

HOUGHTON MIFFLIN HARCOURT

JOURNEYS



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HOUGHTON MIFFLIN HARCOURT
School Publishers

Around the Neighborhood

 **Big Idea** Everyone can be a good neighbor.

Lesson

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Comprehension: Main Idea	13

What Is a Pal?

INFORMATIONAL TEXT

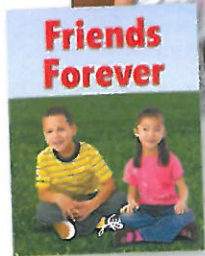
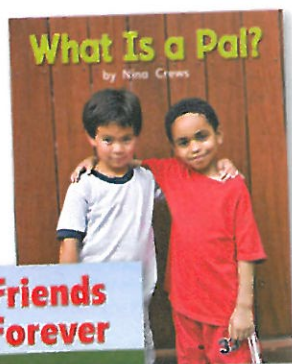
written and photographed by Nina Crews

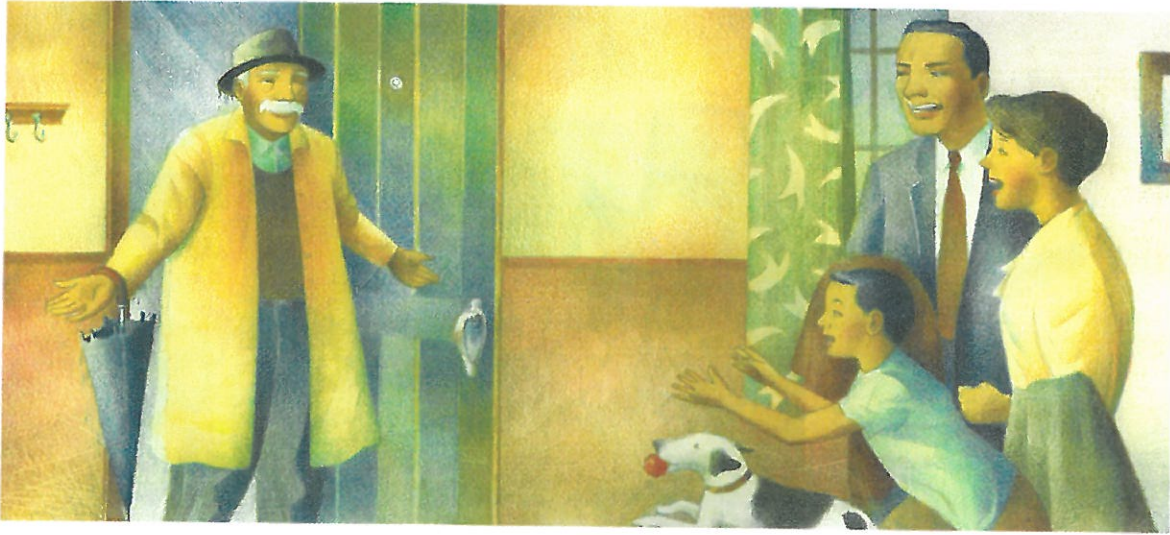
Your Turn

Friends Forever POETRY

Making Connections

Grammar/Writing About Us

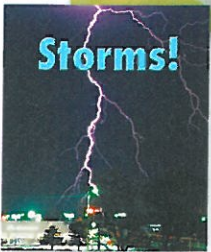
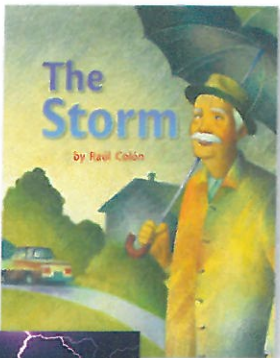




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Curious George at School

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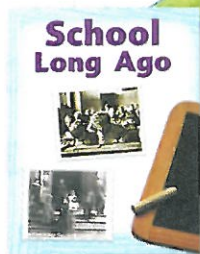
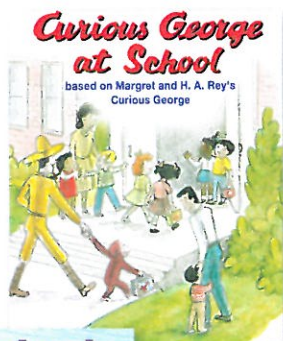
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written and photographed by George Ancona

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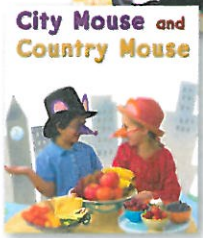
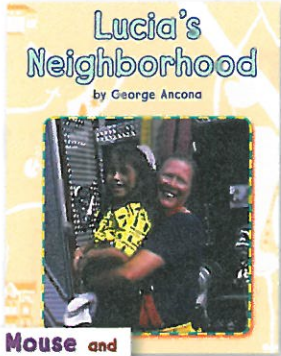
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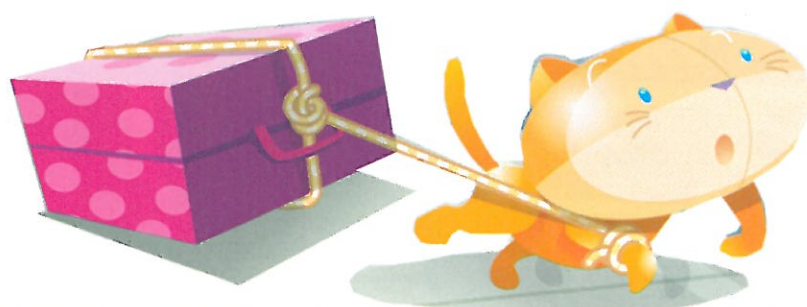
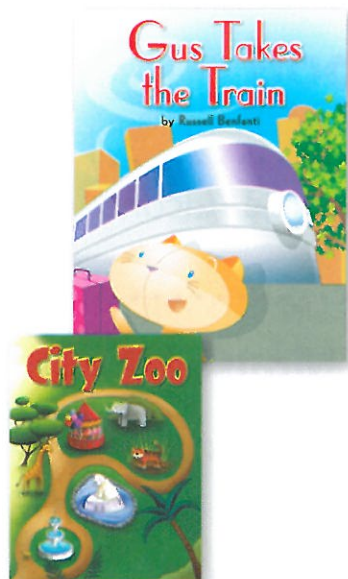
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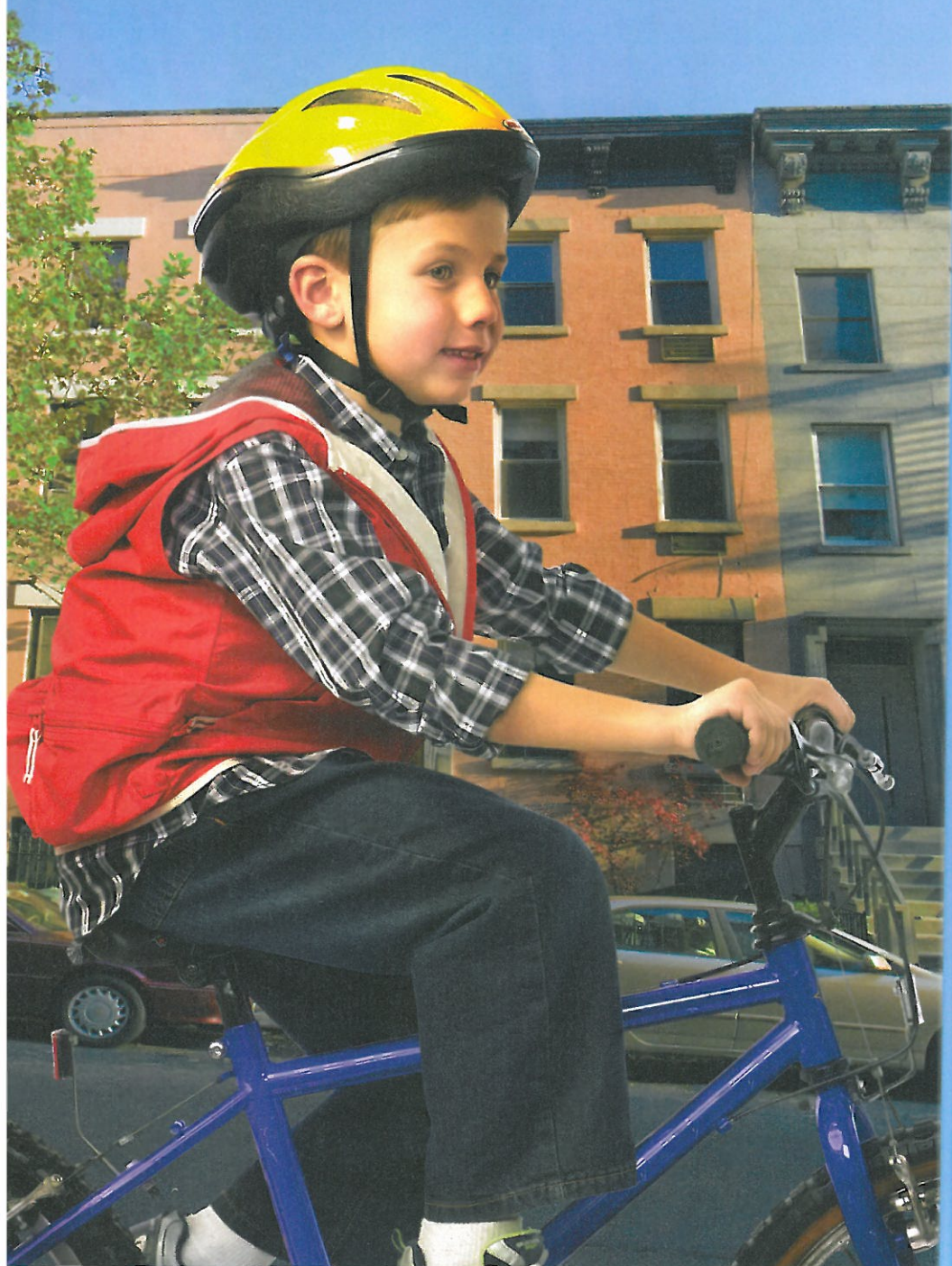
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Around the Neighborhood



U
N
I
T
1



Big  Idea

Everyone can be a
good neighbor.

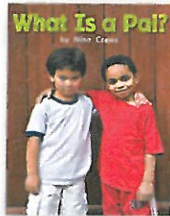


Paired Selections

Read Together

Lesson

1



What Is a Pal?

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Friends Forever

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2



The Storm

Page 38

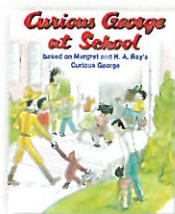


Storms!

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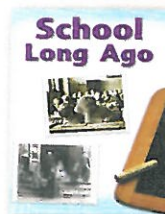
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3



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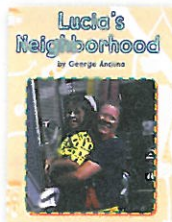


School Long Ago

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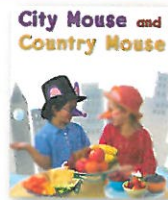
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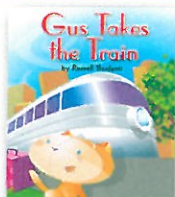
City Mouse and Country Mouse

Page 100

Readers' Theater

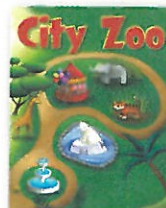
Lesson

5



Gus Takes the Train

Page 112



City Zoo

Page 126

3

and

The children share the paper **and** paint.



4

help

These pals **help** each other wash the dog.



5

with

The boy was in a show **with** his pals.



6

you

I like when **you** play this game with me.



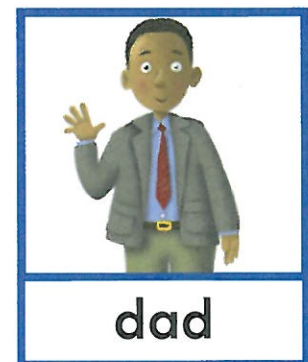
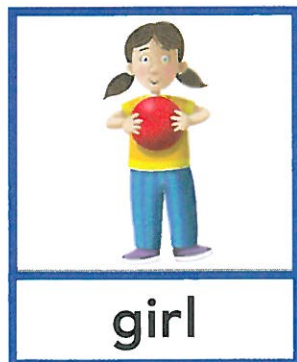
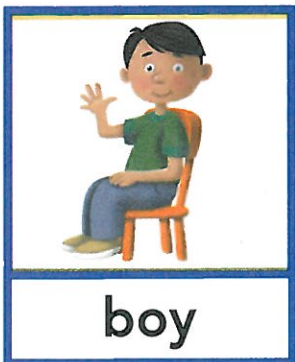
Background

Read Together

✓ **WORDS TO KNOW** How to Be a Good Pal

1. First, **you** need to find a pal.
2. Smile **and** say hello.
3. Ask the pal to **play**.
4. Take turns **with** your pal.
5. **Be** kind.
6. **Help** your pal.

Who Can Be a Pal?



Comprehension

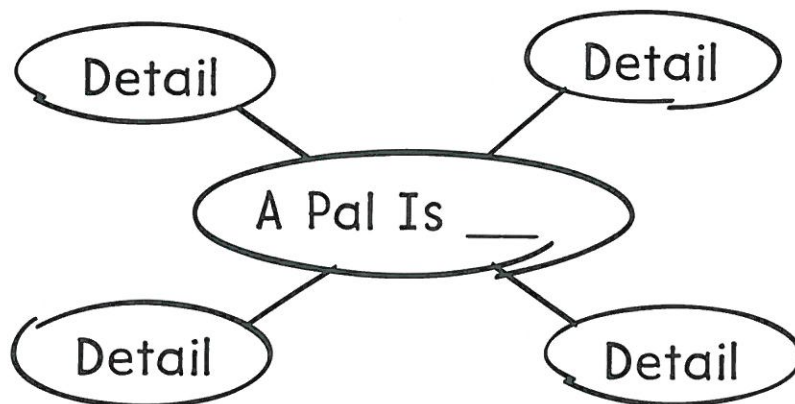
Read Together

✓ TARGET SKILL Main Idea

Most nonfiction selections have one **topic**. The topic is the one big idea that the selection is about. The **main idea** is the most important idea about the topic. **Details** are facts that tell more about the main idea.



As you read **What Is a Pal?**, think about the topic and main idea. Tell about them in your own words. Fill in a web.



Main Selection



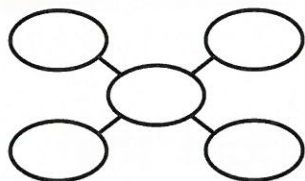
WORDS TO KNOW

play help
be with
and you



TARGET SKILL

Main Idea Tell the important idea about a topic.



TARGET STRATEGY

Summarize Stop to tell important ideas as you read.

GENRE

Informational text gives facts about a topic.

Meet the Author
and Photographer

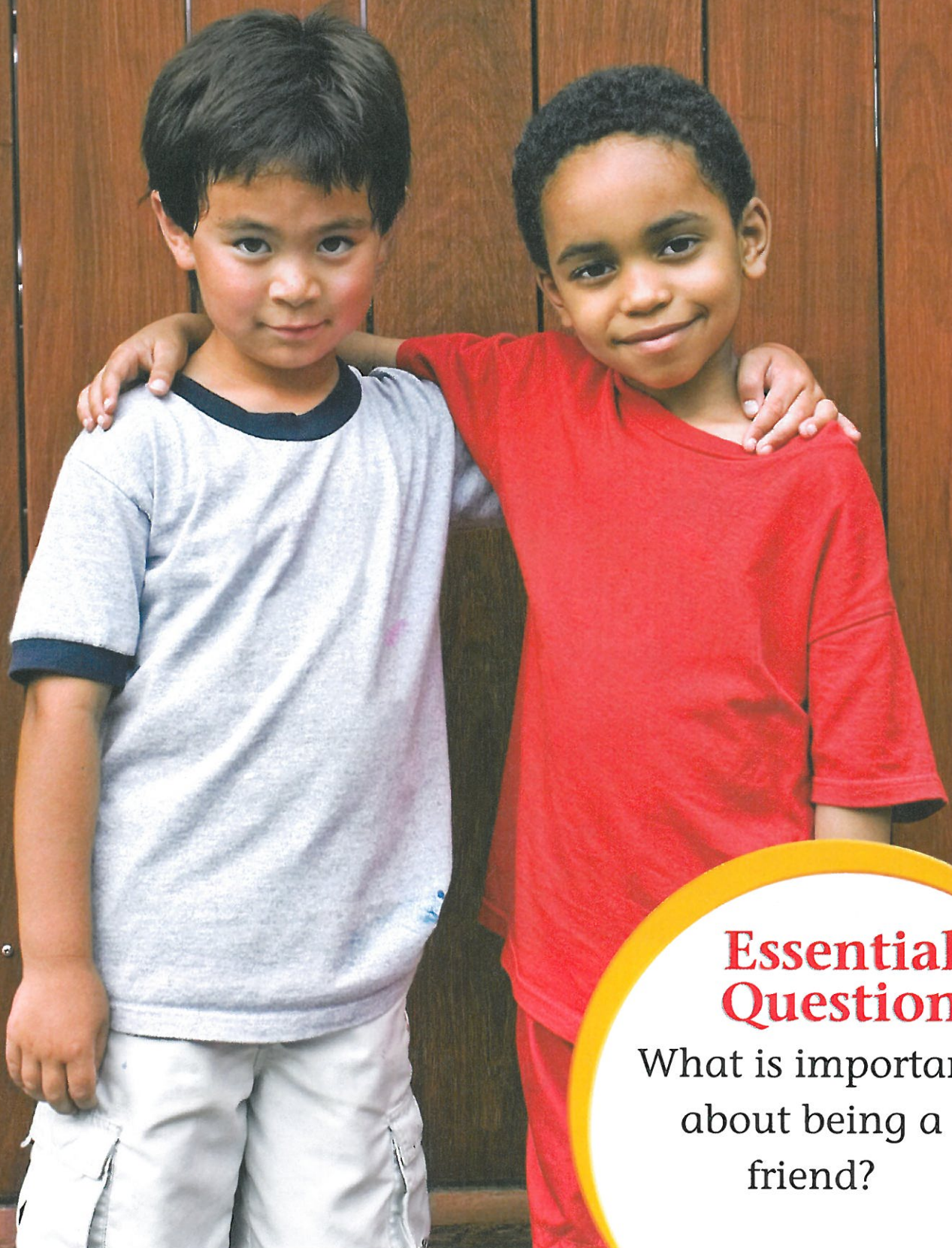
Nina Crews



Nina Crews comes from a very creative family. Her parents, Donald Crews and Ann Jonas, are both well-known artists. For her own artwork, Ms. Crews likes to make collages out of photos.

What Is a Pal?

written and photographed by Nina Crews



Essential Question

What is important about being a friend?



A pal can help you.



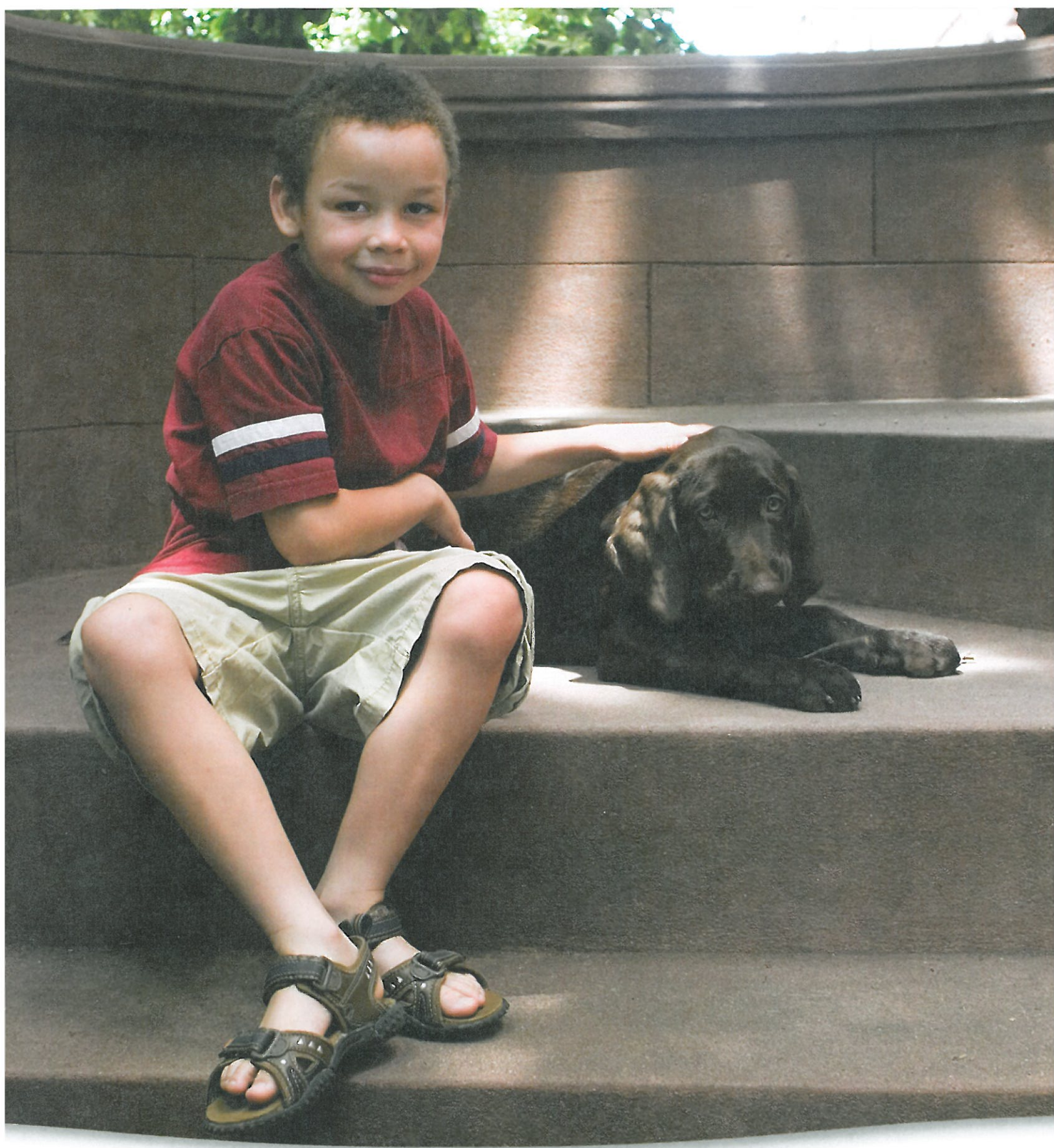
Sam and Nat can help Dan.



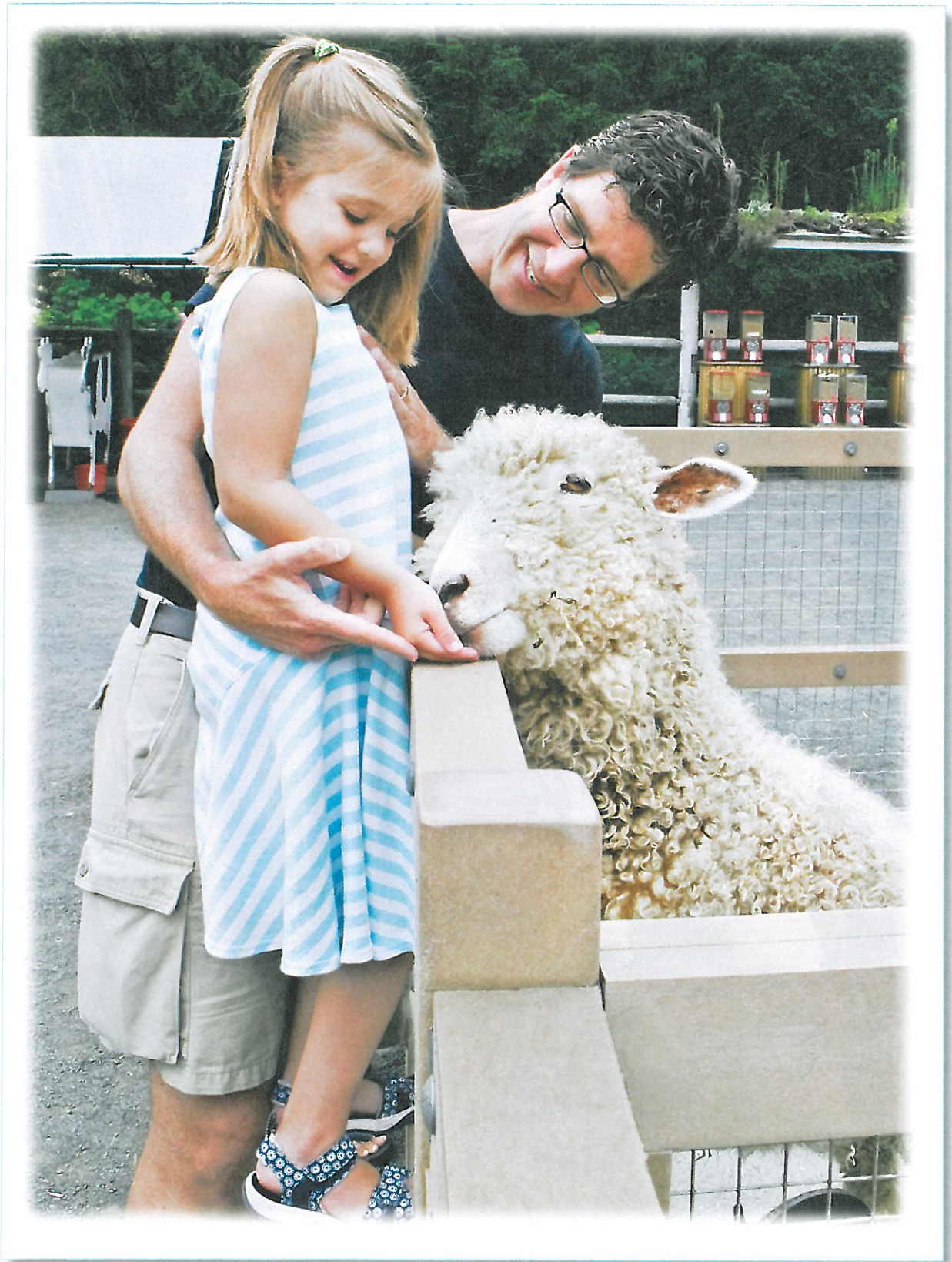
A pal can play with you.



Tad, Cam, and Nan can play.



A pal can **be** a pet.



A pal can be Dad.



A pal can be with you.



A pal is fun to be with!



Are you a pal?

Your Turn

Read Together



My Pal

Draw a Pal Draw a picture of a pal. Why is he or she a good pal? Write about your picture.
PERSONAL RESPONSE



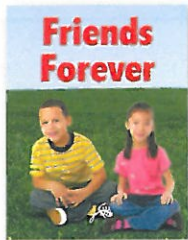
Turn and Talk

Answer a Question

Read the last page of the selection with a partner. Then answer the question. Talk about how you are a pal to others.
MAIN IDEA



Read Together



Connect to Poetry



WORDS TO KNOW

play
be
and

help
with
you

GENRE

Poetry uses the sounds of words to show pictures and feelings.

TEXT FOCUS

Rhyme is words with the same ending sound, like blue and two. Clap when you hear words that rhyme at the end of lines.

Friends Forever

How can **you** **be** a good friend?
You can **play** **with** your friends.
You can share with friends **and**
help them.

Damon & Blue

Damon & Blue
Just us two
Cruising up the avenue.
You strut, you glide
But mark our stride
Can't beat us when we're
side by side.

by Nikki Grimes



Wait for Me

Wait for me
and I'll be there
and we'll walk home together,
if it's raining
puddle pails
or if it's sunny weather.

Wait for me
and I'll be there
and we'll walk home together.
You wear red
and I'll wear blue,
and we'll be friends forever.

by Sarah Wilson





Jambo

Jambo Jambo
ambo ambo
mbo mbo
bo bo bo
o o o
bo bo bo
mbo mbo
ambo ambo
Jambo Jambo
HI! HELLO!
Did you Did you
did you know
Jambo means
hello hello!

*by Sundaira
Morninghouse*



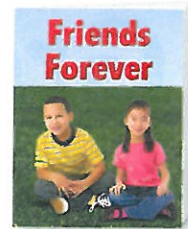
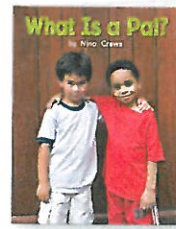
Respond to Poetry

- Listen to the poems again. Join in!
- Say more rhyming lines that could be added to one of the poems.



Making Connections

Read Together



Text to Self

Write Sentences Write sentences to tell your classmates about favorite things you do with your pals.



Text to Text

Discuss Characters How are the friends in the poems like the pals in the story?



Text to World

Connect to Social Studies Can neighbors be pals? What are some things that good neighbors do?

Grammar

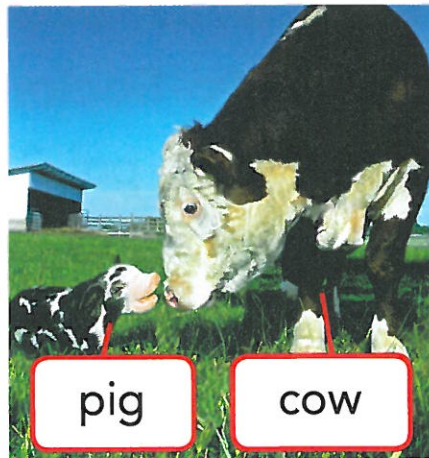
Read Together

Nouns Some words name people. Some words name animals. Words that name people and animals are called **nouns**.

Nouns for People



Nouns for Animals



Turn and Talk

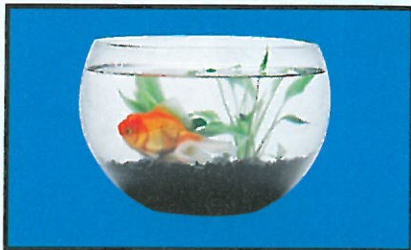
Talk about each picture with a partner. Name the nouns you see. Then write a noun from the box to name each picture. Use another sheet of paper.

man bird girl fish mom

1.



2.



3.



4.



5.



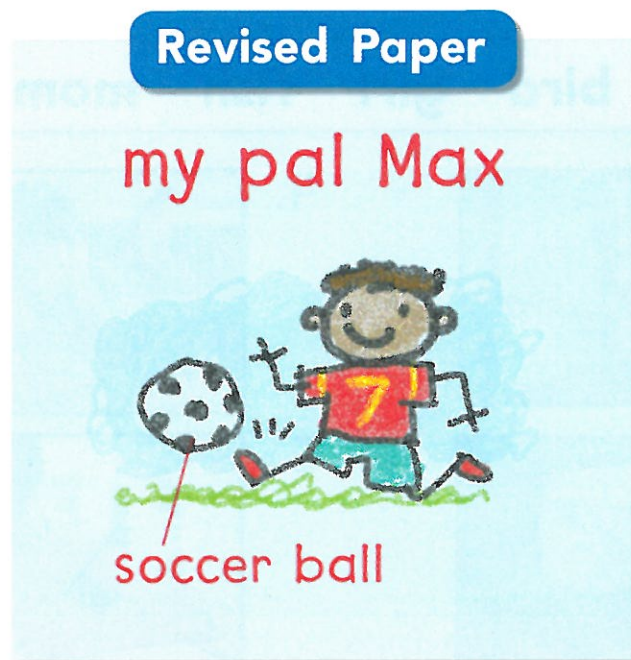
Grammar in Writing

Share your writing with a partner. Talk about the nouns you used.

Writing About Us

Read Together

Ideas Dan drew and wrote about his pals. Then he thought about what details to add. He added a picture of a ball and a **label**.



Writing Traits Checklist

- Ideas** Does my paper have interesting details about my pals?
- Did I use nouns in my labels?
- Did I write letters neatly and correctly?

What do the details in Dan's paper tell you about his pals? Now revise your own writing. Use the Checklist.

Final Paper

My Pals

my mom



van

my brother



computer

my pal Max



soccer ball

Star



rabbit



Lesson

2



WORDS TO KNOW HIGH-FREQUENCY WORDS

he
look
have
for
too
what

Vocabulary
Reader



Context
Cards



Read Together

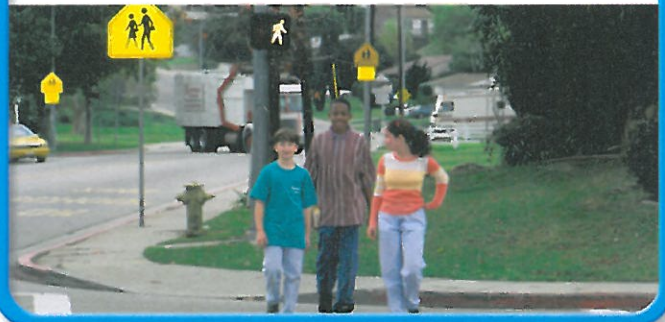
Words to Know

- Read each Context Card.
- Choose two blue words. Use them in sentences.

1

he

He walked across the street with his friends.



2

look

Children look at water from the fire hose.



3

have

Firefighters **have** fast trucks to get to a fire.



4

for

The girl went to the doctor **for** a visit.



5

too

They took hats and the sunblock, **too**.



6

what

What do people do to help you feel safe?



Background

Read
Together

✓ WORDS TO KNOW Storm Clouds

1. **Look** at the sky!
2. **What** does the boy see?
3. Dark clouds **have** moved closer.
4. There is thunder, **too**.
5. The boy heads **for** home.
6. **He** wants to stay dry!



How do you know a storm is coming?
What do you see and hear in a storm?

Comprehension

Read Together

 **TARGET SKILL** Understanding Characters

Characters are the people and animals in a story. When you read, think about what the characters say and do. Good readers use these clues to figure out how characters feel and why they do the things they do.



Read **The Storm**. Use the words and pictures to figure out what Pop says and does to help Tim.

Speaking	Acting

Main Selection



WORDS TO KNOW

he	for
look	too
have	what



TARGET SKILL

Understanding Characters Tell more about the characters.



TARGET STRATEGY

Infer/Predict Use clues to figure out more about story parts.

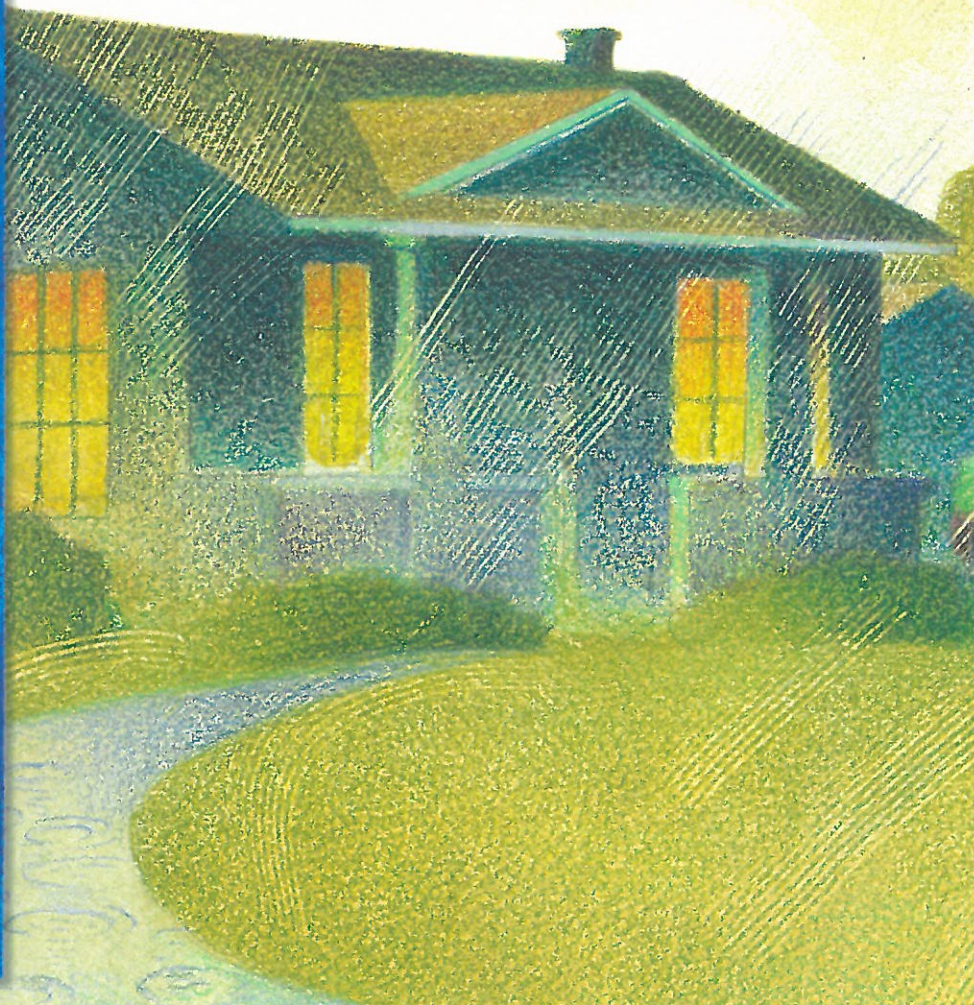
GENRE

Realistic fiction is a made-up story that could happen in real life.

Meet the Author and Illustrator Raúl Colón



As a little boy in Puerto Rico, Raúl Colón was often very sick. He spent a lot of time inside, drawing. He even made his own comic books. Today Mr. Colón lives in New York and works as an artist and a writer.



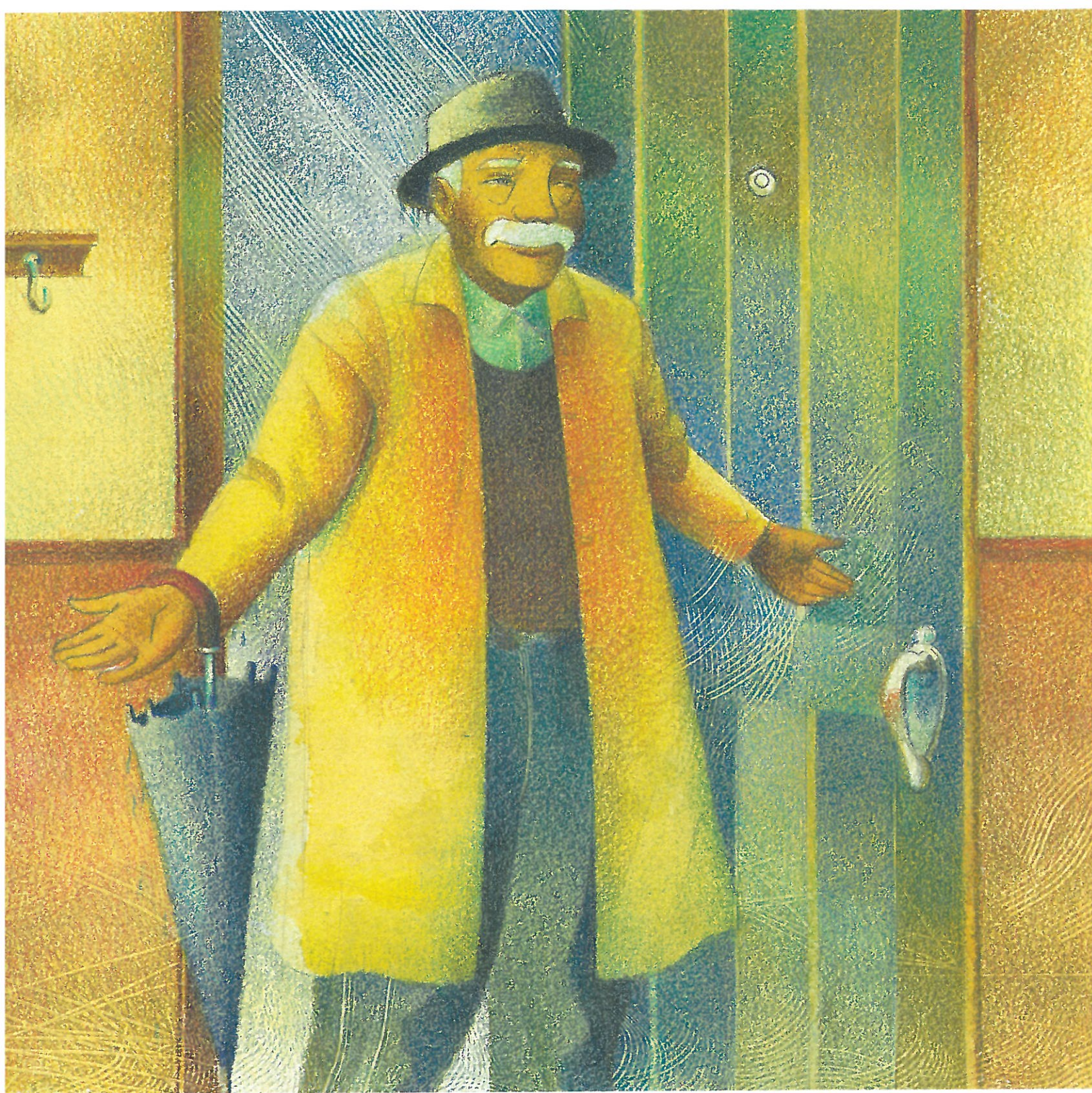


The Storm

written and illustrated
by Raúl Colón

Essential Question

What clues tell you how a character feels?

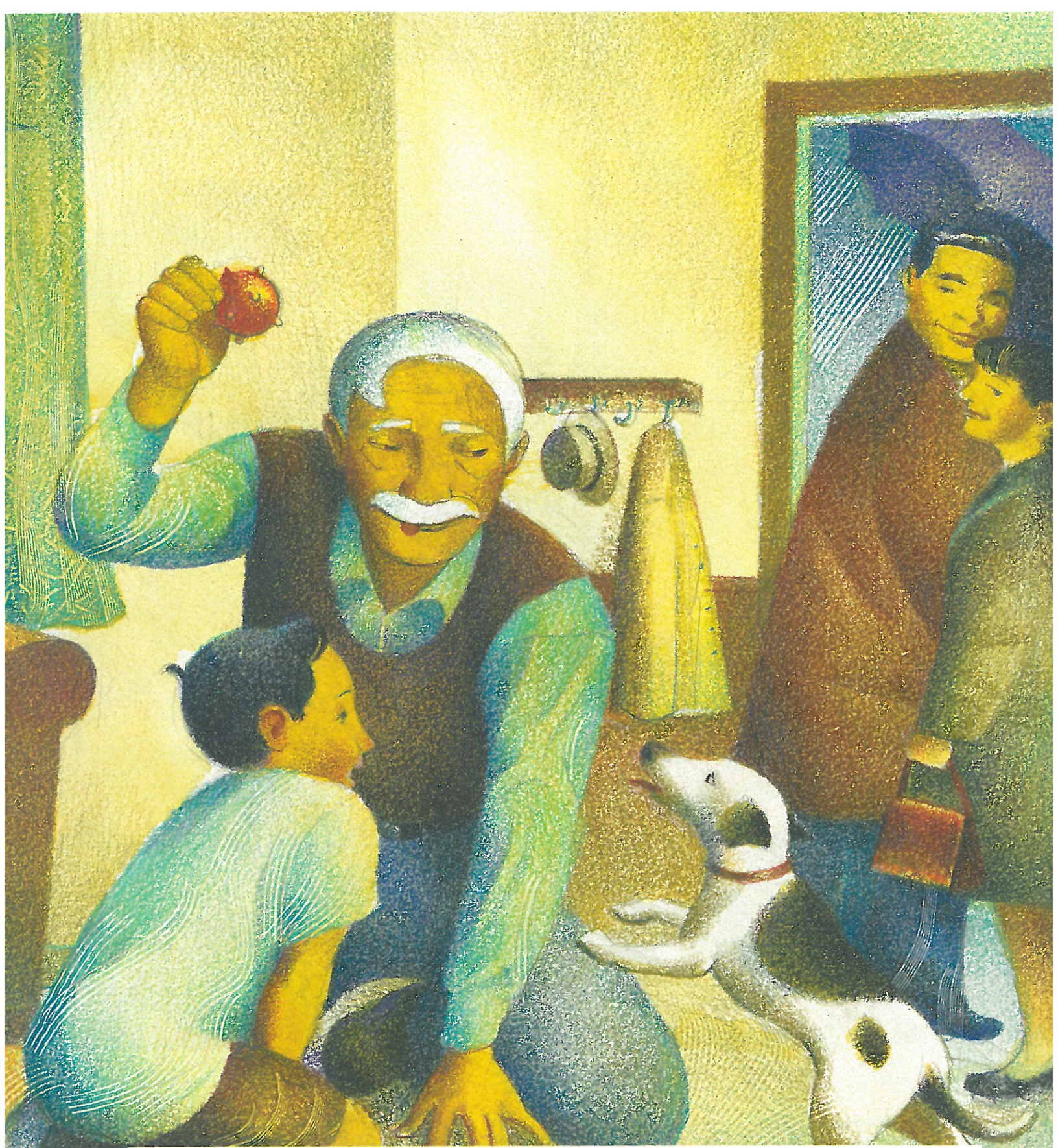


Pop has come in.

Look! **He** is wet.



Tim and Rip ran to him.



Tim, Rip, and Pop **have** fun.



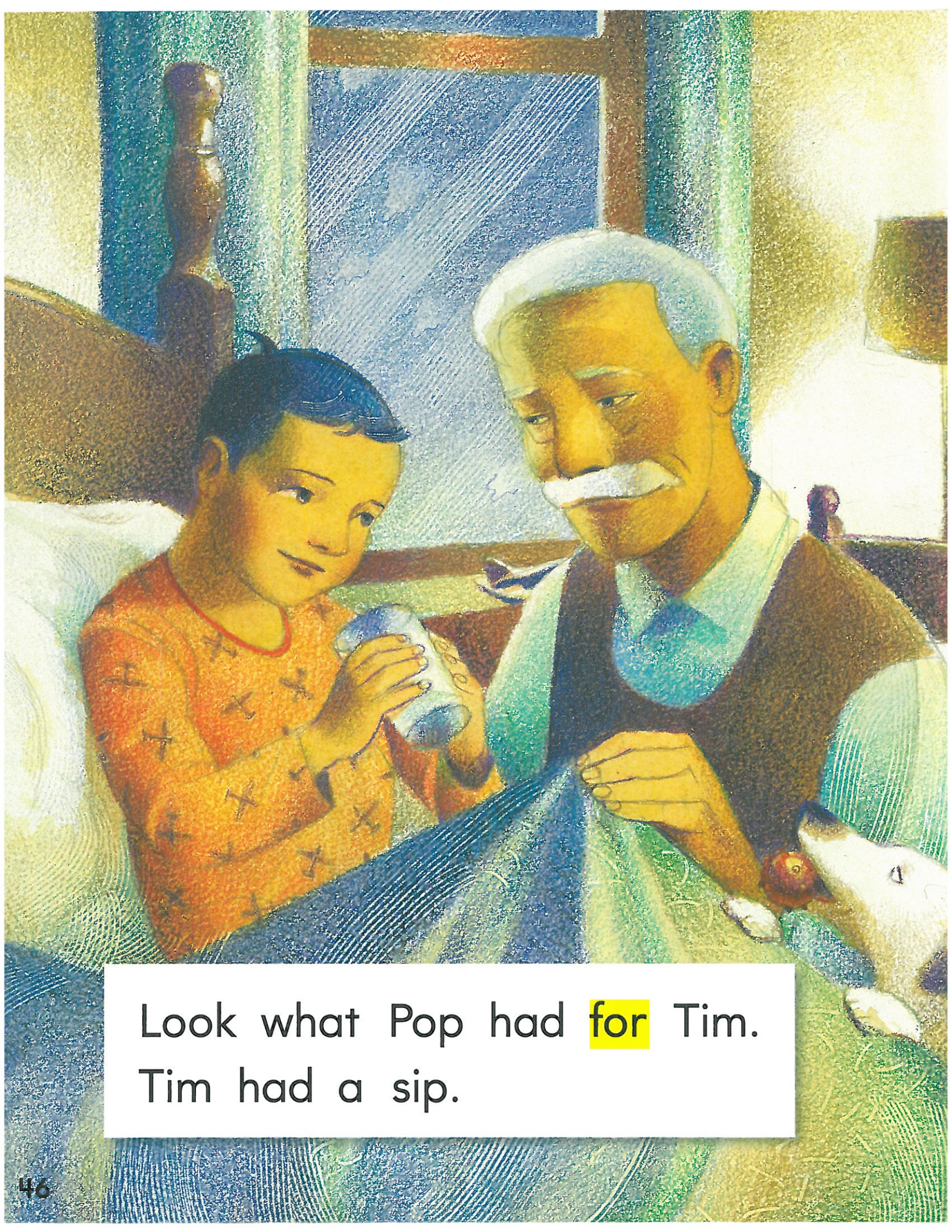
Tim had to go to bed.



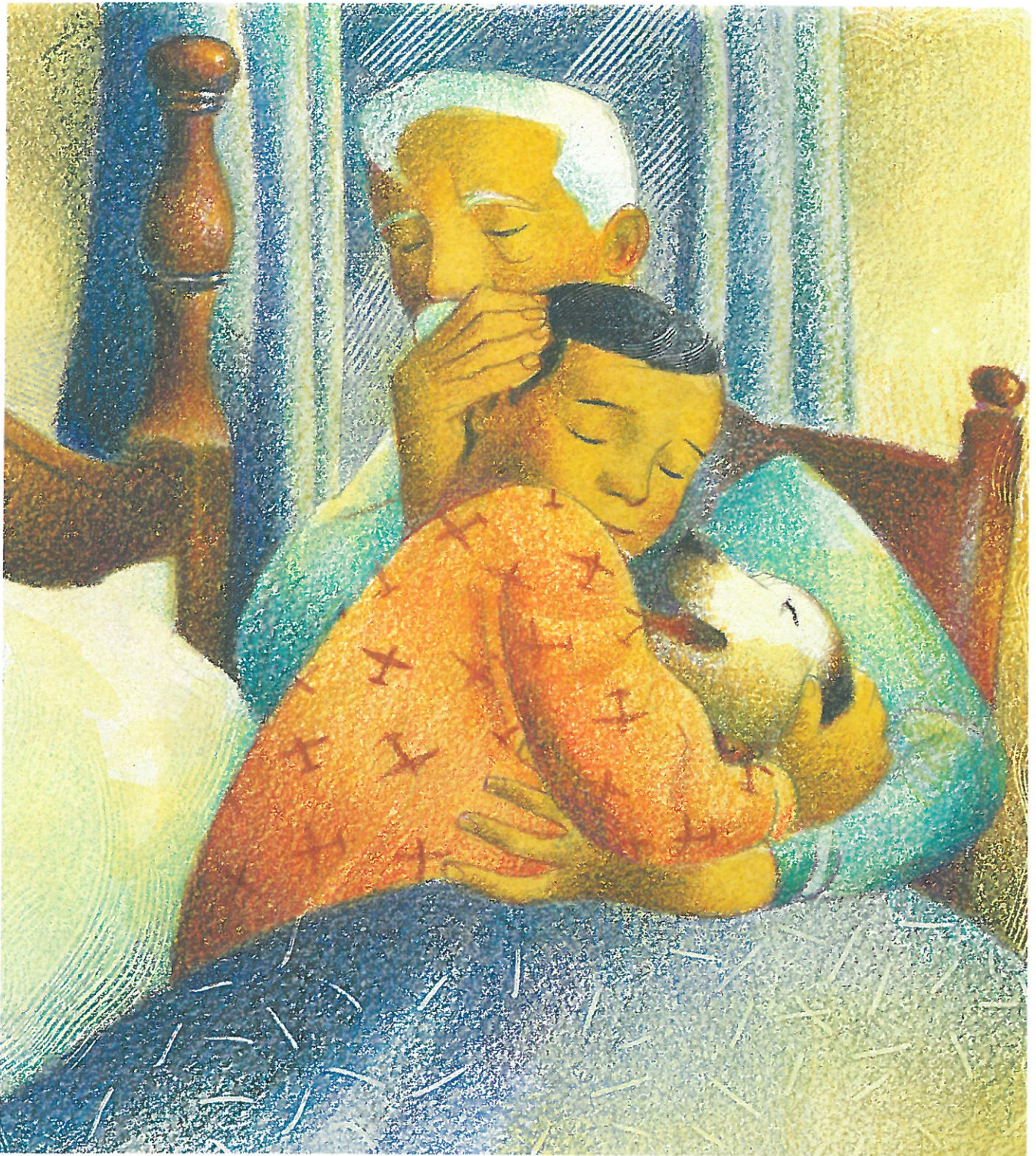
What did Tim and Rip see?



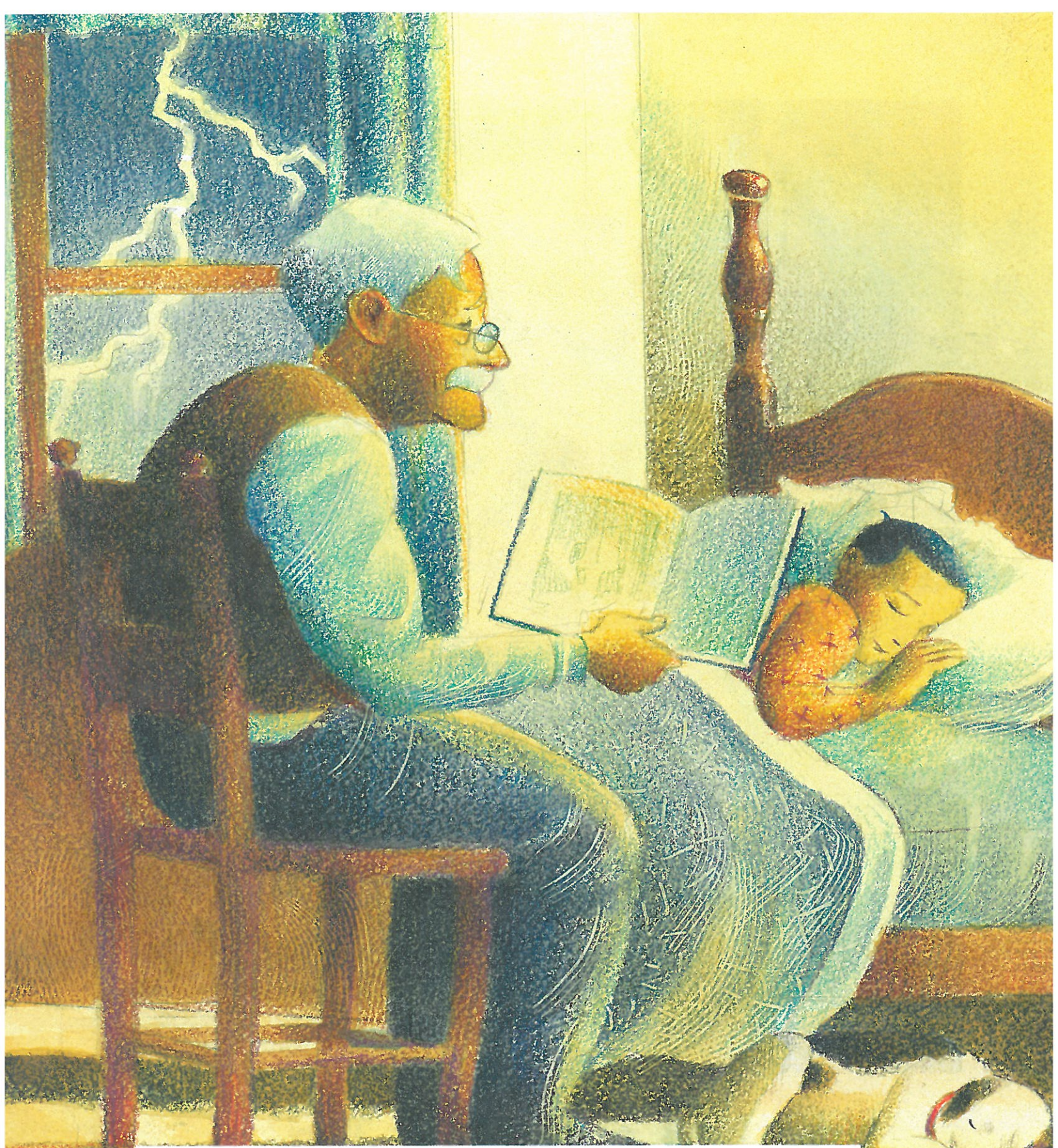
Tim hid in his bed!
Rip hid, **too!**



Look what Pop had **for** Tim.
Tim had a sip.



Pop had a hug for Tim.
He had a hug for Rip, too.



Pop sat with Tim and Rip.

Your Turn

Read Together



A Dark and Stormy Night

Act It Out Act out the story with a partner. Decide who will play Tim and who will play Pop. Use words and actions to show how Tim and Pop feel. PARTNERS



Turn and Talk

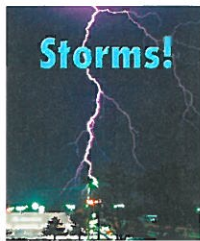
Tim's Feelings

Look at page 45 with a partner. Talk about how Tim feels and why he feels that way. Use the picture and the words on the page to help you.

UNDERSTANDING CHARACTERS



Read Together



Connect to Science



WORDS TO KNOW

he	for
look	too
have	what

GENRE

Informational text gives facts on a topic. Find storm facts. This is from a science textbook.

TEXT FOCUS

Photographs show true pictures with important details. Use these photographs to find out information about storms.

Storms!

A storm is a strong wind with rain or snow. It may **have** hail or sleet. Warm, light air goes up quickly. It mixes with high, cold air. **Look!** It's a storm.

This is a lightning storm in Pampa, Texas.



Kinds of Storms

A thunderstorm has thunder and lightning. It can bring heavy rain.

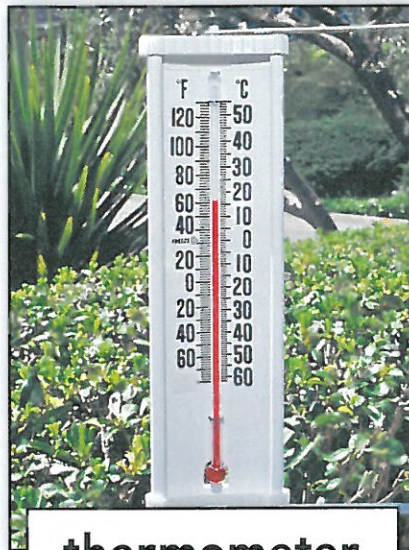
A tornado is a strong, twisting wind. It is shaped like a cone.

A hurricane is a very big storm. It has strong, spinning winds and rain.

A dust storm is a strong wind that carries dust **for** miles.



rain gauge



thermometer



wind gauge



wind sock

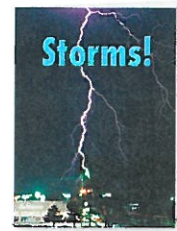
Measuring Storms

A scientist has tools for measuring storms. **He** measures heat and cold. He measures the wind. He measures rainfall and snowfall, **too**.

What storms have you seen?

Making Connections

Read Together



Text to Self

Write Sentences Write about a time you saw a storm. How did the weather change?



Text to Text

Retell and Describe With a small group, talk about storms you have learned about. Decide what kind of storm Tim and Rip saw. Listen to each other.



Text to World

Connect to Social Studies How can neighbors help each other in a storm? Draw a picture.



Grammar

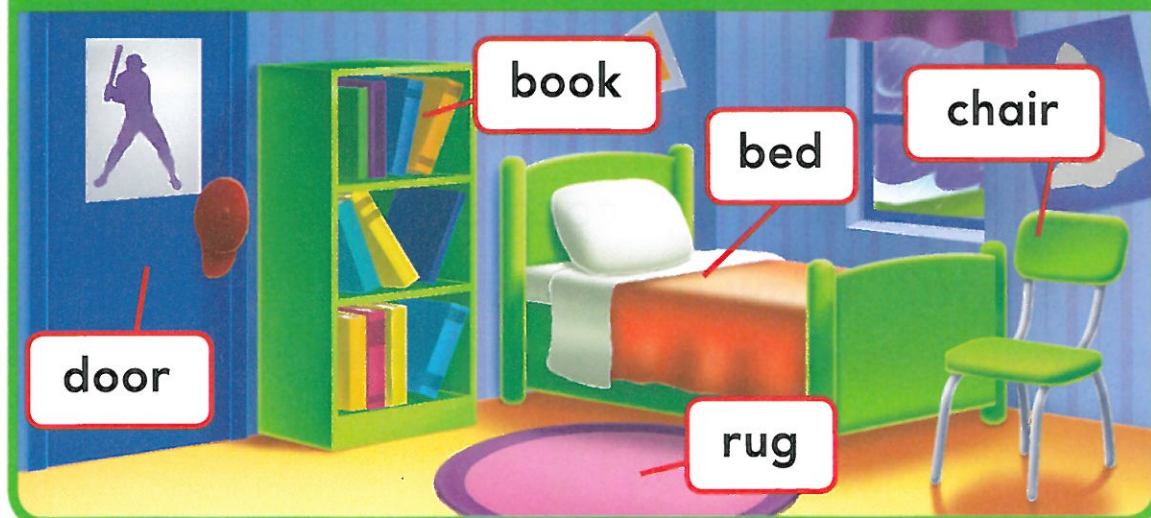
Read Together

Nouns Some words name places. Some words name things. Words that name places and things are called **nouns**.

Nouns for Places



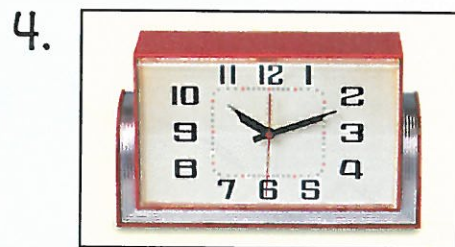
Nouns for Things



Turn and Talk

Talk about each picture with a partner. Name the nouns you see. Then write a noun from the box to name each picture. Use another sheet of paper.

milk coat room city clock



Grammar in Writing

Share your writing. Talk about the nouns you used.

Writing About Us

Read Together

Ideas Kit drew and wrote about her family trip to the beach. Then she thought of new details. She added a **caption** to explain her picture.

Revised Paper



We saw a fish.

Writing Traits Checklist

- Ideas** Does my paper have interesting details about my family trip?
- Do my captions explain the pictures?
- Did I use nouns to name places or things?

Look for nouns in Kit's final paper. Then revise your own writing. Use the Checklist.

Final Paper

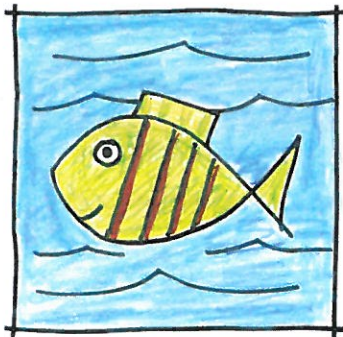
Our Trip to the Beach



my family



a castle we made



We saw a fish.

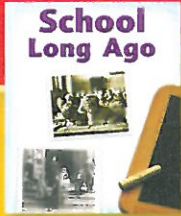
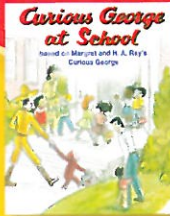


We found shells.



Lesson

3



WORDS TO KNOW

HIGH-FREQUENCY WORDS

sing
do
they
find
funny
no

Vocabulary
Reader



Context
Cards



Words to Know

Read
Together

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

1

sing

These children **sing** with the music teacher.



2

do

The school principal has many things to **do**.



3

they

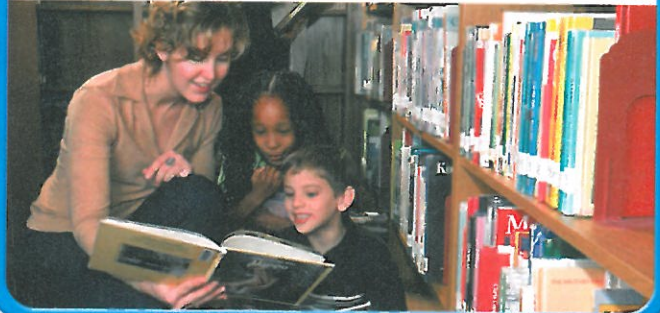
They like to work together in class.



4

find

The librarian helps children **find** books.



5

funny

The art teacher drew a **funny** animal.



6

no

It is safe to cross when **no** cars are coming.



Background

Read Together

✓ WORDS TO KNOW One School Day

1. Children **do** a lot at school.
2. **They** read books.
3. They **find** out many things!
4. They **sing** songs.
5. They draw **funny** pictures.
6. Are they done?
No, they do lots more!



art materials

Things To Do at School



read books



eat lunch



learn math



sing songs

Comprehension

Read Together

✓ TARGET SKILL Sequence of Events

Many stories tell about events in the order in which they happen. This order is called the **sequence of events**. The sequence of events is what happens **first**, **next**, and **last** in a story.



First

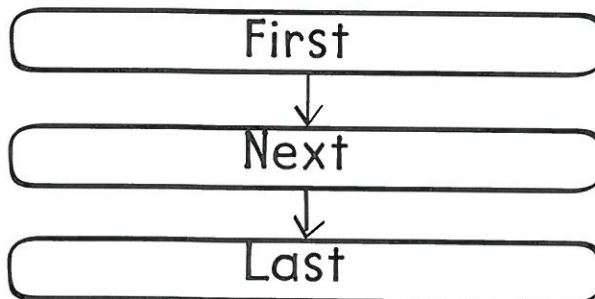


Next

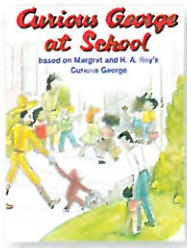


Last

As you read **Curious George at School**, think about what happens first, next, and last.



Main Selection



WORDS TO KNOW

sing	find
do	funny
they	no



TARGET SKILL

Sequence of Events

Tell the order in which things happen.

↓

↓



TARGET STRATEGY

Monitor/Clarify If a part doesn't make sense, read it again.

GENRE

A **fantasy** is a story that could not happen in real life.

Meet the Creators

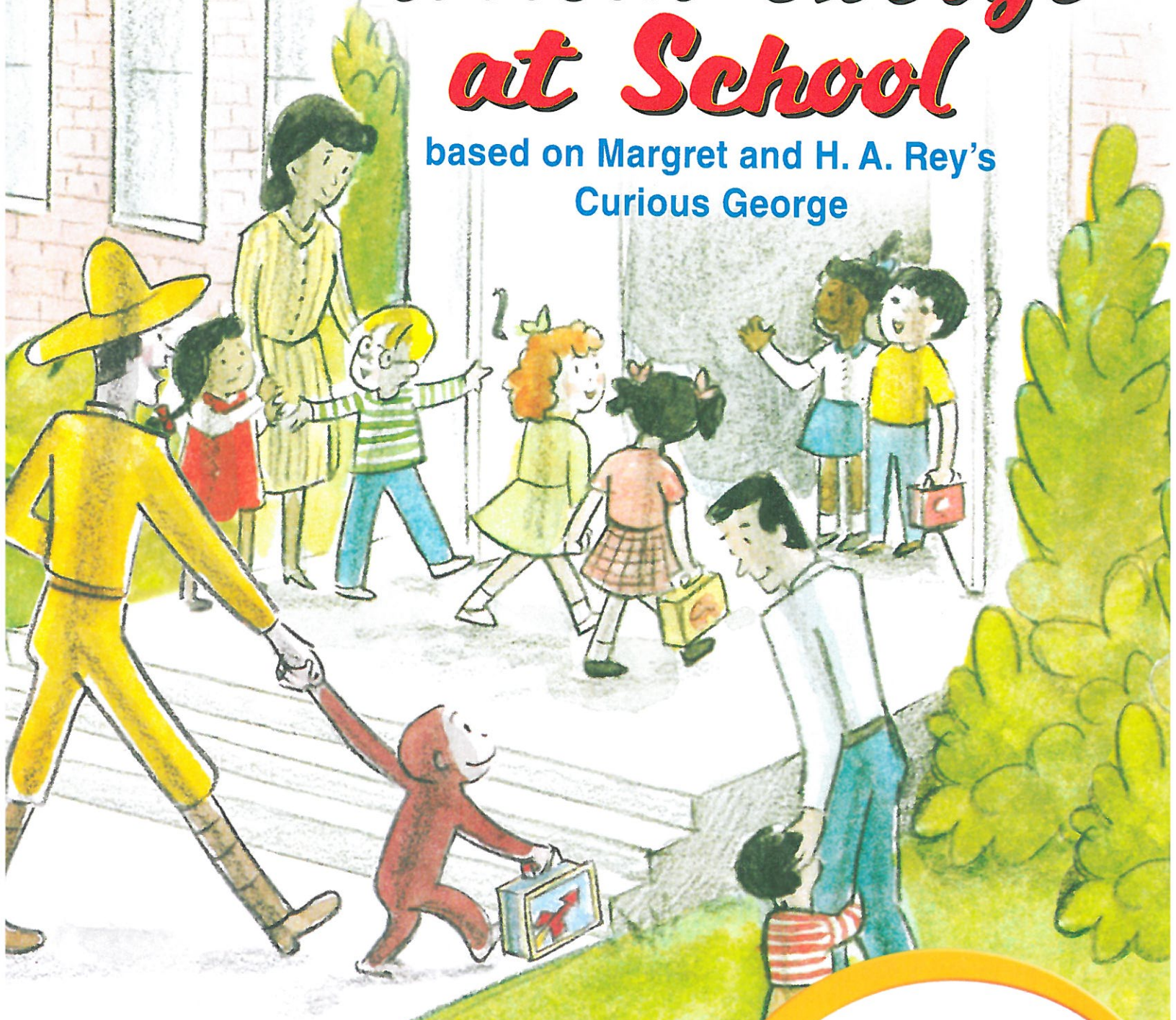
Margret and H. A. Rey

Children all over the world love Curious George! The Reys' books have been published in Spanish, French, Swedish, Japanese, and many other languages. Since the Reys wrote their first book about the curious little monkey, George has starred in more than 40 books, a TV show, and a movie.



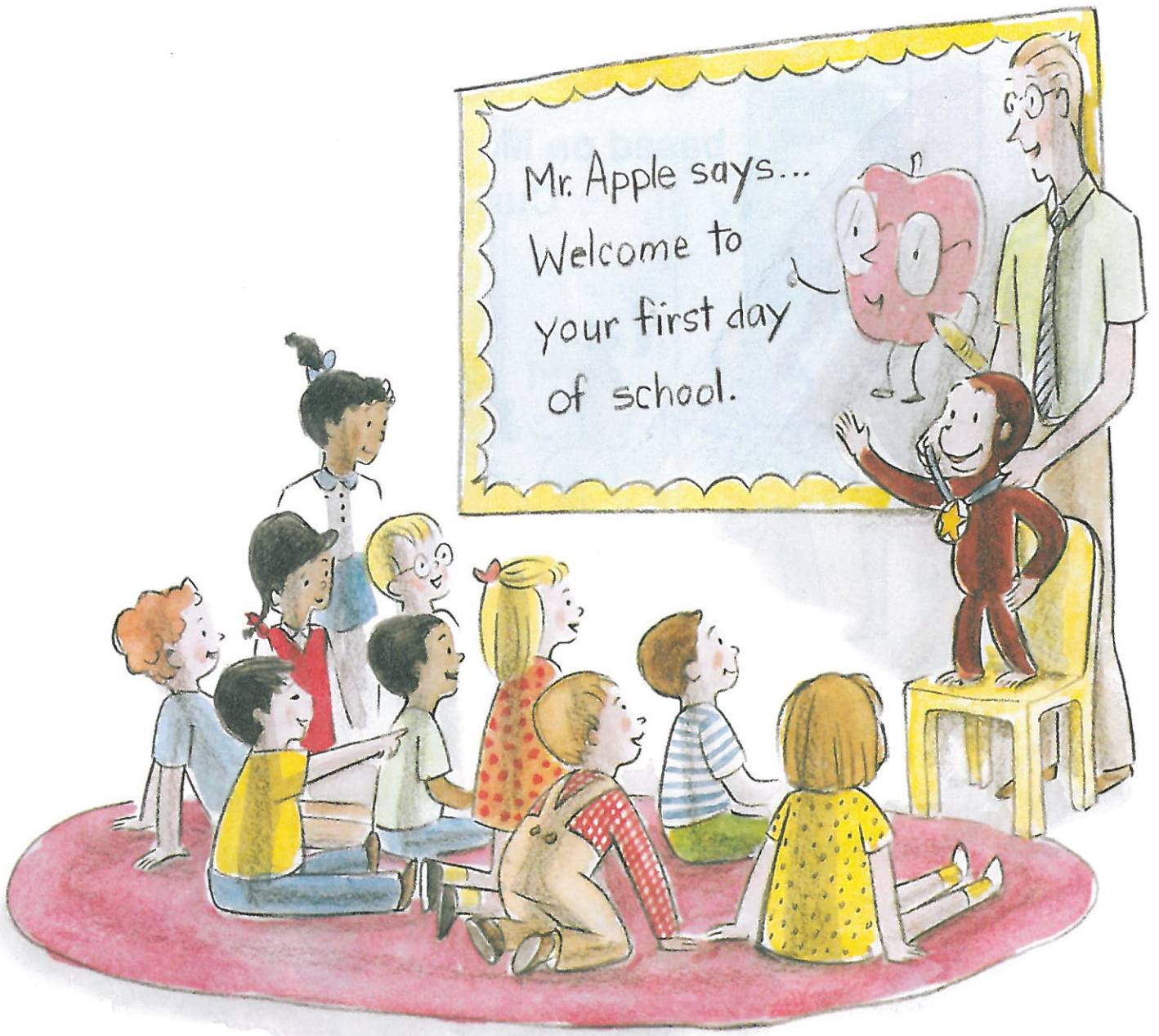
Curious George at School

based on Margret and H. A. Rey's
Curious George



Essential Question

Why is the order
of story events
important?



This is George.
He can help a lot.



George can sing.

He is funny.



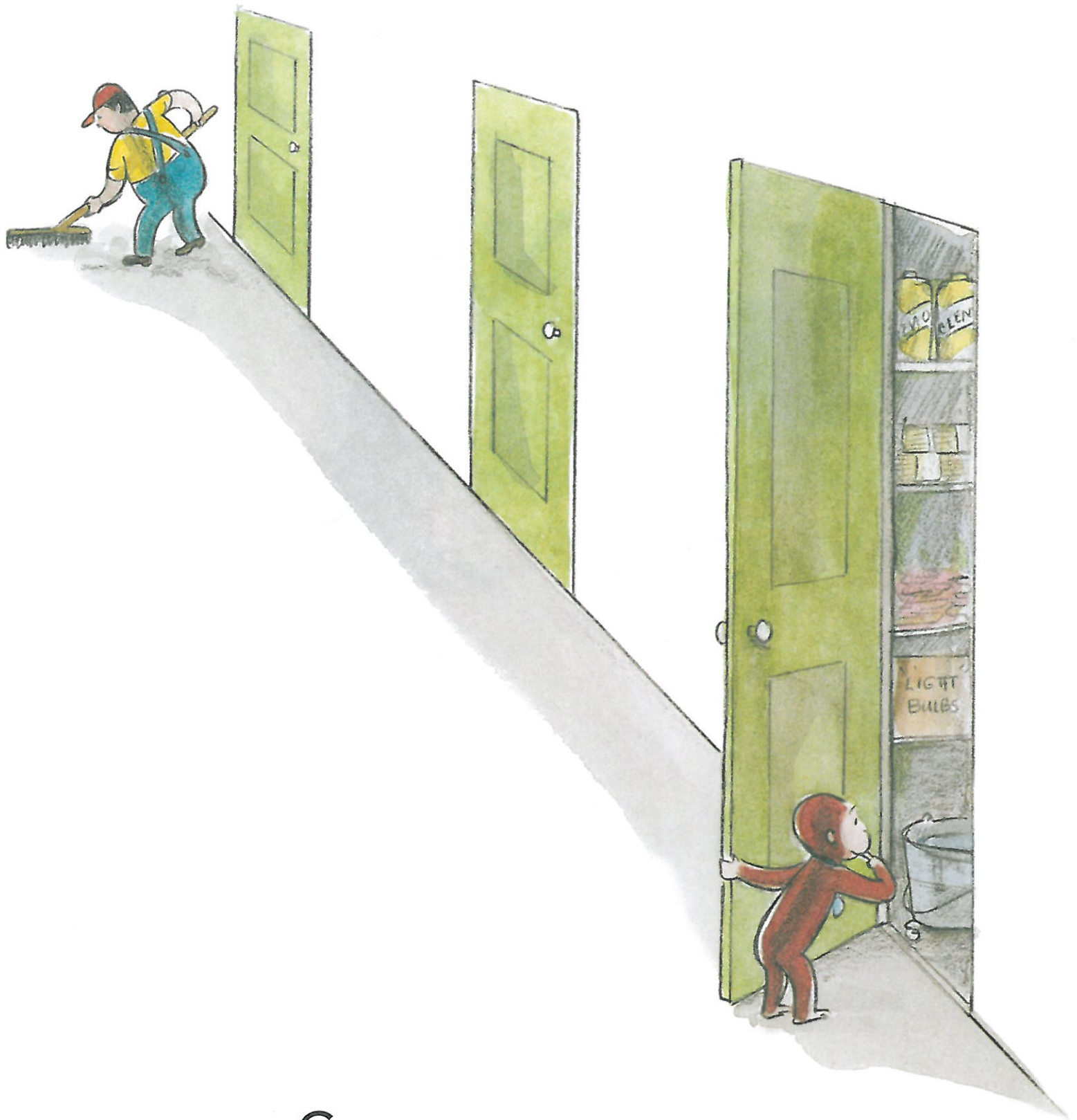
He can see the paints.



Mix, mix, mix a bit.
Mix, mix, mix a lot!



It is a big mess!



George ran.
What did he **find**?



He got a mop.
He had a big job to do.



No, no!

It is a big, **BIG** mess!

George is sad, sad, sad.



Kids help him do a big job.

They can help him a lot.

He is not sad!

Your Turn

Read Together



First Day of School

Write a Sentence

George does a lot on his first day of school.

What did you do on your first day?

Draw a picture of one thing you did. Write a sentence about it.

PERSONAL RESPONSE



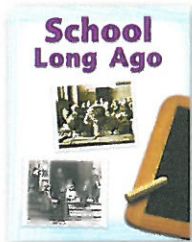
Turn and Talk

A Big Mess

What happens after George sees the paints?
Talk about it with a partner. Be sure to tell the events in order.
Then tell what might happen next in the story.
SEQUENCE OF EVENTS



Read Together



Connect to Social Studies



WORDS TO KNOW

sing	find
do	funny
they	no

GENRE

Informational text gives facts about a topic. This is from a social studies textbook. Read to find out what the topic is.

TEXT FOCUS

A **chart** is a drawing that lists information in a clear way. What can you learn from the chart on page 76?

School Long Ago

How did children get to school?

Was going to school long ago different from going to school today? Let's **find** out! There were **no** school buses long ago. Some children had to walk far to get to school.





What did children bring to school?

Long ago, children did not have backpacks. **They** carried their things for school in their arms. Children did not have a lot of paper long ago. They used chalk to write on small boards called slates.



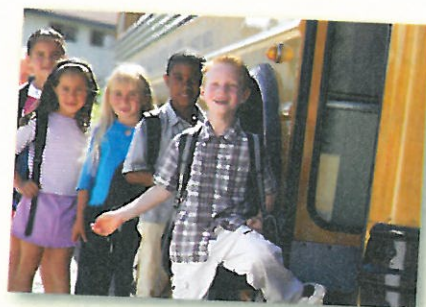
What did children learn?

Long ago, children learned reading, writing, and math. Some teachers taught children **funny** songs to **sing**. What **do** children learn in school today?

Then

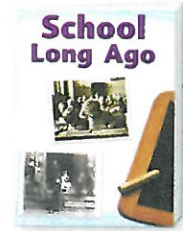


Now



Making Connections

Read Together



Text to Self

Connect to Experiences Think of something Curious George did that you have also done. Write about it.



Text to Text

Compare Stories Is the story about Curious George true or make-believe? How do you know? Tell how you know **School Long Ago** is a true story.



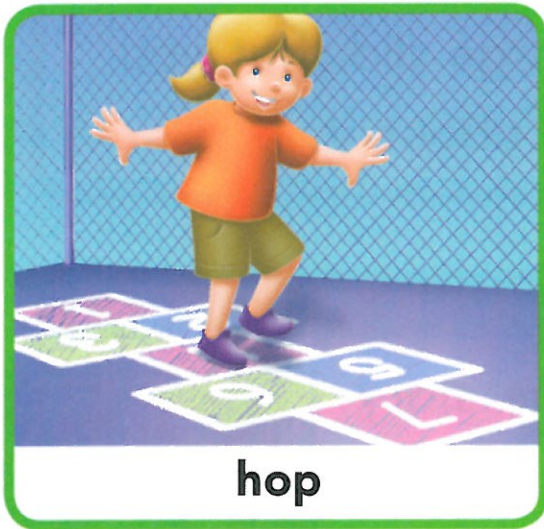
Text to World

Draw a Map Draw a map of your classroom. Show where you sit.

Grammar

Read
Together

Action Verbs Some words tell what people and animals do. These action words are called **verbs**.



Turn and Talk

Write a verb from the box to name the action in each picture. Use another sheet of paper. Then act out one of the verbs. Have a partner guess the verb.

paint help sip mix

1.



3.



2.



4.




Grammar in Writing

When you revise your writing, use action verbs to tell about things you do.

Writing About Us

Read Together




 **Word Choice** Writers use exact nouns to help give readers a clear picture.

Leah wrote about school activities. Later, she changed **things** to a noun that is exact.

Revised Draft

We all read ~~things~~^{books}.

Writing Traits Checklist

-  **Word Choice** Did I use nouns that are exact?
-  Did I use action verbs to tell about things I do?
-  Did I write letters neatly and correctly?

Find nouns and verbs in Leah's final copy.
Then revise your writing. Use the Checklist.

Final Paper

Fun at School

We all read books.

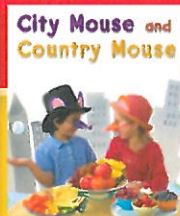
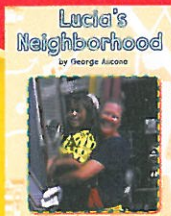
I write stories.

Ani feeds our mice.



Lesson

4



WORDS TO KNOW

HIGH-FREQUENCY WORDS

my
here
who
all
does
me

Vocabulary Reader



Context Cards



Read Together

Words to Know

- Read each **Context Card**.
- Tell about a picture, using the blue word.

1

my

The dentist will check **my** teeth.



2

here

The firefighters keep their trucks **here**.



3

who

Who brings the mail to your house?



4

all

The baker made **all** of these rolls.



5

does

Does this vet take care of dogs?



6

me

The zookeeper let **me** pet the koala.



Background

Read
Together



WORDS TO KNOW

Good Neighbors

1. Come to **my** neighborhood!
2. People are friendly **here**.
3. We **all** help each other.
4. How **does** my neighbor help?
5. She helps **me** plant the garden.
6. **Who** will I help today?



How has someone helped you?

How can you help someone?

Comprehension



✓ TARGET SKILL Text and Graphic Features

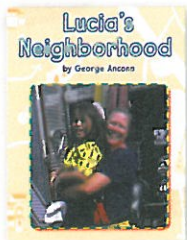
Authors may use **special features** to tell about the topic of a selection. Labels and captions give information about photos. Photos, graphs, maps, and drawings help explain a topic. Good readers think about special features to understand what the author wants them to know.



As you read **Lucia's Neighborhood**, think about the special features. Use a chart like this one to tell what the author wants you to know.

Feature	Purpose

Main Selection



WORDS TO KNOW

my	all
here	does
who	me



TARGET SKILL

Text and Graphic Features Tell how words go with photos.



TARGET STRATEGY

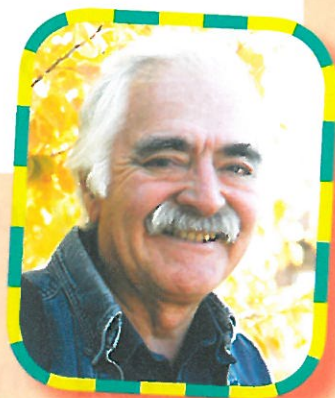
Question Ask questions about what you read.

GENRE

Informational text gives facts about a topic. Find facts as you read this selection.

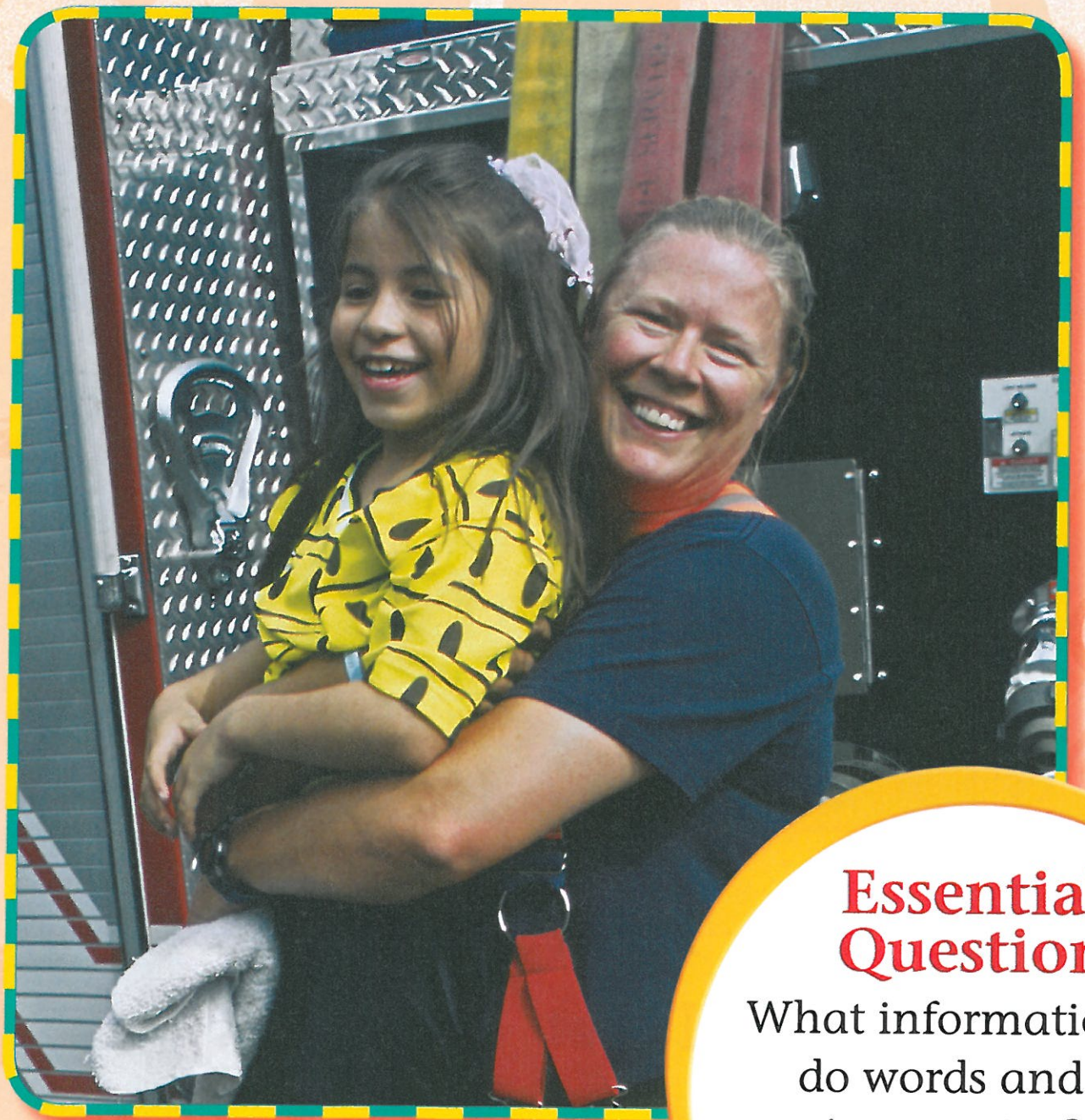
Meet the Author and Photographer George Ancona

What do you like to do for fun? George Ancona enjoys dancing, listening to salsa music, and spending time with his grandchildren. He does not like to watch TV or send e-mail. Mr. Ancona has written many books, including **Mi Música/My Music**.



Lucia's Neighborhood

written and photographed by George Ancona



Essential Question

What information do words and pictures give?



Hi! I am Lucia.
Can I get a goal?



Yes! We win.
We **all** get pins.

Bakery



What can Mom and I do?
Look what we get **here**.

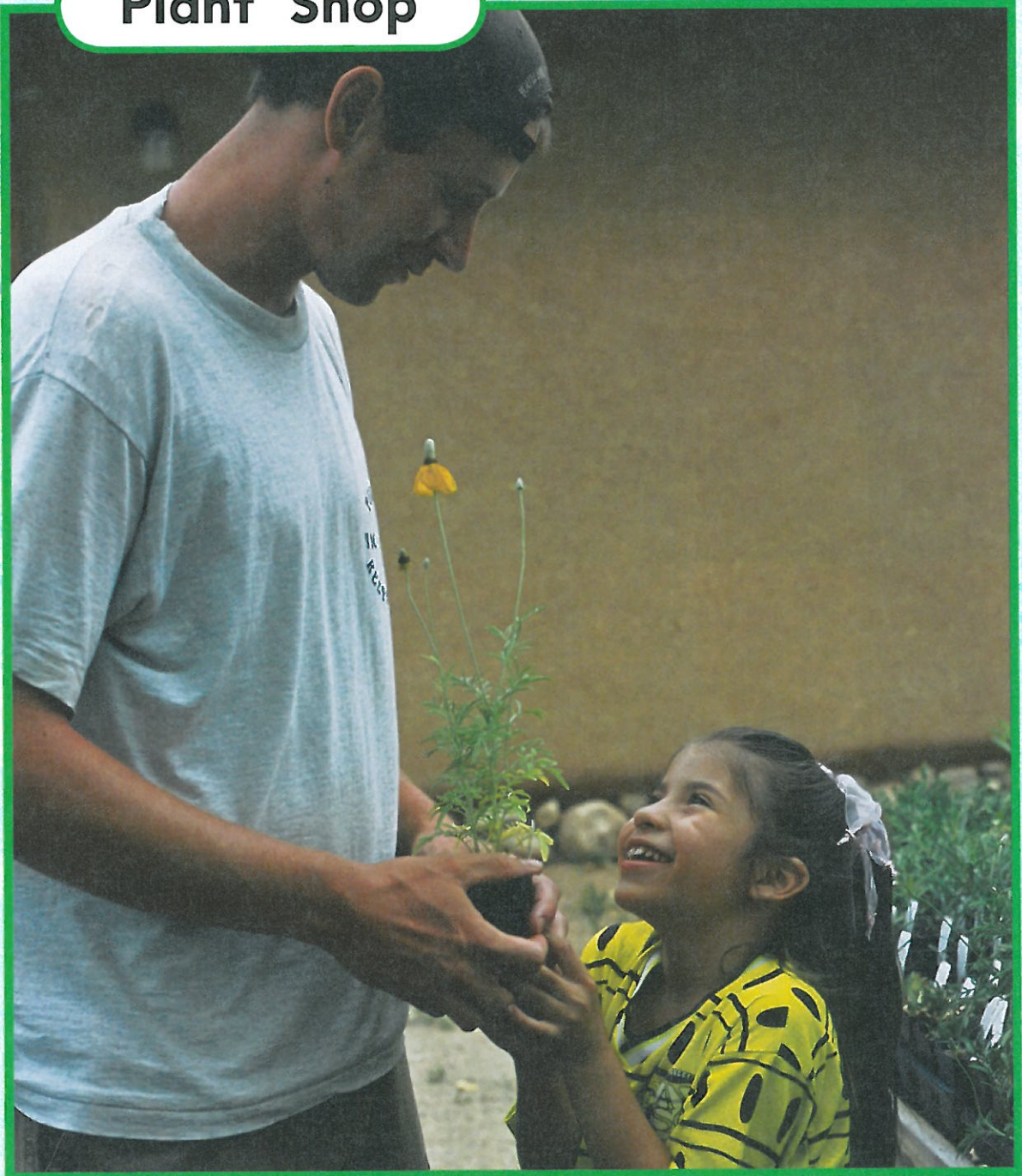
Pet Shop



I can look at pets here.
It is fun.

61

Plant Shop



Mom let **me** get a plant here.
It is not big yet.

Street



Who can fix the street?
Here is the man who can fix it.

Garage



Who can fix a car?
Here is the man who can fix it.

Firehouse



61

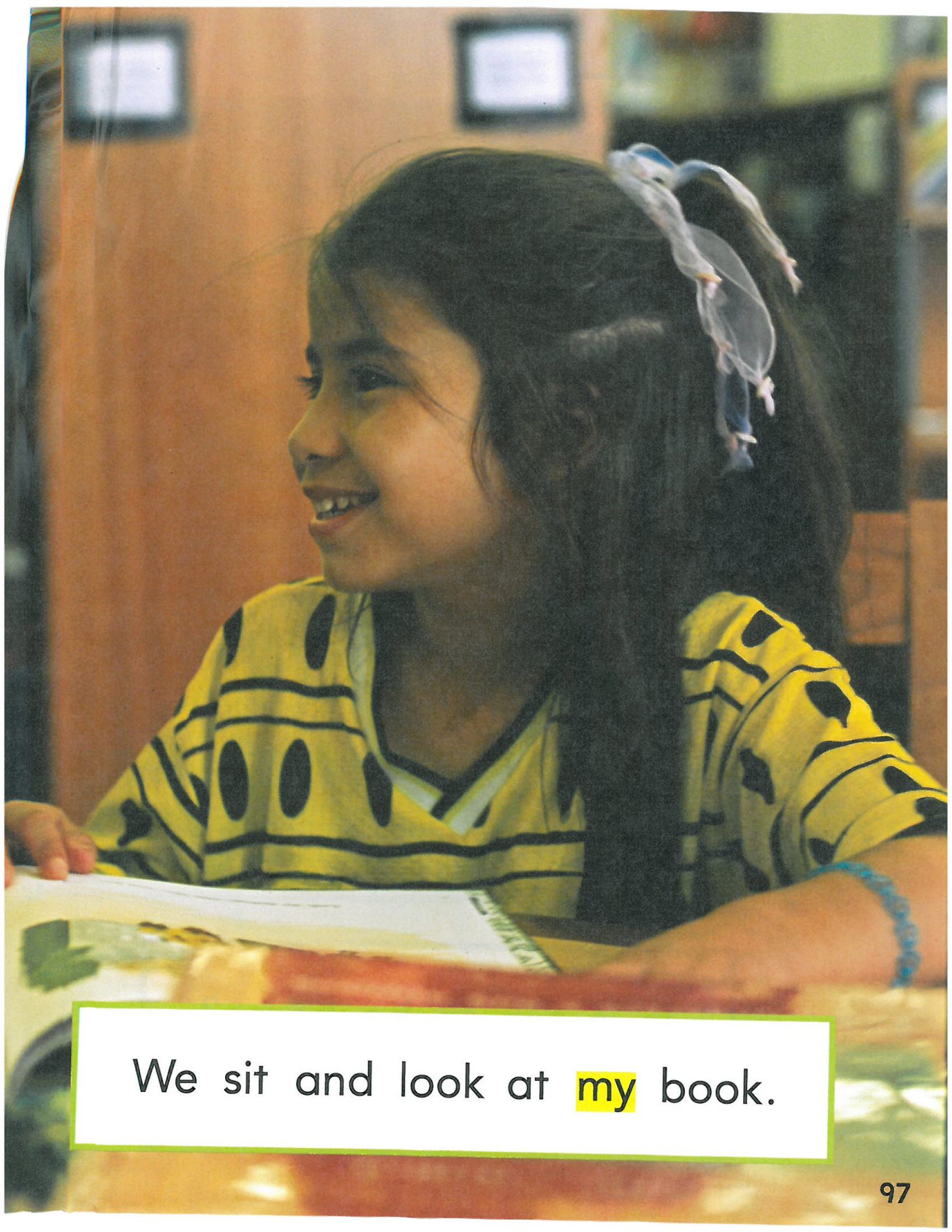
Who has on firefighter's pants?
They are too big to fit me yet!



Library

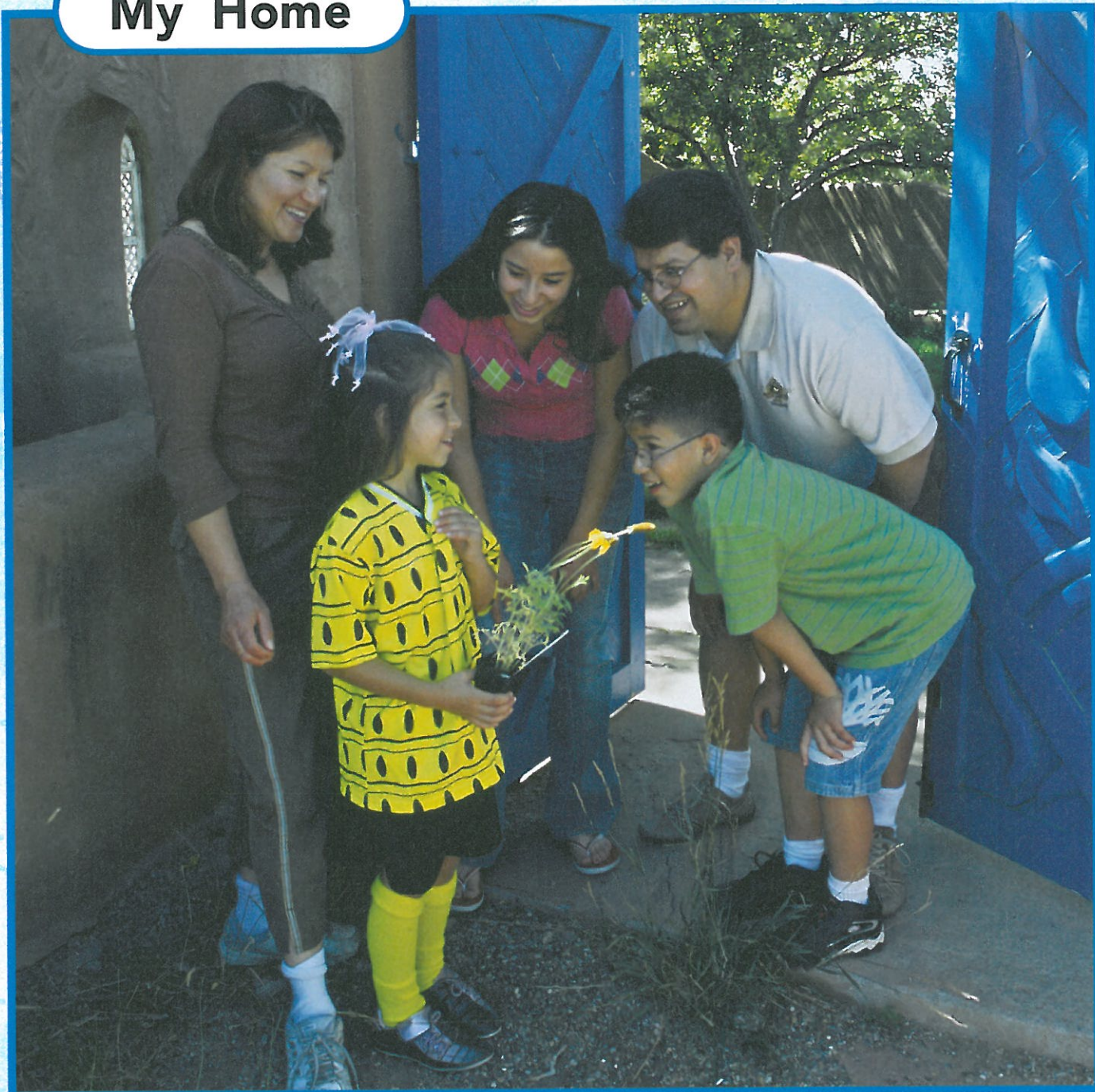
Does the librarian help me?

Yes!



We sit and look at **my** book.

My Home



Is it fun to be home?
You bet it is!

Your Turn

Read Together



Lucia's Neighborhood

Make a Map Draw a map that shows places Lucia likes to visit in her neighborhood. Label your map with the names of the places. SOCIAL STUDIES



Turn and Talk

Words and Pictures

Choose one place that Lucia visited. Describe the place to a partner. Use the photo and the words on the page to help you. TEXT AND GRAPHIC FEATURES



Read Together

City Mouse and
Country Mouse



Connect to Traditional Tales



WORDS TO KNOW

my	all
here	does
who	me

GENRE

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

TEXT FOCUS

Many tales begin with **Once upon a time**. Why do you think the storyteller uses these words?

Readers' Theater

City Mouse and Country Mouse

retold by Debbie O'Brien

Cast



Country Mouse



City Mouse



Cat



Once upon a time, there were two mice.



I love **my** country home.
Come eat with **me**.



I like city food better.



Come with me to the city. We will eat like kings.



I will come.



Here is my home.



Look at **all** this yummy food!





Meow, meow. I will have mice for lunch!



Who is that?



It's Cat! Run and hide.

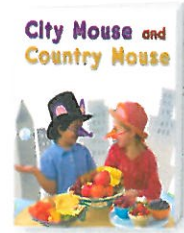
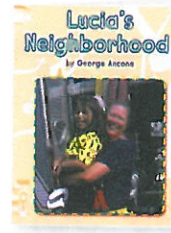


City Mouse, my home **does** not have fine food, but it is safe. I'm going back to the country.



Making Connections

Read Together



Text to Self

Respond to the Story What lesson does Country Mouse learn? Has anything like this ever happened to you? Write about it.



Text to Text

Connect to Social Studies How do Lucia and the mice feel about their neighbors? How do you know?



Text to World

Discuss Neighborhoods
Who or what makes your neighborhood special?



Grammar

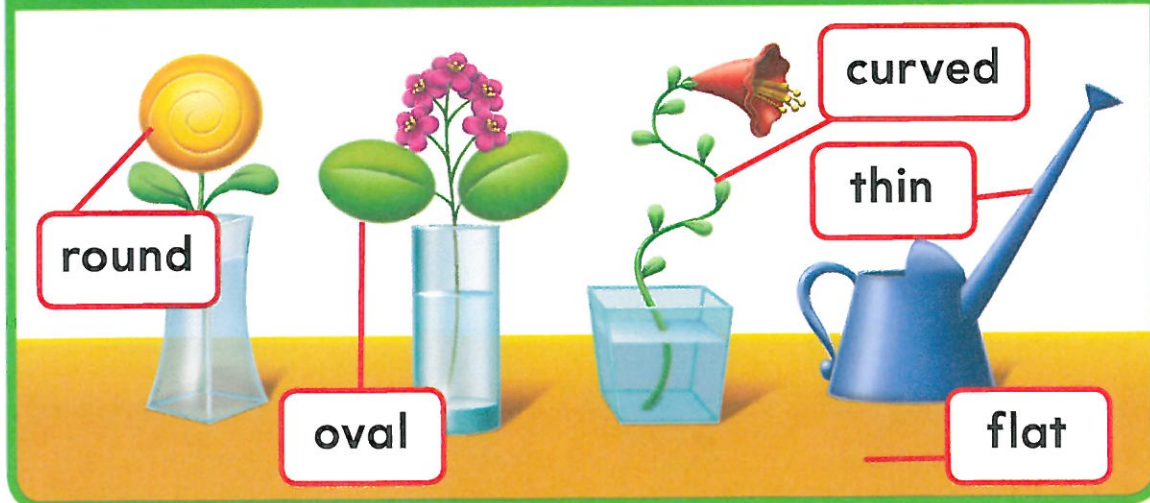
Read Together

Adjectives Some words describe people, animals, places, or things. These describing words are called **adjectives**. Adjectives can describe by telling size or shape.

Adjectives for Size

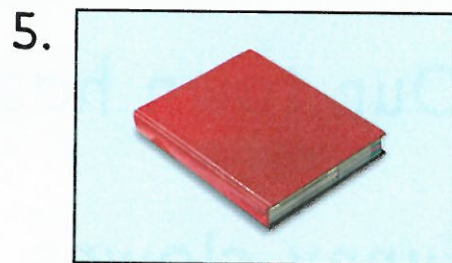
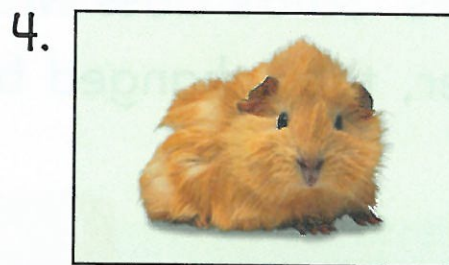
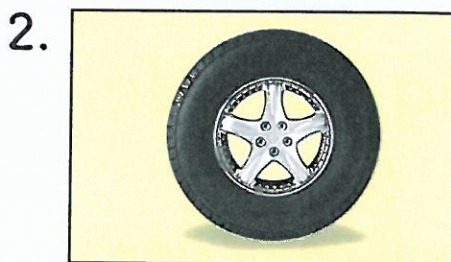
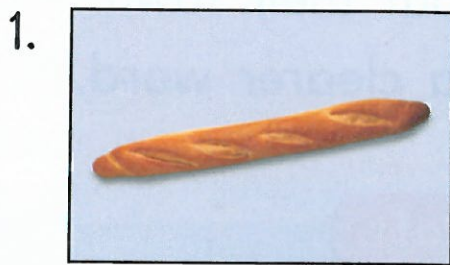


Adjectives for Shape



Try This!

Think of an adjective for size or shape to describe each picture. Write the word on another sheet of paper.




Grammar in Writing

When you revise your class story, look for places where you can add some adjectives.

Writing About Us

Read Together

 **Word Choice** When you write a **class story**, choose interesting words that are just right! Don't use the same word again and again.




Ms. Soto's class wrote about their town. Later, they changed **big** to a clearer word.

Revised Draft

Our town has a big parade.

Funny clowns wear ^{tall}~~big~~ hats.
^

Revising Checklist

-  Does our story have interesting details?
-  Did we use nouns that are exact?
-  Did we use adjectives to tell about size or shape?

Find words in Ms. Soto's class story that help you picture the parade. Then revise your class story. Use the Checklist.

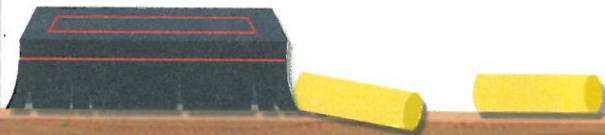
Final Copy

Our Town Parade

Our town has a big parade.

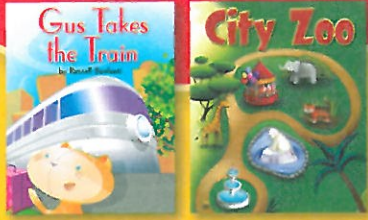
Funny clowns wear tall hats.

A fire truck blasts its
horn. Horses prance
down wide streets.



Lesson

5

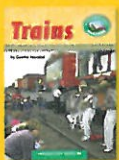


WORDS TO KNOW

HIGH-FREQUENCY WORDS

many
friend
full
pull
hold
good

Vocabulary
Reader



Context
Cards



Read
Together

Words to Know

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

1

many

There are **many** cars on the street.



2

friend

She likes to ride the bus with her **friend**.



3

full

This train is always **full** of people.



4

pull

He can **pull** his pet in the wagon.



5

hold

She can **hold** up her hand to get a taxi.



6

good

The ferry is a **good** way to see the city.



Background

Read
Together

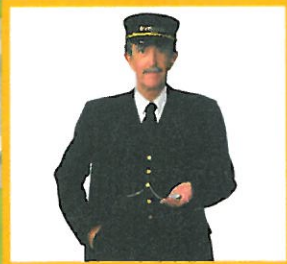
✓ **WORDS TO KNOW** All Aboard!

1. **Many** people like train rides.
2. It is fun to sit with a **friend**.
3. There is a shelf to **hold** your bag.
4. Sometimes all the seats are **full**.
5. Everyone will have a **good** time!
6. The conductor will **pull** the whistle cord.

A Train Ride



train



conductor



bags



seats

Comprehension

Read
Together

✓ TARGET SKILL Story Structure

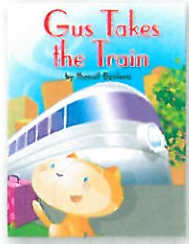
A story has different parts. The **characters** are the people and animals in a story. The **setting** is when and where a story takes place. The **plot** is the order of story events. It tells what problem the characters have and how they solve it.



As you read **Gus Takes the Train**, use a story map to describe who is in the story, where they are, and what they do.

Characters	Setting
Plot	

Main Selection



WORDS TO KNOW

many	pull
friend	hold
full	good



TARGET SKILL

Story Structure Tell the setting, characters, and events in a story.



TARGET STRATEGY

Analyze/Evaluate Tell how you feel about the text, and why.

GENRE

A **fantasy** is a story that could not happen in real life.

Meet the Author
and Illustrator

Russell Benfanti

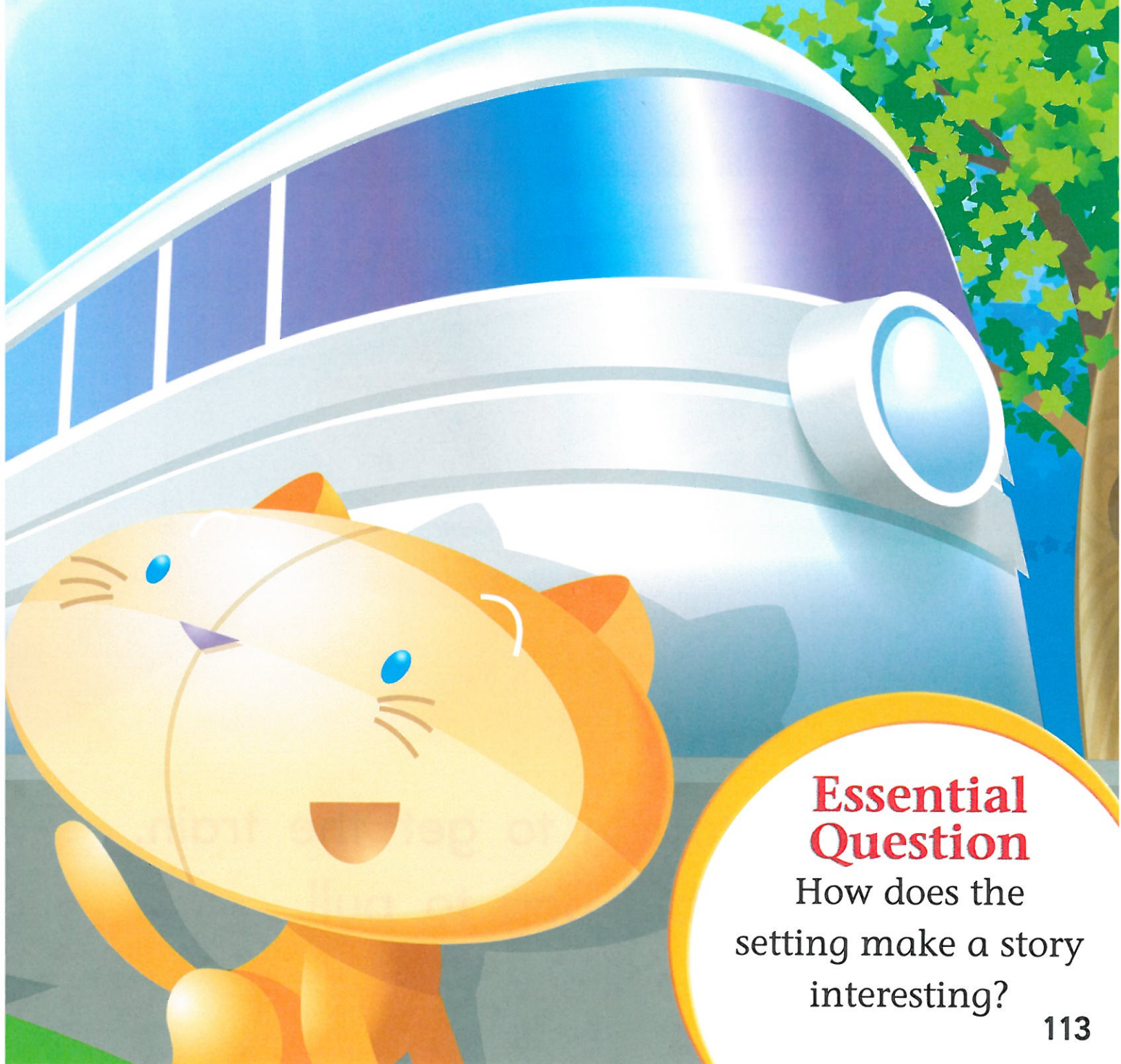


If you like Russell Benfanti's colorful artwork, then visit a toy store. There you will find board games, toy packages, and computer games that Mr. Benfanti designed.

"I love what I do!"
he says.

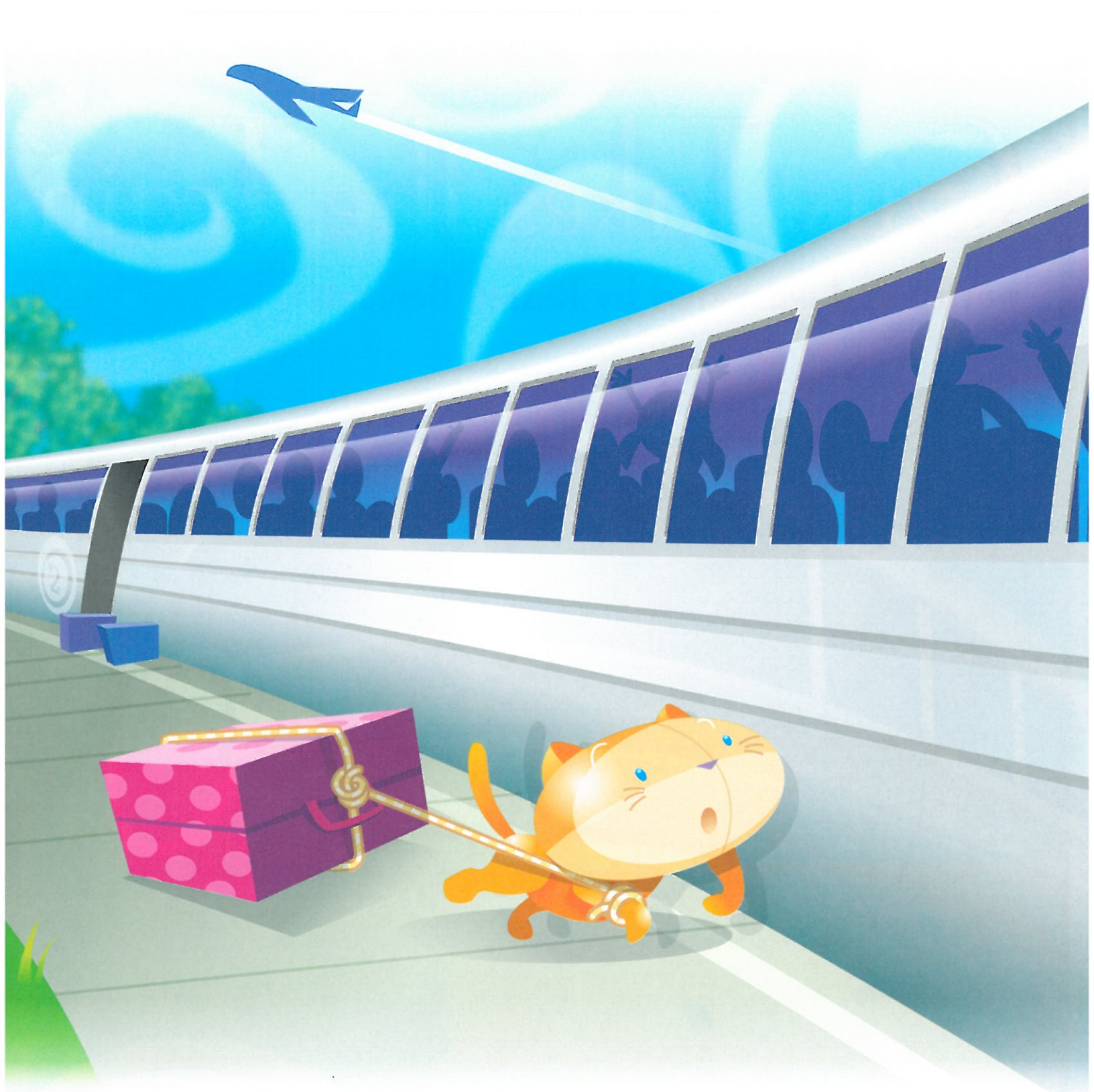
Gus Takes the Train

written and illustrated by Russell Benfanti



Essential Question

How does the setting make a story interesting?



Gus has to run to get the train.
He has a big bag to **pull**.



Run, Gus, run!

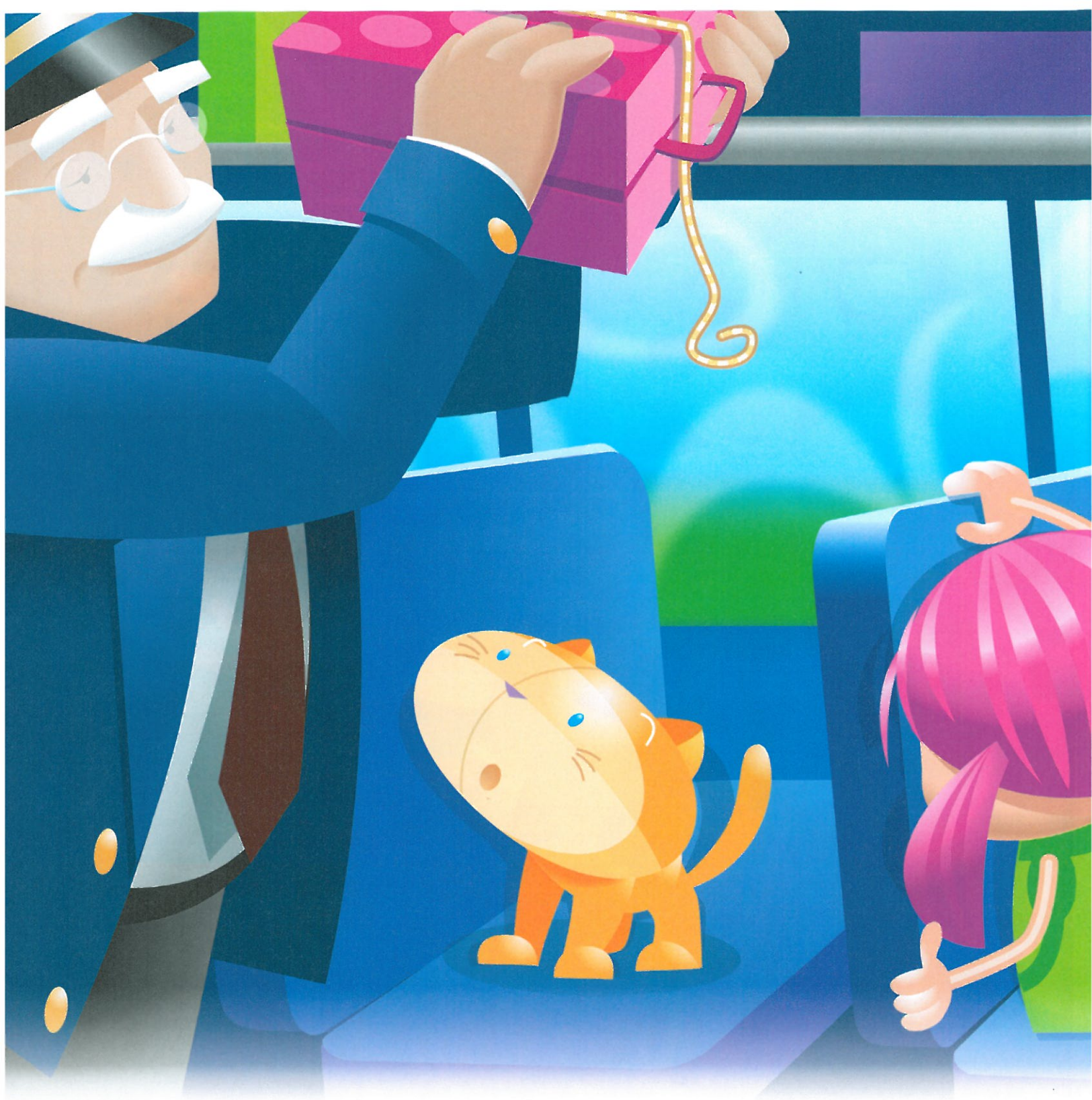


Gus cannot pull up his bag.
The conductor can help him.



The train is **full**.

Gus can see **many** kids.



Gus sat.
His big bag can go up here.



Gus met a friend!
Peg and Gus sing and play.



Peg can **hold** the cups for Gus.
They are too full!



Peg and Gus have a sip.
It is **good!**



Gus can see a lot.



A funny bug is on the window!



We are here!
Gus had fun on the train.

Your Turn

Read Together



Let's Take a Trip

Make Trading Cards Work with a group to make cards that show different ways people travel. Then take turns choosing a card. Tell where you would go and what you would see on your trip. **SMALL GROUP**



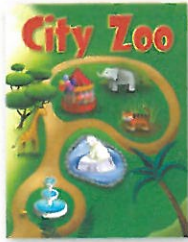
Turn and Talk

A Fun Ride

Tell the story to a partner. Tell it the way Peg would tell it. Then tell why you think Gus and Peg had fun on the train. **STORY STRUCTURE**



Read Together



Connect to Social Studies



WORDS TO KNOW

many	pull
friend	hold
full	good

GENRE

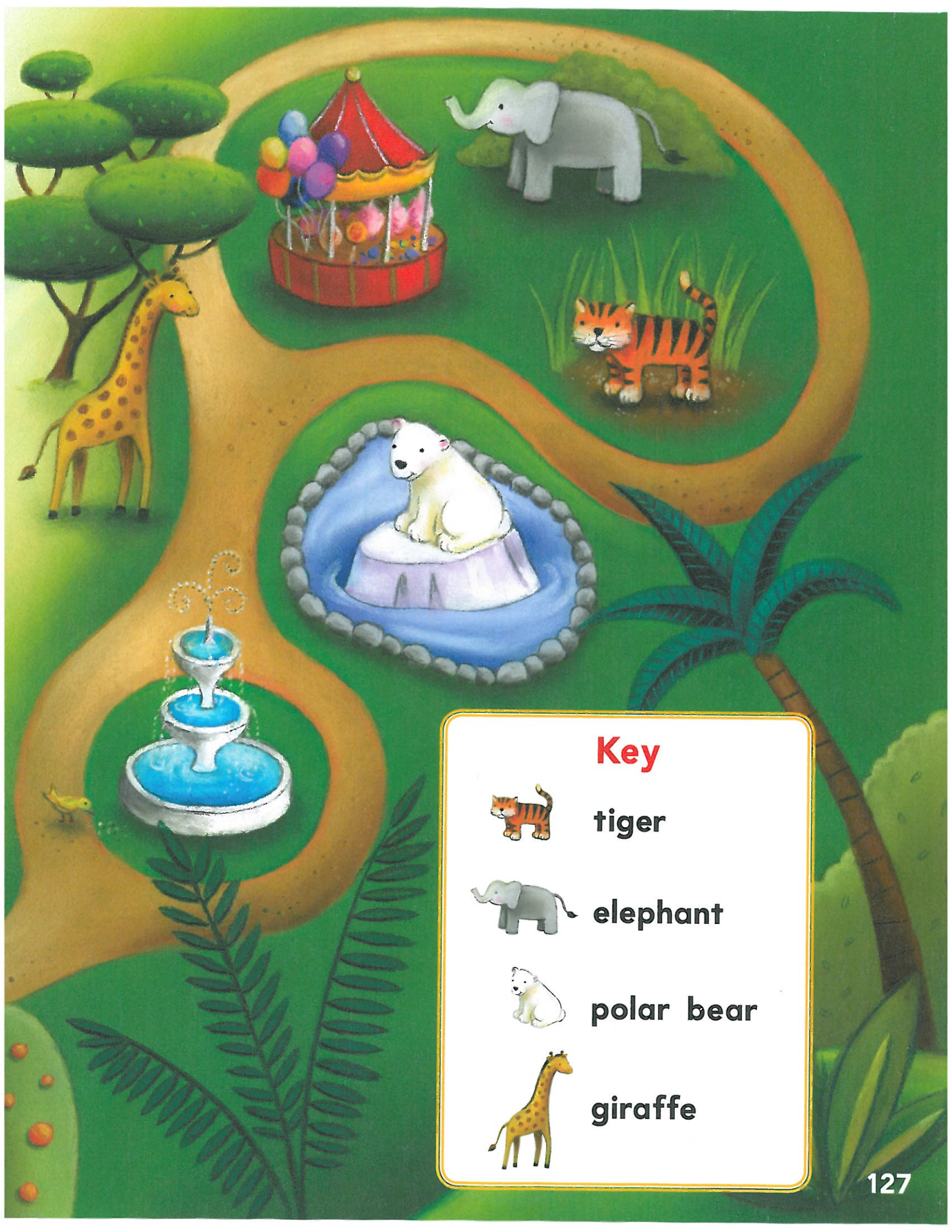
Informational text gives facts about a topic. What is the topic of the selection?

TEXT FOCUS

A **map** is a drawing of a place. A **key** shows what pictures on the map mean. What does each picture in the key on page 127 mean?

City Zoo

Welcome to the City Zoo!
The zoo is **full** of **many** interesting animals. See if you can find all the animals on the map.



Key



tiger



elephant



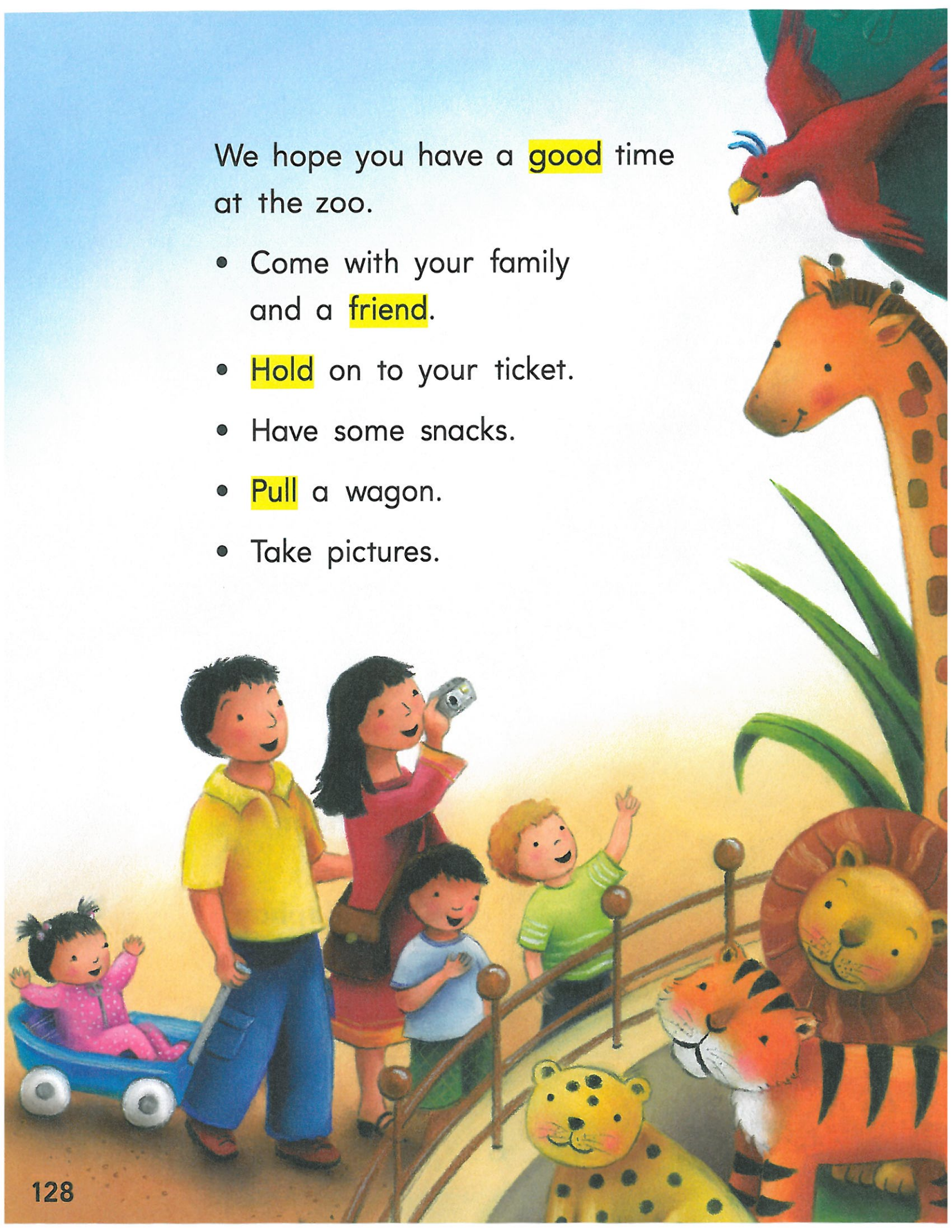
polar bear



giraffe

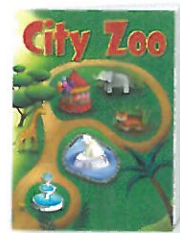
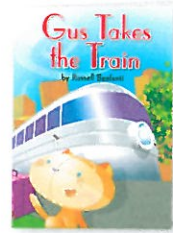
We hope you have a **good** time at the zoo.

- Come with your family and a **friend**.
- **Hold** on to your ticket.
- Have some snacks.
- **Pull** a wagon.
- Take pictures.



Making Connections

Read Together



Text to Self

Write a Description Write to tell your classmates about a time you went on a trip. Tell them what you saw and did.



Text to Text

Compare Stories Think about the selections. Tell which is make-believe. Which is true? How do you know?



Text to World

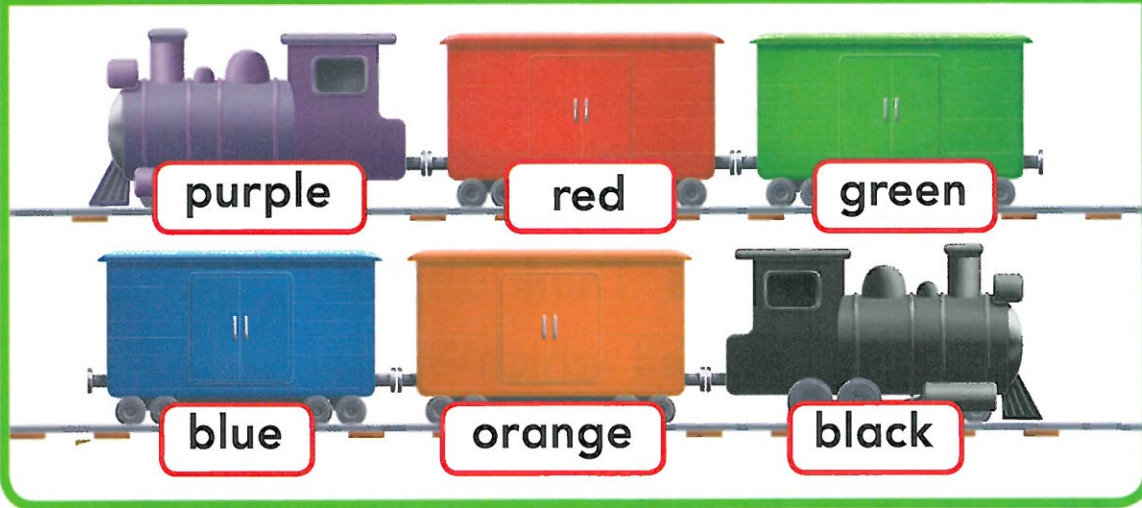
Connect to Social Studies Imagine that you are traveling to study animals. Where would you go? Find that place on a map or globe.

Grammar

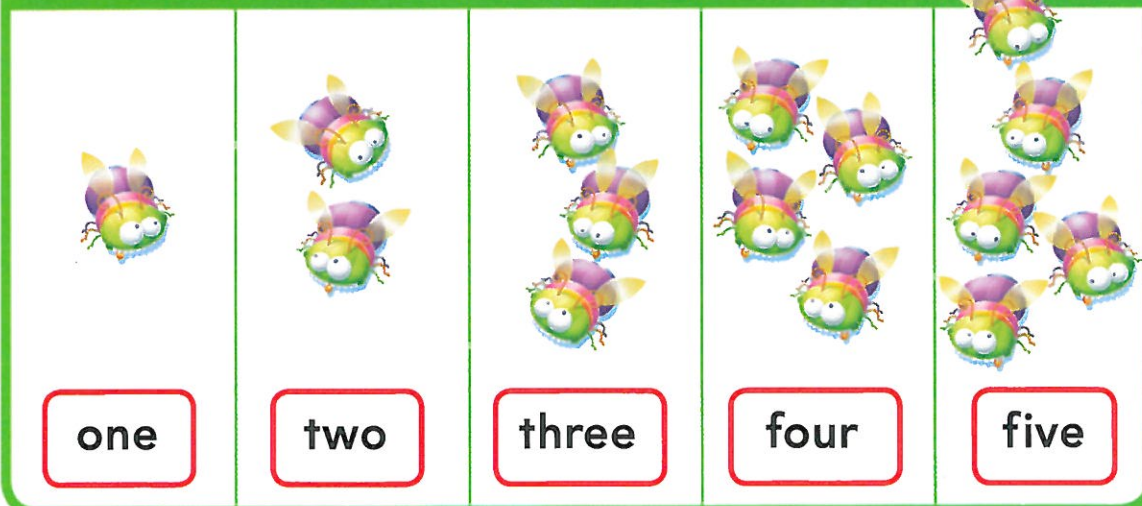
Read Together

Adjectives Some **adjectives** describe people, animals, places, or things by telling their color or how many.

Adjectives for Color








Adjectives for Number



Turn and Talk

Use one number adjective and one color adjective to describe each picture. Talk with your partner about how adjectives help you tell how things look.


-  ? ? bags
-  ? ? cat
-  ? ? cups
-  ? ? hats
-  ? ? bugs

Grammar in Writing

When you revise your writing, look for places where you can add some adjectives.

Writing About Us

Read Together

 **Ideas** When you write a **class story**, use adjectives to describe things clearly.

Mr. Tam's class wrote about a bus trip. They used **First**, **Next**, and **Last** to tell the order of events. Then they added the adjective **yellow** to tell more about the bus.

Revised Draft

First, we got on a ^{yellow} bus.

Revising Checklist

- Are the story events in the correct order?
- Did we use words like **first**, **next**, and **last** to show the order?
- Could we tell more by adding adjectives?

Read the class story. Find adjectives.
Find words that tell order. Now help revise
your class story. Use the Checklist.

Final Copy

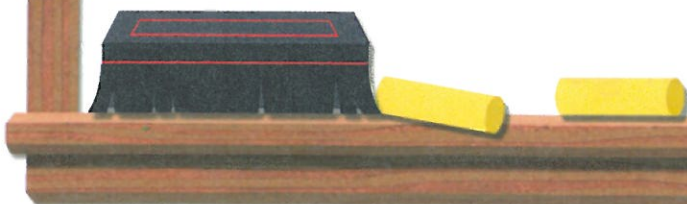
A City Bus Ride

Our class took a bus trip.

First, we got on a yellow bus.

Next, we sang two songs.

Last, we saw tall
buildings and
long trains.



Read the next two stories. Then tell the main idea of each story.

A Pet for Tim

My dad said, "Tim, you can get a pet."

My friends have pets I like.

Dan has Mac the dog.

Mac likes to run and play.

A dog is a fun pet.

Jed has Bev the bird.

It can sing and speak.

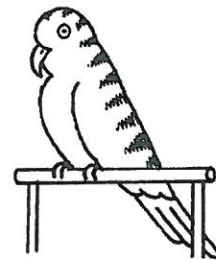
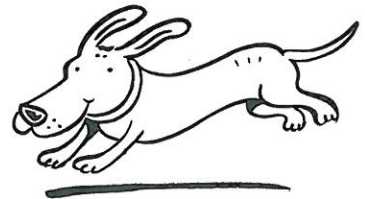
It says funny things.

Bev stays in.

Mel has Dot the cat.

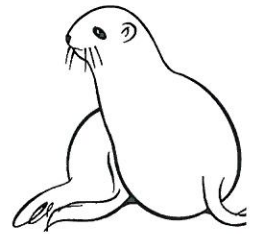
All she does is stay in and nap!

I want a pet that can go out.



Fun at the Zoo

Pam and Mom go to the zoo.
First, they go to see the cubs.
The cubs hop in the mud.
They make a big mess!
Next, they see the big cats.
The big cats nap in the sun.
Last, Pam and Mom go to see the funny seals.
The man chooses Pam to help him.
Pam helps him with the fish.
Pam and Mom have fun at the zoo!





Read
Together

Unit 1 Wrap-Up

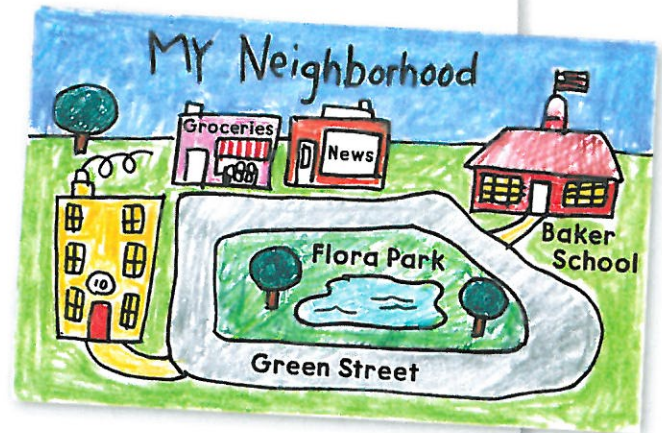
The Big Idea

Neighborhood Map

Make a picture map of your neighborhood. Show where people live, work, and play.

Draw pictures of buildings, roads, and parks.

Write a title that tells about your map.



Listening and Speaking

A Helper Is a Good Neighbor

Think of the people you see at home and in school. Tell a story about a time when one of those people helped you.



Words to Know

Unit 1 High-Frequency Words

1 What Is a Pal?

play
be
and
help
with
you

4 Lucia's Neighborhood

my
here
who
all
does
me

2 The Storm

he
look
have
for
too
what

5 Gus Takes the Train

many
friend
full
pull
hold
good

3 Curious George at School

sing
do
they
find
no
funny

Glossary

B

bed

A **bed** is a kind of furniture for sleeping. I sleep in my **bed**.

book

A **book** is a group of pages with words on them. **Frog and Toad** is my favorite **book**.

C

car

A **car** is a machine with four wheels. We go in a **car** to visit my grandparents.



come

To **come** means to move toward something. Maria called the puppy to **come** to her.

conductor

The **conductor** is the person in charge of a train. The train **conductor** watched the tracks closely.

curious

To be **curious** is to want to learn. Alan was **curious** about dinosaurs.

F

firefighter's

A **firefighter** is someone who puts out fires. A **firefighter's** job can be dangerous.

fun

To have **fun** is to have a good time. The children had **fun** playing tag.



G

George

George is a boy's name. My dad's name is **George**.

goal

A **goal** is a score in a game. Anita kicked the ball and made a **goal**.

H

hi

The word **hi** means hello. I say **hi** when I see someone I know.

home

A **home** is a place where people or animals live. There are six people living in my **home**.



J

job

A **job** is work for people to do. Uncle Ned has a **job** in a store.

K

kids

Kid is another word for child.

My uncle tells funny stories about when he and my dad were **kids**.



L

librarian

A **librarian** works in a place where many books are kept. The **librarian** helped me find the book I was looking for.

Lucia

Lucia is a girl's name. My sister's name is **Lucia**.

M

mess

A **mess** is something that is not neat. My sister's room is a **mess**!

N

neighborhood

A **neighborhood** is a part of a city or town. Jim walks to the store in his **neighborhood**.

P

paints

Paints are liquids with colors in them. Dip the big brushes into the **paints**.

pal

A **pal** is a friend. Benny is my best **pal**.

pants

People wear **pants** over their legs. Lucy's **pants** have two big pockets.

pet

A **pet** is an animal who lives with you. My cat Sam is the best **pet** ever!



plant

A **plant** is anything alive that is not a person or an animal. We have a **plant** with big green leaves in our kitchen.



Pop

Pop is one name for a grandfather. I call my mother's father **Pop**.

S

school

A **school** is a place where students learn from teachers. I learn to read at **school**.

storm

A **storm** is strong wind or snow. Lots of rain fell during the **storm**.

street

A **street** is a road in a city or a town. We live on a very busy **street**.

T

takes

The word **takes** can mean to travel by. Mia **takes** the bus to school.

this

This means something that is near you. **This** is the book I'm taking home.

train

A **train** is a group of railroad cars. This summer my family is going on a **train** ride.



W

wet

Wet means covered with liquid. Juan got **wet** when he went out in the rain.

what

The word **what** is used to ask questions. **What** did you eat for breakfast?

window

A **window** is an open place in a wall. Sasha opened the **window**.



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