

## Lesson 3



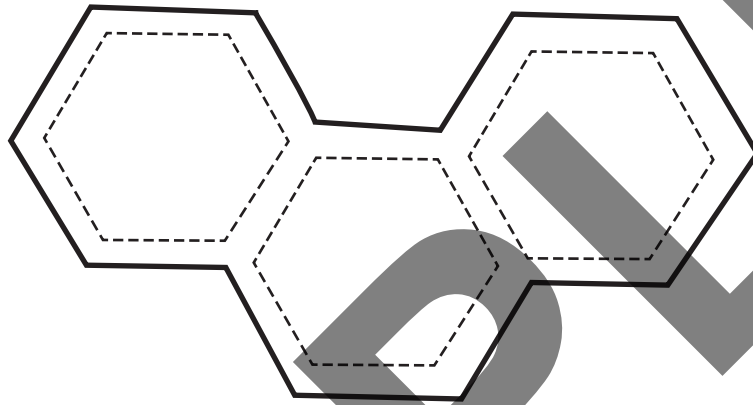
## Feeding Time



5.6C (Comprehension—Predictions) M



**Buzz Words:** Skim “Feeding Time” on the following page. In the honeycomb below, write three “sound words” you read in the poem. After reading the poem, discuss with your class why “sound words” are important.



5.3B (Vocabulary—Context) M



hustle    alert    nuzzles    assemble    foul    transports

The box above shows some words you will read in the poem. Read the following lines from the poem.

*It's early; they're drowsy but have so much to do.  
They hustle to prepare for a day at the zoo.*

1. What does the word hustle mean as it is used in the lines above?

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Now, read two more lines from the poem.

*The tigers are snoozing; the monkeys are, too,  
But one caretaker spies an alert kangaroo.*

2. What does the word alert mean as it is used in the lines above?

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## Why the Owl Stares A Choctaw Myth

1 The owl and the pigeon lived in the woods together. The two were friends, but they were also very competitive. Sometimes they would brag about how fast they could fly. Other days they would compare their longest flying distances. They even fought about who had better eyesight. One day, they were debating whether there were more owls or pigeons living in the woods.

2 “There are certainly more owls than pigeons,” claimed the owl confidently as he fluffed his feathers.

3 “Surely not!” the pigeon cried. “Have you seen a gathering of pigeons? There are most definitely more pigeons in these woods than owls.”

4 “If you’re so sure, prove it,” challenged the owl.

5 “Agreed,” said the pigeon. “We shall hold a counting. But we’ll need to choose a space with lots of room if all of the pigeons and owls are to gather there.”

6 The owl agreed, scratching his feathers with his beak as he thought. “I know,” he said. “How about the big circle of maples at the center of the woods?”

7 “Splendid,” agreed the pigeon. “There are plenty of trees for perching there. Let us meet at the maple circle in one week’s time. You tell all the owls, and I will notify all the pigeons.”

8 “I will need at least two weeks,” the owl said slyly. “There are just so many owls to round up!”

9 The pigeon knew the owl was probably planning to bring owls from other woods. He eyed the owl suspiciously and said, “One week—that’s it. And anyone who is not there at sunrise on that day will not be counted!” The owl laughed heartily and finally agreed to the timeline.

10 One week later, clouds of owls swooped grandly into the maple circle just before sunrise. They perched on tree limbs high and low, chatting with each other. The conversations were all basically the same: each owl was convinced that their kind far outnumbered pigeons.



11 “So, where are these gigantic flocks of pigeons I have heard about?” asked one owl jokingly. “Perhaps the pigeons slept in. There is not one in sight!”

12 Soon, a dull roar was heard from the east. Then, a chorus of chirping was heard from the south. Suddenly, pigeons filled the air as far as the eye could see. The flocks of flying birds were so thick they blocked out the blue of the sky behind them! All the owls heard was the thunder of flapping wings. Around them, tree limbs began breaking from the weight of all the perching pigeons. Among the pigeons, the gathering of owls looked like a small brown dot.

13 Disbelievingly, the owls watched the number of pigeons grow. They stared at the trees, moving their heads back and forth. Still, pigeons kept pouring forth from the sky.

14 The owls shuffled close together to avoid being struck by flying pigeons. The noise was deafening, and still more birds swooped in. The owls’ eyes opened wider and wider as they followed the pigeons’ movements. Some of the owls grew nervous being surrounded by so many other birds. Several began hooting.

15 “We may be trampled if we stay here much longer,” shouted one owl. “We had better leave!” The owls all agreed that would be wise, and so they all began flying away, dodging pigeons as they rose. As they flew, they stared down at the seemingly endless stream of pigeons still arriving. There was no need to count.

16 And that is why, to this day, owls stare intently at things around them.



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**Headlines** 5.6G (Comprehension—Key Ideas) M

If this passage were a news story, it might have this headline.

### **Owls Awed by Swarms of Pigeons**

On the line below, write a headline of your own about the passage.

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## Read & Respond

**Directions:** Complete the following items after you read the passage.

5.7D (Response—Paraphrase/Summarize) L–M

1. Write three main events from the passage on the lines below in the order they occurred.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Now, write a short summary of the passage. Be sure to include the events you mentioned above.

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5.3B (Vocabulary—Context) M

2. Read the sentence from paragraph 3 of the passage.

*[The Clarke School for the Deaf] was named after John Clarke, a local wealthy man offering a \$50,000 grant to anyone willing to start the school.*

In the sentence above, the word grant means—

- A expense
- B fee
- C fund
- D loan

5.6F (Comprehension—Inferences) H

3. Why do you think the author emphasizes Gardiner Hubbard's determination to help his daughter?

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**HOMEWORK**



**A Closer Look** 5.10C (Author's Purpose—Print and Graphic Features) M

**Directions:** Take a closer look at the passage and reviews. What features helped you in your reading? In the chart below, check off the text features included in the passage and reviews. Then, explain how the text features helped you in your reading.

Text Feature	Author Included	How It Helped
Bold Text		
Headings		
Captions		
Photographs		
Charts		

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**EXTENSION**



**A Host of Hotels** 5.6E (Comprehension—Make Connections) L

With a responsible adult, visit <https://www.edreams.com/blog/top-40-weird-and-wonderful-hotels/> (active at time of publication) to view photos of strange hotels from all parts of the world. See if any of them are similar to the ideas you brainstormed at the beginning of this lesson.