

English

Week One

Read Chapters 1 – 4.

California Core Standard Reading -RL 11-12: Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

California Core Standard Writing -W 11-12: Range of Reading and Level of Text Complexity

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Objectives: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Agenda for week one:

“Midas and the Golden Touch” Page 5 and “The Green Ribbon” Page 9

- Read “Midas and the Golden Touch” Page 5-7
- Read “The Green Ribbon” page 10-11
- Summary – what were the stories were about?
- Write a paragraph – what is the “Midas Touch”
- Write a paragraph – what is the “The Green Ribbon”
- Answer Qs 1-3 on Page 7
- Answer Qs 1-3 on Page 11

English

Week Two

Read Chapters 1 – 4.

California Core Standard Reading -RL 11-12: Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

California Core Standard Writing -W 11-12: Range of Reading and Level of Text Complexity 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Objectives: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Agenda for week two:

“The Fish Story” Page 13

- Keyterms: Find definition, synonym (means the same), and antonym (means the opposite) for each keyterm.
- Read “The Fish Story” Page 9-11
- Summary – what was the story about?
- Answer Qs 1-3 on Page 17

English

Week Three

Read Chapters 1 – 4.

California Core Standard Reading -RL 11-12: Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

California Core Standard Writing -W 11-12: Range of Reading and Level of Text Complexity 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Objectives: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Agenda for week two:

“The Turtle and the Swans” Page 19

- Keyterms: Find definition, synonym (means the same), and antonym (means the opposite) for each keyterm.
- Read “The Turtle and the Swans” Page 20-23
- Summary – what was the story about?
- Answer Qs 1-3 on Page 23

MIDAS AND THE GOLDEN TOUCH

retold by Tana Reiff

Will one wish solve all of
your problems? Or will it
create more problems?

Connect to Your Life

Have you ever wanted something badly? What happened when you finally got it? Was it all that you hoped it would be, or were you disappointed?

Key to the Myth

A **myth** is a story about how things work or how something came to be. It often teaches a lesson about life. Myths have been told for hundreds of years. "Midas and the Golden Touch" is a Greek myth. Greek myths often tell about characters who are greedy or disobedient. Because of their actions, bad things happen to them.



Reading Coach
CD-ROM selection

Read to find out what happens to Midas.

Midas was a greedy man who happened to be a king. He ruled over the Land of the Roses. It was called that because so many roses grew there.

One day, King Midas found a man under a rose bush. "Where did you come from?" Midas asked the man.

"I was at a party with Bacchus, the god of wine," answered the man. "I must be lost."

King Midas led the man inside. He took care of him for 10 days. Then he sent him back to Bacchus.

10 The wine god was always happy to get people back. "Thank you!" he told Midas. "For your trouble, you may make a wish. Wish for anything you want!"

"I want everything I touch to turn to gold," King Midas said.

"It shall be done!" said Bacchus.

King Midas couldn't believe his good luck. How wonderful! All he had to do was touch something and it would turn to gold! Midas looked forward to
20 becoming very rich.

Do you think
Midas will be
happy?

Why does Midas get to wish for anything he wants?

What happens after Midas gets his wish?

He sat down to eat his dinner. He picked up his fork. As soon as his fingers touched it, it turned to gold. "Who needs silver forks when I can have gold?" Midas laughed.



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Then he picked up a piece of bread. It, too, turned to gold. Midas started to put the bread in his mouth. But it was gold. He couldn't eat gold!

He picked up his glass to take a drink. The glass turned to gold. And as soon as the water touched his
30 mouth, it also turned to gold.

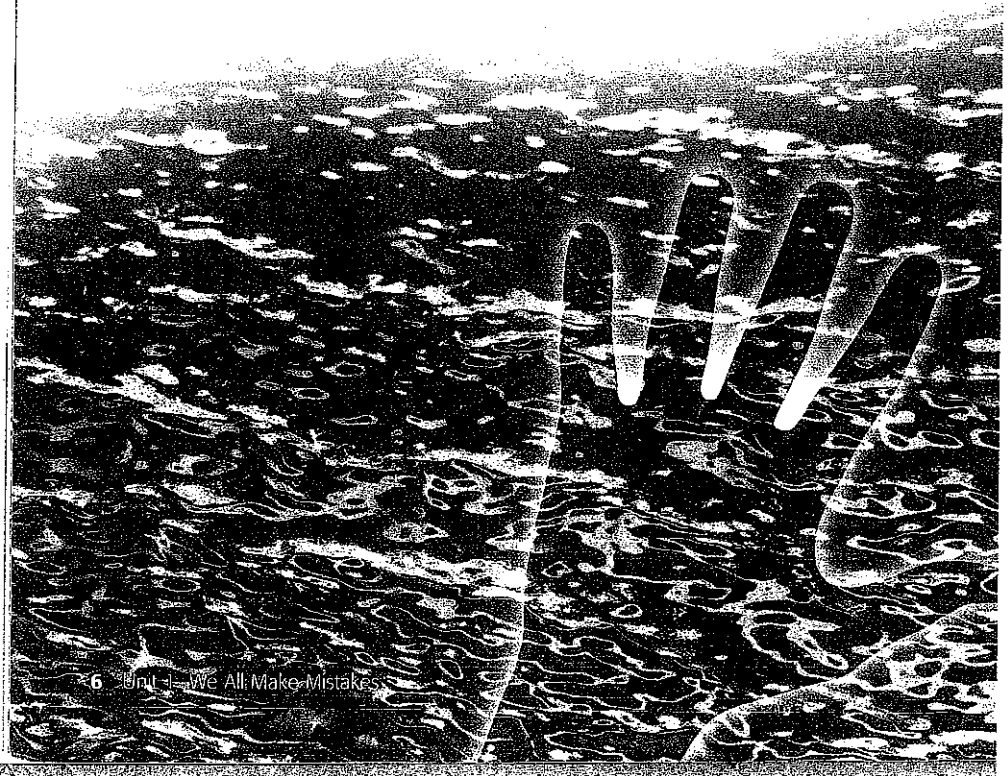
"Daughter! Daughter!" he called to his dear child. "Help me! Everything I touch turns to gold!"

He reached out to the young girl. Sure enough, she turned to gold. She froze in place. She couldn't move. It was as if she were dead.

"Oh, dear!" cried Midas. "Now I've really done it." He looked up to the sky. "Please, oh please, Bacchus! Take my wish away! I am hungry and thirsty! I have lost my daughter! I don't want
40 everything to turn to gold!"

THINK IT THROUGH

What is the problem with the wish?



Read to find out whether Bacchus listens.

Bacchus heard Midas crying. "Go down to the river," said Bacchus. "Wash yourself in the clear water. Your wish will wash away. Then pour the water of the river on your daughter. You will have her back."

Midas did as Bacchus told him. When he touched the grass by the river, it did not turn to gold. It stayed as green as grass should be. The terrible wish was gone! But for years after, people found gold along the river where Midas had washed.

THINK IT THROUGH

1. How does Midas solve his problem?
2. The **theme** of a story is its message or lesson about life. What is the theme of this story?
3. Why is this story still meaningful today?



Midas and the Golden Touch

COULD A GREEN RIBBON BE THE MOST IMPORTANT THING IN YOUR LIFE? MEET ONE PERSON WHO THINKS IT IS.

Alvin Schwartz

Connect to Your Life

Have you ever been sorry that you asked someone a question? Was the answer to the question something you would rather not have known?

Key to the Folk Tale

"The Green Ribbon" is a folk tale. A folk tale is a short story that is told for fun. You may have heard this folk tale at camp. It is often told to campers as they sit around a campfire. Sometimes the person who tells the story changes the setting or the characters. As you read, decide how you might tell this story to someone else.



Reading Coach CD-ROM selection

The Green Ribbon ©

FOCUS

Read to find out about Jenny.

Once there was a girl named Jenny. She was like all the other girls, except for one thing. She always wore a green ribbon around her neck.

There was a boy named Alfred in her class. Alfred liked Jenny, and Jenny liked Alfred.

One day he asked her, "Why do you wear that ribbon all the time?"

"I cannot tell you," said Jenny.

But Alfred kept asking, "Why do you
10 wear it?"

And Jenny would say, "It is not important."

REREAD

Do you think the reason is important?

THINK IT THROUGH

What is different about Jenny?

FOCUS

Read to find out what happens next.

Jenny and Alfred grew up and fell in love. One day they got married.

After their wedding, Alfred said, "Now that we are married, you must tell me about the green ribbon."

"You still must wait," said Jenny. "I will tell you when the right time comes."

Years passed. Alfred and Jenny grew old. One day
20 Jenny became very sick.

The doctor told her she was dying. Jenny called Alfred to her side. "Alfred," she said, "now I can tell you about the green ribbon. Untie it, and you will see why I could not tell you before." Slowly and carefully, Alfred untied the ribbon, and Jenny's head fell off.

THINK IT THROUGH

1. Did the ending surprise you? Why or why not?
2. Do you think Jenny should have told her husband the truth? Why or why not?
3. What do you think of this story?

like all
days wore

. Alfred

that

READ

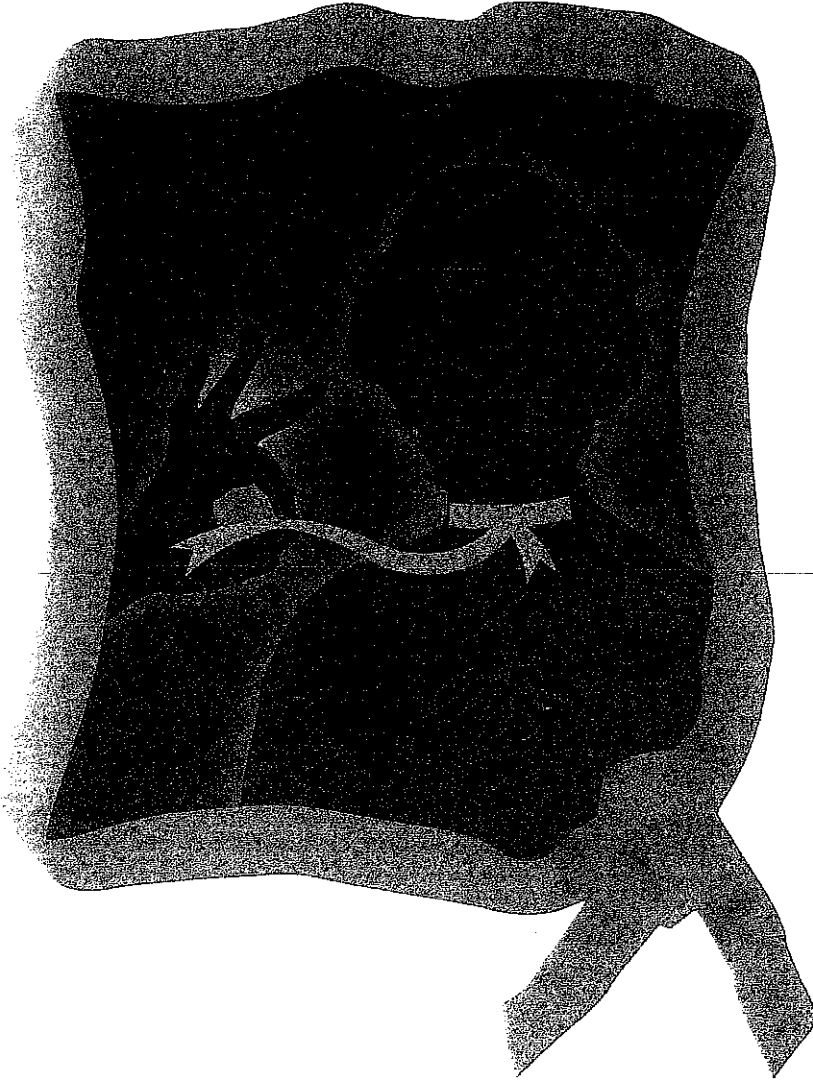
Do you think
the reason is
important?

One day

that we are
ribbon." Tell
you

One day

called
I can tell
you will see
I carefully,
pull off.



The Fish Story

by Mary Lou Brooks

How can you
mess up a job
you haven't
started yet?

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a job
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Connect to Your Life

Have you ever had a job that you messed up? What happened? What lesson did you learn?

Key to the Short Story

"The Fish Story" is an example of **realistic fiction**. The story is made up. But the characters act like real people. They have problems just like real people in modern life.

Often a story has a problem that a character has to solve. This problem is called the **conflict**. As you read "The Fish Story," pay attention to the conflict and what the character does about it.

Vocabulary Preview

Words to Know

unemployed	dreading
glared	responsible



Reading Coach CD-ROM selection

FOCUS

Read to find out about Ernie's past jobs.

I know what I'm going to be when I grow up—unemployed. "Face it, Ernie," my dad always says. "The way you mess up every job, you have a great future—as a bum."

unemployed
(ŭn' ěm ploid')
adj. without a job

He's probably right. My first summer job was cutting the neighbor's lawn. The mower got away from me and ate ten tomato plants. Another time, I forgot to close the windows when I washed Mr. Hammer's car. The weeds I pulled out of Mrs. Miller's garden turned out to be flowers.

RELEAD
How did Ernie mess up each summer job?

So I was really surprised when the Bensons asked me to look after their house while they were away on vacation. The Bensons are new on the block. I guess they hadn't heard about me yet.

"We're leaving on Monday," explained Mrs. Benson. "You'll start on Tuesday. Just bring in the newspapers and the mail." That didn't sound too hard. Even I could probably handle this job.

"And feed Jaws once a day," Mrs. Benson added.

"Jaws?" I gulped. Did they have a pet shark or something?

Mrs. Benson laughed. "That's what the twins named their goldfish."

THINK IT THROUGH

Why is Ernie surprised to get this job?

How successful will Ernie be on his new job?

unemployed

(ūn' ěm plɔid'
adj. without a job

On Tuesday, I had baseball practice. So I was late getting to the Bensons'. I put the mail and the newspaper on the hall table. Then I headed for the fishbowl. *Jaws* was floating on top of the water.

30 I moaned. My first day on the job, and I killed the dumb fish! Not even the Army would want me now. That's what my dad would say—after he stopped yelling.

Now wait a minute, Ernie, I said to myself. This little fellow *could* still be alive. His eyes are open. He could be in a **coma**. I bent down very close to the water.

"*Jaws!*" I yelled. "It's me, Ernie, your babysitter. If you can hear me, blink once."

40 He didn't.

I touched him with my finger. He was cold, stiff, and very slimy. "Face it, Ernie," I said out loud. "This is one dead fish you have here."

That night, I lay awake a long time trying to figure out why that dumb fish died. I didn't overfeed him. I never had a chance to feed him at all.

When I finally fell asleep, I had a nightmare. The shark from *Jaws* was chasing me. He was wearing a six-shooter. "You bumped off my kinfolk," he yelled. "Draw!"

coma

(kō' mē)
state of being totally unaware of one's surroundings because of illness or injury. A person in a coma seems to be sleeping.

REREAD

Picture this scene in your mind.

THINK IT THROUGH

What problem does Ernie have on his new job?

FOCUS

Read to find out what Ernie does about Jaws.

I didn't tell my parents about Jaws. Every day, I went over to the Bensons' as though nothing was wrong. I had until Sunday. That's when the Bensons were coming home. Why rush things?

On Saturday, I remembered that Jaws was still in the fishbowl. I was about to toss him into the garbage. Suddenly, I had a great idea. I slipped Jaws into a baggie and ran to the nearest pet store.

60 "I'd like another goldfish exactly like this one," I told the owner. Then I held up the baggie.

The owner glared at me. Half an hour later, he was still glaring. That's how long it took to find a perfect match. I paid the owner and headed back to the Bensons' house.

glared
(glàrd)
v. looked in an angry way; past tense of *glare*

When I got there, I cleaned the fishbowl and added fresh water. Soon, Jaws II was in his new home. But instead of swimming around, he just stared at me.

70 "What you did was wrong," those tiny black eyes seemed to say.

THINK IT THROUGH

Do you think Ernie's solution is a good one? Why or why not?

FOCUS

Read to find out what happens when the Bensons come home.

The Bensons arrived home at 1:55 Sunday afternoon. I watched from my bedroom window as they piled out of their car. At 2:13, my mom called up the stairs.

"Ernie," she said, "Mrs. Benson is here." Caught! I trudged down the stairs to face the music.

Mrs. Benson was sitting at the kitchen table with my parents. "Here's the boy behind the Great Goldfish Switch," she said.

REREAD
What does Mrs. Benson know?

I felt like running. But Mrs. Benson put her arm around my shoulder.

"That was very thoughtful, Ernie," she said.

"Monday was so crazy I didn't have time to pick up another fish. I've been dreading telling the twins that Jaws died. Thanks to you, I won't have to."

dreading
(dɪˈredʻɪŋ)
v. afraid of

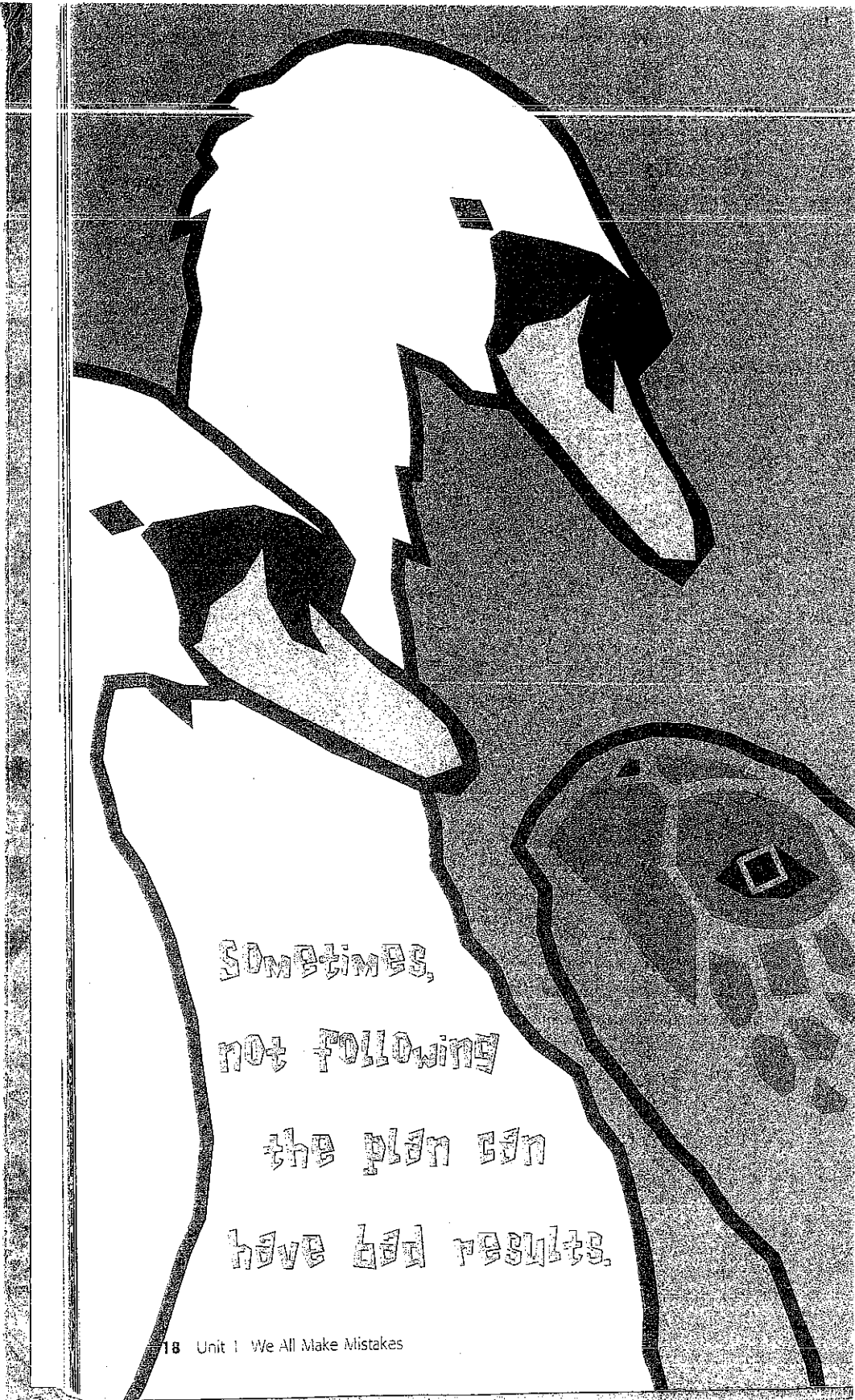
She handed me money in an envelope. "This is for house-sitting," she said. "There's something extra for the new Jaws. You hear so many wild stories about kids these days. It's nice to know one who is responsible."

responsible
(rɪˈspɒnʻsəˌbəl)
adj. able to be trusted to do the right thing

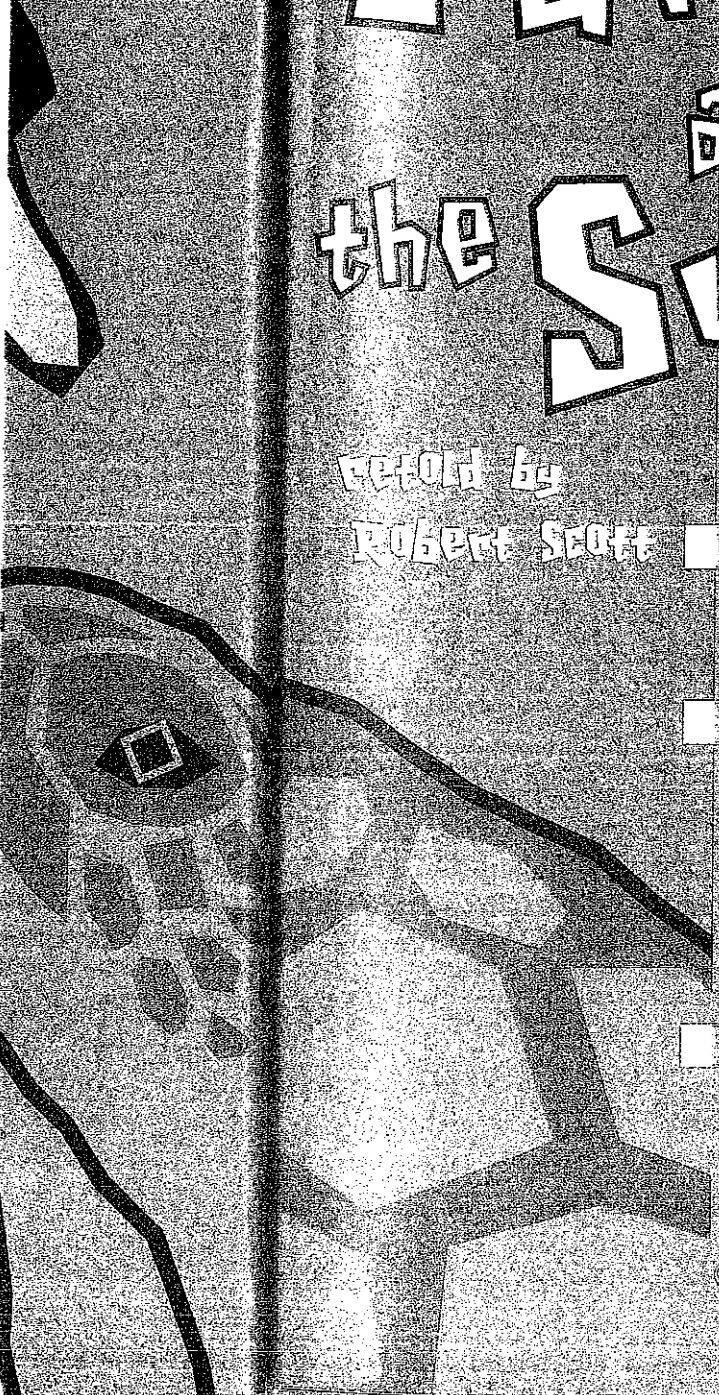
Mom looked so proud I thought she might cry. But Dad had a funny look on his face. I think he was trying not to laugh.

THINK IT THROUGH

1. Why does Mrs. Benson think Ernie did a good job?
2. Where in the story do you think the conflict begins? Use sentences from the story to support your answer.
3. Should Ernie feel guilty about taking the extra money? Why or why not?



SOMETIMES,
NOT FOLLOWING
THE PLAN CAN
HAVE BAD RESULTS.



The Turtle and the Swans

told by
Robert Scott

Connect to Your Life

Do plans that you make always work out?
What do you do when they don't work?

Key to the Fable

"The Turtle and the Swans" is a fable. A fable is a brief story that teaches a lesson about life. In many fables the characters are animals that act and talk like humans. A fable often ends with a moral. A moral states a lesson about life.

Vocabulary Preview

Words to Know

serious admiration
clamping irritated
suitable



Reading Coach CD-ROM selection

FOCUS

Read to find out about the turtle's life in the lake.

The turtle lived in a great lake with a lot of other creatures. He made friends with a pair of swans. They had a lot of interests in common and each evening they would settle down together for a pleasant chat. The swans would tell about the many different places they had visited and the turtle would reveal some of the interesting things he had discovered while exploring the bed of the lake.

Then one year the rains failed and the lake began to dry up. Soon it was little more than dry, cracked mud.

"It's no use," the swans said to the turtle one evening, "we shall have to leave here. We're sorry to say goodbye when we've been such good friends, but there's nothing else for us. How will you manage?"

The turtle shook his head sadly. "I've no idea," he said. "You can fly off somewhere else, but I'm stuck here. Not only that. I *need* the water. I can't live without it. It isn't quite so serious for you."

"I don't see how we can help," one of the swans said. "If only you could fly. We'll try to think of something."

serious

(sɪr' ə əs)

adj. important

THINK IT THROUGH

What is the turtle's problem?

FOCUS

What idea do the swans and the turtle have?

"Perhaps you could carry me," said the turtle when they met again the next day.

"You'd be too heavy," said one of the swans.

"You'd fall off," said the other. "Nothing to hold on to."

"I can grip very tight," said the turtle, clamping his mouth around a stick to prove his point.

clamping

(k'lām' pīng)
adj. holding

30 "I'm sure you can," said the first swan, "but it's my neck you'd be holding on to."

"But that's the answer!" the other exclaimed. "He can hold on to the stick and we'll carry him that way."

They began to work out the details. They would find a suitable stick, the turtle would grip the middle firmly in his mouth and the swans would hold the ends. That way they could all go to a lake the swans knew of that never dried up.

suitable

(sūō' tē bəi)
adj. right for the purpose

40 "But no talking!" the swans said. "We must all grip the stick tightly and not open our beaks. Or mouth," he added, turning a beady eye on their friend. "If you do, you'll fall off."

"Of course not!" snapped the turtle. "I can keep my mouth shut when I have to. Let's get started."

THINK IT THROUGH

What plan do the turtle and the swans have for helping the turtle leave the lake?

FOCUS

Look for clues that tell you what might happen.

So they carried out their plan and the swans were soon flying strongly out towards their new home.

As they were passing over a small town someone happened to notice them.

50 “Hey, look up there!” he shouted in admiration. “Look at that! There’s a turtle being carried along on a stick by a couple of swans. Isn’t that clever of it.”

admiration
(əd' mə rā' shən)
n. wonder

The three friends looked down but said nothing. “They’re right, though,” thought the turtle. “It’s very clever to hold on and be carried like this.”

The swans’ powerful wings carried them out into the country across parched fields and hills until once more they were flying over a town. Again they were seen.

60 “Look at that!”

“What? Where?”

“Up there. Those two swans are carrying a turtle on a stick.”

“So they are. That’s very clever of them.”

“I’ll say! Very clever birds, swans.”

The turtle, hearing all this, was becoming more and more irritated. “Stupid fools!” he thought. “Don’t they realize that I’m the one that’s being clever. The swans are just flying
70 like they always do but you don’t see a flying turtle every day. Really!” Then he forgot where he was.

irritated
(ɪr' i tā' tīd)
adj. angry

“Hey! You down there! Don’t you—” but as soon as he opened his mouth to speak he began to fall. He never did finish what he wanted to say, but was dashed to pieces on the ground below.

That night the people had turtle soup for dinner.

Moral: Keep your mind on the job in hand.

REMEMBER
What does this sentence mean?

THINK IT THROUGH

le **admiration**
[ād' me rā' shan]
n. wonder

1. Why doesn't the plan work?
2. Why do the people have turtle soup for dinner?
3. What lesson does the fable teach? State it in your own words.

the turtle.
like this."
out into the
once more
ere seen.

g a turtle

”

e **irritated**
[ir' tāt' (id)]
adj. angry

g
ere he was.
at as soon
to fall. He
t was

r dinner.

HERE
What does this
sentence mean?

