

## Q LANGUAGE DETECTIVE

### Talk About the Writer's 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 different.

# Vocabulary in Context

## 1 scolding

This lion is **scolding** its cubs after they misbehaved.



## 2 greedily

The chipmunk eats **greedily** and does not share with others.



## 3 ignores

The fawn **ignores** its mother because it is paying attention to something far away.



## 4 hesitation

The bear shows **hesitation** as the hikers walk by.





- ▶ Study each **Context Card**.
- ▶ Use Vocabulary words to tell a story about two or more pictures.

5 **burden**

The travelers have placed a heavy **burden**, or load, on the yak.



6 **glancing**

The boy is **glancing**, or looking quickly, at something outside the window.



7 **base**

Water flows near the **base**, or bottom, of the mountain known as El Capitan.



8 **console**

The girl's mother tries to **console** her after she fell and hurt herself.



9 **drowsy**

After hunting, the fox became **drowsy** and fell asleep in its den.



10 **heroic**

The **heroic** campers fought the wildfire until help arrived.







# Read and Comprehend

## ✓ TARGET SKILL

**Story Structure** Some parts of plays are just like other stories. As you read the play *Two Bear Cubs*, look for the setting and the main characters. Identify the problem that the characters face and how they solve it.

Unlike other stories, plays are organized by **scenes** that help to break up a performance on stage. Note how the plot events in each scene lead to the events in the next scene. Use a story map like this one to record text evidence about the **setting**, **characters**, and **plot**.

Setting	Characters
Plot	
Scene 1	
Scene 2	
Scene 3	

## ✓ TARGET STRATEGY

**Summarize** Identify the main action that occurs in each scene of *Two Bear Cubs*. Then combine these events to **summarize**, or retell briefly, the plot of the play.



## PREVIEW THE TOPIC

### Social Relationships

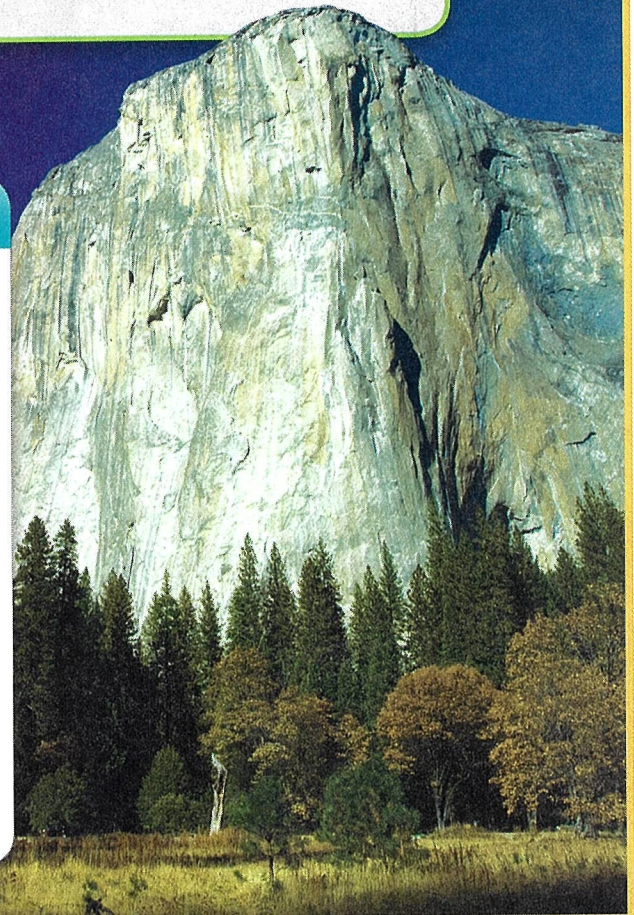
The huge rock El Capitan rises out of the beautiful Yosemite Valley of California. The Miwok are American Indians whose ancestors lived in the valley for hundreds of years. For centuries, the Miwok have told a myth that explains how the rock first came to be.

Yet the myth tells more than that. It shows that the Miwok believed it was important for a community to come together to help each other in times of trouble. In *Two Bear Cubs*, you'll read the Miwok myth as a play. You'll see how the animals try to help when two bear cubs and their mother are in need.



**Think | Write | Pair | Share**

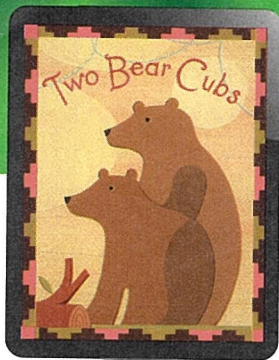
Think about another myth you have heard or read. Who are the characters in the story and where does the story take place? What event does it explain or lesson does it teach? Write a paragraph that answers these questions. Then share your paragraph with a partner. Discuss with your partner the elements that are common in your myths.





## Lesson 19

# ANCHOR TEXT



### ✓ GENRE

A **play** is a story that can be performed for an audience. As you read, look for:

- ▶ headings that tell you where the scenes begin
- ▶ dialogue, or the words of the characters
- ▶ stage directions

### MEET THE PLAYWRIGHT

## Robert D. San Souci

Most of Robert D. San Souci's ideas for books come from reading and researching. He is fascinated by folktales from around the world. His books are retellings of these stories.

### MEET THE ILLUSTRATOR

## Tracy Walker

Tracy Walker likes to study the natural forms that are around her, such as trees, plants, and flowers. She likes the designs of nature and uses these designs to inspire her art.



# Two Bear Cubs

from a Miwok myth  
adapted by Robert D. San Souci  
illustrated by Tracy Walker

## Characters:

STORYTELLER

MOTHER GRIZZLY

OLDER BROTHER

YOUNGER BROTHER

HAWK

FOX

BADGER

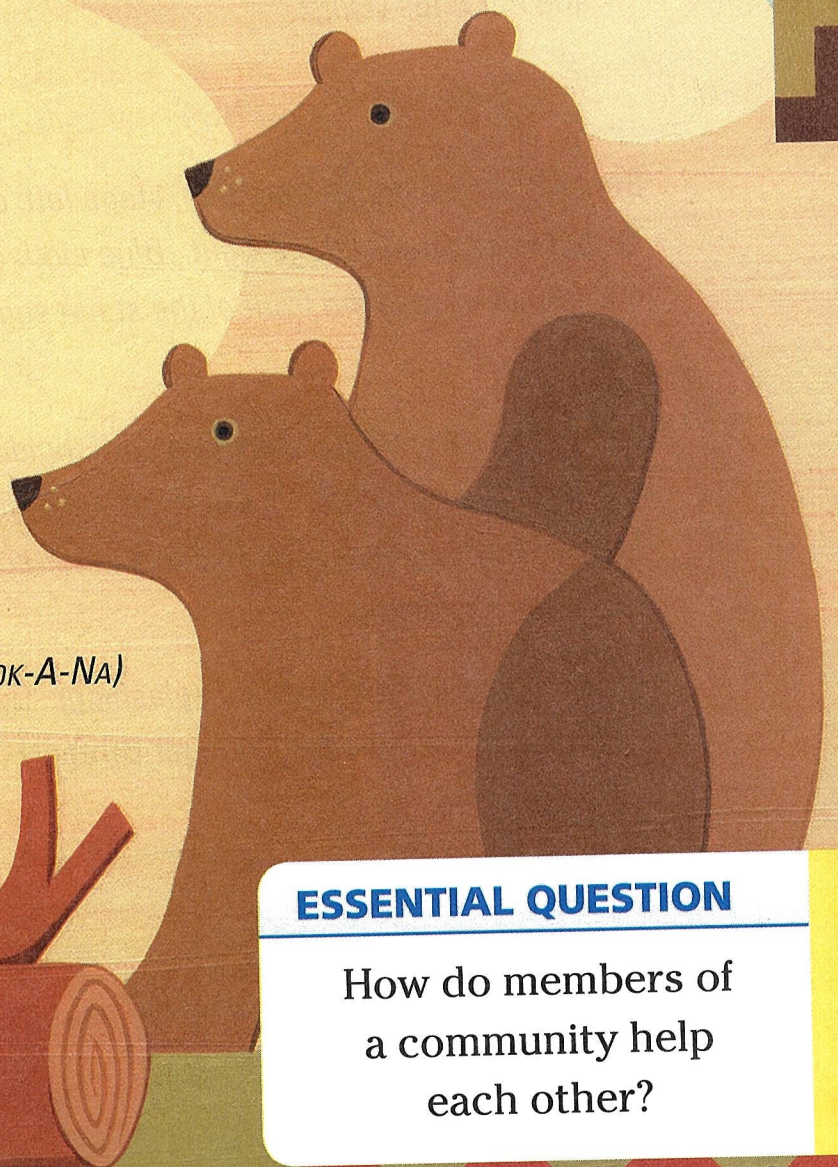
MOTHER DEER

2 FAWNS

MOUNTAIN LION

MOUSE

MEASURING WORM (*TU-TOK-A-NA*)



## ESSENTIAL QUESTION

How do members of  
a community help  
each other?





## PROLOGUE

**STORYTELLER:** (*Enters from stage left*) Many snows have come and gone since this story was first told. My people, the Miwok, live in California—some in what is now called Yosemite Valley. We tell stories of the old days, when animal people lived in the valley. One story begins with MOTHER GRIZZLY going to the river to catch fish for herself and her cubs (*Exits*).

## SCENE 1


**SETTING:** *A forest and mountain, stage left; open sky dotted with clouds, stage right. Blue cloth or painted cardboard across the front of the stage suggests a river.*

(MOTHER GRIZZLY *enters from stage left, holding a fish basket, and stands on the riverbank. Her cubs, YOUNGER BROTHER and OLDER BROTHER enter and begin to play in the "water."*)

**OLDER BROTHER** (*Laughing and splashing*): Don't be afraid of a little water, Younger Brother!





A stylized illustration of a brown bear on a bank, looking towards a river. The river is depicted with wavy blue lines and contains several fish and reeds. The background features a colorful geometric pattern in shades of red, orange, and brown.

**YOUNGER BROTHER** (*Splashing back*):

I'm not, Older Brother!

**MOTHER GRIZZLY** (*Scolding*): Children!

Stop scaring away the fish, or we will have nothing to eat. Out of the water, now! (*They obey but manage a last splash or two.*)

I want you to gather berries—but stay close and do not go downriver. Strange things happen there.

(*MOTHER GRIZZLY moves to stage left; the CUBS move to stage right, while playing and pushing each other. A berry bush appears.*)

**OLDER BROTHER:** Look at these berries.

(*He picks and eats them greedily.*)

They are so sweet. Taste them!



**YOUNGER BROTHER:** We should take them back to Mother. (*When OLDER BROTHER ignores him, the younger cub begins eating berries, too. Suddenly, he rubs his stomach.*) I have eaten too many!

**OLDER BROTHER:** We will bring some back later. Oh, I am full, too. (*Pointing—*) Let's see what is downriver.

**YOUNGER BROTHER** (*Worried*): We are not supposed to go there.

**OLDER BROTHER** (*Taunting, starts off*): I see only the river and trees and stones. What is there to fear?

(*After a moment's hesitation, YOUNGER BROTHER follows.*)

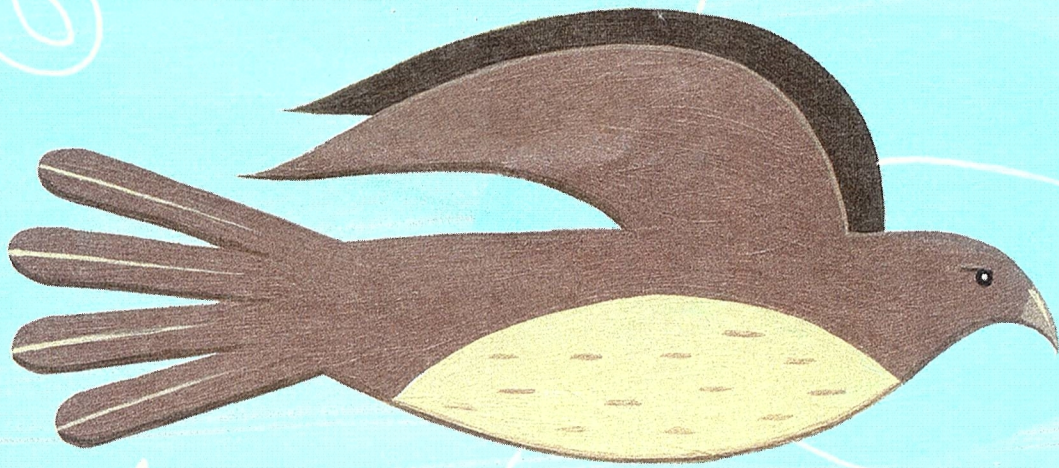
**YOUNGER BROTHER** (*Rubbing his eyes*): I'm tired. The hot sun and my full belly make me want to sleep.

**OLDER BROTHER** (*Yawning*): A nap would be good.

(*A raised platform, decorated to look like a rock, slides into view.*)

**YOUNGER BROTHER** (*Pointing*): See that big, flat rock. It looks so warm. Let's rest there. (*The CUBS lie down side-by-side, stretch, and fall asleep.*)





**STORYTELLER** (*Entering, stage left*): The cubs fell asleep on the stone. But the stone was the seed of a mountain. As they slept, the stone grew bigger and bigger, higher and higher. (*His hand spiraling upward suggests the growing mountain.*) It carried them so high that only Hawk saw them as he flew by (*Pauses*) . . .

(*Hawk enters, stage right, waving his arms like wings. He "flies" past the rock, looks at the sleeping CUBS, and then "flies" back offstage the way he came.*)

**STORYTELLER** (*Continuing*): . . . Meanwhile, Mother Grizzly wondered what had become of her cubs (*Exits stage left*).







## SCENE 2

*(FOX and BADGER are onstage, leaning cedar planks against a tent-shaped frame of poles.)*

**MOTHER GRIZZLY** *(Enters, stage left, calling):* Older Brother!  
Younger Brother!

*(MOTHER GRIZZLY sees FOX and BADGER.)* Fox! Badger!  
Have you seen my cubs?

**FOX:** No. I have been helping Badger build a new home.

**BADGER:** Neither of us has seen them. We will help you look for them.

*(FOX, BADGER, and MOTHER GRIZZLY search to the right. MOTHER DEER and FAWNS enter, stage left, and seat themselves, grinding acorns. FOX, BADGER, and MOTHER GRIZZLY return to stage left and discover MOTHER DEER and her two FAWNS.)*

**MOTHER GRIZZLY:** Mother Deer, my little ones are missing.  
Have you seen them?

**MOTHER DEER:** They have not come by while my children and I were grinding acorns. But we will help you find them.

*(MOTHER DEER and FAWNS rise and join the others as they move, to stage right, and then back again, to left. They meet MOUNTAIN LION, carrying a load of firewood.)*

### ANALYZE THE TEXT

**Story Structure** How can you tell that this is a new scene? How does it build on what happens in Scene 1?



**MOTHER GRIZZLY:** Mountain Lion, we are looking for my lost cubs.

**MOUNTAIN LION** (*Sets her **burden** down*): I will help you find them.

*(ALL move to stage right, while MOUSE enters from left and sits. MOUSE is weaving a basket. The group at stage right moves left and meets MOUSE.)*

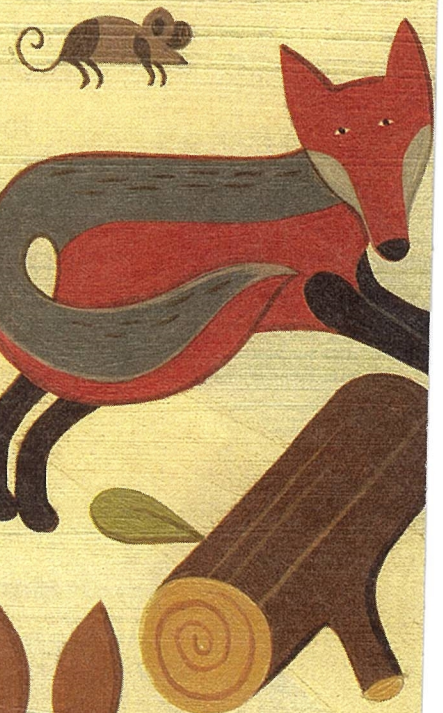
**MOTHER GRIZZLY:** Mouse, have you seen my cubs? We have searched everywhere for them. We have looked in hollow logs and caves and in the berry patch and the honey tree.

**MOUSE** (*Rising*): No, but I will help you. Perhaps they went downriver.


**MOTHER GRIZZLY:** I warned them not to go there.

**MOTHER DEER** (*Patting MOTHER GRIZZLY's shoulder and **glancing** at her own FAWNS*): Sometimes our little ones do not listen very well. I agree that we should look downriver.

*(The ANIMALS onstage move slowly toward the "mountain.")*







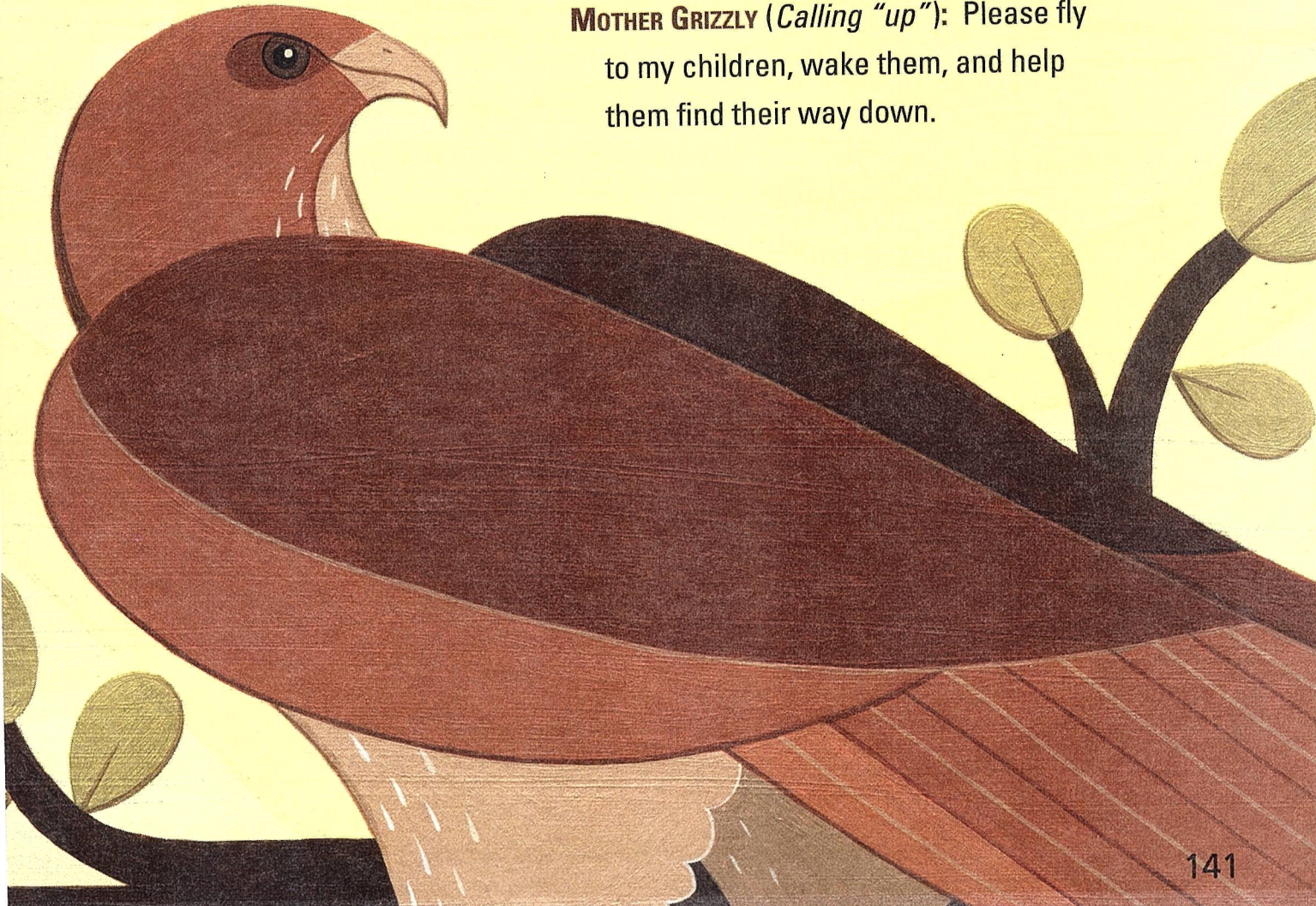
**Fox (Stopping, pointing):** Look, everyone.  
There is a mountain where there was  
only a stone before.

*(All slowly raise their heads as they scan  
the mountain from **base** to summit. As  
they do, HAWK enters as before, flapping  
his wings.)*

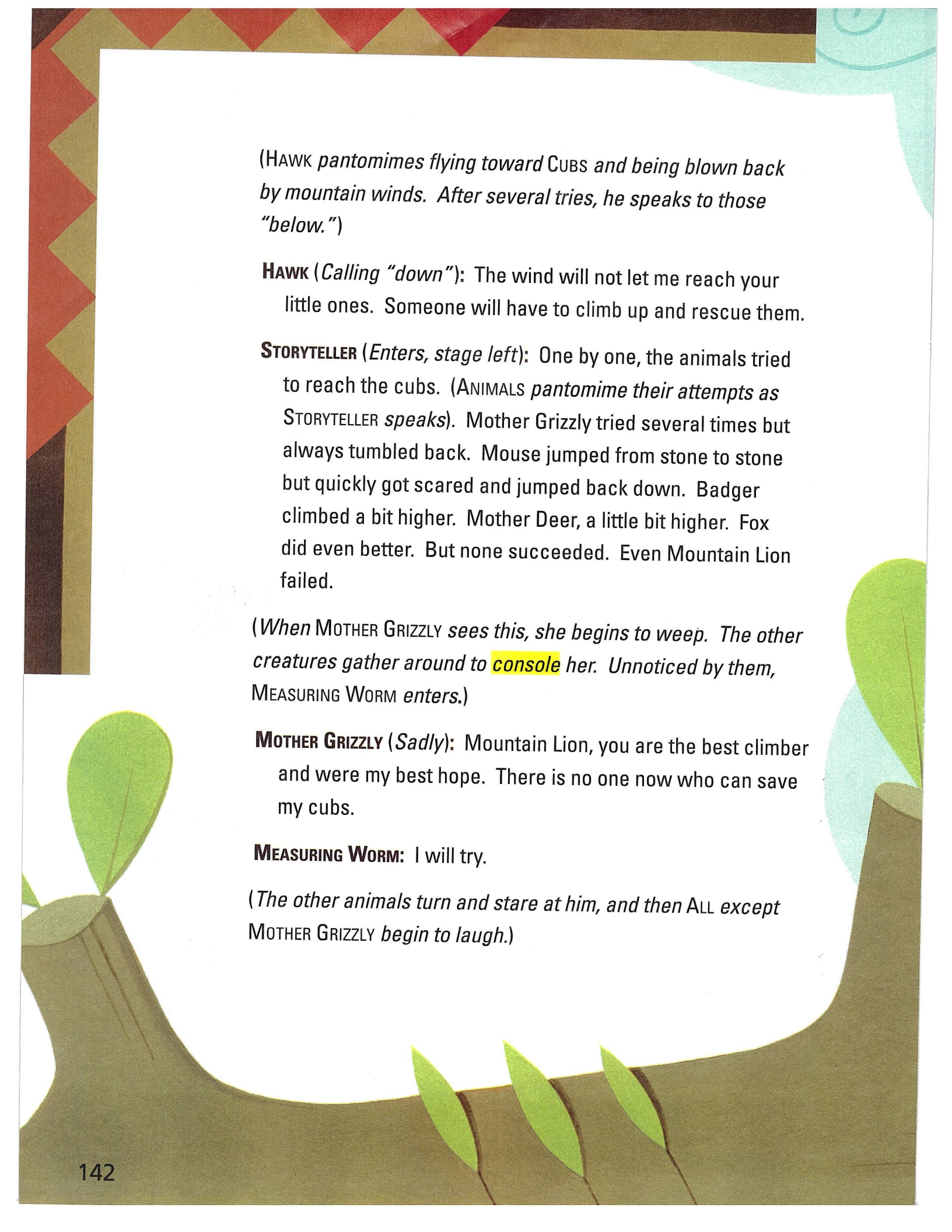
**MOTHER GRIZZLY:** I see Hawk. *(Cups paws  
around her mouth and shouts "up" to  
HAWK—)* Hawk! Have you seen my  
lost cubs?

**HAWK (Calling "down"):** They are asleep  
on this strange new mountain.

**MOTHER GRIZZLY (Calling "up"):** Please fly  
to my children, wake them, and help  
them find their way down.







(**HAWK** *pantomimes flying toward CUBS and being blown back by mountain winds. After several tries, he speaks to those "below."*)

**HAWK** (*Calling "down"*): The wind will not let me reach your little ones. Someone will have to climb up and rescue them.

**STORYTELLER** (*Enters, stage left*): One by one, the animals tried to reach the cubs. (**ANIMALS** *pantomime their attempts as STORYTELLER speaks*). Mother Grizzly tried several times but always tumbled back. Mouse jumped from stone to stone but quickly got scared and jumped back down. Badger climbed a bit higher. Mother Deer, a little bit higher. Fox did even better. But none succeeded. Even Mountain Lion failed.

(*When MOTHER GRIZZLY sees this, she begins to weep. The other creatures gather around to console her. Unnoticed by them, MEASURING WORM enters.*)

**MOTHER GRIZZLY** (*Sadly*): Mountain Lion, you are the best climber and were my best hope. There is no one now who can save my cubs.

**MEASURING WORM**: I will try.

(*The other animals turn and stare at him, and then ALL except MOTHER GRIZZLY begin to laugh.*)



**MOUNTAIN LION:** Foolish Measuring Worm! Do you think you can do what the rest of us have failed to do?

**MOUSE** (*Meanly*): *Tu-tok-a-na!* Your name is longer than you are.

**STORYTELLER** (*Appearing stage left*): My people call Measuring Worm *Tu-tok-a-na*, which means "Little Curl-Stretch." He moves by stretching—*tu*—then curling—*tok*—the way a caterpillar moves.

**MOTHER GRIZZLY** (*Drying her eyes*): I welcome your help.

(*MEASURING WORM begins to climb, all the while crying, "Tu-tok!" The other ANIMALS sit, staring at the mountain, watching as the WORM stretches and curls in a climbing motion.*)

**MEASURING WORM** (*Loudly*): *Tu-tok! Tu-tok!*











### SCENE 3

**STORYTELLER:** In time Measuring Worm climbed even higher than Mountain Lion. He climbed so high that the animals below could no longer see or hear him. Sometimes he would grow afraid and stop when he saw how high he had climbed and how much higher he had to go. Then he thought about poor Mother Grizzly so worried at the bottom of the mountain. He thought about the cubs in danger at the top. Then he found his courage again and continued to climb, all the while crying—

**MEASURING WORM:** *Tu-tok! Tu-tok! Tu-tok!*

(**STORYTELLER** *exits as MEASURING WORM finally crawls onto the rock. He bends over the two sleeping CUBS and calls—*)



**MEASURING WORM:** Wake up!

*(The CUBS are drowsy as they wake and stretch and yawn.)*

**OLDER BROTHER** *(Crawls and looks over the side of the "rock"):*  
Younger Brother! Something terrible has happened. Look  
how high we are.

**YOUNGER BROTHER** *(Also on his knees, peers down):* We are  
trapped here. We will never get back to our mother.

*(The CUBS begin to cry. They have forgotten MEASURING WORM.)*

**MEASURING WORM** *(Comforting the CUBS):* Do not be afraid.  
I have come to guide you safely down the mountain. Just  
follow me, and do as I say. We will follow the safe path that  
brought me here.

**OLDER BROTHER:** I am afraid I will fall.

**YOUNGER BROTHER:** I am scared, too.

**MEASURING WORM** *(Gently):* Surely Mother Grizzly's children are  
not so afraid, for she is the bravest creature in  
the valley.




**OLDER BROTHER** (*Puffing out his chest, and beating it with his paw*): We are grizzlies. We are brave.

**YOUNGER BROTHER** (*Doing same*): We will follow you.

(*They pantomime following a safe path in single file, with MEASURING WORM leading, OLDER BROTHER following, and YOUNGER BROTHER behind. Below, FOX suddenly spots something, stands up, and peers more closely.*)







**Fox** (*Excitedly, pointing to a spot about halfway up the mountain*): Mother Grizzly. Look! Measuring Worm is guiding your cubs down the mountain.

*(All ANIMALS look where FOX is pointing.)*

**MOTHER GRIZZLY** (*Joyful, fearful*): Be careful, my children!

**MOTHER DEER** (*Reassuring her friend*): Trust Measuring Worm. He has brought them safely this far. He will not fail you now.

*(The ANIMALS continue to watch. They slowly lower their gaze to follow the climbers as they come down the mountain. At last the CUBS and MEASURING WORM make a final leap from the "mountain" to the "ground." The CUBS run to their mother. MOTHER GRIZZLY gives them a big hug. Then she pushes them away and shakes her finger at them.)*

**MOTHER GRIZZLY** (*Scolding*): Both of you have been very naughty! Look at the trouble and worry you have caused us all. You did not listen to me and went where you were not supposed to go!

**OLDER BROTHER** (*Hanging head*): I'm sorry. I won't do it again.

**YOUNGER BROTHER** (*Starting to cry*): I will never disobey you again.



## ANALYZE THE TEXT

**Story Message** Which character's actions give an example for readers to follow? What does this tell you about the story's message?

**MOTHER GRIZZLY** (*Gathering them up in her arms again*): Be sure that you remember what happened today. But do not cry, little ones. It has all ended well, thanks to the help and courage of Measuring Worm.





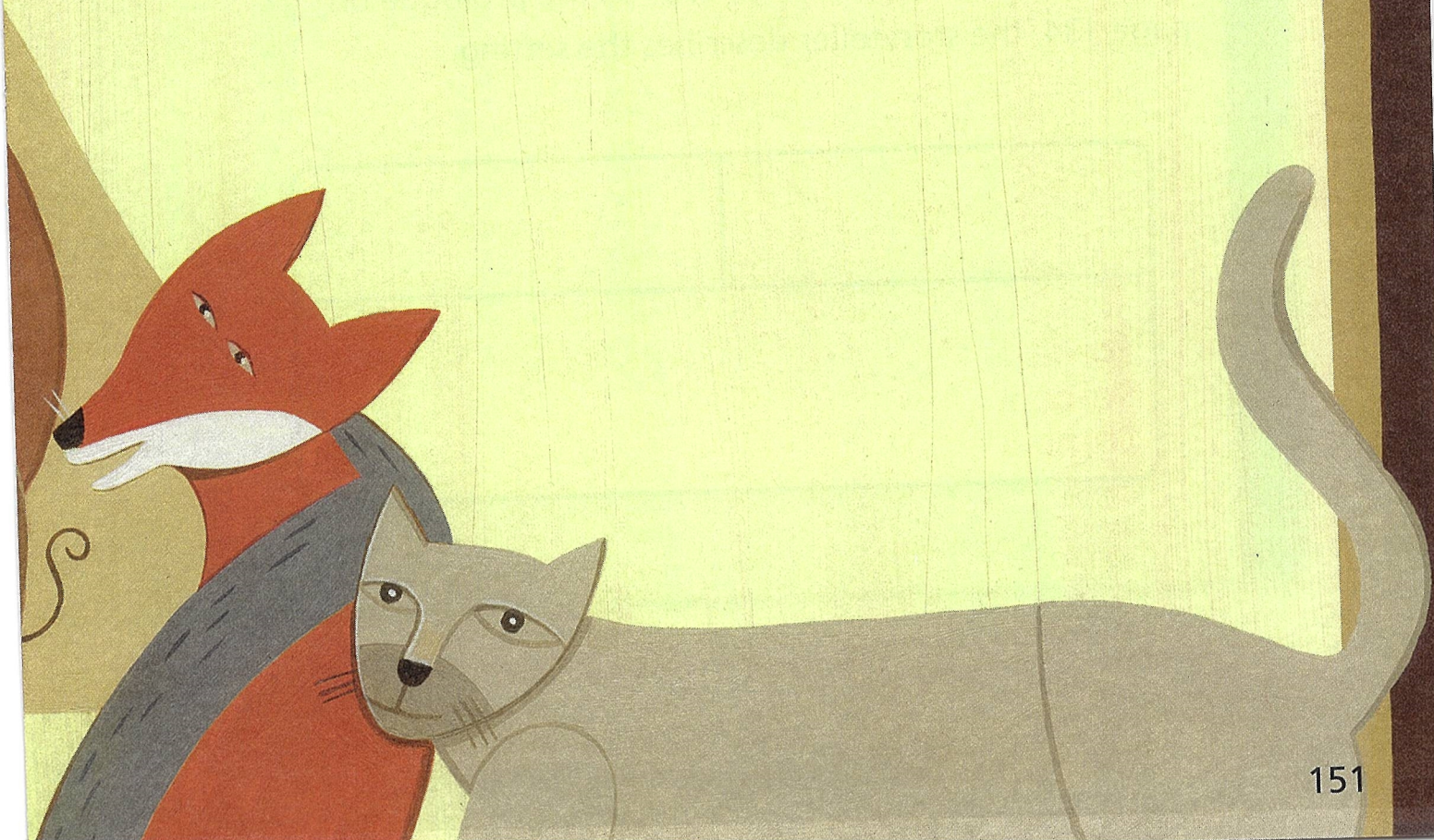




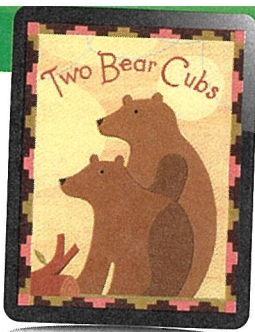
(The ANIMALS gather around MEASURING WORM and congratulate him.)

**STORYTELLER** (*Enters, stage left*): Then all the animals decided to call the new mountain *Tu-tok-a-nu-la*, which means "Measuring Worm Stone." This was to honor the heroic worm who did what no other creature could do—he saved the two bear cubs. The mountain held this name for many years, until newcomers named the mountain El Capitan. We Miwok still call the mountain *Tu-tok-a-nu-la* to this day.

**THE END**







# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Story Structure and Story Message. Then read *Two Bear Cubs* again to apply what you learned.

### Story Structure

A myth, such as *Two Bear Cubs*, tells a story. Like all stories, it has a **setting** where the story takes place. It has **characters** who are the animals in the story. It also has a **plot**, which tells the order of events in which characters solve a problem.

*Two Bear Cubs* is written as a play, so the plot is divided into **scenes** instead of chapters. Headings tell you where each new scene begins. The action in each scene builds on the action that happened in the previous scene. The characters are listed on page 133. In the prologue on page 134, the storyteller describes the setting.

<b>Setting</b>	<b>Characters</b>
<b>Plot</b>	
Scene 1 Scene 2 Scene 3	



## Story Message

Traditional stories like *Two Bear Cubs* have a message. The **message** says something important about life or how to live.

The message is not directly stated. Instead, readers must look at how the characters act and what happens in the story. These details, or text evidence, can help readers answer the questions, "What can I learn about life from this story? What is the story's message?"



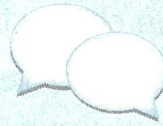


# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



Review *Two Bear Cubs* with a partner to prepare to discuss this question: *How do members of a community help each other?* As you discuss, take turns reviewing and explaining the key ideas in your discussion. Include evidence from the text to support your ideas.



### Classroom Conversation

Continue your discussion by using text evidence to explain your answers to these questions:

- 1 How do the animals first react when Measuring Worm says he will find the cubs? Why?
- 2 How does Measuring Worm persuade the cubs to follow him down the mountain?
- 3 What can you learn about Miwok beliefs and values from this story?



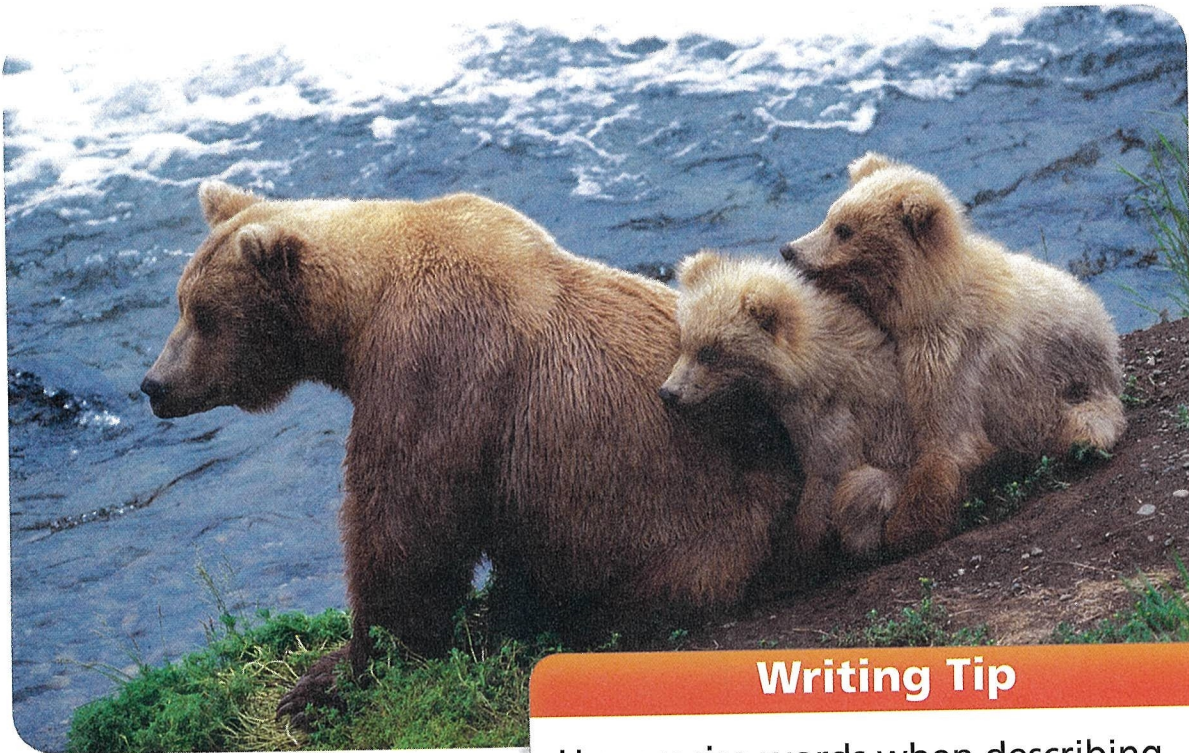


## Performance Task

### WRITE ABOUT READING



**Response** Measuring Worm helps bring the cubs back safely to Mother Grizzly. What qualities did he show when helping the cubs? Use text evidence to write a character description of Measuring Worm.



#### Writing Tip

Use precise words when describing the qualities of Measuring Worm. Give an example of each quality from the text.



## INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives factual information about a topic. This is a newspaper feature article.

### ✓ TEXT FOCUS

**Photographs** show true pictures of important text details. **Captions** tell more about these photos.

# TODAY'S

Friday, September 5, 2014

## Whose Land Is It?

by Ellen Gold

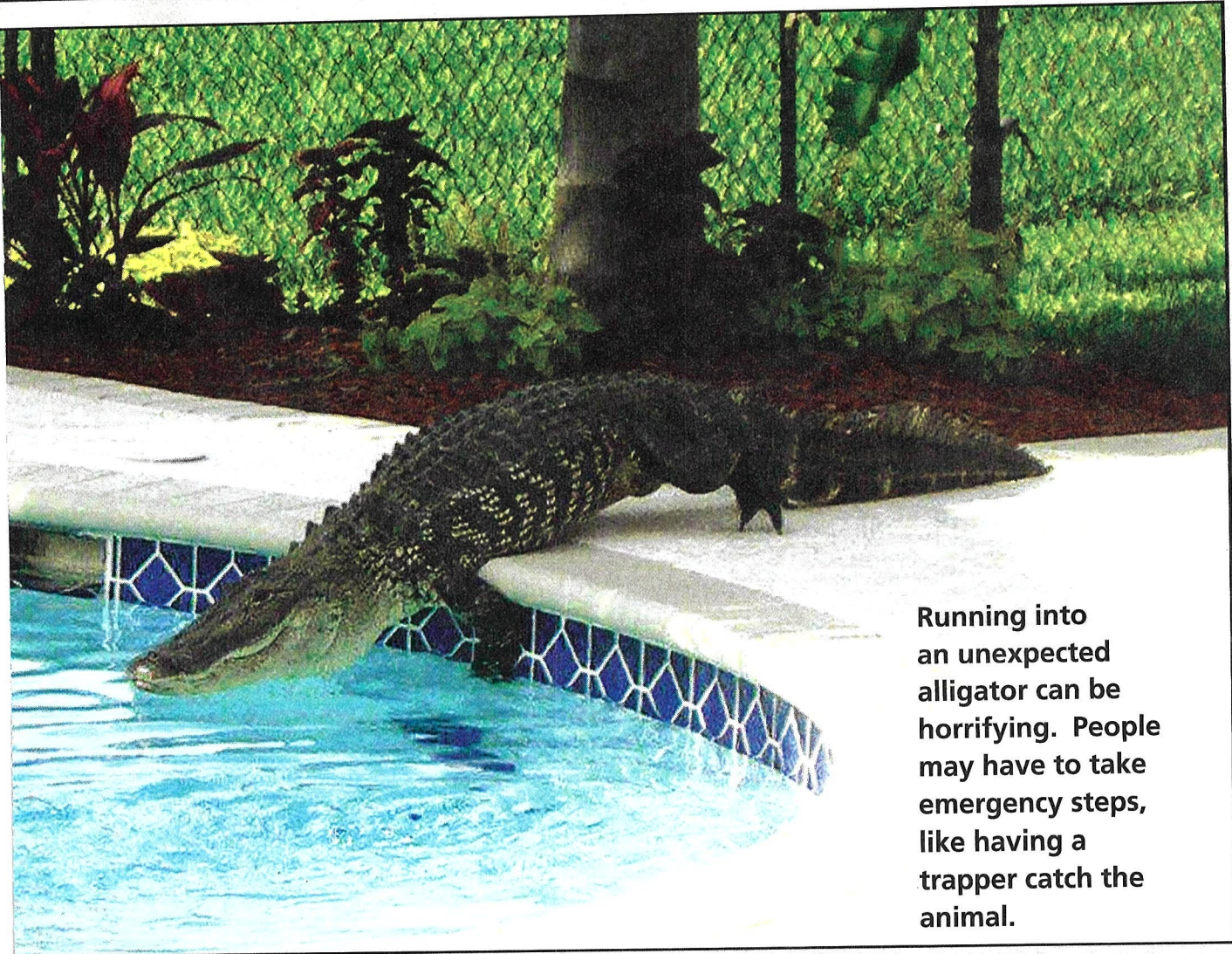
### People and Wild Animals

People and animals need places to live. Animals have lived in the wilderness for thousands of years. They live in ancient forests, oceans, and other habitats. Yet wild animals also live in people's yards. They live in cities, too.



Coyotes are no strangers to cities. One even walked into a restaurant in Chicago. Within moments, a panicking worker had climbed onto the counter.





Running into an unexpected alligator can be horrifying. People may have to take emergency steps, like having a trapper catch the animal.

## **Habitat Loss**

Why are wild animals moving closer to people? They are losing their habitats. Then they must find new places to live.

Fires destroy many animals' homes. Some years are especially fiery. In 2006, fires burned nearly 10 million acres of wild land in the United States.

People destroy habitats, too. People build homes, stores, and roads where wild animals live. In Florida, many homes are near swamps and waterways. These are places where alligators live.



## Changing Ways

Alligators have been around since prehistoric times. They mostly fear people. Yet that may be changing. Why is this?

The reason is far from mysterious. Some people feed alligators. Then those alligators stop fearing people. They may think that all people will feed them.

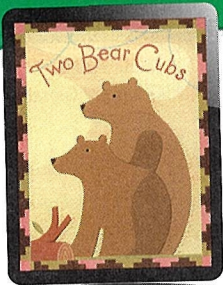
Other animals link people to food, too. Scientific experts know a lot about black bears. Country bears look for food during the day. City bears eat at night. They know that people put out garbage. So, city bears find food in dumpsters and trashcans.

How can people keep bears away? People need to change their habits. They should use bear-proof trashcans. They should fasten the cans immediately after use. If bears can't get food, they won't come back.



This black bear has wandered into someone's backyard garden, right in the heart of a big city. Have wild animals ever visited your home?





# Compare Texts

## TEXT TO TEXT

**Compare Bears** With a partner, compare the bears in *Two Bear Cubs* with the bears described in *Whose Land Is It?* In which text are the bears realistic? In which do they act like people? What can you learn about bear behavior from each text? Work together to write your answers. Support your answers with text evidence.



## TEXT TO SELF

**Connect to Writing** *Whose Land Is It?* describes some experiences people have with wild animals. Think about a time you had a funny, scary, or interesting experience with an animal. Write a paragraph that tells what happened.

## TEXT TO WORLD

**Compare Brothers** Think about Older Brother and Younger Brother in *Two Bear Cubs*. Discuss with a partner how they are alike and different. Compare how they act toward each other with how human brothers sometimes act.





# Grammar

**More Irregular Verbs** Some verbs have a special spelling to show past time. They have another spelling when used with *has*, *have*, or *had*.

Present	Past	With Helping Verbs
go	went	has, have, had gone
see	saw	has, have, had seen
do	did	has, have, had done
run	ran	has, have, had run
come	came	has, have, had come
eat	ate	has, have, had eaten

## Try This!

**Work with a partner. Read the sentences aloud. Choose the correct verb for each sentence.**

- 1 The bears (go, went) to the river and caught fish.
- 2 The brothers (run, ran) and played.
- 3 Older Brother has (ate, eaten) too many berries.
- 4 Younger Brother (saw, seen) a big, flat rock.
- 5 Their mother (did, done) not know how to find her cubs.



When you write, it is important to use exact verbs.  
Your readers will understand your writing better. Exact  
verbs will also make your writing more interesting.



### Less Exact Verb

The mice **ran** away from  
the giant dog.

### Exact Verb

The mice **dashed** away  
from the giant dog.

The mice **darted** away from  
the giant dog.

The mice **scampered** away  
from the giant dog.

## Connect Grammar to Writing

As you revise your persuasive essay next week, look for  
places where you can use exact verbs.



- ▶ Writing Opinions: Introduction
- ▶ Writing as a Process: Plan and Draft

Reading-Writing Workshop: **Prewrite**

# Opinion Writing

**✓ Purpose** Before you begin writing a **persuasive essay**, consider your purpose and your audience. Picture your readers asking, "Why should I do what you want?" To explore ideas, think of at least three reasons why readers should accept your opinion. Then list your reasons in an order that makes sense.

Daniel wanted to persuade other kids to join a club. He listed reasons. Then he organized his ideas in a list by starting with the strongest reason and adding details.

## Exploring the Topic

### Why You Should Join the Penguin Club

- It's fun and interesting.
- You meet new people.
- ~~Some kids have quit.~~
- Penguins need help.

## Writing Process Checklist

### ▶ Prewrite

- ✓** Did I consider my audience and purpose before writing?
- ✓** Did I decide on my opinion about the topic?
- ✓** Did I list reasons that will persuade my audience?
- ✓** Did I place my reasons in a logical order?

Draft

Revise

Edit

Publish and Share



## Prewriting Outline

My Opinion: Children should join the Penguin Club.

Reason: It's fun and interesting!

Details: learn cool facts  
go to Science Museum  
see live penguins at Aquarium

Reason: Penguins need help.

Details: fewer places to live  
dogs hunt penguins  
oil spills

Reason: You'll meet new people.

Details: kids are nice and love animals  
meet our leader, Mr. Spears

### Reading as a Writer

Which details would persuade you to join Daniel's club? What details can you add to your own outline to persuade your readers?

I thought about my purpose and audience. I picked my best reasons and chose an order for them. Then I added details.

