



Literature Textbooks Available for Grades 3–8



A close-up photograph of a sunflower and a daisy. The sunflower, with its bright yellow petals and dark brown center, is in the background. In the foreground, a daisy with white petals and a yellow center is partially visible. The background is a clear blue sky with some light clouds.

sunflower

MOSDOS PRESS
Literature

Opal

daisy



MOSDOS PRESS *Literature*

Opal

Opal Student Edition, Teacher's Annotated Edition, and Student Companion Workbook are now the first level/ the first step in the Mosdos elementary school series. *Opal* provides 3rd grade students literature and language arts education that is welcoming, often fun, sometimes intriguing, and academically excellent. *Opal* also gives students the skills to make a smooth progression to our 4th grade book, *Ruby*.

The two book set that comprises the *Opal* curriculum is aligned with Common Core Reading Standards. Units 1 - 3 are in part one and units 4 - 6 are in part two. *Opal* is only sold as a two book set.

sunflower

MOSDOS PRESS
Literature
Opal

daisy



Our Mission

Mosdos Press presents world-class literature for middle school and high school: classic and contemporary works that are broadly representative, intellectually challenging, and morally framed. Our curriculum is rigorous and engaging, and thoughtfully explores family values and ethics. Mosdos Press is dedicated to excellence in the teaching of literature, writing, vocabulary, and language arts. Our Literature Anthology Series meets the most stringent academic standards, without compromising our children spiritually or psychologically.

Our Promise

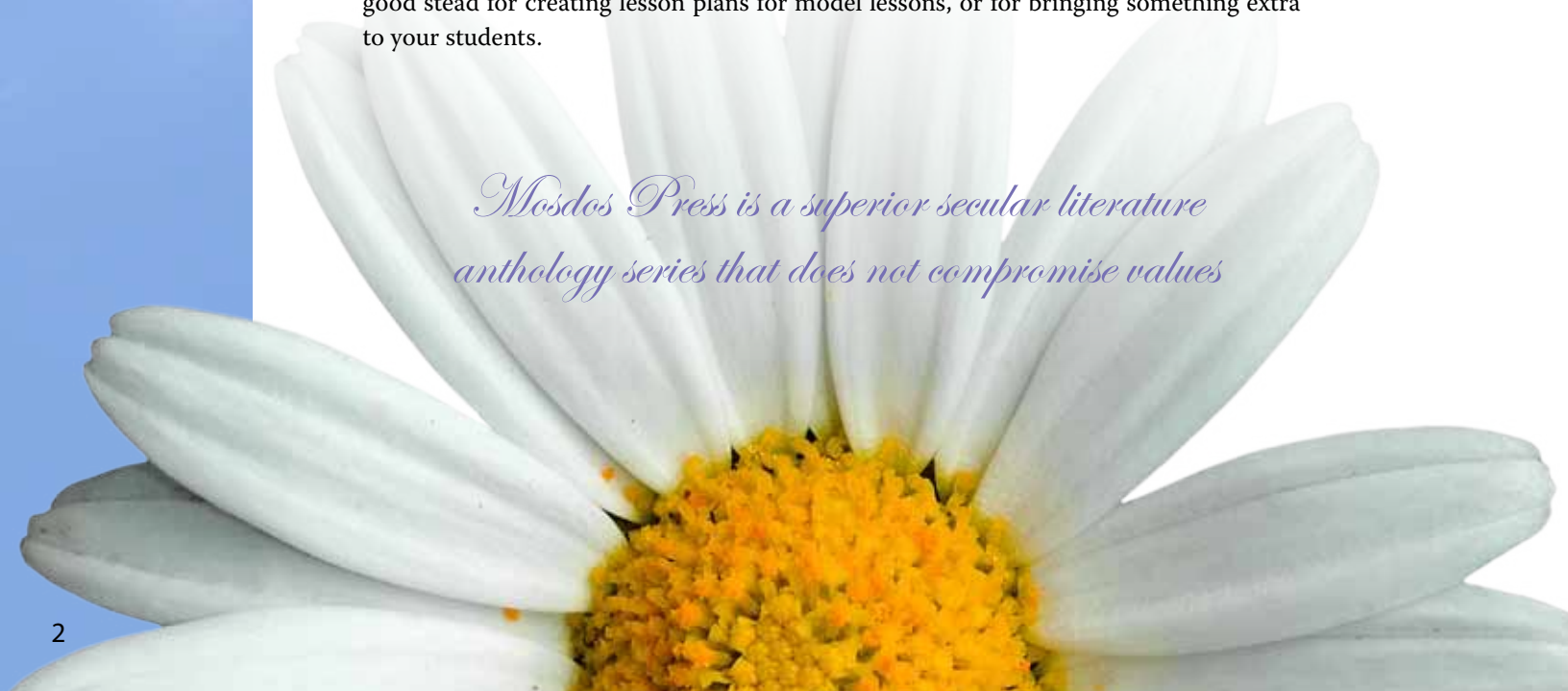
Mosdos Press is the right choice for educators and families dismayed by contemporary values and concerned with the impact of secular studies. Our selections have enduring literary worth. Our curriculum teaches intellectual probing, analysis, a respect for language, and the weighing of ethics and values.

Mosdos Press' literature anthologies are currently being used in countless public, private, and religious schools across the United States and Canada. With the introduction of our books, all these institutions have experienced positive changes in the tone of their classrooms. Schools moving towards the current "Values based" education trend need look no further than our series, for we promise to impart only traditional, wholesome values in our books. Teachers find that our curriculum-rich Teacher's Editions, replete with ideas for creative assignments, community service projects, and valuable background information, make teaching with our series a pleasure.

The Mosdos Press Learning Experience

Our textbooks have order and clarity. The pages are never visually overwhelming. We do not bombard children. Every selection is accessible: We take the student step by step, so that no child will throw up a barrier and think, "I cannot learn." Our workbook is literate, funny, and visually delightful! This workbook will enable your children to take tests successfully.

Mosdos Press Teacher's Editions are so detailed, so well-organized, and so innovative, teachers can use these books as their primary resource. These books will stand you in good stead for creating lesson plans for model lessons, or for bringing something extra to your students.



*Mosdos Press is a superior secular literature
anthology series that does not compromise values*



22 Short Stories
1 Drama Selection
1 Novella
3 Biographies
2 Nonfiction Essays
1 Long Narrative Poem
17 Poetry Selections

Student Edition

Opal integrates language arts and literature with Lessons in Literature that precede each prose selection and teach a progression of language arts skills that build, one on the other. These lessons are specifically geared towards the 3rd grader. *Opal* includes works by, Myron Uhlberg, Ann Cameron, Berniece Freschet, and Russell H. Erickson. The book is replete with short stories, a complete chapter book, drama, poetry, and nonfiction. *Opal* has a wonderful selection of poetry—more than 15 poems follow prose selections with which they are thematically linked. These are just for the pleasure of reading. *Opal* poets include Emily Dickinson, Jack Prelutsky, and Langston Hughes. Finally, *Opal* presents a unique Mosdos feature: *Jill's Journal*, a first-person narrative presumably written at the time of the prose selection. Third graders will enter the setting of the literary work, as if they were present in that time and place.

10 digit ISBN 0-9858078-3-0 (2 book set)

13 digit ISBN 978-0-9858078-3-2 (2 book set)

Teacher's Annotated Edition

Once again, our Teacher's Edition is printed in two volumes with spiral binding and soft cover for easy use. The *Opal* Teacher's Edition is extraordinarily helpful for teachers—new, old, and home school. Each prose work begins with a **Selection Summary** and **Getting Started**. The **Guiding the Reading** questions and **literary components** are an invaluable teaching tool. With our Teacher's Annotated Edition, you are never on your own. Although the material is somewhat simplified for the 3rd grade, you will find exactly what you need here. See p. xx for details.

10 digit ISBN 0-9858078-9-X (2 part set)

13 digit ISBN 078-0-9858078-9-4 (2 part set)

Student Companion Workbook

The *Opal* student workbook has been formatted for 3rd sensibilities. The layout and graphics are visually appealing, with sufficient space between lines and exercises for the younger student writer. *Opal* has vocabulary exercises in the form of word games and puzzles. With *Opal*, students see that language is fun. In addition to two vocabulary activities for each prose selection, the workbook includes language arts skills activities, writing activities, and a graphic organizer. The six workbook pages accompanying each selection assist the 3rd grader in developing analytical and writing skills. The *Opal* workbook has been developed with our hallmark wit, humor, and creativity.

10 digit ISBN 0-9858078-7-3

13 digit ISBN 978-0-9858078-7-0

Test Masters

The *Opal* test master CD has a test for each prose selection, including essay questions, unit tests, and vocabulary tests. These user-friendly CD masters offer the educator an excellent teacher tool. The test masters can be used as an independent assignment or review or as a student test before progressing to the next lesson.

10 digit ISBN 0-9801670-6-X

13 digit ISBN 978-0-9801670-6-1

unit 1

all about the story!

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Lesson in Literature... TREASURE OF THE ANDES

WHAT IS A STORY?

- A **story** is about something that *happens* at a certain *time* in a certain *place*.
- What *happens* in the story is called the **plot**.
- The *people* or *animals* in the story are called the **characters**.
- The *time* and *place* in which the events happen are called the **setting**.

THINK ABOUT IT!

- How do the boys discover the silver urn?
- Who are the five characters in the story?
- Where does the story take place? Name the country the boys live in, and the mountains and the lake that are near their farm.

unit 2

all about the plot!

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Carlos sat on the wooden box that his father had placed near the vegetable garden. "Carlos," his papa had said, "you are such a good boy. You work so hard. Sit down sometimes!"

Carlos was nine. He smiled, remembering his father's words. He liked taking care of the potatoes, corn, and barley. He would grow up to be a farmer or fisherman just like his mama and papa.

Carlos lived in the Andes Mountains near Lake Titicaca in Bolivia. Bolivia is in South America.

Carlos knew his parents were different from other farmers. They read many books. They knew many things about the world. In fact, they had named him after a famous Bolivian artist.

Oh, to be a painter of pictures! Oh, to be a weaver of brightly colored cloth! Mama made beautiful cloth. But she didn't have much time to weave. She had to take care of the farm and his brothers and baby sister.

unit 3

all about characters!

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Lesson's in Literature

The *Opal* pre-curriculum for each selection begins with **Lesson in Literature**, which presents the literary component or language arts skill that will be focused on in that selection. Each **Lesson in Literature** has three sections. The first section defines the literary



"Carlos! How are you?" It was his friend, Tomie, calling. "Want to search for buried treasure?"

"Sure," Carlos shouted back. Their favorite game was hunting for treasure. They had always heard stories that something valuable was buried in the Andes. They imagined finding treasure and being heroes. Then they could both go to art school. They would be famous artists! They had talked about this many times.

"You know, Tomie, I've been thinking. The legend says the treasure is where the earth is like a mirror or a sheet of glass. Well, Lake Titicaca is so calm. It really looks like a sheet of glass!"

They headed for the lake with their llama, Isabella. She wore her bright pink collar and ear tassels. Their spades were set in the pack that she wore.

Carlos and Tomie were near the edge of the lake. Suddenly, Carlos tripped on a rock and fell. "Are you all right?" cried Tomie.

"My hands are scraped, but I'm okay. It was just a big rock!"

"Hey, wait," Tomie exclaimed, as he helped his friend to his feet. "Look at that!" he said. "That's no rock. See, it's shiny—just the way the lake is shiny." They set to digging with their spades, excited. But Carlos worried.

What if it were nothing special? Then there would be no art school.

Little by little they uncovered an old and heavy silver urn. "It's just like what we saw at the museum in the city," Tomie said. They attached the urn to Isabella's pack with rope. They wanted to get home quickly, but Isabella had a heavy load.

Soon they saw their mamas working in the field. The boys untied the urn. Together, they held it up for their mamas to see. "Look!" the boys exclaimed. "We found the treasure of the Andes!"

At first their mothers laughed. "Are you certain it belongs to no one else?"

"Mama," Carlos cried. "How could something so old belong to someone else?"

The two women looked at each other. "Do you know what this means for our families?" Tomie's mama said to the boys.

Carlos' mama nodded. "We have not told either of you how Tomie's little sister needs medicine, or how little food we have had to get by on. We save the food for the children."

"Thank you so much," Tomie's mama said quietly. "You are both heroes."

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unit 4

all about setting!

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unit 6

the grand finalé!

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component that is being taught in four brief points. The second section is a short original story that has been written to specifically highlight that component. The third section consists of questions that review the story and reinforce the understanding of the focus skill.

Blueprint for Reading

INTO . . . *The Jar of Tassai*

Tassai was a Pueblo Indian girl whose family lived and farmed near the desert. Like many children, Tassai had a secret. Slowly and carefully, in a secret place, Tassai was making a jar from clay. She had discovered the clay near the desert. Tassai dreamed of the day when she would surprise everyone with the beauty of the jar. Just as that day arrived, something happened! Her precious jar was endangered, but so was something even more precious. Tassai had to choose between the two in a split second. As you read *The Jar of Tassai*, ask yourself what choice *you* would have made.



Story Elements

What makes a story? You would probably agree that, in a story, something has to *happen*. What happens is called the **plot**. You might add that a story must have *people*, or animals, or maybe even robots! These are the **characters**. The characters live at a certain *time* in a certain *place*, which are the story's **setting**. Finally, if the story is a good one, it will have an *idea*, or **theme**. As you read *The Jar of Tassai*, see if you can identify the plot, characters, setting, and theme.

4 Unit 1



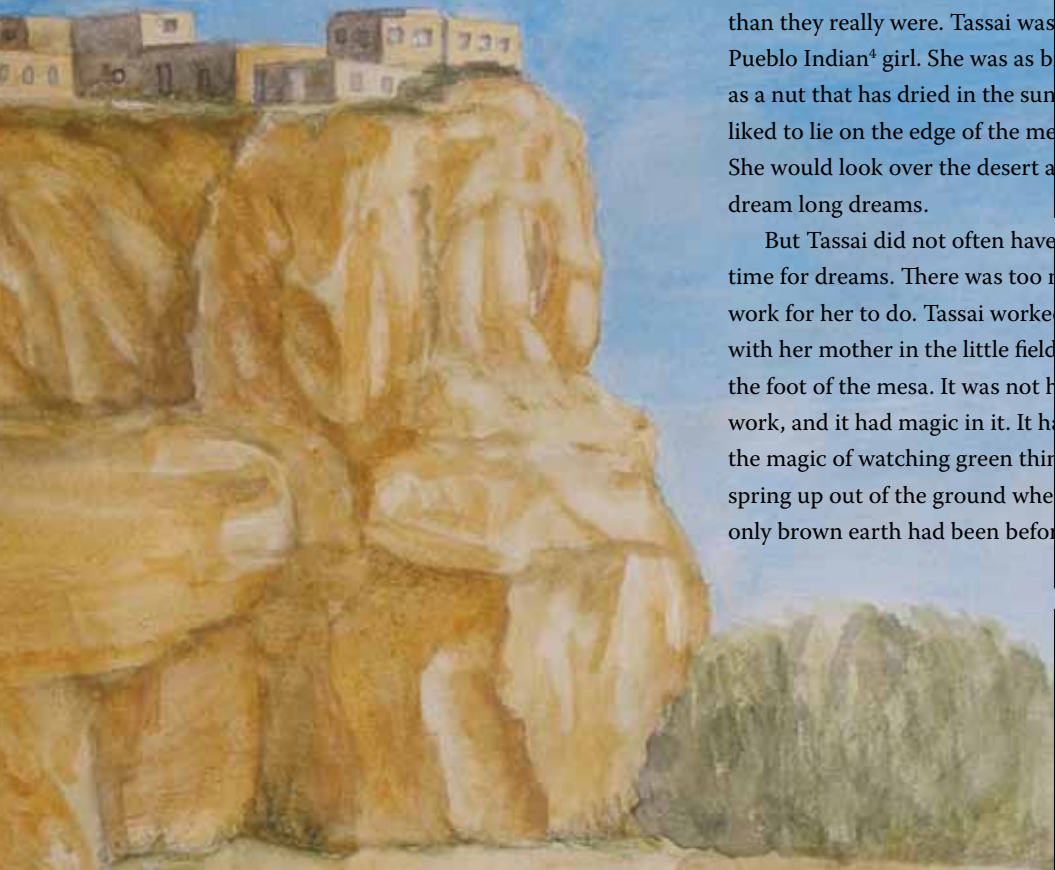
Blueprint for Reading

The student is introduced to each selection in two ways. The first, **Into the Selection** encourages the young readers to think analytically about the selection they are about to read. What drives the author? The action? The characters?

The second, **Eyes on** links the literary component introduced in the Lesson in literature to the selection at hand. The student is asked to think about how the literary component is expressed in the story. In addition, strategies for implementing the selection's focus skill are suggested.

The Jar of Tassai

Grace Moon

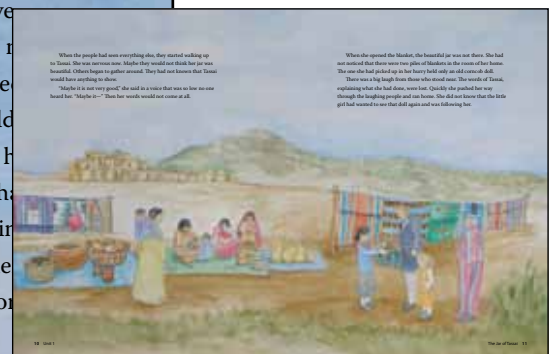


1. *Tassai* (TASS EYE)
2. A *mesa* (MAY suh) is a flat area at the top of steep mountainsides.
3. The *Painted Desert* is a desert in Arizona, east of the Colorado River.
4. The *Pueblo* (PWEB lo) *Indians* are Native Americans who live in the American Southwest. The stone or adobe houses they live in are also called pueblos.



Selection Pages

Original artwork and illustrations are a Mosdos Press hallmark. Innovative graphics, design, color, and layout make Mosdos Press books appealing to students and teachers. Our artists and graphic designers work hand-in-hand with writers, editors, teacher consultants, and administrators to produce work that is beautiful, intriguing, and in keeping with our values.





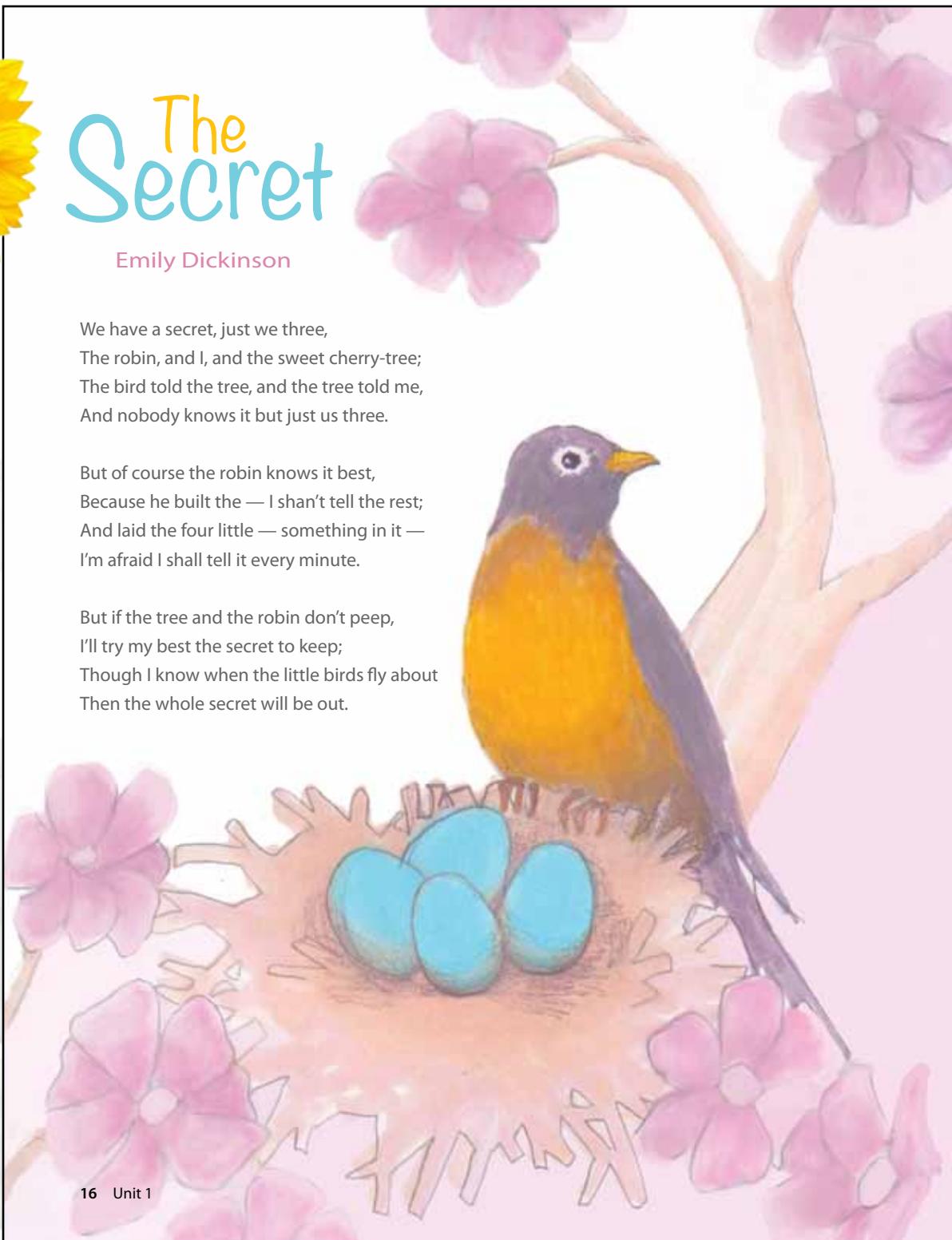
The Secret

Emily Dickinson

We have a secret, just we three,
The robin, and I, and the sweet cherry-tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best,
Because he built the — I shan't tell the rest;
And laid the four little — something in it —
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.



16 Unit 1

About the Poem

Fun to read poems follow most prose selections. Linked thematically with the selection they follow, these easily understandable poems give third graders poetry reading practice and the opportunity to experience the delight of this genre.

Studying the Selection

FIRST IMPRESSIONS

Would you have been able to think as quickly as Tassai did?

QUICK REVIEW

1. What work did Tassai do secretly?
2. What did Tassai hope to do with her jar?
3. Why did Tassai leave the feast and run home?
4. How did Tassai's jar get broken?

FOCUS

5. At the end of the story, Tassai felt very happy, even though her jar was broken. Why did she feel this way?
6. Every story has a plot, characters, a setting, and a theme, or main idea. Copy the chart below onto a piece of paper and fill in the empty boxes.

List three characters	1. 2. 3.
List two settings	1. 2.
List two important things that happen in the story	1. 2.

CREATING AND WRITING

7. In the story, the Governor gave Tassai a prize for doing a good deed. What do you think it was? Imagine that you are the Governor, and write a letter to Tassai that describes the prize and thanks her for her brave deed.
8. Tassai loved making her jar. At home, find an empty jar. Clean it well and decorate it. Fill it with something you like, such as candy or small pieces of a game.

First Impressions is the basis for classroom discussion. With the exception of the *Quick Review*, all of the exercises call for more than a recollection of facts. Specifically, the *Focus* questions require that students think about the theme. This prepares them for the first exercise in *Creating & Writing*: to write a short paragraph or two related to the theme or to compose creative work that is linked thematically with the selection. The second *Creating & Writing* activity is always a non-writing imaginative or artistic assignment.

The Jar of Tassai 17

Post Curriculum

Studying the Selection is the curriculum that follows each selection. Even for 3rd graders, this means a close look at the selection with lots of opportunity for application. Based on Bloom's Taxonomy of Knowledge (comprehension, application, analysis, synthesis, and evaluation) the exercises include **First Impressions**, **Quick Review**, **Focus**, and **Creating & Writing**.



Vocabulary Exercise One allows students to apply their new words immediately! The sentences in the exercise may tell a prose story, create a poem, or teach a lesson about language—and the student tells the story by filling in the correct word. This is the Mosdos Press method of literate learning with a smile.

THE JAR OF TASSAI
Vocabulary Activity One

Fill in the Blanks

agriculture
arid

compete
craft

feast
kiln

pottery
rural

1. Hi! My name's Sam and I live on a farm in a _____ (area where there are farms, not cities) area in Ohio.

2. Every year, a county fair is held where the farmers _____ (try to win) for ribbons and prizes.

3. Since people for miles around make their living in _____, (farming) a lot of the contests center around plants and animals.

4. Each year we give prizes for the fattest pumpkins, the longest zucchini, and the woolliest lambs; then we all sit down to the most delicious _____ (joyous meal).

5. Not all the land around here is rich. Some of it is dry and _____ (desert-like).

6. The people who live on that kind of land compete in the _____ (skilled work) contests.

7. They bring the most beautiful, painted _____ (earthenware dishes) that they have made from the clay-like earth near their homes.

8. My favorite display is the one where some of these craftsmen make their bowls and cups right before your eyes and put them in a small portable _____ (oven for baking pottery) to bake while you wait!

2

Unit 1: The Jar of Tassai (Textbook p. 000)

The *Language Arts Activity* page offers practice with the language arts skill focused on in the selection. Activities are created to help students recognize the narrative elements, explore point of view, understand figurative language, and make predictions that will reinforce the skills taught in the textbook. These language arts skills and many others will give the student the opportunity to gain proficiency with the 3rd grade learning components that are an integral part of the Common Core Curriculum standards.

Name

THE JAR OF TASSAI
Vocabulary Activity Two

Word Families

All the members of your family are related. They are not exactly alike, but they are connected in many ways. Many live in the same house and perhaps even look alike. Words have "families," too. Here's an example: winter, snow, ice, and cold are all related. Apple, orange, banana and grape are related, too!

Circle the word that is related to the vocabulary word.

1. agriculture
piano farming tornado physician

2. arid
thunderstorm river desert rainbow

3. compete
race write mix finish

4. craft
thinking woodworking searching sailing

5. feast
fields dough sand food

6. kiln
fold pound bake cut

7. pottery
clay glass wood iron

8. rural
city country ocean jungle

Unit 1: The Jar of Tassai (Textbook p. 000)

3

Vocabulary Exercise Two asks for synonyms and antonyms; gives practice with identifying parts of speech; and helps students grasp the fine points of new vocabulary with choose-the-sentence exercises, and exercises asking them to group and categorize words. Exercise Two also offers several strong, clear lessons in word comparisons—the most significant and popular test of vocabulary and analytic ability on standardized tests.

Name

THE JAR OF TASSAI
Language Arts Activity

Circle the Answer

Narrative Elements

Every story has a **plot**, **characters**, a **setting**, and a **main idea**. Even a one paragraph story, like the one below, can have all those *narrative elements*. Read the paragraph and answer the questions.

The Gold-diggers

Outside the cave, a storm was brewing. Jake and Tim sat at the entrance, staring gloomily at the dark clouds.
"If this storm is as strong as it looks to be," said Jake, "we'll never be able t' git that gold at the bottom of the creek," he said.
"Hold on," said Tim. "We didn't come all the way from Kansas to California t' go home empty handed. That there storm'll blow itself out, and then we'll go find that gold.
"Yer right," said Jake. "Gold-digging, like everythin' else in life, takes patience."

1. Outside the cave, a storm was brewing. This tell us about the
Plot Characters Setting Main idea

2. Jake and Tim sat at the entrance. This introduces us to the
Plot Characters Setting Main idea

3. ...then we'll go find that gold. This tells us about the
Plot Characters Setting Main idea

4. Gold-digging, like everythin' else in life, takes patience. This must be the
Plot Characters Setting Main idea

Unit 1: The Jar of Tassai (Textbook p. 000)

5

The *More about the Story* workbook page offers young writers a creative writing experience. A story-starter paragraph provides the student with a thoughtful prompt thematically linked to the selection.

THE JAR OF TASSAI
The Graphic Organizer

Recognize the Four Elements of a Story

Every story has four elements: plot, characters, setting, and theme, or main idea. As you can see, each jar in the picture is labeled with one of those elements. Follow the instructions given beneath (above) each jar. When you have written in your answers, decorate the jars.

Plot

The plot has several steps to it. Start or complete the phrase that describes each step in the plot.

1. Tassai was secretly _____.
2. The Governor of Pueblo invited _____.
3. _____ planned to enter her jar into the competition at the feast.
4. Tassai realized she had left her jar at home, so she _____.
5. _____ followed her home.
6. While Tassai was inside, the little girl suddenly saw _____.
7. When Tassai saw the snake, she _____.
8. By doing this, Tassai had _____.
9. When the Governor heard about this, he _____.

6 Unit 1: The Jar of Tassai (Textbook p. 000)

THE JAR OF TASSAI
More About the Story

Write a Paragraph

When making an object requires special skill, it is called a **craft**. Tassai was good at making jars, which is the craft of pottery making. Everyone has worked at some craft, even if they didn't know it! Have you ever made a lanyard? Have you used modeling clay or even play-dough? Then you have worked at a craft. Some other crafts would be embroidery or needlepoint, woodworking, making a model car or airplane, or even decorating a cake. Choose a craft that you enjoy or know something about, and write a paragraph about it. Describe what skill the craft requires, for example, must you be good at drawing? Must you know how to use certain tools? Then tell what materials you need for it, and what the finished product looks like.

CRAFTING

4 Unit 1: The Jar of Tassai (Textbook p. 000)

THE JAR OF TASSAI
The Graphic Organizer

Plot | Characters | Setting | Theme

Characters

List the four characters in the story.

1. The governor
- 2.
- 3.
- 4.

Settings

List the four settings in the story.

1. The fields at the foot of the mesa where Tassai worked.
- 2.
- 3.
- 4.

Theme

Decorate the jar that contains the theme, the main idea of the story.

The main idea is found near the end of the story when the Governor says that prizes were to be given for the most beautiful things brought to the feast. But, he says, deeds can be very beautiful, too. He then gives Tassai a prize for her beautiful deed.

Unit 1: The Jar of Tassai (Textbook p. 000) 7

Mosdos Press *Graphic Organizers* help develop critical thinking skills. Graphic organizers are an invaluable teaching and learning tool that helps children to develop thinking strategies. Opal's workbook includes a two-page graphic organizer for each prose selection. Tied thematically to the selection, this activity often emphasizes the main idea, reinforces an important language arts skill, and gives the student the opportunity to think about their reading visually. These visual representations help the student organize, interpret, and understand material.

Student Workbook
Workbook blurb. Ficipid utaerfe rempore porit et hit oditati blamuscidus, que natem perum ium, volum imus ma sandandi sitas volore dolorum? Accum est et quid quia dolo eumquatatis et porem

The Jar of Tassai

Lesson in Literature

What is a Story?

Treasure of the Andes

1. Carlos tripped and fell over the urn.
2. The characters are Carlos, Papa, Mama, Tomic, and Tomic's Mama.
3. The setting of the story is in Bolivia in the Andes Mountains near Lake Titicaca.

Selection Summary

Tassai is a young Pueblo girl who lives on a mesa overlooking the Painted Desert in Arizona. She works in the fields, grinds the corn, and helps her mother weave baskets. She is quite content, enjoying the simple pleasures of life in an agricultural society. While working outdoors, Tassai has discovered some beautiful clay and secretly made a jar out of it. She has learned to make jars from her mother, and takes enormous pleasure in forming the silky clay into a fine jar. When the jar is painted and baked, Tassai wraps it in a blanket and hides it.

Not long before, the Governor of the Pueblo had announced that a "feast," or what we might call a fair, would be held for the three towns in the area. Every person attending the fair was requested to bring something he or she had made. Prizes would be awarded for the best items. The day of the fair dawned clear and fine. Tassai is excited, but cannot leave until she has helped her mother all day in the fields. Finally, she hurriedly grabs the blanket that holds her jar and runs to the fair. The Governor and some others are judging the entries. As they approach Tassai, she nervously starts to open her blanket, only to discover that the jar is not in it. She had taken a different blanket, which contains a cornucopia of Cretaceous, she turns to run home to get the jar. Unknown to her, a little girl who saw the cornucopia doll follows her home. As she is coming out of her house jar in hand, the girl cries out, for she sees a rattlesnake coming towards her. Tassai raises the jar and shatters it on the head of the snake, killing it.

The girl's father thanks Tassai and tells her that, from what he can see of the pieces, the jar would have won a prize. The Governor does award Tassai a prize, not for her jar, but for her good deed. Tassai is happy; it does not matter that her jar was broken; she can always make another.

Lesson in Literature

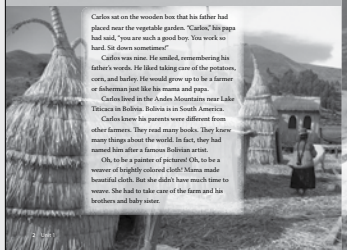
TREASURE OF THE ANDES

WHAT IS A STORY?

- A story is about something that happens at a certain time in a certain place.
- What happens in the story is called the plot.
- The people or animals in the story are called the characters.
- The time and place in which the events happen are called the setting.

THINK ABOUT IT!

1. How do the boys discover the silver urn?
2. Who are the five characters in the story?
3. Where does the story take place? Name the country the boys live in, and the mountains and the lake that are near their farm.



Getting Started

The first discussion of the year should be about stories in general. Ask your students what some of their favorite stories are. They may name some books they have read that are familiar to most of the class. Ask them what makes them like one story more than another. Is it the action? Do they like some character that is funny? Does it have a really good ending? Ask them if they prefer serious stories to funny ones, happy ones to sad ones, action filled ones to more thoughtful ones. Ask each person who answers why they prefer one type of story to another. Lead up to the question: what elements must every story have? The answer, of course, is that every story needs a plot, characters, setting, and theme. But don't use those terms. See if you can elicit these story elements from them in their own words. After this discussion, read two paragraphs to them. One will be a "non-story," because it will lack some story elements, the other will be a mini-story. Below we provide you with a sample of each, though you may prefer to make up your own.

Non-story

Our beach is a wonderful place to be. The sand is clean, the water is clear, there are seagulls flying above, and the skies are usually blue and bright. The beach is opened during the summer months and is usually crowded, unless you come early in the morning. There are stands where you can buy ice cream and rent umbrellas. There are a couple of brick buildings where you can change into your swimsuit. The bus goes right to the beach, so it's convenient and easy to reach.

Story

Brian and Joseph loved the beach because the sand was clean, the water was clear, and the skies above it were usually sunny. Unfortunately, today was not one of those bright days. When they got there, the seagulls were circling and crying their loud cries. The wind was gusting and sand was blowing into everyone's eyes. "Look!" said Brian, "a funnel cloud is coming our way! We've got to find shelter!" Everyone was crowding down the steps of one of the buildings that were usually used for changing. Just as the boys

The Jar of Tassai

Target Skill: Understanding that a story needs a plot, character, setting, and a theme

Learning Strategy: Prior knowledge

Common Core Curriculum: RI.3.1; RI.3.2; RI.3.3

Genre: Realistic Fiction

Related Vocabulary

agriculture (AG ruh KUL chur) n.: farming

arid (AIR id) adj.: dry and desert-like

complete (Bum PEET) v.: to try to be the winner in a contest

craft (KRAFT) n.: work that requires special skill, like weaving or pottery making

feast (FEEST) n.: a rich, joyous meal for many guests

kiln (KILL) n.: an oven for baking clay pottery

pottery (POT uh ree) n.: bowls and other vessels made of clay that is shaped, then baked

rural (RUH rullad): areas where there are farms and fields, not streets and buildings

Workbook

Related Pages: 000-000

Answer Key Pages: 000-000

got to the building, they heard a huge crash, as a tree blew down. "Whew," they said. "We're glad we got off the beach."

Discussion

Ask your class which of the two paragraphs is a little story. When they choose the second paragraph, ask them how it is different from the first. The second paragraph has characters. The first does not. The second paragraph has a plot—something changes, a problem arises and is solved—the first does not. Both paragraphs have setting, but a setting alone does not make a story. Do not accept "action" or the lack thereof as a story element. Action that is not part of a problem and resolution, or action that does not lead to change, is not a story element. One can describe an auto race or a rodeo, but those would simply be descriptions of action, not stories.

The Jar of Tassai T3

Selection Summary is a convenient teacher's guide to the selection, providing a bulleted, page-for-page summary. This is an ideal classroom review of story elements.

Getting Started is a springboard to the selection. An activity, a question, or intriguing information enables the teacher to generate broader student interest.

About the Poem provides thoughtful material essential to teaching the poem

The Jar of Tassai

The Secret

Poem tie-in for The Jar of Tassai

In "The Secret," the narrator takes delight in her secret knowledge of the existence of a robin's nest. Her playful way of not stating the secret injects secrecy right into the lines themselves. There is something about secret knowledge—if it is knowledge of something pleasant and good—that most people relish, and this poem shares that feeling with the reader.

Here are some questions that you may use to discuss *The Secret*.

Q: Do you like secrets?
Q: Do you find it hard to keep a secret? Why or why not?

Q: Some secrets are happy and some are sad. Some are between you and a friend, some are between you and a parent, and some are between you and yourself. Can you give examples of each?

Q: What secret does the poet have here?
A: The poet has seen the robin build a nest and lay four eggs in it.

Q: What does the poet do that makes you feel the secret even more?
A: The poet leaves out the words that tell us what the secret is and make us guess what they are. By not using the words, she is keeping the secret.

Q: When will the secret be revealed?
A: The secret will be revealed when the baby robins are hatched.

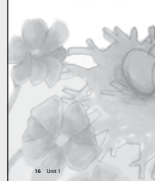
The Secret

Emily Dickinson

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best,
Because he built the — I shan't tell the nest
And laid the four little — something in it —
I'm afraid I shan't tell it every minute.

But if the tree and the robin don't pique,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.



T16 Unit 1

TEACHER'S EDITION

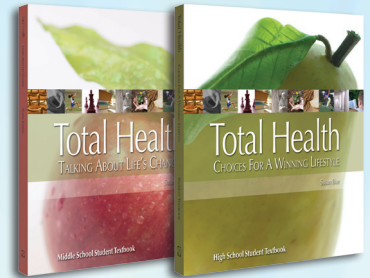
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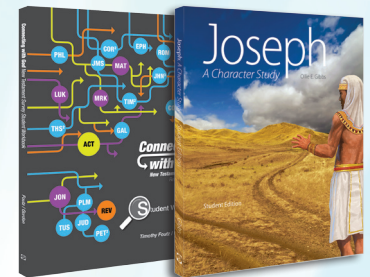
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