

Going, Going, Gone!

- 1 There were about 800. They swam in the ocean. They ate fish. They came to land when it was time to make a nest. First, they made a burrow. Then, they laid their eggs in the little holes they had tunneled. When the eggs hatched, their chicks were safe and dry in the burrow.
- 2 Disaster struck! The burrows were no longer safe. The chicks were in danger. The adult birds were in danger, too. In one night alone, about 180 birds were lost! Disaster struck again and again. More and more birds were killed. Soon there were fewer than 10 birds left! Soon they would all be gone.
- 3 The birds that needed saving are called little penguins. Little penguins are the smallest kind of penguin. They lived on Middle Island. Middle Island is on the Southern coast of Australia. Disaster struck when people brought foxes to the mainland. The foxes were not native to Australia. They were not always there. They were imported to the Australian mainland. The foxes then walked over to Middle Island during low tide. When the tide is low, the water between the mainland and the island is only six inches deep.
- 4 The foxes had been imported so people could hunt them. The foxes hunted, too! The penguins are small. They cannot fly. It is easy for the foxes to prey on them. Then a farmer had an idea. He had a dog imported from Italy. It was a Maremma sheepdog. This kind of dog can be trained to live with a group of animals. Then it protects these animals. The farmer wanted to train the dog to protect the penguins.
- 5 The idea worked! The dog kept the penguins safe! Today, two Maremma sheepdogs work at a time. They stay with the penguins during breeding season. They work day and night for five days. Then they get two days off!

Your Name: _____

Going, Going, Gone! *(cont.)*

First

Silently read "Going, Going, Gone!" You might see words you do not know or parts you do not understand. Keep reading! Try to find out what the story is mainly about.

Then

Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story in the book you are writing about, not a different story!

**After
That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

Next

Meet with your partner. Help each other find these words in the text.

disaster native imported

Read the sentences around the words. Think and talk about what the words mean. Work together to do the following:

- ◆ Think of some natural **disasters**.
- ◆ Think of some **native** animals.
- ◆ Think of some **imported** animals. (**Hint:** You might only see these animals in zoos.)

Then look at the words below. Decide which one could most likely be a disaster, a native animal, and an imported animal. Tell why.

Word	What Is It?	Explain
deer		
earthquake		
tiger		

Your Name: _____

Going, Going, Gone! *(cont.)*

Now

Answer the story questions below.

1. How did the foxes get on Middle Island? _____

2. Today, there are hundreds of penguins on Middle Island. Tell why.

3. In paragraph 1, you are told that penguins “laid their eggs in the little holes they had tunneled.” Use those words to help you draw a penguin’s burrow.



Foxes can't climb trees, so why didn't the penguins build their nests in trees? Use information from the story to answer.

4. Compare the work week of the sheepdogs to your school week. How are these two weeks alike? How are they different?

Your Name: _____

Going, Going, Gone! (cont.)

Then Reread the entire story one last time. Think about the title as you read.

5. What is the second paragraph mainly about?

6. If you only read the title and then through just the second paragraph, how would you feel? Would you be afraid none of the penguins lived?

7. In which paragraph do you know for sure that the penguins are safe from the foxes? Fill in the bubble beside the correct answer.

- 1
 2
 3
 4
 5

Find one sentence from the paragraph that proves this. Quote that sentence here:

Why do you think the author waited until this point to tell you the penguins were safe? Do you think it made the story better? (There is no wrong answer! It is what you think!)

Learn More Find pictures of little penguins and Maremma sheepdogs. List at least five differences between them. Write on the back of this paper.

“Dead-Tree Wishes” (pages 8–11)

Summary: A woodcutter gets two wishes for sparing a dead tree. He wishes his children were silent. Then he wishes his wish undone because their mouths are sealed.

Vocabulary: *deed* = “an act”; *grant* = “to give”; *sealed* = “closed tightly”

1. They make their homes in the holes.
2. Their lips were sealed. Answers will vary. Students should understand that a sealed mouth would mean that they couldn’t talk, eat, or drink.
3. Students should draw one tree with nothing on it and another with many leaves. “There was not one speck of green on it. It did not have even the tiniest leaf!”
4. C; The children wish to be king (boy) and queen (girl).
5. “Once upon a time”; this tells you that you are about to read a fairy tale.
6. She makes you think the woodcutter might wish for something the children want or a beach house or a new car. Accept appropriate responses.
7. The last line tells you this information about the woodcutter’s last wish.

“Going, Going, Gone!” (pages 12–15)

Summary: Little penguins on Middle Island were being killed by foxes who had been brought there. Special sheepdogs were brought in to help. The penguins were saved.

1. They crossed from the mainland when it was low tide.
2. Special sheepdogs from Italy were brought in to protect them.
3. Accept any picture that shows a small tunnel. Penguins can’t fly.
4. Both work five days, with two days off. The dogs, however, work day and night.
5. It’s about how the penguins will soon be gone because of the foxes.
7. paragraph 5; “The idea worked!” or “The dogs kept the penguins safe!”

“Helping Hands” (pages 16–19)

Summary: Darcy keeps asking her mom to carry her stuffed animals. Then she asks her mom to carry her. Her mom can’t because she only has three hands.

Vocabulary: *plead* = “beg”; *stem* = “be firm”; *appreciate* = “be thankful or glad for”

1. First, she carried a stuffed lion in her left hand. Next, she carried a stuffed octopus in her right hand. Then, she carried a stuffed horse in her middle hand.
2. a ton; when Darcy’s mom says, “I don’t think a stuffed lion weighs 2,000 pounds.”
3. It isn’t possible, because it would be too heavy to carry.
4. She is saying something nice. We know this because her mom thanks her.
5. You find out that Darcy’s mom has three hands.
6. In our world, people only have two hands, so the story cannot be realistic fiction.
7. The word *all* foreshadows that she might have more than two hands. If she had two hands, she probably would say, “Both of my hands are full.”

“Biscuit Drop” (pages 20–23)

Summary: A mountain climber named Bates tested biscuits so he could find the right ones for an expedition to K2.

Vocabulary: *hardy* = “tough, doesn’t break easily”; *resistant* = “strong, can keep something away”; *expedition* = “journey, trip”; *route* = “way, path, trail”

1. He threw them out of a second-floor window and left them in the rain overnight.
2. hardy and water-resistant; Bates tested them to see if they would crack and if they would get soggy, and his job was getting the food.
3. *Possible reasons:* It is “easier to climb,” “not as steep,” “not as hard to get to the top,” and has a “well-worn route to the summit.”
4. The top should be circled. The story uses *summit* and *top* interchangeably. The top of K2 is in the Death Zone. There is not enough oxygen.

5. 1, 2, and 5 should be filled in. The other two paragraphs are mainly about K2 and Everest, and how K2 is harder to climb.

6. We find out in the last paragraph.

“Animal Facts” (pages 24–27)

Summary: Tortoise thinks she can stop Rabbit from boasting by asking hard riddles. Rabbit answers all the riddles and then asks Tortoise a riddle.

Vocabulary: *sneered* = “smiled or spoke in a mean way”; *jeered* = “spoke or teased in a mean way”; *homonym* = “words that sound the same but have different meanings”

1. Tortoise. She doesn’t boast, sneer, or jeer. She gives Rabbit a compliment.
2. What color socks does Bear wear?; You have to know that *bear* and *bare* are homonyms and that when your feet are bare, you are not wearing socks.
3. She’s saying they are really easy; “They aren’t hard questions at all.”
4. She would compliment Rabbit.
5. nonfiction, because facts are true; right away, because rabbits can’t boast
7. B; if you are weak, you are not strong (*weak* and *week* are homonyms)

“Edward Lear” (pages 28–31)

Summary: Edward Lear is a poet who wrote nonsense poems. One poem was about bird nests in a beard. Lear was ashamed because he had seizures.

1. Birds don’t make nests in men’s beards.
2. “Two Owls and a Hen, Four Larks and a Wren”; 8 total
3. He would feel ashamed and blame himself; no, because it wasn’t his fault.
4. Yes, because he imagined things like birds making nests in beards.
5. paragraphs 3, 4, and 5; his life with his sister, and his seizures
6. It has five lines. In lines 1, 2, and 5, the words *beard*, *feared*, and *beard* all rhyme. In lines 3 and 4, the words *hen* and *wren* rhyme.

“Horribly Sick” (pages 32–35)

Summary: Mrs. Danza thinks Carlos is sick, because he is reading instead of playing video games or watching TV.

Vocabulary: b. *respond* = “react”; c. *chatter* = “talk”; d. *symptoms* = “signs”

1. playing video games or watching TV; because all the other children do it
2. largest marsupials in world, can swim, can’t walk backward, hop on two legs, walk slowly on four, can jump three times their height, babies called joeys
3. a. mammals; b. Answers may vary. Human mothers don’t carry their babies in pouches; c. Answers may vary. You can walk backwards.
4. He doesn’t react at all. He is too interested in the book he is reading.
5. You find out that Carlos was reading and wasn’t horribly sick. You find out that his mother doesn’t understand why reading is so important.
6. No, because the surprise is that he was reading, not what he was reading about.
7. Mrs. Danza took the book Carlos was reading from his hands.

“Crocodile Tears” (pages 36–39)

Summary: Crocodiles cry when they eat, but not because they’re sad. Their jaws are strong for biting down. People who shed crocodile tears are pretending to be sad.

Vocabulary: a. The crocodile consumes or eats its prey; b. The story calls the crocodile “the reptile”; c. The story says “crocodiles don’t have emotions like people.”

1. A crocodile has small and weak muscles for opening its mouth.
2. Tears clean their eyes, get rid of extra salt, and keep their eyes from drying out.
3. Casey is crying fake tears. “Someone may pretend to be sad or upset.”