

# Lesson

# 1



# Vocabulary in Context

## 1 specialty

A schoolroom may be set up for one skill, or **specialty**. In this room, students use computers.



## 2 disturbing

Loud noises are **disturbing** students working in the library. Please be courteous.



## LANGUAGE DETECTIVE

### Talk About the Writer's Words

Work with a partner. Use the blue Vocabulary words in new sentences that tell about the photos. Write the sentences.

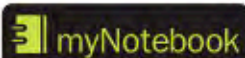
## 3 collapsed

After a hard practice, you might find a tired team **collapsed** onto benches in the gym.



## 4 squashing

It's not unusual to see students **squashing**, or pressing, clay into shapes in the art room.



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

- ▶ Study each **Context Card**.
- ▶ Use a dictionary or a glossary to verify the meanings of the Vocabulary words.

**5 shifted**

These students **shifted**, or moved, their attention to the first question on the test.

**6 numb**

Wear mittens on cold, **numb** hands. When your fingers warm up you will feel them.

**7 staggered**

Wearing heavy backpacks, these students **staggered** unsteadily to class.

**8 struggled**

These science students **struggled** to make their difficult chemistry experiment work.

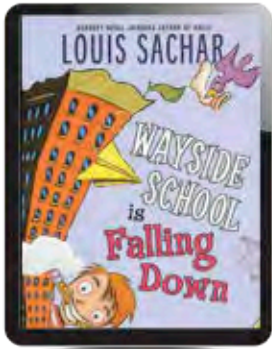
**9 wobbled**

This girl held her stack of books steady when it **wobbled**. She kept it from falling over.

**10 interrupted**

This band teacher **interrupted**, or briefly stopped, the band to ask them to start over.





# Read and Comprehend

## ✓ TARGET SKILL

**Story Structure** As you read “A Package for Mrs. Jewls,” keep track of the story's setting, characters, and plot. Look for the main character's problem, or **conflict**, the **events** surrounding the conflict, and the **resolution** of the conflict. These elements make up the story's overall structure, or organization. Use a graphic organizer like this one to record the important parts of the story.

<b>Setting</b>	<b>Characters</b>
<b>Plot</b>	
<b>Conflict:</b>	
<b>Events:</b>	
<b>Resolution:</b>	

## ✓ TARGET STRATEGY

**Summarize** As you read “A Package for Mrs. Jewls,” pause now and then to **summarize**, or retell the important parts of the story in your own words.

## PREVIEW THE TOPIC

### Experiments

Why do pencils fall down instead of up? How do rockets stay in space? Physical science, the study of nonliving matter, seeks to answer these kinds of questions. Physical science investigates how objects and various forces, such as energy, interact.

In "A Package for Mrs. Jewls," Mrs. Jewls's class is learning about gravity. Gravity is the force that pulls objects toward Earth's center. To demonstrate gravity in action, Mrs. Jewls has the students perform experiments, or tests used to prove whether ideas are correct. As you read the story, you will learn about gravity, too.

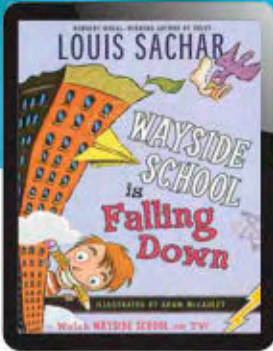


### Talk About It

Think about a time when you conducted an experiment or investigated how something works. Write about your experience. Then share it with your classmates.

## Lesson 1

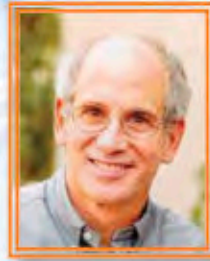
# ANCHOR TEXT



### ✓ GENRE

**Humorous fiction** is a story that is written to entertain. As you read, look for:

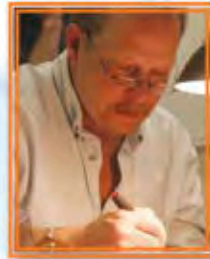
- ▶ funny or unusual characters and events
- ▶ dialogue that contains jokes or dual meanings
- ▶ an unexpected resolution to the story's conflict



### MEET THE AUTHOR

## Louis Sachar

While working as an elementary school aide, Louis Sachar wrote some stories and read them to his students. The kids loved his stories, and he's been writing ever since. Sachar says, "I want kids to think that reading can be just as much fun, or more so, than TV or video games or whatever else they do."



### MEET THE ILLUSTRATOR

## Bruce MacPherson

Bruce MacPherson's illustrations have appeared in newspapers and magazines nationwide. Although his own children are now grown, he loves illustrating for kids. His humorous, colorful artwork has appeared in the books *Josefina Javelina* and *Thank You, Aunt Tallulah!*



# A PACKAGE FOR MRS. JEWLS

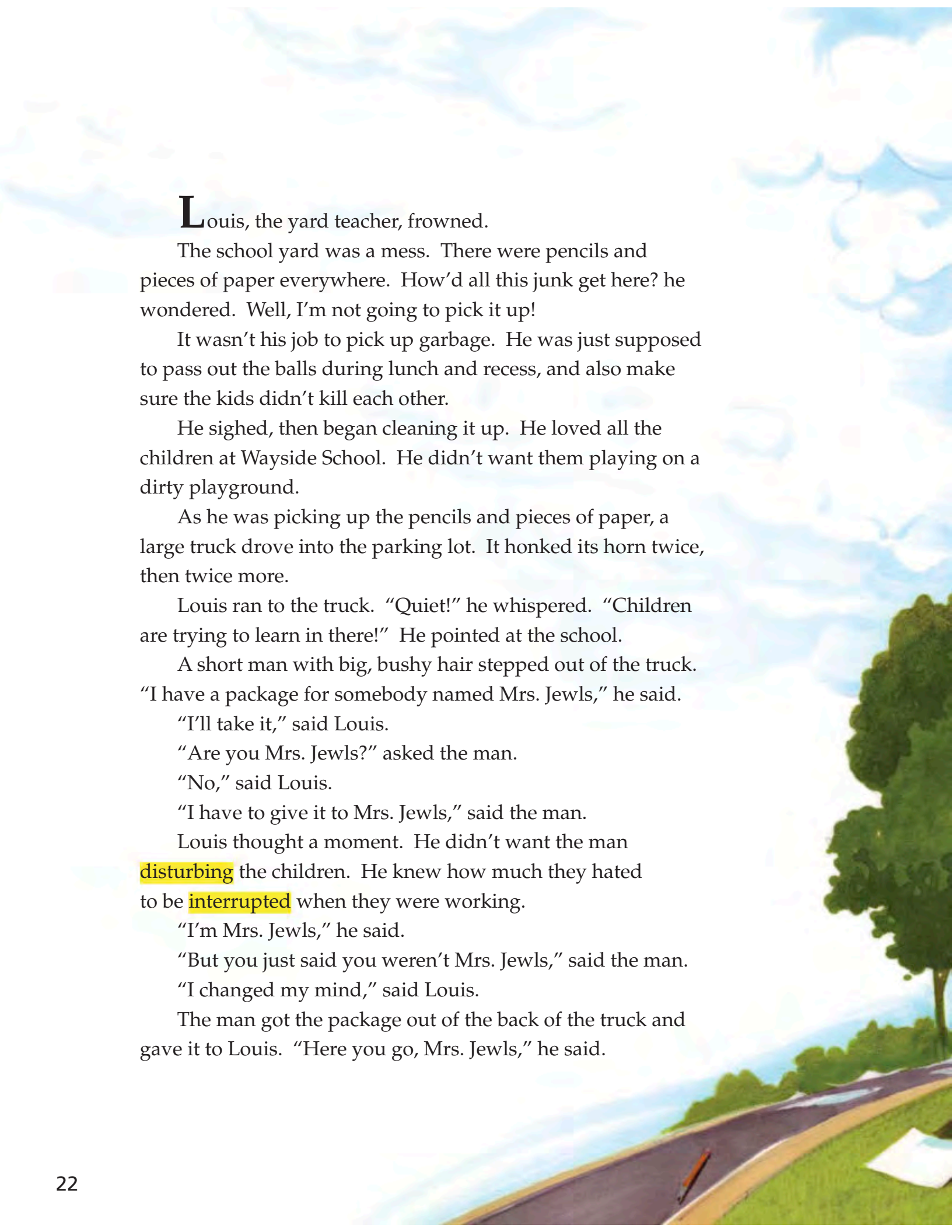
from *Wayside School Is Falling Down*

by Louis Sachar

selection illustrated by Bruce MacPherson

## ESSENTIAL QUESTION

How can an experiment clarify an idea?



**L**ouis, the yard teacher, frowned.

The school yard was a mess. There were pencils and pieces of paper everywhere. How'd all this junk get here? he wondered. Well, I'm not going to pick it up!

It wasn't his job to pick up garbage. He was just supposed to pass out the balls during lunch and recess, and also make sure the kids didn't kill each other.

He sighed, then began cleaning it up. He loved all the children at Wayside School. He didn't want them playing on a dirty playground.

As he was picking up the pencils and pieces of paper, a large truck drove into the parking lot. It honked its horn twice, then twice more.

Louis ran to the truck. "Quiet!" he whispered. "Children are trying to learn in there!" He pointed at the school.

A short man with big, bushy hair stepped out of the truck. "I have a package for somebody named Mrs. Jewls," he said.

"I'll take it," said Louis.

"Are you Mrs. Jewls?" asked the man.

"No," said Louis.

"I have to give it to Mrs. Jewls," said the man.

Louis thought a moment. He didn't want the man **disturbing** the children. He knew how much they hated to be **interrupted** when they were working.

"I'm Mrs. Jewls," he said.

"But you just said you weren't Mrs. Jewls," said the man.

"I changed my mind," said Louis.

The man got the package out of the back of the truck and gave it to Louis. "Here you go, Mrs. Jewls," he said.







“Uhh!” Louis grunted. It was a very heavy package. The word FRAGILE was printed on every side. He had to be careful not to drop it.

The package was so big, Louis couldn't see where he was going. Fortunately, he knew the way to Mrs. Jewls's class by heart. It was straight up.

Wayside School was thirty stories high, with only one room on each story. Mrs. Jewls's class was at the very top. It was Louis's favorite class.

He pushed through the door to the school, then started up the stairs. There was no elevator.

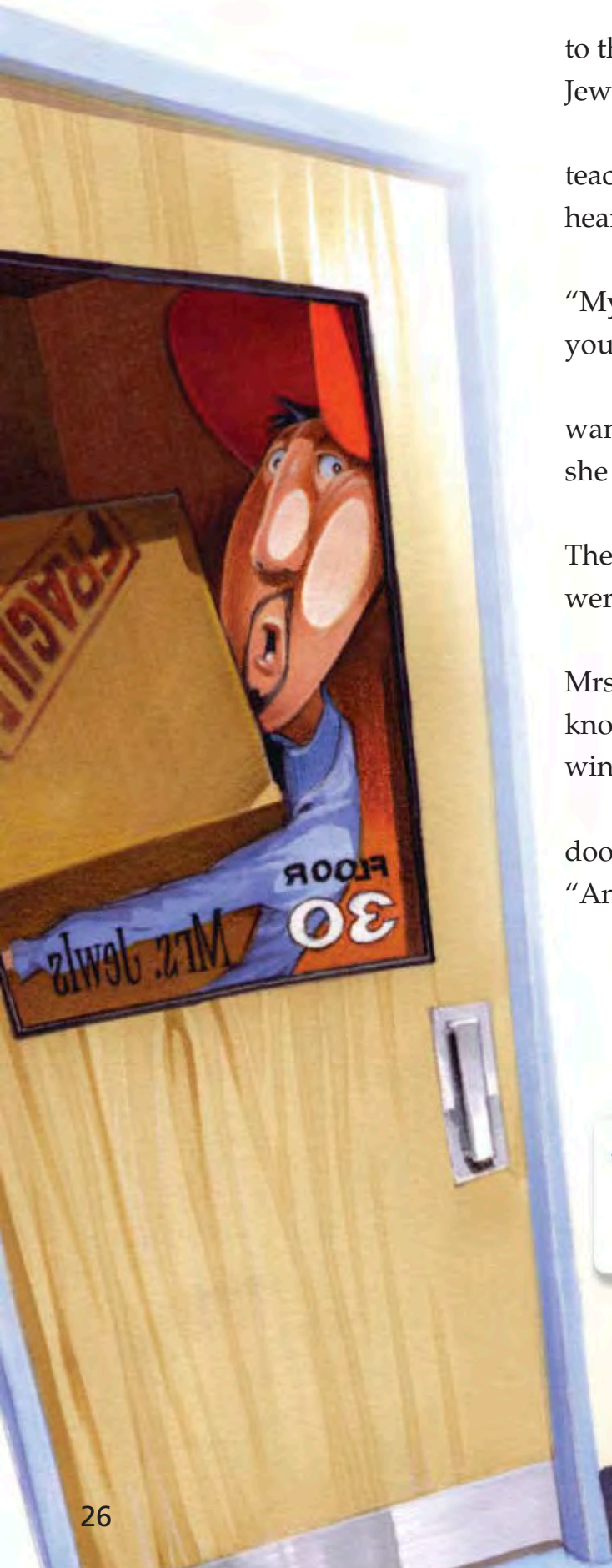
There were stairs that led down to the basement, too, but nobody ever went down there. There were dead rats living in the basement.

The box was pressed against Louis's face, **squashing** his nose. Even so, when he reached the fifteenth floor, he could smell Miss Mush cooking in the cafeteria. It smelled like she was making mushrooms. Maybe on my way back I'll stop by Miss Mush's room and get some mushrooms, he thought. He didn't want to miss Miss Mush's mushrooms. They were her **specialty**.

He huffed and groaned and continued up the stairs. His arms and legs were very sore, but he didn't want to rest. This package might be important, he thought. I have to get it to Mrs. Jewls right away.

He stepped easily from the eighteenth story to the twentieth. There was no nineteenth story.

Miss Zarves taught the class on the nineteenth story. There was no Miss Zarves.



At last he **struggled** up the final step to the thirtieth story. He knocked on Mrs. Jewls's door with his head.

Mrs. Jewls was in the middle of teaching her class about gravity when she heard the knock. "Come in," she called.

"I can't open the door," Louis gasped. "My hands are full. I have a package for you."

Mrs. Jewls faced the class. "Who wants to open the door for Louis?" she asked.

All the children raised their hands. They loved to be interrupted when they were working.

"Oh dear, how shall I choose?" asked Mrs. Jewls. "I have to be fair about this. I know! We'll have a spelling bee. And the winner will get to open the door."

Louis knocked his head against the door again. "It's heavy," he complained. "And I'm very tired."

#### ANALYZE THE TEXT

**Point of View** From what point of view is the story told? How does the point of view affect the descriptions of characters and events?

"Just a second," Mrs. Jewls called back.  
"Allison, the first word's for you. Heavy."

"Heavy," said Allison. "H-E-A-V-Y.  
Heavy."

"Very good. Jason, You're next. Tired."

"Tired," said Jason. "S-L-E-E-P-Y. Tired."

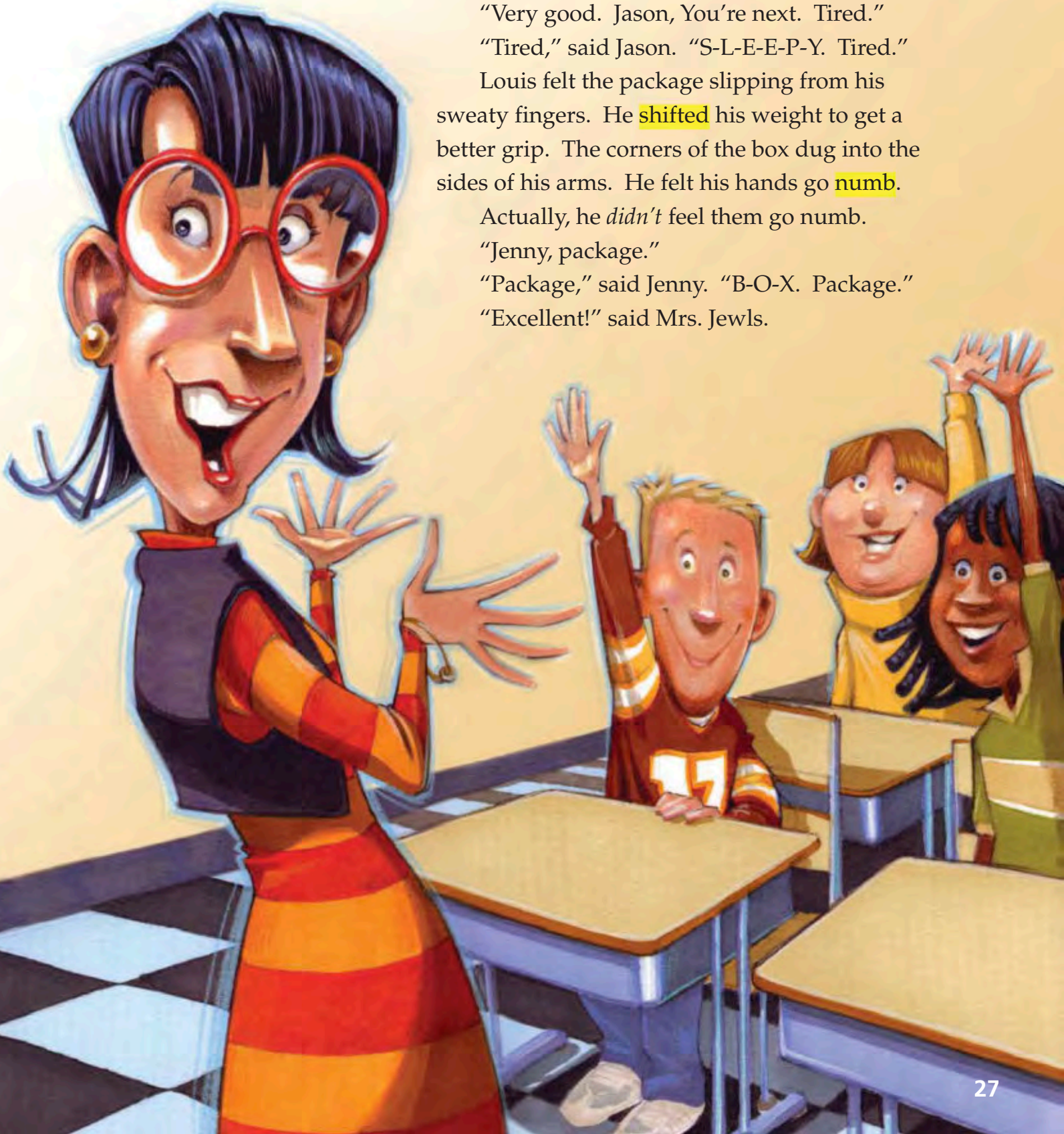
Louis felt the package slipping from his  
sweaty fingers. He **shifted** his weight to get a  
better grip. The corners of the box dug into the  
sides of his arms. He felt his hands go **numb**.

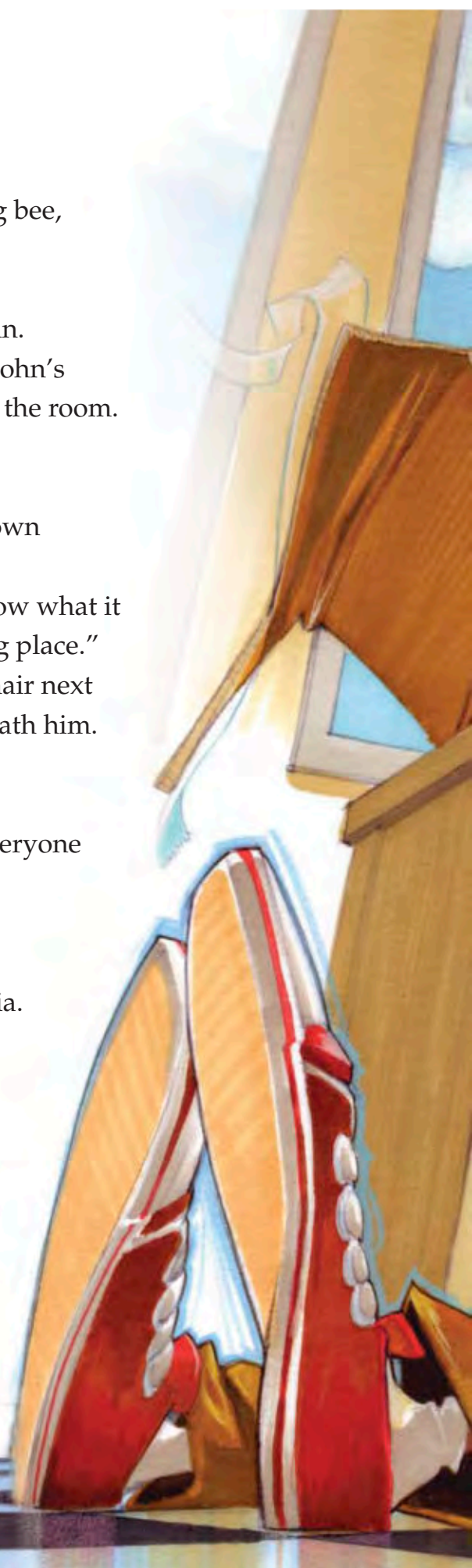
Actually, he *didn't* feel them go numb.

"Jenny, package."

"Package," said Jenny. "B-O-X. Package."

"Excellent!" said Mrs. Jewls.





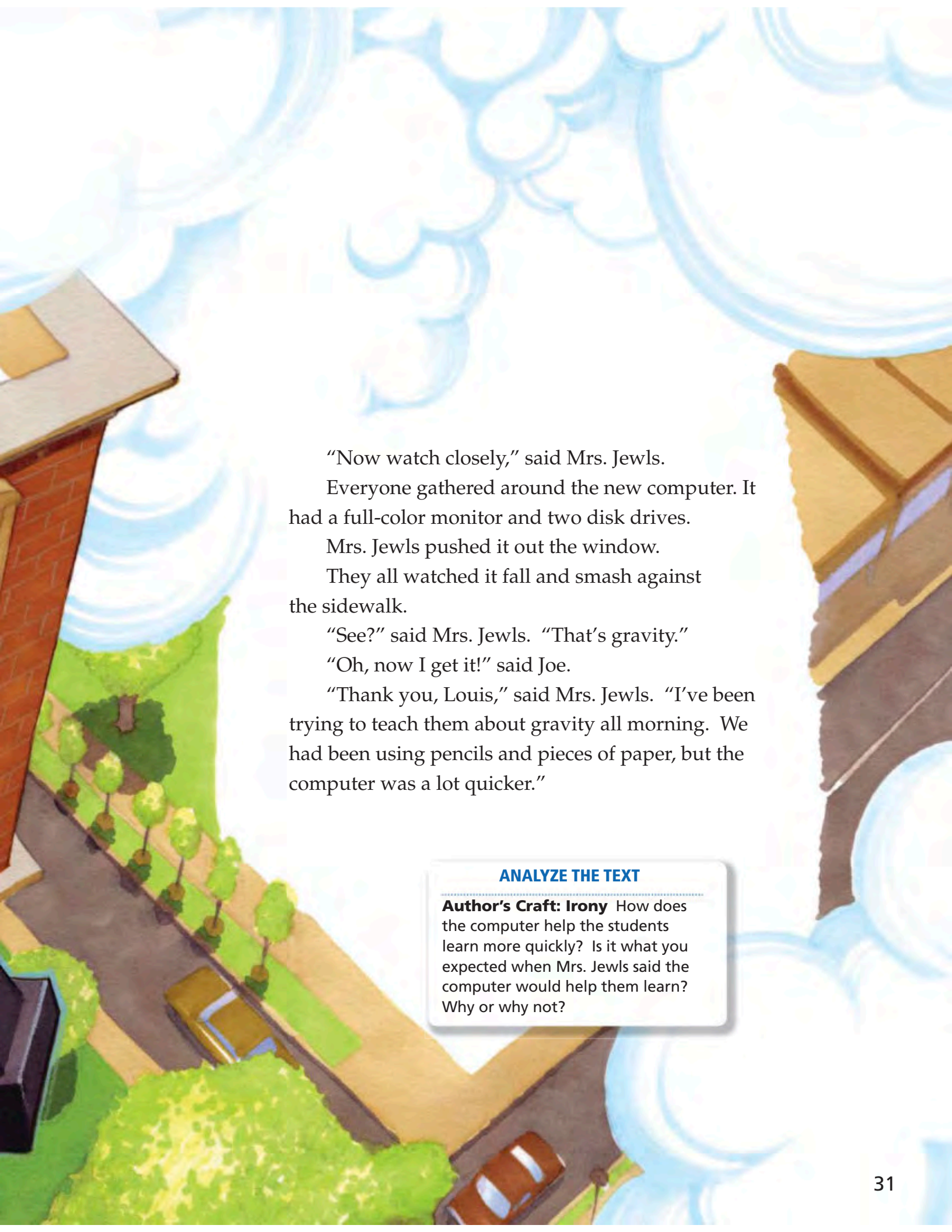
Louis felt like he was going to faint.  
At last John opened the door. "I won the spelling bee, Louis!" he said.  
"Very good, John," muttered Louis.  
"Aren't you going to shake my hand?" asked John.  
Louis shifted the box to one arm, quickly shook John's hand, then grabbed the box again and **staggered** into the room.  
"Where do you want it, Mrs. Jewls?"  
"I don't know," said Mrs. Jewls. "What is it?"  
"I don't know," said Louis. "I'll have to put it down someplace so you can open it."  
"But how can I tell you where to put it until I know what it is?" asked Mrs. Jewls. "You might put it in the wrong place."  
So Louis held the box as Mrs. Jewls stood on a chair next to him and tore open the top. His legs **wobbled** beneath him.  
"It's a computer," exclaimed Mrs. Jewls.  
Everybody booed.  
"What's the matter?" asked Louis. "I thought everyone loved computers."  
"We don't want it, Louis," said Eric Bacon.  
"Take it back, Jack," said Terrence.  
"Get that piece of junk out of here," said Maurecia.  
"Now, don't be that way," said Mrs. Jewls.  
"The computer will help us learn. It's a lot quicker than a pencil and paper."  
"But the quicker we learn, the more work we have to do," complained Todd.  
"You may set it over there on the counter, Louis," said Mrs. Jewls.  
Louis set the computer on the counter next to Sharie's desk. Then he **collapsed** on the floor.

#### ANALYZE THE TEXT

**Story Structure** Why does Louis collapse to the floor? What story details explain the reason?







“Now watch closely,” said Mrs. Jewls. Everyone gathered around the new computer. It had a full-color monitor and two disk drives. Mrs. Jewls pushed it out the window. They all watched it fall and smash against the sidewalk.

“See?” said Mrs. Jewls. “That’s gravity.”

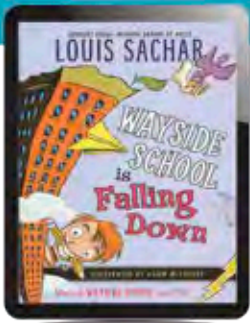
“Oh, now I get it!” said Joe.

“Thank you, Louis,” said Mrs. Jewls. “I’ve been trying to teach them about gravity all morning. We had been using pencils and pieces of paper, but the computer was a lot quicker.”

#### ANALYZE THE TEXT

**Author’s Craft: Irony** How does the computer help the students learn more quickly? Is it what you expected when Mrs. Jewls said the computer would help them learn? Why or why not?





# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Story Structure, Point of View, and Irony. Then read “A Package for Mrs. Jewls” again to apply what you learned.

### Story Structure

The term **story structure** refers to the important parts of a story’s overall structure, or its plot. These parts include the conflict, the major events, and the resolution.

The character’s **conflict**, or problem, is usually introduced in a scene at the beginning of the story. In humorous fiction such as “A Package for Mrs. Jewls,” the conflict is not a serious one. Funny events happen as the character tries to solve his or her problem. Near the ending of the story, the problem is solved. This part of the story is called the **resolution**.

Look back at page 25. What does the author identify as Louis’s conflict? What do the scenes that make up the rest of the story tell about how the conflict is resolved?

<b>Setting</b>	<b>Characters</b>
<b>Plot</b>	
<p><b>Conflict:</b></p> <p><b>Events:</b></p> <p><b>Resolution:</b></p>	

## Point of View

**Point of view** refers to who is telling the story. When a narrator is an observer, the point of view is **third person**. Sometimes a third-person narrator shares only one character's thoughts and feelings. This point of view is called **third-person limited**. When a third-person narrator shares the thoughts and feelings of all of the characters, the point of view is **third-person omniscient**. Revisit "A Package for Mrs. Jewls," and think about what the narrator shares about the characters. From which point of view is the story told?



## Author's Craft: Irony

Authors sometimes use irony to add humor to a story. **Irony** occurs when something happens that is the opposite of what readers expect. The ending of "A Package for Mrs. Jewls" is an example of irony. After Louis has struggled to carry the heavy package up to the thirtieth floor, being careful to keep it safe, Mrs. Jewls simply tosses it out the window.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *How can an experiment clarify an idea?* With a partner, take turns explaining your response to the question. Give evidence from the text to support your points.



## Classroom Conversation

Continue your discussion of "A Package for Mrs. Jewls" by explaining your answers to these questions:

- 1 Why is the school yard a mess at the beginning of the story?
- 2 What do you learn about Louis's character from the way he responds to his conflict?
- 3 What clues might have helped you predict the story's ending?

## ANALYZE HUMOR

**Chart It** An unusual setting, unexpected character dialogue and actions, and funny events all create humor in "A Package for Mrs. Jewls." With a partner or a small group of classmates, make a T-Map. In the left column, list examples of humor from the story. In the right column, explain why each is funny.



## Performance Task

### WRITE ABOUT READING



**Response** Would “A Package for Mrs. Jewls” be as funny if it were told from another point of view? Does knowing Louis’s thoughts and feelings add to your enjoyment of the story? Write a paragraph explaining how the point of view affects the way you see the characters and events. Use quotations and other text evidence from the story to support your opinion.

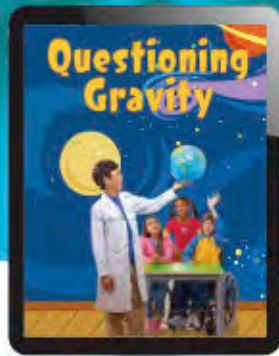


#### Writing Tip

Provide several strong examples from the story to support your opinion. Use transitional words and phrases to show how the examples are related to your main point.

## Lesson 1

# READERS' THEATER



## Readers' Theater

# Questioning Gravity

by Katie Sharp

### Cast

**Dr. Gene E. Us**

**Alex**

**Sara**

**Ed**

### ✓ GENRE

**Readers' theater** is a text that has been formatted for readers to read aloud.

### ✓ TEXT FOCUS

An **interview** uses a question-and-answer format to give information in a person's own words.

**Dr. Gene E. Us:** Greetings students! I hope I'm not disturbing your work.

**Alex:** Who are you?

**Dr. Gene E. Us:** That's a great question. And it tells me I have come to the right class. Good scientists always ask questions.

**Sara:** So, who are you and why are you here?



**Dr. Gene E. Us:** Ah . . . another scientist! My name is Dr. Gene E. Us, and my specialty is science. Your teacher asked me to come here to answer your science questions. Ask me anything!

**Ed:** Yesterday, I was carrying a big stack of books home from the library. There were so many that the top one wobbled and crashed to the ground. Then I staggered and fell trying to catch it. That got me thinking. If the Earth has such strong gravity, why isn't everything in space falling onto Earth and squashing us?

**Dr. Gene E. Us:** Ah, when I was your age, I struggled with that question, too. You see, gravity gets weaker with distance. But without any gravity, the Moon would fly off into space and we might never see it again. It makes me numb just thinking about it.

**Sara:** All this talk about Earth and the Moon makes me wonder something. Where did the planets come from in the first place?

**Dr. Gene E. Us:** Another good question! Most scientists believe that about 4.6 billion years ago, dust and gas came together to form a huge cloud. They came together because of our good friend gravity. At first the core of the cloud started to spin around slowly. But as the cloud collapsed, the core spun faster and faster and eventually became the Sun. The stuff left over cooled and became the planets, asteroids, and other objects in space.

**Alex:** Why does Earth spin?

**Dr. Gene E. Us:** Earth was spinning when it formed, and nothing has ever gotten in its way and interrupted it. One of the laws of motion, after all, is that an object will keep moving until something gets in its way.

**Ed:** What would happen if Earth did suddenly stop spinning?

**Dr. Gene E. Us:** Everything on the planet would keep on moving at about a thousand miles an hour! Can you imagine the mess we would have if everything shifted at that speed? And speaking of shifting, I really need to leave. I have several other science classes to visit today.

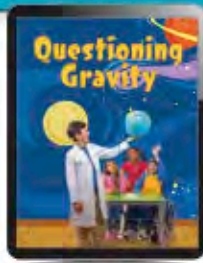
**Sara:** Can I ask one more question?

**Dr. Gene E. Us:** Of course!

**Sara:** Is there any question you can't answer?

**Dr. Gene E. Us:** Sure, but there are no questions that I cannot ask!





# Compare Texts

## TEXT TO TEXT

**Compare Texts About Learning** Talk with a partner about the similarities and differences between “A Package for Mrs. Jewls” and “Questioning Gravity.” Then work together to write a paragraph about the purpose and the message of each text.



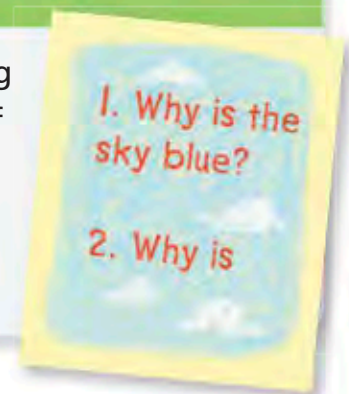
## TEXT TO SELF

**Describe a Scene** The author of “A Package for Mrs. Jewls” uses third-person limited point of view to tell a humorous story. Write about a time when something extraordinary happened to you. Then explain how a different point of view might have changed your story.



## TEXT TO WORLD

**Research a Science Question** The students in “Questioning Gravity” learn some surprising scientific facts. Create a list of questions you would ask Dr. Gene E. Us if you had a chance. Then choose one and use print and digital sources to find an answer to it. Share your findings with the class.





# Grammar

**What Is a Sentence?** A **sentence** is a group of words that expresses a complete thought. To be complete, a sentence must have both a subject and a predicate. The **simple subject** is the word or words that name the person or thing the sentence is about. The **simple predicate** is the main word or words that tell what the subject is or does.

## Complete Sentences

simple subject    simple predicate  
A large truck entered the parking lot.

simple subject    simple predicate  
A teacher ran to the truck.

A group of words that does not express a complete thought is a **fragment**.

## Sentence Fragments

A package for Mrs. Jewls. (does not tell what the subject does)

Handed the package to a teacher. (does not tell who did the action)

### Try This!

Identify each of the following as a sentence or a fragment. List on a sheet of paper the simple subject and the simple predicate in each complete sentence. Then rewrite each fragment as a complete sentence.

- 1 Carrying a heavy package up the stairs.
- 2 The teacher knocks on the door with his head.
- 3 The happy students compete in a spelling bee.

Always check the sentences you write to make sure they are complete. Fix any fragments you find. Sometimes you can fix a fragment by adding it to a complete sentence.

### Complete Sentence



Mrs. Jewls put her hands on the computer.

### Fragment



Shoved it out the window.

### Complete Sentence + Fragment



Mrs. Jewls put her hands on the computer and shoved it out the window.

## Connect Grammar to Writing

As you revise your short story this week, make sure each sentence contains a subject and a predicate. Change any fragments you find into complete sentences.

# Narrative Writing

**✓ Purpose** In “A Package for Mrs. Jewls,” the author’s words and details bring the story events to life. For example, Louis *huffed* and *groaned* up the stairs. You can make your **short story** more clear and lively by adding sensory details and strong, active verbs.

Eduardo drafted a short story about someone accomplishing a difficult task. Later, he included vivid details to add more action and interest to his story.

## Revised Draft

Aldo’s basement was a mess. Last week, he  
had been ~~working with wood.~~ <sup>sawing and hammering furiously.</sup>

~~Scraps of wood~~ <sup>scrap and sawdust</sup> had scattered everywhere.

~~Sawdust everywhere.~~ <sup>splattering</sup> Now paint was ~~getting~~

all over the floor as Aldo ~~tried to finish~~ <sup>raced to complete</sup>

his project. The school’s Medieval Fair was

tomorrow, and he had promised to bring in

a big surprise.

## Writing Checklist

### ✓ Purpose

Did I tell the events clearly, using specific details?

### ✓ Organization

Does each event help build the story structure?

### ✓ Development

Do my words help reveal the mood of the story?

### ✓ Elaboration

Did I use strong, active verbs and sensory details?

### ✓ Conventions

Did I use complete sentences?

Did I use correct spelling, grammar, and punctuation?

## Final Copy

# Aldo's Surprise

by Eduardo Martinez

Aldo's basement was a mess. Last week, he had been sawing and hammering furiously. Wood scraps and sawdust had scattered everywhere. Now paint was splattering all over the floor as Aldo raced to complete his project. The school's Medieval Fair was tomorrow, and he had promised to bring in a big surprise. After four hours of painting, Aldo stood back to admire his creation. He had built a model of a medieval castle, complete with a drawbridge that really worked and two tall turrets. In the morning, he'd be ready to reveal his masterpiece to the world. Suddenly, Aldo saw a slight problem. His wood-and-cardboard castle was much too big to fit up the stairs!

Aldo could not believe he had missed such a crucial detail. He knelt in front of the castle and examined it from every angle. He peered at the basement door. He did not see a solution to his problem and felt heartbroken at the idea of having to take the castle apart and reassemble it upstairs. Resigned, Aldo stood up, and his elbow knocked against the castle, pulling it loose from the plywood base. Now he could turn it sideways and take it upstairs and then reattach the board! Things were looking up again.

### Reading as a Writer

Which sensory details and strong verbs make Eduardo's story come alive? Where can you add details and strong verbs to your own narrative writing?

In my final copy, I added sensory details and strong, active verbs. I also combined fragments to form complete sentences.

