

Lesson: Using Details and Examples

Lesson Topic: Use details and examples to explain what a text says

Question 1:

Read the passage below.

A long time ago, when the world was much younger than it is now, people told and believed a great many wonderful stories about wonderful things which neither you nor I have ever seen. They often talked about a certain Mighty Being called Jupiter, or Zeus, who was king of the sky and the earth; and they said that he sat most of the time amid the clouds on the top of a very high mountain where he could look down and see everything that was going on in the earth beneath. He liked to ride on the storm-clouds and hurl burning thunderbolts right and left among the trees and rocks; and he was so very, very mighty that when he nodded, the earth quaked, the mountains trembled and smoked, the sky grew black, and the sun hid his face.

-Adapted from Old Greek Stories by James Baldwin

What happened when Zeus nodded?

Check all that are true.

- The sky grew black.
- The mountains trembled and smoked.
- The earth quaked.
- The storm-clouds hurled thunderbolts.
- The sun hid his face.

Question 2:

Read the following passage.

Old Greek Stories

By James Baldwin

Jupiter had two brothers, both of them terrible fellows, but not nearly so great as himself. The name of one of them was Neptune, or Poseidon, and he was the king of the sea. He had a glittering, golden palace far down in the deep sea-caves where the fishes live and the red coral grows. Whenever he was angry the waves would rise mountain high, and the storm-winds would howl fearfully, and the sea would try to break

over the land. Men called him the Shaker of the Earth.

The other brother of Jupiter was a sad pale-faced being, whose kingdom was underneath the earth, where the sun never shone and where there was darkness and weeping and sorrow all the time. His name was Pluto, or Aidoneus, and his country was called the Lower World, or the Land of Shadows, or Hades. Men said that whenever anyone died, Pluto would send his messenger, or Shadow Leader, to carry that one down into his cheerless kingdom. For that reason, they never spoke well of him, but thought of him only as the enemy of life.

Question 3:

Where was Pluto's kingdom?

- Pluto's kingdom was on a high mountain.
- Pluto's kingdom was underneath the earth.
- Pluto's kingdom was far down in the deep sea-caves.
- Pluto's kingdom was in a glittering, golden palace.

Question 4:

What nickname did people give to Neptune?

- People called him the Shadow Leader.
- People called him Aidoneus.
- People called him the Shaker of the Earth.
- People called him the Wave Maker.

Question 5:

What happened when Neptune was angry?

- the sea would try to break over the land
- the storm-winds would howl fearfully
- the waves would rise mountain high
- all of the above

Lesson Topic: Make inferences about a text

Question 1:

Read the passage below.

The minutes passed. Freckles' steady gaze never wavered. Without realizing it, he was trembling with eagerness and anxiety. As he saw what was taking place, "It's going to fly," he breathed in hushed wonder. The morning sun fell on the moth and dried its velvet down, while the warm air made it fluffy. The rapidly growing wings began to show the most delicate green, with lavender fore-ribs, transparent, eye-shaped markings, edged with lines of red, tan, and black, and long, crisp trailers.

-Adapted from Freckles by Gene Stratton-Porter

What can you infer about Freckles' interest level in the moth?

- Freckles is more interested in the morning sun.
- Freckles is somewhat interested in seeing the moth.
- Freckles has no interest in the moth.
- Freckles is very interested in watching the moth.

Question 2:

Read the following passage.

When McLean, the Boss, turned from his finished report, he faced a young man, tall, spare, closely freckled, and red-haired, with a homely Irish face. In his steady gray eyes, there was unswerving honesty and the appearance of a longing not to be ignored. He was dressed in the roughest of farm clothing, and seemed tired to the point of falling. He also had only one hand.

"You are looking for work?" questioned McLean.

"Yes," answered Freckles.

"I am very sorry," said the Boss with genuine sympathy in his every tone, "but there is only one man I want at present—a hardy, big fellow with a stout heart and a strong body. I hoped that you would do, but I am afraid you are too young and scarcely strong enough."

-Adapted from Freckles by Gene Stratton-Porter

What can you infer about the job the Boss has in mind?

- The job requires a lot of physical activity and movement.
- The job is difficult to learn because it is complicated.
- The job has already been given to another person.
- The job is perfect for someone with one hand.

Question 3:

Review the following passage.

When McLean, the Boss, turned from his finished report, he faced a young man, tall, spare, closely freckled, and red-haired, with a homely Irish face. In his steady gray eyes, there was unswerving honesty and the appearance of a longing not to be ignored. He was dressed in the roughest of farm clothing, and seemed tired to the point of falling. He also had only one hand.

"You are looking for work?" questioned McLean.

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-Adapted from Freckles by Gene Stratton-Porter

What can you infer about Freckles?

- Freckles is often ignored by other people.
- Freckles has a stout heart and strong body.
- Freckles is proud of his great wealth.
- Freckles never tells the truth.

Question 4:

Read the following passage.

"It's no child's job," said McLean. "I am the field manager of a big lumber company. We have just bought two thousand acres of forest timber. Many of these trees are of great value. We can't leave our camp, six miles south, for almost a year yet; so we have blazed a trail and strung barbed wires securely around this

land. Before we return to our work, I must put this property in the hands of a reliable, brave, strong man who will guard it every hour of the day, and sleep with one eye open at night. I shall require the entire length of the trail to be walked at least twice each day, to make sure that our lines are up and that no one has been trespassing."

-Adapted from Freckles by Gene Stratton-Porter

What can you infer about the Boss, McLean?

- He has a big family and spends a lot of his time at home.
- He is obsessed with cleaning and hates dirtiness.
- He is not very good at his job as a manager.
- He is worried that someone will steal or destroy the valuable trees.

Question 5:

Read the following passage.

"Worst of all, any man who will enter the swamp to mark and steal timber is desperate," said McLean. "One of my previous employees at the south camp, John Carter, was fired a few days ago. He came here, entered the swamp alone, and succeeded in locating and marking a number of valuable trees that he tried to sell to a rival company. He has sworn to have these trees if he has to die or to kill others to get them; and he is a man that the strongest would not care to meet."

"But if he came to steal trees, wouldn't he bring teams and men enough that all anyone could do would be to run and tell you?" queried Freckles.

"Yes," replied McLean.

"Then why couldn't I watch just as closely and come running as fast as an older, stronger man?" asked Freckles.

"Why, by George, you could!" exclaimed McLean. "I don't know as the size of a man would be half so important as his grit and faithfulness, come to think of it. Sit on that log there and we will talk it over. What is your name?"

-Adapted from Freckles by Gene Stratton-Porter

What can you infer about John Carter?

- John Carter always hated working for McLean.

- John Carter was fired because he tried to sell trees to a rival company.
- John Carter was loyal to his friendship with McLean.
- John Carter was going to use the money to do something nice.

Lesson Topic: Identify details to support inferences

Question 1:

Read the passage.

I find myself looking back a lot more now. Death has away of doing that—reminding you of which things are really important and which ones are just extra that clutter your mind. While standing next to Tommy's grave, I saw images of that summer play in my mind like an old movie reel. Even in the effervescence of youth, it was such a painful time in both our lives. It was 1953. The world was recovering from the war. Families were rebuilding, mending, and mourning—giving way to the promise of a better future.

-Adapted from "Fort Wars" by Joy Kita

Which detail supports the inference that people were feeling troubled while moving on from the war?

- Families were watching old movie reels.
- Families were rebuilding.
- Families visited Tommy's grave.
- Families were mending and mourning.

Question 2:

Read the following passage.

One cold day Toby had been trotting up and down in his usual place in the city, when the bells chimed twelve o'clock, which made Toby think of dinner.

"I say," he remarked, "It always seems to be dinner-time, but I never seem to have a dinner. That's the great difference between 'em." He went on talking to himself, never noticing who was coming near to him.

-Adapted from Charles Dickens' Children Stories by Charles Dickens

Which detail supports the inference that Toby often does not eat dinner?

- Toby remarks that he never seems to have a dinner.
- It is a cold day, and Toby is in his usual place in the city.
- Toby was talking to himself and did not notice anyone nearby.

- Toby thinks of dinner when the bells chime twelve o'clock.

Question 3:

Read the following passage.

"Why, Father! Father," said a pleasant voice, and Toby turned to find his daughter's sweet, bright eyes close to his.

"Why, pet," said he, kissing her, "what's going on? I didn't expect you today, Meg."

"Neither did I expect to come, father," said Meg, smiling. "But here I am! And not empty handed!"

"Why, you don't mean to say," observed Trotty, looking curiously at the covered basket she carried, "that you?—"

"Smell it, Father dear," said Meg; "only smell the delicious aroma, and guess what it is."

-Adapted from Charles Dickens' Children Stories by Charles Dickens

Which detail supports the inference that Meg brought her father something to eat?

- Meg is carrying a covered basket when she sees her father.
- Meg wants her father to smell something with a delicious aroma.
- Meg's father did not expect her to visit him today.
- Meg calls out to her father when she is close to him.

Question 4:

Read the following passage.

While Toby ate his unexpected dinner with immense relish, Meg told him how her love, Richard, a young blacksmith, had today brought his dinner to share with her, and had begged her to marry him on New Year's Day.

"So," went on Meg, "I wanted to make this a sort of holiday to you, as well as a dear and happy day to me, father, and I made a little treat and brought it to surprise you."

Just then, Richard himself came up to persuade Toby to agree to his plan; and almost at the same moment, a footman came out of the house and ordered them all off the steps, and some gentleman came out who called up Trotty, and gave him a letter to carry.

-Adapted from Charles Dickens' Children Stories by Charles Dickens

Which detail supports the inference that Meg has happily agreed to marry Richard?

- Meg says that this is a dear and happy day.
- Richard wants to marry Meg on New Year's Day.
- A footman ordered them all off the steps.
- Some gentlemen gave Trotty a letter to carry.

Question 5:

Read the following passage.

There was once upon a time a king who was so much beloved by his subjects that he thought himself the happiest monarch in the whole world, and he had everything his heart could desire. His palace was filled with the rarest of curiosities, and his gardens with the sweetest flowers, while in the marble stalls of his stables stood a row of milk-white Arabian horses, with big brown eyes.

Strangers who had heard of the marvels which the king had collected, and made long journeys to see them, were, however, surprised to find the most splendid stall of all occupied by a donkey, with particularly large and drooping ears. It was a very fine donkey; but still, as far as they could tell, nothing so very remarkable as to account for the care with which it was lodged; and they went away wondering, for they could not know that every night, when it was asleep, bushels of gold pieces tumbled out of its ears, which were picked up each morning by the attendants.

-Adapted from The Grey Fairy Book by Andrew Lang

Which detail supports the inference that the donkey has made the king rich?

- Every night, gold pieces tumbled out of the donkey's ears.
- The king was beloved by his subjects and was happy.
- The donkey had the most splendid stall, but he did not look remarkable.
- Strangers heard that the king had collected the rarest curiosities.

Lesson Topic: Identify explicit and implicit information

Question 1:

Read the following passage.

Talya was dripping in sweat. She tried to find shade on the beach to protect her burning skin. She did not know how much more beach volleyball she could play.

Is the information that the weather is hot explicit or implicit?

- explicit
- implicit

Question 2:

Read the following passage.

Clarissa's teacher smiled at her. "You did very well on your presentation. I did not even know that you were nervous." Clarissa threw her hands up and did a little dance.

Is the information that Clarissa is happy explicit or implicit?

- explicit
- implicit

Question 3:

Read the following passage.

Blake yawned and stretched his arms. "I am so tired that I could fall asleep right this very moment."

Is the information that Blake is tired explicit or implicit?

- explicit
- implicit

Question 4:

Read the following passage.

Derek looked over at Virginia. "We should get back to the camp before it gets too dark." Virginia nodded and got up to start the long walk there.

Is the information that Virginia agrees with Derek explicit or implicit?

- explicit
- implicit

Question 5:

Read the following passage.

Basil looked left and could not see anyone he knew. Then he looked right. No one! He was lost! He felt his stomach turn over and tried not to cry.

Is the information that Basil is frightened explicit or implicit?

- explicit
- implicit

Lesson: Theme

Lesson Topic: Identify theme in stories

Question 1:

Read the story below.

A Rough Day

Written by Juliana Sartor

Jerry walked along the pavement, scraping the soles of his shoes over it. His book bag weighed on his shoulder, and an increasingly freezing wind threatened his exposed hands and face.

As a bus plowed by, he sighed. It hadn't been the best day. Jerry had completely forgotten to do a worksheet packet for science, struggled through a long division test, and left his lunch in the fridge at home.

Rather than starve, he used his bus money to buy some fries. Now, he was stuck walking two miles home. Worst of all, it had just begun to snow.

Jerry groaned and pulled his thin jacket around himself.

About halfway home, Jerry heard some rustling in an alley. As he passed, he looked down it and saw a man with dirty, matted hair, ripped up jeans, and a jacket just as flimsy as Jerry's. Jerry felt a little surprised. He didn't usually see any homeless people around town.

"Hey son," the man said as he saw Jerry. "You got any spare change?"

Jerry paused for a second. There was about two dollars in various coins jingling in his pocket. It wasn't enough for the bus, but he had planned on depositing the money into the large change bank he was filling in order to buy a new computer.

"Uh," he said, preparing to tell the man that he didn't have anything. But as Jerry wrapped his hand around the coins, he thought about how that two dollars might be the difference between this man getting to eat dinner tonight or not.

"Here you go," Jerry said, holding out his hand to the man, who graciously accepted Jerry's coins.

"Man, thanks a lot! You just made my night about a hundred times better!"

Jerry shrugged and smiled. "Glad to hear it," he said as he started to walk away.

"Keep warm!" the man called.

As Jerry walked the last mile home, he realized that he didn't feel so cold anymore. And he didn't care so much about his math test or his science homework.

In fact, when he got home and looked at his change bank, he felt no remorse at all. Buying a computer, failing a test, or forgetting your lunch one time seemed like nothing compared to never knowing where your next meal would come from.

He recalled how the man had told him to keep warm. *You too*, Jerry thought, hoping the man would be able to find relief from the snow that continued blowing around outside.

Based on the lesson Jerry learned, what is the theme of this story?

- Jerry learned that not adding to his computer fund made him regret helping the homeless man. The theme of this story is how helping someone in need can put your own problems in perspective.
- Jerry learned that not adding to his computer fund made him regret helping the homeless man. The theme of this story is to always look out for yourself first.
- Jerry learned that helping the homeless man made him feel better about his bad day. The theme of this story is how helping someone in need can put your own problems in perspective.
- Jerry learned that helping the homeless man made him feel better about his bad day. The theme of this story is to always look out for yourself first.

Question 2:

What Do You Do With A Lost Unicorn?

Written by Katie Thompson

Chapter 1

I think a lost unicorn got trapped in my garage last night. It's just lying there with stubby legs and grey skin and grandpa teeth, which are grinding together a little. An unimpressive little horn has grown out of its forehead.

I'm pretty sure it is sleeping, but in one of those unshakable sleeps a toddler falls into after an intense tantrum. I tap it once with my shoe. Its nostrils flare a little, but it doesn't wake. I poke it with the rubber end of a toilet plunger a few times. Nothing new happens.

Our garage door never closes all the way. I'm always finding things in the mornings: racoons who snuck in out of the cold, trash cans from the neighbor's yard, and one time, a wheelbarrow (missing the wheel) that nobody ever came to claim. But this is the first time I've seen anything like this. Paint cans are spilled everywhere. Blue and green and a lot of white paint covers the walls, white and blue hoof prints dot the floor. I feel bad for the unicorn, wondering where it came from, where it thought it had gone, how it must have tried to get back out of the garage but couldn't.

I know I need to help it, to get it out of the garage at least, but I doubt I can do that alone. I get the phone and, gripping it pretty tightly, slowly dial a familiar number.

Joseph was my best friend and had been since I can remember. We grew up together, but then middle school happened. And other friends happened. And volleyball and sleepovers and school dances. And

eventually I realized I hardly talked to him anymore. And I certainly never called him anymore.

“Anna? What’s wrong?” he huffs in the phone. “The sun’s not even up yet! Why are you awake?”

“I’m okay,” I respond, “but there’s a unicorn passed out in my garage.”

He sighs, “Call animal control.” Now he sounds angry.

“Right. Okay.” His answer seemed reasonable, as they always do. I feel weird for waking him, so I hang up the phone.

Then there’s a kind of buzzing going on in my chest. I guess I feel nervous. I sit next to the unicorn as I figure out what to do next. If animal control comes, will they recognize this thing?

I wish I could wake up my parents, but they would probably ignore the unicorn and blame me for the paint mess. Then I realize that who I really want to see is Joe. Hearing his voice was strange, but weirdly familiar. We were once so close. . . How did we come to this?

I say to myself, “At least he answered the phone. Maybe our friendship isn’t totally lost.” I cringe, looking at the unicorn’s patchy mane. “Unlike you.”

Question 3:

What Do You Do With A Lost Unicorn?

Written by Katie Thompson

Chapter 2

I decide that I should at least get the unicorn out of the garage before trying harder to wake it up. Luckily, it had fallen asleep on the corner of an old dropcloth. I figure that if I can get most of its body onto the plastic sheet, I might be able to pull it out onto the driveway.

But the thing weighs about a thousand pounds, even though it’s much smaller than I’d have guessed a unicorn would be. It takes me at least 15 minutes to pull and shimmy the corners of the drop cloth under its wide flank. I’m seriously sweating when I hear someone cough behind me. I turn around, hoping it’s not my old neighbor, Gertrude, who never has anything better to do than bother me. It’s not. It’s Joe. My stomach drops.

“I was worried about you. I thought I’d stop by before heading to school. What...what are you doing?” he asks.

I can’t believe he is here. I fumble with the dropcloth and feel embarrassed. “Trying to get this stupid thing out of the garage? How is that not obvious to you?”

“And...Then what?”

Now I just feel stupid. “I don’t know. Hope that it wakes up and runs off.” I start fiddling with the dropcloth again, purposefully turning my back to Joe. “Did you look at it?” I ask, after some silence.

He cranes his neck to get a glimpse. “I bet it’s just a pony, Anna. At best, it’s one of those weird small horses. Like the kind at state fairs. Maybe it was just tired of being held in some tiny barn and winning

pointless awards, so it just walked off.”

“A pony. In Los Angeles. Right, Joe. Like that would ever happen. That’s an even worse idea than a unicorn.”

He looks at me and his eyebrows knit together in way that tells me he is not very happy with me. “I’m just trying to make this make sense. I’m just trying to help. You don’t have to be a jerk,” he says.

But I feel like I don’t know how to act around him, so I say, “It has a horn, dude. Can you see the horn? It’s right in the middle of his head. Sticking up. In the air. Like horns do. Especially when they’re on unicorns.”

He raises his eyebrows and I start to feel a little ashamed. I sort of crumple, standing back up to face him. “I’m sorry. It’s just...weird to see you. Talking to you on the phone felt so normal. But seeing you in person makes me feel weird! Or afraid. Or just like I missed you a lot, and now I have no idea how to be a decent person to you.”

He walks over to me and puts his arms around me. Even this feels uncomfortably normal.

“You’re so weird,” he says, still hugging me. “If you missed me so much, don’t be mean when I try to help you.” He pauses and looks at the unicorn. “I mean, I missed you too,” he says.

This startles me and I still don’t know what to say. I rumbled the dropcloth with my shoe. I know I should thank him for checking on me or something, but I can’t come up with the words. Why didn’t I realize seeing him would be really hard? Finally I look at the unicorn, too. “Can you just...Can you just help me try to move this thing?”

Question 4:

What is the main problem in this chapter?

- Anna didn't realize how strange it would be to see Joe again, and she can't stop being rude to him.
- Joe doesn't believe that the animal is a unicorn, and he starts to make fun of her.
- Joe doesn't think that moving the animal to the driveway is a good idea, and Anna gets upset.
- Anna is so relieved to see Joe that she can't stop crying long enough to move the unicorn.

Question 5:

What is the possible solution to this problem? Does it work?

- Anna tells Joe that she didn't want to see him ever again, and tells him to leave. This helps her feel better.
- Anna tells Joe she feels strange, and she tries to be nicer, but it doesn't really work because she still feels uncomfortable.

- Joe doesn't understand why Anna is being so rude. He leaves, which makes her feel even worse than before.
- Joe decides to be mean right back to Anna so she'll know how he feels. This helps her act nicer toward him.

Lesson Topic: Identify theme in dramas

Question 1:

ARE WE THERE YET?

by Katie Thompson

ACT I

SCENE I

Time: in the morning

Place: inside a minivan on the freeway

Characters

JAMIE

DAD

MOM

[DAD and MOM are in the front of the van, and DAD is driving. A nine year old boy, JAMIE, is in the backseat, surrounded by coloring books and broken crayons.]

JAMIE *[whining]*: DAD?

DAD: Yeah, JAMIE?

JAMIE: Are we...there yet?

MOM *[sighs and looks out the window]*: This is going to be a long trip.

DAD: Have I parked the car yet? Do you see Aunt Linda's house? Is MOM listing off everything we forgot this time?

JAMIE: No.

DAD: So do you think we're there yet?

JAMIE: No.

MOM: I checked everything off the list as it went into the van this time, anyway. So we'll actually have shoes to wear this time.

DAD [*quieter, talking to MOM*]: It's not like I forgot all of the shoes. It was one pair! One tiny bag with one pair of shoes in it!

JAMIE: DAD?

DAD: We're not there yet!

JAMIE: But... I'm bored! I hate riding in the car!

MOM [*sighing*]: Riding in the car is the only way to get to get to Aunt Linda's. Just be patient. You'll have fun once we get there.

DAD [*nodding wisely*]: Sometimes you have to do things you don't want to be before you can get to the fun stuff in life.

Question 2:

Are We There Yet?

By Katie Thompson

ACT II

Scene I

Time: five minutes later

Place: inside the minivan on the freeway

Characters

JAMIE

DAD

MOM

JAMIE [*whining again*]: I just wanted to know how long it would be until we got there.

DAD [*sighs*]: About two hours.

JAMIE: You said that an hour ago. Two hours seems like a lot longer in this car. Two hours seems like an entire day. A really, really long day.

MOM: Can't you play a game or something to pass the time?

DAD: [*to himself*] Yeah, like the quiet game.

[*MOM raises her eyebrows at DAD*]

JAMIE: [*crosses his arms and frowns*]: This trip is zero fun.

[*DAD shrugs at MOM*]

JAMIE [*suddenly*]: Hey! Look at that little old lady walking in the field. And a bunch of other little old ladies behind her. That one over on the side is wearing a funny sweater. And eating grass.

MOM [*slightly worried*]: JAMIE, those are sheep.

JAMIE: Old ladies! [*throws his head back in laughter*]

DAD [*playing along*]: That one seems angry. I wonder if she got in a fight with the one in the front.

JAMIE [*smiling*]: Yeah! The old lady in front knows they all have to go to the grocery store. But that one eating grass really wanted to play bingo. Grocery shopping is so boring.

[*MOM turns her head towards JAMIE in the backseat and smiles for the first time in a while*]

DAD: Those old ladies probably wish they had a car to ride in.

JAMIE [*laughing*]: Yeah, they'd probably be a lot happier if they didn't have to walk everywhere! They probably get really bored walking.

MOM [*still smiling*]: They probably don't know how to have any fun at all. They just argue with each other all day to stay busy!

Question 3:

What is the main problem in this act of the drama?

- Mom is still furious with Dad about the time he forgot the shoes.
- Dad is really hungry, but Mom will not stop the car to eat.
- Jamie is still bored in the car, and the family starts to argue.
- Jamie begins to see dangerous old ladies out the window.

Question 4:

What is the solution to the problem in this act of the drama?

- Jamie starts to entertain himself by pretending the sheep outside are old ladies. This entertains his parents, too.
- Dad decides to turn the car around and go home because he can't handle Jamie's complaints any longer.
- Mom suggests that Jamie play a game to pass the time, but Jamie starts to cry. The problem is not solved.
- Jamie starts to color in his coloring books, and Mom decides to take a nap. Then, Dad can drive in peace.

Question 5:

What lesson does Jamie learn in this act of the drama?

- Mom and Dad never want him to have fun because they never encourage him to be silly.
- Instead of complaining about being bored, he can use his imagination to pass the time.
- Even though his family never gets along, the sheep in the field have it a lot worse.
- There is nothing he can do to make his time in the car less boring.

Lesson Topic: Identify theme in poems

Question 1:

I Saw In Louisiana A Live Oak Growing

by Walt Whitman

I saw in Louisiana a live-oak growing,
All alone stood it, and the moss hung down from the branches;
Without any companion it grew there, uttering joyous leaves of dark green,
And its look, rude, unbending, made me think of myself;
But I wonder'd how it could utter joyous leaves, standing alone there, without its friend, its lover near - for I
knew I could not;
And I broke off a twig with a certain number of leaves upon it, and twined around it a little moss,
And brought it away - and I have placed it in sight in my room;
It is not needed to remind me as of my own dear friends,
(For I believe lately I think of little else than of them;)
Yet it remains to me a curious token - it makes me think of love;
For all that, and though the live-oak glistens there in Louisiana, solitary, in a wide flat space,
Uttering joyous leaves all its life, without a friend, a lover, near,
I know very well I could not.

Question 2:

What is this poem about?

- This poem describes how the narrator cut down a tree to feel less alone.
- This poem tells the story of a man who never loved anything in his life.
- This poem tells the story of a man revisiting a tree he loved as a child.
- This poem describes how a tree reminded the narrator that he dislikes being alone.

Question 3:

What lesson does the narrator learn in this poem?

- Some trees have vines growing on them that kill the tree, just like this one.
- Being around friends is actually very exhausting for the narrator, and he wants to be alone.
- Some living things can enjoy being alone, but the narrator is not one of them.

- Louisiana is not a place the narrator wants to visit again, but he has no choice.

Question 4:

Which feelings are conveyed most clearly in the poem?

- anger and frustration
- joyousness and relief
- excitement, but also fear
- loneliness, but also hopefulness

Question 5:

Which message can you take away from this poem?

- Even in the worst of times, nature can be very comforting.
- Trees can make some people feel very strong feelings.
- If something is important to you, take a piece of it with you.
- The company of friends is very important to many people.

Correct Answers

Lesson: Using Details and Examples

Lesson Topic: Use details and examples to explain what a text says

Question 1:

MC1 | MC2 | MC3 | MC5

Question 2:

Question 3:

MC2

Question 4:

MC3

Question 5:

MC4

Lesson Topic: Make inferences about a text

Question 1:

MC4

Question 2:

MC1

Question 3:

MC1

Question 4:

MC4

Question 5:

MC2

Lesson Topic: Identify details to support inferences

Question 1:

MC4

Question 2:

MC1

Question 3:

MC2

Question 4:

MC1

Question 5:

MC1

Lesson Topic: Identify explicit and implicit information

Question 1:

MC2

Question 2:

MC2

Question 3:

MC1

Question 4:

MC2

Question 5:

MC2

Lesson: Theme

Lesson Topic: Identify theme in stories

Question 1:

MC3

Question 2:

Question 3:

Question 4:

MC1

Question 5:

MC2

Lesson Topic: Identify theme in dramas

Question 1:

Question 2:

Question 3:

MC3

Question 4:

MC1

Question 5:

MC2

Lesson Topic: Identify theme in poems

Question 1:

Question 2:

MC4

Question 3:

MC3

Question 4:

MC4

Question 5:

MC4