Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**
   
   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**
   
   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**
   
   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**
   
   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**
   
   Ask yourself, "Does this meaning make sense in the sentence?"
Lesson 7
Recounting Stories

Learning Target
Retelling stories will help you understand the order of events and how these events happen.

Read Good storytellers take care to retell, or recount, the important events of the story in the order they happen. You can recount a story by telling the important events from the beginning, middle, and end.

Read this story. Think about what happens at the beginning, in the middle, and at the end.

How the Elephant Got Its Long Nose

A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.

The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.

When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!
**Think**  Fill in the chart to tell the important story events in the order they happen.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

**Talk**  Retell the story “How the Elephant Got Its Long Nose” to your partner. Use the events from your chart to help you.

**Academic Talk**  Use these words to talk about the text.
- recount  event  order
The Lion and the Mouse

an Aesop fable

1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”

3 The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.

4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

5 The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”

Close Reader Habits

Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.
What important events should you include when you recount the story "The Lion and the Mouse"?

**Think**

1. Complete the chart by writing the important events in order.

<table>
<thead>
<tr>
<th>What Happens in the Story?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>End</strong></td>
</tr>
</tbody>
</table>

**Talk**

2. Recount the whole story to your partner in your own words.

**Write**

3. **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 112.

**HINT** What important event happens just before the lion says this?
Write Use the space below to write your answer to the question on page 109.

The Lion and the Mouse

Short Response Why does the lion tell the mouse, “You were right, little one!”? Use the chart you filled out on page 109 to help you write your answer.

HINT What important event happens just before the lion says this?

Don’t forget to check your writing.
Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn’t just ride horses. He could ride anything that came along.

One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.

Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.
Think

1. Which sentence tells something that happens in the middle of the story?
   A. Bill grew up with a pack of coyotes.
   B. Bill was born in Texas a long time ago.
   C. Bill sends Flash home to keep him safe.
   D. Bill rides the giant mountain lion back home.

2. Why does Bill grab the rattlesnake?
   A. to use it like a rope to catch the mountain lion
   B. to save it from being hurt by the mountain lion
   C. to stop it from scaring his horse, Flash
   D. to try to scare away the mountain lion with it

Talk

3. What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

Write

4. Short Response Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.
Write Use the space below to write your answer to the question on page 111.

PECOS BILL
and the Mountain Lion

**Short Response** Recount the end of the story. Tell the most important events in order, using your own words.

---

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?
Lesson 18
Using Context Clues

Introduction: When you see a word you don't know, look at the other words in the sentence. They can give you clues about what the word means.

- Sometimes other words in a sentence tell the definition, or meaning, of the word.

   The tops of trees in rain forests form a canopy, or covering of leaves.

- Sometimes other words in a sentence give an example that helps explain what the word means.

   The forest canopy is like a really big sun hat.

Guided Practice: Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

1. Many creatures, or animals, live in the rain forest.
2. Big flocks, or groups, of birds dive through the sky.
3. Mammals, like tigers and monkeys, climb on high branches.
4. Bright blue butterflies flutter, or fly, between tall trees.
5. Tiny amphibians such as frogs hide in the leaves.
6. Enormous snakes can be 30 feet long.
Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

1. What do nocturnal animals do?
   A. stay asleep all the time
   B. come out when it gets dark
   C. stay inside all the time
   D. come out only during the day

2. Which words help you know what nocturnal means?
   A. animals only
   B. Big and small
   C. only come out at night
   D. small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for prey, or food, after dark.

3. What does the word “prey” mean?
   A. where wild cats live
   B. when wild cats sleep
   C. what wild cats look like
   D. what wild cats eat

4. Which word helps you know what the word “prey” means?
   A. cats
   B. food
   C. dark
   D. Wild
The Wolf in Sheep’s Clothing

an Aesop fable

1. Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.

2. Then one night, the wolf found a sheep’s fluffy, white fleece. The shepherd had forgotten it. “Aha!” cried the wolf. “I think this fleece might solve my problem.”

3. With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.
4. The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn’t chase him away.

5. That very night, the wolf carried off a large sheep to have for his dinner.

6. The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, “That looks like a fine sheep for my stew tonight.”

7. Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.
Think: Use what you learned by reading “The Wolf in Sheep’s Clothing” to respond to the following questions.

1. Read this sentence from the story.

   Every time he saw the wolf, he chased him back into the forest.

   Why is this event important to the beginning of the story?
   
   A. It tells why the wolf can’t get near the sheep.
   B. It tells why the sheep are not afraid of the wolf.
   C. It tells why the wolf wanted to eat the sheep.
   D. It tells why the shepherd forgot the fleece.

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

   Part A
   How did the wolf fool the shepherd?
   
   A. He made a noise like a sheep.
   B. He hid in the forest.
   C. He waited until the shepherd left.
   D. He wore the fleece of a sheep.

   Part B
   Write the sentence from the text that explains why the wolf’s trick worked.
3 Look at the chart. It tells the order of some of the events in the story.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wolf puts on a sheep's fluffy, white fleece.</td>
<td></td>
<td>The wolf carries off a sheep for his dinner.</td>
</tr>
</tbody>
</table>

Which sentence belongs in the empty box?

A The shepherd chases the wolf into the forest.  
B The wolf walks into the herd of sheep.  
C The shepherd notices the wolf.  
D The shepherd cooks a delicious stew.

4 Which choice best shows what "strolled" means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

A He ran through the herd of sheep.  
B He walked slowly among the sheep.  
C He stayed away from the sheep.  
D He chased the sheep in the meadow.
Write: What happens in this story?

Plan Your Response: List important events from the beginning, middle, and end of the story.

Short Response: Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.
Learning Target

Now you know how to recount a story. Why is it important to tell the important events in order?
Read the two passages. Then answer the questions that follow them.

Cinderella

*a Brothers Grimm fairy tale*

*retold by Annika Pedersen*

1. Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called "Cinderella."

2. One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.

3. "Bring back the first branch that strikes your hat on the way home," she said.

4. Her father found this strange. But he brought her what she had asked for.

5. Cinderella planted the branch on her mother's grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.

6. At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.

*Go On*
Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. "You do not even have a nice dress or shoes!" they said.

Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.

The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, "Is there no one else?" And the family said, "Only Cinderella."

Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella's shoulder. At last, all her wishes were coming true.
The Turkey Girl

*a Zuni folktale*

1. Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.

2. One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.

3. “Oh, how I wish I could go!” the girl said to the turkeys. “But I cannot go in such old, ugly clothes.”

4. The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. “Dear friend,” he said. “We will help you go to the dance. You shall laugh and be merry. You have earned some fun!”
At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.

"We only ask that you come back before sunset," said the turkey. "You are the one who keeps us safe." The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.

The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.

At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.

Finally, the sun set. The turkeys wondered why the girl had not returned. "She has forgotten us," one of them said. "For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped."

When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.
What challenge does Cinderella face because of her new stepmother?

A. She must find a way to leave for town with her father.
B. She must keep her two stepsisters from getting new dresses.
C. She must learn to love her stepmother as much as her real mother.
D. She must do all the hard work while her stepsisters do nothing.

Read these sentences from paragraph 1 of "Cinderella."

She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which best explains why the author repeats the words "cleaned" and "cooked"?

A. to show that Cinderella wanted to please her new stepmother
B. to show that Cinderella had so much work that she could never stop
C. to show that Cinderella was very good at both cooking and cleaning
D. to show that Cinderella liked to keep busy to make her stepsisters happy

What do the stepsisters think about Cinderella wanting to go to the dance?

A. They would let her go if she had better shoes.
B. They are surprised she even knows how to dance.
C. They feel she is foolish for thinking she could go.
D. They are worried the prince will like her the best.
25 What do we learn about Turkey Girl at the beginning of the story?
A She is a good dancer who has a lot of friends.
B She is very poor but takes good care of the turkeys.
C She is tired of taking care of turkeys and wants to dance.
D She is sometimes late because she forgets what time it is.

26 Which sentence best tells what happens soon after Turkey Girl wishes she could go to the special dance?
A The girl hears some people in town talking about a dance.
B The turkeys turn the girl's old clothes into a beautiful dress.
C The girl runs back to the fields, but the turkeys are gone.
D The girl's beautiful white dress turns back into old rags.

27 Which sentence best tells the lesson to be learned from "The Turkey Girl"?
A Don't worry about others.
B Be happy with what you have.
C Enjoy your life.
D Keep your promises.
28. What is one way both Cinderella and Turkey Girl are alike?
A. Both sleep by a fireplace at night.
B. Both have stepsisters who laugh at them.
C. Both are kind to the animals they herd.
D. Both have to spend all day working.

29. Which story event is the same in “Cinderella” and “The Turkey Girl”?
A. The girls are given new dresses so they can go to the dance.
B. The girls plant twigs that quickly grow into pretty hazel trees.
C. The girls need to fit their feet into slippers only they can wear.
D. The girls almost forget to go back to the birds who helped them.
Lesson 9
Describing How Characters Act

Learning Target
Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

Read
Characters are the people or animals in a story that face a challenge. A challenge is a problem that needs to be solved. Describing how characters respond to challenges will help you get to know them better.

Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.
Think: Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

<table>
<thead>
<tr>
<th>What the Challenge Is</th>
<th>How the Characters Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Little boy</td>
</tr>
<tr>
<td></td>
<td>• Older boy</td>
</tr>
</tbody>
</table>

Talk: What will make the little boy happy? Use what you see in the picture to answer.

Academic Talk
Use these words to talk about the text.

• characters  • respond  • challenge
A Puppy for Oscar

by Jane Lawrence

1  Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2  "We do not have a yard," she said. "And a dog needs space to run."

3  Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar’s puppy would have a place to run!

4  Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5  It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!
What is the challenge in this story, and how does Oscar respond to it?

Think

1. Complete the chart to help you understand Oscar’s challenge and how he responds to the challenge.

<table>
<thead>
<tr>
<th>Oscar’s Challenge</th>
<th>How Oscar Responds to the Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rereading the story will help you figure out how Oscar responds to his challenge.

Talk

2. What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

Write

3. **Short Response** What do Oscar’s actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 140.

**Hint** What does Oscar do? Make a list of the things he does in the story.
Use the space below to write your answer to the question on page 137.

A Puppy for Oscar

Short Response  What do Oscar's actions tell you about him? Use an event from the story to explain your answer.

HINT What does Oscar do? Make a list of the things he does in the story.

Don't forget to check your writing.
## Character Chart

<table>
<thead>
<tr>
<th>What the character does</th>
<th>What the character says</th>
<th>How the character feels</th>
</tr>
</thead>
</table>

What I think about the character

<table>
<thead>
<tr>
<th>What the character does</th>
<th>What the character says</th>
<th>How the character feels</th>
</tr>
</thead>
</table>

What I think about the character
The Snowstorm

by Annika Pedersen

1. The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

2. Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.

3. At last, they heard her crying back baa-aa-aa! They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

4. Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.

5. Greta held the little lamb tight. Soon, everyone would be safe at home.
Think

1. Why is finding the lost lamb a challenge for Greta and her mother?
   
   A. They are not really sure the lamb is still missing.
   B. They know they will be in great danger from the storm.
   C. They have already climbed the mountain once and are worn out.
   D. They are afraid to leave the sheep alone in the barn.

2. Which best tells about the challenge that Greta and her mother must face after they find Lizzie?
   
   A. They can't get Lizzie to stop crying baa-aa-aa.
   B. They are getting very cold from the wind and snow.
   C. They have to make sure there aren't any other lost sheep.
   D. They can't see how to get back home in the snowstorm.

Talk

3. What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

Write

4. Short Response Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 141.

HINT Think about how Greta responds to the new challenge they face.
Write Use the space below to write your answer to the question on page 139.

The Snowstorm

**Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

---

HINT Think about how Greta responds to the new challenge they face.

---

Check Your Writing

☐ Did you read the question carefully?

☐ Can you say the question in your own words?

☐ Did you use proof from the text in your answer?

☐ Are your ideas in a good, clear order?

☐ Did you answer in full sentences?

☐ Did you check your spelling, capital letters, and periods?
Lesson 26
Using Adjectives and Adverbs to Describe

Introduction When you write, choose adjectives and adverbs that make your ideas clear and interesting.

- Use the best adjective you know to tell about a noun. An adjective can tell how something looks, smells, tastes, sounds, or feels.

  Sue heard a squeaky noise.
  She smelled sweet muffins baking.
  Bright light came through the window.

- Use the best adverb you know to tell about a verb. An adverb can tell about how, where, or when something happens.

  Sue woke up late.
  She dressed quickly.
  She ran downstairs.

Guided Practice Choose the adjective or adverb in parentheses ( ) that best completes each sentence. Write the word on the line.

1. Sue hears a __________ horn.
   (loud happy)

2. The bus came __________!
   (tomorrow early)

3. Sue grabs her __________ backpack.
   (warm heavy)

4. Dad says, “We have to run __________!”
   (quickly slowly)
Choose the correct word to complete each sentence.

1. The ______ school bus stops.
   A. hungry
   B. yellow
   C. round
   D. sleepy

2. Sue climbs ______.
   A. inside
   B. after
   C. down
   D. outside

3. She finds an ______ seat.
   A. excited
   B. angry
   C. unhappy
   D. empty

4. She smiles and waves ______ to her dad.
   A. meanly
   B. noisily
   C. happily
   D. badly
A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

"Do you have a bit of food for a tired traveler?" the man asked. "I have been walking all day without a bite to eat."

"I'm sorry, but I have barely enough food for my family," the woman said.

When the other people in the village heard the man, they started shutting their doors. "Go away! We have only enough food for ourselves," they shouted from behind their locked doors.

The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. "I only ask for a pot and some water!" he shouted. He took three gray rocks out of his pocket. "With these special stones I will make a delicious stone soup."
“Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. “Ah,” he said with a twinkle in his eye. “This is almost perfect. If only we had some onions.”

A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

“Oh!” sighed the traveler, breathing in again with his nose over the pot. “This is almost perfect! If only we had some potatoes.”

The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

Even today, people tell the story of how such a wonderful soup could be made from stones.
Think Use what you learned from reading “Stone Soup” to answer the following questions.

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

Part A
What challenge does the traveler face when he first comes to the town?

A He is tired and needs a place to spend the night.
B He knocks on a door and a young woman holding a baby answers.
C He is hungry and hopes someone will give him food.
D He wants to fix a dinner but doesn’t have a pot.

Part B
Underline a sentence from paragraph 1 below that best tells about the answer in Part A.

A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 What is the challenge the traveler faces when no one will help him?

A He has to find wood so that he can build a fire to keep warm.
B He needs to learn how to make friends with everyone in town first.
C He has to walk to another town where people might be kinder to him.
D He must find a new way to get people to share their food with him.
3. Why does the traveler keep putting his nose over the pot and breathing in?
   A. to make the people think he is cooking something tasty
   B. to make the people want to make their own soup
   C. to make the people angry that they won’t get any soup
   D. to make the people sad that they didn’t help him

4. What do you learn about the traveler from the way he faces his challenge?
   A. He is clever because he gets people to choose to help him.
   B. He is lazy because he has other people do his work for him.
   C. He is unhappy because he is too poor to buy his own food.
   D. He is proud because he knows more about cooking than others.

5. Read the sentence from the passage.
   The villagers ran to their homes.

   The word “village” means “a small town.” What is the best meaning of the word “villagers”?
   A. people who eat soup in a small town
   B. people who work in a small town
   C. people who live in a small town
   D. people who help others in a small town
Read paragraph 6 from the story.

“Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that best explains why the people bring the traveler a pot filled with water.

Write How does the traveler respond to the challenge of getting food?

Plan Your Response Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

Write an Extended Response How does the traveler respond to the challenge of getting food? Use details from the story in your answer.
Learning Target

How does describing how characters respond to important events and challenges help you understand how and why they act the way they do?
Too Much of a Good Thing

by Sybil Parrish

1. Zelda pressed the button on the spaceship’s food maker. Normally, a food maker could make anything you wanted. All you had to do was say pizza, popcorn, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents’ planet.

2. “Yum! This is great,” said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.
“Well, I for one am getting tired of ice cream,” grumbled Zelda’s dad. “A bowl of soup would taste great about now!”

Zelda’s sister Anka piped up. “How can anyone get tired of ice cream? This is like a dream come true!”

Zelda’s dad sighed. “We wouldn’t even have this problem if we had lived two hundred years ago.”

“I know,” replied Zelda. “People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!”

But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn’t cold and sweet.

Suddenly, Zelda smiled and said, “I have an idea! Let’s fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship’s garden. It might even be fun to make our own meal.”

“Make a meal? How will we know if we’re picking beans or beets or broccoli?” Anka blurted out, shaking her head. “And, and... just how do we fix a potato?”

“That’s easy!” laughed Zelda. “The ship’s computer can help us. C’mon, let’s get started!”
11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

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1 Read the sentence from the story.

   But the food maker on the spaceship had been broken for days.

   What question does this sentence answer?
   A How do food makers work on a spaceship?
   B What kinds of food does the food maker make?
   C Why does the food maker make only ice cream?
   D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?
   A It takes place outside a restaurant.
   B It takes place on another planet.
   C It takes place inside a spaceship.
   D It takes place next to an ice cream shop.
Read these sentences from the story.

"How can anyone get tired of ice cream?" Zelda's sister Anka piped up. "This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?
A  an excited voice  
B  a quiet voice  
C  a mean voice  
D  a surprised voice  

How does Zelda meet the challenge of having a broken food maker?
A  She makes the best of having to eat so much ice cream.  
B  She remembers that people who fix meals are called "cooks."  
C  She thinks about planting a vegetable garden on the spaceship.  
D  She comes up with the idea of cooking a meal themselves.  

Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?
A  The food maker stops working the way it should.  
B  People in Zelda's time no longer shop at grocery stores.  
C  Zelda and Anka get tired of eating ice cream every day.  
D  Zelda thinks it might be fun to be a human food maker.
In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn’t like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.
Reading Discourse Cards

1. How does a character change in the story?
   - First, the character _____
   - Then, the character _____

2. If the story were told by a different character, which details might be different?

3. How do the illustrations help you understand the characters, setting, or events in the story?

4. What is the main topic of this text? How do you know?

5. What does this text help you understand?
   - Now I know _____

6. What part of the text makes you want to learn more about?
   - The text makes me want to know _____

7. What do you already know about this topic? Where have you learned about this topic?
   - I already know _____ from _____

8. What were you surprised to learn from the text?

9. I'm curious about _____

10. Can you tell me more about _____?