

Visualizing & Verbalizing[®]

For Language Comprehension and Thinking



Mac OS &
Windows
Versions

by
Nanci Bell

the
Visualizing

&
Verbalizing[®]
For Language Comprehension and Thinking

CD-ROM

CD-ROM User Guide
Intermediate Level

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Visualizing & Verbalizing® Program CD-ROM, Version 1, first edition
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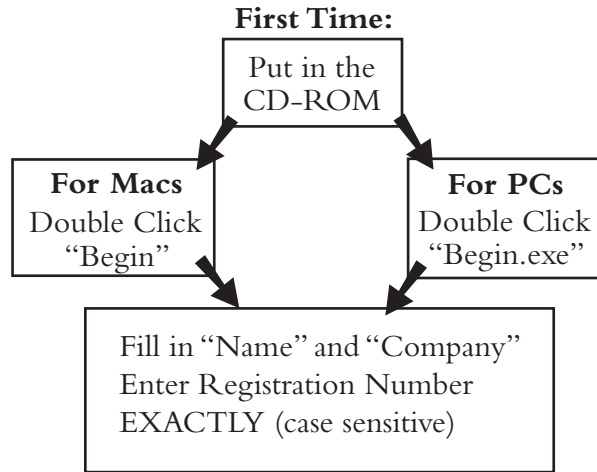
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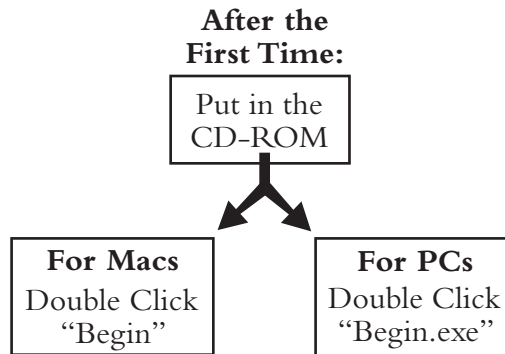
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Quick Start Guide

IF YOU DON'T READ THE REST OF THE
MANUAL, READ THIS!



Put In a Password you will remember.



A GOOD THING FOR YOU TO KNOW

1) Getting to the Menu Bar Options:

To be able to access the menu bar options, you must press the “control” key and the “m” key simultaneously, in the Windows™ version or the “command key” and the “m” key in the Mac™ version. Then enter the password you put in with your first installation. You have to do this every time you want to access a menu option.

That should get you started. Enjoy the software.

COMPUTER CONFIGURATION INFORMATION

Mac™OS systems

Apple® Macintosh LC III or better (PowerPC is strongly recommended) with System 7.1 or higher.

QuickTime 2.1.2.

CD-ROM drive, double speed (quad-speed is strongly recommended).

12" RGB or larger monitor (color set to 256).

8 megabytes of physical RAM (16 megabytes is strongly recommended).

Windows™ 3.1a, 95, 98 & ME systems

486 or better PC (recommend a Pentium PC) with Windows™ 3.1 or 95, MS-DOS 6.0 or greater.

QuickTime for Windows 2.1.2.

Sound Blaster Pro [or 100% Sound Blaster compatible] sound card (8 bit minimum) and speakers.

CD-ROM drive, double speed (quad-speed is strongly recommended).

VGA monitor capable of 640 x 480 pixel display at 256 colors, local bus Windows™ video accelerator card.

8 megabytes of physical RAM (16 megabytes is strongly recommended), and all appropriate drivers for sound card, CD-ROM drive, etc.

On both Mac™OS and Windows™ systems, this software requires at least 5 megabytes of available RAM to launch.

Installing the Program

The first time you launch the software (see “[Starting the Program](#)” on the next page) you will get a registration screen.

Put your Name, Company, and Registration Number in the boxes displayed on-screen. The registration number is on the registration card that came with the CD.

You can use the “tab” key or click in a box to move between the different entry fields.

Press the “enter” or the “return” key, or click the “OK” button, when you have finished all entries.

That’s all you have to do to install the program.

NOTE: You must put something in the “Company” box, such as an X if you are an individual rather than a company or school.

Please fax or mail in your completed registration form in order to be eligible for support services.

Starting the Program

MacTMOS System

- 1) V/V[®] CD ROM in CD-ROM drive.
- 2) Double click CD icon on the desktop.
- 3) Double click “begin” icon.

WindowsTM 3.1

- 1) V/V[®] CD ROM in CD-ROM drive.
- 2) Open Windows 3.1 (if not already open).
- 3) Open “Main” (if not already open).
- 4) Open “File Manager” (if not already open).
- 5) Select CD-ROM drive (usually “d” or “e”).
- 6) Double click “begin.exe” icon.

WindowsTM 95

- 1) V/V[®] CD ROM in CD-ROM drive.
- 2) Double click “My Computer” icon.
- 3) Double click CD-ROM drive (usually “D:” or “E:”).
- 4) Double click “begin.exe” icon.

MENUS

Menu Explanation

There are two menu options in the program itself. Most Users will never need to do anything with the menus. But for those who may use them, below is a brief explanation. It is very important to remember that you must use your password to access the menu selections. If you have not put in your password the options will be grayed-out and unavailable. Also, remember that you must use the password each time you want to make a menu selection.

File

“Quit” is the only menu option that does not require use of the password to access. A User can always quit the program.

Reports

“Show Reports” takes you to the reports section of the program. There you have access to the performance records of any Users showing up on the names list. Just follow the screen directions after you select this option.

“Set Password” is the second setting in this menu. At the time the program is installed a password must be entered. This is where you can change that password, or any subsequent password. (You do have to know the existing password).

VISUALIZING/VERBALIZING PROGRAM & THE CD-ROM

The goal of the *Visualizing and Verbalizing for Language Comprehension and Thinking*® (V/V®) Program is to develop *gestalt imagery* as a primary sensory-cognitive basis for language comprehension, following directions, and critical thinking. The challenge was how to accomplish that goal in a computer format? The greatest concern was whether or not the integrity of the V/V® Program could be maintained.

The first question was, how could we develop the students' ability to image concepts, using a technology relying on screen images? On screen pictures provide rather than stimulate imagery. Thus, the software had to have non-active, non-pictorial screens, keep students interested, *and* stimulate imagery. A significant problem to solve. Trial and error ensued, and finally, early one morning an idea popped in my head—with imagery of course: Use sound effects so *imagery is created from both language and sound effects*. Old radio shows created imagery, story records created imagery, both integrated sound effects and language.

We tried it—and it worked. In fact, V/V® with sound effects seemed to stimulate imagery even better than regular V/V®, since few of us humans can spontaneously create sound effects when working with students!

The second question was, how could we reduce the images and activity on the screen and still keep the students' attention in a culture rife with Nintendo and hours and hours of imagery-passive television viewing?

Again a creative solution leapt up, *humor and physical activity* would not only assist in keeping attention, but also assist in the basic process of stimulating imagery. We created a universally appealing agent, *Ivan the Cat*. After a long search for just the right voice and

personality, Ivan was brought to life with Kirk's Lindamood's voice and humor—and love for food and tricks. Here's a sample of Ivan closing the images in a second grade paragraph.

“You know I usually avoid boats and boat rides at all cost. But now that we learned about flying fish, I feel a real urge to go to sea. I am intrigued by the idea of a flying fish landing on deck. Right at my feet. Hello, little fellow, I'd say. As long as you've dropped by, come on in the galley for dinner. There are no dry towels, fishy, but here, use this flour to dust yourself dry. Now, roll in these cracker crumbs. There. Dressed for dinner. Sit here, in this pan, I mean in this nice warm metal easy chair just your size. Heh, heh, heh.”

Returned to the screen after each story, Ivan tells a joke...complete with a laugh track. During the beta testing, Ivan was very popular with students. At one point, a ten year old girl turned to her teacher and said with a smile on her face, “I just love that cat!”

Involving students physically in a non-active screen environment was another challenge to meet. With the enemy being that universal habit of passively watching an active television screen, we added a “Following Directions” component. Ivan gives the student directions to follow, becoming progressively more difficult in content. The directions are fun as well as productive. “Stick out your tongue then touch your toe. First picture it in your mind...then do it.” The activity keeps students physically involved, while directly using imagery to stimulate the cognitive ability of following directions.

In summary, I have been haunted by the number of children who may never be able to afford private clinical therapy for developing imagery and critical thinking. I have also been haunted by the number of teachers who may never be able to offer V/V® in their

classroom due to time constraints or other interference. With the integrity of the V/V® program intact, and perhaps the effectiveness added to with the sound effects, humor, and following directions components, it is my hope that this CD-ROM will bring V/V® to more children. Every mind has the ability to image, for some it is just waiting to be stimulated and applied to comprehension and thinking. Ivan and I think this is a start in that direction.

A handwritten signature in black ink that reads "Nancy Bell". The script is cursive and fluid, with the first name "Nancy" and the last name "Bell" written in a single continuous line.

V/V® CD-ROM OVERVIEW

The V/V® CD-ROM is designed around the metaphor of a book, something familiar to students, providing the intrinsic goal of moving from chapter to chapter. As each student engraves his or her name in the “V/V® book,” the experience becomes more personalized, as well as assisting in tracking progress through the overall program, level by level, chapter by chapter. Level B through E, represents second through fifth grade material; however, this intermediate level stimulation may be used for younger or older students since it is developing sensory-cognitive processing, not content!

Here is an overview of the V/V® CD-ROM *book*, each story ending with a humorous comment by Ivan, a joke, laughter, and a following directions V/V® Program CD overview component.

Chapter 1:

Picture to Picture. This step asks the student to describe an on-screen picture to a teacher or peer(s), using the V/V® *structure words* to check for detailed verbalization.

Chapter 2:

Word Imaging. This step asks the student to describe his or her image of a stimulus word, *known noun*, to a teacher or peer(s), using the V/V® *structure words* to check for detailed verbalization.

Chapter 3:

Sentence by Sentence Imaging, Level B. The first Sentence by Sentence step begins at the second grade level and is presented in *single sentence increments*, using *structure words and higher order thinking skills (HOTS)*.

Chapter 4:

Multiple Sentence Imaging, Level B. This step presents second grade paragraphs in *multiple sentence increments*, also stimulating HOTS.

Chapter 5:

Sentence by Sentence, Level C. Third grade paragraphs, some use of structure words, stimulating HOTS.

Chapter 6:

Multiple Sentence, Level C. Third grade paragraphs, stimulating HOTS.

Chapter 7:

Whole Paragraph Imaging, Level C. Third grade paragraphs presented in a *paragraph increment*, stimulating HOTS.

Chapter 8:

Sentence by Sentence, Level D. Fourth grade paragraphs, modest use of structure words. *From this chapter on HOTS stimulation is increased.*

Chapter 9:

Multiple Sentence, Level D. Fourth grade paragraphs, stimulating HOTS.

Chapter 10:

Whole Paragraph, Level D. Fourth grade paragraphs, stimulating HOTS.

Chapter 11:

Paragraph by Paragraph, Level D. Fourth grade paragraphs, stimulating HOTS.

Chapter 12:

Sentence by Sentence, Level E. Fifth grade paragraphs, stimulating HOTS.

Chapter 13:

Multiple Sentence Imaging, Level E. Fifth grade paragraphs, stimulating HOTS.

Chapter 14:

Whole Paragraph, Level E. Fifth grade paragraphs, stimulating HOTS.

Chapter 15:

Paragraph by Paragraph, Level E. Fifth grade paragraphs, stimulating HOTS.

INTERPRETING SCORES FROM THE V/V® PROGRAM

The V/V® CD-ROM has provided you with good information for diagnosing student performance, information that will let you know where the student is in terms of responding to imagery questions, as well as HOTS questions. The information is organized in a variety of extra scores and presented in a series of reports.

REPORTS

There are three types of reports to choose from in the reports menu.

1. Most Recent

The *Most Recent* report shows the result of the most recent module done by the student who logged-in.

2. Report By Module

The *Report By Module* report lists the modules of the V/V® program by their titles, then by the date(s) done with the scores achieved. Again, this report is for the student whose name was selected at the log-in.

3. Report By Date

The *Report By Date* is very much like the report by module. The difference is that it lists all the modules done by the logged-in student, starting with the most recent at the top. Below the date are all the modules done by the student that day with his or her respective scores.

SCORES

Each module collects four scores and each score is displayed as a fraction (x/x). The denominator is always the total possible for that category of questions.

1. Judged Imagery Questions

The first score is always the total number of imagery questions *judged*

by the program. This means that a student might answer seven imagery questions, but for three of the questions any of the options would work so those questions are not judged. The score would be $x/4$. The number in x would be the number of questions the student answered with a reasonable option on their first attempt.

2. Main Idea Questions

The second score is for the Main Idea question. This is $x/1$ since there is only one main idea question per module. So, 0/1 or 1/1 are the only options.

3. Higher Order Thinking Skills (HOTS) questions

The third score covers the Higher Order Thinking Skills (HOTS) questions. These are like the imagery questions in that the total number varies from module to module. The denominator will usually be 3 or 4. Again, the numerator is the number of questions the student answered with a reasonable option on his or her first attempt.

4. Summary Score

The fourth score is a summary. The denominator is the total number of judged questions in the whole module, imagery questions plus main idea question plus HOTS questions. The numerator is the total of those questions the student answered reasonably on his or her first attempt.

SOFTWARE SUPPORT

- 1) Registration must be on file before support is available.
- 2) Contact regarding support ***must*** start through voice mail, fax, or e-mail.

Telephone (805) 541-5523 - ask for Tech Support

FAX (805) 782-0488

E-Mail - support@ganderpublishing.com

- 3) **BE SURE to include your name, a description of the problem or your question, and how to contact you.**

TRAINING AND TREATMENT INFORMATION

For information on professional training workshops in Lindamood-Bell® programs or treatment, call (800) 233-1819 or (805) 541-3836.

PRODUCT INFORMATION

Gander Publishing is the publisher and/or distributor of Lindamood-Bell® programs and products. We offer many additional materials to implement these programs in one-to-one, small group, and classroom settings. To order materials or to receive a catalog, call (800) 554-1819 or (805) 541-5523.

V/V[®] Scripts with HOTS Questions

Here are the V/V[®] scripts so you can read the stimulus and HOTS questions asked of students on the software. Check students' imagery and comprehension by asking them the questions after they complete a story. Then read the closure together to enjoy Ivan's humor.

The following paragraphs are designated with the step of the V/V[®] program, and the grade levels B through E. SxS equals Sentence by Sentence, MS equals Multiple Sentence Imaging, ¶ equals Whole Paragraph Imaging, and ¶x¶ equals Paragraph by Paragraph Imaging.

Chapter 3:

B-SxS: PIRATE

A pirate with a peg leg looked at a map. Then the pirate dug a deep hole under a palm tree. He found an old pistol, and then a sack of gold and jewels.

1. What is the main idea of this story?
 - a. All maps lead to buried treasure.
 - b. A pirate used a map to find buried treasure.

2. Judging from what you read, which of these is most likely true?
 - a. The pirate could read the map.
 - b. The pirate could not read the map.
 - c. The pirate stole the map.

3. Judging from what you read, which of these is most likely true about the palm tree?
 - a. The palm tree was eighty feet tall.
 - b. The palm tree had coconuts on it.
 - c. The palm tree was a marker to show where to dig.

4. Which of these is probably true about the old pistol?
 - a. The old pistol was rusty.
 - b. The old pistol had old bullets in it.

Closure:

You know what? Every pirate ship always has a cat on board. And you know what else? The cat is always the real pirate leader. Oh, we don't want to be, but human pirates are so dumb it's not funny. Well, actually it **is** funny. Anyway, pirates are almost helpless and need an incredible amount of guidance. But people are afraid of them. I say fiddle faddle. I say pirates, shmirates. I would use that pirate's wooden peg leg as a scratching post, I would. And then I'd have him dig me up some treasure that's really valuable. Something I could eat. Like buried canned hams. Mmmmm, ham. I gotta go eat. Oh, I just thought of something. I think dogs are the pirates of the animal world. Check it out. They are dumb, they steal whatever they can,

and they are always digging, just like human pirates. Huh? Huh?

B-SxS: GREEN RUBBER WORM

The man in the rowboat put a green rubber worm on a hook. He picked up his pole and dropped the hook and line into the lake. A fish sniffed at the worm, almost seemed to smile, and then swam away.

1. What is the main idea of this story?
 - a. A man tried to catch a fish with a rubber worm but the fish wouldn't bite.
 - b. Most people that fish in lakes use a rowboat.
2. Judging from what you read why do you think the man in the rowboat chose a green rubber worm?
 - a. Green is his favorite color.
 - b. He thought the fish would bite a green worm.
3. I'm curious about what the fish did. Let's look at the last sentence again and maybe we can figure it out. Judging from what you read why do you think the fish did that?
 - a. The worm tickled the fish's nose and made it smile.
 - b. The fish knew the worm was not real and thought the fisherman was silly for trying to fish with it.

Closure:

Well, now. I know I said earlier that good fishermen that catch lots and lots of fish give a cat like me a fish once in a while. But suddenly that is not good enough any more. I need to catch my own fish. I got to figure out how. My claws are like four needle sharp fish hooks on each paw, but I can't stand to get my paws wet. And I'd look ridiculous with bait stuck on each claw and my paw in the water. If I could stand that, which I can not. Maybe Gunny will help me. I know one thing not to do. I won't bother with any green rubber worms. Gunny, I need you to feed me and then—can we talk?

B-SxS: MAGICIAN

The magician put his top hat upside down on the table. He waved his magic wand above the black hat. Then he stuck in his hand and pulled out a white rabbit.

1. What is the main idea of this story?
 - a. As a magic trick, a magician took off his top hat and pulled a rabbit out of it.
 - b. There was a rabbit in a magician's hat.
2. Judging from what you read, why do you think the magician put his top hat on the table?
 - a. He wanted the audience to be able to see it well.
 - b. He need both hands free to take off his coat.
3. From what you read, why do you think the magician waved his magic wand?
 - a. To make it look like the magic wand made the rabbit appear.
 - b. To chase away a fly.

4. Judging from what you read, which of these is the most likely?
 - a. The magician used the rabbit in his act all the time.
 - b. The magician used a new rabbit for every trick and ate the old one.

Closure:

Whoop, that was a good one. You know, I wouldn't mind working for a magician if he fed me properly. No carrots, thank you. And I would do it except for one thing. I am Ivan, and well known for it. I am afraid if I worked for a magician, everyone would get me confused with the Cat In The Hat, who has quite a hat himself, but who is no Ivan, by any means. Know what I mean? Anyway, I am quite an amateur magician myself. I make things vanish. Want to see a trick? Gunny, fill my bowl. Now, a drum roll please. (drum roll) Presto-CHANGE-O.

Chapter 4:

B-MS: SLEEPING BROWN BEAR

The brown bear was sleeping in her mountain cave. The cave was warm and dark and the bear snored softly. Outside the cave the winter snow began to melt. Two weeks later, the sun was shining, birds were singing, and the bear opened her eyes.

1. What is the main idea of this story?
 - a. A bear was sleeping in a cave all winter but when spring came and the snow melted, the bear somehow knew to wake up.
 - b. A bear slept so long that by springtime it was snoring so loudly it woke itself up.
2. Judging from what you read, which of these is the most likely?
 - a. The temperature in the bear's cave is exactly 75 degrees.
 - b. The bear uses that same cave every winter to hibernate.
 - c. The bear uses a different cave every winter to hibernate.
3. How about this? Which of these is most probably true?
 - a. The birds singing outside the bear's cave were robins.
 - b. It smelled a lot better outside the cave than inside it.

Closure:

Well, I must say, that sleeping bear puts me to shame sleeping all winter long. And I thought I was a champion sleeper. And eating? They eat as much as they can all summer and fall so when they hibernate, they are as fat as can be. Bears seem to put me to shame in the eating department, too. But I don't see it that way. Bears are called omnivores, they eat anything. Roots, berries, bugs, and other disgusting stuff, as well as meat. Whereas I am strictly a meat eater. I guess you could say I am a meatetarian. And meatetarians, only compete with other meatetarians to see who can eat the most. So bears don't count. Yeah, that's it. Anyway I gotta go keep in shape. Know what I mean? Bye.

B-MS: LEAKY PLAYHOUSE

The roof of the backyard playhouse had a leak. The worried girl put an empty can on the floor. Drops from the leaky roof fell into the can. When the can was full, the girl emptied it and then put it back under the leak.

1. What is the main idea of this story?
 - a. A playhouse had a leak.
 - b. A girl saved her playhouse from damage by using an empty can to catch water from a leak.
2. Judging from what you read, which of these is the most likely?
 - a. The girl found the empty can in the trash.
 - b. The empty can was rusty and had a dent in the side.
3. How about this? Which of these is most probably true?
 - a. When the rain stopped, the girl went and found an adult to fix the leak.
 - b. When the rain stopped, the girl left the can on the floor in case it started to rain again.
 - c. When the rain stopped, the girl forgot all about the leak and went off to play outside.

Closure:

I would like a playhouse. I hear children in the neighborhood having fun in them all the time. But I wouldn't want a leaky one. You know how I feel about water don't you? I'll drink it, and that's all I'll do with it. And I only drink it because if I don't, I'll die. Every living thing needs a little water. Even me. In fact, I am thirsty from all this talk, talk, talking. So I think I'll go get a drink right now. Of milk. And some cat food to go with it. Bye-bye.

Chapter 5:

C-SxS: RED ANT

The red ant walked over and climbed onto the leaf. A sudden wind came up and blew the green leaf into the swift water. The surprised ant rode the leaf down the blue river. When the leaf floated to the bank, the ant stepped off it into a strange new land.

1. What is the main idea of this story?
 - a. Ants use leaves for airplanes.
 - b. A wind blown leaf sent an ant on a surprise trip.
 - c. Red ants use leaves for boats.
2. Judging from what you read, which of these is most likely true?
 - a. The ant planned the whole trip as a vacation.
 - b. The ant ended up a long way from home.

3. Which of these is the most likely?
 - a. The tree or bush the leaf was from grew near the fast blue river.
 - b. The tree or bush the leaf was from probably grew indoors in a mall.
4. Which of these is probably true about what made the strange new land **so strange**?
 - a. Because it was a place the ant had never seen before.
 - b. Because it was a place with bright orange hills and animals with green fur.

Closure:

Well, wasn't that special? Everybody gets a vacation but me. Even that dumb ant. I am especially bitter about vacations and I'll tell you why. One time I saw a note Gunny wrote saying he was taking **me** for vacation and I got all excited. I usually hate to ride in the car but this time I got right in. Then when we only drove as far in the car as the vet's, I knew it was a trick. Gunny took me for **vaccination**, not vacation. Vacation-vaccination. Big difference. One is fun. One hurts like fire. Guess which? Do I have your sympathy? Of course I do. And I feel better already because of it. And when I feel better, I get hungry. And that means, yes you guessed it. Toodle-oo. Gunny, hey, Gunny.

C-SxS: LITTLE FISH, BIG FISH

The little fish ate a fly and then a big fish ate the little fish. A fisherman caught the big fish and ate it. Now the man's house shook as something very large pounded on his door.

1. What is the main idea of this story?
 - a. Big animals often eat smaller animals.
 - b. Fishermen catch and eat big fish.
2. Judging from what you read the little fish probably ate the fly
 - a. By accident.
 - b. Because it was hungry.
3. The fisherman that caught the big fish probably
 - a. Likes the flavor of fish.
 - b. Also caught a bad cold.
4. Judging from what you read, the very large something pounding on the fisherman's door is probably
 - a. Ed McMahon with a ten million dollar check from a sweepstakes contest.
 - b. There to eat him.

Closure:

OK, we're done. Now, a chain made out of food? I could **eat** one of those! What? What? Oh, really? Gunny just told me what a food chain **really** is. It's "a series of organisms interrelated in their feeding habits, the smallest being fed upon by a larger one, which in turn feeds a still larger one". Wow! In other words,

big things eat littler things. Just like our sentences had us picture. And here I thought the food chain was that heavy steel chain Gunny keeps **on** the refrigerator to keep me **out** of the refrigerator. Which, by the way works only part of the time. Well, toodle-oo. It's snack time and I gotta go pick a lock.

C-SxS: GREEN SNAKE-RAT

The waiting snake was the same exact color green as the grass. The gray rat approached but didn't see the still snake. The snake waited until the rat was very close. Later, the snake had a big bulge in its middle and the rat was nowhere to be seen.

1. What is the main idea of this story?
 - a. Only snakes and rats live in grass.
 - b. A snake waited for a rat in some grass.
2. Judging from what you read, what do you think caused the bulge in the snake's belly?
 - a. Indigestion from eating a green apple.
 - b. The rat.
3. Judging from what you read, why, did the snake choose to wait in the grass?
 - a. It liked the way the grass tickled.
 - b. The green grass would make the green snake hard to see.
 - c. No lawnmowers could run over it there.
4. Judging from what you read, why did the snake wait for the rat to come very close?
 - a. The snake was lazy.
 - b. The snake wanted its dinner delivered.

Closure:

Man, I'm hungry now. Any story about food gets me right here. (Stomach patting sound effect). You know rats are cat food, too. I would hate to fight a snake for a rat though. Snakes are fast and tricky and the thought of one fanging my fur is... eugh! Anyway I gotta go eat. But I'll meet you back here for the next story. Bye.

C-SxS: WHITE BOX/BLACK BOX

Closed up inside the plain white box was a jet-black box. Resting inside the jet-black box was an emerald green box. Nestled inside the emerald green box was a bright red ruby.

1. What is the main idea of this story?
 - a. Inside three different boxes was a red ruby.
 - b. If you open three boxes you will find a ruby.

2. Judging from what you read, which is probably true?
 - a. The jet-black box was probably smaller than the plain white box.
 - b. The jet-black box was probably about one foot high.
3. From what we read, which is true?
 - a. The emerald green box was the smallest box.
 - b. The emerald green box smelled like a wet chicken.
4. Judging from what you read which statement about the boxes is probably true?
 - a. The three boxes could be put inside each other and stored in a much smaller space than they would need separately.
 - b. The three boxes could fit easily in the trunk of a car.

Closure:

Are we done? Thank goodness. I mean what a yawner. A WORTHLESS ruby in the smallest box. Yee-haw. Why, I oughta...Now if it was a suckling pig, complete with apple in the mouth. Or a nice big dead fish left to ripen in the three boxes until perfect to serve. Mmmmmmm! You know though, if the emerald green box did smell like a wet chicken, so would the ruby. I could swallow it whole and claim I thought it was a chicken liver. Yeah. Just a thought. Bye-bye.

C-SxS: HAMBURGER DOG

The big dog pulled the white tablecloth. The plate of hamburgers fell from the picnic table. The plate of hot dogs balanced on the edge of the table. The dog ate the hamburgers, then pulled on the tablecloth again.

1. What is the main idea of this story?
 - a. Never put a tablecloth on a picnic table.
 - b. Dogs love hamburgers and hot dogs.
 - c. About how a dog stole food at a picnic.
2. Judging from what you read, the hamburgers probably fell because
 - a. The dog used the tablecloth to pull them off the edge.
 - b. The table tipped over.
3. The hot dogs probably didn't fall because
 - a. When the dog pulled, the hot dogs were not as near the edge of the table as the hamburgers.
 - b. When the dog pulled, the hot dog plate was on another table.
4. Judging from what you read, the dog probably pulled on the tablecloth again to
 - a. Clean his mouth after eating the hamburgers.
 - b. Pull the hot dog plate off the table and eat the hot dogs, too.

Closure:

Dogs are such criminals. I will not even comment on the cleverness of the animal in using the tablecloth almost like a tool to cause the food to fall. And that big dog was so crude. Dragging the burgers from the table and then scarfing them up from the ground. Leaves, dirt, yuck. Now, a cat would just leap lightly to the tabletop, select an item, devour it, and spring down again. Leaving no trace. Why, we've been doing it for years and not one cat has ever been caught at it. Think of that at your next picnic. And we can do it tablecloth or not. Good day.

Chapter 6:**C-MS: FIREFLIES**

It began to get very dark in the deep green woods. The lost boy saw fireflies flashing in the dark. He had a bright idea. He caught some of the fireflies and put them in a bottle. They danced around in the bottle making many little bits of light. Then he used the glowing bottle as a lantern to find his way home.

1. What's the main idea of this whole story?
 - a. A lost boy had a good idea and caught fireflies to make a lantern.
 - b. Fireflies are hard to catch, but if you are clever you can do it.
2. Judging from what you read, at night, fireflies are probably
 - a. Harder to catch than other insects.
 - b. Easier to catch than other insects.
3. Judging from what you read, the bottle the boy put the fireflies in was probably
 - a. A root beer bottle.
 - b. A quart bottle.
 - c. Made of clear glass or plastic.

Closure:

Well, I like fireflies OK, but I'd like them a lot better if they tasted better! They taste just like their yellow-green light looks. Bitter **and** sour. At the same time. Eeugh. Anyway, you know how insects are attracted to light? How they will swarm around a patio light for instance? I wonder if fireflies do that, too. Or if, since they make their own light, they don't like to go near big lights because it makes their light look puny? Hmmmm? Now I have to go out and see. It's OK though. I just ate. I won't have a firefly eating accident. Hey, I'm a cat! Sometimes I forget.

C-MS: ABANDONED HOUSE

Across a wide field stood an abandoned house. Inside the house, two boys found a trapdoor under an old rug and climbed down into a dark cellar. One boy lit a match to reveal old swords and shields hung on the stone walls. The boys vowed not to tell another soul what they had found.

1. What is the main idea of this story?
 - a. Two kids found old weapons in an abandoned house and didn't tell anyone else.
 - b. Old weapons are heavy and should only be hung on stone walls.
2. Judging from what you read, a cellar might be the same thing as
 - a. A basement.
 - b. A sword.
3. Judging from what you read, the boy that lit the match in the cellar probably
 - a. Already had the matches with him.
 - b. Found the matches in the cellar.

Closure:

Oh, that was a good one! Finding cool stuff while exploring is the best. Of course old swords and shields are cooler to those two boys than they would be to a cat like me. And I like stuff they wouldn't think is cool. But that's what makes the world go round. Although, I would like a sword just fine if it was stuck in something I could eat. And of course, speaking of eat, yes I will. Right now. Tally-ho.

Chapter 7:

C-1: BAKING A CAKE

In the kitchen the chef in the tall white hat was stuffing pork chops. Suddenly the buzzer on the big oven went off. The chef leaped across the room and threw open the oven door. The sweet smell of cake filled the whole restaurant. The chef set the cake out to cool and began to write the specials of the day on a small chalkboard.

1. What is the main idea of this story?
 - a. A chef working in a restaurant kitchen cooked a wonderful smelling cake, took it from the oven to cool, and continued working.
 - b. A chef working in a restaurant kitchen cooked a good smelling cake, but he was world famous for his stuffed pork chops.
2. What do you think the chef was probably stuffing the pork chops with?
 - a. Cake.
 - b. Bread and herb stuffing, a lot like turkey stuffing.
 - c. Pork chops.
3. Which is the most likely reason the chef leaped to get the cake out of the oven?
 - a. Cakes are delicate. Just a few seconds too long in the oven can make a cake dry and not as tasty as it could be.
 - b. He used to be a ballet dancer and still likes to keep in practice by leaping around the kitchen.
 - c. He leaped fast so he wouldn't burn his hands.

4. What is the best reason for why the chef set the cake out to cool?
 - a. So he could carry it home without burning his hands.
 - b. So that when it cooled he would see it on the counter and remember to frost it.
5. Judging from what you read, which of these do you think the chef wrote on the chalkboard as specials?
 - a. Pork chops and fresh cake.
 - b. Gourmet cat food and angel food cake.
 - c. Ham and eggs and pumpkin pie.

Closure:

Man, oh man, I love these stories about food. In fact I loved this one so much, I made myself very hungry. I need to go see if I can find out where that restaurant is. Then I need to find out if the restaurant has a cat. If there is no cat I shall volunteer my services as assistant dishwasher. No head dishwasher should have to wash a buttery, sugary, frosting bowl before his assistant pre-cleans it for him. It's what the assistant does, and I have just the tongue for the job. See ya.

C-¶: BIPLANE ESCAPE

A biplane was doing stunts at the air show. The motor of the little blue plane sputtered and then quit. Two men jumped from the plane and fell toward the earth. The crowd gasped as down, down came the men. At the last moment two white parachutes popped open and the men floated safely to the ground, right in front of the relieved and thrilled crowd.

1. What is the main idea of this story?
 - a. Some men at an airshow jumped out of a plane and lived.
 - b. Two men at an airshow jumped out of their biplane, waited awhile, then opened their parachutes and landed safely.
2. Why do you think the sputtering, dying plane engine may have been part of the act?
 - a. To get the crowd to look up and watch the men jump, but then not open their chutes right away so they could both scare and please the crowd.
 - b. Because the men knew it would scare the crowd to hear the plane sputter and quit, they started it up again right away.
3. What do you think would have happened if the sputtering plane was not part of the act?
 - a. If it was real trouble, when the plane quit the men would not have jumped. Pilots are trained to stay with a plane and try to steer it to a safe place far away to crash land.
 - b. The plane would fly without a pilot until it ran out of gas many miles away.
4. Is there anything we could visualize that would allow the sputtering plane to be saved and still have the two men jump as part of the act?

- a. Nothing. If the men left, the plane would crash no matter what.
 - b. Yes, for sure. There could have been a third person in the plane who started it up again and landed it safely on the ground.
5. What do you think the biplane did after the two men landed in front of the crowd?
- a. It flew away to the nearest airport and landed.
 - b. It crashed.
 - c. It glided in a quiet circle while the men were parachuting and then came in for a landing with a loud roar, right behind them, after they landed.

Closure:

Wow! This one was exciting. You know that air show I said I went to? Men chased me at it! I was having a harmless look around the runway, and they all came running out waving their arms and yelling. Two guys were even after me in a golf cart. I went between some stunt planes and disappeared. Well, they thought I disappeared. I jumped up in one of the planes and hid. It was the next one to fly. During the flight I wanted a look at the ground below, so I climbed up in the pilot's lap. We did one extra loop-the-loop than planned that day. You'd think the guy had never seen a cat before. Some people. I'll see you later. Roger. Ten-four. Up over and out.

C-4: DOG BISCUIT

The tall teenager blew a silent silver whistle. A thin, tan dog with no tail ran through the middle of a soccer game. The dog ran to the boy and was given a bone-shaped dog biscuit. The dog wagged its whole rear end and then spun in happy circles.

1. What is the main idea of this story?
 - a. A dog can be taught to come when a special "silent" whistle is blown.
 - b. Dogs love dog biscuits and will run to get one.
2. What do you think the story meant when it said the whistle was silent?
 - a. The whistle was silent to humans but dogs could hear it just fine.
 - b. The whistle was truly completely silent.
3. Judging from what you read, which of these is probably true?
 - a. It was the very first time the boy had ever blown his silent whistle.
 - b. The dog had heard the whistle many times before.
4. Why do you think the dog ran through the soccer game?
 - a. The dog was on the other side of the field and going right through the game was the fastest way to get to the boy.
 - b. It knew it was a faster runner than the soccer players and could do what it wanted because they could not catch it.

5. What is the most likely reason why dog biscuits are made to look like real bones?
 - a. So people can give their dog something that looks like a bone without having to touch a real bone.
 - b. To increase dog biscuit sales because people will think a bone shape is cute.
 - c. To fool dogs.

Closure:

How about that silent whistle? If they can make one for humans that works on dogs, maybe they could make one for cats that works on humans. I would like one that would work on a human like, oh, I don't know, say...Gunny. I could summon him from wherever he is to do my bidding. But, heck, I do that now like this, MEEEEEEOWR!!! I know it's not silent but it works, and why mess with a good thing? You know what? I'm hungry! All this talk of bones, both real and phony has caused my appetite to flare-up. I've eaten dog biscuits you know. They aren't bad. Kind of greasy, so of course they are best served right away, while still fresh. I suggest you try one as soon as possible, and let me know how you like it. Huh?

C-¶: BURMESE TEMPLE CATS

Long ago, the temples of Burma were filled with statues made of gold and jewels. The riches were safe because the temples were guarded by cats. One hundred or more cats lived in each temple. They were pampered and fed by the priests. In return, the cats were round-the-clock guards. They would attack and drive away anyone who came to the temple to rob it.

1. What is the main idea of this story?
 - a. Long ago in Burma, cats lived and were cared for in the temples and guarded the temples from thieves.
 - b. Long ago, the temples of Burma were never robbed.
2. Judging from what you read, why do you think there was so much gold and jewels on the statues in the temples of Burma?
 - a. The temples were the only safe place to store gold and jewels.
 - b. The gold and jewel mines were nearby.
 - c. It was part of the religion and customs of the country to decorate the statues with gold and jewels.
3. Judging from what you read, which of these is probably true?
 - a. The priests of the temples were men between the ages of twenty and sixty-five.
 - b. The priests of the temples had a giant, huge cat food bill every month.
4. Judging from what you read, which of these is the best picture for the cats being round-the-clock guards?
 - a. All the temple cats gathered around a huge clock, guarding it.
 - b. The cats never leaving the temple, and guarding it twenty-four hours a day.

5. How do you think the temple cats could tell robbers from regular people coming to worship at the temple?
 - a. The cats had excellent memories and knew every single person that belonged to that temple.
 - b. The robbers gave off very negative, very bad vibes that the cats sensed right away.
 - c. Robbers never bathed and the cats could smell them coming from far away.

Closure:

Well, how about those temple cats. Fiercely defending the temples of Burma from robbers. And in return they were fed and pampered. Now Gunny feeds me, and feeds me well, but he doesn't really pamper to the degree I think he should. I need something of great value to guard, so he will recognize how valuable I am. But, what? Oh, his fish tank. But it is not in danger. Yet. Danger, or a seeming threat of danger must be created. I'll call a meeting of my cat cronies on the back fence tonight. We'll come up with something. Being fed is no longer enough. I must be pampered, too. See you later.

Chapter 8:

D-SxS: SURFER

The big blue wave came rolling toward the waiting surfer. The sun-tanned surfer caught the wave and stood up on his yellow surfboard. Then he rode the wave smoothly and expertly all the way to the beach. As he stepped off his board, a girl in a bathing suit ran up and asked for a surfing lesson.

1. What is the main idea of this story?
 - a. About a surfer riding a wave.
 - b. About a yellow surfboard.
 - c. About how all waves are blue.
2. Judging from what you read, which of these is probably true?
 - a. The big blue wave was in Hawaii.
 - b. The big blue wave was caused by a huge storm.
 - c. The big blue wave was one that the surfer thought would give a good ride.
3. How did the surfer probably catch the wave?
 - a. With his hands.
 - b. On his surfboard.
 - c. By waiting until three o'clock in the afternoon.
4. Judging from what you read, why do you think the surfer rode the wave all the way to the beach?
 - a. He saw someone he knew on the beach.
 - b. That was as far as he could go.
 - c. He wanted to go have lunch.

Closure:

Oh, surfing! It requires excellent balance, and I, being a cat, have excellent balance. I would be a good surfer. Cowabunga! Stokaboka! Those are surfer terms. They don't mean anything but surfers yell them out all the time, just to annoy. I love to annoy. Oh, yes, a fine surfer I would be. If it weren't for one thing. Water. I can't stand to touch water. Wait a minute, the story said the surfer rode all the way to the beach. I could do that and just step off on the sand. Oh, but how could I paddle? You would paddle for me wouldn't you? Of course you would. Oh, boy, we'll both go surfing. Soon.

D-SxS: SEA OTTER

Sea otters use a tool when they eat. The otter dives and grasps a shellfish and a stone from the ocean floor. Floating on its back on the surface, the otter balances the stone on the silky brown fur of its stomach. Then it breaks open the shellfish by hitting it against the stone.

1. What is the main idea of this story?
 - a. About the sea otter's hammer.
 - b. How an otter prepares a meal.
 - c. Adventures of a sea otter.
2. The sea otter needs to use a stone because shellfish
 - a. Are fast and tricky and very hard to catch.
 - b. Have really hard shells.
 - c. Live in such deep, deep water.
3. Here's one **not** from what we read. Judging from what we **learned** in this exercise, otters probably
 - a. Get cold very easily.
 - b. Do not get cold easily.
 - c. Don't like the water.
4. A sea otter floating on its **stomach** is probably
 - a. Happily eating a shellfish with his head underwater so no one else can see and perhaps want some.
 - b. Carrying a stone on its back.
 - c. Looking for a shellfish and a stone to swim down and get.

Closure:

So those sea otters are a clever bunch, aren't they. I have heard they are rather playful and fun-loving as far as wild animals go. I wonder if I could make friends with one. I so dearly love shellfish, I am tempted to try. Would an otter share? Probably not. What I would really like is otter fur. They stay dry down at the skin where it really matters. I could get my own shellfish. Or regular fish. But it will never happen. Oh dear, now I am frustrated. And when I am frustrated, yes, I must eat. Gunny, oh, Gunny!

D-SxS: MAINE COON CATS

There are some huge house cats living in the state of Maine. Maine coon cats have a long coat that lies

close to their body, and they can weigh over thirty pounds. The ancestors of the Maine coon cats probably came to New England on old sailing ships. The cats were so large that some early settlers thought they were part raccoon.

1. What is the main idea of this story?
 - a. All about Maine coon cats.
 - b. About where Maine coon cats get their great size.
 - c. About how Maine coon cats are often mistaken for raccoons.

2. Which of these is probably true?
 - a. Maine coon cats live only in Maine.
 - b. These days there are a few Maine coon cats scattered around the country, but most of them are in Maine.
 - c. There are no more Maine coon cats.

3. Which of these is the most likely to be true about the ancestors of the Maine coon cats ?
 - a. The ancestor cats were even bigger than Maine coon cats.
 - b. The ancestor cats were called Maine coon cats, too.
 - c. The ancestor cats were really good at catching mice and rats.

4. Which of these probably helped to make the early settlers think the coon cats were part raccoon?
 - a. The coon cats' fur is often striped like a raccoon's.
 - b. The coon cats wash their food before eating, just like raccoons do.
 - c. The early settlers needed glasses really badly.

Closure:

Well, finally! A story about some of my fine fellow cats. Yes. I'm still chuckling about that one choice. The one where the settler tried to make a hat out of a coon cat. Ee-hee hee hee. Oh, I wish I could have been there to see that. Yes, yes, this was a good story. Not quite as good as a story about this cat, or food, but better than another story about dogs. Now how did I get started on dogs. I'll be upset the rest of the day. Unless... Yes! Unless I have something like a nice sardine milkshake to soothe me.

Chapter 9:

D-MS: SPEED RACER VICTORY

The race car sped across the finish line past the waving black and white checkered flag, engine roaring loudly. All the other cars drove sadly off the oval track. The winning car made a slow victory lap of the track alone, as the crowd cheered and cheered. Then the driver wheeled the car into the winner's circle and stopped. With the engine still bubbling and tires still hot, the driver leaped out of the car, pulling off a shiny helmet. Beautiful black hair spilled out over her shoulders, as someone handed her a gold trophy. The crowd cheered again, even louder, and she proudly raised the prize high over her head.

1. What is the main idea of this story?
 - a. The best race cars drivers are women.
 - b. A race car driver won a race and was awarded a trophy.
 - c. A race car driver won the most important race of the year and was awarded a trophy.
2. Why do you think they wave a black and white checkered flag at the end of a car race?
 - a. The black and white checks are very easy for the drivers to see, and mean only one thing:
The race is over.
 - b. The black and white checks are a custom that is so old no one remembers exactly how it got started.
 - c. Someone waved an old checkered tablecloth at the end of the first car race ever, and they've been doing it ever since.
3. Judging from what you read, which of these is probably true?
 - a. This was the first race the driver had ever won.
 - b. The trophy for winning the race was three and a half feet tall.
 - c. Of all the cars in the race, the winner's car had the highest average speed.
4. What do you think the driver did with her trophy?
 - a. She probably took it home and put it in her trophy case.
 - b. She probably sold it to buy gas for her next race.
 - c. She probably forgot it at the race track.

Closure:

You know, I would be an excellent race car driver. Me, with my lightning fast reflexes. You know I drove a car once, don't you? It was exciting. It didn't start out going fast, but it got fast. You see, I was having a look around inside Gunny's car in the driveway once, when I accidentally knocked the emergency brake off, and the car began to roll. It rolled out the driveway and way down the street with me at the wheel before it went up on the curb and broke a fire hydrant. Gunny got really mad, but it's not my fault. Everyone knows you need to leave a car in PARK, and set the emergency brake. And the fire department guys told him so when they came to shut off the broken hydrant. Hee hee hee.

D-MS: BLUE PARROT

The big blue parrot looked around stealthily and then opened the door to his cage. Free, he flew across the room and landed on the table with the bowl of nuts. Holding the peanuts in his wrinkled black claws, he ate with his sharply curved beak. Suddenly he heard the sound of footsteps in the hall. Quickly, the crafty parrot flew back into his cage, closed the wire door and waited for the house to get quiet again.

1. What is the main idea of this story?
 - a. A parrot ate some peanuts with his beak.
 - b. A parrot flew out of his cage and ate some peanuts.
 - c. A parrot went in and out of his cage whenever he wanted to eat nuts and nobody knew because

he could both open and shut the cage door.

2. Judging from what you imaged, how might the people of the house find out about what the parrot does?
 - a. Parrots never clean up their peanuts shells and the people might notice the mess.
 - b. The parrot might start feeling guilty and confess.
 - c. Someone coming down the hall in stocking feet might be too quiet for the parrot to hear.
3. Why do you think the parrot might be a very patient bird?
 - a. Because he was willing to go back in his cage and calmly wait until it was safe to come out again.
 - b. Because he lived in that cage day after day and was used to sitting around with nothing to do.
 - c. Both of the above are good reasons.
4. Judging from what you pictured, how often do you think the parrot let himself out of the cage?
 - a. Every time he thought he could get away with it.
 - b. Once a day.
 - c. When it seemed like no one was home.

Closure:

You know, I don't have much regard for birds, usually. They're rude. Whenever I go out and try to visit with any of them, they fly away. Now why would they do that? I don't know. And they aren't usually very smart. But this blue parrot is smart. He came and went from his cage at will, and none the wiser. He's almost too smart. When I think about a bird being that smart, I get depressed. But then, there's Mordred. "Brawk, hello, I am Mordred, the ugliest, smelliest parrot in the world. Brawk."

D-MS: HOMING PIGEONS

A pigeon that is released far away will always fly straight to its nest. Long ago, people took the birds on trips and used them to send news back to their homes. They would tie a tiny note to the pigeon's leg and let it go. The swift bird would fly in a straight line right to its home. The happy people there would catch the pigeon and read the message.

1. What is the main idea of this story?
 - a. Pigeons always fly straight home.
 - b. Long ago, travelers used pigeons to send messages home.
 - c. If you catch a pigeon you can read someone else's message.
2. Why do you think the tiny notes were tied to the pigeons' legs and not the neck or back?
 - a. The leg is a good place to fasten a note so it won't come off and the bird can still fly.
 - b. So they couldn't fly away.
 - c. If they tied them on a bird's back it would be too heavy.

3. Judging from what you read, how do you think people in the old days carried the pigeons when they went on trips?
 - a. In a small cage in the trunk of their car.
 - b. In a small cage on their chariot or wagon.
 - c. In a sack in the back.
4. Why do you think a pigeon always flies straight to its nest?
 - a. Pigeons are almost as curious as cats and want to know what the message says.
 - b. It is afraid someone will steal its eggs.
 - c. Pigeons have a very strong homing instinct built in, so they don't think about it they just do it.

Closure:

I've never had a pigeon I didn't like. For dinner that is. They are delicious. Just fooling. I've never had a pigeon at all. Darn it. But one can always hope. Now if I had a homing pigeon it would be great. I could be out patrolling the neighborhood, and release the pigeon about an hour before lunch. Then, when I strolled casually into the kitchen. Gunny could have a nice hot mid-day meal waiting in my bowl. And I wouldn't have to yowl at him. He would like not being yowled at. In fact, he would probably buy the pigeon for me. Gunny, hey, Gunny. Can we talk?

Chapter 10:

D-¶: FLYING FISH

How would a sailor on a ship in the ocean react if a fish came flying by? The first time, he might pinch himself to see if he was dreaming. Later, he would probably become used to the phenomenon. After all, it happens all the time. Flying fish live near the surface of most of the world's warmer oceans. The fish, up to fifteen inches long, do not really fly like birds. They jump from the water and glide on their long, outstretched side or pectoral fins. Flying fish can soar just above the ocean waves for hundreds of feet at a time.

1. What is the main idea of this story?
 - a. Flying fish soar through the air above warmer oceans only.
 - b. Flying fish can sail through the air above the water by stretching out their pectoral fins and soaring like a glider.
 - c. Flying fish are common in warmer waters and grow to fifteen inches in length.
2. Which of these is probably true?
 - a. Flying fish sometimes fly over small boats just for fun.
 - b. Birds hate flying fish because birds can only fly, and flying fish can both swim and fly.
 - c. Birds of prey that are flying along sometimes snatch unlucky flying fish right out of the air and eat them.

3. Which of these reasons do you think is best for why flying fish fly?
 - a. To dry off.
 - b. To surprise smaller fish that they want to eat.
 - c. To see what sailors on boats are up to.
4. What is another reason why flying fish might take to the air?
 - a. To escape larger fish that want to eat them.
 - b. They get frequent flier miles when they do it.
 - c. To get a suntan.

Closure:

You know I usually avoid boats and boat rides at all cost. But now that we learned about flying fish, I feel a real urge to go to sea. I am intrigued by the idea of a flying fish landing on deck. Right at my feet. Hello, little fellow, I'd say. As long as you've dropped by, come on in the galley for dinner. There are no dry towels, fishy, but here, use this flour to dust yourself dry. Now, roll in these cracker crumbs. There. Heh, heh, heh.

D-4: FLYING SQUIRRELS

The flying squirrel has loose furry skin on its sides that lets it go soaring from tree to tree. When it jumps from a tree with legs extended wide, the loose skin is stretched tight all around. In the air, the animal looks like a flat, furry parachute. It uses its tail as a rudder to guide its flight. Flying squirrels store food in holes in different trees. If one food supply is stolen, the squirrel simply soars off to another food stash. They can live their whole lives without ever touching the ground. Flying squirrels are the only squirrels that are nocturnal; they are active only at night.

1. What is the main idea of this story?
 - a. How the flying squirrel lives.
 - b. How the flying squirrel sails from tree to tree.
 - c. Why flying squirrels are only active at night.
2. Judging from what you read, which do you think is most likely true about what a flying squirrel does before it sails to another tree?
 - a. It closes its eyes.
 - b. It makes a loud chattering squirrel call.
 - c. It picks a landing spot.
3. Judging from what you read, what is probably true about the flying squirrel's tail?
 - a. The squirrel can hold its tail very stiff and point it where it wants.
 - b. The tail fur is a lighter color than the squirrel's body fur.
 - c. The tail is always five inches long.

4. What kind of animal do you think might try to steal the flying squirrel's food supply?
 - a. Another squirrel.
 - b. A blue jay.
 - c. Either of the above.

5. Since flying squirrels are nocturnal, active only at night, what might be true?
 - a. Flying squirrels have good eyesight.
 - b. Flying squirrels have bad eyesight.
 - c. Flying squirrels close their eyes when they fly.

Closure:

You know, I don't care for regular squirrels. They are mean. A squirrel dropped a really hard, heavy nut on my head once. From high in a tree. On purpose. It hurt. Then it scolded me for no reason in that high pitched chatter they all have. Now, flying squirrels may be alright. I, of course, don't know any personally. They are nocturnal and I sleep all night long like a good little feline. And speaking of sleep. It's past my naptime now. See you later. And until then, I'll see you in my dreams.

Chapter 11:

DOLPHINS

Dolphins are small whales. They range from five to nine feet long and can weigh up to 400 pounds. These smart, playful mammals live in the world's oceans. Most common, the bottle-nosed dolphin is found worldwide. Bottle-nose dolphins usually travel in groups of one hundred or less. They roam the oceans chasing their favorite food—fish.

Dolphins' bodies are sleek, smooth, and rubbery to the touch. They have a large, round forehead and a thin, tubular snout with sharp teeth. They live in the ocean, but like all mammals, dolphins must breathe air. They do this easily with a small blowhole on top of their head. When they need air they come to the surface, stick the hole out of the water and take a breath. Dolphins can hold their breath for several minutes and dive at least 1,000 feet deep.

Throughout history there have been many reports of dolphins saving humans from drowning. One dolphin, thousands of years ago, is said to have towed a young boy miles to shore after a shipwreck. Dolphins get along just as well with humans today, and are easily trained. Bottle-nose dolphins are the popular stars of many well known aquariums around the world.

1. What is the main idea of this story? What are the three paragraphs trying to tell you?
 - a. Everything that humans know about dolphins.
 - b. A lot about dolphins.
 - c. How dolphins are happiest when they are in aquarium shows.

2. Judging from what you read, which of these is probably true?
 - a. Dolphins bite a lot of people.

- b. Dolphins don't bite a lot of people.
 - c. Dolphin bites hurt really badly.
3. Judging from what you read, which of these is probably true for why bottle-nose dolphins are called bottle-nose dolphins?
- a. They can balance bottles on their noses for hours.
 - b. Their noses are long, thin and round like bottles.
 - c. They can break bottles with their noses.

Closure:

OK. We've done the dolphin thing. And you know what? I feel a real kinship with the rubbery water creatures. They are smart, playful mammals and so am I. They have sharp teeth and so do I. They are sleek and smooth, and so am I. They love fish and so do I. They are easy to train and... well, there the similarity ends. And now this must end. As you go do what you do, and I go eat. Chow, baby.

D-[[x]]: OSTRICH

The ostrich is the largest bird in the world. It may stand ten feet tall and weigh three hundred pounds. An ostrich has a long, almost bare neck, a tiny head, big eyes, and a flat bill. Its body is covered with large, loose, ruffled looking feathers. The male is black with white wings and tail, and the female is grayish-brown. The bird cannot fly, but it can run thirty miles an hour for many minutes. If cornered, it will kick hard with the large, clawed toes on each of its long bare legs.

Ostriches live in small flocks in dry, flat, open country. They eat plants, grasses, fruit, leaves, and sometimes insects, or even small birds and mice. They nest by scraping a small depression in the ground. All the females in the flock lay their eggs in the same nest. Male and female alike take turns sitting on the eggs. The eggs are bigger than those of any other bird; about seven inches long, five inches wide, and weighing up to three and one half pounds.

For millions of years the ostrich ranged over Europe, Africa, and Asia. Today, the ostrich lives wild only in Africa. In the 1800's ostrich feathers were very popular worn on hats and used as decorations. The ostrich was hunted heavily and would probably be extinct if not for the start of ostrich farms. People discovered that since ostriches live in flocks and cannot fly away, they can be herded and raised like cattle. Today, world-wide there are many ostrich farms, and the huge bird is enjoying a comeback.

1. What is the main idea of this story? What are the three paragraphs trying to tell you?
 - a. A lot about ostriches. More than you will probably ever need to know about the birds.
 - b. The complete history of how the range of the ostrich got smaller and smaller.
 - c. How such a big, strong, fast bird could still almost become extinct.

2. The story said ostriches live in dry country. Judging from that, which of these is probably true?
 - a. Ostriches must be able to live without much water because dry country doesn't have much water.
 - b. Ostriches drink a lot of water because dry country is hot country.
 - c. Because there is no water, ostriches have learned to drink dust instead.

3. The story said all the ostriches take turns sitting on all the eggs. Judging from that, which of these also might be true?
 - a. When the eggs hatch the baby ostriches are as big as chickens.
 - b. They sit on the eggs to cook them.
 - c. All the ostriches take turns watching and protecting the young after they hatch.

Closure:

OK. Ostrich over. One thing. I always thought the silly things stuck their heads in the sand to try to hide. You know, “If I can’t see you, you can’t see me.” Duh. That’ll work. Not. But anyway, not true. What they will do, if they sense danger, is sit down and stretch their neck out flat on the sand. So maybe from a ways off they will look like a big round rock instead of like long legged, long necked food to a predator. Now, you know, this one has got me thinking. What a fine omelet a five by seven inch, three and a half pound egg would make. Just pour gently into a large, greased, pre-heated pan and allow to set up a minute. Then add the filling. Two or three little lizards and a couple small mice. Diced or whole, at the chef’s discretion. Loosen the edge, and fold over gently. Remove to a large plate, and serve. One ostrich egg omelet ala Ivan. Gunny, grease the pan, I’m coming home early.

D-: AMELIA EARHART

Amelia Earhart, born in 1898, was one of the world’s most famous aviators. She was a nurse and a social worker. But those were just jobs—her real love was flying. She studied and became a pilot. She soon set a women’s altitude record of 14,000 feet. She was the first woman to fly across the Atlantic Ocean—as a passenger. She had a seat on the Friendship. It was the first airplane to make that flight.

That was not enough for Amelia. She became the first woman to fly solo across the Atlantic. She flew alone in her own small plane. Fame from that led to some special flights across America. She flew to help promote passenger airlines. Crowds would greet her at every stop. She also made great efforts to open flying to women.

In 1935, she flew solo from Hawaii to California. She was the first person ever to fly the long, dangerous route. All other attempts had ended in tragedy. Bold from this success, she set out to fly around the world. She took a navigator along and set out, stopping only to re-fuel. They made it three quarters of the way around the globe. With only 7,000 miles to go her plane vanished in the South Pacific. Although there was a huge search, no trace of the flyers or the aircraft was ever found.

1. What is the main idea of this story? What are the three paragraphs trying to tell you?
 - a. About Amelia Earhart and what she accomplished in the world of flying.
 - b. A lot about women flying.
 - c. How Earhart disappeared while on a trip around the world.
2. Judging from what you read, which of these is probably true?
 - a. More women became interested in flying as a result of Earhart.
 - b. Earhart was ambitious and brave.
 - c. People were disappointed that Earhart could not be found.

3. Judging from what you read, which of these is probably true for why Earhart made efforts to open flying to women?
 - a. In those days, many people wrongly said women couldn't do that kind of a job.
 - b. She knew that women would make good pilots.
 - c. She wanted to change things for the better for the benefit of later generations.

Closure:

OK. I have to say that Amelia Earhart was an amazing person. She was a first in so many things in flying history. Now, you wouldn't catch me flying solo. I like to keep my paws firmly on the ground—on the ground near my food dish. I must guard it you know. The highest I'll ever fly is from the floor to the tabletop to visit the fishbowl. Which, by the way, I think I'll do right now. This is Ivan, taxi for takeoff. Over and out.

Chapter 12:

E–SxS: TRAP DOOR SPIDER

The trap door spider has tricks it uses to escape predators. If an enemy comes, it can close the hinged door to its underground nest. If caught outside, the trap door spider doesn't need to fight or try to run. By folding its legs so that its body forms a narrow wheel, the spider can roll away down hills or sand dunes.

1. What is the main idea of this story?
 - a. All about the life of the trap door spider.
 - b. How the trap door spider escapes predators.
 - c. Why the trap door spider always escapes predators.
2. Judging from what you read, where do you think trap door spiders probably build their underground nests?
 - a. On perfectly level ground so the trap door lids fit nice and flat
 - b. On a slope so that they can roll away really quickly if they get caught outside the nest.
 - c. In a tree.
3. Judging from what you read, which of these is most likely true?
 - a. Trap door spiders probably lock their trap doors if they are going to be gone for a long time.
 - b. Trap door spiders probably have tunnels and different rooms in their underground nests.
 - c. Trap door spiders probably live in dry climates.
4. Which one is true about trap door spiders?
 - a. They play tricks on each other, too.
 - b. They have a lot more tricks not mentioned in the story.
 - c. They have developed and refined their predator escaping tricks over thousands or even millions of years of evolution.

Closure:

Well, now, what clever little fellows. I admire that in a spider. And in the case of the trap door spider there is something I admire even more than its trickiness. Guess what it is? They are good to eat? No! They crawl all over me and pick me clean of fleas? Not if they were the last spiders on earth. OK, here's why. Because they don't spin webs. Spider webs give me the willies. Spiders love to string them in the garden at cat height and I am always walking into them. Spider webs stick to cat hair. Or human hair. You believe me don't you? You don't? Well, go put your head in a spider web and see. Toodle-oo.

E-SxS: BASEBALL DOG

The girl with the long red ponytail hit the white ball over the green fence. The ball landed under a sticker bush where a dusty gray dog was resting. The dog was startled to its feet, but then picked up the ball and hurried toward the baseball field. The wet ball was dropped at the red headed girl's feet and she fed the dog something small from her pocket.

1. What is the main idea of this story?
 - a. A girl hit a ball over the fence and a dog found it.
 - b. A girl hit a ball over the fence and a dog brought it back.
 - c. Dogs love to run with balls.
2. Judging from what you read, which of these is probably true?
 - a. The girl with the long red ponytail used to have short hair.
 - b. The girl with the long red ponytail is a good baseball player.
 - c. The girl with the long red ponytail owns the dusty gray dog.
3. What do you think the ground under the sticker bush was probably like?
 - a. Cement.
 - b. Grass.
 - c. Dirt.
4. We'll do one more and then we're out of here! Judging from what you read, why do you think the dusty gray dog hurried to the field with the ball?
 - a. It was unhappy about being disturbed.
 - b. The dog had returned the ball before and knew it would be given a treat.
 - c. It was dinner time and the field was in the direction of the dog's house.

Closure:

You know, I was just thinking about that last one. The dog knew it would be given a treat when it returned the ball. Treats for animals are quite often, as in always, food! Now, I will not do tricks or perform tasks for food. And I don't know why!!! I only know that no cat will. But taken in a proper context, and viewed as a business rather than a humiliating trick done for humans' amusement, returning a ball for a treat doesn't

sound so bad. Ivan's Instant Ball Return. We guarantee no doggy drool. I'm gonna put that mutt out of business. See you later, I gotta go get a small business loan. Oh, Gunny. Gunny.

E-SxS: PIRANHA!

Piranhas are small, carnivorous fish that live in tropical South America. They travel in schools and normally eat smaller fish. They are attracted by the scent of blood, or by splashing. If they find an animal in the water, it is reduced to a skeleton in minutes. But piranhas are often in danger, too; people find the fish to be delicious.

1. What is the main idea of this story?
 - a. A little bit about the life and habits of dangerous little piranhas.
 - b. Don't go swimming in tropical South America.
 - c. How piranhas may be dangerous but they have enemies, too.
2. Judging from what you read, what kind of animal would be in the most danger from piranhas?
 - a. Big blue parrots.
 - b. Any land animals that end up in the water because they are slow and clumsy in water and make easy prey.
 - c. Large turtles.
3. Since a group of piranhas can reduce an animal to a skeleton very quickly, which of these is the most likely to be true ?
 - a. Piranhas have very sharp teeth.
 - b. Piranhas can eat five times their own weight.
 - c. Piranhas leave the skeleton because they don't like the taste of bones.
4. We'll do one more and then we're out of here! Besides man, which of these animals is probably also a danger to piranhas ?
 - a. Giant South American river otters.
 - b. Killer bees.
 - c. Crocodiles.

Closure:

Well, now, aren't piranhas fascinating little creatures? They usually act like regular fish, eating any other fish smaller than themselves. Unless something big wanders into the water and then they attack all at once like a hundred little meatgrinders. Rowr...Well, they'll never get me. I don't go in the water at any time for any reason. But, whoa, Gunny's aquarium would be a perfect place for some piranhas. I could study their habits. I must arrange for him to order some very soon. Whether he knows it or not, he needs some new fish. And new fish he shall have.

E-SxS: JIM THORPE, ALL AMERICAN

Jim Thorpe, a native American, was one of the world's best athletes. An All-American in high school football, in 1912 he set Olympic records in the decathlon and pentathlon. Then his medals were taken away because earlier he had played baseball for money. Thorpe played professional football and baseball for several years.

He was put in the Football Hall of Fame, and in 1982 Olympic officials voted to restore his medals.

1. What is the main idea of this story?
 - a. Jim Thorpe was a great athlete.
 - b. Jim Thorpe, a native American and one of the world's best athletes, played professional football and baseball for several years.
 - c. Jim Thorpe was a great native American athlete who was stripped of his Olympic medals, but later, after his long sports career, they were returned.

2. What do you think made Jim Thorpe such a great athlete ?
 - a. All native Americans are great athletes.
 - b. He got athletic genes passed down from his parents that made him fast, strong, and well coordinated.
 - c. He sent away for lessons and practiced them in his room.

3. Judging from what you read, which of these is the most likely to be true ?
 - a. Jim Thorpe liked baseball better than football.
 - b. Jim Thorpe was very good at both football and baseball.
 - c. Jim Thorpe was better at football at than baseball.

4. Judging from what you read, which of these statements is most likely true?
 - a. Jim Thorpe was elected to the Hall of Fame some time before 1982. Then, in 1982 the Olympic people voted to restore his medals.
 - b. When Jim Thorpe was put in the Hall of Fame the Olympics had to return his medals: it is the law.
 - c. Jim Thorpe had his medals restored first, and was placed in the Hall of Fame some time later.

Closure:

Jim Thorpe: All American! That's the name of an old movie. It is the story of Jim Thorpe's career. Gunny and I watched it on TV one night on the Midnight Show. It had him playing football in high school and being All-American. Then it had him in the Olympics. And it had the sad, bad part about the medals getting taken away, too. It was such an old movie that it didn't have the part where the medals got returned. When they made the movie it hadn't happened yet. Burt Lancaster, who was white, starred in it, so they had him in dark makeup to look more Indian. But he had really light blue eyes. So he didn't look Indian at all. He just looked WEIRD. And speaking of weird, I'm starting to feel weird. Oh, I know, I haven't eaten in 15 minutes. Well, we can't have weirdness can we? Gotta go. Ciao.

E-SxS: HISTORY OF COOKING

Early humans may have first eaten roast meat by chance after sampling the flesh of an animal killed in a fire. Roasting meat on a spit was the only way to cook until the Aurignacs, in southern France, began to steam food wrapped in hot leaves over embers. The earliest dish with a "recipe" was a paste, consisting of water and the cracked seeds of wild grass, dropped on hot stones to make the first bread. Cooking techniques

got better with the use of pottery, which could be placed directly on a fire, as people learned how to boil, stew, and bake foods. Now we do it all: roast, grill, bake, boil, and barbecue—and of course, when there isn't a lot of time, there is always the microwave.

1. What is the main idea of this story?
 - a. About the invention of cooking.
 - b. About how different methods of cooking developed through history.
 - c. About how the development of cooking made life better.

2. Judging from what you read, what do you think might have happened after the very first time early humans ate roast meat?
 - a. They didn't have any roast meat again until there was another fire that killed another animal.
 - b. They got the idea right away and started putting raw meat on sticks stuck in the ground next to their campfire to cook.
 - c. For a long time after that every time they wanted roast meat they started a forest fire.

3. Why do you think the Aurignacs may have begun to steam food in wet leaves?
 - a. They ate foods other than meat that tasted better cooked, but it would get soft and fall off a spit. Wet leaves were the first cooking container—like a covered casserole.
 - b. They didn't have any wood to build cooking fires so they had to steam their food.
 - c. If their enemies saw wood smoke they would attack, and steaming food didn't make smoke like cooking food with a campfire.

4. Judging from what we read, which of these statements about cooking is probably true?
 - a. There are only five ways of cooking. They are: roast, grill, bake, boil, and barbeque.
 - b. Boiling was invented before baking.
 - c. Roasting was invented before boiling.

Closure:

The history of cooking. This has been a dream come true. But you know what? You know how usually anything in these exercises, even sometimes kind of weird stuff, makes me hungry? Well, I'm not hungry. This time I'm not hungry! I'm exhausted from picturing so much food. I'm going to need a long, long sleep before I can eat again. But there is no reason not to start the cooking process right now, and let it continue as I slumber. I'll just use a modern version of an old pottery stew pot called an electric crock pot and simmer a nice stew ever so slowly as I sleep. Gunny! Yeah, you—stew!

E-SxS: CLAMBAKE

Native Americans showed the Pilgrims how to cook clams and other foods in a new and ingenious way. A pit about three feet around was dug, lined with large stones, and a big fire built in it. When the fire burned down, the ashes were raked away, and the now red hot rocks were covered with a thick layer of wet seaweed.

Clams, lobsters, fish, and corn were then placed in the pit and covered over with lots more seaweed and a heavy animal hide. The covered pit was allowed to steam for an hour and then the cooked food was dug out and eaten—today, popular New England clambakes are still done the same way.

1. What is the main idea of this story?
 - a. Clams, lobsters, fish, and corn are the only ingredients ever used for a clambake.
 - b. The story of how some Native Americans shared a very old way of cooking and how to do it now.
 - c. The story of how some Native Americans shared a very old way of cooking with some Pilgrims.

2. Judging from what you read, which of these choices do you think is probably true about the “new” way of cooking food the Native Americans showed the Pilgrims?
 - a. It was truly a new way to cook. An Indian had discovered how to do it just one week before the Pilgrims arrived at Plymouth Rock.
 - b. It wasn’t a new way to cook at all. In fact the Indians had cooked that way for many years. It was only new to the Pilgrims.
 - c. It was, and still is a dangerous way to cook because sometimes part of the food doesn’t get cooked and the raw parts can make people sick.

3. Judging from what you read, what is the best example for what a clambake pit about “three feet around” would be like?
 - a. A square hole exactly three feet long, three feet wide, and three feet deep.
 - b. A hole of any shape as long as it is about three feet across and three feet deep and about three feet wide at the bottom.
 - c. A hole three feet across at the top, and tapering down to a point at the three foot deep bottom.

4. The story didn’t say where it was done, but where do you think the Indians and the Pilgrims probably had their clambake?
 - a. On the beach.
 - b. On Plymouth Rock.
 - c. On Thanksgiving Day.

Closure:

My new dream is to have a clambake. But I need a clambake pit. Now, I can dig pretty well for a cat, but a three foot hole in the ground would take me a month of Sundays. I’ve got to have help, and I know just the guy to help me. He doesn’t know he’s going to, and if he did know I wanted him to, he would try not to. But that’s OK. He’s going to think he’s on a mission of his own. I think Gunny, yes, surprise, that’s who, is going to have, I don’t know, ah yes, an old treasure map fall out of a book right into his lap. Oh, yeah, I can draw quite well. Strangely enough it will lead to the center of the backyard where he will unknowingly do my bidding. Diabolical, aren’t I? But, hey, I’m not all bad. I’ll share my clambake with him. And he’ll dig it. Dig this: my clambake is going to be an all lobster extravaganza. Whoo. Decadent. Gotta go.

Chapter 13:

E-MS: KANGAROO RAT

The kangaroo rat really resembles a typical rat in name only. The little animal lives in desert areas of the American Southwest. The rat hops on its large hind legs and has a long tail with a tuft of fur at the end. The tail is used for balance when the rat stands upright on its back legs. Kangaroo rats feed at night when it is cool and sleep in deep burrows during the bright hot days. Kangaroo rats do not drink water, but get the moisture they need from eating seeds.

1. What is the main idea of this whole story?
 - a. About the kangaroo rat. Where it lives, how big it is, and what its feeding habits are.
 - b. All about the kangaroo rat. Where it lives, how it gets around, what it looks like, and what its feeding habits are.
 - c. All about the kangaroo rat. What color it is, what it eats, and how it gets around.
2. Judging from what you read, what is probably true about the kangaroo rat?
 - a. Kangaroo rats sunburn easily.
 - b. The kangaroo rat is an excellent swimmer.
 - c. The kangaroo rat is a strict vegetarian.

Closure:

So, kangaroo rats are pretty interesting little fellas aren't they? They live in the desert but they play it smart and only come out at night. And they get both food and drink from seeds so they don't have to go looking around for water all the time. Which is probably pretty smart, too, because in the desert there usually **isn't** any. Water, that is. And they sound to me like they'd be good to eat, don't you think so? You don't? You humans are ever so peculiar. Don't you agree? Of course you do.

E-MS: MINOTAUR

The mythical Greek minotaur had a bull's head and a man's body. It lived in a maze, or labyrinth, on the island of Crete. All who entered the maze quickly became lost and then were eaten by the beast. The daughter of the King of Crete fell in love with a man named Theseus and gave him a spool of thread. Theseus tied the thread to the entrance of the labyrinth and unwound it through the maze until he found the minotaur. Then he killed the monster and followed the thread back to the entrance.

1. What is the main idea of this whole story?
 - a. About how the minotaur was a problem on Crete. Then Theseus, with the love of a good woman and the help of a spool of thread, defeated the monster and escaped the maze.
 - b. About where minotaurs live and what they eat.
 - c. About how the maze on Crete was impossible to escape unless you had a spool of thread.
2. Judging from what you read, when the king's daughter gave Theseus the spool of thread, what do you think is true?
 - a. She probably got mad when he used it to escape the maze because she wanted him to sew her a

new dress.

- b. She probably also told him her idea for how to use it to escape the maze.
- c. She probably never imagined what he would do with it.

Closure:

O.K., fine. Minotaur, schminotaur is what I say. I could take him. And I wouldn't need any silly string to get me out of the maze, either. Cats don't get lost you see. We know where we are and what we are doing at all times...uh, uh. What? Oh, right, where was I? Oh, yeah. It's quite easy to see that even though it seems like Theseus is the hero of this story, he may have killed the minotaur, but he never would have gotten out of the maze without his girlfriend's thread. The thread she told him how to use. He would have had to stay in there forever. Eventually he would have gotten so hungry he would have eaten the minotaur.

E-MS: JULIA MORGAN

Julia Morgan was one of the first woman architects. She caused a stir in a business always run by men. Then a building she designed made it through the great San Francisco earthquake of 1906 with no damage. It was made of reinforced concrete, a technique she pioneered, and she was famous. Julia Morgan enjoyed a long career and designed hundreds of buildings all over the world.

1. What is the main idea of this story?
 - a. Julia Morgan completely took over the architecture business which had formerly been run by men.
 - b. Julia Morgan shocked people when she first became an architect but she turned out to be very good and had a long, successful career.
 - c. Julia Morgan was a famous architect until a building she designed caused the great San Francisco earthquake.
2. What do you think might have happened soon after Julia Morgan showed that she could be an excellent architect?
 - a. Many other women got the courage to become architects, and to try other careers that were always just for men, too.
 - b. The men made a rule that no more women could be architects.
 - c. Julia Morgan got all the architecture work and the male architects lost business and went broke.
3. Judging from what you read, what do you think is the main reason Julia Morgan's building in San Francisco didn't fall down?
 - a. Reinforced concrete is so heavy the earthquake couldn't move it.
 - b. It was built on special rubber cushions called pioneer doughnuts that absorbed all the shock waves.
 - c. Julia Morgan knew California has a lot of earthquakes, so she used special materials and a special design to withstand earthquakes.
4. Julia Morgan designed many buildings in her long career. Which of these statements do you think is most likely true about them?
 - a. All her buildings were made of reinforced concrete.

- b. The building in San Francisco that withstood the quake is the only one she ever designed using reinforced concrete.
- c. Lots of her buildings were made of reinforced concrete.

Closure:

Well, that Julia Morgan was quite a gal, wasn't she? Of course she was. She knew what she wanted to do and she did it. Getting an education and a career was really hard for women back then. Most people thought women should only get married and have a family and not do anything else. Julia Morgan said married-schmarried, she said fiddle-faddle to that. And did just what she wanted. Very successfully. And now that I have said my piece—I think I shall have my personal architect, Frank Lloyd Gunny, design my next meal. A tall tower of reinforced catfood. It might make it through an earthquake, but somehow I don't think this structure will be able to withstand hurricane Ivan. Hey, I gotta blow! Gunny!

E-MS: HARRIET TUBMAN

Harriet Tubman, born to slave parents, escaped to freedom by following the north star. Once free, she was not content to enjoy her freedom alone. During the 1850's she went back many times to help others get away. She led over 300 slaves, including her parents, to freedom on the Underground Railroad. It was not a real railroad, but a string of safe places to stop. People along the way gave food and shelter to the runaway slaves. During the Civil War, Harriet Tubman served as a spy and a guide for the Union Army. After the war she ran a home for poor and elderly blacks. When she died she was buried with full Military Honors.

1. What is the main idea of this story?
 - a. Harriet Tubman was a black woman.
 - b. Harriet Tubman was a very brave woman who helped other people in the cause of freedom, often risking her life to do so.
 - c. Harriet Tubman was the first to use the Underground Railroad. In fact she invented it.
2. Judging from what you read, why do you think people might have called the Underground Railroad the Underground Railroad?
 - a. Because it ran underground so nobody could see the escaped slaves riding on it.
 - b. Because the escaped slaves would often walk single file through the countryside in a line of people that looks a little like a train.
 - c. Because all the regular places where the slaves would rest along the way reminded people of stations on a railroad line where the train would always stop.
3. What kind of people probably gave food and shelter to the runaway slaves.
 - a. People who felt that the slaves had the right to be free.
 - b. People who needed to make a little extra money.
 - c. People who already owned all the slaves they needed.
4. Why do you think Harriet Tubman was buried with full military honors?

- a. She was honored because she helped the Union Army during the civil war.
- b. She was honored because she was able to escape from slavery and then helped others escape.
- c. She was honored because she ran a home for poor and elderly blacks.

Closure:

Wow, that Harriet Tubman was quite a gal. She helped people her whole life, and a long one it was. In fact she lived to be about 92 or 93. I would have liked to talk with her to learn her secrets of long life. Oh, what am I saying, I've got nine lives. Plenty. Forget that then. I'd like to be able to talk to her about being a spy, though. I have all the qualifications, I believe. I am sneaky and quiet and sneaky and crafty and sneaky and a cool observer of what goes on around me and...um...did I mention sneaky? I must have. Oh, and you know what? I wonder if Gunny and Harriet Tubman are related. Gunny is hairy and he is a tub, and he is a man. He is a hairy, yet tubby-man. Harry-tub-man. Hmmm, could be. I gotta go ask him. Curiosity, you know.

Chapter 14:

E-¶: MOA

The giant moa was a flightless bird almost as tall as a giraffe. The moa stood 13 feet high and lived in New Zealand between 2 and 8 million years ago. Scientists first learned about the moa in 1936, when a farmer and his son dug a hole to bury a dead horse and found a pile of strange bones. The moa probably went extinct because its great weight caused it to sink below the surface of swampy ground. One egg of the giant moa has been reconstructed from pieces of the broken shell. It is 7 inches long and 5 inches wide.

1. What's the main idea of this story?
 - a. About the moa, a giant, flightless bird that became extinct, and whose bones weren't discovered until 1936.
 - b. About the moa, a giant flightless bird that lived for millions of years in New Zealand and was finally hunted to extinction in 1936.
 - c. About the moa, a giant bird that lived in New Zealand until farmers brought horses that ate all the moas' food supply, causing the extinction of the birds.
2. Judging from what you read, what is probably true about the moa?
 - a. It was a fierce predator that would swoop on unsuspecting prey from high in the sky.
 - b. It was the model for Big Bird on Sesame Street.
 - c. It was not bothered or hunted by the other animals of New Zealand.

Closure:

Okay. The moa. A most awesome bird. I wonder how I could get to New Zealand, cheap. I never believe those extinction stories, you see. I think there must be a least one moa hidden way up in the somewhere, just waiting for Ivan on Safari. I'll have to think about that. In the meantime, Gunny, some Nine Lives! Chicken!!! And make it a double!

E-¶: PETS AND OWNERS

Have you ever noticed how people and their pets very often resemble each other? Sometimes a woman will look just like her Siamese cat. Or a man will look a lot like his dog. If you've ever seen a picture of England's former Prime Minister, Winston Churchill, with his pet bulldog, you know this is true. One man even looks like his pet goldfish. The question is; do people choose pets that already resemble themselves, or do animal and human come to look more and more like each other over time?

1. What's the main idea of this story?
 - a. Winston Churchill and his pet bulldog were very fond of goldfish?
 - b. Some people look so much like their pets that they start eating their pets' food and the pets starve?
 - c. It is interesting and funny how some people and their pets look a lot alike, although no one really knows why this is so?
2. Judging from what you read, which of these might be fun?
 - a. Start eating pet food to see if you start looking more like an animal?
 - b. Make a list of all the people you know with pets, then decide how many of them look alike, and then tell them they look alike?
 - c. Have long arguments with people about what causes owners and pets to look alike or not?

Closure:

This has been interesting. I think I'm going to go down to the park right after this and scope out some dog and cat walkers, and see how many of them do look alike. You know there might be other things too! They might walk alike! You know, bowlegged or something. Or they might have the same mannerisms, like scratching, scratch scratch me or sniffing things sniff sniff me, eh? Hey it's worth a look-see, so I'll see **you** later.

E-¶: MARBLES

The marble champions of the world battled in a dusty corner of the yard. One badly shot marble missed its target and went down a gopher hole. A girl with braids reached in the hole but couldn't feel the marble. There was much debate about how the lost marble should count in the game. Then, play began again and the winner was decided. Much later, a fat gopher bumped into the marble, sniffed it, and then walked on.

1. What is the main idea of this story?
 - a. A marble game was played and somebody won, even with one lost marble.
 - b. A marble was lost.
 - c. A marble was lost and then found by a gopher.
2. Judging from what you read, why do you think the players had to debate to decide how to count the lost marble?
 - a. They had never lost a marble before.

- b. They each had a good idea of how to count a lost marble, and had to agree on just one.
 - c. They wanted the person who made the bad shot and lost the marble to go home.
3. Judging from what you read which of these is probably true?
 - a. The girl with braids really did not want to find the lost marble.
 - b. The players liked marbles a lot.
 - c. The gopher tried to eat, but then choked on the marble that was in his hole.
 4. Judging from what you read which of these is the best picture for how the winner was decided?
 - a. It was the person who knocked the most marbles out of bounds.
 - b. It was the person who could argue the best.
 - c. It was the person who bought the most expensive marble.
 5. Why do you think the girl with the braids couldn't find the marble in the gopher hole?
 - a. The marble had fallen too far for her to reach it.
 - b. She was hesitant about sticking her hand too far into the hole.
 - c. The marble got covered with dirt when it hit the bottom of the hole.

Closure:

Well, I have never been too interested in marbles. But that's because you need fingers to shoot marbles well, and I don't have fingers. Of course, I suppose I could invent feline marbles. It would be far too difficult for humans to play. And it would make all cat owners too jealous, and we couldn't have that, could we? I know Gunny would be devastated. I guess I'll just have to continue pouncing on marbles rather than shooting them. That's much more fun anyway. See ya!

Chapter 15:

Episode: COUNTY FAIR

At the County Fair, the freckled girl and boy visited the animal exhibits. In one pen a teenage boy was washing a sleepy black bull. Farther along they came to spotted rabbits, long haired angora rabbits, and some lop ears.

Food smells drifted on the wind and the children's stomachs growled. They went to a stand and got two corn dogs and a lemonade each. To top it off they bought white paper cones spun hugely with sweet, pink cotton candy.

Then the boy and girl heard the roar of a noisy ride and screams from the carnival. They got tickets to ride a tall Ferris wheel kind of thing with wire cages that spun around high in the air. When they came down the boy ran quickly behind a small tent. He came back looking very white, but smiling and ready to go again.

1. What is the main idea of this story? What are the three paragraphs trying to tell you?
 - a. There are always animals, food, and rides at the County Fair.

- b. About the fun time some kids had at the County Fair.
 - c. There was lots of wonderful food at the County Fair.
2. Judging from what you read, which of these is probably true?
- a. The black bull did not like being washed.
 - b. The black bull was used to being washed.
 - c. The black bull was named Roscoe.
3. Judging from what you read, which of these is true about the “roar” the boy and girl heard?
- a. It was the roar of a lion.
 - b. It was the roar of a noisy ride in the carnival area.
 - c. It was the roar of the crowd watching the rodeo.

Closure:

I love the County Fair. When it is held every summer I always make a point of going to it several times. Oh, it says no animals on the sign at the gate, which is ridiculous, since half the fairground is full of animals that people brought there trying to win prizes. What they mean is no pets. No dogs and cats, to be precise, can come in with fairgoers. Dogs, I can understand, they are nothing but trouble, but cats? We're not pets, and anyway, I don't go with Gunny, he dawdles. Sometimes he wears his swimsuit so he can try all the spas at the hot tub exhibit, one by one. Too watery for me. I go alone, under the fence, and straight to the food. Mmmmm...Sometimes the college-boy security guards in the orange t-shirts yell or chase me, hey, get outa here. But I can vanish into a sea of legs faster than you can say Jack Robinson. Goodbye now.

E-¶x¶: LEARN POOL

The shy girl with the dark brown eyes got a brand new pool cue for her birthday. She wanted to learn to play and was excited when her uncle took her to teach her. Suddenly she became worried when she remembered that pool halls were often dirty, dangerous places. Her uncle just laughed and kept driving. After a while, he looked over at her expression and laughed again.

The girl sighed happily when they stopped in front of the Family Billiards Center. It was a big, yellow, brightly lighted building. The whole front was made up of many big windows. Inside, she could see other children and families playing pool.

The place was full with thirty busy pool tables, some noisy video games, and a snack bar. The girl and her uncle got a tray of pool balls from a man at the front and finally found an empty pool table way in the back. For two hours they took turns shooting the brightly colored balls into the pockets of the green felt tabletop. The shy little girl with the new pool cue won so many games of pool that she bought her uncle a soda to cheer him up.

1. What is the main idea of this story? What are the three paragraphs trying to tell you?
- a. Anyone can learn to play pool really well in just two hours.
 - b. Pool is a fun game, and all pool halls are not dirty, dangerous places. Some, like the Family Billiards Center, are quite pleasant and suitable for the whole family.

- c. The Family Billiards Center has pool, video games, and a snack bar and is very popular with adults and children alike.
2. Judging from what you read, which of these is true about the video games in the Family Billiards Center?
 - a. Some of the video games cost fifty cents to play.
 - b. Some of the video games were the very newest in the world—Killdiver, Cyberia, and Doom II.
 - c. Some of the video games were being played right when the girl and her uncle walked in.
 3. If you had never heard of pool before this story, judging from what you read, which of these is probably true about the pool balls?
 - a. The pool balls were a lot of different colors.
 - b. The pool balls were all the same color.
 - c. The pool balls were at least two different colors.

Closure:

Wow, pool! Something I will never play. No hands, you know. And my tail is not quite as prehensile as a monkey's. I would like it to be, though. Then I could use my tail to hold the pool cue and beat the pants off Gunny. Just an expression. Now, if I had to look like a monkey to have a tail like one, I'd pass. You dig? Of course you do! Still it would be fun to play. I'm going to go down to the zoo with some bananas and see if I can arrange for a few monkey-tail lessons. It can't hurt to try. And then—rack 'em, Gunny. Tonight you play against Minnesota Ivan—Billiard King of the neighborhood. Man, that sounds good. Ciao, baby.

