

HOUGHTON MIFFLIN HARCOURT

# JOURNEYS



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HOUGHTON MIFFLIN HARCOURT  
School Publishers

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# Hello, Reader!

Do you know what it's like on the Moon? Have you ever wondered where maple syrup comes from? Can you guess what it is like to travel in a donkey cart? In this book, you will discover the answers to these questions and more.

Open your book and see what discoveries are inside!

Sincerely,

*The Authors*



# Exploring Together

 **Big Idea** We discover new things every day.

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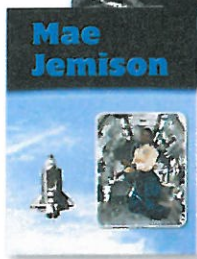
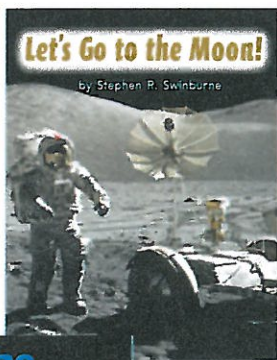
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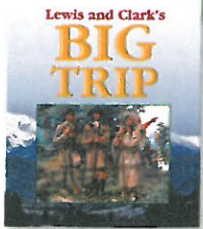
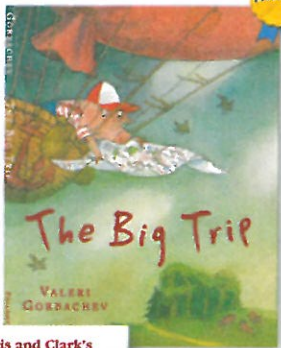


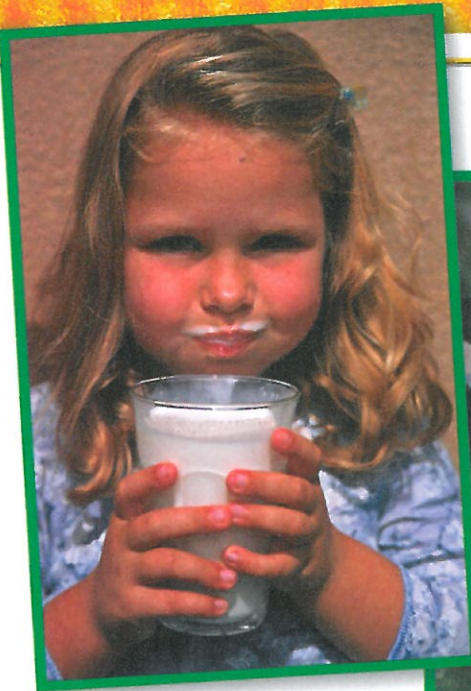


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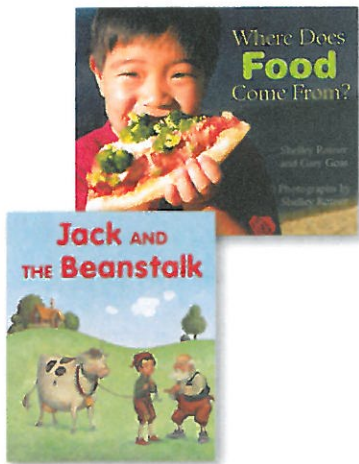
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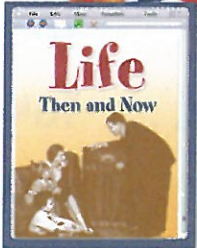
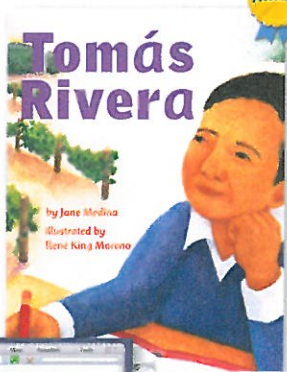
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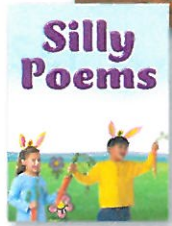
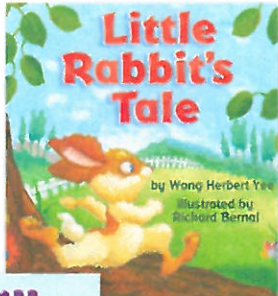
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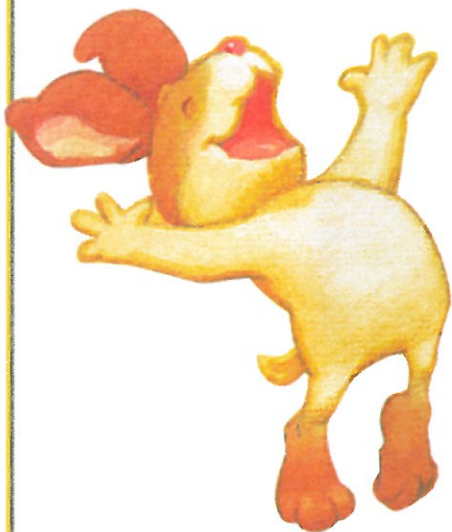
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# Exploring Together



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R  
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A



**Big  Idea**

We discover new things every day.



# Paired Selections

Read Together

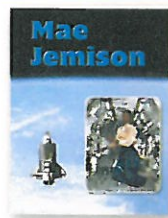
Lesson

16



**Let's Go to the Moon!**

Page 14



**Mae Jemison**

Page 36

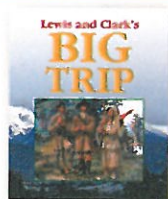
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**The Big Trip**

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**Lewis and Clark's Big Trip**

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Lesson

18



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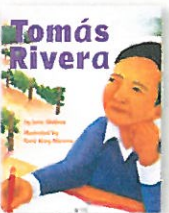


**Jack and the Beanstalk**

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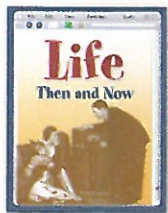
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**Life Then and Now**

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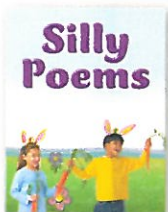
Lesson

20



**Little Rabbit's Tale**

Page 144



**Silly Poems**

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# Lesson

# 16



## WORDS TO KNOW

### HIGH-FREQUENCY WORDS

think  
bring  
before  
light  
because  
carry  
show  
around

Vocabulary  
Reader



Context  
Cards



Read  
Together

# Words to Know

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

1

**think**

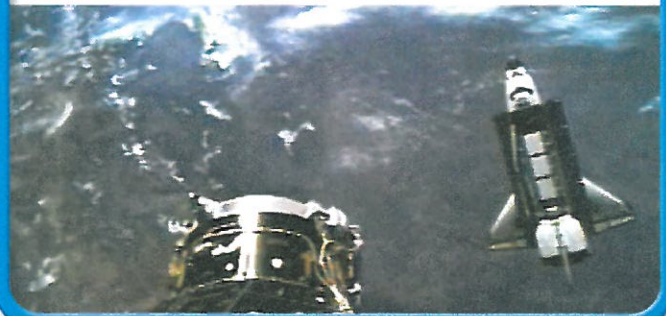
What do you **think** space is like?



2

**bring**

Spaceships can **bring** astronauts to space.



3

**before**

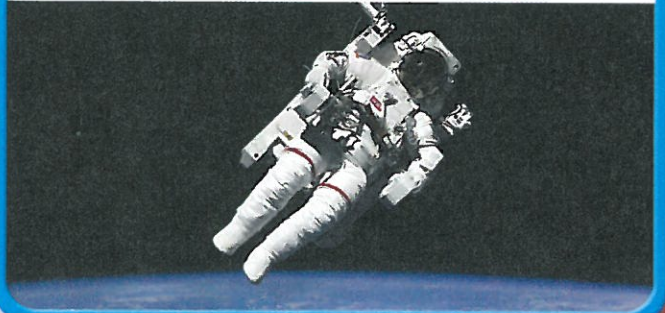
Astronauts practice flying **before** their trip.



4

**light**

People feel very **light** floating in space.



5

**because**

Astronauts like to jump **because** it is fun!



6

**carry**

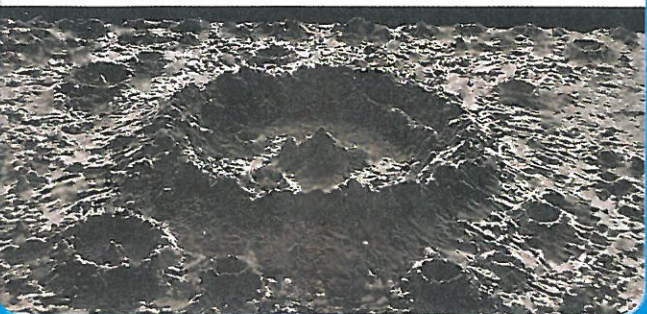
Astronauts **carry** tools to work with.



7

**show**

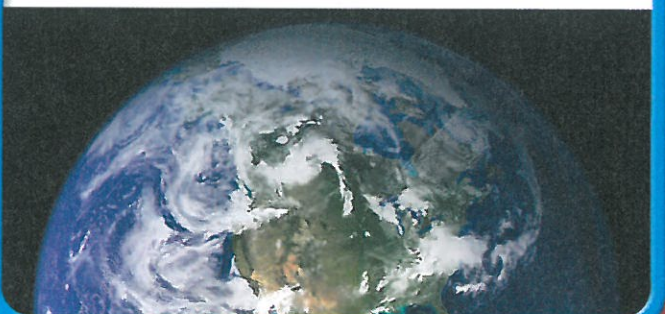
Pictures **show** us what the Moon is like.



8

**around**

You can see clouds all **around** Earth.



# Background

Read  
Together

**WORDS TO KNOW** Astronauts Astronauts are people who travel around space. They feel light there. Before they go, they think about what to bring. Sometimes they carry special cameras because they want to show people at home what space is like.

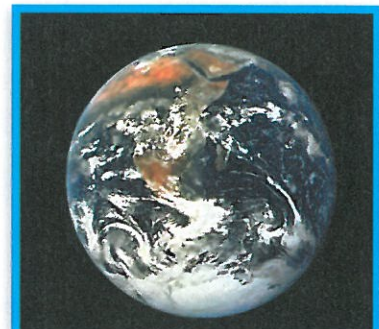
## Things in Space



astronaut



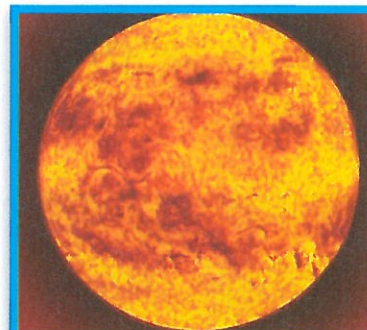
space station



planet



Moon



Sun

# Comprehension

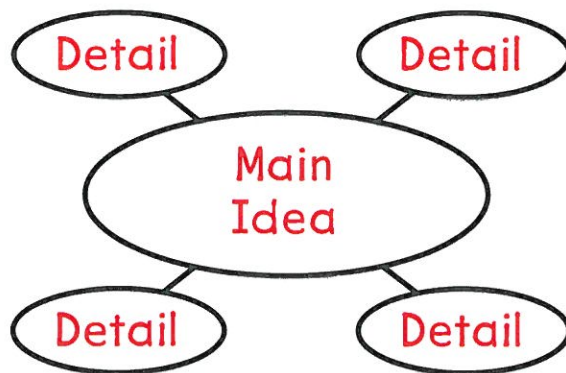


## ✓ TARGET SKILL Main Idea and Details

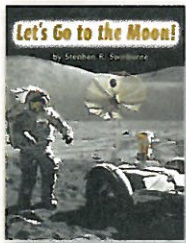
Good readers think about the topic when they read. They look for the **main idea**, or most important idea, about the topic. Then they think about the **details**, or facts, that tell more about the main idea.



As you read **Let's Go to the Moon!**, name the topic. Then look for details that tell more about the main idea. Use a web like this one to tell about the main idea.



# Main Selection

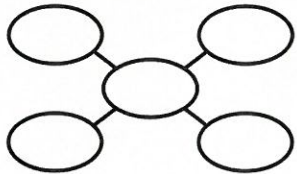


## WORDS TO KNOW

think	because
bring	carry
before	show
light	around

## TARGET SKILL

**Main Idea and Details**  
Tell important ideas and details about a topic.

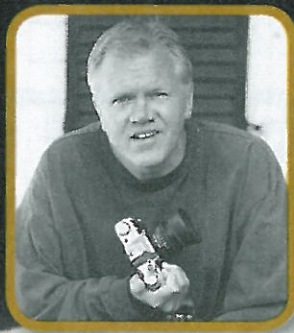


## TARGET STRATEGY

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

## GENRE

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



Meet the Author

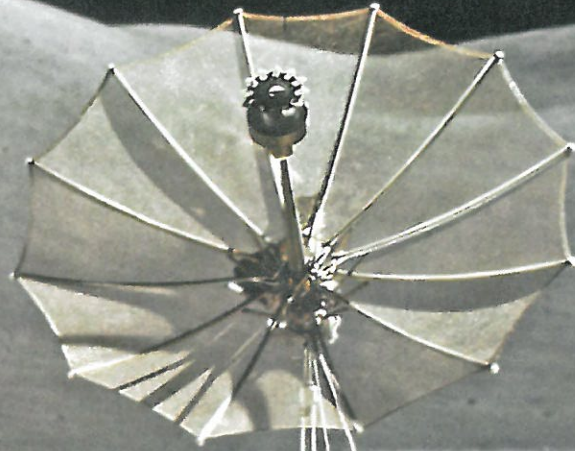
## Stephen R. Swinburne

Steve Swinburne has never been to the Moon, but he loves to travel and explore new places here on Earth. His trips have brought him close to bears, bobcats, and wolves! He has written many books about the things he has seen.



# Let's Go to the Moon!

written by Stephen R. Swinburne



## Essential Question

What is important to know about the Moon?

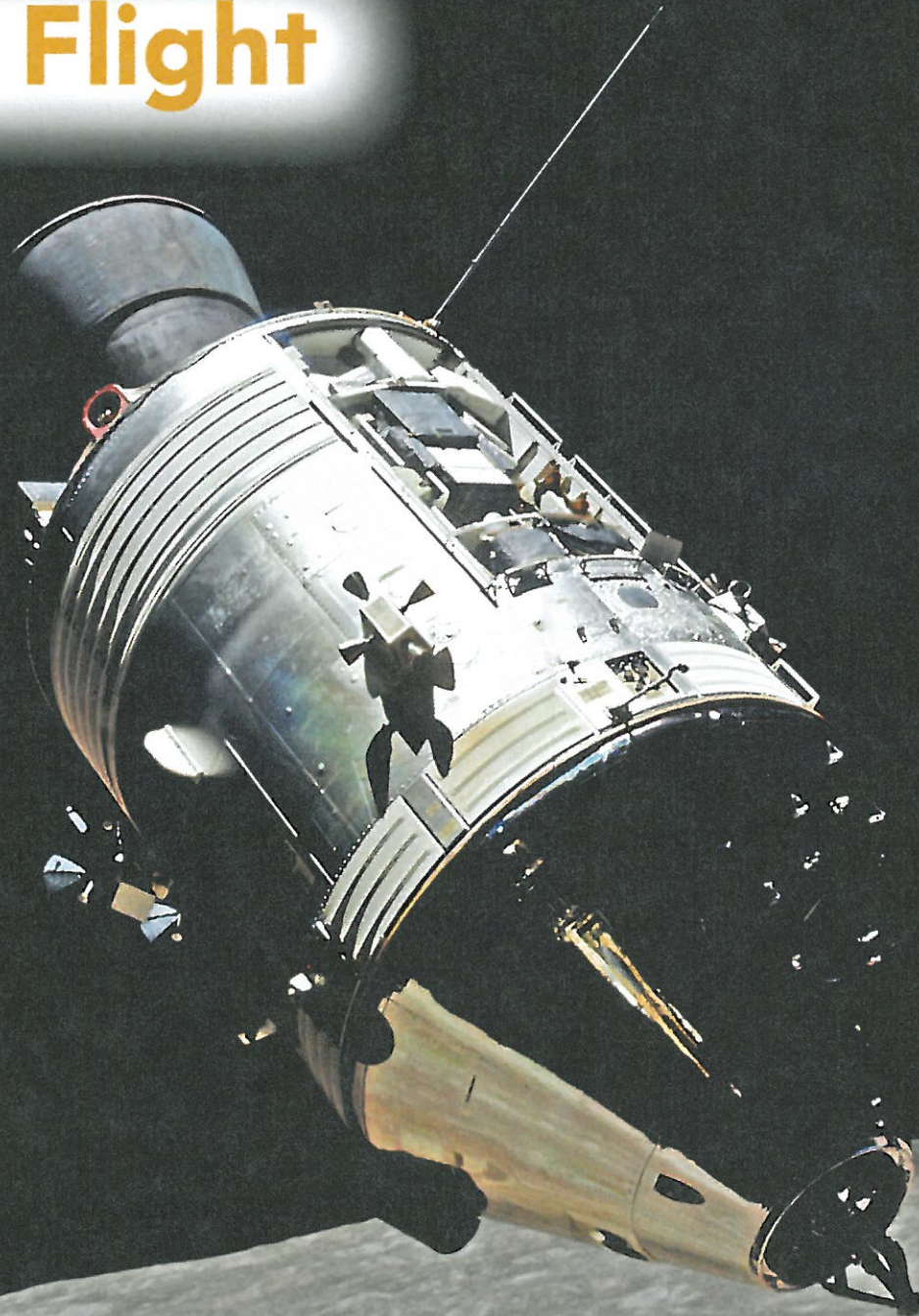
# Blast Off!

Would you like to fly to the Moon? Let's go!

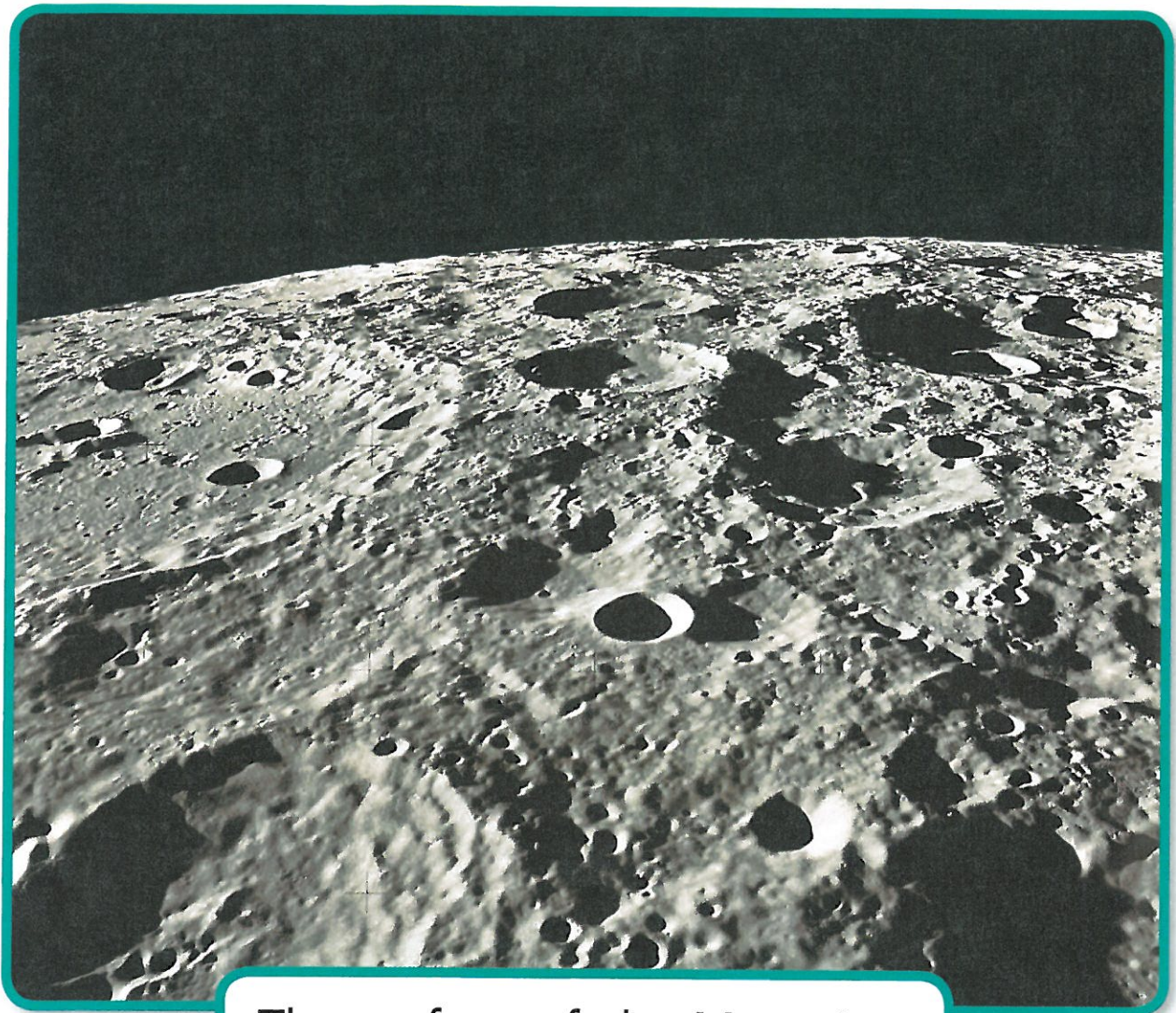


10, 9, 8, 7, 6, 5, 4, 3, 2, 1 . . . BLAST OFF!

# The Flight



It can take four days to get to the Moon. A rocket helps us blast into space. We ride in the space ship at the top of the rocket.



The surface of the Moon is dusty and has many craters.

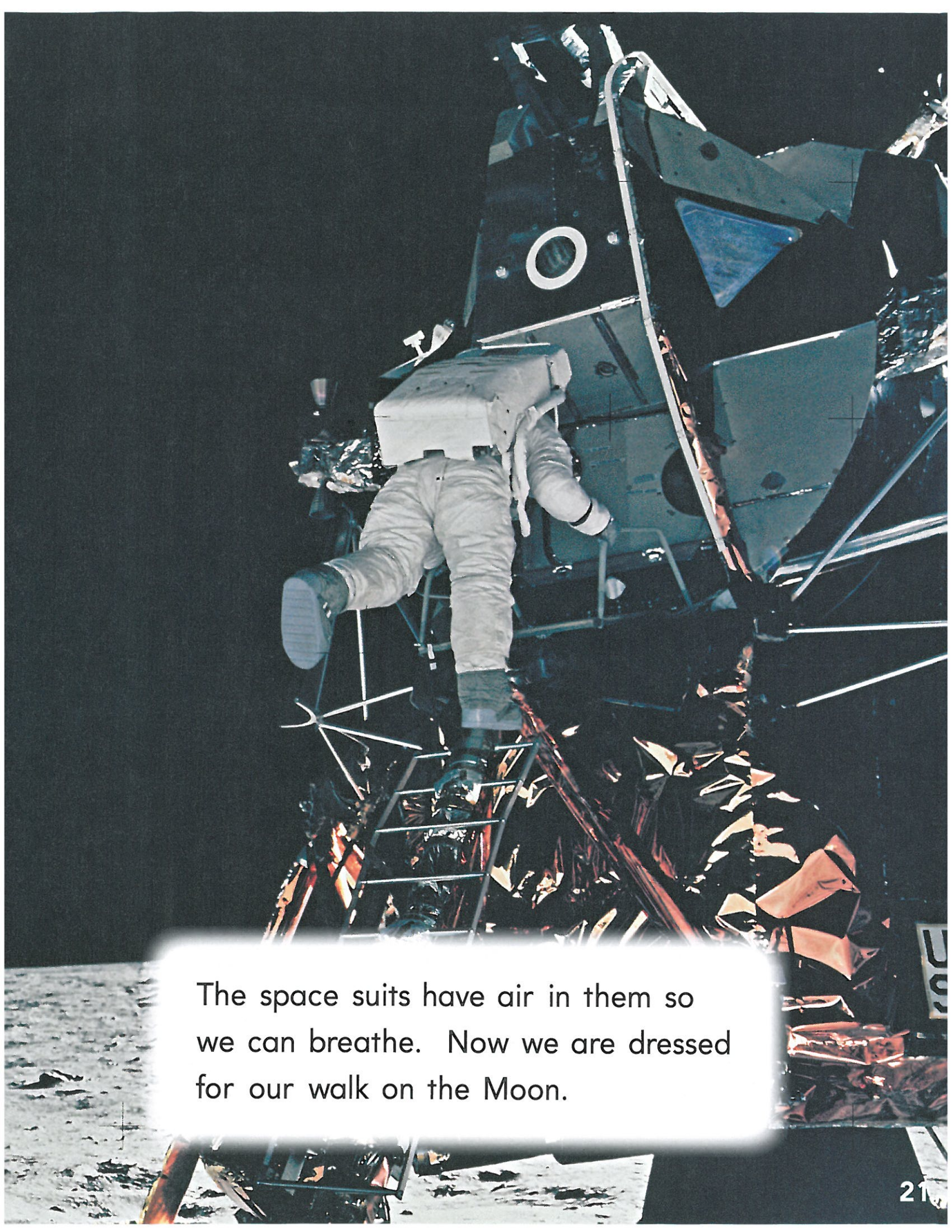
There are no plants or animals on the Moon. There is no water or air. The Moon has rocks, dust, and craters. A crater is a big hole.

# Space Suits



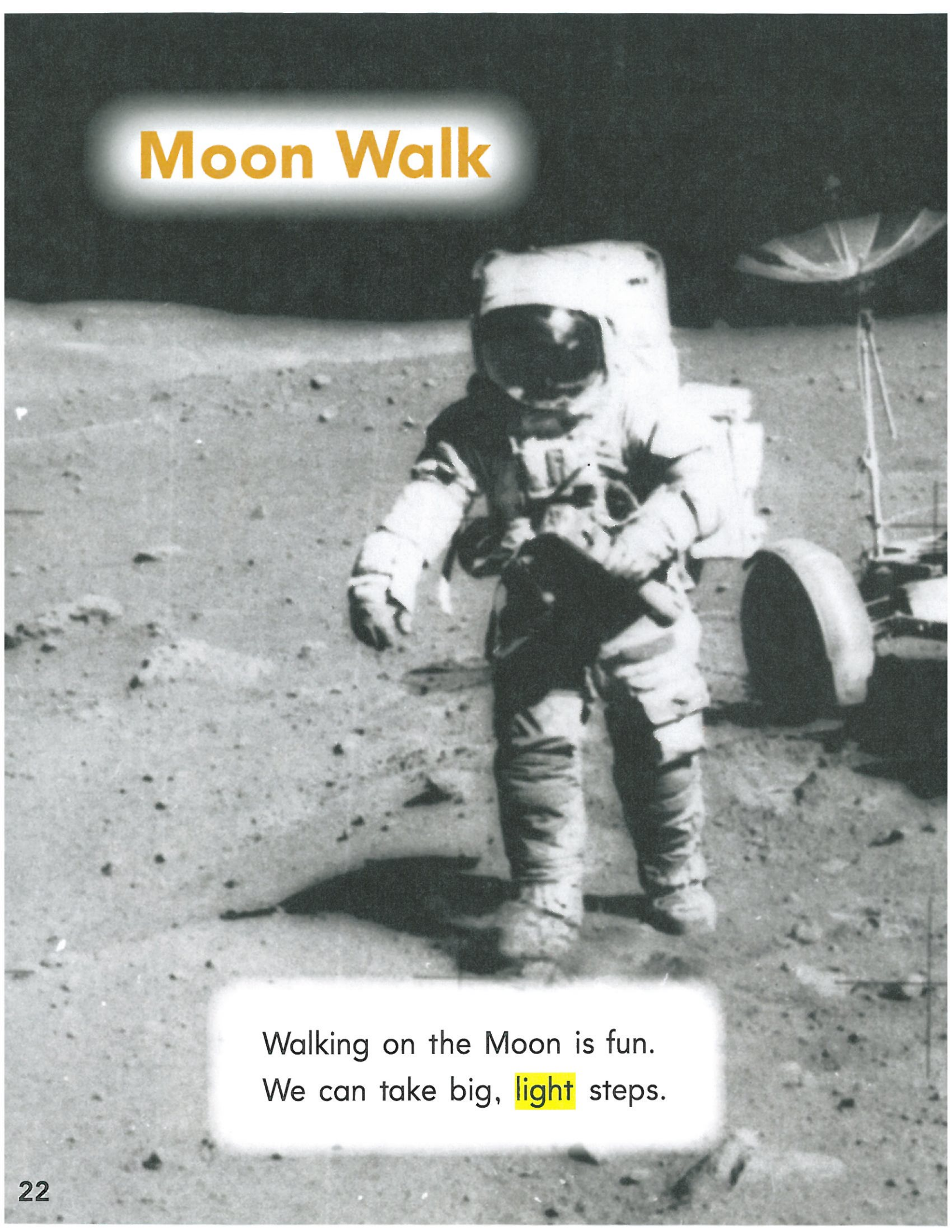
This is astronaut Ronald Evans wearing his space suit.

It's time to put on our space suits. Space suits help keep our skin safe from the very hot sun and the very cold shade.

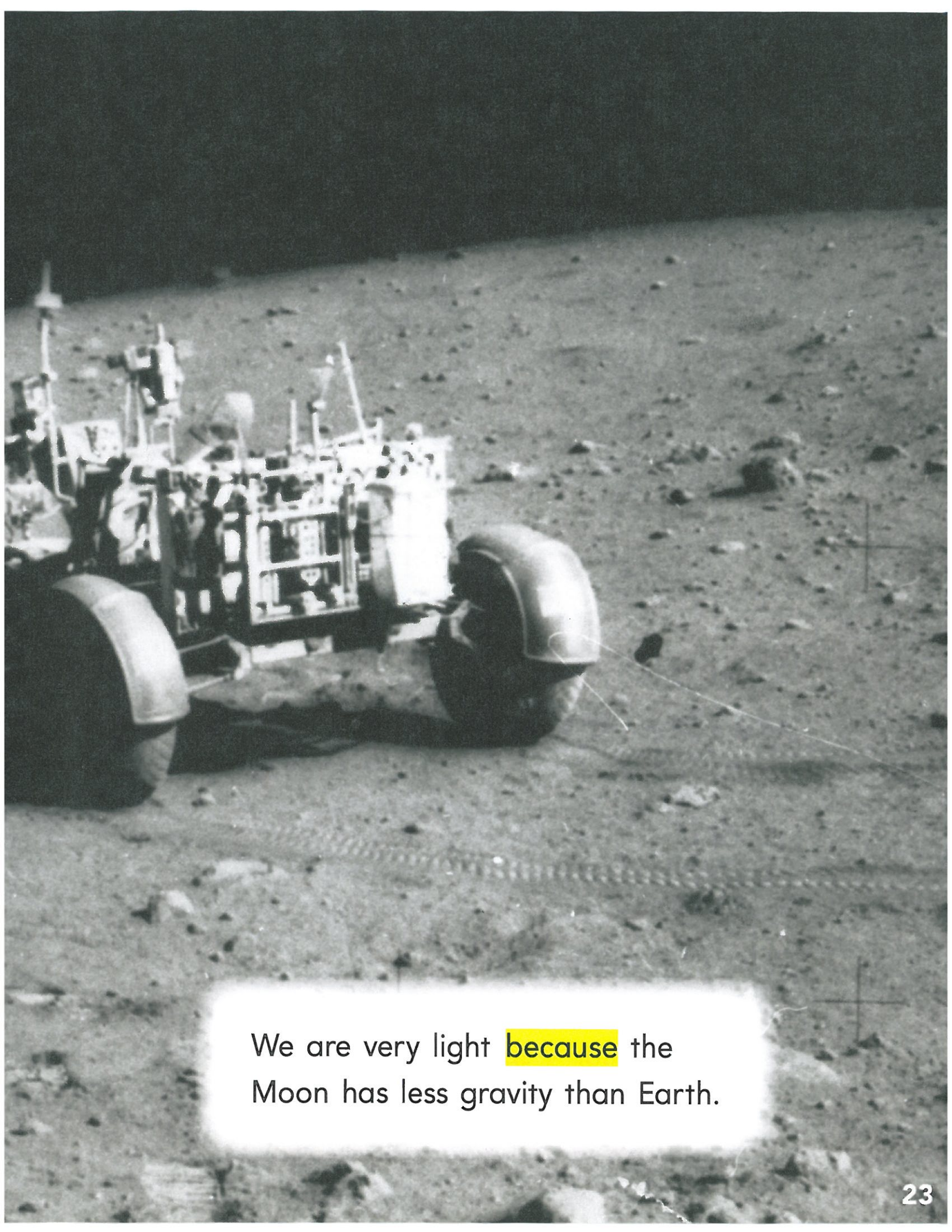
A photograph of an astronaut in a white space suit standing on the lunar surface. The astronaut is positioned in the center-left of the frame, facing right. They are wearing a white helmet and a large white backpack. The lunar surface is covered in grey dust and small rocks. In the background, the lunar module is visible, with its complex structure and various components. The sky is a deep, dark black. A white text box is overlaid on the bottom right of the image, containing the text: "The space suits have air in them so we can breathe. Now we are dressed for our walk on the Moon."

The space suits have air in them so we can breathe. Now we are dressed for our walk on the Moon.

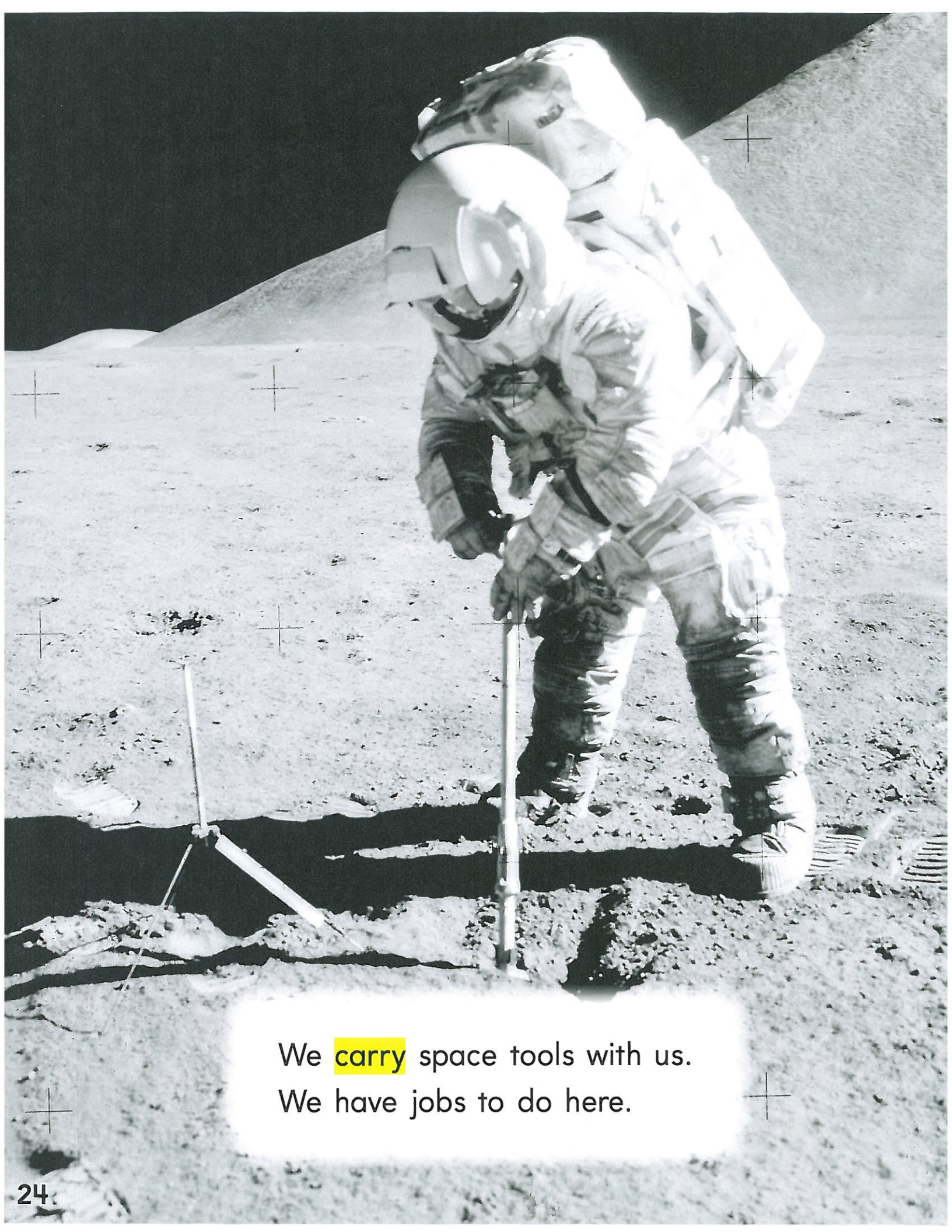
# Moon Walk

A black and white photograph of an astronaut in a full space suit walking on the lunar surface. The astronaut is in the center of the frame, moving towards the viewer. The ground is covered in small rocks and dust. In the background, a lunar rover with a large antenna is visible on the right side. The sky is dark, representing the vacuum of space.

Walking on the Moon is fun.  
We can take big, **light** steps.



We are very light **because** the Moon has less gravity than Earth.



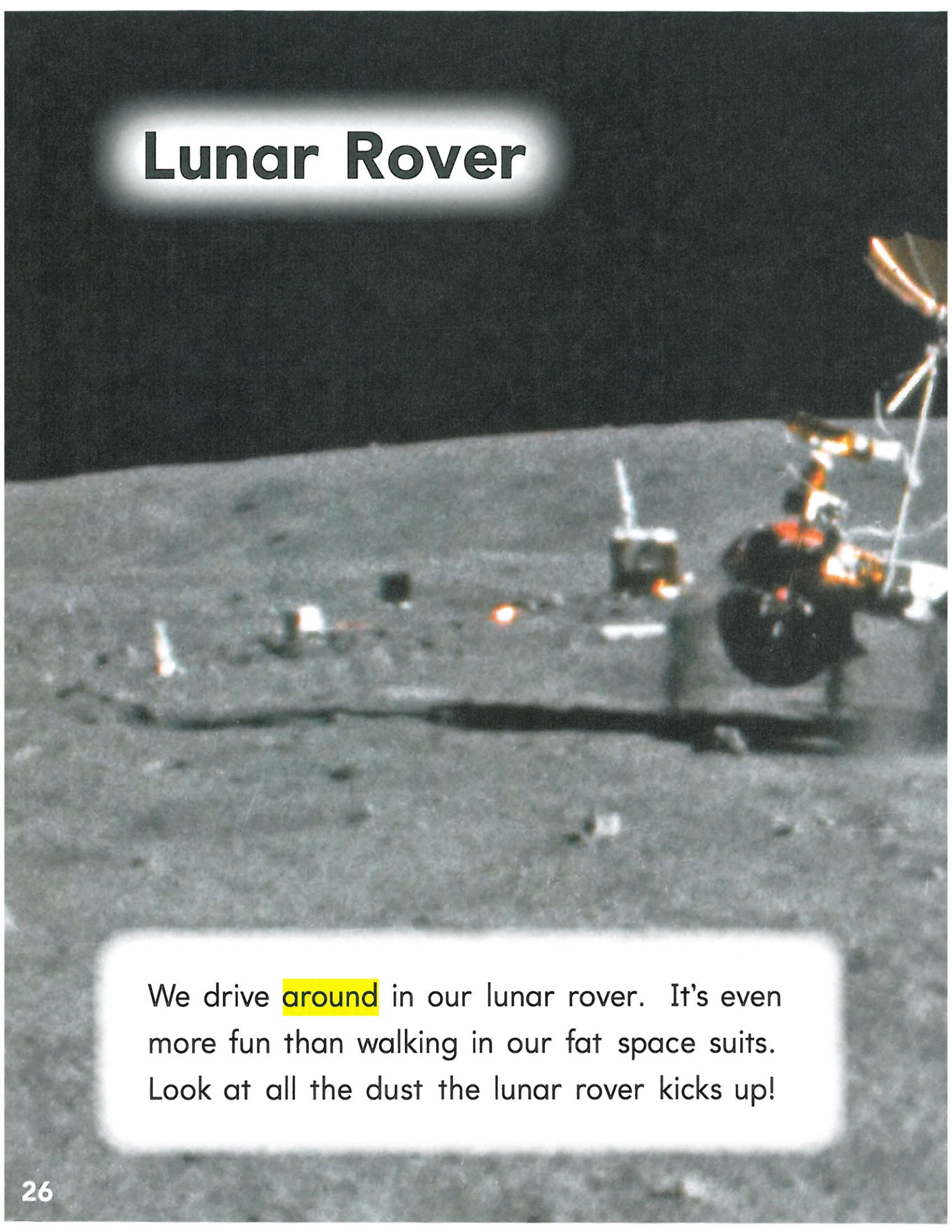
We **carry** space tools with us.  
We have jobs to do here.

# Moon Rocks

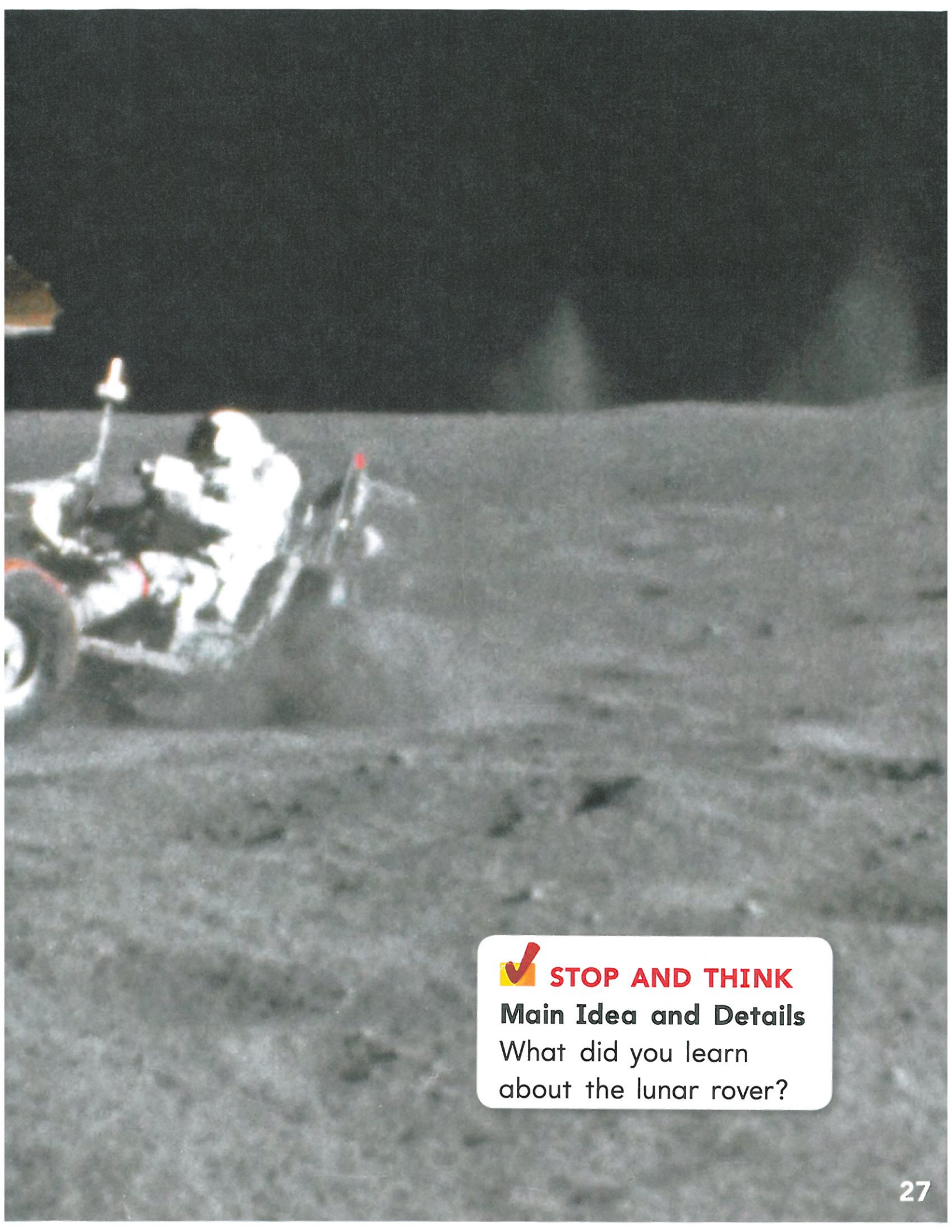


We find rocks and bits of dust to bring back home. We will show the rocks to people back on Earth.

# Lunar Rover



We drive **around** in our lunar rover. It's even more fun than walking in our fat space suits. Look at all the dust the lunar rover kicks up!



**STOP AND THINK**

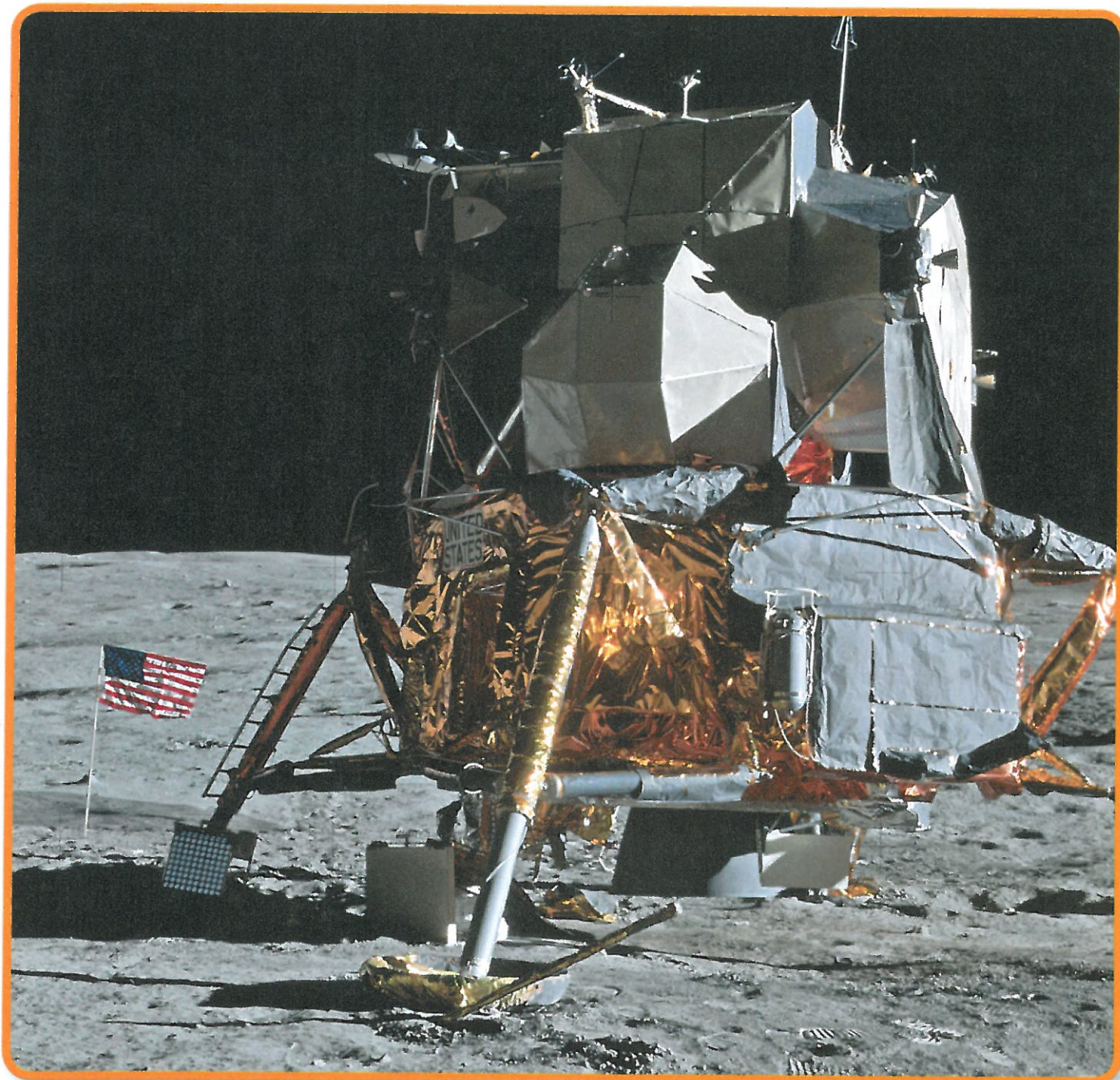
**Main Idea and Details**

What did you learn  
about the lunar rover?



# Taking Pictures

We take pictures of our footprints.



We take a picture of our space ship, too.



Our flag is up!

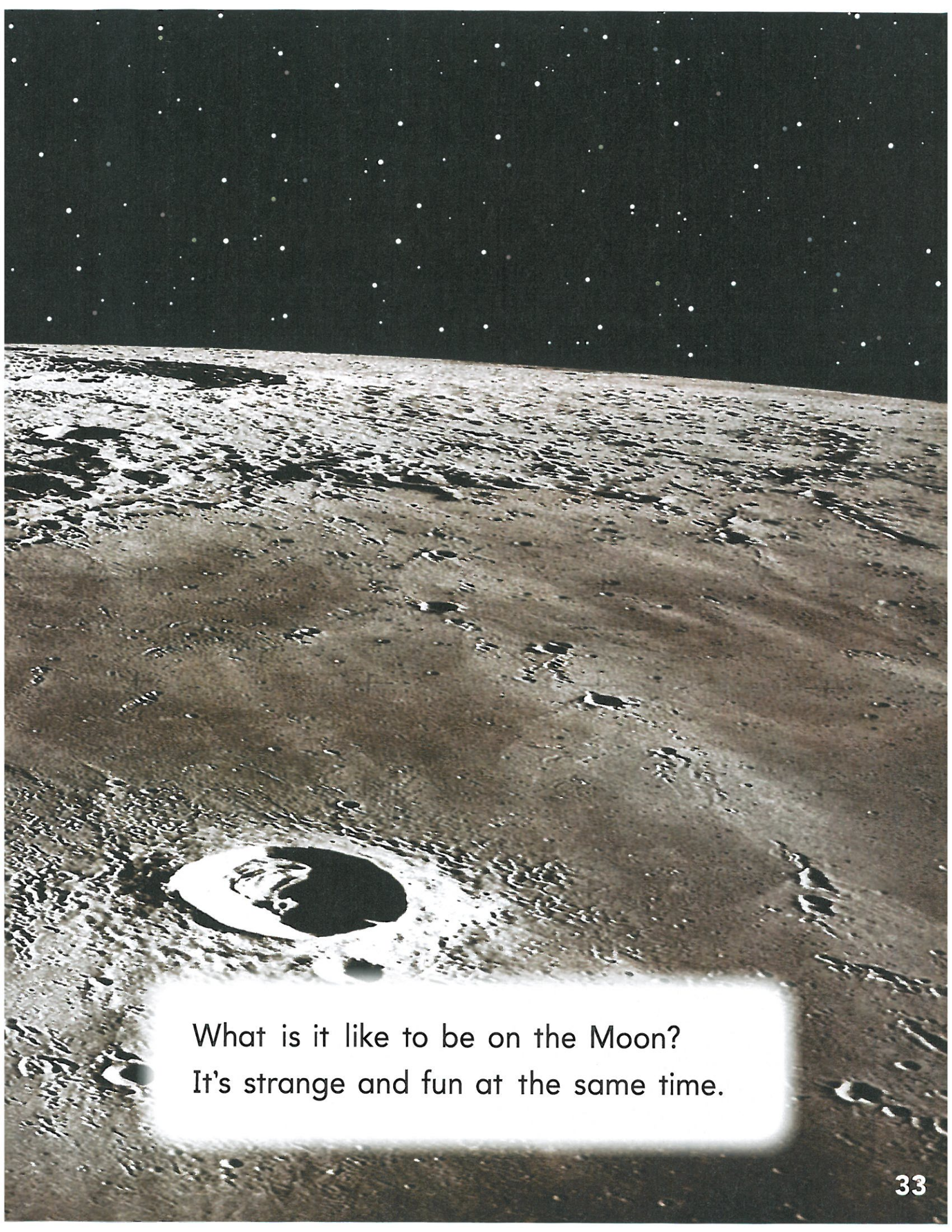
Let's take one last look **before**  
we go. We see rocks and dust.



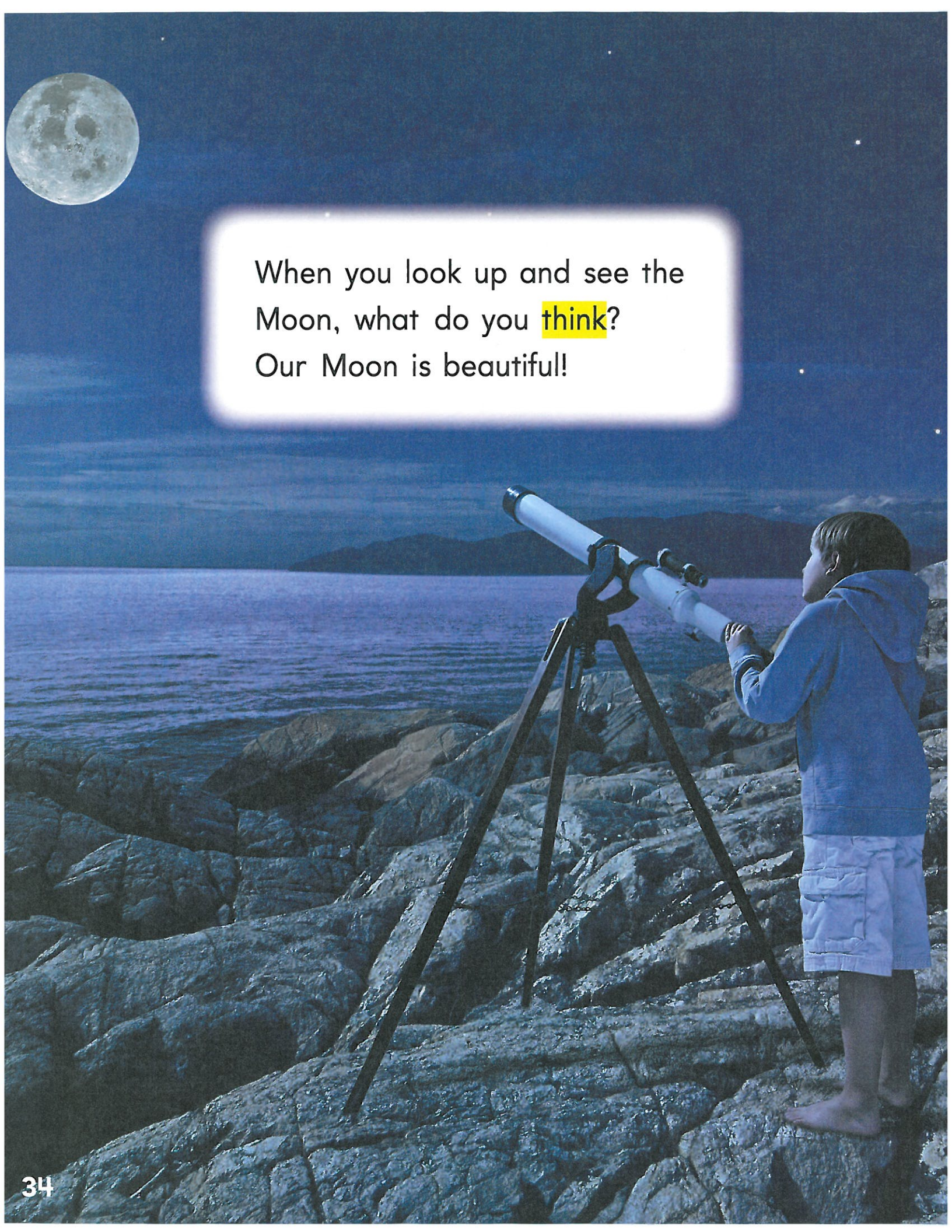
# Let's Go Home

A wide-angle photograph of the lunar surface, showing a vast, cratered landscape under a dark sky. In the upper right corner, the Earth is visible as a large, blue and white sphere. The text "Let's Go Home" is overlaid in a glowing yellow font at the top left.

It's time to go back home.



What is it like to be on the Moon?  
It's strange and fun at the same time.

A young child in a blue hoodie and white shorts stands on a rocky shore at night, looking through a white telescope mounted on a black tripod. The child is barefoot. In the background, there is a calm sea, dark mountains, and a large, bright full moon in a dark blue sky with a few stars. The scene is illuminated by the moonlight, creating a serene and contemplative atmosphere.

When you look up and see the  
Moon, what do you think?  
Our Moon is beautiful!

# Your Turn

Read Together



## Ask the Author

### Write Questions

Think about what you discovered in **Let's Go to the Moon!** What if you could meet the author of this selection? Write four questions you would like to ask him.

PERSONAL RESPONSE



## Turn and Talk

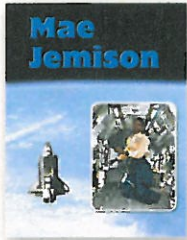
### Moon Jobs

Talk with a partner about the different jobs astronauts do on the Moon. Tell why you think each job is important.

MAIN IDEA AND DETAILS



## Read Together



### Connect to Science



#### WORDS TO KNOW

think	because
bring	carry
before	show
light	around

#### GENRE

A **biography** is a true story about events in a real person's life.

#### TEXT FOCUS

A **time line** shows the order of events. Use the time line on page 38 to retell in order the important events in Mae Jemison's life.

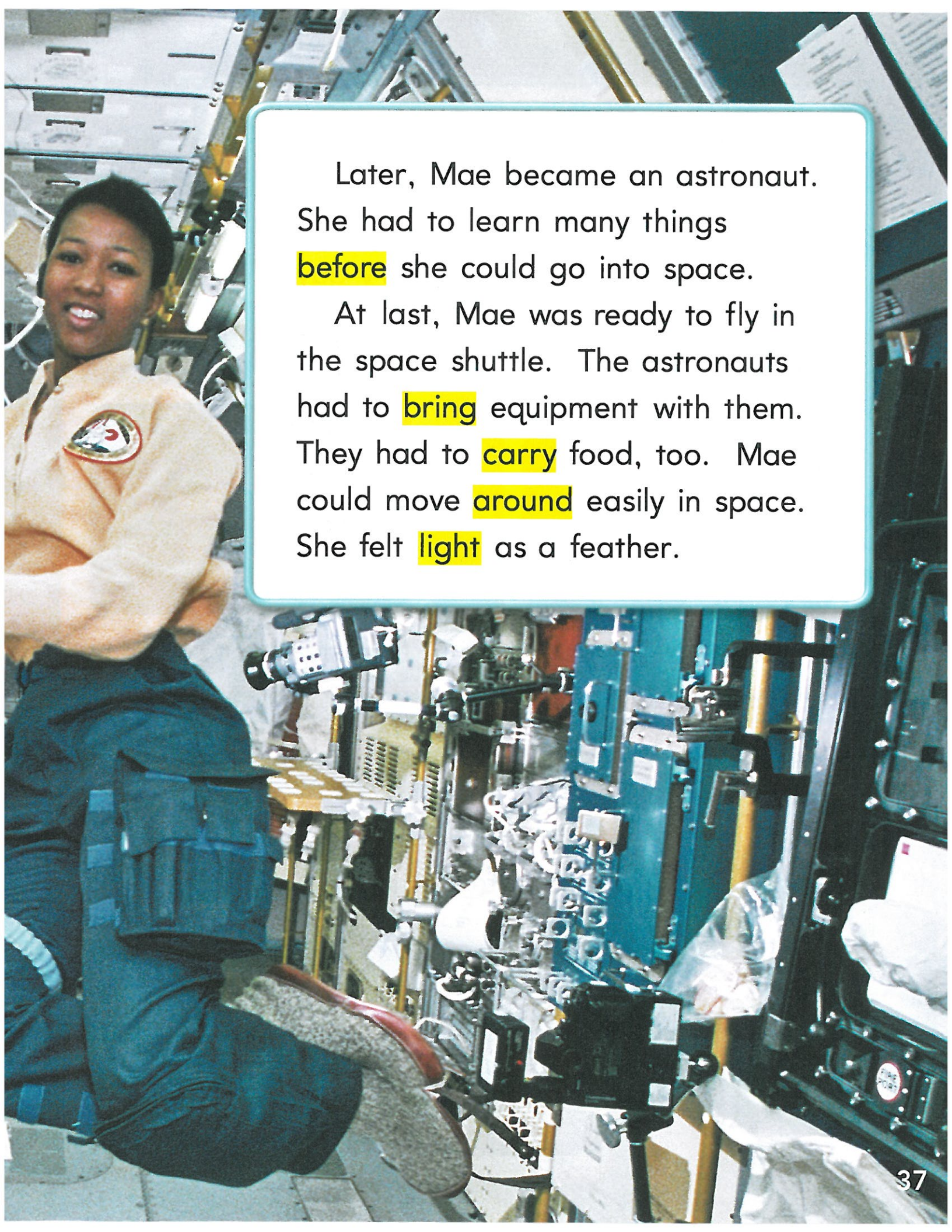
# Mae Jemison

by Debbie O'Brien

Mae Jemison was born in Alabama. Mae knew she wanted to be a scientist when she grew up.

Mae studied very hard in college and became a doctor. She went to Africa **because** she wanted to help sick people there.

Here is Mae Jemison on the space shuttle. ►



Later, Mae became an astronaut. She had to learn many things **before** she could go into space.

At last, Mae was ready to fly in the space shuttle. The astronauts had to **bring** equipment with them. They had to **carry** food, too. Mae could move **around** easily in space. She felt **light** as a feather.

Now Mae has her own company. She wants people to **think** about science. She tries to **show** people how science helps them every day.



Mae becomes a doctor.



Mae starts her company.

1980 1981

1987

1993

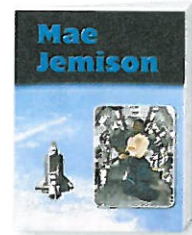
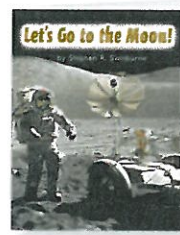
1995

Mae becomes an astronaut.



# Making Connections

Read Together



## Text to Self

**Connect to Science** What if you were an astronaut? Write about what you would do in space.



## Text to Text

**Tell Main Ideas** Tell a partner the most important things you learned about being an astronaut. Speak clearly.



## Text to World

**Draw and Share** Find a picture of a real planet. Pretend that you have gone there. Draw a picture of things you discovered. Tell about the planet.

# Grammar

Read  
Together

**Questions** A sentence that asks something is called a **question**. A question always begins with a capital letter and ends with a question mark.

**W**hat is it like on the Moon?

**A**re there any mountains?

**D**o plants and animals live there?



## Try This!

Write each question correctly. Use another sheet of paper.

1. what do astronauts do on the Moon
2. do they wear space suits
3. can they jump really far
4. does their buggy go fast
5. why do they take pictures




## Grammar in Writing

When you revise your writing, try using some questions.

# Write to Narrate

Read Together

 **Ideas** If you are writing **sentences** about yourself, be sure all your sentences are about one main idea.

Kim wrote about a cave she found. Later, she took out a sentence that didn't belong.




## Revised Draft

My sister and I found a cave.

It was very dark inside.

~~I like the woods.~~

## Writing Traits Checklist

-  **Ideas** Do all my sentences tell about one main idea?
-  Does each sentence begin with a capital letter?
-  Does each sentence end with the correct mark?

Look for the main idea in Kim's final copy.  
Then revise your writing. Use the Checklist.

Final Copy



## A Big Surprise

My sister and I found a cave.

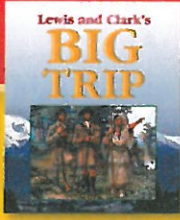
It was very dark inside.

We had a big surprise when  
some bats flew out!



# Lesson

# 17



## WORDS TO KNOW

### HIGH-FREQUENCY WORDS

there  
by  
sure  
could  
don't  
car  
about  
maybe

### Vocabulary Reader



### Context Cards



## Read Together

# Words to Know

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

1

**there**

**There** are many ways to travel safely.



2

**by**

Wear a helmet when traveling **by** bike.



3

**sure**

Be **sure** to buckle your seat belt!



4

**could**

You **could** walk to the bus with a buddy.



5

**don't**

**Don't** stand while the school bus is moving.



6

**car**

A **car** should always stop at a STOP sign.



7

**about**

These children know **about** bike safety.



8

**maybe**

**Maybe** you can help someone be safe.



# Background

Read Together

## ✓ WORDS TO KNOW Taking a Trip

There are many ways to travel. You can go by bus, car, or train. Maybe you will go by plane. When you go, be sure to bring a book or a toy. It could be a long trip, and you don't want to be bored! Name some more ways to travel. Tell about them.

### Ways to Travel



car



bus



plane



train



boat



truck

# Comprehension



**✓ TARGET SKILL** Compare and Contrast

When you **compare**, you tell how things are the same. When you **contrast**, you tell how things are different. How are the bike and car the same? How are they different?

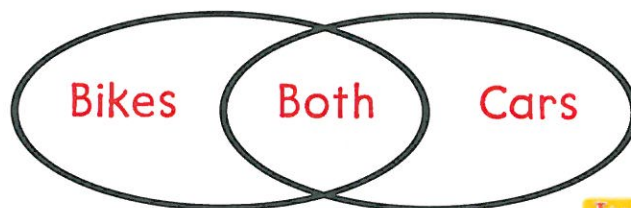


bike



car

As you read **The Big Trip**, think about how the ways to travel are alike and different.



# Main Selection

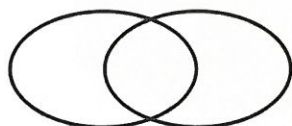


## ✓ WORDS TO KNOW

there	don't
by	car
sure	about
could	maybe

## ✓ TARGET SKILL

**Compare and Contrast**  
Tell how two things are alike or not.



## ✓ TARGET STRATEGY

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

## GENRE

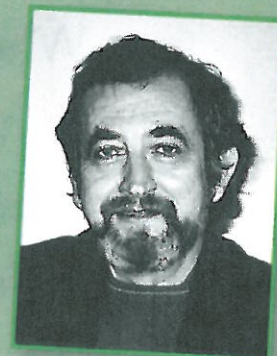
A **fantasy** is a story that could not happen in real life.

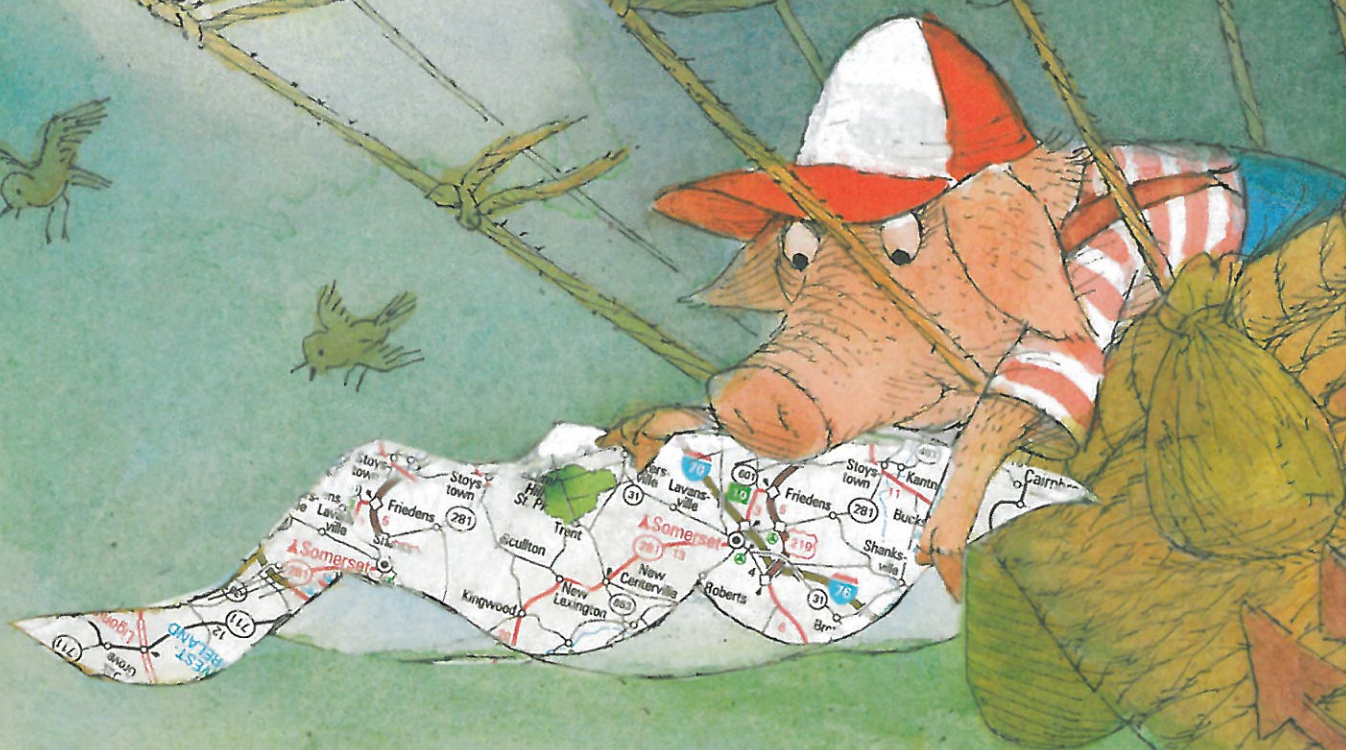
Meet the Author  
and Illustrator

## Valeri Gorbachev

Valeri Gorbachev says, "I love to draw for children and to create books when I am both author and illustrator."

He also illustrates books for many other authors. To read more about Pig and Goat, look for *Where Is the Apple Pie?* and *One Rainy Day*.





# The Big Trip

by  
VALERI  
GORBACHEV

## Essential Question

How are ways to  
travel the same  
and different?

"I am going to take a trip far away,"  
Pig said to Goat one day.

"How will you go?" asked Goat.



“Let me think for a moment,” said Pig. “**Maybe** I will go **by** bike—that will be a very nice trip.”

“Oh, dear,” said Goat. “You **could** fall off a bike.”

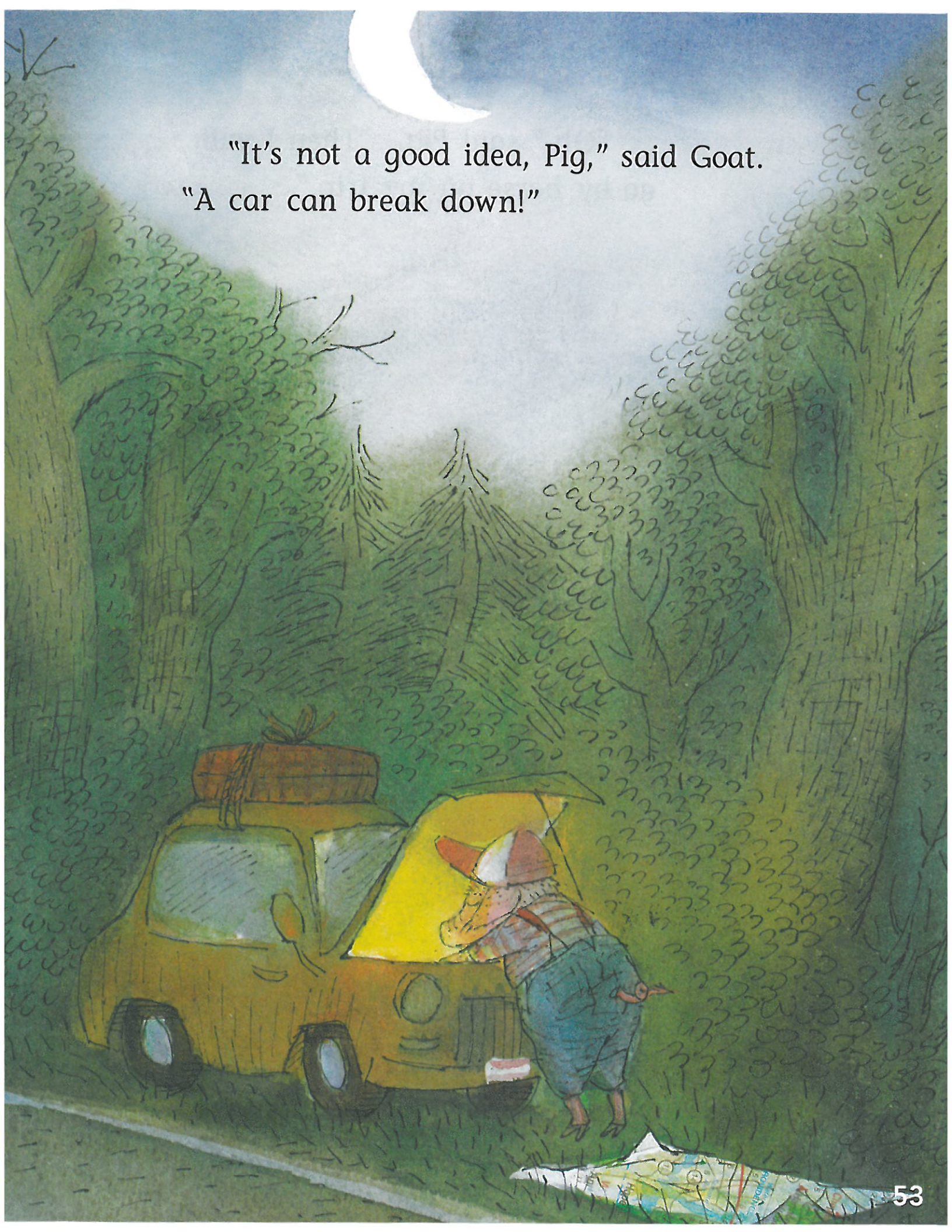


EXIT ONLY

"Ah," said Pig. "Then I will drive a car."



"It's not a good idea, Pig," said Goat.  
"A car can break down!"



“Oh,” said Pig. “Then I will go by horse on my trip.”





“Okay,” said Pig. “Then I am going to go by donkey cart—a donkey is very quiet.”



“Not good, not good,” said Goat.  
“Donkeys can be very stubborn!”



### STOP AND THINK

#### Compare and Contrast

How do Pig and Goat each feel about taking a trip by donkey cart?



"Then I will go by train," said Pig.



"Oh, Pig, oh, Pig," said Goat,  
"a train could get stuck in a tunnel!"





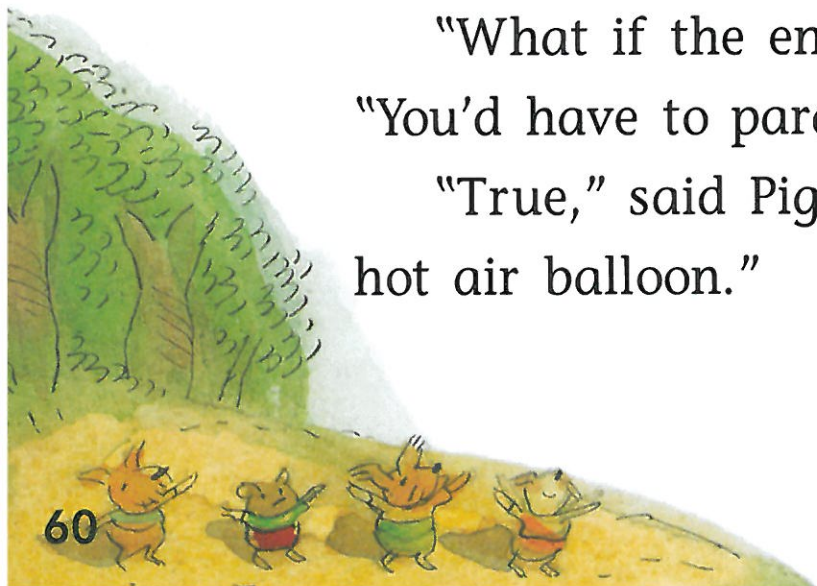
“Good point, Goat,” said Pig.


“Then I will fly by plane.”

“What if the engine stops!” said Goat.

“You’d have to parachute.”

“True,” said Pig. “Then I will go by hot air balloon.”

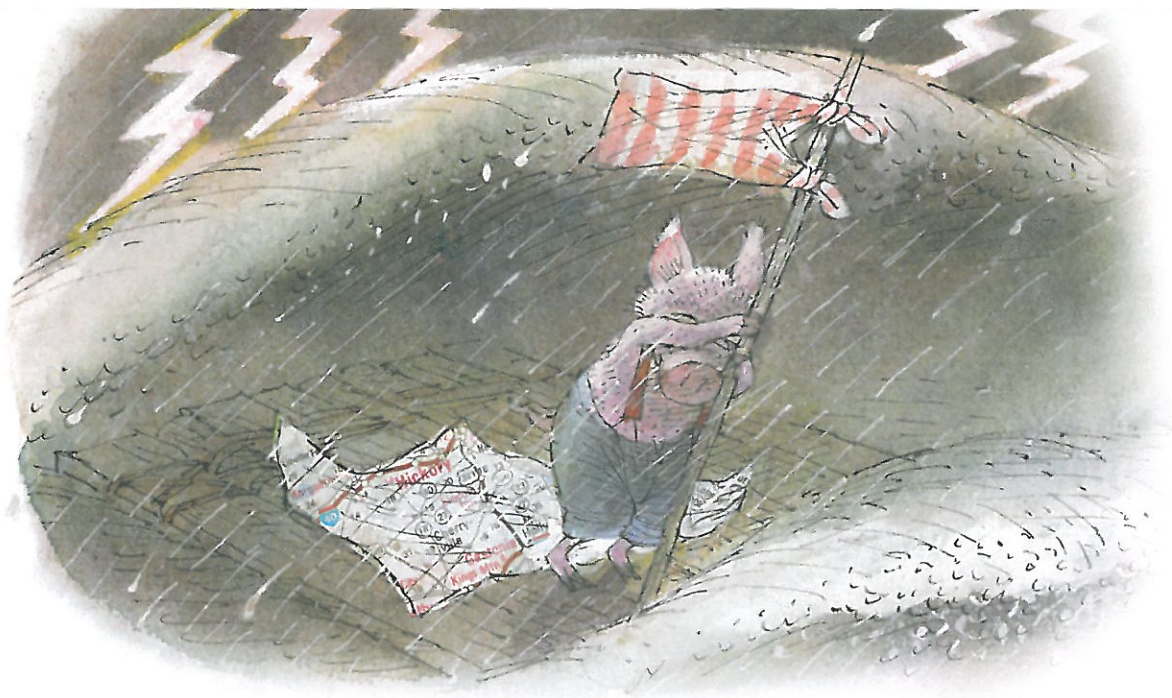




“The hot air balloon could have a hole!”  
said Goat.

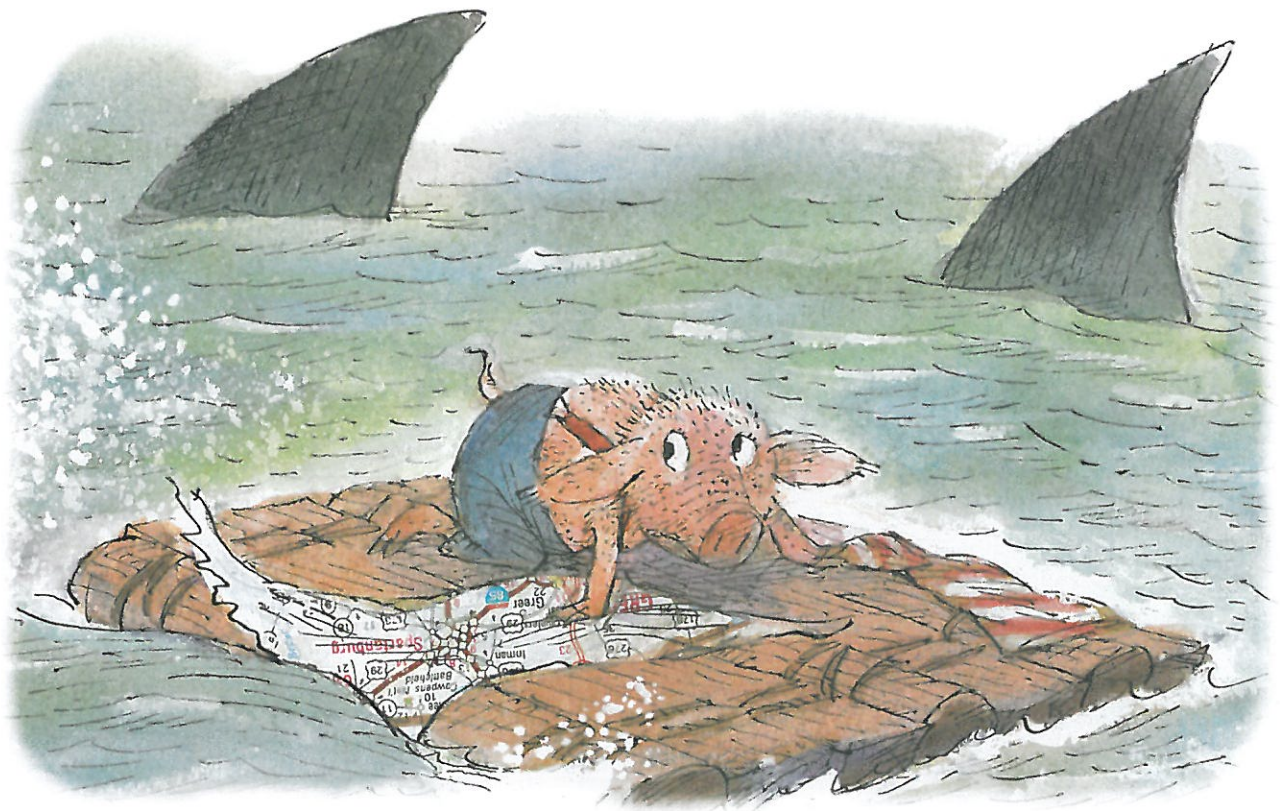
“Okay. I will not travel by land. I will  
not travel by air. I will go by sea,” said Pig.  
“On a ship.”





“Oh, no!” exclaimed Goat. “**Don’t** do it! The ship could run into a reef when passing through fog.”

“Or run into a heavy storm at sea, and **there** are sharks all around at sea, so many, you couldn’t count them!”



"And you could find yourself alone on a desert island in the middle of the ocean with pirates that could come on that desert island by pirate ship!"

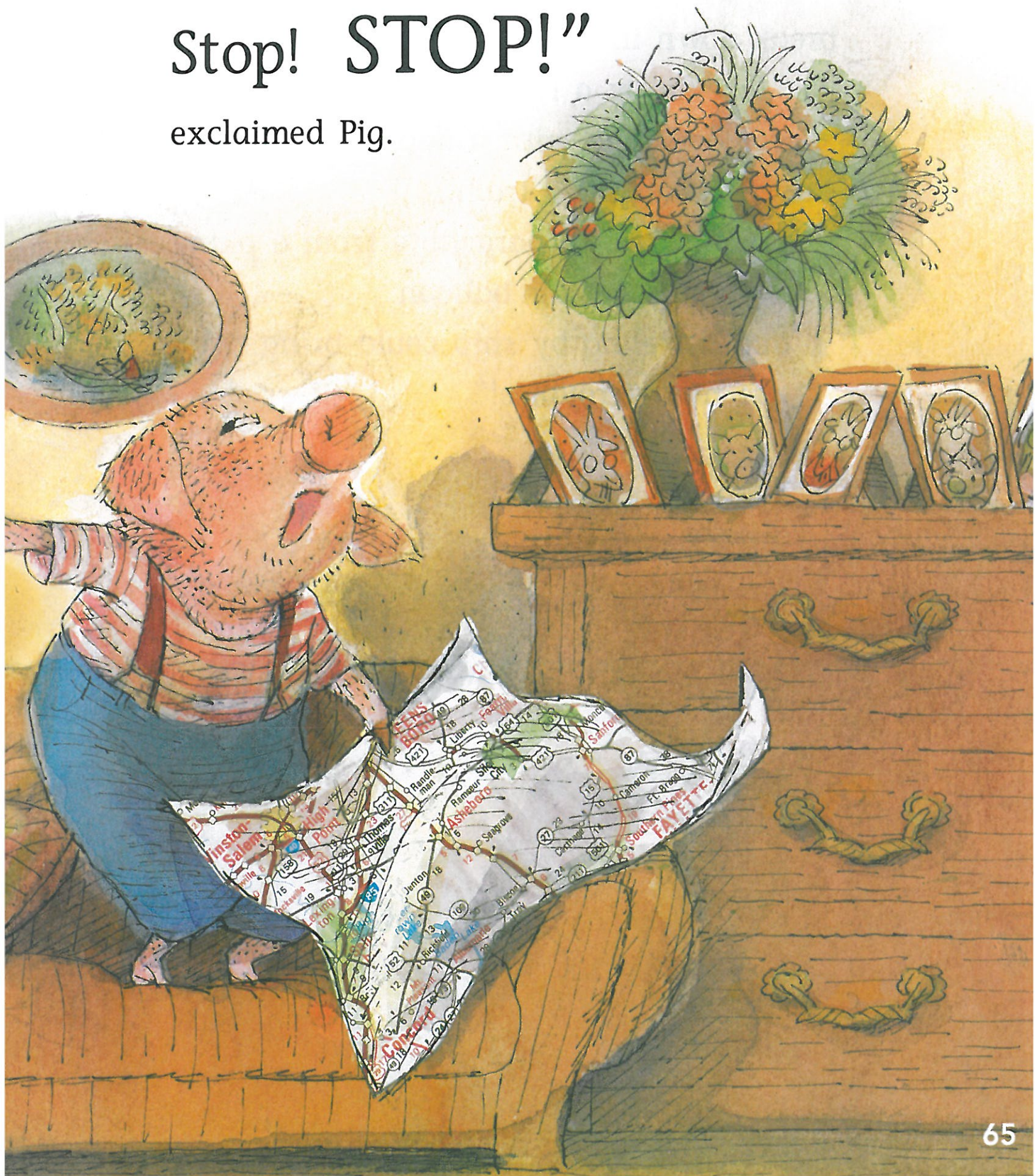


"Stop!"



# Stop! STOP!"

exclaimed Pig.



"I could fall off a bike  
break down in a car  
get thrown by a horse  
never get there with a donkey  
or get stuck on a train.

I might have to parachute from a plane  
or from a hot air balloon  
and traveling by ship could bring  
me many troubles!"



"So, I will not go anywhere," said Pig.  
"Having a big trip is a very scary thing."

"Unless . . . ," said Goat, looking at Pig,



"you go with a friend."



# Your Turn

Read Together



## Time to Travel

**Write Sentences** Pig thinks about ways to travel. Write sentences about one way you would like to travel. Will you go on land, in the air, or on the sea? Give details about what you would see.

SOCIAL STUDIES



## Turn and Talk

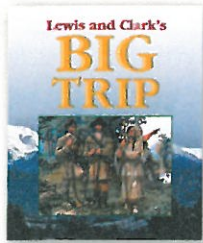
## Bike and Car

Look at the pictures of Pig on pages 51 and 52. Talk with a partner about what is the same and what is different about riding a bike and riding in a car.

COMPARE AND CONTRAST



## Read Together



### Connect to Social Studies



#### WORDS TO KNOW

there	don't
by	car
sure	about
could	maybe

#### GENRE

**Informational text** gives facts about a topic. This is a social studies text.

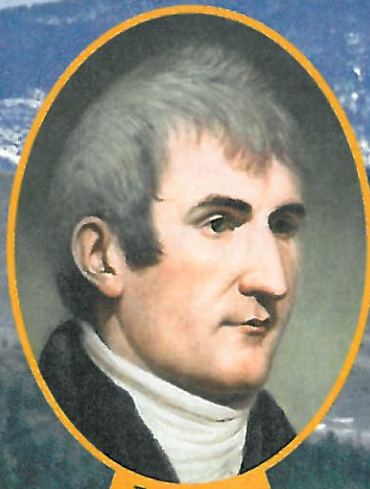
#### TEXT FOCUS

A **map** is a drawing of a place. Tell what the map symbols mean on page 72.

## Lewis and Clark's

# BIG TRIP

Meriwether Lewis and William Clark were explorers who traveled across North America many years ago. They walked, rode horses, and traveled **by** boat. They wrote **about** their trip in journals.



Lewis



Clark

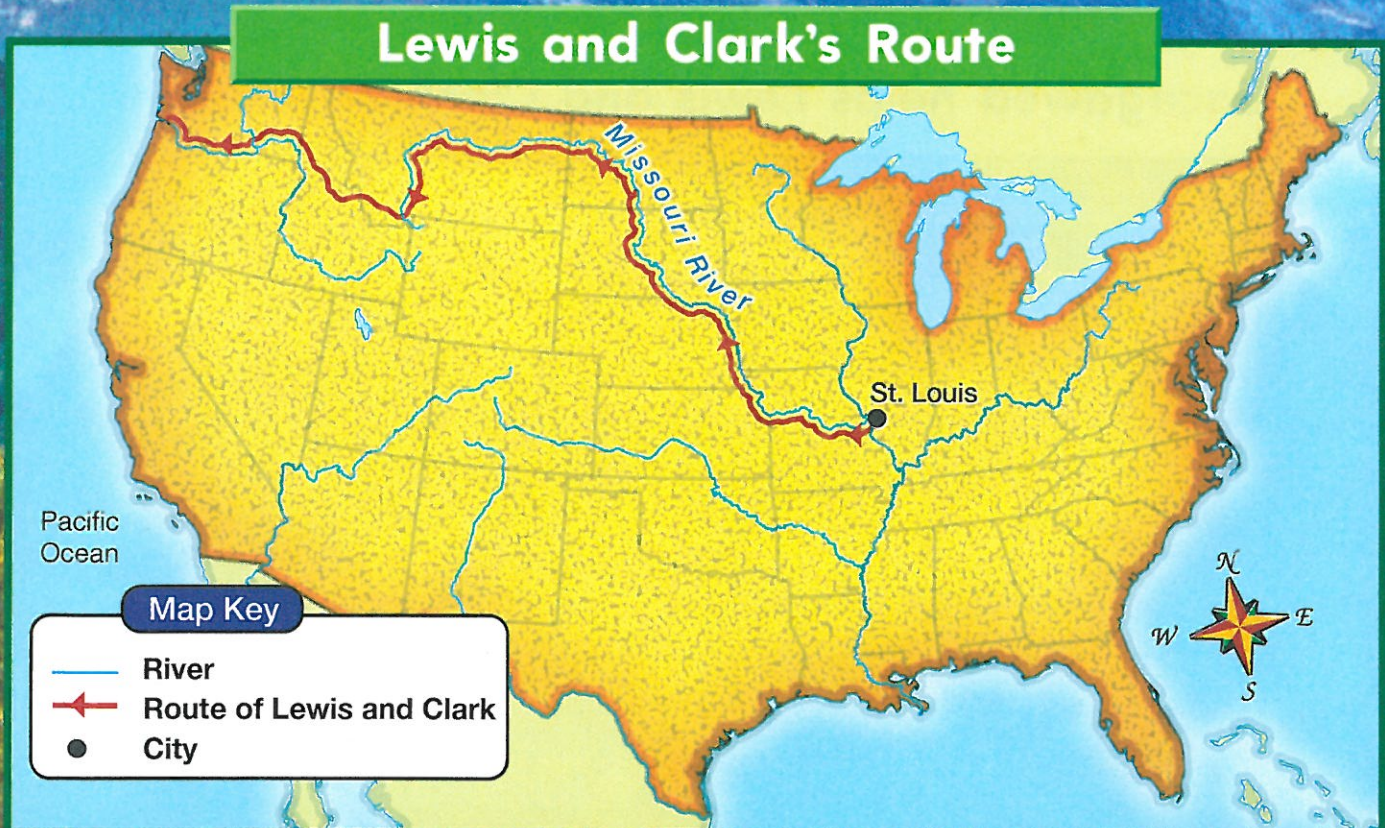
Lewis and Clark asked an American Indian named Sacagawea to go with them. The explorers were **sure** she **could** help them talk with other American Indians on the way.

One day they came to an American Indian village. **Maybe** Sacagawea could speak with the people **there**. She did, and they gave the explorers supplies and horses.

Sacagawea helps Lewis and Clark.

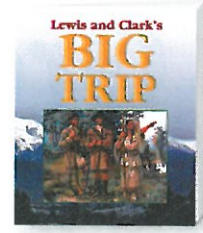


Sacagawea knew good paths across mountains and through forests. It took the explorers about two years to finish their trip. People travel the same route today. They **don't** travel by horse now. They travel by **car**.



# Making Connections

Read Together



## Text to Self

**Write About a Trip** Write sentences to tell your classmates about a trip you took.



## Text to Text

**Talk About It** Both selections tell about trips. Tell how the trips are the same and different. Take turns with a partner.



## Text to World

**Connect to Social Studies** Find your state on a map. Use the map to plan a trip to another state. Tell what you found there. Keep your talk on topic.

# Grammar

Read Together

**Kinds of Sentences** A sentence that tells something is a **statement**. A sentence that asks something is a **question**. Statements and questions end with different end marks.

## Statement

This map is hard to read.



## Question

Where do you want to go?



## Turn and Talk

Say each sentence with a partner. Decide if it is a statement or a question. Then write the sentence correctly on a sheet of paper.

1. our family is taking a trip
2. where are you going
3. how will you get there
4. we will fly on a plane
5. may I come, too




## Grammar in Writing

When you revise your writing, use some different kinds of sentences to make your writing interesting.

# Write to Narrate

Read Together

 **Ideas** When you write **sentences** about yourself, help readers picture what you did. Use details that tell where and when.




Sam wrote about a trip he took. Later, he added words that tell where he was.

## Revised Draft

My family went camping.  
by a lake  
We set up our new tent.  
^



## Writing Traits Checklist

-  **Ideas** Do my sentences have details that tell where and when?
-  Did I write clear letters and use a space between words?
-  Does each sentence end with the correct mark?

Look for words that tell where and when in Sam's final copy. Then revise your own writing. Use the Checklist.

Final Copy



## Our Camping Trip

My family went camping.

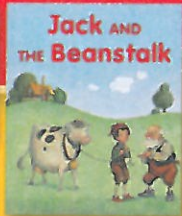
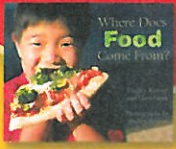
First, we set up our new tent by a lake.

The next day I was so happy because we rode in a canoe!



# Lesson

# 18



## WORDS TO KNOW

### HIGH-FREQUENCY WORDS

food

first

ground

sometimes

under

these

right

your

Vocabulary  
Reader



Context  
Cards



Read  
Together

# Words to Know

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

1

**food**

All kinds of **food** can grow in a garden.



2

**first**

The seeds are planted in the soil **first**.



3

**ground**

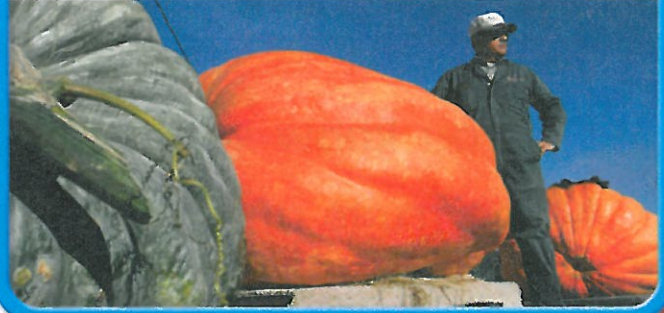
Keep the **ground** near the plants wet.



4

**sometimes**

**Sometimes** pumpkins grow very big!



5

**under**

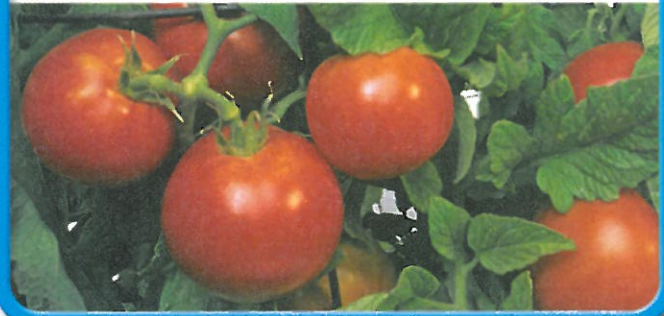
Carrots grow **under** the ground.



6

**these**

**These** tomatoes are ready to be picked.



7

**right**

You can pick pea pods **right** off of the vine.



8

**your**

What will you plant in **your** garden?







# Background

Read Together

## ✓ WORDS TO KNOW From Farm to Table

Do you know where **your food** comes from? Many fruits and vegetables grow on farms. **First**, farmers plant seeds. Some plants, like carrots, grow **under** the **ground**. Others, like beans, grow above the ground. Farmers pick **these** vegetables at the **right** time. **Sometimes** they send them to stores for us to buy.

	From a Plant	From an Animal
 milk		✓
 apple	✓	
 beans	✓	
 eggs		✓



# Comprehension

Read Together

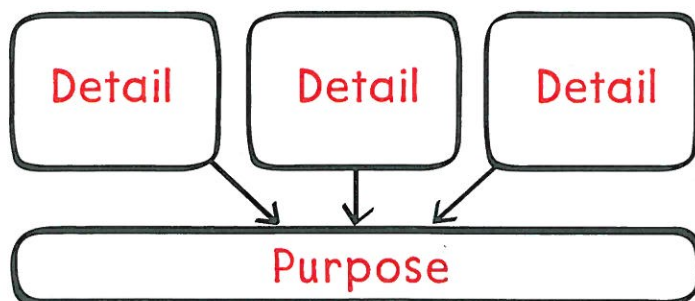
## TARGET SKILL Author's Purpose

Authors write for many reasons. They write to share a message or to make you laugh. They write to tell facts and details to help you learn something.



wheat

As you read **Where Does Food Come From?**, think about why the authors wrote the story.

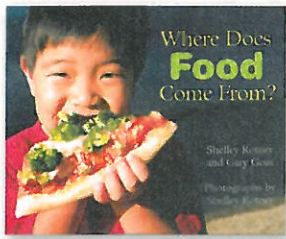


JOURNEY'S  
DIGITAL

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DESTINATION Reading™

Comprehension Activities: Lesson 18

# Main Selection



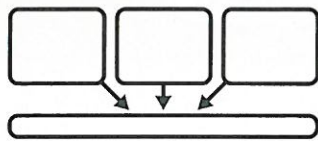
## WORDS TO KNOW

food                      under  
first                      these  
ground                  right  
sometimes your



## TARGET SKILL

**Author's Purpose** Tell why an author writes a book.



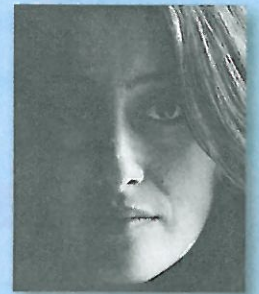
## TARGET STRATEGY

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

## GENRE

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

## Meet the Author and Photographer Shelley Rotner




Shelley Rotner started writing books about things that interested her daughter. If you have questions about the world around you, the answers might well be in a book by Ms. Rotner!

## Meet the Author

## Gary Goss

Gary Goss says, "I love food and creating. I also love working with kids." Mr. Goss has written a children's cookbook called *Blue Moon Soup*.



Where  
Does  
**Food**  
Come  
From?

---

written by  
Shelley Rotner  
and  
Gary Goss

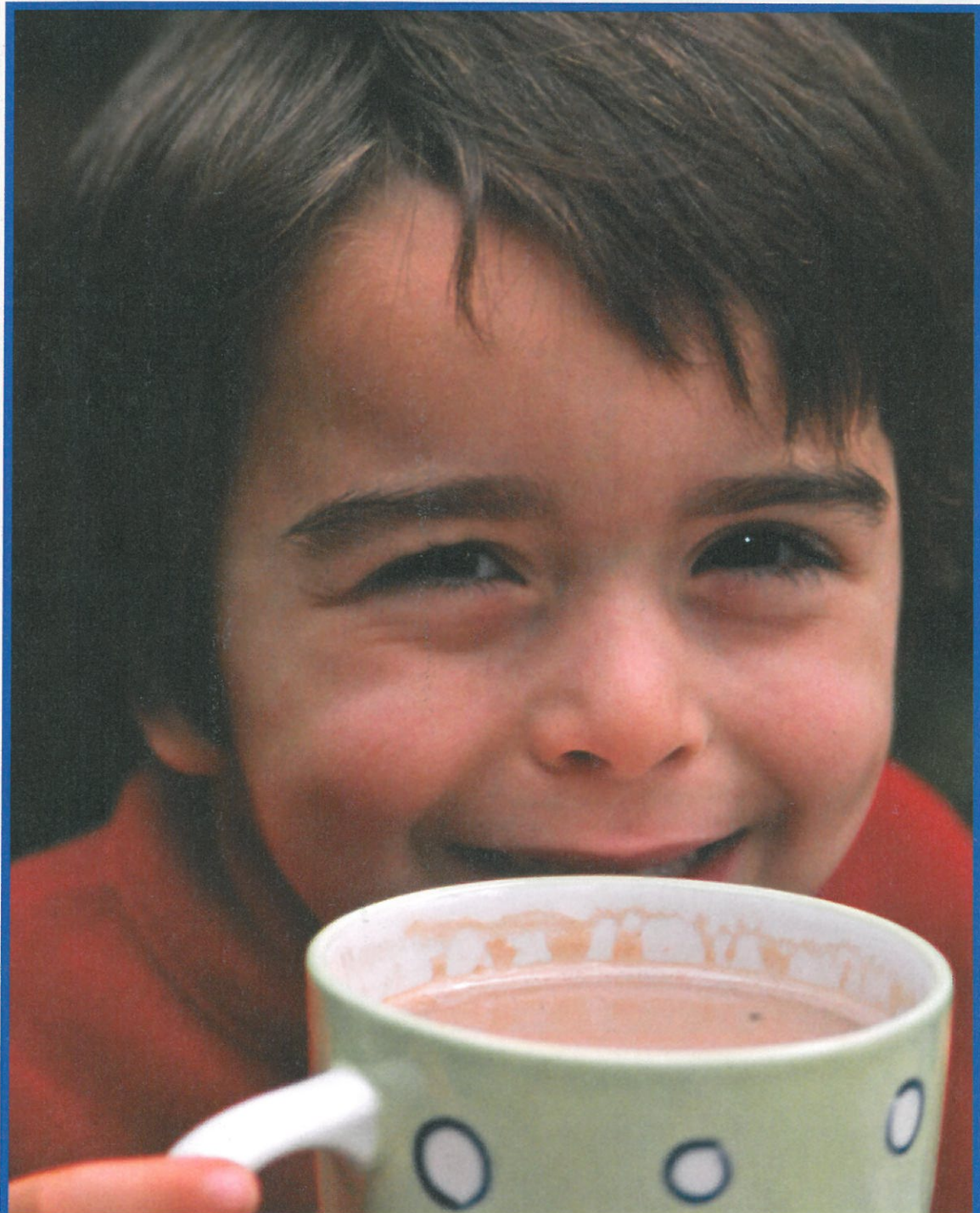
Photographs by  
Shelley Rotner

**Essential  
Question**

Why do authors  
write nonfiction?

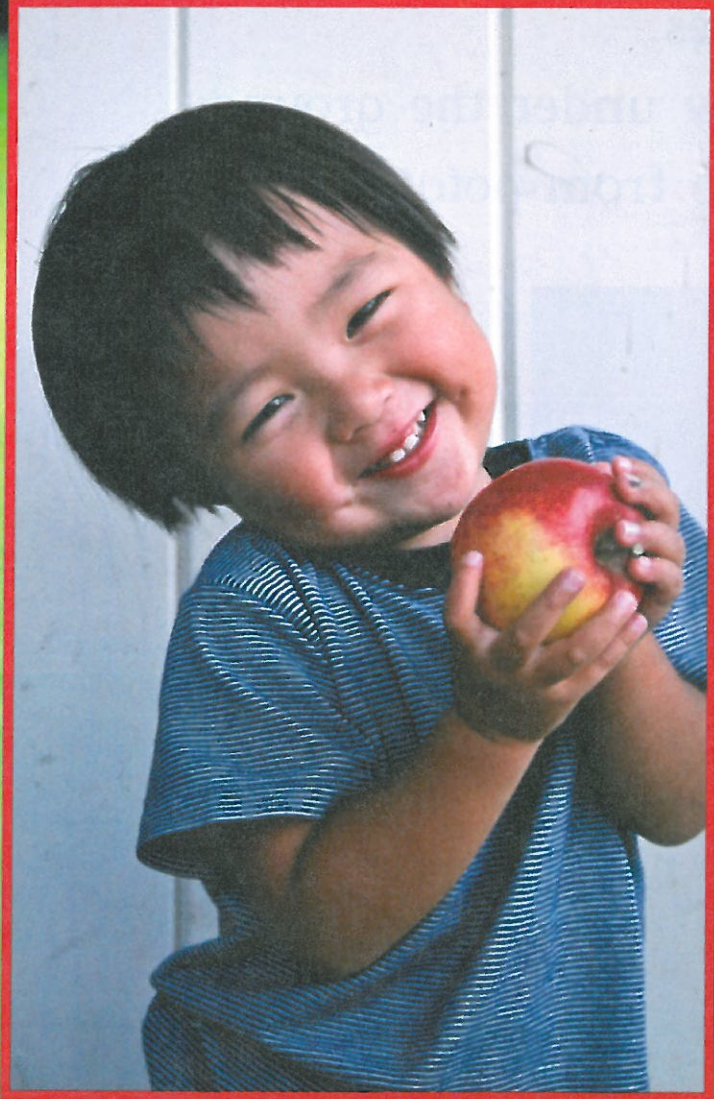


Cocoa beans are seeds.  
They grow on cocoa trees.  
Chocolate is made by crushing  
and cooking cocoa beans.  
Hot cocoa is made from chocolate.



Apples are fruits that grow on trees.  
An apple is picked **right** off the tree.  
Apple juice is made by pressing the  
juice from apples.

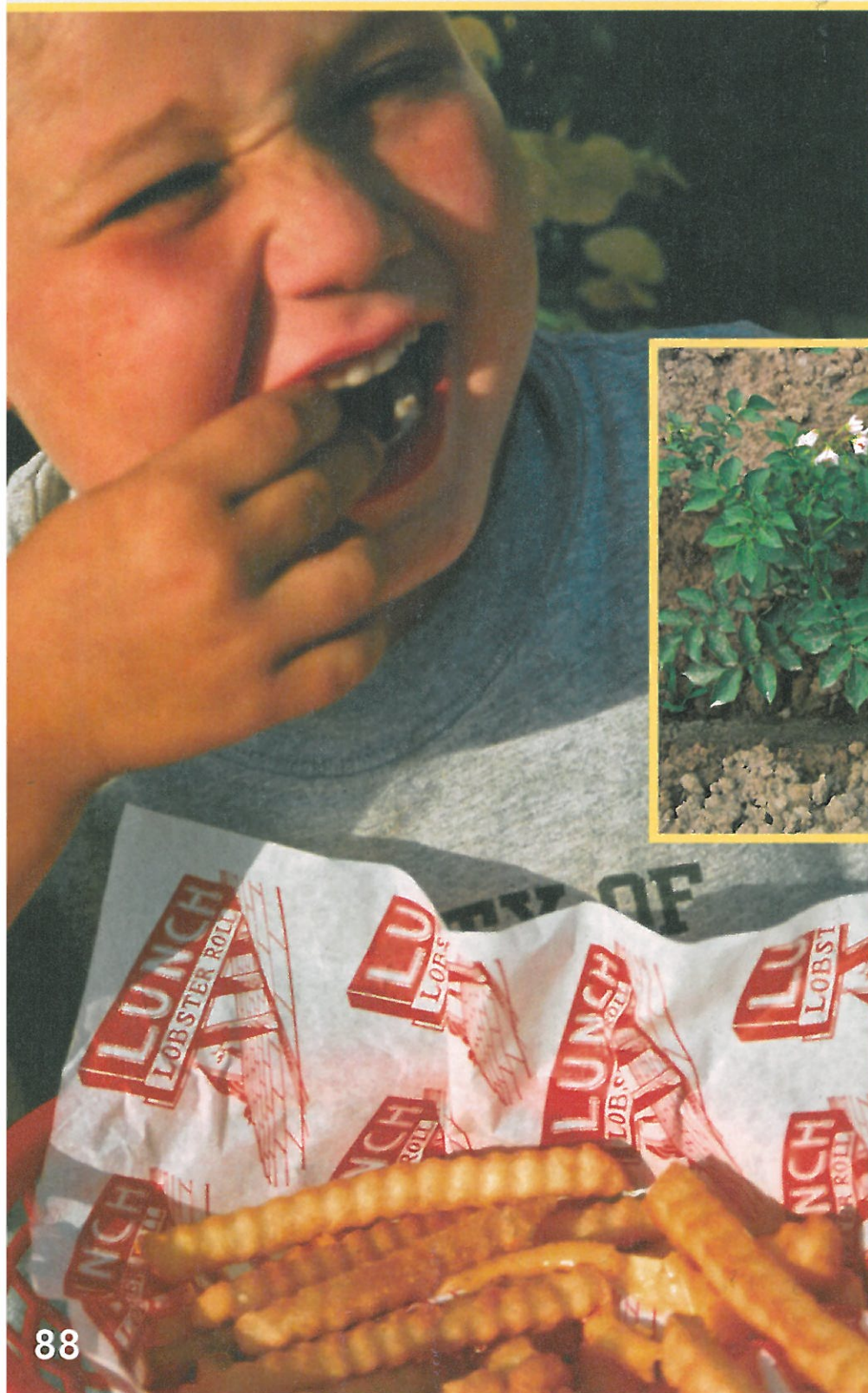




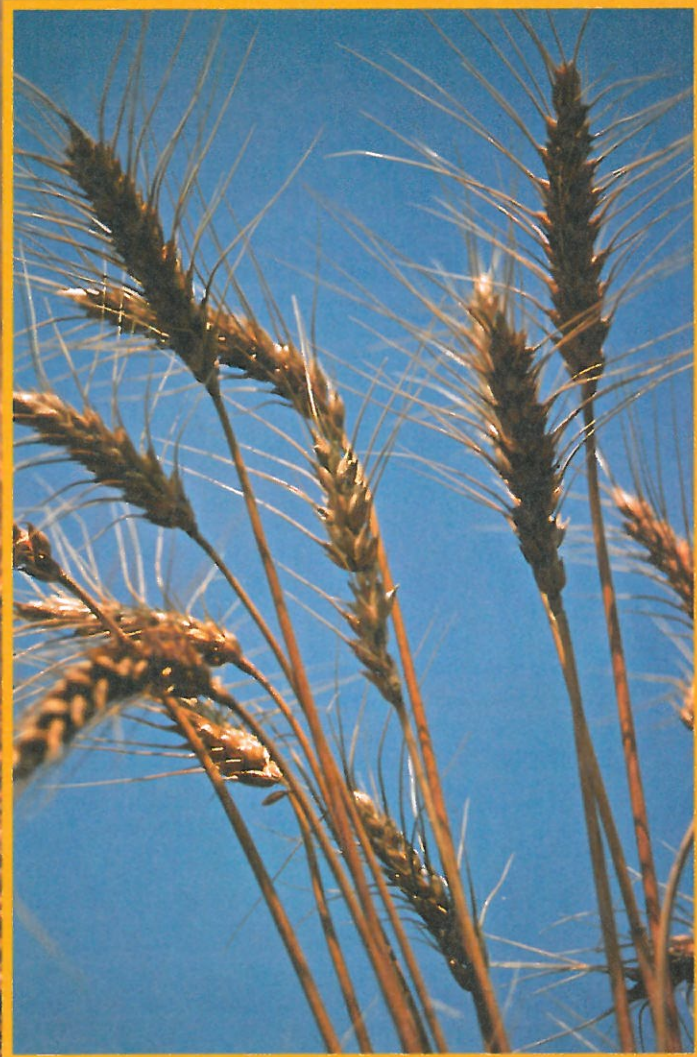
Potatoes are vegetables.

These vegetables grow under the ground.

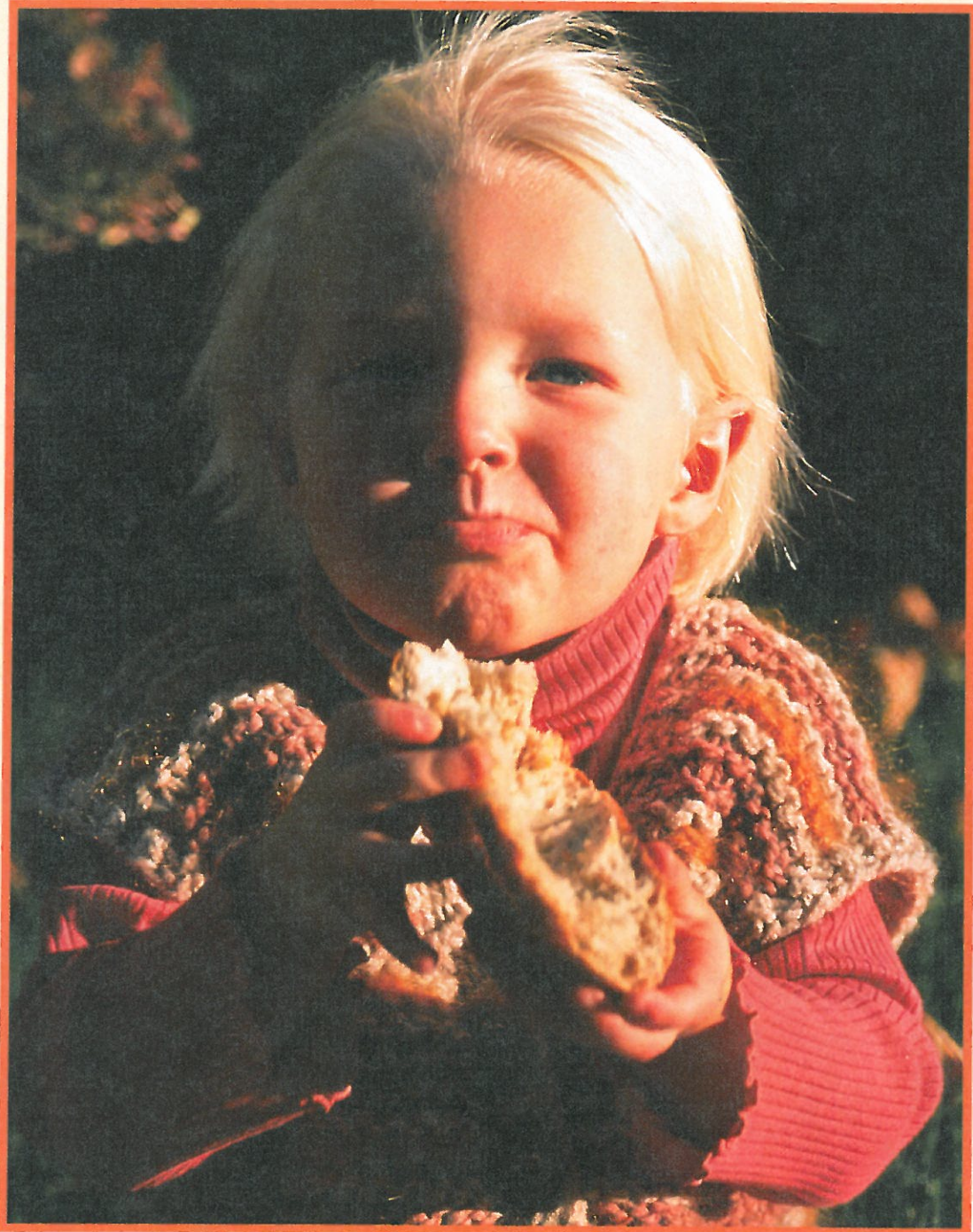
French fries are made from potatoes.







Wheat is a grain that grows in fields.  
Flour can be made by crushing the wheat.  
Bread is made from flour.

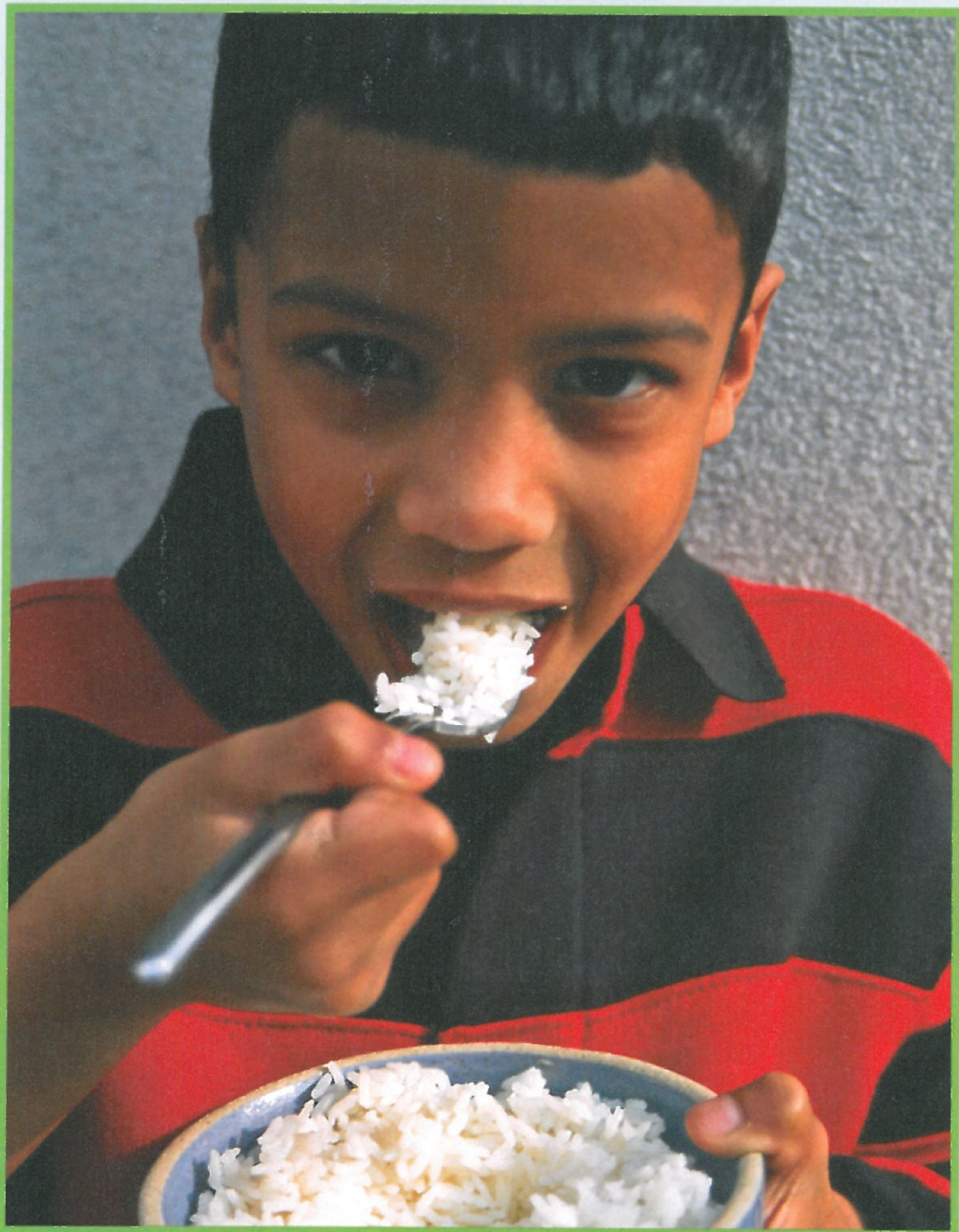


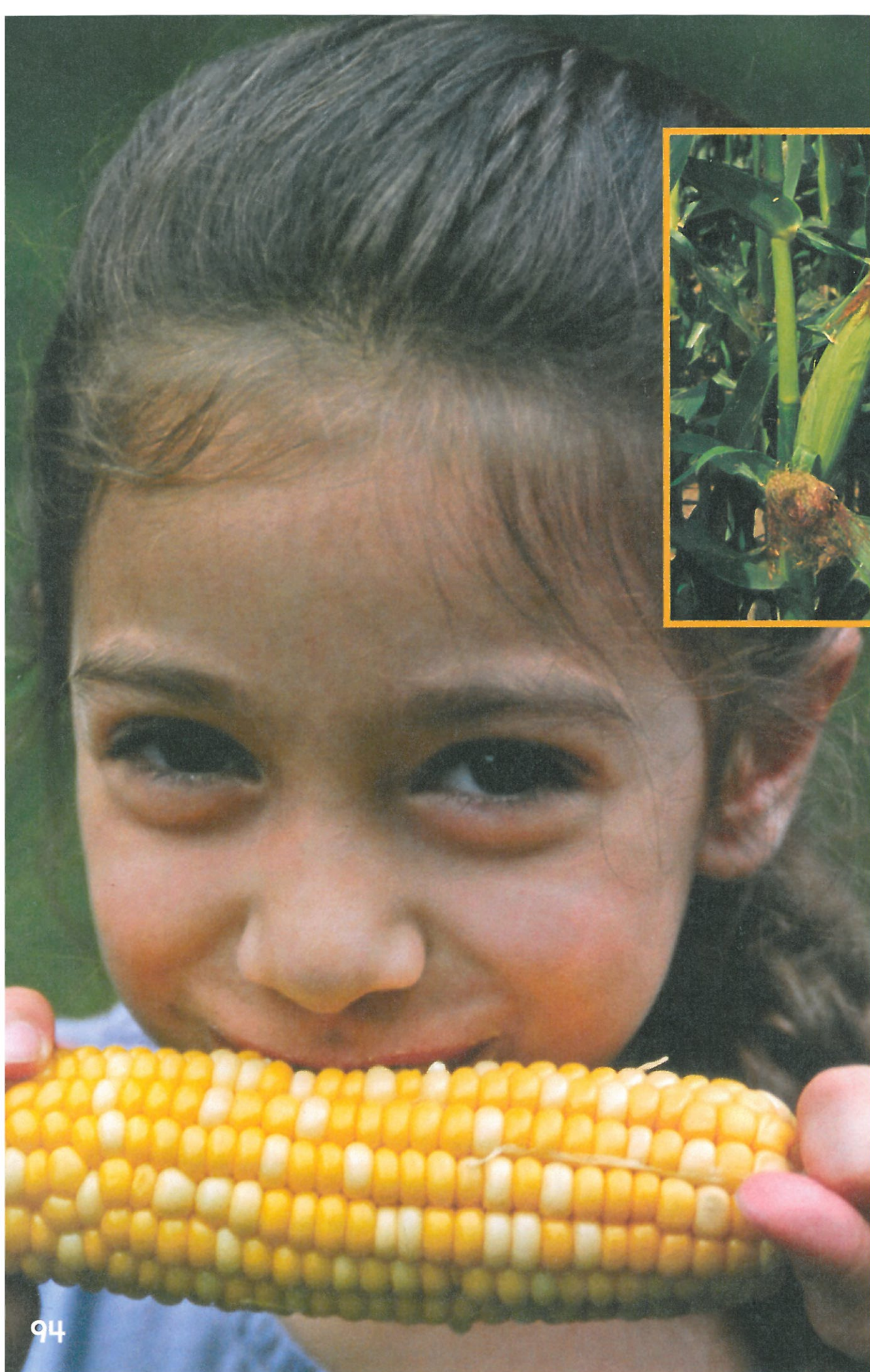


Rice is a grain.

It grows in wet fields called paddies.

Rice that you eat is made by cooking the grain.

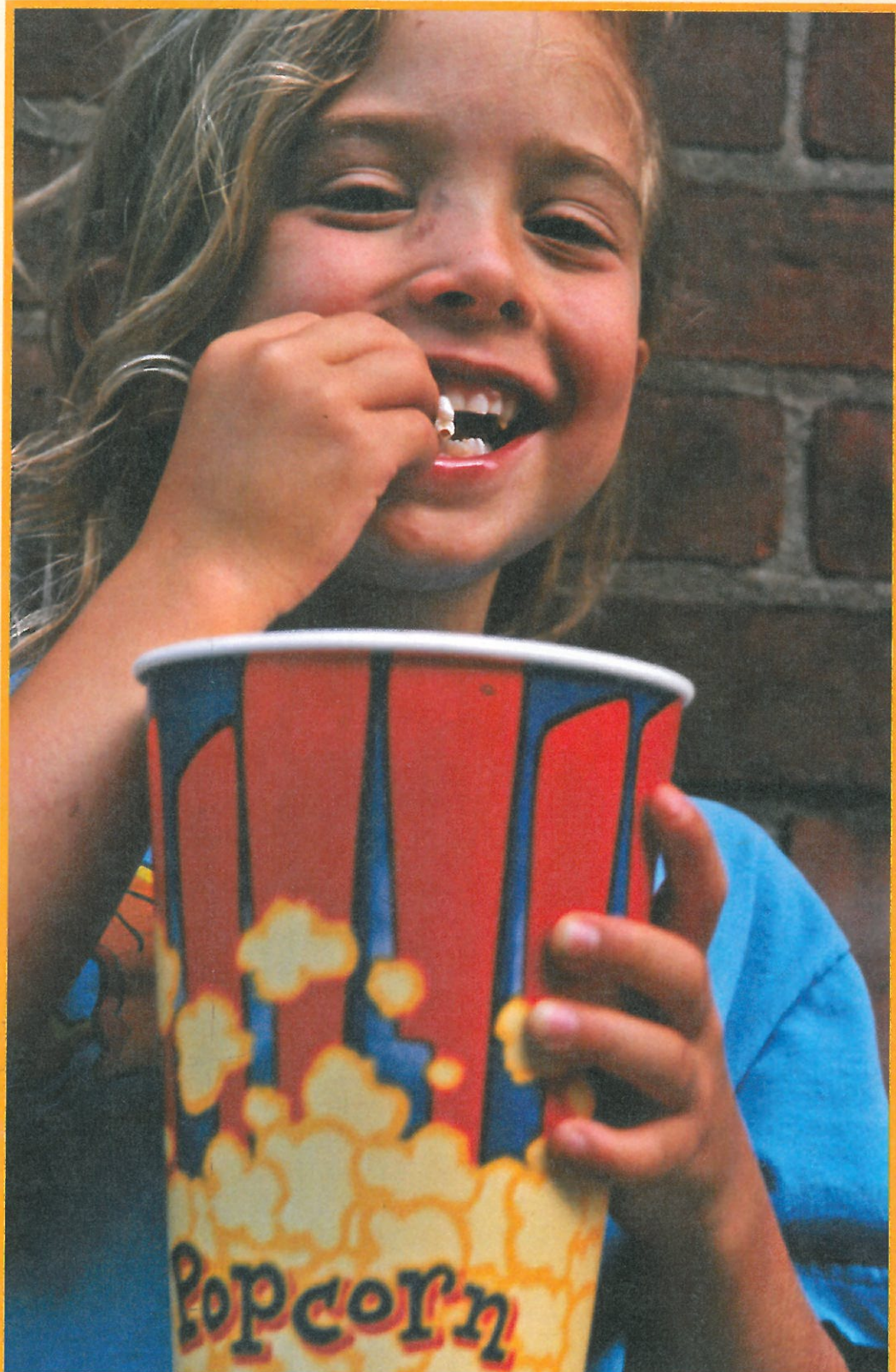




Corn is grain that grows in fields.

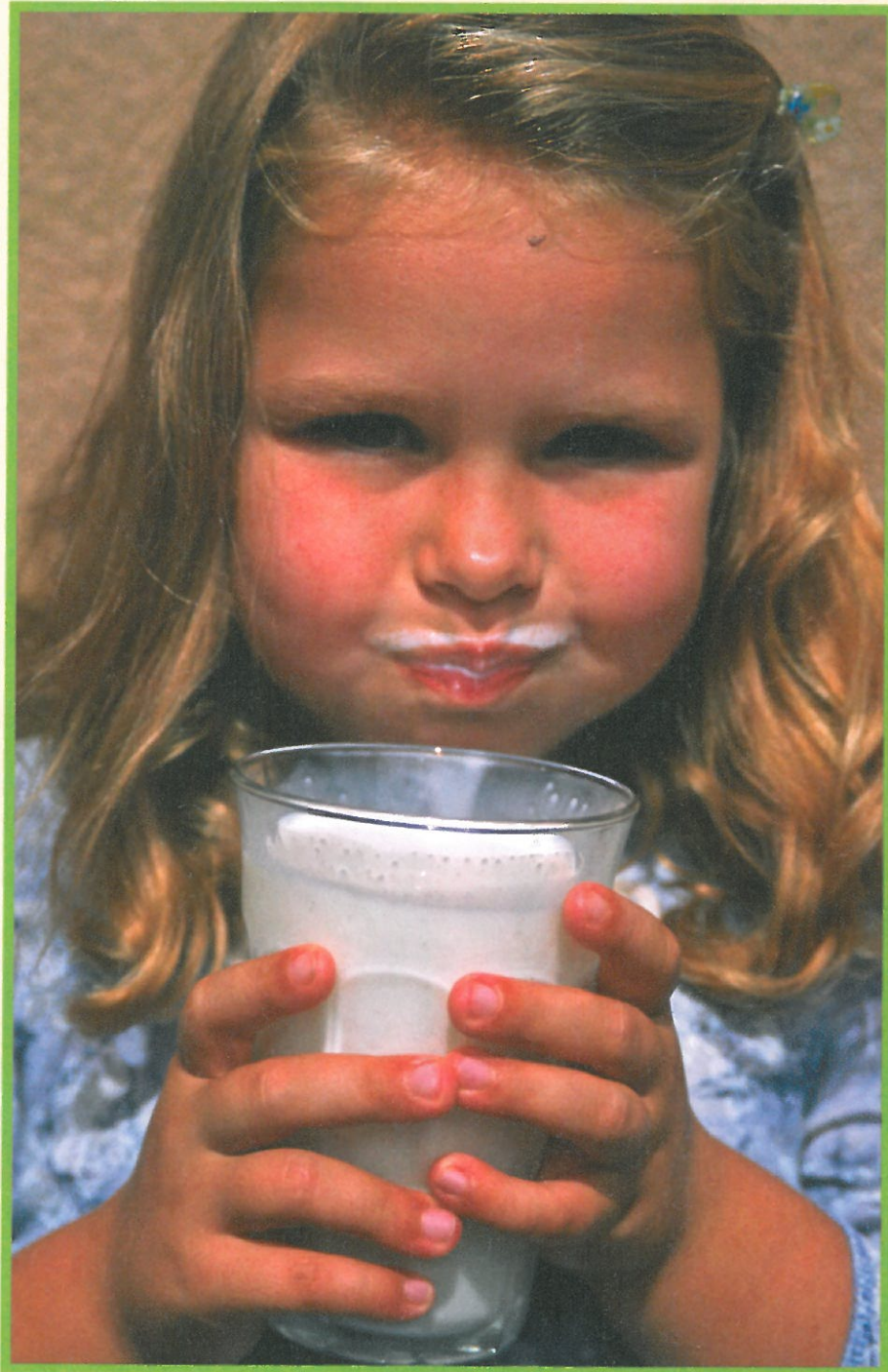
Popcorn is made from corn.

**First** you heat it, and then it pops.

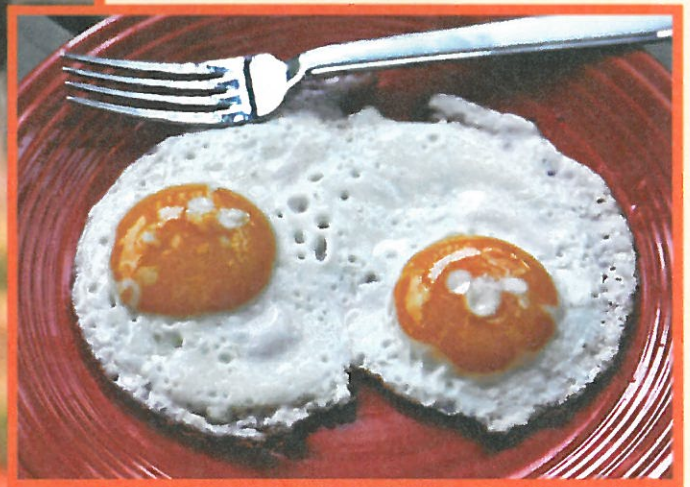


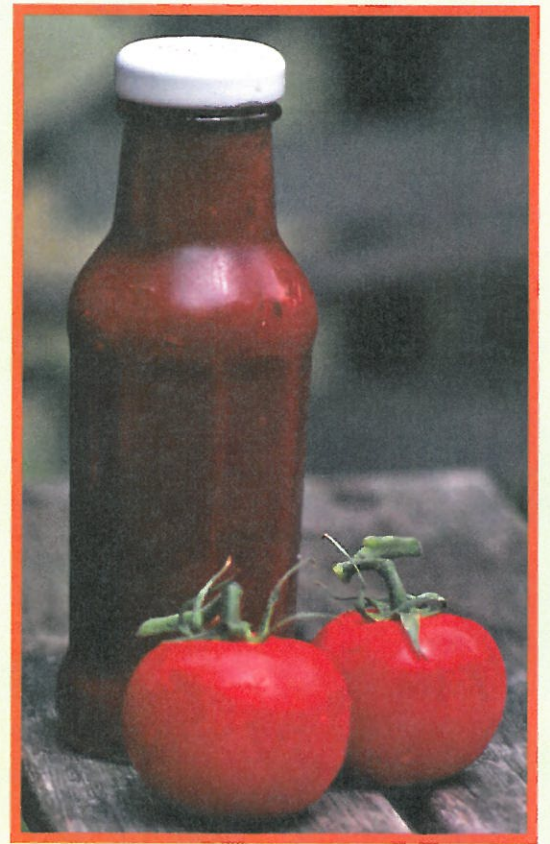
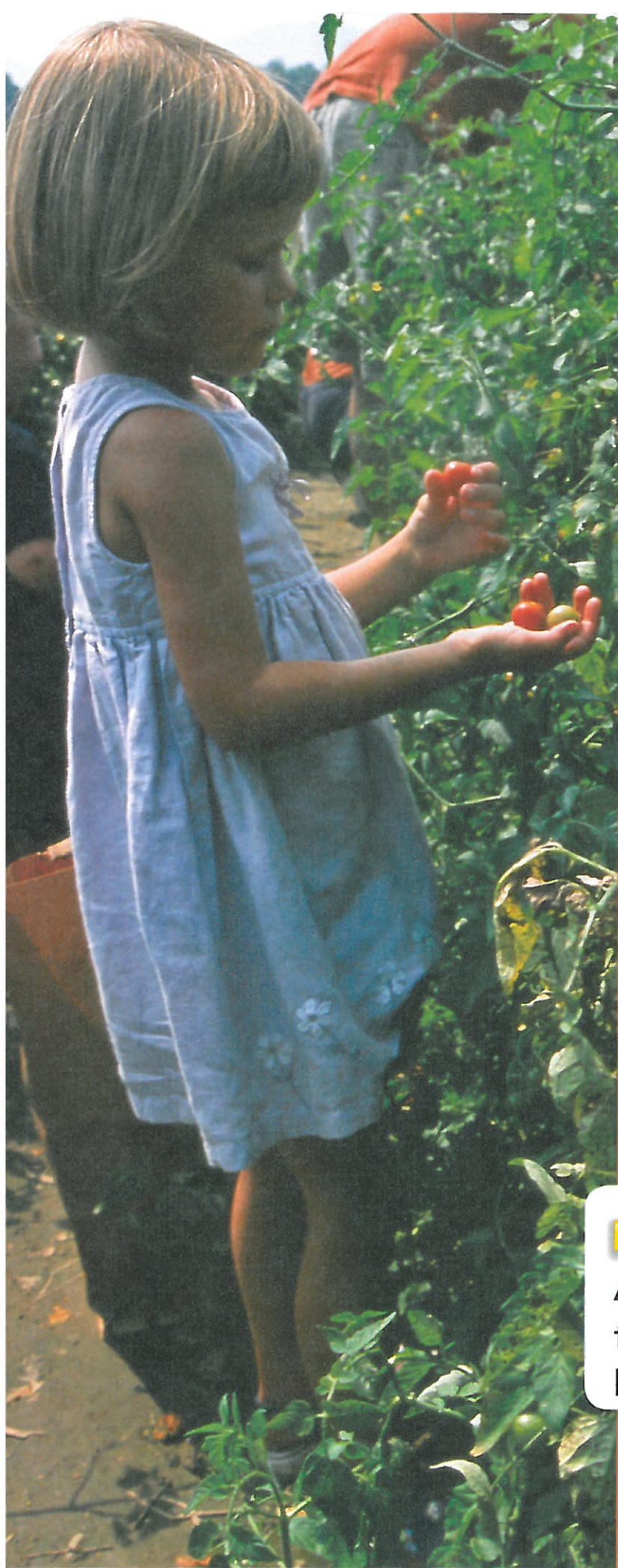


Milk comes from cows—  
or **sometimes** from goats.  
Butter, cheese, and ice  
cream are made from milk.



The eggs you eat are laid by hens.  
The hens live on farms.  
There are many ways to cook eggs.





Tomatoes grow on vines.  
Ketchup is made from  
tomatoes.



### **STOP AND THINK**

**Author's Purpose** Why do the authors show a picture of ketchup near tomatoes?

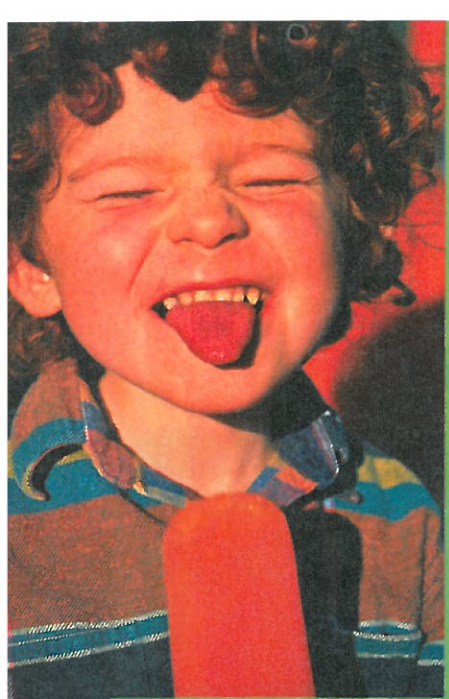


Honey is made by bees.

They bring the nectar of flowers to the hive.

Maple syrup is made from sap.  
The sap drips from maple trees.





Where does **your** favorite **food** come from?

# Your Turn

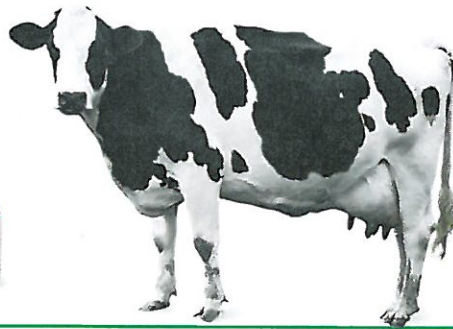
Read  
Together



## Match Game

**Find a Match** Work with a partner. Draw four foods on four cards. Then draw where the foods come from on other cards. Lay all the cards face down. Take turns flipping over two cards. Keep them if they match.

PARTNERS



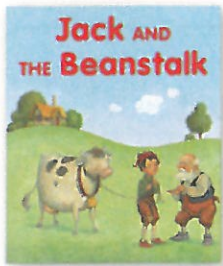
## Turn and Talk

## Food Facts

What do the authors of this selection want you to learn? Talk about it with a partner. Then take turns telling facts you learned. AUTHOR'S PURPOSE



## Read Together



### Connect to Traditional Tales



#### WORDS TO KNOW

food	under
first	these
ground	right
sometimes	your

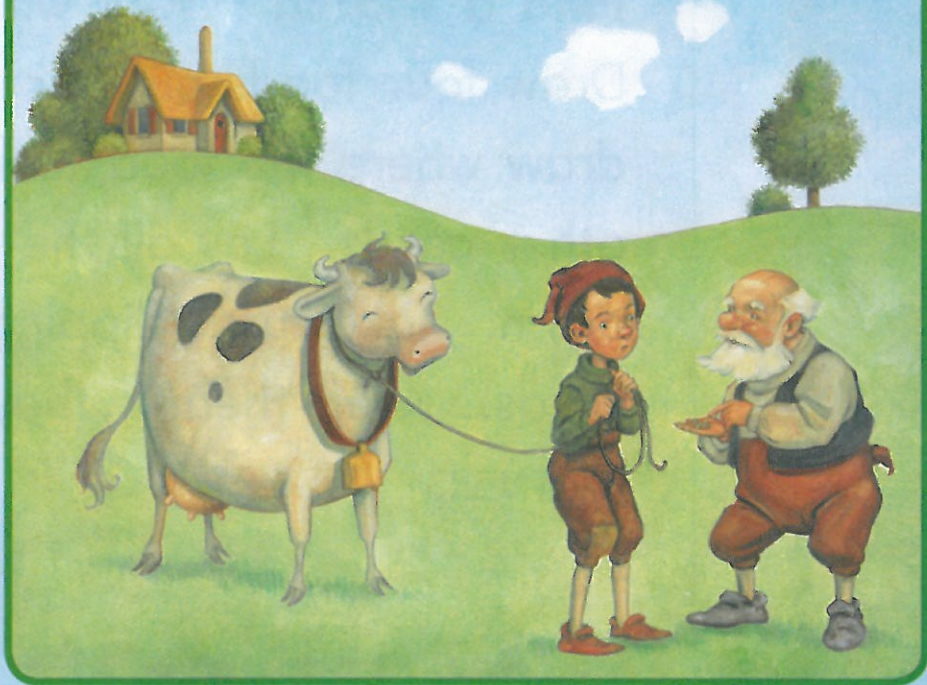
#### GENRE

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

#### TEXT FOCUS

Many fairy tales end with **storytelling phrases**, such as **happily ever after**. Find these words. Why do you think the storyteller uses them?

# Jack AND THE Beanstalk



Once upon a time, there was a boy named Jack. He and his mom had no money for **food** because someone had taken their goose. **Sometimes**, it would lay golden eggs for them!

Jack went to sell their cow. He met a man. “I will trade **these** special beans for **your** cow,” the man said.

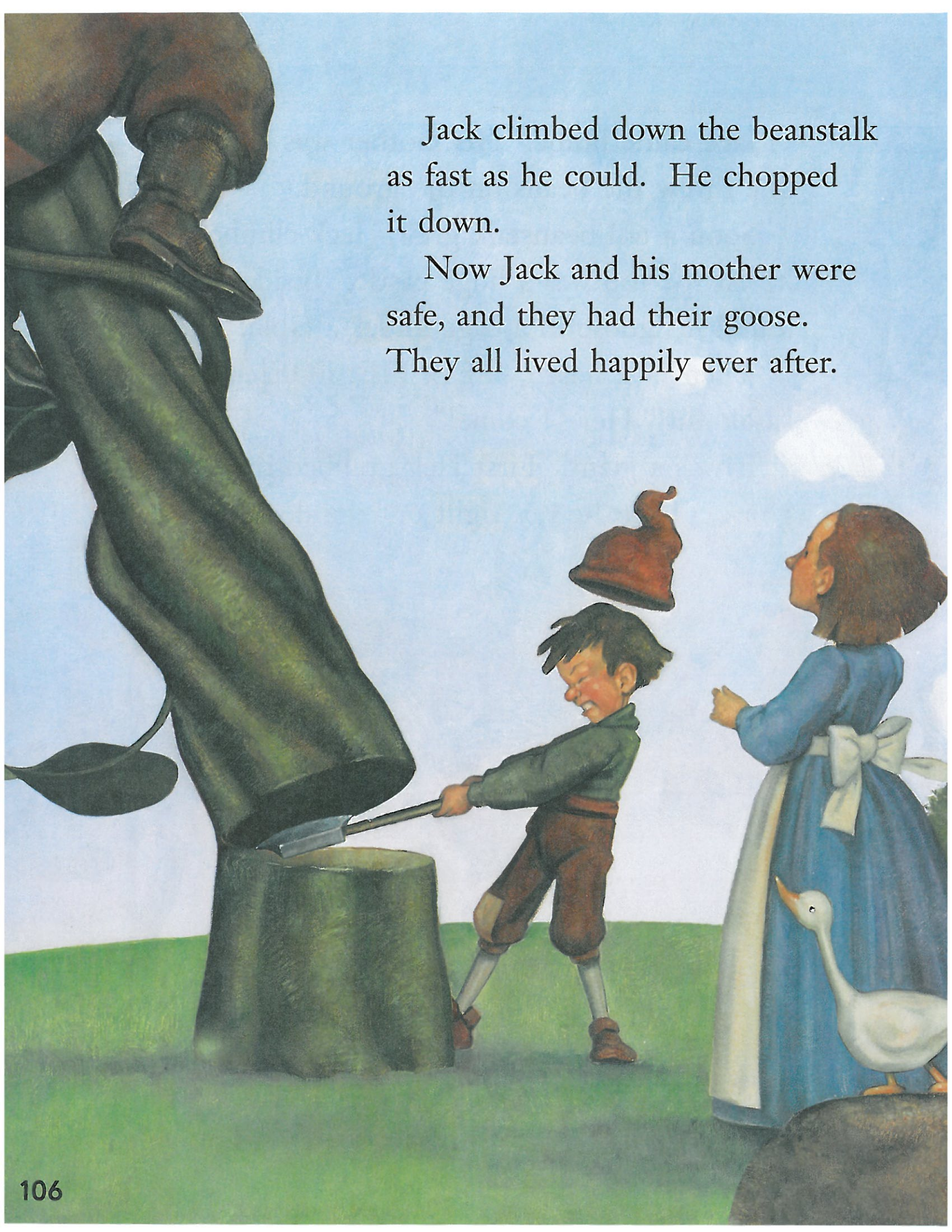
Jack came home. His mother was mad. She threw the beans on the ground.

Soon a tall beanstalk grew. Jack climbed it. At the top was a huge castle. Inside, Jack found his goose in a cage under a table!

Then Jack heard, “FEE! FIE! FOE! FUM! Look out! Here I come!”

It was a giant! First Jack grabbed the goose. Then he ran right out the door.



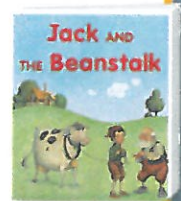
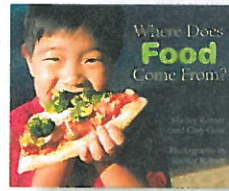
An illustration showing Jack, a young boy in a green shirt and brown pants, using an axe to chop the base of a large, dark green beanstalk. The beanstalk is leaning over him. To the right, a woman in a blue dress and white apron, representing his mother, stands watching him. A white goose is visible near her feet. The background is a simple landscape with a green field and a light blue sky with a few white clouds.

Jack climbed down the beanstalk  
as fast as he could. He chopped  
it down.

Now Jack and his mother were  
safe, and they had their goose.  
They all lived happily ever after.

# Making Connections

Read Together



## Text to Self

**Write a List** Make a list of foods you like to eat. Tell classmates about them.



## Text to Text

**Tell About Food** Jack's beanstalk started out as tiny beans. Tell about beans and other vegetables you have eaten.



## Text to World

**Connect to Technology** Use the Internet to find out how people grow your favorite food. Draw a picture that shows what you learned.

# Grammar

Read  
Together

## Names of Months, Days, and

**Holidays** The names of **months** in a year, **days** of the week, and **holidays** begin with a capital letter. When you write a date, use a **comma** between the day of the month and the year.

### Names of Months

We planted seeds on **M**ay 14, 2011.

### Days of Week

My dad cooked soup on **F**riday.

### Holidays

My family eats turkey on **T**hanksgiving.

## Turn and Talk

Write each sentence correctly. Use another sheet of paper. Tell a partner what you did to correct each sentence.

1. Ali began school on september 8 2010.
2. She has science club every friday.
3. There was no school on memorial day.
4. Last wednesday our class took a field trip.
5. School ended on june 14 2011.




## Grammar in Writing

When you proofread your writing, be sure you have written the names of months, days, and holidays correctly.

# Write to Narrate

Read Together

 **Sentence Fluency** A good **friendly letter** is not boring! Use different kinds of sentences to make your writing lively and interesting.




Ned drafted a letter about a special meal he had. Then he added a question.

## Revised Draft

Then we tasted all the food.  
**Can you guess my favorite?**  
^ The apple pie was best of all.



## Writing Traits Checklist

-  **Sentence Fluency** Did I write different kinds of sentences?
-  Does my letter have all five parts?
-  Did I use capital letters and commas correctly?

Look for different kinds of sentences in Ned's final copy. Then revise your writing. Use the Checklist.



**Final Copy**

March 8, 2010

Dear Mario,

My school had a potluck supper. First, each class cooked something. Then we tasted all the food. Can you guess my favorite? The apple pie was best of all.

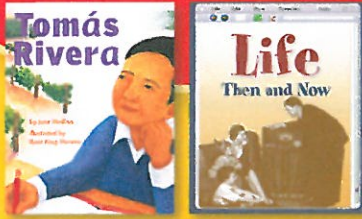
Your friend,

Ned



# Lesson

# 19

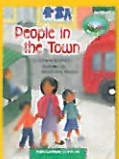


## WORDS TO KNOW

### HIGH-FREQUENCY WORDS

work  
great  
talk  
paper  
were  
soon  
laugh  
done

### 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

## work

People go to **work** every day.



2

## great

She did a **great** job baking this cake!



3

**talk**

He likes to **talk** with customers at his job.



4

**paper**

This artist does his work on **paper**.



5

**were**

The farmers **were** very busy today.



6

**soon**

**Soon** it will be time to go to lunch.



7

**laugh**

A silly clown makes everyone **laugh**.



8


**done**

He goes home when the work is **done**.



# Background

Read  
Together

 **WORDS TO KNOW** Writing a Book Most books begin with an idea. Sometimes a writer **talks** about the idea with a friend. If the idea is funny, the writer hopes the friend **laughs!** **Soon** it is time to start writing. A writer may write on **paper**. It is a lot of **work**. It feels **great** when the book is **done**. What kind of book would you write if you **were** a writer?

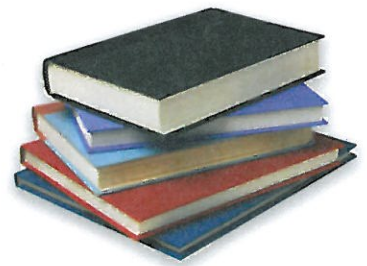
## Things a Writer Uses



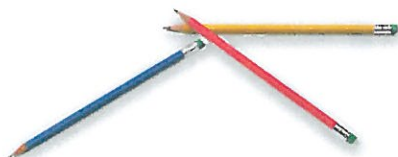
computer



printer



books



pencils



paper

# Comprehension

Read Together

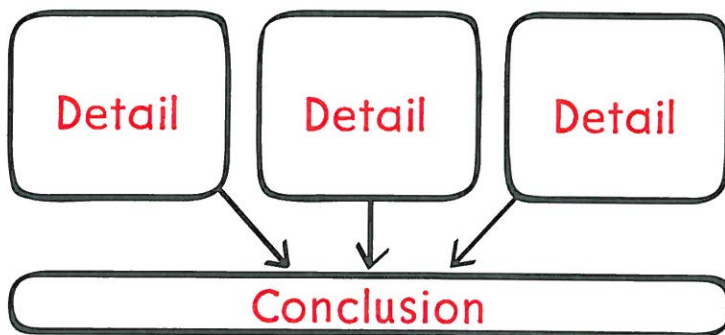
## ✓ TARGET SKILL **Conclusions**

Good readers use details to figure out things about a story that an author may not tell them. This is called drawing **conclusions**. Readers use details from the text, pictures, and what they know from their own life to draw conclusions.

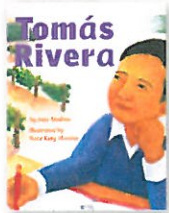
What is your conclusion?  
What clues helped you?



As you read **Tomás Rivera**, use story clues and what you already know to draw conclusions.



# Main Selection



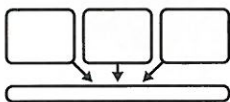
## WORDS TO KNOW

work	were
great	soon
talk	laugh
paper	done



## TARGET SKILL

**Conclusions** Use details to figure out more about the text.



## TARGET STRATEGY

**Monitor/Clarify** Find ways to figure out what doesn't make sense.

## GENRE

A **biography** tells about a real person's life.

## Meet the Author

### Jane Medina



Jane Medina is both a teacher and a writer, just like Tomás Rivera. She began writing when she was a teenager. Since then, she has written books of poems in Spanish and English.

## Meet the Illustrator

### René King Moreno



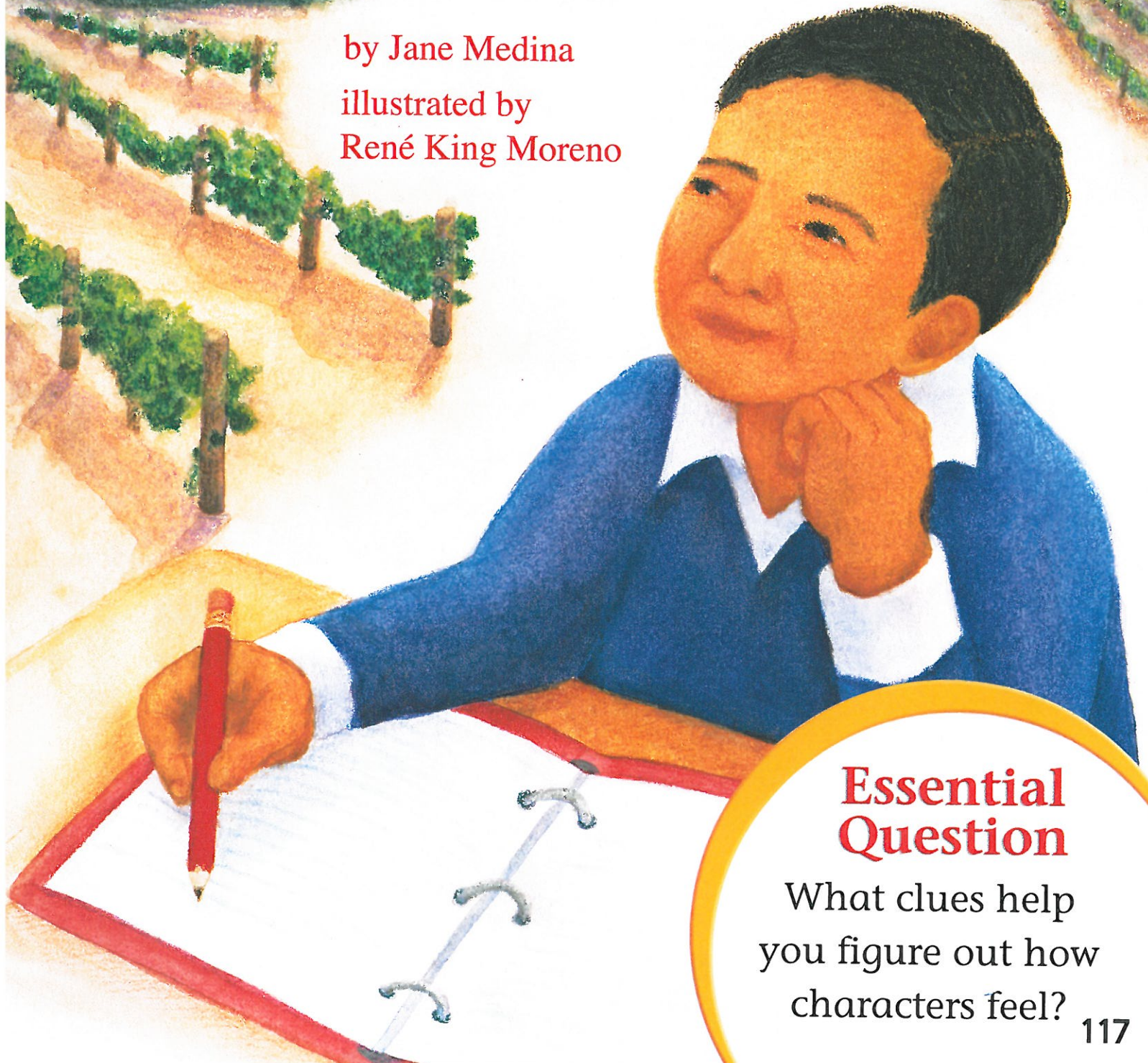
As a young girl, René King Moreno loved to draw and paint. She also loved going to the library. She studied art in school, and now she illustrates children's books.



# Tomás Rivera

by Jane Medina

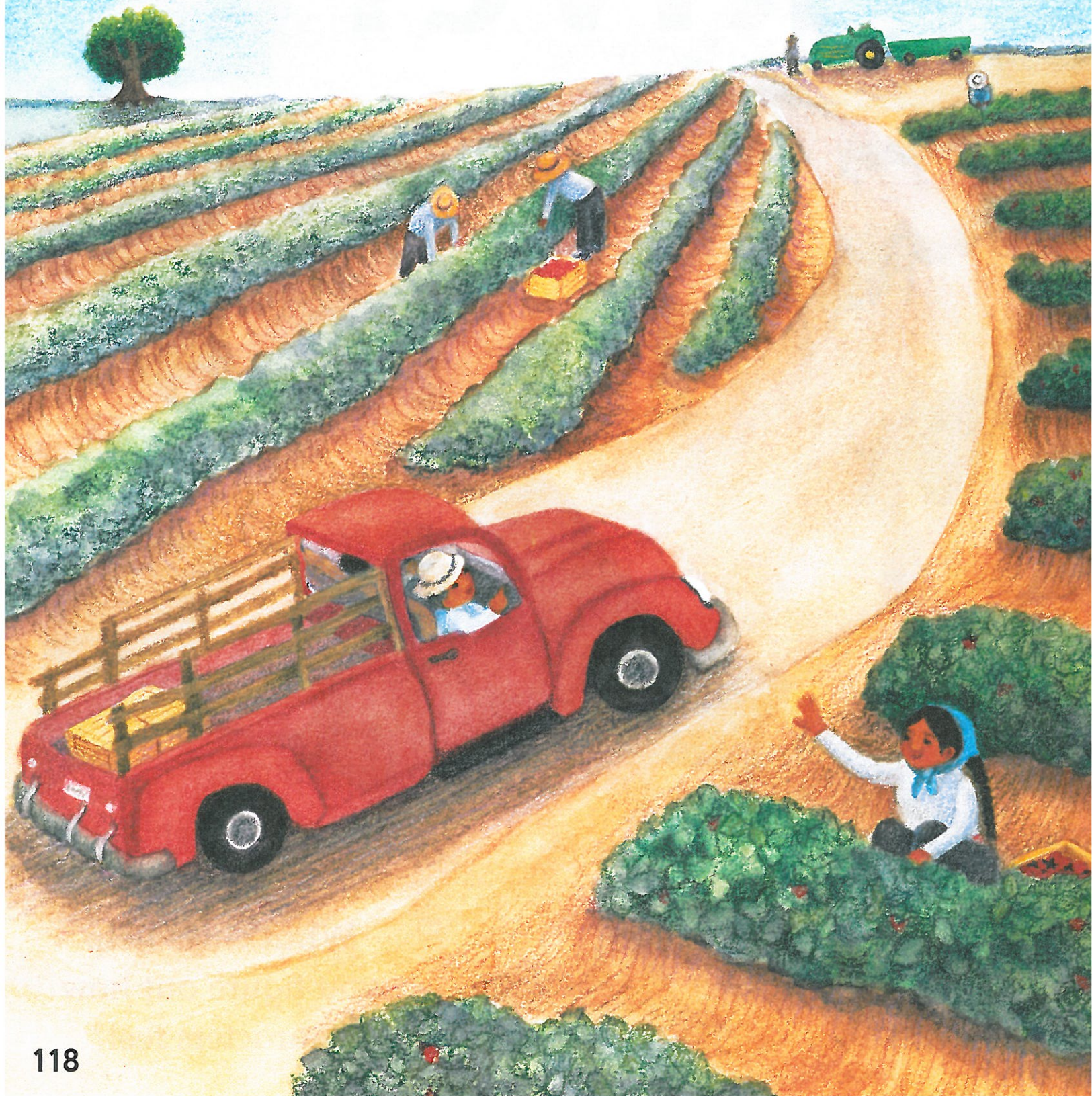
illustrated by  
René King Moreno



## Essential Question

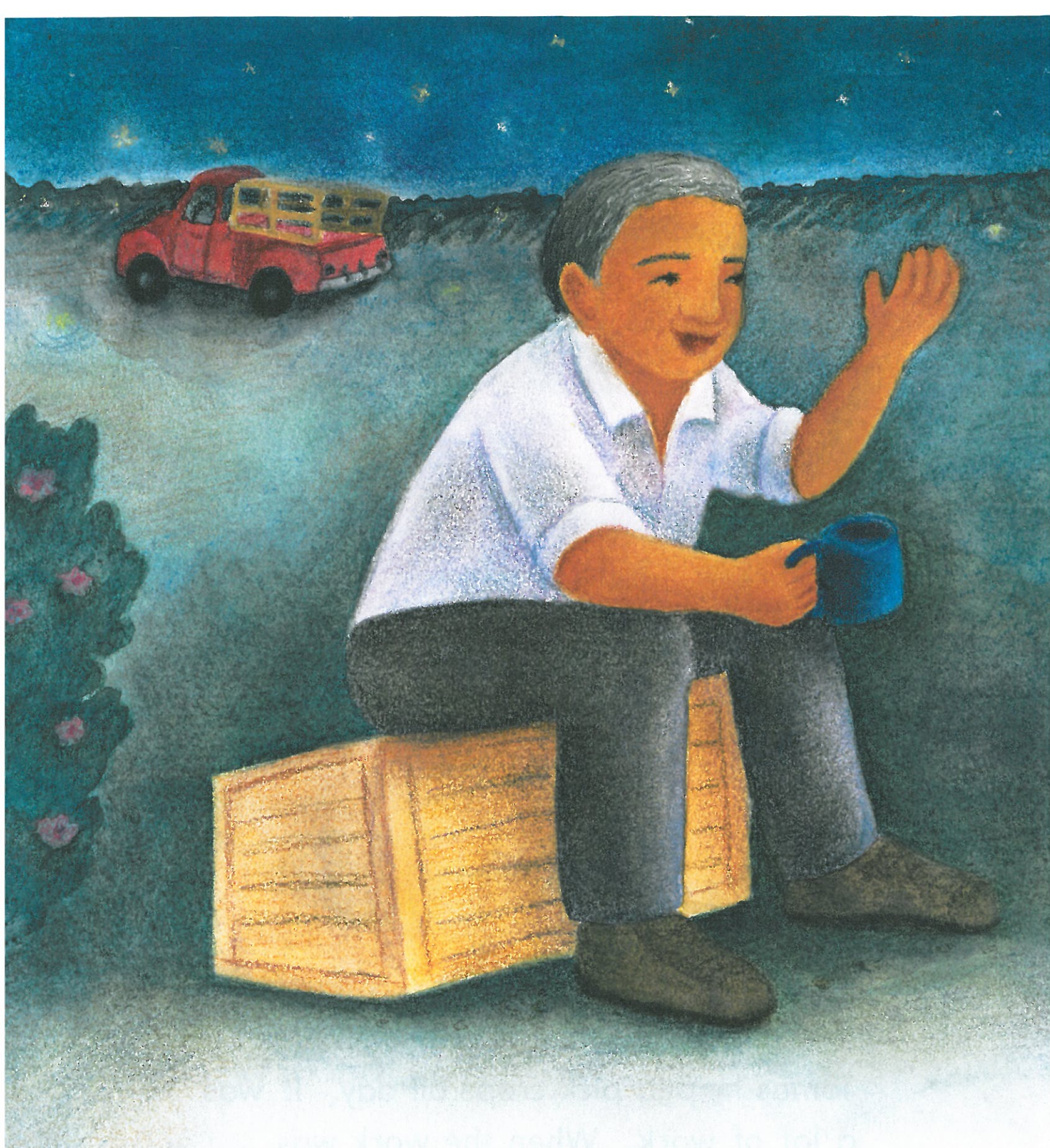
What clues help you figure out how characters feel?

Tomás Rivera was born in Texas.  
Tomás and his family went from  
place to place picking crops.

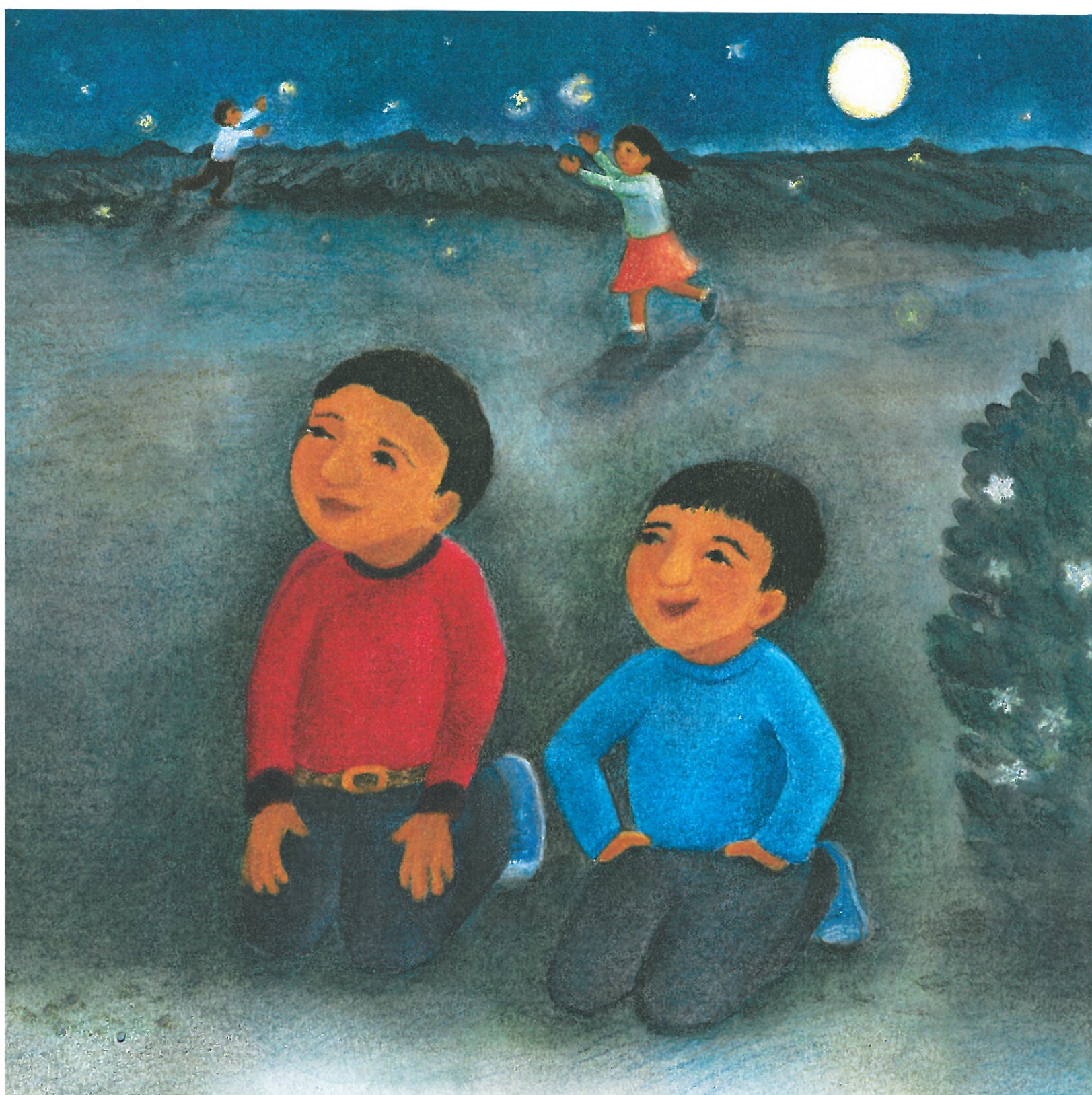




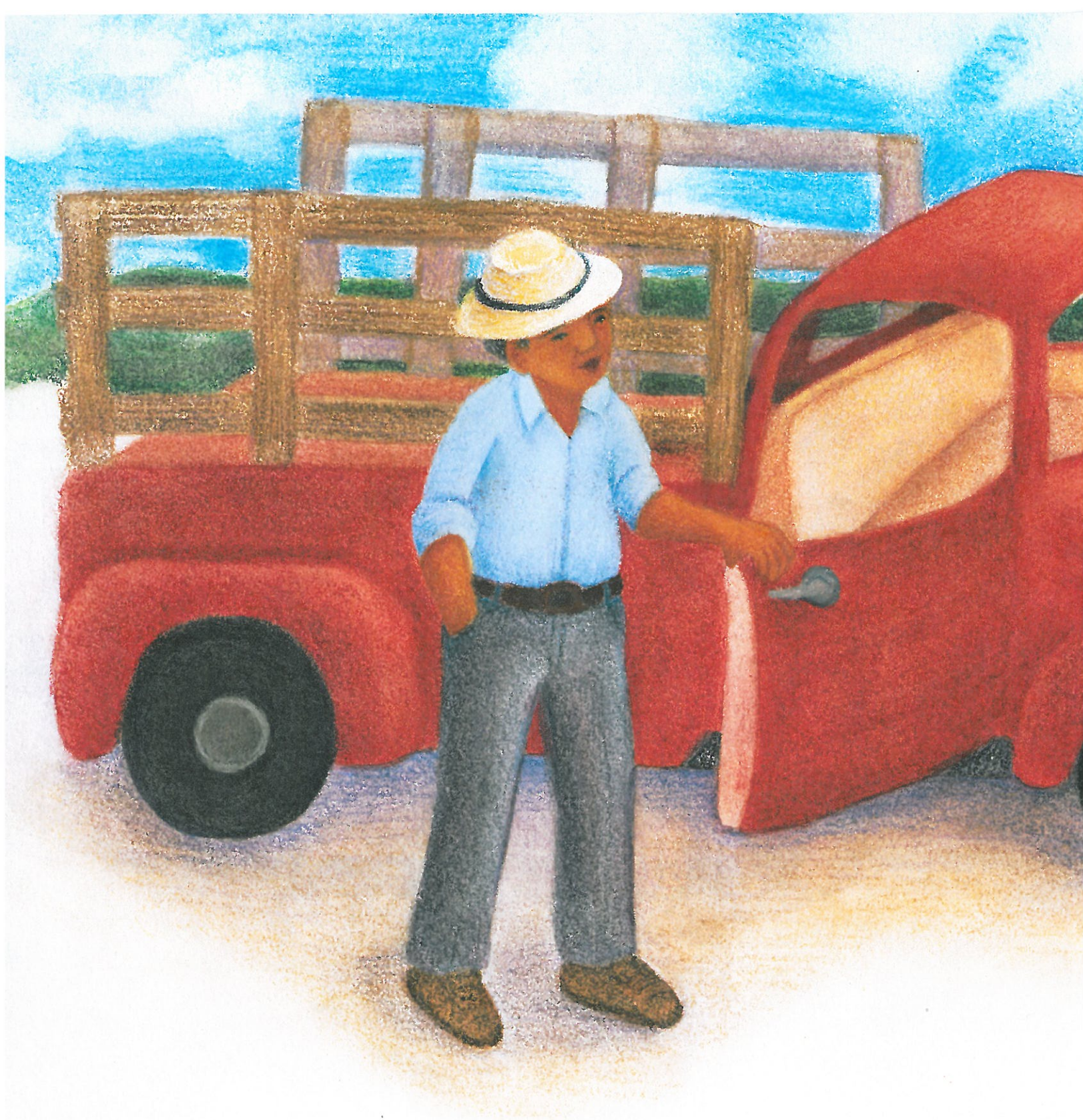
Tomás helped pick crops all day. It was a lot of **work**. When the work was **done**, Tomás would **talk** with his Grandpa.



"Come quick!" Grandpa called.  
"It's time for stories!"



"You tell the best stories!"  
Tomás said. "I wish I could  
tell **great** stories, too."



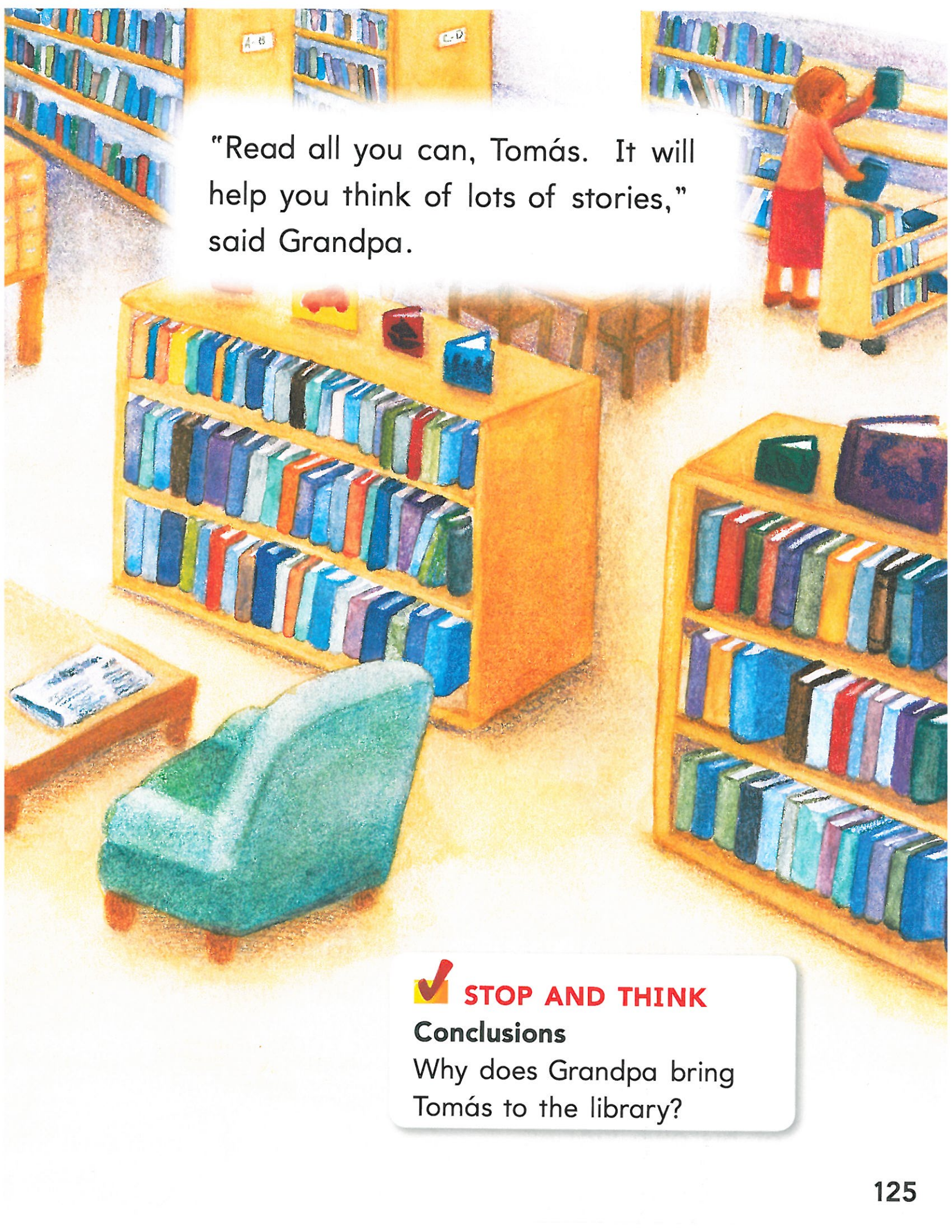
The next day, Grandpa said, "We can get lots of stories for you, Tomás."  
"When?" asked Tomás.

"Quick, hop in!" Grandpa said with a wink.  
"I will show you!"  
Grandpa drove the truck up the road.



"This is a library," said Grandpa.  
"Look at all the books!" gasped Tomás.





“Read all you can, Tomás. It will help you think of lots of stories,” said Grandpa.



### **STOP AND THINK**

#### **Conclusions**

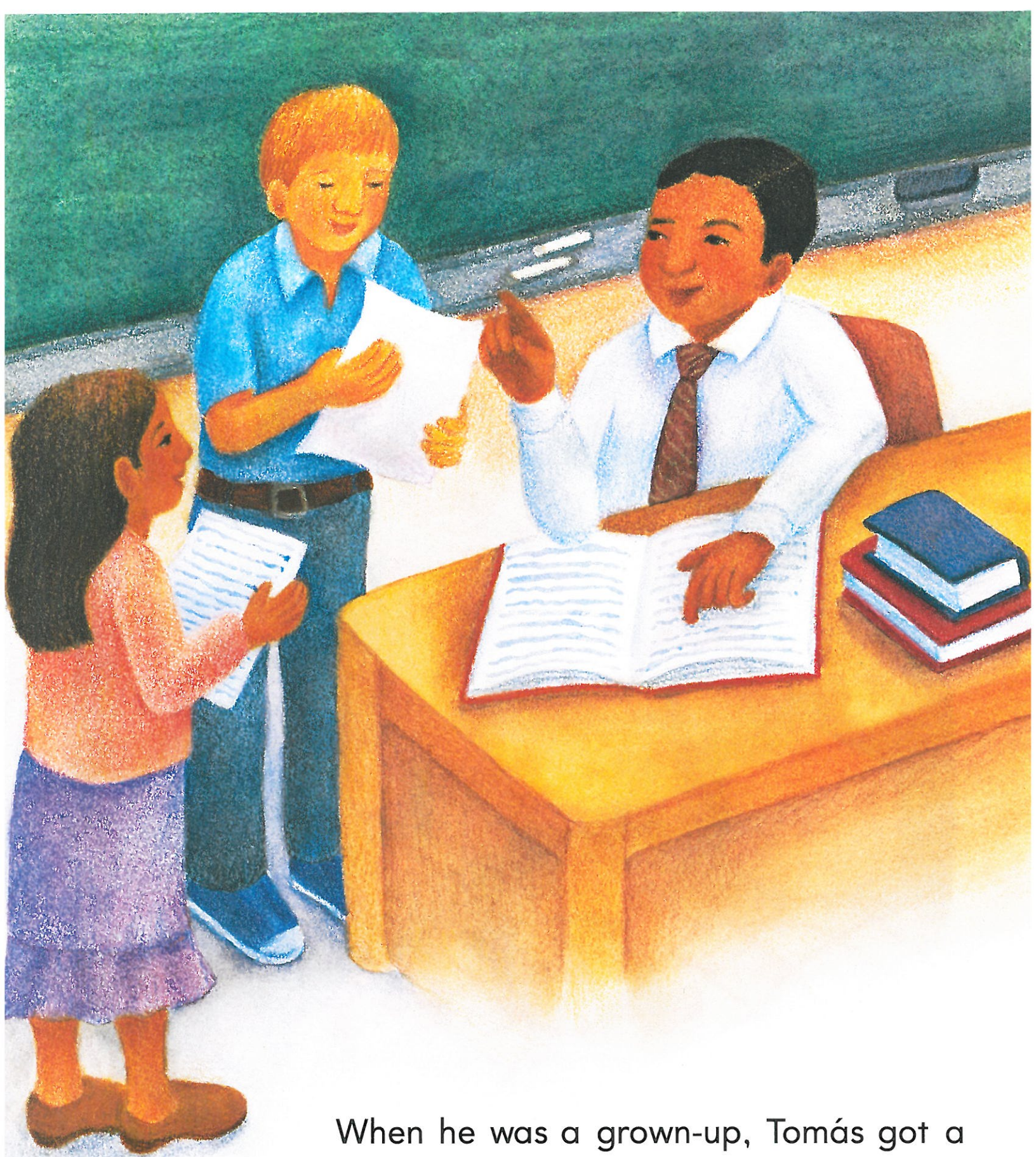
Why does Grandpa bring Tomás to the library?



There **were** lots of books for Tomás to read. Some were funny and made him **laugh**. He read about boats, trains, and cars. He dreamed of space. **Soon** Tomás was thinking of his own stories.

Tomás began telling his stories.  
Then he wrote them on paper.

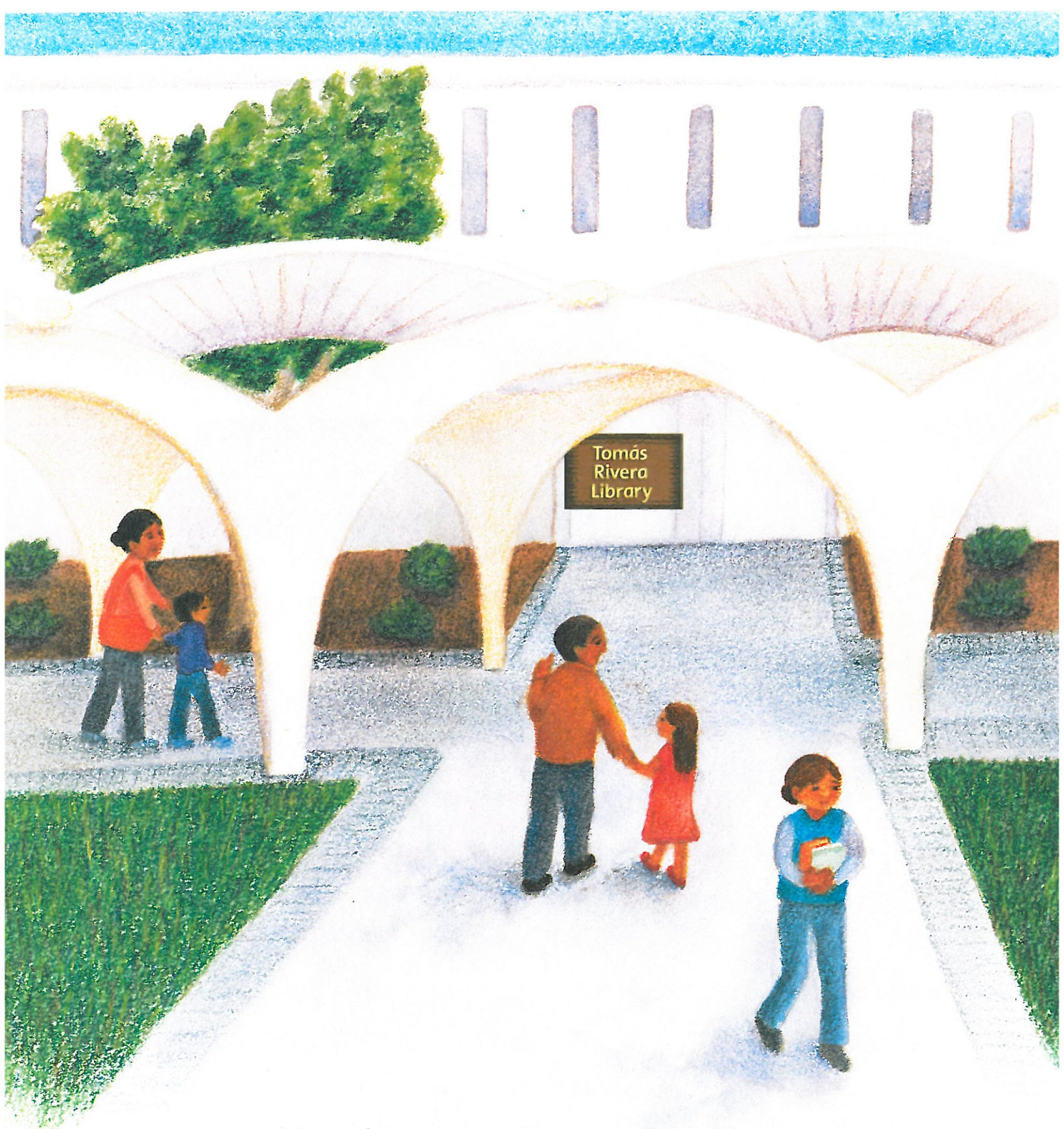




When he was a grown-up, Tomás got a job as a teacher. He still wrote stories.

Tomás Rivera's stories tell about people picking crops, just as his family did. Lots of people read his books.





Now his name is on a big library.  
Many people go to the library.  
They get books, just as Tomás did.

# Your Turn

Read Together



## A Favorite Book

**Write Sentences** Tomás likes to read many different kinds of books. What kinds of books do you like to read? Write about one of your favorite books. Tell what it is about and why you like it.

PERSONAL RESPONSE

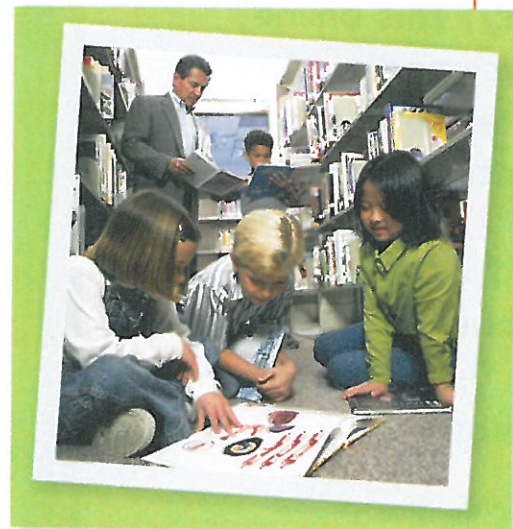


## Turn and Talk

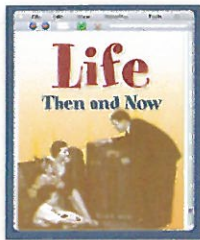
## Library Visit

Look at pages 124–126 with a partner. How do you think Tomás feels about the library? Talk about the clues that helped you decide.

CONCLUSIONS



## Read Together



### Connect to Social Studies



#### WORDS TO KNOW

work	were
great	soon
talk	laugh
paper	done

#### GENRE

**Informational text** gives facts about a topic. This online encyclopedia entry was written to give true information.

#### TEXT FOCUS

A **chart** is a drawing that lists information in a clear way.

File Edit View Favorites



# Life

## Then and Now

The way people live changes over time. Today families live differently than in the past.

In the past, many jobs **were done** by hand. Now people have **great** machines for doing **work**.



## Family Life

In the past, people wrote letters on **paper** and sent them by mail. Now people can send messages right away. They **talk** on cell phones or send e-mails by computer.

In the past, families listened to radio programs. Now families **laugh** as they watch TV programs.





## Family Life

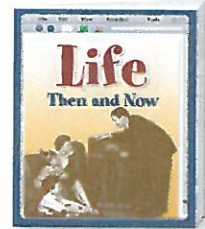
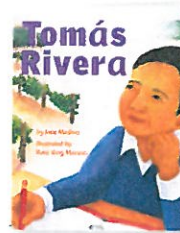
We use many of the same things that people used in the past.

Then	Now
	
	
	

Think about the future. **Soon** families may do things in a whole new way!

# Making Connections

Read Together



## Text to Self

**Connect to Social Studies** Tell about a job you would like to have. Speak clearly so listeners can understand you.



## Text to Text

**Recognize Purposes** Were **Tomás Rivera** and **Life Then and Now** written to give information or to make you laugh? What did you learn?



## Text to World

**Create an Invention** Draw an invention that could help children in the future with their schoolwork. Tell ways it could change how children work.

# Grammar

Read Together

**Verbs and Time** Verbs can tell what is happening now, in the past, or in the future. Verbs with **will** or **going to** tell about the future.

Now	In the Future
 <p>I <b>read</b> a book.</p>	 <p>I <b>will read</b> a book.</p>
 <p>Ana <b>writes</b> a story.</p>	 <p>Ana is <b>going to</b> write a story.</p>

### Turn and Talk

Read each sentence with a partner. Find the sentences that tell about the future. Then rewrite the other sentences to tell about the future. Use another sheet of paper.

1. I will go to the library.
2. I am going to find books.
3. I buy some books at the store.
4. My dad is going to read them to me.
5. I write a poem.



### Grammar in Writing

When you revise your writing, be sure that sentences that tell about the future use **will** or **going to**.

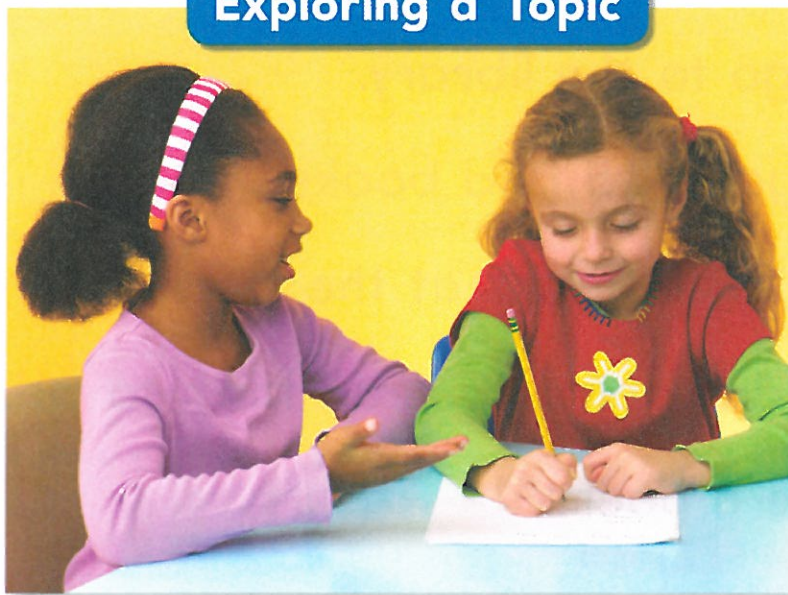
# Write to Narrate

Read  
Together

**Organization** Before you write a **personal narrative**, you need to plan what to say.

Ava told her story to Zoe. That helped Ava choose events and details for her story.

## Exploring a Topic



## Prewriting Checklist

- Did I choose an interesting topic?
- Are the events on my chart in order?
- Do my details tell who, what, where, and when?

Look at the details Ava put in her chart.  
Plan your own story using a Flow Chart.  
Write sentences or notes in order to tell  
about events.

### Planning Chart

**First**

bus to city



**Next**

saw dinosaur

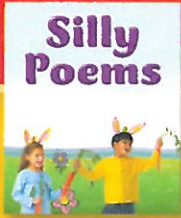


**Last**

apples in park



# Lesson 20



## WORDS TO KNOW HIGH-FREQUENCY WORDS

want

old

try

use

more

wash

mother

door

Vocabulary  
Reader



Context  
Cards



Read  
Together

# Words to Know

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

1

**want**

They **want** to pick apples today.



2

**old**

This little apple tree is not very **old**.



3

**try**

They **try** to find the best apples.



4

**use**

**Use** a ladder to reach the high apples.



5

**more**

No **more** apples will fit in here!



6

**wash**

Be sure to **wash** the apples.



7

**mother**

Ben's **mother** helps us make a pie.



8

**door**

Open the oven **door** when the pie is done.

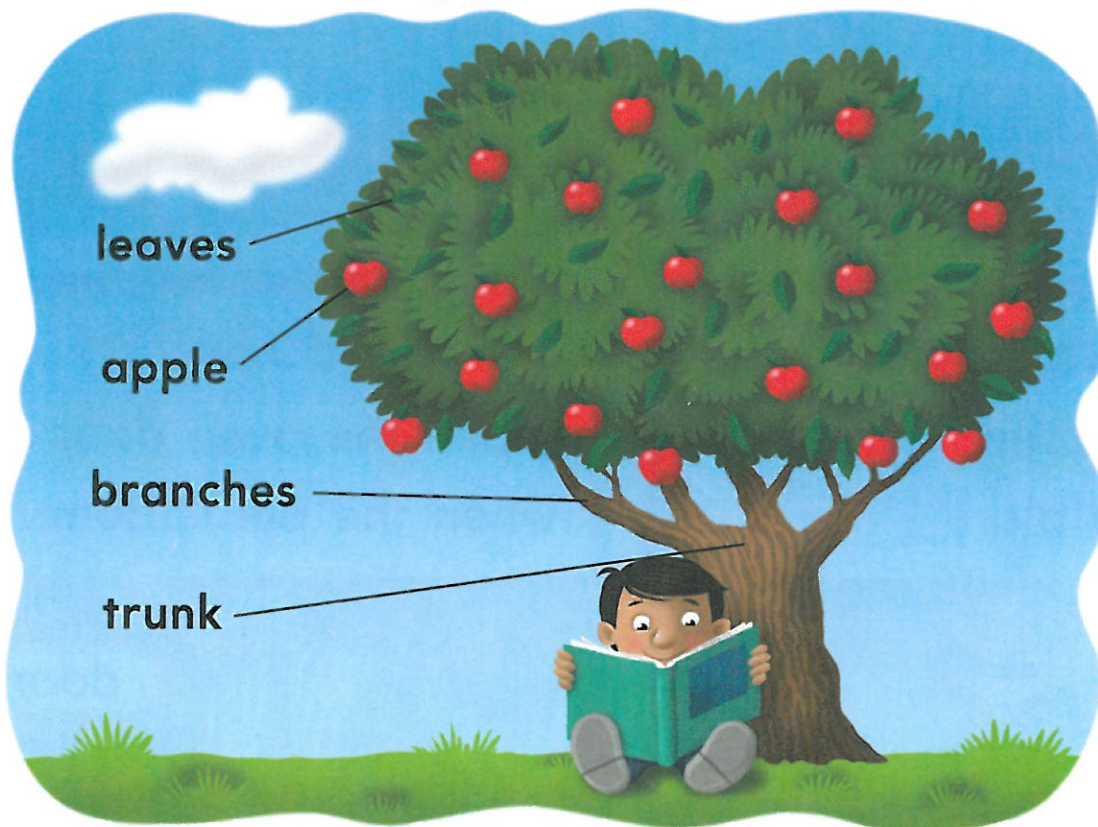


# Background

Read  
Together

✓ **WORDS TO KNOW** A Silly Mistake One thing can cause **more** things to happen. You **want** to read a book. So you sit by a tree. Then you feel something on your head. You think it is a bug! You run and yell. You shake your hair. Then you **use** a hose. You **try** and **wash** it out. Your **mother** comes out the **door**. She says, "It's just an **old** leaf!"

## Apple Tree



# Comprehension



## TARGET SKILL Cause and Effect

When you think about **cause and effect**, you think about how one story event leads to another. The cause is the reason something happens. The effect is what happens.

**Cause** An apple falls on Little Rabbit's head.

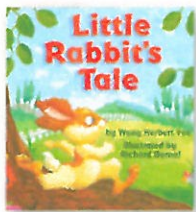
**Effect** Little Rabbit wakes up.



As you read **Little Rabbit's Tale**, keep track of what happens and why it happens.

What happens?	Why?

# Main Selection



## WORDS TO KNOW

want	more
old	wash
try	mother
use	door



## TARGET SKILL

**Cause and Effect** Tell what happens and why.

--	--



## TARGET STRATEGY

**Infer/Predict** As you read, guess what might happen next. Use clues to figure out the story.

## GENRE

**Folktales** are old stories that were first told aloud. Why is **happily ever after** in this folktale?

## Meet the Author

### Wong Herbert Yee

Wong Herbert Yee loves to write and draw.

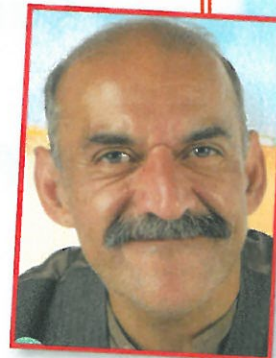
"Little Rabbit reminds me of my daughter Ellen," he says. "Her favorite animal is a rabbit. I try to put a rabbit in every story I write!"

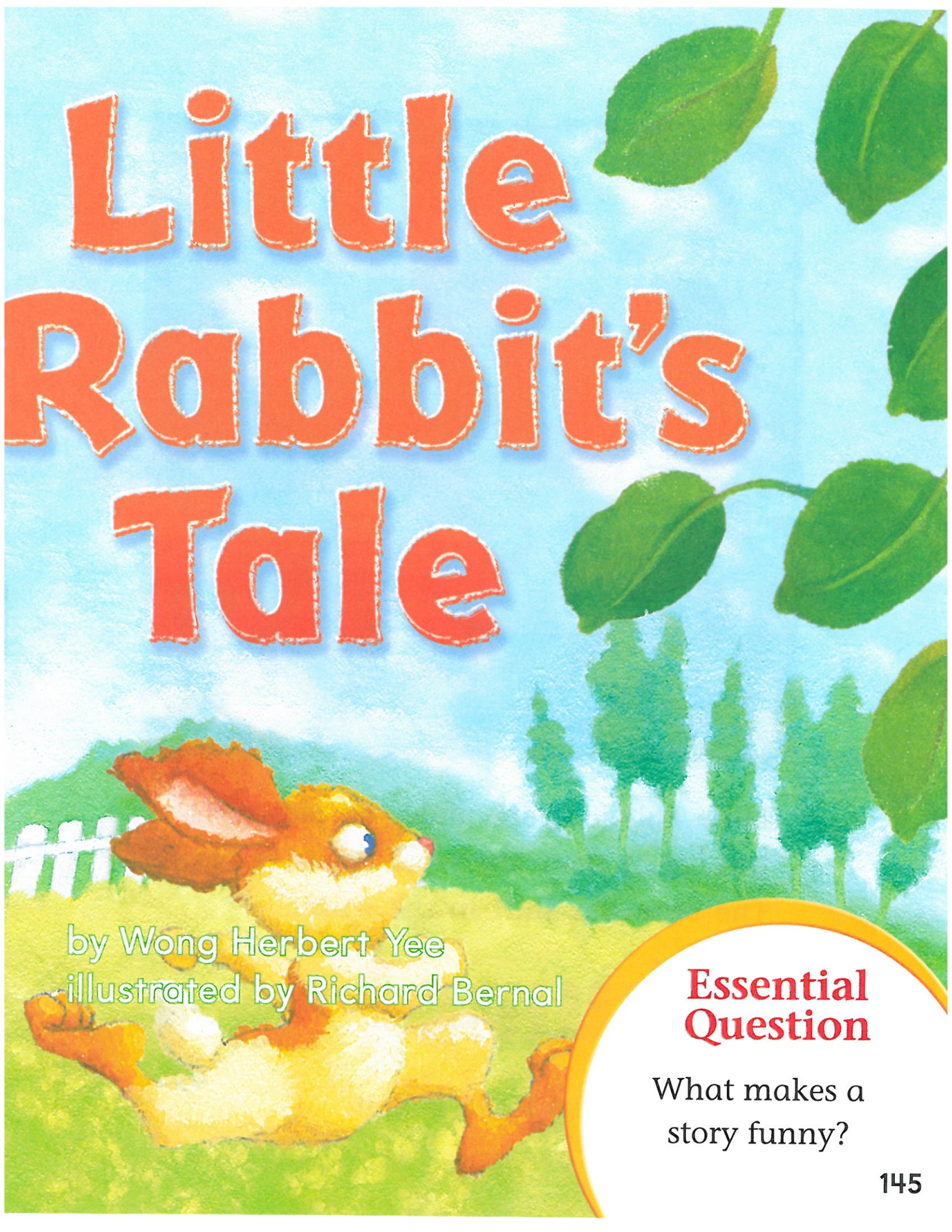


## Meet the Illustrator

### Richard Bernal

Richard Bernal started drawing when he was in the first grade. He says, "I like to have fun when I make pictures. See if you can find the letters R.B. marked on a tree!"





# Little Rabbit's Tale

by Wong Herbert Yee  
illustrated by Richard Bernal

## Essential Question

What makes a  
story funny?



Little Rabbit sleeps under an **old** apple tree. Just then, the wind starts to blow. The branches shift in the wind.

**Thump!**

Something hits Little Rabbit.



“Oh, no! The sky is falling!” yells Little Rabbit. “I’ve got to **try** to tell everyone!”  
Little Rabbit hops off to find Goose.



Goose sits in his rowboat.  
The tip of his rod starts to twitch.  
“There’s no time to fish!” yells  
Little Rabbit. “The sky is falling!”

“Let’s go, Little Rabbit! We need to go  
tell Beaver!”

Goose and Little Rabbit **use** the rowboat.  
They go up the stream.





Goose peeks inside.

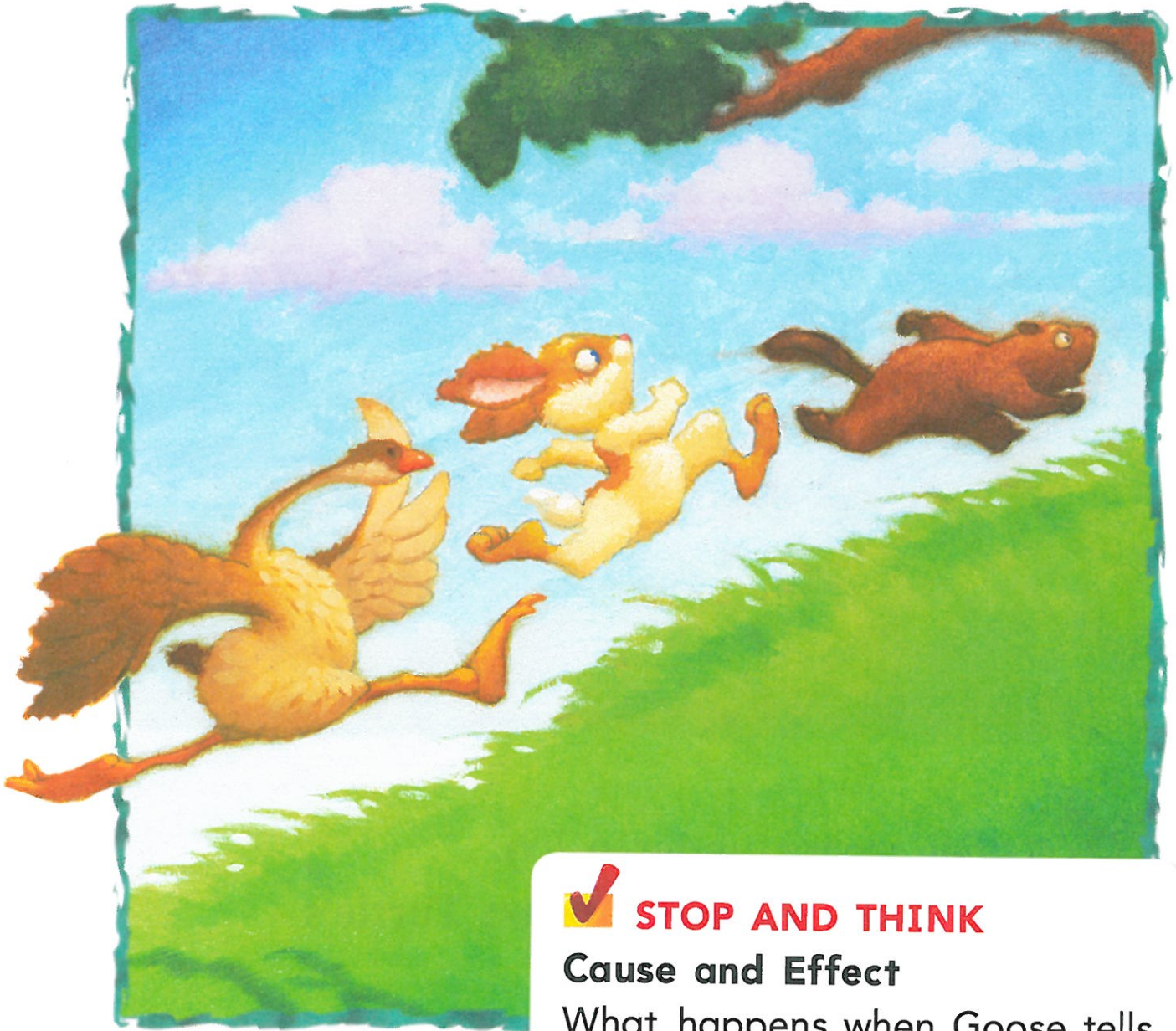
Beaver is eating a snack.

"There's no time to eat," says Goose.

"Let's go! The sky is falling!"

“Oh my!” says Beaver. “We need to go tell Turtle.”

Beaver, Goose, and Little Rabbit dash up the hill.



 **STOP AND THINK**

**Cause and Effect**

What happens when Goose tells Beaver that the sky is falling?  
Find the words that tell.



Turtle sleeps under a log.  
TAP, TAP! Beaver taps on Turtle's  
shell. Turtle peeks out.  
"There's no time to sleep," says Beaver.  
"Let's go! The sky is falling!"

“Oh, no!” yells Turtle. “What can we do?”  
“Let’s run back home,” says Little Rabbit.  
“I want to tell my mother!”





Turtle, Beaver, Goose, and Little Rabbit  
run fast. They hop over the log,  
dash down the hill, . . .

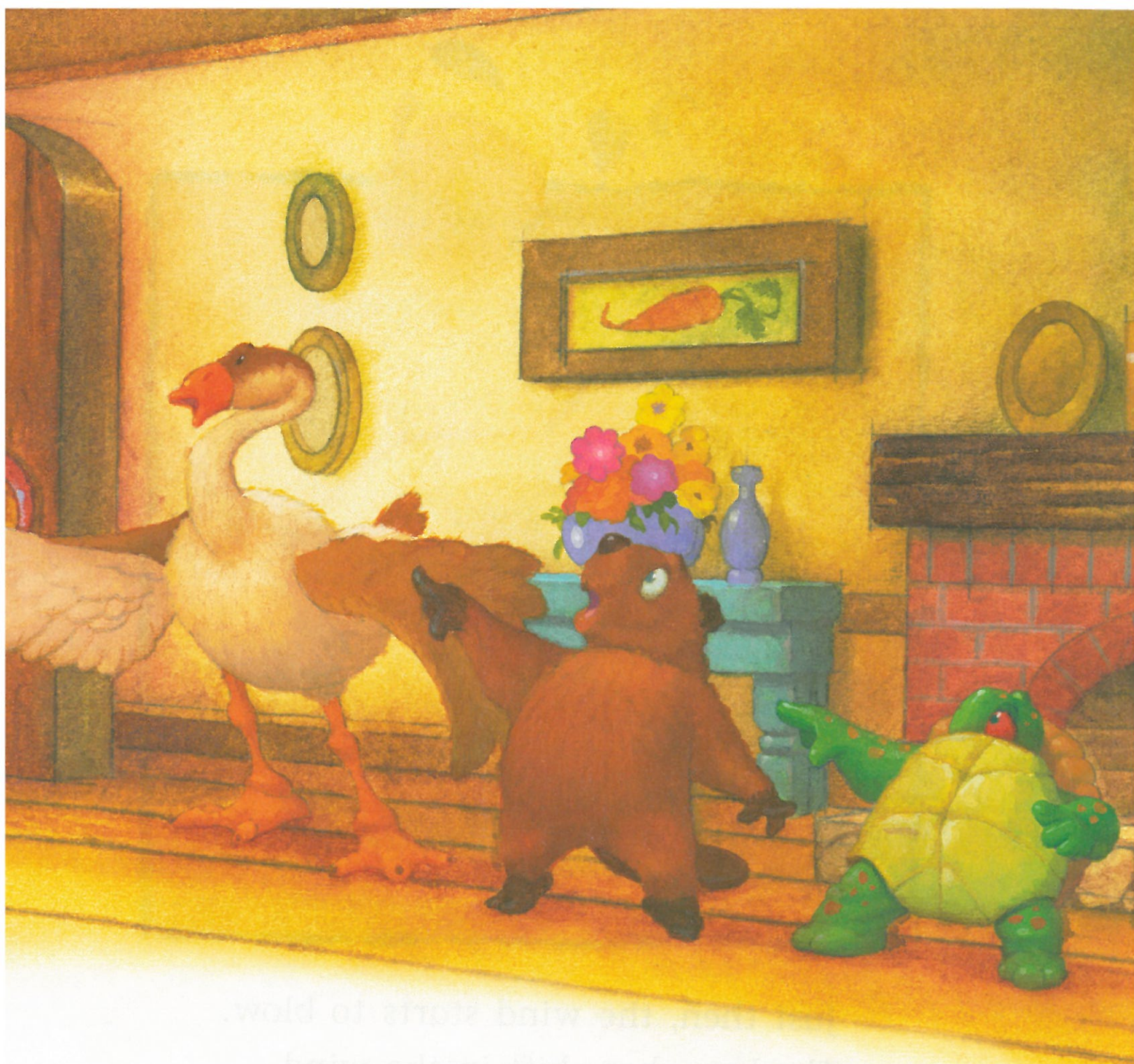


and jump into Goose's rowboat.  
Then they go as fast as they can  
down the stream.





Little Rabbit hops in the door.  
"Mother, the sky is falling!"  
"Who told you such a thing?"  
asks Mother Rabbit.



"Beaver told me!" says Turtle.  
"Goose told me!" says Beaver.  
"Little Rabbit told me!" says Goose.  
"Well let's just go outside and look  
at the sky," says Mother Rabbit.



Just then, the wind starts to blow.  
The branches shift in the wind.

**Thump!**

Something hits Little Rabbit.



"Oh, no! The sky is falling!" yells Little Rabbit.

"The sky is not falling," laughs Mother Rabbit. "An apple just fell from the apple tree!"

"I didn't get to catch a fish," says Goose.  
"I didn't get to eat my snack," says Beaver.  
"I didn't get to sleep," says Turtle.



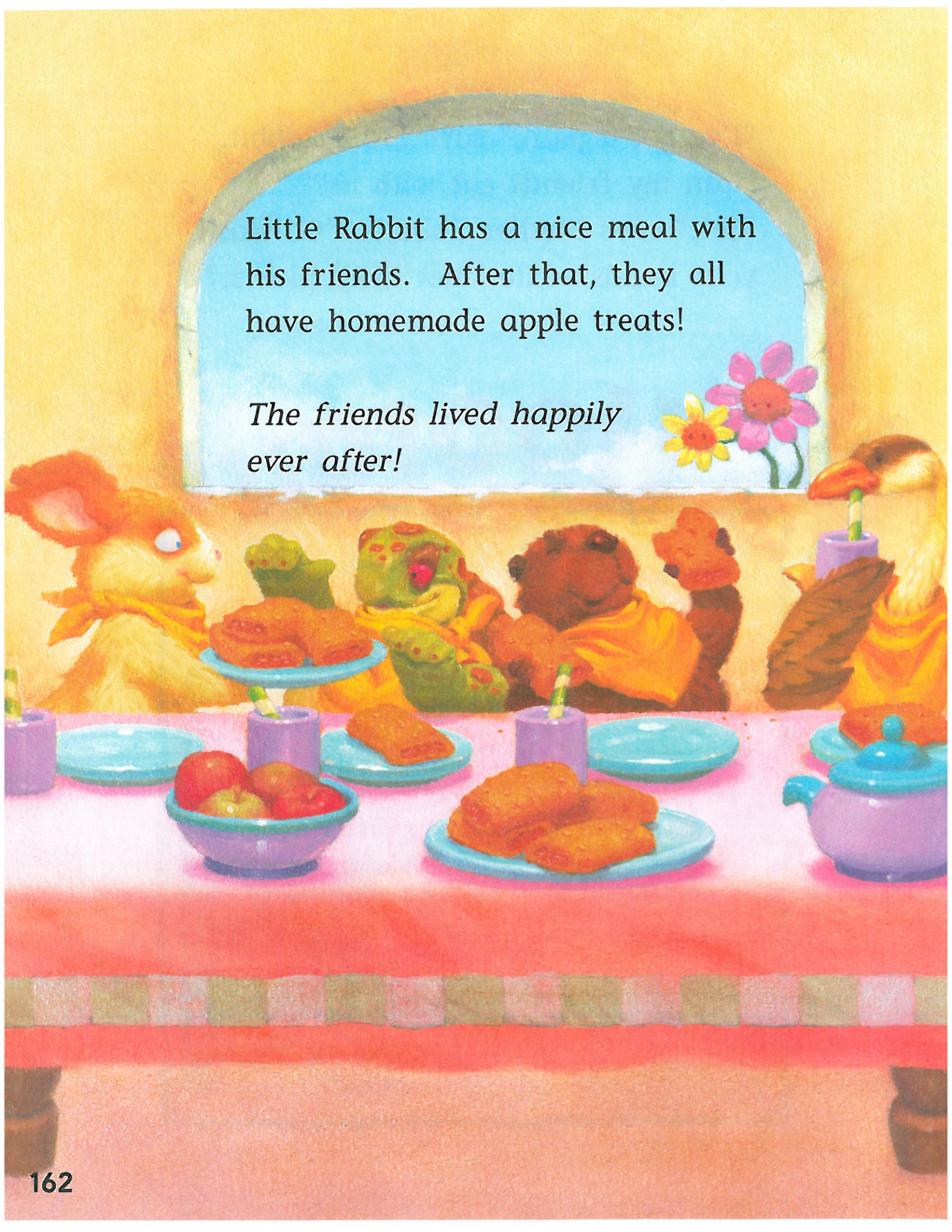
"I've got a plan," says Little Rabbit.

"Can my friends eat with us?"

"Yes," says Mother Rabbit. "Go wash your hands while I get more plates."

# Hooray!





Little Rabbit has a nice meal with his friends. After that, they all have homemade apple treats!

*The friends lived happily ever after!*

# Your Turn

Read Together

## The Sky Is Falling!

**Act It Out** Act out **Little Rabbit's Tale** with a group. Decide who will play each character. Show how the characters feel as you act out the story.  
SMALL GROUP



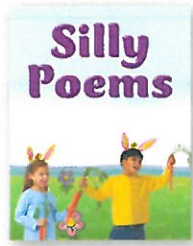
## Turn and Talk

### Funny Finish

Look at page 158 with a partner. How is it different from the first time the apple hits Little Rabbit? Talk about what makes **Little Rabbit's Tale** a funny story.  
CAUSE AND EFFECT



## Read Together



### Connect to Poetry



#### WORDS TO KNOW

want	more
old	wash
try	mother
use	door

#### GENRE

**Poetry** uses the sound of words to show pictures and feelings. Listen for rhyme and rhythm as you read.

#### TEXT FOCUS

In **choral reading**, two or more people read aloud together.

## Readers' Theater

# Silly Poems

**READER 1** Here is an **old** joke. What kind of stories do rabbits **want** to hear?

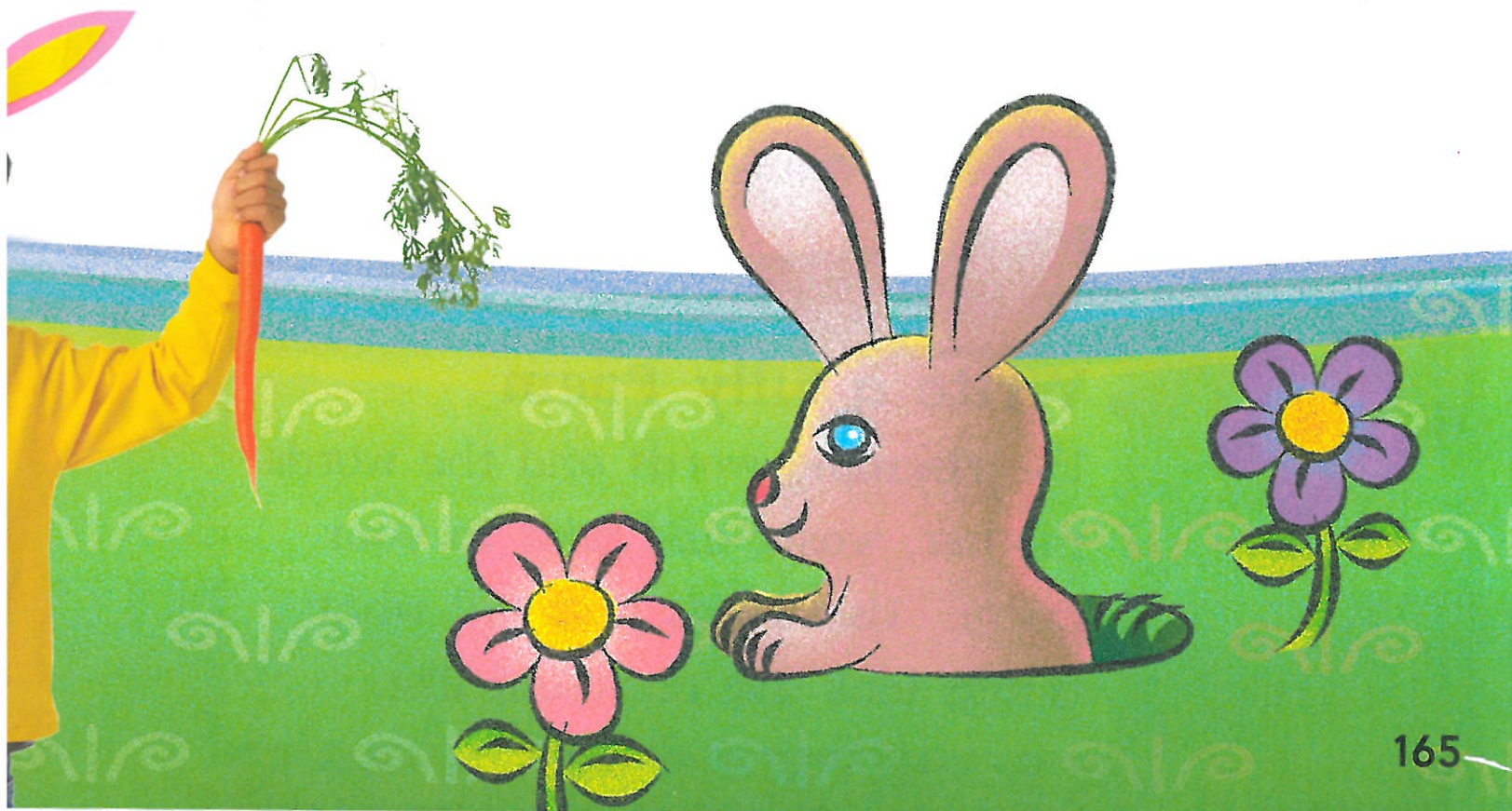
**READER 2** I know! They like stories with hobby endings!

**BOTH** Let's **try** reading this funny bunny poem together.



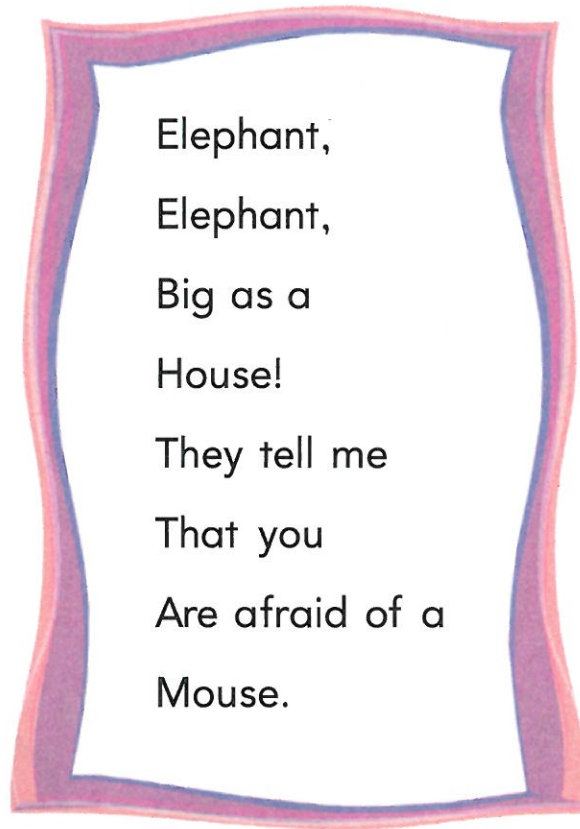
## Funny Bunny

Here's a bunny  
With a nose so funny.  
His home is a hole in the ground.  
When a noise he hears,  
He perks up his ears,  
And then jumps into the ground.



**READER 1** Here is a poem by Langston Hughes.

**READER 2** Who is **more** afraid, the elephant or the mouse? I'll read the first four lines. You read the rest.

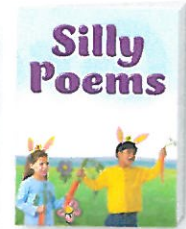


## Write a Silly Poem

Use rhyming words and the words **mother**, **wash**, and **door** in your poem. Use words that tell what things look like or sound like.

# Making Connections

Read Together



## Text to Self

**Silly Sentences** Write sentences to tell classmates about something silly that you saw or did.

## Text to Text

**Use Describing Words** Think of the rabbit in the selections. Take turns with a partner. Tell what a rabbit looks like.



## Text to World

**Connect to Social Studies** Find out where apples grow. Use the symbols on a map. Tell what you find out, using words like **north**, **south**, **east**, or **west**.

# Grammar

Read  
Together

**Prepositions** A preposition is a word that joins with other words to help explain where something is or when it happens.

A **prepositional phrase** is a group of words that starts with a preposition.



The rabbit napped under a tree.

It was before the apple fell.

## Turn and Talk

Read each sentence with a partner. Find the preposition or prepositional phrase in each sentence. Write them on another sheet of paper. Talk with your partner to decide whether the preposition tells about where or when something happened.


1. Ted read a book before dinner.
2. He was in an apple tree.
3. There was a sound above his head.
4. A bird flew around him.
5. He was right by its nest!

## Grammar in Writing

When you revise your writing, be sure to include prepositional phrases to tell about where and when.

# Write to Narrate

Read  
Together

 **Word Choice** In a good personal narrative, exact details help readers picture what happened.

Ava wrote about a special day. Later, she changed words to make them more exact.

## Revised Draft

Then we went to a museum.  
**rocks, stars, and dinosaurs**  
I saw ~~stuff~~.  
^



## Revising Checklist

- Do my sentences have exact details?
- Did I use order words?
- Did I spell words correctly?

Look for details in Ava's final copy. Then revise your own writing. Use the Checklist.



Final Copy

## A Great Day

Last Friday, my mom and I had an adventure. First, we took a bus to the city. Then we went to a museum. I saw rocks, stars, and dinosaurs. Last, we gladly ate some apples in the park.



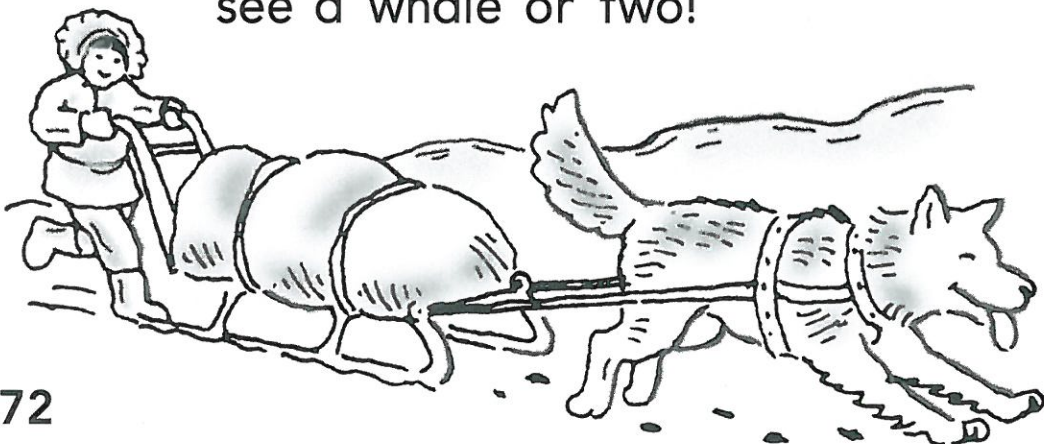
Read the next two selections. Use details to draw conclusions about each selection.

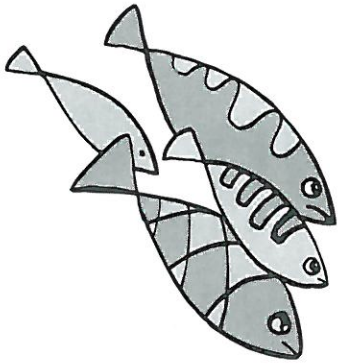
## A Very Cold Place

Some people like the North Pole. It takes a long time to get there. You can get near the North Pole by boat or by plane, but you still have to walk to get there.

People get around by sled. The sleds are pulled by special dogs. Their fur is very thick.

If you go to the North Pole, you will see a lot of snow. You might also see polar bears on the way. Seals live there, too. You might even see a whale or two!

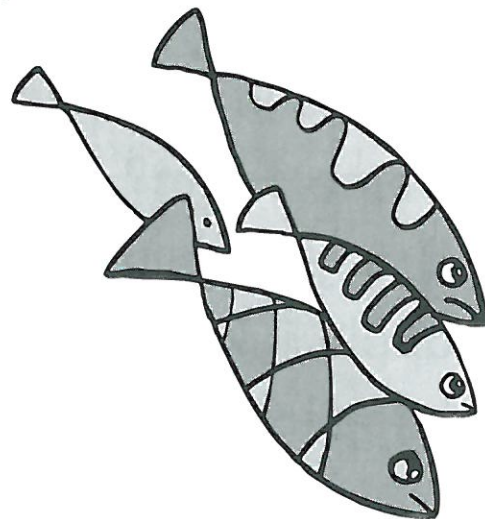




## Ice Fish

The South Pole is a very cold place. It is colder than the North Pole! The ocean near the South Pole is like a big bowl of ice and water. The water is so cold, bits of ice float on it.

More than ninety kinds of fish live in this water. One kind is the ice fish. Ice fish live in cold, cold water. Blood would freeze in this water. Ice fish have something special in their blood that keeps it from freezing. This lets them live in the cold, icy water.





Read  
Together

# Unit 4 Wrap-Up

## The Big Idea

**Let's Explore!** Real places can have surprises. Write a story about a surprise you have found in a place near home.



## Listening and Speaking

**Apple Surprise** Read about apples in *Where Does Food Come From?* Tell your class how you think people make apple juice from apples. What happens first, next, and last?



# Words to Know

## Unit 4 High-Frequency Words

### 16 Let's Go to the Moon!

think	because
bring	carry
before	show
light	around

### 19 Tomás Rivera

work	were
great	soon
talk	laugh
paper	done

### 17 The Big Trip

there	don't
by	car
sure	about
could	maybe

### 20 Little Rabbit's Tale

want	more
old	wash
try	mother
use	door

### 18 Where Does Food Come From?

food	under
first	these
ground	right
sometimes	your

# Glossary

## A

---

### **apple**

An **apple** is a fruit with red, yellow, or green skin. Jose´ picked a red **apple** from that tree.

## B

---

### **beaver**

A **beaver** is an animal that has large front teeth and a flat tail. We saw a **beaver** swimming in the water.



### **born**

**Born** means brought to life. The kittens were **born** yesterday.

# C

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## **chocolate**

**Chocolate** is a kind of food that is dark and sweet.  
**Chocolate** is my favorite kind of candy.

## **crater**

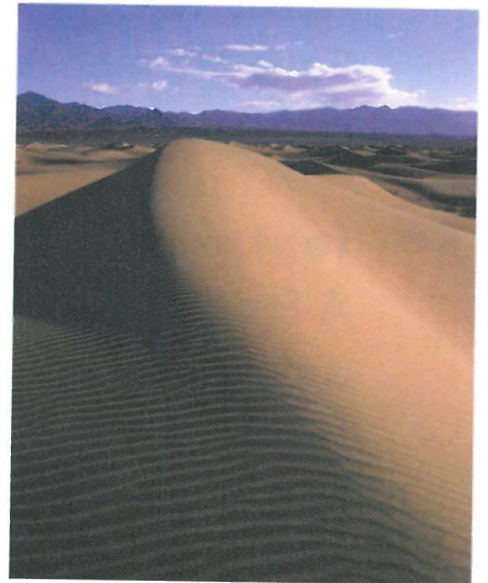
A **crater** is a large hole in the ground. We saw a picture of a big **crater** on the Moon.

# D

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## **desert**

A **desert** is a large dry area of land.  
The **desert** has a lot of sand.



# E

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## **engine**

An **engine** is a kind of machine that burns oil, gas, or wood. My sister's car has an **engine** that makes it go very fast.

## **exclaimed**

To **exclaim** means to say something in a strong way.  
"Watch out!" Dillon **exclaimed**.

# **F**

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## **family**

A **family** is a group of people who often live together.  
Our **family** lives in the city.

## **favorite**

**Favorite** means what you like the most. My **favorite** pet is a dog.

## **footprints**

A **footprint** is the mark a person or an animal leaves. We looked back and saw our **footprints** in the sand.



# G

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## **goose**

A **goose** is a kind of bird that has a long neck. The **goose** is sitting on her nest.

## **gravity**

**Gravity** is the force that pulls us to the ground. **Gravity** is stronger on Earth than it is on the Moon.

# H

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## **happily ever after**

**Happily ever after** is a storytelling phrase that means happy from that time on. The three little pigs lived **happily ever after**.

## **hooray**

**Hooray** is a word that people shout when they are happy. When Jim won the race, we all yelled **hooray!**

# I

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## **island**

An **island** is an area of land that has water all around it. Risa and her family took a boat to the **island**.

# J

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## **jumpy**

**Jumpy** means moving in a way that isn't smooth. Tino moved in a **jumpy** way that made him spill his milk.

# L

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## **library**

A **library** is a place where books are kept. I borrow a book from the **library** each Monday.

## **lunar**

**Lunar** means having to do with the Moon. My grandpa remembers watching the first **lunar** landing on TV.



# O

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## **oh**

**Oh** is a word that shows strong feelings. "Oh no!" said Mom when the car did not start.

# P

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## **paddies**

A **paddy** is a field of rice. The people worked hard in the rice **paddies**.

## **parachute**

When you **parachute**, you use something that opens up and helps you float to the ground. After he jumps from the plane, Elliott will **parachute** to the ground.

## **people**

**People** means more than one person. Lots of **people** came to hear Ben sing.

# R

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## **rabbit**

A **rabbit** is an animal with long ears and soft fur. My pet **rabbit** likes to hop.

## **rocket**

A **rocket** is something that flies in space. A hundred years ago, no one believed we would send a **rocket** to the Moon.



## **rover**

A **rover** is something that moves from one place to another. The **rover** moved across the Moon's surface.

# S

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## **says**

**Says** means tells. Mom **says** that Dad will be home soon.

## **sky**

The **sky** is the air above the ground. I saw a plane fly high in the **sky**.

## **stories**

A **story** is writing that tells what happens to people or to other characters. My grandma tells **stories** about what she did when she was a girl.

## **stubborn**

If you are **stubborn**, that means you don't change your mind easily. My little sister can be **stubborn** when she wants her way.

# T

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## **teacher**

A **teacher** is a person who teaches others. My mother is a math **teacher**.

## **Texas**

**Texas** is a state in the United States of America. We like to visit our grandpa in **Texas**.

## **told**

**Told** means said something to someone. My friend **told** me a funny joke today.

## **Tomás Rivera**

**Tomás Rivera** was a writer and a teacher. **Tomás Rivera** began writing when he was a young boy.

## **travel**

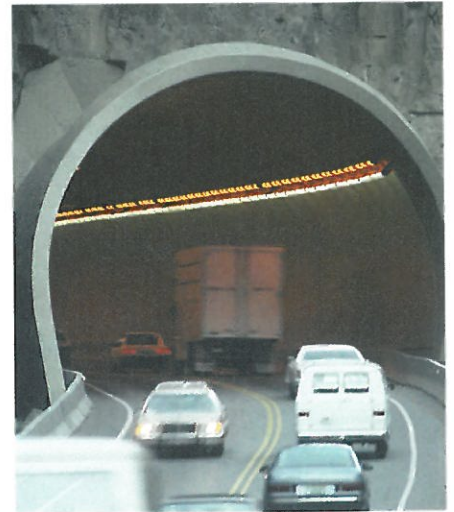
To **travel** means to go and visit another place. Next summer we are going to **travel** to South America.

## **troubles**

**Trouble** is something that makes it hard to know what to do. That place has had many **troubles** over the years.

## tunnel

A **tunnel** goes under ground or water to help people get from one place to another. They drove through a **tunnel** to get to the city.



## V

## vegetables

A **vegetable** is a plant or a part of a plant that you can eat. You should eat **vegetables** because they are good for you.



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