

Mandatory Summer Work Log

This completed log and packet must be turned in by _____.

Student Name: _____

June 10th - June 14th	Parent Signature
Read for 1 hour	

June 17th - June 21st	Parent Signature
Read for 1 hour	

June 24th - June 28th	Parent Signature
Read for 1 hour	

July 1st - July 5th	Parent Signature
Read for 1 hour	

July 8th - July 12th	Parent Signature
Read for 1 hour	

July 15th - July 19th	Parent Signature
Read for 1 hour	

July 22nd - July 26th	Parent Signature
Read for 1 hour	

July 29th - August 2nd	Parent Signature
Read for 1 hour	

August 5th - August 9th	Parent Signature
Read for 1 hour	


August 12th - August 16th	Parent Signature
Read for 1 hour	

August 19th - August 23rd	Parent Signature
Read for 1 hour	

August 26th - August 30th	Parent Signature
Read for 1 hour	

Lesson 16

Using Context Clues

 **Introduction** Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using **context clues**.

Kinds of Context Clues	Examples
Look for a definition in the text.	In high school, Jim Lovell built his first <u>rocket</u> , a jet engine that could fly to great heights.
Find an example that will give you clues about the word's meaning.	Lovell's first attempt was a <u>failure</u> . His rocket flew into the air but then exploded and crashed.
Look for a restatement . A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are <u>combustible</u> . These materials burn and release gases.

Guided Practice

Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been fascinated by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was rejected. After failing to get into the Academy, Lovell did not give up. He persisted, or kept trying, and finally succeeded. After the Academy, he joined the NASA space program.

fascinated: _____

rejected: _____

persisted: _____

Independent Practice

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

- 1** What does the word command mean?
 - A** to study
 - B** to fly with others on
 - C** to be at the head of
 - D** to be part of

- 2** What words help you understand the meaning of command?
 - A** "in charge of"
 - B** "two men"
 - C** "space mission"
 - D** "chose Lovell"

- 3** What does the word explosion mean?
 - A** a leak
 - B** a bursting of something
 - C** a lack of oxygen
 - D** leaving outer space

- 4** What does the word capable suggest about Lovell as a leader?
 - A** He is a gentle and patient leader.
 - B** He is skillful at leading others.
 - C** He is harsh to those he leads.
 - D** He is weak when leading others.

Lesson 13

Unfamiliar Words

Learning Target

Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

► **Read** Informational texts often have words people don't use in everyday life.

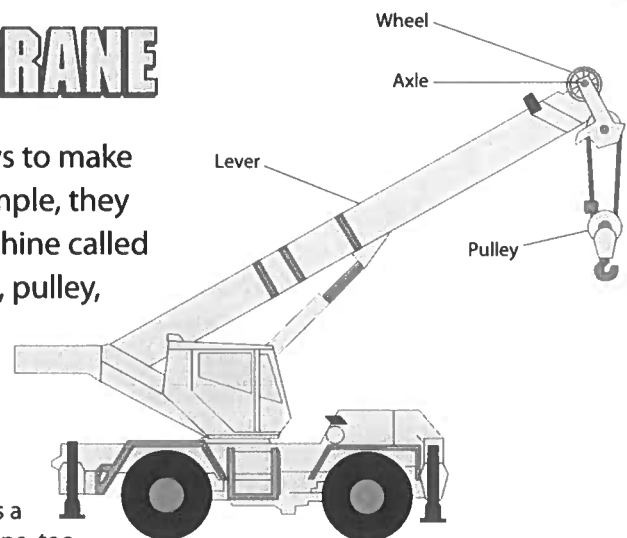
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase conceived of, and underline context clues that help you learn its meaning.

INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.




A modern crane is a compound machine, too.

► **Think** What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.

Helpful Context	Clues	Possible Meaning

The meaning of the phrase: _____

- **Talk** Share your chart and meaning with a partner.
- Did you agree about the helpful context?
 - Did you agree about the meaning of the phrase?

 **Academic Talk**
Use these phrases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

Over Bridge, Under Tunnel

by Lloyd Frank

- 1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- 2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- 3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar.

Reread the article.

Underline clues that help you figure out the meaning of the words.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

► **Think** Use what you learned from reading the science article to respond to the following questions.

- 1 What is the meaning of obstacles as it is used in paragraph 1 of the text?
 - A things made below or above ground
 - B things that slow or stop movement
 - C things that help people travel
 - D things built through mountains or over water

- 2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

► **Talk**

- 3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

It is hard to get a good view of a subterranean passage.

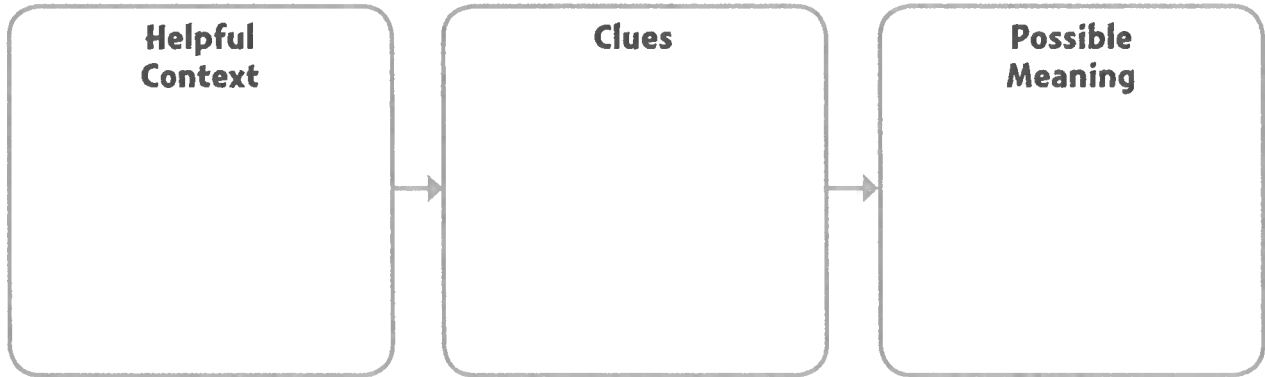
HINT Use a chart to organize your thoughts about context clues.

►  **Write**

- 4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 19 to write your answer.

over Bridge, Under Tunnel

3 Use the chart below to organize your ideas.



►  **Write** Use the space below to write your answer to the question on page 18.

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

WORDS TO KNOW

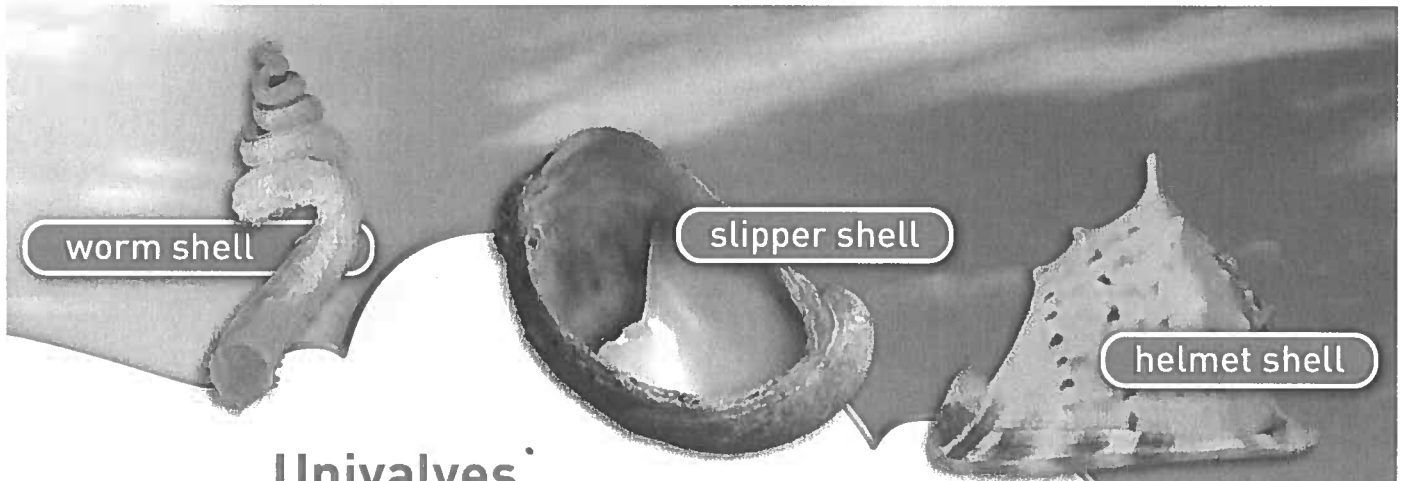
As you read, look inside, around, and beyond these words to figure out what they mean.

- **series**
- **hinged**
- **foreign**

Seashells

by Bela Moté

- 1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.
- 2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.



Univalves

3 More than three-quarters of all mollusks are **univalves**, a word that means “having a shell that is all one piece.” The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?

4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.

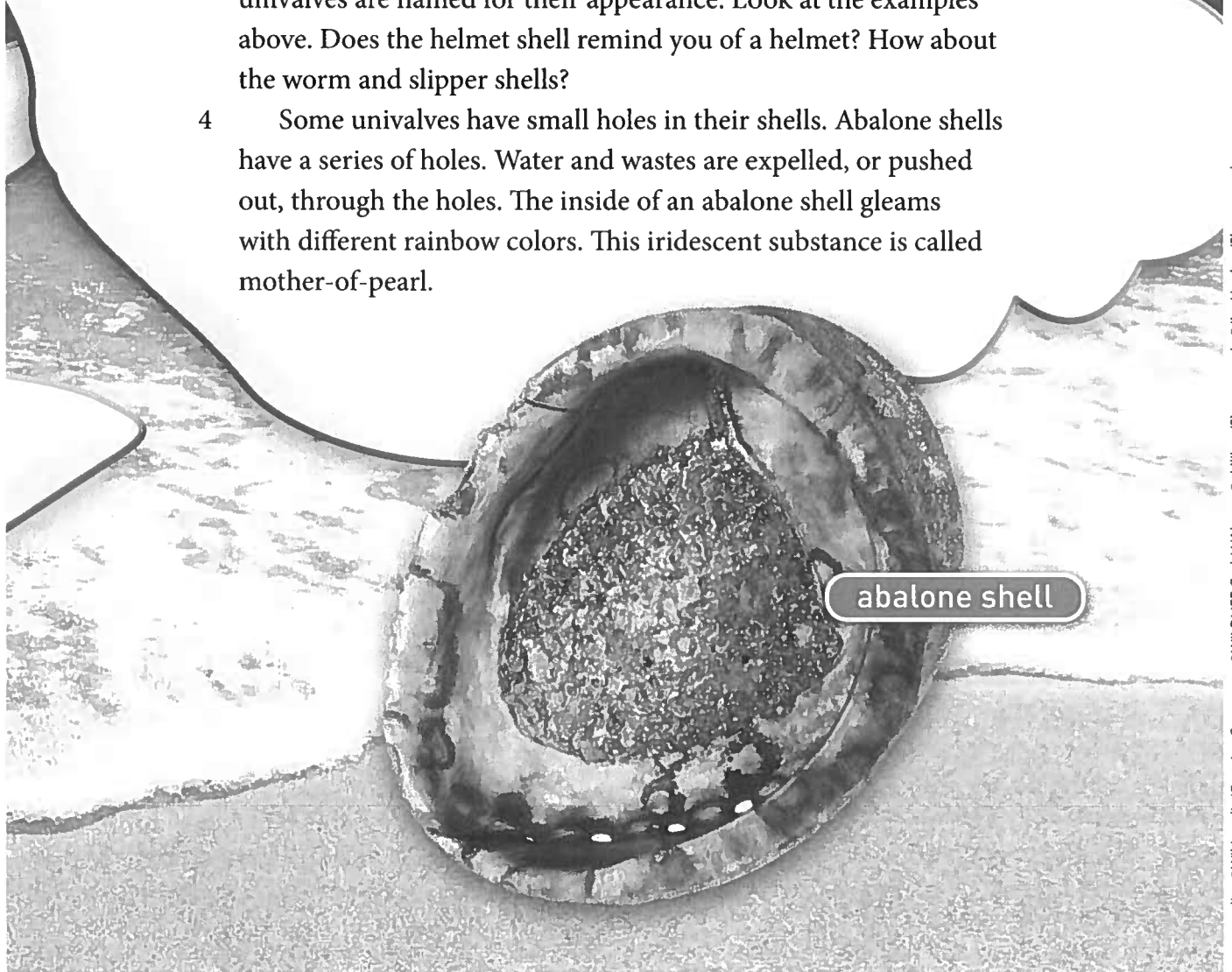


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Bivalves

- 5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.
- 6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten's paw fitting names for the shells shown here?
- 7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.
- 8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster's shell is made of. The result is a pearl.

kitten's paw shell

angel wing shell

jackknife shell

giant clam shell

pearl oyster shell

Think Use what you learned from reading the science text to respond to the following questions.

1 Read the sentence from paragraph 1 in the passage.

Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- A Predators can harm some animals.
- B Predators need to find shelter from storms.
- C An animal's shell helps protect it.
- D All predators have skeletons.
- E When the animal dies, the shell remains.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- A not letting light through
- B easy to notice or understand
- C shining with many varying colors
- D a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- A "next largest group of mollusks"
- B "have small holes in their shells"
- C "the inside of an abalone shell"
- D "gleams with different rainbow colors"

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word bivalve as it is used in paragraph 5?

- A having a hard outer shell
- B having a shell with two pieces
- C having a soft outer shell
- D having a shell that is all one piece

Part B

Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

- 4 Read the sentence from the passage.

The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word appropriate? Pick **two** choices.

- A Bivalves are the largest group of mollusks.
- B Jackknife describes the shape of the clam.
- C An angel wing is a good name for the clam.
- D Jackknife is a good name for the clam.
- E The clam looks like an open jackknife.
- F A jackknife folds into its own case.

 Write

- 5 Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an accident.



Learning Target

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.

Lesson 17

Understanding Vocabulary in Literary Texts

Learning Target

Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

- **Read** A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

Read the story below. What are the meanings of *odyssey* and *locate*?

The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I'd failed to locate it, that is, until I sat down. It had been in my back pocket all along!



► **Think** How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of odyssey and locate.

Unknown Word	Context	Possible Meaning	Clues
odyssey	"My odyssey took me far and wide..."		
locate			

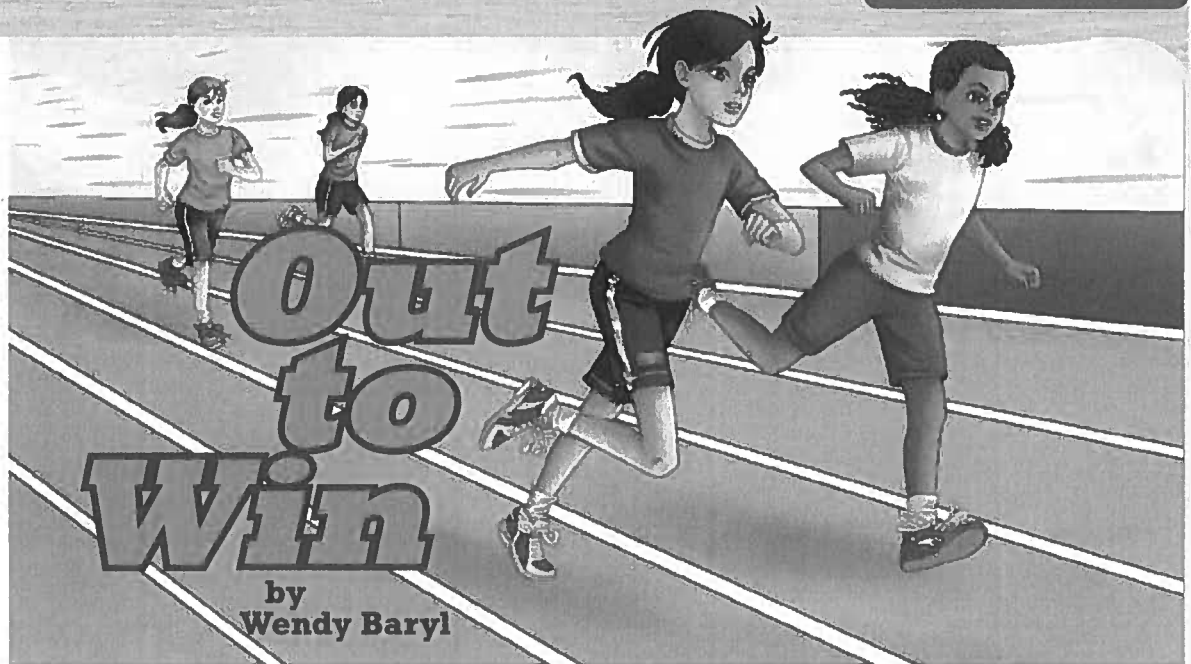
- **Talk** Share your chart with a partner.
- Did your possible meanings agree?
 - Which context clues did you use?
 - Reread the "The Search." How does knowing the meanings of these two words help you better understand the passage?



Academic Talk

Use these words and phrases to talk about the text.

- **context clues**
- **mythology**
- **allude to**
- **significant**



1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.

2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!

3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis¹ at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

Close Reader Habits

Circle unfamiliar words and phrases. Underline phrases that give you clues to the word meanings.

¹nemesis: a powerful rival; from the Greek goddess who punished overconfidence

Explore

How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?



Context clues can appear before or after the sentence having an unfamiliar word.

Think

- 1 Complete the chart below to show what you have figured out about the meanings of the words.

Unknown Word	Context	Possible Meaning	Clues
<i>dissatisfied</i>			
<i>obsessed</i>			
<i>nemesis</i>			

Talk

- 2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?


HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Write

- 3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 36 to write your response.

Lesson 19

Similes and Metaphors

 **Introduction** Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has <i>paws as big as dinner plates</i> .	Ollie has very big paws.
His <i>bark sounds like thunder</i> .	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
<i>Ollie is a mountain of a dog</i> .	Ollie is a very large dog.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

- 1** Ollie's mouth was a trap that held a giant stick.

- 2** Ollie leapt toward Alicia like a clumsy ballerina.

- 3** Ollie raced past Alicia like a strong wind.

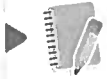
- 4** Suddenly, Ollie was a freight train racing into the house.



Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

- 1** The stick in Ollie’s mouth was a sword, knocking over one object after another.
- A** The stick was heavy.
 - B** The stick was dangerous.
 - C** Ollie was dangerous.
 - D** The stick was made of metal.
- 2** The plates on the table became flying saucers that Alicia had to dodge.
- A** Flying saucers came from outer space.
 - B** Alicia had to play dodge ball.
 - C** Alicia had to fly across the kitchen.
 - D** Plates flew through the air.
- 3** Salad covered the floor like a large blanket.
- A** The salad was warm.
 - B** The salad tasted awful.
 - C** There was a large blanket on the floor.
 - D** A layer of salad covered the floor.
- 4** The floor was as sticky as glue.
- A** Glue covered the floor.
 - B** The floor was a glue stick.
 - C** The floor was very sticky.
 - D** Glue made the floor sticky.
- 5** Alicia was a whirlwind as she cleaned up the mess.
- A** Alicia spun wildly.
 - B** Alicia worked quickly.
 - C** Alicia was getting tired.
 - D** Alicia was breathing hard.



Write Use the space below to write your answer to the question on page 33.

Out to Win

3 Short Response Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.



Don't forget to check your writing.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

The Catfish

by Oliver Herford, *The Book of Humorous Verse*

- 1 The saddest fish that swims the briny ocean,
 The Catfish I bewail.
 I cannot even think without emotion
 Of his distressful tail.
- 5 When with my pencil once I tried to draw one,
 (I dare not show it here)
 Mayhap it is because I never saw one,
 The picture looked so queer.
 I vision him half feline¹ and half fishy,
- 10 A paradox in twins,
 Unmixable as vitriol and vichy²—
 A thing of fur and fins.
 A feline Tantalus, forever chasing
 His fishy self to rend;
- 15 His finny self forever self-effacing
 In circles without end.
 This tale may have a Moral running through it
 As Aesop had in his;
 If so, dear reader, you are welcome to it,
- 20 If you know what it is!



Close Reader Habits

How does the poet describe the catfish?
 Reread the poem.
Underline words and phrases that explain how he imagines a catfish to look.

¹**feline:** catlike

²**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

► **Think** Use what you learned from reading the lyric poem to respond to the following questions.

- 1 In the poem, one word has this definition: “to cry out in sadness or pain.” Underline the word that **best** fits the definition in the following lines from “The Catfish.”

The saddest fish that swims the briny ocean,
The Catfish I bewail,
I cannot even think without emotion
Of his distressful tail.

- 2 Read these lines from the poem.

I vision him half feline and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

- A a creature with parts that don't seem to go together
- B a furry fish with a brother that looks just like him
- C a scaly cat that is confused and spins around
- D a make-believe animal that has two different heads

► **Talk**

- 3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a “feline Tantalus”? Use the chart on page 39 to organize your ideas about the poem.

►  **Write**

- 4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.” Use the space provided on page 39 to write your response.

HINT Think of what you know about a cat's usual reaction to a fish.

The Catfish

3 Use the chart below to organize your ideas.

Unknown Word	Context in Poem	Possible Meaning	Clues



Write Use the space below to write your answer to the question on page 38.

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus."

HINT Think of what you know about a cat's usual reaction to a fish.

A Golden Vase and Two Bright Monkeys

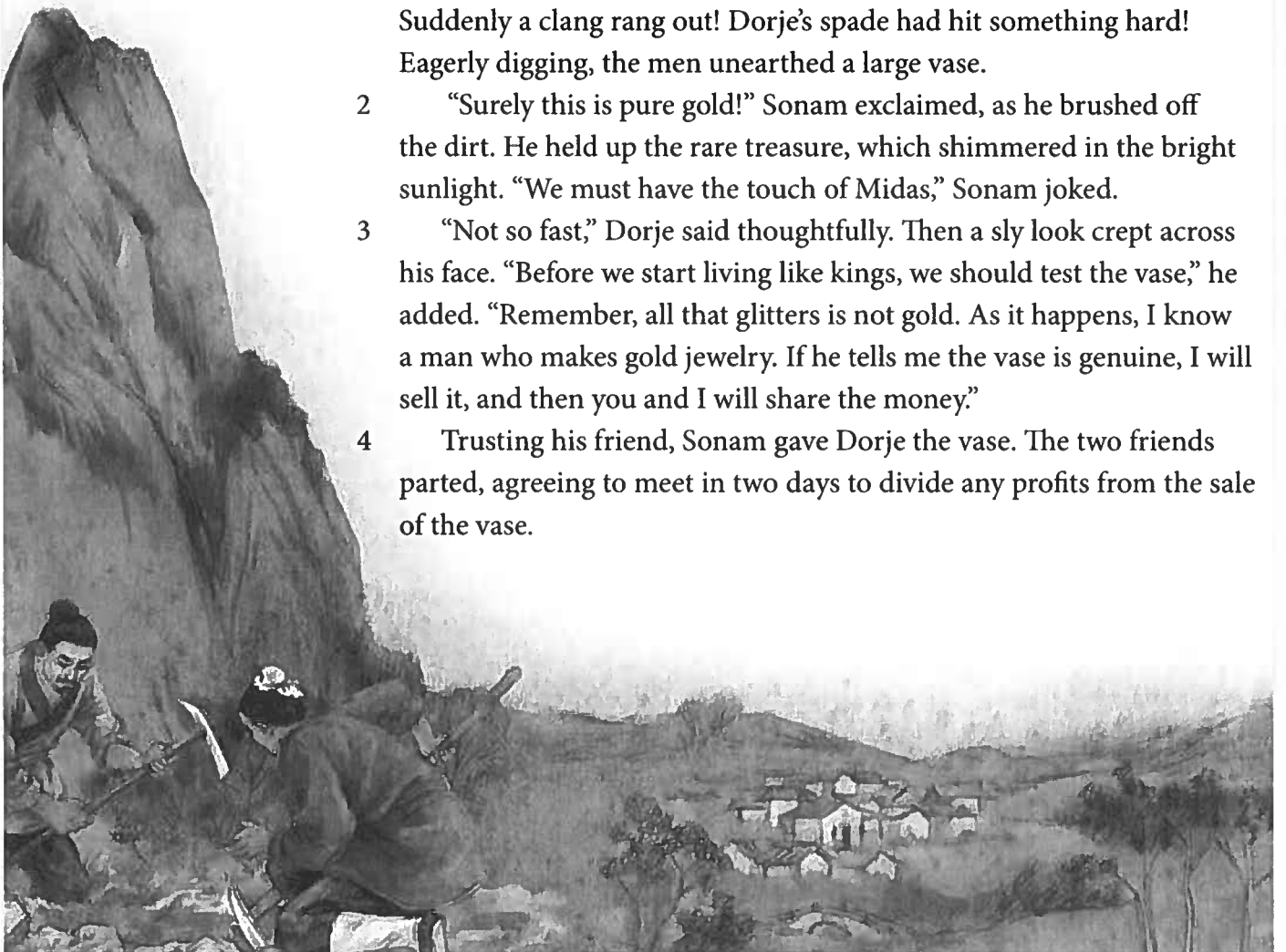
adapted from a Tibetan folktale

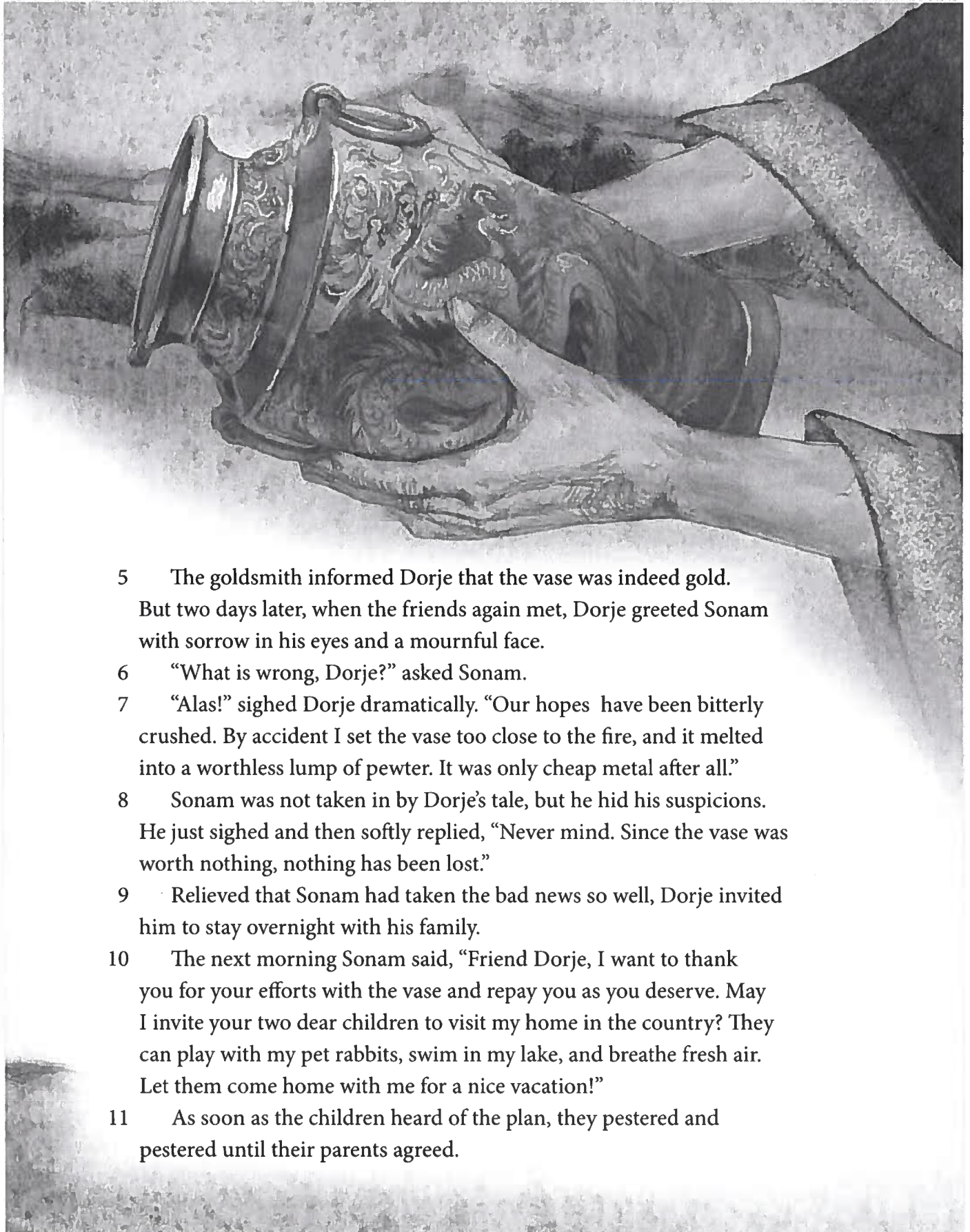
WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **genuine**
- **recent**
- **pardon**

- 1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.
- 2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.
- 3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."
- 4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.





5 The goldsmith informed Dorje that the vase was indeed gold. But two days later, when the friends again met, Dorje greeted Sonam with sorrow in his eyes and a mournful face.

6 “What is wrong, Dorje?” asked Sonam.

7 “Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

8 Sonam was not taken in by Dorje’s tale, but he hid his suspicions. He just sighed and then softly replied, “Never mind. Since the vase was worth nothing, nothing has been lost.”

9 Relieved that Sonam had taken the bad news so well, Dorje invited him to stay overnight with his family.

10 The next morning Sonam said, “Friend Dorje, I want to thank you for your efforts with the vase and repay you as you deserve. May I invite your two dear children to visit my home in the country? They can play with my pet rabbits, swim in my lake, and breathe fresh air. Let them come home with me for a nice vacation!”

11 As soon as the children heard of the plan, they pestered and pestered until their parents agreed.



- 12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. “We will take these little fellows home as pets. You can play with them if you treat them kindly,” he explained. “I will name a monkey after each of you, we’ll teach them tricks, and they will be your twins!”
- 13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.
- 14 Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. “Walk up the mountain to gather berries and fruits,” he said. “We will surprise your father with a tasty treat before you return home.”
- 15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.
- 16 “What is wrong, my friend?” asked Dorje.
- 17 “Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”
- 18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. “H-h-how can this be?” he sputtered. “Is such a thing even possible?”
- 19 “It was a freak accident,” Sonam replied. “After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal.” Then a twinkle crept into his eyes.
- 20 “Oh!” was all Dorje could say at first. Then a look of shame and relief spread over his face. “Now I understand, my friend,” he said. “Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed.”
- 21 Just then, Dorje’s children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.
- 22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, “I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold.”

Think Use what you learned from reading the folktale to respond to the following questions.

- 1 In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase “the touch of Midas” in paragraph 2?
- A to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
 - B to compare Dorje and Sonam’s good fortune in finding the vase to Midas’s ability to make gold
 - C to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
 - D to compare Dorje and Sonam’s rare golden treasure to similar treasures owned by rich kings like Midas

- 2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the word pewter in paragraph 7?

- A a metal that shines like gold
- B a metal that is soft and melts easily
- C a metal that is not costly
- D a metal that is not useful

Part B

Underline **two** story details that support the answer to Part A.

“Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word mimicked as it is used in paragraph 13 of “A Golden Vase and Two Bright Monkeys”?

- A tried
- B watched
- C found
- D copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing

- 4 In the paragraphs 17 and 18 shown below from the story, one word has the following definition: “to change completely in appearance or structure.” Underline the word that **best** fits the definition.

“Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught.



Write

- 5 Short Response** Paragraph 19 of the passage uses the phrase “freak accident.” Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.



Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.
