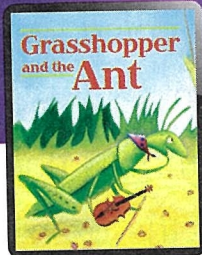
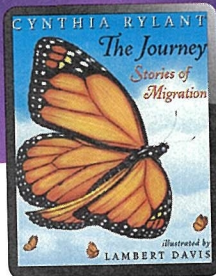


Lesson 22



Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner.
Take turns asking and
answering questions
about the photos. Use
the blue Vocabulary
words in your questions
and answers.

Vocabulary in Context

1 migrate

These butterflies fly far away when they **migrate**, or move from place to place.



2 survival

This bluebird flies south for the winter for its **survival**, or to stay alive.



3 plenty

Some animals don't migrate in winter if they have saved **plenty** of food.



4 frightening

It is **frightening**, or scary, for penguins when leopard seals come nearby.



- ▶ Study each **Context Card**.
- ▶ Use two Vocabulary words to tell about an experience you had.

5 accidents

When moose cross busy roads to find food, **accidents** can happen.

**6 solid**

It is very hard for animals to find food under snow and **solid** ice.

**7 chilly**

Polar bears have thick fur to keep them warm in cold, **chilly** weather.

**8 landscape**

The **landscape** changes in spring. Grass turns green, and flowers bloom.

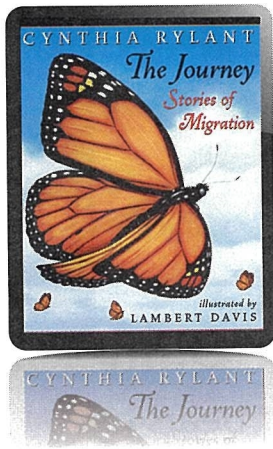
**9 thunderous**

A herd of caribou makes a very loud, **thunderous** sound as it runs.

**10 dramatic**

Salmon swimming upstream to lay eggs is a **dramatic**, or exciting, sight.

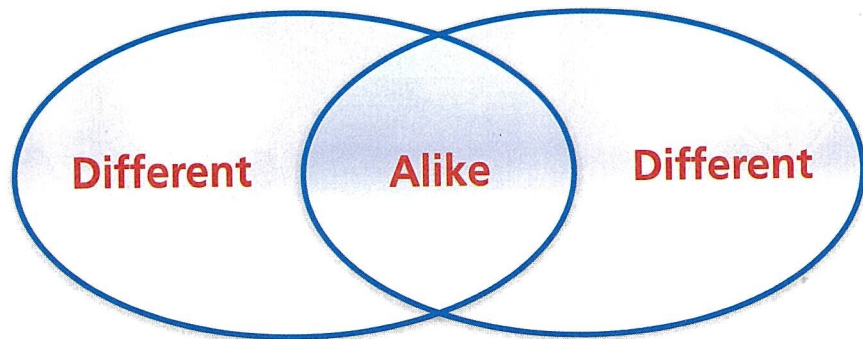




Read and Comprehend

✓ TARGET SKILL

Compare and Contrast As you read *The Journey: Stories of Migration*, look for ways to **compare** and **contrast** important details about the two different kinds of migrating creatures. Note that the author uses a similar structure for both parts of the selection. This helps you see how the migrations are alike and different. Use a graphic organizer like this one to record text evidence that helps you compare and contrast the two migrations.



✓ TARGET STRATEGY

Visualize As you read, use the author's descriptive details to help you **visualize**, or picture, the information you read.

PREVIEW THE TOPIC

Animal Migration

Geese fly in a V-shape high in the sky. Hundreds of monarch butterflies gather on a tree trunk to rest during their long flight to Mexico. Sea turtles gather on Florida beaches in the spring and summer. These are just a few examples of migrations made every year. A migration is the movement of insects, animals, or even people from one location to another, often thousands of miles apart.

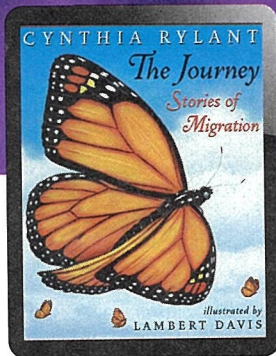
In *The Journey: Stories of Migration*, you'll learn why two very different creatures—gray whales and locusts—migrate and where they go.



Talk About It

What do you know about animal migration? Where would you like to migrate? Share your ideas with your classmates. What did you learn from others? Listen carefully, ask questions, and take turns speaking.

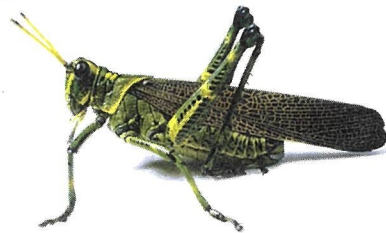
ANCHOR TEXT



✓ GENRE

Informational text gives you facts and information about a topic. As you read, look for:

- ▶ headings that tell about the content of sections
- ▶ how the ideas and information are organized
- ▶ graphics such as maps to help explain the topic



MEET THE AUTHOR

Cynthia Rylant

What advice does an award-winning, famous author like Cynthia Rylant have for young writers? Go out and play. "Playing is still the greatest training you can have, I think, for being a writer," says Rylant. "It helps you love life, it helps you relax, and it helps you cook up interesting stuff in your head." She is the author of *The Blue Hill Meadows* and many other books.





THE JOURNEY

Stories of Migration

by Cynthia Rylant

ESSENTIAL QUESTION

Why do animals migrate
to other places?



Introduction

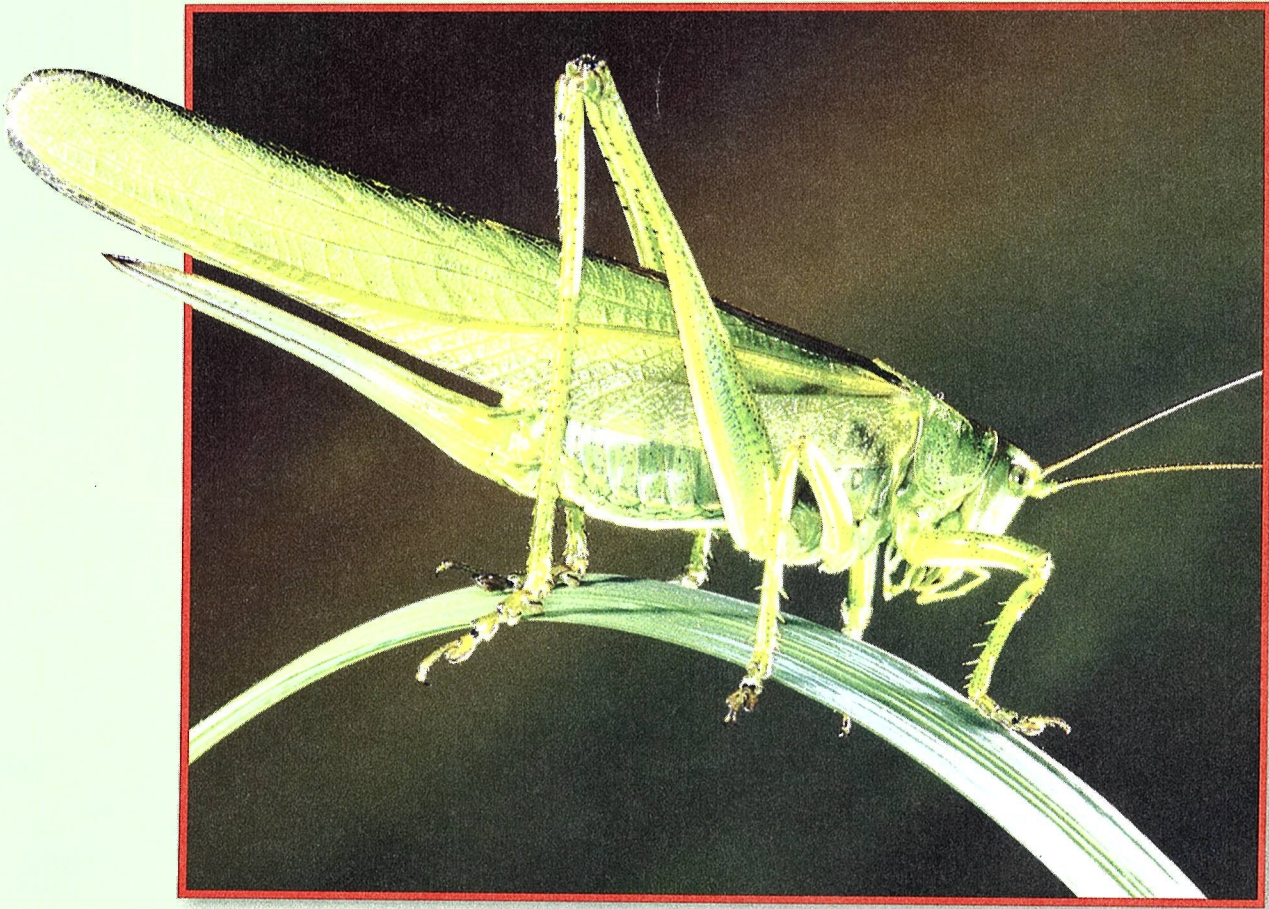
Most creatures live out their lives in the places where they are born. The tiny mouse runs in the fields where his mother ran. The gray squirrel lives in the same tall trees all her life. The cow stays on the farm.

But there are some creatures who do not stay where they are born, who cannot stay. These are the creatures who **migrate**. Their lives will be spent moving from one place to another. Some will migrate to survive. Some will migrate to create new life. All will be remarkable.

Here are the stories of two of these remarkable travelers—so different from each other but so alike in one profound way: Each must *move*.



The Locusts

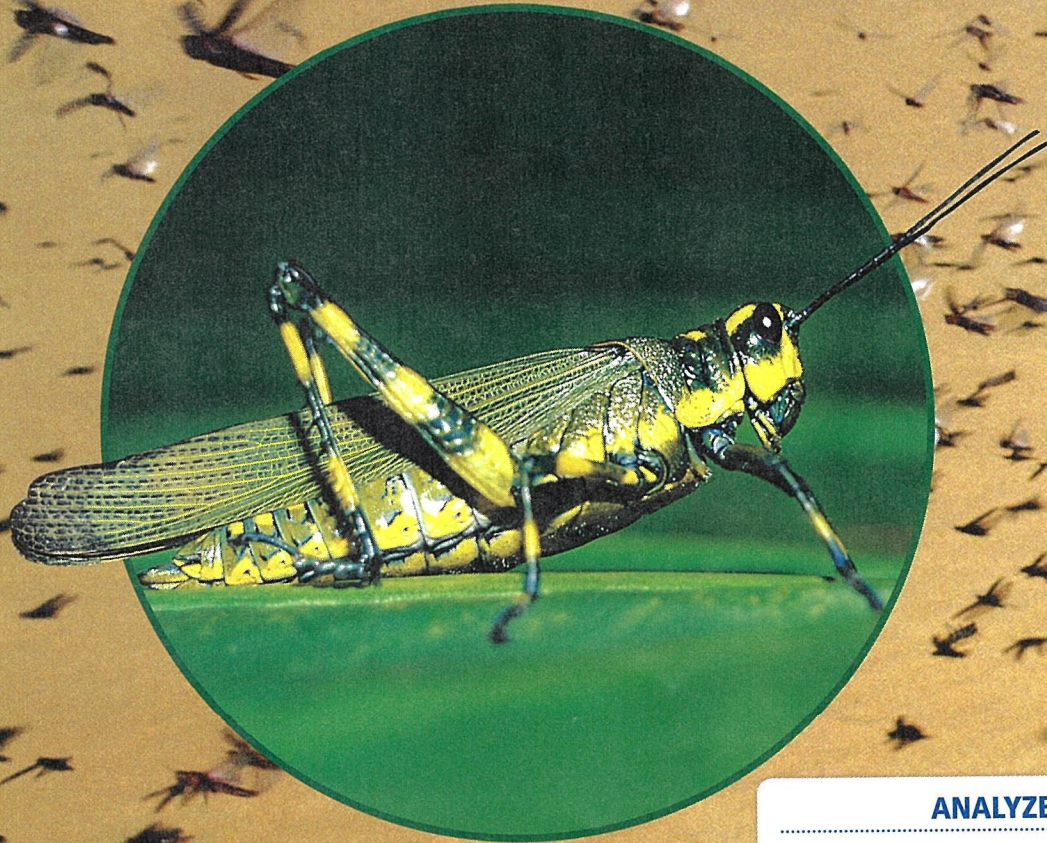


There are few migrations as **dramatic** and **frightening** as when the desert locusts are moving across Africa. These insects are actually young grasshoppers, and grasshoppers usually do not travel.

But sometimes too many grasshopper eggs are laid in one small area, and when the grasshoppers are born, there isn't enough food. The grasshoppers now have only one choice for **survival**: to migrate in search of vegetation.

And so these grasshoppers will begin changing. Their bodies will turn from light green to dark yellow or red. Their antennae will grow short rather than long. And when they rise up to fly together by the *billions*, they will be grasshoppers no more. They will be locusts.

A cloud of desert locusts in the sky is an unbelievable sight. There are so many locusts that they block out the sun. It seems like night. And in the sudden darkness there is a terrible **thunderous** noise. It is the noise of a billion wings.

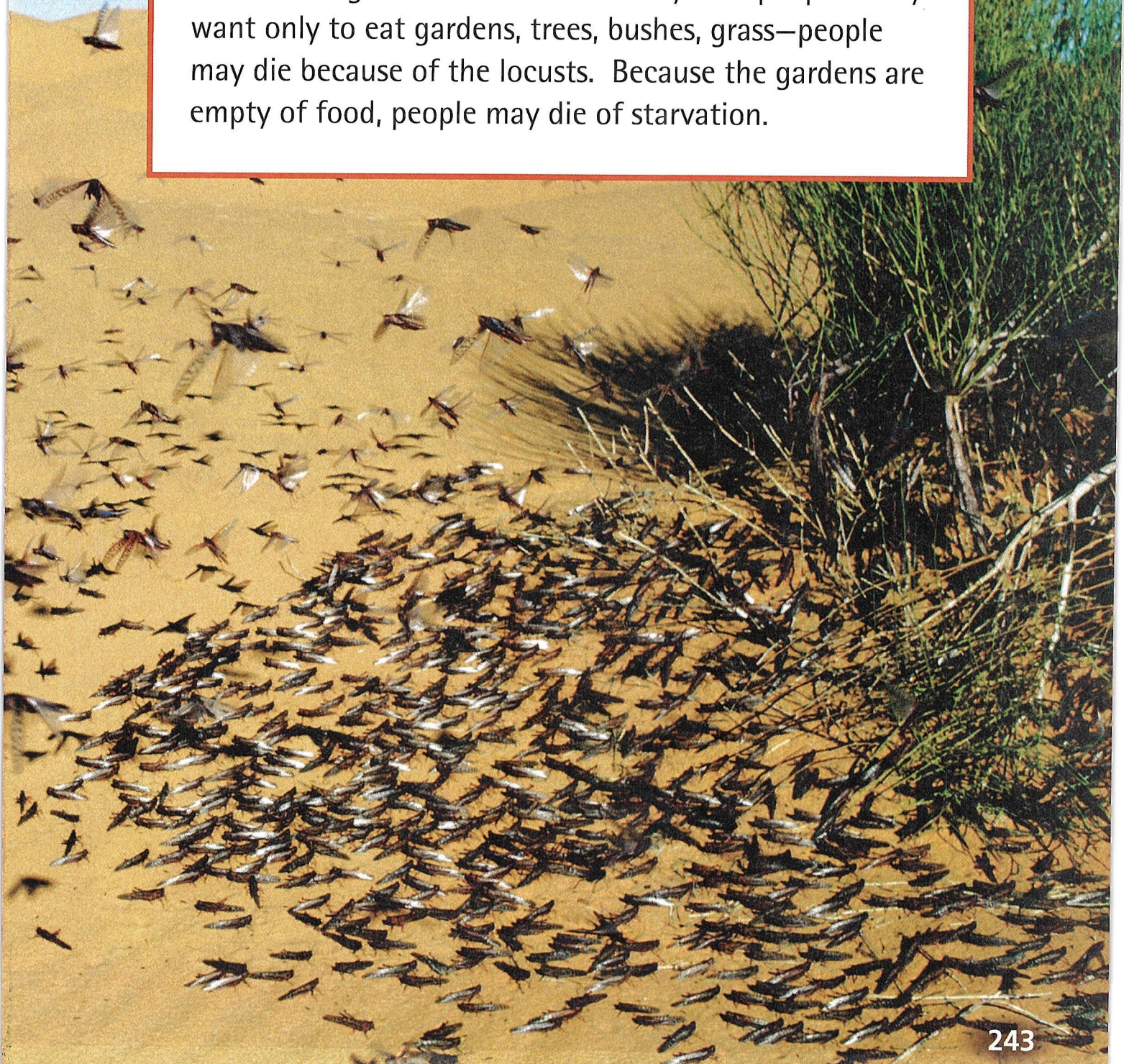


ANALYZE THE TEXT

Author's Word Choice What words help you visualize how it looks and sounds when the locusts fly away together?

What happens next is even more incredible. When the locusts fly to the ground, they will eat every plant, every blade of grass, every leaf and bush and piece of vegetation as far as the eye can see. Within minutes they will fly off again, leaving behind them a totally devastated landscape.

And though locusts do not willfully hurt people—they want only to eat gardens, trees, bushes, grass—people may die because of the locusts. Because the gardens are empty of food, people may die of starvation.



Desert locusts can also cause accidents. Locusts fly very high—as high as two miles up in the sky—and this can make difficult flying for planes that have to move through the locust cloud. The swarms can also interfere with trains. And millions of crushed locusts on a highway will make cars slip and slide.





There are many stories in history about the terrible devastation of locust plagues. It is written that in ancient times, one locust swarm covered 2,000 square miles.

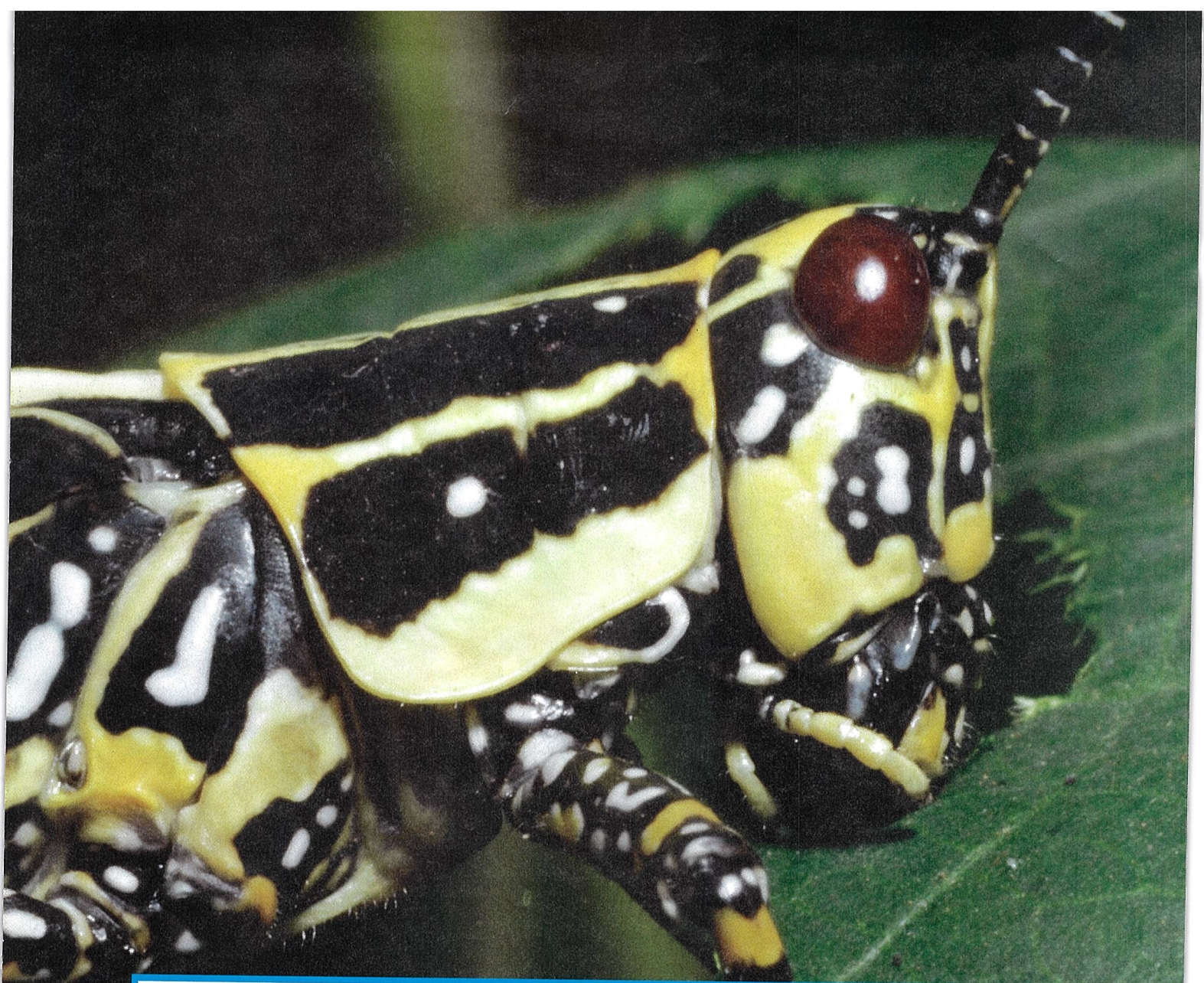
The swarms today are not nearly as large as that. But they can still be quite big, often as much as one hundred square miles. Imagine so many insects in the sky!



locust eggs

As the locusts migrate in search of food, they ride the winds from one area of rainfall to the next. (There is always more food where it rains.) They travel on sunny mornings and stop in late afternoon to roost for the night.

When they reach a rainy area, they mate and die. Then their eggs will hatch and a new swarm of locusts begins moving. This will happen again and again until one day a swarm will return to the same place where the very first locusts began.



And if the eggs laid are not too many, and if there is plenty of food when the new eggs hatch, there will be no locust swarms for a while. Only pale green grasshoppers moving quietly about.

But someday too many eggs may be laid, and the newly hatched grasshoppers will be much too hungry. These grasshoppers will begin to look a little different and act a little different.

Then they will rise up together by the billions—as desert locusts—and they will fly.

The Whales

Many mammals migrate, but no mammal migrates as far as the big gray whale. It travels 6,000 miles, then back again—and most of its traveling is done on an empty stomach!

Gray whales love the cold waters near the North Pole because the waters are full of the food they love to eat. The whales live on tiny ocean shrimp and worms, and the Arctic waters are full of these in summer. The whales eat and eat and eat, straining the tiny food through strips of baleen in their mouths. (Instead of teeth, the grays have baleen—long strips of a hard material similar to fingernails.)


The gray whales swim and eat mostly alone through the summer. But in the fall, they will begin to look for some traveling companions, because the whales know one thing for certain: that they must migrate. In winter, the Arctic seas are going to be filled with **solid** ice. And the whales will die if they stay.

The first gray whales to leave the Arctic are the pregnant females. These expectant mothers want to have plenty of time to reach the warm waters of California and Mexico before they give birth. No mother wants to have a baby in icy water!

The other whales will follow, and in small groups they will all travel down the Pacific coast. Once they leave the Arctic, the whales won't find much food again, and it may be as long as *eight months* before they eat.

But the whales have stored a lot of fat in their bodies, called blubber, and this will keep them alive.





As they travel, the whales often swim near shore, and people along the way are thrilled. They wave to the whales from rocky cliffs and travel out in boats to say hello to them.

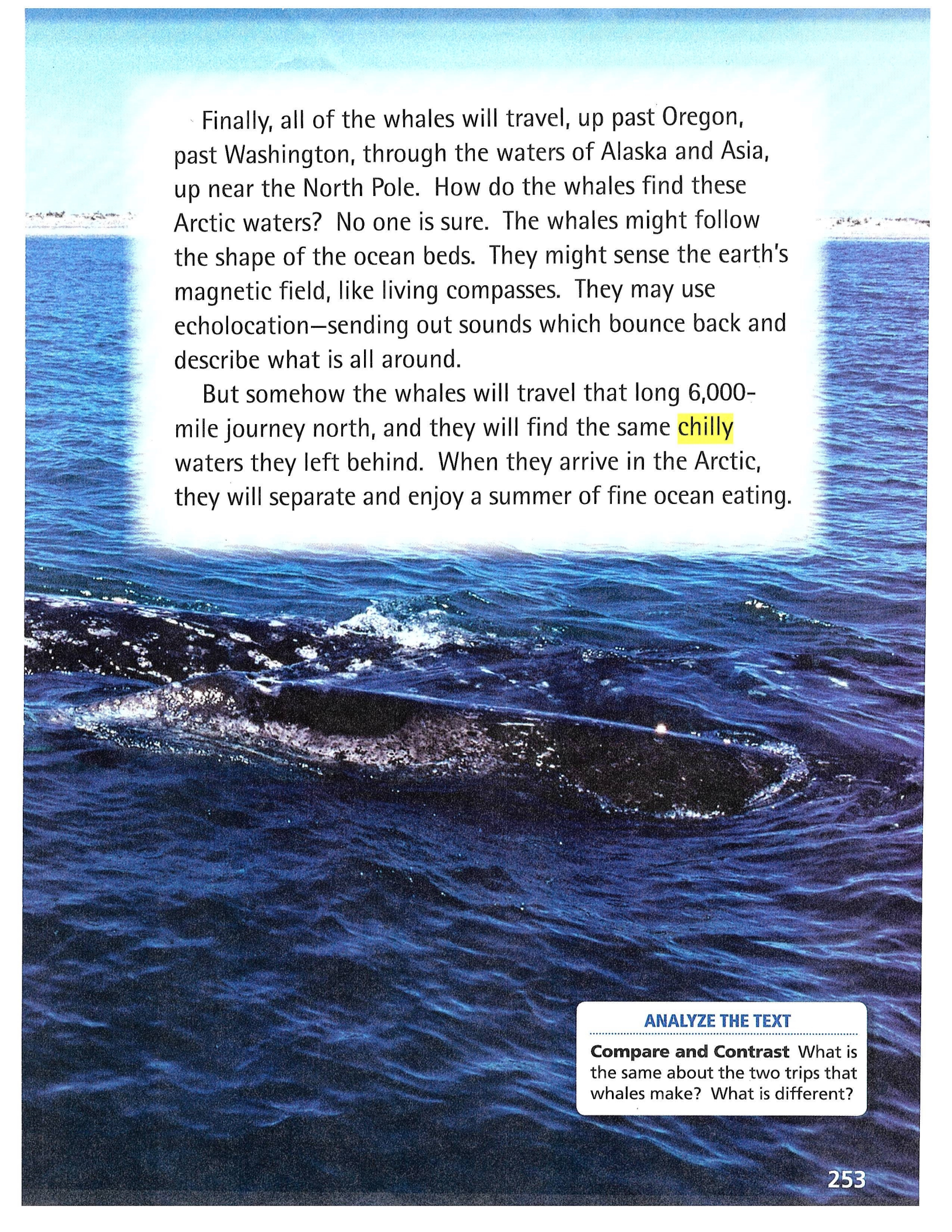
When finally the gray whales reach the warm tropical waters in January, the pregnant females will give birth. And the other whales will mate.

With new calves among them, all of the whales will enjoy life in the peaceful lagoons for a while. Then in March, they will be ready to head back to the Arctic for the summer. They haven't forgotten how they love to eat there!

This time the males will leave first, and the females and calves will stay behind for another several weeks. The calves will have more time to grow and get stronger for the long journey.



The arrows on the map show the gray whales' 6,000-mile journey from the Arctic, then back again.



Finally, all of the whales will travel, up past Oregon, past Washington, through the waters of Alaska and Asia, up near the North Pole. How do the whales find these Arctic waters? No one is sure. The whales might follow the shape of the ocean beds. They might sense the earth's magnetic field, like living compasses. They may use echolocation—sending out sounds which bounce back and describe what is all around.

But somehow the whales will travel that long 6,000-mile journey north, and they will find the same chilly waters they left behind. When they arrive in the Arctic, they will separate and enjoy a summer of fine ocean eating.

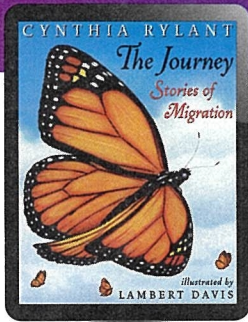
ANALYZE THE TEXT

Compare and Contrast What is the same about the two trips that whales make? What is different?



But just before the Arctic winter arrives,
before the ice, something will tell the whales to
find each other again. To find some company
for another long, long swim.





Dig Deeper

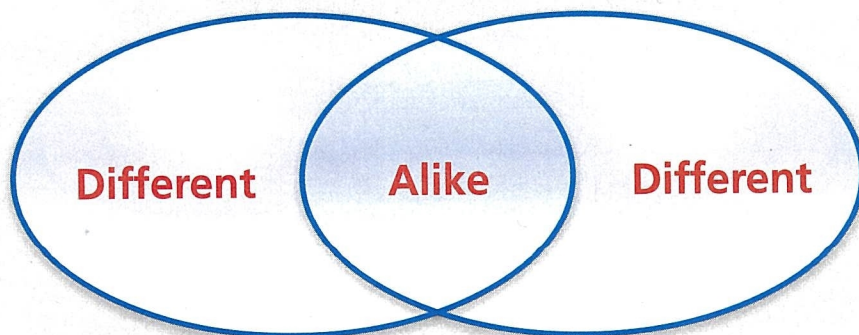
Use Clues to Analyze the Text

Use these pages to learn about Comparing and Contrasting and Author's Word Choice. Then read *The Journey: Stories of Migration* again to apply what you learned.

Compare and Contrast

The author of *The Journey: Stories of Migration* organized the text in a way that helps readers **compare** and **contrast** whales and locusts. Looking for connections between parts of a text will help you understand what you read.

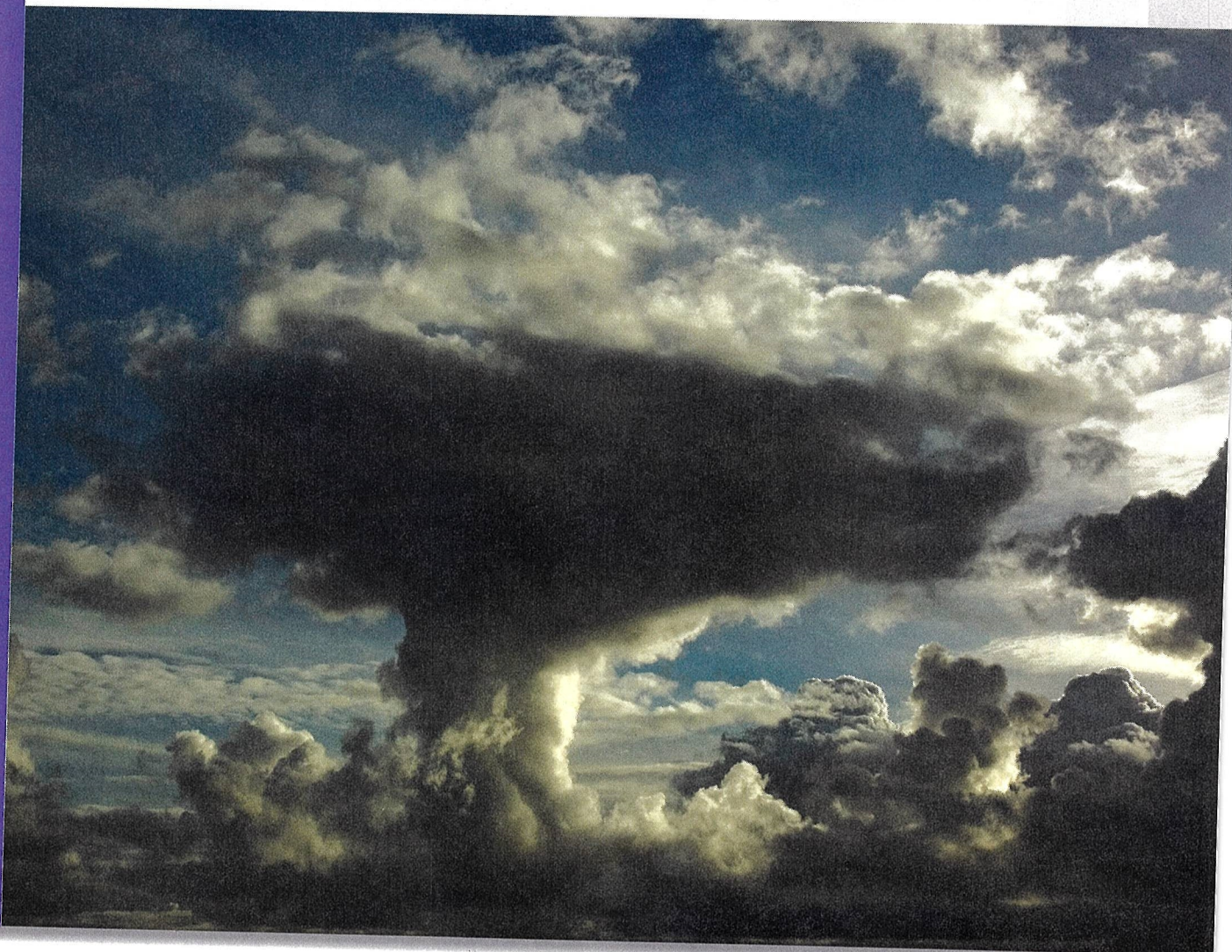
Return to pages 240 and 241 in *The Journey: Stories of Migration*. First, you will learn that some animals migrate while others do not. Then you will start reading about one migratory animal, the locust. As you continue reading, look for text evidence that helps you make connections. When you come to the next section, about whales, you will be able to start comparing and contrasting the information with what you read about locusts.



Author's Word Choice

Authors carefully choose the words and phrases they use. Choosing strong **adjectives** and **adverbs** helps readers picture what things look like and how events happen.

In *The Journey: Stories of Migration*, the author uses the words *dramatic* and *frightening* to describe a swarm of locusts on page 241. Think about how those words help you imagine the young grasshoppers.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *Why do animals migrate to other places?* As you use text evidence to discuss the question, listen carefully to your partner's ideas and expand the discussion by adding your own ideas.



Classroom Conversation

Continue your discussion of *The Journey: Stories of Migration* by explaining your answers to these questions:

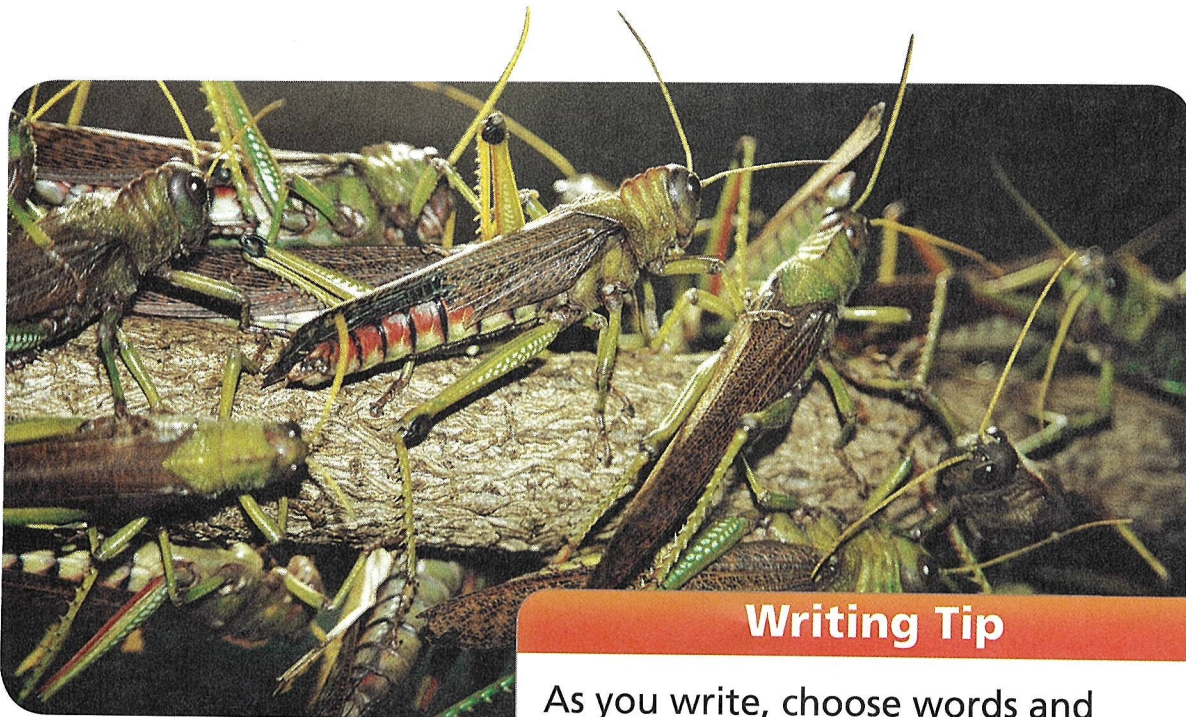
- 1 How do people feel about locust migration? Whale migration? How do these feelings differ?
- 2 There are a few ideas about how gray whales know where to go. Which makes the most sense to you?
- 3 How would you describe these migrations to someone who has not read the selection?

Performance Task

WRITE ABOUT READING



Response Think about the two migrations in *The Journey: Stories of Migration*. If you could watch either the locusts migrate or the whales migrate, which would you choose? Write a paragraph about your choice. Use text evidence from the selection to support your opinion.

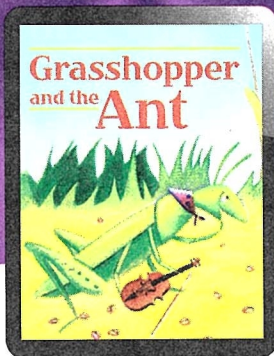


Writing Tip

As you write, choose words and phrases that emphasize your point of view. Use adjectives that help readers visualize what you describe.

Lesson 22

FABLE



✓ GENRE

A **fable** is a short story in which a character, usually an animal that behaves like a person, learns a lesson.

✓ TEXT FOCUS

The **story message** of a fable is the lesson that a character learns. In fables, the message is often stated directly as a moral at the end of the story.

The Grasshopper and the Ant

an Aesop's fable adapted by
Margaretha Rabe

Grasshopper loved to sing and play his fiddle. He played quiet songs and thunderous tunes. Sometimes Grasshopper played frightening music. Then he would hop around in a dramatic way. That's when he caused accidents.

One time Grasshopper jumped into a pile of grain that Ant had spent all day collecting. The grain scattered across the landscape.

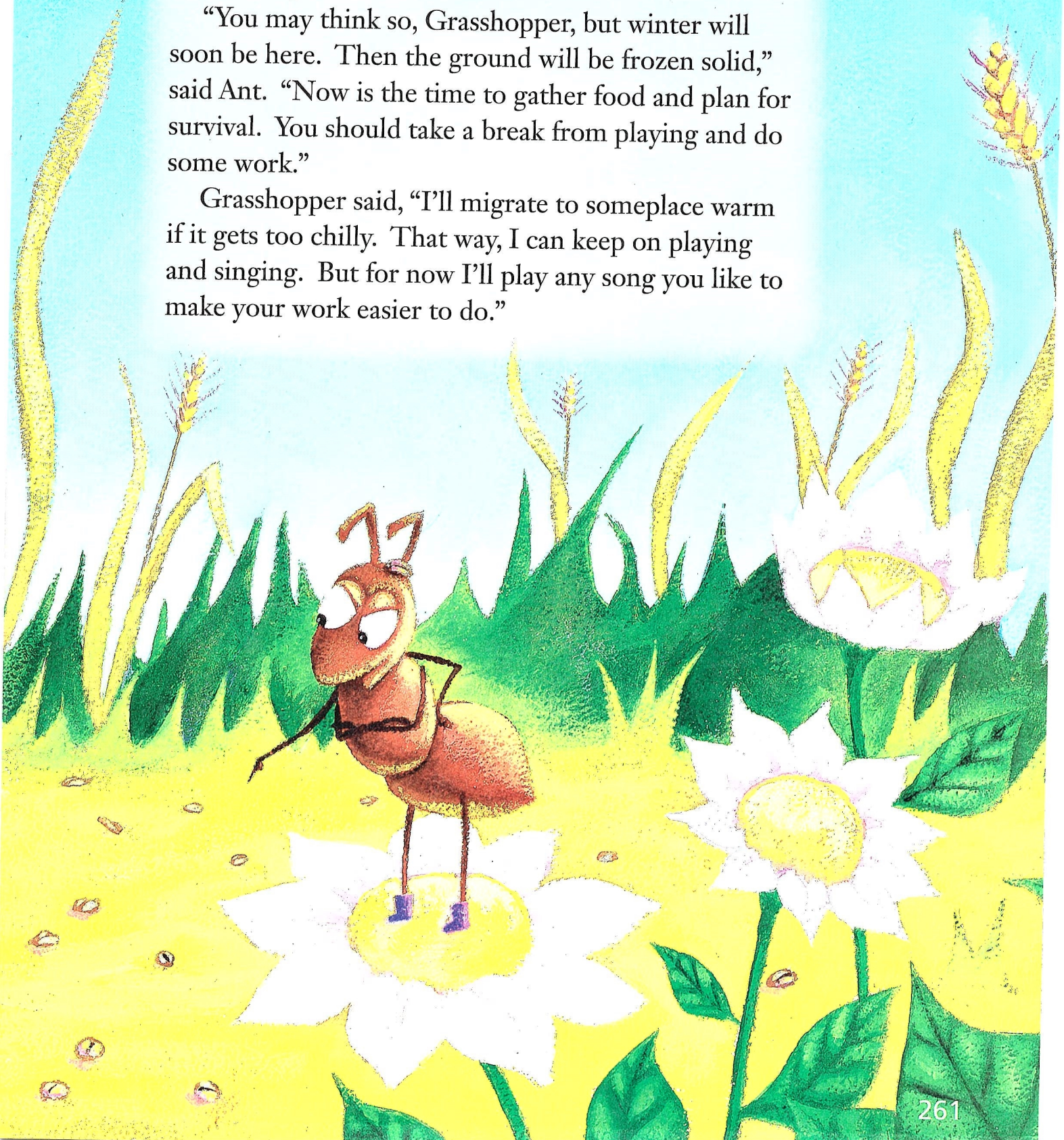


"You should be more careful, Grasshopper," scolded Ant. "I worked hard to gather that grain. Now I have to pile it up again."

"I'm sorry," said Grasshopper. "Why not take a break? It's a beautiful, sunny day. You'll have plenty of days to gather food."

"You may think so, Grasshopper, but winter will soon be here. Then the ground will be frozen solid," said Ant. "Now is the time to gather food and plan for survival. You should take a break from playing and do some work."

Grasshopper said, "I'll migrate to someplace warm if it gets too chilly. That way, I can keep on playing and singing. But for now I'll play any song you like to make your work easier to do."



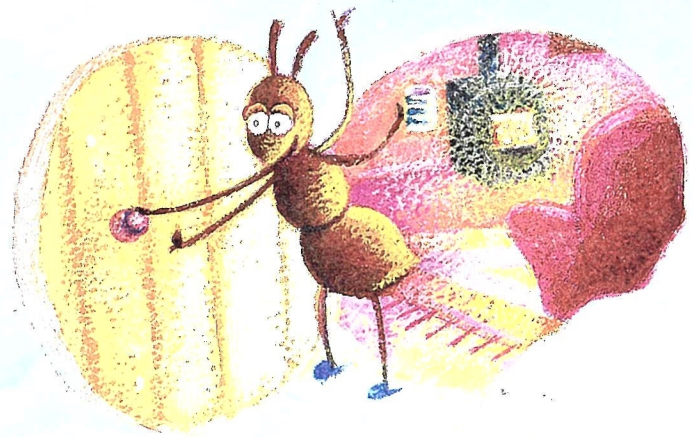
Weeks later, fat flakes of snow began to drift from the sky. Grasshopper shivered. It was so cold that he could hardly hold his fiddle. Grasshopper looked for food, but the ground had turned into a blanket of white snow.

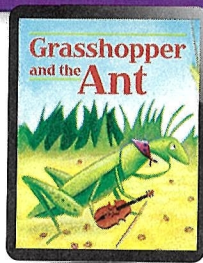
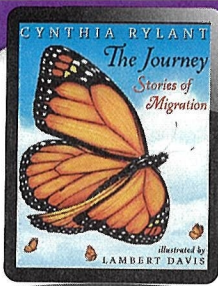
“What will I do now? I can’t find food, and it’s too cold for me to go far. Maybe Ant will help me,” thought Grasshopper.

Grasshopper trudged through the snow and knocked on Ant’s door. “Will you give me food if I sing and play for you?” asked Grasshopper.

Ant said, “Yes I will. I worked hard the rest of the year, so now I have time to relax and have fun.”

Moral: There are times to work and times to play.

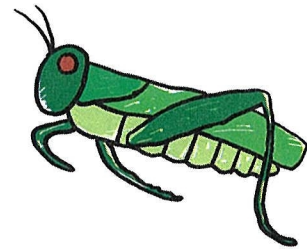




Compare Texts

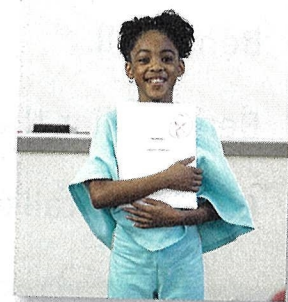
TEXT TO TEXT

Compare Grasshoppers Compare and contrast the grasshoppers in the two selections. What problem do the grasshoppers share in both selections? What do they do about this problem? Use text evidence to write a paragraph about how the grasshoppers are alike and different.



TEXT TO SELF

Grasshopper or Ant? In *The Grasshopper and the Ant*, Grasshopper likes to play, and Ant is always working. Are you more like Grasshopper or Ant? Are you a little bit like both? Write a paragraph explaining your answer and giving examples.



TEXT TO WORLD

Moral of the Story With a partner, reread *Two Bear Cubs* from Lesson 19. Review the play's moral, or message. How is it like the moral of *The Grasshopper and the Ant*? How is it different? Explain how the morals can apply to real life.



Grammar

Making Comparisons **Adjectives** are used to describe nouns. They can also be used to **compare nouns**.

- Add **-er** to most adjectives to compare two nouns.
- Add **-est** to most adjectives to compare more than two.

Adverbs tell when, where, or how something happened. They can also be used to **compare actions**.

- Add **-er** to many adverbs to compare two actions.
- Add **-est** to many adverbs to compare more than two actions.

Adjective	Adverb
Ben is tall .	Jen can jump high .
Ben is taller than Jack.	I can jump higher than Jen.
Ben is the tallest boy in class.	Cho can jump highest of all.

Try This!

Copy each sentence. Fill in the blank with the correct form of the adjective or adverb in parentheses.

- 1 The _____ whale swam ahead of the other whales. (large)
- 2 Mr. Briggs sang _____ than the music teacher. (soft)
- 3 This test is the _____ we have had so far. (hard)
- 4 Abby ran _____ of all the runners in the race. (fast)

When you write a descriptive paragraph, you can make comparisons to describe what something looks like or how it moves. Comparisons will help readers clearly imagine your ideas.



Adjective

A blue whale is **large**.

A blue whale is **larger** than an elephant.

Blue whales are the **largest** animals on Earth.

Adverb

A gray whale dives **deep**.

A gray whale dives **deeper** than a blue whale.

Sperm whales dive **deepest** of all whales.

Connect Grammar to Writing

As you revise your descriptive paragraph, look for ways to use adjectives and adverbs to compare. Be sure to use the correct form to show how many things or actions are being compared.

Narrative Writing

✓ **Elaboration** In *The Journey: Stories of Migration*, you read that a billion locusts' wings sound like thunder. *Like thunder* is a simile. It is a phrase that uses *like* or *as* to compare two things. That is one way to help your readers picture what you describe.

Victor wrote a **descriptive paragraph** about a whale-watching trip. He revised his draft by adding a simile and strong descriptive words.

Writing Checklist

✓ Elaboration

Did I use similes to describe what something felt like?

✓ Purpose

Did I state my topic clearly?

✓ Organization

Are my ideas in an order that makes sense?

✓ Development

Did I use sensory details?

✓ Conventions

Did I edit my work for spelling, grammar, and punctuation?

Revised Draft

When we finally spotted a whale, I was shocked. It was just floating[^], *looking like an island*. It didn't look like a whale. Then the island dove into the ocean! In seconds, the whale popped up again. Then the whale leaped high out of the ocean, showering us with *chilly* seawater. As the whale dove quickly back into the waves, it flapped its *huge, fanlike* tail. That tail was bigger than our boat.

My Whale-Watching Trip

by Victor Rotello

Mom and I took a whale-watching trip last summer. At first, it seemed to be an ocean-watching trip. When we finally spotted a whale, I was shocked. It was just floating, looking like an island. It didn't look like a whale. Then the island dove into the ocean! In seconds, the whale popped up again. Then the whale leaped high out of the ocean, showering us with chilly seawater. As the whale dove quickly back into the waves, it flapped its huge, fanlike tail. That tail was bigger than our boat. "Bye!" I yelled as I waved, feeling like I was saying goodbye to an old friend. Mom and I had seen what we came for, a giant whale. What a great trip!

Reading as a Writer

Victor added a simile to describe his first look at the whale. What similes could you use in your descriptive paragraph?

In my final paragraph, I added a simile and adjectives to describe what things looked and felt like.

