

# NPS Learning in Place English

## Grade: Second Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	Read <b>Working in Space Vocabulary, Background, and Comprehension</b> pp. 410-413 <i>If you could explore anywhere in space, where would you go and why. Write to explain.</i>	Read <b>Working in Space</b> pp. 414-430 Complete practice book pg. 184 <i>Which space job sounds like fun to you? Choose one of the jobs that you read about and write to explain why you would want that job.</i>	Reread <b>Working in Space</b> pp. 414-430 Complete practice book pg. 189 <i>What facts in Working in Space did you find most surprising? Write a paragraph to explain what you found most interesting about space.</i>	Read <b>Space Poems</b> pp. 432-434 Complete practice book pg. 192 <i>Write a poem about what you would do if you explored space in the future. Use the words float, repair, force, and orbit in your poem.</i>	Read <b>Space Poems</b> pp. 432-434  <i>Would you want to be an astronaut? Why or Why not? Write a paragraph to express your opinion.</i>
<b>Week 2</b>	Read <b>Two of Everything Vocabulary, Background, and Comprehension</b> pp. 440-443 <i>If you could have one wish, what would it be? Write to explain what you would wish for and why.</i>	Read <b>Two of Everything</b> pp. 444-460 Complete practice book pg. 199 <i>On page 452, Mr. Haktak says that his wife is very clever. Do you agree? Write a paragraph to explain your opinion using evidence from the story.</i>	Reread <b>Two of Everything</b> pp. 444-460 Complete practice book pg. 202 & 204 <i>What do the Haktaks do when they find the magical pot? Would you do the same thing? Write to explain.</i>	Read <b>Stone Soup</b> pp. 462-464 <i>How is the story Stone Soup similar and different to the story Two of Everything? Write to explain how they are the same and different.</i>	Reread <b>Stone Soup</b> pp. 462-464 <i>Write a summary of the story Stone Soup.</i>
<b>Week 3</b>	Read <b>Now &amp; Ben Vocabulary, Background, and Comprehension</b> pp. 470-473 <i>What do you already know about Benjamin Franklin? Write to explain what you already know.</i>	Read <b>Now &amp; Ben</b> pp. 474-492 Complete practice book pp. 214 <i>What new information did you learn about Benjamin Franklin? Write to explain what you learned from reading the text.</i>	Reread <b>Now &amp; Ben</b> pp. 474-492 Complete practice book pp. 219 <i>According to the text, how is life now the same and different from life long ago? Create a Venn diagram to explain.</i>	Read <b>A Model Citizen</b> pp. 494-496 <i>Based on what you read, what is Ben Franklin's greatest accomplishment? Use evidence from your readings to support your answer.</i>	Reread pp. <b>A Model Citizen</b> pp. 494-496 <i>Write a summary about the text you read.</i>
	<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.				
<b>Materials</b>	Access to the books is in the NPS link. If you have your book at home: Journeys Textbook Volume2 and Journeys Practice Book Volume 2 Reading Log and a book of choice to read each day Paper/pencils				

## READ 14.2 READING LOG

[illegible]



Name \_\_\_\_\_ Date \_\_\_\_\_

# Text and Graphic Features

**Working in Space**  
Introduce Comprehension:  
Text and Graphic Features

Read the selection below. Use a Column Chart to name text and graphic features and tell why the author used each one.

## The Sun, the Earth, and the Moon

### Chapter 1: The Moon

The Moon is the easiest thing to see in the night sky. We see the Moon because light from the Sun reflects, or bounces, off of the Moon's surface and lets us see it.

### Chapter 2: Changes in the Moon

The Moon seems to change shape from night to night. That's because the Moon circles the Earth. Each night we see a different part of the Moon lit up by the sunlight.

The Moon				
Day	Day 0	Day 7	Day 14	Day 22
Phase	new moon	half moon	full moon	half moon

Text or Graphic Feature	Purpose

Name \_\_\_\_\_ Date \_\_\_\_\_

# Text and Graphic Features

**Working in Space**  
**Deepen Comprehension:**  
Text and Graphic Features

Read the selection below.

## The *Apollo 11* Flight

The astronauts took off on July 16, 1969. It was the first time that humans had tried to land on the Moon. They called their flight *Apollo 11*. There were other flights to the Moon later.

More Flights to the Moon			
Name	Launched	Landed	Returned
<i>Apollo 12</i>	November 14, 1969	November 19, 1969	November 24, 1969
<i>Apollo 13</i>	April 11, 1970	did not land on Moon	April 17, 1970

Explain text and graphic features in a Column Chart.

Then answer these questions.


1. What type of graphic feature does the author use? \_\_\_\_\_

2. How does this graphic feature connect to the text?

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3. Why do you think the author included this graphic feature? \_\_\_\_\_

---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Classify and Categorize

## Working in Space

**Vocabulary Strategies:**  
Classify and Categorize

### Word Bank

crater  
float

planet  
comet

sun  
fly

moon  
orbit

Read each word above. Write each word in the best category.

<b>How Things Move in Space</b>	

<b>Things in Our Solar System</b>	

# Understanding Characters

**Two of Everything**  
Introduce Comprehension:  
Understanding Characters

Ella made clothes for the rich people in the town. Ella's only friends were the mice that lived in her cottage. She fed them and made them little coats.

One day, Ella saw a poster. The prince was having a party! "I wish I could go," said Ella. "Then I could meet people. But I have nothing to wear."

That night, the mice took extra pieces of cloth and sewed them together. They made a beautiful dress for Ella.

Ella saw the dress in the morning. "Thank you!" she said. "Now I can go to the party!"

Ella made lots of friends at the party. She wasn't lonely anymore.

**Read the selection above. Then complete a Column Chart to better understand Ella.**

Words	Actions	Thoughts

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Ideas

## Supporting Reasons

**Two of Everything**  
**Writing:** Write to Respond

Good writers tell their opinions in responses to literature. They give reasons for their opinions. They support their reasons with examples from the story.

**Read the opinion. Then read each reason that supports the opinion. Find an example from *Two of Everything* that supports each reason.**

**Opinion:** The pot makes the Haktaks happy.

Reason	Example
1. The pot makes them rich.	
2. The pot helps them get a lot of things they did not have before.	
3. The pot makes them new friends.	
4. The pot helps them make other things they need.	

# Understanding Characters

**Two of Everything**  
**Deepen Comprehension:**  
Understanding Characters

**Read the selection below.**

Ant and Grasshopper were friends. They liked to sing, play the fiddle, and rest in the sun. When summer ended, Ant began to work very hard. He got wood and seeds and put them away for winter.

Grasshopper said, "Stop working, Ant. Come play with me." But Ant kept working.

Grasshopper shook his head. He wasn't worried. He rested and played.

Winter came. Ant was warm and cozy. He had wood for his fire and plenty of food. But Grasshopper was cold and hungry.

Finally, Ant said, "Come in. I'll share my food with you."

"Thank you, Ant!" said Grasshopper. "Next year I will work, too."

**Complete a Column Chart to tell about the characters. Then make inferences to answer the questions about character traits.**



1. What can you infer about Ant's character traits and feelings? \_\_\_\_\_

2. What can you infer about Grasshopper's character traits and feelings? \_\_\_\_\_

# Compare and Contrast

**Now & Ben**  
**Introduce Comprehension:**  
Compare and Contrast

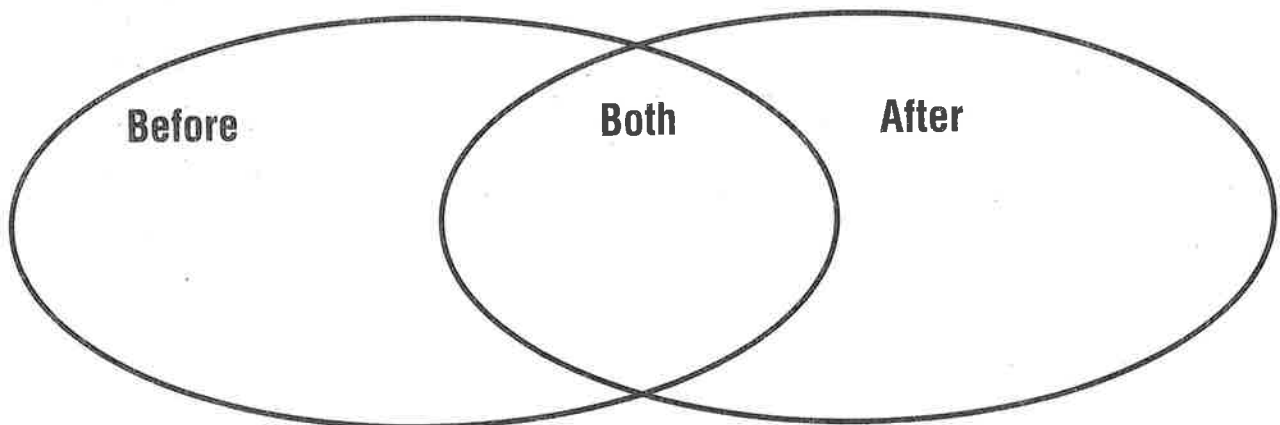
George Washington's father loved him very much. When George was young, his father gave him an axe. George's father thought this gift would teach George about responsibility. George loved his axe. He chopped lots of bushes and branches on his family's farm.

There was one tree that George wasn't supposed to touch. It was his father's favorite cherry tree. One day, George made a mistake and chopped this special tree. This killed the tree.

George's father saw the dead tree and got angry. He called all the family together. George told everyone that he had killed the tree.

George's father was sad about his tree. But he didn't feel angry anymore. He was glad that George had learned to tell the truth.

**Read the selection above. Complete the Venn diagram to compare and contrast the father's feelings before and after George told the truth.**



# Compare and Contrast

**Now & Ben**  
**Deepen Comprehension:**  
Compare and Contrast

**Read the selection below.**

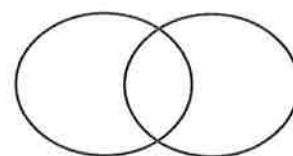
Do you do chores every day, like cleaning your room or walking the dog?

During the 1700s, children did many, many chores. Young boys hunted for food with their fathers. They also worked in the fields. When they were nine years old, they would start learning a special job, too, such as how to make horseshoes.

Young girls fed the chickens, picked berries in the woods, cooked food, washed laundry, and cleaned the house. They also cut wool off of sheep and spun the wool into thread. Young girls took care of younger children, too.

Children in the 1700s worked very hard.

**Compare and contrast details from the selection with your own experience. Use a Venn diagram to help you. Then answer the questions below.**



1. Think about the chores you do. What is the same about what you do and what children in the 1700s did? \_\_\_\_\_  
\_\_\_\_\_
2. What is different about what you do and what these colonial children did? \_\_\_\_\_  
\_\_\_\_\_





# Lesson 28



## TARGET VOCABULARY

**astronomy**

**orbit**

**space**

**explored**

**repair**

**float**

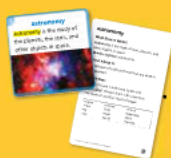
**force**

**future**

**Vocabulary  
Reader**



**Context  
Cards**



## Vocabulary in Context

- Study each **Context Card**.
- Talk about a picture. Use a different **Vocabulary** word from the one on the card.

1



### astronomy

**Astronomy** is the study of the planets, the stars, and other objects in space.



2



### orbit

Earth is one of the planets that **orbit**, or go around, the Sun.



3



### space

The area beyond Earth is sometimes called outer **space**.



4



### explored

In 1969, the first people landed on the Moon and **explored** it.

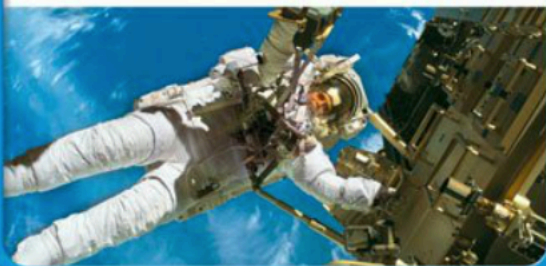


5



### repair

This astronaut is helping to **repair**, or fix, the space shuttle.



6



### float

Astronauts can **float** from place to place. They are weightless in space!



7



### force

Gases shoot out of a rocket with enough **force** to push it off Earth.



8



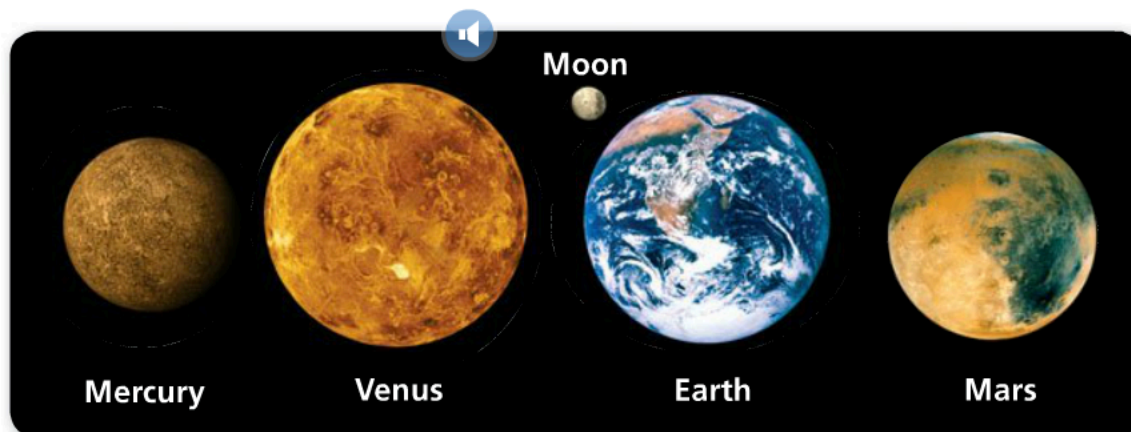
### future

In the **future**, a long time from now, people might live in space.



# Background

✓ **TARGET VOCABULARY** **Life in Space** In the **future**, people may live on **space** stations that **orbit** a planet. What will life be like in space? People might study **astronomy** or do a job such as helping to **repair** the space station. The lack of the **force** of gravity will make mealtime tricky. The food must be attached to trays. Otherwise, the meal will **float** away!



People have already **explored** Earth and the Moon. Where do you think they might go next?







# Comprehension



**TARGET SKILL**

## **Text and Graphic Features**

The headings, photos, and other features in *Working in Space* help you understand more about what astronauts do. As you read, use a chart like this to list some text and graphic features. Then tell why you think the author used each one.

Text or Graphic Feature	Page Number	Purpose



**TARGET STRATEGY**

## **Analyze/Evaluate**

As you read, pay attention to the ways text and graphic features help you understand the author's ideas. Then decide how well the author explained how living in space differs from living on Earth.

## Main Selection



### TARGET VOCABULARY

astronomy   repair  
orbit   float  
space   force  
explored   future



### TARGET SKILL

**Text and Graphic Features** Tell how words go with photos.




### TARGET STRATEGY

**Analyze/Evaluate** Tell how you feel about the text, and why.

### GENRE

**Informational text** gives facts about a topic.

### MEET THE AUTHOR

## Patricia Whitehouse

Have you ever wondered what it would be like to explore space? Patricia Whitehouse has, but she's a writer, not an astronaut. In fact, she's written several books about space. She has also written a series of books about zoo animals, including *Sea Lion*, *Ostrich*, and *Alligator*.

A photograph of an astronaut in a white spacesuit working on the exterior of the International Space Station. The astronaut is floating in space, with the Earth's blue and white horizon visible in the background. The station's complex structure, including various modules and equipment, is visible in the upper half of the image.

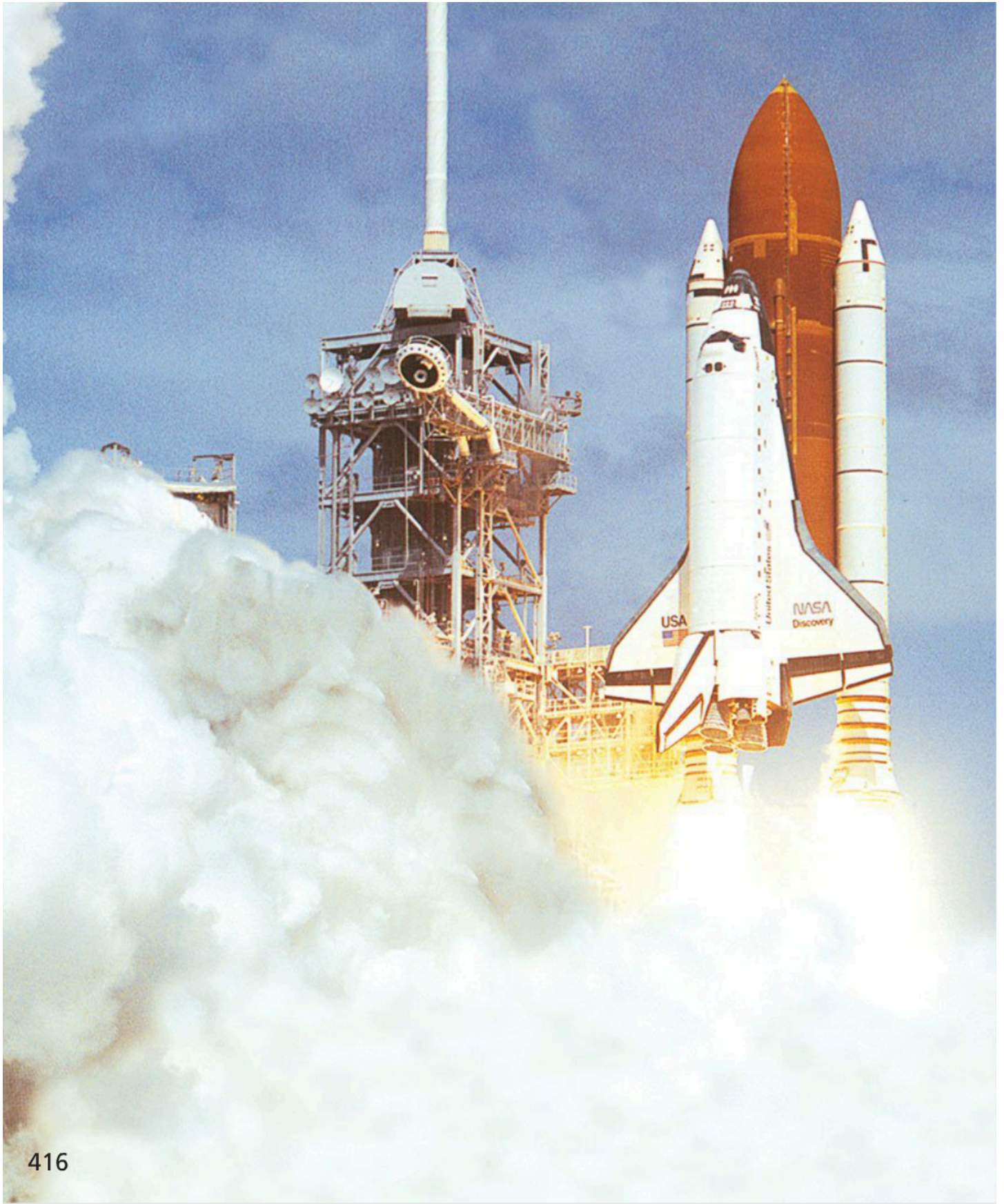
# Working in SPACE

by  
**Patricia  
Whitehouse**

## Essential Question

What can you learn  
from headings and  
captions?







## Leaving Earth

Five, four, three, two, one . . . The **space** shuttle blasts off! Astronauts on the shuttle are going to work. Some stay on the shuttle and some work at the space station.

Two astronauts have already started working. The shuttle commander is in charge of the shuttle and crew. The pilot flies the shuttle.

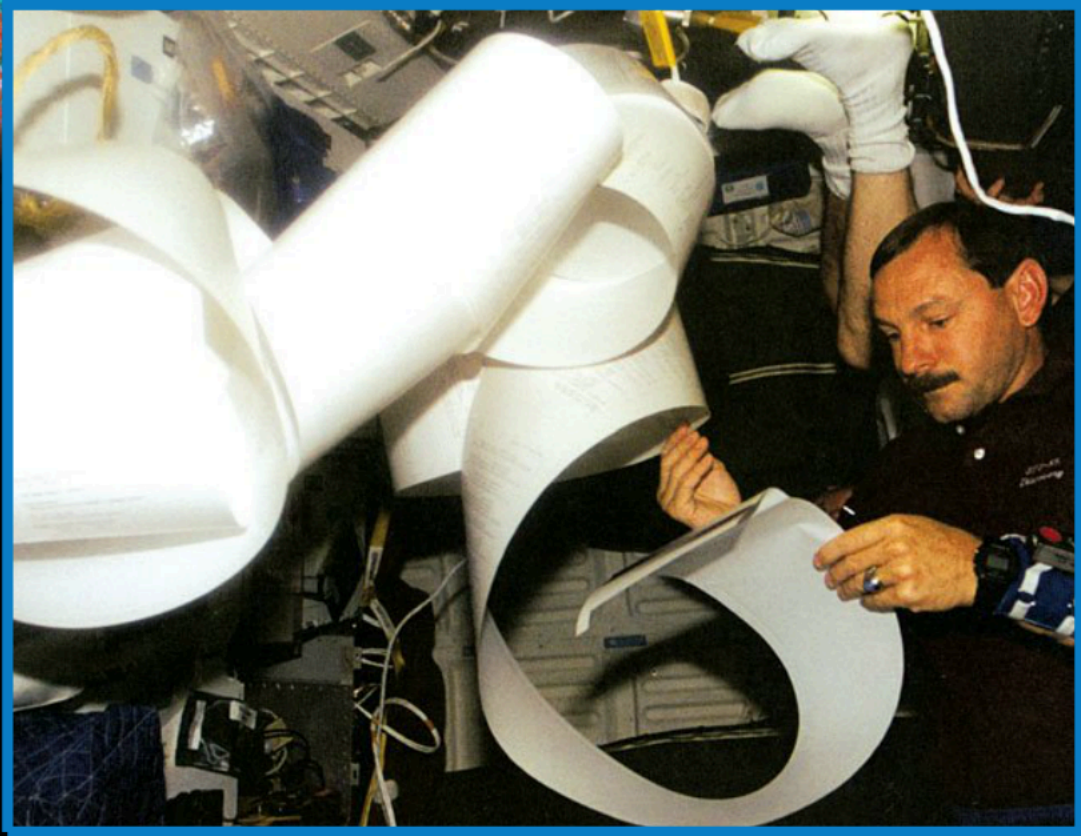


## Jobs in Space

Three mission specialists are on board the shuttle. They work on experiments or climb outside to fix satellites. They have to prepare the food, too.

A company or university might want to do an experiment in space. An astronaut called a payload specialist will work on the experiment.





## Working in Space

The space shuttle travels around Earth so fast that it is like falling. Everything inside falls, too. It makes astronauts and everything in the shuttle **float** around. This is called weightlessness.

Astronauts do not work at desks and tables. Everything would float off because of weightlessness! They have to use tape to stick everything down.





## Astronaut Training

Astronauts need special training. They study at a university and then do a year of basic astronaut training. Astronauts learn math, science, and **astronomy**. They also practice using space equipment.

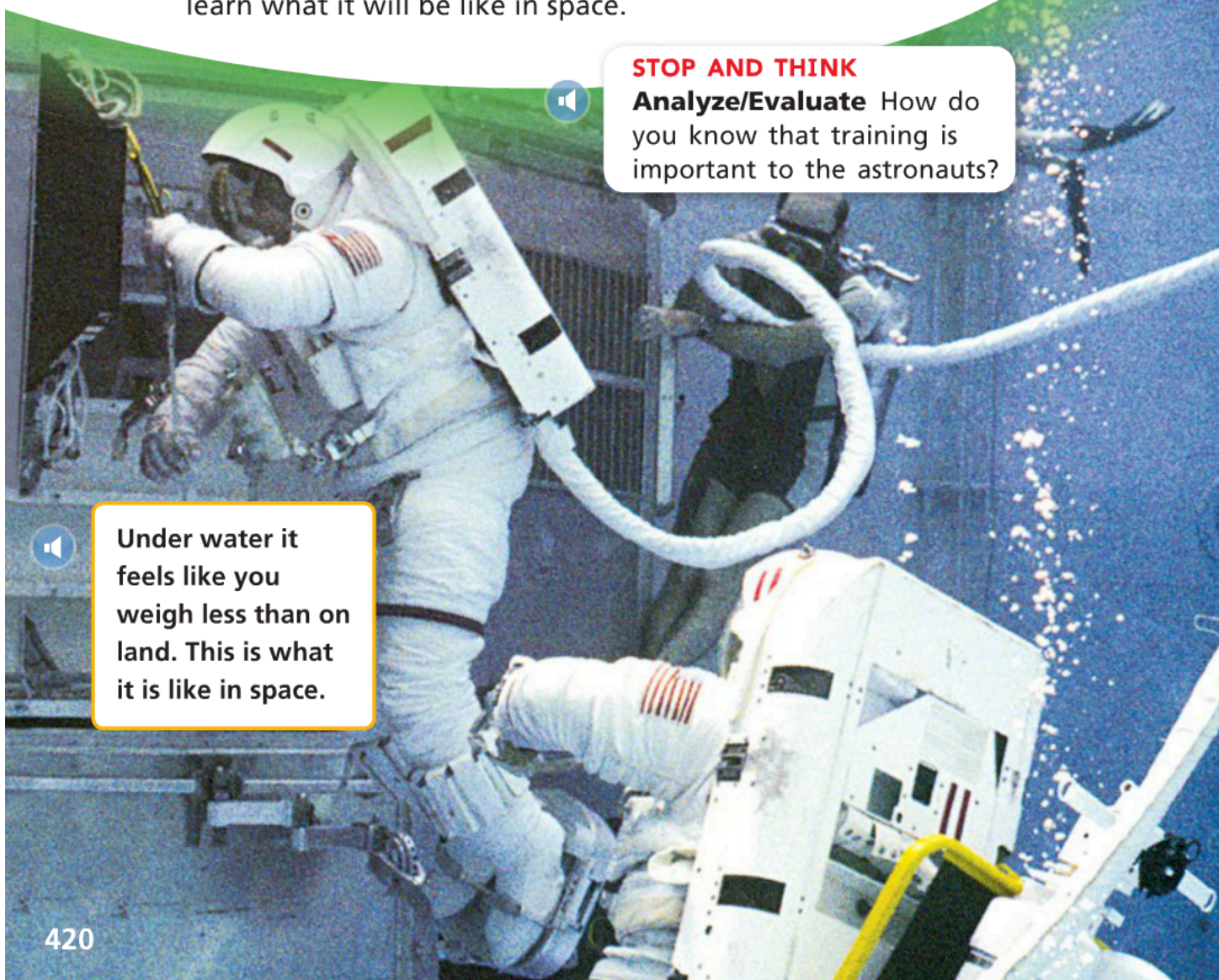
Astronauts practice working in water. Their suits are filled with air to make them float. It helps them learn what it will be like in space.

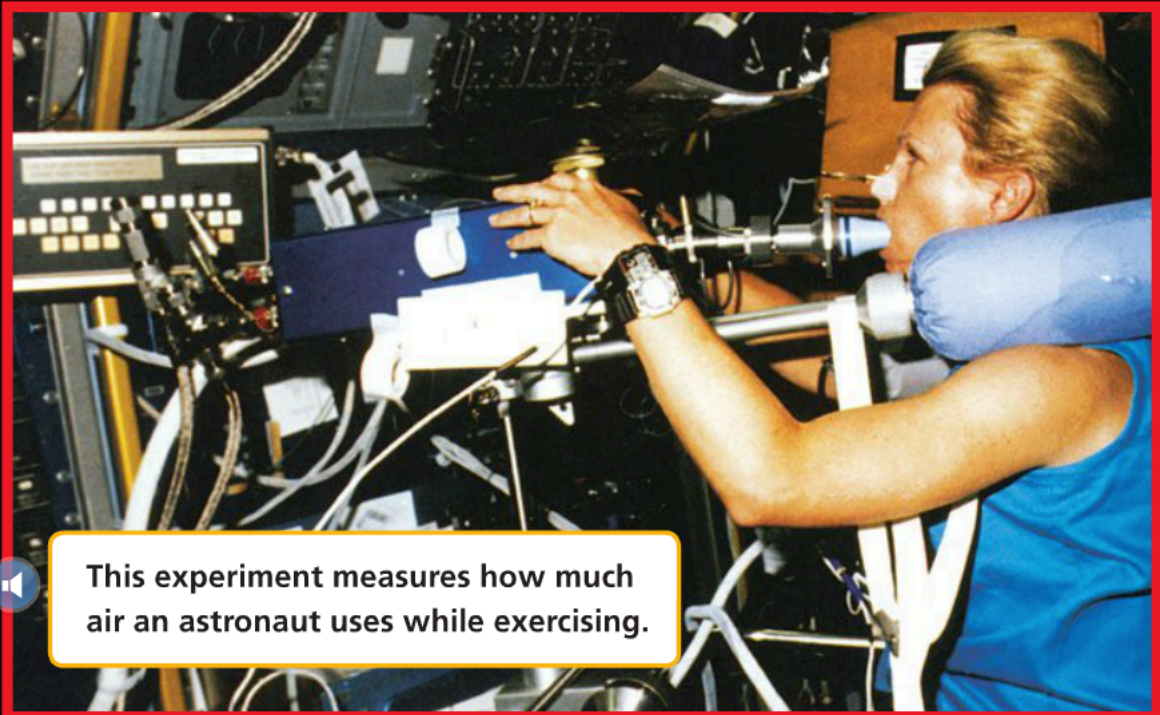
### STOP AND THINK

**Analyze/Evaluate** How do you know that training is important to the astronauts?



Under water it feels like you weigh less than on land. This is what it is like in space.





This experiment measures how much air an astronaut uses while exercising.

## Experiments on Astronauts

Living in space can change the human body. Astronauts often take part in experiments to find out how to keep healthy in space.

In space, astronauts do not use their bones and muscles very much. They can get very weak. Astronauts need to exercise every day in space.





## Other Experiments

Scientists want to find out how living in space affects plants and animals. Astronauts have taken bees, ants, and fish into space to see what happens to them.

Astronauts also test to see what happens to chemicals in space. They use a sealed box with gloves sticking into it so the experiment does not float away.



## Taking Photos in Space

Astronauts also take pictures and videos of themselves living in space. The photos help people on Earth understand what it is like to live in space.

Astronauts take pictures of Earth, too. These photos are often beautiful as well as educational. They can show Earth's landforms and weather in ways that can never be seen from Earth.



erupting volcano



### STOP AND THINK

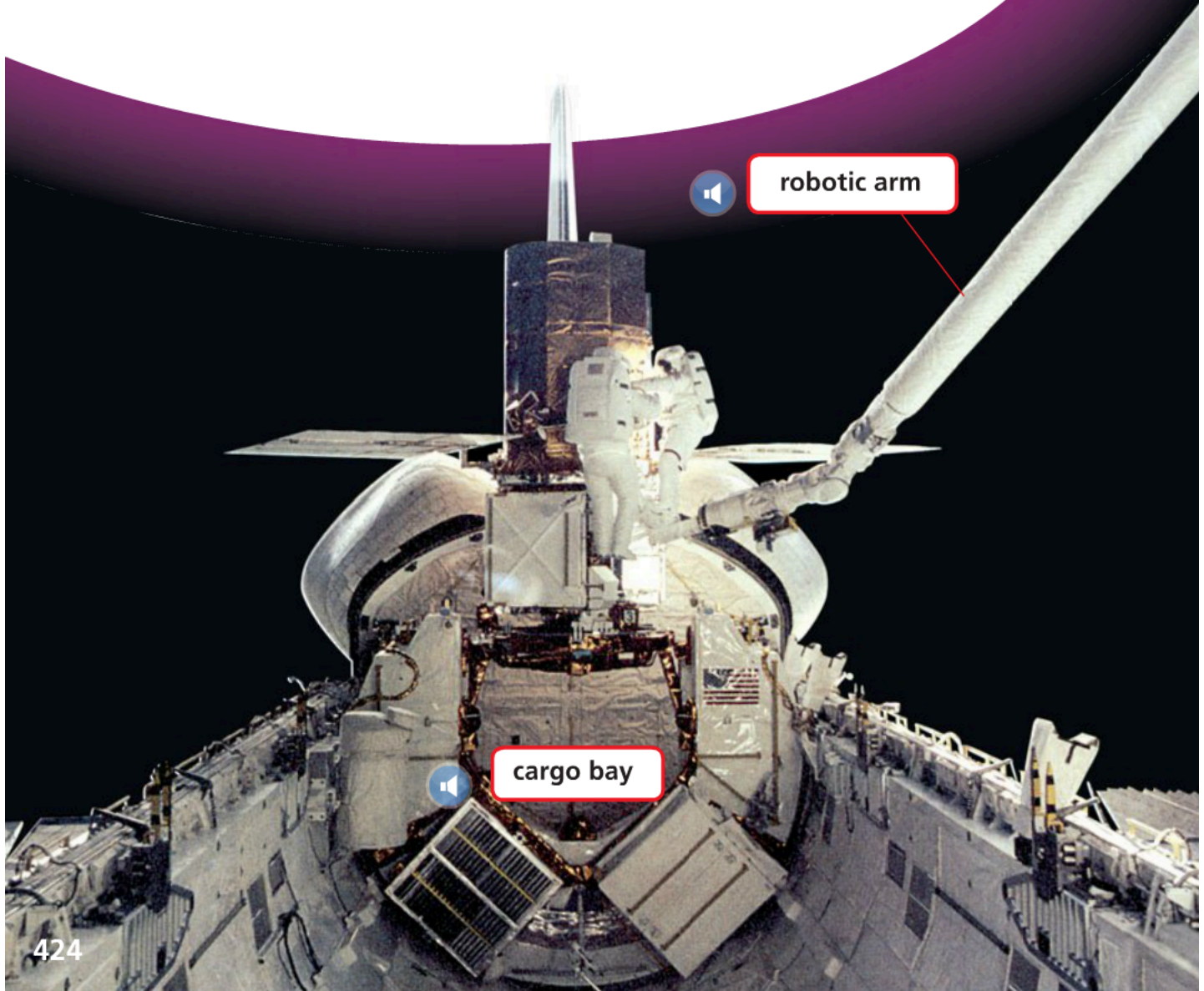
**Text and Graphic Features** How do the heading and photos help you understand the text?



## Fixing Satellites

Satellites that **orbit** Earth sometimes break down and need **repair**. They cannot be taken to a workshop. Specially trained astronauts have to fix them.

The shuttle pilot finds the satellite and moves the shuttle near it. An astronaut uses the shuttle's robotic arm to pull the satellite into the shuttle's cargo bay.





Spacesuits protect astronauts, give them air, and keep them cool.



## Working Outside

People who work outside on Earth sometimes wear special clothing. Some clothing protects workers. Some clothing is brightly colored so the workers can be seen easily.

Astronauts wear special clothing when they work outside, too. Outside the shuttle there is no air to breathe, and it can be uncomfortably warm.





## Suiling Up

Astronauts must wear special spacesuits to go out of the shuttle. The spacesuits allow the astronauts to breathe and stay cool. Every part of their bodies is covered.

Astronauts use an airlock to leave the shuttle. The airlock is a room between the shuttle and space. In the airlock, the door to the shuttle seals shut, and then the outer door into space can be opened.



### STOP AND THINK

**Author's Craft** Why do you think the author has chosen to describe an airlock?



Spacesuits are sealed at the neck, wrists, and waist.





## Gloves and Ties

Spacesuits are hard to move in. Gloves make finger movements tricky. Jobs that take a few minutes on Earth can take hours in space.

In space, astronauts and equipment can float away. Astronauts tie equipment to their suits. Sometimes astronauts are tied to the shuttle, too.

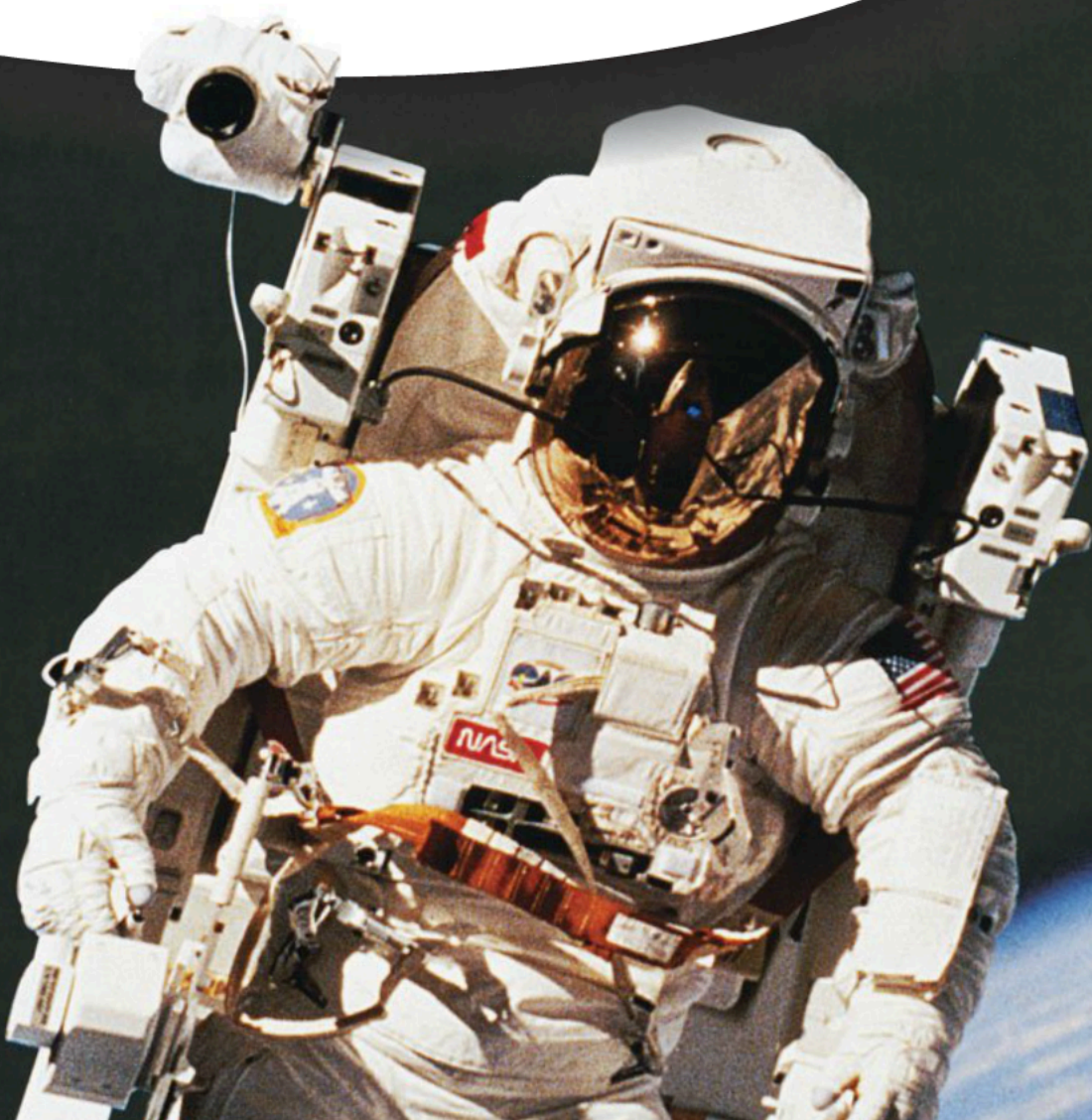




## Moving Around

Sometimes astronauts need to move around a lot outside the shuttle. They wear a backpack with rocket power called a Manned Maneuvering Unit, or MMU.

The MMU tank is filled with gas. The astronaut squeezes a handle, and gas comes out with enough **force** to move the astronaut around.





## Working on Other Worlds

Twelve astronauts have worked on the Moon. They collected rocks from the Moon's surface. This helped scientists learn about Earth and about living on other worlds.





Scientists **explored** Mars using a remote-controlled robot called Sojourner. Scientists think that in the **future** people might be able to live and work on Mars.



Sojourner

Connect to  
**Poetry**

**Space  
Poems**



**TARGET VOCABULARY**

astronomy	repair
orbit	float
space	force
explored	future

**GENRE**

**Poetry** uses the sound of words to show pictures and feelings. As you read, look for words that create a picture in your mind.

**TEXT FOCUS**

**Rhyme** is words with the same ending sound.

# Space Poems

As you read these **space** poems, listen for words that rhyme.

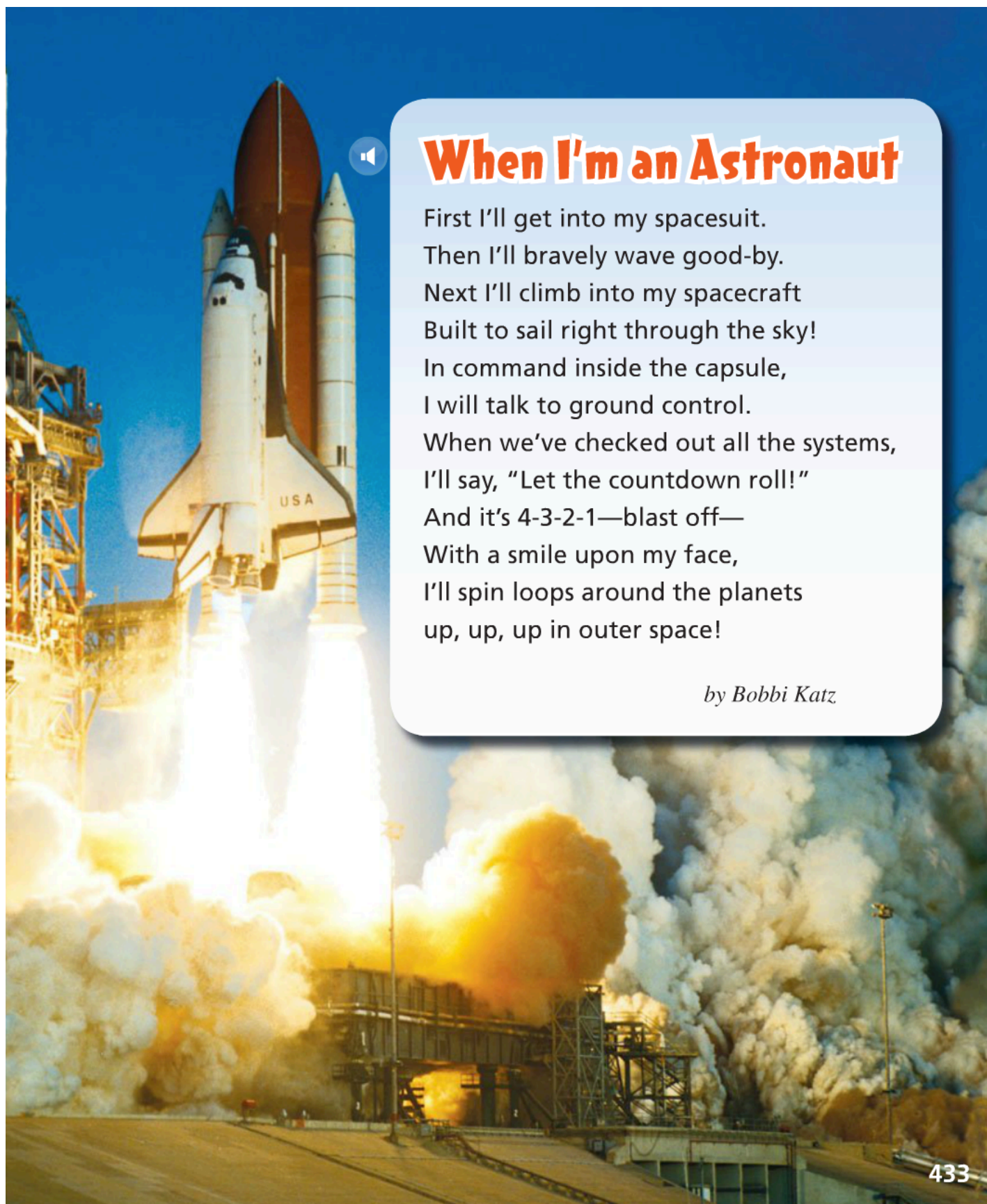
## De Koven

You are a dancy little thing,  
You are a rascal, star!  
You seem to be so near to me,  
And yet you are so far.

If I could get you in my hands  
You'd never get away.  
I'd keep you with me always.  
You'd shine both night and day.

*by Gwendolyn Brooks*





## When I'm an Astronaut

First I'll get into my spacesuit.  
Then I'll bravely wave good-bye.  
Next I'll climb into my spacecraft  
Built to sail right through the sky!  
In command inside the capsule,  
I will talk to ground control.  
When we've checked out all the systems,  
I'll say, "Let the countdown roll!"  
And it's 4-3-2-1—blast off—  
With a smile upon my face,  
I'll spin loops around the planets  
up, up, up in outer space!

*by Bobbi Katz*



## Old Man Moon

The moon is very, very old.  
The reason why is clear—  
he gets a birthday once a month,  
instead of once a year.

*by Aileen Fisher*



### Write a Space Poem

Discuss how the poems you read use rhyme, repetition, and rhythm. Then write a poem about **astronomy** or what you would do if you **explored** space in the **future**. Use **float**, **repair**, **force**, and **orbit** in the poem.







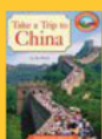
# Lesson 29



## TARGET VOCABULARY

search  
contained  
startled  
odd  
leaned  
tossed  
grateful  
village

Vocabulary  
Reader



Context  
Cards



## Vocabulary in Context



- Study each **Context Card**.
- Place the Vocabulary words in alphabetical order.

1



### search

It is fun to **search** for buried treasure. You never know what you will find!



2



### contained

This old box **contained** jewels, coins, and other treasures.



3

**startled**

The divers were **startled** to find treasure at the bottom of the ocean.



4

**odd**

Do you think it is **odd**, or strange, to look for buried treasure?



5

**leaned**

The woman **leaned** over to get a better view of the whale near the ship.



6

**tossed**

They **tossed** the supplies into the trunk to pack for their vacation.



7

**grateful**

The museum was very **grateful**, or thankful, to get the old statues.



8


**village**

This **village** is near the ocean. People find coins buried on the beach.






# Background

 **TARGET VOCABULARY** **Wishes** Have you ever **leaned** over a **village** wishing well and dropped in a coin? Would you **search** for a four-leaf clover to wish upon? People are usually **grateful** if a wish comes true. Wishes can come true in **odd** ways. King Midas's wish **contained** something bad. He wished everything he touched would turn to gold. He was **startled** when everything did turn to gold, including his daughter.



 This girl has **tossed** a penny over her shoulder into a wishing well. What do you think she wished for?





# Comprehension



**TARGET SKILL**

## Understanding Characters

*Two of Everything* tells how the Haktaks' lucky find causes a big problem. As you read, pay attention to what the characters say, do, and think. These details are clues that tell what they are like. You can write important details in a chart like this one.

Words	Actions	Thoughts



**TARGET STRATEGY**

## Summarize

Knowing what Mr. and Mrs. Haktak are like will help you understand how they are able to solve their problem. Use the details in your chart to summarize their actions and to tell what they are like.

## Main Selection



### TARGET VOCABULARY

search	leaned
contained	tossed
startled	grateful
odd	village



### TARGET SKILL

#### Understanding

**Characters** Tell more about characters.




### TARGET STRATEGY

**Summarize** Stop to tell important events as you read.

### GENRE

A **folktale** is a story that is often told by people of a country. Use the genre to set a purpose for reading.

## MEET THE AUTHOR AND ILLUSTRATOR

### Lily Toy Hong

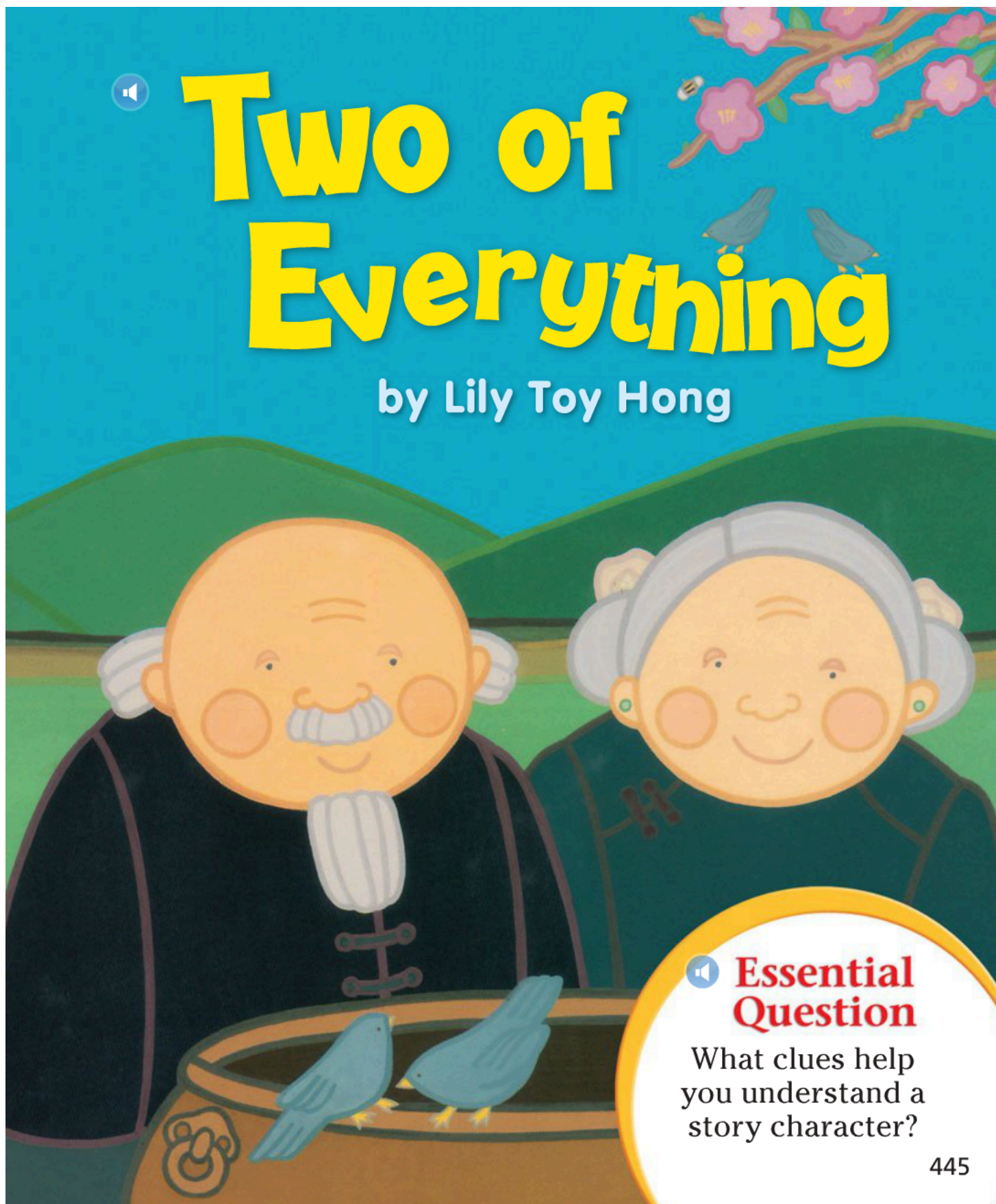


Lily Toy Hong enjoys camping, getting together with her large family, and eating Chinese food. She also loves learning about her parents' native country, China, and its many legends and folktales. "One day I would love to visit China and explore the land of my forefathers," she says, "and maybe discover more folktales."



# Two of Everything

by Lily Toy Hong



## Essential Question


What clues help you understand a story character?





Once long ago, in a humble little hut, lived Mr. Haktak and his wife, Mrs. Haktak. They were old and very poor. What little they ate came from their tiny garden.



 In a lucky year when the harvest was plentiful, Mr. Haktak had a little extra to take to the village. There he traded turnips, potatoes, and other vegetables for clothing, lamp oil, and fresh seeds.



🔊 One spring morning when Mr. Haktak was digging in his garden, his shovel struck something hard. Puzzled, he dug deeper into the dark ground until he came upon an ancient pot made of brass.

“How **odd**,” said Mr. Haktak to himself. “To think that I have been digging here all these years and never came upon this pot before! I will take it home. Maybe Mrs. Haktak can find some use for it.”




**STOP AND THINK**

**Author's Craft** What story details do you learn from the person telling the story? Which details do you learn from what Mr. Haktak says?







 The pot was big and heavy for old Mr. Haktak. As he stumbled along, his purse, which **contained** his last five gold coins, fell to the ground. He **tossed** it into the pot for safekeeping and staggered home.

His wife greeted him at the door. "Dear husband, what a strange pot!" Mr. Haktak explained how he found the pot. "I wonder what we can do with it," said Mrs. Haktak. "It looks too large to cook in and too small to bathe in."

As Mrs. Haktak **leaned** over to peer into the pot, her hairpin—the only one she owned—fell in. She felt around in the pot, and suddenly her eyes grew round with surprise. “Look!” she shouted. “I’ve pulled out TWO hairpins, exactly alike, and TWO purses, too!” Sure enough, the purses were identical, and so were the hairpins. Inside each purse were five gold coins!






Mr. Haktak was so excited he jumped up and down. “Let’s put my winter coat inside the pot. If we are lucky again the pot will make two coats, and then we will both stay warm.” So into the pot went one coat—and out came TWO coats.

They began to **search** the house and quickly put more things into the magical pot. “If only we had some meat,” wished Mr. Haktak, “or fresh fruit, or one delicious sweet cake.”





 Mrs. Haktak smiled. “I know how we can get anything we want,” she said. She put their ten coins into one purse, then threw it into the pot. She pulled out two purses with ten coins in each.

“What a clever wife I have!” cried Mr. Haktak. “Each time we do this we will have twice as much money as before!”

The Haktaks worked late into the night, filling and emptying the pot until the floor was covered with coins.




#### **STOP AND THINK**

##### **Understanding Characters**

Would you agree with Mr. Haktak that his wife is clever?



 Morning came, and off went Mr. Haktak with a long list of things to buy in the village. Instead of vegetables, his basket was full of gold coins.

Mrs. Haktak finished all of her chores and sat down to enjoy a cup of tea. She sipped her tea and admired the brass pot. Then with a **grateful** heart, she knelt and embraced it. “Dear pot, I do not know where you came from, but you are my best friend.” She stooped over the pot to look inside.






At that very moment, Mr. Haktak returned. His arms were so full of packages that he had to kick the door open. Bang! Mrs. Haktak was so **startled** that she lost her balance and fell headfirst into the pot!

Mr. Haktak ran over and grabbed his wife's legs. He pulled and tugged until she slid out onto the floor. But when he looked at the pot again, he gasped. Two more legs were sticking straight out of it! Naturally, he took hold of the ankles and pulled.

Out came a second person! She looked exactly like his wife.



 The new Mrs. Haktak sat silently on the floor looking lost. But the first Mrs. Haktak cried, “I am your one and only wife! Put that woman back into the pot right now!”

Mr. Haktak yelled, “No! If I put her back we will not have two women but THREE. One wife is enough for me!”

He backed away from his angry wife, and tripped and fell headfirst into the pot himself!



- Both Mrs. Haktaks rushed to rescue him. Each grasped an ankle, and together they pulled him out. There were two more legs in the pot. So they pulled out the other Mr. Haktak, too.



🔊 “Just what use does one Mr. Haktak have for another!” Mr. Haktak cried angrily. “This pot is not as wonderful as we thought it to be. Now even our troubles are beginning to double.”

But his wife had been thinking while he was yelling.

**STOP AND THINK**

**Summarize** Summarize how two Mrs. Haktaks and two Mr. Haktaks come to be.





🔊 “Calm down,” she said. “It is good that the other Mrs. Haktak has her own Mr. Haktak. Perhaps we will become best of friends. After all, we are so alike he will be a brother to you and she a sister to me. With our pot we can make two of everything, so there will be plenty to go around.”




🔊 And that is what they did. The Haktaks built two fine new homes. Each house had identical teapots, rice bowls, silk embroideries, and bamboo furniture.

From the outside, the houses looked exactly alike, but there was one difference. Hidden in one house was a big brass pot. Of course, the Haktaks were always very careful not to fall into it again!



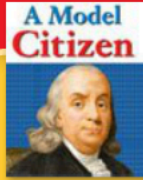


 The new Haktaks and the old Haktaks did become good friends. The neighbors thought that the Haktaks had grown so rich that they decided to have two of everything—even themselves!





# Lesson 30



## TARGET VOCABULARY

**inventions**  
**remarkable**  
**designed**  
**amounts**  
**accomplishments**  
**achieve**  
**composed**  
**result**

Vocabulary  
Reader



Context  
Cards



## Vocabulary in Context



- Study each **Context Card**.
- Tell a story about two pictures, using the Vocabulary words.

1



### inventions

Wheels are one of the **inventions** that we use in many different ways.



2



### remarkable

The telephone is a **remarkable** invention that lets you talk to people.



3

**designed**

These boys **designed** and built a truck from blocks that snap together.



4

**amounts**

These light bulbs give off different **amounts** of light.



5

**accomplishments**

One of Ben Franklin's many **accomplishments** was bifocal glasses to see near and far.



6

**achieve**

Wanting to succeed helped Ben **achieve**, or reach, his goals. This is a statue of Ben.



7

**composed**

Beethoven is famous for the beautiful music he **composed**, or wrote.



8

**result**

When a musician plays the armonica, beautiful music is the **result**!



# Background



## TARGET VOCABULARY

**Benjamin Franklin** Benjamin

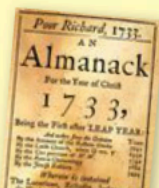
Franklin was a **remarkable** man. He **composed** articles for his own newspaper and for a book he published yearly. Ben also spent great **amounts** of time helping Americans **achieve** freedom. Over his lifetime, Ben **designed** many new things, such as the lightning rod and the odometer. As a **result**, our lives are improved thanks to Ben's **inventions**.



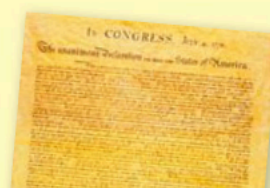
## Time Line of Benjamin Franklin's Life



**1718**  
Works for  
a printer



**1733**  
Publishes the first *Poor  
Richard's Almanack*



**1776**  
Signs the *Declaration  
of Independence*

1710 1720 1730 1740 1750 1760 1770 1780



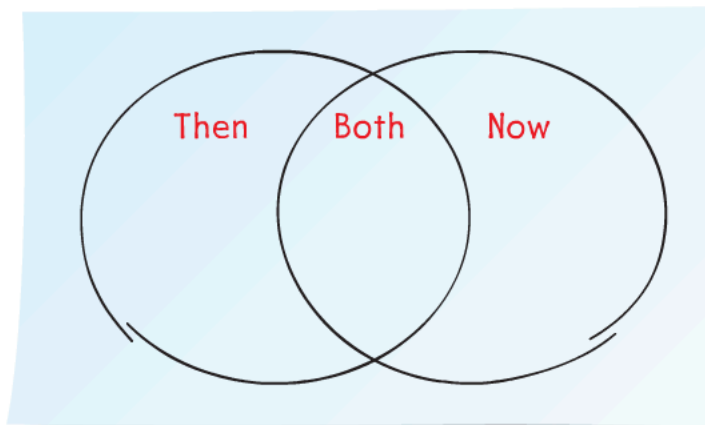
Benjamin Franklin is remembered today for his many **accomplishments**, including the things he published.



# Comprehension

## **TARGET SKILL Compare and Contrast**

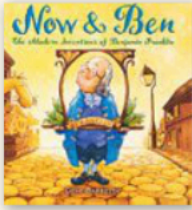
In *Now & Ben*, the author compares things that we have or use now to things that Ben Franklin did or invented. You can use a Venn diagram like this to compare and contrast these details.



## **TARGET STRATEGY Visualize**

Use the information in the chart and what you read to visualize how things have changed since Ben Franklin's time. You can draw a picture to help you.

## Main Selection



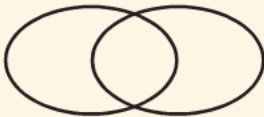
### TARGET VOCABULARY

inventions  
accomplishments  
remarkable achieve  
designed composed  
amounts result



### TARGET SKILL

**Compare and Contrast** Tell how two things are alike or not.



### TARGET STRATEGY

**Visualize** Picture what is happening as you read.

### GENRE

**Informational text** gives facts about a topic.

### MEET THE AUTHOR AND ILLUSTRATOR

## Gene Barretta

Benjamin Franklin is one of Gene Barretta's heroes. Like his hero, Mr. Barretta is a writer and makes his home in Philadelphia, Pennsylvania. He even named his son Benjamin.

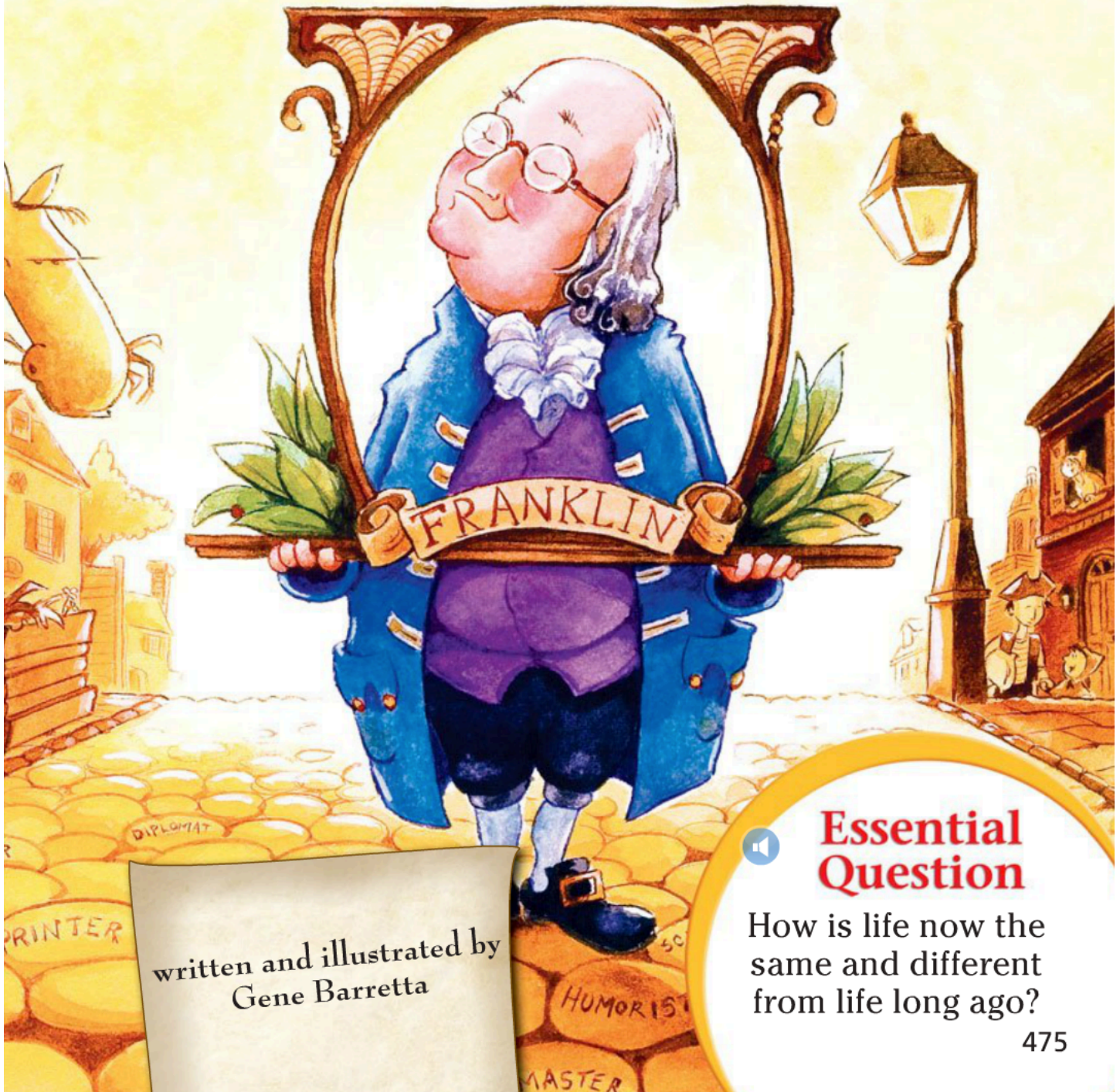
Sometimes when Mr. Barretta visits schools to talk about his book *Now & Ben*, an actor dressed as Benjamin Franklin goes with him.





# Now & Ben

The Modern Inventions of Ben Franklin



written and illustrated by  
Gene Barretta



## Essential Question

How is life now the same and different from life long ago?

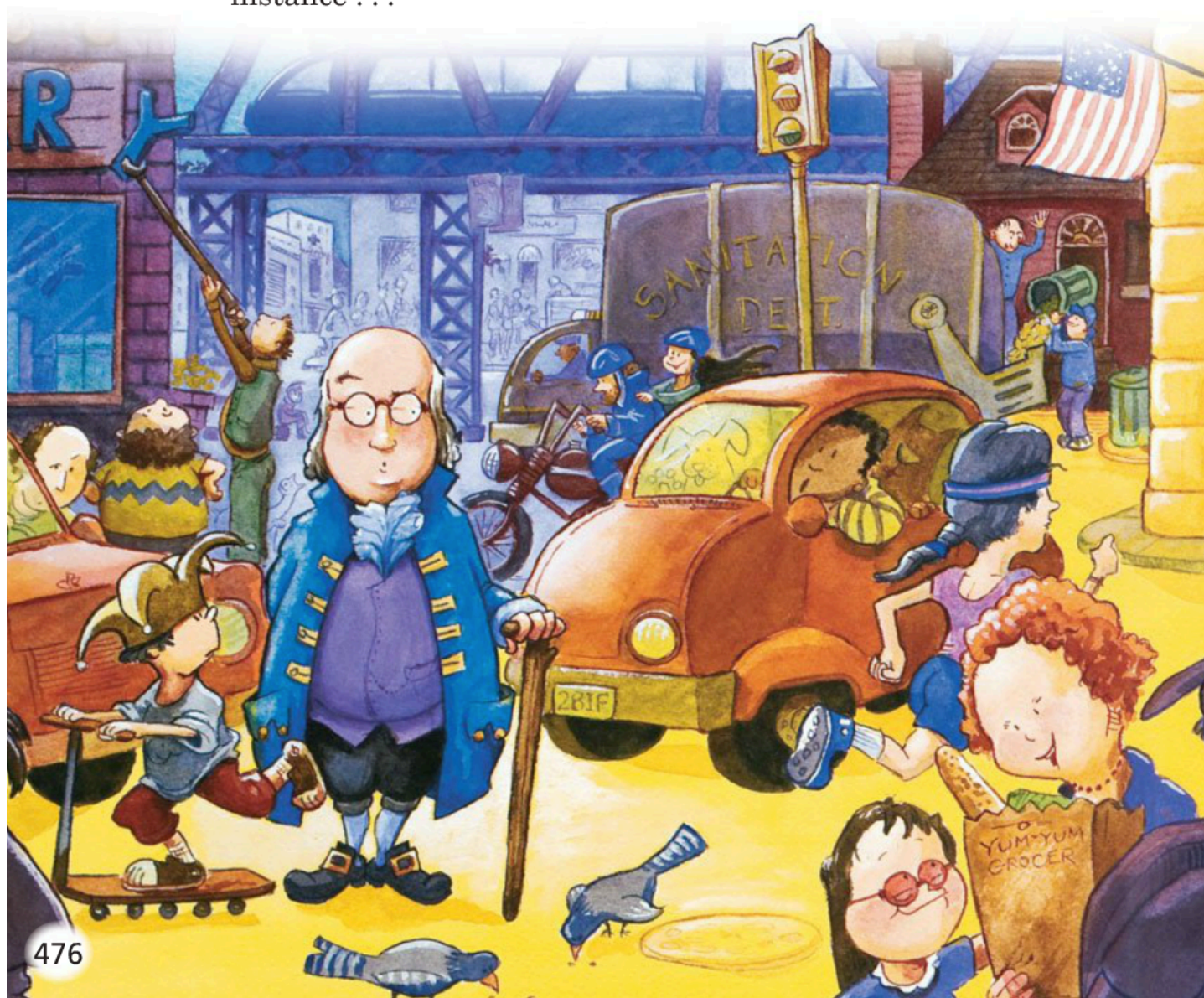
475



🔊 **Now** and *then*, we think about Ben.

Dr. Benjamin Franklin, to be precise. And we think about his many **inventions**—inventions he originated more than two hundred years ago.

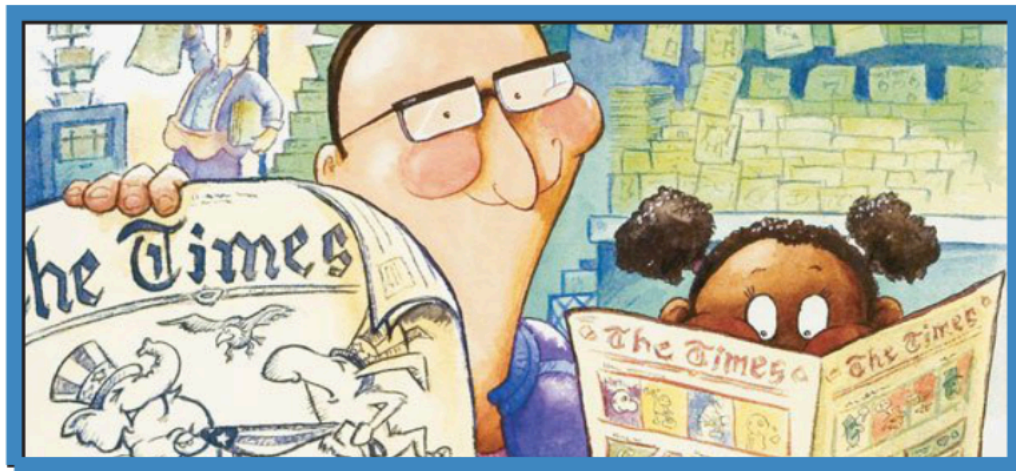
It was as if Ben could see into the future. Almost everything he created is still around today. For instance . . .





## Now...

our newspapers are filled with illustrations.



## Ben...

was the first to print a political cartoon in America. The cartoon encouraged the American colonies to join together or die like the disconnected snake.

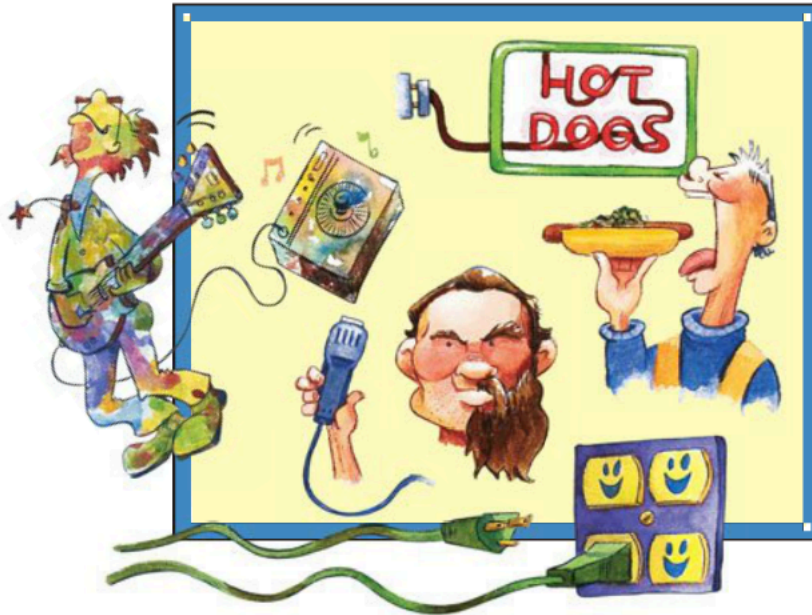






## Now...

our world relies on electricity. In the eighteenth century, many people believed that lightning was an act of anger and punishment from God.



## Ben...

was one of the scientists who discovered the true nature of electricity and how to use it. He learned that lightning is electricity when he attached a small metal wire to the top of a kite and gathered electricity from a storm cloud.

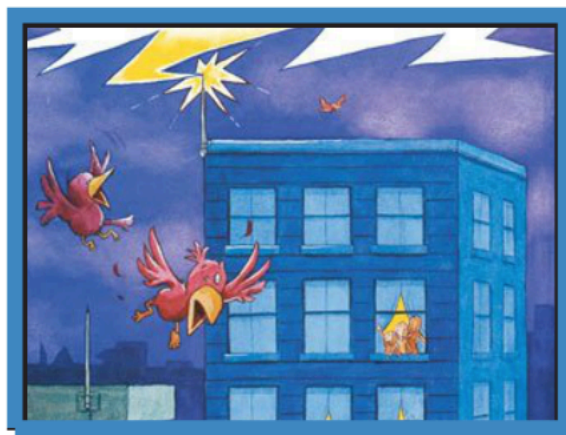






## Now...

many buildings and homes use lightning rods to protect against lightning strikes.



## Ben...

invented the lightning rod and was the first to use it. The pointed iron rod acts like a magnet and grabs an approaching lightning bolt from the sky before it can strike the rooftop. The electricity then travels safely down a long wire into the ground. It prevents fires and keeps dangerous **amounts** of electricity away from the house.



### STOP AND THINK

**Author's Craft** In what way does the author say that a lightning rod and a magnet seem alike?



# Now...

this gadget goes by many names, such as the Grabber. Everyone has seen one—it's the long stick that helps grab items from out-of-reach places.







# Ben...

invented the original device and called it the Long Arm because it worked like a very long arm.



## STOP AND THINK

**Compare and Contrast** What about this invention is the same today as it was when Ben invented it? What has changed?







## Now...

swimmers and divers use flippers to move faster through the water.



## Now...

ships travel across the Gulf Stream to take advantage of the faster current.



## Now...

we understand and accept the benefits of vitamin C.





## Ben...

invented things even when he was a boy. He was an avid swimmer and built wooden flippers for both his hands and feet.



## Ben...

measured, charted, and publicized the Gulf Stream during his eight voyages across the Atlantic Ocean.



## Ben...

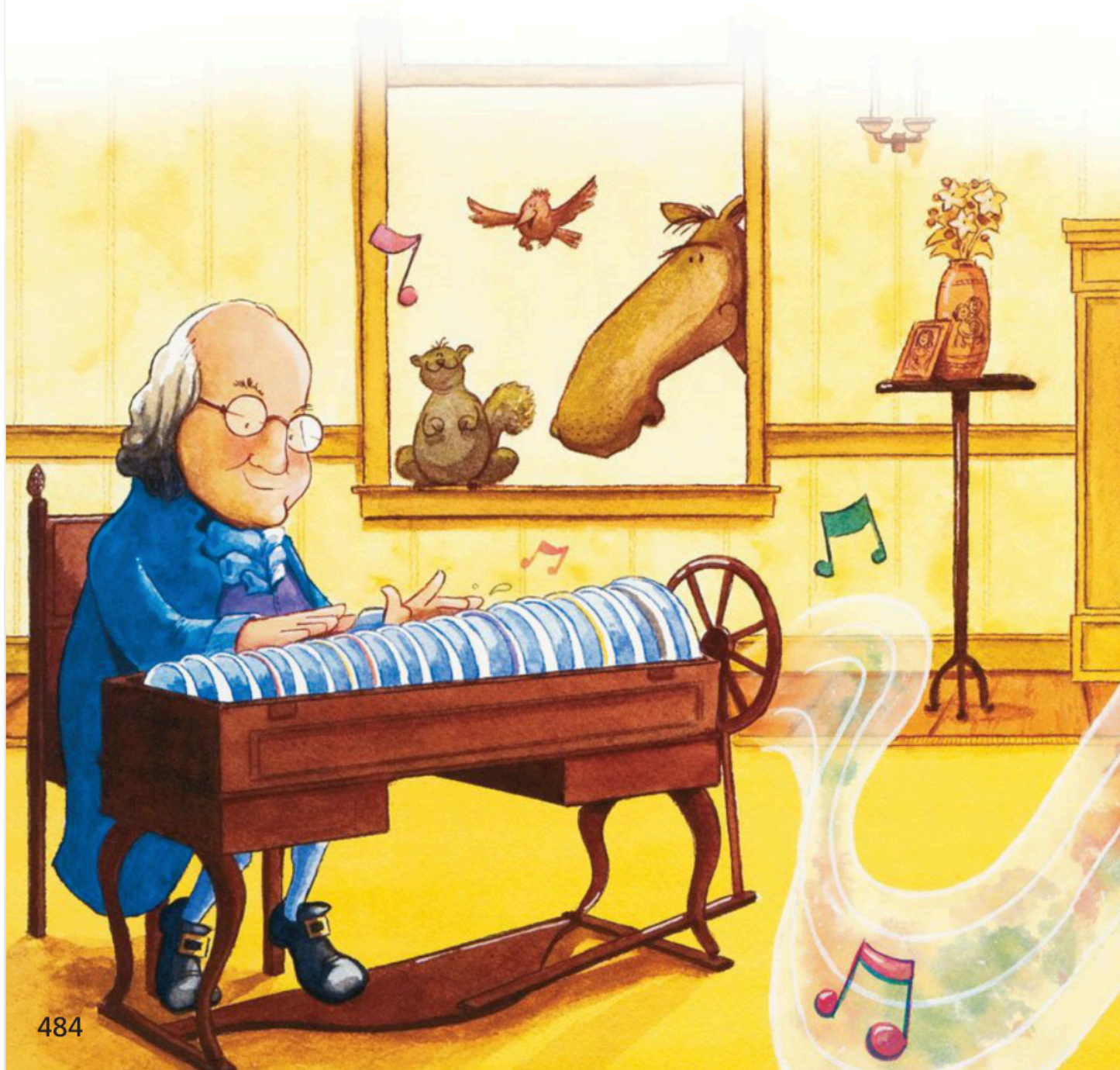
was an early promoter of eating citrus fruits to help prevent a disease called scurvy.





Now...

for a musical interlude.



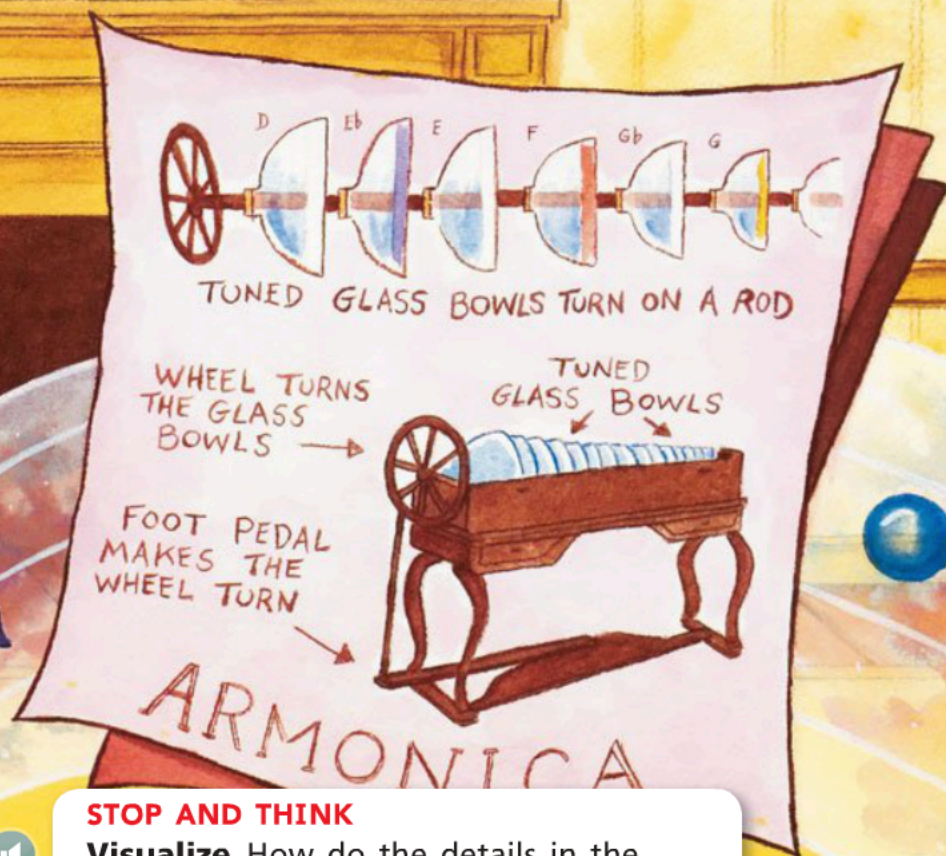




## Ben\*\*\*

invented the glass armonica. He was able to create music by simply touching his wet fingers to a row of spinning glass bowls. Mozart and Beethoven were so moved by the sounds that they **composed** for the instrument.

Today, glass armonicas are very rare. You are more likely to find one in a museum than in a music store.



### STOP AND THINK

**Visualize** How do the details in the description help you hear and picture how the armonica worked and sounded?

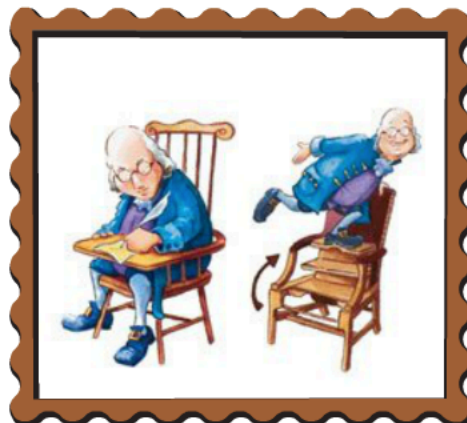
 **NOW...**

chairs come in all shapes and sizes.



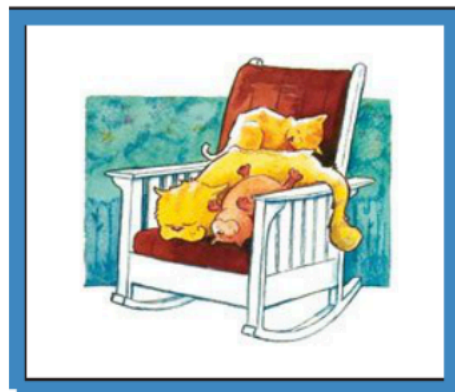
 **Ben...**

**designed** two chairs that are still very useful. The writing chair combined a desk and chair into one. The library chair was a combination chair and stepladder.



 **NOW...**

everyone has seen a rocking chair, but not many have seen Dr. Franklin's rocking chairs.



 **Ben...**

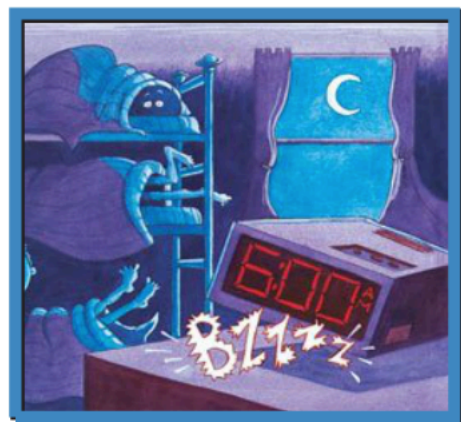
invented one rocking chair with a fan on top and one that churned butter.





## Now...

every year, we observe daylight saving time, which means we set our clocks ahead one hour in the springtime. As a **result**, it stays darker longer in the morning when most people are sleeping and stays light longer at the end of the day so we can save more energy. In the fall, we return the clocks to standard time.



## Ben...

suggested this idea in one of his essays as a way to save money by burning fewer candles. Farmers could also gain more work time in the evening. Daylight saving time was not officially practiced until World War I, more than a hundred years later.



As for clocks . . .

Ben designed the first clock with a second hand.







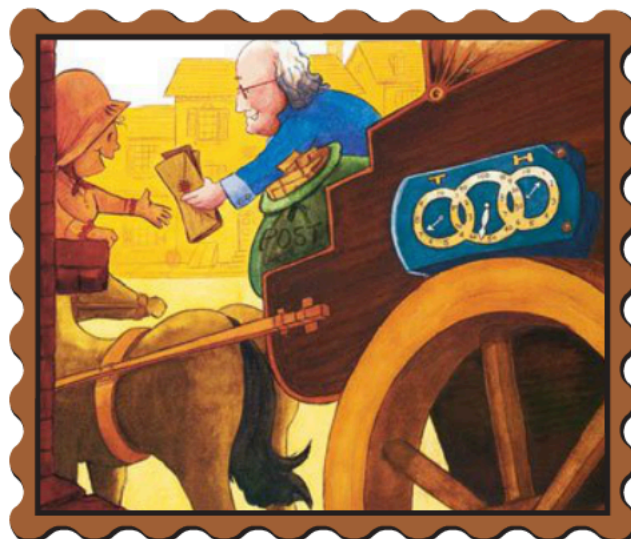
# Now...

every automobile has an odometer to measure the distance it travels.



# Ben...

invented the odometer when he was postmaster general so he could measure his postal routes.





# Now...

almost every large community includes a library, a hospital, a post office, a fire department, and a sanitation department.



# Ben...

lived in a city that had none of these establishments, so he helped organize the first of each.







**Now...** and then, we owe thanks to Ben for his important inventions. But many would agree that his greatest **accomplishments** came in the form of documents—documents that helped shape the world.







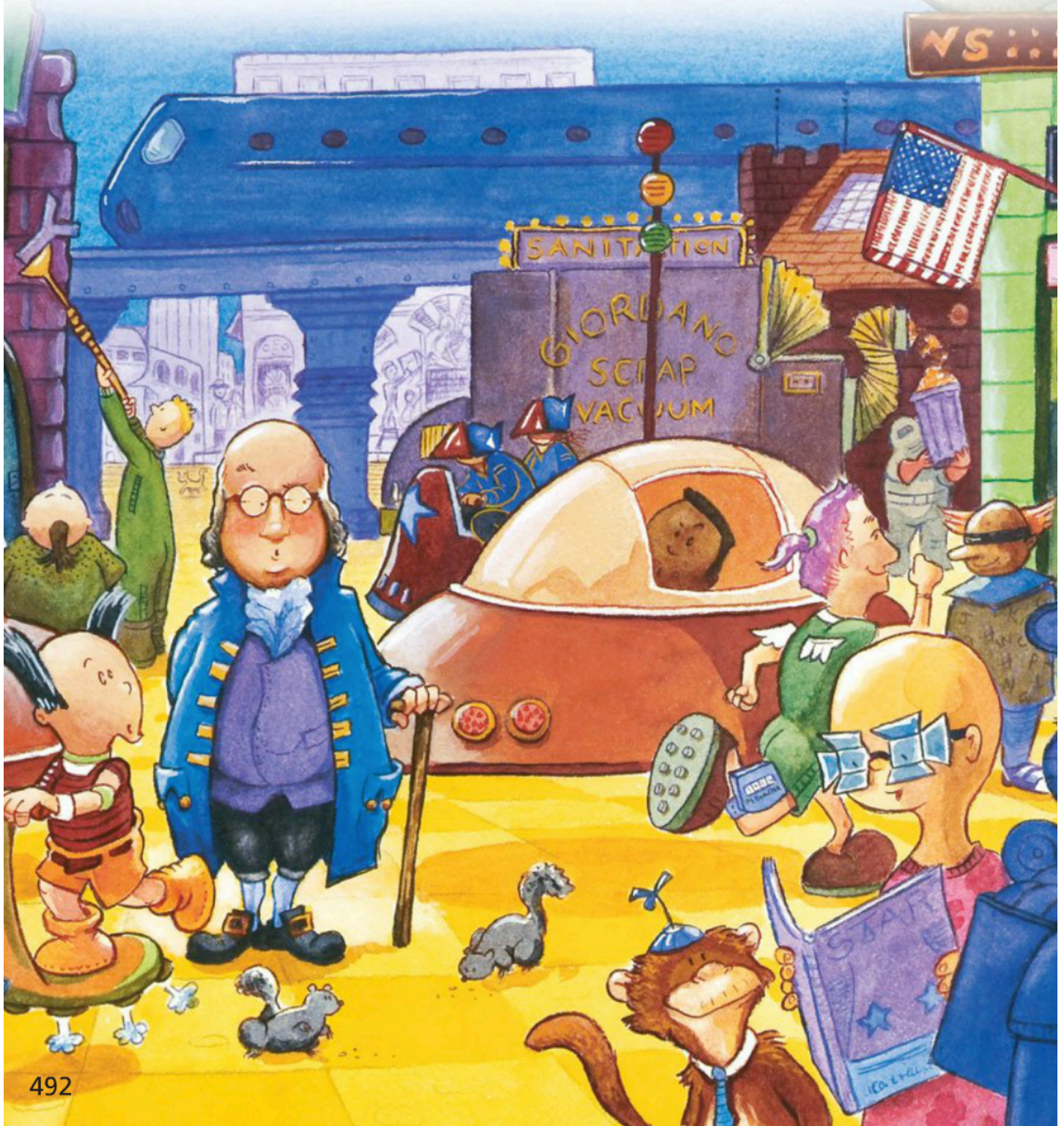
**Ben**♦♦♦ had a pivotal role in developing America's Constitution, the Treaty of Alliance with France, the Treaty of Peace with England, and the Declaration of Independence. It's **remarkable** that one man could **achieve** so much in a lifetime. He has certainly helped to form the modern world. . . .







Will his contributions help to form the future?





Connect to

## Social Studies

A Model  
Citizen



### TARGET VOCABULARY

inventions

accomplishments

remarkable achieve

designed composed

amounts result

### GENRE

#### Informational text

gives facts about a topic.  
This is a social studies  
text.

### TEXT FOCUS

A **map** is a drawing of  
a town, state, or other  
place.

# A Model Citizen




Ben Franklin became famous for many reasons. He spent large **amounts** of his time doing scientific experiments. He **designed** new **inventions**. He owned a newspaper and **composed** many stories for it.

Franklin was a good citizen. He began the first fire company in America. He also started the first public library. As a **result**, life was better for people.





 In 1776, Great Britain had colonies in America. People in the colonies wanted to be free. They fought the Revolutionary War against Britain to become free.

The colonists asked Franklin to help them **achieve** freedom. He helped Thomas Jefferson write the Declaration of Independence. The thirteen colonies won the war in 1783 and became the United States of America.





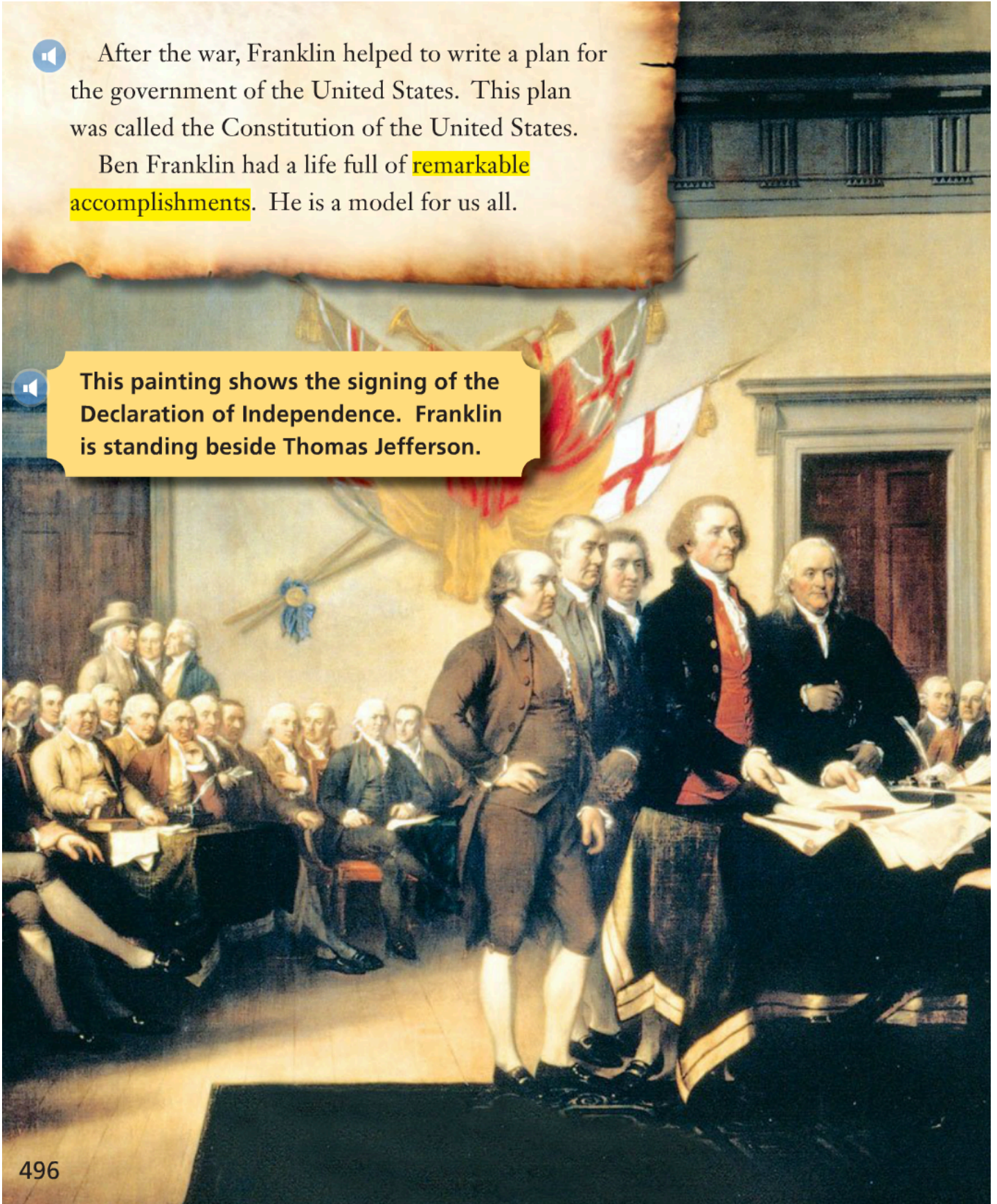


After the war, Franklin helped to write a plan for the government of the United States. This plan was called the Constitution of the United States.

Ben Franklin had a life full of remarkable accomplishments. He is a model for us all.



This painting shows the signing of the Declaration of Independence. Franklin is standing beside Thomas Jefferson.







Connect to

## Traditional Tales



### TARGET VOCABULARY

search	leaned
contained	tossed
startled	grateful
odd	village

### GENRE

**Traditional tales** are stories that have been told for many years.

### TEXT FOCUS

A **folktale** is a story passed down to explain or entertain.



## Readers' Theater



# Stone Soup

adapted by  
Greta McLaughlin



### Cast of Characters

**Narrator**

**Traveler**

**Boy**



**Narrator:** A hungry man set out to **search** for food. He stopped in a **village** and knocked on the door of every home.

**Traveler:** Please, could you share some food with me?

**Narrator:** It **startled** the villagers to see a stranger. They would not share with him.





**Narrator:** The man **leaned** against a well. He took a pot out of his sack and filled it with water.

**Boy:** What are you doing?

**Traveler:** I've **tossed** a stone into my pot so I can make stone soup.



**Boy:** That's **odd**. Is stone soup good?

**Traveler:** It is. But the soup would be better if I had a carrot.

**Boy:** Grandma grows carrots. I'll ask her for one.

**Traveler:** Thank you. Please, ask her to join us for soup.







**Narrator:** The boy stopped at all the villagers' homes. He gathered food to put into the pot. Soon the soup **contained** carrots, green beans, potatoes, and more.

**Boy:** Is the soup ready?

**Traveler:** Yes, it is just right.

**Narrator:** The man shared his soup with the **grateful** villagers. In turn, they made sure that he never went hungry again.

