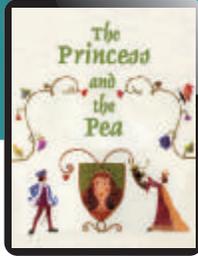


Lesson 2

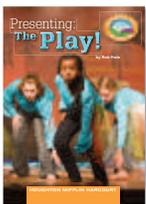
Vocabulary in Context



✓ TARGET VOCABULARY

discomfort
primitive
interior
honored
secretive
immersed
bungled
contagious
brandishing
imprinted

Vocabulary Reader



Context Cards



1 discomfort

The **discomfort** of lying in a sleeping bag on the ground can lead to a poor night's sleep.



2 primitive

Camp cabins are usually **primitive**, or very rough and simple.



3 interior

The **interior** of a tent or cabin is a good place for campers to store supplies.



4 honored

To feel **honored** is to feel proud to be given special recognition or opportunity.



COMMON
CORE

L.5.4a use context as a clue to the meaning of a word or phrase

- ▶ Study each **Context Card**.
- ▶ Use context clues to determine the meaning of each Vocabulary word.

5 **secretive**

A team may act **secretive** during a game to prevent opponents from knowing their strategy.



6 **immersed**

These students are **immersed** in a favorite book. They are thinking about little else.



7 **bungled**

This football player **bungled** the catch and missed the ball.



8 **contagious**

They tried to stay quiet, but these campers found their laughter was **contagious**.



9 **brandishing**

These soccer players are **brandishing** the trophy they won.



10 **imprinted**

This coin is **imprinted** with the image of a royal crown.



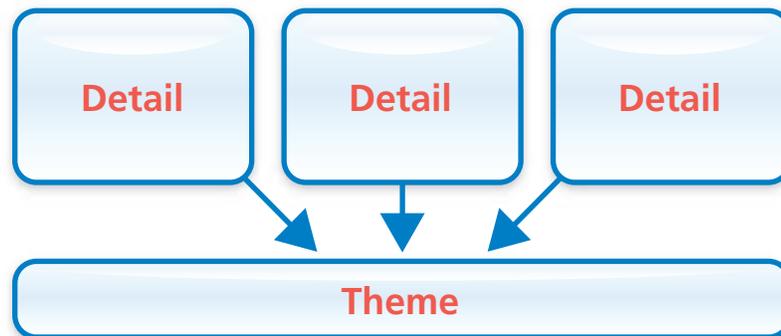


Read and Comprehend



✓ TARGET SKILL

Theme The author of a play wants to tell a good story. In most cases, he or she also wants to convey a **theme**, or a message about life or people. As you read “A Royal Mystery,” pay attention to what the characters say, what happens in the story, and any character actions or reactions. Which details in the play suggest a message or theme? Use this graphic organizer to record key details that help you determine the play’s theme.



✓ TARGET STRATEGY

Question As you fill in your graphic organizer, ask yourself **questions** about the play. Asking questions can lead to a deeper understanding of the author’s ideas. Questioning also helps you identify what you would like to know more about.

PREVIEW THE TOPIC

Performance and Visual Arts

The arts provide many different ways for people to express their ideas and feelings. In the performing arts, performers communicate directly with an audience. They might dance, play music, or act in a play. The visual arts involve something that the audience can watch or look at. Visual artists paint murals, direct movies, and create sculptures, to name just a few examples.

The selection you are about to read, "A Royal Mystery," is a play. As you read, keep in mind that the story is meant to be performed. Visualize actors moving around a stage and speaking the dialogue. What kinds of costumes might they wear? What would the set look like? Bring the performance to life in your imagination!

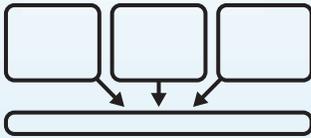
Lesson 2

ANCHOR TEXT



✓ TARGET SKILL

Theme Study the characters to determine the play's theme, or central message.



✓ GENRE

A **play** is a story that can be performed for an audience.

As you read, look for:

- ▶ text that consists mainly of dialogue
- ▶ characters' actions and feelings that are shown through dialogue
- ▶ stage directions and descriptions of settings



RL.5.2 determine theme from details/summarize;
RL.5.5 explain how chapters, scenes, or stanzas fit together to provide the overall structure;

RL.5.10 read and comprehend literature

MEET THE ILLUSTRATOR

Jessica Secheret

Jessica Secheret began drawing and painting at a very young age. "I had strange buddies that were always with me—felt pens, colored pencils, brushes, and paint," the artist says.

Today she lives and works at her studio in Paris, France. She says that drawing for magazines and books allows her to do what she loves: put her imagination on paper.



A Royal Mystery

by Audrey Carangelo

illustrated by Jessica Secheret



ESSENTIAL QUESTION

How can art and performance help people understand a text?

Camp Katahdin, a summer camp for girls and boys from seven to twelve years old, is located deep in the woods and far from any towns or cities. There are miles of nature trails, horseback riding and jumping arenas, and a wide, deep lake.

Characters:

- Misty
- Althea
- Rena
- Narrator
- Julio
- Gerard

Scene I

Setting: A tent platform at Camp Katahdin

Misty: Althea! Good to see you back at camp.

Althea: You too, Misty! Hope you don't mind that I have a new tentmate this year.

Misty: *(laughing)* No problemo! I'm sorry for being such a klutz last year! I probably cost you the trophy. I think I had problems with just about every event!

Althea: We can't all be good at everything! I'm hoping my new roomie will know how to ride a horse, unlike someone I know.

Misty: *(a little offended)* Hey, canoe-tipping doesn't help tentmates win a tournament either.

Althea: *(sheepishly)* Oh, yeah, I sort of forgot about that.

Misty: So, where is your new tentmate?

Althea: I guess she's not here yet. Keep your fingers crossed that she's not scared of horses!

Rena: *(stepping into the tent, lugging two heavy suitcases)*
Good day! Good day!

Althea: Hey! Welcome, tentmate!

Rena: *(tossing matching leather luggage onto a cot)* Umph! Gerard has packed these so heavily! And I've had to carry them myself!

Misty: *(whispering and rolling her eyes)* Uh-oh! Fancy matching luggage? That's not a good sign—but never judge a book by its cover, right?

Althea: *(eyeing the new girl warily)* Hi, I'm Althea. That's a lot of stuff there.

Misty: And I'm Misty, Althea's tentmate from last year.

Rena: Wonderful to meet you both! My name is Rena. *(looking around the tent, confused)* May I ask where the closets might be?

Althea: *(pointing to an army trunk)* You're looking at it! You ride horses?

Rena: Certainly. I'm a champion jumper. And where is the bed? I don't see one.

Althea: *(pointing to a cot)* So you can ride! Any other sports?

Rena: I've won a few archery contests. And, excuse me, . . . restrooms?

Althea: *(nodding toward the open tent flap)* Next to the showers. Impressive, Rena. I think we'll get along fine! Come on, it's time for lunch. To the mess tent!

Rena: The what?

Misty: Mess tent. It's where we eat.

Rena: Where we eat? Are you quite certain?

Althea: *(teasing and mimicking Rena's tone)* Yes. Quite. *(The girls exit, with Rena holding the flap back gingerly as she steps through.)*





Scene II

Setting: Later that evening at the entrance of the girls' tent

Narrator: The girls return to the tent, struggling under the weight of several mattresses.

Rena: I can't thank you enough for locating these extra mattresses.

Althea: (*swinging the mattresses*) No prob. Let's swing them up there. One, two, three—heave!

Rena: Earlier, I tried out that silly cot. It filled me with such **discomfort** that I'm sure I will never be able to fall asleep.

Althea: Don't worry. Lots of campers grab extra mattresses the first night.

Rena: Really?

Althea: Well, not six—but still.

Rena: Would you like one?

Althea: Nah, I'm good. Let's try and get some sleep now. We need to be on our game tomorrow. A perfect bull's-eye every time, right? (*shooting an imaginary bow*)

Scene III

Setting: A few days later, inside the girls' tent

Narrator: Rena is trying to adjust to camp life, as both girls get to know each other better.

Rena: (*entering the tent*) Ohhhh. I do so hate camping! The showers are absolutely **primitive**.

Althea: (*laughing*) That's all part of camping, right?

Rena: I wouldn't know.

Althea: I don't get why you're here, Rena. You don't seem like a summer camp kind of girl.

Rena: (*shrugging her shoulders*) I suppose you're right. This was Gerard's idea. He believes that I should meet more young people my age.

Althea: Who's Gerard?

Rena: He's . . . just Gerard. That's all. (*seeing Althea's frustration*) Well, fine then. Gerard is my temporary guardian. My parents are away for a bit, and I miss them terribly. There! Are you happy?

Althea: Whoa. Sorry, Rena. I didn't mean to upset you.

Rena: I would prefer not to talk about it. (*pauses*) So, why don't you show me more of the camp? I'd like to see those horse stables now.

Scene IV

Setting: Later the same day in the **interior** of a horse stable

Narrator: Inside the cool stable, it smells of horses and fresh hay. Sunlight filters through a row of windows as the girls visit Charger, Althea's favorite horse.

Rena: (*stepping inside and looking around*) It's so peaceful here. (*excitedly*) Oh, what a beautiful Appaloosa! I love their spotted markings, don't you?

Althea: I thought you'd like Charger. He's really smart, and just wait 'til you ride him! So, do you get to ride much where you're from? Where are you from anyway?



Rena: A city in the North.

Althea: New York? Boston?

Rena: (*interrupting*) . . . the Northwest.

Althea: Seattle? Vancouver? You're Canadian! Yeah, that makes sense with your strange accent.

Rena: Accent?

Althea: Yeah, like now. (*mimicking Rena*) Whatever do you mean by accent? (*seeing Rena's irritation*) Sorry. So, where'd you say you're from?

Rena: We move frequently. (*She looks uncomfortable.*)

Althea: Fine. Changing subject now! So, are you really a champion horse jumper?

Rena: I've been riding almost my entire life. I suppose I have quite a few trophies.

Althea: (*Her eyes light up.*) You know of the Tournament of Champions, right?

Rena: No, I've never heard of it. (*teasing*) Only every day since I stepped into the tent!

Althea: Funny. So, listen, we can get a higher team score if you jump Charger. I'll enter the softball throw instead.

Rena: I would be **honored** to jump Charger. And don't worry, Althea, I vow to help you win that trophy this year.

Althea: Super! But for now, we've won the honor of mucking out the horse stalls. (*handing Rena a pitchfork*)

Rena: Excuse me? Did you say muck out? (*sputtering*) Please say you're joking! What's that odor?

Althea: Just part of camping!



Scene V

Setting: Early morning in the last week of summer camp

Narrator: The campers are preparing for the day's tournament events. Althea rests on her cot, reading a book of fairy tales.

Althea: *(to herself)* That's it! Now I know why Rena is being so **secretive**.

Rena: *(entering the tent)* Is that right? First of all, I don't have secrets. I simply choose not to share certain things.

Althea: Sorry. I didn't mean to offend you. I'm just trying to figure you out.

Rena: Figure me out? *(angrily)* Perhaps you should figure yourself out! For example, why is it so important for you to win some silly trophy? Oh, dear! Forgive me for shouting. That was very rude.

Althea: You weren't exactly shouting.

Rena: I must run now. *(picking up a towel)* I promised that I would take swimming lessons, but now I'm late.

Althea: Wait, Rena. I know you hate swimming and that you're only taking lessons because you said you'd help me win.

Rena: Well, I also hate breaking promises. *(looking hurt)* I must ask, though, what do you mean, help you win? Have I made the mistake of assuming that we are a team?

(Rena exits.)



ANALYZE THE TEXT

Characterization How are Althea and Rena alike and different? What does the author do to show readers that Althea and Rena have distinct personalities?

Scene VI

Setting: In the girls' tent later that same morning

Narrator: Rena walks into the tent still wearing her swimming cap. Althea looks up from her reading. She's still **immersed** in the book of fairy tales.

Althea: Enjoy the lake?

Rena: Lake? Is that what you call that dreadful little mudhole? As soon as I change, I'm going to saddle Charger and practice jumping. Would you care to come?

Althea: Yeah, but I have the canoe race this afternoon. I'm resting up for the big competition.

Rena: Althea! I nearly forgot. I'm so happy you reminded me. Of course, I'll be there for your race. We shall win this tournament *together*.

Althea: *(her face lights up)* Really? I thought you still might be angry. You told me to figure myself out and . . .

Rena: *(interrupting)* And have you figured yourself out?

Althea: I think so.

Rena: Well, I'm ready to listen.

Althea: Okay, so I don't have anything that I'm good at back home. Here, I'm good at stuff—well, except canoeing. If I take home the camp trophy, then I can remember I'm good at something, even when I'm not here. Does that make any sense?

ANALYZE THE TEXT

Elements of Drama Every scene in this play begins with a note about the setting. Why is this information important to your understanding of the text?

Rena: It makes perfect sense. And you thought of all that while I was swimming? (*teasing*) There may be hope for you after all. (*sneezing*) Achoo! I knew that nasty water was five degrees too—ACHOO!—chilly.

Althea: (*throwing a pillow*) Toughen up, girl! We have a tournament to win!

Scene VII

Setting: The lake at Camp Katahdin

Narrator: The canoe race is under way. The shore is lined with cheering campers. Julio, a camp counselor, is announcing the race.

Julio: (*excitedly*) It's a close race, campers! Althea is holding on to second place! Oh, no! She **bungled** the turn! Althea slips back to fourth. Wait—here comes Misty, now pulling into second place!

Rena: Go, Althea!

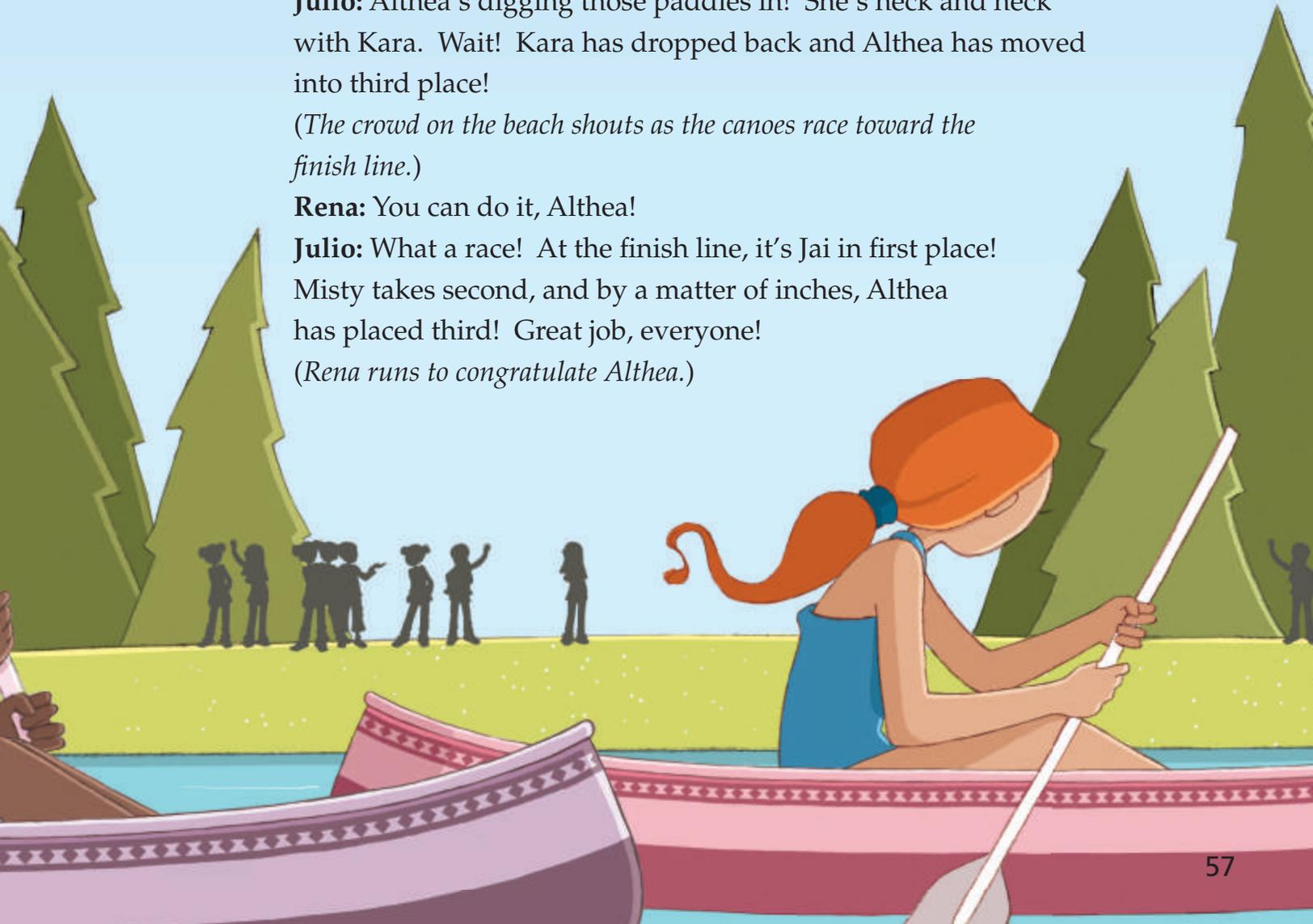
Julio: Althea's digging those paddles in! She's neck and neck with Kara. Wait! Kara has dropped back and Althea has moved into third place!

(The crowd on the beach shouts as the canoes race toward the finish line.)

Rena: You can do it, Althea!

Julio: What a race! At the finish line, it's Jai in first place! Misty takes second, and by a matter of inches, Althea has placed third! Great job, everyone!

(Rena runs to congratulate Althea.)



Rena: You did it!

Althea: Did what? I didn't win the race.

Rena: Well, you did your best, and that's what counts. We can still win the tournament.

Althea: (*glumly*) Yeah, but . . .

Rena: Absolutely no buts! You told me the same thing when I placed third at the track meet.

Althea: (*brightening*) We got a good lead when you earned the top jumping score with Charger.

Rena: And your winning softball throw added several points!

Althea: (*excitedly*) So, if we place first and second in the archery contest tomorrow, we could still win the tournament!

Rena: Your competitiveness is certainly **contagious!**

Althea: Last one to the mess tent gets stable duty!

Rena: (*laughing*) I adore how you make everything a contest!

Scene VIII

Setting: Evening in the girls' tent

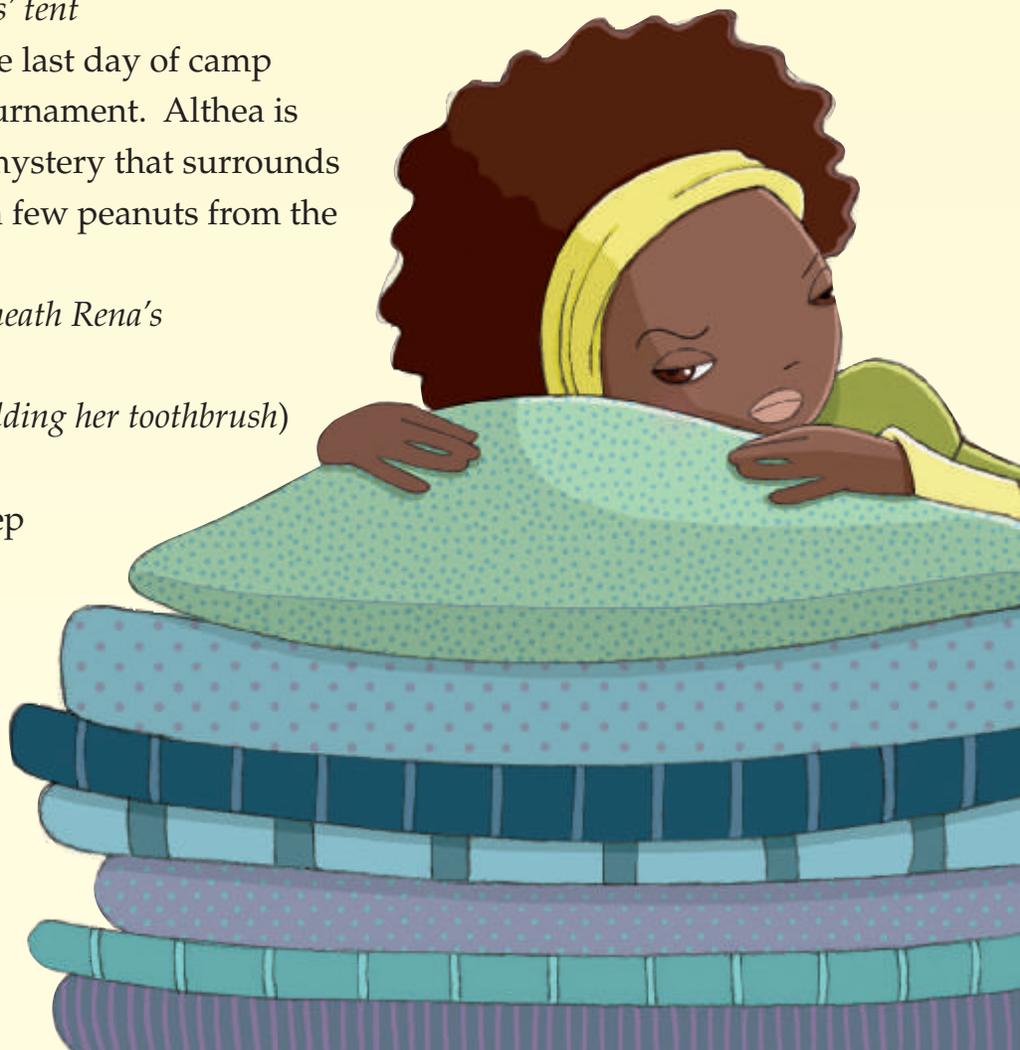
Narrator: Tomorrow is the last day of camp and the last day of the tournament. Althea is determined to solve the mystery that surrounds Rena. She has pocketed a few peanuts from the mess tent.

(Althea slips one peanut beneath Rena's six mattresses.)

Rena: (*entering the tent holding her toothbrush*)

I'm terribly excited about tomorrow! I may not sleep at all!

Althea: Same here. But the sooner we sleep, the sooner we win! So, lights out!





Narrator: Rena tosses and turns in her bunk all night. Meanwhile, Althea stays awake to see if Rena falls asleep. Morning arrives at last.

Rena: OWWWW! I feel as if I've slept on top of a boulder the size of Mount Rushmore.

Althea: Yes! It worked!

Rena: What worked?

(Althea digs under Rena's mattresses until she finds what she is looking for—a peanut.)

Althea: (*brandishing* the peanut) This! This worked. I put it under your mattress last night, and you felt it! You felt this tiny peanut through *six* mattresses.

Rena: I don't understand. Why would you want to torture me in such a way?

Althea: Torture? I'm investigating a mystery! I'm trying to get to the bottom of, well, I'm . . .

Rena: Torturing me.

Althea: Okay, well, sorry about that part. But you'll be really happy to learn what I found out.

Rena: (*sarcastically*) Happy? Oh, wonderful! Please, tell me. (*rubbing her sore leg*) What did you find out?

Althea: Well, m'lady, this peanut—this insignificant legume—proves beyond a shadow of a doubt, that you are a descendant of kings and queens! Royalty! I'm talking a *princess*!

Rena: A princess? Whatever do you mean?

Althea: It's all right here. Listen (*reading from the book*):

. . . those of royal blood are sensitive to the slightest chills and faintest odors. They speak with formality and refinement. Their sensitivity is such that they may detect a tiny pea below twenty mattresses. In these ways and more, royalty and their descendants are different from the common population.

Rena: Are you saying . . . ?

Althea: Think about it. Stinky stables. Chilly lake. The way you speak, and now the peanut!

Rena: (*musings*) Could this be true? And if so, then what shall I do?

Althea: What you shall do is join me on the battlefield so we can win the tournament!

Rena: Althea, look at this bruise! I can't compete with such an injury!

Althea: Nonsense! A princess must rise above a mere bruise. So, get a move on!

(*Both girls exit.*)

Scene IX

Setting: Later that day, on a wooded trail leading from the archery field to the girls' tent

Narrator: Rena and Althea carry the trophy, struggling under its enormous weight.

Rena: The bull's-eye you shot was positively amazing!

Althea: Well, Princess, your last arrow split my arrow in half—that's royally amazing!



Narrator: Before the girls reach their tent, Rena spots Gerard standing near a limousine.

Rena: Gerard! Come and meet Althea.

Gerard: (*smiling and eyeing the trophy*) Brava, Miss Rena! But now, I must deliver a message that I believe you'll find quite important. (*handing her a small envelope*)

Narrator: Rena reads the note.

Rena: (*reading*) "Darling Rena, we regret that you have heard from us so infrequently of late. Much has happened in our tiny kingdom of Corelia. Quite recently, your father and I were named to succeed your great-uncle as rulers. It is time for us all to be together again. Gerard will accompany you on your journey. We count the hours until you arrive."

Narrator: Rena pulls a necklace from the envelope. From a chain hangs a golden disk **imprinted** with a regal lion.

Althea: (*looking puzzled*) Hey, look at this! (*pulling a delicate gold chain from her shirt*) My aunt sent this to me when I was five. . . .

Rena: Oh, my. Then this means . . . ?

Gerard: (*looking at his watch*) Ladies, a plane awaits! This conversation must continue at another time.

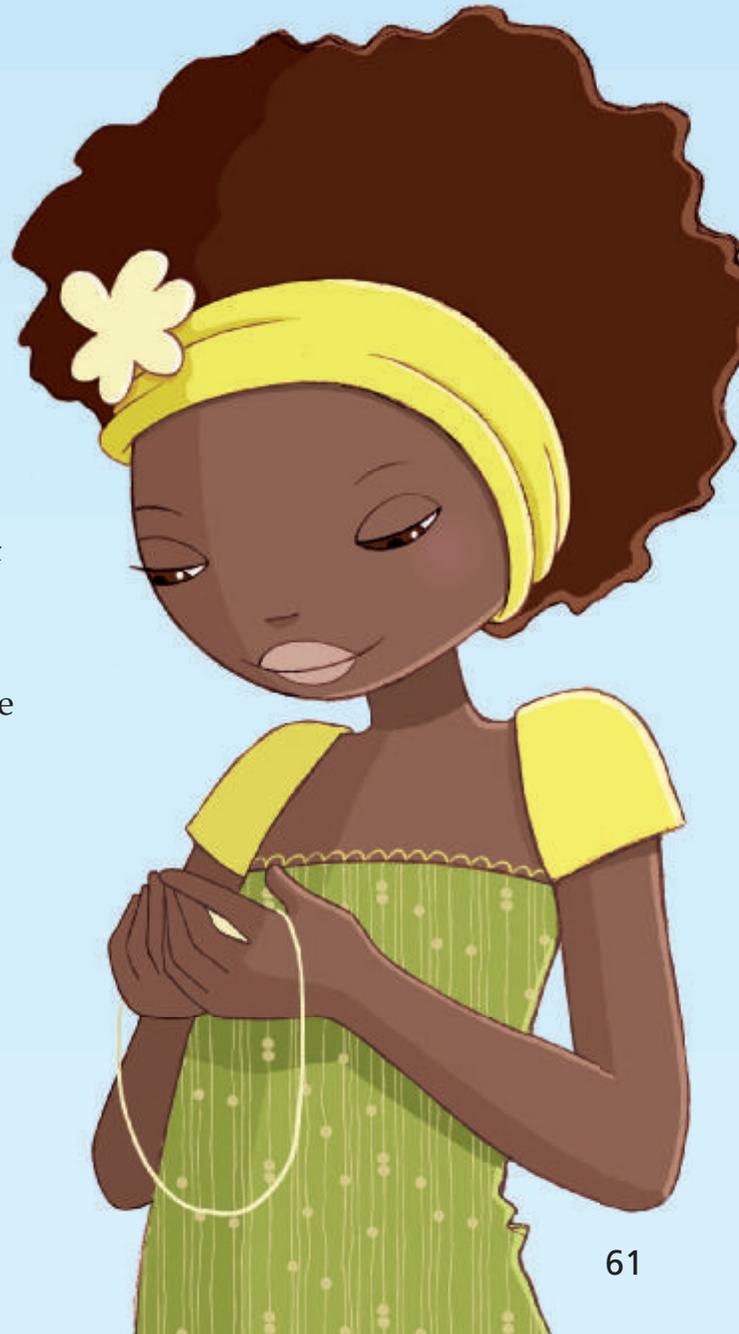
Rena: (*laughing*) Goodbye, Princess!

Althea: Goodbye yourself! I better see you here next year. I'll have solved another royal mystery by then!

The End

ANALYZE THE TEXT

Theme How do Althea and Rena respond to challenges in this play? How does each character's response relate to the play's theme?





Dig Deeper

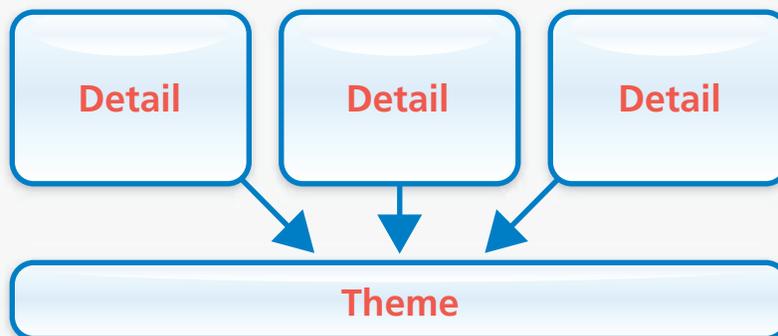
How to Analyze the Text

Use these pages to learn about Theme, Elements of Drama, and Characterization. Then read "A Royal Mystery" again to apply what you learned.

Theme

Like any other work of fiction, a play often conveys an important message about life to its audience. This message, or **theme**, is revealed mostly through a play's characters. The changes they undergo, the ways in which they react to conflict, and the lessons they learn all help reveal a play's theme.

In "A Royal Mystery," the relationship between Rena and Althea changes. As they work together toward their goal, they learn to appreciate each other's unique qualities. What other text evidence and details about Rena and Althea help you identify the play's theme? What lesson can you learn from their experiences?



RL.5.2 determine theme from details/summarize; **RL.5.3** compare and contrast characters, settings, or events, drawing on details; **RL.5.5** explain how chapters, scenes, or stanzas fit together to provide the overall structure; **RL.5.10** read and comprehend literature; **RF.5.4a** read on-level text with purpose and understanding

Elements of Drama

Plays are divided into **scenes**, which are like the chapters in a book. The scenes fit together to create the structure of the plot. For example, in Scene II, Rena and Althea struggle back to their tent with extra mattresses for Rena's cot. At first, the audience is not sure how this event connects to the overall plot. However, in Scene VIII, the mattresses become important when Althea uses them to prove that Rena is a princess.



Characterization

Characterization refers to the ways in which an author shows what a character is like. In "A Royal Mystery," the author reveals Althea's competitive nature through her dialogue in Scene I. Althea is still disappointed that she didn't win the trophy last year, but she intends to win it this year. The author also sets up a contrast between Althea and Rena. How are these characters similar and different? What do you learn about each one by comparing and contrasting them?



Your Turn



RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *How can art and performance help people understand a text?* As you discuss, take turns reviewing and elaborating on each other's key points. Use text evidence to support your ideas.



Classroom Conversation

Continue your discussion of “A Royal Mystery” by explaining your answers to these questions:

- 1 How does the dialogue in Scene I help the audience understand the setting of the play?
- 2 How do the stage directions help you visualize the action?
- 3 Which of the illustrations are most helpful in bringing the play's characters to life? Why?

ANALYZE THE PLAY'S ENDING

List Clues In “A Royal Mystery,” several clues foreshadow Rena's identity as a princess before it is finally revealed. With a partner, review Scenes VI through IX of the play. List dialogue and events that hint at the outcome of the play. Be sure to record specific quotations and examples on your list. Present your ideas to the class.



WRITE ABOUT READING

Response “A Royal Mystery” is divided into nine scenes. By the end of the last scene, the mystery introduced at the beginning has been solved. How does each scene move the plot forward? Write two paragraphs in which you explain how all the scenes together create a complete story. Be sure to provide specific evidence from the text.



Writing Tip

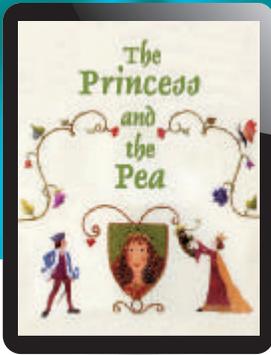
State your main idea at the beginning of your first paragraph. Write in complete sentences so that your readers understand your explanation.



RL.5.5 explain how chapters, scenes, or stanzas fit together to provide the overall structure; **W.5.9a** apply grade 5 Reading standards to literature; **W.5.10** write routinely over extended time frames and shorter time frames; **SL.5.1a** come to discussions prepared/ explicitly draw on preparation and other information about the topic; **SL.5.1c** pose and respond to questions, make comments that contribute to the discussion, and elaborate on others' remarks

Lesson 2

FAIRY TALE



✓ GENRE

A **fairy tale** is a story with magical events and characters. Fairy tales commonly begin with a line like "Once upon a time" and have happy endings.

✓ TEXT FOCUS

Illustrations, such as the ones in this story, enhance the text and add meaning to certain scenes. They also can help create the tone of the story through the use of various color schemes, mediums, and styles. For this selection, the illustrations were sewn onto fabric by hand.



RL.5.7 analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text; **RL.5.10** read and comprehend literature



The Princess and the Pea

by Annie Dalton

Embroideries by Belinda Downes

ONCE THERE WAS A PRINCE who was as handsome as any prince could be. But he was also a persnickety prince—the kind of young man who likes everything just so. And he got it into his head that he could only marry a real princess. He knew perfectly well that a real princess is as rare as a unicorn, but this didn't put him off, not at all.



"I'll just search high and low until I find one," he said cheerfully.

So with two friends for company, off he rode into the wide world to find a real princess to be his bride. Now, on his travels, as you'd expect, the prince met dozens and dozens of princesses. But whenever he made up his mind to marry one, right at the last minute he'd change his mind again and decide that this princess wasn't a real one after all.

His friends couldn't understand him.

"But the last one was perfect," they cried. "Hair like moonlit silk. Eyes like big blue pansies. What didn't you like? Her dancing?"

"Of course not," sighed the prince. "She's as graceful as a swan."

"Was it her handwriting then? Or her manners?"

"Her handwriting is miles better than mine," said the prince, gloomily. "So are her manners."

"You hate her voice, is that it?"

"How could I," sighed the prince. "Her voice is as soft as a dove's. Exactly how a princess's voice should be." And he buried his head in his hands.

"Then why won't you marry her?" cried his friends.

"Because I can't be sure she is a real princess," the prince explained.

So the prince and his companions rode sadly home.

"If I can't marry a real princess, then I won't marry at all," he told his mother, the queen.

That night a terrible storm blew up. Lightning crackled across the sky. Thunder boomed. The wind howled, and rain battered the windows.







Suddenly, between crashes of thunder, the queen heard a firm tap-tapping at the palace gates, so she threw on her dressing gown and went to see who it could be.

A girl was standing outside. And what a state she was in! The wild weather had tangled her dark curls into a big bush. Rivers of rainwater streamed off her shoulders and splashed off her torn stockings, filling her sturdy little boots to overflowing. And every step she took made a sad squelch, like a frog in a ditch. Squish. Squash.

The queen nearly fainted when this sorry-looking creature said she was a princess who had lost her way in the storm and asked to stay the night.

She sounds unusually firm for a princess, thought the queen. Not a bit like a dove.

The girl wasn't especially graceful either, but marched sturdily across the threshold in her soggy boots—*squish, squash*—and hung her dripping knapsack on the hook in the hall, just as if she lived there!

Maybe you are a princess and maybe you aren't, young lady, thought the queen. But you won't fool me for long. And she asked the girl to sign the visitors' book to see if she had the proper handwriting for a princess. But the girl shivered so hard that the ink splurged out of the pen in one big blot.

"Never mind, some soup will warm you up," said the cunning queen. And she heated some cabbage soup left from the servants' supper and gave it to the girl with a lump of stale bread.



Instead of nibbling daintily like a princess should, the girl sat down at the kitchen table and hungrily spooned up every last drop. She even polished the bowl clean with her crust. When she'd finished, there was a splash of soup on her nose.

"That was the best soup I have ever tasted," she sighed.

"Hmm, maybe it is and maybe it isn't. But we'll settle this business once and for all," muttered the queen. For she knew a thing or two about princesses, if only her clever son had bothered to ask.

So the queen hurried along to the spare bedroom. She whisked all the sheets and blankets off the bed, and off came the mattress too. Then she took a dried pea out of her pocket, placed it in the middle of the bed, and put the mattress back on top.

Then on top of the first mattress, the queen piled another mattress, and another, until the bed was twenty mattresses high!



Next she collected up all the spare quilts in the palace; some with stripes, some with polka dots, and some which badly needed to go to the laundry. But when she counted them, they came to twenty exactly. The queen stacked all twenty quilts on top of the twenty mattresses until the bed swayed about like a ship at sea.

At last the girl took off her boots and clambered sleepily onto this huge high swaying bed, and the queen blew out the candle—*snuff*—and left her alone for the night.

Next morning the queen asked if she had slept well.





But the poor girl was as pale as a ghost.

“Not a wink, I’m afraid,” she complained. “Something was sticking into me all night. Look—I’m bruised all over!”

When the queen saw that the girl had felt a tiny pea digging into her through twenty mattresses and twenty quilts, she knew she must be a real princess after all, and ran to tell her son that the search was over.

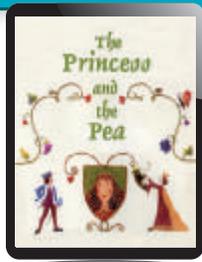
“Only a real princess has skin so delicate,” she told him.

“A real princess at last!” he gasped. “Then if she likes me, we’ll marry at once!”

So the prince married the princess. After the wedding was over the pea was put on show in the Royal Museum.

And if you don’t believe me, then go and see it for yourself.





Compare Texts

TEXT TO TEXT

Compare Texts with Similar Themes With a partner, identify the themes of “A Royal Mystery” and “The Princess and the Pea.” List details from each text that support your analysis of the theme. Then discuss the ways in which the messages of both selections are the same and different. Summarize your comparison for the class.



TEXT TO SELF

Write a Scene Recall a time when you worked with a partner or a group to accomplish a goal. Perhaps you helped clean up a park or raise funds for a cause. Think about how to present your experience in the form of a play, and then write one scene. Use “A Royal Mystery” as a guide for writing stage directions and dialogue. Share your scene with a partner and discuss how each of you dramatized your ideas.



TEXT TO WORLD

Compare Varieties of English You might notice that people in your family or group of friends have certain ways of speaking that are unique to them. A person's speech can reflect his or her background, ethnicity, personality, or even geographical location. Think about the ways in which Rena and Althea speak in “A Royal Mystery.” Work with a small group to compare and contrast each character's way of speaking and what it reveals about her.



RL.5.2 determine theme from details/summarize; **RL.5.3** compare and contrast characters, settings, or events, drawing on details; **RL.5.9** compare and contrast stories in the same genre on their approaches to themes and topics; **L.5.3b** compare and contrast varieties of English in stories, dramas, or poems

Grammar



What Are the Four Kinds of Sentences? A sentence that tells something is a **declarative sentence**. It ends with a period. A sentence that asks something is an **interrogative sentence**. It ends with a question mark. A sentence that expresses strong feeling is an **exclamatory sentence**. It ends with an exclamation point. A sentence that gives an order is an **imperative sentence**. It ends with a period.



Example	Kind of Sentence
We will win the contest. ^{period}	declarative
How long should we practice? ^{question mark}	interrogative
We should practice until we're perfect! ^{exclamation point}	exclamatory
Start practicing. ^{period}	imperative

Try This!

Work with a partner. Read aloud each sentence below. Then tell which kind of sentence it is and explain how you know.

- 1 Come and watch me in the canoe race.
- 2 What time does it begin?
- 3 It takes place at two o'clock down at the lake.
- 4 I can't wait to see you win!

You know that there are four kinds of sentences and that each kind does a different job. Using a variety of sentence types can make your writing more lively and interesting.



One Sentence Type

It would be great if you could listen to my story about what happened at camp. At first, Rena seemed like an ordinary camper. I was wrong. I noticed many clues and finally put it all together. No one ever would have guessed that she was a princess.

Varied Sentence Types

Listen to what happened at camp. At first, Rena seemed like an ordinary camper. I was totally wrong about that! I noticed many clues and finally put it all together. Who would ever have guessed that she was a princess?



Connect Grammar to Writing

When you revise your description, vary the kinds of sentences in your writing. Using a variety of sentence types will help you hold the interest of your audience. Be careful not to overuse exclamatory sentences.



W.5.3b use narrative techniques to develop experiences and events or show characters' responses; **W.5.3d** use concrete words and phrases and sensory details; **W.5.5** develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; **W.5.10** write routinely over extended time frames and shorter time frames

Narrative Writing

✓ Voice The author of "A Royal Mystery" creates a mood of excitement by describing the action during the athletic competitions at the summer camp. A good **description** describes events in vivid ways to highlight the narrator's or main character's experiences and feelings.



Natalie drafted a description about a memorable summer camp experience. Later, she added words and phrases to give the reader a clearer sense of her feelings about it.

Revised Draft

Each stroke of my canoe paddle created a dark swirl in the water. The air was ^{sludgy} ^{warm, sticky} humming with ~~warm and sticky.~~ It was ^{Ugh!} full of [!] mosquitoes. [!] It smelled like rotten eggs. My nature group was exploring the Oxbow Nature Reserve with Terry, our guide.



Writing Traits Checklist

- ✓ Ideas**
Did I use vivid details to describe the setting?
- ✓ Organization**
Did I present the details in an order that makes sense?
- ✓ Sentence Fluency**
Did I use varied sentence types?
- ✓ Word Choice**
Did I use sensory words?
- ✓ Voice**
Do my words reveal an attitude or feeling about the place?
- ✓ Conventions**
Did I use correct spelling, grammar, and punctuation?

Final Copy

The Bog Slog

by Natalie Sheng

Each stroke of my canoe paddle created a dark swirl in the sludgy water. The warm, sticky air was humming with mosquitoes. Ugh! It smelled like rotten eggs!

My nature group was exploring the Oxbow Nature Reserve with Terry, our guide. The area was once a lake that is slowly becoming land. What does that make it now? It is a swamp and a frustrating place for canoeing.

“Don’t go near the shore!” called Terry. Too late! My friend Erin and I were already stuck.

We got out to free the canoe, and our feet sank into the muddy bottom. As we slogged through mud up to our knees, we truly understood what it means to feel “bogged down.” We now call that unforgettable summer-camp field trip The Bog Slog.

Reading as a Writer

What words help you know how Natalie feels about her setting? How can you change your description to make your feelings clear?

In my final paper, I added sensory words that showed my attitude. I also added different sentence types.

