us all," cried Tiger.
- 19 "He has three big red eyes," Monkey chattered.
- 20 "Who has seen Gu Dong?" Lion asked, smiling.
- 21 The animals looked at Rabbit White. He said, "I heard him by the pond."
- 22 "Let's find out who this Gu Dong is," said Lion.
- 23 So Rabbit White led Monkey, Fox, Spotted Deer, Bear, Tiger, and Lion back to the pond. But no one was there. Only a ripe papaya floated on the water.
- 24 "I know I heard Gu Dong!" Tears ran down Rabbit White's face. Just then, another ripe papaya fell into the pond. *Gu Dong!*
- 25 "Aaugh!" Rabbit White screamed and then started laughing. "It's only the papaya!" he cried out with joy.
- 26 Lion picked up a papaya and broke it open. Then they all enjoyed a papaya lunch at the edge of the pond.



362 Lesson 21 Connecting Words and Pictures

Think Use what you learned from reading the selection to respond to these questions.

- 1 On page 360, what two important details can you see in the picture that are not in the text?
 - A that other animals live near Rabbit White
 - B that the story takes place in the jungle
 - C that a papaya makes the sound that scares Rabbit White
 - D that Monkey also hears the sound of Gu Dong
 - E that a monster is hiding in the trees above Rabbit White
- 2 This question has two parts. First answer Part A. Then answer Part B.

Part A

What does the picture on page 361 show?

 - A what the Gu Dong really looks like
 - B what the animals think Gu Dong looks like
 - C what Rabbit White saw by the pond
 - D what Lion knows about Gu Dong

Part B

Write two details from the story that match what is shown in the picture.

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3 Which sentence **best** shows that Lion knows Gu Dong is not a monster?

- A "Lion walked slowly through the deep grass."
- B "Who has seen Gu Dong? Lion asked, smiling."
- C "Let's find out who this Gu Dong is," said Lion."
- D "Lion picked up a papaya and broke it open."

4 Read this sentence from paragraph 10.

Fox trembled when he pictured the fearsome Gu Dong.

After breaking the word "fearsome" into two parts, what would you say it means?

- A very ugly
- B scary
- C colorful
- D huge

Write Many stories are told to teach a lesson. Think about the lesson that "Gu Dong Is Coming!" teaches.

5 **Plan Your Response** Write what you think the lesson of the story is. Make a list of details from the text and the pictures that help teach that lesson.

6 **Write an Extended Response** Explain how "Gu Dong Is Coming!" teaches a lesson. Use details from the text and the pictures to support your ideas.



Learning Target

How can using both words and pictures when you read help you better understand a story?

LESSON OVERVIEW

Lesson 21 Connecting Words and Pictures

Standard Focus

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RL.3.7**

Lesson Objectives

Reading

- Explain how illustrations help tell more about a text's characters, setting, or plot. **2.RL.3.7**

Writing

- Recall information from experiences or gather information from provided sources to answer a question. **2.W.3.8**

Speaking and Listening

- Build on others' talk in conversations by linking their comments to the remarks of others. **2.SL.1.1b**

Language

- Use sentence-level context as a clue to the meaning of a word or phrase. **2.L.3.4a**
- Use vocabulary acquired through texts. **2.L.3.6**

Additional Practice: 2.RL.1.3, 2.RL.1.2, 2.RL.1.3, 2.RL.2.5, 2.W.1.2, 2.L.3.4d

Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

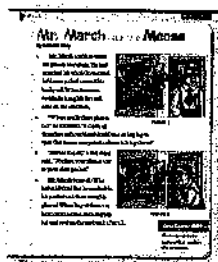
- illustrations
- characters
- setting
- plot

Learning Progression

Grade 1	Grade 2	Grade 3
Students use illustrations and story details to describe characters, settings, or events.	Students use information from illustrations and text to show their understanding of a story's characters, setting, or plot. The term "plot" is introduced at Grade 2.	Grade 3 increases in complexity by requiring students to analyze how illustrations work with the text to create a particular mood or to emphasize aspects of a character or setting.

Lesson Text Selections

Modeled and Guided Instruction



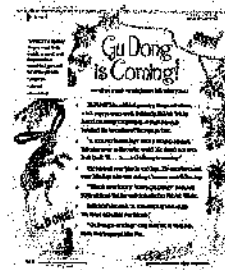
Mr. March and the Moose
by Wendell Riley
Genre: Fantasy

Guided Practice



Fast Learner
by Julie Barnes
Genre: Fantasy

Independent Practice



Gu Dong Is Coming!
by Xu Li
Genre: Folk tale

Lesson Pacing Guide

Whole Class Instruction *30–45 minutes per day*

Day 1 Teacher-Toolbox.com Interactive Tutorial
Connect Words and Pictures
20 min (optional)

Introduction pp. 352–353

- Read **Connecting Words and Pictures** *10 min*
- Think *10 min*
Graphic Organizer: Three-Column Chart
- Talk *5 min*
Quick Write (TRB) *5 min*

Day 2 **Modeled and Guided Instruction** pp. 354–355, 358

- Read **Mr. March and the Moose** *10 min*
- Think *10 min*
Graphic Organizer: Three-Column Chart
- Talk *5 min*
- Write Short Response *10 min*

Day 3 **Guided Practice** pp. 356–357, 359

- Read **Fast Learner** *10 min*
- Think *10 min*
- Talk *5 min*
- Write Short Response *10 min*

Day 4 **Independent Practice** pp. 360–365

- Read **Gu Dong Is Coming!** *15 min*
- Think *10 min*
- Write Extended Response *15 min*

Day 5 **Independent Practice** pp. 360–365

- Review Answer Analysis (TRB) *10 min*
- Review Response Analysis (TRB) *10 min*
- Assign and Discuss Learning Target *10 min*

Language Handbook

Lesson 13 Contractions, pp. 424–425
Lesson 15 Spelling Patterns, pp. 428–429
40 min (optional)

**Ready Writing Connection**

During Ready Reading Days 1–5, use:
Lesson 5 Writing to Inform: Lab Report

- Step 6 Revise
 - Step 7 Edit
 - Step 8 Publish and Share
- See *Ready Writing TRB*, p. 124a for complete lesson plan.

**Small Group Differentiation**

Teacher-Toolbox.com

Reteach**Ready Reading Prerequisite Lesson**

- **Grade 1** Lesson 17 Story Words and Pictures
 - Read Aloud Lessons C, D

Teacher-led Activities**Tools for Instruction**

- Connect Text and Visuals

Introduction

Get Started

- Explain to students that in this lesson they will be reading stories with pictures and thinking about how the words and pictures work together to tell the story.
- Tap into what students already know about what pictures, or illustrations, in stories show. Use an illustration from a classic story that students know, such as "Cinderella," "Little Red Riding Hood," or "Jack and the Beanstalk."
- Guide students to talk about how the illustration helps tell a part of the story. Provide the following explanation about how illustrations can help readers understand the story:

In a story, the pictures, or illustrations, can show characters. They can also tell about the setting, or where and when a story takes place. They can also help tell the plot, or the sequence of events that show the character's problem or conflict and how it is solved.

- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

EL English Language Learners

● Genre Focus

Read

- Read aloud the Read section as students follow along. Restate to reinforce:
When you read stories, it's helpful to stop and ask yourself what the pictures or illustrations show. Asking yourself what they tell about the characters, the setting, and the events of the plot will help you understand the story better.
- Direct students' attention to Picture 1 and Picture 2. Tell students to study the details in both pictures to figure out who the characters are, where they are, and what the conflict or problem is and how it is solved.

Lesson 21

Connecting Words and Pictures

Learning Target

Use information from the pictures and words in a story to help you better understand the characters, setting, and plot.

- ▶ **Read** Words and pictures, or **illustrations**, work together to help you better understand what happens in a story. They can give you details about the **setting**, or where the story takes place. Words and pictures help you know what the **characters** are like. They also help you understand the **plot**, or what is happening in the story.

Read the sentences and look at the illustrations. What do the pictures tell you that the words do not?

Picture 1



"I don't want to go on the roller coaster," said Allison.

"Oh, come on," said her mom.
"It'll be fun!"

Picture 2



As it turned out, her mom was right. Sort of.

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EL English Language Learners
Develop Language

Use the illustrations To help students participate in class discussions, guide them to use academic talk to describe the illustrations and to compare and contrast.

- Have students complete frames such as *The characters, or people, in Picture 1 are _____. The setting in the illustration is _____. The problem is _____.*
- Repeat the same procedure with Picture 2. Guide students to use the word *illustration* interchangeably with the word *picture*.
- Read the text aloud and then provide frames for students to compare and contrast them with the illustrations: *Allison says that _____, and Picture 1 shows that Allison _____. The words say that Allison's mom _____, but Picture 2 shows that Allison's mom _____.*

● Genre Focus
Fantasy

Explain that in this lesson students will read fantasies, fiction stories that often have animals or objects as a main character. For example, the characters in a fantasy might be talking dogs or talking cars.

Fantasies also can have settings that are not found in the real world. The events might be exaggerated or unreal, too.

Provide some examples of fantasies, such as *The Wizard of Oz*, *The Cat in the Hat*, or the movie *Toy Story*. Then ask students to name other fantasies they've seen or read. Guide students to identify fantasy characteristics, such as talking objects and things and unreal settings and events, for each example.

► **Think** Look again at the pictures and words. Finish the chart to show what each adds to the story.

	What the Sentences Tell	What the Pictures Show
Picture 1	Allison doesn't want to go on the ride. Her mother says it will be fun.	The family is standing by the gate to the ride. Allison looks scared. Her parents look excited.
Picture 2	Allison's mom was partly right.	The family is on a roller coaster. Allison is having fun. Her parents are scared.

► **Talk** Think about the pictures again. How do the words and pictures work together to help you understand what happens?

Academic Talk
Use these words to talk about the text.
- illustrations - characters - setting - plot

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● **Monitor Understanding**

If... students struggle to understand how the illustrations can tell more than the words,

then... say and write, "The baby cries." Then ask students to draw a picture that shows a baby crying but also tells more. For example, the baby might be crying in a crib or in its mother's arms. It might be wearing a hat, a dlapier, and socks. It might be trying to get out of a playpen or reaching for a bottle. Ask:

- **What does your picture show that the words don't tell?** (Sample response: It shows the baby's clothes.)
- **Does your picture show a setting? What is it?** (Sample response: The setting is a crib/a stroller/outside.)
- **Does your picture help show a plot or events? What event or problem does it show?** (Sample response: It shows the problem of wanting/trying to reach a bottle.)

Ask students to share their drawings with a partner and compare and contrast what they show with the words "The baby cries." Monitor and encourage use of the terms *illustration*, *character*, *setting*, and *plot*.

Think

- Have students read aloud the Think section. Explain that the chart will help them organize their thinking.
- Have partners complete the chart. Remind students to write details about the words and pictures in the correct columns.
- As students work, circulate and provide assistance as needed.
- Ask volunteers to share what they wrote in their charts.
- Make certain that students understand that the pictures and words are different. For example, Picture 1 shows that Allison's mom is interested in the "Tornado Ride," but the words add what she says: "It'll be fun!"

Talk

- Read aloud the Talk prompt.
- Have partners discuss how the words and pictures tell a story. Encourage students to use the words *illustration*, *characters*, *setting*, and *plot* or *events* in their discussions.
- Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Think about a time when you didn't want to do something. Tell it as a story, with characters, a setting, and a plot. Which parts would you show in pictures?

Ask students to share their responses.

● **Monitor Understanding**

Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the Academic Talk words in their explanations.
- Explain to students that when they read stories such as fantasies, they should use the pictures, or illustrations, to help them understand the characters, the setting, and the plot.

In the next section, we'll read a fantasy and think about how the illustrations help tell the story. Identifying the characters, setting, and plot in the illustrations will help you better understand what happens.

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Modeled and Guided Instruction

Get Started

Today we will read a fantasy about a man and a moose. First, we'll read to understand what happens. Then we'll read to decide how the words and pictures work together to tell the story.

Read

- Read aloud the title of the story and call attention to Picture 1. Guide students to an understanding that the characters are Mr. March and the moose and that the setting is Mr. March's house.
- Read aloud the story or have students read it independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What is Mr. March's problem? (*He can't find his glasses, and he can't see without them.*)

Who solves the problem? (*a talking moose*)

Where were Mr. March's glasses? (*in his shirt pocket*)

EL English Language Learners

Word Learning Strategy

Explore

- Read aloud the Explore question at the top of p. 355 to set the purpose for the second read. Tell students they will need to take a closer look at the words of the story and the illustrations to answer this question.
- Have students read aloud the Close Reader Habit on the lower right of p. 354.

TIP Some students might not know what a coat rack is; point it out in Picture 1. Next, ask what the words of the story tell about where Mr. March hangs his coat. Then ask what the picture shows about where Mr. March hangs his coat. Ask which detail the words leave out.

Mr. March and the Moose

by Wendell Riley

1 Mr. March could not find his glasses anywhere. He had searched his whole house, and he'd even poked around his backyard. When he came inside, he hung his hat and coat on the coat rack.



Picture 1

2 "Where could those glasses be?" he muttered. "I can't see three feet without them! And I was so hoping to spot that moose everyone has been talking about."

3 "Excuse me, sir," a shy voice said. "I believe your glasses are in your shirt pocket."



Picture 2

4 Mr. March jumped! Who had said that? But he reached in his pocket and there were his glasses! When he put them on, he realized he had not hung his hat and coat on the coat rack after all.

Close Reader Habits

Circle details in the pictures that aren't in the sentences.

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EL English Language Learners
Build Meaning

Unpack a Sentence Read aloud the first two sentences in paragraph 2. Then write: *I can't see three feet without them.* Explain that you are going to unpack the sentence by breaking it into parts, and add slants to chunk, and reread, the sentence: *I can't see / three feet / without them.* Ask and say:

- **Who can't see?** (*Mr. March*)
- **What does "can't see three feet" mean?** (*Sample responses: can see only a short distance; cannot see very far ahead*)
- **What are "them" in "without them"?** (*eyeglasses*)
- **Tell me the sentence in new words.** (*I can't see very far without my glasses.*)

Word Learning Strategy
Use Context Clues

- Read aloud the first two sentences in paragraph 1. Direct students' attention to the phrase *poked around* in the second sentence.

What do you think the phrase *poked around* means?

What word is a clue that helps you figure out the meaning?

- Guide students to find the synonym *searched*. Explain that *searched the whole house* is much the same as *poked around his backyard*. *Poked around* means "searched, hunted, or looked."
- Remind students that when they come to an unknown word or phrase, they can look at the surrounding words for a clue to the meaning.

2.L.3.4a

How do the words and pictures work together to help make "Mr. March and the Moose" a funny story?



I need to look at each picture, read the words, and then look at each picture again.

Think

- 1 Look again at the pictures and words. Finish the chart to show what each adds to the story.

	What the Sentences Tell	What the Pictures Show
Picture 1	<p>Mr. March can't find his glasses.</p> <p>When he comes back inside, he hangs up his hat and coat.</p>	<p>The moose's head is poking through the window.</p>
Picture 2	<p>Someone tells Mr. March where his glasses are.</p> <ul style="list-style-type: none"> • Mr. March didn't hang his coat and hat on the rack. 	<ul style="list-style-type: none"> • The moose is smiling. • The coat and hat are on the moose's antlers.

Talk

- 2 Mr. March says he's hoping to see a moose. How does Picture 1 help make this line from the story funny?

Write

- 3 **Short Response** What does Mr. March find out once he puts his glasses on? How do the words and pictures help you understand this? Write your answer in the space on page 358.

PROMPT Where did Mr. March hang his hat and coat?

355

Think Aloud

- When I see pictures with a story, I always look at them carefully to see how they can help me understand what I read. The story tells me information about Mr. March. The pictures show me information about Mr. March and the moose, too.
- The words tell me that Mr. March can't find his glasses. They also say that, after searching for the glasses, Mr. March went inside and hung his hat and coat on the coat rack. But the picture shows something different. The coat rack is empty. The picture also shows a moose. It is sticking its head through a window to look at Mr. March. The picture tells me that Mr. March has hung his coat and hat in the wrong place—on the moose!
- Now, I'll think carefully about other story details and look closely at the second picture. Now I understand that the words alone don't tell everything that happened. I need to put together information from both the words and the pictures if I want to understand the whole story.

Think

- Read aloud the Think section. Explain to students that you will reread the first paragraph of the story and describe Picture 1. Then you will model how to find text evidence to understand what happens in the story.
- Use the Think Aloud below to guide your modeling.
- Revisit the Explore question. Guide students to determine that they need to look for more details by completing the Close Reader Habit. These will help them fill in parts of the chart.
- Encourage students to work with a partner to continue rereading the passage and to complete the chart. Remind students that the Buddy Tip will help them compare information from the words and pictures.
- Ask volunteers to share what they wrote in the chart.
- Guide students to see that the story wouldn't be complete without the pictures. The pictures show where the moose is and where the coat and hat are. They also show that the moose is happy about having helped Mr. March.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing and writing about how Mr. March doesn't see the moose at first.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that they need to use details from the end of the story and from Picture 2 to answer the question and write their responses.
- Have students turn to p. 358 to write their responses.
- Use Review Responses on p. 358 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how comparing and contrasting the words and pictures helped them better understand this fantasy story.

Guided Practice

Get Started

Today we will read another story that is a fantasy. First we will read to understand what happens. Then you will reread with a partner to decide how the words and pictures work together to tell the story.

Read

- Read aloud the title of the passage. Ask what a fast learner is. Establish that a fast learner often solves problems or meets new challenges quickly and well.
- Have students predict what the story will be about based on the title and the illustration.
- **Read to Understand** Read aloud the story or have students read it independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

Who are Thunder and Penny? (Thunder is a dog, and Penny is his owner.)

What problem does Thunder want to solve? (He wants his owner to go slower on his walks so that he can smell more things.)

How does the story end? (Thunder finishes his book about training his owner and succeeds in training Penny.)

EL English Language Learners

Word Learning Strategy

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 356 to set the purpose for the second read. Then have students reread the fantasy story with a partner and discuss any questions they might have. Also ask them to complete the Close Reader Habit activity.

Read

Fast Learner

by Julie Barnes



- 1 Thunder had a serious problem. He couldn't seem to train his owner, Penny, though he knew she was trying hard. His friend Pepper gave him a book called *How to Train Your Owner*. She said she'd found it very useful with her own girl. The first chapter looked helpful: "How to Walk Your Person."
- 2 That night, Thunder brought Penny his leash, which meant that it was time for their daily walk. As usual, though, Penny walked much too fast, leaving Thunder no time to search for good smells.
- 3 So Thunder did what the book told him to do. First, he sat down and dug in his paws. Penny stopped. Then Thunder stood up and started walking by her side. He walked at a nice, slow pace.
- 4 Penny soon was walking ahead again, so Thunder repeated what he had learned. This time, it worked! Penny walked slowly at Thunder's side. "Good girl!" thought Thunder, rewarding her with a tail wag.
- 5 It took Thunder three weeks to finish the book. After a lot of practice, Thunder had a well-trained owner!

Responses will vary.

Close Reader Habits

How do the picture and words help you understand that this story is a fantasy? Circle something in the picture and underline the sentences that show this is a fantasy.

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EL English Language Learners
Build Meaning

Unpack a Sentence Read aloud the second sentence in paragraph 3. Write the sentence and underline "dug in his paws." Explain that you will unpack this part of the sentence by asking and answering questions. Ask:

- **What action does "dug in his paws" show?** (Sample responses: Thunder put his paws down firmly. He acted as if he wouldn't move. He "planted" his feet on the ground or tried to dig into the earth beneath him with his feet.)
- **What message do the actions "sat down" and "dug in his paws" send to Penny?** (Possible responses: Thunder means business. He is not moving until Penny "obeys" him or does what he wants.)

Word Learning Strategy
Use Context Clues

- Read aloud the first sentence of the story. Point out the word *serious* and have students think about the words around *serious* that help them figure out its meaning.

What does the word *serious* mean as it is used in this sentence? (important; something that takes thought and work)

Which words in the first and second sentences help you figure out the meaning? (*Serious* describes the problem. The second sentence tells what the serious problem is: Thunder can't train his owner.)

- Explain that many words, like *serious*, have more than one meaning.
2.L.3.4a

Think

1 What is Thunder's problem?

- A His person doesn't want to be trained.
- B He doesn't like going on walks.
- C His friend Pepper didn't want to help him.
- D His person was hard to teach.

2 What part of the story is the picture showing?

- A how Thunder learns to train Penny
- B the problem Thunder was having with Penny
- C how Penny and Thunder look after training
- D how Thunder rewarded Penny



I'll look at the picture again and reread the story to find out how Thunder trained Penny.

Talk

3 Look closely at the picture again. What details in the picture help make the story funny? Talk with a partner about it.

Write

4 **Short Response** What is funny about the training that goes on in this story? Explain your answer, using details from the story and picture. Write your answer in the space on page 359.

HINT What can Thunder and Pepper do that real dogs can't?

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Integrating Standards

Use the following questions to further students' understanding of the passage.

- **How does Thunder respond to the problem he faces in the story?** (Thunder responds to the problem by reading a book called *How to Train Your Owner in 30 Days*. Then he uses what he has learned to change what his owner, Penny, does when she walks him.)
DOK 2 2.RL.1.3
- **What lesson do you think Thunder learns while training his owner and solving his problem?** (Responses will vary. Students may note that friends and books can be useful or that it takes a lot of patience and practice to solve a problem.)
DOK 3 2.RL.1.2

Monitor Understanding

If... students have difficulty answering item 2,
then... use a Six-Row Chart (p. TR26) to help students "read" the picture. Together, identify the picture details that show *who*, Thunder, and have students write it on the first line of the chart; then identify *what*, reading a book about training his owner; *where*, in an easy chair; and *why*, because his owner walks him too fast. Then have students select an answer choice that appears in the organizer or is most closely related to an idea in the organizer.

Think

- Have students work with a partner to complete items 1 and 2.

TIP If students have trouble answering these questions, help them restate the questions. For example: *What does the picture show?*

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1 **The correct choice is D.** A line in paragraph 1 says Thunder couldn't seem to train his owner.
 - **A is incorrect:** The story says that Penny was trying hard.
 - **B is incorrect:** It's clear Thunder likes walks.
 - **C is incorrect:** Pepper lends Thunder a book to help.**DOK 1**
- 2 **The correct choice is A.** The picture shows Thunder reading the book *How to Train Your Owner in 30 Days*.
 - **B is incorrect:** The picture does not show Penny walking too quickly.
 - **C is incorrect:** It doesn't show Thunder with Penny.
 - **D is incorrect:** It does not show Penny or a reward.**DOK 2**

Integrating Standards

Monitor Understanding

Talk

- Have partners discuss the prompt.
- Circulate to clarify misunderstandings.

Write

- See p. 359 for instructional guidance.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how looking carefully at the picture and reading the text helped them better understand this fantasy story.

Modeled and Guided Instruction

Write

- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- Responses may vary but should show an understanding of details provided in both the words and pictures. See the sample response on the student book page.

DOK 2

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

Mr. March and the Moose

Short Response What does Mr. March find out once he puts his glasses on? How do the words and pictures help you understand this?

HINT Where did Mr. March hang his hat and coat?

Sample response: The story says that someone talks to Mr. March. It must have been the moose who talks because the picture shows it is in the room. The picture also shows that Mr. March had hung his clothes on the moose's antlers.



Don't forget to check your writing.

Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

Guided Practice

Write Use the space below to write your answer to the question on page 357.

Fast Learner

1 **Short Response** What is funny about the training that goes on in this story? Explain your answer, using details from the story and picture.

HINT What can Thunder and Pepper do that real dogs can't?

Sample response: It's funny that the dog trains the person. It's usually the other way around. It's also funny that Thunder reads a book on training a person.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?

Teacher Notes

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they need to describe funny things in the picture as well as in the text. Remind students to think about story details that show this is a fantasy, details that could never happen in real life.
- Call attention to the HINT.
- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

4 Responses may vary, but students should include the idea that the dog trains the person. Students may also note that a dog reads a book, makes plans, is patient over time while training his owner, wags his tail to show his pleasure when his owner does the right thing, and reflects, at the end of the story, on what a well-trained owner he has. See the sample response on the student book page.

DOK 2

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Independent Practice

Get Started

Today you are going to read a fantasy and use what you have learned about putting together details in both the illustrations and text to understand a story better.

- Ask volunteers to explain why using illustrations and the text to find details about the characters, setting, and plot will help readers better understand stories. Encourage students to use the Academic Talk words in their responses.

EL English Language Learners

Read

You are going to read the fantasy independently and use what you have learned to think and write about the text. As you read, remember to look closely at the details in the illustrations about the characters, setting, and plot. Think about how the illustrations and the words work together to tell the story.

- Read aloud the title of the story and then encourage students to preview the text and illustrations.
- Call attention to the Words to Know in the upper left of p. 360. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If your students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

Monitor Understanding

Independent Practice

Read

WORDS TO KNOW

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

- papaya
- dared
- trembled



360

Gu Dong is Coming!

Based on a traditional Chinese folktale by Xu Li.

- 1 Rabbit White nibbled grass by the pond where a tall papaya tree stood. Suddenly, Rabbit White heard *Gu Dong!* He jumped so high his ears brushed the branches of the papaya tree.
- 2 "A monster is coming!" Rabbit White shouted, hopping away as fast as he could. He dared not even look back. "A . . . a . . . a *Gu Dong* is coming!"
- 3 He jumped over brooks and logs. He even bounced over Monkey, who was eating a banana on a fallen log.
- 4 "What's your hurry? Who's *Gu Dong*?" Monkey jumped from the log and dashed after Rabbit White.
- 5 Rabbit White said, "A monster, big and scary. We must call all of our friends."
- 6 "*Gu Dong* is coming!" they shouted as they ran. Soon they bumped into Fox.

EL English Language Learners

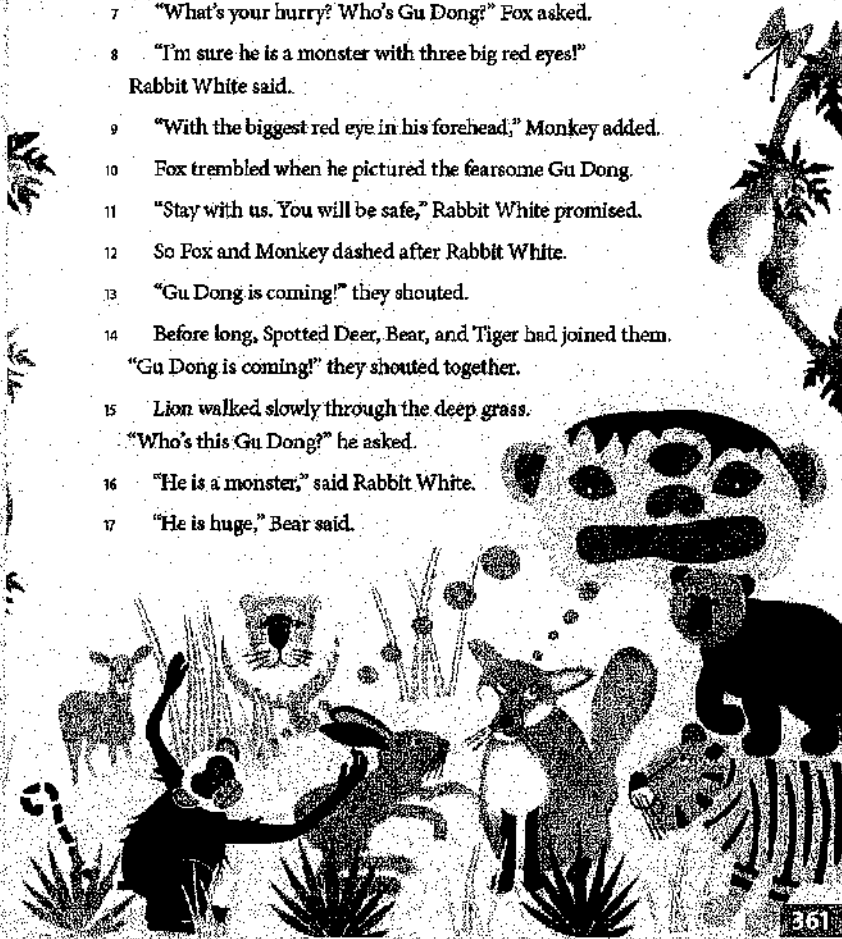
Build Meaning

Unpack a Sentence Read and write the first sentence of the story: *Rabbit White nibbled grass by the pond where a tall papaya tree stood.* Draw lines to chunk the sentence like this: *Rabbit White nibbled grass / by the pond / where a tall papaya tree stood.* Explain that you will unpack the sentence, and ask these questions:

- Look at "*Rabbit White nibbled grass.*" What is Rabbit doing? (*eating grass*)
- Look at "*by the pond.*" Where is Rabbit? (*next to or near the pond*)
- Look at "*where a tall papaya tree stood.*" What else is near the pond? (*a tall papaya tree*)
- Say the whole sentence in your own words. (*Sample response: Rabbit ate grass near a pond and a tall papaya tree.*)

Ask students to tell you a process they can use for understanding long sentences or sentences that don't immediately make sense to them.

- 7 "What's your hurry? Who's Gu Dong?" Fox asked.
- 8 "I'm sure he is a monster with three big red eyes!"
Rabbit White said.
- 9 "With the biggest red eye in his forehead," Monkey added.
- 10 Fox trembled when he pictured the fearsome Gu Dong.
- 11 "Stay with us. You will be safe," Rabbit White promised.
- 12 So Fox and Monkey dashed after Rabbit White.
- 13 "Gu Dong is coming!" they shouted.
- 14 Before long, Spotted Deer, Bear, and Tiger had joined them.
"Gu Dong is coming!" they shouted together.
- 15 Lion walked slowly through the deep grass.
"Who's this Gu Dong?" he asked.
- 16 "He is a monster," said Rabbit White.
- 17 "He is huge," Bear said.



● Monitor Understanding

If... students struggle to read and understand the passage,
then... use these scaffolding suggestions:

Question the Text Preview the text with students by asking the following questions:

- Based on the title and pictures, what do you predict the story will be about?
- What questions do you have about the text?

Vocabulary Support Define words that may interfere with comprehension, such as *dared*, *monster*, and *dashed*.

Read Aloud Read aloud the text with students. You could also have students chorally read the text in small groups.

Check Understanding Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- Why does Rabbit think that a monster is coming? (*He hears the sound Gu Dong! and it scares him.*)
- What do all the animals except Lion do? (*They believe Rabbit when he tells them that a monster is coming.*)
- What does Lion want to know about Gu Dong? (*who he is and who has seen him*)
- What happens at the end? (*Rabbit realizes that Gu Dong! is the sound of a papaya falling into the pond.*)

Independent Practice

Integrating Standards

After students have read the story, use these questions to discuss the text with them.

- How does Rabbit's description of Gu Dong get more and more scary when he meets Monkey and Fox?

(At first, he just calls Gu Dong a monster. Then he tells Monkey that Gu Dong is big and scary. Then he tells Fox that Gu Dong has three big red eyes.)

DOK 1 2.RL.1.1

- How does this story follow a pattern, or show repeated events?

(Each animal in turn, until Lion, hears about Gu Dong and then starts running with Rabbit. First, Monkey joins Rabbit. Then Fox does. Then Spotted Deer, Bear, and Tiger all join Rabbit.)

DOK 3 2.RL.1.3, 2.RL.2.5

- In paragraph 15, Lion asks, "Who's this Gu Dong?" How do you think his voice sounds? How do you know?

(Sample responses: He sounds interested. He does not sound scared. He does not run. He just wants to know why everyone is running.)

DOK 2 2.RL.1.1, 2.RL.2.6

- In paragraph 20, Lion asks, "Who has seen Gu Dong?" How do you think his voice sounds? How do you know?

(Sample responses: He sounds like he is laughing or amused. The story says he is "smiling.")

DOK 2 2.RL.1.1, 2.RL.2.6

• Theme Connection

Independent Practice

- 18 "He will eat us all," cried Tiger.
- 19 "He has three big red eyes," Monkey chattered.
- 20 "Who has seen Gu Dong?" Lion asked, smiling.
- 21 The animals looked at Rabbit White. He said, "I heard him by the pond."
- 22 "Let's find out who this Gu Dong is," said Lion.
- 23 So Rabbit White led Monkey, Fox, Spotted Deer, Bear, Tiger, and Lion back to the pond. But no one was there. Only a ripe papaya floated on the water.
- 24 "I know I heard Gu Dong!" Tears ran down Rabbit White's face. Just then, another ripe papaya fell into the pond. *Gu Dong!*
- 25 "Aaugh!" Rabbit White screamed and then started laughing. "It's only the papaya!" he cried out with joy.
- 26 Lion picked up a papaya and broke it open. Then they all enjoyed a papaya lunch at the edge of the pond.



• Theme Connection

- Remind students that the theme of this lesson is Tales That Tickle.
- Explain that "tales that tickle" are funny and make us laugh. Ask students to tell what is funny in these stories.
- Explain that some tales that tickle teach a lesson in a fun way. Ask students to tell what lesson "Gu Dong Is Coming!" teaches. How is "tickling," or making readers laugh, a good way to teach the lesson?
- Ask students which story in the lesson is their favorite and why.

Think Use what you learned from reading the selection to respond to these questions.

- 1 On page 360, what **two** important details can you see in the picture that are not in the text?
- A that other animals live near Rabbit White
 - B** that the story takes place in the jungle
 - C** that a papaya makes the sound that scares Rabbit White
 - D that Monkey also hears the sound of Gu Dong
 - E that a monster is hiding in the trees above Rabbit White
- 2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What does the picture on page 361 show?

- A what the Gu Dong really looks like
- B** what the animals think Gu Dong looks like
- C what Rabbit White saw by the pond
- D what Lion knows about Gu Dong

Part B

Write **two** details from the story that match what is shown in the picture.

Sample responses: a monster; three big red eyes; the biggest red eye in his forehead; he is huge

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Monitor Understanding

If... students struggle to complete the items,
then... you may wish to use the following suggestions:

Read Aloud Activities

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

Reread the Text

- Have students complete a chart like the one on p. 353 as they reread.
- Have partners explain to each other how the pictures add to the words to tell the story.

Think

- Use the Monitor Understanding suggestions to support students in completing items 1–4.

Monitor Understanding

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1 **The correct choices are B and C.** The illustration makes the setting clear, and it shows the sound made by the papaya when it falls into the water.
- A is incorrect because nothing in the illustration makes it clear where any of the animals live.
 - D and E are incorrect; there is neither a monkey nor a monster in the illustration on page 360.
- DOK 2 2.RL.3.7**

2 **Part A**

The correct choice is B. The picture combines all the descriptions given by the animals.

- A is incorrect because Gu Dong does not exist.
- C is incorrect because Rabbit didn't see anything.
- D is incorrect because Lion never describes Gu Dong and knows the monster doesn't exist.

Part B

See the sample responses on the student book page.

DOK 2 2.RL.3.7

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Independent Practice

3 The correct choice is B. Lion wouldn't smile if he thought the monster was real.

- A is not correct because it is not about the monster.
- C is not correct because it only shows that Lion wants to learn the truth.
- D is incorrect because, by the time Lion picks up the papaya, the animals have already figured out that the monster Gu Dong does not exist.

DOK 2 2.RL.1.1

4 The correct choice is B. The words "fear" and "some" make up the larger word and are a clue to its meaning.

- A, C, and D are not correct because they do not reflect the meaning of the two smaller words.

DOK 2 2.L.3.4d

Write

- Tell students that using what they read, they will plan and compose an extended response to the writing prompt. Provide copies of the Two-Column Chart on p. TR20.

• Monitor Understanding

Review Responses

After students have completed each part of the writing activity, help them evaluate their responses.

5 Display copies of the sample response on the next page. Have students compare their response with the sample. Are they missing any information?

DOK 3 2.RL.3.7

6 Display or pass out copies of the reproducible 2-Point Writing Rubric on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should describe a lesson such as "don't jump to conclusions" or "don't believe everything you hear," as well as details in the pictures, especially the papaya tree and Rabbit. See the sample response on the student book page.

DOK 3 2.RL.3.7, 2.W.1.2

Independent Practice

3 Which sentence best shows that Lion knows Gu Dong is not a monster?

- A "Lion walked slowly through the deep grass."
- B "Who has seen Gu Dong?" Lion asked, smiling."
- C "Let's find out who this Gu Dong is," said Lion."
- D "Lion picked up a papaya and broke it open."

4 Read this sentence from paragraph 10.

Fox trembled when he pictured the fearsome Gu Dong.

After breaking the word "fearsome" into two parts, what would you say it means?

- A very ugly
- B scary
- C colorful
- D huge

5 Write Many stories are told to teach a lesson. Think about the lesson that "Gu Dong Is Coming" teaches.

6 Plan Your Response Write what you think the lesson of the story is. Make a list of details from the text and the pictures that help teach that lesson.

7 Write an Extended Response Explain how "Gu Dong Is Coming" teaches a lesson. Use details from the text and the pictures to support your ideas.

"Gu Dong Is Coming" shows that when you act without having all the facts, you can cause a problem. Rabbit White

hears a scary noise. He thinks it's a monster. He runs off and

• Monitor Understanding

If... students don't understand the writing task, then... read aloud the writing prompt. Use the following questions to help students get started.

- What is the prompt asking you to write about?
- Do you need to reread the text to find more information?
- How will you identify the information you need to include?
- Have partners talk about how they will organize their responses.

tells others. They add details about the monster—the three red eyes—that they don't know are true. By not having facts, they scare themselves almost to death!

Learning Target

How can using both words and pictures when you read help you better understand a story?

Sample response: Pictures can add details to a story that aren't always in the text. For example, the pictures in "Mr. March and the Moose" added details that made the story funny. Pictures can also add a lot of detail that would take too long to describe. It was easier to show the jungle setting in "Gu Dong Is Coming!" instead of describing it.

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Sample Response

Lesson	What the Text Details Tell and the Pictures Show
When you act without having all the facts, you can cause a problem.	A papaya falls into the pond and Rabbit hears "Gu Dong!" The picture shows the papaya in the pond. Rabbit thinks a new kind of monster is coming. He names it after the sound he hears. Rabbit scares the other animals by telling them that a monster is coming. The second picture shows how Monkey and Fox see the scary monster in their minds. In the end, Lion shows the animals that they had no facts about what had made the sound. There really was no monster, just papayas falling into the pond.

Wrap Up

Learning Target

- Have each student respond in writing to the Learning Target prompt.
- When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.

2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

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Capitalization in Holidays, Product Names, and Geographic Names

Introduction The names of **holidays**, **products**, and **places** like towns, states, and countries are proper nouns. Use capital letters correctly when you write them.

- Begin each word of a holiday, product, or place with a capital letter.
- Do not begin words such as *for* and *of* with a capital letter.

Holidays	Thanksgiving, Presidents' Day, Fourth of July
Products	Speedy Sneakers, Kites for Kids, Tummy Yums
Places	Hilltown, North Carolina, United States of America

Guided Practice

Read each sentence. Write the name of each underlined holiday, product, or place correctly.

HINT The word *day* is part of the name of many holidays. Remember to begin it with a capital letter.

- 1 The fourth of july is a fun holiday.

- 2 People in the united states of america celebrate every year.

- 3 Some cities, such as boston, have fireworks.

- 4 My family eats treats called freezy pops.

- 5 This holiday is also called independence day.



Independent Practice

Choose the correct way to write the underlined words in each sentence.

- 1 Two other American holidays are Thanksgiving and flag day.
- A flag day
 - B flag Day
 - C Flag day
 - D Flag Day
- 2 The city of new orleans has parades on some holidays.
- A New orleans
 - B new Orleans
 - C New Orleans
 - D new orleans
- 3 Kids blow loud horns called happy honkers.
- A Happy honkers
 - B Happy Honkers
 - C happy Honkers
 - D happy honkers

Read the sentence. Circle the three words that should begin with a capital letter.

- 4 I like to stay up late on new year's eve.

Language Handbook

Lesson 13 Capitalization in Holidays, Product Names, and Geographic Names

Introduction

Read aloud the Introduction.

What is a capital letter?

When should you use a capital letter?

What are examples of holidays, products, and places?

- Point out that capital letters are used at the beginning of a sentence and for people's names but also in the names of holidays, product names, and places.
- Draw a three-column chart labeled "Holidays," "Products," and "Places." Have students brainstorm a list of holidays, products, and places. List their responses on the chart, and invite students to spell the words aloud as they give each example.
- Have students complete the sentence frames.
 - In (place), people celebrate (holiday).
 - My favorite toothpaste is (product name).

Guided Practice

- Read aloud the directions and each sentence.
- Have partners complete the activities.
- When students have finished, have them identify whether each underlined phrase is a holiday, product, or place.

Extend Learning

Write Proper Nouns

Form two teams. Have students on one team name other holidays, products, and places they know. Have students on the other team write the proper nouns on the board, using capital letters correctly. Help with spelling as necessary. Then have teams switch roles.

Capitalization in Holidays, Product Names, and Geographic Names

The names of holidays, products, and places like towns, states, and countries are proper nouns. Use capital letters correctly when you write them.

- Begin each word of a holiday, product, or place with a capital letter.
- Do not begin words such as *for* and *of* with a capital letter.

Holiday	Thanksgiving, Presidents' Day, Fourth of July
Product	Speedy Sneakers, Kites for Kids, Tummy Yums
Place	Hilltown, North Carolina, United States of America

Guided Practice Read each sentence. Write the name of each underlined holiday, product, or place correctly.

HINT The word *day* is part of the name of many holidays. Remember to begin it with a capital letter.

- The fourth of july is a fun holiday.
Fourth of July
- People in the united states of america celebrate every year.
United States of America
- Some cities, such as boston, have fireworks.
Boston
- My family eats treats called freezy pops.
Freezy Pops
- This holiday is also called independence day.
Independence Day



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Choose the correct way to write the underlined words in each sentence.

- Two other American holidays are Thanksgiving and flag day.
A flag day
B flag Day
C Flag day
D Flag Day
- The city of new orleans has parades on some holidays.
A New orleans
B new Orleans
C New Orleans
D new orleans
- Kids blow loud horns called happy honkers.
A Happy honkers
B Happy Honkers
C happy Honkers
D happy honkers

Read the sentence. Circle the three words that should begin with a capital letter.

- I like to stay up late on new year's eve.

Conventions of Standard English

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SESSION 2

Read the story. Then answer the questions that follow it.

Captain Do-Gooder

by Lisa Wheeler, Children's Playmate Magazine

- 1 Captain Do-Gooder, world-famous superhero, was having a very busy week.
- 2 On Monday, he saved a small island from a raging typhoon.
- 3 On Tuesday, he helped the astronauts land the space shuttle.
- 4 On Wednesday, he untangled a massive traffic jam in Skskraper City.
- 5 The rest of the week was the same. He prevented one disaster after another. By Sunday, Captain Do-Gooder was tired.
- 6 "I could use a rest," said Captain Do-Gooder. "I think I will take the day off!"
- 7 Captain Do-Gooder decided to go see a movie. The Cine-Plex was showing a new 3-D adventure. As he sat eating popcorn and waiting for the picture to start, he noticed that the red-haired boy in front of him had a problem.



- 8 "Excuse me, red-haired boy?" Captain Do-Gooder said in his deep superhero-like voice. "You forgot to get your 3-D glasses. You will need them to see this movie."
- 9 "Gee, thanks a lot, Captain Do-Gooder," said the red-haired boy. "You saved me from a major 3-D catastrophe!"
- 10 "All in a day's work," said Captain Do-Gooder. Oops! It's my day off, he remembered. I'm not supposed to be working.
- 11 On his way home from the movies, Captain Do-Gooder heard a crying sound coming from above his head. He looked up and saw a small kitten stuck in a tree.
- 12 "Poor kitty," he said in a not-so-superhero-like voice. "I will get you down." Captain Do-Gooder zoomed up and gently removed the kitten from the tree. When they were both safely on the ground, he noticed that the kitten was very thin and had no collar.
- 13 "I will take you home with me," Captain Do-Gooder said as he stroked the kitten's fur. The kitten purred happily in agreement.
- 14 Later that night, as Captain Do-Gooder relaxed on the sofa, he looked at the kitten sleeping peacefully in his lap. "Taking the day off was just what I needed," he whispered.

lele



What do you learn about Captain Do-Goooder at the beginning of the story?

- A He spends most of his time helping people in space.
- B He goes to the movies whenever he takes a day off.
- C He is a famous superhero who helps people in many ways.
- D He enjoys resting on the couch whenever he's not working.



Look at the chart below. It tells the order of some events in the beginning and middle of the story.

1	2	3
Captain Do-Goooder untangles a traffic jam.		Captain Do-Goooder goes to see a 3-D movie.

Which sentence belongs in the empty box?

- A Captain Do-Goooder helps to land the space shuttle.
- B Captain Do-Goooder decides to take a day off.
- C Captain Do-Goooder reminds a boy to get his special 3-D glasses.
- D Captain Do-Goooder saves a kitten that is stuck in a tree.



Which best tells why the author repeats the word "On" and then a day of the week at the beginning of paragraphs 2, 3, and 4?

- A to tell how busy Captain Do-Goooder is helping people
- B to tell what Captain Do-Goooder does every day of the week
- C to tell that Captain Do-Goooder is good at doing a few things
- D to tell that Captain Do-Goooder only works three days a week



How does Captain Do-Goooder respond to the challenge of seeing others who need help?

- A He helps them when he's not too busy.
- B He helps them even if it's his day off.
- C He helps them after he's had some rest.
- D He helps them unless it's Sunday.



Recount the story. Be sure to use your own words. Tell what happens in the beginning, middle, and end of the story.

GO ON

67

Read the passages. Then answer the questions that follow them.

Better Times for Buffalo

by Kurt Nyberg

1 For thousands of years, great herds of buffalo found a perfect home on the plains of our country. Wide prairies stretched from the Mississippi River to the Rocky Mountains. The tall grasses there gave buffalo herds an endless amount of food. Tens of millions of buffalo, also known as bison, once roamed over the land.



A herd of buffalo feeding on prairie grass.

2 **One Big Beast**
It takes a lot of grass to feed a buffalo. The first buffalo were twice as big as the ones we know today. They weighed as much as two cars. And they had horns six-feet wide! The modern buffalo is still one big animal. It can stand six feet tall at the hump and weigh a ton.

Thankful Hunters

3 Buffalo were very important in the lives of many Native Americans. They hunted the buffalo for food. They used buffalo skins, also called "hides," to make clothes and tents. They even made rope, bowstrings, and tools from parts of the animal. They did not waste a thing. The Native Americans were thankful for all the buffalo gave them.

4 Native Americans hunted buffalo for thousands of years. They only took what they needed to live. So the buffalo herds stayed big and strong.

A Terrible Change

5 That all changed in the 1800s when white settlers came. Some were hunters and trappers. They made money selling animal skins. Many people in the East wanted to buy buffalo skins. So hunters shot millions of buffalo just for their hides. Sometimes travelers even shot buffalo just for fun.

6 Sadly, the huge herds disappeared from the plains. Soon the only wild bison left lived in Yellowstone National Park. By 1902, park rangers counted less than thirty buffalo.

7 Luckily, a few people around the country did not want the animals to disappear from the earth. They understood the need to save the buffalo. They began raising buffalo to free back into the wild.

Together Again

- 8 Native Americans have played a big part in saving the buffalo. Some tribes started a group in 1991. The group works to bring buffalo back to their tribal lands. The group has grown from nineteen to forty tribes. They have built up a herd of over ten thousand buffalo. The group's great respect for the beasts has brought Native Americans and the buffalo together once more.
- 9 Today, more than two hundred thousand buffalo live in parks and on ranches. And all those people who worked to save them agree: It's good to have the buffalo back.

Bringing Back the Buffalo

by Keasha Lewis

- 1 Once, millions of buffalo lived on the American prairies. Then, for a time, the herds all but disappeared. At one point, very few wild buffalo were left in all of America. What had happened to the great herds? And how had they almost been wiped out?



A buffalo in Yellowstone Park.

Trouble for the Herds

- 2 Native Americans needed the buffalo to stay alive. They ate buffalo meat and used their hides, or skins, to make clothes and tents. They hunted only as many buffalo as they needed to survive.
- 3 Then in the 1800s, huge numbers of hunters and settlers began moving west. Some of them made a living selling buffalo hides and meat. Others fenced in the land for cattle and crops.

GO ON

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4 For a time, killing buffalo became a sport. Hunters even held contests to see who could kill the most buffalo. Before long, only a few hundred buffalo were left. And most of them lived on ranches, not in the wild.

Help for the Buffalo

5 In 1872, President Grant created the first national park in the world. He wanted to protect some of the wild and beautiful areas of our country. He also wanted to create a safe place for wild animals. The new park was called Yellowstone.

6 At first, no one understood what had happened to the huge buffalo herds in the United States. Then people learned that the last of the wild buffalo were living inside the new park. By 1902, there were less than thirty of them. Scientists became very worried. Would all the buffalo disappear?

7 A man named William Hornaday decided to take on the problem. He began working to let people know that wild buffalo needed everyone's help. Hornaday and others started a group to help save the wild buffalo. They raised money to send buffalo to safe places in the wild. To create new wild herds, buffalo from ranches were also sent to live in Yellowstone and other parks.

Wild Buffalo Today

8 Today, as many as four thousand wild buffalo live at Yellowstone. And thousands more live in other parks and wildlife areas. We will never again see the giant herds of wild buffalo that once roamed the grasslands. But thanks to Hornaday and others like him, these great animals will be around for years to come.

Which sentence from "Better Times for Buffalo" tells why buffalo herds were big and strong when only Native Americans hunted them?

- A "The first buffalo were twice as big as the ones we know today."
- B "Native Americans hunted buffalo for thousands of years."
- C "They only took what they needed to live."
- D "They made money selling animal skins."

In paragraph 8 of "Better Times for Buffalo," the author tells about people who have worked to save the buffalo. Who does the author tell about?

- A park rangers
- B people who own ranches
- C Native Americans
- D hunters and settlers

What is the author's main purpose for writing "Bringing Back the Buffalo"?

- A to tell how people have hurt and helped wild buffalo
- B to tell who set up a park that gave wild animals a safe place to live
- C to tell how Native Americans and settlers treated the buffalo
- D to tell about a man who started a group to save the wild buffalo

27

Which text feature in "Bringing Back the Buffalo" would help you find out why the wild buffalo were almost wiped out?

- A the caption under the photo of the buffalo
- B the subheading "Trouble for the Herds"
- C the bold print word "hides"
- D the subheading "Wild Buffalo Today"

28

Which sentence tells a point that was made by the authors of both passages?

- A The first buffalo were much bigger than the ones we know today.
- B Native Americans used buffalo skins to make clothes and tents.
- C Hunters held contests to see who could shoot the most buffalo.
- D Scientists became worried that so few wild buffalo were left.

29

Which idea is in "Bringing Back the Buffalo" but not in "Better Times for Buffalo"?

- A Buffalo skins are also called "hides."
- B Hunters killed huge numbers of buffalo.
- C Tall grasses gave the buffalo as much food as they needed.
- D President Grant created a new park called Yellowstone.

30

In the chart below, write three important points from each passage that tell about what people did to help save the buffalo.

Better Times for Buffalo	Bringing Back the Buffalo
Point 1:	Point 1:
Point 2:	Point 2:
Point 3:	Point 3:

How are the points about what people did to help save the buffalo in "Better Times for Buffalo" like the points about what people did in "Bringing Back the Buffalo"? How are they different? Write your answer on the lines below.

How they are alike: _____

How they are different: _____

STOP

ANSWERS TO SHORT- and EXTENDED-RESPONSE QUESTIONS

Assessment 1 pages 1-24

Sample Short-Response Answers

5. Student book page 3
The words "day" and "away" should be circled. The lines tell that the snowman will be gone one day because he has melted.
10. Student book page 7
Students should draw a soft-drink bottle with a straw that is being used to stir the baking soda and water.
After adding baking soda to the water, you stir it with a straw.
15. Student book page 11
Questions and supporting information will vary.
My question: Who was at the first Thanksgiving?
Fact that answers my question: Members of the Wampanoag tribe and settlers were at the first Thanksgiving.
21. Student book page 16
One detail from the article that tells about the main topic: Robert Peary and his team were the first to reach the North Pole.
Another detail from the article that tells about the main topic: Roald Amundsen and his team were the first to reach the South Pole.

Sample Extended-Response Answer

30. Student book page 24

CINDERELLA'S WISH
Cinderella tells the white bird that she wishes she could go to the king's party. She needs fancy new clothes to go, so the white bird gives her a gold dress and gold slippers.
TURKEY GIRLS WISH
Turkey Girl tells the turkeys that she wishes she could go to the Dance of the Sacred Bird. She needs new clothes to go. The turkeys turn her old rags into a beautiful white dress.

The wishes that Cinderella and Turkey Girl make change their lives in different ways. Cinderella is happy at the end of her story. The Prince finds her and wants to marry her. The white bird lands on her shoulder, and she knows all her wishes are coming true. Turkey Girl is very sad at the end of her story. Her friends the turkeys have left her because she forgot to come back to them before sunset. Her white dress changes back into rags, and she is alone. She is worse off than before she made her wish.

Assessment 1

Session 1

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. See page 3.
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. See page 7.
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. See page 11.

Session 2

16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. See page 16.
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. See page 24.

Assessment 2

Session 1

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. See page 29.
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. See page 33.
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. See page 37.

Session 2

19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. See page 41.
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. See page 49.

English Language Arts Rubrics for Scoring

Short-Response Rubric

- 2 points** The response is accurate, complete, and fulfills all requirements of the task. Text-based support and examples are included. Any information that goes beyond the text is relevant to the task.
- 1 point** The response is partially accurate and fulfills some requirements of the task. Some information may be inaccurate, too general, or confused. Support and examples may be insufficient or not text-based.
- 0 points** The response is inaccurate, poorly organized, or does not respond to the task.

Assessment 2, pages 25–49

Sample Short-Response Answer

6. Student book page 29

Zelda says that people from the past never knew how great a broken food maker could be. She says this because she is happy at first about getting to eat so much ice cream.

Zekia's dad shows he is not happy about the broken food maker. He grumbles, "Well, I for one am getting tired of ice cream." He also thinks a bowl of soup would taste great.

12. Student book page 33

The author says, "Salt water is denser, which means it's made up of more tiny bits." These extra bits in salt water are what add the extra weight.

18. Student book page 37

Two lines that rhyme: Cheese on toast / delights us most.

What the lines tell about: These lines tell how cheese and toast make the mice happier than any other food.

23. Student book page 41

Captain Do-Gooder is a superhero who has been very busy. He is tired, so he decides to take a day off. But he keeps helping others anyway. He helps a boy at the movies. Then he saves a kitten that's stuck in a tree and takes it home. Later, he tells the kitchen that a day off is just what he needed.

Sample Extended-Response Answer

30. Student book page 49

Better Times for Buffalo	Bringing Back the Buffalo
Point 1: People around the country began raising buffalo to put back in the wild.	Point 1: William Hornaday started a group to save the wild buffalo.
Point 2: Native Americans started a group to bring buffalo back to their lands.	Point 2: The group raised money to send buffalo to safe places in the wild.
Point 3: The group has created a herd of thousands of buffalo.	Point 3: Buffalo from ranches were sent to live at Yellowstone Park.

How they are alike: People in both passages helped put buffalo back into the wild. They started groups to create new buffalo herds. The groups helped the number of buffalo in our country become bigger again.

How they are different: The first passage tells how the Native Americans have helped the buffalo. They started a group that brings buffalo back to Native American lands. The second passage tells how William Hornaday and his group raised money to send buffalo to safe places in the wild.