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| 1. ***What kinds of stories do we tell? Why do we tell them?***   **Kinds *means “sorts” or “types.” Stories tell about events and characters that we make up. Some people tell fantasy stories about magical characters and made up places. They tell them because fantasy stories can be scary and exciting. Other people like to tell tall tales with exaggerated characters and made-up settings and events. They tell them because tall tales can be entertaining and funny. People tell many kinds of stories, from tall tales full of overstatement, or exaggeration, to heroic adventures of courageous men and women. Many stories begin in a similar way, regardless of their country or culture of origin. On pages 234-235 in the Reading/Writing Workshop, we see a boy with a puppet. Stories can be written down, read aloud, or performed,*** |

2A

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| ***bridge. As Kate is heading toward the bridge, a log is close to crashing with it. Kate wrings the log until it is the size of a twig. This is again another example of hyperbole. Finally, Kate saves the train by whistling loudly. Here, the narrator thinks that Kate is heroic and is responsible for trains having whistles.*** |

2B

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| ***like this boy is doing with the puppet. Whether stories teach lessons or entertain us with humor, exaggeration, or heroic adventure, they always help to show us who we are. The stories we tell often reflect our culture and values. They demonstrate who we are and what we think is important. In “How Mighty Kate Stopped the Train,” the story takes place a long time ago in the American South. It tells the tale of Mighty Kate, who was really strong. She picked up boulders easily and once picked her doctor up when she was just a baby. One night, when a huge storm was blowing, a train crashes into a creek. She sweeps away a pile of heavy steel with one push of her arm. She carries the two workers with one arm while she uses her other arm to climb up a vine. This is exaggerated, and is therefore an example of hyperbole. Now, Kate must save the people in a train that is moving toward a washed-out*** |

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4A

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| 1. ***Commenced: If you commenced doing your homework, you started doing it.*** 2. ***Deeds: Deeds are acts or actions.*** 3. ***Exaggeration: An exaggeration is a statement that makes something see more than it really is.*** 4. ***Heroic: A heroic act is a very brave or courageous act.*** 5. ***Impress: If you impress someone, you have a strong effect on his or her mind or feelings.*** 6. ***Posed: If you posed for a picture, you held a position so that someone could paint or photograph you.*** 7. ***Sauntered: If you sauntered, you walked in a slow, relaxed way.*** 8. ***Wring: To wring out a wet rag, you squeeze it or twist it.*** |

4B

“How Mighty Kate Stopped the Train”

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| 1. ***What do we learn about the narrator and the setting?***   ***The narrator uses an informal voice, referring to the readers as “you lucky critters.” The narrator also tells us that the story takes place “back in the days when railroads were still pretty new in the American South.”***   1. ***How do we use details in this story to determine its genre?***   ***The narrator tells us that “the star of this amazing tale is a girl named Mighty Kate. Mighty Kate got her name at birth when she picked up the doctor to see how much he weighed! A newborn baby can’t lift a doctor, so I think it is a tall tale.***   1. ***How can we access complex text in “How Mighty Kate Stopped the Train”?***   ***Genre:***  ***As in many tall tales, the narrator speaks as if he or she is telling the story directly to the listener. The authors of tall tales often use dialects. For example, here, “gal” means “girl,” “folks” means “people,” “I reckon” means “I bet,” and “pappy’s” means “father’s.”*** |

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| 1. ***What comprehension strategy can we use in “How Mighty Kate Stopped the Train”?***   ***Visualize:***  ***When you visualize a story, you form pictures of the characters, setting, and actions in your mind. To visualize, we have to pay close attention to any descriptive words the author uses. Visualizing as we read a story can help us understand and remember it. For example, as we read the third paragraph of “How Mighty Kate Stopped the Train” on page 239, we may need to visualize the scene to understand how powerful Kate is. The narrator says that Kate tossed a boulder and sauntered away. The verbs tossed and sauntered help me visualize how easy this action is for her. By picturing this, I see the exaggeration in the scene.*** |

6A

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| 1. ***What is the genre of “How Mighty Kate Stopped the Train”?***   ***Tall Tale:***  ***A tall tale has larger-than-life characters, including a hero, involves humorous exaggerations, or hyperbole, and describes events that couldn’t happen in real life. The hero is the main character in a story and is stronger, braver, or more clever than the other characters. Hyperbole is an obvious exaggeration. It is used in a story for humorous effect. We can tell that “How Mighty Kate Stopped the Train” is a tall tale. For example, a newborn baby could not possibly lift a person. The description of young Kate, the hero, easily tossing a boulder is also an exaggeration, or hyperbole.*** |

6B

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| 1. ***What vocabulary strategy can we use in “How Mighty Kate Stopped the Train”?***   ***Synonyms and Antonyms:***  ***The relationship between synonyms or antonyms in a sentence of paragraph can help you better understand the meaning of each word. Synonyms are words with the same or similar meanings. Antonyms are words with opposite meanings. For example, in “How Mighty Kate Stopped the Train,” when we read the phrase* if a boulder was in her path*, on page 239, we may not know what* boulder *means. In the next sentence we read,* she just picked up that rock*.* Rock *is a synonym for* boulder*, so since the story is exaggerated, a boulder must be a big rock. We can use context clues in the form of cause-and-effect relationships to determine the meanings of unfamiliar words. For example, the bridge fell into the creek because the wind from the storm whipped it. We can use this cause-and-effect relationship to determine the meaning of* whipped*, “knocked.”*** |

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| 1. ***What comprehension skill can we use in “How Mighty Kate Stopped the Train”?***   ***Point of View:***  ***Point of view in a story refers to the way the story is being told. The voice that you hear in a story is the voice of the narrator, and told either in first-person or third-person. Details tell us what the narrator thinks about the characters and events. From the first page of “How Mighty Kate Stopped the Train,” we see that the story is told from the third-person point of view. I can also tell that the narrator enjoys telling “this amazing tale” and admires Kate’s strength, which is exaggerated.***   |  | | --- | | ***Details:*** | | ***“Folks around here” call her Mighty Kate.*** | | ***Mighty Kate lifted up her doctor when she was just born.*** | | ***It’s an “amazing railroad story you really should hear now.”*** | | ***Point of View:*** | | ***The story is told by a third-person narrator who likes and knows well the story of Mighty Kate, but who also exaggerates details.*** | |

7A

*Davy Crockett Saves the World*

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| 1. ***How can we access complex text on page 263?***   ***Genre:***  ***Exaggeration is a characteristic of tall tales. In order to understand the main character, we should think about what characteristics the author is trying to emphasize through the exaggerations. Davy Crockett’s ability to whip wildcats tells us that he is strong and brave. When the author says that he combs his hair with a rake and shaves his beard with an ax, she is trying to tell us that Davy Crockett is so big a regular-size comb and razor won’t work.*** |

8A

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| 1. ***How can we access complex text on pages 264-265?***   ***Prior Knowledge:***  ***Halley’s comet is a ball of rock, icy material, and dust. Just like Earth, it orbits the sun. When the comet gets close to the sun, the sun turns some of its ice into gas. The trail of gas and dust that gets sent into space forms the comet’s tail and makes a glowing cloud, called a coma, around the comet. The tail and coma are easy to see from Earth. It’s possible to spot Halley’s comet from Earth approximately every 76 years. Halley’s comet is named for Edmund Halley, an astronomer who showed that comets orbit the sun.***  ***Specific Vocabulary:***  ***Authors us dialect to show the way people in certain parts of the country speak. Some dialect on page 265 include* lickety-split*, which means “very quickly,”* blown to smithereens*, which means “blown to pieces,”* purty gal*, which means “pretty girl,” and* easy as you please*, which means “easily.”*** |

8B

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| 1. ***What comprehension strategy can we use on page 265?***   ***Visualize:***  ***When we read, we should try to picture the characters and their actions in our minds. We can paraphrase the author’s descriptions and use them to help us visualize Davy Crockett. We can picture a very large man combing his hair and shaving his face in an unhurried, relaxed way. The word* sauntered *helps me imagine him strolling along in a confident way.***   1. ***Advertisement: An announcement meant to encourage people to do something.*** 2. ***How does the author’s use of personification add humor to the story? (C)***   ***The author uses personification to add humor to the story by making Halley’s Comet an impatient character that does not listen to the President’s laws. For example, the text says, “The President made a law telling the comet it can’t crash into Earth; the comet paid no attention.” This adds humor because it’s funny to think of a President passing a law to stop something in nature and a comet not listening to a president.*** |

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| 1. ***What comprehension skill can we use on page 264?***   ***Point of View:***   |  | | --- | | ***Details:*** | | ***The world was in a heap of trouble.*** | | ***Scientists had discovered the biggest, baddest ball of fire and ice and brimstone to ever light up the heavens.*** | | ***If it hit Earth, everyone would be blown to smithereens.*** | | ***Point of View:*** | | ***The story is told by a third-person narrator. The narrator’s point of view is that Halley’s Comet is dangerous and destructive.*** |  1. ***Brimstone: A yellow stone that burns*** |

9A

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| 1. ***What comprehension skill can we use on page 266?***   ***Point of View:***   |  | | --- | | ***Details:*** | | ***Sally reads the newspaper front to back.*** | | ***She knows about Halley’s Comet.*** | | ***She had seen the advertisement from the President.*** | | ***Point of View:*** | | ***Sally Sugartree is smart.*** |  1. ***How does the narrator show Davy’s strength and courage?***   ***The narrator says his hug made Sally’s eyes pop out and her rode off in a hurry to help.***   1. ***Mite: Slightly*** 2. ***Varmints: Small, troublesome animals*** |

10A

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| 1. ***What comprehension skill can we use on page 268?***   ***The problem is that “Halley’s Comet was getting so close that there wasn’t a minute to lose.” The President*** |

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| 1. ***How can we access complex text on pages 266-267?***   ***Genre:***  ***Illustrations can help students understand the text. In the text* He bridled up Death Hug and set out like a high-powered hurrycane*,* hurrycane *refers to a hurricane. Death Hug is a bear that Davy rides. So,* bridled *probably means “use a rope or harness to control an animal.”***   1. ***What is the author’s craft on page 266?***   ***Hyperbole:***  ***The author uses exaggeration in Davy’s reaction to the advertisement. Davy sets out like “a high-powered hurrycane” leaving plants and animals flying behind his path as they quickly leave for Washington. This exaggeration shows that nothing, including his love for Sally Sugartree, can stop Davy from meeting with the President when he was needed, and that there is not a moment to spare.*** |

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