

Stay **READY** Literacy Practice Guide



Grade 3

PARENTS AND STUDENTS

The Literacy Support Practice Guide is a supplemental resource designed to provide parents and students with opportunities to enhance students' reading development and comprehension skills.

Stay READy Literacy Practice Guide

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3rd and 4th GRADE LITERACY TIPS FOR PARENTS

Intermediate

For this age group, continue to make reading for fun a part of your child's daily routine. Set aside quiet time, with no phones, computers, or other distractions, when your child can read for pleasure. Keep books, magazines, and newspapers at home. Make sure your child sees you reading.

Goals at this age include improving fluency, analytical skills, and diversity of reading materials.



Practice reading difficult text out loud. Do this until your child no longer stumbles over words.

Read the same story or novel separately. Then discuss it together.

Monitor independent reading choices. Make sure your child is challenging themselves. Make sure they are transitioning from early reader books with only a few words on the page, to longer books with chapters.

Invite your child to read his or her writing out loud to other family members. Ask questions about your child's word choices and ideas.

Keep a running list of difficult vocabulary words and their meanings. Include words your child is learning in other subjects such as science and social studies. Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

Play word games like Scrabble and hangman. Or, find fun word games online.

Go to a play or musical with your child. Discuss the way the actors bring the words to life.

Start to introduce informational materials. Read items such as instructions, mail, or maps together.

Read non-fiction articles in newspapers or online. Discuss the difference between facts and opinions. Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means

Encourage research. When your child asks questions, ask them to think about where they might find the answer. Urge your child to use logical arguments to defend his or her opinion. If your child wants a raise in allowance, ask him or her to research commonsense allowance systems and, based on that research, explain reasons why, supported by facts and details.

Develop recall skills. After your child reads, have them verbally summarize the main ideas and details to you.

Literacy Connection: Online Literacy Games and Activities

Category	Description	URL
Phonics Phonics is the connection between letters and the sounds that they make.	Education.com -This collection of learning games and activities offers the opportunity for students to develop their phonics skills.	https://www.education.com/games/phonics/
	FCRR -This collection of resources includes activities to support Phonics, Fluency, Vocabulary and Comprehension	https://fcrr.org/student-center-activities/second-and-third-grade#sca6 https://fcrr.org/student-center-activities/fourth-and-fifth-grade
	Home Reading Helper -This list of phonics activities is a resource for parents to elevate children’s reading at home.	https://www.homereadinghelper.org/3rd-grade-reading-skills-phonics/
Fluency Reading fluency is a child’s ability to read a book or other text accurately, with reasonable speed, and with appropriate expression.	Storyline Online - Streams videos featuring celebrated actors reading children’s books fluently alongside creatively produced illustrations.	https://www.storylineonline.net/
	FCRR -This collection of resources includes activities to support Phonics, Fluency, Vocabulary and Comprehension.	https://fcrr.org/student-center-activities/second-and-third-grade#sca6 https://fcrr.org/student-center-activities/fourth-and-fifth-grade
High Frequency Words and Vocabulary Vocabulary is developed through reading, as well as deep discussion and dialogue. However, vocabulary games can promote an increased engagement and understanding of specific words.	Sightwords.com - This collection of high frequency words gives children opportunities to engage with high frequency words while keeping them engaged and having fun.	https://sightwords.com/sight-words/games/
	Turtle Dictionary.com -Offers student practice opportunities with third 100 and fourth 100 high frequency words.	https://www.turtlediary.com/games/signht-words.html
	FCRR -This collection of resources includes activities to support Phonics, Fluency, Vocabulary and Comprehension	https://fcrr.org/student-center-activities/second-and-third-grade#sca6 https://fcrr.org/student-center-activities/fourth-and-fifth-grade
	Word Game Time - Offers activities that build students’ understanding of synonyms, parts of speech, and subject-specific words groups.	https://www.wordgametime.com/subject/vocabulary
Reading Comprehension Reading Comprehension is the ability to read text, process it and understand its meaning.	Read Works -Reading passages with comprehension questions.	https://www.readworks.org/
	Epic! Is the leading digital library for kids 12 and under with access to 35,000 of the best books, learning videos, and quizzes.	https://www.getepic.com/
	PBS Kids has stories with comprehension and writing activities.	https://pbskids.org/games/reading
	PebbleGo helps young students build language and reading skills with a variety of articles and activities.	https://shell.pebblego.com/modules/

Week 1

Materials
and
Resources

Literacy Support Parent Guide

The Cold Hard Science Behind Ice Cream

by Tracy Vonder Brink 2022



In this section of the Literacy Support Guide, we're reading anchor text, "The Cold Hard Science Behind Ice Cream" by Tracy Vonder Brink. In "The Cold Hard Science Behind Ice Cream," Tracy Vonder Brink describes the process of making ice cream.

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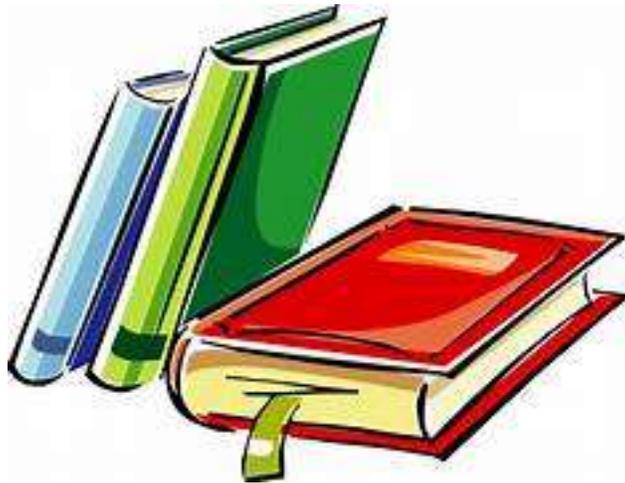
Ways to Support your Child

1. Ask your child about the informational texts: What was "The Cold Hard Science Behind Ice Cream" and the paired text, "We All Scream for Ice Cream" about?
2. **Parent Answer Keys**-Review written responses together

Related Media

1. Watch the following clips with your child at home:
 - ['Make Your Own Ice Cream! - #sciencegoals'](#)
 - ['Who Invented Ice Cream? | COLOSSAL QUESTIONS'](#)
 - ['What Ice Cream Looks Like In 7 Countries Around The World'](#)

ANCHOR TEXT



Name: _____

Class: _____

The Cold Hard Science Behind Ice Cream

By Tracy Vonder Brink
2022

Science is the study of the world around us. In this informational article, Tracy Vonder Brink explains the science of how ice cream is made. As you read, take notes on how ice cream is made.

[1] People in the United States love ice cream. Each American eats about 20 pounds (9kg) of it every year! Even George Washington served it to his guests. Ice cream has three main ingredients:¹ Milk, cream, and sugar. How do three simple things become a tasty frozen treat?

It all starts with atoms. Atoms are the tiny building blocks that form everything around us. When two or more atoms are stuck together it is called a molecule. An object's atoms and molecules are always moving. (Atoms are much too small to see, so we don't notice the movement.) The hotter something is, the faster its molecules jiggle² around. Take water, for example. When water molecules move their fastest, they make steam. Water molecules with less energy³ form the liquid we call water. Take away more energy, and the water molecules freeze into a solid. That's where ice cream begins.



"Untitled" by La Albuquerque is licensed under CC0.

Milk and cream both contain water. The water inside them is what freezes to make ice cream. How? Ice cream factories⁴ put the ingredients into a big machine and surround⁵ them with cold. The cold slows down the molecules in the mixture's water. Ice crystals⁶ form.

Fats in the milk and cream keep the ice crystals from sticking together. The sugar in ice cream thickens some of the water to slow down the freezing process.⁷ That's partly why it's ice cream and not an ice cube. But freezing ice cream as it sits makes large, rough ice crystals. Making smooth ice cream takes both mixing and air.

1. parts something is made of
2. **Jiggle (verb)** to shake back and forth
3. power something has
4. **Factory (noun)** a building or buildings where things are made
5. **Surround (verb)** to make a circle around
6. a special shape that is made when water freezes into ice
7. steps that make something

- [5] An ice cream machine turns and mixes the ice cream as it freezes. Moving water doesn't have time to form large ice crystals as it freezes, so it makes small ones. Mixing also adds air. The air makes the mixture light and fluffy.⁸ Together, small ice crystals and air create smooth, creamy ice cream. (Ice cream makers add other thickeners to help the ice cream stay smooth. And of course they also add plenty of flavors.)⁹

Ice cream doesn't refreeze well because of its ice crystals. They lose the air that was frozen into them as they melt. Unless new air is mixed in, ice cream refreezes with larger crystals. That's why the melted ice cream you put back into the freezer comes out grainy and rough.

So, what's the difference between ice cream, soft serve, and frozen custard? In the United States, ice cream is required¹⁰ to have at least 10% milk fat. (Ice milk only has to have 2.5% milk fat. It's often sold as low-fat ice cream.) Soft serve is made with more air and less fat than regular ice cream. It's also served at a warmer temperature to keep it soft. Frozen custard has egg yolks in it as well as less air. Together they make frozen custard thicker than ice cream.

Whether you love ice cream, soft serve, or frozen custard, they all start the same way — with some yummy ingredients and a lot of science. What's your favorite kind?

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8. **Fluffy** (*adjective*) soft and light
9. **Flavor** (*noun*) the way something tastes
10. needed or must have

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which sentence best summarizes the passage?
 - A. There are many different ways to make ice cream, but using a machine is the best way.
 - B. Ice cream has only three simple ingredients, but it takes a special process to make.
 - C. It is very difficult to get the ingredients for ice cream, and it is hard to make.
 - D. Frozen custard and soft serve are more difficult to make than ice cream.

2. Which detail best explains how ice cream becomes smooth?
 - A. "Milk and cream both contain water." (Paragraph 3)
 - B. "But freezing ice cream as it sits makes large, rough ice crystals." (Paragraph 4)
 - C. "An ice cream machine turns and mixes the ice cream as it freezes." (Paragraph 5)
 - D. "They lose the air that was frozen into them as they melt." (Paragraph 6)

3. How does paragraph 2 help readers understand the text?
 - A. It helps readers understand how ice cream can make steam.
 - B. It helps readers understand how atoms are made of molecules.
 - C. It helps readers understand how milk and cream come together to make water.
 - D. It helps readers understand how liquid ingredients in ice cream can become solid.

4. What is the meaning of "contain" as it is used in paragraph 3?
 - A. freeze
 - B. have
 - C. make
 - D. stir

5. What steps are taken to make ice cream?

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. This article explains how the liquid ingredients of ice cream need to be cooled down to freeze into a solid. What other foods need an ingredient to be frozen? What other foods need an ingredient to be melted? Do you think it's easier to freeze an ingredient or melt an ingredient? Why?

2. Ice cream is a treat enjoyed by many people. What is your favorite dessert? How is it made? Why is it important to know how your food is made?

3. The end of the article describes the different kinds of frozen treats like frozen custard and soft serve. How do you think people discovered these other types of frozen treats? Have you ever mixed different ingredients together to make something new? What was it? If not, what ingredients could you mix together? What would you make?

PAIRED TEXT



Name: _____

Class: _____

We All Scream for Ice Cream

By Jennifer Sneed
2020

Frozen desserts started being made as early as 500 B.C. Ice cream made with a milk base was first created in the 1600s in Italy. By the late 1700s, Americans were enjoying ice cream. In this short informational text, Jennifer Sneed explains how a favorite treat has changed over time. As you read, take notes on how ice cream has changed over time.

- [1] Americans have always loved ice cream. President George Washington loved it so much that he owned 10 ice-cream-making pots. But back in 1776, ice cream was a rare dessert for the rich. No one had refrigerators, and sugar and ice were very expensive.

So how did Washington get his ice cream? In winter, he sent out teams of enslaved workers to cut blocks of ice from frozen ponds. Big sleds hauled¹ the ice to the ice house, a shed with a deep pit for storing ice. The ice was stacked in the pit and covered with straw to keep it cold all summer.

If Washington wanted ice cream for dinner, he had to tell the cook before breakfast. Someone had to milk the cow and skim the cream. Someone else went to get ice from the ice house. The cook's helper pitted cherries. The cook boiled the cream, maybe with some egg yolk to make it thicker. Then he added the cherries and sugar. Sugar was so expensive it was kept in a locked cupboard. This mix went into a metal canister with a lid. Then that sat in a bucket of salted ice to chill.

After about an hour, the cook opened the lid, scraped the frozen cream from the sides, and beat it smooth again. That was hard work! Then it froze some more until it was hard. And finally — ice cream!

- [5] It was served in tiny cups. Each guest got a few spoonfuls.

Hokey-Pokey

Over the next hundred years, ice, sugar, and milk got cheaper. A new crank-handled churn made it easier to make ice cream.



"Olympic Softie Ice Cream Truck" by Raysonho @ Open Grid Scheduler / Grid Engine is in the public domain.

1. **Haul** (*verb*) to pull or drag

In the mid-1800s, some Italian immigrants² in New York and other cities discovered that they could make a living selling ice cream. They churned up a few batches³ in their small apartments, kept it cold in a bucket of ice, and sold scoops from the back of a cart. Back then, most homes did not have refrigerators. Ice cream ready to eat was an amazing treat!

To advertise, the ice cream sellers cried out in Italian, "*Gelati! O che poco!*" which means "Ice cream! Oh, how little!" Many English speakers thought it sounded like "hokey-pokey," and that's what they called the ice cream.

Hokey-pokey was delicious and cheap. It sold for one penny. It was so popular that kids made up rhymes⁴ about it.

Is That Clean?

- [10] Kids and adults loved hokey-pokey, but there were problems with it. The hokey-pokey makers often lived in crowded buildings with no running water or refrigerators. It was difficult to keep milk fresh. And the way it was eaten could spread germs.⁵

Hokey-pokey sellers served their ice cream in small glasses, called penny-licks. Customers licked the ice cream out of the penny-lick. The seller then wiped the glass and re-used it for the next customer. As you can imagine, people got sick.

In the early 1900s, doctors were just beginning to figure out how germs spread diseases. In 1906, new laws set rules for how food could be made, to keep it clean and safe. The penny-lick was outlawed. But people were still hungry for ice cream.

A Good Idea

Harry Burt was a businessman with an imagination. He sold candy and ice cream from a truck with a freezer in it.

In 1920, he made his own version⁶ of a popular new treat, the chocolate covered ice cream bar. But when his daughter tried it, the ice cream melted all over her hands. She told her dad it was too messy.

- [15] When Harry went back to his workshop, he saw a pile of lollipop sticks. And that gave him a great idea. He put one into the ice cream bar. And ice cream on a stick was born! He called his invention the "Good Humor Ice Cream Sucker" because he believed that eating ice cream put people in a good mood.

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2. **Immigrant (noun)** one who moves to another country from the country they were born in
 3. an amount of something created at one time
 4. **Rhyme (noun)** a short and entertaining song or poem
 5. **Germ (noun)** an invisible living thing that causes illness
 6. a form of something in a certain style or point of view

Ice Cream on Wheels

Burt painted his delivery truck white and hung bobsled bells on it so that customers would hear him coming. He wrapped each ice cream bar in paper to keep them clean. He loaded up his truck. Business boomed. Soon he had to buy more trucks and hire more drivers.

Burt painted all his trucks the same. He had his drivers wear clean white uniforms and told them to always be polite and friendly. He wanted everyone to feel good about buying ice cream from a truck.

Other ice cream sellers copied Burt's idea. Now ice cream trucks are found all over the world. They come in many shapes and colors and play all kinds of music. But inside every one is a freezer packed with a treat George Washington would love.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which alternate title best expresses the main idea of the passage?
 - A. George Washington: Ice Cream's Biggest Fan
 - B. Why Ice Cream Is Bad For Your Health
 - C. The Many Sounds of Ice Cream Trucks
 - D. Eating Ice Cream: Then and Now

2. The author of "We All Scream for Ice Cream" organizes the information —
 - A. by asking questions about ice cream and then answering the questions.
 - B. by going over the history of ice cream in America in order.
 - C. by telling short stories about people who love ice cream.
 - D. by listing the steps people use to make ice cream.

3. Which detail from the text shows the author's point of view on hokey-pokey?
 - A. "Over the next hundred years, ice, sugar, and milk got cheaper." (Paragraph 6)
 - B. "A new crank-handled churn made it easier to make ice cream." (Paragraph 6)
 - C. "It was so popular that kids made up rhymes about it." (Paragraph 9)
 - D. "Kids and adults loved hokey-pokey, but there were problems with it." (Paragraph 10)

4. What is the meaning of the word "advertise" as it is used in paragraph 8?
 - A. to try to find something by placing a note in an open place
 - B. to make people know about something being sold
 - C. to present something as good or right
 - D. to call attention to someone's riches

5. How has the way ice cream is eaten in America changed over time?

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. In the text, the author explains the history of ice cream. What is your favorite dessert? Do you know its history? Would you have enjoyed eating ice cream the way it was made in the past? Why or why not?

2. According to the text, Italian immigrants brought modern-day ice cream to America. They sold hokey-pokey cheaply and, as a result, many people were able to enjoy ice cream. How do immigrants help contribute to the countries they moved to? What are some ways your country has improved because of immigrants? What are some foods immigrants have brought to your country that you enjoy eating?

3. Harry Burt was a businessman with a lot of great ideas. Who is another inventor that you think has affected history? What did they invent or create?

4. As doctors learned about germs and diseases, they realized that the way hokey-pokey was eaten was unsanitary, or unsafe and unclean. They had to create laws to protect people from spreading germs. What laws do you know are put in place to keep people safe? How do people help stop the spread of diseases today? What are some ways to prevent people from getting sick?

ANSWER KEYS





Answer key > The Cold Hard Science Behind Ice Cream

by Tracy Vonder Brink ● 2022

1. Which sentence best summarizes the passage?

3.RI.KID.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- A. There are many different ways to make ice cream, but using a machine is the best way.
- B. Ice cream has only three simple ingredients, but it takes a special process to make.**
- C. It is very difficult to get the ingredients for ice cream, and it is hard to make.
- D. Frozen custard and soft serve are more difficult to make than ice cream.

2. Which detail best explains how ice cream becomes smooth?

3.RI.KID.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- A. "Milk and cream both contain water." (Paragraph 3)
- B. "But freezing ice cream as it sits makes large, rough ice crystals." (Paragraph 4)
- C. "An ice cream machine turns and mixes the ice cream as it freezes." (Paragraph 5)**
- D. "They lose the air that was frozen into them as they melt." (Paragraph 6)

3. How does paragraph 2 help readers understand the text?

3.RI.IK.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- A. It helps readers understand how ice cream can make steam.
- B. It helps readers understand how atoms are made of molecules.
- C. It helps readers understand how milk and cream come together to make water.
- D. It helps readers understand how liquid ingredients in ice cream can become solid.**

4. What is the meaning of "contain" as it is used in paragraph 3?

3.RI.CS.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- A. freeze
- B. have**
- C. make
- D. stir

5. What steps are taken to make ice cream?

3.RI.KID.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Answers will vary. Students should say that you need to combine the ingredients, make them cold, and mix them well. First, you need to put the ingredients of milk, cream, and sugar together (Paragraph 1). Next, you should put the ingredients into a machine and make them cold (Paragraph 3). Last, you need to turn on the machine to mix the ingredients together as the ice cream freezes (Paragraph 5). The mixing adds air, which makes the ice cream creamy and smooth (Paragraph 5). These are the steps to making ice cream.

Answer key > We All Scream for Ice Cream

by Jennifer Sneed ● 2020

1. Which alternate title best expresses the main idea of the passage? **3.RI.CS.2**

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- A. George Washington: Ice Cream's Biggest Fan
- B. Why Ice Cream Is Bad For Your Health
- C. The Many Sounds of Ice Cream Trucks
- D. **Eating Ice Cream: Then and Now**

2. The author of "We All Scream for Ice Cream" organizes the information — **3.RI.KID.3**

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- A. by asking questions about ice cream and then answering the questions.
- B. **by going over the history of ice cream in America in order.**
- C. by telling short stories about people who love ice cream.
- D. by listing the steps people use to make ice cream.

3. Which detail from the text shows the author's point of view on hokey-pokey? **3.RI.KID.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- A. "Over the next hundred years, ice, sugar, and milk got cheaper." (Paragraph 6)
- B. "A new crank-handled churn made it easier to make ice cream." (Paragraph 6)
- C. "It was so popular that kids made up rhymes about it." (Paragraph 9)
- D. **"Kids and adults loved hokey-pokey, but there were problems with it." (Paragraph 10)**

4. What is the meaning of the word "advertise" as it is used in paragraph 8? **3.RI.CS.4**

Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

- A. to try to find something by placing a note in an open place
- B. to make people know about something being sold**
- C. to present something as good or right
- D. to call attention to someone's riches

5. How has the way ice cream is eaten in America changed over time?

3.RI.KID.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Answers will vary. Students should explain that ice cream has been eaten in various ways over the past few hundred years. At first, George Washington's ice cream was "served in tiny cups" (Paragraph 5). Then, when hokey-pokey was invented, it was sold in "small glasses, called penny-licks" (Paragraph 11). People would lick the ice cream out of the glass and then the next customer would lick their ice cream out of the same container. After a while, people realized this method got people sick. Then, Harry Burt started selling ice cream dipped in chocolate on a stick (Paragraph 15). According to the author, "He wrapped each ice cream bar in paper to keep them clean" (Paragraph 16). Today, people eat ice cream in many different ways; however, they often buy it out of ice cream trucks.

Week 2

Materials
and
Resources

Literacy Support Parent Guide

Lightning Is No Joke!

by Jesse Sullivan 2021



In this section of the Literacy Support Guide, we’re reading anchor text “Lightning Is No Joke!” by Jesse Sullivan. In "Lightning Is No Joke!" Jesse Sullivan describes the dangers of lightning strikes.

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Anchor Text

1. Read the text.
2. Answer the text-dependent questions.
3. Complete open-ended written responses.

Paired Text

1. Read the text.
2. Answer the text-dependent questions.
3. Complete open-ended written responses.

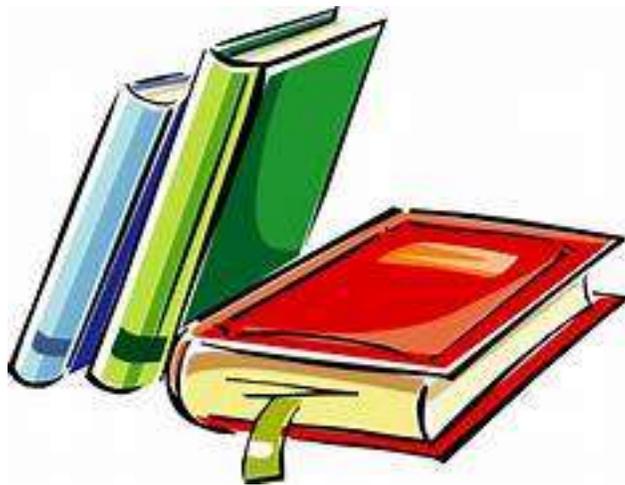
Ways to Support Your Child

1. Ask your child about the informational texts at home: What were "Lightning Is No Joke" and “The Pull of the Penguin” about?
2. **Parent Answer Keys:** Review written responses together.

Related Media: Watch the following clips with your child at home:

- ['Lightning safety tips from the National Weather Service'](#)
- ['What Causes Thunder and Lightning? | Weather Science | SciShow Kids'](#)

ANCHOR TEXT



Name: _____

Class: _____

Lightning Is No Joke!

By Jesse Sullivan

2021

Jesse Sullivan is the author of the children's book Spectacular Stories for Curious Kids: A Fascinating Collection of True Stories to Inspire & Amaze Young Readers. In this excerpt from the book, Sullivan writes about what happens during a lightning strike. As you read, take notes on Michael and Sean McQuilken's story.

[1] Ever since the dawn of time, humankind has been curious about lightning and thunder. Even though at this point we understand how it works, it still continues to amaze us. Why? Because it's simply out of this world.

If you think of it on the local¹ level, it may seem that lightning strikes don't even happen that often. But hold onto your seats. This one's a whopper. Lightning actually strikes the Earth about 100 times every second. Yes, you read that right. Every. Single. Second. That makes it about a 1 in 700,000 chance a person has of being struck by lightning. And with lightning bolts reaching a temperature of 50,000 degrees...I've got to tell you, I don't like those odds.



"Untitled" by David Moum is licensed under CC0.

Most people aren't overly concerned² about being struck by lightning. This was the case when two brothers went climbing on Moro Rock in California's Sequoia National Park, along with some other hikers. Michael and Sean McQuilken, ages eighteen and twelve, took a snapshot up there on August 20, 1975 and it turned out pretty funny, with electricity-charged air around them lifting their hair over their heads. It made one really fun picture.

Neither of them were worried. They had absolutely no idea what was coming. They even found the electricity-charged air funny. Now, almost 46 years later, Michael still remembers that

1. of or about a small area, like a town or city
2. **Concern** (*adjective*) worried

deadly flash of white, the explosion,³ and being lifted off the ground. It all sounds too scary to be true, right? Almost like some alien invasion business.

- [5] Michael remembers how it suddenly got all cold. Then out of nowhere, it began to hail. Of course, he and his brother figured that something wasn't right, so they headed down the path, with some of the other people. But it was too late.

The lightning bolt struck. Michael bent down. When he looked up, his brother was on his knees and his back was smoking. Sean was hit directly by lightning, and he was one of three people struck. He was unconscious, completely knocked out. Later in the hospital, it was revealed⁴ he suffered⁵ third-degree burns to his back and elbows.

Luckily, both brothers survived⁶ but they learned a valuable lesson. If they had known the signs to look out for, they could have gotten to a safe place in time. Hair standing on end along with a tingling, goose-bumpy sensation of the skin, are both sure signs that lightning will strike soon.

If this happens, what should you do? Try to find shelter⁷ right away. If you can't, then squat low to the ground away from trees or anything tall. Never remain in a standing position because that makes you a bigger target and therefore, easier to strike. While squatting, do so on the balls of your feet. The point is to minimize⁸ contact with the ground. Then, only when it's safe...get the heck out of there!

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3. **Explosion** (*noun*) a sudden blast that makes a loud noise and may damage or destroy nearby objects
 4. to make known; tell
 5. **Suffer** (*verb*) to feel pain
 6. to continue to live
 7. **Shelter** (*noun*) a place that keeps you safe
 8. to make as small as possible

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which line from the text shows that lightning can be harmful?
 - A. "Lightning actually strikes the Earth about 100 times every second." (Paragraph 2)
 - B. "That makes it about a 1 in 700,000 chance a person has of being struck by lightning." (Paragraph 2)
 - C. "Later in the hospital, it was revealed he suffered third-degree burns to his back and elbows." (Paragraph 6)
 - D. "Never remain in a standing position because that makes you a bigger target and therefore, easier to strike." (Paragraph 8)

2. What happens before lightning strikes?
 - A. your hair stands on end
 - B. your body feels hot
 - C. you see smoke
 - D. you fall down

3. Which of the following best describes the author's point of view about lightning?
 - A. Lightning is scary and you should know how to avoid it.
 - B. Lightning is beautiful and you should try to go see it up close.
 - C. Lightning is fun to see as long as you remember to hide by trees.
 - D. Lightning is unlikely to happen but it is always good to be prepared.

4. What does the word "valuable" mean as it is used in paragraph 7?
 - A. important
 - B. rewarding
 - C. simple
 - D. unusual

5. How does Michael and Sean McQuilken's story support the main idea of the text?

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. Does the place that you live in have a lot of lightning strikes? If so, what advice have you been told about staying safe when lightning might strike? How is this information similar to or different from what you read in the article?

2. Why do you think it is important to learn about the early warning signs of a lightning strike and what to do when a strike takes place? How can learning more about nature and the world around us help us stay safe?

3. The author shares how, before getting struck by lightning, the McQuilkins were joking around and taking funny pictures. Have you ever been in a situation that you did not realize was dangerous until later? Describe the situation and how you came to realize that you were in danger.

PAIRED TEXT



Name: _____

Class: _____

The Pull of the Penguin

By Christy Mihaly

2021

McMurdo Station is the United States Antarctic research station, where scientists and volunteers come to learn more about this special part of the world. In this text, Christy Mihaly tells about Elaine Parker's experience working and living at this remote, or far away, location. As you read, take notes on details that describe the setting.

[1] *There! A penguin! Elaine Parker stared out at the dark, distant dot on the ice.*

The low autumn sun sat between sea and sky, splashing pink and violet across the craggy mountains. Elaine breathed in the pure, crisp air, enjoying her escape from McMurdo Station.

Work on the Ice

The past summer in Antarctica, Elaine had spent long hours inside the plain, practical¹ buildings of the McMurdo research station. Her job was to look after the fire extinguishers and fire alarms in the machine shops, sheds, boiler rooms, dorms, and warehouses of this remote outpost. But on her days off, Elaine loved to strap on skis and explore the sparkling ice and crystal caves beyond the station. Sometimes she was so filled with the wild beauty of Antarctica that she started to sing — or yodel!

With winter coming, she'd be heading home soon. But before she left there was one more thing Elaine wanted to do. She was determined² to see a penguin — up close. She'd heard tantalizing³ tales from the biologists, about how penguins played and took care of one another, how they were curious and often approached people. She had spotted a few, but only from far away. But that night after dinner, someone said there was a lone penguin on the ice on the far side of the station. Elaine rushed out, hoping to get a closer look.



"2007 Snow-Hill-Island Luyten-De-Hauwere-Emperor-Penguin-46" by Denis Luyten is in the public domain.

1. **Practical (adjective)** useful; ordinary
2. **Determined (adjective)** showing that one will not back down from a choice
3. making one feel interested in something that is usually beyond their reach

On the Ice

- [5] Now her neck tingled⁴ with excitement...and cold. The day had been sunny and warm (for Antarctica, meaning around 20°F or -6°C, still below freezing). But a frosty wind circled, a warning. Elaine knew the weather could change in a heartbeat. A sudden storm could drop the temperature by 50° in just a few minutes.

She gazed across the icy plain. Although it looked solid, this ice sheet was in constant motion, squeezed and warped by the glacier — the vast⁵ river of ice sliding slowly down the mountains toward the ocean. The glacier's tremendous pressure⁶ created jagged cracks and zig-zagging ridges of ice. Crevasses — deep blue cracks in the ice — lurked⁷ beneath the snowy surface. Rows of blue and red flags marked a safe path through this hazardous⁸ zone.

A frosty gust of wind blasted, and she reached up to cover her bare earlobe. Oh no, where was her hat? Elaine had left her backpack—with her warm parka, hat, and emergency radio — back at McMurdo! Normally, she carried that orange pack everywhere. But hearing about the penguin, she'd dashed out without it. Her stinging ears were in danger of frostbite. This was trouble. She was out on the ice alone, without her gear.

Maybe the cold had slowed down her brain, but Elaine didn't consider the danger. All she could think of was the penguin. Watching the swaying bird shape coming closer, she spied a flash of yellow. It was an emperor penguin!

Elaine tried to ignore her ears and lowered herself to sit on the snow. It was against the rules to approach a penguin, she knew. So she had to wait and see if the bird would come to her. The bitter wind blew through her clothes. Elaine held her breath, concentrated on the penguin waddling toward her, and willed it to keep coming. Soon the bird stood right in front of her. Its eyes were level with hers, its beak almost touching her nose.

- [10] She admired the golden-orange stripes edging the bird's beak. She tried not to blink as the penguin eyed her closely. Then it reached out its beak, leaned in, and tapped her cheek.

Elaine's heart leapt with the thrill. The penguin bent forward, then dipped its beak inside her collar. It tickled! Elaine couldn't help it — she giggled.

Her laugh startled the penguin. Flipping onto its belly, the bird tobogganed away. It slid across

-
4. **Tingled** (*verb*) to have a light stinging or prickly feeling
 5. **Vast** (*adjective*) a very large area
 6. **Pressure** (*noun*) a steady force upon a surface
 7. **Lurk** (*verb*) to be hidden, so as to cause harm
 8. having a great number of dangers

the ice into a billowing cloud of snowflakes. Elaine stood and stomped her feet, trying to warm her toes. Well, that was that. She'd lost her penguin, a storm was brewing, and it was past time to head back to McMurdo.

Just then the screen of snow parted. Elaine got a glimpse⁹ of her bird friend, and felt the pull of the penguin. Surely she'd be safe out here just a little longer! She leaned into the blowing snow and followed the bird farther out on the ice, away from the base.

A Friend in Need

Suddenly...*Whoosh!* A strong gust knocked her off her feet. She tumbled over and over, sliding like a hockey puck across the slippery plain and into the whirling snow. Then the wind picked her up and slammed her face-down onto the ice.

- [15] Elaine was pinned down by the wind and scared to move. She squinted through icy eyelashes, straight down into a neon-bright blue glow. Oh no! That beautiful blue was the color of danger. It came from a deep hole below her. She was lying on a thin skin of ice above a blue crevasse.

Elaine heard a *tink* as tiny cracks shot through the ice. Icy cold seeped¹⁰ into her belly. Crunch! The crust gave way slightly, and she dropped a little lower. If she broke through, she'd drop into the crevasse, where nobody would ever find her. The storm swirled and Elaine's thoughts spun.

Then, as quickly as it began, the wind died. In the sudden quiet, Elaine felt someone near. She peeked up.

Her penguin stood peering down at her. Seeing Elaine move, the bird walked away, then stopped and looked back. It seemed to be inviting her to follow.

As Elaine tried to decide on her next move, she heard a snap. Cracks spiderwebbed around her. She made up her mind. She would trust this bird.

- [20] She spread her arms on the ice like wings, keeping her body flat and spreading her weight across the fragile¹¹ surface. She breathed out a steamy cloud and pushed forward on her belly, inching along. Ahead, the penguin wove a trail between the cracks. Elaine scraped along behind, slow-motion tobogganing. Icy shards collected along her arms and scratched her nose and cheeks. She lost track of time as she focused on following the penguin's path.

Finally, with one last pull of her arms, Elaine crawled after her penguin onto solid, white ice.

-
9. **Glimpse** (*noun*) a quick look
10. **Seep** (*verb*) to spread slowly
11. not strong; easily breakable

Safety! Standing on quivery legs, she turned to look back. In the distance, an Elaine-shaped imprint marked the spot where she'd landed, right over a giant crack.

Phew. Elaine bent over, her hands on her knees. Once her heartbeat had slowed to normal, she turned toward the penguin. How could she thank her friend?

But the bird was already gone, retracing its steps across the maze of cracks. As Elaine watched, the penguin paused atop a ridge. It stood up on its toes, stretched its wings wide and pointed its beak skyward.

"EHEHEH-UHUUH-EHEH!" it trumpeted. The ecstatic¹² cry sent shivers up Elaine's spine.

[25] She threw back her head and yodeled her reply: "*Oh yoyodelayeeoheoheeoheeh!*"

The penguin waited until the last echo faded. It looked back at Elaine across the terrible, beautiful ice. Then it was gone.

Elaine pulled out her knife and cut a strip of fleece from the bottom of her jacket. Wrapping the fabric around her head, she sighed with relief, and turned at last toward McMurdo Station. She knew her way back from here.

Her penguin guide would rejoin its colony for the long winter ahead. Elaine, thanks to that bird, would head home with a story that she'd never forget.

12. in a condition of delight or overpowering emotion

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which alternate title best expresses the main idea of the passage?
 - A. Life at the McMurdo Research Station
 - B. Amazing Antarctic Animals
 - C. How to Stay Safe on Ice
 - D. Penguin to the Rescue

2. What is the meaning of the phrase "the pull of the penguin" as it is used throughout the text?
 - A. The penguin is leading Elaine to safety.
 - B. The penguin has taken hold of Elaine.
 - C. Elaine wants to help the penguin.
 - D. Elaine is amazed by the penguin.

3. How does the author introduce the story in paragraphs 1-2?
 - A. by telling details about the main character
 - B. by showing the solution to the problem
 - C. by giving a hint about what will happen
 - D. by describing the final outcome

4. Which TWO lines from the text shows that Elaine is unprepared to go out on the ice? SELECT TWO.
 - A. "The day had been sunny and warm (for Antarctica, meaning around 20 °F or -6 °C, still below freezing)." (Paragraph 5)
 - B. "Rows of blue and red flags marked a safe path through this hazardous zone." (Paragraph 6)
 - C. "Elaine had left her backpack—with her warm parka, hat, and emergency radio — back at McMurdo!" (Paragraph 7)
 - D. "The bitter wind blew through her clothes." (Paragraph 9)
 - E. "If she broke through, she'd drop into the crevasse, where nobody would ever find her." (Paragraph 16)
 - F. "Elaine pulled out her knife and cut a strip of fleece from the bottom of her jacket." (Paragraph 27)

5. Which sentence uses "bitter" in the same way as it is used in paragraph 9?
- A. My parents punished me for being bitter about not getting the gift I wanted.
 - B. Pamela was bitter that her teacher had not called on her more often.
 - C. The weather has been very bitter these past few weeks.
 - D. She scrunched up her face at the lemon's bitter taste.
6. How does the author help the reader picture the setting of "The Pull of the Penguin"?

Open Ended Written Responses

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. Elaine realizes that she has left her emergency backpack and hat behind in her hurry to see the penguin. Have you ever been in such a rush that you have forgotten something essential? What was it and how did not having it impact you? What are some ways you can be prepared in case you find yourself in a dangerous place?

2. Elaine describes the ice as "terrible and beautiful." What is something in nature that you find "terrible and beautiful"? How can nature be both amazing and dangerous?

3. Elaine must think quickly and not panic when she realizes she is in danger of falling through the ice. Have you ever been in danger? What happened? How did it make you feel? How did you get out of this dangerous situation?

4. In this story, the penguin helps to save Elaine. Have you ever experienced or heard about an animal helping or rescuing a human? What does this show about the important relationship between humans and nature?

ANSWER KEYS



Answer key > Lightning Is No Joke!

by Jesse Sullivan ● 2021

1. Which line from the text shows that lightning can be harmful? 3RI.KID.1
 - A. "Lightning actually strikes the Earth about 100 times every second." (Paragraph 2)
 - B. "That makes it about a 1 in 700,000 chance a person has of being struck by lightning." (Paragraph 2)
 - C. **"Later in the hospital, it was revealed he suffered third-degree burns to his back and elbows." (Paragraph 6)**
 - D. "Never remain in a standing position because that makes you a bigger target and therefore, easier to strike." (Paragraph 8)

2. What happens before lightning strikes? 3RI.KID.3
 - A. **your hair stands on end**
 - B. your body feels hot
 - C. you see smoke
 - D. you fall down

3. Which of the following best describes the author's point of view about lightning? 3RI.CS.6
 - A. **Lightning is scary and you should know how to avoid it.**
 - B. Lightning is beautiful and you should try to go see it up close.
 - C. Lightning is fun to see as long as you remember to hide by trees.
 - D. Lightning is unlikely to happen but it is always good to be prepared.

4. What does the word "valuable" mean as it is used in paragraph 7? 3RI.CS.4
 - A. **important**
 - B. rewarding
 - C. simple
 - D. unusual

5. How does Michael and Sean McQuilken's story support the main idea of the text? 3RI.KID.2

Answers will vary. Students should explain that the McQuilken's story helps show how dangerous lightning can be, especially if you do not know the signs to look out for. As teenagers, Michael and Sean McQuilken were hiking and took funny pictures with their hair standing on end: "They even found the electricity-charged air funny" (Paragraph 4). They did not realize that this was a warning sign that lightning was about to strike, so they just played around. Then, Sean McQuilken got struck by lightning and badly hurt: "Later in the hospital, it was revealed he suffered third-degree burns to his back and elbows" (Paragraph 6). Because of this, the McQuilkens learned an important lesson about the dangers of lightning, which helps support the main idea of the text that lightning is dangerous and people should know the warning signs to look out for so that they can keep themselves safe.

Answer key > The Pull of the Penguin

by Christy Mihaly ● 2021

1. Which alternate title best expresses the main idea of the passage? 3.RI.KID.2
 - A. Life at the McMurdo Research Station
 - B. Amazing Antarctic Animals
 - C. How to Stay Safe on Ice
 - D. **Penguin to the Rescue**

2. What is the meaning of the phrase "the pull of the penguin" as it is used throughout the text? 3.RI.CS.4
 - A. The penguin is leading Elaine to safety.
 - B. The penguin has taken hold of Elaine.
 - C. Elaine wants to help the penguin.
 - D. **Elaine is amazed by the penguin.**

3. How does the author introduce the story in paragraphs 1-2? 3.RI.CS.5
 - A. by telling details about the main character
 - B. by showing the solution to the problem
 - C. **by giving a hint about what will happen**
 - D. by describing the final outcome

4. Which TWO lines from the text shows that Elaine is unprepared to go out on the ice? SELECT TWO. 3.RI.KID.1
 - A. "The day had been sunny and warm (for Antarctica, meaning around 20 °F or –6 °C, still below freezing)." (Paragraph 5)
 - B. "Rows of blue and red flags marked a safe path through this hazardous zone." (Paragraph 6)
 - C. **"Elaine had left her backpack—with her warm parka, hat, and emergency radio —back at McMurdo!" (Paragraph 7)**
 - D. **"The bitter wind blew through her clothes." (Paragraph 9)**
 - E. "If she broke through, she'd drop into the crevasse, where nobody would even see her." (Paragraph 16)

F. "Elaine pulled out her knife and cut a strip of fleece from the bottom of her jacket."
(Paragraph 27)

5. Which sentence uses "bitter" in the same way as it is used in paragraph 9? **3.RI.CS.4**

- A. My parents punished me for being bitter about not getting the gift I wanted.
- B. Pamela was bitter that her teacher had not called on her more often.
- C. The weather has been very bitter these past few weeks.**
- D. She scrunched up her face at the lemon's bitter taste.

6. How does the author help the reader picture the setting of "The Pull of the Penguin"? **3.RI.KID.3**
3.RI.IKI.8

Answers will vary. Students should explain that the author gives details about what Antarctica sounds and feels like to help the reader picture the setting. The author includes sounds that Elaine hears while she is on the ice like "*tink*" and "Crunch!" (Paragraph 16). These words help the reader picture how scary it is to be on the cracking ice with no one around. The author also includes details about the weather like "billowing cloud of snowflakes" (Paragraph 12) and "the wind picked her up and slammed her face-down onto the ice" (Paragraph 14). These details help the reader understand how cold it is in Antarctica by including details that show how cold it feels to be out on the ice.

Week 3

Materials
and
Resources

Literacy Support Parent Guide

Always Moving: LeBron James, On and Off the Court

by India James 2022



In this section of the Literacy Support Guide, we're reading anchor text, "Always Moving: LeBron James, On and Off the Court" by India James. In "Always Moving: LeBron James, On and Off the Court," India James describes how basketball legend LeBron James overcame many challenges to achieve success both on and off the basketball court.

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Anchor Text

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2. Answer text dependent questions
3. Complete Open Ended Written Responses

Paired Text

1. Read the text
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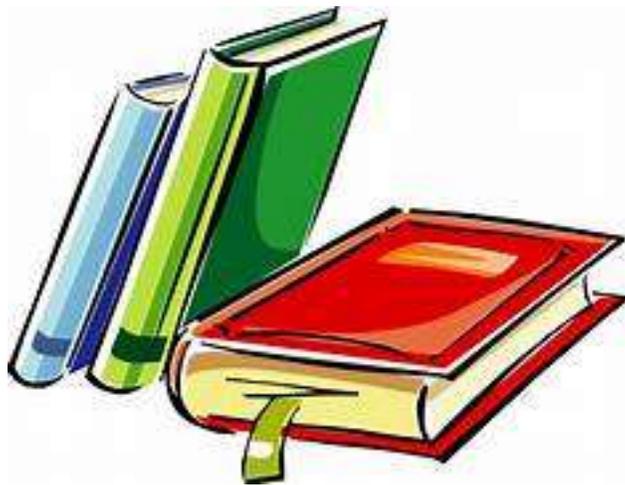
Ways to Support your Child

1. Ask your child about the informational texts: What was "Always Moving" and the paired text, "What a Pro Knows" about?
2. **Parent Answer Keys**-Review written responses together.

Related Media

1. Watch the following clips with your child at home:
 - ['The Story of LeBron James: Animated stories for kids'](#)
 - ['LeBron James launches new 'I Promise' School'](#)
 - ['Spotlight: Tamika Catchings '](#)
 - ['Sports for Kids: Building Social Skills '](#)

ANCHOR TEXT



Name: _____

Class: _____

Always Moving: LeBron James, On and Off the Court

By India James
2022

LeBron James is a famous, or well-known, American basketball player. This informational text tells about LeBron James' life on and off the basketball court.

As you read, take notes on LeBron James' actions.

- [1] Eight-year old LeBron James was playing in the parking lot. He and his mother, Gloria, were staying with some friends. They had moved five times in the past three months. They always stayed with friends, because they didn't have a home of their own.

It was hard moving all the time. LeBron hardly ever went to school — he didn't even know which school to go to! Every time he and Gloria moved, LeBron said "I just grabbed my little backpack, which held all the possessions I needed, and said to myself what I always said to myself: It's time to roll."

But all that was about to change. One summer day, as LeBron was playing outside, a football coach approached LeBron and his friends. The coach needed players, and the boys loved football. They decided to race to see who made the team.

"Fastest one is my running back," said the coach.

- [5] LeBron beat everyone else — by a lot. He was on the team, and there was no turning back for the boy who would soon be a star.



"LeBron James" by Shaun Fitzpatrick is used with permission.

Practice, practice, practice

LeBron never knew his father. When he was born in December, 1984, he lived with his mom, his grandmother, and his great-grandmother. Sadly, both his grandmother and great-grandmother

passed away by the time he was three years old. It was hard for Gloria to raise LeBron by herself. She struggled to find a place for the two of them to live.

Football changed everything. Soon after LeBron won the race in the parking lot, he began living with one of his coaches, Frank Walker. LeBron shared a room with one of Frank's sons. He got up at 6:30 am every day. He cleaned the bathrooms every other weekend. He did his homework before practicing and playing sports. The Walkers had firm rules, but LeBron loved their family.

LeBron began playing basketball. He was a star player on his basketball team, too. Every day, LeBron practiced. Coach Frank told LeBron to begin coaching younger kids; he knew that LeBron would learn a lot from teaching.

"You could see his skills getting better at Frank's house literally every day," said one of LeBron's other coaches.

- [10] Gloria loved seeing LeBron play. She went to as many of his games as possible. She even became "Team Mom" for LeBron's football team. She would help the players get water and take attendance.¹ No one cheered louder for LeBron than his mother.

LeBron kept playing football and basketball until his last year of high school. By that time, everyone could see that he was going to be a professional athlete.² He decided to focus on basketball, and he stopped playing football.

He was the number one draft³ pick for the NBA in 2003. He was one of only a small number of players to go straight from high school to professional basketball. At the end of his first season with the Cleveland Cavaliers, he won the NBA Rookie of the Year award. Since then, he's won many awards and honors including four NBA Championships, four NBA Most Valuable Player awards, 19 selections as an NBA All-Star, 2 Olympic gold medals, and 1 Olympic bronze medal. He is seen as one of the greatest basketball players of all time.

LeBron James is a star athlete, but his legacy⁴ is much more than just sports.

Helping kids like him

It was hard growing up and moving so much. LeBron realized how much his life changed once he had a stable place to live and regularly attended school. As a star athlete, LeBron uses his fame and money to help struggling kids succeed.

-
1. **Attendance** (*noun*) the number of people present
 2. someone who is paid to play a sport
 3. **Draft** (*verb*) to be chosen and brought somewhere for a certain reason
 4. how someone is remembered

[15] One of the ways LeBron helps is by founding⁵ the I Promise school in his hometown of Akron, Ohio. The goal of I Promise is to help kids who struggle with school and finding a place to live, just like LeBron did when he and Gloria moved all the time.

“Championships, MVPs, I mean points, rebounds and assists, that stuff is whatever. But for me to be able to open up a school and give back to my inner city,⁶ so many kids that I know because I was those kids,” said LeBron.

LeBron James is a star, both on the basketball court and off.

5. to start something new

6. the area near the center of a city, usually an area that has less money or options than other places

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of the article?
 - A. LeBron James was a better football player than basketball player.
 - B. LeBron James is best known for starting a school for kids like him.
 - C. LeBron James had a difficult childhood but became a basketball star.
 - D. LeBron James became famous for doing tricks no one had ever seen before.

2. What did LeBron mean when he said "It's time to roll" in paragraph 2?
 - A. He was excited to work hard to practice sports.
 - B. He was ready to move when the time came.
 - C. He was eager to find a new school to go to.
 - D. He was happy to meet new people.

3. The purpose of the information in paragraph 7 is to show that —
 - A. LeBron was a good student.
 - B. LeBron was a responsible kid.
 - C. LeBron liked to wake up early.
 - D. LeBron was a clean and tidy person.

4. Which detail from the text shows that LeBron James was serious about playing sports?
 - A. "Eight-year old LeBron James was playing in the parking lot" (Paragraph 1)
 - B. "He was one of only a small number of players to go straight from high school to professional basketball" (Paragraph 12)
 - C. "As a star athlete, LeBron uses his fame and money to help struggling kids succeed" (Paragraph 14)
 - D. "Championships, MVPs, I mean points, rebounds and assists, that stuff is whatever." (Paragraph 16)

5. How does the author support the idea that "LeBron James is a star, both on the basketball court and off" (Paragraph 17)?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. In the context of the text, how did LeBron James become a star in basketball? What do you think made LeBron succeed? What do you think was LeBron's biggest achievement? Why?

2. Why do you think giving back to his community is important to LeBron? In what ways do you like to help out your friends, family, or people in your community?

3. LeBron James credits his success to the people who supported him, like his mother and coach. Think of a time when a family member or friend helped you feel successful or supported you through a difficult time. What piece of advice did they give you that helped you work through a difficult time and how could their advice help others? As an extension activity, have students write a note of gratitude to the person who helped them through a difficult time in their life.

PAIRED TEXT



Name: _____

Class: _____

What a Pro Knows: Playing to Win

By Christine Louise Hohlbaum

2016

Tamika Catchings is a retired professional basketball player. She spent her entire 15-year career with the Indiana Fever, a women's American basketball team. In this informational text, Christine Louise Hohlbaum discusses Catching's life and accomplishments. As you read, take notes on what challenges that Catchings faced growing up.

- [1] Olympic gold medalist Tamika Catchings is a star both on and off the court. The daughter of NBA player Harvey Catchings is a Women's National Basketball Association (WNBA) All-Star. She is also the creator of a foundation that helps children. It may surprise some people to know Catchings was born partially deaf.¹ She says that's exactly what motivated her to become the star she is today.

Meeting the Challenge

Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids. Her classmates teased her constantly. She would run home from school and hide in her room for hours. "I cried and prayed a lot," she admits.

Catchings spent a lot of time at school playing basketball. She was good at it and she worked hard. She worked hard on her class subjects, too. She began to dream of a career in sports.

"Being good in sports [and at school] was my challenge to those who made fun of me," she says. "People... couldn't say that I wasn't smart, and they couldn't challenge me on the court, field, or wherever. That was my challenge to them."



["Catchings wears number 24. Her dad wore 42!"](#) by Courtesy of Frank McGrath/Pacers Sports & Entertainment is used with permission.

1. lacking the ability to hear, or having a difficult time hearing

[5] Catchings knew from visiting her father's practices how much hard work it took to be a pro basketball player. But she knew what she wanted and was willing to work for it. The fact that there was no professional women's basketball team at the time didn't stop her from reaching for her goal. She just thought she would have to join a men's team. Then in 1996, the WNBA was formed.

Today, Catchings plays for the Indiana Fever. She does not wear her hearing aids on the court. She does wear them when she speaks publicly and whenever else she thinks she needs them. She travels the world to play basketball and to speak out on behalf of hard of-hearing people.

Catchings's dedication² to her family is constant. "There were plenty of times that I wanted to give up, but my family was there to support me to strive for bigger and better things," she says. "Giving up was not an option."

2. **Dedication** (*noun*) a feeling of very strong support for or loyalty to someone

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
 - A. Catchings felt pressured by her father to be the best female player in basketball.
 - B. Catchings experienced unfair treatment in basketball because of her gender.
 - C. Catchings didn't think that she could play basketball with her hearing loss.
 - D. Catchings used her struggles in life to drive her to do her best in sports.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Catchings was born partially deaf. She says that's exactly what motivated her to become the star she is today." (Paragraph 1)
 - B. "Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids." (Paragraph 2)
 - C. "Catchings knew from visiting her father's practices how much hard work it took to be a pro basketball player." (Paragraph 5)
 - D. "She travels the world to play basketball and to speak out on behalf of hard of-hearing people." (Paragraph 6)

3. Which of the following describes how the information in the text is organized?
 - A. The author compares Catchings' experiences being deaf as a child with her experiences as an adult.
 - B. The author discusses the challenges Catchings encountered, and then how she became successful as a basketball player.
 - C. The author describes Catchings' experiences in basketball before there was a women's team, and then how they changed after.
 - D. The author discusses the support that Catchings' family offered her, and then how they contributed to her success.

4. How did Catchings' peers treat her, and how did this contribute to her commitment to basketball and school?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. In the context of the text, how did Catchings become a star in basketball? What do you think made Catchings succeed? Describe a time when you worked hard to improve at something.

2. What challenges did Catchings face while growing up? How did she face these challenges and eventually overcome them? Describe a time when you were faced with something difficult. What did you do?

3. How do you think Catchings is creating change by being open about her experiences as a person who is hard of hearing? How do you think other people with disabilities feel when they see Catchings succeeding in sports?

ANSWER KEYS



Answer key > Always Moving: LeBron James, On and Off the Court

by India James ● 2022

1. What is the main idea of the article?

3. RI.KID.2

Determine the main idea of a text and explain how it is supported by key details; summarize a text.

- A. LeBron James was a better football player than basketball player.
- B. LeBron James is best known for starting a school for kids like him.
- C. **LeBron James had a difficult childhood but became a basketball star.**
- D. LeBron James became famous for doing tricks no one had ever seen before.

2. What did LeBron mean when he said "It's time to roll" in paragraph 2?

3.RI.CS.4

Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

- A. He was excited to work hard to practice sports.
- B. **He was ready to move when the time came.**
- C. He was eager to find a new school to go to.
- D. He was happy to meet new people.

3. The purpose of the information in paragraph 7 is to show that —

3. RI.KID.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.

- A. LeBron was a good student.
- B. **LeBron was a responsible kid.**
- C. LeBron liked to wake up early.
- D. LeBron was a clean and tidy person.

4. Which detail from the text shows that LeBron James was serious about playing sports?

3.RI.KID.1

Refer to details and examples in a text when explaining what the text says explicitly; to details and examples in the text when drawing inferences from the text.

- A. "Eight-year old LeBron James was playing in the parking lot" (Paragraph 1)
 - B. "He was one of only a small number of players to go straight from high school to professional basketball" (Paragraph 12)
 - C. "As a star athlete, LeBron uses his fame and money to help struggling kids succeed" (Paragraph 14)
 - D. "Championships, MVPs, I mean points, rebounds and assists, that stuff is whatever." (Paragraph 16)
5. How does the author support the idea that "LeBron James is a star, both on the basketball court and off" (Paragraph 17)? **3.RI.IK1.8**

Explain how an author uses reasons and evidence to support particular points in a text.

Answers will vary. Students should explain that the author gives examples of LeBron James' successes as a basketball player as well as shares the ways he has helped out kids in his hometown. LeBron worked hard at improving his basketball skills: "Every day, LeBron practiced" (Paragraph 8). After high school, LeBron joined the NBA where he was quick to become one its best players: "At the end of his first season with the Cleveland Cavaliers, he won the NBA Rookie of the Year award" (Paragraph 12). LeBron helped his teams win many awards: "Since then, he's won many awards and honors including four NBA Championships, four NBA Most Valuable Player awards, 19 selections as an NBA All-Star, 2 Olympic gold medals, and 1 Olympic bronze medal" (Paragraph 12). LeBron also believes that it is important to help others who may be struggling: "As a star athlete, LeBron uses his fame and money to help struggling kids succeed" (Paragraph 14). The supports the idea that "LeBron James is a star, both on the basketball court and off" by giving examples of the ways LeBron has helped his team and community be successful.

Answer key > What a Pro Knows: Playing to Win

by Christine Louise Hohlbaum ● 2016

1. PART A: What is the central idea of the text? **3.RI.KID.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- A. Catchings felt pressured by her father to be the best female player in basketball.
- B. Catchings experienced unfair treatment in basketball because of her gender.
- C. Catchings didn't think that she could play basketball with her hearing loss.
- D. **Catchings used her struggles in life to drive her to do her best in sports.**

2. PART B: Which detail from the text best supports the answer to Part A? **3.RI.KID.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- A. **"Catchings was born partially deaf. She says that's exactly what motivated her to become the star she is today." (Paragraph 1)**
- B. "Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids." (Paragraph 2)
- C. "Catchings knew from visiting her father's practices how much hard work it took to be a pro basketball player." (Paragraph 5)
- D. "She travels the world to play basketball and to speak out on behalf of hard of-hearing people." (Paragraph 6)

3. Which of the following describes how the information in the text is organized? **3.RI.CS.5**

Use text features to locate information relevant to a given topic efficiently.

- A. The author compares Catchings' experiences being deaf as a child with her experiences as an adult.
- B. **The author discusses the challenges Catchings encountered, and then how she became successful as a basketball player.**
- C. The author describes Catchings' experiences in basketball before there was a women's team, and then how they changed after.

D. The author discusses the support that Catchings' family offered her, and then how they contributed to her success.

4. How did Catchings' peers treat her, and how did this contribute to her commitment to basketball and school?

3.RI.KID.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Answers will vary; students should discuss how Catchings was teased by her peers. This negative treatment pushed Catchings to "spen[d] a lot of time at school playing basketball" (Paragraph 3). Additionally, the constant teasing of her peers made Catchings want to prove herself to them, both in sports and in school. For example, Catchings states, "Being good in sports [and at school] was my challenge to those who made fun of me" (Paragraph 4). While Catchings' peers might have thought she was less than them because of her hearing, she was able to prove them wrong by doing well in sports and school. In all, rather than let her peers' teasing tear her down, she used it as motivation to drive her forward.

Week 4

Materials
and
Resources

Literacy Support Parent Guide

Cheese for Dinner

by Judy Goldman 2007



In this section of the Literacy Support Guide, we're reading anchor text, "Cheese for Dinner" by Judy Goldman. In Judy Goldman's retelling of the fable, "Cheese for Dinner," a coyote is tricked out of his dinner by a clever rabbit.

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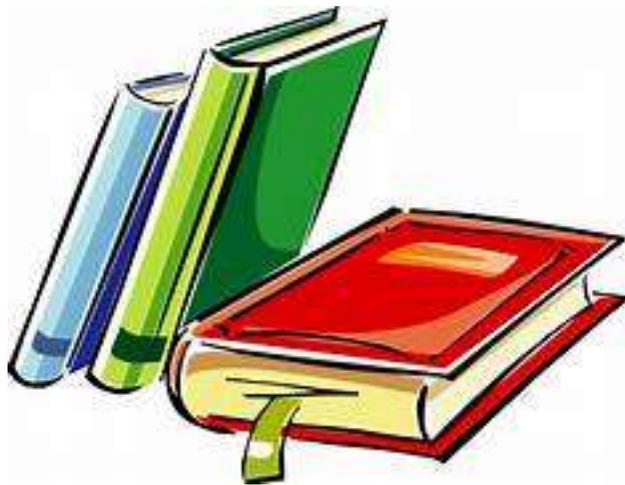
Ways to Support your Child

1. Ask your child about the literary texts: What was "Cheese for Dinner" and the paired text, "The Day the Dogs Disappeared" about?
2. **Parent Answer Keys**-Review written responses together

Related Media

1. Watch the following clips with your child at home:
 - ['High Speed Rabbit Chase | North America'](#)
 - ['The Greedy Dog | Aesop's Fables | PINKFONG Story Time for Children'](#)
 - ['Animal Fact Friday at Wildlife Prairie Park- Coyote'](#)
 - ['Coyote, A Trickster Tale READ ALOUD'](#)

ANCHOR TEXT



Name: _____

Class: _____

Cheese for Dinner

By Judy Goldman

2007

Judy Goldman has written for Highlights. In this retelling of the fable, "Cheese for Dinner," a coyote hunts a rabbit. As you read, take notes on the rabbit's actions towards the coyote.

- [1] Coyote was hiding behind a boulder near the lake. He licked his chops¹ and stared at Conejo (ko-NEH-ho). The unwary² rabbit was gazing³ at the full moon that lit the cloudless sky.



Coyote lunged at Conejo. The rabbit bounded away, leaping over rocks and around bushes, but Coyote stayed right behind him, snapping at his heels.

Conejo came to a wall of rock. Desperately, he looked for a way to escape. Finding none, he cowered⁴ against the wall, thinking of what to do.

"That's a big wheel of cheese." by Dominic Catalano is used with permission.

Coyote scrambled to a stop and brought his jaws close to Conejo. "Caught you," he said, flashing his pointy white teeth. "I haven't eaten for two days, and I'm hungry."

- [5] Conejo's mind raced. "You don't want to eat me," he said. "I'm just a scrawny⁵ rabbit."

"I know you're not much, but you'll do," Coyote said, opening his mouth wide.

"Wait!" Conejo yelled. "I have a better idea. I know where you can get something delicious to eat. Just before you started to chase me, I saw an enormous wheel of cheese resting on the bottom of the lake."

1. a person or animal's mouth or jaws
2. **Unwary** (*adjective*) not aware of possible dangers or problems
3. **Gaze** (*verb*) to look steadily and with great interest
4. **Cower** (*verb*) to crouch down in fear
5. **Scrawny** (*adjective*) thin and bony

"Why didn't you get it?" Coyote asked.

"I wanted to, but I can't swim. I was thinking about how to fetch it when you surprised me. A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself."

[10] Coyote's mouth watered. "Show me the cheese," he said.

Conejo led the way to the lake, then pointed. "See?"

Coyote saw something round and yellow in the water. "That's a big wheel of cheese," he said. "I'm going to get it right now."

Coyote held his breath and dove in. He swam down, down, down. But when he got to the bottom of the lake, he saw no cheese.

Where is it? he thought as he struggled to hold his breath. Then he swam up, up, up. Gasping for air, he heaved⁶ himself out of the water. To his surprise, Conejo was nowhere to be found.

[15] Coyote stared at the cheese in the lake. *How can I get it?* he wondered. Coyote lifted his head to howl in frustration. At that moment, he saw the full moon. He looked again at the lake and saw the moon's round reflection.

"That sly⁷ Conejo tricked me!" Coyote snarled.

For hours, Coyote searched high and low for Conejo. Not finding him, Coyote went to bed hungry.

As for Conejo, he was safe in his cozy burrow.⁸

6. **Heave** (*verb*) to lift something heavy with great effort

7. **Sly** (*adjective*) clever and able to trick someone

8. a hole or tunnel dug by a small animal

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the theme of "Cheese for Dinner"?
 - A. Those with great strengths will always be successful.
 - B. You can achieve more with kindness than with threats.
 - C. It's better to be happy with what you have than to attempt to get more.
 - D. Making judgments about other people or animals can be dangerous.

2. PART B: Which detail from the story best supports the answer to Part A?
 - A. "Conejo's mind raced. 'You don't want to eat me,' he said. 'I'm just a scrawny rabbit.'" (Paragraph 5)
 - B. "'A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself.'" (Paragraph 9)
 - C. "'That sly Conejo tricked me!' Coyote snarled." (Paragraph 16)
 - D. "'For hours, Coyote searched high and low for Conejo. Not finding him, Coyote went to bed hungry.'" (Paragraph 17)

3. PART A: Which statement best describes what Conejo thinks about Coyote?
 - A. Conejo is terrified of Coyote.
 - B. Conejo wishes to befriend Coyote.
 - C. Conejo thinks Coyote can be easily fooled.
 - D. Conejo does not think Coyote is a good hunter.

4. PART B: Which detail from the story best supports the answer to Part A?
 - A. "Conejo's mind raced. 'You don't want to eat me,' he said. 'I'm just a scrawny rabbit.'" (Paragraph 5)
 - B. "'I know where you can get something delicious to eat. Just before you started to chase me, I saw an enormous wheel of cheese resting on the bottom of the lake.'" (Paragraph 7)
 - C. "'A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself.'" (Paragraph 9)
 - D. "Gasping for air, he heaved himself out of the water. To his surprise, Conejo was nowhere to be found." (Paragraph 14)

5. Why does Coyote go to bed hungry when Conejo leads him to the cheese in the lake?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. In the fable, Coyote decides that he wants to eat the cheese over Conejo which results in him having nothing at all. How could Coyote have handled the situation differently? Describe a time when you tried to get more than you already had.

2. In the fable, Conejo is originally trapped by Coyote. What does he need to do in order to survive? What do you think it takes for small animals to survive against the larger animals that hunt them?

PAIRED TEXT



Name: _____

Class: _____

The Day the Dogs Disappeared

By Shelley Walden

2020

A coyote is a North American animal that looks close to a fox or a dog. In many folktales from Native American tribes, the coyote is often a clever and tricky character. In this folktale, three coyotes come up with a plan to make humans, or people, love them. As you read, take notes on the coyotes' feelings about living with humans.

- [1] There was a time, many moons ago, when humans and coyotes lived in harmony.¹ People told stories of the great trickster Coyote and how he brought fire to humans, winter to the world, and stars to the Milky Way.² They honored coyotes with dances and songs. They even saved the best scraps of meat for them.



["Untitled"](#) by Bonnie Lui is used with permission.

But as the years passed, people's relationship with the land changed. They plowed the prairies, chopped the forests, and paved³ the deserts. They even found new animals to adore...

Dogs! The people oohed and aahed over pugs and Chihuahuas, Shih Tzus and terriers, retrievers and cockapoos. Their hearts became so filled with dogs that there was no room left for coyotes.

"The people have forgotten us," Chief Coyote said one day. "They no longer tell stories of our adventures."

- [5] "It is true," Brother Coyote said. "They gave bones to our ancestors.⁴ Now those mongrels⁵ get them all."

"We must find our way back into their hearts," Sister Coyote said.

1. to be happy together
2. the part of outer space that has the Earth and the sun
3. to make roads by covering the land to make it hard and flat
4. **Ancestor (noun)** a person from one's family born many years before them
5. an animal that is a mix of two or more types

"Then we should go into their homes, for that is how dogs won their love," Chief said.

"Good idea," Sister said. "But first we need to get those pesky dogs out of the way somehow."

"Simple," Brother said. "We'll convince⁶ them to switch places with us."

[10] It was a very coyote thing to say. For they had a long history of impersonating⁷ other animals — like woodpecker, snowbird, and even buffalo. Although it never ended well, coyotes kept trying to be something they weren't.

The very next day, the coyotes sneaked⁸ into the nearby city. Whenever they found a dog, they chewed through its rope or opened its pen. Then they tried to convince the dog to swap places.

"But I don't want to leave my human," Collie said. "I love him."

"Me too," Hound said.

"Ruff!" Mastiff said. He wasn't the smartest dog in the litter, but he sure was cute.

[15] "Imagine how great life would be without a leash," Chief said. "You could sniff every tree you wanted and chase squirrels all day long."

"SQUIRRELS?!" the dogs said.

"Yes," Sister said. "There are more squirrels in the wild than you can even imagine."

So the dogs agreed. But first, Chief Coyote had a question.

"Tell us, dogs, how did you weasel your way into humans' hearts?"

[20] "We let them pet us," Collie said.

"We played fetch,"⁹ Hound said.

"And we chased the mailman!" Mastiff said, as a glob of drool fell from his mouth.

Armed with this knowledge, the coyotes went to the humans' houses, while the dogs ventured out into the wilderness.¹⁰

6. **Convince (verb)** to make someone believe or do something

7. to pretend to be someone or something else

8. **Sneak (verb)** to move quietly and in secret

9. to get something and bring it back, like a ball

Although the humans missed their dogs, they were so glad to see furry animals again that they welcomed the coyotes into their homes. The coyotes tried to follow the dogs' advice.¹¹ They let the people pet them, but their fur was crawling with fleas. They played fetch, but they weren't very good at retrieving balls. They even tried to chase the mailman. They tore his mailbag and ripped the envelopes to shreds.

[25] But the harder the coyotes tried, the sadder the humans became. Coyotes just weren't the same as dogs.

When darkness fell, the coyotes howled. They had found their way into the homes of men but weren't happy there. They missed seeing the sun set over the mountains, casting pink light on the juniper trees. They longed to breathe fresh air, chase rabbits, and feel dirt on their paws.

That night, the coyotes said goodbye to the humans and returned to their den,¹² where the dogs were waiting. They, too, had had a rough time. When they tried to befriend a skunk, he sprayed them. When they sniffed bushes, they got covered in thorns. And they couldn't catch even one squirrel. Their coats were matted,¹³ their stomachs growled, and their paws were sore.

"We missed you!" the dogs said, licking the coyotes' muzzles.¹⁴

"They really are delightful creatures," Brother Coyote whispered to Sister.

[30] "We tried to take your place," Chief Coyote said. "But we are not meant for human homes, just as you are not meant for the wilderness. Come, my friends. It's time to go home."

When the dogs returned to the city, they were so excited to see their humans that they slobbered all over them. The humans didn't care. They were just happy to have their friends back.

Although the coyotes' plan had failed, it reminded humans of how lucky they were to have dogs in their lives. For that, the humans would always be grateful.¹⁵ For their part, the coyotes learned that they were happiest when they were true to their nature.

From that day forward, humans, dogs, and coyotes lived in harmony. And at night, humans told stories about the clever coyotes and the day the dogs disappeared.

-
10. **Wilderness** (*noun*) a part of land not touched by humans
 11. **Advice** (*noun*) an idea given to help someone make a choice
 12. **Den** (*noun*) a resting place for animals
 13. messy and stuck together
 14. the long nose and mouth of an animal
 15. **Grateful** (*adjective*) feeling or showing thanks

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main lesson of the story?
 - A. Coyotes make better pets than dogs.
 - B. Tricksters always get what they deserve.
 - C. It is better to be smart than it is to be kind.
 - D. You will be happiest when you stay true to yourself.

2. How do the coyotes feel about the dogs in paragraphs 3-8?
 - A. The coyotes think dogs are delightful animals.
 - B. The coyotes think dogs will take over the wild.
 - C. The coyotes think dogs are more clever than them.
 - D. The coyotes think dogs are more well-liked than them.

3. Which detail best shows why the dogs agree to switch places with the coyotes?
 - A. "Then they tried to convince the dog to swap places." (Paragraph 11)
 - B. "'But I don't want to leave my human,' Collie said. 'I love him.'" (Paragraph 12)
 - C. "'SQUIRRELS?!' the dogs said." (Paragraph 16)
 - D. "So the dogs agreed." (Paragraph 18)

4. Why is paragraph 24 important to the story?
 - A. It shows that the coyotes make trouble for the dogs they want to befriend.
 - B. It shows that the coyotes cause problems while living with the humans.
 - C. It shows that the coyotes become close with the humans they live with.
 - D. It shows that the coyotes can do all the same things that the dogs do.

5. Why do the coyotes say goodbye and return to their den in paragraph 27?
 - A. They find out that the dogs miss them.
 - B. They find out that humans will not feed them.
 - C. They find out that they are not able to live like dogs.
 - D. They find out that the dogs chased squirrels without them.

6. What does the word "rough" mean as it is used in paragraph 27?

- A. great
- B. hard
- C. loud
- D. scratchy

7. How do the coyotes' feelings about living with humans change from the beginning to the end of the story?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. In the story, the coyotes want to act like dogs so that the humans will love them. Do you think it is a good idea to try to be like someone else? Why or why not? Have you ever tried to act a certain way or do something in order to get someone's attention or to make friends? How did it make you feel?

2. By the end, the coyotes think that dogs are actually "delightful." Think of a time you strongly liked or disliked something, but then you changed your mind. What was it, and why did you change your mind?

3. The coyotes are tricksters who convince the dogs to swap places with them. Have you ever tried to persuade or trick somebody into doing something you wanted? Were you successful? Why or why not? Has someone ever tried to trick you into doing something, or have you seen this in other stories you have read?

ANSWER KEYS



Answer key > Cheese for Dinner

by Judy Goldman ● 2007

1. PART A: What is the theme of "Cheese for Dinner"? **3.RL.KID.2**

Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

- A. Those with great strengths will always be successful.
- B. You can achieve more with kindness than with threats.
- C. **It's better to be happy with what you have than to attempt to get more.**
- D. Making judgments about other people or animals can be dangerous.

2. PART B: Which detail from the story best supports the answer to Part A? **3.RL.KID.1**

Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

- A. "Conejo's mind raced. 'You don't want to eat me,' he said. 'I'm just a scrawny rabbit.'" (Paragraph 5)
- B. "'A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself.'" (Paragraph 9)
- C. "'That sly Conejo tricked me!' Coyote snarled." (Paragraph 16)
- D. **"For hours, Coyote searched high and low for Conejo. Not finding him, Coyote went to bed hungry." (Paragraph 17)**

3. PART A: Which statement best describes what Conejo thinks about Coyote? **3. RL.KID.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

- A. Conejo is terrified of Coyote.
- B. Conejo wishes to befriend Coyote.
- C. **Conejo thinks Coyote can be easily fooled.**
- D. Conejo does not think Coyote is a good hunter.

4. PART B: Which detail from the story best supports the answer to Part A? **3.RL.KID.1**

Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

- A. "Conejo's mind raced. 'You don't want to eat me,' he said. 'I'm just a scrawny rabbit.'" (Paragraph 5)
 - B. **"I know where you can get something delicious to eat. Just before you started to chase me, I saw an enormous wheel of cheese resting on the bottom of the lake."** (Paragraph 7)
 - C. "A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself." (Paragraph 9)
 - D. "Gasping for air, he heaved himself out of the water. To his surprise, Conejo was nowhere to be found." (Paragraph 14)
5. Why does Coyote go to bed hungry when Conejo leads him to the cheese in the lake? **3.RL.KID.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

Answers will vary; students should discuss how the cheese is not real and Coyote lets Conejo out of his sights when he goes to retrieve it, assuming it is already his. When Coyote sees the cheese, he states, "That's a big wheel of cheese,...I'm going to get it right now" (Paragraph 12). However, when Coyote realizes that the cheese is actually the moon's reflection (Paragraph 15), "Conejo was nowhere to be found" (Paragraph 14). By going after more than he already had, Coyote went to bed without cheese or the rabbit he had originally cornered.

Answer key > The Day the Dogs Disappeared

by Shelley Walden ● 2020

1. What is the main lesson of the story?

3.RL.KID.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- A. Coyotes make better pets than dogs.
- B. Tricksters always get what they deserve.
- C. It is better to be smart than it is to be kind.
- D. You will be happiest when you stay true to yourself.**

2. How do the coyotes feel about the dogs in paragraphs 3-8?

3.RL.KID.3

Describe characters in a story and explain how their actions contribute to the sequence of events.

- A. The coyotes think dogs are delightful animals.
- B. The coyotes think dogs will take over the wild.
- C. The coyotes think dogs are more clever than them.
- D. The coyotes think dogs are more well-liked than them.**

3. Which detail best shows why the dogs agree to switch places with the coyotes?

3.RL.KID.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- A. "Then they tried to convince the dog to swap places." (Paragraph 11)
- B. "'But I don't want to leave my human,' Collie said. 'I love him.'" (Paragraph 12)
- C. "'SQUIRRELS?!' the dogs said." (Paragraph 16)**
- D. "So the dogs agreed." (Paragraph 18)

4. Why is paragraph 24 important to the story?

3.RL.CS.5

Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, a stanza; describe how each successive part of a text builds on earlier sections.

- A. It shows that the coyotes make trouble for the dogs they want to befriend.
- B. It shows that the coyotes cause problems while living with the humans.**
- C. It shows that the coyotes become close with the humans they live with.
- D. It shows that the coyotes can do all the same things that the dogs do.

5. Why do the coyotes say goodbye and return to their den in paragraph 27? **3.RL.KID.3**

Describe characters in a story and explain how their actions contribute to the sequence of events.

- A. They find out that the dogs miss them.
- B. They find out that humans will not feed them.
- C. They find out that they are not able to live like dogs.**
- D. They find out that the dogs chased squirrels without them.

6. What does the word "rough" mean as it is used in paragraph 27? **3.RL.CS.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

- A. great
- B. hard**
- C. loud
- D. scratchy

7. How do the coyotes' feelings about living with humans change from the beginning to the end of the story? **3.RL.KID.3**

Describe characters in a story and explain how their actions contribute to the sequence of events.

Answers will vary. Students should explain that the coyotes' feelings about living with humans change from hopeful to unhappy. In the beginning of the story, Chief Coyote says, "Then we should go into their homes, for that is how dogs won their love" (Paragraph 7). This shows that the coyotes hope living with humans will make the humans love them. However, the coyotes' feelings change once they actually start living with humans as pets. In paragraph 24, the coyotes "let the people pet them, but their fur was crawling with fleas. They played fetch, but they weren't very good at retrieving balls." This shows that the coyotes are not able to live the way dogs do, which makes them feel less hopeful about earning humans' love. The coyotes miss their old home: "They missed seeing the sun set over the mountains, casting pink light on the juniper trees" (Paragraph 26). This shows that the coyotes are unhappy and miss living in the wild. At the end of the story, Chief Coyote tells the dogs, "But we are not meant for human homes, just as you are not meant for the wilderness" (Paragraph 30). The coyotes return to the wild and decide to stay there, even if it means humans won't love them the way they love dogs. This shows how the coyotes' feelings about living with humans change from hopeful to unhappy.

Week 5

Materials
and
Resources

Literacy Support Parent Guide

Flopping Frogs

by Pamela Brunskill 2013



In this section of the Literacy Support Guide, we're reading anchor text, "Flopping Frogs" by Pamela Brunskill. In the informational text "Flopping Frogs," Pamela Brunskill explains why the tailed frog belly flops.

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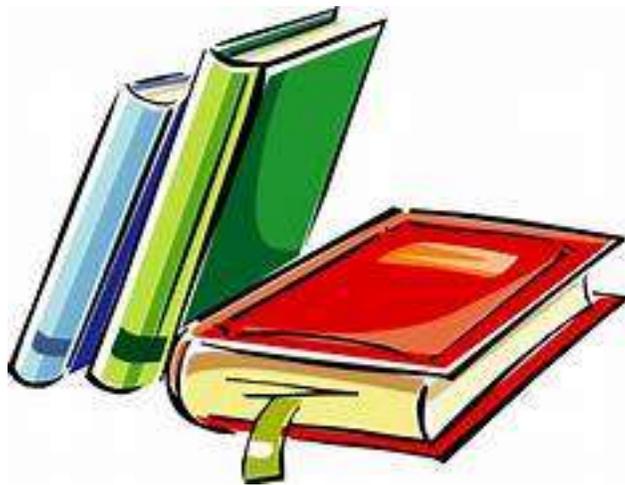
Ways to Support your Child

1. Ask your child about the informational texts: What was "Flopping Frogs" and "The Secret to My Success" about?
2. **Parent Answer Keys**-Review written responses together

Related Media

1. Watch the following clips with your child at home:
 - ['Camouflage: Animal Hide & Seek'](#)
 - ['Pacific Forest Trust'](#)
 - ['Watch: Cockroaches Survive Squeezing, Smashing, and More | National Geographic'](#)
 - ['The Girl Who Collects Cockroaches | My Kid's Obsession'](#)

ANCHOR TEXT



Name: _____

Class: _____

Flopping Frogs

Have scientists discovered why the tailed frog belly-flops?

By Pamela Brunskill

2013

In this informational text, Pamela Brunskill explains what scientists have learned about the tailed frog. As you read, take notes on what makes the tailed frog special.

- [1] You probably know that frogs hop. But did you know that there's a tiny frog in the Pacific Northwest that belly-flops? It's called a tailed frog.

Dr. Rick Essner is a biologist who has been studying tailed frogs for the past few years. "I've looked at thousands of jumps with high-speed video and have never seen them land on their feet like other frogs," Essner says. Most of the time, tailed frogs land on their stomachs and then bring their back legs in to prepare for another jump.



"Adult Female Rocky Mountain Tailed Frog #2 - Idaho" by petechar is licensed under CC0.

Not like Other Frogs

Essner first noticed these frogs because of the way they swim. Other frogs kick both of their back legs at the same time. But when a tailed frog swims, it moves more like a trotting horse. It pushes first with one leg and then the other.

To try to figure out why tailed frogs belly-flop, Essner and other scientists collected¹ and filmed different kinds of frogs. By putting their fingers behind the frogs, they were able to make each frog jump. The scientists found that all of the frogs start their jumps the same way: they stretch out their legs. The change comes in midair and in the landing.

- [5] While in the air, tailed frogs keep their legs stretched out. As a result, they come in for a landing at an angle² with their legs still out. They belly-flop.

1. **Collect** (*verb*) to gather together
2. **Angle** (*noun*) to one side; slant

The way the tailed frogs jump might explain why they are not graceful³ swimmers. They cannot move their hind⁴ legs as quickly as other frogs do.

Maybe they don't need to move as quickly. Tailed frogs live around water and swiftly jump into the water to escape danger. They don't need to hop around as much as other kinds of frogs.

An Ancient⁵ Animal

Early frogs developed⁶ around watery areas and could jump quickly into water to escape from predators.⁷ They didn't need to hop around. The water provided⁸ both food and protection.

Scientists think those frogs blended in with the moss on the side of the rocky streams, just like today's tailed frogs. "The streams are very loud and the frogs sit very still and blend in," explains Essner. "I would guess that predators would have problems detecting⁹ them."

[10] When predators did find those early frogs, the frogs could leap into the stream. They didn't need to continue hopping.

Tailed frogs and other kinds of frogs went their separate ways about 200 million years ago. Tailed frogs stayed by streams. Other kinds of frogs moved to places where new hopping skills allowed them to survive.¹⁰

Tailed frogs have been around for millions of years, and they're still making a splash!

-
3. **Graceful** (*adjective*) having beauty in movement
 4. **Hind** (*adjective*) at or near the back; rear
 5. **Ancient** (*adjective*) **very old; from long ago**
 6. **Develop** (*verb*) to come into being
 7. an animal that hunts other animals for food
 8. **Provide** (*verb*) to give what is needed
 9. to discover or notice
 10. **Survive** (*verb*) to continue to live even though there is a serious threat to one's life

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of the text?
 - A. Tailed frogs have many things in common with other frogs.
 - B. Tailed frogs land in the water differently from other frogs.
 - C. Tailed frogs need to learn how to hop like other frogs.
 - D. Tailed frogs should be saved by humans.

2. How does the section "An Ancient Animal" help the reader understand tailed frogs?
 - A. It explains that tailed frogs are similar to early frogs.
 - B. It shows that tailed frogs caused other frogs to die out.
 - C. It tells what tailed frogs look like and how they behave.
 - D. It describes how other frogs are better at hopping than tailed frogs.

3. According to the text, why is it important that tailed frogs live by streams?
 - A. Streams do not have as many predators as other places where frogs live.
 - B. Streams are safe places to live because there is a lot of water and food around.
 - C. Tailed frogs do not need to jump around as much because they live by streams.
 - D. Tailed frogs are better at jumping than other frogs because they live by streams.

4. In paragraph 9, the phrase "blended in" helps readers infer that tailed frogs —
 - A. are brightly colored.
 - B. are difficult to find.
 - C. are easy to spot.
 - D. are very noisy.

5. What did Dr. Rick Essner discover about how tailed frogs are different from other frogs?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. What can humans learn from studying animals, like Dr. Essner does in this text? Can you think of any other animals that are, or should be, studied? Why do you think studying these creatures is important?

2. Imagine if the streams that the tailed frog lives by started to have less water, or even no water at all. What do you think would happen if the area where they lived changed in this way? Do you think we should protect the areas where animals live? Why or why not?

3. Animals, and people, have different features that make them special. What makes the tailed frog special? How do its different features help it to survive? What features do you have that make you special? Why are those features important?

PAIRED TEXT



Name: _____

Class: _____

The Secret of My Success

By Liz Huyck

2020

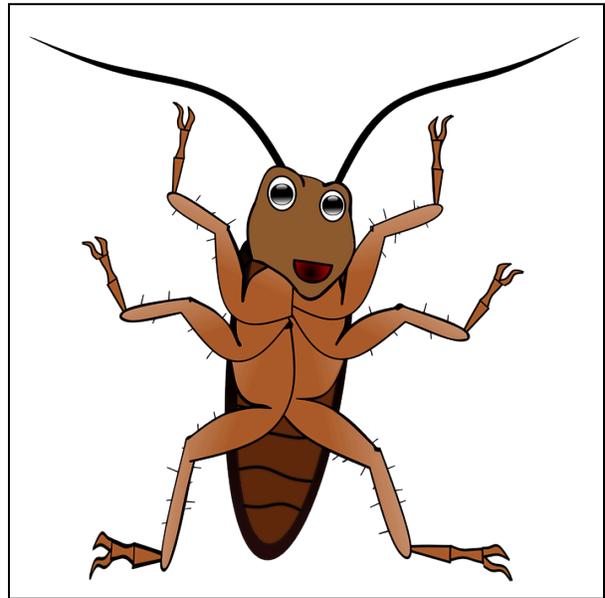
Cockroaches are flat, brown, fast-running insects with long, thin antennae. In this text, a cockroach tells why their species, or type of alike living things, survives, or continues to live on Earth. As you read, take notes on what the cockroach says is "The Secret of My Success."

[1] Hello! Wait! Don't run away. Yes, I know I am a cockroach. SO, what's wrong with that? You are speaking to the most successful species on the planet, you know! We've been around for 350 million years! Survived five mass extinctions!¹ Dinosaurs, gone. Trilobites, gone. Dodos, gone.

But WE'RE STILL HERE.

So what's the secret of our success? Be small! Run fast! Eat anything! Lay lots of eggs! Let me show you how it's done.

It all started a long, long time ago. The venerable² family of Roach has been crawling around since at least the Devonian.³



"Untitled" by Conmongt is licensed under CC0.

[5] By the Carboniferous era, half the insects on earth were roaches! Some people call the Carboniferous the Age of Coal, but around here it's known as the Age of Roaches.

Sure, we've had plenty of enemies. If you're small and full of protein,⁴ everything wants to eat you. Fish! Amphibians! Reptiles! Mammals! And don't even talk to me about birds.

So what did we do? We got quick, is what. We learned to hide, is what. Today's lean, mean,

1. the act of an animal, plant or thing dying off and no longer living on earth
2. deserving honor and respect
3. Devonian is a period of time in the Paleozoic era ranging from 419 - 358 million years ago. It is named after Devon, England, where rocks from this time period were first studied.
4. a group of nutrients that all animals need

turbo roach can squeeze so flat, we can fit through a slot no bigger than a dime. And we're virtually uncrushable! Really! I dare you, try it.

Over the last 350 million years, we've had plenty of time to perfect our amazing design.⁵

And we never pass up a meal! What do we eat? What have you got? Rotting leaves, garbage, glue, paper, leather, insulation, corks, poop...and if you like to eat dead things and poop, I tell you, the world is your refrigerator! Just don't offer me a cucumber. Blech.

[10] We've had to share the earth with all kinds of weird-looking creatures.⁶ None as weird as you, though. I mean, where's your exoskeleton? Where are your scales, your stingers, your beaks? Honestly, I don't know how you manage. But however odd the animals look, they all leave little packages of food around, just for us.

Ice ages came and went. Dinosaurs went extinct. Then the mammoths. But roaches, we just kept going.

Once humans came along, roaches went everywhere humans went. In ships, on planes, in camel packs across the desert. Roach road trip!

We even tagged along to space! Like Uncle Anton. He hid on board the Apollo XII capsule — he was so mad when they just came right back to earth.

You can't have too many roaches, I say. Now there are 4,000 species of us: Asian, American, German, smokybrown, Madagascar hissing cockroaches...I hope you get to meet them all someday.

5. **Design** (*noun*) a pattern or plan that shows how something is built

6. **Creature** (*noun*) a living person or animal

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of the text?
 - A. Cockroaches are funny insects that can always make you laugh.
 - B. Cockroaches are special insects that have been able to live on earth a long time.
 - C. Cockroaches are very similar to people in the ways that they live and take care of each other.
 - D. Cockroaches are very different from most other insects and we should do more to take care of them.

2. Humans and cockroaches —
 - A. are both hunted by other animals.
 - B. are both found in the same places.
 - C. have bodies made of the same things.
 - D. have both been around since the Carboniferous era.

3. How does the author introduce the topic in paragraph 1?
 - A. by using a funny point of view to show that there is more to cockroaches than people may think
 - B. by telling how cockroaches began to live on earth after the dinosaurs went extinct
 - C. by showing how humans have helped spread cockroaches across the world
 - D. by sharing a joke about cockroaches that most people think is funny

4. Which sentence uses "perfect" in the same way as paragraph 8?
 - A. The singer had a perfect voice.
 - B. His singing received a perfect ten.
 - C. It takes time to perfect your singing.
 - D. Hearing her song made it a perfect day.

5. Why is "The Secret of My Success" a good title for this text?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

% The author chose to share the information in this text from the point of view of a misunderstood cockroach. What is an animal, insect, or plant that you feel is misunderstood? What would you want others to know about this living thing? How could using humor help you share your ideas? As a creative extension, choose a living thing and write a short story from that point of view using the same humor and funny tone as the author in "The Secret of My Success."

& Have you ever seen a cockroach? What did you do or how did you feel when you saw the cockroach? After reading this text, do you think you will react differently next time you see a cockroach? Why or why not?

3. The cockroach is just a small insect, but it has survived and thrived for longer than humans. Based on this text, who's in control: man or nature? Do you feel that humans or cockroaches are more fit for life on earth? Explain why.

ANSWER KEYS



Answer key > Flopping Frogs

by Pamela Brunskill ● 2013

1. What is the main idea of the text? 3.RI.KID.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- A. Tailed frogs have many things in common with other frogs.
- B. Tailed frogs land in the water differently from other frogs.**
- C. Tailed frogs need to learn how to hop like other frogs.
- D. Tailed frogs should be saved by humans.

2. How does the section "An Ancient Animal" help the reader understand tailed frogs? 3.RI.CS.5

Use text features to locate information relevant to a given topic efficiently.

- A. It explains that tailed frogs are similar to early frogs.**
- B. It shows that tailed frogs caused other frogs to die out.
- C. It tells what tailed frogs look like and how they behave.
- D. It describes how other frogs are better at hopping than tailed frogs.

3. According to the text, why is it important that tailed frogs live by streams? 3.RI.KID.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- A. Streams do not have as many predators as other places where frogs live.
- B. Streams are safe places to live because there is a lot of water and food around.
- C. Tailed frogs do not need to jump around as much because they live by streams.**
- D. Tailed frogs are better at jumping than other frogs because they live by streams.

4. In paragraph 9, the phrase "blended in" helps readers infer that tailed frogs — 3.RI.CS.4

Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

- A. are brightly colored.
- B. are difficult to find.**
- C. are easy to spot.
- D. are very noisy.

5. What did Dr. Rick Essner discover about how tailed frogs are different from other frogs? **3.RI.KID.3**

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Answers will vary. Students should explain what Dr. Rick Essner learned about tailed frogs through his studies. Essner was first interested in tailed frogs because he noticed that they swam differently from other frogs. Other frogs move their back legs at the same time, but tailed frogs move their legs like a "trotting horse." (Paragraph 3). This inspired him to want to learn more about tailed frogs. The scientists compared other frogs to the tailed frog and found that the frogs all start their jumps the same way, but then their jumps become different: "the change comes in midair and in the landing" (Paragraph 4). When it is in the air, the tailed frog keeps its "legs stretched out" (Paragraph 5). This is what makes it belly-flop when it lands. Essner thinks that tailed frogs land like this because their back legs move more slowly than the back legs of other frogs: "They cannot move their hind legs as quickly as other frogs do" (Paragraph 6). Essner discovered that the tailed frog's slow back legs, swimming style, and belly-flop landings make them different from other frogs.

Answer key > The Secret of My Success

by Liz Huyck ● 2020

1. What is the main idea of the text?

3.RI.KID.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- A. Cockroaches are funny insects that can always make you laugh.
- B. Cockroaches are special insects that have been able to live on earth a long time.**
- C. Cockroaches are very similar to people in the ways that they live and take care of each other.
- D. Cockroaches are very different from most other insects and we should do more to take care of them.

2. Humans and cockroaches —

3.RI.KID.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- A. are both hunted by other animals.
- B. are both found in the same places.**
- C. have bodies made of the same things.
- D. have both been around since the Carboniferous era.

3. How does the author introduce the topic in paragraph 1?

3.RI.CS.5 ^

Use text features to locate information relevant to a given topic efficiently.

- A. by using a funny point of view to show that there is more to cockroaches than people may think**
- B. by telling how cockroaches began to live on earth after the dinosaurs went extinct
- C. by showing how humans have helped spread cockroaches across the world
- D. by sharing a joke about cockroaches that most people think is funny

4. Which sentence uses "perfect" in the same way as paragraph 8?

3.RI.CS.4

Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

- A. The singer had a perfect voice.
- B. His singing received a perfect ten.
- C. It takes time to perfect your singing.**
- D. Hearing her song made it a perfect day.

5. Why is "The Secret of My Success" a good title for this text?

3.RI.CS.4

Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

Answers will vary. Students should explain that "The Secret of My Success" is a good title because it helps the reader understand what the cockroach is trying to teach them. In the text, a cockroach is speaking to the reader, explaining why cockroaches have been so successful on earth. The cockroach shares that their species has been around for "350 million years" (Paragraph 1) and that even when other animals have died out "WE'RE STILL HERE" (Paragraph 2). Then, the cockroach goes on to tell the reader the "secret" about how cockroaches have continued to survive and thrive: "Be small! Run fast! Eat anything! Lay lots of eggs!" (Paragraph 3). The cockroach also shares tips with the reader about how cockroaches have successfully continued to live on earth: "We got quick, is what. We learned to hide, is what" (Paragraph 7) and "And we never pass up a meal!" (Paragraph 9). This shows that "The Secret of My Success" is a good title for the text because a cockroach shares how their species continues to successfully live, even though the world has changed around them.

Week 6

Materials
and
Resources

Literacy Support Parent Guide

Animals and Their Trainers

by Sara F. Shacter 2005



In this section of the Literacy Support Guide, we're reading anchor text, "Animals and Their Trainers" by Sara F. Shacter. In "Animals and Their Trainers," Sara F. Shacter describes the relationships between animals and their trainers in zoos and aquariums.

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Anchor Text

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

Paired Text

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

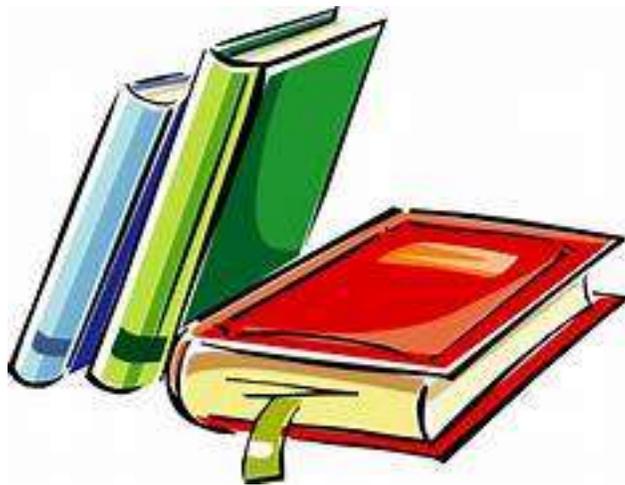
Ways to Support your Child

1. Ask your child about the informational texts: What was "Animals and Their Trainers" and the paired text, "Choosing Sides" about?
2. **Parent Answer Keys**-Review written responses together

Related Media

1. Watch the following clips with your child at home:
 - ['Be A Zookeeper | Get My Job'](#)
 - ['Which Hand is Stronger? | Biology for Kids'](#)
 - ['Are the Animals Lefties or Righties?'](#)

ANCHOR TEXT



Name: _____

Class: _____

Animals and Their Trainers

A Good Team

By Sara F. Shacter

2005

In this informational text, Sara F. Shacter describes how animals and their trainers work together. As you read, take notes on how trainers treat the animals they work with.

[1] Ever wish you could speak to a sparrow, chat with a cheetah, or babble to a baboon? Then think about becoming an animal trainer! Brett Smith is a trainer at Chicago's Lincoln Park Zoo. He says training animals is almost like talking to them.

In a zoo or aquarium, an animal and its trainer are a team. Trainers learn to read their animals' behavior¹ to figure out what each animal wants and needs. Animals learn to cooperate² with their teachers. This teamwork makes it possible for each animal to live comfortably and get the best care.

For everyone's safety, trainers need to teach animals how to behave during a checkup. Do visits to the doctor's office make you squirm?³ Imagine trying to examine a squirming, trumpeting elephant! Elephants learn how to place their feet so veterinarians⁴ can check them. Dolphins learn how to place their tails so veterinarians can take blood samples.

At some aquariums, dolphins are taught how to protect themselves from humans' mistakes. Sometimes people drop things into the dolphins' tank. In the water, a plastic bag looks a lot like a squid. But a dolphin could die if it eats the bag. So these dolphins are trained to bring stray objects to the trainers.



["Zoo de Barcelona, pavelló dels dofins, entrenador i dofí"](#) by Enric is in the public domain.

1. **Behavior** (*noun*) the way a person or animal acts
2. **Cooperate** (*verb*) to work with others
3. **Squirm** (*verb*) to twist the body
4. **Veterinarian** (*noun*) a special kind of doctor that takes care of animals

[5] Because trainers and their animals spend so much time together, their bond⁵ of trust is strong. This bond helps trainers do important research.⁶ For example, a trainer might be able to get up close when a mother is feeding her new baby. That's something most wild animals wouldn't allow.

Fun and Rewards

How do trainers teach animals? Ken Ramirez is the head trainer at Chicago's John G. Shedd Aquarium. He says that animals and people learn best the same way: through fun and rewards.

Mr. Ramirez doesn't punish. He wants the animals to have a good time. When the animal does what it's supposed to do, it gets a reward. Often the reward is food, but it can be something else. Belugas (white whales), for example, love having their tongues tickled.

Trainers believe that it's also important to give animals the chance to play. New sights, sounds, and experiences keep animals' minds and bodies healthy. At the Shedd aquarium, dolphins enjoy watching their reflections in mirrors. One dolphin looks at herself for hours. At the Lincoln Park Zoo, lions play with piñatas. The lions rush up, smack their prey,⁷ and jump away. Once they're sure the piñatas won't fight back, the lions rip them open. They find the food or bone inside and make shredded paper their new toy.

Training animals takes time and patience,⁸ but the rewards are huge. Kevin Ramirez says a trainer is an animal's "parent, doctor, playmate, and best friend." Animals may not speak our language, but they have much to tell us.

Who's Training Whom?

[10] Ken Ramirez once worked with a dolphin that could always find a piece of trash in his tank, even when the pool looked clean. The dolphin earned a fish reward for each piece of trash he turned in.

Soon the trainers became suspicious. They began saving everything the dolphin found, from bags to newspaper scraps.⁹ When they noticed that the newspaper scraps fit together, they realized what was going on.

The dolphin had found a little nook in the tank, perfect for storing trash. When he wanted a snack, he'd grab some garbage and turn it in for a treat.

-
5. a feeling of shared interest or love
 6. careful study of something in order to learn about it
 7. An animal that is hunted or caught for food, usually by another animal.
 8. **Patience (noun)** the act of staying calm
 9. **Scrap (noun)** a small bit; a leftover piece

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of the passage?
 - A. Animals feel safe in zoos and aquariums.
 - B. Trainers often work harder than doctors.
 - C. Animals and trainers are a strong team.
 - D. Trainers struggle to help their animals.

2. What detail from the text best supports the idea that animals learn new skills from their trainers?
 - A. "Dolphins learn how to place their tails so veterinarians can take blood samples." (Paragraph 3)
 - B. "For example, a trainer might be able to get up close when a mother is feeding her new baby." (Paragraph 5)
 - C. "When the animal does what it's supposed to do, it gets a reward." (Paragraph 7)
 - D. "Ken Ramirez once worked with a dolphin that could always find a piece of trash in his tank, even when the pool looked clean." (Paragraph 10)

3. As it is used in paragraph 11, "suspicious" means that the trainers —
 - A. had doubts about all the trash the dolphin was finding.
 - B. had hope that people would stop throwing trash.
 - C. were angry at the dolphin for making a big mess.
 - D. were frightened by how smart the dolphin was.

4. How does the author introduce the animals in the text?
 - A. by asking the reader about their interests
 - B. by sharing facts about the ways that animals talk
 - C. by naming how animals and their trainers are similar
 - D. by telling a story about a trainer who loves swimming with dolphins

5. How do animals and their trainers work together?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. What would be the most exciting part of being an animal trainer? What would be the most difficult part of being a trainer? Would you like to be an animal trainer? Why or why not?

2. In the article, the author explains that trainers work with animals like elephants, dolphins, and lions. What animal would you most like to work with? What animal would you like to work with least? Why?

3. Have you ever been to a zoo or an aquarium? What did you notice about the animals that you saw? Think of one animal you saw. How do you think trainers help this animal?

PAIRED TEXT



Name: _____

Class: _____

Choosing Sides

Are animals "right-handed" or "left-handed"?

By Sue Heavenrich

2017

In this informational text, Sue Heavenrich explains how scientists are trying to answer an interesting question about animals. As you read, take notes on what scientists have learned about animals.

- [1] Which hand do you use to write your name or draw a picture? Which foot do you use to kick a ball? Whether it's the right or left, you probably use the same hand or foot to do other things that need accurate,¹ well-controlled movements. That's called your dominant² side.



"Untitled" by Suju-Foto is licensed under CC0.

About 90 percent of humans are right-handed. Scientists want to know if other animals also have dominant hands or feet — or paws, flippers, or claws. To find out, they watch animals in the wild and give simple challenges³ to zoo animals and pets. So far, they have discovered that the answer is not a simple yes or no.

At first, chimpanzees appeared to be left-handed. Dr. William Hopkins at Georgia State University and his research⁴ partners watched chimpanzees as they went "termite fishing," using twigs and leaves to pull termites out of the insects' nests. Most of the chimps did the job with their left hand.

But other experiments made scientists wonder if chimps are really right-handed. When chimpanzees ate peanut butter from a narrow tube, they tended⁵ to use the left hand to do the

1. **Accurate** (*adjective*) free of mistakes
2. more important or stronger
3. **Challenge** (*noun*) an interesting or difficult problem
4. **Research** (*noun*) careful study of something in order to find out information about it
5. **Tend** (*verb*) to be likely; to usually do

easy part (hold the tube) and a finger on the right hand to do the hard part (reach in for the treat).

- [5] Does that mean chimpanzees are left-handed for some tasks⁶ and right-handed for others? That's not likely. Dr. Hopkins says the chimps may have used the weaker hand to pull out the termites and the dominant hand to swipe off the insects and put them in their mouths. In that case, all studies so far would show that chimpanzees are right-handed.

Chimps share something in common with us: we all have hands — or feet — that we use to grasp objects. But what about other animals? Do they have dominant sides?

Scientists Dr. Deborah Wells and Dr. Sarah Millsopp wondered whether cats are right-or left-pawed. So they set up a study in their lab at Queen's University Belfast in Northern Ireland. Initially,⁷ they gave the cats the simple task of reaching for objects hanging overhead or moving across the floor. The cats showed no preference;⁸ they used either paw.

Dr. Wells and Dr. Millsopp also included a test that made the cats perform smaller, more controlled movements. The researchers dropped a piece of tuna into a container and wrote down which paw each cat used to fish out the treat. Now the cats showed a preference. All of the female cats except one used the right paw to get the tuna. For males, it was the opposite: 19 out of 21 used the left paw. The researchers tested each cat many times to make sure it really preferred to use one paw instead of the other.

They also tested kittens as they grew to the age of one year. At first, the kittens used both paws. Then the scientists noticed a change. "We discovered that as they grew older, the cats showed a stronger paw preference," said Dr. Wells. She said this fits with what scientists observe in children. By the time kids are four or five years old, they show hand dominance.

- [10] No one knows why so many animals seem to have a dominant side. But whether an animal has paws, hooves, or fins, choosing a side seems to come in, well...handy.

6. **Task** (*noun*) a job

7. at first

8. a feeling of liking or wanting one person or thing more than another person or thing

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the main idea of "Choosing Sides"?
 - A. Scientists are training animals to complete many difficult tests.
 - B. Scientists are studying animals to see if they have a dominant side.
 - C. Scientists have found that animals in the wild are right-handed like humans.
 - D. Scientists learned that right-handed animals are smarter than left-handed animals.

2. Which sentence best matches the overall structure of the text?
 - A. The author talks about how pets are different from animals that live in the wild.
 - B. The author tells a story about how and why a scientist decided to study animals.
 - C. The author explains what scientists are studying and gives details about what they have learned.
 - D. The author gives examples of why some animals are left-handed and other animals are right-handed.

3. As a result of their tuna fish experiment, Dr. Wells and Dr. Millsopp learned —
 - A. there is no difference in which paw cats use for simple tasks.
 - B. when cats do harder tasks they use one paw more than the other.
 - C. cats cannot complete difficult tasks until they are four or five years old.
 - D. male and female cats both like to use their left paws to complete hard tasks.

4. Which sentence uses "include" in the same way it is used in paragraph 8?
 - A. The parents told Sara to include her bike so it would not get rained on.
 - B. The teacher used labels to include which books should go where in the classroom library.
 - C. When she could not find her keys, Grandma tried to include everywhere she went that day.
 - D. The box for the model car did not include directions, but she was able to put it together anyway.

5. What have scientists learned about side dominance in animals?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. What can this text teach us about how scientists learn about the world? What is a topic you are curious about? What are some experiments you might use to learn more?

2. According to the text, Dr. Wells and Dr. Millsopp tested each cat many times to be sure of their results. Why do you think it is important for scientists to be sure of their results?

3. At first scientists thought chimpanzees might be left-handed. Dr. Hopkins had another idea. What do you think scientists do when they disagree? How can we act like scientists in our classroom community when we disagree?

ANSWER KEYS



Answer key > Animals and Their Trainers

by Sara F. Shacter ● 2005

1. What is the main idea of the passage?

3.RI.KID.2

Determine the main idea of a text and explain how it is supported by key details; summarize a text.

- A. Animals feel safe in zoos and aquariums.
- B. Trainers often work harder than doctors.
- C. **Animals and trainers are a strong team.**
- D. Trainers struggle to help their animals.

2. What detail from the text best supports the idea that animals learn new skills from their trainers? 3.RI.KID.1

Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.

- A. **"Dolphins learn how to place their tails so veterinarians can take blood samples." (Paragraph 3)**
- B. "For example, a trainer might be able to get up close when a mother is feeding her new baby." (Paragraph 5)
- C. "When the animal does what it's supposed to do, it gets a reward." (Paragraph 7)
- D. "Ken Ramirez once worked with a dolphin that could always find a piece of trash in his tank, even when the pool looked clean." (Paragraph 10)

3. As it is used in paragraph 11, "suspicious" means that the trainers —

3.RI.CS.4

Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

- A. **had doubts about all the trash the dolphin was finding.**
- B. had hope that people would stop throwing trash.
- C. were angry at the dolphin for making a big mess.
- D. were frightened by how smart the dolphin was.

4. How does the author introduce the animals in the text?

3.RI.CS.5

Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.

- A. by asking the reader about their interests
- B. by sharing facts about the ways that animals talk
- C. by naming how animals and their trainers are similar
- D. by telling a story about a trainer who loves swimming with dolphins

5. How do animals and their trainers work together?

3. RI.KID.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.

Answers will vary. Students should explain that animals and trainers work closely together and learn from each other. Animals learn how to do important things by watching their trainer: "Elephants learn how to place their feet so veterinarians can check them." (Paragraph 3). This shows that trainers teach animals how to behave while doctors look after them, and it shows that they want to keep the animals safe. Trainers also learn from animals. When working closely with a dolphin, trainers learn how an animal can use quick-thinking to get a bigger reward: "When they noticed that the newspaper scraps fit together, they realized what was going on" (Paragraph 11). This shows that animals can teach trainers a lot about how they think and how smart they are. Animals and trainers both learn from each other so often that it helps them feel close to one another: "Because trainers and their animals spend so much time together, their bond of trust is strong" (Paragraph 5). This shows that animals and their trainers work together closely and that they learn to both trust and teach each other.

Answer key > Choosing Sides

by Sue Heavenrich ● 2017

1. What is the main idea of "Choosing Sides"?

3. RI.KID.2

Determine the main idea of a text and explain how it is supported by key details; summarize a text.

- A. Scientists are training animals to complete many difficult tests.
- B. Scientists are studying animals to see if they have a dominant side.**
- C. Scientists have found that animals in the wild are right-handed like humans.
- D. Scientists learned that right-handed animals are smarter than left-handed animals.

2. Which sentence best matches the overall structure of the text?

3.RI.CS.5

Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.

- A. The author talks about how pets are different from animals that live in the wild.
- B. The author tells a story about how and why a scientist decided to study animals.
- C. The author explains what scientists are studying and gives details about what they have learned.**
- D. The author gives examples of why some animals are left-handed and other animals are right-handed.

3. As a result of their tuna sh experiment, Dr. Wells and Dr. Millsopp learned — 3. RI.KID.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.

- A. there is no difference in which paw cats use for simple tasks.
- B. when cats do harder tasks they use one paw more than the other.**
- C. cats cannot complete difficult tasks until they are four or five years old.
- D. male and female cats both like to use their left paws to complete hard tasks.

4. Which sentence uses "include" in the same way it is used in paragraph 8?

3.RI.CS.4

Determine the meaning of words and phrases as they are used in a text relevant to 4 topic or subject area, including figurative, connotative, and technical meanings.

- A. The parents told Sara to include her bike so it would not get rained on.
- B. The teacher used labels to include which books should go where in the classroom library.
- C. When she could not find her keys, Grandma tried to include everywhere she went that day.
- D. The box for the model car did not include directions, but she was able to put it together anyway.**

5. What have scientists learned about side dominance in animals?

3. RI.KID.2

Determine the main idea of a text and explain how it is supported by key details; summarize a text.

Answers will vary. Students should explain that scientists have found some evidence that animals have side dominance like humans, but they are still trying to learn more. In one study with chimpanzees, scientists saw them using their left hands to grab termites (Paragraph 3). But in another experiment they used their right hand to reach for peanut butter (Paragraph 4). According to the text, "Dr. Hopkins says the chimps may have used the weaker hand to pull out the termites and the dominant hand to swipe off the insects and put them in their mouths" (Paragraph 5). This shows chimpanzees use a dominant hand for tougher jobs. When studying cats, the cats did not care which paw they used for swiping (Paragraph 7) but in a second study female cats used their right paws to get tuna and male cats used their left paws (Paragraph 8). According to the text, they also learned that cats' dominance changes with age: "'We discovered that as they grew older, the cats showed a stronger paw preference,' said Dr. Wells" (Paragraph 9). Scientists do not know why animals have a side dominance (Paragraph 10). The different experiments show that animals may be right or left "handed" but scientists still want to learn more.

Week 7

Materials
and
Resources

Literacy Support Parent Guide

Game On!

by Kris Bitar 2022



In this section of the Literacy Support Guide, we're reading anchor text, "Game On!" by Kris Bitar. A girl uses video games to help a new student feel welcome at the start of the school year.

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Anchor Text

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

Paired Text

1. Read the text
2. Answer text dependent questions
3. Complete Open Ended Written Responses

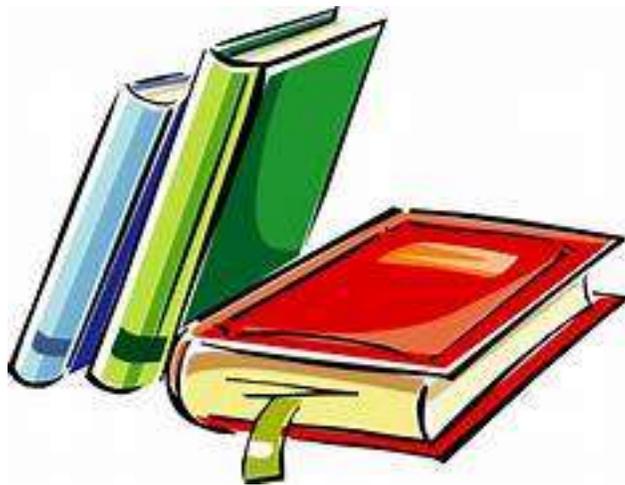
Ways to Support your Child

1. Ask your child about the literary texts: What was "Game On!" and the paired text, "Cyber-Parents" about?
2. **Parent Answer Keys**-Review written responses together.

Related Media

1. Watch the following clips with your child at home:
 - ['What makes a good friend?'](#)
 - ['Can Video Games Make You Smarter?'](#)
 - ['Why Parents Should Play Video games With Their Kids'](#)
 - ['Are Video Games BAD For You? | COLOSSAL QUESTIONS'](#)

ANCHOR TEXT



Name: _____

Class: _____

Game On!

By Kris Bitar

2022

Kris Bitar is a writer and teacher in Aberdeen, Washington. She has taught every level in K-12 for 30 years and her joy is working with children. In this story, a girl named Jo-Jo looks for a way to help a new classmate named Dee. As you read, take notes on Jo-Jo's actions in the story.

[1] "My name is Jolene Johnson, but you can call me Jo-Jo. I am excited to be back in school. I have two new puppies, and you are all invited to see them after school!" Jolene announced to the 3rd grade class when it was her turn to introduce¹ herself. Jolene knew she was outgoing and sometimes loud. With her bright red, curly hair and mismatched socks, Jo-Jo appeared a little intimidating² to the shy kids. She couldn't help it! She loved school, her friends, and being the center of attention.³ Jo-Jo's mom said she attracted⁴ friends like fruit flies to apple juice.



"Game On!" by Fiona Torok is licensed under CC BY-NC-SA 4.0.

Mrs. Anderson, the teacher, smiled and thanked Jo-Jo for sharing. Mrs. Anderson then introduced a new kid named Dee Rogen. When he spoke, he was quiet and didn't say much. Jo-Jo thought she had seen him at breakfast. He had been sitting alone and not eating. Mrs. Anderson then partnered⁵ him with Ben as his "buddy" for the day.

By recess, Jo-Jo had forgotten all about Dee. She played four square, swung across the monkey bars twice, and shot a hoop that didn't make the basket. "I love being back at school," later thought Jo-Jo as she took her seat and got ready to work on math.

1. **Introduce (verb)** to tell people who someone is when meeting for the first time
2. causing others to be scared or shy
3. **Attention (noun)** the state of noticing
4. **Attract (verb)** to gain the attention of
5. **Partner (verb)** to make a pair with someone, sometimes to work together

At lunchtime, Jo-Jo noticed that Dee was sitting with Ben and his friends but not talking to anyone. He looks lonely, thought Jo-Jo, as she gobbled up her pizza, drank her milk, and went outside to play tag with a group that was already playing.

- [5] When the bell rang to go home for the day, Jo-Jo walked up to Mrs. Anderson and gave her a big hug. "Thank you for a great first day!" Jo-Jo said.

"I'll see you tomorrow!" Mrs. Anderson told her. She smiled to herself about her outgoing student.

The next morning, Jo-Jo saw that Dee was by himself at breakfast again. She also saw Ben was sitting with his own group of friends. Jo-Jo didn't like anyone to feel alone. She noticed that Dee had a shirt on that said "I Paused My Game to be Here." Jo-Jo had an idea.

She took her lunch tray near Dee and said, "I like your shirt. What games do you play?"

Dee smiled and said his favorite was Minecraft. Jo-Jo loved that game! They spent the lunch break talking about the best ways to survive⁶ in the game by finding materials to build with and ways to find food. Ducking creatures was Dee's favorite part, especially the dragon.

- [10] On Friday, Jo-Jo announced that she was having Minecraft Monday at her house after school and everyone in her 3rd grade class was invited. It would be from three-thirty to five o'clock. Her mom had agreed to make popcorn and give everyone juice. Jo-Jo pulled out a sign-up sheet from her backpack. Several students ran up to her, but Mrs. Anderson said sign-ups would be at recess only. The students groaned and sat back down in their seats.

After recess, Jo-Jo noticed Dee hadn't signed up. She waited until lunchtime and asked him about it.

"I don't really know anyone, Jo-Jo," Dee answered. "I wouldn't feel comfortable being there and playing by myself."

Jo-Jo was confused⁷ because she thought he would love the idea. It was on her mind all day until she went home from school — where she had another idea!

The next morning at breakfast, she sat by Dee and told him her plan. "Hey," she said, "I was thinking that putting on Minecraft Monday would be a big job. How about you and I be partners? Your gaming name could be Drogen."

- [15] Dee started to smile. "Do you really want me to be part of Minecraft Monday?"

6. to continue to live

7. **Confused** (*adjective*) feeling mixed up or puzzled

"Of course!" said Jo-Jo. "You know more than anyone about the game! We would be a great team!"

"I think so too," said Dee, grinning wide. "I like how you put my name together to be Drogen — that's a good gamer name. I like that a lot!"

Jo-Jo smiled. She felt good helping Dee make friends and knowing that she had made a new friend herself. Jo-Jo decided right then and there that she would invite all new students to the 3rd grade to her house for Minecraft Monday. The more friends, the better, she thought as she walked home after school. She would become the "Welcoming Committee Ambassador⁸ for 3rd Grade." Well, if Mrs. Anderson said it was okay.

8. someone who acts or speaks for someone or something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the lesson of "Game On!"?
 - A. Always follow the teacher's directions.
 - B. Too many video games are bad for your brain.
 - C. Finding a common interest is a great way to make friends.
 - D. You should wait for someone to invite you to be their friend.

2. Which detail from the story shows that Dee is shy?
 - A. "When he spoke, he was quiet and didn't say much." (Paragraph 2)
 - B. "By recess, Jo-Jo had forgotten all about Dee." (Paragraph 3)
 - C. "She noticed that Dee had a shirt on that said 'I Paused My Game to be Here.'" (Paragraph 7)
 - D. "Dee smiled and said his favorite was Minecraft." (Paragraph 9)

3. In paragraph 10, "agreed" most closely means —
 - A. to laugh
 - B. to say yes
 - C. to work on
 - D. to think about

4. In paragraph 18, why does Jo-Jo want to become the "Welcoming Committee Ambassador for 3rd Grade"?
 - A. She knows how to play a lot of different sports.
 - B. She is friendly and likes talking to people.
 - C. She likes playing video games.
 - D. She has two puppies.

5. How does Jo-Jo help Dee in the story?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. Have you ever been a new kid, like Dee? How did it feel? Did anyone help you make friends like Jo-Jo helped Dee?

2. How do you think Jo-Jo felt after she helped Dee? Why is it important to help other people in your community? What are some other ways people can welcome newcomers to a community?

3. Jo-Jo was able to connect with Dee because they both enjoy video games. How do shared interests bring people together? What hobbies or activities do you like to do with others?

PAIRED TEXT



Name: _____

Class: _____

Cyber-Parents

By Jo Mularczyk

2020

Jo Mularczyk is an Australian author. In "Cyber-Parents," a boy is surprised to see his parents playing his video game. The word "cyber" describes something related to computers or technology. As you read, take notes on Cooper's feelings and actions throughout the story.

[1] Cooper felt goosebumps break out all over his arms. He looked at his mom in disbelief.¹ She was wearing his video game headset and staring at the TV screen. There was a vein in the side of her neck that he had never noticed before. It was pulsing. But none of that was the most terrifying. The cause of the goosebumps was what he heard coming from his mother's mouth.



"Yesss!" she hissed triumphantly. "I got the emerald² sword! I'm coming for you, Dunder Dragon!"

"Untitled" by Igor Karimov is licensed under CC0.

"Mom? What are you doing?" he asked.

"Oh wassup, honey? NO! Look out! The creeper is right behind you."

[5] Cooper's mom covered the mouthpiece and spoke to him out of the side of her mouth without tearing her eyes away from the screen. "He's such a noob."

"A noob? Mom, since when do you know what a noob is, or a creeper? And who are you talking to?" Now that the shock was wearing off, his brain was full of questions.

In an even more insane³ development,⁴ his mother just ignored him. She kept playing as if he hadn't even spoken.

1. **Disbelief** (*noun*) shock, not accepting something as true
2. a green jewel
3. wild and crazy
4. an event or happening

Cooper backed away from the disturbing scene in the living room. “Daaaad!” he called, trying to keep the panic out of his voice. He walked into the kitchen and stopped dead. The screen of his dad’s phone showed Candy Crunch, and he could hear the unmistakable tune.

“What are you doing, Dad?” Cooper whispered.

[10] “I don’t know how to tell you this dude, but your old man is pretty OP at this game.”

Dude? OP? Cooper leaned back against the wall, afraid that he might sink to the ground without its support. His phone vibrated, and he raised it to his ear absently.

“Hello?”

“Cooper, I’m freakin’ out. My parents are acting really weird. They’re playing ForthRite. And dude... I saw them doing the floss!” Cooper heard the same panic in his friend’s voice that he was feeling.

“Mine are playing Mineshaft and Candy Crunch. I don’t understand what’s going on.” Cooper looked around the room desperately. His eyes landed on a bright yellow leaflet stuck on the fridge door. He walked toward it and read:

[15] *Feeling disconnected from your kids? Sick of losing them to screens? Cyber-Parent has the answer. Order your solution on our website today.*

“Jay, I think I found something. I’ll call you back.” He tore down the leaflet and poked his head back into the living room. His mom was working the controls furiously⁵ while raving⁶ about slaying the Dunder Dragon. As her thumbs flicked the buttons, he noticed a bright yellow band on her wrist. His dad, who had now joined his mother in the world of Mineshaft, also wore one.

Cooper raced to his bedroom and sat in front of his computer. He typed in the Cyber-Parent website from the leaflet. An unsettling beat began playing. A balding man with an unnaturally huge grin appeared on the screen and started speaking in a recorded voice. “Feeling disconnected⁷ from your kids? Sick of losing them to screens? Wish you could enter their world? Cyber-Parent has the answer. Just fill in our online order form, and we’ll send your wristband the very next day. Cyber-Parent — bringing you and your child together.”

So now he knew why his parents and Jay’s parents were acting so strangely, but he didn’t know how to fix it. Would removing the wristbands be enough? Maybe they needed to be deactivated.⁸ And what if his parents didn’t want to take them off? They sure seemed to be

5. with force

6. to talk in a strange, crazy way

7. **Disconnect** (*adjective*) far away from something

enjoying themselves.

He returned to the homepage and saw a tab *Taking care of your wristband*. He clicked it and scrolled down until he read *Never expose your wristband to water*.

[20] "OK," Cooper muttered to himself, "I need to wet the wristbands."

His sister's cries could suddenly be heard from her bedroom. "Mo-o-mm, I scratched my leg!" He felt his goosebumps return as the silence grew. His mother wasn't answering.

Cooper grabbed a bandage from the cupboard and went to tend to his sister. "Amber, shouldn't you be at drama class?" he asked as he smoothed the bandage onto her leg.

"Mommy said not today," she murmured, wiping her tears.

Cooper's fears spiked further. He had to fix this now!

[25] "Amber, do you still have that water pistol you got for Christmas?"

"Yes!"

"Can I please borrow it?"

"If you let me play, too!" she chirped, her tears forgotten as she ran to find her toy.

While he waited, Cooper grabbed his phone and typed a text to Jay. *Check if your parents are wearing yellow wristbands. They're from some freaky company, and I think they're messing with their minds. Wet the wristbands.*

[30] "Here it is, Cooper!" Amber cried as she ran back into the room. "Let's play!"

"Let's spray Mom and Dad first," he whispered as he grabbed the water pistol.⁹

"Mommy says we can't play with water in the house," Amber warned.

"Don't worry. You wait here. I'll do it, so you won't get in trouble. Then we'll go outside and play."

Cooper filled the pistol at the kitchen sink and walked into the living room. Both his parents now wore headsets.

8. **Deactivate** (*verb*) to turn something off

9. gun

[35] "Watch out for the mobs!" his mom shrieked.

Cooper crept closer, although he was confident he could make as much noise as he liked and not disturb¹⁰ his parents.

He aimed at his mother's wrist and squeezed the trigger. Water soaked his mom's arm and started dripping onto the carpet. He kept squeezing. His mom squealed and looked toward Cooper with glassy eyes that didn't seem to recognize him. As the pistol emptied and the wristband got wetter, her eyes slowly cleared. She shook her head and spoke in a drowsy voice as if she'd just woken up.

"Cooper honey, what's going on?" Then she collapsed onto the couch.

Cooper stepped forward in alarm, but his mother started snoring and he realized she'd fallen asleep. His dad hadn't turned his attention from the screen. Cooper refilled the pistol and wet his dad's wristband. His dad's reaction was the same, and he fell asleep beside his wife. Cooper quickly removed the wristbands and threw them in the kitchen trash bin.

[40] His phone vibrated with a message from Jay. *All good, dude. Thanks!*

He heard voices from the living room.

"What happened?" his dad asked.

"Why am I wet? What are these headphones doing on my head?" his mom asked.

Cooper peered into the living room. His parents stood, controllers and headsets in their hands, looking slightly confused. Cooper wondered if he should tell them what had happened or if that might make everything worse.

[45] "Hey guys," he said as he entered the room. He casually walked over and grabbed the controllers and headsets from his parents.

"Are you going to play for a bit before dinner?" his dad asked.

"Nah," Cooper said as he put the controllers and headsets away. "I promised Amber I'd play water pistols with her."

As he left the room he heard his dad say, "That's a nice surprise."

His mom answered, "I'll never understand why he loves those video games so much anyway..."

10. **Disturb** (*verb*) to bother

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best describes the central message of the story?
 - A. People should play more video games.
 - B. People should play outside more often.
 - C. It is important for parents to watch their children closely.
 - D. Spending too much time using technology can be unhealthy.

2. How does paragraph 15 add to the story?
 - A. It describes what is wrong with Cooper.
 - B. It explains what is wrong with video games.
 - C. It explains why Cooper's parents are acting strangely.
 - D. It describes the video game Cooper's parents are playing.

3. Which sentence best supports the idea that Cooper is worried about his parents?
 - A. "Cooper heard the same panic in his friend's voice that he was feeling." (Paragraph 13)
 - B. "Cooper raced to his bedroom and sat in front of his computer." (Paragraph 17)
 - C. "So now he knew why his parents and Jay's parents were acting so strangely, but he didn't know how to fix it." (Paragraph 18)
 - D. "Cooper filled the pistol at the kitchen sink and walked into the living room." (Paragraph 34)

4. What is the meaning of "squealed" as it is used in paragraph 37?
 - A. jumped
 - B. laughed
 - C. screamed
 - D. sneezed

5. How do Cooper's feelings help him find a solution to his parents' video gaming problem?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. In the story, Cooper has to be brave to solve the problem with his parents. Can you think of a time when you had to be brave? What did you have to do?

2. Do you think technology is important? What are some of the positive things we get from using technology? What are some of the negative parts of using technology?

3. Do you like to play video games? Do you think it is important to still play with friends in real life? Why or why not?

ANSWER KEYS



Answer key > Game On!

by Kris Bitar ● 2022

1. What is the lesson of "Game On!"?

3.RL.KID.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- A. Always follow the teacher's directions.
- B. Too many video games are bad for your brain.
- C. **Finding a common interest is a great way to make friends.**
- D. You should wait for someone to invite you to be their friend.

2. Which detail from the story shows that Dee is shy?

3.RL.KID.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- A. **"When he spoke, he was quiet and didn't say much." (Paragraph 2)**
- B. "By recess, Jo-Jo had forgotten all about Dee." (Paragraph 3)
- C. "She noticed that Dee had a shirt on that said 'I Paused My Game to be Here.'" (Paragraph 7)
- D. "Dee smiled and said his favorite was Minecraft." (Paragraph 9)

3. In paragraph 10, "agreed" most closely means —

3.RL.CS.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

- A. to laugh
- B. **to say yes**
- C. to work on
- D. to think about

4. In paragraph 18, why does Jo-Jo want to become the "Welcoming Committee Ambassador for 3rd Grade"?

3.RL.KID.3

Describe characters in a story and explain how their actions contribute to the sequence of events.

- A. She knows how to play a lot of different sports.
- B. She is friendly and likes talking to people.**
- C. She likes playing video games.
- D. She has two puppies.

5. How does Jo-Jo help Dee in the story?

3.RL.KID.3

Describe characters in a story and explain how their actions contribute to the sequence of events.

Answers will vary. Students should explain that Jo-Jo helps Dee by being his friend. At the beginning of the story, Dee is lonely and does not have friends. In paragraph 2, the text states, "He had been sitting alone and not eating." The next day, Jo-Jo goes up to Dee and talks to him. Paragraph 8 states, "She took her lunch tray near Dee and said, 'I like your shirt. What games do you play?'" Finally, Jo-Jo invites Dee to help plan Minecraft Monday after he is too shy to sign up. In paragraph 14, she says, "'I was thinking that putting on Minecraft Monday would be a big job. How about you and I be partners?'" At the end of the story, Jo-Jo feels like she is friends with Dee: "She felt good helping Dee make friends and knowing that she had made a new friend herself" (Paragraph 18). These details show that Jo-Jo helps Dee make friends by being friendly and welcoming to him.

Answer key > Cyber-Parents

by Jo Mularczyk ● 2020

1. Which statement best describes the central message of the story? **3.RL.KID.2**

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- A. People should play more video games.
- B. People should play outside more often.
- C. It is important for parents to watch their children closely.
- D. **Spending too much time using technology can be unhealthy.**

2. How does paragraph 15 add to the story? **3.RL.CS.5**

Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

- A. It describes what is wrong with Cooper.
- B. It explains what is wrong with video games.
- C. **It explains why Cooper's parents are acting strangely.**
- D. It describes the video game Cooper's parents are playing.

3. Which sentence best supports the idea that Cooper is worried about his parents? **3.RL.KID.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- A. **"Cooper heard the same panic in his friend's voice that he was feeling." (Paragraph 13)**
- B. "Cooper raced to his bedroom and sat in front of his computer." (Paragraph 17)
- C. "So now he knew why his parents and Jay's parents were acting so strangely, but he didn't know how to fix it." (Paragraph 18)
- D. "Cooper filled the pistol at the kitchen sink and walked into the living room." (Paragraph 34)

4. What is the meaning of "squealed" as it is used in paragraph 37? **3.RL.CS.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

- A. jumped
- B. laughed
- C. **screamed**
- D. sneezed

5. How do Cooper's feelings help him find a solution to his parents' video gaming problem?

3.RL.KID.3

Describe characters in a story and explain how their actions contribute to the sequence of events.

Answers will vary. Students should explain that Cooper's worry and concern about his parents behavior motivate him to figure out what is wrong with his parents. When Cooper first sees that his parents are behaving differently he seems confused and scared: "But none of that was the most terrifying. The cause of the goosebumps was what he heard coming from his mother's mouth" (Paragraph 1). As Cooper watches his parents' behavior while they play his video games and learns from Jay that this is happening to his parents too, he begins to look for a way to fix the problem. Even as he finds answers to the problem, he is worried that he won't be able to help: "Would removing the wristbands be enough? Maybe they needed to be deactivated. And what if his parents didn't want to take them off?" (Paragraph 18). For Cooper, he becomes the most concerned when he realizes that his mom is ignoring his sister after she hurt herself: "He felt his goosebumps return as the silence grew. His mother wasn't answering" (Paragraph 21). This motivates him even more to figure out what is happening to his parents. When Cooper finds an answer, he quickly tries it and shares it with his friend: "*Check if your parents are wearing yellow wristbands. They're from some freaky company, and I think they're messing with their minds. Wet the wristbands*" (Paragraph 29). This shows that even when Cooper is scared and worried about what is happening to his parents, he tries to figure out how to help them and eventually succeeds. Through his experience watching his parents' playing video games, he learns that it is important to spend time with his family doing real, in person things like playing outside.

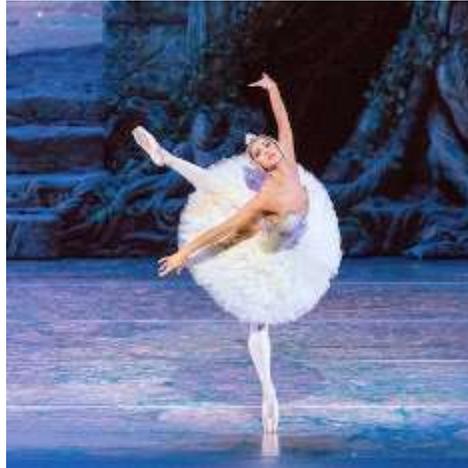
Week 8

Materials
and
Resources

Literacy Support Parent Guide

Dancing Toward Dreams

by Sara Matson 2016



In this section of the Literacy Support Guide, we're reading anchor text, "Dancing Toward Dreams" by Sara Matson. In the information text "Dancing Toward Dreams," Sara Matson tells the life story of Misty Copeland, a successful ballerina who refused to give up.

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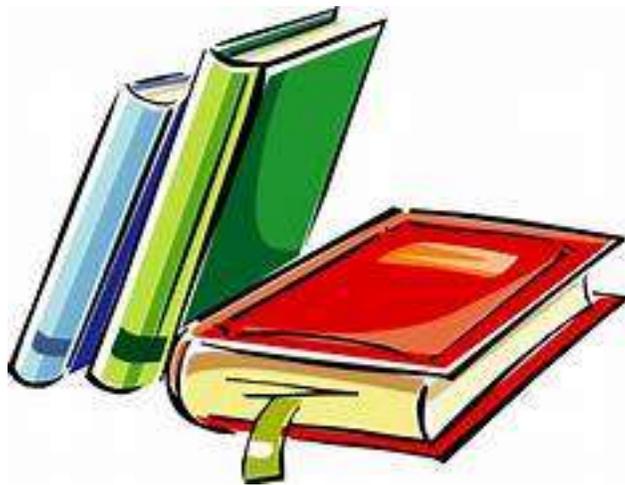
Ways to Support your Child

1. Ask your child about the informational text: What was "Dancing Toward Dreams" and the paired literary text, "Malia's Chance to Dance" about?
2. **Parent Answer Keys**-Review written responses together.

Related Media

1. Watch the following clips with your child at home:
 - ['African American ballerina makes history'](#)
 - ['Anaheim Ballet Special Guest: Misty Copeland!'](#)
 - ['Learn how to Hula in Miss Jessica's World | Teaching Kids Cultural Dance | Dance for kids'](#)
 - ['If Cities Could Dance | How Hula Dancers Connect Hawaii's Past and Present'](#)

ANCHOR TEXT



Name: _____

Class: _____

Dancing Toward Dreams

By Sara Matson

2016

*Misty Copeland is an American ballet dancer for American Ballet Theater. In 2015, Copeland became the first African American woman to hold the highest-ranking ballet position at the dance company. In this informational text, Sara Matson discusses Copeland's journey to success. **Purpose for Reading:** To understand how the author uses specific details about Misty Copeland's challenges and triumphs to build our understanding of how failure can lead to success. As you read, take notes on the challenges that Misty Copeland has faced as a ballet dancer.*

[1] Misty Copeland spends most days twisting, twirling, and leaping. She practices and perfects the graceful movements of her art. When she isn't performing, she is practicing. When she isn't practicing, she is stretching. She takes classes almost every day. She takes care of her body so she doesn't injure it when she goes to work as a soloist¹ with American Ballet Theatre, one of the most famous ballet companies in the world.

"I treat [my body] with the respect that any musician would their instrument. I accept all that it is and do my best to make it the best it can be," says Misty. "I love my body," she adds.

Misty didn't always feel so confident in herself. The challenges she has faced over almost 20 years of dancing have made her strong.

She was a shy child and avoided the spotlight. But Misty loved music and movement. When she was 13, she joined the drill team, a dance line at her school in San Pedro, California. One day, Misty's coach suggested she attend a free ballet class at the Boys & Girls Club, where she often



"Misty Copeland dances the role of Odette in Swan Lake" by American Ballet Theatre/Darren Thomas/QPAC is used with permission.

1. someone who performs by themselves

went after school. For two weeks, Misty sat on the gym bleachers watching the class, afraid to join in. Finally, she gave it a try.

Beginning Ballet

- [5] At first, Misty felt out of place in the class. She didn't know anything about ballet, and she was older than most of the students. And instead of the tights, slippers, and leotards the other girls wore, Misty had on a T-shirt, baggy shorts, and sweat socks. Over time, however, she began to enjoy the lessons. She discovered that her body — especially her long legs and strong, flexible muscles — was just right for ballet.

After the class season ended, Misty received a scholarship² to a nearby dance studio. Most ballerinas start their training much younger than 13. But Misty's natural abilities and hard work helped her improve quickly. After only two months at the school, she danced en pointe — on her toes — for the first time. Soon after, she danced in her first show. The more she learned of ballet, the more important it became to Misty.

Over the next five years, ballet was Misty's life. She practiced, performed, competed, and attended summer ballet programs. "Performing was my favorite part because I felt really open and free onstage," she says. "For the first time in my life, I felt like I belonged."

After she graduated from high school, she joined American Ballet Theatre's Studio Company. There, her feelings of belonging began to change.

Changes and Challenges

At the age of 19, Misty suddenly gained weight and developed curves. "My body changed completely over the course of a couple of months," she says. Misty had always been long and lean,³ which was considered "perfect" for a ballet dancer's body. But now, she says, "I was being told that my proportions⁴ just weren't right anymore." This shook her self-confidence. In addition, Misty was the only African American ballerina in a company of 80 dancers. Because of this, she sometimes felt as if she didn't fit in. Misty says this time was "one of the toughest moments of my professional career."

- [10] Even though Misty felt discouraged, she didn't quit. She talked with others who had struggled with similar problems. With the support of these friends and mentors,⁵ things slowly improved.

2. a sum of money given to a student to pursue their studies

3. **Lean** (*adjective*) thin

4. the relationship in size or space between different parts of a whole

5. **Mentor** (*noun*) someone who gives help or advice to someone with less experience

She learned to care for her body by eating healthier foods. She learned training techniques specific to her body type. And Misty — the girl who had always been shy — learned to stand up for herself. As she did, she began to believe again that she belonged in ballet.

Today, Misty says, “I’ve learned to embrace my appearance, skin color, and figure.” She wants to help other dancers, especially ballerinas of color, accept themselves, too. She wrote a picture book, *Firebird*, in which her character encourages a young African American ballerina. In a note at the end of the book, Misty tells readers to follow their dreams: “No matter what that dream is,” she writes, “you have the power to make it come true with hard work and dedication.”

Misty continues to follow her own dreams, too. In July 2015, she was named a principal dancer — a ballerina of the highest rank — at American Ballet Theatre. She is the first African American woman to achieve this goal.

“Every morning, I wake up and think, Today I can be better than yesterday,” she says. “And that’s pretty cool.”

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
 - A. Misty Copeland would be a better ballerina if she had started earlier and met fewer challenges.
 - B. Misty Copeland overcame self-doubt to fulfill her dreams of being a ballerina through dedication.
 - C. If Misty Copeland hadn't had the support of her friends and family, she never would have gone on to be a ballerina.
 - D. There are some sports that require a certain strength and body type for athletes to succeed at them.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "For two weeks, Misty sat on the gym bleachers watching the class, afraid to join in. Finally, she gave it a try." (Paragraph 4)
 - B. "At first, Misty felt out of place in the class. She didn't know anything about ballet, and she was older than most of the students." (Paragraph 5)
 - C. "Misty had always been long and lean, which was considered 'perfect' for a ballet dancer's body." (Paragraph 9)
 - D. "she began to believe again that she belonged in ballet. / Today, Misty says, 'I've learned to embrace my appearance, skin color, and figure.'" (Paragraphs 10-11)

3. PART A: Which of the following best describes the problem in "Changes and Challenges"?
 - A. Misty had to work harder when her body changed and people told her she no longer had a body for ballet.
 - B. Misty was angered by comments people made about her body and acted out, making it difficult to pursue her dreams.
 - C. Misty felt like she never belonged in ballet, even when she was performing, and had to overcome her shyness to succeed.
 - D. Misty made her friends and family angry by constantly complaining about the issues she was having in ballet.

4. PART B: Which quote from the text best supports the answer to Part A?
- A. "At the age of 19, Misty suddenly gained weight and developed curves. 'My body changed completely over the course of a couple of months'" (Paragraph 9)
 - B. "Misty says this time was 'one of the toughest moments of my professional career.' Even though Misty felt discouraged, she didn't quit." (Paragraph 9)
 - C. "She talked with others who had struggled with similar problems." (Paragraph 10)
 - D. "She wrote a picture book, *Firebird*, in which her character encourages a young African American ballerina." (Paragraph 11)
5. How does the text help the reader understand the connection between refusing to give up and achieving your dreams?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. When Misty was 19, she was told she could not succeed as a dancer with her body. Describe a time when you were told you couldn't succeed at something. How did it make you feel? How did you respond?

2. Misty Copeland wants to help other African American ballerinas succeed at their dreams, like her. What is a dream that you hope to succeed in making true one day? What can you learn from Misty's experiences that can help you accomplish this?

3. Misty faced criticism about her appearance in her effort to become a professional ballerina. What do you think would have happened if Copeland had believed the negative comments people were making about her? Describe a time when someone doubted you but you believed in yourself.

PAIRED TEXT



Name: _____

Class: _____

Malia's Chance to Dance

By Beth Greenway

2010

A luau (or lū'au) is a Hawaiian party that includes a feast, music, and a special dance called hula. Hula is a Polynesian dance created in Hawaii. In this story, a young girl wants to dance hula at the luau. As you read, take notes on Malia's feelings about dancing the hula.

- [1] *I can't be late. Not today!* Malia thought as she raced across the park.

Today her *hula* teacher would choose students to dance at the *luau*.

Malia reached the end of the park. "Aloha, Uncle Charles," she greeted her teacher. All the dancers called him "Uncle" in the local¹ way.

Malia joined her hula sisters beneath a shady monkeypod tree. She pulled on a colorful skirt.

- [5] Uncle Charles knelt² on a woven mat and beat a rhythm on a large gourd.³ The dancers warmed up with basic hula moves. Malia placed her hands on her waist and stepped back and forth.

Uncle Charles called out, "Hip sway."

Malia stood in one spot and swayed her hips side to side.

After the warm-up, Uncle took out his *ukulele*.⁴ It was time to practice their special dance for the



"Taken at the 9th annual Chamorro Cultural Festival in San Diego, California." by Vincent Camacho is licensed under CC0.

1. having to do with a certain place
2. **Kneel (verb)** to bend down on one's knees
3. a large dried fruit used as containers or drums
4. a small instrument that looks like a guitar

luau. Malia took a deep breath and bent her knees.

“Remember to use expressions.⁵ You want to tell the story with your hands and faces,” Uncle said.

[10] *Twang, twang* went the ukulele. Malia lifted her arms. She and her hula sisters danced in a row across the grass. They stretched out their arms like birds in flight. Their movements⁶ matched the meaning of the happy song.

There was no time to be nervous.⁷ Malia was too busy watching her hand motions and remembering her footwork. She also remembered to smile.

“Together! Watch your line,” Uncle called.

Malia’s smile grew. She had made no mistakes. She spun to the strumming of the ukulele and danced over to one side, as if she were on a real stage.

Oh no! Malia had danced in the wrong direction. Malia felt her face burn, but she kept dancing and smiling. She turned in time to the music and danced in the proper⁸ direction – two steps behind and two beats late.

[15] The music stopped, and Malia shook her head. *I’ll never be picked now.*

Class was over for the day. Malia sighed and sat beneath the monkeypod tree to wait for her mother. She had wanted to dance on the stage with her hula sisters. She had wanted to wear a fancy *muumuu*,⁹ a scented *lei*,¹⁰ and flowers in her hair. Now she would have to wait forever for her next chance.

Then she heard Uncle saying, “Malia, there you are. Your mother is here. But before you go, I want to know if you would like to dance at the luau.”

Malia blinked her eyes. “Oh yes. But, Uncle, I made a mistake. I went the wrong way!”

“Yes, but you kept dancing and didn’t give up. You may not be the best dancer — *yet* — but you always express the song’s meaning. Today you showed the happiness of the song with your wonderful smile. Expression is an important part of hula.”

-
5. **Expression** (*noun*) the act of showing or telling feelings on one’s face
 6. **Movement** (*noun*) a way of changing place
 7. **Nervous** (*adjective*) to have worry or fear
 8. **Proper** (*adjective*) correct or right
 9. a loose dress
 10. a necklace of flowers

[20] Malia was going to dance at the luau! She couldn't wait to tell her mother. Even if she forgot a few dance steps, she would not forget to smile.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Why does Malia get chosen to dance in the luau?
 - A. Uncle Charles chooses the best dancer in the group.
 - B. Uncle Charles tells the hula sisters to choose who dances.
 - C. Uncle Charles chooses the dancer who arrives first to practice.
 - D. Uncle Charles chooses the dancer who shows the most feeling.

2. Why is it important to the story that Malia dances in the wrong direction?
 - A. It shows the lesson Malia learns.
 - B. It shows Malia's problem in the story.
 - C. It helps the reader understand that Malia is a bad dancer.
 - D. It helps the reader understand where the story takes place.

3. Which of the following lines best shows why Malia wants to try out for the luau?
 - A. "It was time to practice their special dance for the luau." (Paragraph 8)
 - B. "She spun to the strumming of the ukulele and danced over to one side, as if she were on a real stage." (Paragraph 13)
 - C. "She had wanted to dance on the stage with her hula sisters." (Paragraph 16)
 - D. "Expression is an important part of hula." (Paragraph 19)

4. What does the following sentence show about the dancers?

"They stretched out their arms like birds in flight." (Paragraph 10)

 - A. They are dancing with birds.
 - B. They are getting ready to exercise.
 - C. They are running around in circles.
 - D. They are spreading their arms gracefully.

5. What lesson does Malia learn at the end of the story?

Open Ended Written Response

Directions: Write your answers to the following questions in the space provided. Be prepared to share your original ideas.

1. Have you ever tried out for a team or contest? If so, how did you feel during and after the tryouts? What advice do you think Malia would give to someone trying out for a team or contest?

2. In the story, students refer to their teacher as uncle and fellow students as sisters to show respect for their community. Does something similar exist in your culture? How do you show respect to elders and people your own age in your culture? Why is it important to show respect to everyone whether they are an adult or friend?

4. To get good at hula, Malia and her hula sisters have to practice. What is an activity (like a sport, hobby, or game) that you are good at? How often do you practice? How has practice made you better at this activity?

ANSWER KEYS



Answer key > Dancing Toward Dreams

by Sara Matson ● 2016

1. PART A: What is the central idea of the text?

3. RI.KID.2

Determine the main idea of a text and explain how it is supported by key details; summarize a text.

- A. Misty Copeland would be a better ballerina if she had started earlier and met fewer challenges.
- B. Misty Copeland overcame self-doubt to fulfill her dreams of being a ballerina through dedication.**
- C. If Misty Copeland hadn't had the support of her friends and family, she never would have gone on to be a ballerina.
- D. There are some sports that require a certain strength and body type for athletes to succeed at them.

2. PART B: Which detail from the text best supports the answer to Part A?

3.RI.KID.1

Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.

- A. "For two weeks, Misty sat on the gym bleachers watching the class, afraid to join in. Finally, she gave it a try." (Paragraph 4)
- B. "At first, Misty felt out of place in the class. She didn't know anything about ballet, and she was older than most of the students." (Paragraph 5)
- C. "Misty had always been long and lean, which was considered 'perfect' for a ballet dancer's body." (Paragraph 9)
- D. "she began to believe again that she belonged in ballet. / Today, Misty says, 'I've learned to embrace my appearance, skin color, and figure.'" (Paragraphs 10-11)**

3. PART A: Which of the following best describes the problem in "Changes and Challenges"?

3.RI.CS.5

Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.

- A. Misty had to work harder when her body changed and people told her she no longer had a body for ballet.**

- B. Misty was angered by comments people made about her body and acted out, making it difficult to pursue her dreams.
- C. Misty felt like she never belonged in ballet, even when she was performing, and had to overcome her shyness to succeed.
- D. Misty made her friends and family angry by constantly complaining about the issues she was having in ballet.

4. PART B: Which quote from the text best supports the answer to Part A? **3.RI.KID.1**

Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.

- A. "At the age of 19, Misty suddenly gained weight and developed curves. 'My body changed completely over the course of a couple of months'" (Paragraph 9)
- B. "Misty says this time was 'one of the toughest moments of my professional career.' Even though Misty felt discouraged, she didn't quit." (Paragraph 9)**
- C. "She talked with others who had struggled with similar problems." (Paragraph 10)
- D. "She wrote a picture book, Firebird, in which her character encourages a young African American ballerina." (Paragraph 11)

5. How does the text help the reader understand the connection between refusing to give up and achieving your dreams? **3.RI.KID.3**

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.

Answers will vary; students should discuss how Misty Copeland's story highlights how important it is not to give up on your dreams, no matter how many obstacles you may encounter. For instance, the author first discusses Misty's late introduction to ballet, stating, "At first, Misty felt out of place in the class. She didn't know anything about ballet, and she was older than most of the students" (Paragraph 5). Regardless, Misty continued dancing and went on to receive a scholarship for a studio. Later, Misty's body changed, and she was no longer considered the "perfect" ballerina. Rather than give up, "She learned to care for her body by eating healthier foods. She learned training techniques specific to her body type" (Paragraph 10). Students should also discuss Misty's doubts about herself and fitting in with the other ballerinas, in part because she was "the only African American ballerina in a company of 80 dancers" (Paragraph 9). Despite all of these challenges, Misty continued to dance and became the first African American woman to be a principal dancer for American Ballet Theatre (Paragraph 12).

Answer key > Malia's Chance to Dance

by Beth Greenway ● 2010

1. Why does Malia get chosen to dance in the luau?

3.RL.KID.3

Describe characters in a story and explain how their actions contribute to the sequence of events.

- A. Uncle Charles chooses the best dancer in the group.
- B. Uncle Charles tells the hula sisters to choose who dances.
- C. Uncle Charles chooses the dancer who arrives first to practice.
- D. Uncle Charles chooses the dancer who shows the most feeling.**

2. Why is it important to the story that Malia dances in the wrong direction?

3.RL.CS.5

Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

- A. It shows the lesson Malia learns.
- B. It shows Malia's problem in the story.**
- C. It helps the reader understand that Malia is a bad dancer.
- D. It helps the reader understand where the story takes place.

3. Which of the following lines best shows why Malia wants to try out for the luau?

3.RL.KID.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- A. "It was time to practice their special dance for the luau." (Paragraph 8)
- B. "She spun to the strumming of the ukulele and danced over to one side, as if she were on a real stage." (Paragraph 13)
- C. "She had wanted to dance on the stage with her hula sisters." (Paragraph 16)**
- D. "'Expression is an important part of hula.'" (Paragraph 19)

4. What does the following sentence show about the dancers?

3.RL.CS.4

"They stretched out their arms like birds in flight." (Paragraph 10)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

- A. They are dancing with birds.
- B. They are getting ready to exercise.
- C. They are running around in circles.
- D. They are spreading their arms gracefully.**

5. What lesson does Malia learn at the end of the story?

3.RL.KID.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Student responses will vary. Students should explain that Malia learns that she does not have to be perfect to perform a great hula dance. Malia wants to show Uncle Charles that she will be a perfect pick for the luau by performing each move carefully and telling the story with her hands and face: "Malia was too busy watching her hand motions and remembering her footwork. She also remembered to smile" (Paragraph 11). This shows that Malia has practiced and is listening to the instructions of her teacher. Malia makes a mistake and thinks she will not get chosen because she believes she has to be perfect. Malia is surprised when she is chosen to perform in luau even though she made a mistake. Uncle tells her, "Today you showed your happiness with the song with your wonderful smile. Expression is an important part of hula" (Paragraph 19). Malia learns that hula is about how she performs her dance, not just doing the steps correctly.