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| 1. ***How do we investigate questions about nature?***   **Investigate *means to observe or look for something, like answers to questions about nature. For example, I might investigate a question such as “How do plants grow?” by planting a seed and observing it. When we investigate a question about nature, we might have a theory, or an opinion based on some evidence but not proven. To make a careful observation, we may need to use more than just the naked eye. The photograph of the grasshopper on pages 118-119 in the Reading/Writing Workshop, we can use the skill observation to learn information about the grasshopper. Observation is the act or power of noticing. When we observe the grasshopper, we can find that it is a yellow-green color; it has antennae, or feelers, on the top of its head; and it seems to be holding on to a leaf with its front leg. The grasshopper has an intricate*** |

2A

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| ***guides. Today, Lucy’s herbarium is at the Smithsonian Institute. In* The Boy Who Drew Birds*, John James investigated his question about birds by observing them in their natural environment. To find out if the same birds returned to the same nest each year, John James banded them and tracked their movements. He also studied and drew sketches of birds in a cave every day from spring to fall. Winter came, and the birds left. When spring returned, John James discovered that the birds came back to the cave. The birds with strings on their legs built nests nearby. The author also portrays John James as a dedicated, observant, independent-minded man. His willingness to question things led him to become an innovative researcher. Evidence: Page 145 describes how John James tied strands of woven silver around the legs of the baby birds to test his idea. In “Daedalus and*** |

2B

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| ***Icarus,” Daedalus wanted to know how to fly so that he and his son could escape from prison. He studied the actions of birds on the island for several months so that he could replicate flying. Evidence: On page 153, I read that Daedalus learns how the birds’ bones, feathers, and muscles all work together to form a wing. He examined how birds’ bodies helped them fly. Daedalus used what he learned about wings to invent a way to fly and escape. The wings worked and Daedalus escaped, but Icarus was foolish and flew too close to the sun. He died as a result. Like John James, Daedalus drew pictures. The method of study is similar for both Daedalus and John James. They both closely observed birds in action. Daedalus studied birds to invent a way to escape, while John James did it to understand more about nature. Although they had different goals, both men investigated birds in similar*** |

1B

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| ***design. In “Growing in Place,” Lucy was born in 1889. She had the same name as her mother, so she went by Lucy to avoid confusion. Her mother taught her about plants, and they created their own herbarium. Later, Lucy also began an herbarium in high school. Annette, Lucy’s sister, and Lucy worked with entomologists, people who study insects, ecologists, people who study the interactions of organisms with each other, and geologists, people who study rocks and minerals, to learn more and identify different types of plants and their roles in the ecosystem. Lucy also worked as a teacher who taught botany. Lucy and Annette also studied nature at home: Lucy gardened and Annette studied moths. Lucy used to collect and color photograph her plants to create slide shows in her lectures. Color photography was new at that time, so everyone enjoyed the slide shows. Lucy also wrote field*** |

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| ***ways. Except for Icarus’s poor fate, their observations led to success.*** |

4A

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4B

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| 1. ***Energetic: An energetic person is active and full of life.*** 2. ***Behaviors: Behaviors are ways that animals or human beings act.*** 3. ***Disappearance: A disappearance happens when something or someone can no longer be seen or found.*** 4. ***Flurry: If your school receives a flurry of phone calls, it receives many phone calls at once.*** 5. ***Migrate: Many birds migrate in the winter to escape the cold air.*** 6. ***Observation: When you make an observation, you notice or carefully look at something.*** 7. ***Theory: A theory is an idea or opinion that has not been proven to be true.*** 8. ***Transformed: When he transformed the rusty, old car, he changed how it looked.*** |

3B

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5A

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| 1. ***How does Emma Lucy Braun and her mother sharing a first name help the reader understand Lucy’s motivation to investigate and classify plants?***   ***Emma Lucy Braun found it confusing to have the same first name as her mother, so naming things correctly became the basis for her future work.***   1. ***How can you determine the text structure in this selection?***   ***Biographies usually describe the order of important events in a person’s life. In paragraph two, I see the phrase, “Even as a child,” which tells me that this text will begin with Lucy’s childhood.***   1. ***How can we access complex text on page 123?***   ***Specific Vocabulary:***  ***“Growing in Place” includes scientific vocabulary that may be unfamiliar. We can use context clues such as* gathered *and* collection of dried plants *to determine the meanings of the words* specimens *and* herbarium*. We can use the definition provided in the context (“the study of plants”) to figure out the meaning of the word* botany*.*** |

6A

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| 1. ***What comprehension skill can we use in “Growing in Place”?***   ***Text Structure- Sequence:***  ***Text structure is the way the ideas in a text are organized. One way to organize ideas is to describe events in sequence, or the order in which they happened. While some texts focus on describing a problem and solution, biographies usually describe the events of a person’s life in sequence. Recognizing this text structure can help readers connect different events and understand how one event might lead to another. Signal words identify problem and solution, time order signal words and phrases indicate sequence. Examples include* first, then, in 1917, later, *and* finally*, as well as specific times and dates. For example, as I read “Growing in Place,” I look for events that show how Lucy Braun became an important scientist. In “Taking Root” on page 123, the phrase* Even as a child *tells me when Lucy became interested in plants. The phrase* In high school *tells me when Lucy started her herbarium. These events affected her future life.*** |

6B

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| |  | | --- | | ***Event:***  ***Even as a child, Lucy was interested in plants.*** | | ***Event:***  ***In high school, she started collecting and drying plants for her herbarium.*** | | ***Event:***  ***She continued adding plants all her life.*** |  1. ***What is the genre of “Growing in Place”?***   ***Biography:***  ***A biography is a type of informational text. It tells the true story of a real person’s life. Events in the person’s life are described in third person, using the pronouns* he *or* she*. Biographies often include photographs, illustrations, and labels or captions. For example, I can tell that “Growing in Place” is a biography because it provides facts about a real person, Lucy Braun. As I read and look at illustrations, I learn more about why she is an important scientist. Illustrations and photographs show readers what the people and things discussed in the text look like. Labels identify the images, and captions may add information. The author compares Lucy’s life to the growth of a plant because of her work. I know this because the section “Taking Root” refers to her childhood.*** |

5B

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| 1. ***What comprehension strategy can we use in “Growing in Place”?***   ***Reread:***  ***Informational texts such as biographies may introduce new concepts and include unfamiliar vocabulary. We can reread difficult sections to increase our understanding of facts and information in the text. If something we read does not make sense, we may have missed an important point made by the author, or we may have misread a word. If we encounter a section of text that is difficult or unclear, we should stop and reread that section. We may need to reread a section more than once or go back and reread an earlier section. For example, we may not understand why the author mentions that new color photography played a role in Lucy’s lectures. So, we have to reread that passage on page 124 of “Growing in Place. When I reread, I see the phrase* Because of that*. “That” refers to the newness of color photography. This means audiences enjoyed Lucy’s presentations because the featured color photographs, which many people had never seen.*** |

7A

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| 1. ***What vocabulary strategy can we use in “Growing in Place”?***   ***Greek and Latin Suffixes:***  ***Many words are composed of different word pars, including roots, prefixes, and suffixes. A suffix is added to the end of a word to change its meaning. Many suffixes originally come from Greek and Latin. We can use our knowledge of suffixes and any context clues we find to determine a word’s meaning. We can also consult a dictionary for confirmation. For example, I can use what I know about the suffix* -ist *to figure out the meaning of the word* botanist *on page 125 of “Growing in Place.” The Greek suffix* -ist *means “one who specializes in.” The sentence talks about Lucy’s collection of plants, so I can figure out that a botanist is “someone who specializes in the study of plants.” Also, using this strategy, I can figure out that an* entomologist *is a person who studies insects, an* ecologist *is a person who studies how living things interact with their environment, and a* geologist *is a person who studies rocks and minerals.*** |

8A

*The Boy Who Drew Birds*

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| 1. ***How can we access complex text on page 139?***   ***Purpose:***  ***When writing a biography, an author often focuses on specific events in the person’s life that led to his or her fame or success. In the first paragraph of the selection, I learned that John James had many talents, but what he liked best was watch birds. In the second paragraph, I learned about the significant and John’s happiest memories, which were of walks with his father, during which they would talk about birds. In the third paragraph, I learned that John’s father sent him to American so he did not have to fight in the Napoleon’s war. Napoleon Bonaparte was the French emperor who led France in war during Audubon’s time.***   1. ***What is the genre of the text on page 139?***   ***Biography:***  ***A biography is about a specific person and the places and the places and events in that person’s life. I learned on page 135 that John James like watching birds, and he was close to his father but had to leave France and move to Pennsylvania.*** |

8B

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| 1. ***Graceful: Moving in a smooth way.*** 2. ***Commerce: The business of buying and selling goods.*** 3. ***What comprehension skill can we use on page 140?***   ***Text Structure- Sequence:***   |  | | --- | | ***Event:***  ***In April, John James noticed that the pewee’s nest had been empty for the past five days.*** | | ***Event:***  ***Then one day he discovered that the pewee birds had returned.*** |  1. ***Hollows: Valleys.*** 2. ***How can we access complex text on page 141?***   ***Genre:***  ***Authors of biographies approach their subjects in a variety of ways. The italicized words on page 141 are not direct quotes but the words the author imagines Audubon would be thinking at this point in the biography. The reader learns that John James watched birds to help form questions about their habits. The imagined thoughts take the reader inside the mind of John James, helping the subject to become more alive. Also,* pewees *are the types of birds John James is watching.*** |

7B

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| 1. ***How does the Plant Identification sidebar support the information in the text?***   ***The sidebar supports the information in the text by explaining how to identify plants. It says to identify where a plant grows and tell if its leaf is an evergreen or a broad leaf. This process is based on what Lucy Braun did. Lucy looked at the shapes of leaves as she walked in the woods. She drew the plants she saw, which the sidebar says to do. It also tells readers to use a field guide to find a plant’s exact match. Lucy wrote many of those field guides. They are still used today!*** |

9A

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| 1. ***Why did John James visit the cave?***   ***He visited the cave to find out if the pewee birds had returned.***   1. ***How does the illustration help you understand how John James conducted research on birds?***   ***The illustration helps me understand that John James was determined to learn about birds by observing them in their natural environment. It shows John James standing at the entrance of the cave watching the pewee birds. It helps the reader understand that Jahn James researched birds by observing them in their natural surroundings as closely as possible.***   1. ***What is the author’s craft on page 141?***   ***Figurative Language:***  ***The author says that the bird flew “like an arrow shot from a bow.” This simile helps readers form a clear picture of the bird flying extremely fast in a straight line.*** |

10A

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| 1. ***What comprehension skill can we use on page 143?***   ***Make Inferences:***  ***John James burned his drawings each year because he hoped someday, he would make drawings worth keeping. Based on this, I can infer that he did not think his drawings were good.***   1. ***What specific vocabulary can we use on page 143?***   ***Greek and Latin Suffixes:***  ***The Greek suffix* -ist *means “a person who does, makes, practices, believes, or is skilled in a particular thing.” Using the Greek suffix* -ist *as a clue, I think the word* scientists *in the last paragraph on page 143 are people who practice science.*** |

10B

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| 1. ***Why does the author describe what other scientists believed about birds?***   ***The author describes what other scientists thought to show that John James was an original thinker who thought conducting research was more important than reading the opinions of others. She also wants to show that John James was forming his own thoughts and theories from a young age. The text says, “John James had never, ever found a tangled ball of birds under water,” “He did not believe everything the scientists said,” and “Why, some of them even believed that birds transformed from one kind into another each winter!” The author’s purpose in writing these lines was to show that John James does not believe ideas just because they are expressed by authorities; he values direct observation of nature more.*** |

9B

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| 1. ***What comprehension skill can we use on page 142?***   ***Text Structure- Sequence:***   |  | | --- | | ***Event:***  ***John James ran home through the woods.*** | | ***Event:***  ***He told Mrs. Thomas about the birds he saw.*** | | ***Event:***  ***He wondered where small birds go in winter and if the same ones return each spring.*** |  1. ***Tending: Taking care of.*** 2. ***How can we access complex text on page 142?***   ***Specific Vocabulary:***  ***The English language is always changing and some word forms used years ago are no longer used today. To find the meaning of unfamiliar words, we can use context clues, analyze word parts, or consult a dictionary. Two examples of old forms of English words are* thou*, meaning “you,”* *and* wouldst*, meaning “would.” The French sentence means that John James saw two beautiful birds. His words tumbled out because he was excited.*** |

11A

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| 1. ***What specific vocabulary can we use on page 144?***   ***Greek and Latin Suffixes:***  ***We can use context clues and what we know about the Greek suffix* -ist *to determine the meaning of* naturalist *in the first paragraph on page 144.* Naturalist *means “someone who is skilled in the study of nature.”***   1. ***What comprehension strategy can we use on page 144?***   ***Reread:***  ***As I finish page 144, I realize I am not sure what John James is doing in the cave. I will reread this page to better understand it. I see that John James was studying birds’ habits and behaviors. He spent so much time in the cave that the birds began to ignore him. I understand now that the birds behave as though he was not there, and John James could observe their natural habits.*** |

12A

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| 1. ***What comprehension skill can we use on page 145?***   ***Text Structure- Sequence:***   |  | | --- | | ***Event:***  ***John studied the birds and learned their behavior.*** | | ***Event:***  ***In the fall, he formed a plan to band the birds by tying silver thread to their legs.*** | | ***Event:***  ***The birds were gone a week later.*** |  1. ***Why does John James tie a string around the baby birds’ legs?***   ***He wanted to find out if the birds would come back.***   1. ***Nestling: A young bird that cannot leave its nest.*** 2. ***Medieval: Having to do with the Middle Ages, a period in European history that lasted from about the 5th to the 15th century.*** |

12B

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| 1. ***What comprehension strategy can we use on page 147?***   ***Reread:***  ***I remember reading earlier about the two-thousand-year-old question referred to in the second paragraph on page 147, but I cannot remember what I read. I can skim the pages to find information on the two-thousand-year-old question. It is in the third paragraph on page 143. I will reread this paragraph. Two thousand years ago, the Greek philosopher Aristotle had tried to answer the question about where small birds go. He thought small birds hibernated instead of migrating, which is what large birds did.***   1. ***How did John James know that his friends had returned?***   ***John James knew because the birds ignored him just like they had last year.*** |

11B

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| 1. ***Stray: Randomly scattered.*** 2. ***Throaty: Deep or rough sound.*** 3. ***How can we access complex text on page 145?***   ***Organization:***  ***Biography writers tell events in sequence, but nor all events are discussed in equal depth. Writers may spend several paragraphs, or even pages, discussing one event that is especially important. They may cover long periods of time in just a sentence or two. Writers signal shifts in time with phrases or sentences. In the first paragraph on page 145, spring and summer have passed, and fall has begun. The author summarizes what happened during this time by saying that John James watched two broods of nestlings hatch and saw the young birds fly for the first time. The author uses the words* slipped *or* sighed *to describe how the months passed. Months cannot really slip or sigh, but the author uses these words figuratively to convey how they passed. The author also uses the words* brood *and* hatched *in the first paragraph to describe what John James sees. Based on the context clues, a* brood *of birds is a family of birds and* hatched *means “to break out of something.”*** |

13A

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| 1. ***How can we access complex text on page 147?***   ***Connection of Ideas:***  ***Authors do not always state information directly, but sometimes require readers to make inferences. The third paragraph on page 147 says “the days grew longer” and “the ice on the creek cracked and melted.” This means that winter is coming to an end and spring is arriving. When we see “Fee-bee! Fee-bee!” in the next paragraph, we can infer that since this is the sound of the birds John James was studying, the birds have returned. The reader experiences time the way John James does, through seasonal changes. The word* grew *in paragraph three is the past tense of* grow*. It is commonly used to talk about age or size. We say, “You grew up so fast,” or “The plants grew all summer.” Here,* grew *is used as a synonym for* became*: “The days became longer.”*** |

14A

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| 1. ***What is the genre of the text on page 147?***   ***Biography:***  ***In the first two paragraphs on page 147, John James’s activities during the winter, including spending time painting and thinking about birds, shows that he was comfortable being alone. These qualities gave him time to find new ways of studying birds, like the idea to band them.***   1. ***What comprehension strategy can we use on page 148?***   ***Reread:***  ***I can reread page 145 to recall the method John James used to identify the birds. He had tied a special thread, woven out of fine strands of silver, loosely on the leg of each baby bird. On page 148, when John James saw the birds with silver thread around their legs, he knew his birds had returned.*** |

14B

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| 1. ***What comprehension skill can we use on page 148?***   ***Text Structure- Sequence:***   |  | | --- | | ***Event:***  ***After winter, John James found two birds with the silver string.*** | | ***Event:***  ***He decided to write his father and find a way to tell the world.*** |  1. ***Preening: Smoothing and rearranging bird feathers with a beak.*** 2. ***How can we access complex text on page 149?***   ***Purpose:***  ***The text on page 149 places John James Audubon into a historical context. It explains he importance of his experiment and his drawings in later years. John James’s experiment proved the theory that many birds return to the same place each year, and that their offspring nest nearby. His drawings were important to scientists because they were accurate, and they were important to ordinary people because they were enjoyable to look at.*** |

13B

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| 1. ***How does the author use descriptive language to help you understand how John James feels when the birds return?***   ***The author’s descriptive language helps me understand that John feels certain that his friends had returned. The author uses repetition with earlier phrases, such as “like an arrow shot from a bow” and “beat his wings above John James’s head.” In the beginning, the birds were agitated by his presence, which is why they behaved this way. Now, however, the birds are no longer agitated. Instead, they continue to treat him like an “old stump.” This fills John James with excitement because the birds are comfortable sharing their natural environment with him. This shows that John James knew that his friends had returned.*** |

15A

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| 1. ***How can we connect to content in* The Boy Who Drew Birds*?***   ***Investigating a Question:***  ***While an experiment is a controlled test of a hypothesis, an investigation is a gathering of information. Banding birds is a type of scientific investigation that helps scientists gather information about bird behavior. Page 149 states that Audubon was the first person in North America to use banding. Today, scientists use technology to safely band and release millions of birds each year. They record data for each banded bird and submit it to a central database. Others who encounter the banded birds can update the data, recording things such as the bird’s movements or changes in plumage or weight.*** |

16A

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| 1. ***How do the excerpts from Audubon’s notebooks in Melissa Sweet’s drawings help you understand Audubon?***   ***Melissa Sweet knows how important it is to study places and people. For that reason, she often visits locations that she will draw or paint for a book. From the excerpts that she drew from Audubon’s notebook, I can understand that Audubon was a thick lover of birds and that his notebook was full of pictures of those birds. When Melissa begins her illustrations, she first makes quick sketches on tracing paper. Then she posts her drawings to a wall in her studio. This helps her see how the drawings fit together as a book. Later, she adds more details and splashes of color.***   1. ***What is the author’s purpose in* The Boy Who Drew Birds*?***   ***To Inform:***  ***Authors who write to inform often use text features, such as illustrations, to provide details. The author wants to show how John James used his powers of observation to capture birds.*** |

16B

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| 1. ***What is the author’s craft in* The Boy Who Drew Birds*?***   ***Mood:***  ***The phrase “bursting into the farmhouse kitchen” creates excitement. Also, John James is so excited that “his words tumbled out in French.” This mood tells the reader that John James loves nature.***   1. ***How does John James investigate a question he had about birds?***   ***To find out if the same birds returned to the same nest each year, John James banded them and tracked their movements. The author also portrays John James as a dedicated, observant, independent-minded man. His willingness to question things led him to become an innovative researcher. Evidence: Page 145 describes how John James tied strands of woven silver around the legs of the baby birds to test his idea.*** |

15B

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| 1. ***What is the author’s purpose on page 149?***   ***The author included the section on page 149 because she wants to highlight how innovative John James was. No one had ever banded birds to study their habits. Despite his frustration with some of his earlier drawings, his passion made him one of the greatest painters of birds of all time. Ordinary bird lovers as well as scientists admired these paintings for their incredible accuracy.***   1. ***How might Jacqueline Davies’s interests have inspired her to write about John James Audubon?***   ***Jacqueline Davies likes to sit and watch the world, especially from the front steps of her house in Massachusetts. She like to look for and listen to birds, but she also likes to study people. She wonders about each person’s story. Like John James Audubon, she pays close attention to the world around her and takes many notes. Then she draws on these experiences to write her award-winning books.*** |

17A

“Daedalus and Icarus”

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| 1. ***How can we access complex text on page 152?***   ***Prior Knowledge:***  ***Greek myths are often connected. To follow this myth, readers need to recall the story of Daedalus and the labyrinth. The labyrinth was a maze from which no one could escape. The skill that Daedalus has which makes him valuable to the king is: he is a great inventor. Daedalus wants to leave the kingdom because his wife, the king’s daughter, has died, and he wants to go home to Athens. The king refuses Daedalus’s request because he does not want Daedalus to invent for anyone else.***   1. ***What comprehension strategy can we use on page 152?***   ***Reread:***  ***I can reread page 152 to recall that Daedalus and his son are prisoners. He thinks that by studying birds, he can invent a way to fly to freedom.*** |

18A

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| 1. ***What comprehension skill can we use on page 154?***   ***Sequence:***  ***When Daedalus tells Icarus to lead the way off the roof, Icarus leaps from the wall and starts to fall. When his wings catch the air, he starts to soar.***   1. ***What do Daedalus’s actions on the day of the flight tell you about his character?***   ***The author uses what Daedalus says and does to help me understand that he cared about his son and gave him advice and direction before and during the flight. He was an incredibly careful planner because he specifically chose a day with a strong breeze. He says, “Remember not to fly near the sun,” “Lead the way, I will follow,” “Daedalus gasped when he saw Icarus falling,” and “Icarus! Come back!”*** |

18B

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| 1. ***How does the author use language to help you visualize what it was like for Icarus to fly?***   ***I can visualize what it was like for Icarus to fly because the author used sensory language to help me picture in my mind how high Icarus was flying. Icarus went so high he could not hear his father. The text says, “flew higher into the clear blue sky,” “ocean seemed like a puddle,” and “Cnossos looked like an anthill.” So, I can picture Icarus flying higher and higher. Finally, the heat from the sun melted Icarus’s wings and he tumbled from the sky.***   1. ***How can we access complex text on page 155?***   ***Genre:***  ***Ancient Greeks believed in many gods, who had certain human traits. One trait among them was jealousy, and a frequent theme in Greek mythology is the ill fate suffered by humans who try to compete with the gods. Icarus wanted to see what the gods see, and he died as a result, which follows the common theme in Greek myths of humans who compete with the gods and fail.*** |

17B

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| 1. ***What comprehension skill can we use on page 153?***   ***Main Idea and Key Details: By observing birds flying, Daedalus learns that they are carried by warm, rising air. By examining birds’ bodies, he learns how the parts of the wing go together.***   1. ***How does the author’s use of dialogue tell you about the kind of person Daedalus is?***   ***The author helps me understand how Daedalus feels by using the words and phrases he says to show that he is confident and sure of his plan. When Minos confronts him, he assertively says, “I’m going to build a pair of wings” “We’re going to learn how to fly,” and “People can do anything if they think long and hard about it.” This shows that Daedalus feels confident and hopeful. When Minos laughs, Daedalus says nothing, and he just goes back to work.*** |

19A

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| 1. ***How do Daedalus and Icarus investigate a question about nature?***   ***Daedalus wanted to know how to fly so that he and his son could escape from prison. He studied birds on the island so that he could replicate flying. The method of study is similar for both Daedalus and John James. They both observed birds in action. Evidence: On page 153, I read that Daedalus learns how the birds’ bones, feathers, and muscles all work together to form a wing. On pages 144-145 of* The Boy Who Drew Birds*, I read about how John James devised a plan to track the movements of birds.*** |

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19B

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| 1. ***Compare and contrast the ways that John James Audubon and Daedalus investigated birds.***   ***Birds fascinated John James Audubon and Daedalus for different reasons, but both men learned about birds by observing them in action. In* The Boy Who Drew Birds*, John James wanted to know if the same birds returned to the same nests after they migrated. He studied and drew sketches of birds in a cave every day from spring to fall. He tied string to the baby birds’ legs. Winter came, and the birds left. When spring returned, John James discovered that the birds came back to the cave. The birds with strings on their legs built nests nearby. In “Daedalus and Icarus,” Daedalus also studied the actions of birds for several months. Like John James, Daedalus drew pictures. He examined how birds’ bodies helped them fly. He did so because he and his son, Icarus, were prisoners on an island. Daedalus used what he learned about wings to invent a way to fly and escape. The wings worked and Daedalus escaped, but Icarus was foolish and flew too close to the sun. He died as a result. Although they had different goals, both men investigated birds in similar ways. Except for Icarus’s poor fate, their observations led to success.*** |

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