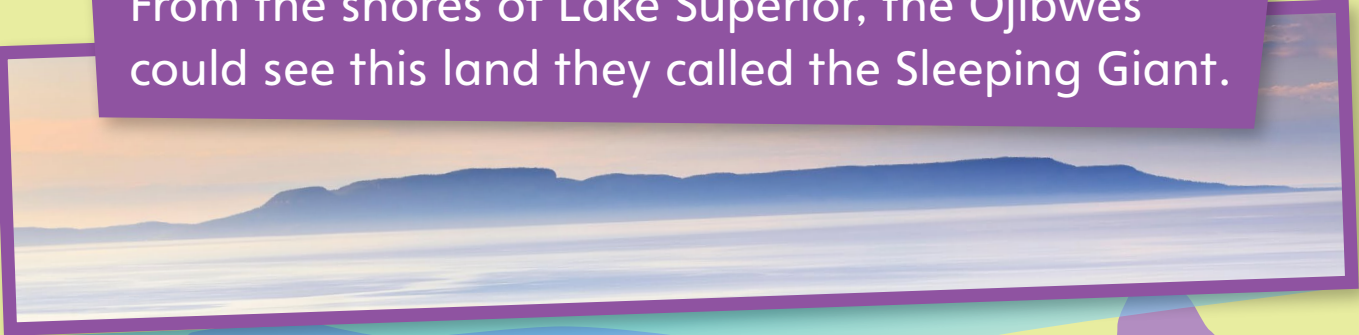


# The World of the Storyteller

The Ojibwes (oh JIB wayz) are a large group of Native Americans. Storytelling is important to the Ojibwes. Long ago, the Ojibwes lived near Lake Superior and Lake Huron in North America. They still live in the same area today.



From the shores of Lake Superior, the Ojibwes could see this land they called the Sleeping Giant.



Winters are cold and snowy where the Ojibwes live.



Forests of maple trees cover the land.




In the forests, lovely flowers called lady slippers grow.

## Weekly Question

**What stories do people tell to understand the world around them?**



**MY TURN** Look at the map and the photos of the land where the Ojibwes live. What do you wonder about the land? Think how the Ojibwes wondered about it. What kinds of stories do you think they might tell? Write your ideas.

 **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing. **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance. **Social Studies TEKS 2.5.a** Social Studies **TEKS 2.7.a**

# Comparative Endings

The endings **-er** or **-est** are used to compare things.

When two things are compared, you'll see the ending <b>-er</b> .	When more than two things are compared, you'll see the ending <b>-est</b> .
Nora is <b>faster</b> than Eli.	Juan is the <b>fastest</b> runner in the school.

Some base words change when **-er** or **-est** is added to them.

When a word ends in <b>y</b> , the <b>y</b> changes to <b>i</b> .	When a word has the <b>CVC</b> pattern, the last consonant is <b>doubled</b> .	When a word has the <b>CVCe</b> pattern, the final <b>e</b> is <b>dropped</b> .
dry, drier, driest	hot, hotter, hottest	late, later, latest

**MY TURN** Decode, or read, these words. Underline the base word in each. Tell what each word means.

- greener      largest      redder      safer  
 bluest      slower      maddest      flatter

**TURN and TALK** Take turns with your partner. Make up sentences using these words: sillier, silliest, cuter, cutest.

## Comparative Endings

Words that end in **-er** compare two things: **Em is shorter than Ryan.** Words that end in **-est** compare more than two things: **Aria is the shortest girl in the class.**



**MY TURN** Read each sentence. Write the correct form of the words on the line.

1. That oak tree is the (taller, tallest) in the woods.  
\_\_\_\_\_
2. My cat is (fuzzier, fuzziest) than your cat. \_\_\_\_\_
3. Whales are the (bigger, biggest) animal of all.  
\_\_\_\_\_
4. Ken's band was the (louder, loudest) band in the parade.  
\_\_\_\_\_
5. The workers are making the sidewalk (wider, widest).  
\_\_\_\_\_
6. Sue's joke was (funnier, funniest) than Mark's joke.  
\_\_\_\_\_

## My Words to Know



### MY TURN

Read the high-frequency words in the box. Write a sentence using each word.

along

few

head



### TURN and TALK

Trade sentences with a partner. Identify the high-frequency words in each other's work. Talk about any corrections.

You can read faster and better when you know high-frequency words.



# No Help at All!

Ron asked, “Why is this hill taller than that one?”

“Because,” said Hank.

“Why is this the biggest tree on the hill?”  
asked Ron.

“Because,” said Hank.

“Why do you keep saying because?” asked Ron.

“Come along. Let’s go home,” said Hank.

“At least you didn’t say because!” said Ron.

1. Why is Ron asking questions?

---

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2. Why do you think Hank keeps saying “because”?

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3. Find a word in the story that ends with **-er** or **-est**.  
Use it in a new sentence.

---

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**My  
Learning  
Goal**

I can read a traditional tale and understand its plot.

**Spotlight on Genre**

## Traditional Tale: Legend

A legend is an old story that tells about the great deeds of a hero or about an important event. It has special meaning in a culture. Long ago, legends were passed along by word of mouth.

- Some legends are based on a real person or event.
- They have a **plot** that tells the events.
- The plot has a **beginning**, a **middle**, and an **end**.

**Be a Fluent Reader** Fluent readers read aloud with prosody, or expression. Legends often include exciting events. This makes them a good place to practice reading with expression.

- To read with expression, pay attention to punctuation. Read with excitement when you see an exclamation point.
- When you read dialogue, speak in a different voice for each character.



# Legend Anchor Chart

## Purpose

To tell a story about a hero or an event

## A legend



★ is a well-known story that may be partly true and partly fiction

★ has special meaning in a culture

★ may have been told many times before it was written down



# The Legend of the Lady Slipper

## Preview Vocabulary

Look for these words as you read *The Legend of the Lady Slipper*.

messenger	moccasins	admiration	medicines	exhausted
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## First Read

**Read** to understand the author's purpose.

**Look** at the pictures.

**Ask** questions about the sequence of events.

**Talk** about how this text answers the weekly question.

### Meet *the* Authors



Lise Lunge-Larsen



Margi Preus

**Lise Lunge-Larsen** moved to the United States from Norway. She is a teacher, storyteller, author, and expert on trolls. **Margi Preus** has won many awards for her books for young readers. She also writes plays. Both authors live in Duluth, Minnesota.



# THE LEGEND OF THE LADY SLIPPER

By Lise Lunge-Larsen and Margi Preus  
Illustrated by Andrea Arroyo

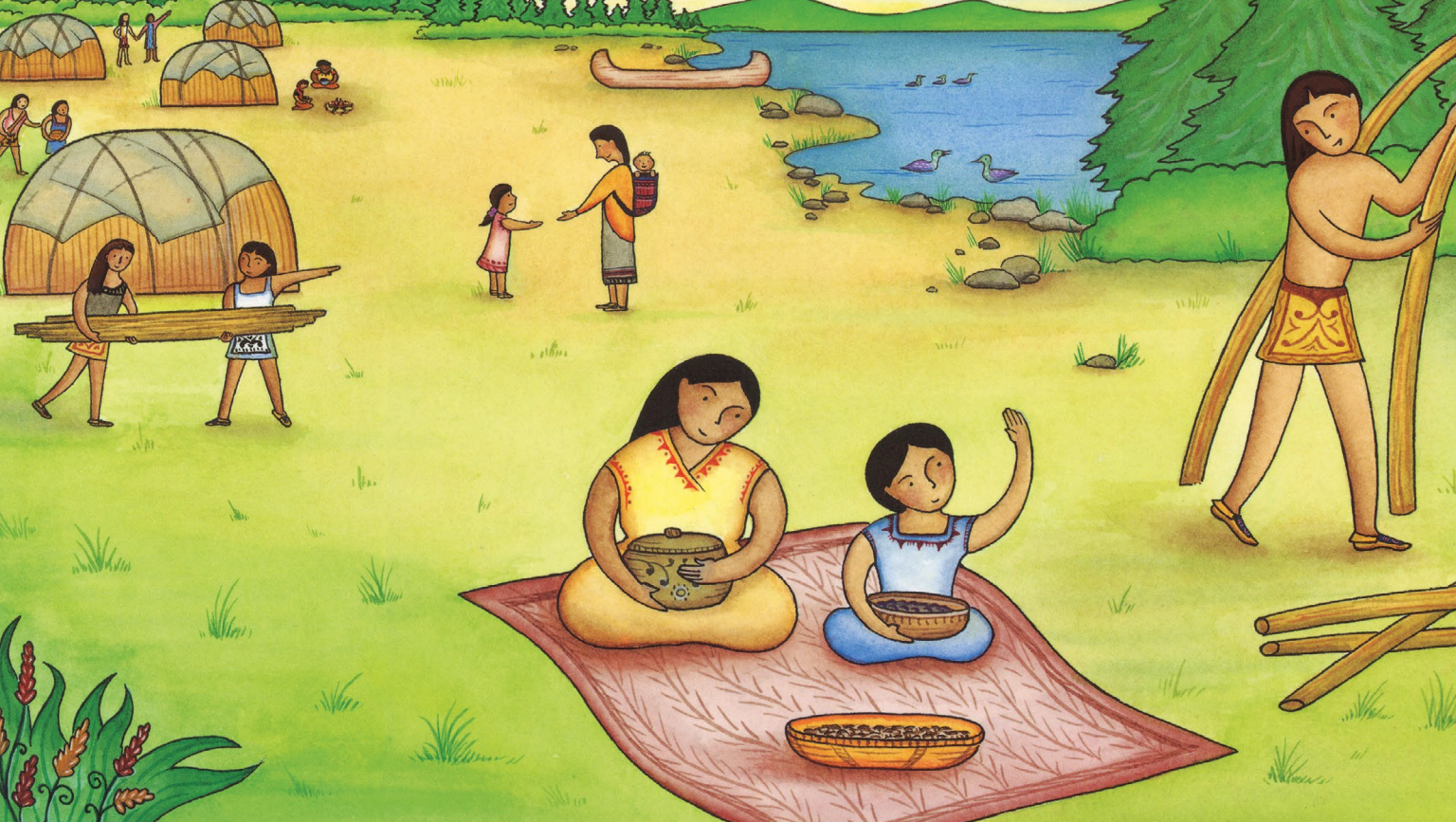


AUDIO

Audio with  
Highlighting



ANNOTATE



## CLOSE READ

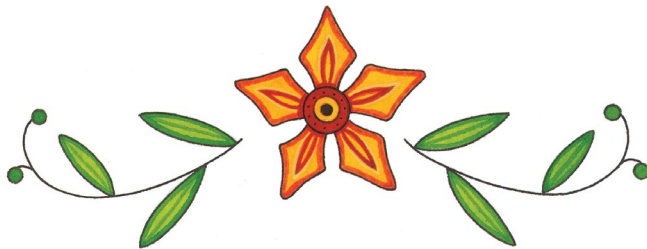


### Discuss Author's Purpose

Underline the word that the author uses to show the story takes place at an unknown time in the past.

- 1 Once there was a young girl who lived with her mother and father, sister and brother, aunts and uncles, her many cousins, her grandfathers and grandmothers, and all of her people in a village among the whispering pines. Of all her family, her older brother was her favorite.

2 He was as strong as a bear, as fast as a rabbit, and as smart as a fox. Because of these traits, he was the messenger for the village. When he went on his journeys the little girl begged to go along with him, but all he would say was, “Maybe tomorrow.”



## CLOSE READ



**messenger** someone who carries news or a message to someone else



3 Then one day a terrible disease struck. The little girl watched as, one by one, her people became ill. Her grandparents, her aunts and uncles, her sister, her mother. Even her father fell ill.



## CLOSE READ

### Discuss Author's Purpose

Underline words the author uses to show that the people in the story speak a language other than English.

- 4 A neighboring village had the *mash-ki-ki*, the healing herbs, they needed, but the journey was too dangerous to make in winter. It was too cold, the snow was too heavy, and between the villages lay a deep, dark lake covered with groaning ice. Such journeys were not made in *Gichi Manidoo Giizis*, the Great Spirit Moon.
- 5 Still, her brother said, yes, he would make the trip.





**CLOSE READ** 

**Make Connections**

**Highlight** words that show how the girl feels about her village.

- 6 But then even he became ill.
- 7 Now the little girl thought surely there was no one else to go, unless she herself were to make the journey. Maybe tomorrow, she thought. But looking at her brother, his face bright with fever, she knew she had to leave right away.

8 She found her *ma-ki-sins*, the beautifully beaded moccasins her mother had made out of deerskin, and tucked warm rabbit fur inside them. Then she slipped them on and stepped out into a raging storm.

CLOSE READ



**moccasins** soft leather shoes







## Vocabulary in Context

You can sometimes figure out the meanings of unfamiliar words by reading words nearby.

Underline words in the text that help you understand the meaning of **plunging**.

- 9 Trees lashed about in the wind, rattling their branches. Falling snow stung her face. “*Mash-ka-wi-zin*,” it hissed, “Be strong.”
- 10 The girl bent her head and stalked like a bear into the storm. The snow tugged at her, but she charged through it, plunging into the wind.





11 All day she walked until, at dusk, she stood before the windswept lake. The slick ice lay as if asleep, silent. On the far shore the wigwams of the other village glowed warmly.

12 The little girl stepped out onto the frozen lake and the ice shuddered and woke. *"Da-daa-ta-biin,"* it rumbled, "Go quickly!"

13 So the girl ran like a rabbit, skittering and slipping.



## CLOSE READ

### Discuss Author's Purpose

Underline the words the author uses to show the girl is a hero to the people in the village.

**admiration** a feeling of great respect and approval

14 When she reached the other side, all the people rushed out to meet her. She told them her story, and when she finished, she saw their faces glowing with admiration.



15 Then an old woman swept her up and carried her into a lodge. She fed the little girl roasted venison and warm tea. She tucked her in with soft robes. The girl was almost asleep when she remembered the medicines.

16 “The *mash-ki-ki*,” she murmured.

**medicines** things used to make a sick person well





## CLOSE READ

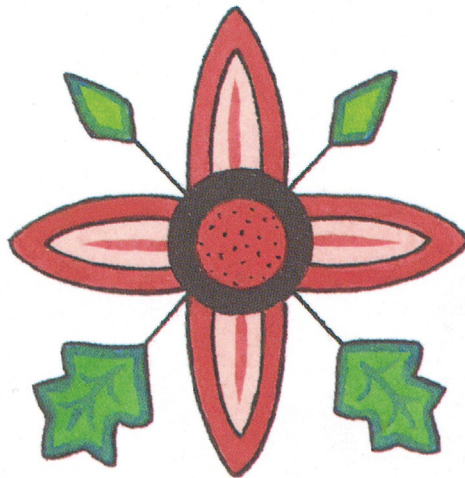


### Make Connections

**Highlight** words that show the people in the girl's village are more important to her than her own safety.

- 17 “We will bring you and the *mash-ki-ki* to your people,” the old woman whispered. “Tomorrow. It is too dark and too cold to travel tonight.”
- 18 But when the little girl closed her eyes she saw the sad, pale faces of her family, her friends, and her brother, and she knew she must leave right away. She rose quietly, gathered up the medicine bundle, and crept out.

19 The storm had stopped. Now all was deep cold and silence, except the popping and cracking of the trees. Her eyes stung; she felt the frost gather on her cheeks. She pulled her robe tight and hurried across the lake.





## CLOSE READ



### Make Connections

**Highlight** the text that tells you what the lights are called in English. Have you heard of this before?

20 Blue and green lights flickered in the sky. She knew the lights were the spirits of the dead, gaily dressed, rising and falling in the steps of a dance. *Jii-ba-yag-nii-mi-wag*, her people called them, the northern lights.



21 What if someone from her family or one of her people were to join them because she had been so slow? She left the lake and quickened her pace, keeping her eyes on the lights in the sky.

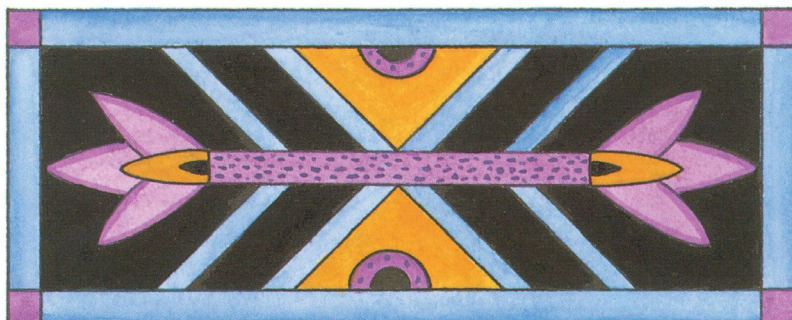




22 Suddenly, the snow collapsed around her and she was buried up to her arms. She kicked and punched at the snow. That was no use. She churned her little legs as fast as she could, as if to run out of the snow. That only dug her in deeper.

23 Above her the dancing spirits leapt and spun. Maybe she would be the next one among them, she thought. She fell back, exhausted.

**exhausted** very  
tired





24 “*Nib-waa-kaan!*” the snow around her whispered, “Be wise!” Yes, she must be smart like the fox who *thinks* his way around the trap.

25 She lay back to think and felt the snow relax its grip. She lay further back and it let go a little more. Slowly, she wriggled and turned, paddled and swam her way out of the snow.

26 “Ho-whah!” she sang out. Her feet were free!

CLOSE READ 

**Discuss  
Author’s  
Purpose**

Underline the text that shows who gives the girl advice.

27 But then, "*Gaa-wiin!* Oh, no!" she cried. Her feet were bare and cold. Her moccasins were gone, buried deep in the drift. She dug in the snow, but it was too soft and loose. She wiped her nose on her sleeve and continued on barefoot.





28 With the very first step, icy crystals cut into her flesh and her feet began to bleed. In every footprint bright red drops of blood mingled with the white snow. Still, she stumbled ahead until dawn, when she reached the edge of her village. There she called out before sinking into the snow.

### CLOSE READ



### Make Connections

**Highlight** the text that shows what the girl does to get the medicine to the people in her village. What does that help you understand about the girl?



## CLOSE READ

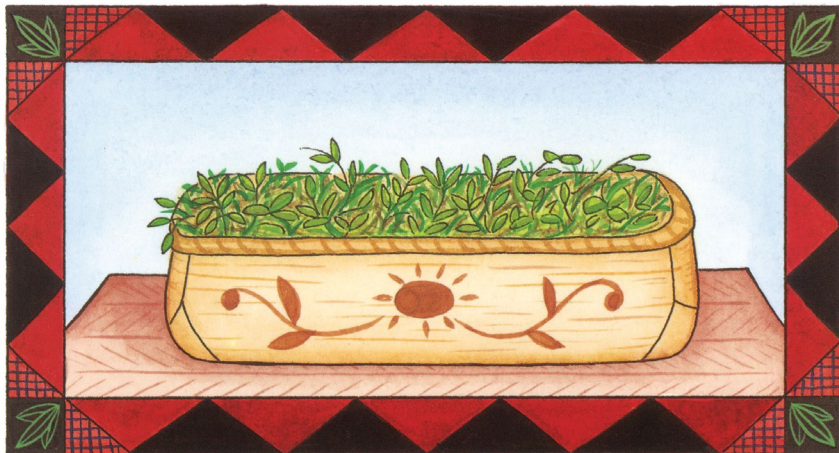


### Make Connections

**Highlight** the text that shows how the people from the village feel about the girl.

29 The people from her village—even some of the sick ones—ran out when they heard her cry. They carried her back to her lodge and wrapped her swollen and bleeding feet in thick, warm deerskins.

30 Because of the *mash-ki-ki*, the people were healed. The little girl remained weak for a long, long time, but soon after the snow melted, she too recovered.





## CLOSE READ



### Discuss Author's Purpose

Underline the text that shows what the girl and her brother find when they search for her moccasins.

- 31 When the forest turned green, she and her brother went to search for her lost moccasins. What they found there filled them with wonder.
- 32 On the very spot where she had lost her moccasins and wherever she had stepped with her bleeding feet, beautiful new flowers grew. They were pink and white and shaped just like the little moccasins the girl had worn on her journey.



33 The Ojibwe people named the new flower *ma-ki-sin waa-big-waan*, which means the moccasin flower. Today it is also called the lady slipper. The people gave the little girl her name, too, “*Wah-Oh-Nay*,” or “Little Flower,” because although she was as strong as a bear, fast as a rabbit, and smart as a fox, she was also as lovely and rare as a wild spring flower.

### Fluency

Practice reading with fluency. Read aloud paragraphs 14–19 several times with a partner. Read the dialogue with feeling, or prosody. Read in a different voice for the old woman and the little girl to show their points of view.





## Develop Vocabulary

**MY TURN**

Write the word from the box that belongs in each word group.

admiration exhausted medicines messenger moccasins

- \_\_\_\_\_ boots slippers
- tired weary \_\_\_\_\_
- mail carrier \_\_\_\_\_ delivery person
- respect approval \_\_\_\_\_
- cures remedies \_\_\_\_\_



## Check for Understanding



**MY TURN** Look back at the text to answer the questions. Write the answers.

1. What are some clues that this story is a legend?

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2. Find an example of a word or phrase from a language other than English in this story and tell what it means. How does the author help you understand the meaning of these words?

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3. What evidence from the text supports the idea that the girl puts the needs of her village above her own needs? Is that a good way to live? Why or why not?

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## Discuss Author's Purpose

Authors write for different reasons, or purposes. They may write to entertain readers or to give information. Authors use the structure of a text to make it fun to read. For example, an author may start with a problem and wait to the end to tell how it turned out.


**MY TURN**

Go to the Close Read notes. Underline details that help you discuss the author's purpose. Then complete the chart.

Paragraph	What did you underline?	What was the author's purpose?
1		
24		
32		



# Make Connections

You make all kinds of connections when you read. Some of the connections you can make include:

- Connections to personal experiences
- Connections to other texts
- Connections to society



## MY TURN

Go back to the Close Read notes and highlight text evidence. Then complete the chart. For each example, tell if you made a connection to your own experience, other texts, or society.

When I read ...	I made connections to ...
how close the girl feels to her village,	
about the northern lights,	
how the people from the village take care of the girl,	

## Reflect and Share

### Write to Sources

*The Legend of the Lady Slipper* is a story that explains why a flower grows. Think about other stories you have read in the unit. On a piece of paper, write a paragraph to tell why you think people make up stories to explain things.



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### Focus on One Idea

Your opinion paragraph should focus on one central idea.

- All sentences should relate to the central idea.
- Develop your idea with specific details.

Begin your paragraph with a sentence that states your central idea. Use details from the texts to support it. Use linking words, such as *because* and *also*, to connect ideas.

---

### Weekly Question

**What stories do people tell to understand the world around them?**



I can use language to make connections between reading and writing.

My  
Learning  
Goal



## Academic Vocabulary

**Synonyms** mean the same thing. **Big** and **large** are synonyms. **Antonyms** have opposite meanings. **Dark** and **light** are antonyms. Sometimes you can figure out a word by looking for a synonym or an antonym near it.



Find a synonym or antonym for each highlighted word. Then explain what the word means.

The girl **communicates** with her brother. They tell each other everything.

Underline a synonym. **Communicates** means \_\_\_\_\_.

Finding a cure is the **purpose** for the journey. It is a good reason to go.

Underline a synonym. **Purpose** means \_\_\_\_\_.

The girl **maintains** hope. She does not lose it.

Underline an antonym. **Maintains** means \_\_\_\_\_.

The brother **believes** in the girl. He does not doubt her.

Underline an antonym. **Believes** means \_\_\_\_\_.



## Read Like a Writer, Write for a Reader

Authors organize their stories with a structure. They include a beginning to start the action and an ending to finish it.

Structure of <i>The Legend of the Lady Slipper</i>	What This Tells Me
<p><b>Beginning:</b> “Once there was a young girl . . . “Then one day a terrible disease struck.”</p>	<p>I learn who the story is about and what happens to start the action.</p>
<p><b>End:</b> “Because of the <i>mash-ki-ki</i>, the people were healed.”</p>	<p>I learn how the action ends.</p>



### MY TURN

Write a sentence that could begin a story you might write. Then write a sentence that ends the story.

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# Spell Words with Comparative Endings

To spell words with endings, spell the base word and then the ending. A base word sometimes changes when an ending is added. Notice the spelling changes in **busy** and **hot** when you add endings.



**MY TURN**

Write the Spelling Words in the blanks.

1. Be nice, not \_\_\_\_\_.

Add **-er** and **-est** to that word:

\_\_\_\_\_

2. He is poor, not \_\_\_\_\_.

Add **-er** and **-est** to that word:

\_\_\_\_\_

3. She is resting, not \_\_\_\_\_.

Add **-er** and **-est** to that word:

\_\_\_\_\_

4. It is the \_\_\_\_\_ day of the year!

5. Ouch! I bumped my \_\_\_\_\_.

6. Come \_\_\_\_\_ with us!

**Spelling Words**

mean

meaner

meanest

rich

richer

richest

busy

busier

busiest

hottest

**My Words to Know**

head


along



## Verbs: Past Tense and Future Tense

**Verbs** can tell when actions happen. **Past tense verbs** tell what happened in the past. Many past tense verbs end with **-ed**. **Future tense verbs** tell what will happen in the future. They use **will** before the verb.

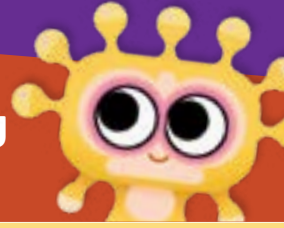
Verb	Past Tense	Future Tense
learn	Last week we <b>learned</b> about whales.	Next week we <b>will learn</b> about sharks.
cook	Jo <b>cooked</b> dinner last night.	She <b>will cook</b> again tonight.
visit	Last fall we <b>visited</b> Ohio.	Next fall we <b>will visit</b> Maine.

 **MY TURN** Edit this draft by crossing out the incorrect verbs and writing the correct verbs above.

I will finish my book a week ago. Last night I will call my cousin to tell her about it. My cousin said she went to the library tomorrow. She borrowed the book to read next week.

I can use figurative language and sound devices to write poetry.

**My  
Learning  
Goal**



## Imagery

A poet often uses words that help the reader imagine what something looks like. The words paint a picture in the reader's mind. These “word pictures” are called imagery.

A ruby red apple  
hung high from a tree

Can you picture an apple that is as red as a jewel? Is it dangling from a high tree branch? That is imagery.



**MY TURN**

Fill in the chart below using two poems from your classroom library.

Title of Poem	Example of Imagery	What I Picture

## Sensory Details

A poet uses **sensory details**. Sensory details describe what you see, hear, taste, smell, and touch.

See: A **ruby red** apple

Hear: and heard a **sharp crunch**

Taste: That **juicy** red apple / Made me a **sweet** lunch.

Smell: **sweet cinnamon** bread baking

Touch: tossing and turning on the **lumpy** pillow



**MY TURN**

Plan sensory details to use in your poem. Some senses may have more details.

<b>Topic:</b>
<b>See:</b>
<b>Hear:</b>
<b>Taste:</b>
<b>Smell:</b>
<b>Touch:</b>



## Word Choice

Poets carefully choose their words. They choose interesting, colorful words that sound good together. They choose words that help the reader see their ideas.

The cat

The little black cat

Slept on a mat

Snoozed peacefully on a mat.



Add or change words to improve this sentence. Choose words that are more interesting to help readers see the idea better.

A flower grew in a lot.



Use interesting words as you compose your poem.