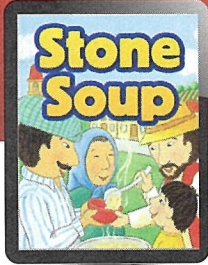
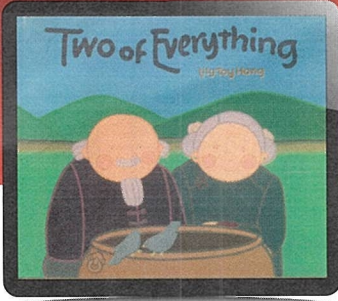


# Lesson

# 29



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Choose one of the sentences. Take out the Vocabulary word. Put in a word that means the same or almost the same thing. Tell how the sentences are the same and how they are different.

# 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.

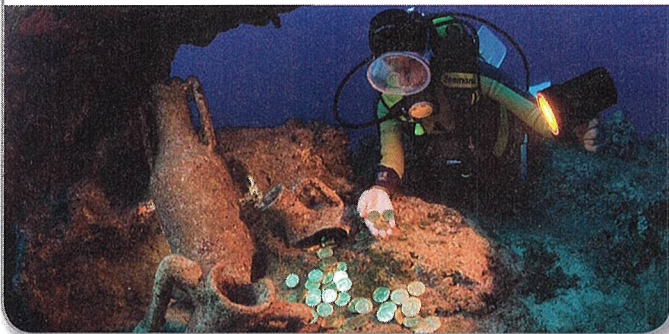




3

**startled**

The diver was **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.







# Read and Comprehend

---

## TARGET SKILL

---

**Understanding Characters** Think about how characters act when something important happens to them. Think about what they say, do, and think. These details give text evidence to help you understand more about them. You can write text evidence about characters in a chart like this one.

Character	What Happens	Words, Actions, Thoughts

---

## TARGET STRATEGY

---

**Summarize** As you read, stop to tell important ideas in your own words.



## PREVIEW THE TOPIC

### Traditional Stories

Traditional stories have been told for many years. Long ago, stories were told aloud and then retold. Now most stories are written down. People everywhere can read them. Traditional stories often are told to teach a lesson.

In *Two of Everything*, the characters learn an important lesson.



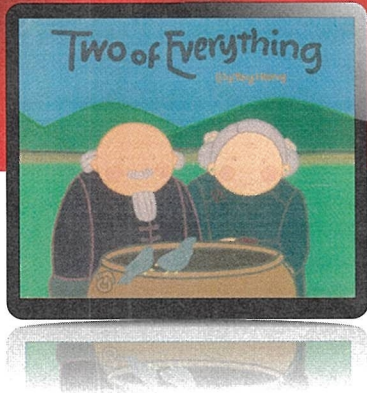
 **Think | Pair | Share**

Think about if it is better for stories to be written down or shared through speaking. Discuss your opinion with a partner. Then share your opinions with classmates.



## Lesson 29

# ANCHOR TEXT



### ✓ GENRE

A **folktale** is a story that is often told by people of a country. As you read, look for:

- ▶ a simple plot that teaches a lesson
- ▶ events that could not happen in real life

### MEET THE AUTHOR AND ILLUSTRATOR

## Lily Toy Hong

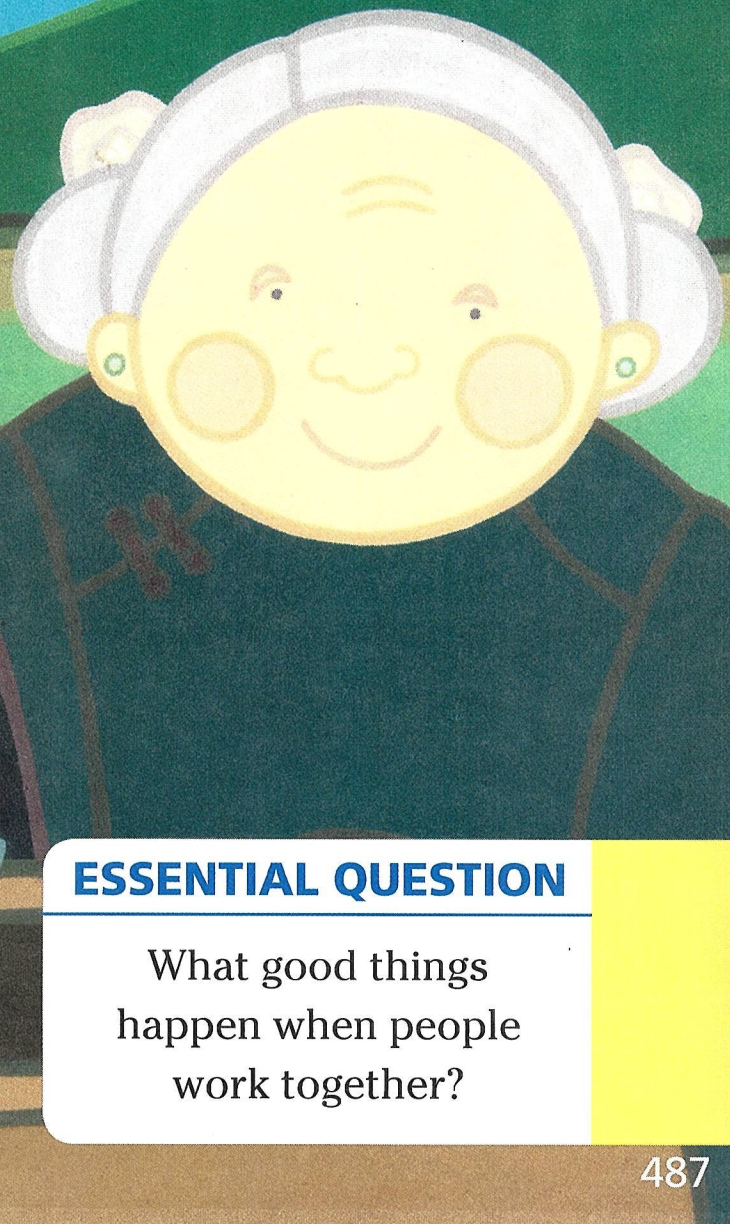


Lily Toy Hong enjoys camping, getting together with her large family, and eating Chinese food. She also loves learning about her parents' native country, China, and its many legends and folktales. "One day I would love to visit China and explore the land of my forefathers," she says, "and maybe discover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



# Two of Everything

by Lily Toy Hong



## ESSENTIAL QUESTION

What good things happen when people work together?



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.”







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.

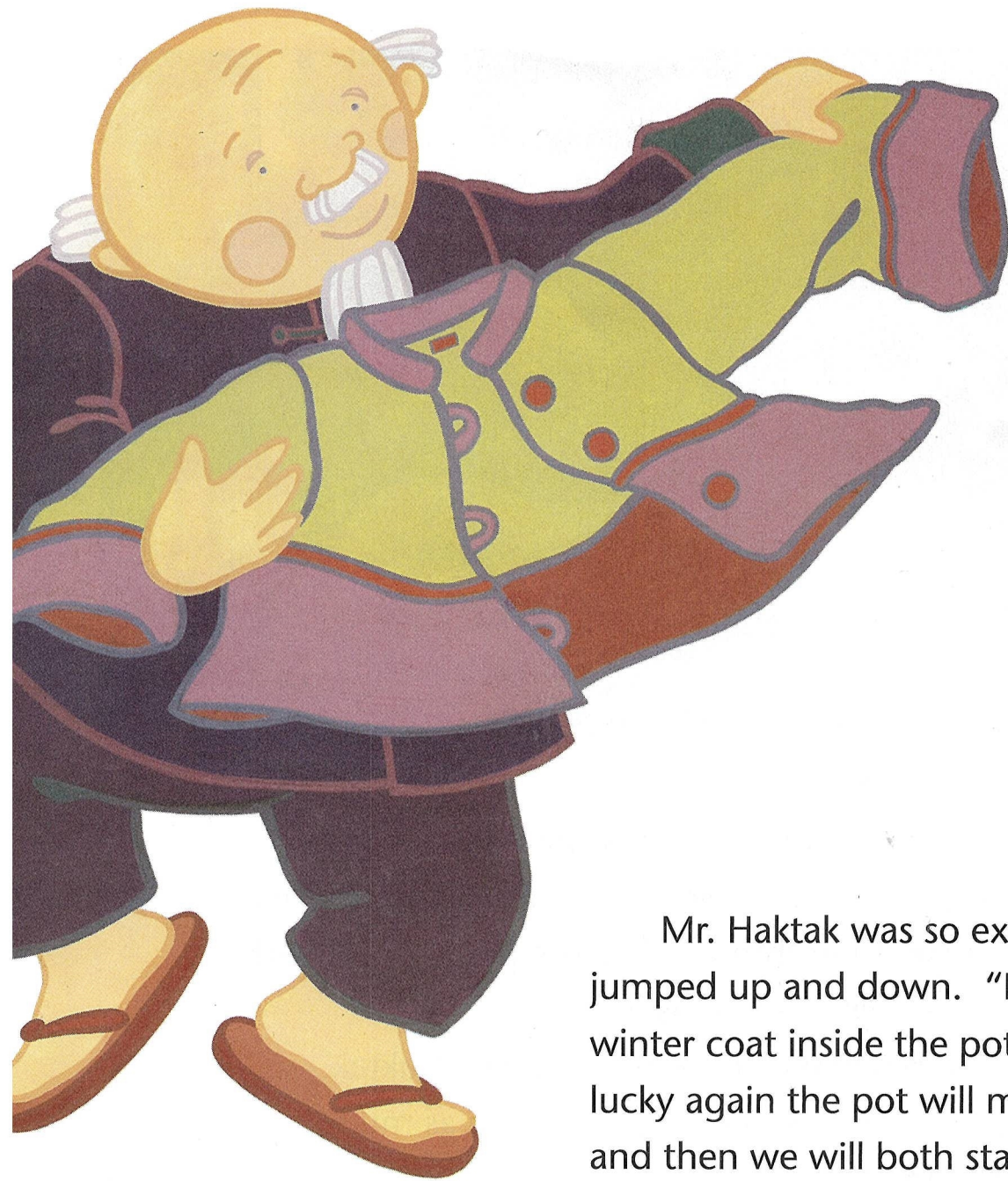
His wife greeted him at the door. "Dear husband, what a strange pot!" Mr. Haktak explained how he found the pot. "I wonder what we can do with it," said Mrs. Haktak. "It looks too large to cook in and too small to bathe in."



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.

#### ANALYZE THE TEXT

**Understanding Characters** Do you agree with Mr. Haktak that his wife is clever? Explain.





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.

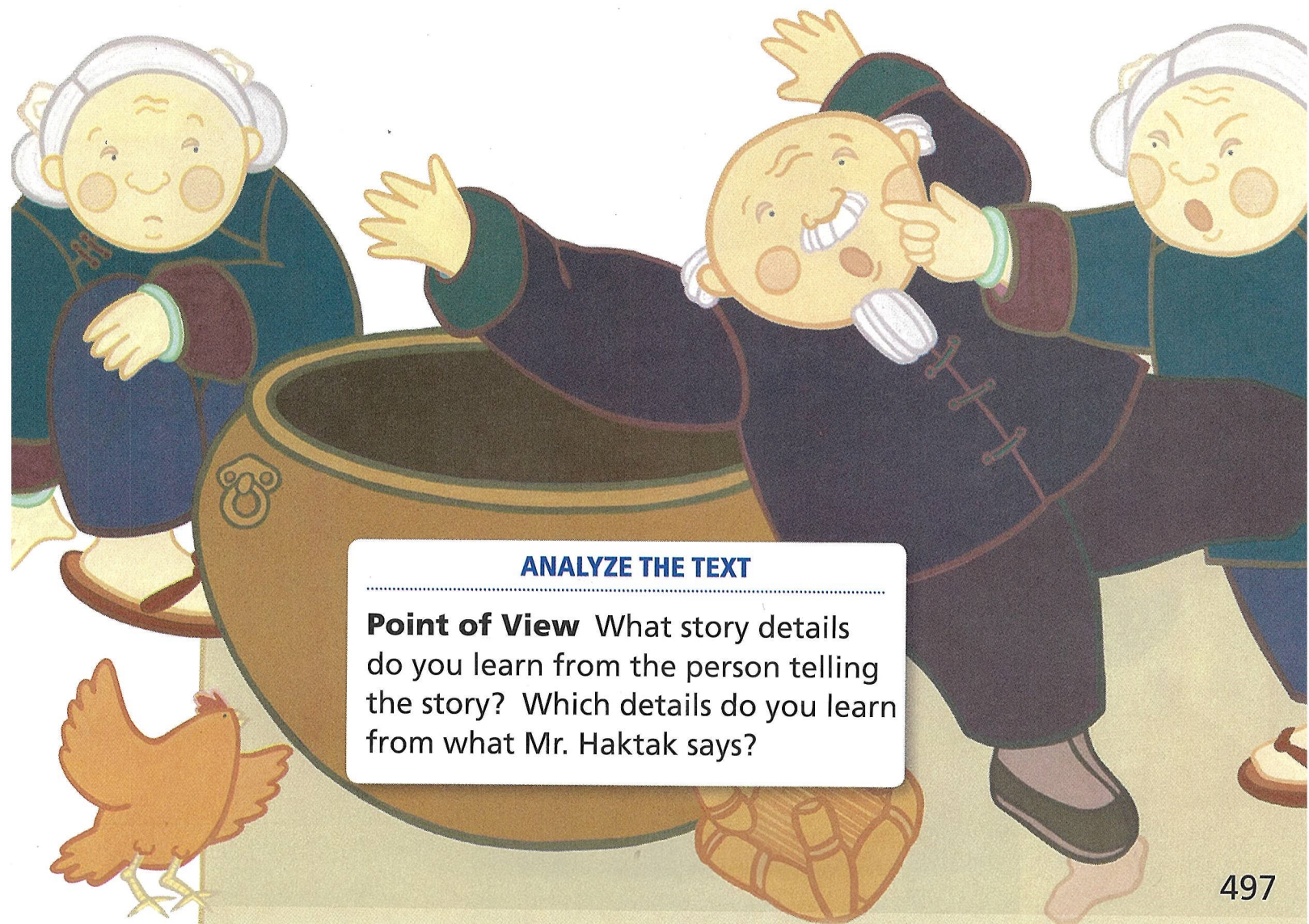
Out came a second person! She looked exactly like his wife.



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!

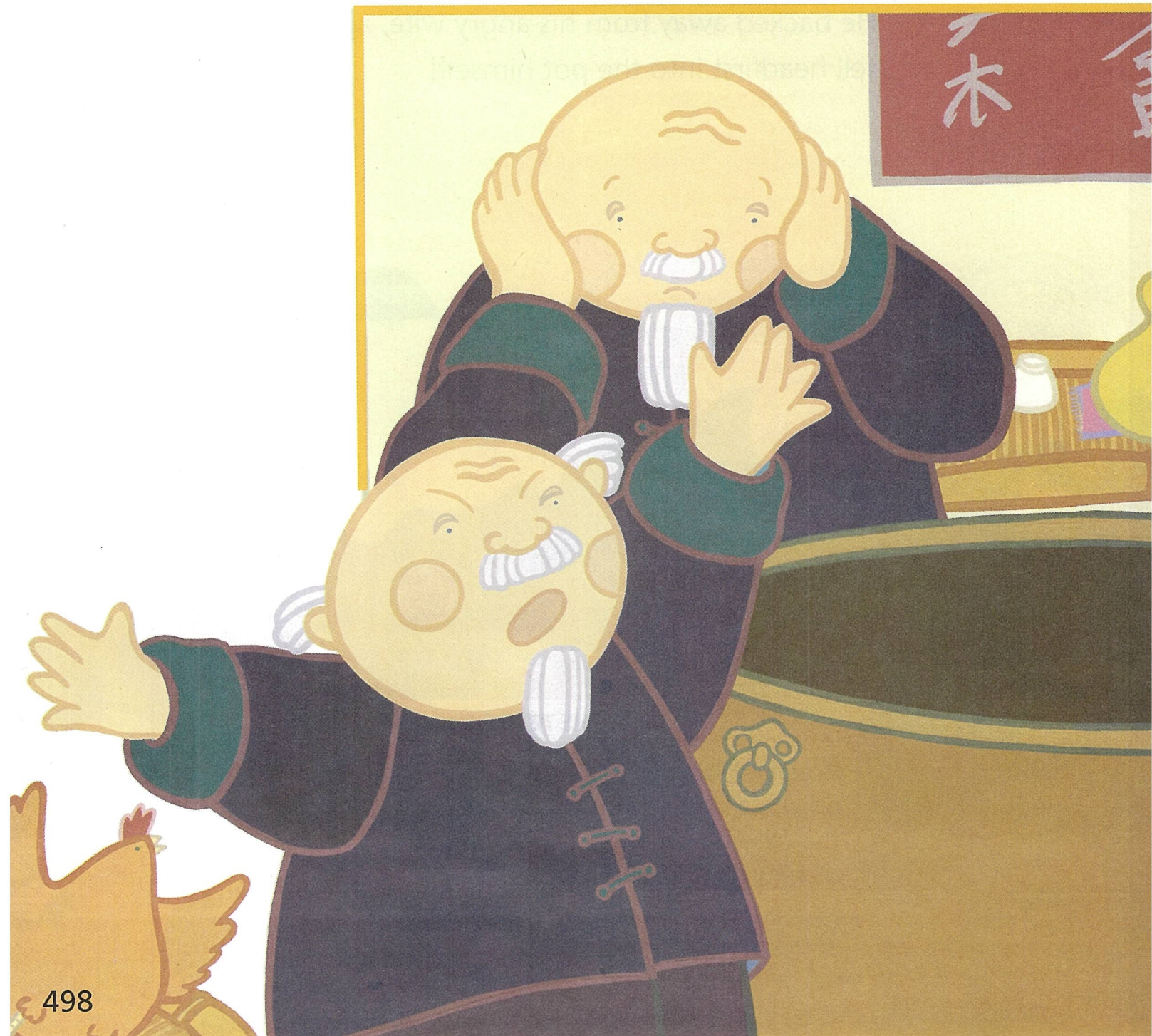


#### ANALYZE THE TEXT

**Point of View** What story details do you learn from the person telling the story? Which details do you learn from what Mr. Haktak says?



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.





“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!











# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Understanding Characters and Point of View. Then read *Two of Everything* again. Use what you learn to understand it better.

### Understanding Characters

*Two of Everything* tells how the Haktaks' pot creates a problem. Think about what the characters do and say and how they respond to events in the story. This can help you understand what they are like. For example, on page 490, Mr. Haktak finds the pot and takes it home. This shows that he wants it to be used for something.

Use the chart below to list text evidence about what happens and how the characters react.

Character	What Happens	Words, Actions, Thoughts



## Point of View

Characters may not think about the same event in the same way. One character may be upset about an event. Another character might be happy about the same event. The way that a character thinks about something is called his or her **point of view**.

When you read a story aloud, think about each character's point of view. This will help you know what kind of voice to use when you read each character's words. Use a different voice as you read to show each character's point of view.





# Your Turn

## RETURN TO THE ESSENTIAL QUESTION

**Turn  
and  
Talk**

**What good things happen when people work together?**

Think about what the characters in the story do when they have a problem. What happens when they work together to solve the problem? Share your ideas with a partner using text evidence from *Two of Everything*. Take turns talking.



### Classroom Conversation

Now talk about these questions with the class.

- 1 How do the characters' feelings change throughout the story?
- 2 What lessons did Mr. and Mrs. Haktak learn? Use text evidence to support your answer.
- 3 How could the Haktaks use their pot to help others?

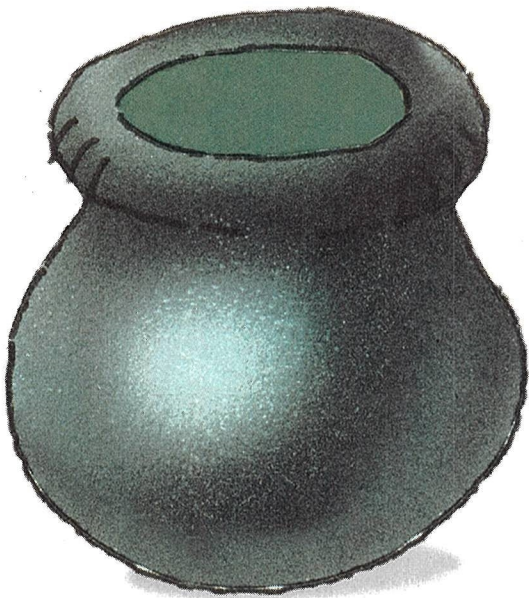


## Performance Task

### WRITE ABOUT READING



**Response** Think about the story. Do you think that Mrs. Haktak's idea to make two of everything was a good one? Write an opinion paragraph. Use text evidence to support your opinion. Use linking words such as *because* to connect your opinion to your reasons.



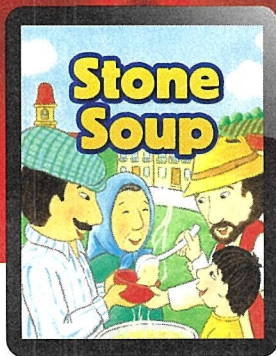
### Writing Tip

Remember that pronouns can take the place of nouns. Use a pronoun instead of using the same noun over and over.



## Lesson 29

# TRADITIONAL TALE



## Readers' Theater

# Stone Soup

adapted by  
Greta McLaughlin

### ✓ 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.

### 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.



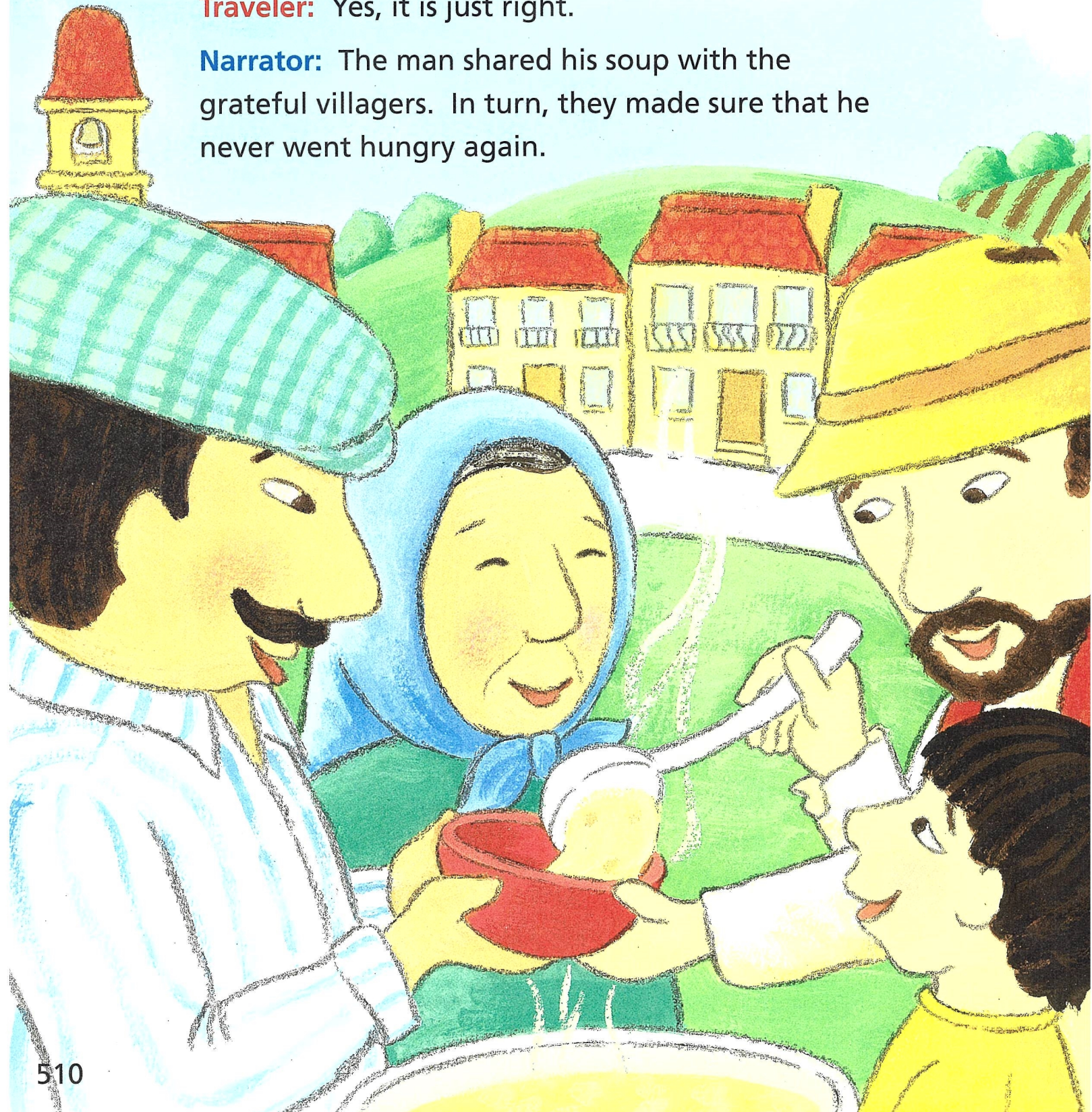


**Narrator:** The boy stopped at all the villagers' homes. He gathered food to put into the pot. Soon the soup contained carrots, green beans, potatoes, and more.

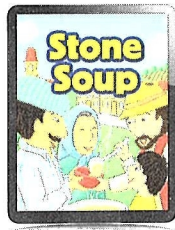
**Boy:** Is the soup ready?

**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.







# Compare Texts

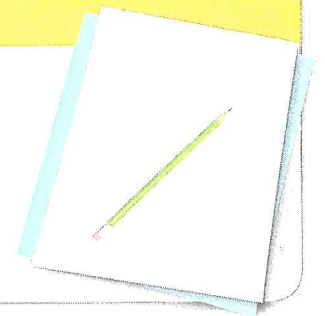
## TEXT TO TEXT

**Have a Discussion** Imagine that the traveler in *Stone Soup* came to the Haktaks' village. What do you think the Haktaks would do if the traveler asked them to help him make soup? Talk about your ideas with a small group. Use text evidence from both stories to help you.



## TEXT TO SELF

**Write a Paragraph** What do the Haktaks do when they find the magical pot? Would you do the same thing? Write to explain.



## TEXT TO WORLD

**Connect to Traditional Tales** Read another version of *Stone Soup*. Compare and contrast the two stories. How are the settings, characters, and events the same? How are they different?





# Grammar

**Possessive Pronouns** A **possessive pronoun** is a **pronoun** that shows ownership. The possessive pronouns *my* and *your* are used before nouns. The possessive pronouns *mine* and *yours* are used after nouns. *His* can be used before or after nouns.

## Pronouns Used Before Nouns

My purse is new.

Jess has your small pot.

His house is the biggest.

## Pronouns Used After Nouns

The new purse is mine.

The small pot is yours.

The biggest house is his.

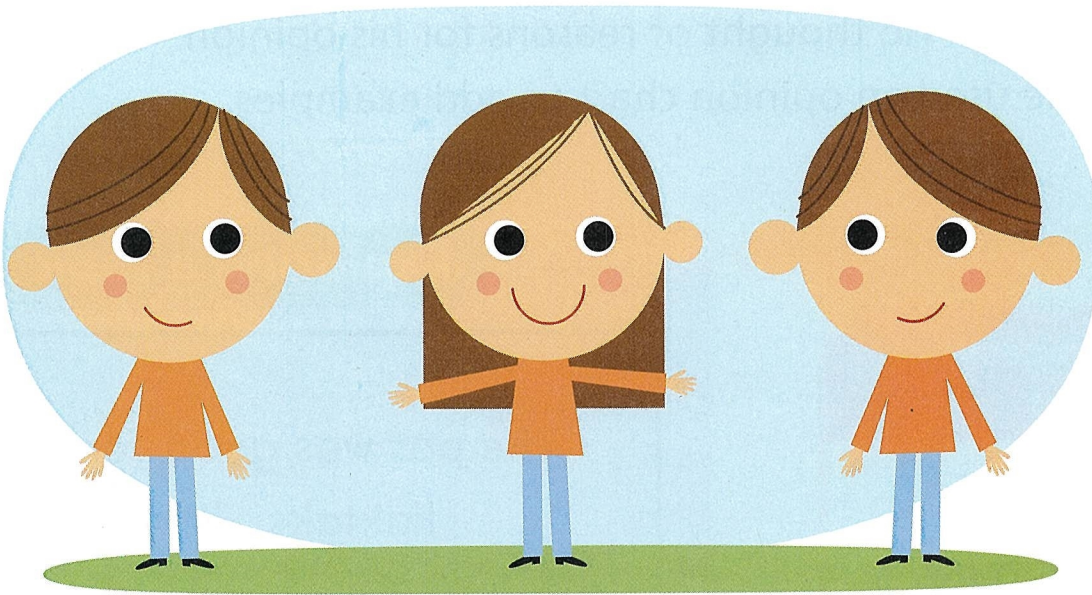
### Try This!

**Work with a partner. Read each sentence aloud. Name the possessive pronouns.**

- 1 Carmen showed the big pot to her class.
- 2 I couldn't believe my eyes.
- 3 Mark said the big pot was his.
- 4 I wanted the big pot to be mine!



You can use possessive pronouns in place of repeated possessive nouns. This can make your writing clearer.



#### Repeated Possessive Noun

Sal said that the twins were brothers of **Sal's**.

#### Possessive Pronoun

Sal said that the twins were brothers of **hers**.

### Connect Grammar to Writing

As you revise your response essay next week, look for possessive nouns that you can change to possessive pronouns. This will make your writing smoother.



# Opinion Writing



**Evidence** When you write a **response to literature**, include reasons for your opinion. Give examples to support each of your reasons.

Cooper planned his essay in response to *Two of Everything*. He thought of reasons for his opinion. Then he used an opinion chart to add examples.

## Exploring a Topic

The pot was good for the Haktaks. Why?

### Reason 1:

The pot doubled everything for them.

### Reason 2:

They ended up happy after all.

## Writing Process Checklist

### ► Prewrite

- Did I identify my opinion about this story?
- Did I give reasons for my opinion?
- Did I come up with good examples for each of my reasons?

**Draft**

**Revise**

**Edit**

**Publish and Share**



## Opinion Chart

My Opinion: The pot was good for the Haktaks.

### Reason 1:

The pot doubled everything for them.

### Reason 2:

They ended up happy after all.

### Example 1:

Mr. Haktak put his coins in the pot, and it doubled his money.

**Example 1:** The pot gave them a second home and everything to put in it.

**Example 2:** The pot gave them a second Mr. and Mrs. Haktak.

**Example 2:** They made friends with the new Mr. and Mrs. Haktak.

## Reading as a Writer

What examples did Cooper add to support his reasons? Which examples can you give to support your opinion?

I gave reasons and examples to support my opinion.

