

I Certainly Am Not Hard to Please When It Comes to Food!

I like the way all food is fixed,
If it is by itself, not mixed.
Not served on top of sticky rice,
Separate is normal, nice.

And certainly not, if you please,
Nothing's worse than black-eyed peas.
Peas are round and green, I think,
Not the color of my ink.

Not buttery, white cauliflower,
Never! No—not at this hour.
I don't like starchy lima beans,
They're not for people wearing jeans.

Don't try to give me broccoli trees,
Or food that's moldy—like blue cheese.
Pass not a single Brussels sprout,
You feed me these—I'll throw them out.

I won't eat these if I am able,
At least not at the dinner table.

I do like sandwiches made of cheese,
Heated up and toasted, please.
Spaghetti's good and pizza's great,
Go ahead and put them on my plate.

So, see, I hope you recognize,
That as your daughter I am wise.
I told you that I am not picky,
I just don't like the food that's icky.

1. You can tell the poem's narrator is
A. not hard to please.
B. a girl.
C. a big eater.
D. willing to eat anything.
2. A better name for this poem might be
A. "What's for Dinner? I'm Hungry"
B. "Three Foods I Like"
C. "A Very Picky Eater"
D. "Let's Eat Out"
3. From reading the poem, you can tell the narrator's least favorite food is _____.
A. sticky rice
B. lobster
C. lima beans
D. black-eyed peas
4. The author wrote this poem mainly
A. to persuade people to eat healthy foods.
B. to describe different foods people eat.
C. to explain why a lot of food is wasted.
D. to amuse readers with details about a fussy eater.
5. Which of the following is this person's favorite food?
A. pizza
B. toasted cheese sandwiches
C. spaghetti
D. can't tell

The Man Who "Invented" Peanuts

You've heard of George Washington, but have you ever heard of George Washington Carver? He was born as a slave around 1864. He lost both of his parents when he was still a baby. His former owners, Moses and Susan Carver, raised him and taught him to read. Even as a boy, George was anxious to learn everything he could. He especially loved to learn about plants of all kinds.

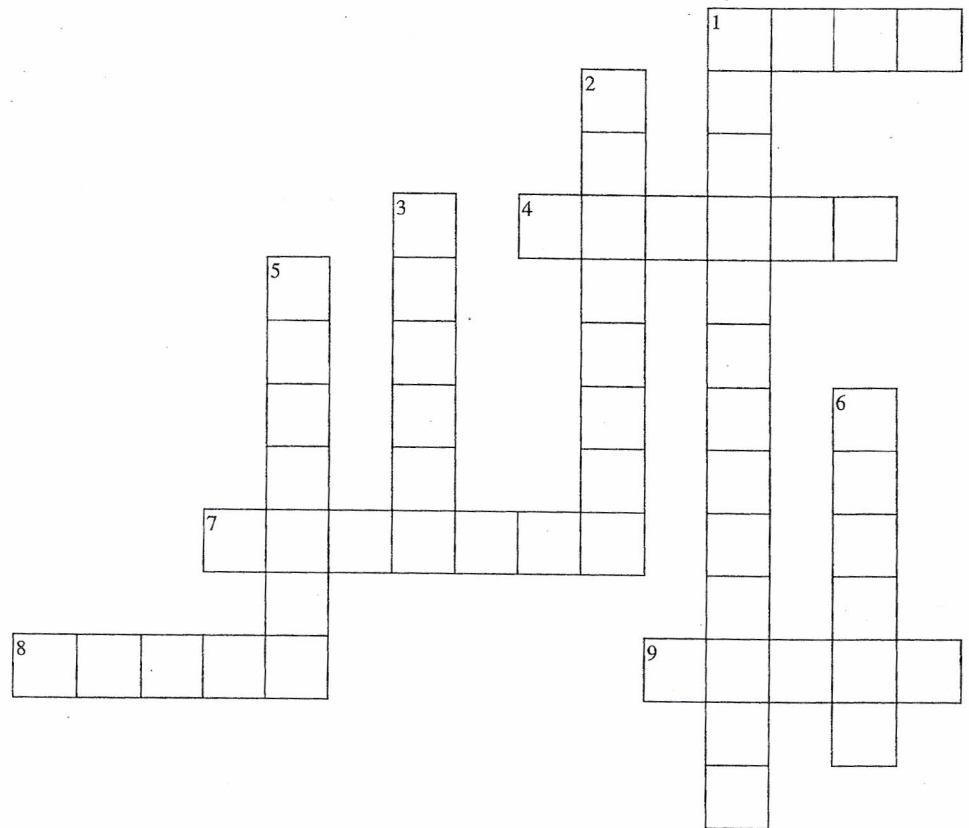
There were few opportunities for black people then. Still, George was able to attend a school for black children. He studied hard—he was always reading a book. When he was a teenager he began working odd jobs. He saved his money so he could attend college someday.

At college George studied botany—the science of plants. He researched methods of helping farmers. Many of the farmers in the South grew cotton every single year. George believed they could improve their soil by growing other crops. He soon took a special interest in peanuts.

Of course, George Washington Carver didn't actually invent peanuts. But you wouldn't believe how many ways he found to use peanuts. He made peanut butter and peanut wafers. He made pancakes and candy and hundreds of other foods. But that's not all—he made soap and lotion from peanuts. He made ink and rubber. There was no limit to what this man could do with peanuts. He even made gas and glue.

George Washington Carver became the first African American to teach at Iowa State University. He also worked to improve race relations between African Americans and whites. He had goodwill for everyone. He even gave his life savings to the school where he taught. What an amazing man!

Comprehension Crossword



Across

1. something Carver loved to do when he could
4. This word means "to create."
7. the plant George Washington Carver was most interested in
8. He was born a _____.
9. George Washington Carver's adoptive father's name

Down

1. "George Washington Carver also worked to improve _____."
2. the number of things George Washington Carver made from peanuts
3. a crop Southern farmers grew
5. He saved his money to go here.
6. a bouncy substance made from peanuts

Coyote and the Rolling Rock

One beautiful spring day Coyote and Fox were out for a walk when they came to a big, smooth rock. Coyote threw his blanket over it, and they sat down to rest. Soon, the sun got very hot, and Coyote said to Rock, "Brother, you may take my blanket because you are poor and have let me rest on you. Always keep it."

Then Coyote and Fox went on their way. They had not gone far when the sky filled with dark clouds, and rain began to fall. The only shelter they could find was in a shallow streambed. Coyote said to Fox, "Go back to Rock and ask him to lend us the blanket. We can cover ourselves and keep dry."

Fox did as Coyote had asked, but Rock said, "No. He gave it to me as a present."

"Well," said Coyote when he heard, "Rock is certainly ungrateful." He grew angry and went back and snatched the blanket off Rock. "I need this to keep dry. You have been out in the rain and snow all your life. It won't hurt you to be without my blanket."

When the sun came out, they began their walk again. After a while they heard a loud noise. "Fox, little brother," said Coyote, "go back and see what is making that noise."

Fox went to the top of the hill and soon came running down. "Run," he shouted, "Rock is coming!" Coyote looked back. Rock had rolled over the hilltop and was rushing down upon them. Fox quickly jumped into a badger hole.

Coyote raced madly down the hill and leaped into the raging river. He knew he was safe because rocks sink in water. But when Rock splashed into the river, it began swimming.

Reading Comprehension

1. How do you know that this folktale is mostly make-believe?
 - A. A coyote and fox can't talk.
 - B. The setting is not real.
 - C. A coyote and fox can't go for a walk.
 - D. A coyote and fox are not real animals.
2. Which of these could really happen?
 - A. Coyote rests next to a rock.
 - B. A rock talks.
 - C. Coyote carries a blanket.
 - D. Fox does what Coyote asks him to.
3. Which of these is make-believe?
 - A. It is a beautiful spring day.
 - B. The sky fills with dark clouds.
 - C. Fox jumps into a badger hole.
 - D. A rock splashes into the river and starts swimming.
4. What do you think Coyote does next?
 - A. He cries for his mommy.
 - B. He tries to get other animals to stop Rock.
 - C. He apologizes to Rock.
 - D. He gives up.

From "The Children's Hour"

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

...

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

They climb up into my turret
O'er the arms and back of my chair;
If I try to escape, they surround me;
They seem to be everywhere.

...

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeons
In the round-tower of my heart.

And there I will keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

Henry Wadsworth Longfellow

Reading Comprehension

1. In stanza one, "between the dark and the daylight" probably means
 - A. right before you go to sleep.
 - B. after dinner.
 - C. just before it gets dark.
2. In stanza three, *turret* means "little tower." What does it probably refer to?
 - A. "the arms and back"
 - B. "my chair"
 - C. "me"
3. The last stanza is about
 - A. keeping something until you die.
 - B. crumbling walls.
 - C. what it's like to be in prison.
4. Longfellow's poem is about a father's love for his children. It playfully compares this love to
 - A. the night.
 - B. his children.
 - C. a castle.
5. We typically spell the word *moulder* from stanza five as *molder*. Look the word up in a dictionary. Write the definition below:

