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**Student Sampler**  
Grades 3–5

# Student Sampler

Grades 3-5

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## A

1

1. cuddly
2. receive
3. shabby
4. princess

2

1. search
2. snuggle
3. tattered
4. velveteen
5. stuffing

3

1. searched
2. received
3. snuggled
4. remembered
5. welcomed
6. stuffed

4

1. shabbier
2. birthday
3. Timmy
4. bunny
5. bunnies
6. months

# The *V*elveteen *R*abbit

Retold by José Reyes  
Illustrated by Brock Nicol



Timmy was a little boy who had lots of toys, and he liked to play with all of them. But his favorite toy was the velveteen rabbit that he received on his fourth birthday.





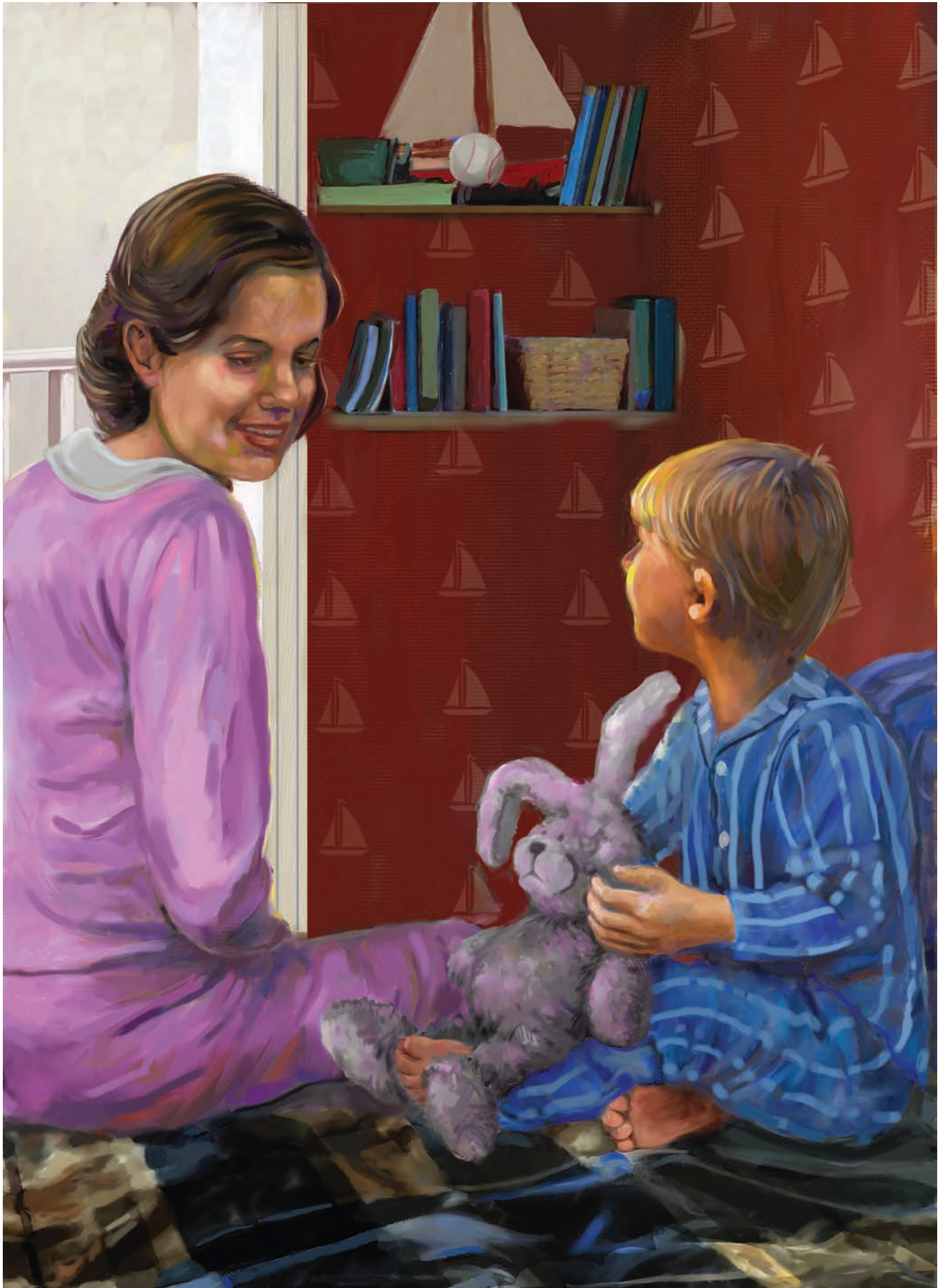
Oh, how he loved that soft cuddly rabbit. At night, he could not go to sleep unless he snuggled up with the rabbit close to his body. When he played out in the yard, he always had that rabbit with him. He even talked to his velveteen rabbit.





After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.





Timmy's mother tried to interest Timmy in other toys. She wanted to get rid of the velveteen rabbit because she thought it was dirty and ugly. She said, "Why don't you give me the rabbit, and I'll get you a fine new animal to play with."

"No," Timmy said. "This rabbit is not like the others. This rabbit is real."

"Real?" his mother said. "He's just a toy."

"No," Timmy insisted. "He's real."





The next day, Timmy was playing with the tattered rabbit in the yard when it started to rain. Timmy went inside, but he forgot to take the rabbit with him. When it was time for Timmy to go to bed, he remembered where the rabbit was. He snuck outside in the rain and cold and searched for the rabbit until he found it. Then he hugged his rabbit and said, “You are cold and wet, but I will make you feel better.” He took the rabbit inside, dried it, and took it to bed with him. He snuggled up and went to sleep.





A few days later, Timmy became very sick. He had a high fever and strange dreams. In one of his dreams a lovely princess appeared. She said, “The love your rabbit has for you will make you well. And your love for the rabbit will make him real.”

Timmy got well, and he remembered what the princess had said. But as the months passed, the poor rabbit became even shabbier than it had been. Part of its stuffing was coming out, and it had a large rip on its back.

One day, Timmy’s mother said, “Timmy, you are a big boy now. It’s time for you to get rid of that rabbit. It’s falling apart.”

Timmy said, “But a princess told me that this rabbit will become a real rabbit.”





His mother said, “Then why don’t you take him out into the woods and leave him there, where he can live with the other rabbits.”

Sadly, Timmy agreed. With tears in his eyes, he took his tattered velveteen rabbit to the woods. He put it down in soft leaves, next to a large tree. He patted it and said, “I . . . I have to leave you here . . . but you will be fine. . . . You will be a real rabbit.”





He started to walk away, but after he took a few steps he turned around to look at his rabbit for the last time. To his surprise, the tattered rabbit was gone. And sitting in its place was a bunny—a real rabbit.

The bunny hopped over to Timmy and seemed to smile. “Oh,” Timmy cried. “You are real.” Then the bunny hopped over to where two other bunnies were playing. They welcomed their new friend, and the three of them hopped off.



Timmy often went back into the woods to watch his bunny play with the other rabbits. Although it had changed, Timmy knew that his velveteen rabbit would always love him as much as he loved it.







**A** STORY ITEMS

1. How old was Timmy when he got the velveteen rabbit? \_\_\_\_\_
2. What color was the rabbit when he got it? \_\_\_\_\_

3. What color was the rabbit after Timmy had it for a few years? \_\_\_\_\_
4. Underline the sentence in the passage below that answers question 3.

After a while, the rabbit started to show signs of wear. It became tattered and torn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Timmy loved it even more than when he had first held it.

5. Who thought that Timmy should get rid of the velveteen rabbit?  
\_\_\_\_\_
6. In Timmy's dream, who told him something about his rabbit?  
\_\_\_\_\_
7. What did that person say would happen to the rabbit?  
\_\_\_\_\_
8. Where did his mother tell him to take the tattered rabbit?  
\_\_\_\_\_
9. When Timmy looked back at the rabbit, how had it changed?  
\_\_\_\_\_

## B MORE STORY ITEMS

All stories have three main elements. They are the **setting**, the **characters**, and the **plot**.

- The **setting** is where and when the story takes place.
- The **characters** are the important people, animals, or objects that do things in the story.
- The **plot** is what happens to the characters in the story.

### Answer these questions.

1. What is the setting for the beginning of the story?

---

2. Name the two main characters in this story.

---

3. Write the letter of the passage that tells the **plot** for this story. \_\_\_\_\_

- A. A boy named Timmy got sick. A princess told Timmy that his velveteen rabbit was her friend. When Timmy was older, his mother put the rabbit in the woods. She thought Timmy was too big to have a toy rabbit.
- B. Timmy's favorite toy was a stuffed velveteen rabbit. A princess told him it was real. Timmy's mother didn't like the toy rabbit, so she bought Timmy a real rabbit. Timmy liked the real rabbit so much that he forgot all about his old stuffed toy.
- C. Timmy's favorite toy was a stuffed velveteen rabbit. Timmy loved the rabbit. When Timmy got sick, loving the rabbit helped him get better. When Timmy was older, he left the rabbit in the woods. When he looked back, there was a live rabbit right where he had left his toy.

**A Rewrite each sentence.**

- Our dog barked when the man walked by.
- When the man walked by, our dog barked.

**Rules:** Start with a capital letter.

Write the part that tells when.

Make a comma and write the rest of the sentence.

End the sentence with a period.

1. They went swimming in the morning.
2. We talked softly while the baby slept.
3. The cook took a nap after lunch.





**B** Write a paragraph about the picture.



	Carmen gave her dog a bath.

## INDEPENDENT WORK

**C** Write the verb for each sentence.

1. We drove to Oregon last summer.
2. My sister was waiting outside.
3. George is singing a funny song.
4. The three children were very happy.

**END OF LESSON 24**



Name \_\_\_\_\_

**A Underline each subject. Write the pronoun above it.**

1. The old man could not start the car.
2. A storm lasted all night.
3. A dog and a cow were eating.
4. The young woman cleaned a table.
5. The trucks went up the hill.
6. A mother held a baby.

**B Fix the mistakes.**

1. Tom said, "why did you do that? (2)
2. They seen fred and jerry at the store. (3)
3. Maria said "i love math." (2)
4. Lisa teached Marys brother to swim. (2)
5. My sister went to the doctor she had a cold. (2)



**C** Use the check letters to edit the paragraph.

	The painter carried his ladder over to
<b>CP</b>	the tree he leaned the ladder against
<b>IH</b>	the tree. Then Mike picked some apples. He
<b>SP</b>	throom the apples to the painter. The painter
<b>DID</b>	put the apples on the ground. Anita unfolds
<b>CP</b>	the blanket she took the food and drinks
	from the basket and put them on the blanket.

**Check SP:** Spell words from the word list correctly.

## INDEPENDENT WORK

**D** Add s or es to make plural words.

1. boss
2. match
3. rash
4. cone
5. grape
6. room
7. crunch
8. pass

**END OF LESSON 24**

## A WORD LISTS

1

### Word Practice

1. archbishop
2. audience
3. available
4. celebration
5. funeral
6. particular

2

### Music Words

1. classical
2. composer
3. concerto
4. opera
5. orchestra
6. symphony

3

### Names

1. Constanze Weber
2. Don Giovanni
3. Mozart

4

### Vocabulary Words

1. outstanding
2. prodigy
3. salary

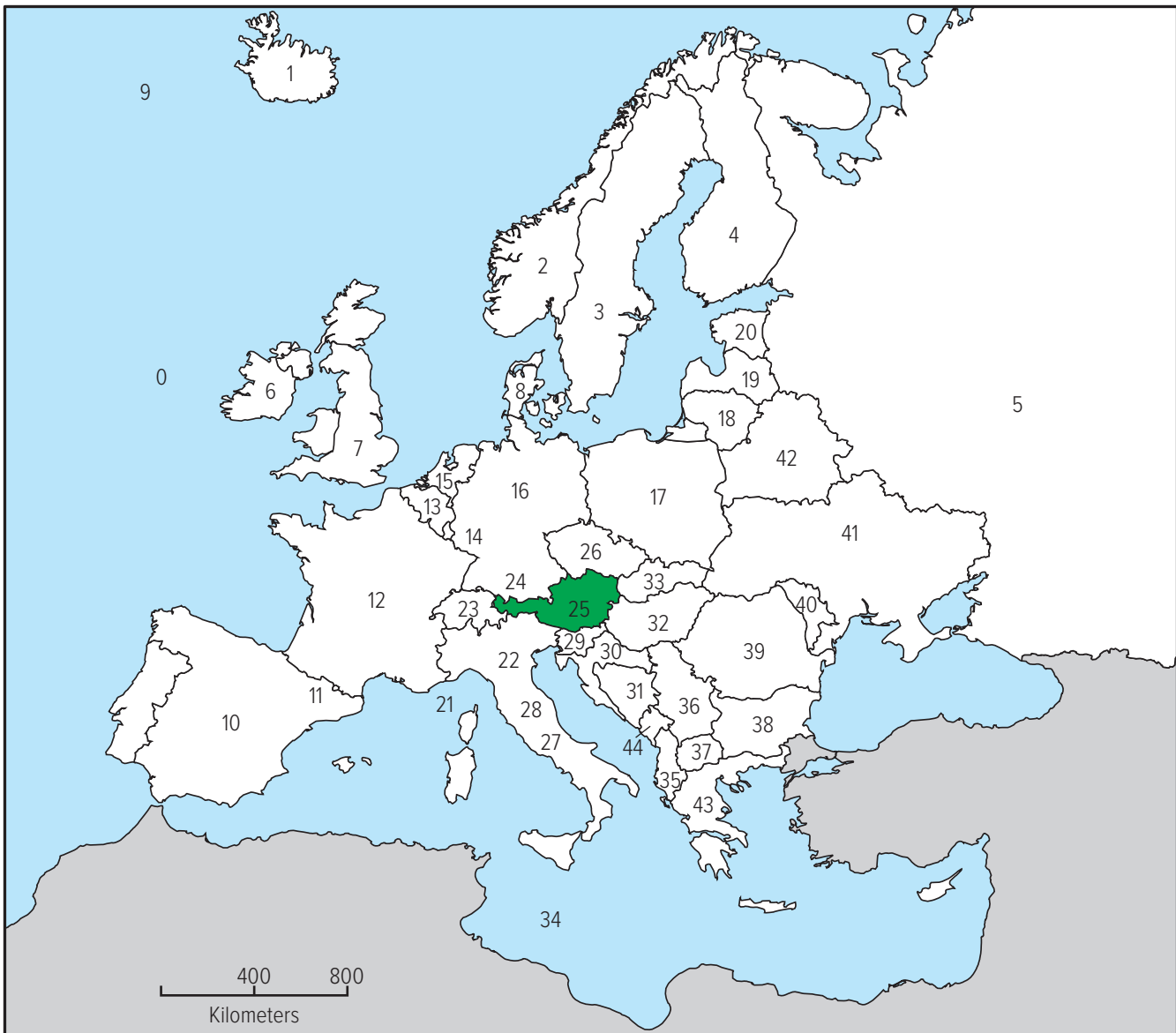
## B VOCABULARY DEFINITIONS

1. **outstanding**—When something stands out because it is really good, that thing is *outstanding*.  
A really good basketball player who stands out from the rest of the team is an outstanding basketball player.
  - What do we call a really good singer who stands out from other singers?
2. **prodigy**—A *prodigy* is a young person who has outstanding talent. A child with outstanding talent in music is a *musical prodigy*.
  - What's another way of saying *A child with outstanding talent in music*?
3. **salary**—A *salary* is the amount of money workers get paid for their jobs. Workers usually get paid once or twice a month.
  - If a worker earns \$1,000 a month for a part-time job, what is her salary for the entire year?

# Austria

Today you will read about a famous composer named Mozart. He was born in Salzburg, a small city in the country of Austria. Austria is one of many countries in the continent of Europe. The map shows where Austria is located.

Austria is surrounded by other countries and doesn't border a sea or ocean. The biggest city in Austria is Vienna. It's in the eastern part of the country, which is hilly. Salzburg is in the western part of Austria, which has some of the tallest mountains in Europe.





# Mozart, the Musical Prodigy

Music is in your cell phone, your home, your car, your school, the places you eat, the places you shop, the movies you see. Music also comes in many styles, such as rock, Latin, jazz, blues, country, hip hop, soul, gospel, and heavy metal. Many of those styles are recent, but one style has been around for more than a thousand years—classical music.

Other styles of music are more popular these days, but many people still prefer classical music. One reason is that classical pieces are so complicated and beautiful that people discover something new every time they hear a particular piece. Classical pieces are not like simple pop songs that people may get tired of after a few months.

There are thousands of classical composers. Some of them lived a long time ago, and others are writing classical music today. Mozart may be the most famous and popular classical composer. His music is



played all over the world.

## Early Years

Mozart was born in Salzburg, Austria, in 1756, which was 20 years before the United States became a nation. When Mozart was three years old, he watched his talented older sister take piano lessons from their father. Mozart loved the sound of the piano, and he soon began playing it himself. When Mozart turned four, his father started giving him piano lessons. But Mozart wanted to learn other instruments as well, so

he began teaching himself how to play the violin.

Still not satisfied, Mozart started composing music when he was five. He would make up tunes in his head and play them on the piano for his father, who wrote down the notes on music paper. The notes at the bottom of the page are from a piece of music that Mozart composed when he was five years old.



Mozart's father realized that his son was a musical prodigy—a child with outstanding talent for music. In 1762, when Mozart was only six, his father decided to take him and his sister on a tour of Europe so they could show off their talents and make some money. Over the next three years, Mozart and his sister performed in almost every important city in Europe. The audiences loved Mozart. They were amazed by his piano playing and by the music he wrote for piano and other instruments.

The painting on the previous page shows Mozart standing next to a piano when he was six years old.

Mozart returned home for one year and then set off on another tour. He kept touring for seven more years. During this time, he met many other composers. They were astonished by his playing and his music, but they were even more astonished when Mozart listened to a long, complicated piece of music by another composer and then wrote down every note from memory.

### The Archbishop of Salzburg

By the time Mozart finished his last tour, he was 17 years old, and he was no longer considered a child prodigy. He was now an adult who had to make a living as a composer and performer. His first job was working for the ruler of Salzburg, who was called the Archbishop of Salzburg. The archbishop hired Mozart in 1773 to write music for the archbishop's orchestra. An **orchestra** is a musical group that includes dozens of musicians playing different musical instruments.

Mozart wrote many different kinds of classical music for orchestra, including symphonies, concertos, and operas.

**Symphonies** are long pieces that feature the orchestra by itself.

In a **concerto**, one or more musicians play at the front of the stage while the orchestra plays in the background.

An **opera** is a type of play that uses music to tell a story. Actors in an opera sing on a stage while the orchestra plays below the front of the stage. ♦

Mozart didn't get along with the archbishop, who paid him a very low salary. In 1777, Mozart quit his job, but the archbishop hired him back two years later and increased his salary. Mozart continued to write music for the archbishop and other people. In 1781, the archbishop ordered Mozart to join him in Vienna, the biggest city in Austria. The archbishop was in Vienna to celebrate the country's new ruler: Emperor Joseph.

Mozart, who was now 25 years old, was happy to be in Vienna because it was much bigger than Salzburg and had better musicians. But he was still unhappy with the archbishop, who treated him like a servant and refused to let him play a concert for the emperor. Mozart quit his job once again and made his living by writing and performing his own music.

### The Last Ten Years

In 1781 Vienna was the musical center of Europe. Many composers lived there, and the city's residents and visitors flocked to concerts and operas. During Mozart's first year in Vienna, he played a concert for Emperor Joseph, and he composed a popular opera about a kidnapping, along with many other pieces. The next year he married Constanze Weber, a wonderful singer. He was happy and successful.

Over the next few years, Mozart became even more famous as a composer and performer. He was most well known for his 27 piano concertos. He performed them in sold-out concert halls, and he also

conducted the orchestra. If a concert hall wasn't available, he rented large rooms in other buildings and sold even more tickets. Mozart earned lots of money from these concerts, but he spent it foolishly instead of saving it. Meanwhile, Constanze gave birth to their son Karl in 1784. ★

By 1786, Mozart was only 30 years old, but he was tired of writing piano concertos, so he decided to compose more operas. The first one was performed later that year. It was about a wedding, and it was a big hit. Mozart wrote an even bigger hit, *Don Giovanni*, the next year. It became one of the most famous operas of all time. Later that year, Emperor Joseph hired Mozart to compose music for the dance parties in the emperor's palace, but the job didn't pay well.

Even though Mozart was still popular and worked for the emperor, he didn't have much money left. He started asking his friends for loans, which he promised to repay when his income increased. He also traveled to other cities, hoping to find a better-paying job. But he couldn't find a good job, and he and his family became very poor. They had a hard life. All the money Mozart had earned as a composer and performer was gone.

In 1791, Mozart's life began to improve. He was still a young man, and he had lots of ideas. Rich people began paying him to write new music, and his new opera, *The Magic Flute*, was a huge success. His second son, Franz, was born that summer. Mozart was happy again, but only for a short period. In September 1791, he got a deadly illness that nobody could cure.

Although Mozart realized that he was dying, he kept writing music. Over the next few months, he composed a piece for a choir to sing at someone else's funeral. Mozart felt that he was writing the piece for himself, and it was the last thing he wrote. His final



**Mozart as an adult**

words were, "The taste of death is upon my lips. I feel something that is not of this earth."

Mozart was only 35 years old when he died in December 1791, but his music has lived on for more than two centuries, and it will probably survive for many more centuries.

## **E** MAIN IDEA

**Write the main idea for each passage.**

1. Wild deer live in the jungle.  
Wild tigers live in the jungle.  
Wild apes live in the jungle.
2. Vanessa dug a hole.  
Then Vanessa picked up a tree.  
Vanessa put the tree into the hole.
3. Maria goes to Lincoln School every day.  
Henry goes to Lincoln School every day.  
Lisa goes to Lincoln School every day.



## F COMPREHENSION

**Write the answers.**

1. Why did Mozart's father decide to take him and his sister on a tour of Europe?
2. What astonishing thing was Mozart able to do after hearing a long and complicated piece by another composer?
3. Use evidence from the article to show why Mozart was unhappy with the Archbishop of Salzburg.
4. How did Mozart earn his living in Vienna?
5. Why did Mozart think he was writing his last piece of music for himself?

## G WRITING

**Write a brief report on the different instruments that musicians play in orchestras.**

Use at least two reference sources to answer the following questions in your report:

1. What are the four families of instruments in an orchestra?
2. What are the main instruments in each family?
3. How are the families arranged on the stage?
4. Who leads the orchestra, and what does that person do?
5. What orchestra or orchestras play near where you live?

**Write at least six sentences.**

Name \_\_\_\_\_

**A STORY DETAILS****Work the items.**

- Mozart was born in the continent of \_\_\_\_\_ .  
a. North America      b. Asia  
c. Europe      d. Australia
- Mozart was born in the country of \_\_\_\_\_ .  
a. Germany      b. England  
c. Wales      d. Austria
- Mozart was born in the city of \_\_\_\_\_ .  
a. Salzburg      b. London  
c. Vienna
- Which type of music has been around for more than a thousand years?  
a. hip hop      b. classical      c. rock
- In which century was Mozart born?  
a. 1700s      b. 1800s      c. 1900s
- Which type of classical piece features the orchestra by itself?  
a. concerto      b. opera  
c. symphony
- Which type of classical piece uses songs to tell a story?  
a. concerto      b. opera  
c. symphony
- During the last 10 years of his life, Mozart lived in the city of \_\_\_\_\_ .
- How old was Mozart when he died?  
a. 25      b. 35      c. 45

- The last piece of music Mozart wrote was for \_\_\_\_\_ .  
a. a concerto      b. a funeral  
c. an opera      d. a ballet

**B VOCABULARY****Complete each sentence with the correct word.**

classical	opera	prodigy
composer	orchestra	salary
concerto	outstanding	symphony

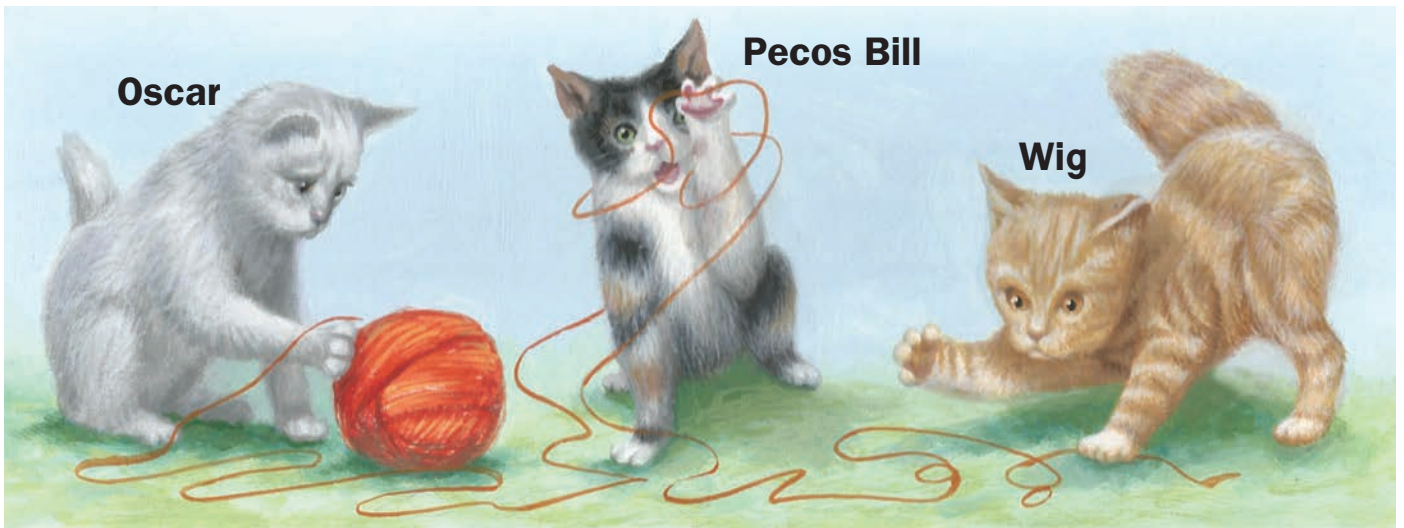
- A piece of classical music is written by a \_\_\_\_\_ .
- Melinda won first place because she was \_\_\_\_\_ .
- In a \_\_\_\_\_ , one or more musicians play in front of the orchestra.
- Vinjay was poor because he earned a low \_\_\_\_\_ .
- The child \_\_\_\_\_ astonished the audience with her violin playing.
- The \_\_\_\_\_ we saw was a play that used music to tell a story.
- The \_\_\_\_\_ we heard was a long classical piece that featured an orchestra by itself.

## C MAIN IDEA

Write the main idea for each picture or row of pictures.



1. \_\_\_\_\_



2. \_\_\_\_\_

**GO TO PART E IN YOUR TEXTBOOK**





## A WORD LISTS

### 1 Hard Words

1. delicate
2. jellyfish
3. lily

### 2 Related Words

1. coast
2. coastal
3. coastline

### 3 Vocabulary Words

1. cycle
2. horizontally
3. photosynthesis
4. rhizome

### 4 Vocabulary Words

1. lumbered
2. polluted
3. settle
4. typically

## B VOCABULARY DEFINITIONS

1. **cycle**—A repeating series of events is called a *cycle*. For example, a day is a cycle that begins at sunrise, continues through morning, afternoon, and night, and ends at sunrise the next morning.
  - What is the cycle of seasons, beginning with spring?
2. **horizontally**—If something moves *horizontally*, it moves from side to side. It does not move in a vertical line. It moves in a horizontal line.
  - What's another way of saying *The water moved from side to side across the table*?
3. **photosynthesis**—*Photosynthesis* is a process where green plants use sunlight to make food for the plant.
  - What's the process that green plants use to make food for the plant?
4. **rhizome**—A *rhizome* is a plant stem that grows underground in a horizontal line.
  - What do we call a plant stem that grows underground in a horizontal line?

## C VOCABULARY FROM CONTEXT

1. The 300-pound turtle **lumbered** along the beach.
2. Some parts of the ocean are **polluted** because people have dumped garbage or oil into the water.
3. The young turtles **settle** close to shore, where they will live for the next ten years or more.
4. People **typically** work from 9 in the morning to 5 at night.

# The Life Cycle

The life cycle of plants and animals goes around and around. The life cycle of birds, for example, begins when baby birds hatch out of eggs. The babies stay in their nest until they're old enough to fly away. Then the birds leave the nest and find mates. The birds and their mates build nests, and the female bird lays eggs in the nest. Then new baby birds hatch out of the eggs, and the cycle begins again: around and around from eggs to birds to eggs.

The following passages about animals and plants from coastal Florida present more examples of life cycles.

## Sea Turtles

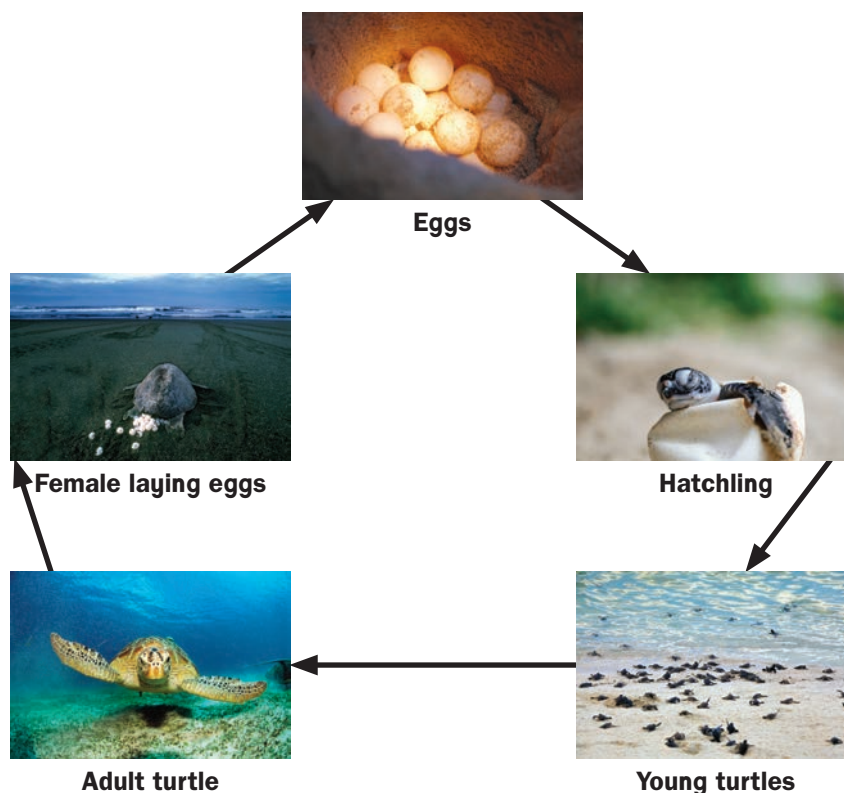
The mother green sea turtle has finally lumbered all the way up the beach to the

dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

Two months go by. The eggs under the sand crack open, and baby turtles hatch. They dig their way out of the sand and go as fast as they can to the ocean before gulls and other sea birds can catch them.

The young turtles who make it to the ocean drift there for several years. They are good hunters. With their strong beaks, they watch for mouthfuls of plants or jellyfish. Eventually they settle close to the shore of southern Florida, where they will live for the next ten years or more.

### Life Cycle of a Sea Turtle



Someday the females will swim for hundreds of miles to a nesting beach. They will pull themselves out of the ocean to lay eggs, just as their mothers once did.

### **Turtle Grass**

Sea turtles depend on sea grasses for food and for a place to live. Turtle grass is common in the warm waters near southern Florida, and sea turtles are at home in the underwater meadows of turtle grass.

The turtle grass clings to the ground with its roots and its rhizomes. A rhizome is a special stem that grows underground. The rhizome grows horizontally beneath the sea floor. New shoots come up from place to place along the rhizome. Each shoot grows into grass with roots.

Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

Turtle grass is like garden grass in another way: turtle grass depends on photosynthesis to make its food. The green leaves take in sunlight that shines through the water and use the light for photosynthesis.

Young sea turtles glide through the clear water around the turtle grass. Turtle grass roots and rhizomes hold the soil in place, so



**Turtle grass roots and rhizomes**

the water does not often get muddy. Many species of sea animals find food and shelter in this underwater meadow.

Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas. ♦

## Flamingos

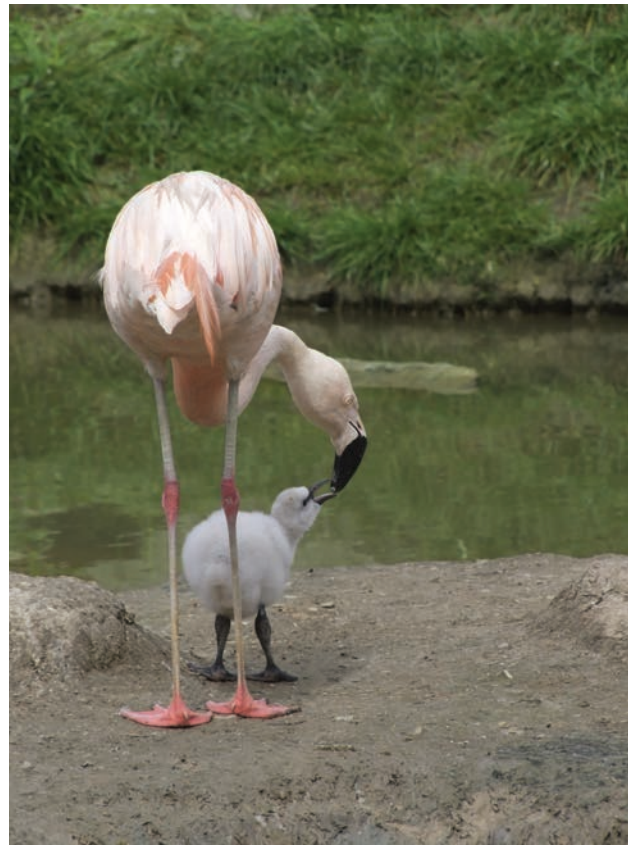
Flamingos are tall wading birds that live in large flocks in coastal areas around the world. Hundreds of flamingos typically feed together in the shallow coastal waters of Florida. Many of these flamingos are pink.

Flamingos are like turtles because they both lay eggs. But unlike turtles, flamingos lay only one egg at a time. Flamingo parents take care of their egg until it hatches, and then they take care of their baby.

The mother and father flamingo build a cone-shaped mound of mud for their nest. After the mother lays an egg in the nest, the mother and father take turns sitting on the egg. Unlike a baby turtle, a baby flamingo, or chick, is helpless when it hatches. The chick has feathers that are gray and white, and it calls out in hunger. Both mother and father feed the chick a liquid similar to milk, called crop milk, that they produce inside their throat.

Within just a week, the chick leaves the nest. The chick's parents still feed it, but the chick spends its time with other chicks in a large group. Because flamingos live near shallow water, the chick quickly learns to swim. Soon the growing flamingo learns to eat like an adult. It plunges its head in the water and fills its mouth with plants and small animals. ★

During the dry season, the flock of flamingos must move to a new area where



**Adult flamingo feeding crop milk to its chick**

they can find food. Hundreds of them take to the air together, their long necks in front, their long legs behind, and their colorful wings flapping. They fly together until they reach a new area with food.

## Water Lilies

The ponds where flamingos live are dotted with white and pink flowers with round, green leaves. These are water lilies, which grow in shallow ponds and at the edges of lakes. Like turtle grass, water lilies spread both by rhizomes and by seeds.

The lily's flower and leaves are above water, but its roots dig into the dirt bottom of the pond. A long stem connects the roots to the sweet-smelling flower and the leaves.

The lily's rhizome gradually spreads across the bottom of the pond. On the surface of the pond, a fruit begins to grow inside





**Water lilies at the edge of a pond**

the flower. The fruit is like a berry, and it has many seeds inside. When the fruit is ripe, the seeds drop into the water. Each seed may start a new water lily plant nearby.

Water lilies provide food and shelter for many kinds of animals. Deer and beaver eat the seeds, leaves, and roots. Fish and frogs hide under the wide, green leaves.

### **Summary**

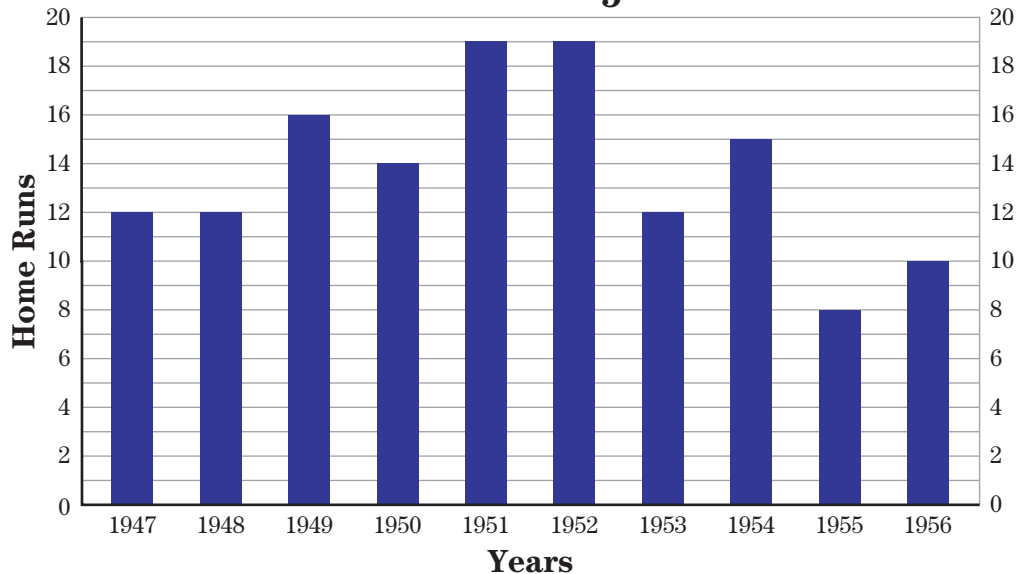
The life cycles of plants and animals are different in many ways, but they all have the same basic pattern. After a plant or animal is born, it grows up and produces more of its own type of plant or animal. These cycles repeat over and over again, filling our planet with life.

**Jackie Robinson's Home Runs**

Like many baseball players, Jackie Robinson hit the most home runs per year during the middle part of his career. He hit about a dozen home runs per year when he first started playing with the Brooklyn

Dodgers in the late 1940s. In the early 1950s, however, he boosted that total to almost 20 home runs per year. Then he dropped back down to about a dozen per year in the mid-1950s as his baseball career neared its end.

**Home Runs Hit by Jackie Robinson  
for the Dodgers**

**Work the items.**

1. In which year did Robinson hit the fewest home runs?
2. In which years did Robinson hit the most home runs?
3. For the most part, did the number of home runs Robinson hit per year *increase* or *decrease* from 1947 to 1951?
4. For the most part, did the number of home runs Robinson hit per year *increase* or *decrease* from 1952 to 1956?
5. In which part of his career did Robinson hit the most home runs per year: the beginning, the middle, or the end?
6. What information does the graph present that the passage does not present?
7. How does the graph help you understand the passage?

## F COMPREHENSION

**Write the answers.**

1. Use details from the article to describe the life cycle of a female sea turtle, beginning when she is still in an egg.
2. Use details from the text to explain how turtle grass spreads by using rhizomes.
3. How do oceans near the coast get polluted?
4. How does an adult flamingo eat?
5. Name at least three ways that water lilies and turtle grass are the same.

## G WRITING

**Write a passage that describes the first few months of a flamingo's life.**

Use details from the article to answer these questions in your passage:

1. How do the flamingo's parents prepare for its birth?
2. Who takes care of the baby flamingo at first? How?
3. Who does the flamingo spend time with after it leaves the nest?
4. When does the flamingo learn how to swim and eat like an adult?
5. What happens during the dry season?

**Write at least six sentences.**

Name \_\_\_\_\_

**A STORY DETAILS****Work the items.**

- The young sea turtles in the article settle near the state of \_\_\_\_\_ .
- The process that begins with turtle eggs hatching and ends with a turtle laying eggs is called the turtle's life \_\_\_\_\_ .  
a. circle      b. cycle      c. cyclone
- In which direction do rhizomes grow?  
a. horizontal      b. vertical  
c. circular
- What grows up along a rhizome?  
a. new shoots      b. more rhizomes  
c. water
- What part of the turtle grass plant makes it possible for turtle grass to produce seeds?  
a. roots      b. leaves      c. flowers
- What process does turtle grass depend on to grow?  
a. photography      b. photofinishing  
c. photosynthesis
- What is one way that sea turtles and flamingos are alike?  
a. They are both reptiles.  
b. They both lay eggs.  
c. They both have feathers.

- What do flamingos do during the dry season?  
a. lay eggs  
b. move to a new area to find food  
c. learn to swim
- Turtle grass and water lilies provide food and \_\_\_\_\_ for small animals.  
a. shelter      b. water      c. warmth

**B VOCABULARY****Complete each sentence with the correct word.**

horizontally	polluted	typically
lumbered	rhizome	
photosynthesis	settle	

- A \_\_\_\_\_ is a plant stem that grows in a horizontal line.
- Plants get energy from the sun through \_\_\_\_\_ .
- No plants or animals could live in the \_\_\_\_\_ water.
- The family decided to \_\_\_\_\_ in a small town.
- Rockets go into the air vertically, but cars go down the road \_\_\_\_\_ .
- The elephants \_\_\_\_\_ across the wide plains.



## C SEQUENCING

**Number the events in the correct sequence. The first event has already been numbered.**

- 1 A turtle lumbers up a beach until it reaches dry sand.
- \_\_\_\_\_ The turtle goes back to the ocean.
- \_\_\_\_\_ The turtle covers eggs with sand.
- \_\_\_\_\_ The turtle digs a hole with its flippers.
- \_\_\_\_\_ The turtle deposits eggs into a hole.

## D TEXT STRUCTURE

**Work the items.**

A. The mother green sea turtle has finally lumbered all the way up the beach to the dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

1. Which main text structure does paragraph A use?
  - a. cause and effect
  - b. comparison
  - c. problems and solution
  - d. sequence of events

B. Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

2. Which main text structure does paragraph B use?
  - a. cause and effect
  - b. comparison
  - c. problems and solution
  - d. sequence of events

C. Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas.

3. Which main text structure does paragraph C use?
  - a. cause and effect
  - b. comparison
  - c. problems and solution
  - d. sequence of events

**GO TO PART E IN YOUR TEXTBOOK**



## A WORD LISTS

### 1 Hard Words

1. charity
2. chord
3. eerie
4. privacy
5. wrongdoing
6. zombie

### 2 Spanish Words

1. chorizo  
[chor-EET-so]
2. enchilada  
[en-chi-LAH-duh]
3. guitarrón  
[ghee-tahr-ROHN]
4. hijo  
[EE-hoh]
5. huevo  
[WEH-voh]
6. papas  
[PAH-pahs]

### 3 Vocabulary Words

1. bass / bass
2. confession
3. lector
4. mimic
5. resound
6. wicker

## B VOCABULARY FROM CONTEXT

1. The **chorizo** looked like a hot dog, but it was much spicier.
2. Pablo made **enchiladas** by filling tortillas with cheese, rolling them up, and baking them in the oven.
3. The guitar made high notes, but the **guitarrón** made notes that were really low.
4. The mother said, "My **hijo** is my only male child."
5. On the Mexican farm, each chicken laid one **huevo** every day.
6. The cook made french fries by slicing the **papas** into thin strips and cooking them in oil.

## C VOCABULARY DEFINITIONS

1. **bass** [base]—A voice or instrument that makes low sound is called a *bass* voice or instrument.
  - What's another way of saying *Pravat played a guitar that made low sounds*?
2. **confession**—When you admit that you did something wrong, you make a *confession*.
  - Here's another way of saying *The boy admitted that he had broken the window: The boy made a confession that he had broken the window.*
  - What's another way of saying *The girl admitted that she had lied*?
3. **lector**—One of the people who helps with a church service is called a *lector*.
  - What is a lector?
4. **mimic**—When you imitate somebody, you *mimic* them.
  - What's another way of saying *Selam could imitate a duck quacking*?
5. **resound**—When something *resounds*, it fills a place with sound.
  - Here's another way of saying *The singing filled the hall with sound: The singing resounded in the hall.*
  - What's another way of saying *The music filled their ears with sound*?
6. **wicker**—Bendable twigs from willows and other trees are called *wicker*.
  - What would you call a basket that's made from bendable twigs?

## D STORY BACKGROUND

# Church Services

In part 2 of “The No-Guitar Blues,” Fausto wants to make a confession at his church, but he’s too late. A confession is what happens when you see a priest in private and admit you have done something wrong.

Instead of making a confession, Fausto attends a mass, which is a type of church

service. His church is called Saint Theresa’s, and the priest who leads the mass is called Father Jerry. The lector helps with the mass by making announcements. During the mass, people pass around a wicker basket to collect money for the church.



# The No-Guitar Blues

## Part 2

Fausto went out, and the lady closed the door. Fausto clutched the bill through his shirt pocket. He felt like ringing the doorbell and begging them to please take the money back, but he knew they would refuse. He hurried away, and at the end of the block, pulled the bill from his shirt pocket: it was a crisp twenty-dollar bill.

“Oh, man, I shouldn’t have lied,” he said under his breath as he started up the street like a zombie. He wanted to run to church for Saturday confession, but it was past four-thirty, when confession stopped.

He returned to the bush where he had hidden the rake and his sister’s bike and rode home slowly, not daring to touch the money in his pocket. At home, in the privacy of his room, he examined the twenty-dollar bill. He had never had so much money. It was probably enough to buy a secondhand guitar. But he felt bad, like the time he stole a dollar from the secret fold inside his older brother’s wallet.

Fausto went outside and sat on the fence. “Yeah,” he said. “I can probably get a guitar for twenty. Maybe at a yard sale—things are cheaper.”

His mother called him to dinner.

The next day he dressed for church without anyone telling him. He was going to go to eight o’clock mass.

“I’m going to church, Mom,” he said. His mother was in the kitchen cooking *papas* and *chorizo con huevos*. A pile of tortillas lay warm under a dishtowel.

“Oh, I’m so proud of you, Son.” She beamed, turning over the crackling *papas*.

His older brother, Lawrence, who was at the table reading the funnies, mimicked, “Oh, I’m so proud of you, my son,” under his breath. ♦

At Saint Theresa’s he sat near the front. When Father Jerry began by saying we are all sinners, Fausto thought he looked right at him. Could he know? Fausto fidgeted with guilt. No, he thought. I only did it yesterday.

Fausto knelt, prayed, and sang. But he couldn’t forget the man and the lady, whose names he didn’t even know, and the *empanada* they had given him. It had a strange name but tasted really good. He wondered how they got rich. And how that dome clock worked. He had asked his mother once how his aunt’s clock worked. She said it just worked, the way the refrigerator works. It just did.

Fausto caught his mind wandering and tried to concentrate on his sins. He said a Hail Mary and sang, and when the wicker basket came his way, he stuck a hand reluctantly in his pocket and pulled out the twenty-dollar bill. He ironed it between his palms, and dropped it into the basket. The grown-ups stared. Here was a kid dropping twenty dollars in the basket, while they gave just three or four dollars.

There would be a second collection for Saint Vincent de Paul, the lector announced. The wicker baskets again floated in the



pews, and this time the adults around him, given a second chance to show their charity, dug deep into their wallets and purses and dropped in fives and tens. This time Fausto tossed in the grimy quarter.

Fausto felt better after church. He went home and played football in the front yard with his brother and some neighbor kids. He felt cleared of wrongdoing and was so happy that he played one of his best games of football ever. On one play, he tore his good pants, which he knew he shouldn't have been wearing. For a second, while he examined the hole, he wished he hadn't given the twenty dollars away. ★

Man, I coulda bought me some Levi's, he thought. He pictured his twenty dollars

being spent to buy church candles. He pictured a priest buying an armful of flowers with *his* money.

Fausto had to forget about getting a guitar. He spent the next day playing soccer in his good pants, which were now his old pants. But that night during dinner, his mother said she remembered seeing an old bass guitarrón the last time she cleaned out her father's garage.

"It's a little dusty," his mom said, serving his favorite enchiladas, "But I think it works. Grandpa says it works."

Fausto's ears perked up. That was the same kind the guy in Los Lobos played. Instead of asking for the guitar, he waited for his mother to offer it to him. And she did, while gathering the dishes from the table.





“No, Mom, I’ll do it,” he said, hugging her. “I’ll do the dishes forever if you want.”

It was the happiest day of his life. No, it was the second-happiest day of his life. The happiest was when his grandfather Lupe placed the guitarrón, which was nearly as huge as a washtub, in his arms. Fausto ran a thumb down the strings, which vibrated in his throat and chest. It sounded beautiful, deep and eerie. A pumpkin smile widened on his face.

“OK, *hijo*, now you put your fingers like this,” said his grandfather, smelling of tobacco and aftershave. He took Fausto’s fingers and placed them on the strings. Fausto strummed a chord on the guitarrón, and the bass resounded in their chests.

The guitarrón was more complicated than Fausto imagined. But he was confident that after a few more lessons he could start a band that would someday play on “American Bandstand” for the dancing crowds.

## F COMPREHENSION

**Write the answers.**

1. Why did Fausto want to go to confession?
2. Why did people in the church pass around a wicker basket?
3. Use details from the story to explain why Fausto decided to give the twenty-dollar bill to the church.
4. Why did the adults put more money into the wicker basket when it came around again?
5. The story says that Fausto “felt cleared of wrongdoing.” What does that mean?

## G WRITING

**Write a passage that answers this question:**

- Do you think Fausto did the right thing when he gave twenty dollars to the church?

Use details from the story to answer these other questions in your passage:

1. Why did Fausto feel bad about getting twenty dollars from Roger’s owners?
2. Why did Fausto decide to give the twenty dollars to the church?
3. What else could Fausto have done with the twenty dollars?
4. Do you think Fausto made the right decision?

**Write at least six sentences.**





Name \_\_\_\_\_

**A STORY DETAILS****Work the items.**

- Before Fausto went to church, he ate *chorizo con*     .
  - empanadas*
  - enchiladas*
  - huevos*
- The church service Fausto attended was called     .
  - confession
  - baptism
  - mass
- Father Jerry said that we are all     .
  - sinners
  - perfect
  - faultless
- During the service, Fausto said a Hail \_\_\_\_\_ prayer.
- Fausto dropped a \_\_\_\_\_ -dollar bill into the wicker basket.
- Later, Fausto tossed a grimy \_\_\_\_\_ into the wicker basket.
- Instead of a guitar, Fausto got a \_\_\_\_\_.
- That instrument made a      sound than a guitar.
  - softer
  - deeper
  - higher

**B VOCABULARY****Complete each sentence with the correct word.**

chorizo	enchiladas	huevo
conjunto	familia	lobo
empanadas	hijo	papas

- The Spanish word for *egg* is \_\_\_\_\_.
- A type of Spanish sausage is \_\_\_\_\_.
- In Spanish, a son is called an \_\_\_\_\_.
- A Spanish word that looks almost the same as *family* is \_\_\_\_\_.
- Fausto's parents listened to \_\_\_\_\_ music.
- Felipe rolled tortillas to make \_\_\_\_\_.
- The Spanish word for *wolf* is \_\_\_\_\_.

## C VOCABULARY

Complete each sentence with the correct word.

bass	mimic	resound
confession	muscular	stash
lector	pew	wicker

1. During the mass, the \_\_\_\_\_ told people about church events.
2. The band needed a low instrument, so they added a \_\_\_\_\_ guitar.
3. It's not nice to \_\_\_\_\_ the way someone talks.
4. The man knew he had sinned, so he went to \_\_\_\_\_ .
5. A clanging bell can \_\_\_\_\_ all over a village.
6. Zina used twigs from a willow tree to make a \_\_\_\_\_ chair.
7. The robber planned to \_\_\_\_\_ his loot in a dark forest.

## D POINT OF VIEW

Complete each sentence with *first* or *third*.

1. In \_\_\_\_\_ -person narration, the narrator is a character in the story.
2. Except when characters are talking, a story in \_\_\_\_\_ -person narration doesn't use words like *I*, *me*, *we*, or *us*.
3. "The No-Guitar Blues" uses \_\_\_\_\_ -person narration.
4. "The Circuit" uses \_\_\_\_\_ -person narration.
5. "The Golden Touch" uses \_\_\_\_\_ -person narration.
6. In \_\_\_\_\_ -person narration, the narrator is not a character in the story.

**GO TO PART F IN YOUR TEXTBOOK**





# Get Hold of Yourself

*By Ana Cardona*

**1** This was the fifth time Ann would take the test for becoming a firefighter. This was also the last time she would be eligible to take the test. She had worked hard during the last two years, but she wasn't sure that she would be able to hold the hose when it was under pressure or carry a full-grown man down the stairs. These were the two parts of the test she had failed before—again and again. Since her last failure, she had worked hard by lifting weights and carrying heavy things up and down stairs.

**2** On the day of the exam, she felt weak and sick. She said to herself, "You're just suffering from a case of nervousness—stage fright. Get hold of yourself." But about a minute later, she picked up the phone and started to dial. She felt that she was too weak to take the test. She was going to tell the committee that she had decided not to take the test.

**3** Before she dialed the last four numbers, she told herself, "You've worked so hard that you can't quit now. You need to know if you can pass that test."

**4** She put the phone down and decided to take the test.

**5** At 4:30 that afternoon, Ann completed the test. She walked from the old building in which the test was held. Then she jumped up, shot her fist as high into the air as she could, and shouted, "Yes! Yes!" She knew that she had passed the test. She had held the hose as still as most of the men she had seen pass the test, and she had picked up Eddie, who was larger than most full-grown men, and carried him down two flights of stairs. "Yes, yes," she said to herself. "Your courage paid off."

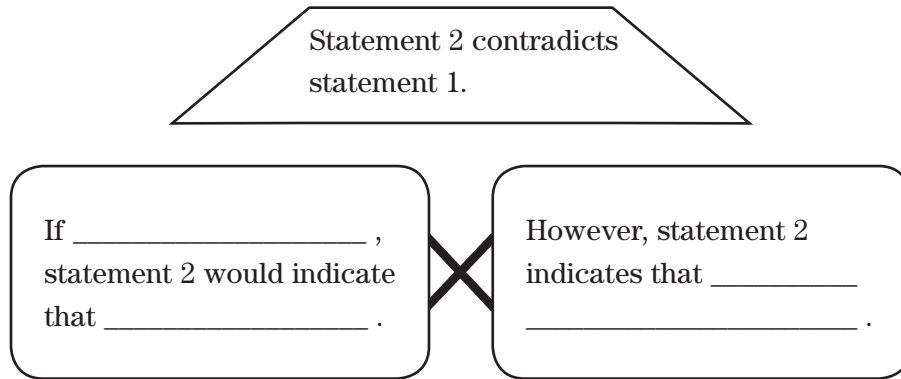
**6** Two weeks later she received her license as a city firefighter.



**A Follow the outline diagram to write about the problem with the argument.**

- Item A:** 1. The teacher gave everybody a high grade in writing.  
2. 90% of the class got an F in writing.

- Item B:** 1. Mr. Jones left work at 5 p.m.  
2. When he got home, it was 4:45 p.m.

**Outline Diagram****B FIND PRONUNCIATION AND MEANING**

1. concatenate
2. condescending

**C Write a sentence for each item.**

1. Write a sentence that uses the word **concatenate**, **concatenating**, or **concatenated**.
2. Write a sentence that uses the word **condescending**.

**D****DRAW EVIDENCE TO SUPPORT ANALYSIS AND REFLECTION**

**Statement:** Ann was afraid of failing the test for becoming a firefighter.

**Quote that provides the evidence:** She felt that she was too weak to take the test. She was going to tell the committee that she had decided not to take the test.

**Outline Diagram**

The statement about Ann is true. [Write the true statement.] The evidence is in paragraph 2. [Write sentences that tell what happened before the quote.] The story continues: “[Copy the quote exactly.]”

**Check OD:** Did you follow the outline diagram exactly?

**Check EQ:** Did you give enough information to explain the quote?

**Check Q:** Did you copy the quote exactly?

**Check P:** Did you correctly punctuate the quote?

**Check S:** Did you correctly spell all the words given?

OD

EQ

Q

P

S





Name \_\_\_\_\_

**A METAPHORS**

1. George is a pig when he eats.
2. Jan was blue when her boyfriend moved away.
3. In the evening, Al is a couch potato.
4. His stomach is a bottomless pit.

**B Match each sentence in the left column with the colorful expression that means the same thing.**

- |   |   |                                    |
|---|---|------------------------------------|
| She makes such a mess when she eats.                          | • | • Her stomach is a bottomless pit. |
| She was so disappointed when she lost the competition         | • | • Her mind is a computer.          |
| Megan eats 3 times as much as anyone else at dinner.          | • | • She is a couch potato.           |
| Ana sits in front of the TV all day long.                     | • | • She is as stubborn as a mule.    |
| Bella refuses to go with me to the performance.               | • | • She felt blue after she lost.    |
| Lorita can calculate the answers really fast and in her head. | • | • She eats like a pig.             |

# INDEPENDENT WORK

**C** If the sentence uses an incorrect pronoun, fix it.

1. They were happy with Mark and I.
2. She had a message for Tim, Isabella, and me.
3. Jay and me like walking in the early morning.
4. Jorge always argues with his sister and I.
5. Megan and me played chess with Sophie and him.

**END OF LESSON 82**

## **A** PLAN AND WRITE AN OPINION WITH SUPPORTING EVIDENCE

**Question:** What is your opinion about homework?

### **Source 1**

## **Too Much Homework, Not Enough Time** **by Toby Laxton, Cougarville Middle School**

In my opinion, middle school students have too much homework. With the current emphasis on passing standards, teachers are trying to get us to learn more by doing more homework. There are many problems with having too much homework. Teachers often have students learning material at home that was not discussed in class at all. The teacher reasons that there isn't enough time to cover all the material necessary for the standards, so lots of homework is necessary. That means students end up learning from a piece of paper instead of from an actual human being. The teacher is better to learn from because the teacher can see when students don't understand and can explain the concepts better than a piece of paper can. All the time students spend on homework is often wasted, because it is time spent in frustration, misunderstanding, and writing down wrong answers.

Another problem with too much homework is that many students just simply give up and don't do the homework. Consequently, their grades go down, and they just quit school, even if they still attend classes because their parents and the system force them to attend. They quit mentally.

The amount of homework that teachers give is often ridiculous and accomplishes nothing. Homework doesn't mean that students learn more. Many students end up with lower grades, more frustration, more hatred of school, and less desire to further their education.

### **Source 2**

## **The Overall Effectiveness of Homework** **by Sadie Thomas** **University of the Coast**

Three types of studies have examined the effects of homework on academic achievement. One type of study compares students who receive homework assignments with students who don't receive any homework. These studies show that



homework for high school students had twice the positive effect that homework for middle school students has and four times the effect that homework for elementary students has.

Another type of study compares homework to in-class supervised study. For elementary students, in-class study results in better achievement. The supervision by teachers who know the expectations makes in-class supervised study much more effective than homework.

The third type of study compares the amount of homework students report doing with their achievement scores. For students in elementary grades, doing more homework made no difference in grades. For middle or junior-high students, doing more homework made only a small difference, with students who do more homework getting only slightly better grades. For high school students, doing more homework helped improve grades a moderate amount.

In conclusion, homework is more effective for students in high school. For middle school and especially for elementary students, homework has little or no value.

### **Source 3**

## **Effective Homework Assignments**

*by Dr. Elsworth Higgins*

**Big Town College**

Homework can have positive or negative effects on learning. The amount of time spent on homework is less important than the quality of the homework. Shorter and more frequent homework assignments are more effective than longer but fewer assignments. Assignments that involve review are more effective than assignments that cover only material taught in class that day.

Older students and students doing well in school gain more by doing homework. Students who are struggling need more support when doing independent work, so homework for them is not a good idea. Homework policies should give individual teachers the flexibility to take into account the unique needs and circumstances of their students to maximize positive effects and minimize negative ones.

### ***Planning Your Opinion Paper:***

#### **Opinion Statement**

Reason 1

Reason 2

Reason 3

**Here are some ideas for opinion statements:**

1. I think that children should not start doing homework until age 10.
2. I believe that children in grade 4 should have no more than one hour of homework every night.
3. I think that no one should have to do homework.

**Check M:** Did you state your main idea in the first sentence and in the conclusion?

**Check CS:** Did you write complete sentences that are correctly punctuated?

**Check P:** Did you write more than one paragraph?


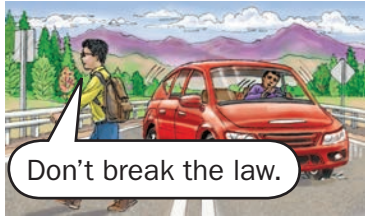


**Check So:** Did you tell the source for details you use?

**Check O:** Did you use your own sentences?

**Check S:** Did you correctly spell all the words that are given?

M       CS       P       So       O       S

**B Write the number of each situation and the letter of the proverb that fits.**

Proverbs	Situations
A. Practice makes perfect.	1. Andy thinks that Jill’s job is better than his. Jill thinks that Andy’s job is better than hers.
B. The best things in life are free.	2. The first four times Tom grilled burgers, they were either too raw or they were burnt. By the end of the summer, his burgers were great.
C. The grass is always greener on the other side of the fence.	3. 
D. A chain is no stronger than its weakest link.	4. 
E. The early bird catches the worm.	5. 
F. Practice what you preach.	6. 

**C**

**Write combined sentences for all the items.**

**Hint =** The dog was small, but it was very tough.  
I can go to the store, or I can watch TV.  
Mr. Green runs every morning, and he walks every evening.

1. We went on vacation. We had a wonderful time.
2. Garrett closed the car door. He forgot to lock it.
3. The dog has to be fenced. He will bite the mail carrier.
4. Roberto worked on the car all day. The car still did not run.

## INDEPENDENT WORK

**D**

**Follow the appropriate outline diagram and write about the problem with Hilda's account.**

***Hilda's account:***

I have three sisters. All are older than I am. Ellen is the oldest. Diana is the youngest. She was very small when she was a baby. I remember seeing her just after she was born. She looked like a tiny doll. You would not believe how big she is now.

**END OF LESSON 95**



## A NARRATIVE WRITING

Stories have more than one event. Here are the events in the story of the three little pigs.

1. The pig built his house of straw.
2. The wolf blew it down.
3. The pig built his next house of sticks.
4. The wolf blew it down.
5. The pig built his next house of bricks with a chimney.
6. The pig put a boiling pot of water in the fireplace under the chimney.
7. The wolf couldn't blow the house down.
8. The wolf went into the house through the chimney and ended up in the pot of boiling water.

### Team Tasks

Make a list of possible events for a story.

### Story beginning:

Tembi woke from a long sleep. Nothing she saw around her was familiar.

#### Roles

#### Job Description

#### Team leader

Call on group members one at a time to provide ideas for events.

#### Recorder

List the events.

#### Presenter

Present the list to the class.

**Check PS:** Did your story start with a problem situation that introduces the characters?

**Check ES:** Did you include events that unfold naturally?

**Check T:** Did you use transitional words and phrases to connect events?

**Check D:** Did you provide details that show how your characters responded to the events?

**Check QM:** Did you include quotes and punctuate them correctly?

**Check E:** Was the problem over at the end of the story?

PS

ES

T

D

QM

E



## B PRESENT A REPORT

**Check SC:** Did the presenter speak clearly at a good pace?

**Check O:** Was the report organized with related information grouped together?

**Check D:** Did the report include appropriate facts and relevant details?

**Check VA:** Did the pictures, videos, or audio recordings illustrate something important?

SC

O

D

VA

## INDEPENDENT WORK

**C Rewrite the second sentence in each item. Add transitional words or phrases to connect the two events.**

1. The buses were delayed by the icy roads.

\_\_\_\_\_ I was late to school.

2. Peter spent all day painting the porch.

\_\_\_\_\_ He painted the kitchen.

3. I flew my model airplane in the park.

\_\_\_\_\_ I ate mom's macaroni and cheese for dinner.

4. Raul was walking home from school.

\_\_\_\_\_ It started to rain.

## A WORD LISTS

### 1 Hard Words

1. favor
2. gurgle
3. miracle
4. onward
5. reckon

### 2 Word Parts

1. coldness
2. dislike
3. eyebrow
4. heartbreak

### 3 Word Parts

1. decisive
2. demanded
3. hopelessness
4. obedient
5. reappear

### 4 Vocabulary Review

1. bristles
2. cliff
3. effortlessly
4. fang
5. spring

## B VOCABULARY DEFINITIONS

1. **decisive**—When something is beyond a doubt, it is *decisive*.
  - What’s another way of saying, “a victory beyond a doubt”?
2. **demand**—When you insist on having something, you *demand* that thing.
  - Here’s another way of saying, “The teacher insisted on having silence during the test”: *The teacher demanded silence during the test.*
  - What’s another way of saying, “Lennon insisted on having an answer to his question”?
3. **onward**—When you move forward, you move *onward*.
  - What’s another way of saying, “The train moved forward”?
4. **reckon**—When you believe that something is true, you *reckon* that it is true.
  - What’s another way of saying, “Nylah believed that she would get an A”?
5. **reappear**—When something appears again, it *reappears*.
  - What’s another way of saying, “The actor appeared again on the stage”?

# Brown Wolf

## Part 2

Walt and Madge stared at each other. The miracle had happened. Wolf had barked.

“It’s the first time he ever barked,” Madge said.

“First time I ever heard him, too,” Miller replied.

Madge smiled at Miller. “Of course,” she said, “since you have only seen him for five minutes.”

Skiff Miller looked at her. “I thought you understood,” he said slowly. “I thought you’d figured it out from the way he acted. He’s my dog. His name ain’t Wolf. It’s Brown.”

“Oh, Walt!” Madge cried to her husband.

Walt demanded, “How do you know he’s your dog?”

“Because he is,” was the reply.

“That’s no proof,” Walt said sharply.

In his slow way, Skiff Miller looked at the dog, then said, “The dog’s mine. I raised him and I guess I ought to know. Look here. I’ll prove it to you.”

Skiff Miller turned to the dog. “Brown!” His voice rang out sharply, and at the sound the dog’s ears flattened down. “Gee!” The dog made a swinging turn to the right. “Now mush on!” Abruptly the dog stopped turning and started straight ahead, halting obediently at command.

“I can do it with whistles,” Skiff Miller said proudly. “He was my lead dog. Somebody stole him from me three years ago, and I’ve been looking for him ever since.”

Madge’s voice trembled as she asked, “But—but are you going to take him away with you?”

The man nodded.

Madge asked, “Back into that awful Yukon?”

He nodded and added, “Oh, it ain’t so bad as all that. Look at me. Pretty healthy man—ain’t I?”

“But the dogs! The terrible hardship, the heartbreaking work, the starvation, the frost! Oh, I’ve read about it and I know.”

Miller said nothing.

Madge paused a moment, then said, “Why not leave him here? He is happy. He’ll never suffer from hunger—you know that. He’ll never suffer from cold and hardship. Everything is soft and gentle here. He will never feel a whip again. And as for the weather—why, it never snows here.”

“Yes, it’s hot here,” Skiff Miller said and laughed.

“But answer me,” Madge continued. “What do you have to offer him in that Yukon life?”

“Food, when I’ve got it, and that’s most of the time,” came the answer.

“And the rest of the time?”

“No food.”

“And the work?”

“Yes, plenty of work,” Miller blurted out impatiently. “Work without end, and hunger, and frost, and all the rest of the hardships—that’s what he’ll get when he comes with me. But he likes it. He’s used to it. He knows that life; he was born to it and brought up in it. That’s where the dog belongs, and that’s where he’ll be happiest.”

“The dog doesn’t go,” Walt announced. “So there is no need for any more talk.”

“What’s that?” Skiff Miller demanded. His eyebrows lowered and his face became flushed.

“I said, the dog doesn’t go, and that settles it,” Walt said. “I don’t believe he’s your dog. You may have seen him sometime. You may have sometimes driven him for his owner. But his obeying the ordinary driving commands of the trail doesn’t prove that he is yours. Any dog in the Yukon would obey you as he obeyed. Besides, he is probably a valuable dog, and that might explain why you want to have him.”

Skiff Miller’s huge muscles bulged under his black shirt as he carefully looked Walt up and down. His face hardened, then he said, “I reckon there’s nothing in sight to prevent me from taking the dog right here and now.”

The striking muscles of Walt’s arms and shoulders seemed to stiffen and grow tense. Madge quickly stepped between the two men. ♦

“Maybe Mr. Miller is right,” Madge said. “I am afraid that he is. Wolf does seem to know him, and certainly he answers to the name of ‘Brown.’ He made friends with him instantly, and you know that’s something he never did with anybody before. Besides, look at the way he barked. He was just bursting with joy.”

“Joy over what?” asked Walt.

“Finding Mr. Miller, I think,” answered Madge.

Walt’s striking muscles relaxed, and his shoulders seemed to droop with hopelessness. “I guess you’re right, Madge,” he said. “Wolf isn’t Wolf, but Brown. He must belong to Mr. Miller.”





The three people were silent for a moment, then Madge brightened up and said, "Perhaps Mr. Miller will sell us the dog. We can buy him."

Skiff Miller shook his head. "I had five dogs," he said. "Brown was the leader. Somebody once offered me twelve hundred dollars for him. I didn't sell him then, and I ain't selling him now. Besides, I think a mighty lot of that dog. I've been looking for him for three years. I couldn't believe my eyes when I saw him just now. I thought I was dreaming. It was too good to be true."

"But the dog," Madge said quickly. "You haven't considered the dog."

Skiff Miller looked puzzled.

"Have you thought about him?" she asked.

"I don't know what you're driving at," Miller said.

"Maybe the dog has some choice in the matter," Madge went on. "Maybe he has his likes and dislikes. You haven't considered him. You give him no choice. It hasn't even entered your mind that he might prefer California to the Yukon. You consider only what you like. You treat him like a sack of potatoes."

This was a new way of looking at it, and Miller's face hardened as he started to think to himself.

"If you really love him," Madge continued, "you would want him to be happy, no matter where he is."

Miller asked, "Do you think he'd sooner stay in California?"

Madge nodded her head. "I'm sure of it."

Skiff Miller started thinking out loud. "He was a good worker. He's done a lot of work for me. He never loafed on me, and he was great at getting a new team into shape. He's got a head on him. He can do everything but talk. He knows we're talking about him."

The dog was lying at Skiff Miller's feet, his head down close to his paws, his ears erect and listening. His eyes were quick and eager to follow the sounds of one person and then the other.

Miller went on. "There's a lot of work in him yet. He'll be good for years to come."

Skiff Miller opened his mouth and closed it again without speaking. Finally he said, "I'll tell you what I'll do. Your remarks, ma'am, make sense. He has worked hard, and maybe he's earned a soft place and has got a right to choose. Anyway, we'll leave it up to him. Whatever he says, goes. You people stay right here sitting down. I'll say goodbye, and I'll walk off. If he wants to stay, he can stay. If he wants to come with me, let him come. I won't call him to come and don't you call him to come back."

Miller paused a moment, then added, "Only, you must play fair. Don't call him after my back is turned."

"We'll play fair," Madge said. "I don't know how to thank you."

"I don't see that you've got any reason to thank me," he replied. "Brown ain't decided yet. Now you won't mind if I go away slow? It's only fair, since I'll be out of sight in a hundred yards."

Madge agreed, and added, "And I promise you that we won't do anything to try to change his mind."

"Well, then, I might as well be getting along," Skiff Miller said. And he got ready to leave. ★

Wolf lifted his head quickly, and still more quickly got to his feet when Miller shook hands with Madge. Wolf sprang up on his hind legs, resting his front paws on Madge's hip and at the same time, licking Skiff Miller's hand. When Miller shook hands with Walt, Wolf repeated his act, resting his weight on Walt and licking both men's hands.





“It ain’t no picnic, I can tell you that,” Miller said. These were his last words, as he turned and went slowly up the trail.

Wolf watched him go about twenty feet, as though waiting for the man to turn and come back. Then, with a quick, low whine, Wolf sprang after him, caught up to him, gently grabbed Miller’s hand between his teeth, and tried gently to make him stop.

But Miller did not stop. Wolf raced back to where Walt Irvine sat, catching his sleeve in his teeth and trying to drag him toward Miller.

Wolf wanted to be in two places at the same time, with the old master and the new, but the distance between them was increasing. He sprang about excitedly, making short nervous leaps and twists, now toward one person, now toward the other, not knowing his own mind, wanting both

and unable to choose, uttering quick, sharp whines and beginning to pant.

He sat down, thrust his nose upward, and opened his mouth wide. He was ready to howl.

But just as the howl was about to burst from his throat, he closed his mouth and looked long and steadily at Miller’s back. Suddenly Wolf turned his head, and looked just as steadily at Walt. The dog received no sign, no suggestion, and no clue as to what he should do.

As Wolf glanced ahead to where the old master was nearing the curve of the trail, he became excited again. He sprang to his feet with a whine, and then, struck by a new idea, turned toward Madge. He had ignored her up to now, but now, he went over to her and snuggled his head in her lap, nudging her arm with his nose—an old trick of his

when begging for favors. He backed away from her and began to twist playfully. All his body, from his twinkling eyes and flattened ears to the wagging tail, begged her to tell him what to do. But Madge did not move.

The dog stopped playing. He was saddened by the coldness of these people who had never been cold before.

He turned and gently gazed after the old master. Skiff Miller was rounding the curve. In a moment he would be gone from view. Yet Skiff never turned his head, plodding straight onward, as though he had no interest in what was occurring behind his back.

And then he went out of view. Wolf waited for him to reappear. He waited a long minute, silently, without movement, as though turned to stone. He barked once, and waited. Then he turned and trotted back to Walt Irvine. He sniffed his hand and dropped down heavily at his feet, watching the trail where it curved from view.

## D STORY DISCUSSION

**Using evidence from the story, discuss this main question with your classmates:**

- Do you think Wolf made the right choice when he decided to follow Skiff Miller back to the Yukon?

**These other questions can help your discussion:**

1. What reasons does Wolf have for staying in California?
2. What reasons does Wolf have for going back to the Yukon?
3. Where will Wolf be happier? Why?

The tiny stream that slipped down the stone seemed to gurgle more loudly than before. Except for the meadowlarks, there was no other sound. The great yellow butterflies drifted silently through the sunshine and lost themselves in the sleepy shadows. Madge smiled at her husband.

A few minutes later Wolf got on his feet. His movements were decisive. He did not glance at the man and woman. His eyes were fixed on the trail. He had made up his mind. They knew it. And they knew that they had lost.

Wolf started to trot away, and Madge had to force herself not to call him back. She remembered the promise she had made to Skiff Miller. Walt's solemn look showed that he also remembered the promise.

Wolf's trot broke into a run. He made leaps that were longer and longer. Not once did he turn his head. He cut sharply across the curve of the trail and was gone.

## E RELEVANT INFORMATION

**Write whether each item is *relevant* or *irrelevant* to the fact.**

**Fact:** Janessa played a song on her trumpet.

1. She was in a brass band.
2. She was giving a concert.
3. The trumpet was made of metal.
4. The trumpet had a case with a handle.
5. She had to blow into a mouthpiece.

## F COMPREHENSION

### Work the items.

1. What decision did Wolf have to make?
2. Why did Walt, Madge, and Skiff have to trust each other?
3. Use details from the text to describe the reasons Madge gives for leaving the dog in California.
4. What does Skiff mean about the dog when he says, “He knows that life; he was born to it and brought up in it”?
5. Why is “Brown Wolf” a good title for the story?

## G WRITING

### Write a passage that answers this main question:

- Do you think Wolf made the right decision? Use details from the story to support your opinion.

Your passage should also answer these questions:

- What reasons did Wolf have for staying with Madge and Walt?
- What reasons did Wolf have for leaving with Skiff?
- Where do you think Wolf will be happy?
- What details from the story support your opinion?

### Write six or more sentences.

Name \_\_\_\_\_

**A STORY DETAILS****Work the items.**

- Skiff Miller said the dog's name is \_\_\_\_\_ .
- The dog turned to the right when Skiff Miller said, " \_\_\_\_\_ "
  - Gee!
  - Haw!
  - Mush on!
- Madge said the dog will never suffer from \_\_\_\_\_ in California.
  - warmth
  - affection
  - hunger
- Skiff said the dog likes to \_\_\_\_\_ in the Yukon.
  - eat too much
  - sleep
  - work
- Walt said that any sled dog would know the \_\_\_\_\_ that Skiff gave.
- Madge told Skiff that he hadn't \_\_\_\_\_ the dog.
  - trained
  - considered
  - obeyed
- Which person walked away at the end of the story?  
\_\_\_\_\_
- When the dog got to his feet at the end of the story, his movements were \_\_\_\_\_ .
  - decisive
  - uncertain
  - wobbly

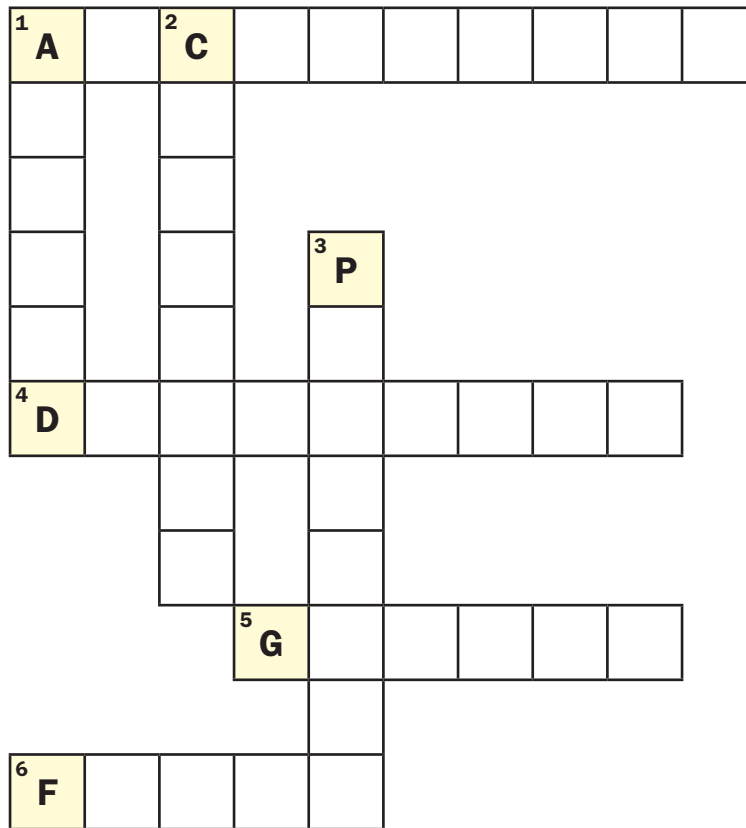
**B CLOZE SENTENCES****Complete each sentence with the correct word.**

canoe	journal	reappear
decisive	moccasin	

- Nobody else could make up their mind, but the captain was \_\_\_\_\_ .
- It's a good idea to write in a \_\_\_\_\_ every day.
- We waited for the sun to \_\_\_\_\_ after it was covered by a cloud.

**C CONTEXT CLUES****For each item, circle the answer that means the same thing as the word in bold type.**

- The travelers kept moving **onward**, no matter what.
  - northward
  - sideways
  - on foot
  - forward
- The judge **reckoned** that the witness was telling the truth.
  - believed
  - rejoiced
  - doubted
  - didn't think
- The boss **demanded** an answer from the frightened worker.
  - listened to
  - politely requested
  - insisted on
  - waited for



## D CROSSWORD PUZZLE

Use **CAPITAL LETTERS** to complete the puzzle.

### Across

- When you finish a job, you  the job.
- Another word for *very sad*.
- A wicked magic creature.
- Long, pointed teeth.

### Down

- When you travel to another country, you travel .
- When you fall down suddenly, you .
- When something has great value, it is .

**GO TO PART E IN YOUR TEXTBOOK**





**A** Number your paper from 1 to 5. Write N for noun, A for adjective, P for pronoun to indicate the part of speech for the last word in each sentence.

1. My mother baked cookies.
2. I became sick.
3. Good screwdrivers are sturdy.
4. The boys stared at them.
5. They lived in a beautiful small town.

## **B** WRITE INFORMATIVE TEXT

### Notes

#### Fish in Salty Water

can't live salty water  
 saltiest water cut off from main oceans  
 over time inland lake gets saltier  
 Great Salt Lake in US—no fish  
 saltiest water Dead Sea  
 located near Israel  
 about 9 times saltier than ocean  
 no animals  
 few plants

### Your passage:

#### Fish in Salty Water

**Check N:** Did you explain each note?

**Check S:** Did you include all the words in the notes and spell them correctly?

**Check C:** Did you put a comma after part of the predicate at the beginning of a sentence?

**Check T:** Did you write a title and underline it?

**Check P:** Did you write two paragraphs?

N

S

C

T

P

# INDEPENDENT WORK

**C**

Rewrite these sentences so they begin with the last part of the predicate.

1. They will arrive at 8 pm tomorrow evening.
2. He carried a load of stuff to the house without dropping anything.
3. We got very wet during the rain storm.
4. The twins fell asleep before the babysitter arrived.

**D**

Number your paper 1 to 11. For each item, write the present-tense forms of the verbs.

	Present	Past
1.		might
2.		could
3.		should
4.		did
5.		chose
6.		flew
7.		went
8.		sat
9.		ran
10.		sold
11.		told



Name \_\_\_\_\_

**A USE CONSISTENT VERB TENSE**

You've learned to identify complete sentence parts within a longer sentence. A complete sentence part is called a clause.

A clause is a sentence part that has a subject and a key verb. One sentence can contain one, two, or more clauses.

**Draw a line above the joining word in each item. For each clause, circle the subject and underline the key verb. Write the number of complete sentence parts on the line. Then circle the tense past or present.**

1. I know why the earth gets warmer after the sun rises. \_\_\_\_\_

past      present

2. She wanted to drive when we went to the game. \_\_\_\_\_

past      present

3. Her book collection may become larger after the sale. \_\_\_\_\_

past      present

4. Rose and Sal were working very hard before the storm. \_\_\_\_\_

past      present

5. Those buildings were going up fast until the company ran out of money. \_\_\_\_\_

past      present



**B** Draw a line above the joining word. For each clause, circle the subject and underline the key verb. Cross out the key verb that is wrong and write the correct verb above it.

- past** 1. Milo studies every night when he was working on his degree.
- past** 2. He sees the northern lights where he lived twenty years ago.
- present** 3. They can use a map to figure out where the girls were going.
- present** 4. We did not want to be bothered with work while we are sailing.
- present** 5. People can have a good time while they were traveling in Spain.

**C** For each item, circle the key verb, circle the number of actors, and circle the tense of the key verb.

	Actor(s)	Verb	Other words						
1.		was sleeping		one	more than one	either	past	present	
2.		has been hunting		one	more than one	either	past	present	
3.		did see		one	more than one	either	past	present	
4.		wants		one	more than one	either	past	present	
5.		is pushed		one	more than one	either	past	present	
6.		have pushed		one	more than one	either	past	present	

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