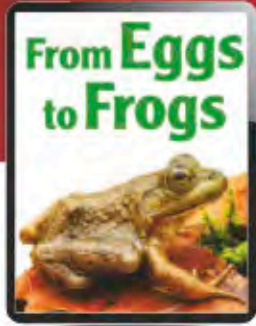
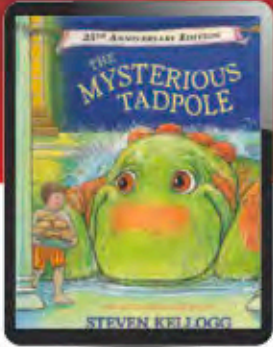


Unite



Lesson

26



✓ TARGET VOCABULARY

ordinary
control
cage
upset
sensible
confused
training
suspiciously

Vocabulary Reader



Context Cards



L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

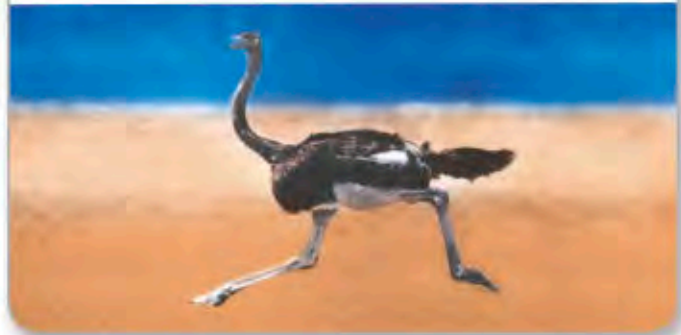
Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Use a Vocabulary word to tell about something you did.

1

ordinary

An ostrich is not an **ordinary** bird. It runs quickly but cannot fly.



2

control

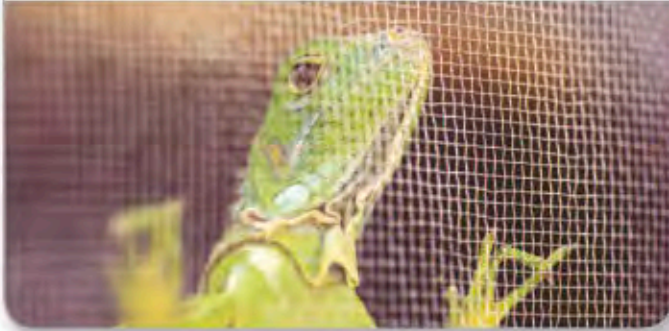
This rider uses reins to stay in **control** of the camel.



3

cage

If you own an iguana, you can let it out of its **cage**.



4

upset

This animal is **upset** because it sees danger.



5

sensible

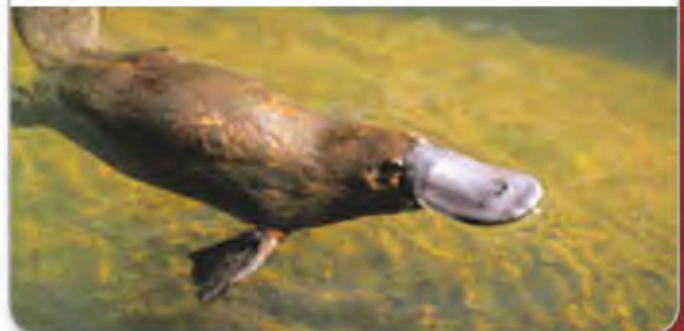
These **sensible** hippos are smart enough to roll in cool mud on a hot day.



6

confused

Jack was **confused**. He had never seen an animal like this before!



7

training

The **training** of a ferret takes time and patience.



8

suspiciously

The wolf looked at the woman **suspiciously**. It does not trust her.





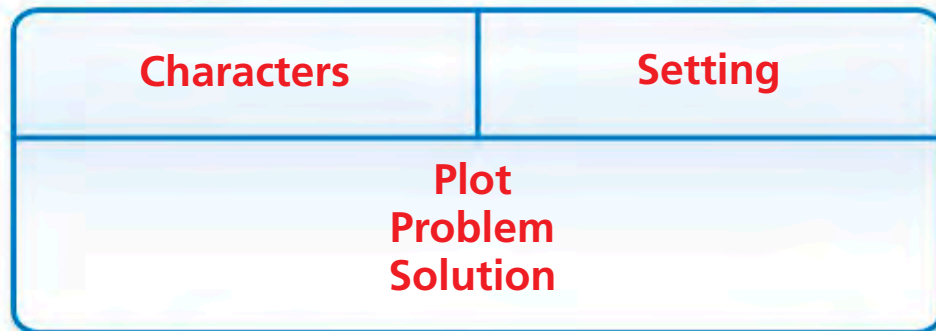
Read and Comprehend



✓ TARGET SKILL

Story Structure Stories have characters, a setting, and a plot. **Characters** are people or animals in a story. The **setting** is where and when the story takes place. The **plot** is what happens in the story. A plot often has a problem that is solved at the end of the story.

Look for text evidence that tells you about the characters, the setting, and the plot. You can use a story map like this one to show the main parts of a story.



✓ TARGET STRATEGY

Infer/Predict Use clues, or text evidence, to figure out more about story parts.

PREVIEW THE TOPIC

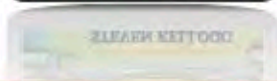
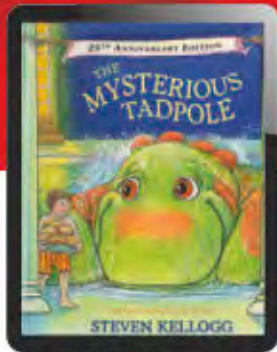
Life Cycles

All living things change as they grow. When most living things are born, they are different than when they are grown. Think about how people change. A baby looks and acts differently than a child. A child looks and acts differently than an adult. The changes that happen as a living thing grows is called its life cycle.

You will read about how Louis's pet grows in *The Mysterious Tadpole*.



ANCHOR TEXT



✓ **TARGET SKILL**

Story Structure Tell the setting, characters, and plot in a story.

✓ **GENRE**

A **fantasy** is a story that could not happen in real life. As you read, look for:

- ▶ events that could not really happen
- ▶ characters that are not found in real life

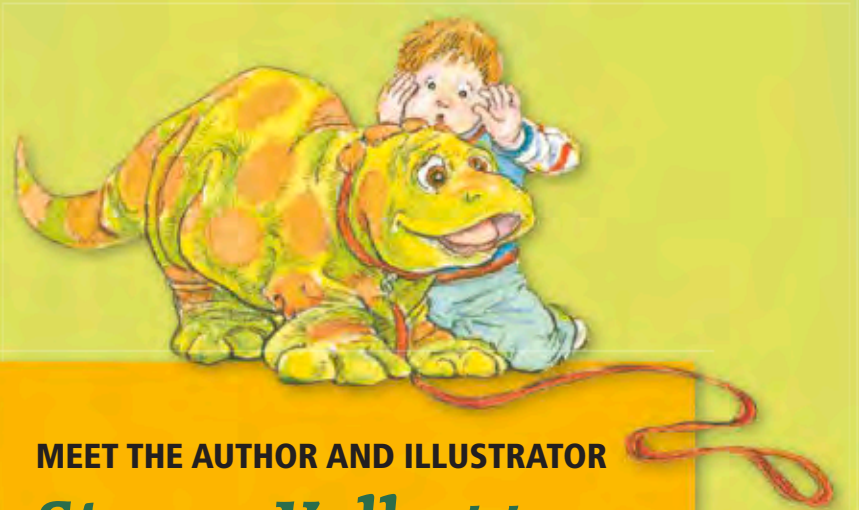


RL.2.1 ask and answer questions to demonstrate understanding of key details;

RL.2.5 describe the overall structure of a

story; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot;

RL.2.10 read and comprehend literature



MEET THE AUTHOR AND ILLUSTRATOR

Steven Kellogg



More than twenty-five years ago, Steven Kellogg first wrote and illustrated

The Mysterious Tadpole.

Then, for the book's big anniversary, he published a new version with different illustrations and words.

The new version is the one you are about to read.

THE MYSTERIOUS TADPOLE



written and illustrated by
Steven Kellogg

ESSENTIAL QUESTION

How do some animals
change as they grow?

“Greetings, nephew!” cried Louis’s uncle McAllister.
“I’ve brought a wee bit of Scotland for your birthday.”

“Thanks!” said Louis. “Look, Mom and Dad. It’s a
TADPOLE!”

Louis named him Alphonse and promised to take very
good care of him.





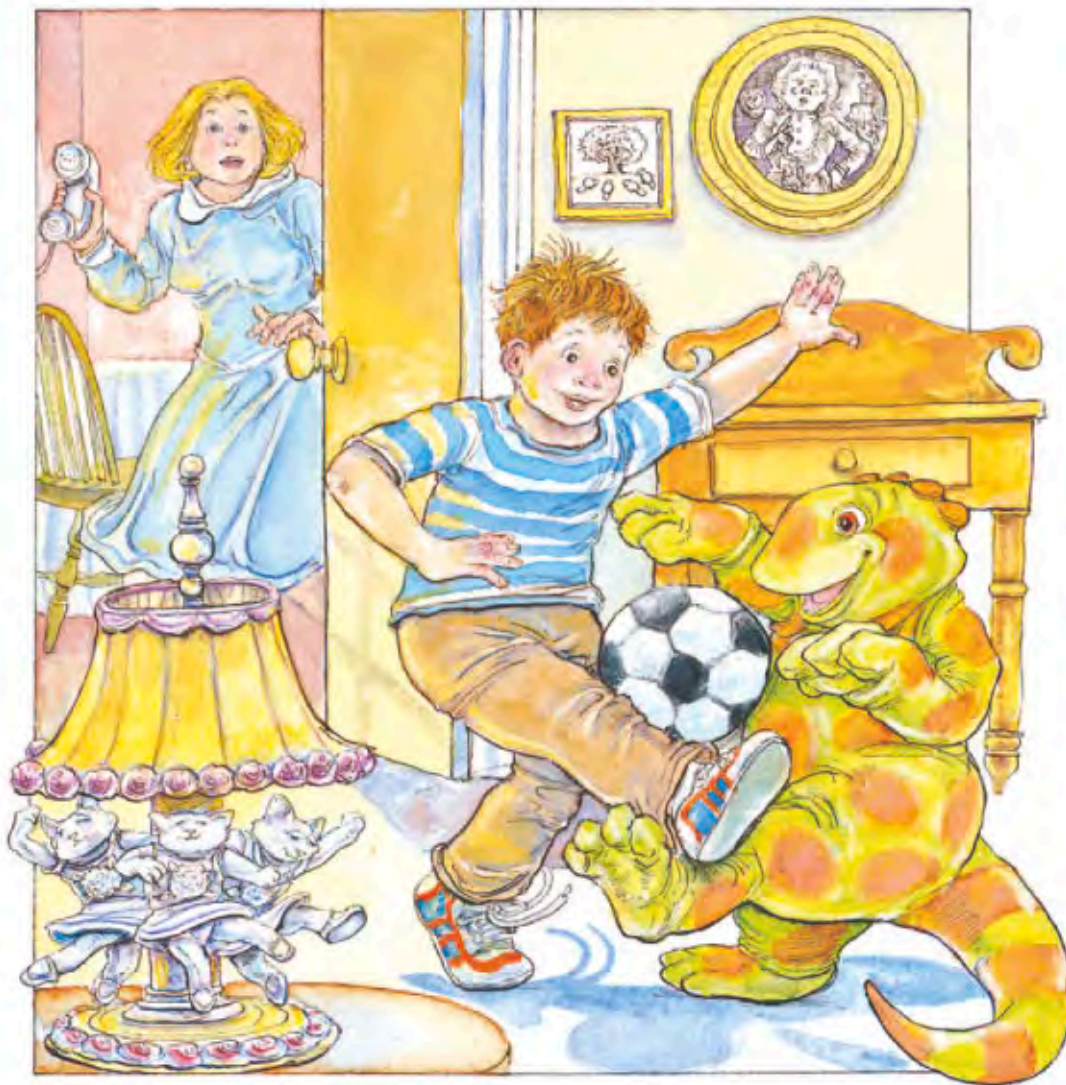
Louis took Alphonse to school for show-and-tell.

“Class, here we have a splendid example of a tadpole,” exclaimed Ms. Shelbert. “Let’s ask Louis to bring it back every week so we can watch it become a frog.”

Ms. Shelbert was amazed to see how quickly Alphonse grew.

“Maybe it’s because he only eats cheeseburgers,” said Louis.

When Alphonse became too big for his jar, Louis moved him to the kitchen sink. “He’s the perfect pet!” said Louis.



Louis and Alphonse loved to play games.

“Be careful, Louis,” said his mother. “The living room is not a soccer field. Something is going to get broken!”

And she was right. That same day the soccer ball slammed into Aunt Tabitha’s antique lamp.

“This tadpole is out of **control**,” said Louis’s mother. “Something must be done.”

“It won’t happen again,” promised Louis. “I’ll take Alphonse to obedience school.”

The only animals at the obedience school were dogs.
Some of their owners stared at Alphonse **suspiciously**.
“Pretend you’re a dog,” whispered Louis.
Alphonse tried to bark, but it sounded like a burp.





“Hold on a minute,” said the trainer. “What kind of dog is this?”

“He’s a hairless spotted water spaniel from Scotland,” explained Louis.



Alphonse quickly learned to SIT, STAY, and RETRIEVE. He graduated at the top of his class.

“My parents will be very pleased,” said Louis.

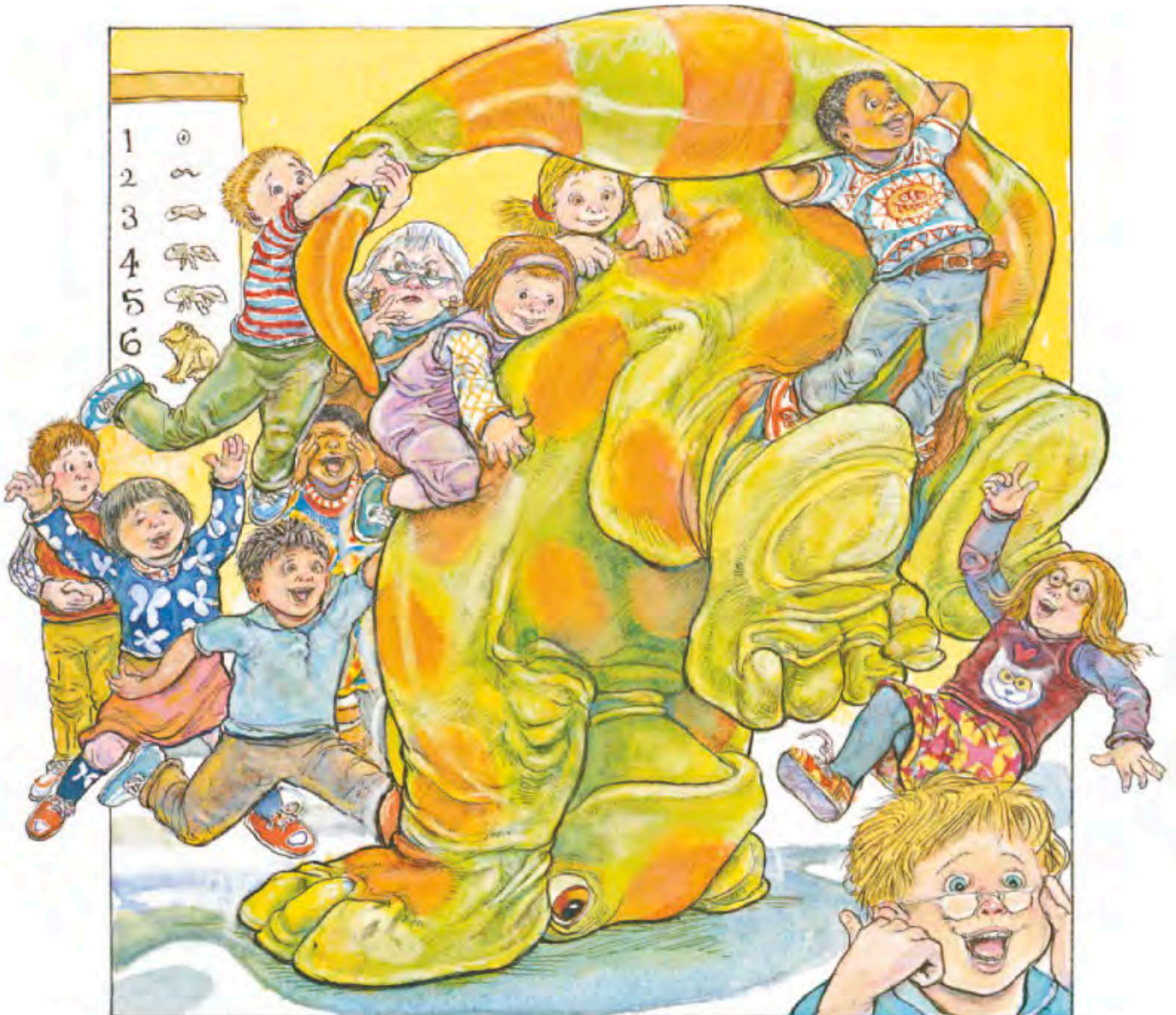


But Louis's parents were not pleased when Alphonse outgrew the sink and had to be moved to the bathtub. "This shower is too crowded," complained Louis's father. "This bathroom is a mess," moaned Louis's mother.

At least Louis's classmates enjoyed Alphonse, who was still making weekly visits.

"Wow! Show-and-tell is more fun than recess!" they yelled.

But one day Ms. Shelbert decided that Alphonse was not turning into an **ordinary** frog. She asked Louis to stop bringing him to school.





ANALYZE THE TEXT

Conclusions How do the illustrations give you clues that Alphonse is not a tadpole?

By the time summer vacation arrived, Alphonse had outgrown the bathtub.

“We could buy the parking lot next door and build him a swimming pool,” suggested Louis.

“Be **sensible**,” declared Louis’s parents. “Swimming pools are expensive. We’re sorry, Louis, but this situation has become impossible. Tomorrow you will have to take your tadpole to the zoo.”

“But I can’t put my friend in a **cage!**” cried Louis.

That night Louis was very sad—until he remembered that the gym in the nearby high school had a swimming pool.

Louis hid Alphonse under a carpet and smuggled him inside.

“Nobody uses this place during the summer,” whispered Louis. “You’ll be safe here.”

After making sure that Alphonse felt at home, Louis said good-bye. “I’ll be back tomorrow with a big pile of cheeseburgers,” he promised.



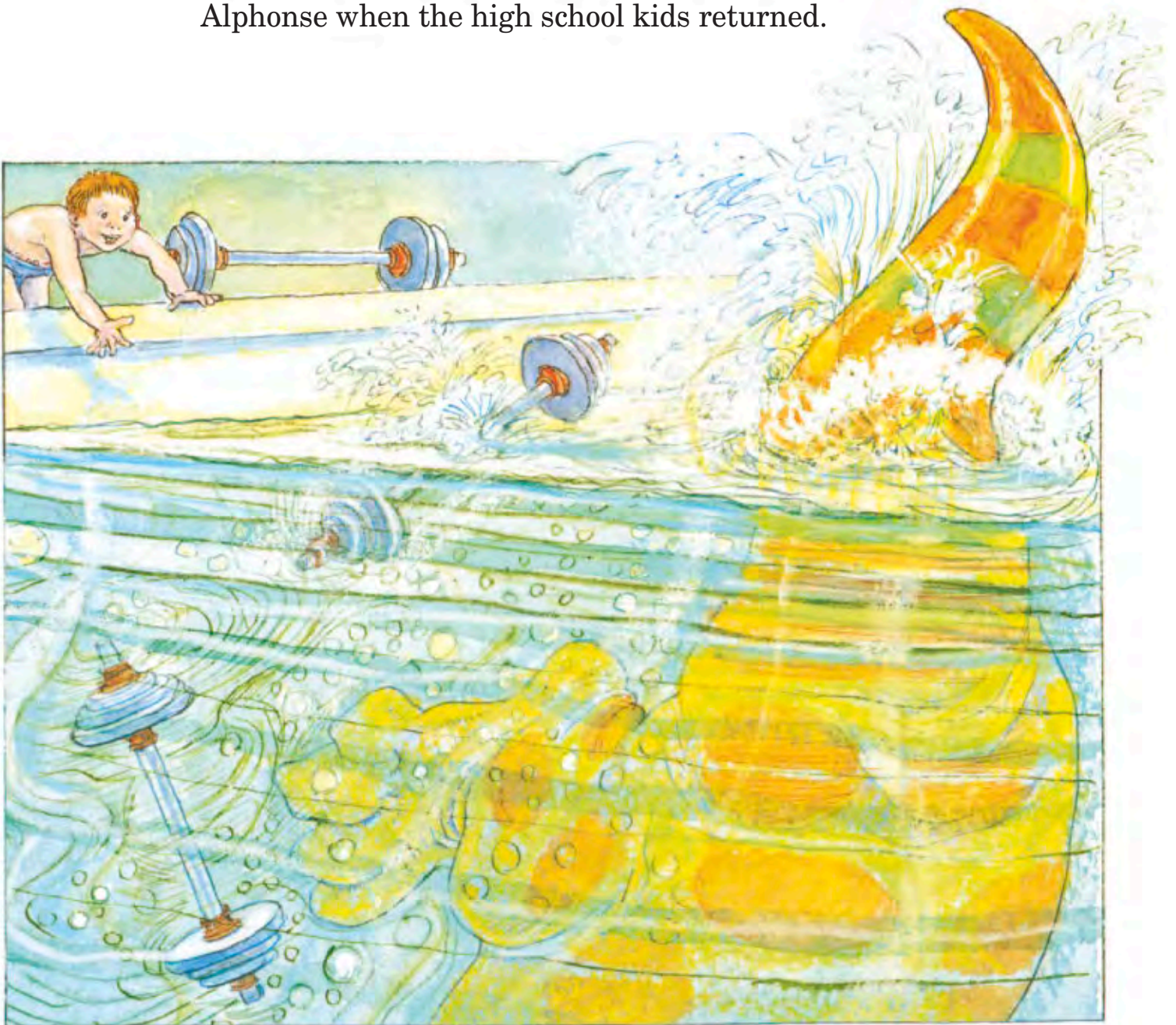
Louis came every afternoon to play with Alphonse.
In the mornings he earned the money for the
cheeseburgers by delivering newspapers.

The **training** continued as well.

Louis would say, “Alphonse, RETRIEVE!”

And Alphonse would succeed every time.

As summer vacation passed, Louis became more
and more worried about what would happen to
Alphonse when the high school kids returned.



After his first day of classes Louis ran to the high school, and found the gym bustling with activity. The swim team was heading for the pool.

“STOP!” cried Louis.

“On your mark!” bellowed the coach. “Get set!”

“Excuse me, sir,” said Louis.

“GO!” roared the coach.





Alphonse rose to the surface to welcome the swimmers.
“It’s a submarine from another planet!” shrieked
the coach.

“Call the police! Call the Navy!”

“No, it’s only a tadpole,” said Louis. “He’s my pet.”

The coach was **upset** and **confused**.

“You have until tomorrow,” he cried, “to get that
creature out of the pool!”

Louis telephoned his friend Ms. Seevers, the librarian, and asked for her help.

“I’ll be right there!” she said.

Ms. Seevers rushed to meet Louis at the high school. When she saw Alphonse, she was so startled that she dropped her purse into the water.

“RETRIEVE!” said Louis. And Alphonse did.

“Where did this astounding animal come from?” cried Ms. Seevers.

“He was a birthday gift from my uncle,” Louis replied.





Ms. Seevers telephoned Uncle McAllister.

“Oh, the wee tadpole?” he said. “Why, he came from the lake nearby. It’s the one folks call Loch Ness.”

“Brace yourself, Louis!” Ms. Seevers said. “I believe your uncle found the Loch Ness monster!”

“I don’t care!” cried Louis. “Alphonse is my friend and I love him.” He pleaded with Ms. Seevers to help him raise enough money to buy the parking lot so he could build a big swimming pool for Alphonse.



Suddenly Ms. Seevers had an idea. “Long ago a pirate ship sank in the harbor,” she said. “No one has ever been able to find it—or its treasure chest. But perhaps we can!”





The next morning they drove to the harbor and rented a boat.

“This is a treasure chest,” cried Louis. “RETRIEVE!”
Alphonse disappeared under the water and returned with the chest! It was filled with gold and jewels.

“Let’s buy the parking lot and get to work!” cried Ms. SeEVERS.

Louis's parents were shocked to see a construction crew in the parking lot.

"Louis!" they cried. "What in the world is going on here?"

"Alphonse found a pirate treasure ship," explained Louis. "And we used part of our gold to buy you this present."

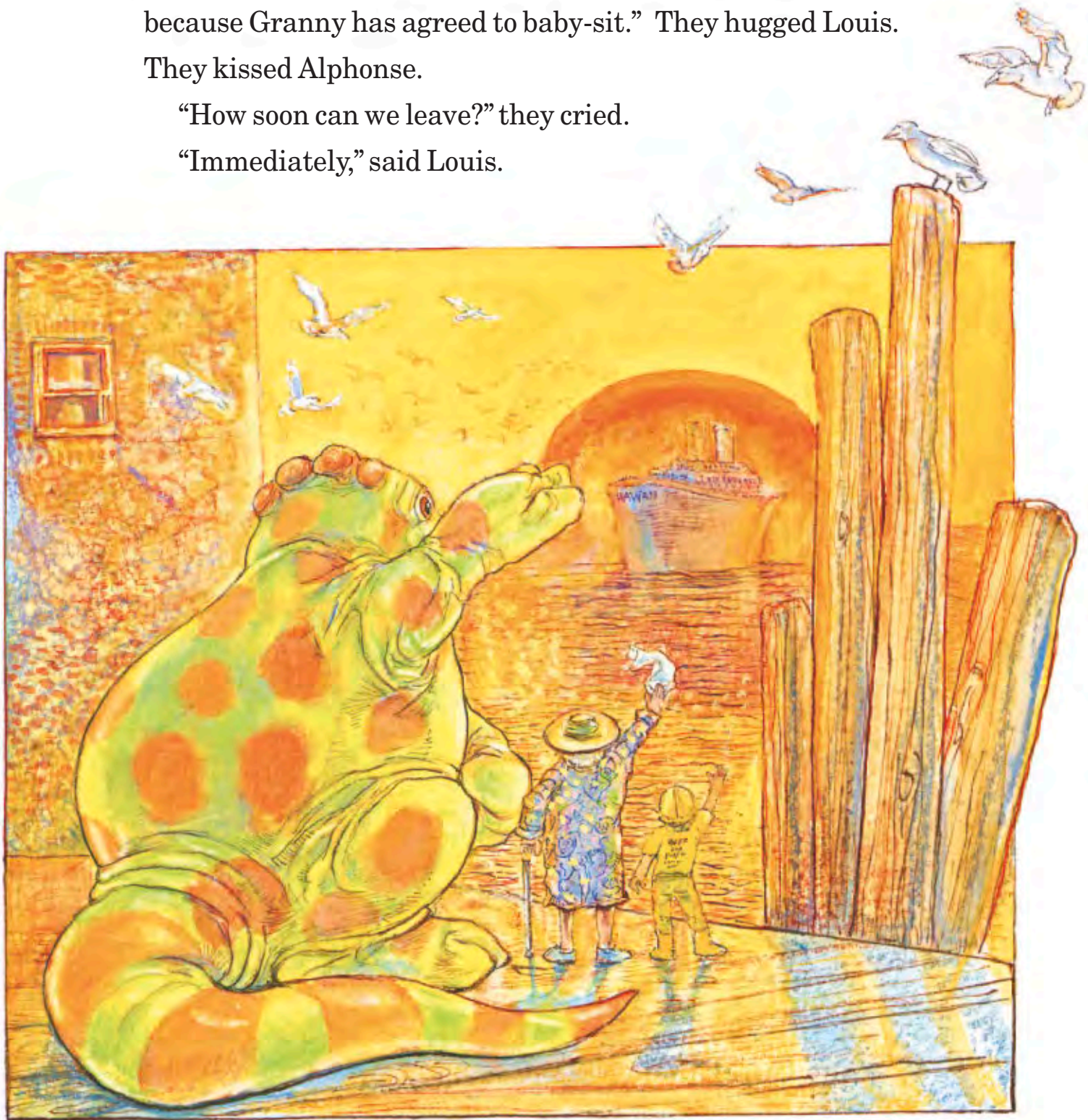


Louis's parents were shocked once again. "Tickets for a vacation cruise to Hawaii!" they gasped.

"And," said Louis, "you don't have to worry about us, because Granny has agreed to baby-sit." They hugged Louis. They kissed Alphonse.

"How soon can we leave?" they cried.

"Immediately," said Louis.







By the time Louis's parents returned, the swimming pool was being enjoyed by everyone in the city.

A week later Louis said, "Alphonse, tomorrow is my birthday, which means that you've been my best friend for a whole year."

The next day Uncle McAllister arrived for the party.

"Greetings, Louis my lad!" he exclaimed. "I've come with a curious stone from the hills of Scotland. Happy Birthday!"

"Wow! Thanks!" said Louis. Suddenly the stone began to tremble and crack . . .

ANALYZE THE TEXT

Story Structure How is the problem with Alphonse solved? What problem might the new birthday gift cause?



Dig Deeper

How to Analyze the Text

Use these pages to learn about Story Structure and Conclusions. Then read *The Mysterious Tadpole* again. Use what you learn to understand it better.

Story Structure

The *Mysterious Tadpole* is about a boy who gets an unusual pet. The characters, the setting, and the plot of the story make up the **story structure**. The beginning of a story usually tells the characters, setting, and what problem the characters have. The end of the story tells how the problem is solved.

Use a story map to record text evidence that will help you describe the story structure.

Characters	Setting
Plot Problem Solution	



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.5** describe the overall structure of a story; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot

Conclusions

Authors do not always tell readers everything they want them to know. Readers must ask and answer questions to draw **conclusions** about what the author does not say. Text evidence, such as clues in the words and pictures, can help you draw conclusions. For example, you might ask yourself where the story takes place. You can look at the pictures in the story to figure it out when the author doesn't tell you.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How do some animals change as they grow? Share your ideas with a partner. Use text evidence from *The Mysterious Tadpole* in your discussion. Take turns speaking.



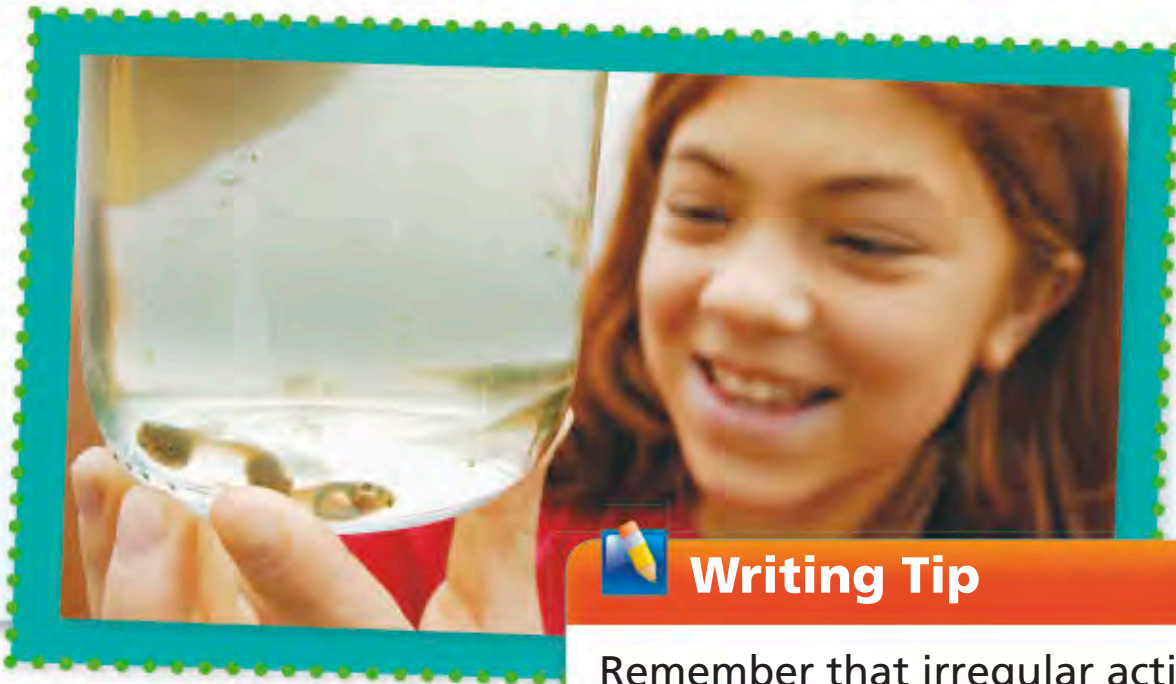
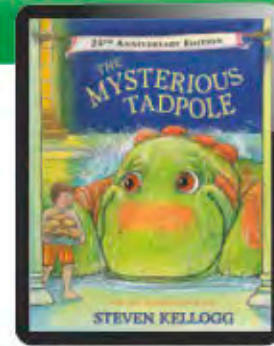
Classroom Conversation

Now talk about these questions with the class.

- 1** What will happen after the stone begins to crumble? Why do you think so?
- 2** How do the pictures help you understand more about the characters, the setting, and the plot? Give an example for each.
- 3** Do you think Uncle McAllister knew that Alphonse was not a tadpole? Why or why not?

WRITE ABOUT READING

Response In the beginning of *The Mysterious Tadpole*, the characters think that Alphonse is a tadpole. Think about how tadpoles grow into frogs. Then write text evidence from the words and pictures in the story to prove that Alphonse is not a tadpole.



Writing Tip

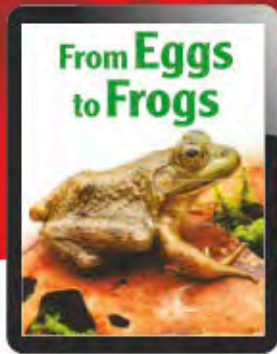
Remember that irregular action verbs do not have *-ed* added to them to tell what happened in the past.



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **W.2.2** write informative/explanatory texts; **W.2.8** recall information from experiences or gather information to answer a question; **SL.2.1a** follow rules for discussions

Lesson 26

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic. This is a science text about frogs.

✓ TEXT FOCUS

A **diagram** is a group of pictures that shows how something works. As you read, use the diagram to help you understand the text.

COMMON CORE **RI.2.7** explain how images contribute to and clarify text; **RI.2.10** read and comprehend informational texts



From Eggs to Frogs

From Egg to Tadpole

Many frogs start life as an egg that hatches in an ordinary pond. The young are called tadpoles. You may look at them suspiciously and feel confused. Why? Tadpoles look like tiny fish, not frogs.

Life Cycle of a Frog

1

A frog lays lots of eggs.



2

Tadpoles hatch from the eggs.



From Tadpole to Frog

A tadpole has a tail but no legs. It uses its tail to stay in control as it swims. A tadpole lives underwater and breathes through gills. As a tadpole grows, it begins to look like a frog. A frog has legs and lungs but no tail. A frog lives out of water part of the time.

Some animals care for their young and teach them how to find food. A tadpole gets no training from its parents. It is able to find its own food.

3

The tadpole grows legs. Lungs develop. The tail shrinks.

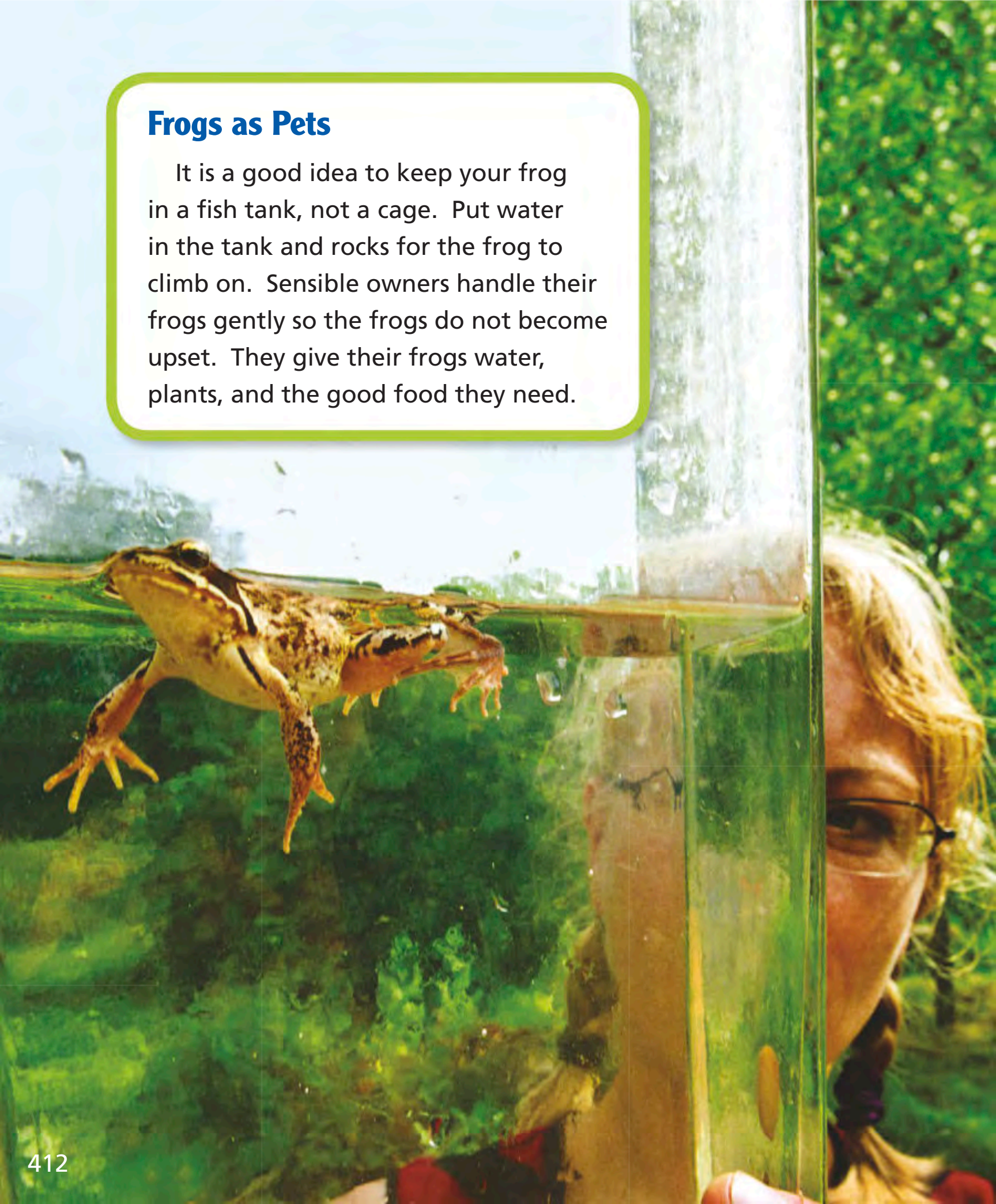
**4**

The tadpole has become a frog.



Frogs as Pets

It is a good idea to keep your frog in a fish tank, not a cage. Put water in the tank and rocks for the frog to climb on. Sensible owners handle their frogs gently so the frogs do not become upset. They give their frogs water, plants, and the good food they need.





Compare Texts

TEXT TO TEXT

Examine Author's Purpose What was the author's purpose for writing *The Mysterious Tadpole*? What was the author's purpose for writing *From Eggs to Frogs*? Write a few sentences to explain how the authors' reasons for writing were different.



TEXT TO SELF

Tell About a Gift How would you feel if you received Louis's birthday gift? Why? Share your feelings with a partner.



TEXT TO WORLD

Connect to Science Think about real tadpoles and how they change into frogs. With a partner, choose another animal to research. Write a few sentences about how the animal changes as it grows. Then draw a diagram. Present the diagram to the class to explain the changes.



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.1** ask and answer questions to demonstrate understanding of key details; **RI.2.6** identify the main purpose of a text; **W.2.7** participate in shared research and writing projects; **SL.2.5** create recordings of stories or poems/add drawings or visual displays to stories or recounts of experiences

Grammar



Contractions A **contraction** is a short way of writing two words. An **apostrophe** (') shows where letters were left out.

Whole Words	Contractions
do not	don't
that is	that's
is not	isn't
I am	I'm
I will	I'll
we are	we're
it is	it's

Try This!

Read each sentence. Write the sentence using the correct contraction for the underlined words.

- 1 I do not think that is a frog!
- 2 I am sure it is a lake monster.
- 3 We are going to the library.

When you use contractions in your writing, be sure to spell them correctly. Remember to put the apostrophe (') in the right place.



Wrong

That is'nt a tadpole.

Thats' a dinosaur!

Correct

That isn't a tadpole.


That's a dinosaur!



Connect Grammar to Writing

When you edit your poem, make sure that contractions are spelled correctly and apostrophes are in the right place.





Opinion Writing

 **Word Choice** When you write a poem, use sense words and details to make your feelings or opinion clear.

Luke drafted a poem in response to *The Mysterious Tadpole*. Later, he revised his writing to include more sense words and details.



Writing Traits Checklist

-  **Organization**
Did I write my poem with lines that rhyme?
-  **Word Choice**
Did I use sense words and details?
-  **Voice**
Did I use powerful language to show how I feel?
-  **Sentence Fluency**
Do my sentences have a rhythm?

Revised Draft

Alphonse is a ^{funny} pet.

He is very wild and wet.

Alphonse has a ^{loud} laugh and likes to play.

He gets bigger every day.

He should probably live in a zoo.

~~I wish Alphonse could live~~ ^{I had a giant Alphonse, too!}

~~with me!~~

Final Copy

A Funny Pet

by Luke Beem

Alphonse is a funny pet.
He is very wild and wet.
Alphonse has a loud laugh and likes to play.
He gets bigger every day.
He should probably live in a zoo.
I wish I had a giant Alphonse, too!

Reading as a Writer

How do the sense words and details that Luke added make his poem more interesting? What words and details can you add to your own poem?

I added sense words and details to make my poem more interesting.





✓ TARGET VOCABULARY

exact

discovered

remove

growled

amazed

explained

guard

souvenirs

Vocabulary
Reader



Context
Cards



L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a Vocabulary word.

1

exact

The map showed the **exact** place to dig for old bones.



2

discovered

This old shark's tooth was **discovered** on a beach. It was found by a scientist.



3

remove

This scientist uses a brush to gently **remove**, or take away, sand.



4

growled

The dog **growled** and barked as it dug up the old bone.



5

amazed

The girl was **amazed** at the size of the dinosaur teeth in the museum.



6

explained

The man **explained**, or told, about the dinosaur.



7

guard

A **guard** makes sure no one touches anything in the museum.

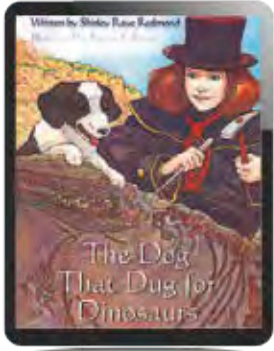


8

souvenirs

He bought **souvenirs** to remember his day at the museum.





Read and Comprehend



✓ TARGET SKILL

Fact and Opinion A **fact** is something that can be proved to be true or false. An **opinion** is what someone believes or feels. Authors often use facts to back up, or support, their opinions.

You can keep track of facts and opinions in a chart like this one.

Fact	Opinion

✓ TARGET STRATEGY

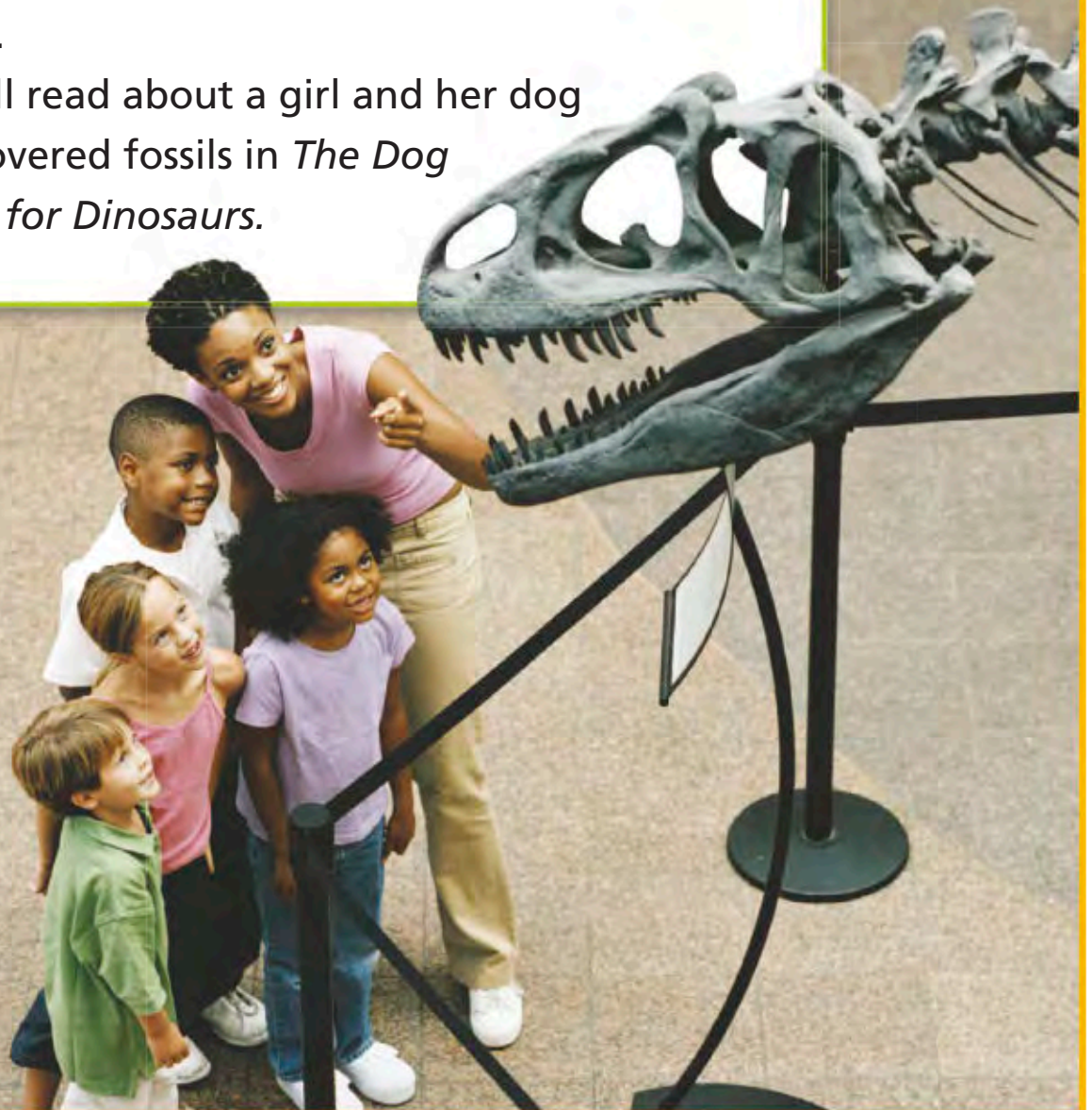
Question Ask questions about what you are reading. Look for text evidence to answer your questions.

PREVIEW THE TOPIC

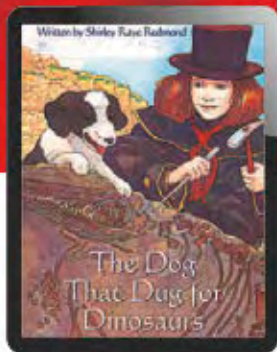
Fossils

Sometimes parts of animals or plants that lived long ago can be found today. These are called fossils. An animal bone is an example of a fossil. Fossils can be found all over the world. Scientists look for fossils to help them learn about the past. Some fossils are on display at museums.

You will read about a girl and her dog who discovered fossils in *The Dog That Dug for Dinosaurs*.



ANCHOR TEXT



✓ TARGET SKILL

Fact and Opinion Tell if an idea can be proved or if it is a feeling.

✓ GENRE

A **biography** tells about events in a person's life. As you read, look for:

- ▶ information about why a person is important
- ▶ events in time order



RI.2.6 identify the main purpose of a text; **RI.2.8** describe how reasons support points the author makes; **RI.2.10** read and comprehend informational texts

MEET THE AUTHOR

Shirley Raye Redmond

At her home in New Mexico, Shirley Raye Redmond begins her day by waking up early and watching the many birds that come to the feeders in her yard. Then she's ready to sit down and start writing.



MEET THE ILLUSTRATOR

Stacey Schuett

Even as a child, Stacey Schuett wanted to be an artist or a writer.

"I was a dreamy kind of little kid who loved to make stuff up," she says. She has illustrated many books, including ones about pirates and trees.





The Dog That Dug for Dinosaurs

by Shirley Raye Redmond
selection illustrated by Stacey Schuett

ESSENTIAL QUESTION

How can you learn
about animals that lived
long ago?

A LONG, LONG TIME AGO, there was a little dog named Tray. He was black-and-white all over. He had friendly brown eyes and a very wiggly tail. Tray lived in England. Tray was a real dog, and this is an honestly true story about him.

Tray loved two things most in the whole world. First, he loved Mary Anning. She was twelve years old and lived with her family in a small cottage near the beach in Lyme Regis. Secondly, Tray loved going with Mary to dig for fossils.



So, what are fossils anyway? They are the remains of animals and plants that died a long time ago. When a leaf or bone gets pressed between layers of sea mud, it leaves an imprint. After many, many years, the mud hardens to rock.



Tray and Mary knew that they would find the very best fossils high up on the cliffs around the beach. They climbed up there every day.

Tray sniffed the rocks. *Sniff, sniff.* He pawed the dirt. *Scratch, scratch.* Mary used a small hammer and chisel. *Tap, tap, tap.*

With these tools, Mary carefully cut fossils out of the cliff, just as her father had shown her. Tray watched as she placed the fossils in her basket. Most of them looked like seashells. Mary and Tray sold them as **souvenirs** to the tourists that came by stagecoach to swim at the beach near their home.





One day Tray and Mary **discovered** some very large bones sticking out of the rocks. They were *huge!*

Tray **growled** and tried to dig the bones out.

Mary used her hands to brush away the loose dirt.

“Tray, we’ve discovered a monster!” she declared.

The bones were much too big for Tray and Mary to **remove** by themselves.

“I’ll go for help,” Mary said. “You stay here, Tray.”

Tray barked loudly and sat down in front of the bones. He was a very good **guard** dog.

Mary ran all the way back to town and asked some grown-ups to help her. “Tray and I have found something really special in the cliff,” she told them. “Just wait and see!”

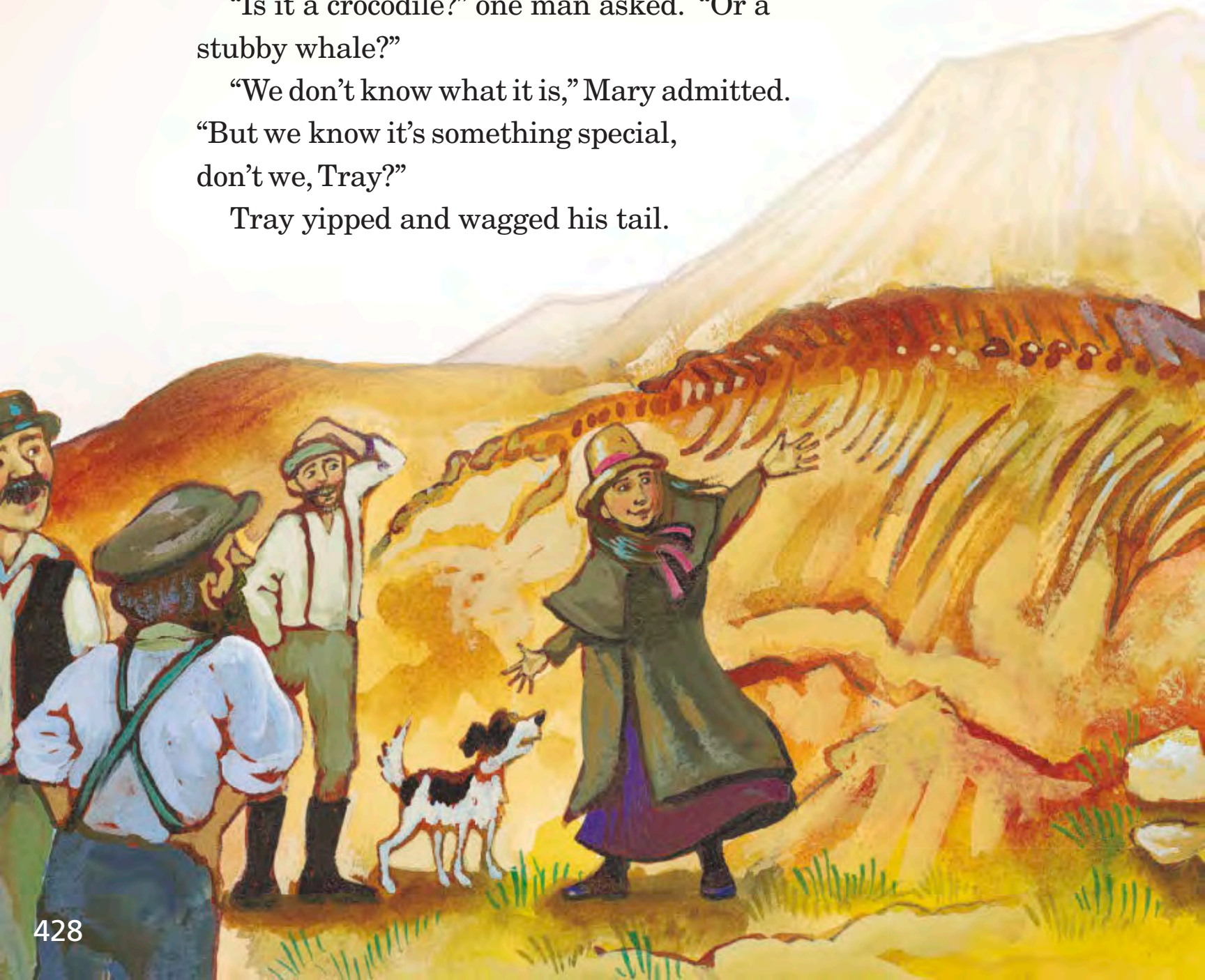
When the men saw the giant rib bones in the side of the cliff, they were **amazed**. “What a beast!” they cried.

“Look at those sharp teeth!”

“Is it a crocodile?” one man asked. “Or a stubby whale?”

“We don’t know what it is,” Mary admitted. “But we know it’s something special, don’t we, Tray?”

Tray yipped and wagged his tail.



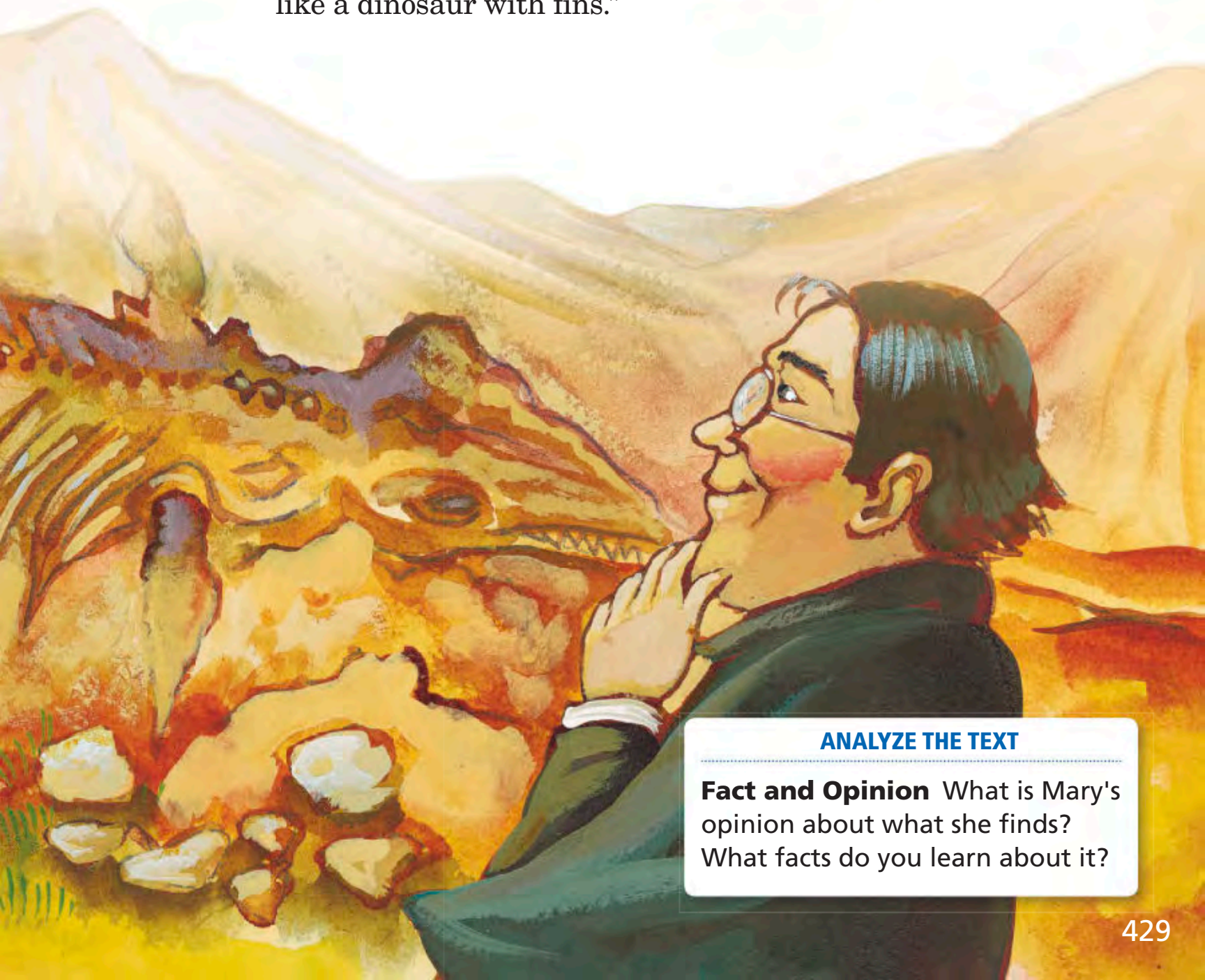
A rich man who lived nearby heard about the sea monster. He hurried to see it for himself.

“I’ll buy it!” he cried. “I will give it to the British Museum in London.”

“Do you know what it is?” Mary asked.

“It is called an ichthyosaur (ICK-thee-uh-soar),” the man told her.

“That means ‘fish lizard,’” he explained. “It’s like a dinosaur with fins.”



ANALYZE THE TEXT

Fact and Opinion What is Mary's opinion about what she finds? What facts do you learn about it?

The amazing news spread about the gigantic fish lizard and the dog and little girl who had found it.

Soon many strangers came to Lyme Regis where Mary and Tray lived. They all wanted to hunt for fossils too. The men wore tall top hats. The women wore frilly bonnets. They carried pretty umbrellas called parasols.

Mary shook her head and smiled. She rubbed Tray's soft ears. They watched the strangers together.

"They don't have the right tools," Mary whispered. "They are wearing the wrong kinds of shoes. Aren't they silly, Tray?"

Tray yipped and chased his tail.





Curious scientists visited Lyme Regis too. One man came from the university in Oxford. His name was William Buckland. He went to the old carpenter's shop where Mary and Tray sold their fossils.

“Can you show me where you found your ichthyosaur, young lady?” he asked politely. “Do you think you could find the **exact** spot again?”

“Tray can find it,” Mary boasted.





Together Mary and Mr. Buckland followed the little dog across the beach and up to the cliffs.

Tray sniffed the rocks. *Sniff, sniff.*

He pawed the dirt. *Scratch, scratch.*

Suddenly he yipped. Then he sat down. Mary pointed. It was the exact place where she had discovered the strange fish lizard!

“What an intelligent dog!” Mr. Buckland declared.

Tray wagged his tail.

Tray and Mary continued to dig for fossils. They were very careful. Mary watched for falling rocks, like her dad told her. Tray looked out for storms and high tides. Then one day they discovered another giant creature.

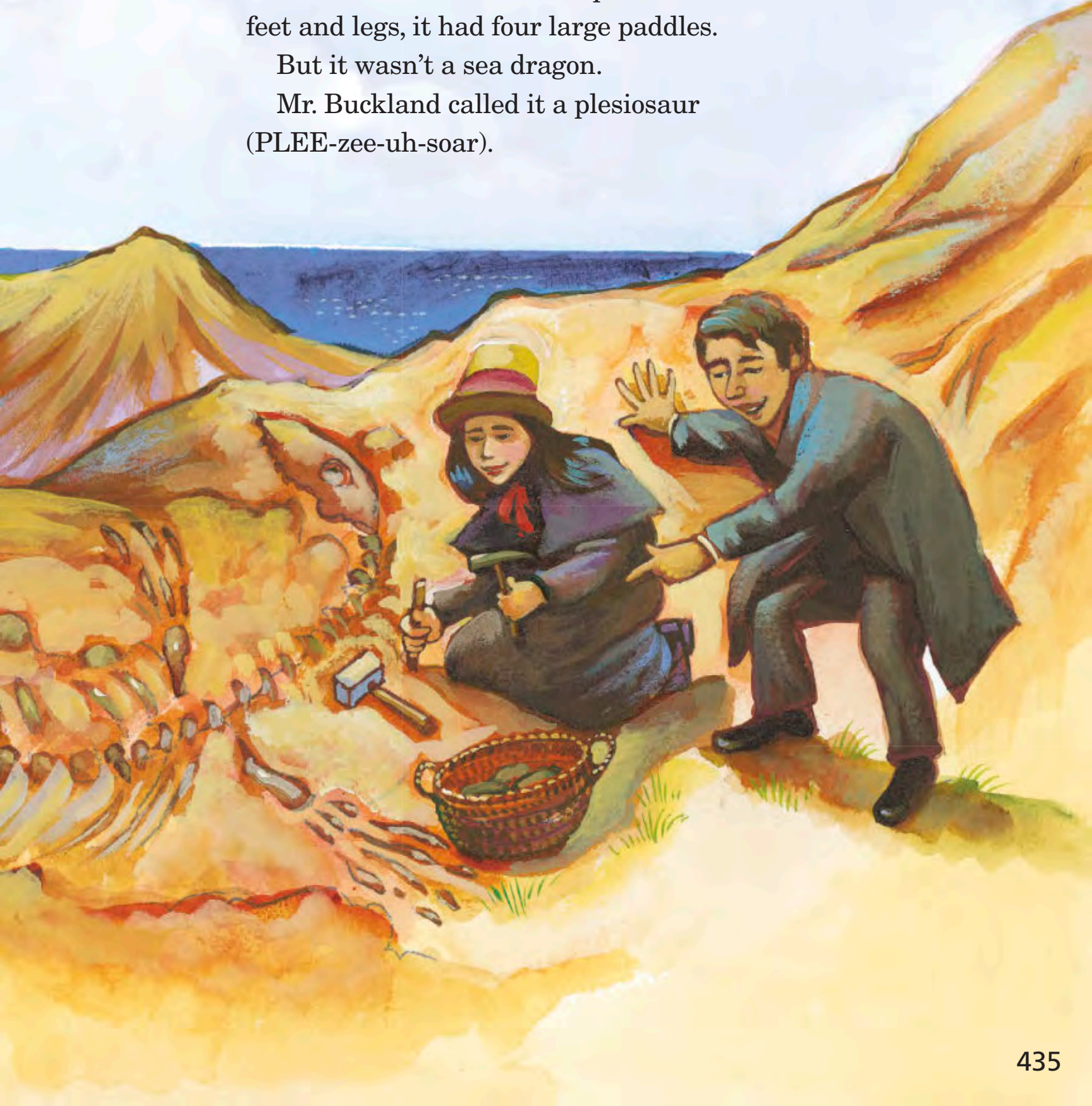
“Look, Tray!” Mary cried. “Is it a sea dragon?”



Tray sniffed the skeleton and snapped at it with his teeth. The creature had a long, long neck. Its backbone was like a humped turtle shell. Instead of feet and legs, it had four large paddles.

But it wasn't a sea dragon.

Mr. Buckland called it a plesiosaur
(PLEE-zee-uh-soar).





One day, Tray and Mary found a fossil that no one in England had ever found before. This one had huge bony wings like a bat and a long sharp jaw.

Tray growled.

“It looks like a gigantic flying lizard!”

Mary declared.

The scientists thought so too, and that’s why they named it a pterodactyl (TAIR-uh-DACK-til).

That means “lizard with wings.”

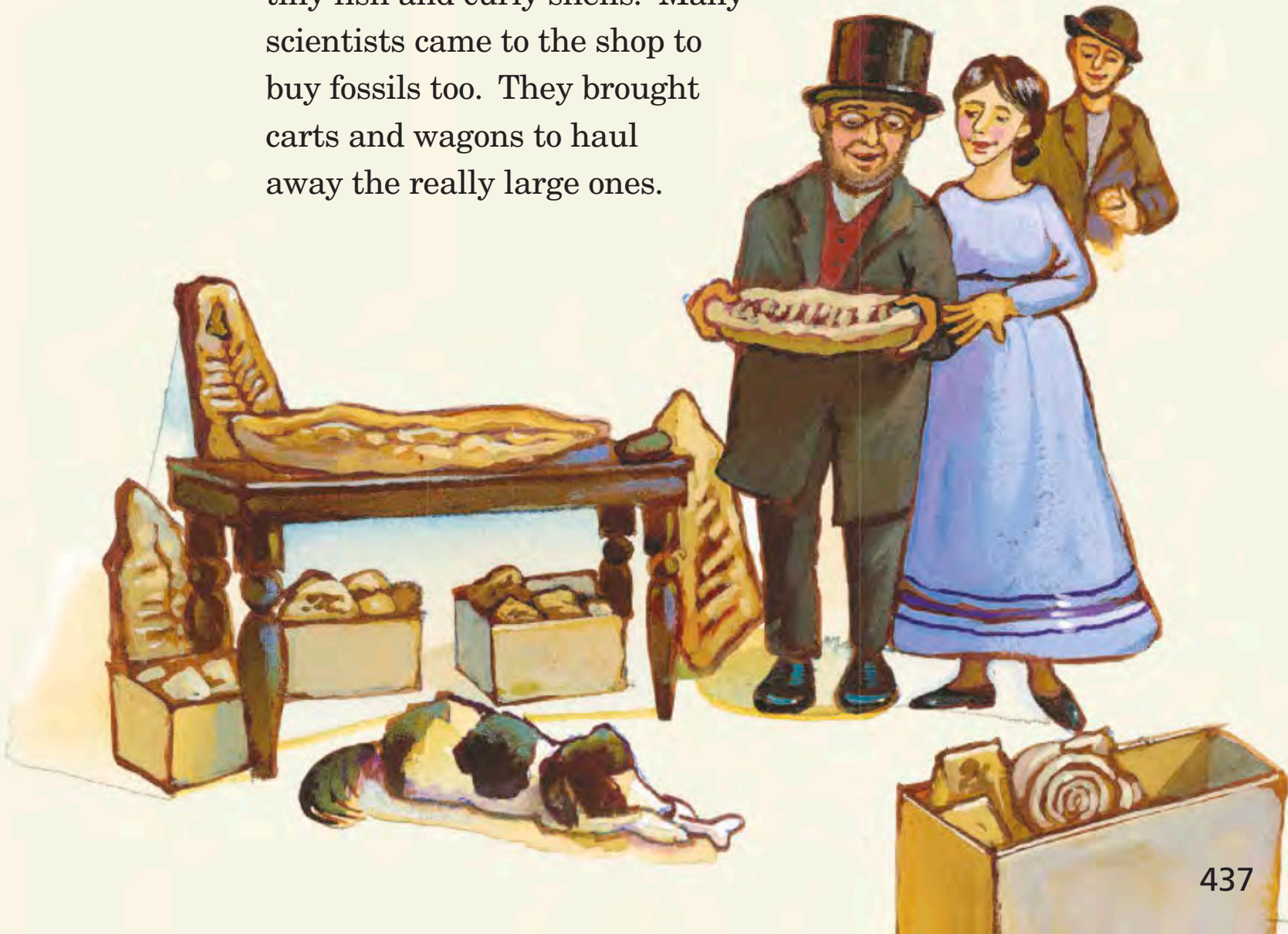
Over the years, Tray, Mary, and Mr. Buckland became good friends.

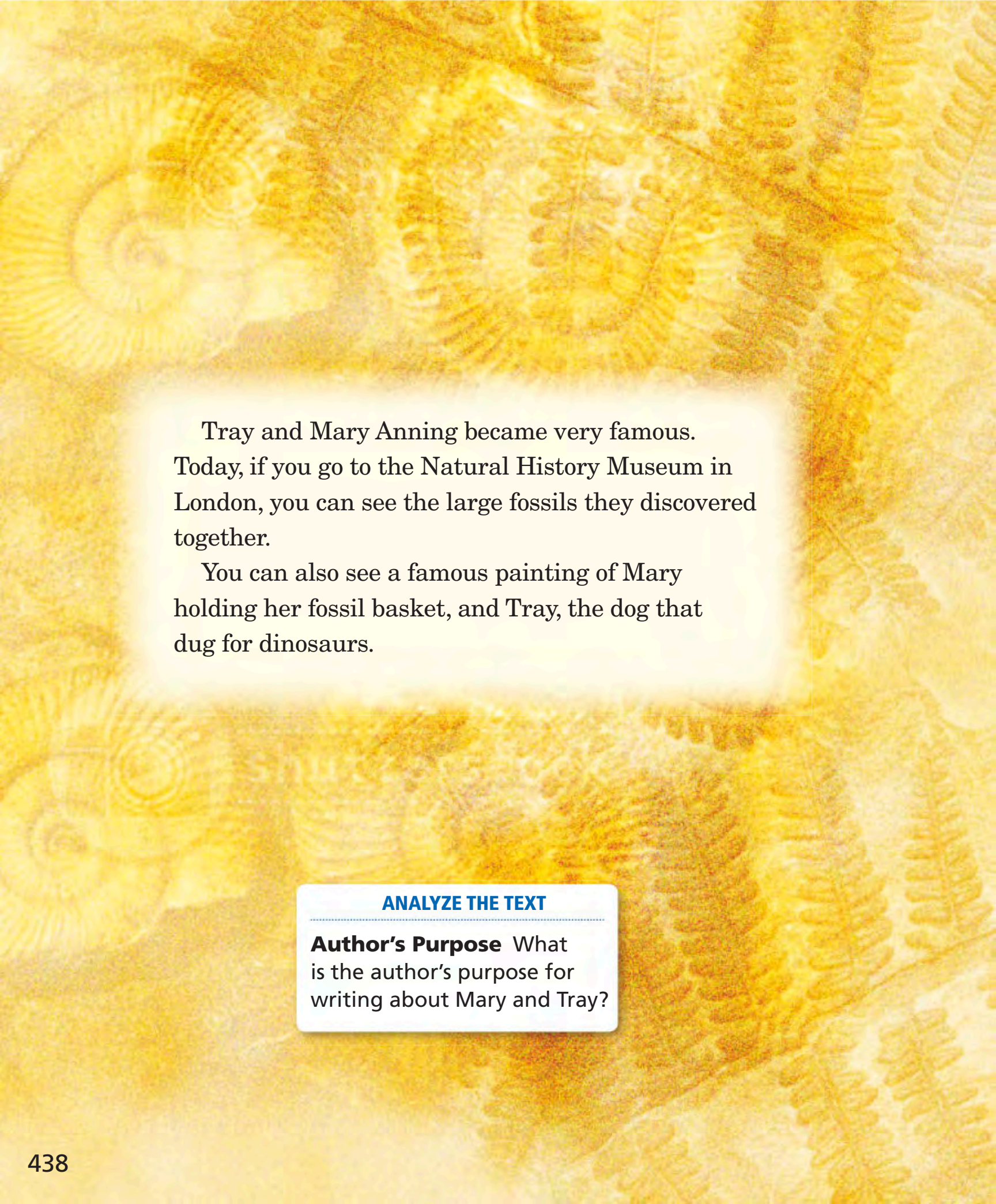
They showed him where to find the best fossils in Lyme Regis.

Mr. Buckland brought books about dinosaurs for Mary. He brought beef bones for Tray. Mary, with Tray on her lap, studied her books every day.

When Tray's whiskers turned gray and Mary was all grown up, they still collected fossils and sold them in the old carpenter's shop. There were boxes and baskets filled with fossils on the floor and on the shelves. Some of the fossil creatures were so big they couldn't fit through the door!

Sometimes children and tourists stopped in to buy fossils of ancient sand dollars or tiny fish and curly shells. Many scientists came to the shop to buy fossils too. They brought carts and wagons to haul away the really large ones.





Tray and Mary Anning became very famous. Today, if you go to the Natural History Museum in London, you can see the large fossils they discovered together.

You can also see a famous painting of Mary holding her fossil basket, and Tray, the dog that dug for dinosaurs.

ANALYZE THE TEXT

Author's Purpose What is the author's purpose for writing about Mary and Tray?





Dig Deeper

How to Analyze the Text

Use these pages to learn about Fact and Opinion and Author's Purpose. Then read *The Dog That Dug for Dinosaurs* again. Use what you learn to understand it better.

Fact and Opinion

In *The Dog That Dug for Dinosaurs*, you read facts about real events. A **fact** is something that can be proved to be true. An **opinion** is what someone believes or feels.

As you reread, look for reasons that support facts and opinions. For example, the author writes that Mary Anning became famous. She supports that by writing that Mary's picture is in a museum. Use a chart like this one to list facts and opinions that the author gives support for.

Fact	Opinion

Author's Purpose

The reason why an author writes something is called the **author's purpose**. The author's purpose may be to give information or to make a reader laugh. The purpose may also be to make a reader believe something or to answer a question. Think about why the author wrote *The Dog That Dug for Dinosaurs*.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How can you learn about animals that lived long ago? Talk about your ideas with a partner. Be sure to use text evidence from *The Dog That Dug for Dinosaurs* to explain your thoughts. Ask your partner to explain more if you don't understand his or her ideas.



Classroom Conversation

Now talk about these questions with the class.

- 1 Why did scientists like William Buckland come to see the fossils?
- 2 Why did Mary think that she found a monster when she found her first dinosaur?
- 3 What opinions did different people have about the fossils that Mary and Tray found?

WRITE ABOUT READING

Response How did finding the fossils change Mary's life? Write a paragraph to explain your answer using facts and text evidence.



Writing Tip

Remember to end your paragraph with a closing sentence. A closing sentence gives your writing a clear ending.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **W.2.2** write informative/explanatory texts; **SL.2.1c** ask for clarification and explanation about topics and texts under discussion

INFORMATIONAL
TEXT



✓ GENRE

Informational text gives facts about a topic. This is a newspaper article.

✓ TEXT FOCUS

A **time line** is a line that shows the order in which events happened.



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify a text



DAILY NEWS

FRIDAY, JANUARY 18

La Brea Tar Pits

by Ciara McLaughlin

Did you know that Los Angeles, California, is famous for its tar pits? They are the La Brea Tar Pits, to be exact. Scientists remove lots of fossils from them. Many people are amazed to see the fossils.



La Brea is one of the best places in the world to find fossils.



Life-size statues of mammoths at the La Brea Tar Pits

Scientists have explained that Los Angeles was once cooler and wetter than it is today. They know this because fossils of plants and animals that lived only in cool, wet places have been discovered there. These plants and animals lived a very long time ago. The animals included big cats with huge teeth. Imagine how they growled! Other animals had to be on guard if they did not want to be eaten.



A saber-toothed cat skull

At times, wolves chased mammoths into tar pits. Then the sticky tar trapped them all. The trapped animals died. Over time, they became fossils.

The tar still traps living things. In time, they may become fossils. People may find them and keep them as souvenirs.



Scientists searching for fossils at the La Brea Tar Pits

La Brea Time Line

More than 100,000 years ago	About 100,000 years ago	About 40,000 years ago	Today
Area covered by water	Water goes down, and land appears	First plants and animals trapped	Surrounded by a busy city



Compare Texts

TEXT TO TEXT

Think About Fossils Reread page 446. Talk to a partner about how animals become fossils. Then discuss how that helps you understand how animals became fossils in *The Dog That Dug for Dinosaurs*.



TEXT TO SELF

Tell About a Discovery You read about how finding dinosaur bones changed Mary's life. How would finding a fossil change your life?



TEXT TO WORLD

Connect to Social Studies Why is Mary Anning an important person? Work with a partner to write about how her discoveries might have helped people.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **W.2.7** participate in shared research and writing projects



Grammar



What Is an Adverb? An **adverb** is a word that describes a **verb**. An adverb can tell how something happens. It can also tell when something happens.

Adverbs That Tell How	Adverbs That Tell When
Tray and I slowly dug in the dirt.	Before the trip , I got some tools.
We pulled out the fossil gently .	Next , I put on some gloves.

Try This!

Work with a partner. Choose the word that best completes each sentence.

Then read the sentence aloud.

- 1 (Early, After) lunch, I went to the museum.
- 2 My dog barked (loudly, loud) to warn of danger.
- 3 The man worked (careful, carefully) to uncover the fossil.

Sometimes you may write two sentences with adverbs that tell about the same verb. Join the sentences, using *and* between the two adverbs. This will make your writing smoother.

Short, Choppy Sentences



Spot dug quickly.



Spot dug carefully.

Longer, Smoother Sentence



Spot dug quickly and carefully.



Connect Grammar to Writing

When you revise your opinion paragraph, combine sentences with adverbs that tell about the same verb.



Opinion Writing

✓ Organization When you write a book report, write your opinion of the book in the **opening sentence**. Then explain your reasons. Use words such as *because, and, and also* to link opinions with your reasons. Write a **closing sentence** at the end.



A group of children wrote a draft of a book report to tell their opinion about *The World of Dinosaurs*. Later, they added an opening sentence and linking words.



Writing Traits Checklist

✓ Organization
Did we write an opening and a closing sentence?

✓ Ideas
Did we express our opinion clearly?

✓ Word Choice
Did we use linking words to connect ideas?

✓ Conventions
Did we use resources to check our spelling?

Revised Draft

The World of Dinosaurs is a fun way to learn about dinosaurs. The book is exciting to read. ~~It~~ ^{because it} is filled with amazing facts. ^{For example,} not all dinosaurs were huge, ^{and} some were even smaller than ^{Also,} there are exciting pictures of chickens. ^{on every page.}

Final Copy

The World of Dinosaurs

by Ann Li, Omar Jones, and Meg Smith

The World of Dinosaurs is a fun way to learn about dinosaurs. The book is exciting to read because it is filled with amazing facts. For example, not all dinosaurs were huge, and some were even smaller than chickens. Also, there are exciting pictures on every page. Some show dinosaurs fighting. Others show giant skeletons that look very scary. Anyone who likes dinosaurs will enjoy reading this book.

Reading as a Writer

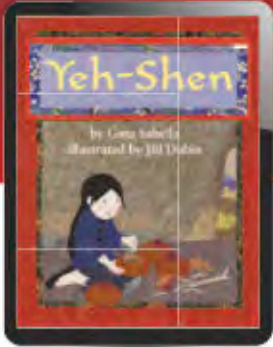
How does the order of the sentences help the reader understand the opinion? How can you put your sentences in an order that makes your opinion clear?

We added connecting words to help support our opinion.



Lesson

28



✓ TARGET VOCABULARY

task

glimmering

served

content

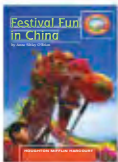
worn

overjoyed

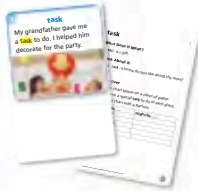
concealed

valuable

Vocabulary
Reader



Context
Cards



COMMON
CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Vocabulary in Context

- ▶ Study each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one on the card.

1

task

My grandfather gave me a **task** to do. I helped him decorate for the party.



2

glimmering

The divers saw something flash in the water. It was a group of **glimmering** fish.



3

served

I think pizza tastes best when it is **served** fresh and hot right out of the oven!



4

content

The girls were **content** to play outside. It was fine with them not to watch TV.



5

worn

The teddy bear looks **worn**. It must be very old.



6

overjoyed

The children were **overjoyed** to see each other. They smiled and laughed.



7

concealed

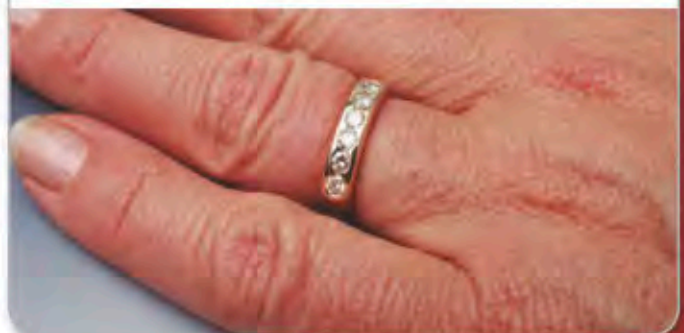
A smaller doll is **concealed** inside the larger doll.

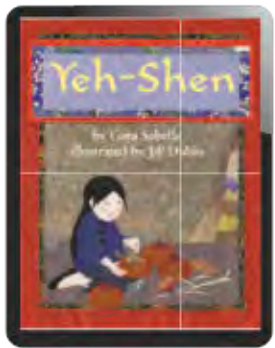


8

valuable

The ring is **valuable** to my mother. She has had it for many years.





Read and Comprehend



✓ TARGET SKILL

Sequence of Events An author of a story often tells story events in the order that they happen. The order in which events happen is called the **sequence of events**. Thinking about the story events can help you understand the **author's message**, or what you can learn from the story. Put events in order in a chart like this one.



✓ TARGET STRATEGY

Analyze/Evaluate To **analyze** as you read, think about the author's words and story events. Then **evaluate**, or decide, how the words and events help you know what is important in the story.

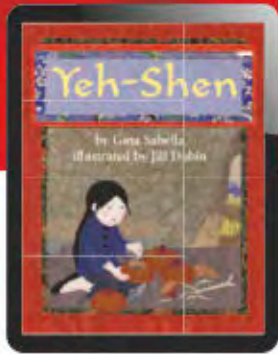
PREVIEW THE TOPIC

Traditional Stories

People have been telling traditional stories for many years. One kind of traditional story is a **fairy tale**. Fairy tales tell about events that could not happen in real life. The story often teaches a lesson. Fairy tales usually have a happy ending. You will read a fairy tale about a young girl in *Yeh-Shen*.



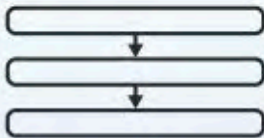
ANCHOR TEXT



✓ TARGET SKILL

Sequence of Events

Tell the order in which things happen.



✓ GENRE

A **fairy tale** is a make-believe story that has been told for many years. Look for:

- ▶ characters who would not exist in real life
- ▶ a happy ending



RL.2.2 recount stories and determine their message, lesson, or moral; **RL.2.10** read and comprehend literature

MEET THE ILLUSTRATOR

Jill Dubin

Jill Dubin always loved art, even as a child. She and her sister used to spend hours making dolls out of paper. Ms. Dubin used paper to make the pictures for *Yeh-Shen*. First, she sketched each picture. Next, she picked pieces of paper with different colors and patterns. She cut out pieces of the paper and placed them onto the sketches. The backgrounds and the characters' clothes are all different pieces of paper glued together!




Yeh-Shen

by Gina Sabella illustrated by Jill Dubin

ESSENTIAL QUESTION

What can you learn from reading a fairy tale?



Yeh-Shen was a girl who grew up in China a long, long time ago. Her mother and father had died, so she lived with her mean stepmother, Jin, and her stepsister, Jun-li. They lived in a cave.

Every time Jin looked at Yeh-Shen, she became angry. Yeh-Shen was gentler and kinder than Jin's own daughter, Jun-li. Yeh-Shen was also a hard worker. Jun-li was spoiled and lazy.

Jin gave Yeh-Shen only rags to wear. She gave her long lists of chores to do. When Yeh-Shen finished one **task**, Jin added three more to the list.

Yeh-Shen was always busy working. She did not have a chance to make many friends, but she did have one very special friend. This friend had golden eyes, **glimmering** scales, and a big beautiful tail. It was a fish that lived in the pond. Every day Yeh-Shen stopped by the pond and shared some crumbs with the fish. Every day the fish popped up to greet its friend.

Yeh-Shen's stepmother saw this and became furious. She didn't want Yeh-Shen to have any friends, not even a fish! One day, Jin caught the fish and cooked it for dinner.



Yeh-Shen cried when she saw her friend **served** for dinner. She ran out of the cave and sat by the pond.

“What’s the matter?” an old man asked her.

Yeh-Shen told him about her friend, the fish. Then she told him what her stepmother had done.

“Listen carefully to me,” the old man said. “The bones of that fish hold special powers. Take the bones and bury them in four pots. Put one pot at each corner of your bed. Whenever you need help, tell the bones what you need. They will make your every wish come true.”



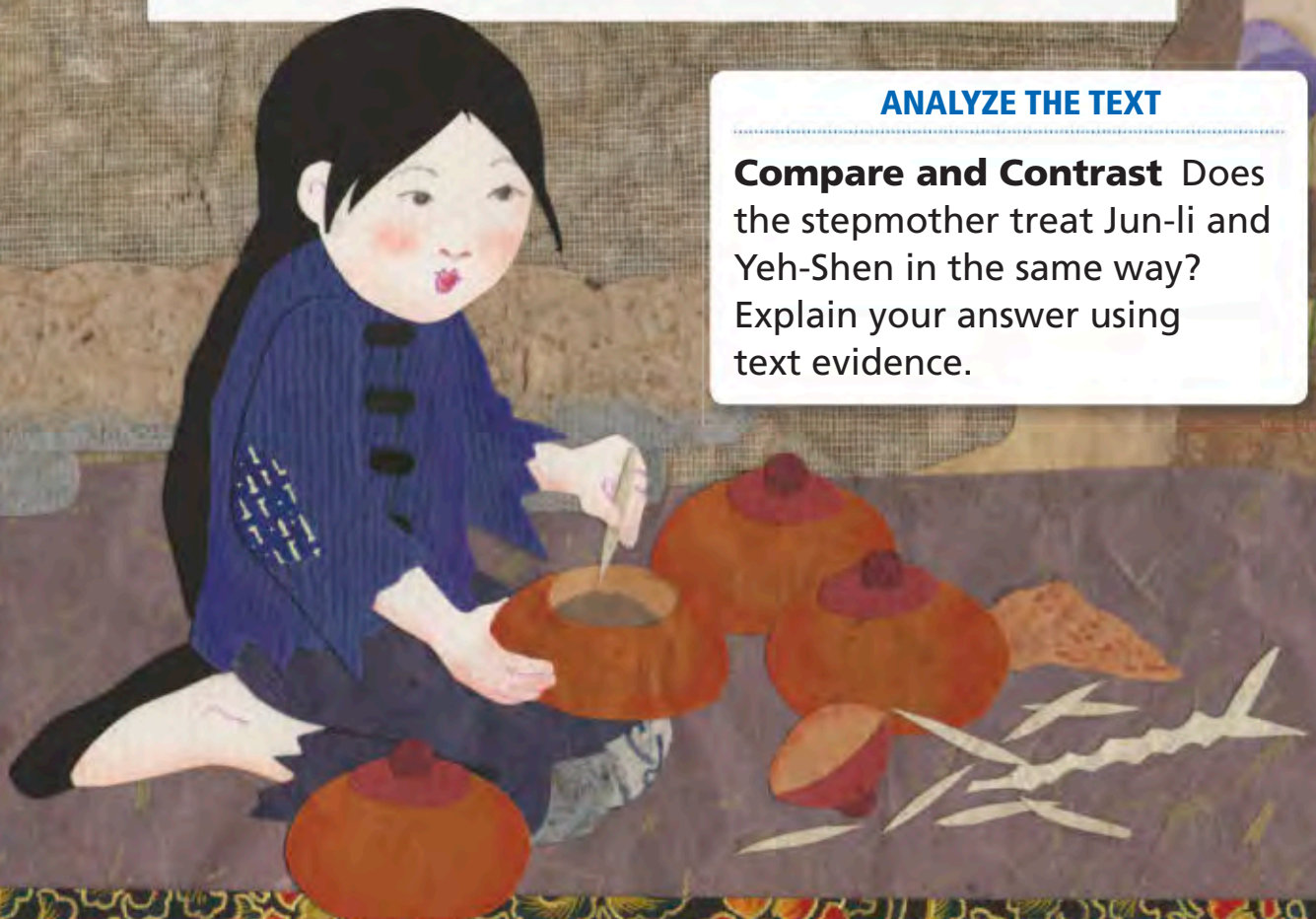
Yeh-Shen followed the old man's directions. When she got back to the cave, she buried the bones in four pots. Then she put the pots by the corners of her bed. She did not have anything to ask for yet, but she felt **content** knowing that her friend was close by.


A few weeks later, the spring festival arrived. At the festival, young men and women could meet. They hoped to fall in love and marry.

Jin didn't want to ruin Jun-li's chances of finding a husband, so she ordered Yeh-Shen to stay home and clean. Then she and Jun-li went to the festival.

ANALYZE THE TEXT

Compare and Contrast Does the stepmother treat Jun-li and Yeh-Shen in the same way? Explain your answer using text evidence.



The background of the page is a vibrant illustration of a festival. On the left, a large figure of a man in a blue and gold patterned robe and a red and blue hat holds a large, ornate lantern. In the center and right, several other figures in traditional Chinese attire are visible, including women in colorful dresses and men in red and blue outfits. The scene is decorated with numerous red and yellow lanterns hanging from the top. A large, full moon is visible in the background, and the overall atmosphere is festive and celebratory.

Yeh-Shen did not want to stay home and clean. For the first time since she buried the bones, she had a wish.

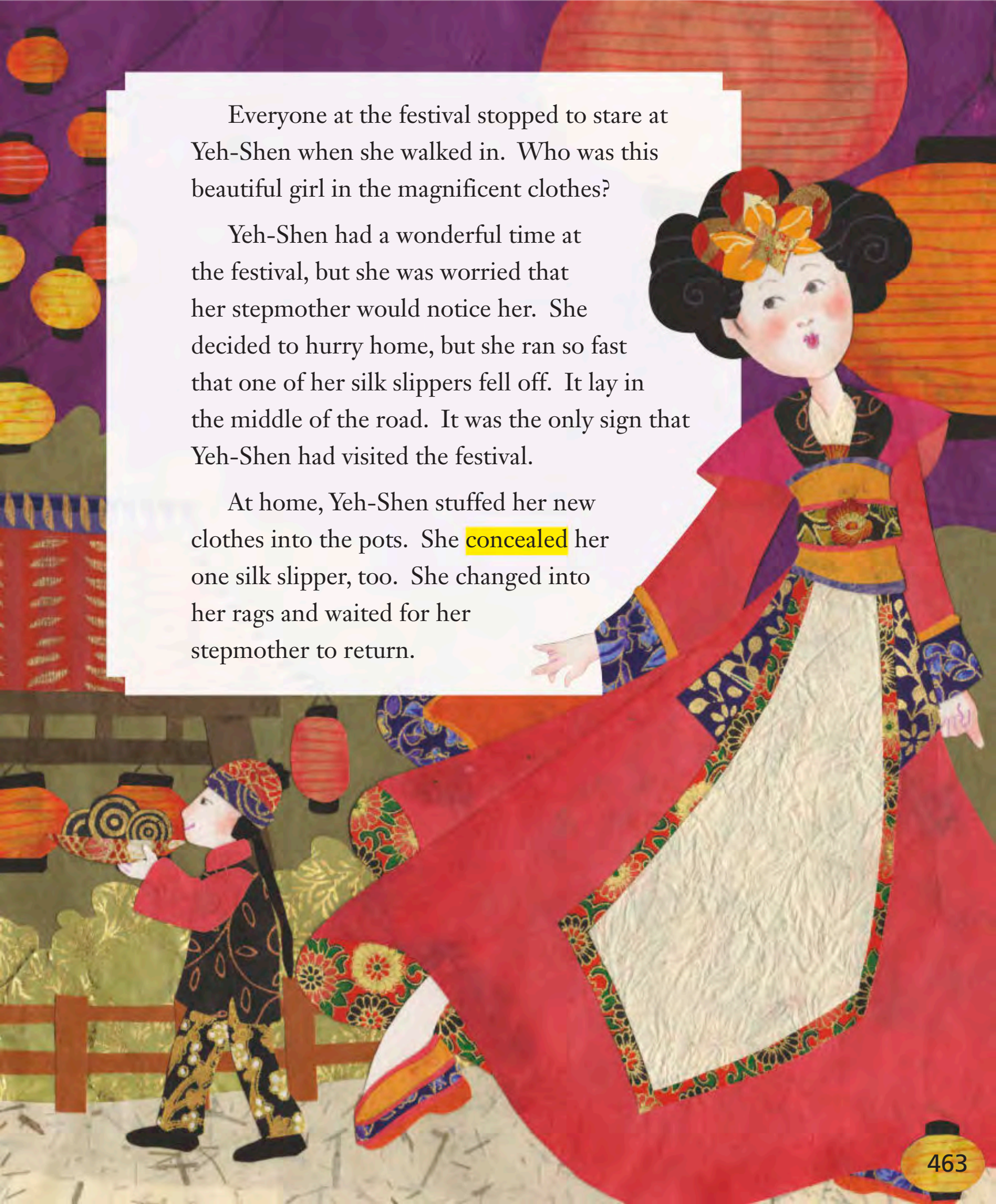
“I wish I had beautiful clothes,” she said to the bones. “I wish I could go to the festival. I wish I could be like all the other girls.”

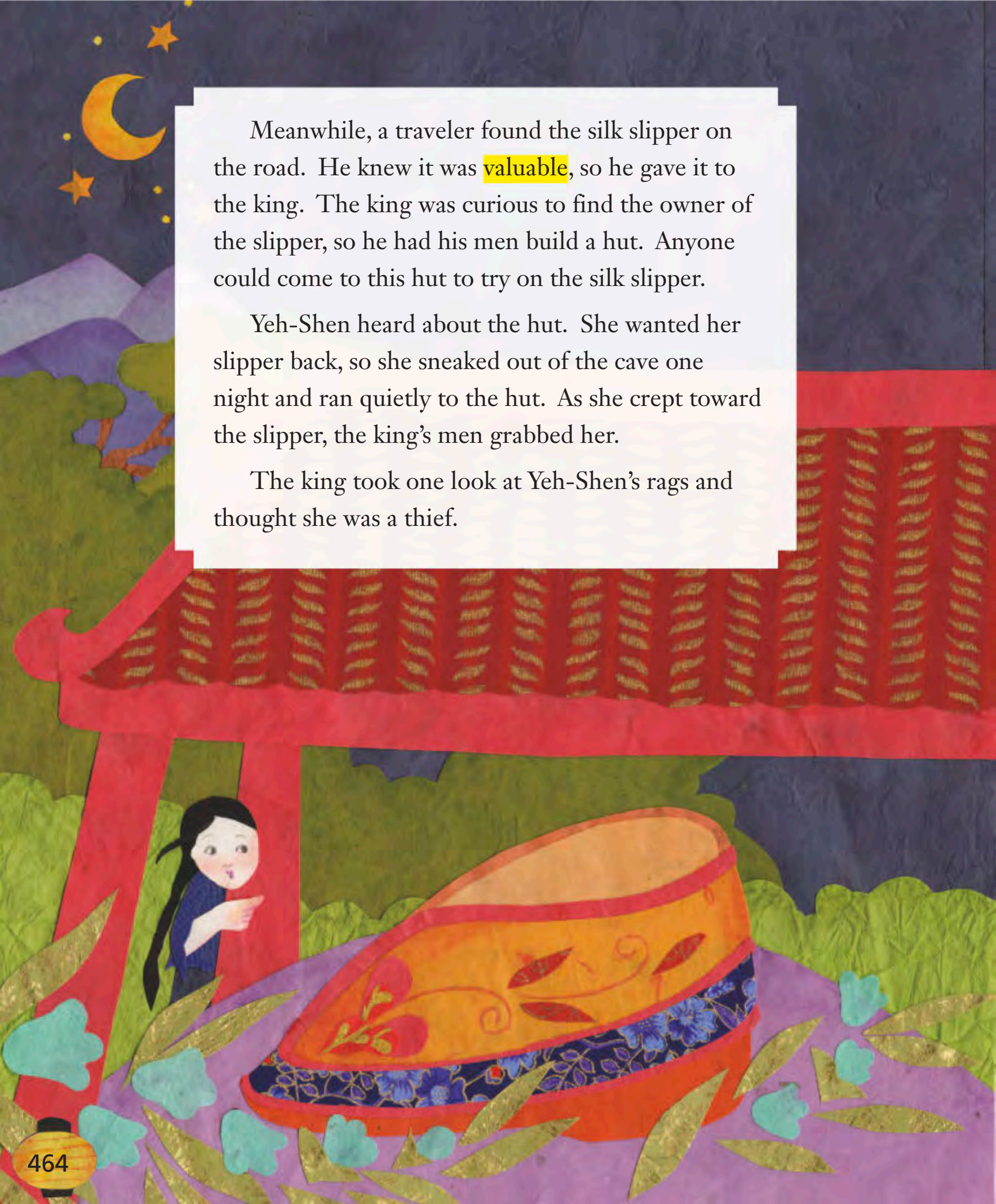
As soon as Yeh-Shen said the words, something amazing happened. She was covered in the finest clothes from head to toe. Her old, **worn** shoes were replaced by a pair of slippers made from silk. Yeh-Shen was **overjoyed** and grateful for the gifts from her friend. She ran off happily to the festival.

Everyone at the festival stopped to stare at Yeh-Shen when she walked in. Who was this beautiful girl in the magnificent clothes?

Yeh-Shen had a wonderful time at the festival, but she was worried that her stepmother would notice her. She decided to hurry home, but she ran so fast that one of her silk slippers fell off. It lay in the middle of the road. It was the only sign that Yeh-Shen had visited the festival.

At home, Yeh-Shen stuffed her new clothes into the pots. She **concealed** her one silk slipper, too. She changed into her rags and waited for her stepmother to return.





Meanwhile, a traveler found the silk slipper on the road. He knew it was **valuable**, so he gave it to the king. The king was curious to find the owner of the slipper, so he had his men build a hut. Anyone could come to this hut to try on the silk slipper.

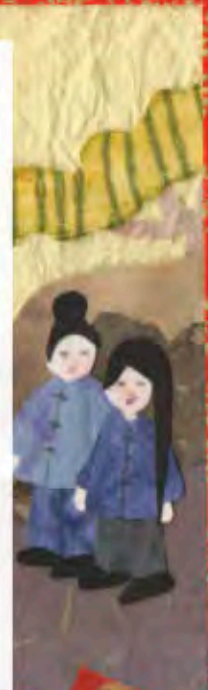
Yeh-Shen heard about the hut. She wanted her slipper back, so she sneaked out of the cave one night and ran quietly to the hut. As she crept toward the slipper, the king's men grabbed her.

The king took one look at Yeh-Shen's rags and thought she was a thief.

Yeh-Shen looked up at the king. Her eyes were filled with tears. The king saw how gentle and kind she was. He listened to her words.

“Please, I will show you the other slipper,” Yeh-Shen whispered to the king.

Yeh-Shen led the king to her home. She put on the matching silk slipper and her fine clothes. The king knew then that he wanted to marry her. However, he was angry at how Jin and Jun-li had treated Yeh-Shen. He told them never to come to his castle, so they stayed in their cave for the rest of their lives.



ANALYZE THE TEXT

Sequence of Events What happened first, next, and last to Yeh-Shen? What lesson can you learn from these events?



Dig Deeper

How to Analyze the Text

Use these pages to learn about Sequence of Events and Comparing and Contrasting. Then read *Yeh-Shen* again. Use what you learn to understand it better.

Sequence of Events

Yeh-Shen is about events that happen to a young girl. The events in the story happen in order. Thinking about the **sequence of events** can help you figure out the lesson in the story. Think about what happens and what the characters learn from the events. Then think about the lesson you can learn.

As you read, use a chart like the one below to help you retell the order of events.



RL.2.2 recount stories and determine their message, lesson, or moral; **RL.2.3** describe how characters in a story respond to major events and challenges

Compare and Contrast

When you read a story, you can compare and contrast. When you **compare** and **contrast**, you tell how things are alike and different.

As you read *Yeh-Shen*, you can compare and contrast how the characters look, think, and act. You can also compare and contrast to see how the characters change in the story. This will help you see how the characters respond to story events and can help you understand more about them.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

What can you learn from reading a fairy tale?

Discuss the events in *Yeh-Shen* with a small group. Use text evidence to explain the story's lesson. Add your own ideas to what others say.



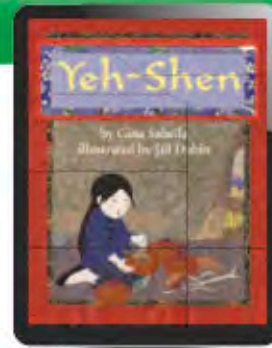
Classroom Conversation

Now talk about these questions with the class.

- 1 In what ways does Yeh-Shen change in the story? In what ways does she stay the same?
- 2 Why does the king think Yeh-Shen is a thief?
- 3 Think about the end of the story. How might the king have treated Jin and Jun-li differently if they had been kind to Yeh-Shen?

WRITE ABOUT READING

Response How do you think Yeh-Shen's stepmother and stepsister feel at the end of the story? Write a few sentences to explain your answer.



Writing Tip

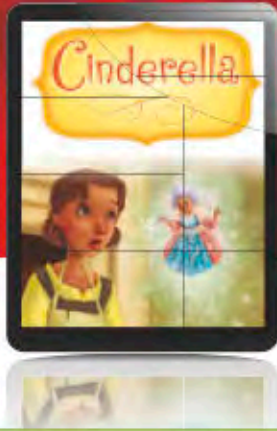
Use interesting and exact words to tell about the characters' feelings.



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.2** recount stories and determine their message, lesson, or moral; **RL.2.3** describe how characters respond to events and challenges; **W.2.1** write opinion pieces

Lesson 28

FAIRY TALE



✓ GENRE

A **fairy tale** is a make-believe story that has been told for many years.

✓ TEXT FOCUS

The **illustrations** in a story are drawings that show important details to help the reader understand more about the characters, the setting, or the plot.



RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **RL.2.10** read and comprehend literature

Cinderella

by Sheila Sweeny Higginson
illustrated by Donald Wu

Once upon a time, there lived a girl named Cinderella. Cinderella was smart, kind, and beautiful. Her father loved her very much, and she loved him.

Cinderella had a stepmother and two stepsisters, too. They did not love Cinderella. They were jealous of her and were never kind.





Cinderella had to do all of the chores. She mopped the floors and washed all of the dirty dishes. She dusted, scrubbed, and polished every single thing in the house. One day, Cinderella's family received an invitation to a ball. The prince was having a dance and inviting all of the young women in the kingdom.

Cinderella ironed her stepsisters' dresses. She brushed their hair and fixed their bows. Then she waved good-bye as they skipped off to the ball. Cinderella was not allowed to go. After everyone left the house, Cinderella sat alone by the fireplace and cried. Tears streamed down her beautiful face. "Oh, how I wish that I could go to the ball," Cinderella sobbed. "I wish that I had a beautiful dress to wear."

Just then, a tiny woman with wings flew through the window. She had a wand in her hand. It was Cinderella's fairy godmother! "Why are you crying, my dear?" the fairy godmother asked Cinderella.

"I want to go to the ball, too," cried Cinderella. "Then you shall go!" said the fairy godmother.



Cinderella's fairy godmother waved her wand quickly in the air. Poof! A pumpkin transformed into a golden coach. Six mice turned into a team of horses to pull the coach. Whoosh! Cinderella's old, worn-out clothes were changed into a beautiful pink and silver gown and two glass slippers.



“What are you waiting for?” the fairy godmother asked Cinderella. “You need to get to the ball! Just make sure that you come home by midnight.”

The prince saw Cinderella as soon as she entered the ballroom. He could not believe his eyes. She was the most beautiful girl he had ever seen.

The prince asked Cinderella to dance. The prince soon discovered that Cinderella was smart and kind, and he fell completely in love with her. Cinderella learned that the prince was good and noble. Cinderella fell in love with him, too.





Soon enough, the clock began to strike midnight in the ballroom. Cinderella gasped and turned to race out of the castle. As she ran out, one of her glass slippers fell off her foot. Cinderella did not stop to get it.

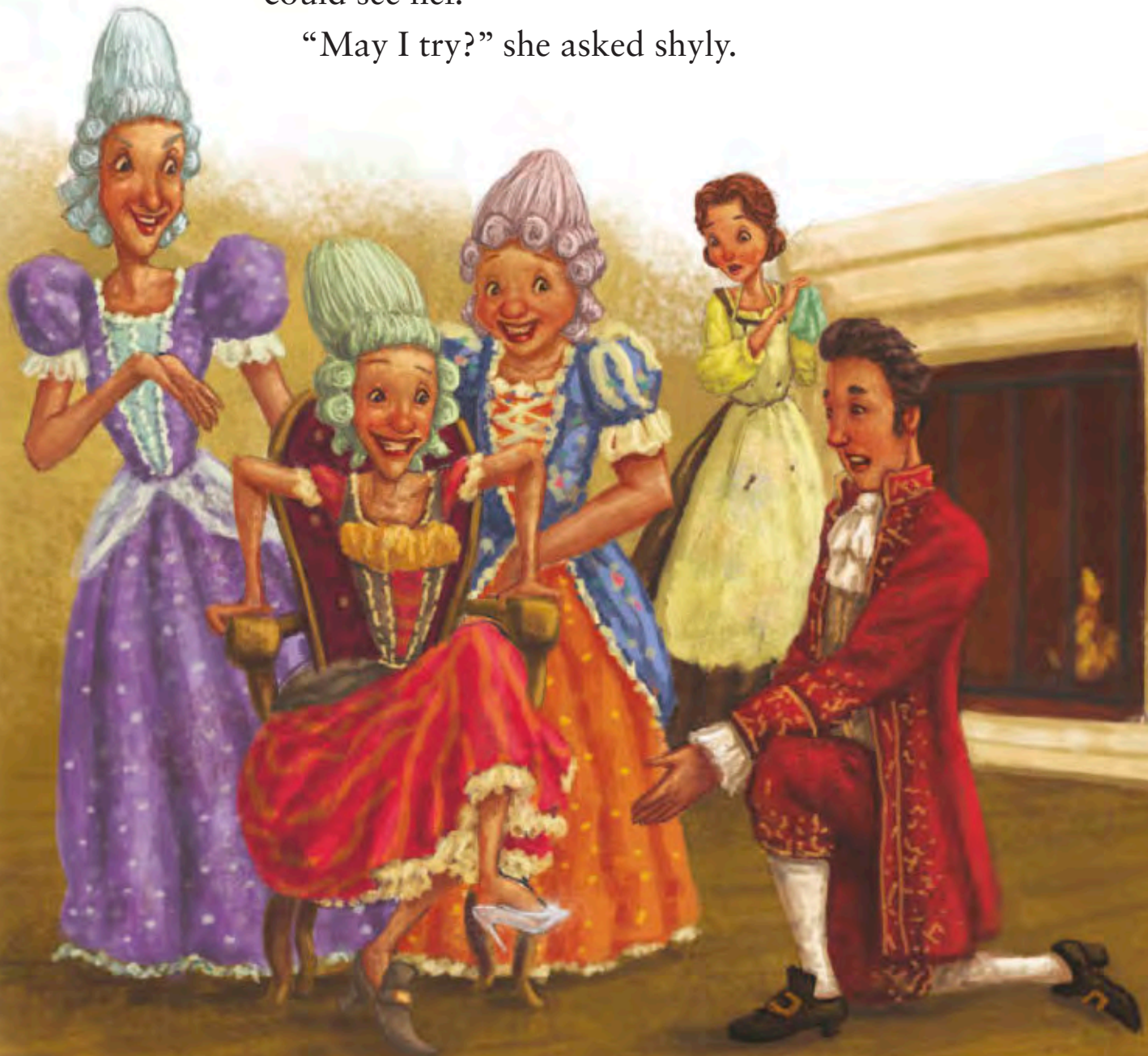
The prince rushed after Cinderella, but he couldn't catch her. He picked up the glass slipper and sighed. It belonged on the foot of the girl he loved. He vowed to find Cinderella and marry her.

The prince was true to his word. With the glass slipper in hand, he knocked on every door in the kingdom. He was looking for the girl whose foot would fit into the slipper.

Every girl wished the slipper would fit, especially Cinderella's stepsisters. The stepsisters tugged and pulled on the slipper. They pushed with all their might, but they could not fit their big feet into the slipper.

Cinderella watched her stepsisters as she stood next to the fireplace. At last, she stepped out so that the prince could see her.

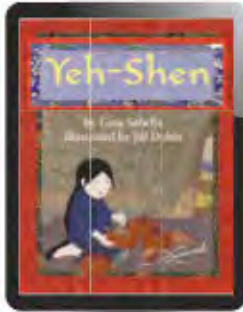
“May I try?” she asked shyly.



The prince knelt down in front of Cinderella and held out the glass slipper. Cinderella placed her foot into the slipper, and it fit her perfectly. However, the prince did not need to see that. He looked into Cinderella's eyes. He knew that she was his true love.

The prince took Cinderella back to his castle, and they were married the next day. Then Cinderella, who was always kind, invited her father, her stepmother, and her stepsisters to live with the prince and her in the castle. They all lived happily ever after.





Compare Texts

TEXT TO TEXT

Discuss Stories Think about *Yeh-Shen* and *Cinderella*. How are the stories alike and different? Compare and contrast the characters, the settings, and the events. Discuss your ideas with a partner. Then tell which story you like better and why.



TEXT TO SELF

Make Decisions *Yeh-Shen* sneaks out of the cave at night to get her lost slipper. Why is this not a safe thing to do? What would you do? Write to explain.



TEXT TO WORLD

Connect to Social Studies *Yeh-Shen* is a fairy tale from China. Work with a partner to find three facts about China in a reference book. Write each fact on a sheet of paper. Draw a picture to go with each fact.



RL.2.7 use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **RL.2.9** compare and contrast versions of the same story; **W.2.7** participate in shared research and writing projects

Grammar



Possessive Nouns A **possessive noun** shows that a person or animal owns or has something. Add an **apostrophe** (') and -s to a singular noun to make it a possessive noun. Add just an apostrophe to a plural noun that ends in -s to make it a possessive noun.

Singular Possessive Nouns

one girl's shoe

a prince's festival

a king's horse

Plural Possessive Nouns

many girls' shoes

two princes' festivals

five kings' horses

Try This!

Write each possessive noun correctly by adding an apostrophe (') or an apostrophe and -s to the name of the owner.

- 1 Yeh-Shen friend
- 2 two sisters dresses
- 3 a king castle

Use possessive nouns in your writing. They can help you avoid wordy sentences.



Wordy Sentence

The coach belonging to the girl was made from a pumpkin.

Sentence with Possessive Noun


The girl's coach was made from a pumpkin.



Connect Grammar to Writing

When you revise your response paragraph, look for places where you can use a possessive noun to fix a wordy sentence.

Opinion Writing





 **Ideas** When you write a **response paragraph**, use only details that support your opinions. Connect your opinions with reasons using linking words such as *and*, *because*, and *also*.



Arianna drafted a **response paragraph** about *Yeh-Shen*. Later, she revised her draft by taking out a detail that didn't belong and by adding linking words.



Writing Traits Checklist

-  **Ideas**
Do all the details support my opinion?
-  **Organization**
Did I begin by stating my opinion?
-  **Sentence Fluency**
Did I combine sentences that have the same subject?
-  **Conventions**
Did I punctuate my sentences correctly?

Revised Draft

I think the king was right to never allow Yeh-Shen's stepfamily into the castle again. Yeh-Shen's stepmother, Jin, was very mean **because** to her. Jin was angry. She made Yeh-Shen wear rags and work **Also,** all the time. Yeh-Shen was not allowed to have friends. ~~Her only friend had golden eyes.~~

A Good Decision

by Arianna Gerard

I think the king was right to never allow Yeh-Shen's stepfamily into the castle again. Yeh-Shen's stepmother, Jin, was very mean to her because Jin was angry. She made Yeh-Shen wear rags and work all the time. Also, Yeh-Shen was not allowed to have friends. Jun-li was not kind either. She was lazy and did not help Yeh-Shen. Jin and Jun-li needed to be punished because they treated Yeh-Shen so badly.

Reading as a Writer

Which detail did Arianna take out? Are there details you should take out of your paragraph?

I took out a detail that didn't connect to my opinion.



Lesson

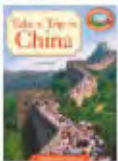
29



✓ TARGET VOCABULARY

search
contained
startled
odd
leaned
tossed
grateful
village

Vocabulary Reader



Context Cards



L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts



Vocabulary in Context

- ▶ Study each **Context Card**.
- ▶ Place the Vocabulary words in alphabetical order.

1

search

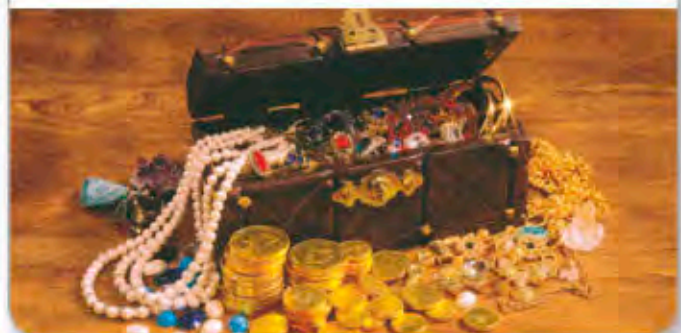
It is fun to **search** for buried treasure. You never know what you will find!



2

contained

This old box **contained** jewels, coins, and other treasures.



3

startled

The diver was **startled** to find treasure at the bottom of the ocean.



4

odd

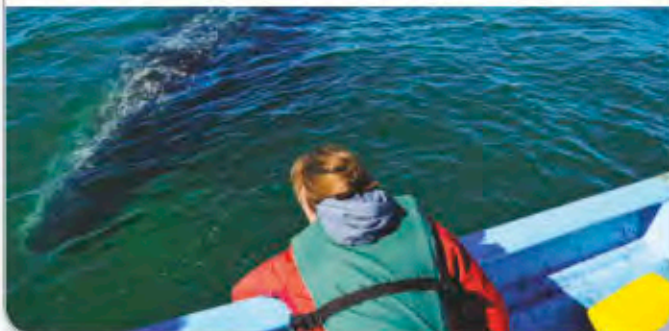
Do you think it is **odd**, or strange, to look for buried treasure?



5

leaned

The woman **leaned** over to get a better view of the whale near the ship.



6

tossed

They **tossed** the supplies into the trunk to pack for their vacation.



7

grateful

The museum was very **grateful**, or thankful, to get the old statues.



8

village

This **village** is near the ocean. People find coins buried on the beach.





Read and Comprehend



✓ TARGET SKILL

Understanding Characters Think about how characters act when something important happens to them. Think about what they say, do, and think. These details give text evidence to help you understand more about them. You can write text evidence about characters in a chart like this one.

Character	What Happens	Words, Actions, Thoughts

✓ TARGET STRATEGY

Summarize As you read, stop to tell important ideas in your own words.

PREVIEW THE TOPIC

Traditional Stories

Traditional stories have been told for many years. Long ago, stories were told aloud and then retold. Now most stories are written down. People everywhere can read them. Traditional stories often are told to teach a lesson.

In *Two of Everything*, the characters learn an important lesson.



ANCHOR TEXT



TARGET SKILL

Understanding Characters Tell more about characters.

GENRE

A **folktale** is a story that is often told by people of a country. As you read, look for:

- ▶ a simple plot that teaches a lesson
- ▶ events that could not happen in real life



RL.2.3 describe how characters respond to events and challenges; **RL.2.6** acknowledge differences in points of views of characters;

RL.2.10 read and comprehend literature



MEET THE AUTHOR AND ILLUSTRATOR

Lily Toy Hong



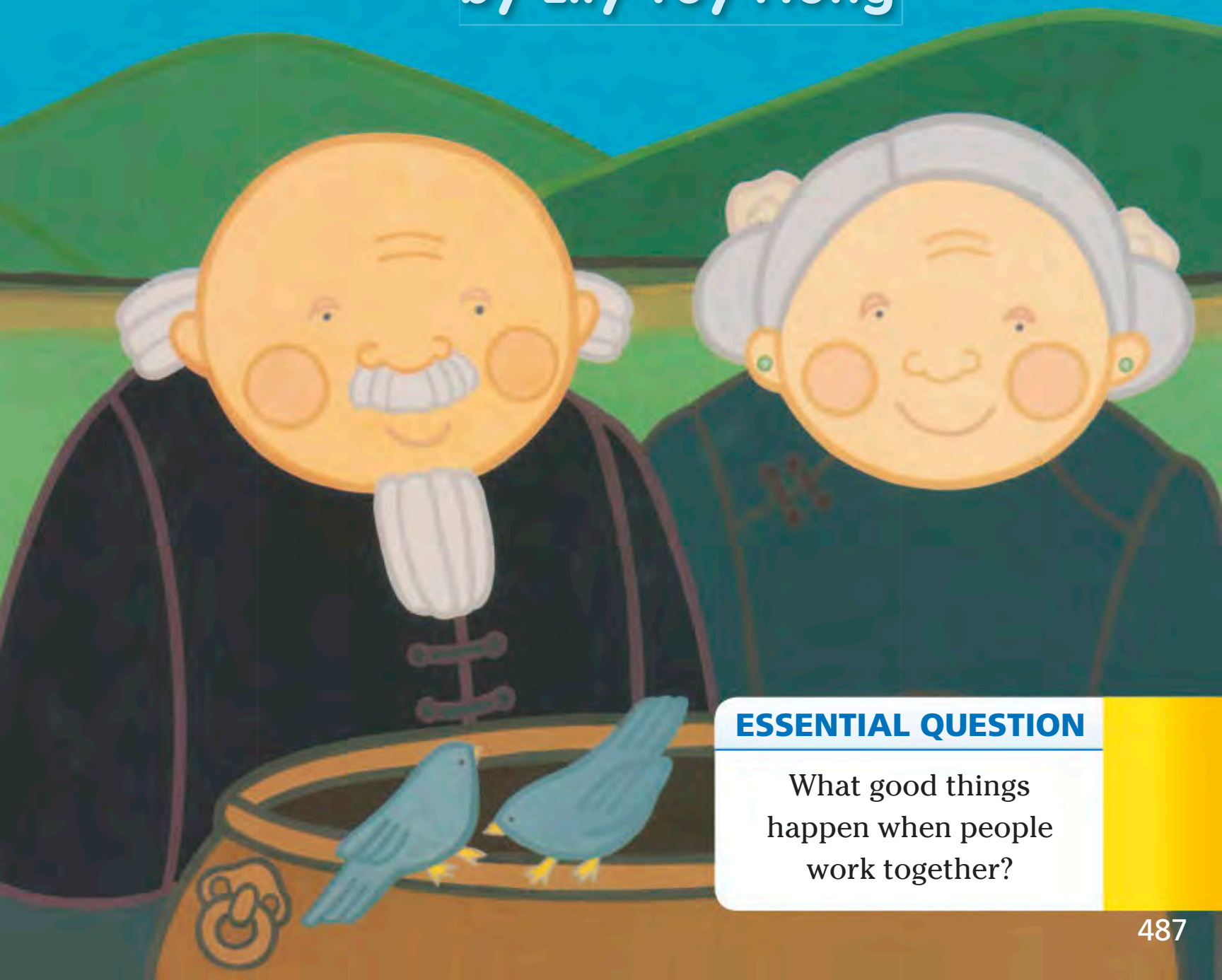
Lily Toy Hong enjoys camping, getting together with her large family, and eating Chinese food. She also loves learning about

her parents' native country, China, and its many legends and folktales. "One day I would love to visit China and explore the land of my forefathers," she says, "and maybe discover more folktales."



Two of Everything

by Lily Toy Hong



ESSENTIAL QUESTION

What good things happen when people work together?

Once long ago, in a humble little hut, lived Mr. Haktak and his wife, Mrs. Haktak. They were old and very poor. What little they ate came from their tiny garden.



In a lucky year when the harvest was plentiful, Mr. Haktak had a little extra to take to the village. There he traded turnips, potatoes, and other vegetables for clothing, lamp oil, and fresh seeds.



One spring morning when Mr. Haktak was digging in his garden, his shovel struck something hard. Puzzled, he dug deeper into the dark ground until he came upon an ancient pot made of brass.

“How **odd**,” said Mr. Haktak to himself. “To think that I have been digging here all these years and never came upon this pot before! I will take it home. Maybe Mrs. Haktak can find some use for it.”





The pot was big and heavy for old Mr. Haktak. As he stumbled along, his purse, which **contained** his last five gold coins, fell to the ground. He **tossed** it into the pot for safekeeping and staggered home.

His wife greeted him at the door. "Dear husband, what a strange pot!" Mr. Haktak explained how he found the pot. "I wonder what we can do with it," said Mrs. Haktak. "It looks too large to cook in and too small to bathe in."

As Mrs. Haktak **leaned** over to peer into the pot, her hairpin—the only one she owned—fell in. She felt around in the pot, and suddenly her eyes grew round with surprise. “Look!” she shouted. “I’ve pulled out TWO hairpins, exactly alike, and TWO purses, too!” Sure enough, the purses were identical, and so were the hairpins. Inside each purse were five gold coins!





Mr. Haktak was so excited he jumped up and down. “Let’s put my winter coat inside the pot. If we are lucky again the pot will make two coats, and then we will both stay warm.” So into the pot went one coat—and out came TWO coats.

They began to **search** the house and quickly put more things into the magical pot. “If only we had some meat,” wished Mr. Haktak, “or fresh fruit, or one delicious sweet cake.”



Mrs. Haktak smiled. "I know how we can get anything we want," she said. She put their ten coins into one purse, then threw it into the pot. She pulled out two purses with ten coins in each.

"What a clever wife I have!" cried Mr. Haktak. "Each time we do this we will have twice as much money as before!"

The Haktaks worked late into the night, filling and emptying the pot until the floor was covered with coins.

ANALYZE THE TEXT

Understanding Characters Do you agree with Mr. Haktak that his wife is clever? Explain.



Morning came, and off went Mr. Haktak with a long list of things to buy in the village. Instead of vegetables, his basket was full of gold coins.

Mrs. Haktak finished all of her chores and sat down to enjoy a cup of tea. She sipped her tea and admired the brass pot. Then with a grateful heart, she knelt and embraced it. “Dear pot, I do not know where you came from, but you are my best friend.” She stooped over the pot to look inside.





At that very moment, Mr. Haktak returned. His arms were so full of packages that he had to kick the door open. Bang! Mrs. Haktak was so **startled** that she lost her balance and fell headfirst into the pot!

Mr. Haktak ran over and grabbed his wife's legs. He pulled and tugged until she slid out onto the floor. But when he looked at the pot again, he gasped. Two more legs were sticking straight out of it! Naturally, he took hold of the ankles and pulled.

Out came a second person! She looked exactly like his wife.

The new Mrs. Haktak sat silently on the floor looking lost. But the first Mrs. Haktak cried, “I am your one and only wife! Put that woman back into the pot right now!”

Mr. Haktak yelled, “No! If I put her back we will not have two women but THREE. One wife is enough for me!”

He backed away from his angry wife, and tripped and fell headfirst into the pot himself!



ANALYZE THE TEXT

Point of View What story details do you learn from the person telling the story? Which details do you learn from what Mr. Haktak says?

Both Mrs. Haktaks rushed to rescue him. Each grasped an ankle, and together they pulled him out. There were two more legs in the pot. So they pulled out the other Mr. Haktak, too.



“Just what use does one Mr. Haktak have for another!” Mr. Haktak cried angrily. “This pot is not as wonderful as we thought it to be. Now even our troubles are beginning to double.”

But his wife had been thinking while he was yelling.



“Calm down,” she said. “It is good that the other Mrs. Haktak has her own Mr. Haktak. Perhaps we will become best of friends. After all, we are so alike he will be a brother to you and she a sister to me. With our pot we can make two of everything, so there will be plenty to go around.”



And that is what they did. The Haktaks built two fine new homes. Each house had identical teapots, rice bowls, silk embroideries, and bamboo furniture.

From the outside, the houses looked exactly alike, but there was one difference. Hidden in one house was a big brass pot. Of course, the Haktaks were always very careful not to fall into it again!



The new Haktaks and the old Haktaks did become good friends. The neighbors thought that the Haktaks had grown so rich that they decided to have two of everything—even themselves!







Dig Deeper

How to Analyze the Text

Use these pages to learn about Understanding Characters and Point of View. Then read *Two of Everything* again. Use what you learn to understand it better.

Understanding Characters

Two of Everything tells how the Haktaks' pot creates a problem. Think about what the characters do and say and how they respond to events in the story. This can help you understand what they are like. For example, on page 490, Mr. Haktak finds the pot and takes it home. This shows that he wants it to be used for something.

Use the chart below to list text evidence about what happens and how the characters react.

Character	What Happens	Words, Actions, Thoughts



RL.2.3 describe how characters respond to events and challenges; **RL.2.6** acknowledge differences in points of view of characters

Point of View

Characters may not think about the same event in the same way. One character may be upset about an event. Another character might be happy about the same event. The way that a character thinks about something is called his or her **point of view**.

When you read a story aloud, think about each character's point of view. This will help you know what kind of voice to use when you read each character's words. Use a different voice as you read to show each character's point of view.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

What good things happen when people work together?

Think about what the characters in the story do when they have a problem. What happens when they work together to solve the problem? Share your ideas with a partner using text evidence from *Two of Everything*. Take turns talking.



Classroom Conversation

Now talk about these questions with the class.

- 1 How do the characters' feelings change throughout the story?
- 2 What lessons did Mr. and Mrs. Haktak learn? Use text evidence to support your answer.
- 3 How could the Haktaks use their pot to help others?

WRITE ABOUT READING

Response Think about the story. Do you think that Mrs. Haktak's idea to make two of everything was a good one? Write an opinion paragraph. Use text evidence to support your opinion. Use linking words such as *because* to connect your opinion to your reasons.



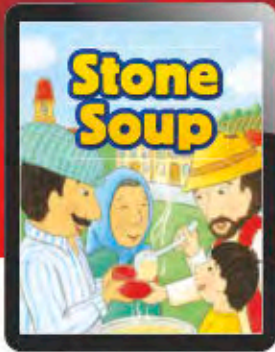
Writing Tip

Remember that pronouns can take the place of nouns. Use a pronoun instead of using the same noun over and over.



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.2** recount stories and determine their message, lesson, or moral; **RL.2.3** describe how characters respond to events and challenges; **W.2.1** write opinion pieces; **SL.2.1a** follow rules for discussions

TRADITIONAL TALE



✓ GENRE

Traditional tales are stories that have been told for many years.

✓ TEXT FOCUS

A **folktale** is a story passed down to explain or entertain.



RL.2.2 recount stories and determine their message, lesson, or moral; **RL.2.10** read and comprehend literature

Readers' Theater

Stone Soup

adapted by
Greta McLaughlin

Cast of Characters

Narrator

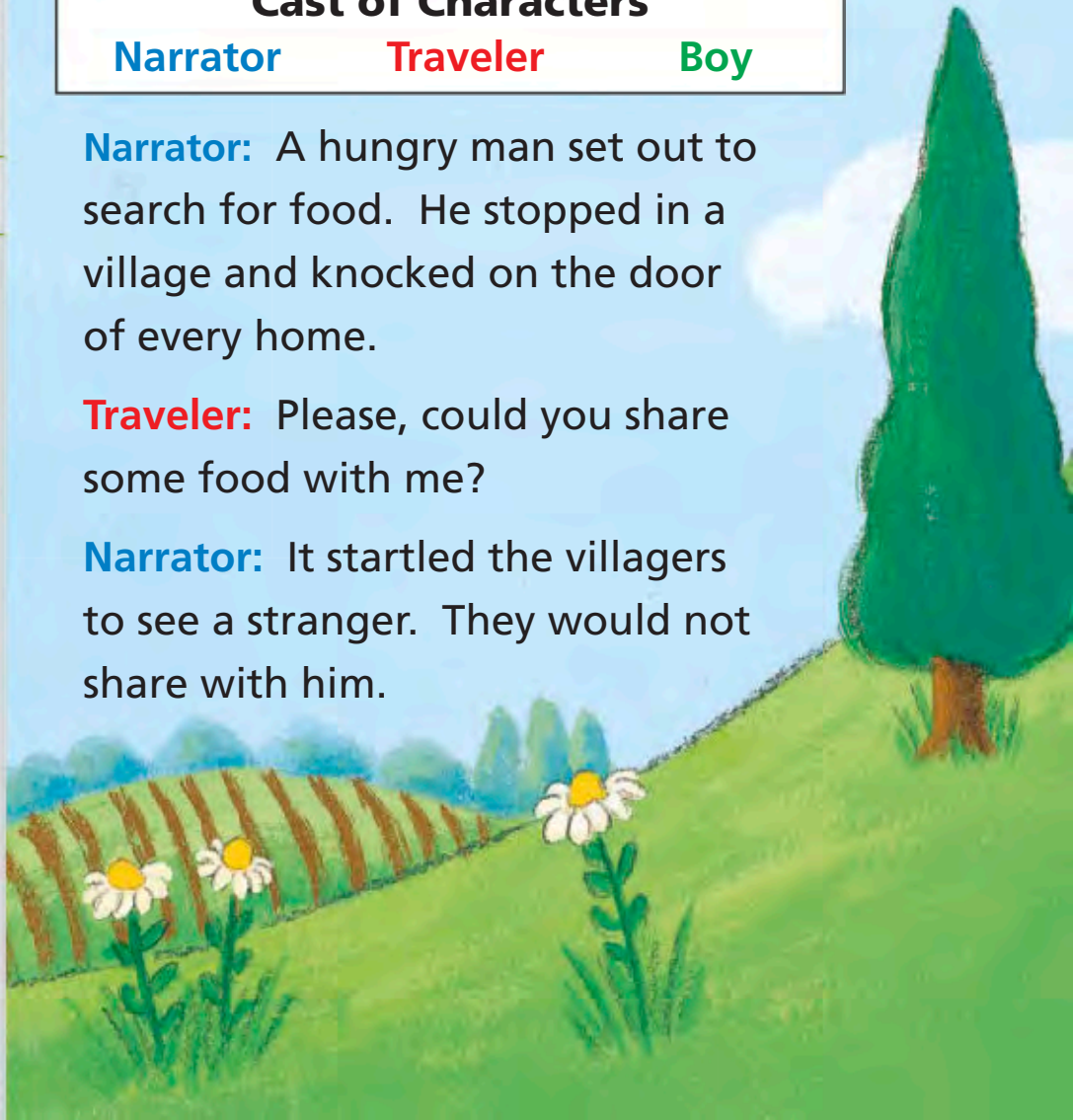
Traveler

Boy

Narrator: A hungry man set out to search for food. He stopped in a village and knocked on the door of every home.

Traveler: Please, could you share some food with me?

Narrator: It startled the villagers to see a stranger. They would not share with him.



Narrator: The man leaned against a well. He took a pot out of his sack and filled it with water.

Boy: What are you doing?

Traveler: I've tossed a stone into my pot so I can make stone soup.

Boy: That's odd. Is stone soup good?

Traveler: It is. But the soup would be better if I had a carrot.

Boy: Grandma grows carrots. I'll ask her for one.

Traveler: Thank you. Please, ask her to join us for soup.

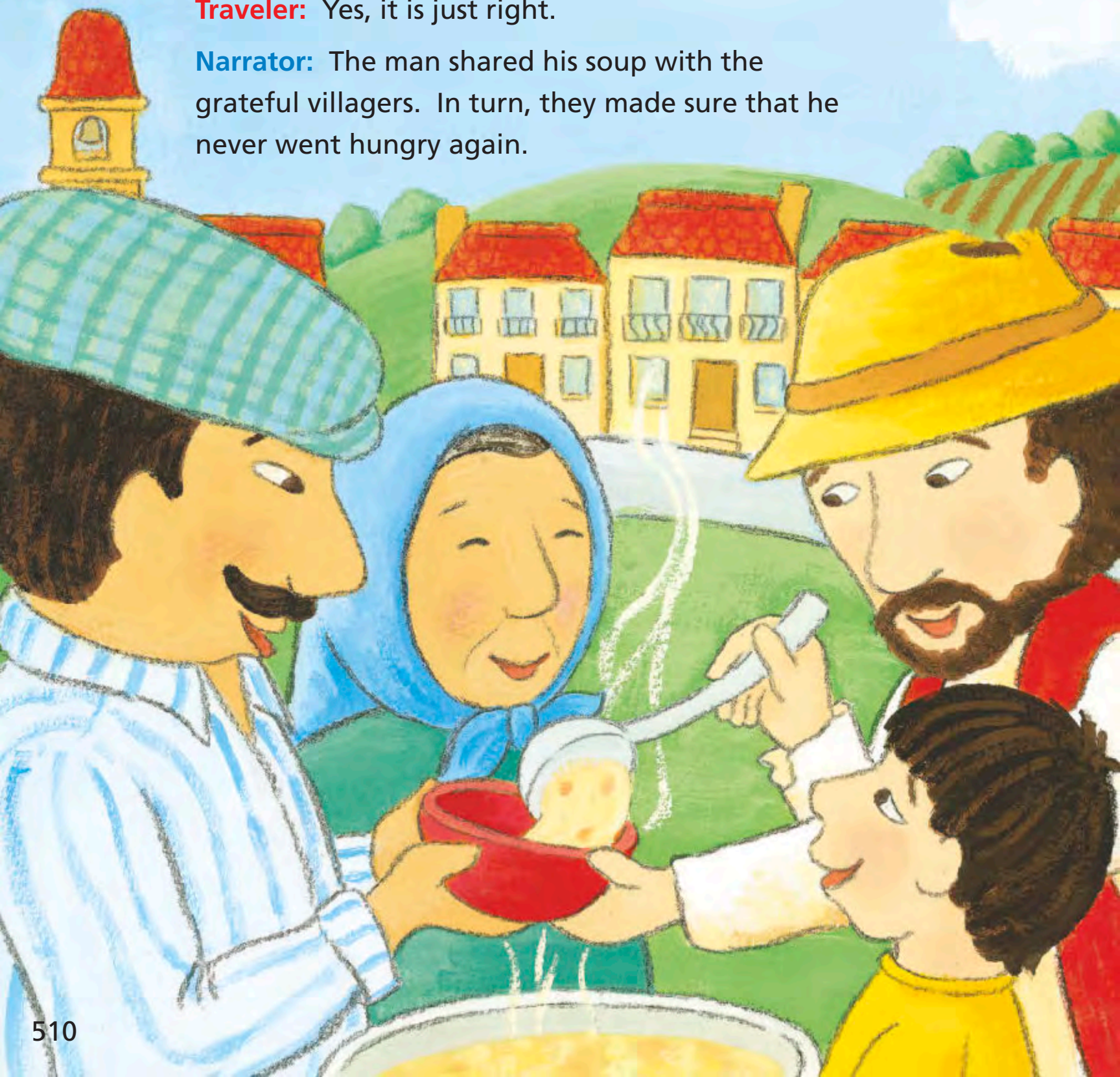


Narrator: The boy stopped at all the villagers' homes. He gathered food to put into the pot. Soon the soup contained carrots, green beans, potatoes, and more.

Boy: Is the soup ready?

Traveler: Yes, it is just right.

Narrator: The man shared his soup with the grateful villagers. In turn, they made sure that he never went hungry again.





Compare Texts

TEXT TO TEXT

Have a Discussion Imagine that the traveler in *Stone Soup* came to the Haktaks' village. What do you think the Haktaks would do if the traveler asked them to help him make soup? Talk about your ideas with a small group. Use text evidence from both stories to help you.



TEXT TO SELF

Write a Paragraph What do the Haktaks do when they find the magical pot? Would you do the same thing? Write to explain.



TEXT TO WORLD

Connect to Traditional Tales Read another version of *Stone Soup*. Compare and contrast the two stories. How are the settings, characters, and events the same? How are they different?



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **RL.2.9** compare and contrast versions of the same story

Grammar



Possessive Pronouns A **possessive pronoun** is a **pronoun** that shows ownership. The possessive pronouns *my* and *your* are used before nouns. The possessive pronouns *mine* and *yours* are used after nouns. *His* can be used before or after nouns.

Pronouns Used Before Nouns

My purse is new.

Jess has your small pot.

His house is the biggest.

Pronouns Used After Nouns

The new purse is mine.

The small pot is yours.


The biggest house is his.

Try This!

Work with a partner. Read each sentence aloud. Name the possessive pronouns.

- 1 Carmen showed the pot to her class.
- 2 I couldn't believe my eyes.
- 3 Mark said the pot was his.
- 4 I wanted the pot to be mine!

You can use possessive pronouns in place of repeated possessive nouns. This can make your writing clearer.



Repeated Possessive Noun	Possessive Pronoun
Sal said that the twins were brothers of Sal's .	Sal said that the twins were brothers of hers .




Connect Grammar to Writing

As you revise your response essay next week, look for possessive nouns that you can change to possessive pronouns. This will make your writing smoother.

Reading-Writing Workshop: **Prewrite**

Opinion Writing

 **Ideas** When you write a **response to literature**, include reasons for your opinion. Give examples to support each of your reasons.

Cooper planned his essay in response to *Two of Everything*. He thought of reasons for his opinion. Then he used an opinion chart to add examples.



Writing Process Checklist

► Prewrite

-  Did I identify my opinion about this story?
-  Did I give reasons for my opinion?
-  Did I come up with good examples for each of my reasons?

Draft

Revise

Edit

Publish and Share

Exploring a Topic

The pot was good for the Haktaks. Why?

Reason 1:

The pot doubled everything for them.

Reason 2:

They ended up happy after all.

Opinion Chart

My Opinion: The pot was good for the Haktaks.

Reason 1:

The pot doubled everything for them.

Reason 2:

They ended up happy after all.

Example 1:

Mr. Haktak put his coins in the pot, and it doubled his money.

Example 1: The pot gave them a second home and everything to put in it.

Example 2: The pot gave them a second Mr. and Mrs. Haktak.

Example 2: They made friends with the new Mr. and Mrs. Haktak.

Reading as a Writer

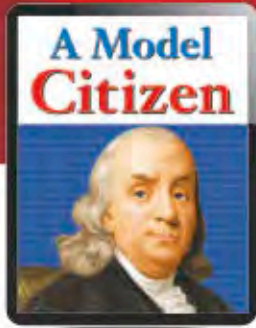
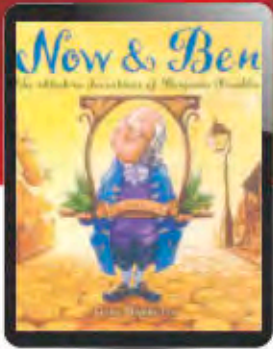
What examples did Cooper add to support his reasons? Which examples can you give to support your opinion?

I gave reasons and examples to support my opinion.



Lesson

30



✓ TARGET VOCABULARY

inventions

remarkable

designed

amounts

accomplishments

achieve

composed

result

Vocabulary
Reader



Context
Cards



COMMON
CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

- ▶ Study each **Context Card**.
- ▶ Use the Vocabulary words to tell a story about two of the pictures.

1

inventions

Wheels are one of the **inventions** that we use in many different ways.



2

remarkable

The telephone is a **remarkable** invention that lets you talk to people.



3

designed

These boys **designed** and built a truck from blocks that snap together.



4

amounts

These light bulbs give off different **amounts** of light.



5

accomplishments

One of Ben Franklin's many **accomplishments** was bifocal glasses to see near and far.



6

achieve

Wanting to succeed helped Ben **achieve**, or reach, his goals. This is a statue of Ben.



7

composed

Beethoven is famous for the beautiful music he **composed**, or wrote.



8

result

When a musician plays the armonica, beautiful music is the **result**!





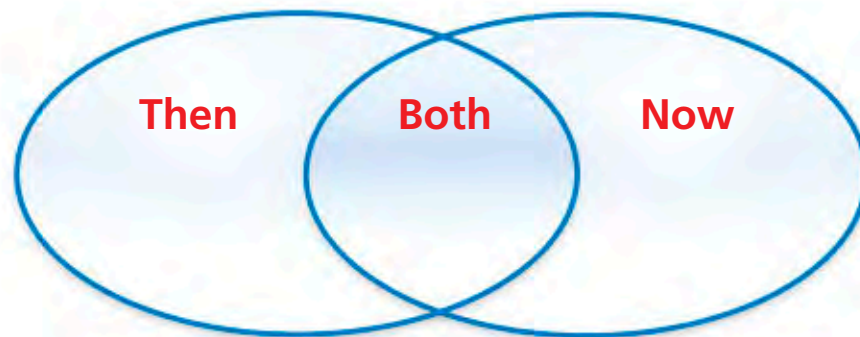
Read and Comprehend



✓ TARGET SKILL

Compare and Contrast Authors sometimes **compare** two things, or tell how they are the same. They also sometimes **contrast** two things, or tell how they are different.

Authors may give details to compare and contrast places, things, events, or ideas. You can use text evidence and a diagram like the one below to compare and contrast.



✓ TARGET STRATEGY

Visualize As you read, picture in your mind what is happening to help you understand and remember important ideas and details.

PREVIEW THE TOPIC

Historical Figures and Documents

There are many people who lived in the past that are still important today. Some people from long ago are important because they helped the United States become a country. Some wrote documents that are still used today. A **document** is a piece of paper that has something important written on it. The Constitution is an example of a document from long ago. It is a set of rules for our country that helps people make laws today.

In *Now & Ben*, you will learn more about Benjamin Franklin. He lived long ago and was a great inventor. He also helped write important documents.



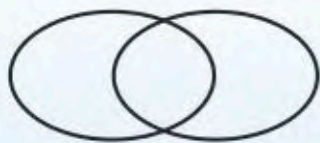
ANCHOR TEXT



✓ TARGET SKILL

Compare and Contrast

Tell how two things are alike or different.



✓ GENRE

Informational text

gives facts about a topic. As you read, look for:

- ▶ pictures that help explain the topic
- ▶ information about real events and people



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.4** determine the meaning of words and phrases in a text; **RI.2.10** read and comprehend informational texts

MEET THE AUTHOR AND ILLUSTRATOR

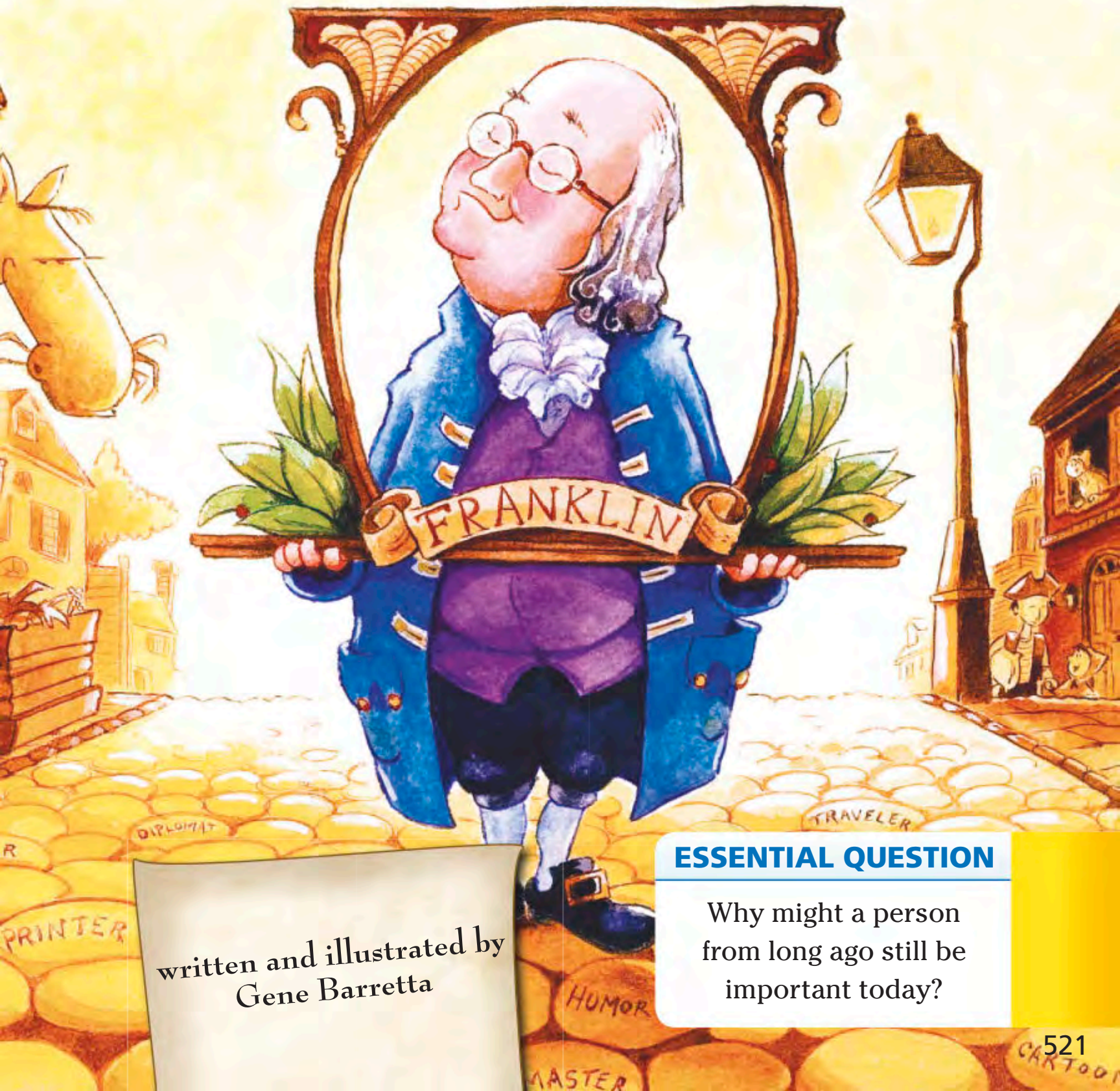
Gene Barretta

Benjamin Franklin is one of Gene Barretta's heroes. Like his hero, Mr. Barretta is a writer and makes his home in Philadelphia, Pennsylvania. He even named his son Benjamin.

Sometimes when Mr. Barretta visits schools to talk about his book *Now & Ben*, an actor dressed as Benjamin Franklin goes with him.

Now & Ben

The Modern Inventions of Ben Franklin



written and illustrated by
Gene Barretta

ESSENTIAL QUESTION

Why might a person
from long ago still be
important today?

Now and *then*, we think about Ben.

Dr. Benjamin Franklin, to be precise. And we think about his many **inventions**—inventions he originated more than two hundred years ago.

It was as if Ben could see into the future. Almost everything he created is still around today. For instance . . .



Now...

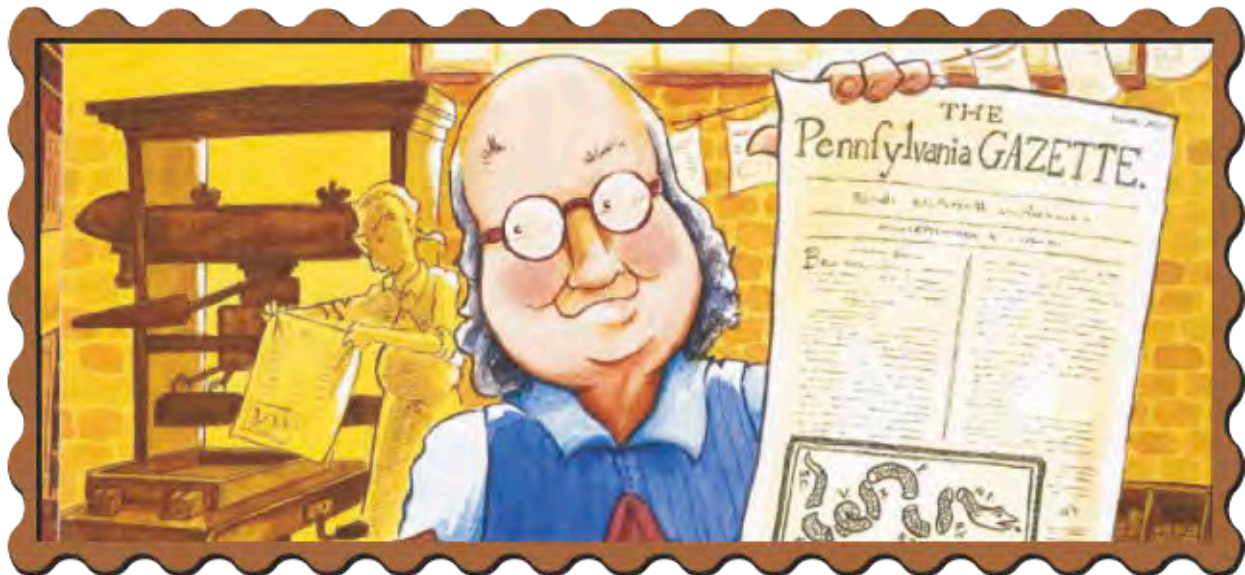
our newspapers are filled with illustrations.



Ben...

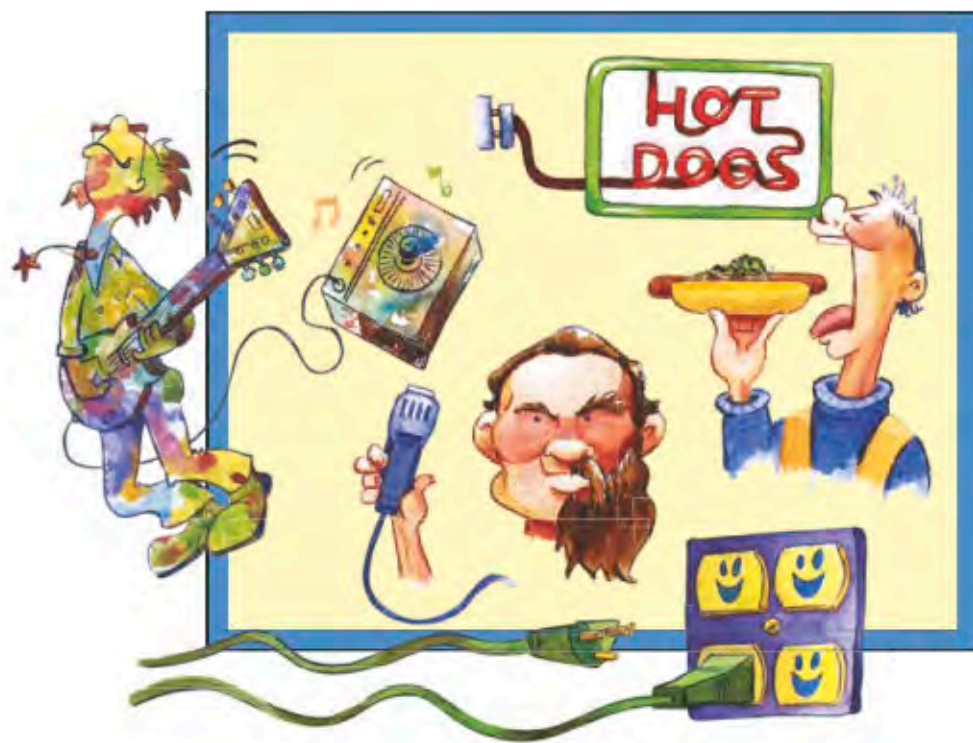
was the first to print a political cartoon in America.

The cartoon encouraged the American colonies to join together or die like the disconnected snake.



NOW...

our world relies on electricity. In the eighteenth century, many people believed that lightning was an act of anger and punishment from God.



Ben...

was one of the scientists who discovered the true nature of electricity and how to use it. He learned that lightning is electricity when he attached a small metal wire to the top of a kite and gathered electricity from a storm cloud.



Now...

many buildings and homes use lightning rods to protect against lightning strikes.



Ben...

invented the lightning rod and was the first to use it. The pointed iron rod acts like a magnet and grabs an approaching lightning bolt from the sky before it can strike the rooftop. The electricity then travels safely down a long wire into the ground. It prevents fires and keeps dangerous **amounts** of electricity away from the house.



ANALYZE THE TEXT

Using Context What is a lightning rod? How do the words and illustrations help you understand its purpose?

NOW...

this gadget goes by many names, such as the Grabber. Everyone has seen one—it's the long stick that helps grab items from out-of-reach places.



Ben...

invented the original device and called it the Long Arm because it worked like a very long arm.

ANALYZE THE TEXT

Compare and Contrast What about this invention is the same today as it was when Ben invented it? What is different about it?



Now...

swimmers and divers use flippers to move faster through the water.



Now...

ships travel across the Gulf Stream to take advantage of the faster current.



Now...

we understand and accept the benefits of vitamin C.



Ben...

invented things even when he was a boy. He was an avid swimmer and built wooden flippers for both his hands and feet.



Ben...

measured, charted, and publicized the Gulf Stream during his eight voyages across the Atlantic Ocean.



Ben...

was an early promoter of eating citrus fruits to help prevent a disease called scurvy.



Now...

for a musical interlude.



Ben***

invented the glass armonica. He was able to create music by simply touching his wet fingers to a row of spinning glass bowls. Mozart and Beethoven were so moved by the sounds that they **composed** for the instrument.

Today, glass armonicas are very rare. You are more likely to find one in a museum than in a music store.



NOW...

chairs come in all shapes and sizes.



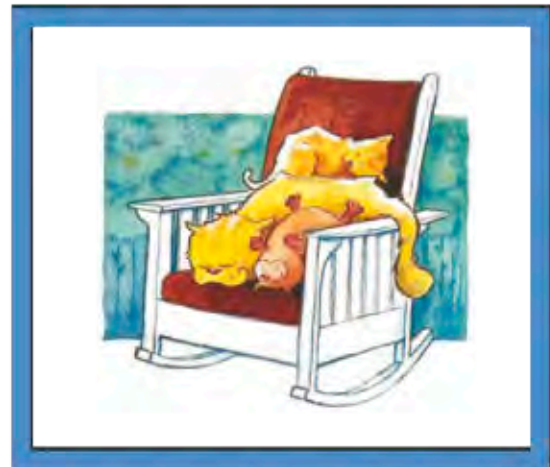
Ben...

designed two chairs that are still very useful. The writing chair combined a desk and chair into one. The library chair was a combination chair and stepladder.



NOW...

everyone has seen a rocking chair, but not many have seen Dr. Franklin's rocking chairs.



Ben...

invented one rocking chair with a fan on top and one that churned butter.



Now...

every year, we observe daylight saving time, which means we set our clocks ahead one hour in the springtime. As a **result**, it stays darker longer in the morning when most people are sleeping and stays light longer at the end of the day so we can save more energy. In the fall, we return the clocks to standard time.



Ben...

suggested this idea in one of his essays as a way to save money by burning fewer candles. Farmers could also gain more work time in the evening. Daylight saving time was not officially practiced until World War I, more than a hundred years later.

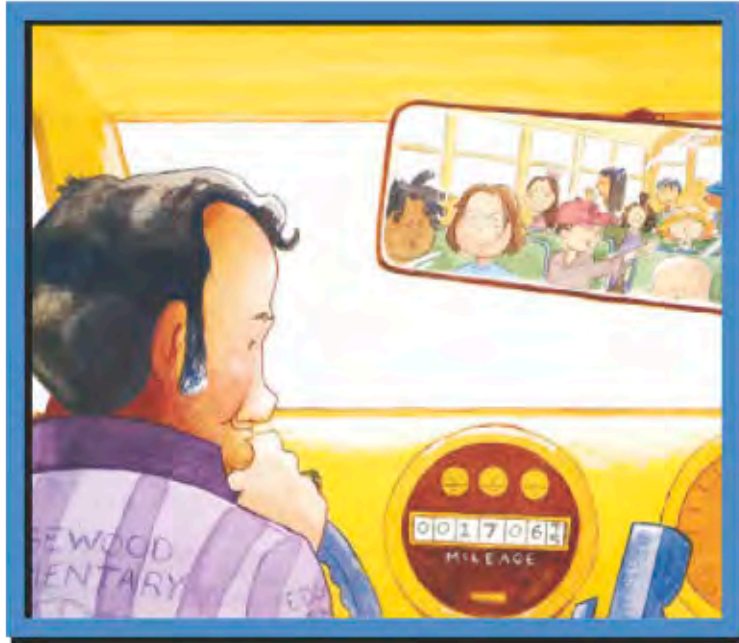
As for clocks . . .

Ben designed the first clock with a second hand.



Now...

every automobile has an odometer to measure the distance it travels.



Ben...

invented the odometer when he was postmaster general so he could measure his postal routes.



Now...

almost every large community includes a library, a hospital, a post office, a fire department, and a sanitation department.

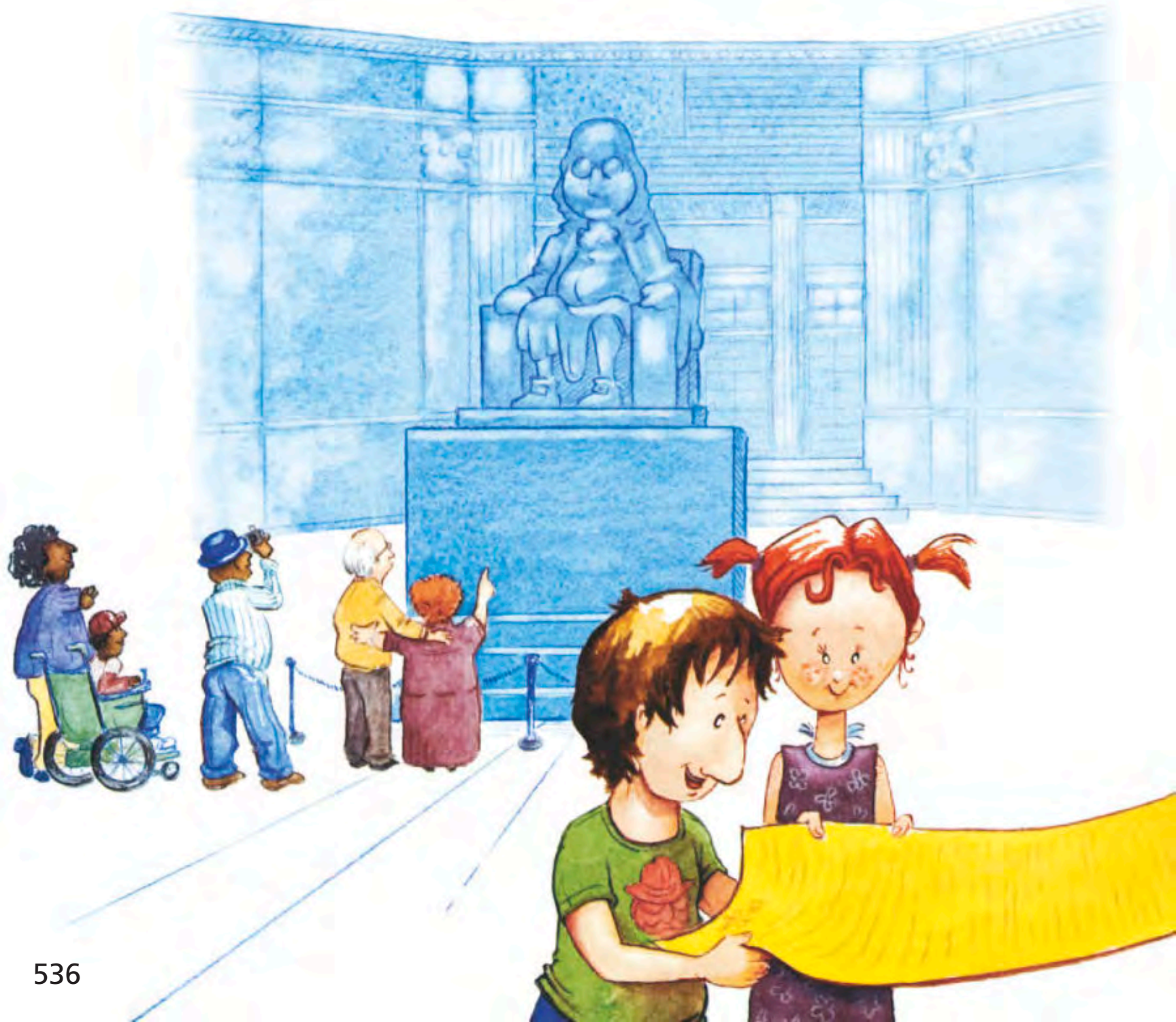


Ben...

lived in a city that had none of these establishments, so he helped organize the first of each.



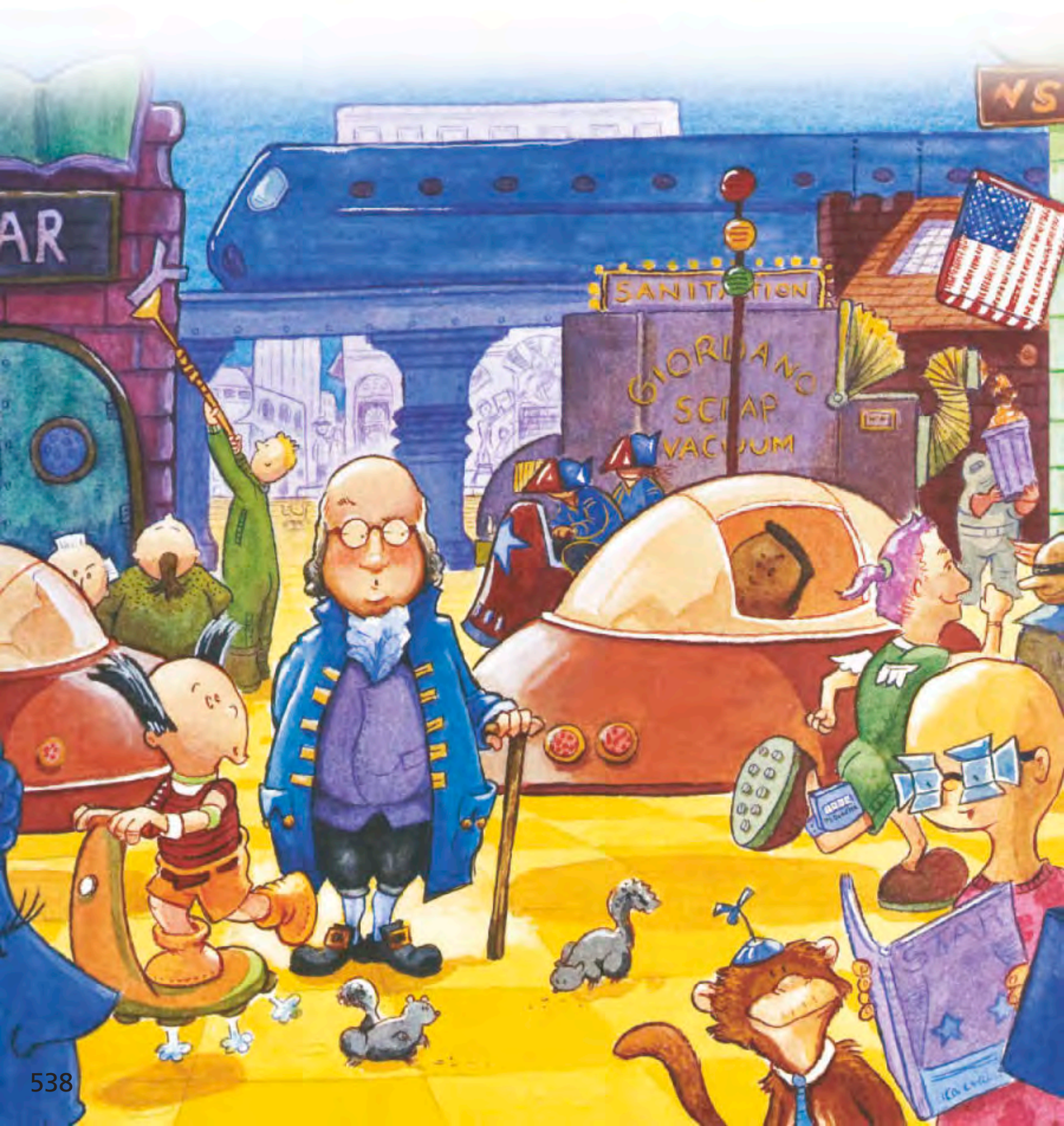
Now... and then, we owe thanks to Ben for his important inventions. But many would agree that his greatest **accomplishments** came in the form of documents—documents that helped shape the world.



Ben♦♦♦ had a pivotal role in developing America's Constitution, the Treaty of Alliance with France, the Treaty of Peace with England, and the Declaration of Independence. It's **remarkable** that one man could **achieve** so much in a lifetime. He has certainly helped to form the modern world. . . .



Will his contributions help to form the future?



GLOBAL NEWS

12:32 PM

POST SECTOR



TUBE-O-TREATS





Dig Deeper

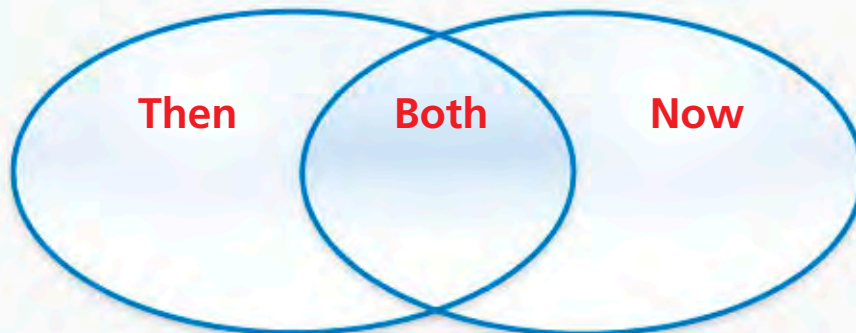
How to Analyze the Text

Use these pages to learn about Comparing and Contrasting and Using Context. Then read *Now & Ben* again. Use what you learn to understand it better.

Compare and Contrast

In *Now & Ben*, the author compares and contrasts things from the past and things from today. To **compare** and **contrast** means to tell how things are the same and different.

As you reread, use text evidence to compare and contrast how things were in the past to how they are today. This can help you connect events from the past to your life today. Use a diagram like the one below to help you compare and contrast.



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.4** determine the meaning of words and phrases in a text; **L.2.4a** use sentence level context as a clue to the meaning of a word or phrase

Using Context

Authors sometimes use words and phrases that you might not know. You can use the other words in the sentence to help you figure out the meaning. You can also look at the pictures. The pictures are text evidence that give clues about what a word or phrase means. When you use words and pictures to figure out the meaning, it is called **using context**.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

**Why might a person
from long ago still be
important today?** Share

your ideas with a partner.
Include text evidence
from *Now & Ben*. Then
listen carefully to your
partner's ideas.



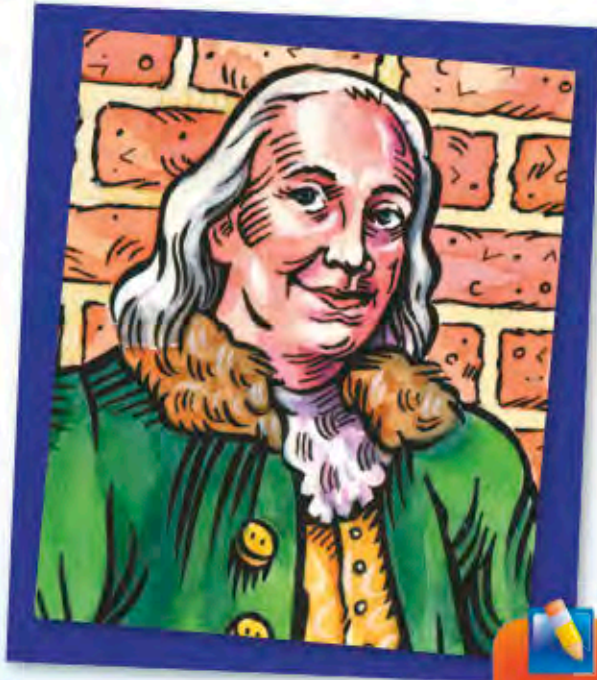
Classroom Conversation

Now talk about these questions with the class.

- 1 How does learning about history help people understand life today?
- 2 How is life today different from when Ben Franklin was alive? Explain using text evidence.
- 3 What might Ben Franklin say if he could see how his ideas are being used today?

WRITE ABOUT READING

Response Ben Franklin had many inventions and did many important things. What do you think is the most important thing that he did in his life? Why? Write a short paragraph to explain your answer.



Writing Tip

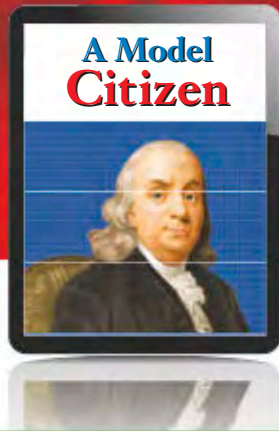
A possessive noun shows a person owns something. Remember to use an apostrophe to form a possessive noun.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **W.2.1** write opinion pieces; **SL.2.1a** follow rules for discussions; **L.2.2c** use apostrophes to form contractions and possessives

Lesson 30

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic. This is a social studies text.

✓ TEXT FOCUS

Formal language is used when writing or speaking in school or with someone you don't know well.

Informal language is used when writing or speaking to friends or family members.



RI.2.10 read and comprehend informational texts; **L.2.3a** compare formal and informal uses of English

A Model Citizen



Ben Franklin became famous for many reasons. He spent large amounts of his time doing scientific experiments. He designed new inventions. He owned a newspaper and composed many stories for it.

Franklin was a good citizen. He began the first fire company in America. He also started the first public library. As a result, life was better for people.



In 1776, Great Britain had colonies in America. People in the colonies wanted to be free. They fought the Revolutionary War against Britain to become free.

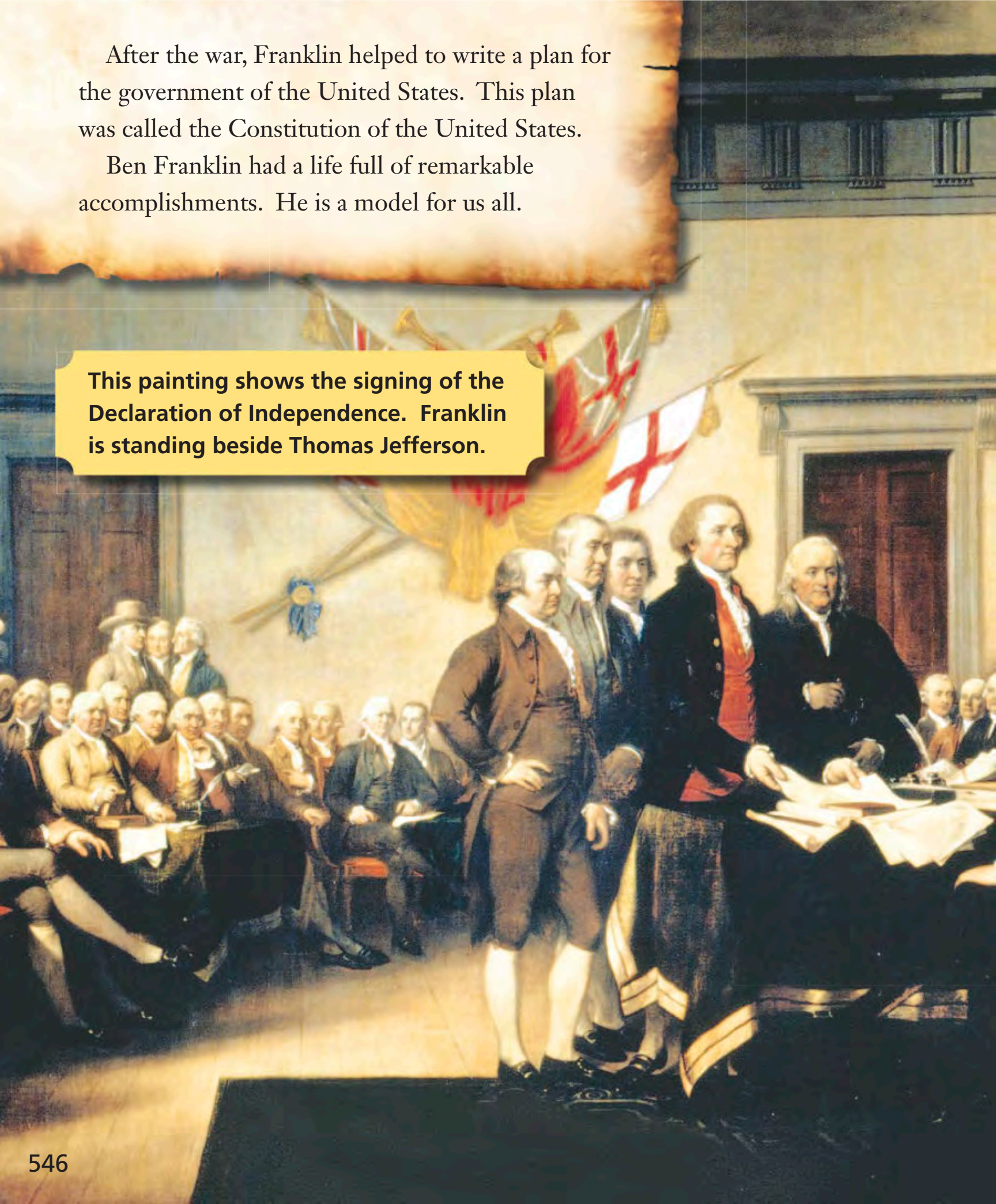
The colonists asked Franklin to help them achieve freedom. He helped Thomas Jefferson write the Declaration of Independence. The thirteen colonies won the war in 1783 and became the United States of America.

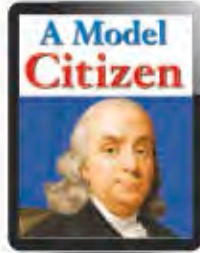


After the war, Franklin helped to write a plan for the government of the United States. This plan was called the Constitution of the United States.

Ben Franklin had a life full of remarkable accomplishments. He is a model for us all.

This painting shows the signing of the Declaration of Independence. Franklin is standing beside Thomas Jefferson.





Compare Texts

TEXT TO TEXT

Compare and Contrast *Now & Ben* and *A Model Citizen* are both about Benjamin Franklin. With a partner, make a list of the most important ideas about him from each selection. Then talk about how the information in each selection is the same and different.



TEXT TO SELF

Write a Poem Think about Ben Franklin's inventions and what he did for our country when it was new. Write a poem to tell how you feel about what he did.



With Ben's fins,
you will swim fast.
In a race,
you will never be last.

TEXT TO WORLD

Connect to Social Studies Tell how Ben Franklin helped his community. How do the things Ben did for his community make our lives better today? Share your ideas with the class.



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.9** compare and contrast points presented by two texts on same topic

Grammar



Choosing Between Adjectives and Adverbs An **adjective** is a word that describes a noun. An **adverb** is a word that describes a verb. Choose to use an adjective or an adverb depending on the word being described.

Sentence	Part of Speech	Describing Word
Ben Franklin was a ____ man.	noun	smart
He ____ worked for the people.	verb	bravely
Ben Franklin invented ____ things.	noun	many
He ____ flew a kite in a storm.	verb	carefully


Try This!

Work with a partner to choose a word from the box to complete each sentence.

often useful brave proudly

- Many _____ inventions were made by Ben.
- Ben _____ signed the Declaration of Independence.
- He _____ worked to invent new things.
- He was a _____ role model.

Use adjectives and adverbs correctly in your writing. This will make your writing more exact, and it will sound better to the reader.



Incorrect	Correct
Tim thought good of Ben Franklin.	Tim thought well of Ben Franklin.




Connect Grammar to Writing

When you revise your response essay, check that adjectives describe nouns and that adverbs describe verbs.



Reading-Writing Workshop: **Revise**

Opinion Writing

 **Word Choice** When you write a **response to literature**, use words that show your opinion.

Cooper wrote a draft of his essay in response to *Two of Everything*. Later, he revised his draft by adding some opinion words and phrases.



Writing Process Checklist

Prewrite

Draft

► Revise

- Did I tell things in the order they happen in the story?
- Did I use opinion words and phrases?
- Did I sum up my reasons at the end?

Edit

Publish and Share

Revised Draft

The Haktaks were better off with their special pot. At first it seemed like a ^{terrible} problem. Then ~~the problems turned into good things changed.~~ ^{fortune.}

The pot doubled everything for the Haktaks. It doubled their money. When Mr. Haktak put coins in the pot, he got twice the money. ^{That was wonderful!}

Final Copy

The Special Pot Was a Good Thing

by Cooper Jackson

The Haktaks were better off with their special pot. At first it seemed like a terrible problem. Then the problems turned into good fortune.

The pot doubled everything for the Haktaks. It doubled their money. When Mr. Haktak put coins in the pot, he got twice the money. That was wonderful!

The pot gave a second Mr. and Mrs. Haktak. The pot also gave a second home.

Reading as a Writer

How did the words Cooper added show his opinion? Which opinion words and phrases can you add to your essay?

I added opinion words and phrases to my essay.



Read “A Tale of Two Mice” and “The Ant and the Grasshopper.” As you read, stop and answer each question using text evidence.

A Tale of Two Mice

Early one morning, Busy Mouse sniffed the crisp fall air. “Winter is coming! Today I will start to collect seeds. I need enough to last until spring,” she said. “It is better to not put off until tomorrow what you can do today!”

Playful Mouse noticed the cool fall air, too. She thought to herself, “I really must start to collect seeds tomorrow.”

The next day, Playful Mouse saw Busy Mouse carrying a snakeskin full of seeds. She was taking them home to store for winter. Playful Mouse complained, “I don't have any seeds. What shall I do?”

Busy Mouse said, “I have an extra snakeskin that you can use. You should start collecting seeds right away. It is better to not put off until tomorrow what you can do today!”

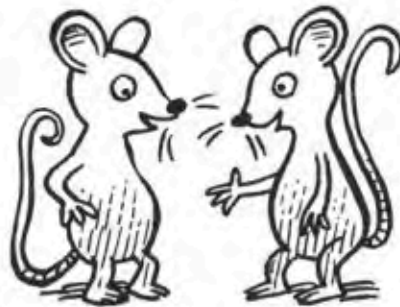
- 1 What do you know about Busy Mouse and Playful Mouse from how they each get ready for winter?



Playful Mouse took the snakeskin from Busy Mouse but never filled it. There were too many other things that she wanted to do instead. Playful Mouse kept saying, “I will start to collect seeds tomorrow.”

Soon, snow fell all around as winter came. All winter long, Playful Mouse was cold and hungry. She was sorry that she had not collected seeds like Busy Mouse had done. Nearby in another den, Busy Mouse was happy and well-fed all winter long. She was glad she had worked hard to gather the seeds in time.

- 2** How does the plot of “A Tale of Two Mice” yit the saying, *It is better to not put off until tomorrow what you can do today?*



The Ant and the Grasshopper

One summer day, Grasshopper was chirping and singing. Ant passed by, struggling to carry a kernel of corn to his home. Grasshopper called out, “Come and visit with me for awhile. It is too nice of a day to be working.”

Ant replied, “I do not have time to sing and play. I am storing food for the winter, and I advise you to do the same.”

Grasshopper laughed and said, “Why should I worry about winter? I have enough food for today.”

3 How is Ant’s point of view about getting ready for winter different than Grasshopper’s point of view?

Months passed, and soon snow lay on the fields. Ant was content because he had enough food to last all winter. However, Grasshopper had nothing to eat. “I am dying of hunger,” he said sadly. “I should have known that it is best to prepare today for the needs of tomorrow.”

4 How are the stories “A Tale of Two Mice” and “The Ant and the Grasshopper” alike and different?

Glossary

This glossary can help you find the meanings of some of the words in this book. The meanings given are the meanings of the words as they are used in the book. Sometimes a second meaning is also given.

A

accept

To take what is given: *I **accept** your gift and would like to give you something too.*

accepted

A form of **accept**: *He **accepted** the package and waited until he was alone to open it.*

accomplish

To do completely, or carry out: *They **accomplish** the job by working together.*

accomplishments

A form of **accomplish**: *The concert showed the **accomplishments** of each musician.*

account

A record of money received or spent: *A savings **account** helps you keep track of money you put in the bank.*

achieve

To succeed in doing: *Some people **achieve** a lot by studying on the Internet.*

agree

To have the same idea or opinion: *I **agree** with you that it is a good day to go swimming.*

agreed

A form of **agree**: *The two friends **agreed** to meet at the bridge after school.*

amaze • budget

amaze

To surprise or to fill with wonder: *The huge redwood trees **amaze** many visitors.*

amazed

A form of **amaze**: *We were **amazed** when we saw the first whale.*

amounts

Quantity or sum of quantities: *Always measure the **amounts** of juice before you add them to the batter.*



amount

answer

To say, write, or do something in reply: *When you **answer** the questions, write the numbers to go with them.*

answered

A form of **answer**: *Nobody **answered** my call at first, but then I heard a tiny voice.*

assistant

A helper, or one who assists: *He needed an **assistant** to work with the animals.*

B

blaze

To burn: *The sun may **blaze** too strongly for us to stay at the beach.*

blazed

A form of **blaze**: *Our campfire **blazed** in the darkness and kept us warm all evening.*

budget

A plan for how money will be spent: *Our family **budget** includes amounts for food, clothing, and heat.*

C

cage

A space closed around with wire or bars: *Sometimes they shut all their windows and let the bird out of her **cage**.*

cheer

To shout in happiness or in praise: *Everybody will **cheer** and clap when the musicians take their bows.*

cheered

A form of **cheer**: *The crowd **cheered** when the mayor gave her the award.*

chuckle

To laugh quietly: *I sometimes **chuckle** when I think about the silly things we did.*

chuckled

A form of **chuckle**: *They **chuckled** at the comic strip in the newspaper.*

clear

To get rid of or remove: *After the storm, we will **clear** away the branches from the path.*

cleared

A form of **clear**: *When they **cleared** the table after the meal, they planned what to do next.*

compose

To create or make up: *He likes to **compose** songs for the musical each year.*

composed

A form of **compose**: *She **composed** a duet for flute and piano.*

conceal

To hide something so that it cannot be seen: *I tried to **conceal** the gift I bought for my aunt because I wanted to surprise her.*

concealed • delicious

concealed

A form of **conceal**: *I concealed my diary in my closet so that my sister couldn't find it.*

confuse

To mix up: *Sometimes people confuse twins who look very much alike.*

confused

A form of **confuse**: *The cookies taste salty because he confused the sugar with the salt.*

contain

To keep inside or hold: *Oranges contain vitamins and other things that are good for your health.*

contained

A form of **contain**: *The box contained a new set of pencils.*

contained



content

To be happy or satisfied: *The lazy cat is content to lie in the sun all morning.*

control

To direct or be in charge of: *The children learned to control the hand puppets.*

copy

To make something exactly like an original: *I will copy this picture in color so you can see the details.*

curb

A stone rim along the edge of a sidewalk or road: *Workers are fixing the curb along this street.*

D

delicious

Tasting or smelling very good: *He made some vegetable soup that was delicious.*

depend

To rely on or need for support: *Dogs **depend** on their owners to feed them.*

depended

A form of **depend**: *The group **depended** on her to lead the way out of the forest.*

design

To make a plan for: *We always **design** furniture before we build it.*

designed

A form of **design**: *She **designed** this desk to hold a computer and a printer.*

disappoint

To let down hopes or wishes: *I don't want to **disappoint** my parents, so I try to do my best in school.*

disappointed

A form of **disappoint**: *They were **disappointed** that their team did not make the final round.*

discover

To find out, or to find: *It is exciting to **discover** a hidden treasure.*

discovered

A form of **discover**: *When she **discovered** the shiny stones, she showed them to her teacher.*

duplicate

To make an exact copy of: *It is hard to **duplicate** a painting with many details.*

duplicated

A form of **duplicate**: *We **duplicated** these pictures on a copier.*

dye

Something that gives or adds color to cloth, paper, or other material: *We colored shirts by dipping them in **dye**.*

E

empty

Containing nothing: *The bottle is almost **empty**, but you can have the last few sips of water.*

exact

Accurate in every detail: *He hoped to make an **exact** copy of the statue.*

exercise

Activity that helps the body: *People and animals need **exercise** every day.*

explain

To make clear or give reasons for: *If you **explain** what to do, I will try to do it.*

explained

A form of **explain**: *After my father **explained** how the camera worked, I began to use it.*

express

To make known: *Her stories **express** the feelings of the characters very well.*

extra

More than what is usual or needed: *She made an **extra** loaf of bread to give to me.*

F

fail

To be unsuccessful: *We don't want to **fail** to reach the top of the mountain.*

failed

A form of **fail**: *They **failed** to find the missing gloves, but at least they found the scarf.*

final

Coming at the end: *We took a **final** spelling test at the end of the school year.*

finally

At last, after a long while: ***Finally** the long car ride was over.*

fling

Throw hard: *If I **fling** this rock into the water, it might skip over the waves.*

flung

A form of **fling**: *She **flung** the ball so hard it went way past home plate and into the bleachers.*

flutter

To flap, beat, or wave rapidly: *Moths **flutter** around the porch light in the evening.*

fluttering

A form of **flutter**: *A hummingbird was **fluttering** around the bright garden flowers.*



fluttering

fortune

The luck that comes to a person: *I had the good **fortune** to win a ticket to the big game.*

fund

A sum of money raised or kept for a certain purpose: *The family has a vacation **fund** that helps them save for summer travel.*

G

gaze

To look for a long time: *We **gaze** in wonder at the snowy mountains.*

gazing

A form of **gaze**: *They were **gazing** at the pink and purple clouds in the sunset sky.*

glimmering

Shiny or sparkling: *The **glimmering** jewels are very beautiful.*

grain • hero

grain

A very small part of something: *A **grain** of sand is so small that you can barely see it.*

grand

Wonderful or important: *He felt **grand** when he marched in the parade.*

grateful

Feeling thankful or showing thanks: *They were so **grateful** for her help that they gave her a gift.*

growl

To make a low, deep, angry sound: *We don't want the bear to **growl** at us.*

growled

A form of **growl**: *When the wolf **growled**, she jumped back.*

guard

Someone who protects or watches over: *The **guard** kept watch all night long.*

guess

To have or offer an idea without all the needed information: *I'll **guess** that there are about three hundred pennies in the jar.*

guessed

A form of **guess**: *She **guessed** that the skates would still fit, but she would soon find out.*

H

heavily

A form of **heavy**: *The snow was falling so **heavily** that we had to shovel the path again.*

heavy

Weighing a lot, thick, or hard to bear: *This is a **heavy** box for one person to carry.*

hero

A person who is admired for brave, kind, or important actions: *She is a **hero** because she helped so many people find safety.*

hurried

A form of **hurry**: *We all hurried inside because the rain got very heavy.*

hurry

To act or move quickly:
Sometimes I hurry to get to the bus on time.

I**inventions**

Original machines, systems, or processes: *Radios, telephones, and cameras were important inventions in the past.*



invention

J**junior**

Younger in a family or group:
The junior players learned from the senior players.

K**knot**

Tied-together piece of rope or string: *The knot was so tight that I had to cut the string.*

L**lean**

To slant to one side or to rest on: *You can lean your head on my shoulder if you are sleepy.*

leaned

A form of **lean**: *Some people leaned against the wall because there were no chairs left.*

lonely • plan

lonely

Sad about being alone or far from friends: *He felt **lonely** after his brother left for summer camp.*

N

nutrition

What our body gets from food in order to grow and stay healthy: *An orange is a food that has a lot of **nutrition**.*

O

odd

Unusual or strange: *The car was making an **odd** noise, so we stopped to check.*

ordinary

Common, usual: *This bread you baked tastes better than **ordinary** bread.*

otherwise

If not or if things were different: *I ran fast, because **otherwise** I would have missed the train.*

overjoyed

A feeling of being very happy: *I was **overjoyed** to find out that my poem won first place.*

overlook

To miss seeing, or not notice: *Please don't **overlook** the people who helped make costumes for the play.*

overlooked

A form of **overlook**: *The smallest kitten was **overlooked** at first, but then we found him.*

P

peace

Calm: *If you want **peace** and quiet, try camping in the wilderness.*

peacefully

A form of **peace**: *The cat dozed **peacefully** on the sofa.*

plan

To decide on what to do: *We **plan** to travel all day.*

planning

A form of **plan**: *If you are **planning** for the party, be sure to get balloons.*

pod

A shell that covers some seeds: *You can eat some peas while they are still in their **pod**.*

polite

Having or showing good manners: *Their parents showed them how to be **polite**.*

position

Location, or area that a team player is assigned: *Some players wanted to change their **position** on the soccer team.*

practice

To do over and over to gain skill: *I **practice** playing the drums twice a week.*

pretend

To make believe or act as though something is true: *We are riding **pretend** horses when we ride our bikes.*

prize

Something won in a contest: *The **prize** for the best dancers was a blue ribbon.*



prize

R

receive

To take or get something that is sent or given: *We **receive** many cards for the holiday every year.*

received • root

received

A form of **receive**: *They **received** a notice about what to recycle and where to put it.*

remarkable

Deserving notice, or outstanding: *The landing on the moon was a **remarkable** event.*

remove

To take out, take away: *You can **remove** the seeds of the apple after you slice it.*

repeat

To do or say again: *Please **repeat** the directions and I will try to follow them.*

repeated

A form of **repeat**: *The game was so much fun that they **repeated** it the next day.*

result

Something that happens because of something else: *The class mural was a **result** of days of planning and painting.*

roar

To make a loud, deep sound or noise: *Engines **roar** and wheels roll before the planes take off.*

roared

A form of **roar**: *When the lion **roared**, the smaller animals turned and ran.*

root

The part of a plant that grows down into the ground: *You cannot see the **root** of a plant because it is underground.*

S

search

To look over or go through carefully: *We will **search** along the path for the missing gloves.*

sense

Clear reason or good judgment: *It makes **sense** to wear boots in deep snow.*

sensible

A form of **sense**: *Be **sensible** enough to take an extra swimsuit on vacation.*

serious

Thoughtful, important, not joking: *This is a **serious** topic, so please listen carefully.*

seriously

A form of **serious**: *If you take it **seriously**, you should practice the piano every day.*

serve

To prepare and offer something: *We used trays to help us carry and **serve** the tea at the party.*



serve

served

A form of **serve**: *The waitress **served** the desserts last.*

sharp

Having a fine point or cutting edge: *The knives are **sharp**, so please be careful.*

sharpening

A form of **sharp**: *By **sharpening** the pencil, he could draw very fine lines.*

shoot • spinning

shoot

A plant that has just begun to grow up through the soil: *I was happy to see the **shoot** of my plant poke through the dirt.*

slippery

Slick or likely to cause slipping: *The rain froze overnight so the streets were **slippery**.*

soak

To make something completely wet by placing it in liquid or by pouring liquid on it: *The heavy rain will **soak** the soil.*

soften

To make something softer or less hard: *The ice cream began to **soften** because I left it on the counter.*

sore

Painful or feeling hurt: *The shoes were so tight that she had a **sore** toe.*

souvenir

Something kept to recall a special time or place: *I wish that I had a **souvenir** from the trip.*



souvenir

spin

To twist cotton or wool to make yarn or thread: *We learned to **spin** thread when we studied how families lived long ago.*

spinning

A form of **spin**: *While **spinning** the yarn, she hummed a tune.*

sprang

A form of **spring**: *The fox sprang out of the tall grass and chased the chipmunk.*

spring

To leap, or move up in a quick motion: *The squirrels spring from the tree to the porch roof.*

stare

To look with a steady, often wide-eyed gaze: *Many people don't like to have someone stare at them.*

staring

A form of **stare**: *Everybody was staring at the huge box and guessing what was inside.*

startle

To cause a sudden movement, as of surprise: *Talking might startle the deer, so be very quiet.*

startled

A form of **startle**: *The ducks were startled by the truck and flew away.*

steer

To guide or direct the course of: *I'm glad that we learned to steer the boat.*

strand

One of the long pieces that are twisted together to make rope or yarn: *The strong rope was made from many strands.*

stream

A body of water that flows in a bed or channel: *A few miles from here, that small trickle of water turns into a flowing stream.*

studied

A form of **study**: *Long ago sailors studied the stars by watching the sky at night.*

study

To try to learn from, or to look closely at: *They study the ant farm to find out how ants work together.*

suspicious • tearing

suspicious

Not trusting, or having doubts:
*We were **suspicious** because last time she tried to fool us.*

suspiciously

A form of **suspicious**: *The mouse watched the snake **suspiciously** from far off.*

swift

Fast: *A **swift** rabbit can run away from a hungry fox.*

T

tangle

Snarl or twist: *We **tangle** the string every time we try to fly our kite.*

tangled

A form of **tangle**: *The kittens played with the **tangled** ball of yarn.*

task

A job or chore: *Cleaning my messy room is a difficult **task**!*

tasty

Having a lot of good flavor: *I asked for more of my grandmother's **tasty** soup.*

taught

A form of **teach**: *My grandma **taught** me how to build a birdhouse.*

teach

To give knowledge or lessons: *I can **teach** you how to do that kind of puzzle.*

tear

To pull apart or rip: *I like to **tear** colored paper and make designs.*

tearing

A form of **tear**: *After **tearing** down the old barn, they built a newer, stronger one.*

toss

To throw or pitch: *In this game, you **toss** balls into a basket.*



toss

tossed

A form of **toss**: *The two children **tossed** the beanbag back and forth.*

train

To teach skills or ways to act: *You can **train** your dog to wait quietly.*

training

A form of **train**: *After many weeks of **training**, the team won every game.*

trouble

Something that is difficult, dangerous, or upsetting: *He didn't want to cause **trouble**, so he worked very carefully.*

tumble

To roll or do somersaults: *Mikael likes to **tumble** all the way down that steep hill!*

tumbling

A form of **tumble**: *After **tumbling** across the mat, the gymnast did a split and a cartwheel.*

U**upset**

To be disturbed or turned over: *The birds were **upset** when the cat climbed toward their nest.*

V**valuable**

Important, or worth a lot of money: *Be careful to not break the antique plate. It is very **valuable**.*

village • wisdom

village

A group of houses that make up a community smaller than a town: *There were about fifty people in the whole **village**.*

W

waterproof

Able to keep water off or out: *For hiking in the rain, you need a raincoat and a **waterproof** hat.*

weave

To pass something such as yarn or twigs over and under one another: *The children learned how to **weave** a small basket.*

web

Material that connects or ties together: *The spider spun a **web** between two branches of the tree.*

webbed

A form of **web**: *Ducks, geese, and penguins have **webbed** feet.*



webbed

whistle

Something that makes a high, clear sound when air is blown through it: *The coach blew a **whistle** when he wanted the team to stop and listen.*

wisdom

Being able to judge what is best and right: *People say that you gain **wisdom** after many years of living and making mistakes.*

wonder

To be curious about: *I wonder how birds feel when they are flying.*

worn

Damaged by being used too much: *My little brother's blanket looks very worn because he takes it with him wherever he goes.*

Y

yarn

Spun wool or nylon for weaving or knitting: *She loved the colors and feel of the yarn in the knitting store.*



yarn

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