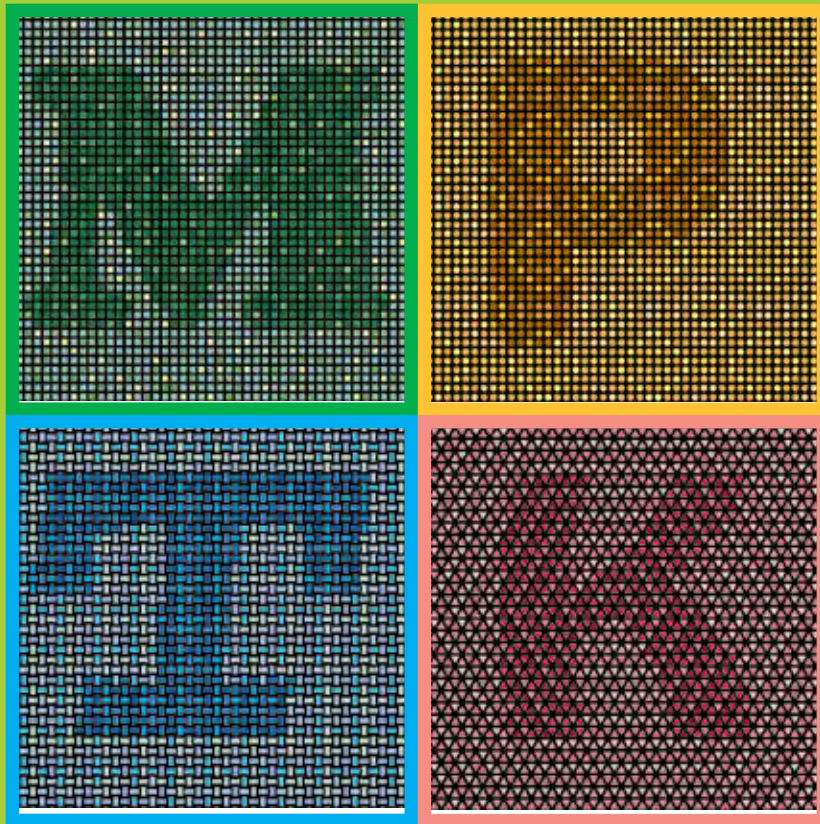


READING BRIDGE

Mosaic • Patterns • Tapestry • Kaleidoscope



Quigley • McAnally • Rose • Payne • Paul

SAMPLE BOOKLET

Reading Bridge Supports the Reading First Initiatives of the No Child Left Behind Act (2001)

Levels 1 and 2

Reading Level:

Level 1 — 4.0

Level 2 — 5.0

Reading Bridge is grounded in scientifically based reading research strongly emphasizing vocabulary development and direct teaching of comprehension skills.

Reading Bridge provides a transition from *Reading Milestones* to general reading materials.

Features

- Rich variety of literature
- Paced introduction of vocabulary and sentence structures
- Simplified reading level for titles commonly used in mainstream curricula



Reading Bridge

Reading Bridge provides reading materials at the 4th and 5th grade levels and creates a bridge from *Reading Milestones* to mainstream books. Vocabulary, language structures, and comprehension skills are introduced in the same spiraling, research-based approach as in *Reading Milestones* but at an accelerated rate and a more advanced level. Experience with the earlier editions of *Reading Milestones* and feedback from users indicated that students desire a more adult-looking product. *Reading Bridge* meets this need. This alternative series is effective with a variety of learners with language and reading delays. Students who are hard of hearing, students with learning disabilities and those learning English as a second language can greatly benefit from this program.

As required by the No Child Left Behind Act, *Reading Bridge* is grounded in scientifically based reading research. The purpose of *Reading Bridge* is to provide extensive exposure to advanced reading materials and to provide practice in the higher level comprehension skills needed for understanding those reading materials. The major reading skills emphasized are comprehension, vocabulary and concept development, and research and study skills.

Comprehension

- Background knowledge is utilized
- Literal and inferential questions are asked
- Strategies for answering various types of questions are taught
- Metacognitive strategies are emphasized
- Figurative language elements are introduced systematically

Vocabulary and Concept Development

- Word Identification is taught through structural analysis and contextual analysis
- Classification activities help readers relate new knowledge to what they already know
- Multiple meanings of vocabulary words are taught with an emphasis on the more abstract meanings

Research and Study Skills

- Using maps and graphs
- Note taking
- Story Maps
- Library skills
- Summarizing

There are two levels in *Reading Bridge*. *Mosaic* and *Patterns* make up level 1. *Tapestry* and *Kaleidoscope* are the readers in level 2. Each level has two readers, two workbooks and two teacher's guides.

Reading Bridge applies the same systematic approach found in *Reading Milestones*, and controls the emphasis of certain syntactic structures in each story. *Reading Bridge* readers also explore a variety of interesting and appealing topics enriched by attractive illustrations and photographs. Students will read about Olympic medalist Babe Didrikson's athletic career or the eruption of Mount St. Helens. Traditional literary formats include biographies, poems, information stories, fables and folktales, adventures, mysteries, myths, and plays.

Features of the Readers include:

- Questions at the beginning of each story which assess and activate students' prior knowledge
- Questions at the end of each story and at the middle and end of each unit which assess students' comprehension
- A Glossary at the back of each text which pro-



vides vocabulary definitions and sample sentences

Features of the Workbooks include:

- Lessons which correspond to each reader and provide practice in comprehension skills
- A cumulative review of important information
- Extra activities for students who need them
- Vocabulary which reinforces that used in the readers
- Clear and unambiguous instructions
- Student response modes which entail mostly reading and writing

Features of the Teacher's Guides include:

- A discussion of the foundations for *Reading Bridge*
- Scope and Sequence Chart for each book
- Activities and suggestions for teaching and assessing specific skills
- Suggested questions to supplement those in the students' text
- Answer Key for workbook activities
- Enrichment activities

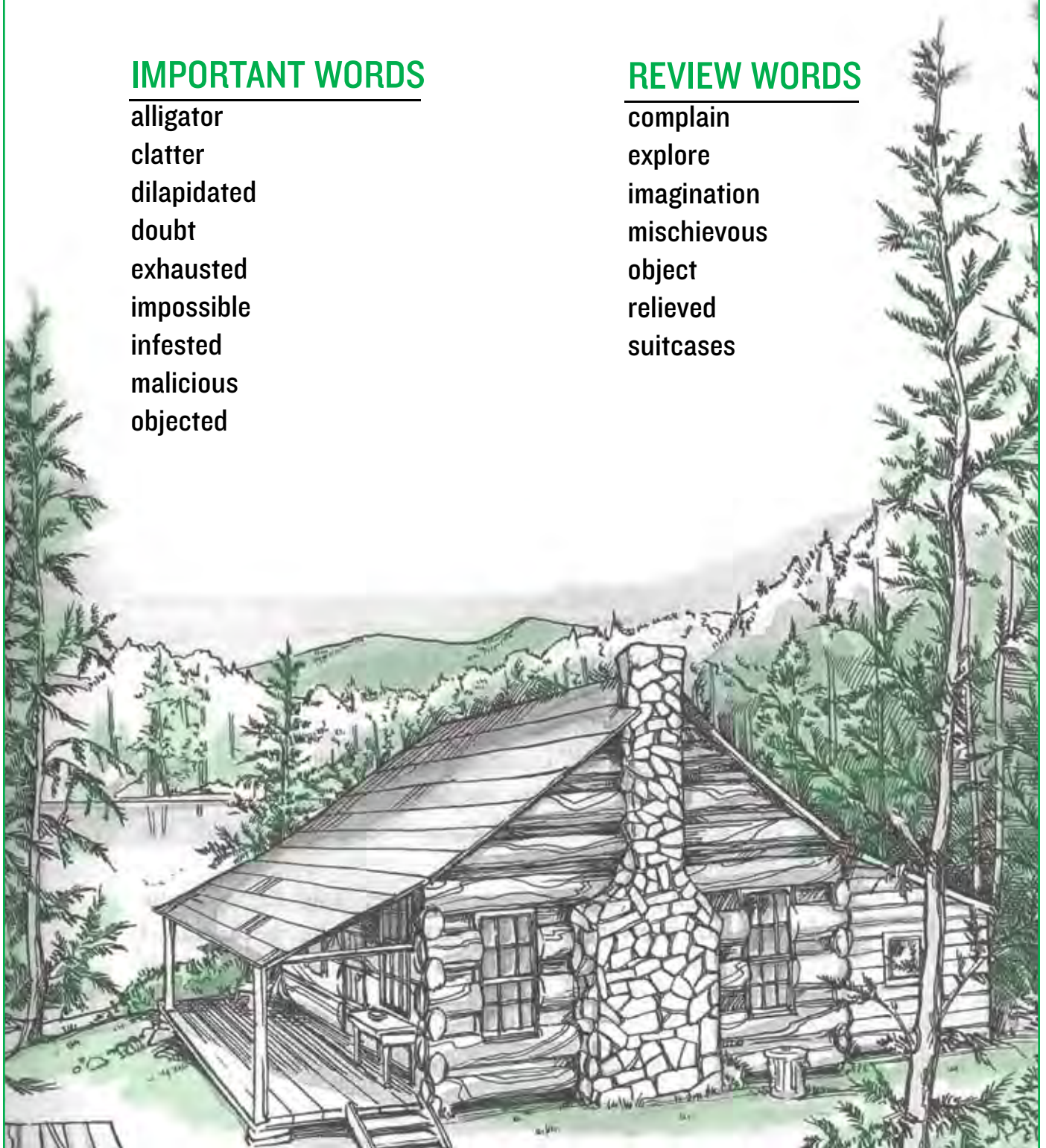
The Witch in the Woods

IMPORTANT WORDS

alligator
clatter
dilapidated
doubt
exhausted
impossible
infested
malicious
objected

REVIEW WORDS

complain
explore
imagination
mischievous
object
relieved
suitcases



The station wagon, loaded with suitcases and boxes, pulled into the gravel driveway by a small log cabin. Kevin and Brad jumped out of the car and stretched. It had been a long ride from the city to this cottage in the woods.

"Hey, look!" exclaimed Brad to Kevin, his older brother. "Look at the lake. Let's go!"

Both boys started to run down the path to the clear, blue lake.

"Boys!" yelled their mother. "Wait a minute—not so fast! You'll have plenty of time to explore later. Right now we have to unload the car and unpack suitcases. I'm not going to carry everything inside myself. You'll have two weeks to fish and swim in the lake."

"Oh, what a drag!" complained Brad, as he and Kevin helped their mother carry everything from the car into the cottage. They carried their suitcases into one of the bedrooms.

"This bed by the window is mine," said Kevin as he plopped down on it. "You can have the other bed, Brad. I

want to look out the window at night and see the lake."

"No fair," objected Brad. "I want that bed. You always get first choice because you're bigger."

Kevin told Brad to stop complaining, and he started unpacking his suitcase.

"Boys!" called Mrs. Davis. "Are you arguing? What's the matter? What a way to start our summer vacation?"

As she walked into the room, Kevin explained, "Brad wants the bed that I picked."

"You always get everything you want," argued Brad. "Can't I have that bed, Mom?"

"No arguments," Mrs. Davis said firmly. "Kevin can sleep in the bed by the window the first week, and Brad can have the bed by the window the second week. Now that's fair, isn't it?"

"I guess so," the boys agreed.

"Can we go see the lake now, Mom?" asked Brad.

"You can walk down to the lake and look around for a few minutes, but then come back to the cottage. You have your suitcases to unpack, and we all have to organize the cottage. When you're done with your work, you will still have a lot of time to explore," said Mrs. Davis.

Brad and Kevin soon returned from the lake. After straightening up their bedroom, they helped their mother organize the kitchen. After putting the groceries away, they were all hungry. Mrs. Davis suggested that they barbecue hamburgers outside on the grill.

She told the boys to set the picnic table while she cooked the hamburgers. When the hamburgers were done, Brad, Kevin, and their mother sat down to eat.



Suddenly, Brad yelled, "Hey, look! An alligator just crawled up on the beach!"

"That's impossible!" Mrs. Davis objected. "There aren't any alligators here."

"Well, look there!" said Brad as he pointed at a long, gray object down by the lake.

"I don't see anything," said Kevin. "It's almost dark. You can't see anything that far away."

"I know I saw a little alligator," said Brad. "Come on, I'll show you!"

So Mrs. Davis and Kevin followed Brad to the lake.

"There! Look there!" shouted Brad as he pointed at the object lying on the beach.

Kevin ran over to the object and nudged it with his foot.

"You have a big imagination," he said to his little brother. "This isn't an alligator—it's a piece of wood that floated up out of the lake. I guess maybe it does look a little bit like an alligator, though."

"Oh, well," sighed Brad. "I'm really relieved it's not an alligator. I sure don't want to swim in a lake that is infested with alligators."



"That's good thinking," Mrs. Davis laughed. "But don't worry. There aren't any alligators around here. Now, let's go eat our hamburgers before they get cold."

The boys and their mother ran back to the table.

"Hey, what happened to the hamburger buns!" exclaimed Kevin. "They were right here on the table, and now they've disappeared!"

"Why, you're right!" said Mrs. Davis. "The package of buns is gone. What could have happened to them? I didn't see anyone."

"Maybe a ghost ate them," said Brad as he looked around, his eyes as big as saucers. "Maybe we're staying in a haunted cottage and our buns were stolen by a ghost!"

"Oh, Brad," said Kevin. "There goes your imagination again. I suppose you think these woods are infested with mischievous ghosts!"

Brad, Kevin, and their mother ate their supper and cleaned up the picnic table. When the dishes were done, they were all exhausted.

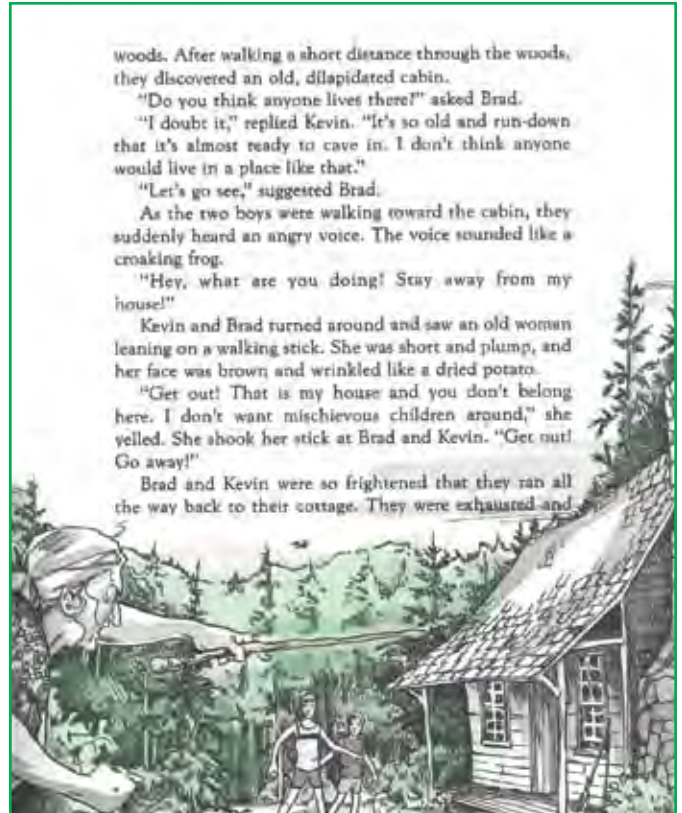
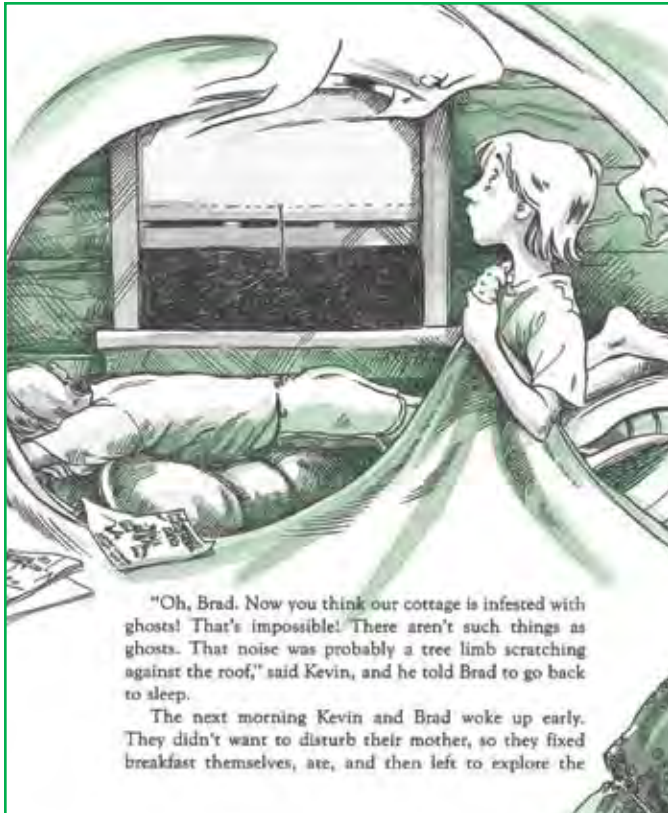
"I'm going to bed early tonight," said Kevin. "Tomorrow I want to explore the woods and swim and fish."

"Me, too," said Brad.

Brad, Kevin, and their mother went to their bedrooms and were soon asleep. During the night, Kevin woke up. He thought he had heard a strange noise. He stayed very still and listened but didn't hear anything unusual. He was almost asleep when he heard the noise again. Brad heard it, too, and sat up in bed.

"I hear a scratching noise," whispered Brad. "Do you hear it, Kevin? I bet it's that ghost again!"

The Witch in the Woods



out of breath when they got there, but they were relieved to be back safe.

"Mom! Mom!" Brad yelled. "There's a mean old woman in those woods. She yelled at us and tried to hit us with a stick!"

"What?" Mrs. Davis was stunned. "I don't believe it! Now calm down and tell me what happened."

Kevin explained to his mother about finding the dilapidated cabin and about the old woman who came out of the woods. Mrs. Davis told them not to go to the old woman's cabin again.

Later, Brad and Kevin were sitting on the beach, discussing the old woman whom they had seen that morning.

"I think that old woman is a witch," said Brad. "She's as mean as a hornet, and she doesn't want us to stay here."

"I don't think she's a witch," replied Kevin. "But I do think she's a malicious old woman. And you're right. She doesn't want us here."

"I'll bet she stole our hamburger buns yesterday," said Brad, "and then made those noises last night so we couldn't sleep."

"Oh, no, Brad," objected Kevin. "Why would she do that—unless—unless she wanted to scare us."

"You're right," agreed Brad. "Then we'd get scared and leave. That's what she wants. She wants to frighten us away because she doesn't like kids!"

Just then, Mrs. Davis walked down to the beach. "What are you two boys discussing?" she asked. "You look so serious!"

"Oh, Mom," said Brad excitedly. "Now we know there aren't any ghosts around here. There's a malicious old witch!"

"A witch!" exclaimed Mrs. Davis. "I doubt that there are any witches around here. What are you talking about?"

"That mean old woman by the dilapidated cabin," explained Kevin. "We think that she is trying to scare us away because she doesn't like children. She's an old grouch!"

"Brad, Kevin," said their mother in a disapproving voice. "That woman is not a malicious old witch. You two are being very rude when you say that. She is probably just a lonely old woman who wants peace and quiet, and you two have misunderstood her actions. Please don't talk like that again."

Brad and Kevin didn't argue with their mother. But they still thought the old woman was mean and wanted to frighten them away.

That evening after supper, Mrs. Davis baked some cookies. Brad and Kevin were outside.

"Mm-m, what do I smell?" asked Kevin, sniffing the air. "It sure smells good!"

"It smells just like chocolate chip cookies," yelled Brad. "Oh boy! They're my favorite!"

The boys ran into the house and each grabbed a handful of cookies.

"Boys, don't be greedy," said Mrs. Davis, smiling. "And don't get crumbs on the floor."

"Okay, Mom, we'll go outside," said Kevin. "Come on, Brad. Let's go down by the lake and eat."

Unit 1

WORKBOOK ACTIVITIES

Vocabulary Exercise A

This sentence evaluation exercise measures students' comprehension of the vocabulary introduced in the story.

After the students have read the directions on page 22 of the workbook, discuss the examples with them. Point out that for each pair of sentences, one answer will be yes and one answer will be no.

Direct the students to complete the exercise independently.

Answers

- | | | |
|--------|---------|---------|
| 3. yes | 9. no | 15. yes |
| 4. no | 10. yes | 16. no |
| 5. yes | 11. yes | 17. no |
| 6. no | 12. no | 18. yes |
| 7. no | 13. yes | |
| 8. yes | 14. no | |

The exercise on page 23 of the workbook measures the students' ability to use the new vocabulary correctly. Answers will vary from student to student.

Comprehension Exercise A

This exercise measures students' comprehension of the story.

Remind students that some of the answers may be in the story directly (text explicit), while others may not (text implicit). It is suggested that this exercise be corrected and discussed as a class activity.

Answers

- | | |
|--|--|
| <p>1. Kevin, Brad, Mrs. Davis, and the old woman are the story characters.</p> <p>2. Their vacation is two weeks.</p> <p>3. They went to a place that has lakes and forests but no alligators.</p> <p>4. Brad thought that a piece of wood was an alligator, that a ghost stole the buns, and that a ghost made the scratching noise at night. [Students need only two of these three reasons.]</p> <p>5. Kevin thought it was a tree limb scratching against the roof.</p> <p>6. She was frightened because they were walking toward her house.</p> | <p>TE. The answer is found on several pages.</p> <p>TI. The answer is on pages 30 and 31 in the story but is not labeled as vacation time.</p> <p>TI. Wrong answers are any southern states or areas where alligators live. If students have difficulty responding, ask: Where are alligators found? What did Mrs. Davis tell Brad when he thought he saw an alligator? Where might they be vacationing?</p> <p>TI. If students have difficulty responding, ask: What did Brad think he saw on the beach? What did he think happened to the hamburger buns? What did he think made the scratching noise? Was he right? What was the real explanation for these things?</p> <p>TE, page 34.</p> <p>TI. If students have difficulty responding, ask: Do you think she heard them coming? Why or why not? Do you think there was anyone else in the house? Could she have protected herself from them if they had wanted to harm her?</p> |
|--|--|

The Witch in the Woods

7. No, the raccoons probably ate the cookies. TI. If students have difficulty responding, ask: What did they find after they heard the loud noise that night? Do raccoons like cookies? Is it possible that they found the cookies on the log?
8. The woman had not done any of the things the boys had accused her of doing. The raccoons probably did all of them. TI. If students have difficulty responding, ask: Did the old woman steal their food? Do you think she made the scratching noises? Was it right to accuse her of doing these things?
9. [The answers and reasons will vary from student to student.]

Comprehension Exercise B

This exercise measures students' ability to use contextual clues to determine the meaning of words.

Remind the students that using clues or information in the paragraphs helps them to "know" what they don't understand, as in Study Skills Exercise B in "The Award." Discuss the example on the workbook page and then direct the students to complete the exercise independently.

Answers

set the table: put plates, silverware, and glasses on the table

famished: very hungry

exaggerating: saying that they could do more than they really could

impossible: not able to happen

encountering: meeting

Comprehension Exercise C

This exercise measures students' ability to sequence the events of the story.

To remind the students about the concept of sequencing events, ask a student to list all of the things he or she did after getting out of bed this morning. Question the student about what he did first or second, if he could brush his teeth without first walking to the bathroom, or if she could put on her shoes without first putting on her hose or stockings.

Ask the students to read the directions of the exercise and then to read the event that is marked as being the first. Ask, "What happened next?" Direct the students to mark that event as event 2. Direct them to complete the rest of the exercise independently.

Answers

10, 7, 1, 13, 9, 12, 6, 3, 11, 5, 2, 8, 4

Study Skills Exercise A

This exercise gives students practice in predicting events.

To explain the concept of predicting, describe a current exciting television or movie advertisement. Ask students to guess what might happen next to the character in the advertisement. After several students have offered guesses, explain that their guesses are really predictions. Explain that the students used prior or background knowledge to make their predictions and that they do the same thing when they are reading.

Ask students to read the exercise directions. Do exercise item 1 together, discuss why answer choice b is the best answer, and direct the students to complete the rest of the exercise independently.

Unit 1 • The Witch in the Woods

Vocabulary Exercise A

DIRECTIONS

Read each sentence below. Write yes on the blank if the underlined word is used correctly. Write no if the underlined word is not used correctly. The first two are done for you.

1. Brad complained about the delicious chocolate chip cookies.

2. Brad complained about the bed he had to sleep on.

3. I doubt that you can run faster than a horse.

4. I doubt that you have two eyes.

5. The old house was so dilapidated that no one lived there.

6. The old house looked very neat and dilapidated.

7. The big kettle was infested with water.

8. The old barn was infested with mice.

9. Sally took a long nap and woke up feeling exhausted.

10. Karen ran five miles and was exhausted when she finished.

11. It is impossible for a person to breathe under water.

12. It is impossible for a fish to breathe under water.

13. Todd was relieved when he found out his best friend was not angry with him.

14. Kevin was relieved when his teacher told him that he had to take a three-hour test.

15. Kevin objected to taking a three-hour test.

16. Tom objected to having chocolate cake for dessert.

17. The malicious boy was very shy and polite.

18. The malicious puppy chewed up a shoe.

Unit 1 • The Witch in the Woods

DIRECTIONS

Now write a sentence for each of the underlined words. Be sure to use each underlined word correctly.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Unit 1 • The Witch in the Woods

Comprehension Exercise A

DIRECTIONS

Read each question below. Then write the correct answer to each question on the blank lines.

1. Who are the characters in the story?

2. How long would Brad, Kevin, and their mother be on vacation?

3. Where do you think Brad, Kevin, and Mrs. Davis went for their vacation?

4. Why did Kevin tell Brad that he had a big imagination? Give two reasons.

5. What did Kevin think caused the scratching sound during the night?

6. Why was the old woman upset with Kevin and Brad?

7. Did the old woman steal Brad's and Kevin's cookies? Support your answer with information from the story.

8. Why did Mrs. Davis tell Brad and Kevin that they had misjudged the old woman?

9. Do you think the boys went back to the old woman's cabin? Why do you think that?

Unit 1 • The Witch in the Woods

Comprehension Exercise B

DIRECTIONS

When you read, you often find words that you have forgotten and words that are new to you. Sometimes you can figure out what those words mean from clues that are in the sentences or paragraphs. These clues are called context clues. Read the story below and look at the underlined words. Find the meaning for each underlined word and write it on the blank below the story. The first one is done for you.

Mrs. Davis told the boys that they would barbecue hamburgers for supper. She would cook the hamburgers on the grill, and the boys could set the table. By the time the boys put the plates, silverware, and glasses on the table, they were famished. They said they were so hungry that they could each eat twenty hamburgers. Mrs. Davis told them that they were exaggerating.

While they were eating, Brad thought that he saw an alligator. Mrs. Davis told him that was impossible because alligators don't live in that area. She said that alligators only live in places that are hundreds of miles from their vacation cottage. Brad was glad that he wouldn't have to worry about encountering alligators. He did not want to meet one while he was swimming in the lake!

- barbecue cook food on a grill

- set the table _____
- famished _____
- exaggerating _____
- impossible _____
- encountering _____

Unit 1 • The Witch in the Woods

Comprehension Exercise C

DIRECTIONS

Read the sentences below. The number 1 is marked in the blank by the sentence that describes the first event in the story. Put the number 2 in the blank by the sentence that describes the next event in the story. Then number the rest of the sentences 3 through 13. You may reread the story, but do not use your book when you number the sentences.

- _____ Mrs. Davis, Brad, and Kevin heard a strange noise during the night.
- _____ An old woman yelled at Brad and Kevin.
- 1 _____ Mrs. Davis, Brad, and Kevin unpacked the suitcases and organized the cabin.
- _____ Mrs. Davis, Brad, and Kevin had chocolate chip cookies and milk before they went to bed.
- _____ The chocolate chip cookies disappeared.
- _____ Two raccoons were eating garbage in the backyard.
- _____ Brad and Kevin found an old, dilapidated cabin in the woods.
- _____ Mrs. Davis barbecued some hamburgers on the grill.
- _____ Mrs. Davis shined the flashlight outside.
- _____ The hamburger buns disappeared.
- _____ Brad and Kevin argued about the bed by the window.
- _____ The boys looked for the frog.
- _____ Brad thought he saw an alligator on the beach.

Unit 1 • The Witch in the Woods

Study Skills Exercise A

DIRECTIONS

Read each story below. Then read the sentences, labeled a through c, below each story. Circle the letter beside the sentence that tells what probably happened next.

Story 1

Mrs. Davis gave Brad and Kevin several cookies each. The boys walked down to the lake and sat on a log.

- a. The boys went swimming.
- b. The boys ate the cookies.
- c. The boys gave their cookies to an old woman.

Story 2

John and his friends were playing soccer one summer afternoon. When the game was over, they were hot and sweaty.

- a. They stopped at a gas station for a cold drink.
- b. They stopped at a store and bought some popcorn.
- c. They ran around the soccer field five times.

Story 3

Susan forgot to take her books home with her after school. She was upset because she had to finish her math homework for the next day.

- a. Susan played all evening and did not think about her homework.
- b. Susan called Janet, her best friend, and got the math problems from her.
- c. Susan cried all evening.

Story 4

Karen and Cindy were going to see a movie. As they were walking up to the theater, Karen said, "Oh, no! I forgot my money."

- a. Karen borrowed some money from Cindy, and both girls saw the movie.
- b. Karen went home, and Cindy saw the movie.
- c. Karen decided to go shopping.

Unit 1 • The Witch in the Woods

Study Skills Exercise B

DIRECTIONS

Each underlined sentence below is a main idea. Read the sentences, labeled a through c, below each main idea. Then circle the letter beside the sentence that does NOT support the main idea.

1. The station wagon, loaded with suitcases and boxes, pulled into the gravel driveway by a small log cabin.
 - a. Brad and Kevin jumped out of the car.
 - b. The boys were tired after the long ride from the city.
 - c. They cooked hamburgers for supper.
2. Brad, Kevin, and their mother went to their bedrooms and were soon asleep.
 - a. Brad thought he saw an alligator by the lake.
 - b. During the night, Kevin woke up.
 - c. Kevin thought he had heard a strange noise.
3. Jamie and Marta went fishing in a pond by the woods.
 - a. They ate their lunch by the pond while they fished.
 - b. Marta has three fish in an aquarium at home.
 - c. They each caught two large fish.
4. Tom wanted to redecorate his bedroom.
 - a. He lifted weights every morning.
 - b. He wanted to paint the walls a different color.
 - c. He wanted a new bedspread and some new posters for the walls.

Unit 1 • The Popcorn Trail

Vocabulary Exercise A

DIRECTIONS

Look at the list of words and phrases below. Then read each sentence below the list. Fill in each blank with the word or phrase from the list that best fits into the sentence. You will not use all of the words and phrases.

babysit	bleachers	refreshment stand
nuisance	softball	chattering
field	choice	ball game
misbehave	clue	pay attention

1. Stacy wanted to watch her team play _____.
2. Danny wanted to go with Stacy to the _____ after school.
3. Stacy didn't want to take Danny with her because she thought that he would be a _____.
4. Stacy and Danny walked out to the _____ to watch the two teams play softball.
5. Stacy and her friends sat in the _____ during the ball game.
6. Danny and Stacy went to the _____ to buy some pop.
7. Danny did not _____ until the game became boring for him.
8. While Danny was walking in the woods, he heard birds _____ in the trees.

Lilly and Her Sisters

IMPORTANT WORDS

crude
emeralds
glistened
gorgeous
hesitated
homely
pearls
pierced
stable
stallions

REVIEW WORDS

banquet
bossy
crystal
elderly
manners
responsibility
royal
rubies
treasure



Once upon a time, beyond the west rainbow, over the south clouds, and under the northern lights, there was a gorgeous castle. It had walls of gold that were covered with diamonds, emeralds, and pearls. The crystal towers of the castle reached into the sky and glistened in the sun.

A kind, gentle king and a lovely, intelligent queen lived in the castle with their three daughters: Bertha, Gertrude, and Lilly. The two older daughters, Bertha and Gertrude, were homely and dull and were always frowning. Neither one of them ever had a nice word to say about anyone, especially their younger sister, Lilly.

Lilly, the youngest daughter, was the most beautiful person in the castle. She sang with the birds, talked to the trees, and smiled at the butterflies. Lilly always saw the bright side of life. She was kind and loving to her older sisters.

Gertrude was often mean to Lilly because Lilly was so happy and fun-loving. "What are you doing, Lilly?" Gertrude would ask impatiently. "You waste so much time dancing outdoors.

The royal family was speechless. Finally, the king spoke, "Sir, I am not amused by your bad joke. Please leave the castle at once."

"Leave the castle at once," echoed bossy Bertha.

"No!" cried the wicked magician. "You must do as I say, or you'll be sorry!" With these words, Melvor closed his eyes, raised his arms, and muttered a few words. Instantly, the king turned into a small, croaking toad.

The queen and her two daughters were stunned.

"We will do the three tasks that you request," the queen told Melvor with a sigh. "Please change the king back into a man."

"You must complete the tasks before I will change him back," said Melvor with an evil grin. "The first task is to bring me riches and jewels. The second task is to bring me one thousand silver stallions."

Melvor hesitated and looked slyly at the queen's two homely, ill-mannered daughters. "And the third task is to marry one of your daughters to a handsome prince. You must complete all three tasks within three days, or your fate will be the same as your husband's. I will return in three days." Melvor raised his hands again, nodded his head, and disappeared in a puff of smoke.

As soon as the magician was gone, Bertha and Gertrude cried out, "What are we going to do, Mother? We can't possibly do those things by ourselves!" They began to moan and groan.

Upon hearing her sisters' cries, Lilly rushed into the dining room. She was surprised to see a homely brown toad sitting in her father's chair and wondered where her father was.

The queen gently explained to Lilly what had happened. Then she spoke calmly to her three children. "Each of you must

Those birds can sing better than you, the trees can't understand anything you say, and only weak-minded people smile at butterflies. Why don't you spend your time on important things, like cleaning the castle?" Then she would give Lilly a vicious pinch on the arm.

The oldest daughter, Bertha, was very bossy. She was always giving orders to her two sisters. "Get up! Get dressed! Comb your hair! Sit up straight!" Bertha would rattle on like this day after day. "The table will be cleaned up by Gertrude! The horses will be taken care of by Lilly!"

Lilly didn't mind her mean and bossy sisters. She just laughed and accepted their crude remarks with a smile.

One day, a stranger knocked on the door of the castle and demanded to speak to the king and queen. Bertha, Gertrude, and their parents were eating breakfast when the stranger entered the royal dining room. Lilly was in the kitchen, making her own breakfast.

When the king and queen welcomed the stranger, he said, "I am Melvor, the magician of darkness. I was traveling by myself to the land of Thernun when I saw the glistening crystal towers of your castle. You must be very wealthy to have a castle made of pearls and emeralds. Give me all of your treasure, or I will cause you great misfortune."

The king laughed lightly and replied, "I'm pleased that you admire the castle because it is the only treasure we have. We are not wealthy. We don't have any other riches."

The evil magician Melvor frowned. "If you cannot give me treasure," he said, "then you must complete three tasks in three days. If you don't finish the tasks, then I will turn all of you into toads, and I will become the new king of this castle!"

complete one of the three tasks. Bertha, you will have the responsibility of finding the riches and jewels."

"But, Mother," Bertha protested, "I can't leave the castle. Who will be the boss? Send Lilly to bring back the riches."

"Be quiet, Bertha, and stop being so bossy," the queen said firmly.

Then the queen turned to her middle daughter. "Gertrude, your responsibility will be to find the thousand silver stallions."

"Oh, Mother!" exclaimed Gertrude. "I can't! I just can't. I'll stay here at the castle with you. That will be much better than collecting some stupid horses. Send Lilly to do that task."

"Gertrude, you will do as you are told," the queen replied. "And you, Lilly, have the greatest responsibility of all. You must find a handsome prince to marry. Since you are prettier and have better manners than your sisters, you will easily charm a handsome prince. You must use good judgment and select a prince that is kind and loving."

Lilly didn't argue with her mother. She kissed the queen on the cheek and said, "I will search for a prince to marry, as you wish, Mother."

Lilly's sisters were very unhappy with the queen's decisions. They didn't want to do any work. They begged their mother to change her mind and allow them to stay at the castle. The queen did not listen to their pleas.

The next day, the three sisters set out on three horses to complete their tasks. Gertrude and Bertha picked the best horses from the stable: two gorgeous, strong stallions as black as coal. The two sisters told Lilly, "Since we're older than you, we should ride the best horses. You may ride the little white horse that is partly blind."



"I'll gladly ride the white horse," Lilly replied. "He's sweet and gentle."

After riding awhile, the sisters came to a fork in the road. The road branched in three directions. The first road was made of snow-white pearls. The second road was made of rounded rubies. The third road was made of very sharp, pointed rocks.

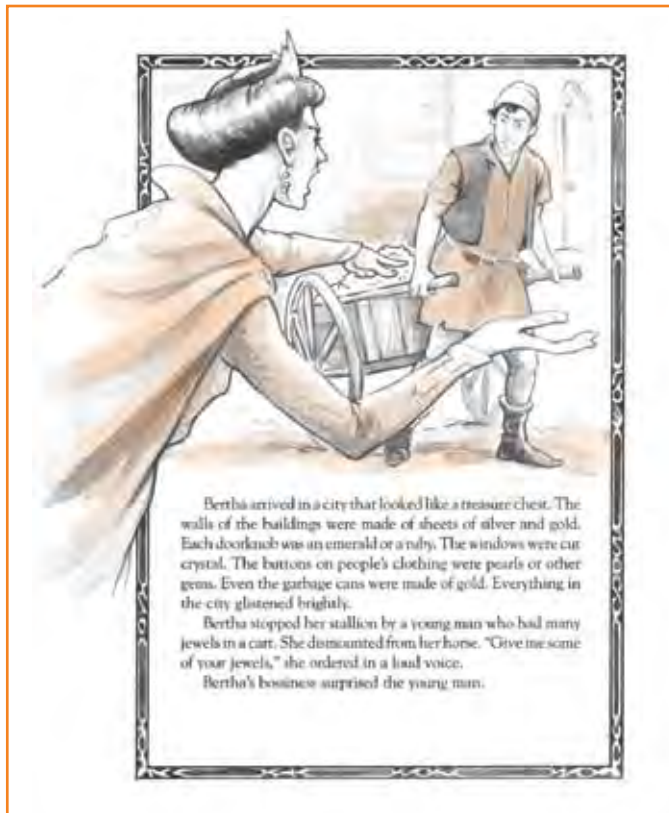
Each of the three sisters knew that this was the place where they had to go their separate ways. Bertha immediately demanded to take the road of soft, snow-white pearls because it matched the pearls in her earrings. Gertrude took the road of smooth, rounded rubies because the glow made her cheeks rosy. Poor Lilly was left with the road of very sharp, pointed rocks.

Lilly's horse began to walk very, very slowly down the road of rocks. Soon, the horse's hooves were pierced and torn by the sharp rocks. The horse, which was carrying Lilly on his back, began to stumble. Lilly felt very sorry for her horse, but she didn't know how to help him. She could not get off the horse because the sharp rocks would pierce her feet, too. She didn't want to hurt the horse, but she wanted to obey her mother and carry out her responsibility. She didn't know what to do.

All of a sudden, the horse rose into the air and drifted two feet above the ground as if it were riding on a cloud. At first, Lilly didn't know what had happened. Then she saw a tiny fairy in the bushes by the side of the road and knew that the fairy had caused the horse to float.

Lilly smiled and waved to the fairy as she drifted by the bushes. "Thank you, dear fairy. You have made our journey much easier. My horse and I are very grateful for your help."

The three sisters continued to ride down the different roads. At the end of the day, each sister came to a different place.



"Why should I give you my treasure?" he asked.

"Because I told you to do so," Bertha replied coldly. "And I always get what I want because I am a princess."

The young man began to get angry. "Although we have plenty of jewels in our town, we give them only to people who are polite and well-mannered. Just listen to yourself! If you can show me that you can be nice, I will give you some gems. But if you can't be polite, you must leave immediately."

Bertha was taken aback by the young man who refused her. She was so surprised that she started to walk away. Then she remembered her responsibility. She would have to be polite to get the treasure.

Bertha paused and then said slowly, "I would like some of your jewels, sir."

"Say 'please.'"

"Please give me some of your jewels, sir. I would appreciate the favor greatly."

The young man's face brightened. "See!" he exclaimed. "Being nice isn't hard. And people will like you more if you're polite. Even homely people can be beautiful if they have good manners. I hope you've learned a lesson."

Bertha blushed from embarrassment. Then she found herself thanking the young man for his advice. "Being polite is easier than I thought it would be," she thought to herself. "Maybe politeness is better than bossiness."

The young man put many emeralds, rubies, and pearls into a large sack and handed the sack to Bertha. She thanked the young man again for the gems, climbed onto her black stallion, and rode out of the city on the pearl road. Bertha had carried out her task.

Unit 1

ESTABLISHING THE PURPOSE FOR READING

Ask the students to locate the title of the story in the table of contents, note the page number on which the story starts, and turn to the correct page of the text. Ask the students to use the illustration to guess if the story is factual or fictitious.

Use the preview questions on page 3 to stimulate discussion and to provide background for the story. Ask the students what they think the story is about and why they think so. Then have the students read the introduction to the story on page 3.

Reading the Selection

If the students are able to read the story independently, direct them to read the story silently to find out what happens to Lilly and her sisters when they are assigned some special tasks. After the students have finished reading the selection, move on to the Questions about the Story on page 19 of the student text.

If the students require guidance and structure while they read, follow the guided reading suggestions that follow.

GUIDED READING

Pages 4–6

Before silent reading: What do you think it would be like to live in a castle in an imaginary place? What would the castle look like? In this story, you will read about Lilly and her two sisters, Bertha and Gertrude. The three sisters live with their parents, the king and the queen. One day, an evil magician enters the castle and performs a terrible trick. Read to find out what the evil magician does to the king and what he demands from the queen and her daughters.

After silent reading: What happened in this part of the story? Why did Melvor, the magician of darkness, think that the royal family was very wealthy? What did Melvor do to the king? Why do you think that Melvor changed the king into a small, ugly toad? What three tasks did Melvor demand that the queen and her daughters do? What would happen if they didn't complete the three tasks?

Pages 7–9

Before silent reading: The queen orders her daughters to complete the three tasks. Read to find out how the three sisters react to their mother's orders.

After silent reading: What was Bertha's task? How did Bertha react to her mother's direction that she should leave the castle to find riches and jewels? What was Gertrude's task? How did Gertrude feel about collecting horses? What was Lilly's task? Why did the queen assign the task of finding a husband to Lilly? What kind of people are Gertrude and Bertha? Do you think they care about their sister, Lilly? How do you know? Why did Lilly's horse have difficulty walking down the road? Why didn't Lilly get off her horse and go back to the castle? Who helped Lilly and her horse? How did the fairy help Lilly and her horse?

Pages 10–14 (paragraph 4)

Before silent reading: Each of the sisters travels down a different road to search for the things demanded by Melvor. Read to find out if Bertha finds the riches and if Gertrude finds the silver stallions.

After silent reading: Did Bertha find riches and jewels? What did she see in the city? Why did the young man refuse to give her the jewels in his cart? What things did Bertha say and do that made her bossy? Why did Bertha change from being a bossy person to being a polite, well-mannered person? How did Bertha feel when she was polite? What lesson did Bertha learn from the young man? Did Gertrude find one thousand silver stallions? Where did she find them?

Lilly and Her Sisters

How did Gertrude get the horses out of the stable? Why did the stallions refuse to obey Gertrude? How did Gertrude act with the horses? How do you know that she was mean and crude? How did Gertrude feel when she was kind and gentle?

Pages 14 (paragraph 5)–18

Before silent reading: Bertha and Gertrude have completed their tasks and fulfilled their responsibilities to their mother. The two homely daughters also have learned some very important lessons. What do you think will happen to Lilly? Do you think she will find a prince to marry and fulfill her task, too? Read to find out what happens.

After silent reading: Did Lilly find her prince? Where did she find him? Why did Lilly think that she would not find a prince in the house? How did Lilly feel about Lance? Did she want to marry him? How do you know? How did the queen feel when her daughters returned safely to the castle with their tasks completed? How did the queen know that Lance was really a prince? Describe Lilly and Lance's wedding. What happened to the king? Why did the king and the queen let Melvor take the jewels and the silver stallions?

Post-Reading Activities**QUESTIONS ABOUT THE STORY**

Begin the discussion about the story by using the Questions about the Story on page 19 of the student text.

Additional discussion questions include the following:

- How did Melvor, the evil magician, help Lilly and her sisters?
- What lessons did you learn from the story?
- How did the meaning of the word *rich* change in the story?

DIRECTED REREADING

Ask the students to reread page 15. Then ask the following questions:

- Why did Lilly think she was in the wrong place to find a prince?
- What is meant by the sentence "His glance pierced Lilly to the heart"?
- Why was Lilly looking at the floor when she told Lance that she had come to marry him? How did she feel?

WORKBOOK ACTIVITIES**Vocabulary Exercise A**

This exercise evaluates the students' comprehension of the new vocabulary through sentence completion and through their ability to use the Important Words in original sentences.

Answers

- | | | |
|-------------|-------------|-------------|
| 1. stallion | 4. hesitate | 7. Crude |
| 2. stable | 5. gorgeous | 8. Pearls |
| 3. homely | 6. glisten | 9. Emeralds |

Comprehension Exercise A

This exercise assesses the students' comprehension of the story.

Students should be instructed that some of the answers are right there in the text (noted as TE, or text explicit). Other answers are only implied in the story (noted as TI, or text implicit). You may want to encourage the students to look back in their texts for the correct answers.

Unit 1 • Lilly and Her Sisters

Vocabulary Exercise A

DIRECTIONS

Look at the list of words below. Then read each sentence below the list. Fill in each blank with the word from the list that best fits into the sentence. Then, on the blank line below the sentence, write your own sentence using the word.

crude	stallion	stable	glisten
pierce	homely	hesitate	emeralds
pearls	bossy	gorgeous	manners

- A _____ is a male horse.

- A _____ is a building where horses are kept.

- Something that is _____ is simple and plain; it is not beautiful.

- To _____ means "to pause or stop briefly."

- Something or someone that is very beautiful is _____.

- To _____ means "to sparkle or shine brightly."

- _____ means "nude or not polite."

- _____ are small, round gems that are usually white.

- _____ are bright-green precious stones used in jewelry.

Unit 1 • Lilly and Her Sisters

Comprehension Exercise A

DIRECTIONS

Read each question below. Then write the correct answer to the question on the blank lines.

- Is "Lilly and Her Sisters" a true story or a fantasy? Support your answer with information from the story.

- Who is the bossiest character in the story?

- What did the evil magician Melvor want from the royal family?

- Why did the queen send her daughters on a journey?

- What tasks did Bertha and Gertrude have to complete?

- Why was Lilly chosen to find a prince to marry?

- What were the three roads like that the sisters traveled on?

Unit 1 • Lilly and Her Sisters

Comprehension Exercise A

DIRECTIONS

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- Why was Lilly chosen to find a prince to marry?

- What were the three roads like that the sisters traveled on?

Unit 1 • Lilly and Her Sisters

- How was Lilly able to travel down the dangerous road?

- How did Bertha complete her task?

- How did Gertrude complete her task?

- How did Lilly know that Lance was a prince?

- What change did Lilly see in her sisters when they returned to the castle?

- What happened to the royal family when the sisters returned to the castle?

Unit 1 • Lilly and Her Sisters

Study Skills Exercise A

DIRECTIONS

Look at the sentences below, labeled a through c. Then read the two stories below the sentences. Each story is followed by some questions. Answer each question on the blank line. Then write the letter of the sentence that tells how you know the answer to the question. The first one is done for you.

- The exact answer is in one sentence.
- The answer is in the story but not exactly.
- The answer is not in the story. You must answer the question yourself.

Story 1

Once upon a time, a kind, gentle king and a lovely, intelligent queen lived in a castle with their three daughters: Bertha, Gertrude, and Lilly. The two older daughters, Bertha and Gertrude, were homely and dull and were always frowning. Neither one of them ever had a nice word to say about anyone, especially their younger sister, Lilly.

Question 1: How many daughters did the king and queen have?

Answer: They had three daughters: Bertha, Gertrude, and Lilly.

How do you know the answer? a

Question 2: Who was the youngest daughter?

Answer: _____

How do you know the answer? _____

Question 3: Did Bertha, Gertrude, and Lilly have husbands and children of their own?

Answer: _____

How do you know the answer? _____

Unit 1 • Lilly and Her Sisters

Question 4: Is this a true story?

Answer: _____

How do you know the answer? _____

Story 2

The royal family prepared for the ceremony. Bertha was the maid of honor. She went into the garden early in the morning and picked flowers for Lilly and herself. Gertrude was the ring girl. She carried the two diamond rings that would be exchanged during the ceremony. Lilly wore the long white gown that her mother, the queen, had worn many years ago when she was married. Lilly also wore a fragile silk veil, which was a present from Lance's mother.

Question 5: What ceremony is about to take place?

Answer: _____

How do you know the answer? _____

Question 6: What did Gertrude carry?

Answer: _____

How do you know the answer? _____

Question 7: Where did Lilly get her dress?

Answer: _____

How do you know the answer? _____

Question 8: How did the royal family feel about the wedding?

Answer: _____

How do you know the answer? _____

Unit 1 • Lilly and Her Sisters

Study Skills Exercise B

DIRECTIONS

Some words have more than one meaning. Look at the list of words below. Then read each set of sentences below the list. Choose the word from the list that fits into the blanks of the set of sentences. You will not use all of the words.

bright	left	ordered
mean	pointed	back
hard	saved	chest

- Lilly always saw the _____ side of life.
Lance's eyes were _____ and shining in the light.
- Bertha always _____ her sisters to do things for her.
Marianne _____ a T-shirt from the company's new catalog.
- Melanie walked _____ and forth.
It is very hard to scratch your _____ when it itches.
The queen wanted Bertha to bring _____ jewels and treasure.
- The _____ rocks were sharp and cut the horse's hooves.
The girl _____ to the man who had stolen her wallet.
- Melvor opened the small _____ of treasure carefully.
John wore his football letter proudly on his _____.
- Lilly's horse was _____ by the fairy in the bush.
Randy _____ his money for a new bicycle.
- The silver stallions didn't serve people who were _____.
What does the word *odor* _____?
- Gertrude gave one of the silver stallions a _____ kick.
Sue worked _____ to finish her work on time.

Unit 1 • Lilly and Her Sisters

Study Skills Exercise C

DIRECTIONS

Read each pair of sentences below. If the sentences have the same meaning, circle the S in front of the sentences. If the sentences have different meanings, circle the D. The first one is done for you.

- | | | |
|-----|---|---|
| (S) | D | 1. The homely toad vanished and the king appeared again.
The homely toad vanished and the king reappeared. |
| S | D | 2. Bertha decided to phrase her words in another way.
Bertha decided to rephrase her words. |
| S | D | 3. The books were placed on the shelves.
The books on the shelves were replaced. |
| S | D | 4. After the fire, the Chungs built their home again.
After the fire, the Chungs rebuilt their home. |
| S | D | 5. Martha often told the same stories.
Martha often retold the stories. |
| S | D | 6. The baby's shoes were untied.
The baby's shoes were retied. |
| S | D | 7. The children did not read the story again.
The children reread the story. |
| S | D | 8. The truck was loaded with wood.
The truck was reloaded with wood. |
| S | D | 9. The store opens at noon.
The store reopens at noon. |
| S | D | 10. Mrs. Stone ordered some more toys from the store.
Mrs. Stone reordered some toys from the store. |

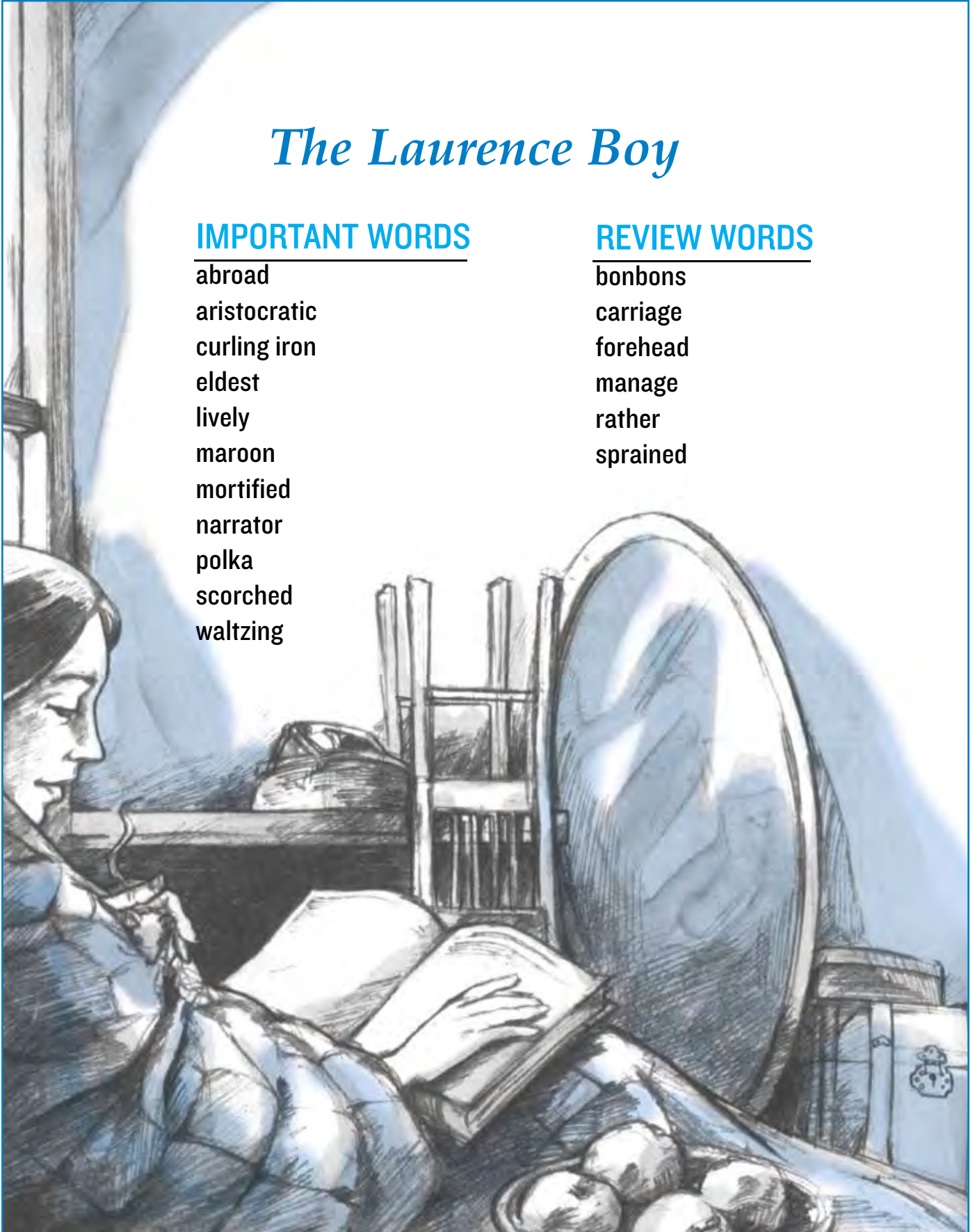
The Laurence Boy

IMPORTANT WORDS

abroad
aristocratic
curling iron
eldest
lively
maroon
mortified
narrator
polka
scorched
waltzing

REVIEW WORDS

bonbons
carriage
forehead
manage
rather
sprained





CHARACTERS

MEG, the eldest of the March sisters.

JO, the second eldest of the March sisters.

NARRATOR, a speaker who describes some of the story events.

BETH, the second youngest of the March sisters.

AMY, the youngest of the March sisters.

MRS. MARCH, the mother of Jo, Meg, Beth, and Amy. She is affectionately called Marmee by her daughters.

LAURIE, a young man about the same age as Jo and Meg.

SETTING: The action takes place in the March home and in the home of a neighboring family, the Gardiners.

TIME: The action begins on a sunny afternoon in late December and ends late the next evening, New Year's Eve.

Scene 1

(Jo is hiding away in the attic quietly reading a favorite book, Heir of Redclyffe. Tears begin rolling down her cheeks. She is sitting on an old three-legged sofa by a sunny window and is wrapped in a comforter. This is Jo's favorite refuge. Here she loves to retire with a half dozen apples and a nice book to enjoy the quiet. And it has been a quiet day—until now. Jo's older sister, Meg, rushes quickly through the house waving a piece of paper. She calls out for Jo from the foot of the stairs that lead to the attic.)

MEG: Jo! Jo! Where are you?

JO: Here!

NARRATOR: Meg flies up the staircase and finds her sister. As Meg appears, Jo's pet rat, Scrabble, whisks into its hole. Jo shakes the tears off her cheeks and waits to hear Meg's news.

MEG: Such fun! Look! A written invitation from Mrs. Gardiner for tomorrow night! *(She waves the precious paper and proceeds to read it with girlish delight.)* "Mrs. Gardiner would be happy to see Miss Margaret and Miss Josephine at a little dance on New Year's Eve." Marmee said that we should go; now what shall we wear?

JO *(answering with her mouth full of apples):* What's the use asking that? You know we shall wear our best cotton dresses because we haven't anything else.

MEG *(sighing):* If only I had a silk dress! Mother says I may have one when I'm eighteen, perhaps, but two years is an everlasting time to wait.

JO: I'm sure our cotton dresses look like silk, and they are nice enough for you. Yours is as good as new, but I forgot the scorched spot and the tear in mine. Whatever shall I do? The burn shows badly, and I can't get those burned spots out.

MEG: You must sit still all you can and keep your back out of sight. The front of the dress isn't soiled! I shall have a new ribbon for my hair, and Marmee will lend me her little pearl pin. My new slippers are lovely, and my gloves will do, though they aren't as nice as I'd like.

JO: Mine are soiled with lemonade. I can't get any new ones, so I shall have to go without.

MEG: You must have gloves or I won't go. A lady's gloves are more important than anything else. You can't dance without them. And if you don't, I should be so mortified.

JO: Then I'll stay still. I don't care much for dancing. It's no fun to go waltzing round with all those people. I like to fly about and dance the lively polka.

MEG: You can't ask Mother for new gloves; they are so expensive and you are so careless. She said that when you ruined the others, she wouldn't get you any more this winter. Can't you make them do? *(She asks anxiously.)*

JO: I can hold them crumpled in my hand so no one will know how soiled they are; that's all I can do. No! I'll tell you how we can manage—each wear one good glove and carry a soiled one, don't you see?

MEG: Your hands are bigger than mine, and you would stretch my glove dreadfully.

JO: Then I'll go without gloves. I don't care what people say! *(She starts to pick up her book and begin reading again.)*

MEG: You may have it, you may! Only don't spoil it, and do behave nicely. Don't put your hands behind you or stare or say "Christopher Columbus!"

JO: Don't worry about me; I'll be as prim as I can, and I won't get into any arguments, if I can help it. Now go answer the note, and let me finish this splendid story.

NARRATOR: Meg leaves to write the acceptance note with thanks, look over her dress, and fix the one real lace frill. Jo finishes her story, eats her apples, and has a game of tag with Scrabble.



☞ Scene 2

(It is New Year's Eve. The parlor in the March home is deserted. Meanwhile, up in the girls' room, Beth and Amy, the youngest March sisters, are playing dressing maids. Jo and Meg are absorbed in the all-important business of "getting ready for the party." There is a great deal of running up and down, laughing, and lively talking. The room is filled with a strong smell of scorched hair. Meg wants a few curls about her face, and Jo pinches the papered locks with a hot curling iron.)

BETH: Should they smoke like that?

JO: It's from the dampness. The locks are drying.

AMY: What a strange smell! It's like burnt feathers. (She smooths her own pretty curls with a superior air.)



but she doesn't admit it. Both Jo and Meg have to look elegant or die! Once they feel that they look lovely enough for the party, the two sisters go daintily down the front walk.

MRS. MARCH: Have a good time, dearies! Don't eat much supper, and leave at eleven, when I send Hannah for you.

NARRATOR: A gate crashes behind Jo and Meg. Then they hear a voice crying out from the window.

MRS. MARCH: Girls, girls! Have you both got nice pocket handkerchiefs?

JO (*laughingly*): Yes, yes, very nice, and Meg has cologne on hers. (to Meg) I do believe Marmee would ask that if we were all running away from an earthquake.

MEG: It is one of her aristocratic tastes, and Marmee is right. A real lady is always known by her neat boots, gloves, and handkerchief.



JO (*putting down the curling iron*): There, now I'll take off the papers and you'll see a cloud of little ringlets.

NARRATOR: Jo takes off the papers, but no cloud of ringlets appears. The hair comes off with the papers. Jo, the horrified hairdresser, lays a row of scorched bundles of hair on the bureau in front of Meg, the victim.

MEG (*wailing loudly*): Oh, oh, oh! What have you done?

NARRATOR: Meg is mortified by the uneven frizzle on her forehead. She wants to cry, but she doesn't.

JO: Just my luck! You shouldn't have asked me to do it; I always spoil everything. I'm sorry, but the curling iron was too hot and your hair was wet. I've made such a mess.

(Groaning, her eyes fill with tears of regret.)

AMY: It isn't ruined; just brush it. Then tie your ribbons so the ends come on your forehead a bit, and it will look like the latest fashion. I've seen many girls wear their hair like that.

MEG: Serves me right for trying to look elegant. I wish I'd let my hair alone.

BETH (*coming to kiss and comfort the shorn sheep*): So do I; it was so smooth and pretty. But it will grow out soon.

NARRATOR: Jo puts away the curling iron. After a number of lesser mishaps, Meg finishes dressing. And with the united help of the family, Jo's hair is brushed and her dress is put on. Jo and Meg look very attractive in their simple cotton dresses. Meg's is a shiny silvery tan, with a blue velvet collar, lace frills, and a pearl pin. Jo's is maroon, with a stiff linen collar and a simple single white flower. Each puts on one nice glove and carries the soiled one. Meg's high-heeled slippers are very tight. They hurt her,

☞ Scene 3

(Meg and Jo arrive at the home of the Gardiner family for the party. They begin to speak to each other before making their "grand entry.")

MEG: Now don't forget to keep the scorched side of your dress out of sight, Jo. (*She looks in the mirror and pinches herself.*) Is my sash right? Does my hair look very bad?

JO (*giving her collar a twitch and her head a quick brush*): I know I shall forget. If you see me do anything wrong, just remind me by a wink, will you?

MEG: No, winking isn't ladylike. I'll lift my eyebrows if anything is wrong and nod if you are all right. Now hold your shoulders straight, and take short steps, and don't shake hands if you are introduced to anyone; it isn't the right thing to do.

JO: How do you learn the proper ways? I never can. Isn't the music wonderful?

NARRATOR: Meg and Jo walk downstairs into the party. They feel a little timid, for they seldom go to parties. This is just a little gathering, but it is an aristocratic event to them. Mrs. Gardiner, a stately old woman, greets them kindly and hands them over to the eldest of her six daughters. Meg knows Sallie and is at ease very soon. Jo, who doesn't care much for girls' gossip, stands about, with her back carefully against the wall, and feels as much out of place as a colt in a flower garden. Half a dozen young men are talking about skates in another room, and she longs to go and join them, for skating is one of the joys of her life. She telegraphs her wish to Meg, but the eyebrows go up so

The Laurence Boy

Pre-Reading Activities

INTRODUCING IMPORTANT WORDS

Introduce the Important Words to students. To ensure that students acquire concept knowledge, use each of the Important Words in several different contexts that relate to students' experiences. Here are some examples of how the Important Words are used in the story.

abroad (*adv.*)

We will travel abroad this summer and visit France, Italy, and Spain.

aristocratic (*adj.*)

The visitors from France belong to an aristocratic family that is very wealthy and powerful.

curling iron (*n.*)

I used a curling iron to fix my hair today and almost burned my hair.

eldest (*adj.*)

I am the eldest boy in my family; my younger brothers are Peter and Mark.

lively (*adj.*)

The lively puppy ran around the yard chasing the leaves and barking at the wind.

maroon (*adj.*)

My new car is maroon with a silver trim; the deep red color looks nice with the silver trim.

mortified (*adj.*)

I was mortified when the buttons on my shirt popped.

narrator (*n.*)

The narrator of the play described what was happening between the scenes.

polka (*n.*)

I like the polka because it is such a lively dance.

scorched (*v.*)

I almost scorched the shirt I was ironing because the iron was too hot.

waltzing (*v.*)

We were waltzing because we seldom have a chance to do any slow dancing.

REINFORCING REVIEW WORDS

Ask students to look at the list of Review Words for the story. To ensure that students understand the meaning of the Review Words, ask students to write a brief story using the Review Words.

EMPHASIZED STRUCTURES

Adverbial Clauses

Examples of adverbial clauses used in the story include the following:

- She stares at people rather hopelessly until the dancing begins.
- I do believe Marmee would ask that if we were all running away from an earthquake.
- And if you don't, I should be so mortified.
- I'll lift my eyebrows if anything is wrong and nod if you are all right.

Contractions Used as Subjects

Examples of contractions used as subjects in the story include the following:

- What's the use asking that?
- It's no fun waltzing round with all those people.
- It's from the dampness.
- I've made such a mess.

Participles as Premodifiers of Nouns

Examples in the story of participles that precede the nouns they modify include the following:

- A written invitation from Mrs. Gardiner for tomorrow night!
- Yours is as good as new, but I forgot the scorched spot and the tear in mine.
- The burn shows badly, and I can't get those burned spots out.

Tag Questions

Examples of tag questions used in the story include the following:

- You live near us, don't you?
- But you put it into his head, didn't you now?
- You don't want to go yet, do you?

Verb Particles

Examples of verb particles used in the story include the following:

- I like to fly about and dance the lively polka.
- The hair comes off with the papers.
- But it will grow out soon.

FIGURATIVE LANGUAGE AND IDIOMS: EMPHASIZED STRUCTURES

Examples of figurative language used in the story include the following:

- Meg flies up the staircase and finds her sister.
- . . . feels as much out of place as a colt in a flower garden.
- Both Jo and Meg have to look elegant or die!
- He looked like a grasshopper moving around the dance floor when he did the new step.

Examples of idioms used in the story include the following:

- on the tip of her tongue
- serves me right
- put it into his head

Unit 2 • The Laurence Boy

Vocabulary Exercise A

DIRECTIONS

Read each sentence. The underlined phrase defines a word in the sentence. Write the word on the line.

- Meg was the eldest of the four girls in her family. Because she was older than the rest of her sisters, she had to be responsible for them.

- Jo didn't like to dance in a slow style. Waltzing was much too boring for her.

- Jo preferred to dance to music that was fast and had a strong beat, like the polka.

- Jo could not find her curling iron, and she really needed an instrument for curling hair.

- When Jo scorched Meg's hair, the house smelled as if someone had burned feathers.

- Jo's dress was a deep, dark red with a stiff white linen collar. Maroon wasn't Jo's favorite color, but it was the only good dress that she owned.

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- Jo said that she liked to dance when there was plenty of room and the music was lively. Her favorite dances were those that were spirited and quick moving.

- The party was a gathering of young people who were wealthy, well educated, and privileged. It was truly an aristocratic event for the two March sisters.

- Laurie went to school and traveled in Europe and other countries for many years. He had lived abroad since he was ten years old.

- Jo was very embarrassed when she used the wrong words while she was talking to Laurie. She was mortified at the dreadful use of the word pounding.

- In some plays a character who describes the thoughts and actions of other characters plays an important role. In "The Laurence Boy," the narrator described some of the thoughts of Jo and Meg.

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Comprehension Exercise A

DIRECTIONS

Read each question. Then write the correct answer on the lines.

- What special event were Meg and Jo invited to attend?

- Why were only Meg and Jo invited to the party?

- Why couldn't Meg and Jo buy new dresses for the party?

- How did Meg's hair become scorched?

- How did Jo and Laurie happen to meet at the party?

- Why did Jo and Laurie dance in the hall away from the other guests at the party?

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- How do you think Jo felt about Laurie?

- How did Meg sprain her ankle?

- How did Jo try to help her sister?

- Why did Meg and Jo have a problem getting home from the party? How was their problem solved?

- Who do you think the "Laurence boy" liked better, Meg or Jo? How do you know?

- What special treat did Jo give her younger sisters after the party?

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Study Skills Exercise A

DIRECTIONS

Read each sentence. Then read the three definitions below the sentence. Circle the letter beside the correct definition of the underlined words in the sentence.

- Meg flew up the stairs.
 - got on an airplane
 - ran quickly
 - crawled
- Meg went to look over her dress and fix the lace frill.
 - to inspect
 - to see something far away
 - to climb over something
- There was a great deal of running up and down, laughing, and talking.
 - a trade or exchange
 - much or a lot
 - a deck of cards
- Jo took off the papers from Meg's hair, but there were no curls.
 - left
 - flew away
 - removed
- As the girls left for the party, a voice cried out from the window, "Do you both have nice pocket handkerchiefs?"
 - called; hollered
 - left
 - wept

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- Jo could not move about because the scorched spot would show.
 - walk around an area
 - find a new place
 - find a waltz
- As Jo and Laurie talked, Laurie's bashfulness soon wore off.
 - put on
 - wore
 - disappeared
- Laurie drew up a little table and brought a second cup of coffee for himself.
 - made a picture
 - turned on
 - pulled
- Jo and Meg crept quietly into their room, hoping not to wake up their younger sisters. But the instant their door creaked, two little nightcaps popped up and two sleepy voices asked about the party.
 - jumped up quickly
 - exploded
 - drank
- Jo wrapped up Meg's ankle with a cloth bandage.
 - made
 - covered
 - gave a present

Unit 2 • The Laurence Boy

Study Skills Exercise B

DIRECTIONS

Carefully read each story. Write a title for the story on the line. Then answer the questions below each story.

Story 1

_____ (title)

Birthdays in Germany during the 1400s were celebrated somewhat differently than they are today. A cake with lit candles was presented to the birthday children when they woke up on their birthdays. The candles stayed lit all day until the evening meal was served. The birthday children were served their favorite meals and then presented with gifts. Afterward, they would make a secret wish and try to blow out all the candles in one breath so that their wish would come true.

- What is the main idea of the story? _____
- Why did the birthday children want to blow out all the candles in one breath? _____

Story 2

_____ (title)

Ted always tried to avoid being at home when there were chores to be done. If his dad called him to empty the garbage, he would slip out the back door and run to his friend's home. If Ted knew the house was being painted, he would manage to go to football practice. When his brother Jack asked him to wash the family car, Ted would suddenly decide to ride his bicycle. Very seldom would Ted ever volunteer to do any work around the house.

- What is the main idea of the story? _____
- What did Ted do when he learned the house was being painted? _____

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Study Skills Exercise C

DIRECTIONS

The prefix *dis-* and the suffix *-less* mean "without" or "opposite of." Read each sentence. Then read the definition below the sentence. Write a word that has either the prefix *dis-* or the suffix *-less* and fits into the sentence. The first one is done for you.

- As the rocket traveled into space, the passengers experienced a weightless feeling. (without weight)
- Jon and Alex _____ about how much money they owed the cashier for the lunch. (did not agree)
- During one trick, the magician was able to make a rabbit _____. (opposite of appear)
- The young child was _____ when she fell into the deep water. (without help)
- Chuck was _____ after he lost his wallet. (without a penny)
- Jo's gloves were soiled because she was _____ with them. (without care)
- Meg and Jo wanted to go to the party _____ of what they wore. (without regard)
- Meg felt _____ when she sprained her ankle. (without help)
- Jo was _____ in talking with the girls or dancing to waltzes at the party. (not interested)
- Kale's flabby muscles _____ after he started his exercise program. (opposite of appeared)

The Lowly Weed: Friend or Enemy?

IMPORTANT WORDS

calcium cycle
cocklebur
ecological balance
ecology
food chain
lowly
persistent
phenomenon
rose hip
undesirable

REVIEW WORDS



The Lowly Weed: Friend or Enemy?

For hundreds of years, people have looked upon the weed as a lowly plant without many redeeming features. They have spent hours on hands and knees digging the persistent weed out of their smooth carpets of fine green grass. Gardeners have suffered backaches from bending over rows of lush green vegetables trying to destroy forever the persistent weed. Farmers have spent thousands of dollars spraying their fields with herbicides and other chemicals to shrink and shrivel the unwanted weed. Have these people been successful in banishing the undesirable weed? The answer is no. The weed is one of the most persistent and adaptable groups of plants in the plant kingdom.

As people have learned more about ecology, the study of relationships between living things and their environment, they have begun to change their opinion of weeds. The weed plays an important role in maintaining ecological balance on the earth. Weeds have an effect on other plants, animals, air, water, and soil; without the lowly weed, the ecological balance

on the earth would be endangered.

Why do people wage such a fierce struggle against the weed? The answer is simple. Weeds have a habit of growing where they are not wanted. For example, if a violet pops up in a vegetable garden, it is a weed; if a violet grows in a forest, it is a wildflower. The sunflower is another example. If sunflowers grow along the side of a road, they are weeds. If farmers plant sunflowers to harvest the seeds and extract oil from them, they are crops. If you plant sunflowers in your garden, they are labeled as flowers.

The weed, like all things in nature, is an important link in the chain of life. Some weeds have seeds that provide food for birds and small animals. Other animals eat the leaves of some weeds, and gophers, moles, and mice eat the roots. When weeds die, they decay and return nutrients to the soil to provide nourishment for new plants.

Weeds also play an important role in controlling erosion. Weeds prevent wind and rain from washing away the soil. If the soil should become badly eroded, then green plants—including weeds—would have no place to grow. If green plants didn't grow, animals and people could not survive; they would have nothing to eat. All the animals that people eat as food eat either green plants or other animals that eat green plants.

Is the weed deserving of its lowly status? No! It certainly is not! It plays an important role in the earth's ecology. If you have thought of the weed as a useless, undesirable plant, perhaps you will change your opinion as you learn more about weeds and how they interact with the environment.

Weeds are an important link in the food chain, a phenomenon that occurs in nature to maintain a balanced ecology. Here is an example of a food chain: A weed is growing out of the soil.

A caterpillar eats a weed leaf. A lizard eats the caterpillar. A snake eats the lizard, and a hawk eats the snake. The hawk dies, falls to the ground, and its decaying body adds nutrients to the soil; the nutrients, in turn, enable another green plant, or a weed, to grow.

A food chain is more complex than this explanation. A caterpillar is not the only animal that might eat the green leaf; insects or grazing animals might also eat the plant. A lizard might not be the only animal to eat the caterpillar; it might also be eaten by a frog or a bird. If you added animals at all the links of the food chain, you would see a diagram that looked more like a web than a chain.

Sometimes people do things that disturb the food chain. When this happens, problems occur because there is no longer an ecological balance. Much to their own regret, people have

disturbed the food chain by cutting down forests and clearing meadows. The meadows and the forests are natural habitats for many birds and animals that feed on insects. But the birds and animals leave when the meadows and forests are gone. When this happens, insects have no natural enemies. The insects multiply rapidly and feed on the farmer's crops; then the farmer wishes that the birds and animals were back to control the insects.

The food chain is not the only phenomenon that helps maintain ecological balance. There is another cycle, called the calcium cycle, which is also an important natural phenomenon. Here is an example of the calcium cycle: A green plant absorbs calcium from the soil. A cow eats the green plant. Later, the cow dies; its bones decay and return the calcium to the soil, enabling another green plant to absorb the calcium as nourishment so that it can grow. In this way, the calcium cycle is maintained.



There are many other cycles that preserve the balance of nature. All minerals travel in cycles similar to the calcium cycle. Gases necessary for life, such as oxygen and nitrogen, also travel in cycles. These minerals and gases may be the same minerals and gases that have been going around from one creature or plant to another for millions of years.

As you can see, the ecological balance is very delicate and must be carefully maintained to assure the survival of plants, insects, birds, and animals including human beings. There are millions of weeds in the world, and they all play an important role in maintaining life on earth. Weeds are sometimes very beautiful plants and are useful in ways that perhaps you have never thought of.

One of the most beautiful of weeds is the wild rose. Even with its sharp, prickly thorns, it does not look much like its cousin that people grow in their rose gardens. The wild rose has only five petals in a single layer and ranges in color from white to rose-pink. It may grow as a climbing vine or as a bush in areas such as vacant lots, the corners of fields, and in ditches along roadsides. The wild rose is also found in pastures and along the edges of woods. The wild rose is usually said to be a wildflower unless it grows in a farmer's field; then it becomes an undesirable weed. The thorny stems of the wild rose offer shelter and protection to small animals and birds; larger animals stay away from the sharp, prickly bushes to avoid painful scratches.

The wild rose produces a lot of pollen at the center of each flower. This pollen is used for food by many insects including bumblebees and honeybees. The insects spread the pollen to other plants, fertilizing them and making it possible for them to develop seeds.

After the flowers have bloomed and died, the petals drop off and a seedpod begins to form where the flower grew. This pod is called a "rose hip" and it turns a brilliant red in the late summer and fall. Rose hips are eaten by animals, and people use them to make jams, jellies, and tea. Recently it was discovered that the rose hip contains large amounts of vitamin C.

While rose hips provide valuable food for animals during the winter, the animals that eat the seedpod also provide a valuable service for the wild rose. The seeds of the wild rose have a very hard covering and sometimes when they fall on the ground they are unable to sprout because the shell is too hard. When animals eat the rose hip, the seeds pass through the digestive tract. This softens the shell so that when the animal expels the seeds onto the ground, they are able to sprout and grow new wild rose plants. This is just one example of how each weed and each animal depends on many other living things for its survival.

Another example is the cocklebur, one of the most hated weeds. Its burs hook on to clothing, scratch legs, and become horribly tangled in the fur of animals. Horses and dogs are particularly likely to tangle with cockleburs. If you have ever



tried to get the burs out of a horse's mane or tail, or out of a dog's fur, you know that it can take several hours of patient picking. Sometimes the hair or fur is so matted with burs that they must be cut out with scissors. Then you have a very strange-looking horse or dog!

Cockleburs are weeds with rough, heart-shaped leaves. Clusters of burs grow on the main stem. Burs are covered with hooked spines that look like tiny fishhooks. The bur is the fruit of the cocklebur and contains two black seeds. At one time cockleburs were found mostly in the Mississippi Valley, but the burs with the seeds in them are frequent "hitchhikers" on animals and, in this way, have spread all over the United States. Cockleburs grow along rivers, in pastures, fields, and along roads. They usually grow from two to four feet high but sometimes reach a height of six feet.

While cockleburs are certainly bothersome, most farmers do not consider them to be the most troublesome part of the weed. In the spring when cocklebur plants are only a few inches tall, they contain a chemical that is poisonous to cattle, sheep, hogs, and chickens. If these animals eat enough burs, they may die.

It may be difficult to understand how cockleburs that are not only prickly but also poisonous can be any good at all. Sometimes it is not easy to see the good that cockleburs do. Cockleburs and hundreds of other weeds play a very important role in soil building. This role is extremely important. Without soil, plants could not grow; without green plants, animals would have nothing to eat. A weed such as the cocklebur helps build soil by decaying into the soil when it dies. Dead plant material is a necessary part of the soil along with air, water, and minerals. The cocklebur helps to add all four of these necessary ingredients to

the soil. The roots of the weed make little pathways through which air and water can seep into the soil. The roots of the cocklebur absorb minerals, which are carried up to the plant's leaves. When it rains, the raindrops fall on the leaves, absorb some of the minerals and then drip to the ground where the minerals can be used again by plants. When frost kills the cocklebur in the fall, it still has many minerals in it which also return to the ground as the dead plant decays. So even the cocklebur, the lowliest of weeds, contributes to the ecological balance of the earth.

The dandelion is a soil-building plant very much like the cocklebur. It is also very rich in minerals, and it returns many of these minerals to the soil so that other plants can absorb them and grow. A fact about the dandelion that is not commonly known is that it is edible. For centuries, people have used dandelions for food and medicine, and undoubtedly dandelions did help some of them because they are rich in vitamins A and C and also in many minerals. People often pick dandelion leaves in the spring, when they are new and tender, and boil them in water. When cooked in this way, they taste a lot like spinach.



Unit 2

EMPHASIZED STRUCTURES

Gerunds and Gerund Phrases as Objects

Examples of gerunds and gerund phrases used as objects in the story include the following:

- Gardeners have suffered backaches from bending over rows of lush green vegetables trying to destroy forever the persistent weed.
- The seeds of the wild rose have a very hard covering . . .
- Cockleburrs and hundreds of other weeds play a very important role in soil building.
- . . . disturbed the food chain by cutting down forests and clearing meadows.

Participial Phrases

Examples of participial phrases used in the story include the following:

- Wherever dandelions grow, their white-winged seeds can be seen floating through the air.
- . . . its bones decay and return the calcium to the soil, enabling another green plant to absorb the calcium as nourishment . . .
- The insects spread the pollen to other plants, fertilizing them and making it possible for them to develop seeds.

Participles as Premodifiers of Nouns

Examples in the story of participles that precede the nouns they modify include the following:

- The hawk dies, falls to the ground, and its decaying body adds nutrients to the soil . . .
- . . . insects or grazing animals might also eat the plant.
- It may grow as a climbing vine or as a bush . . .

FIGURATIVE LANGUAGE: EMPHASIZED STRUCTURES

Examples of figurative language used in the story include the following:

- Burs are covered with hooked spines that look like tiny fishhooks.
- . . . if a violet pops up in a vegetable garden . . .

ESTABLISHING THE PURPOSE FOR READING

Ask students to turn to page 128 of their reader and to look at the title of the selection. Then have them skim through the selection and look at all of the illustrations. Ask students to predict what they will learn about weeds. You may wish to have their predictions written to refer to after the selection has been read.

Use the preview questions to stimulate discussion. Either ask the class the questions on page 129 or have students read the preview questions themselves. Then have students read the introduction to the selection on the same page.

The Lowly Weed: Friend or Enemy?

Reading the Selection

If students are able to read the selection independently, direct them to read the selection silently to discover why weeds are so important to the ecology of the earth. After students have finished reading the selection, move on to the Questions about the Story on page 139 of the reader.

If students require guidance and structure while they read, follow the guided reading suggestions that follow.

GUIDED READING

Pages 130-133

Before silent reading: Most people do not like weeds because they think they are nothing but pests. They have tried very hard to get rid of weeds. Read to find out if people have been successful in getting rid of weeds and if it is true that weeds are useless.

After silent reading: Why have people begun to change their opinion of weeds? Why do people want to get rid of weeds? What are some plants that are sometimes considered weeds and sometimes considered useful plants? What are some of the useful things that weeds do? What ecological chain is discussed? What is a food chain? Why could it be called a web rather than a chain? What are some of the things that happen when people disturb the food chain?

Pages 133-136

Before silent reading: On these pages, you will read about another ecological chain that helps maintain balance in nature. Find out what that chain is. You will also read some interesting facts about the wild rose and the cocklebur.

After silent reading: What is another ecological chain that helps maintain balance in nature? Why is it important to maintain ecological balance? What is a wild rose? How is this weed helpful? What is the seed pod of the wild rose called? How do animals and the wild rose help one another? Why is the cocklebur one of the most hated of weeds? How have cockleburs spread all over the United States?

Pages 137-138

Before silent reading: Read the rest of the selection to learn more about the cocklebur. Read also to learn about dandelions.

After silent reading: How is the cocklebur useful? Why is the dandelion a pest? How is the dandelion useful? After reading this selection, what is your opinion of weeds?

Post-Reading Activities

QUESTIONS ABOUT THE STORY

Begin the discussion about the selection by using the Questions about the Story on page 139 of the student reader.

Additional discussion questions include the following:

- What happens when the ecology is not balanced?
- When is a cocklebur a nuisance? How can it be helpful?

The Lowly Weed: Friend or Enemy?

Unit 2 • The Lowly Weed: Friend or Enemy?

Vocabulary Exercise A

DIRECTIONS

Look at the list of words. Then read each sentence below the list. Write the word from the list that best fits into the sentence.

calcium cycle ecology persistent rose hip
 cocklebur food chain phenomenon undesirable
 ecological balance lowly

- Many people think the weed _____ is not good for anything.
- The study of relationships between organisms and their environment is called _____.
- People spray fields and gardens to get rid of _____ weeds.
- The _____ is a weed with burs that hook on to clothing, scratch legs, and become stuck in the fur of animals.
- The seedpod of the wild rose is called a _____.
- There is _____ when all plants and animals can get enough nourishment from the environment to survive.
- An ecological chain such as the food chain is a _____ that helps maintain ecological balance.
- Although people try very hard to kill the unwanted weed, it is a very _____ plant and usually grows again.
- Here is a _____: A snake eats a lizard, and a hawk eats the snake. The hawk dies, falls to the ground, and its body adds nutrients to the soil which, in turn, enable another plant to grow.
- Here is a _____: A plant absorbs calcium. A cow eats the plant. When the cow dies, its decayed bones return the calcium to the soil.

Unit 2 • The Lowly Weed: Friend or Enemy?

Comprehension Exercise A

DIRECTIONS

Read each question. Then write the correct answer on the lines.

- Why have people begun to change their opinions of weeds?

- What is an example of a plant that may be called either a weed or a flower?

- What are some ways in which weeds are helpful?

- How is the wild rose different in appearance from a rose growing in a garden?

- How are rose hips used?

- How do animals that eat the rose hip provide a valuable service for the wild rose?

Unit 2 • The Lowly Weed: Friend or Enemy?

- How have cockleburrs spread all over the United States?

- What four necessary ingredients do cockleburrs add to the soil?

- Why is the dandelion a good food?

- What parts of the dandelion may be eaten?

- How are dandelion seeds transported all over the country?

- How do weeds contribute to the ecological balance of the earth?

Unit 2 • The Lowly Weed: Friend or Enemy?

Study Skills Exercise A

DIRECTIONS

Read each passage. Then read the question below the passage. Write the letter of the correct answer on the line.

Passage 1

For hundreds of years, people have looked upon the weed as a lowly plant without many redeeming features. They have spent hours on hands and knees digging the persistent weed out of their smooth carpets of fine green grass. Gardeners have suffered backaches from bending over rows of lush green vegetables with a hoe trying to destroy forever the persistent weed. Farmers have spent thousands of dollars spraying their fields with herbicides and other chemicals to shrink and shrivel the unwanted weed. Have these people been successful in banishing the undesirable weed? The answer is no. The weed is one of the most persistent and adaptable groups of plants in the plant kingdom.

- What is the main idea of the passage? _____
 - Weeds are adaptable plants.
 - Most people do not like weeds and try to get rid of them.
 - Weeds grow in gardens and in fields.
 - Sometimes gardeners get backaches from hoeing weeds out of their gardens.

Passage 2

Why do people wage such a fierce struggle against the weed? The answer is simple. Weeds have a habit of growing where they are not wanted. For example, if a violet pops up in a vegetable garden, it is a weed; if a violet grows in a forest, it is a wildflower. The sunflower is another example. If sunflowers grow along the side of the road, they are weeds. If farmers plant sunflowers to harvest the seeds and extract oil from them, they are crops. If you plant sunflowers in your garden, then they are labeled as flowers.

- What is the main idea of the passage? _____
 - If a violet grows in a vegetable garden, it is called a weed.
 - If a violet grows in a forest, it is called a wildflower.
 - Farmers sometimes grow sunflowers to harvest the seeds and extract oil.
 - People do not like weeds because they grow where they are not wanted.

Unit 2 • The Lowly Weed: Friend or Enemy?

Passage 3

Sometimes people do things that disturb the food chain. When this happens, problems occur because there is no longer an ecological balance. Much to their own regret, people have disturbed the food chain by cutting down forests and clearing meadows. The meadows and the forests are natural habitats for many birds and animals that feed on insects. But the birds and animals leave when the meadows and forests are gone. When this happens, insects have no natural enemies. The insects multiply rapidly and feed on the farmer's crops; then the farmer wishes that the birds and animals were back to control the insects.

3. What is the main idea of the passage? _____
- Sometimes problems occur because people do things that disturb the food chain and upset the ecological balance.
 - Meadows and forests are natural habitats.
 - Insects have no natural enemies.
 - Insects multiply rapidly.

Passage 4

One of the most beautiful of weeds is the wild rose. Even with its sharp, prickly thorns, it does not look much like its cousin that people grow in their rose gardens. The wild rose has only five petals in a single layer and ranges in color from white to rose-pink. It may grow as a climbing vine or as a bush in areas such as vacant lots, the corners of fields, and in ditches along roadsides. The wild rose is also found in pastures and along the edges of woods. The wild rose is usually said to be a wildflower unless it grows in a farmer's field; then it becomes an undesirable weed. The thorny stems of the wild rose offer shelter and protection to small animals and birds; larger animals stay away from the sharp, prickly bushes to avoid painful scratches.

4. What is the main idea of the passage? _____
- The thorny stems of the wild rose offer shelter and protection to small animals and birds.
 - The wild rose is called a weed when it grows in a farmer's field.
 - The wild rose is a beautiful weed that is helpful to small animals and birds.
 - The wild rose has five petals in a single layer.

Unit 2 • The Lowly Weed: Friend or Enemy?

Study Skills Exercise B

DIRECTIONS

Read each paragraph. Then write the main idea on the lines.

Paragraph 1

As people have learned more about ecology, the study of relationships between organisms and their environment, they have begun to change their opinion of weeds. The weed plays an important role in maintaining ecological balance on the earth. Weeds have an effect on other plants, animals, air, water, and soil; without the lowly weed, the ecological balance on the earth would be endangered.

Paragraph 2

The weed, like all things in nature, is an important link in the chain of life. Some weeds have seeds which provide food for birds and small animals. Other animals eat the leaves of some weeds, and gophers, moles, and mice eat the roots. When weeds die, they decay and return nutrients to the soil to provide nourishment for new plants. Weeds also play an important role in controlling erosion. Weeds prevent wind and rain from washing away the soil. If the soil should become badly eroded, then green plants—including weeds—would have no place to grow. If green plants didn't grow, animals and people could not survive; they would have nothing to eat. All the animals that people eat as food eat either green plants or other animals that eat green plants.

Unit 2 • The Lowly Weed: Friend or Enemy?

Paragraph 3

The food chain is not the only phenomenon that helps maintain ecological balance. There is another cycle, called the calcium cycle, which is also an important natural phenomenon. Here is an example of the calcium cycle: A green plant absorbs calcium from the soil. A cow eats the green plant. Later, the cow dies; its bones decay and return the calcium to the soil, enabling another green plant to absorb the calcium as nourishment so that it can grow. In this way, the calcium cycle is maintained.

Paragraph 4

Another example is the cocklebur, one of the most hated weeds. Its burs hook on to clothing, scratch legs, and become horribly tangled in the fur of animals. Horses and dogs are particularly likely to tangle with cockleburs. If you have ever tried to get the burs out of a horse's mane or tail, or out of a dog's fur, you know that it can take several hours of patient picking. Sometimes the hair or fur is so matted with burs that they must be cut out with scissors. Then you have a very strange-looking horse or dog!

Unit 2 • The Lowly Weed: Friend or Enemy?

Study Skills Exercise C

DIRECTIONS

Read each sentence. Then give the meaning of the underlined phrase on the lines. You may refer to the story if you want.

- For hundreds of years, people have looked upon the weed as a lowly plant without many redeeming features.

- For example, if a violet pops up in a vegetable garden, it is a weed.

- As you can see, the ecological balance is very delicate and must be carefully maintained to assure the survival of plants.

- Even with its sharp, prickly thorns, it does not look much like its cousin that people grow in their rose gardens.

- Horses and dogs are particularly likely to tangle with cockleburs.

- Burs are covered with hooked spines that look like tiny fishhooks.

- At one time cockleburs were found mostly in the Mississippi Valley, but the burs with the seeds in them are frequent "hitchhikers" on animals and, in this way, have spread all over the United States.

- It's easy to find the bad things about it, but if you look hard enough, you will also find out the contributions that weeds make to the environment.
