

**Sampler
Grade 2**



Available for Kindergarten Through Grade 2



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For more than 30 years, Purposeful Design Publications, a division of ACSI, has provided academically rigorous textbooks that are intentionally rooted in biblical truth to equip schools and educators with the tools to eternally transform the hearts and lives of children.

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1



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3



We believe in supporting educators with ongoing training to build and maintain confidence to maximize their use of PDP textbooks.

5



We believe that textbooks must include best practices, be research-based, and adhere to rigorous standards that meet or exceed national and other college- and career-readiness standards.

2



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4

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When you partner with Purposeful Design to provide excellent academics in your school, we come alongside you through amazing professional development. Providing free or customizable training, we show teachers practical ways to maximize textbook use in the classroom.



Regional Trainings



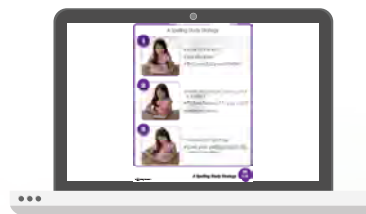
Recorded Webinars



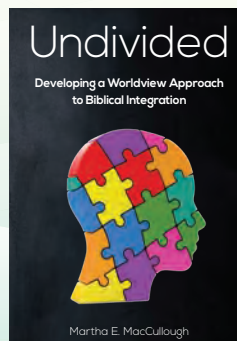
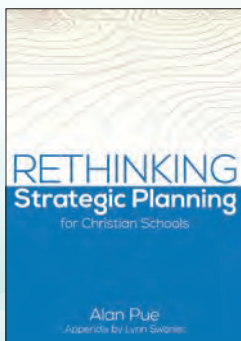
Live Webinars

Online Resources

From digital and blackline masters to visual aids and more, we supplement each teacher edition with online resources.

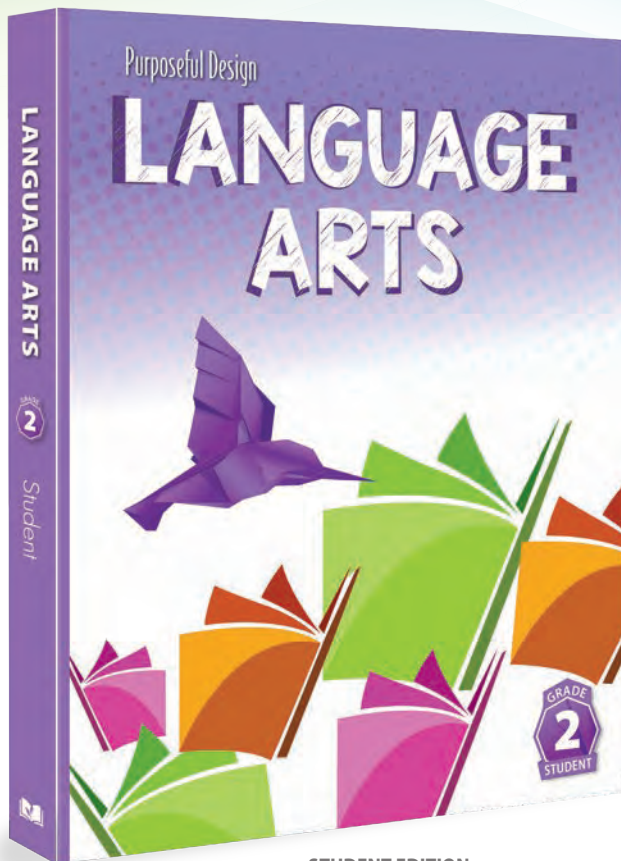


Purposeful Design equips educators by offering resources other than textbooks.



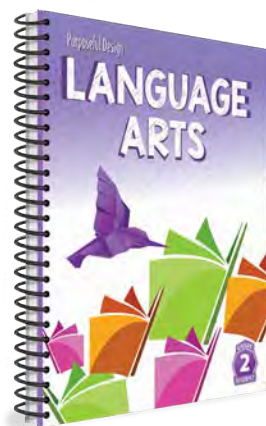
Language Arts Grade 2

 Available
For Teacher Edition

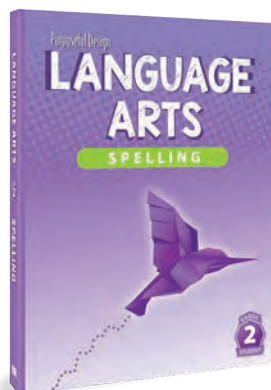


STUDENT EDITION

The NEW Language Arts series, K-Grade 2, weaves together the wonders of oral and written language with a biblical worldview. This research-based series has been developed using the guidelines of *The Fountas & Pinnell Literacy Continuum* as well as national and college-and-career-readiness standards. Integral components include systematic phonics instruction as well as spelling with vocabulary instruction. Students will be exposed to a variety of literary genres through decodable and leveled readers and will practice grammar and writing. Teachers will appreciate reader guides for the decodable and leveled readers as well as the literature guides for the suggested read-aloud story books.



TEACHER EDITION



SPELLING FOR LANGUAGE ARTS (G1-2)



READERS

Kit
Sold
Separately

A language arts kit is sold separately and provides great kinesthetic, learning opportunities through the use of items such as alpha cards, alpha tiles, multi-purpose placemats, blends center, modular phonics flip charts and more.

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- Phonics:** consonants, short vowels, initial and final consonant blends, long vowels, double final consonants
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- Reading Groups:** Leveled Readers
- Literature:** *The Fantastic Flying Books of Mr. Morris Lessmore* • *A Coconut Named Bob* • *Ketzel, the Cat who Composed*
- Oral Vocabulary:** extraordinary, fragile, mysterious, eager, sturdy, terrified, composition, glance, particular
- Grammar:** subject and predicate; diagramming; capitalization; end punctuation; declarative, interrogative, exclamatory, and imperative sentences
- Writing Workshop:** descriptive sentences using adjectives and adverbs, graphic organizers, creating a draft, revising, advertisements
- Spelling:** short and long vowel words, consonant blends, double consonants

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- Literature:** *Stellaluna* • *What Do You Do With a Problem?* • *Ada Twist, Scientist*
- Oral Vocabulary:** peculiar, trembling, disguise, enormous, opportunity, observe, research, trait
- Grammar:** singular and plural nouns, serial commas, collective and proper nouns
- Writing Workshop:** how-to paragraph, topic and supporting details, varied word choice, advertisement poster
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- Oral Vocabulary:** immigrant, liberty, confident, persuade, culture, realistic, resemble
- Grammar:** diagramming; action, helping, and linking verbs; past, present, future, and irregular verbs
- Writing Workshop:** haiku, cinquain, journal, write a poem, narrative writing
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- Grammar:** subjective, objective, indefinite and reflexive pronouns; quotation marks; possessive nouns and pronouns
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- Reading Groups:** Leveled Readers
- Literature:** *Finding Winnie* • *One Hen* • *One Grain of Rice*
- Oral Vocabulary:** history, navigator, voyage, customer, loan, wages, clever, famine, trickle
- Grammar:** adjectives, diagramming, adverbs, prepositions
- Writing Workshop:** how-to article, email, directions, book report
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- Reading Groups:** Leveled Readers
- Literature:** *Brave Irene* • *Baseball Saved Us* • *Amy Carmichael: Rescuing the Children*
- Oral Vocabulary:** pasture, snatch, trudge, dash, glinting, mumbled, concern, destination, gaze
- Grammar:** homophones, homonyms, homographs, synonyms, antonyms, analogies
- Writing Workshop:** news story, memoir, play
- Spelling:** words with *ould*, two-syllable words, schwa, *ang*, *ing*, *ong*, *ung*, *ink*, *onk*, *unk*, compound words

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- Reading Groups:** Leveled Readers
- Literature:** *Cloudy With a Chance of Meatballs* • *Painting Pepette* • *The Noisy Paintbox*
- Oral Vocabulary:** abandon, drizzle, portion, majestic, portrait, search, abstract, appreciate, detail
- Grammar:** commas, base words with prefixes and suffixes, contractions
- Writing Workshop:** business letter, persuasive poster, invitation
- Spelling:** words with *ild*, *ind*, *unk*, *ink*, soft and hard *c*, soft and hard *g*, *g* and *dge* rule, words with *ea*

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- Reading Groups:** Leveled Readers
- Literature:** *Make Way for Ducklings* • *Katie's Trunk* • *Ada's Violin*
- Oral Vocabulary:** beckon, responsibility, kin, peer, dedicated, sweltering, transform
- Grammar:** determiners *a*, *an*, *the*, *this*, *that*, *these*, *those*; quantifiers; ordinal numbers
- Writing Workshop:** recording notes, poem, recommendation
- Spelling:** words with *ear*, *aught*, *ough*, words with contractions, *kn*, *gn*, *mb*

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Reading Groups: Leveled Readers

Literature: *The Gardener* • *My Great-Aunt Arizona* • *The Kid Who Changed the World*

Oral Vocabulary: adore, sprucing, vacant, meadow, spring, crept, effect, expedition

Grammar: dictionary skills, alphabetical order, proofreading, comparatives, superlatives

Writing Workshop: friendly letter; research; biographical essay; edit, revise, and proofread essay

Spelling: words with *un-*, *re-*, *-s*, *-es*, *-ed*, *-ing*, *-er*, *-est*

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Reading Groups: Leveled Readers

Literature: *McElligot's Pool* • *The Raft* • *Mr. Ferris and His Wheel*

Oral Vocabulary: assistant, odd, stout, chuckle, dock, scattered, delicate, engineer, impress

Grammar: conjunctions in compound and complex sentences, fragments and run-on sentences, sentence structure

Writing Workshop: write and present a speech, nonfiction writing, opinion paragraph

Spelling: words with *-ful*, *-ly*, *-le*, *war*, *wor*, *-air*, *-are*

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High-Frequency Words: Savior, those, disciple, never, family, own

Reading Groups: Leveled Readers

Literature: *Roxaboxen* • *Mailing May* • *A Giraffe Goes to Paris*

Oral Vocabulary: blossom, bordering, decorate, adventuresome, puzzled, ancient, brilliant, complicated

Grammar: shades of meaning among synonyms, real-life connections between words and their use, abbreviations

Writing Workshop: write and present a research report

Spelling: words with *-er*, *-ar*, *-or*



Features of the Teacher Edition

Preparing a Lesson

1

The *Spelling* sidebar provides spelling instruction and activities for students. Any necessary preparation is provided in blue print at the top of the sidebar. Spelling pretests and answer keys for the student pages are at the back of the teacher edition.

2

The *Preparation* sidebar identifies materials that need to be obtained and activities that should be prepared in advance. Its handprint icon appears next to components of the lesson that require preparation.

3

The *Extension* sidebar offers literacy center ideas as well as ideas to extend parts of the lesson, to review previously taught concepts, or to provide cross-curricular activities that connect to science, technology, engineering, art, and math. It also suggests which pieces of work could be added to students' portfolios. The *Extension* icon appears next to sections for which there is an extension activity.

4

The *Worldview* section appears once in each unit and offers biblical teaching that the teacher can share with students. Many times *Worldview* ties to the unit's theme.

5

Oral vocabulary words and definitions are listed in the *Oral Vocabulary* sidebar. These words are usually found in the suggested read-aloud book used in *Literature*.

6

The *Homework* sidebar appears on the first page of each chapter and reminds teachers to have students review their spelling and high-frequency words and to read a given number of minutes independently each night. The *Homework* icon appears in each lesson next to the *Reading* heading.

Lesson 5.5

Chapter 5

1 SPELLING

- Print BLM 5.5A Spelling Test for each student.
- Distribute BLM 5.5A Spelling Test to each student and administer the test. Dictate the words by using the sentences from Chapter 5 Spelling Pretest or by developing original ones.

2 PREPARATION

- Write the following sentences on the board:
 1. When did Beth get a new phone?
 2. Can a whale bathe in your pond?
 3. Stir the muffin mix with this whisk.
 4. Who thinks they know their math facts?
 5. They had such a good birthday dinner on Sunday!
 6. I don't know whose white sloth this is.(Reading)
- Retrieve the HIGH-FREQUENCY WORD CARDS. Print BLM 5.5B Word Hunt for each student. (Reading)
- Select several oral vocabulary digital masters to display for review. (Literature)
- Obtain a REMOTE CONTROL and a PENCIL SHARPENER. (Language and Writing)

3 EXTENSION

- Challenge students to write original clues for high-frequency words. Have students switch clues with a partner and solve the clues.
- Consider using BLM 5.5C General Rubric to evaluate students' writing assignments.

Worldview 4

Relate a problem that is common to second graders, such as difficulty in making friends or earning a poor grade on an assignment they worked hard on. Acknowledge that problems can be hard to deal with and that people may not know why they experience particular problems. Share that God makes at least two promises about this. First, He is always with His people to help them (Hebrews 13:5–6). Second, God is aware of all that goes on (Matthew 10:29). Express that if students will trust God with their problems, they are doing exactly what Jesus did. He trusted that His Father's plan was the best one, even when it may have seemed too difficult (Luke 22:42). Encourage students to trust God even when they do not understand why things are not going well.

Reading 7

Phonics

1 Remind the class that in this chapter they have practiced words with the breath /th/ and voiced /th/ digraphs and the breath /wh/ and voiced /wh/ digraphs. As a quick review, read the following word sets and have students identify which two words have the same sound in each set: *through, thicket, trumpet (through, thicket); winter, waback, wabine (whack, whine); there, thistle, then (there, then); wby, wbo, wbole (who, whole); and bath, sloth, such (bath, sloth).*

2 As you read the following list of words, have students bounce to their feet when they hear the breath /th/ and the voiced /th/ digraphs and wave at you when they hear the breath /hw/ and the voiced /hw/ digraphs: *thud (bounce), clothe (bounce), whiff (wave), these (bounce), wbine (wave), wbole (wave), then (bounce), what (wave), wbose (wave), and health (bounce).*

3 Arrange the class in pairs and have pairs practice reading the prepared sentences on the board to each other as you circulate and monitor. Explain that their goal is to read each sentence accurately and smoothly with the correct expression. When they have had a few minutes to practice, call on students to read the sentences for the class and have the class echo back.

4 Distribute whiteboards and dry-erase markers. Draw a model on the board showing how students should divide their whiteboard into four sections. Have them label the top two sections *breath /th/* and *voiced /th/* and the bottom two sections *breath /hw/* and *voiced /hw/*. Direct students to write one word for each sound in each section. Then, have them share with their partners. After they have shared, direct them to trade boards with a different partner and share their words. Alternatively, read the following list and have students write each word in the correct section: *wbinny (/hw/), these (/th/), think (/th/), and wboever (/hw/).*

5 Direct students' attention to the first student page and guide students to complete it.

High-Frequency Words

1 Select volunteers to read the HIGH-FREQUENCY WORD CARDS used so far as you quickly display them. Mix the order up and repeat several times as time allows.

2 Arrange students into small groups. Distribute BLM 5.5B Word Hunt to each student. Direct students to work together in their groups to read the clues and to decide the correct high-frequency word for each clue. When the groups are finished, read the clues and select volunteers to read the answers. Have students check their work.

Reading Groups

- Use the reader guide that corresponds with the leveled reader for each reading group.

Literature 8

Oral Vocabulary

- Review new and previously taught oral vocabulary words.

Teacher resources are available to download.

These sidebars are found in Lesson 1 in each chapter:

5 ORAL VOCABULARY

- **disguise** to change looks or dress in order to hide identity
- **enormous** very large
- **opportunity** a chance to do something

6 HOMEWORK

- Review the chapter's spelling and high-frequency words.
- Read 20 minutes independently every evening.

Interactive Read-Aloud

• Refer to Lesson 5 of Chapter 5 Literature Guide for discussion, activities, and possible materials.

9 Language and Writing

Warm-Up

• Direct students to write a sentence stating their birth dates.

Grammar

1 Write the following collective nouns on the board: *colony*, *squad*, *pack*, *fleet*, and *caravan*. Explain that all these words represent groups of things. Share the following collective noun phrases and have students guess which collective noun matches: *a group of camels (caravan)*, *a group of players (squad)*, *a group of wolves (pack)*, *a group of ships (fleet)*, and *a group of ants (colony)*. Have volunteers write the correct matches on the board.

2 Write the following proper nouns on the board in lowercase letters and have students write them with correct capitalization on their whiteboards: *friday, july 18th (Friday, July 18th)*; *president's day (President's Day)*; *palm sunday (Palm Sunday)*; *monday, april 4th (Monday, April 4th)*; *tuesday, january 19th (Tuesday, January 19th)*; and *columbus day (Columbus Day)*. Then, have students write sentences that contain their favorite holidays. Challenge them to write their sentences as exclamatory, interrogative, or imperative.

3 Assign the second student page as independent practice.

Writing Workshop

• Display a **REMOTE CONTROL** and a **PENCIL SHARPENER**. Convey that these devices were invented to save time and work. Lead students to brainstorm tasks they would like to be quicker or easier. Direct students to select one task and to draw a machine that would help them complete the task in less time or with less effort. Have students write a description of how the machine works. Remind students to choose specific or interesting describing words. As time allows, have students share their drawings and descriptions with the class.

RECOVERY

• Print **BLM 5.5D Spin a Digraph** for each student to review *sh*, *ch*, *ph*, *th*, and *wh*. Explain how to use a pencil and a paper clip to complete the spinner on the page. Have students spin digraphs to make words.

ENRICHMENT

• Print **BLM 5.2D Calendar** for each student. Have students write in their favorite month, the days of the week, and the numerical dates. Display several **YEARLY CALENDARS** that show holidays and special days. Guide students to look up the holidays and special days in their favorite month and copy them onto their calendars.

7

Reading contains sequential instruction in phonics, reading groups, and high-frequency words.

8

Literature teaches oral vocabulary words and provides time for a read-aloud book. The *Literature Guides* section in the back of the teacher edition provides a teaching guide for each suggested read-aloud book.

9

Language and Writing contains instruction for grammar and a writing workshop. Students learn and practice grammar concepts that they can apply in their daily writing.

10

Readable reductions of each student textbook page are large enough for the teacher to read the text. Student pages include exercises in phonics and grammar, and many spelling words are included on the student pages.

11

The activities in the *Recovery* sidebar can be used for differentiated learning instruction or to supply extra practice for students who would benefit from more opportunity to learn the concepts taught.

12

The *Enrichment* sidebar lists activities that will challenge those students who have clearly understood the concepts presented and are ready to learn more.

13

The *Safety* sidebar and *Alternative* sidebar contain icons that appear beside headings as needed. The *Safety* sidebar cautions the teacher when materials or activities could trigger student allergies or health conditions. The *Alternative* sidebar provides ways to expedite or simplify activities.

10

Name _____

Phonics 5.5

Read the questions. Underline **th** words in red. Underline **wh** words in blue. Underline **Yes** or **No** in green.

1 Can a moth get a ride home on the tail of a whale? Yes No

2 Can Erith bathe her bunny with a washcloth? Yes No

3 Will a shek blow a trumpet when it's time to go home? Yes No

4 Can Chase whisk the batter for the birthday cake? Yes No

5 Can Arthur put a whole pizza in his mouth? Yes No

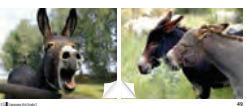
Add the missing **th** or **wh** digraph to the words.

6 Do you know which animal eats thistles? Whoever would want to eat thistles?

7 God made the donkey with a special mouth.

8 Wherever it eats thistles, they don't sting!

9 Isn't that a good thing for donkeys?

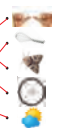


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Center Review

11 Fill in the missing **th** or **wh** digraph. Then, draw a line to match the word to the correct picture.

moth wheel thumbs weather whisk



Circle the word that completes the sentence.

12 Sam and June love dog here their animal

13 A cow uses a period or question mark. Continue Young Ends

14 your family sees a test?

Write the proper nouns correctly on the line.

15 Ben's birthday is on tuesday, june 19th

Match the sentences to the collective noun.

16 The fish swim away. galaxy

17 A hive of bees buzzes by the hive. school

18 Abe looked up at the stars. swarm

57

These sidebars are used as needed:

SAFETY

• Before selecting any of the items for the five-senses stations, check school records for students' allergies or health conditions.

ALTERNATIVE

• In *Writing Workshop*, type and display students' sentences on an interactive board. Have students type individual letters, words, and punctuation.

SPELLING

- Pair students. Distribute whiteboards and dry-erase markers. Direct students to take turns quizzing each other. Have one student say a word and the other student write it on the whiteboard. Then, direct them to verify that it is correctly spelled. Allow enough time for students to go through the list twice.
- Review this chapter's spelling words by assigning one or both of the review pages from the student spelling book.

PREPARATION

- Select **DM 18.4A Dividing Syllables** for display. (*Reading*)
- Obtain **PLASTIC EGGS**. Print **BLM 22.4A Verses**. Cut out the verses and place a verse in each egg. (*Reading*)
- Verify that students have the nature notes they took in their writing journals during Lesson 22.2. (*Language and Writing*)

EXTENSION

- For small groups of students, print **BLM 4.3E Blank Game Board** and write a variety of *ear* words on the spaces. Gather a **NUMBER CUBE** for each group and a **GAME MARKER** for each player. Have players take turns rolling the cube and moving the correct number of spaces. To stay on the space rolled, players must say the word on the space, spell it, and say it again. Players may look at the word while they are spelling it. The rest of the players should give a thumbs-up when the word is pronounced and spelled correctly. If it is incorrectly pronounced or spelled, the player must move back 3 spaces. In a second round of the game, allow players to move ahead an extra space if they can spell the word correctly without looking at it.

Reading

Phonics

- 1 Arrange the class in small groups and distribute whiteboards and dry-erase markers. Direct students to write an /îr/ word as in *ear* and then to pass their whiteboards to the next student in their groups. On the whiteboard they receive, have them write an /ûr/ word as in *earth*. Direct them to pass the whiteboards again and to write on the new board an /âr/ word as in *bear*. If needed, provide an Answer Bank on the board for students to choose from. Have them pass the whiteboards one more time, share the words on their current whiteboard with their groups, and make a sentence using all three words. (**Possible answer: I heard your shirt tear from clear over here.**)
- 2 Read the following words and direct students to put their two index fingers together and make a circle like the earth when they hear the /îr/ sound as in *earth*, to put a hand behind their ears when they hear the /îr/ sound as in *ear*, and to put their hands up like claws and growl like a bear when they hear the /âr/ sound as in *bear*: *gear* (**hand behind ear**), *shear* (**hand behind ear**), *tear* (**growl**), *yearn* (**make circle**), *clear* (**hand behind ear**), *early* (**make circle**), *search* (**make circle**), *pear* (**growl**), *heard* (**make circle**), *smear* (**hand behind ear**), and *wear* (**growl**).
- 3 Write the words from the previous exercise on the board. Arrange the class in pairs and have partners practice reading the words together until they can read them smoothly without mistakes. Choose volunteers to read the word list for the class. As time permits, direct partners to create a sentence using some of the words and to illustrate it.
- 4 Display **DM 18.4A Dividing Syllables**. Write the following words on the board: *earring*, *footwear*, and *earthbound*. Direct students to divide each word on their whiteboards and to read the words. (**ear|ring; foot|wear; earth|bound**) Ask which rule these words all follow. (**Rule 2**)
- 5 Direct students' attention to the first student page and guide students to complete it.

High-Frequency Words

- 1 Select a volunteer to locate the words *above* and *answer* on the Word Wall. Direct students to spell the words *above* and *answer* using high-pitched voices and then low-pitched voices. Have students write the words in the air above their heads.
- 2 Arrange the class in small groups. Distribute several prepared **PLASTIC EGGS** to each group. Have students number a sheet of paper 1–10. Assist students to read the numbered verses in the eggs and have them identify the words *answer* or *above* in each verse. Have students write the word *answer* or *above* next to the corresponding numbers on their papers. Direct students to put the verses back in the eggs and to switch eggs with other groups. Repeat until all students have completed the activity. (**answer: numbers 1, 2, 5, 6, and 8; above: numbers 3, 4, 7, 9, and 10**)
- 3 Have students complete the Lesson 22.4 exercises on the practice page.

Reading Groups

- Use the reader guide that corresponds with the leveled reader for each reading group.

Literature

Oral Vocabulary and Interactive Read-Aloud

- Review this chapter's oral vocabulary words. Refer to Lesson 4 of **Chapter 22 Literature Guide** for discussion, activities, and possible materials.

Language and Writing

Warm-Up

- Direct students to write a list of things that they can currently hear.

Grammar

1 Arrange students in three small groups. In groups, have students work together to write sentences using an assigned article adjective: Group One should use *a*, Group Two should use *an*, and Group Three should use *the*. Have students share their sentences and discuss why their articles work in each sentence. If students determine that an article is not correct in the sentence, have students work together to correct the sentence. Choose volunteers to share with the class.

2 To review prefixes, write the word *tell* on the board and ask students for its definition. (**Possible answers: to speak, to inform**) Then, add the prefix *re-* to *tell* and ask what the word means now. (**Possible answers: to speak again, to inform again**) Write the following base words on the board and choose volunteers to add prefixes they can think of and to give the new meaning of the word:

- happy (**unhappy, sad or not happy**)
- tie (**untie, to take apart a knot or bow; retie, to tie again**)
- wrap (**unwrap, to take wrapping off; rewrap, to wrap again**)

3 Assign the second student page as independent practice.

Writing Workshop

1 Direct students to retrieve the nature notes they took in their writing journals during Lesson 22.2 and remind them of the question, *What is nature?* Across the top of a new page in their notebooks, have students list two or three things from their nature walk that they remember clearly, such as a particular tree or the way the wind smelled, felt, and sounded. Direct students to draw pictures of the things they chose and to add descriptive details in the drawings. Next, guide students to write specific words and comparisons to create more vivid word pictures. For example, if describing the wind, students might write that it felt like tiny ice needles pricking them or that it sounded like a whisper. Have students imagine they are answering the question *What is nature?* for someone who has never been in nature before. Encourage students to use previously learned vocabulary words.

2 On another page in their notebooks, have students revise their noted thoughts and feelings about the nature walk by writing further reflections or adding details to their notes. Guide students to underline thoughts, feelings, or objects that are particularly important to them or that they mentioned two or more times. Convey that these will be helpful in composing their poems during upcoming lessons.

RECOVERY

- Direct students to write high-frequency words and to draw letter boxes around them.

ENRICHMENT

- Direct students to draw letter boxes for high-frequency words and then to switch papers with a partner. Have partners fill in the letter boxes to spell the high-frequency words.

PRACTICE ANSWER KEY


1. w; answer
2. v; above
3. B; Bible
4. g; began
5. g; through

Name _____

Phonics 22.4

Circle the correct word.

1. Ray _____ everywhere for his homework. — speaks **searched**
2. Keely _____ cream cheese on her toast. — **smears** smiles
3. Susan _____ her favorite jeans to the picnic. — **wears** tears
4. When the weather _____ up we will go outside. — shears **clears**



Put the syllables together and write each word. Read all the words.


5. near by **nearby**
6. ear nest **earnest**
7. wear ing **wearing**
8. ear ly **early**
9. bear skin **bearskin**
10. fear less **fearless**

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Practice

Draw a rectangle around the correct word.


11. When you want to know something you do this.
learn lean
12. You have a birthday once a _____.
yearn **year**
13. When you go to sleep you _____ pajamas.
weak **wear**
14. To get the wool from sheep you have to _____ them.
shear search



Write a short sentence for each article adjective.

Sentences will vary.

15. a _____
16. an _____
17. the _____



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Chapter 22 Literature Guide

Preparation

- For Lesson 3, select a [VIDEO OF MALLARD DUCKS AND DUCKLINGS](#) in their natural habitat for display.
- For Lesson 5, select a [MAP OF BOSTON'S PUBLIC GARDEN](#) for display. Gather [LARGE DRAWING PAPER](#) for each student

Background Information

- **Summary:** Mr. and Mrs. Mallard decide to raise their family in a park in the middle of Boston.
- **Author/Illustrator:** Robert McCloskey
- **Oral Vocabulary:** beckon, responsibility
- **Story Vocabulary:** molt
- **Theme:** community

Lesson 1

Reading and Listening Comprehension

- **Introduction:** Ask students whether they think it would be fun to live in a city park. (*Answers will vary.*) Share that students will hear a story about a pair of mallard ducks who decide to raise their family in a city park.
- **Illustration Discussion:** Flip through the pictures in the book and have students make predictions about the story based on the illustrations.
- **Modeling Fluency:** Read the book aloud without stopping. Model reading fluency as you read. Convey that when authors write a story, they choose a point of view to express their ideas. Point of view is the angle in which a fiction story is told. Explain that the author, Robert McCloskey, wrote this story from a narrator's point of view. He wrote the story as if a person outside the story were telling it rather than a character in the story telling about it. Point out that students can identify the point of view by the words used in the story. Emphasize that when writing from a narrator's point of view, Mr. McCloskey used the words *he* and *she*, not *I*.
- **Listening Comprehension:** Read through the book again, or review portions of the book, and ask the following questions:
 1. **pages 1–2:** What happens every time Mr. Mallard sees what looks like a nice place to live? (*Mrs. Mallard says it is no good.*)
 2. **pages 7–8:** What do the Mallards eat for a second breakfast? (*peanuts*)
 3. **pages 11–12:** Why does Mrs. Mallard decide this is not a good place to raise babies? (*They nearly get run over by a bicycle.*)
 4. **pages 19–20:** According to the story, what does it mean to molt? (*All their old wing feathers drop out, and they will not be able to fly until the new ones grow in.*)
 5. **pages 21–22:** Whom do the Mallards meet in the park? (*policeman named Michael*)
 6. **pages 25–26:** What great responsibility do the Mallards have? (*taking care of so many ducklings*)
 7. **pages 27–28:** Where does Mr. Mallard tell Mrs. Mallard to meet him with the ducklings in a week? (*in the Public Garden*)
 8. **pages 29–32:** What kinds of things does Mrs. Mallard teach her ducklings? (*to swim, to dive, to walk in a line, to come when called, and to keep a safe distance from things with wheels*)
 9. **pages 39–40:** Why does Michael come running? (*He hears the quacking and honking.*)
 10. **pages 41–42:** How does Michael help Mrs. Mallard and her ducklings cross the street? (*He stops traffic for them.*) What does it mean when Michael beckons the ducks with his hand? (*He wants them to come.*)
 11. **pages 49–50:** What makes Mrs. Mallard feel proud? (*She hears people exclaim over her ducklings.*)
 12. **pages 51–52:** Who helps Mrs. Mallard and the ducklings cross Beacon Street? (*more policemen*)
 13. **pages 57–60:** Where do the Mallards decide to live? (*island in the Public Garden*)

Lesson 2

Plot and Characters

- **Guided Retelling:** Guide students to recount the important parts of the story by asking the following questions:
 1. Name some of the characters in the book. (*Possible answers: Mr. Mallard, Mrs. Mallard, Michael, ducklings*)
 2. Based on the pictures, when do you think the story takes place? (*Possible answer: in the past*)
 3. Where does the story take place? (*in Boston*)
 4. What problems do the Mallards encounter? (*Possible answers: finding a safe place to make a nest, bicycles, how to get to the Public Garden, traffic*)
 5. What is the solution? (*Possible answers: They nest in the river; they get help to cross the streets.*)

6. How does the community help with the solution? (**by stopping traffic so they can cross busy streets**)
7. Because the animals talk in this story, what kind of fiction story is this? (**animal fantasy**)
- **Character Discussion:** Lead students in a discussion about the characters in the book by asking the following questions:
 1. Why do you think Mrs. Mallard is so hard to please when it comes to finding a place to raise her ducklings? (**Possible answer: because she wants the best place for her ducklings to live**)
 2. Name some dangerous things Mrs. Mallard and the ducklings encounter. (**Answers will vary.**)
 3. How is Mrs. Mallard a good mother? (**Possible answers: She teaches her ducklings things they need to know; she chooses their home carefully.**)
 4. How is Mr. Mallard a good father? (**Possible answer: He agrees to keep looking for a safe home.**)
 5. What do you think the people think when they see the ducks walking down the street? (**Answers will vary.**)
- Choose volunteers to read the dialogue of different characters in the story, such as the policemen or the people who admired the ducklings. Have the volunteers read the dialogue using the voice and inflections they think those characters would use.

Lesson 3

Theme Development

- **Theme Discussion:** Read **Psalm 133:1** aloud: “How good and pleasant it is when God’s people live together in unity!” Explain that God intends for people to live together in peace. He knows that when all people work to help one another be safe and happy, a pleasant, safe, loving environment is created for everyone. Have volunteers share a time when someone in their community helped them.
- **Theme Activity:** Show a **VIDEO OF MALLARD DUCKS AND DUCKLINGS** living in their natural habitat. Remind students that Mr. and Mrs. Mallard found a home in the city. Direct students to create a new story about a duck family that lives in the country. Remind students that all good stories have a beginning, a middle, and an end and that there must be a problem and a solution. After students have written for about 15 minutes, allow volunteers to share their story drafts.

Lesson 4

Literature Discussion Circle

- **Literature Discussion Circle Guidelines:** Remind students to use appropriate behavior during the literature discussion.
- **Literature Discussion Circle Questions:** Use the following questions to help guide the discussion. These questions help students make inferences about the book, make connections, and think about literature on a deeper level. There are no right answers. You do not need to ask all the questions, as students may have questions of their own. During discussion, model how to build on students’ ideas by linking their comments to the remarks of others. Encourage students to ask questions of their peers as new thoughts arise in the conversation.
 1. How does a community work together to help the Mallards have a safe and happy home?
 2. Do you think the ducklings feel afraid when Mr. Mallard goes away for a week?
 3. Have you ever felt anxious when a parent had to leave?
 4. How have people in your community helped you?
 5. How can you help your community to be a safe, happy place for everyone?

Lesson 5

Wrap-Up Activity

- **Activity:** Display a **MAP OF BOSTON’S PUBLIC GARDEN**. Point out the island, the streets the ducks marched down, the Public Garden, and anything else that seems important. Distribute **LARGE DRAWING PAPER** and colored pencils or crayons. Direct students to create their own setting maps. Their maps may include additional things not included on the displayed map, but the main places (island, streets, Public Garden) must be included. Have students add one thing that might make the community a better place and then decorate their maps as they wish.
- **Discussion:** Call on volunteers to share their maps with the class. Direct students to specifically share what they added to their maps to improve the community.

Name _____

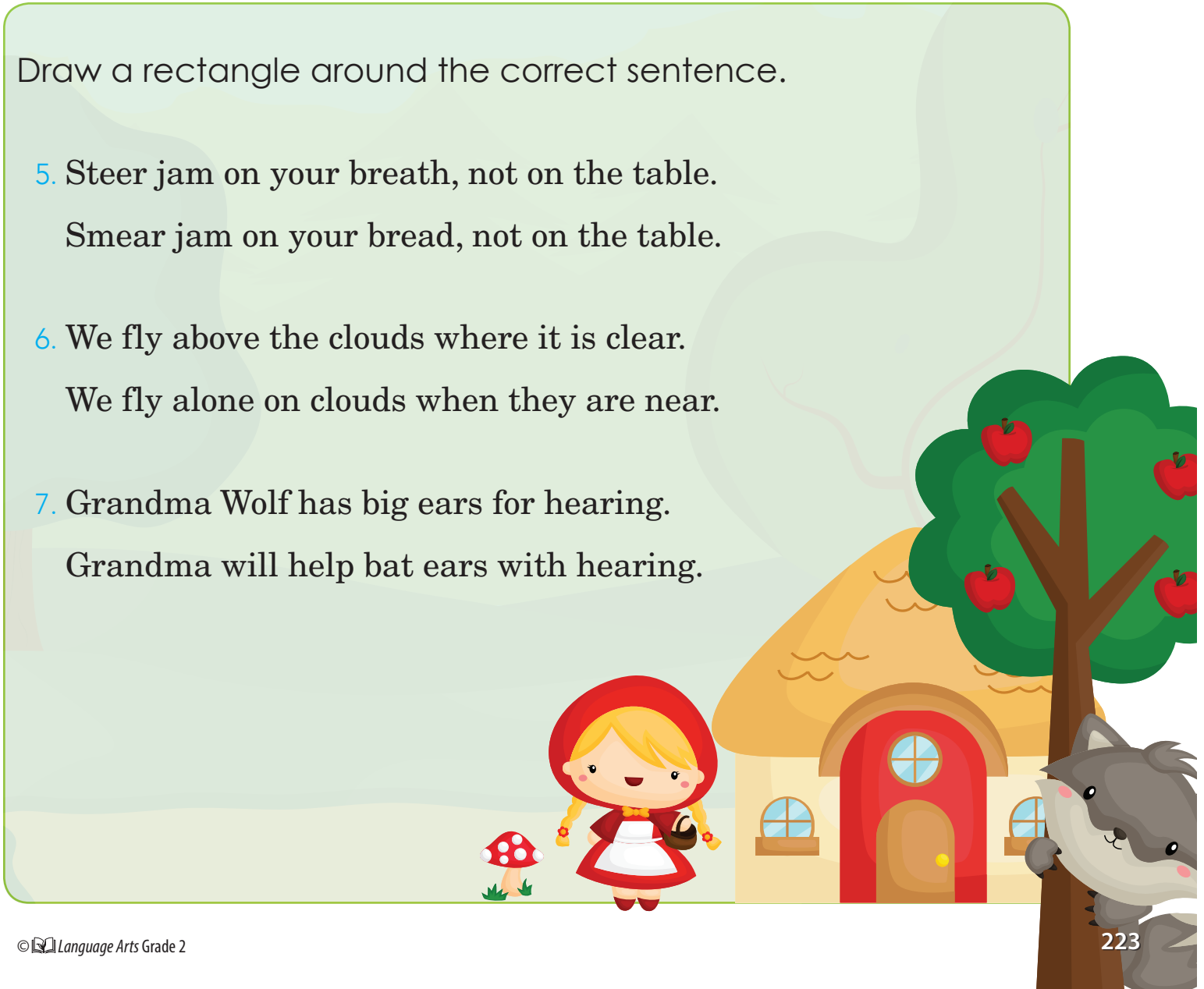
Circle the correct word. Write it on the line.

1. Do you _____ what I hear?
hear head
2. We are going to the beach this _____.
yell year
3. Do you have all your football _____.
ready gear
4. The day is sunny and _____.
clear clean



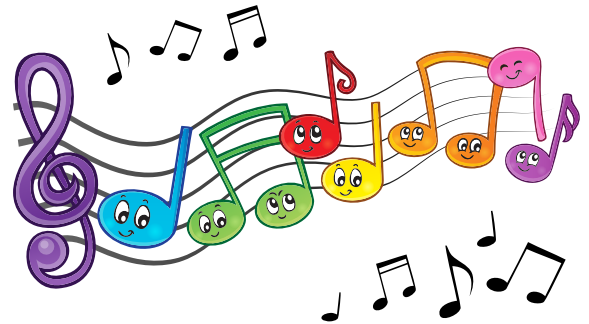
Draw a rectangle around the correct sentence.

5. Steer jam on your breath, not on the table.
Smear jam on your bread, not on the table.
6. We fly above the clouds where it is clear.
We fly alone on clouds when they are near.
7. Grandma Wolf has big ears for hearing.
Grandma will help bat ears with hearing.



Change the first letter of the underlined word so the sentence makes sense.

8. Some people have a near of spiders.
9. How old will you be this dear?
10. Can you gear the singing down the hall?
11. We sat at the tear of the bus.

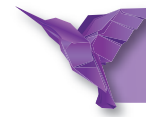


Write **a** or **an** on the line.

12. _____ ostrich
13. _____ porch
14. _____ backpack
15. _____ crate
16. _____ egg
17. _____ ice cube



Name _____



Circle the correct word.

1. Ray _____ everywhere for his homework. ~~speaks~~ searched
2. Keely _____ cream cheese on her toast. ~~smears~~ smiles
3. Susan _____ her favorite jeans to the picnic. ~~wears~~ tears
4. When the weather _____ up we will go outside. ~~shears~~ clears



Put the syllables together and write each word. Read all the words.

5. near by _____

6. ear nest _____

7. wear ing _____

8. ear ly _____

9. bear skin _____

10. fear less _____

Practice

Draw a rectangle around the correct word.

11. When you want to know something you do this.

learn

lean

12. You have a birthday once a _____.

yearn

year

13. When you go to sleep you _____ pajamas.

weak

wear

14. To get the wool from sheep you have to _____ them.

shear

search



Write a short sentence for each article adjective.

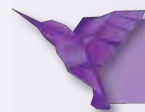
15. a _____

16. an _____

17. the _____



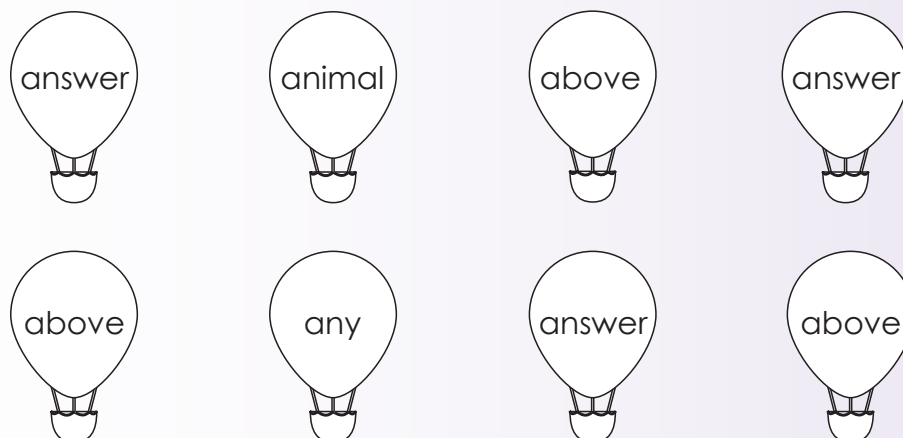
Name _____



Practice

high-frequency words

Color the balloons with the word **answer** yellow.
Color the balloons with the word **above** red.
Color the other balloons green.



Lesson 22.2

Fill in the missing letters. Then write the words on the lines.

1. ans____er _____
2. abo____e _____
3. ____ible _____
4. be____an _____
5. throu____h _____

Lesson 22.4

Write a word from the Answer Bank to complete the sentences.

Answer Bank

above answer most group

1. Who collected the _____ toys for the toy drive?
2. Paige helped me with the _____ to the math problem.
3. Did Earl join a music _____ or the science team?
4. Why did Dad hide the dessert _____ the fridge?

Lesson 22.5

Chapter 21

Decodable Words

1. instead	We chose to go to the park <u>instead</u> of the movies.	instead
2. peace	<u>Peace</u> is one of the fruits of the Spirit that God gives believers.	peace
3. scream	We could hear the baby <u>scream</u> .	scream
4. eat	Sometimes, we <u>eat</u> dinner after my soccer games.	eat
5. easy	Because I studied hard, the test felt <u>easy</u> .	easy
6. head	When I ride my bike, I wear a helmet to protect my <u>head</u> .	head
7. weather	Do you think the <u>weather</u> will be sunny or rainy today?	weather
8. healthy	I plan to stay <u>healthy</u> by exercising and eating good foods.	healthy
9. least	Broccoli is my <u>least</u> favorite vegetable.	least
10. leave	We will <u>leave</u> for vacation in one week.	leave
11. beach	We went to the <u>beach</u> and found sea shells.	beach
12. teacher	My <u>teacher</u> told me I did well on the writing assignment.	teacher
13. mean	The <u>mean</u> goose chased me around the park!	mean
14. read	I like to <u>read</u> books before I go to bed.	read

High-Frequency Words

15. Bible	The <u>Bible</u> is called the Word of God.	Bible
16. began	God was around before the world <u>began</u> .	began

Chapter 22

Decodable Words

1. learn	Children <u>learn</u> to swim at the pool.	learn
2. heard	Have you <u>heard</u> the good news about Jesus?	heard
3. earn	Would you like to <u>earn</u> some money?	earn
4. early	If you get up <u>early</u> , you might hear a rooster crow.	early
5. dear	My <u>dear</u> friend loves Jesus.	dear
6. bears	The <u>bears</u> were sleeping when we went to the zoo.	bears
7. year	The new <u>year</u> begins on the first day of January.	year
8. hear	When I put my ear to the shell, I can <u>hear</u> the ocean.	hear
9. Earth	We live on planet <u>Earth</u> .	Earth
10. near	You can feel <u>near</u> to God when you pray.	near
11. pearl	My mom has a <u>pearl</u> necklace.	pearl
12. ear	I had an <u>ear</u> infection when I was a baby.	ear
13. smear	Did you <u>smear</u> the finger paint all over the paper?	smear
14. clear	We saw the bottom of the lake because the water was so <u>clear</u> .	clear

High-Frequency Words

15. answer	Do you know the <u>answer</u> to the question?	answer
16. above	The ceiling is <u>above</u> your head.	above

**Verses**

1. Let your conversation be always full of grace, seasoned with salt,
so that you may know how to answer everyone. (Colossians 4:6)

2. A gentle answer turns away wrath, but a harsh word stirs up
anger. (Proverbs 15:1)

3. Be exalted, O God, above the heavens; let Your glory be over all
the earth. (Psalm 57:5)

4. And God said, "Let the water teem with living creatures, and let
birds fly above the earth across the vault of the sky." (Genesis 1:20)

5. You answer us with awesome and righteous deeds, God our Savior,
the hope of all the ends of the earth and of the farthest seas.
(Psalm 65:5)

6. I call out to the Lord, and He answers me from His holy mountain.
(Psalm 3:4)

7. Acknowledge and take to heart this day that the Lord is God
in heaven above and on the earth below. There is no other.
(Deuteronomy 4:39)

8. But in your hearts revere Christ as Lord. Always be prepared to
give an answer to everyone who asks you to give the reason for
the hope that you have. (1 Peter 3:15)

9. Above all, love each other deeply, because love covers over a
multitude of sins. (1 Peter 4:8)

10. Set your minds on things above, not on earthly things.
(Colossians 3:2)



Dividing Syllables

1 con | test
tick | et

Divide after a consonant or consonant sound in a closed syllable.



2 back | pack

Divide between two smaller words in a compound word.



3 gi | ant

Divide between two vowels only when both vowels are heard.



4 Bi | ble

Divide after a long vowel in an open syllable.



5 piz | za

Divide between double consonants.



6 un | tie

Divide between a prefix and a base word.



7 peach | es

Divide between a base word and a suffix.



beckon



Mr. Tran **beckons** his friends to come closer.

responsibility



It is my **responsibility**
to fold clothes.

Leveled Readers

Chapter 4

Just then he saw a feather float.
It drifted from a raven's coat,
And made him think that he might try
To make a thing with which to fly.

He gathered tools with his good wing
And made a feathered flying thing.
The rotor blade and rotor mast,
Made up of raven's wing, held fast.

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Reader Guide 9

- Ask students if any of the questions have been answered. (Yes.) Write the answers on the whiteboard. (Possible answer: Trace encourages Francisco to fly but does not really help him.) Ask students what new questions they have and add those to the whiteboard. (Possible answers: Will Francisco be able to eat? Will someone else come along to help him?)

Chapter 4

- As students read, ask the following questions:

1. **page 130:** What is a raven? (black bird) Does a raven have a coat? (No.) What does it mean when it says "a raven's coat"? (Possible answer: the feathers that cover the raven) Why do you think the author wrote "a raven's coat"? (Possible answer: The author needed a rhyme for "a feather float.") What does Francisco make when he finds the feather? (feathered flying thing)
2. **page 132:** From looking at the illustration, what do you think Francisco's feathered flying thing is? (helicopter)
3. **page 133:** What do you think of Francisco and his helicopter? (Possible answer: It is silly for a bird to have a helicopter.) Does Francisco's helicopter work? (Yes.) What do the ravens do when they see Francisco in the helicopter? (They stare at him.) What do the ravens think about the helicopter? (Possible answers: They are amazed; they are surprised.)
4. **page 134:** What does Francisco do first after making his helicopter? (finds red blossoms)
5. **page 135:** What does the phrase, "Well, almost like every other hummingbird," mean? (Francisco is flying a helicopter instead of flying with only his wings like other hummingbirds do.)

- Ask students whether any of the questions have been answered. (Yes.) (Possible answers: Trace does not really help Francisco; Francisco builds a helicopter with raven feathers so he can fly again; he can reach the flowers to eat; no one else comes along to help him.)
- Review that *animal fantasy* is a fantasy story in which animals act like people and may wear clothes. Discuss why this story could be considered animal fantasy. (Answers will vary but should include that animals are doing activities that people would do, such as talking, racing, and building.)

Extend the Story

- Ask students whether they think the author succeeds in entertaining the reader. (Answers will vary.) What parts of the story are funny? (Answers will vary.) Do you think the rhyme adds to the humor? (Answers will vary.) Have students write a pair of rhyming lines that tell about a new adventure Francisco goes on in his helicopter.
- Put students into pairs and have them read the poem aloud together. When they have finished reading, direct students to make an illustration for the poem.
- Discuss with students how breaking an arm or leg would change a person's daily life. Ask what things they would not be able to do or how they would have to do things differently. (Answers will vary.) Have students brainstorm how they can help someone who has a cast or is using crutches or a wheelchair. (Answers will vary.)

Story 10: *Pioneers of the Sky*

Genre: narrative nonfiction

Vocabulary Words: pioneer, propeller

High-Frequency Words: move, people

Word Work: Write the following words on a whiteboard: *invention, passenger, pioneer, propeller, and suggested*. Guide students in breaking the words into syllables. Have volunteers mark the breaks with a different color marker and then sound out the words. (in|ven|tion, pas|sen|ger, pi|o|neer, prop|el|ler, and sug|gest|ed) Inform students that *-tion* makes the sound /shun/, as in *invention*. Direct students' attention to the word *suggested* and point out how the *g* has a hard sound in the first syllable and a soft sound in the second syllable. Have students use the words as clues to predict what this story is about. (Possible answer: a flying invention)

Comprehension Skills and Strategies: asking questions, distinguishing facts and opinions

“Juan is it!” yelled Rafael. “Juan is...” Rafael stopped. He saw a man in the parking lot pull a big **piñata** out of his truck. “Look!”

The children watched as two men walked with the piñata.

“Someone must be having a birthday party in the park,” Lola pointed out.



“Wow, I bet there’s lots of candy in that piñata!” said Juan.

“That piñata looks like a **sombrero**,” said Lola. “But I want a unicorn piñata for my birthday party,” said Lola.

“You had a unicorn last year, Lola,” said Rafael. “I want a dinosaur this year.”

“Dinosaurs are not very pretty,” moaned Lola.

“I don’t mind what shape they are as long as there’s candy,” Juan replied.



1 In a bowl, stir 1 cup of flour, 1 cup of water, and 1 tablespoon of salt.

2 Inflate the balloon.

3 Dip a newspaper strip in the flour mixture until both sides are wet. Wipe off extra flour mixture.

4 Lay the strip across the balloon and smooth it down.

5 Place the strips in a crisscross pattern until the balloon is covered. Leave a space around the knot of the balloon to put candy in later. Let it dry overnight.



6 Repeat steps 3–5 with two more layers of newspaper.

7 Let it dry for 24 hours.

8 Pop the balloon. Decorate the piñata.

9 Put candy into the hole where the knot of the balloon was.

10 Cover the hole and ask an adult to help you attach a rope.

For decorations, you can use paint, crepe paper, tissue paper, or paper fringe garlands.



Traveler 1: I don't suppose you have a few crusts of bread?

Ma'am: (*calls with a high voice*)
Servant! Get the bread.

Servant: (*gives a nervous bow*)
Yes, ma'am. Right away.

Boy: I'll get the butter, Mother!

Girl: I'll get the honey, Mother!

(**Servant, Boy, and Girl** place bread, butter, and honey on table. All sit at table. **Traveler 2** serves soup.)



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Ma'am: (*tastes soup*)
It's excellent!

Boy: (*tastes soup*)
It's the best!

Girl: (*tastes soup*)
It's wonderful!

Servant: (*tastes soup*)
Wow! I did not know stone soup tasted so good.



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Now, Eric was coming too! This was going to be twice the fun! Because Eric was from the city, he didn't know about horses. But she would teach him and the children how to mount and ride a horse.

Eden tossed the thick saddle pad onto Blaze's back. Her dad placed the heavy saddle on the blanket.

Eden heard the crunch of gravel at the top of the driveway and turned. "Eric!"

Eden's dad shook hands with Eric and Uncle Gary. Eden quickly hugged them both. Then, she led Eric to the fence to see the horses. She climbed up the wooden slats of the fence and whispered into Blaze's ear, "Be good, Blaze. Eric is my cousin."



11

10

Leveled Reader 12

Places to Live and Play

Reader Guide 12

Looking Ahead

- Select *Genre Chart* for display.
- For Story 1, print page 14 of this reader guide and cut the cards apart.
- For Story 3, gather **BOOKS**.
- For Story 4, obtain **SMALL MAGNETIC LETTERS** and a **COOKIE SHEET**.
- For Story 6, obtain **INTERLOCKING BRICKS** and **IMAGES OF BUILDINGS DESIGNED BY I. M. PEL**.
- For Story 7, gather or make **PROPS FOR THE PLAY**.
- For Story 8, print page 15 of this reader guide and cut the cards apart.
- For Story 9, print page 16 of this reader guide and cut the cards apart.

Introduce the Book: Ask students where they can find the book's title. (*on the front cover*) Direct students' attention to the front of the book. Select a volunteer to read the title. Guide students to page through the book and identify the authors and illustrators of the stories. Direct them to look at the stories' titles and the pictures throughout the book. Ask what the story titles and the pictures suggest the book is about. (*Possible answers: places to live, architecture, gardening*) What is the last story in the book? (*"My Father, the Architect"*) What page does it start on? (137) How can you quickly find this information? (*by looking at the table of contents*)

Read the Book: Before reading each story, discuss the vocabulary words and review the high-frequency words. Then, have students take turns reading the pages aloud. Pause occasionally for students to read a selected passage silently before reading it together. As students read, guide self-monitoring and self-correction. When they approach difficult words, teach and reinforce word-solving strategies. Monitor fluency as students read.

Story 1: Country Cousin, City Cousin

Preparation: Print page 14 of this reader guide and cut the cards apart.

Genre: realistic fiction

Vocabulary Words: aquarium, neighborhood, saddle

High-Frequency Words: because, different, idea, where

Word Work: Shuffle the prepared cards and place them faceup on a table. Have students sort the cards. Allow them time to determine their own categories. Most likely, students will categorize by root word. Ask students how they categorized the cards. (*Answers will vary.*) Explain that adding the suffixes *-er* and *-est* to words can create words of comparison. Have students find the word that means more small. (*smaller*) Ask students which word means the most young. (*youngest*) Write the word *old* on a whiteboard. Ask students how to change the word to mean more cold. (*by adding -er*) What is the word? (*colder*) What do you add to the word to change the meaning to the most cold? (*-est*) What is the word? (*coldest*)

Comprehension Skills and Strategies: comparing and contrasting, identifying story structure

Discuss and Comprehend the Story

Chapter 1: Country Cousin

- Ask students whether this story appears to be fiction or nonfiction. (*fiction*) How do you know? (*Possible answers: because it tells a story instead of giving information, because it has illustrations and not photographs, because it does not seem to be about a real-life person*) Looking at the pictures, does the story appear to be realistic or fantasy? (*realistic*) Use the words *author* and *illustrator* to identify who wrote the story and who drew the pictures. (*The author of this story is C. Hope Flinchbaugh. The illustrator is Anthony Lewis.*)
- How is this story divided? (*by chapters*) What are the names of the chapters? (*"Country Cousin," "Country Life," "City Cousin," and "City Life"*)
- As students read, ask the following questions:
 1. **page 1:** Where does Eden live? (*on a farm*)

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1

Reader Guide 12

2. **pages 2-3:** Do you think the phrase *smelled like sunshine* means Eden likes or dislikes the smell of hay? (*likes*) Why? (*because sunshine is nice*) Look at the illustration and describe what you see. (*Eden and her dog in the barn, ladder and saddles, bales of hay, sun shining into the barn*) Is Eden playing or working? (*working*) Does she enjoy her work on the farm? (*Yes*) Give text evidence to explain your answer. (*It says that she loves the scent of the leather saddles mixed with the wooden barrel of oats; she scratches Frisky's favorite spot.*)
3. **page 4:** What is Eden watching? (*horses cross the meadow*) Eden watches older horses and younger horses come in from the meadow. How does she compare their movement? (*The older horses plod, and the younger horses trot.*) What do you think the word *plodded* means? (*Possible answer: moved slowly*)
4. **page 5:** What does Eden prefer to do? (*get the horses ready*)
5. **page 10:** Why does Eric not know about horses? (*because he is from the city*)
6. **page 11:** How is Eric related to Eden? (*They are cousins.*) Reiterate that Aunt Judy and Uncle Gary are Eric's parents. Uncle Gary brings Eric to stay with Eden's family while Aunt Judy has her baby.
7. **page 12:** What happens when Eric arrives? (*Eden introduces him to Blaze. Eric backs away and asks her if all horses smell so bad. He says he will meet the other horses later.*) Why do you think Eric's attitude about horses is different from Eden's? (*Possible answer: because he doesn't know anything about horses*)
8. Who is the main character in this story? (*Eden*) Is Eden's dad a main character? (*No*) Why? (*Possible answers: because the story is not about him, because the story doesn't tell what he is thinking or feeling, because he does not speak very much, because the story doesn't call him by his name*)

Chapter 2: Country Life

- As students read, ask the following questions:

1. **page 14:** Look at the illustration and describe the different expressions on the children's faces. (*Possible answers: happy, mad, afraid, nervous*)
2. **page 15:** What does Eric do while Eden helps the children ride Blaze? (*sits on the fence and watches her*)
3. **page 16:** How big is Rosemary compared to the other children? (*smallest*)
4. **page 21:** How does Eric feel mounting Copper by himself? (*good*) What does Eden's dad tell him? (*that he looks like a pro*) What does the word *pro* mean here? (*Possible answers: professional, person who does something well*)
5. **page 23:** What does Eric do in the country that he does not do in the city? (*gather eggs, ride and feed horses*)
6. **page 24:** What is similar between Eric's experience in the country and his life in the city? (*church*)

Chapter 3: City Cousin

- As students read, ask the following questions:

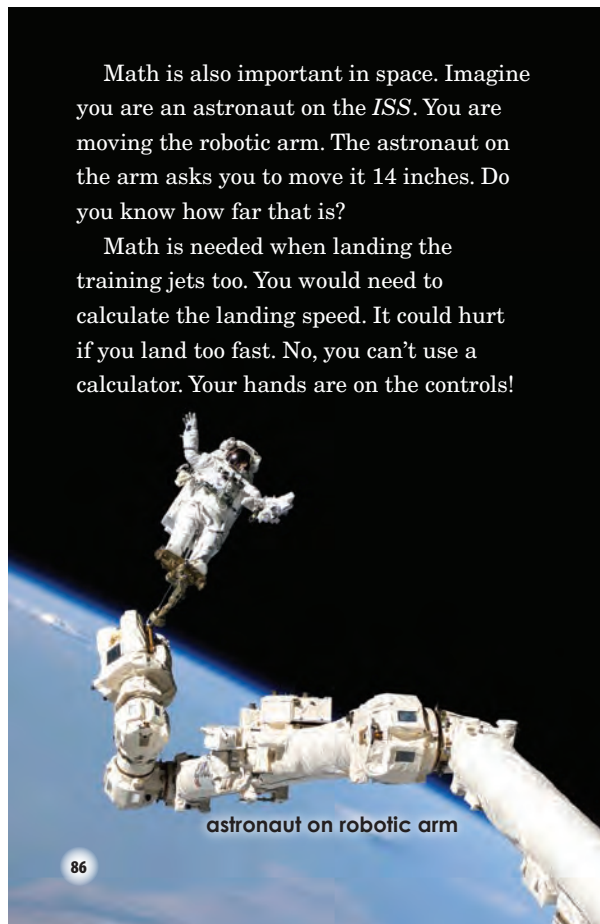
1. **pages 25-27:** What is the setting? (*in a car driving through a city*) Why do you think Eric is pointing things out to Eden? (*Possible answers: because he is excited to show her things he knows, because he is happy to be back in the city*)
2. **page 29:** What do you think the phrase *loomed up many floors* means? (*Possible answer: goes up very high in a scary way*)
3. **page 30:** Eden hopes there is something to do in the city. Why does she think there is nothing to do? (*Possible answers: because she only knows things to do in the country, because she thinks that she might have to stay inside all day*) Even though the setting is the city in this chapter, what on this page tells you that Eden is still the main character? (*The page tells what only Eden is thinking and seeing.*)
4. **page 31:** Even though Eden misses the country, what does she choose to do? (*be happy*)
5. **pages 29-33:** Look at the illustration and compare the city scene to the country scene in Chapter 1. (*Possible answers: The city has lots of tall buildings and concrete; it is not wide open and grassy like the country.*)
6. **page 35:** Eden says, "Sorry, Dad. I didn't know." What does Eden not know? (*She has to wait for people to get off the elevator before she can get on.*) Why? (*Possible answers: because she lives in the country where there are few people, because she has never lived in an apartment building with lots of people*)

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Math is also important in space. Imagine you are an astronaut on the *ISS*. You are moving the robotic arm. The astronaut on the arm asks you to move it 14 inches. Do you know how far that is?

Math is needed when landing the training jets too. You would need to calculate the landing speed. It could hurt if you land too fast. No, you can't use a calculator. Your hands are on the controls!



astronaut on robotic arm

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Besides math and science skills, astronauts on the *ISS* need the life skills below.



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The Pencil at NASA

Story 10

by C. Hope
Flinchbaugh



rare shuttle

Section 1

Mary Jackson

Hello, my name is Pete. I worked as a pencil at NASA. You may not think that being a pencil is very interesting. But being a pencil at NASA was very exciting! Do you know who the first person was to sharpen and use me? Why, it was none other than Mary Jackson. Did you know that Mrs. Jackson was the first black female engineer at NASA?



illustrated by
John Donahue

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Mrs. Jackson worked at NASA's Langley Research Center in Virginia. She started working with numbers. She would use my sharp lead to solve a lot of math problems. Mrs. Jackson worked very hard.

Mrs. Jackson was born in 1921. She grew up during segregation, when white and black students did not go to the same schools. The lab at NASA also separated the black women from others.



Here is Mrs. Jackson holding my friend Patsy the Pen. She sure used a lot of pens and pencils at NASA!

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Reader Guide 16

follows: The first billy goat has a small, squeaky voice like _____. The second billy goat has a medium voice like _____. The third billy goat has a rumbling voice like _____.

- Discuss with students how the voice of each character should sound. Have students practice the voice of each character so they can come up with four different voices. Guide students to take turns reading the story and to focus on using appropriate voices when reading a character's speech.

Story 5: Letter to John Glenn

Genre: realistic fiction (business letter)

Vocabulary Word: capsule

Comprehension Skills and Strategies: starting point of view

Discuss and Comprehend the Story

- After students read, ask the following questions:

1. What kind of writing is this? (letter) How do you know? (Possible answers: date, greeting, body, closing, signature) Why would this letter be categorized as a business letter instead of a friendly letter? (because Lainey does not know Mr. Glenn)
2. Who writes the letter? (Lainey Moore) Who is she writing to? (Mr. Glenn) From whose point of view is the letter written? (Lainey Moore's) Which word does Lainey use to show that she is the one writing the letter? (I) Which word tells you that her letter is written to Mr. Glenn? (You)
3. What is the date on the letter? (July 18, 1962) Do you know how many years ago that was? (Answers will vary.) Write the current year on the board and subtract 1962 from it. Explain that the difference is how many years it has been since the letter was written.
4. Why does Lainey write to Mr. Glenn? (Possible answer: because she wants to know what it is like being inside a capsule for five hours and whether Mr. Glenn became a pilot because he liked to build model airplanes as a kid)
5. What does Lainey say looked small? (capsule that John Glenn rode in) Share that the next story in this reader will tell more about this capsule.
6. What things does Lainey like to do? (Possible answers: She likes to build model airplanes; she might like to be an astronaut someday.)
7. If Mr. Glenn were to write back to Lainey, from whose point of view would that letter be written? (Mr. Glenn's point of view)

Extend the Story

- Discuss with students what they think it would be like to be an astronaut. Have students compile a list of questions they would like to ask an astronaut. Convey that students will learn more about being an astronaut in the next story.
- Discuss the points of view in types of writing. Ask students whether they think a letter is always written from the writer's point of view. (Answers will vary.) Explain that a letter is a personal type of writing. It is typically written from one person to another, which is why it is written from the writer's point of view. Ask students whose point of view they would use when they wrote stories about themselves. (their own points of view) What word would you use over and over? (I) Guide students in writing a letter to an astronaut. Review the parts of a letter and convey that students should introduce themselves, tell something about themselves, and then ask a question. When they are finished, have them count how many times they used the word I.
- Direct students to pretend to be John Glenn and to write an answer letter from John Glenn's point of view.

Story 6: So You Want to Be an Astronaut?

Preparation: Select a VIDEO OF AN ASTRONAUT IN SPACE.

Genre: informational text

Vocabulary Words: calculate, Mercury, simulator

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Reader Guide 16

High-Frequency Words: also, even, number

Comprehension Skills and Strategies: identifying main idea and supporting details, monitoring comprehension, making connections

Discuss and Comprehend the Story

- Explain to students that some of the stories in this reader are fantasy stories. They include some facts about math and science but still are fiction. This story is nonfiction and explains real space travel. Direct students' attention to the title of the story. Ask them what they think the story is about, or what the topic is. (Possible answer: astronaut training) Explain that nonfiction stories often give the topic of the text in the title. Have students read the titles of the two sections on pages 71 and 84; ask which word is the same in both titles. (training) Do you think this word relates to the topic of how to be an astronaut? (Yes.) Why? (Possible answer: because you have to train to be able to do something like be an astronaut) What is different about the two sections? (The first section is about training for Project Mercury and the second section is about training for JSS.) Point out that the titles of each section tell the topic for that section. Convey that knowing the topic of a story can help students identify the main idea, or the most important point the author makes. Remind students that they can ask themselves what is being said about the topic to help them identify the main idea. Have students read to identify what is being said about astronaut training. Remind them to use strategies to check their understanding, such as rereading and looking at text features.

Section 1: Training for Project Mercury

- As students read, ask the following questions:

1. pages 71-72: What is the author's purpose? (to inform) Where does NASA look for astronauts? (military) In 1959, what were the requirements for the astronauts, or what did they have to be, in order to train? (be less than six feet, have training in engineering, can fly jets, have strong bodies, have strong minds)
- Guide students to identify the main idea of this section by summarizing what they learned on page 72. (Possible answer: Astronauts needed special traits for Project Mercury.) In the center of a whiteboard, write the main idea and draw a circle around it. Read the following phrases and have students determine which details support the main idea: military men (support), strong body (support), Americans had not been to space, only 7 were chosen, training in engineering (support). Write the answers on the board around the main idea and circle each one. Draw a line from each outer circle back to the main idea circle. Have students come up with other details that support the main idea and include those in the graphic organizer. (can fly jets, have strong bodies, have strong minds) Keep the graphic organizer displayed while reading the section. Check off each detail as it is explained further in the section.
2. page 73: What is this page about? (fitting into the capsules) Which detail on the board does this page tell more about? (be less than six feet tall) Why was it important for the astronauts to be shorter than six feet? (because they needed to fit in the capsules) Why do you think the author included the photograph of John Glenn getting into his capsule? (Possible answer: because it shows how small it was)
3. page 74: Why did the astronauts include the number 7 in the names of their capsules? (because there were seven men chosen to be astronauts) Which of the first seven astronauts was featured in the previous story? (John Glenn) What did you already learn about John Glenn from reading Story 5? (He was the first American to go around Earth. He stayed in his capsule for 5 hours. He was a pilot in World War II.)
4. pages 75-77: Which two details on the graphic organizer do these pages tell more about? (training in engineering and able to fly jets) Why were these skills important? (because they made learning how to fly their spacecraft easier) What is the photograph of on page 76? (simulator) What is a simulator? (pretend capsule) How does the photograph help you understand the words on this page? (Possible answer: It shows that the simulator looks sort of like a capsule but not exactly.) What did the astronauts practice in the simulator? (flying the capsule and fixing it when something goes wrong) What training did John Glenn have before being an astronaut that would help him fly the capsule? (being a World War II pilot)
5. page 78: Which detail does this page explain? (strong bodies) Why did astronauts need strong bodies? (because takeoff put stress on the astronauts' bodies) Where did the astronauts practice takeoff? (in the simulator) Was this part of the training? (Yes.)

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- Have students read the following pages to find out how water is a part of training and why astronauts need strong minds. Remind students to use comprehension strategies to check their understanding. They can tap a finger once when they find an answer to a question. They can tap a finger twice when they do not understand something. These taps are signals to reread and look for context clues. After students read, ask the following questions:
 - pages 79–81:** How is being in space different from being on Earth? (*A person can float in space.*) Why did the astronauts dive in pools? (*because being in water is a little like floating in space*) What last detail from the graphic organizer is explained on these pages? (*strong minds*) Why did astronauts need strong minds? (*because they had to learn where certain stars are, because they had to take good notes from the capsule, and because they had to learn how to collect data in space*) Was learning these things part of astronaut training? (Yes.)
 - page 82:** Where was a capsule supposed to land when it comes back from space? (*in the water, in the ocean*) Why did astronauts need strong minds? (*Possible answers: so they could figure out what to do if something went wrong, so they could make good choices*)
- As a group, review the details of the astronauts' training for the Mercury 7 project. (*Possible answers: learned all about their spacecraft, learned how the capsules worked and what buttons to press, learned what to do in space and before landing, learned about flying the capsule and how to fix it if something went wrong, learned where certain stars are, learned to take good notes from the capsule and how to collect data in space, figured out what to do if something went wrong*)
- page 83:** Who was the first American in space? (*Alan Shepard*) Who was the first American to go around Earth? (*John Glenn*) What did the Mercury 7 astronauts help NASA learn? (*how to put people in space and how people would work and live there*) Where on the page can you find information about NASA and chimpanzees? (*in the photo caption*) What did NASA do before sending astronauts into space? (*launched a monkey and two chimpanzees in their own capsules into space*) Why? (*because they wanted to make sure it was safe for people*)

Section 2: Training for the ISS

- As students read, ask the following questions:
 - page 85:** How is the ISS like a big science lab? (*Astronauts learn about science in space.*) Scientists at NASA created a system for clean water on the ISS. How does this help people on Earth? (*The same system is used for countries that need clean water.*)
 - page 86:** Why do ISS astronauts need math? (*because they must know how far to move robotic arm, because they must calculate landing speed in training*) What would happen if an astronaut is asked to move the robot arm 3 inches but moves it 3 feet instead? (*Possible answers: The arm would move too far; the astronaut on the robotic arm would not get to the right place.*)
 - pages 84–87:** Considering the title and the information on these pages, what do you think the main idea for this section will be? (Astronauts needed special traits to be able to work on the ISS.) What are the details that support this main idea? (*must have science and math skills, must care for yourself and others, must respect people from other places, must be a leader and a follower, must work well in a team*)
- Create a graphic organizer for this section that mimics the one for Section 1. Guide students to identify how the details in the story support the main idea. As students read the following pages, have them determine which detail from the graphic organizer is explained. To help students check for their own understanding, encourage them to imagine what the training looks like as they read. Remind them to reread and use context clues as well.
 - pages 88–89:** What detail from the graphic organizer is explained? (*must care for yourself and others*) Why is it important that the astronauts care for their bodies? (*because they have to train hard*) What are some examples? (*swimming in a space suit, floating in the Vomit Comet*) What does it mean to have a good attitude? (*Possible answer: being positive and encouraging to yourself and others*)
 - page 90:** Why is respecting others important in training? (*Possible answer: because when they all want to solve a problem in different ways, they have to listen to one another and agree on one answer*)
 - pages 91–92:** How is it possible to be both a leader and a follower? (*Possible answers: by leading when it is your turn and following when it is not, by leading when you are the expert and following when someone else is the expert*) Before reading the next page, what do you think it will be about? (*teamwork*) How do you know? (*because it is the last detail that supports the main idea*)

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- page 93:** Why is teamwork important? (*Possible answer: because an astronaut may need help when something goes wrong*)

Extend the Story

- Direct students' attention to page 94. Ask whether students are doing anything now that is on the list to prepare to become an astronaut. (*Answers will vary.*) Would you like to do more of these things to prepare to be an astronaut? (*Answers will vary.*) Why? (*Answers will vary.*) Discuss that the skills listed are ones that apply to more than just astronaut training. Ask why students may want to take good care of their bodies, even if they are not training to be astronauts. (*Possible answers: because I want to be healthy, because I honor God by taking care of my body*) Which other skills are good to have and why? (*Answers will vary.*)
- Discuss with students the difference between this story and "Trouble on Planet Tutsiit." On a whiteboard, create a chart that shows similarities and differences. Guide students to determine whether the similarities or the differences are more important. Direct them to decide whether they would say the stories are the same or they are different. Have students explain their answers.
- Ask students if they would prefer to be an astronaut in the Mercury 7 project or on the ISS and why. (*Possible answers: Mercury 7 because the men were the first Americans to go in space, ISS because they can live and work in space*) What would you like about living on the ISS? (*Answers will vary.*) What do you think is hard about it? (*Answers will vary.*) Why? (*Answers will vary.*) What do you think would be the best and worst parts about being an astronaut? (*Answers will vary.*) Play an [ONLINE VIDEO OF AN ASTRONAUT IN SPACE](#).
- Direct students to draw themselves in their own space capsules and to label them with the name they would give the capsule.

Story 7: Readers Theater—Field Trip to the Moon

Preparation: Print page 19 of this reader guide for each student to label and color. Print page 20 of this reader guide.

Genre: fantasy (readers theater)

Vocabulary Word: gravity

High-Frequency Words: even, praise

Word Work: Explain to students that even good readers misread words sometimes. They may miss an apostrophe, a comma, or read a simple word like *bake* as *back*. Teach that when they misread a word, good readers check for understanding and realize the sentence does not make sense. Then, they reread and correct the mistake. Write on a whiteboard the following sentences: *But remember, it is not even the largest planet in our solar system. But remember, it is not even the largest plate in our solar system.* Ask students whether they see any difference in the sentences. (Yes.) What is the difference? (*The first sentence has the word planet. The second sentence has the word plate.*) Which sentence makes sense? (*first*) Did you reread the second one when you realized it did not make sense? (Yes.) Explain that sometimes a reader misreads a word like *planet* as *plate* and the sentence does not make sense. When the reader reads the sentence again but correctly, it makes sense.

Comprehension Skills and Strategies: recalling and sharing details, comparing and contrasting, drawing conclusions

Discuss and Comprehend the Story

Act 1: Get Ready

- As students read, ask the following questions:
 - page 95:** What kind of story is this? (*readers theater*) How do you know? (*Possible answers: the title, each line starting with a character's name, no stage directions*) Consider the title and characters to predict the settings, the relationships between the characters, and plot of the story. (*Possible answer: The setting will start in a classroom and then end up on the moon. Mr. Flores is the teacher and the other characters are the students. They will take a trip to the moon and something dangerous will happen there. Bot will save everyone from the danger.*) Do you think this is a fiction or nonfiction story? (*fiction*) Why? (*Possible answer: because you can't take a field trip to the moon*) Retestate that this story is fantasy because it has parts that are highly unreal.

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Story 10: The Pencil at NASA

Preparation: Obtain LARGE DRAWING PAPER for each student or pair.

Genre: biography

Vocabulary Words: rare, shuttle

High-Frequency Words: also, even, number, solve

Comprehension Skills and Strategies: stating point of view, distinguishing facts and opinions

Discuss and Comprehend the Story

- Before reading the story, have students look at the title, section titles, and pictures. Ask what type of story students think this is. (*Answers will vary.*) Explain that it is a biography of three different people. Ask who the people are. (*Mary Jackson, Lonnie Johnson, and Sally Ride*) If this is a biography, why do you think the title of the story is "The Pencil at NASA"? (*Answers will vary.*) Is a biography fiction or nonfiction? (*nonfiction*) Do you think the story will be full of facts? (Yes.) Do you think there could be any fiction or opinion in the story? (*Answers will vary.*)

Section 1: Mary Jackson

- As students read, ask the following questions:
 - page 137:** From whose point of view is the story told? (*Pete the pencil*) How do you know? (*because he says, "My name is Pete."*) Do you think Pete is real? (*No*) Why? (*because pencils cannot talk*) Do you think the information about Mary Jackson is real? (Yes.) What is Pete's opinion about being a pencil at NASA. (*It is very exciting.*) Why do you think Mary Jackson is important enough to be included in a biography? (*because she was the first black female engineer at NASA*)
 - page 138:** Is it a fact that during the time Mary Jackson worked at NASA, the lab separated black women from other people? (Yes.)
 - page 139:** Is it a fact or an opinion that Mrs. Jackson did all kinds of wind experiments? (*fact*)
 - page 140:** In what year did Mrs. Jackson become NASA's first black female engineer? (1958)
 - page 141:** What was Mrs. Jackson's opinion about women not getting better jobs? (*Possible answer: She did not like it.*) How do you know? (*because she took a job for less money so she could help women get better jobs in math, science, and engineering*)
 - pages 142–143:** What other things did Mrs. Jackson do to help people? (*She told black students about black scientists and about the kinds of science jobs they could get; she was a Girl Scout leader; she helped people at NASA learn to live in a new place with their new jobs.*) Who gets stuck in a truck driver's pocket? (*Pete the pencil*)
- Have students reread or skim "Section 3: Katherine Johnson" from *Levelled Reader 15 Story 6 "Trailblazers of Mathematics."* Guide students to compare and contrast Katherine Johnson with Mary Jackson. (*Possible answers: similarities: Both ladies had a talent with numbers; they both worked for NASA doing a job with numbers; they were trailblazers in the areas of math and science; differences: The ladies had different jobs at NASA; Mary Jackson was named Volunteer of the Year; Katherine Johnson received a medal from the president.*)

Section 2: Lonnie Johnson

- As students read, ask the following questions:
 - page 144:** Where is Pete now? (*California*) Who is the new person he is telling about? (*Lonnie Johnson*) How is Lonnie's job different from Mrs. Jackson's job? (*He does not do as many math problems; he is an inventor.*)
 - Have students read pages 145–147 silently to learn about Lonnie Johnson's life before he worked for NASA. After students have read, ask the following questions:
 - What did Lonnie do as a child? (*made his own toys*)
 - What did Lonnie make for his go-kart? (*engine*)

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- What opinion did his teachers have about him wanting to invent things? (*They thought he would not get the chance to invent things because he was black; they thought he should not get his hopes up.*) What do you think Lonnie's opinion was? (*He thought he would get to invent things.*) Explain. (*He did not give up inventing things.*)
 - After Lonnie won first prize for his robot, what did he do? (*went to college and got two kinds of engineering degrees*)
- As students read, ask the following questions:
 - page 148:** Who met Lonnie Johnson in 1979? (*Pete the pencil*)
 - page 149:** What did Mr. Johnson invent? (*Super Soaker*) Is this a fact or an opinion? (*fact*)
 - page 150:** Is it a fact or an opinion that Mr. Johnson started his own company? (*fact*) What was his opinion about helping children? (*He wanted to help them.*) What did he want to help them do? (*to learn more about science and technology*) How did he help them? (*by having his company pay for robotics for students*)
 - Have students reread or skim "Section 1: Blaise Pascal" from *Levelled Reader 15 Story 6 "Trailblazers of Mathematics."* Guide students to compare and contrast Blaise Pascal with Lonnie Johnson. (*Possible answers: similarities: Both men invented things; they were curious about math and about how things worked; differences: Blaise was a mathematician, but Lonnie worked for NASA and became an inventor and engineer; Blaise was French, but Lonnie was American.*)

Section 3: Sally Ride

- As students read, ask the following questions:
 - page 151:** Who is this section about? (*Sally Ride*) Who is telling the reader about her? (*Pete the pencil*)
 - page 152:** When Sally was growing up, what was her opinion about math and science? (*She had a talent for them.*) What is Pete's opinion about Sally Ride's attitude toward NASA's search for astronauts? (*He thinks she was so happy; it would be a perfect job for her.*)
 - page 153:** What is the difference between this picture of the shuttle and the pictures of other spacecraft in this reader? (*Possible answer: It looks more like a plane than a rocket.*) What do you like about this picture? (*Answers will vary.*) Which pictures in this reader are your favorites and why? (*Answers will vary.*)
 - page 154:** What made Dr. Ride famous? (*She was the first American woman to fly in space.*) What was her job? (*to move the robotic arm*)
 - page 155:** How does Pete the pencil know what Dr. Ride did after she left NASA? (*He went home with her.*) What did she do? (*helped girls study math and science, wrote science books for teachers and students; helped with science festivals*) Why is Pete almost too small to write anymore? (*Possible answer: because he has been sharpened many times*) What is his opinion about his time at NASA? (*It was a good career.*) This story is a biography of three people. Is it full of facts? (Yes.) Does that mean it is fiction or nonfiction? (*nonfiction*) Does it include any fictional elements? (Yes.) What? (*Pete the pencil*) Why do you think the author creates Pete the pencil? (*Answers will vary.*) In your opinion, is it a good idea or bad idea to use Pete the pencil? (*Answers will vary.*) Why? (*Answers will vary.*)
- On page 156, point out the author's note. Convey that sometimes, the author of a story will leave a note to the reader to give more information or to explain something. Author's notes are often found at the end of a story. Read the note for students and discuss why the author may have chosen to leave this note. (*Possible answer: to clarify for readers what is fact and what is fiction in the story*)

Extend the Story

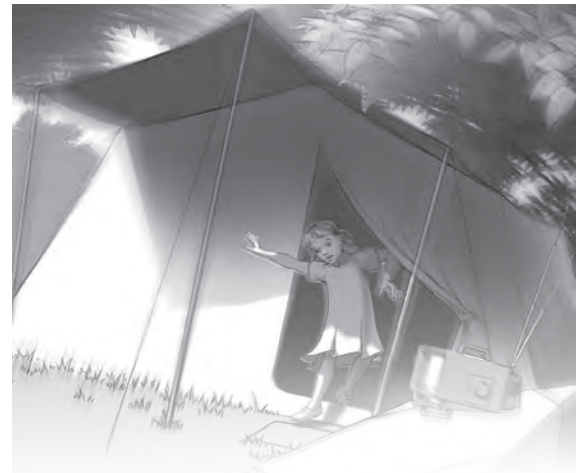
- Discuss with students what they find interesting about the work Mary Jackson, Lonnie Johnson, and Sally Ride did. Ask students which type of work they would be most interested in? (*Answers will vary.*)
- Assign each student or pair an individual from the story. Distribute [LARGE DRAWING PAPER](#) and direct students to create an illustrated time line for their assigned people. Display the completed time lines.

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“Dad and I are going to walk to the pay phone to make a call. We’ll be right back, Rachael,” Mom said.

“Okay,” I replied, my eyes glued to the television. At 5:04 PM, I heard a loud noise. It sounded like a large truck was driving into the campground. I looked around but didn’t see anything. Suddenly, the ground below me started to roll like the waves of the ocean.



It took me a few seconds to figure out that it was an **earthquake**. I didn’t know what to do or where to hide. I had heard something about standing in doorways during an earthquake. So, I stumbled toward the doorway of the tent. I tried to run, but it was difficult with the ground rolling. In the tent, I was still afraid and really wanted my mom. So, I crawled out of the tent, trying to find her.



Chapter 4: The Bridge

- As students read, ask the following questions:
 - page 126:** How do the rabbits respond to Glen’s idea for a bridge? (Possible answer: At first they think his idea is crazy, then they agree to it.)
 - page 127:** What kind of bridge are they going to build? (truss bridge) How do the animals on Calypso Island help? (by building the bridge on their side)
 - page 128:** What does Bingo Beaver do? (Possible answers: draws blueprints for the bridge, leads the building) What is a blueprint? (plan to build something) What other story in this reader talks about a blueprint to build something? (“Cramped, Crowded, and Cranky”) What is that blueprint for? (hideout)
 - pages 130–131:** Find Lee in the picture. Do you think his attitude toward Calypso Island and island music has changed? (Yes.) Why? (because Lee is smiling and playing with Bobby Bay’s band) Look back at the other pictures in this story. Which picture is your favorite? (Answers will vary.) Why? (Answers will vary.)
- Direct students’ attention to the chart created in Chapter 1. Ask students what attempt is made in Chapter 4 to get to Calypso Island. (Animals on both islands work together to build a bridge.) Add this answer to the *Attempts and Blocks* column. Draw a box around it and add an arrow pointing to the *Outcome* column. Ask students what happens when the bridge is built. (The animals from both islands meet on the bridge; Bluegrass Island animals go over to Calypso Island; and Cowboy Steep plays music with Bobby Bay and his band.) Add this answer to the *Outcome* column. Review the information in the chart with students.

Extend the Story

- Convey that solving problems in everyday life is similar to solving problems in a story; oftentimes, it takes several attempts to accomplish something. Remind students about building the truss bridge or some other classroom project. Ask what attempts were made to finish the work. (Answers will vary.) Was it frustrating when your first idea did not work? (Answers will vary.) Did you want to quit? (Answers will vary.) What can you do when you feel like quitting but you know you need to finish? (Possible answers: Ask for help; pray for God’s help; try another solution.)
- Discuss with students what kind of music they and their families listen to. Play *MUSIC RECORDINGS* of songs from different genres including country, bluegrass, and calypso music. Lead a discussion comparing the styles. Have students consider the instruments, the tempo, and the rhythm. Ask how the music makes them feel. (Answers will vary.)
- Challenge students to identify and draw other ways the animals could get from Bluegrass Island to Calypso Island. Have students present their drawings to the group.
- Direct the group to create a chart identifying the beginning, middle, and end of the story, focusing on the story’s problem and solution.

Story 9: The Great Quake

Genre: memoir

Vocabulary Words: collapse, expensive

High-Frequency Words: Review all previous words as needed.

Word Work: Write the following words on a whiteboard: *earthquake, campground, homeschooled, and afterwards*. Explain that these are compound words and often the definition of a compound word can be determined by the smaller words. Have students take turns drawing a dividing line between the words of one of the compound words. (earth|quake, camp|ground, home|schooled, after|shocks) Guide students in coming up with definitions for each word. (Possible answers: *earthquake*: when the earth shakes; *campground*: ground where you camp; *homeschooled*: place made of boards where you walk; *homeschooled*: doing school at home; *aftershocks*: shocks that happen after something)

Comprehension Skills and Strategies: identifying cause and effect, drawing conclusions

Discuss and Comprehend the Story



- Display the *Genre Chart* and point out *memoir*. Introduce this story as a memoir, a specific story about something meaningful the writer experienced and how the writer felt about the experience. Compare a memoir to a biography by pointing out that each is a true story about someone’s life. In contrast to a biography, a memoir focuses on a specific event or time in a person’s life and may not tell about the person’s whole life. Convey that memoirs are usually written from the main character’s point of view, whereas biographies are written from the point of view of an author who is not in the story. In this memoir the author, Rachael Jones, is an adult who is remembering an important time from when she was child in the 1980s.
- Direct students’ attention to the Glossary of Earthquake Terms on page 156. Ask what a glossary is. (Possible answer: a place in the back of the book that has definitions for certain words in the book) Explain that bold words in the story can be found in the glossary, along with the words’ pronunciations and definitions.

Section 1: The Builder with No Home

- As students read, ask the following questions:

- pages 132–133:** Whose point of view is this memoir written from? (Possible answers: Rachael Jones’s, the author’s) What caused Rachael’s family to move to Santa Cruz? (Her step-dad got new job there.) What else did Dad do? (looked for a place to live)
- page 134:** What caused Dad to have a sad look on his face? (He hadn’t been able to find a home.)
- page 135:** Why did they live in a car? (because the family needed to save money for a safe place to live)
- page 136:** How do you think Rachael felt? (Possible answer: worried) Why? (Possible answer: because she did not understand why her dad couldn’t just build a house for them)
- page 137:** What can you conclude about Rachael’s mom’s words, “It will be an adventure! We love adventures!” (Possible answers: She had a good attitude; she was trying to help Rachael feel less worried.)

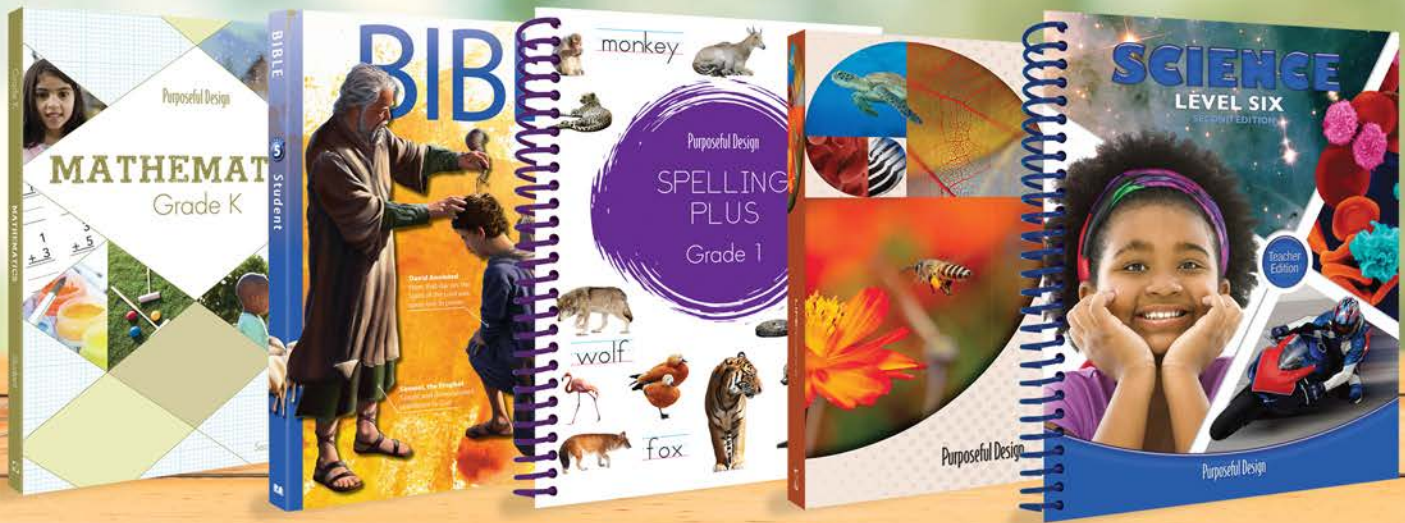
Section 2: Shaken-Up World

- As students read, ask the following questions:

- page 138:** What does the title and this page tell you about the chapter? (Possible answer: Something will happen that shakes up Rachael’s world and the people around her; this is the chapter where an earthquake happens.)
- page 140:** Why does the author make a point to keep telling the reader how this day is so much like every other day? (Possible answers: At the time, Rachael thought it would be like every other day; she wanted to show that almost everything was the same except this one event that happened that day; to make the reader curious about what the event is that happened that day.)
- page 141:** What was Rachael excited to do? (watch game three of the World Series)
- page 143:** What conclusions can you draw by Rachael’s clapping? (Possible answers: She was excited about the game; she loved baseball; she enjoyed watching her favorite team play.)
- page 145:** Why do you think Rachael tried to find her mom? (Possible answers: because she was scared, because she did not want to be alone during the earthquake)
- page 146:** What caused Rachael to stumble? (rolling ground) What effect did the rolling ground have on the car? (bounced it up and down)
- page 147:** Why do you think people asked to watch television with Rachael’s family? (Possible answers: because they wanted to know what damage the earthquake had caused, because they did not have televisions with batteries) Why do you think they watched in complete silence? (Possible answer: because they were sad about the earthquake)
- page 148:** Looking at context clues, what do you think the word *epicenter* means? (Possible answer: where an earthquake starts) How can you find out the actual definition of *epicenter*? (by looking in the glossary) Look in the Glossary of Earthquake Terms and see if your guess was correct. (Answers will vary.) How long did the earthquake last? (15 seconds) What effect did it have? (roads cracked, buildings fell, and a bridge collapsed)

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