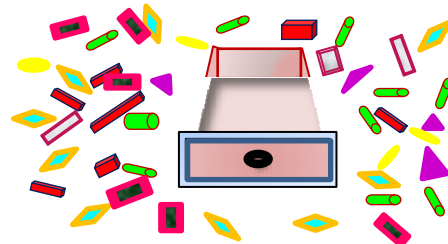


Classmate Zane, who won a ceremonial Japanese bow from his opponent yesterday at the Fastest Talker Contest in the lunchroom, summed-up our thinking. “A man his age shouldn’t be eating candy anyway. Where did he get all this? How could a drawer hold this much candy weight? It wasn’t from his wife’s bakery, because Mrs. Greene makes hand-made candies. No, these were from a factory – make that many factories, so he must trick-or-treat, but nobody saw him around town, and he knows how to drive, so maybe he trick-or-treats driving around other towns, which means he can hit three or four towns in one night, and he must have a good costume, one that makes people just throw candy into his car, as he honks his horn and stays behind the wheel – *breath*. Maybe he pokes the doorbell with a long stick, and then the stick turns into a large hand that holds candy, and he reels it back into the car, so the hand must be sticky or else the candy would fall out when he tries to reel it in, but that seems like a lot of work, so I’m thinking he has trained a little monkey, wearing alpine lederhosen and a red bell-hop cap with a feather – the monkey, not Greene – which means Mr. Greene probably plays music on a little organ grinder, while the monkey springs into action, doing all the work for him, and I bet he gives the monkey 10% of the total haul, while keeping the rest for himself.”



The class stared partly at the candy stash and partly at what Zane just said in less than 10 seconds.

Madeline, stepped in, “Yes, and I believe our benevolent Mr. Greene, would surely share with us a wee-bit of sugary heaven. I motion to reward ourselves each with a piece of candy to help motivate us!” A combination of 28 voices instantly seconded the motion. It was headed to a vote.

... Aye!

“All opposed, say ‘nay’.”

### Questions:

1. Summarize the passage. (use exactly 11 words) Today, the class teaches themselves and solves a long-time mystery.
2. Flow is like a river, helping stories move along. Explain how the story flows. (≥1 sentence, use “because”) The story flows because it is a school day in motion, and the students are in charge, discovering new things.
3. List three words describing the passage’s tone or mood. Humorous, bold, curious.
4. Give two examples how this passage shows sequence, or logical order. (2 sentences) The day starts without a teacher, so a temporary leader must be chosen. Another example of sequence is the finding of a key, opening the drawer, and deciding what to do with its contents.
5. Continuity is similar to flow; it shows continuous action without interruption. Give an example how the author could have been interrupted continuity. (1 sentence) The author could have stopped continuity because the day ended and students went home not learning of the drawer’s contents.
6. Explain the author’s purpose for using Zane’s long, run-on monologue. (1 sentence) The purpose could be for humorous creativity, since some kids actually speak quickly in run-on sentences.
7. From the story, explain the following simile: *the whole class gathered around, like a librarian about to read the class a story*. (1 sentence) It suggests the students calmly focused around the drawer, waiting patiently to see its contents and learn something new.
8. Why do you think the author leaves an uncertain ending? (≥1 sentence) One reason is to get students to think of a possible ending themselves. In addition, there is the dilemma between right and wrong.
9. Continue the story’s theme and write an ending for the final vote. (≥5 sentences) Answers will vary.

## What's in the Drawer?

### *Continuity & Flow*

**Directions:** Read the following passage from *185 To Go*, a humorous book about school life, and answer the questions.

There was miscommunication in the office and no substitute was requested for Mr. Greene's class today. We quickly offered Principal Sanchez a proposal to help the situation: we will teach ourselves!

"You are great kids; I know you can do it," admired Mr. Sanchez, who just relieved himself of being our sub for the day.

What kind of school lets kids teach themselves with no adult supervision? Apparently, one where the principal knows everyone's parents by first name and can have them here in six minutes, if there is any monkey business.

We confidently elected Madeline as leader, who announced, "This will be democracy in action. This will be the new Age of Enlightenment. We will do great things!"

Someone hummed "America the Beautiful," while we listened to Madeline and browsed through coveted teacher textbooks with answers.

Madeline, now standing on a chair waving a ruler, continued, "We will do it for the sake of altruism everywhere! As your grateful and humble leader on this day, I promise..."

"Yee-Haw!" shouted Shrimpy, like a Wild West gold miner discovering the mother lode. "Check out the things in his desk!"

Not that we intentionally go around snooping in teachers' desks, but...

"There's Fountain of Youth Fitness Water and wrinkle cream from Sweden!" announced Harper, as the whole class gathered around, like a librarian about to read the class a story. Then there was a key. The key? The key!



There was only one place in the classroom Mr. Greene considered off-limits for students: his locked bottom desk drawer.

"Class, we have quite the dilemma," declared leader Madeline, rubbing a little drop of Swedish wrinkle cream around her eyes. "Do we open it? Or do we respect the wishes of our teacher, who is absent today, no doubt because he collapsed from exhaustion after 24 straight hours of preparing lesson plans just so we could learn?"

"The drawer! The drawer!" exclaimed the entire class, as if they were contestants given a choice on a game show.

Somehow with all the excitement and kids wanting to touch the key, the desk drawer miraculously opened itself, with enough smudged fingerprints on the key to make identifying the culprit impossible.

*Hooray!*

At first, there was a glowing aura and the angelic sound of *Aww...*, as the elusive contents were first gazed upon by student eyes.

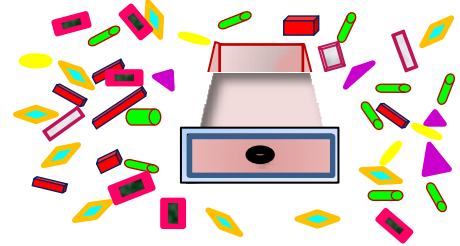
Actually, the glow was caused by Shrimpy's glow stick necklace falling into the drawer, and the heraldic *Aww...* was the result of someone accidentally bumping the "on" button of Mr. Greene's radio. He listens to classical opera on public radio during recess.

Back to drawer...

They were small and big at the same time; wrapped in gold but also silver; old-school and new-school. We have dreams of this as students... *Candy!*

The vast quantity of delightfulness was overwhelming. No wonder he locks it up – to keep away predators, like ants, mice, and other teachers. *Candy!*

Classmate Zane, who won a ceremonial Japanese bow from his opponent yesterday at the Fastest Talker Contest in the lunchroom, summed-up our thinking. “A man his age shouldn’t be eating candy anyway. Where did he get all this? How could a drawer hold this much candy weight? It wasn’t from his wife’s bakery, because Mrs. Greene makes hand-made candies. No, these were from a factory – make that many factories, so he must trick-or-treat, but nobody saw him around town, and he knows how to drive, so maybe he trick-or-treats driving around other towns, which means he can hit three or four towns in one night, and he must have a good costume, one that makes people just throw candy into his car, as he honks his horn and stays behind the wheel – *breath*. Maybe he pokes the doorbell with a long stick, and then the stick turns into a large hand that holds candy, and he reels it back into the car, so the hand must be sticky or else the candy would fall out when he tries to reel it in, but that seems like a lot of work, so I’m thinking he has trained a little monkey, wearing alpine lederhosen and a red bell-hop cap with a feather – the monkey, not Greene – which means Mr. Greene probably plays music on a little organ grinder, while the monkey springs into action, doing all the work for him, and I bet he gives the monkey 10% of the total haul, while keeping the rest for himself.”



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### Questions:

1. Summarize the passage. (use exactly 11 words)
2. Flow is a like a river, helping stories move along. Explain how the story flows. (≥1 sentence, use “because”)
3. List three words describing the passage’s tone or mood.
4. Give two examples how this passage shows sequence, or logical order. (2 sentences)
5. Continuity means continuous action without interruption. Does the passage show continuity? (1 sentence)
6. Explain the author’s purpose for using Zane’s long, run-on monologue. (1 sentence)
7. From the story, explain the following simile: *the whole class gathered around, like a librarian about to read the class a story.* (1 sentence)
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