

Crocodile Tears

1

Snap! The crocodile's jaws snapped shut! Having caught its lunch, the crocodile began to consume it. As the reptile ate its lunch, it began to cry. Tears ran out of its eyes. Why was the crocodile crying? Was it sad that it was consuming a meal? Did it feel sorry for its prey?

2

Crocodiles do not cry when they are sad. They do not cry when they are happy. They do not have emotions the way people do. Crocodiles cry because it is good for them. The tears help them in many ways. For one thing, the tears clean their eyes. The tears also help get rid of extra salt the crocodiles take in with their food. In addition to these two things, the tears also help keep a crocodile's eyes from drying out.

3

People can be said to cry crocodile tears. "Crying crocodile tears" is an expression. We use it when someone is not expressing real emotion. We use these words when we talk about someone who is crying fake tears. Someone may pretend to be sad or upset. The expression came about because crocodiles will often shed tears as they eat. The crocodiles may look sad, but they are not sad. It is just that the act of eating starts the tears flowing.

4

There is still one more case in which all is not what it seems when it comes to crocodiles. Crocodiles have the strongest bite of any animal. Think of a great white shark. A crocodile can clamp down with even more force than a fully grown great white shark! If this is true, how is it possible that people can hold crocodile's mouths shut with their bare hands? Are we being tricked when we see this?

5

Think about what you see. A person could not hold a crocodile's mouth open! They can hold it shut! A crocodile has strong jaw muscles for clamping down, but its muscles for opening its jaws are small and weak. These muscles are so weak that a person could indeed hold a crocodile's mouth shut.

Your Name: _____ Partner: _____

Crocodile Tears (cont.)

First

Silently read "Crocodile Tears." You might see words you do not know. There might be parts you do not understand. Keep reading! Try to find out what the story is mainly about.

Then

Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about.

**After
That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

Next

Meet with your partner. Help each other find these words in the text.

consume reptile emotion

Read the sentences around the words. Think about how they fit in the whole story. Discuss what the words mean. Then answer the questions for each word.

- a. My partner and I know the meaning of *consume* because in the story

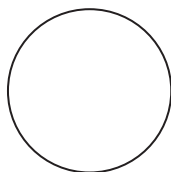
For lunch, we will consume _____

- b. My partner and I know that a crocodile is not a mammal because in the story

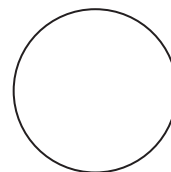
We can think of two kinds of reptiles: _____ and _____.

- c. My partner and I know an emotion is a feeling or state of mind because in the story

We can draw mouths that match the emotion.



happy



sad

Your Name: _____

Crocodile Tears *(cont.)*

Now

Answer the story questions below.

1. Why are some people able to hold a crocodile's mouth shut?

2. How are tears good for crocodiles? List three reasons given in the story.

Reason #1: _____

Reason #2: _____

Reason #3: _____

3. If someone says, "Casey is crying crocodile tears," what does that person think Casey is doing?

Do you think the person crying crocodile tears is sad? Write down one sentence from the story that helped you answer.

4. Whose bite is stronger? For each one, circle the animal that has the stronger bite.



or



or



or



Find a line from the story that you could use to defend your answers. Write that line here.

Your Name: _____

Crocodile Tears *(cont.)*

Then

Reread the entire story one last time. Pay attention to how paragraph 3 is different from the rest of the passage.

5. In your opinion, which paragraph is the *most* important paragraph in the passage? Fill in the bubble beside your answer and then tell why.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

In your opinion, which paragraph is the *least* important paragraph in the passage? Fill in the bubble beside your answer and then tell why.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. Is this passage fiction or nonfiction? How do you know? _____

Reread the first line of paragraph 3. Imagine this is the *only* line you read in the entire passage. Why might this one line make you think that the passage is fiction?

7. You are told in paragraph 1 that crocodiles cry when they eat. You are not told until later *why* crocodiles cry when they eat. Why do you think the writer did this?

**Learn
More**

Look in books or on the Internet to find out three more facts about crocodiles. Write your facts on the back of this paper.

“Dead-Tree Wishes” (pages 8–11)

Summary: A woodcutter gets two wishes for sparing a dead tree. He wishes his children were silent. Then he wishes his wish undone because their mouths are sealed.

Vocabulary: *deed* = “an act”; *grant* = “to give”; *sealed* = “closed tightly”

1. They make their homes in the holes.
2. Their lips were sealed. Answers will vary. Students should understand that a sealed mouth would mean that they couldn’t talk, eat, or drink.
3. Students should draw one tree with nothing on it and another with many leaves. “There was not one speck of green on it. It did not have even the tiniest leaf!”
4. C; The children wish to be king (boy) and queen (girl).
5. “Once upon a time”; this tells you that you are about to read a fairy tale.
6. She makes you think the woodcutter might wish for something the children want or a beach house or a new car. Accept appropriate responses.
7. The last line tells you this information about the woodcutter’s last wish.

“Going, Going, Gone!” (pages 12–15)

Summary: Little penguins on Middle Island were being killed by foxes who had been brought there. Special sheepdogs were brought in to help. The penguins were saved.

1. They crossed from the mainland when it was low tide.
2. Special sheepdogs from Italy were brought in to protect them.
3. Accept any picture that shows a small tunnel. Penguins can’t fly.
4. Both work five days, with two days off. The dogs, however, work day and night.
5. It’s about how the penguins will soon be gone because of the foxes.
7. paragraph 5; “The idea worked!” or “The dogs kept the penguins safe!”

“Helping Hands” (pages 16–19)

Summary: Darcy keeps asking her mom to carry her stuffed animals. Then she asks her mom to carry her. Her mom can’t because she only has three hands.

Vocabulary: *plead* = “beg”; *stern* = “be firm”; *appreciate* = “be thankful or glad for”

1. First, she carried a stuffed lion in her left hand. Next, she carried a stuffed octopus in her right hand. Then, she carried a stuffed horse in her middle hand.
2. a ton; when Darcy’s mom says, “I don’t think a stuffed lion weighs 2,000 pounds.”
3. It isn’t possible, because it would be too heavy to carry.
4. She is saying something nice. We know this because her mom thanks her.
5. You find out that Darcy’s mom has three hands.
6. In our world, people only have two hands, so the story cannot be realistic fiction.
7. The word *all* foreshadows that she might have more than two hands. If she had two hands, she probably would say, “Both of my hands are full.”

“Biscuit Drop” (pages 20–23)

Summary: A mountain climber named Bates tested biscuits so he could find the right ones for an expedition to K2.

Vocabulary: *hardy* = “tough, doesn’t break easily”; *resistant* = “strong, can keep something away”; *expedition* = “journey, trip”; *route* = “way, path, trail”

1. He threw them out of a second-floor window and left them in the rain overnight.
2. hardy and water-resistant; Bates tested them to see if they would crack and if they would get soggy, and his job was getting the food.
3. *Possible reasons:* It is “easier to climb,” “not as steep,” “not as hard to get to the top,” and has a “well-worn route to the summit.”
4. The top should be circled. The story uses *summit* and *top* interchangeably. The top of K2 is in the Death Zone. There is not enough oxygen.

5. 1, 2, and 5 should be filled in. The other two paragraphs are mainly about K2 and Everest, and how K2 is harder to climb.

6. We find out in the last paragraph.

“Animal Facts” (pages 24–27)

Summary: Tortoise thinks she can stop Rabbit from boasting by asking hard riddles. Rabbit answers all the riddles and then asks Tortoise a riddle.

Vocabulary: *sneered* = “smiled or spoke in a mean way”; *jeered* = “spoke or teased in a mean way”; *homonym* = “words that sound the same but have different meanings”

1. Tortoise. She doesn’t boast, sneer, or jeer. She gives Rabbit a compliment.
2. What color socks does Bear wear?; You have to know that *bear* and *bare* are homonyms and that when your feet are bare, you are not wearing socks.
3. She’s saying they are really easy; “They aren’t hard questions at all.”
4. She would compliment Rabbit.
5. nonfiction, because facts are true; right away, because rabbits can’t boast
7. B; if you are weak, you are not strong (*weak* and *week* are homonyms)

“Edward Lear” (pages 28–31)

Summary: Edward Lear is a poet who wrote nonsense poems. One poem was about bird nests in a beard. Lear was ashamed because he had seizures.

1. Birds don’t make nests in men’s beards.
2. “Two Owls and a Hen, Four Larks and a Wren”; 8 total
3. He would feel ashamed and blame himself; no, because it wasn’t his fault.
4. Yes, because he imagined things like birds making nests in beards.
5. paragraphs 3, 4, and 5; his life with his sister, and his seizures
6. It has five lines. In lines 1, 2, and 5, the words *beard*, *feared*, and *beard* all rhyme. In lines 3 and 4, the words *hen* and *wren* rhyme.

“Horribly Sick” (pages 32–35)

Summary: Mrs. Danza thinks Carlos is sick, because he is reading instead of playing video games or watching TV.

Vocabulary: b. *respond* = “react”; c. *chatter* = “talk”; d. *symptoms* = “signs”

1. playing video games or watching TV; because all the other children do it
2. largest marsupials in world, can swim, can’t walk backward, hop on two legs, walk slowly on four, can jump three times their height, babies called joeys
3. a. mammals; b. Answers may vary. Human mothers don’t carry their babies in pouches; c. Answers may vary. You can walk backwards.
4. He doesn’t react at all. He is too interested in the book he is reading.
5. You find out that Carlos was reading and wasn’t horribly sick.
You find out that his mother doesn’t understand why reading is so important.
6. No, because the surprise is that he was reading, not what he was reading about.
7. Mrs. Danza took the book Carlos was reading from his hands.

“Crocodile Tears” (pages 36–39)

Summary: Crocodiles cry when they eat, but not because they’re sad. Their jaws are strong for biting down. People who shed crocodile tears are pretending to be sad.

Vocabulary: a. The crocodile consumes or eats its prey; b. The story calls the crocodile “the reptile”; c. The story says “crocodiles don’t have emotions like people.”

1. A crocodile has small and weak muscles for opening its mouth.
2. Tears clean their eyes, get rid of extra salt, and keep their eyes from drying out.
3. Casey is crying fake tears. “Someone may pretend to be sad or upset.”

- The crocodile should be circled for all three. The story tells us that crocodiles “have the strongest bite of any animal.”
- It is nonfiction, because it gives facts about crocodiles. “People can cry crocodile tears”; if one didn’t know about the expression, it sounds impossible.

“Magic Trick” (pages 40–43)

Summary: Ravi wants some of Brandon’s cookies, so he tricks Brandon by saying he will do a magic trick. The trick works, and Ravi eats all the cookies.

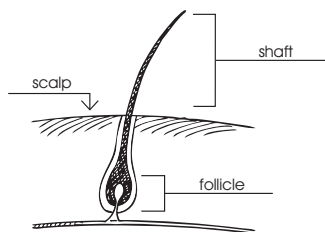
Vocabulary: *entire* = “whole, all”; *mystified* = “puzzled”; *perform* = “do something, act”; *vanished* = “disappeared”

- Brandon had to take the hat off the plate.
- a. “19” and “one less than twenty”; b. Answers will vary.
- a. He is boasting and showing off; b. He is showing off that he made the cookies disappear and that he didn’t touch the hat.
- No, because all he did was trick Brandon into taking the hat off the plate.
- Step 2. Put cookies on plate; Step 3. Cover cookies with hat; Step 4. Say you will eat all the cookies without touching the hat; Step 5. Say “Ta-Da!” and that all the cookies are gone; Step 6. When someone takes off the hat to check, you eat the cookies!
- You would think Brandon will eat them, because it says he isn’t going to share.

“Alive and Dead” (pages 44–47)

Summary: This story is all about hair. It tells about hair parts, hair color, and why our hair turns gray as we age.

Vocabulary:



- The story says hair *cannot* grow on lips, palms of hands, or soles of feet.
- The shaft has no living part.
- The cells that make melanin had begun to die.
- The hair should be colored red. Hair color determines the number of hair follicles. Redheads have about 90,000.
- In paragraphs 1 and 2, the questions are at the end. In 3 and 5, they are at the beginning.

“A Bare Escape” (pages 48–51)

Summary: Everyone thinks Andrea and Danielle will win the race, but Ann wins. She ran fast because she saw a bear and was running for her life.

Vocabulary: *course* = “path, track”; *loop* = “circle”; *stunned* = “amazed, speechless, in disbelief”; *vicinity* = “area close by”

- They were surprised and assumed she had cheated. She usually came in last.
- She bent over, panting. Phrases like “streaks of sweat ran down her face” and “gasping for breath” tell you that she was running fast.
- They were very close. The width of a hair is very small.
- Accept responses that follow the directions given.
- Everyone has to go inside. A bear has escaped from the zoo and is in the vicinity.
- There are not usually wild bears in parks, and Ann usually lost races.
- Adrenaline helped Ann go faster than Andrea and Danielle.

“The Ins and Outs of Doors” (pages 52–55)

Summary: The writer thinks learning how to read is a waste of time. After she has trouble with doors because she can’t read the words on them, she changes her mind.

Vocabulary: Students should shade in the set of doors on the left.

- It said the doors were right next to each other.
 - The writer was looking for a different door. The story says that the door she found wasn’t close to any other door.
- She tried to go out the door that said ENTER.
 - Her opinion is that reading is a waste of time. “Then two things happened that caused me to alter my opinion.”
 - The person feels the opposite. The writer’s opinion about reading is the opposite from what it was at the beginning.
 - If you can read, you will know which doors to enter and exit.
 - The author would tell you that learning how to read is very important.

“Shooting Fish” (pages 56–59)

Summary: Migrating salmon are blocked by dams. Fish cannons can help them get to their spawning grounds.

Vocabulary: *spawning ground* = “where eggs are laid”; *exhausted* = “tired, all your energy is used up”; *transport* = “carry, send, bring to another place”

- They provide water for crops, help make electricity, and help stop flooding.
- Stage 2: Young salmon swim to ocean; Stage 3: Salmon return to spawning ground; Stage 4: Adult salmon lay eggs.
- Yes, because 10 feet is deeper than a few feet of water, and it can land safely in a few feet of water. “A few” means two or three, which is less than 10.
- The salmon cannon is better, because then the salmon are only out of the water “five to ten seconds.” This keeps them safe.
- Salmon need to get past dams and barriers in order to complete their migration.
- The three solutions given are fish ladders, trapping and carrying, and using a fish cannon. The author thinks the fish cannon is best.

“Carrie the Carrier” (pages 60–63)

Summary: Carrie is a dog that picks up everything and carries it away. Trang likes her because Carrie picks up dolls. No one else does because of what else she picks up.

- They thought she didn’t know the difference between a doll, a slipper, a phone, and a backpack.
- She does not want to give two cents to Mr. Dang. She wants to add to what he said about Carrie picking up anything. You know this because Mrs. Dang never gives Mr. Dang any money; instead, she tells how Carrie picked up her phone.
- She grabbed the wrong basket and didn’t get the kittens. It is difficult to think clearly when there is lots of noise, you’re in a rush, and you’re feeling scared.
- Ellen’s three kittens are in the basket. We know this because we are told that “three little whiskered faces” are poking out of the basket.
- Carrie saves some kittens by carrying their basket out of a neighbor’s smoke-filled apartment.
- Most likely not. By saving the kittens, Carrie showed she could be very useful.
- Mr. Dang: “She’s as useful as a barrel with a hole in it”; Mrs. Dang: “She’s a real menace.”; Viet: “I think we should find her a new home.”