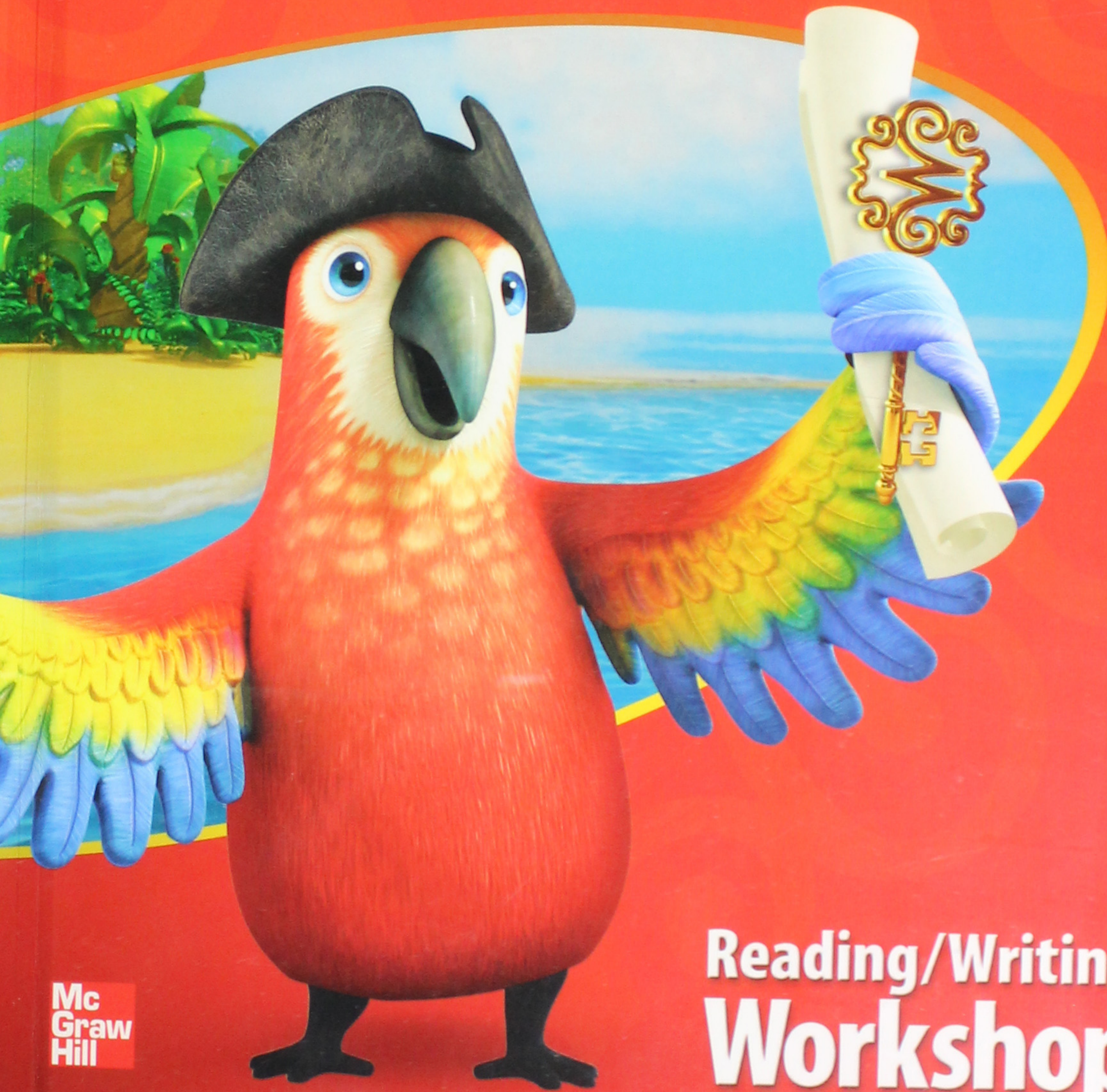


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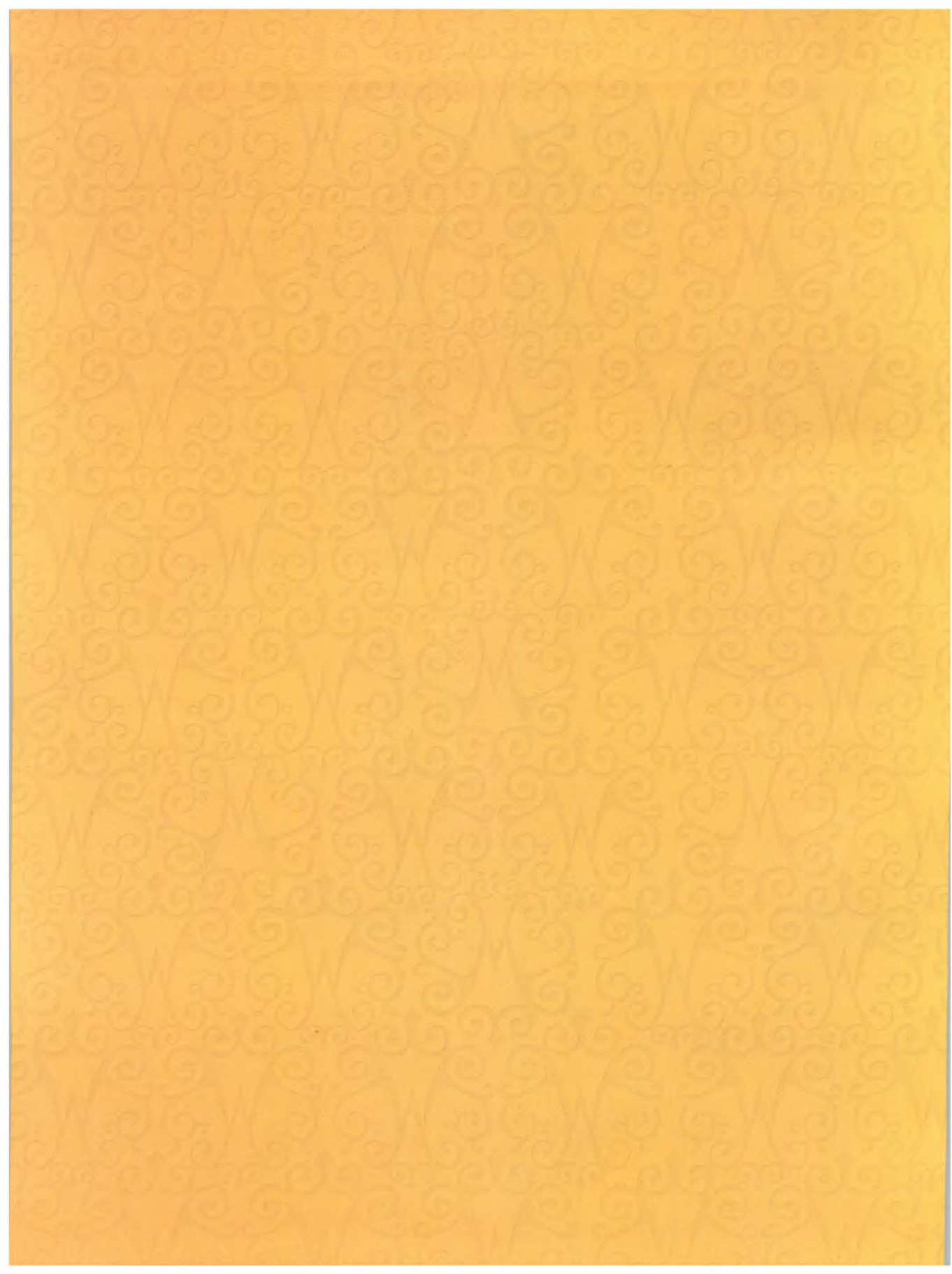


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Education

Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

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(b) Chris Howes/Wild Places Photography/Alamy; (c) Jack Hughes; (b) Lisa Hunt





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(t) Pablo Bernasconi; (b) USCG photo by Patrick Kelley

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(t) Gynux; (b) UpperCut Images/Getty Images





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Unit 4

Animals Everywhere



The **Big Idea**

What animals do you know about? What are they like?

Animals on the Go

Animals are on the go,
Some moving fast, some moving slow.

Crabs and spiders like to crawl,
A turtle hardly moves at all.

Elephants stomp when they pass,
But snakes just slither through the grass.

Kangaroos and rabbits hop,
BOING BOING BOUNCE—

Do they EVER stop?

—by Allegra Perrot

Weekly Concept **Animal Features**



Essential Question

How do animals' bodies help them?



Go Digital!



Creature Features



Talk About It

What part of the body is helping these giraffes?

**about**

Did you see this book **about** bats?

**animal**

This **animal** has a trunk.

**carry**

It's easy to **carry** a little pet.

**eight**

A spider has **eight** legs.

**give**

I **give** my dog some water.



our

Our parrots like to talk.



special

Penguins move in a **special** way.



splendid

A peacock has a **splendid** tail.

Your Turn



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

Long a

The letters a, ai, and ay make the long a sound in apron, paint, and gray.



may

play

days

paid

stained

trains

clay

mail

staying

April

agent

basic

Will David stay inside if it rains?

David and Ray may play with trains.



Your Turn

COLLABORATE



Look for these words with long a in "A Tale of a Tail."

tail

Ray

day

April

swayed

way

wailed

explained



Essential Question

How do animals' bodies help them?

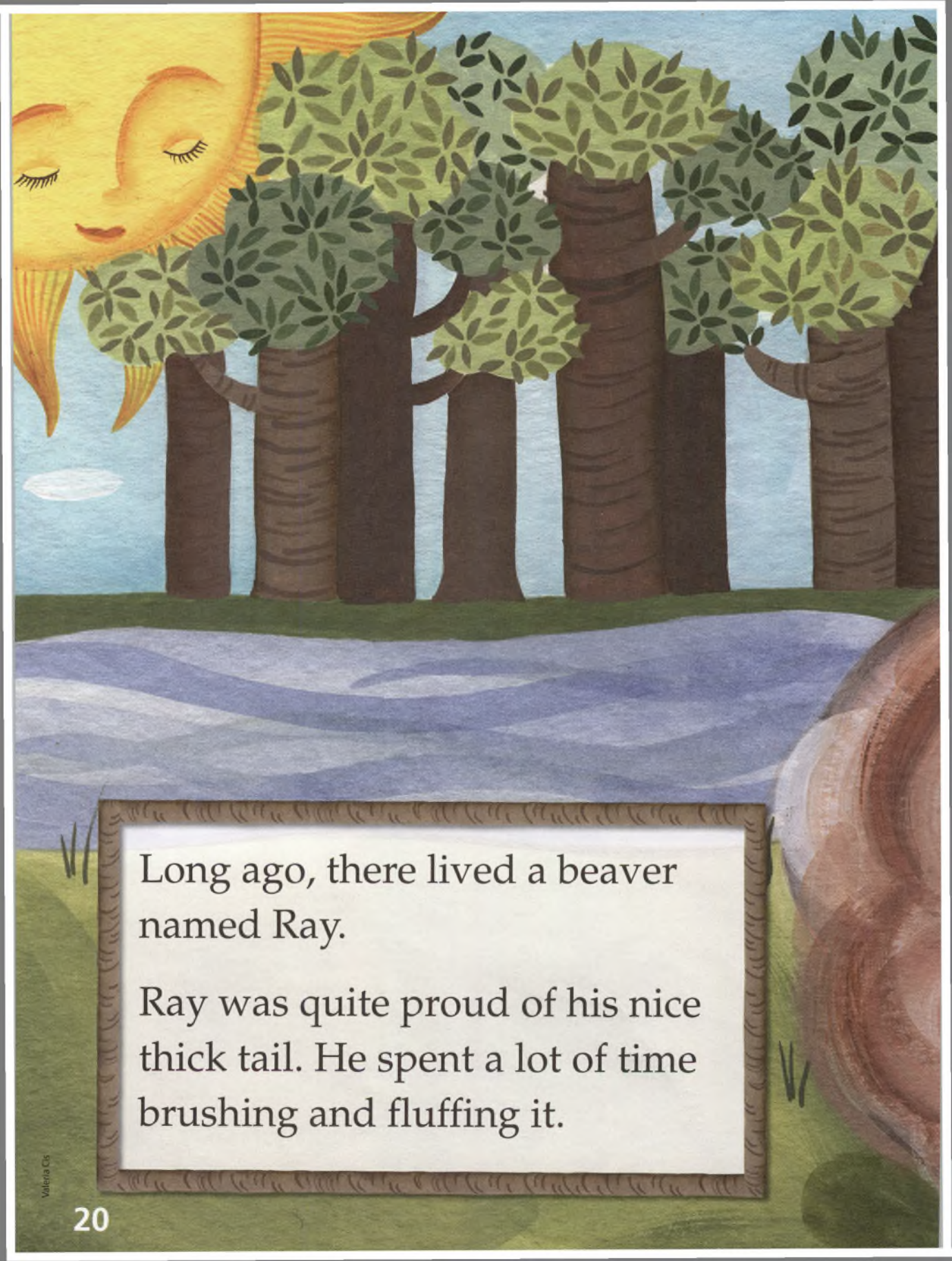
Read about how a beaver's tail helps him.



Go Digital!



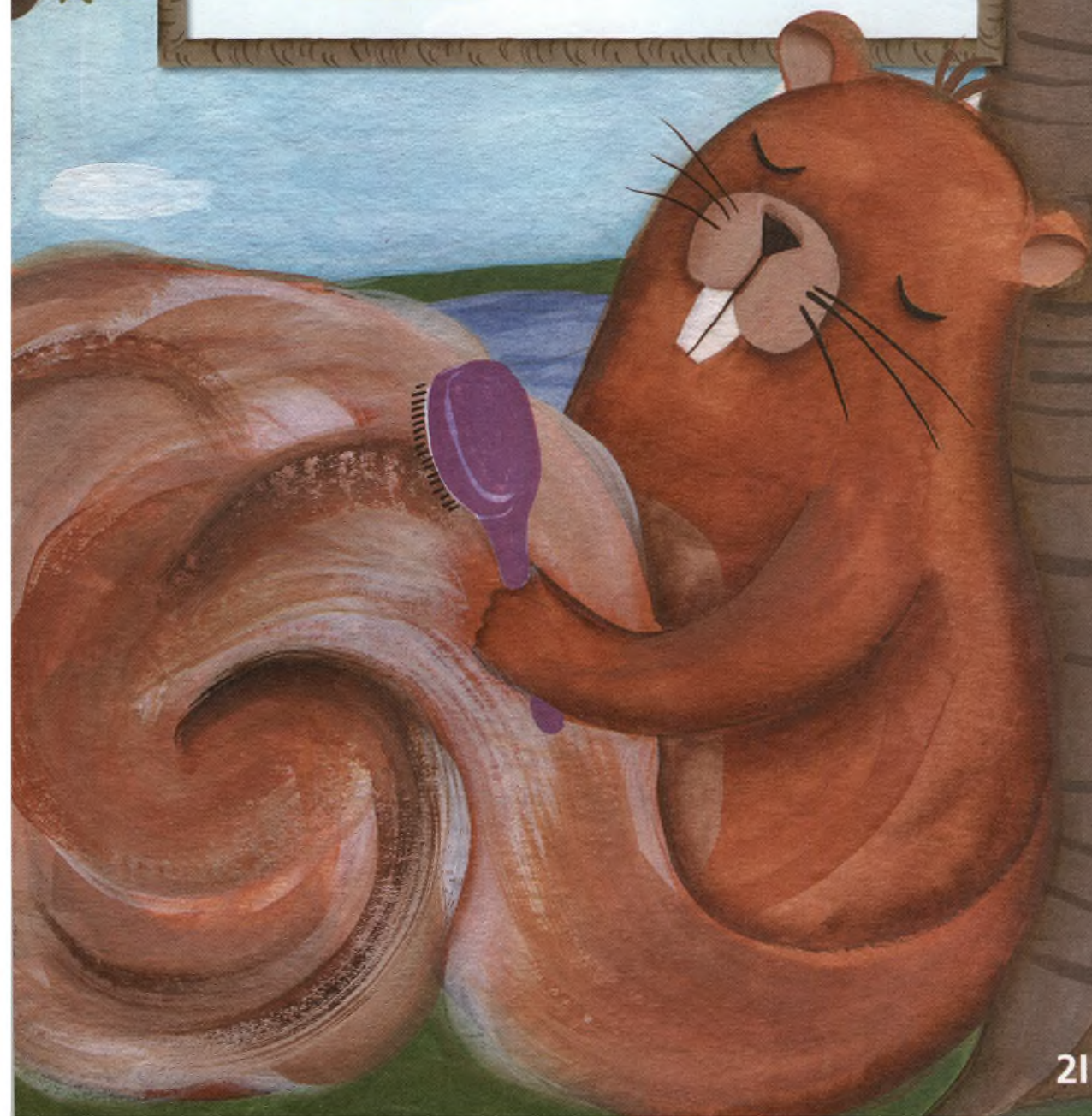
A Tale of a Tail



Long ago, there lived a beaver
named Ray.

Ray was quite proud of his nice
thick tail. He spent a lot of time
brushing and fluffing it.

“I have a **splendid** tail,” Ray bragged. “It is the best tail that an **animal** can have!”





One fine day in April, Ray went out.
“It is a nice day to chop wood,” he
said. So Ray got his ax. He chop,
chop, chopped a big tree **eight** times.

The big tree swayed this way and that. Then it fell—on top of Ray's tail! Ray tugged and tugged at his tail. He gasped when he pulled it out.





“My tail is flat!” Ray wailed.

The sun looked down at him. She could tell that Ray felt bad **about** his tail.

“A flat tail will help you swim fast,”
the sun explained. “A flat tail can
send a signal, too. Just slap it on the
water.”

That made Ray happy.

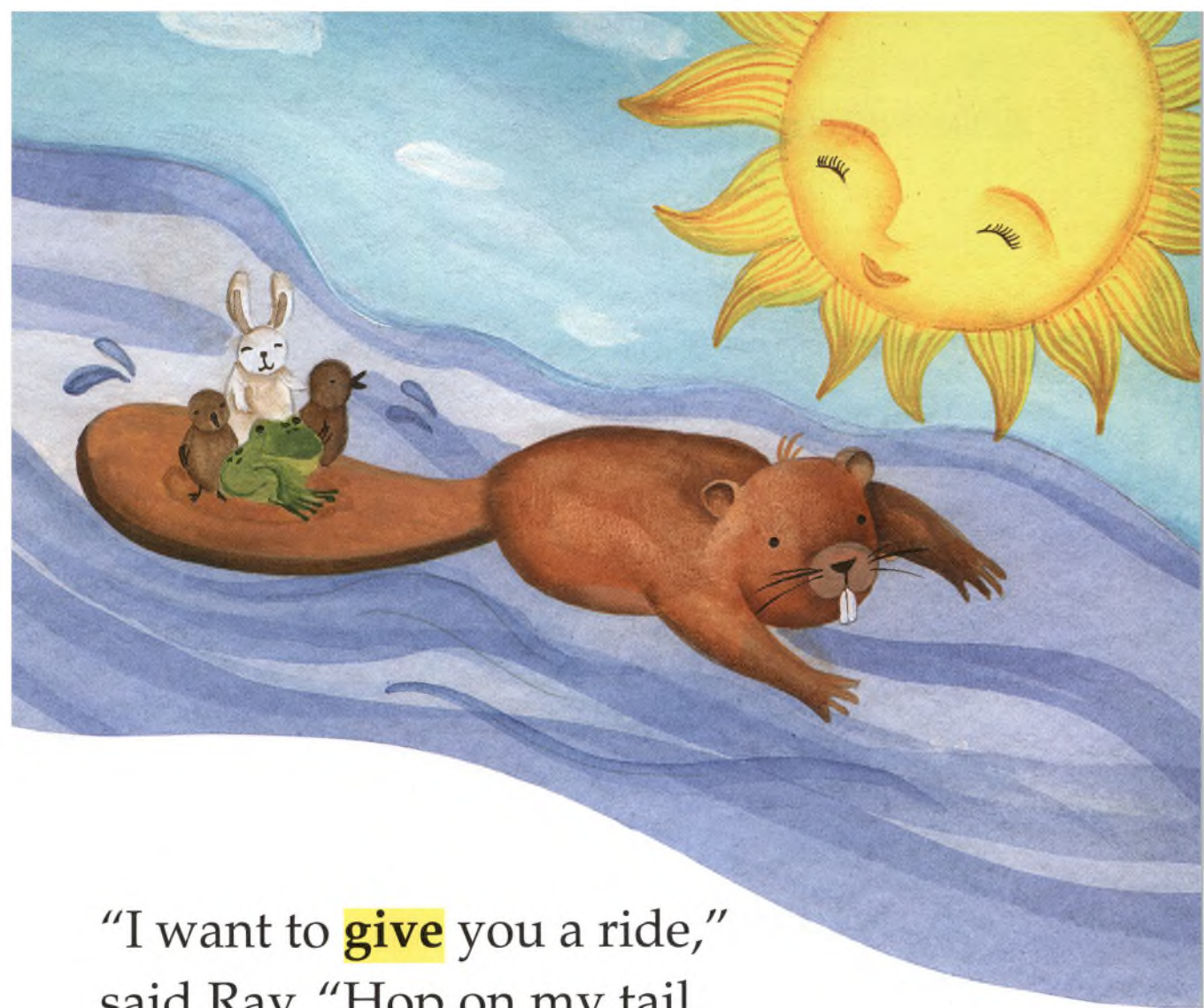


“I have a **special** tail!” yelled Ray.

Then Ray slapped his tail on the water. SLAP, SLAP, SLAP!

His pals came running. “Do you want **our** help?” they asked.





“I want to **give** you a ride,”
said Ray. “Hop on my tail.
I will **carry** you across the lake.”

And happy Ray swam off as fast
as a fish!

Make Connections



How did Ray’s new tail
help him?

Sequence

The **sequence** is the order of events in a story. Think about what happens first, next, then, and last in the folktale.



Find Text Evidence

Find out what happens first in the story.

page 20

Long ago, there lived a beaver named Ray.

Ray was quite proud of his nice thick tail. He spent a lot of time brushing and fluffing it.



First

Ray likes his thick, bushy tail a lot.

**Next**

A tree falls and makes Ray's tail flat. He is sad.

**Then**

The sun explains how a flat tail will help Ray.

**Last**

Ray's flat tail helps him send a signal, swim fast, and give his pals a ride.

Your Turn

Talk about the sequence of events in "A Tale of a Tail."

Go Digital! Use the interactive graphic organizer

COLLABORATE





Readers to...

Word Choice Craig used words to tell what sounds the animals made.

Craig's Folktale

Bees were in their hive. Buzz!

Bear was hungry. Yum, yum!

"I'll get some honey," he said.

Buzz, buzz! "My paw was stung!" Bear yelled.



Your Turn

COLLABORATE



Tell what sound words Craig chose.

Writers



Was and Were Use **was** to tell about one person, animal, or thing in the past. Use **were** to tell about more than one person, animal, or thing in the past.

Bees **were** in their hive.

Bear **was** hungry.



Your Turn



- Find another sentence with **was** in Craig's folktale.
- Write new sentences with **was** and **were**.

Weekly Concept **Animals Together**



Essential Question

How do animals help each other?



Go Digital!

Team Up!



Talk About It

How do the bird
and the hippo
help each other?



because

This team will win
because it is fast.



blue

The geese fly in
the **blue** sky.



into

They go **into** the
water together.



or

Do you think the
deer will stay **or** run?



other

One animal cleans
the **other**.



small

Small ants can carry very big bits.



danger

Mom keeps her cub out of **danger**.



partner

A **partner** is a big help.

Your Turn

COLLABORATE



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

Long e

The letters e, ee, ea, and ie make the long e sound in he, bees, eat, and chief.



me

see

each

she

leaf

peek

brief

treated

thief

meeting

green

beast

We peeked at Jean's hives in the field.

She told us, "Each bee works hard."



Your Turn

COLLABORATE



Look for these words with long e
in "A Team of Fish."

team creeks deep seas

the each eat be

chief reason neat keep



Essential Question

How do animals help each other?

Read about how some fish help each other.

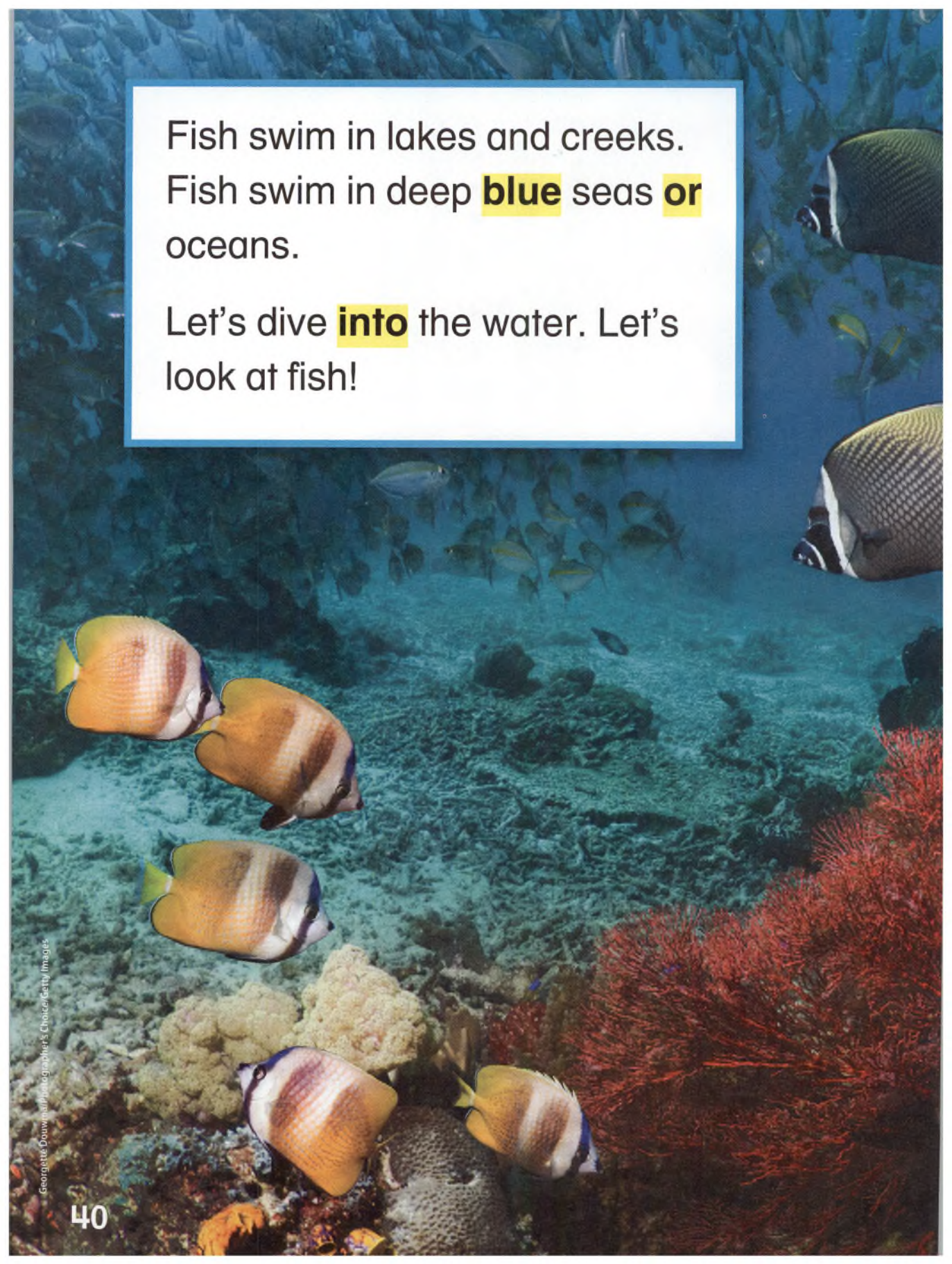


Go Digital!



A large school of yellow-striped snappers swimming in clear blue water. The fish are densely packed, moving in a coordinated pattern. They have bright yellow bodies with thin, horizontal blue stripes. The background is a deep, clear blue, suggesting an underwater environment. The title 'A Team of Fish' is overlaid on the upper portion of the image.

A Team of Fish

An underwater photograph showing a diverse marine ecosystem. In the foreground, several butterflyfish with orange, white, and blue stripes swim over a sandy and rocky seabed. To the right, there is a large, vibrant red coral structure. In the background, a large school of smaller, silvery fish swims in the clear blue water. The overall scene is brightly lit, suggesting a shallow reef environment.

Fish swim in lakes and creeks.
Fish swim in deep **blue** seas **or**
oceans.

Let's dive **into** the water. Let's
look at fish!



Fish can swim alone. Fish can swim with a **partner**.

Fish can swim in a bunch, too. A bunch of fish is called a school.

A school has lots of fish.
They are a team.



The fish help each **other**. They
look for food together.

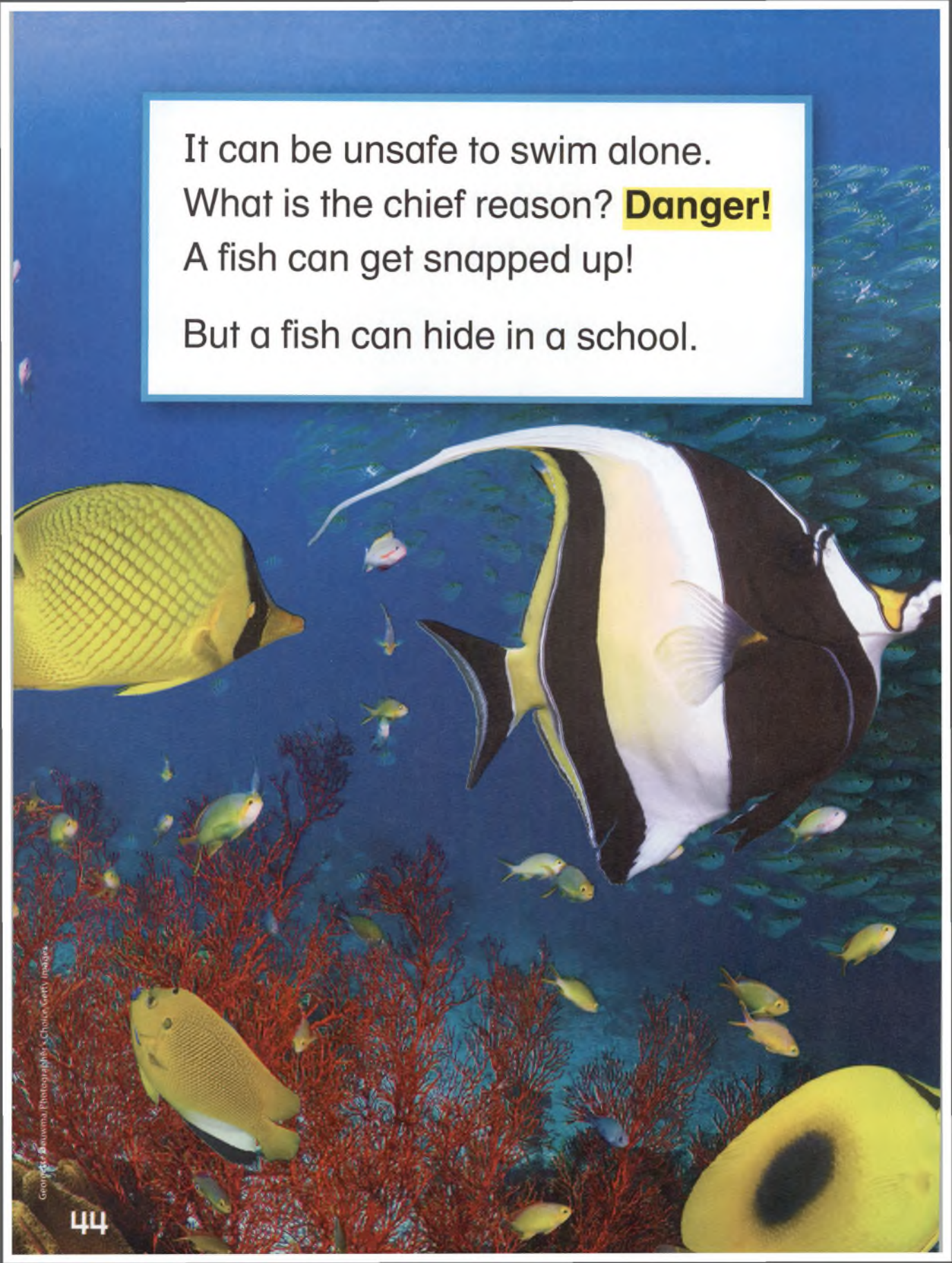


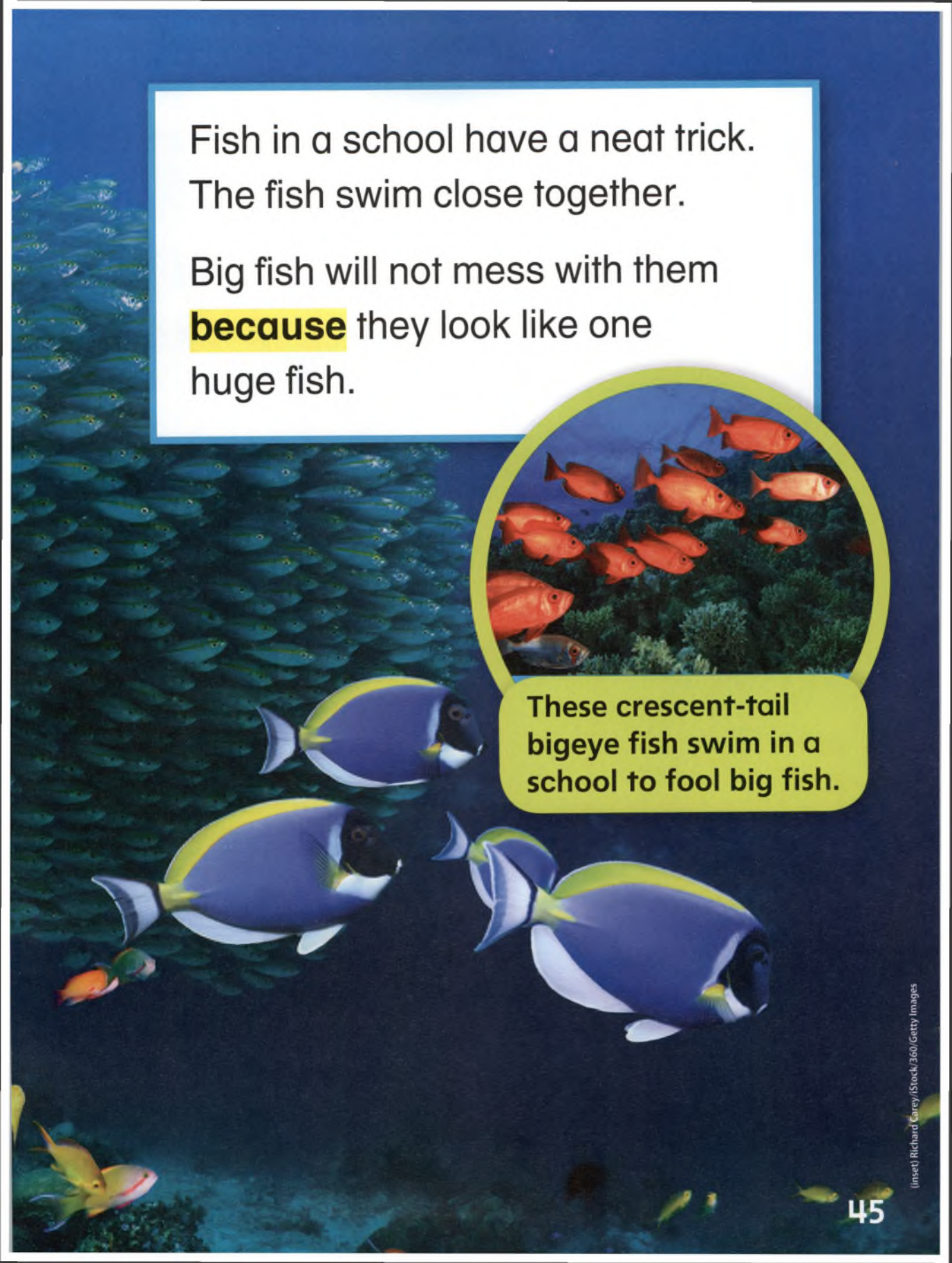
Fish eat lots of things. Some fish eat **small** animals. Some fish eat other fish!



These catfish eat together for safety.

It can be unsafe to swim alone.
What is the chief reason? **Danger!**
A fish can get snapped up!
But a fish can hide in a school.



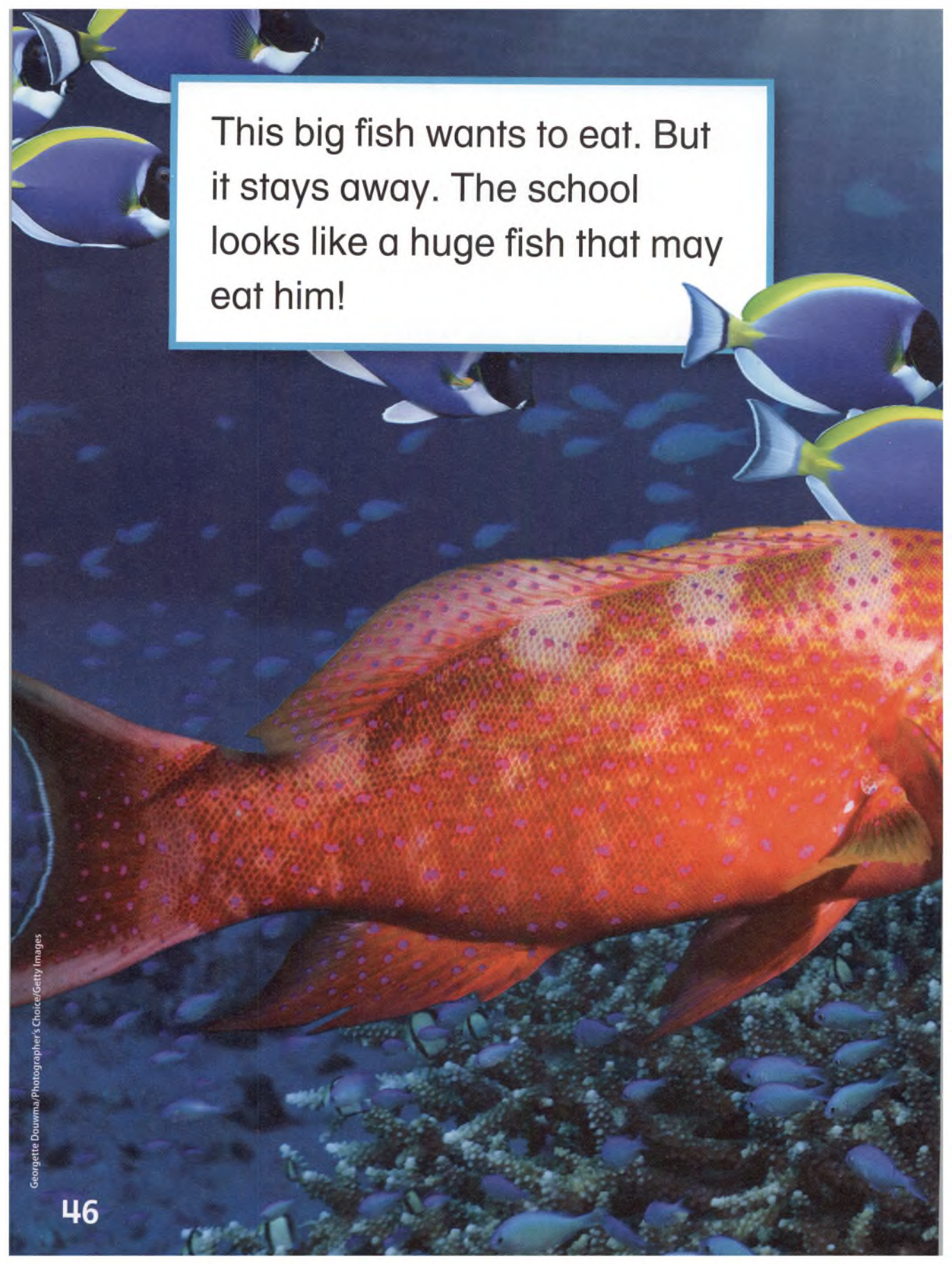


Fish in a school have a neat trick.
The fish swim close together.

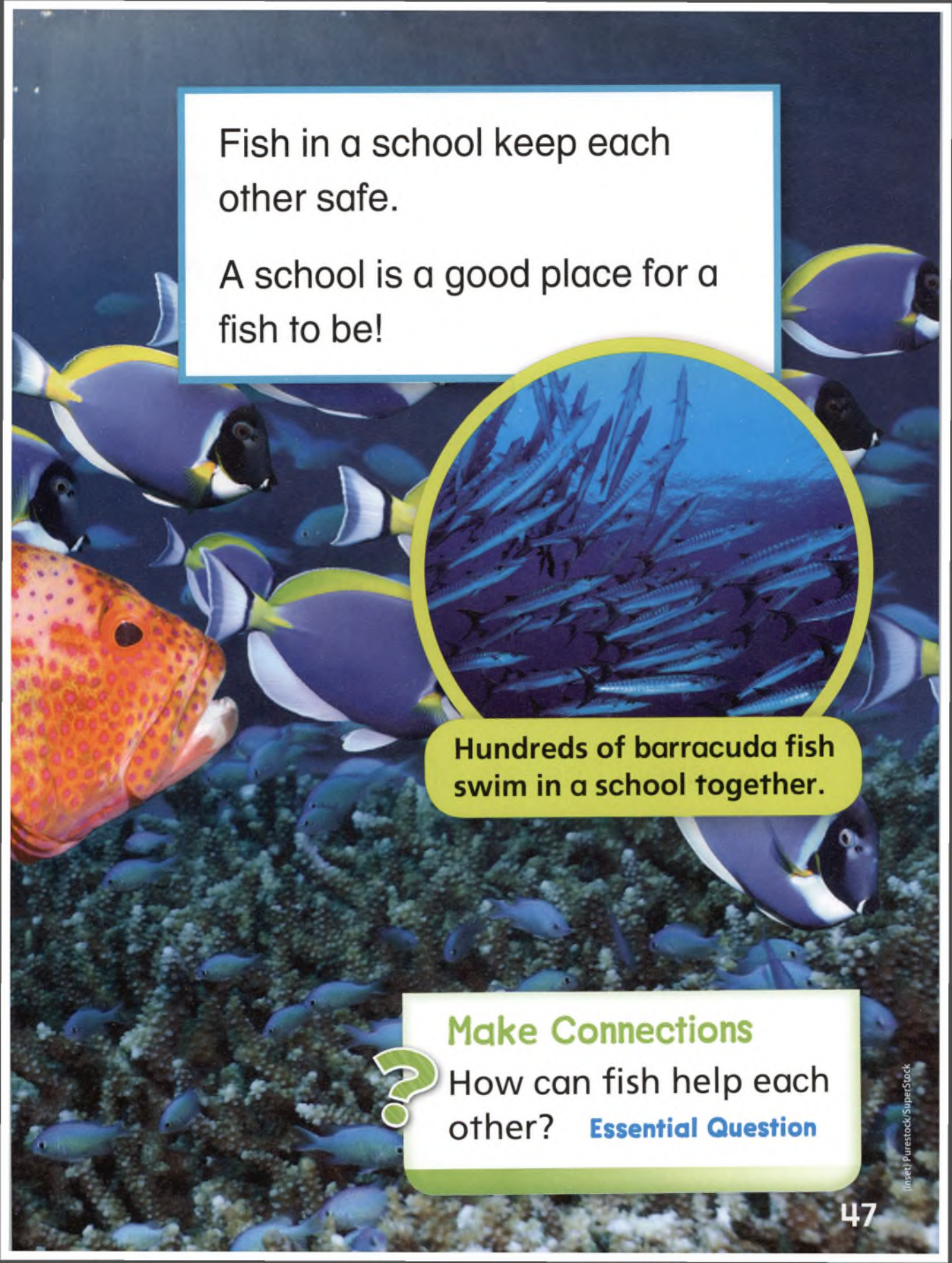
Big fish will not mess with them
because they look like one
huge fish.



These crescent-tail
bigeye fish swim in a
school to fool big fish.

A large, vibrant orange fish with numerous small, bright pink spots is swimming horizontally across the frame. It is surrounded by a large school of smaller, blue fish. In the upper portion of the image, several larger fish with yellow and black stripes are visible. The background is a deep blue, suggesting an underwater environment.

This big fish wants to eat. But it stays away. The school looks like a huge fish that may eat him!



Fish in a school keep each other safe.

A school is a good place for a fish to be!

Hundreds of barracuda fish swim in a school together.

Make Connections

How can fish help each other? **Essential Question**

Main Idea and Key Details

The **main idea** is what the selection is mostly about.

Key details give information about the main idea.



Find Text Evidence

Find a detail about how fish in a school help each other.

page 42

A school has lots of fish.

They are a team.

The fish help each **other**. **They**
look for food together.



Main Idea

Fish in a school help each other.

Detail

The fish look for food together.

Detail

The fish keep each other safe.

Detail

They help keep big fish away.

**Your Turn**

Talk about the main idea and details in "A Team of Fish."

Go Digital! Use the interactive graphic organizer

COLLABORATE





Readers to...

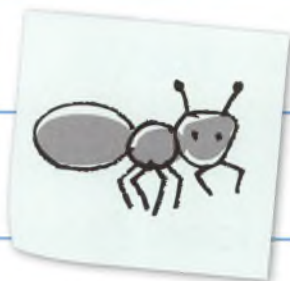
Organization Lee introduced the topic of his report first.

Lee's Report

Ants work as a team.

Each ant has a job.

The queen lays eggs. Other ants get food. Ants have many ways to get their jobs done.



Your Turn



Tell how Lee organized his report.

Writers



Have and Has Use **has** to tell about one person or thing. Use **have** to tell about more than one person or thing.

Each ant **has** a job.

Ants **have** many ways to get their jobs done.



Your Turn

COLLABORATE



- Look at the sentences above from Lee's report. Do they tell about one or more than one?
- Write a new sentence with **has**.
Write a new sentence with **have**.

Weekly Concept **In the Wild**



Essential Question

How do animals survive in nature?



Go Digital!



Survivors!



Talk About It

How does this eagle get food to eat?

**find**

Fish can **find**
a place to hide.

**food**

All animals need
food to live.

**more**

We give it **more**
food to eat.

**over**

The girl jumps
over the rope.

**start**

When does a cub
start to walk?



warm

The lion sat in the **warm** sun.



search

Do bees **search** for plants?



seek

A bear will **seek** out ripe berries.

Your Turn

Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

COLLABORATE



Long o

The letters o, oa, ow, and oe make the long o sound in go, road, crow, and doe.



old

boats

showing

Joe

most

groan

slow

toes

told

goes

toasted

window

Joe used soap to clean the bowl.

He soaked it in cold water.



Your Turn

COLLABORATE



Look for these words with long o in
"Go Wild!"

go

grow

don't

hippos

hippo

loads

snow

toads

goes

no

so

both

cold

most



Essential Question

How do animals survive in nature?

Read about how animals in the wild find food.



Go Digital!

A close-up photograph of a tiger's head and shoulders, looking down and to the right. The tiger has orange fur with black stripes and white underparts. It is surrounded by green grass. The text "GO WILD!" is overlaid on the bottom left of the image.

GO
WILD!

Animals need **food** to live and grow. But all animals don't eat the same things. Some big animals such as hippos eat plants. A hippo can eat **more** than 130 pounds of grass!



Richard McManus/Moret/Getty Images

Some small animals eat plants, too.
A squirrel eats loads of plant seeds.
They like nuts and grains. A squirrel
can smell a nut and **find** it even in
the snow!



Some animals hunt and eat other animals. First this big cat runs fast to catch its meal. Then it will use its claws and teeth to eat.



Andy Rouse/The Image Bank/Getty Images



Frogs and toads **seek** insects and snails to eat. A big frog goes after mice, too. But frogs and toads have no teeth. So they must gulp down their meal!

Some animals eat both plants and animals. An ostrich eats seeds and leaves. But it will **search** all **over** for insects, snakes, and lizards as well.





A painted turtle eats plants, fish, and frogs. This reptile lives in lakes and ponds. It likes the cold water at first. But then it will come up on land to get **warm**.

A bear may **start** its day by eating plants. Next, it may go fishing in a lake. After that, a bear may go hunting. Then, it may even go to a campsite.



Most bears will eat plants, animals, and people food. Is there any food left here to eat? If so, a bear will find it! In the wild, animals find food in lots of places.



Make Connections



What do animals in the wild eat? **Essential Question**

Main Idea and Key Details

The **main idea** is what the selection is mostly about.

Key details give information about the main idea.



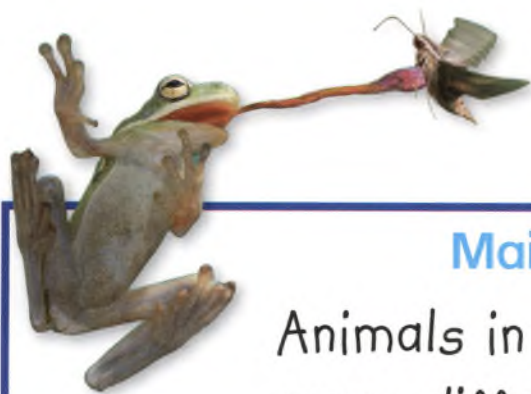
Find Text Evidence

Find key details about what animals in the wild eat.

page 60

Animals need **food** to live and grow. But all animals don't eat the same things. Some big animals such as hippos eat plants. A hippo can eat **more** than 130 pounds of grass!





Main Idea

Animals in the wild eat many different things.

Detail

Some animals such as hippos eat plants.

Detail

Some animals such as ostriches eat both plants and animals.

Detail

Some animals such as frogs eat other animals.

Your Turn

COLLABORATE



Talk about the main idea and details in "Go Wild!"

Go Digital! Use the interactive graphic organizer



Readers to...

Organization Joe wrote a concluding sentence at the end of his sea gulls report.

Joe's Report

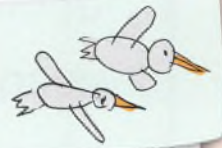
Do sea gulls eat plants?

I saw one at the beach that did.

Sea gulls go after fish.

One I saw even went after bugs.

Sea gulls eat almost anything.



Your Turn

COLLABORATE



Tell how Joe organized the end of his report.

Writers



Go and Do The action words **go** and **do** tell about now. The action words **went** and **did** tell about the past.

Do sea gulls eat plants?

Sea gulls **go** after fish.



Your Turn

COLLABORATE



- Find sentences with **went** and **did** in Joe's report.
- Write new sentences with **go**, **went**, **do**, and **did**.

Weekly Concept **Insects!**



Essential Question

What insects do you know about? How are they alike and different?



Go Digital!





Bug Me!



Talk About It

What is special about the caterpillar? How is it like other bugs?



caught

A bug is **caught** in this web.



flew

The wasp **flew** over to the flower.



know

I **know** how to catch a bug!



laugh

That bug story made us **laugh**.




listen

Listen to the buzzing bees!




were

Fireflies **were** out last night.



beautiful

The butterfly has **beautiful** wings.



fancy

We are wearing **fancy** hats.

Your Turn

Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

COLLABORATE



Long i



The letters i, y, igh, and ie make the long i sound in find, fly, high, and cries.



by

untie

sighed

mild

sky

tries

dry

kind

relight

right

child

spied

Dwight spied a moth by the light.

“What kind is it?” I asked myself.



Your Turn

COLLABORATE



Look for these words with long i in
“Creep Low, Fly High.”

fly

high

I

sighed

cried

right

find

sky

by

hi

I'm



Essential Question

What insects do you know about? How are they alike and different?

Read about what some insects are like.



Go Digital!





Creep Low, Fly High

Bug Boasts

The sun came up over a big field.
Five bug pals met to chat and **laugh**.

Grasshopper boasted a bit. "I can
hop to the top of any plant!"



“Well, I can dash fast,” bragged Ant.

“**Listen!**” hummed Bee. “I can buzz as I fly high.”

“And I can zip around on **fancy** spotted wings!” smiled Ladybug.





“Not I,” sighed Caterpillar.
“I just creep, creep, creep.”
Then he crept away.

“Come back!” his pals wailed.
But Caterpillar did not.

Missing!

It was time for lunch. The bugs did not see Caterpillar. He was missing! Where did he go?



“I think I **know** where he is!” cried Ant.
“He is hiding because he feels bad.”

“I think that’s right,” nodded
Grasshopper. “Let’s find him.
We can cheer him up!”

The two rushed away.





“What if he is not hiding?” asked Bee. “I saw a bird when we **were** chatting,” added Bee. “It **flew** low in the sky.”

“What if it **caught** our pal?” cried Ladybug. “We must find out! Maybe we can save him!”

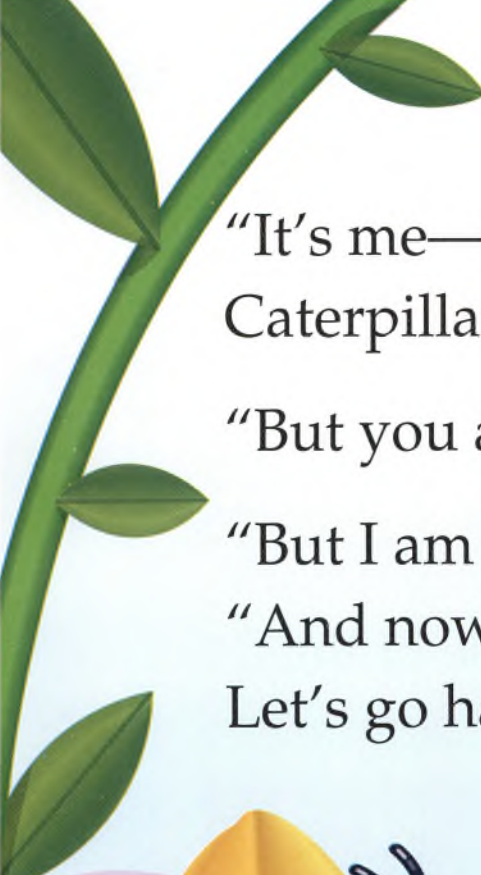
The two flew away.

Still a Pal

The bugs did not find Caterpillar. Many days went by. The pals were sad. Then one day they saw a **beautiful** bug with gold wings.

“Hi! I’m back!” the bug called as he flew by. “I wrapped up and rested. Then I popped out like this!”





“It’s me—Butterfly! I used to be Caterpillar!” cried Butterfly.

“But you are not the same,” sighed Ant.

“But I am still a pal,” said Butterfly.

“And now I can flit and dip!
Let’s go have some fun!”



Make Connections



How can insects be alike and different?

Essential Question

Point of View

Point of view is the way that a story character thinks or feels.

Find Text Evidence

Find the point of view of one of the story characters.

page 84

"I think I **know** where he is!" cried Ant.

"He is hiding because he feels bad."



Character	Clue	Point of View
Ant	Thinks that Caterpillar is hiding because he feels bad.	Is worried about Caterpillar.
Ladybug	Thinks that a bird caught Caterpillar.	Wants to save Caterpillar.
Caterpillar/ Butterfly	Tells Ant that he can now flit and dip.	Is happy to be a butterfly who can fly!



Your Turn

COLLABORATE



Talk about the different points of view in "Creep Low, Fly High."

Go Digital! Use the interactive graphic organizer



Readers to...

Organization Sky wrote a strong ending for her book review.

Sky's Book Review

I liked reading "Bugs at Night."

I saw cute bugs in the story.

I saw what they did at night.

The bugs see a bat and hide.

You must read this good story!



Your Turn

COLLABORATE



Tell how Sky organized her writing.

Writers



See and Saw Some verbs change spelling when they tell about the past. **See** and **sees** tell about the present. **Saw** tells about the past.



I **saw** cute bugs in the story.

The bugs **see** a bat
and hide.



Your Turn

COLLABORATE



- Find another sentence that uses **see** or **saw**. Does it tell about the present or the past?
- Write new sentences with **see** or **saw**.

Essential Question

How do people work with animals?



Go Digital!



Animals and Us



Talk About It

What is the trainer
teaching this dog?



found

The dog **found**
a bone.



hard

The horses are
working **hard**.



near

The dog is **near**
the trainer.



woman

The **woman**
walks the dog.



would

She **would** like
to ride.



write

She will **write** what we need.



clever

This bird is very **clever!**



signal

The trainer gives a **signal**.

Your Turn



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

Long e

The letters y and ey can make the long e sound in **puppy** and **key**.



lucky

alley

sunny

buddy

Mickey

city

easy

penny

sleepy

grassy

valley

healthy

Did you lose your key in the alley?

We walk Ziggy when it is sunny.



Your Turn

COLLABORATE



Look for these words with long e in "From Puppy to Guide Dog."

puppy key Mickey buddy

lazy fussy healthy city

ready easy



Essential Question

How do people work with animals?

Read about how people train guide dogs.



Go Digital!

Goal Reflection
- Setting
- Working
- Reflecting

From Puppy to Guide Dog

Most dogs are pets. But some dogs help people. What is the key to making a dog a good helping dog?



A Buddy-to-Be



Mickey is a cute and **clever** puppy. He runs, jumps, and plays. One day, when he grows up a bit, Mickey will be a helping dog. He will be a daily buddy to a person who cannot see.



Helping dogs are called guide dogs. To be a guide dog, a puppy must be bright. It cannot be lazy or fussy. The puppy will need to learn many skills. A new home is **found** for the puppy when it is eight weeks old.

Fact



Most guide dogs are Labrador retrievers. They are very intelligent and easy to train.

▼ Guide dogs can be big or tiny.



A Family of Trainers

A puppy like Mickey stays with a family for at least one year. The family plays with it and feeds it. They help the puppy stay healthy and teach the puppy a lot.



Jim Craigmye/Corbis/Getty Images

▲ Each puppy has checkups at the vet.



Fact

10,000 people in the U.S. and Canada use guide dogs.

Each puppy learns how to act nicely with people and with other animals. The family gets the dog used to a lot of tasks and settings. Puppies may visit many kinds of places in the city. They go to homes and shops.



▲ This dog watches its favorite team.

▼ Every dog must be trained by itself.



Learning New Tasks

As time goes by, the dogs are trained how to go across the street. The dog stays right **near** the trainer. It learns to stop at a red **signal**. This will help the dog safely lead a person who cannot see the traffic.



Fact



Guide dogs are allowed in restaurants, stores, school—any place a person can go.

▲ This guide dog learns to cross a street.

Some guide dogs can be trained to help a man or a **woman** who cannot move or walk. He or she might need help with a lot of **hard** tasks both inside and outside the home.



A dog can be trained to get an elevator and to reach objects.



Eyes and Ears

Some dogs are trained to help people who cannot hear. If the dog hears a bell ringing or a yell, it **would** lightly tug or poke the person with its nose.

A dog can be taught to alert its owner to sounds.

Fact



Guide dogs should not be bothered while working.

Ready to Guide

Training a puppy for a year is not an easy job. Owners may call or **write** to thank the family that raised their puppy.

Training a guide dog helps a lot of people!



Make Connections



How does a guide dog get trained to help people? **Essential Question**

Sequence

Authors often give information in **sequence**, or time order.



Find Text Evidence

Find one of the first things that happens to a guide dog puppy.

page 101

Helping dogs are called guide dogs. To be a guide dog, a puppy must be bright. It cannot be lazy or fussy. The puppy will need to learn many skills.

A new home is **found** for the puppy when it is eight weeks old.



First

An eight-week-old puppy leaves its mother.

**Next**

It lives with a training family for one year.

**Then**

The puppy learns harder tasks. It becomes a good guide dog.

**Last**

The guide dog is given to a needy person.

Your Turn

Talk about the sequence of a guide dog's life in "From Puppy to Guide Dog."

Go Digital! Use the interactive graphic organizer



Readers to...

Word Choice Jenny used words that tell time order in her sentences.

Jenny's How-to Sentences

How can you care for a dog?

First, give it food and water.

Next, walk with it. Then, play fetch. Later, give it a treat.

The dog will be happy!



Your Turn

COLLABORATE



Tell what words Jenny used to tell time order.

Writers



Adverbs That Tell When Words such as **first, always, next, later, tomorrow, soon, early, today, then, and yesterday** tell when an action takes place.

First, give it food
and water.



Your Turn

COLLABORATE



- Find other words in Jenny's writing that tell when an action takes place.
- Write new sentences using words that tell when.

Unit
5

Figure It Out



The **Big** Idea

How can we make sense
of the world around us?

My Shadow

I have a little shadow that
goes in and out with me,

And what can be the use of
him is more than I can see.

He is very, very like me from
the heels up to the head;

And I see him jump before me,
when I jump into my bed.

—by Robert Louis Stevenson

Weekly Concept See It, Sort It



Essential Question

How can we classify and categorize things?



Go Digital!





Mix and Match



Talk About It

How is this girl sorting things?



four

A sheep has **four** legs.



large

We picked a **large** pumpkin.



none

None of the dogs has spots.



only

This goat has **only** one kid.



put

We **put** the best peaches in the box.



round

A tractor has big **round** wheels.



trouble

A goat can get into **trouble**!



whole

The **whole** barn is painted red.

Your Turn



COLLABORATE

Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

ar

The letters ar can make the sounds you hear in the middle of bar.

**part****farm****park****large****marching****smart****sharp****hard****started****restart****backyard****artist**

Marge has a **large** **farm** with a **red** **barn**.
She **park**s her **car** in the **yard**.



Your Turn

COLLABORATE



Look for these words with ar in "A Barn Full of Hats."

barn

farm

smart

marched

yarn

apart

Clark

large

barnyard



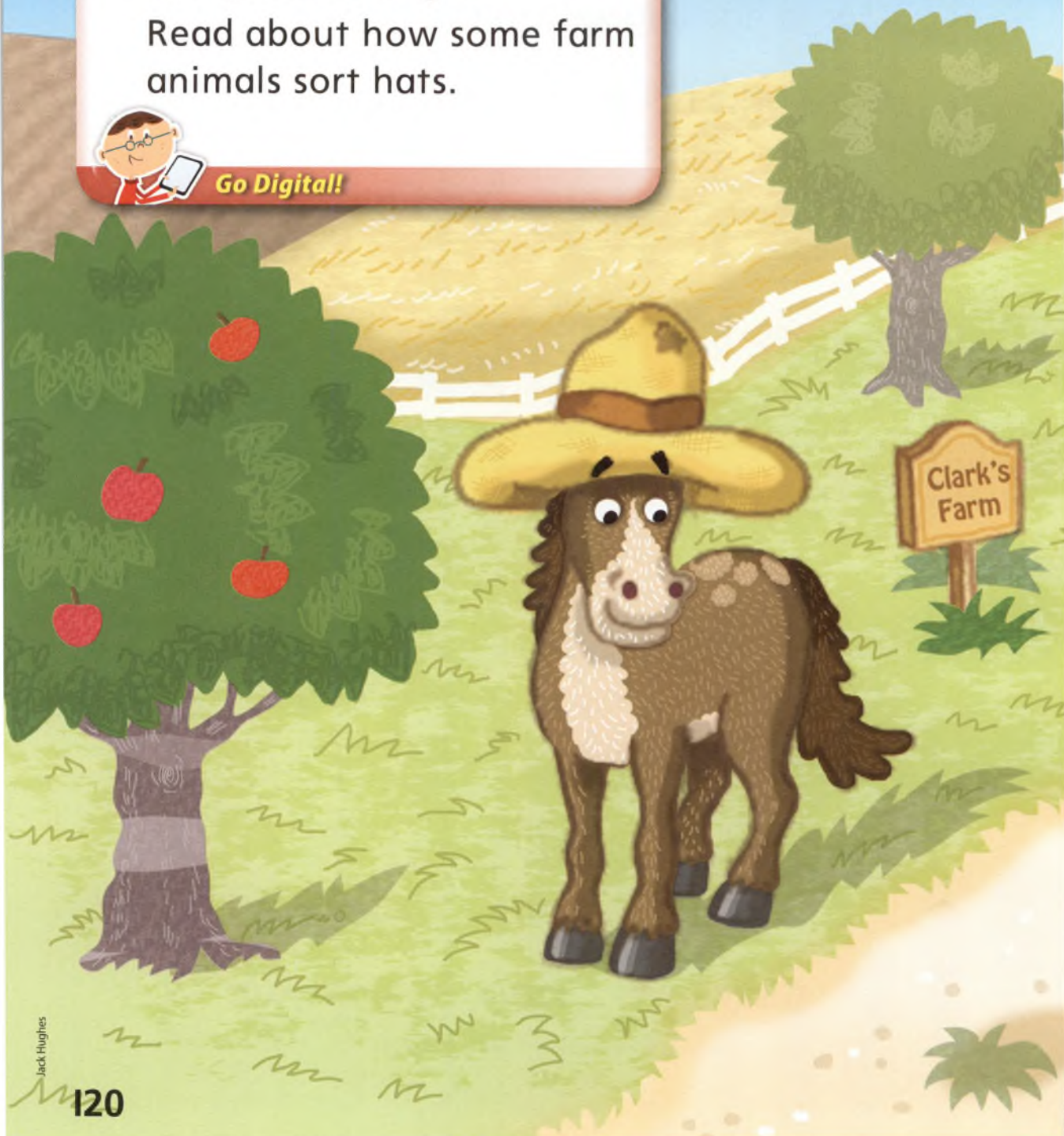
Essential Question

How can we classify and categorize things?

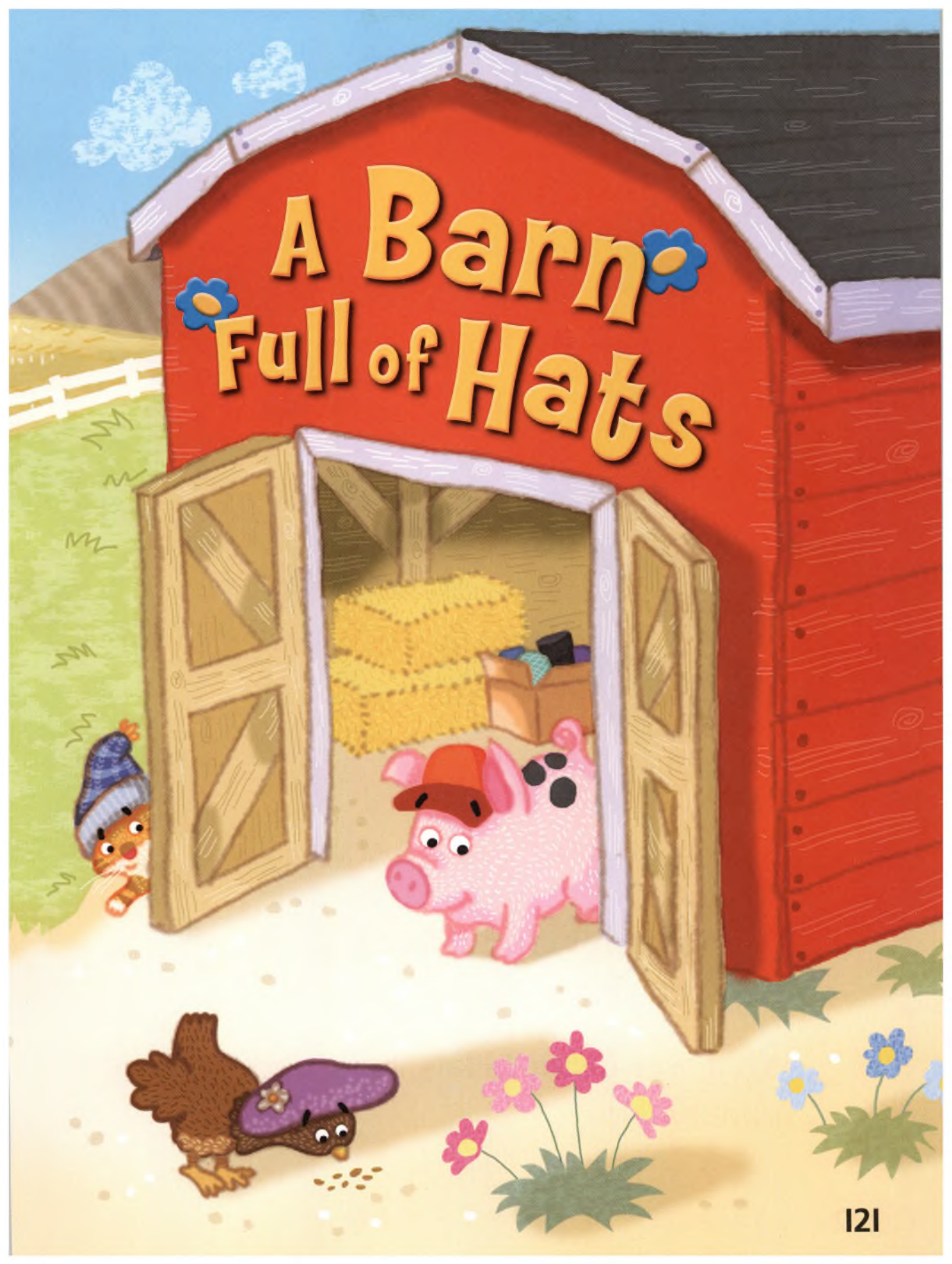
Read about how some farm animals sort hats.



Go Digital!



A Barn Full of Hats





One day, **four** farm animals found a box in the barn. They opened it up.

What was inside? Hats, hats, and more hats!

“Look at all those hats! Who wants one?” asked Hen.

“I do!” cried Horse. “It’s smart to wear a hat. A hat will keep the sun out of my eyes.”





Hen stuck her head in the box. She pulled out a flat, **round** hat. "Try this hat," Hen told Horse.

"No, that hat is too flat," said Horse.

"A flat hat makes a good nest!" clucked Hen. So she took the hat and she marched away.

Pig pushed his head in the box. He pulled out a bright red hat. "**Put** on this hat," Pig told Horse.

"No, that hat is too red," said Horse.

"A red hat looks fine!" grunted Pig. So he put on the hat and he marched away.





Cat poked her head in the box.
She pulled out a thick yarn hat.
“Try this hat!” Cat told Horse.

“No, that hat is too thick,” said Horse.

“Thick yarn is nice,” said Cat. “I will take the **whole** hat apart, so I can play with the yarn.” She dragged the hat away.

“So many hats, but **none** for me!” sighed Horse.



Just then, Farmer Clark came into the barn. His hat was **large** and floppy.

“If **only** I had that hat!” said Horse.

“That hat will shade my eyes!”

Horse grabbed the hat in his teeth!





Farmer Clark laughed. He put the hat on Horse. It stayed on with no **trouble**. “It fits well,” Farmer Clark said.

Horse trotted to the barnyard. Clip, clop! He held his head high. “Yes, this is the hat for me!” said Horse.



Make Connections

How can you classify and categorize things to wear?

Essential Question

Point of View

Point of view is the way that a story character thinks or feels.

What a character says helps you understand his or her point of view.



Find Text Evidence

Find the point of view of one of the story characters.

page 123

“Look at all those hats! Who wants one?” asked Hen.

“I do!” cried Horse. “It’s smart to wear a hat. A hat will keep the sun out of my eyes.”





Character	Clue	Point of View
Horse	Thinks it's smart to wear a hat.	Wants something to shade his eyes from the sun.
Hen	Takes the hat to use as a nest.	Wants to find good materials for her nest.
Cat	Likes the hat made of thick yarn.	Wants something to play with.



Your Turn

COLLABORATE



Talk about the different points of view in "A Barn Full of Hats."

Go Digital! Use the interactive graphic organizer



Readers to...

Sentence Fluency Mark used complete sentences in his directions.

Mark's Directions to Farmer Clark's Field

Start at the barn and walk to the big fence. Then open the gate so you can go in the field. The field is past the tree.



Your Turn

COLLABORATE



- Tell how you know Mark's sentences are complete.
- Tell what you will write directions to.

Writers



Words That Join You can use **and**, **but**, **or**, **so**, and **because** to join sentences.

Start at the barn
and walk to the
big fence.



Your Turn

COLLABORATE



- Find another place in Mark's directions where he joined two sentences.
- Write two new sentences. Join them using **and**, **but**, **or**, **so**, or **because**.

Weekly Concept Up in the Sky



Essential Question

What can you see in the sky?



Go Digital!



Talk About It

What does this girl see in the night sky?

Night and Day





another

Will **another** cloud cover the sun?



climb

That cat can **climb** a tree quickly.



full

There is a **full** moon out tonight.



great

It is a **great** day for a picnic!



poor

My **poor** dog got wet in the rain.

through



Can you see the man **through** the fog?

leaped



The frog **leaped** into the lake.

stretched



The rainbow **stretched** out across the sky.

Your Turn



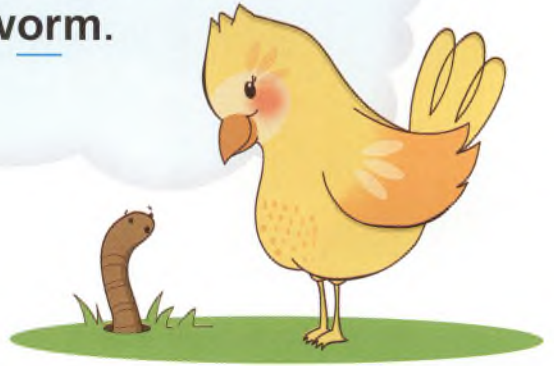
Read the sentence for each word. Then make up another sentence.

Go Digital! Use the online visual glossary

(t to b, l to r) Bud Freund/Corbis; Knafkatz/Alamy; Bruce Heinemann/PhotoDisc/Getty Images; Jupiterimages/Corbis; iStock/Getty Images; Annette van den Berg/Flickr; Getty Images; Ingram Publishing; Michael Leach/Oxford Scientific/Getty Images; Dave G Nelly/Flickr; Seled/Getty Images

er, ir, ur, or

The letters er, ir, ur, and or can make the sounds you hear in the middle of term, bird, curl, and worm.



girl

dirt

hurt

her

worked

third

turns

verb

first

shirt

word

nurse

Did that burst of thunder wake Herb?

Herb woke up first and turned over.



Your Turn

COLLABORATE



Look for these words with er, ir, ur, and or in "A Bird Named Fern."

bird

Fern

world

herself

her

surprised

better

turned

first



Essential Question

What can you see in the sky?

Read how a bird named Fern learns about clouds.



Go Digital!

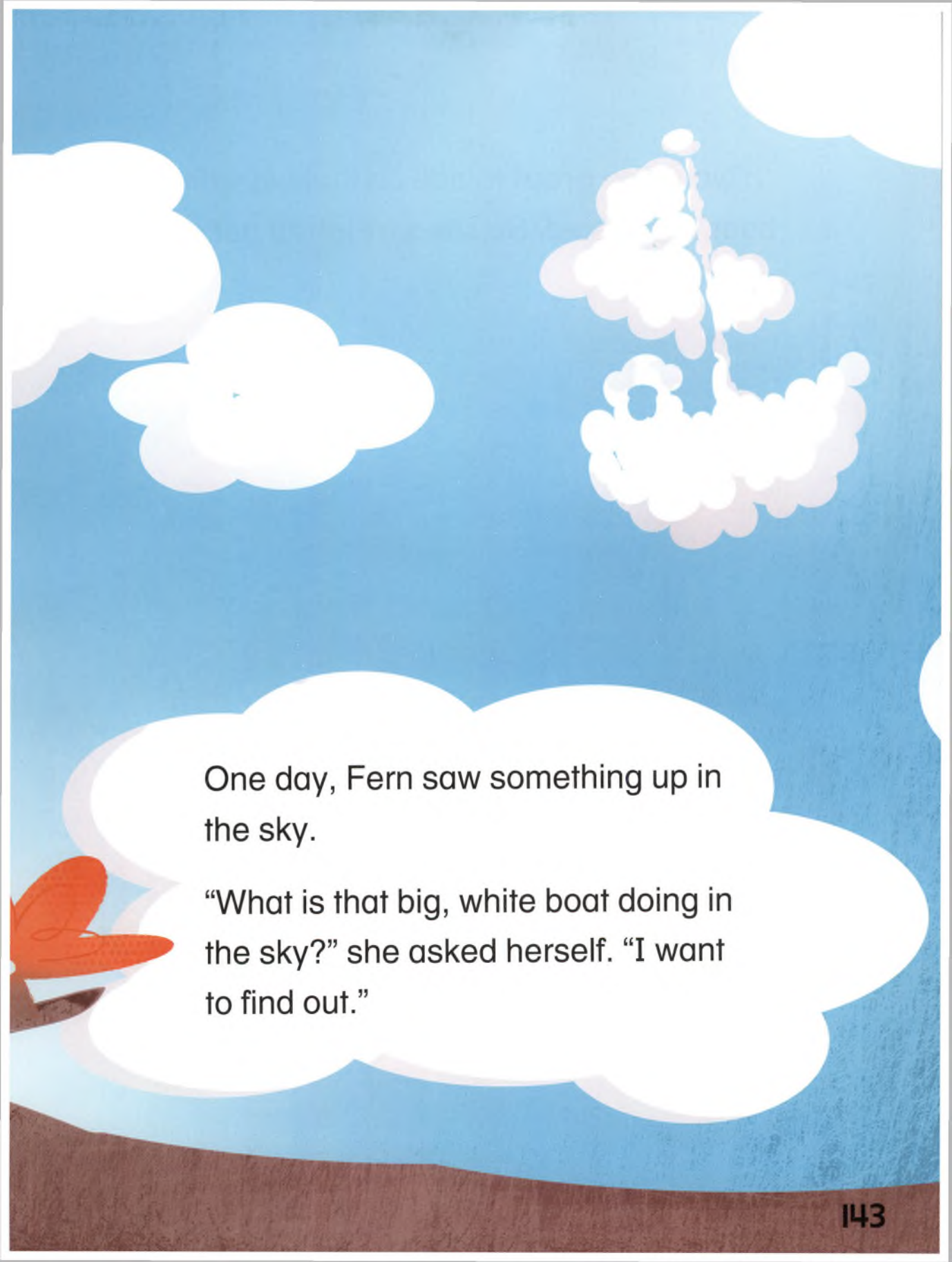


A
Bird
Named
Fern



Little Fern was always **full** of questions! She wanted to know about everything in the world.





One day, Fern saw something up in the sky.

“What is that big, white boat doing in the sky?” she asked herself. “I want to find out.”

“It would be **great** to ride on that big white boat,” Fern said. So she **stretched** her wings and took off.





Fern's wings helped her **climb** up, up, up.

But when she got close to the boat, she was surprised. The boat looked like a fluffy bed!

Fern was sleepy and wanted to rest. So she **leaped** on the bed. But she fell right **through** it!

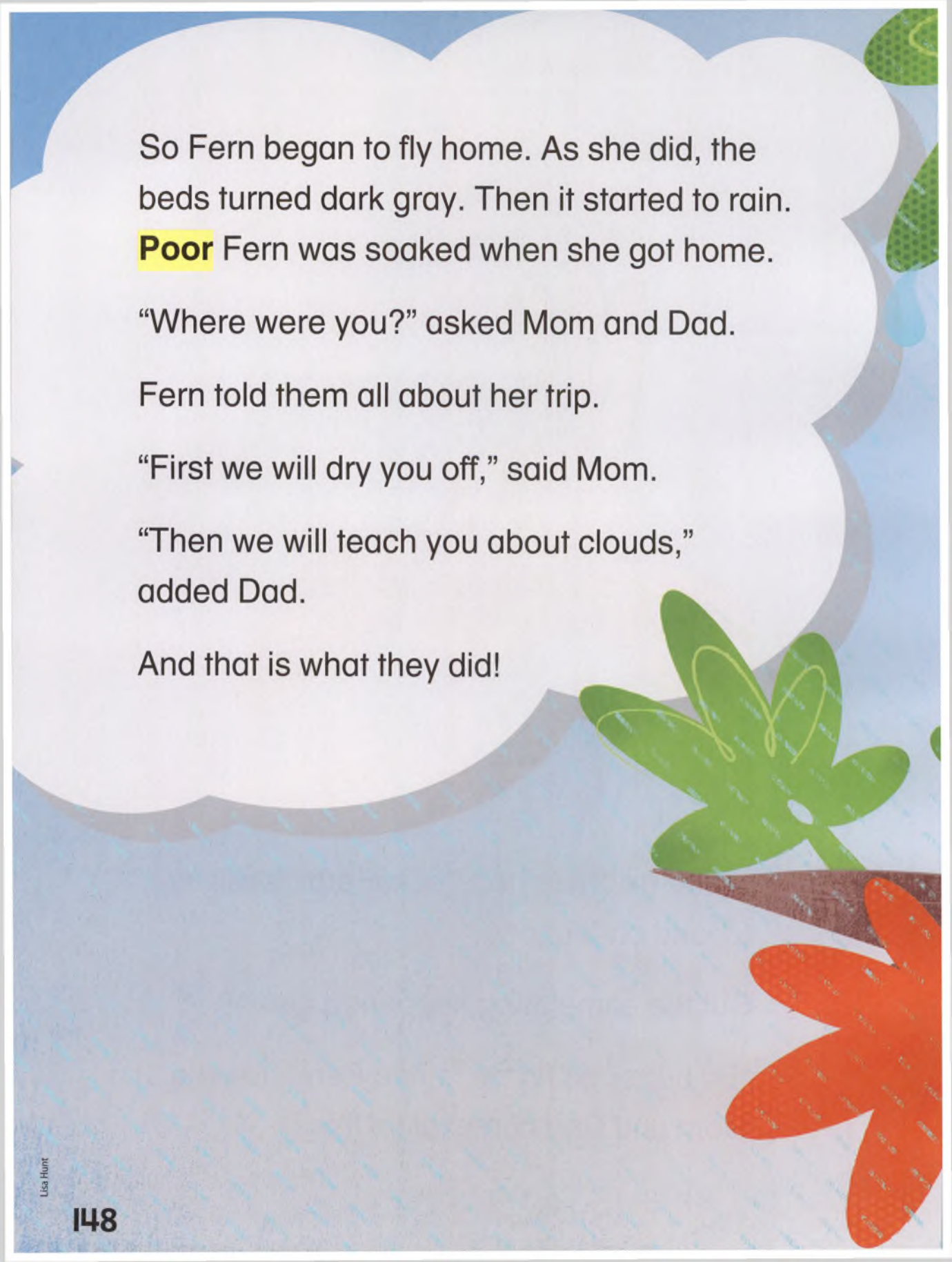




“I see **another** bed,” said Fern. “I will try to land on that one.”

But the same thing happened again!

“I’d better go home,” cried Fern. “Maybe Mom and Dad can explain this.”



So Fern began to fly home. As she did, the beds turned dark gray. Then it started to rain.

Poor Fern was soaked when she got home.

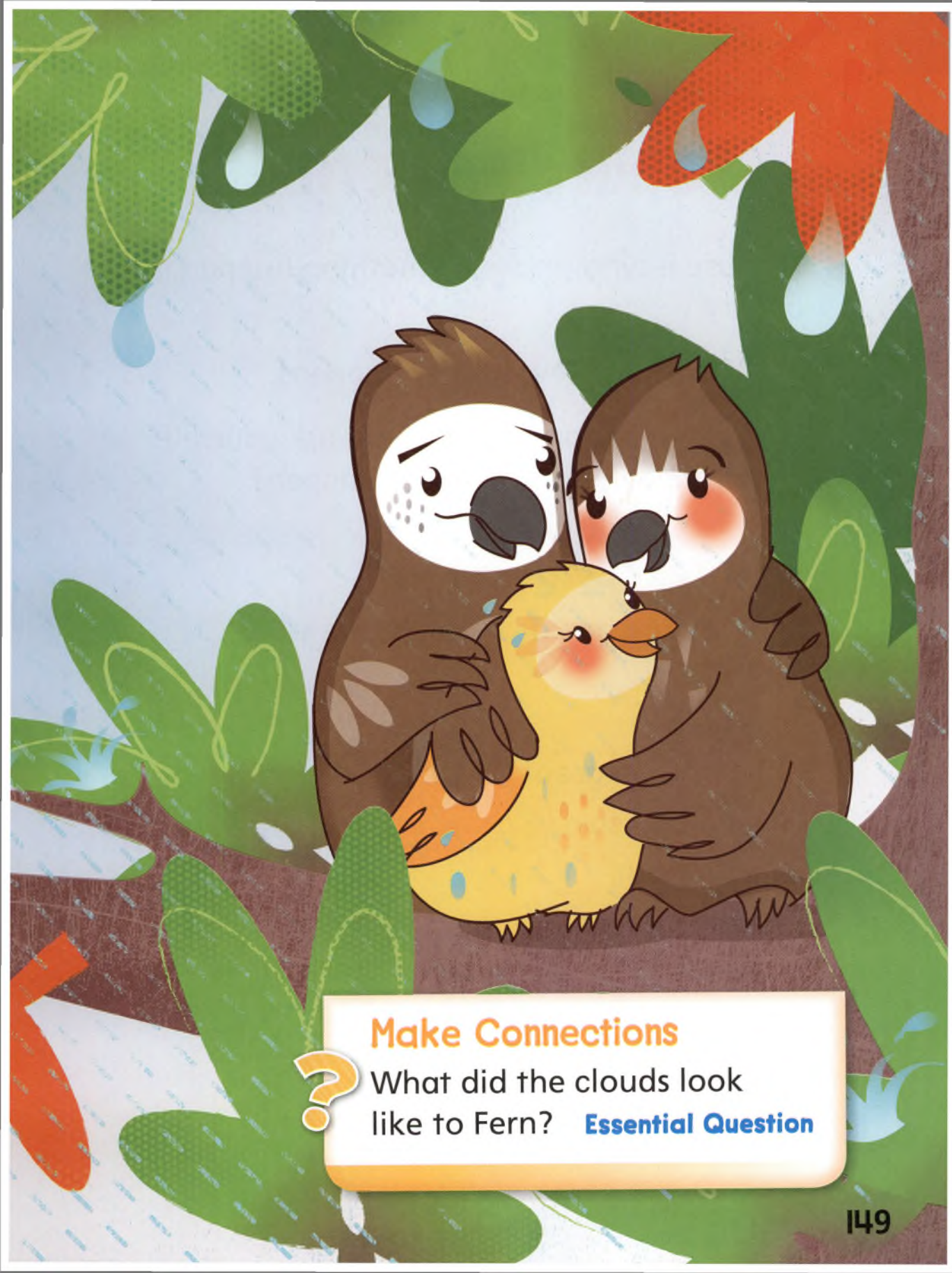
“Where were you?” asked Mom and Dad.

Fern told them all about her trip.

“First we will dry you off,” said Mom.

“Then we will teach you about clouds,” added Dad.

And that is what they did!



Make Connections



What did the clouds look like to Fern? **Essential Question**

Cause and Effect

A **cause** is what makes something happen in a story.

An **effect** is the event that happens.

To figure out cause and effect, ask yourself: What happened? Why did it happen?



Find Text Evidence

Find a cause and its effect in the story.

page 144

"It would be **great** to ride on that big white boat," Fern said. So she **stretched** her wings and took off.



Cause

Effect

Fern wanted to ride on the big white boat.

Fern stretched her wings and took off.

The boat looked like a fluffy bed up close.

Fern was surprised.

It started to rain.

Fern got soaked.

Your Turn

COLLABORATE



Talk about the cause and effect of story events in "A Bird Named Fern."

Go Digital! Use the interactive graphic organizer



Readers to...

Word Choice Albert wrote a description of a place. He used many adjectives.

Albert's Description

It was a hot day. I found a big cave. It was dark and quiet inside. I was surprised to see a soft red mat.



Your Turn

COLLABORATE



- Tell what adjectives Albert used in his description.
- Tell what adjectives you will use in your description.

Writers

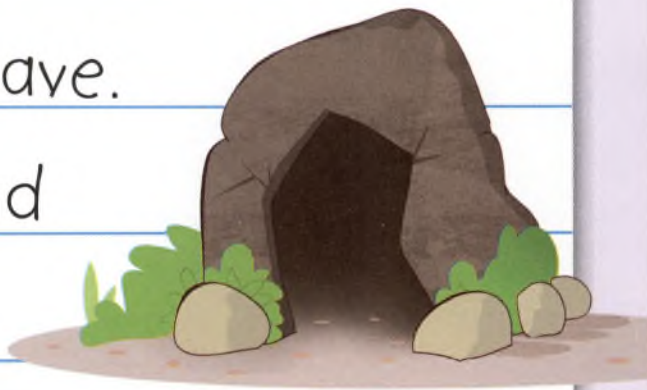


Adjectives are words that describe. They may describe size, shape, number, and color. They may tell how things look, sound, feel, smell, and taste.

I found a **big** cave.

It was **dark** and

quiet inside.



Your Turn

COLLABORATE



- Find more adjectives in Albert's description.
- Write new sentences with adjectives. Circle the adjectives in each sentence.

Weekly Concept **Great Inventions**

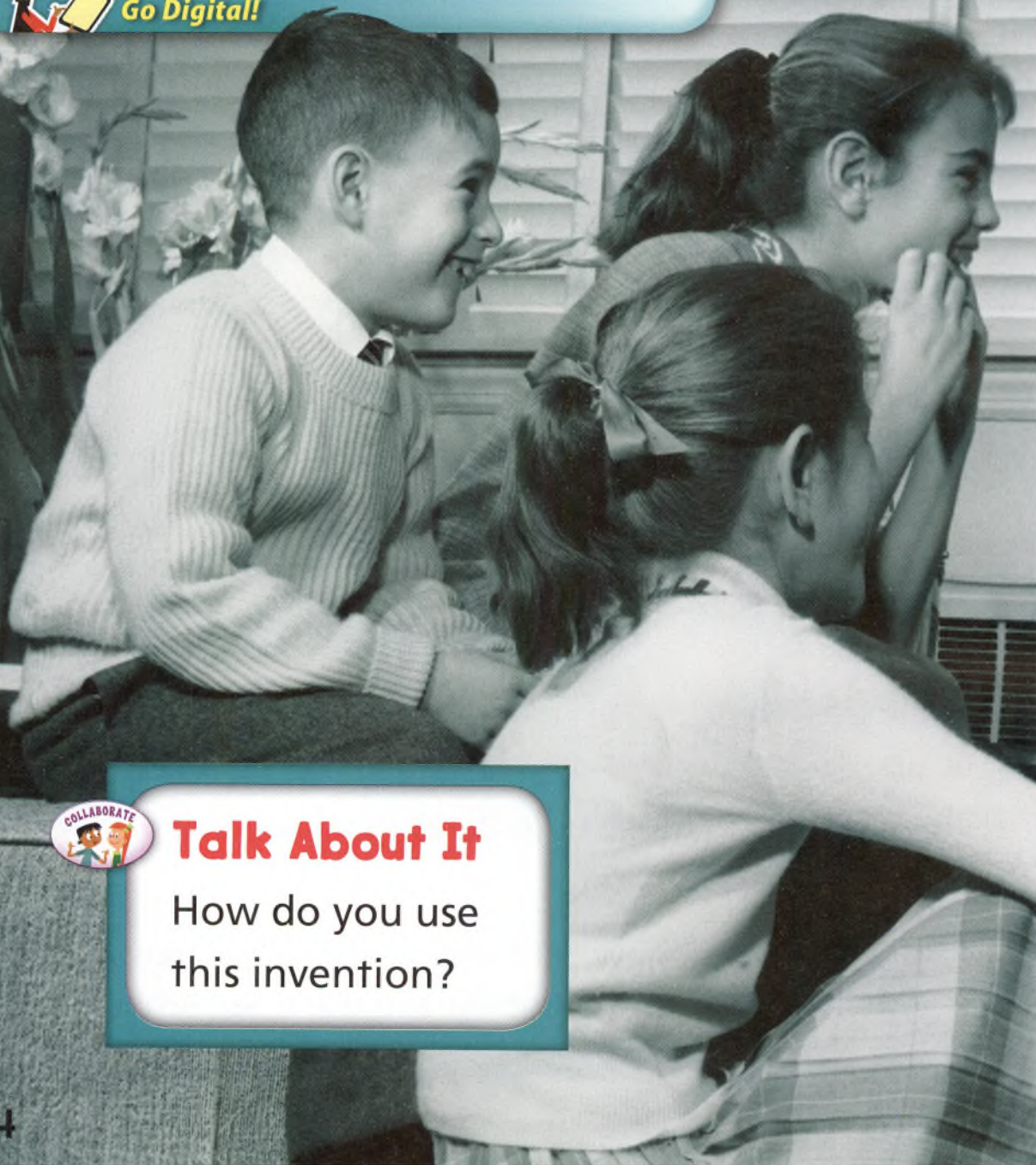


Essential Question

What inventions do you know about?



Go Digital!



Talk About It

How do you use this invention?

A New Idea





began

He **began** to build a robot.



better

Let's invent a **better** umbrella!



guess

Can you **guess** what this does?



learn

You can **learn** how to sign just like me!



right

This clock tells the **right** time.



sure

She makes **sure** you are well.



idea

New bulbs are a good **idea**!



unusual

This new bike is **unusual**.

Your Turn

COLLABORATE



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

or, oar, ore

The letters or, oar, and ore can make the sounds you hear at the end of for, roar, and more.



oar

born

fore

shorter

store

board

roaring

wore

form

sports

north

before

Morty built a better board for the shore.

Are there some more at the sports store?



Your Turn

COLLABORATE



Look for these words with or, oar, and ore in "The Story of a Robot Inventor."

story born sorts forms more

short for sports soar



Essential Question

What inventions do you know about?

Read about someone who invents robots.



Go Digital!



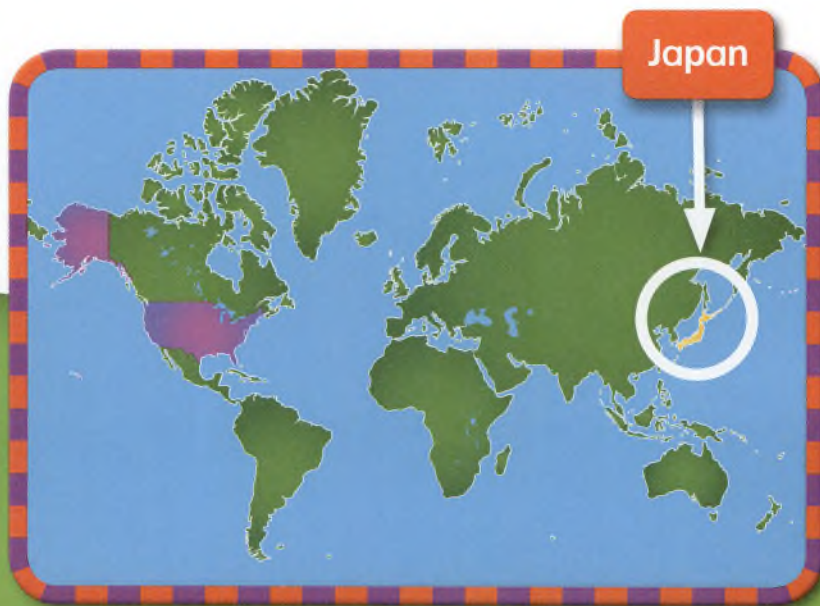
The Story of a Robot Inventor



Big Ideas

Meet Tomotaka Takahashi.
He invents **unusual** robots.
How did he get started?

Mr. Takahashi was born in Japan in 1975. As a child, he played with blocks. He used his imagination to make all sorts of forms and shapes.



Later, he read comic books about robots. One of the robots looked like a real child. Takahashi wanted to make robots just like it.



Finding Out About Robots

In 1999, Takahashi **began** to study robots. He took classes to **learn** how they move. The robots bent their legs when they walked. It did not look **right** to Takahashi. People did not walk that way.

Then Takahashi had an **idea**. He made a **better** robot. It did not bend its legs when it walked. It moved more like a person.





Making Better Robots

In 2003, Takahashi started his own company. He made many robots. A short robot climbed up a cliff with a rope. A bigger robot lifted a car with its arms. Another robot rode a bike for 24 hours.





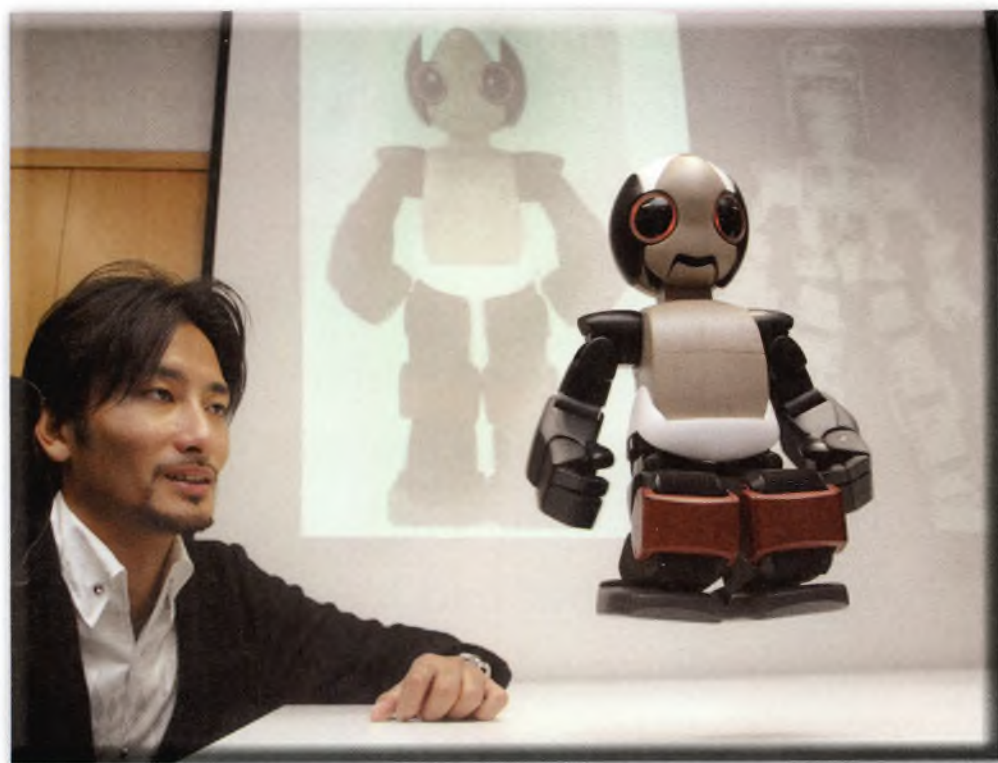
Takahashi began to put his robots in contests. He made three robots for a sports race in Hawaii in 2011. The first robot had to swim. The second robot had to ride a bike. The third robot had to run. The robots had to do these tasks for a week!



For the race, there were many problems to solve. Takahashi made the swimming robot waterproof. He gave it arms like fins to help it swim faster. Another robot was able to ride its bike for 100 miles without breaking. The third robot ran for 26 miles!

What will Takahashi invent next? Will his robots fly and soar like Astro Boy? Will they be his finest? We can only **guess**. We must wait and see.

Tomotaka Takahashi is **sure** of one thing. His robots will do more and more!



Make Connections



What kind of robot would you like to invent? **Essential Question**

Problem and Solution

A **problem** is something that a person wants to do, change, or find out. The way the person solves the problem is the **solution**.



Find Text Evidence

Find one of the problems that Mr. Takahashi faced when building robots for the race.

page 167

Takahashi began to put his robots in contests. He made three robots for a sports race in Hawaii in 2011. The first robot had to swim. The second robot had to ride a bike. The third robot had to run. The robots had to do these tasks for a week!



Problem

Takahashi wanted to put a robot in a race where it had to swim.



Steps to Solution

He built a waterproof robot with arms like fins.



Solution

Takahashi built his robot in a way that it could swim.

Your Turn

COLLABORATE



Talk about the problems the inventor faced in "The Story of a Robot Inventor" and how he solved them.

Go Digital! Use the interactive graphic organizer



Readers to...

Word Choice Norm used time-order words to tell about a dance he invented.

Norm's Personal Narrative

I invented a new dance. First, I saw the greatest dancer on TV. Next, I practiced his steps. Then, I added new moves. I am a faster dancer than he is!



Your Turn

COLLABORATE



Tell what time-order words Norm used in his narrative. Which words will you use?

Writers



Comparative Adjectives Add **-er** to most adjectives to compare two things. Add **-est** to compare more than two.

First, I saw the
greatest dancer on TV.

I am a **faster** dancer
than he is!



Your Turn

COLLABORATE



- Tell what Norm is comparing in his narrative.
- Write new sentences. Use other adjectives that compare.

Weekly Concept Sounds All Around



Essential Question

What sounds can you hear?
How are they made?



Go Digital!





Listen Up!



Talk About It

How are these children making sounds?



color

This bird is a bright **color**.



early

Early morning can be very quiet.



instead

I try to whisper **instead** of shouting.



nothing

There is **nothing** in that can.



oh

Oh, our marching band has a great sound!



thought

He **thought** the jet was much too loud.



scrambled

Goats **scrambled** up the rocks.



suddenly

The sky **suddenly** lit up brightly!

Your Turn

COLLABORATE



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

(t to b, l to r) Jim Laman/National Geographic/Getty Images; Ingram Publishing/SuperStock; Nancy R. Cohen/Photodisc/Getty Images; Citizen of the Planet/Alamy Stock Photo; Gary Conner/Photolibary/Getty Images; Brand X Pictures/PunchStock; Bruce & Jan Lichtenberger/SuperStock; NOAA Photo Library, NOAA Central Library; OAR/ERL/National Severe Storms Laboratory (NSSL)

ou, ow

The letters ou and ow can make the sound you hear in the middle of found and down.



loud

now

ground

brown

shouted

growling

frowned

cloud

pound

mouse

around

towel

We found a brown puppy in town.

It does not growl or make loud sounds!



Your Turn

COLLABORATE



Look for these words with ou and ow in
"Now, What's That Sound?"

now

sound

out

house

bouncing

shouted

wow

crown

down

sounds



Essential Question

What sounds can you hear?
How are they made?

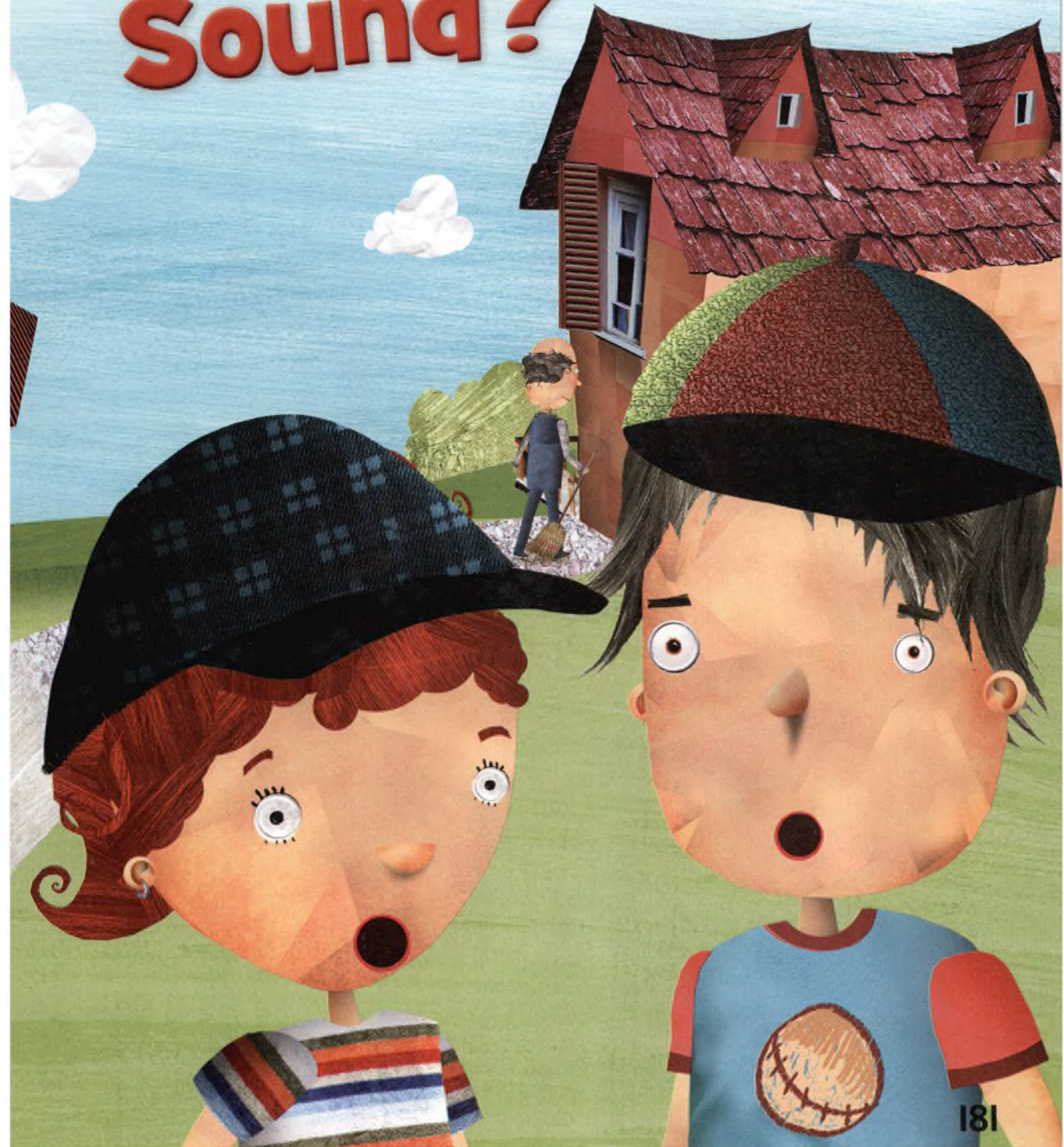
Read about two children
who hunt for a sound.



Go Digital!



Now, What's That Sound?



Tap-tap-tap. Rat-a-tat-tat.

“What’s that sound?” asked Gilbert. “It started **early** this morning. I **thought** it might stop, but it hasn’t!”

“Let’s check out the garage,” said Marta.
“I think Dad is making the sound.”

*Tap-tap-tap
Rat-a-tat-tat*





Dad was in the garage cutting a board with his saw.

Zing, zing, zing.

“This is not the sound,” said Gilbert. “This sound is smoother.”

“Let’s find Gramps,” said Marta. “He might be making the sound.”

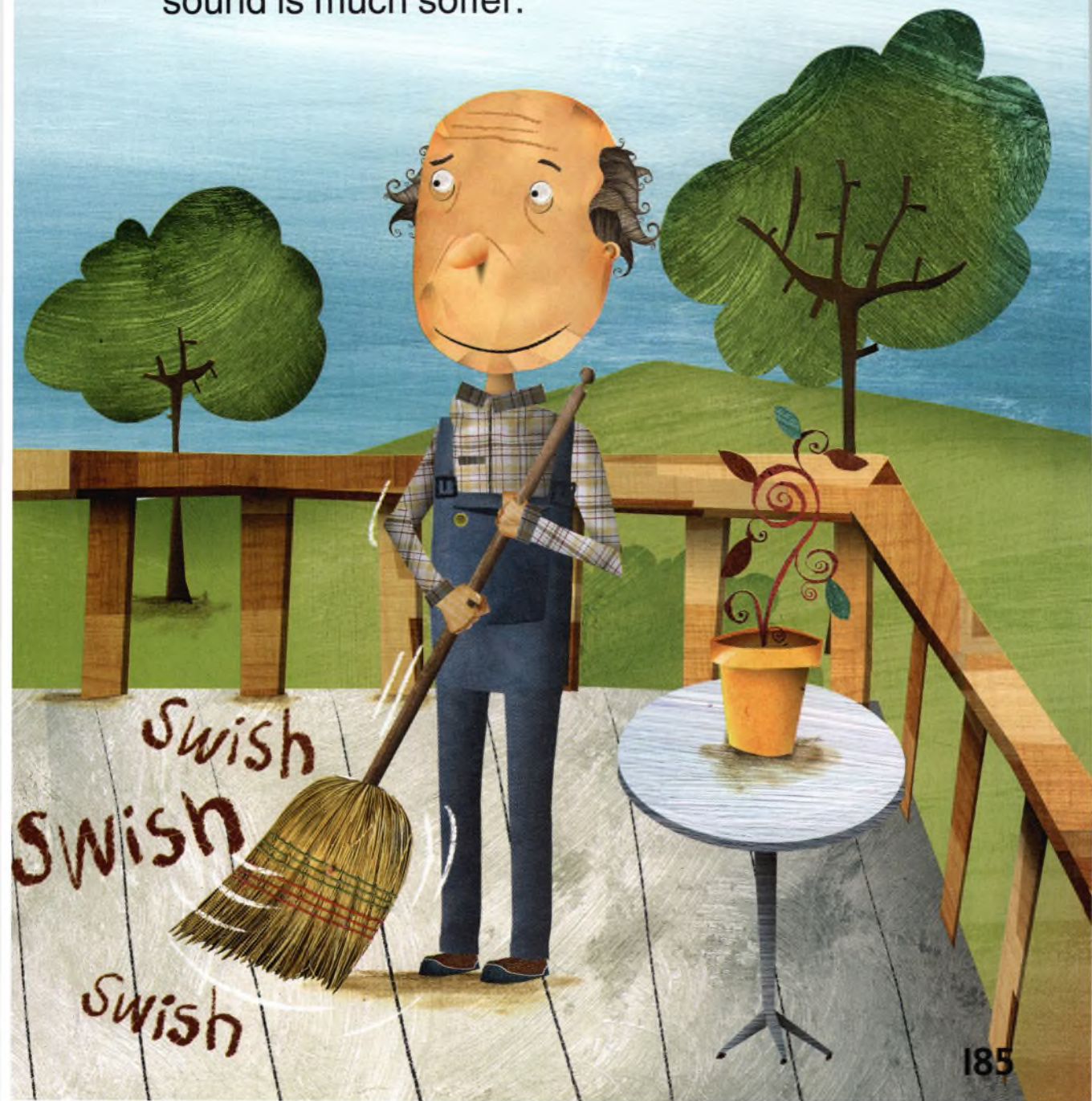
They quickly ran to the back of the house to find Gramps.



Gramps was sweeping the deck with a broom.

Swish, swish, swish.

“No, this is not the sound,” said Gilbert. “This sound is much softer.”

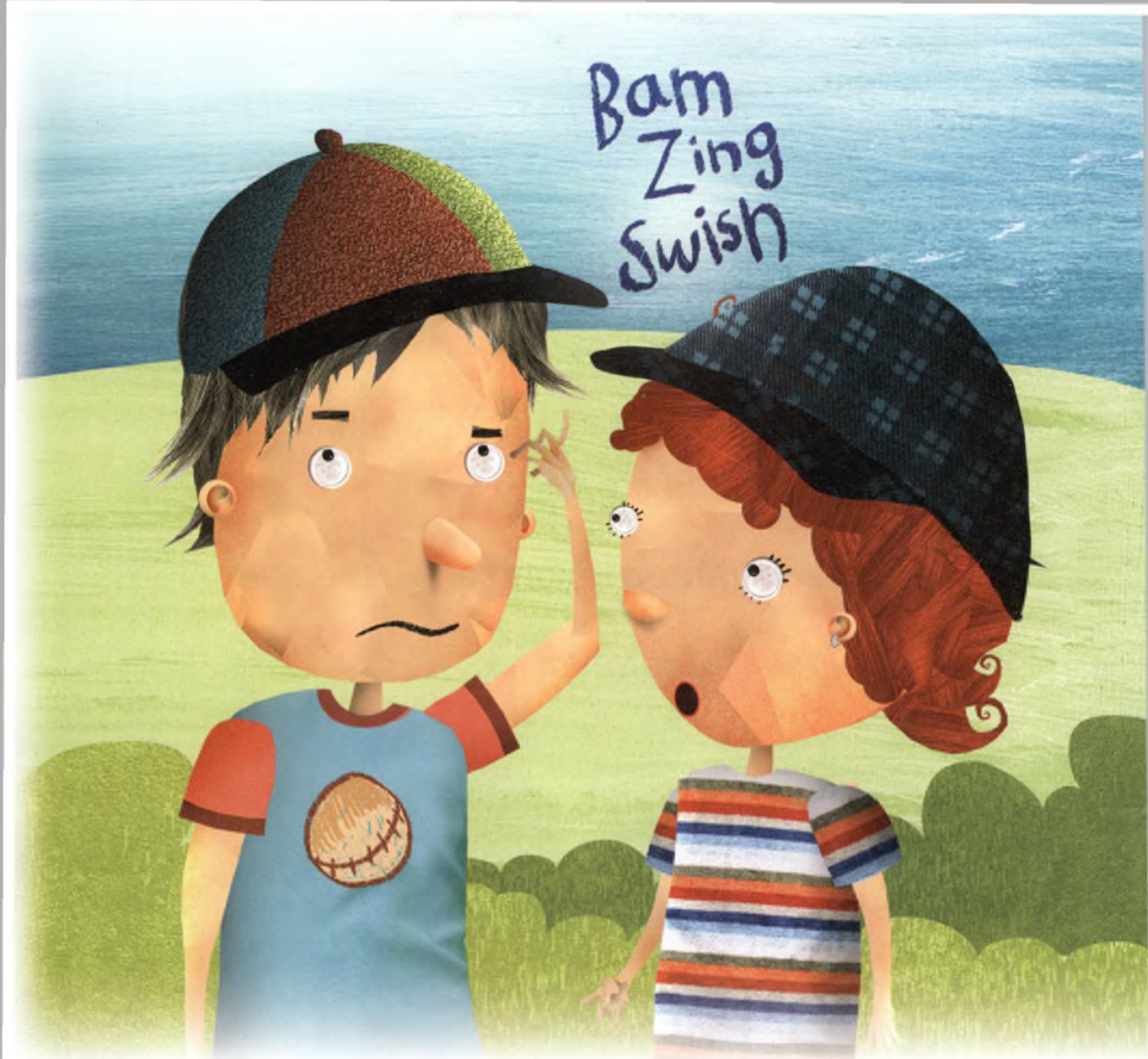


“Let’s find Ana **instead**,” said Marta. “Maybe she’s making the sound.”

They found Ana in the driveway. Ana was bouncing a ball.

Bam . . . bam . . . bam.





“No, this is not the sound,” said Gilbert. “This sound is slower.”

“This is hopeless!” sighed Marta.

Tap-tap-tap. Rat-a-tat-tat.

“There it is again,” said Gilbert. He looked up at the tallest tree. **Suddenly**, he shouted. “**Oh**, wow! It’s a bird!”

“Look at the **color** on its head,” cried Marta. “It’s red, like a red crown.”

The bird **scrambled** up and down the tree.

Tap-tap-tap. Rat-a-tat-tat.





Tap-tap-tap!
Rat-a-tat-tat!

“It’s a woodpecker pecking for bugs,” said Gilbert.

“Yes,” said Marta. “And **nothing** else sounds like it!”

Tap-tap-tap! Rat-a-tat-tat!

Make Connections



How are the sounds around you made? **Essential Question**

Problem and Solution

A **problem** is something characters want to do, change, or find out. The way the problem is solved is the **solution**.



Find Text Evidence

Find the problem that the story characters need to solve.

page 182

Tap-tap-tap. Rat-a-tat-tat.

“What’s that sound?” asked Gilbert. “It started **early** this morning. I **thought** it might stop, but it hasn’t!”

“Let’s check out the garage,” said Marta.

“I think Dad is making the sound.”





Problem

Gilbert and Marta hear a new sound.



Steps to Solution

Check if Dad is making the sound.
Check if Gramps is making the sound.
Check if Ana is making the sound.



Solution

Gilbert and Marta discover that the sound is a woodpecker tapping on a tree.

Your Turn



Talk about the problem and solution in "Now, What's That Sound?"

Go Digital! Use the interactive graphic organizer



Readers to...

Sentence Fluency Howard wrote complete sentences to express his opinion.

Howard's Review

This story is about a sound.
That funny bird is very loud!
The story has an ending that
will surprise you. I liked it!



Your Turn

COLLABORATE



- Tell why the sentences in Howard's review are complete.
- What you will write an opinion about?

Writers



Other Adjectives Use **a**, **an**, **this**, and **that** to tell which one. Use **a**, **this**, and **that** before nouns that start with a consonant. Use **an** before nouns that start with a vowel.

This story is
about a sound.



Your Turn

COLLABORATE



- Find **a**, **an**, and **that** in Howard's writing. Which word comes before a noun that starts with a vowel?
- Write a new sentence using one of the words.

Weekly Concept **Build It!**



Essential Question

How do things get built?



Go Digital!



Up It Goes!



Talk About It

What is this carpenter building?
How is he doing it?





above

The cranes are **above** the building.



build

They will **build** some houses.



fall

It is strong and will not **fall**.



knew

She **knew** how to make a good model.



money

I put my **money** in a new bank.



toward

We walked **toward** the water.



balance

The worker can **balance** up high.



section

This **section** is not finished yet.

Your Turn



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

oy, oi

The letters oy and oi can make the sound you hear in the middle of toys and point.

oiljoinedboilingboyhoistenjoymoistemploychoiceannoysnoisedestroy

Let's avoid annoying this boy.

He does not enjoy the noise!



Your Turn

COLLABORATE



Look for these words with oy and oi in
"The Joy of a Ship."

joy employs hoist

avoid boils joins

joints point moist



Essential Question

How do things get built?

Read about building a ship.



Go Digital!





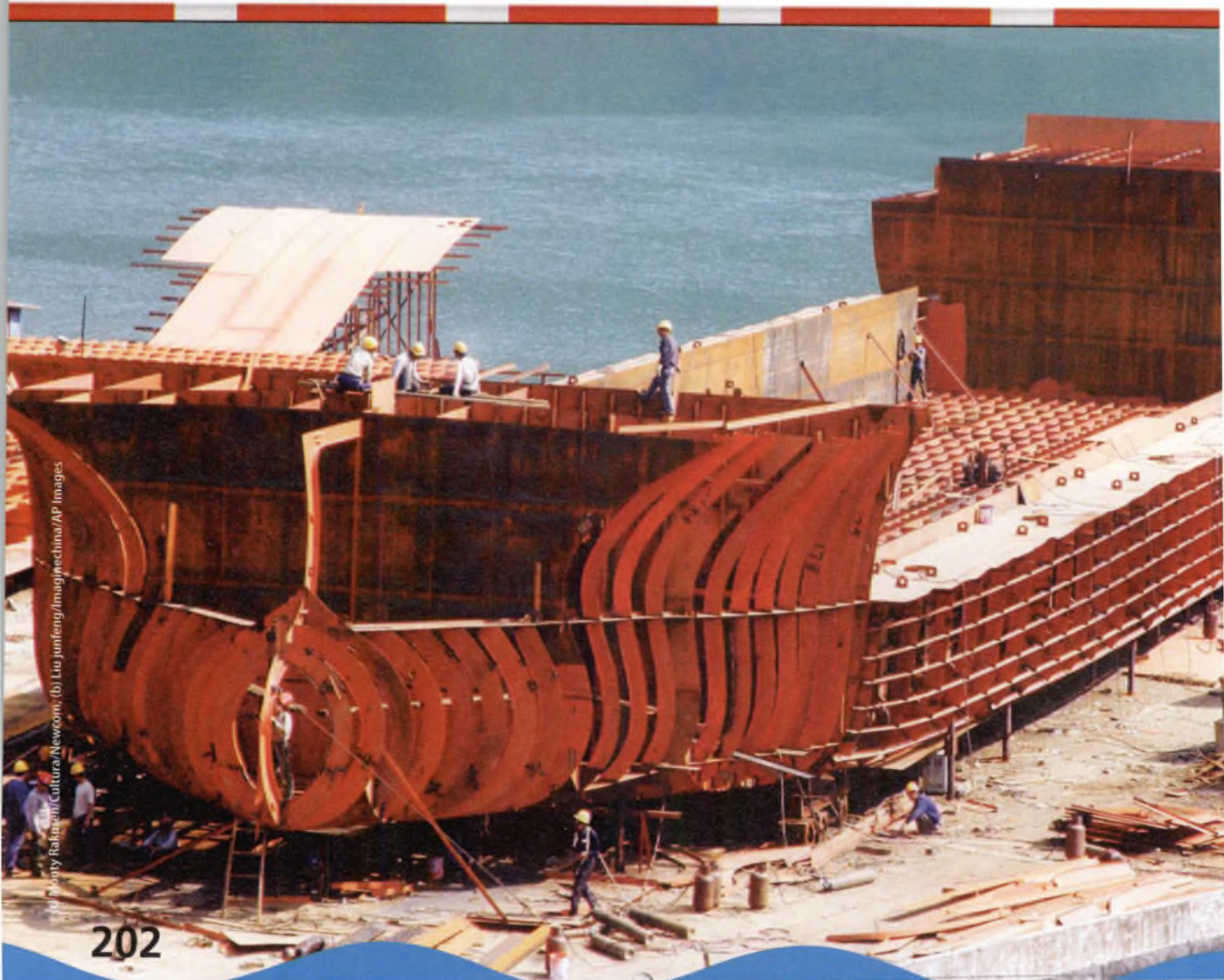
The Joy of a Ship

Ships take people and things
all over the world. How does a
ship get made? Find out here!

What is needed to **build** a ship? Making ships employs many workers. This task uses lots of tools and parts as well. Let's see how a ship is made, step by step.



These people study the plans for the ship. There are many things to do!




© Many Rainey/Cultura/Newcom; (b) Liu Junfeng/Imagoechina/AP Images



Frame It!

First, workers build a frame. The ship frame can **balance** on blocks up **above** a dock. Huge cranes hoist the big parts in place so they do not **fall**. Workers must avoid being bumped by these big pieces of steel.



Some huge gantry cranes can lift 1,500 tons as high as 230 feet in the air.



Sheets of Steel

First, two kinds of metal are melted into steel. It boils! Hot steel flows into flat metal sheets and molds. When steel gets cold, it gets hard. The steel sheets are then ready for making a ship.

Stand back! The steel is very hot!





A worker joins each steel **section** by heating the edges, called joints. Most workers put on gloves and a helmet to protect their hands and head.



Check It, Paint It

Workers check all the joints. Then they point out leaks and fix them. If a joint leaks, the inside of this ship will be moist with water. It might even sink!





Then, the ship is painted, and this job is done! It gleams in the sun. The workers **knew** it would look nice! People will pay a lot of **money** to ride on this ship.

Out to Sea!

The people on the dock point with joy as the new ship begins the first trip! Those on the ship wave as it glides **toward** the open sea.



Did you know?

There are many kinds of ships on the sea.

Ice Breaker Ship ▼



Aircraft Carrier ▼



Cargo Ship ▼



Make Connections



What steps in ship building are risky? **Essential Question**

Cause and Effect

A **cause** is how or why something happens.
An **effect** is what happens.



Find Text Evidence

Find what causes hot steel to get hard.

page 204

First, two kinds of metal are melted into steel. It boils! Hot steel flows into flat metal sheets and molds.

When steel gets cold, it gets hard. The steel sheets are then ready for making a ship.



Cause



Effect

Hot steel
gets cold.The steel gets
hard.A worker wears a
helmet and gloves.The worker's head
and hands are safe.A joint leaks
on a ship.The ship gets
moist with water.
It might sink.

Your Turn



Talk about what happens in “The Joy of a Ship” and how or why it happens.

Go Digital! Use the interactive graphic organizer



Readers to...

Organization Roy listed the steps in order in his writing.

Roy's How-to Article

First, make a flat spot in the snow. Next, make lots of big snowballs. Then, roll them toward the flat spot.

Stack them. Now you have a snow fort!



Your Turn

COLLABORATE



What words did Roy use to tell the order of steps in his article?

Writers



Prepositions Words such as **toward**, **in**, **of**, **on**, **above**, **for**, **during**, and **beyond** link nouns to other words in a sentence.

Then, roll them **toward** the flat spot.



Your Turn

COLLABORATE



- Find more prepositions in Roy's writing.
- Write new sentences with prepositions. Circle the preposition in each sentence.

Unit 6

Together We Can!



LWA/Photographer's Choice/Getty Images

Together

Together is better,
Whatever we do,
You get so much more done,
When someone helps you.

If someone is lonely,
And not having fun,
Just ask them to play;
Two is better than one.

And books sound much better,
When shared with a friend,

Together is better,
Beginning to end.

—by Constance A. Kareme

The Big Idea

How does
teamwork
help us?

Weekly Concept Taking Action



Essential Question

How can we work together to make our lives better?



Go Digital!



Make It Happen!



Talk About It

What are these people working on together?

**answer**

I know the **answer** to that question!

**brought**

We all **brought** food for the picnic.

**busy**

The bees are **busy** making honey.

**door**

Grandpa met us at the **door**.

**enough**

Are there **enough** seats for all?



eyes

Our **eyes** and ears help us learn.



demand

People can **demand** fair pay.



emergency

A fire is one kind of **emergency**.

Your Turn

COLLABORATE



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

oo, u, u_e, ew, ue, ui, ou

The letters oo, u, u_e, ew, ue, ui, and ou can make the sound you hear in the middle of cool, truth, flute, news, clues, suit, and soup.



moon

June

student

flew

true

fruit

you

room

July

rude

group

chewing

Lucy and a group of friends sat by the pool.

Lucy, Sue, and Drew ate fruit.



Your Turn

COLLABORATE



Look for these words with oo, u, u_e, ew, ue, ui, and ou in "Super Tools."

super

tools

few

new

cool

Lucy

used

useless

rude

soon

juice

drew

blue

you

room

useful



Essential Question

How can we work together to make our lives better?

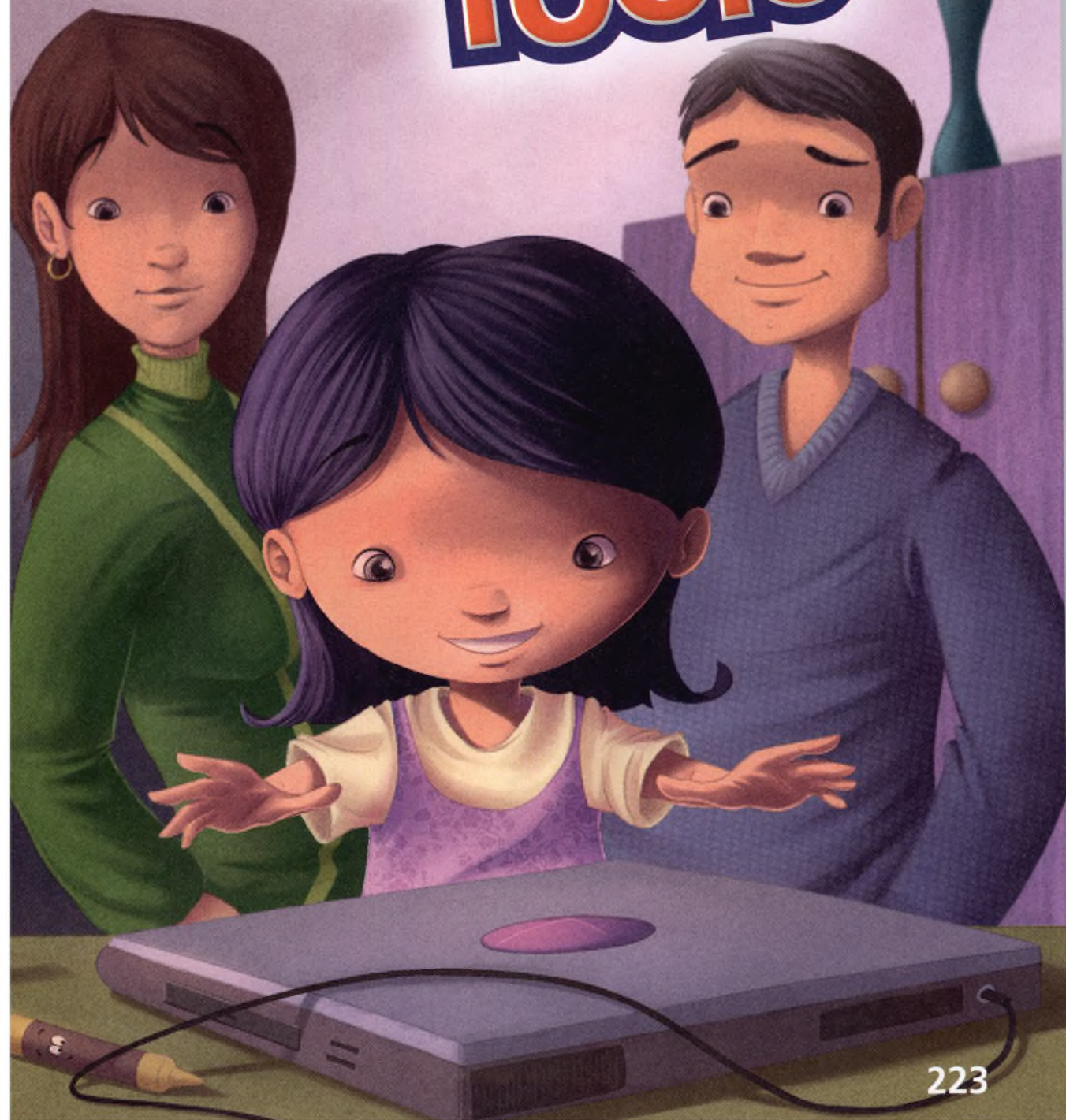
Read about how a girl's forgotten writing tools work together to become useful again.



Go Digital!



Super Tools



A few weeks ago, Lucy's mom and dad **brought** a new computer home.

"This is so cool!" exclaimed Lucy.

Lucy used the computer all the time.

But not everyone was happy about the new computer.





Lucy didn't know it, but her writing tools felt sad and useless. One day while she was at school, they had an **emergency** meeting.

"Lucy hasn't used us in weeks!" cried the markers. "Can we **demand** to be used?" asked the crayons. "No, that would be rude. But, we can remind her how great we are," said the pencils. "Yes!" they all agreed. "Let's remind her."

After school, as soon as Lucy came through the **door**, she grabbed a glass of juice and went right to her computer. She had to write a report about birds.

The writing tools watched and waited. When Lucy was done, she printed her report.





That night the writing tools got **busy**. They worked together to make a picture for Lucy.

The pencils made a sketch. The markers drew the birds in the tree. The crayons drew the sun in a blue sky. The picture was good **enough** to frame.



The next day was Saturday. Lucy woke up late. Then she went to get her report. Lucy gasped. She couldn't believe her **eyes!** "Who drew this great picture?" she asked.

“Did you draw this?” Lucy asked Mom and Dad.
“You know the **answer** to that!” they laughed.
“Stop joking! YOU drew that great picture.”

That made Lucy think she wished she had drawn it. “It is fun to draw,” she said.

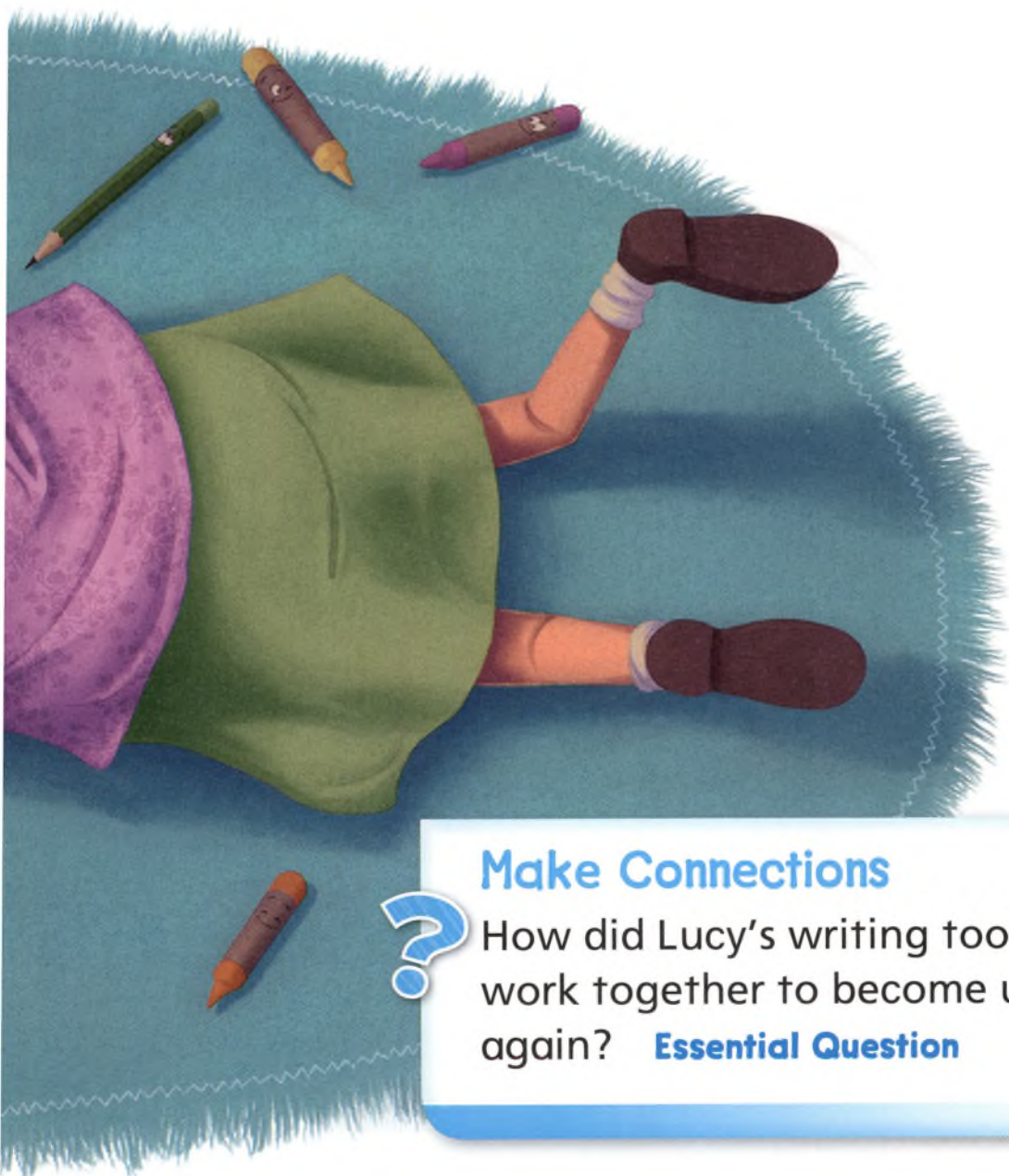


Lucy hung the picture in her room. Then she took out her pencils, crayons, and markers. "I'll draw my own picture for my report," she said.



Lucy and her pencils, crayons, and markers worked together. They drew a super picture.

From that day on, Lucy kept drawing. And the writing tools felt happy and useful!



Make Connections



How did Lucy's writing tools work together to become useful again? **Essential Question**

Theme

The **theme** is the big idea or message of a story.

Find Text Evidence

Find clues that help you understand the theme.

page 227

That night the writing tools got **busy**. They worked together to make a picture for Lucy.

The pencils made a sketch. The markers drew the birds in the tree. The crayons drew the sun in a blue sky. The picture was good **enough** to frame.



Clue

The pencils made a sketch.



Clue

The markers drew the birds in the tree.



Clue

The crayons drew the sun in a blue sky.



Theme

The writing tools worked together
to make their lives better.

Your Turn



Talk about the theme of "Super Tools."

Go Digital! Use the interactive graphic organizer



Readers to...

Sentence Fluency Sue used different kinds of sentences in her story.

Sue's Story

Ruby wanted to clean up the forest, so she called Rudy for help. "I will help you!" said Rudy. He got a big trash can and made a sign. It said, "Keep the forest clean!"



Your Turn

Tell how Sue varied the sentences in her story.

COLLABORATE



Writers



Pronouns such as **I**, **you**, **he**, **she**, **it**, **we**, and **they** are words that take the place of nouns.

"I will help **you**!"
said Rudy. **He** got
a big trash can
and made a sign.



Your Turn

COLLABORATE



- Find more pronouns in Sue's story.
- Write new sentences with pronouns. Circle the pronoun in each sentence.

Weekly Concept My Team



Essential Question

Who helps you?



Go Digital!



My Helpers



Talk About It

How does
this girl get
help from
her coach?



**brother**

I like to read to my **brother**.

**father**

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

**friend**

It's fun to have a good **friend**!

**love**

My family and I **love** each other.

**mother**

Pam's **mother** is our soccer coach.

picture



I drew a **picture** for my teacher.

accept



Will you **accept** this gift?

often



We **often** go to the library.

Your Turn

COLLABORATE



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

a, aw, au, augh, al

The letters a, aw, au, augh, and al stand for the sound you hear in the middle of calls, fawn, cause, caught, and walk.



ball

talking

haul

saw

salt

taught

fault

smallest

yawn

also

pause

daughter

Last fall, I taught Paul how to draw.

He drew a tall tree using chalk.



Your Turn

COLLABORATE



Look for these words with a, aw, au, augh, and al in "All Kinds of Helpers."

all

also

baseball

ball

talks

taught

awful

because

caught

walk

always

talk



Essential Question

Who helps you?

Read about the people in your community who help you and the different ways they help.



Go Digital!



All Kinds of Helpers





Every day, people help us in many ways. To help means to give what is needed and useful. It also means to make things better. So helpers are the people who give us what we need and who make our lives better.

Who are some of the people who help us?



Families can be helpers. The people in a family **love** and **accept** us. They also help us in many ways.

A family can include a **mother** and a **father**. This boy also has a big **brother**. His brother **often** helps him with his homework. His mother and father help him learn about the world.





Teachers help you in many ways. In school, a teacher helps you learn how to read and write. A teacher teaches you such subjects as math and social studies. A teacher helps you understand new ideas.

Sports coaches are helpers, too. The baseball coach in this **picture** is teaching his team how to hold the ball. He talks to them and shows them what to do. Who taught you how to play a sport?



Doctors and nurses help keep you healthy. You visit the doctor for a checkup or when you feel sick.

The girl in this picture feels awful because she caught a bad cold! But the doctor will help her get better.





Do you walk or take a bus to school?
Either way, people help you get back
and forth safely.

Other helpers keep you safe, too.
Police officers and firefighters are
always protecting you.

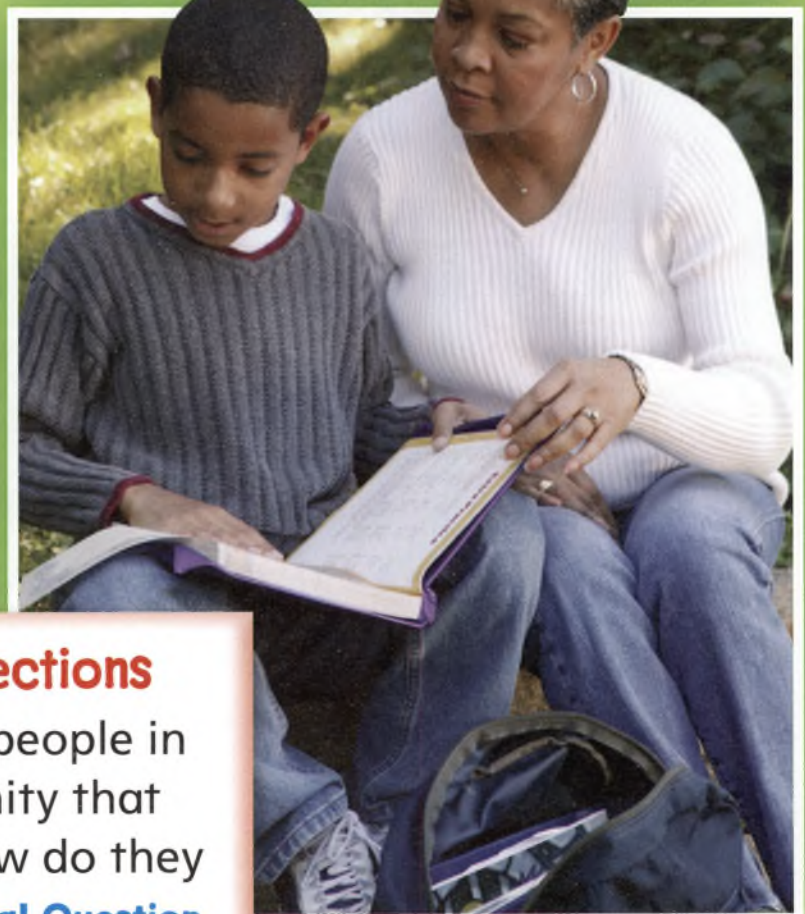
Some boys and girls need a grownup to talk to. Some groups match boys and girls with a grownup who will be their **friend**. What a good idea!



A special group called **Big Brothers Big Sisters** helps some children out.



There are many helpers around you. Families love you, and teachers help you learn. Doctors, nurses, and safety helpers keep you healthy and safe. Special groups help you in special ways. All of them give what is needed and useful.



Make Connections

Who are the people in your community that help you? How do they help? **Essential Question**

Author's Purpose

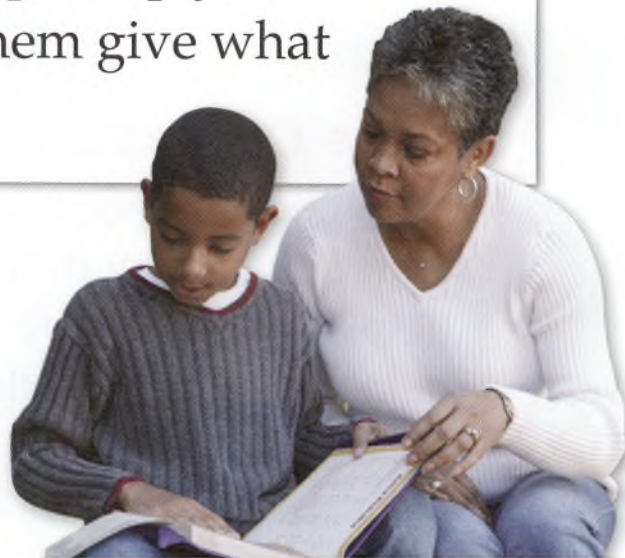
The **author's purpose** is the reason why an author writes a selection.

Find Text Evidence

Find a clue to help you understand the author's purpose.

page 251

There are many helpers around you. Families love you, and teachers help you learn. Doctors, nurses, and safety helpers keep you healthy and safe. Special groups help you in special ways. All of them give what is needed and useful.



**Clue**

Families love you,
and teachers help
you learn.

**Clue**

Doctors, nurses,
and safety helpers
keep you healthy
and safe.

**Author's Purpose**

To let you know that there are many
people helping you in many ways.

Your Turn

Talk about the author's purpose for
writing "All Kinds of Helpers."

Go Digital! Use the interactive graphic organizer



Readers to...

Voice Paul chose words that make his thank-you note sound friendly.

Paul's Thank-You Note

Dear Gram,
Thank you for my new puppy.
His name is Buddy. I hope
Buddy is as smart as your dog!
Love, Paul



Your Turn

COLLABORATE



What possessive pronouns did Paul use in his thank-you note?

Writers



Possessive pronouns such as **my**, **your**, **his**, **her**, **its**, **our**, and **their** can take the place of possessive nouns.

Thank you for **my** new puppy. **His** name is Buddy.



Your Turn

COLLABORATE



- Find another possessive pronoun in Paul's thank-you note.
- Write new sentences with possessive pronouns. Circle the possessive pronoun in each sentence.



Essential Question

How can weather affect us?



Go Digital!



Snow Day!



Talk About It

What are these people doing differently in the snow?



been

They have **been** busy raking.



children

The **children** won their last game of the year.



month

July can be a very hot **month**.



question

Who will answer the **question**?



their

Their dog likes to cool off when it's hot out!

**year**

It snowed a lot
here this **year**.

**country**

This is a map of
our **country**.

**gathers**

She **gathers** some
spring flowers.

Your Turn

COLLABORATE



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

Silent Letters wr, kn, gn

Sometimes a letter is silent. The letters wr, kn, and gn make the sound you hear at the beginning of wrap, know, and gnat.



write

sign

knot

knee

gnawed

wreck

gnat

knocking

wrist

knife

wreath

design

I knocked a gnat off my wrist.

Another bug gnawed on my knee!



Your Turn

COLLABORATE



Look for these words with wr, kn, and gn in
"Wrapped in Ice."

wrapped

degn

know

signs

knocked

Knox

Wright

knock



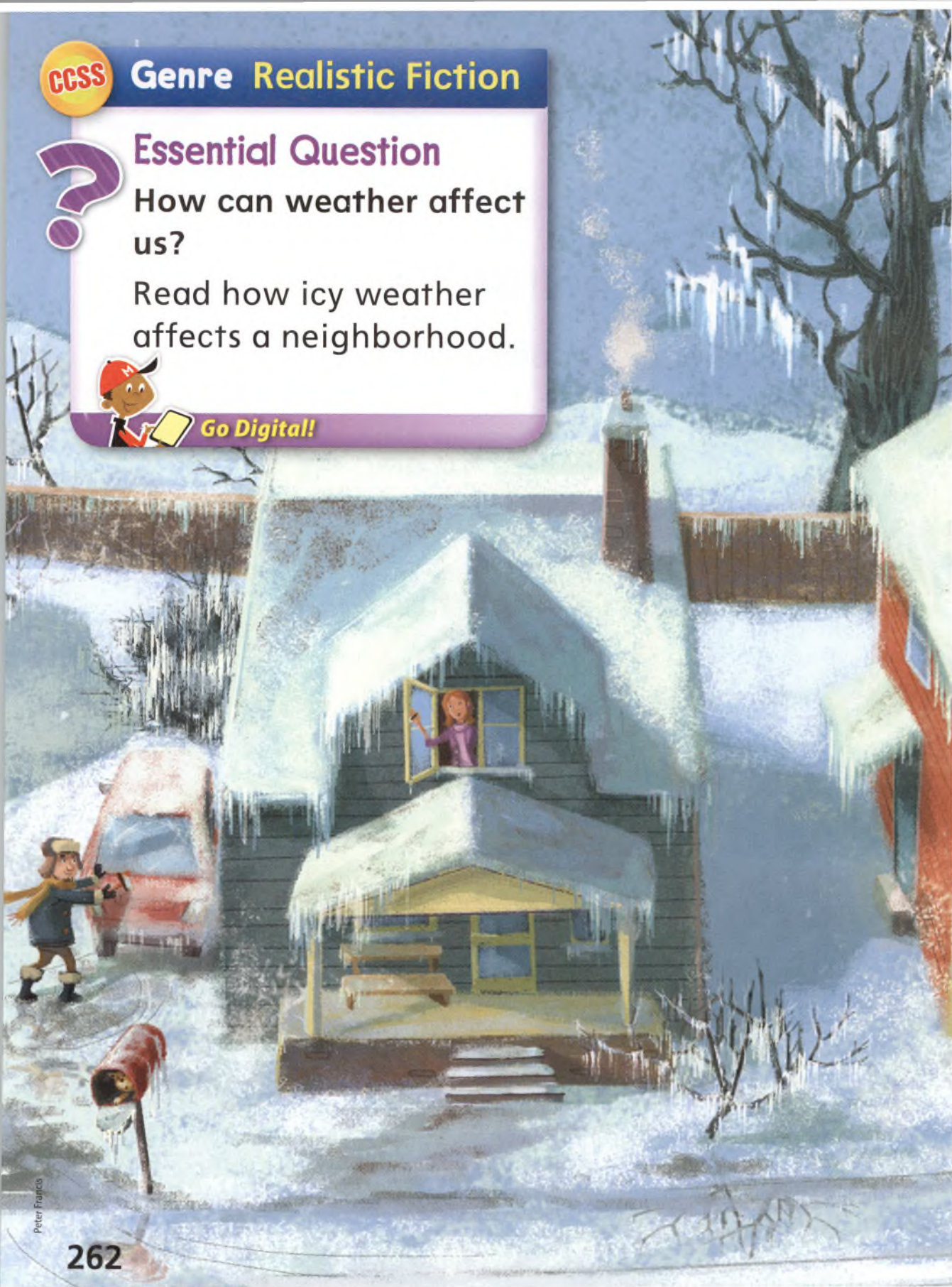
Essential Question

How can weather affect us?

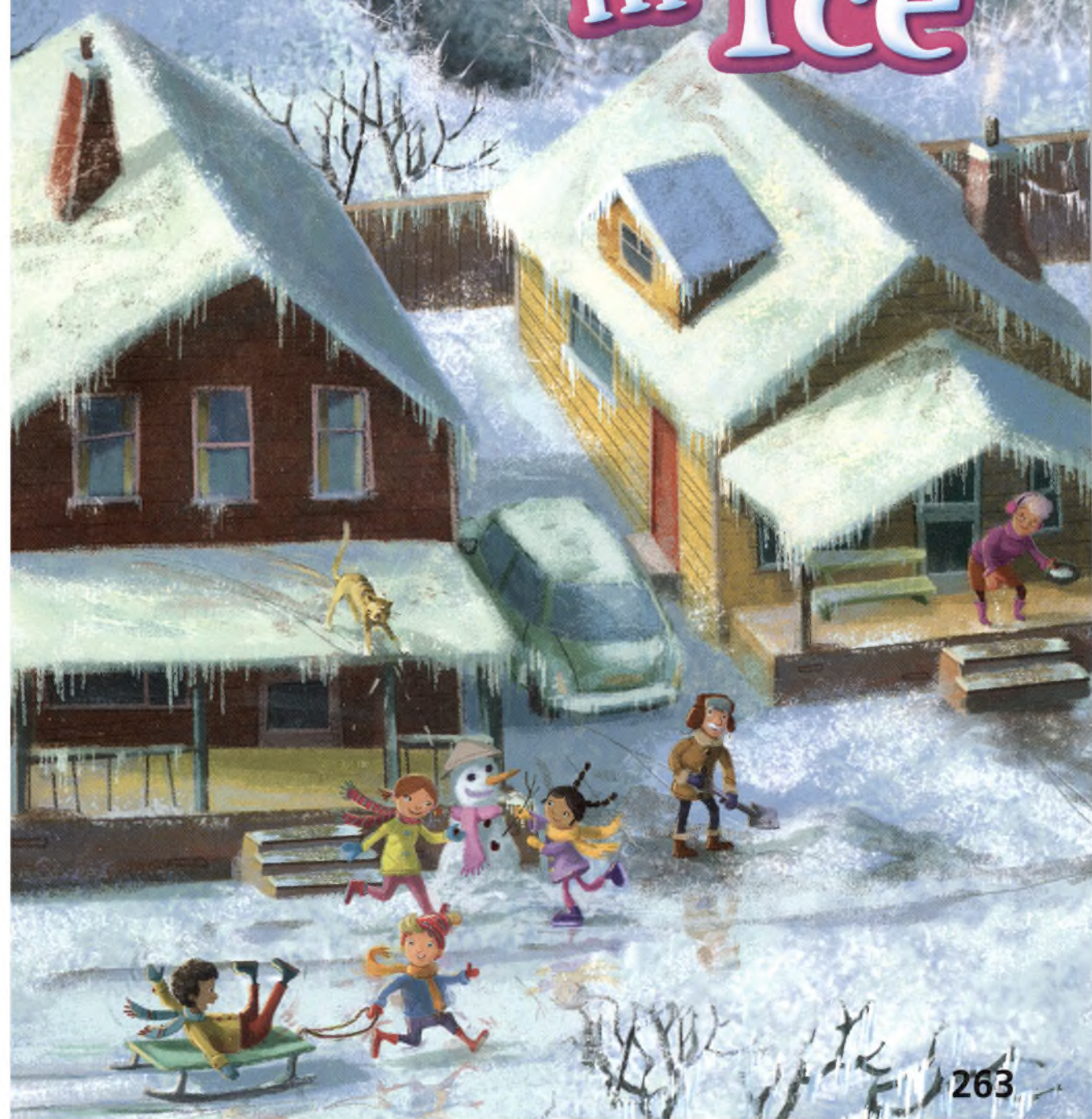
Read how icy weather affects a neighborhood.



Go Digital!



Wrapped in Ice



The sound of something hitting the window woke Kim up. *Ping! Ping, ping!* “What’s that?” Kim asked herself.

Kim peeked outside. The trees were coated with ice. The yard sparkled. The driveway was like a skating rink. Even the car was wrapped in an icy design.





“Mom, why is everything covered in ice?” Kim wanted to know.

“That’s a good **question**,” said Mom. “Good thing I’m a science teacher! It’s raining. But the air is very cold. So the raindrops freeze when they land on cold surfaces like signs, trees, and roads.”

Mom turned on the TV weather. A reporter said, "A winter storm has hit this part of the **country**. Freezing rain is making streets and roads icy. We advise you to stay inside! **Children** can stay home. Schools will be closed."

"We have a snow day!" cried Kim.

"You mean an ice day!" laughed Mom.





Suddenly, all the lights went out!

“I guess some icy tree branches broke,” said Mom. “They must have knocked down power lines. We won’t have any power until the lines are fixed.”

Kim looked worried. But Mom said, “Let’s just pretend we are camping!”

Mom lit the logs in the fireplace. Kim got flashlights. They played lots of games. It was fun to eat **their** lunch by the fire.

Then Mom said, "Listen!" The *ping, ping, ping* had stopped!

"The storm must be over!" cried Kim.





Up and down the street, people came outside. There was so much to do. Everyone worked together. They put sand on the walks. They broke up the ice. Noses got red. Br-r-r-r! The air was very cold.

“I made a fire in the fireplace,” Mom called out. “Come in and warm up!”

Neighbors came with flashlights and snacks. Ms. Knox brought cider. Mr. Wright told about the **year** it snowed in the **month** of May. Kim told knock-knock jokes.

“It’s nice when everyone **gathers** together,” said Mom.



Just then, the lights came on. Everyone cheered.

“It’s **been** a big day!” smiled Mom. “We were lucky to be cozy and safe.”

“We are lucky to have such nice neighbors, too,” said Kim. “We turned an ice day into an ice party!”



Make Connections



How does icy weather change Kim and her neighborhood?

Essential Question

Cause and Effect

A **cause** is the reason why something happens. An **effect** is what happens.



Find Text Evidence

Find what caused the raindrops to freeze.

page 265

“Mom, why is everything covered in ice?” Kim wanted to know.

“That’s a good **question**,” said Mom.

“Good thing I’m a science teacher! It’s raining. But the air is very cold. So the raindrops freeze when they land on cold surfaces like signs, trees, and roads.”



Cause

Effect

The air was
very cold.Raindrops
froze on cold
surfaces.Branches broke.
Power lines fell.There was no
electricity.The air was
very cold.

Noses got red.

Your Turn

Talk about what happened in "Wrapped in Ice" and what caused it to happen.

Go Digital! Use the interactive graphic organizer



Readers to...

Voice Judy chose words to make her letter sound friendly.

Judy's Letter

Dear Mark,

Everyone thinks snow is fun.

Not me! Our van got stuck last night. Nobody came by. Then a tow truck stopped. Hooray!

Your pal, Judy



Your Turn

COLLABORATE



Tell what words gave Judy's letter a friendly voice.

Writers



Indefinite Pronouns Pronouns such as **everyone**, **nobody**, **everything**, and **nothing** do not name one special thing.

Everyone thinks snow is fun.



Your Turn

COLLABORATE



- Find a pronoun in Judy's letter that stands for "no person."
- Write new sentences with **everyone**, **nobody**, **everything**, or **nothing**.

Weekly Concept **Sharing Traditions**



Essential Question

What traditions do you know about?



Go Digital!



Talk About It

What is this boy learning from his grandmother?



Pass It On!



before

They read **before** going to bed.



front

The dog walks in **front** of the girl.



heard

Have you **heard** Dad play?



push

Mom will **push** the sled.



tomorrow

I hope it will be sunny **tomorrow**.



your

I'm glad to meet
your mom!



difficult

This puzzle is
difficult to do.



nobody

Nobody is on
the porch.

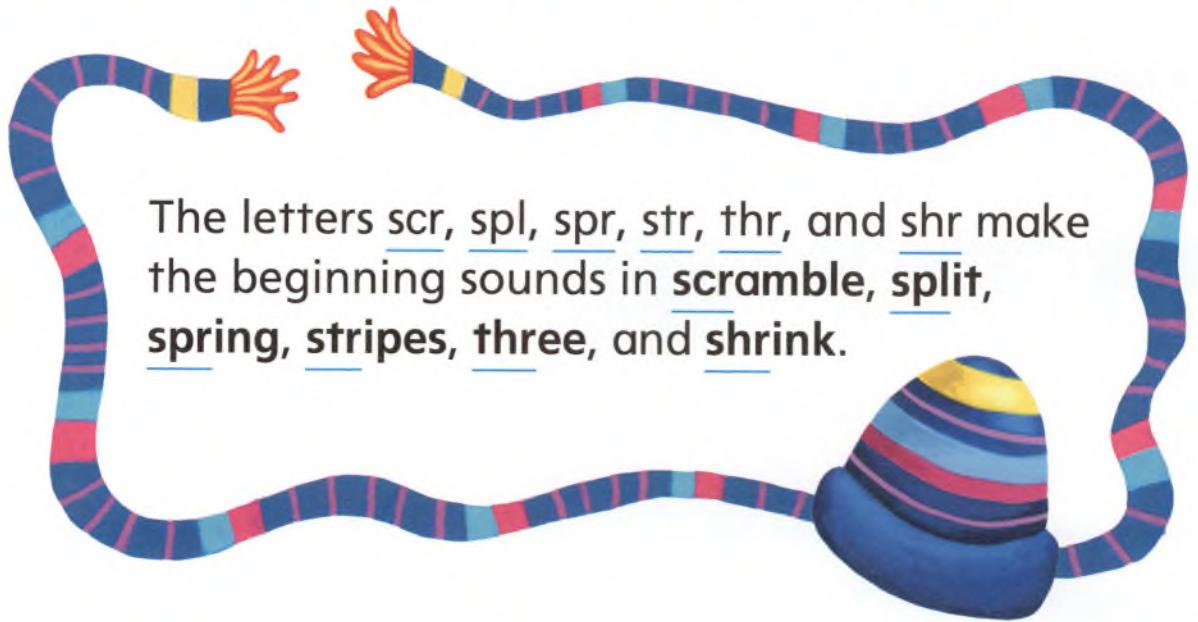
Your Turn



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

Three-Letter Blends



The letters scr, spl, spr, str, thr, and shr make the beginning sounds in scramble, split, spring, stripes, three, and shrink.

scrub

sprayed

street

splash

shrink

thrilling

spread

scream

thread

shriek

splinters

strike

A stream of water sprayed and splashed us.

The thrill made us shriek and scream.



Your Turn



Look for these words with scr, spl, spr, str, thr, and shr in "A Spring Birthday."

spring

street

sprang

spread

striking

three

split

shrieked

scrambled



Essential Question

What traditions do you know about?

Read about how a family starts a new tradition.



Go Digital!



A Spring Birthday





May was a happy time for Marco. It was his birthday month.

“Can I have a party this year?” he asked.
“Then my friends can celebrate with me.”



“It’s our family tradition to have a birthday dinner,” said Gram. “**Your** friends can join us. I will make *empanadas* for everyone.”

“**Nobody** makes better *empanadas*, Gram!” Marco said. “But it would be fun to do something new this year.”



“How about a picnic?” Dad asked. “I **heard** about a nice spot in the park on Elm Street. It’s in **front** of the ball field. We can **push** the tables together.”

“That sounds like fun,” said Marco. “We can have hotdogs, burgers, and Gram’s *empanadas!*”

At last, it was the morning of Marco's birthday. He opened his eyes. He saw Mom and Dad and Gram. They were singing the Mexican birthday song, "*Las mañanitas*." Marco sprang out of bed. He could not wait for his party.



Mom and Dad went shopping **before** the party. First, they got a baseball mitt for Marco. Then they bought a birthday cake and a *piñata*.

Everyone met at the picnic spot. "Happy birthday! *Feliz cumpleaños, Marco!*" they shouted.





Mom hung the *piñata*. Dad spread out the food. There were hotdogs, burgers, and yummy *empanadas*!

After lunch, the children took turns striking the *piñata*. Each one swung three times. The *piñata* was **difficult** to hit! At last it split open. The kids shrieked and scrambled for the treats.



Next Marco opened his gifts. When he saw the baseball mitt, he cried, “Thank you! This is just what I wanted! I can use it in the game **tomorrow.**”

When it was time for cake, Marco’s family sang the Mexican birthday song again. Marco’s friends hummed along. Then Mom taught them the words so they could sing it, too!

“This is the best birthday party I’ve ever had!” Marco said. “Can we do this again next year?”

“Sure,” said Gram. “It’s fun to mix the old with the new. A spring picnic can be your birthday tradition.”



Make Connections

What traditions do you know about from other places in the world? **Essential Question**

Theme

The **theme** of a story is the message that the author wants to tell readers.

Find Text Evidence

Find clues that can help you figure out the theme of "A Spring Birthday."

page 285

"It's our family tradition to have a birthday dinner," said Gram. "**Your** friends can join us. I will make *empanadas* for everyone."

"**Nobody** makes better *empanadas*, Gram!" Marco said. "But it would be fun to do something new this year."



**Clue**

A birthday dinner is the family's tradition.

**Clue**

Marco's family has a picnic with a *piñata*, *empanadas*, and other kinds of food.

**Clue**

Marco wants a birthday picnic next year.

**Theme**

Blend old and new to make a new tradition.

Your Turn

COLLABORATE



Talk about the theme of "A Spring Birthday."

Go Digital! Use the interactive graphic organizer



Readers to..

Sentence Fluency Andy used different kinds of sentences to make his writing interesting.

Andy's Letter

Dear Trish,

Have you been to the zoo? I go each spring with Gramps. This year he bought me a toy seal! I had lots of fun.

Your friend, Andy



Your Turn

COLLABORATE



Tell what kinds of sentences Andy used in his letter.

Writers



Using I and me Use **I** as the subject of a sentence. Use **me** after a verb or after a word such as **for, at, of, with, to, or between**.

I go each spring with Gramps.

This year he bought

me a toy seal!



Your Turn

COLLABORATE



- Find another place where Andy uses **I** or **me** in his writing. Tell why Andy used that word.
- Write new sentences. Use **I** and **me** in your sentences.

Weekly Concept Celebrate America!



Essential Question

Why do we celebrate holidays?



Go Digital!



Red, White, and Blue



Talk About It

What are these people celebrating together?





favorite

It's my **favorite** day of the year!



few

A **few** of the apples are green.



gone

All the leaves are **gone**.



surprise

He has a **surprise** for his sister!



wonder

I **wonder** what is up in the tree.



young

The **young** child
fell fast asleep.



nation

Our **nation** has
50 states.



unite

We all **unite** to
help the earth.

Your Turn



Read the sentence for each word.
Then make up another sentence.

Go Digital! Use the online visual glossary

air, are, ear

The letters air, are, and ear can make the sounds at the end of fair, share, and pear.



air

care

hair

bear

pair

glare

wear

scare

chair

stair

square

aware

A pair of chairs were at the square table.

She likes to wear a bow in her hair.



Your Turn



Look for these words with air, are, and ear in
"Share the Harvest and Give Thanks."

share fair aware compare

affair wear pears



Essential Question

Why do we celebrate holidays?

Read about how people
celebrate the harvest.



Go Digital!



Share the Harvest and Give Thanks

Each year, farmers pick crops from their fields. This is called the harvest. It marks the end of the growing season—a fun time of the year.

Say Thanks

In our **nation**, families celebrate the harvest in a number of ways. You can eat a harvest dinner at home, or you can go to a fair or festival. Harvest is a time to **unite** with friends and family. It is also a time when people share harvest foods.



Farm stands have harvest fruits and vegetables. These may include pumpkins and apples in the fall and berries and tomatoes in the spring.



All across the United States, people give thanks for the fall harvest. This day is called Thanksgiving. It is on the fourth Thursday in November. Families eat together and show that they are thankful. But are you aware of the very first Thanksgiving?





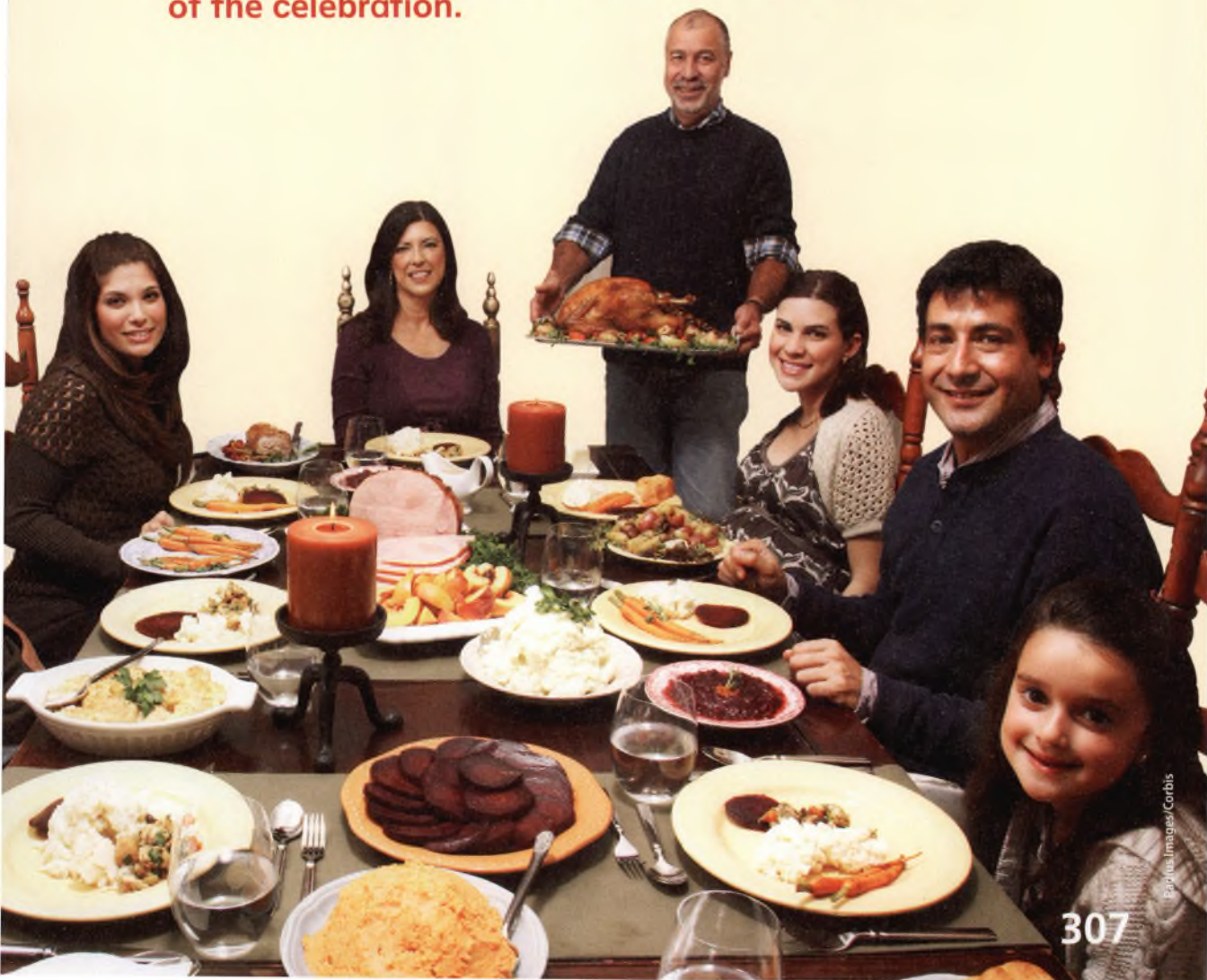
In 1620, the people we call Pilgrims sailed from England and landed in Plymouth, Massachusetts. The Native Americans there taught the Pilgrims which crops to plant.

The first Thanksgiving in our nation was in 1621. The Pilgrims who had come to America had a feast to show thanks for the harvest. They ate duck, deer, corn, and squash. Can you compare that to a meal today?



Today, families still give thanks with a feast. But they may eat such **favorite** foods as turkey, corn, and green beans. People like to enjoy the harvest foods before they are **gone**.

Many families eat a special meal on Thanksgiving. Foods that are harvested in the fall may be part of the celebration.



Festivals and Fairs

In many states, Thanksgiving is a fun affair! Some places hold big parades where people march, sing, and dance. At one parade, **young** actors wear costumes. They act out the first Thanksgiving. That is so you can see what harvest was like so many years ago.

In Plymouth, the city of the first Thanksgiving, some people dress up like Pilgrims and Native Americans.



At the Kentucky Harvest Festival, the corn crop is the star. Kids have a contest to peel the most ears of corn. Families join teams to play a Cornhole Toss game. The teams toss a **few** bags filled with corn kernels. They follow rules to score. The winning team gets a **surprise!**



A bean-bag toss game is popular at Kentucky and Ohio harvest festivals. Players pitch their corn bags and try to get them into a hole.

Kwanzaa is also a harvest celebration. Kwanzaa means “first fruits.” At this time, people give thanks for crops such as corn, apples, and pears.

In some places, pumpkins are a BIG deal! Large pumpkins are dug out and used as boats. After the race the pumpkins are used for compost, or to make new dirt.



Kwanzaa begins on December 26. It celebrates the harvest of Africa. Many people in the United States celebrate Kwanzaa traditions.

Row, row, row your pumpkin! These giant pumpkins make a splash at Oregon’s Giant Pumpkin Race.





Key



Pumpkin Race in Oregon



Corn Festivals in
Kentucky and Ohio



Pilgrims at the First
Thanksgiving in
Massachusetts

Across the nation, people celebrate the harvest. At home or with others, it is no **wonder** that harvest is a fun time for all!

Make Connections



How do you celebrate the harvest? **Essential Question**

Author's Purpose

An **author's purpose** is the reason why an author writes a selection.



Find Text Evidence

Find a clue to help you understand the author's purpose.

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The first Thanksgiving in our nation was in 1621. The Pilgrims who had come to America had a feast to show thanks for the harvest. They ate duck, deer, corn, and squash. Can you compare that to a meal today?



**Clue**

The first Thanksgiving feast was in 1621 to show thanks for the harvest.

**Clue**

Today people still have feasts on Thanksgiving. There are also parades, fairs, and festivals.

**Author's Purpose**

To give information about the first Thanksgiving and how it is celebrated today.

Your Turn

Talk about the author's purpose for writing "Share the Harvest and Give Thanks."

Go Digital! Use the interactive graphic organizer



Readers to...

Ideas Blair had an idea for a report. She used details to tell about her topic.

Blair's Report

Our nation's birthday is July 4.
We celebrate with fireworks.
The fireworks burst loudly. Big
kids like them a lot. Little kids
quickly cover their ears!



Your Turn



What details did Blair use in her report?

Writers



Adverbs That Tell How Some adverbs tell how an action is done. Adverbs that tell how often end in **-ly**, such as **slowly**, **quickly**, **loudly**, **softly**, **neatly**, and **gladly**.

The fireworks burst **loudly**.



Your Turn

COLLABORATE



- Find another word in Blair's report that tells how an action is done.
- Write new sentences using words that tell how.



