## Continuity of Learning Assignments

**Grade:** 2nd  
**Subject:** ELA

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<th>Days 1-2</th>
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| iReady lesson:  
Teacher Assigned Lesson-RL.2.6 Close Reading: Identify Points of View | iReady lesson:  
Teacher Assigned Lesson-Recount Stories (RL.2.2) | iReady lesson:  
Teacher Assigned Lesson-Recount Stories (RL.2.2) | iReady lesson:  
Teacher Assigned Lesson-Determine the Central Message (RL.2.2) | iReady lesson:  
Teacher Assigned Lesson-Determine the Central Message (RL.2.2) |
| **Extension** | **Extension** | **Extension** | **Extension** | **Extension** |
| [https://www.storylineonline.net/books/enemy-pie/](https://www.storylineonline.net/books/enemy-pie/)  
Have your child discuss the different points of view between Jeremy Ross and the main character. | [https://www.storylineonline.net/books/the-empty-pot/](https://www.storylineonline.net/books/the-empty-pot/)  
Have your child recount the story The Empty Pot – telling the characters, setting, and the main parts of the beginning, middle, and end. | [https://www.storylineonline.net/books/the-empty-pot/](https://www.storylineonline.net/books/the-empty-pot/)  
Have your child determine the central message from the story. What does the author want you to learn in this story? | [https://vimeo.com/61971077](https://vimeo.com/61971077)  
Watch the video For the Birds. Have your child determine the central message. What does the author want you to learn? |
Lesson 17
Point of View

Knowing that characters in a story can have different points of view will help you understand how they think and feel about what happens.

**Read** Each character, or person in a story, has a point of view. A point of view is how a character thinks or feels about other story characters or events.

You can often figure out a character’s point of view by looking closely at the dialogue, or what is said. You can also get clues from how the character acts. When you read a story out loud, you can change your voice to show different characters’ points of view.

Look at the picture below. What is each character’s point of view about the pet lizard?

Meet Lizzie, my new pet lizard!

Cool! Can I see it up close?

Does it bite?
**Think** Look again at the cartoon. Finish the chart to show each character’s point of view. Also write details that helped you figure out the point of view.

<table>
<thead>
<tr>
<th>Character</th>
<th>Point of View</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl holding lizard</td>
<td>likes the lizard</td>
<td>has lizard in hands is smiling</td>
</tr>
<tr>
<td>Girl with hat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl in chair</td>
<td></td>
<td>leans toward the lizard</td>
</tr>
</tbody>
</table>

**Talk** Read the cartoon aloud. Change your voice to show the characters’ different points of view.

**Academic Talk**

Use these words and phrase to talk about the text.

- point of view
- dialogue
- character
Setting: Amy’s house, after school. Amy and her friend Pete are talking about the play their class is putting on the next day.

1 AMY: Can you believe that tomorrow afternoon we’ll be on stage in front of the entire school? It’s going to be so much fun!

2 PETE: I wish there would be a snowstorm tonight. Then maybe we wouldn’t have school tomorrow. Too bad it’s spring and not winter.

3 AMY: Oh, Pete! There’s nothing to worry about. We’ve been practicing for weeks.

4 PETE: But what if I forget my lines? I don’t think I can do this.

5 AMY: You won’t forget your lines, silly. We just went through them ten minutes ago, and you were great.

6 PETE: (frowning) But it’s different when you’re on stage and everyone is staring at you.

7 AMY: Just think about the fun part of acting! You know, the part where you get to pretend you’re someone else.

8 PETE: (looks down and shakes his head) I wish I really were someone else so I wouldn’t have to do this tomorrow.
Explore

How are Amy’s and Pete’s points of view different?

Think

1. Finish the chart to show each character’s point of view. Put two or three details in the last column.

<table>
<thead>
<tr>
<th>Character</th>
<th>Point of View</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk

2. Take turns reading the play out loud with your partner. How does your voice change to show each character’s point of view? Show what you mean.

Write

3. Short Response Why does Pete feel the way he does about the play? Use details from the text in your answer. Write your answer in the space on page 276.

HINT Look for details in the text that show how Pete is feeling.
Skip and Fliss were two happy dolphins. They spent their days playing in the ocean.

One day, Fliss spotted a bright orange ring floating on the water. She was curious! Fliss slipped her nose through the ring and jumped up in the air.

“Hey, look at me!” Fliss shouted to Skip. “I’ve got a nose ring!”

“Mom wouldn’t like that,” Skip warned. “It could be dangerous.”

But Fliss was having too much fun. “Don’t worry so much, Skip!” she laughed.

Skip shook his nose and said, “I’d rather be careful than get into trouble.”

The next day, Skip and Fliss were playing when Fliss saw something waving in the water. Of course, she swam right over to it. But the pretty waving thing was a fishing net! When Fliss swam too close to it, she got her head caught in the ropes. “Help! Help!” she cried out.

Skip quickly swam to her and started pulling hard on the net. Finally, with one big pull, Fliss wriggled free of the net.

“Never again will I put my nose where it doesn’t belong!” Fliss cried.

Fliss still had fun in the sea, but now she stayed away from strange stuff!
Think

1. This question has two parts. Answer Part A. Then answer Part B.

   **Part A**
   What is Fliss’s point of view at the beginning of the story?
   
   **A** She likes to have fun and not worry too much.
   **B** She likes to have fun, but she is careful, too.
   **C** She would rather be safe than explore new things.
   **D** She worries about what her mother thinks.

   **Part B**
   Which line from the story *best* supports your answer in Part A?
   
   **A** “Skip and Fliss were two happy dolphins.”
   **B** “‘Don’t worry so much, Skip!’ she laughed.”
   **C** “‘Never again will I put my nose where it doesn’t belong!’ Fliss cried.”
   **D** “Fliss still had fun in the sea, but now she stayed away from strange stuff!”

Talk

2. What is Skip’s point of view about exploring strange things? How do you know?

Write

3. **Short Response** How does Fliss’s point of view change from the beginning to the end of the story? Why does it change? Use details from the story in your answer. Write your answer in the space on page 277.

   **HINT** What happens to Fliss when she goes over to the net?
Write Use the space below to write your answer to the question on page 273.

Stage Fright

3 Short Response  Why does Pete feel the way he does about the play? Use details from the text in your answer.

HINT Look for details in the text that show how Pete is feeling.

Don't forget to check your writing.
Use the space below to write your answer to the question on page 275.

**Skip and Fliss**

3. **Short Response** How does Fliss’s point of view change from the beginning to the end of the story? Why does it change? Use details from the story in your answer.

_HINT_ What happens to Fliss when she goes over to the net?

---

**Check Your Writing**

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?
Once upon a time a crow and a squirrel owned a field. They agreed to work the field together. One day the squirrel called out to the crow. “Come, Brother Crow. It’s time to plow the field.” The crow was lazy. He stretched his left wing and his left leg, then said:

“Sister dear, do go ahead.
I will follow soon.
I’ll eat this piece of buttered bread
And be with you by noon.”

The squirrel plowed the field all day. Meanwhile, the crow enjoyed the cool breeze that blew through the tree.
A few days later, the squirrel called out to the crow. “Come, Brother Crow. It is time to plant the seeds.” The crow opened one eye, and said:

“Sister dear, do go ahead.

I will follow soon.

I’ll eat this piece of buttered bread

And be with you by noon.”

The little squirrel planted seeds all by herself. Rain fell, and before long all the seeds had sprouted. Soon, every stalk had fat ears of wheat. “Come, Brother Crow,” called the squirrel. “It’s time to harvest the grain.” But the crow settled himself in his nest.

The squirrel cut down the wheat. Soon there were piles of golden grain waiting to be put into sacks.
The squirrel took the grain to the market. She came home with a big silken bag jingling with money. The crow heard the sound of the money and sat up.

"Come, Sister Squirrel," he called greedily. "Let us count and divide the money so I can take my share."

The little squirrel dropped the bag into her nest and turned to the crow. Smiling her sweetest smile, she said:

"Brother Crow, there is no share
For lazy birds like you.
When all your buttered bread is gone,
You’ll wish you had worked, too."

The squirrel flicked her tail and vanished into her nest. The crow sat on his branch feeling very silly.
Think  Use what you learned from reading the selection to respond to these questions.

1 Which sentence best describes the squirrel’s point of view about working in the fields?

   A  She prefers to do the work herself.
   B  She enjoys plowing and planting.
   C  It is hard work, but it has to be done.
   D  She works only when she wants to work.

2 What is the crow’s point of view about hard work?

   A  Let others do the work, but all must share the results.
   B  Be sure you’re well rested before you work.
   C  Share the work and share the results.
   D  A good friend is always happy to do the work for you.

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Underline the sentence that tells the squirrel’s feelings about what the crow deserves.

“Brother Crow, there is no share
For lazy birds like you.
When all your buttered bread is gone,
You’ll wish you had worked, too.”

Part B
Tell what the sentence you marked in Part A means.
4 Read these lines from the story.

“Come, Sister Squirrel,” he called greedily. “Let us count and divide the money so I can take my share.”

Underline the dictionary definition in the box below that best matches this use of the word “share.”

share  verb
   1  to have or use something with others (to share toys)
   2  to talk about with others (to share feelings)

share  noun
   1  a part of something that has been divided equally (a share of the prizes)
   2  the amount you are responsible for (your share of the work)

Write  The squirrel and the crow have different points of view about the money. How are they different?

5 Plan Your Response  In the story, underline one sentence that tells the squirrel’s point of view. Then underline a sentence that tells the crow’s point of view. Make a chart like the one on page 273. Use the sentences you underlined to help you complete the chart.

6 Short Response  How is the squirrel’s point of view about the money she brings home different from the crow’s point of view? Use details from the story in your answer.
Learning Target

Why is thinking about a character’s point of view important when you tell a story to others?
Lesson 7
Recounting Stories

Retelling stories will help you understand the order of events and how these events happen.

Learn the Target

Read Good storytellers take care to retell, or recount, the important events of the story in the order they happen. You can recount a story by telling the important events from the beginning, middle, and end.

Read this story. Think about what happens at the beginning, in the middle, and at the end.

How the Elephant Got Its Long Nose

A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.

The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.

When he pulled free, his nose was five feet long! He didn’t like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!
**Think** Fill in the chart to tell the important story events in the order they happen.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
</tr>
<tr>
<td><strong>End</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Talk** Retell the story “How the Elephant Got Its Long Nose” to your partner. Use the events from your chart to help you.

**Academic Talk**

Use these words to talk about the text.

- recount
- event
- order
A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”

The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.

The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”
**Explore**

What important events should you include when you recount the story “The Lion and the Mouse”?

**Think**

1. Complete the chart by writing the important events in order.

**What Happens in the Story?**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

**Talk**

2. Recount the whole story to your partner in your own words.

**Write**

3. **Short Response** Why does the lion tell the mouse, “You were right, little one!”? Use the chart to help you write your answer. Write your answer in the space on page 112.

**HINT** What important event happens just before the lion says this?
Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn’t just ride horses. He could ride anything that came along.

One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.

Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, underline those important events.
Think

Which sentence tells something that happens in the middle of the story?

A. Bill grew up with a pack of coyotes.
B. Bill was born in Texas a long time ago.
C. Bill sends Flash home to keep him safe.
D. Bill rides the giant mountain lion back home.

Why does Bill grab the rattlesnake?

A. to use it like a rope to catch the mountain lion
B. to save it from being hurt by the mountain lion
C. to stop it from scaring his horse, Flash
D. to try to scare away the mountain lion with it

Talk

What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

Write

Short Response  Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.
Write  Use the space below to write your answer to the question on page 109.

**The Lion and the Mouse**

3 **Short Response**  Why does the lion tell the mouse, “You were right, little one!”? Use the chart you filled out on page 109 to help you write your answer.

---

**HINT** What important event happens just before the lion says this?

---

Don’t forget to check your writing.
Write  Use the space below to write your answer to the question on page 111.

PECOS BILL
and the Mountain Lion

4 Short Response  Recount the end of the story. Tell the most important events in order, using your own words.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

Check Your Writing

☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.

Then one night, the wolf found a sheep’s fluffy, white fleece. The shepherd had forgotten it. “Aha!” cried the wolf. “I think this fleece might solve my problem.”

With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.
4 The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn’t chase him away.
5 That very night, the wolf carried off a large sheep to have for his dinner.
6 The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, “That looks like a fine sheep for my stew tonight.”
7 Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.
Think Use what you learned by reading “The Wolf in Sheep’s Clothing” to respond to the following questions.

1 Read this sentence from the story.

   Every time he saw the wolf, he chased him back into the forest.

   Why is this event important to the beginning of the story?

   A It tells why the wolf can’t get near the sheep.
   B It tells why the sheep are not afraid of the wolf.
   C It tells why the wolf wanted to eat the sheep.
   D It tells why the shepherd forgot the fleece.

2 This question has two parts. First, answer Part A. Then answer Part B.

   Part A
   How did the wolf fool the shepherd?

   A He made a noise like a sheep.
   B He hid in the forest.
   C He waited until the shepherd left.
   D He wore the fleece of a sheep.

   Part B
   Write the sentence from the text that explains why the wolf’s trick worked.
3 Look at the chart. It tells the order of some of the events in the story.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wolf puts on a sheep’s fluffy, white fleece.</td>
<td></td>
<td>The wolf carries off a sheep for his dinner.</td>
</tr>
</tbody>
</table>

Which sentence belongs in the empty box?

A The shepherd chases the wolf into the forest.
B The wolf walks into the herd of sheep.
C The shepherd notices the wolf.
D The shepherd cooks a delicious stew.

4 Which choice **best** shows what “strolled” means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

A He ran through the herd of sheep.
B He walked slowly among the sheep.
C He stayed away from the sheep.
D He chased the sheep in the meadow.
Write  What happens in this story?

Plan Your Response  List important events from the beginning, middle, and end of the story.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Short Response  Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Now you know how to recount a story. Why is it important to tell the important events in order?
Lesson 8  
Determining the Central Message

Learning Target
Knowing which events are most important in a story will help you figure out the story’s lesson or central message.

Read  The central message of a story is the big idea or lesson the story teaches. Important events in a story help you figure out the central message.

Look at the cartoon. Think about a lesson that it teaches.
Think  The events in the cartoon tell a story. In the chart below, answer the questions to tell about the most important event in each picture.

<table>
<thead>
<tr>
<th>First picture</th>
<th>Second picture</th>
<th>Third picture</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Why does the boy look sad?</em></td>
<td><em>What does the girl say to the boy?</em></td>
<td><em>What is the boy doing?</em></td>
</tr>
</tbody>
</table>

Talk  What lesson do you think the events in the cartoon teach? Use the chart above and the cartoon to talk about the lesson the cartoon teaches.

**Academic Talk**

Use this phrase and word to talk about the text.

- central message
- lesson
The Blue Coyote

from a Native American fable

1. Long ago, there lived a hungry coyote. One day, he found a juicy bone! He grabbed it and ran away.

2. When he jumped over a fence, he landed in a big tub filled with blue ink. Now his fur was bright blue!

3. The coyote went to the forest. The animals had never seen such a strange blue creature. They were scared and ran away. The sneaky coyote thought of a plan to make the animals give him all the food he wanted.

4. He told the animals he was their new king. They believed him! They also brought him all the food he wanted.

5. One night, he heard coyotes howling at the moon. He could not stop himself. He started howling, too!

6. When the other animals heard him, they knew he was really just another coyote. They were angry at being tricked! They chased the blue coyote right out of the woods.

Close Reader Habits

Underline words or sentences that tell why the animals become angry at the blue coyote.
How do the events in the story help you figure out its central message?

**Think**

1. Answer the questions in the chart to tell about the most important events in the story.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the blue coyote become blue?</td>
<td></td>
</tr>
<tr>
<td>Why do the animals bring the blue coyote food?</td>
<td></td>
</tr>
<tr>
<td>Why does the blue coyote start howling?</td>
<td></td>
</tr>
</tbody>
</table>

**Talk**

2. What happens after the animals hear the blue coyote howling? Talk about the answer with your partner.

**Write**

3. **Short Response** What lesson do you think the blue coyote learns? Write about an event from the story to explain your answer. Write your answer in the space on page 126.
Long ago, a boy sat watching a farmer’s sheep. He was bored, so he decided to play a trick. “Wolf! Wolf!” he shouted. “A wolf is chasing the sheep!”

The villagers came running, but instead of a wolf, they found the boy laughing. “There really isn’t any wolf! I just wanted to fool you,” he said.

The angry villagers returned to the village.

However, the boy quickly grew bored again. “Wolf!” he shouted. “A wolf is chasing the sheep!”

Again, the villagers came running, and they were furious to find that the boy had tricked them a second time.

At the end of the day, the boy saw a real wolf. “Wolf!” he shouted. “There’s a wolf after the sheep!” But no one came, and the boy ran to the village crying.

“Oh, there was a wolf, and no one came!” he said. “We didn’t believe you,” the villagers said. “No one believes a liar, even when he tells the truth.”
Think

1. Why does the boy shout “Wolf!” the first time?
   - A. He thinks he sees a wolf chasing the sheep.
   - B. He hopes he can get a real wolf to come.
   - C. He wants to play a joke on the villagers.
   - D. He feels afraid watching the sheep by himself.

2. What do the villagers do when the boy shouts “Wolf!” the second time?
   - A. They get angry at the boy for tricking them again.
   - B. They laugh at being fooled twice by the boy’s trick.
   - C. They look all over for a wolf but cannot find it.
   - D. They don’t come because they don’t believe him.

Talk

3. Reread the story. Why don’t the villagers believe the boy at the end? Talk about the answer with your partner and look at the important events you underlined in the story.

Write

4. **Short Response** Use details from the story to answer the question below. Write your answer in the space on page 127.
   
   What is the central message of the story?
Write  Use the space below to write your answer to the question on page 123.

The Blue Coyote

3  Short Response  What lesson do you think the blue coyote learns? Write about an event from the story to explain your answer.

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Don't forget to check your writing.
Guided Practice
Check Your Writing
Did you read the question carefully?
Can you say the question in your own words?
Did you use proof from the text in your answer?
Are your ideas in a good, clear order?
Did you answer in full sentences?
Did you check your spelling, capital letters, and periods?

Write Use the space below to write your answer to the question on page 125.

The Boy Who Cried Wolf

4 Short Response Use details from the story to answer the question below.

What is the central message of the story?

HINT Look for the important event that happens at the end of the story.

Short Response Use details from the story to answer the question below.

What is the central message of the story?

Check Your Writing

☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
Once upon a time, there was a king who loved to travel. But he didn’t like to visit places in his own country. He thought that more beautiful sights could only be seen in other lands.

One day, the king and his army were riding their horses through another strange new land. When they became tired, they set up a camp to rest. The horses were hungry, so the soldiers fed them peas.

A monkey who lived in the forest was watching the king’s men from a high tree. He saw the horses eating peas. So he jumped down from the tree to get some of the peas for his dinner.
4. He quickly filled his mouth and hands with peas. Then he climbed back up the tree. There he sat down to eat the peas.

5. As he ate the peas, one pea fell from his hand to the ground. The monkey dropped all the peas he had in his hands. He ran down to look for the lost pea.

6. The monkey could not find the one lost pea. The other peas the monkey had dropped rolled away. He climbed up the tree again and lay on its trunk, looking sad. The monkey was very disappointed.

7. The king was watching the monkey from the camp. He said to himself, “To get one pea, that monkey threw away the rest. I would not be like this foolish monkey. He lost everything while trying to gain so little. I will go back to my own country. I will enjoy what I already have.”

8. So the king and his army rode back to their country. The king found many beautiful sights in his own land.
Think  Use what you learned from reading “The Monkey and the Peas” to answer the following questions.

1  This question has two parts. First, answer Part A. Then answer Part B.

Part A
Why does the king visit another country at the beginning of the story?

A  to find more beautiful sights in other lands
B  to make sure his soldiers and his horses are safe
C  to see monkeys in his own country
D  to be king of more than one country

Part B
Write the sentence from the story that helped you answer the question in Part A.

2  Read the following sentences from paragraph 7 of the story.

I would not be like this foolish monkey. He lost everything while trying to gain so little.

What does the word “foolish” mean in the sentence?

A  helpful
B  clumsy
C  silly
D  careless
3. Read paragraph 6 of the story.

The monkey could not find the one lost pea. The other peas the monkey had dropped rolled away. He climbed up the tree again and lay on its trunk, looking sad. The monkey was very disappointed.

Circle the word in paragraph 6 that best helps you know what “disappointed” means.

4. Which event from the story is most important to understanding the central message?

A. The king rides his horse through a new land.
B. The soldiers give the horses peas to eat.
C. The monkey watches the king’s men from a high tree.
D. The monkey drops all the peas to look for the lost one.

5. Which sentence from the story best tells why the king goes back to his own country after watching the monkey?

A. “As he ate the peas, one pea fell from his hand to the ground.”
B. “The monkey could not find the one lost pea.”
C. “The other peas the monkey had dropped rolled away.”
D. “He lost everything while trying to gain so little.”
**Write**  What is the central message of the story?

**6 Plan Your Response**  Answer the questions in the chart to tell about the most important events in the story.

### Important Events in “The Monkey and the Peas”

<table>
<thead>
<tr>
<th>Event</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does the monkey climb down the tree the first time?</td>
<td></td>
</tr>
<tr>
<td>Why does the monkey climb down from the tree the second time?</td>
<td></td>
</tr>
<tr>
<td>What does the king think about the monkey?</td>
<td></td>
</tr>
<tr>
<td>Why does the king go back to his own country?</td>
<td></td>
</tr>
</tbody>
</table>

**7 Short Response**  The king learns an important lesson from watching the monkey. What is this lesson or central message of the story? Use information from the chart above in your answer.

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Learning Target

How do the important events in a story help you figure out its central message or lesson?