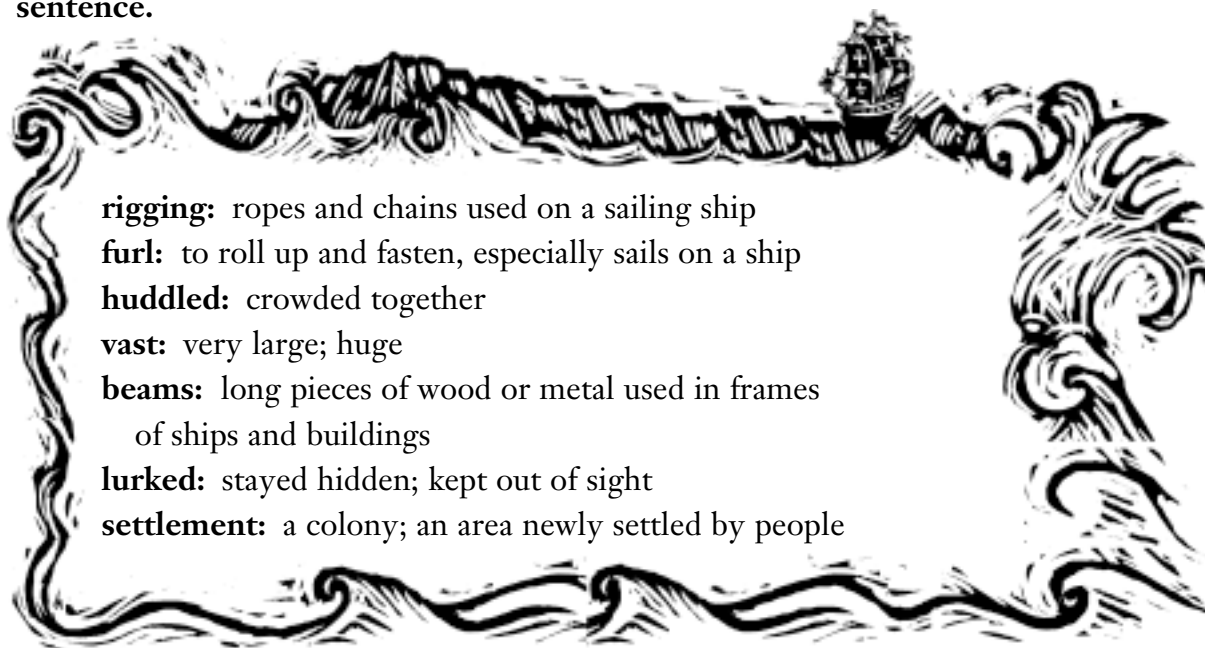


Name _____

- Read the boldfaced Vocabulary Words and their definitions. Then write the Vocabulary Word that best completes each sentence.



1. The ocean is very large. It is _____.
2. There are long pieces of wood on a ship's frame. The pieces are called _____.
3. The ropes and chains on a sailing ship are called _____.
4. The sailors roll up the ship's sails. They _____ the sails.
5. The people are crowded together in a small space. They are _____ together.
6. He hid on the ship. He _____ out of sight.
7. The settlers built a small and new town. It is a new _____.

- Write the three Vocabulary Words that tell about ships.

8. _____
9. _____
10. _____

TO THE TEACHER: With students, go through the pictures in *Across the Wide Dark Sea* to have students identify the Mayflower's *rigging*, sails, mast, anchor, and *beams*. Also have them find the picture of the people *huddled* below deck. Point out the words "Plymouth, England" at the beginning of the story. Explain that the new *settlement* would be named after this English town. Then have students ask each other questions about the pictures, using their new Vocabulary Words.

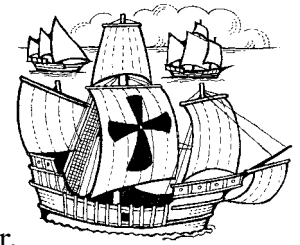
Name _____

Across the Wide
Dark Sea

Connotation/
Denotation
TEST PREP

- Read the paragraph. Then circle the letter of the best answer to each question. The underlined words will help you.

The ship's passengers stood on deck. They watched the approaching dark clouds. Then the storm broke. The wind howled and the rain pounded. Everyone raced to the lower deck. The tiny ship shuddered as it rose and fell in the rough sea. Waves as high as mountains swept over the deck. Some people cried. A young boy huddled with his father in a protected corner. "Don't go away from me, Papa!" he cried in terror.



- 1 Which idea about the wind does the word *howled* express?

- A The wind moaned softly.
- B The wind blew gently like a breeze.
- C The wind blew noisily and steadily.
- D The wind was like a person sleeping.



Tip

The author uses the word *howl* to describe the wind. Wolves howl. How does that sound?

- 2 What meaning does the word *shuddered* suggest?

- F swung or swayed
- G shook as if in fear
- H pounded
- J moved silently



Tip

If you shuddered, what would you do? Pick the answer that would most closely match your action.

- 3 Which statement would have conveyed the strongest negative connotation in the last sentence?

- A "Don't leave me, Papa!"
- B "Don't depart, Papa!"
- C "Don't retreat, Papa!"
- D "Don't abandon me, Papa!"



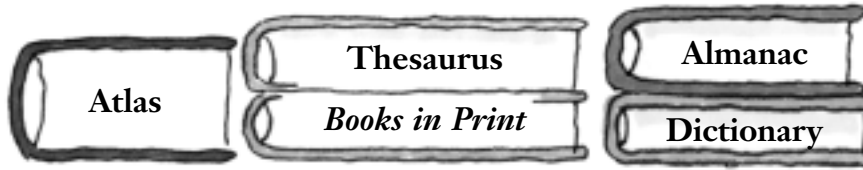
Tip

Depart means the same thing as *leave*. *Retreat* means "back up or withdraw." *Abandon* means "leave without intending to return." Which would be the worst thing that could happen to a young boy?

TO THE TEACHER: Read aloud the directions and the paragraph. Have the students read along silently. Explain to students that some words simply mean what they say. Other words come with a suitcase full of feelings, meanings, and memories. These words make us think of certain things. On the board, write the words *howled* and *shuddered*. Discuss feelings and meanings they bring. Refer students to the tips for examples. Then write on the board these other words and phrases from the passage: *rain pounded* and *chasing everyone*. Ask what they make students think of. Have students tell other words that bring feelings or meanings with them. If several students speak the same native language, have them give examples in their own language of words that have different connotations.

Name _____

- Look at the reference books shown below. Then read the questions. Circle the letter of the best answer to each question.



1. Steve read “Across the Wide Dark Sea.” He wants to know where Plymouth, Massachusetts, is located. Which is the best source for this information?
A almanac
B thesaurus
C atlas
2. Steve wants to find another book by Jean Van Leeuwen, the author of “Across the Wide Dark Sea.” Where could he look for current books?

- F thesaurus
G almanac
H *Books in Print*



3. Where could Steve find a census report for the current population of Massachusetts?
A dictionary
B almanac
C *Books in Print*



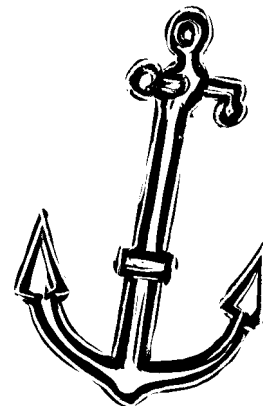
4. Steve found the following information:

an·chor (ang'kər), *n.*

1. A heavy piece of iron or steel lowered into the water to hold a ship in place.
2. Something that makes a person feel secure.

From what reference source would this information come?

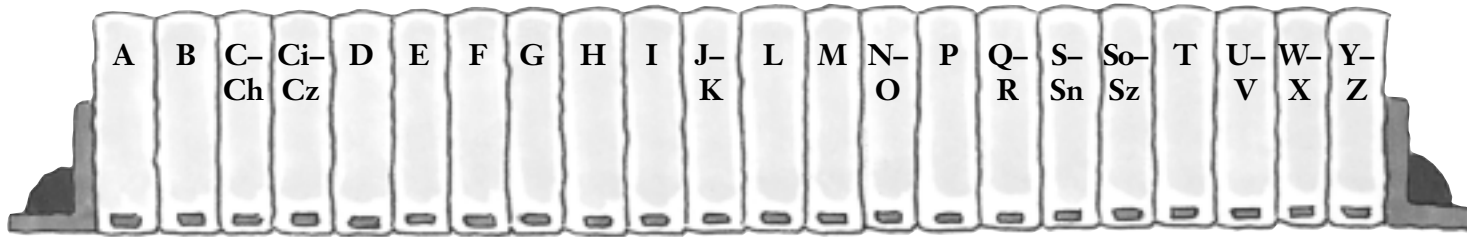
- F almanac
G thesaurus
H dictionary



TO THE TEACHER: Bring to class an atlas, an almanac, a dictionary, and if possible, Volume P, M, or S of an encyclopedia, and a volume of *Books in Print*. If it is not possible to bring all these books to the classroom, consider taking the class to the school library or a local library. Before beginning the exercises, give students time to look through the books. Then engage them in a discussion about some of the words, articles, titles, and other information they find in the books. If time permits, have teams of students work together to actually look up some of the information mentioned in the questions. Have teams tell the class what reference books they used to find the information.

Name _____

- Answer the questions. Use the encyclopedia volumes shown below.



1. In which volume of the encyclopedia would you find information about the Pilgrims? Volume _____
 2. Which volume might have information about the state of Massachusetts, where the Pilgrims landed? Volume _____
 3. Which volume might have information about the history of ships? Volume _____
- Read the following table of contents from a book about the Pilgrims. Then match items 4–6 with the correct book parts.

Chapter 1 <i>Leaving England</i>	Page 3
Chapter 2 <i>Voyage Across the Atlantic</i>	Page 12
Chapter 3 <i>Arriving in America</i>	Page 18
Glossary	Page 24
End Notes	Page 26
Selected Bibliography	Page 28
Index	Page 29

- | | |
|---|--------------------------|
| _____ 4. the meaning of the word <i>Puritans</i> | a. Index |
| _____ 5. titles of more books about the Pilgrims | b. Glossary |
| _____ 6. the page where you could find the date of the Pilgrims' arrival in America | c. Selected Bibliography |

- Circle any keyword you would use on the Internet to find information about the Pilgrims.

7. *Mayflower*

8. Plymouth

9. ships

10. settlers

TO THE TEACHER: Invite students to explore a set of encyclopedias. Ask them to think of a topic they want to learn more about. Point out that an encyclopedia, like a dictionary, is arranged alphabetically. Have a volunteer model the process of determining the name of the main subject of a search, the first letter in the name, and then the volume that contains the letter. Invite students to discuss the purpose of an index, a glossary, and a bibliography.