

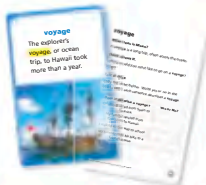


TARGET VOCABULARY

voyage
lava
rippled
arrival
guided
twisted
aboard
anchor
spotted
bay

Vocabulary Reader

Context Cards



L.3.6 acquire and use conversational, general academic, and domain-specific words and phrases

Vocabulary in Context

1 **voyage**

The explorer's **voyage**, or ocean trip, to Hawaii took more than a year.



2 **lava**

Hawaii's islands formed from **lava**, or hot melted rock from volcanoes.



3 **rippled**

This lava in Hawaii **rippled** into tiny black waves as it cooled.



4 **arrival**

When visitors first come to Hawaii, their **arrival** is welcomed.



- ▶ Study each **Context Card**.
- ▶ Tell a story about two or more pictures, using the Vocabulary words.

5 **guided**

This man **guided**, or led, tourists through a park in Hawaii.



6 **twisted**

These girls **twisted** wire around flowers to attach them to crowns.



7 **aboard**

Each racing canoe has six people **aboard**. They are seated in the boat.



8 **anchor**

A heavy **anchor** holds this boat in place when the boat is stopped.



9 **spotted**

The tourists **spotted**, or caught sight of, whales in the ocean near Hawaii.



10 **bay**

People can swim, snorkel, or sail in the gentle waters of this **bay**, or inlet.



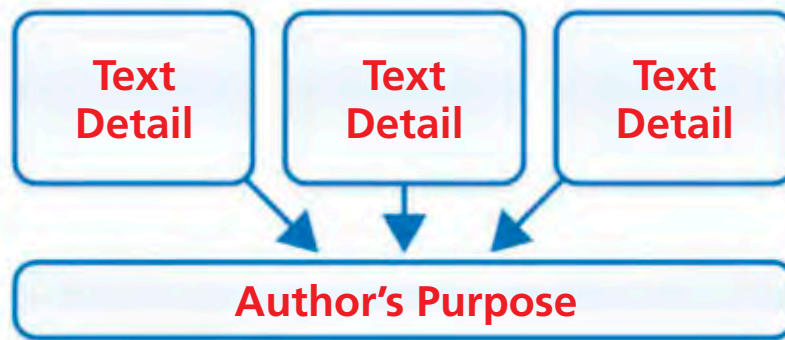


Read and Comprehend



✓ TARGET SKILL

Author's Purpose As you read *Dog-of-the-Sea-Waves*, think about how the author describes Hawaii. Write details and text evidence in a chart like the one below. Then use the information to help you figure out the **author's purpose**, or reason, for writing the story.



✓ TARGET STRATEGY

Question As you read, ask yourself **questions** about the text if there is something that you do not understand. Use text evidence to help you answer your questions.

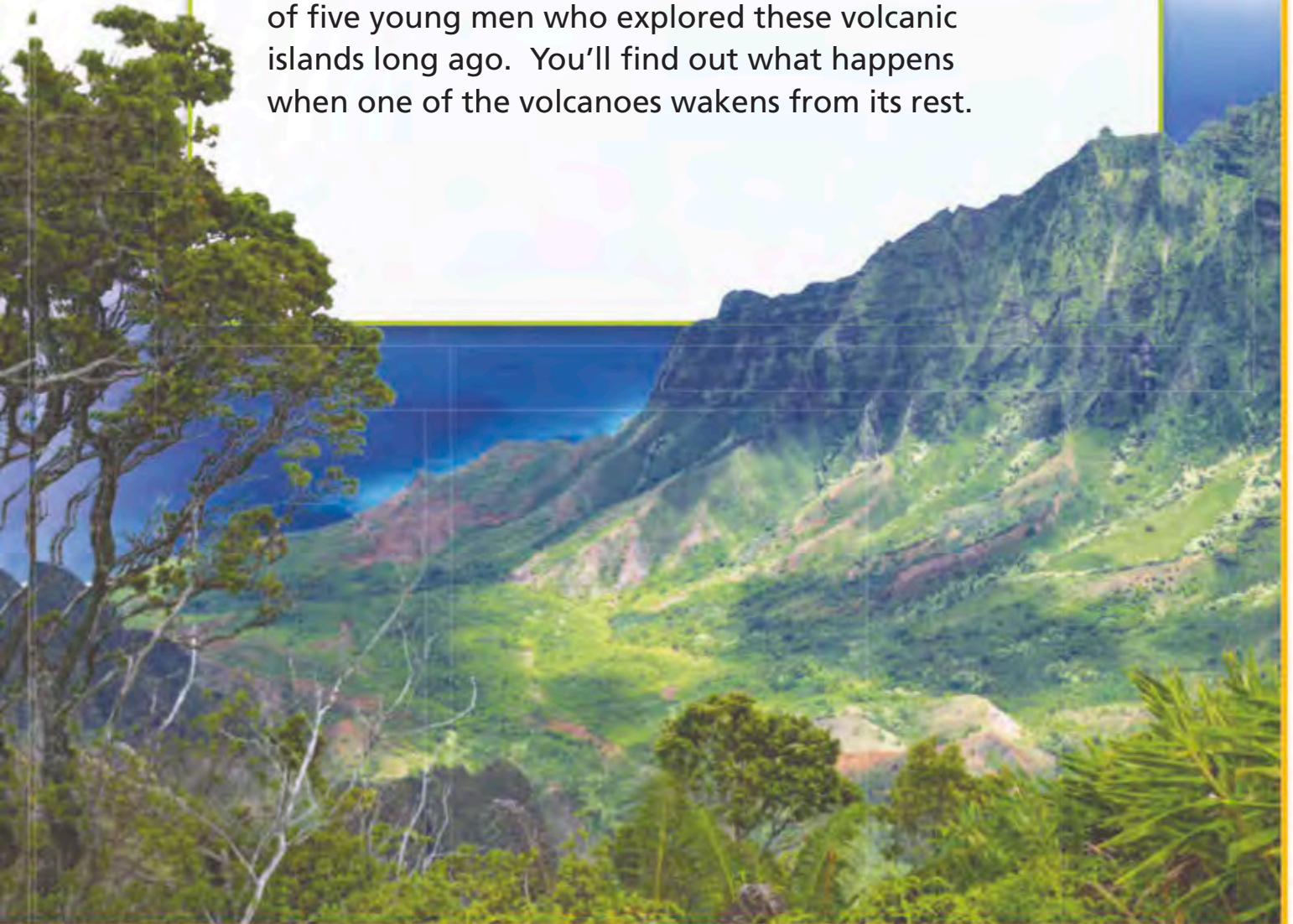


PREVIEW THE TOPIC

Volcanoes

The Hawaiian Islands are lush, green, and beautiful. It is hard to believe that they were formed from red-hot bubbling rock rising from deep inside the earth. When the melted rock cooled, it hardened into land and formed islands. Plants such as palms and animals such as seals found their way to the islands. Eventually, people did, too.

In *Dog-of-the-Sea-Waves*, you'll read a story of five young men who explored these volcanic islands long ago. You'll find out what happens when one of the volcanoes awakens from its rest.



ANCHOR TEXT



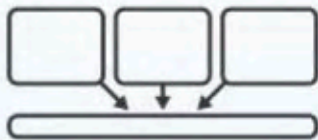
MEET THE AUTHOR AND ILLUSTRATOR

James Rumford

A longtime resident of Hawaii, James Rumford hopes his readers will learn *aloha 'āina*, or “to cherish these islands,” as much as he does. Scattered throughout the pages of *Dog-of-the-Sea-Waves* are drawings of plants and animals that are found in Hawaii. Many of them are at risk of dying out. Rumford included these to show that Hawaii’s natural beauty needs our protection.

✓ TARGET SKILL

Author’s Purpose Use text details to figure out why an author writes a selection.



✓ GENRE

Realistic fiction is a story that could happen in real life. As you read, look for:

- ▶ realistic characters and events
- ▶ a plot with a beginning, a middle, and an ending
- ▶ details that help the reader picture the setting



RL.3.1 ask and answer questions to demonstrate understanding, referring to the text; **RL.3.7** explain how illustrations contribute to the words; **RL.3.10** read and comprehend literature



Dog-of-the-Sea - Waves

By James Rumford

ESSENTIAL QUESTION

What changes do volcanoes cause?



Five brothers explore the Hawaiian Islands. Manu, the youngest brother, saves the life of an injured seal and the two become friends. When it's time for the brothers to go home, Manu is unsure if he'll ever see his friend again.



O'ahu Tree Snail



In the days when the sun, the moon, and the stars **guided** birds with seeds in their bellies to these islands, when ocean waves brought driftwood teeming with life, when storms brought frightened birds in the clouds and insects on the wind, the Hawaiian Islands grew green and lush.

The streams and lagoons **rippled** with fish. And the forests flashed with the feathers of birds and the rainbow wings of insects.



Belted Wrasse



The Hawaiian Islands welcomed all life that made the long, long journey to its shores, and some two thousand years ago, they embraced the first people to come.

In those days of first canoes, first footprints, first campfires, there were five brothers who came from their home far to the south to explore these islands. They were Hōkū, who loved the stars, Nā'ale, who loved the sea, 'Ōpua, who loved clouds, Makani, who loved the wind, and Manu, who loved birds.



Kamehameha Butterfly

One night, soon after their **arrival**, Hōkū said, “See, my brothers, that new star I’ve discovered? It always points north!”

Everyone except Manu looked up at the sparkling North Star. Everyone except Manu began talking excitedly about all the other new things they had discovered.

“New things!” Manu exclaimed. “I miss the old things. Where are the coconuts, the bananas, the sweet potatoes? And how about the pigs, the chickens, the dogs?”

“We’ll go home and bring these things back here with us,” said Hōkū.

“We’re coming back?” Manu cried. “I don’t want to come back. I just want to go home.”

But home was a long ocean **voyage** away, and there was much to do before they could leave—food and water to gather and sails to repair. So no one spoke.





The next day, as the brothers were exploring a lagoon, Manu spotted an animal lying at the water's edge.

“It’s a dog, my brothers! A dog!”

At last! Something familiar in this strange land.

But when they got close, they saw that it was like no dog they had ever seen before. It had flippers for legs, a fish’s tail, and the body of a dolphin. And it was badly hurt.

Manu tried to calm the animal. He brought cool water and cleaned the wound. He built a shelter against the sun and kept the fur wet with seawater.

The brothers left Manu. They had no time for an animal that was going to die. They had to prepare for the long sea voyage home.

But the animal didn't die.

"I will call you 'Dog-of-the-Sea-Waves,'" Manu said on the third day, as he fed him fish.

At the end of the week, the two had their first swim together, and before long, they were playing tag in the waves. Manu made up a silly chant:

Dog-of-the-Sea-Waves,
Dog-with-no-paws,
Dog-with-no-ears,
Dog-with-no-wag,
We're friends!



Granulated Cowry

Manu giggled, and Dog-of-the-Sea-Waves tickled his cheek with his whiskers.





“Come help me dry berries and roots for the voyage home,” called Hōkū.

“We need fish,” scolded Nā’ale.

“There’s water to gather,” scowled ‘Ōpua.

“And sails to repair,” cried Makani.

But Manu pretended not to hear. Instead he and Dog-of-the-Sea-Waves played together and got into all kinds of trouble. They terrorized the fish Nā’ale was trying to catch. They made a mess of the beach where Hōkū was drying food. They played with Makani’s ropes and accidentally pulled ‘Ōpua’s gourds off the boat, tripping Makani, who fell into the water.

No one laughed. The two were separated, and Manu was put to work.

Manu gathered berries for Hōkū. He caught fish for Nā'ale. He fetched water for 'Ōpua. He **twisted** rope for Makani. But every evening after his work was done, he slipped off to meet his friend, and they played in the waves until it got too dark to see. Then Manu swam ashore, and Dog-of-the-Sea-Waves went hunting for food.

After many months of hard work, the boat was finally ready to leave. At the last moment, Manu dived into the water to say goodbye to Dog-of-the-Sea-Waves. As the brothers yelled for Manu to get **aboard**, Dog-of-the-Sea-Waves brushed his whiskers against Manu's cheek, then disappeared beneath the waves.



Hawaiian Raspberry



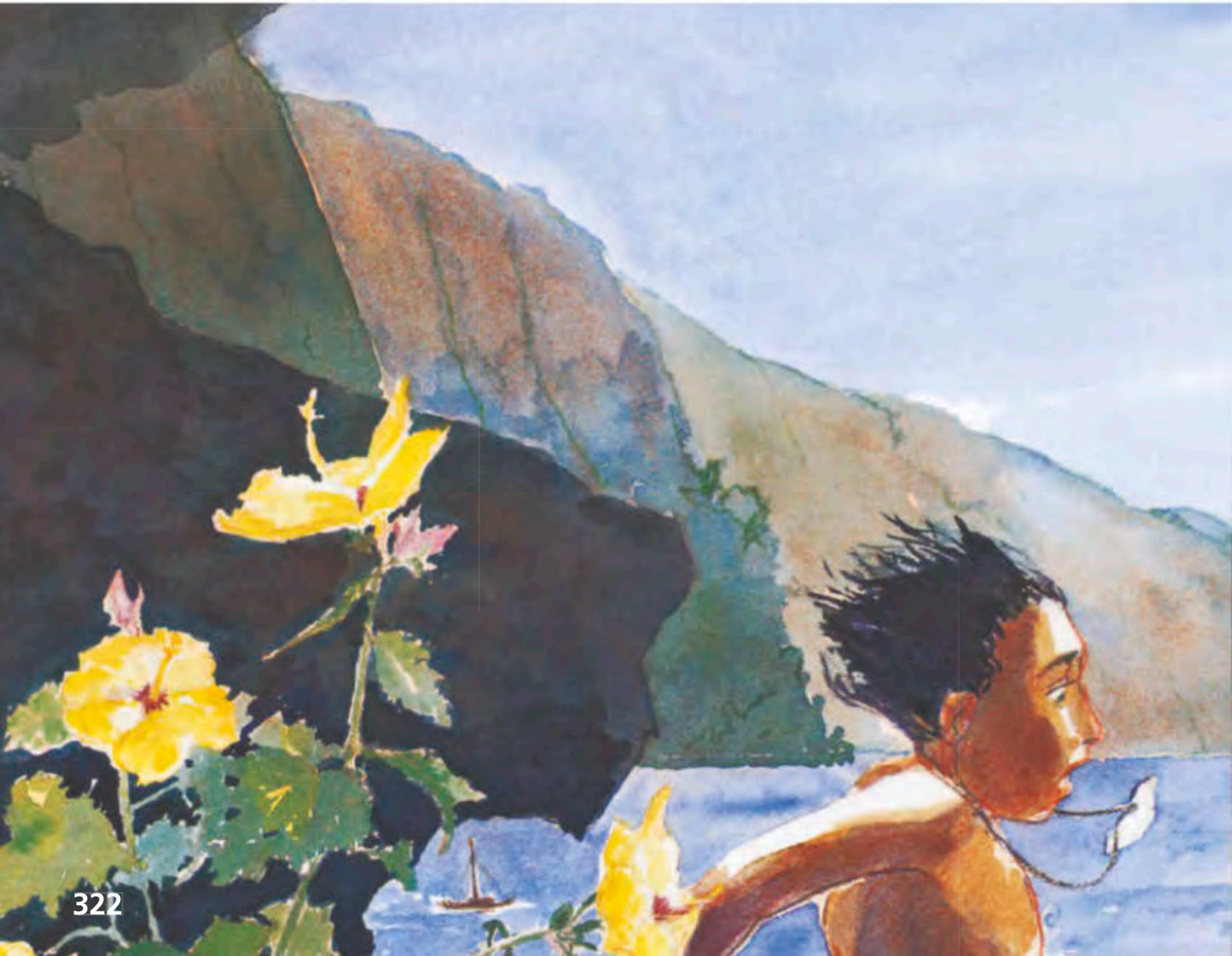
The brothers sailed down the island chain. When they came to the last island, 'Ōpua said, "Is that a cloud on the side of that mountain, or smoke? Let's go see."

Curious, the brothers anchored their boat in a quiet bay and swam ashore.

Halfway up the mountain, Makani felt a warm wind and hesitated. But his brothers told him not to worry.

After a few more steps, Manu noticed that the birds were silent. But his brothers paid no attention.

Then—a jolt!



The earth heaved up and slammed the brothers to the ground. Deep cracks appeared, then flames.

Hōkū grabbed Manu's hand, and the brothers fled down the slope. But a river of fire cut them off from the sea and forced them to the cliffs.

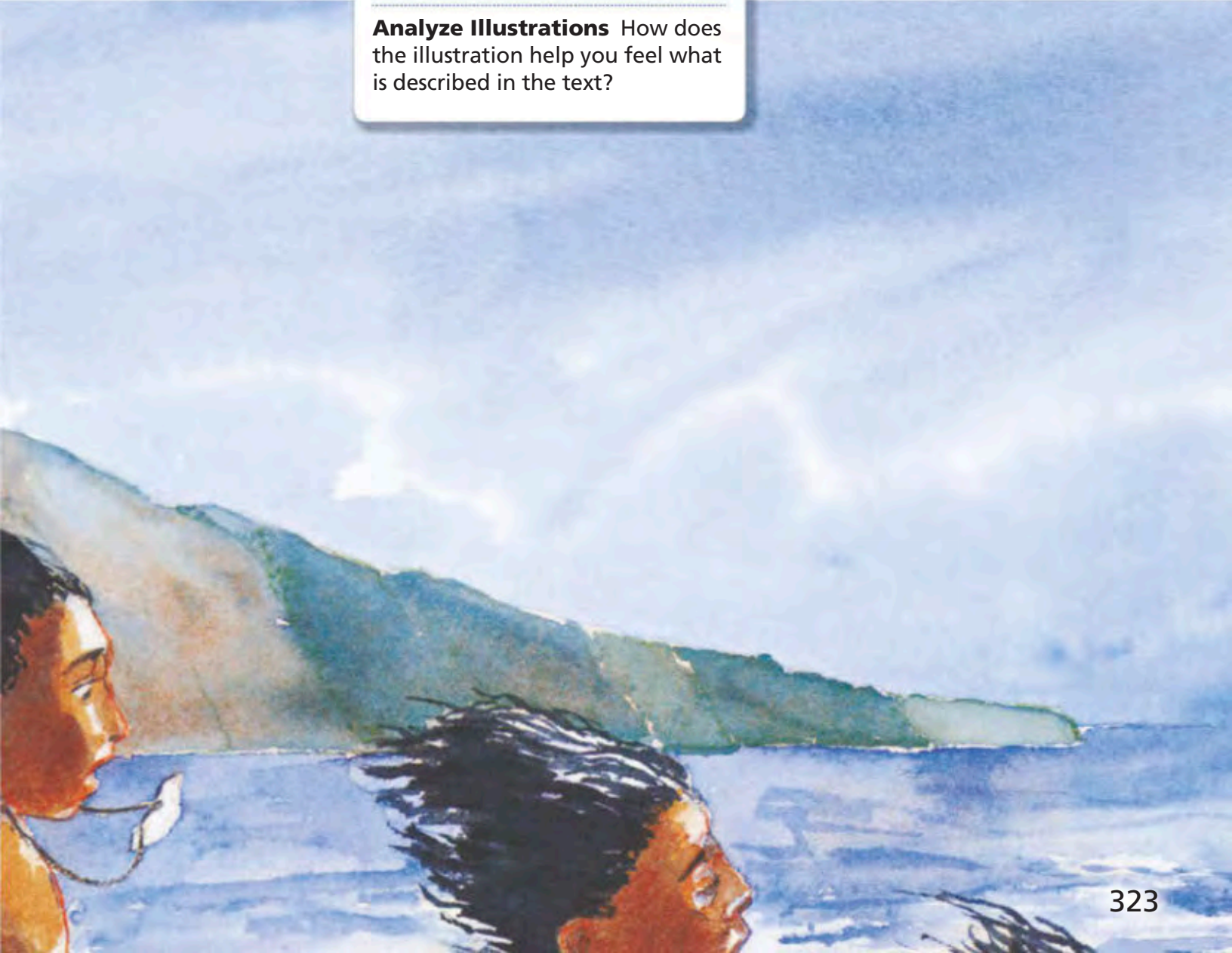
The earth shuddered, and the five brothers jumped—into the sea far below.



Wekiu Bug

ANALYZE THE TEXT

Analyze Illustrations How does the illustration help you feel what is described in the text?





But the sea they landed in was a monster. It thrashed from the earthquakes. It hissed from the burning lava. It lashed out at the brothers and grabbed Manu. In an instant, he was gone.

Makani filled his lungs with air and went to the very depths of the ocean, but there was no sign of Manu. 'Ōpua, with his voice like thunder, shouted for Manu above the crashing waves, but there was no answer. Nā'ale, who loved the sea, begged it to be calm, but it wouldn't listen.



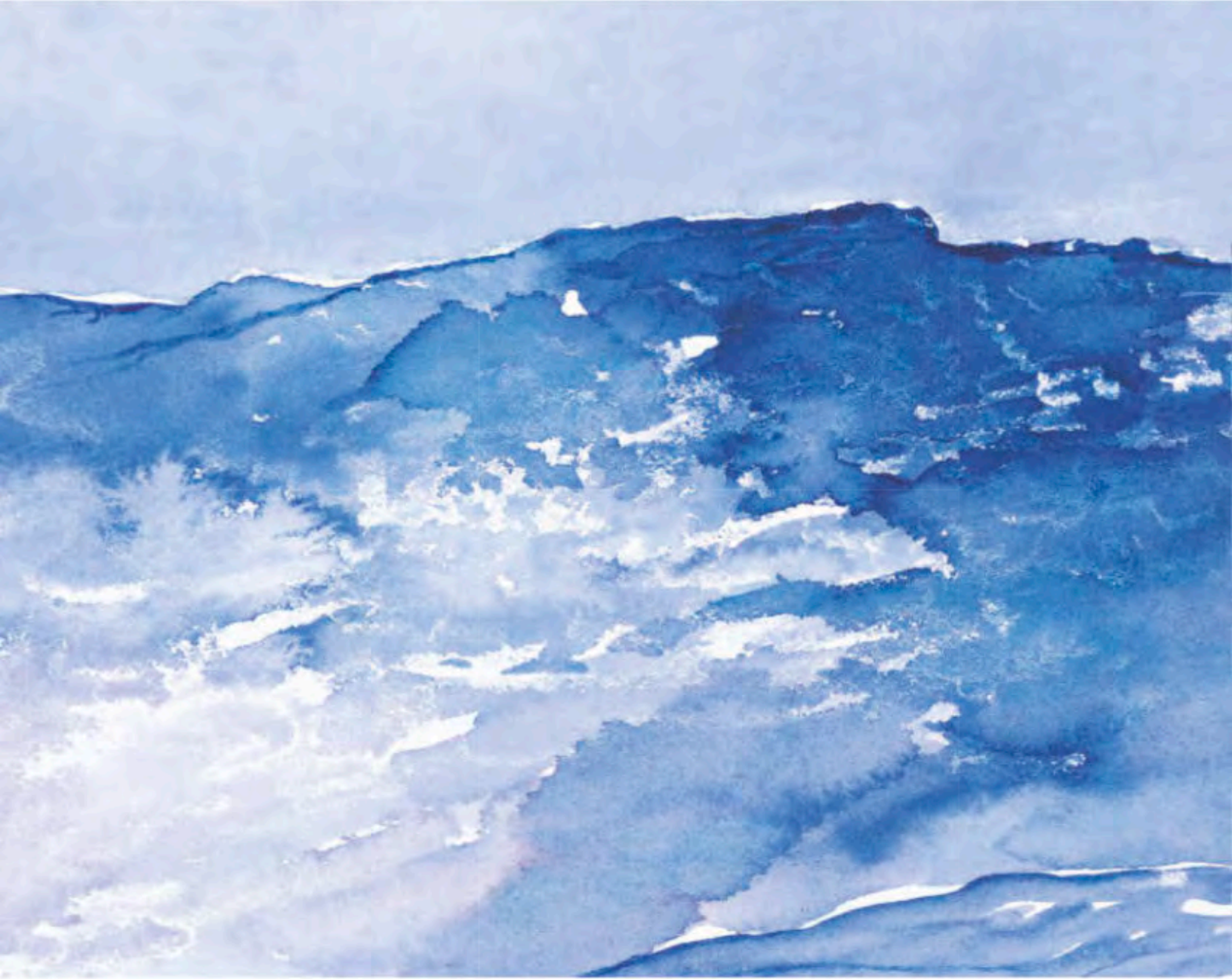
Dragon Moray

All this time, Manu was fighting to get to the surface, but the sea wouldn't let go. Then he felt the whiskers. Manu clasped his arms around Dog-of-the-Sea-Waves, and up they went.



Pompom Crab





It was Hōkū who spotted them. The brothers raced toward Manu and cradled him above the waves.

“Manu, Manu,” they cried over and over as they made their way to the boat. And to Dog-of-the-Sea-Waves they chanted their thanks:

Dog-that-swims-the-depths,
Dog-that-braves-the-currents,
Dog-that-knows-the-sea,
Dog-that-cares-for-our-brother.



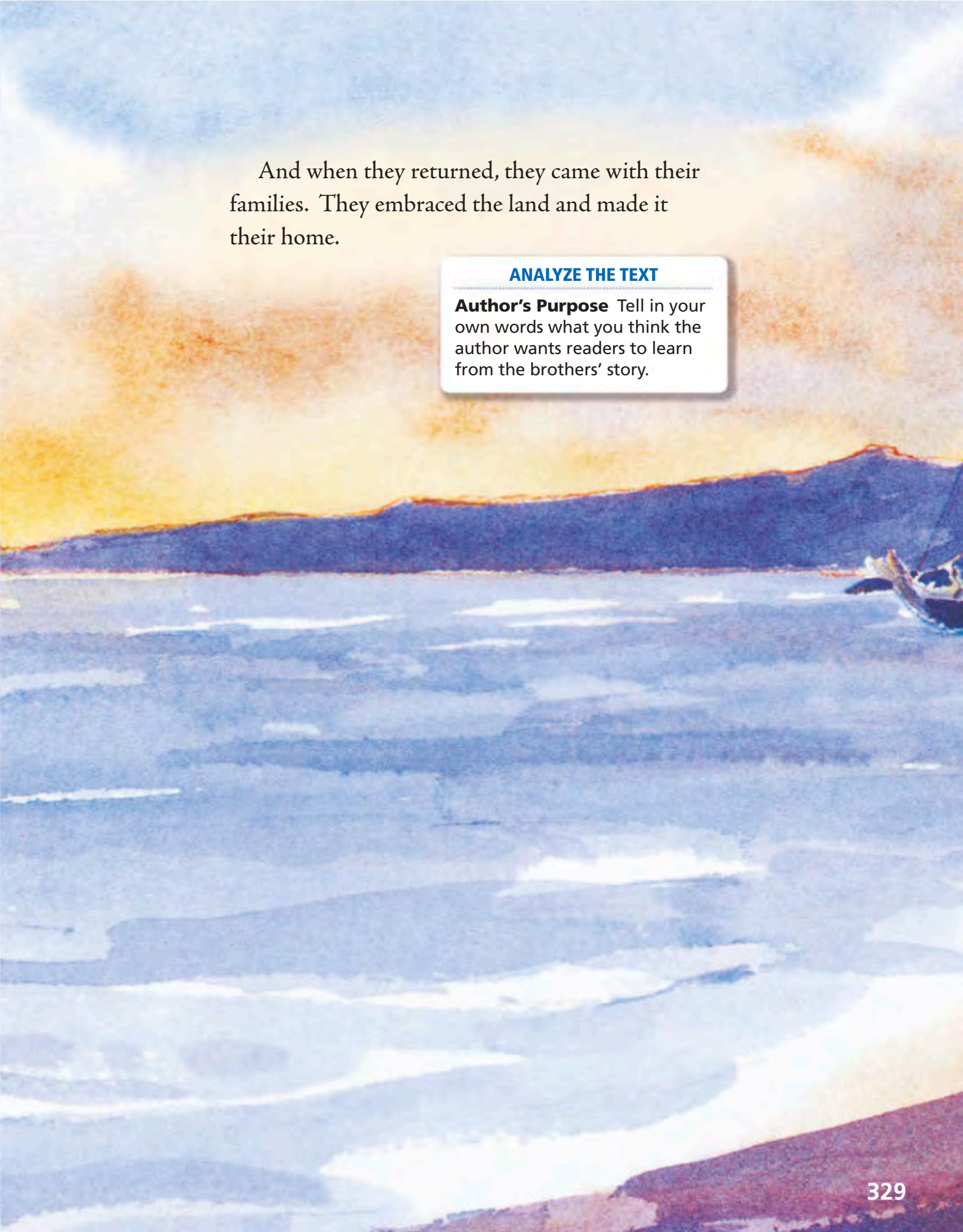
The brothers then weighed **anchor** and headed for the southern sea and home. Manu stood on the deck and listened to Dog-of-the-Sea-Waves barking goodbye.

“We’ll be back,” Manu shouted.



Happyface Spider





And when they returned, they came with their families. They embraced the land and made it their home.

ANALYZE THE TEXT

Author's Purpose Tell in your own words what you think the author wants readers to learn from the brothers' story.



Dig Deeper

How to Analyze the Text

Use these pages to learn about Author's Purpose and Analyzing Illustrations. Then read *Dog-of-the-Sea-Waves* again to apply what you learned.

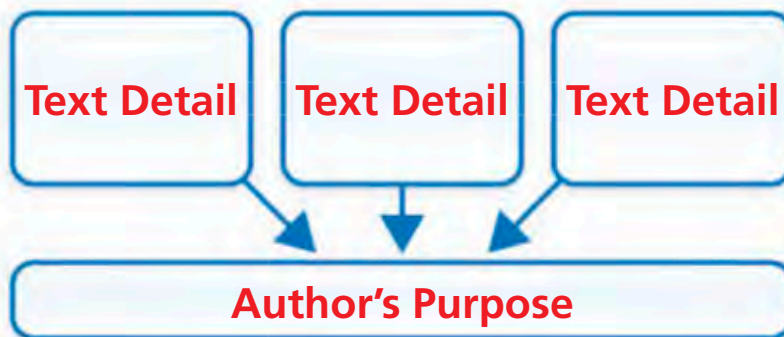
Author's Purpose

Authors write for different reasons. The **author's purpose** may be to inform, to persuade readers to do or believe something, to describe, or to entertain.

Sometimes an author has more than one purpose.

To help identify the author's purpose, think about text evidence in the story. Why were certain details included?

Look back at page 316 in *Dog-of-the-Sea-Waves*. On this page the author sets the scene and introduces you to the characters. You can already tell that it is a story of long ago. As you read, think about how other details point to the author's reason for writing.



RL.3.1 ask and answer questions to demonstrate understanding, referring to the text; **RL.3.7** explain how illustrations contribute to the words

Analyze Illustrations

Illustrations like the paintings in *Dog-of-the-Sea-Waves* show the events of a story. They can also create a **mood**, or feeling, for the story. For example, in the illustration on page 324, the brothers look frightened. The dark blue waves are high and dangerous. Manu is being carried away by the sea. The mood is tense and scary.



Your Turn



RETURN TO THE ESSENTIAL QUESTION



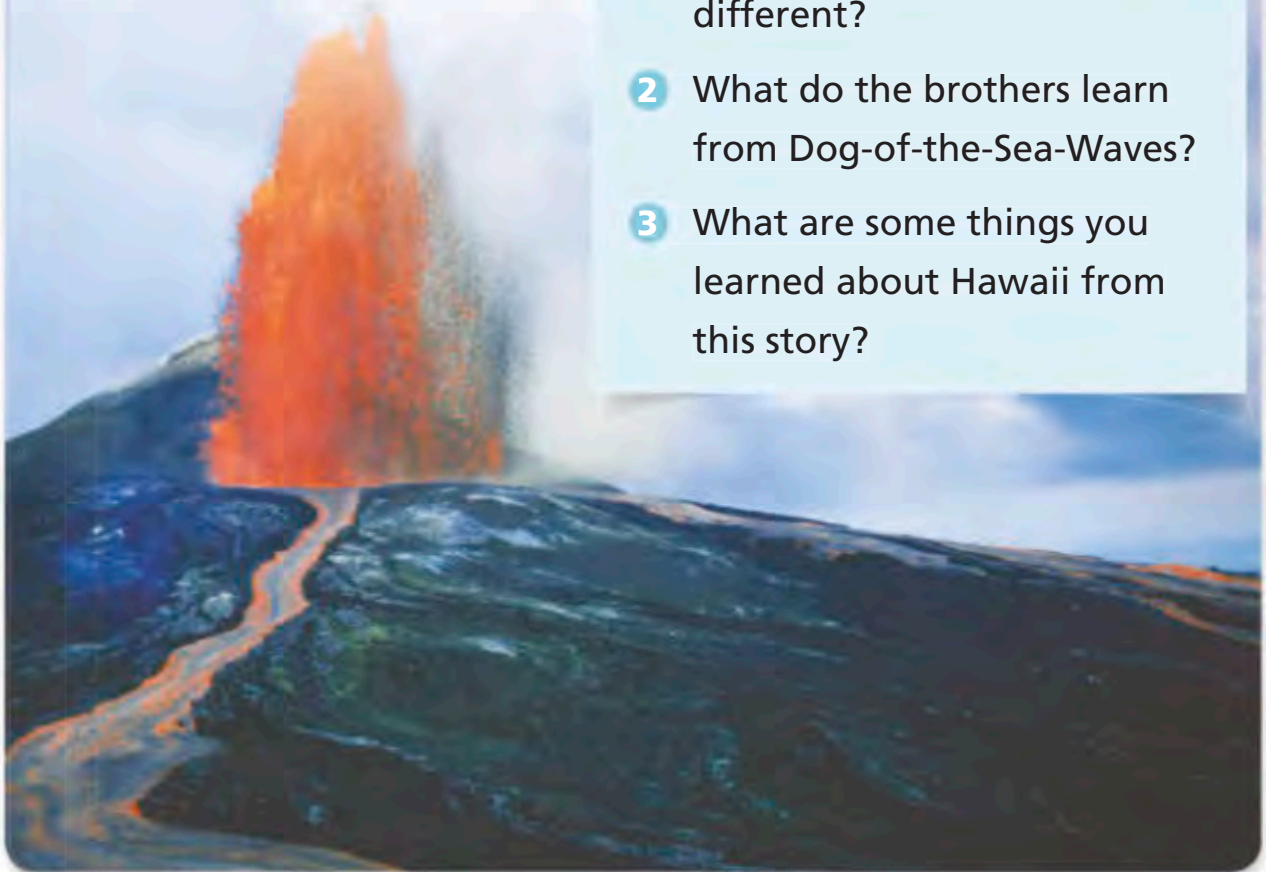
Review the story with a partner to prepare to discuss this question: *What changes do volcanoes cause?* Take turns speaking and listening carefully. Support your ideas with text evidence from the story.



Classroom Conversation

Continue your discussion of *Dog-of-the-Sea-Waves* by explaining your answers to these questions:

- 1 In what ways is Manu like his brothers? In what ways is he different?
- 2 What do the brothers learn from *Dog-of-the-Sea-Waves*?
- 3 What are some things you learned about Hawaii from this story?



WRITE ABOUT READING

Response Describe how the brothers feel about Dog-of-the-Sea-Waves when they first find him near the beginning of the story. How do they feel toward him in the middle of the story? How do their feelings change by the end? Write a paragraph that answers these questions. Use text evidence to support your answers.



Writing Tip

Organize the ideas in your paragraph in sequence. Use linking words and phrases such as *at first*, *then*, *later*, and *in the end* to show how the ideas are related.



RL.3.1 ask and answer questions to demonstrate understanding, referring to the text; **W.3.2a** introduce a topic and group related information/ include illustrations; **W.3.2b** develop the topic with facts, definitions, and details; **W.3.2c** use linking words and phrases to connect ideas within categories of information; **W.3.10** write routinely over extended time frames or short time frames; **SL.3.1a** come to discussions prepared/ explicitly draw on preparation and other information about the topic; **SL.3.1d** explain own ideas and understanding in light of the discussion

Lesson 24

INFORMATIONAL TEXT



✓ GENRE

Informational text gives factual information about a topic. This is a magazine article.

✓ TEXT FOCUS

A **diagram** is a drawing that shows how something works.



informational texts

RI.3.7 use information gained from illustrations and words to demonstrate understanding; **RI.3.10** read and comprehend

The Land Volcanoes Built

by Patricia Ann Lynch

The islands of Hawaii spread over many miles of ocean. Eight large islands and 124 small ones are in the chain.

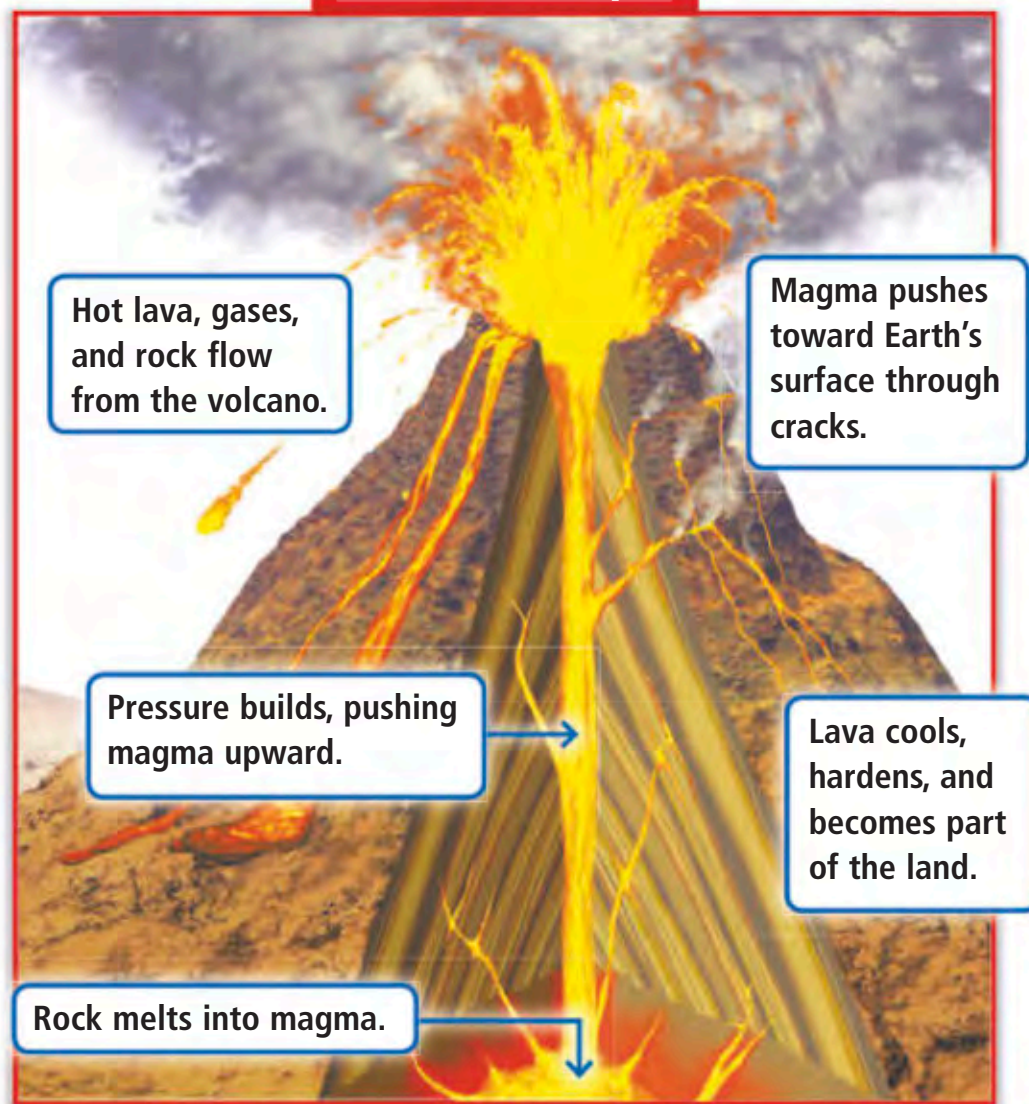
Each island is really the top of a mountain that pokes out of the sea. How were these islands formed? The answer is *volcanoes*.

What Is a Volcano?

A volcano is an opening, or vent, that goes deep into Earth. Deep within Earth it is so hot that rock melts. The melted rock is called magma.

Sometimes magma is pushed up and pours out of the volcano. Then the magma is called lava. The lava cools and hardens. It builds up. Over time, it can form a tall mountain. Each of the Hawaiian Islands formed in this way.

A Volcano Erupts



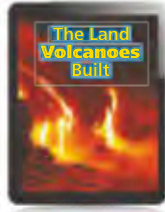
Life Arrives

At first, the islands were bare. Waves rippled on empty shores. Life came much later. Wind and water carried plant seeds. Sea animals such as monk seals swam there. Other animals made the voyage aboard objects floating in the sea. The arrival of birds brought song.

The first people paddled in canoes from other islands. The stars guided them across the Pacific Ocean. The travelers spotted the islands. They dropped anchor in a calm bay and came ashore. The new islands were good places to live. There was plenty of fresh water to drink and lots of food. The leaves of the coconut tree could be used to build thatched shelters. Coconut husks could be twisted into strong ropes. These people became the first Hawaiians.

People from China, Japan, Samoa, the Philippines, and other countries live in Hawaii today.

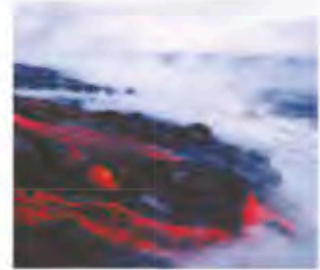




Compare Texts

TEXT TO TEXT

Compare Descriptions Think about the way the volcano erupted in *Dog-of-the-Sea-Waves*. With a partner, compare and contrast that description with what you learned about volcanoes in *The Land Volcanoes Built*. Use evidence from both texts to explain your ideas.



TEXT TO SELF

Write About It Imagine you are one of the brothers in *Dog-of-the-Sea-Waves*. Write to describe what you might see when you arrive at one of the islands. Use the information from *Dog-of-the-Sea-Waves* and *The Land Volcanoes Built* to guide you.

TEXT TO WORLD

Analyze Relationships Review *Aero and Officer Mike* from Lesson 14 with a partner. Think about the relationship Officer Mike has with Aero. How is their real-life relationship similar to Manu's relationship with Dog-of-the-Sea-Waves? How is it different? Discuss your answers with your partner.



RI.3.1 ask and answer questions to demonstrate understanding, referring to the text; **RI.3.1** ask and answer questions to demonstrate understanding, referring to the text; **RI.3.9** compare and contrast important points and details in texts on the same topic; **W.3.10** write routinely over extended time frames or short time frames

Grammar



Complex Sentences A **complex sentence** has two parts. The main part could stand alone as a simple sentence. The other part is called a **dependent clause**. It could not stand alone as a sentence because it does not express a complete thought. A dependent clause is joined to the main part with a connecting word called a **subordinating conjunction**. Some subordinating conjunctions are *because, after, when, and if*.

Main Part

Dependent Clause

A volcano is dangerous because its lava is hot.

The lava becomes rock after it cools.

I saw a volcano when I visited Hawaii.

You should visit Hawaii if you can.

Try This!

Copy each sentence. Then underline the main part of the sentence once. Underline the dependent clause twice.

- 1 An island forms when a mountain pokes out of the sea.
- 2 We flew to Hawaii because my grandma lives there.

Write a complex sentence for each pair of simple sentences. Use the subordinating conjunction in parentheses.

- 3 We will hike around the volcano. (if) We have time.
- 4 My grandma moved to Hawaii. (after) I was born.

Many short simple sentences in a row can sound choppy. You can make your writing more interesting if you include a few complex sentences. Here are more subordinating conjunctions you can use:

although before though until
as since unless while

You can also start a sentence with a dependent clause. Follow it with a comma.

Simple Sentence



Lava flowed from the volcano.

Simple Sentence



We stayed far away.

Complex Sentences



While lava flowed from the volcano, we stayed far away.
We stayed far away while lava flowed from the volcano.



Connect Grammar to Writing

As you revise your narrative next week, include some complex sentences. If two simple sentences sound choppy, join them with a subordinating conjunction.



W.3.3a establish a situation and introduce a narrator or characters/organize an event sequence; **W.3.3b** use dialogue and descriptions to develop experiences and events or show characters' responses; **W.3.3d** provide a sense of closure; **W.3.5** develop and strengthen writing by planning, revising, and editing

Narrative Writing

Reading–Writing Workshop: **Prewrite**



✓ Ideas Once you have chosen a topic for a story, or **fictional narrative**, explore your topic. Think about it and fill a page with ideas.



Louis decided to write a story about pioneers. He began by listing details about his characters, setting, and plot. Then he made a story map and added even more details.



Writing Process Checklist

► Prewrite

- Did I pick a topic that my audience and I will enjoy?
- Did I decide what my characters and setting are like?
- Did I plan a good beginning, middle, and ending?
- Did I think of enough details?

Draft

Revise

Edit

Publish and Share

Exploring a Topic

Who? a family in a covered wagon
mother, father, son

Where a desert

and when? about 1850

What? get stuck in a sandstorm
uncomfortable and afraid

Story Map

Setting

The desert in 1850, during a sandstorm inside a covered wagon, hot, crowded with furniture

Characters

Sam: scared, tired of waiting

Ma: hopeful

Pop: calm, cheerful, good storyteller

Plot

Beginning

Sam and his family have been stuck in a sandstorm for ten hours.

Middle

Sam is hot and scared. Pop tells him not to worry. Ma talks about their new home out West.

Ending

Pop tells Sam a story. Pop's story helps Sam relax until the storm ends.

Reading as a Writer

Which of Louis's details help you picture what is happening? What details can you add to your own story map to make the plot clear?

When I organized my fictional narrative, I added more details.

