



Tzivi Trepp with  
Avishag Dei | Liora Arnon

# *Reading* **TIME**

Help Your  
Students

**Reach**  
**Higher**

## Tzivi Trepp with Liora Arnon and Avishag Dei

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**PRE-READING**

**A** Read the following quote.

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is a fool.”

— *Unknown*



**B** What is the message of the quote? Do you agree or disagree? Explain.

**C** Who might feel like a fish being judged by its ability to climb a tree?

**NEW WORDS**

carry

crack (v)

deny

differ

disgrace (n)

⋮

doubtless

former

latter

neither

occupy

⋮

quarrel (n)

reply (v)

sort (n)

talent

track (n)

# FABLE

by Ralph Waldo Emerson

Read the following poem about a squirrel and a mountain. Which of the two characters would you compare to the fish in the quote in A?

The mountain and the squirrel  
Had a quarrel;  
And the former called the latter "Little Prig<sup>1</sup>."

Bun replied,  
5 "You are doubtless very big;  
But all sorts of things and weather  
Must be taken in together,  
To make up a year  
And a sphere<sup>2</sup>.

10 And I think it no disgrace

To occupy my place.

If I'm not so large as you,  
You are not so small as I,  
And not half so spry<sup>3</sup>.

15 I'll not deny you make  
A very pretty squirrel track;  
Talents differ; all is well and wisely put;  
If I cannot carry forests on my back,  
Neither can you crack a nut."

<sup>1</sup> prig - אדם מתחסד

<sup>2</sup> sphere - תחום, ספֶרָה

<sup>3</sup> spry - נמרץ



**BASIC UNDERSTANDING**

**VOCABULARY**

**A** Put a ✓ or an ✗ near each statement.

- 1. After having a **quarrel** with your friend, you should apologize.
- 2. It is harder for people with **talent** to learn new things.
- 3. A bag can make it easier to **carry** lots of things.
- 4. If you are coughing, you **doubtless** have a fever.
- 5. In a conversation, you can only **reply** if someone else has said something to you.
- 6. If you leave a piece of paper out in the rain, it may **crack**.
- 7. A train **track** can be found inside of a train.

**B** Complete the mini-dialogues with the words below.

**deny ■ disgrace ■ former ■ neither ■ occupied ■ sorts**

1. **Boss:** Why not use the conference room for the meeting?  
**Secretary:** It's ..... at the moment.
2. **Waiter:** Would you like the roast chicken or the fried chicken?  
**Wedding Guest:** ..... What fish options do you have?
3. **Judge:** Did you commit the crimes charged against you?  
**Defendant:** I ..... all charges!
4. **Shopper:** I'm looking for a new printer. Do you have laser printers?  
**Salesperson:** Sure! We have all ..... of printers!
5. **Reporter:** Mr. President, how do you feel about the police chief's mistake?  
**President:** It's a ..... ! He is going to lose his job.
6. **Teacher 1:** Who designed this beautiful playground?  
**Teacher 2:** One of my ..... students! I always said he would be an excellent designer.

## **D** Getting into the Poem

1. Compare and contrast the mountain and the squirrel according to the poem. Find THREE differences and TWO similarities based on the theme of the poem.
2. What conclusions can we draw about the worth of the mountain and the squirrel? What criteria were most important in helping you make this decision?
3. Add ONE more similarity or difference that would make your conclusion stronger.
4. Add ONE more similarity or difference that would make your conclusion weaker.

## BRIDGING TEXT AND CONTEXT

### **A** Read the following information about Ralph Waldo Emerson, the author of *Fable*.

Ralph Waldo Emerson was one of the most influential writers and thinkers in the United States during the 19<sup>th</sup> century. Emerson was born in Boston, Massachusetts in 1803. He went to Harvard University, one of the world's top universities, and served as Class Poet. As was the custom, he presented an original poem on Class Day, a month before graduation. He graduated in the exact middle of his class of 59 people.

Emerson had a big effect on the perceived value of the individual. His writings gave impulse to Americans to be free of European ideas on what was right or good. Emerson is also known for starting the transcendentalist movement. This philosophy focuses on ideas of self-discovery and the connections between man and nature.

### **B** How does this information about Ralph Waldo Emerson relate to the poem? Does the information give you any insight into the poem? Explain.

## POST-READING ACTIVITY

### **+** Choose ONE of the following. Write 120-140 words.

1. Write EIGHT new lines for the poem to show how the mountain answers the squirrel.
2. Write *Fable* in story form, using simple vocabulary. Make the conversation more interesting by giving the mountain some lines in between the squirrel's lines.
3. What if the squirrel wrote in a diary on the night after the conversation in the poem? Write his diary entry.
4. Make believe you are a reporter. Interview the mountain and relate to the poem.

## PRE-READING

**A** Look at the picture below. Describe what you see in the picture in one sentence.



**B** Circle three words that best describe the bird's condition.

frustrated

safe

lucky

independent

free

peaceful

trapped

**C** What kind of person might feel like the caged bird in the picture? Explain.

## NEW WORDS

act (v)

agreement

allow

arrange

attempt (n)

block (v)

breathe

certainly

clear one's mind

clue (n)

cripple (n, v)

deserve

determined

divide (v)

emerge

eventually

guilt (n)

hit (v)

lack (v)

neat

on edge

recover

reflect

repeat (v)

scene

vision

# Free as a Bird

by Miriam Kosman

Free as a Bird is a story about two friends. Read Part One of the story. How is each friend like the caged bird in the picture in A?

## PART ONE

Leah glanced casually around her bedroom as she swung her sweater over her shoulder. She loved the way the bedspread fell in crisp<sup>1</sup> folds, and the way her pencils lay neatly arranged on her desk. She smiled wryly<sup>2</sup> as she thought how little her bedroom reflected her inner self. Nothing, it seemed, was neat and crisp in her life anymore. Nothing was the way it had  
5 been before the accident.

Leah closed the door of her bedroom and hurried down the stairs. She caught sight of herself in the hall mirror and grimaced<sup>3</sup>. She knew she didn't look any different than she had before the accident. Her hair was still smooth and shining, the blue uniform shirt she wore still perfectly ironed. Even her notes were still written in a clear, round hand. It was only  
10 inside that she had changed. Inside, she felt jumbled, out of sorts, on edge.

The cool, clear air hit her with a refreshing blast as she opened the front door. Leah breathed deeply as she hurried along. Maybe if she just acted as if she was the  
15 same old capable, level-headed, unruffled Leah, things would eventually click back into place.

But as she passed the street corner, "the scene of the accident," as they had called it  
20 in the papers, she knew that things would never be the same again. For a moment,

<sup>1</sup> crisp - חד, צלול, ברור - ברור

<sup>2</sup> wryly - באופן אירוני

<sup>3</sup> grimace - לעוות את הפנים



her mind was full of the memory of that day—she and Sarit Lopel stepping off the curb together, carrying the big puppet theater that almost blocked their vision, the sudden screech<sup>1</sup> of brakes, Sarit's scream, then the blackness.

25 Leah quickly tossed her head, trying to clear her mind of the flood of memories. She didn't want to think about the long months she had spent recovering  
30 from a broken leg, and she certainly didn't want to think about that gray, bleak<sup>2</sup> day when she had found out that, while her own broken leg would soon heal,  
35 Sarit would be crippled forever.

As she turned into Sarit's street, she could feel the blanket of guilt descending<sup>3</sup> on her again, almost smothering her. The words  
40 pounded in her brain, as they did every day, increasing in tempo with her hurrying footsteps. *Why Sarit?* she thought. *Why does Sarit have to go through life as a cripple?* And the thought that always hid behind those words  
45 repeated itself in a whisper, *Why did I escape scot-free<sup>4</sup>?*

A leaf floated down from the tree above, gently grazing Leah's cheek and pulling her away from her thoughts. She looked up at the clear, blue sky and pictured her *Yahadut* teacher's smile as she said, "Girls, when we have real *bitachon*, 'why' just isn't a question." She squared her shoulders. She would never know the answer, but one thing was certain: Leah would  
50 make sure that, as long as she was around, Sarit would lack for nothing. She would never allow Sarit to be alone, a pitiful cripple. She was determined to stand by her side, protecting her, helping her and shielding her from curious and prying<sup>5</sup> eyes.



<sup>1</sup> screech - חריקה

<sup>2</sup> bleak - עגום

<sup>3</sup> descend - ליפול, לנחות

<sup>4</sup> scot-free - ללא עונש

<sup>5</sup> prying - חטטני

Leah hurried up the front steps to Sarit's house, clearing two bicycles and a toy car out of her way as she went. It seemed that her life would forever be divided into two stages —  
 55 before the accident and after the accident. She had always loved the chaotic<sup>1</sup> cheerfulness of the Lopel home, which was so different from her own orderly, only-child existence. But now it seemed that although the chaos was still there, some of the cheerfulness was gone. It seemed that Sarit's condition had managed to dampen even the free-flying spirits of the Lopel family.

60 "Hi, Leah," Mrs. Lopel's voice emerged from the darkness behind the screen door. "Come on in. The rest of the gang is gone already, so you can sit down and have some cookies and milk until Sarit is ready."

Leah followed her nose into the kitchen, sniffing appreciatively. "Boy, Mrs. Lopel, freshly baked chocolate chip cookies on a Monday morning! I hope Sarit is late more often!"

65 Mrs. Lopel laughed as she picked up the baby and carried her over to the sink to wash her face. "Well, Leah," she said, "you certainly deserve any treats we can give you!"

Leah had the feeling that she and Mrs. Lopel had an unspoken agreement to speak extra loudly to each other when they heard Sarit coming, almost as if they were trying to drown out the silence and the sound of Sarit shuffling slowly down the hallway, holding her cane  
 70 tightly in her one good hand.

Leah couldn't help remembering the other Sarit. The pre-accident Sarit who used to come flying down the hallway on her skateboard, a little brother under each arm, singing at the top of her lungs.

Leah stood up abruptly<sup>2</sup> in an attempt to change the mood. "Ready to go, Sarit?" she asked.

75 "Leah," Mrs. Lopel said, turning suddenly from the sink. "Sit down. I want to talk to you about something. It will only take a minute."

Leah stiffened and glanced quickly at Sarit's face for a clue as to what this might be about, but Sarit's face was blank as she looked curiously at her mother. Leah's stomach began to churn<sup>3</sup>. Maybe Mrs. Lopel had heard about how she had gone to a dance class last Sunday  
 80 afternoon with Avigail instead of coming over to the Lopels as she usually did.

<sup>1</sup> chaotic - שריוי בערבוביה, מבולגן

<sup>2</sup> abruptly - באופן מפתיע

<sup>3</sup> churn - לנוע

## BASIC UNDERSTANDING

### VOCABULARY

**A** Complete the sentences using the words below.

**acted** ■ **agreement** ■ **blocked** ■ **clear her mind** ■ **clue**  
**divided into** ■ **hit** ■ **lack** ■ **reflected** ■ **vision** ■ **was breathing**

1. The hammer ..... the nail so hard that the nail broke.
2. The United States of America is ..... 50 states.
3. The bride's smile ..... the happiness she felt on her special day.
4. In 1979, Israel and Egypt signed a peace ..... . It was an exciting moment in the history of Israel.
5. Yosefa went for a walk to ..... after a hard day at work.
6. Two policemen ..... the terrorist from entering the building.
7. The eye doctor tested Mendy's .....
8. A ..... of iron in your blood can cause you to feel tired all the time.
9. After walking up six flights of stairs, Sima ..... heavily.
10. Eliza wished she could help, but she didn't have a ..... how.
11. She ..... as if nothing was wrong.

**B** Look at the pairs of words. Do they have similar meanings or different meanings? Put a ✓ in the correct column.

		Similar	Different
1.	certainly ■ maybe		
2.	neat ■ messy		
3.	allow ■ let		
4.	emerge ■ hide		
5.	attempt ■ try		
6.	repeat ■ stop		
7.	recover ■ get worse		
8.	eventually ■ after a while		
9.	arrange ■ set up		
10.	on edge ■ calm		

**C** Fill in the passage using the words below.

**certainly** ■ **cripple** ■ **deserves** ■ **determined**  
**divided into** ■ **emerge** ■ **eventually** ■ **guilt** ■ **scene**

Leah goes to pick up Sarit Lopel and passes by the <sup>1</sup>..... of an accident that took place some time back. She thinks about how the accident has made Sarit a <sup>2</sup>..... . She wonders why Sarit <sup>3</sup>..... such a difficult life, and she feels a lot of <sup>4</sup>..... for having things go so easily herself. As a result of these feelings, she is <sup>5</sup>..... to keep Sarit safe and protected from pitying eyes.

When Leah arrives at the Lopel home, she remembers that her life can now be <sup>6</sup>..... two parts: before the accident and after the accident. The Lopel home is still busy, but it is <sup>7</sup>..... no longer as happy and carefree as it used to be. Mrs. Lopel offers Leah fresh cookies while they wait for Sarit to <sup>8</sup>..... from her room. <sup>9</sup>..... Sarit enters the kitchen, and then Mrs. Lopel tells Leah that she wants to talk to her about something.

## LOTS

**D** Answer the following questions.

1. How did Leah's bedroom look? (lines 1-5)
2. How did the accident change Leah? (lines 6-10)
3. What did Leah remember when she was outside? (lines 11-24)
4. What happened to Sarit as a result of the accident? (lines 25-35)
5. What question did Leah have about herself? (lines 36-45)
6. Why did Leah used to enjoy being in Sarit's home? (lines 53-59)
7. What did Leah enjoy while waiting for Sarit? (lines 60-66)
8. Why did Leah feel she had to talk differently when Sarit was walking into the kitchen? (lines 67-73)
9. What was Leah hoping to figure out by looking at Sarit's expression? (lines 74-80)

**E** Quote sentences from the text to prove the following.

1. Leah's room was organized.

.....

2. Leah wished that if she behaved normally, she would feel normal again.

.....

3. When the girls had walked into the street, they hadn't seen the car coming.

.....

4. Mrs. Lopel appreciated what Leah did for Sarit.

.....

5. Leah was worried about what Mrs. Lopel would say.

.....

## ANALYSIS AND INTERPRETATION

**F** Answer the following questions. Specify the name of the HOTS for each question with a lightbulb.

1. "She smiled wryly as she thought how little her bedroom reflected her inner self."  
(lines 3-4)

Why is Leah's inside different than her outside? How does she feel about this difference? Explain.

2. Why is it difficult for Leah to be reminded of the accident?

3. Why is Leah so protective of Sarit?

4. At the end of Part One, Mrs. Lopel tells Leah, "Sit down. I want to talk to you about something. It will only take a minute." (lines 75-76)

What do you think Mrs. Lopel will tell Leah? Explain.



5. Compare and contrast Leah and Sarit. Refer to their personalities and life situations, both before and after the accident.

6. Part One of the story takes place in three different places. How does each of these settings contribute to our understanding of Leah's conflict?