

UNIT 6

What a Surprise!



Stream to Start

“ Each day holds a surprise. ”

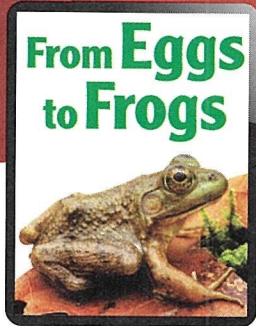
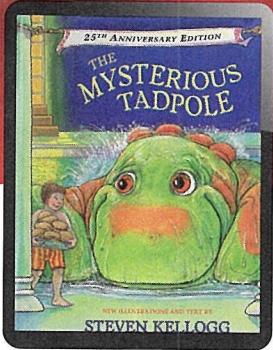
— Henri Nouwen

Performance Task Preview

At the end of this unit, you will think about one of the stories you have read. Then you will write your opinion of the story for others to read.



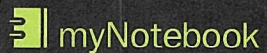
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Q LANGUAGE DETECTIVE

Talk About Words

Adjectives describe how something looks, tastes, feels, sounds, or smells. Work with a partner. Find the Vocabulary words that are adjectives. Tell what each adjective describes in the sentence.



Add new words to **myWordList**. Use them in your speaking and writing.

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Use a Vocabulary word to tell about something you did.

1

ordinary

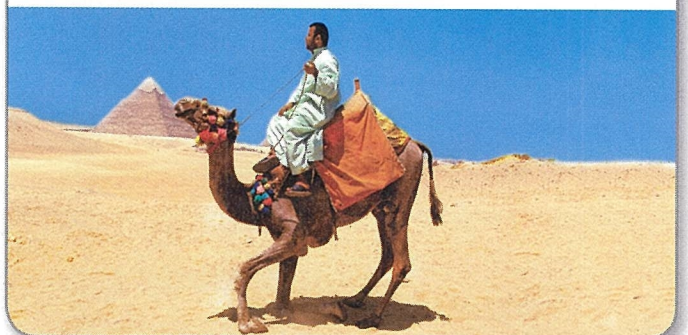
An ostrich is not an **ordinary** bird. It runs quickly but cannot fly.



2

control

This rider uses reins to stay in **control** of the camel.



3

cage

If you own an iguana, you can let it out of its **cage**.



4

upset

This animal is **upset** because it sees danger.



5

sensible

These **sensible** hippos are smart enough to roll in cool mud on a hot day.



6

confused

Jack was **confused**. He had never seen an animal like this before!



7

training

The **training** of a ferret takes time and patience.

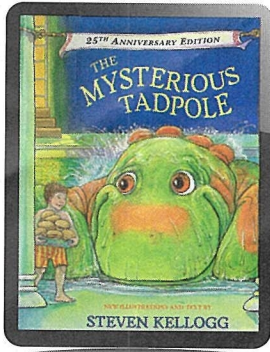


8

suspiciously

The wolf looked at the woman **suspiciously**. It does not trust her.



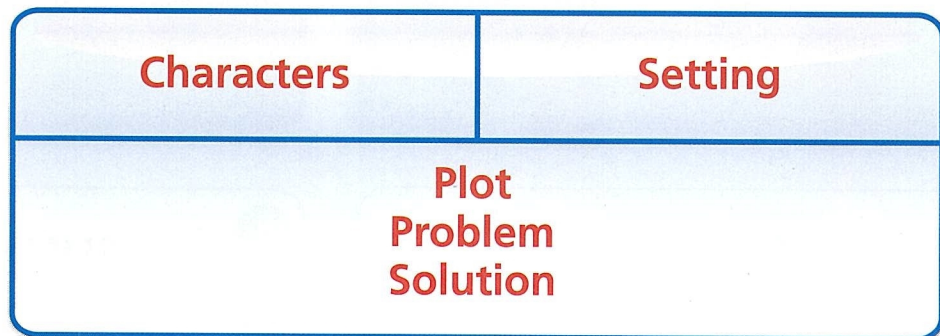


Read and Comprehend

✓ TARGET SKILL

Story Structure Stories have characters, a setting, and a plot. **Characters** are people or animals in a story. The **setting** is where and when the story takes place. The **plot** is what happens in the story. A plot often has a problem that is solved at the end of the story.

Look for text evidence that tells you about the characters, the setting, and the plot. You can use a story map like this one to show the main parts of a story.



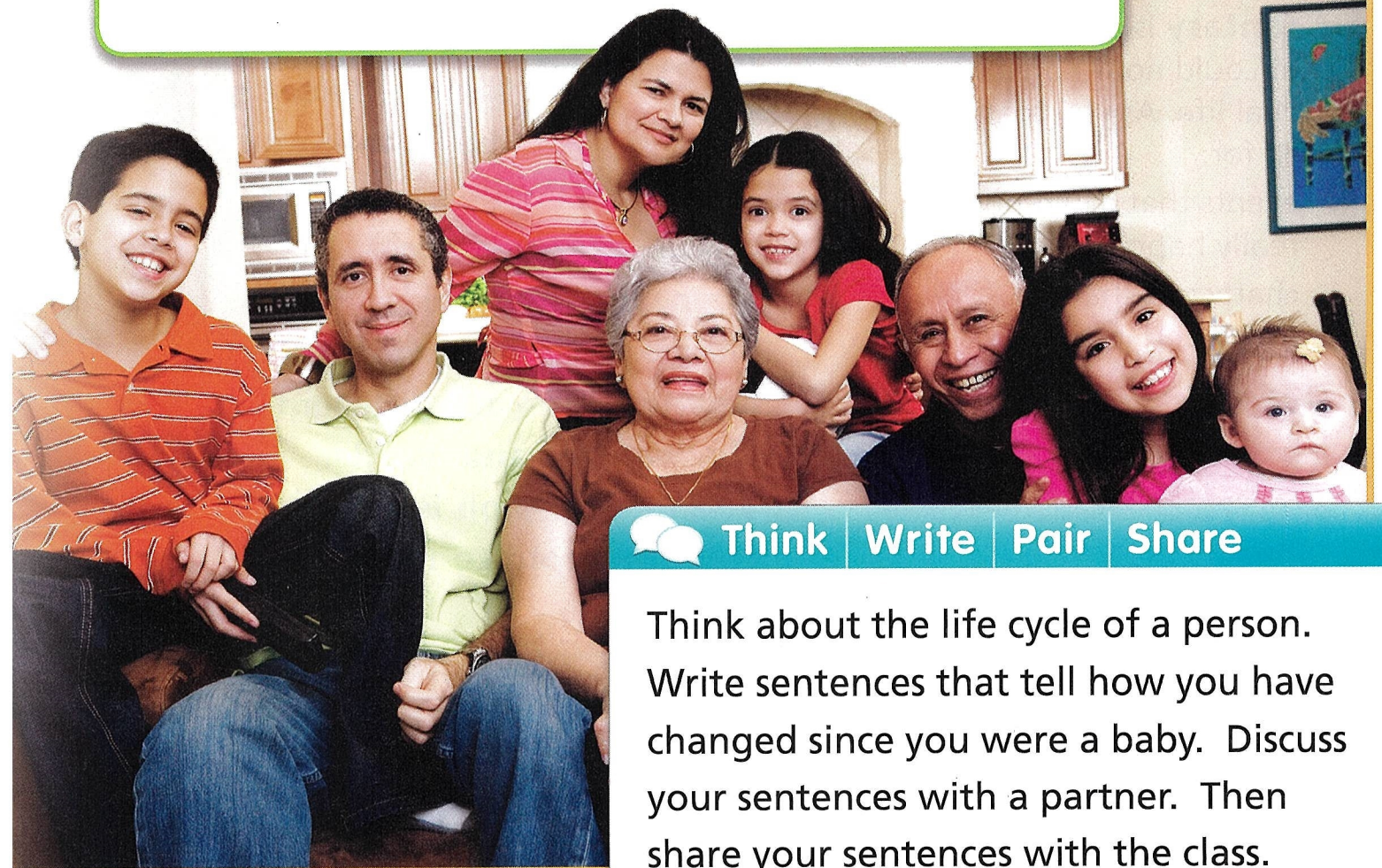
✓ TARGET STRATEGY

Infer/Predict Use clues, or text evidence, to figure out more about story parts.

Life Cycles

All living things change as they grow. When most living things are born, they are different than when they are grown. Think about how people change. A baby looks and acts differently than a child. A child looks and acts differently than an adult. The changes that happen as a living thing grows are called its life cycle.

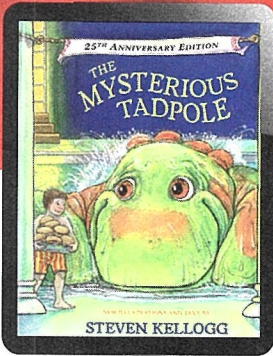
You will read about how Louis's pet grows in *The Mysterious Tadpole*.



Think | Write | Pair | Share

Think about the life cycle of a person. Write sentences that tell how you have changed since you were a baby. Discuss your sentences with a partner. Then share your sentences with the class.

ANCHOR TEXT

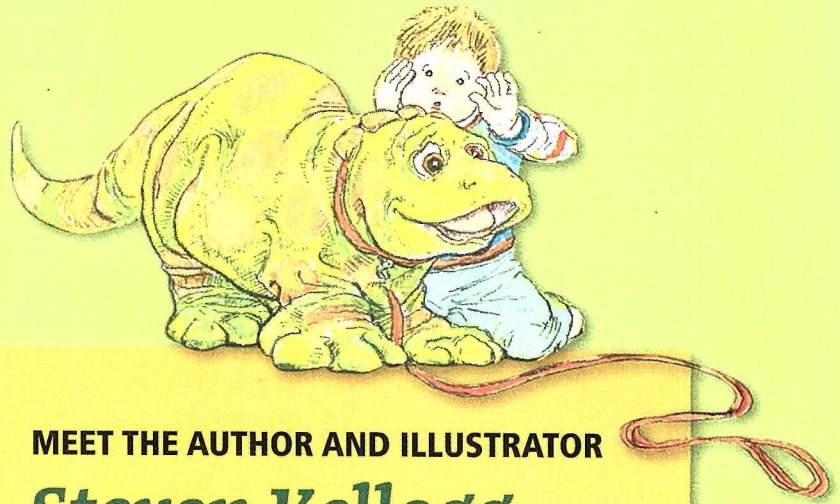


STEVEN KELLOGG

GENRE

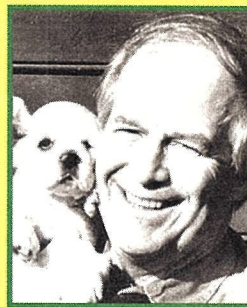
A **fantasy** is a story that could not happen in real life. As you read, look for:

- ▶ events that could not really happen
- ▶ characters that are not found in real life



MEET THE AUTHOR AND ILLUSTRATOR

Steven Kellogg



More than twenty-five years ago, Steven Kellogg first wrote and illustrated

The Mysterious Tadpole. Then, for the book's big anniversary, he published a new version with different illustrations and words. The new version is the one you are about to read.

THE MYSTERIOUS TADPOLE



written and illustrated by
Steven Kellogg

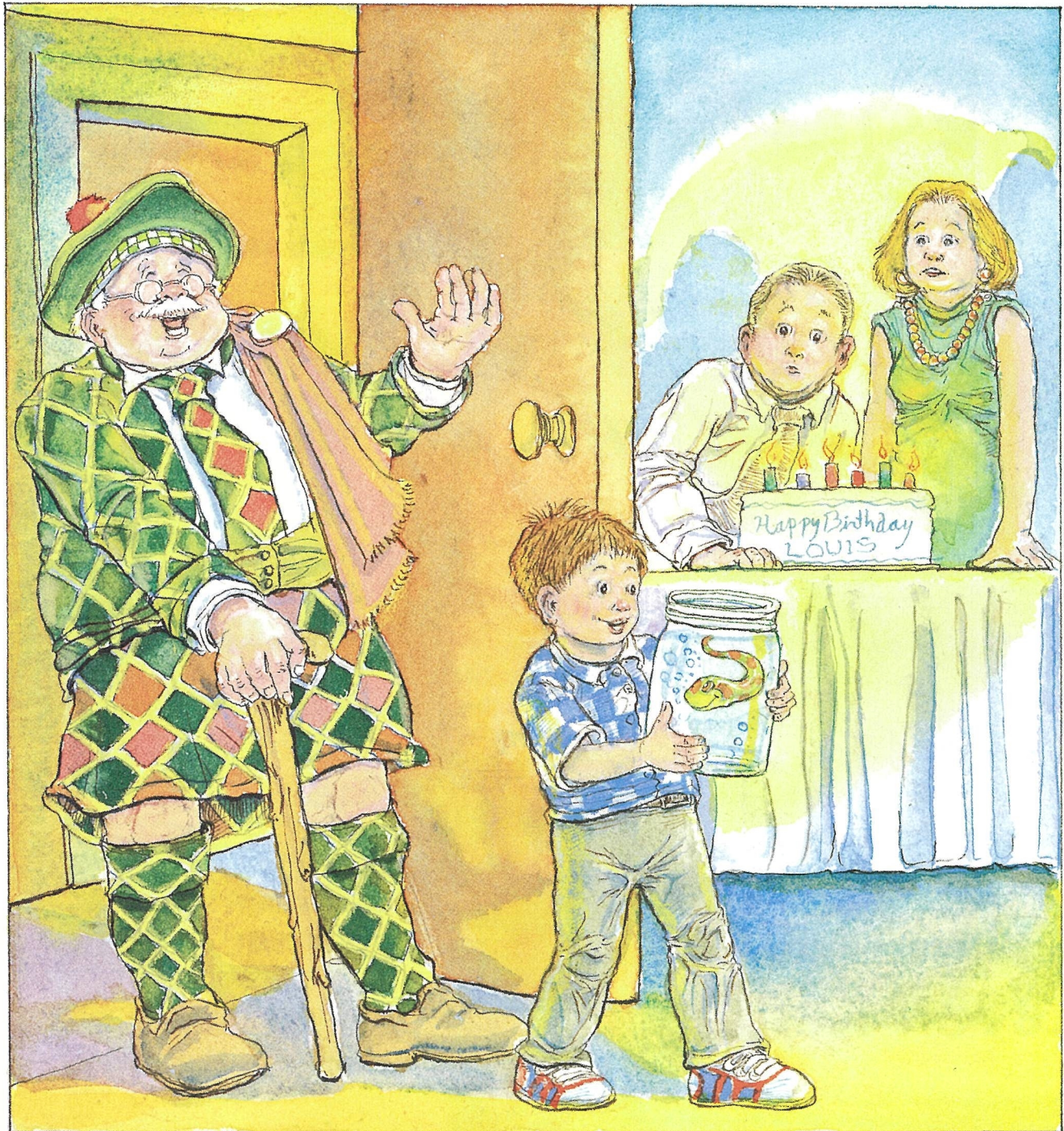
ESSENTIAL QUESTION

How do some animals
change as they grow?

“Greetings, nephew!” cried Louis’s uncle McAllister.
“I’ve brought a wee bit of Scotland for your birthday.”

“Thanks!” said Louis. “Look, Mom and Dad. It’s a
TADPOLE!”

Louis named him Alphonse and promised to take very
good care of him.





Louis took Alphonse to school for show-and-tell.

“Class, here we have a splendid example of a tadpole,” exclaimed Ms. Shelbert. “Let’s ask Louis to bring it back every week so we can watch it become a frog.”

Ms. Shelbert was amazed to see how quickly Alphonse grew.

“Maybe it’s because he only eats cheeseburgers,” said Louis.

When Alphonse became too big for his jar, Louis moved him to the kitchen sink. “He’s the perfect pet!” said Louis.



Louis and Alphonse loved to play games.

“Be careful, Louis,” said his mother. “The living room is not a soccer field. Something is going to get broken!”

And she was right. That same day the soccer ball slammed into Aunt Tabitha’s antique lamp.

“This tadpole is out of **control**,” said Louis’s mother. “Something must be done.”

“It won’t happen again,” promised Louis. “I’ll take Alphonse to obedience school.”

The only animals at the obedience school were dogs.
Some of their owners stared at Alphonse suspiciously.
“Pretend you’re a dog,” whispered Louis.
Alphonse tried to bark, but it sounded like a burp.





“Hold on a minute,” said the trainer. “What kind of dog is this?”

“He’s a hairless spotted water spaniel from Scotland,” explained Louis.



Alphonse quickly learned to SIT, STAY, and RETRIEVE. He graduated at the top of his class.

“My parents will be very pleased,” said Louis.

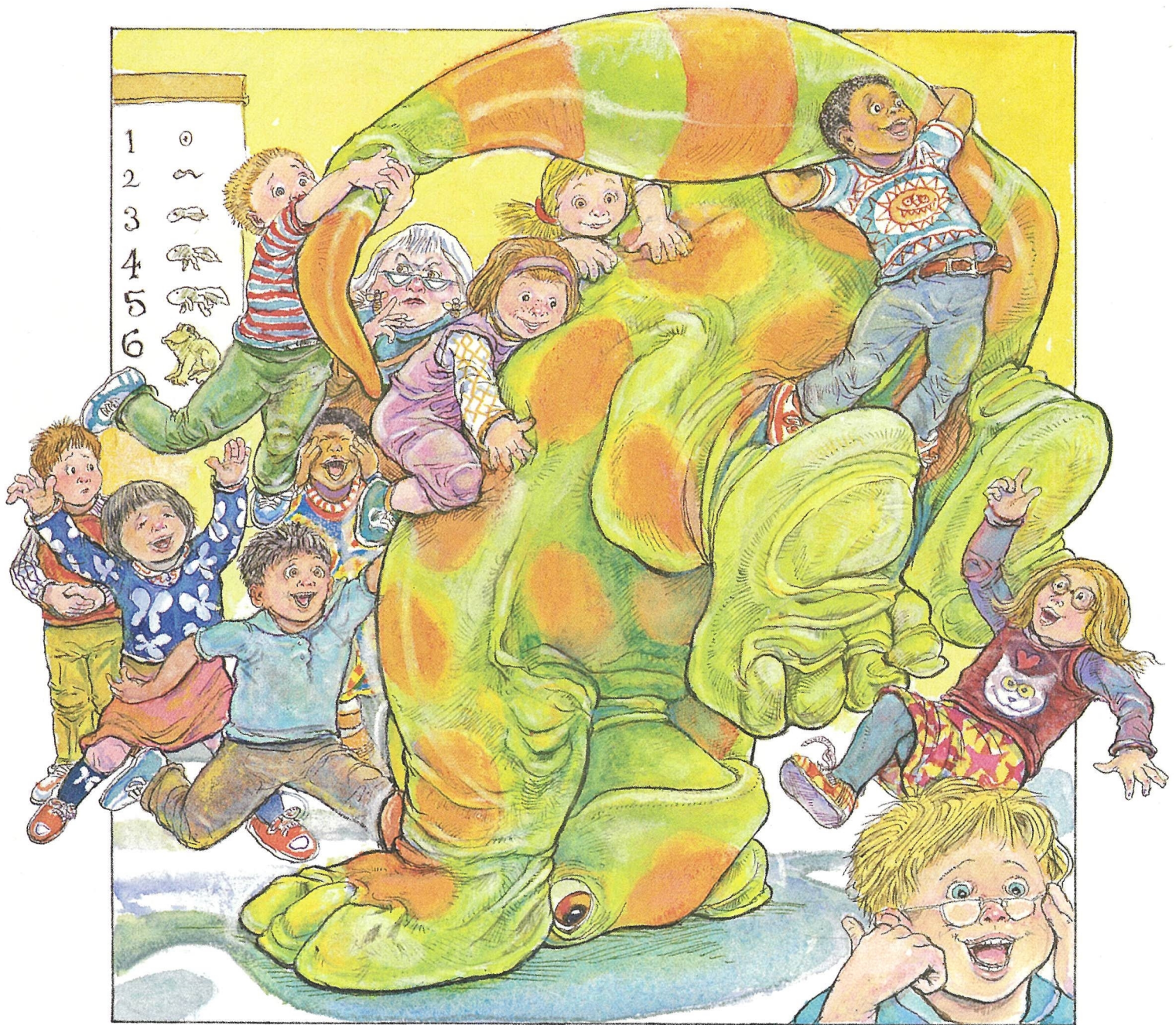


But Louis's parents were not pleased when Alphonse outgrew the sink and had to be moved to the bathtub. "This shower is too crowded," complained Louis's father. "This bathroom is a mess," moaned Louis's mother.

At least Louis's classmates enjoyed Alphonse, who was still making weekly visits.

"Wow! Show-and-tell is more fun than recess!" they yelled.

But one day Ms. Shelbert decided that Alphonse was not turning into an ordinary frog. She asked Louis to stop bringing him to school.





ANALYZE THE TEXT

Conclusions How do the illustrations give you clues that Alphonse is not a tadpole?

By the time summer vacation arrived, Alphonse had outgrown the bathtub.

“We could buy the parking lot next door and build him a swimming pool,” suggested Louis.

“Be **sensible**,” declared Louis’s parents. “Swimming pools are expensive. We’re sorry, Louis, but this situation has become impossible. Tomorrow you will have to take your tadpole to the zoo.”

“But I can’t put my friend in a **cage!**” cried Louis.

That night Louis was very sad—until he remembered that the gym in the nearby high school had a swimming pool.

Louis hid Alphonse under a carpet and smuggled him inside.

“Nobody uses this place during the summer,” whispered Louis. “You’ll be safe here.”

After making sure that Alphonse felt at home, Louis said good-bye. “I’ll be back tomorrow with a big pile of cheeseburgers,” he promised.



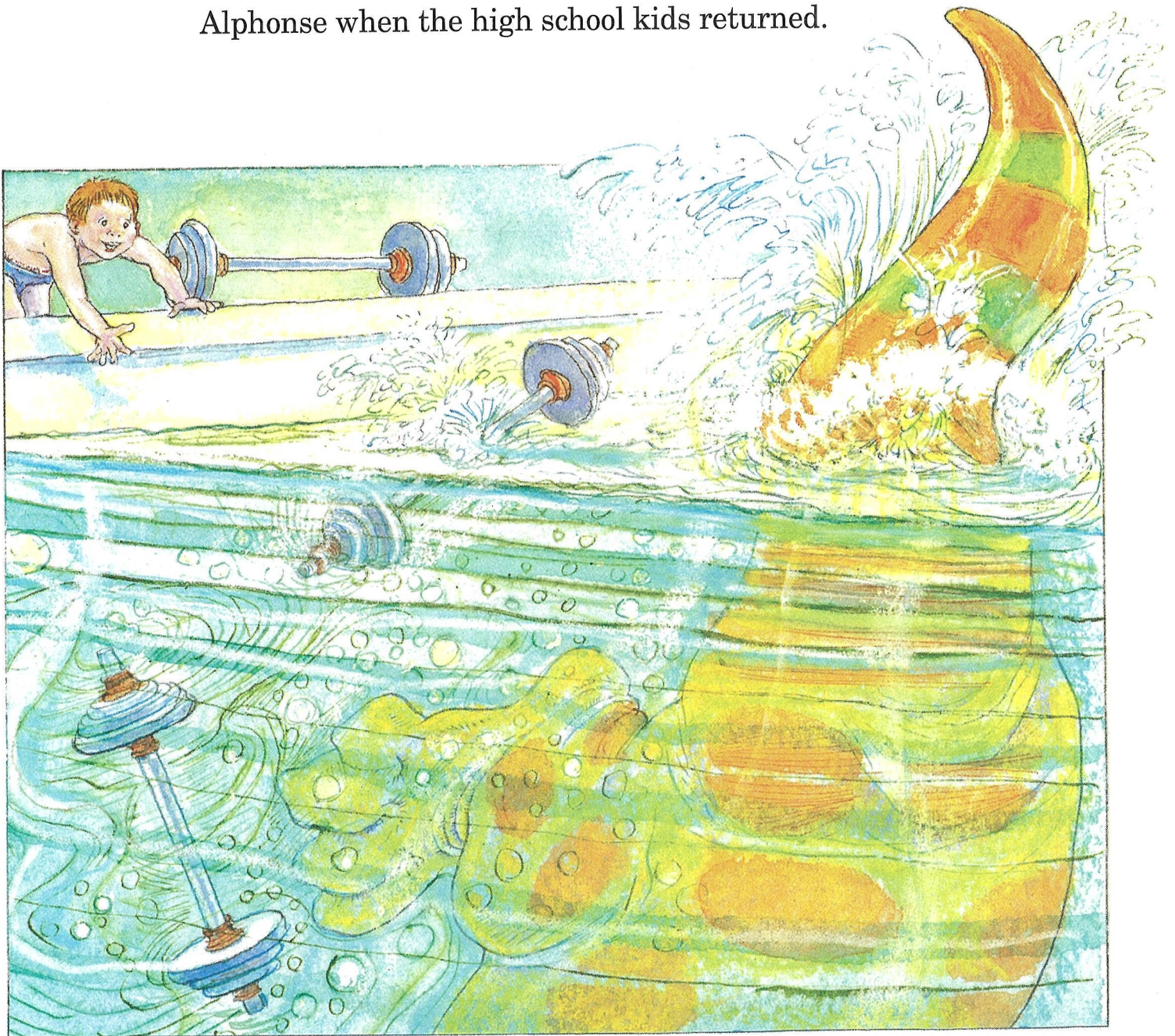
Louis came every afternoon to play with Alphonse.
In the mornings he earned the money for the
cheeseburgers by delivering newspapers.

The training continued as well.

Louis would say, "Alphonse, RETRIEVE!"

And Alphonse would succeed every time.

As summer vacation passed, Louis became more
and more worried about what would happen to
Alphonse when the high school kids returned.



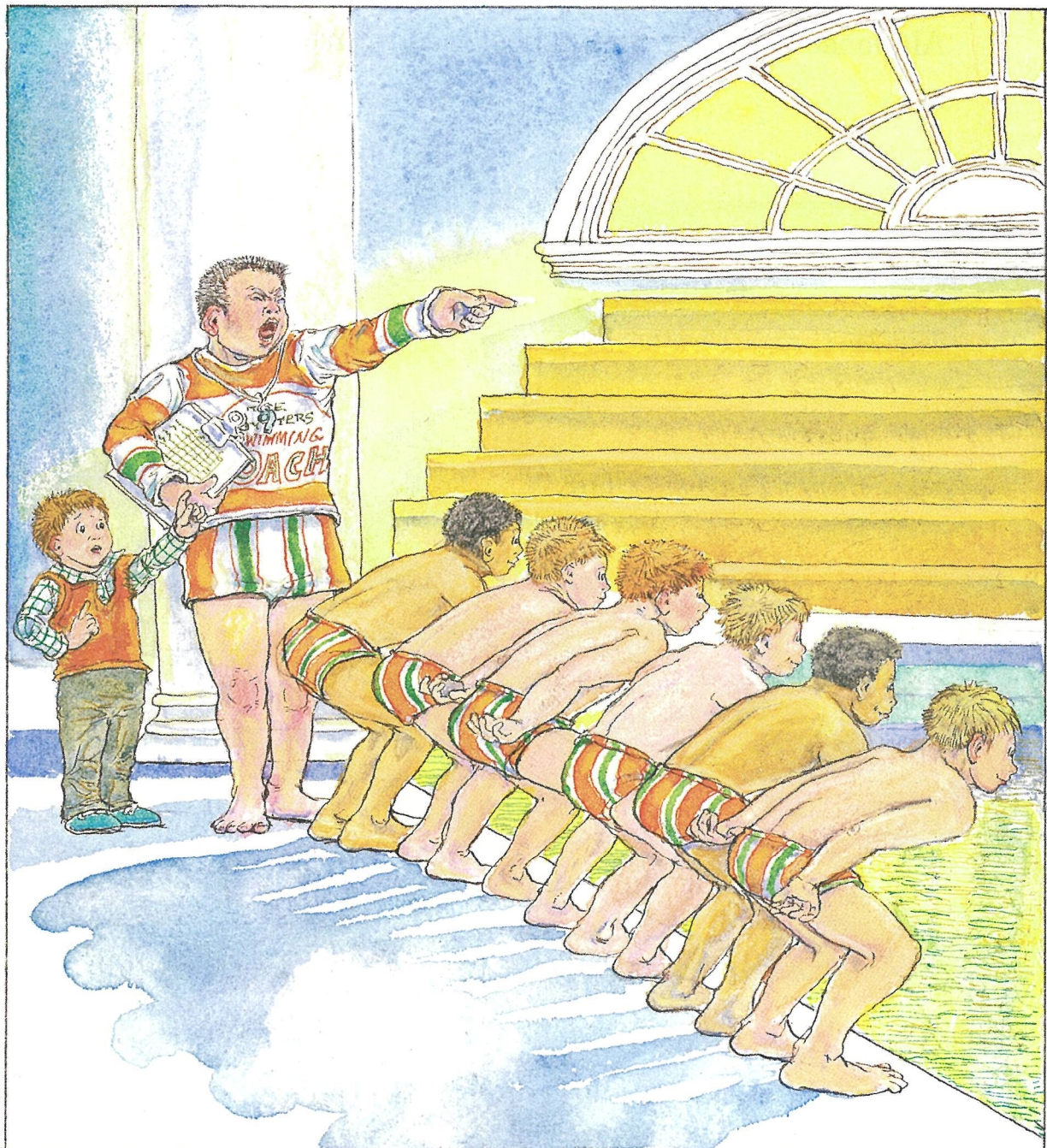
After his first day of classes Louis ran to the high school, and found the gym bustling with activity. The swim team was heading for the pool.

“STOP!” cried Louis.

“On your mark!” bellowed the coach. “Get set!”

“Excuse me, sir,” said Louis.

“GO!” roared the coach.





Alphonse rose to the surface to welcome the swimmers.

“It’s a submarine from another planet!” shrieked the coach.

“Call the police! Call the Navy!”

“No, it’s only a tadpole,” said Louis. “He’s my pet.”

The coach was **upset** and **confused**.

“You have until tomorrow,” he cried, “to get that creature out of the pool!”

Louis telephoned his friend Ms. Seevers, the librarian, and asked for her help.

"I'll be right there!" she said.

Ms. Seevers rushed to meet Louis at the high school. When she saw Alphonse, she was so startled that she dropped her purse into the water.

"RETRIEVE!" said Louis. And Alphonse did.

"Where did this astounding animal come from?" cried Ms. Seevers.

"He was a birthday gift from my uncle," Louis replied.





Ms. Seevers telephoned Uncle McAllister.

“Oh, the wee tadpole?” he said. “Why, he came from the lake nearby. It’s the one folks call Loch Ness.”

“Brace yourself, Louis!” Ms. Seevers said. “I believe your uncle found the Loch Ness monster!”

“I don’t care!” cried Louis. “Alphonse is my friend and I love him.” He pleaded with Ms. Seevers to help him raise enough money to buy the parking lot so he could build a big swimming pool for Alphonse.



Suddenly Ms. Seevers had an idea. “Long ago a pirate ship sank in the harbor,” she said. “No one has ever been able to find it—or its treasure chest. But perhaps we can!”





The next morning they drove to the harbor and rented a boat.

“This is a treasure chest,” cried Louis. “RETRIEVE!”

Alphonse disappeared under the water and returned with the chest! It was filled with gold and jewels.

“Let’s buy the parking lot and get to work!” cried Ms. Seevers.

Louis's parents were shocked to see a construction crew in the parking lot.

"Louis!" they cried. "What in the world is going on here?"

"Alphonse found a pirate treasure ship," explained Louis. "And we used part of our gold to buy you this present."

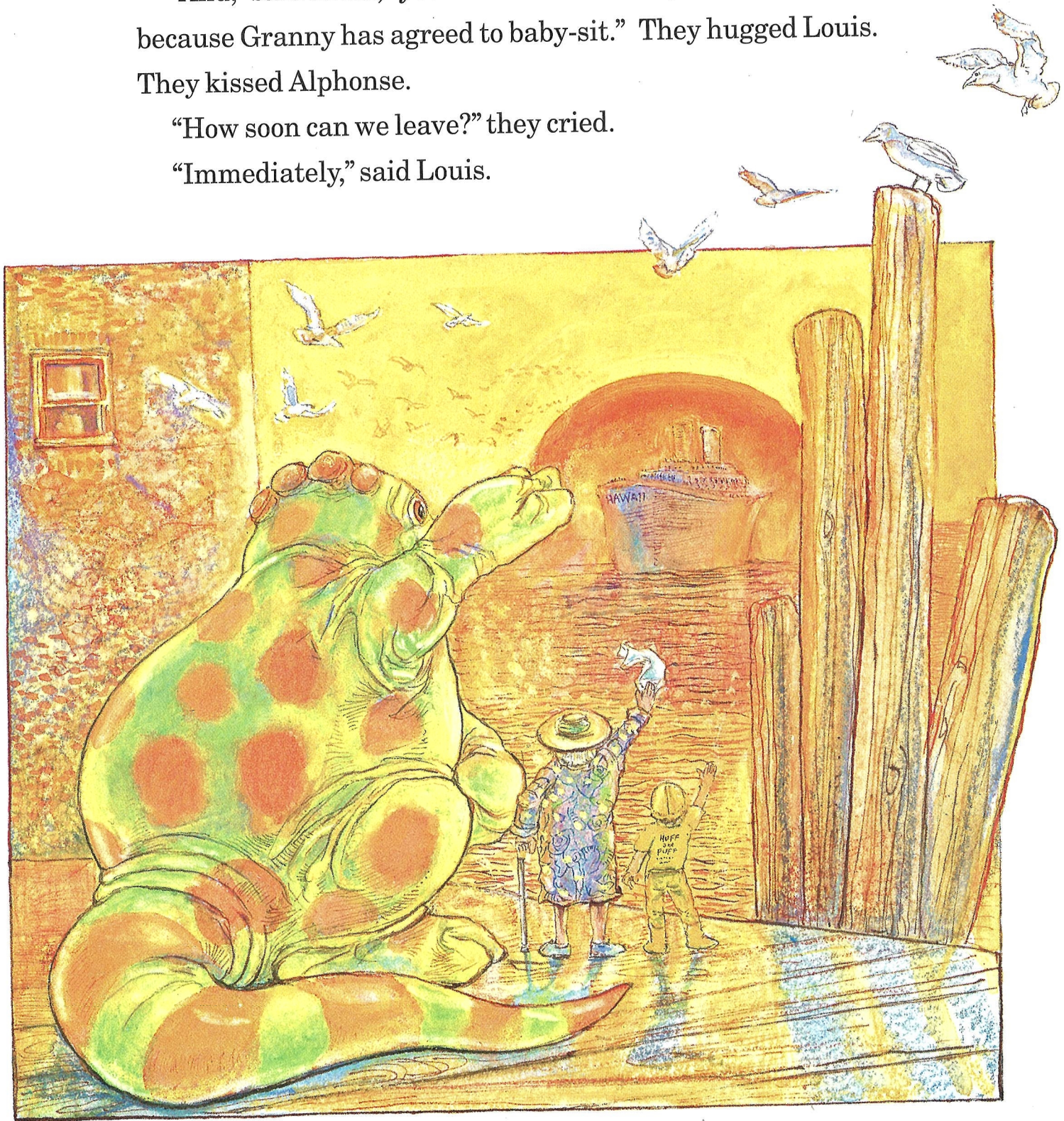


Louis's parents were shocked once again. "Tickets for a vacation cruise to Hawaii!" they gasped.

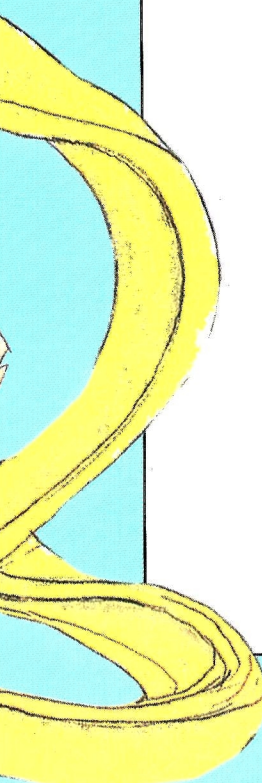
"And," said Louis, "you don't have to worry about us, because Granny has agreed to baby-sit." They hugged Louis. They kissed Alphonse.

"How soon can we leave?" they cried.

"Immediately," said Louis.







By the time Louis's parents returned, the swimming pool was being enjoyed by everyone in the city.

A week later Louis said, "Alphonse, tomorrow is my birthday, which means that you've been my best friend for a whole year."

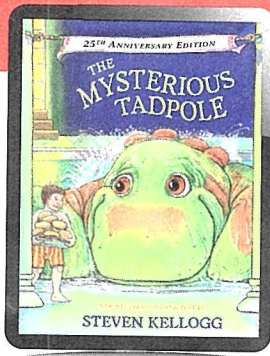
The next day Uncle McAllister arrived for the party.

"Greetings, Louis my lad!" he exclaimed. "I've come with a curious stone from the hills of Scotland. Happy Birthday!"

"Wow! Thanks!" said Louis. Suddenly the stone began to tremble and crack . . .

ANALYZE THE TEXT

Story Structure How is the problem with Alphonse solved? What problem might the new birthday gift cause?



Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Story Structure and Conclusions. Then read *The Mysterious Tadpole* again. Use what you learn to understand it better.

Story Structure

The *Mysterious Tadpole* is about a boy who gets an unusual pet. The characters, the setting, and the plot of the story make up the **story structure**. The beginning of a story usually tells the characters, setting, and what problem the characters have. The end of the story tells how the problem is solved.

Use a story map to record text evidence that will help you describe the story structure.

Characters	Setting
Plot Problem Solution	

Conclusions

Authors do not always tell readers everything they want them to know. Readers must ask and answer questions to draw **conclusions** about what the author does not say. Text evidence, such as clues in the words and pictures, can help you draw conclusions. For example, you might ask yourself where the story takes place. You can look at the pictures in the story to figure it out when the author doesn't tell you.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



How do some animals change as they grow? Share your ideas with a partner. Use text evidence from *The Mysterious Tadpole* in your discussion. Take turns speaking.



Classroom Conversation

Now talk about these questions with the class.

- 1 What will happen after the stone begins to crumble? Why do you think so?
- 2 How do the pictures help you understand more about the characters, the setting, and the plot? Give an example for each.
- 3 Do you think Uncle McAllister knew that Alphonse was not a tadpole? Why or why not?

Performance Task

WRITE ABOUT READING



Response In the beginning of *The Mysterious Tadpole*, the characters think that Alphonse is a tadpole. Think about how tadpoles grow into frogs. Then write text evidence from the words and pictures in the story to prove that Alphonse is not a tadpole.

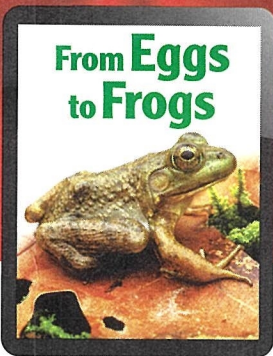


Writing Tip

Remember that irregular action verbs do not have *-ed* added to them to tell what happened in the past.

Lesson 26

INFORMATIONAL TEXT



From Eggs to Frogs

From Egg to Tadpole

Many frogs start life as an egg that hatches in an ordinary pond. The young are called tadpoles. You may look at them suspiciously and feel confused. Why? Tadpoles look like tiny fish, not frogs.

✓ GENRE

Informational text gives facts about a topic. This is a science text about frogs.

✓ TEXT FOCUS

A **diagram** is a group of pictures that shows how something works. As you read, use the diagram to help you understand the text.

Life Cycle of a Frog

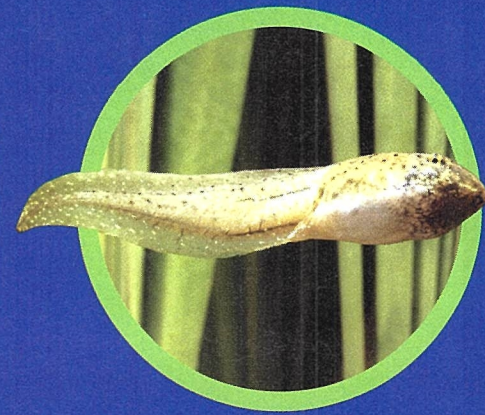
1

A frog lays lots of eggs.



2

Tadpoles hatch from the eggs.



From Tadpole to Frog

A tadpole has a tail but no legs. It uses its tail to stay in control as it swims. A tadpole lives underwater and breathes through gills. As a tadpole grows, it begins to look like a frog. A frog has legs and lungs but no tail. A frog lives out of water part of the time.

Some animals care for their young and teach them how to find food. A tadpole gets no training from its parents. It is able to find its own food.

3

The tadpole grows legs. Lungs develop. The tail shrinks.



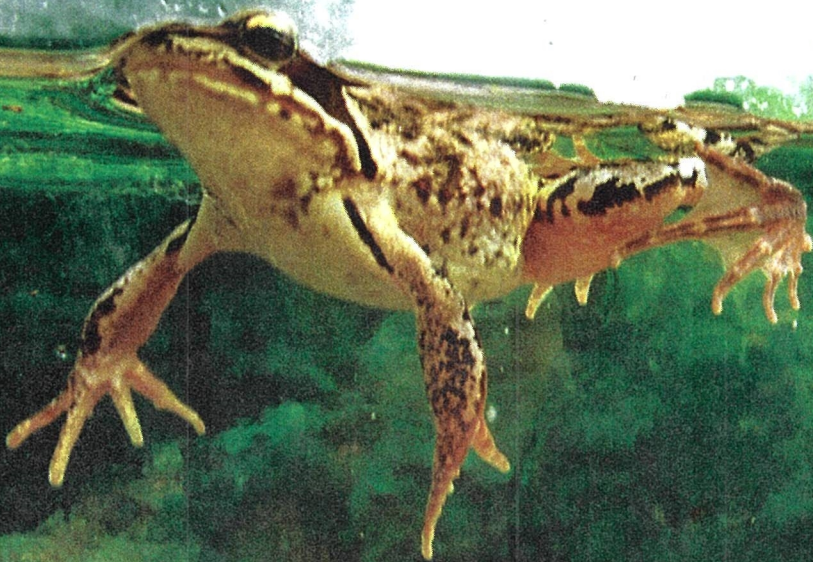
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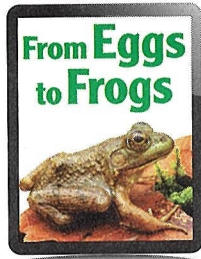
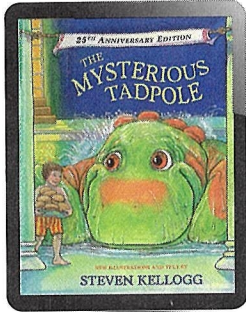
The tadpole has become a frog.



Frogs as Pets

It is a good idea to keep your frog in a fish tank, not a cage. Put water in the tank and rocks for the frog to climb on. Sensible owners handle their frogs gently so the frogs do not become upset. They give their frogs water, plants, and the good food they need.





Compare Texts

TEXT TO TEXT

Examine Author's Purpose What was the author's purpose for writing *The Mysterious Tadpole*? What was the author's purpose for writing *From Eggs to Frogs*? Write a few sentences to explain how the authors' reasons for writing were different.



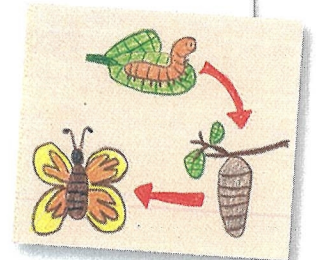
TEXT TO SELF

Tell About a Gift How would you feel if you received Louis's birthday gift? Why? Share your feelings with a partner.



TEXT TO WORLD

Connect to Science Think about real tadpoles and how they change into frogs. With a partner, choose another animal to research. Write a few sentences about how the animal changes as it grows. Then draw a diagram. Present the diagram to the class to explain the changes.



Grammar

Contractions A **contraction** is a short way of writing two words. An **apostrophe** (') shows where letters were left out.

Whole Words	Contractions
do not	don't
that is	that's
is not	isn't
I am	I'm
I will	I'll
we are	we're
it is	it's

Try This!

Read each sentence. Write the sentence using the correct contraction for the underlined words.

- 1 I do not think that is a frog!
- 2 I am sure it is a lake monster.
- 3 We are going to the library.

When you use contractions in your writing, be sure to spell them correctly. Remember to put the apostrophe (') in the right place.



Wrong

That is'nt a tadpole.

Thats' a dinosaur!

Correct

That isn't a tadpole.

That's a dinosaur!

Connect Grammar to Writing

When you edit your poem, make sure that contractions are spelled correctly and apostrophes are in the right place.

Opinion Writing



✓ Elaboration When you write a poem, use sense words and details to make your feelings or opinion clear.

Luke drafted a poem in response to *The Mysterious Tadpole*. Later, he revised his writing to include more sense words and details.

Writing Checklist

- ✓ Organization**
Did I write my poem with lines that rhyme?
- ✓ Evidence**
Did I use powerful language to show my opinion?
- ✓ Elaboration**
Did I use sense words and details?
- ✓ Conventions**
Do my sentences make sense in the poem?

Revised Draft

Alphonse is a ^{funny} pet.

He is very wild and wet.

Alphonse has a ^{loud} laugh and likes to play.

He gets bigger every day.

He should probably live in a zoo.

~~I wish Alphonse could live~~ ^{I had a giant Alphonse, too!}

~~with me!~~

Final Copy

A Funny Pet

by Luke Beem

Alphonse is a funny pet.
He is very wild and wet.
Alphonse has a loud laugh and likes to play.
He gets bigger every day.
He should probably live in a zoo.
I wish I had a giant Alphonse, too!

Reading as a Writer

How do the sense words and details that Luke added make his poem more interesting? What words and details can you add to your own poem?

I added sense words and details to make my poem more interesting.

