

Nothing New to Invent

1 “It’s so unfair,” Rose said in a peevish voice. “How can we invent something? Everything has already been invented!” Rose looked around the room. “And now I’m peeved at April and A.J.,” she said. “Where are they? They were going to come and help me with my task. They were going to help me think of something to invent. They’re probably relaxing on an ocean-sofa.”

2 Luke said, “It’s more likely that they’re racing around on a dino-rider. Now that was a great invention! I love riding around on my dino-rider! I always put it in the T-Rex mode. Then I sit on its head!”

“I wish the ocean-sofa or the dino-rider had never been invented,” Rose said wistfully. “Then we could invent them!”

3 “To invent, you need a good imagination and a pile of junk,” Luke said and then was silent for a moment. In a wistful voice, he said, “That’s a great quote. I wish I had said it first, but I didn’t. Thomas Alva Edison said it.”

“Thomas Alva Edison?” Rose asked. “Didn’t he invent the light bulb?”

“Yes,” Luke nodded. “He invented lots of other things, too. He had patents for over 1,000 inventions.”

4 “See?” Rose said, exasperated. “What’s left to invent?” She made another cry of frustration, but it quickly turned to surprise. April and A.J. were suddenly standing in front of her! They appeared out of thin air!

“We’ve been here all the time,” April said.

When Rose protested that it wasn’t possible, A.J. explained. “We invented a cloak of invisibility. Here, Luke, you try it.”

5 Rose gasped when Luke suddenly seemed to disappear. Then her face lit up. It was as if a light bulb had turned on. “I’ve got it!” she cried. “I know what I can invent! I can invent a story! My story is going to be about a cloak that makes people invisible!”

Your Name: _____ Partner: _____

Nothing New to Invent (cont.)

First Silently read "Nothing New to Invent." You might see words you do not know. There might be parts you do not understand. Keep reading! 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 you are writing about.

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.

peevish wistfully exasperated frustration

Decide together which three of these words might fit with how you feel when you are irritated or bothered. For each word, tell which part of the story helped you decide.

Word	Part of the Story

Which word might fit with how you feel when you wish something or long for something? Tell which part of the story helped you decide.

Word	Part of the Story

Your Name: _____

Nothing New to Invent (cont.)

Now Answer the story questions below.

1. Why did Rose think it was unfair that she had to invent something?

2. What were the two inventions that Rose and Luke thought April and A.J. might be using?

Pick one of the inventions from your answer above. In the box, draw a picture of it. On the lines, write two sentences describing how it works or what you can do with it.



3. The last paragraph contains the following sentence: "It was as if a light bulb had turned on." What does this mean? Did a light bulb really light up? Explain.

Why do you think the author used this expression, "a light bulb turned on"? Refer to Thomas Edison in your answer.

4. Decide if this story is fact or fiction. Then use evidence from the story to prove it.

Your Name: _____

Nothing New to Invent (cont.)

Then Reread the entire story one last time. Think about how there is a problem and a solution.

5. Sum up Rose’s problem. Then tell what her solution is.

6. Why do you think the author waited until the end to tell you Rose’s solution?

Do you think it was good solution? Why or why not? (There is no right or wrong answer here. It is what you think!)

7. Remember Edison’s quote: “To invent, you need a good imagination and a pile of junk.” Now rewrite the last two lines of the story.

I can invent a _____!

My _____!

_____!”

Learn More Find out more about Thomas Alva Edison, other inventors, or an invention. Write a few sentences about what you learned about the inventor or the invention.

“The Right Feet” (pages 36–39)

Summary: Three characters are talking about how badly one character’s feet hurt. It turns out she has put her shoes on the wrong feet. She refuses to believe this.

1. She was feeling a terrible pain in her feet.
2. She didn’t know there were left-footed shoes and right-footed shoes.
3. *Possible answers:* sharp, stinging, mean, annoyed
4. Accept appropriate responses that show the personalities of the characters.
5. a. Patti’s feet hurt; b. Her shoes should be put on the correct feet; c. No, because she doesn’t believe her friends; d. We are given enough information to fix it when Hugo speaks for the last time at the end of the play.
6. Patti wonders if she broke a bone; Julie says that she has broken one before.

“A Finger Where?” (pages 40–43)

Summary: This story is about capuchin monkeys. Two games the monkeys play are described, as well as how they learn how to eat palm nuts.

Vocabulary: *exchange* = “trade or pass back and forth”; *facial* = “of or on the face”; *gregarious* = “social”; *discarded* = “thrown away”

1. It swings back and forth while keeping its finger up the other’s nose.
2. 12 to 22 inches long; We are told that the tails are as long as the bodies, and the bodies are 12 to 22 inches long.
3. swim with friends; Capuchin monkeys are gregarious, and that is why they are social and like to do things together.
4. The adults pick up the fruit; they bring it to a place with stones; they smash it open with the stones; they eat the nut inside.
5. Paragraph 1 is about a game with fingers in noses. Paragraph 2 is about a game where one bites off facial hair.
6. to make you interested or puzzled; it is a hint because females don’t generally have facial hair, and people don’t bite hair off of each other’s faces.

“When Morning Is Afternoon” (pages 44–47)

Summary: Four people have a meeting at the same time. The people live in different time zones, so the time of day is different for each of them.

1. Students should draw hands on clocks to illustrate the following times: Aya, 8:00 p.m.; Ben, 2:00 p.m.; Lizzy, 11:00 a.m.; Yuki, 3:00 a.m.
2. Yuki; Japan’s time is 13 hours ahead of the time in Washington, DC.
3. Accept appropriate responses. In their own words, students should state that time zones help us know where it is morning on Earth and where it is night.
4. Answers may vary for the first part of the question. For the second part, students should say that Yuki is the least likely person to have scheduled the meeting. He says the time is “not convenient” and he will be “exhausted.”
5. that everyone was at the same meeting
6. The author wanted the reader to feel surprised or to wonder how it was possible.

“Life-Saving Haircut” (pages 48–51)

Summary: A sheep named Chris needed a haircut. The haircut saved his life because Chris’s wool was half his weight, which made it difficult for him to see or move. Chris missed his annual haircut because he had wandered off into the Australian bush.

Vocabulary: *aid* = “help or rescue”; *mammoth* = “extremely large”; *annual* = “once a year”; *hooves* = “type of animal feet”; *nimble* = “able to move easily”

1. He missed his annual haircuts because he wandered off.
2. “Chris looked like nothing but a mammoth ball of filthy wool.”

3. It was cut in half. You would weigh 100 pounds. In the story, it says, “His weight had been cut in half!” Half of 200 pounds is 100 pounds.
4. When you shear something, you cut it. So when *shear* is a verb, it means “to cut.” *Shears* as a noun is the thing you cut with.
5. Just like Chris, they might have a hard time seeing, the extra weight could damage their hooves, and they might have a hard time walking.
6. You are told about things you might think of when it comes to helping someone. You are told Chris was saved by a haircut.
7. to make you want to keep reading to find out how a haircut could save a life

“Riddles and More Riddles” (pages 52–55)

Summary: The story is about a teacher named Ms. Boggle who asks her students three riddles. The students ask Ms. Boggle a riddle, too.

Vocabulary: Synonyms = *perplexed* and *baffled*. Both mean “puzzled, confused.” The other word is *glee*. Possible synonyms for this word: *joy*, *happiness*, etc.

1. He or she might say, “I’m having trouble learning how to do this.” Or, he or she might say, “I need some help so I can understand this better.”
3. No, because a mile is way too long; the author wanted you to know that Ms. Boggle felt really happy.
4. clap her hands in glee; that is what she did when she thought of the answer for the egg riddle.
5. The first paragraph is not about riddles. It is about attitude.

“The Amazing World of Ants” (pages 56–59)

Summary: Ants are amazing. The driver ant is used to sew up cuts. The leafcutter ant grows fungus in its garden. The bulldog ant is fierce and will attack itself.

Vocabulary: *remote* = “far away, by itself”; *inhospitable* = “unfriendly, unwelcoming”

1. When someone uses it to sew up a gash or cut.
2. They go out with other ants; you are told they go in a convoy (a group) because they can protect each other.
3. the bulldog ant; people don’t want to get stung.
4. *Both:* have to fertilize it, weed it; *People Gardens:* grow many things, grow in ground or pots; *Ant Gardens:* grow fungus, grow in a huge pile

“Nothing New to Invent” (pages 60–63)

Summary: Rose needs to invent something, but she thinks everything has already been invented. When her friends invent something, she invents a story about it.

Vocabulary: words about irritation: *peevish*, *exasperated*, and *frustration*; word about wishing for something: *wistfully*

1. She thought everything had already been invented.
2. ocean-sofa and dino-rider
3. Rose got an idea; a real lightbulb did not turn on.
4. fiction; there are no ocean-sofas, dino-riders, or cloaks of invisibility.
5. Rose needs to invent something new. Her solution is to invent a story.
6. The author wants to keep you wondering about what Rose can invent.