



Review & Enrichment

ELA Week of May 18 & 25

3rd Grade

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.

Lesson 21

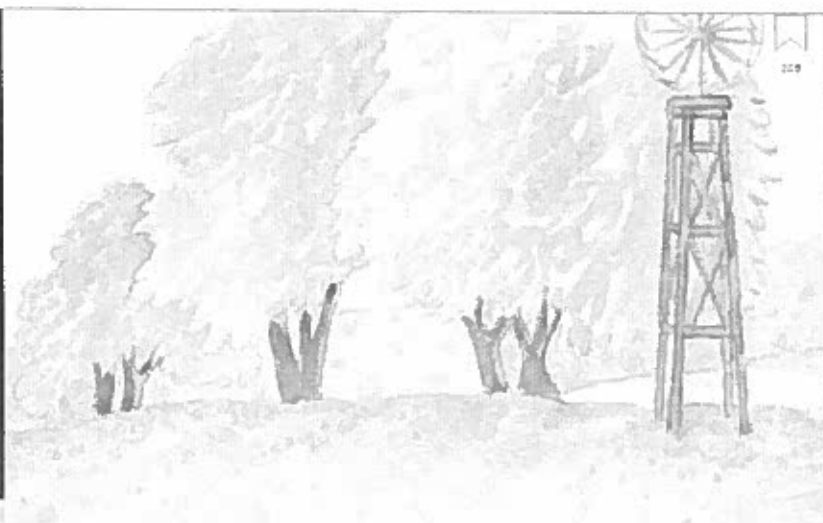
ANCHOR TEXT



GENRE

Historical fiction is a story that is set in the past. As you read, look for

- ▶ a setting that is a real time and place in the past
- ▶ realistic characters and events
- ▶ details that show the story took place in the past



MEET THE AUTHOR

Patricia MacLachlan



As a child, Patricia MacLachlan loved to read. She never imagined that she would be a writer one day. *Sarah, Plain and Tall* is based on the life of a real

person. MacLachlan's mother knew the real Sarah, who was married to one of her family members. In fact, as the book grew and changed, MacLachlan added details from her own life. Parts of the story also come from the lives of MacLachlan's parents, husband, and children.

MacLachlan says that children often ask her why she writes. She writes for the same reasons that people read—to find out what happens and to find out more about herself.

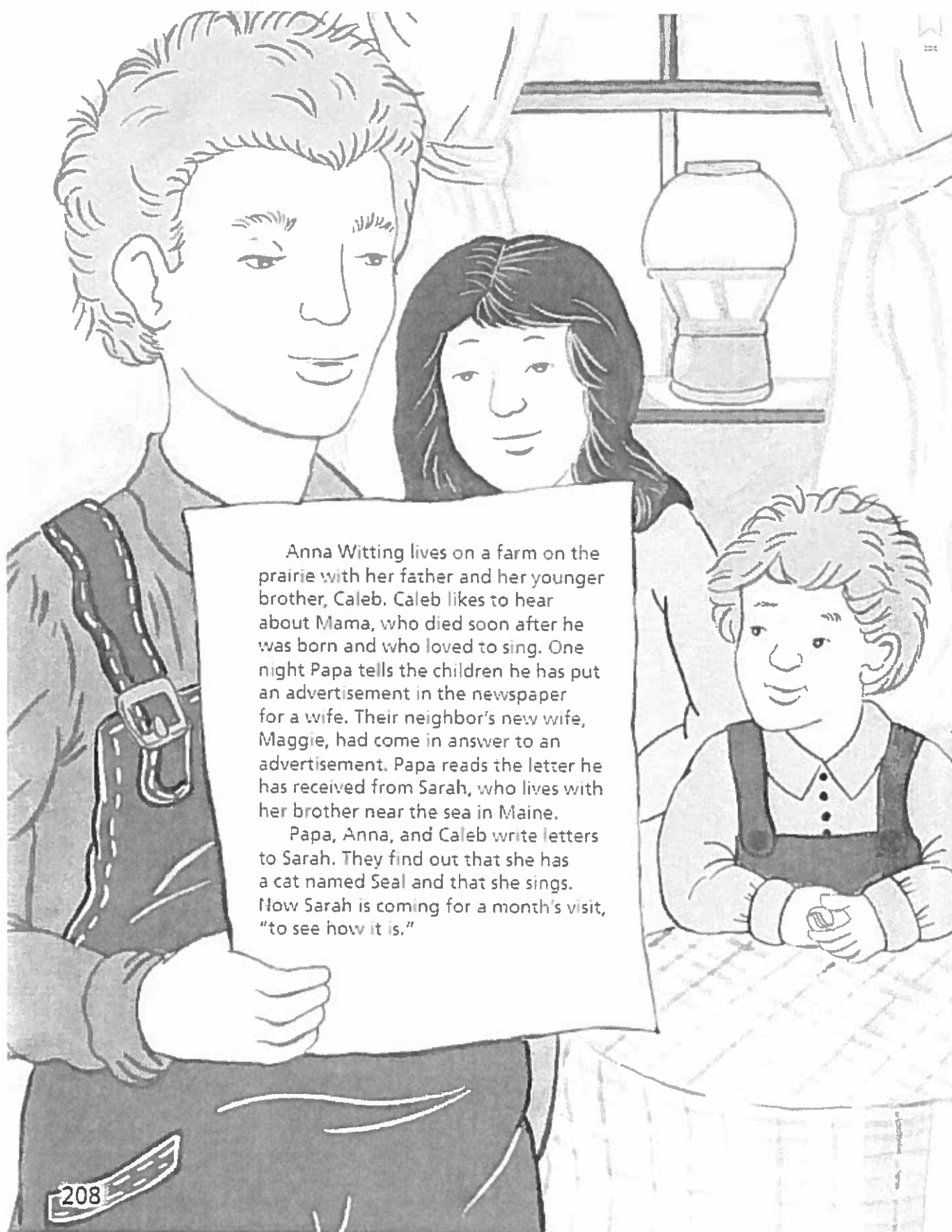


Sarah, Plain and Tall

by Patricia MacLachlan
illustrated by Alexandra Wallner

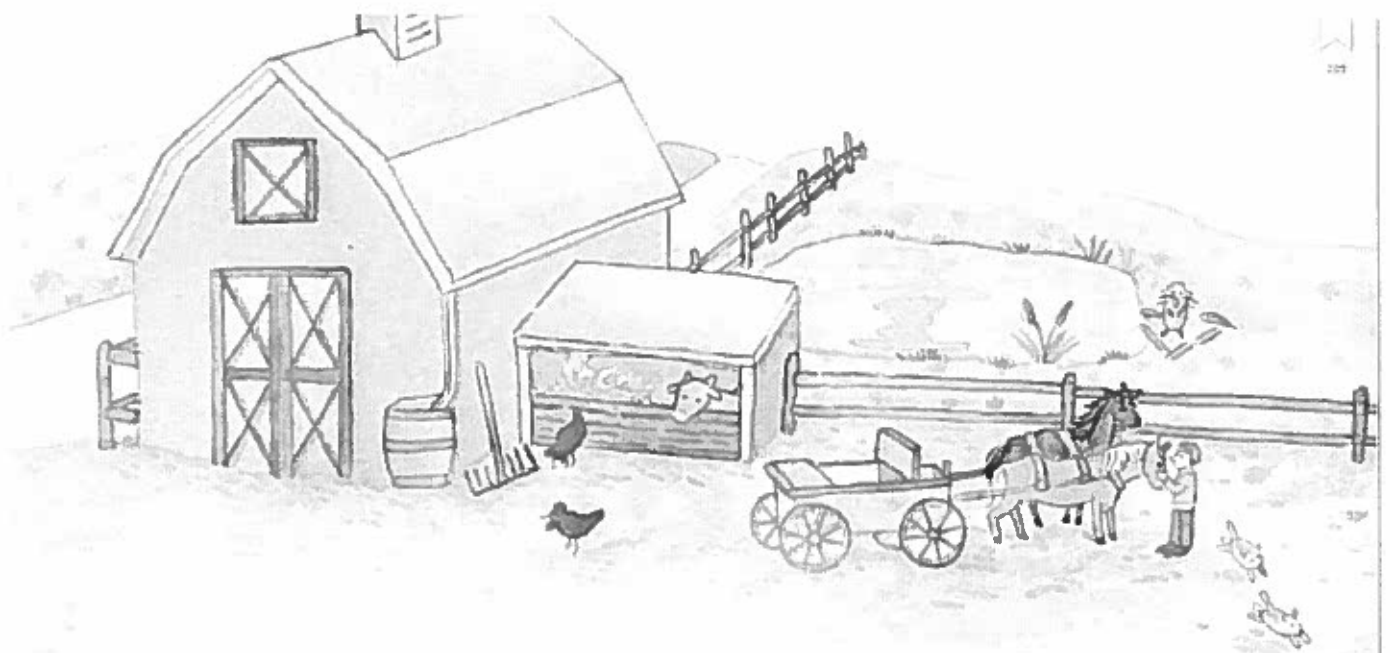
ESSENTIAL QUESTION

What was life on the
prairie like for
the pioneers?



Anna Witting lives on a farm on the prairie with her father and her younger brother, Caleb. Caleb likes to hear about Mama, who died soon after he was born and who loved to sing. One night Papa tells the children he has put an advertisement in the newspaper for a wife. Their neighbor's new wife, Maggie, had come in answer to an advertisement. Papa reads the letter he has received from Sarah, who lives with her brother near the sea in Maine.

Papa, Anna, and Caleb write letters to Sarah. They find out that she has a cat named Seal and that she sings. Now Sarah is coming for a month's visit, "to see how it is."



Sarah came in the spring. She came through green grass fields that bloomed with Indian paintbrush, red and orange, and blue-eyed grass.

Papa got up early for the long day's trip to the train and back. He brushed his hair so slick and shiny that Caleb laughed. He wore a clean blue shirt, and a belt instead of suspenders.

He fed and watered the horses, talking to them as he hitched them up to the wagon. Old Bess, calm and kind; Jack, wild-eyed, reaching over to nip Bess on the neck.

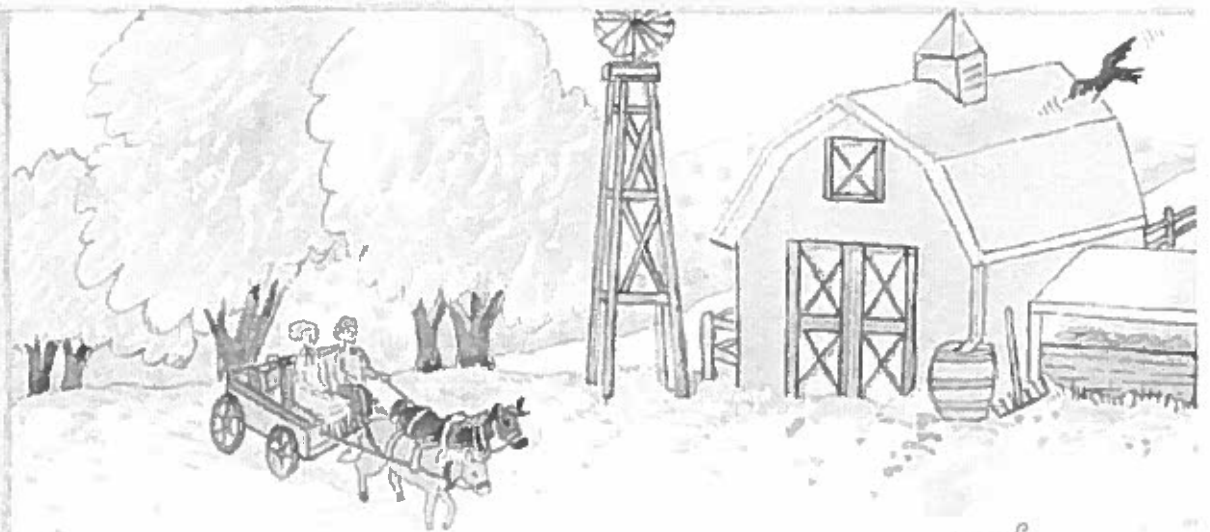
"Clear day, Bess," said Papa, rubbing her nose.

"Settle down, Jack." He leaned his head on Jack.

And then Papa drove off along the dirt road to fetch Sarah. Papa's new wife. Maybe. Maybe our new mother.

Gophers ran back and forth across the road, stopping to stand up and watch the wagon. Far off in the field a woodchuck ate and listened. Ate and listened.





Caleb and I did our chores without talking. We shoveled out the stalls and laid down new hay. We fed the sheep. We swept and straightened and carried wood and water. And then our chores were done.

Caleb pulled on my shirt.

"Is my face clean?" he asked. "Can my face be too clean?" He looked alarmed.

"No, your face is clean but not too clean," I said.

Caleb slipped his hand into mine as we stood on the porch, watching the road. He was afraid.

"Will she be nice?" he asked. "Like Maggie?"

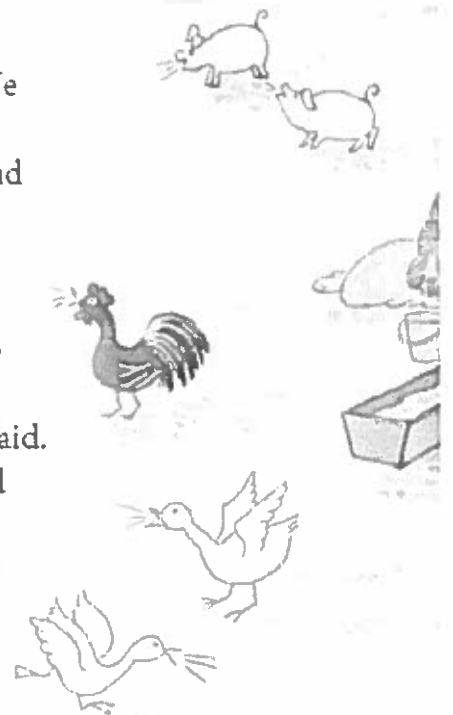
"Sarah will be nice," I told him.

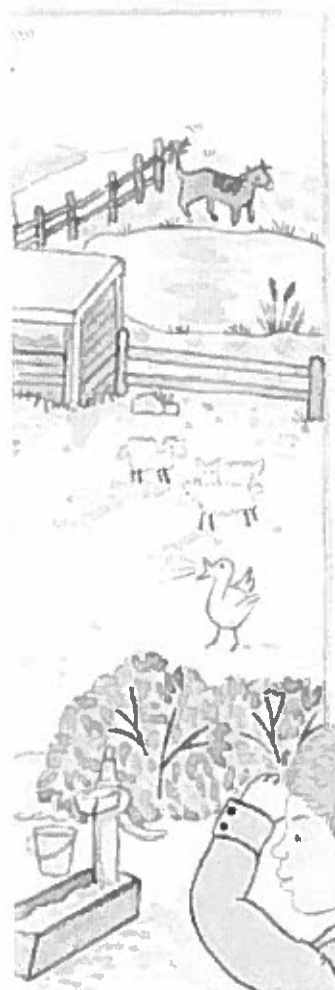
"How far away is Maine?" he asked.

"You know how far. Far away, by the sea."

"Will Sarah bring some sea?" he asked.

"No, you cannot bring the sea."





The sheep ran in the field, and far off the cows moved slowly to the pond, like turtles.

"Will she like us?" asked Caleb very softly.

I watched a marsh hawk wheel down behind the barn.

He looked up at me.

"Of course she will like us." He answered his own question. "We are nice," he added, making me smile.

We waited and watched. I rocked on the porch and Caleb rolled a marble on the wood floor. Back and forth. Back and forth. The marble was blue.

We saw the dust from the wagon first, rising above the road, above the heads of Jack and Old Bess. Caleb climbed up onto the porch roof and shaded his eyes.

"A bonnet!" he cried.

"I see a yellow bonnet!"





The dogs came out from under the porch, ears up, their eyes on the cloud of dust bringing Sarah. The wagon passed the fenced field, and the cows and sheep looked up, too. It rounded the windmill and the barn and the windbreak of Russian olive that Mama had planted long ago. Nick began to bark, then Lottie, and the wagon clattered into the yard and stopped by the steps.

"Hush," said Papa to the dogs.

And it was quiet.

Sarah stepped down from the wagon, a cloth bag in her hand. She reached up and took off her yellow bonnet, smoothing back her brown hair into a bun. She was plain and tall.

"Did you bring some sea?" cried Caleb beside me.

"Something from the sea," said Sarah, smiling. "And me." She turned and lifted a black case from the wagon. "And Seal, too."

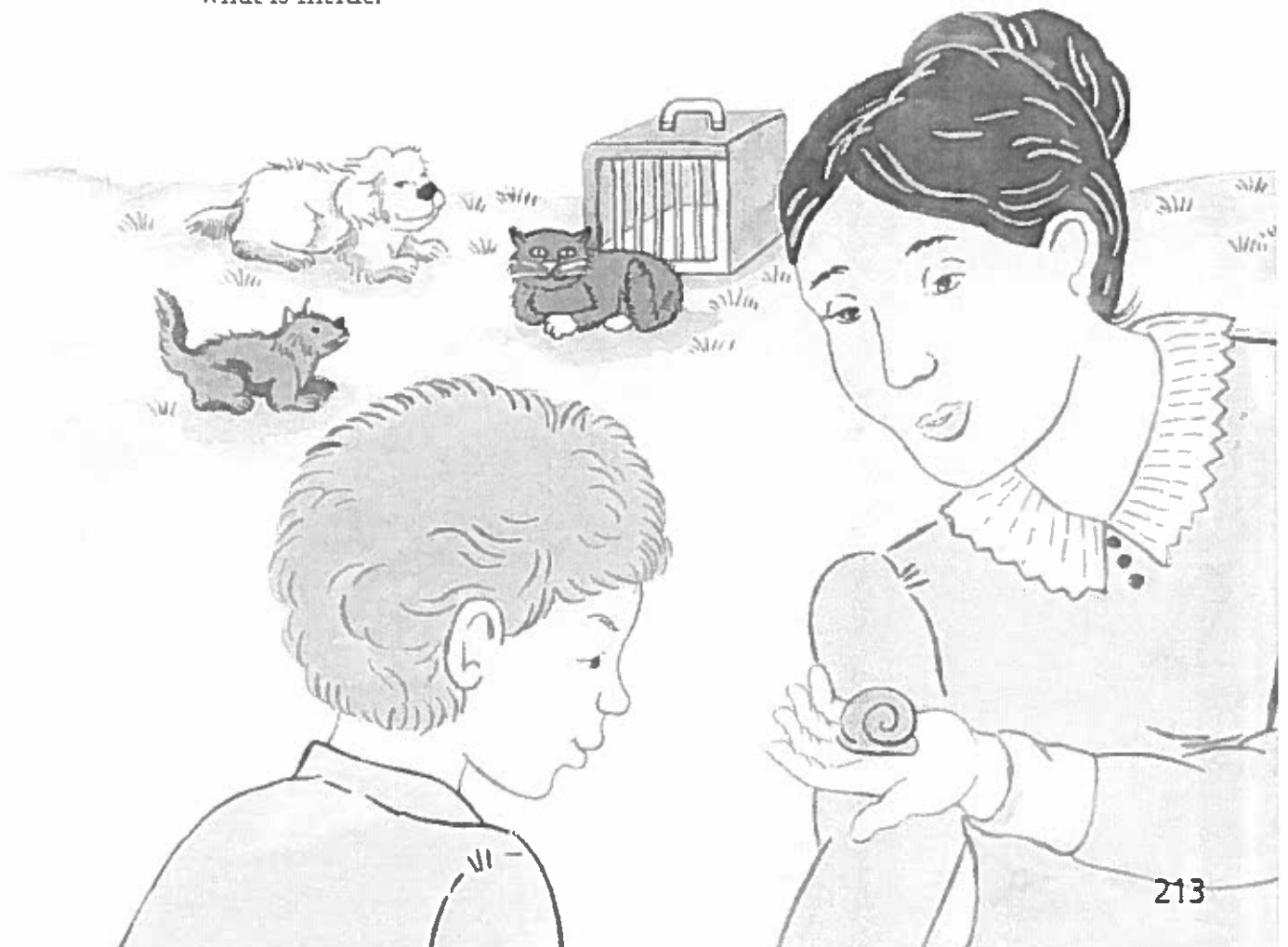
Carefully she opened the case, and Seal, gray with white feet, stepped out. Lottie lay down, her head on her paws, staring. Nick leaned down to sniff. Then he lay down, too.

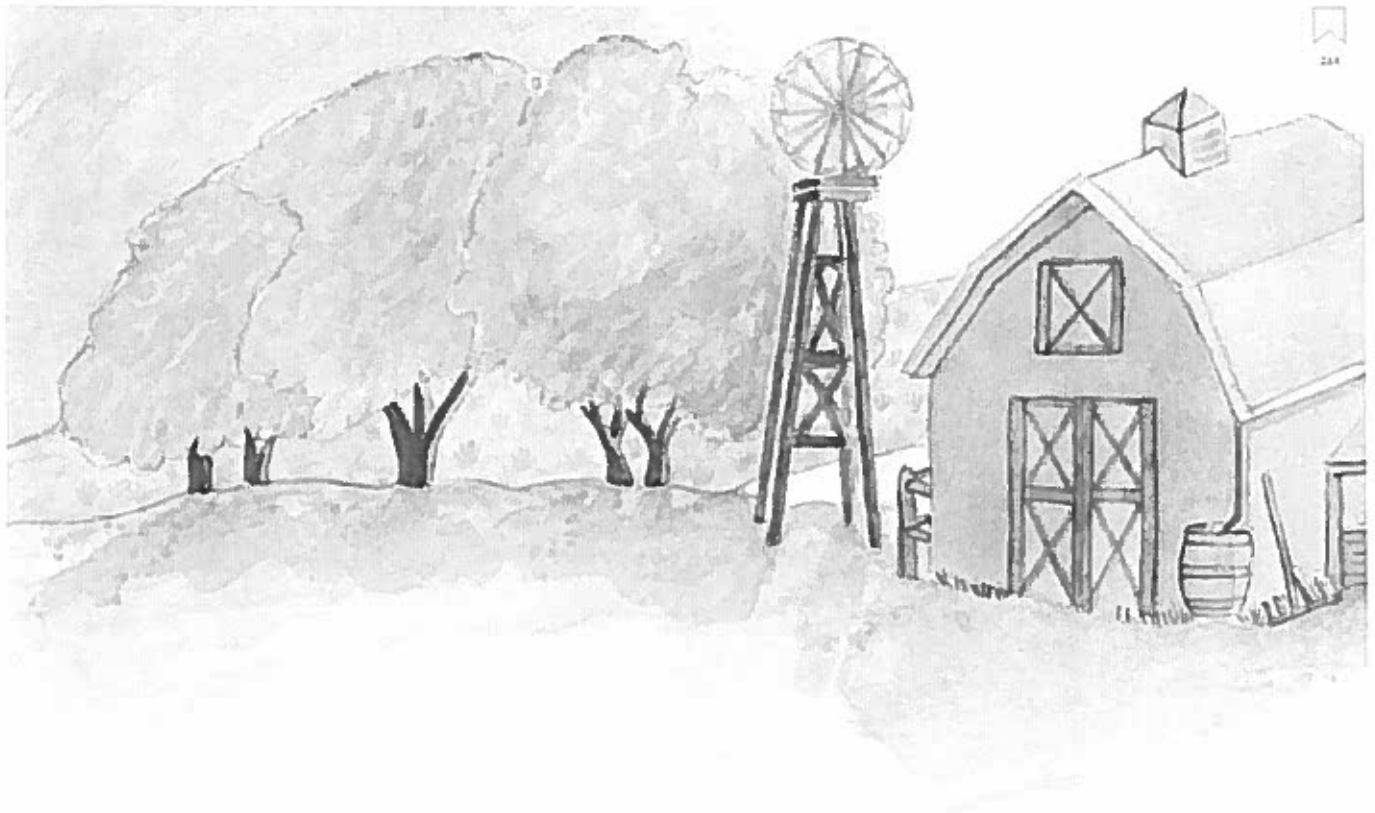
"The cat will be good in the barn," said Papa. "For mice."

Sarah smiled. "She will be good in the house, too."

Sarah took Caleb's hand, then mine. Her hands were large and rough. She gave Caleb a shell—a moon snail, she called it—that was curled and smelled of salt.

"The gulls fly high and drop the shells on the rocks below," she told Caleb. "When the shell is broken, they eat what is inside."





"That is very smart," said Caleb.

"For you, Anna," said Sarah, "a sea stone."

And she gave me the smoothest and whitest stone I had ever seen.

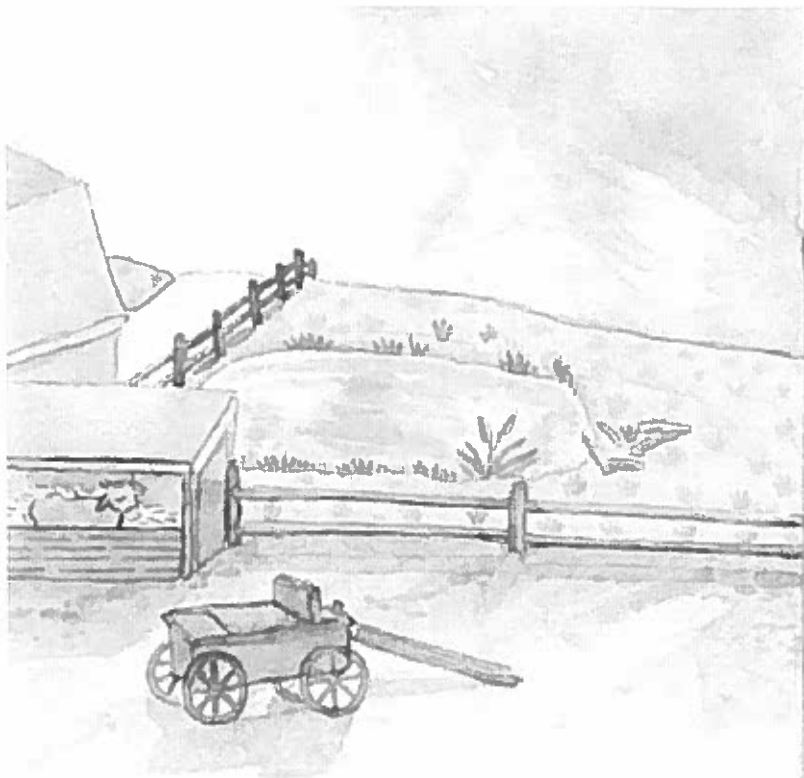
"The sea washes over and over and around the stone, rolling it until it is round and perfect."

"That is very smart, too," said Caleb. He looked up at Sarah. "We do not have the sea here."

Sarah turned and looked out over the plains.

"No," she said. "There is no sea here. But the land rolls a little like the sea."

My father did not see her look, but I did. And I knew that Caleb had seen it, too. Sarah was not smiling. Sarah was already lonely. In a month's time the preacher might come to marry Sarah and Papa. And a month was a long time. Time enough for her to change her mind and leave us.

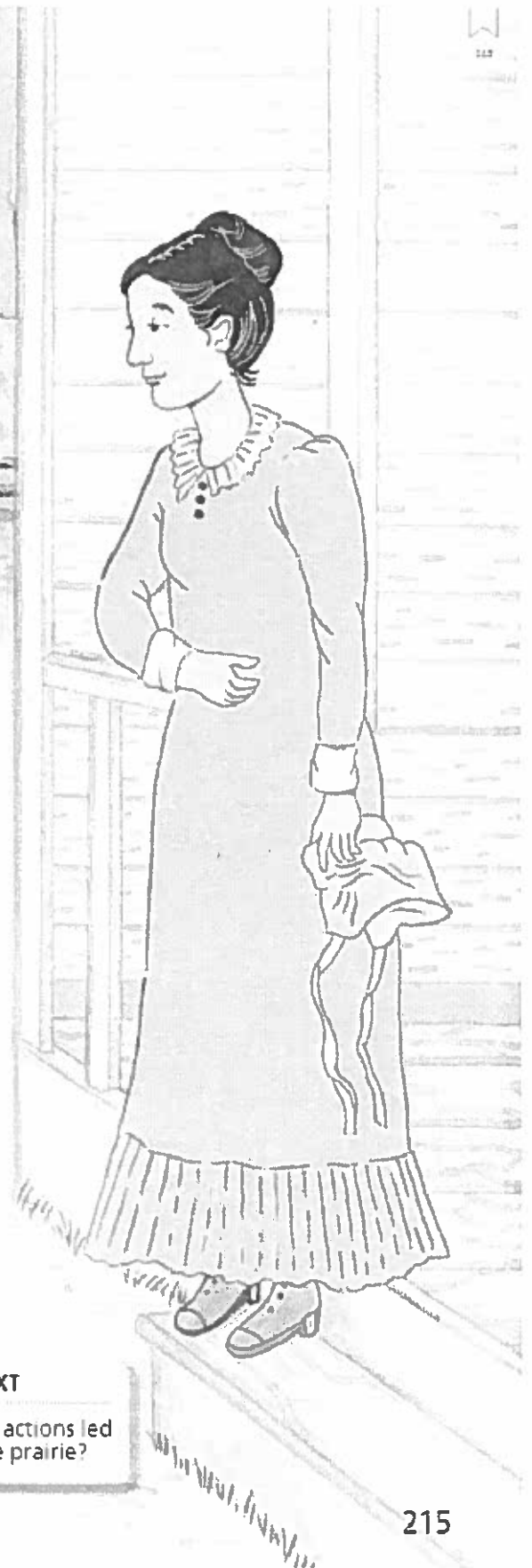


Papa took Sarah's bags inside, where her room was ready with a quilt on the bed and blue flax dried in a vase on the night table.

Seal stretched and made a small cat sound. I watched her circle the dogs and sniff the air. Caleb came out and stood beside me.

"When will we sing?" he whispered.

I shook my head, turning the white stone over and over in my hand. I wished everything was as perfect as the stone. I wished that Papa and Caleb and I were perfect for Sarah. I wished we had a sea of our own.



ANALYZE THE TEXT

Story Structure What actions led to Sarah's arrival on the prairie?

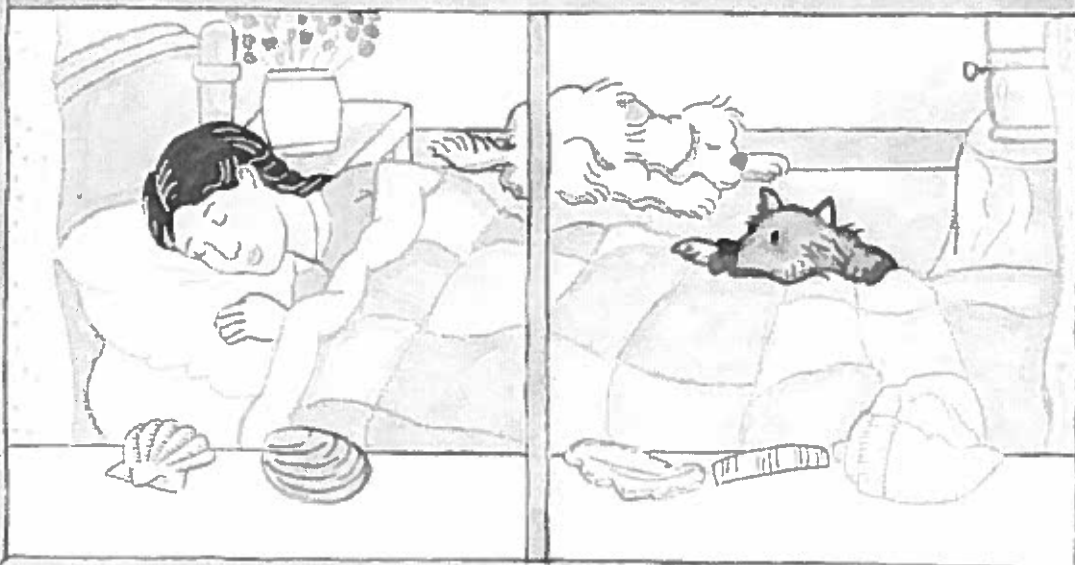
The dogs loved Sarah first. Lottie slept beside her bed, curled in a soft circle, and Nick leaned his face on the covers in the morning, watching for the first sign that Sarah was awake. No one knew where Seal slept. Seal was a roamer.

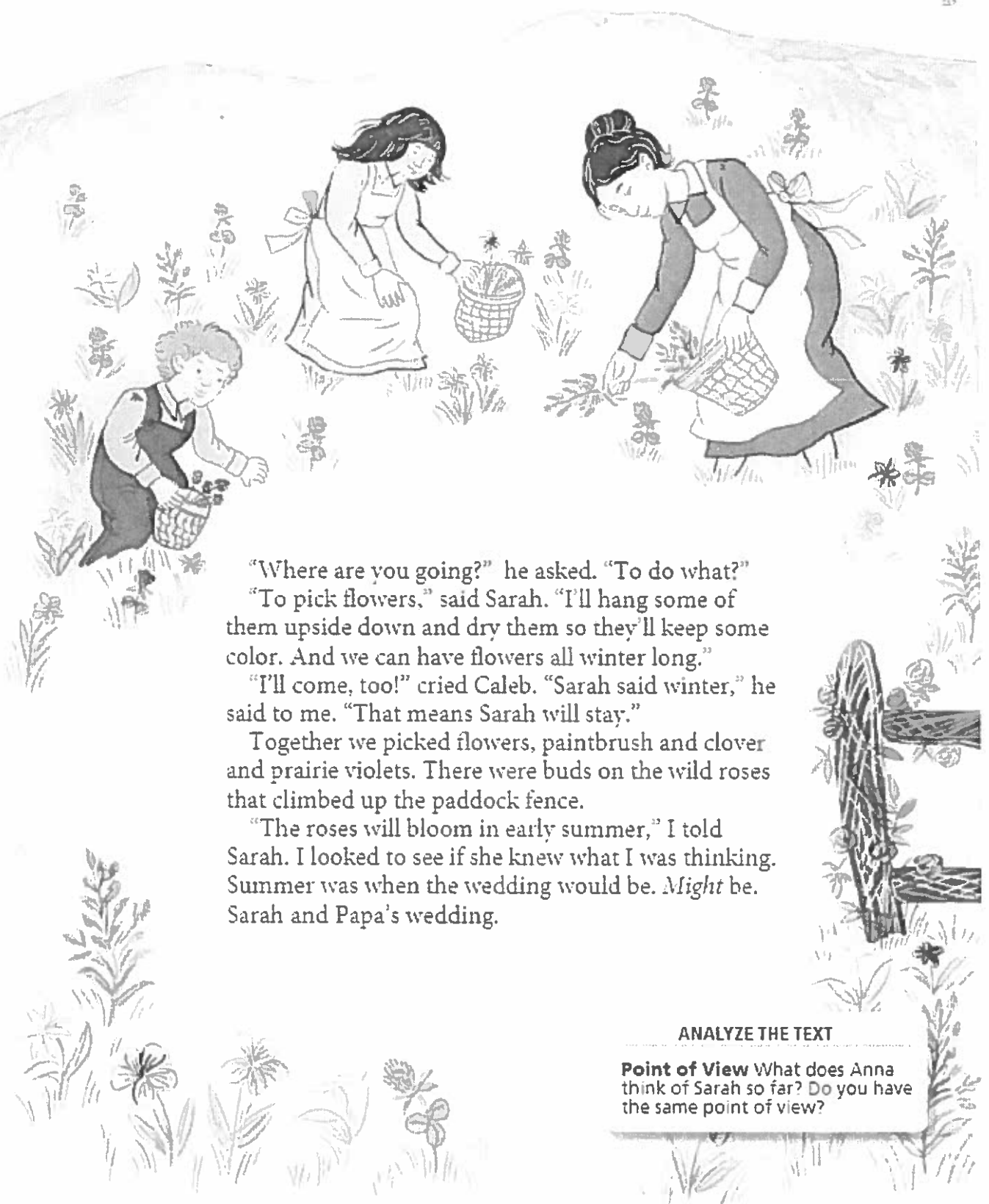
Sarah's collection of shells sat on the windowsill.

"A scallop," she told us, picking up the shells one by one, "a sea clam, an oyster, a razor clam. And a conch shell. If you put it to your ear you can hear the sea." She put it to Caleb's ear, then mine. Papa listened, too. Then Sarah listened once more, with a look so sad and far away that Caleb leaned against me.

"At least Sarah can hear the sea," he whispered.

Papa was quiet and shy with Sarah, and so was I. But Caleb talked to Sarah from morning until the light left the sky.





"Where are you going?" he asked. "To do what?"

"To pick flowers," said Sarah. "I'll hang some of them upside down and dry them so they'll keep some color. And we can have flowers all winter long."

"I'll come, too!" cried Caleb. "Sarah said winter," he said to me. "That means Sarah will stay."

Together we picked flowers, paintbrush and clover and prairie violets. There were buds on the wild roses that climbed up the paddock fence.

"The roses will bloom in early summer," I told Sarah. I looked to see if she knew what I was thinking. Summer was when the wedding would be. *Might* be. Sarah and Papa's wedding.

ANALYZE THE TEXT

Point of View What does Anna think of Sarah so far? Do you have the same point of view?

We hung the flowers from the ceiling in little bunches.
 "I've never seen this before," said Sarah. "What is it called?"

"Bride's bonnet," I told her.

Caleb smiled at the name.

"We don't have this by the sea," she said. "We have
 seaside goldenrod and wild asters and woolly ragwort."

"Woolly ragwort!" Caleb whooped. He made up a song.

*"Woolly ragwort all around,
 Woolly ragwort on the ground.
 Woolly ragwort grows and grows,
 Woolly ragwort in your nose."*

Sarah and Papa laughed, and the dogs lifted their heads
 and thumped their tails against the wood floor. Seal sat on
 a kitchen chair and watched us with yellow eyes.





We ate Sarah's stew, the late light coming through the windows. Papa had baked bread that was still warm from the fire.

"The stew is fine," said Papa.

"Ayuh," Sarah nodded. "The bread, too."

"What does 'ayuh' mean?" asked Caleb.

"In Maine it means yes," said Sarah.

"Do you want more stew?"

"Ayuh," said Caleb.

"Ayuh," echoed my father.

After dinner Sarah told us about William. "He has a gray-and-white boat named *Kittiwake*." She looked out the window. "That is a small gull found way off the shore where William fishes. There are three aunts who live near us. They wear silk dresses and no shoes. You would love them."

"Ayuh," said Caleb.

"Does your brother look like you?" I asked.

"Yes," said Sarah. "He is plain and tall."

At dusk Sarah cut Caleb's hair on the front steps, gathering his curls and scattering them on the fence and ground. Seal batted some hair around the porch as the dogs watched.

"Why?" asked Caleb.

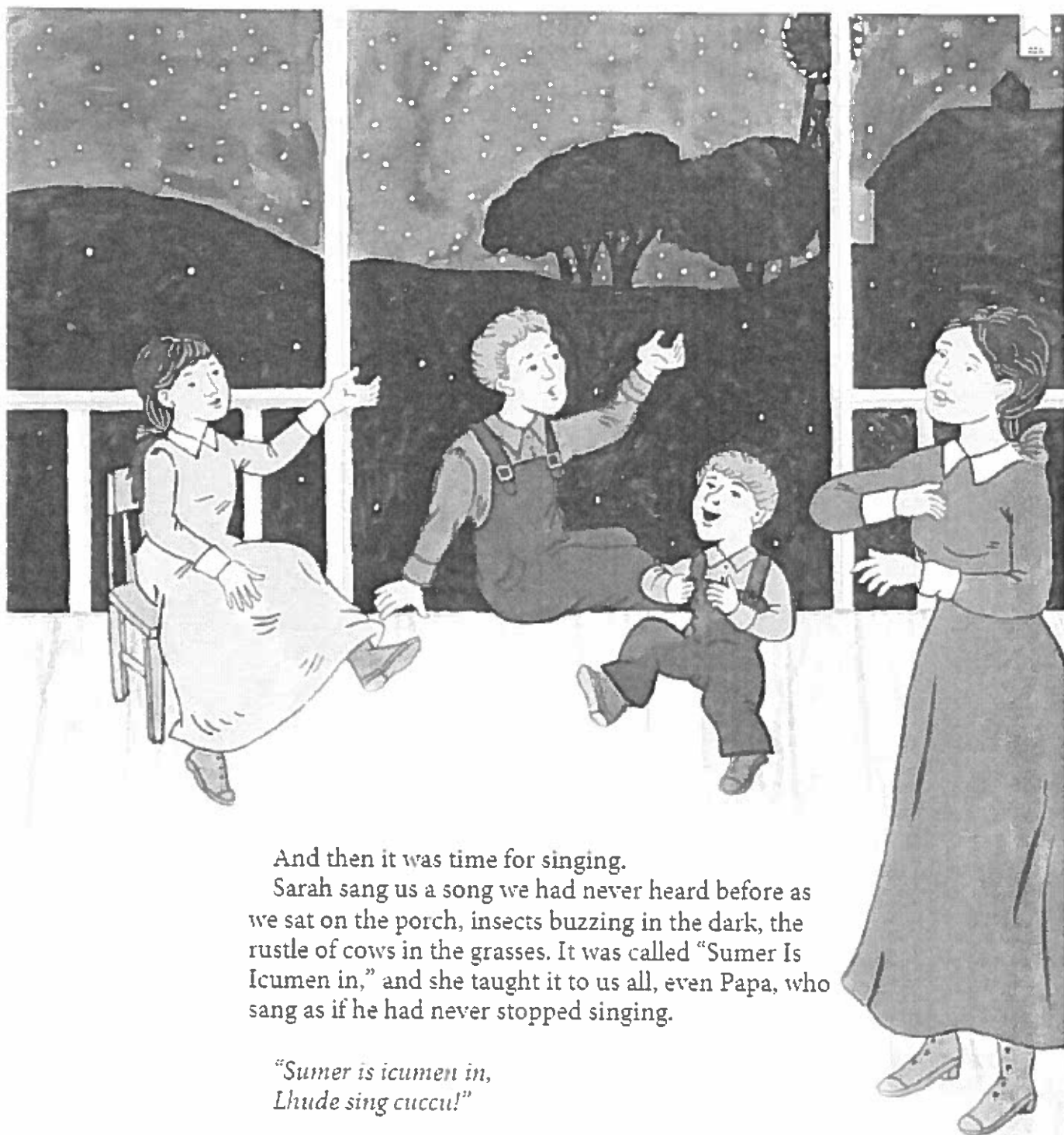
"For the birds," said Sarah. "They will use it for their nests. Later we can look for nests of curls."

"Sarah said 'later,'" Caleb whispered to me as we spread his hair about. "Sarah will stay."

Sarah cut Papa's hair, too. No one else saw, but I found him behind the barn, tossing the pieces of hair into the wind for the birds.

Sarah brushed my hair and tied it up in back with a rose velvet ribbon she had brought from Maine. She brushed hers long and free and tied it back, too, and we stood side by side looking into the mirror. I looked taller, like Sarah, and fair and thin. And with my hair pulled back I looked a little like her daughter. Sarah's daughter.





And then it was time for singing.

Sarah sang us a song we had never heard before as we sat on the porch, insects buzzing in the dark, the rustle of cows in the grasses. It was called "Sumer Is Icumen in," and she taught it to us all, even Papa, who sang as if he had never stopped singing.

*"Sumer is icumen in,
Lhude sing cuccu!"*

"What is sumer?" asked Caleb. He said it "soomer," the way Sarah had said it.

"Summer," said Papa and Sarah at the same time. Caleb and I looked at each other. Summer was coming.

Name: _____

VOCABULARY Definitions

prairie, slick, fetch, clattered, sniff, rough,
batted, thumped, buzzing, rustle

Directions: Write the word that matches each definition.

breathe in through the nose

not smooth

swung at

flat land

smooth

get something and bring it back

beat an object to make a dull noise

make a humming sound

made a loud crashing sound

quick sound made when something moves

hit

noise while breathing in through the nose

uneven or coarse

rolling land covered mostly by grass

sound made when someone moves

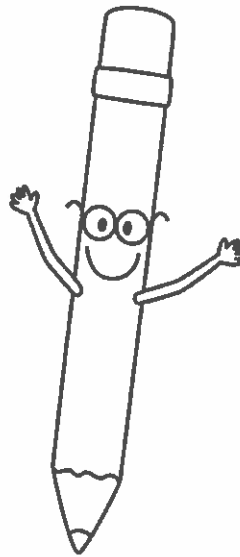
go and get somebody or something

made a rattling noise

made a dull heavy noise

slippery

steady humming sound



Directions: Write your own definition for the vocabulary word.

prairie: _____

Name: _____

VOCABULARY Blanks

prairie, slick, fetch, clattered, sniff, rough,
batted, thumped, buzzing, rustle

Directions: Fill in the blanks with a vocabulary word.

The kitten _____ its paw at the ball of string.

Very few trees are found on a _____.

The dog likes to _____ the ball for its owner.

Walk carefully on the _____ ice.

I could hear the bee _____ around my head.

The baby stopped to _____ the flowers in the grass.

We could hear the leaves _____ as we walked through them.

The bark on the old tree was very _____ and uneven.

The rabbit _____ its back legs when it was angry.

The dishes _____ when my father washed them.

The new dancers _____, or stomped, their feet to the music.

You would never see a forest on the _____ lands.

The old wheels on the skateboard _____ on the sidewalk.

The dog likes to _____ its owner's food at dinner time.

We had to _____ water from the nearest lake.

We used _____ sandpaper to make the desk smooth.

The cement was really _____ after the rainstorm.

An airplane makes a _____, or humming, sound.

We heard the leaves _____ as the butterfly landed on them.

The hitter _____ the ball and hit a homerun.

Directions: Make one of your own "fill in the blanks" sentences using any vocabulary word.

I _____

Name: _____

Vocabulary Lists

Directions: Describe things that relate to each vocabulary word.

List two things that could be found on a **prairie**:

1. _____ 2. _____

List two surfaces that could be **slick**:

1. _____ 2. _____

List two things that a dog would like to **fetch**:

1. _____ 2. _____

List two objects that could make a **clattering** noise:

1. _____ 2. _____

List two objects that are enjoyable to **sniff**:

1. _____ 2. _____

List two surfaces that are **rough**:

1. _____ 2. _____

List two words that are similar to **thumped**:

1. _____ 2. _____

List two things that a kitten might like to **bat** at:

1. _____ 2. _____

List two things that make a **buzzing** sound:

1. _____ 2. _____

List two objects that might **rustle** if you walked on top of them:

1. _____ 2. _____

Name: _____

Comprehension Test Practice

Directions: Answer the questions from "Sarah, Plain and Tall" in complete sentences. Use the text to help you find evidence to answer each question.

1. What did Caleb and Anna do after they carried wood and water?

2. How did Caleb show that he was afraid?

3. How did Anna and Caleb first know the wagon was coming?

4. Who is the narrator in this story?

5. How did Sarah think the plains were like the sea?

6. Which character used the words *I*, *me*, and *my* to tell the story?

7. Why do you think it was easier for Caleb to talk to Sarah than it was for Papa to talk to Anna?

Name: _____

FOCUS ON STORY STRUCTURE

Directions: Answer the following story structure questions from "Sardh, Plain and Tall".

What is the main <u>setting</u> of the story?	
What is another <u>setting</u> of the story?	
Who is the <u>main character</u> in the story?	
Name three other <u>characters</u> in the story.	
What is the <u>main problem</u> in the story?	
What was another <u>problem</u> in the story?	
What can you <u>learn</u> from this story?	

Name _____

Date _____

Lesson 21
READER'S NOTEBOOK

Adverbs That Compare

Sarah, Plain and Tall
Grammar:
Adverbs That Compare

- **Adverbs** can tell *where*, *when*, or *how* something happens. Adverbs are used to describe verbs. Adverbs can also be used to compare actions.
- To compare two actions, use the ending *-er* with most adverbs, such as *hard*, *late*, or *slow*.
- Use *more* before adverbs that end in *-ly*, such as *carefully* or *quickly*.

Thinking Question
Are two actions compared?

She practiced harder than her brother needed to practice.

She danced more awkwardly than her brother did.

Choose the correct adverb in parentheses. Write it on the line.

1. The brother and sister acted (bashfully, more bashfully) than their father.
2. Abby waited (eagerly, more eagerly) than her brother did.
3. The woman sang (gently, more gently) than the wind blew.
4. She swayed (gracefully, more gracefully) than the prairie grasses moved outside.
5. The song sounded (stronger, more stronger) than it did before.
6. The little girl held her toy bear (carefully, more carefully) than she would hold a ball.

Name _____

Date _____

Lesson 21
READER'S NOTEBOOK

Adverbs That Compare

Sarah, Plain and Tall
Grammar:
Adverbs That Compare

- **Adverbs** can be used to compare two actions.
- Add *-er* to one-syllable adverbs to show comparison.
If the adverb ends with *e*, drop the *e* before adding *-er*.
- Use *more* before adverbs that end in *-ly*. Sometimes, an adverb that ends with *-ly* will use an *-ier* ending.

Thinking Question
Does the adverb have more than one syllable or does it end in -ly?

The moon shines **brighter** than the stars.

Linda could see the moon **earlier** than she could notice the stars.

The stars twinkled **more brilliantly** than the moon glowed.

Write the correct form of the adverb in parentheses to complete the sentence.

1. The truck arrived (late) today than the bus did.
2. The cornstalks stood (rigidly) than the tall grass.
3. She watched the sheep (closely) than she watched the cows.
4. They climbed (high) than we could.
5. The wind is blowing (strong) now than it did this morning.

Name _____

Date _____

Lesson 21
READER'S NOTEBOOK

Spelling Word Sort

Write each Basic Word under the correct heading.

Words with *-ed*

Words with *-ing*

Sarah, Plain and Tall
Spelling
Words with *-ed* and *-ing*

Spelling Words

Basic

1. coming
2. swimming
3. dropping
4. tapping
5. taping
6. invited
7. saving
8. stared
9. planned
10. changing
11. joking
12. loved
13. gripped
14. tasted

Review

making
stopped

Challenge

freezing
scared

Review: Add the Review Words to your Word Sort.

Challenge: Add the Challenge Words to your Word Sort.

Name _____

Date _____

Lesson 21
READER'S NOTEBOOK

Adverbs That Compare

Sarah, Plain and Tall
Grammar:
Adverbs That Compare

Write the correct form of the adverb that compares more than two actions.

1. easily
2. furiously
3. late
4. perfectly
5. rigidly
6. high

Write the form of the adverb that compares more than two actions in parentheses.

1. Sam worked _____ of all the workers.
(slowly)
2. Jim shoveled the _____ of all the adults.
(quickly)
3. Sally worked the _____ of the three people
on her team. (hard)
4. Jenny always arrived _____ at work. (early)

Name _____

Date _____

Lesson 21
READER'S NOTEBOOK

Words with *-ed* and *-ing*

Write the Basic Word that replaces the underlined word or words in each book title.

1. Kidding and Laughing
2. Moving to California
3. Stop Letting Go of the Ball
4. Sticking Together and Gluing Projects
5. Moving in Water Sports
6. Asked to the Party
7. Pets I Have Liked a Lot
8. Keeping Money in a Bank
9. We Arranged a Party
10. Making Different Weather
11. He Held a Baseball Bat
12. Hitting Lightly at the Door
13. Teas I Have Tried
14. The Monster Looked at Me

Review What Review Word completes this title?

The Art of

Bread

Challenge Write your own title using one of the Challenge Words.

Sarah, Plain and Tall

Spelling:

Words with *-ed* and *-ing*

Spelling Words

Basic

1. coming
2. swimming
3. dropping
4. tapping
5. taping
6. invited
7. saving
8. stared
9. planned
10. changing
11. joking
12. loved
13. gripped
14. tasted

Review

making
stopped

Challenge

freezing
scared

Name _____

Date _____

Lesson 21
READER'S NOTEBOOK

Proofreading for Spelling

Read the following invitation. Find and circle the misspelled words.

You Are Invited To A Swiming Party!

Parents will be dropping kids at the planed meeting place: the changging rooms at Bayview Park. Everyone is coming at 11:00.

I have been saveing plastic flowers. We will be tapeing them onto our bathing caps. People stared when we did this at my sister's party. I think they all lovved how we looked and knew we were only joking.

We will play in the water until noon. We griped hands at my sister's party and jumped over waves. Maybe we can do that again! Then my dad will make a tapping signal. He will serve chicken and salad for lunch. I've tastted his cooking and it will be great! Finally, we'll have a second swim. It will be a fun party. I hope you can make it!

Write the misspelled words correctly on the lines below.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Sarah, Plain and Tall
Spelling:
Words with *-ed* and *-ing*

Spelling Words

Basic

1. coming
2. swimming
3. dropping
4. tapping
5. taping
6. invited
7. saving
8. stared
9. planned
10. changing
11. joking
12. loved
13. gripped
14. tasted

Review

making
stopped

Challenge

freezing
scared

A New Home



Anthony Castillo calls two countries home. The 8-year-old was born in the Dominican Republic, a country in the Caribbean Sea. Later, Anthony moved to New York City. Some of his relatives still live in the Dominican Republic.

"I didn't like living [in the United States] at first. But now I do," Anthony told *Weekly Reader*. Anthony started to like his new home after he made some friends. He said that, in a way, he has already "seen the world" by having lived in two countries.

Today in the United States, millions of people are like Anthony. A government report said 56 million Americans come from another country. That means one in five Americans was either born in another country or has parents who were born elsewhere.

From Far and Away

The United States is often called a melting pot. That's because the parents or grandparents of most of the people who live in the United States came from other countries. People who move from one country to another are called immigrants.

The people who are now moving to the United States come from nearly every country in the world. However, most of them come from Mexico, China, India, Philippines, the Dominican Republic, and El Salvador. All those countries are located south of the United States or in Asia.

"[The United States] is made up of people who are so different [from one another]," said one of the report's authors. "This is what the United States is famous for. It is a very diverse place, with people of all kinds of backgrounds. And that is great!"

Name: _____ Date: _____

1. Anthony Castillo says that he has "seen the world." This means
 - A. he has been to many other countries.
 - B. living in two countries has taught him a lot about people from different parts of the world.
 - C. living in New York exposes him to people from around the world.
 - D. he went through many countries traveling from the Dominican Republic to the United States.

2. The author quotes a writer from the government report in order to
 - A. add the writer's view on the diversity of the United States.
 - B. give the reader more facts in the writer's voice.
 - C. inform the reader about writing reports.
 - D. add the writer's view on working with the government.

3. _____ Americans were either born in another country or have parents who were born in another country.
 - A. One in fifty
 - B. One in twenty
 - C. One in ten
 - D. One in five

4. The author says the United States is a "melting pot." That means
 - A. Living in a diverse community means that you start celebrating different holidays.
 - B. The food in the United States is an example of how diverse the people are.
 - C. The United States is a mix of people from all kinds of backgrounds and countries.
 - D. Immigrants lose their culture when they move here from other countries.

5. The author says that Anthony "calls two countries home." What does that mean?

Lesson 22

ANCHOR TEXT



GENRE

Informational text gives you facts and information about a topic. As you read, look for:

- ▶ headings that tell about the content of sections
- ▶ how the ideas and information are organized
- ▶ graphics such as maps to help explain the topic

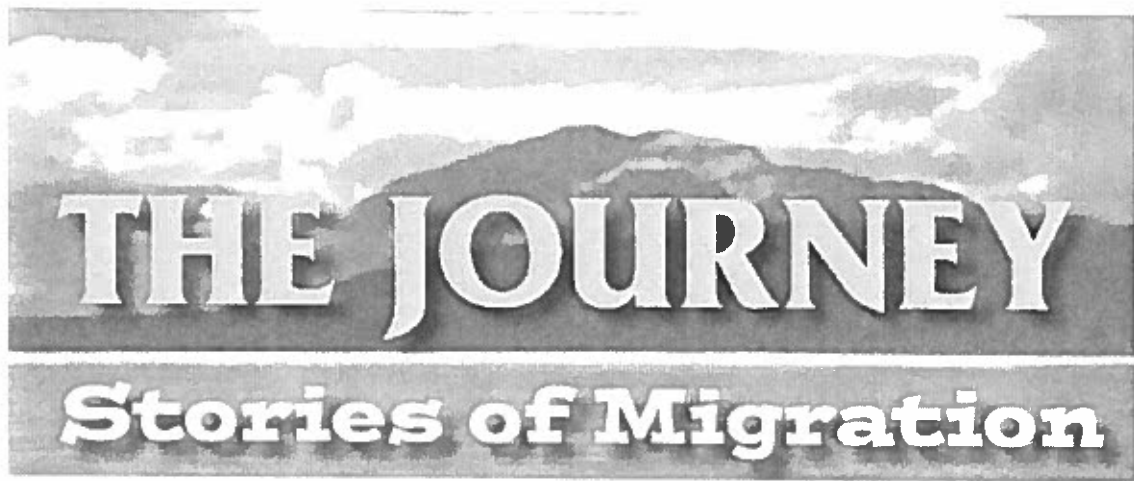


MEET THE AUTHOR

Cynthia Rylant

What advice does an award-winning, famous author like Cynthia Rylant have for young writers? Go out and play. "Playing is still the greatest training you can have, I think, for being a writer," says Rylant. "It helps you love life, it helps you relax, and it helps you cook up interesting stuff in your head." She is the author of *The Blue Hill Meadows* and many other books.

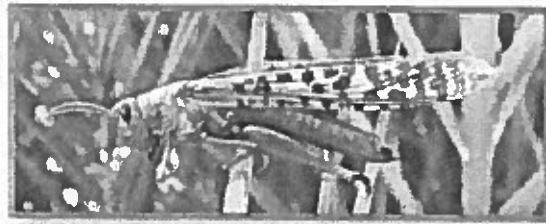




by Cynthia Rylant

ESSENTIAL QUESTION

Why do animals migrate
to other places?

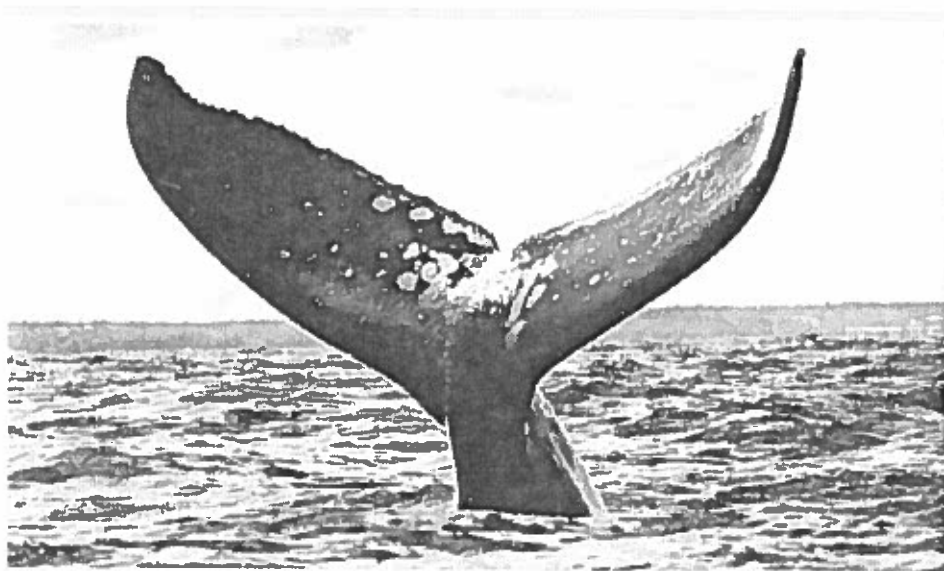


Introduction

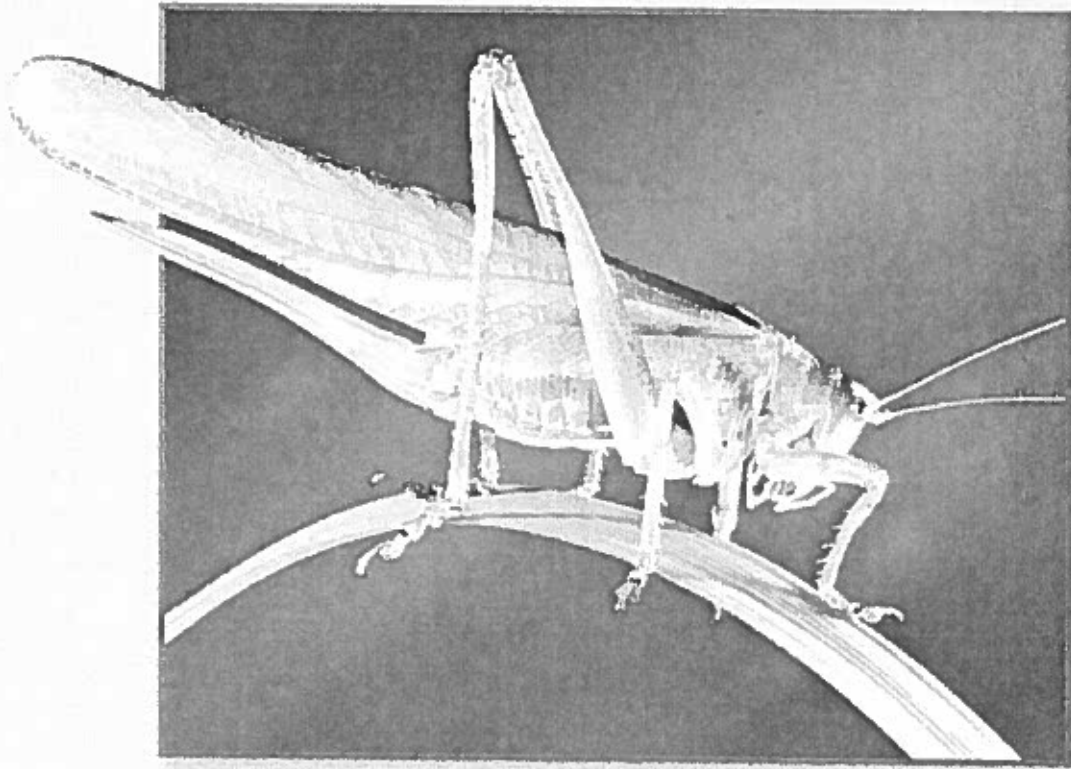
Most creatures live out their lives in the places where they are born. The tiny mouse runs in the fields where his mother ran. The gray squirrel lives in the same tall trees all her life. The cow stays on the farm.

But there are some creatures who do not stay where they are born, who cannot stay. These are the creatures who migrate. Their lives will be spent moving from one place to another. Some will migrate to survive. Some will migrate to create new life. All will be remarkable.

Here are the stories of two of these remarkable travelers—so different from each other but so alike in one profound way: Each must *move*.



The Locusts

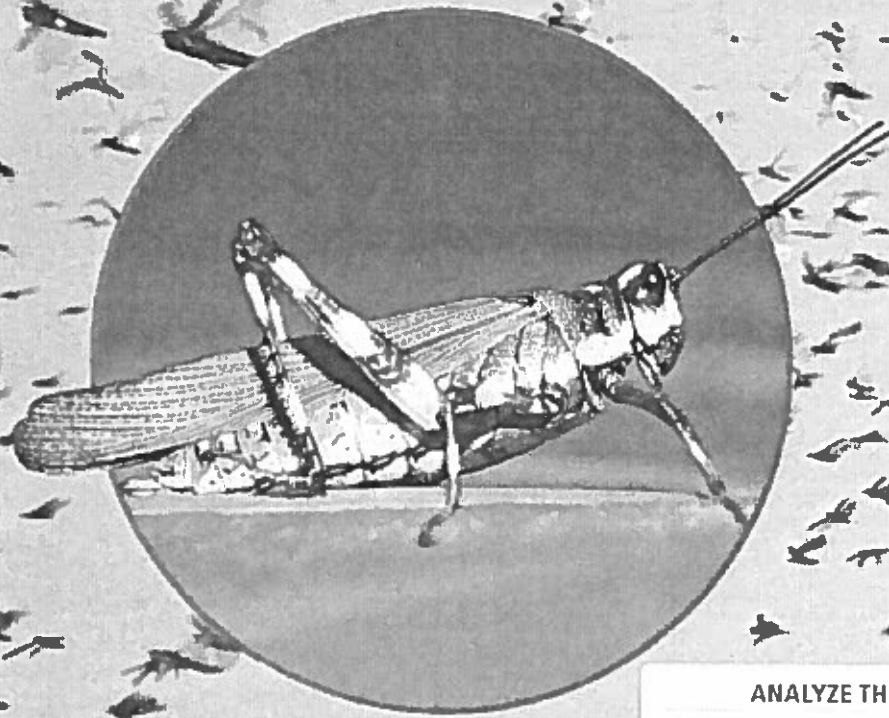


There are few migrations as dramatic and frightening as when the desert locusts are moving across Africa. These insects are actually young grasshoppers, and grasshoppers usually do not travel.

But sometimes too many grasshopper eggs are laid in one small area, and when the grasshoppers are born, there isn't enough food. The grasshoppers now have only one choice for survival: to migrate in search of vegetation.

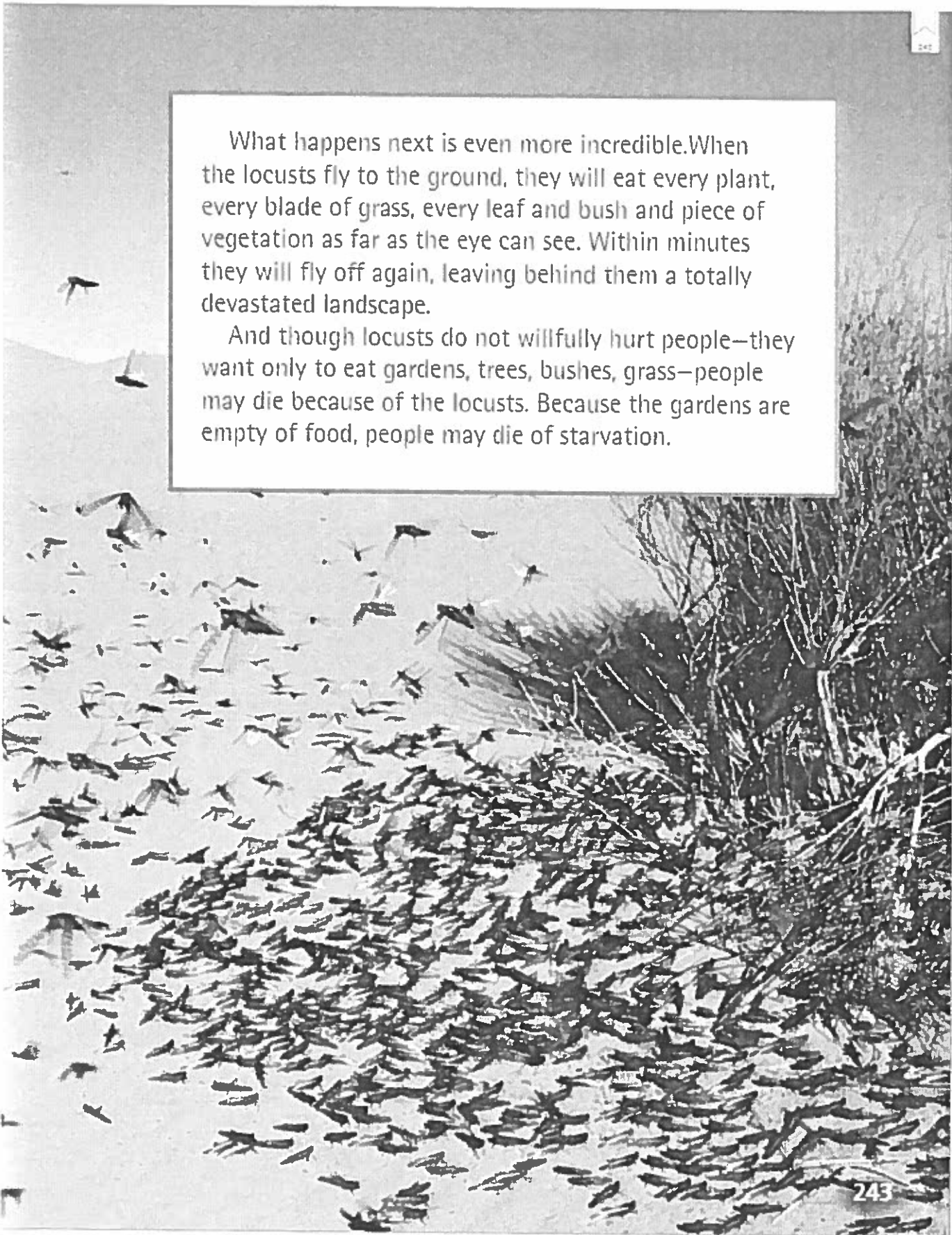
And so these grasshoppers will begin changing. Their bodies will turn from light green to dark yellow or red. Their antennae will grow short rather than long. And when they rise up to fly together by the *billions*, they will be grasshoppers no more. They will be locusts.

A cloud of desert locusts in the sky is an unbelievable sight. There are so many locusts that they block out the sun. It seems like night. And in the sudden darkness there is a terrible thunderous noise. It is the noise of a billion wings.



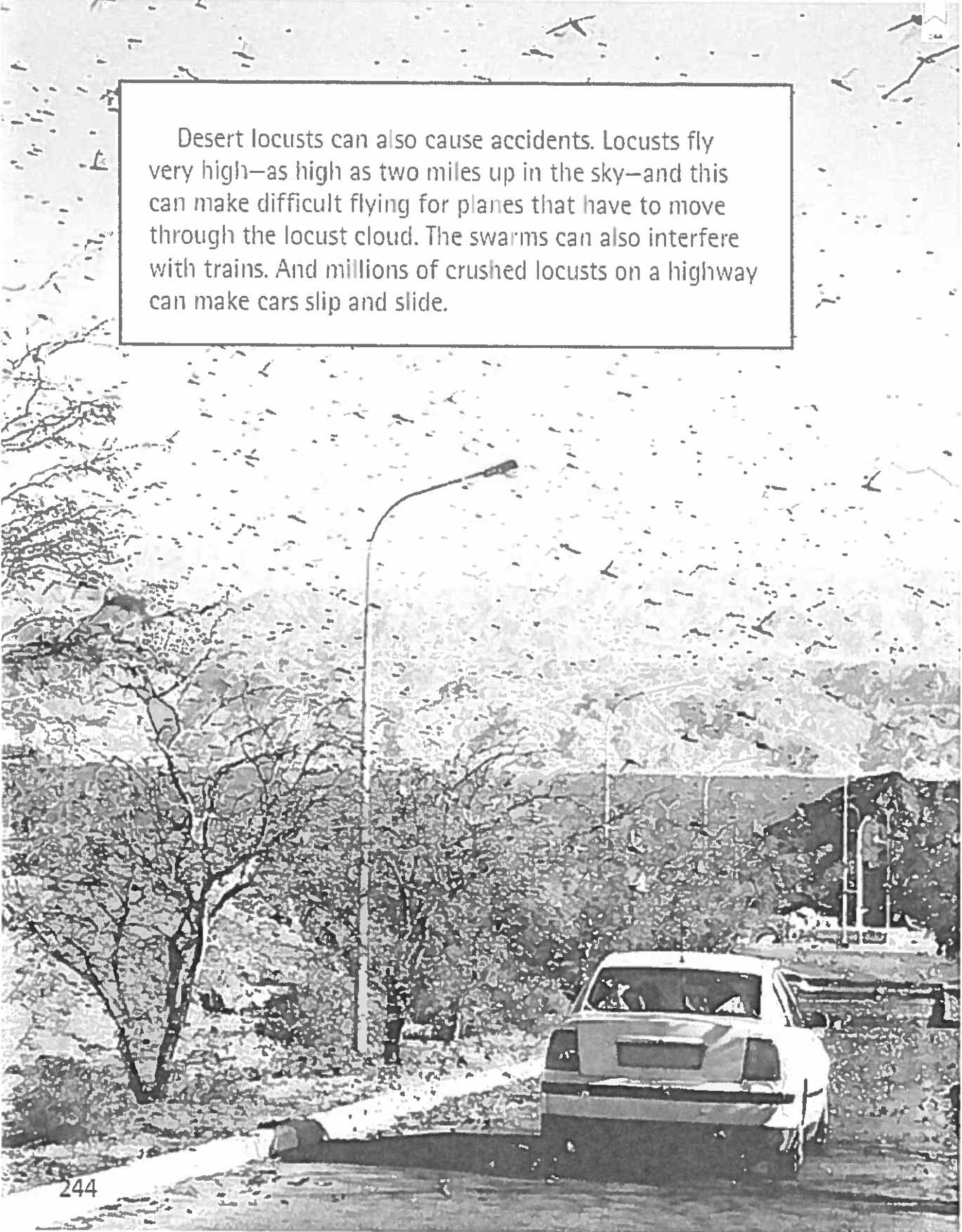
ANALYZE THE TEXT

Author's Word Choice What words help you visualize how it looks and sounds when the locusts fly away together?



What happens next is even more incredible. When the locusts fly to the ground, they will eat every plant, every blade of grass, every leaf and bush and piece of vegetation as far as the eye can see. Within minutes they will fly off again, leaving behind them a totally devastated landscape.

And though locusts do not willfully hurt people—they want only to eat gardens, trees, bushes, grass—people may die because of the locusts. Because the gardens are empty of food, people may die of starvation.



Desert locusts can also cause accidents. Locusts fly very high—as high as two miles up in the sky—and this can make difficult flying for planes that have to move through the locust cloud. The swarms can also interfere with trains. And millions of crushed locusts on a highway can make cars slip and slide.



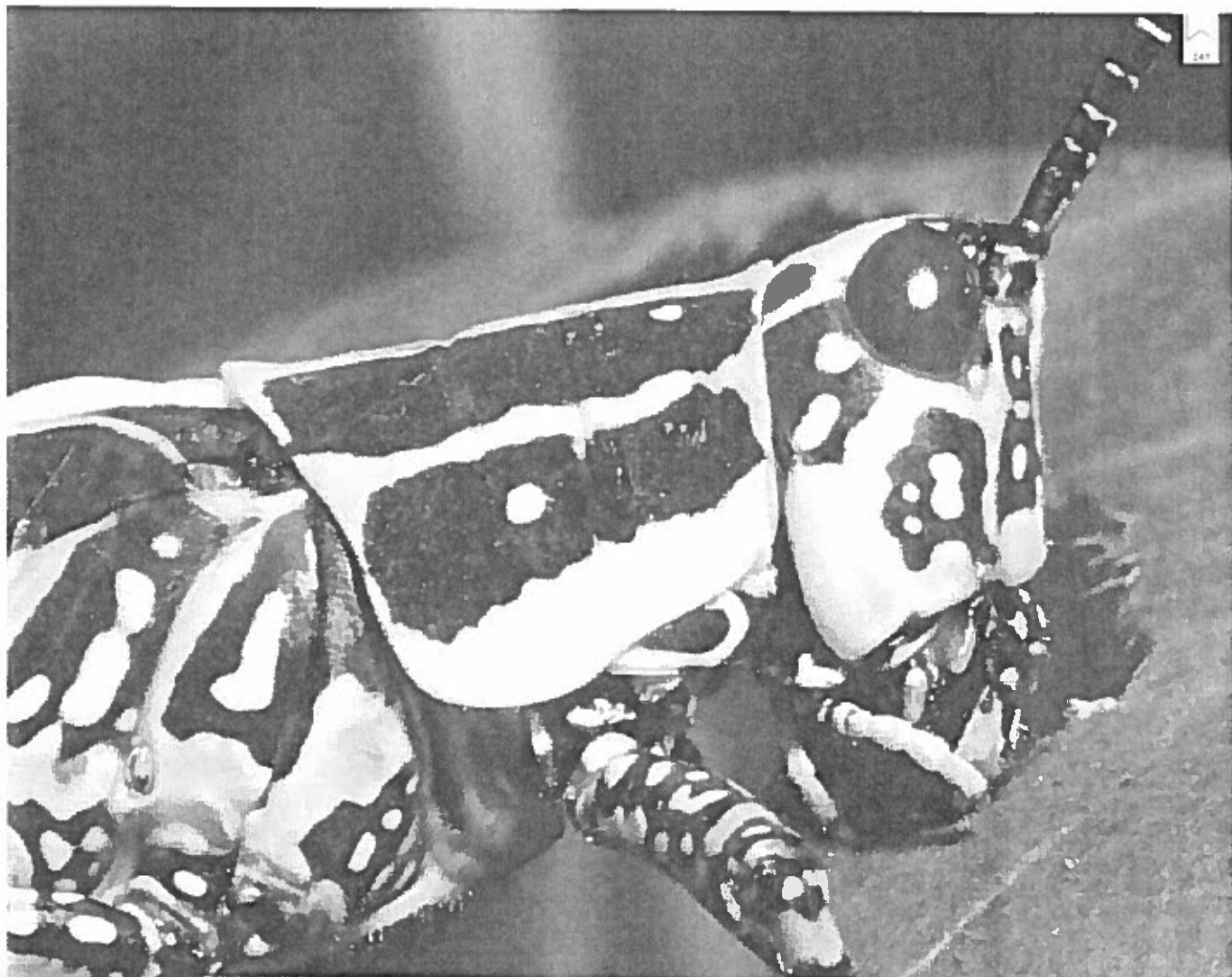
There are many stories in history about the terrible devastation of locust plagues. It is written that in ancient times, one locust swarm covered 2,000 square miles.

The swarms today are not nearly as large as that. But they can still be quite big, often as much as one hundred square miles. Imagine so many insects in the sky!



As the locusts migrate in search of food, they ride the winds from one area of rainfall to the next. (There is always more food where it rains.) They travel on sunny mornings and stop in late afternoon to roost for the night.

When they reach a rainy area, they mate and die. Then their eggs will hatch and a new swarm of locusts begins moving. This will happen again and again until one day a swarm will return to the same place where the very first locusts began.



And if the eggs laid are not too many, and if there is plenty of food when the new eggs hatch, there will be no locust swarms for a while. Only pale green grasshoppers moving quietly about.

But someday too many eggs may be laid, and the newly hatched grasshoppers will be much too hungry. These grasshoppers will begin to look a little different and act a little different.

Then they will rise up together by the billions—as desert locusts—and they will fly.



The Whales

Many mammals migrate, but no mammal migrates as far as the big gray whale. It travels 6,000 miles, then back again—and most of its traveling is done on an empty stomach!

Gray whales love the cold waters near the North Pole because the waters are full of the food they love to eat. The whales live on tiny ocean shrimp and worms, and the Arctic waters are full of these in summer. The whales eat and eat and eat, straining the tiny food through strips of baleen in their mouths. (Instead of teeth, the grays have baleen—long strips of a hard material similar to fingernails.)

The gray whales swim and eat mostly alone through the summer. But in the fall, they will begin to look for some traveling companions, because the whales know one thing for certain: that they must migrate. In winter, the Arctic seas are going to be filled with solid ice. And the whales will die if they stay.

The first gray whales to leave the Arctic are the pregnant females. These expectant mothers want to have plenty of time to reach the warm waters of California and Mexico before they give birth. No mother wants to have a baby in icy water!

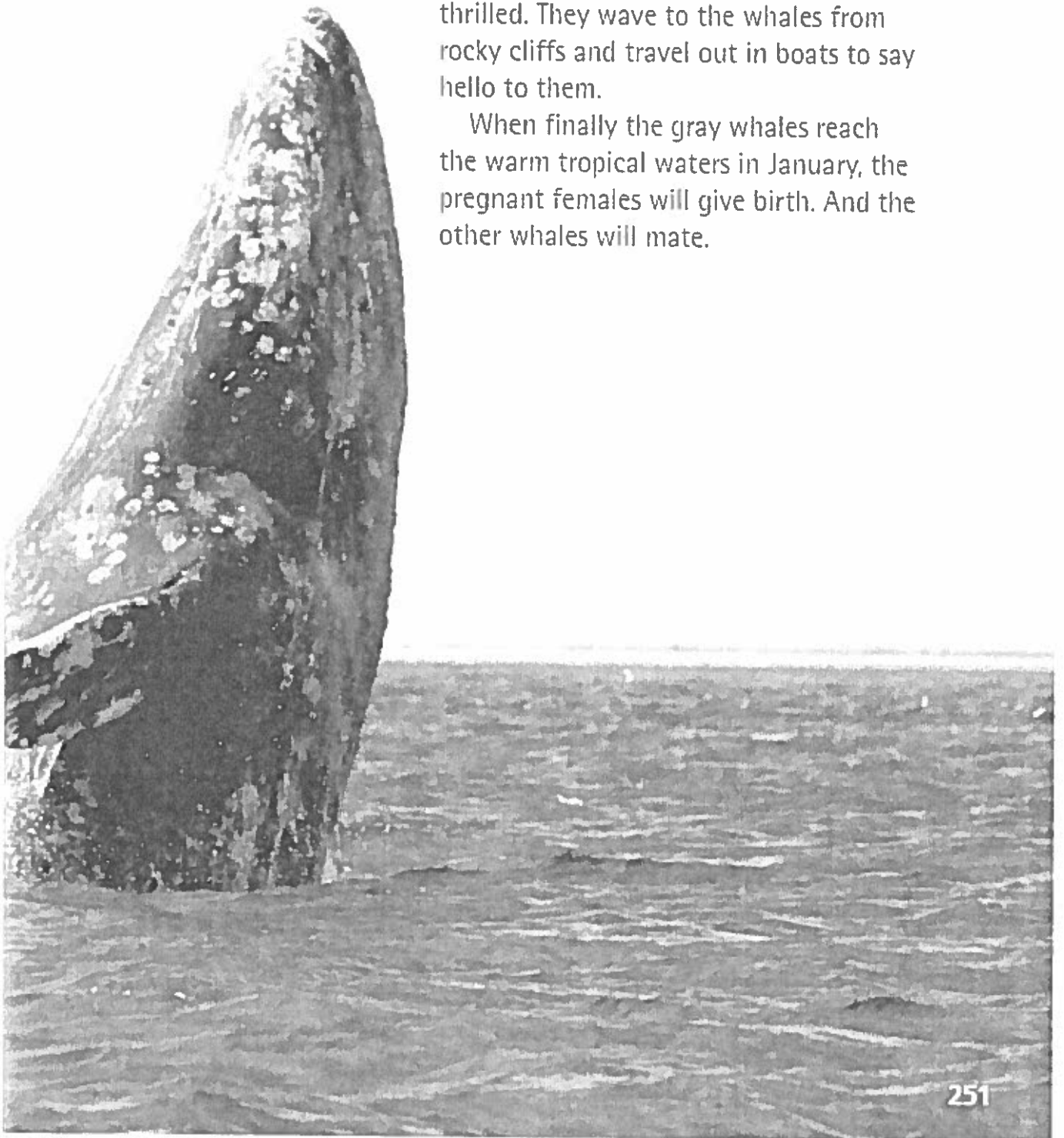
The other whales will follow, and in small groups they will all travel down the Pacific coast. Once they leave the Arctic, the whales won't find much food again, and it may be as long as *eight months* before they eat.

But the whales have stored a lot of fat in their bodies, called blubber, and this will keep them alive.



As they travel, the whales often swim near shore, and people along the way are thrilled. They wave to the whales from rocky cliffs and travel out in boats to say hello to them.

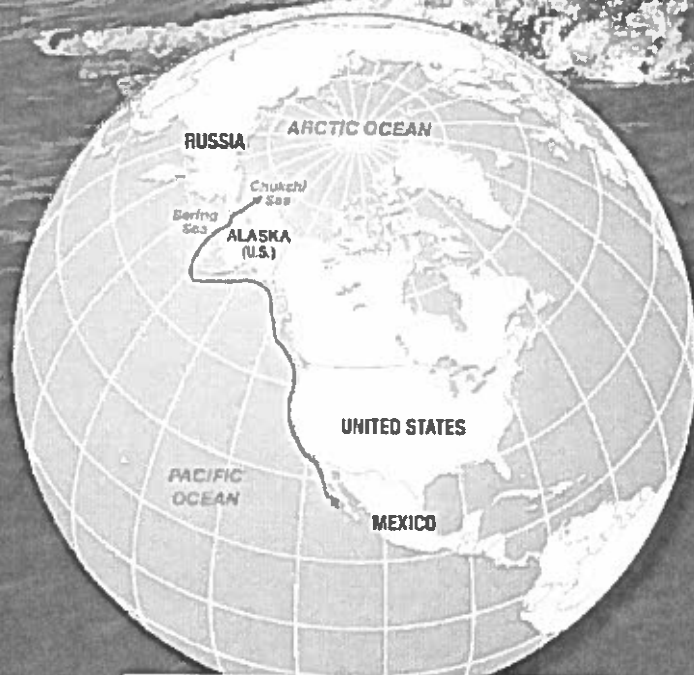
When finally the gray whales reach the warm tropical waters in January, the pregnant females will give birth. And the other whales will mate.



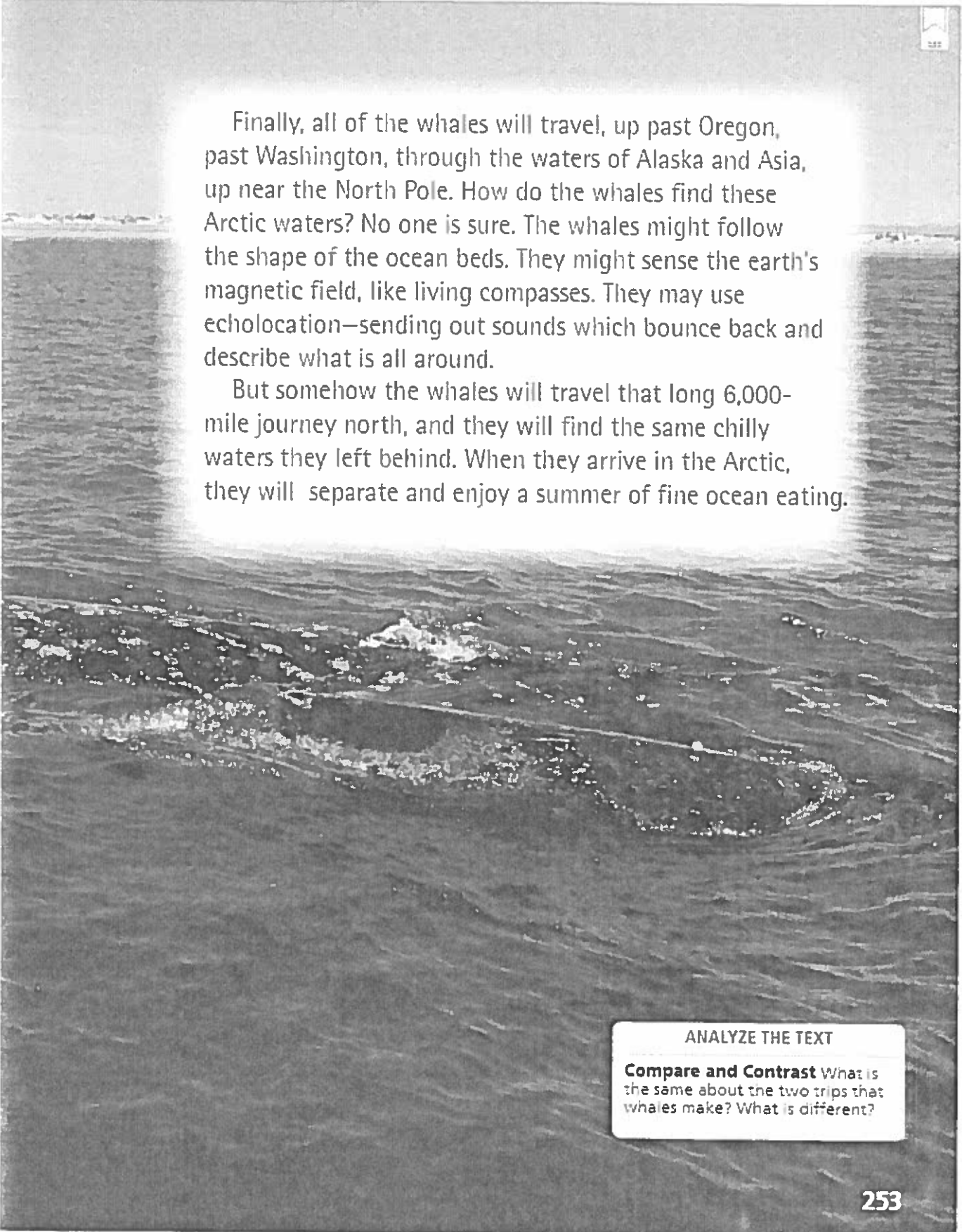
With new calves among them, all of the whales will enjoy life in the peaceful lagoons for a while. Then in March, they will be ready to head back to the Arctic for the summer. They haven't forgotten how they love to eat there!

This time the males will leave first, and the females and calves will stay behind for another several weeks.

The calves will have more time to grow and get stronger for the long journey.



The arrows on the map show the gray whales' 6,000-mile journey from the Arctic, then back again.

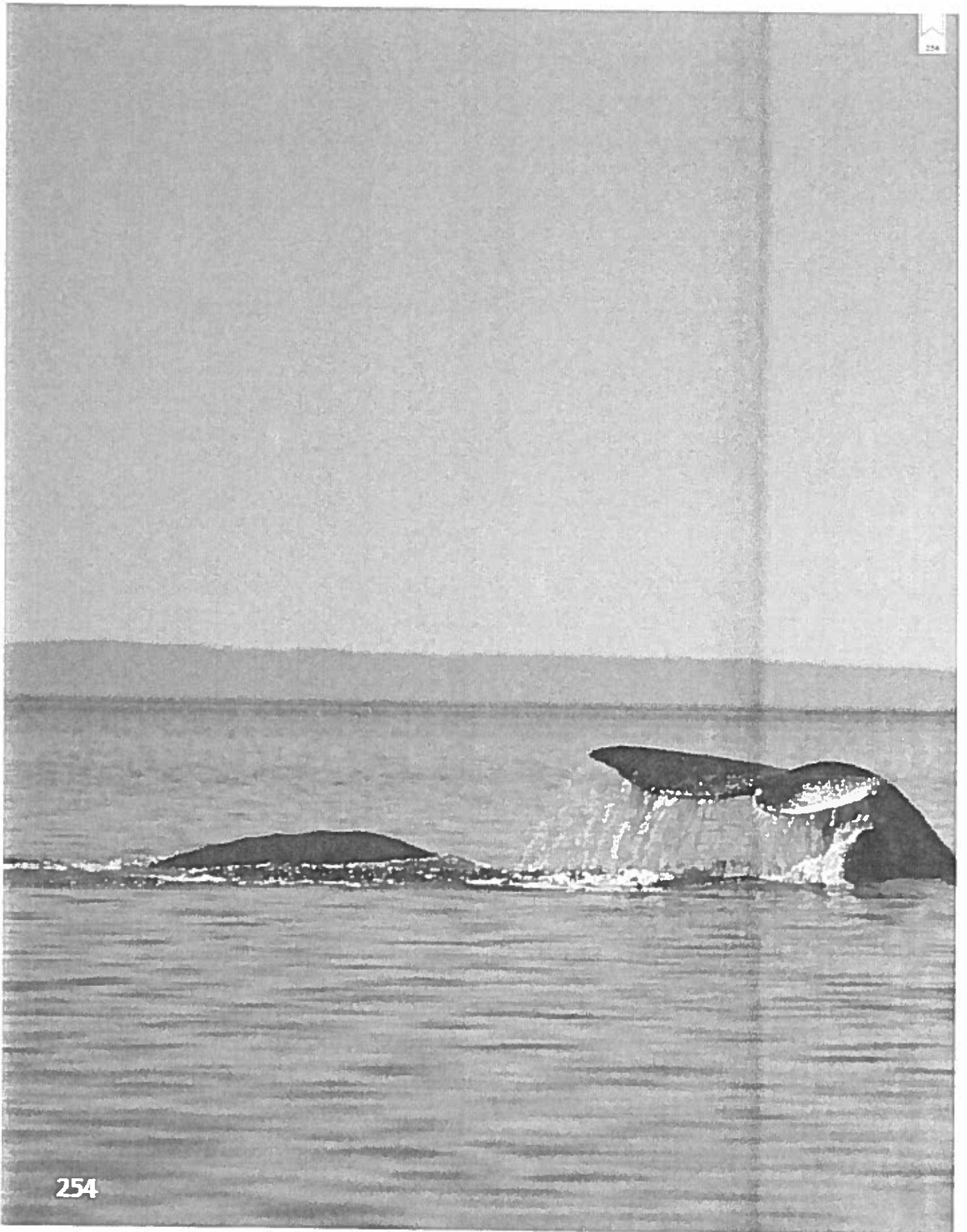


Finally, all of the whales will travel, up past Oregon, past Washington, through the waters of Alaska and Asia, up near the North Pole. How do the whales find these Arctic waters? No one is sure. The whales might follow the shape of the ocean beds. They might sense the earth's magnetic field, like living compasses. They may use echolocation—sending out sounds which bounce back and describe what is all around.

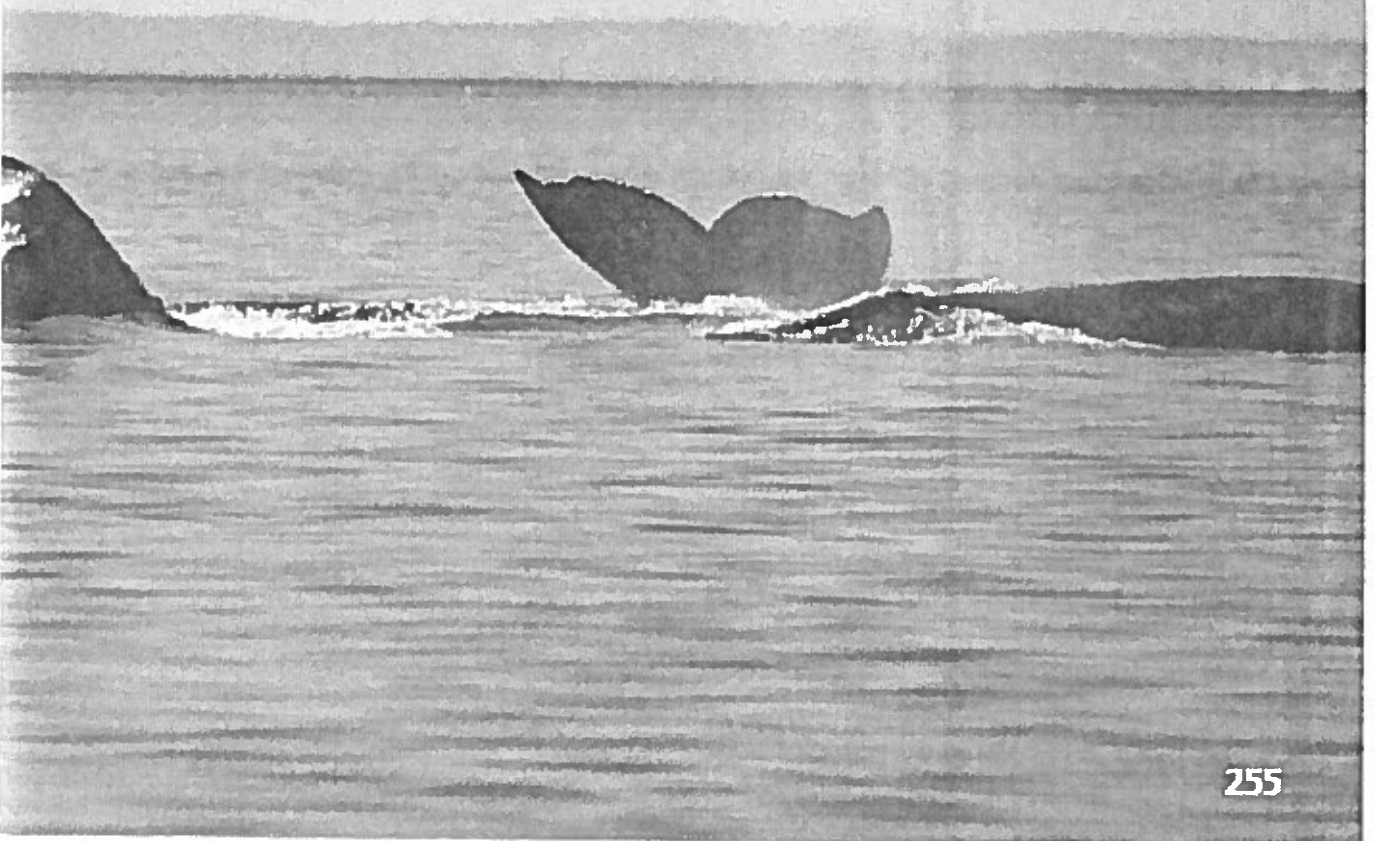
But somehow the whales will travel that long 6,000-mile journey north, and they will find the same chilly waters they left behind. When they arrive in the Arctic, they will separate and enjoy a summer of fine ocean eating.

ANALYZE THE TEXT

Compare and Contrast What is the same about the two trips that whales make? What is different?



But just before the Arctic winter arrives,
before the ice, something will tell the whales to
find each other again. To find some company
for another long, long swim.



Name: _____

VOCABULARY Definitions

migrate, survival, plenty, frightening, accidents,
solid, chilly, landscape, thunderous, dramatic

Directions: Write the word that matches each definition.

very loud

cold

unexpected events

hard

staying alive

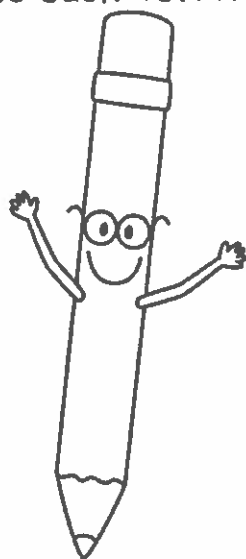
scary

stretch of land

move from place to place

enough

exciting



act of continuing to live

events that cause harm

terrifying

more than enough

no breaks or hollow parts

scenery

move to a different place at a certain time

booming, roaring, or crashing sound

spectacular or suspenseful

cold enough to feel uncomfortable

Directions: Write your own definition for the vocabulary word.

dramatic: _____

Name: _____

VOCABULARY Blanks

migrate, survival, plenty, frightening, accidents,
solid, chilly, landscape, thunderous, dramatic

Directions: Fill in the blanks with a vocabulary word.

What type of animals _____?

The high-speed chase in the movie was very intense and _____.

A fish needs water for _____.

The animals saved _____ of food for the cold winter.

The beautiful _____ consisted of evergreen trees and streams.

You could hear the _____ cheers coming from the stadium.

The frozen ice is in a _____ state of matter.

_____ happen on the freeway every day.

Emperor Penguins live in very _____ environments.

It was _____ to walk through the haunted house.

A good storyteller will make their story sound more _____.

The _____ in spring is different than in winter.

The herd of elephants made a _____ sound as they traveled.

I had _____ of candy after going trick-or-treating on Halloween.

You can melt a _____ to create a liquid.

The leopard seal was _____ to the baby penguin.

If you cause too many _____ he will think you did it on purpose.

A baby bird needs its mother's help for _____.

I made sure to wear an extra thick coat since it was _____ out.

A penguin will _____ before laying an egg.

Directions: Make one of your own "fill in the blanks" sentences using any vocabulary word.

I _____

Name: _____

Vocabulary Lists

Directions: Describe things that relate to each vocabulary word.

List two things animals that **migrate** for survival:

1. _____ 2. _____

List two things people need for **survival**:

1. _____ 2. _____

List two things that you have **plenty** of at home:

1. _____ 2. _____

List two things that would be **frightening** to you:

1. _____ 2. _____

List two types of **accidents** that could happen during the day:

1. _____ 2. _____

List two objects that are **solid**:

1. _____ 2. _____

List two place that are always **chilly**:

1. _____ 2. _____

List two things you would see in a desert **landscape**:

1. _____ 2. _____

List two animals that might make a **thunderous** noise:

1. _____ 2. _____

List two people who might act **dramatic**:

1. _____ 2. _____

Name: _____

Comprehension Test Practice

Directions: Answer the questions from "The Journey: Stories of Migration" in complete sentences. Use the text to help you find evidence to answer each question.

1. How does a locust look different from a grasshopper?

2. When the author states a "devastated landscape" what does "devastated" mean in that sentence?

3. How does the landscape look different after the locusts have flown through?

4. How are today's locust swarms different from those in ancient times?

5. How is the migration of the gray whale different from the migration of other animals?

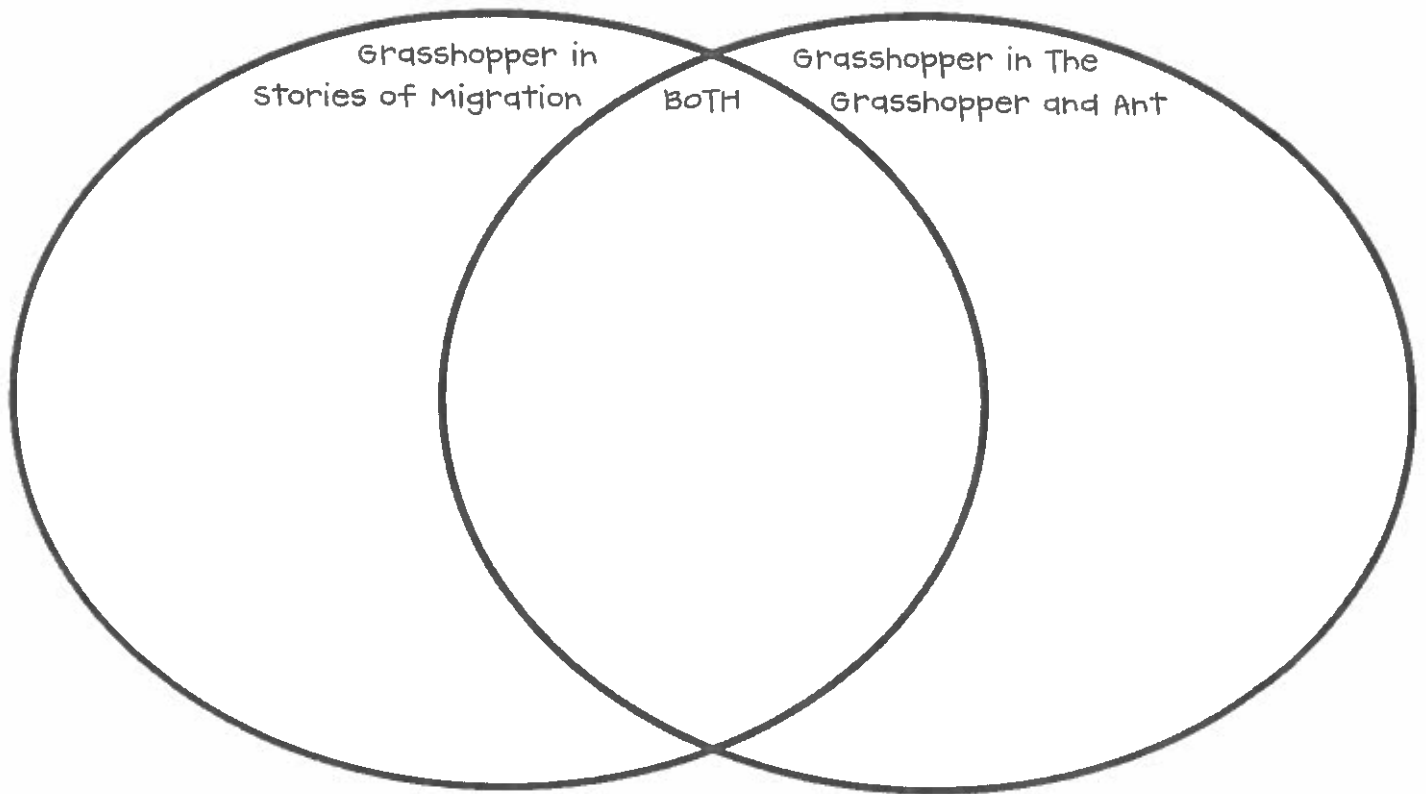
6. How are the Arctic waters different from the waters along California and Mexico?



Name: _____

Compare texts

Directions: Compare and contrast the grasshoppers in "The Journey: Stories of Migration" and "The Grasshopper and the Ant". How are they alike and different? What problem is the same? What do they do to solve the problem? Use text evidence to show they are alike and different in the Venn diagram and then write a summary.



My Summary

Name _____

Date _____

Lesson 22
READER'S NOTEBOOK

Adjectives That Compare

The Journey:
Stories of Migration
Grammar:
Making Comparisons

- **Adjectives** are used to describe nouns. Adjectives can also be used to **compare** two or more nouns.
- Add the ending **-er** to most adjectives to compare two nouns. Add **-est** to compare more than two nouns.

Adjective	Comparing Two Nouns	Comparing More Than Two Nouns
tall	taller	tallest
high	higher	highest
large	larger	largest

Thinking Question
How many nouns are being compared?

Kim's hair is long. Morgan's hair is longer than Kim's.
Jamie's hair is the longest of all.

Write the correct form of the adjective in parentheses.

1. Monarch butterflies are (quick) than turtles.
2. One book showed that the butterfly was (bright) than the flower it landed on.
3. The (long) section in the book was about migration.
4. Male monarchs are (big) than female monarchs.

Name _____

Date _____

Lesson 22
READER'S NOTEBOOK

Adverbs That Compare

The Journey:
Stories of Migration
Grammar:
Making Comparisons

- **Adverbs** tell *when*, *where*, or *how* something happened.
They can also be used to **compare actions**.
- Add the ending *-er* to adverbs to compare two actions.
- To compare more than two actions, add the ending *-est*.

Adverb	Comparing Two Actions	Comparing More Than Two Actions	Thinking Question <i>How many actions are being compared?</i>
late	later	latest	
quickly	more quickly	most quickly	
fast	faster	fastest	

Len jumped high. I jumped higher than Len. Lou jumped the highest of all.

Write the correct form of the adverb in parentheses.

1. I thought the whale swam (fast) than the dolphin.
2. Lee thought the dolphins swam the (fast) of all the animals we saw.
3. We talked (softly) than we do in school.
4. The dolphin dived (deep) than the school of fish.

Name _____

Date _____

Lesson 22
READER'S NOTEBOOK

Spelling Word Sort

Write each Basic Word under the correct heading.

Words ending with *-es*

Words ending with *-ed*

The Journey:
Stories of Migration

Spelling:
Changing Final *y* to *i*

Spelling Words

Basic

1. cities
2. cried
3. puppies
4. hurried
5. stories
6. flies
7. parties
8. tried
9. pennies
10. fried
11. carried
12. babies
13. spied
14. ponies

Review

pretty
very

Challenge

countries
libraries

Review: Suppose you were asked to add a column for the Review Words. What would you name the heading of that column?

Challenge: Add the Challenge Words to your Word Sort.

Name _____

Date _____

Lesson 22
READER'S NOTEBOOK

Adjectives and Adverbs That Compare

The Journey:
Stories of Migration
Grammar:
Making Comparisons

Review with students that adjectives compare nouns, and adverbs compare verbs, or actions.

Write an adjective or adverb to complete each sentence. Then write *adjective* or *adverb* to identify the answer you gave.

1. A butterfly's wings move _____ than a locust's wings. (quietly)
2. Locusts are the _____ of all insects. (hungry)
3. The waves splashed _____ than they had earlier in the day. (high)
4. The waters near the Arctic are _____ than the waters near Mexico. (cold)

Write two sentences. Include an adjective that compares in one sentence and an adverb that compares in the other sentence.

5. _____

6. _____

Name _____

Date _____

Lesson 22
READER'S NOTEBOOK

Changing Final *y* to *i*

The Journey:
Stories of Migration

Spelling:
Changing Final *y* to *i*

Write the Basic Word or Words to answer each question.

1. Which word names big places?

2. Which words name living things?

_____, _____, _____
_____, _____

3. Which words rhyme with lied?

_____, _____, _____
_____, _____

4. Which word names money you can carry in a pocket?

5. Which verb names what you did when you were late
to something?

6. What words make you think of food?

7. Which word names things that you read?

8. Write two words that name something small.

_____, _____

Review Name a word that is an adjective.

Challenge Write a word that names places.

Spelling Words

Basic

1. cities
2. cried
3. puppies
4. hurried
5. stories
6. flies
7. parties
8. tried
9. pennies
10. fried
11. carried
12. babies
13. spied
14. ponies

Review

pretty
very

Challenge

countries
libraries

Spelling

© Houghton Mifflin Harcourt Publishing Company All rights reserved

Name _____

Date _____

Lesson 22
READER'S NOTEBOOK

Proofreading for Spelling

Find and circle the misspelled words.

While helping Ms. Mancia in the library, I have spied many interesting things. I made a list of some of them.

- Two pennys were found in a book about banking!
- Once a man carried three babies in at one time. He held all three while he looked something up on the computer. Then he hurreed out.
- A girl cried as she looked at pictures of puppyes.
- A cookbook showed fryed chicken for Valentine's Day. Chicken on Valentine's Day?
- The title of one book was *Farm Storys from Our Big Cityes*.
- Two ponies tryd to climb in through a window. (Okay, I made that one up!)

Write the misspelled words correctly on the lines below.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

The Journey:
Stories of Migration

Spelling:
Changing Final *y* to *i*

Spelling Words

Basic

1. cities
2. cried
3. puppies
4. hurried
5. stories
6. fl ies
7. parties
8. tried
9. pennies
10. fried
11. carried
12. babies
13. spied
14. ponies

Review

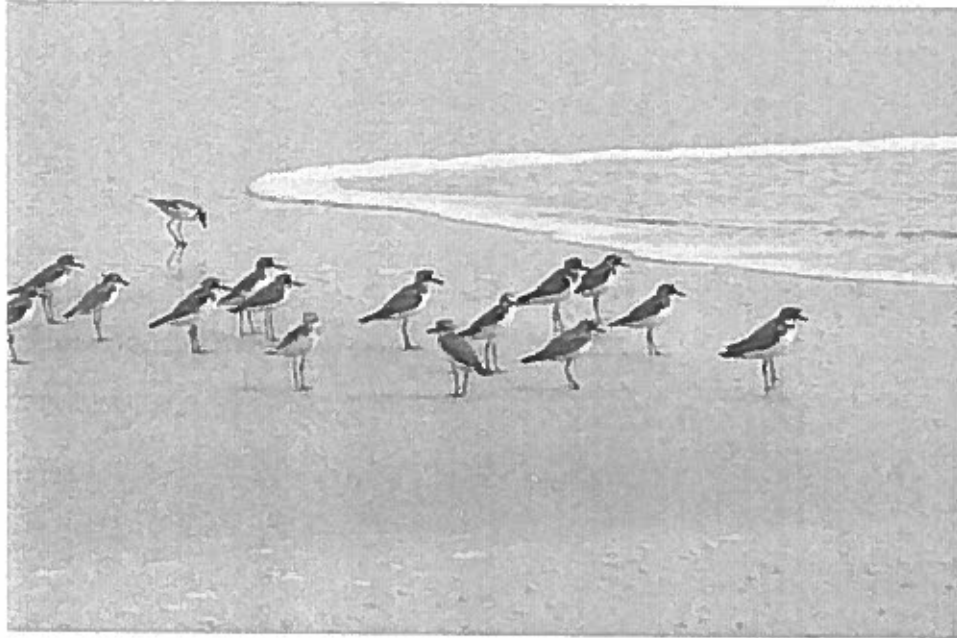
pretty
very

Challenge

countries
libraries

Nations Work Together to Help Migrating Birds

This text is provided courtesy of the National Audubon Society.



There is a certain long beach that becomes very busy every May. Hundreds of thousands of horseshoe crabs crawl out of the ocean. These fantastic creatures, with tails like spikes, are among the oldest kinds of animals on Earth.

Each female crab digs a hole in the sand. There she lays as many as 50,000 tiny eggs.

Overhead, the sky is filled with birds-plovers and sandpipers. Tired and hungry, they land on this important beach to feast on the eggs of the horseshoe crabs.

They stay for two or three weeks. Each bird must eat about 9,000 eggs a day to fatten up for the hard flight to its nesting ground far north in the Arctic.

Fortunately, enough eggs will be left to hatch and grow into adult horseshoe crabs! If there were no horseshoe crabs and no beaches, the migrating shorebirds would not find "fuel" to reach their nesting places. Beaches are part of a chain of life that stretches the length of the Western Hemisphere. Now Canada, the United States, and many other South American countries are working together to locate and protect beaches for birds, other creatures, and people, too!

Name: _____ Date: _____

1. According to the text, how many tiny eggs does a female horseshoe crab lay in the sand?

- A. 9,000
- B. 50,000
- C. 100,000
- D. 500,000

2. What is the effect of each plover or sandpiper eating about 9,000 eggs a day?

- A. The bird becomes very tired and hungry while flying.
- B. The bird lands on a beach where horseshoe crabs have laid eggs.
- C. The bird stays on the beach for two or three weeks.
- D. The bird fattens up for its flight to the Arctic.

3. Read these sentences from the text.

If there were no horseshoe crabs and no beaches, the migrating shorebirds would not find "fuel" to reach their nesting places.

Beaches are part of a chain of life that stretches the length of the Western Hemisphere. Now Canada, the United States, and many other South American countries are working together to locate and protect beaches for birds, other creatures, and people, too!

What conclusion can you make about beaches in the Western Hemisphere?

- A. Beaches are not important for birds, other creatures, and people.
- B. Some beaches are important for people, but not for birds and other creatures.
- C. Some beaches are important for birds, but not for other creatures and people.
- D. Some beaches are important for birds, other creatures, and people.

4. Read these sentences from the text.

Each female crab digs a hole in the sand. There she lays as many as 50,000 tiny eggs.

Overhead, the sky is filled with birds-plovers and sandpipers. Tired and hungry, they land on this important beach to feast on the eggs of the horseshoe crabs.

[. . .]

Fortunately, enough eggs will be left to hatch and grow into adult horseshoe crabs! If there were no horseshoe crabs and no beaches, the migrating shorebirds would not find "fuel" to reach their nesting places.

Based on the text, what is the relationship between the horseshoe crab eggs and the migrating shorebirds (plovers and sandpipers)?

- A. The migrating shorebirds need the horseshoe crab eggs to live.
- B. The horseshoe crab eggs need the migrating shorebirds to live.
- C. The horseshoe crab eggs and the migrating shorebirds need each other to live.
- D. The horseshoe crab eggs and the migrating shorebirds do not need each other to live.

5. What is the main idea of the text?

A. On a beach every year, migrating shorebirds eat many horseshoe crab eggs over a few weeks in order to have energy to fly to their nesting places, and people are working together to protect beaches like this one.

B. Horseshoe crabs, some of the oldest kinds of animals on Earth, are fantastic creatures with tails like spikes, and every May hundreds of thousands of them crawl out of the ocean and onto a certain long beach.

C. Every May there are a lot of shorebirds flying in the air, and they land on a certain long beach tired and hungry so that they can eat horseshoe crab eggs and prepare for their hard flight to their nesting places.

D. There is a chain of life that lives on beaches in the Western Hemisphere, and some countries such as Canada, the United States, and many South American countries are working together to protect these beaches.