

L MOSDOS PRESS *iterature*

RUBY



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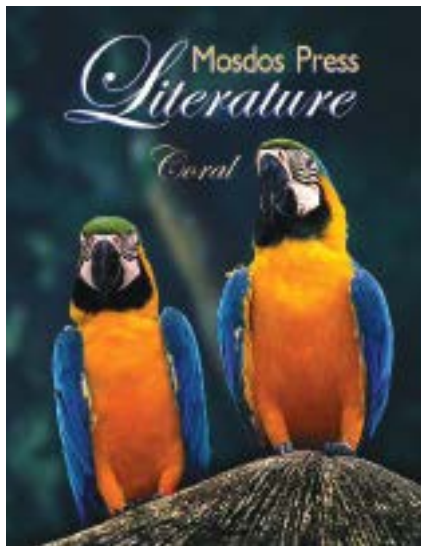
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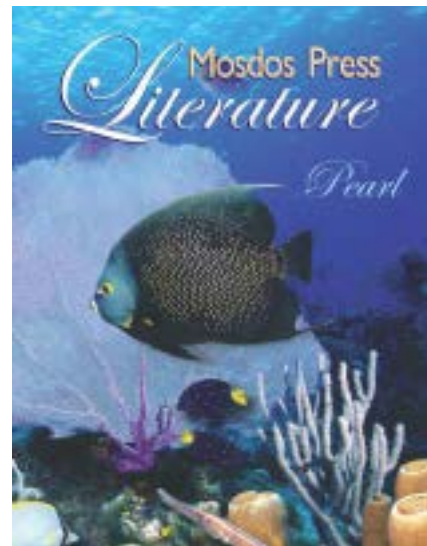
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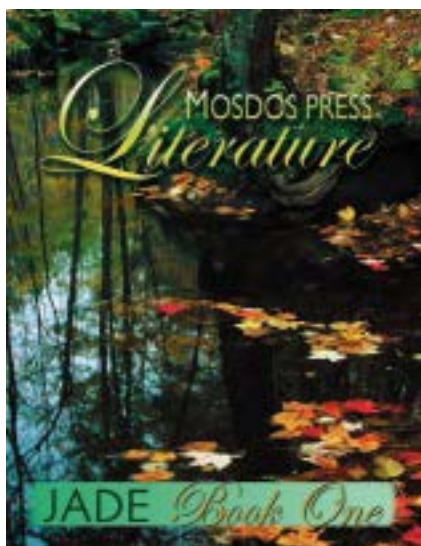


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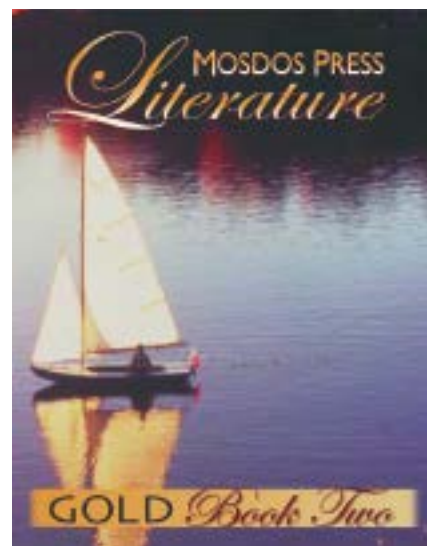


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JADE

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Urit





**the things
that matter**

Lesson in Literature ...

SARAH'S ROOM


WHAT IS A STORY?

- A story has a beginning, a middle, and an end. Something in the story must change before the story is over.
- *What happens* in the story is called the **plot**.
- The *people* or animals in the story are called the **characters**.

- The *time* and *place* in which the events happen are called the **setting**.

THINK ABOUT IT!

1. In the middle of the story, something changes in Sarah's life. What is it?
2. Who are the six characters in the story?
3. Describe the setting of the second half of the story.



Sarah didn't like being the youngest in the family. With an older brother and two older sisters, Sarah always had to wait for them to do things first. On the playground or in the backyard, she had to wait. "Wait your turn!" her sister Emily said when Sarah wanted to go first. When her parents gave her brother permission to ride his bicycle to the park, Sarah asked, "Can I go too?"

"Sarah," her mother said, "you're too young. You have to wait until you're old enough."

"But when will I be old enough?" Sarah asked.

"Soon," her mother said.

Sarah thought about it. When she was younger, she had to wait to go to school. She had to wait to learn to read. She had to wait to ride a bicycle. She had to wait to swim in the pool. Now at twelve she still had to wait. She had to wait to sit at the adults' table for dinner. She had to wait for her older sisters to grow out of their clothes, and she was still waiting for her own room. Sarah didn't want to share a bedroom with her sister Emily anymore. When she asked her father about a room of her own, all he said was, "Sarah, you just have to wait."

So when her family moved into a new house, her father surprised them all when he said, "Sarah has waited long enough. In this house she gets her own room." He smiled at her. "Sarah, you get first choice. What room do you want?"

Her whole face smiled back at her father, but she didn't feel happy. She felt the eyes of

her brother and her sisters staring at her. She didn't have to wait anymore, but now they had to wait.

"I like the downstairs room," she said. It was the best room in the house. It had a big window that opened to a field of tall grass behind the house. It had a big closet, too. It was also the only bedroom on the first floor.

Once the movers left, everyone in the family helped with the unpacking, carrying boxes upstairs to the other bedrooms or to the rear of the house to Sarah's bedroom. After a while Sarah noticed that her sister Anne took a long time climbing the stairs with her boxes. Ever since her hip surgery Anne used a cane. She walked slowly and couldn't carry very much, and Sarah's heart jumped when she saw Anne almost fall coming down the stairs.

Sarah liked the downstairs room. She liked the sunlight from the window and the view of the field. She even liked the big closet. But she especially liked first choice. So when her father walked past with a box, she stopped him. "I can't wait to tell you," she said. "I changed my mind. My first choice is to share a bedroom upstairs with Emily. I want Anne to have the downstairs room."

When he heard her new choice, Sarah's father immediately held out his arms to hug his youngest daughter. "You didn't wait to do the right thing," he said. Sarah didn't wait to be hugged, either. She ran into her father's outstretched arms, happy she didn't have to wait for a hug.

Blueprint for Reading

INTO . . . *Leah's Pony*

After many years of comfortable farm life, Leah's family falls upon hard times. People react in different ways when faced with a challenge. One person may react with anger. Another person may react with determination. As you read, think about the way Leah, her family, and her neighbors deal with the difficulties that come their way. Leah has no concern for herself, as she inspires others to behave with kindness and generosity.



Narrative Elements

Why do we tell stories? There are many reasons. A story can have important messages, help us remember something, or create an imaginary world. In order for a story to work properly, a number of **elements**, or parts, must be present. You will learn about these elements, such as plot and setting, in the coming pages. As you read *Leah's Pony*, think about what makes the story interesting. Does anything in the story surprise you?

LEAH'S PONY

Elizabeth Friedrich



The year the corn grew tall and straight, Leah's papa bought her a pony. The pony was strong and swift and sturdy, with just a snip of white at the end of his soft black nose. Papa taught Leah to place her new saddle right in the middle of his back and tighten the girth¹ around his belly, just so.

1. A *girth* is a band that passes underneath a horse or other animal to hold a saddle in place.



That whole summer, Leah and her pony crossed through cloud-capped cornfields and chased cattle through the pasture.

Leah scratched that special spot under her pony's mane and brushed him till his coat glistened like satin.

Each day Leah loved to ride her pony into town just to hear Mr. B. shout from the door of his grocery store, "That's the finest pony in the whole county."

The year the corn grew no taller than a man's thumb, Leah's house became very quiet.

Sometimes on those hot, dry nights, Leah heard Papa and Mama's hushed voices whispering in the kitchen. She couldn't understand the words but knew their sad sound.

Some days the wind blew so hard it turned the sky black with dust. It was hard for Leah to keep her pony's coat shining. It was hard for Mama to keep the house clean. It was hard for Papa to carry buckets of water for the sow and her piglets.

Soon Papa sold the pigs and even some of the cattle. "These are hard times," he told Leah with a puzzled look. "That's what these days are, all right, hard times."

Mama used flour sacks to make underwear for Leah. Mama threw dishwater on her drooping petunias to keep them growing. And, no matter what else happened, Mama always woke Leah on Saturday with the smell of fresh, hot coffee cake baking.

One hot, dry, dusty day grasshoppers turned the day to night. They ate the trees bare and left only twigs behind.

The next day the neighbors filled their truck with all they owned and stopped to say good-bye. "We're off to Oregon," they said. "It must be better there." Papa, Mama, and Leah waved as their neighbors wobbled down the road in an old truck overflowing with chairs and bedsprings and wire.

WORD BANK

sow (rhymes with now)
n.: an adult, female pig

The hot, dry, dusty days kept coming. On a day you could almost taste the earth in the air, Papa said, “I have something to tell you, Leah, and I want you to be brave. I borrowed money from the bank. I bought seeds, but the seeds dried up and blew away. Nothing grew. I don’t have any corn to sell. Now I can’t pay back the bank,” Papa paused. “They’re going to have an auction, Leah. They’re going to sell the cattle and the chickens and the pickup truck.”

Leah stared at Papa. His voice grew husky and soft. “Worst of all, they’re going to sell my tractor. I’ll never be able to



plant corn when she's gone. Without my tractor, we might even have to leave the farm. I told you, Leah, these are hard times."

Leah knew what an auction meant. She knew eager faces with strange voices would come to their farm. They would stand outside and offer money for Papa's best bull and Mama's prize rooster and Leah's favorite calf.

All week long Leah worried and waited and wondered what to do. One morning she watched as a man in a big hat hammered a sign into the ground in front of her house.



Leah wanted to run away. She raced her pony past empty fields lined with dry gullies. She galloped past a house with rags stuffed in broken windowpanes. She sped right past Mr. B. sweeping the steps outside his store.

At last Leah knew what she had to do. She turned her pony around and rode back into town. She stopped in front of Mr. B.'s store. "You can buy my pony," she said.

Mr. B. stopped sweeping and stared at her. "Why would you want to sell him?" he asked. "That's the finest pony in the county."

Leah swallowed hard. "I've grown a lot this summer," she said. "I'm getting too big for him."

Sunburned soil crunched under Leah's feet as she walked home alone. The auction had begun. Neighbors, friends, strangers—everyone clustered around the man in the big hat. "How much for this wagon?" boomed the man. "Five dollars. Ten dollars. Sold for fifteen dollars to the man in the green shirt."

Papa's best bull.

Sold.

Mama's prize rooster.

Sold.

Leah's favorite calf.

Sold.

WORD BANK

gullies (GULL eez) *n.*: small valleys or ravines made by running water



AUCTION
FARM EQUIPMENT FOR SALE
SUNDAY, JANUARY 10TH, 1934

Leah clutched her money in her hand. “It has to be enough,” she whispered to herself. “It just has to be.”

“Here’s one of the best items in this entire auction,” yelled the man in the big hat. “Who’ll start the bidding at five hundred dollars for this practically new, all-purpose Farmall tractor? It’ll plow, plant, fertilize, and even cultivate for you.”

It was time. Leah’s voice shook. “One dollar.”

The man in the big hat laughed. “That’s a low starting bid if I ever heard one,” he said. “Now let’s hear some serious bids.”

No one moved. No one said a word. No one even seemed to breathe.

“Ladies and gentlemen, this tractor is a beauty! I have a bid of only one dollar for it. One dollar for this practically new Farmall tractor! Do I hear any other bids?”

Again no one moved. No one said a word. No one even seemed to breathe.

“This is ridiculous!” the man’s voice boomed out from under his hat into the silence. “Sold to the young lady for one dollar.”

The crowd cheered. Papa’s mouth hung open. Mama cried. Leah proudly walked up and handed one dollar to the auctioneer in the big hat.

WORD BANK

clutched (KLUCHD)

v.: held onto tightly

cultivate (KUL tih vayt)

v.: to help the plants grow by tending to the soil around them





“That young lady bought one fine tractor for one very low price,” the man continued. “Now how much am I bid for this flock of healthy young chickens?”

“I’ll give you ten cents,” offered a farmer who lived down the road.

“Ten cents! Ten cents is mighty cheap for a whole flock of chickens,” the man said. His face looked angry.

Again no one moved. No one said a word. No one even seemed to breathe.

“Sold for ten cents!”

The farmer picked up the cage filled with chickens and walked over to Mama. “These chickens are yours,” he said.

The man pushed his big hat back on his head. “How much for this good Ford pickup truck?” he asked.

“Twenty-five cents,” yelled a neighbor from town.

Again no one moved. No one said a word. No one even seemed to breathe.

“Sold for twenty-five cents!” The man in the big hat shook his head. “This isn’t supposed to be a penny auction!” he shouted.

The neighbor paid his twenty-five cents and took the keys to the pickup truck. “I think these will start your truck,” he whispered as he dropped the keys into Papa’s shirt pocket.

Leah watched as friends and neighbors bid a penny for a chicken or a nickel for a cow or a quarter for a plow. One by one, they gave everything back to Mama and Papa.

The crowds left. The sign disappeared. Chickens scratched in their coop, and cattle called for their corn. The farm was quiet. Too quiet. No familiar whinny greeted Leah when she entered the barn. Leah swallowed hard and straightened her back.

That night in Leah’s hushed house, no sad voices whispered in the kitchen. Only Leah lay awake, listening to the clock chime nine and even ten times. Leah’s heart seemed to copy its slow, sad beat.

The next morning Leah forced open the heavy barn doors to start her chores. A loud whinny greeted her. Leah ran and hugged the familiar furry neck and kissed the white snip of a nose. “You’re back!” she cried. “How did you get here?”

Then Leah saw the note with her name written in big letters:

Dear Leah,

This is the finest pony in the county. But he’s a little bit small for me and a little bit big for my grandson.

He fits you much better.

Your friend,

Mr. B.

P.S. I heard how you saved your family’s farm. These hard times won’t last forever.

And they didn’t.

ABOUT THE AUTHOR

As a child, **Elizabeth Friedrich** loved to visit her aunt and uncle's farm. There, she was allowed to ride horses and help care for some of the farm animals. Young Elizabeth thought of the farm as "a magical place." As an adult, Ms. Friedrich was able to fulfill her dream of living on a farm. She, her husband, and their two children live on a New Hampshire farm, where they are raising a small flock of sheep. In addition to writing, Ms. Friedrich enjoys traveling and collecting antiques.



The Way

Nancy Springer

The way you sway
rocked in a cradle
as the horse walks

5 The way the sun
rides warm on your shoulders
as they sway

The way the horse
talks back with its ears
to everything you say

10 The way the sound
of hooves on clay
sets you dreaming

People say, "You're back.
So what did you see
on the trail today?"

15 You say, "Nothing much."
It's not what you see
it's the way. It's the way.



*Poetry shows us
the way*

Studying the Selection

FIRST IMPRESSIONS

Do you think you would have the strength to do what Leah did?

QUICK REVIEW

1. Describe Papa's precious gift to Leah.
2. What type of weather conditions brought on the 'hard times' experienced by Leah's family?
3. How did Mama recycle things to save money?
4. Who changed the direction of the auction with a very low bid?

FOCUS

5. Leah's father told her to be brave, and Leah obeyed. What are two examples of Leah's bravery?
6. We know that a good story has a beginning, middle, and an end. Reread the story and write down one important event from the beginning of the story, the middle of the story, and the end of the story.

CREATING AND WRITING

7. Leah acted unselfishly to help her family. Do you think the townspeople would have reacted differently if an adult, rather than a child, had done what Leah did?
8. Leah was selfless during very difficult times. Think of someone you know who gave up something important to help another person. Write a paragraph describing the situation and selfless deed.
9. Create a poster for a "One Kindness a Day" campaign. Encourage people, young and old alike, to do something for others with the understanding that small acts can make a big difference. Be sure that your poster is attractive and explains the purpose of the project.

Most pages are omitted from this preview.

This content is included with purchase of the book.

MOSDOS PRESS

wrap-up

the things that matter

ACTIVITY ONE

Don't Forget Your Jacket!

1. Every book has a jacket, or book cover. Your job is to create a jacket for one of the stories you've read in Unit One. Choose one of the following stories to use for your project: *Leah's Pony*, *Supergrandpa*, *Mom's Best Friend*, *Two Big Bears*, or *The Tiger, the Persimmon and the Rabbit's Tail*.
2. Your teacher will distribute paper and explain how to fold it in order to make a book jacket.
3. Draw an interesting front cover for your story. Include a picture that is important to the story. The title and author should be written on this side as well.
4. The *spine* of the book is the thin side that one sees when the book is upright on the shelf. The title and author are printed there.
5. Have you ever stopped to read the back of a book jacket? If you have, you know that two things are usually put there. The first is a paragraph that summarizes the story without revealing the end of the book. The publishers don't want to ruin the excitement for the reader! For the back of your book jacket, write a summary of the story in about five sentences.





Leah's Pony



Two Big Bears



Supergrandpa



Mom's Best Friend



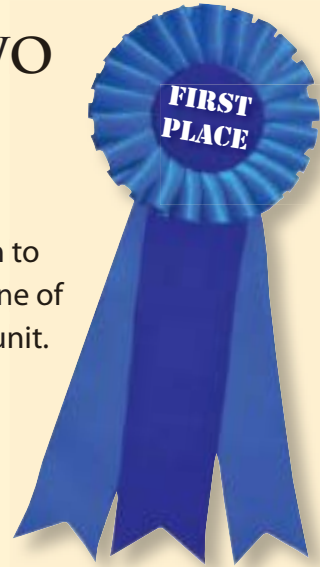
The Tiger, the Persimmon and the Rabbit's Tail

6. Below the summary found on the back of many books, the publishers often place one or two short *reviews* of the book. A review is comments about the book. Your second job is to write a brief review of the story. Include your opinion of the story along with the reason you have that opinion. You may include an example from the story to support your opinion.
7. Display your projects in a classroom 'library' for all to see.

ACTIVITY TWO

Ladies And Gentlemen.....

1. You have been chosen to present an award to one of the characters in this unit.
2. Think about the different lessons or themes found in each story. Then, think about positive character traits that are described in each story. Making a list or chart may help you organize the information.
3. Choose one character that you believe deserves an award for a positive act and can serve as a role model for others.
4. Write a speech that explains the purpose of the award and why this character deserves to win it. Do not write your explanation in one sentence. Saying that a character is devoted or honest is not enough. Be sure to support your decision with information from the story, and give your award a title!



wrap-up

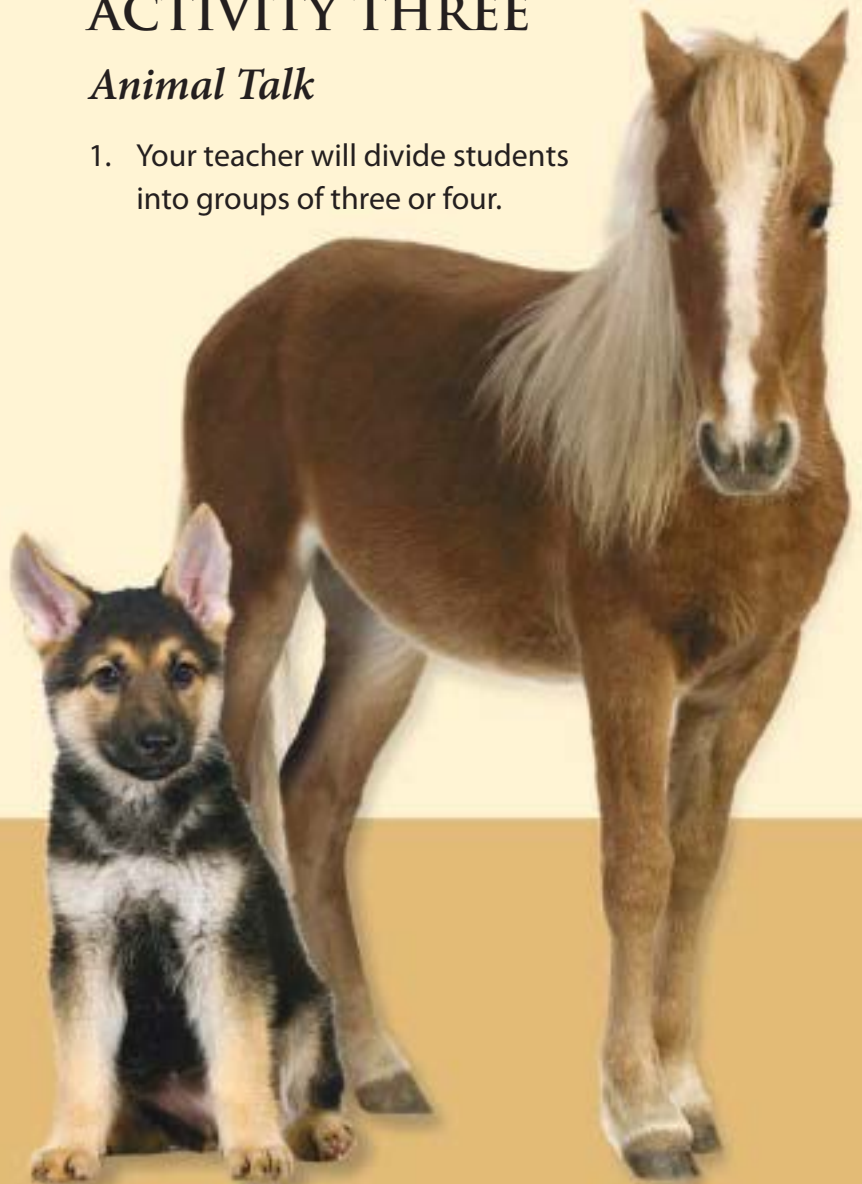
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5. After writing the first draft of your speech, look it over and make any corrections that are necessary. Then practice it aloud, either in front of a family member or the mirror, to prepare for the classroom presentation.

ACTIVITY THREE

Animal Talk

1. Your teacher will divide students into groups of three or four.



2. Each member of your group should pick an animal character from one of the stories in Unit One. (*Leah's pony, Marit, Ursula, Sukey, Ma's bear, Pa's bear, the tiger, the rabbit*) Each person will act the part of one animal.
3. Imagine that all these animals met. Assume that they are all familiar with all of the stories. What would they say to one another? Would they have some good advice for each other? Would they laugh at or make fun of one another? Would they defend something they had done in the story to the others?
4. Write down the dialogue that would take place and then share it with your class. Be sure to make it interesting and creative.

ACTIVITY FOUR

We All Make Mistakes

1. Many characters in Unit One took risks or made mistakes. To take a risk is to take a chance with the possibility of causing damage to oneself or to others. For example, Leah took a risk by selling her pony and bidding for the tractor. She wasn't sure if her plan would work or if her parents would approve of it. The tiger made several mistakes, while the rabbit took a risk.
2. Think about a time that you took a risk or made a mistake. Write about what happened and what you learned from the experience.



Most pages are omitted from this preview.

This content is included with purchase of the book.

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Poetry

Poetry Is . . .

Sound and Rhythm

Sound, Rhythm, and Rhyme

Saying a Lot in a Few Words

A Picture

Rhyme

Fun to Write

Free

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LESSON one



What Is Poetry?

Poetry Is Sound and Rhythm.

Sound is what we hear when we speak,
when we hear the voices of others,
the noises of the world around us, and
the beating of our own hearts.

Some noises are harsh and hurt our ears.
But poetry is not harsh! Poetry is a song.

Think about this:

When we try to make little children and babies happy, if they are crying or they need a nap, we speak in songs, nursery rhymes, animal sounds, and lullabies.

*Meow meow woof woof quack quack and mooooo
of Old MacDonald's Farm,
One Potato Two Potato
Hickory Dickory Dock
rock-a-bye baby—*

These are poetry.

Poetry sounds are
repeated repeated repeated re re re pea pea pea ted ted ted.



Beverly McLoughland

Birds' Square Dance

Swing your partner

Cockatoo

Bluefoot booby

Marabou

5 Cassowary

Heel and toe

Toucan, noddy

Oriole

Chachalaca

10 To the right

Bobolink and

Hold her tight

Kittiwake and

Tap your feet

15 Loon and puffin

Parakeet

Flap your feathers

Curlew, crow

Pipit, tern, and

20 Do-si-do.





Karla Kuskin

Thistles



- Thirty thirsty thistles
Thicketed and green
Growing in a grassy swamp
Purple-topped and lean
5 Prickily and thistley
Topped by tufts of thorns
Green mean little leaves on them.
And tiny purple horns
Briary and brambley
10 A spikey, spikey bunch of them.
A troop of bright-red birds came by
And had a lovely lunch of them.



Whirligig Beetles

Paul Fleischman

We're whirligig beetles
we're swimming in circles,
black backs by the hundred.

We're spinning and swerving
as if we were on a
mad merry-go-round.

We never get dizzy
from whirling and weaving
and wheeling and swirling.

The same goes for turning,
revolving and curving,
gyrating and twirling.
The crows fly directly,
but we prefer spirals,
arcs, ovals, and loops.

"As the whirligig swims"

circular
roundabout
backtracking
indirect
serpentine
tortuous
twisty,
best possible
route.

We're whirligig beetles
we're swimming in circles,
black backs by the hundred.
We're spinning and swerving
as if we were on a
mad merry-go-round.

We never get dizzy
from whirling and weaving
and wheeling and swirling.
The same goes for turning,
revolving and curving,
gyrating and twirling.

The crows fly directly,
but we prefer spirals,
arcs, ovals, and loops.
We're fond of the phrase
"As the whirligig swims"
meaning traveling by
the most circular
roundabout
backtracking
indirect
serpentine
tortuous
twisty and
turny,
best possible
route.



This Is the Key

This is the key of the kingdom:
In that kingdom there is a city.
In that city there is a town.
In that town there is a street.
5 In that street there is a lane.
In that lane there is a yard.
In that yard there is a house.
In that house there is a room.
In that room there is a bed.
10 On that bed there is a basket.
In that basket there are some flowers.

Flowers in a basket.
Basket on the bed.
Bed in the room.
15 Room in the house.
House in the yard.
Yard in the lane.
Lane in the street.
Street in the town.
20 Town in the city.
City in the kingdom.
Of the kingdom this is the key.

Anonymous





THINK about it

1. Read *Birds' Square Dance* to yourself, silently. Then read *Birds' Square Dance* out loud. Now read *Birds' Square Dance* tapping your foot and clapping your hands to the beat. Which sounds did you hear repeated? Write them down.

2. In *Birds' Square Dance*, the poet uses the sound *ooo* (as in *boo hoo*) seven times. Write down the seven words that have the sound *ooo*.

3. *Thistles* is a tongue twister. Your teacher will give you a tongue twister to practice and say before your class. Which consonants are repeated in *your* tongue twister? Write them down.

4. a. Write down the six words in *Thistles* that begin with *th*. (Do not include the word *them*, because it is a different *th* sound.)

b. Write down the three words (one of these is used twice) that begin *gr*.

c. Now, write down the words that begin *br* and those that begin *sp*.

5. a. This exercise must be led by your teacher. *Whirligig Beetles* is meant to be read in two groups. During part of the reading, one group is quiet while the other recites. The easiest way to recite in the correct rhythm is to clap your hands and tap your foot as you say the words out loud. In order to keep the rhythm you have to keep clapping and tapping even when it is not your group's turn to read.

b. Your teacher will assign you to Group One or Two. Remember: When your group is not reciting, keep beating time.

6. *This Is the Key* goes forward and back. Which line is at the exact center of the poem? Write down your answer.

7. You are going to write a poem just like *This Is the Key*. Your poem will have only ten lines. Five will go forward and five will go back. Here are some beginning lines to choose from:

This is the door to the house...

These are the steps to the library...

This is the gate to the path...

You may choose to think of one of your own.