

# JOURNEYS



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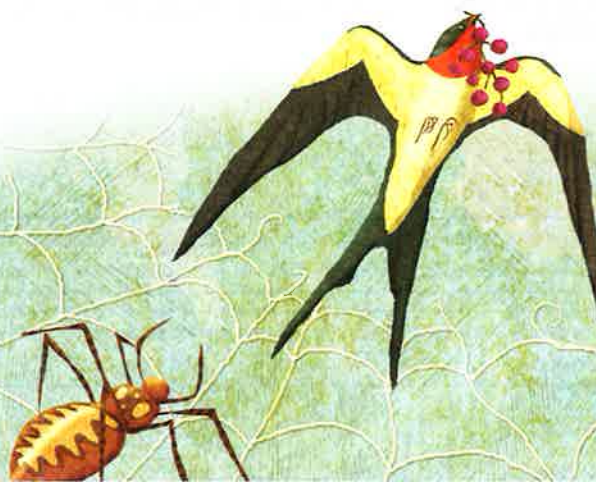
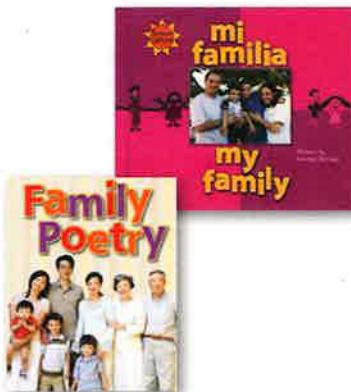
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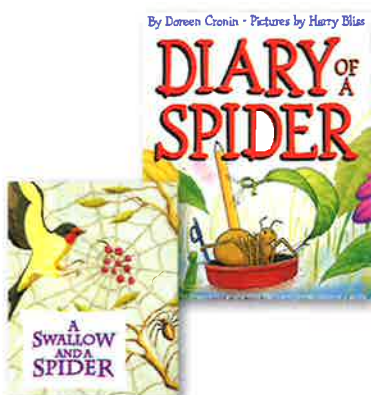
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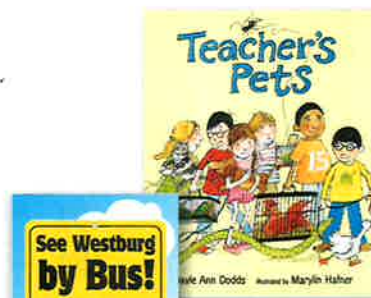
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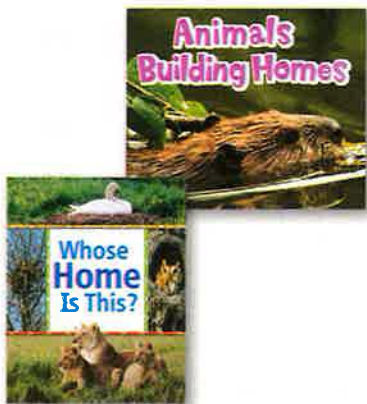
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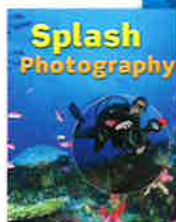
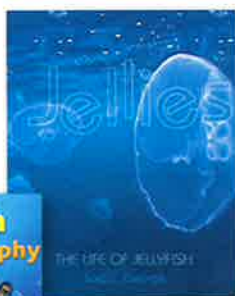
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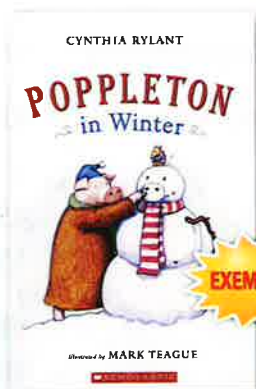
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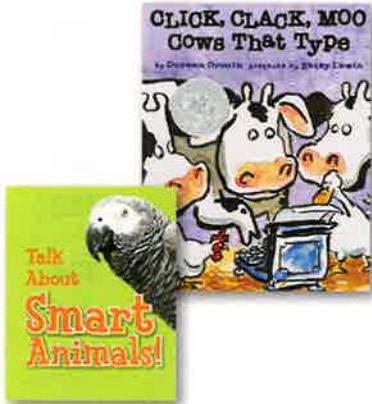
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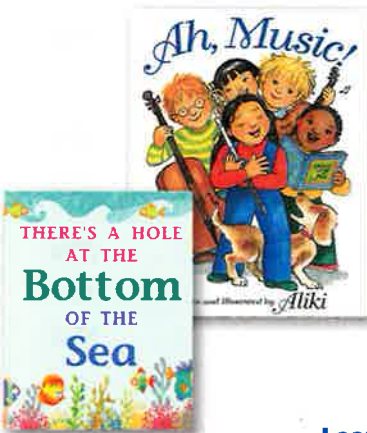
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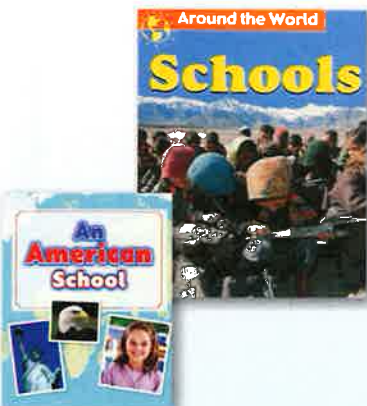
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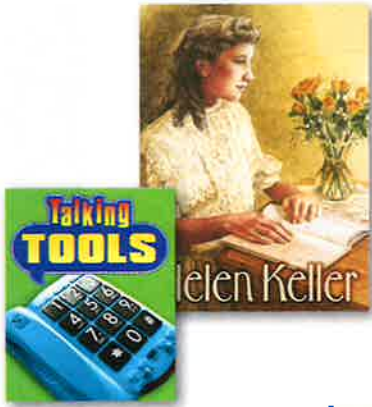
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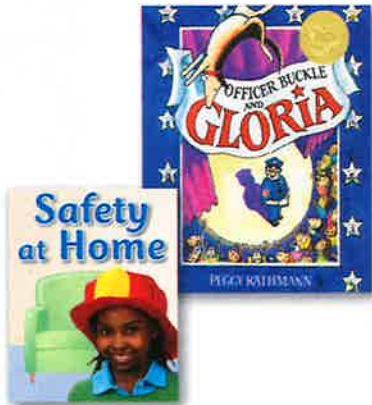
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## Be a Reading Detective!

**Welcome, Reader!**

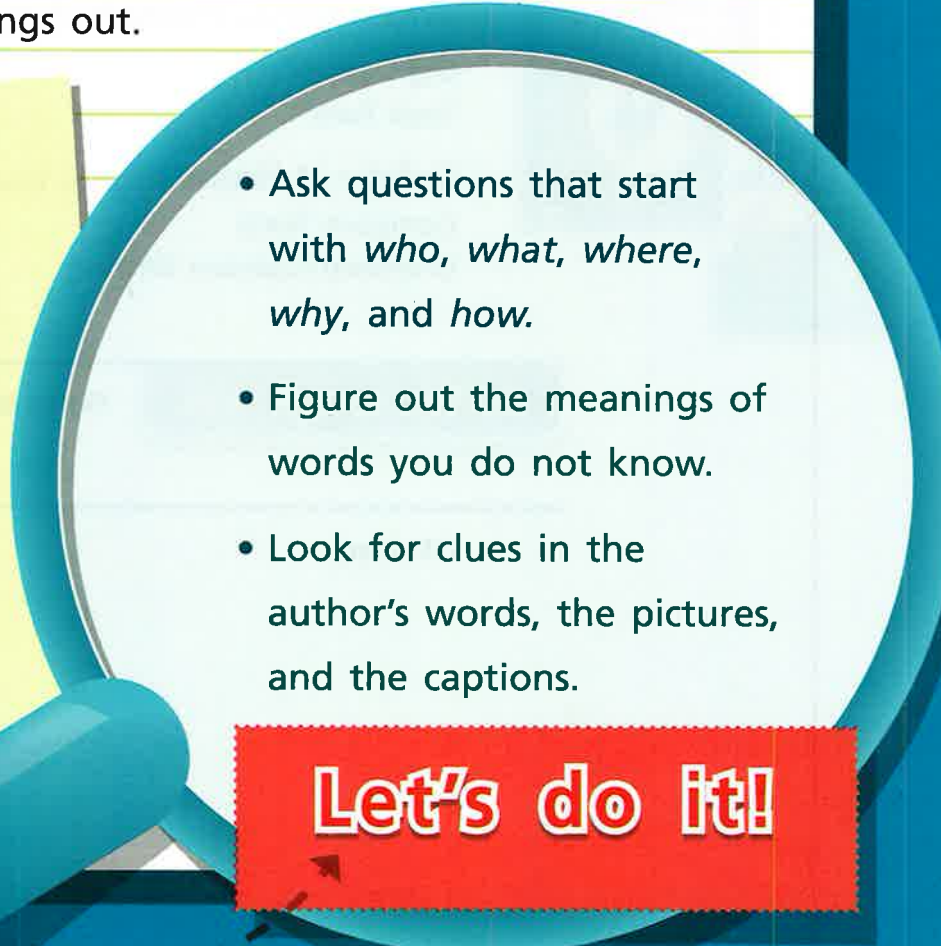
Your help is needed to find clues in texts. As a **Reading Detective**, you will need to ask a lot of **questions** to understand what you are reading. You also need to read carefully to find **evidence**, or **clues**, to figure things out.



### myNotebook

As you read, mark up the text. Save your work to **myNotebook**.

- Highlight details.
- Add notes and questions.
- Add new words to **myWordList**.

- 
- Ask questions that start with *who*, *what*, *where*, *why*, and *how*.
  - Figure out the meanings of words you do not know.
  - Look for clues in the author's words, the pictures, and the captions.

**Let's do it!**

## UNIT 1

# Neighborhood Visit



Stream to Start

“Alone we can do so little; together we can do so much.”

— Helen Keller



## Performance Task Preview

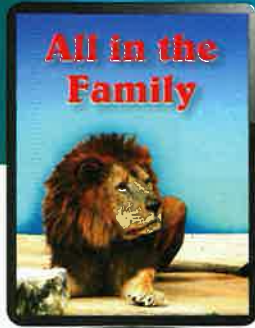
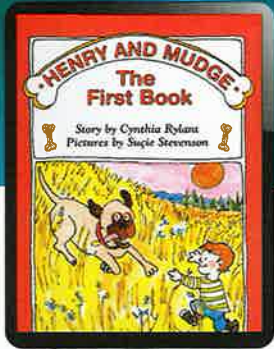
At the end of this unit, you will think about two of the texts you have read. Then you will use information from the texts to write a story about a family who gets a dog!



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# Lesson

# 1



## LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Take turns asking and answering questions about the photos. Use the Vocabulary words in your questions and answers.



Add new words to **myWordList**. Use them in your speaking and writing.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Use a Vocabulary word to tell about something you did.

1

## curly

A poodle is a dog that has very **curly** hair.



2

## straight

Some kinds of dogs have long, **straight** hair.



3

**floppy**

Hound dogs have **floppy** ears. The ears hang down very low.



4

**drooled**

The Saint Bernard **drooled** all over the place!



5

**weighed**

A dog can be **weighed** on a scale. Then the vet knows how heavy the dog is.



6

**stood**

The children measured the dog. He **stood** one foot tall.



7

**collars**

**Collars** come in different styles. A collar goes around a dog's neck.



8

**row**

The dog treats are lined up in a **row** on the shelf.

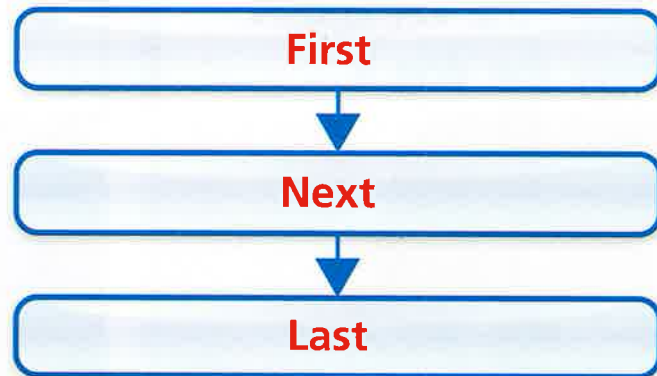




# Read and Comprehend

## ✓ TARGET SKILL

**Sequence of Events** In *Henry and Mudge*, one event happens and then another and another. The order of events in a story is called the **sequence of events**. You can use a chart like this one to show the order of story events.



## ✓ TARGET STRATEGY

**Infer/Predict** Use clues, or text evidence, to figure out more about story parts.

## PREVIEW THE TOPIC

### Animal Traits

All dogs are alike in some ways. Dogs are also different in some ways. Some dogs are short. Some dogs are tall. Some have long, skinny tails. Some have short, fluffy tails. The different ways a dog can look are called traits. Each dog's traits make it special.

In *Henry and Mudge*, you will read about one dog who looks different from all the others.



 **Think** | **Draw** | **Pair** | **Share**

Why do people like to have pets? Draw a picture to show what you think. Explain your picture to a partner. Then share your drawings with the class.

- ▶ Take turns speaking.
- ▶ Listen carefully to your partner.
- ▶ Stay on topic.
- ▶ Ask and answer questions for understanding.

## Lesson 1

# ANCHOR TEXT



### ✓ GENRE

**Realistic fiction** is a story that could happen in real life. As you read, look for:

- ▶ characters who act like real people
- ▶ story events that could happen to you or to someone you know

### MEET THE AUTHOR

## Cynthia Rylant



Henry and Mudge have starred in more than twenty-five books by Cynthia Rylant.

A musical based on their adventures once toured the United States. The part of Mudge was played by a grown man in a dog costume!

### MEET THE ILLUSTRATOR

## Suçie Stevenson



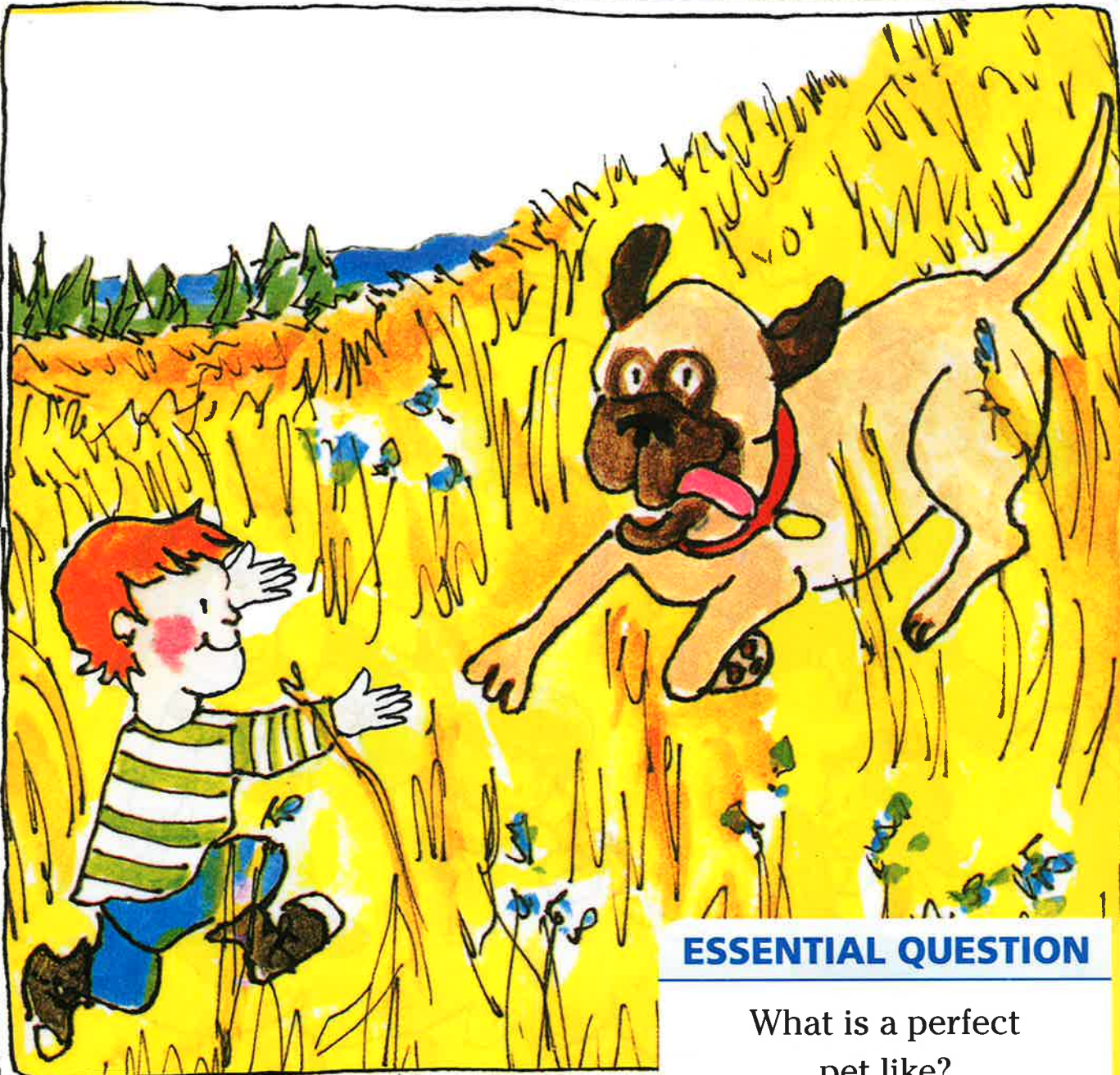
Suçie Stevenson loves drawing the character of Mudge. In fact, she has two big dogs of her own. "They don't drool

as much as Mudge," she says.

# HENRY and MUDGE

by Cynthia Rylant

illustrated by Suçie Stevenson



## ESSENTIAL QUESTION

What is a perfect pet like?

Henry had no brothers and no sisters.  
"I want a brother," he told his parents.  
"Sorry," they said.  
Henry had no friends on his street.



"I want to live on a different street,"  
he told his parents.

"Sorry," they said.

Henry had no pets at home.

"I want to have a dog," he told his parents.

"Sorry," they *almost* said.





But first they looked at their house  
with no brothers and sisters.

Then they looked at their street  
with no children.

Then they looked at Henry's face.

Then they looked at each other.  
"Okay," they said.  
"I want to hug you!" Henry told  
his parents.  
And he did.



#### ANALYZE THE TEXT

**Sequence of Events** What happens after Henry's parents look at each other?



Henry searched for a dog.  
"Not just any dog," said Henry.  
"Not a short one," he said.  
"Not a curly one," he said.  
"And no pointed ears."



Then he found Mudge.

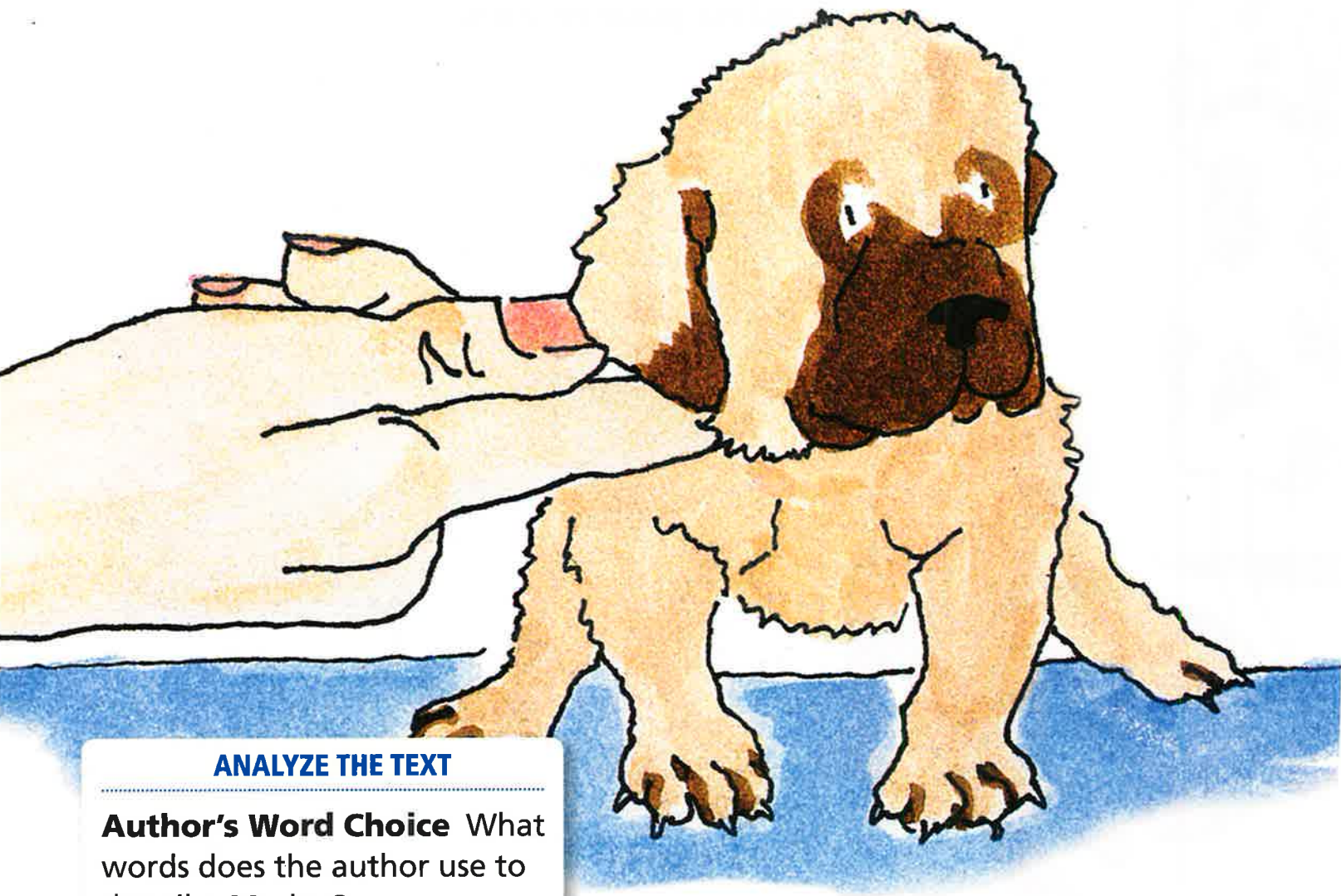
Mudge had **floppy** ears, not pointed.

And Mudge had **straight** fur, not curly.

But Mudge was short.

"Because he's a puppy," Henry said.

"He'll grow."



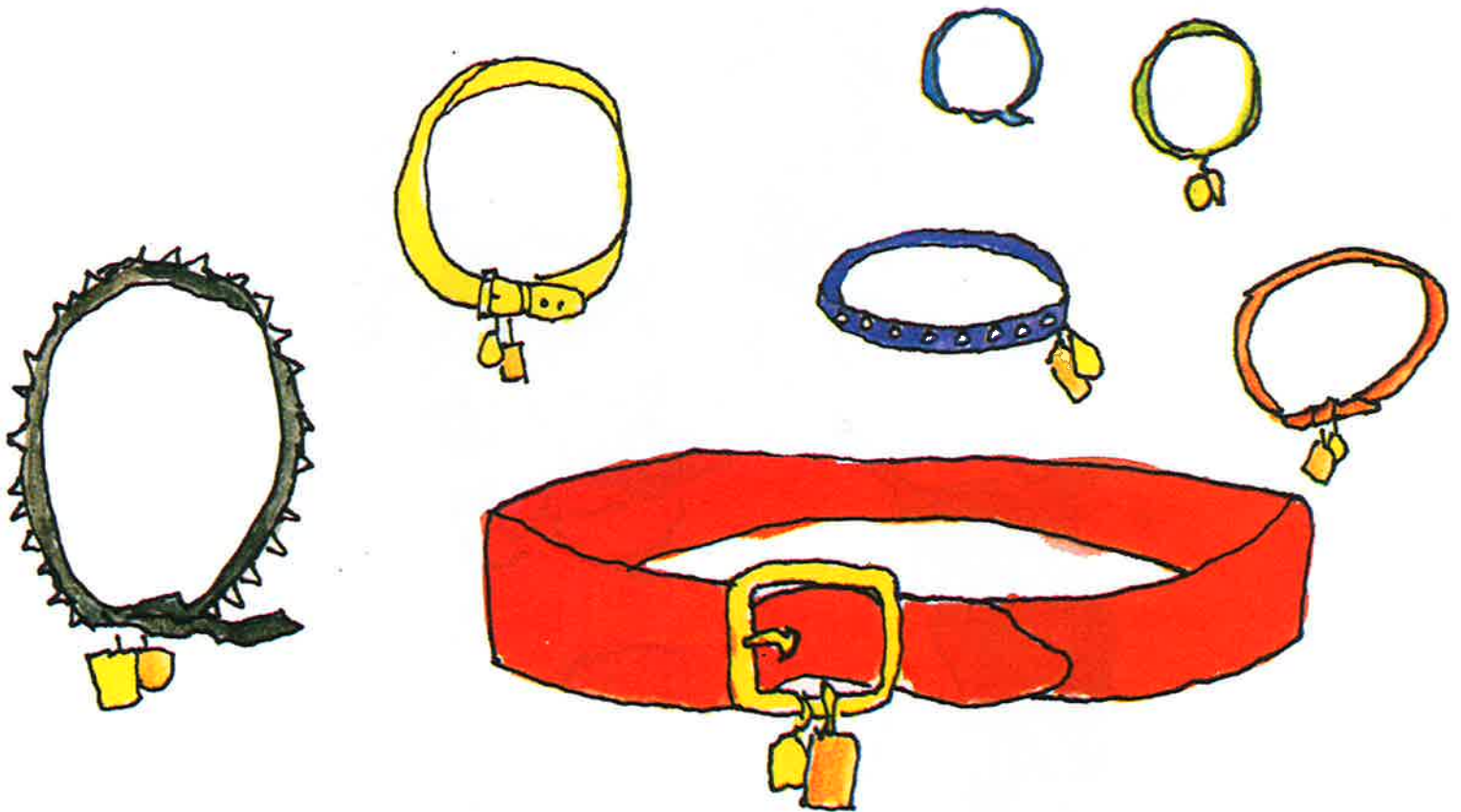
#### ANALYZE THE TEXT

**Author's Word Choice** What words does the author use to describe Mudge?

And did he ever!

He grew out of his puppy cage.

He grew out of his dog cage.



He grew out of seven **collars** in a **row**.

And when he finally stopped growing . . .





he weighed  
one hundred eighty pounds,  
he stood three feet tall,  
and he drooled.  
"I'm glad you're not short,"  
Henry said.  
And Mudge licked him,  
then sat on him.



# Dig Deeper

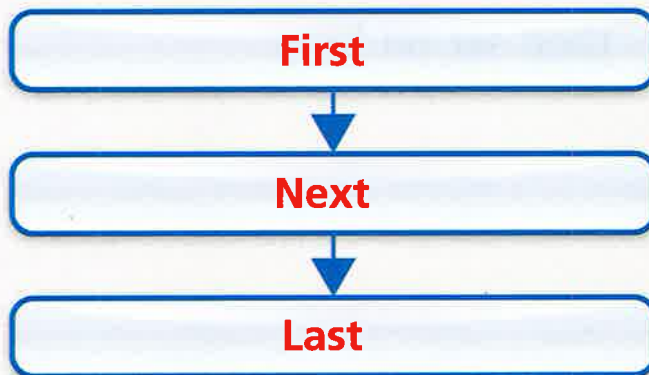
## Use Clues to Analyze the Text

Use these pages to learn about Sequence of Events and Author's Word Choice. Then read *Henry and Mudge* again. Use what you learn to understand it better.

### Sequence of Events

In *Henry and Mudge*, you read about how Henry's family gets Mudge. The author writes about what happens in a certain order. The order of what happens in a story is called the **sequence of events**.

Think about what happens first, next, and last in the story. You can show sequence of events in a chart like the one below.



## Author's Word Choice

Authors think about which words and phrases to use in a story. Choosing strong words makes the story interesting. Some strong words can help you picture what is happening and what things look like. As you reread the story, think about the words the author uses to tell about Mudge.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**What is a perfect pet like?** Talk about your ideas with a partner.

Take turns talking. Use text evidence from *Henry and Mudge* to tell your ideas. Listen carefully to what your partner says, and ask questions if you don't understand something.



### Classroom Conversation

Now talk about these questions with the class.

- 1 Why did Henry want a dog?
- 2 What happens as Mudge grows? Find text evidence to explain. Use the words and pictures to tell what happens in order.
- 3 Do you think Henry and his parents knew how big Mudge would get? Why or why not?

## Performance Task

### WRITE ABOUT READING .....



**Response** Think about what Henry asks for at the beginning of the story. Do you think that Henry's parents are right to let him get a dog? Write a few sentences to explain your opinion. Use text evidence from the story to help tell your reasons.

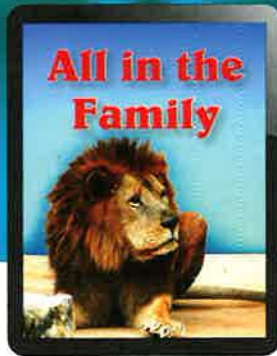


#### Writing Tip

Use a capital letter at the beginning of each sentence.  
Use an end mark at the end of each sentence.

## Lesson 1

### INFORMATIONAL TEXT



#### GENRE

**Informational text** gives facts about a topic.

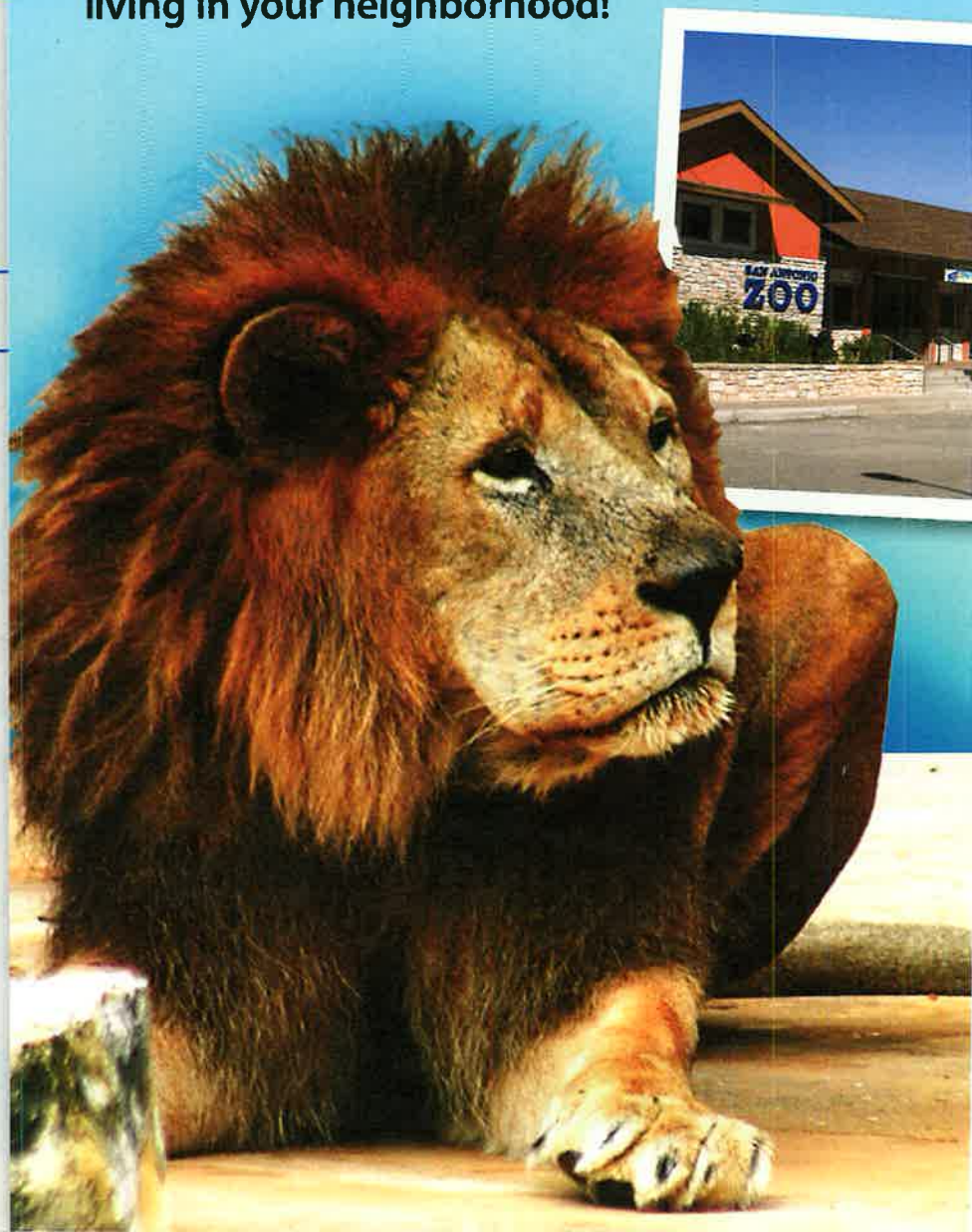
#### TEXT FOCUS

**Headings** are titles for different parts of a selection.

# All in the Family

by Katherine Mackin

At the San Antonio Zoo, you can see many amazing animals. Some of these animals may have a family member living in your neighborhood!



## Different Kinds of Dogs

Bush dogs live in Central America and South America. They have straight, brown fur. In the wild, they eat large rodents.

Pet dogs come in all shapes and sizes. They may have floppy ears or curly hair. They eat food made for dogs. Pet dogs should wear collars.



## Cats of All Sizes

Lions belong to the cat family. They can grow up to eight feet long. Some have stood four feet tall. Lions hunt big animals in the wild.

Most house cats do not weigh more than fifteen pounds. They mostly eat special food for cats. However, some cats like to hunt for mice or birds.





## Large Lizards

Komodo dragons are the largest lizards. They can grow to ten feet long. Some have weighed five hundred pounds! The saliva of a Komodo dragon is dangerous. You would not want to be drooled on by a Komodo dragon!

## Little Lizards

Geckos belong to the lizard family. They are about eight inches long. Adult geckos weigh about one to two ounces. Geckos eat insects. They can eat ten crickets in a row.





# Compare Texts

## TEXT TO TEXT

**Compare and Contrast** With a partner, pick one of the animals from *All in the Family*. Discuss how that animal is the same as and different from Mudge. Ask questions if you don't understand something your partner says.



## TEXT TO SELF

**Make a List** Henry convinces his parents to get a dog. What reasons does he give? Imagine you want a new pet. List your reasons.



## TEXT TO WORLD

**Connect to Science** Choose an animal from *All in the Family* to research. Make a list of questions and find the answers. Then share the answers with a partner.



# Grammar

**Subjects and Predicates** The **subject** of a sentence is the naming part. It tells who or what did or does something.

Pam walks her dog.

The boy chooses a pet.

The **predicate** of a sentence is the action part. It tells what the subject did or does.

The dogs pull on a rope.

Ben plays with his dog.

**Try This!**

**Write each sentence. Then circle the subject.**

- 1 Mel grew tall.
- 2 My father hugs the dog.

**Write each sentence. Draw a line under the predicate.**

- 1 The boys play ball.
- 2 Susan fed her dog.

When two short sentences have the same predicate, you can put the sentences together. Join them to make one longer sentence. Write *and* between the two subjects. This will make your writing smoother.

### Short Sentences



Jim liked the park.



Spot liked the park.

### New Sentence with Joined Subjects




Jim and Spot liked the park.

## Connect Grammar to Writing

When you revise your sentences, try joining sentences that have the same predicate.





# Narrative Writing



 **Elaboration** Use details when you write a **true story** about something that happened. Details help your reader picture what you are telling about.

Megan drafted some sentences for a true story. See how she revised her writing to add details.

## Writing Checklist

-  **Organization**  
Did I tell about events in an order that makes sense?
-  **Development**  
Does my writing sound like the way I would tell the story?
-  **Elaboration**  
Did I use details to tell the reader more?
-  **Conventions**  
Did I use complete sentences?

## Revised Draft

My friend Lucy gave me a <sup>beautiful</sup> bracelet. She made it. She <sup>with many colorful beads</sup> calls it a friendship bracelet. When I wear it I think of my best friend Lucy. <sup>I love my bracelet!</sup>

Final Copy

## A Gift

by Megan Stiles

My friend Lucy gave me a beautiful bracelet. She made it with many colorful beads. She calls it a friendship bracelet. When I wear it I think of my best friend Lucy. I love my bracelet!

### Reading as a Writer

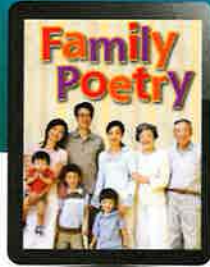
How do the words that Megan added help you picture what she is telling about? Where can you add details to your true story?

I added details to my final paper to make it more interesting.



# Lesson

# 2



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Choose two Vocabulary words. Use them together in a sentence. Share your sentence with the class.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Place the Vocabulary words in alphabetical order.

1

## remembered

Mom **remembered** my birthday. She never forgets.



2

## porch

They sat outside and talked on the front **porch**.



3

**crown**

This girl wears a **crown** on her head for her birthday.



4

**spend**

These girls **spend** time together. They play every day.



5

**stuck**

While on vacation, their car got **stuck** in the mud. It can't move.



6

**visit**

These grandparents like to **visit**. They see their grandchildren a lot.



7

**cousin**

My aunt and uncle have three children. Each child is my **cousin**.



8

**piano**

The father teaches his child to play the **piano**, a musical instrument.





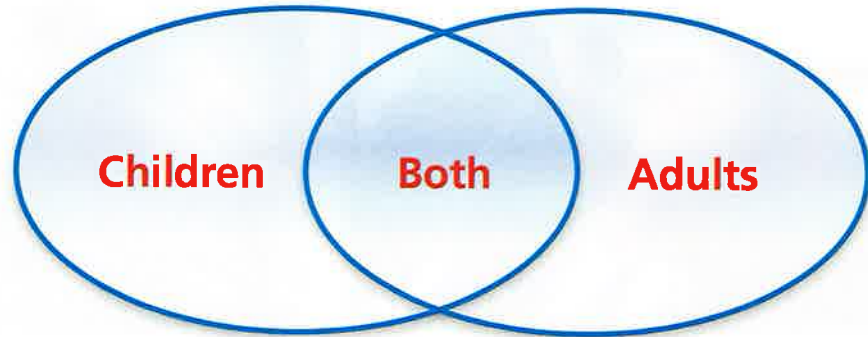
# Read and Comprehend

---

## ✓ TARGET SKILL

---

**Compare and Contrast** In *My Family*, you will find out how the people in a family are alike and different. When you think about how things are alike, you **compare** them. When you think about how things are different, you **contrast** them. You can use a diagram like this one to show how things are alike and different.



---

## ✓ TARGET STRATEGY

---

**Question** Ask questions about what you are reading.

## PREVIEW THE TOPIC

### Family Time

Families spend time together. They can do many different things. Some families play board games. Some families like to go to the zoo. Others enjoy playing outside. Sometimes families make and eat dinner together. What does your family like to do together?

*My Family* is about a girl named Camila. You will read about what she likes to do with her family.



#### Think Pair Share

Think about a fun day you spent with your family. Use the sentences below to tell a partner about your fun day. Then share them with the class.

- ▶ My family had fun when we \_\_\_\_\_.
- ▶ It was fun because \_\_\_\_\_.
- ▶ My favorite part was when we \_\_\_\_\_.

## Lesson 2

# ANCHOR TEXT



### ✓ GENRE

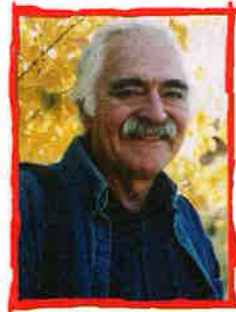
#### Informational text

gives facts about a topic. As you read, look for:

- ▶ photos
- ▶ information about real events and people

### MEET THE AUTHOR AND PHOTOGRAPHER

## George Ancona



George Ancona is often asked if he keeps in touch with the people he photographs.

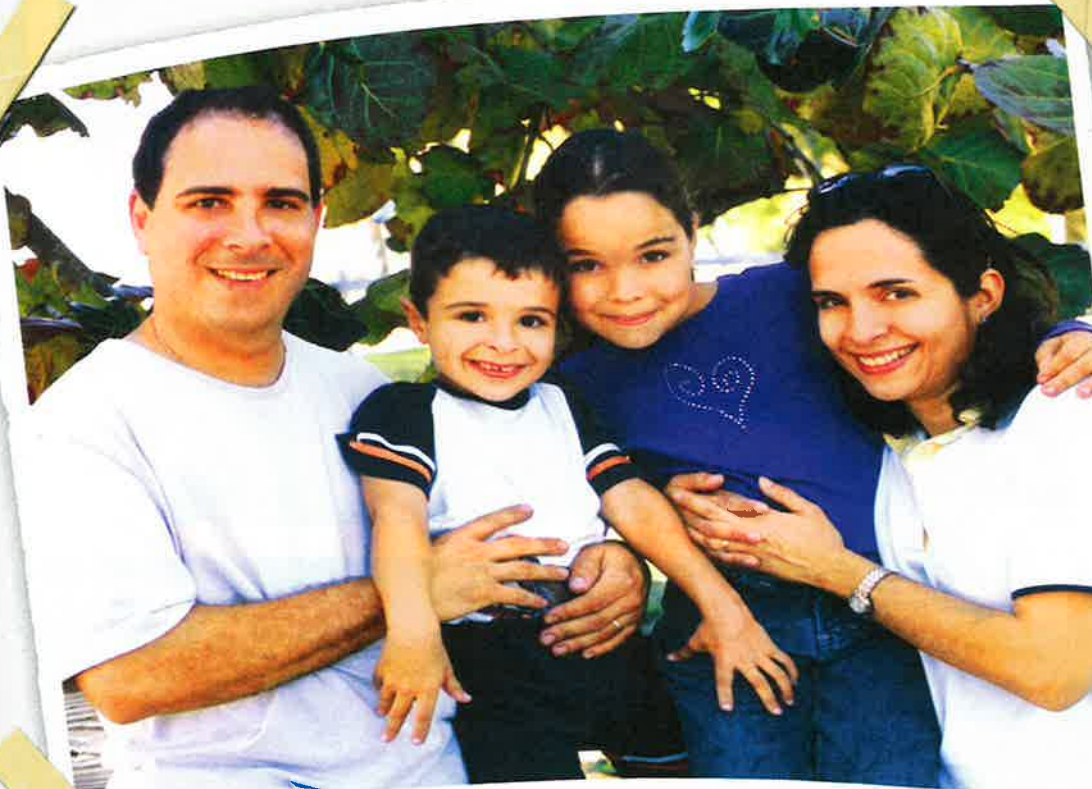
The answer is yes!

Not long ago, he heard from the father of the young boy he had photographed for *Pablo Remembers*. Pablo, now grown, was getting married. Mr. Ancona went back to Mexico to go to Pablo's wedding!



# My Family

by George Ancona



## ESSENTIAL QUESTION

What are some things that families like to do together?



I am Camila. I live in Miami with my mother, Damaris, my father, Roberto, and my brother, René. My mother came from Cuba. My father came from Puerto Rico.

My mother and I go to school together. That's because she teaches Spanish in my school. When we are at home, I like to help her cook dinner.



Sometimes when my Grandma Marta comes to **visit**, I dress up and put on a show for her. Today she is teaching me a song. It goes like this:

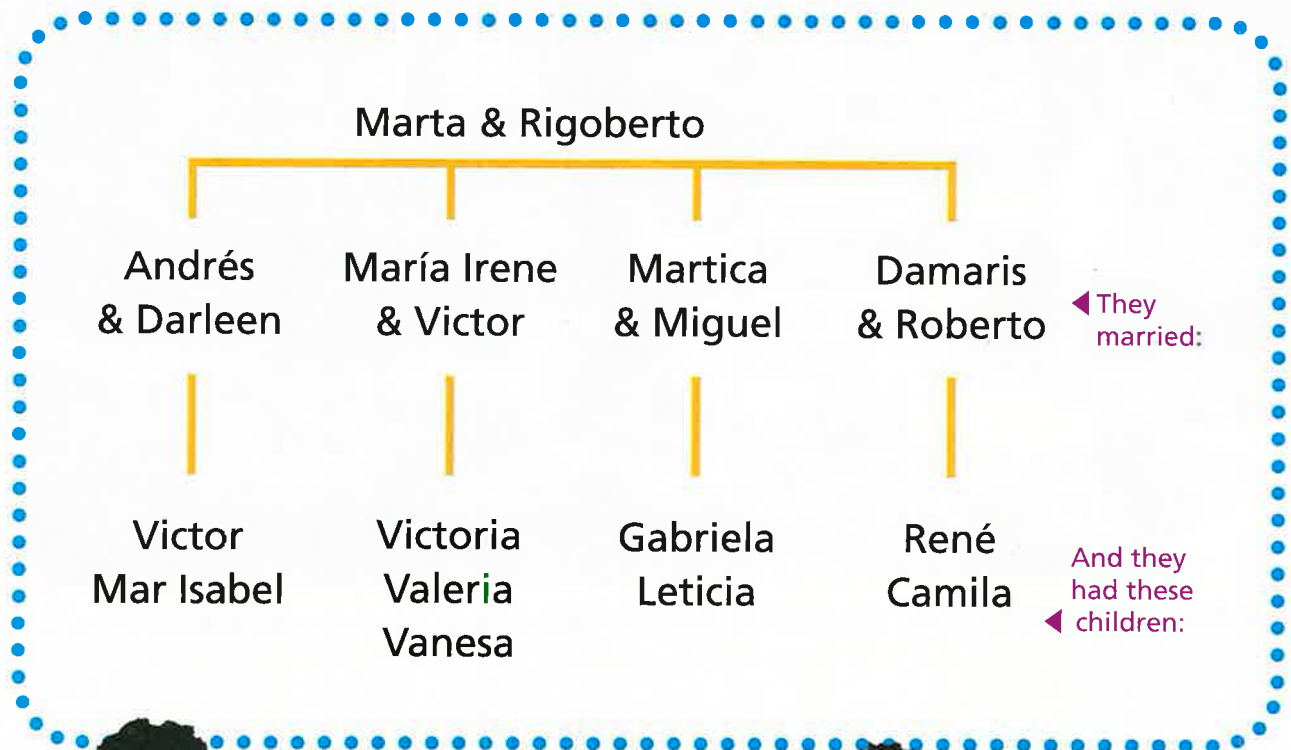
*There once was a sailor at sea  
who liked to play the guitar.  
When he **remembered** his far away land  
he picked his guitar, and started to sing:  
On the high sea, on the high sea, on the  
high sea. [repeat]*





René is my little brother. Our friends and family come to the house for his birthday. We play games, eat, and sing “Happy Birthday” to him.

Here is my family: Grandmother Marta and Grandfather Rigoberto had four children. Almost all of them came to René's birthday party.







Grandma came with Aunt María Irene and Victoria. Uncle Andrés came with Victor and Mar Isabel. Aunt Martica, Uncle Miguel, Gabriela, and Leticia came too. Soon the house was full.

We played many games.  
Aunt María Irene showed us  
how to play hopscotch. Little  
Leticia put on a **crown** to dance.  
Grandpa Rigoberto danced with  
**cousin** Mar Isabel.



#### ANALYZE THE TEXT

**Genre: Informational Text**

What do you learn about  
Camila's family from the photos?

On Sundays we go to church with Grandma.  
Then we all go to Aunt Martica and Uncle Miguel's  
house. After lunch we play music and sing.





Uncle Miguel plays the double bass. Uncle Andrés plays the violin. Aunt Darleen plays the piano. Victor plays the clarinet and Mar Isabel plays the flute.

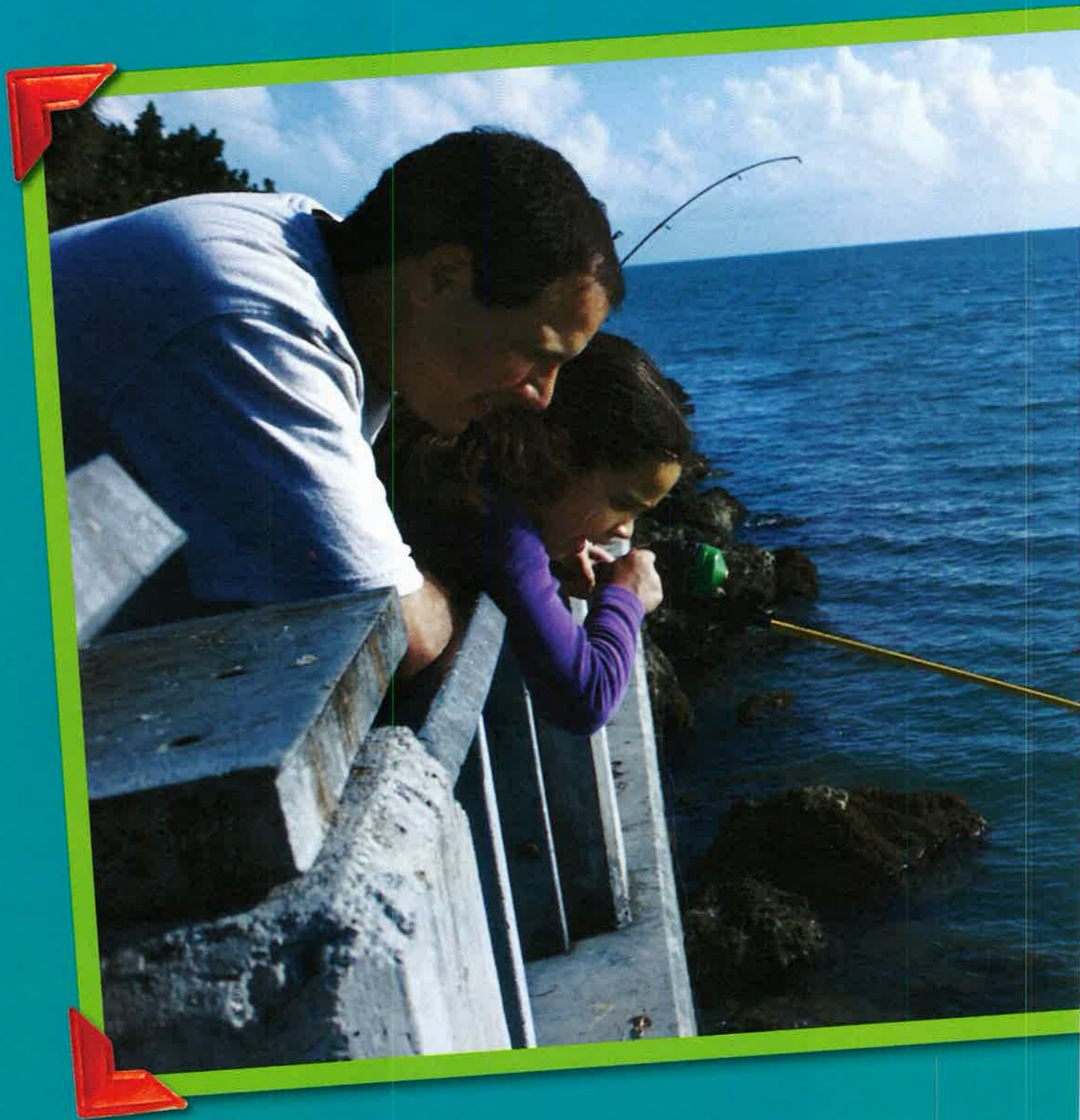


We **spend** the rest of the day in the backyard. The grown-ups play dominoes while Uncle Andrés tells funny stories. Gabriela and I sit on the **porch** and paint pictures.

#### **ANALYZE THE TEXT**

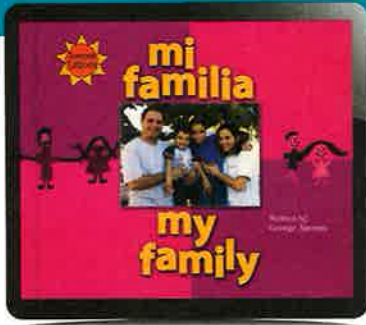
**Compare and Contrast** How are the activities of the adults the same as and different from the activities of the children on this page?







What I like best is when Papi takes us fishing. Most of the time my hook gets stuck on a rock. I can't wait to catch my first fish.



# Dig Deeper

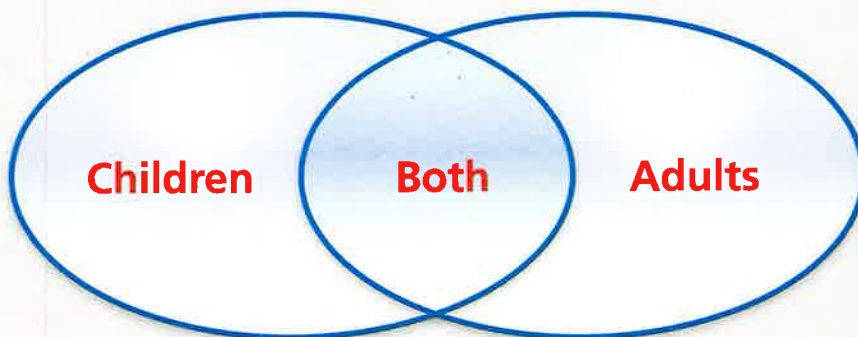
## Use Clues to Analyze the Text

Use these pages to learn about Compare and Contrast and Informational Text. Then read *My Family* again. Use what you learn to understand it better.

### Compare and Contrast

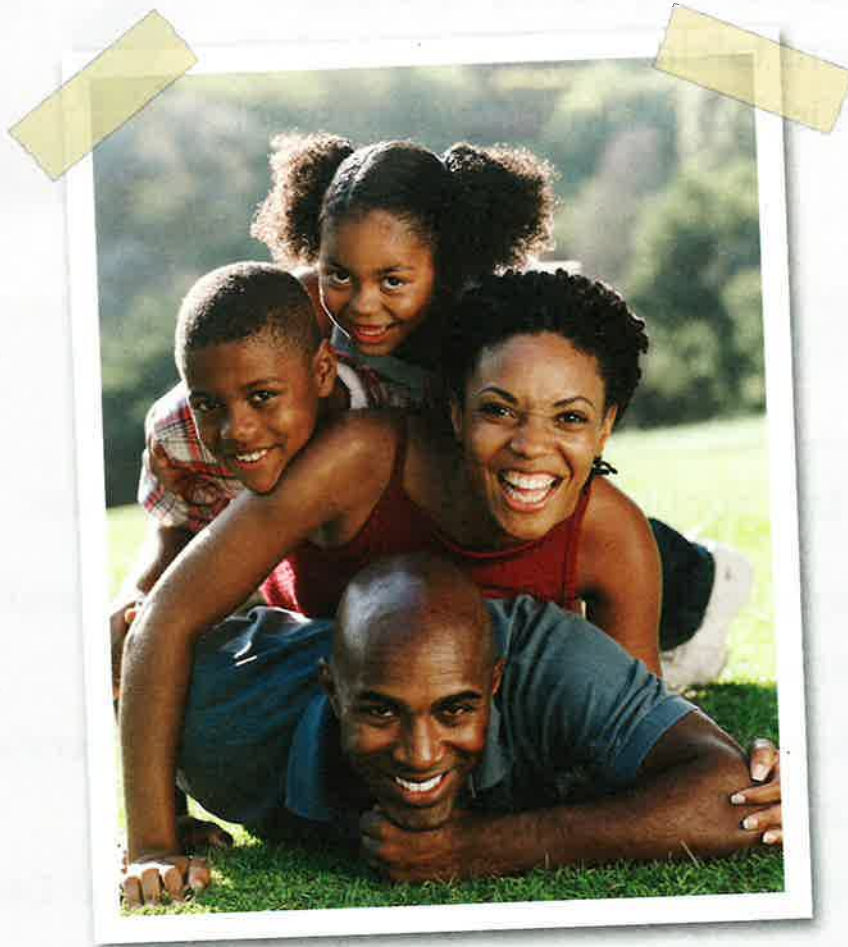
In *My Family*, you read about the people in Camila's family. You can **compare** the people in her family by thinking about how they are alike. You can **contrast** them by thinking about how they are different.

Comparing and contrasting can help you understand more about people or ideas. Use a diagram like this one to compare and contrast the children and adults in Camila's family.



## Genre: Informational Text

The author of an **informational text** tells real information about a topic. Informational text often has photos instead of illustrations. Authors choose photos that tell more about the topic. You can use photos to get more information than you find in the words. Look at page 46. The photos show that Camila is happy to sing the song that Grandma Marta teaches her.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**What are some things that families like to do together?** Discuss your ideas with a partner. Use text evidence from *My Family* to explain. Take turns talking, and listen carefully when it is your partner's turn to speak.



### Classroom Conversation

Now talk about these questions with the class.

- 1 How are the mother and father in the family the same and different?
- 2 How does the family tree help you understand Camila's family?
- 3 What parts of the selection tell you that Camila has a large family?

## Performance Task

### WRITE ABOUT READING .....



**Response** Write about how you think Camila and her family feel about spending time together. Use the words and photos to give text evidence for your answer.

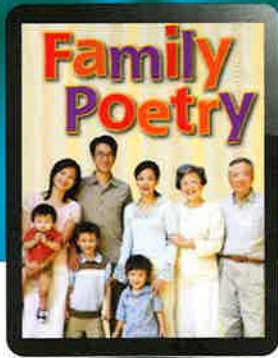


#### Writing Tip

Make sure that each sentence has a subject and a predicate.

## Lesson 2

# POETRY



### ✓ GENRE

**Poetry** uses the sound of words to show pictures and feelings.

### ✓ TEXT FOCUS

**Rhythm** is a pattern of beats, like music.

# Family Poetry

A family may have parents, brothers, sisters, grandparents, cousins, and more. People in a family visit one another and spend time together. Poets write about these remembered times. Listen to the rhythm of these family poems as you read them.

## Everybody Says

Everybody says  
I look just like my mother.  
Everybody says  
I'm the image of Aunt Bee.  
Everybody says  
My nose is like my father's.  
But *I* want to look like *ME!*

by Dorothy Aldis



## Abuelita's Lap

I know a place where I can sit  
and tell about my day,  
tell every color that I saw  
from green to cactus gray.

I know a place where I can sit  
and hear a favorite beat,  
her heart and *cuentos* from the past,  
the rhythms honey-sweet.

I know a place where I can sit  
and listen to a star,  
listen to its silent song  
gliding from afar.

I know a place where I can sit  
and hear the wind go by,  
hearing it spinning round my house,  
my whirling lullaby.

by Pat Mora



## Grandpa's Stories

The pictures on the television  
Do not make me dream as well  
As the stories without pictures  
Grandpa knows how to tell.

Even if he does not know  
What makes a Spaceman go,  
Grandpa says back in his time  
Hamburgers only cost a dime,  
Ice cream cones a nickel,  
And a penny for a pickle.

by Langston Hughes

## Write a Family Poem

What do you like to do with your family?  
Do you tell stories on the porch?  
Do you play the piano and sing?  
Write a poem about your family.  
Use words and phrases that give  
your poem rhythm.





# Compare Texts

## TEXT TO TEXT

**Select a Poem** Which poem from *Family Poetry* do you think Camila would say best tells about her family? Share your ideas with a partner.



## TEXT TO SELF

**Select an Activity** Think about what Camila and her family do in *My Family*. Which of these activities would you like to do with a family member? Tell why.



## TEXT TO WORLD

**Connect to Social Studies** Camila's mother came from Cuba. Her father came from Puerto Rico. Now her family lives in Miami. With a partner, find these places on a map. Talk about where you could look to find out more about these places.



# Grammar

**Complete Simple Sentences** A complete **simple sentence** has both a **subject** and a **predicate**. The subject tells who or what did or does something. The predicate tells what the subject did or does.

| Subject                 | Predicate                  |
|-------------------------|----------------------------|
| Ana<br>My older brother | sings.<br>plays the drums. |

## Try This!

**Work with a partner. Read each group of words aloud. Tell which groups of words are sentences.**

- 1 Dad cooked.
- 2 Harry's birthday.
- 3 Ate three slices of cake!
- 4 Jen and Bobbi danced.

When you write, use complete sentences. Be sure that simple sentences have a subject and a predicate.

### Not Complete Simple Sentences



My family.



Was Auntie Lu's birthday.

### Complete Simple Sentences



My family had a party. It was Auntie Lu's birthday.

## Connect Grammar to Writing

When you revise your friendly letter, fix any sentences that are not complete. Add a subject or a predicate.

# Narrative Writing



**✓ Development** When you write a **friendly letter**, the voice of your letter shows what you are like.

Nestor drafted a letter to his uncle. Then he added words to make the letter sound more like the way he would talk to his uncle.

## Writing Checklist

- ✓ Organization**  
Did I use the five parts of a friendly letter? Did I tell things in order?
- ✓ Development**  
Does the letter sound like me?
- ✓ Elaboration**  
Did I use words that tell how I felt?
- ✓ Conventions**  
Did I capitalize and punctuate the date, greeting, and closing correctly?

## Revised Draft

Dear Uncle Julio,

We had fun at Grandma Rita's last Sunday. We played *my favorite* games. Auntie Selena sang. Hector played his guitar.

*those songs that you and I used to sing together*

## Final Copy

September 24, 2015

Dear Uncle Julio,

We had fun at Grandma Rita's last Sunday. We played my favorite games. Auntie Selena sang those songs that you and I used to sing together. Hector played his guitar. I wish you had been there. Maybe you can come the next time we go to Grandma Rita's. I miss you!

Love,  
Nestor

### Reading as a Writer

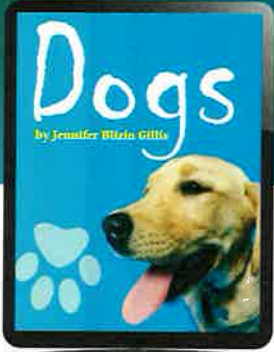
What did Nestor add to let you know how he feels? What can you add to your letter to show your thoughts and feelings?

I added words so my letter sounds like me and shows how I feel.



# Lesson

# 3



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Take turns asking and answering questions about the photos. Share your questions and answers with the class.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one on the card.

1

## hairy

This dog is very **hairy**. It has a lot of long fur.



2

## mammals

Cats are **mammals**, but fish are not.



3

**litter**

These puppies are different colors, but they are from the same **litter**.



4

**stayed**

My dog **stayed** at my cousin's house while we were on vacation.



5

**canned**

This man chose **canned** dog food at the pet store.



6

**chews**

My older brother gets upset when our puppy **chews** on his shoes!



7

**clipped**

The lost dog had a name tag **clipped** to her collar. It helped us find her owner.

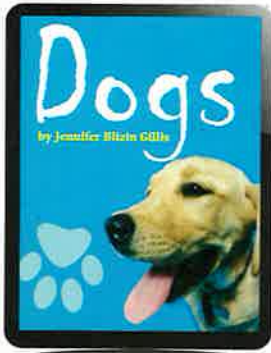


8

**coat**

This fox has a thick **coat** that helps it keep warm in the winter.



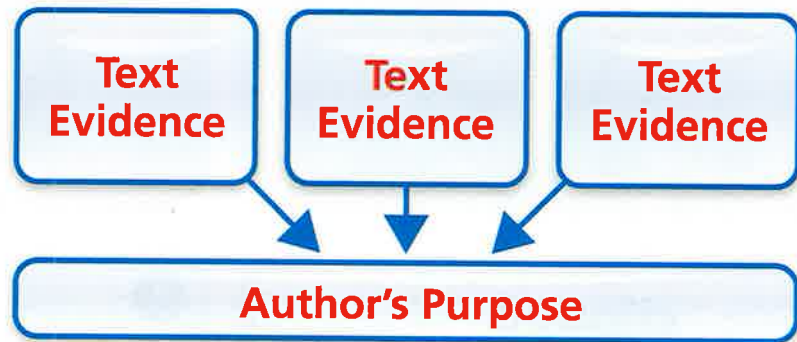


# Read and Comprehend

## ✓ TARGET SKILL

**Author's Purpose** An author may write for different reasons. The reason an author writes a selection is called the **author's purpose**. An author's purpose may be to explain something. It could also be to tell a story or to make the reader laugh.

Use text evidence as clues to help you figure out why an author wrote something. You can use a chart like this one to help you.



## ✓ TARGET STRATEGY

**Analyze/Evaluate** Think about the details as you read. Then tell how you decided which details are important.

## PREVIEW THE TOPIC

### Animal Traits

Different kinds of pets have different traits. A trait tells something about the way a pet looks or acts. Pets need different kinds of care depending on their traits. For example, a pet cat might have long fur. That cat's owner must brush the fur often. A pet fish lives in water. A fish owner must make sure the water is clean.

*Dogs* is about having a pet dog. You will read about how to take care of that kind of pet.



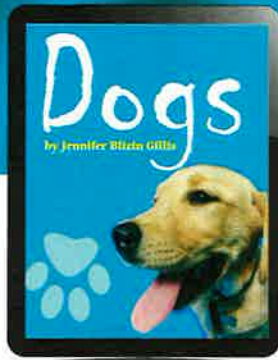
### Talk About It

Do you think dogs make good pets? Write your opinion. Then talk about your ideas in a group. Be sure to take turns and listen carefully to everyone's ideas.



## Lesson 3

# ANCHOR TEXT



### GENRE

#### **Informational text**

gives facts about a topic. As you read, look for:

- ▶ photos
- ▶ facts and details about a topic
- ▶ headings that begin a section

### MEET THE AUTHOR

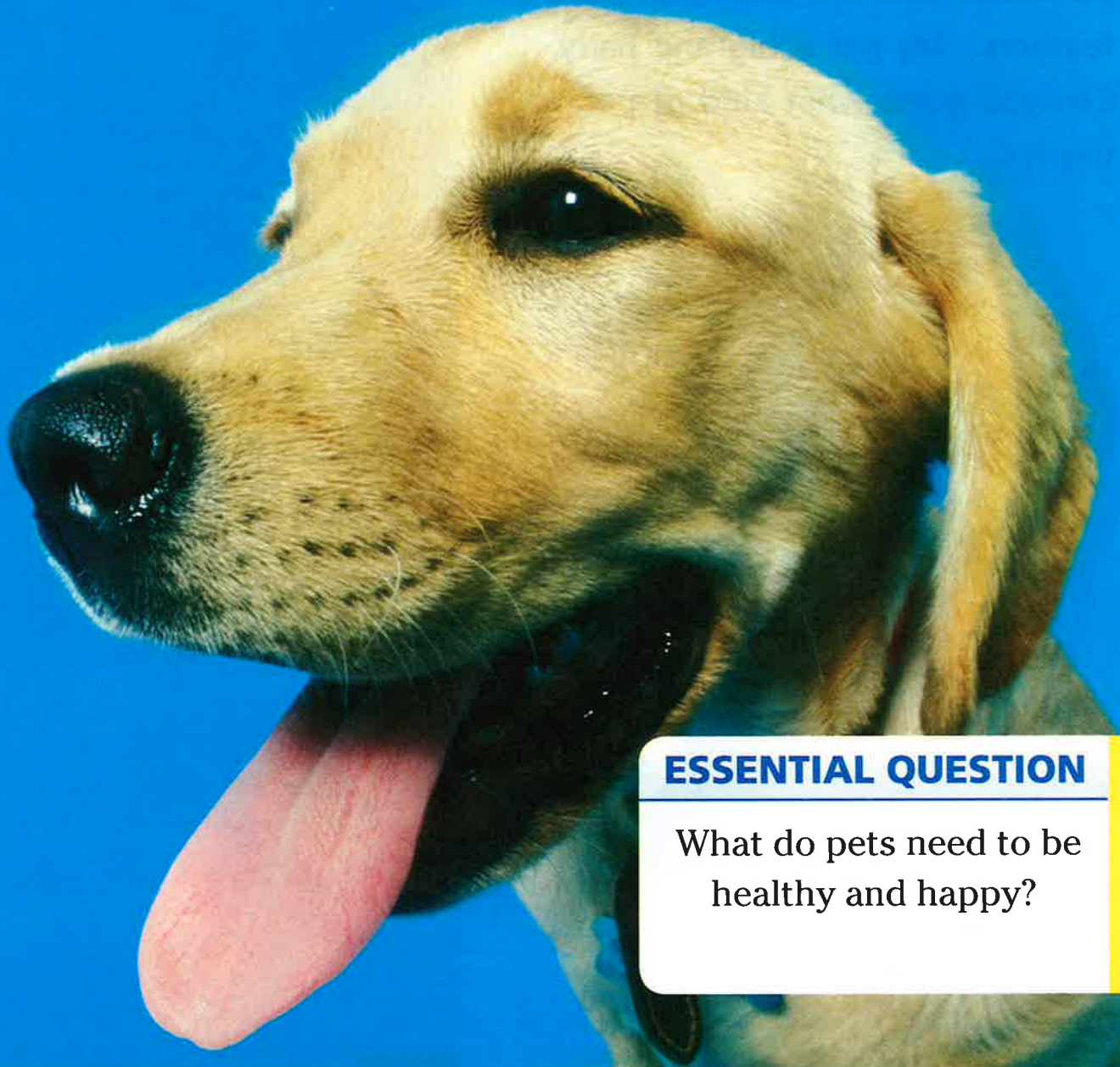
## Jennifer Blizin Gillis



Jennifer Blizin Gillis wrote her first story in the third grade. It was a mystery story that was four pages long! She has now written lots of books. She has written about pets, people, and even ballroom dancing. Besides writing, she likes to read, work in her garden, and cook. She also takes care of some pets of her own. She has two dogs and a cat.

# Dogs

by Jennifer Blizin Gillis



## ESSENTIAL QUESTION

What do pets need to be healthy and happy?

## What Kind of Pet Is This?



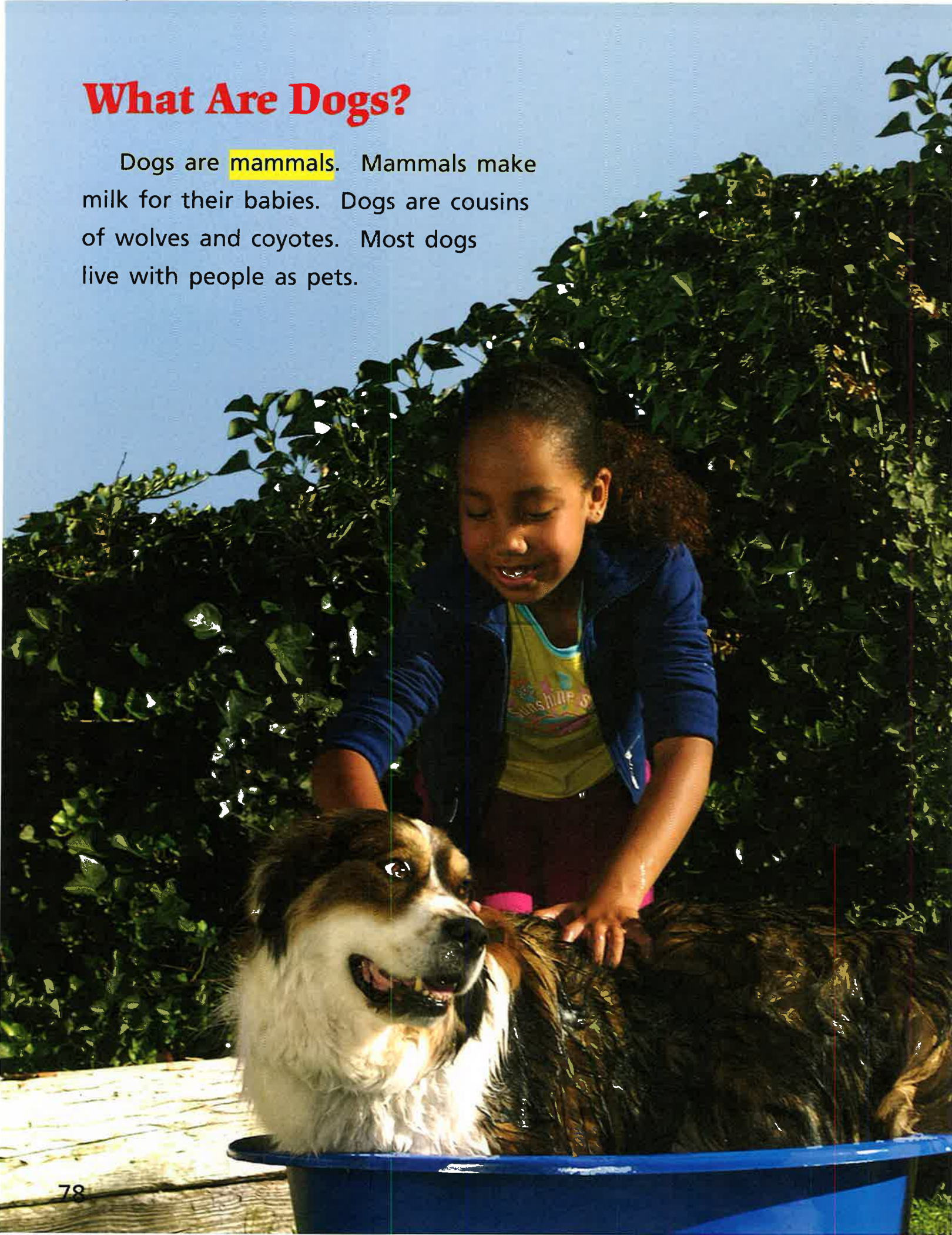
Pets are animals that live with us. Some pets are small and have feathers. My pet is big and hairy. Can you guess what kind of pet this is?





# What Are Dogs?

Dogs are **mammals**. Mammals make milk for their babies. Dogs are cousins of wolves and coyotes. Most dogs live with people as pets.



# Where Did My Dog Come From?

A mother dog had a **litter** of puppies. At first, the puppies could not see. The puppies **stayed** with their mother for eight weeks. Then I took a puppy home.





## How **B**ig Is My Dog?

At first, my dog was as small as a cat. It weighed as much as a big bag of sugar. Now my puppy is a dog. It weighs as much as a bicycle.

### ANALYZE THE TEXT

**Compare and Contrast** How are the puppy and the adult dog the same? How are they different? Use the words and photos to help you.



## Where Does My Dog Live?

My dog lives in the house with us. It sleeps on a special dog bed. Sometimes my dog sleeps in my room. It may even sleep on my bed.







## What Does My Dog Eat?

My dog eats **canned** dog food. Sometimes my dog eats dry dog food. My dog **chews** special bones, too. Chewing the bones helps keep its teeth strong and clean.





## What Else Does My Dog Need?

My dog needs a collar and a nametag. These can help me find it if it gets lost. My dog needs a leash, too. The leash is **clipped** to the collar so my dog can go for a walk.

### ANALYZE THE TEXT

**Author's Purpose** What question does the author want to answer on this page?





# What Can I Do For My Dog?

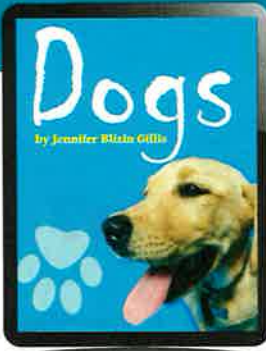
I play with my dog every day. Playing is good exercise for dogs. I brush my dog with a special brush. This keeps its **coat** clean and smooth.



## What Can My Dog Do?

My dog can play fetch. When I throw a ball, it brings it back. My dog can help at home. It can bring in the newspaper.





# Dig Deeper

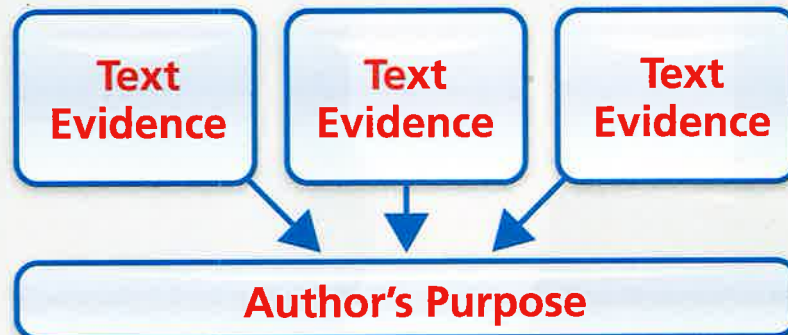
## Use Clues to Analyze the Text

Use these pages to learn about Author's Purpose and Compare and Contrast. Then read *Dogs* again. Use what you learn to understand it better.

### Author's Purpose

*Dogs* is about how to care for a pet dog. The author wrote this selection for a reason. The reason an author writes is the **author's purpose**. The author may write to help you learn about something or to make you smile.

As you read, think about why the author wrote *Dogs*. Use a chart like the one below to list text evidence. Use the evidence to help you figure out what the author wants you to know.



## Compare and Contrast

Sometimes an author tells how things are the same and different. For example, an author may tell how two animals are the same and different. Telling how things are the same is called **comparing**. Telling how things are different is called **contrasting**. As you read, compare and contrast to help you understand ideas from the text.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**What do pets need to be healthy and happy?**

Think about what you read in *Dogs*. Then talk with a partner about your ideas. Use text evidence to explain your thoughts. Ask questions if you do not understand what your partner says.



### Classroom Conversation

Now talk about these questions with the class.

- 1 What does the author want you to learn about dogs? Give text evidence to explain.
- 2 How do people take care of their dogs?
- 3 Why do people have dogs as pets?

## Performance Task

### WRITE ABOUT READING .....



**Response** Would you like to care for a dog as a pet? Write a few sentences to tell your opinion. Use evidence from the text to help you explain.



### Writing Tip

In the first sentence, tell if you would or would not like a dog. Tell your reasons in the other sentences.

## Lesson 3

# INFORMATIONAL TEXT



### ✓ GENRE

**Informational Text** gives facts about a topic.

### ✓ TEXT FOCUS

**Captions** tell more information about photos.

# Helping Paws

Most people think of dogs as pets. For many people, dogs are family helpers! Some dogs help people who have disabilities. They give care to people who need it.



# Hearing Ear Dogs

Hearing ear dogs help people who are deaf or who cannot hear well. These dogs listen for important sounds at home. An alarm clock and a doorbell are important sounds. When the dogs hear these sounds, they touch their owners with their noses. This gets their owners' attention. When hearing ear dogs are outside with their owners, they listen for sounds that could mean danger. They help keep their owners safe.



## Hearing Ear Dogs Are Helpers

- They listen for important sounds inside and outside.
- They let their owners know if there is danger.



Hearing ear dogs listen for the ring of a telephone or the sound of a smoke detector.

## Guide Dogs Are Helpers

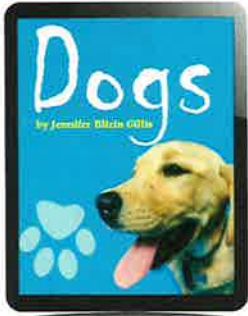
- Guide dogs help their owners walk safely.
- They follow directions to help their owners.

## Guide Dogs

Guide dogs help people who are blind or cannot see well. A guide dog learns sights, sounds, and smells of busy places. Guide dogs can go anywhere their owners need to go. They follow directions from their owners.



Make sure not to pet a guide dog when it is working.



# Compare Texts

## TEXT TO TEXT

**Write a Paragraph** How would page 81 of *Dogs* be written if the selection were about Mudge? With a partner, rewrite the paragraph to be about Mudge.



## TEXT TO SELF

**Share Experiences** Think about the dogs in *Helping Paws*. How do the pets that live with you or near you help people? Share your ideas with a partner.



## TEXT TO WORLD

**Share Ideas** What else can pets do to help their owners? Write a few sentences to tell your ideas.



# Grammar

**Kinds of Sentences** A **statement** tells something. A **command** gives an order. They each end with a period. An **exclamation** shows strong feeling. It ends with an exclamation point. A **question** asks something. It ends with a question mark.







|                    |  |
|--------------------|--|
| <b>Statement</b>   | Some dogs can be trained to help people. |
| <b>Question</b>    | Can a dog help a person who is deaf?     |
| <b>Command</b>     | Do not pet a working guide dog.          |
| <b>Exclamation</b> | She is a great guide dog!                |

## Try This!

**Decide whether each sentence is a statement, a command, an exclamation, or a question. Write each sentence with the correct end mark.**

- 1 What did the dog hear
- 2 Be careful when you cross a street
- 3 Guide dogs help keep their owners safe
- 4 His guide dog is so helpful

Using different kinds of sentences makes your writing more interesting to read. You can change one kind of sentence to another by moving or adding words.

| Statement   |   |  |   |
|---|---|--|---|
|  |    |    |   |
| The dog   | jumps   | on the leaves.   |   |
| Question  |   |  |   |
|   |  |  |  |
| Does  | the dog   | jump   | on the leaves?  |

### Connect Grammar to Writing

When you revise your writing, try using different kinds of sentences to make your writing more interesting.

# Narrative Writing



✓ **Elaboration** You can make a **description** more interesting when you use sense words to tell how things look, feel, smell, sound, and taste.

Nadia drafted a paragraph that describes where she lives. Later, she added sense words.

## Revised Draft

little green big blue  
I live in a house near a lake.

I love our house. You can see  
I love to feel the warm  
the lake from our porch. ~~The~~  
when it  
sun comes in my bedroom  
window in the morning.

## Writing Checklist

- ✓ **Purpose**  
Did I tell about where I live?
- ✓ **Organization**  
Did I tell things in an order that makes sense?
- ✓ **Elaboration**  
Did I use sense words to tell more?
- ✓ **Conventions**  
Did I use different kinds of sentences?

## My House

by Nadia Krimsky

I live in a little green house near a big blue lake. I love our house. You can see the lake from our porch. I love to feel the warm sun when it comes in my bedroom window in the morning. Do you know what wakes me up? The birds start chirping. I smell the pancakes my dad makes. They taste so good that I always ask for more! I want to live in this house for a long time.

### Reading as a Writer

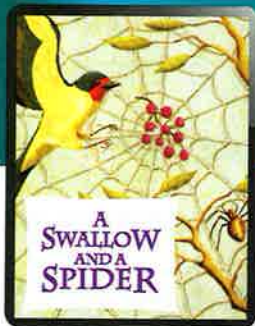
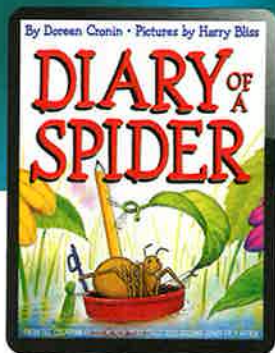
Which sense words did Nadia add? What sense words can you add to your writing?

I used sense words to tell the reader more about how things look, feel, smell, taste, and sound.



# Lesson

# 4



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Read the sentences on the Context Cards. Choose one of the sentences. Take out the Vocabulary word. Put in a word that means the same or almost the same thing. Tell how the sentences are the same and how they are different.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the Vocabulary words.

1

## **insects**

Ants, flies, and bees are all **insects**. They all have six legs.



2

## **dangerous**

Be careful! A bee sting can be **dangerous**. It makes some people sick.



3

**scare**

Cockroaches will run away if you **scare** them. They frighten easily.



4

**sticky**

A spider web is **sticky**. Bugs get caught, and they can't fly away.



5

**rotten**

A housefly eats **rotten**, or spoiled, food.



6

**screaming**

If you see a wasp, walk away quietly. Don't run away **screaming**.



7

**breeze**

A ladybug came in when a **breeze** blew open the window curtains.

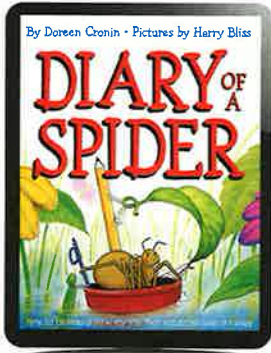


8

**judge**

Look carefully before you **judge**, or decide, what this picture shows.





# Read and Comprehend

---

## ✓ TARGET SKILL

---

**Cause and Effect** Some people see a spider and get scared. The two events are linked. Seeing the spider is the **cause**. Becoming scared is the **effect**.

Look at the words and pictures in a story to figure out what happens and why. You can use a chart like the one below to list causes and effects.

| Cause | Effect |
|-------|--------|
|       |        |

---

## ✓ TARGET STRATEGY

---

**Summarize** Stop to tell important events as you read.

## PREVIEW THE TOPIC

### Getting Along with Others

*Diary of a Spider* is a made-up story about a spider who is friends with a fly. Think about why it might be hard for a spider and a fly to be friends. For one thing, a fly spends a lot of time in the air, but a spider can't fly. Also, a fly might get caught in a spider's web. Spider and Fly have fun together even though they are different. They learn to work around their differences to get along together.



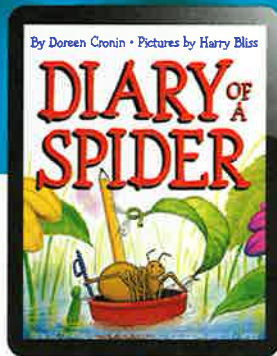
#### Think | Pair | Share

How can friends who like different things have fun together? Talk about your ideas with a partner. Then share with the class.

- ▶ Take turns speaking.
- ▶ Listen carefully to your partner.
- ▶ Stay on topic.
- ▶ Ask and answer questions for understanding.

## Lesson 4

# ANCHOR TEXT



### ✓ GENRE

**Humorous fiction** is a story that is written to make the reader laugh. As you read, look for:

- ▶ characters who do or say funny things
- ▶ events that would not happen in real life

### MEET THE AUTHOR



## Doreen Cronin

Two spiders have moved into Doreen Cronin's office, but she says she cannot bring herself to get rid of them. If you like *Diary of a Spider*, check out Ms. Cronin's other books, *Diary of a Worm* and *Diary of a Fly*.

### MEET THE ILLUSTRATOR

## Harry Bliss

Whenever Harry Bliss visits classrooms, he asks students to scribble on the board.

He then turns their scribbles into an animal, a tree, or a cartoon character. This scribble game helps kids use their imagination.



# DIARY OF A SPIDER

by **Doreen Cronin**  
pictures by **Harry Bliss**



## ESSENTIAL QUESTION

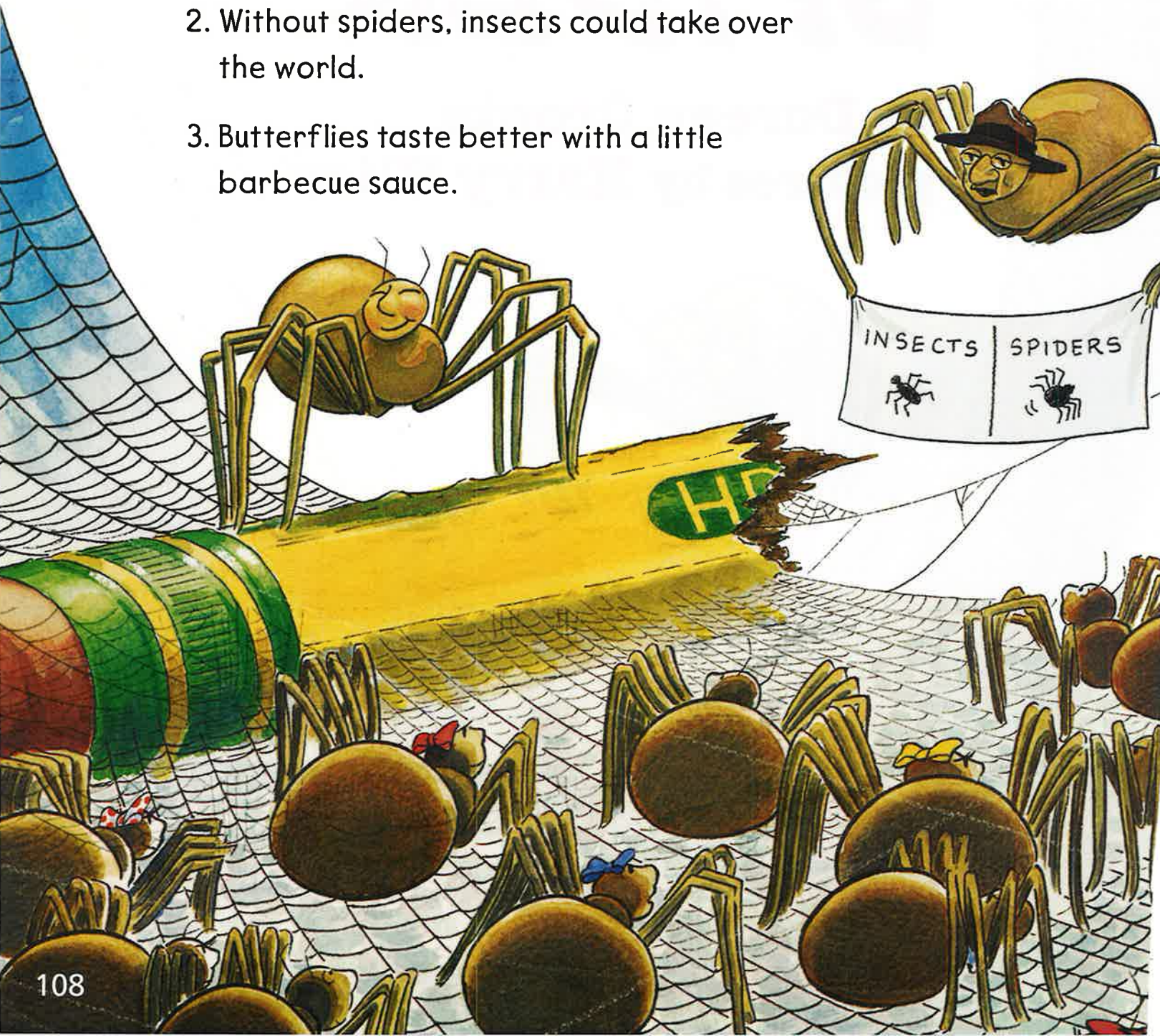
How do good  
friends act?

# MARCH 1

Today was Grandparents Day at school, so I brought Grampa with me.

He taught us three things:

1. Spiders are not **insects**—insects have six legs.
2. Without spiders, insects could take over the world.
3. Butterflies taste better with a little barbecue sauce.



# MARCH 16

Grampa says that in his day, flies and spiders did not get along.

Things are different now.



# MARCH 29

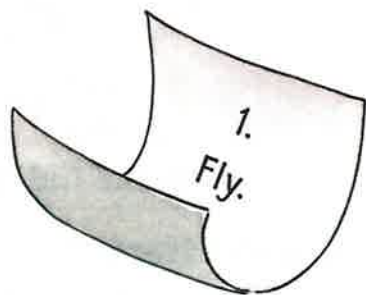
Today in gym class we learned how to catch the wind so we could travel to faraway places.



When I got home, I made up flash cards so I could practice:



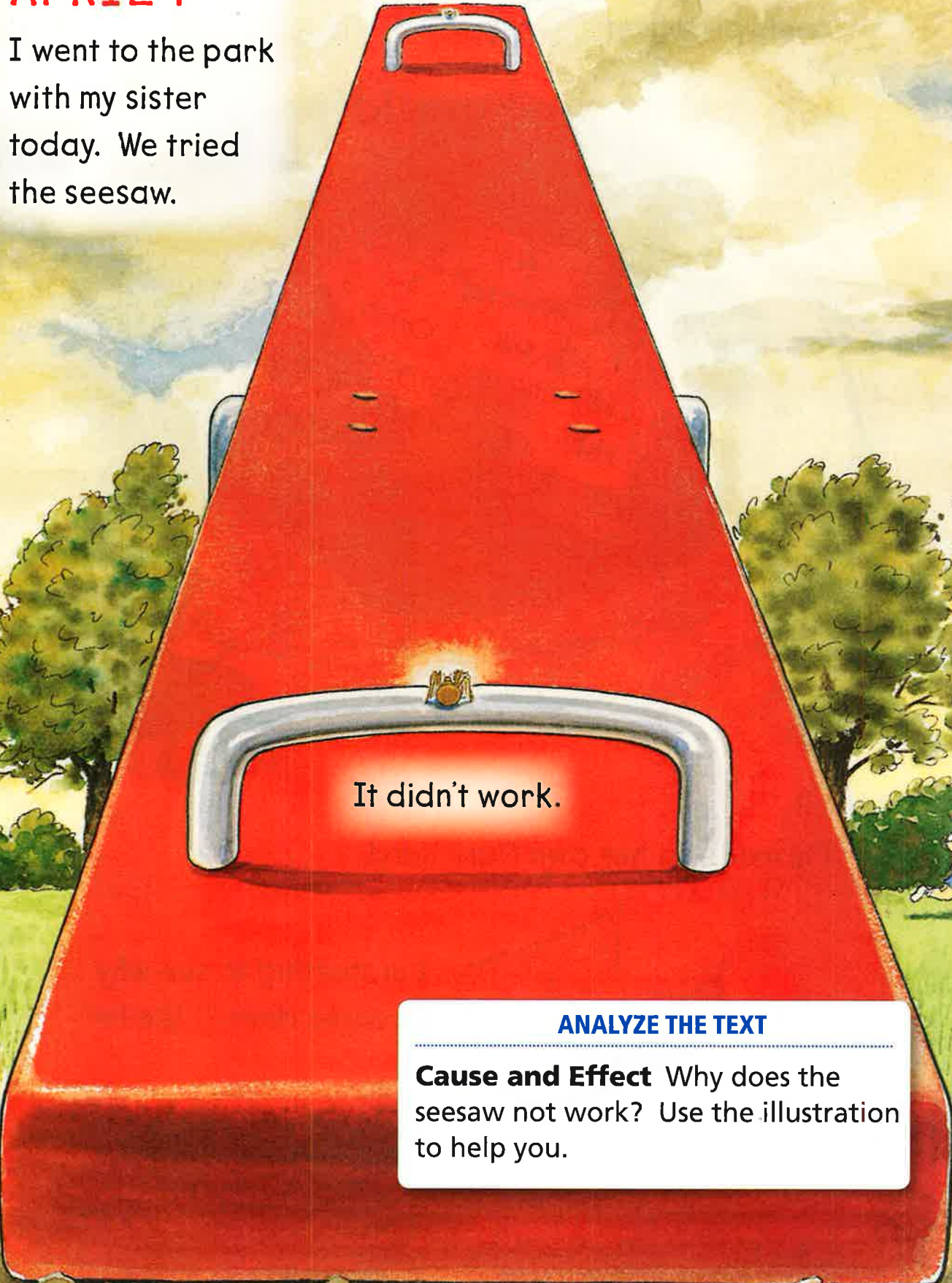
Fly made up her own flash card:



I'm starting to see why Grampa doesn't like her.

**APRIL 1**

I went to the park with my sister today. We tried the seesaw.

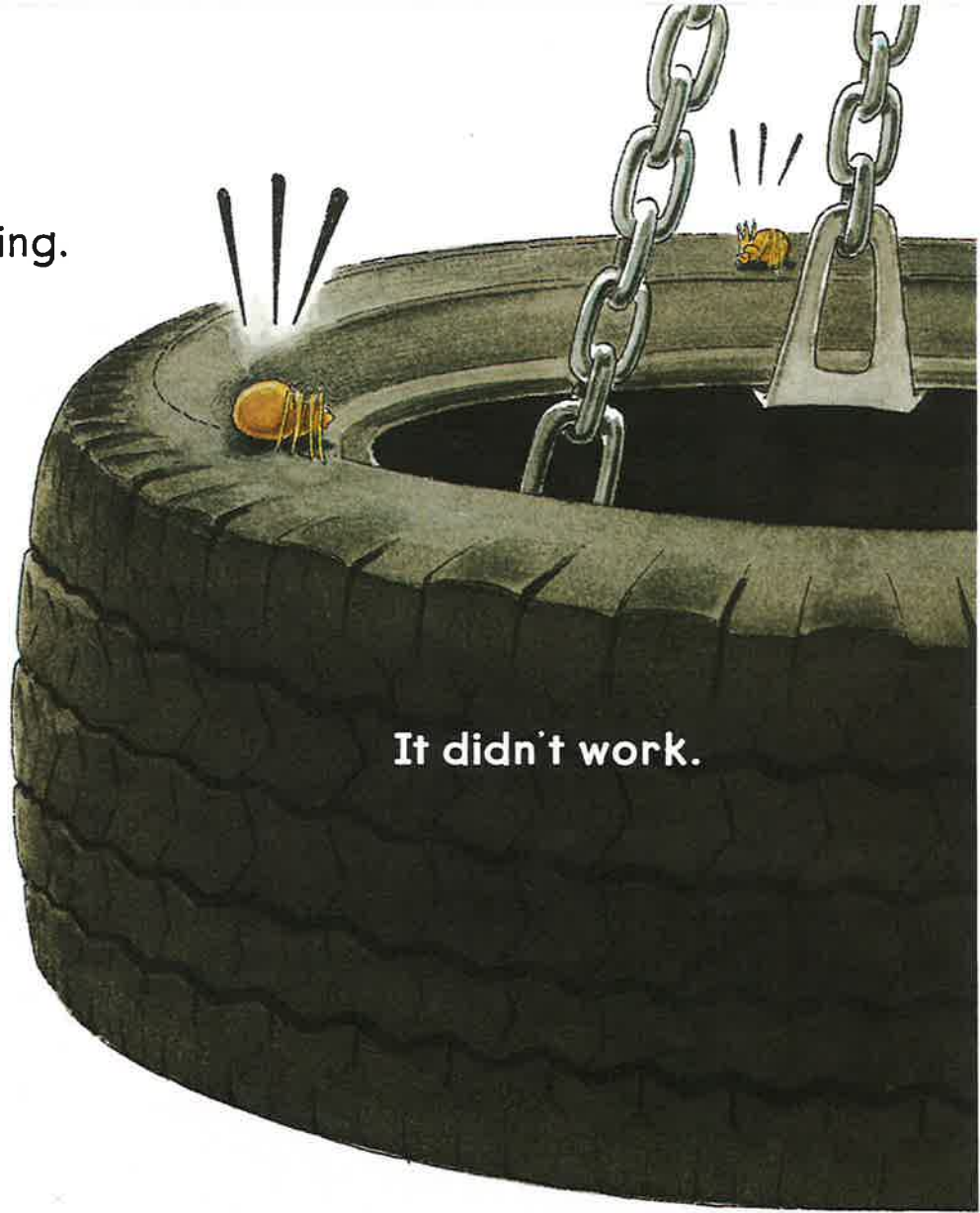


It didn't work.

**ANALYZE THE TEXT**

**Cause and Effect** Why does the seesaw not work? Use the illustration to help you.

We tried the tire swing.



It didn't work.

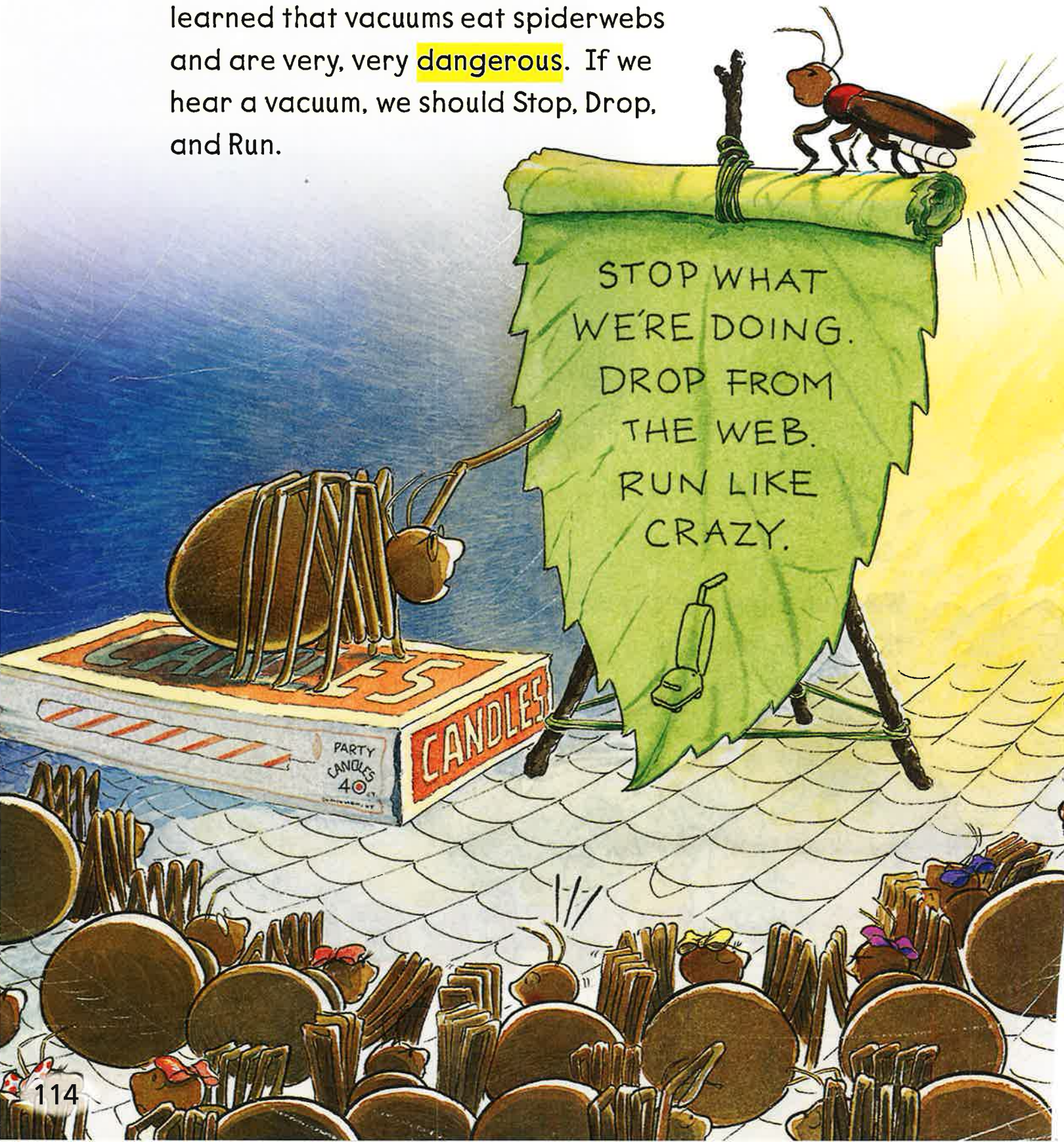
We spun a huge sticky web on the water fountain.



That worked.

## APRIL 12

Today was Safety Day at school. We learned that vacuums eat spiderwebs and are very, very **dangerous**. If we hear a vacuum, we should Stop, Drop, and Run.



APRIL 13

We had a vacuum drill today.  
I stopped what I was doing.



Forgot where I was going.



And ran screaming from the room.



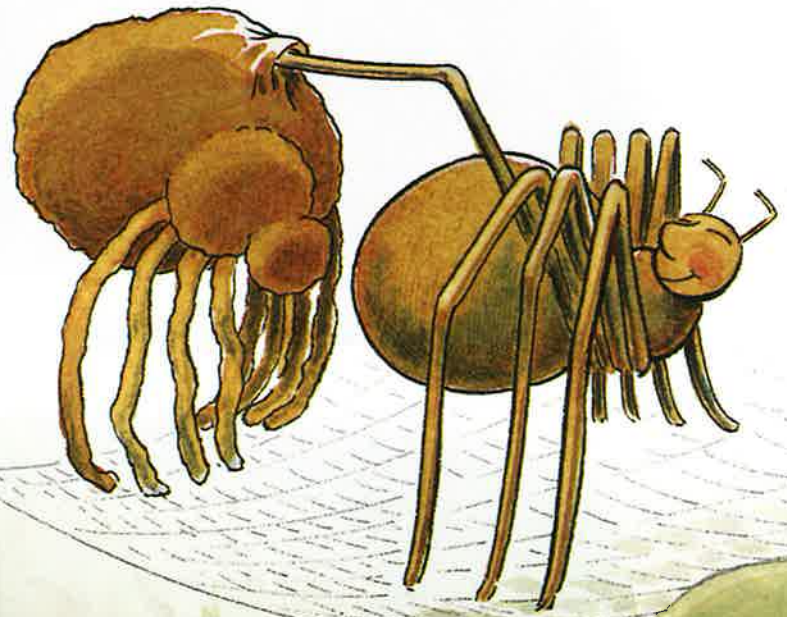
We're having another drill tomorrow.

**APRIL 17**

I'm sleeping over at Worm's house tonight. I hope they don't have leaves and **rotten** tomatoes for dinner again.

**MAY 7**

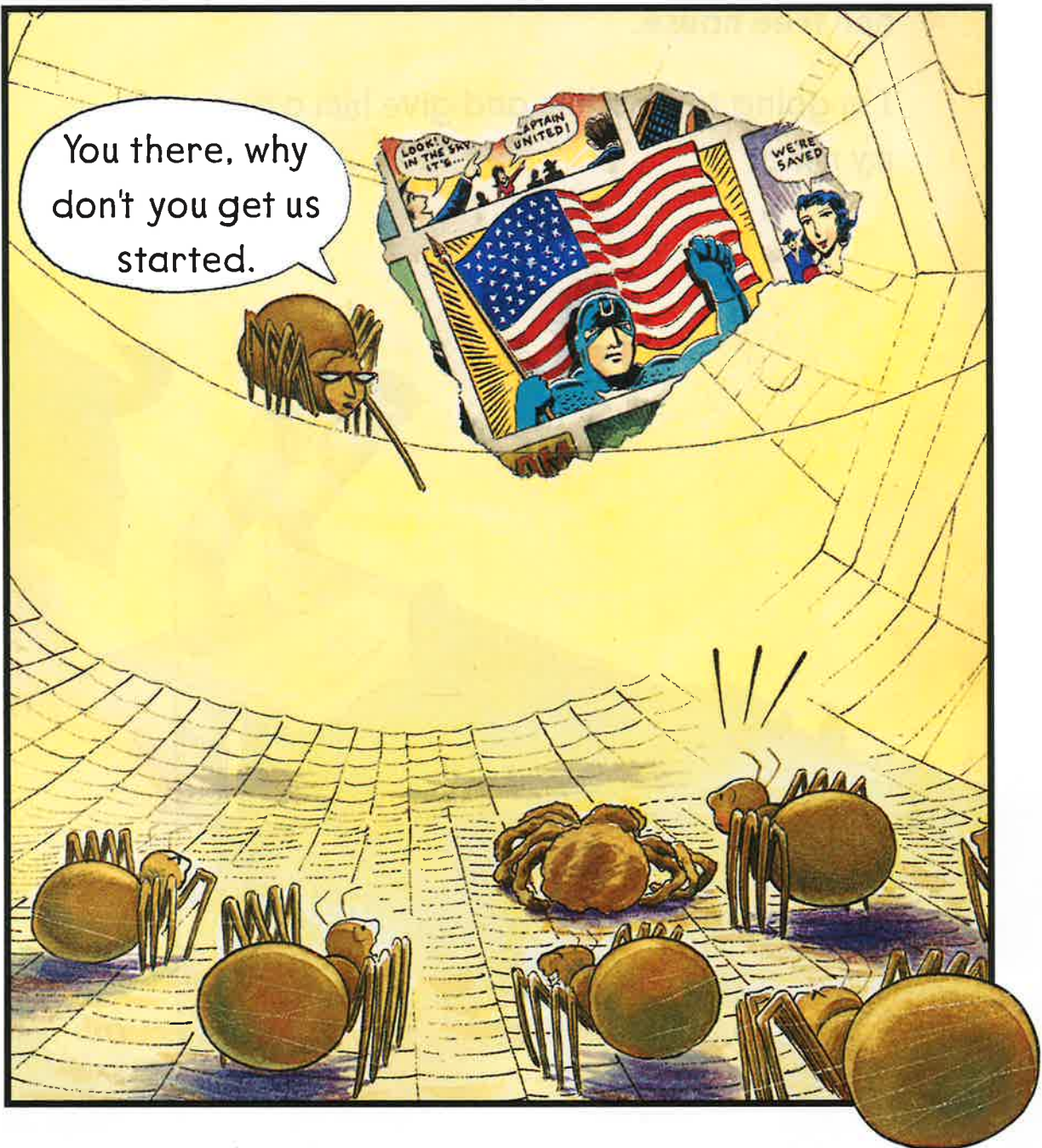
Mom said I was getting too big for my own skin. So I molted.



That is  
soooo gross!

## MAY 8

Today was show-and-tell. So I brought in my old skin. My teacher called on it to lead the Pledge of Allegiance.

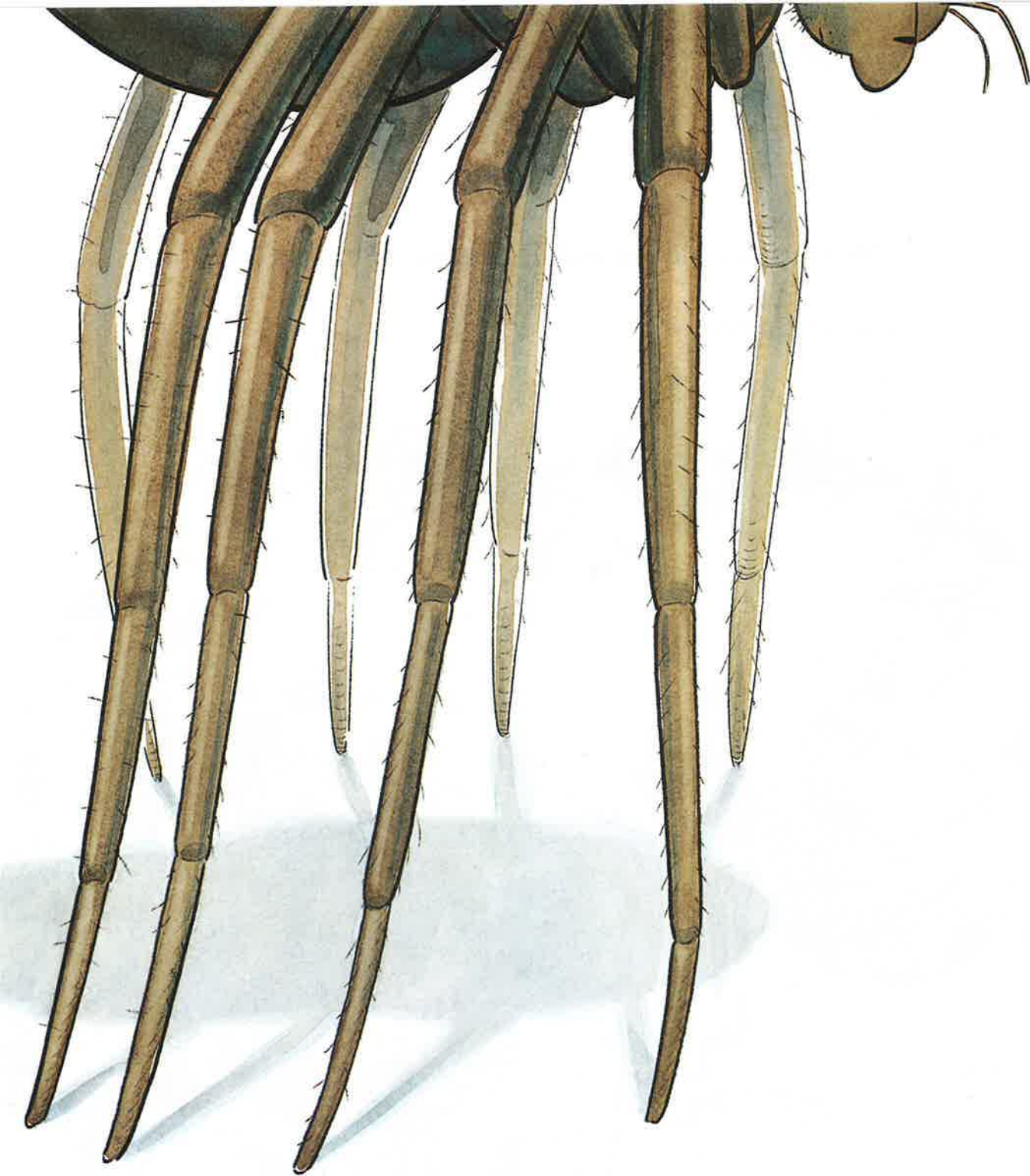


## JUNE 5

Daddy Longlegs made fun of Fly because she eats with her feet. Now she won't come out of her tree house.

I'm going to find him and give him a piece of my mind!





**JUNE 6**

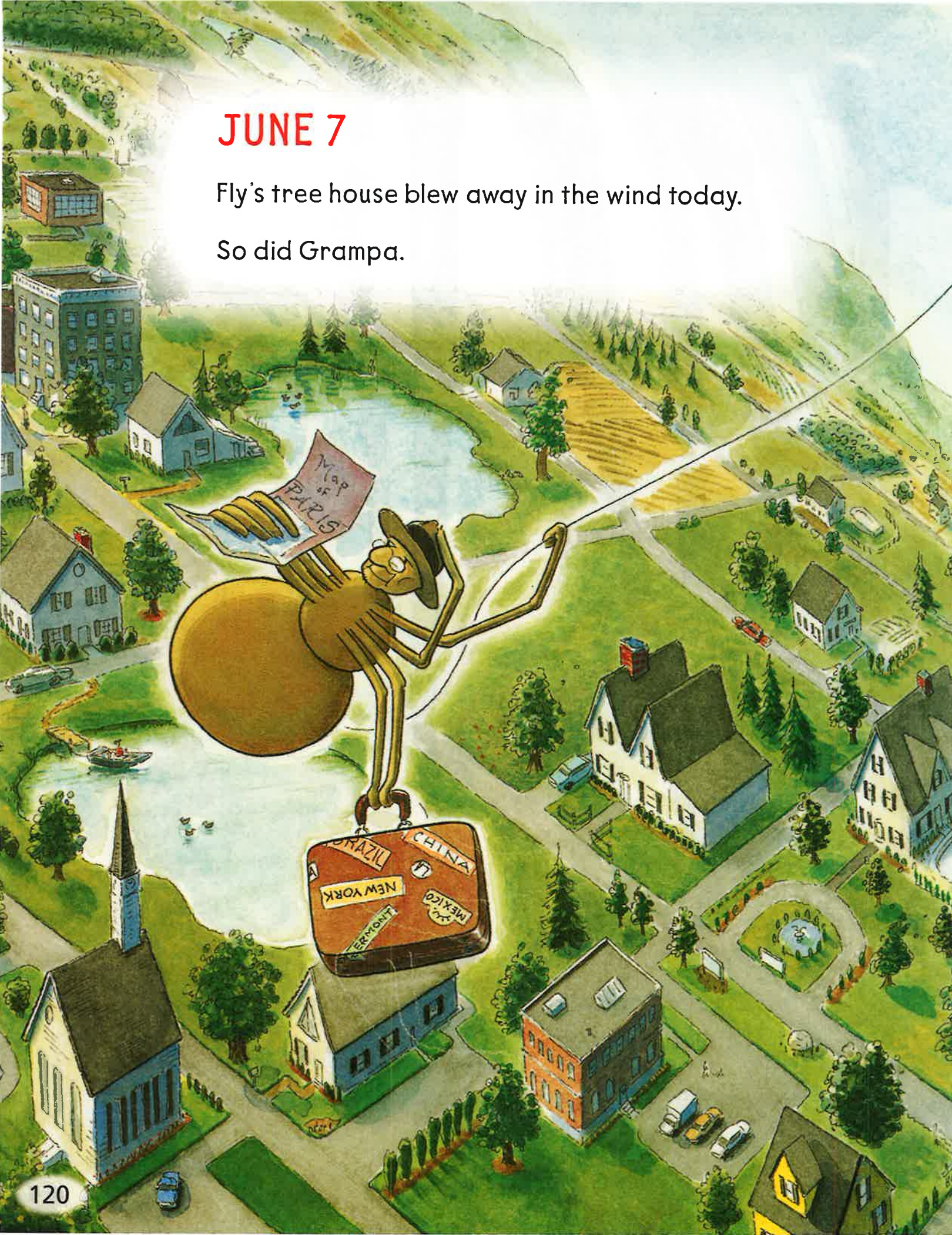
I found Daddy Longlegs. He's a lot bigger than I thought he was.

I gave him a piece of my lunch instead.

**JUNE 7**

Fly's tree house blew away in the wind today.

So did Grampa.



# JUNE 18

I got a postcard from Grampa today:



# JUNE 30

Grampa came home today. I couldn't wait to hear about how he rode the winds all the way over the ocean!

Turns out, he caught a breeze to the airport and napped in first class.

## ANALYZE THE TEXT

**Personification** What does Grampa do that makes him seem like a person? Use the words and the pictures to help you answer.



## JULY 2

Fly came over to play today. She got stuck in our web, and her mom had to come get her.

Grampa laughed a little too hard.

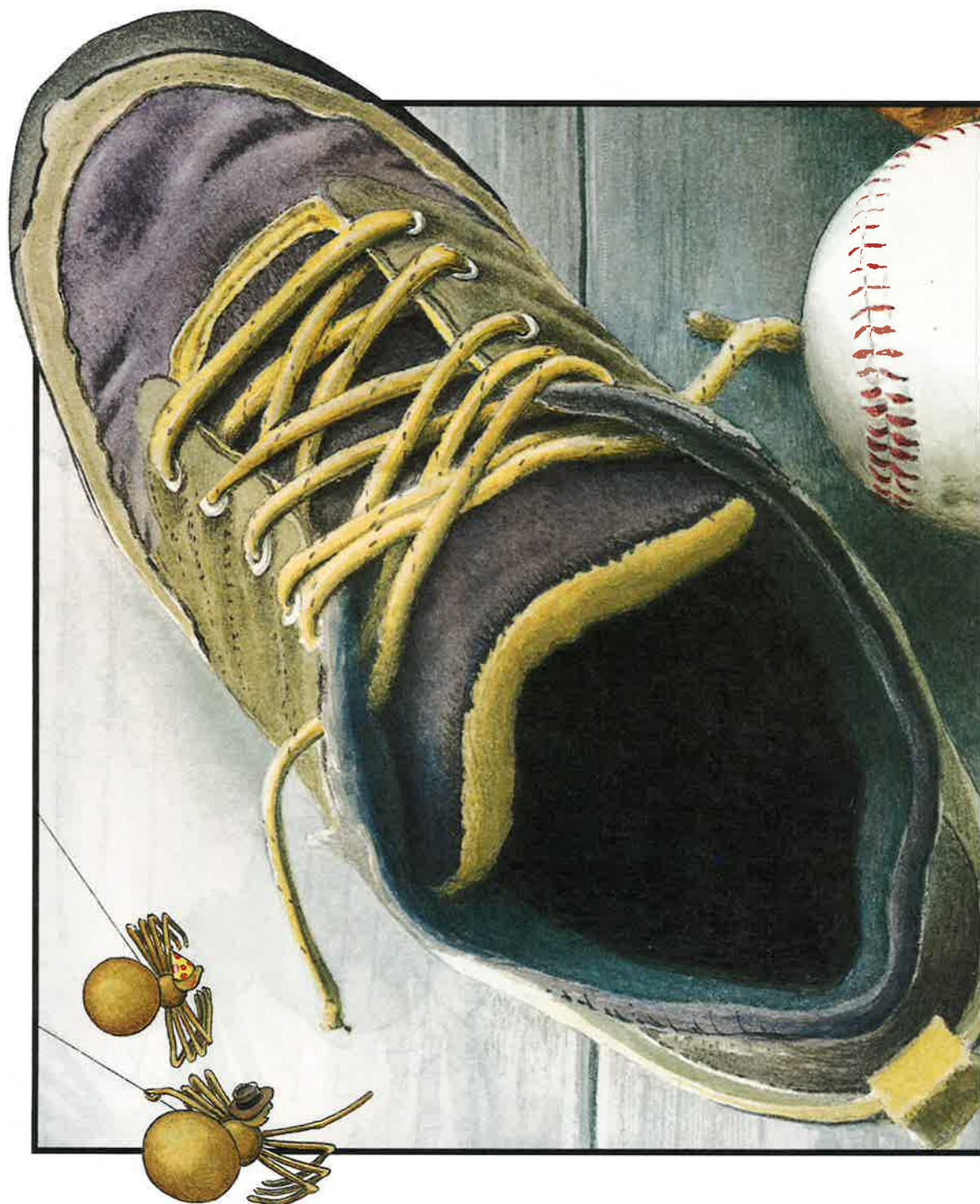
From now on, we have to play at Fly's house.



## JULY 9

Today was my birthday. Grampa decided I was old enough to know the secret to a long, happy life:

Never fall asleep in a shoe.



JULY 16

Things I **scare**:

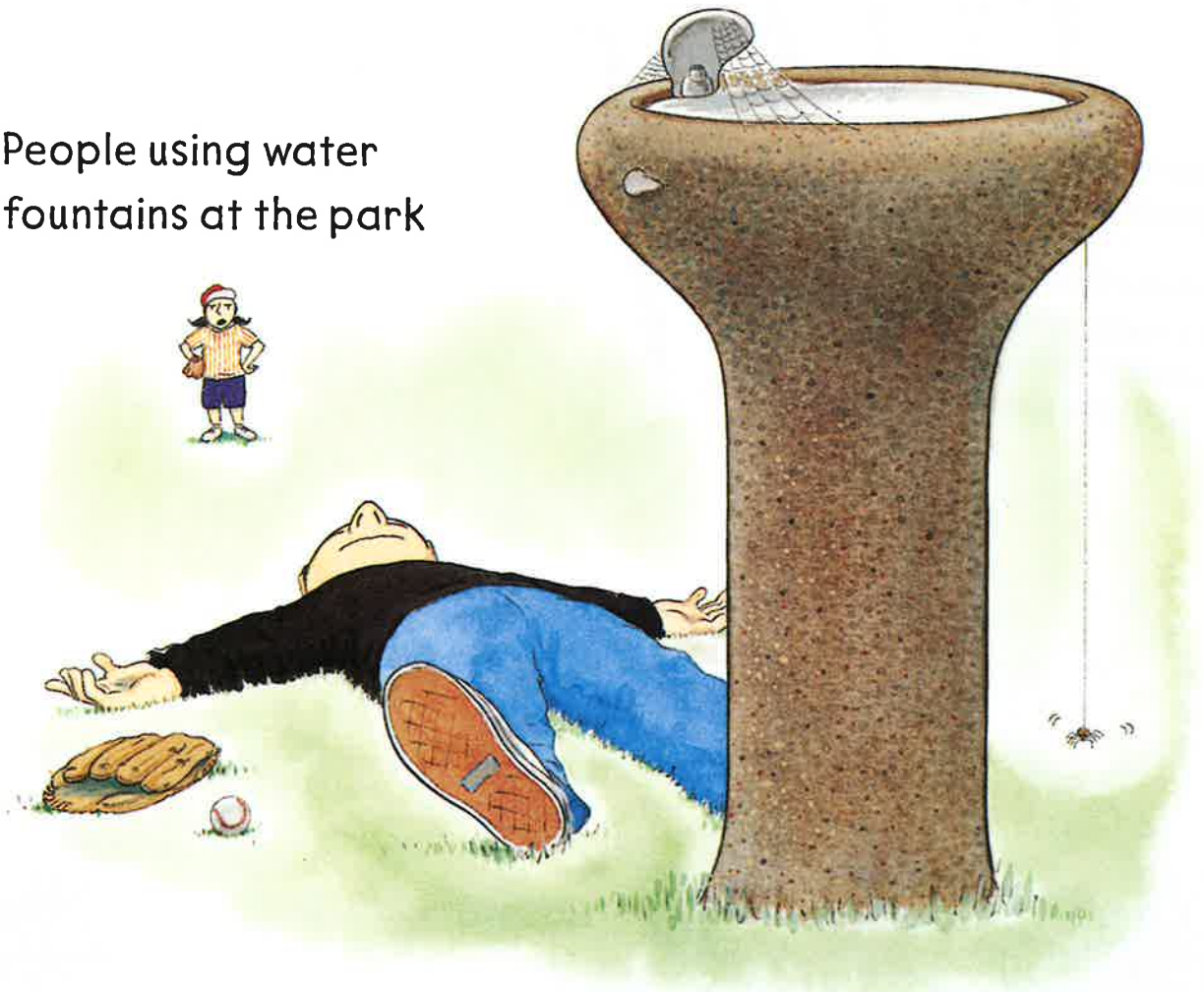
1. Fly's mom





2. Tiny bugs

3. People using water fountains at the park

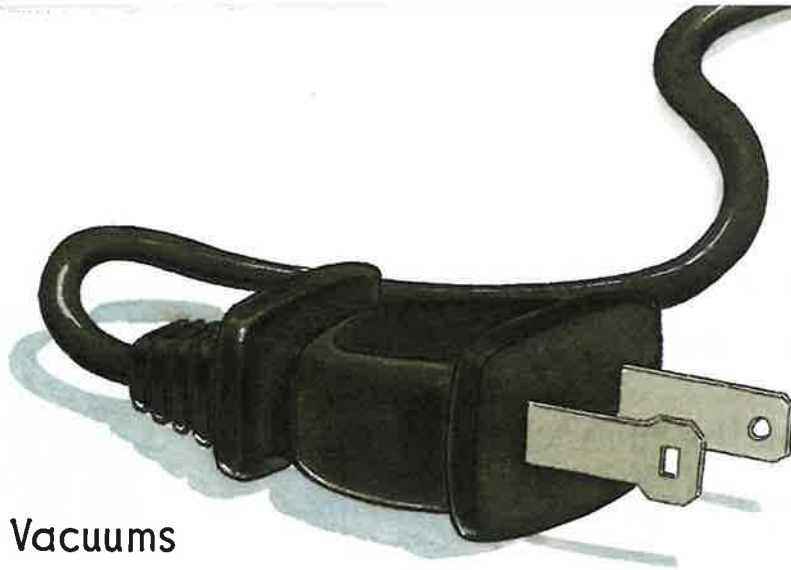


**JULY 17**

Things that scare me:

1. Daddy Longlegs

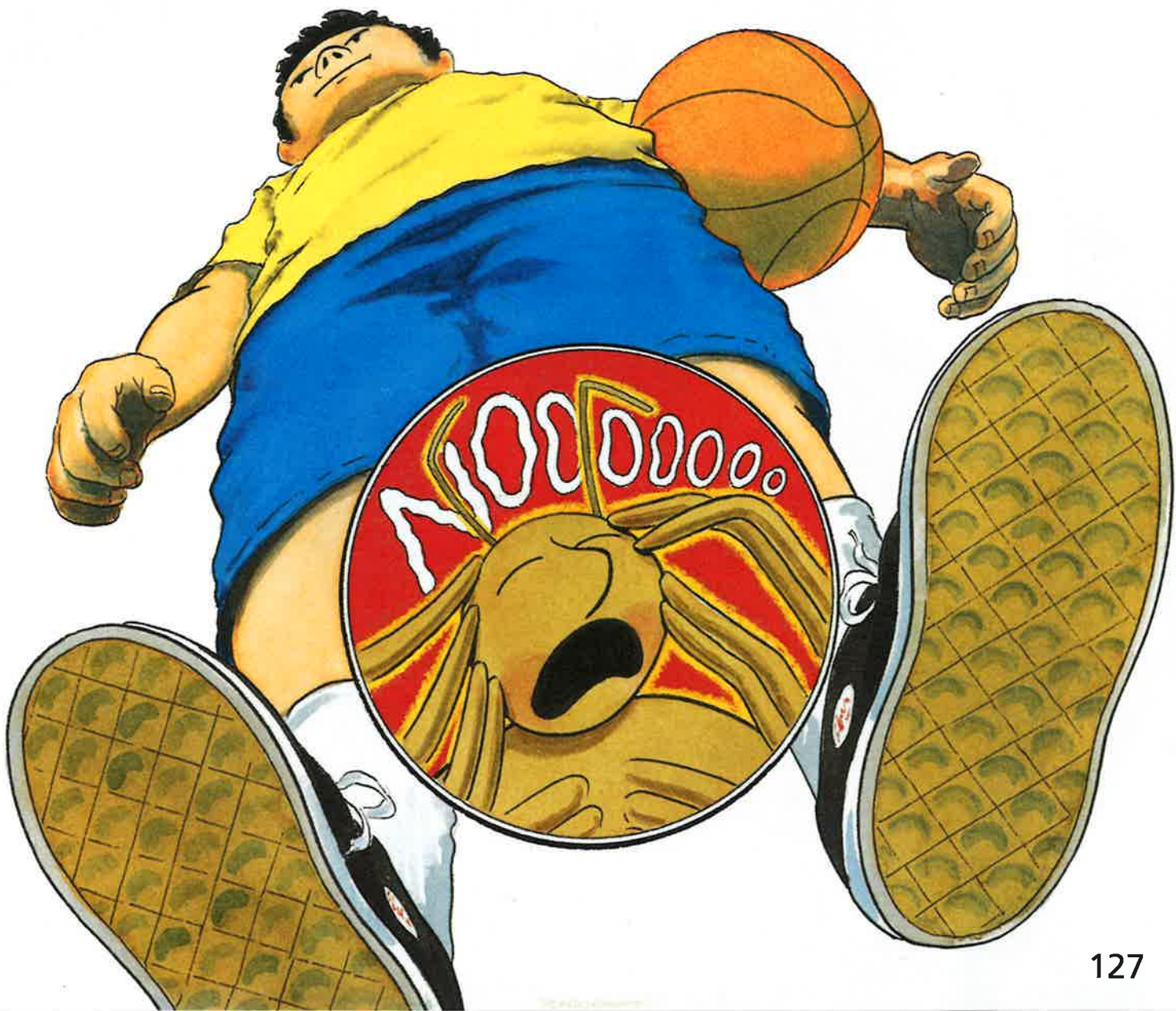




2. Vacuums



3. People with big feet

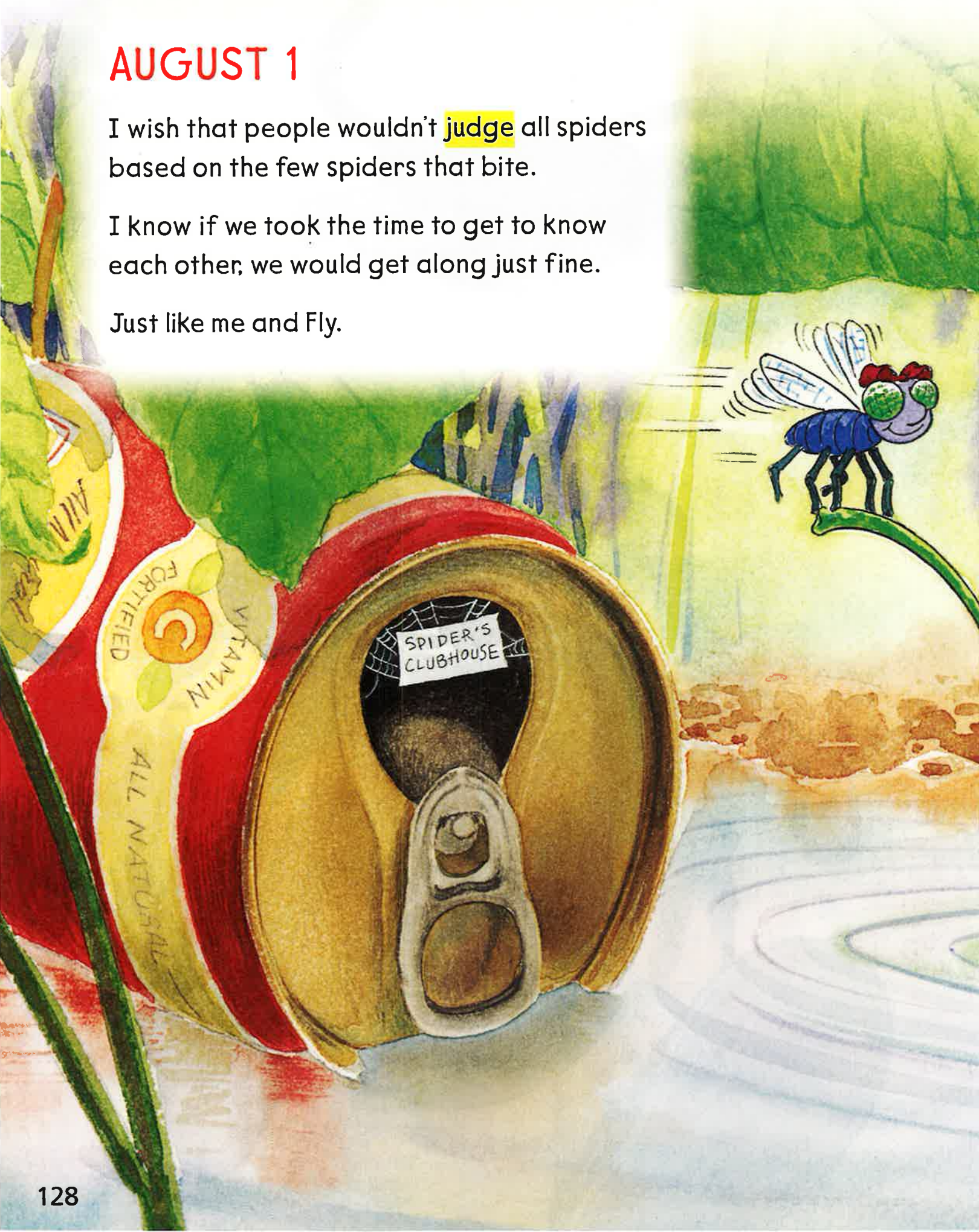


# AUGUST 1

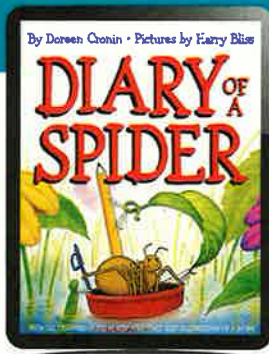
I wish that people wouldn't **judge** all spiders based on the few spiders that bite.

I know if we took the time to get to know each other, we would get along just fine.

Just like me and Fly.







# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Cause and Effect and Personification. Then read *Diary of a Spider* again. Use what you learn to understand it better.

### Cause and Effect

*Diary of a Spider* is a funny story about Spider and his friend, Fly. In the story, one event makes another happen. For example, Spider gets too big for his skin, so he sheds it. Spider getting too big is the **cause**. Spider shedding his skin is the **effect**.

When you read, ask questions about the words and pictures to figure out what happens and why. Use a chart to list text evidence of causes and effects.

| Cause | Effect |
|-------|--------|
|       |        |

## Personification

Sometimes an author will make animals or objects in a story act or speak like people. For example, an animal might wear clothing that a person would wear. This is called **personification**. Look back at page 111. Spider makes flash cards to help him study. Since spiders don't write, this is an example of personification.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



### How do good friends act?

Find text evidence from the words and pictures in the story. Talk about your ideas with a small group. Let everyone take a turn speaking.



## Classroom Conversation

Now talk about these questions with the class.

- 1 What events in the story cause other events to happen?
- 2 What problems do Spider and Fly work around in order to be friends?
- 3 What are some important lessons that Spider learns? Explain your answer with text evidence.

## Performance Task

### WRITE ABOUT READING



**Response** By the end of the story, Spider has learned many important things. Write about one important lesson that Spider learns. Give text evidence to tell why you think it is important.

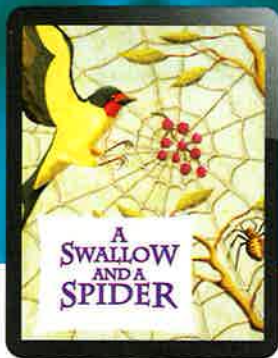


#### Writing Tip

Use the word *because* to link your reasons to your opinion.

## Lesson 4

# FABLE



### ✓ GENRE

A **fable** is a short story in which a character learns a lesson.

### ✓ TEXT FOCUS

The **moral** of a fable is the lesson that a character learns. As you read, find the moral of the story.

## Readers' Theater

# A SWALLOW AND A SPIDER

A FABLE FROM AESOP  
retold by Sheila Higginson

### Cast of Characters

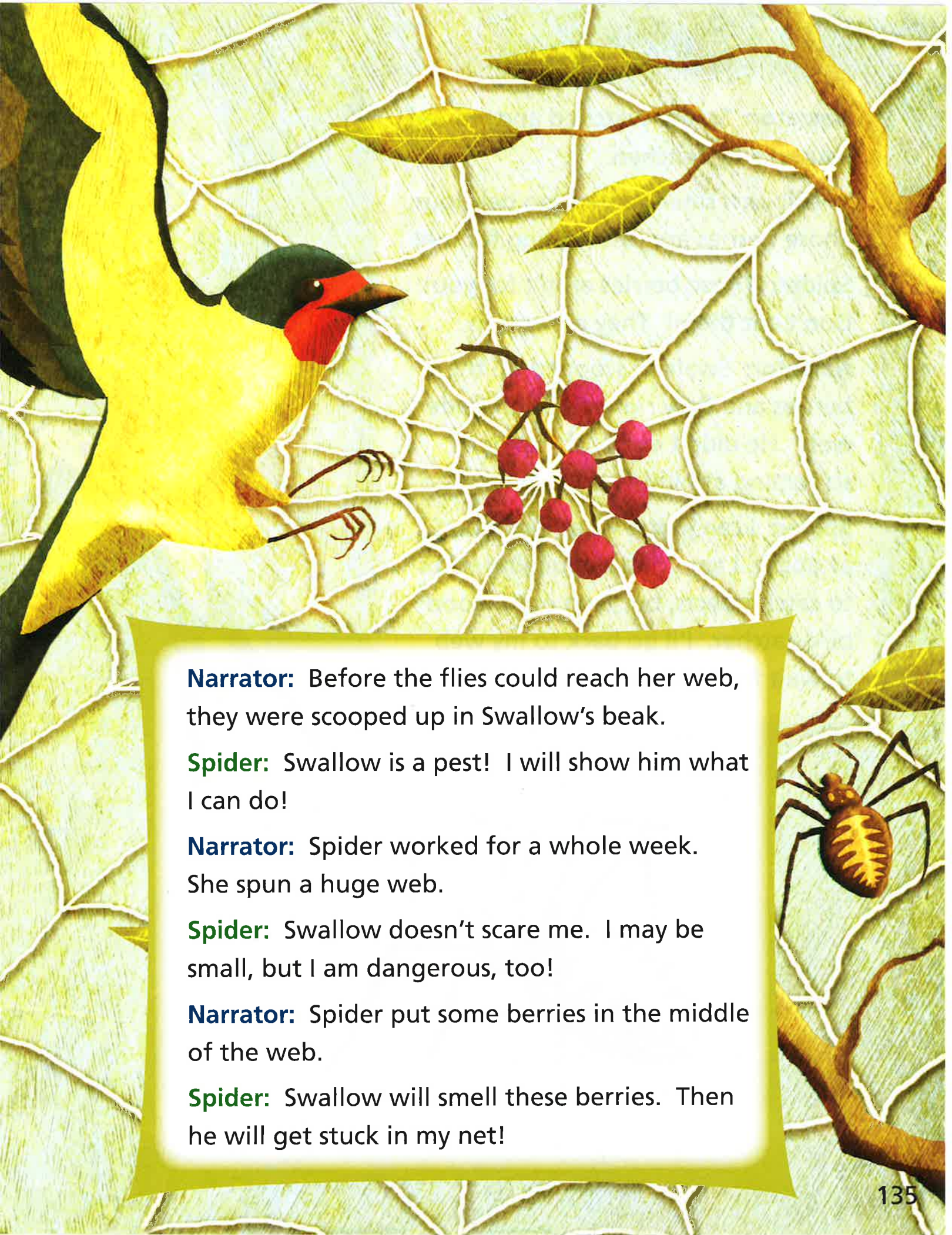
**Narrator**      **Spider**      **Swallow**

**Narrator:** A spider sat in her sticky web, waiting for dinner.

**Spider:** I hope some insects will stop by soon.

**Narrator:** Spider heard the buzz of flies floating in the breeze.

**Swallow:** Look at those juicy flies!



**Narrator:** Before the flies could reach her web, they were scooped up in Swallow's beak.

**Spider:** Swallow is a pest! I will show him what I can do!

**Narrator:** Spider worked for a whole week. She spun a huge web.

**Spider:** Swallow doesn't scare me. I may be small, but I am dangerous, too!

**Narrator:** Spider put some berries in the middle of the web.

**Spider:** Swallow will smell these berries. Then he will get stuck in my net!

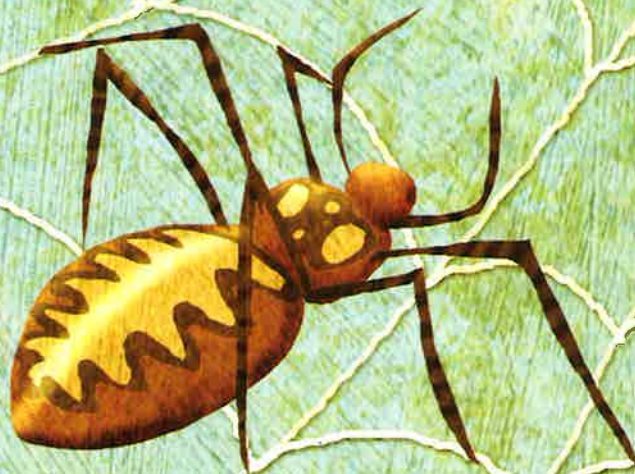
**Narrator:** Spider watched and waited, waited and watched.

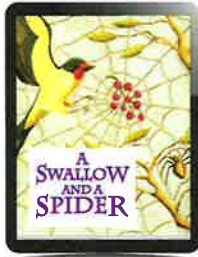
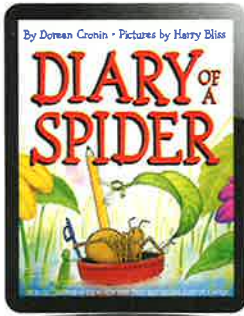
**Swallow:** I smell something delicious. Those berries are just waiting for me!

**Spider:** Those berries aren't for you! Don't eat them! They are rotten.

**Narrator:** Swallow scooped up the berries and flew right through spider's web! He didn't even hear spider screaming at him!

**Spider:** I can judge what I am good at doing. I am good at building webs to catch insects, but I am not a good bird-catcher. I'll go back to my web to wait for a juicy fly.





# Compare Texts

## TEXT TO TEXT

**Compare and Contrast** Spider and Fly in *Diary of a Spider* are friends. How is this different from how the characters feel about each other in *A Swallow and a Spider*? Share your thoughts with a partner.



## TEXT TO SELF

**Think About the Moral** Think about the moral in *A Swallow and a Spider*. Does this moral apply to your life? Why or why not? Discuss your thoughts and feelings about it with a partner.



## TEXT TO WORLD

**Connect to Science** Make a poster to teach your classmates about real spiders. Talk with a partner about what the spiders are like in *Diary of a Spider* and *A Swallow and a Spider*. Use the stories or science books to help you.



# Grammar

**What Is a Noun?** A **noun** is a word that names a person, an animal, a place, or a thing.



| People                        | Animals                 |
|-------------------------------|-------------------------|
| grandfather<br>girl<br>friend | spider<br>fly<br>bird   |
| Places                        | Things                  |
| home<br>school<br>park        | web<br>vacuum<br>tomato |

## Try This!

**Work with a partner. Find the noun in each sentence. Tell whether it is a person, an animal, a place, or a thing.**

- 1 Our swing did not move.
- 2 The worm sleeps.
- 3 My teacher is nice.
- 4 The airport is big.

When you write, use exact nouns to paint a picture in your reader's mind. An exact noun gives more information about a person, an animal, a place, or a thing.

| Noun   | Exact Nouns   |
|--|---|
|  <p data-bbox="138 1291 284 1480">man<br/>animal<br/>place</p> |  <p data-bbox="576 1291 1258 1480">brother      grandfather      teacher<br/>spider      butterfly      cat<br/>park      playground      school</p> |

### Connect Grammar to Writing

As you revise your true story next week, look for nouns you could replace with exact nouns.

# Narrative Writing



✓ **Development** The main idea is the most important part of a **true story**. All of the details in your story should connect to the main idea. The details should describe actions, thoughts, and feelings of the characters.

Kevin made a list of ideas for his true story. He decided which idea would make the best story. Then he made an idea web for his true story.

## Writing Process Checklist

### ► Prewrite

- ✓ What is the most important idea of my story?
- ✓ What details tell about what happened?
- ✓ Do all the parts of the story connect to the main idea?
- ✓ Is there anything that doesn't belong?

**Draft**

**Revise**

**Edit**

**Publish and Share**

## Exploring a Topic

basketball

my sister's cat

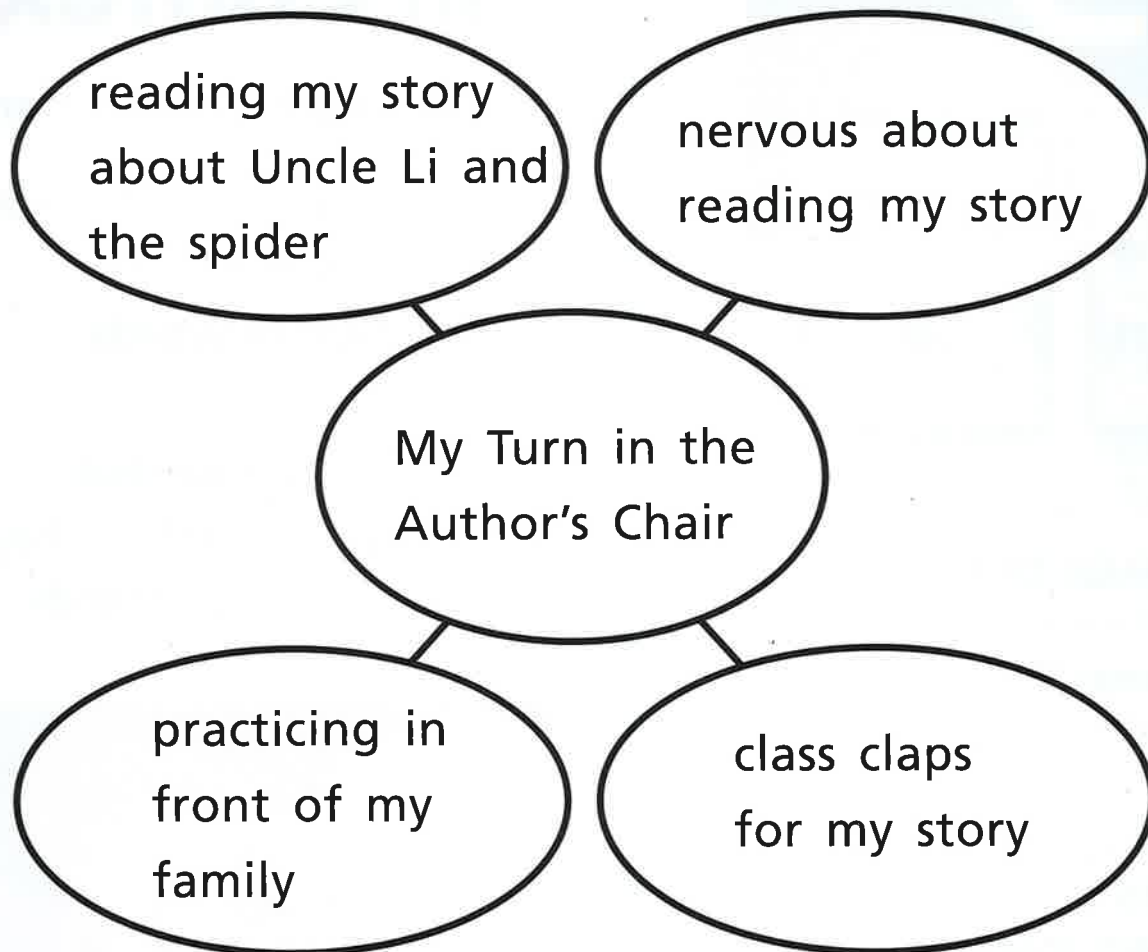
video games

me in the author's chair

why I don't like to practice

piano

## Idea Web



### Reading as a Writer

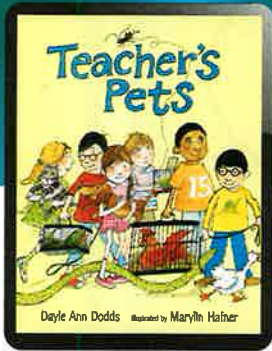
How do Kevin's details in the outer circles connect with the main idea? Which details will you use to connect with your main idea?

I added details to the web that connect to the main idea.



# Lesson

# 5



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Choose one of the Context Cards. Add words to the sentences to explain more details about the photo.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Tell a story about two pictures using the **Vocabulary words**.

1

## wonderful

Pets are **wonderful**. They make very good friends.



2

## noises

Big dogs bark loudly. Small dogs do not make such loud **noises**.



3

**quiet**

A lizard is a very **quiet** pet.  
It does not make a sound.



4

**sprinkled**

The fish food was lightly **sprinkled** on top of the water.



5

**share**

Take pictures of your pets to **share** with your friends.



6

**noticed**

This pet rabbit **noticed**, or looked carefully, at the carrot held for it to eat.



7

**bursting**

Look at this crowded basket.  
It is **bursting** with puppies!

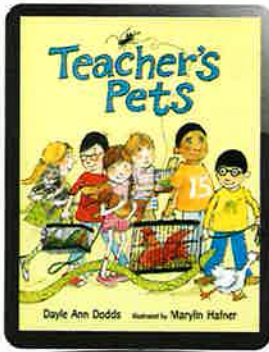


8

**suddenly**

A pet parrot might surprise you if it **suddenly** says a word.





# Read and Comprehend

## ✓ TARGET SKILL

**Story Structure** The people who are in a story are **characters**. The **setting** of a story is where and when the story takes place. The **plot** is what happens in the story.

As you read *Teacher's Pets*, think about where the story takes place and who is in it. Think about what happens, too. You can use a story map like the one below to tell the main parts of the story.

|                   |                |
|-------------------|----------------|
| <b>Characters</b> | <b>Setting</b> |
| <b>Plot</b>       |                |

## ✓ TARGET STRATEGY

**Visualize** Picture what is happening as you read.

## PREVIEW THE TOPIC

### Places Around Town

A town is a place where people live and work. Think about a town you have lived in or visited. Each place around town is important for a different reason. A post office helps people keep in touch. Police stations and fire stations help keep people safe. Think about why a school is an important place. You will read about what happens in one town's school in *Teacher's Pets*.



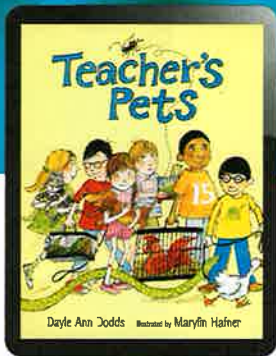
Think | Write | Pair | Share

What are some ways that people work together in a school? Make a list. Then share your answers with a partner. Listen carefully. How are your lists the same and different? Then share your lists with the class.



## Lesson 5

# ANCHOR TEXT



### ✓ GENRE

**Realistic fiction** is a story that could really happen. As you read, look for:

- ▶ characters who act like real people
- ▶ a setting that could be a real place
- ▶ story events that could happen to you

### MEET THE AUTHOR

## Dayle Ann Dodds

Dayle Ann Dodds received a very special honor in 2007. Her book *Teacher's Pets* was read to hundreds of kids on the lawn of the White House during the annual Easter Egg Roll.

### MEET THE ILLUSTRATOR

## Marilyn Hafner

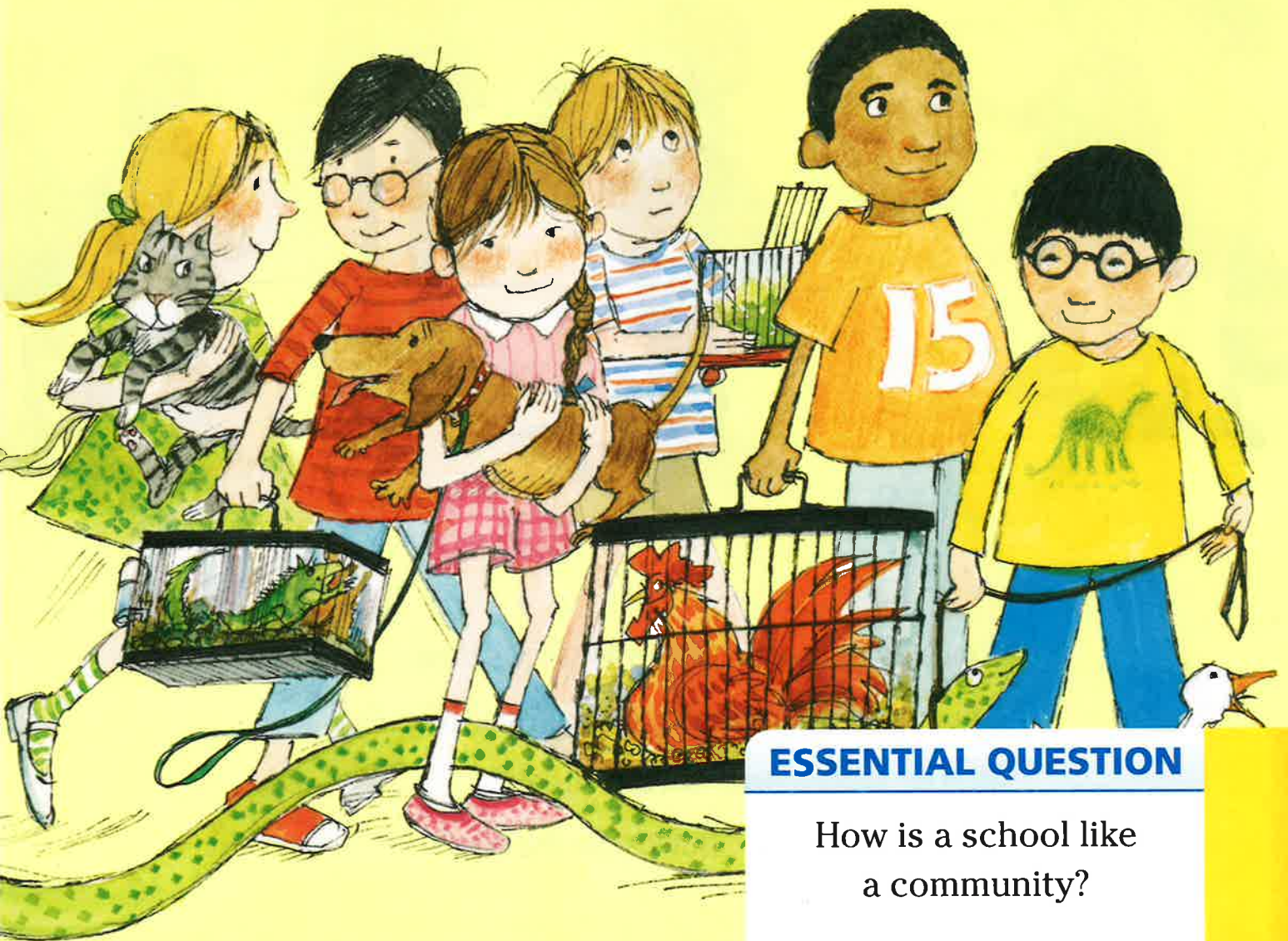
Readers of *Ladybug* magazine know two characters created by Marilyn Hafner—Molly and her cat, Emmett. For fun Ms. Hafner designs rubber stamps, usually with kids or animals on them.



# Teacher's Pets

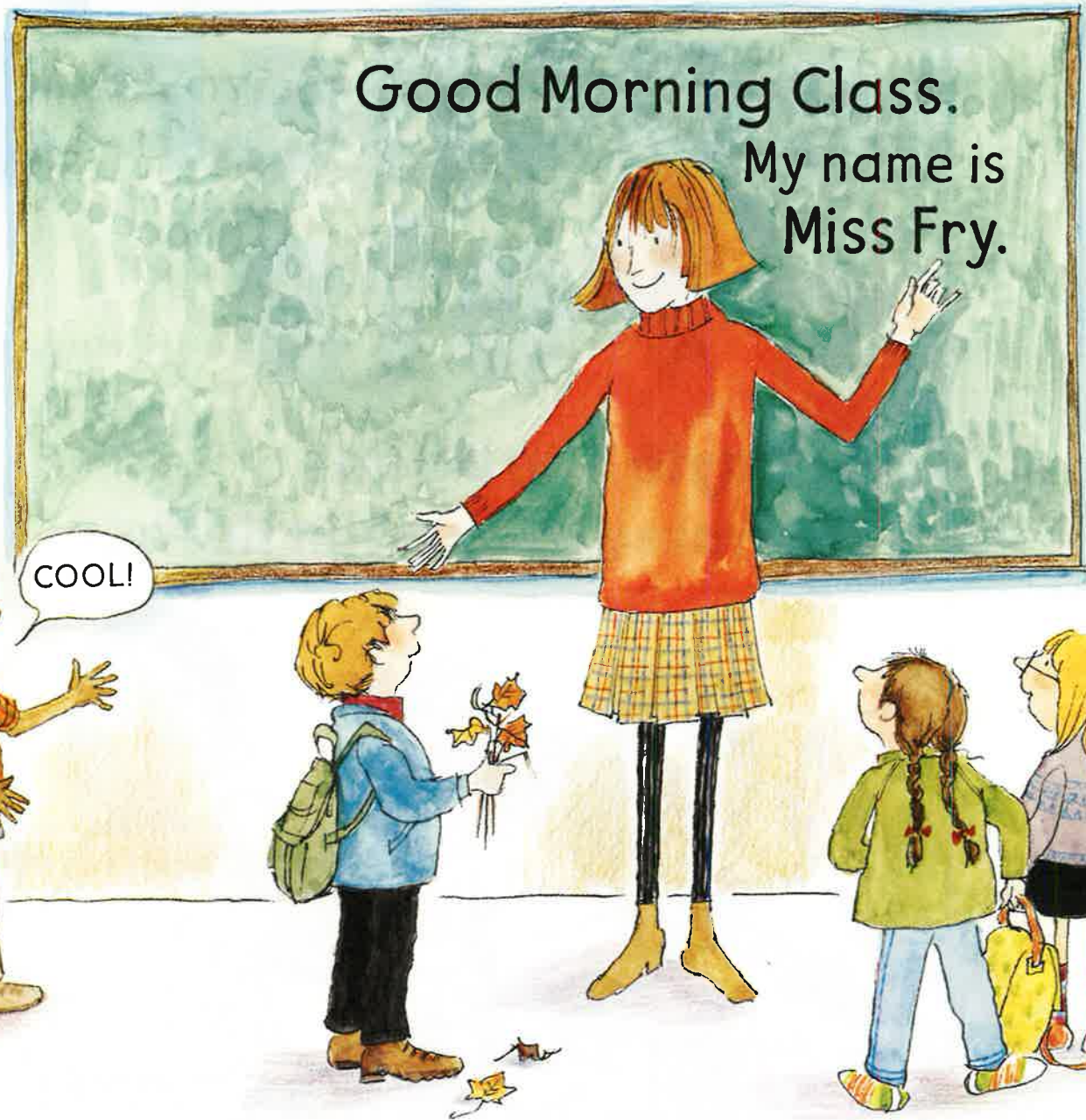
by Dayle Ann Dodds

illustrated by Marilyn Hafner



## ESSENTIAL QUESTION

How is a school like  
a community?



Monday was sharing day in Miss Fry's class.

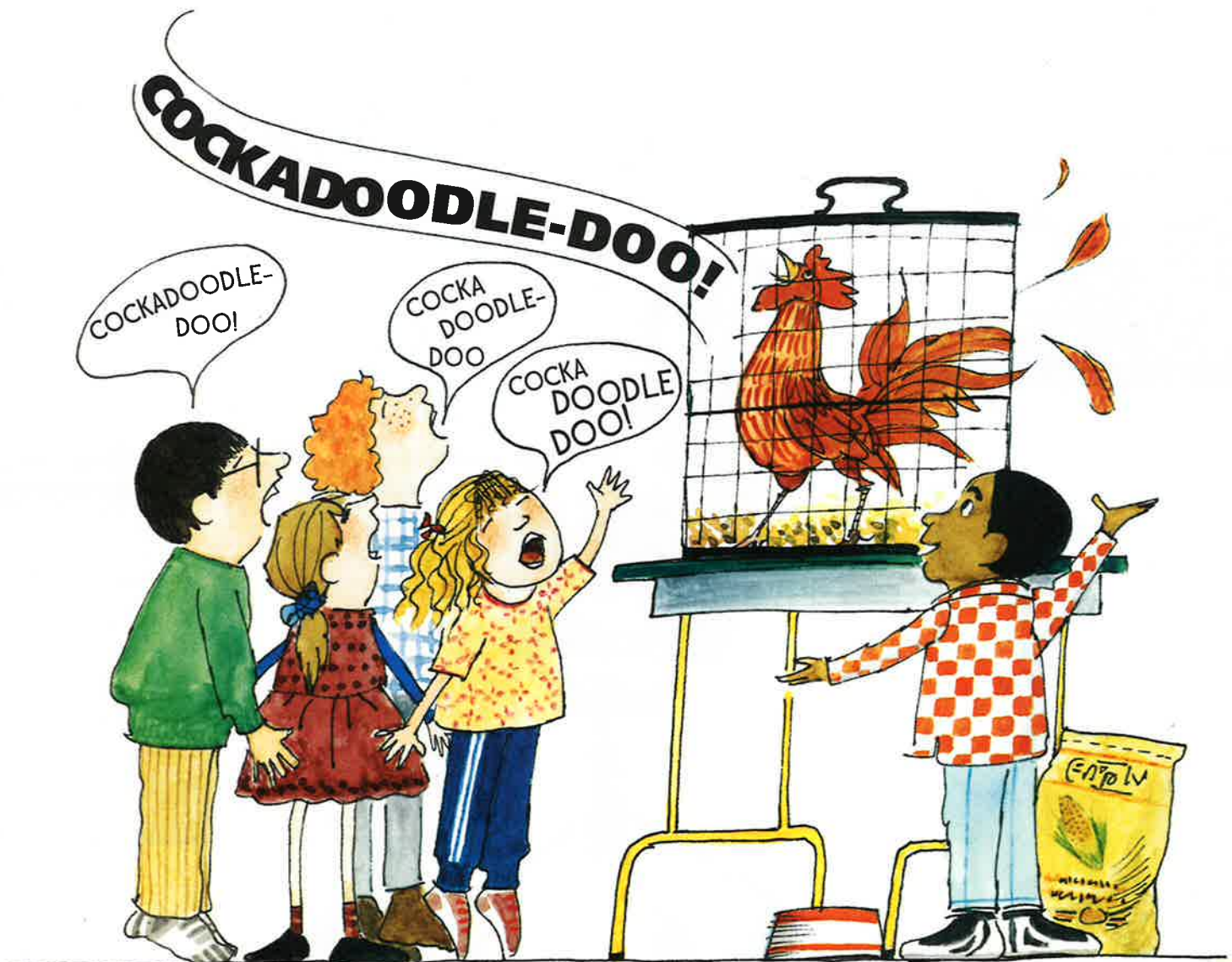
"You may bring something special," said Miss Fry.

"May we **share** a pet?" Winston asked.

"Yes," said Miss Fry. "But just for the day."

On Monday, Winston brought in his pet rooster.  
“I call him Red. He eats corn, and he crows. The neighbors say he crows too much.”

“What a wonderful pet,” said Miss Fry. “We’re happy he can visit us today.”



But that afternoon, after all the children had left, there was Red, still sitting on his roost near Miss Fry's desk.





She sprinkled corn in Red's dish, then locked the door and went home to her quiet little house.

On Tuesday, Winston told Miss Fry, "The neighbors wonder if Red can stay at school for a while."

"Of course," said Miss Fry. "How lucky for us."



The next Monday was Patrick's turn. "My tarantula's name is Vincent. He likes to eat bugs and hide inside my mother's slippers."

"What a wonderful pet," said Miss Fry. "Don't forget to take Vincent home with you at the end of the day."

But that afternoon, after all the children had left, there was Vincent, still sitting in his jar on Miss Fry's desk. She gave Vincent a big juicy bug, sprinkled corn on Red's dish, then locked the door and went home to her quiet little house.



On Tuesday, Patrick told Miss Fry, "My mother says Vincent likes her slippers too much. We're wondering if he can stay at school for a few days."

"Of course," said Miss Fry. "How lucky for us."

The next week, Roger brought in his cricket.

"His name is Moe," said Roger. "He eats leaves from the garden and sings *chirrup-chirrup* all night long."

"What a wonderful pet," said Miss Fry.



#### ANALYZE THE TEXT

**Author's Word Choice** What does Miss Fry say every time a child asks if a pet can stay? What does this tell you about Miss Fry?

That afternoon, after all the children had left, Miss Fry **noticed** Moe sitting in his box on the table. Miss Fry looked at Moe. He almost seemed to smile. "Welcome to our class, Moe."



Right before her eyes, he did a huge somersault—up, up in the air. “Bravo!” said Miss Fry.

She gave fresh green leaves to Moe and a big juicy bug to Vincent, sprinkled corn in Red’s dish, then locked the door and went home to her quiet little house.

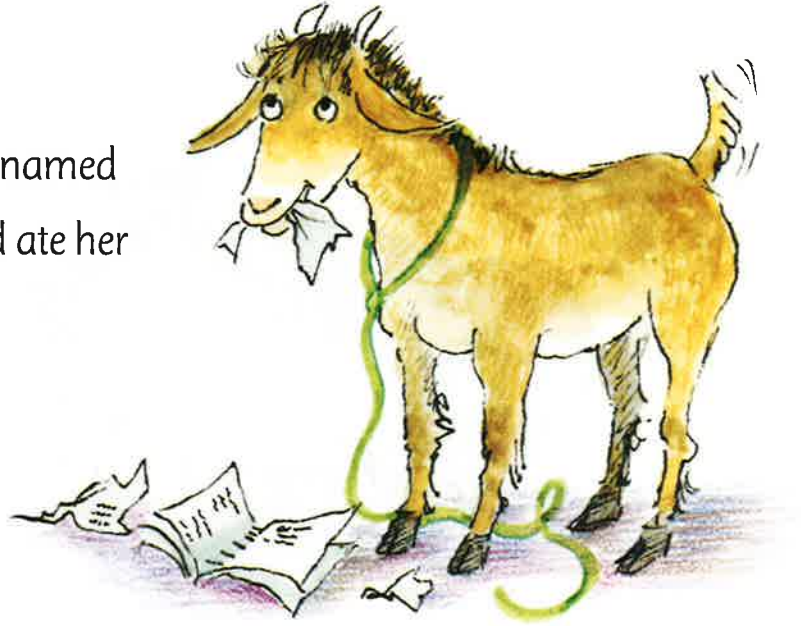
The next day, Roger said to Miss Fry, “My mother says Moe chirps too much.”

“He’s welcome to visit as long as he likes,” said Miss Fry.

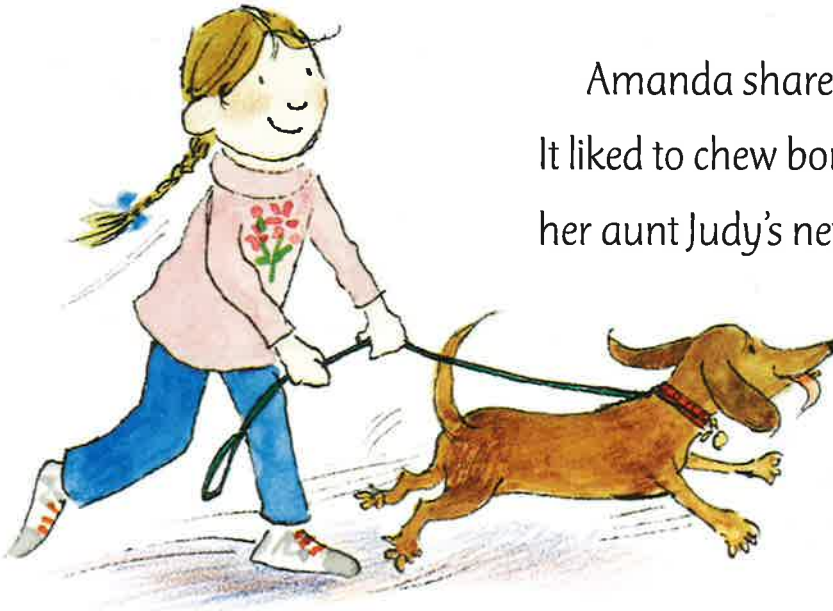


And so it went.

Alia shared her pet goat named Gladys. It said *Baaaaa!* and ate her sister's homework.



Amanda shared her pet dachshund. It liked to chew bones and the pillows on her aunt Judy's new sofa.



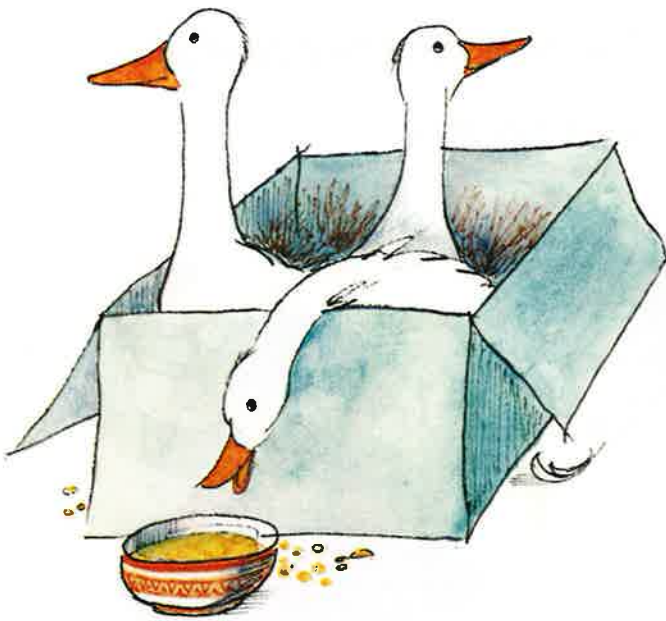
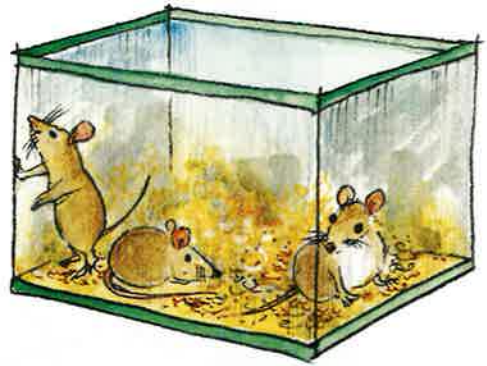
Jerry brought in his pet boa constrictor. It never made a sound. No one knew exactly what it liked to eat, but Jerry said his father's expensive tropical fish had **suddenly** disappeared one day.



There was Megan's cat,



Mitchell's mice,



Daniel's ducks,

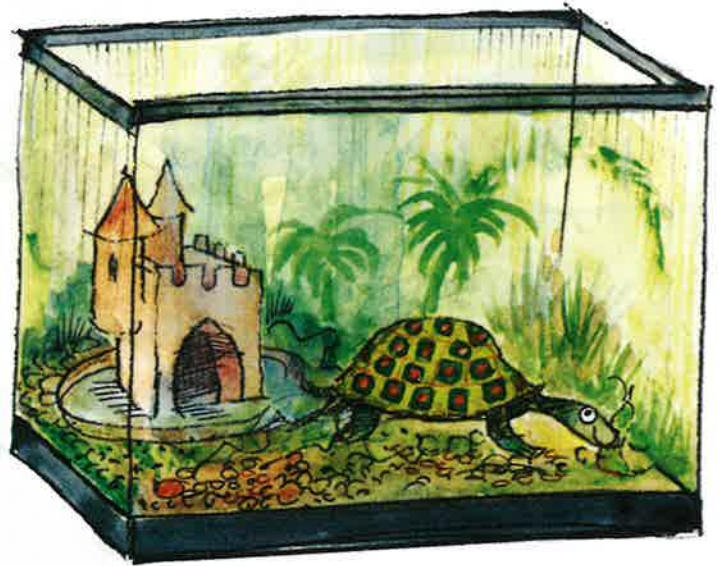
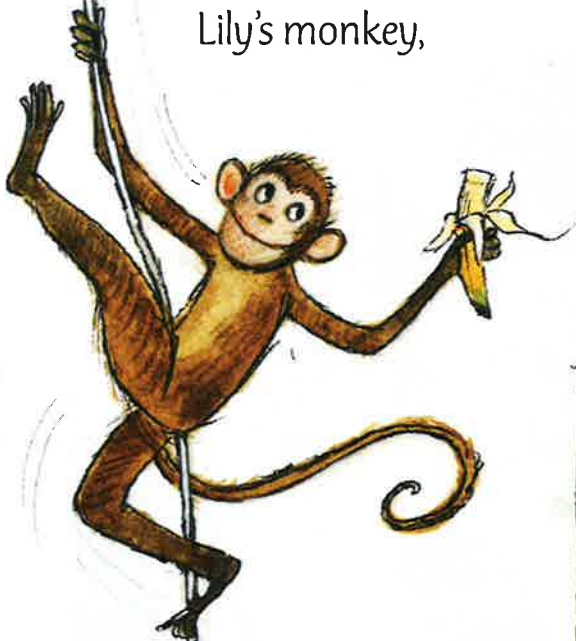


and Tom's iguana.

Frankie's frog,



Lily's monkey,



Terrence's turtle . . .

and something square and fuzzy that Avery brought in.

“It looks like a kitchen sponge,” said Bruce. “A *really old* kitchen sponge.”

“It’s my pet,” said Avery, and that was that.



Before long, Miss Fry's classroom was bursting with the happy noises of all the children's pets.

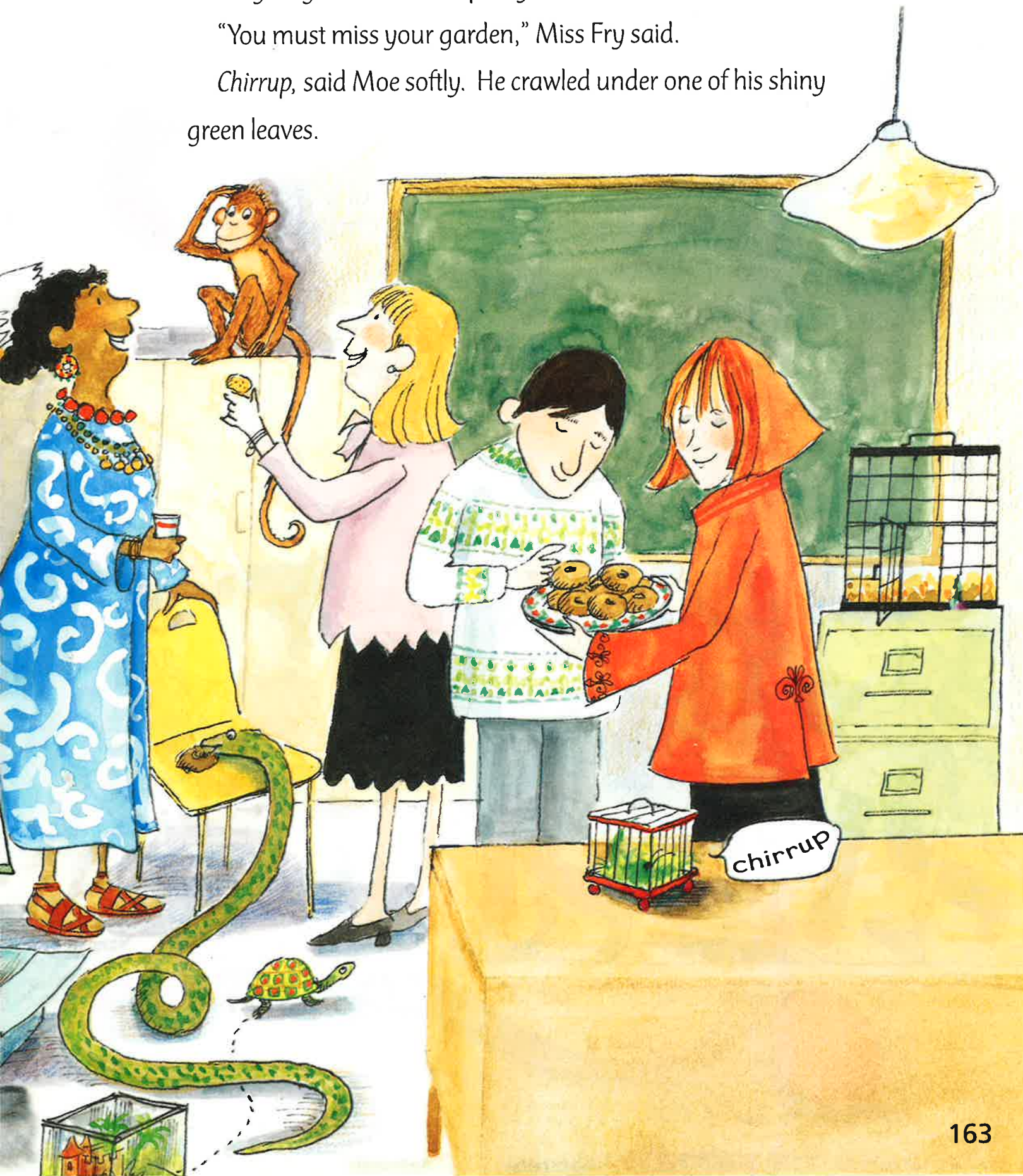


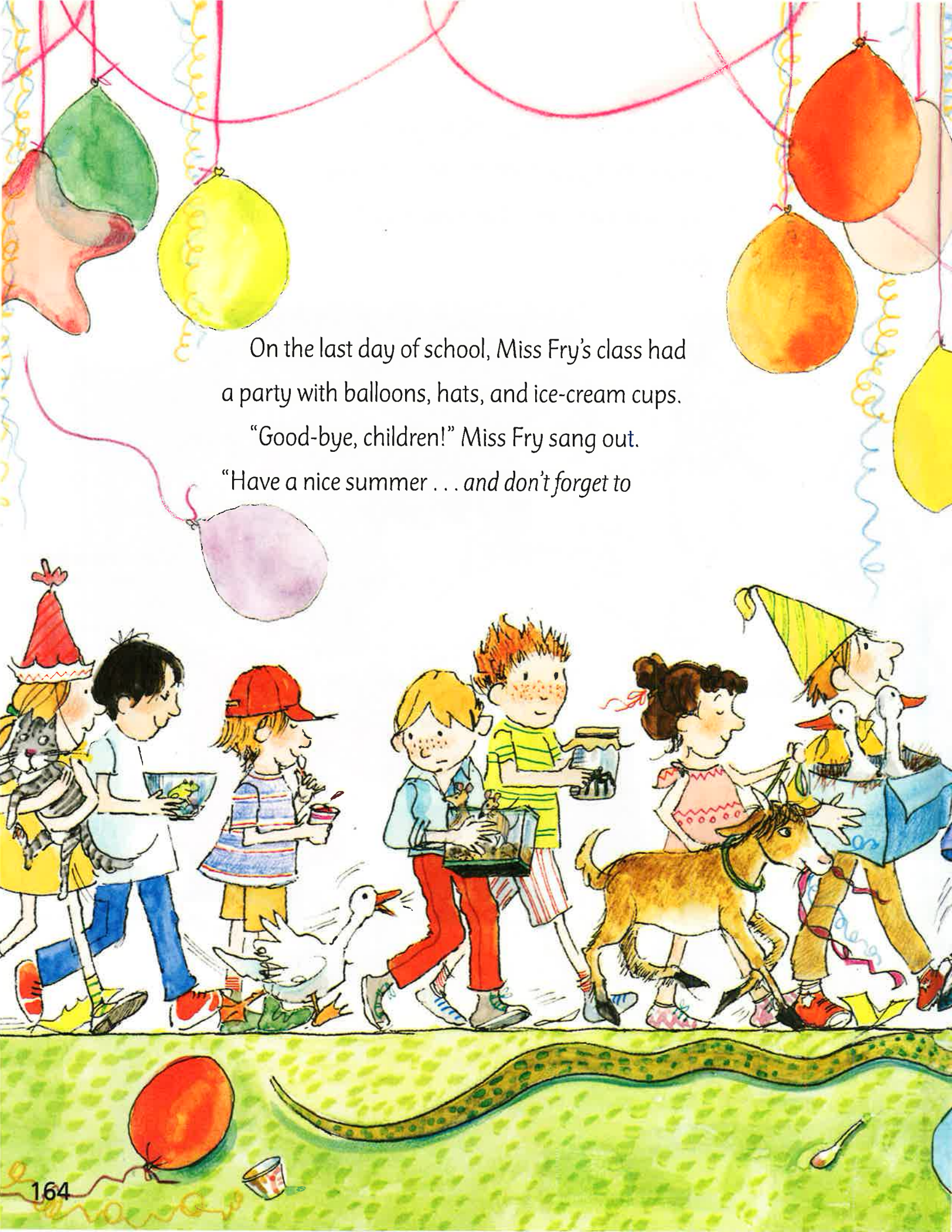
On Parents' Night, the mothers and fathers walked around the classroom with great big smiles on their faces.

"Isn't it great," they said, "that Miss Fry loves pets so?"



Only Roger's cricket sat quietly in his box.  
"You must miss your garden," Miss Fry said.  
*Chirrup*, said Moe softly. He crawled under one of his shiny  
green leaves.





On the last day of school, Miss Fry's class had a party with balloons, hats, and ice-cream cups.

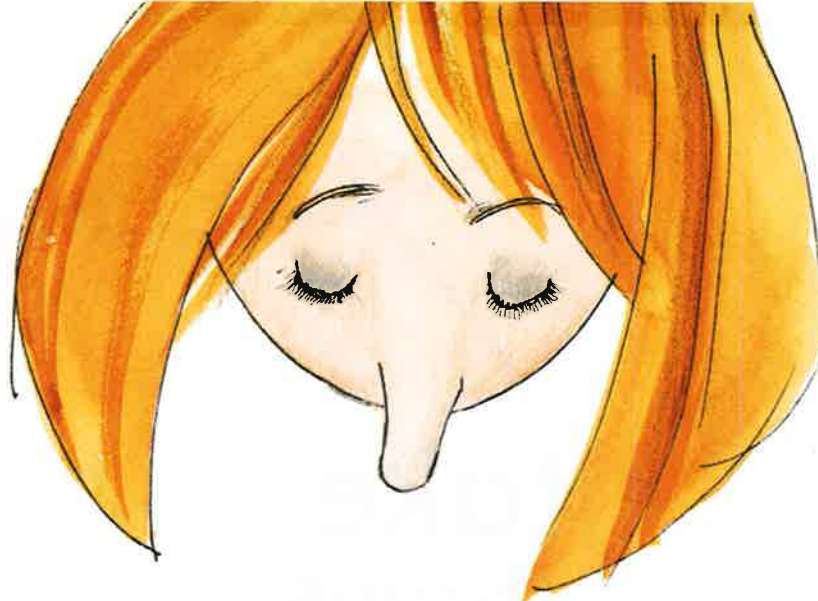
"Good-bye, children!" Miss Fry sang out.

"Have a nice summer . . . and don't forget to



# take home your pets!”

One by one, the children disappeared,  
and with them went their pets.



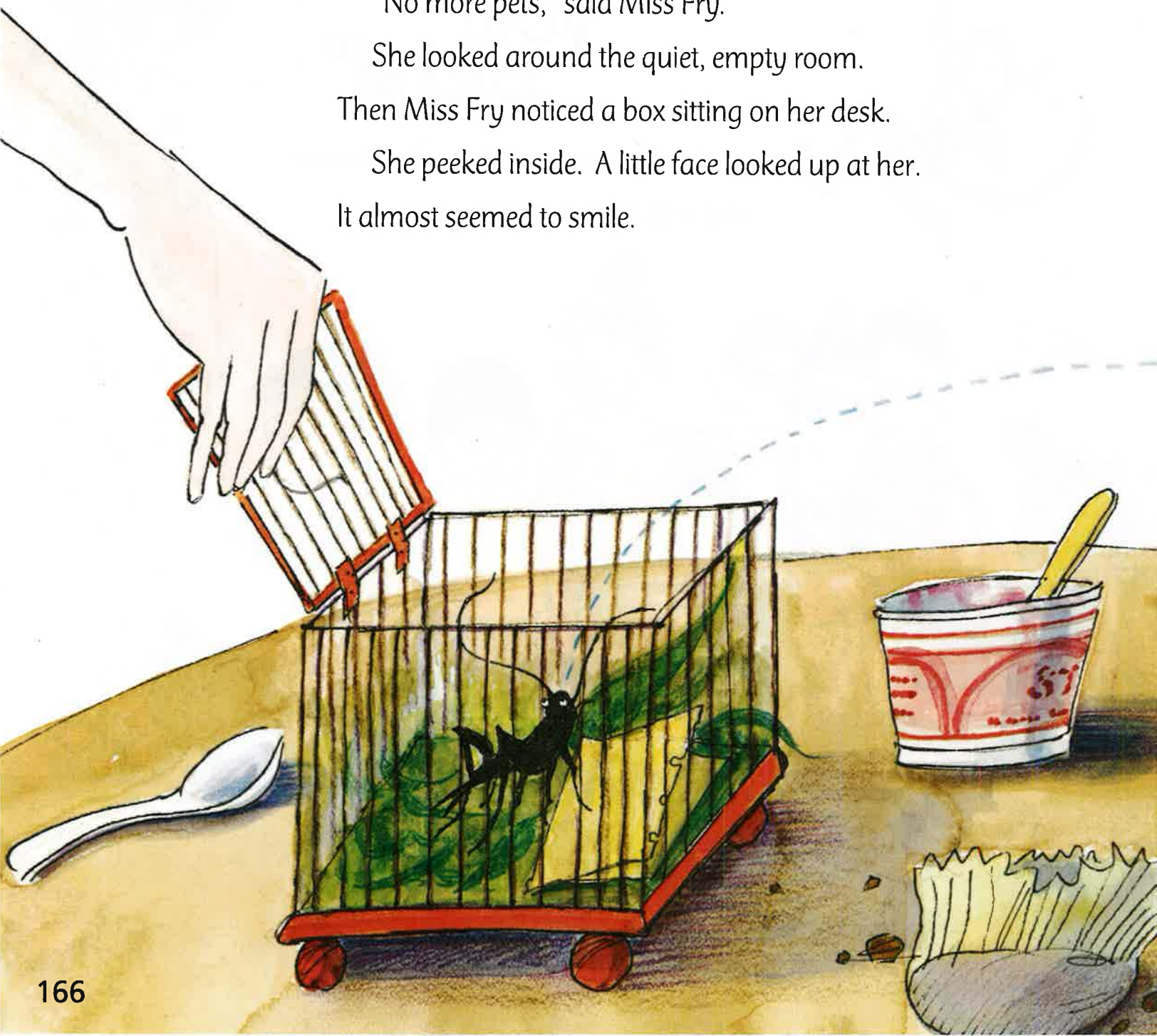
“No more pets,” said Miss Fry.

She looked around the quiet, empty room.

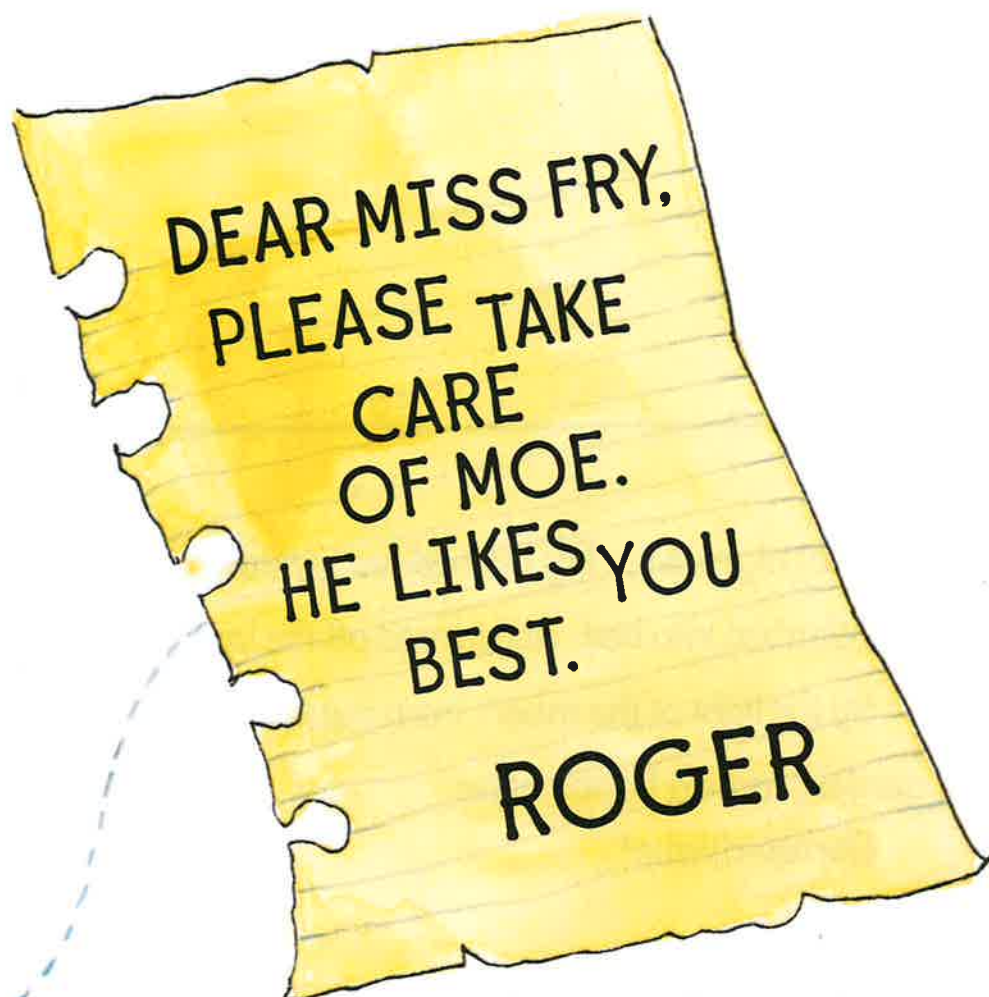
Then Miss Fry noticed a box sitting on her desk.

She peeked inside. A little face looked up at her.

It almost seemed to smile.



A note inside read:



“How lucky for me,” said Miss Fry.

Moe did a huge somersault—up, up in the air.

Miss Fry carried her new pet to her quiet little house and placed him in the garden, among the rainbow of roses.



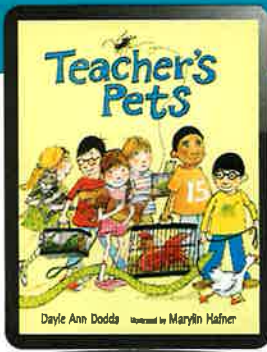
That night, Miss Fry opened her window.  
She climbed into bed. She turned off the lamp.  
By the light of the moon, from outside in the  
garden, came a happy noise.  
*Chirrup-chirrup!*

#### **ANALYZE THE TEXT**

**Story Structure** How does the ending of the story solve the problem from the beginning of the story?



Welcome home, Moe.  
What a wonderful pet  
you are.



# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Story Structure and Author's Word Choice. Then read *Teacher's Pets* again. Use what you learn to understand it better.

### Story Structure

*Teacher's Pets* is about what happens when Miss Fry lets everyone bring a pet to class. Who are the characters? Where does the story take place?

Think about how the beginning of the story tells the main story problem. Then think about how the problem is solved in the end. A story map can help you describe the **characters**, **setting**, and **plot**.

|                   |                |
|-------------------|----------------|
| <b>Characters</b> | <b>Setting</b> |
| <b>Plot</b>       |                |

## Author's Word Choice

Sometimes an author repeats words, phrases, or events. This is called **repetition**. Repetition makes a story fun to read and easy to remember.

In *Teacher's Pets*, there is a repeating event. Children keep bringing pets into class. The author also repeats words and phrases. Think about how repeated words and phrases in the story help you understand what happens.

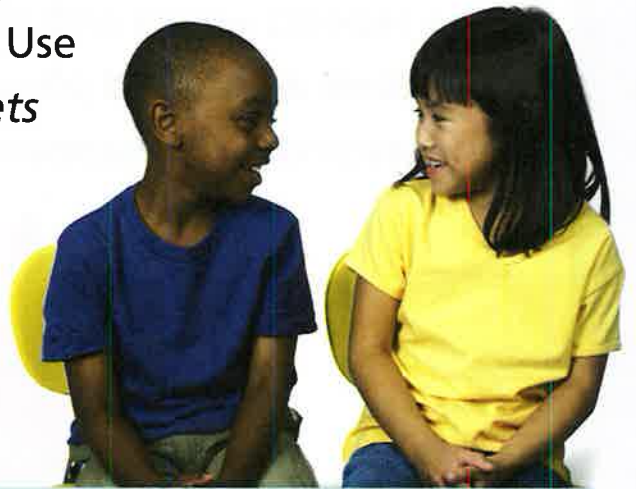


# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**How is a school like a community?** Discuss your ideas with a partner. Use text evidence from *Teacher's Pets* to explain. Ask a question if you don't understand your partner's ideas.



### Classroom Conversation

Now talk about these questions with the class.

- 1 What happens at the beginning of the story that gives you a clue about how it will end?
- 2 Why does Miss Fry let the students keep their pets at school? How do you know?
- 3 What type of teacher do you think Miss Fry is? Use text evidence from the story to help you.

## Performance Task

### WRITE ABOUT READING .....



**Response** Reread pages 166–167. Why does Miss Fry say that she is lucky after reading Roger’s note? Write a few sentences to tell your opinion. Use text evidence from the words and pictures to give reasons for your answer.



#### Writing Tip

Make sure that each of your sentences has a subject and a predicate.

## Lesson 5

### INFORMATIONAL TEXT



#### GENRE

**Informational text** gives facts about a topic. This is a pamphlet.

#### TEXT FOCUS

A **map** is a drawing of a town, state, or other place.

# See Westburg by Bus!



### Welcome to Westburg!

The best way to see our town is on Bus Number 33. Get the bus in front of our Welcome Center. After you get on board, read this pamphlet. Just follow the numbers sprinkled on the map as you go.

We are happy to share our wonderful town with you.



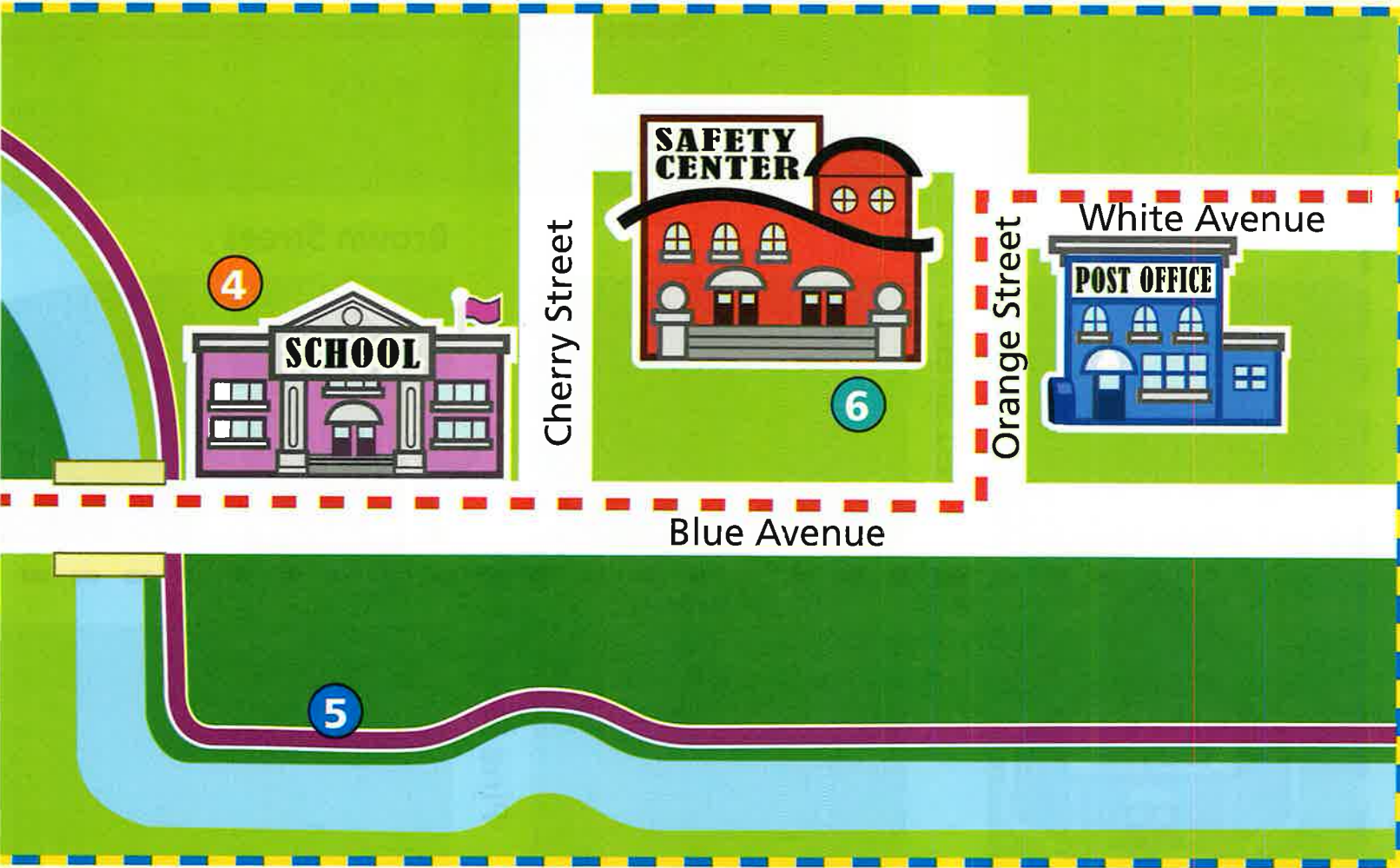
**1 Welcome Center**  
 Find the Welcome Center. It is bursting with pamphlets, maps, and books about Westburg.

**2 Library**  
 The Public Library is on Blue Avenue. The children's room is a great place for books, computer games, and movies.

**3 Rainbow Park**  
 Cross Blue Avenue to get to Westburg's largest park. People come here to play, walk, or have some quiet time.

**Key**

|       |  |           |  |        |  |
|-------|--|-----------|--|--------|--|
| river |  | bus route |  | bridge |  |
|-------|--|-----------|--|--------|--|



#### 4 School

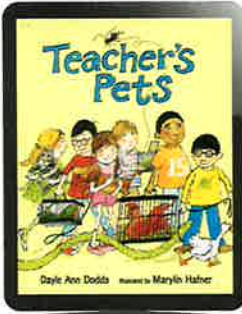
Take the bridge across the Silver River. When you get on the other side, Cherry Elementary will be on your left.

#### 5 Bike Path

Have you noticed how the bike path follows the curves of the Silver River? What a great view!

#### 6 Safety Center

If you suddenly hear siren noises as you pass the Safety Center, a fire truck or ambulance may be whizzing by!



# Compare Texts

## TEXT TO TEXT

**Make Decisions** Discuss Miss Fry's classroom and the town of Westburg with a partner. Which place would you rather live if you were a pet? Why? Use the words and illustrations in each selection to help you answer. Speak in complete sentences.



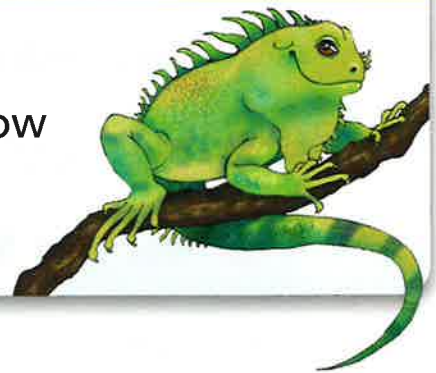
## TEXT TO SELF

**Write About School** If you were a student in Miss Fry's class, what pet would you bring to school? Why? Write to explain your answer. Share your ideas with a partner.



## TEXT TO WORLD

**Research an Animal** Choose a pet from *Teacher's Pets* that you would like to know more about. Research how to care for that type of pet.



# Grammar

**Singular and Plural Nouns** A **singular noun** names one person, animal, place, or thing. A **plural noun** names more than one person, animal, place, or thing. Add -s to most nouns to name more than one.

## Sentences with Singular Nouns

The **teacher** talks loudly.

This **playground** looks big.

## Sentences with Plural Nouns

The two **teachers** talk to their students.



All **playgrounds** are fun.

### Try This!

**Work with a partner. Read the sentences aloud. Name the singular nouns and plural nouns.**

- 1 Two crickets sat in a cage.
- 2 My friend has three cats.
- 3 Her bird ate some seeds.
- 4 Our teacher loves pets!

Edit your writing carefully. Make sure you have used the correct plural form for each noun that names more than one.

| Singular Nouns   | Plural Nouns  |
|--|---|
|  |  |
| <p>one frog<br/>a bug</p>  | <p>two frogs<br/>many bugs</p>  |

### Connect Grammar to Writing

When you edit your true story, be sure to write the correct form of all plural nouns.

# Narrative Writing



**✓ Organization** When you write a **true story**, use time-order words and details that describe thoughts, feelings, and actions of the characters.

Kevin drafted a story about the day he read a story to the class. Later, he added details to tell when things happened and how he felt.

## Writing Process Checklist

### Prewrite Draft

#### ► Revise

- Does my story have a beginning, middle, and end?
- Does the beginning make the reader want to read more?
- Did I use time-order words to tell when things happened?
- Did I add details?
- Does the ending wrap things up?

### Edit

### Publish and Share

## Revised Draft

Last week, it

~~It~~ was my turn for the Author's  
^

Chair. I chose my story about

**At first,**  
Uncle Li and the spider. I was

**I thought no one would like my story.**

**Then,**

nervous. I practiced in front of my

**I felt ready!**  
^

family.

## Final Copy

# My Day in the Author's Chair

by Kevin Chen

Last week, it was my turn for the Author's Chair. I chose my story about Uncle Li and the spider. At first, I was nervous. I thought no one would like my story. Then, I practiced in front of my family. I felt ready! Finally, I read the story in class. I read the part about how Uncle Li screamed. The class laughed. I was a big hit!

### Reading as a Writer

What time-order words does Kevin use? What details can you add to your story?

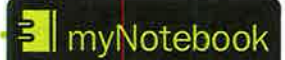
I used details to tell about thoughts, feelings, and actions.



## Write a Story

**TASK** Look back at *My Family and Dogs*. Think about who makes up a family. Think about what you learned about caring for dogs. Then use what you learned to write a story for your classmates. Your story should be about a family who welcomes a pet family member into its home.

### PLAN



**Gather Information** Talk with a group of classmates about *My Family and Dogs*. How can dogs be a part of a family? What do dogs need?

Use the tools in your eBook to remember facts about *My Family and Dogs*.

Then write ideas for your story in a story map.

- Who will be in the family?
- Where will the story take place?
- What is the problem?
- What are the main story events?
- What lesson will the characters learn?

|            |         |
|------------|---------|
| Characters | Setting |
| Plot       |         |

**Write Your Story** Use the information below to help you organize your story.

Write your draft in myWriteSmart.

### Beginning

Begin your story. Use your story map for ideas. Introduce the characters, the setting, and the problem. Use exact nouns to paint a picture in readers' minds.

### Middle

What happens next? Tell what events happen in the story. Use complete sentences to describe what happens.

### Ending

Give your story a strong ending. Your story ending should help readers answer these questions:

- How do the characters solve the problem?
- How does everyone feel when the story ends?
- What lesson do they learn?

## REVISE

**Review Your Draft** Read your writing and make it better. Use the Checklist.

- Is my story about how a family welcomes a new pet?
- Does my story have a beginning, a middle, and an ending?
- Do the characters in my story face a problem?
- Did I use exact nouns?
- Did I use complete sentences?

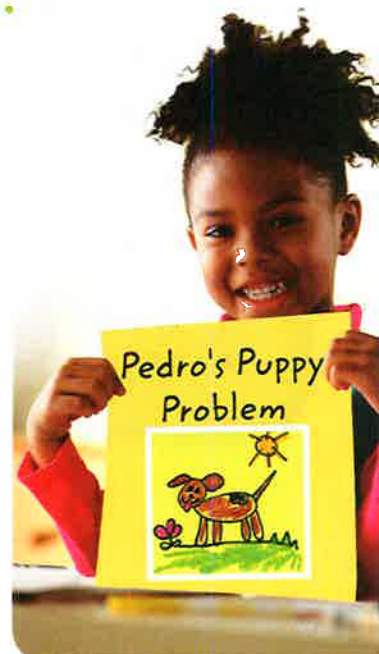


Have a partner read your draft. Talk about how you can make it better.

## PRESENT

**Share** Write or type a copy of your story. Add a picture. Pick a way to share.

- Read your story to your classmates.
- Publish your story into a book for classmates to read.



## UNIT 2

# Nature Watch



Stream to Start

☞ Nature does nothing uselessly. ☜

— Aristotle



## Performance Task Preview

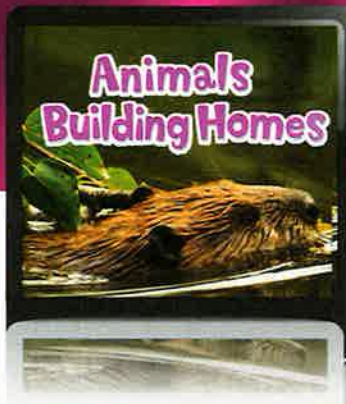
At the end of this unit, you will think about two of the texts you have read. Then you will write an informational paragraph comparing information about animals from the texts.



Channel One News®

# Lesson

# 6



## Q LANGUAGE DETECTIVE

### Talk About Words

**Nouns** are words that name people, places, animals, or things.

Work with a partner. Find the Vocabulary words that are nouns. What are your clues? Use the nouns in new sentences.



Add new words to **myWordList**. Use them in your speaking and writing.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Use a Vocabulary word to tell about something you did.

1

## shaped

Have you ever seen a home **shaped** like this? It is curved like a ball.



2

## branches

Tree **branches** high above the ground are a good home for a sloth.



3

**pond**

Turtles make their home in a **pond**, or small lake.



4

**beaks**

These birds use their **beaks** to build their home.



5

**deepest**

The **deepest** part of the ocean is this eel's home.



6

**break**

This home won't **break**! It is made of strong rock.



7

**hang**

These bats **hang** upside down in their cave.



8

**winding**

Some animal homes have long, **winding** tunnels that twist and turn.





# Read and Comprehend

## ✓ TARGET SKILL

**Text and Graphic Features** An author sometimes adds special text and graphic features to a text. Some examples of **graphic features** are photos and charts. Some examples of **text features** are headings and words in bold print. These features help you find information quickly. They also help you know what an author thinks is important.

You can use a chart like this to list features you find and tell how they help you.

| Text or Graphic Feature | Page Number | Purpose |
|-------------------------|-------------|---------|
|                         |             |         |

## ✓ TARGET STRATEGY

**Question** Ask questions about what you are reading. Look for text evidence to answer your questions.

## PREVIEW THE TOPIC

### Animal Homes

All animals need homes. Most wild animals find or build homes for themselves. For example, a bear might find a cave to use as its home. A bird builds a nest. Animals' homes help keep the animals safe, warm, and dry.

You will learn more about where animals live in *Animals Building Homes*.



 **Think** | **Draw** | **Pair** | **Share**

Draw a picture of an animal home. Share your picture with a partner. Have your partner ask questions to guess which animal lives there. Listen to the questions and give details in your answers. Then share your pictures with the class.

## Lesson 6

# ANCHOR TEXT



### ✓ GENRE

#### **Informational text**

gives facts about a topic. As you read, look for:

- ▶ photos and headings
- ▶ facts and details about a topic

#### MEET THE AUTHOR



## Wendy Perkins

Can you guess why author Wendy Perkins has been called a “walking animal encyclopedia”? It’s because her mind is filled with facts and information about all kinds of animals.

Ms. Perkins has written nonfiction books about animal eyes, ears, feet, feathers, noses, teeth, and tails. She also writes articles for *Highlights for Children* and a magazine put out by the San Diego Zoo called *Zoonooz*.

# Animals Building Homes

A close-up photograph of a bird's nest. The nest is constructed from a thick layer of dry, brown pine needles and is situated on a dark, woody branch. The branch is positioned over a body of water, with some green leaves and stems of a plant visible in the foreground. The background is a soft, out-of-focus green, suggesting a natural, outdoor setting.

by Wendy Perkins

## ESSENTIAL QUESTION

What are animal homes like?



## A Beaver's Home

A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a pond. There, the beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.

### ANALYZE THE TEXT

**Using Context** What is a lodge? How do the other sentences help you to figure out the meaning?



A photograph of a frog sitting on a mossy log in a forest. The frog is dark-colored and is positioned on the left side of the frame. The log is covered in green moss and is surrounded by other green foliage. The background is a dense forest with various shades of green.

## Safe at Home

Most animals need a home. Homes keep animals safe from predators, rain, snow, or the hot sun. Some animals live in their homes for life. Other animals live in their homes long enough to raise their offspring or survive hot or cold weather.

## Building Nests

Many animals live in nests. A hummingbird builds a small cup-shaped nest. The nest is made of moss and bits of spiderweb.





A mouse makes a grass nest in the shape of a ball. The mouse hides its nest in tall grass or in a tunnel under the ground.

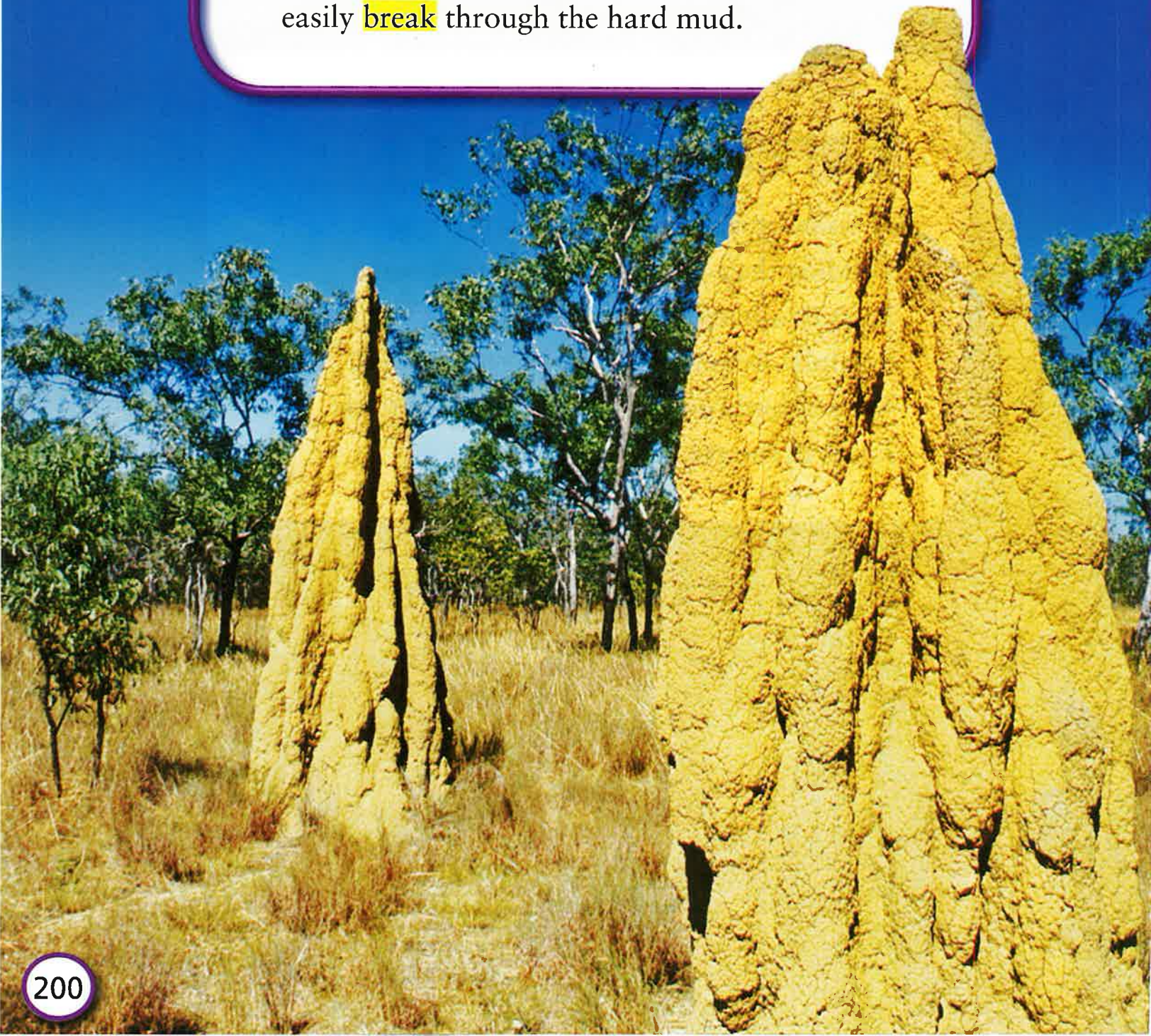


## Careful Builders

Some animals put a lot of work into building their homes. Weaver birds make nests that hang from tree branches. The birds carefully weave grass and leaves together. Weaver birds use their feet and beaks to tie knots in the grass.

# Working Together

Animals can work together to build homes. Termites build mounds made out of mud mixed with saliva. Other animals cannot easily **break** through the hard mud.





Polyps are animals that make coral reefs. A polyp builds a **limestone** cup around its body for protection. The cups of the polyps grow together to make a coral reef.

# Making a Burrow

Burrows are holes in the ground where some animals live. Gophers use their teeth and paws to dig long, **winding** tunnels. They make rooms in the **deepest** parts of the tunnels. The gophers hide their offspring and food in these rooms.



## ANALYZE THE TEXT

**Text and Graphic Features** Use the headings to help you quickly find the information about how a gopher makes a burrow. What is the heading for that page?



## Home Improvement

Some animals live in homes made by other animals. Chickadees use tree holes made by woodpeckers. Chickadees bring grass and moss into the hole. They build a nest for their chicks.



## Building a Home

Most animals need homes where they can rest and raise their offspring. Homes also keep animals safe from predators. Beavers build lodges. Mice make nests. Gophers dig burrows. How does a polar bear make its den?



# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Text and Graphic Features and Using Context. Then read *Animals Building Homes* again. Use what you learn to understand it better.

### Text and Graphic Features

The author of *Animals Building Homes* uses text and graphic features to make her ideas clear. For example, the headings help you know what you will read about in each section. They help you find information quickly. Use a chart like this to list text and graphic features and how you use them.

| Text or Graphic Feature | Page Number | Purpose |
|-------------------------|-------------|---------|
|                         |             |         |

## Using Context

Authors sometimes use special words about a topic that may be new to you. You can use other words in the sentence to help figure out what a new word means. Looking at the photos may also help you. Using a sentence or a photo to understand a new word is called **using context**.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**What are animal homes like?** Share your ideas with a partner. Use the text features and photos from the selection to help you. Point to text evidence to explain your answer to the question.



### Classroom Conversation

Now talk about these questions with the class.

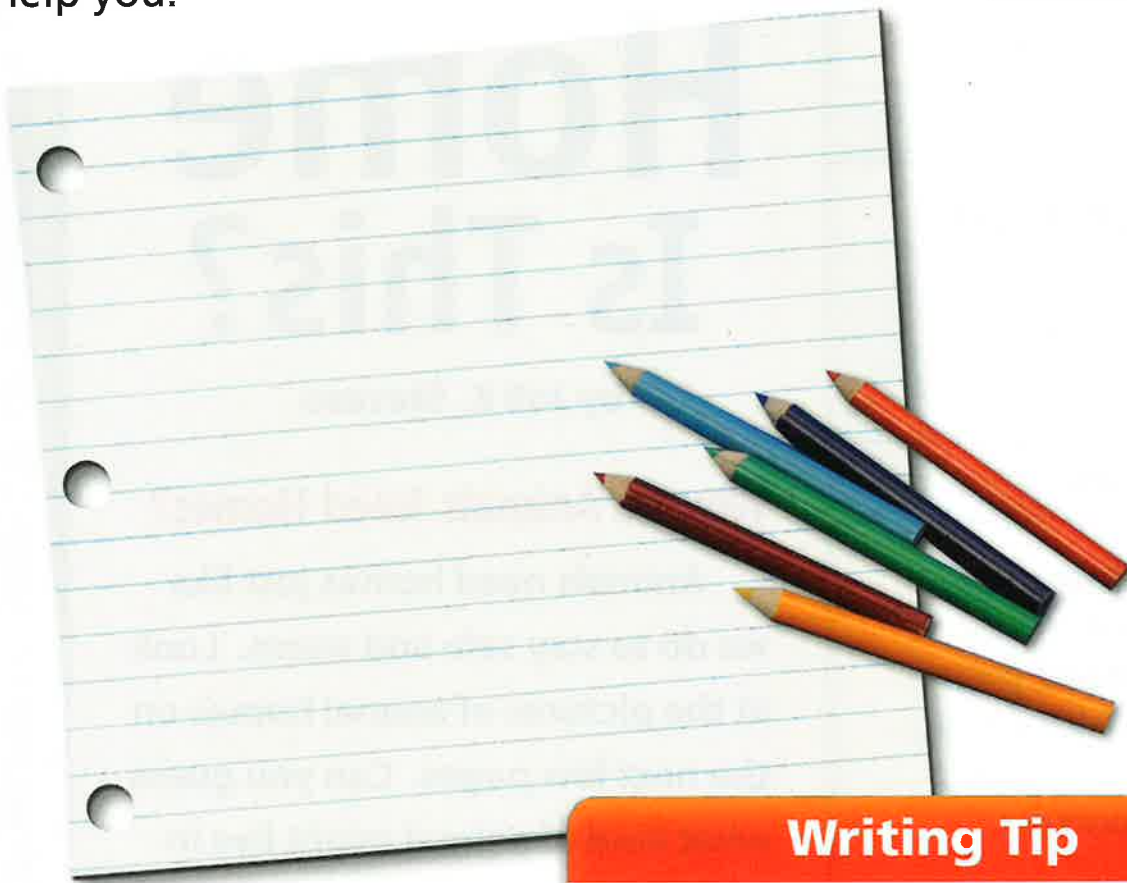
- 1 How can you use the headings to find information in the selection?
- 2 How are homes that people build the same as and different from the homes that animals build?
- 3 Why does the author put some words in bold print?

## Performance Task

### WRITE ABOUT READING .....



**Response** Write two facts that you learned about animal homes. Use text evidence such as words and pictures from the selection to help you.



### Writing Tip

Remember that a statement tells something. It ends with a period.

## Lesson 6

# INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives facts about a topic.

### ✓ TEXT FOCUS

A **subheading** gives more information about a selection. **Bold print** text shows which words, sentences, or phrases are most important.



# Whose Home Is This?

by Joli K. Stevens

## Why Do Animals Need Homes?

Animals need homes just like we do to stay safe and warm. Look at the pictures of animal homes on the next few pages. Can you guess what kind of animal might live in each home?





## This Home Is Up High...

**This nest looks like a pile of dead leaves and branches. It is an animal's home!**

**Many animals make their nests in trees. These nests are made from things the animals can find close by. Things such as leaves, twigs, moss, or feathers are used in nests.**

## **Who lives here?**

**Some squirrels live in trees.**

**Squirrels have large, strong claws that help them climb and jump.**

Birds are not the only animals that live in tree nests. A large cluster, or bunch, of leaves and twigs high in a tree might be a squirrel's nest. Baby squirrels can stay in the nest for up to ten weeks. A squirrel might use a nest for a few months or even a few years. Sometimes squirrels will build more than one nest and use them all!



**This Home Is Busy...**

**These insects  
are building  
their home.**

**There are thousands of small insects that live  
and work together in this tree. This insect is often  
called busy because it is always working!**

**Who lives here?**



**Bees work together in a hive.**

**A beehive is a very busy place.**

A beehive is made up of parts called combs. Bees make the combs out of wax from their own bodies. The cells, or small spaces, near the edge of the comb hold honey. The cells in the middle are where the queen bee lays the eggs. Some bees look after the hive. Other bees collect nectar from flowers to make their food, or honey.

**This Home Can Move from Place to Place...**

There are many kinds of animals that live in or near the ocean. Can you guess what kind of animal might live in a shell?

**Who lives here?**

**An empty shell like this one was once home for an animal.**





**Hermit crabs carry their homes with them.**

**The hermit crabs along the shore can be very shy around people.**

A hermit crab does not have a hard shell. It uses another animal's shell for cover. When an animal gives up its shell, a hermit crab may use it for its own. When a crab grows too large for its shell, it will molt, or cast off the old shell. Then it will get a new one. Would you like to live in a shell?



# Compare Texts

## TEXT TO TEXT

**Alike and Different** Think about the most important ideas about animal homes in each selection. What did you learn from each that is the same? What is different? To answer, look for text evidence with a small group.



## TEXT TO SELF

**Share Experiences** Think about the animal homes in *Animals Building Homes*. Which have you seen before? Share your ideas with a partner.



## TEXT TO WORLD

**Classify Animals** With a small group, sort the animals in each selection by the type of home they build, such as a hole or a nest. Research other animals that live in those types of homes. Make a chart to share with the class.



# Grammar

**Special Kinds of Nouns** Special nouns that end with *s*, *x*, *ch*, or *sh* get a different ending when they tell about more than one. Add *-es* to these nouns to make them **plural**. Other special nouns change spelling to name more than one. A **collective noun** names a group of things.

| Plural Nouns  | Collective Nouns |
|---------------|------------------|
| two foxes     | the team         |
| many classes  | a class          |
| some finches  | my family        |
| three dishes  | an army          |
| four children | the herd         |

## Try This!

Read each sentence. Tell if each underlined word is a plural noun or a collective noun.

- 1 The herd of deer ran away quickly!
- 2 The bushes hide animal homes.
- 3 The three mice ate the cheese.
- 4 Where did the flock go?

When you write, check that all special nouns are spelled correctly when talking about more than one.

### Special Nouns About One



A **finch** makes a nest.



A **mouse** makes a nest.

### Special Nouns About More Than One




**Finches and mice** make nests.

## Connect Grammar to Writing

When you revise your writing, find special nouns that tell about more than one. Be sure the nouns follow the rules you have learned.





# Informative Writing



 **Purpose** When you write, always keep your reason for writing in mind. When you write an **informational paragraph**, you want readers to learn something about a topic. You should include details that tell about the main idea.

Sean drafted a paragraph about beaver homes. Later, he added more details about his main idea.

## Writing Checklist

-  **Purpose**  
Do all my details support the main idea?
-  **Organization**  
Does my topic sentence tell the main idea?
-  **Elaboration**  
Did I use exact words?
-  **Conventions**  
Did I write neatly and leave margins?

## Revised Draft

They use parts of trees to  
build their homes there.  
Beavers live on ponds. <sup>^</sup>A  
beaver can use its teeth to  
<sup>^</sup>Then the tree falls.  
gnaw on a tree. <sup>^</sup>

## Beaver Lodges

by Sean McDonald

Beavers live on ponds. They use parts of trees to build their homes there. A beaver can use its teeth to gnaw on a tree. Then the tree falls. Beavers float logs to a place to build a lodge. The beaver uses mud and grass to fill cracks. That helps keep the lodge warm.

### Reading as a Writer

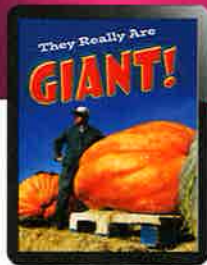
Which details did Sean add to tell more about his main idea? Where can you add details to your own paragraph?

My purpose for writing was to share facts about beavers' homes.



# Lesson

# 7



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Take turns asking and answering questions about the photos. Use the Vocabulary words in your questions and answers.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a Vocabulary word.

1

## blooming

Sunflowers are **blooming** in the field. They face the sun as their flowers grow.



2

## shovels

These children use **shovels** to help plant a tree.



3

**scent**

Roses have a **scent**, or smell, that is as sweet as perfume.



4

**tough**

A pumpkin has a **tough** outer skin that is hard to break.



5

**wrinkled**

A raisin is a dried, **wrinkled** grape, but it is still sweet.



6

**plain**

The plant on the left is **plain**. The plant on the right is fancy.



7

**muscles**

It takes strong **muscles** to use a loaded wheelbarrow.



8

**nodded**

The girl **nodded** her head up and down to show that she would help in the garden.

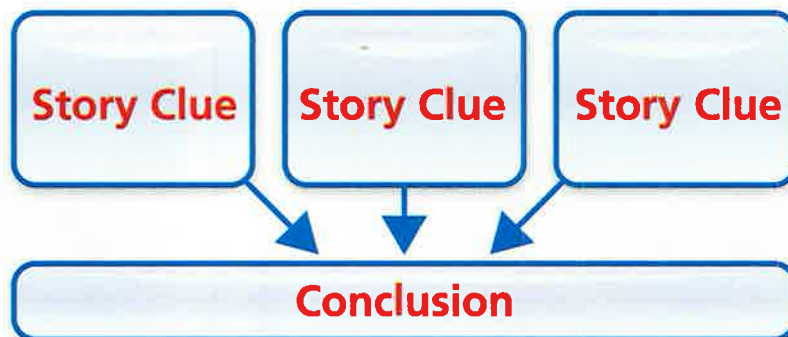




# Read and Comprehend

## ✓ TARGET SKILL

**Conclusions** As you read *The Ugly Vegetables*, use story clues, or text evidence, to figure out more about the events and characters. Use the clues to draw **conclusions**, or make smart guesses, about what the author does not say. You can find clues in the words and pictures. You can write the clues and a conclusion in a chart like this.



## ✓ TARGET STRATEGY

**Analyze/Evaluate** To **analyze** as you read, think about the author's words and story events. Then **evaluate**, or decide, how the words and events help you know what is important in the story.

## PREVIEW THE TOPIC

### Agriculture

Farmers work hard to grow fruits and vegetables all year long. You do not have to be a farmer to grow your own vegetables and fruits. Some people have a garden in their yard. Others plant fruits or vegetables in containers in their kitchen. In *The Ugly Vegetables*, you will learn about how one girl and her mother grow vegetables in their garden at home.

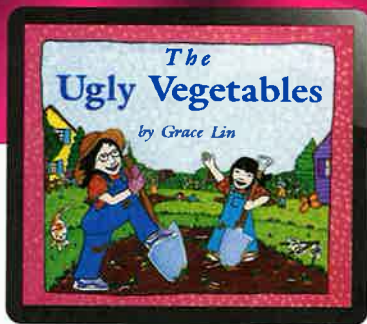
 **Think | Write | Pair | Share**

How do you grow a garden? Write your answer. Then share your ideas with a partner. Listen carefully to your partner. Ask questions if you do not understand your partner's ideas. Then share your ideas with the class.



## Lesson 7

# ANCHOR TEXT



### ✓ GENRE

**Realistic fiction** is a story that could really happen. As you read, look for:

- ▶ characters who act like real people
- ▶ a problem that a real person might have

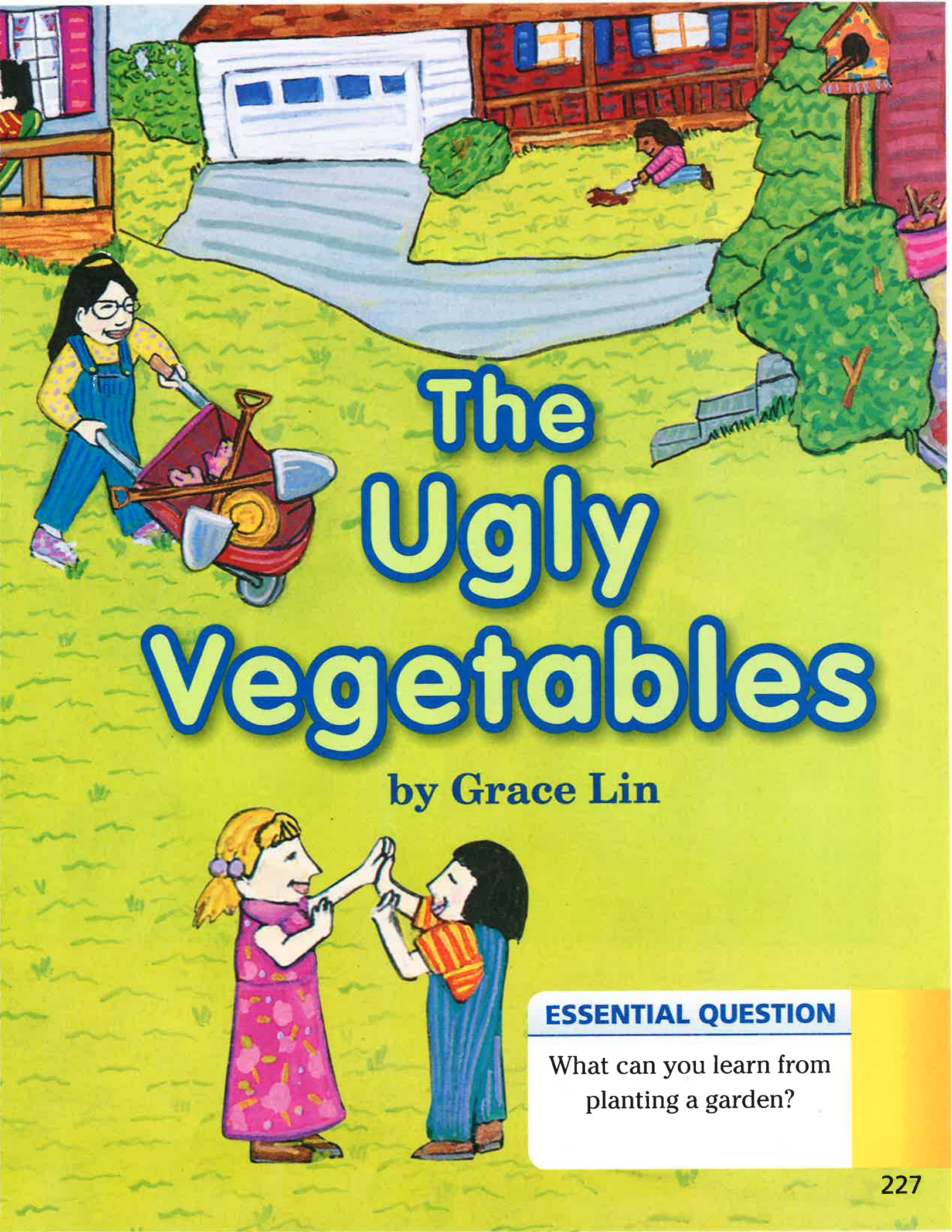
### MEET THE AUTHOR AND ILLUSTRATOR

## Grace Lin



*The Ugly Vegetables* tells the true story of something that happened to Grace Lin when she was little. The book caused a big problem in her family because she didn't include her two sisters in it.

They made her promise to put them in her other books, which she has done. *Dim Sum for Everyone* and *Kite Flying* are about a family with three girls, just like the Lin family.



# The Ugly Vegetables

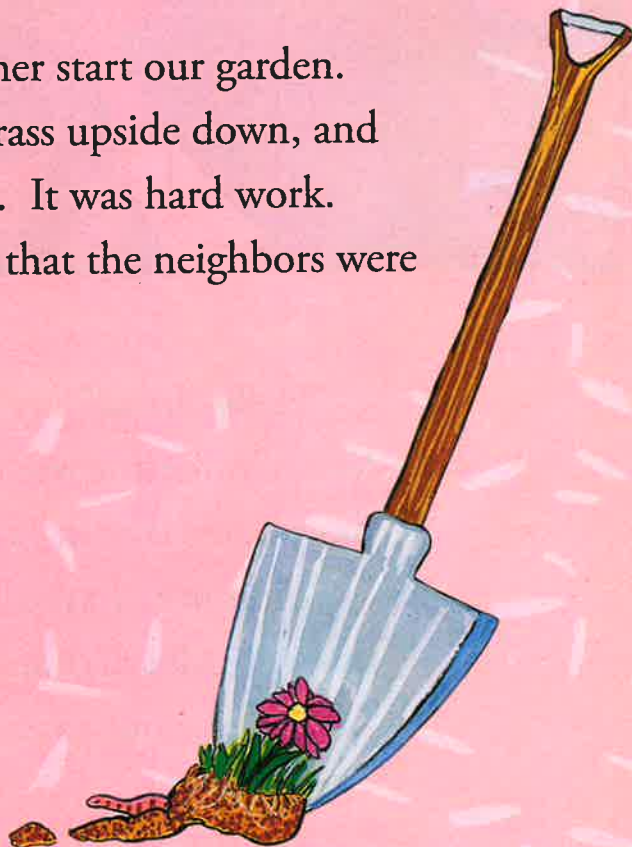
by Grace Lin

## ESSENTIAL QUESTION

What can you learn from planting a garden?



In the spring I helped my mother start our garden.  
We used tall shovels to turn the grass upside down, and  
I saw pink worms wriggle around. It was hard work.  
When we stopped to rest, we saw that the neighbors were  
starting their gardens too.





“Hello, Irma!” my mother called to Mrs. Crumerine. Mrs. Crumerine was digging too. She was using a small shovel, one that fit in her hand.

“Mommy,” I asked, “why are we using such big shovels? Mrs. Crumerine has a small one.”

“Because our garden needs more digging,” she said.



I helped my mother plant the seeds, and we dragged the hose to the garden.

“Hi, Linda! Hi, Mickey!” I called to the Fitzgeralds. They were sprinkling water on their garden with green watering cans.

“Mommy,” I asked, “why are we using a hose? Linda and Mickey use watering cans.”

“Because our garden needs more water,” she said.

#### ANALYZE THE TEXT

**Conclusions** What can you tell about the people in this neighborhood? Explain your answer.



Then my mother drew funny pictures on pieces of paper, and I stuck them into the garden.

“Hello, Roseanne!” my mother called across the street to Mrs. Angelhowe.

“Mommy,” I asked, “why are we sticking these papers in the garden? Mrs. Angelhowe has seed packages in her garden.”

“Because our garden is going to grow Chinese vegetables,” she told me. “These are the names of the vegetables in Chinese, so I can tell which plants are growing where.”





One day I saw our garden growing. Little green stems that looked like grass had popped out from the ground.

“Our garden’s growing!” I yelled. “Our garden’s growing!”

I rushed over to the neighbors’ gardens to see if theirs had grown. Their plants looked like little leaves.

“Mommy,” I asked, “why do our plants look like grass? The neighbors’ plants look different.”

“Because they are growing flowers,” she said.

“Why can’t we grow flowers?” I asked.

“These are better than flowers,” she said.





Soon all the neighbors' gardens were blooming. Up and down the street grew rainbows of flowers.



The wind always smelled sweet, and butterflies and bees flew everywhere. Everyone's garden was beautiful, except for ours.



Ours was all dark green and ugly.

“Why didn’t we grow flowers?” I asked again.

“These are better than flowers,” Mommy said again.

I looked, but saw only black-purple-green vines, fuzzy wrinkled leaves, prickly stems, and a few little yellow flowers.

“I don’t think so,” I said.

“You wait and see,” Mommy said.





Before long, our vegetables grew. Some were big and lumpy. Some were thin and green and covered with bumps. Some were just plain icky yellow. They were ugly vegetables.

Sometimes I would go over to the neighbors' and look at their pretty gardens. They would show the poppies and peonies and petunias to me, and I would feel sad that our garden wasn't as nice.





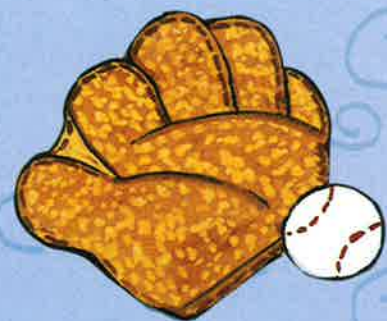
One day my mother and I picked the vegetables from the garden. We filled a whole wheelbarrow full of them. We wheeled them to the kitchen. My mother washed them and took a big knife and started to chop them.

“Aie-yow!” she said when she cut them. She had to use all her **muscles**. The vegetables were hard and **tough**.

“This is sheau hwang gua (show hwang gwa),” Mommy said, handing me a bumpy, curled vegetable. She pointed at the other vegetables. “This is shiann tsay (shen zai). That’s a torng hau (tung how).”



I went outside to play. While I was playing catch with Mickey, a magical aroma filled the air. I saw the neighbors standing on their porches with their eyes closed, smelling the sky. They took deep breaths of air, like they were trying to eat the smell.





The wind carried it up and down the street. Even the bees and the butterflies seemed to smell the **scent** in the breeze.



I smelled it too. It made me hungry, and it was coming from my house!

When I followed it to my house, my mother was putting a big bowl of soup on the table. The soup was yellow and red and green and pink.

“This is a special soup,” Mommy said, and she smiled.

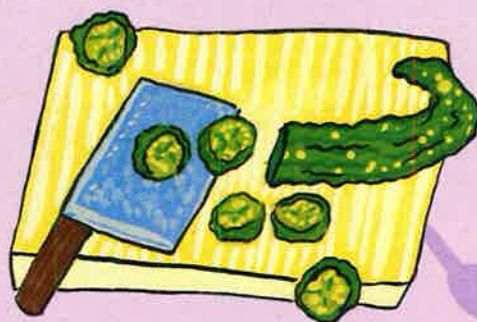
She gave me a small bowl full of it and I tasted it.

It was so good! The flavors of the soup seemed to dance in my mouth and laugh all the way down to my stomach. I smiled.

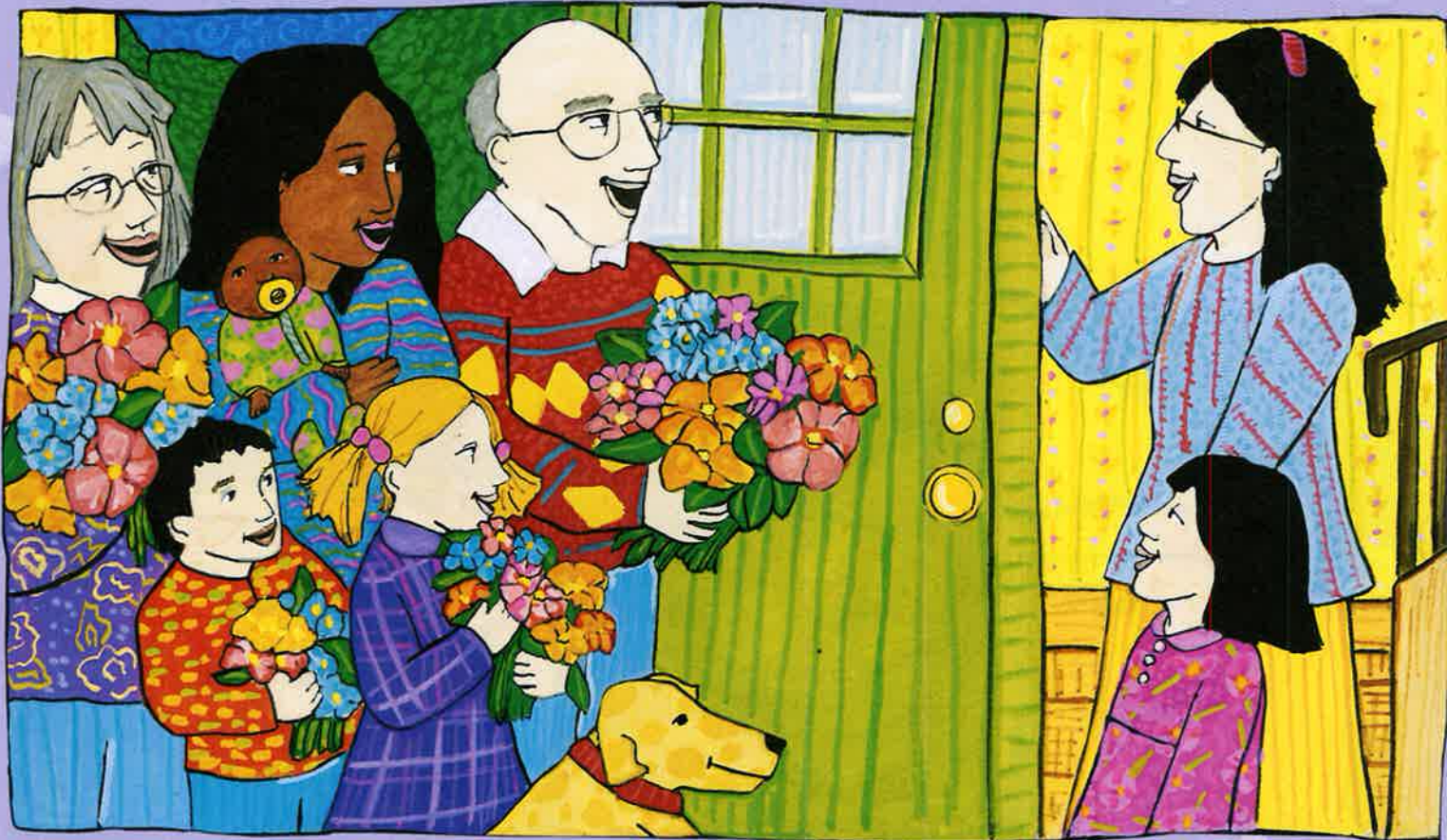
“Do you like it?” Mommy asked me.

I **nodded** and held out my bowl for some more.

“It’s made from our vegetables,” she told me.

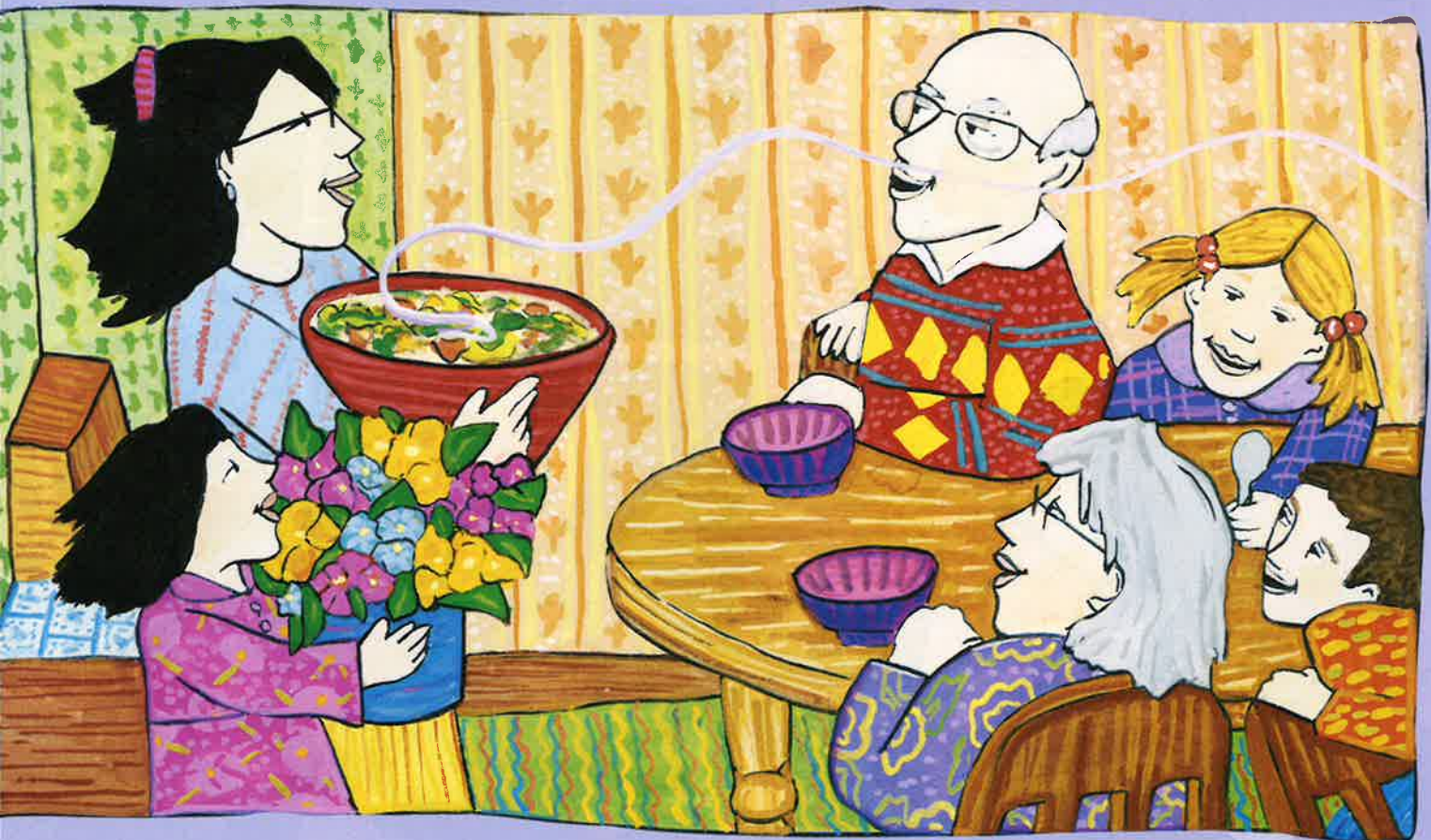






Then the doorbell rang, and we ran to open the door. All our neighbors were standing at the door holding flowers.

“We noticed you were cooking.” Mr. Fitzgerald laughed as he held out his flowers. “And we thought maybe you might be interested in a trade!”



We laughed too, and my mother gave them each their own bowl of her special soup.

My mother told them what each vegetable was and how she grew it. She gave them the soup recipe and put some soup into jars for them to take home. I ate five bowls of soup.







It was the best dinner ever.

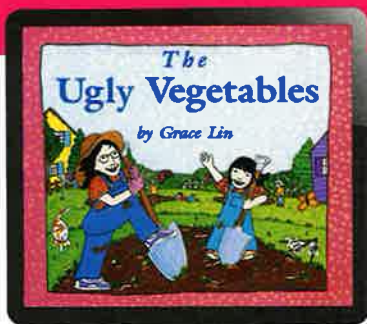


The next spring, when my mother was starting her garden, we planted some flowers next to the Chinese vegetables. Mrs. Crumerine, the Fitzgeralds, and the Angelhowes planted some Chinese vegetables next to their flowers.

Soon the whole neighborhood was growing Chinese vegetables in their gardens. Up and down the street, little green plants poked out of the ground. Some looked like leaves and some looked like grass, and when the flowers started blooming, you could smell soup in the air.

#### ANALYZE THE TEXT

**Story Structure** How is the neighborhood different at the end of the story than at the beginning of the story?



# Dig Deeper

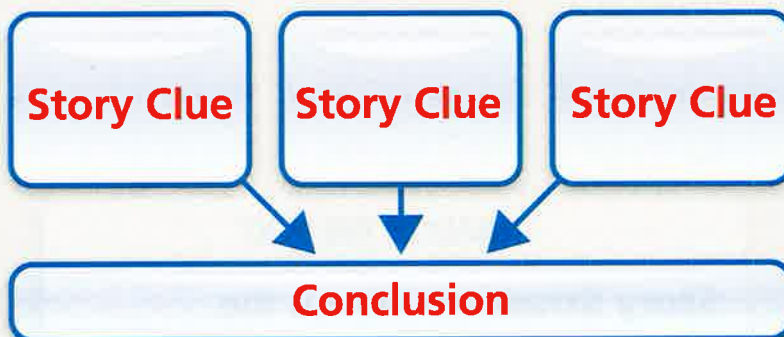
## Use Clues to Analyze the Text

Use these pages to learn about Conclusions and Story Structure. Then read *The Ugly Vegetables* again. Use what you learn to understand it better.

### Conclusions

*The Ugly Vegetables* is a story about a girl and her garden. The author does not tell when and where the story takes place. You must find clues in the story and pictures to draw **conclusions** about the setting. When you draw conclusions, you make smart guesses about what the author does not say.

The words and pictures in a story are text evidence that can help you draw conclusions. Use a chart like this.



## Story Structure

**Characters** are the people in a story. The **setting** is where and when the story takes place. The **plot** is what happens in the story. The beginning explains who the characters are, when and where the story takes place, and what the main problem is. The ending tells how the problem is solved. All of the story parts make up the **story structure**.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**What can you learn from planting a garden?** Use evidence from the story to help you talk about your ideas with a partner. Take turns speaking and listening. Remember to speak in complete sentences.



### Classroom Conversation

Now talk about these questions with the class.

- 1 What text evidence does the author give to help you figure out the setting?
- 2 How do you think Mommy learned to make the soup?
- 3 Why did the author write this story? Use text evidence from the story to explain.

## Performance Task

### WRITE ABOUT READING .....



**Response** Write sentences to tell how the girl's garden is different from the neighbors' gardens. Then draw a picture of each garden. Use the words and pictures from the story to help you.

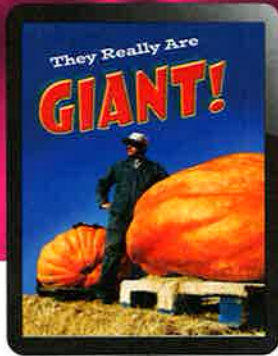


#### Writing Tip

Use describing words to help show what each garden is like.

## Lesson 7

# INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives facts about a topic. This is a magazine article.

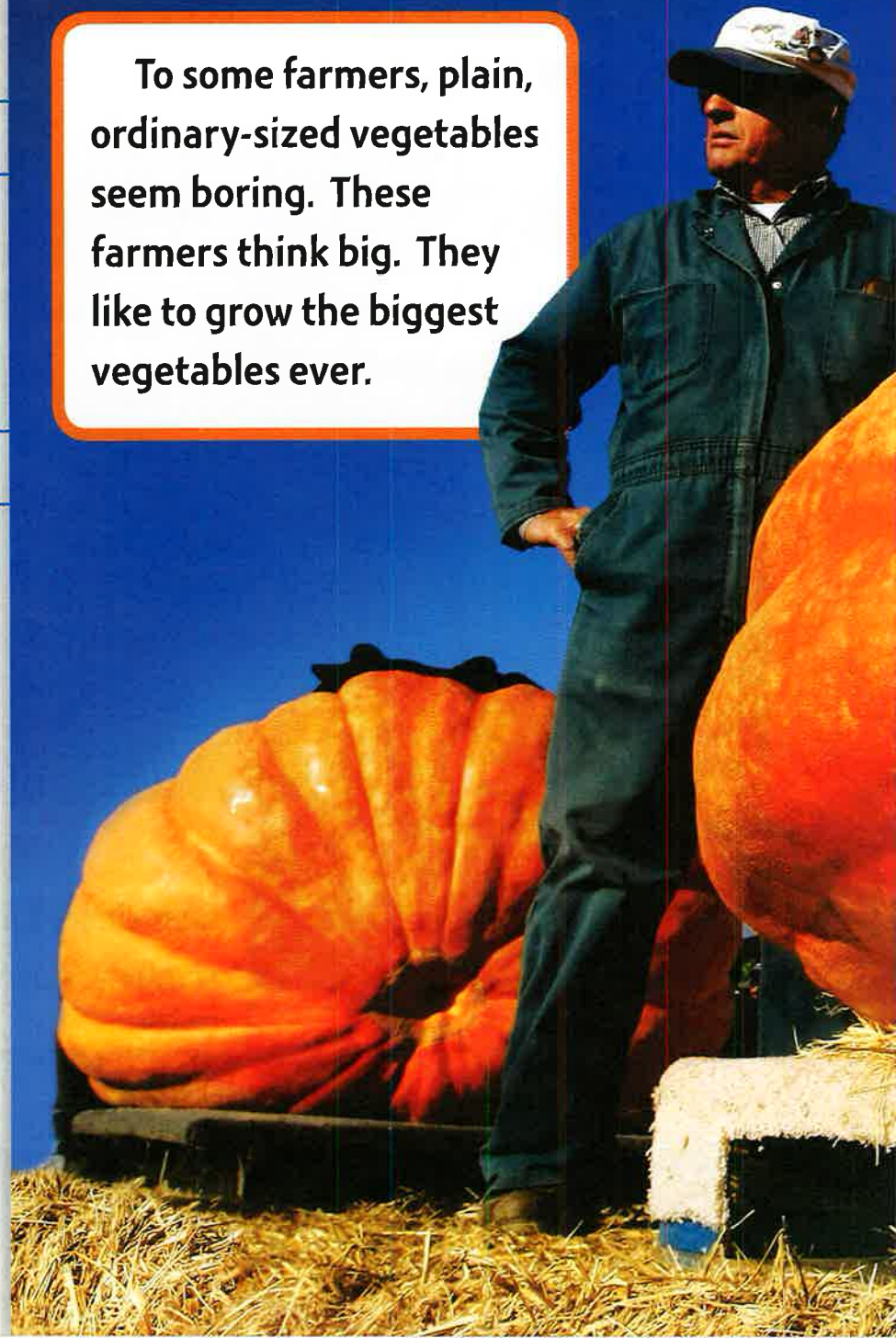
### ✓ TEXT FOCUS

A **bar graph** is a drawing that uses bars to compare numbers.

# They Really Are GIANT!

by Judy Williams

To some farmers, plain, ordinary-sized vegetables seem boring. These farmers think big. They like to grow the biggest vegetables ever.



## **World Record Breakers**

Plants are always blooming in California. The scent of rich soil fills the air. Every year in Half Moon Bay, the town holds the World Championship Pumpkin Weigh-Off. The judges all nodded yes when they saw the 2007 winner. It weighed 1,524 pounds, more than a big horse!

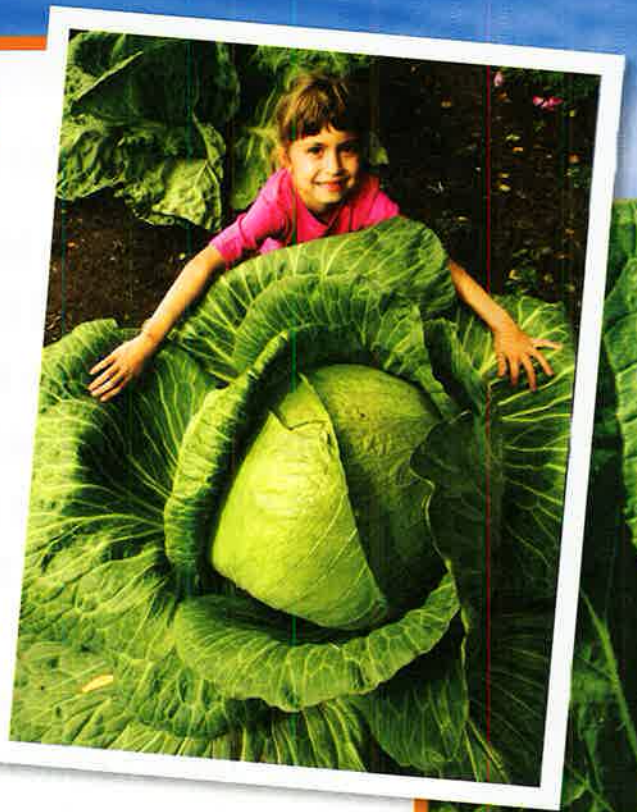
Pumpkins aren't the only giant veggies though. Some farmers use their muscles and heavy shovels to dig up 30-pound beets and turnips. Although these giants look tough, they are tender and delicious to eat.

Thadd Starr won first prize at the Half Moon Bay contest for his super-sized pumpkin.

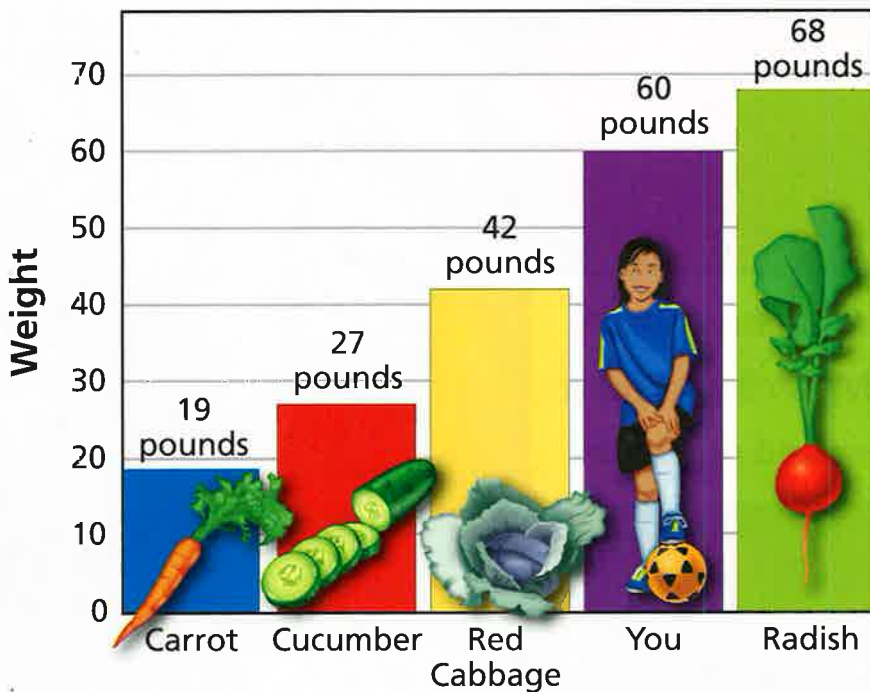
## Home of the Giants

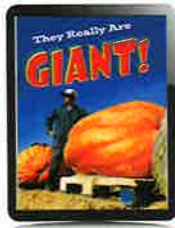
Alaska might be the home of giant veggies. More giant vegetables seem to grow there than any other place in the world. Long summer days and good soil make veggies grow and grow. You can see 98-pound cabbages at the Alaska State Fair in Palmer.

Seven-year-old Brenna Dinkel from Wasilla, Alaska, looks small next to this giant wrinkled leaf cabbage!



### How Big Are They?





# Compare Texts

## TEXT TO TEXT

**Compare and Contrast** Compare what you learned about the different types of plants in the two selections. Discuss your ideas with a partner. Be sure to speak in complete sentences.



## TEXT TO SELF

**Share Experiences** List the steps that the characters take to plant and care for their vegetables in *The Ugly Vegetables*. Which step do you think is the most important? Why?



## TEXT TO WORLD

**Connect to Social Studies** In *The Ugly Vegetables*, Mommy says she is growing Chinese vegetables. Find China on a map or globe. Talk with a partner about what you found.



# Grammar

**Proper Nouns** Proper nouns are the special names of people, animals, places, or things. Proper nouns begin with **capital letters**.

| Nouns    | Proper Nouns    |
|----------|-----------------|
| neighbor | Carissa Smith   |
| pet      | Fluffy          |
| road     | Main Street     |
| drink    | So Fruity Punch |
| state    | Florida         |
| country  | China           |

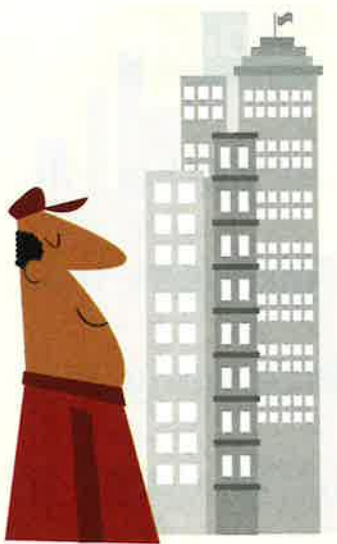
## Try This!

**Write each sentence correctly.**  
**Remember to begin each proper noun with a capital letter.**

- 1 There are many gardens in centerville.
- 2 My friend molly bowen picked apples.
- 3 mei's favorite toy is called action king.

A proper noun names a special person, animal, place, or thing. A proper noun is one kind of exact noun. Use exact nouns in your writing to paint a picture in your reader's mind.

### Nouns



The man has a garden on a street.

### Exact Nouns



Mr. Carter has a garden on Oak Street.

## Connect Grammar to Writing

When you revise your summary paragraph, look for nouns you can change to exact nouns. Be sure to begin each proper noun with a capital letter.

# Informative Writing



✓ **Organization** A **summary** tells what happens in a story by putting the events in the same order as they happened.

Kayla drafted a summary of the first part of *The Ugly Vegetables*. Later, she put the events in the right order.

## Revised Draft

A girl helps her mother start a garden. The girl sees things they're doing differently from their neighbors. To water the garden, she and her mother use a hose. The neighbors use watering cans. The neighbors use smaller shovels.

## Writing Checklist

- ✓ **Purpose**  
Did my sentences all tie to the main idea?
- ✓ **Organization**  
Did I tell things in the order in which they happened?
- ✓ **Evidence**  
Did I use only the most important story events in my summary?
- ✓ **Conventions**  
Did I capitalize and punctuate my sentences correctly?

## My Summary

by Kayla Higgs

A girl helps her mother start a garden. The girl sees things they're doing differently from their neighbors. The neighbors use smaller shovels. To water the garden, she and her mother use a hose. The neighbors use watering cans.

The girl asks why their garden is different from the neighbors' gardens. Her mother says the vegetables they are growing are better than flowers. The girl doesn't believe her until the end of the story!

### Reading as a Writer

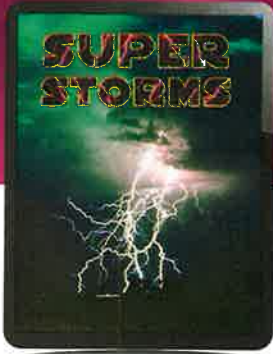
Why did Kayla move sentences?  
What can you move in your writing to put events in the right order?

I moved sentences around to tell things in the order in which they happened.



# Lesson

# 8



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Choose one of the Context Cards. Add words to the sentence to explain details about the photo that tell when, where, or why.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one on the card.

1

## beware

**Beware** of dangerous weather when a storm siren sounds its warning.



2

## damage

Hail and strong winds can do a lot of harm. They can **damage** crops.



3

**bend**

High winds have caused the trunks of these trees to **bend**, or curve.



4

**flash**

The **flash** of lightning bolts lit up the dark night sky.



5

**pounding**

**Pounding** waves hit the beach hard in a storm.



6

**prevent**

Heavy snow may **prevent**, or stop, cars and trucks from traveling.



7

**reach**

In a flood, water can **reach**, or go as high as, rooftops.

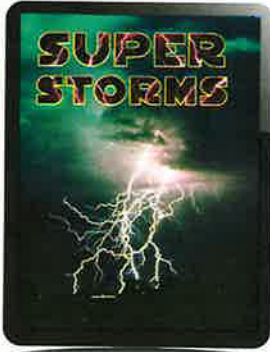


8

**equal**

The height of the snow is **equal** to three feet.

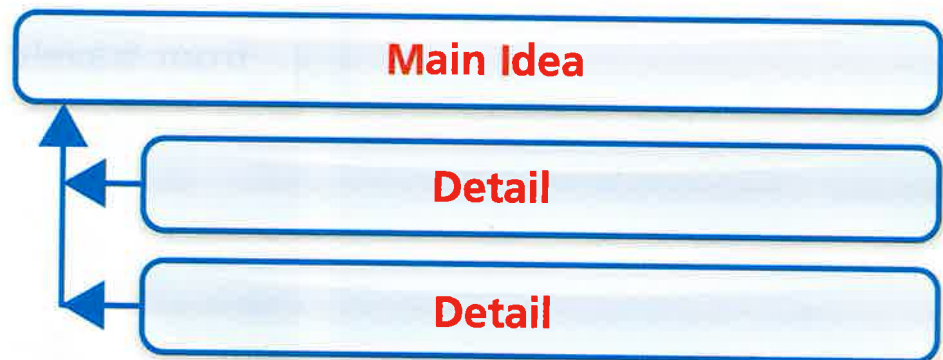




# Read and Comprehend

## ✓ TARGET SKILL

**Main Idea and Details** The **topic** of an informational text is what the text is about. **Main ideas** are the most important ideas about the topic. **Details** tell more about each main idea. Use a chart like this to list main ideas and details.



## ✓ TARGET STRATEGY

**Visualize** As you read, picture what is happening to help you understand and remember important ideas and details.

## PREVIEW THE TOPIC

### Weather

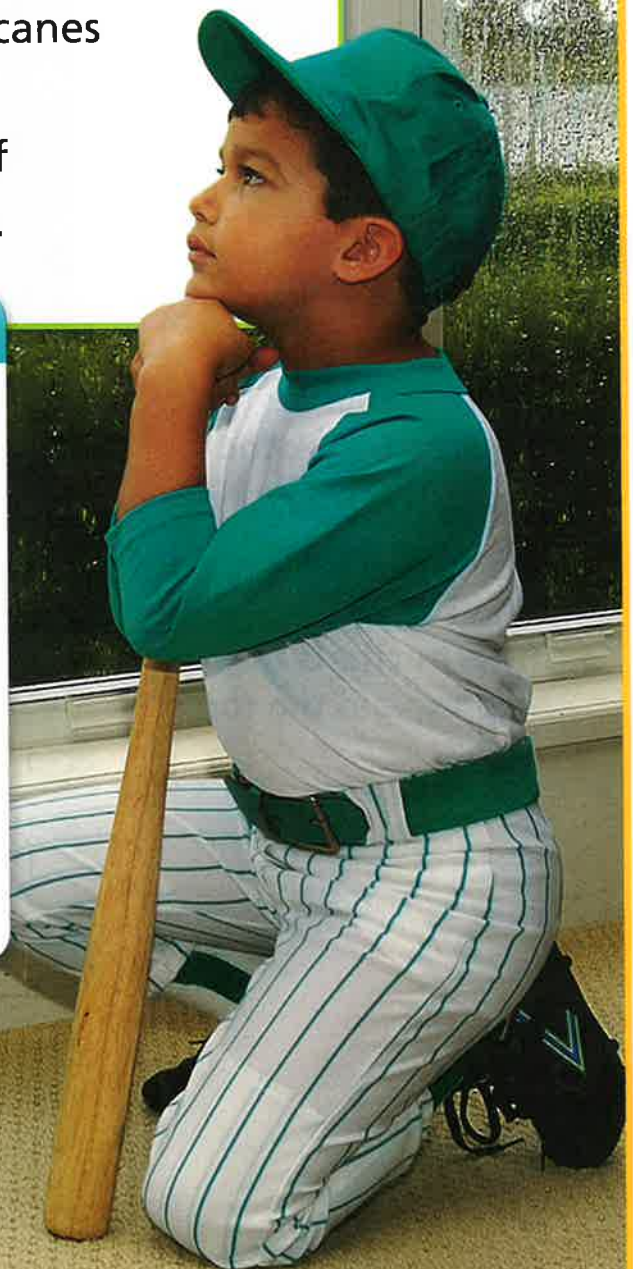
Do you ever wonder about the weather? Most people like when the weather is sunny. Sometimes, though, the weather can cause problems. When it rains or snows, you may have to stay inside. Some weather can even be dangerous. Tornadoes and hurricanes are two kinds of dangerous storms.

You will read about some types of dangerous weather in *Super Storms*.

#### Talk About It

Think about how people find out about the weather. Why is it important to know when a storm is coming? Talk about your ideas with a group.

- ▶ Take turns speaking.
- ▶ Listen carefully to your partner. Add to his or her ideas.
- ▶ Stay on topic.



## Lesson 8

# ANCHOR TEXT



### ✓ GENRE

**Informational text** gives facts about a topic. As you read, look for:

- ▶ photos
- ▶ facts and details about a topic
- ▶ maps or charts that help explain the topic

### MEET THE AUTHOR

## SEYMOUR SIMON

As a former science teacher, Seymour Simon loves to visit classrooms and talk with students. Those visits sometimes help him decide what to write about next.



Mr. Simon has written about everything from bats, bears, and bugs to snakes, sharks, and spiders. Of the more than 200 books he has written, *The Paper Airplane Book* is one of his favorites.

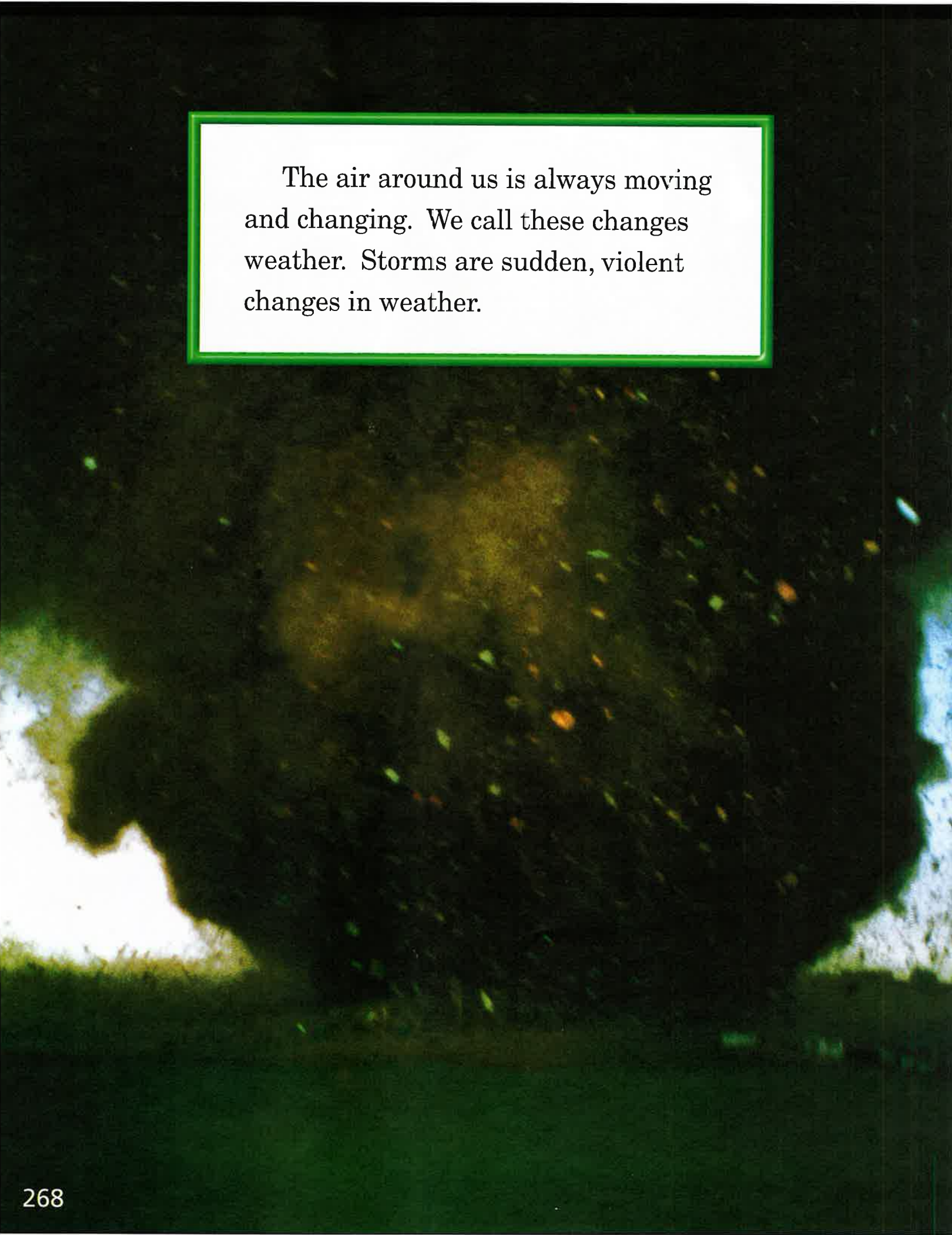


# SUPER STORMS

by Seymour Simon

## ESSENTIAL QUESTION

How can some storms  
be dangerous?

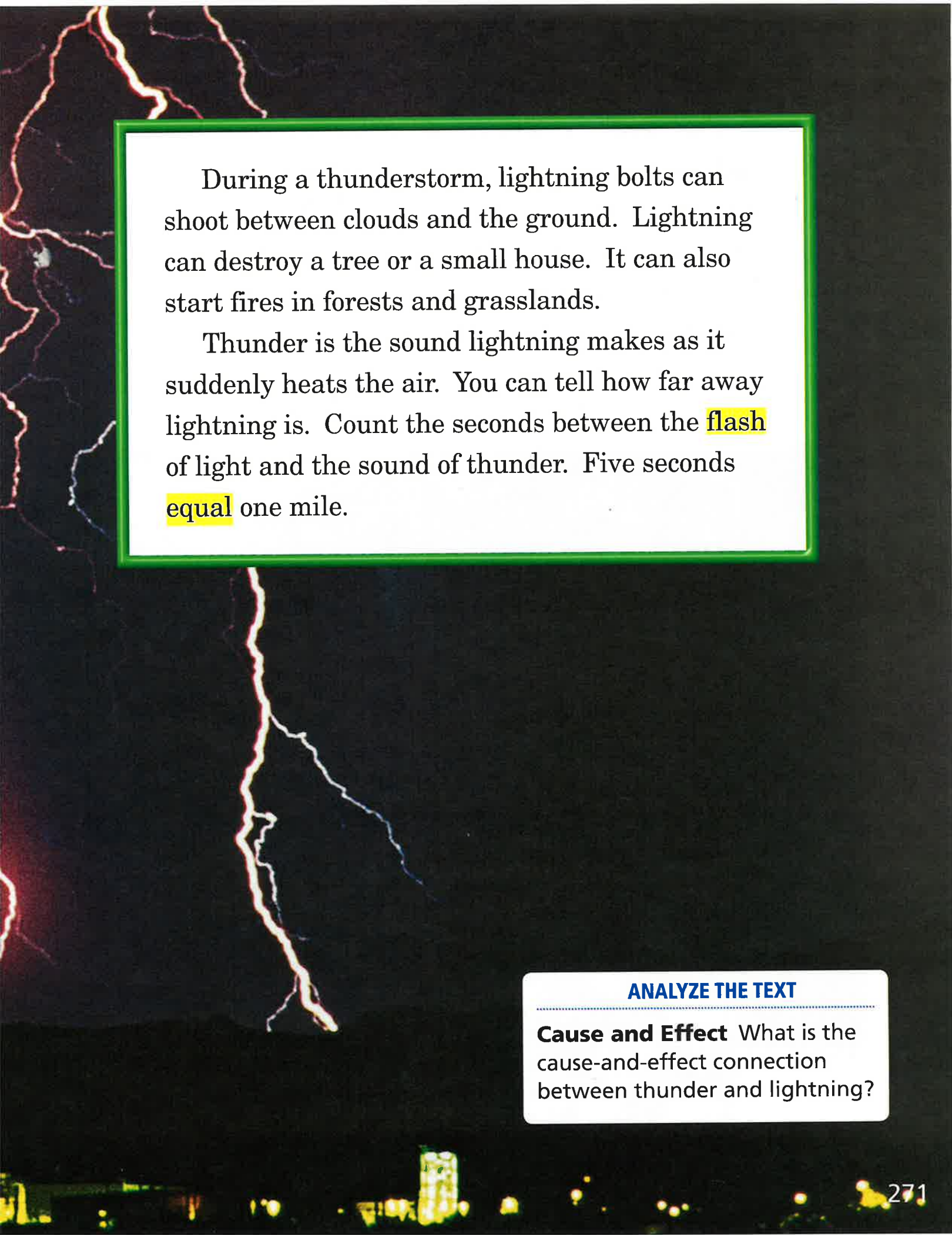
A dramatic photograph of a storm at night. A bright lightning bolt strikes a dark, stormy cloud on the right side of the frame. The sky is filled with dark, swirling clouds and numerous small, bright sparks or raindrops are visible, creating a sense of intense energy and movement. The overall color palette is dominated by dark blues, greys, and blacks, with the bright white of the lightning providing a stark contrast.

The air around us is always moving and changing. We call these changes weather. Storms are sudden, violent changes in weather.

Every second, hundreds of thunderstorms are born around the world. Thunderstorms are heavy rain showers. They can drop millions of gallons of water in just one minute.







During a thunderstorm, lightning bolts can shoot between clouds and the ground. Lightning can destroy a tree or a small house. It can also start fires in forests and grasslands.

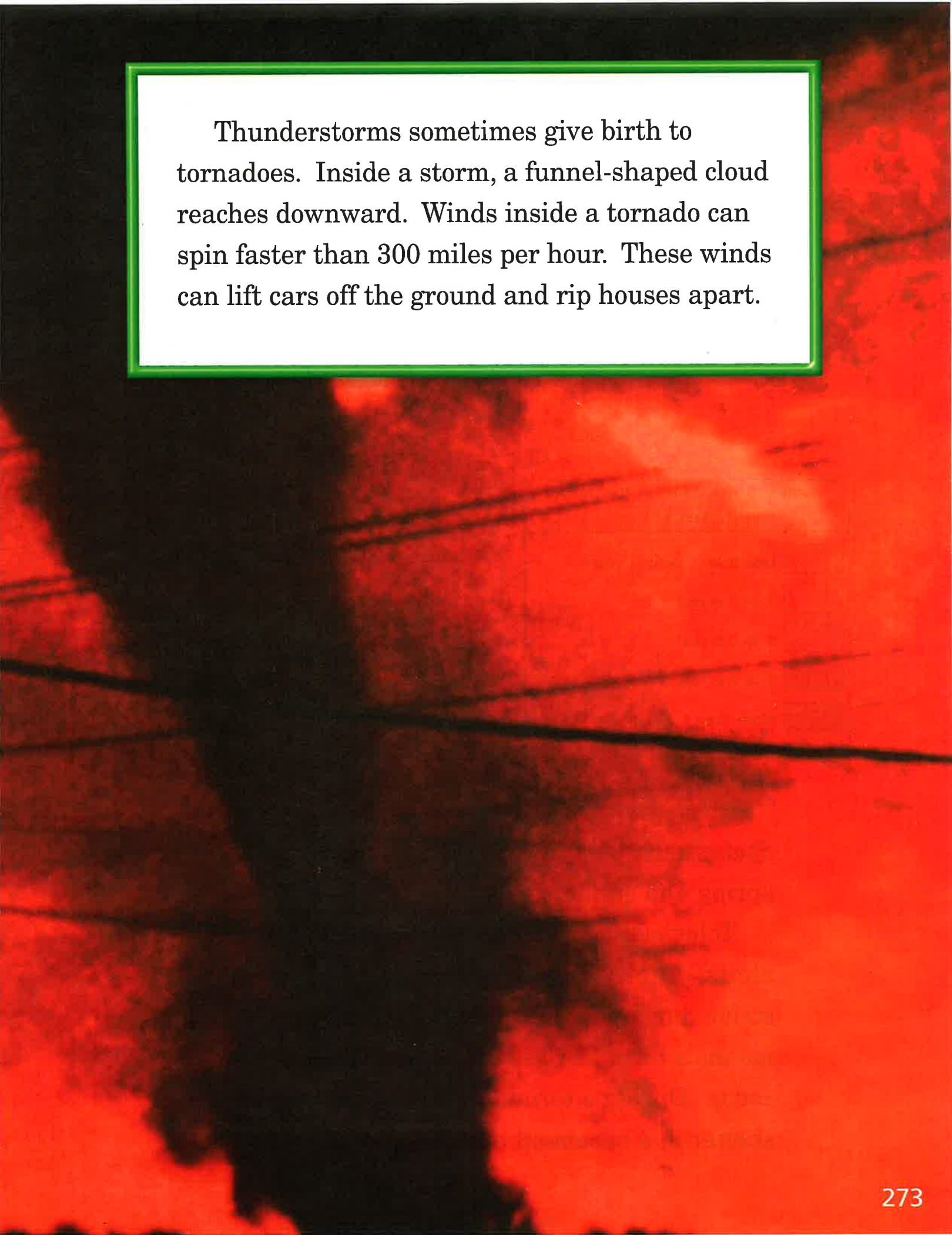
Thunder is the sound lightning makes as it suddenly heats the air. You can tell how far away lightning is. Count the seconds between the **flash** of light and the sound of thunder. Five seconds **equal** one mile.

#### **ANALYZE THE TEXT**

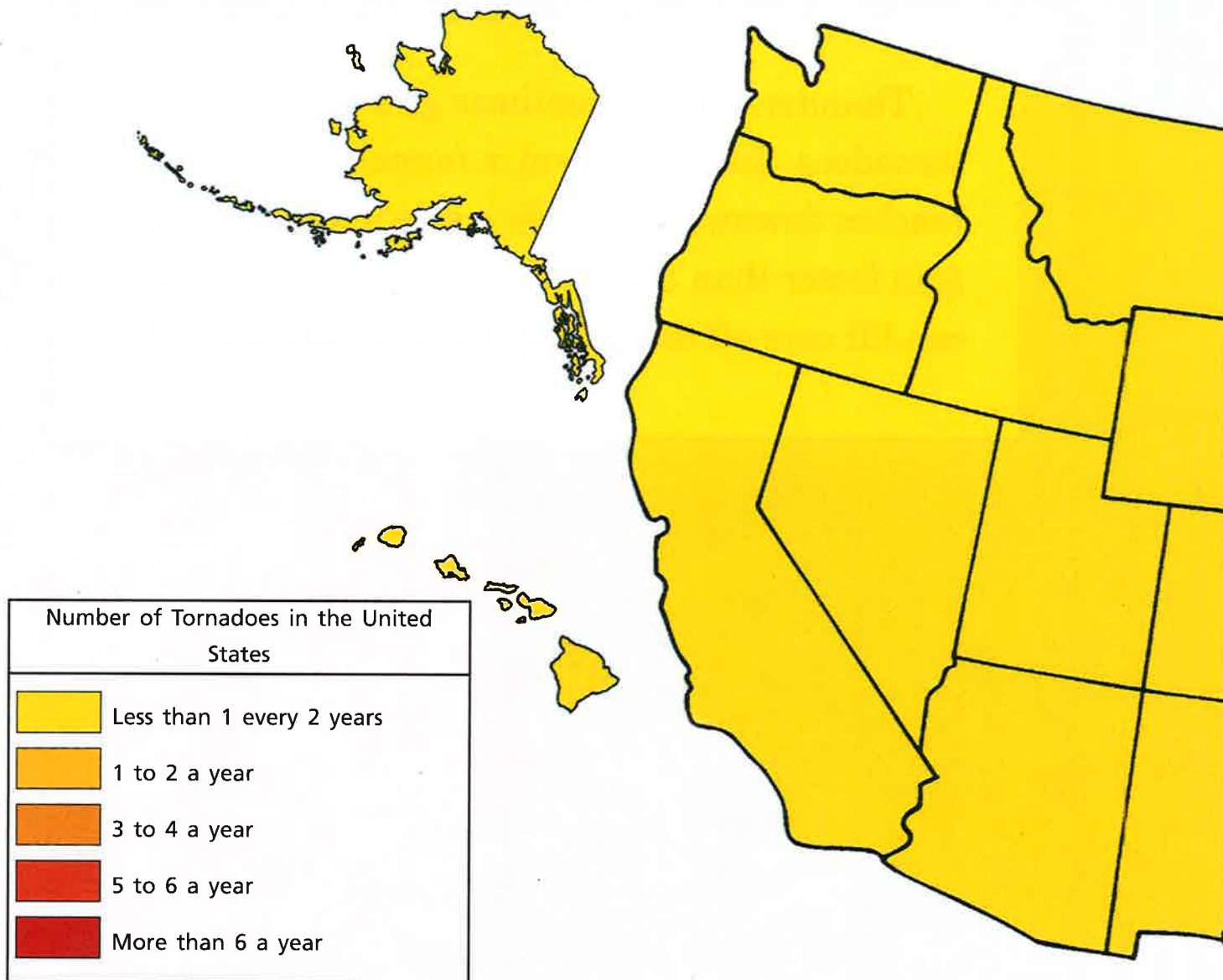
**Cause and Effect** What is the cause-and-effect connection between thunder and lightning?

Hailstones are chunks of ice that are tossed up and down by the winds of some thunderstorms. Hail can be the size of a marble or larger than a baseball. Nearly 5,000 hailstorms strike the United States every year. They can destroy crops and **damage** buildings and cars.



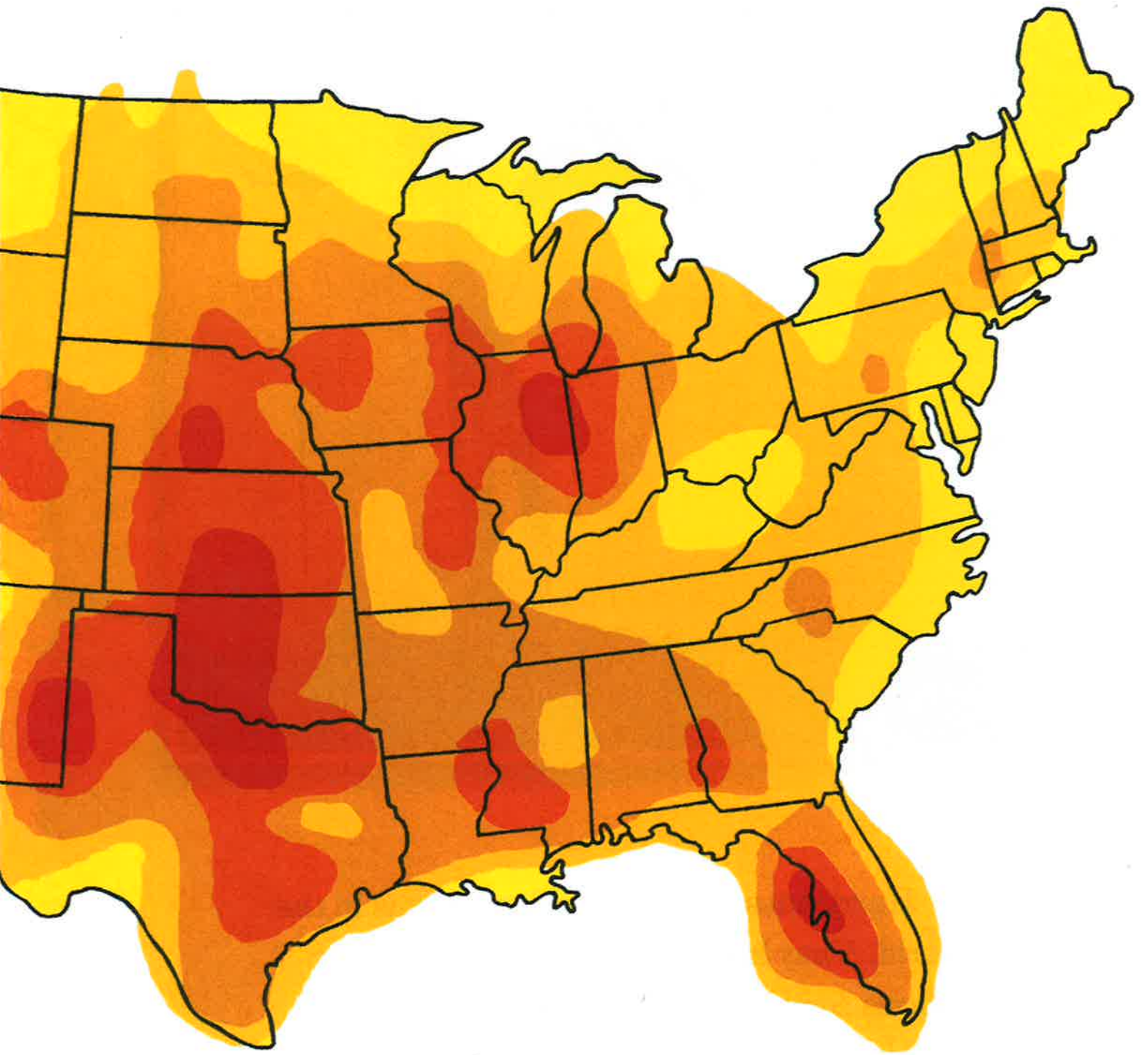


Thunderstorms sometimes give birth to tornadoes. Inside a storm, a funnel-shaped cloud reaches downward. Winds inside a tornado can spin faster than 300 miles per hour. These winds can lift cars off the ground and rip houses apart.



More than 1,000 tornadoes strike the United States each year. Most of them form during spring and summer.

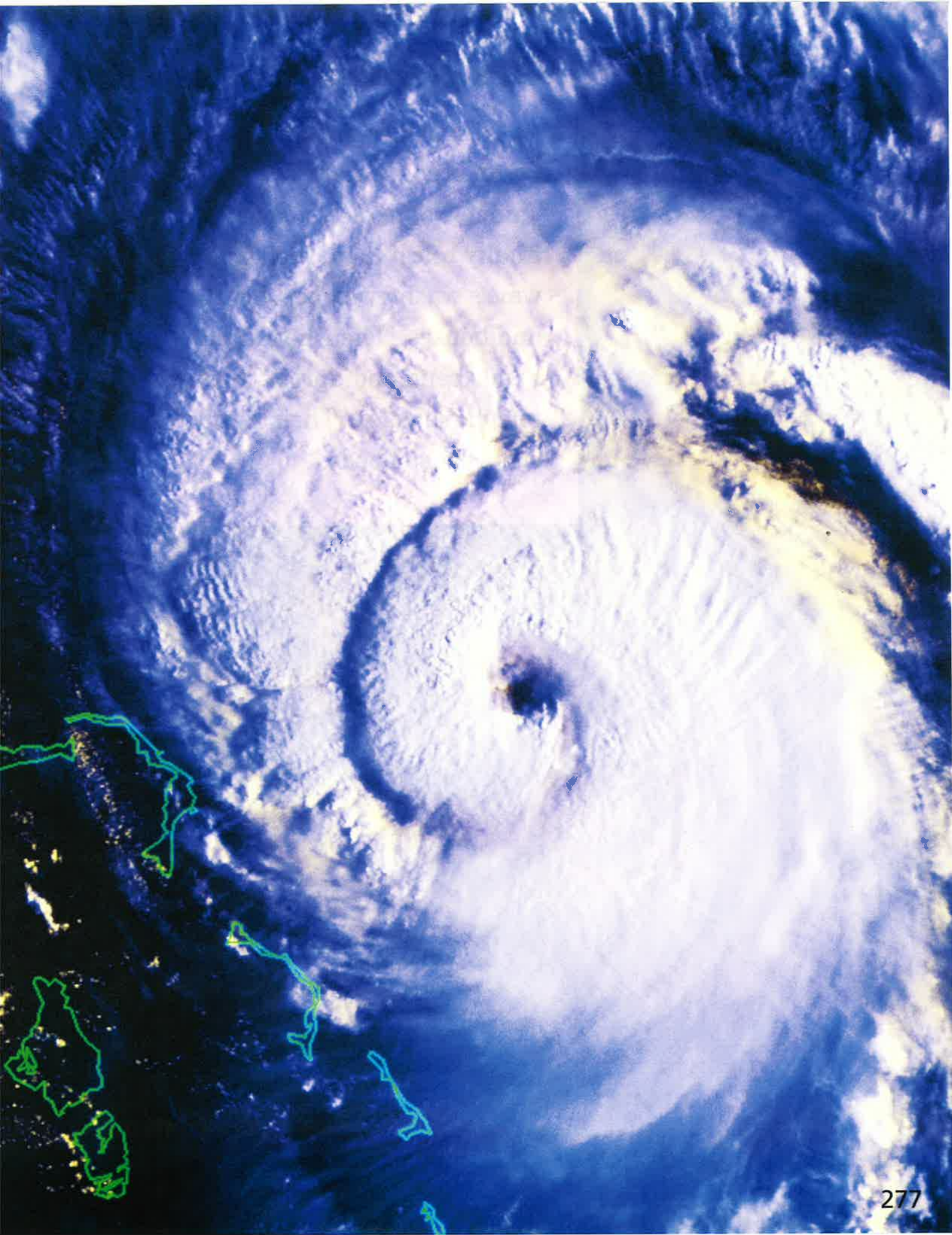
Television and radio stations often give early alerts. A tornado watch means that one may strike during the next few hours. A warning means a tornado has been seen by people or on radar. During a tornado warning you should find shelter in a basement or closet.

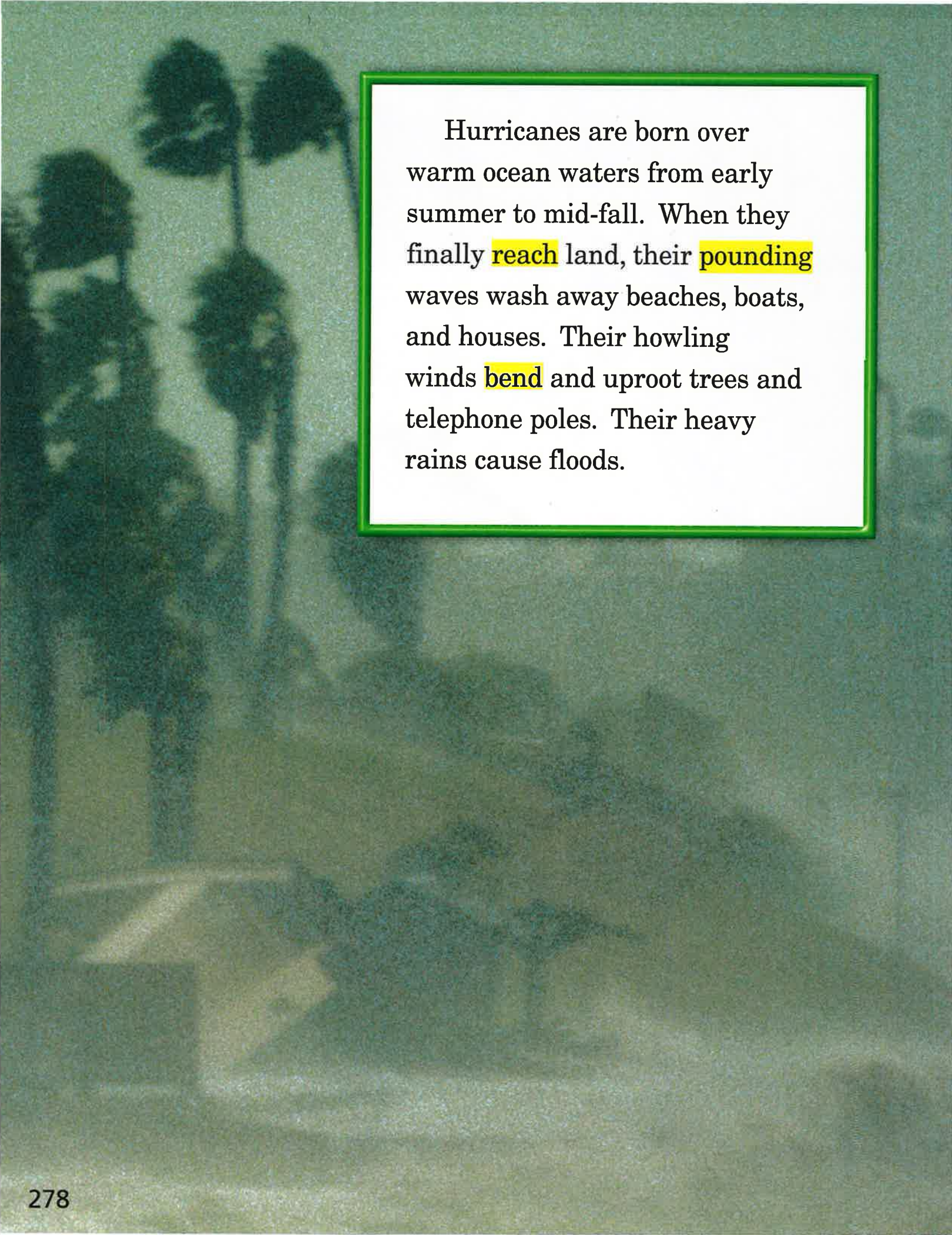




Hurricanes are the deadliest storms in the world. They kill more people than all other storms combined. Hurricanes stretch for hundreds of miles. They have winds of between 74 and 200 miles per hour.

The eye of a hurricane is the quiet center of the storm. Inside the eye, the wind stops blowing, the sun shines, and the sky is blue. But **beware**, the storm is not over yet.





Hurricanes are born over warm ocean waters from early summer to mid-fall. When they finally **reach** land, their **pounding** waves wash away beaches, boats, and houses. Their howling winds **bend** and uproot trees and telephone poles. Their heavy rains cause floods.

Blizzards are huge snowstorms. They have winds of at least 35 miles per hour. Usually at least two inches of snow falls per hour. Temperatures are at 20 degrees or lower. Falling and blowing snow make it hard to see in a blizzard.

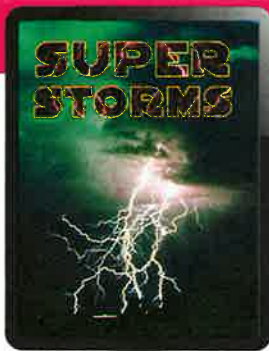




No one can **prevent** storms. But weather reports can predict and warn us when a storm may hit. The more prepared we are, the safer we will be when the next one strikes.

#### ANALYZE THE TEXT

**Main Idea and Details** What is the topic of *Super Storms*?  
What is the main idea?



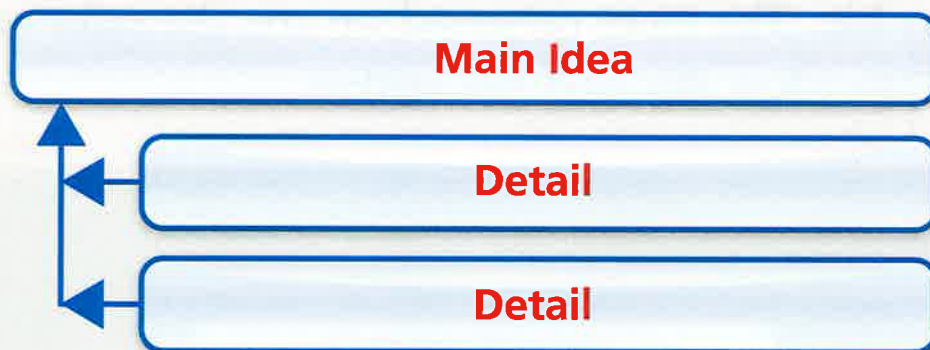
# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Main Idea and Details and Cause and Effect. Then read *Super Storms* again. Use what you learn to understand it better.

### Main Idea and Details

The author of *Super Storms* wrote about one main topic. He included a main idea and details in each section that explain the topic. The **main idea** is the most important idea in each section. **Details** tell you more information about the main idea. As you reread, use a chart like the one below. Record each main idea and the details that tell more about it.



## Cause and Effect

When one thing makes another happen, it is called cause and effect. For example, the wind of a tornado can make trees fall over. The tornado is the **cause**. Trees falling over is the **effect**. When you read, ask yourself what happens and why. This can help you understand how ideas are connected.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**How can some storms be dangerous?**

Use text evidence from *Super Storms* in your answer. Share your ideas with a partner. Remember to use respectful ways to take your turn speaking.



### Classroom Conversation

Now talk about these questions with the class.

- 1 Which details in the selection help you figure out the topic and main idea?
- 2 How do the photos help you understand more about each storm?
- 3 Look back at page 279. What is the main idea of this section? What details tell more about it?

## Performance Task

### WRITE ABOUT READING .....



**Response** Which type of weather do you think is the scariest? Write a few sentences to tell why. Use text evidence to help explain your opinion.



### Writing Tip

Join two sentences that have the same predicate. Remember to use *and* between the two subjects.

# POETRY



# Weather Poems

Many poets write poems about the weather. They might write about a flash of lightning or the way wind bends flowers.

The three poems you will read next are about the weather. Listen to the words that repeat in the poem "Night Drumming for Rain." Does it remind you of pounding raindrops?

## ✓ GENRE

**Poetry** uses the sound of words to show pictures and feelings.

## ✓ TEXT FOCUS

**Repetition** is when the same words are used more than once.

## Night Drumming for Rain

*hi-ya nai-ho-o*  
earth rumbling  
earth rumbling  
our basket drum sounding  
earth rumbling  
everywhere humming  
everywhere raining

*Pima*

## Who Has Seen the Wind?

Who has seen the wind?

Neither I nor you.

But when the leaves hang trembling,

The wind is passing through.

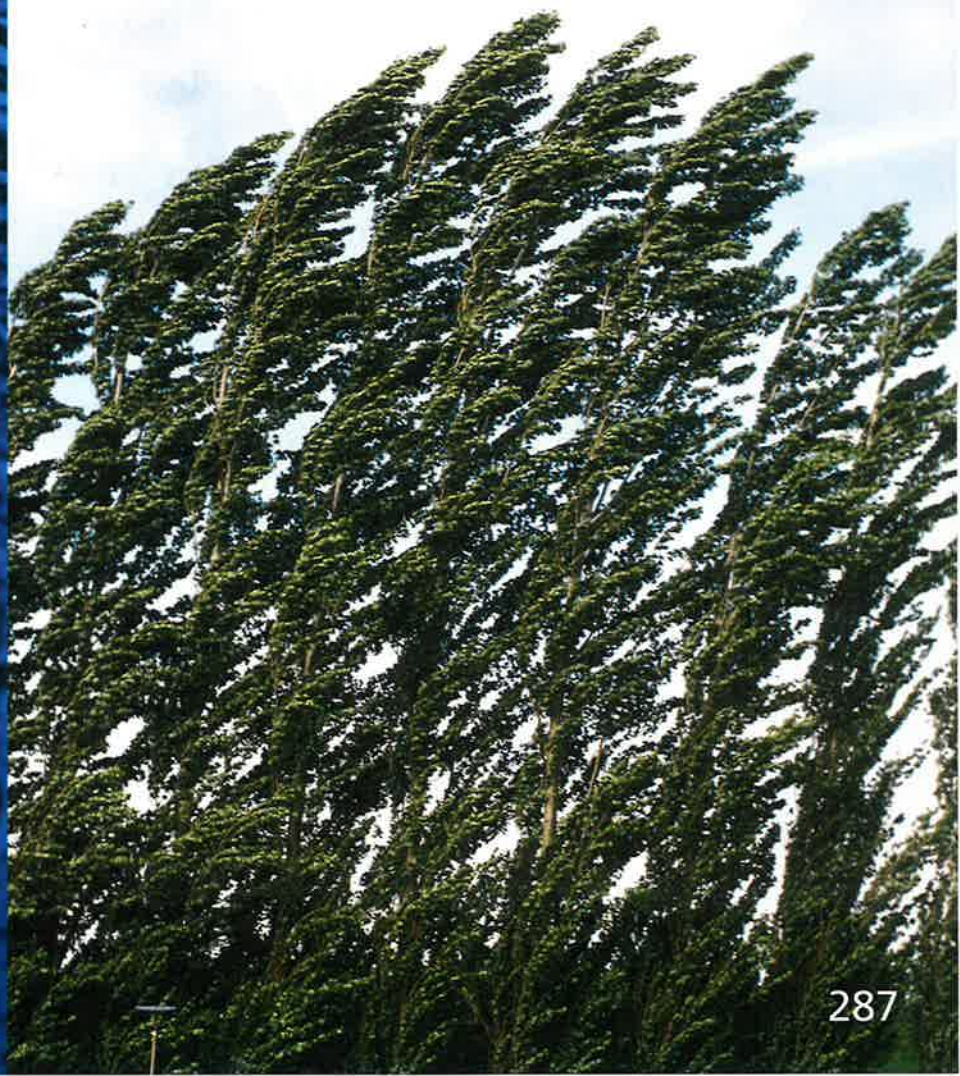
Who has seen the wind?

Neither you nor I.

But when the trees bow down their heads,

The wind is passing by.

*by Christina G. Rossetti*



# Weather

Dot a dot dot dot a dot dot

Spotting the windowpane.

Spack a spack speck flick a flack fleck

Freckling the windowpane.

A spatter a scatter a wet cat a clatter

A splatter a rumble outside.

Umbrella umbrella umbrella umbrella

Bumbershoot barrel of rain.

Slosh a galosh slosh a galosh

Slither and slather and glide

A puddle a jump a puddle a jump

A puddle a jump puddle splosh

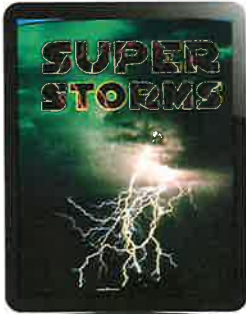
A juddle a pump aluddle a dump a

Puddmuddle jump in and slide!

*by Eve Merriam*

## Write a Weather Poem

Write your own weather poem. Include words that repeat more than once. You might describe a hot summer day. You might write about how you feel when it rains. You might even write a funny poem about getting caught in a storm!



# Compare Texts

## TEXT TO TEXT

**Understand Poems** Read the poems in *Weather Poems* again with a partner. Which poems use repeated words to help the reader understand what the author wants to say? Which ones use rhythm? Do any of them rhyme? Take turns speaking and listening.



## TEXT TO SELF

**Make a Plan** Choose one type of storm from *Super Storms*. With the class, talk about what you would do to stay safe during that kind of weather. Speak only when it is your turn.



## TEXT TO WORLD

**Observe Local Weather** What types of weather from *Super Storms* or *Weather Poems* do you get where you live? List each type. Compare your list with a partner's.



# Grammar

**What Is a Verb?** A **verb** names an action that someone or something does or did. A verb is found in the action part, or **predicate**, of a sentence.

## Verbs in Sentences

Rain **falls**.

Strong winds **blow**.

The storm **destroyed** homes.

The tornado **bent** many trees.

### Try This!

**Work with a partner. Read the sentences aloud. Name the verb in each sentence.**

- 1 I learned about storms.
- 2 We stay indoors.
- 3 Tornadoes form in summer.
- 4 The thunder scared my cat.

When you write, use exact verbs. They make your sentences come alive and tell your reader exactly what is happening.



### Verb

The hail touched the roof.  
The hail hurt the roof.

### Exact Verb


The hail pounded the roof.  
The hail damaged the roof.

## Connect Grammar to Writing

When you revise your writing, look for verbs that you can change to more exact verbs.

# Informative Writing







 **Evidence** When you write an **informational paragraph**, think about the facts you want to include. Then put the facts in your own words. Use facts and definitions instead of opinions.

Greg drafted a paragraph about thunderstorms. He used facts and definitions from *Super Storms*. Then he revised some sentences to be in his own words.

## Revised Draft

Thunderstorms bring lots of ~~Millions of gallons of rain can~~ rain. <sup>^</sup> ~~They can drop millions~~ ~~fall in one minute.~~  
~~of gallons of water in just one~~  
~~minute.~~ Lightning bolts destroy ~~Lightning can also start fires in~~ buildings and houses. <sup>^</sup> ~~They can~~ ~~trees or grass!~~  
~~also start fires in forests and~~ ~~Thunder is the sound made when~~ ~~grasslands.~~ ~~Thunder is the sound~~ ~~lightning heats the air quickly.~~  
~~lightning makes as it suddenly~~  
~~heats the air.~~

## Writing Checklist

-  **Purpose**  
Do all of my sentences tell about the main idea?
-  **Organization**  
Does my topic sentence tell the main idea?
-  **Evidence**  
Did I use facts and definitions instead of opinions?
-  **Conventions**  
Did I write neatly and leave margins?

# Thunderstorms

by Greg Popov

Thunderstorms bring lots of rain. Millions of gallons of rain can fall in one minute. Lightning bolts destroy buildings and houses. Lightning can also start fires in trees or grass! Thunder is the sound made when lightning heats the air quickly. People can tell how close lightning is by counting the seconds between lightning and the sound of thunder. For every five seconds you count, the lightning is one mile away. Try this the next time you see lightning!

## Reading as a Writer

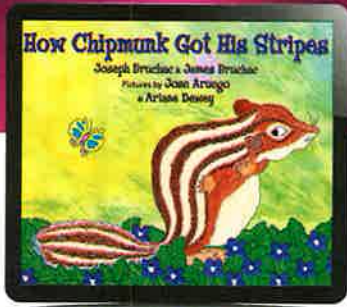
How did Greg tell facts in his own words? Where did he use definitions? Where can you use definitions in your writing?

I made sure I used my own words to tell facts.



# Lesson

# 9



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Choose two Vocabulary words. Use them together in a sentence. Share your sentence with the class.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the Vocabulary words.

1

## tunnel

A chipmunk knows how to dig a **tunnel**, which is a passage underground.



2

## curled

This fox is **curled** up around its warm, bushy tail.



3

**height**

An eagle builds its nest at an amazing **height**. It is at the top of a tall tree.



4

**direction**

An owl can turn its head in any **direction**. It can look all around.



5

**toward**

These bear cubs run **toward** their mother so she can protect them.



6

**healed**

This pangolin will go back to the forest when it is well, or **healed**.



7

**brag**

These antlers are something to **brag** about! They are huge.

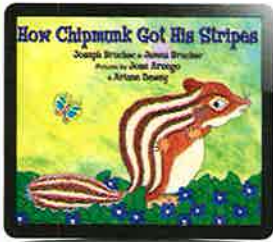


8

**tease**

Never **tease**, or bother, wild animals. Always respect them.





# Read and Comprehend

## ✓ TARGET SKILL

**Understanding Characters** In *How Chipmunk Got His Stripes*, the characters Bear and Brown Squirrel speak and act like people. Think about what they say, think, and do when something happens to them in the story. Paying attention to this text evidence can help you understand what each character is like.

Use a chart to list the characters and your ideas.

| Character | Event | Words, Thoughts, Actions |
|-----------|-------|--------------------------|
|           |       |                          |

## ✓ TARGET STRATEGY

**Summarize** Stop to tell important events as you read.

## PREVIEW THE TOPIC

### Traditional Tales

Traditional tales are stories that people have been telling for many years. Some traditional tales are made-up stories about how or why something is the way it is.

Characters in traditional tales usually learn a lesson. This lesson is called the moral of the story. When you read *How Chipmunk Got His Stripes*, think about what Bear and Brown Squirrel learn and what the story explains.

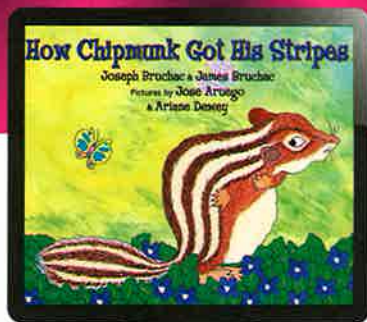


**Think | Pair | Share**

How are traditional tales different from other stories you have read? Discuss with your partner some details about stories you have read. Be sure to listen carefully and speak in complete sentences. Then share your ideas with the class.



# ANCHOR TEXT



## ✓ GENRE

A **folktale** is a kind of traditional tale. As you read, look for:

- ▶ a simple plot that teaches a lesson
- ▶ animal characters who talk and act like people

### MEET THE AUTHORS

## Joseph Bruchac and James Bruchac



As a boy, Joseph Bruchac listened to his grandfather tell stories of their Native American heritage. Joseph passed these stories down to his son, James. Now this father-and-son team writes books together, such as *Raccoon's Last Race*.



### MEET THE ILLUSTRATORS

## Jose Aruego and Ariane Dewey

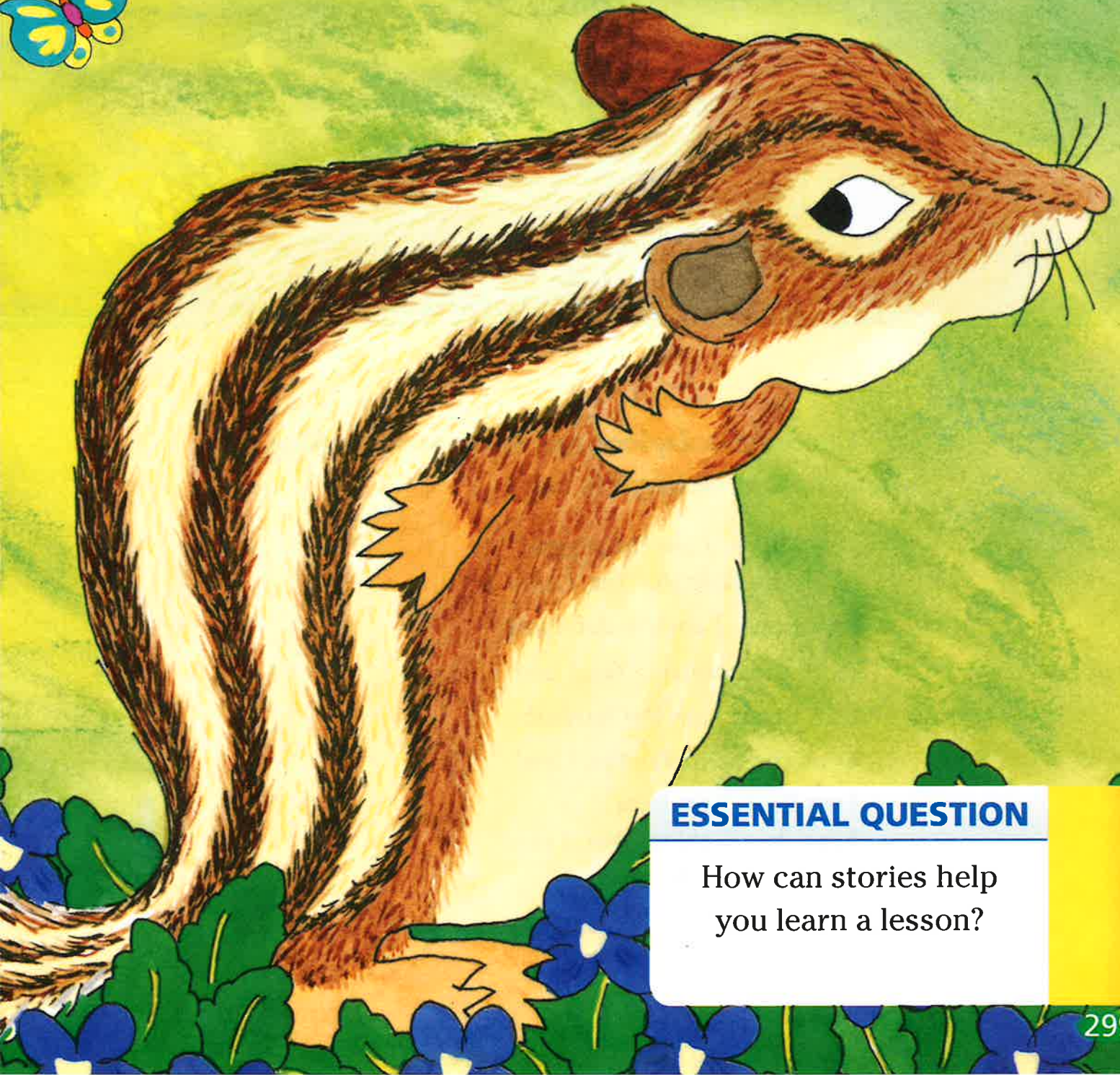


These two artists make a great team. When they are working on a book, Jose Aruego first draws the lines for the characters, using pen and ink. Then Ariane Dewey paints the colors. In this way, they have illustrated more than 60 books.



# How Chipmunk Got His Stripes

by Joseph Bruchac and James Bruchac  
pictures by Jose Aruego and Ariane Dewey



## ESSENTIAL QUESTION

How can stories help  
you learn a lesson?



One autumn day long ago, Bear was out walking.  
As he walked, he began to brag:

"I am Bear. I am the biggest  
of all the animals. Yes, I am!  
I am Bear. I am the strongest  
of all the animals. Yes, I am!  
I am Bear. I am the loudest  
of all the animals. Yes, I am!  
I am Bear, I am Bear.  
I can do anything. Yes, I can!"

As soon as Bear said those words, a little voice spoke up from the ground.

"Can you really do anything?"

Bear looked down. He saw a little brown squirrel, standing on his hind legs.

"Can you really do anything?" Brown Squirrel asked again.

Bear stood up very tall. "I am Bear. I can do anything. Yes, I can!"

"Can you tell the sun not to rise tomorrow morning?" Brown Squirrel asked.

"I have never tried that before. But I am Bear. I can do that. Yes, I can!"

#### ANALYZE THE TEXT

**Understanding Characters** What does Bear say and do? What does this tell you about him?





Bear turned west to face the sun. It was the time when the sun always goes down. Bear stood up to his full height and spoke in a loud voice.

**"SUN, DO NOT COME UP TOMORROW."**

At his words, the sun began to disappear behind the hills.

"You see?" Bear said. "Sun is afraid of me. He is running away."

**"But will the sun come up tomorrow?"**

Brown Squirrel asked.

**"No,"** Bear answered. **"The sun will not come up!"**

Then Bear turned to face east, the **direction** where the sun always used to come up. He sat down. Little Brown Squirrel sat down beside him. All that night, they did not sleep. All that night, Bear kept saying these words:

"The sun will not come up, hummph!  
The sun will not come up, hummph!"

But as the night went on, little Brown Squirrel began to say something, too. He said these words:

"The sun is going to rise, oohh!  
The sun is going to rise, oohh!"



All through the night, they sat there. One by one, other animals gathered around them. Fox and Wolf, Deer and Moose, Rabbit and Porcupine, Hawk and Owl, Otter and Beaver, Frog and Turtle, and even the little mice came. They wanted to see who would be right, Bear or Brown Squirrel. This is what the other animals heard:

"The sun will not come up, hummph!"

"The sun is going to rise, oooh!"

"The sun will not come up, hummph!"

"The sun is going to rise, oooh!"

#### ANALYZE THE TEXT

**Author's Word Choice** Why does the author keep repeating Bear's sentence and little Brown Squirrel's sentence?



Finally, it was just before dawn, the time when the sun always used to come up.

"Look," said Turtle, "a little bit of red is starting to show."

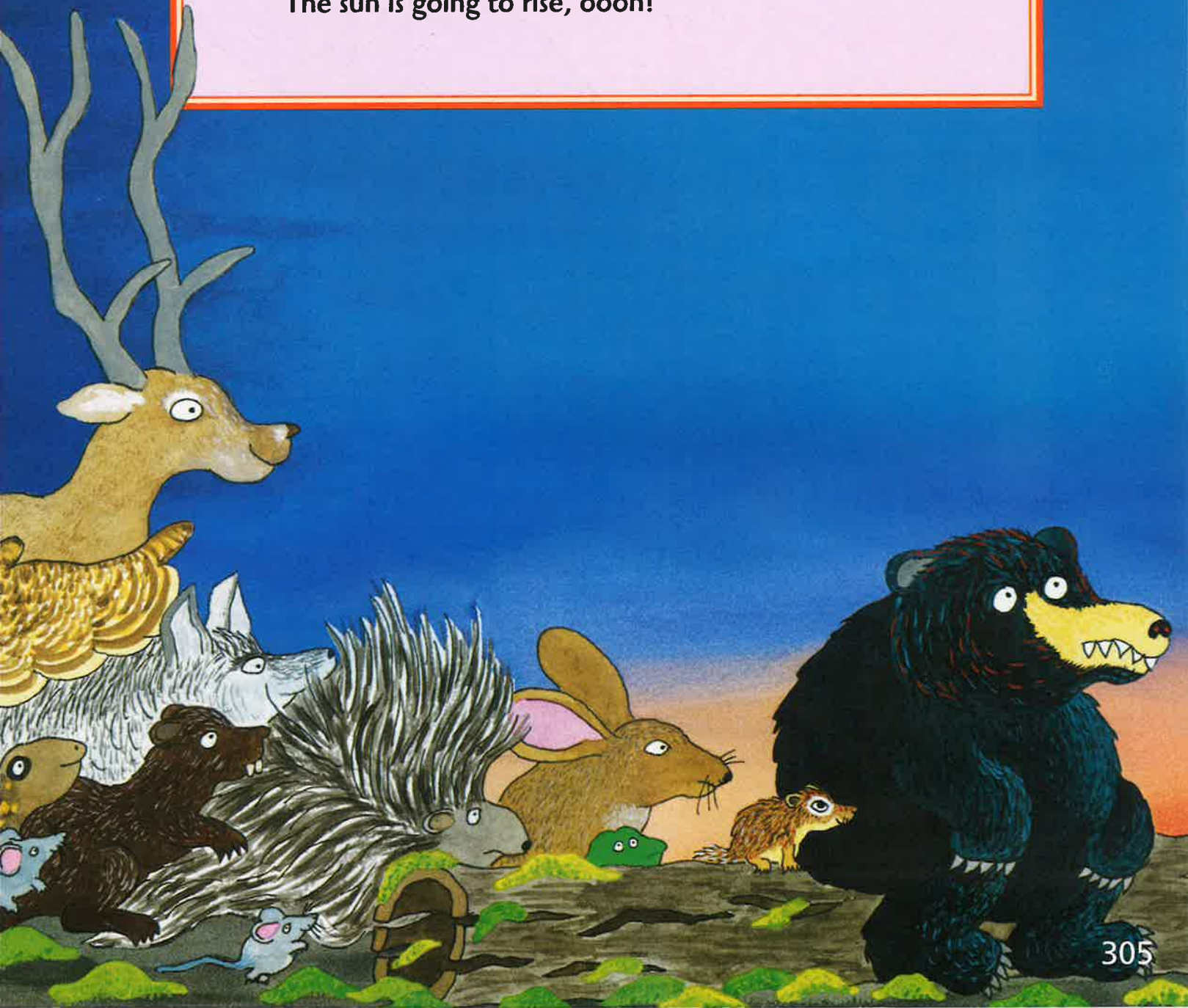
"Yes," said Owl. "I believe the sun will rise today."

Bear only chanted louder:

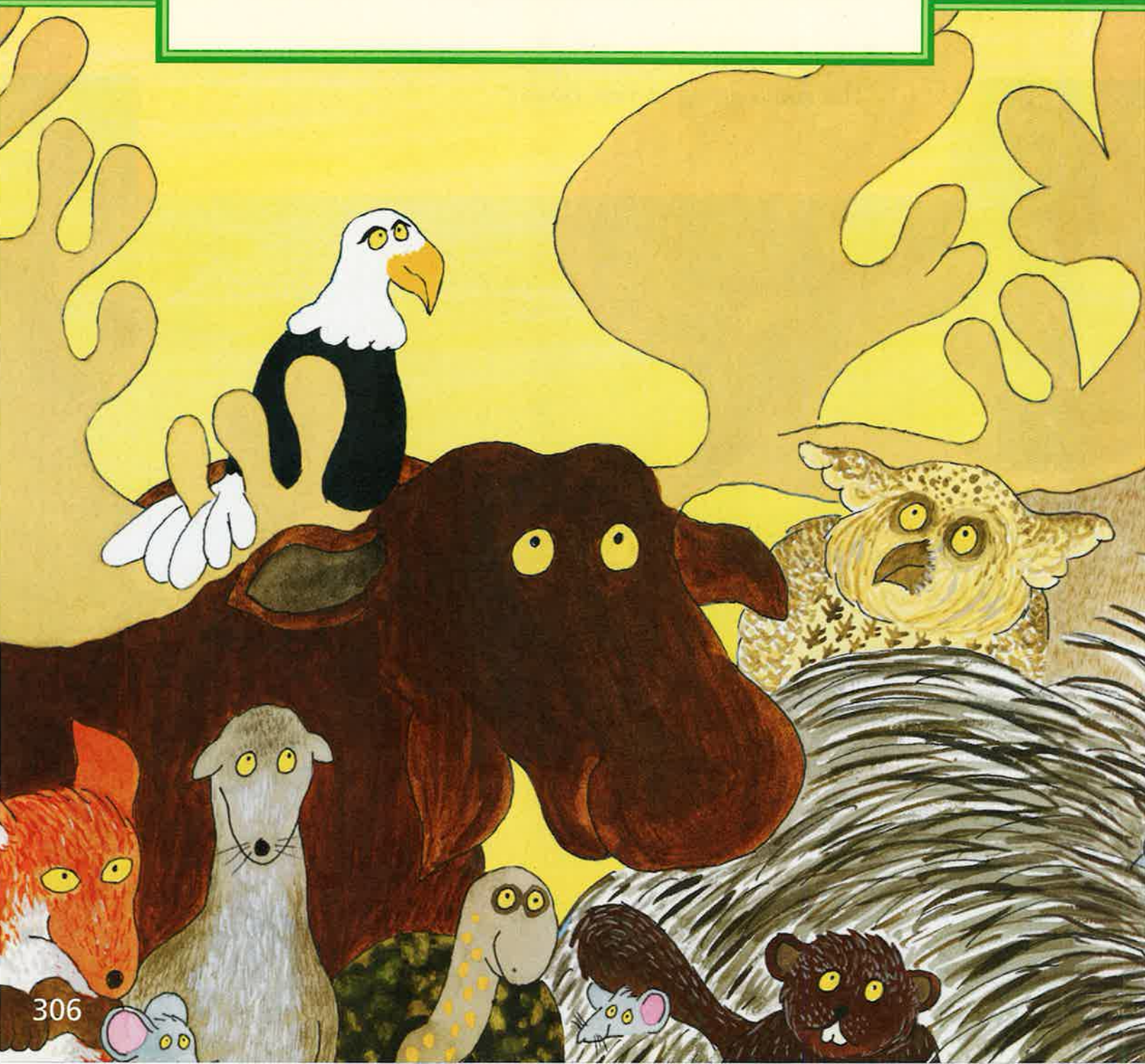
"The sun will not come up, hummph!"

But right next to him, little Brown Squirrel piped up:

"The sun is going to rise, oooh!"



And the sun came up. The birds sang their welcoming songs. The bright light of the new day spread over the land. Everyone was happy except for one animal. That animal was Bear. He sat there with his head down and a grumpy look on his face.



The happiest animal of all was little Brown Squirrel. "The sun came up," he chirped. "The sun came up, the sun came up, the sun came up."

Brown Squirrel was so happy, he forgot what his wise old grandmother had told him when he was very young.

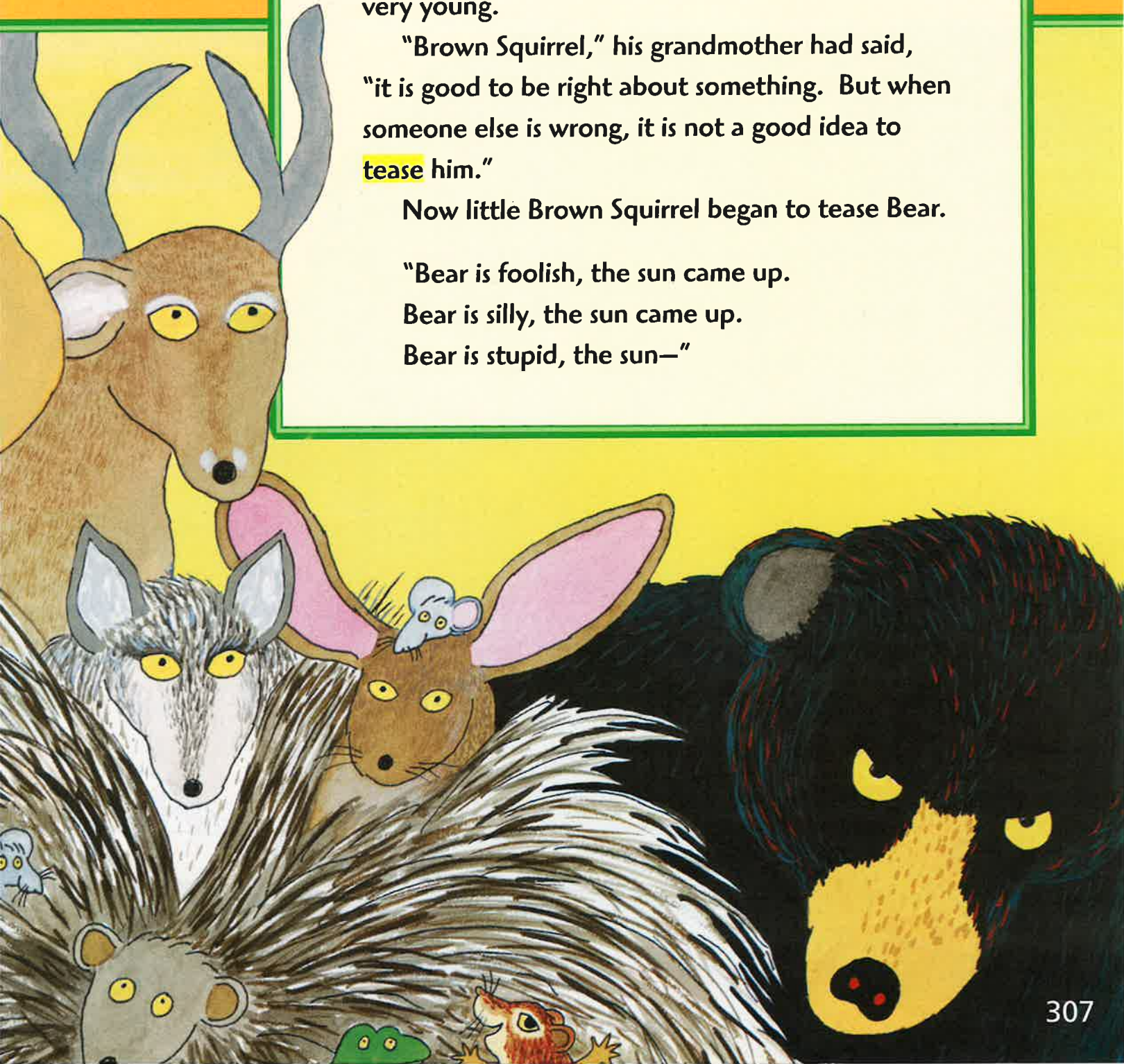
"Brown Squirrel," his grandmother had said, "it is good to be right about something. But when someone else is wrong, it is not a good idea to **tease** him."

Now little Brown Squirrel began to tease Bear.

"Bear is foolish, the sun came up.

Bear is silly, the sun came up.

Bear is stupid, the sun—"





**WHOMP!**

Bear's big paw came down on little Brown Squirrel, pinning him to the ground. Bear leaned over and opened his huge mouth.

"Yes," Bear growled. "The sun did come up. Yes, I do look foolish. But you will not live to see another sunrise. You will not ever tease anyone else again, because I, Bear, am going to eat you."

Brown Squirrel thought fast. "You are right to eat me," he said. "I was wrong to tease you. I would like to say I am sorry before you eat me. But you are pressing down on me so hard that I cannot say anything. I cannot say anything at all. I cannot even breathe. If you would lift up your paw just a little bit, then I could take a deep breath and apologize before you eat me."

"That is a good idea," Bear said. "I would like to hear you apologize before I eat you."



So Bear lifted up his paw. But instead of apologizing, Brown Squirrel ran. He ran as fast as he could toward the pile of stones where he had his home. He had a tunnel under those stones and a nice warm burrow underground. Little Brown Squirrel's grandmother stood there in the door waiting for him.

"Hurry, Brown Squirrel," she called. "Hurry, hurry!"







Little Brown Squirrel dove for the door to his home. But Bear was faster than he looked. He grabbed for little Brown Squirrel with his big paw. Bear's long, sharp claws scratched Brown Squirrel's back from the top of his head to the tip of his tail.





But Brown Squirrel got away. Deep down in his burrow, where Bear couldn't get him, Brown Squirrel curled up next to his grandmother and slept all winter while those scratches on his back healed.





When spring came again, little Brown Squirrel came out of his hole and looked at himself. There were long pale stripes all the way down his back where Bear had scratched him. He was Brown Squirrel no longer. He was now Chipmunk, the striped one.

That is how Chipmunk got his stripes. Ever since then, Chipmunk has been the first animal to get up every morning. As the sun rises, he scoots to the top of the tallest tree to sing his song:

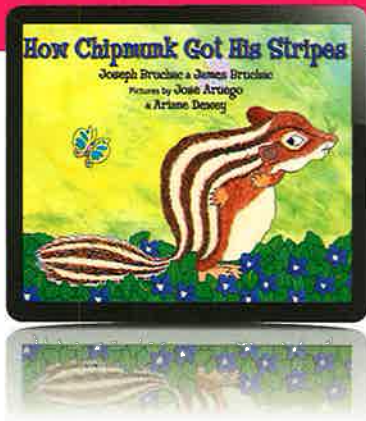
"The sun came up,  
the sun came up,  
the sun came up,  
the sun came up!"



And ever since then, Bear has been the last animal to get up. He doesn't like to hear Chipmunk's song. It reminds him—as it reminds us all—that no one, not even Bear, can do everything.







# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Understanding Characters and Author's Word Choice. Then read *How Chipmunk Got His Stripes* again. Use what you learn to understand it better.

### Understanding Characters

*How Chipmunk Got His Stripes* tells why chipmunks look the way they do. In this story, the characters deal with some problems. For example, Brown Squirrel tells Bear that he can't keep the sun from coming up.

Think about what the characters do and say when they have a problem. List text evidence in a chart like the one below.

| Character | Event | Words, Thoughts, Actions |
|-----------|-------|--------------------------|
|           |       |                          |

## Author's Word Choice

Authors sometimes repeat words or phrases. This is called **repetition**. Repetition sometimes makes the words you read have a rhythm, or beat. Repetition also helps you understand important parts of the story. On page 300, Bear repeats, "Yes, I am!" This helps you understand that Bear brags a lot.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**How can stories help you learn a lesson?** Talk with a partner. Use the lesson in the story as an example. Ask for more information if you do not understand your partner's ideas.



### Classroom Conversation

Now talk about these questions with the class.

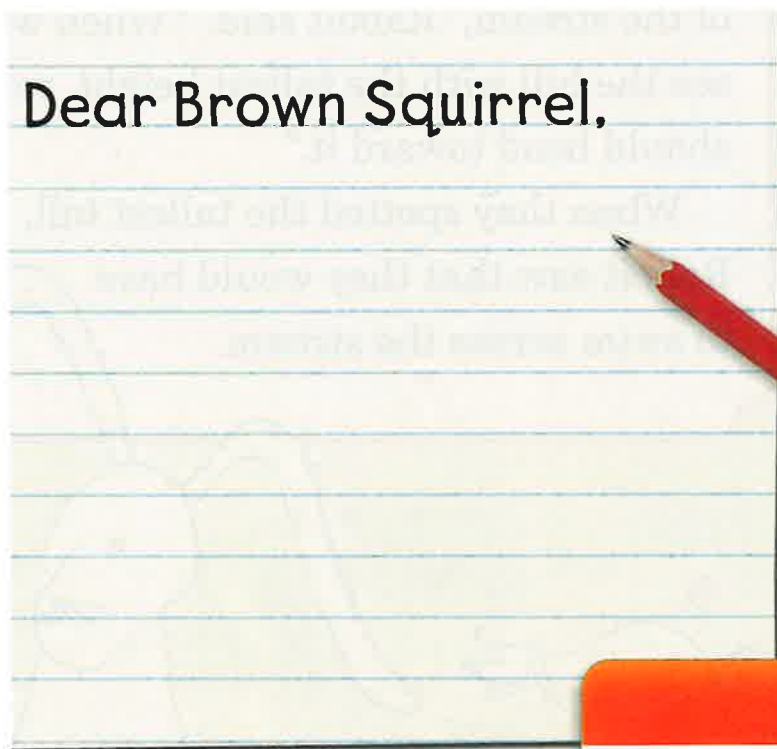
- 1 What do Bear and Brown Squirrel do when they have a problem?
- 2 What can you tell about each character from how they act when they have a problem?
- 3 How could Bear and Brown Squirrel each have handled his problem differently?

## Performance Task

### WRITE ABOUT READING .....



**Response** What did you learn from Brown Squirrel about teasing? Write a note to him telling how you feel about teasing. Give text evidence that tells why. Make sure you use complete sentences.



### Writing Tip

When you write a note, include a greeting and a closing. Be sure to add a comma to each.

## Lesson 9

# TRADITIONAL TALES



### ✓ GENRE

**Traditional tales** are stories that have been told for many years.

### ✓ TEXT FOCUS

The **moral** is the lesson a character learns in a story.

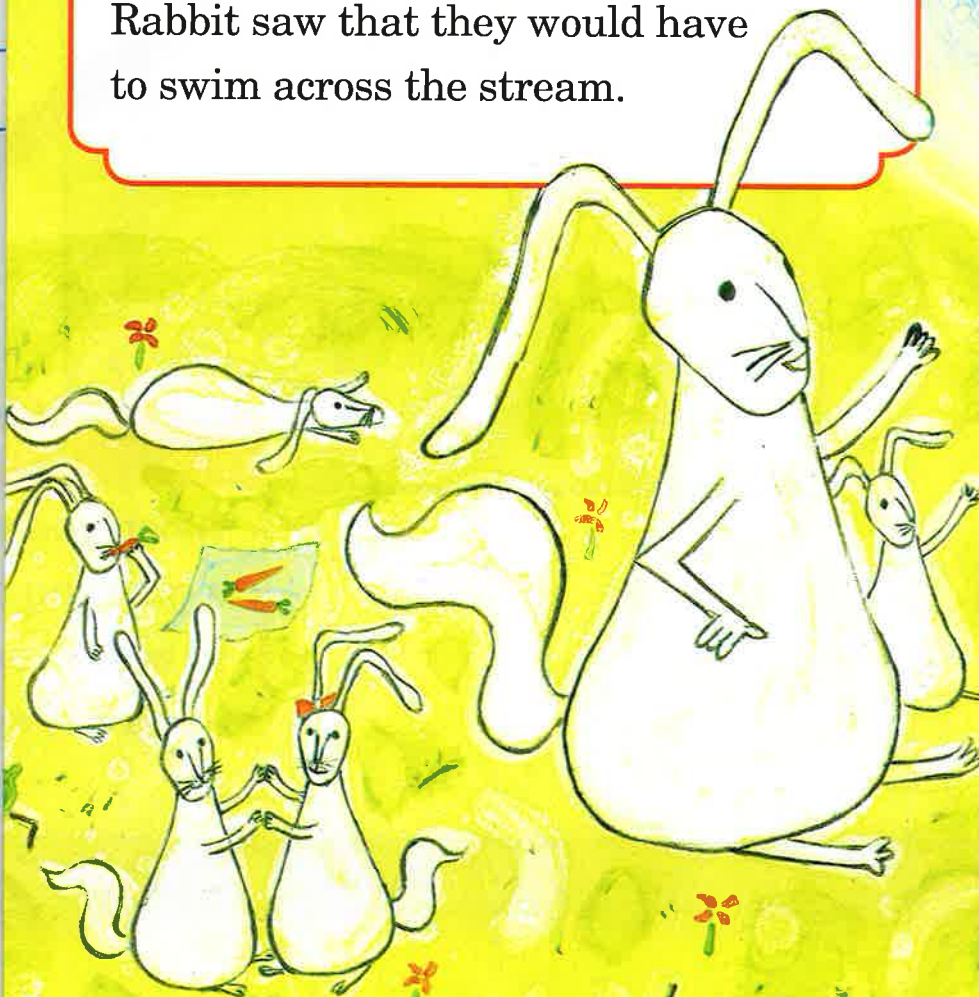
# Why Rabbits Have Short Tails

adapted by Gina Sabella

Once Rabbit had a long, beautiful tail. It curled over his back like a furry fan. Rabbit was taking his family on a trip.

“We have to travel in the direction of the stream,” Rabbit said. “When we see the hill with the tallest height, we should head toward it.”

When they spotted the tallest hill, Rabbit saw that they would have to swim across the stream.





Rabbit liked to brag. He told everyone how clever he was. He did not tell anyone that he could not swim. He did not want anyone to tease him.

Rabbit saw a turtle crawling out of a tunnel. Ten tiny turtles followed behind.

“You have a large family,” Rabbit said.

“Yes,” Turtle replied. “My family is the biggest in the woods.”

“I’m not sure,” Rabbit answered.

“My family might be bigger.”

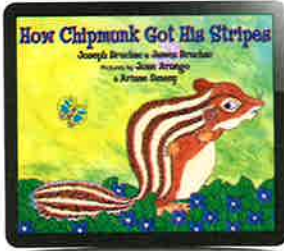


“Line up your children across the stream,” Rabbit said. “Then I can see who has a bigger family.” Soon the turtles were lined up. Rabbit and his family jumped on their backs and skipped across the stream.

Turtle was not happy. He tried to grab Rabbit by the tail. But Rabbit’s tail snapped off and he hopped away.

Even after it healed, Rabbit’s tail never grew long and beautiful again.





# Compare Texts

## TEXT TO TEXT

**Write an Ending** Review the moral taught in each of the stories you read. Write a few sentences about which moral you feel is the most important to learn. Explain why.



## TEXT TO SELF

**Act Out a Lesson** The characters in the stories you just read all learn a lesson. Act out for a partner a lesson you have learned. Have your partner guess what you learned.



## TEXT TO WORLD

**Think About Lessons** Think about the lessons taught in each selection. How would things be different in our world if no one learned these lessons? Discuss your ideas with a partner. Build on each other's ideas.



# Grammar

**Verbs in the Present** A **verb** in the **present** names an action that is happening now. Add -s or -es to this kind of verb when it tells about a singular noun. Do not add -s or -es when the verb tells about a plural noun.

## Verbs After Singular Nouns

The bear sleeps.

The animal runs.

The chipmunk rushes.

## Verbs After Plural Nouns

Two bears sleep.

Many animals run.

Some chipmunks rush.

### Try This!

**Choose the correct verb to complete each sentence. Then write the sentence correctly.**

- 1 The squirrel (learn, learns) a lesson.
- 2 Bears (scratch, scratches)!
- 3 The animal (hide, hides) in a hole.
- 4 Days (pass, passes) before the animal comes out.

To make your writing smoother, join two short sentences with the same subject. Write *and* between the two predicates to make one longer sentence. Be sure to use the correct verb forms.

### Short Sentences



Chipmunks find nuts.



Chipmunks store them for the winter.

### New Sentence with Joined Predicates



Chipmunks find nuts and store them for the winter.

## Connect Grammar to Writing

When you revise your instructions next week, try joining two sentences that have the same subject.

# Informative Writing



**✓ Purpose** Before you write **instructions**, think about what you want readers to do. What does your reader need to know to do this project?

When Alexa planned instructions for making a birdfeeder, she listed important materials and steps. Then she numbered the steps in order in a chart.

## Exploring a Topic

### Things You Need

pinecone  
peanut butter  
birdseed  
spoon  
^ paper plate  
^ string

### Steps

2 spread peanut butter on pinecone  
4 hang on tree  
3 roll in birdseed  
1 tie string to pinecone

## Writing Process Checklist

### ► Prewrite

- Did I think about my audience and purpose?
- Did I choose a topic I know well?
- Did I include all the important steps?
- Are my steps in the correct order?

**Draft**

**Revise**

**Edit**

**Publish and Share**

## Step Chart

1. Tie a piece of string to a pinecone.



2. Cover the pinecone with peanut butter.



3. Roll the pinecone in birdseed.



4. Hang the birdfeeder in a tree.

### Reading as a Writer

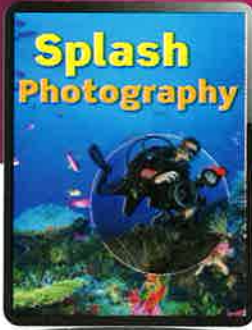
What helpful step did Alexa add to her chart? Where can you add important or helpful steps to your own chart?

When I wrote my instructions, I made sure all the important steps were included.



# Lesson

# 10



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Think about times when you might use each Vocabulary word in speaking or writing. Do you and your partner have similar ideas or different ideas?

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Tell a story about two pictures, using the Vocabulary words.

1

## millions

It looks like this shark has **millions** of teeth, but it really only has a few dozen.



2

## choices

Visitors at the aquarium have many **choices** of things to see.



3

**drift**

This clever otter will not **drift**, or float, away.



4

**simple**

Dolphins make jumping out of the ocean look **simple** and easy.



5

**weaker**

One of these crab claws is **weaker** than the other. It is not very strong.



6

**wrapped**

The octopus **wrapped** its strong tentacles around its prey.



7

**disgusting**

Yuck! The litter around the trash can smells **disgusting**!

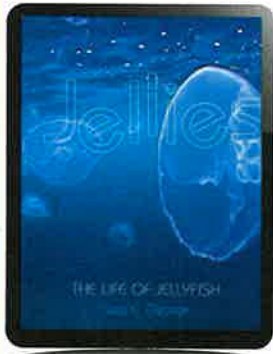


8

**decide**

Is this a starfish or a crab?  
You **decide**.





# Read and Comprehend

## ✓ TARGET SKILL

**Fact and Opinion** A **fact** is something that can be proved true. An **opinion** is a belief or feeling. Authors often include facts and opinions when they write. They also give reasons to support their facts or opinions. The reasons may be in the words or photos of a text.

You can use a chart like this to list facts and opinions.

| Fact | Opinion |
|------|---------|
|      |         |

## ✓ TARGET STRATEGY

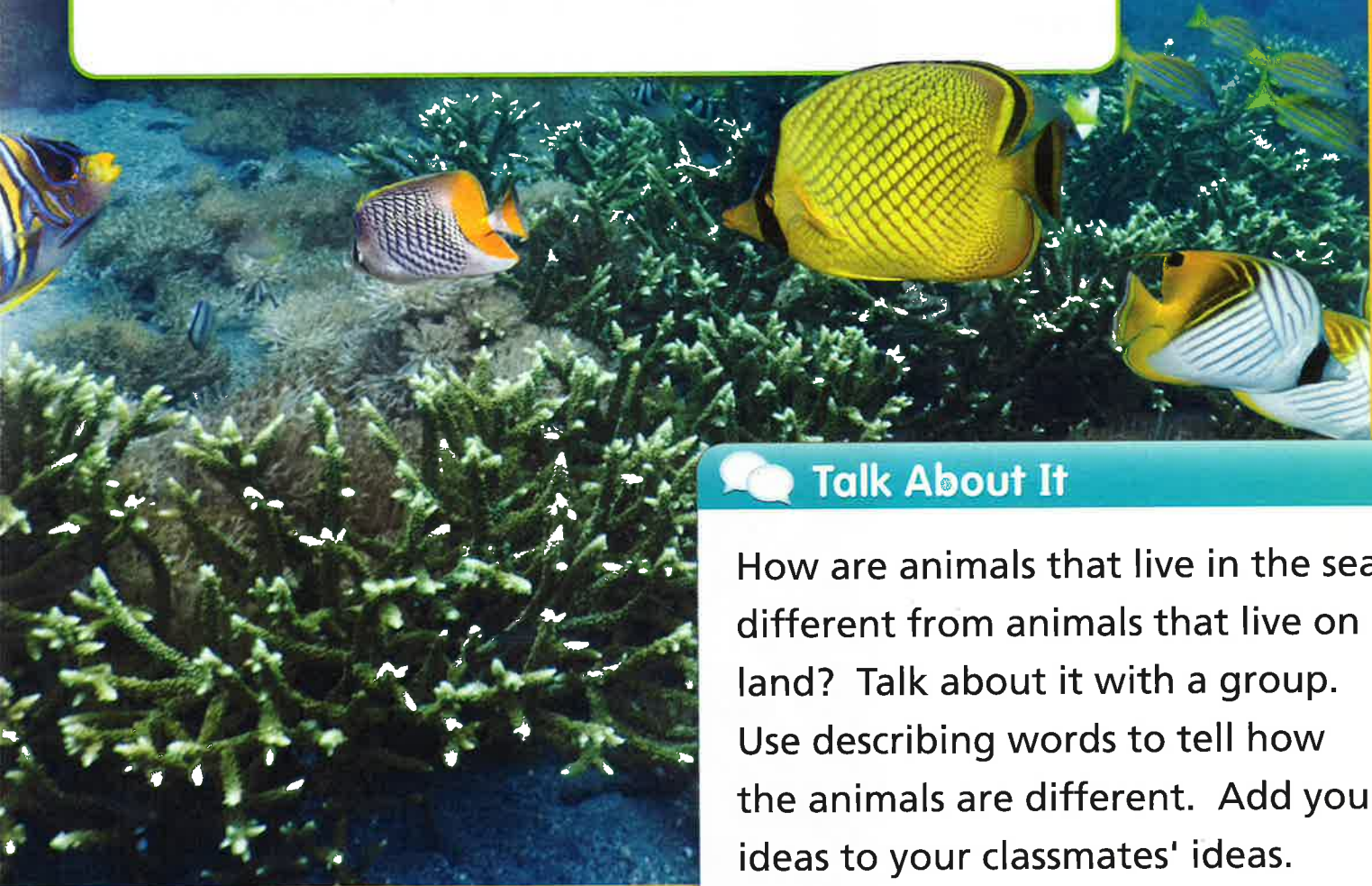
**Monitor/Clarify** Stop and think when you don't understand something. Find text evidence to help you figure out what doesn't make sense.

## PREVIEW THE TOPIC

### Ocean Life

Many kinds of animals live in the ocean. Some are large, such as a whale. Some are small, such as a seahorse. Every animal in the ocean needs to eat. Some eat ocean plants, and some eat smaller fish. Most sea animals have ways to keep themselves safe from danger. Life under the sea is very interesting.

*Jellies* is about jellyfish. You will read more about how jellyfish live in the ocean.

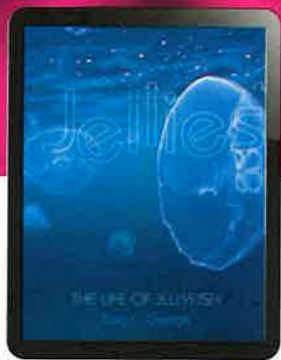


#### Talk About It

How are animals that live in the sea different from animals that live on land? Talk about it with a group. Use describing words to tell how the animals are different. Add your ideas to your classmates' ideas.

## Lesson 10

# ANCHOR TEXT



### ✓ GENRE

#### **Informational text**

gives facts about a topic.

As you read, look for:

- ▶ photos and captions
- ▶ facts and details about a topic

#### MEET THE AUTHOR

### Twig C. George



Twig C. George's love of nature began while she was growing up around her mom, writer

Jean Craighead George.

The George household had many unusual pets, including tarantulas, sea gulls, crows, and a screech owl that liked to take showers. Twig George raises her own children around nature, too.



# Jellies

## THE LIFE OF JELLYFISH

by Twig C. George

### ESSENTIAL QUESTION

What is special about animals that live in the ocean?

If you were a jellyfish you would have two **choices**—to go up or to go down. That's it. Two. You would not have a brain, so you could not **decide** what to have for breakfast or where to go for lunch.

## Mangrove jellyfish





## An unnamed jellyfish

The ocean currents would carry you along from place to place. In this way you could travel hundreds of miles. Food might pass by you and get caught in your tentacles. Or not.

Sea turtles, dolphins, and whale sharks  
would try to eat you.

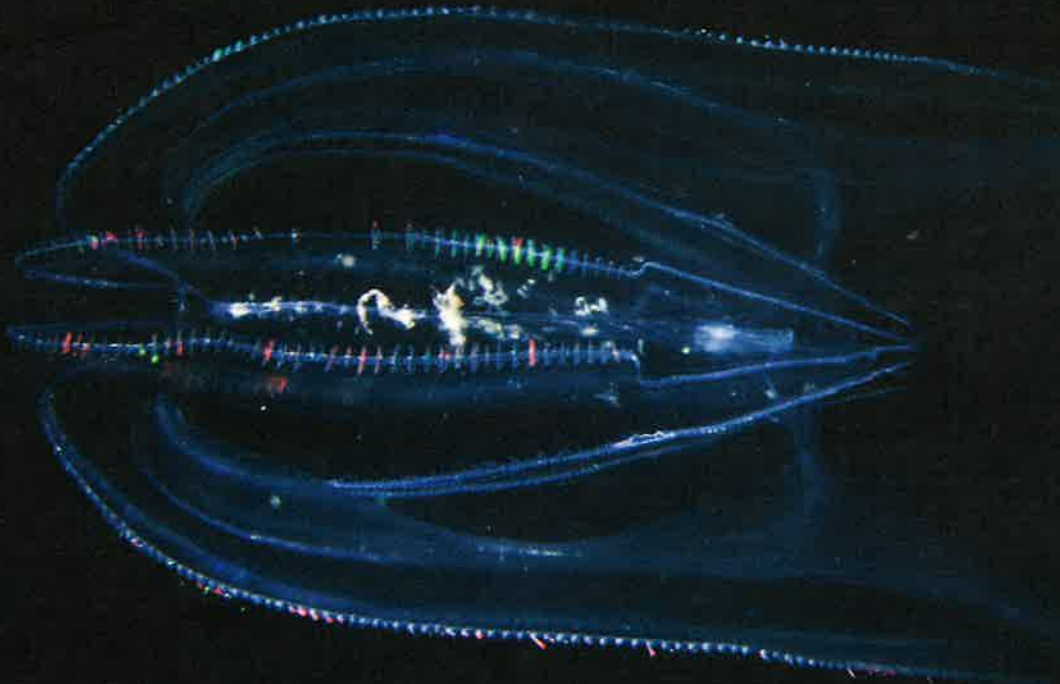
You wouldn't worry about it because  
you couldn't.

You would just float on.

## Rhizostome jellyfish



## Comb jellyfish



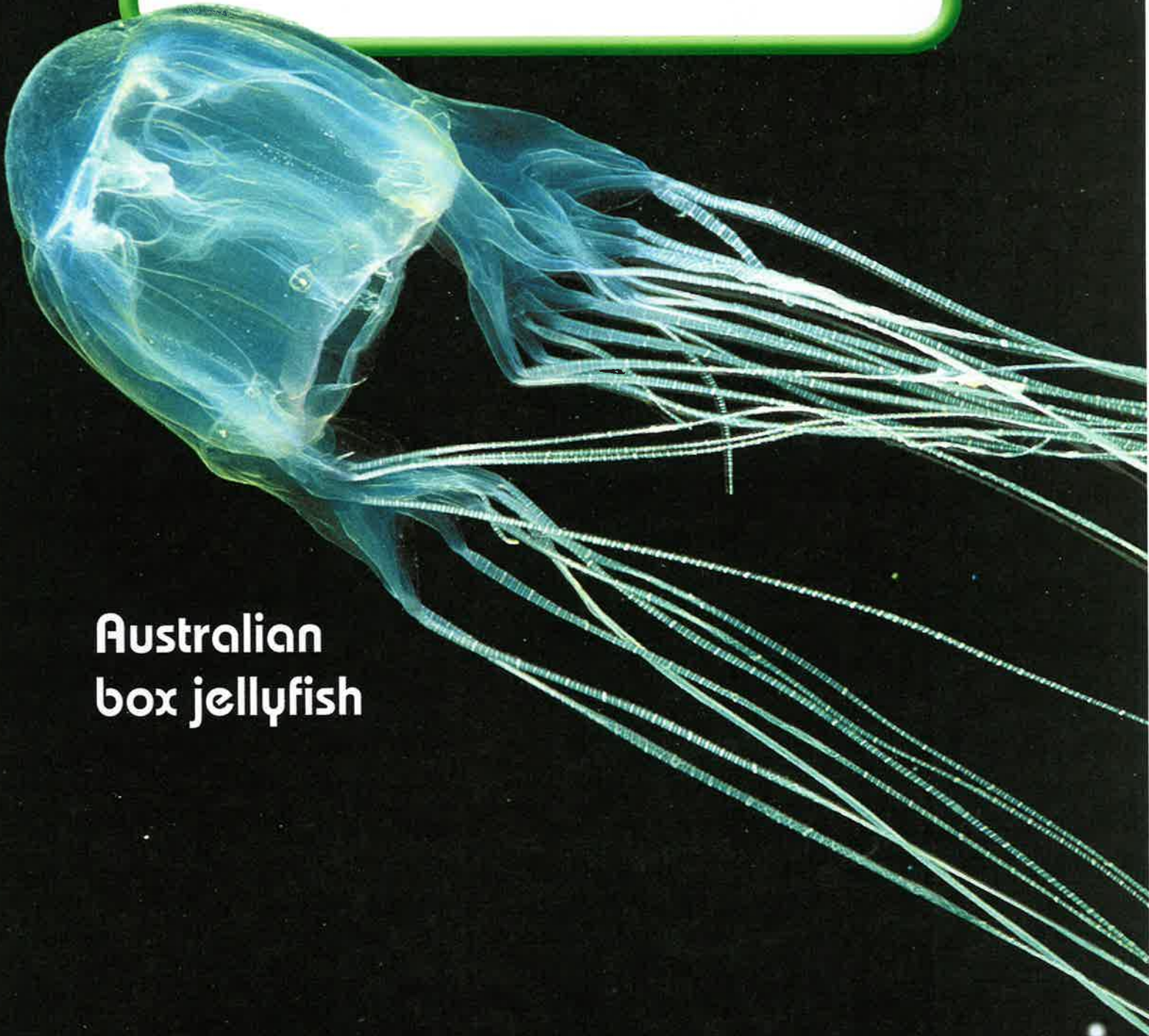
You would protect yourself with **millions** of tiny, mechanical cells that, when touched by another animal, release a chemical and sting. Like a bow and arrow. You would not know if you were stinging a friend or an enemy. You would not even know what a friend or an enemy was!

Jellyfish sting for protection and to catch food.  
That's all. They don't hunt and they can't chase.  
They just bump and sting. Bump and sting.



**Little fish swim in and out of the  
dome of this moon jellyfish.**

Some jellyfish sting gently. Some jellyfish have a sting so powerful that they are more dangerous than a cobra. These are the Australian box jellies.



**Australian  
box jellyfish**



## Thimble jellyfish

Jellyfish are so **simple** that they look like plastic trash floating in the sea. When an animal eats a jellyfish it stays healthy and strong. When an animal eats plastic it gets **weaker** and weaker and eventually dies.

A photograph of numerous upside-down jellyfish floating in a dark tank. The jellyfish are yellowish-brown with a textured, porous appearance. They are scattered across the frame, with some appearing larger and more detailed than others. The background is dark, making the jellyfish stand out. The photo is framed by a green border.

## Upside-down jellyfish

Some jellyfish lie on the shallow bottom in clear, warm seas and grow their own food. These are called upside-down jellyfish. Once they have eaten small bits of algae, just once, they can grow more inside their bodies by sitting in the sun. They are their own greenhouses and grocery stores all wrapped up in one.

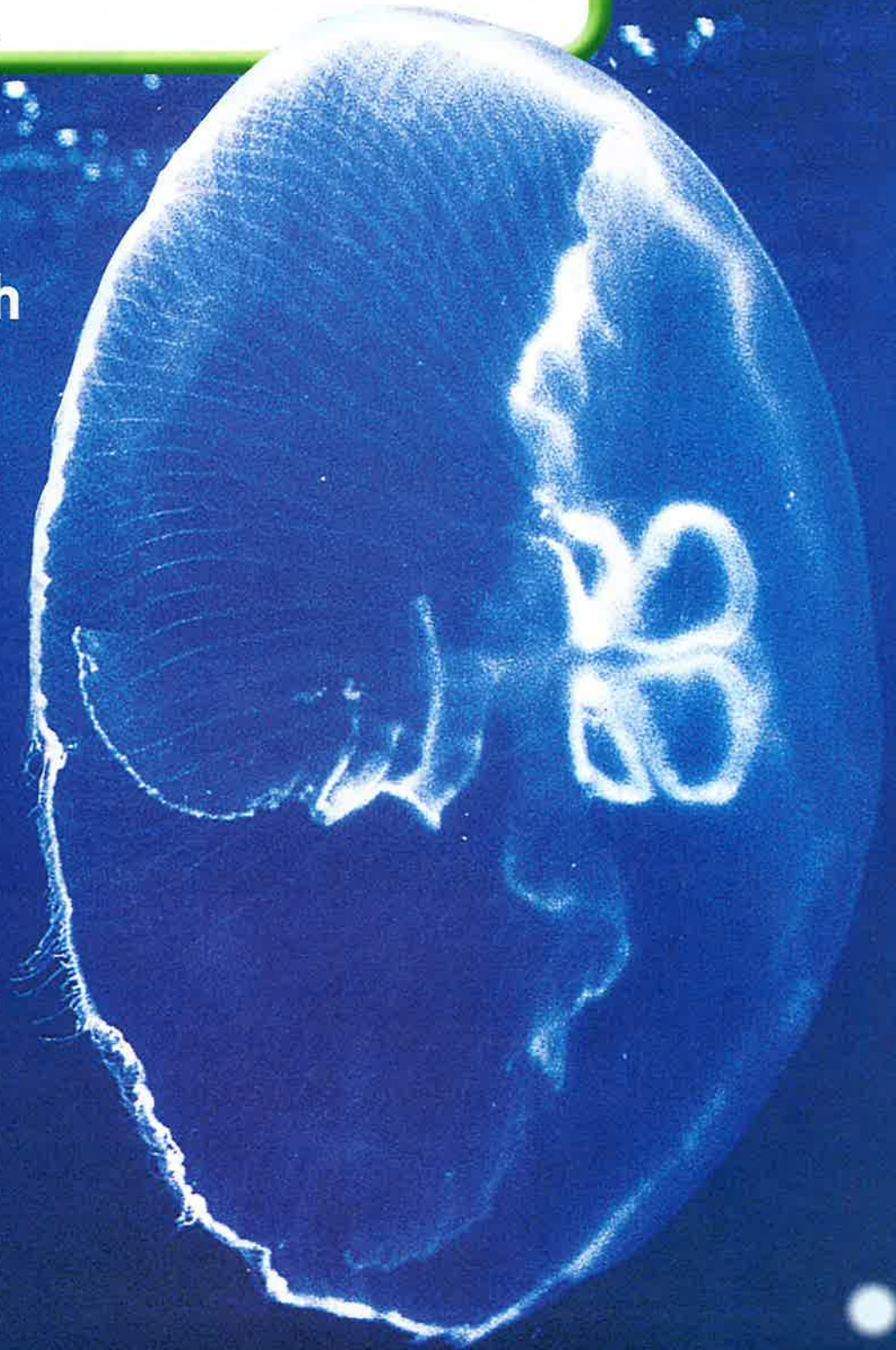
## Portuguese man-of-war

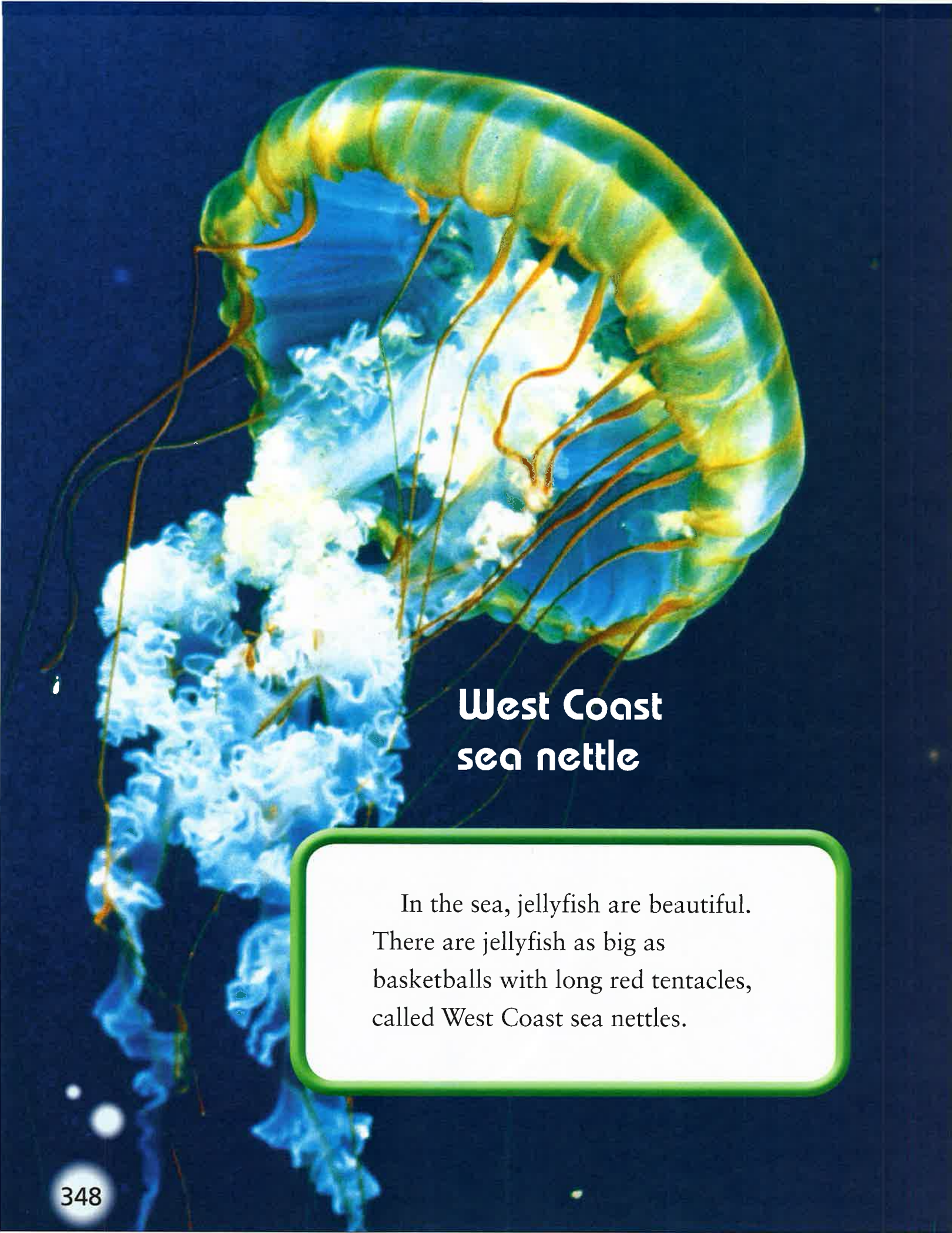


To be a jellyfish you need to be shaped like a bell, with at least one mouth, and tentacles. Many animals called jellyfish are really something else. The Portuguese man-of-war is not a real jellyfish. It has an air-filled bubble instead of a water-filled bell.

Jellyfish are almost all water and a little protein. They look slimy and disgusting when they wash up on the beach.

## Moon jellyfish





## West Coast sea nettle

In the sea, jellyfish are beautiful. There are jellyfish as big as basketballs with long red tentacles, called West Coast sea nettles.

There are tiny, elegant jellyfish that look like a blizzard of snowflakes.



**Oikopleura labradorensis**

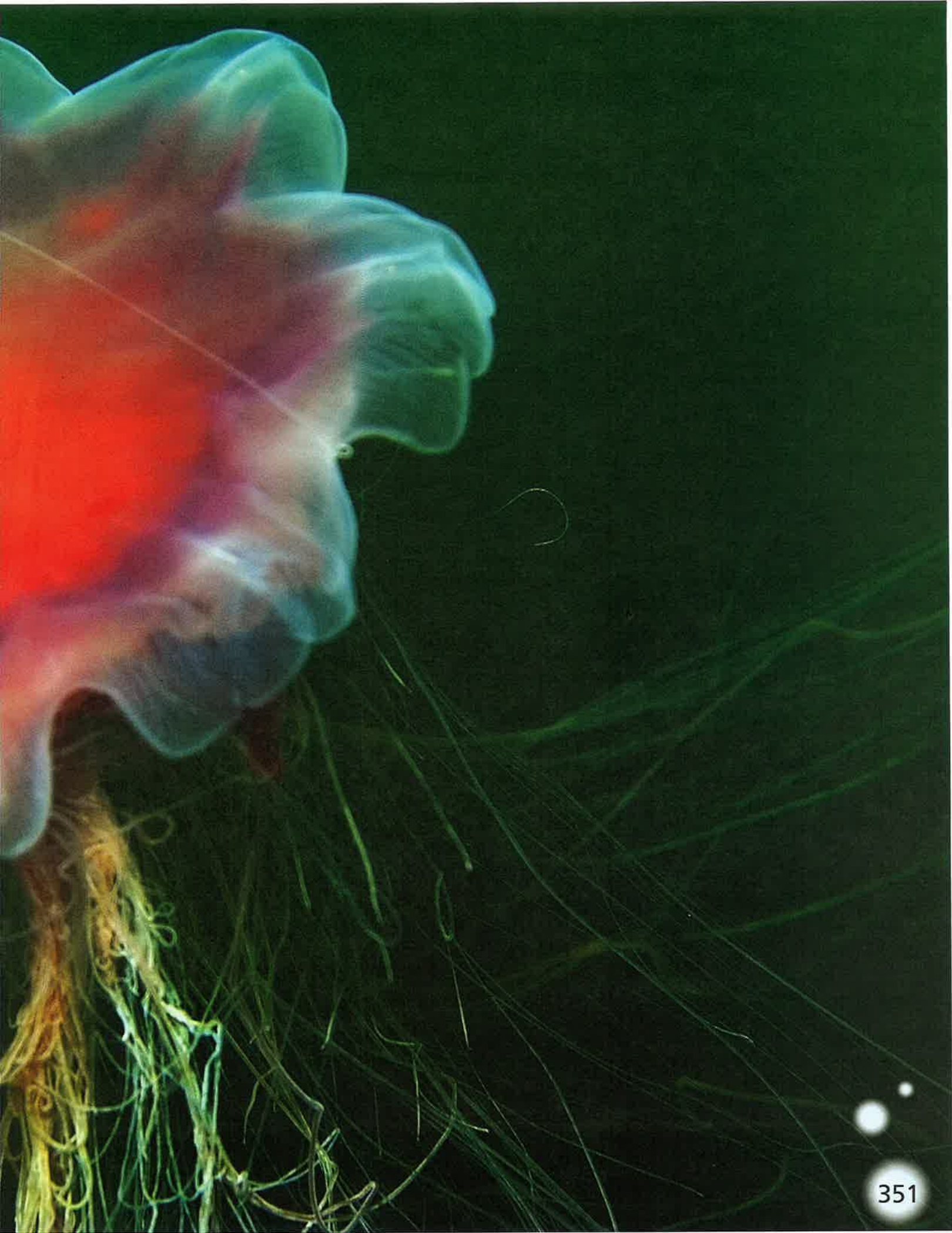
**ANALYZE THE TEXT**

**Fact and Opinion** What opinions does the author give? How does the author support those opinions?



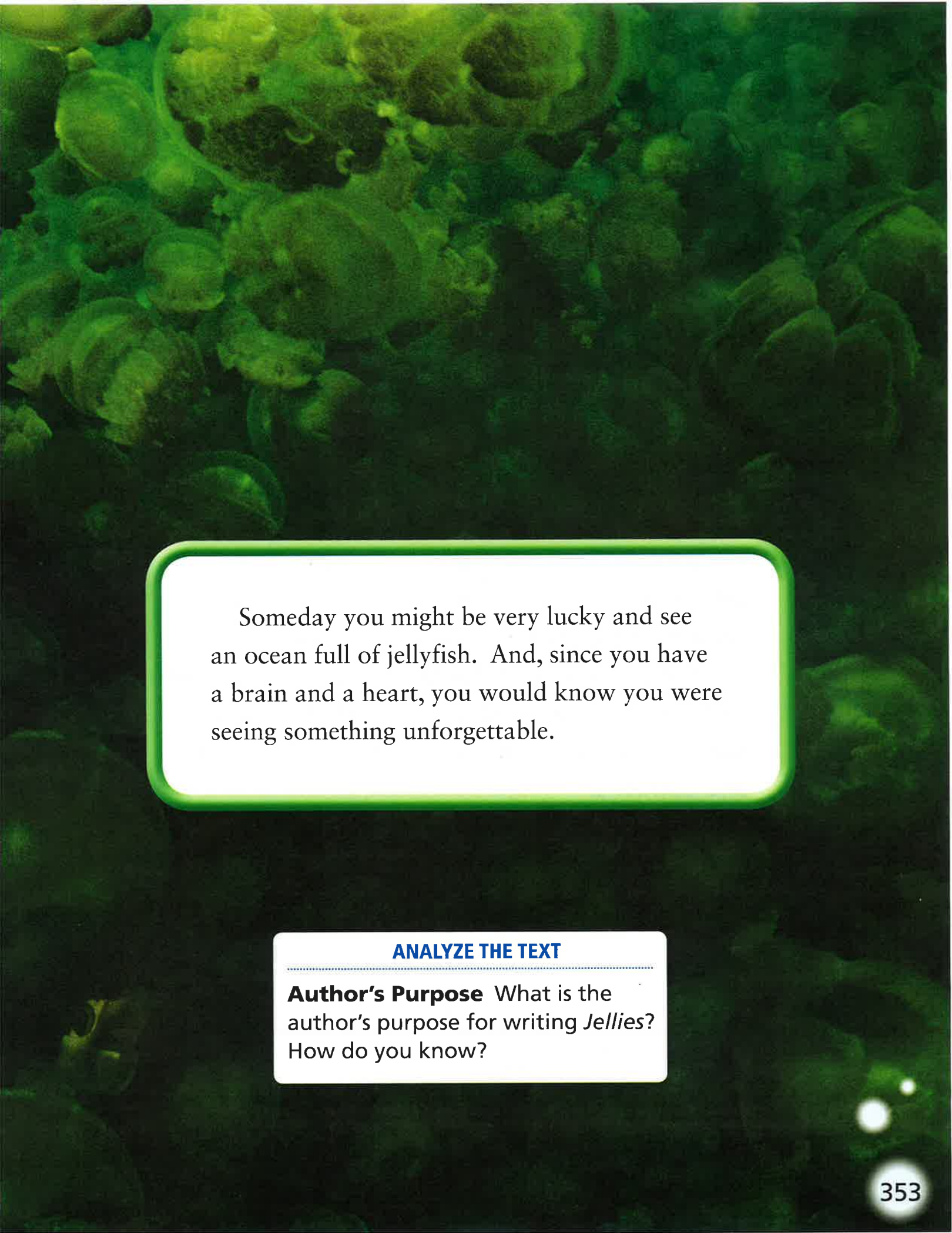
## Arctic lion's mane jellyfish

There are jellyfish that grow so big that they are as long as a blue whale. They are called Arctic lion's mane jellyfish. They pulse and drift. They eat and reproduce. They live and die. All without a brain or a heart.



A diver in a black wetsuit is surrounded by a dense field of Golden Mastigias jellyfish. The diver is wearing a diving mask and a flashlight, and is reaching out towards the jellyfish. The scene is illuminated with a greenish light, highlighting the translucent, golden-brown bodies of the jellyfish. The diver's hand is visible, reaching towards a jellyfish. The overall atmosphere is ethereal and otherworldly.

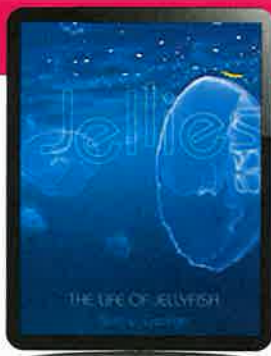
**Golden Mastigias  
jellyfish**



Someday you might be very lucky and see an ocean full of jellyfish. And, since you have a brain and a heart, you would know you were seeing something unforgettable.

#### ANALYZE THE TEXT

**Author's Purpose** What is the author's purpose for writing *Jellies*? How do you know?



# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Fact and Opinion and Author's Purpose. Then read *Jellies* again. Use what you learn to understand it better.

### Fact and Opinion

In *Jellies*, you read facts and opinions about different kinds of jellyfish. A **fact** is something that is true. You can prove a fact. An **opinion** is the way someone feels about something. You cannot prove an opinion. Authors often give reasons to support their facts and opinions.

As you reread, look for facts and opinions. Then find text evidence that supports what the author says. Use a chart to help you keep track of facts and opinions.

| Fact | Opinion |
|------|---------|
|      |         |

## Author's Purpose

The reason an author writes a selection is called the **author's purpose**. An author might write to help you learn a lesson. An author might also write to tell facts or to explain an idea. As you reread *Jellies*, think about why the author wrote it.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**What is special about animals that live in the ocean?** Think about what text evidence the author gives to show that jellyfish are special. Share your ideas with a small group. Ask a question if you don't understand a group member's ideas.



### Classroom Conversation

Now talk about these questions with the class.

- 1 What is the author's opinion about jellyfish? What evidence does she give to back it up?
- 2 How do the photos and captions help you understand more about jellyfish?
- 3 Using what you learned from the selection, explain what it would be like to be a jellyfish.

## Performance Task

### WRITE ABOUT READING .....



**Response** What do you think about jellyfish? Think about what you learned about jellyfish in *Jellies*. Use text evidence from *Jellies* to give reasons for your opinion. Write a few sentences to tell what you think and why.

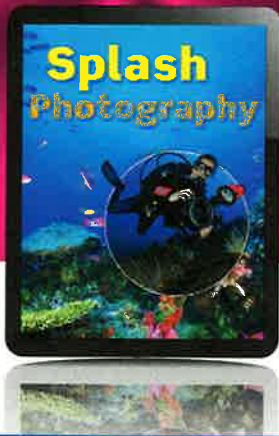


### Writing Tip

Write your opinion first. Then write two or more reasons for your opinion.

## Lesson 10

# INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives facts about a topic.

### ✓ TEXT FOCUS

A **diagram** shows how something works. **Labels** point out important parts of a diagram.

# Splash Photography

## Smile!

How could you take a picture of a fish swimming under water? You would have to use special equipment, or tools.

People use underwater photography, or taking pictures, for different reasons. A scientist might want to learn more about sharks. Some people like it just because they think it is fun!

## Underwater Dress

To take pictures in deep water, a photographer uses a scuba tank, or air tank, to breathe. An underwater photographer also must take lessons to use a scuba tank.

An underwater photographer also wears a mask and swim fins. It is a good idea to wear a rubber suit called a wetsuit. These suits help to keep a person warm and safe from stinging animals.



## Using the Right Tools

An underwater photographer uses a special camera to take pictures. The camera is made to keep out water. There are other helpful tools, too. Some tools can be used to light up a dark place. Other tools help to get a closer look at a fish swimming by.

### CAMERA

A special camera is used underwater.

### SCUBA TANK

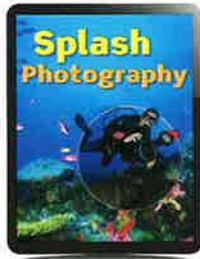
This tank holds the air for breathing underwater.

### WETSUIT

This suit keeps a photographer safe and warm.

### SWIM FINS

A photographer wears fins to swim better.



# Compare Texts

## TEXT TO TEXT

**Compare and Contrast** Both selections you read are about the ocean. Think about what you learned in each selection. How are the selections the same? How are they different? Discuss your ideas with a partner.



## TEXT TO SELF

**Think About Jobs** Would you rather write about ocean animals or take pictures of them? Tell why using examples from both selections.



## TEXT TO WORLD

**Connect to Science** Choose an ocean animal that you read about or saw in *Jellies* or *Splash Photography*. Use one or two sources to look up information about the animal. Share your facts with a partner.



# Grammar

**Verbs in the Present, Past, and Future** Some **verbs** name actions that are happening now, or in the **present**. Some verbs name actions that happened before, or in the **past**. Other verbs name actions that will happen later, or in the **future**.

| Present                    | Past                         | Future                          |
|----------------------------|------------------------------|---------------------------------|
| The jellies <b>float</b> . | The jellies <b>floated</b> . | The jellies <b>will float</b> . |
| We <b>watch</b> them.      | We <b>watched</b> them.      | We <b>will watch</b> them.      |

## Try This!

**Work with a partner. Read the sentences aloud. Tell whether the action is happening in the present, in the past, or in the future.**

- 1 I like ocean animals.
- 2 Shelley enjoyed the waves.
- 3 The jellies swim all around.
- 4 We will visit the zoo tomorrow.

When you write, make sure your verbs tell about the same time. Your writing will be easier to understand.



### Incorrect

We **play** at the beach yesterday.

We **will jump** in the waves yesterday.

### Correct

We **played** at the beach yesterday.

We **jumped** in the waves yesterday.

## Connect Grammar to Writing

When you revise your instructions, be sure all your verbs tell about the same time.

# Informative Writing



**✓ Elaboration** It is easier for readers to follow **instructions** if the steps are clear. Choose words that tell your readers exactly what to do.

Alexa wrote instructions for how to make a birdfeeder. Later, Alexa revised her instructions and added exact words.

## Revised Draft

You can make an easy birdfeeder.

^ You will need a pinecone,

peanut butter, birdseed, a  
spoon  
~~utensil~~, a plate, and string.

^ T  
First, tie one end of the  
string to <sup>the top</sup> ~~part~~ of the pinecone.

C  
Cut a long piece of string.

## Writing Process Checklist

### Prewrite

### Draft

### ► Revise

- Are my steps in order?
- Did I use time-order words, such as *first*, *next*, and *finally*?
- Did I use exact words to make my steps clearer?
- Did I tell my readers what to do with what they made?

### Edit

### Publish and Share

## How to Make a Birdfeeder

by Alexa Saperstein

You can make an easy birdfeeder. You will need a pinecone, peanut butter, birdseed, a spoon, a plate, and string.

First, cut a long piece of string. Tie one end of the string to the top of the pinecone. Next, scoop some peanut butter with the spoon, and spread it all over the pinecone. Then, pour some birdseed on the plate. Roll the pinecone in the birdseed. Finally, hang your birdfeeder outside!

### Reading as a Writer

Which exact words did Alexa add to make her steps clearer? Where can you add exact words to your own instructions?

I added exact words to make my instructions clearer.



## Write an Informational Paragraph

**TASK** Look back at *Animals Building Homes* and *Jellies*. Read about coral polyps and jellyfish. Use the text and the pictures to help you think about how these animals are alike and how they are different. Then write an informational paragraph for young scientists. Explain how the animals are alike and how they are different.

### PLAN

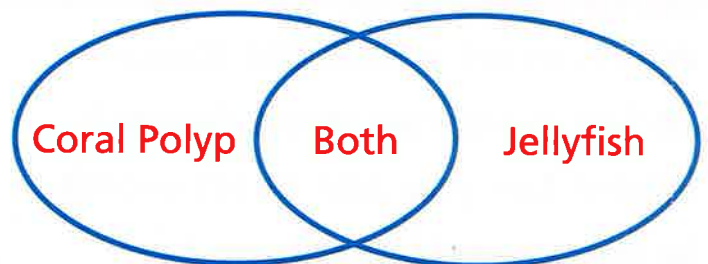


**Gather Information** Talk with a group of classmates about *Animals Building Homes* and *Jellies*. What are coral polyps and jellyfish like? How do they survive?

Use the tools in your eBook to remember facts about coral polyps and jellyfish.

Then list facts in a Venn diagram.

- Where do coral polyps and jellyfish live?
- How do coral polyps and jellyfish protect themselves?
- Do coral polyps look like any of the jellyfish in *Jellies*? In what ways do they look the same or different?



**Write Your Paragraph** Use the information in this chart to help you organize your paragraph.

Write your draft in myWriteSmart.

### Main Idea Sentence

Start with a strong topic sentence that tells what your paragraph will be about. The sentence should get the reader's attention.

### Details

Write about how coral polyps and jellyfish are alike. Then write about how they are different. Look at your Venn diagram for ideas. Use facts from *Animals Building Homes* and *Jellies*. Use nouns that tell about more than one correctly.

### Conclusion

Give your paragraph a strong conclusion sentence. Your conclusion sentence should end the paragraph by saying the important ideas again.

## REVISE

**Review Your Draft** Read your writing and make it better. Use the Checklist.

- Does my paragraph have a main idea sentence?
- Do all of my details support the main idea?
- Did I write about how coral polyps and jellyfish are alike and how they are different?
- Did I use plural nouns correctly?
- Did I use complete sentences?

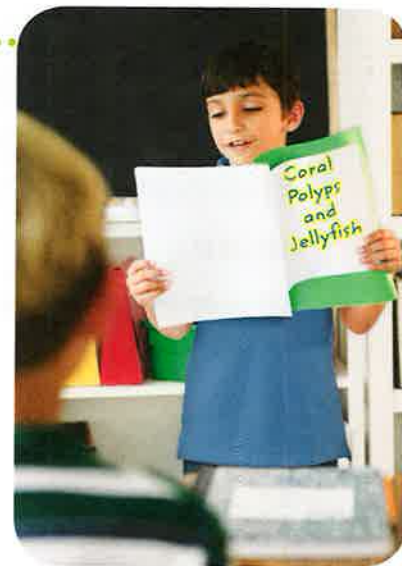


Have a partner read your draft. Talk about how you can make it better.

## PRESENT

**Share** Write or type a copy of your paragraph. Pick a way to share.

- Read your paragraph to your classmates.
- Publish your paragraph into a book for classmates to read.



## UNIT 3

# Tell Me About It!



Stream to Start

“Always walk through life as if you have something new to learn and you will.”

— Vernon Howard



### Performance Task Preview

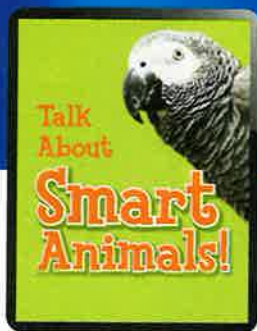
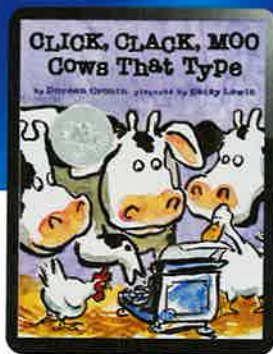
At the end of this unit, you will think about two of the texts you have read. Then you will use information in the texts to write an opinion essay about learning music in school.



Channel One News®

# Lesson

# 11



## Q LANGUAGE DETECTIVE

### Talk About Words

**Verbs** are words that name actions. Work with a partner. Find the Vocabulary words that are verbs. What are your clues? Use the verbs in new sentences.



Add new words to **myWordList**. Use them in your speaking and writing.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Use a Vocabulary word to tell about something you did.

1

## understand

These children talk to each other with their hands. They **understand** sign language.



2

## gathered

The students **gathered** around the computer in order to see the screen.



3

**impatient**

This girl looks **impatient**. She is tired of waiting so long.



4

**impossible**

It is **impossible** to hear when there is so much noise.



5

**believe**

People clap if they **believe**, or feel, someone has done a good job.



6

**problem**

Raise your hand if you have a **problem** or need help.



7

**demand**

These lights and sirens **demand** that everyone get out of the way.

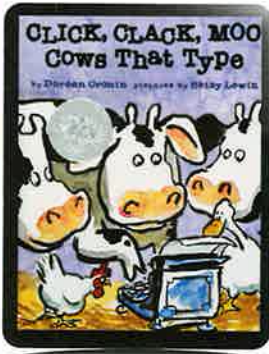


8

**furious**

Babies cry when they are angry. This baby is **furious**!

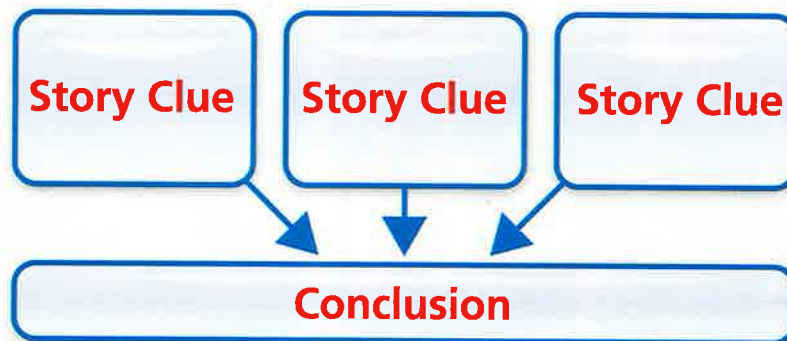




# Read and Comprehend

## ✓ TARGET SKILL

**Conclusions** In *Click, Clack, Moo: Cows That Type*, the author does not tell you everything she wants you to know. You must use story clues from the words and pictures to figure out what the author does not say. This is called **drawing conclusions**. A chart like the one below can be used to list story clues that help you draw conclusions.



## ✓ TARGET STRATEGY

**Infer/Predict** Use clues, or text evidence, to figure out more about story parts.

## PREVIEW THE TOPIC

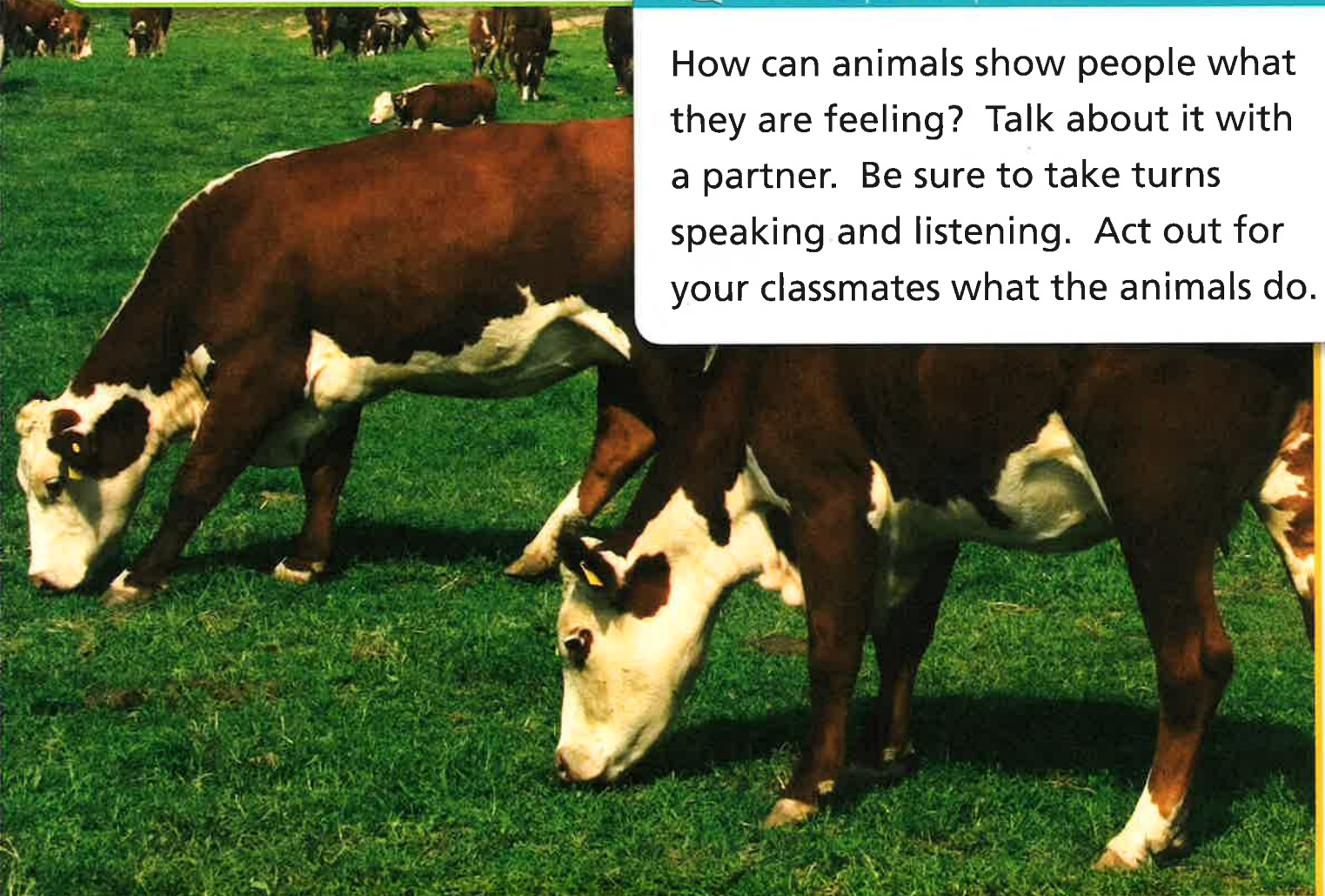
### Animal and Human Interactions

Animals help people do things every day. Some animals are trained to help people do their jobs. Farm animals help by providing things that some people eat and drink. Even pets at home are helpers. They help their owners by keeping them company. *Click, Clack, Moo: Cows That Type* is a story about some farm animals that will not help their farmer.



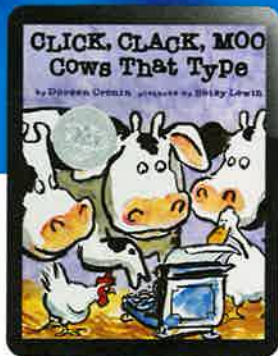
Think | Pair | Share

How can animals show people what they are feeling? Talk about it with a partner. Be sure to take turns speaking and listening. Act out for your classmates what the animals do.



## Lesson 11

# ANCHOR TEXT



### ✓ GENRE

**Humorous fiction** is a story that is written to make the reader laugh. As you read, look for:

- ▶ characters who do or say funny things
- ▶ events that would not happen in real life



### MEET THE AUTHOR

## Doreen Cronin

Doreen Cronin's father used to tell her funny stories.

Years later, she wrote *Click, Clack, Moo*. Her own story made her laugh, just like her father's had long ago!

### MEET THE ILLUSTRATOR

## Betsy Lewin

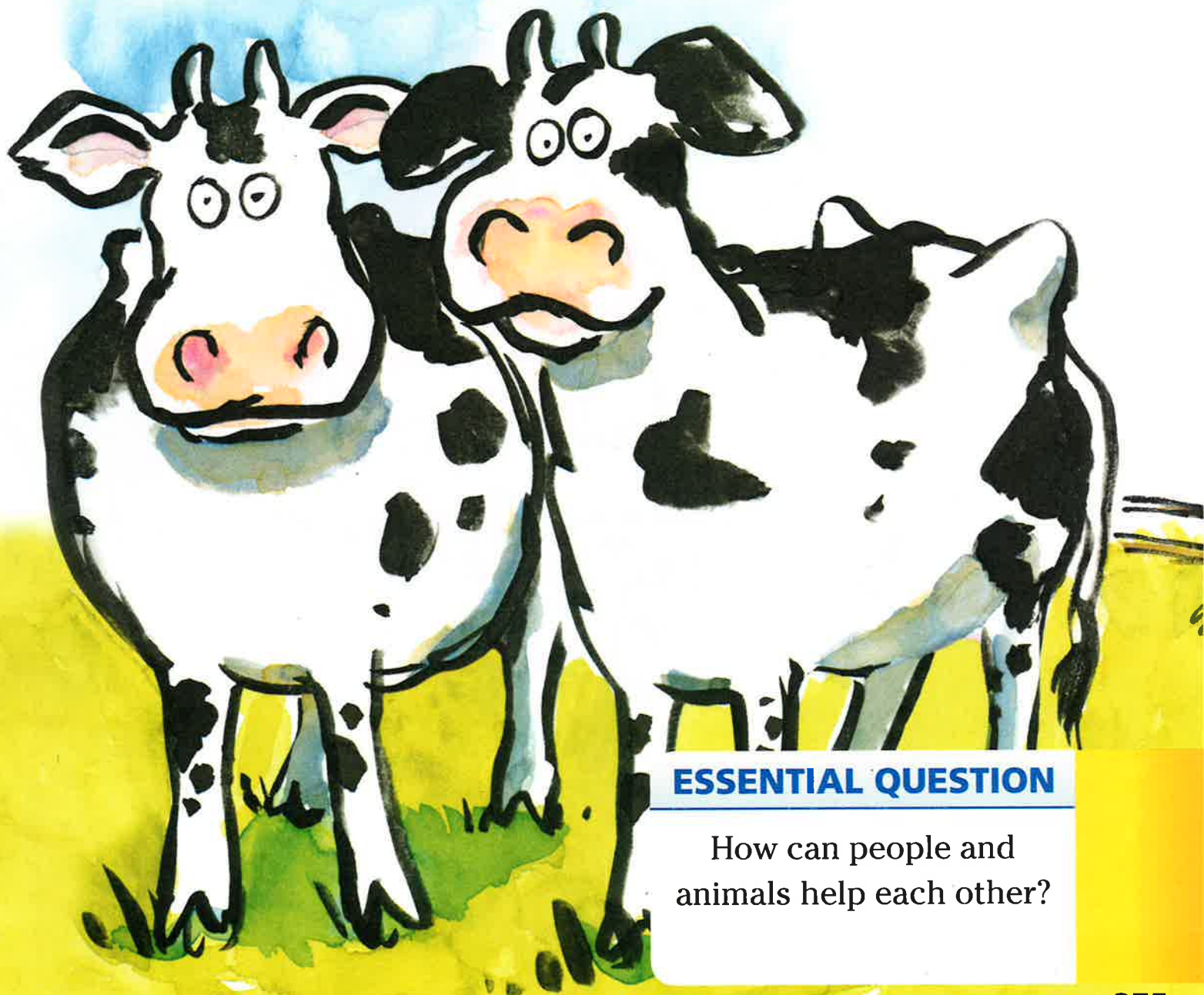
Betsy Lewin's pictures are in many books. She lives in New York with her husband and two cats. She says her cats don't type.



# CLICK, CLACK, MOO COWS That Type

by Doreen Cronin

pictures by Betsy Lewin



## ESSENTIAL QUESTION

How can people and animals help each other?

Farmer Brown has a **problem**.

His cows like to type.

All day long he hears

Click, clack, **moo**.

Click, clack, **moo**.

Clickety, clack, **moo**.



At first, he couldn't **believe** his ears.

Cows that type?

**Impossible!**

Click, clack, **moo.**

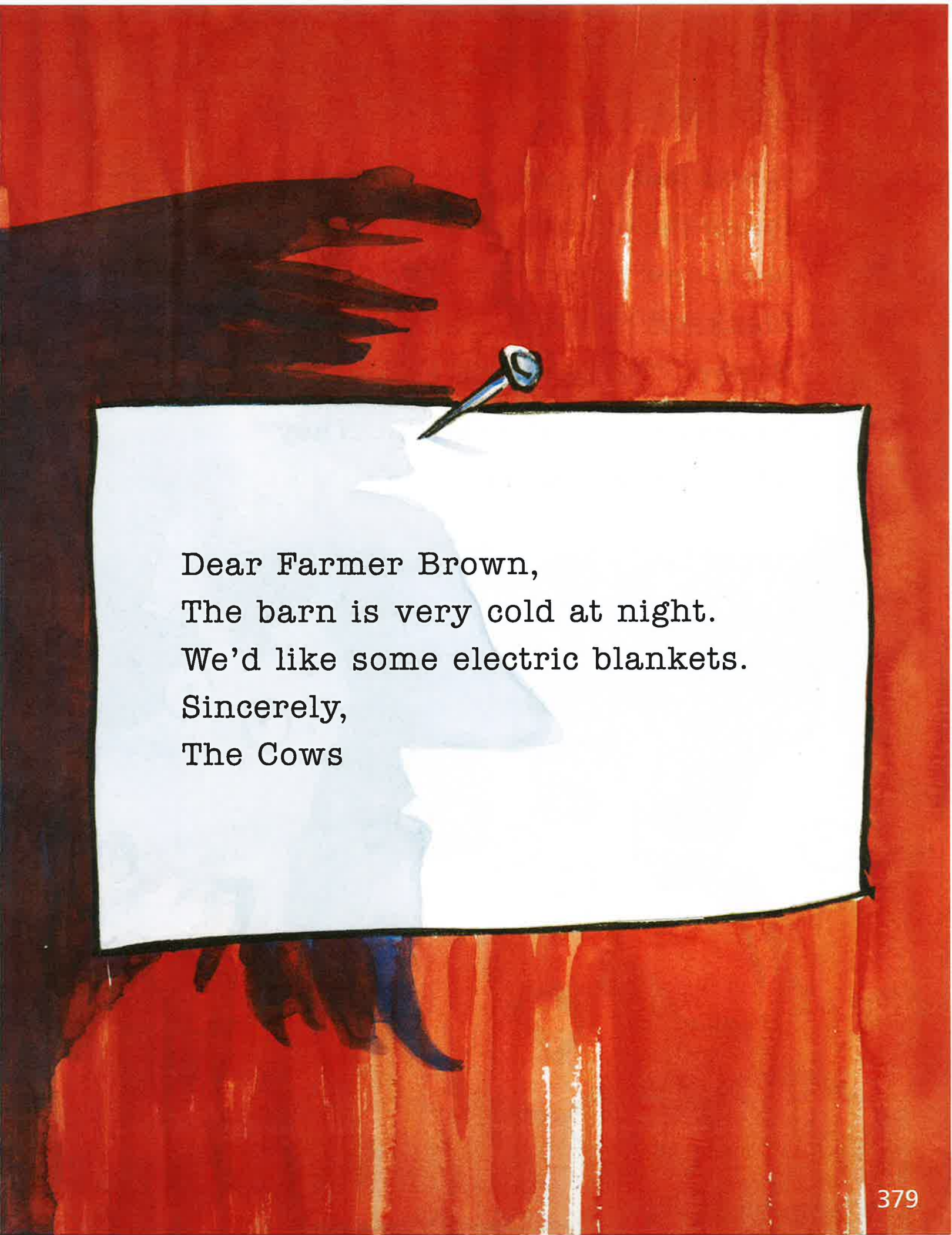
Click, clack, **moo.**

Clickety, clack, **moo.**



**Then, he couldn't believe his eyes.**

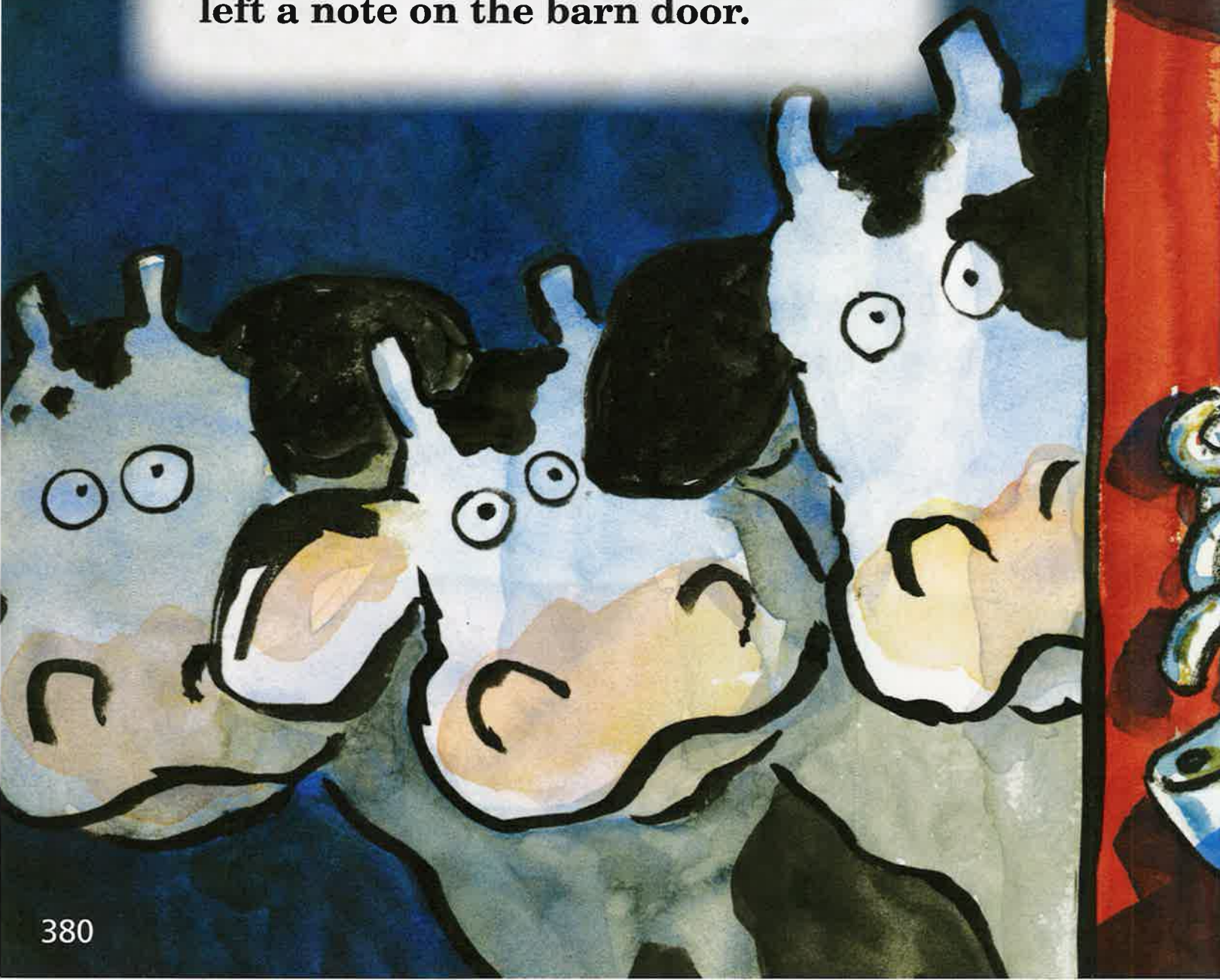



A hand is shown holding a white rectangular piece of paper pinned to a red wall. The paper is held by a silver pushpin at the top center. The background is a vibrant red wall with vertical brushstrokes. The hand is dark and appears to be holding the paper from the left side. The text on the paper is written in a simple, black, typewriter-style font.

Dear Farmer Brown,  
The barn is very cold at night.  
We'd like some electric blankets.  
Sincerely,  
The Cows

It was bad enough the cows had found the old typewriter in the barn, now they wanted electric blankets! “No way,” said Farmer Brown. “No electric blankets.”

So the cows went on strike. They left a note on the barn door.



A painting of a cow with a sign pinned to its back. The cow is dark brown with a large, spiky, dark brown mane. The background is a vibrant red. A white rectangular sign is pinned to the cow's back with a blue pushpin. The sign contains the text: "Sorry. We're closed. No milk today."

Sorry.  
We're closed.  
No milk today.

### ANALYZE THE TEXT

**Conclusions** How does Farmer Brown feel about the notes? How can you tell?



**“No milk today!” cried Farmer Brown.  
In the background, he heard the cows  
busy at work:**

Click, clack, **moo.**

Click, clack, **moo.**

Clickety, clack, **moo.**

**The next day, he got another note:**

Dear Farmer Brown,  
The hens are cold too.  
They'd like electric blankets.  
Sincerely,  
The Cows



The cows were growing **impatient** with the farmer. They left a new note on the barn door.

“No eggs!” cried Farmer Brown. In the background he heard them.

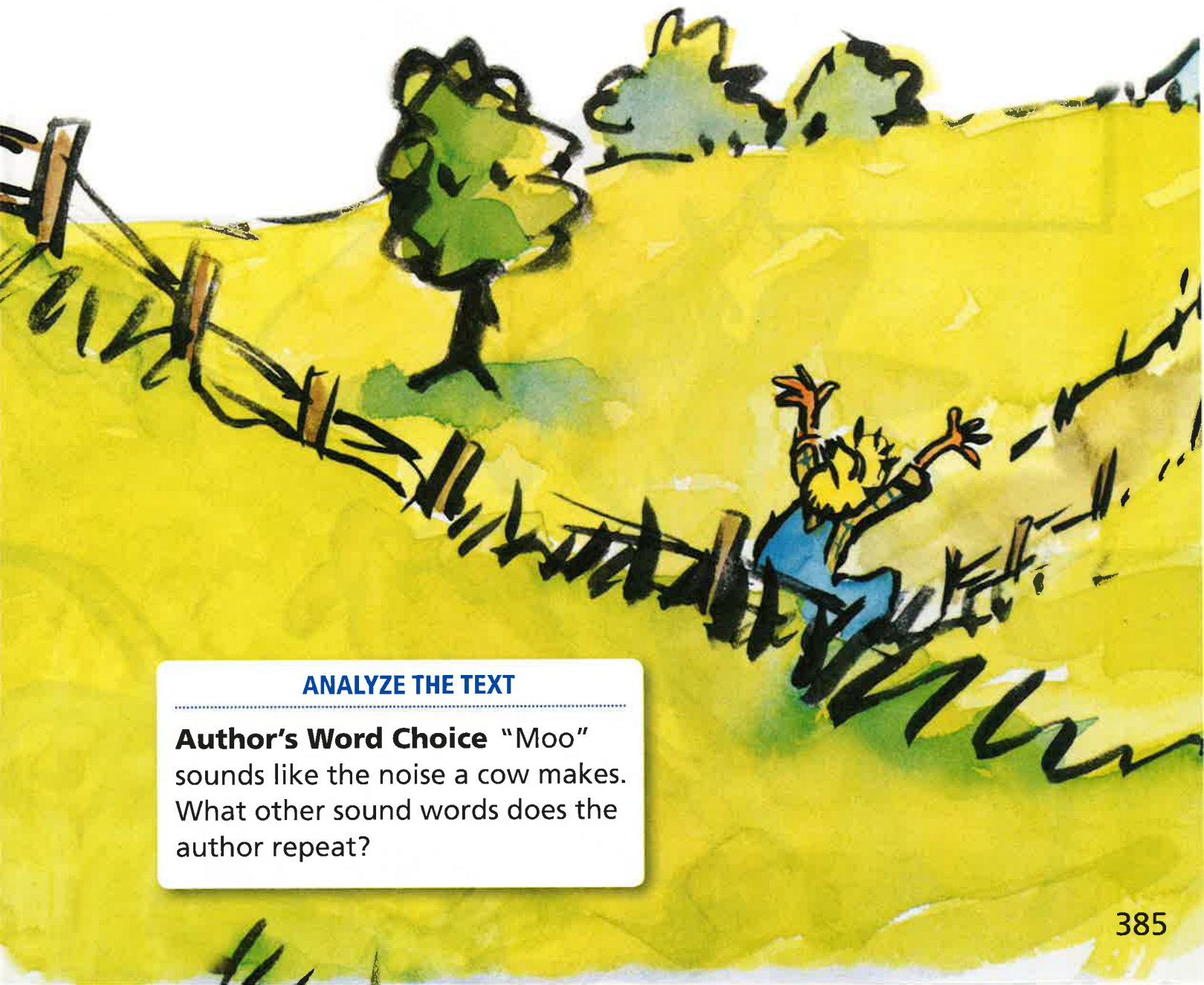
Click, clack, **moo.**

Click, clack, **moo.**

Clickety, clack, **moo.**



**“Cows that type. Hens on strike!  
Whoever heard of such a thing?  
How can I run a farm with no  
milk and no eggs!” Farmer Brown  
was furious.**



#### **ANALYZE THE TEXT**

**Author’s Word Choice** “Moo” sounds like the noise a cow makes. What other sound words does the author repeat?

**Farmer Brown got out his own typewriter.**

Dear Cows and Hens:

There will be no electric blankets.

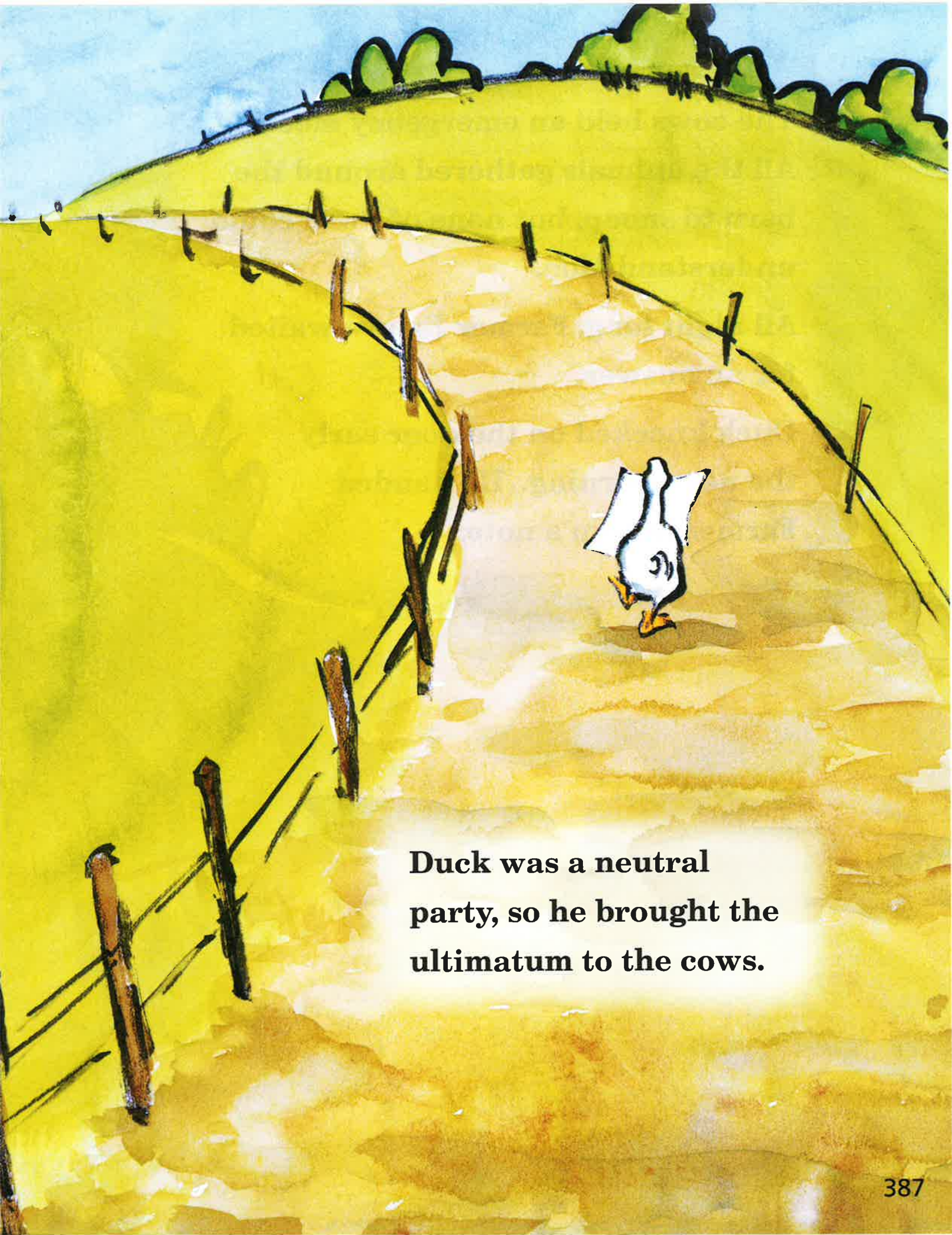
You are cows and hens.

I **demand** milk and eggs.

Sincerely,

Farmer Brown



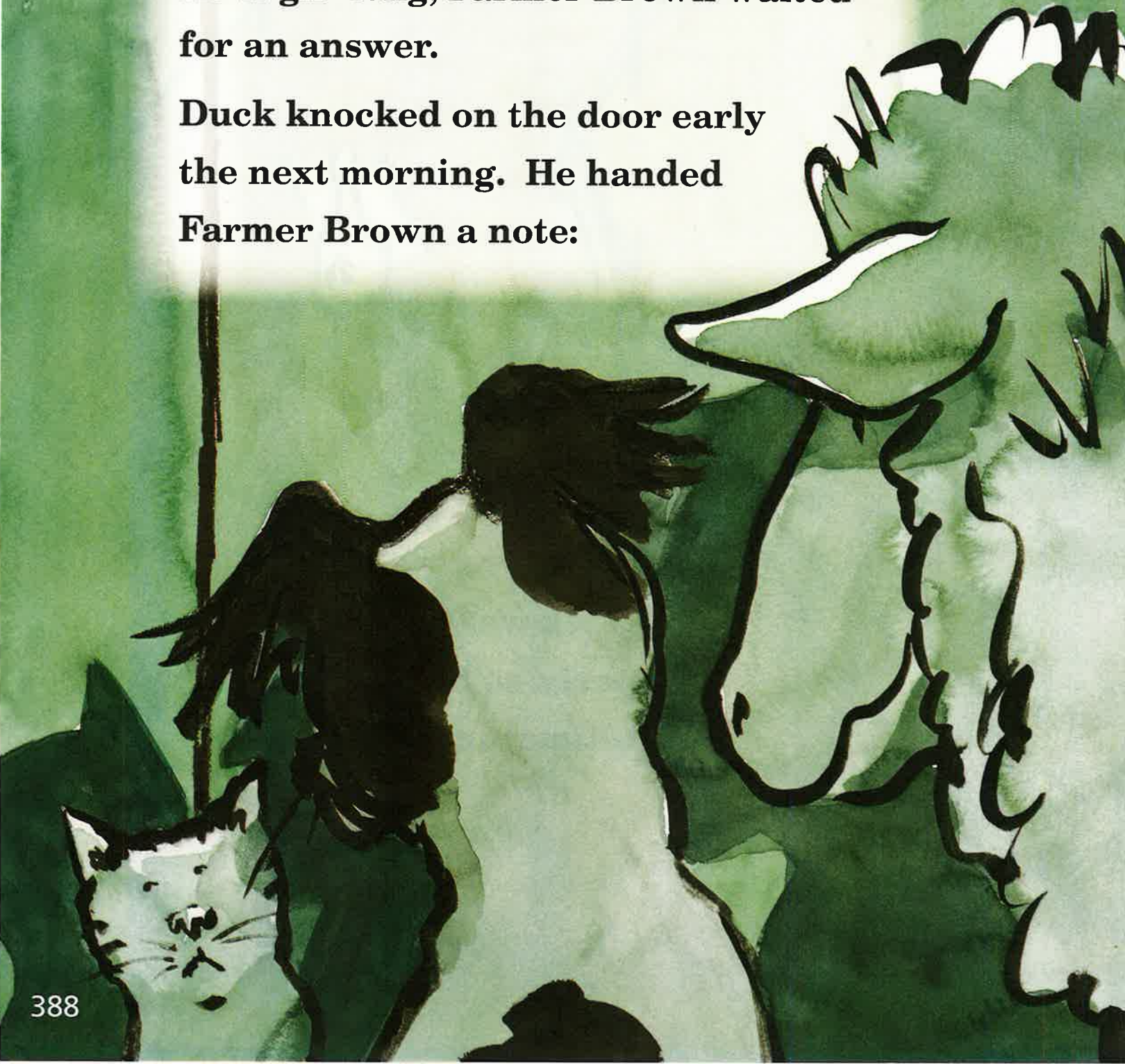



**Duck was a neutral party, so he brought the ultimatum to the cows.**

The cows held an emergency meeting. All the animals gathered around the barn to snoop, but none of them could understand Moo.

All night long, Farmer Brown waited for an answer.

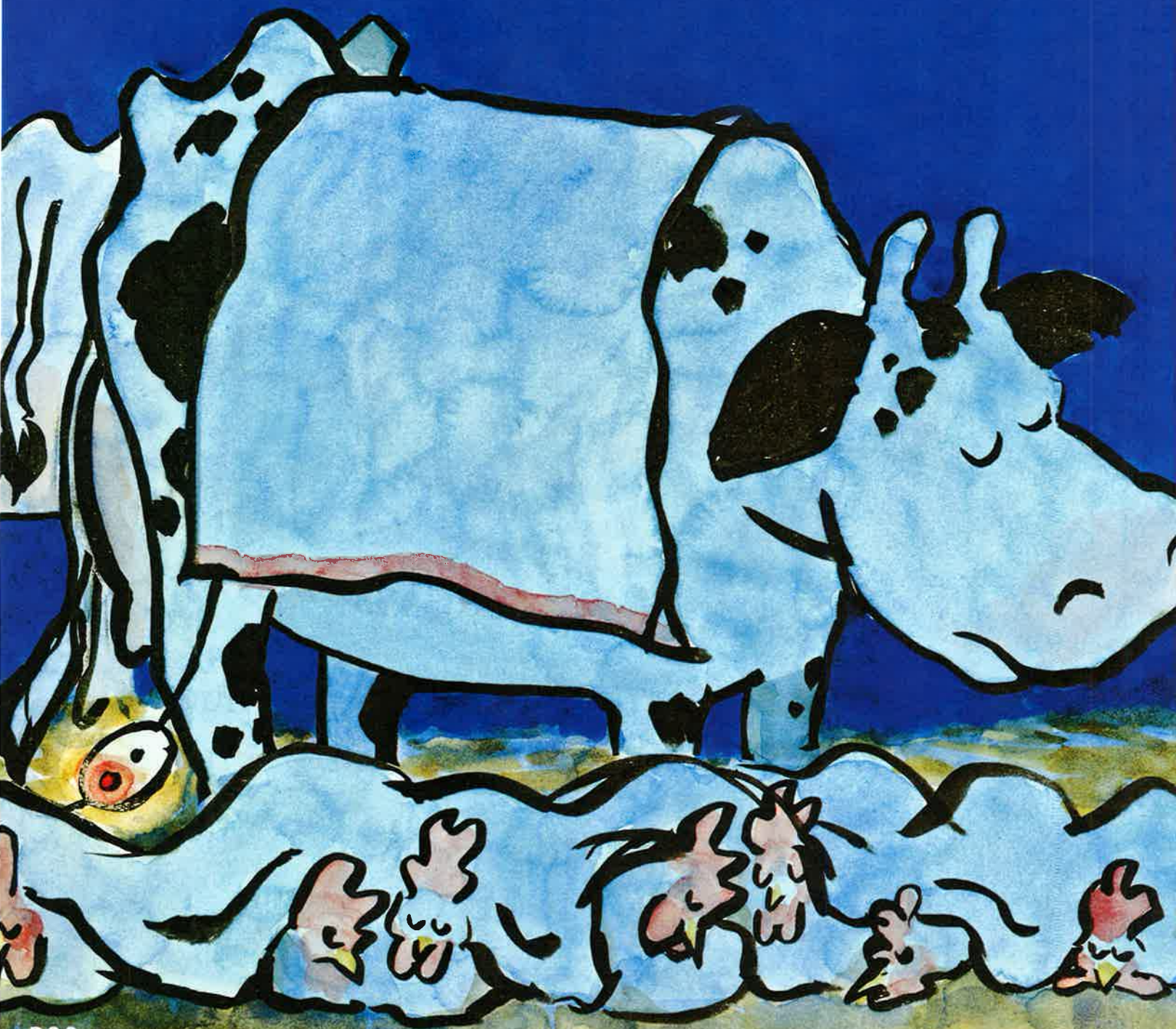
Duck knocked on the door early the next morning. He handed Farmer Brown a note:





Dear Farmer Brown,  
We will exchange our typewriter  
for electric blankets.  
Leave them outside the barn door  
and we will send Duck over with  
the typewriter.  
Sincerely,  
The Cows

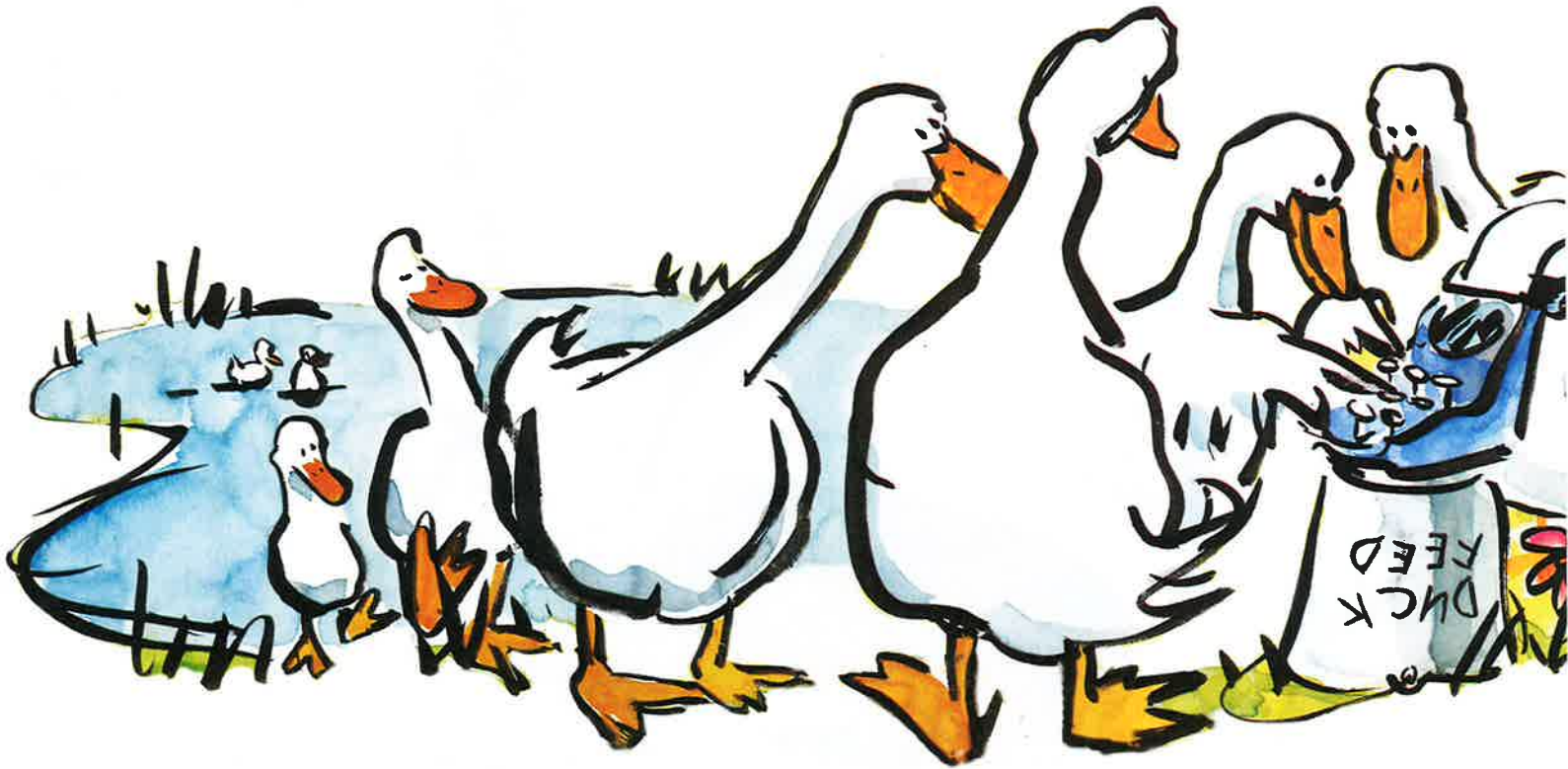
**Farmer Brown decided this was a good deal. He left the blankets next to the barn door and waited for Duck to come with the typewriter.**



**The next morning, he got a note:**

Dear Farmer Brown,  
The pond is quite boring.  
We'd like a diving board.  
Sincerely,  
The Ducks

Click, clack, **quack.**  
Click, clack, **quack.**  
Clickety, clack, **quack.**









# Dig Deeper

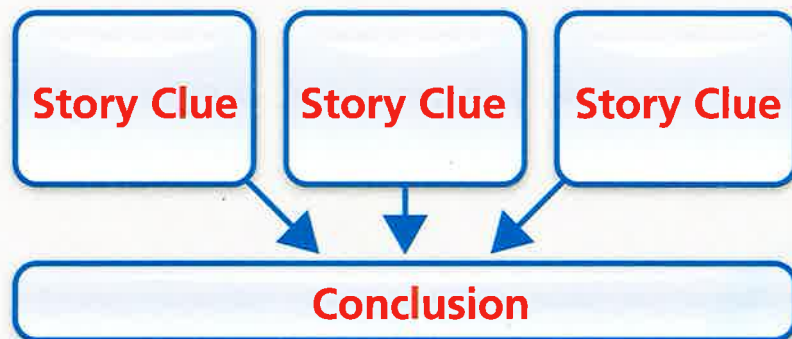
## Use Clues to Analyze the Text

Use these pages to learn about Conclusions and Author's Word Choice. Then read *Click, Clack, Moo: Cows That Type* again. Use what you learn to understand it better.

### Conclusions

*Click, Clack, Moo* is a funny story about cows that type. When you read, you need to **draw conclusions** about what the author does not say. For example, on page 376, the author does not tell you the story's setting. You can draw a conclusion from the picture that the story happens on a farm.

Find clues in the words and pictures to help you draw conclusions about the story. Use a chart like the one below.



## Author's Word Choice

Sometimes authors use words that sound like real noises. For example, the cows in *Click, Clack, Moo* use a typewriter. The author writes "Click, clack, moo" to tell what the farmer hears as the cows type. Using words that sound like noises helps the reader imagine what is happening. It makes the story seem more real.

The author repeats these sound words more than once. This **repetition** gives the words in the story a rhythm, or beat.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**How can people and animals help each other?**

Look for text evidence in *Click, Clack, Moo*. Discuss your ideas with a partner. Take turns speaking and listening.



### Classroom Conversation

Now talk about these questions with the class.

- 1 What do the words and illustrations in the story tell you about the characters?
- 2 Read the last page of the story again. Why doesn't Duck return the typewriter?
- 3 What do you think other animals on the farm might want from Farmer Brown?

## Performance Task

### WRITE ABOUT READING .....



**Response** How do you think Farmer Brown feels when he gets the note from the ducks? Think about how he responds. Write a few sentences to explain your opinion.



### Writing Tip

Remember to use complete sentences when you write your answer. A complete sentence has a subject and a predicate.

## Lesson 11

# INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives facts about a topic. This is a magazine article.

### ✓ TEXT FOCUS

**Headings** are titles for different parts of a selection.



# Talk About Smart Animals!

by Donald Logan

You may think only animals in storybooks or movies do things that seem impossible. You would be wrong!

Meet Rio and Alex. They are real-life animals. Rio is a sea lion. Alex is a parrot. These animals can do things that most people would never believe animals like them could do.

## This Sea Lion Can Match

Rio is not like any other sea lion. She can solve a simple problem and tell the answer to her trainers!

Rio has learned to look at three pictures and decide which two are most alike. First, Rio's trainers show her one picture. Rio studies it. Then her trainers add two more pictures. Rio points her nose at the picture that goes best with the first one she saw. When Rio is right, she gets a tasty treat.

Rio is not impatient. She takes her time before she answers.



Rio is deciding which two of these pictures are most alike.



## Not Bad for a Bird Brain!

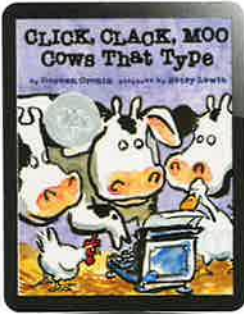
Alex was an African grey parrot. Grey parrots in the wild are often seen gathered together in large groups. In the wild, parrots communicate using bird calls and other sounds. Alex was special because he had learned to talk. He knew over one hundred words!

Alex's owner had also taught Alex to tell colors apart and to count. Alex could even understand questions and answer them.

Sometimes Alex would get tired. He would become furious and would demand a treat. After a break, he would go right back to solving problems.

"Want a nut!"





# Compare Texts

## TEXT TO TEXT

**Compare Stories** Doreen Cronin wrote *Click, Clack, Moo* and *Diary of a Spider* (Lesson 4). With a small group, discuss how the settings and the events of these stories are the same and different.



## TEXT TO SELF

**Write a Letter** Think about the letters that the cows wrote. Write your own letter asking an adult family member for something. Be sure to include commas in your greeting and closing.



## TEXT TO WORLD

**Connect to Science** With a partner, make a list of things from *Click, Clack, Moo* that the animals in *Talk About Smart Animals!* probably cannot do. Ask and answer questions to make sure you understand what your partner is saying.



# Grammar

**Compound Sentences** A **compound sentence** is made up of two shorter sentences. The shorter sentences are connected by words such as *and*, *but*, and *or*. Use a comma before the connecting word.

| Short Sentences   | Compound Sentences   |
|---|--|
| She loves cows.<br>She does not like milking them.      | She loves cows, <b>but</b> she does not like milking them.     |
| I poured the milk.<br>I finished all of it.             | I poured the milk, <b>and</b> I finished all of it.            |
| Can you find the farm?<br>Should we ask for directions? | Can you find the farm, <b>or</b> should we ask for directions? |

## Try This!

**Write each pair of sentences as a compound sentence. Use a comma and a connecting word.**

- 1 The hens lay eggs. We collect them.
- 2 Will you eat corn? Do you want potatoes?
- 3 I drank milk. Carmen drank juice.

Compound sentences can make your writing less choppy and more interesting. Try joining shorter sentences into compound sentences when you write. This will make your writing smoother.



### Short, Choppy Sentences

I spent the summer on  
a farm.  
I had a great time.

### Compound Sentence


I spent the summer on a  
farm, and I had a great time.

## Connect Grammar to Writing

When you revise your persuasive letter, try joining shorter sentences into compound sentences.

# Opinion Writing




 **Purpose** When you write a letter to persuade, be sure your opinion and goal are clear to your reader. Give reasons to explain your opinion using linking words such as *because* and *also*.


Kurt drafted a **persuasive letter**. Later, he revised it to clearly say his reason for writing. Use the Writing Checklist to revise your writing.

## Writing Checklist

 **Purpose**  
Did I state my goal clearly?

 **Organization**  
Did I use the parts of a letter? Did I use linking words to connect my reasons to my opinion?

 **Evidence**  
Did I give reasons to support my opinions?

 **Conventions**  
Did I use commas correctly in the letter?

## Revised Draft

Dear Auntie Lorrie,  
I'm writing to ask you ~~for~~<sup>to send me some of</sup>  
~~something.~~<sup>your old children's books.</sup> It's for a really  
good cause because some  
of the books in our classroom  
are falling apart.

## Final Copy

Kurt Atchley  
244 Austin St.  
Ojai, CA 93023  
January 24, 2019

Dear Auntie Lorrie,

I'm writing to ask you to send me some of your old children's books. It's for a really good cause because some of the books in our classroom are falling apart. Also, we have no money for new books. Can you help us? I hope so.

Love,  
Kurt

### Reading as a Writer

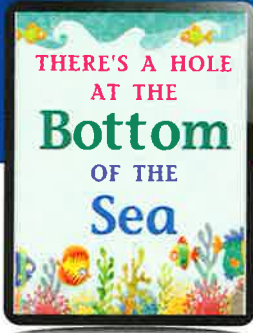
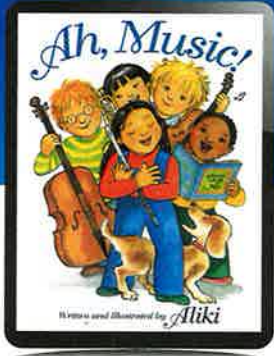
What did Kurt do to make his goal clearer? What reasons and linking words did he use? How can you make your goal clearer?

I made sure my goal was stated clearly.



# Lesson

# 12



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Take turns asking and answering questions about the photos. Use the Vocabulary words in your questions and answers.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a Vocabulary word.

1

## vibration

The drummer feels the **vibration** of the drums and cymbals when he hits them.



2

## tune

He played the same **tune** over and over again as he learned the new song.



3

**volume**

The girl didn't hear her mom because the **volume** of the music was too loud.



4

**expression**

The voices of the singers were so powerful and had so much **expression**!



5

**creative**

Our music teacher told us to be **creative**, so we made up a new song to play.



6

**performance**

The musicians played their best during the **performance** on the stage.



7

**concentrate**

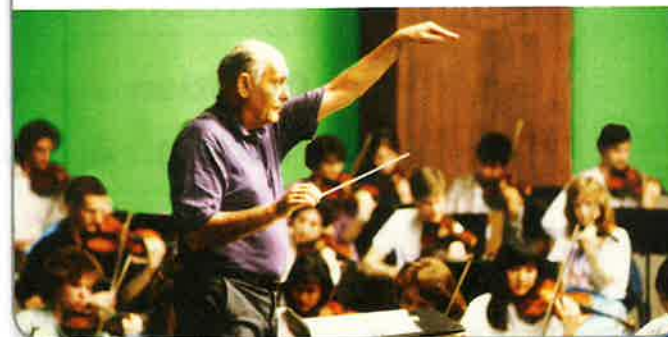
The girl is focusing on the music. She has to **concentrate** to learn it.

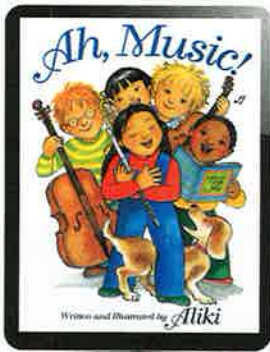


8

**relieved**

The conductor was **relieved** that the musicians played the music correctly.





# Read and Comprehend

## ✓ TARGET SKILL

**Text and Graphic Features** Authors sometimes include special features when they write. These are called **text and graphic features**. Pictures, headings, and captions are examples of text and graphic features. These can help you understand the text. They can also help you find information in the text.

Use this chart to list text and graphic features and tell how they help you.

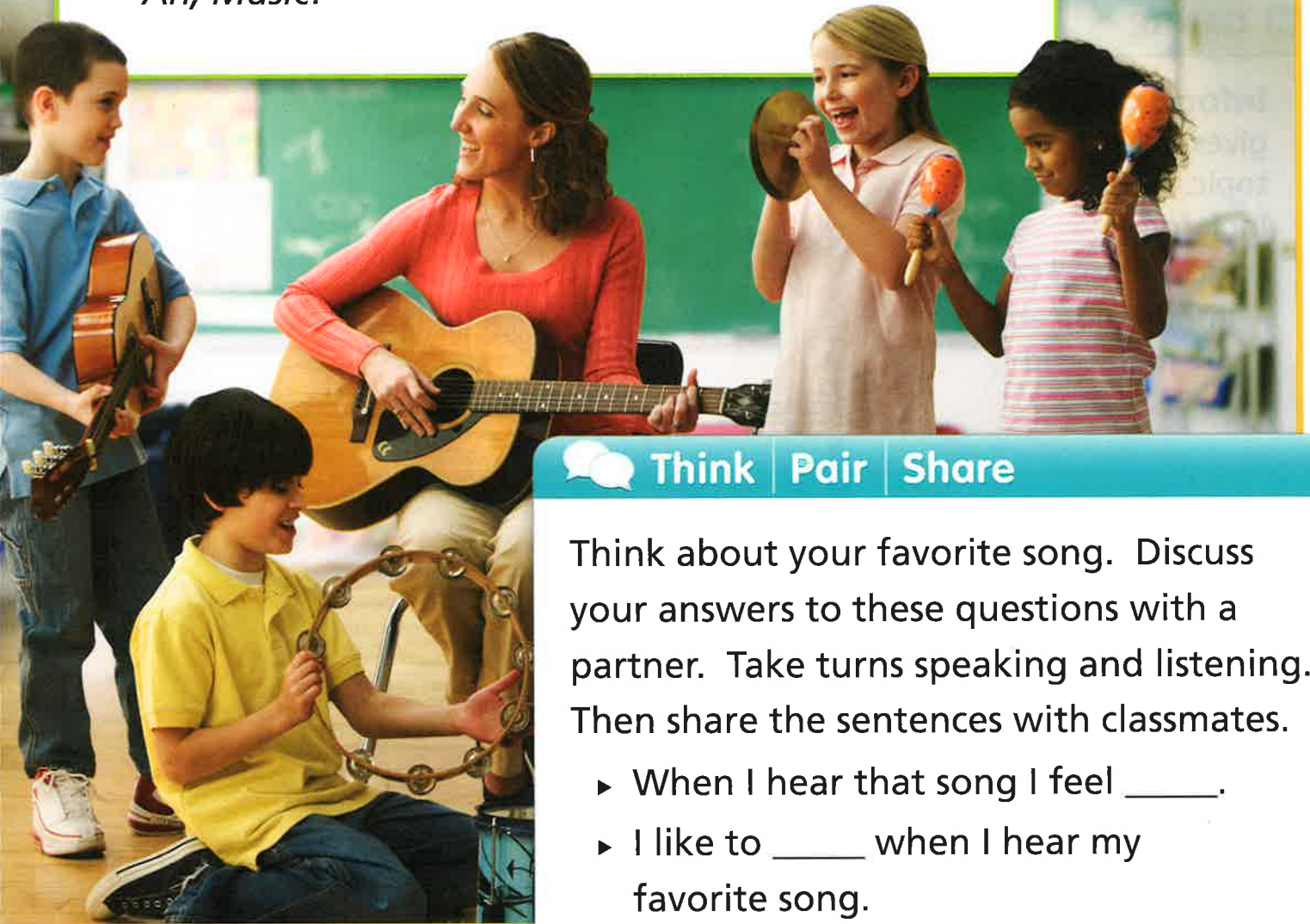
| Text or Graphic Feature | Page Number | Purpose |
|-------------------------|-------------|---------|
|                         |             |         |

## ✓ TARGET STRATEGY

**Question** Ask questions about what you are reading. Answer using text evidence.

## Music

Music can be made in many ways. You can play an instrument, such as a piano or a flute. You can make your own instruments, too. For example, you can hit a can with a spoon to make a drum. Your voice can even be an instrument. You can whistle, hum, or sing to make music. You can make music almost anywhere. You will read more about music in *Ah, Music!*

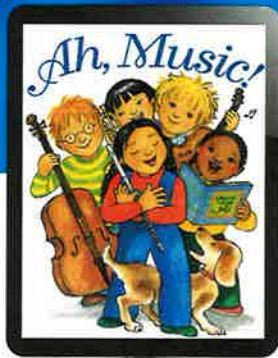


Think | Pair | Share

Think about your favorite song. Discuss your answers to these questions with a partner. Take turns speaking and listening. Then share the sentences with classmates.

- ▶ When I hear that song I feel \_\_\_\_\_.
- ▶ I like to \_\_\_\_\_ when I hear my favorite song.

# ANCHOR TEXT



**GENRE**

**Informational text**

gives facts about a topic. As you read, look for:

- ▶ pictures and captions
- ▶ information about the real world

**MEET THE AUTHOR AND ILLUSTRATOR**

# Aliki

Ever since she was a young girl, Aliki has been writing down her feelings. She thinks that doing this was good practice for when she became an author. *Ah, Music!* took over three years for Aliki to write and draw. She had to do a lot of studying to find out about music and what different instruments looked like.

