

HOUGHTON MIFFLIN HARCOURT

JOURNEYS



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HOUGHTON MIFFLIN HARCOURT
School Publishers

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Hello, Reader!

This book is full of characters who have something to share. A talented aunt shares her music, a thoughtful chipmunk makes something special for each of his friends, and an author shares a story about a lovable hat-wearing cat.


Turn the page to see what the authors of these stories have to share with you!

Sincerely,

The Authors



Sharing Time

 **Big Idea** We all have something to share.

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6

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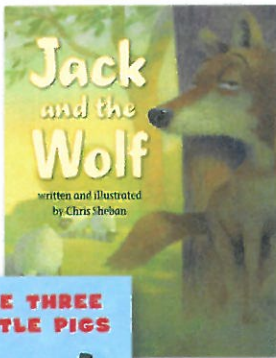
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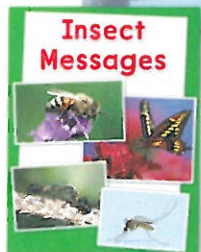
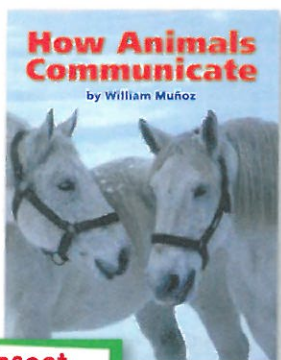
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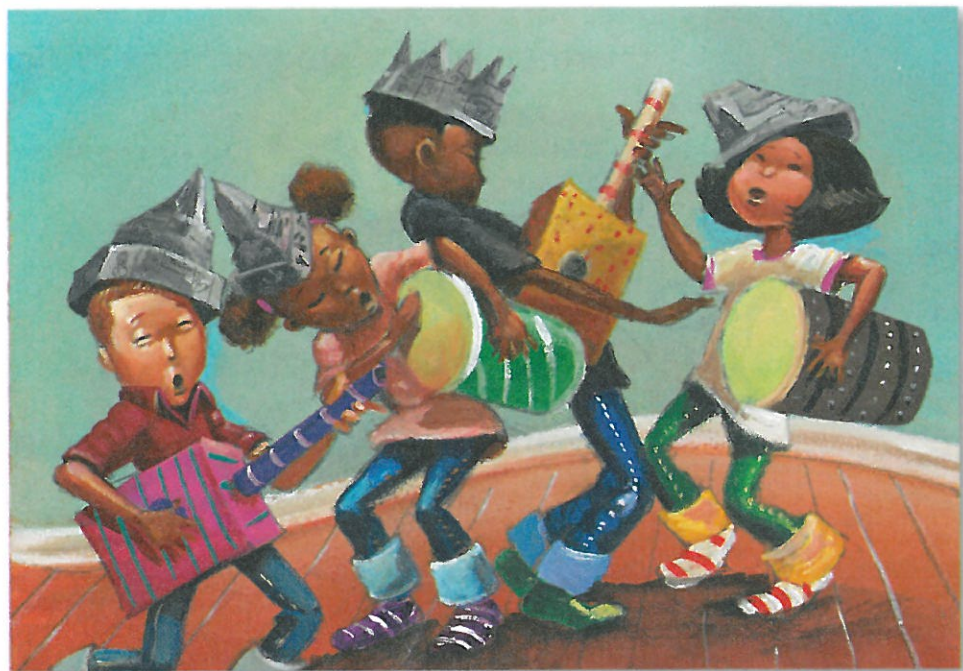
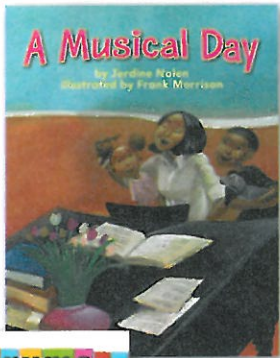
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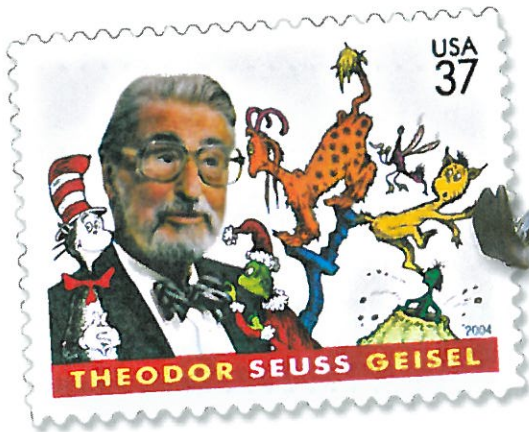


Lesson


8

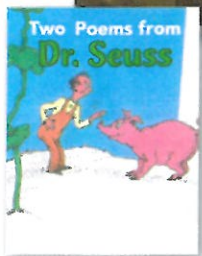
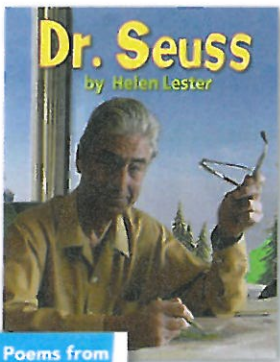
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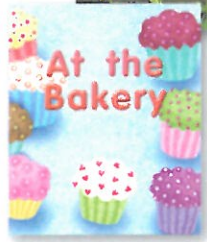
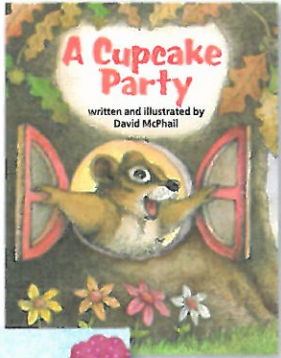
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Sharing Time



Unit 2



 **Big Idea**

We all have
something to
share.

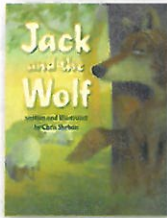


Paired Selections

Read Together

Lesson

6



Jack and the Wolf

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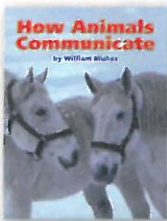


The Three Little Pigs

Page 30

Lesson

7



How Animals Communicate

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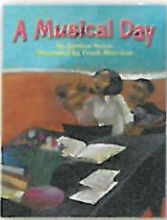


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8



A Musical Day

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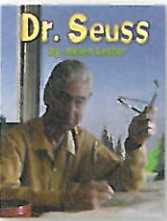


Drums

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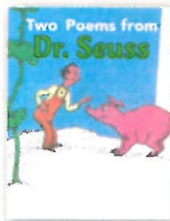
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Dr. Seuss

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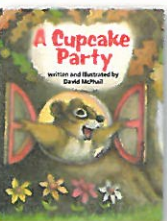


Two Poems from Dr. Seuss

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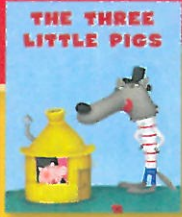
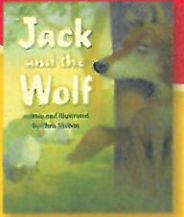
At the Bakery

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Readers' Theater

Lesson

6



WORDS TO KNOW

HIGH-FREQUENCY WORDS

come
said
call
hear
away
every

Vocabulary
Reader



Context
Cards



Read
Together

Words to Know

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

1

come

Wolf cubs **come** out of their den in the spring.



2

said

The ranger **said** that the cubs love to play.



3

call

A mother wolf can **call** to her cubs.



4

hear

Wolves **hear** better than people.



5

away

Wolves can travel far **away** from home.



6

every

Every wolf helps other wolves in its pack.



Background

Read
Together

✓ **WORDS TO KNOW** Sheep and Wolves

1. Wolves **hear** sheep.
2. The wolves **come** to the field.
3. A man looks out for **every** sheep.
4. He will **call** the sheep to him.
5. He chases the wolves **away**.
6. "The sheep are safe!" the man **said**.



How does the man look out for the sheep?
How would you look out for the sheep?

Comprehension

Read Together

✓ TARGET SKILL Understanding Characters

Characters are the people and animals in a story. Good readers think about what characters say and do. These are clues that show how characters feel and why they act as they do. Here is the character **Jack** from the next story.

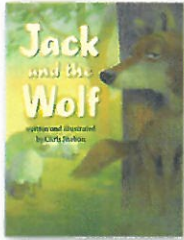


Jack

As you read **Jack and the Wolf**, think about what Jack is like. Use a chart to write what he says and does.

Words	Actions

Main Selection



WORDS TO KNOW

come	hear
said	away
call	every



TARGET SKILL

Understanding Characters Tell more about the characters.



TARGET STRATEGY

Summarize Stop to tell about main events.

GENRE

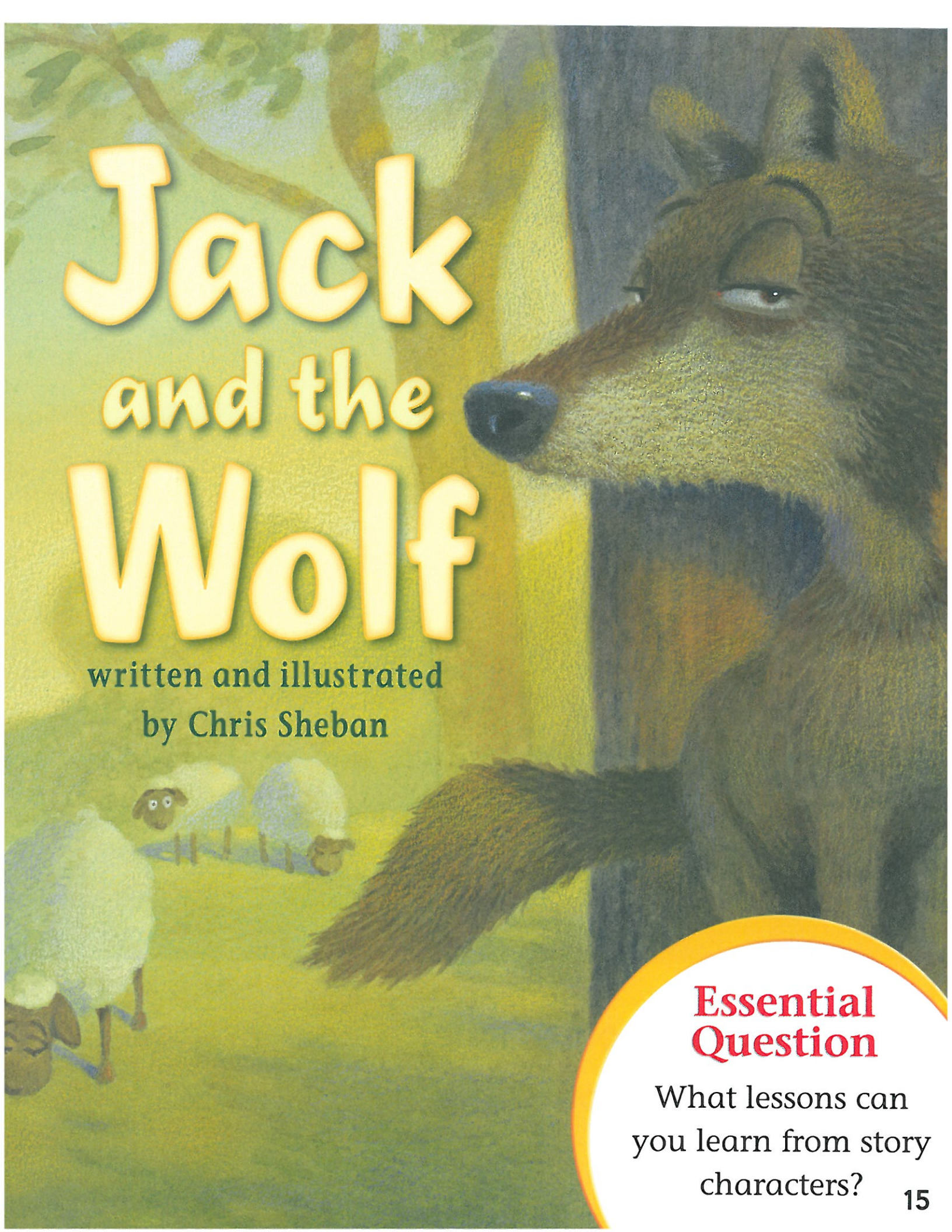
A **fable** is a short story that teaches a lesson. It may begin with **Once upon a time**.

Meet the Author and Illustrator Chris Sheban



To create his artwork, Chris Sheban often uses watercolors and colored pencils.

He has illustrated children's books and postage stamps. He joined with Tedd Arnold, Jerry Pinkney, and other artists to make the book **Why Did the Chicken Cross the Road?**

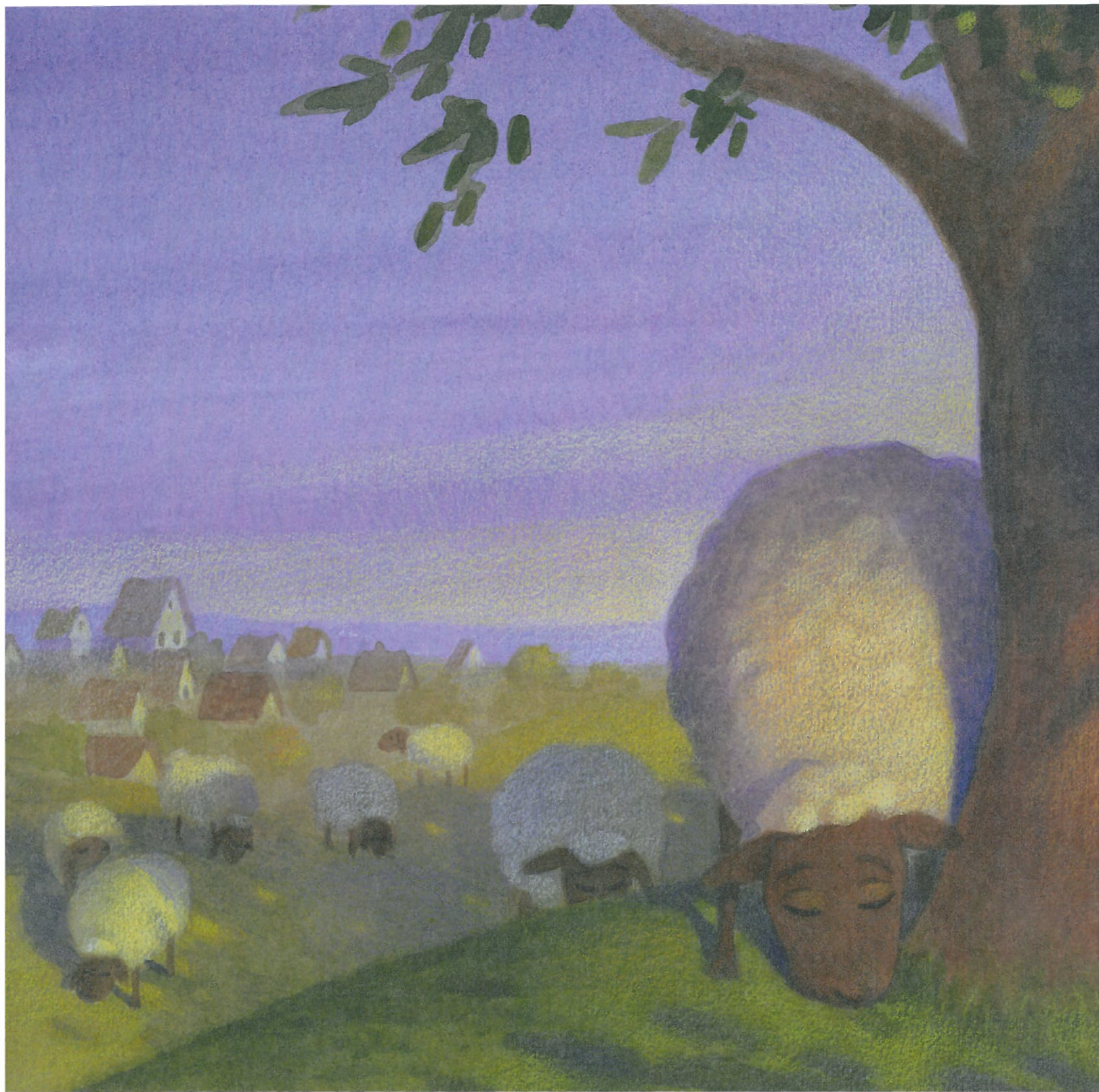


Jack and the Wolf

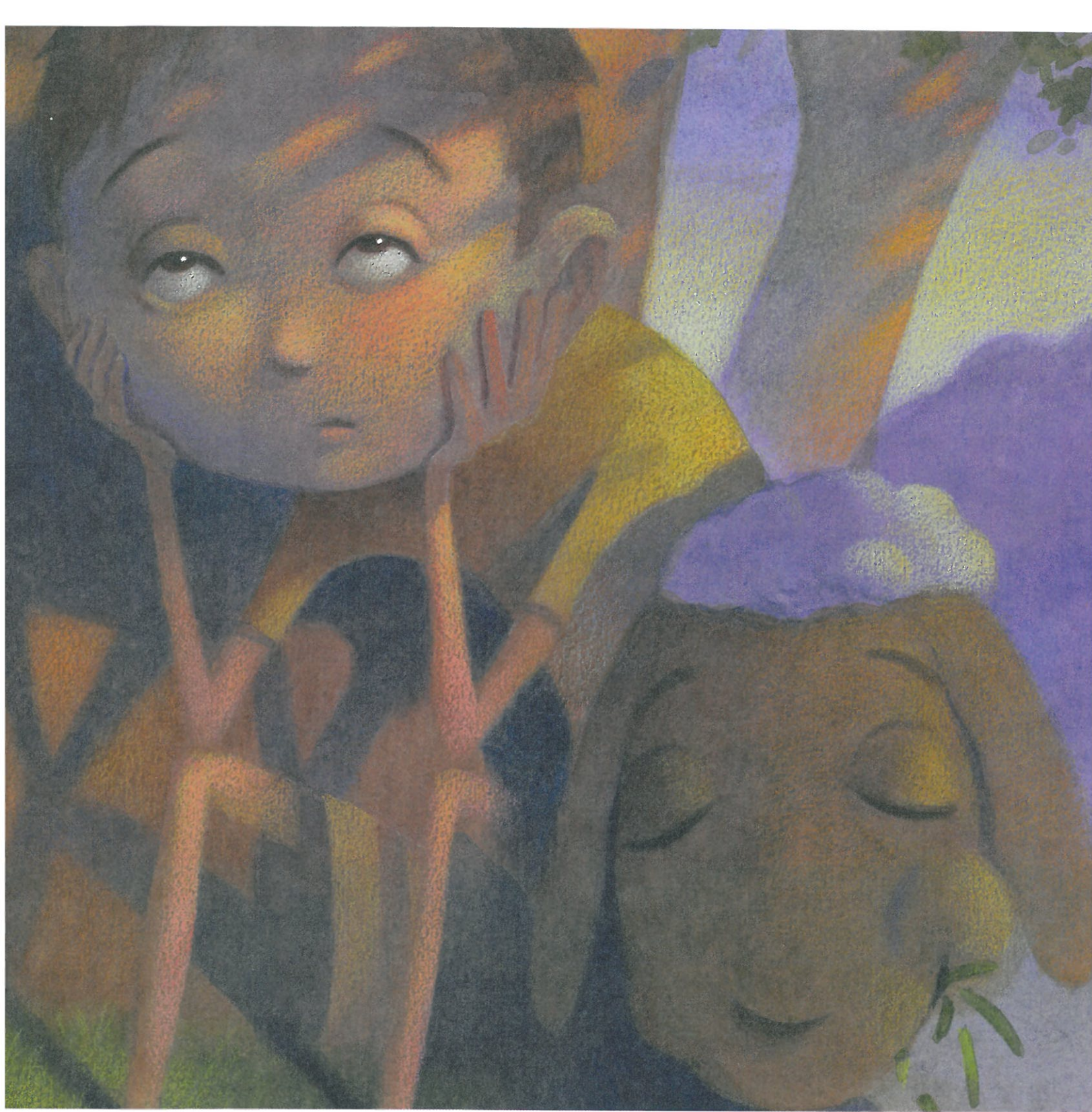
written and illustrated
by Chris Sheban

Essential Question

What lessons can
you learn from story
characters? 15



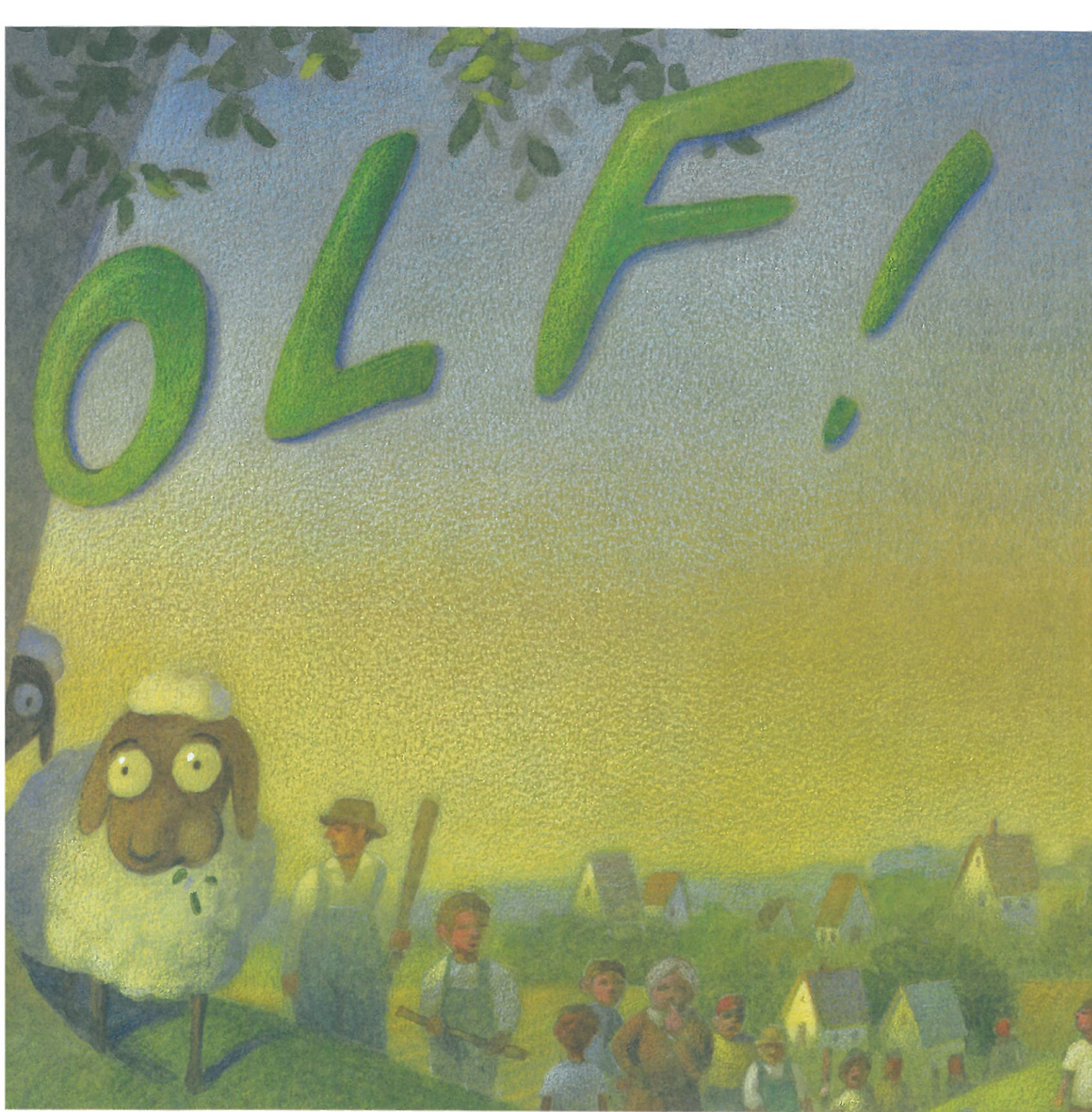
Once upon a time,
Jack sat on a big hill.



Jack had every sheep with him.
"It is not fun to sit," said Jack.



"I will yell Wolf for fun!"



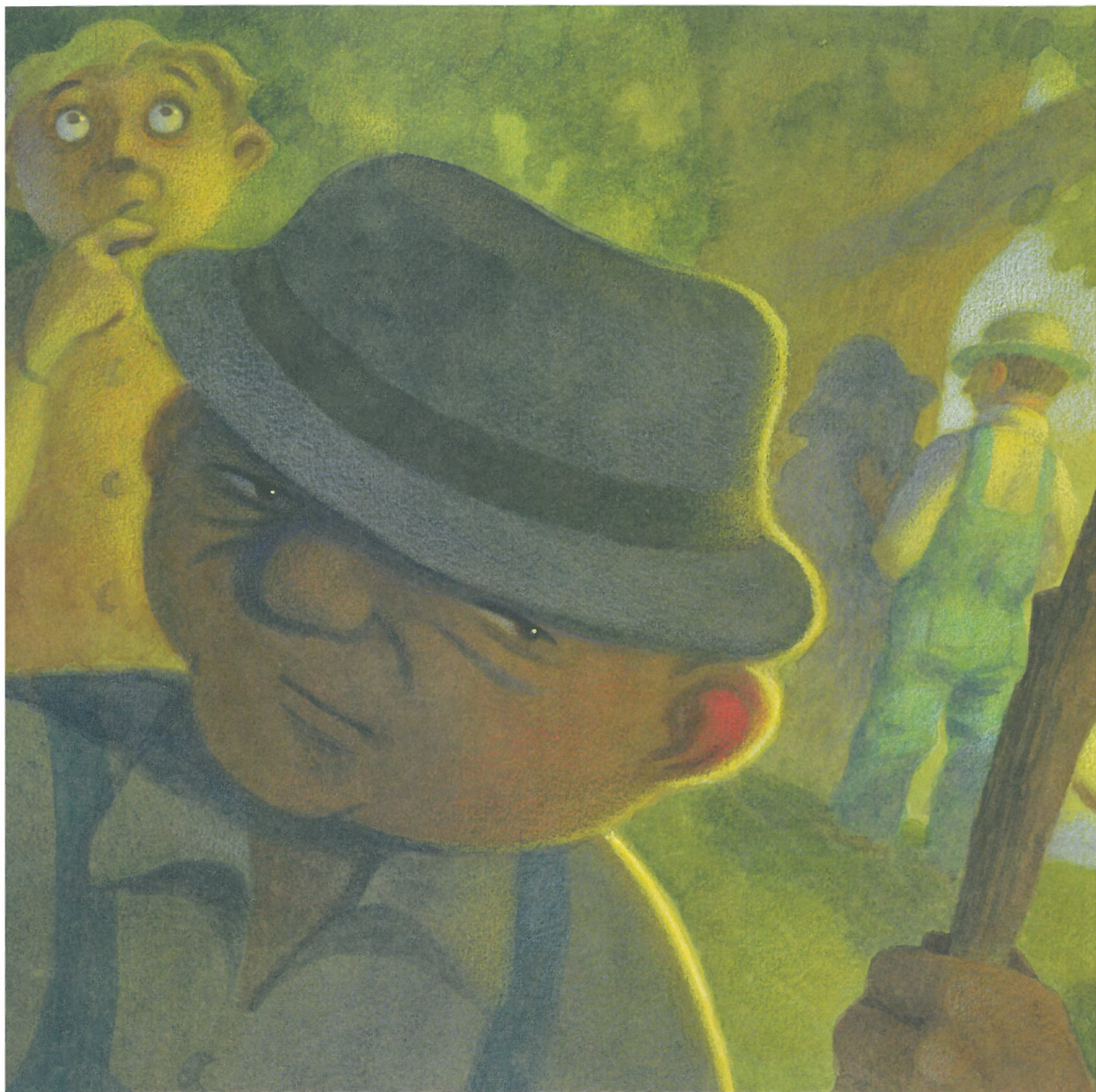
His friends ran up the hill to help.
They did not see Wolf.



Jack sat back on the hill.
I will yell **Wolf!**

WOLF!

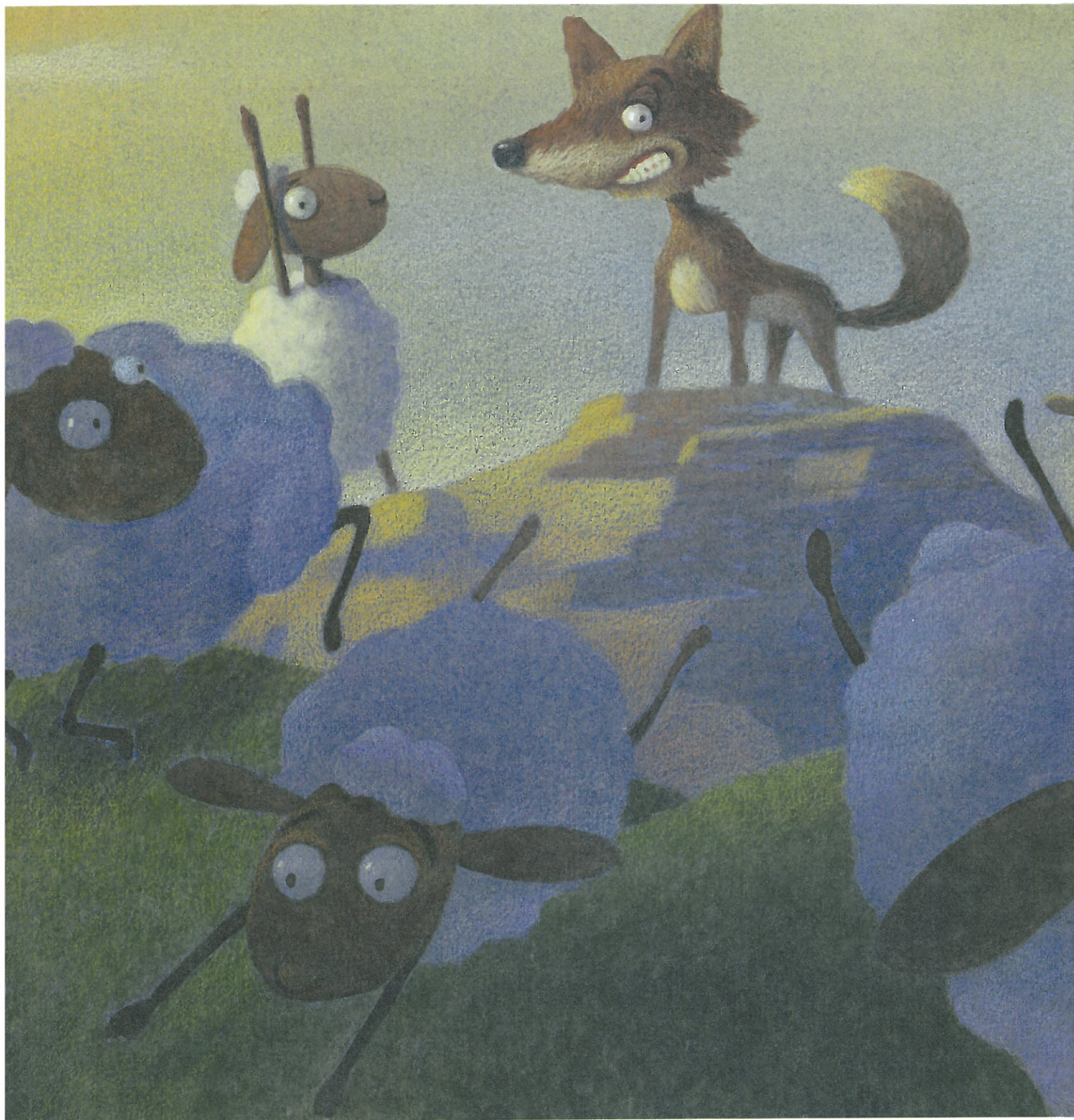




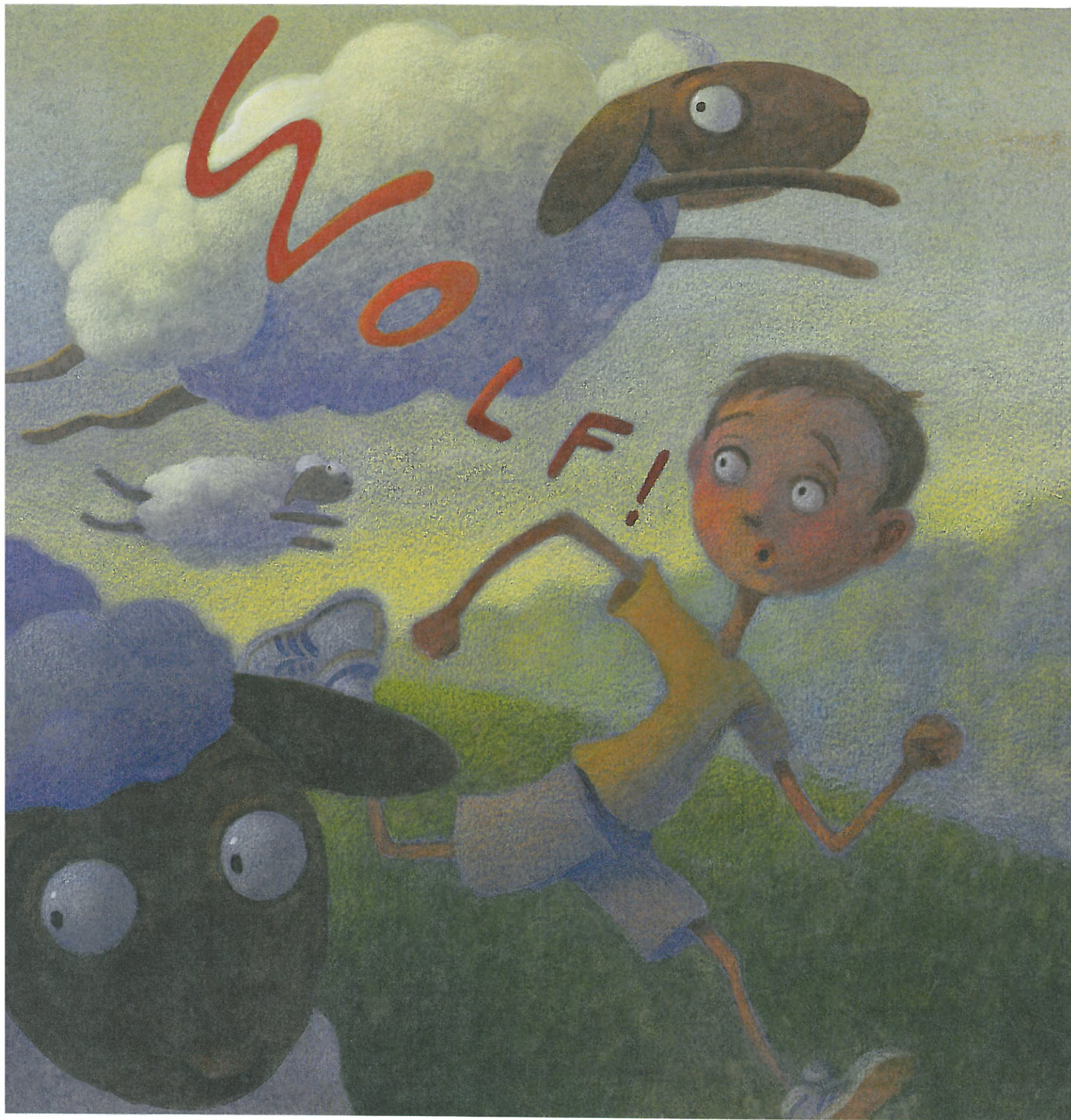
His friends ran back up the hill.
They did not see Wolf.



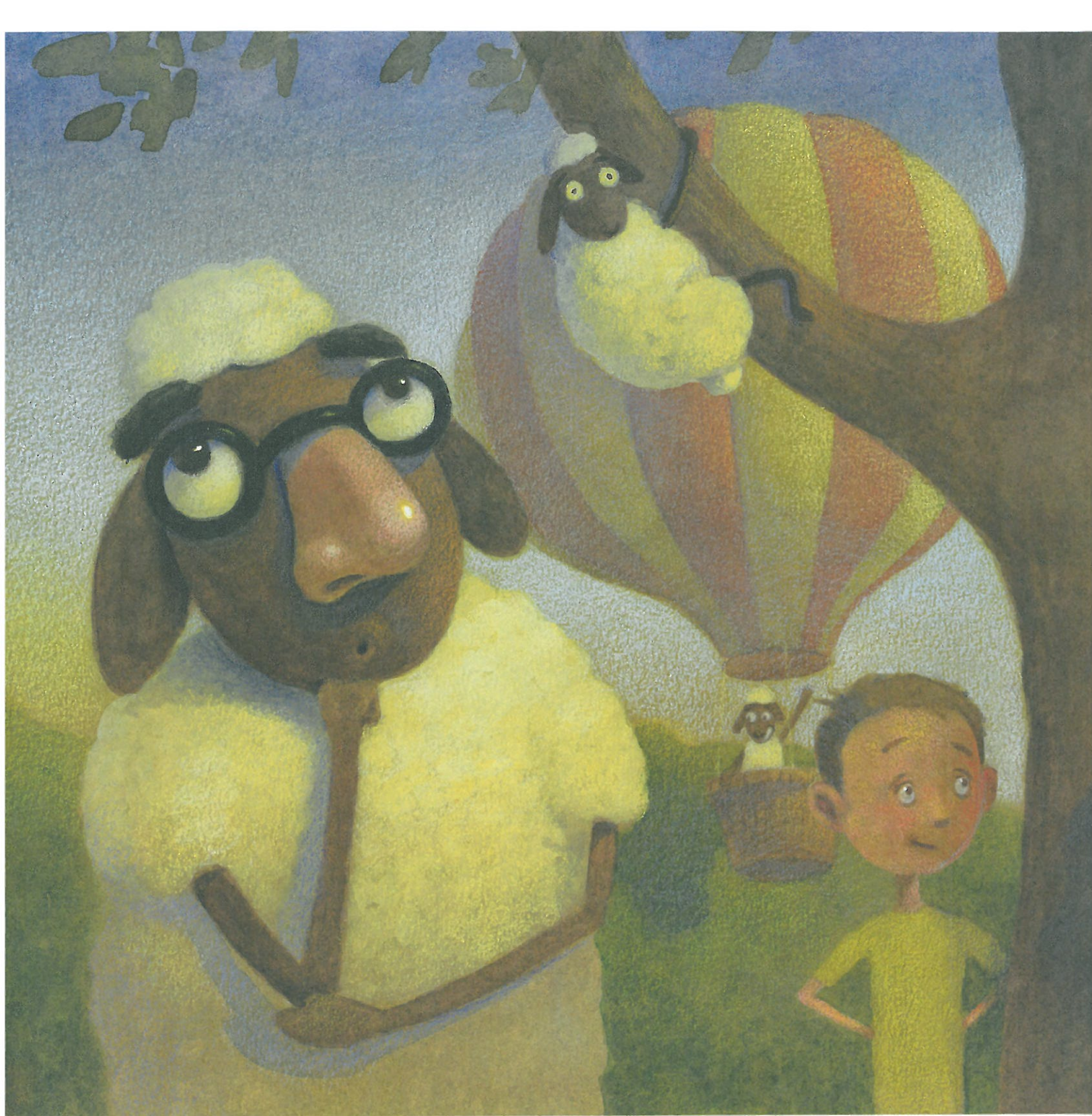
Jack sat back on the hill.



Wolf got up on a rock!



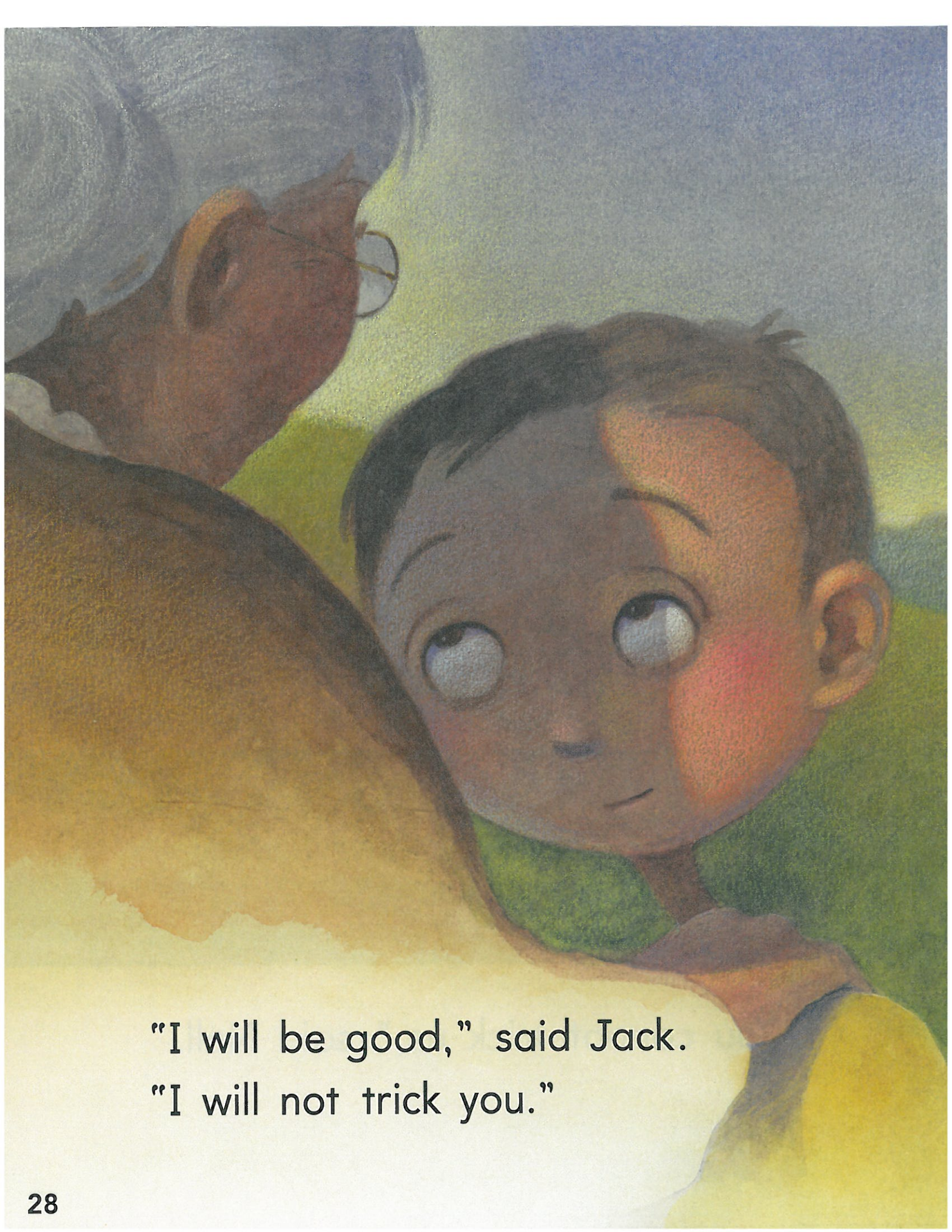
Jack and his sheep ran away.



"Did you **hear** me **call**?" said Jack.
"You did not **come**."



"You cannot trick us," said Nell.



"I will be good," said Jack.
"I will not trick you."

Your Turn

Read Together

Cry Wolf

Act It Out Act out **Jack and the Wolf** with a small group. Decide who will play Jack, the wolf, the sheep, and the villagers. You can add your own words. Show how the characters feel. **SMALL GROUP**



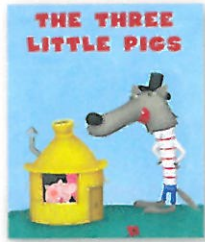
Turn and Talk

Learning A Lesson

Read the last page of the story again with a partner. Talk about the lesson Jack learned. Tell if you think he will change. Explain why you think so. **UNDERSTANDING CHARACTERS**



Read Together



Connect to Traditional Tales



WORDS TO KNOW

come	hear
said	away
call	every

GENRE

A **fairy tale** is a story with characters that can do amazing things.

TEXT FOCUS

A **storytelling phrase** often used at the end of fairy tales is **happily ever after**. Find this phrase in a sentence. What does it mean?

THE THREE LITTLE PIGS

Once upon a time there were three little pigs.

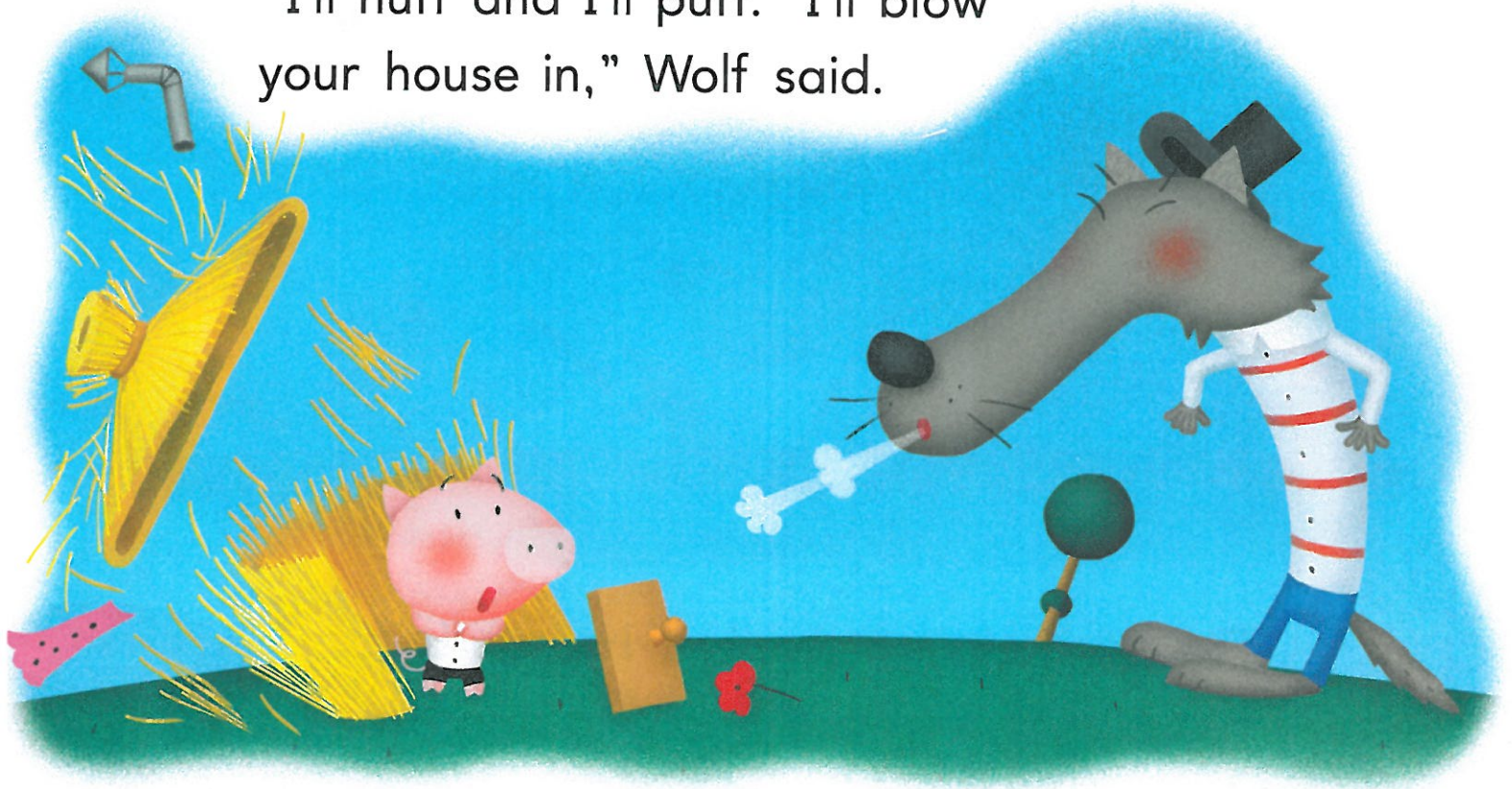
The first pig made a straw house. Soon he could **hear** Wolf **call** out.

"Let me **come** in," **said** Wolf.



"No," said the pig.

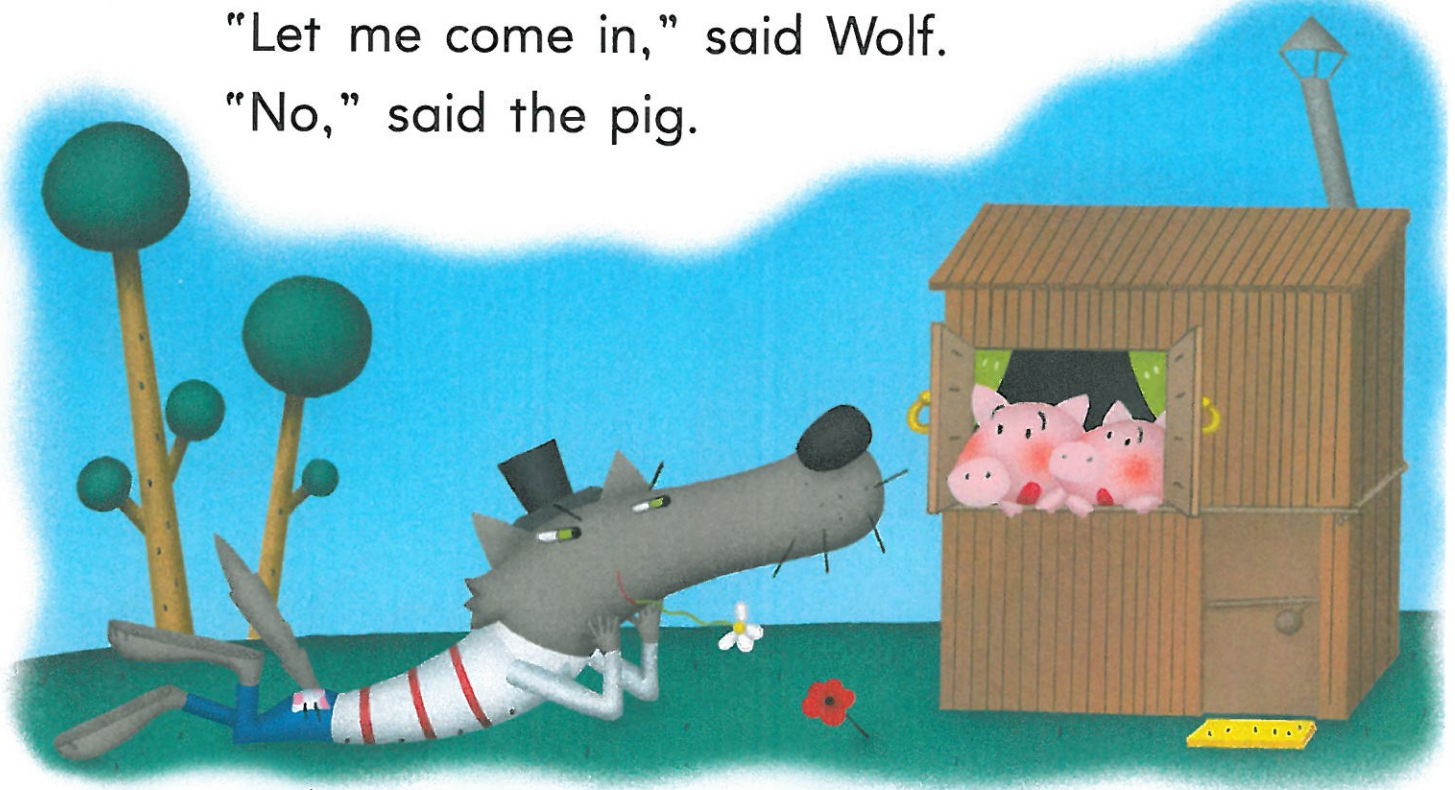
"I'll huff and I'll puff. I'll blow your house in," Wolf said.



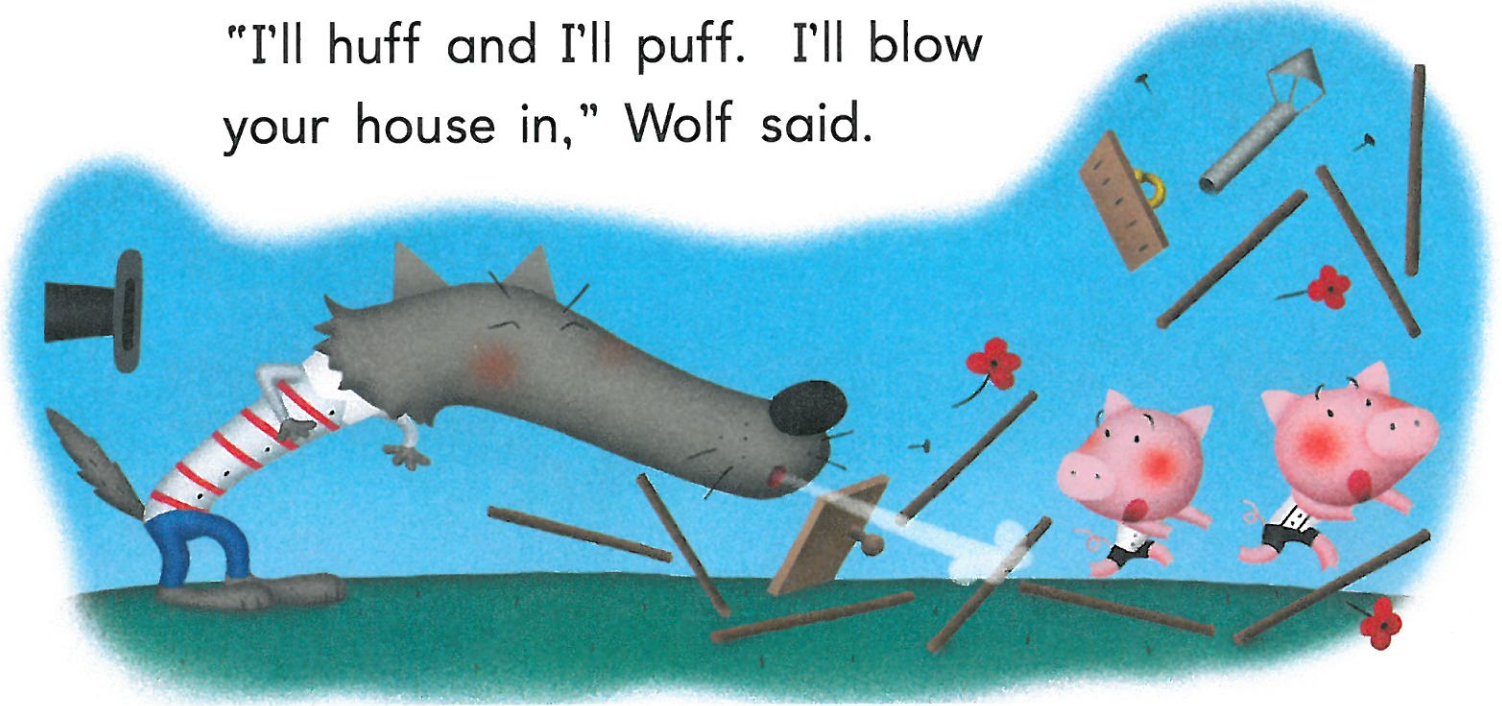
The second pig made a stick house.

"Let me come in," said Wolf.

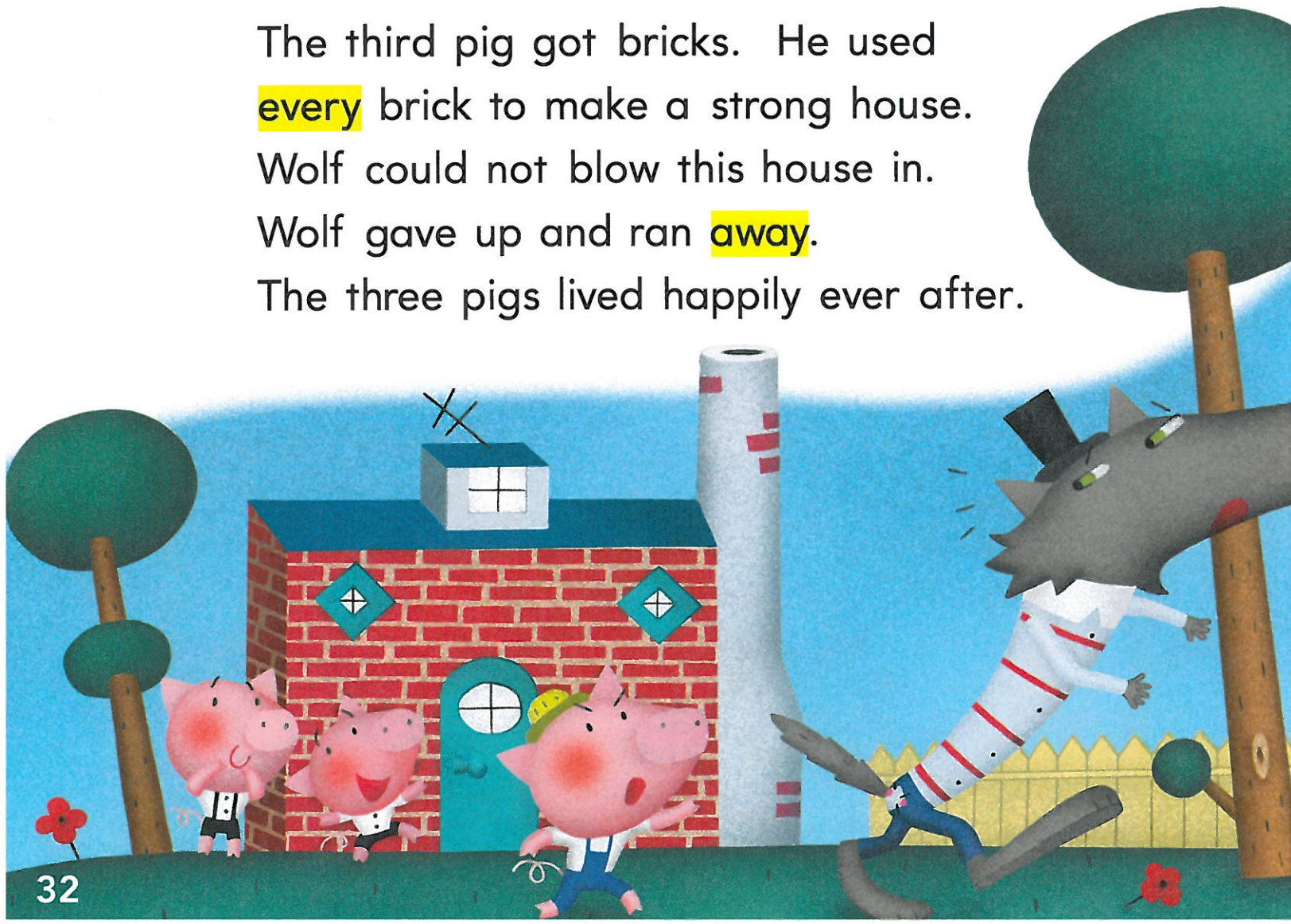
"No," said the pig.



"I'll huff and I'll puff. I'll blow your house in," Wolf said.

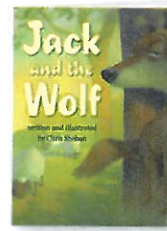


The third pig got bricks. He used every brick to make a strong house. Wolf could not blow this house in. Wolf gave up and ran away. The three pigs lived happily ever after.



Making Connections

Read Together



Text to Self

Retell a Story Why were the words **once upon a time** used in **Jack and the Wolf**? Retell this story to a classmate. Begin with **once upon a time**.



Text to Text

Connect to Language Arts
Both stories tell about wolves.
Tell how the wolf characters are alike and different.



Text to World

Write to Explain Think about the lesson Jack learns. Write about a time you made a mistake. Tell what you learned.

Grammar

Read Together

Complete Sentences A **sentence** is a group of words. A sentence tells who or what. It also tells what someone or something does or did.

Sentence	Not a Sentence
Jan sits on a hill.	sits on a hill
Some sheep eat.	some sheep
One sheep ran away.	ran away



Turn and Talk

Find three word groups that are sentences. Write them on another sheet of paper. Then talk with a partner. Tell how you know which word groups are sentences.

1. Ryan watches his sheep.
2. His dog helps him.
3. keeps the sheep safe
4. a few white sheep
5. A man cuts off their wool.




Grammar in Writing

When you proofread your writing, be sure you have written complete sentences.

Write to Describe

Read Together




 **Ideas** When you write **sentences** that describe, use words that tell how things look, sound, smell, taste, and feel.

Ken wrote about a park. Later, he added the word **smooth** to tell how the slide feels.

Revised Draft

smooth
The slide is fun.
^

Writing Traits Checklist

-  **Ideas** Did I use words that tell how my topic looks, sounds, smells, tastes, and feels?
-  Did I spell my words correctly?
-  Did I write complete sentences?

In Ken's final copy, find words that tell how things in the park look, sound, smell, and feel. Then revise your writing. Use the Checklist.

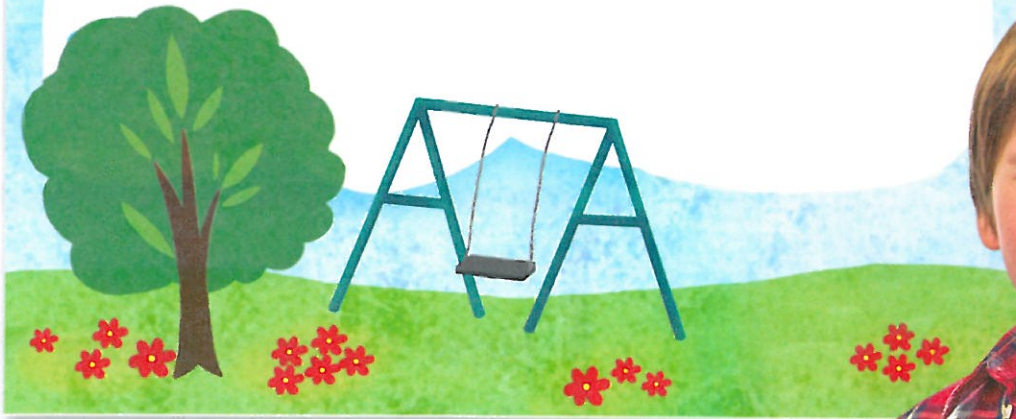
Final Copy

The Park

The smooth slide is fun.

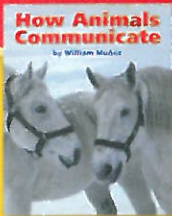
One silver swing is squeaky.

Tiny red flowers smell sweet.



Lesson

7

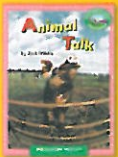


WORDS TO KNOW

HIGH-FREQUENCY WORDS

of
how
make
some
why
animal

Vocabulary
Reader



Context
Cards



Read
Together

Words to Know

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

1

of

This bunch **of** flowers smells sweet.



2

how

How do cats see in the dark?



3

make

She will **make** a loud sound in music class.



4

some

The boy sees **some** cows in the field.



5

why

Why do some people like a sour taste?



6

animal

This **animal** feels soft when the girl pets it.








Background

Read Together

✓ WORDS TO KNOW Animal Signs

1. An **animal** can send a message.
2. **How** can an animal do that?
3. **Some** animals move their bodies.
4. Other animals **make** special sounds.
5. Think **of** other ways animals communicate.
6. **Why** not make a list? You will learn a lot!

bird		sings
dog		barks, wags tail
cat		purrs
bee		
wolf		

Comprehension

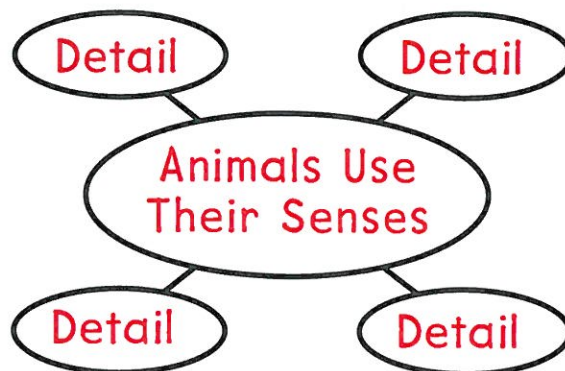
Read Together

✓ TARGET SKILL Details

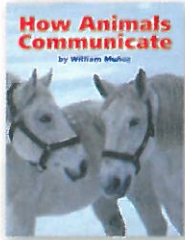
Nonfiction selections are usually about one topic. They have a main idea, or one important idea about the topic. **Details** are facts that tell more about the main idea. Details can give you a clearer picture in your mind about the topic.



As you read **How Animals Communicate**, look for details that tell more about the main idea.



Main Selection



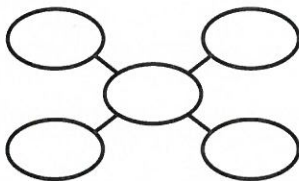
WORDS TO KNOW

of	some
how	why
make	animal



TARGET SKILL

Details Use details to tell more about the main idea.



TARGET STRATEGY

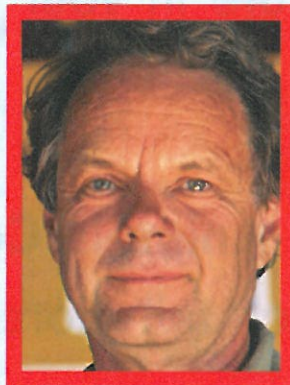
Infer/Predict Use text clues to figure out important ideas.

GENRE

Informational text gives facts about a topic.

Meet the Author and Photographer **William Muñoz**

From the mountains to the prairies, William Muñoz and his camera have traveled all over the United States. He has taken photos of alligators, bald eagles, bison, polar bears, and many other animals in their natural habitats.



How Animals Communicate

written with photographs by William Muñoz



Essential Question

How do animals communicate?

Animals Touch



An **animal** will tug and grab.



An animal can hug its baby.

How do elephants hug?



The dog and cat are friends.
How can you tell?

Animals Hear



What is in the grass?
Animals can hear it.
They will run away from it.



A bird will sing—here I am!



A wolf will call to its pack—here I am!

Animals See

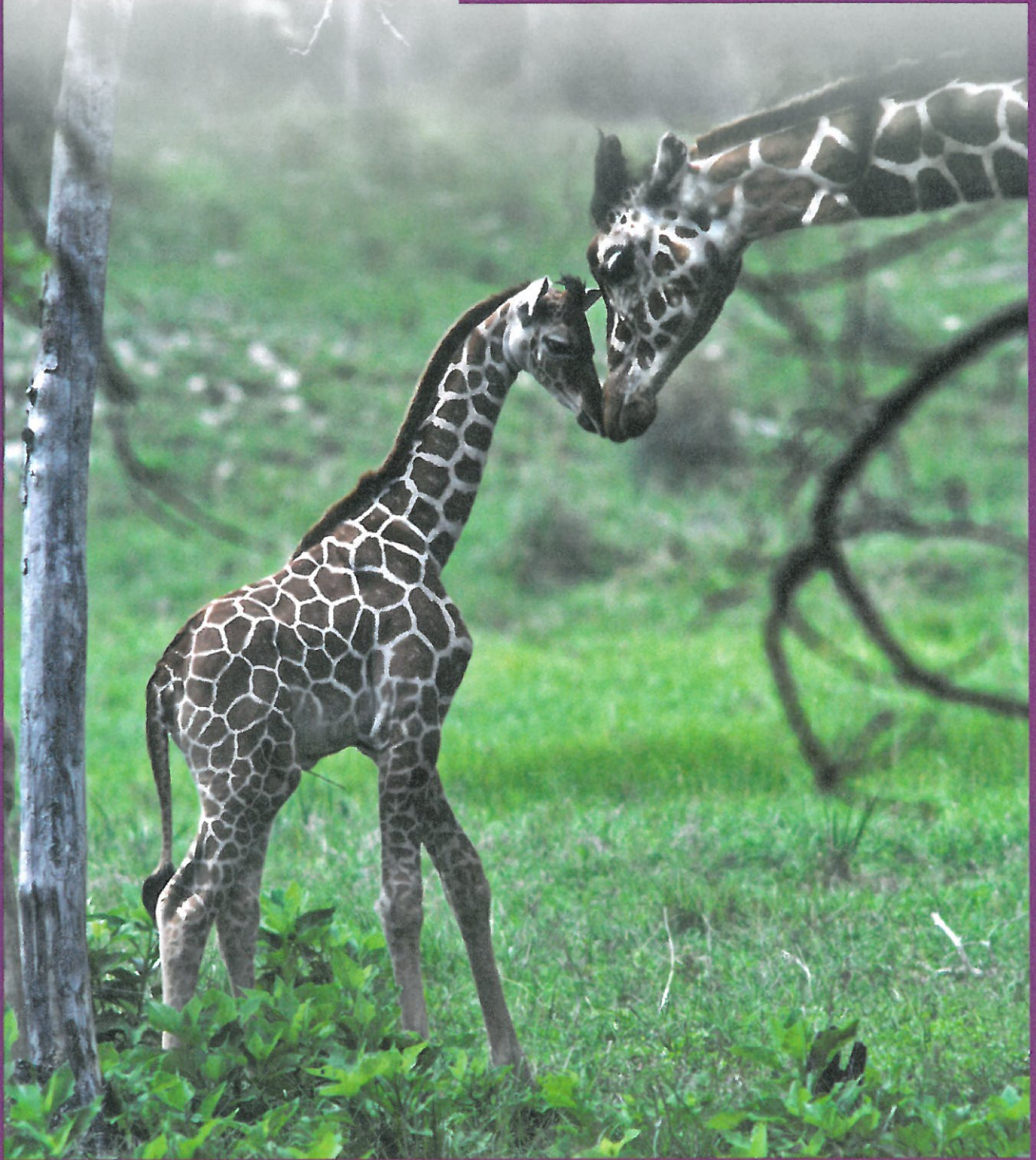


Why will a dog press its legs down?
It will let dogs see—I can play!



Some bees will buzz and dance if they find food.

Animals Smell



A mom can tell the smell **of** its baby.



An animal can have a bad smell.
It will **make** animals run away from it!

Touch



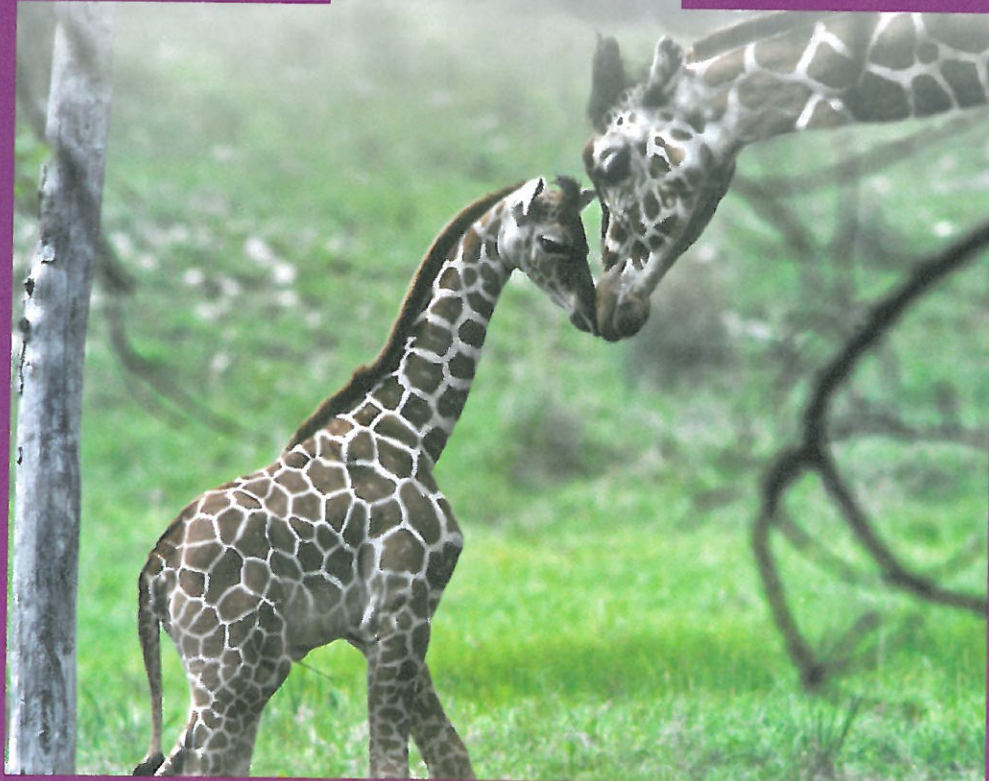
Hear



See



Smell





Tell what the mom can do.

Your Turn

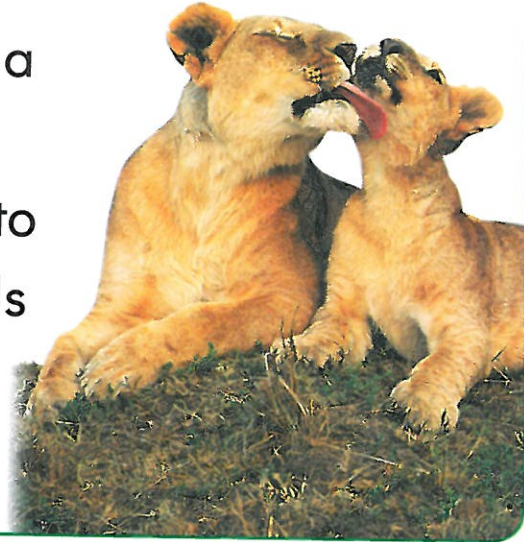
Read Together



Animal Talk

Write a Caption Draw a picture of two animals communicating. Write a sentence to tell about your picture. Be sure to explain how the animals are communicating.

SCIENCE



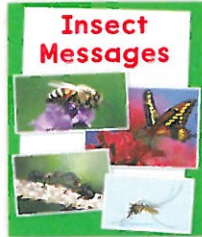
Turn and Talk

Senses at Work

Choose one of the senses that animals use to communicate. Talk with a partner about the different ways animals can use that sense. DETAILS



Read Together



Connect to Science



WORDS TO KNOW

of	some
how	why
make	animal

GENRE

Informational text gives facts about a topic. This is an encyclopedia article.

TEXT FOCUS

Captions tell more information about a photo or picture. Look for captions that label photos.

Insect Messages

An insect is an **animal** that has six legs. An insect's body has three parts. Most insects have wings so they can fly.

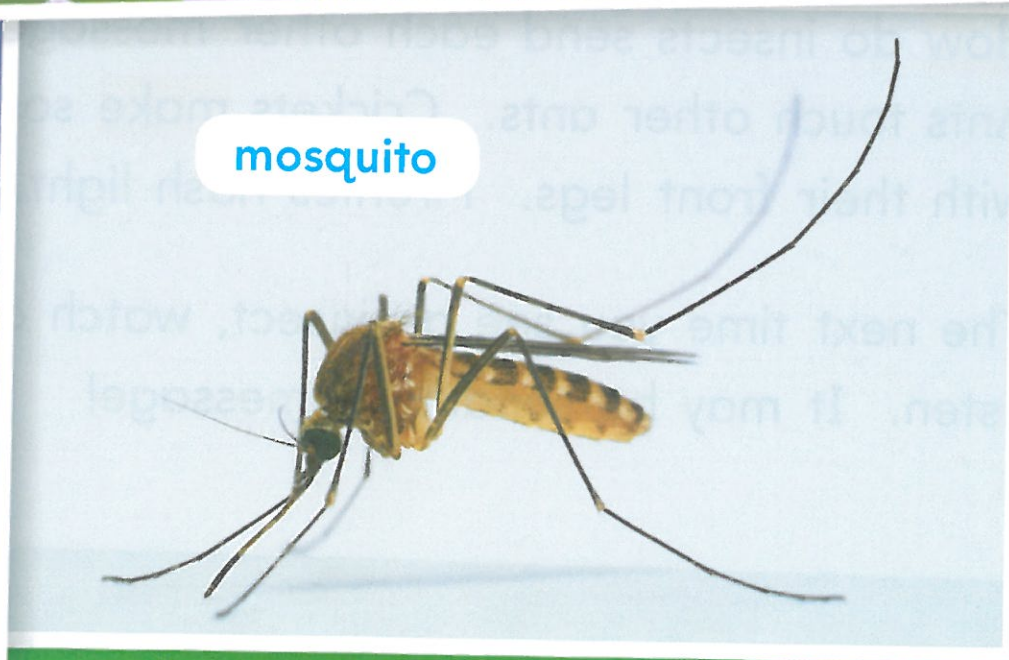
A large butterfly with black wings and yellow spots is perched on a red flower. The background is a soft, colorful gradient of purple, blue, and pink.

butterfly

Why do insects send messages? **Some** insects, such as mosquitoes, find each other by flying toward the sound that other mosquitoes' wings make. Honeybees can tell other honeybees where there is food. Every kind **of** insect has ways of sending messages.



honeybee



mosquito

ants

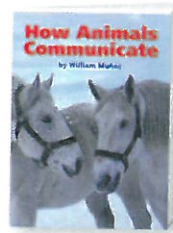


How do insects send each other messages?
Ants touch other ants. Crickets **make** sounds
with their front legs. Fireflies flash light.

The next time you see an insect, watch and
listen. It may be sending a message!

Making Connections

Read Together



Text to Self

Draw and Label Choose an animal that you like from one of the stories. Draw and label a picture of that animal.

Text to Text

Discuss What are some ways that insects and other animals communicate?

Text to World

Connect to Media Discuss with a partner different ways that people communicate.



Grammar

Read Together

Sentence Parts Every sentence has two parts. The naming part is called the **subject**. The action part is called the **predicate**.

Subject	Predicate
Some cats	play.
Birds	sing softly.
The friends	see the animals.



Turn and Talk

Read each sentence aloud with a partner. One partner reads the subject and the other reads the predicate. Then switch roles.

1. Bees buzz.
2. A wolf calls.
3. The kittens run away.
4. One mom hugs its baby.
5. Kim hears an elephant.




Grammar in Writing

When you proofread your writing, be sure each sentence has two parts.

Write to Describe

Read Together




 **Word Choice** A poem can describe a thing or explain how the writer feels. It may also have words that rhyme.

Nori wrote a poem about elephants. Then she added details to paint a clearer picture for readers.

Revised Draft

long, gray
Elephants have trunks
that make a trumpet sound.

Writing Traits Checklist

-  **Word Choice** Did I choose clear words to describe or explain my topic?
-  Did I use words that rhyme?
-  Can I clap a rhythm to my poem?

Find details that tell how things look, move, and sound in Nori's poem. Then revise your writing. Use the Checklist.

Final Copy

Elephants

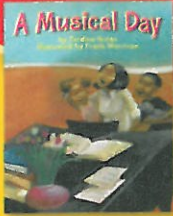
Elephants have
long, gray trunks
that make a trumpet sound.

They use their trunks
to eat and drink
and spray water all around.



Lesson

8



WORDS TO KNOW

HIGH-FREQUENCY WORDS

our
today
she
now
her
would

Vocabulary
Reader



Context
Cards



Read
Together

Words to Know

- Read each **Context Card**.
- Use a blue word to tell a story about a picture.

1

our

We like to play **our** games together.



2

today

The music class will practice **today**.



3

she

She likes to draw with her sister.



4

now

They eat lunch **now**.
Later they will play.



5

her

She took food for **her** lunch out of the bag.



6

would

Would you like to play with us?



Background

Read
Together

✓ **WORDS TO KNOW** Making Music

1. The concert is **today**.
2. The teacher will lead **our** band.
3. **She** sits at the piano.
4. A girl taps **her** drum to begin.
5. **Now** we are ready.
6. **Would** you like to hear us play?



Would you like to tap a drum like this?
What other music would you like to play?

Comprehension

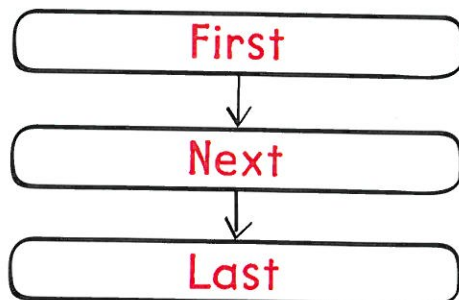


✓ TARGET SKILL Sequence of Events

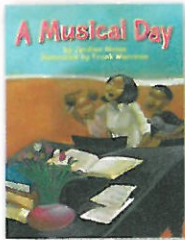
The events in a story are often told in an order that is called the **sequence of events**. The sequence of events is what happens **first**, **next**, and **last** in a story.



As you read **A Musical Day**, use a chart like this one to tell the order of what happens first, next, and last.



Main Selection



WORDS TO KNOW

our	now
today	her
she	would



TARGET SKILL

Sequence of Events

Tell the order in which things happen.

↓

↓



TARGET STRATEGY

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

GENRE

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

Meet the Author

Jerdine Nolen



Some kids collect baseball cards. Others collect shells. When Jerdine Nolen was a kid, she used to collect words. For a long time, cucumber was her favorite word. *Plantzilla* and *Raising Dragons* are two books Ms. Nolen has written.

Meet the Illustrator

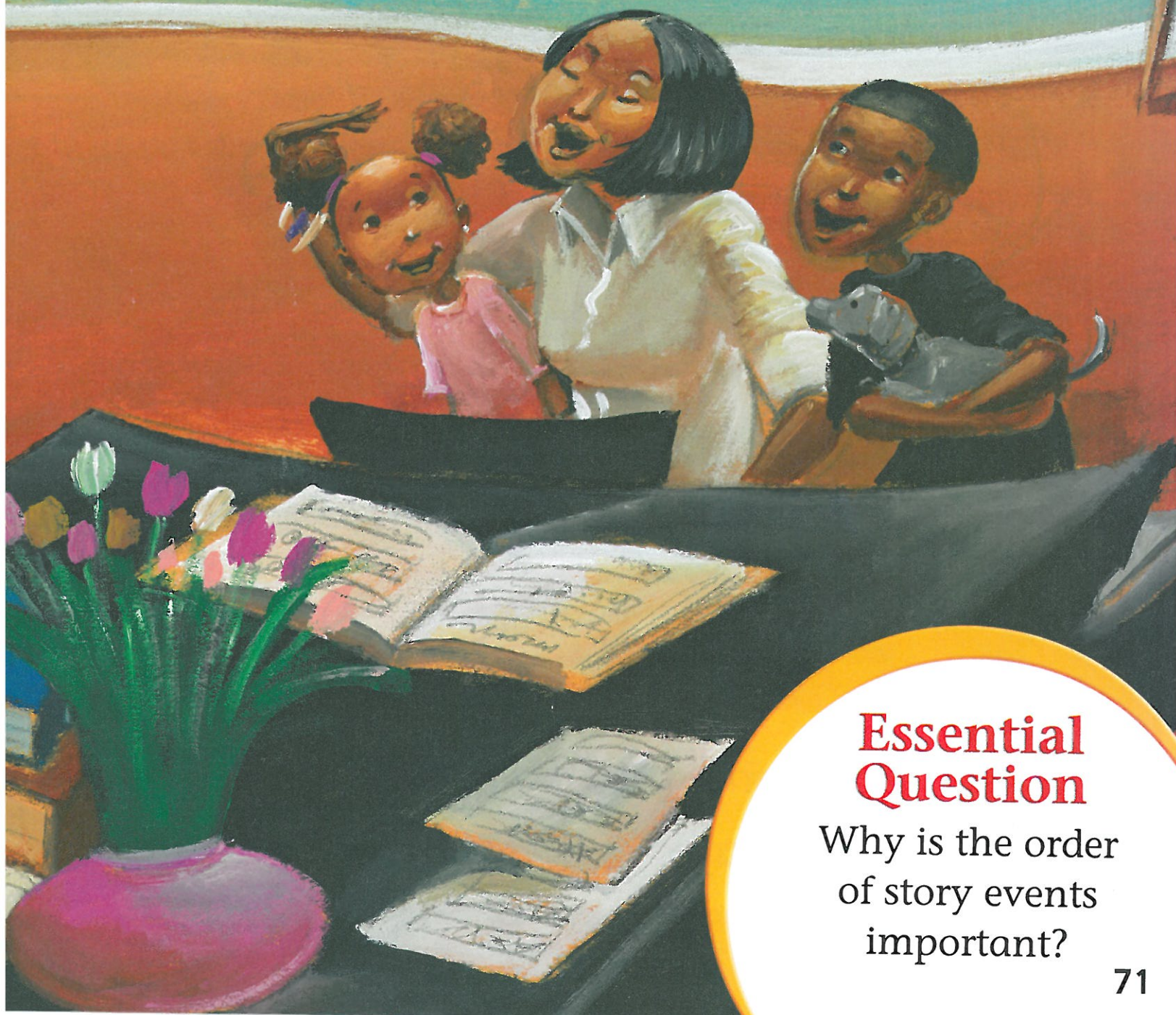
Frank Morrison



Music and dance have always been part of Frank Morrison's life. He once toured the country as a dancer. The pictures he draws now are so lively they seem like they are dancing!

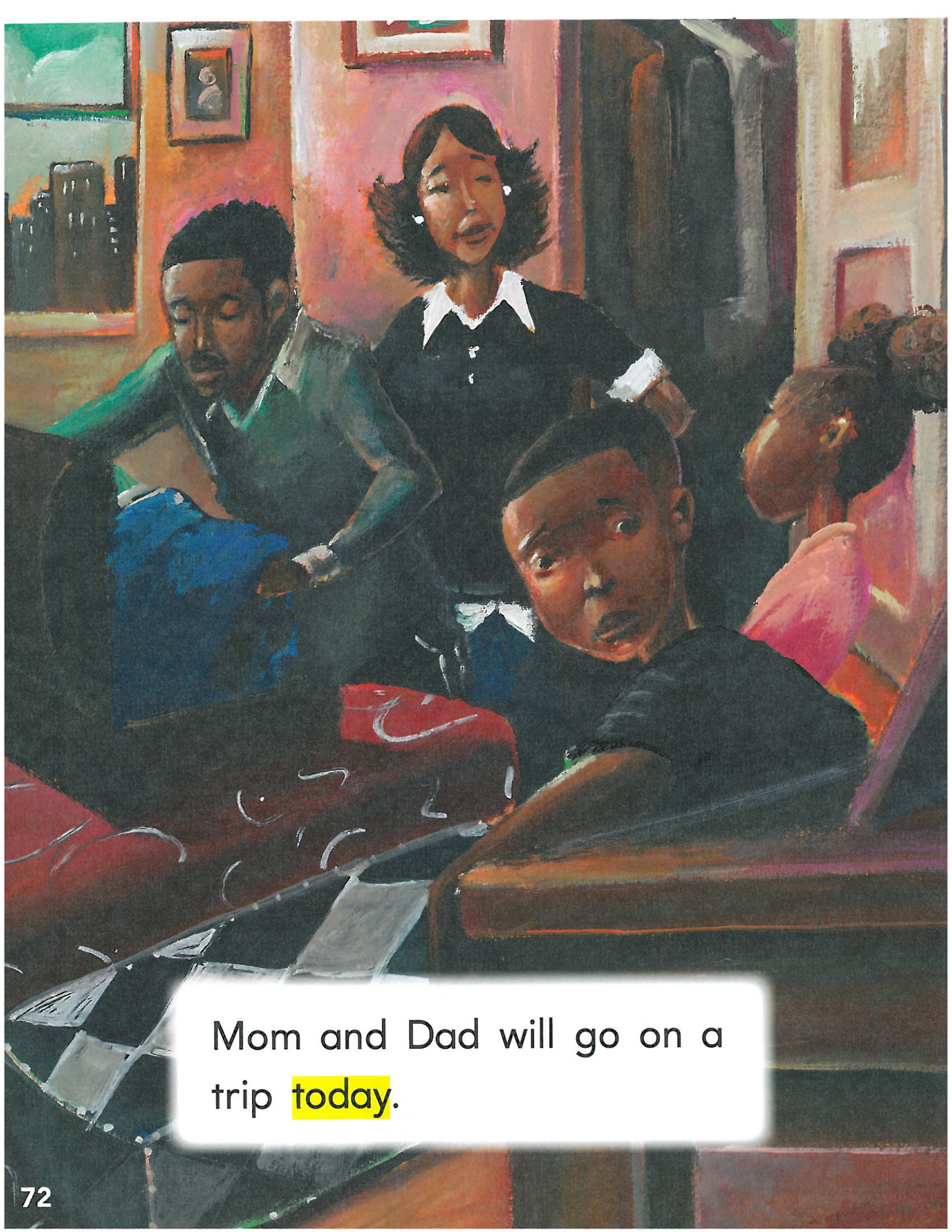
A Musical Day

written by Jerdine Nolen
illustrated by Frank Morrison

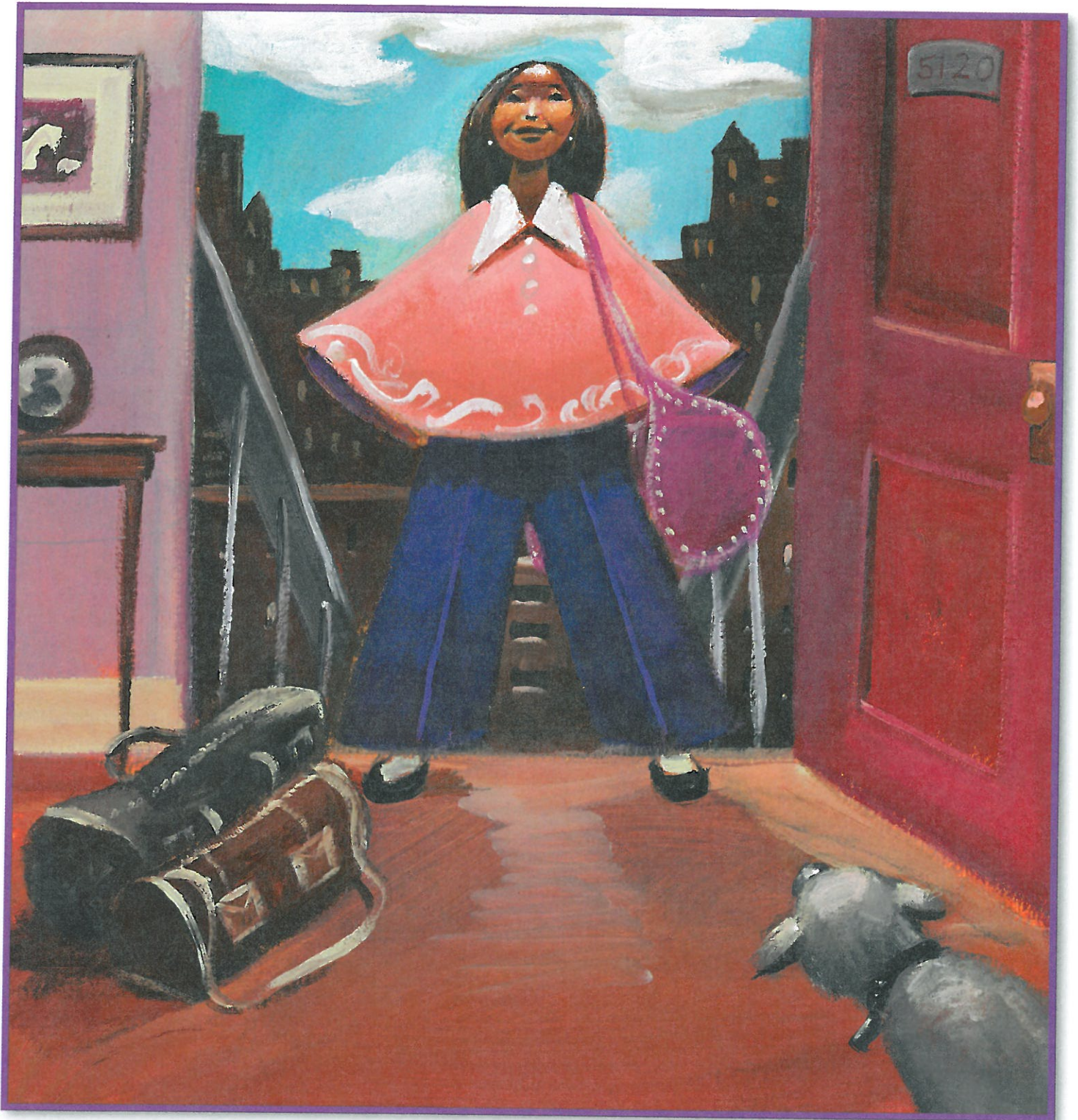


Essential Question

Why is the order of story events important?



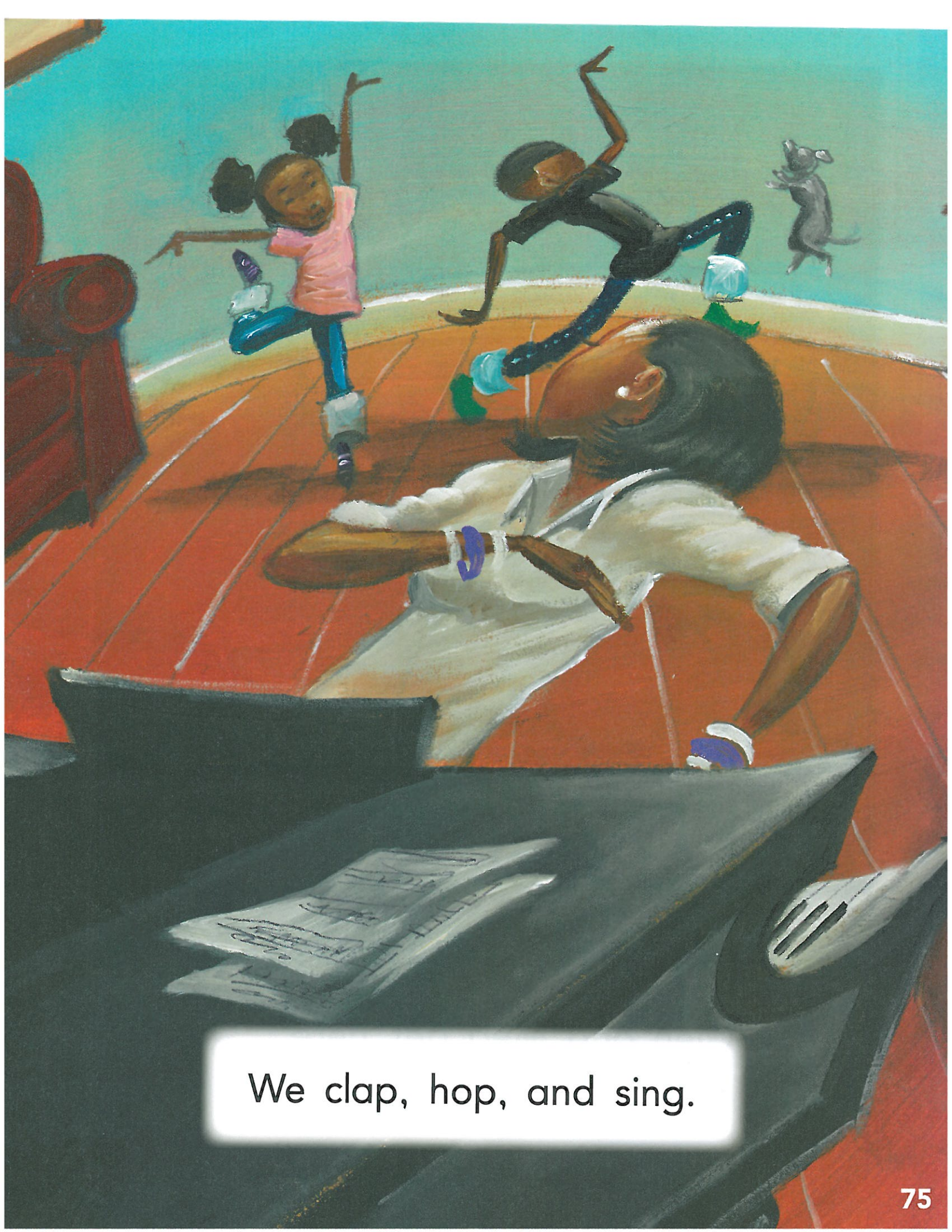
Mom and Dad will go on a trip **today**.



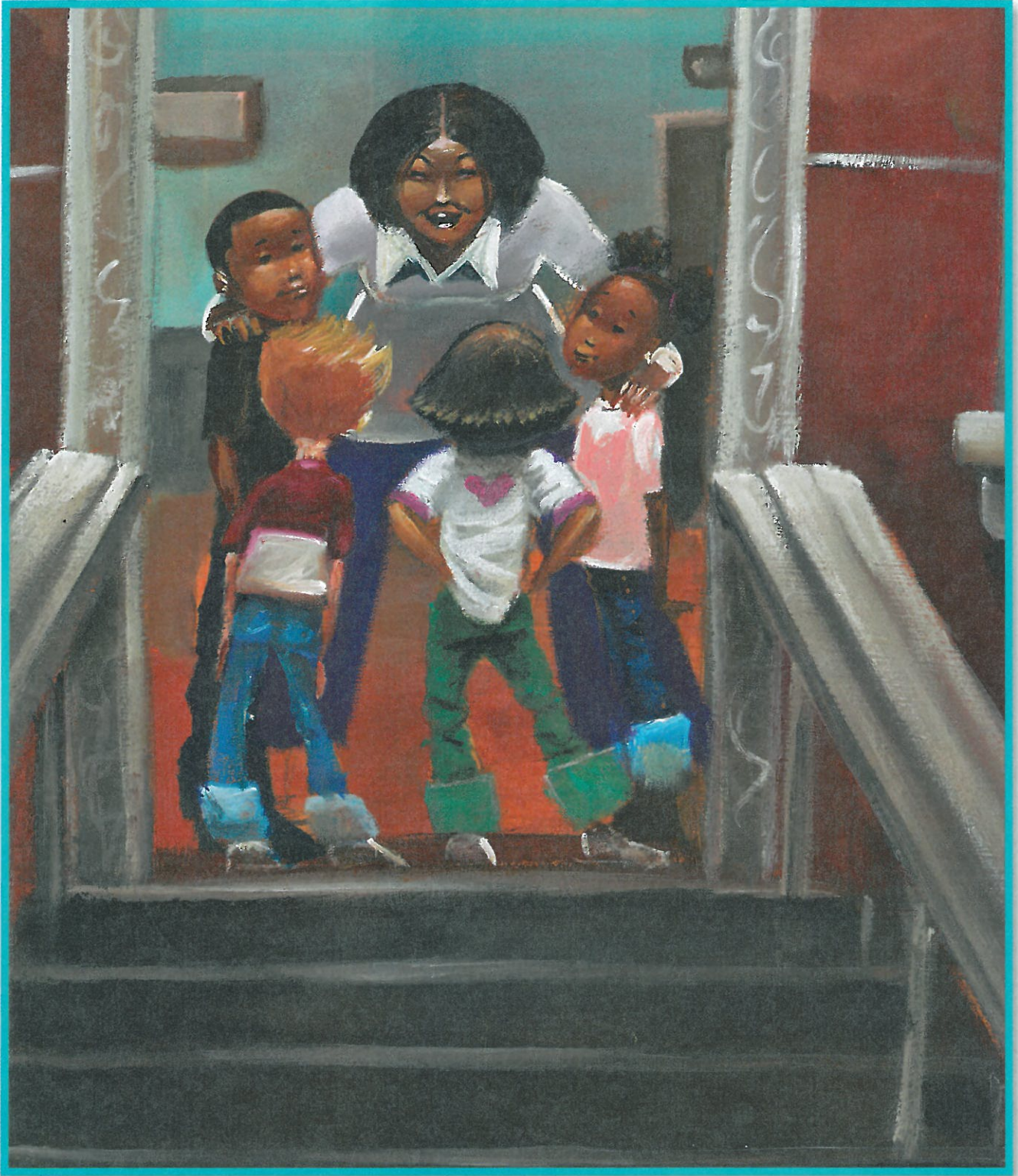
Our Aunt Viv will be with us.
Tom and I are glad.



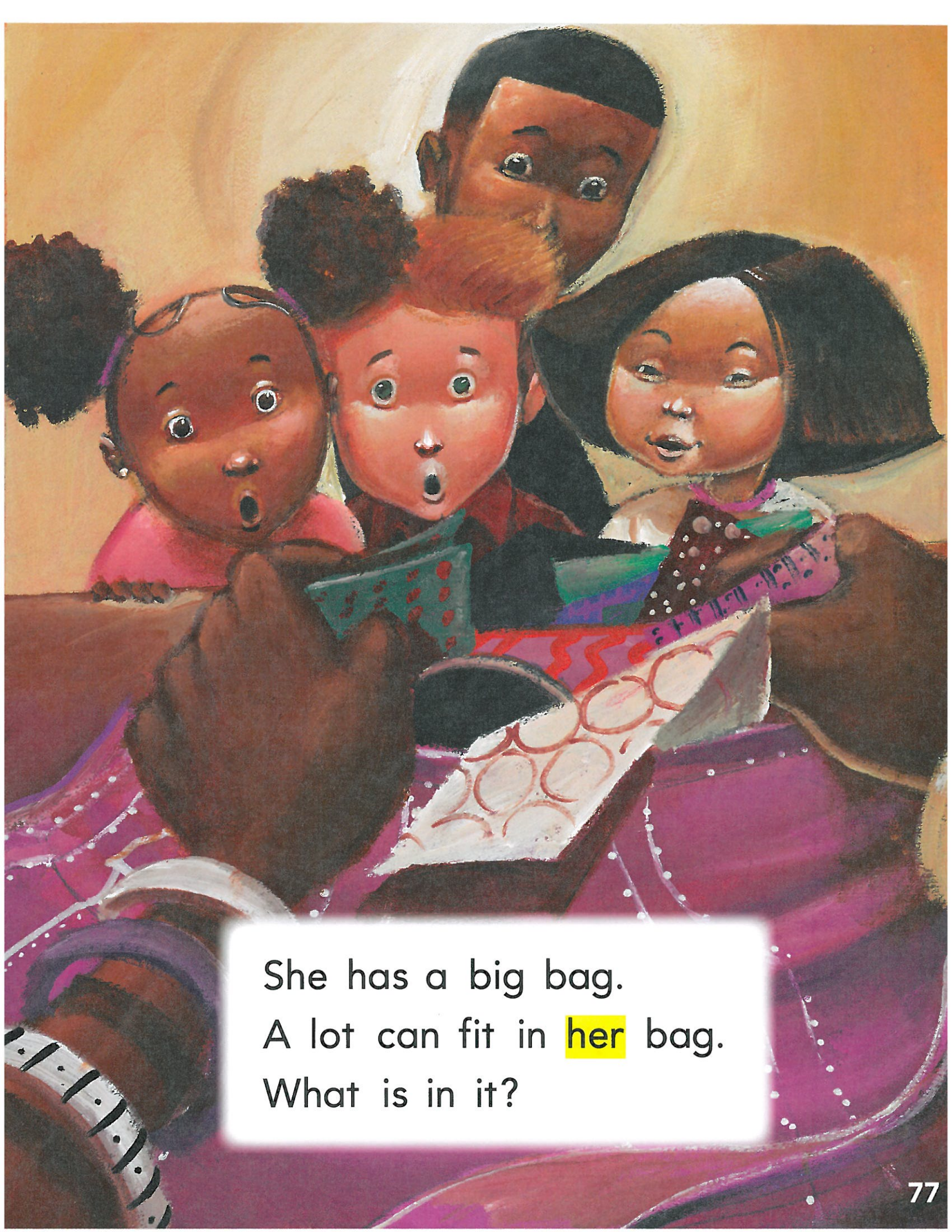
We get a big hug from Aunt Viv.
She is lots of fun!



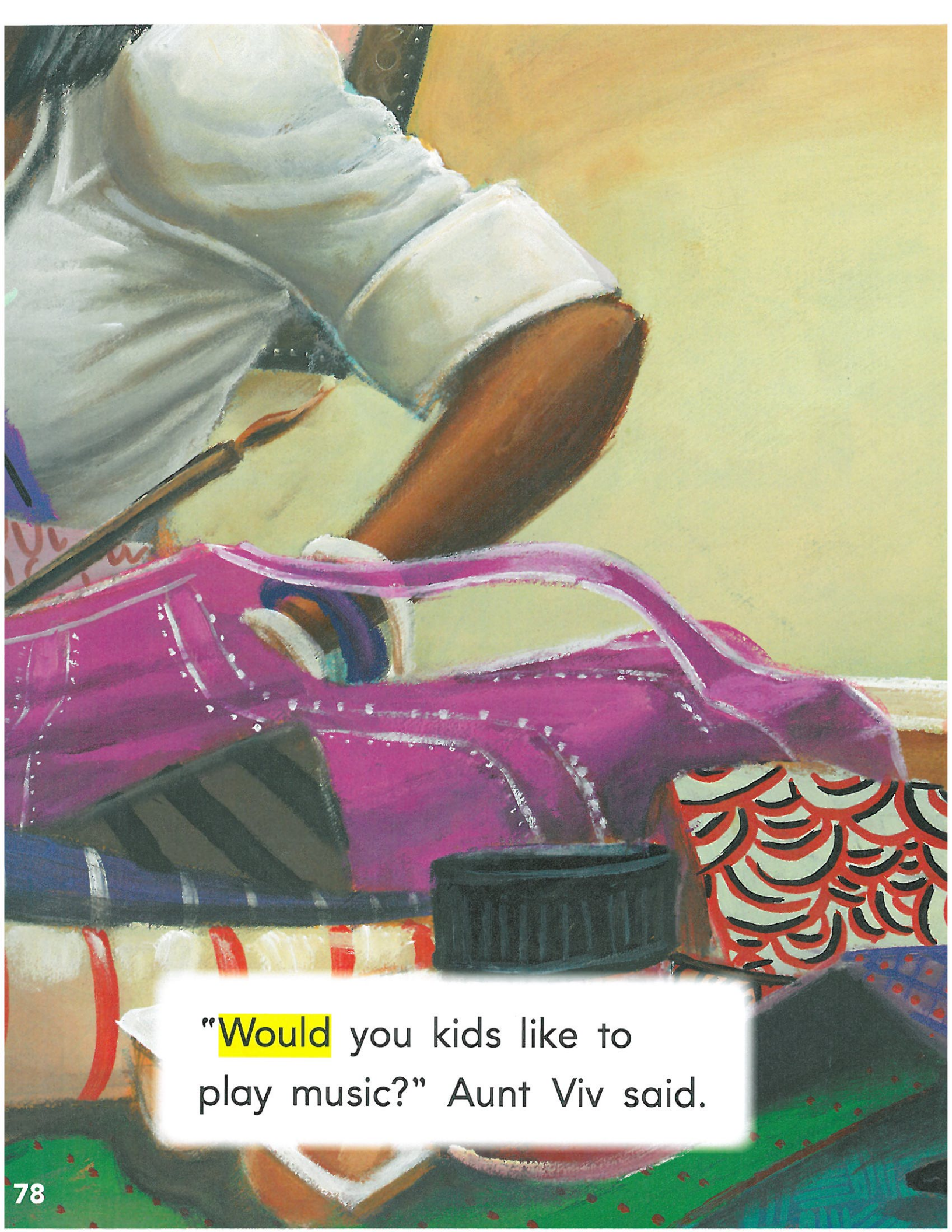
We clap, hop, and sing.



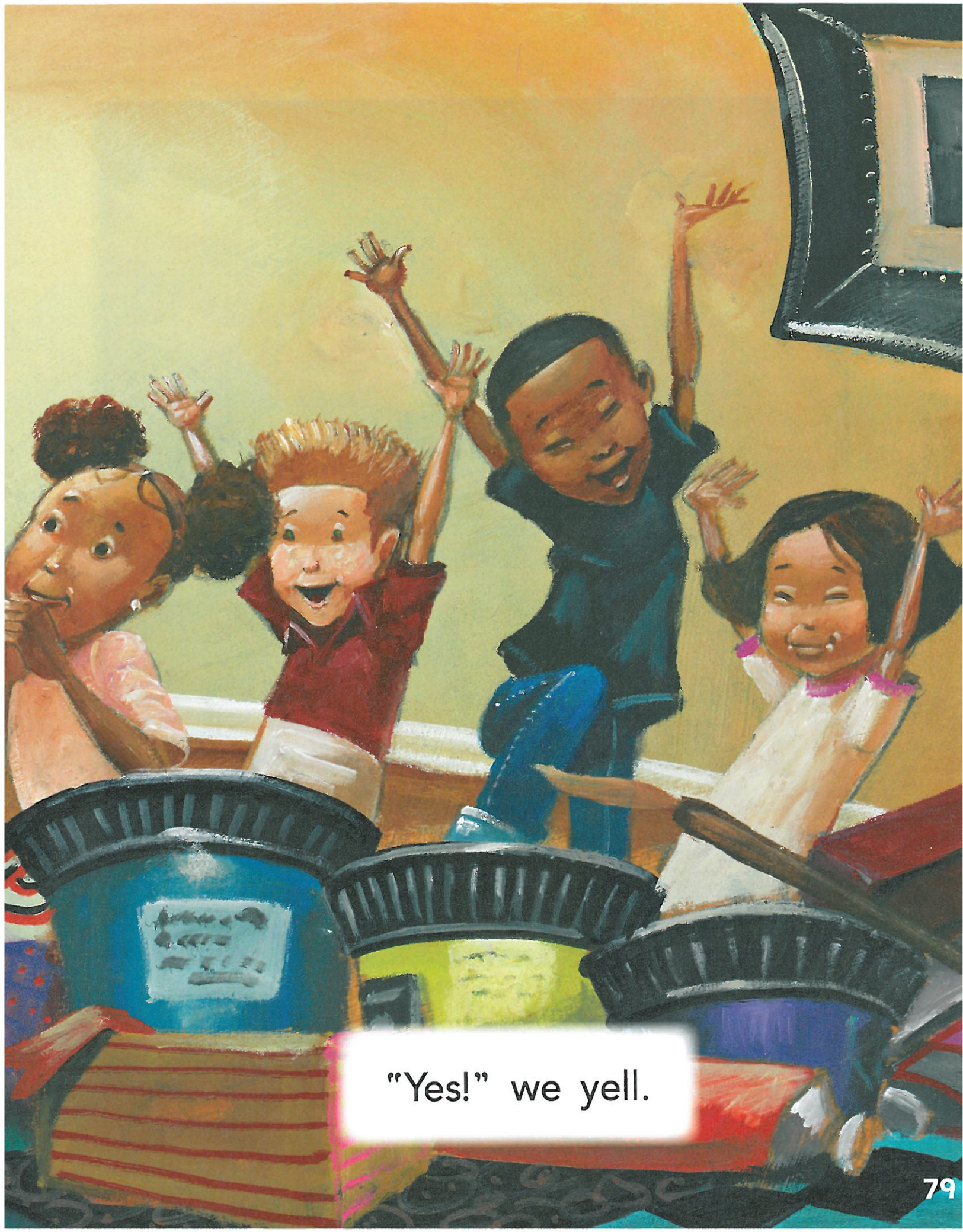
Glen and Meg get here.
Now Aunt Viv has a plan.



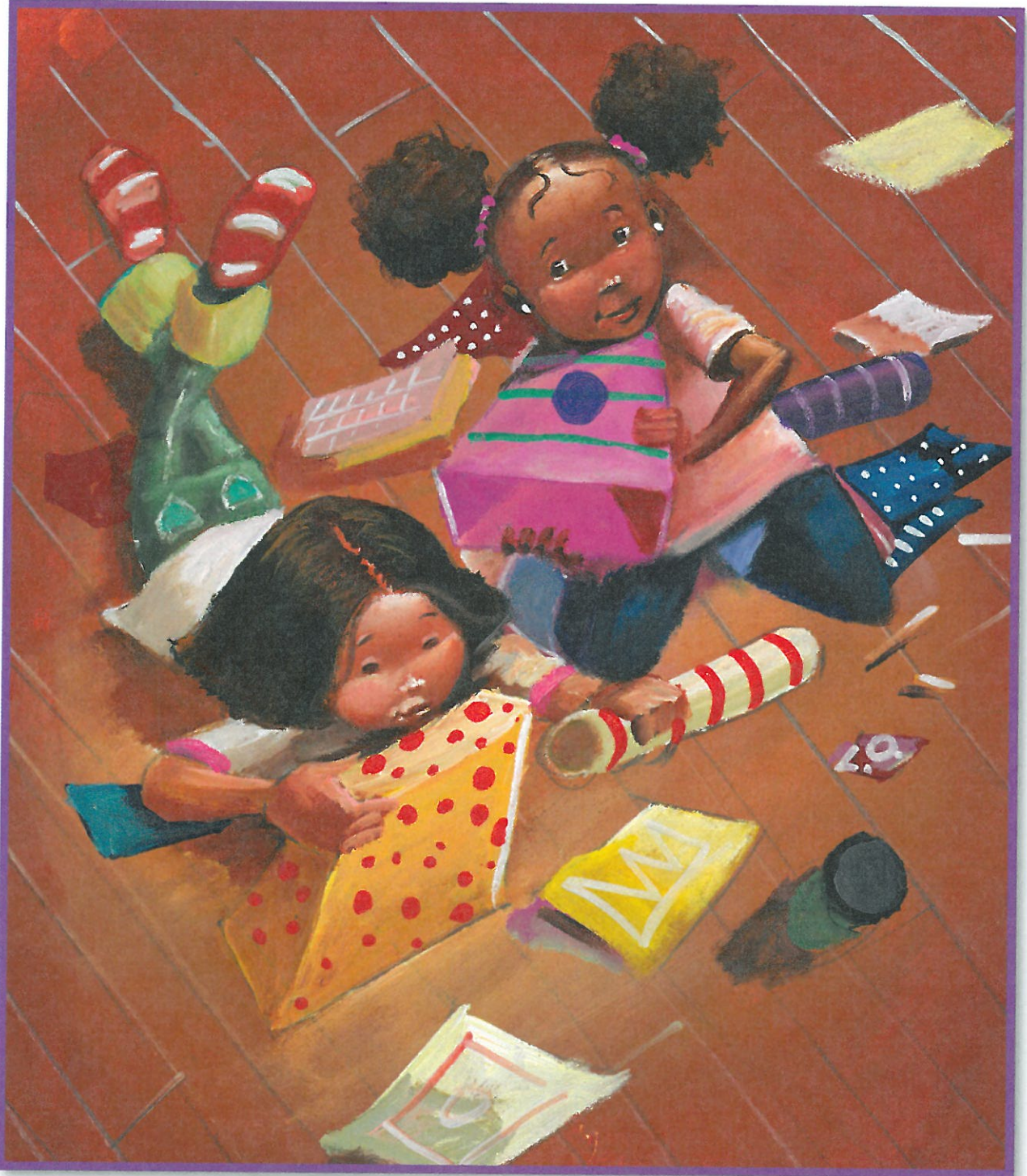
She has a big bag.
A lot can fit in **her** bag.
What is in it?



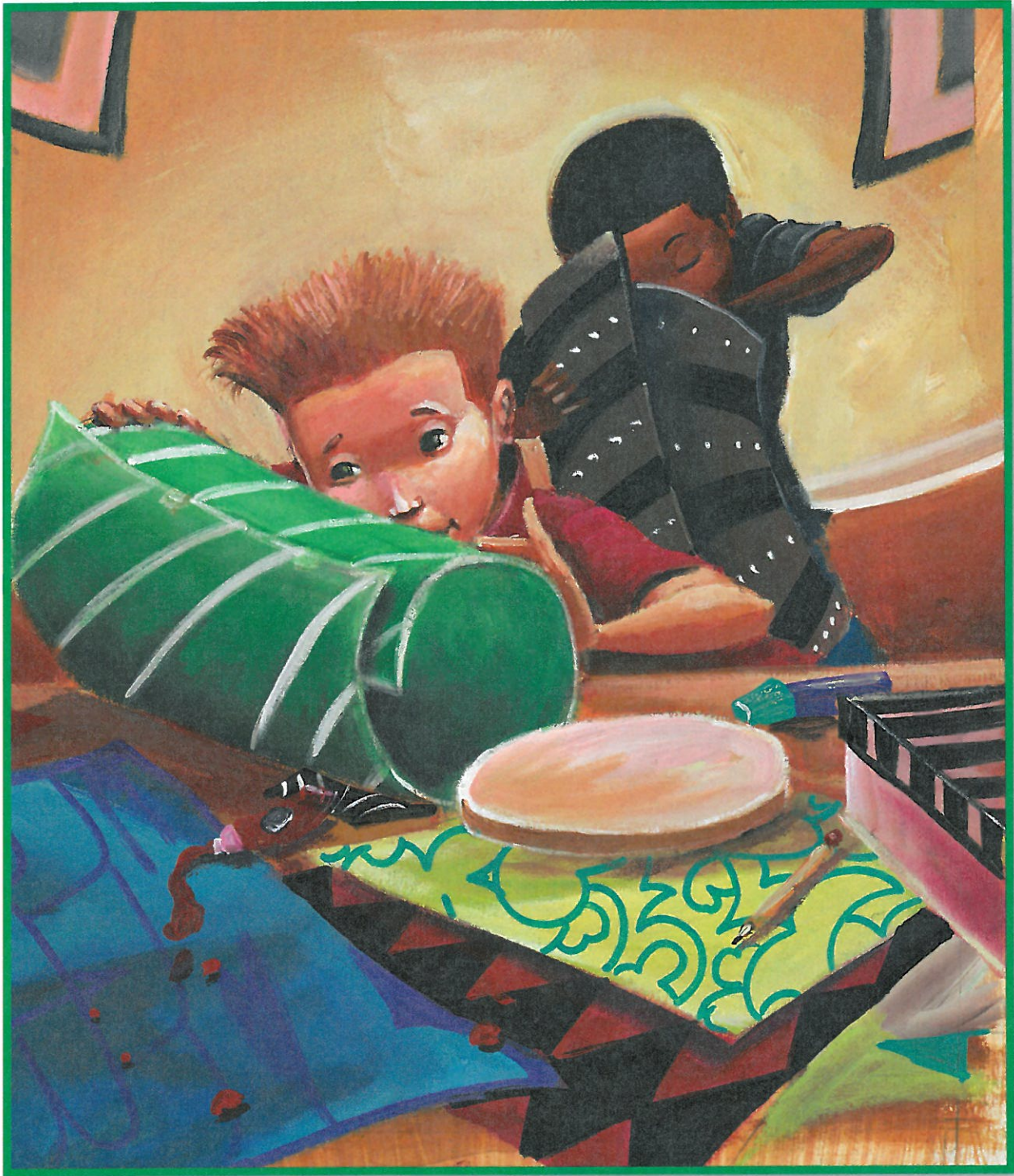
"**Would** you kids like to play music?" Aunt Viv said.



"Yes!" we yell.



Meg and I make guitars to pluck.

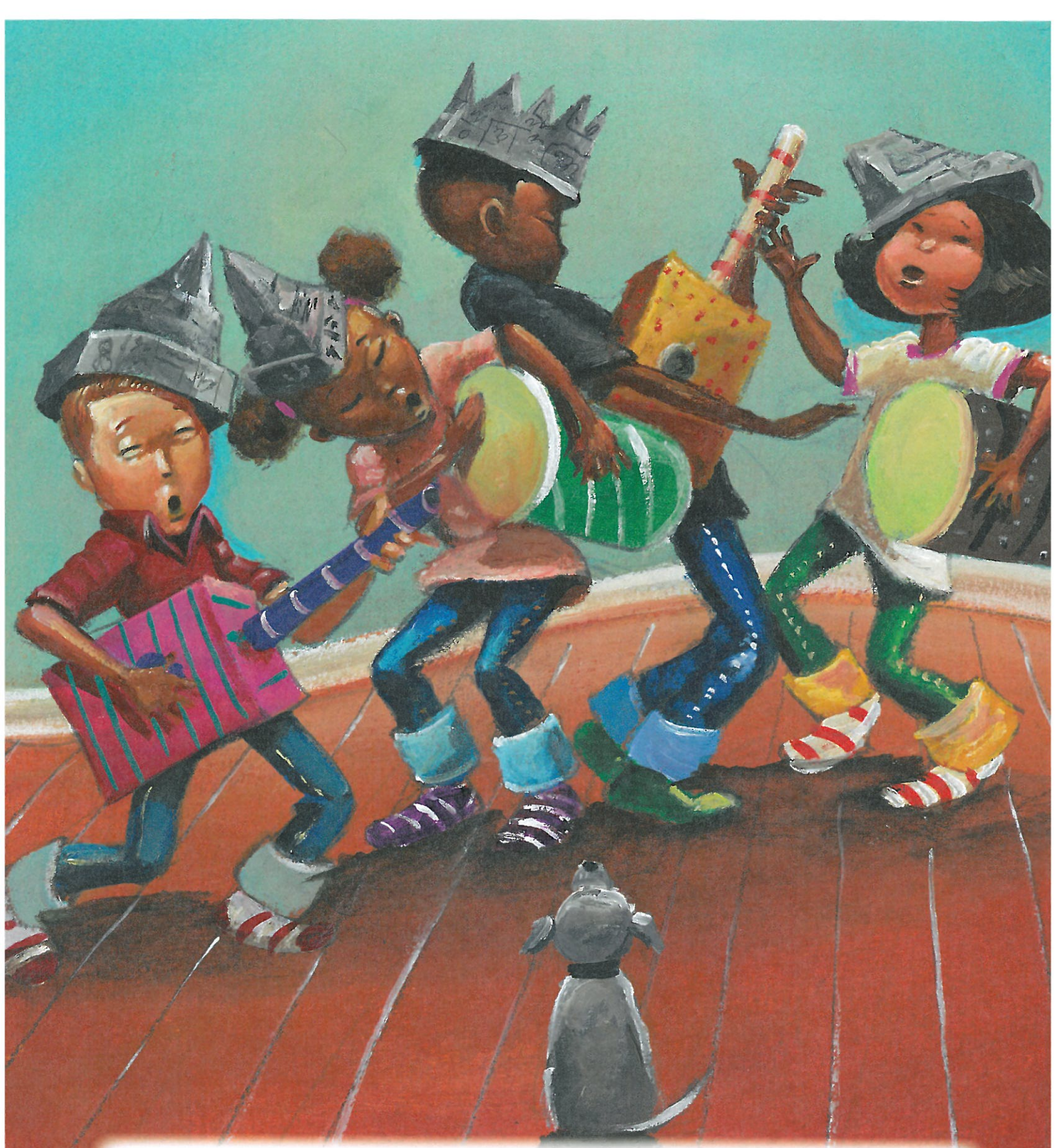


Tom and Glen make drums to tap.





Tom, Glen, Meg, and I are a band.



It is fun to make music with Aunt Viv!

Your Turn

Read Together



Working Together

Write Sentences The characters in **A Musical Day** play music together in a band. Write sentences about a time you worked with others to do something fun. Tell what happened first, next, and last.

PERSONAL RESPONSE



Turn and Talk

Making Music

Work with a partner. Talk about how the characters in the story make music. Think about the order of events as you speak.

SEQUENCE OF EVENTS



Read Together

Drums



Connect to Social Studies



WORDS TO KNOW

our	now
today	her
she	would

GENRE

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

TEXT FOCUS

A **diagram** is a drawing that shows how something works. Find the diagram of a drum.

Drums

by Tim Pano

People around the world play drums. Yolanda Martinez plays drums. **She** makes drums, too. She sells **her** drums.



All drums have a frame. They have a drumhead, too. Drummers use a beater stick to play this drum.

Parts of a Drum

drumhead



frame



beater stick






Make a Drum

Would you like to make a drum today?

Try this.

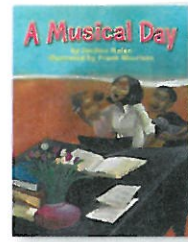
- 1 Get an empty coffee can or an oatmeal carton.
- 2 Tape paper around the sides.
- 3 Now tape brown paper over the top.



We like to play
our drums.

Making Connections

Read Together



Text to Self

Discuss Music Tell how you like to make music. Speak clearly and slowly so that your classmates understand you.



Text to Text

Connect to Social Studies Use the words and pictures to tell how people in the selections share what they like to do.



Text to World

Write a Note Think about something a family member has taught you. Write a thank-you note to that person. Write details in an order that makes sense.

Grammar

Read
Together

Statements A sentence that tells something is called a **statement**. A statement begins with a capital letter and ends with a period.

The children like to make music.

They play for their class.

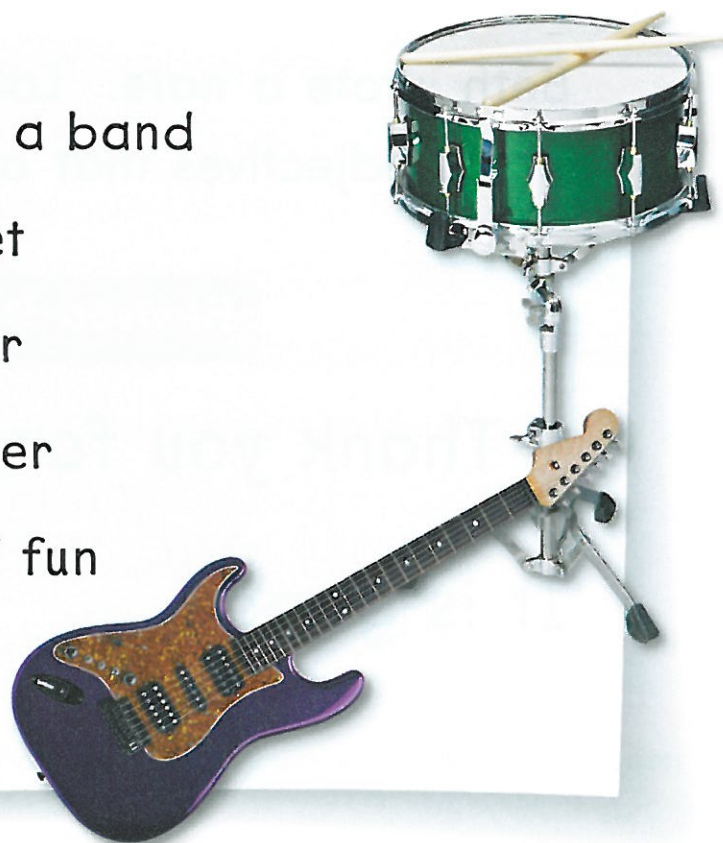
One girl taps a drum.



Try This!

Find the three statements. Write them correctly on another sheet of paper.

1. my friends play in a band
2. sits at his drum set
3. she plucks a guitar
4. the very best singer
5. they have a lot of fun




Grammar in Writing

When you proofread your writing, be sure each statement begins with a capital letter and ends with a period.

Write to Describe

Read Together




 **Word Choice** When you write a **thank-you note**, tell what you are thankful for. Use exact adjectives to make your ideas clear.

Beth wrote a note. Later, she changed **good** to adjectives that are more exact.

Revised Draft

Thank you for the new hat.
It is ~~good~~ ^{soft and warm}.

Writing Traits Checklist

-  **Word Choice** Did I use exact adjectives?
-  Does my thank-you note have all five parts?
-  Did I use capital letters and periods correctly?

Look for adjectives in Beth's final copy.
Then revise your writing. Use the Checklist.

Final Copy

June 4, 2011

Dear Aunt Jess,

Thank you for the new hat.
It is soft and warm. I really
like the purple stripes.

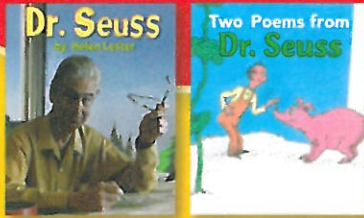
Love,

Beth



Lesson

9



WORDS TO KNOW HIGH-FREQUENCY WORDS

write
read
pictures
draw
was
after

Vocabulary
Reader



Context
Cards



Read
Together

Words to Know

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

1

write

They **write** stories to read in class.



2

read

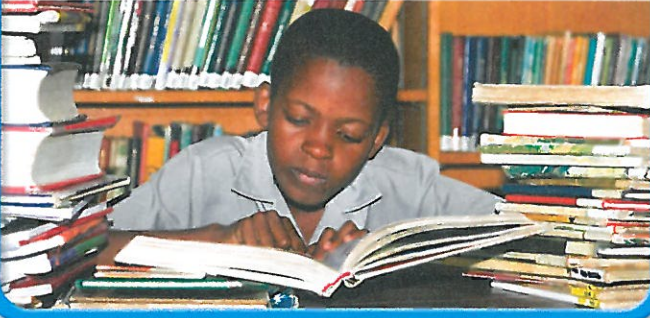
Dad will **read** a book to us.



3

pictures

He is looking for some **pictures** of lions.



4

draw

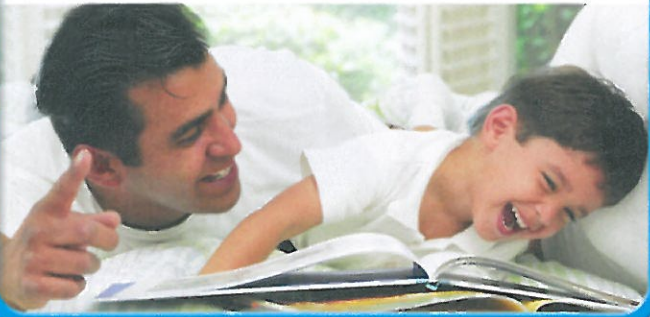
They all like to **draw** pictures.



5

was

This animal book **was** very funny!



6

after

They will go to sleep **after** the story.

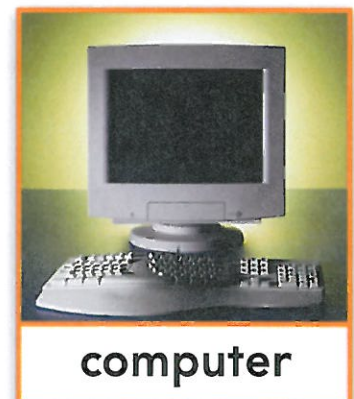
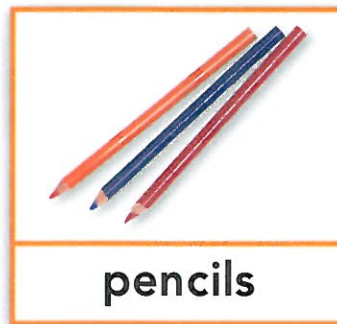


Background

Read
Together

✓ WORDS TO KNOW Making a Book

1. An author will **write** a story.
2. An artist gets the story **after** it is done.
3. The artist will **read** the story.
4. The artist takes time to **draw**.
5. The words and **pictures** are made into a book.
6. This book **was** fun to read!



Comprehension



 **TARGET SKILL** Text and Graphic Features

Some nonfiction selections have special text and features that give them more information. Special text can be **labels** or **captions**. Features can be **photos**, **graphs**, or **drawings**.

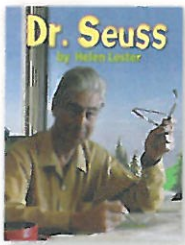


Dr. Seuss National Memorial Sculpture Garden

As you read **Dr. Seuss**, pay attention to the text and photos. Tell how they are used.

Feature	Purpose

Main Selection



Meet the Author

Helen Lester

Just like Dr. Seuss, Helen Lester has written a lot of books that make you laugh. She says that the funny characters she creates, such as Tacky the Penguin, are just like the students she had when she was a second-grade teacher.



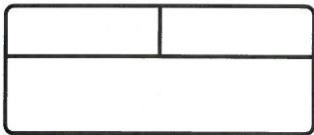
WORDS TO KNOW

write draw
read was
pictures after



TARGET SKILL

Text and Graphic Features Tell how words go with photos.



TARGET STRATEGY

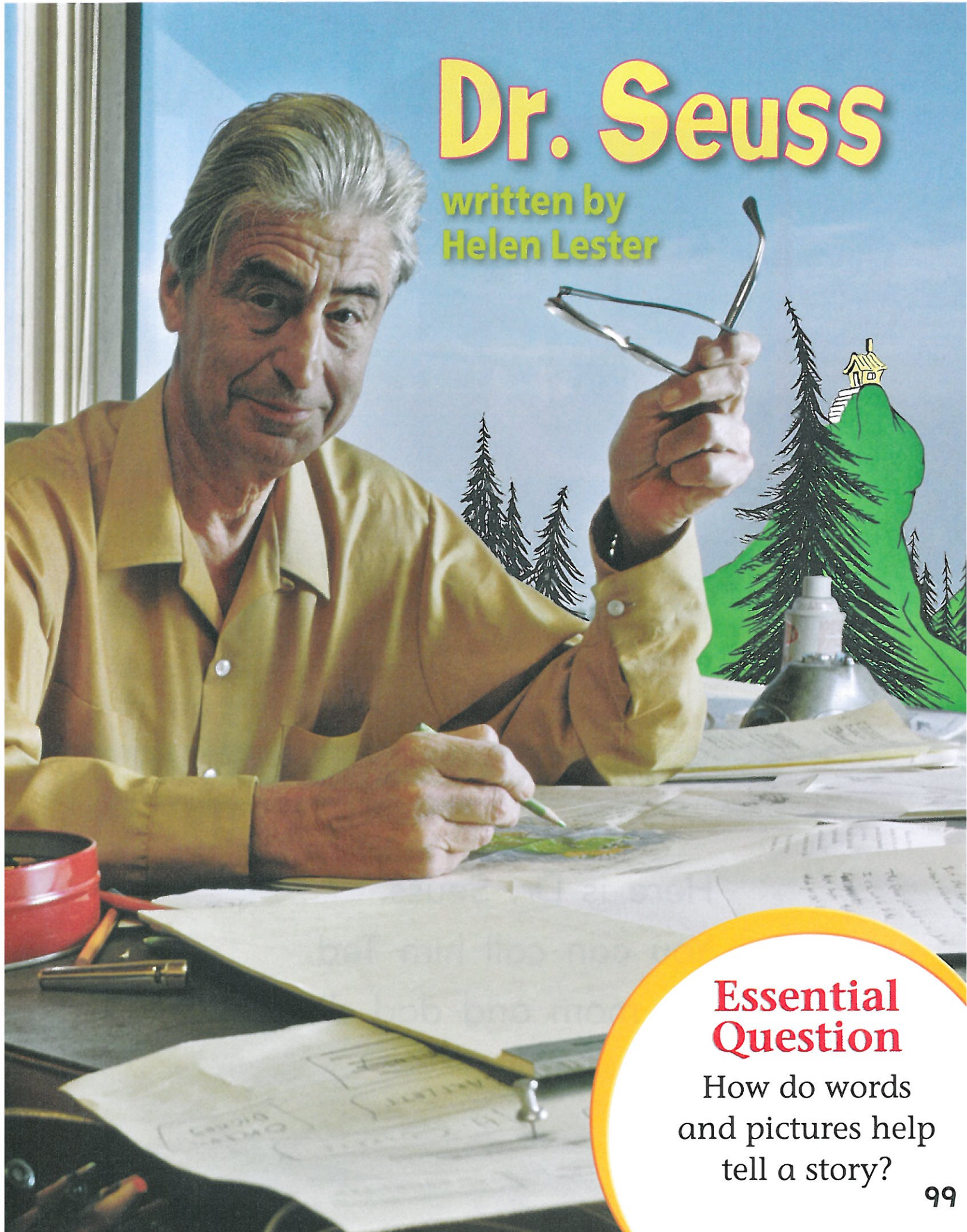
Question Ask questions about what you are reading.

GENRE

A **biography** tells about events in a person's life.

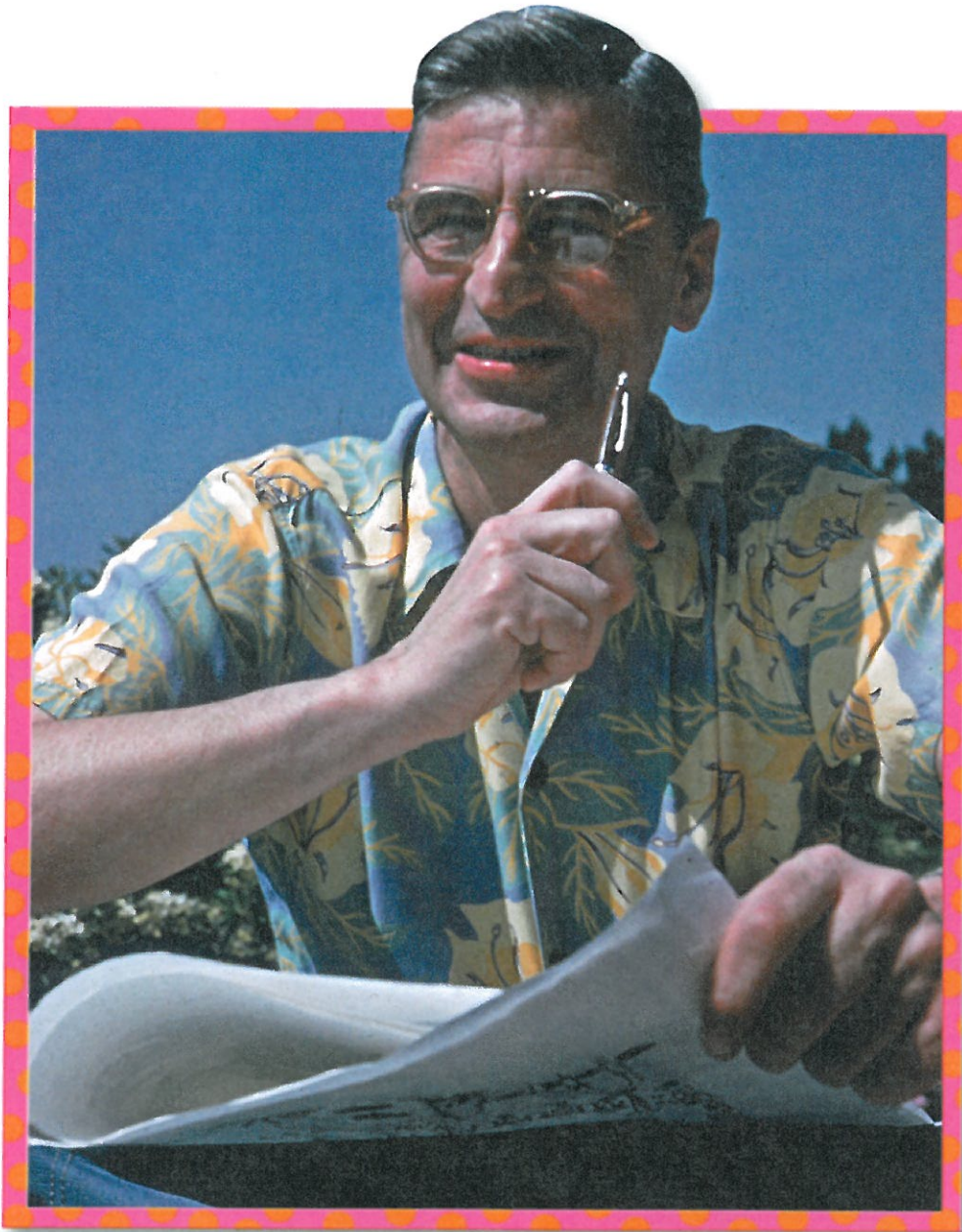
Dr. Seuss

written by
Helen Lester



Essential Question

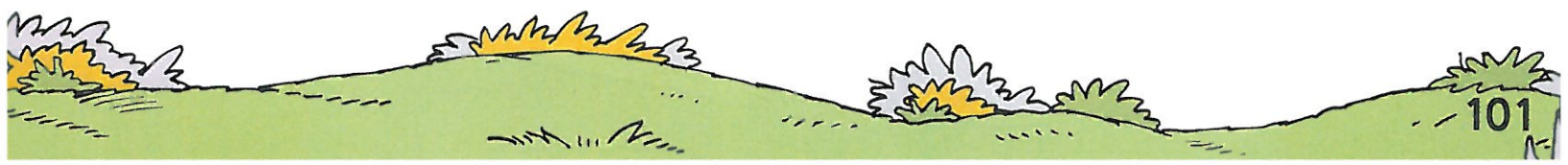
How do words
and pictures help
tell a story?



Here is Dr. Seuss.
You can call him Ted.
His mom and dad did!



Ted was a funny man.

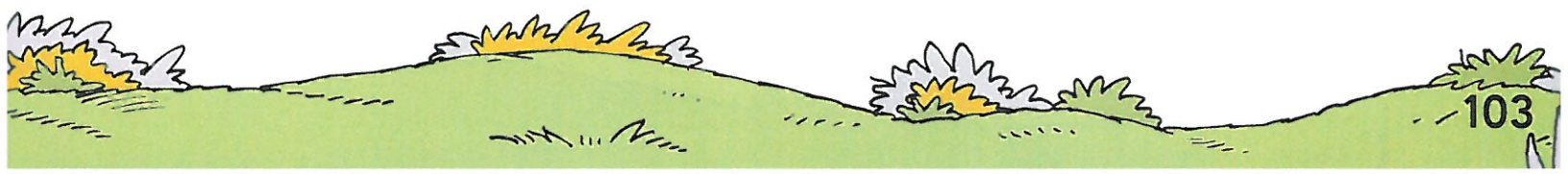


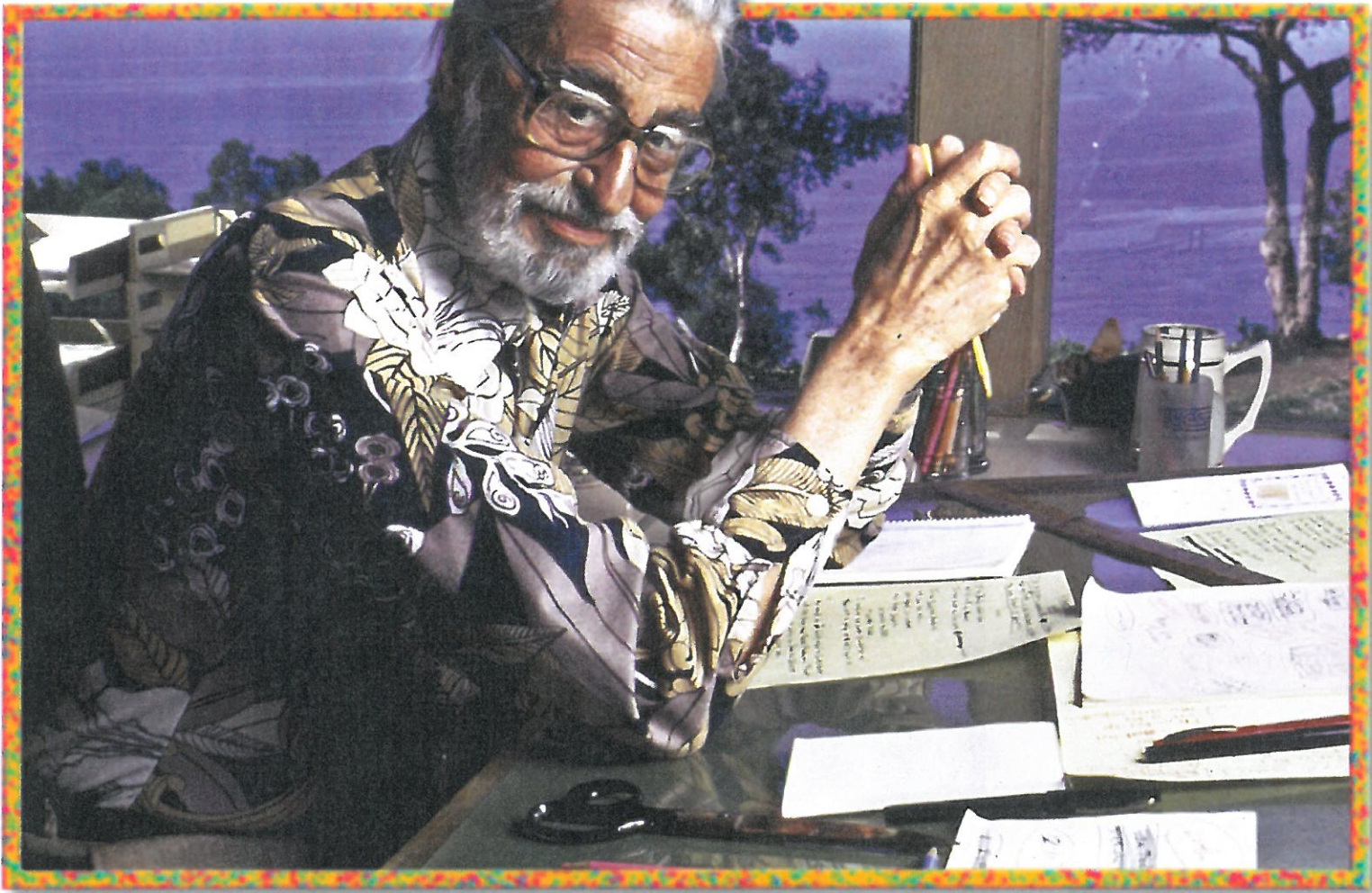


Ted would draw pictures.



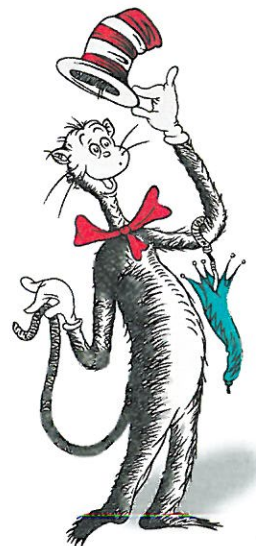
Here is a fun picture.





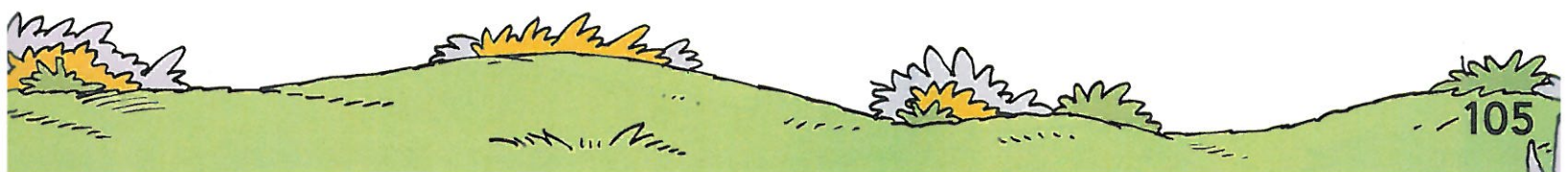
Ted would **write**, too.

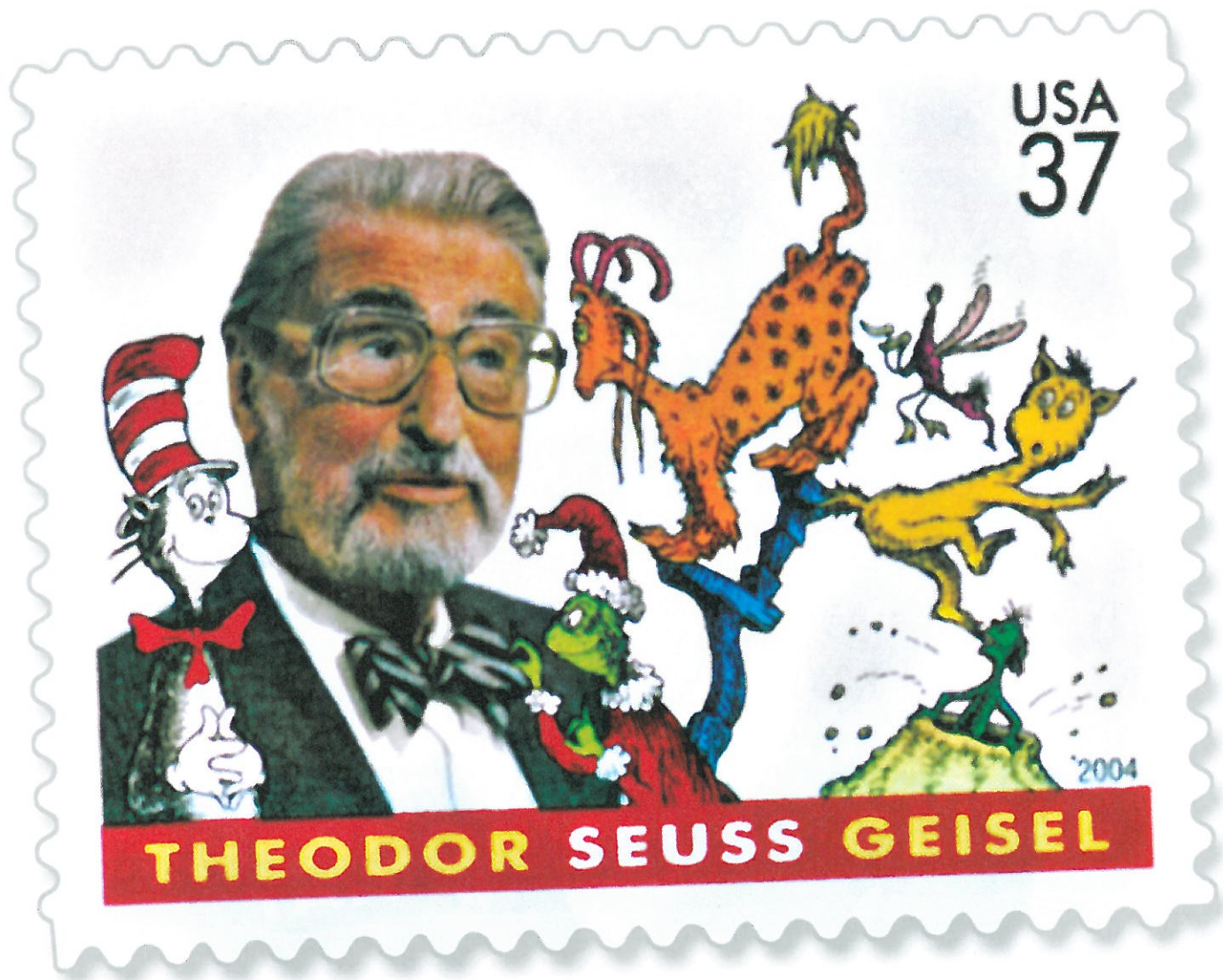
Ted wrote **The Cat in the Hat**.





The Cat in the Hat was a big hit!





Can you find **The Cat in the Hat**?



Ted had many big hits after **after**
The Cat in the Hat.

splat

sled

bell

smell

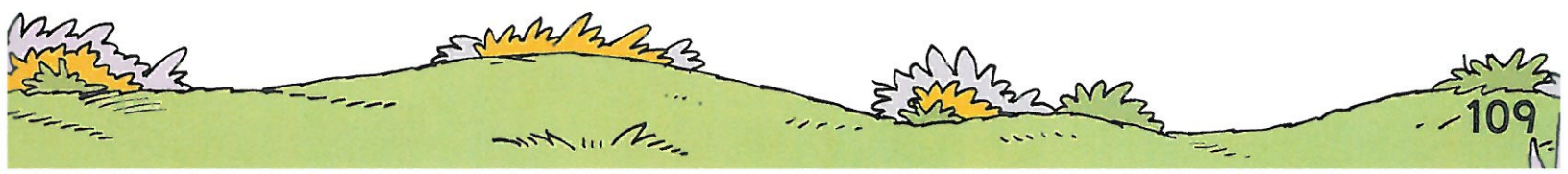
red

hat

Ted would write rhymes.
Can you find some here?



It was fun to hear Ted read.





Now kids can see animals
from his books.

**Dr. Seuss National Memorial
Sculpture Garden**





Dr. Seuss is still a big hit with kids today.

Your Turn

Read Together



Rhyme Time

Write a Poem Play a rhyming game with a partner. One partner writes a word. The other partner writes a word that rhymes with it. Keep going until you cannot think of more words. Then make up a silly poem that uses the rhyming words. PARTNERS

can
man
fan

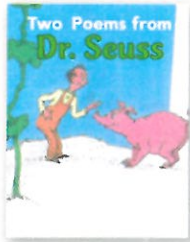
Turn and Talk

Picture Talk

Choose one picture from **Dr. Seuss**. Tell a partner how the picture and the words on the page show what Dr. Seuss was like. TEXT AND GRAPHIC FEATURES



Read Together



Connect to Poetry



WORDS TO KNOW

write	draw
read	was
pictures	after

GENRE

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

TEXT FOCUS

Alliteration is a pattern of words with the same beginning sound. Find words that begin with the same sound. How do they make the poems fun to hear and say?

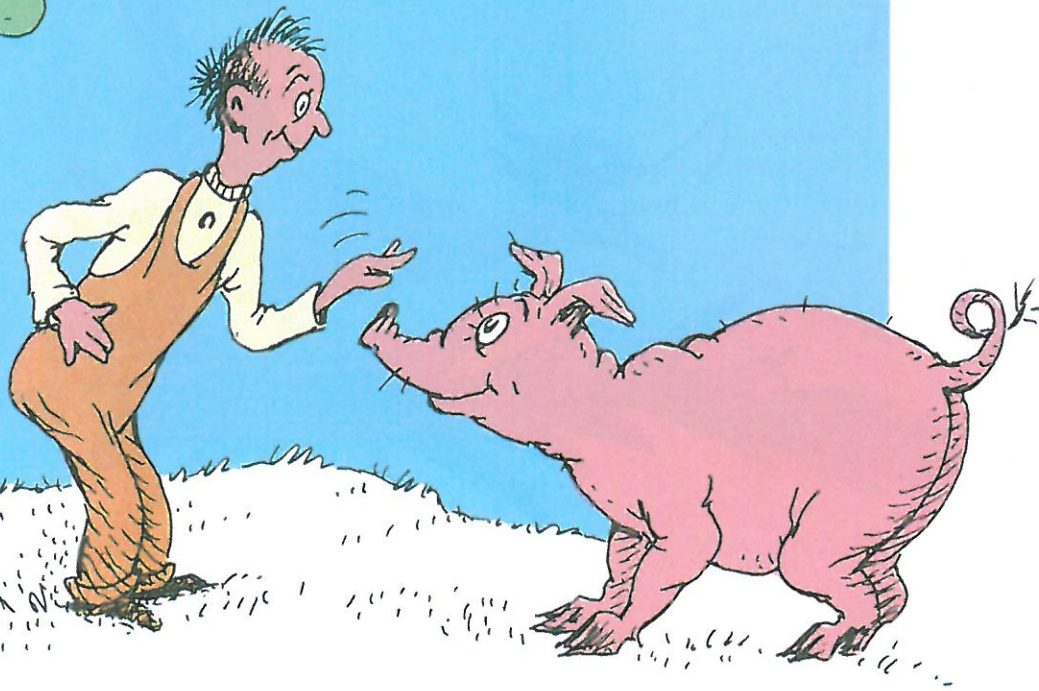
Two Poems from Dr. Seuss

Dr. Seuss liked to **write** poems. He wrote poems that are fun to read aloud. He would **draw pictures** to go with them.

Dr. Seuss's pictures are as much fun as his poems. **After** you **read** these two poems, you might agree that Dr. Seuss **was** a great writer!



Pete Pats Pigs



Pete Briggs pats pigs.
Briggs pats pink pigs.
Briggs pats big pigs.
(Don't ask me why. It doesn't matter.)
Pete Briggs is a pink pig, big pig patter.

Pete Briggs pats his big pink pigs all day.
(Don't ask me why. I cannot say.)
Then Pete puts his patted pigs away
in his Pete Briggs' Pink Pigs Big Pigs Pigpen.



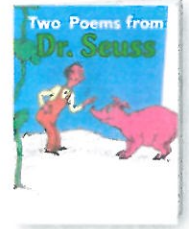
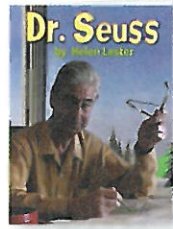
We have two ducks. One blue. One black.
And when our blue duck goes "Quack-quack"
our black duck quickly quack-quacks back.
The quacks Blue quacks make her quite a quacker
but Black is a quicker quacker-backer.

Write About Sharing

Think about different ways you share. Then write a poem about sharing. Use pairs of words that begin with the same sound.

Making Connections

Read Together



Text to Self

Connect to Language Arts Write a silly poem describing one of your favorite animals. Use rhyming words and words that start with the same sound. Clap the rhythm as you say it.

Text to Text

Express Opinions Look at the pictures in both selections. What do you like best about Dr. Seuss's drawings or poems?

Text to World



Discuss Sharing What special things do you share with your family?









Grammar

Read Together

Singular and Plural Nouns Some nouns name **one**. Some nouns name **more than one**. An **s** ending means more than one.

One	More Than One
 hat	 hats

One	More Than One
 man	 men
 woman	 women
 child	 children

Turn and Talk

Choose the correct noun to name each picture. Take turns with a partner. Tell why you chose a noun that names one or more than one.

1.  book books

2.  stamp stamps

3.  man men

4.  cat cats

5.  child children




Grammar in Writing

Write the correct noun to name each picture. Use another sheet of paper.

Write to Describe

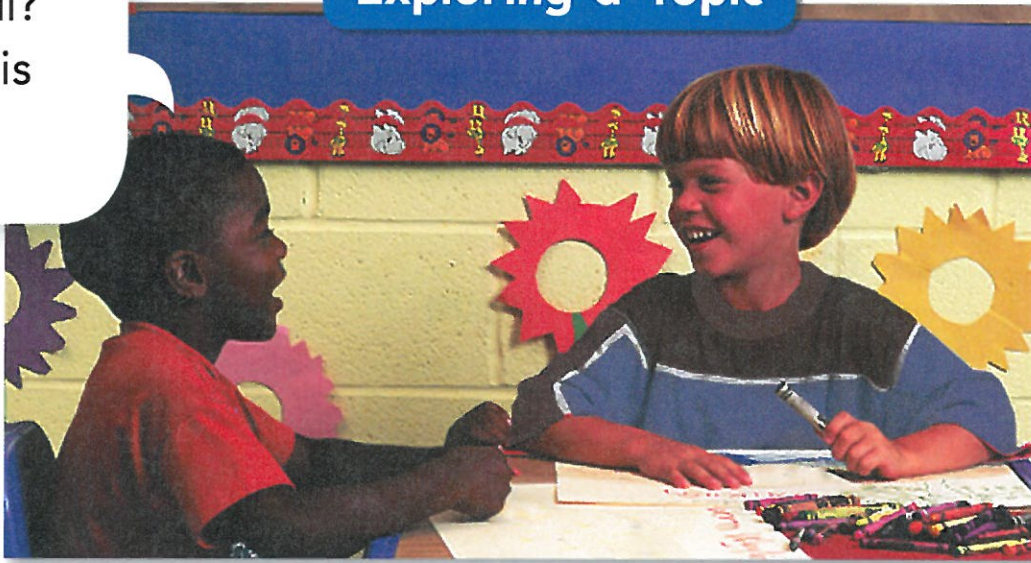
Read Together

 **Ideas** Before you start writing, plan the details for your **description**. A friend can help by asking you questions.

Josh asked Evan about *The Cat in the Hat*.

Does the cat have a tail?
How do his feet look?

Exploring a Topic

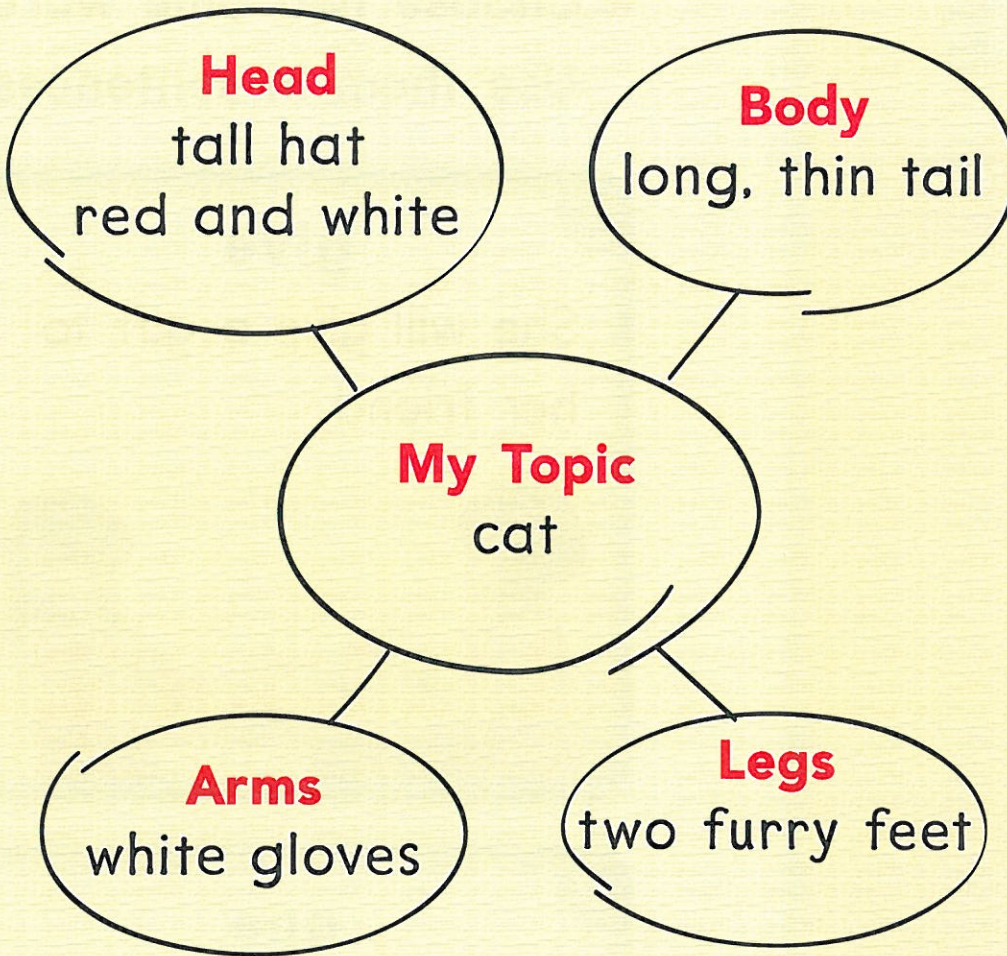


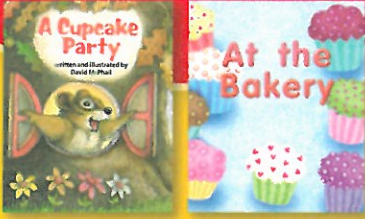
Prewriting Checklist

- Did I choose a topic I know a lot about?
- Do my details tell how the character looks?
- Did I write adjectives for size, shape, color, and number?

Look for details in Evan's plan. Then plan your own description. Use the Checklist.

Planning Chart





WORDS TO KNOW
HIGH-FREQUENCY WORDS

give
one
small
put
eat
take

Vocabulary Reader



Context Cards



Words to Know

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

1

give

She will **give** a gift to her friend.



2

one

There was **one** cupcake on the plate.



3

small

The **small** red box is on the left.



4

put

They **put** the party hats on their heads.



5

eat

The children **eat** pizza at the party.



6

take

They both **take** some balloons home.



Background

Read Together

✓ **WORDS TO KNOW** Time for a Party!

1. Bake **one** big cake.
2. **Put** candles on top.
3. Place **small** dishes on the table.
4. **Give** each person a fork.
5. **Take** a slice of cake.
6. **Eat** and enjoy!



A Party Checklist

- ✓ Make a list of friends.
- ✓ Ask the friends to come.
- ✓ Get ready.
- ✓ Bake a cake.

Have fun!



Comprehension

Read Together

✓ TARGET SKILL Story Structure

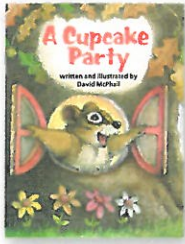
A story has different parts. The **characters** are the people and animals in a story. The **setting** is when and where a story takes place. The **plot** is the order of events that tells about a problem in the story and how the characters solve it.



As you read **A Cupcake Party**, use a story map to tell who is in the story, where they are, and what they do.

Character	Setting
Plot	

Main Selection



WORDS TO KNOW

give	put
one	eat
small	take



TARGET SKILL

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



TARGET STRATEGY

Visualize Picture what is happening as you read to clarify story events.

GENRE

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

Meet the Author and Illustrator

David McPhail

David McPhail wanted to be a baseball player when he was growing up, but he wasn't good at sports.

Next, Mr. McPhail wanted to play guitar in a band.

Finally, he went to art school.

He was great at drawing pictures and writing stories!





A Cupcake Party

written and illustrated by
David McPhail

Essential Question

How do the parts
of a story work
together?



"I miss my friends," Fritz said.
"I must have a big party!"



Fritz had a list of friends to ask to his party.



Fritz went to ask Kit.
"I will come," Kit said.
"It will be grand!"



Fritz went to ask Jack next.

Jack said yes.

"A party is fun!" Jack said.

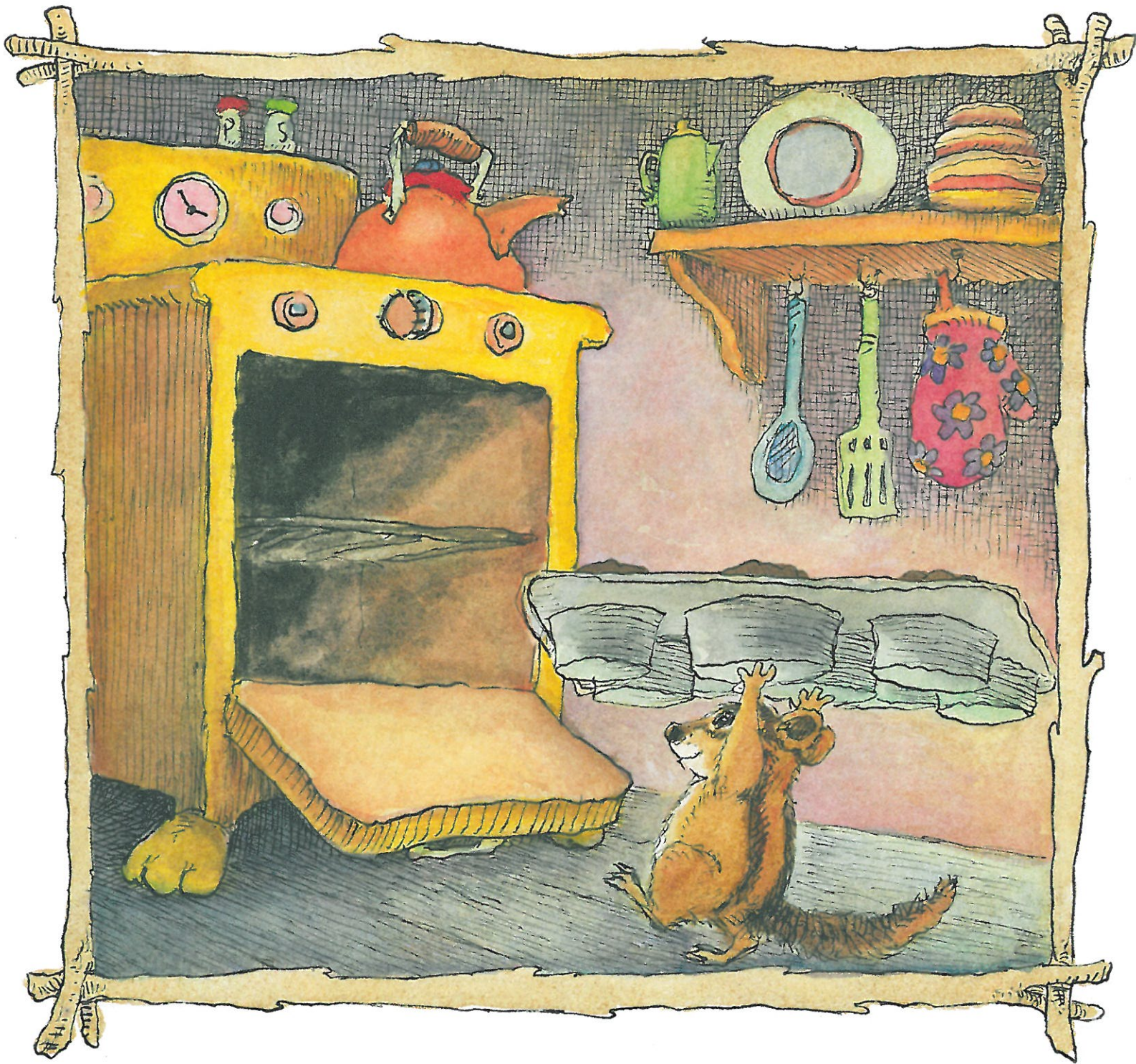


Fritz met Fran and Stan at a
tree stump.

Fran and Stan said yes, too.



Fritz went to ask Glen last.
"I will not miss it," Glen said.



Fritz baked cupcakes to
give to his friends.



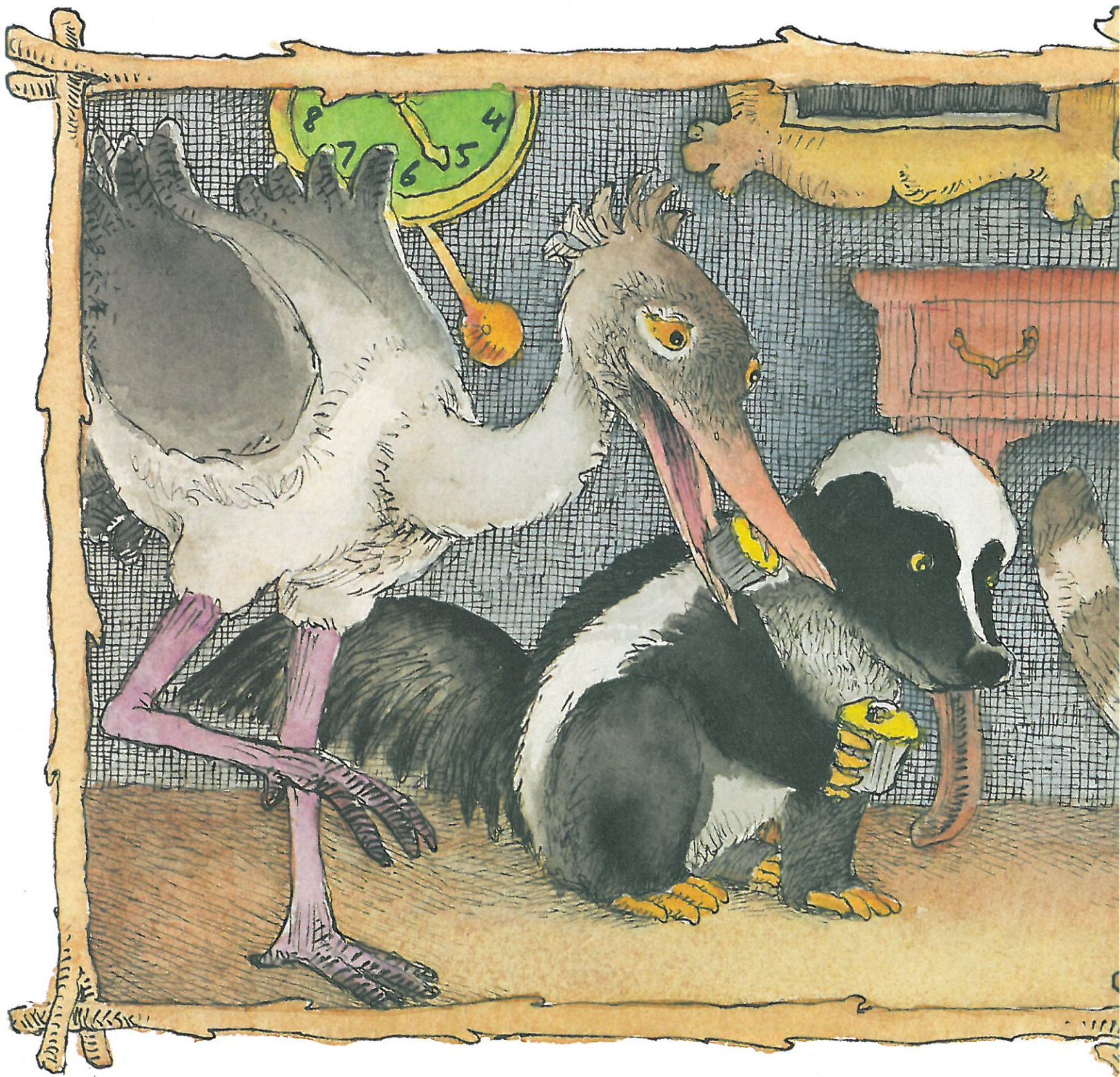
He put a small picture
on every one.



Fritz felt glad to see his friends.



"Take the cupcake with a picture of you on it," Fritz said.



His friends had a snack
for Fritz, too.





"Yum! Now we can eat
and have fun," Fritz said.

Your Turn

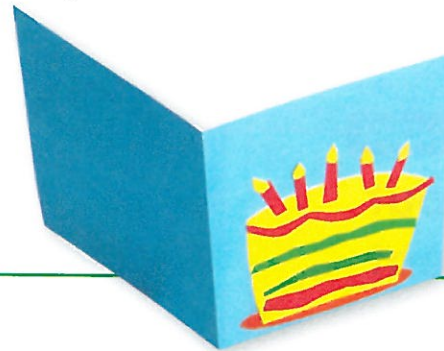
Read
Together



Thank You, Fritz!

Make a Card Make a thank-you card for Fritz from one of his friends who came to the party. Write sentences that tell why the party was fun.

LANGUAGE ARTS



Turn and Talk

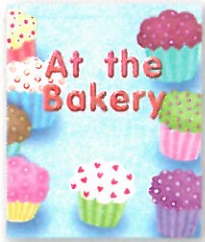
Fritz and Friends

Work with a partner. Make a list of all the characters in **A Cupcake Party**. Tell what each character does in the story.

STORY STRUCTURE



Read Together



Connect to Math



WORDS TO KNOW

give	put
one	eat
small	take

GENRE

Readers' theater is a text that has been written for readers to read aloud.

TEXT FOCUS

Directions tell how to do something step-by-step. Follow the directions on page 144 with an adult to make a tasty treat!

Readers' Theater

At the Bakery

by Kim Lee

Cast of Characters



Baker



Helper 1



Helper 2



What have you baked today, Baker?



I baked cupcakes. Can you help me?





I can help you **eat** the cupcakes!



No, no! The cupcakes are not finished yet.



How can we help?

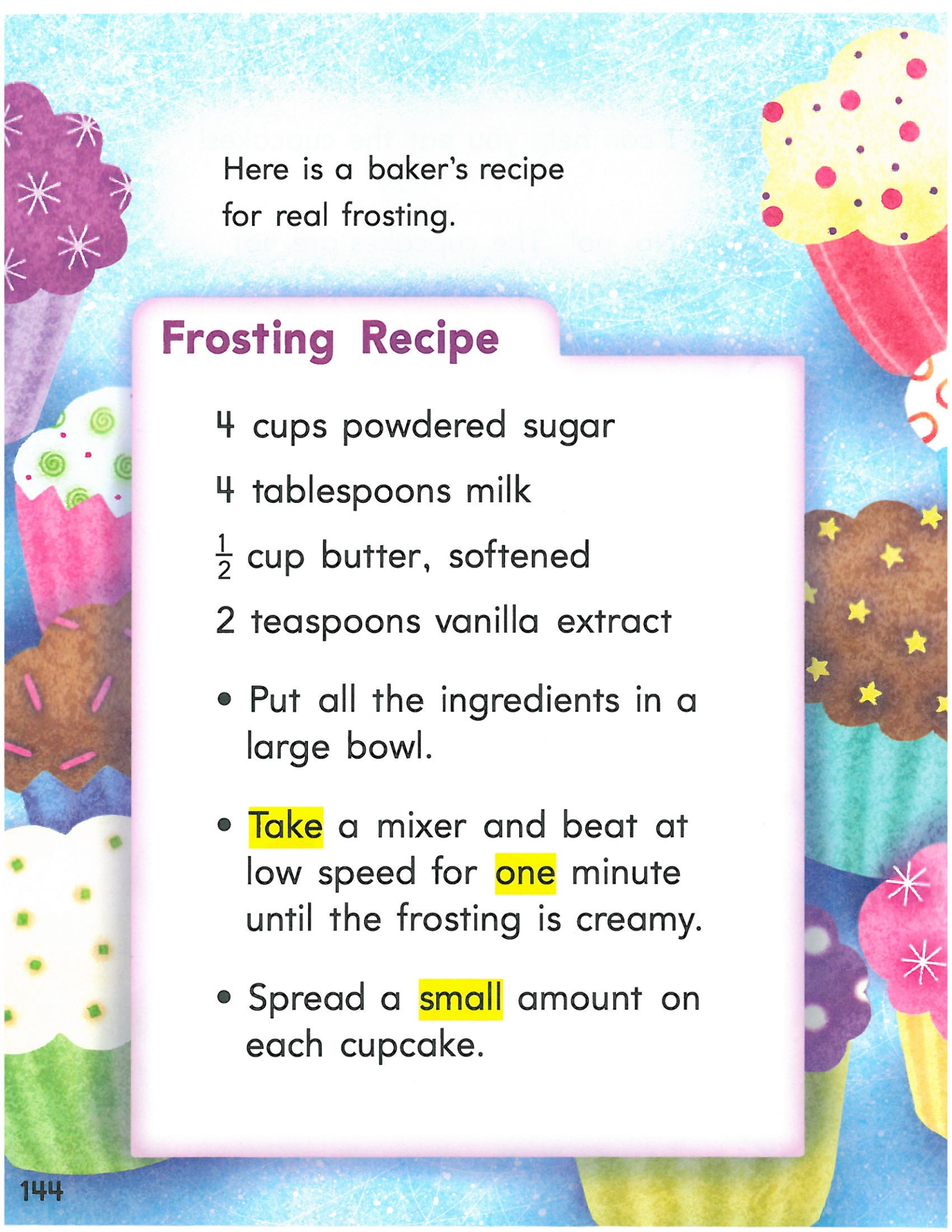


You can **put** the frosting on top.
I will **give** you the recipe.



Then we can eat the cupcakes!





Here is a baker's recipe
for real frosting.

Frosting Recipe

4 cups powdered sugar

4 tablespoons milk

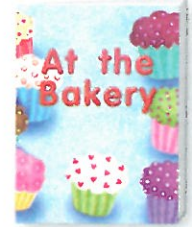
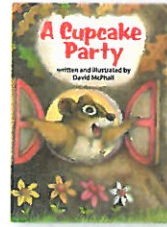
$\frac{1}{2}$ cup butter, softened

2 teaspoons vanilla extract

- Put all the ingredients in a large bowl.
- **Take** a mixer and beat at low speed for **one** minute until the frosting is creamy.
- Spread a **small** amount on each cupcake.

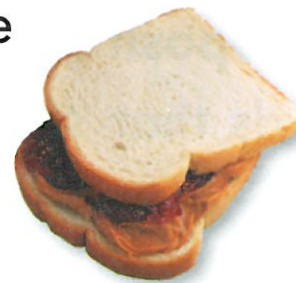
Making Connections

Read Together



Text to Self

Make a List Pretend you are having a party. Make a list of foods you would make for your guests.



Text to Text

Connect to Social Studies How did the characters in each story help each other?

Text to World

Write Sentences Write sentences to tell how you could help a neighbor or a family member bake cupcakes.

Grammar

Read
Together

Prepositions A **preposition** is a word that joins with other words to help tell where something is or when it happens. A **prepositional phrase** is a group of words that starts with a preposition.

Prepositions for Where

Where are the leaves?

The leaves are on the ground.

Where is the chipmunk?

The chipmunk ran up the tree.

Where are the birds?

The birds are in the nest.

Prepositions for When

When did you take a walk?

I took a walk before lunch.

When did you eat lunch?

I ate lunch after the walk.

What time did you eat?

I ate lunch at noon.

Turn and Talk

Find the preposition in each sentence. Write it on a sheet of paper. Talk with a partner. Decide if the preposition tells where something is or when it happened.

1. I saw a chipmunk on a branch.
2. We watched the stars after dinner.
3. My brother climbed up a tree.
4. We went home before dark.
5. Pretty flowers grow in the woods.




Grammar in Writing

When you revise your writing, look for places where you can use a preposition.

Write to Describe

Read Together

 **Organization** A good **description** begins with a topic sentence that tells what the description is about.

Evan wrote a draft of his description. Then he added a topic sentence.

Revised Draft

The cat looks very funny.
His tall hat is red and white.



Revising Checklist

- Did I write a topic sentence?
- Could I add any prepositions?
- Did I spell my words correctly?

Look for adjectives in Evan's final copy.
Then revise your writing. Use the Checklist.

Final Copy

The Cat in the Hat

The cat looks very funny.

His tall hat is red and white.

The cat wears white gloves.

He has a long, thin tail
and two furry feet.



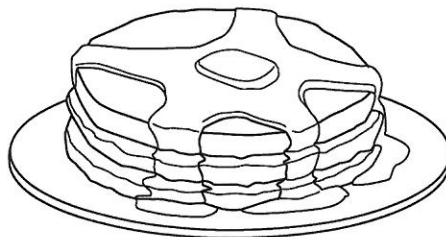
Read the next two stories. Then tell the order of events in each story.

Come and Get It!

Mom makes the best pancakes. I can help her make some for my friends. First, I get a big bowl. Next, I put in the eggs. I crack them one by one. I take a fork and beat them. Then, I mix in a cup of milk.

Mom puts more in the bowl. I mix it up. Next, Mom gets a pan. We let it get hot. Mom helps me put the mix in the pan. She lets me flip the pancakes. I yell to my friends, "Come and get it!"

The pancakes are good. We eat them all.



The Mix-Up

Jan and Dad make cookies. Jan puts the mix on a cookie pan. Dad puts the pan in the oven.

Dad takes out the hot cookies. Then Jan and Dad pick cookies to eat. "Yuck!" they yell. "Our cookies are not very good!"

Then Dad grins. He looks at a bag they put in the mix. "This bag does not have sugar in it. This bag has salt!" It was a big, bag mix-up!





Read
Together

Unit 2 Wrap-Up

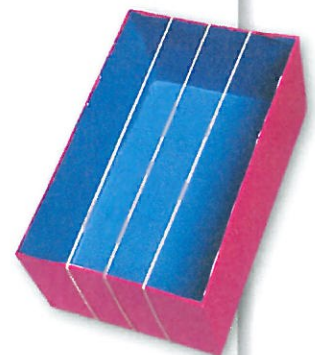
The Big Idea

Share with a Friend Think of a time when you shared something with a friend. Draw a picture and write a sentence to tell what you shared.



Listening and Speaking

Box Music Use an empty shoe box and rubber bands to make a guitar. Stretch rubber bands around the box. Pluck the rubber bands to make a song. Then share it with friends.



Words to Know

Unit 2 High-Frequency Words

6 Jack and the Wolf

come
said
call
hear
away
every

9 Dr. Seuss

write
read
pictures
draw
was
after

7 How Animals Communicate

of
how
make
some
why
animal

10 A Cupcake Party

give
one
small
put
eat
take

8 A Musical Day

our
today
she
now
her
would

Glossary

A

aunt

Your **aunt** is the sister of your mother or your father.
I have one **aunt** on my father's side of the family.

B

baby

A **baby** is a very young child.
Tonya's family has a new
little **baby**.



baked

To **bake** is to cook in the oven.
My dad and I **baked** a cake for Mom's birthday.

band

A **band** is a group of people who play music together.
My brother plays drums in a **band**.

bees

A **bee** is an insect that can fly. The **bees** were buzzing around the flower.

bird

A **bird** is an animal with wings and feathers. Danny watched the **bird** fly away from the nest.

books

A **book** is a group of pages with words on them. We read **books** all the time at home.

C

cupcakes

A **cupcake** is a small, round cake. We ate **cupcakes** at Jenna's birthday party.



D

dance

To **dance** means to move your body to music.
That song always makes me want to **dance**.

down

Down means going from a high place to a low place. She looked **down** from the top floor.

Dr.

Dr. is a short way to write **Doctor**.
Our family goes to **Dr. Lopez** when we are sick.



E

elephants

An **elephant** is a very big animal with a long trunk.
We saw five **elephants** at the zoo.

F

food

Food is what people or animals eat.
My favorite **food** is pasta.

G

guitars

A **guitar** is a musical instrument. There are two **guitars** in our band.



H

head

Your face and your ears are part of your **head**. That tall man's **head** is blocking the picture.

hit

A **hit** is something that many people like. That song was a **hit** with all the kids.

M

music

Music is sounds people make with instruments and their voices. My dad and I like to play folk **music**.

O

once upon a time

Once upon a time is a storytelling phrase that means long ago. Many stories begin with the words **once upon a time**.

P

party

A **party** is a time when people get together to have fun. I am going to have a **party** on my birthday.



R

rhymes

A **rhyme** is made up of words that have the same sound at the end. We say **rhymes** when we jump rope.

S

sheep

A **sheep** is an animal covered with wool.
The **sheep** were eating grass on the hill.



smell

A **smell** is something that you sense with your nose.
The skunk left a very strong **smell**.

T

tree

A **tree** is a kind of plant with branches and leaves. We have a huge **tree** in our front yard.

trick

To **trick** is to get people to do something they do not want to do. She tried to **trick** us into giving her our lunch money.

W

wolf

A **wolf** is a wild animal that looks like a dog. The **wolf** watched the sheep very carefully.

wrote

Wrote means to write in the past. Tía Sofía **wrote** me a letter last week.



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