

HOUGHTON MIFFLIN HARCOURT

JOURNEYS

COMMON CORE



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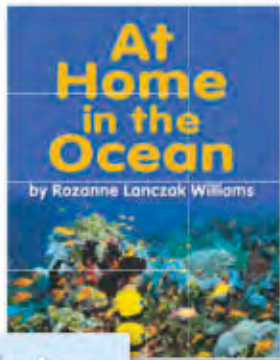
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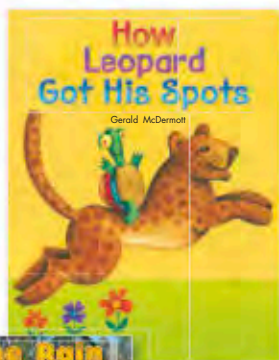
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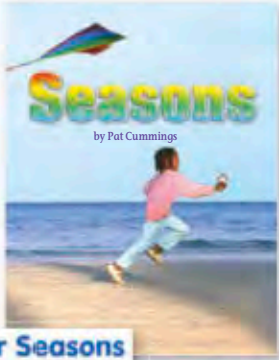
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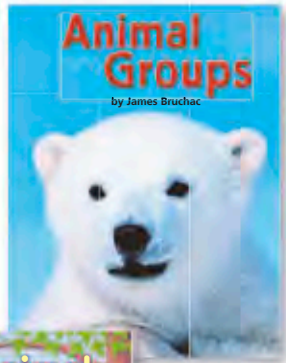
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Words to Know G1

Glossary G2



Welcome, Reader!

Each day you are becoming a better reader. Good for you!

The stories in this book will take you to the sea, the jungle, and the desert. You will see animals that are furry, scaly, slinky, feathered, striped, and spotted. You will even read about manatees!

Get ready to read new words, visit new places, and learn about the world around us!

Sincerely,

The Authors

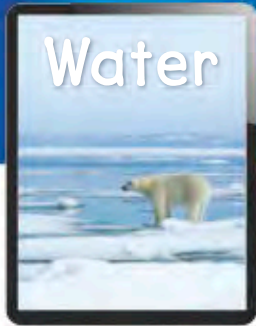
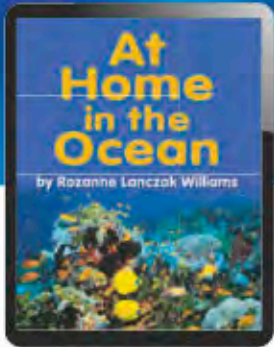




3rd Unit

Lesson

11



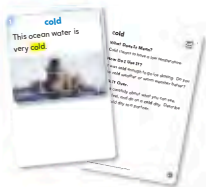
✓ WORDS TO KNOW High-Frequency Words

cold
where
blue
live
far
their
little
water

Vocabulary Reader



Context Cards



COMMON
CORE

RF.1.3g recognize and read irregularly spelled words

Words to Know



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

1

cold

This ocean water is very **cold**.



2

where

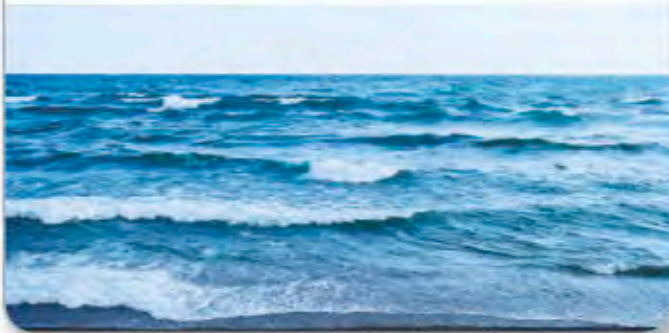
Sharks live **where** the ocean is deep.



3

blue

Today the ocean water looks **blue**.



4

live

Whales **live** in all the oceans of the world.



5

far

Squid swim **far** below the ocean's surface.



6

their

Their home is by the ocean.



7

little

Many **little** fish live in the ocean.

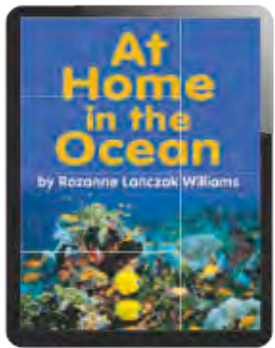


8

water

Some people take photos in the **water**.





Read and Comprehend



✓ TARGET SKILL

Author's Purpose Authors may write to make you laugh or to give information. The reason an author writes is called the **author's purpose**. In informational texts, the author's purpose is to give information about a topic. As you read, think about what the author wants you to learn. List details that explain the author's purpose.



✓ TARGET STRATEGY

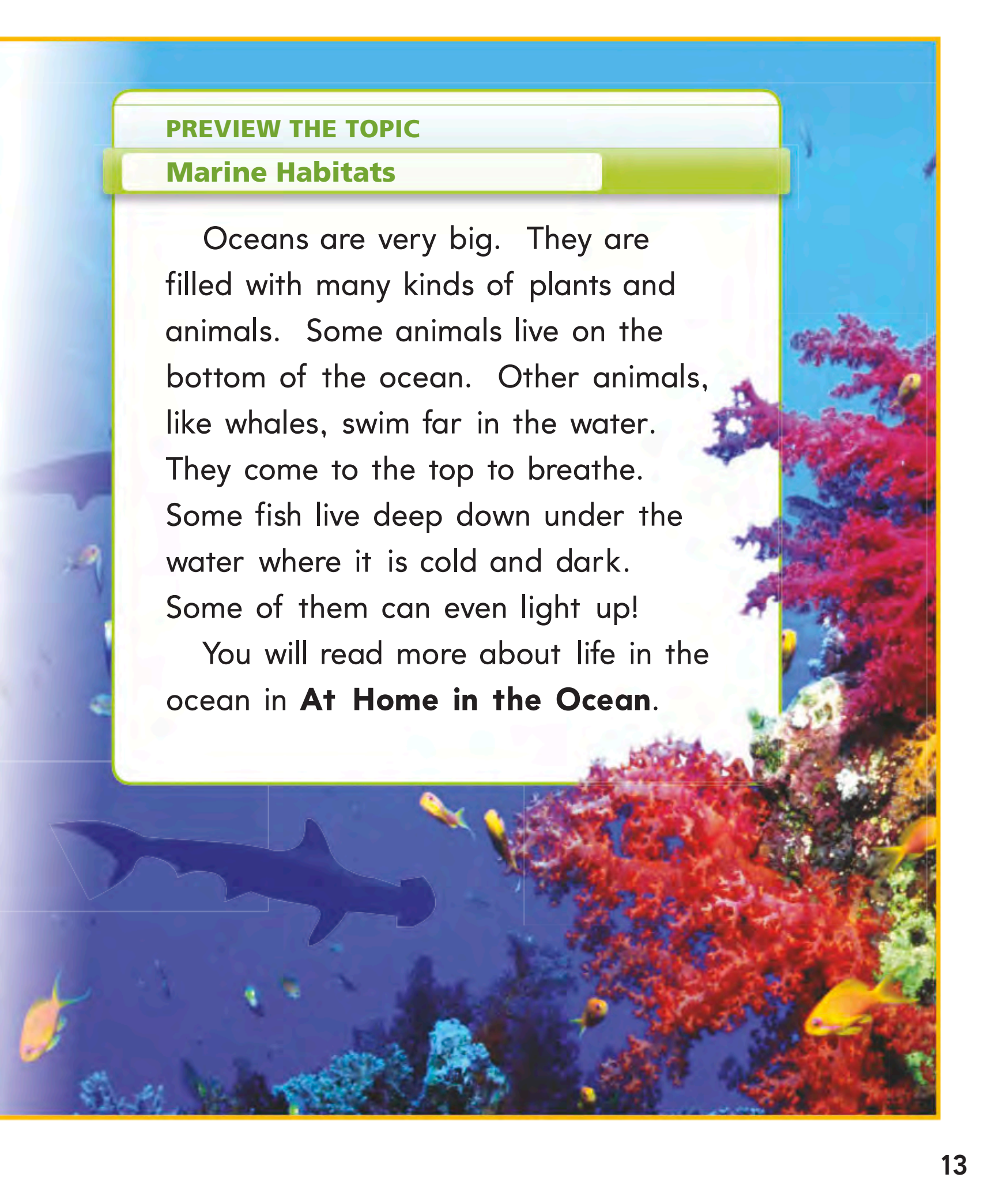
Analyze/Evaluate Tell what you think and how you feel about the selection. Tell why.

PREVIEW THE TOPIC

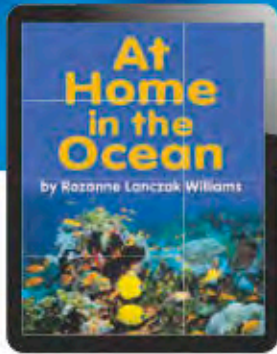
Marine Habitats

Oceans are very big. They are filled with many kinds of plants and animals. Some animals live on the bottom of the ocean. Other animals, like whales, swim far in the water. They come to the top to breathe. Some fish live deep down under the water where it is cold and dark. Some of them can even light up!

You will read more about life in the ocean in **At Home in the Ocean**.

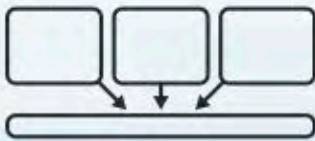


ANCHOR TEXT



TARGET SKILL

Author's Purpose Find details the author uses to explain her purpose.



GENRE

Informational text gives facts about a topic. Look for:

- ▶ information and facts in the words
- ▶ photos that show the real world
- ▶ labels for photos

COMMON CORE **RI.1.2** identify the main topic and retell key details; **RI.1.8** identify the reasons an author gives to support points; **RI.1.10** read informational texts

Meet the Author
Rozanne Lanczak Williams

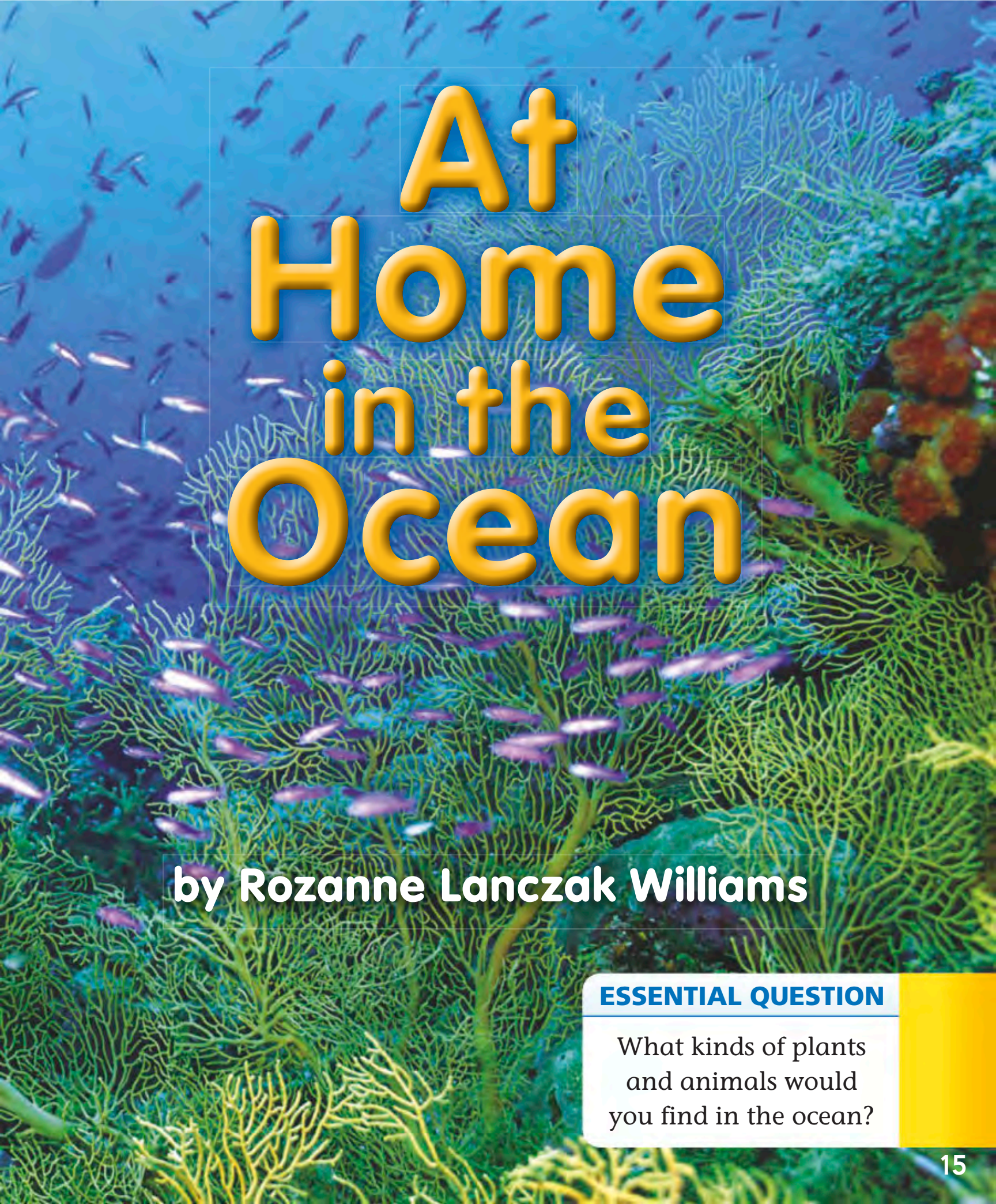


When Rozanne Lanczak Williams first became a teacher, she lived far from the ocean. She and

her students learned a lot about sea life, though, from their research and by making beautiful underwater murals.

Now Ms. Williams lives only seven miles from the ocean!

To write this story, she hunted for fun fishy facts. She visited a big aquarium, the library, a bookstore, a friend's classroom library—and the ocean!

An underwater scene featuring a vibrant coral reef. The coral is primarily green and yellow, with some red patches. Numerous small, purple fish are swimming throughout the water, which has a blue-green hue. The overall atmosphere is bright and lively.

At Home in the Ocean

by Rozanne Lanczak Williams

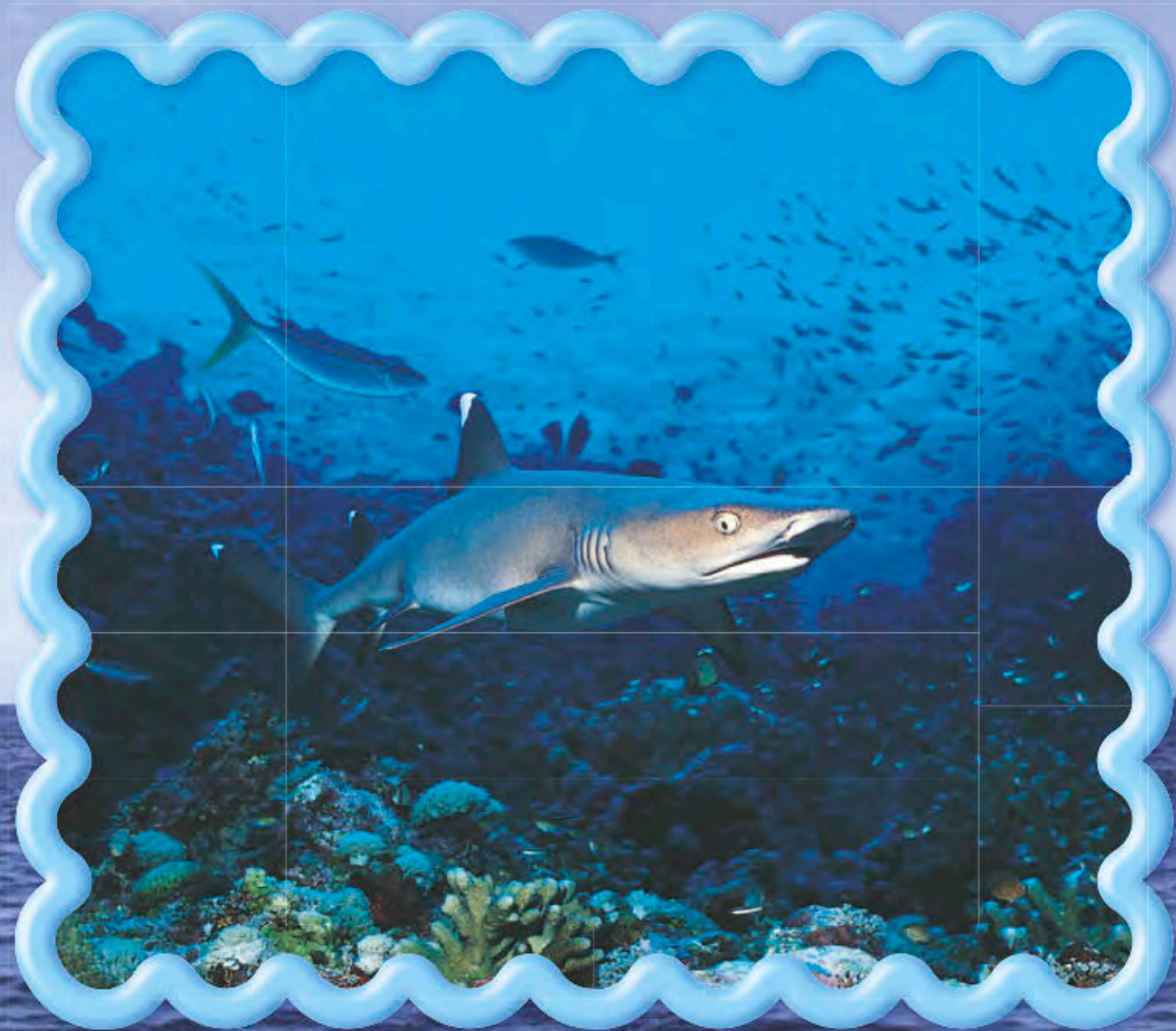
ESSENTIAL QUESTION

What kinds of plants and animals would you find in the ocean?



The ocean is big!

It is big and blue as far as you can see.

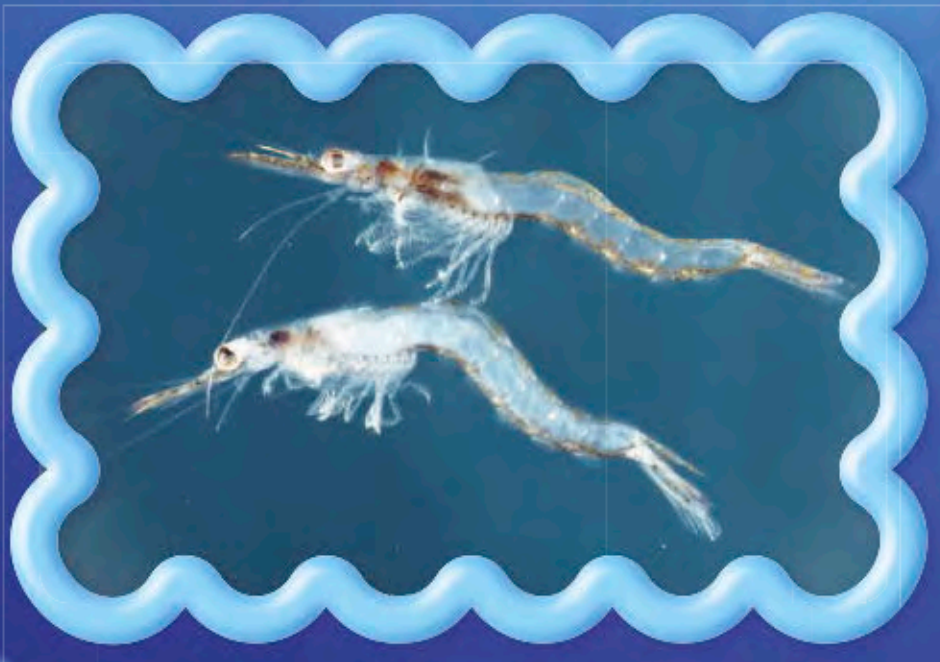


It is home to many plants and animals.

The biggest animals in the ocean are blue whales. They eat little animals called krill.

A large blue whale is shown swimming in the deep blue ocean. The whale's body is dark blue and tapers towards the tail. Its eye is visible, and the skin around it has a wrinkled texture. The whale is moving from left to right across the frame.

blue whale



krill



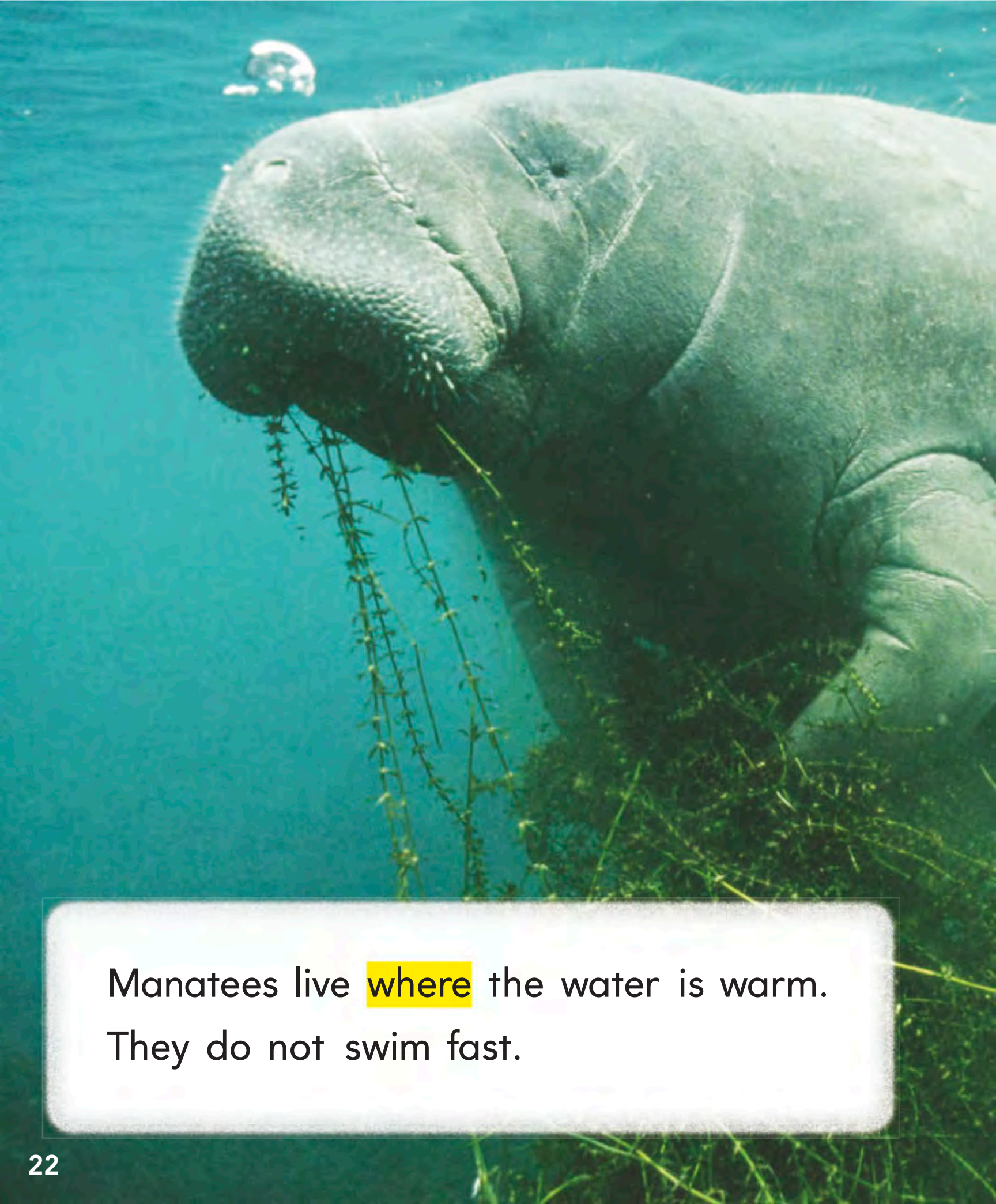


Many animals live in cold water.
Brrr!

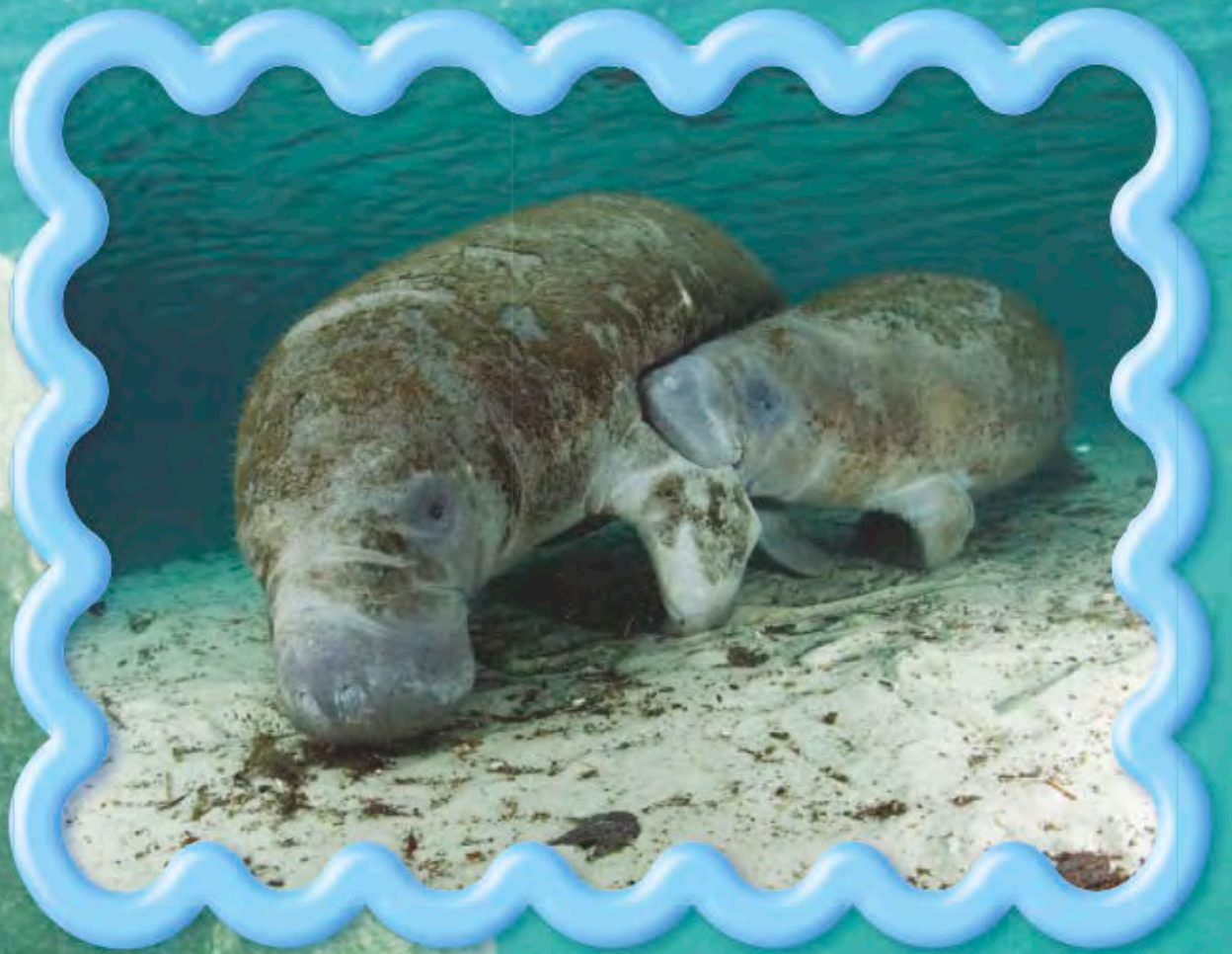


penguins

Penguins swim fast! They flap **their** wings to zip, zip, zip in the water.



Manatees live **where** the water is warm.
They do not swim fast.



manatees

Manatees eat lots and lots of plants.
Then they rest.

This turtle swims far!

It digs in the sand and lays its eggs.

Then it swims back to its ocean home.

turtle





eggs



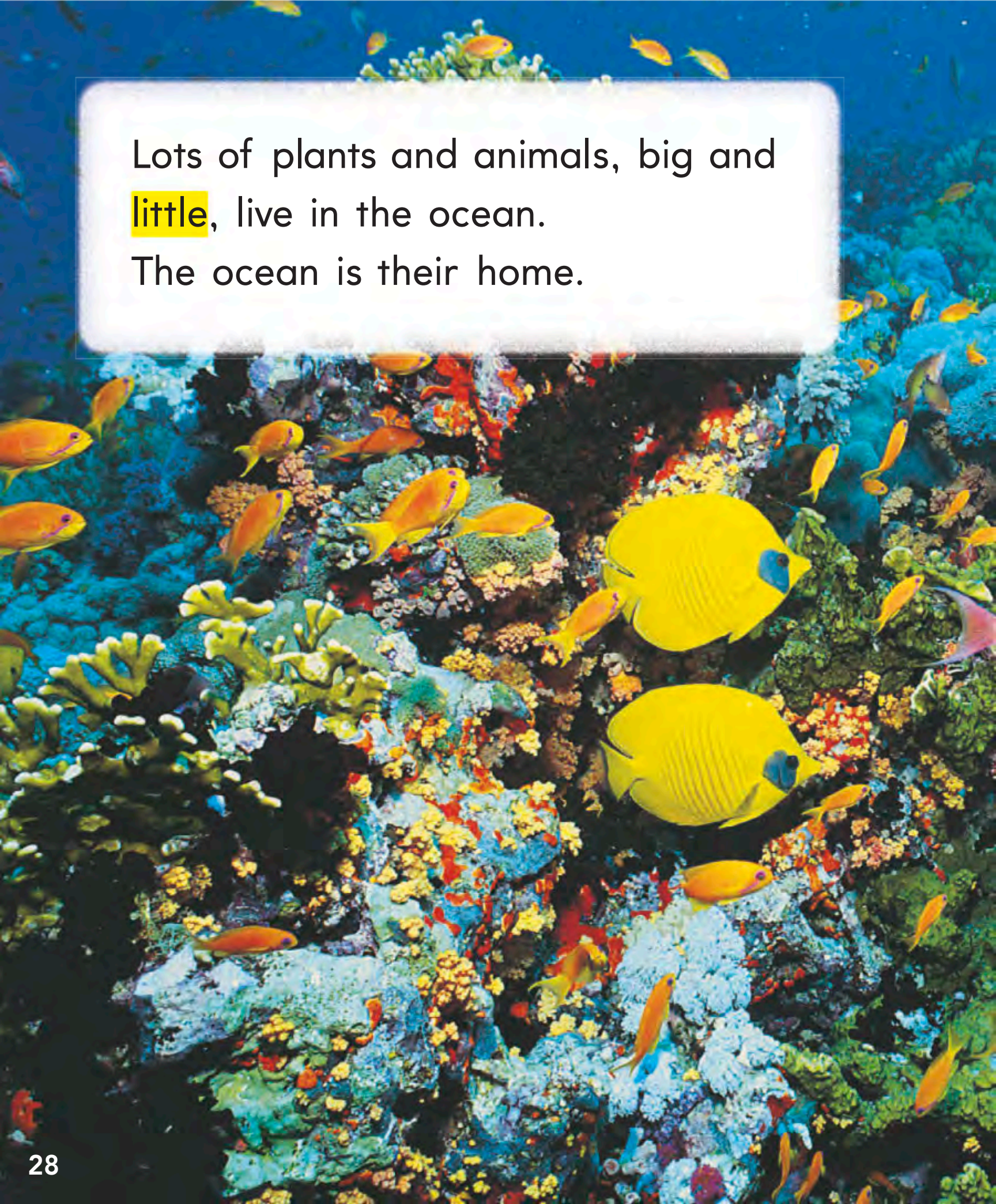
kelp

Kelp is the biggest plant in the ocean.
It can grow fast.



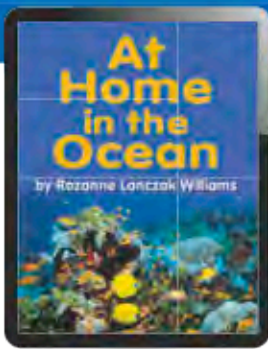
sea otter

Kelp can grow two feet in a day!
Sea otters can get lots of food here.



Lots of plants and animals, big and little, live in the ocean.
The ocean is their home.





Dig Deeper



How to Analyze the Text

Use these pages to learn about Author's Purpose and Details. Then read **At Home in the Ocean** again.

Author's Purpose

Authors write for many different reasons. Why do you think the author wrote **At Home in the Ocean**? What topic does she want you to learn about? You can find important details in the selection that help explain the author's topic. Use a chart to list the details and the author's purpose.



RI.1.2 identify the main topic and retell key details; RI.1.8 identify the reasons an author gives to support points

Details

Details are facts and other bits of information. They tell more about a topic. A detail you learned in **At Home in the Ocean** is that manatees eat lots of plants.

What other details from this selection teach you about life in the ocean? You can find important details in the words and pictures.





Your Turn



RETURN TO THE ESSENTIAL QUESTION



What kinds of plants and animals would you find in the ocean? Talk with a small group about what you learned. Use details from **At Home in the Ocean** to answer. Listen. Add your ideas to what others say.



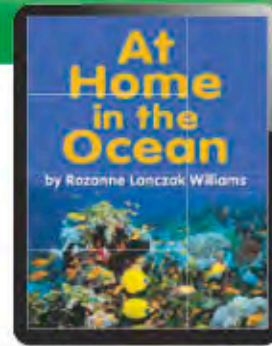
Classroom Conversation

Talk about these questions with your class.

- 1 Describe an animal or plant you learned about. Use details to tell more.
- 2 How are all the animals the same?
- 3 Which animal or plant would you like to learn more about? Why?

WRITE ABOUT READING

Response Write two facts that you learned from **At Home in the Ocean**. Find text evidence in the words and photos to get ideas. Use your own words when you write your facts.



Writing Tip

Add details that give more information about your topic.

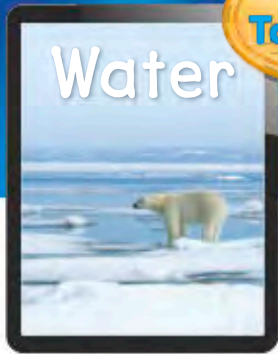


RI.1.7 use illustrations and details to describe key ideas; **RI.1.8** identify the reasons an author gives to support points; **W.1.2** write informative/explanatory texts; **SL.1.1b** build on others' talk in conversations by responding to others' comments; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly

Lesson 11

INFORMATIONAL TEXT

Read
Together



✓ GENRE

Informational text gives facts about a topic. This is from a science textbook.

✓ TEXT FOCUS

A **diagram** is a drawing that can show how something works or the parts that make up something. What does the diagram on page 35 show?



RI.1.5 know and use text features to locate facts or information; **RI.1.10** read informational texts



Water

What is one thing that all living things, whether they are big or little, have in common? They need water to live.

Water comes in different forms. The water you drink is a liquid. A liquid flows and takes the shape of the container it is in.



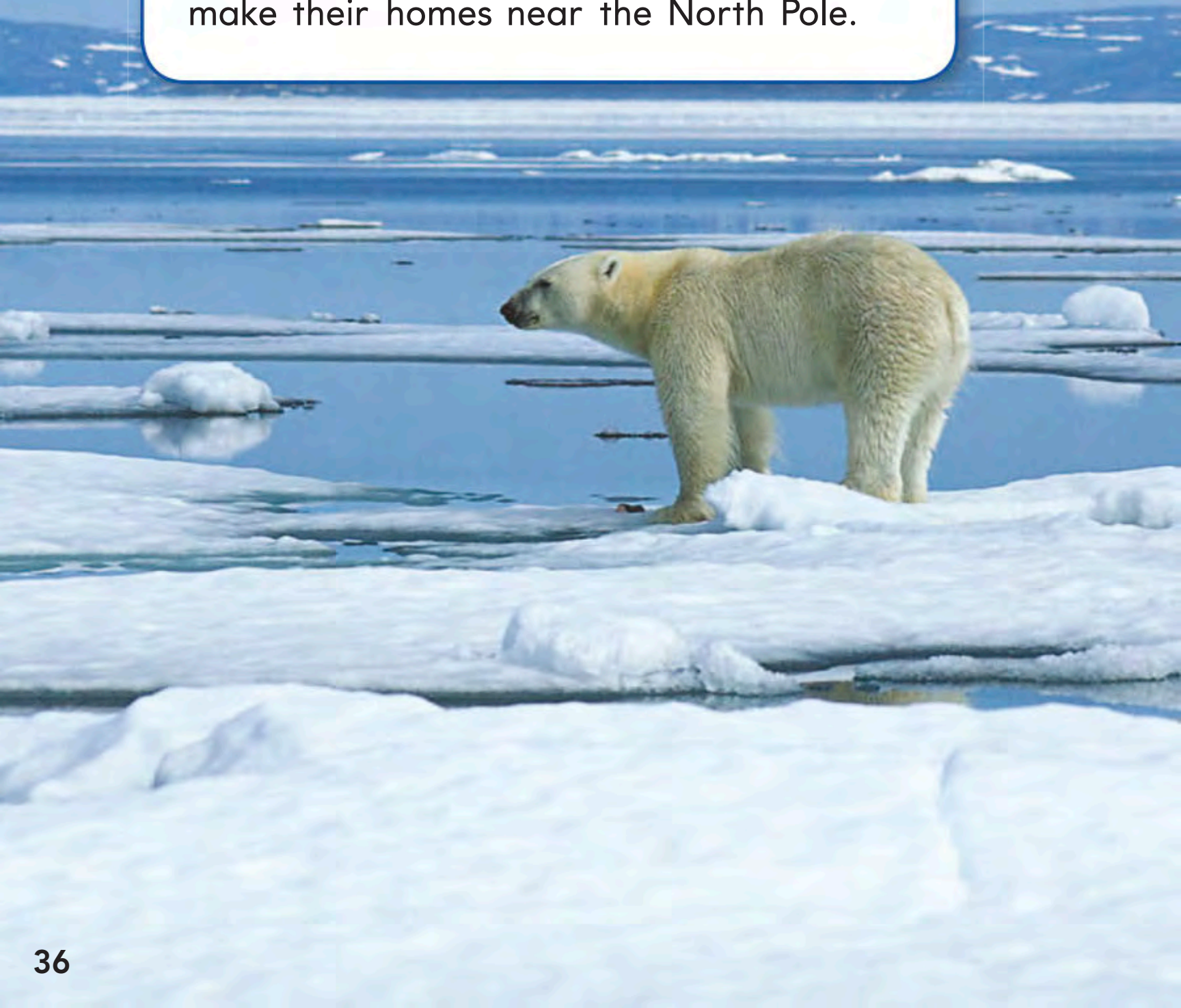


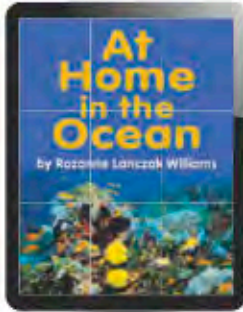
Water can freeze into ice or snow. Frozen water is a solid. A solid has its own shape.

What is ice? Ice is water that has frozen. It is hard and cold.

Where does snow come from?
Snow is tiny pieces of frozen water that fall from the clouds.

Ice and snow are found in many places around the world. The North Pole is one of these places. There is cold, blue water all around it. People cannot live that far north for very long, but some animals make their homes near the North Pole.



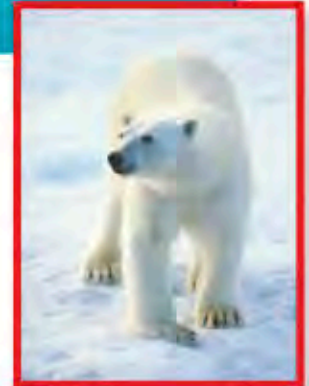


Compare Texts



TEXT TO TEXT

Compare Animals Use text evidence to compare the polar bear with an animal from **At Home in the Ocean**. How are they alike and different?



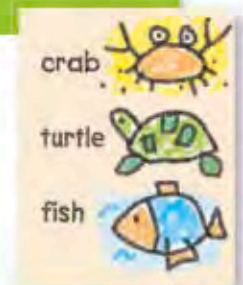
TEXT TO SELF

Describe It Find the photo of your favorite animal from either selection. How does it look? What does it do? Use the photo to help describe it.



TEXT TO WORLD

Use a Globe Use a globe to find two different oceans. Draw and label animals that you think might live in each ocean.

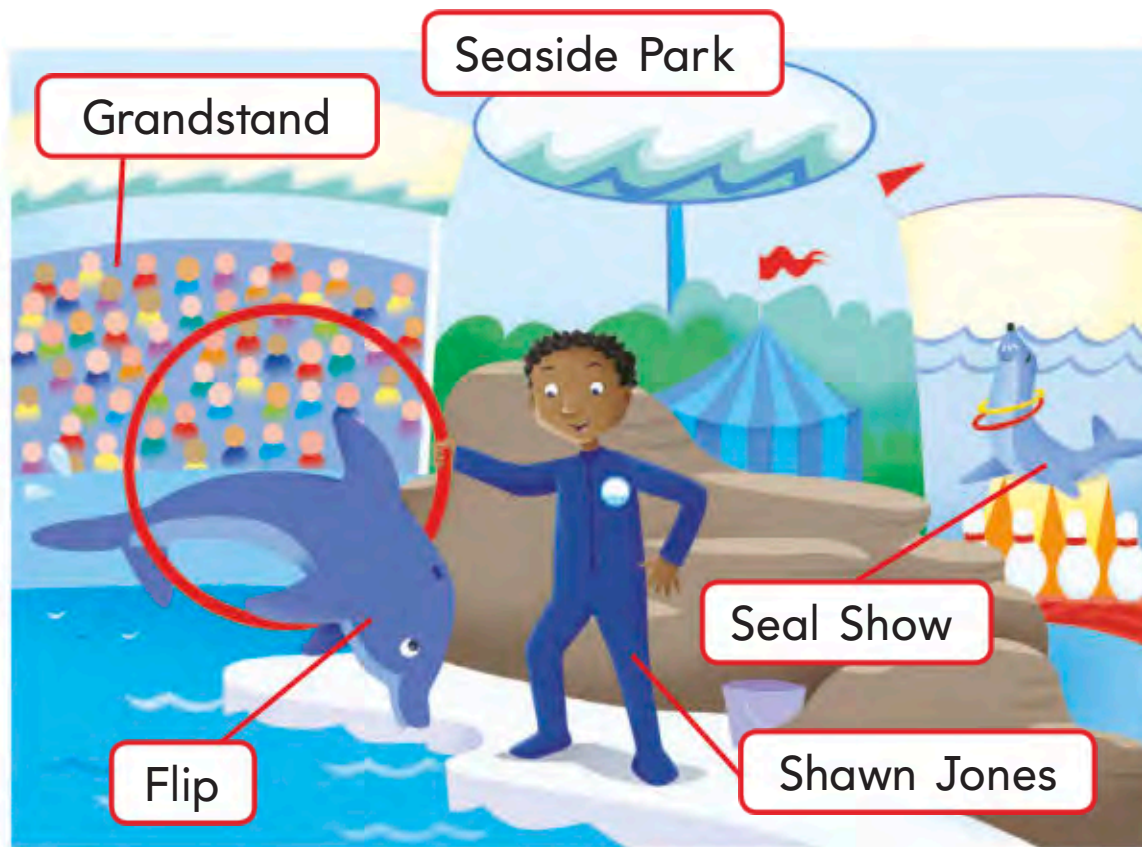


RI.1.3 describe the connection between individuals, events, ideas, or information in a text; **RI.1.7** use illustrations and details to describe key ideas; **RI.1.9** identify similarities in and differences between texts on the same topic; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly; **SL.1.5** add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings

Grammar



Proper Nouns A noun that names a special person, animal, place, or thing is called a **proper noun**. Proper nouns begin with capital letters.



When a **title** is used before a name, it begins with a capital letter, too. A title usually ends with a period.

Mr. Diaz

Mrs. Sims

Miss Reed

Try This!

Write each sentence on another sheet of paper. Find the proper nouns. Use capital letters and periods where they belong.

1. My family went to florida.
2. We drove on beach street.
3. We met mrs bell.
4. Her dog is named skippy.
5. I went on the super sun slide.
6. We all ate at snack shack.




Grammar in Writing

When you proofread your writing, be sure you have used capital letters to write proper nouns.



W.1.2 write informative/explanatory texts; **W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing;
L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences

Informative Writing

 **Sentence Fluency** Sometimes you will write **sentences** that give readers facts. One kind of fact describes how something happens.

Joy wrote about sea lions. Then she added **loudly** to describe how sea lions bark.






Revised Draft

A sea lion can bark ^{loudly}.



Writing Traits Checklist

-  **Sentence Fluency** Do my sentences have words that tell **how**?
-  Does my writing tell facts?
-  Did I use capital letters correctly?

Look for words that tell **how** in Joy's final copy. Look for facts. Then revise your writing. Use the Checklist.



Final Copy



Sea Lions

Sea lions do amazing things. A sea lion can bark loudly. It uses its flippers to move quickly on land or in water.



Lesson

12



✓ WORDS TO KNOW High-Frequency Words

brown

own

very

off

never

know

out

been

Vocabulary Reader



Context Cards



COMMON
CORE

RF.1.3g recognize and read irregularly spelled words

Words to Know

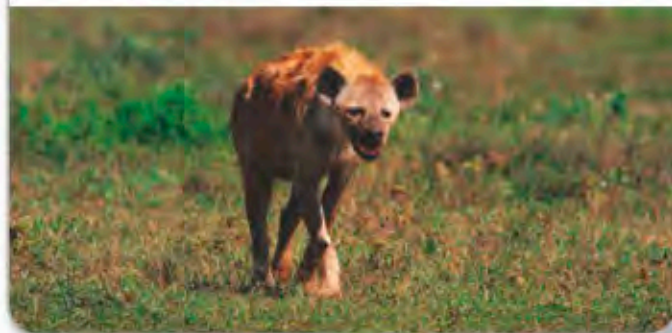


- ▶ Read each **Context Card**.
- ▶ Describe a picture, using the blue word.

1

brown

Some hyenas have **brown** fur.



2

own

Zebras know their **own** mother by her stripes.



3

very

The snake in that tree is **very** long.



4

off

The bird flew **off** the rock and into the air.



5

never

Rhinos eat plants.
They **never** eat meat.



6

know

Leopards **know** how to climb trees.



7

out

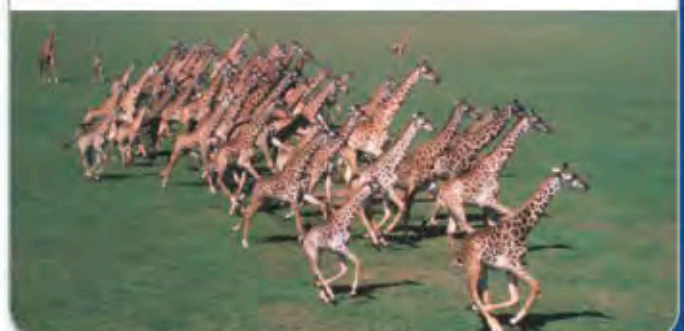
I called **out** to Mom,
"Look at that turtle!"

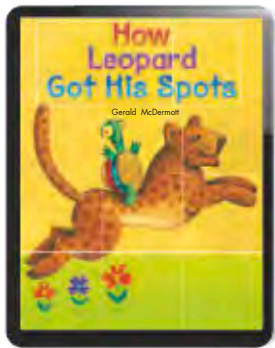


8

been

The giraffes have **been** moving fast.



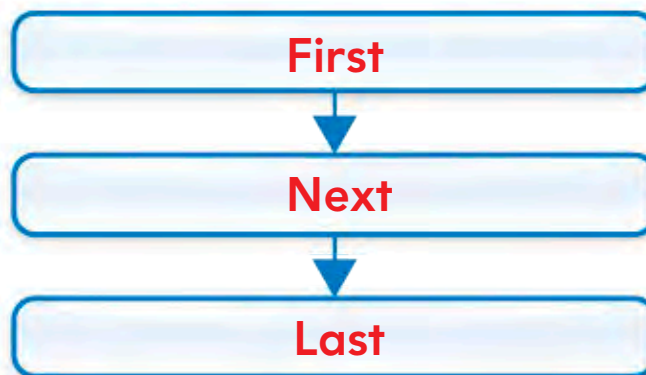


Read and Comprehend



✓ TARGET SKILL

Sequence of Events Most story events are told in time order. This order is called the **sequence of events**. Good readers think about what happens **first**, **next**, and **last** so that a story makes sense. You can describe the sequence of events in a flow chart like this.



✓ TARGET STRATEGY

Question Ask yourself questions as you read. Look for text evidence to answer.

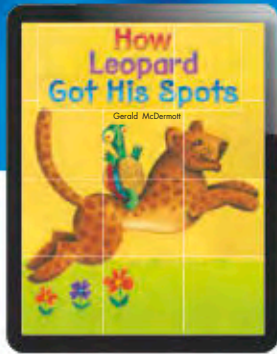
PREVIEW THE TOPIC

Jungle Animals

Many animals live in the jungle. Monkeys swing on vines. Frogs and snakes hide in the bushes. Birds fly through the trees. Which jungle animal is your favorite? You will read about jungle animals in **How Leopard Got His Spots.**



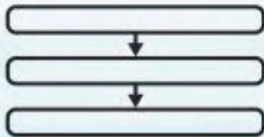
ANCHOR TEXT



✓ TARGET SKILL

Sequence of Events

Tell the order in which things happen.



✓ GENRE

A **folktale** is an old story people have told for many years. As you read, look for:

- ▶ a lesson about life
- ▶ the words **once upon a time**



RL.1.2 retell stories and demonstrate understanding of the message or lesson;
RL.1.3 describe characters, settings, and major events; **RL.1.10** read prose and poetry

Meet the Author and Illustrator Gerald McDermott

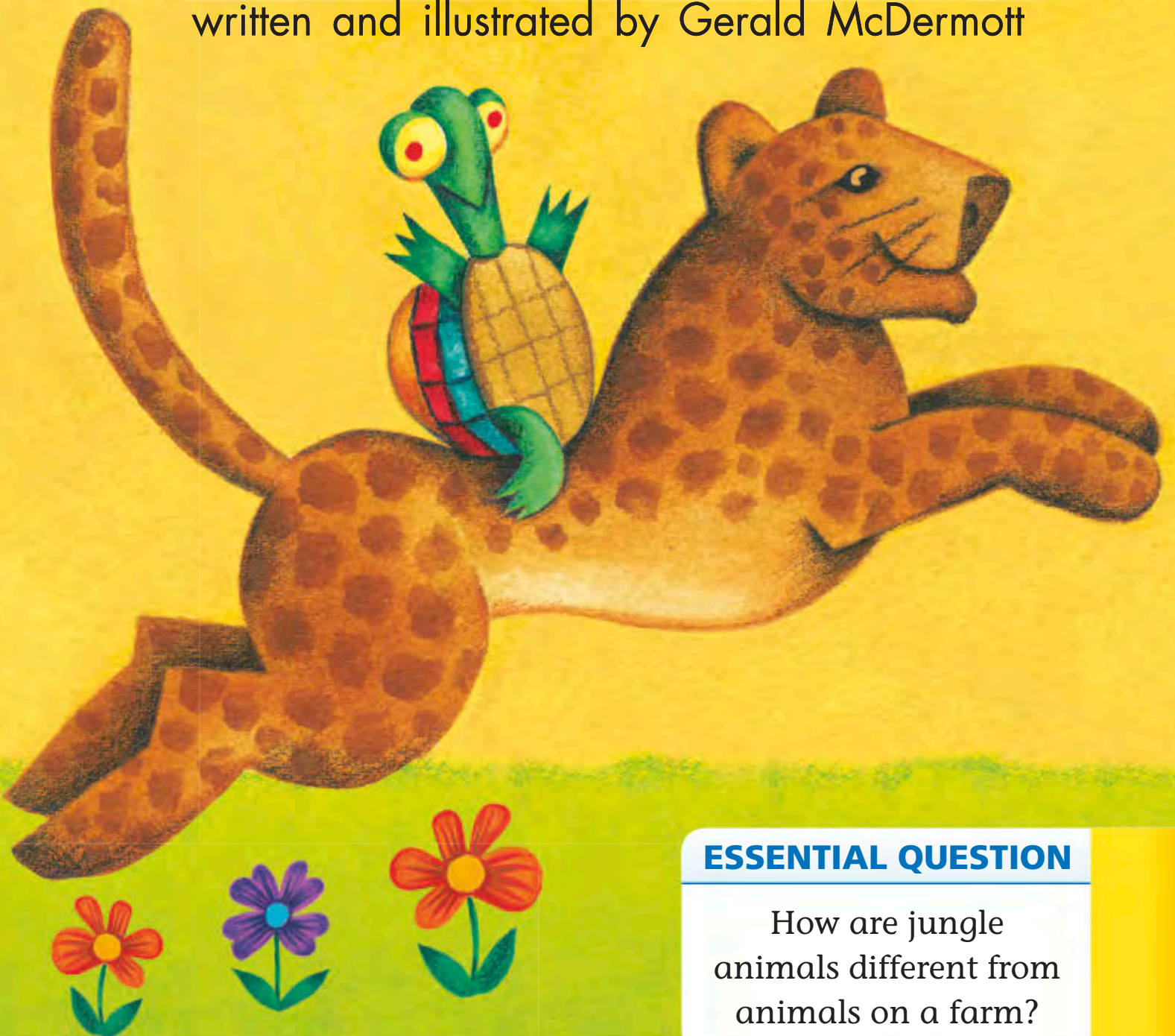
When Gerald McDermott was just four years old, he started taking art lessons at a museum. Saturdays were spent at the museum drawing, painting, and looking at the artwork. Mr. McDermott's book

Arrow to the Sun won the Caldecott Medal for best illustrations.



How Leopard Got His Spots

written and illustrated by Gerald McDermott



ESSENTIAL QUESTION

How are jungle animals different from animals on a farm?



Do you **know** how
Leopard got his spots?



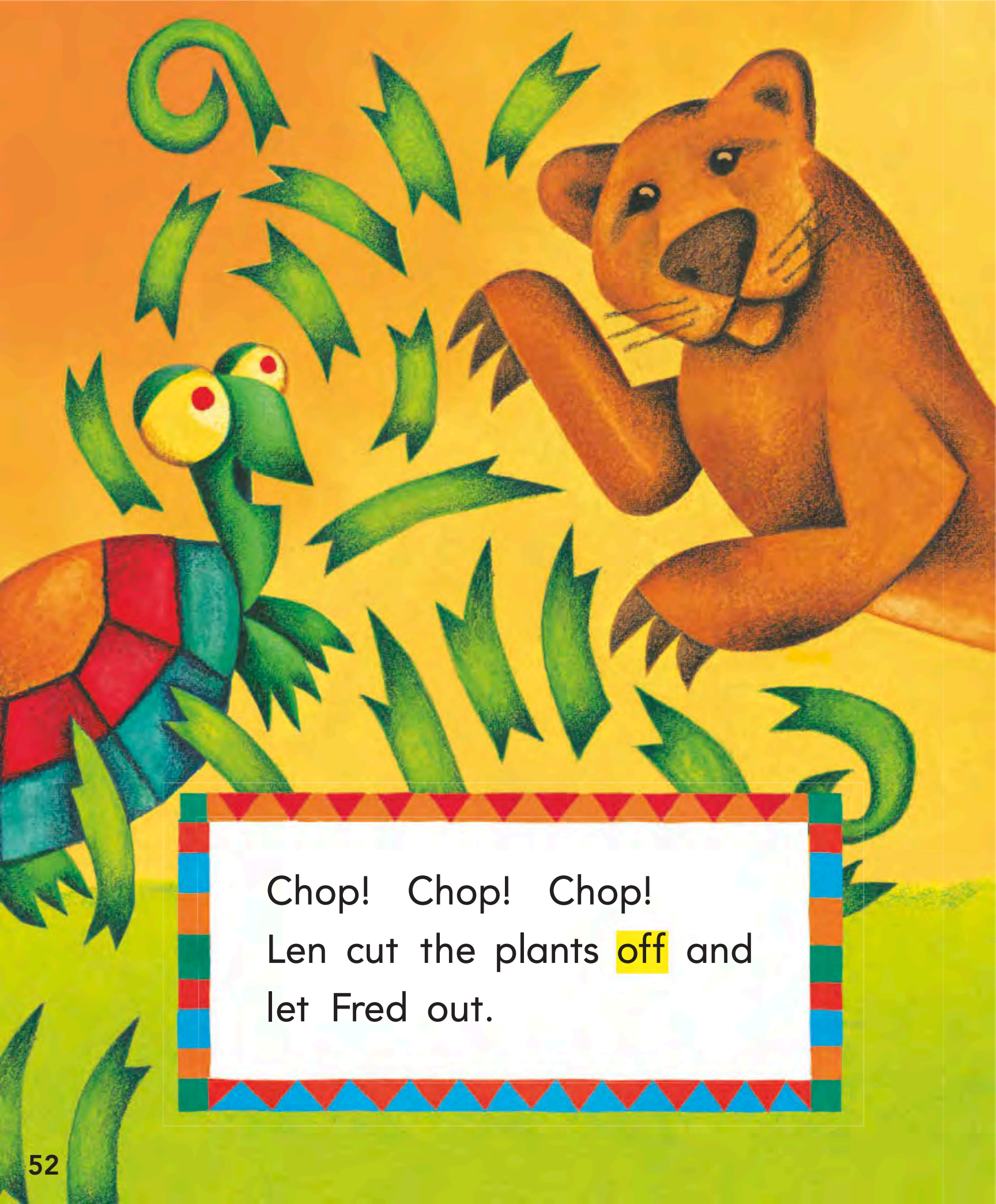
Once upon a time, Fred
Turtle was playing catch with
Hal Hyena. Hal tricked Fred.
Then he ran away.



Fred felt **very** sad.
He called **out** for help.
“Help! I am stuck in
the plants,” he yelled.



Len Leopard ran to help.



Chop! Chop! Chop!
Len cut the plants **off** and
let Fred out.



Fred and Len danced in the sun.
"This is such fun!" they said.



“I have never been this glad,”
said Fred. “I like to paint if I
am glad!”



Fred mixed paints from many flowers. Then he painted black stripes on Zel Zebra.



Fred painted Jill Giraffe next.
"Look at me!" said Jill.
"I have big **brown** spots now."



“I like spots very much.
Can I have spots, too?”
asked Len.



Fred got set to paint Len.



Now Len had spots
of his very own.



Zel, Jill, and Len had such fun looking at their spots and stripes.

Hal said, "Paint me, too!"

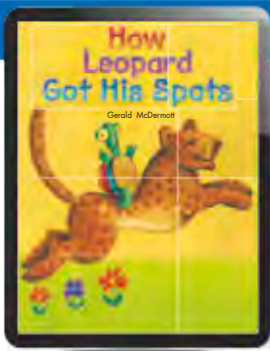


But Fred had a trick for Hal.
He splashed Hal with brown
paint. Hal yelled and ran off.





Now Fred and Len
are best friends.



Dig Deeper

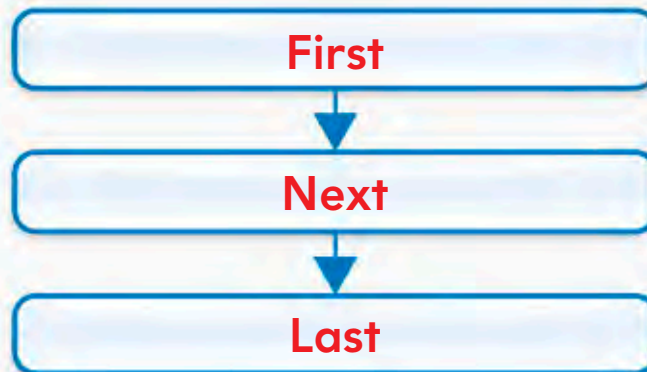


How to Analyze the Text

Use these pages to learn more about Sequence of Events and Story Lesson. Then read **How Leopard Got His Spots** again.

Sequence of Events

In **How Leopard Got His Spots**, Fred Turtle helps Len Leopard get his spots. Think about the important events in the story. What happens **first**, **next**, and **last**? This order is called the **sequence of events**. Use a flow chart like this to describe the order of events in the story.



RL.1.2 retell stories and demonstrate understanding of the message or lesson; **RL.1.3** describe characters, settings, and major events

Story Lesson

How Leopard Got His Spots is a folktale. People told this story for many years before it was written down.

Folktales often teach a lesson. What lesson do you learn from Hal Hyena?

Folktales can also tell why something is the way it is. Think about Len Leopard's spots. What does this folktale try to explain?



RETURN TO THE ESSENTIAL QUESTION

Turn
and
Talk

How are jungle animals different from animals on a farm? Use the words and pictures in the story to describe the jungle animals. Then draw a jungle animal and a farm animal. Take turns telling how the animals are different.

**Classroom Conversation**

Now talk about these questions with your class.

- 1 How does Len Leopard help Fred Turtle?
- 2 Why does Fred splash paint on Hal?
- 3 What do you think will happen the next time Hal Hyena sees the other animals?

WRITE ABOUT READING

Response Write the story the way Hal Hyena would tell it. Write sentences to tell what happens in the beginning, middle, and end of the story.



First

↓
Next

↓
Last



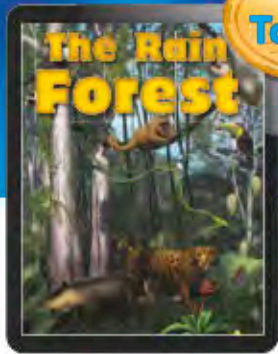
Writing Tip

Add words like **first**, **next**, and **last** to tell the events in order.



RL.1.1 ask and answer questions about key details; **RL.1.2** retell stories and demonstrate understanding of the message or lesson; **RL.1.7** use illustrations and details to describe characters, setting, or events; **W.1.3** write narratives; **SL.1.1a** follow rules for discussions

INFORMATIONAL TEXT



Read
Together

✓ GENRE

Informational text gives facts about a topic. This is from a science textbook. What facts do the words give? What do the pictures show?

✓ TEXT FOCUS

A **map** is a drawing of a town, state, country, or the world. A map **key** tells more about what the map shows. What do you learn from the map on page 70?



RI.1.5 know and use text features to locate facts or information; **RI.1.10** read informational texts



The Rain Forest

A rain forest is a very wet and warm place. Rain forests have layers. Each layer has its own animals that live in it.

Canopy Layer The tops of trees poking out above the forest form this layer. The tree leaves and branches keep most sunlight off the layers below. Eagles, sloths, and monkeys live here.

Understory Layer This layer is above the ground. It is shady. Young trees and bushes grow here. Frogs, birds, and snakes live here.



sloth

eagle

monkey

toucan

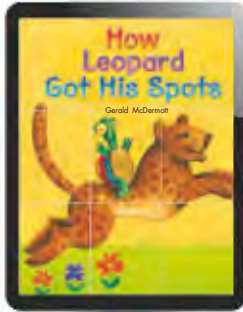
jaguar

tapir

Forest Floor Not much sunlight reaches this layer. Tapirs, jaguars, and beetles live on the brown forest floor. Ants and giant anteaters also live there. Anteaters have been known to eat thirty thousand insects in a single day!



Do you know where the world's rain forests are? This map shows you.



Compare Texts



TEXT TO TEXT

Compare Settings Look at both selections. Tell how the settings are alike and different. Make a chart.

Alike	Different

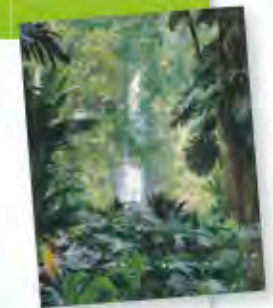
TEXT TO SELF

Write a Story What does **once upon a time** mean? Write a story about an animal you might see near your home. Begin your story with **once upon a time**.



TEXT TO WORLD

Make a Map Pretend that you are going to visit a rain forest. Draw a map showing where you will go. Explain any symbols or words you use on your map.



RL.1.3 describe characters, settings, and major events; **RI.1.3** describe the connection between individuals, events, ideas, or information in a text; **RI.1.5** know and use text features to locate facts or information; **W.1.3** write narratives; **L.1.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts

Grammar



Commands A sentence that tells someone to do something is a **command**. A command can end with a period. A command can end with an exclamation point when it is said with strong feeling.

Commands

Pick up that pencil.

Draw stripes on the zebra.

Help the turtle right now!

Save the rain forest!



Try This!

Read the sentences. Decide which ones are commands. Write each command on another sheet of paper. Then read the commands to a partner to check them.


1. Paint more spots on the giraffe.
2. Does the leopard like his spots?
3. Stand still while you paint.
4. Those paints are new.
5. Stay away from that wet paint!



Grammar in Writing

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

Informative Writing

 **Sentence Fluency** In good **instructions**, the sentences tell the steps in order. Order words help make the steps easy to follow.

Akil drafted his instructions in a letter to his friend Pam. Later, he added the order word **Last**.






Revised Draft

Last,
4. ~~Color~~ brown spots.



Writing Traits Checklist

-  **Sentence Fluency** Do my instructions have order words?
-  Did I tell the steps in order?
-  Did I include a greeting and a closing in my letter?

Revise your writing using the Checklist.
You can follow the instructions in Akil's
final copy to make a puppet!



Final Copy

Dear Pam,
I made a leopard puppet. Here is
how you can make one, too.

1. First, get a small paper bag.
2. Next, fold the sides of the flap.
3. Then, glue on ears, eyes, a nose,
and whiskers.
4. Last, color brown spots.

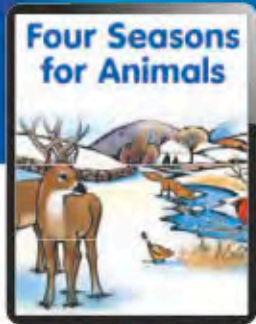
I hope you have fun making your
puppet.



Your friend,
Akil

Lesson

13



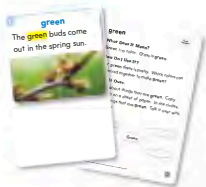
✓ WORDS TO KNOW High-Frequency Words

green
yellow
grow
open
fall
new
down
goes

Vocabulary Reader



Context Cards



RF.1.3g recognize and read irregularly spelled words

Words to Know



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

1

green

The **green** buds come out in the spring sun.



2

yellow

He put on **yellow** boots on a rainy day.



3

grow

Many flowers **grow** in the summer.



4

open

The windows can be **open** on a hot day.



5

fall

The leaves change color in **fall**.



6

new

She has a brand **new** backpack for school.



7

down

Snow comes **down** on a cold day.



8

goes

She **goes** to the park to skate with her mom.



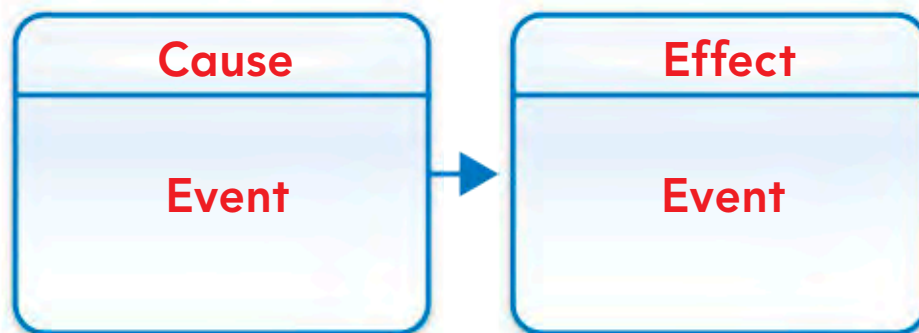


Read and Comprehend



✓ TARGET SKILL

Cause and Effect Sometimes one event can **cause** another event to happen. The **cause** happens first. It makes something else happen. The **effect** is what happens next. As you read, think about what happens and why. You can use a chart like this to show how events are connected.



✓ TARGET STRATEGY

Visualize To understand a selection, picture events in your mind as you read.



PREVIEW THE TOPIC

Seasons

There are four seasons. In winter it is cold. It snows in some places. Then it gets warmer, and the snow melts. It becomes spring. In spring, plants begin to grow. Summer comes next. It gets hot. Then in fall, the leaves turn colors. It is cool. After fall, winter comes again!

You will read about how the weather changes each year in **Seasons**.

Lesson 13

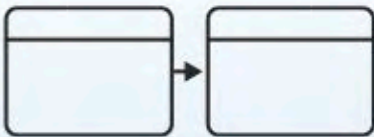
ANCHOR TEXT



✓ TARGET SKILL

Cause and Effect

Tell what happens and why.



✓ GENRE

Informational text

gives facts about a topic. As you read, look for:

- ▶ information and facts in the words
- ▶ photos that show the real world



RI.1.3 describe the connection between individuals, events, ideas, or information in a text; **RI.1.4** ask and answer questions to

determine or clarify the meaning of words and phrases;

RI.1.10 read informational texts

Meet the Author

Pat Cummings



Pat Cummings loves getting letters from kids who have read her books. Sometimes they send her other things too, such as T-shirts, mugs, drawings, and even science projects. **Clean Your Room, Harvey Moon!** is just one of her many books.

A young child with dark hair in pigtails, wearing a pink long-sleeved shirt and light blue pants, is running across a sandy beach. The child is holding a small, colorful object in their right hand. In the background, the ocean waves are visible under a clear blue sky. A large, colorful kite with a rainbow pattern is flying in the upper left corner of the sky.

Seasons

written by Pat Cummings

ESSENTIAL QUESTION

What changes do
the different
seasons cause?

Spring



In the spring,
fresh winds blow.
We plant **new** seeds,
and **green** buds **grow**.



Eggs hatch **open**.
Little chicks sing.
The sun is out.
It must be spring!



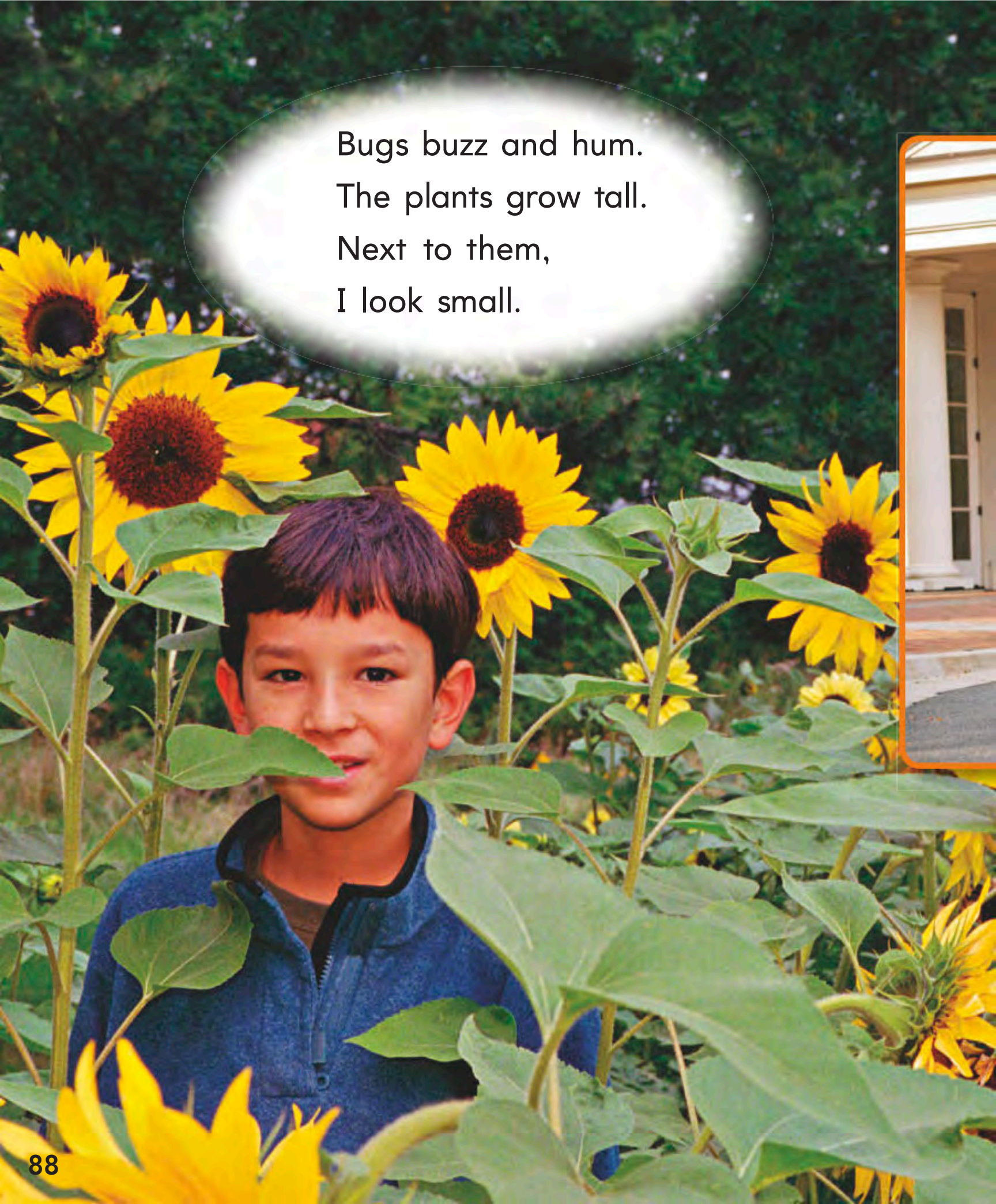
The grass gets wet.
Splish! Splash! Splish!
When we step,
we hear it squish.

Summer





Then summer is here
and it gets hot.
We are not in school.
We play a lot.



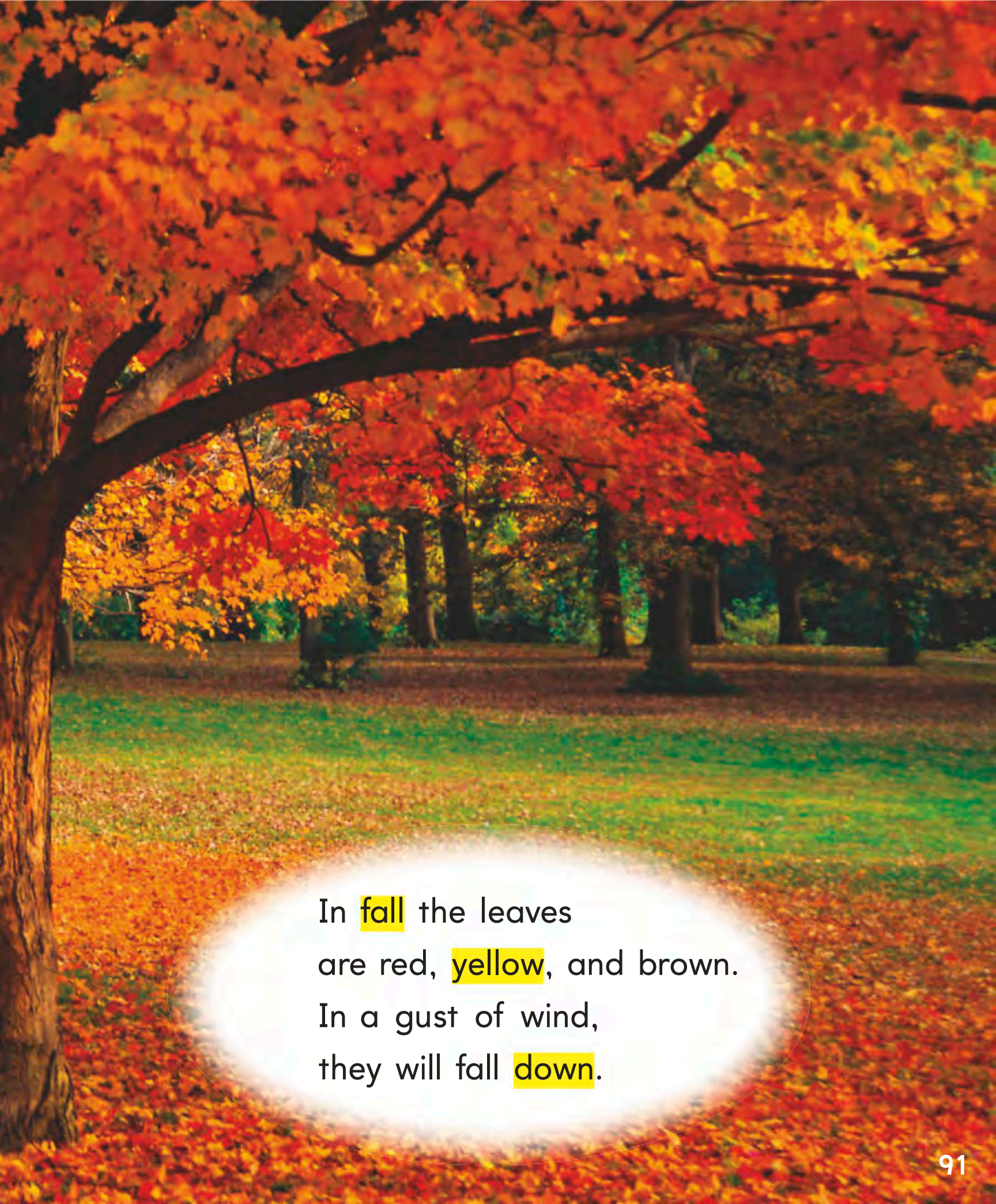
Bugs buzz and hum.
The plants grow tall.
Next to them,
I look small.



Summer goes fast,
and when it ends,
we will go back to school
with all our friends.

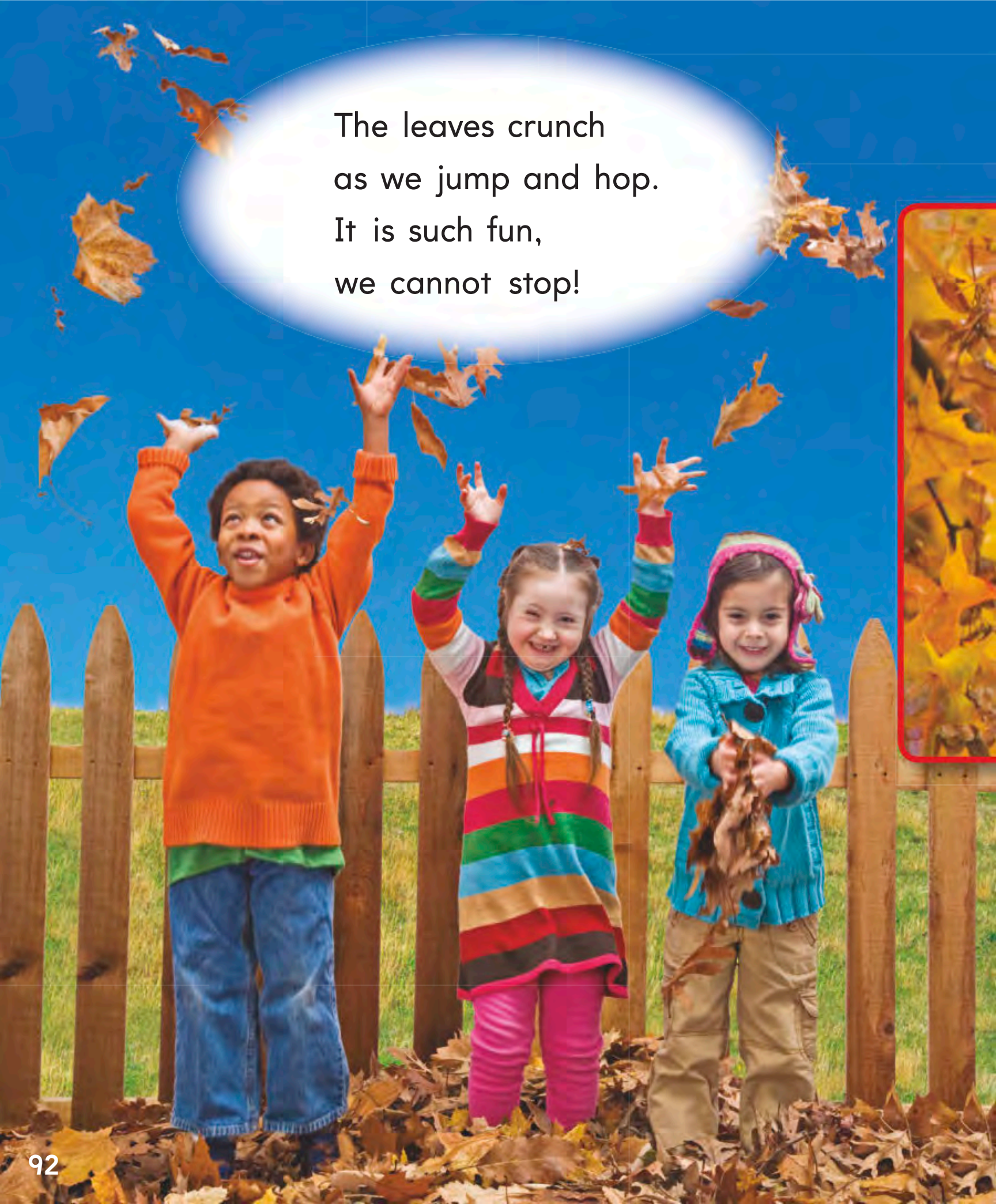
Fall

A full-page photograph of a park or field during autumn. The trees are in peak fall color, with bright orange and red leaves. The ground is covered in a thick layer of fallen leaves in similar colors. The lighting is warm, suggesting a sunny day. The word "Fall" is overlaid in the top left corner in a white, bold, sans-serif font.



In **fall** the leaves
are red, **yellow**, and brown.
In a gust of wind,
they will fall **down**.

The leaves crunch
as we jump and hop.
It is such fun,
we cannot stop!





Animals get nuts
and pack them away.
They will have lots to eat
on a cold day.

Winter





When it is winter,
cold winds blow.
It is fun to sled
on the soft snow.



When it is cold,
some animals rest.
This animal has
a nap in a nest.



A hat on a shelf
gives us a plan.
We will put the hat
on a big snowman!

Winter



Spring



Summer



Winter, Spring,
Summer, Fall.
Which is best?
We like them all!



Fall



Dig Deeper

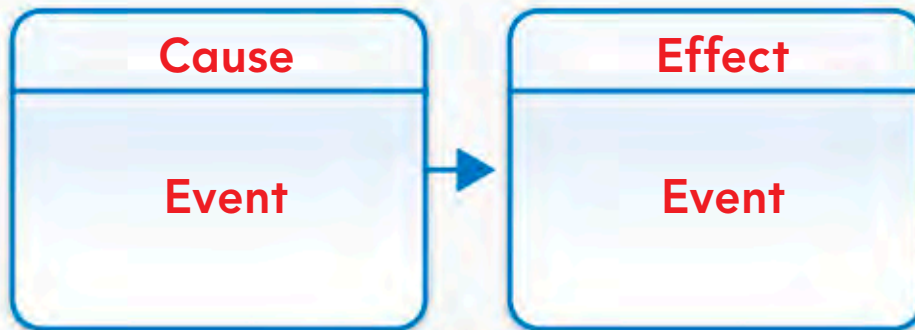


How to Analyze the Text

Use these pages to learn about Cause and Effect and Sound Words. Then read **Seasons** again.

Cause and Effect

In **Seasons**, many events cause other events to happen. The **cause** happens first. It is the reason why something else happens. The **effect** is what happens next. In **Seasons**, you read that it is cold in winter. What does the cold cause some animals to do? Use a chart to show what happens and why.



RI.1.3 describe the connection between individuals, events, ideas, or information in a text; **RI.1.4** ask and answer questions to determine or clarify the meaning of words and phrases

Sound Words

An author can use words that sound like real noises. In the part about spring, the author uses the words **Splish!** **Splash!** **Splish!** These words describe the sounds of rain and wet grass.

Find other words that tell about sounds in **Seasons**. Ask yourself what the words mean and what they describe. Use the other words and sentences to help you. Do sound words help you know what real things are like?



RETURN TO THE ESSENTIAL QUESTION



What changes do the different seasons cause?

Talk with a partner about why changes happen in each season. Then look for text evidence to explain your answer. Take turns.



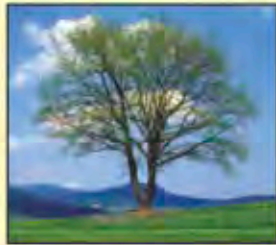
Classroom Conversation

Talk about these questions with your class.

- 1 What do animals do in different seasons?
- 2 How do plants change from spring to summer to fall?
- 3 Tell what the seasons are like where you live.

WRITE ABOUT READING

Response Write about your favorite season. First, tell what your topic is. Then give reasons why you like the season. Use text evidence from **Seasons** for ideas. Write an ending sentence.



Spring



Summer



Fall



Winter



Writing Tip

An ending sentence can tell your opinion again in different words.

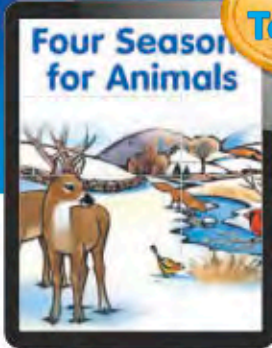


RI.1.1 ask and answer questions about key details; **RI.1.3** describe the connection between individuals, events, ideas, or information in a text; **W.1.1** write opinion pieces; **SL.1.1a** follow rules for discussions

Lesson 13

INFORMATIONAL TEXT

Read
Together



✓ GENRE

Informational text gives facts about a topic. Look for facts about what happens to plants and animals during the seasons.

✓ TEXT FOCUS

Headings are titles for different parts of an informational text. They tell you what each section will be about. What do the headings in this selection tell you?



RI.1.5 know and use text features to locate facts or information; **RI.1.10** read informational texts



Four Seasons for Animals

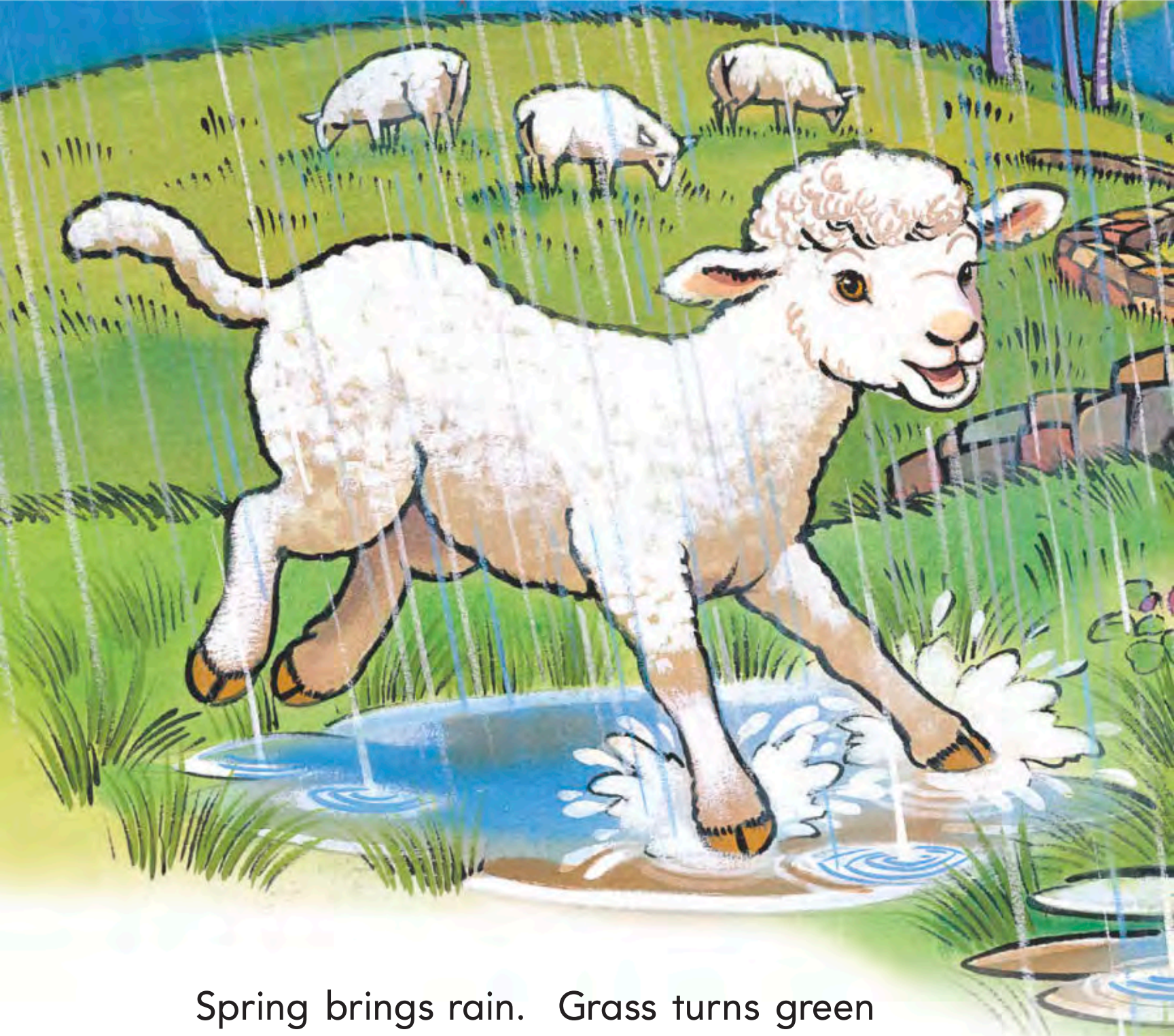


written and illustrated
by Ashley Wolff



Spring

It is spring. Young animals run and play. Bird nests are full of eggs. Soon the eggs will hatch.



Spring brings rain. Grass turns green and grows tall. Buds grow on trees and plants. Spring also brings rain puddles! Flower buds get wet. Rain helps the new plants grow.





Summer

It is summer. Buds open and flowers bloom in the bright sun. Insects buzz here and there. Now there are chicks in the bird nest! Their mother will teach them how to fly.



It can get very hot in the summer.
Many animals live near the pond.
Ducks swim in the pond. Fox pups
cool off in the shade.



Fall

It is fall. Leaves fall down. Animals get ready for winter. Some animals eat as much as they can. They need to store fat because food is scarce in the winter.



Squirrels and chipmunks gather nuts so they will have enough food for the winter.



Winter

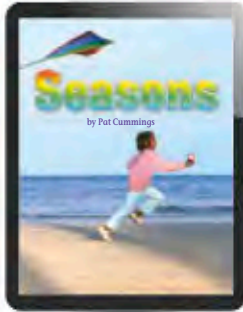
It is winter. Winter can be very cold and wet. Bears hibernate in the winter. That means they sleep.



Many other animals hibernate in the winter. They curl up in dens to keep safe from the cold and wet.



Like all the seasons, the winter will pass. The animals know that spring will come once again.



Compare Texts



TEXT TO TEXT

Make a Chart How are the selections alike and different? Make a chart to show evidence.

Pictures	Facts	Descriptions

TEXT TO SELF

Describe a Season Describe your favorite season. Tell why you like it. Use details to make your ideas and feelings clear.



TEXT TO WORLD

Tell About Seasons Find your state on a globe. Then locate a country. Tell how you think the seasons in both places might be the same or different.



RI.1.3 describe the connection between individuals, events, ideas, or information in a text; **RI.1.9** identify similarities in and differences between texts on the same topic; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly

Grammar



Subjects and Verbs In a sentence, the subject and the verb have to agree. Both must tell about the same number of people or things. Add **s** to most **verbs** when they tell about a **noun** that names one.



One

More Than One

One **boy** **pulls** his sled.

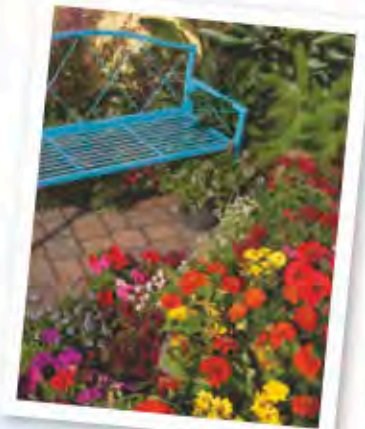
Two **girls** **pull** their dog.

Brett **slides** down the hill.

Children **slide** across the pond.

Try This!

Choose the correct verb to finish each sentence. Take turns reading a sentence aloud with a partner. Then talk about how you chose the correct verb.



1. Raindrops _____ each spring.
fall falls
2. Flowers _____ in the garden.
grow grows
3. One bug _____ all night.
hum hums
4. Now the sun _____ brightly.
shine shines
5. The children _____ in the pool.
swim swims




Grammar in Writing

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



W.1.2 write informative/explanatory texts; **W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing;
L.1.1c use singular and plural nouns with matching verbs in sentences

Informative Writing

 **Ideas** When you write **sentences** that tell facts, be sure all your sentences are about one main idea.

Kyle wrote about winter. Then he took out a sentence that didn't belong.






Revised Draft

Winter is the coldest season.
Sometimes it snows here.
~~I have a dog.~~



Writing Traits Checklist

-  **Ideas** Are all my sentences about one main idea? Do the details tell facts?
-  Did I write the correct verb to go with each noun?
-  Did I write a good ending sentence?

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



Final Copy

A Chilly Season

Winter is the coldest season.
Sometimes it snows here.
We go sledding.
The lake freezes.
People skate on it.
Winter is cold, but you can
still go out and play.

Lesson

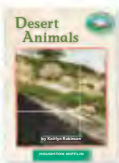
14



✓ WORDS TO KNOW High-Frequency Words

two
into
three
starts
over
four
five
watch

Vocabulary Reader



Context Cards



COMMON CORE RF.1.3g recognize and read irregularly spelled words

Words to Know



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

1

two

Two desert lizards are sitting on the rock.



2

into

The bird flew **into** the big cactus.



3

three

There are **three** birds resting in the sun.



4

starts

The desert **starts** to cool down at sunset.



5

over

A hawk flew **over** the tall rocks.



6

four

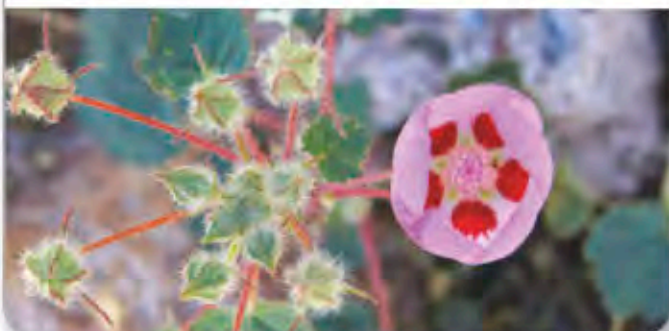
All **four** legs of this fox are strong.



7

five

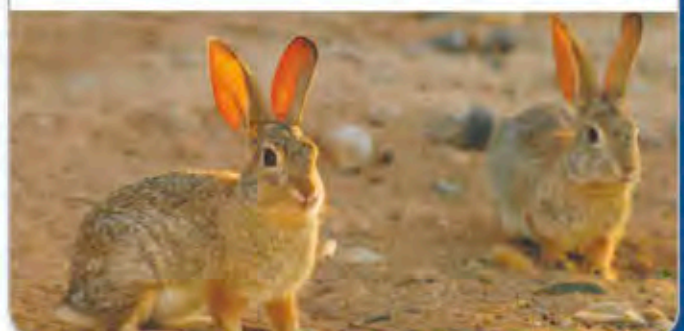
This desert flower has **five** red spots.



8

watch

The rabbits **watch** and listen for danger.



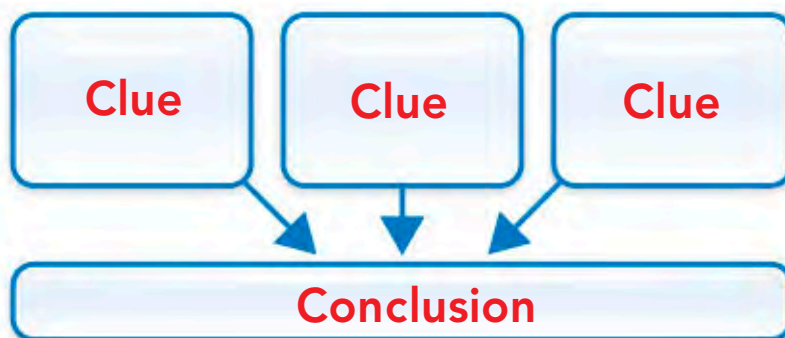


Read and Comprehend



✓ TARGET SKILL

Conclusions Sometimes authors do not tell all the details in a story. Readers must use clues in the words and pictures and think about what they already know. This will help them make a smart guess about what the author does not tell. This smart guess is a **conclusion**. Use a chart to list the clues and your conclusions.



✓ TARGET STRATEGY

Infer/Predict Use text evidence to help you think of what might happen next.

PREVIEW THE TOPIC

Citizenship

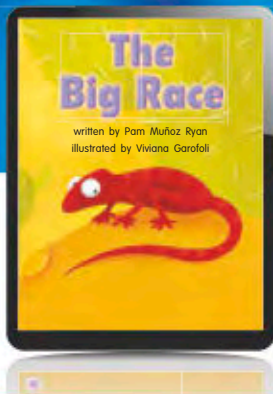
Cross at the cross walk. This rule keeps you safe. **Wash your hands.** This rule keeps you healthy. Following rules makes you a good classmate. It makes you a good neighbor, too. What rules do you follow at school?

What rules do you follow at home? What rules do you follow when you play?

When you read **The Big Race**, think about the rules and the different ways the animals race.

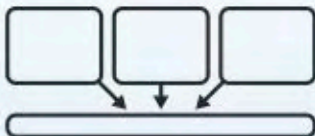


ANCHOR TEXT



✓ TARGET SKILL

Conclusions Use clues and what you know to figure out more about a story.



✓ GENRE

A **fantasy** could not happen in real life. As you read, look for:

- ▶ animals who talk and act like people
- ▶ events that could not really happen

COMMON CORE **RL.1.3** describe characters, settings, and major events; **RL.1.7** use illustrations and details to describe characters, setting, or events; **RL.1.10** read prose and poetry

Meet the Author

Pam Muñoz Ryan



California summers can be very hot. When Pam Muñoz Ryan was growing up, she was often at the library on summer days. That's because the library was one of the few places nearby with air conditioning!

Meet the Illustrator

Viviana Garofoli



Viviana Garofoli and her family make their home in the country of Argentina. **Sophie's Trophy** and **My Big Rig** are two of the books she has illustrated.



The Big Race

written by Pam Muñoz Ryan
illustrated by Viviana Garofoli



ESSENTIAL QUESTION

Why is it important
to have rules?



Today is the big race.



"I like cake!" said Red Lizard.
"I will run in that race."



Red Lizard gets to the race.

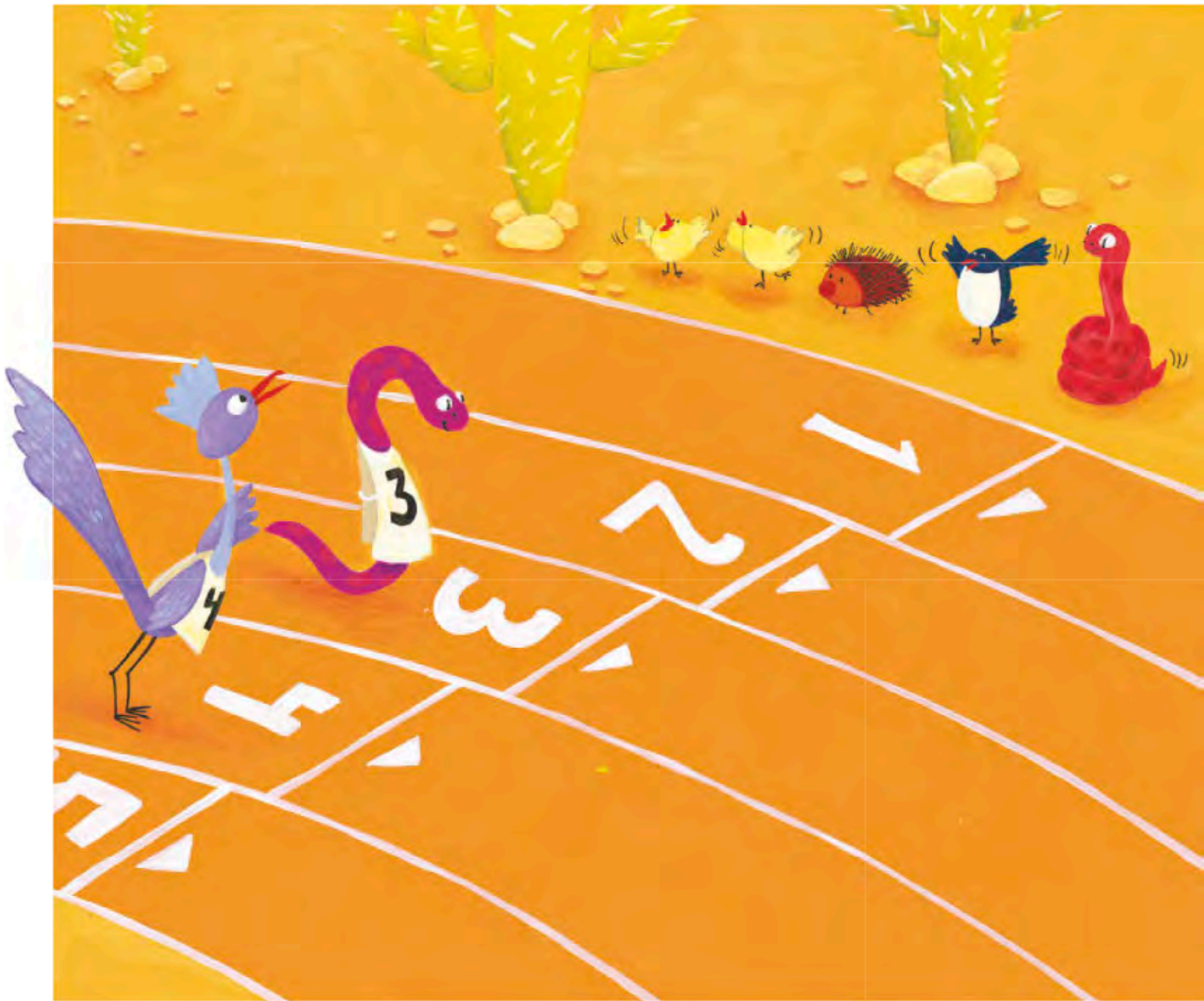
Four animals will run with him.



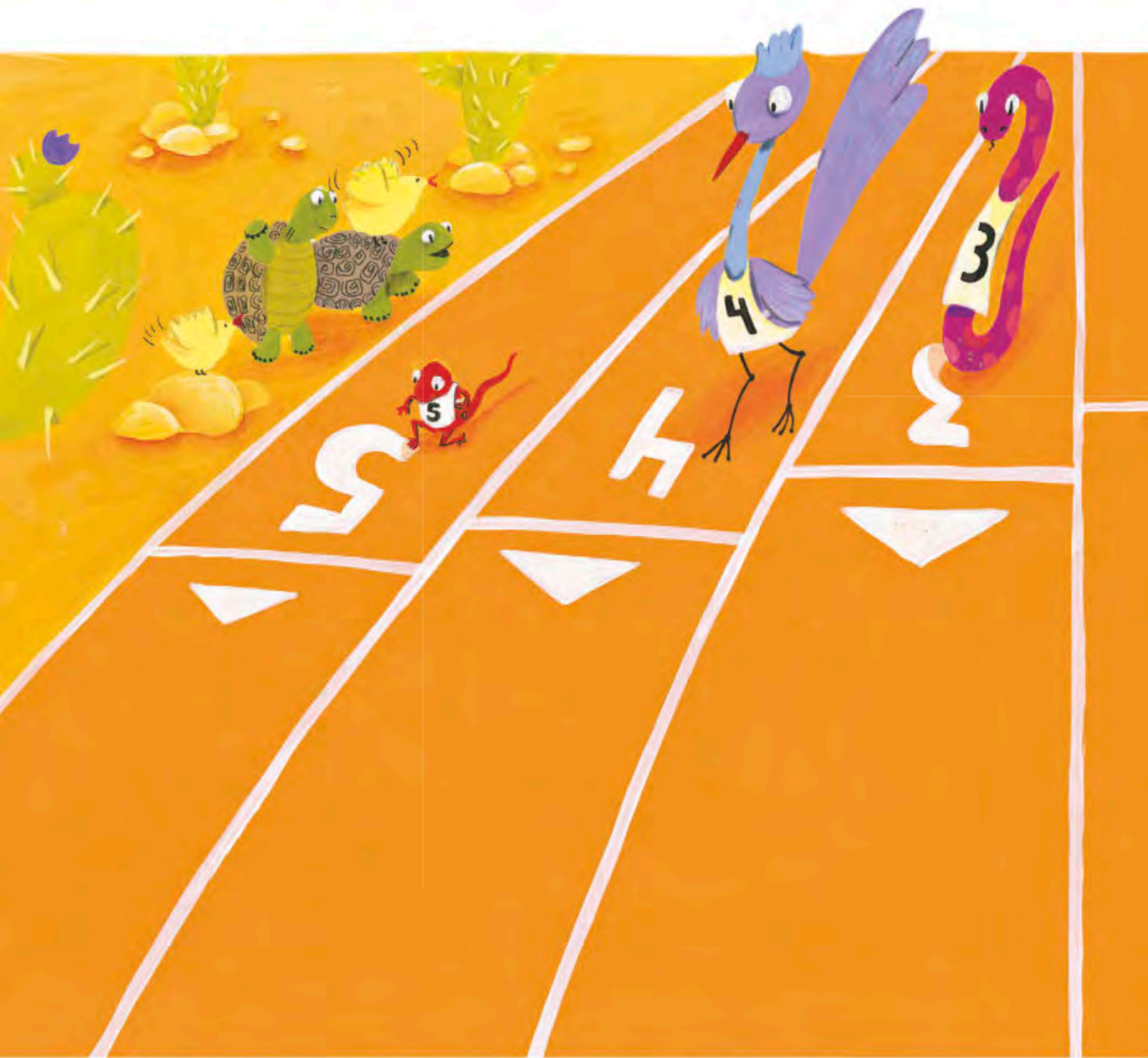
Cottontail is not late.
She will run in lane one.



Rat naps in the shade.
She will run in lane **two**.



Snake takes his spot in lane **three**.
Roadrunner stands in lane four.
He waves to his pals.



Red Lizard is in lane **five**.

The animals bend and hop.



The flag is down, and the race **starts!**
Many animals **watch** and clap.



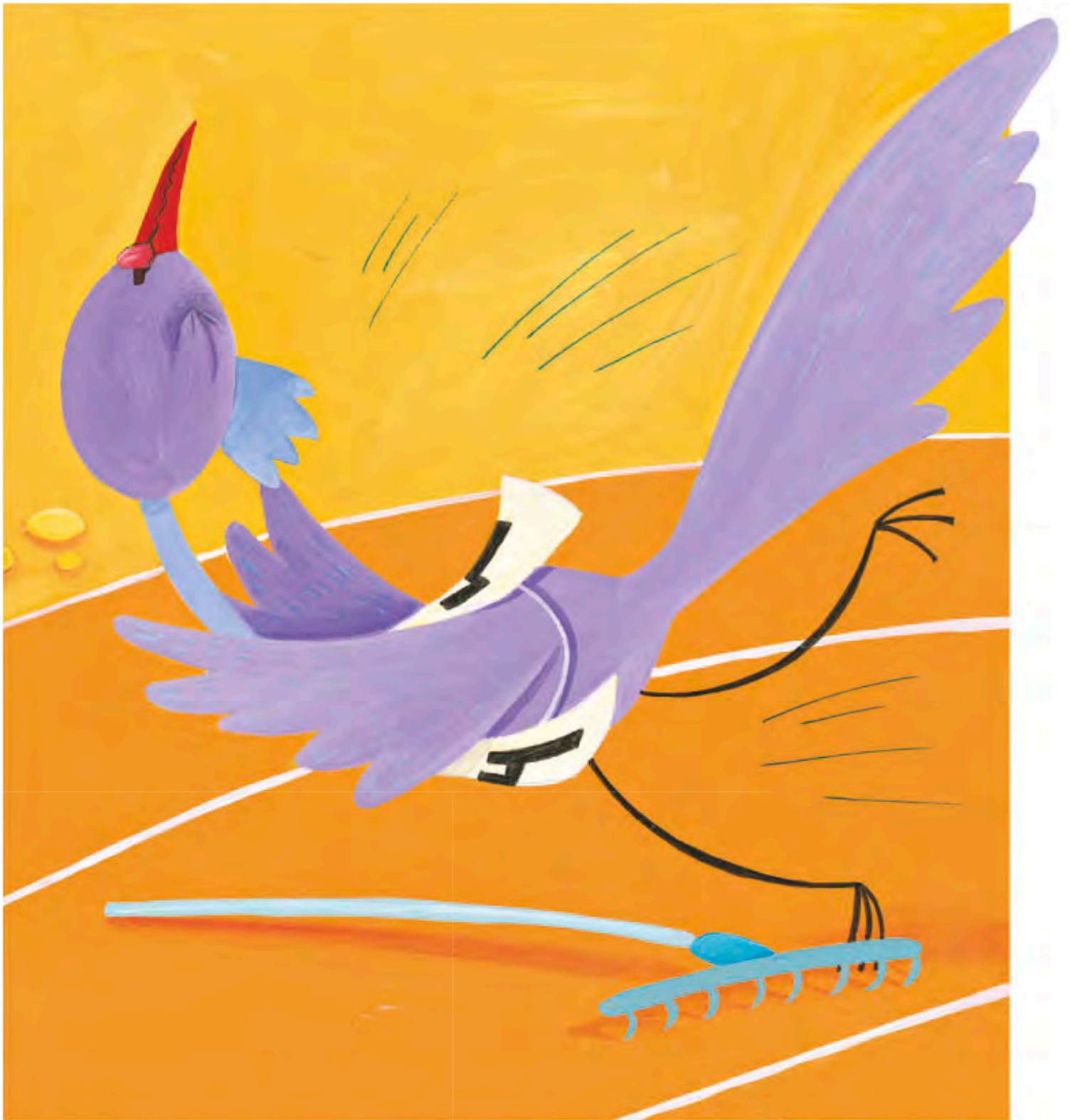
Cottontail does not get far.



Rat falls **into** the hay.



Snake stops and chases bugs.



Roadrunner trips **over** a rake.
Who will win?

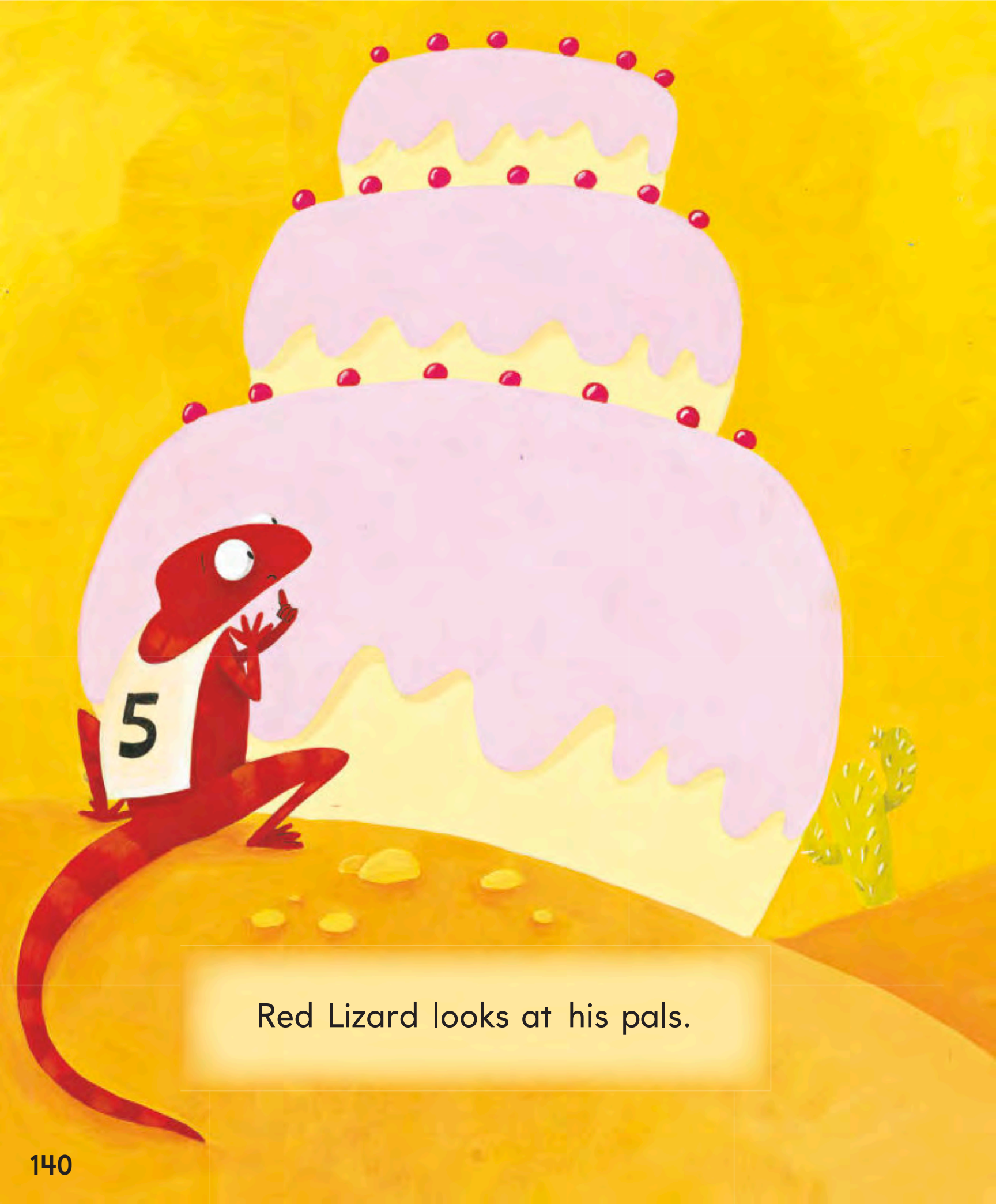
Hip, Hip,
Hooray!



It's Red Lizard who wins!



“Watch me eat this cake,” he yells.
Red Lizard looks at his big cake.

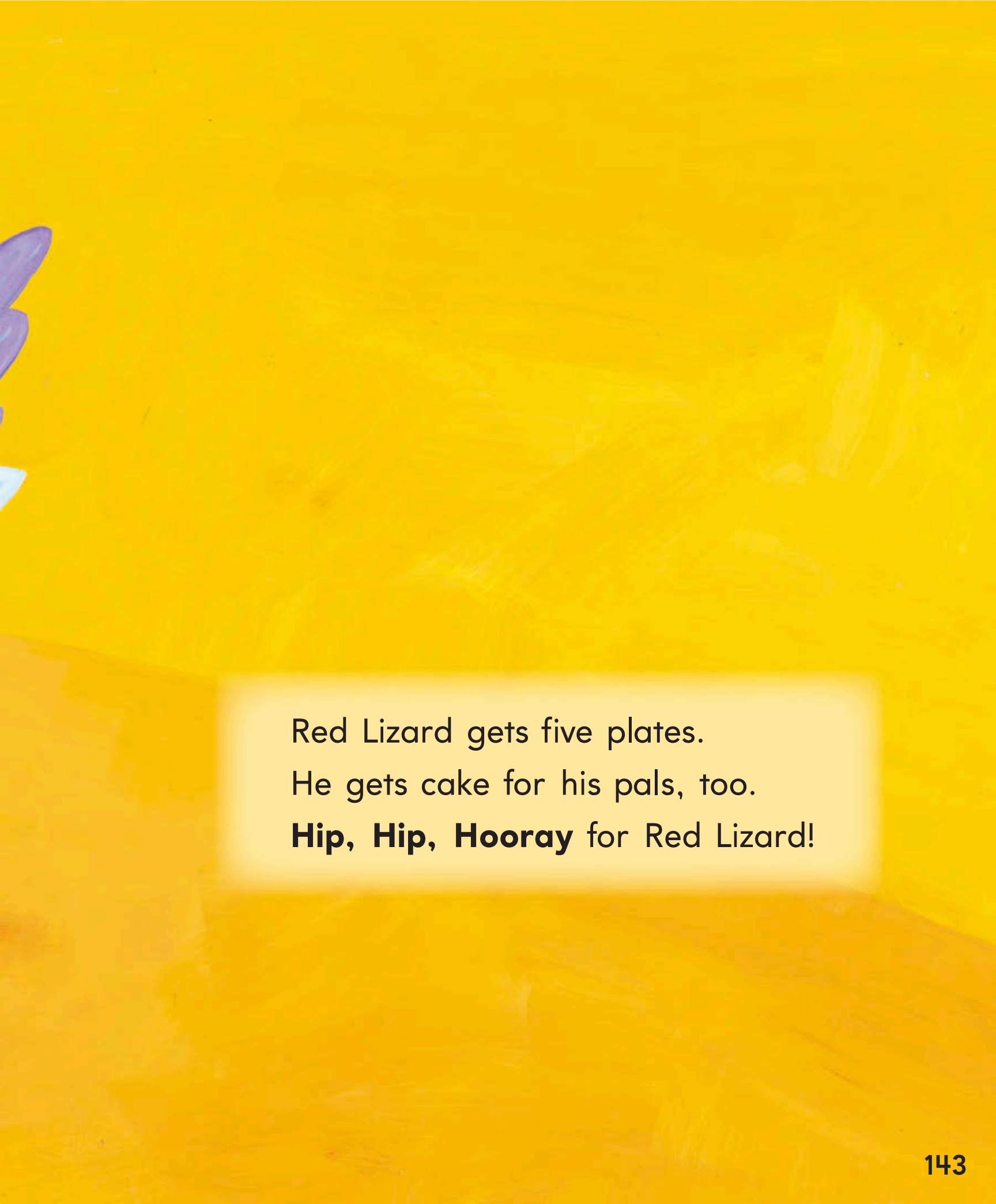


Red Lizard looks at his pals.



His pals like cake, too.
What will Red Lizard do now?





Red Lizard gets five plates.
He gets cake for his pals, too.
Hip, Hip, Hooray for Red Lizard!



Dig Deeper

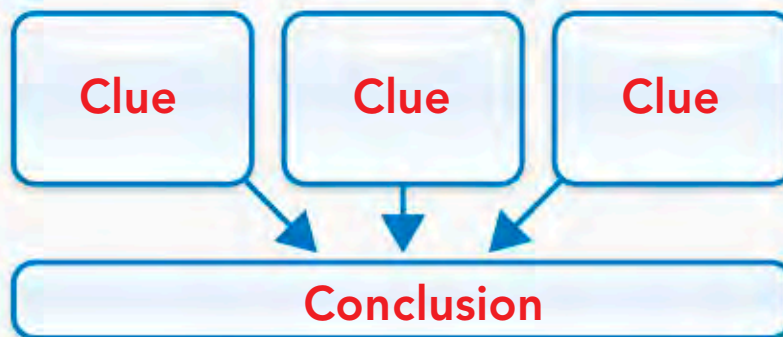


How to Analyze the Text

Use these pages to learn about Conclusions and Cause and Effect. Then read **The Big Race** again.

Conclusions

You can use clues in **The Big Race** to think about things the author does not say. The author does not tell you why Cottontail does not win. What do the pictures and words show that help you make a smart guess about why? What do you know about races that helps you understand? Use a chart to list clues and conclusions.

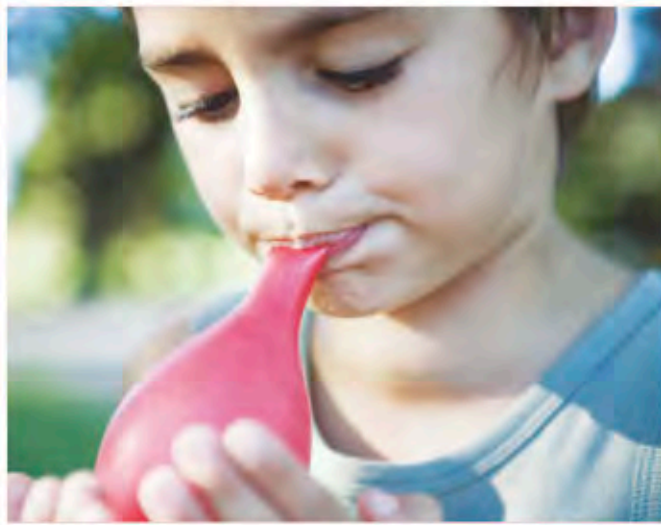


RL.1.3 describe characters, settings, and major events; **RL.1.7** use illustrations and details to describe characters, setting, or events

Cause and Effect

Sometimes one event in a story causes another event to happen. As you read, ask yourself what happens and why.

In **The Big Race**, why doesn't Snake win? He does not win because he stops to chase bugs. Snake stopping is the **cause**. What happens after that? Snake loses the race. That is the **effect**.



RETURN TO THE ESSENTIAL QUESTION



Why is it important to have rules? Describe what happens to the animals in the story when they do not follow the rules. Use text evidence to help you answer. Speak in complete sentences.

**Classroom Conversation**

Talk about these questions with your class.

- 1 Why does Red Lizard win the race?
- 2 How does Red Lizard feel when he wins?
- 3 Red Lizard shares the cake. Is this the right thing to do? Why or why not?

WRITE ABOUT READING

Response Choose a favorite character from **The Big Race**. Write sentences to give reasons why you like him or her. Use details from the story to explain your opinion.



Writing Tip

Use **because** to tell why you think something is true.



RL.1.1 ask and answer questions about key details; **RL.1.7** use illustrations and details to describe characters, setting, or events;
W.1.1 write opinion pieces; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly;
SL.1.6 produce complete sentences when appropriate to task and situation

Lesson 14

INFORMATIONAL TEXT

Read
Together



✓ GENRE

Informational text gives facts on a topic. It can be from a textbook, article, or website. Look for facts about rules and laws as you read.

✓ TEXT FOCUS

Labels are words that tell more about a picture or photo. They can name parts of or the whole picture. What information do the labels in this selection give?



RI.1.5 know and use text features to locate facts or information; **RI.1.10** read informational texts



Rules and Laws

by J. C. Cunningham

Health Rule

Rules

Who needs rules? We all do! Some rules keep us safe and healthy. Some rules help us learn. There are even rules to help us have fun!



Safety Rule

Can you find the child following this rule?

Raise your hand to speak.

What other rules are the children following? What could happen if they did not follow the rules?



School Rule



Game Rule

Laws

Our government has rules, too. The rules are called laws. Laws keep us safe and healthy. Laws make sure we treat each other fairly.

EMPLOYEES MUST WASH HANDS

Can you find the person who obeyed this law?

Employees must wash hands.

What other laws do you think the pictures show?





Laws help us to be good neighbors and good citizens.





What laws do you think these people are following? How do the laws help?





Who needs
rules and laws?
We all do!



Compare Texts



TEXT TO TEXT

Compare Stories Think about the selections. Which is real and which is make-believe? Tell how you know. Take turns sharing evidence with a partner.



TEXT TO SELF

Write a List Write a list of rules the runners should follow in **The Big Race**. Tell why the rules make sense.



TEXT TO WORLD

Map a Race Course Pretend you will run a race through your neighborhood. Where does the race begin? Where is the finish line? Draw a map.



RL.1.5 explain major differences between story books and informational books; **W.1.2** write informative/explanatory texts; **SL.1.1a** follow rules for discussions; **SL.1.1b** build on others' talk in conversations by responding to others' comments

Grammar



Verbs and Time Some **verbs** tell what is happening now. Some verbs tell what happened in the past. Add **ed** to most verbs to tell about the past.



Now

In the Past

The **animals** **watch** the race now.

The **animals** **watched** the race yesterday.

They **cheer** for their friends.

They **cheered** for their friends.

Try This!

Work with a partner. One partner reads aloud a sentence. The other partner finds the verb. Together, write the verb to tell about the past. Take turns.

1. The runners look at the flag.
2. They start the race.
3. Some racers jump high.
4. They finish the race quickly.
5. The winners pick prizes.



Grammar in Writing

When you proofread your writing, be sure each verb tells clearly if something is happening now or in the past.



W.1.2 write informative/explanatory texts; **W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; **W.1.7** participate in shared research and writing projects; **W.1.8** recall information from experiences or gather information from sources to answer a question

Reading-Writing Workshop: **Prewrite**

Informative Writing

 **Ideas** A good **report** needs facts!

Before you write, find facts to answer the question you wrote about your topic.

Lena found information about lizards. She took notes to remind her of the facts.



Exploring a Topic



Prewriting Checklist

- Did I write a good question about my topic?
- Will my notes help me remember the facts?
- Did I use good sources for information?

Look for facts in Lena's notes. Then record your own notes. Use the Checklist.



Planning Chart

My Question

What do real lizards do?

Fact 1

change color

Fact 2

run fast on back legs

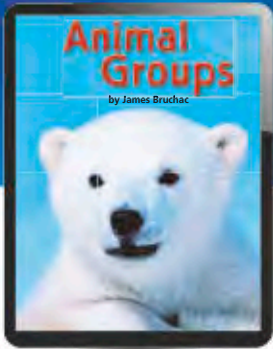


Fact 3

puff up to look big

Lesson

15



✓ WORDS TO KNOW High-Frequency Words

bird
fly
both
long
eyes
or
those
walk

Vocabulary Reader



Context Cards



RF.1.3g recognize and read irregularly spelled words

Words to Know



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

1

bird

An eagle is a **bird** with big, strong wings.



2

fly

Bats are mammals that are able to **fly**.



3

both

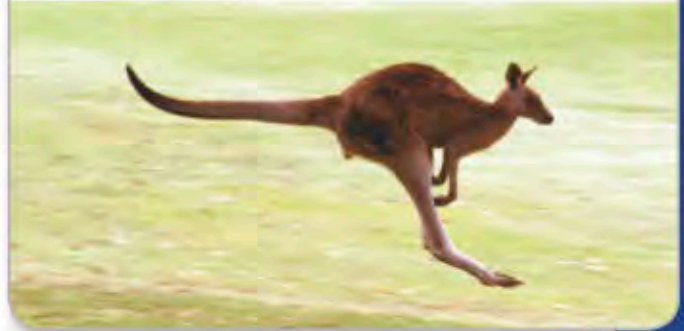
The lizard has **both** stripes and spots.



4

long

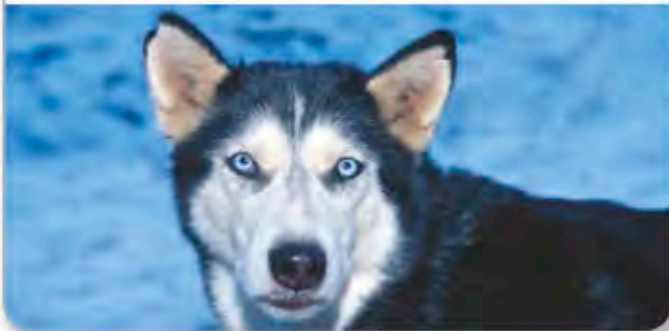
This kangaroo has a **long** tail.



5

eyes

This dog has blue **eyes**.



6

or

Ducks can either swim **or** fly.



7

those

Those fish are not the same colors.



8

walk

The elephants **walk** together in a group.



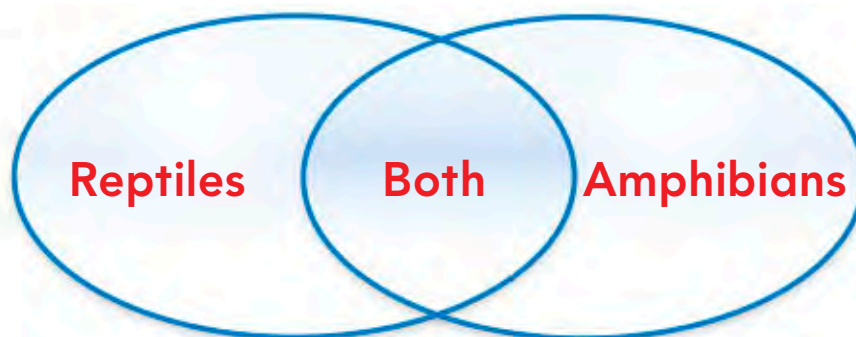


Read and Comprehend



✓ TARGET SKILL

Compare and Contrast When you **compare**, tell how things are alike. When you **contrast**, tell how things are different. Think about how things are alike and different to understand a selection better. You can use a diagram to **compare** and **contrast** two things.



✓ TARGET STRATEGY

Monitor/Clarify If a word or a part does not make sense, you can ask questions, reread, or use the pictures for help.



PREVIEW THE TOPIC

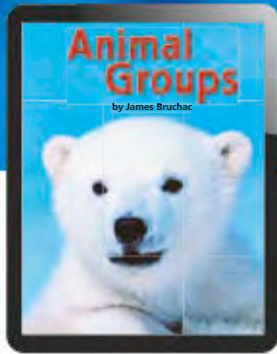
Animals

All birds have wings, but not all birds fly. Some animals have legs and some do not. Fish live in water all the time. Other animals live on land.

Animals are alike and different. What animals do you know about? You will read about how animals are alike and different in **Animal Groups.**

Lesson 15

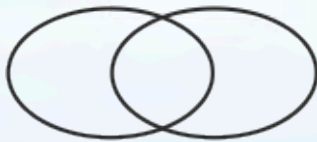
ANCHOR TEXT



✓ TARGET SKILL

Compare and Contrast

Tell how two things are alike and different.



✓ GENRE

Informational text

gives facts about a topic. As you read, look for:

- ▶ information and facts in the words
- ▶ photos that show the real world



RI.1.3 describe the connection between individuals, events, ideas, or information in a text; **RI.1.7** use illustrations and details to describe key ideas; **RI.1.10** read informational texts



Meet the Author

James Bruchac

James Bruchac has many interests. He is a writer, a storyteller, an animal tracker, and a wilderness guide.

Together with his father, Joseph Bruchac, he wrote the books **How Chipmunk Got His Stripes** and **Turtle's Race with Beaver**.

Animal Groups

written by James Bruchac



ESSENTIAL QUESTION

What makes birds different from mammals?



Fish



Amphibian



Reptile

Let's take a look at five animal groups.



Bird



Mammal

How are animals in a group the same?

Fish

fin

eye

mouth

gill

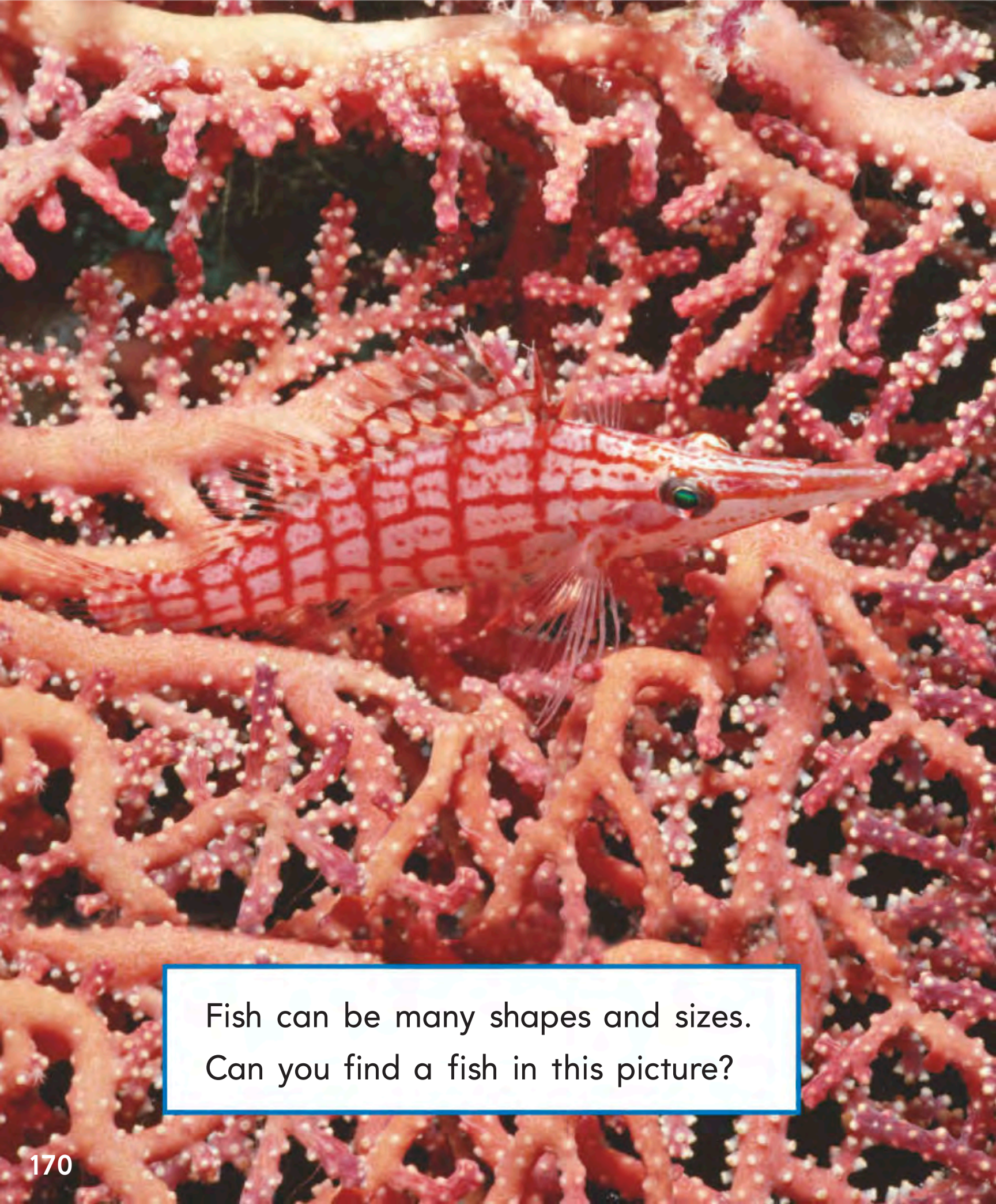
fin

Fish must live in water. Fish have gills that help them breathe in water.



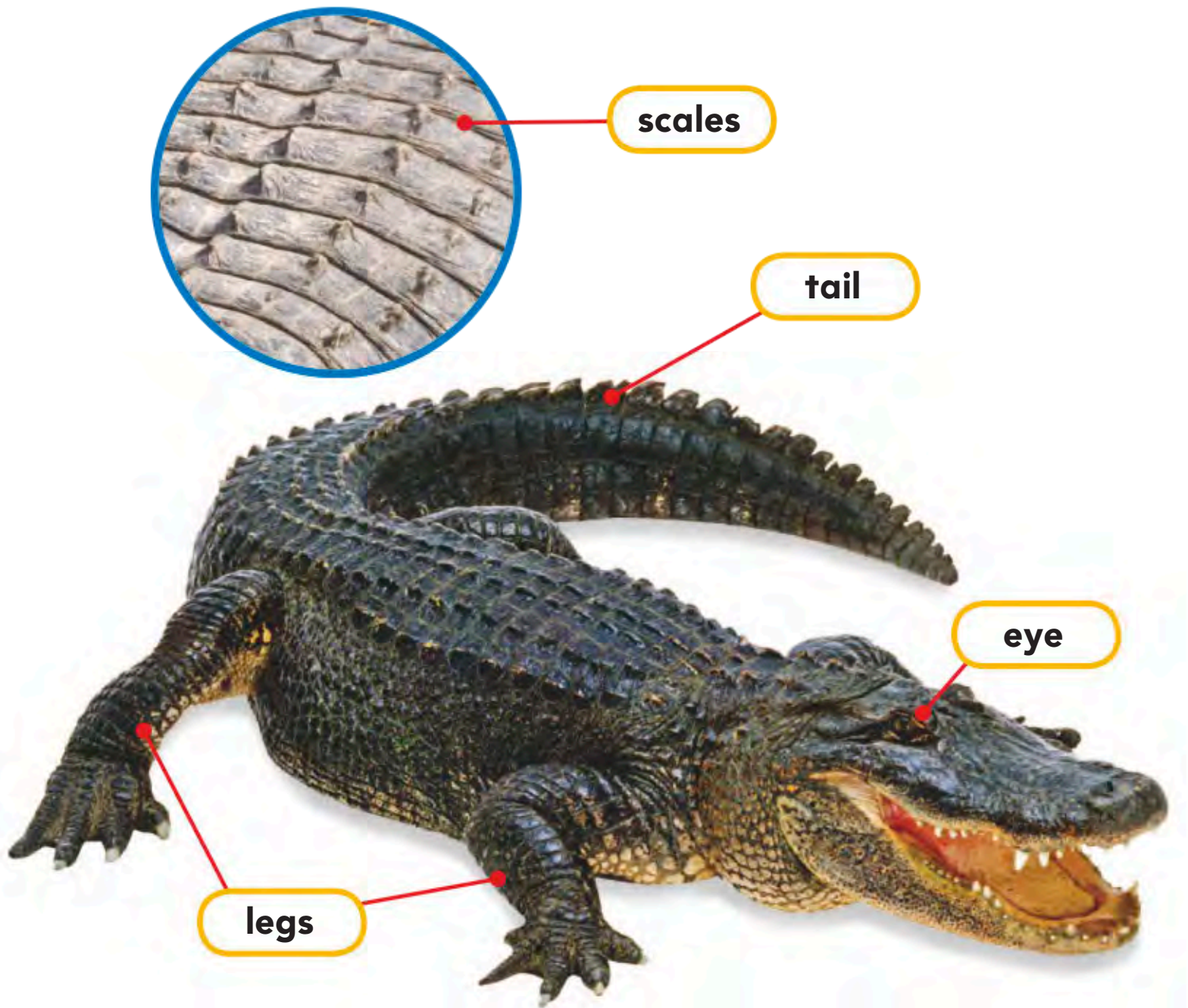
tail

Fish have fins and tails. **Those** help them swim.

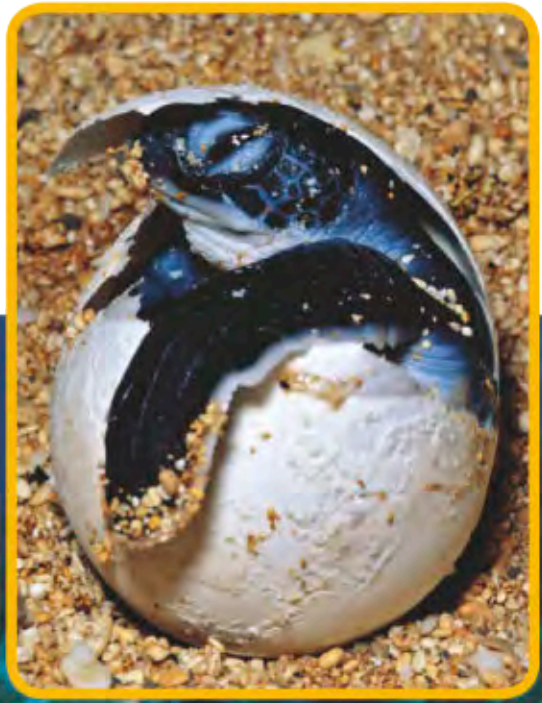


Fish can be many shapes and sizes.
Can you find a fish in this picture?

Reptiles



Reptiles can live on land. Some like to be in water. Reptiles have scales on their skin.

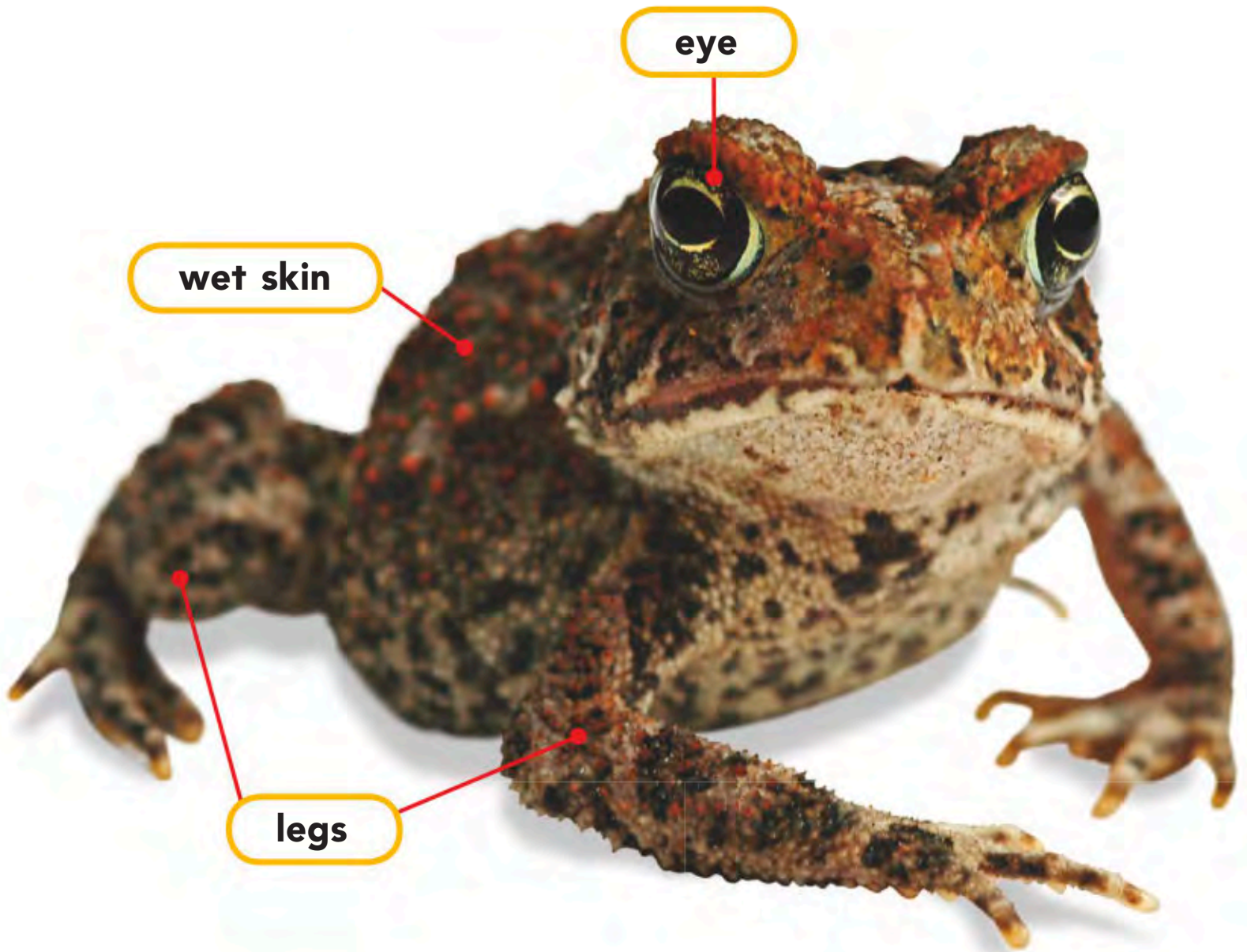


Many reptiles hatch from eggs.



Snakes cannot walk. They do not have legs. This snake slides its long body on the grass.

Amphibians



Amphibians spend time **both** on land and in water. They do not have scales. Their skin is wet.

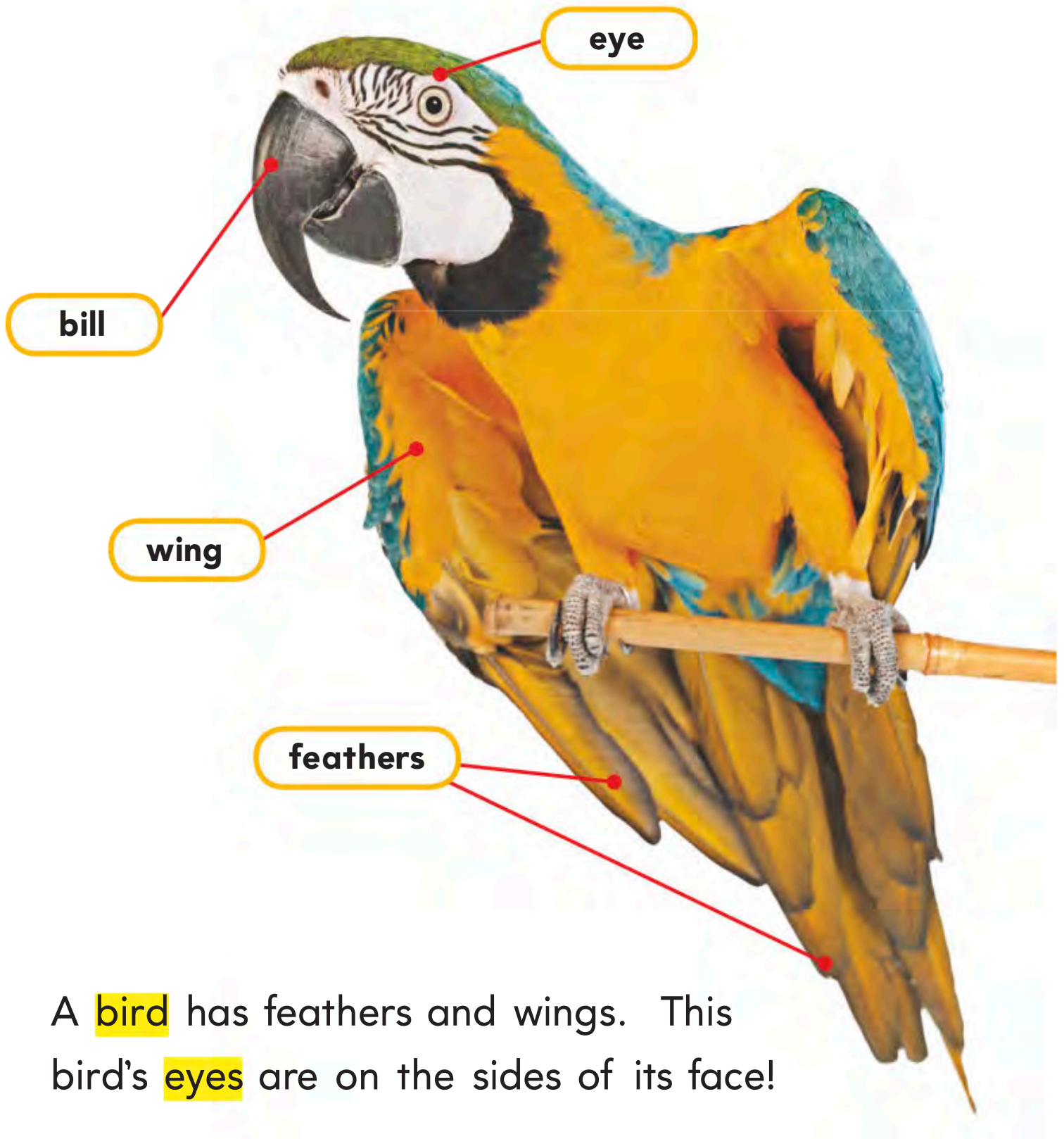


tadpoles



Amphibians hatch from eggs.
Tadpoles hatch and grow to be frogs.

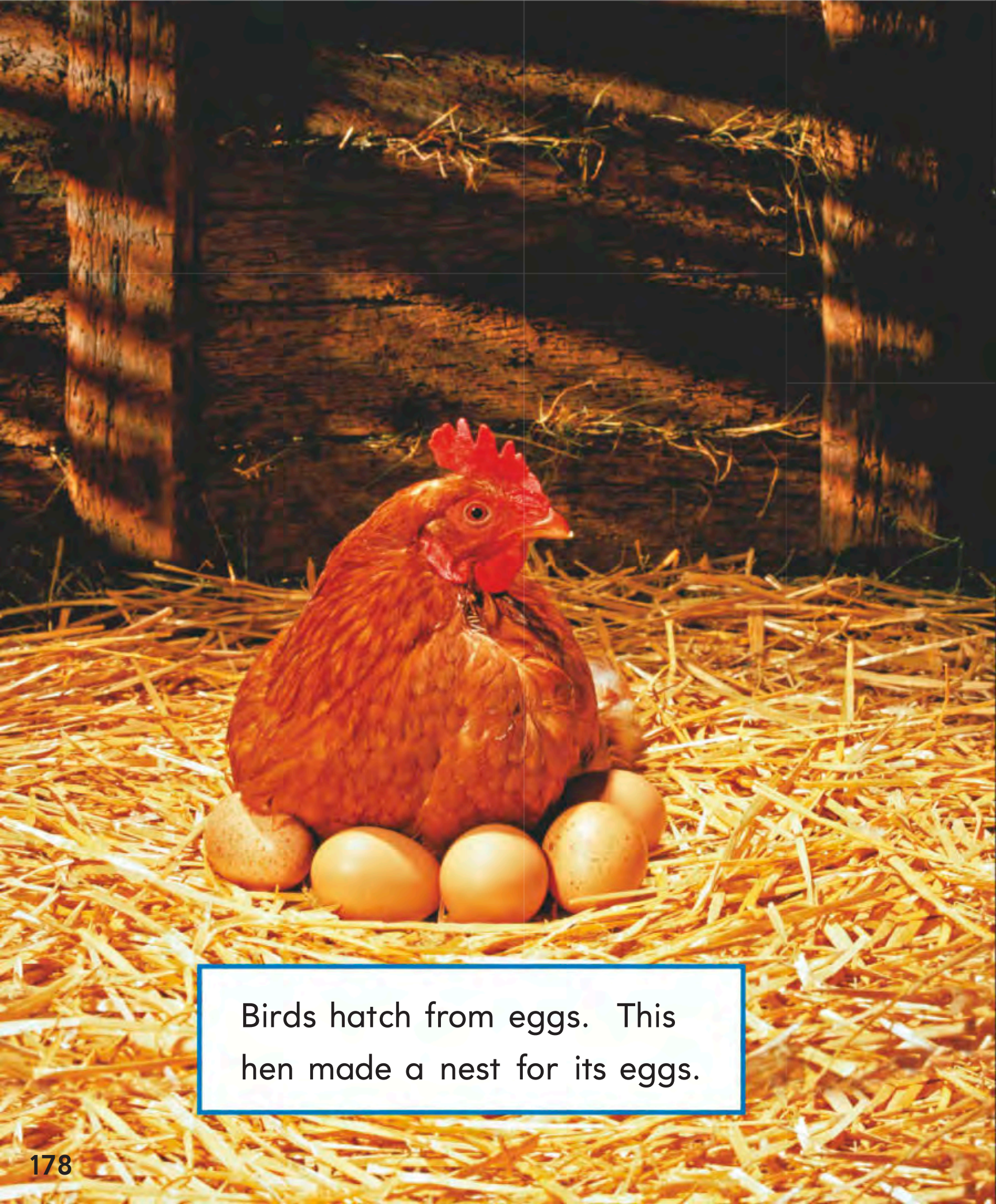
Birds



A **bird** has feathers and wings. This bird's **eyes** are on the sides of its face!

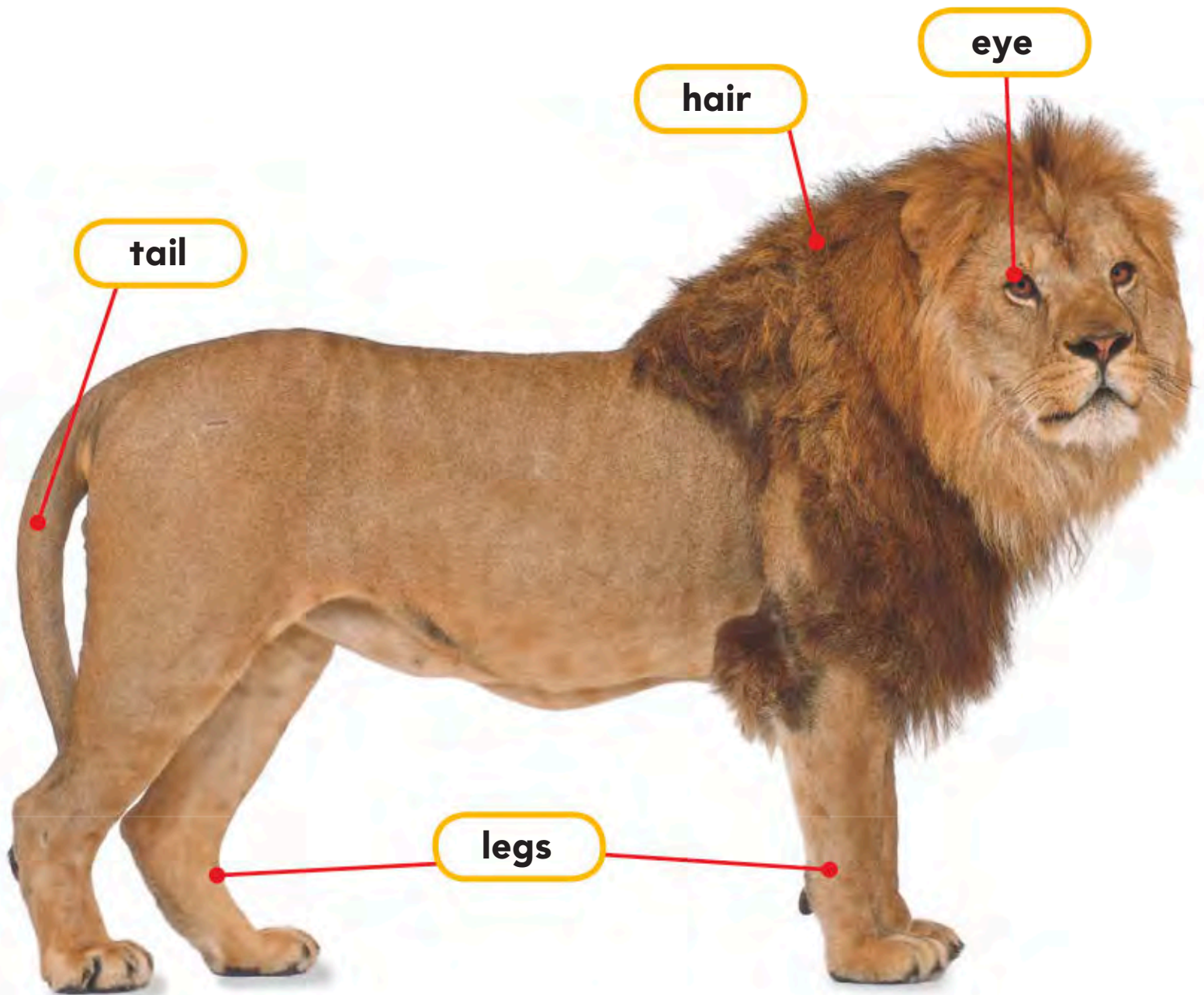


Many birds can fly. Some can run or swim fast.



Birds hatch from eggs. This hen made a nest for its eggs.

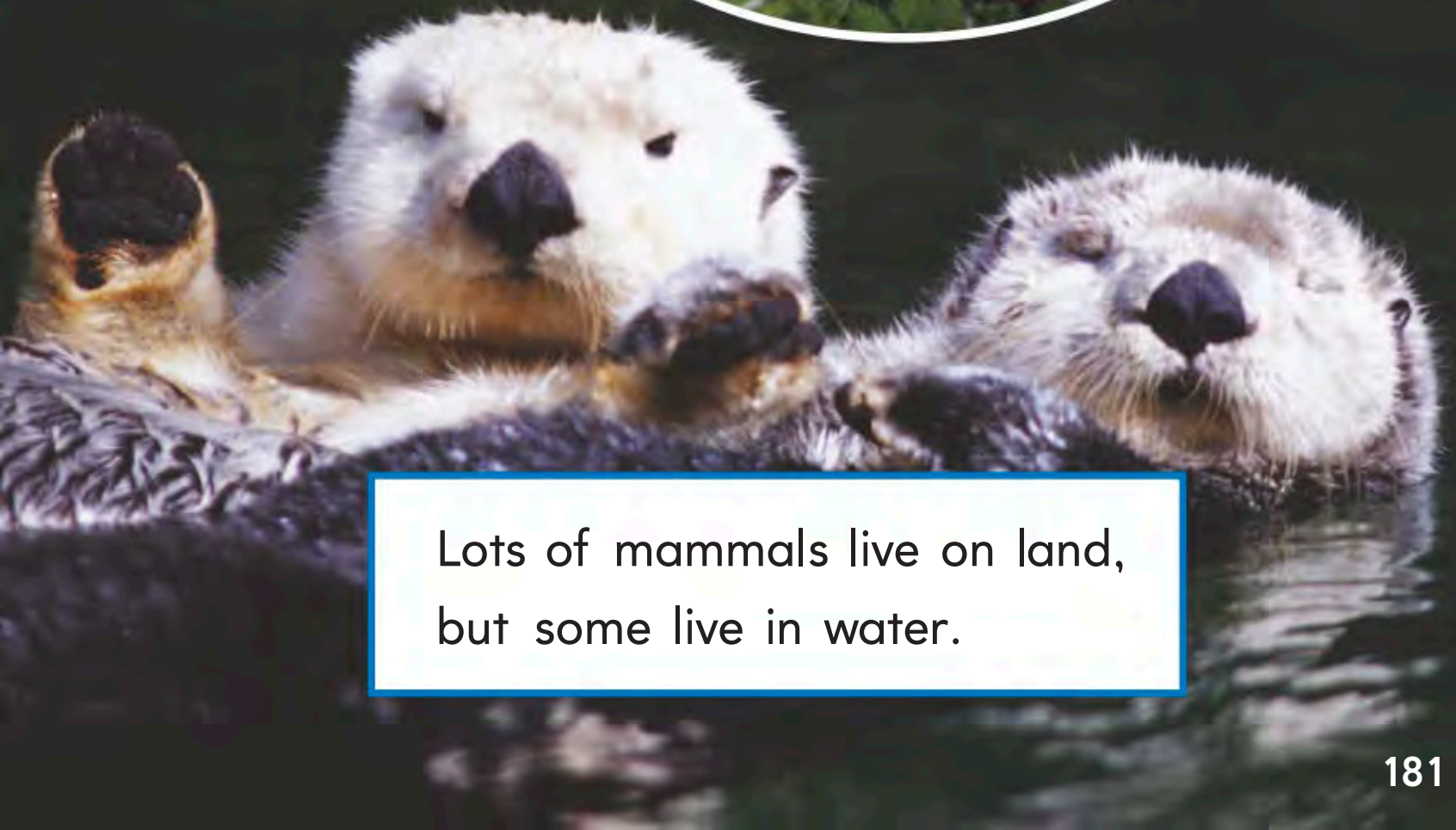
Mammals



Mammals can be many shapes and sizes.
They have hair on their skin.



A mammal mom can
make milk for its baby.

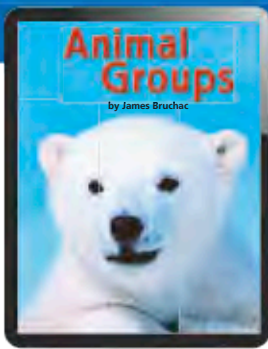


Lots of mammals live on land,
but some live in water.



Did you know that you
are a mammal, too?





Dig Deeper

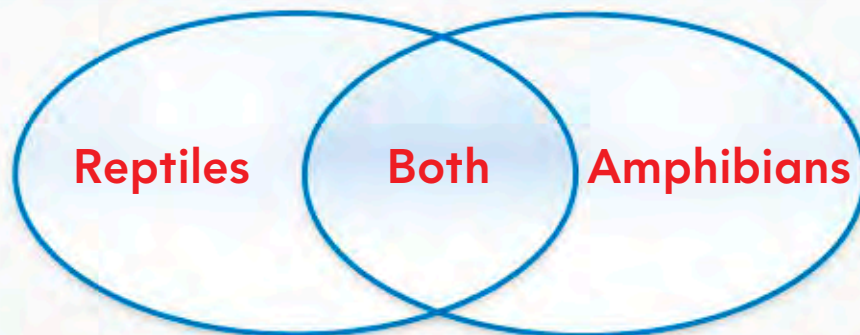


How to Analyze the Text

Use these pages to learn about Compare and Contrast and Text and Graphic Features. Then read **Animal Groups** again.

Compare and Contrast

In **Animal Groups**, you learned what makes animals in a group the same and different. Think about reptiles and amphibians. **Compare** the groups to tell how they are alike. **Contrast** the groups to tell how they are different. Use a diagram to compare and contrast groups.



RI.1.3 describe the connection between individuals, events, ideas, or information in a text; **RI.1.5** know and use text features to locate facts or information; **RI.1.7** use illustrations and details to describe key ideas

Text and Graphic Features

Authors use special features to point out information. **Headings** are often at the top of a page and tell what part you are reading. **Labels** are words that give more information about details in pictures.

The heading on page 168 is **Fish**. What is this part about? There are also labels that give information. What do you learn about a fish's body?

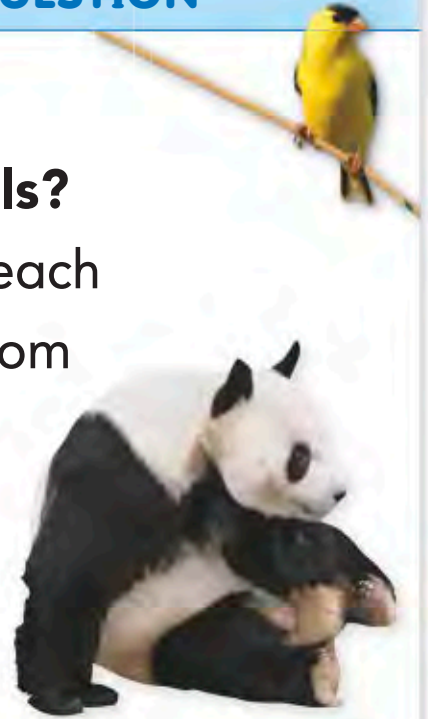


RETURN TO THE ESSENTIAL QUESTION



What makes birds different from mammals?

Choose an animal from each group. Use words and pictures from the selection to tell how the animals are alike and different. Ask questions if you do not understand your partner's ideas.



Classroom Conversation

Talk about these questions with your class.

- 1 How are all mammals alike?
- 2 How are fish different from mammals?
- 3 What are the five animal groups?
What new things did you learn?

WRITE ABOUT READING

Response Use facts you learned from the selection to write a riddle about an animal. Write clues. Do not give its name. Read your riddle to a partner. Have your partner use the evidence in the clues to guess the answer.



I have gills and live in water.



Writing Tip

Use a question mark (?) at the end of a question.



RI.1.3 describe the connection between individuals, events, ideas, or information in a text; **RI.1.7** use illustrations and details to describe key ideas; **W.1.8** recall information from experiences or gather information from sources to answer a question; **SL.1.1c** ask questions to clear up confusion about topics and texts under discussion; **SL.1.3** ask and answer questions about what a speaker says

PLAY

Read Together



✓ GENRE

A **play** is a story that people act out. Most of the words in a play are the words the characters say.

✓ TEXT FOCUS

Stage directions are extra words in a play that tell about the characters and setting. They also tell what actions characters do. What are the stage directions in this play? How do you know?



RL.1.10 read prose and poetry



Animal Picnic

by Debbie O'Brien

Cast of Characters



Fox



Cow



Bird



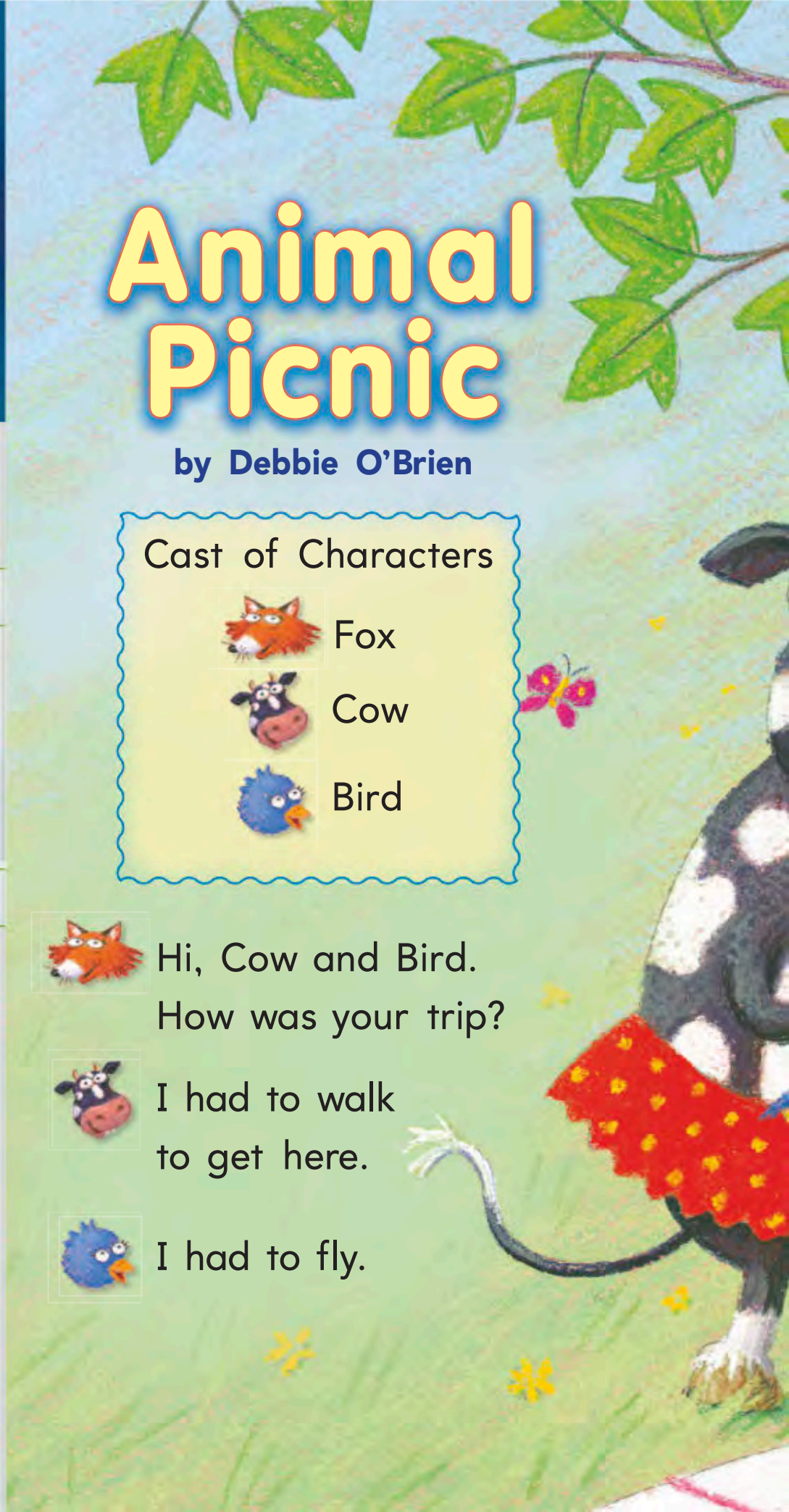
Hi, Cow and Bird.
How was your trip?



I had to walk
to get here.



I had to fly.





(pointing to Cow's basket)

What food did you bring for our picnic?



I brought grass. I use my flat teeth to grind it.



I brought meat. I use my long, sharp teeth to eat it.



We both have teeth, but we eat different things!



(pointing to Bird's basket)

What did you bring, Bird?





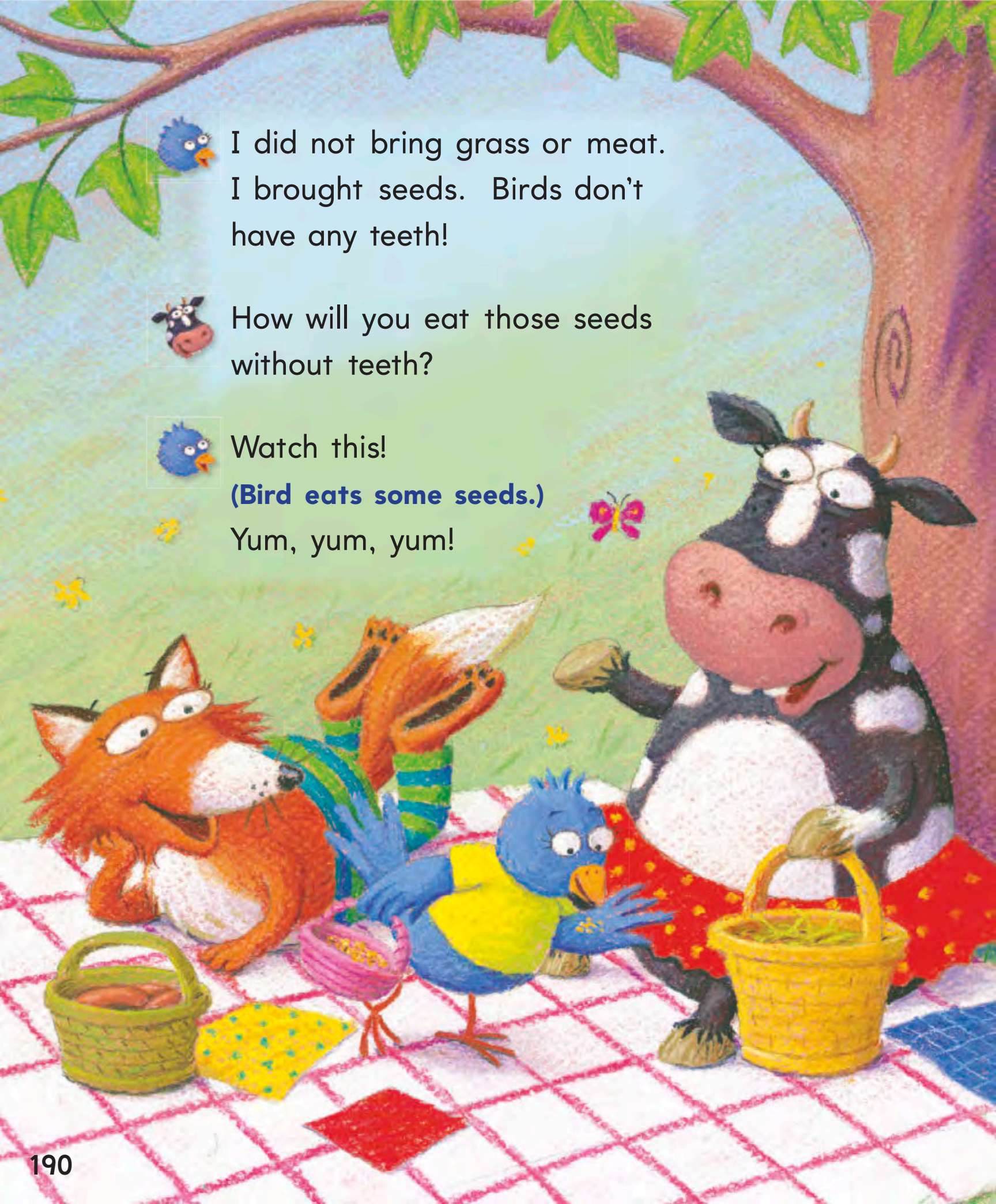
I did not bring grass or meat.
I brought seeds. Birds don't
have any teeth!



How will you eat those seeds
without teeth?



Watch this!
(Bird eats some seeds.)
Yum, yum, yum!



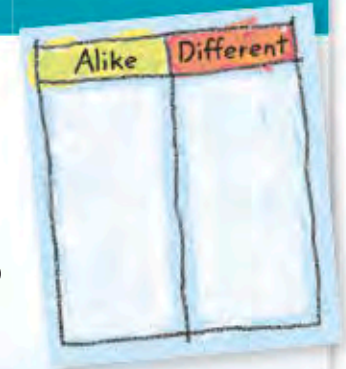


Compare Texts



TEXT TO TEXT

Compare Information Think about both selections. How are they alike and different? What information do you learn in each selection?



TEXT TO SELF

Talk About Animals Which animal group is your favorite? Talk about it with a partner. Use complete sentences.



TEXT TO WORLD

Write a Question Write a question you have about an animal in the selections. Use this book or other books to find the answer.



RI.1.1 ask and answer questions about key details; **RI.1.9** identify similarities in and differences between texts on the same topic; **W.1.8** recall information from experiences or gather information from sources to answer a question; **SL.1.6** produce complete sentences when appropriate to task and situation

Grammar



The Verb be The verbs **is** and **are** tell what is happening now. Use **is** with a noun that names one.

One	More Than One
 <p>This chick is small.</p>	 <p>Two chicks are small.</p>

The verbs **was** and **were** tell what happened in the past. Use **was** with a noun that names one.

One	More Than One
 <p>One egg was here.</p>	 <p>Two eggs were here.</p>

Try This!

Read each sentence aloud two times, saying a different verb each time. Ask your partner to repeat the sentence with the correct verb. Then switch roles.

1. Animals _____ ?
is are
2. This frog _____ ?
is are
3. A frog _____ ?
was were
4. Lions _____ ?
was were
5. The snake _____ ?
is are



Grammar in Writing


When you proofread your writing, be sure you have used the verbs **is**, **are**, **was**, and **were** correctly.



W.1.2 write informative/explanatory texts; **W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; **L.1.2b** use end punctuation for sentences; **L.1.2d** use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

Reading-Writing Workshop: **Revise**

Informative Writing

 **Word Choice** In a good **report**, the right words make the facts easy to understand. Lena drafted her report. Later, she wrote different words to make her meaning clear.



Revised Draft

Some lizards puff up ^{with air} to
[^]
~~look big.~~
[^]
bigger to an enemy.



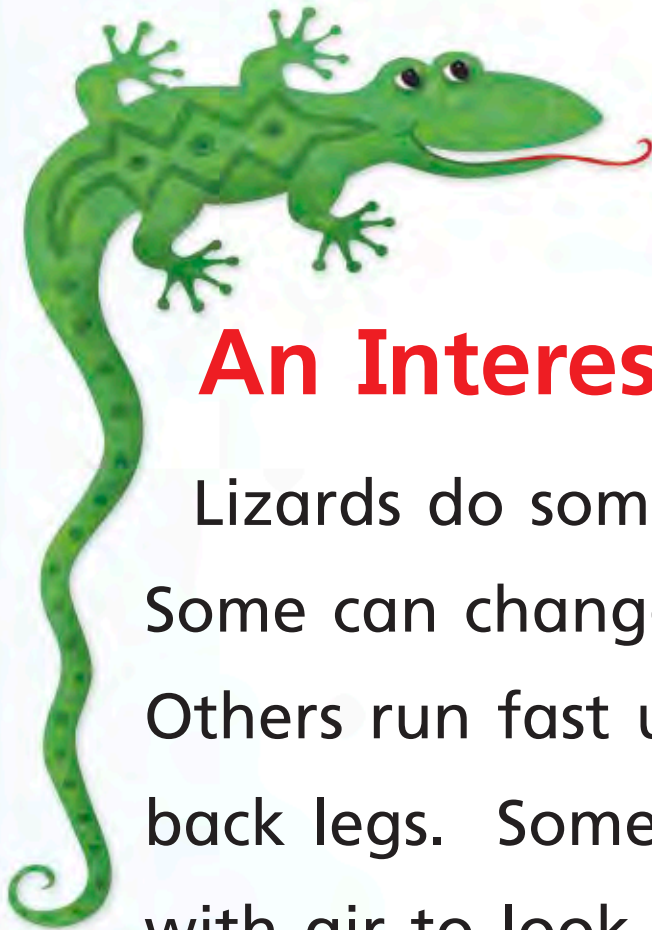
Revising Checklist

- Did I use words that make my meaning clear?
- Did I use correct punctuation?
- Did I spell words correctly?
- Did I write a good ending sentence?

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



Final Copy



An Interesting Reptile

Lizards do some funny things. Some can change color quickly. Others run fast using only their back legs. Some lizards puff up with air to look bigger to an enemy. Lizards are very interesting reptiles.





Read each article. As you read, stop and answer each question. Use text evidence.

Frogs and Toads

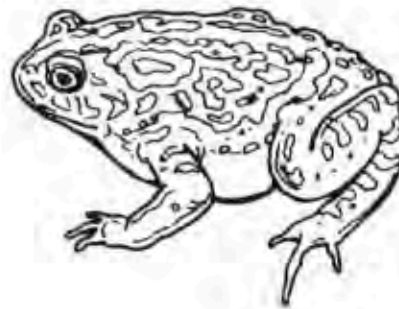
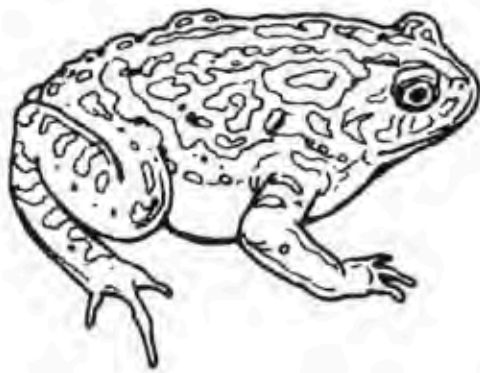
Frogs and toads are alike in some ways. They both lay eggs in water. They both live in water when they are small. They both eat lots of bugs.

- 1 Where do frogs and toads live when they are small?

Frogs and toads are different in some ways, too. Frogs have smooth, wet skin. Frogs live in or near water. They have long back legs, too. This helps them hop and swim.

Toads have dry, bumpy skin. Toads spend much of their time on land. They have small back legs. This helps them walk.

2 How are frogs different from toads?



Roly-Poly Bugs

A pill bug is a very small animal. It is also called a roly-poly. It can roll into a little ball that looks like a pill. This helps keep it safe from danger.

- 3 What does **danger** mean in this article? What words help you know?

Pill bugs hatch from eggs. They live in damp places. They live under leaves, rocks, or logs.

Some people think pill bugs are insects. They are not. Insects have six legs. Pill bugs have more. Pill bugs are in the same animal group as a crab!

- 4 What does the author want you to learn? What details help you know?



Words to Know

Unit 3 High-Frequency Words

11 At Home in the Ocean

blue	where
far	water
live	cold
little	their

14 The Big Race

two	over
into	four
three	five
starts	watch

12 How Leopard Got His Spots

brown	never
own	know
very	out
off	been

15 Animal Groups

bird	eyes
fly	or
both	those
long	walk

13 Seasons

green	fall
yellow	new
grow	down
open	goes

A

amphibians

An **amphibian** is an animal that lives in water and on land. Frogs are **amphibians**.



B

biggest

Something that is the **biggest** is bigger in size than anything else. The whale is the **biggest** animal in the ocean.

blow

To **blow** means to push air. The winds **blow** the cold air across the land.

body

The **body** of a person or animal is made up of the parts you can see and touch. We are learning about the parts of the **body**.

breathe

To **breathe** is to take in breaths of air. I **breathe** in the fresh air when I am outside.

C

cottontail

A **cottontail** is a kind of rabbit. That **cottontail** has a white fluffy tail.

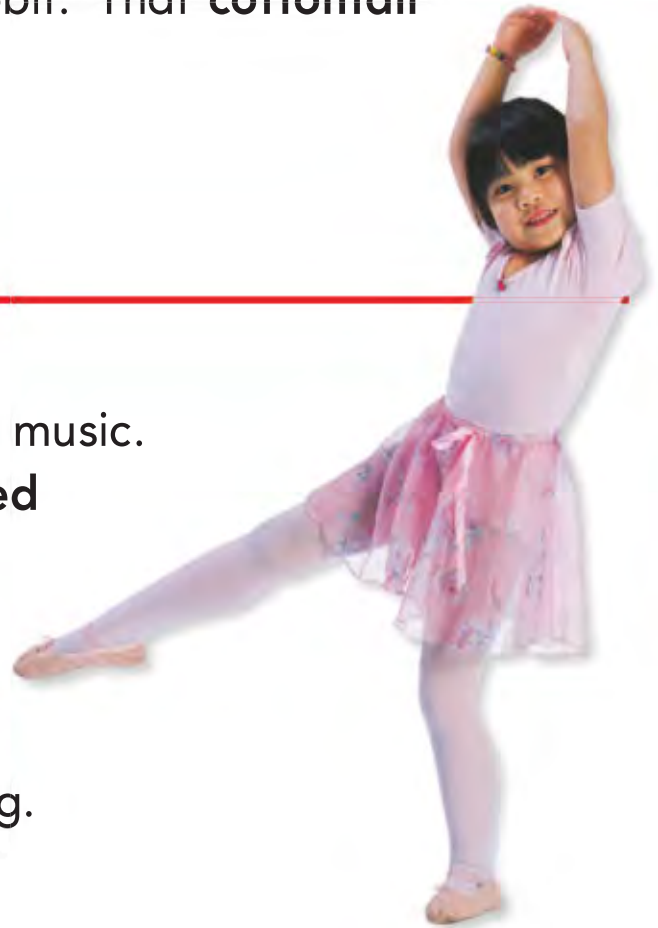
D

danced

To **dance** means to move to music. We played music and **danced** for hours.

day

A **day** is the time from one morning to the next morning. Tuesday was a sunny **day**.



F

feathers

A **feather** is a part of a bird. The bird had soft **feathers**.

feet

A foot is a measurement that equals 12 inches. **Feet** means more than one foot. Some trees can grow as tall as 100 **feet**.

flowers

A **flower** is a part of a plant. We planted pretty **flowers** in the garden.

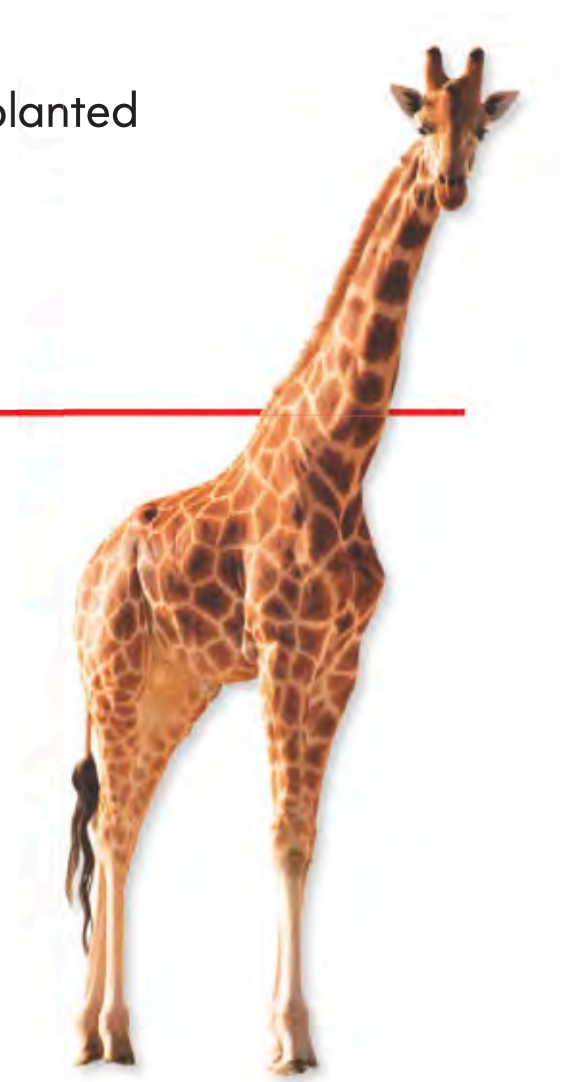
G

giraffe

A **giraffe** is a tall spotted animal with a long neck. The **giraffe** ate leaves from the top of the tree.

grow

When plants and animals **grow**, they get bigger and bigger. Kittens **grow** and become cats.



group

A **group** is a number of people or things together.

A **group** of us went swimming last Saturday.

H

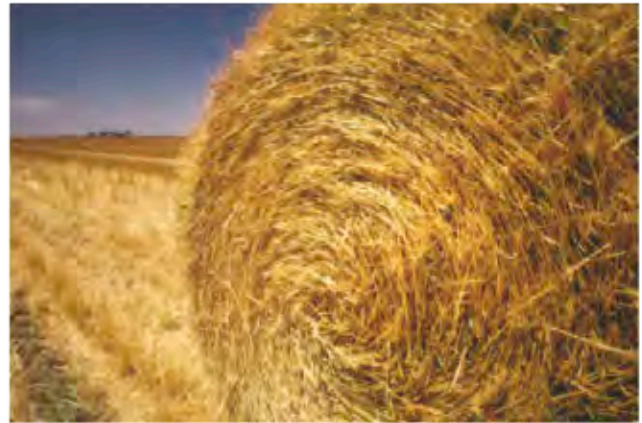
hair

Hair is what grows on your head. My dad cuts my **hair** when it gets too long.

hay

Hay is a kind of grass that has been cut and dried.

My horse likes to eat **hay**.



home

A **home** is a place where people or animals live.

Jellyfish make their **home** underwater.

hooray

Hooray is something people shout when they are happy.

When I hit a home run, my parents yelled **hooray!**

hyena

A **hyena** is a wild animal that looks like a dog.

The **hyena** is found in Africa and Asia.

L

leaves

A **leaf** is a part of a plant. In the fall, the **leaves** turn pretty colors.

leopard

A **leopard** is a wild animal that looks like a cat with spots. The **leopard** paced in its cage.

lions

A **lion** is a large wild animal that looks like a big cat. We saw a movie about **lions** in Africa.

lizard

A **lizard** is a small reptile. The **lizard** lay on the rock in the hot sun.



M

mammals

A **mammal** is a warm-blooded animal. Cats are **mammals**.

manatees

A **manatee** is a plant-eating animal with flippers and a flat tail that lives in warm water. When we visited Florida, we saw **manatees** swimming in the water.

O

ocean

An **ocean** is a large body of salt water. It's fun to sail on the **ocean**.



P

paint

To **paint** means to cover something with color. Aunt Carly likes to **paint** houses.

penguins

A **penguin** is a kind of bird that lives in cold places. **Penguins** keep their chicks warm.



R

race

A **race** is a contest to find out who is the fastest. Selena got to the finish line first and won the **race**.

reptiles

A **reptile** is a cold-blooded animal. Snakes are **reptiles**.

roadrunner

A **roadrunner** is a very fast bird. We saw a **roadrunner** in the Arizona desert.

S

school

A **school** is a place where students learn from teachers. My best friend and I go to the same **school**.

sea otters

Sea otters are mammals with thick, brown fur that live in and by the ocean. After a swim, **sea otters** like to sit in the warm sun.



seeds

A **seed** is a part of a plant. Most plants grow from tiny little **seeds**.

snow

Snow is tiny pieces of frozen water that fall from the clouds. When we woke up, the ground was covered with **snow**.



snowman

A **snowman** looks like a person made of snow. We piled three balls of snow on top of each other and made a **snowman**.

spring

Spring is the season that comes after winter. In the **spring**, the flowers begin to bloom.

summer

Summer is the season that comes after spring. This **summer** my family will go to the beach.

T

tadpoles

A **tadpole** is a baby frog. I found **tadpoles** swimming in our pond.

tails

A **tail** is a part of some animals' bodies. Rats have long **tails**.

tall

To be **tall** is to stand high above the ground. The giraffe is very **tall**.

turtle

A **turtle** is a reptile with a shell. The **turtle** went inside its shell as soon as I touched it.



W

warm

Warm means not very hot. The tea was still **warm** after it sat for a while.

whales

A **whale** is the biggest mammal that lives in the ocean. When we went boating, we saw **whales** as big as our boat!

wings

A **wing** is a part that helps something to fly. The bird flapped its **wings** and flew away.

winter

Winter is a season that comes after fall. Last **winter** was very cold!

Z

zebra

A **zebra** is a striped animal that looks like a horse. My favorite animal is the **zebra**.



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Credits

Placement Key:

(r) right, (l) left, (c) center, (t) top, (b) bottom, (bg) background

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