

HOUGHTON MIFFLIN HARCOURT

JOURNEYS



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HOUGHTON MIFFLIN HARCOURT
School Publishers

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Hello, Reader!

What happens to living things as they grow? That's what the stories in this book are about. You will meet animals and children who are learning new things. You will even meet a silly pig who wonders if a piece of cheese and a dog bone will help his tree grow.

As you read, the number of words you know grows, too! Read on!

Sincerely,

The Authors



Watch Us Grow

Big Idea  Living things change as they grow.

Lesson

21

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Background 12

Comprehension: Story Structure 13

**“The Tree” from
*Poppleton Forever***

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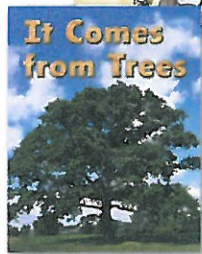
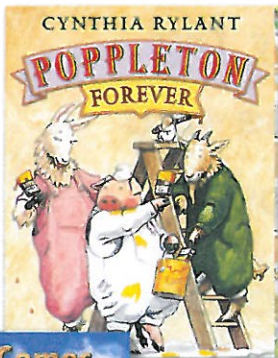
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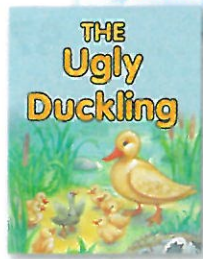
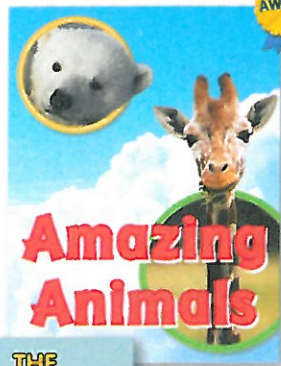
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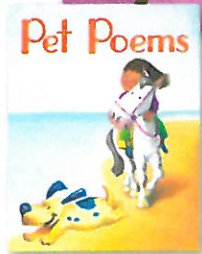
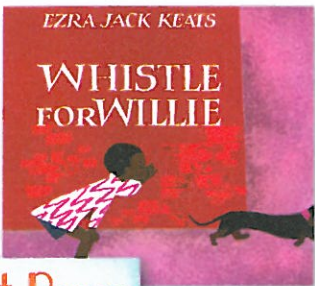




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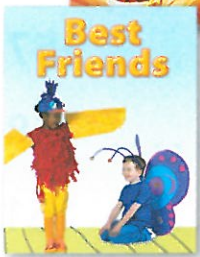
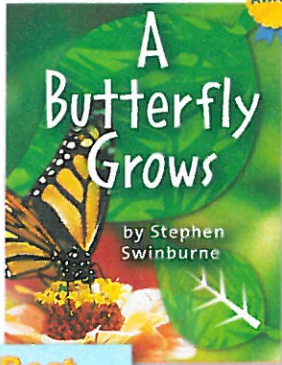
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illustrated by Ed Martinez

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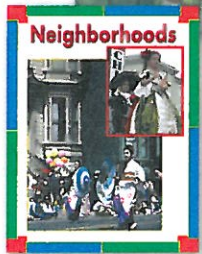
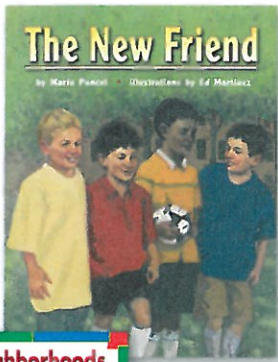
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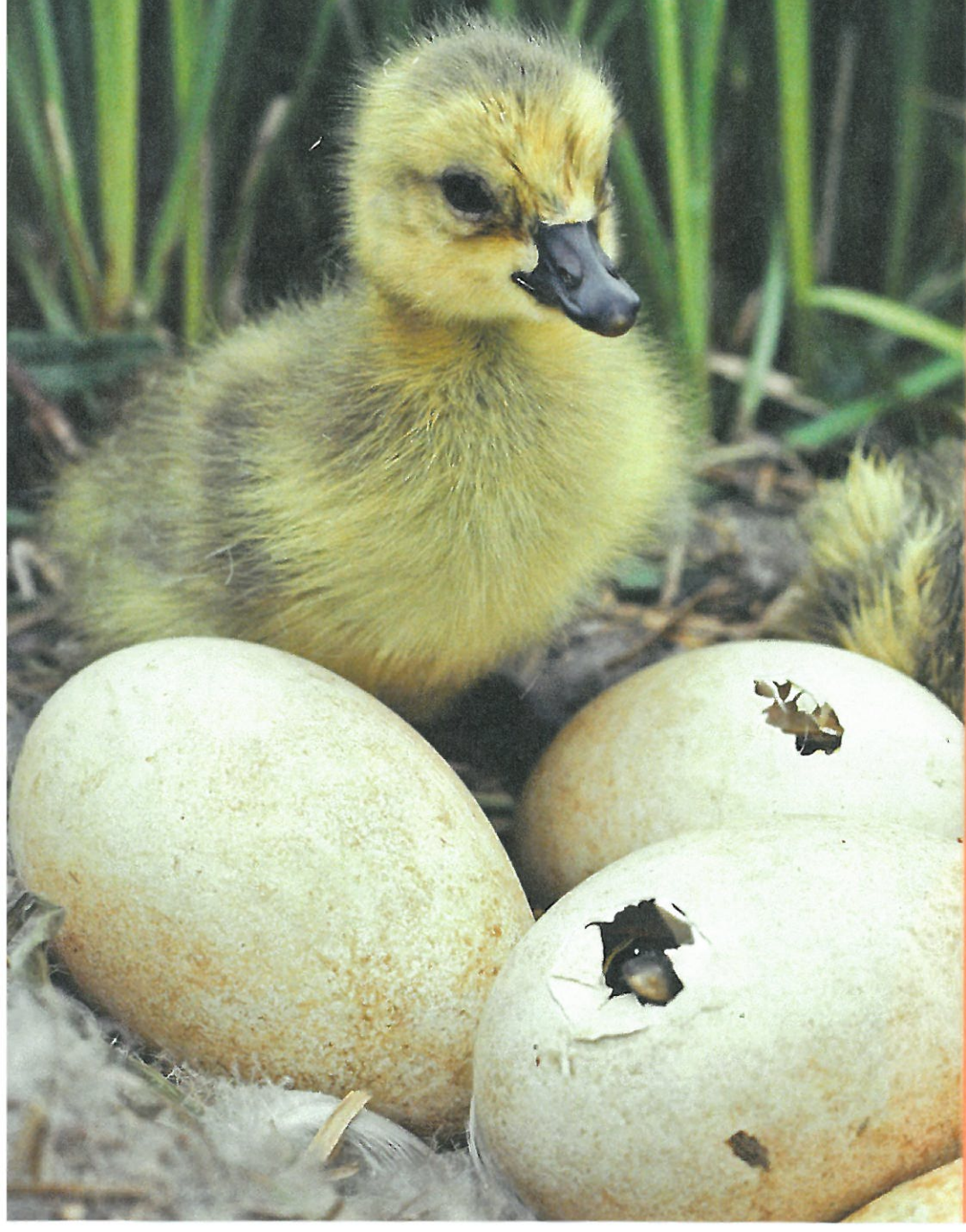
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Watch Us Grow



U
S
i
t
U



Big  Idea

Living things
change as they
grow.



Paired Selections

Read Together

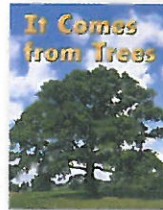
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The Tree

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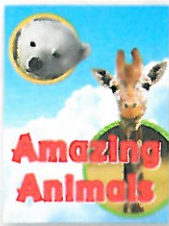


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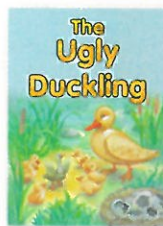
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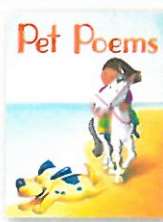
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Whistle for Willie

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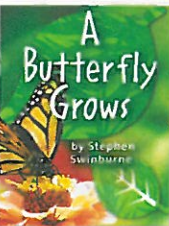


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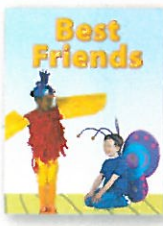
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A Butterfly Grows

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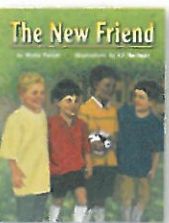
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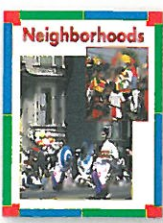
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25



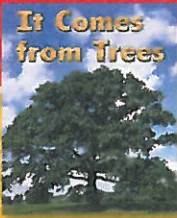
The New Friend

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Neighborhoods

Page 158



WORDS TO KNOW

HIGH-FREQUENCY WORDS

told

night

pretty

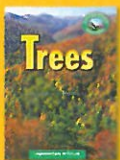
window

thought

better

turned

saw

Vocabulary
ReaderContext
CardsWords
to Know

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

1

told

He **told** the class the name of the tree.



2

night

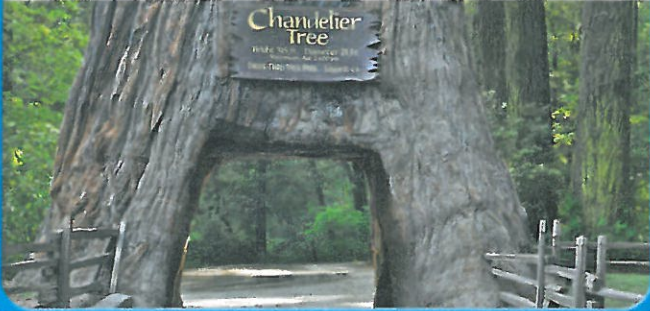
The buds open in the day and close at **night**.



3

pretty

This is a **pretty** wide tree trunk!



4

window

The big tree is very close to the **window**.



5

thought

The man **thought** about planting a tree.



6

better

The tree got **better** when he watered it.



7

turned

The leaves **turned** orange in the fall.



8

saw

They **saw** many apples on the trees.

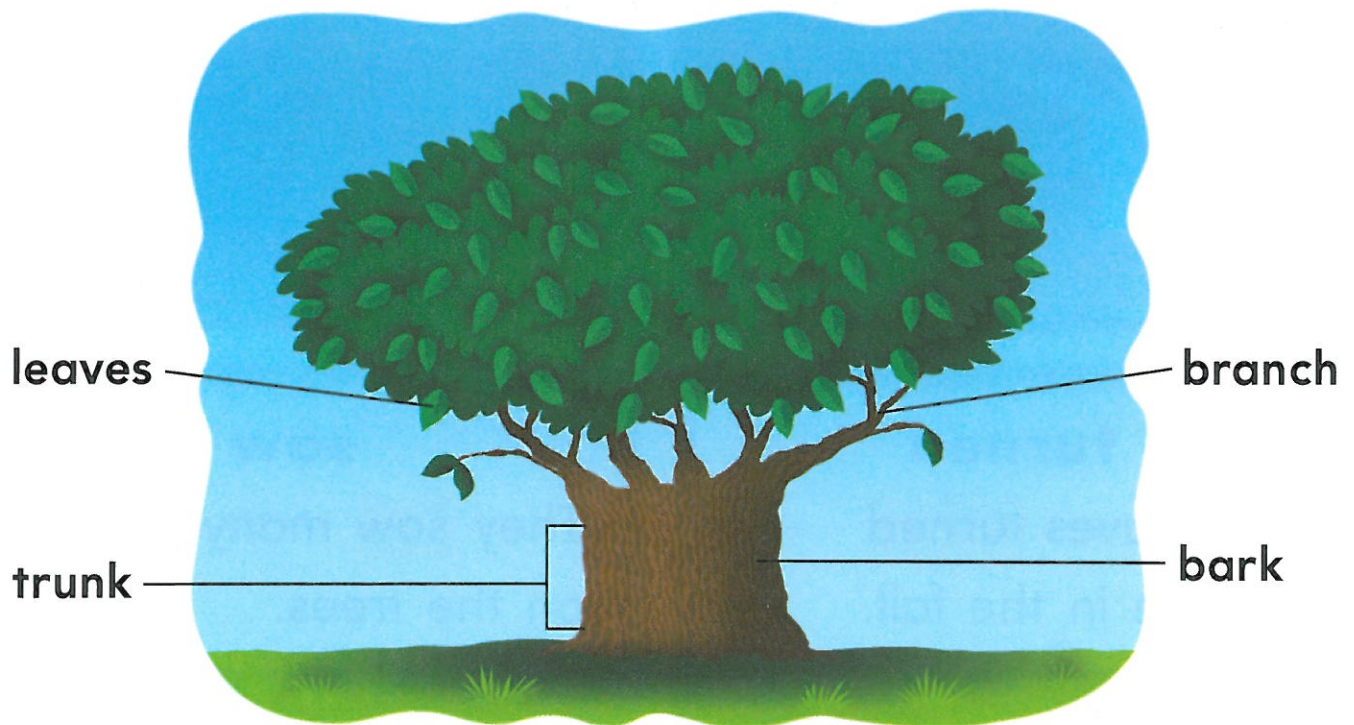


Background

Read
Together

✓ WORDS TO KNOW Life in a Tree

There is a tree outside my window.
One day, I saw birds and squirrels
in the tree. That night I thought I
would take another look. I turned on
a flashlight to see better. I saw an
owl in the tree. I told my dad, "That
tree is a pretty busy place!"



Find the parts of a tree in the picture.
What other parts do you know?

Comprehension



✓ TARGET SKILL Story Structure

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

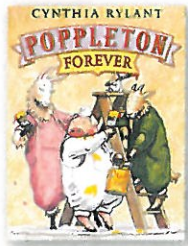


What is the problem?
How can it be solved?

After reading **The Tree**, tell who is in it, where they are, and what they do.

Characters	Setting
Plot	

Main Selection



WORDS TO KNOW

told	thought
night	better
pretty	turned
window	saw



TARGET SKILL

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



TARGET STRATEGY

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

GENRE

A **fantasy** story could not happen in real life.

Meet the Author

Cynthia Rylant



As a young girl, Cynthia Rylant loved animals. She still does. Ms. Rylant lives with a dog and two cats. She puts animals in the books she writes, too.

Meet the Illustrator

Mark Teague



Mark Teague didn't go to art school. He taught himself to draw! He stays busy by working on more than one book at a time.



THE TREE

from **POPPLETON FOREVER**

by CYNTHIA RYLANT

illustrated by MARK TEAGUE



Essential Question

What do characters
do when there is a
problem?



Poppleton planted a new little tree
in his yard.

It was a dogwood.

Poppleton liked it very much.



He watered it every day.
He gave it tree food.
He staked it against the wind.
The little tree grew strong and fast.
Poppleton was pleased.



Then one day the tree looked awful.
Its leaves drooped.
Its bark peeled.
It **turned** from green to brown.
“Oh no!” said Poppleton,
when he **saw** his tree.

He called the tree doctor.

“Come right away!” said Poppleton.

The tree doctor came to look at
Poppleton’s tree.



 **STOP AND THINK**

Story Structure How do you think Poppleton will solve his problem? Read to find out.

He tapped it. He stroked it.
He felt its trunk and leaves.
The tree doctor said to Poppleton,
“This tree needs something,
but I don’t know what it is.”





“Can’t you just give it a pill?”
asked Poppleton.

“It isn’t sick,” said the tree doctor.

“It *needs* something.”

Poppleton did not know
what his little tree needed.



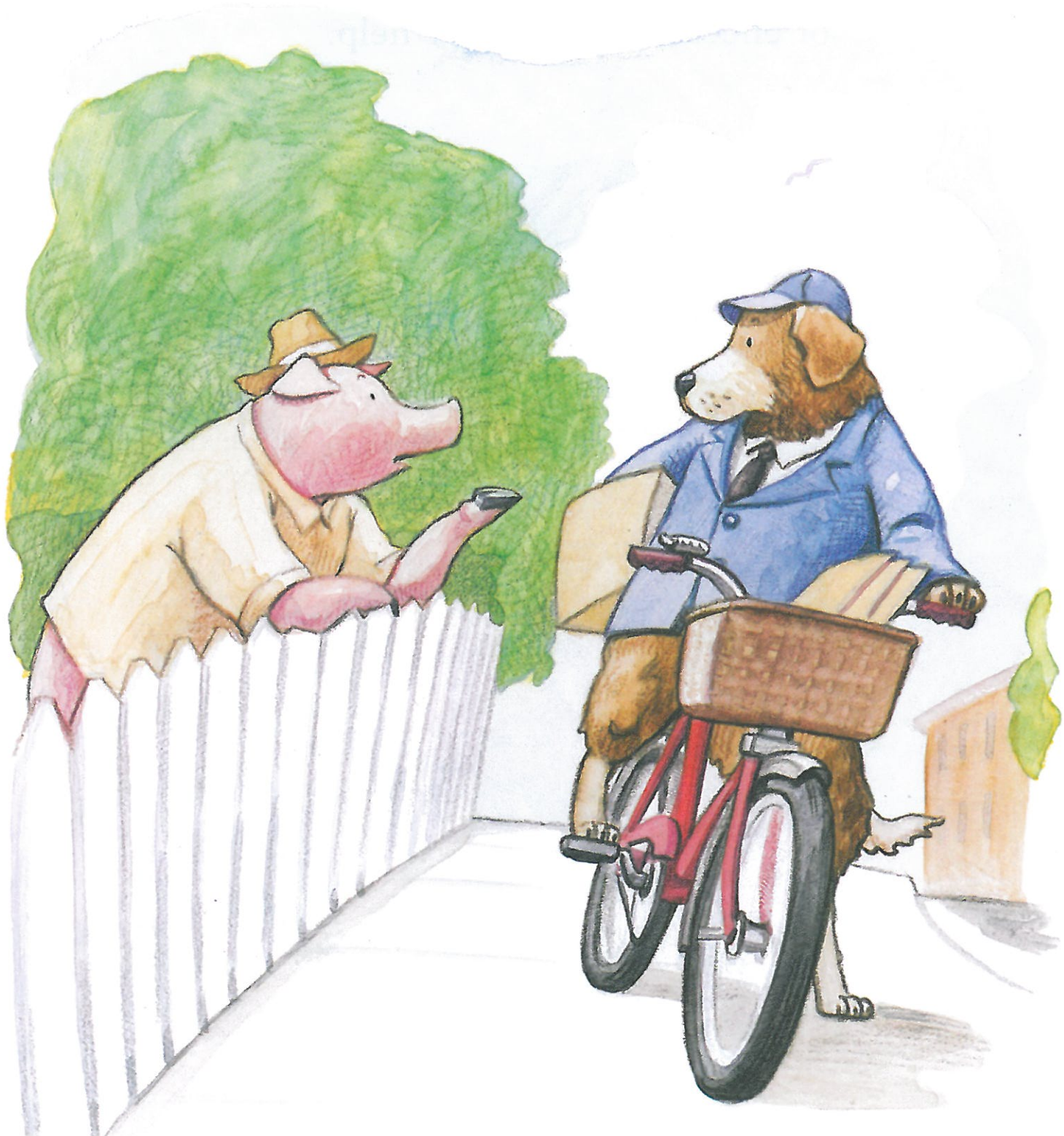
He tapped it. He stroked it.
He felt its trunk and leaves.
But he did not know.
Poppleton sat up with his tree all
night, wondering what it needed.

In the morning he went for help.
“What does my tree need?” Poppleton
asked Hudson down the street.
“A piece of cheese?” said Hudson.
Poppleton gave the tree a piece
of cheese, but it didn’t help.



“What does my tree need?” Poppleton asked Newhouse, the delivery dog.

“A bone?” said Newhouse.

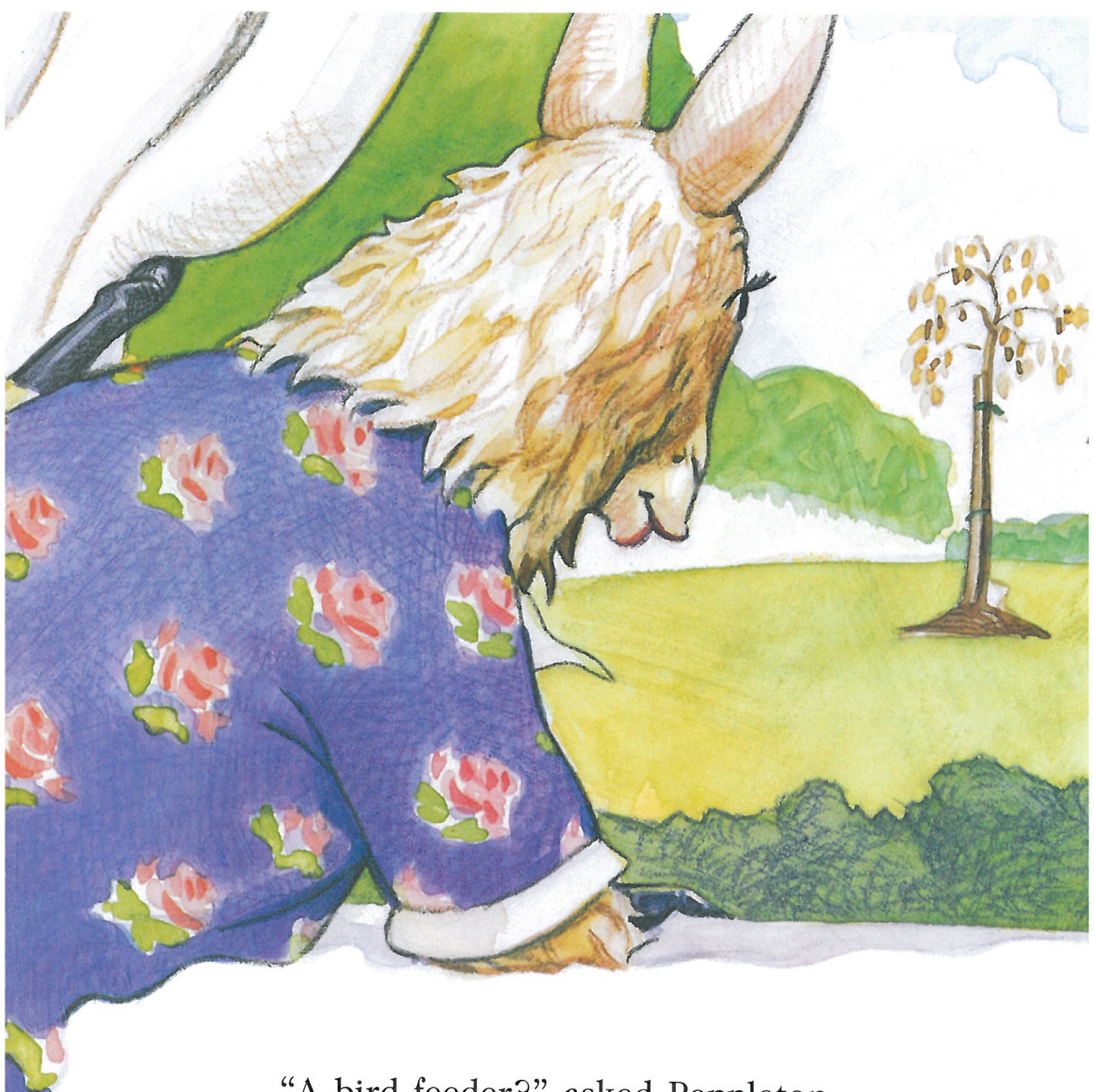




Poppleton gave the tree a
bone, but it didn't help.

Poppleton went to see Cherry Sue.
“What does my tree need?” Poppleton
asked Cherry Sue. Cherry Sue looked
out her **window** at the little tree.
She **thought** and thought.
Then she said, “If I were that tree,
I would need a bird feeder.”





“A bird feeder?” asked Poppleton.
“Trees want birds,” said Cherry
Sue. “Why do you think they hold
out their arms all day?”

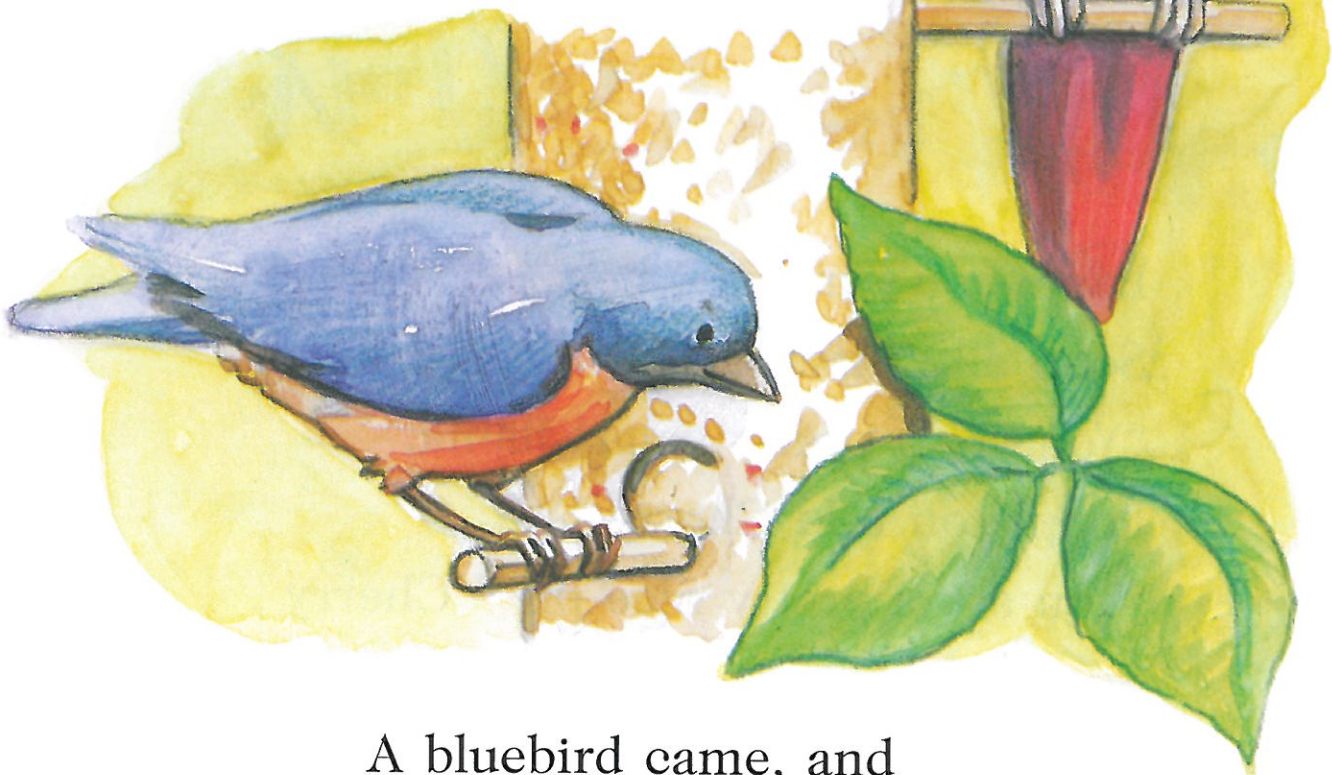


Poppleton bought a bird feeder
for his little tree.

A sparrow came, and
a leaf turned green.



A cardinal came, and
another leaf turned green.



A bluebird came, and
three leaves turned green.



Poppleton's tree got better.
Soon all of its leaves were green.
"You are a pretty smart llama,"
Poppleton told Cherry Sue.
"You are a pretty nice pig," Cherry
Sue told him.
Then they had lemonade and watched
the birds.

Your Turn

Read Together



Plant Care Tips

Write a Note What if Poppleton asked you how to take care of a new plant? Write him a note. Tell Poppleton some things he can do to make sure his plant does not get sick.

SCIENCE



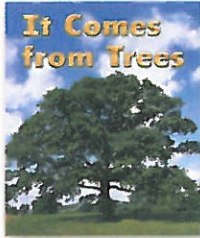
Turn and Talk

Problem Solved

Work with a partner. Talk about how each character in the story tries to help Poppleton solve his problem. Which character helps him the most? STORY STRUCTURE



Read Together



Connect to Social Studies



WORDS TO KNOW

told	thought
night	better
pretty	turned
window	saw

GENRE

Informational text gives facts about a topic. Find facts about trees in this magazine article.

TEXT FOCUS

A **bar graph** is a drawing that uses bars to compare numbers. Use the graph on p. 34 to find facts about trees.

It Comes from Trees

by Russ Andrew

You may never have **thought** about all the things that are made from trees! Trees can be **turned** into many useful things. They help make our lives **better** day and **night**.





People use **pretty** much the whole tree to make things. Trees are cut into wood. The wood is used to build houses. Floors, doors, and **window** frames are made from wood.

Maybe you read a book or **saw** a poster today. The paper for those things is made from trees.

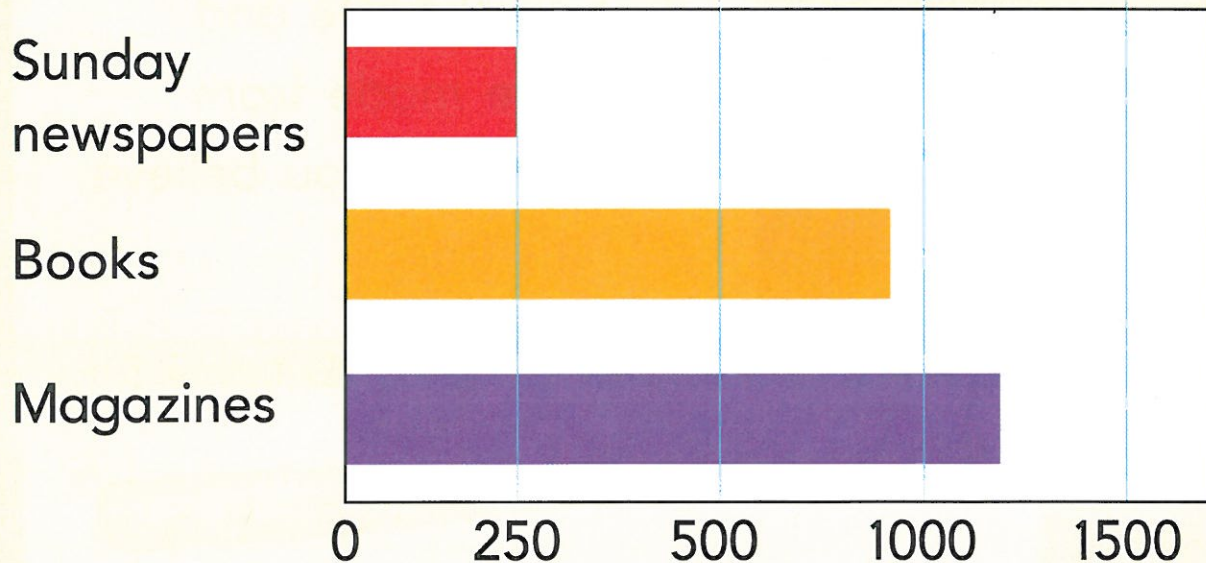
If someone **told** you that toothpaste and gum are made from trees, would you believe it? It's true!





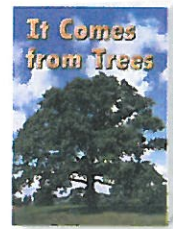
This is one cord of wood. Look at the graph to see some paper products made from one cord of wood.

From One Cord of Wood



Making Connections

Read Together



Text to Self

Connect to Experiences Think about how Poppleton cared for his tree. Write about something you have cared for.



Text to Text

List Ideas Why are the trees in both stories important? List your ideas.



Text to World

Think and Share Tell a partner how people help trees grow. Take turns listening. Speak clearly.



Grammar

Read
Together

Subject Pronouns Words that can take the place of nouns are called **pronouns**. The pronouns **he**, **she**, and **it** name one. The pronouns **we** and **they** name more than one.



Ben watered the tree.

He watered the tree.

The tree grew.

It grew.

Birds loved the tree.

They loved the tree.

Lily fed the birds.

She fed the birds.

Turn and Talk

Choose the correct pronoun to name each picture. Write it on a sheet of paper. Then say a sentence to a partner about each picture. Use the pronoun.

1.



she he

2.



they it

3.



it we

4.



they she

5.




we he

Grammar in Writing

When you proofread your writing, be sure you have used pronouns correctly.

Write to Express

Read
Together




 **Ideas** Story **sentences** can tell the exact words characters say. These words help us understand how characters think and feel.

Niki wrote what Poppleton did next. Then she added words that told just what he said.

Revised Draft

Now Poppleton was hungry.
"I want some pizza," he said.
Cherry Sue was hungry, too.

Writing Traits Checklist

-  **Ideas** Did I write the exact words a character says?
-  Do I need to add interesting details?
-  Did I use pronouns correctly?

Look for the exact words Poppleton said in Niki's final copy. Then revise your own writing. Use the Checklist.

Final Copy

Snack Time



Now Poppleton was hungry.

"I want some pizza," he said.

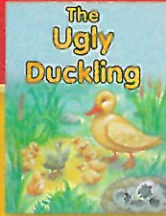
Cherry Sue was hungry, too.

So they hopped on bikes

and went to a pizza shop.



Lesson 22



✓ WORDS TO KNOW HIGH-FREQUENCY WORDS

learning
begins
until
eight
young
follow
years
baby

Vocabulary
Reader



Context
Cards



Read
Together

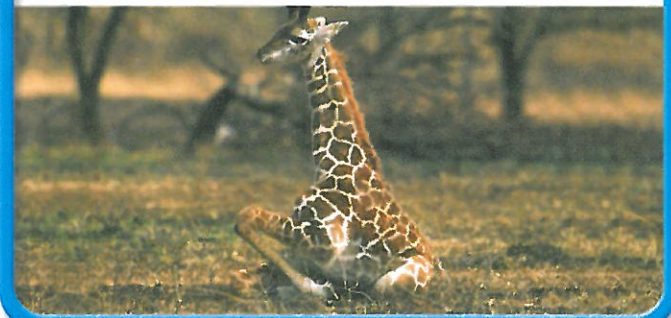
Words to Know

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

1

learning

This baby giraffe is **learning** how to walk.



2

begins

The lion cub **begins** to get stronger.



3

until

These owls can't fly **until** they are older.



4

eight

The **eight** little swans go for a swim.



5

young

The **young** hippo will be very big soon.



6

follow

The bear cubs **follow** their mother.



7

years

An elephant can live for seventy **years**.



8

baby

This **baby** panda is eating plants.



Background

Read Together

✓ WORDS TO KNOW Growing Up

Many **baby** animals need help **until** they grow older. **Young** animals are **learning** as they **follow** their mothers around. A baby elephant may stay with its mother for many **years**. A kitten **begins** to care for itself before it is **eight** weeks old.

Animals and Their Babies



cat



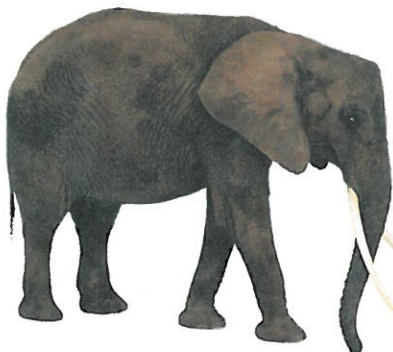
kitten



bear



cub



elephant



calf



duck



duckling

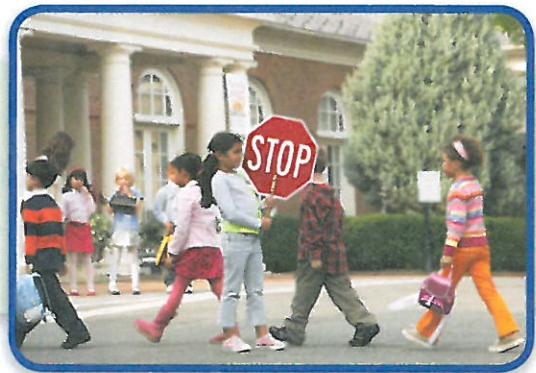
Comprehension

Read Together

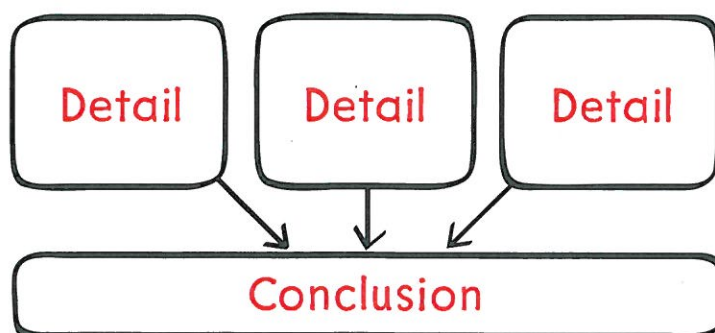
✓ TARGET SKILL **Conclusions**

When you draw **conclusions**, you use details as clues to figure out things the author doesn't tell. Good readers find clues in the words and in the pictures. They also think about what they know from their own life.

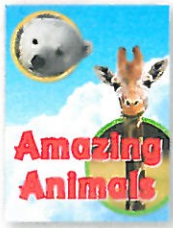
Conclusion: The children are going to school.
What clues helped you?



As you read **Amazing Animals**, draw conclusions about why different animals have different body parts.



Main Selection



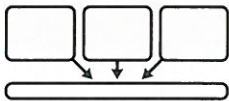
WORDS TO KNOW

learning	young
begins	follow
until	years
eight	baby



TARGET SKILL

Conclusions Use details to figure out more about a selection.



TARGET STRATEGY

Visualize Picture what is happening as you read.

GENRE

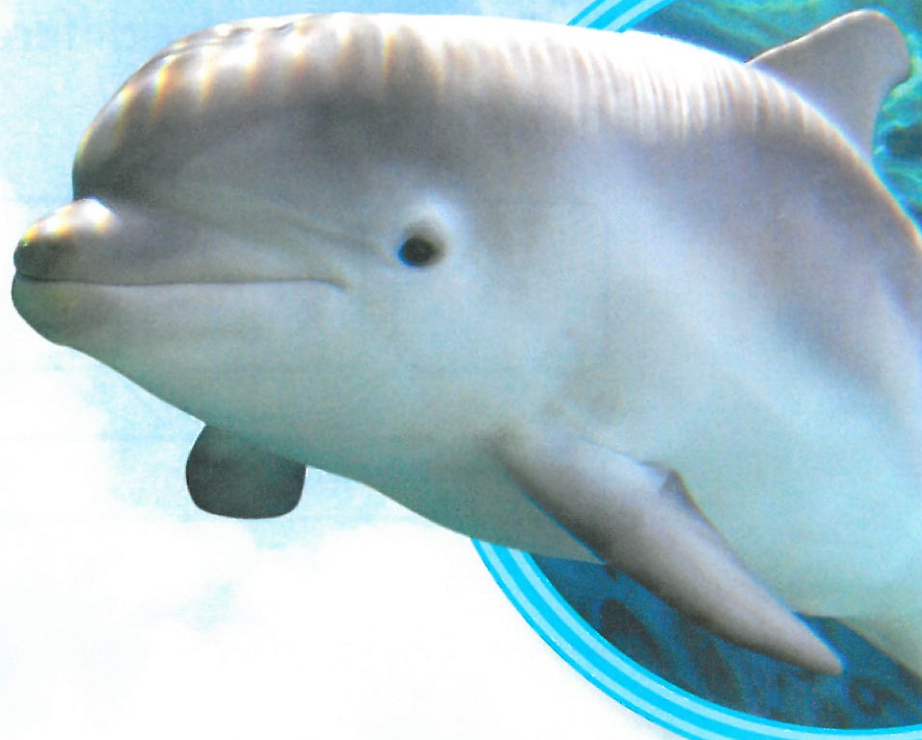
Informational text gives facts about a topic.

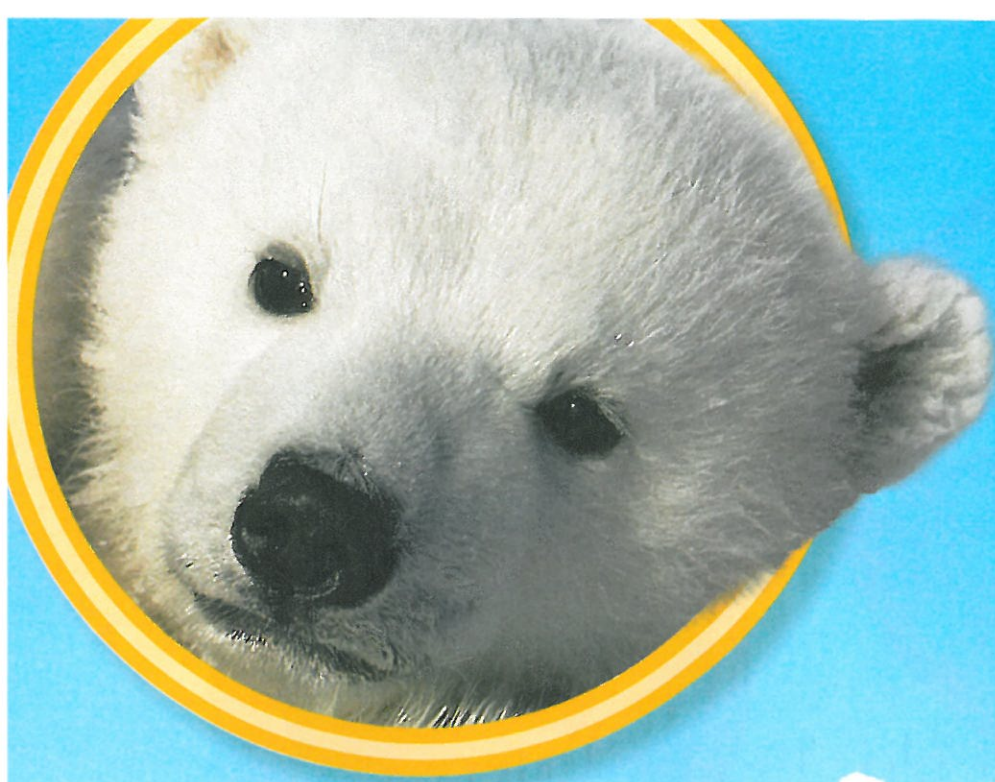
Meet the Author

Gwendolyn Hooks

Gwendolyn Hooks wrote this story because she loves animals. "This story is about wild animals," she explains.

"I don't own any wild animals, but I do have a pet cat."





Amazing Animals

by
Gwendolyn
Hooks

Essential Question

What clues tell you
why animals look
as they do?



Big eyes,



long beak,



thick fur,

big squeak!



Animals get a lot of help as they grow up. Let's find out about **eight** amazing animals.

Polar Bear

A polar bear has thick fur. Each hair is like a tube. The hair has no color, like glass. The sun makes it look white.

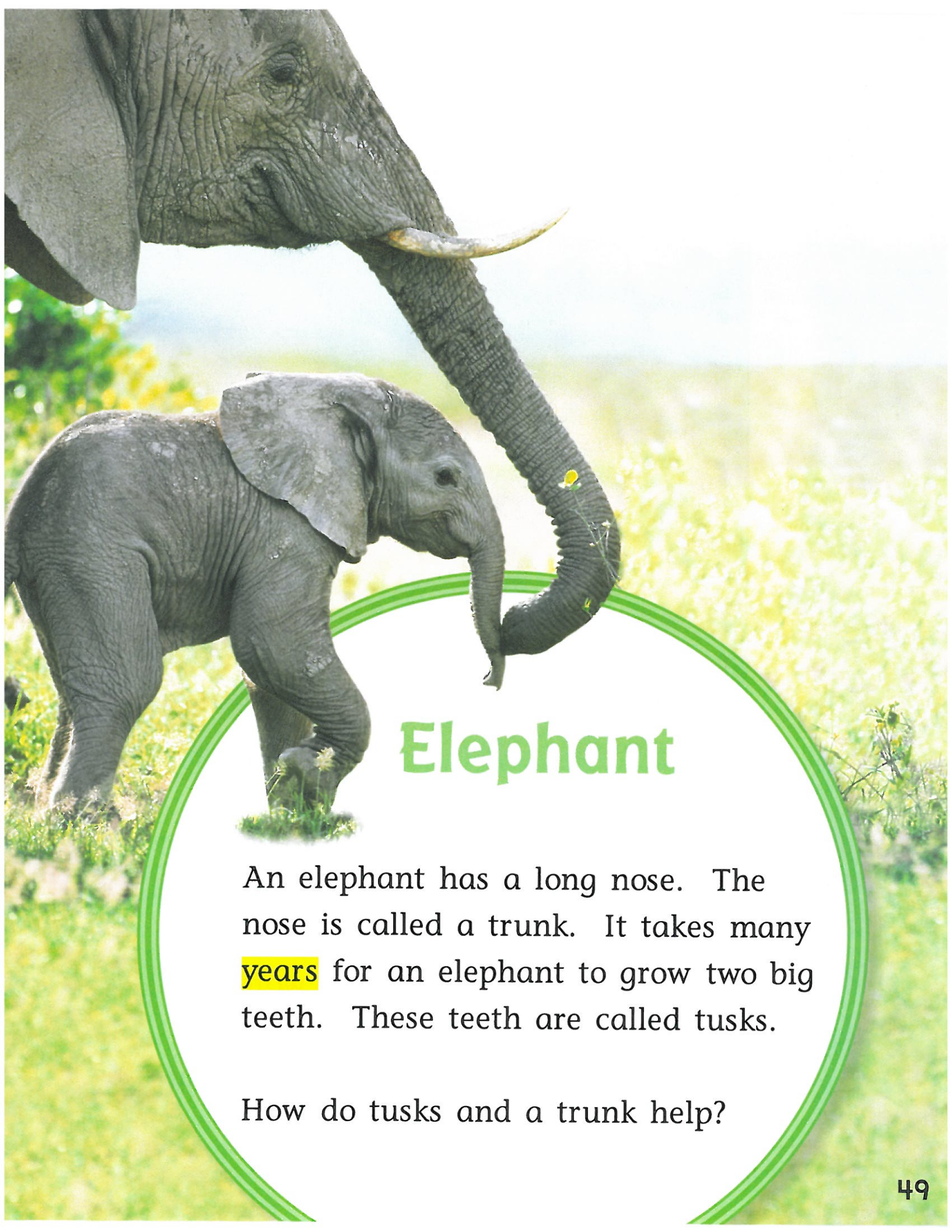
How does thick, white fur help?





Thick fur helps polar bears stay warm. The color of their fur looks the same as snow. This helps them hide.

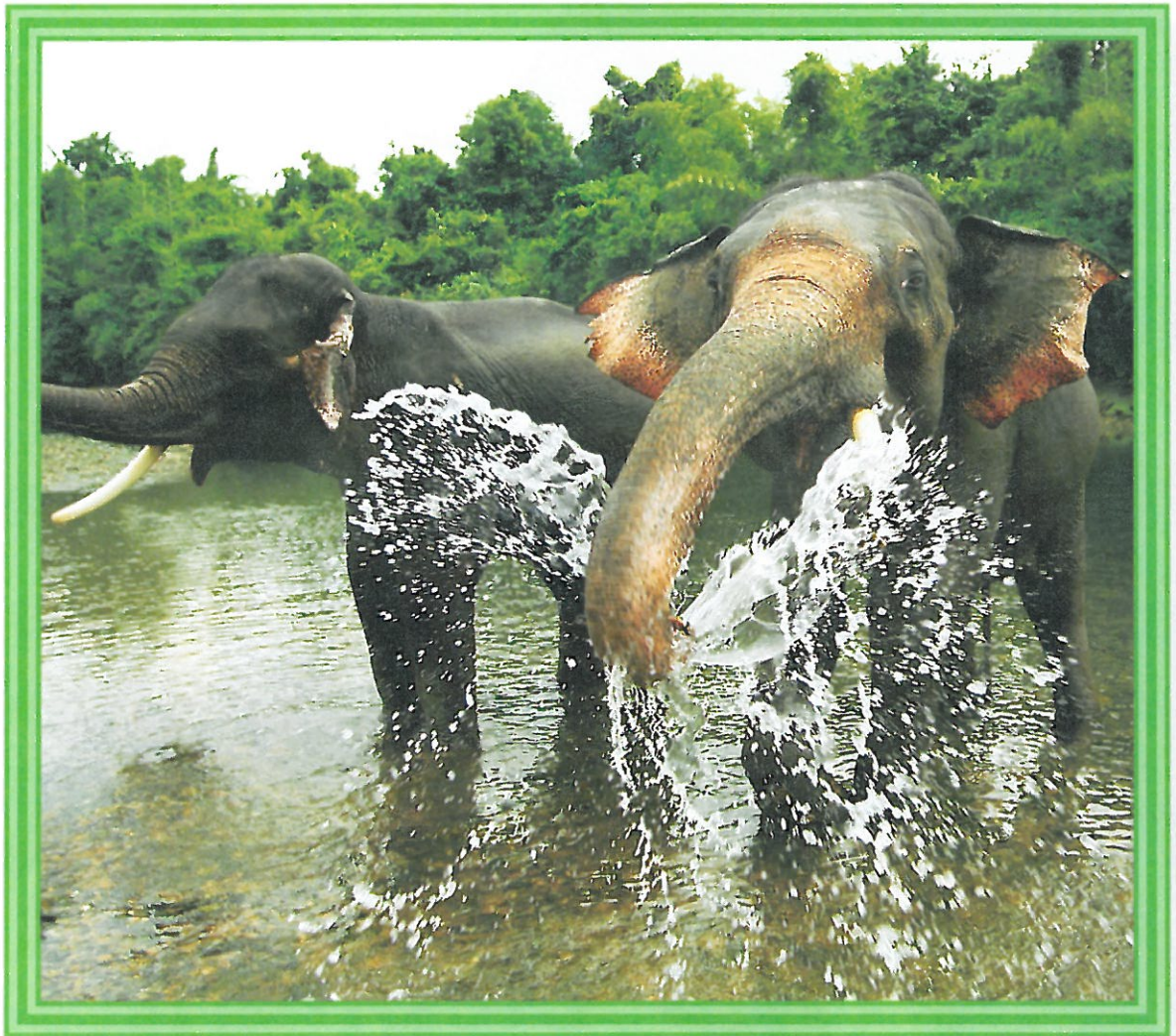
Where does this cute **young** polar bear like to hide?



Elephant

An elephant has a long nose. The nose is called a trunk. It takes many **years** for an elephant to grow two big teeth. These teeth are called tusks.

How do tusks and a trunk help?



Elephants use their tusks to scrape bark off trees. Then they eat the bark. These elephants are **learning** to use their trunks to get water.

Sometimes they will spray water at a friend!

Camel

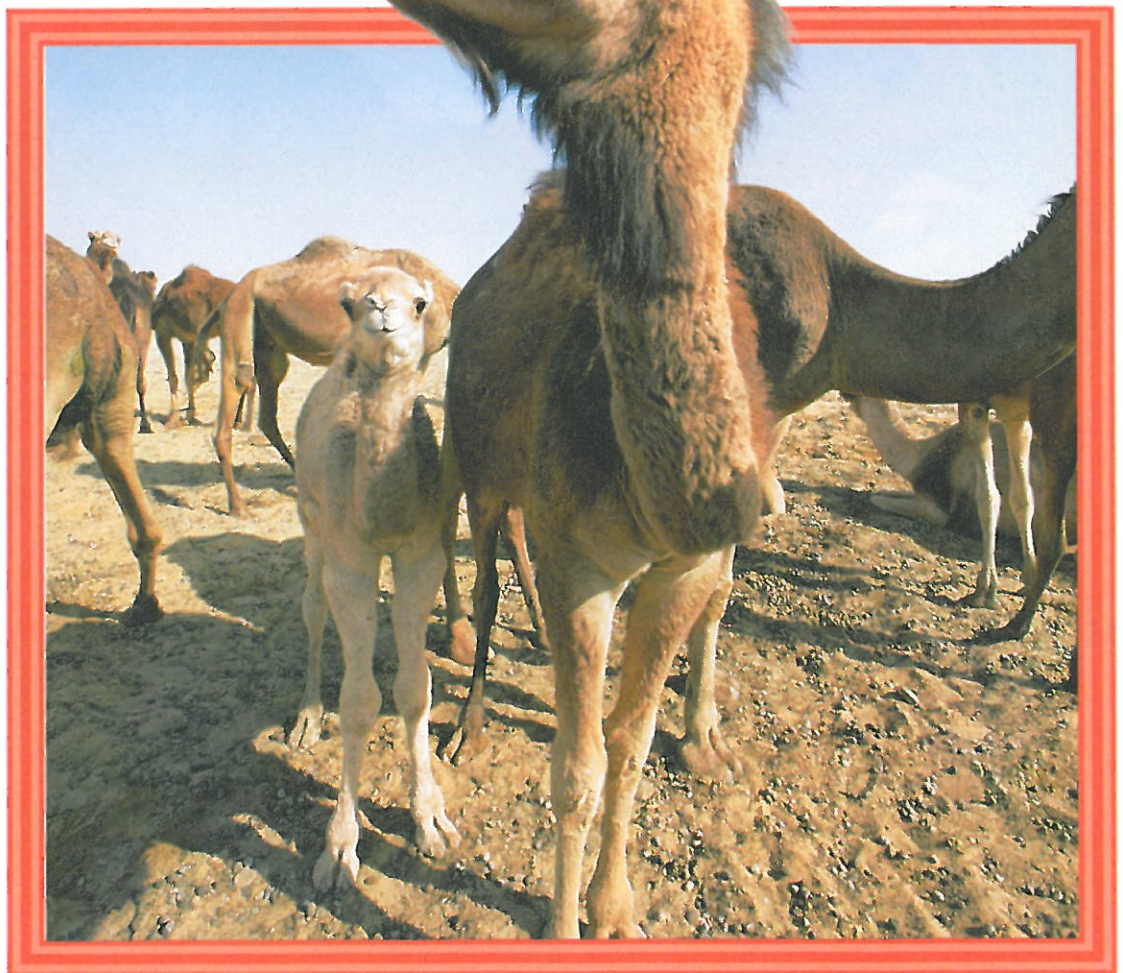
Some camels have one hump.
Some have two. All camels
have two rows of eyelashes.

How do humps and thick
eyelashes help?



A camel's hump has fat inside. On long trips, a camel's body uses the fat for food. A camel's eyelashes keep out the desert sand.

This **baby** camel will **follow** his mother when the herd goes from place to place.

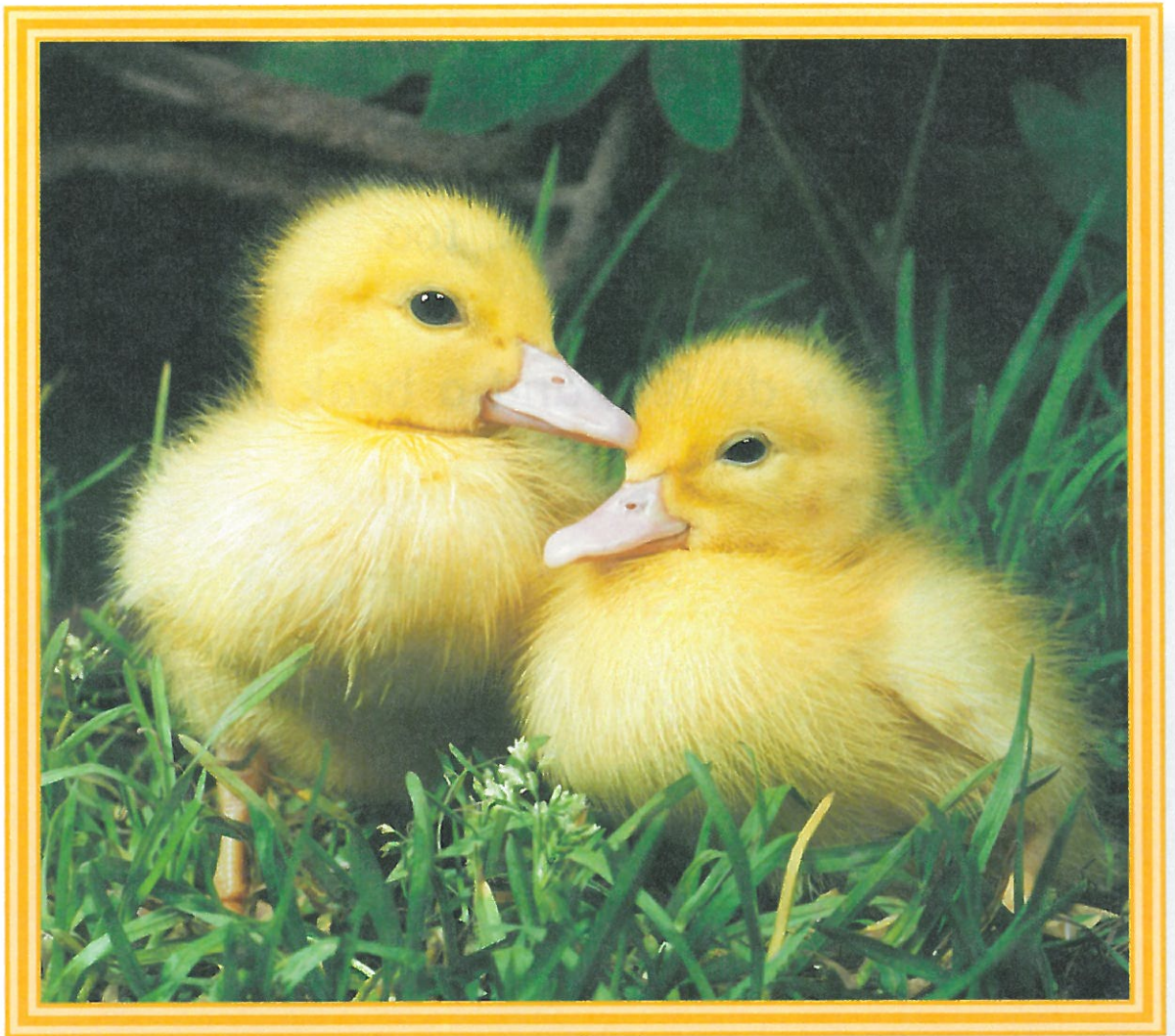


Duck

A duck is a bird. It has two feet, and each foot has three toes. A duck has a beak, too.

How do feet and a beak help?





Ducks use their feet to swim in the water or walk on land. They use their beaks to eat plants and bugs.

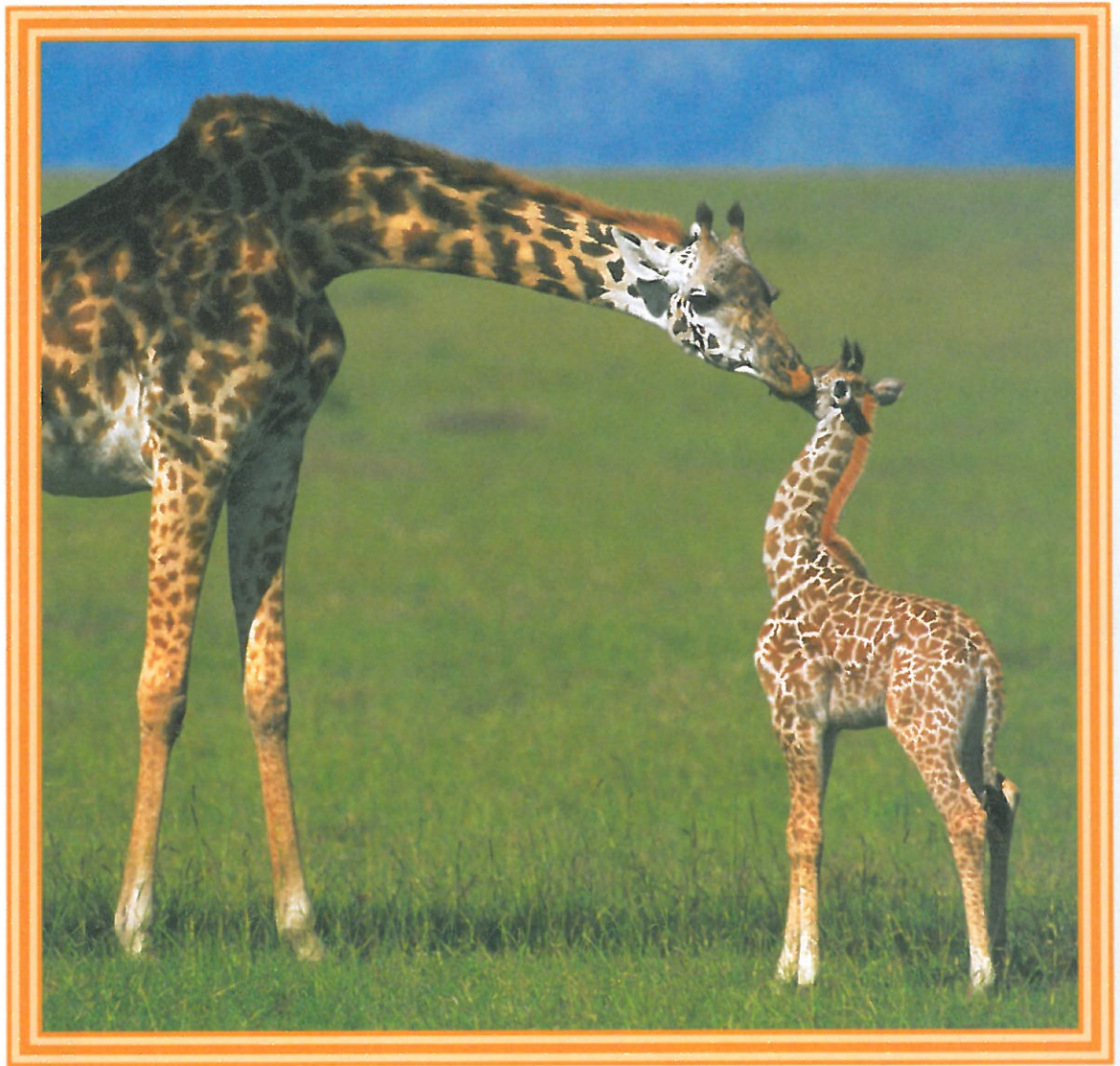
Look! This duck uses her beak to clean her friend.

A giraffe with a long neck and spots is reaching up to eat leaves from a tree. The giraffe's neck is the central focus, extending from the bottom right towards the top center. The tree's branches and leaves are at the top. The background is a blurred savanna landscape under a blue sky. A large orange double-lined circle is overlaid on the left side of the image, containing text.

Giraffe

A giraffe has spots. A giraffe has a long neck.

How do spots and a long neck help?



A giraffe's spots help it hide. A giraffe's long neck helps it reach the leaves of trees.

This giraffe's long neck helps her reach her baby. She gives him a big kiss!

Porcupine

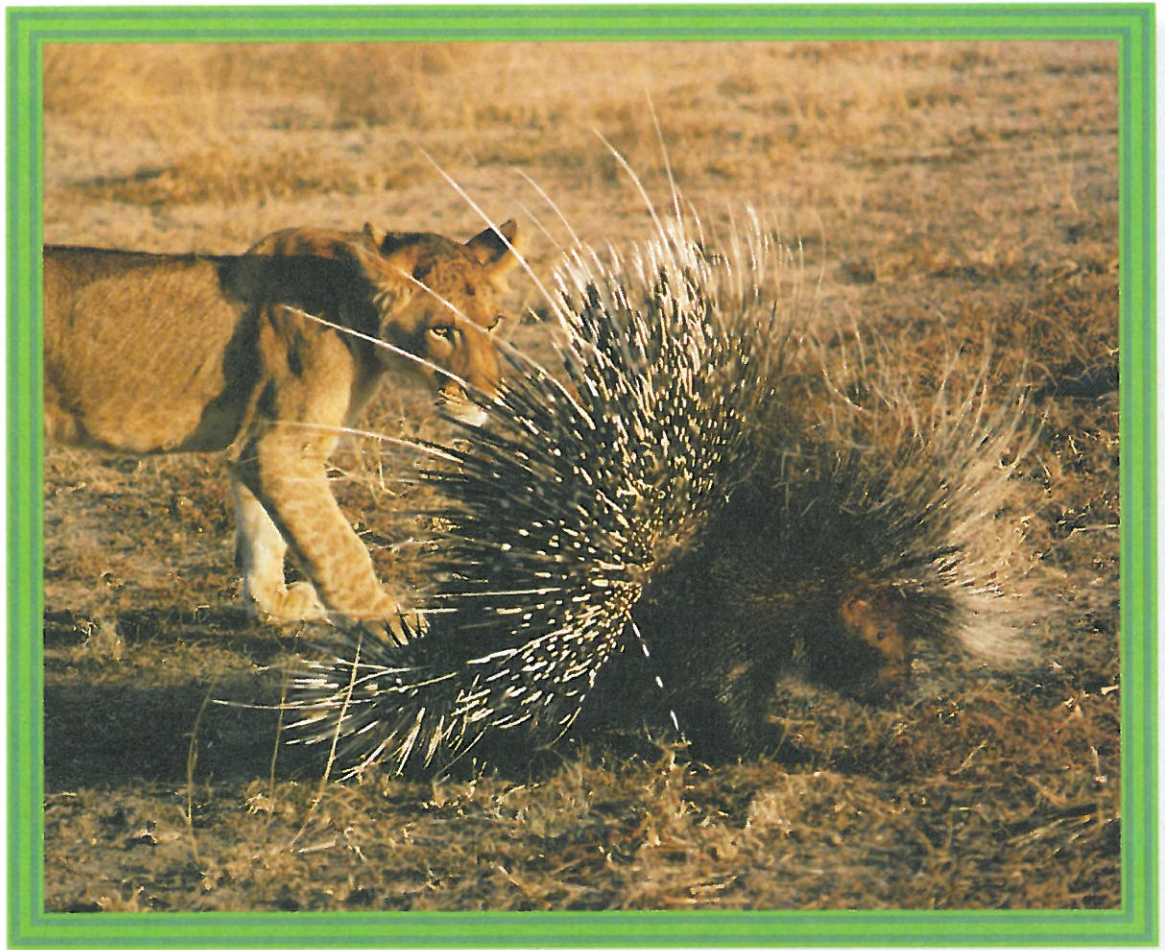
A porcupine has soft quills when it is born. The quills get sharp in a day or two.

How do quills help?



Quills help keep a porcupine safe. If an animal **begins** to come too close, the porcupine backs into it. The sharp quills hurt!

Quills tell this cub to stay away!



STOP AND THINK

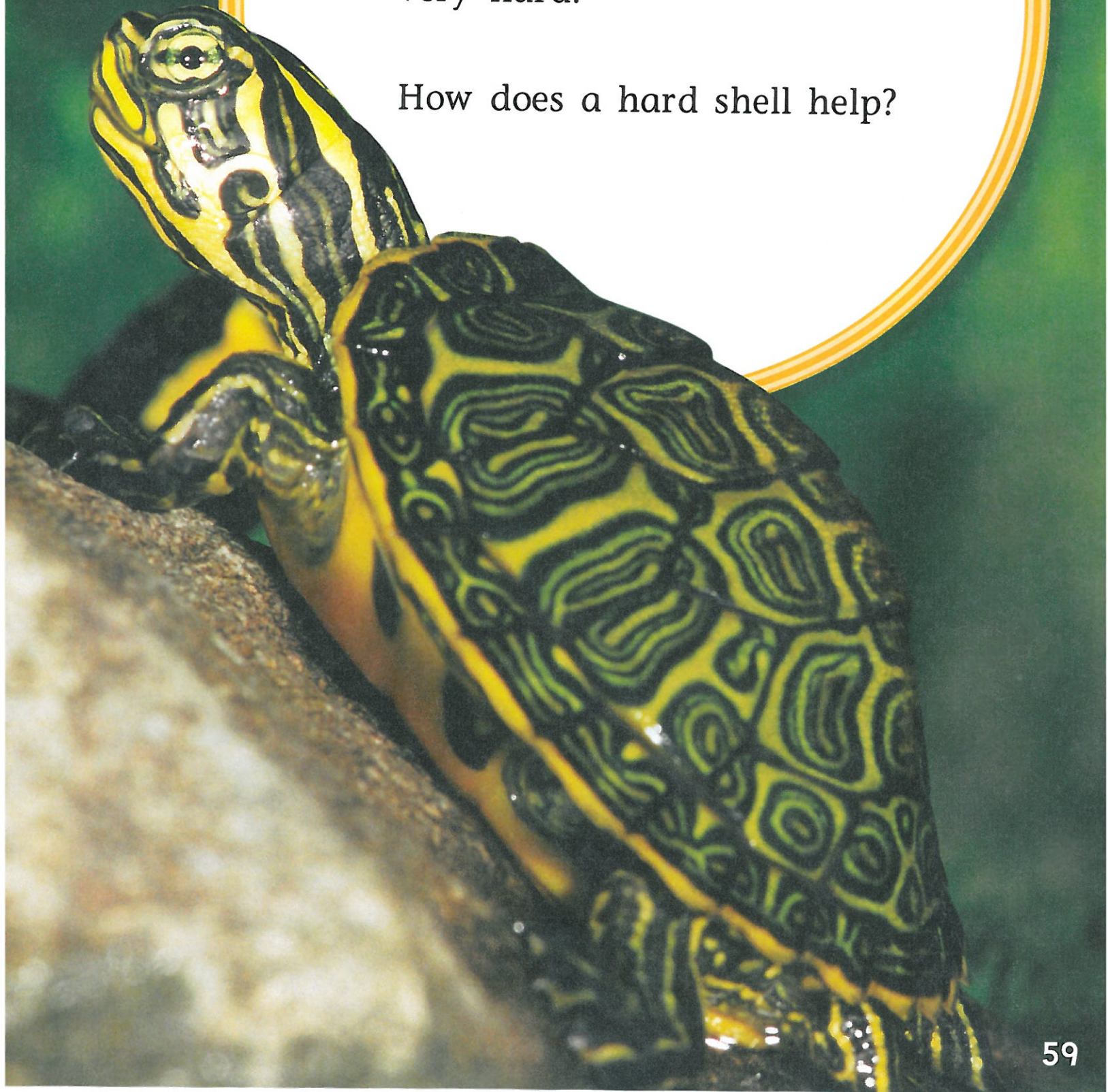
Conclusions

Why would a porcupine want animals to stay away?

Turtle

A turtle has a shell that is very hard.

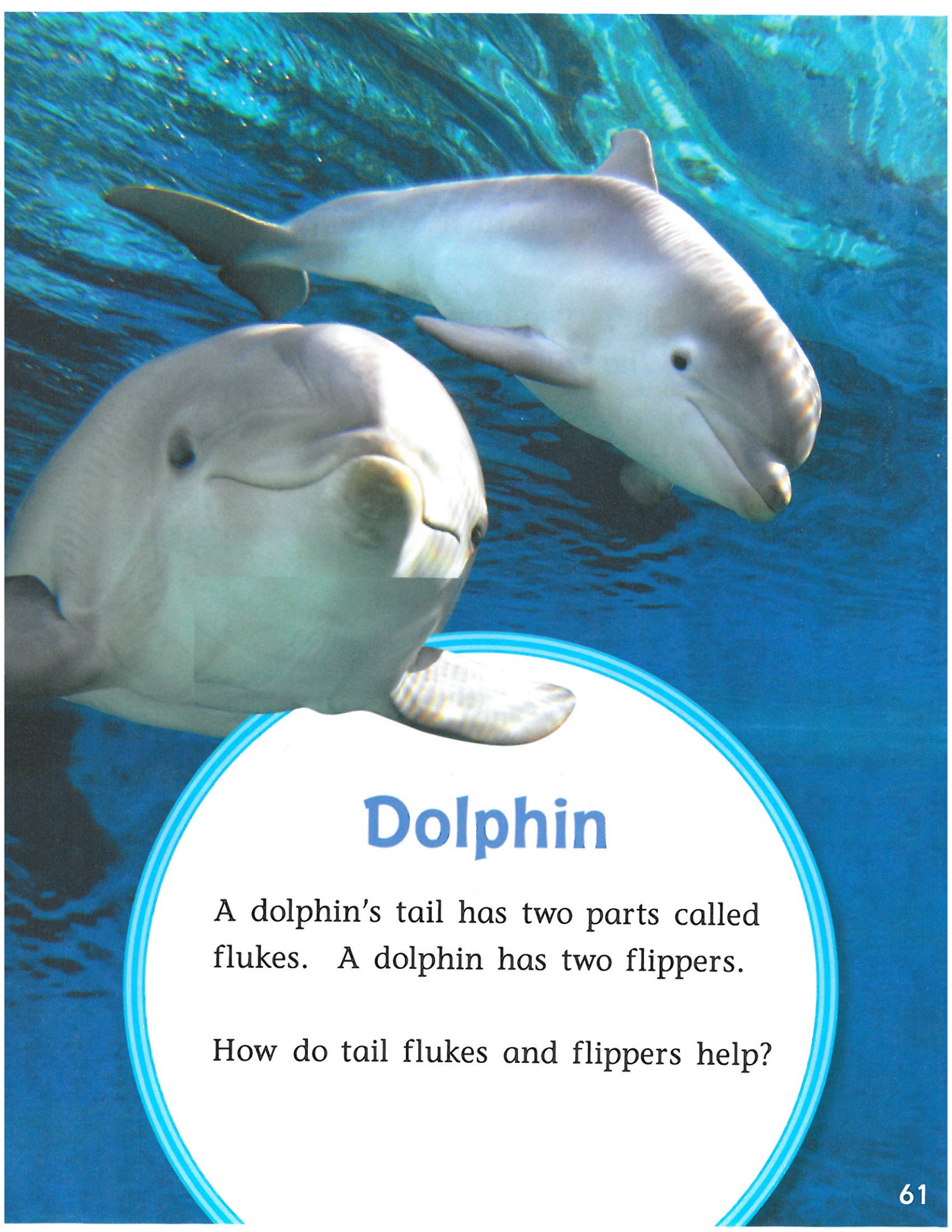
How does a hard shell help?



A turtle can hide inside its shell from an animal that may hurt it. The turtle waits **until** the animal goes away. Then the turtle comes back out.

You're safe now, turtle!





Dolphin

A dolphin's tail has two parts called flukes. A dolphin has two flippers.

How do tail flukes and flippers help?

A dolphin flips its tail flukes up and down to swim fast. It uses its flippers to turn to the left or right.

These two dolphins swim away fast. Who will be first?

Have fun, dolphins!



Your Turn

Read Together



Animal Body Parts

Draw and Label Which animal in **Amazing Animals** do you think is the most amazing? Draw a picture of it and label its body parts. Tell how special body parts help that animal. SCIENCE



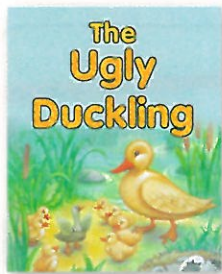
Turn and Talk

Hiding Animals

Look back through the selection with a partner. Which animals have body parts that help them hide? Talk about why animals might need to hide. CONCLUSIONS



Read Together



Connect to Traditional Tales



WORDS TO KNOW

learning	young
begins	follow
until	years
eight	baby

GENRE

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

TEXT FOCUS

Many fairy tales begin **Once upon a time** and end **happily ever after**. What do these words mean in this story?

The Ugly Duckling

Once upon a time, a duck sat on **eight** eggs. One day, all but one of the eggs hatched. The ducks waited **until** the last **baby** bird came out. He was big and gray. The other ducks thought he was ugly.



Each day the ducklings would follow Mother Duck. They were learning to be ducks. The other ducks did not want to play with the ugly duckling. He felt sad. One day he left.

Winter soon came. A farmer found the ugly duckling. "I must take you home before it begins to snow," he said.



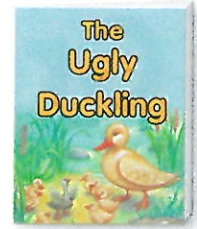
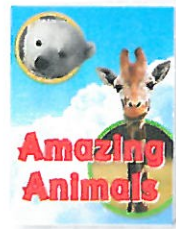
When spring came, the farmer took the duckling to a pond. The duckling saw himself in the water. He felt like many years had passed. He had changed!

Now he knew he was not an ugly duckling. He was a young swan. He and the other swans lived happily ever after.



Making Connections

Read Together



Text to Self

Write Sentences Draw your favorite animal. Write sentences to tell your classmates about it.



Text to Text

Compare Selections Which selection is true? Which selection is make-believe? Talk about your answer with three classmates. Be sure to speak clearly.



Text to World

Connect to Science What is the same about how baby animals and baby children grow? What is different? Tell your ideas. Take turns with a partner.

Grammar

Read
Together

The Pronoun I Always use the **pronoun I** in the subject of a sentence. Name yourself last when you talk about yourself and another person.

Correct

Sara and I like baby animals.

Not Correct

I and Sara like baby animals.

Sara and me like baby animals.

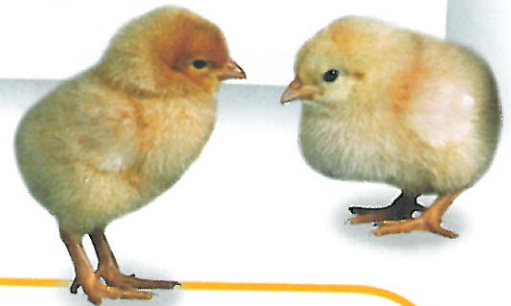
Me and Sara like baby animals.



Turn and Talk

Write the correct words to finish each sentence. Use another sheet of paper. Read your sentences to a partner.

1. _____ ?
Dad and I I and Dad
2. _____ ?
Me and Liz Liz and I
3. _____ ?
Tom and me Tom and I
4. _____ ?
I and Ana Ana and I
5. _____ ?
Jake and I Me and Jake




Grammar in Writing

When you proofread your writing, be sure you have used the pronoun **I** correctly. Remember to capitalize the pronoun **I**.

Write to Express

Read Together




 **Word Choice** Good story **sentences** have exact verbs that help readers picture what the story characters are doing.

Troy wrote about a baby bird. Later, he changed **went** to a more exact verb.

Revised Draft

Then Jay ^{flew} ~~went~~ into the air.

Writing Traits Checklist

-  **Word Choice** Do my sentences have exact verbs?
-  Did I tell what happened in order?
-  Do I need to delete any words that do not belong?

Look for exact verbs in Troy's final copy.
Then revise your writing. Use the Checklist.

Final Copy

Flying Lesson

Jay stood quietly by the nest.

First, he watched his mom.

Then Jay flew into the air.

He sailed high above
the garden.



Lesson 23

Read
Together



✓ WORDS TO KNOW HIGH-FREQUENCY WORDS

house
along
together
boy
father
again
nothing
began

Vocabulary
Reader



Context
Cards



Words to Know

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

1

house

They learned how to build a **house** for birds.



2

along

He rode carefully **along** the bike path.



3

together

The baby can clap her hands **together** now.



4

boy

The **boy** teaches his sister to read.



5

father

My **father** teaches me how to swim.



6

again

We went out on the ice **again** to practice.



7

nothing

At first **nothing** fit, but he finished the puzzle.



8

began

She **began** to take violin lessons.



Background

Read
Together

✓ WORDS TO KNOW Puppy Training

A boy and his father were teaching their puppy to walk on a leash. They walked together along a path.

Suddenly the leash dropped, and the puppy began to run. Nothing could stop her. The boy whistled again and again. At last, the puppy came to him. They all walked back to the house.



- What pets do you like?
- What would you teach a pet to do?

Comprehension



✓ TARGET SKILL Cause and Effect

Sometimes one story event causes another event to happen. The **cause** happens first. It is the reason why something else happens. The **effect** is what happens next. Good readers think about:

What happened?

Why did it happen?



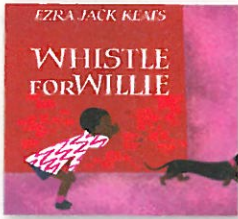
Cause: The light turned red.

What is the **effect**?

As you read **Whistle for Willie**, think about what happens when Peter tries to whistle.

What happens?	Why?

Main Selection



WORDS TO KNOW

house father
along again
together nothing
boy began



TARGET SKILL

Cause and Effect Tell what happens and why.



TARGET STRATEGY

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

GENRE

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

Meet the Author and Illustrator

Ezra Jack Keats

Ezra Jack Keats wrote and illustrated books for children. When Mr. Keats was a boy, he drew pictures on the kitchen table. His mother was so proud, she kept the art rather than wash the table.



WHISTLE FOR WILLIE

by Ezra Jack Keats



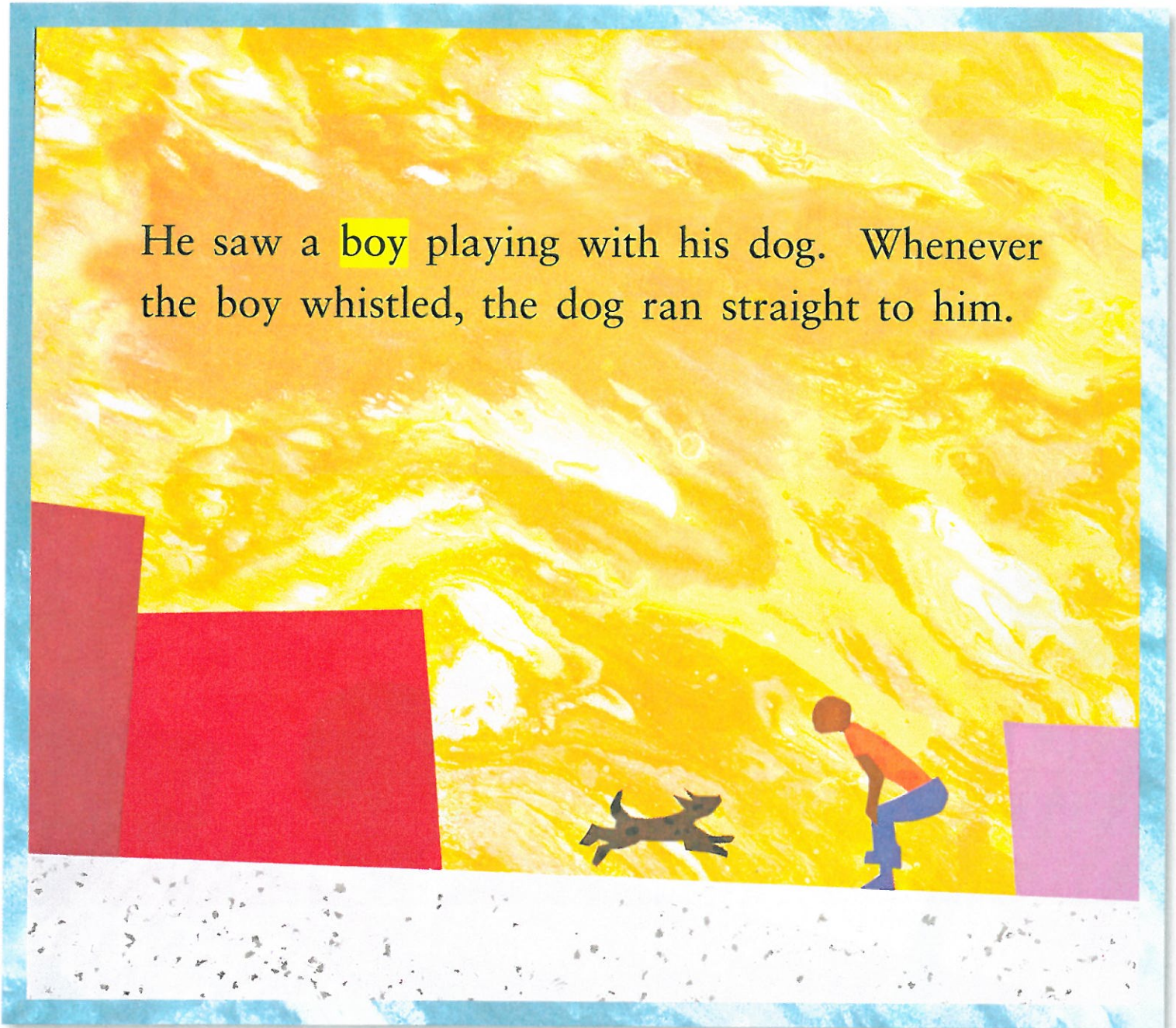
Essential Question

What causes
events in a story to
happen?

Oh, how Peter wished he could whistle!




He saw a boy playing with his dog. Whenever the boy whistled, the dog ran straight to him.



Peter tried and tried to whistle, but he couldn't. So instead he **began** to turn himself around—
around and around he whirled . . .
faster and faster
When he stopped
everything turned
down . . .
and up . . .



A child with dark skin, wearing a white dress with a pink and purple pattern and blue shoes, stands on a white speckled ground. To the left is a large green plant with a long stem and a cluster of leaves. The background is a bright yellow, textured surface with three colored dots: a red one at the top, a red one in the middle, and a green one at the bottom. The entire scene is framed by a blue border.

and up . . .
and down . . .
and around
and around.

Peter saw his dog, Willie, coming.
Quick as a wink, he hid in an empty
carton lying on the sidewalk.



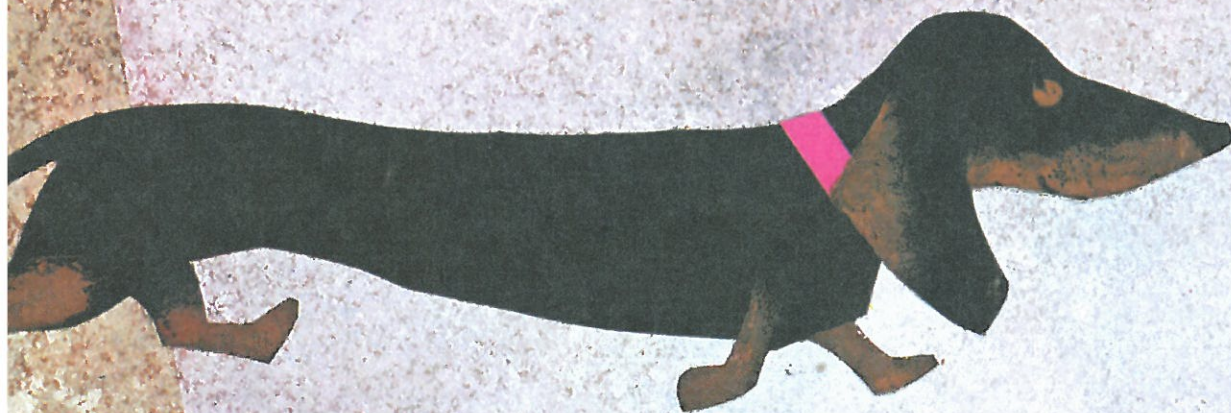
“Wouldn’t it be funny if I whistled?” Peter thought. “Willie would stop and look all around to see who it was.”

Peter tried **again** to whistle—but still he couldn’t. So Willie just walked on.



STOP AND THINK

Cause and Effect What do you think will happen if Peter tries to whistle again? Read to find out.



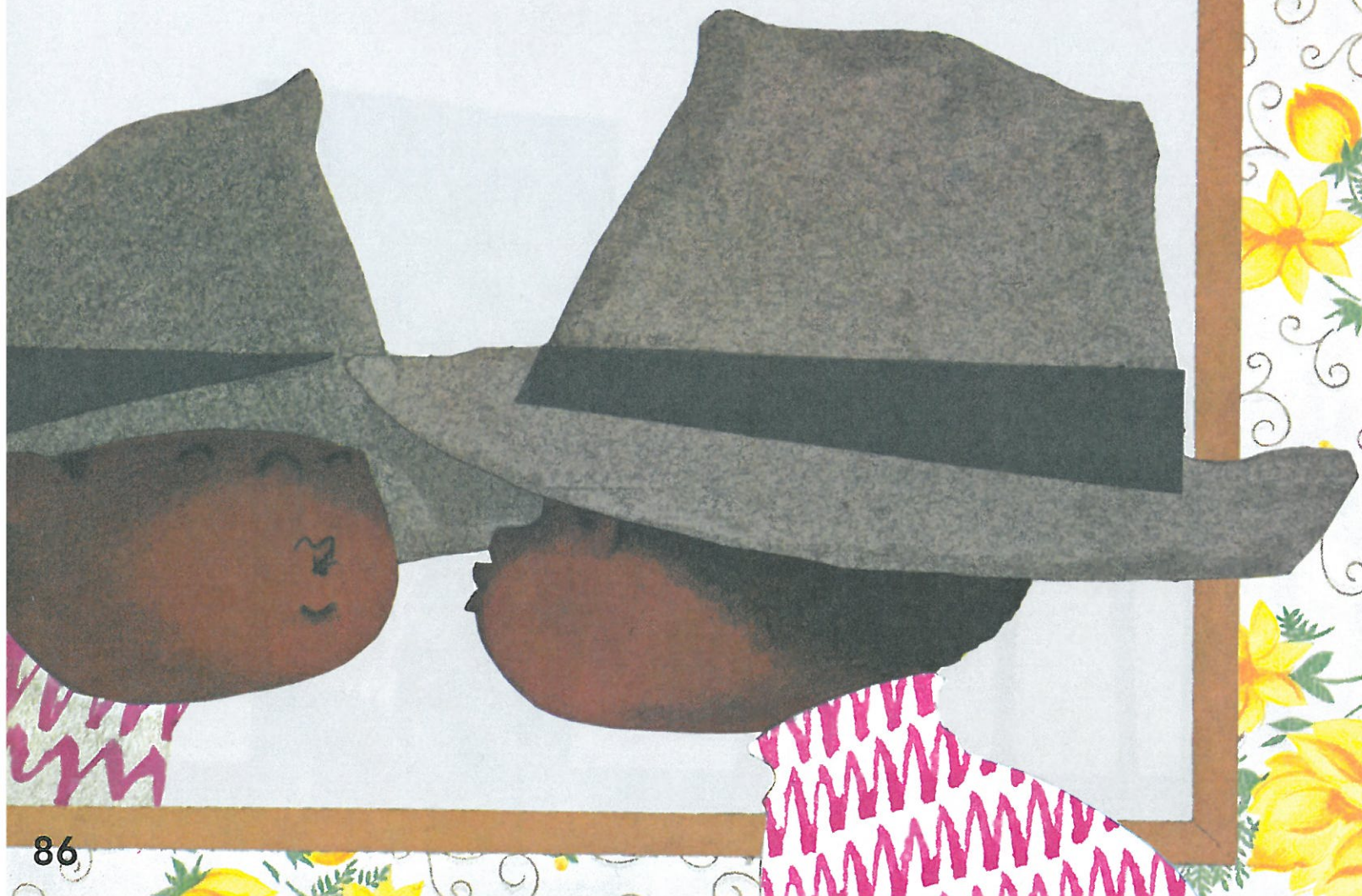
Peter got out of the carton and started home.
On the way he took some colored chalks out
of his pocket and drew a long, long line
right up to his door.



He stood there and tried to whistle again. He blew till his cheeks were tired. But **nothing** happened.



He went into his **house** and put on his **father's** old hat to make himself feel more grown-up. He looked into the mirror to practice whistling. Still no whistle!





When his mother saw what he was doing,

Peter pretended that he was his father.

He said, “I’ve come home early today, dear.

Is Peter here?”

His mother answered, “Why no, he’s outside with Willie.”

“Well, I’ll go out and look for them,” said Peter.

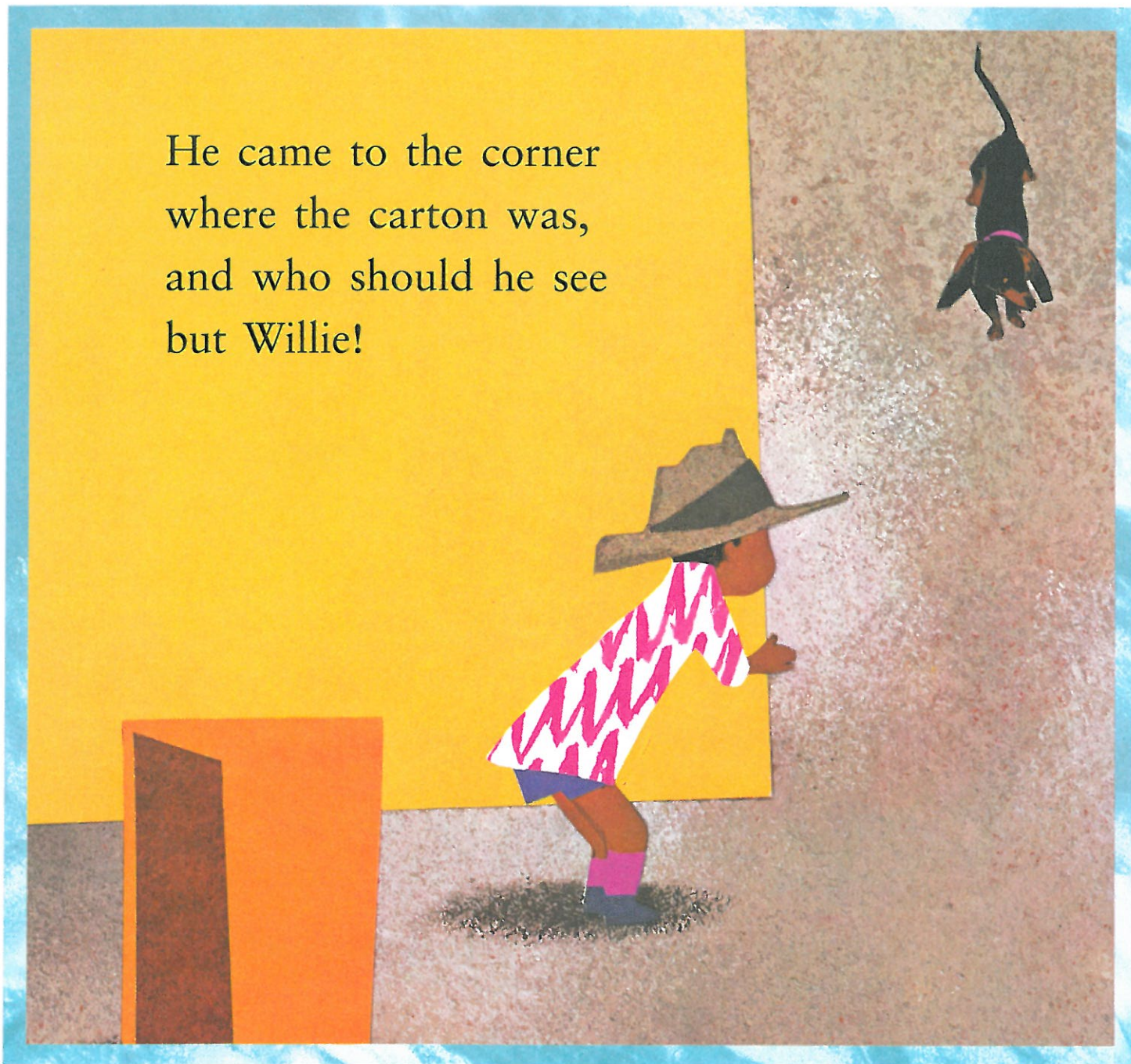
First he walked along a crack in the sidewalk. Then he tried to run away from his shadow.

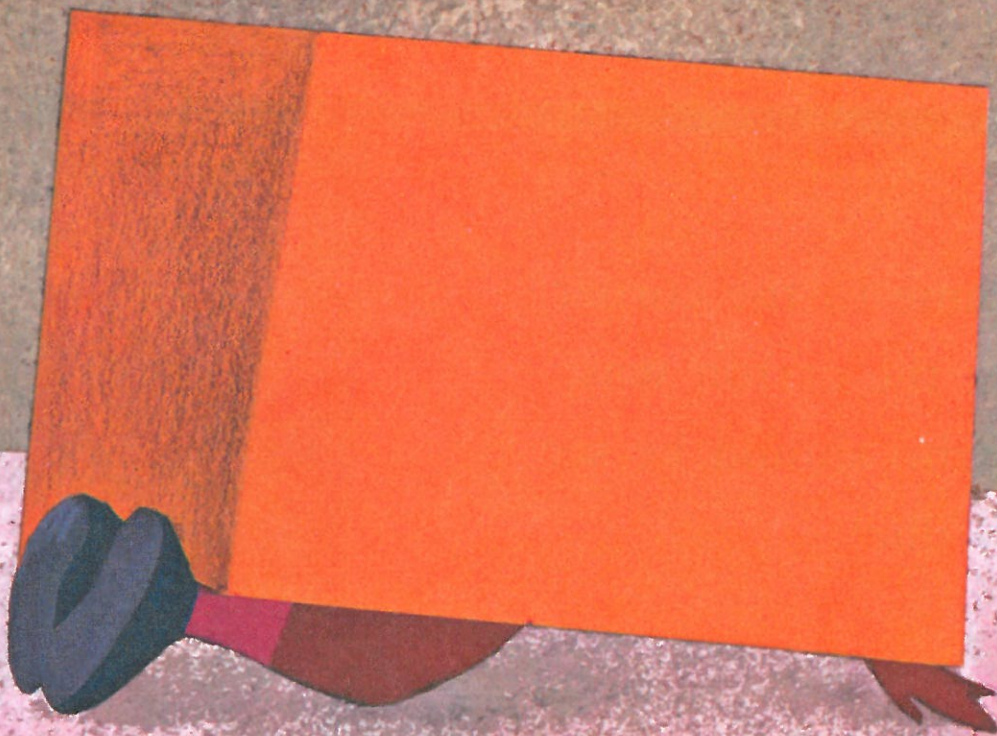
He jumped off his shadow.

But when he landed
they were
together
again.



He came to the corner
where the carton was,
and who should he see
but Willie!





Peter scrambled under the carton.
He blew and blew.
Suddenly—out came a real whistle!



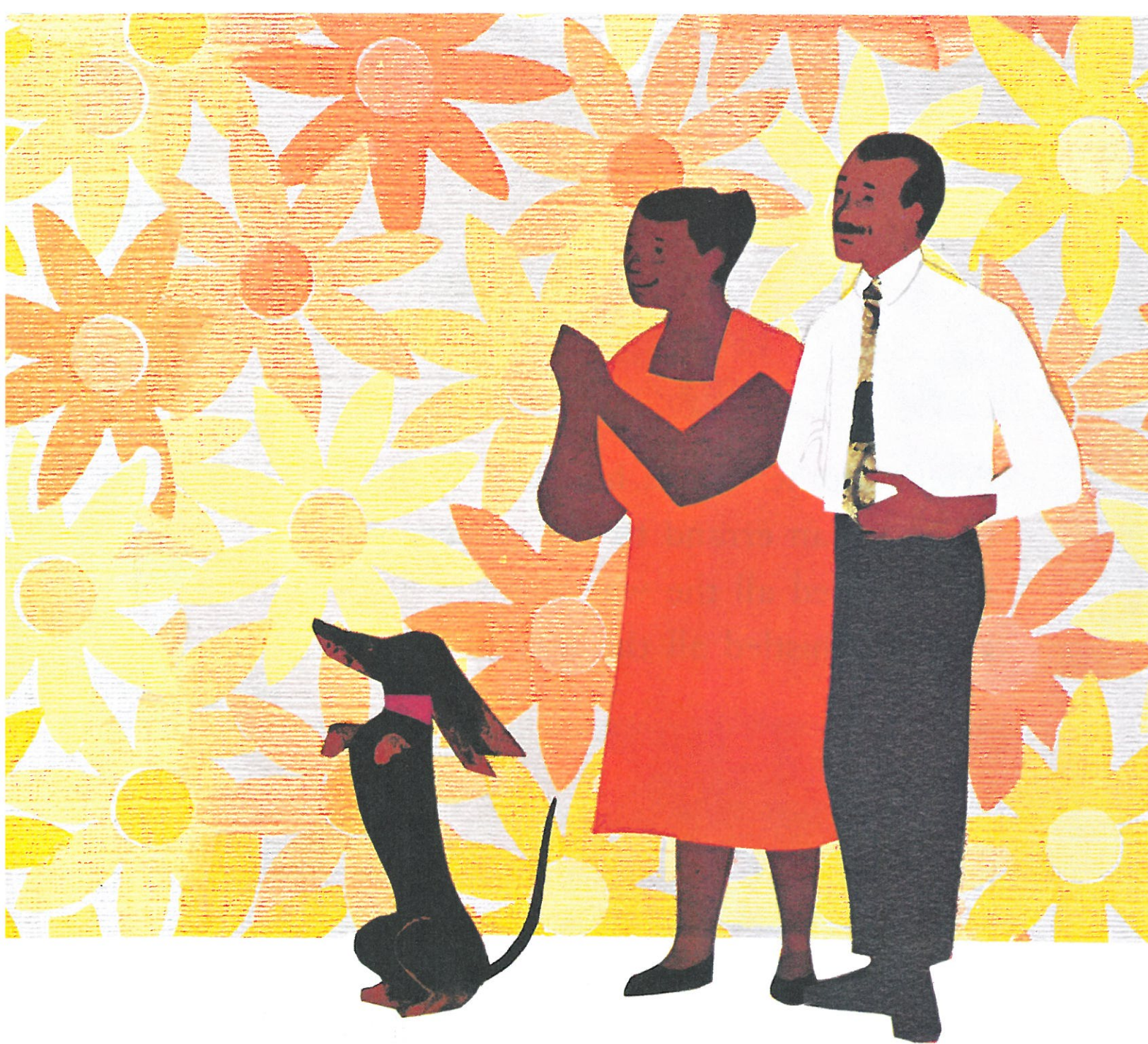
Willie stopped and looked around to see who it was.





“It’s me,” Peter shouted, and stood up.
Willie raced straight to him.





Peter ran home to show his father and mother what he could do. They loved Peter's whistling. So did Willie.

Peter's mother asked him and Willie to go on an errand to the grocery store. He whistled all the way there, and he whistled all the way home.



Your Turn

Read Together



Willie's Words

Write Sentences

What would Willie say if he could talk? Write sentences that tell the story the way Willie would tell it. PERSONAL RESPONSE



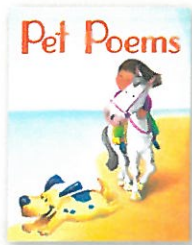
Turn and Talk

What Happened?

Read pages 90–93 again with a partner. Tell what happens when Peter tries to whistle. How is it different from the first time Peter tried to whistle? CAUSE AND EFFECT



Read Together



Connect to Poetry



WORDS TO KNOW

house	father
along	again
together	nothing
boy	began

GENRE

Poetry uses words to show pictures and feelings. Listen for interesting words in each poem. Clap along with the rhythm, or beat.

TEXT FOCUS

Rhyme is words with the same ending sound. Which poems use rhyme?

Pet Poems

This poem **began** as a folk song. Read it **along** with your class. Then sing it **together**.

Bingo

There was a farmer had a dog,
And Bingo was his name, O!

B - I - N - G - O,

B - I - N - G - O,

B - I - N - G - O,

And Bingo was his name, O!



Can someone in your class read this poem in Spanish? Now read it **again** in English.

Caballito blanco, reblanco

Caballito blanco,
reblanco,
sácame de aquí,
llévame hasta el puerto
donde yo nací.

Little White Horse

Little horse
White as snow
Take me where
I long to go.
Take me to the port
By the sea
Where I was born
And long to be.

traditional folk poem



What kind of pet would you like in your **house**? Your mother or **father** can help you decide.



PET SNAKE

No trace of fuzz.
No bit of fur.
No growling bark,
or gentle purr.
No cozy cuddle.
No sloppy kiss.
All he really does
is hisssssssssss.

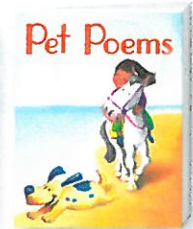
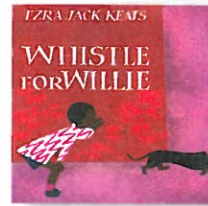
by Rebecca Kai Dotlich

Write About a Pet

Write a poem about a pet. Use words with the same beginning sounds. Try to use the words **boy** and **nothing**, too.

Making Connections

Read Together



Text to Self

Talk About Pets Tell a partner about a pet you would like to have. Take turns and speak clearly.



Text to Text

Make a Poster How is Willie different from the pet snake in the poem? Draw Willie. Write words that tell what he looks like and what he can do.




Text to World

Connect to Math Make a list of pets. Count how many classmates like each kind of pet.

Grammar

Read
Together

Possessive Pronouns Some pronouns show that something belongs to someone. This kind of pronoun can come before a noun or at the end of a sentence.



This is **my** dog.
This dog is **mine**.

I am using **your** chalk.
The chalk is **yours**.

That is **his** shadow.
That shadow is **his**.

I am wearing **her** hat.
This hat is **hers**.

Try This!

Write the correct pronoun to finish each sentence.
Use another sheet of paper.



1. I have a dog. Little Cleo is _____?
mine mines
2. This is her dish. The dish is _____?
his hers
3. I whistle. Cleo hears _____?
my mine
4. She follows me to _____?
your they
5. Cleo loves the fish that are _____?
your yours




Grammar in Writing

When you proofread your writing, be sure you have used pronouns correctly.

Write to Express

Read Together

 **Organization** When you write sentences for a story **summary**, tell the important events in the order they happened.

Abby wrote a summary of part of **Whistle for Willie**. Later, she moved one sentence.




Revised Draft

Peter kept trying to whistle.

He practiced in a mirror.

He went into his house.

Writing Traits Checklist

-  **Organization** Did I tell the events in order?
-  Do I need to add more important details?
-  Did I use the correct pronouns?

Look for events in the correct order in Abby's final copy. Then revise your own writing. Use the Checklist.

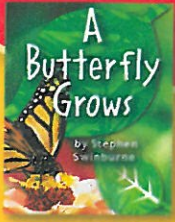
Final Copy

Whistle for Willie

Peter kept trying to whistle.
Then he went into his house.
He practiced in a mirror.
When his mom saw him, he
pretended to be his dad.



Lesson 24



✓ WORDS TO KNOW HIGH-FREQUENCY WORDS

ready
anything
upon
kind
places
also
flower
warm

Vocabulary
Reader



Context
Cards



Read
Together

Words to Know

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

1

ready

This butterfly is getting **ready** to fly.



2

anything

Do you know **anything** about butterflies?



3

upon

A butterfly rests **upon** the leaf.



4

kind

There is more than one **kind** of butterfly.



5

places

Butterflies land on this tree in many **places**.



6

also

Butterflies are insects.
Ants are **also** insects.



7

flower

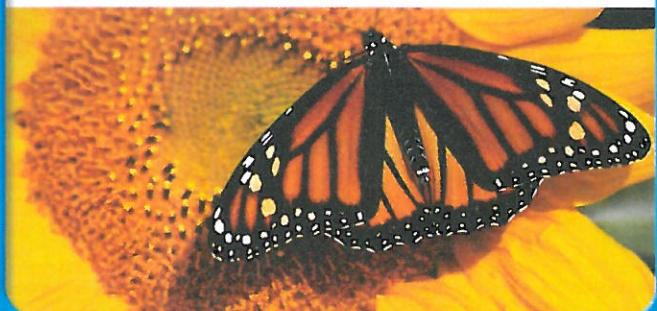
This butterfly drinks from the **flower**.



8

warm

Butterflies like the **warm** sun.



Background

Read
Together

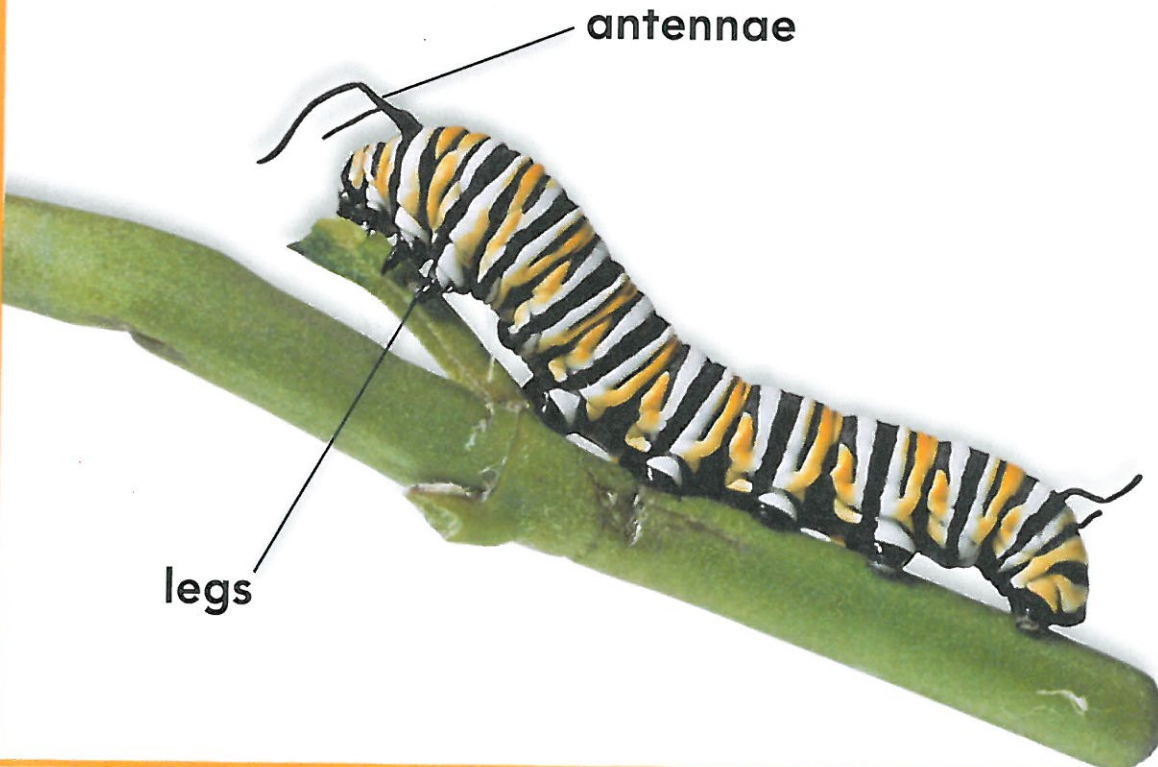
✓ WORDS TO KNOW A Caterpillar's Story

I grew in an egg, and now I crawl. I do not eat **anything** but a special **kind** of leaf. I'm eating a lot and **also** growing quickly. When I am **ready**, I will change. Then I'll be able to fly to **warm places**. I'll find a pretty **flower** to sit **upon**.
What do you learn about me from my picture?

Monarch Caterpillar

antennae

legs

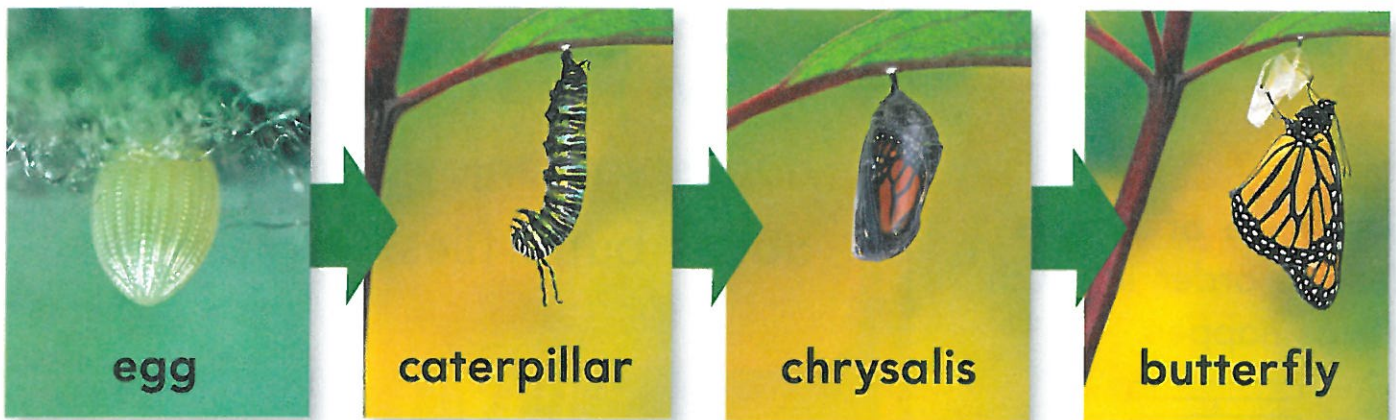


Comprehension

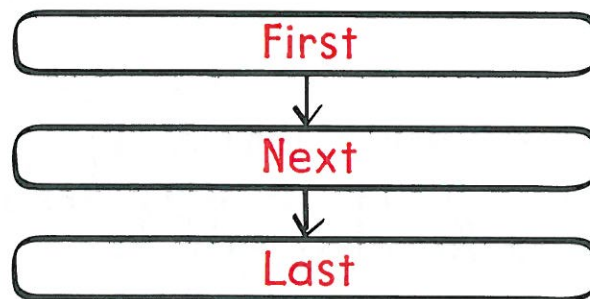
Read Together

✓ TARGET SKILL Sequence of Events

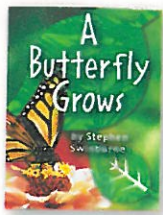
Many selections tell about things in the order in which they happen. This order is called the **sequence of events**. Think about what happens first, next, and last as you read.



As you read **A Butterfly Grows**, think about how a caterpillar becomes a butterfly. Use a chart to keep track of the sequence of events.



Main Selection



✓ WORDS TO KNOW

ready	places
anything	also
upon	flower
kind	warm

✓ TARGET SKILL

Sequence of Events
Tell the order in which things happen.

↓

↓

✓ TARGET STRATEGY

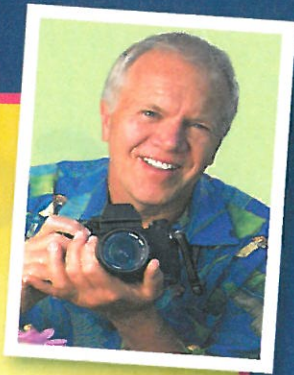
Question Ask questions about what you read.

GENRE

Narrative nonfiction gives facts but has make-believe parts.

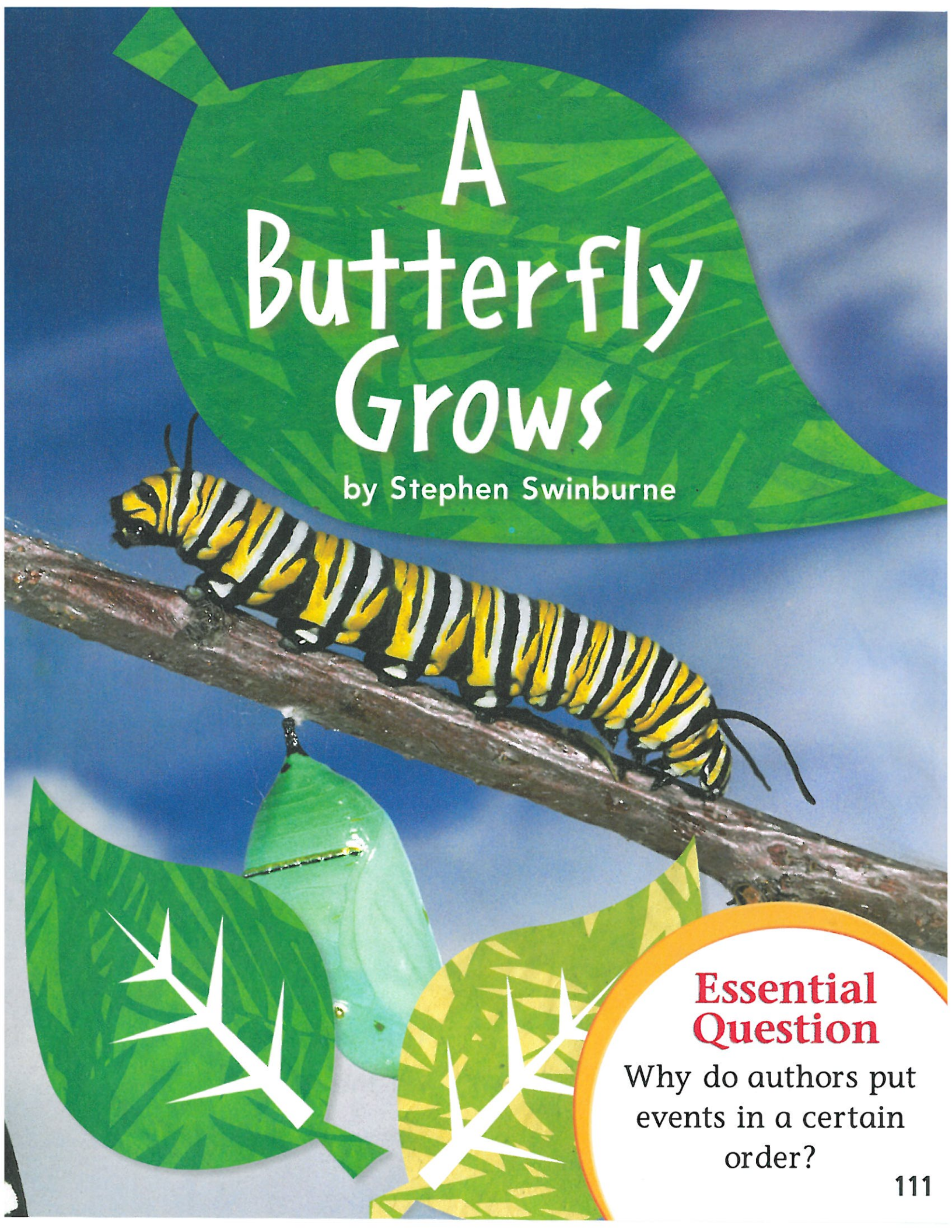
Meet the Author

Steve Swinburne



Steve Swinburne loves nature—especially butterflies! He planted a garden at his house filled with flowers that butterflies like. He took many of the pictures for *A Butterfly Grows* in his garden. He hopes you enjoy learning about butterflies.



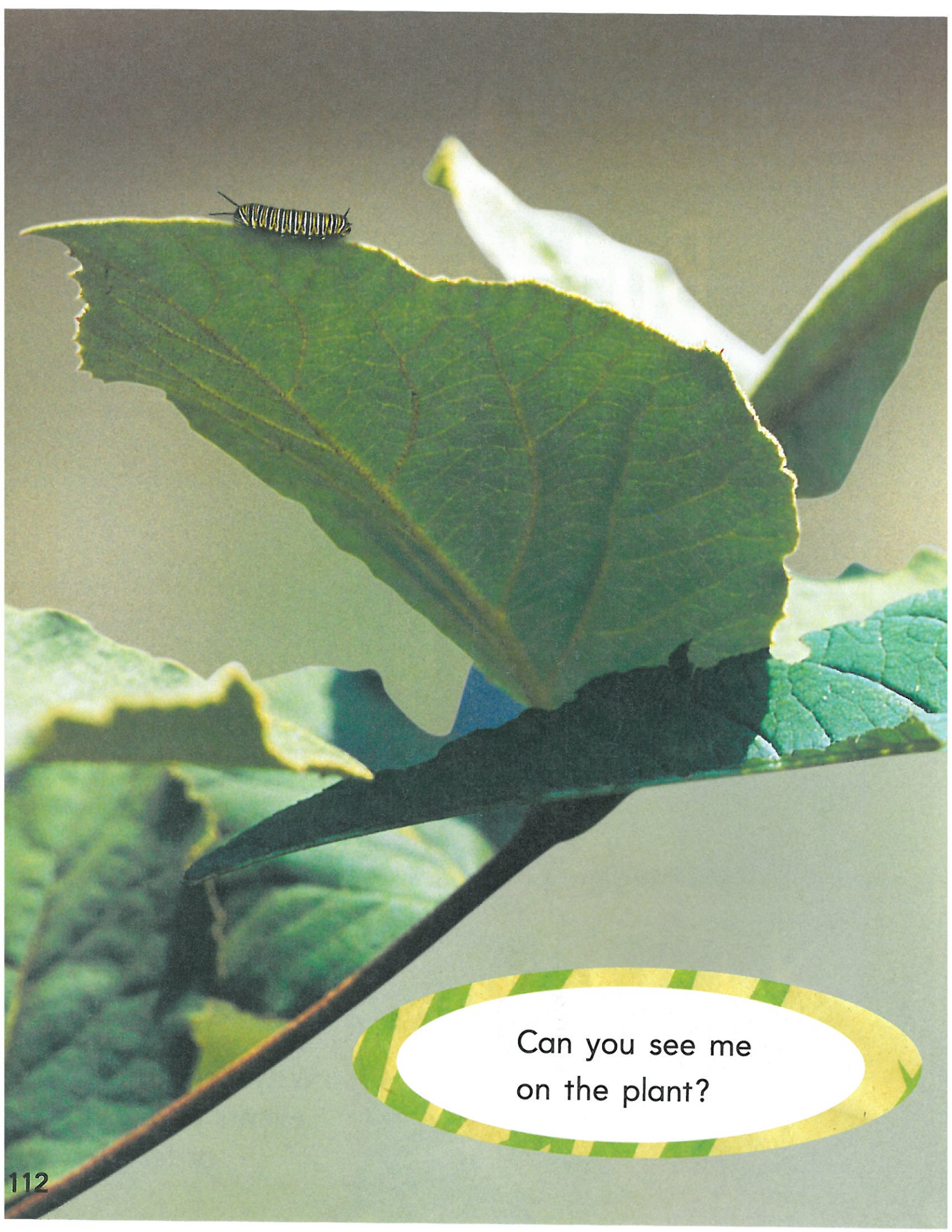
The background of the page features a monarch caterpillar with its characteristic yellow, black, and white stripes, crawling on a brown branch. Below the caterpillar, a green chrysalis is visible. The scene is set against a blue sky with light clouds. Several stylized green leaves with white starburst patterns are scattered around the caterpillar and chrysalis. The title 'A Butterfly Grows' is written in large white letters on a large green leaf in the upper left.

A Butterfly Grows

by Stephen Swinburne

Essential Question

Why do authors put
events in a certain
order?



Can you see me
on the plant?

I am a little caterpillar!
I grew in an egg. When I
was **ready**, I hatched!



The wind blows. I hang onto
a branch so I don't fall.





Rain falls. It plips and plops.
I need to drink water to live,
so I drink the small drops.



This milkweed plant is my food.
I need food so I can grow.



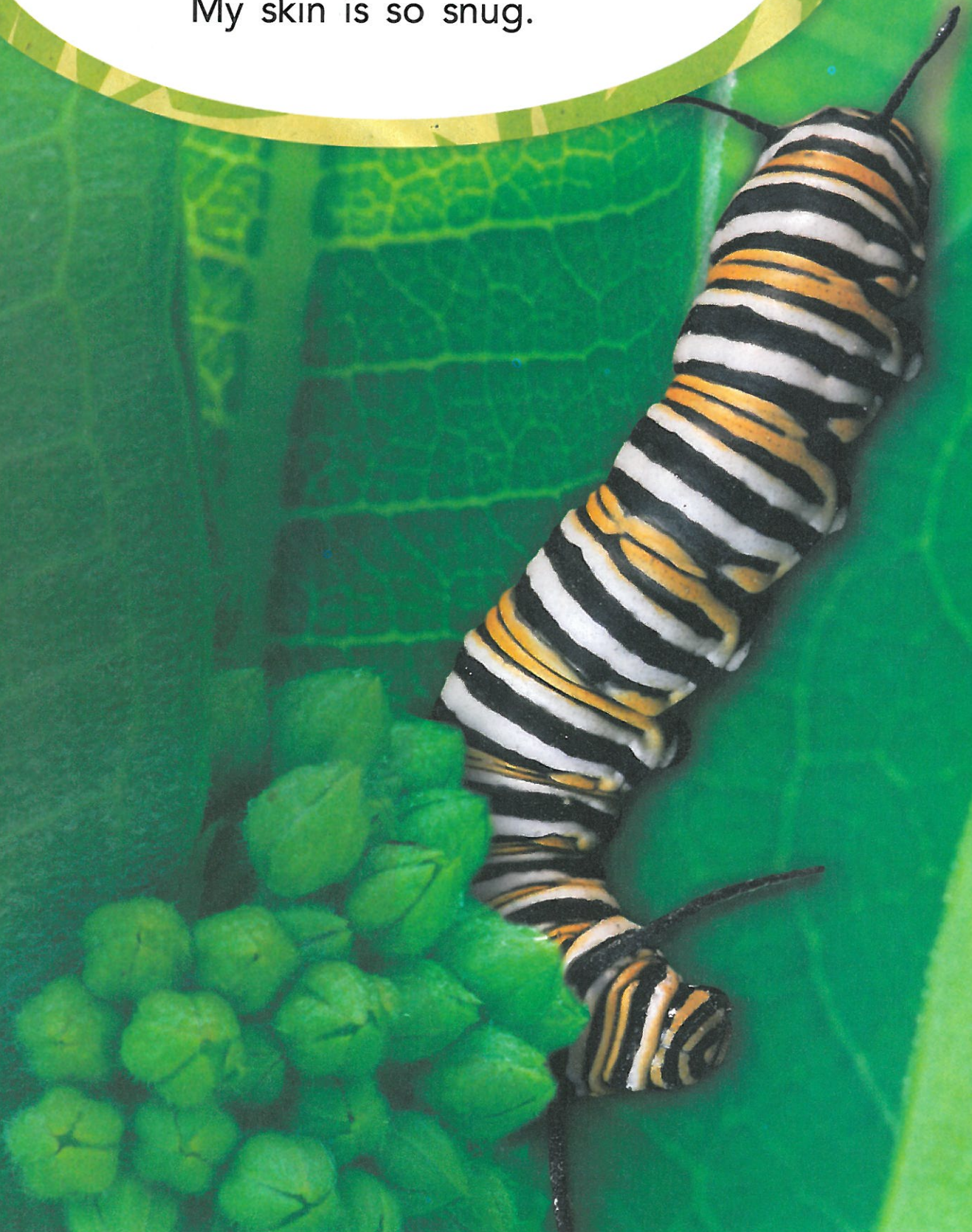


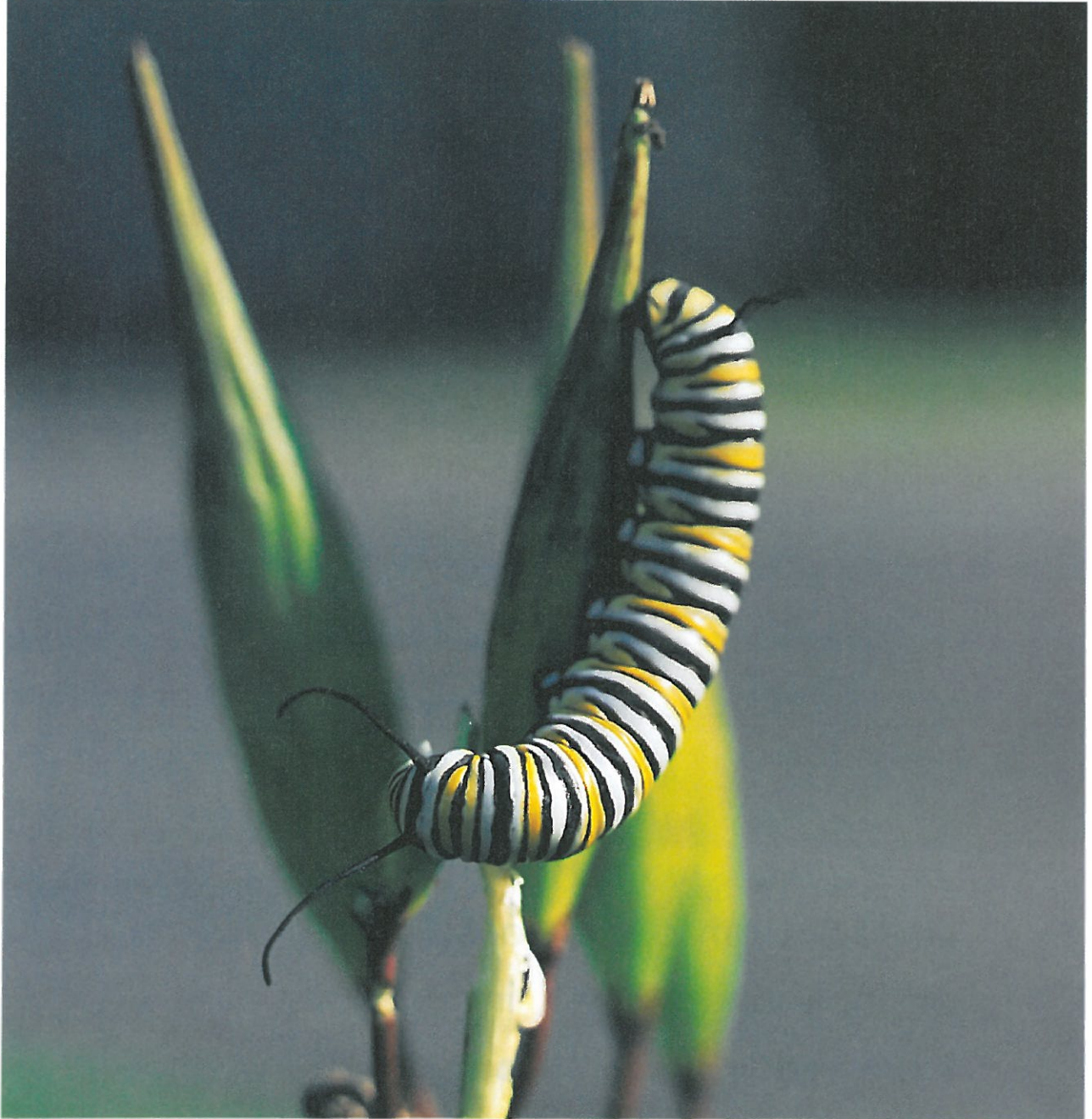
I eat this leaf for lunch.
Chew, chew!
Crunch, munch!



I eat and grow,
eat and grow.

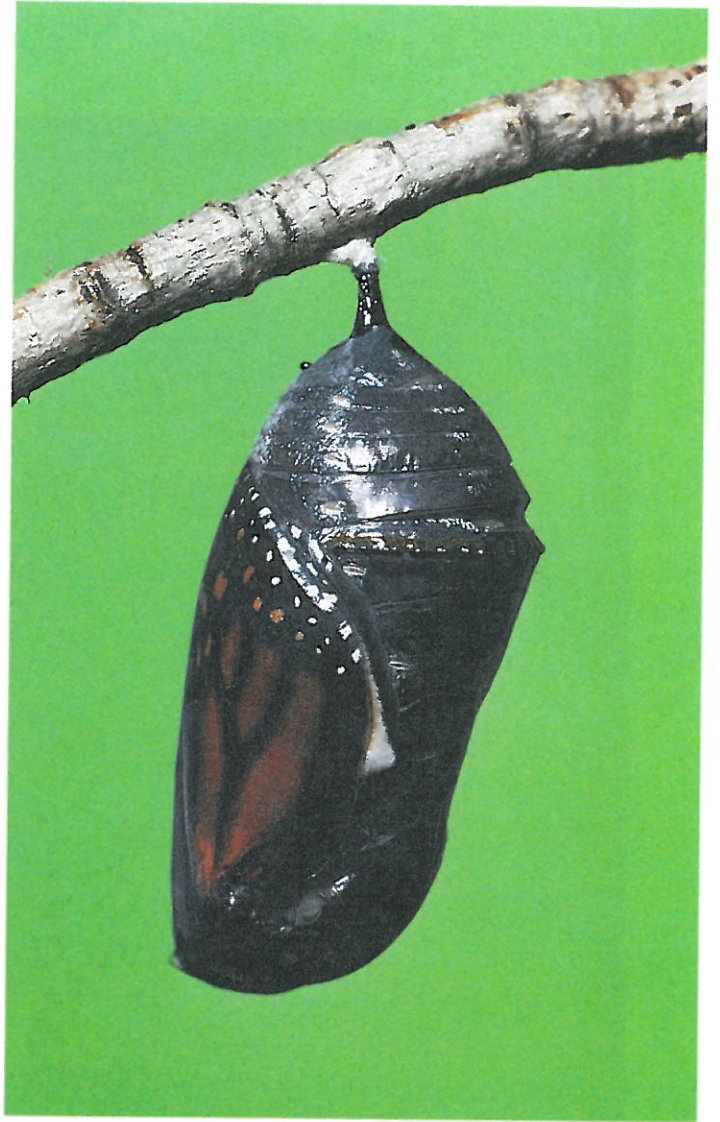
Look how big I grew!
My skin is so snug.





I look for a spot to rest.
Soon I will shed my skin.





At last I am a chrysalis. I'm an inch long. Then, in ten days, I am ready to come out.

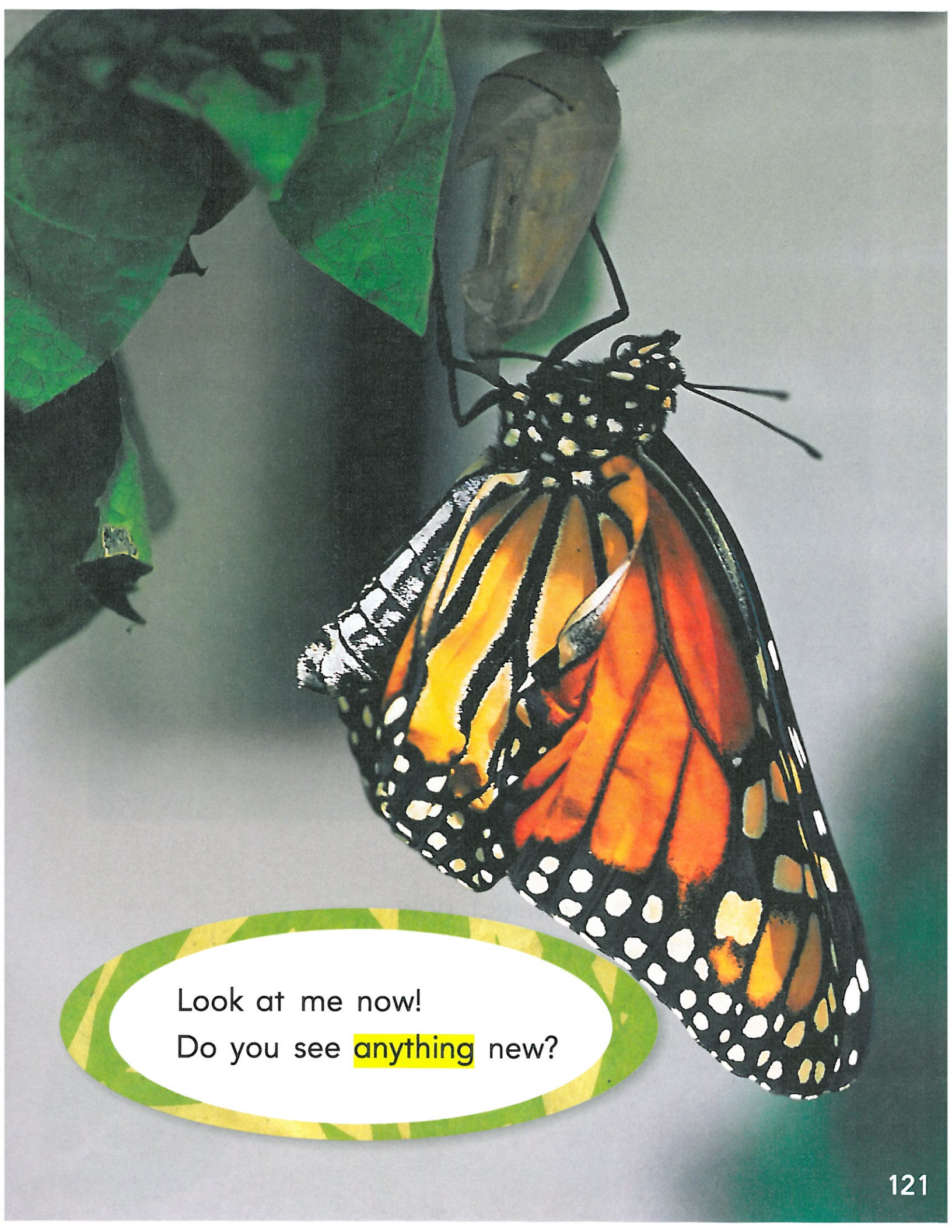


STOP AND THINK

Sequence of Events

What will the caterpillar look like after it comes out? Read on to find out.





Look at me now!
Do you see **anything** new?

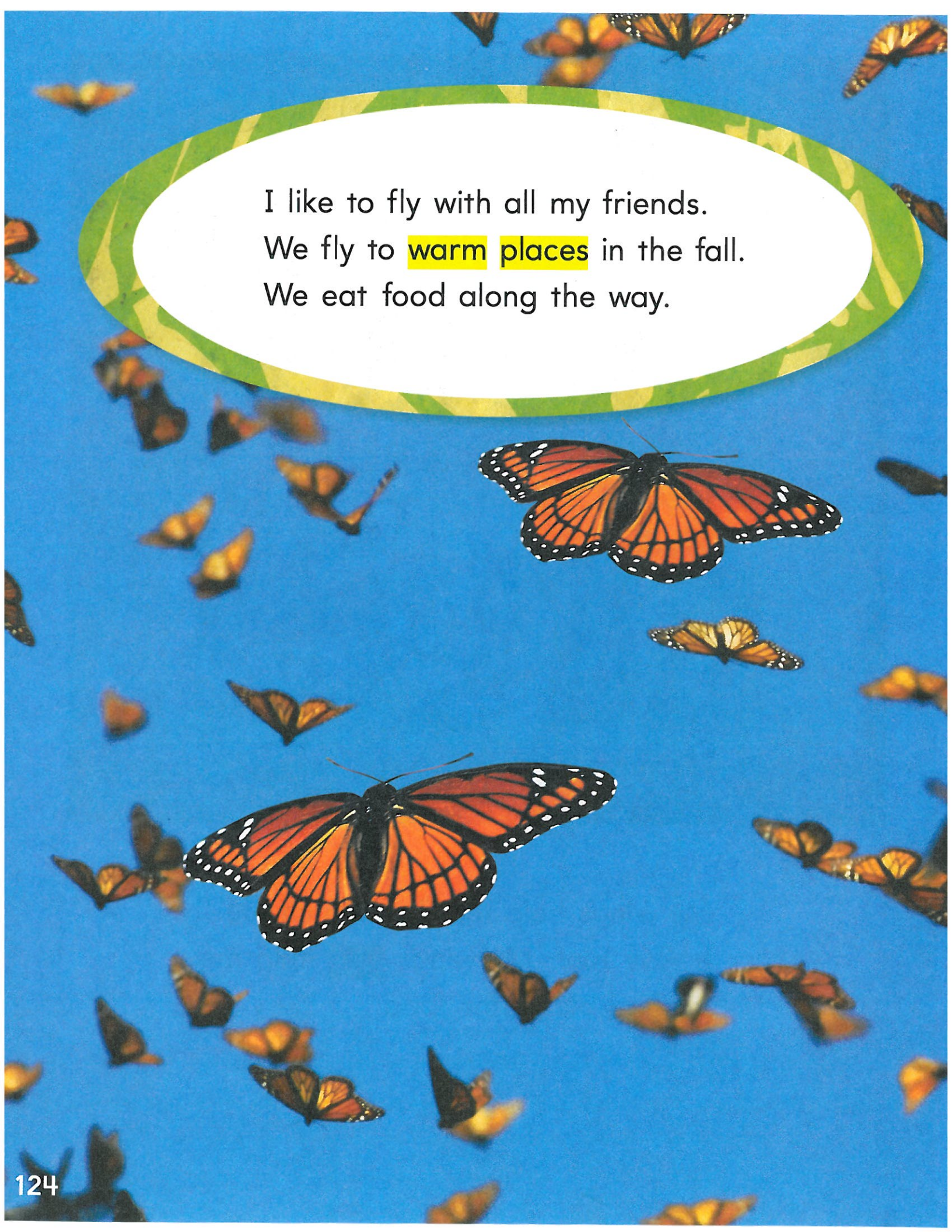


I am an insect now.
I have six legs and
large wings.





My wings help me fly. Watch me fly!
I have fun! My wings **also** help me
go find plants for food.

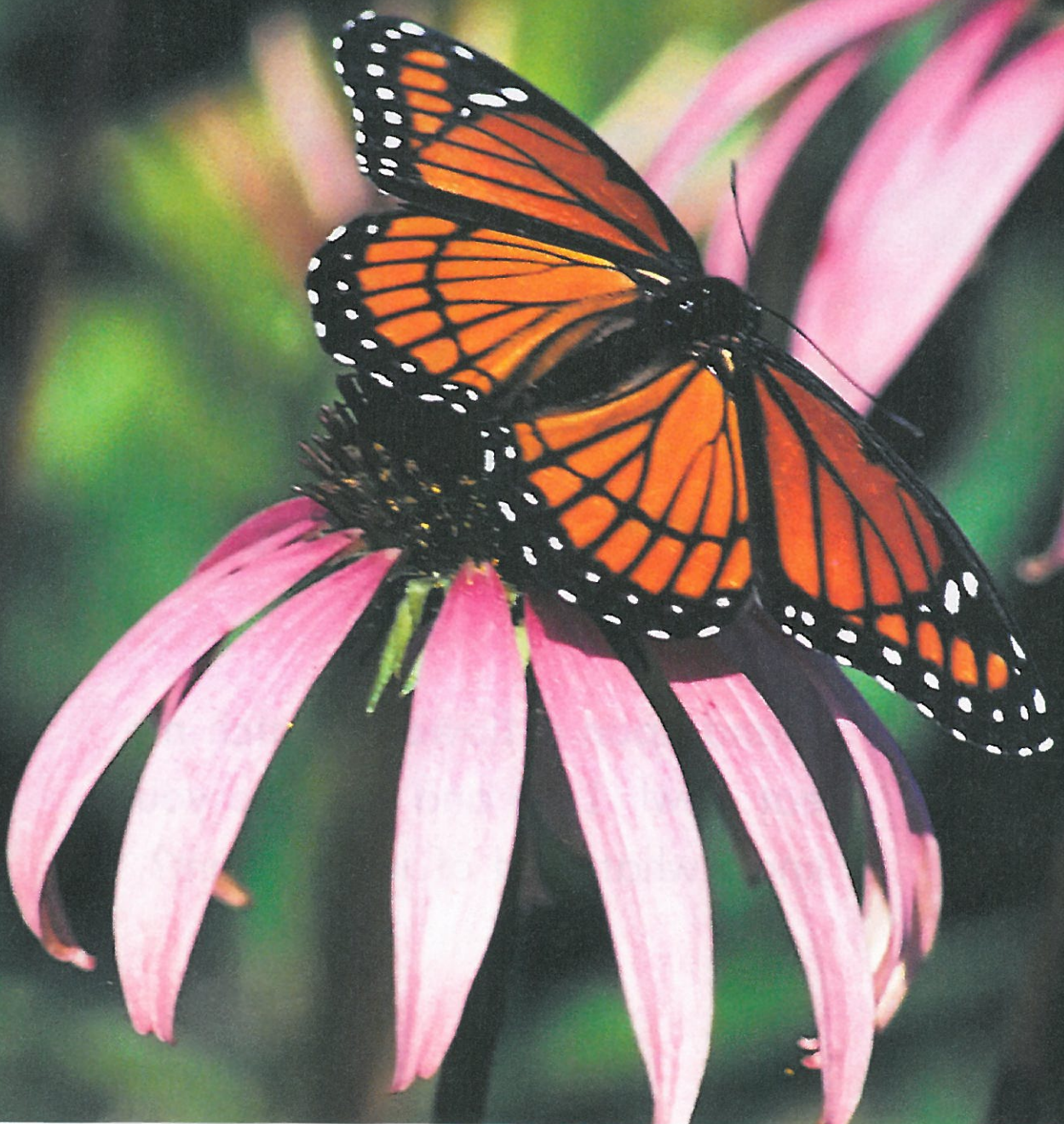


I like to fly with all my friends.
We fly to **warm places** in the fall.
We eat food along the way.



I land **upon** a **flower**. Watch me eat now! I sip and sip. Do you know what **kind** of insect I am?

I am a butterfly!
I'm a beautiful butterfly!



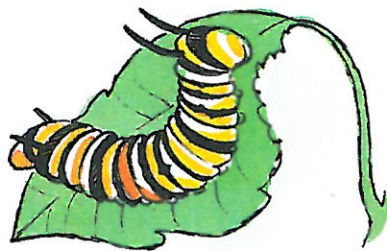
Your Turn

Read Together



A Butterfly's Life

Draw and Order Divide a sheet of paper into three boxes. Draw a stage of the butterfly's life in each box and label it. Cut out the pictures and mix them up. Give them to a partner. Have your partner put them in order. PARTNERS



Turn and Talk

Order of Events

Talk with a partner about the order of events in **A Butterfly Grows**. Do you think the author could have put any of the events in a different order? Tell why or why not. SEQUENCE OF EVENTS



Read Together



Connect to Science



WORDS TO KNOW

ready	places
anything	also
upon	flower
kind	warm

GENRE

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

TEXT FOCUS

Dialogue is the speaking parts in a play. You learn about characters from what they say. After reading, describe the characters.

Readers' Theater

Best Friends

by Stephen Gill

Cast



Butterfly



Bird



Hi! What **kind** of butterfly are you?



I'm not a butterfly, silly. Can you think of **anything** else I could be?



Give me some clues!



Okay. I grow in an egg, and then I hatch.



Me, too!



I have wings to help me fly.



Me, too!



I eat seeds and insects.



Oh, no! I am an insect. Will you eat me?



No! Birds like me eat many insects, but not butterflies.



You just said you are a bird!





Oops, silly me! You know what I am!



Are you **ready** to find a snack? I'll land **upon** a **flower** and sip and sip. You can find an insect on a leaf.



We can **also** fly together. Then we'll find **warm places** to rest.

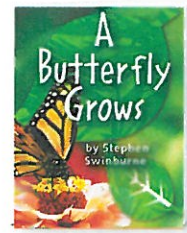


What a nice day for two best friends!



Making Connections

Read Together



Text to Self

Write a Response Write about a day you spend with the butterfly in **A Butterfly Grows**. Tell what you do.

Text to Text

Connect to Science What facts did you learn from the selections? Which parts of these selections are make-believe? How do you know?



Text to World

Describe a Friend Draw a picture of you and your best friend having fun together. Tell a partner reasons why your best friend is your favorite.

Grammar

Read Together

Pronouns and Verbs Add **s** to most **verbs** when they tell about a **pronoun** that names one.



One

It eatss.
He growss.



More Than One

They eat.
We grow.

Use **am** with the pronoun **I**. Use **is** with other pronouns that name one. Use **are** with pronouns that name more than one.

One

I am hungry.
She is full.

More Than One

We are hungry.
They are full.

Turn and Talk

Write the correct verb to finish each sentence.
Use another sheet of paper. Take turns
reading the sentences with a partner.

1. I _____ ?
am is with my uncle.
2. We _____ ?
is are in a park.
3. He _____ ?
see sees two butterflies.
4. They _____ ?
land lands on a flower.
5. The flower _____ ?
is are pink.




Grammar in Writing

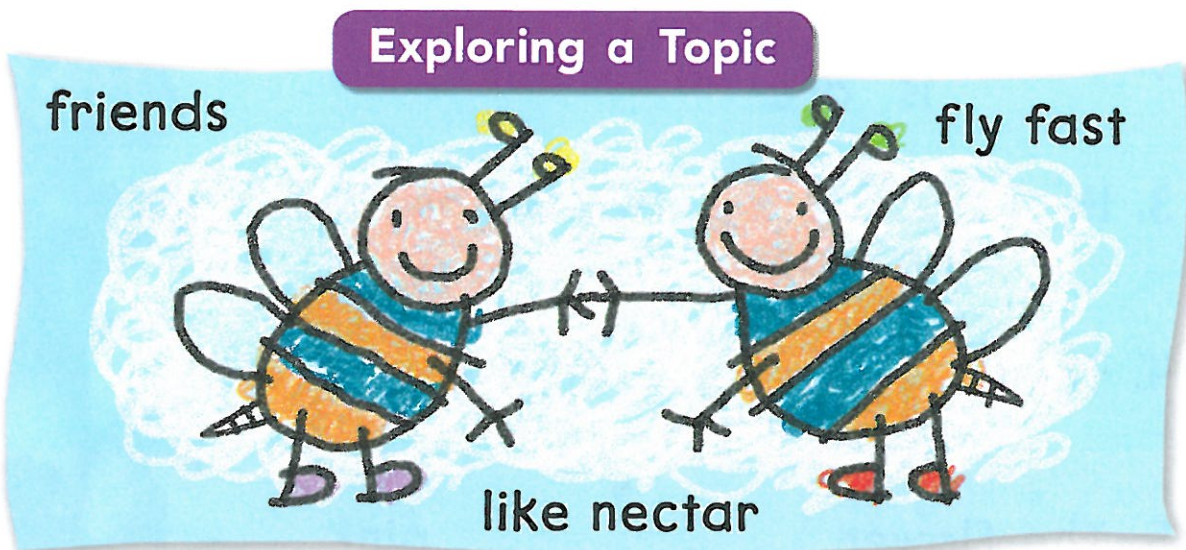
When you proofread your writing, be sure
you have written the correct verb to go with
each pronoun.

Write to Express




Read Together

 **Ideas** When you plan a **story**, think about your characters. How do they look? What do they like? What problem do they have?

Deval drew pictures of his characters. Then he wrote clear details about them.



Prewriting Checklist

-  Did I write details to describe my characters?
-  Did I plan a problem my characters will solve?
-  Does my story idea have a beginning, a middle, and an end?

Look for a problem Deval's characters will solve in his Story Map. Now make a Story Map for your own story. Use the Checklist.

Story Map

Characters

2 bees
Burt and Al

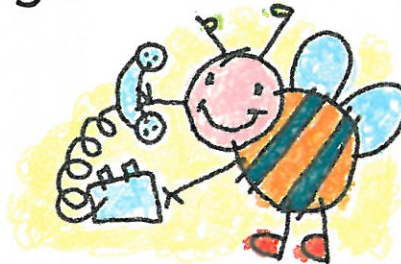
Setting

a beehive

PLOT

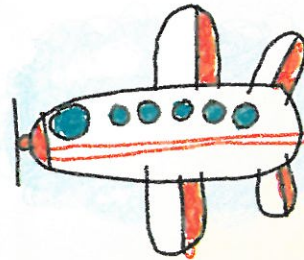
Beginning

bees do things together
fly fast
like nectar



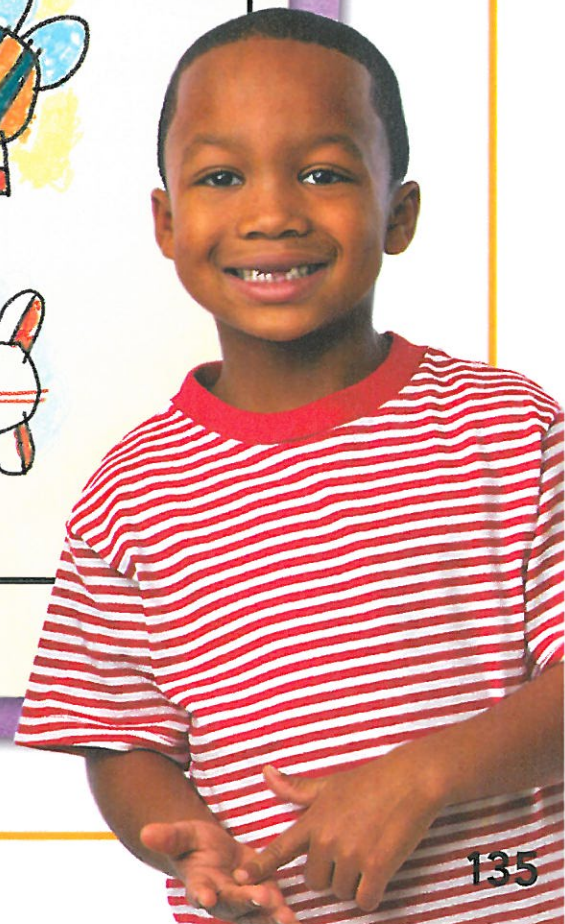
Middle

Al moves (problem!)
bees talk

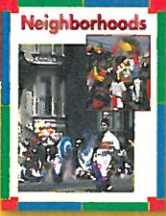


End

Burt visits Al



Lesson 25



✓ WORDS TO KNOW HIGH-FREQUENCY WORDS

city
myself
school
party
seven
buy
please
family

Vocabulary
Reader



Context
Cards



Read
Together

Words to Know

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

1

city

They moved to the **city** from the country.



2

myself

I took the box into the house all by **myself**.



3

school

He met many new friends at **school**.



4

party

They had a **party** for their new classmate.



5

seven

She will bring **seven** apples to school.



6

buy

She will **buy** a plant for her friend.



7

please

"**Please** play with us," they said.



8

family

They invited the **family** to come in.



Background

Read
Together

✓ WORDS TO KNOW Moving Away

What might happen if your family moved to a new city? You might need seven boxes to pack your things. You might ask, "Can I pack these myself, please?" At your old school, friends might have a party for you and buy you a gift!



What would you pack if you were moving?
What would remind you of your old friends?

Comprehension



TARGET SKILL Understanding Characters

Remember that you can learn a lot about story **characters** from the things they say and do. Use what characters say and do as clues to figure out how they feel and why they act as they do.

Characters: boy, girl, king, queen

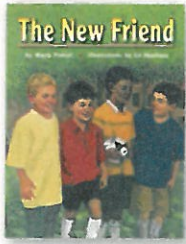
What other characters could be in this story?



As you read **The New Friend**, find out about the new friend and what the boys say, do, and feel.

Speaking	Acting	Feeling

Main Selection



WORDS TO KNOW

city	seven
myself	buy
school	please
party	family



TARGET SKILL

Understanding Characters Tell more about characters.



TARGET STRATEGY

Summarize Stop to tell important events as you read.

GENRE

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

Meet the Author

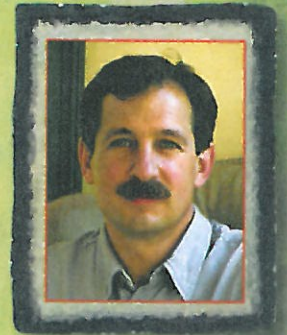
María Puncel

María Puncel lives in Spain. She writes her books in Spanish. Many of them have been translated into English, including *El Amigo Nuevo*.

Meet the Illustrator

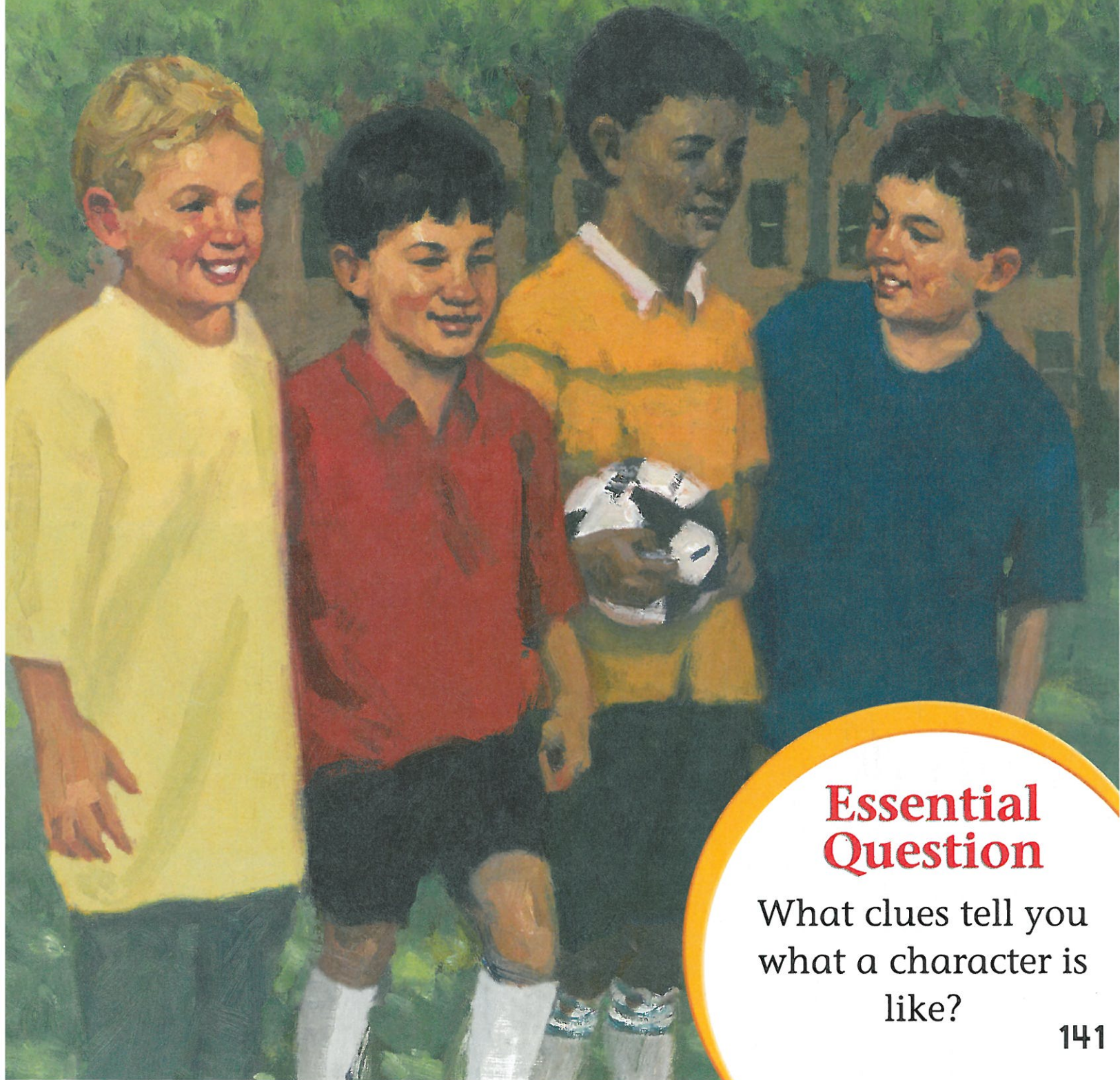
Ed Martinez

Ed Martinez grew up with a painter in the family. His father was an artist! As a boy, Mr. Martinez got started by drawing horses. Now he draws pictures for magazines and books.



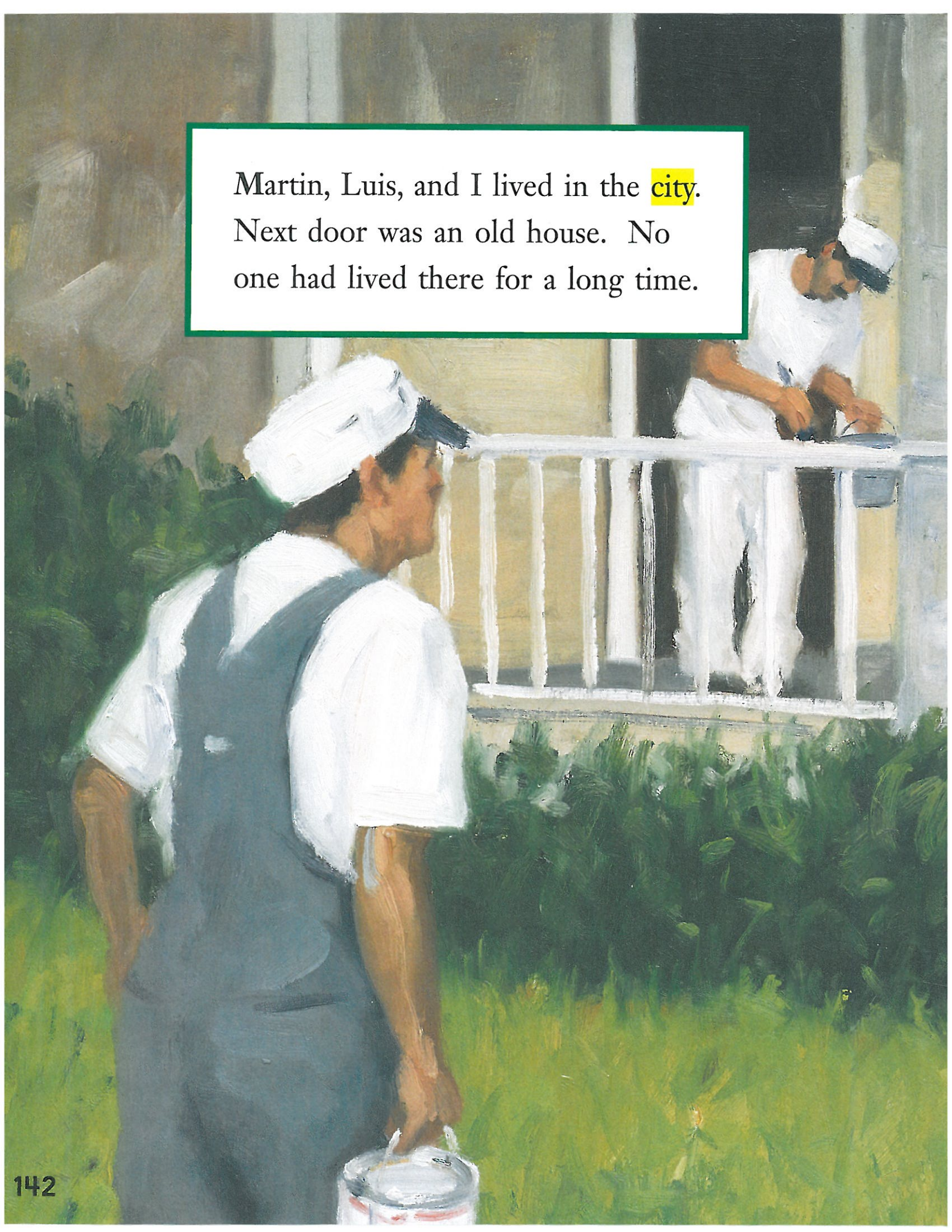
The New Friend

by María Puncel • illustrations by Ed Martinez



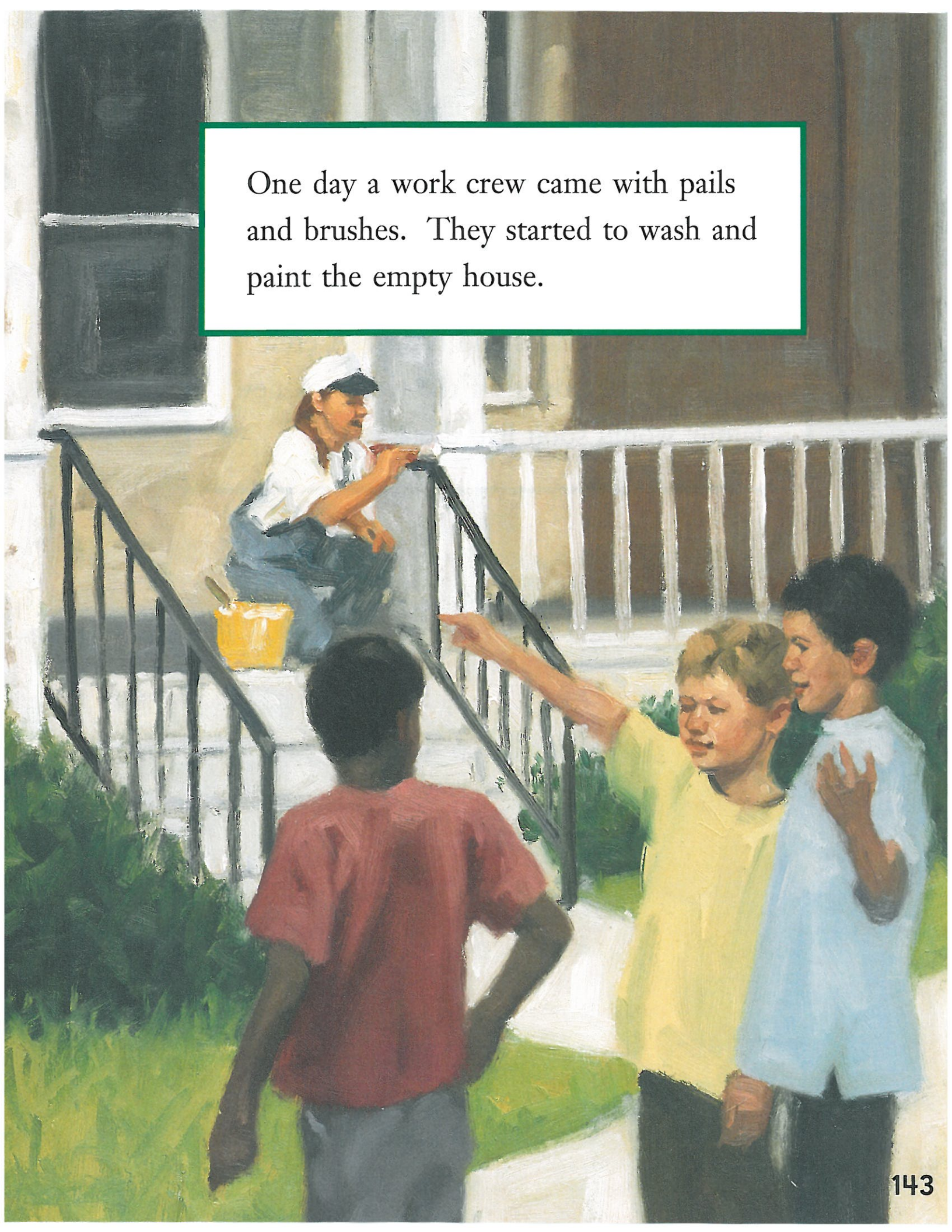
Essential Question

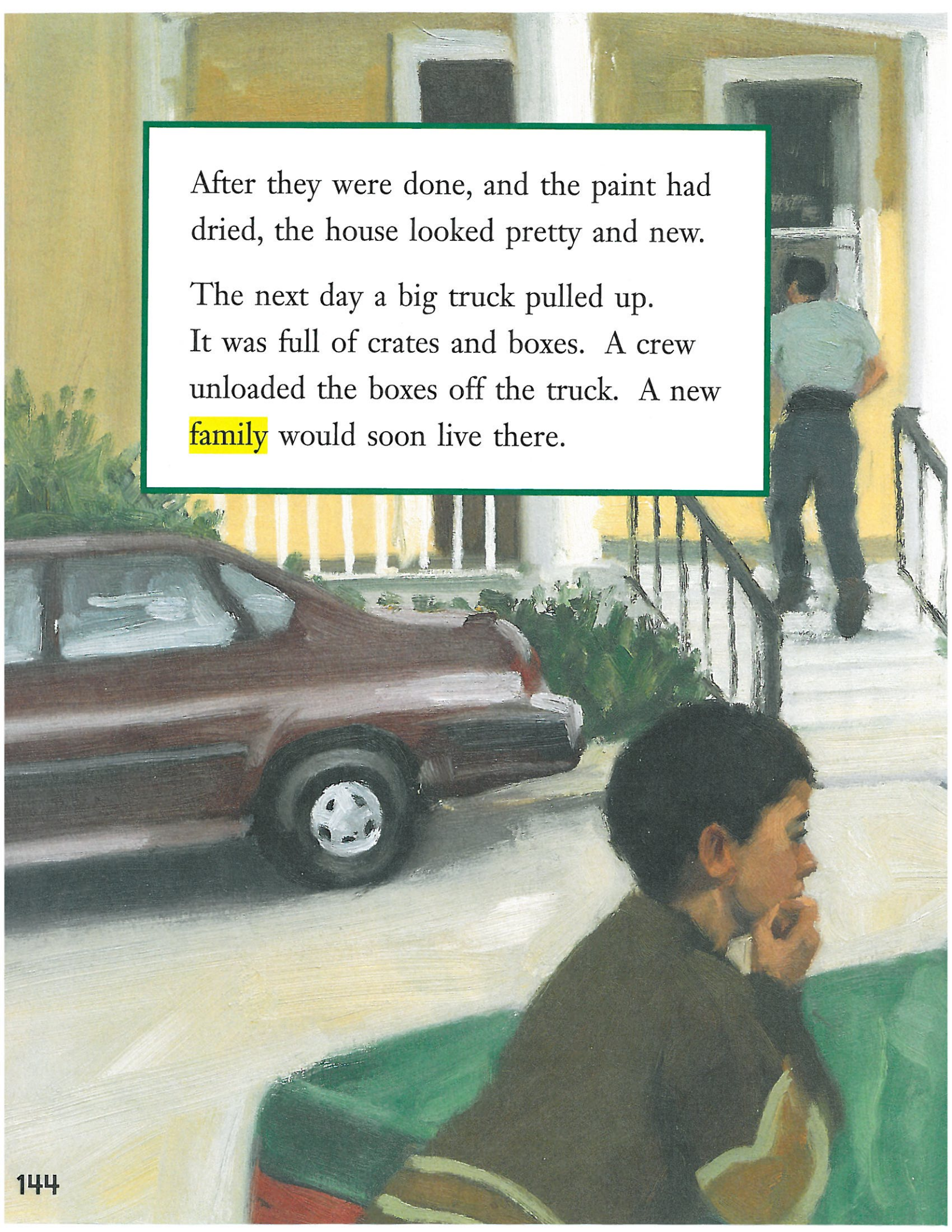
What clues tell you what a character is like?



Martin, Luis, and I lived in the city.
Next door was an old house. No
one had lived there for a long time.

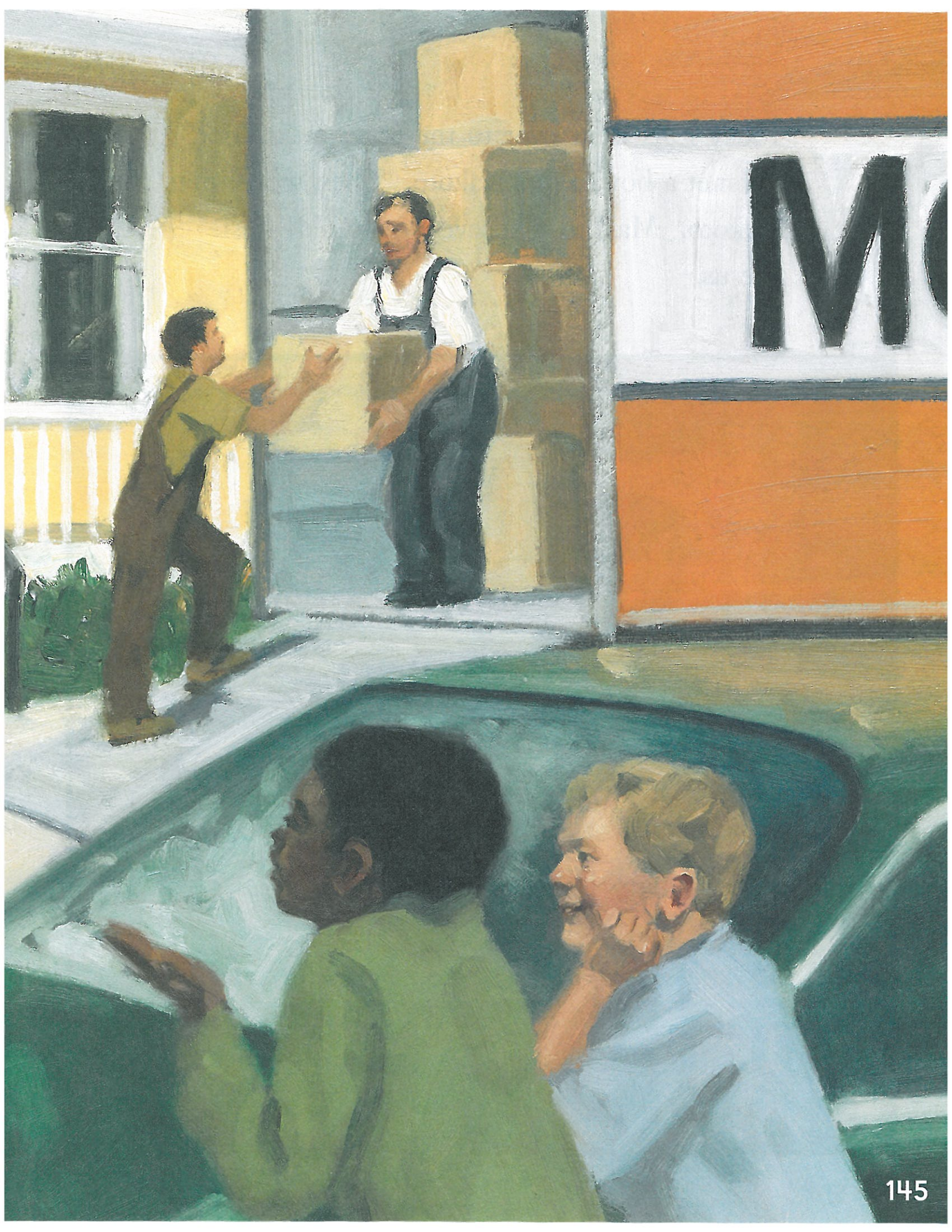
One day a work crew came with pails and brushes. They started to wash and paint the empty house.



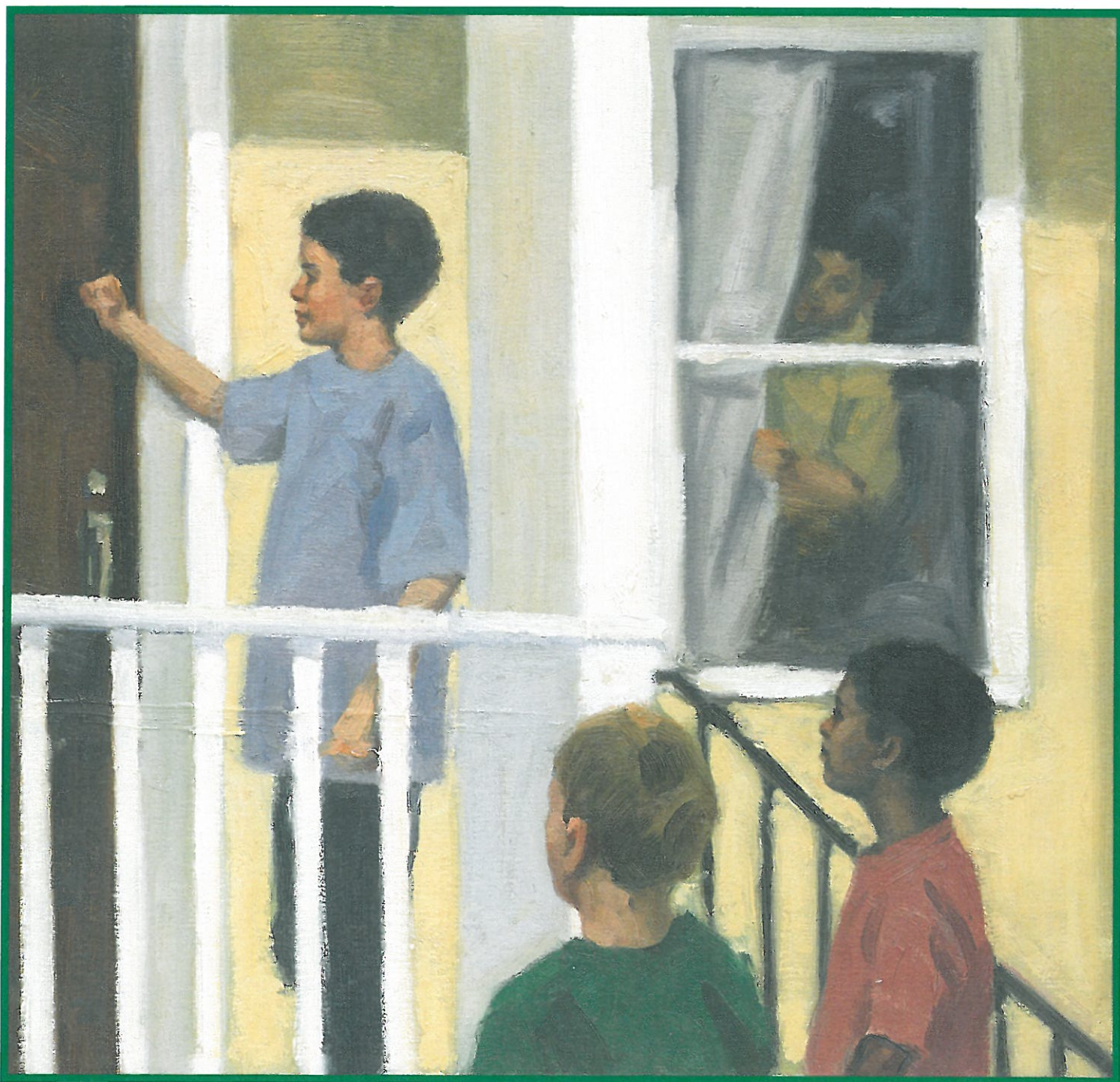
An oil painting depicting a scene at a house. In the foreground, a young boy with dark hair, wearing a dark jacket, sits on a green and red striped chair, looking towards the right. In the middle ground, a man in a light blue shirt and dark pants is walking up a set of white stairs leading to a doorway. To the left, a dark red car is parked on a light-colored driveway. The background shows a yellow house with white trim around the windows and doors. The overall style is expressive and painterly.

After they were done, and the paint had dried, the house looked pretty and new.

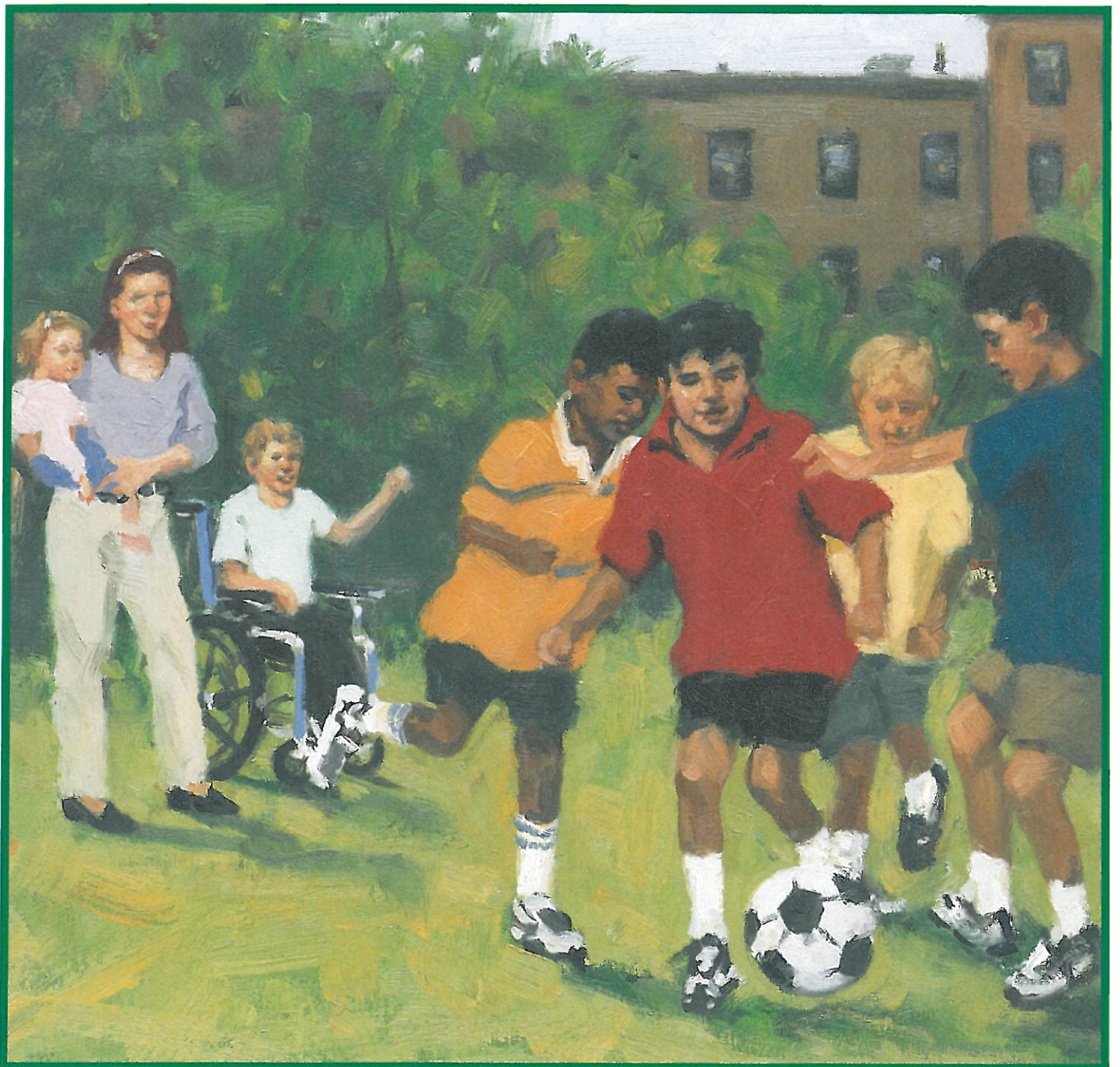
The next day a big truck pulled up. It was full of crates and boxes. A crew unloaded the boxes off the truck. A new family would soon live there.

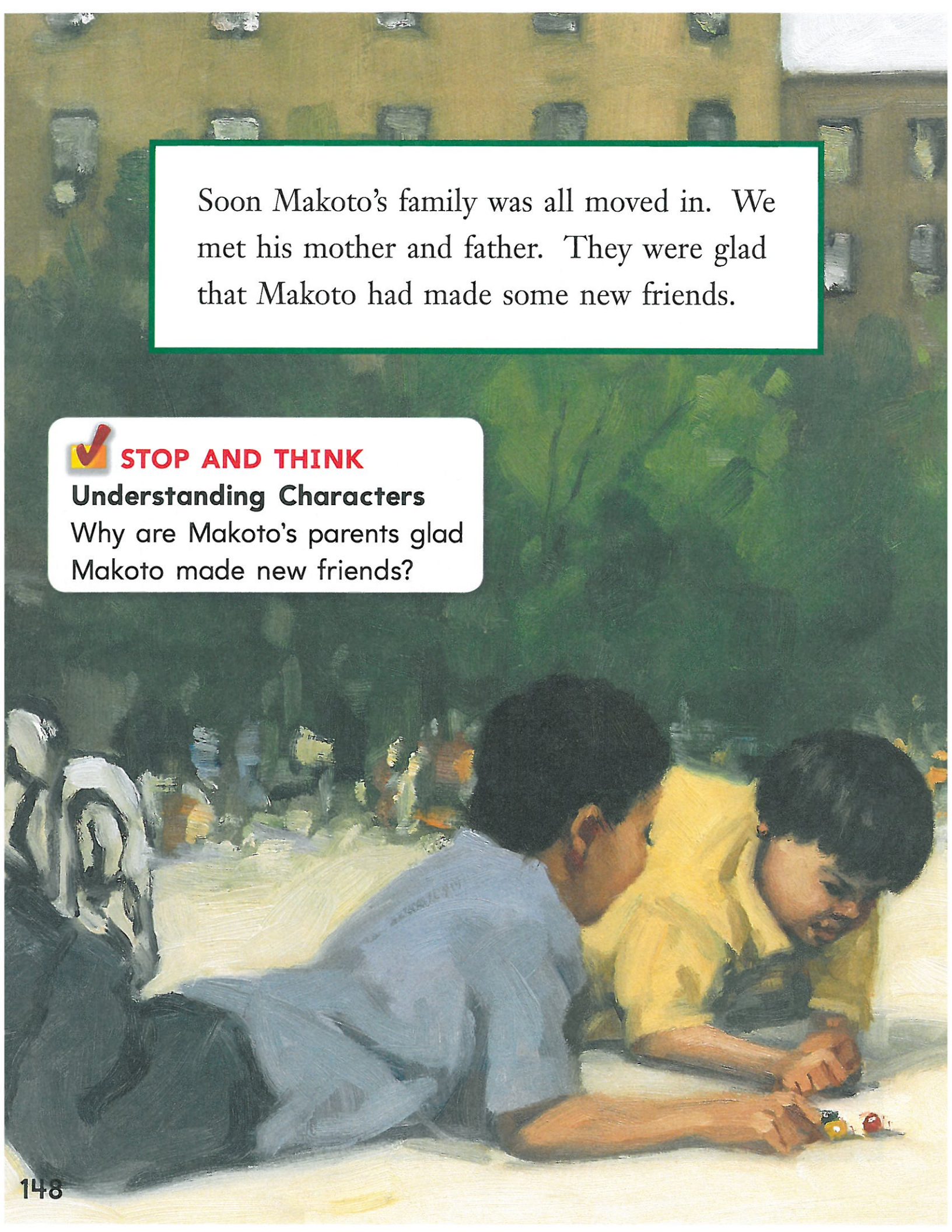


Today Luis went over to the house next door. He met a boy called Makoto. Then we all met Makoto. Makoto was **seven** years old—just like us.



Before long, we found out that Makoto played soccer. He could keep running and running. He was good at learning things, too. He learned all of our names by the end of the game.





Soon Makoto's family was all moved in. We met his mother and father. They were glad that Makoto had made some new friends.

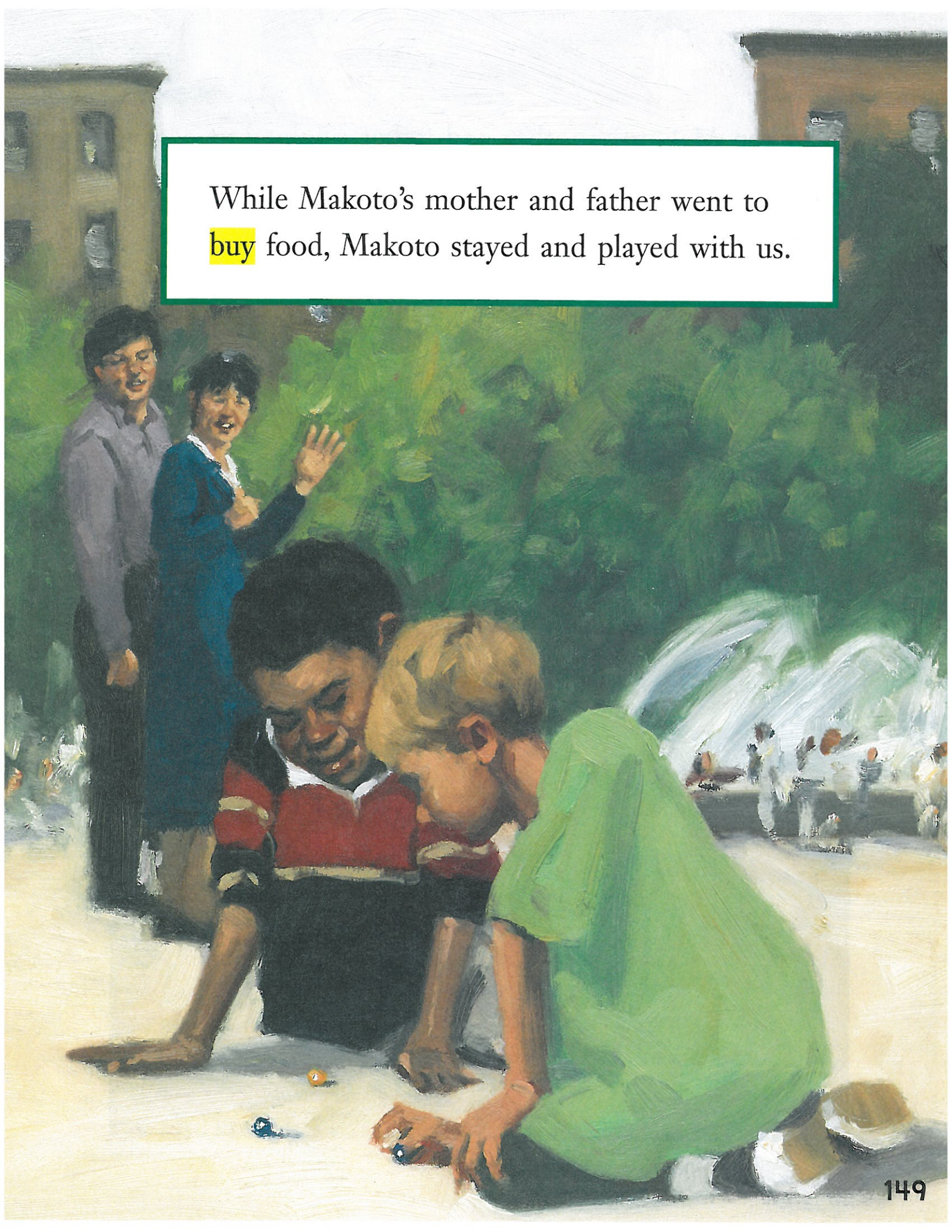


STOP AND THINK

Understanding Characters

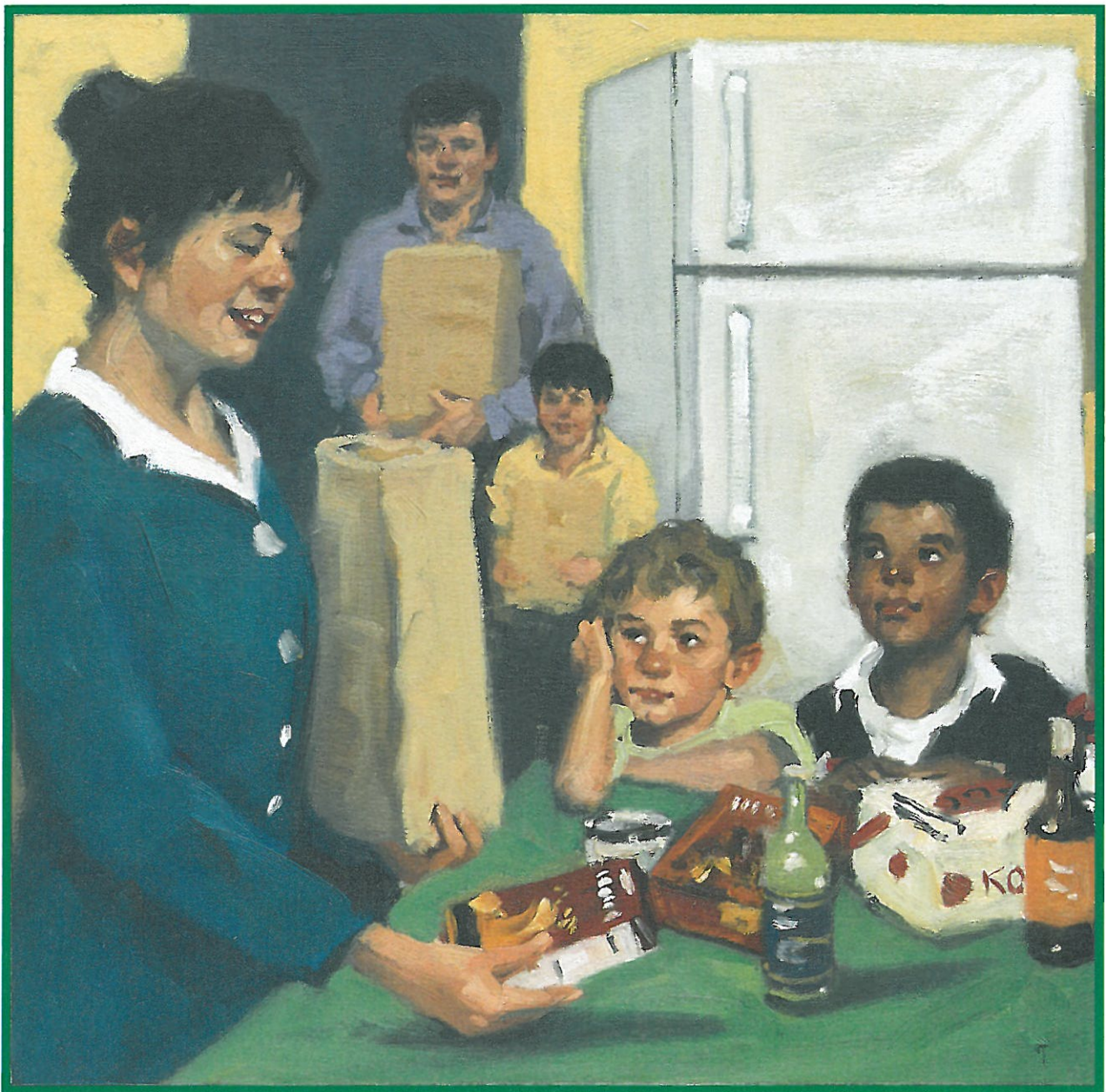
Why are Makoto's parents glad Makoto made new friends?

While Makoto's mother and father went to buy food, Makoto stayed and played with us.

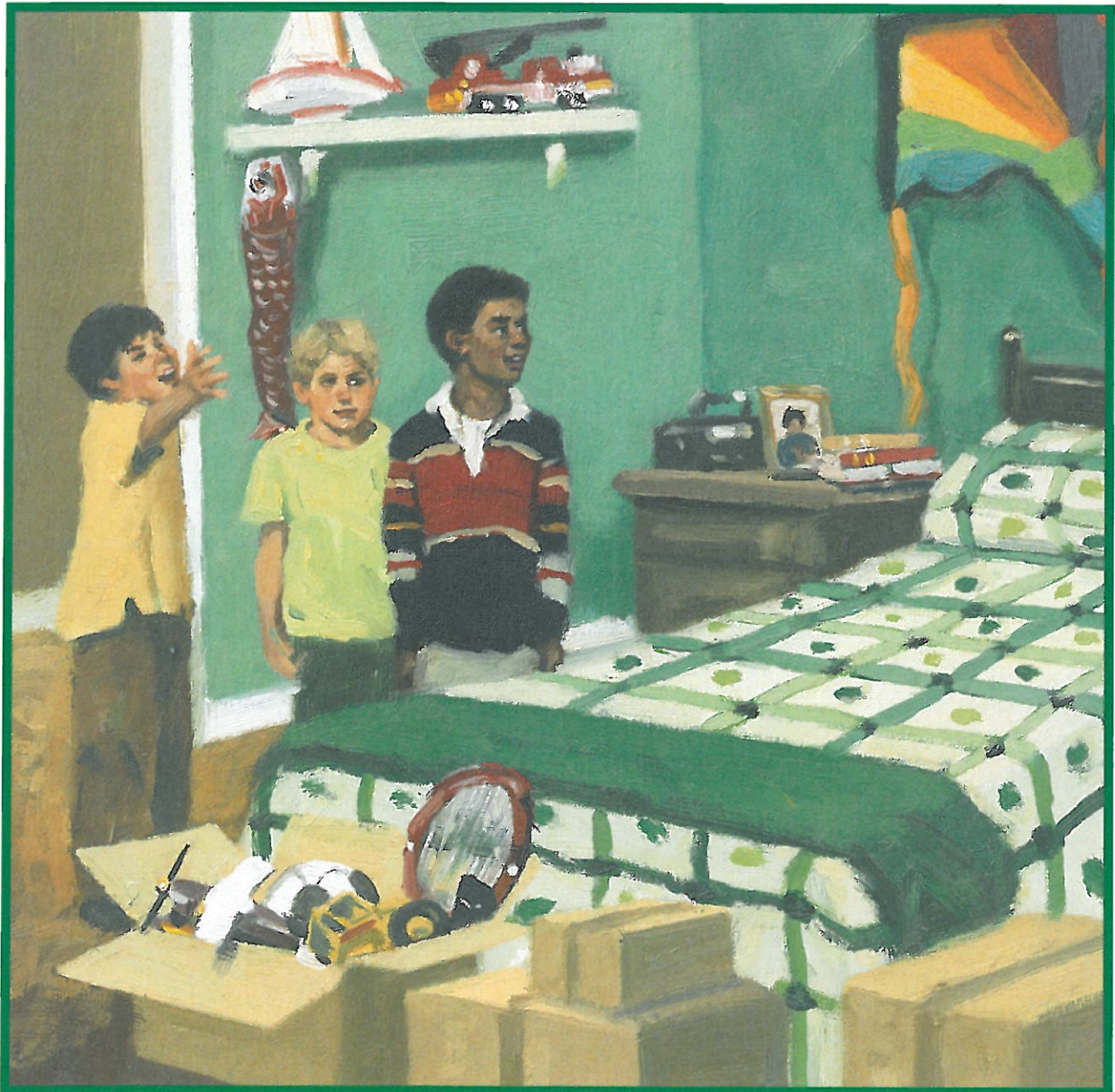


When Makoto's mother and father rejoined us, Martin, Makoto, and I helped them carry the bags into the house.

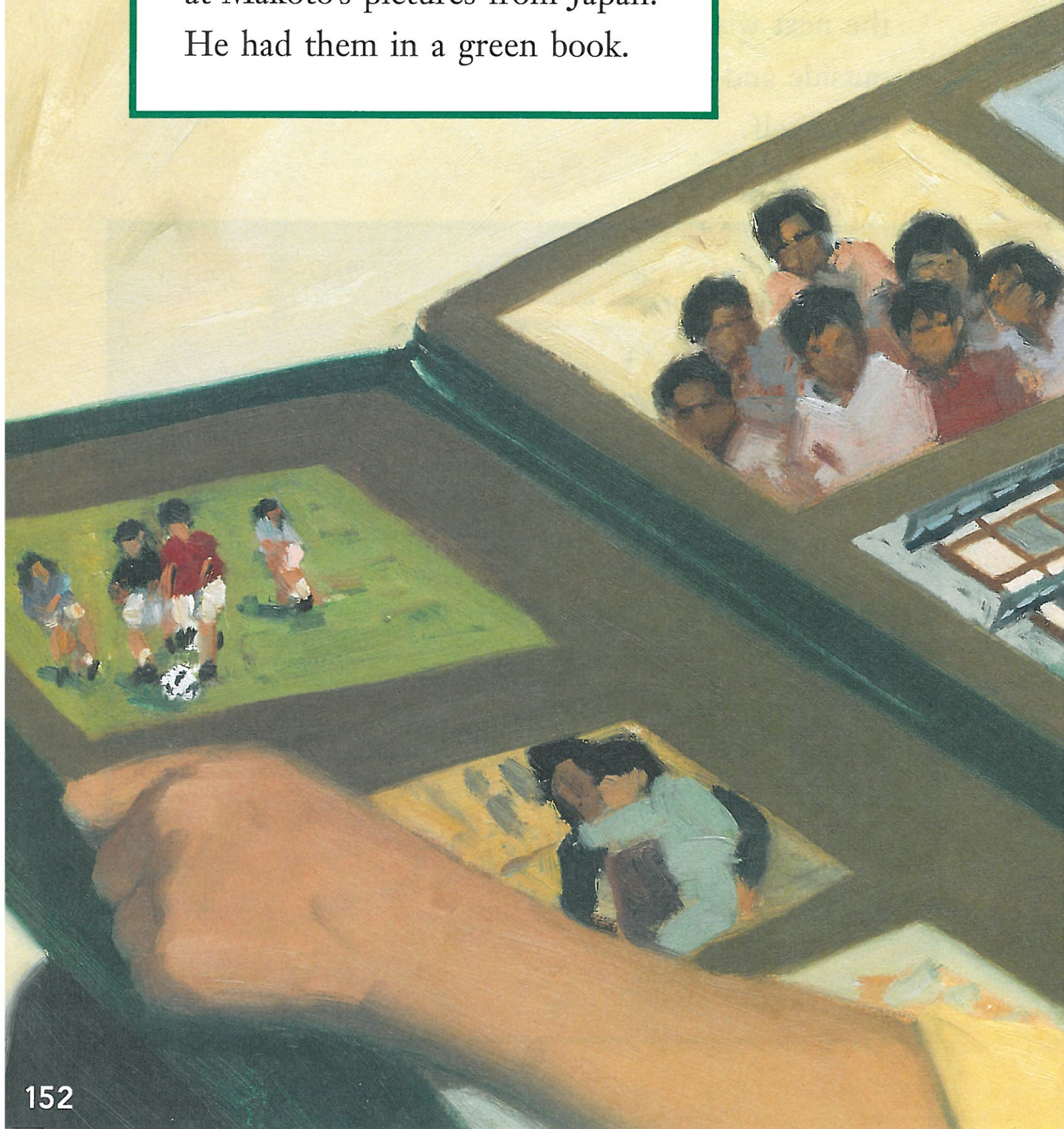
Makoto said he would show us around his house. Then we went up to look at Makoto's room.

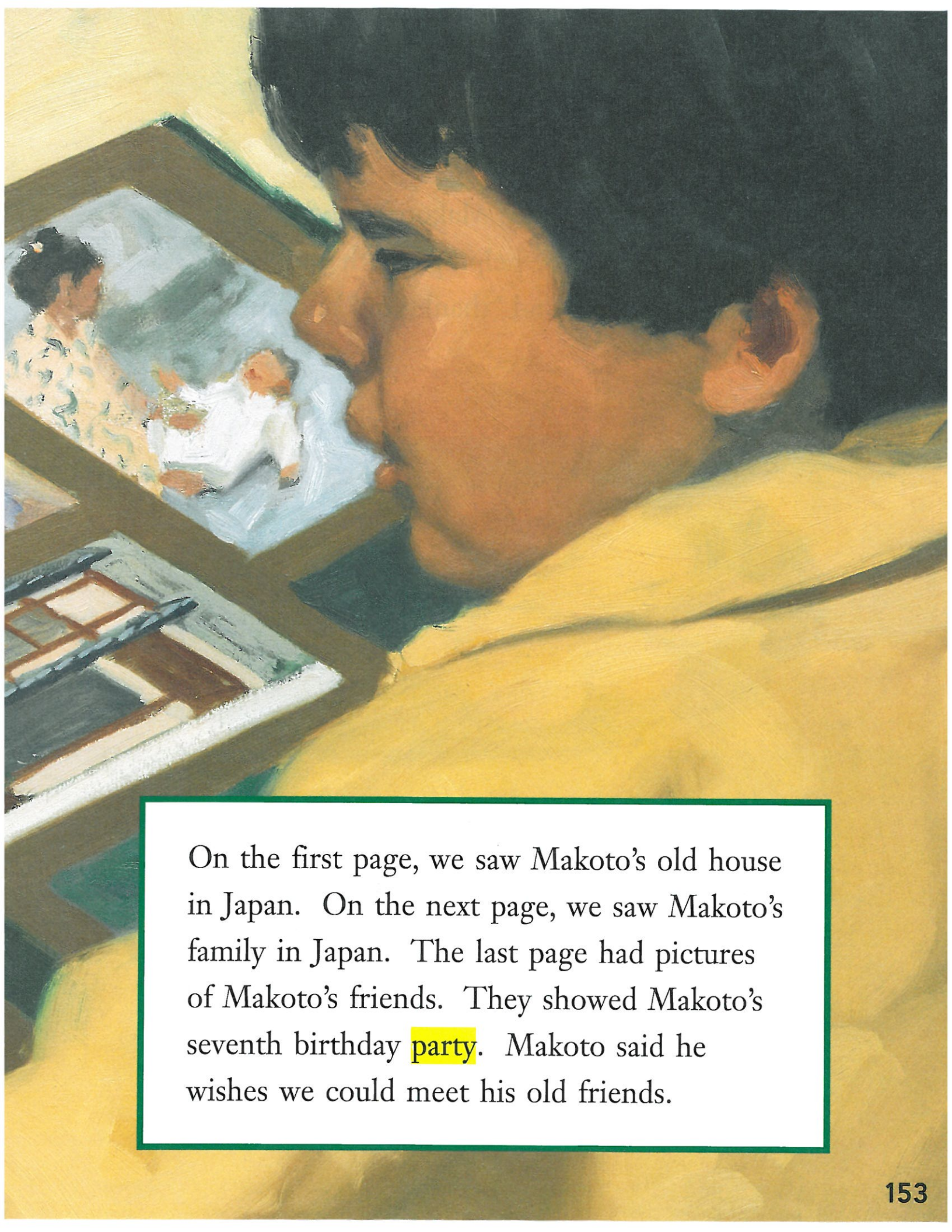


Makoto still had a lot of boxes to unpack. He had some nice toys and kites. He said that on the next windy day, we could bring his kites outside and fly them. He said I could fly a kite by myself.



Then we went outside to look
at Makoto's pictures from Japan.
He had them in a green book.



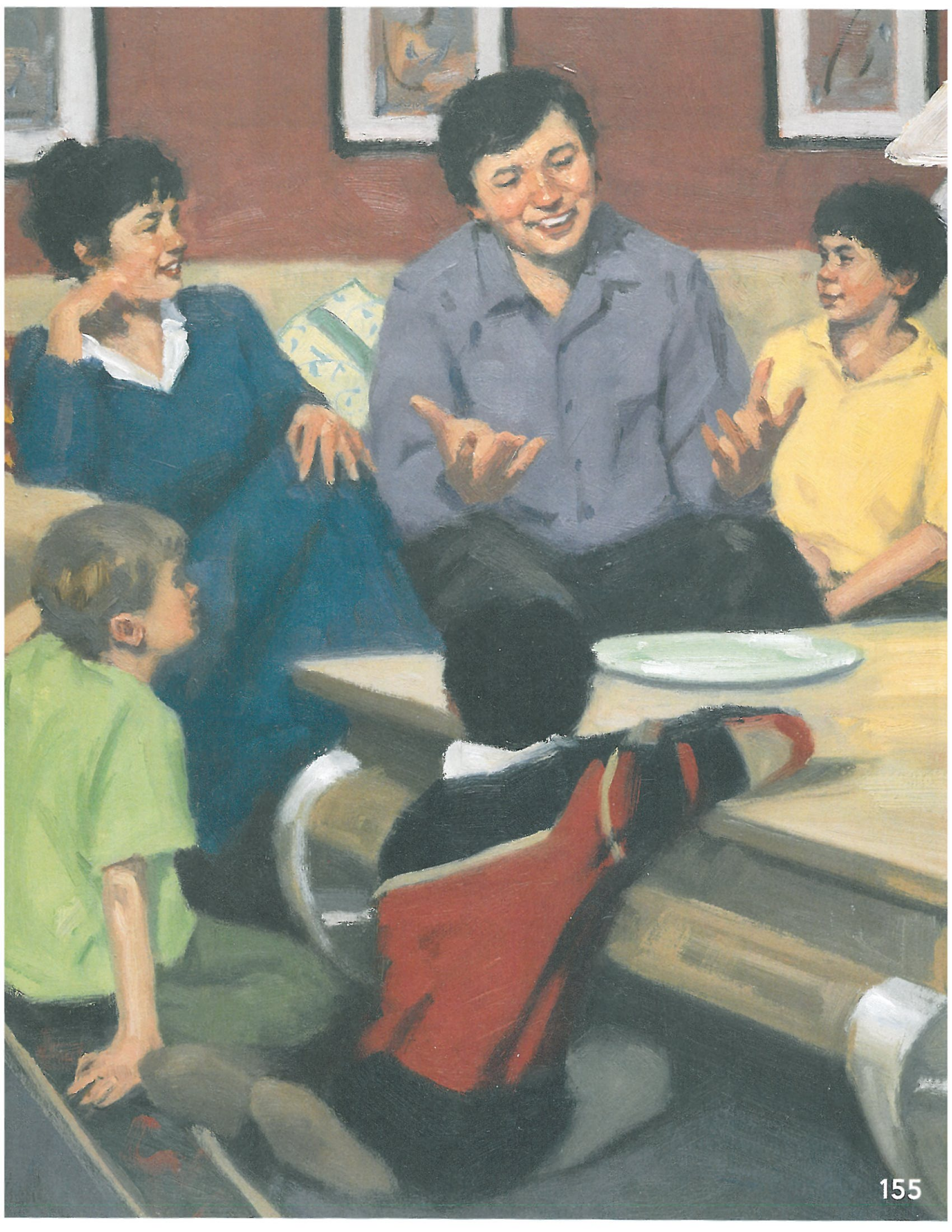


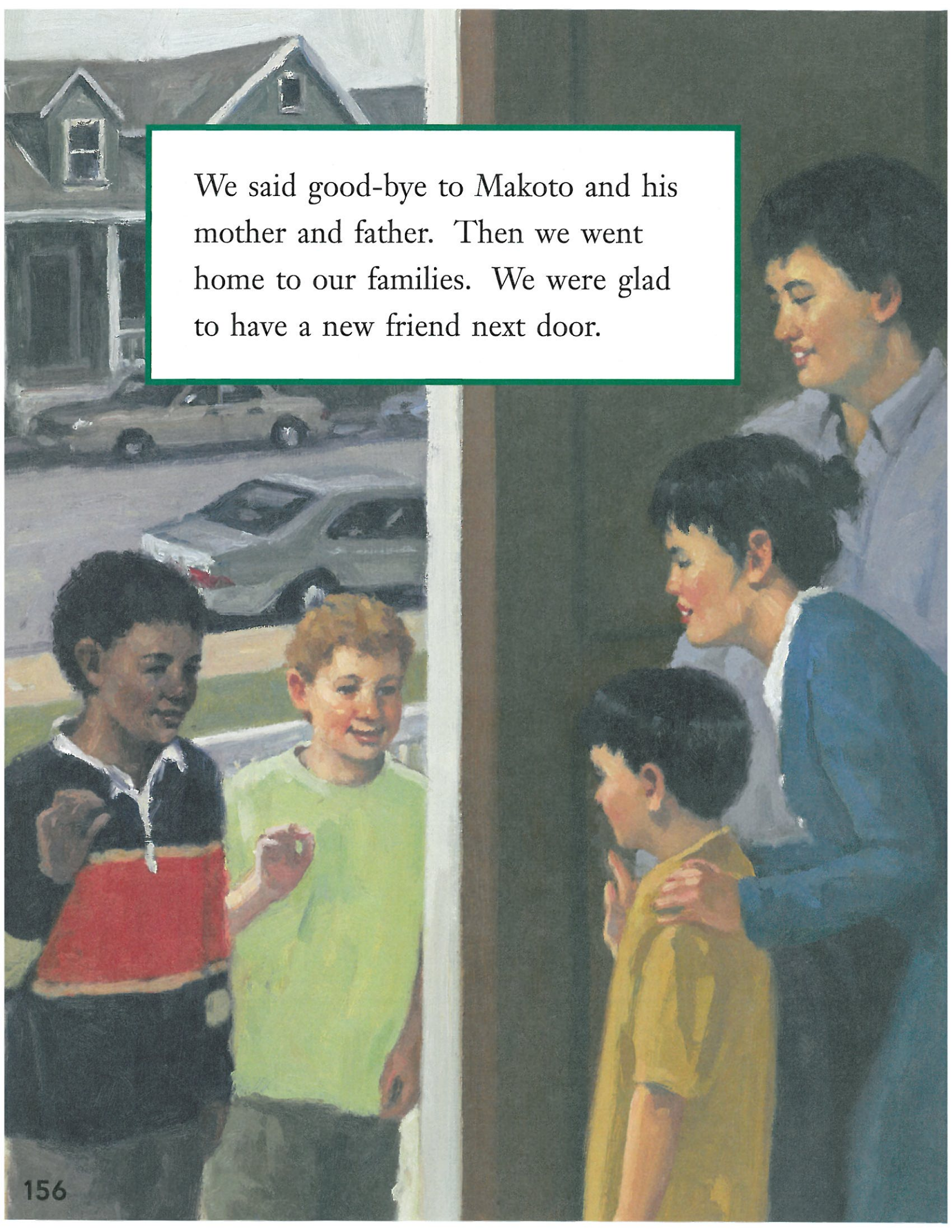
On the first page, we saw Makoto's old house in Japan. On the next page, we saw Makoto's family in Japan. The last page had pictures of Makoto's friends. They showed Makoto's seventh birthday party. Makoto said he wishes we could meet his old friends.

At the end of the day, Makoto's mother and father repaid us for helping—with cookies! We said “please” and “thank you” and ate up.



Makoto's father said he had a new job in the city. Makoto would be going to our school. We were all glad about that!





We said good-bye to Makoto and his mother and father. Then we went home to our families. We were glad to have a new friend next door.

Your Turn

Read
Together



What Would You Do?

New in School Makoto's new friends help make him feel welcome. How would you make a new student feel welcome at your school? Act it out with a partner. Take turns playing the new student. **PARTNERS**



Turn and Talk

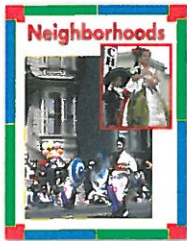
Describe Makoto

Read pages 146–147 again with a partner. What do you learn about Makoto? Tell how the pictures and words give you clues about what he is like. Do you think Makoto will like his new home?

UNDERSTANDING CHARACTERS



Read Together



Connect to Social Studies



WORDS TO KNOW

city	seven
myself	buy
school	please
party	family

GENRE

Informational text gives facts about a topic. Find facts about neighborhoods in this magazine article.

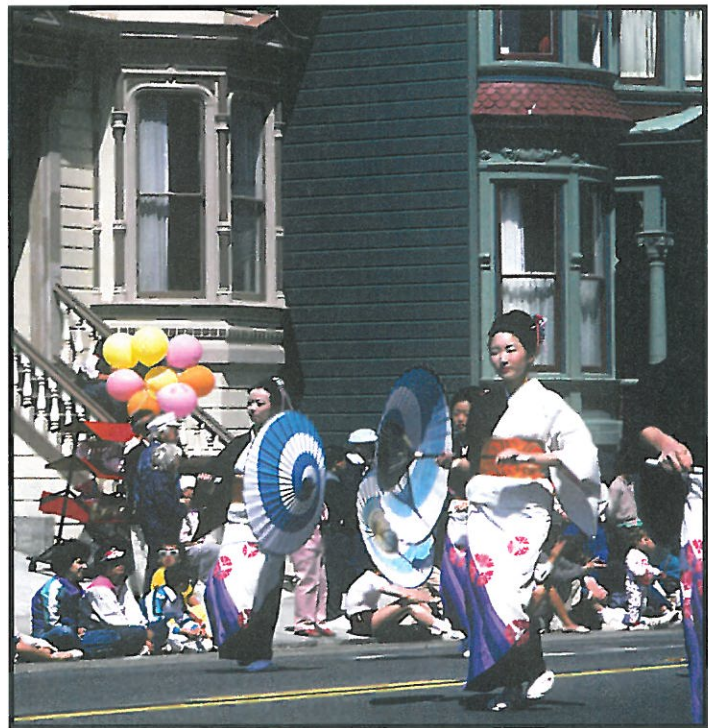
TEXT FOCUS

A **map** is a drawing of a town, state, or other place. Find your state on the map.

Neighborhoods

by Isabel Collins

Many people live, work, and go to **school** in a neighborhood. American cities have many neighborhoods. Two of these cities are San Francisco and Laredo. Where does your **family** live?



Cherry Blossom Festival in Japantown, San Francisco

San Francisco

Japantown is a neighborhood in the **city** of San Francisco. Many Japanese Americans live there.

Japantown has a Cherry Blossom Festival in the spring. It is like a big **party**. You can **buy** Japanese food and enjoy Japanese music, art, and dances.

United States



Laredo

Many Mexican Americans live in the city of Laredo. It is called the "Gateway to Mexico." Laredo has had **seven** flags throughout history.

Each year there is a big festival to celebrate George Washington's birthday. There are pageants, concerts, and parades like this one. I like the Jalapeño Eating Contest, **myself!**

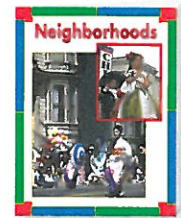


Save me some jalapeños, **please!**



Making Connections

Read Together



Text to Self

Make a Map Make a map of your neighborhood that shows the places where you have fun.



Text to Text

Talk About Neighborhoods What are some places in a neighborhood where friends can play? Talk about this with a partner. Listen to each other.



Text to World

Connect to Social Studies What changes happen when people move to a new country? What stays the same?

Grammar

Read
Together

Contractions A **contraction** is a short way of writing two words. This mark (') takes the place of missing letters.



It is a very big truck!

It's a very big truck!

He is helping his dad.

He's helping his dad.

This box is not too heavy.

This box **isn't** too heavy.

I do not know what is in it.

I **don't** know what is in it.

Try This!

Write the contractions for the underlined words. Use another sheet of paper.



1. I am happy to meet a new friend.
2. Today he is moving next door.
3. Jamal is not finished unpacking.
4. I do not know what games he likes.
5. His toys are not on the shelves yet.




Grammar in Writing

When you proofread your writing, be sure you have written contractions correctly.

Write to Express

Read Together





 **Sentence Fluency** A good **story** usually has some short sentences and some long ones.

Deval drafted a story about two friends. Later, he made a long sentence by joining two short sentences with **and**.

Revised Draft

Burt packed his six
mittens ^{.and} ~~He~~ got on a jet.

Revising Checklist

-  Did I write some short and long sentences?
-  Does my story have a beginning, a middle, and an end?
-  Did I write the exact words a character says?
-  Did I write contractions correctly?

Find short and long sentences in Deval's story. Use the Checklist to revise your draft.

Final Copy



Best Friends

Burt and Al were friends.
They flew fast. They liked
nectar. Then things changed.
Al moved to a hive up north.
Burt phoned Al. "I'm so
sad," he said. Soon they
had an idea. Burt packed
his six mittens, and he
got on a jet.



Read the next two selections. Then tell what causes events to happen in each selection.

An Old Friend

Tadpole and Fish are friends. They like to swim in the pond. One day, Fish goes out to look for Tadpole. She cannot find him. She is very upset.

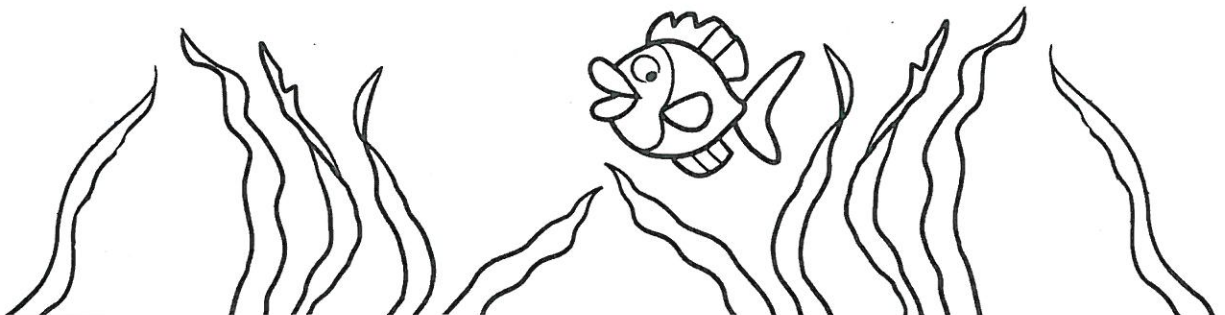
The weeks pass by. Fish swims all by herself. Then she hears a big PLOP! A frog swims up to her.

"Fish!" the frog says. "I was looking for you."

"Do I know you?" Fish asks.

"Yes," says the frog. "I am your old friend, Tadpole. Now I am a frog. I grew up!"

"I missed you!" says Fish. "I am glad you found me, Frog."





Greeting Butterfly Visitors

Each fall, monarch butterflies fly south to Mexico. They go there for the winter because it is warm. It can be a long trip to Mexico. The butterflies make stops in towns along the way.

Some towns have a big party to greet the butterflies! People dress up in orange and black, the colors of the monarch. People may dress as caterpillars or flowers, too. The people dance and sing together. They look for the butterflies.

People put tags on some of the butterflies when they stop by. This helps us learn more about the long trip each butterfly takes.



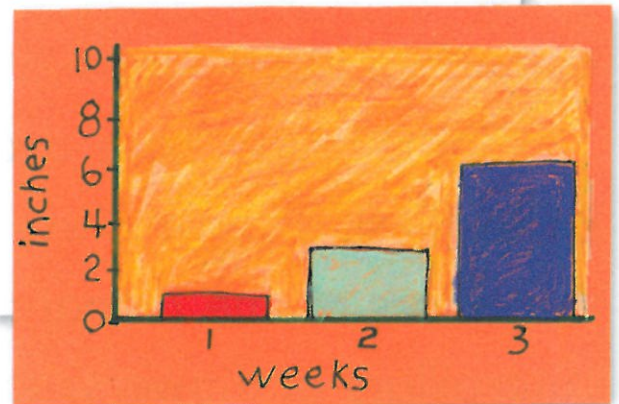


Read Together

Unit 5 Wrap-Up

The Big Idea

Watch How a Plant Grows! Fill a cup with dirt. Bury a bean seed in the dirt. Then water it well and put the cup in a sunny spot. Measure the plant each week. Make a graph to show the plant's growth.



Listening and Speaking

People Change Think of all the ways you have changed since you were a baby. Use actions, sounds, and words to show a small group how you have changed.



Words to Know

Unit 5 High-Frequency Words

21 "The Tree"

told	thought
night	better
pretty	turned
window	saw

24 A Butterfly Grows

ready	places
anything	also
upon	flower
kind	warm

22 Amazing Animals

learning	young
begins	follow
until	years
eight	baby

25 The New Friend

city	seven
myself	buy
school	please
party	family

23 Whistle for Willie

house	father
along	again
together	nothing
boy	began

Glossary

A

amazing

Something **amazing** will cause surprise. It is **amazing** to see a shooting star.

awful

Awful means very bad or terrible. I had an **awful** pain in my side, so I went to the doctor.

B

beautiful

Beautiful means nice to see or hear. The garden was full of **beautiful** flowers.

brushes

A **brush** is a tool that is used for scrubbing. We use the **brushes** to scrub the floors.



butterfly

A **butterfly** is an insect that has four wings. The **butterfly** flew from flower to flower.

C

camel

A **camel** is a large animal with a long neck and one or two humps. We saw a **camel** at the animal park.



carton

A **carton** is a box used to store things. Martin packed his toys in the **carton** before he moved.

caterpillar

A **caterpillar** is an insect shaped like a worm. This **caterpillar** will change into a butterfly.

chrysalis

A **chrysalis** is a stage that butterflies go through. The butterfly broke out of the **chrysalis** and stretched its wings.

color

A **color** is a kind of light that comes from an object to our eyes. Green is my favorite **color**.

crates

A **crate** is a kind of box used for packing things. We packed the books in **crates** to move them.

crew

A **crew** is a group of people who work together. The **crew** worked together to build the ship.

D

delivery

Delivery is a way of bringing something to someone. When our school ordered the books, the **delivery** was quick.

dolphin

A **dolphin** is a sea animal related to a whale. The **dolphin** swam next to the ship.



drooped

To **droop** means to sag or hang loosely. The flower **drooped** when it didn't get any water.

E

empty

Empty means with nothing inside. When I opened the box, it was **empty**.

errand

An **errand** is a special trip you take to do something. I ran an **errand** for my mom.

G

grocery

A **grocery** store is where you buy food. Luke stopped at the **grocery** store to pick up some bread for dinner.



H

happened

To **happen** means to take place. Mr. Chow read about what **happened** in the park.

L

lemonade

Lemonade is a drink made from lemons. I like to drink **lemonade** on a hot day.

llama

A **llama** is an animal that looks like a camel. My aunt has a pet **llama** on her ranch.



M

milkweed

Milkweed is a kind of plant with a white juice. Monarch caterpillars eat **milkweed** leaves.

monarch

A **monarch** is a kind of butterfly. A **monarch** butterfly has orange, black, and white wings.

P

pails

A **pail** is something you use to carry things. The people used **pails** to carry water to put out the fire.



pleased

Pleased means to be made happy. Ms. Perez was **pleased** when her students did so well.

pocket

A **pocket** is a small bag of cloth. I always keep my money in the **pocket** of my pants.

polar bear

A **polar bear** is a large white bear that lives where it is cold. A **polar bear** will roll in the snow to clean its fur.

porcupine

A **porcupine** is an animal that is covered with long sharp quills. Most animals will leave a **porcupine** alone.

R

rejoined

To **rejoin** means to get together again. We **rejoined** the group after we finished our chores.

repaid

To **repay** means to give something back. I **repaid** my brother for the money he loaned me.

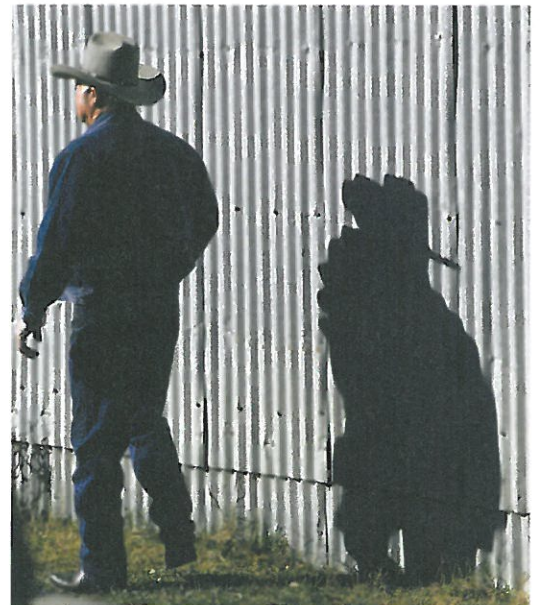
S

seventh

If something is **seventh**, that means that there are six things before it. Saturday is the **seventh** day of the week.

shadow

A **shadow** is a dark area with light around it. The sun made a **shadow** behind the tree.



soccer

Soccer is a game where players kick a ball. Nina was a very good **soccer** player because she was fast.

staked

To **stake** means to use a pointed stick to help something stand up. Andrea **staked** the plant to help it grow straight.

stroked

To **stroke** means to rub gently. Matt **stroked** the puppy to make it calm down.

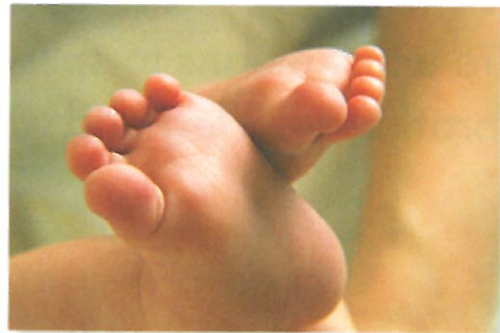
T

themselves

Themselves means those people or animals. As animals get older, they can take care of **themselves**.

toes

Toes are the parts of the foot that help people and animals walk. People have five **toes** on each foot.



U

unloaded

To **unload** means to take off. The woman **unloaded** the bags of food from the car.

unpack

To **unpack** means to take out of a box or a suitcase. We started to **unpack** the boxes in the kitchen.



W

whirled

To **whirl** means to spin or to turn in circles. My little brother **whirled** and whirled until he was dizzy.

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