

HOUGHTON MIFFLIN HARCOURT

JOURNEYS

COMMON CORE



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HOUGHTON MIFFLIN HARCOURT

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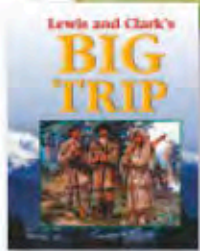
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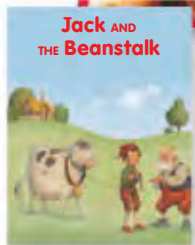
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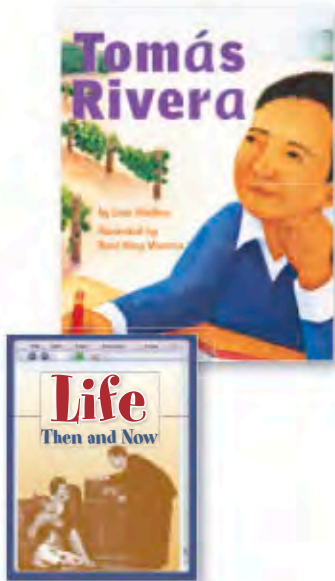
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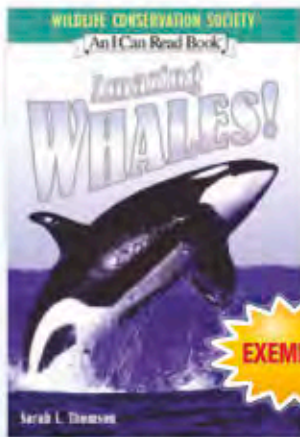
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Amazing Whales!

INFORMATIONAL TEXT

by Sarah L. Thomson

Welcome, Reader!

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

Open your book and see what discoveries are inside!

Sincerely,

The Authors

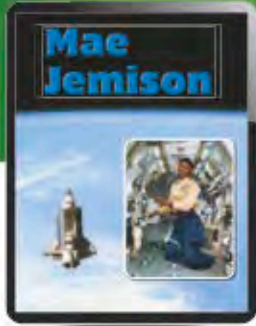




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Lesson

16



✓ WORDS TO KNOW High-Frequency Words

think
bring
before
light
because
carry
show
around

Vocabulary Reader



Context Cards



COMMON
CORE

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

think

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



2

bring

Spaceships can **bring**
astronauts to space.



3

before

Astronauts practice flying **before** their trip.



4

light

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



5

because

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



6

carry

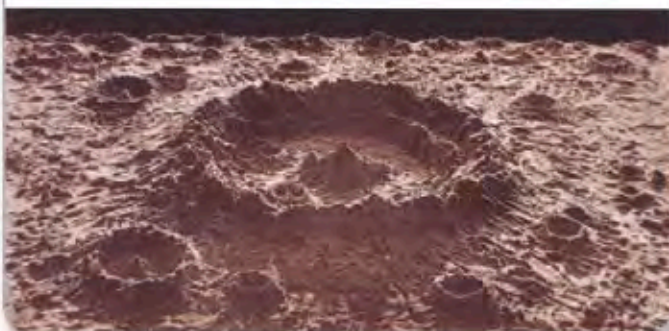
Astronauts **carry** tools to work with.



7

show

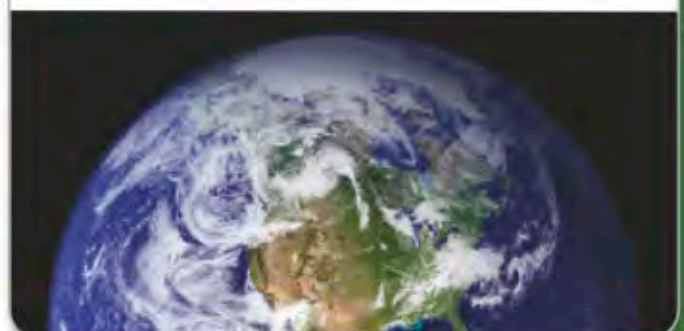
Pictures **show** us what the Moon is like.



8

around

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





Read and Comprehend



✓ TARGET SKILL

Main Idea and Details The **topic** is the one big idea that the whole selection is about. The **main idea** is the most important idea about the topic. As you read, think about the **details**, or facts, that tell more about the main idea. You can list the main idea and details about the topic on a web.



✓ TARGET STRATEGY

Question Ask questions about what you read. Look for text evidence to answer.

PREVIEW THE TOPIC

Astronauts

Astronauts travel into space. Before they go, they plan what to bring. They have to bring food to last the whole trip. They also bring tools that help them work in space. They bring cameras to show people back on Earth what space looks like. You will read more about astronauts in **Let's Go to the Moon!**



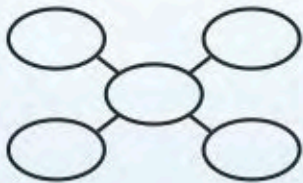
Lesson 16

ANCHOR TEXT



✓ TARGET SKILL

Main Idea and Details Tell the main idea and important details about a topic.



✓ GENRE

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

- ▶ words that tell facts
- ▶ photos that show the real world



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

Stephen R. Swinburne

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

Let's Go to the Moon!

written by Stephen R. Swinburne



ESSENTIAL QUESTION

What do
astronauts do?

Blast Off!

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



ANALYZE THE TEXT

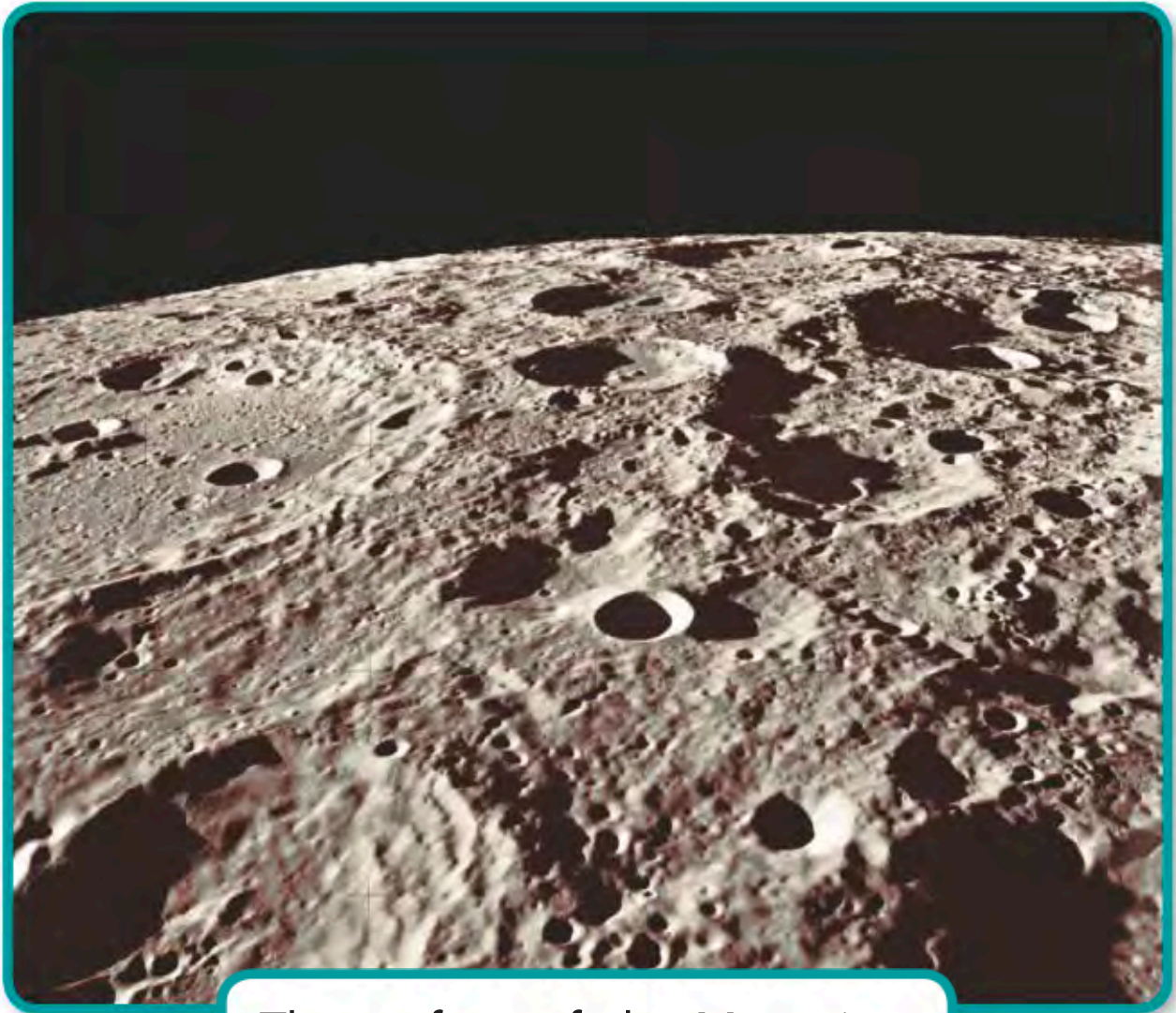
Author's Purpose Why do you think the author writes as if you are really blasting off to the Moon?

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

The Flight



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



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

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

Space Suits



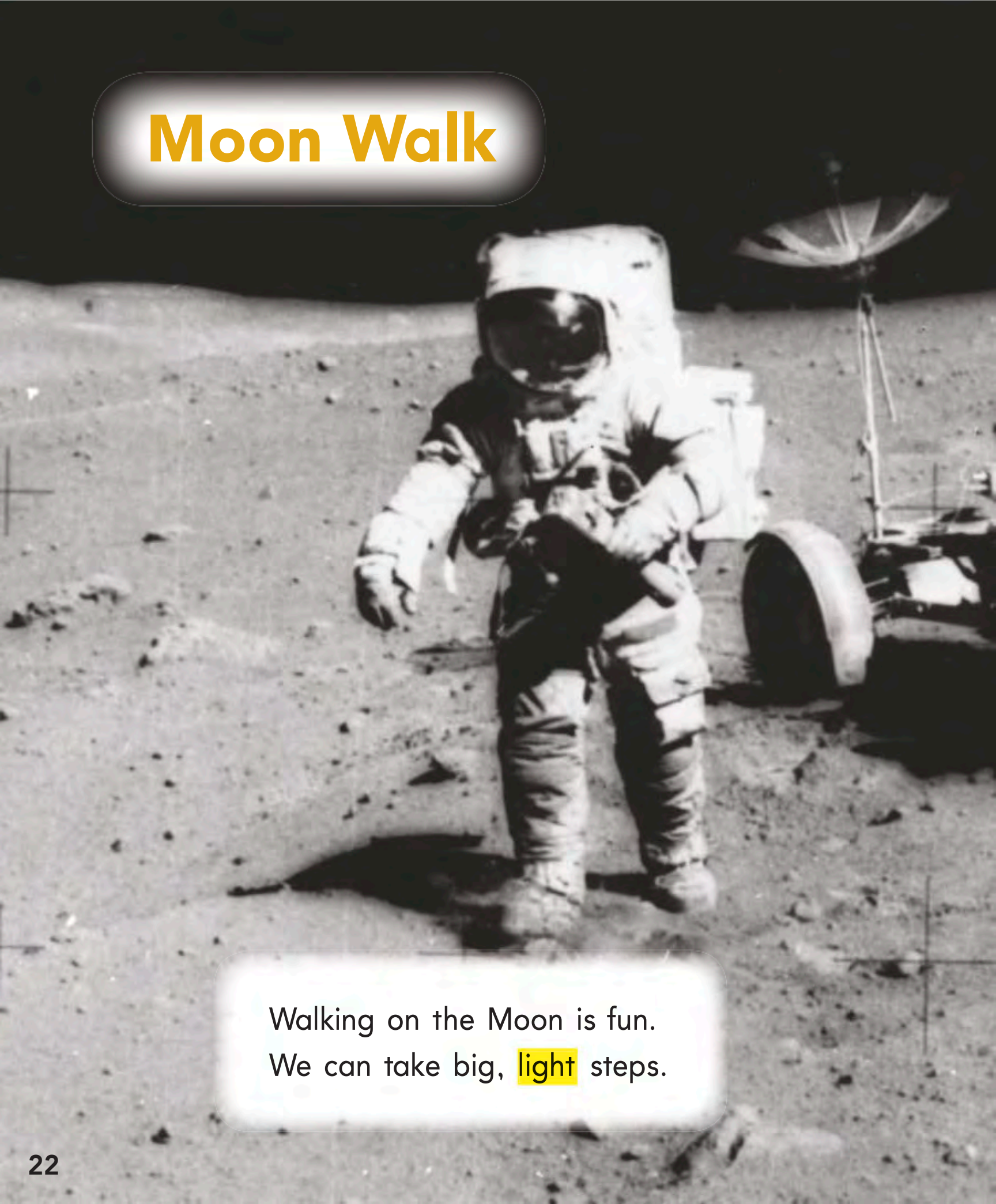
This is astronaut Ronald Evans wearing his space suit.

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



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

Moon Walk

A black and white photograph of an astronaut in a full space suit walking on the Moon. The astronaut is in the center, moving towards the camera. To the right, a lunar rover is partially visible with a large antenna dish. The lunar surface is covered in dust and small rocks, with a dark horizon line in the background.

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



ANALYZE THE TEXT

Main Idea and Details What is the main idea of the section called Moon Walk?

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




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

Moon Rocks

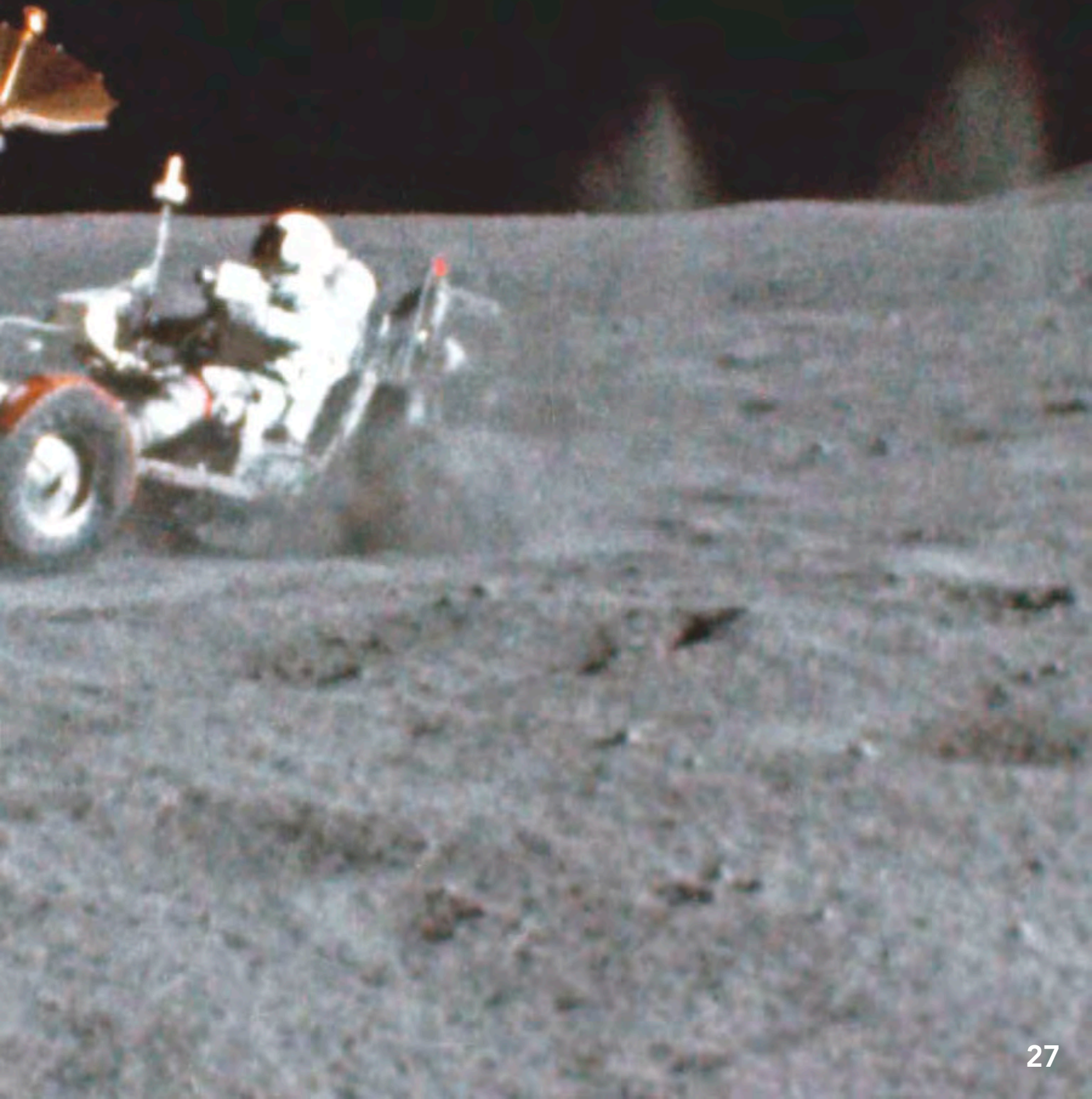


We find rocks and bits of dust to bring back home. We will show the rocks to people back on Earth.

Lunar Rover

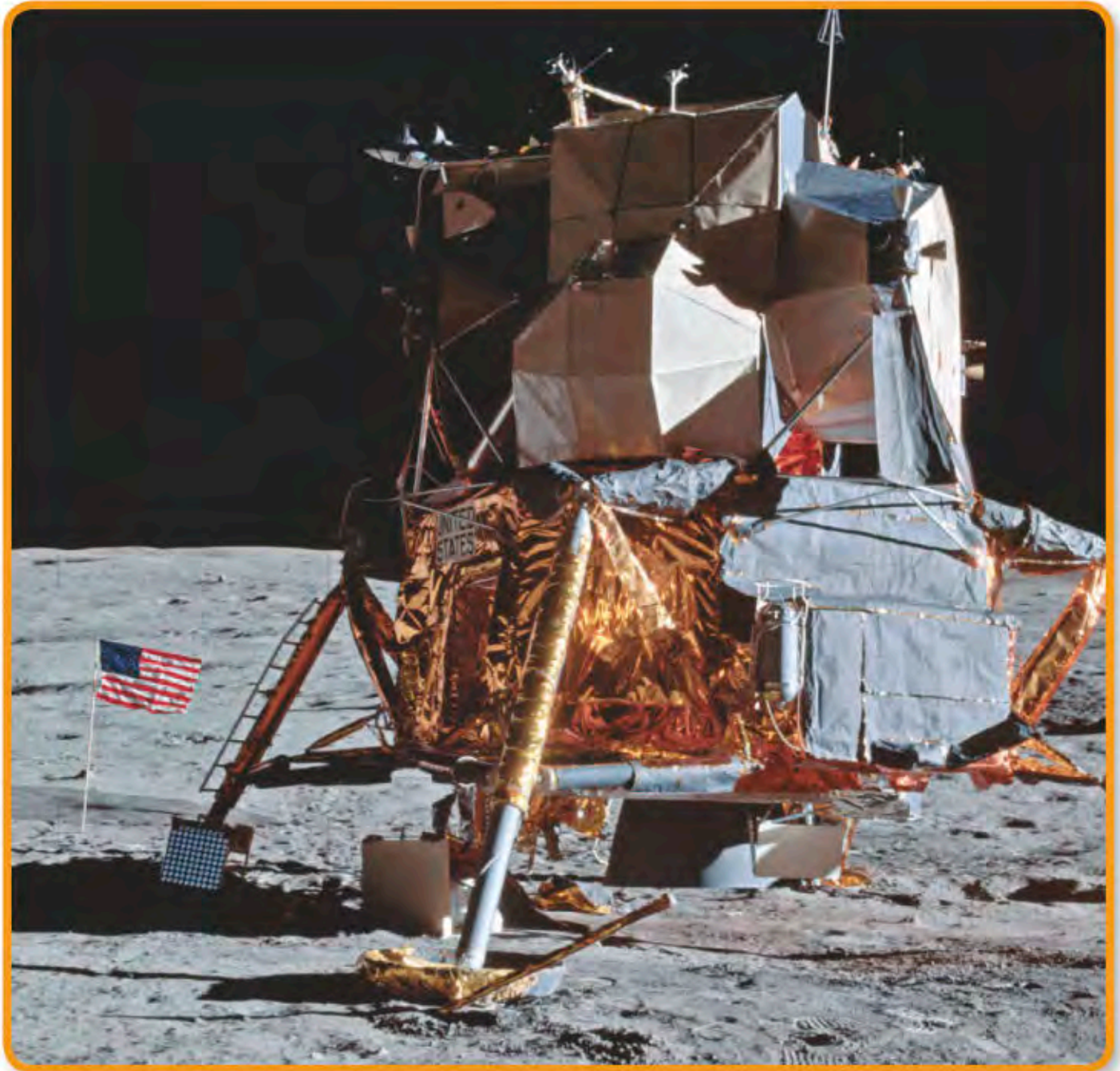


We drive **around** in our lunar rover. It's even more fun than walking in our fat space suits. Look at all the dust the lunar rover kicks up!



Taking Pictures

We take pictures of our footprints.



We take a picture of our space ship, too.



Our flag is up!

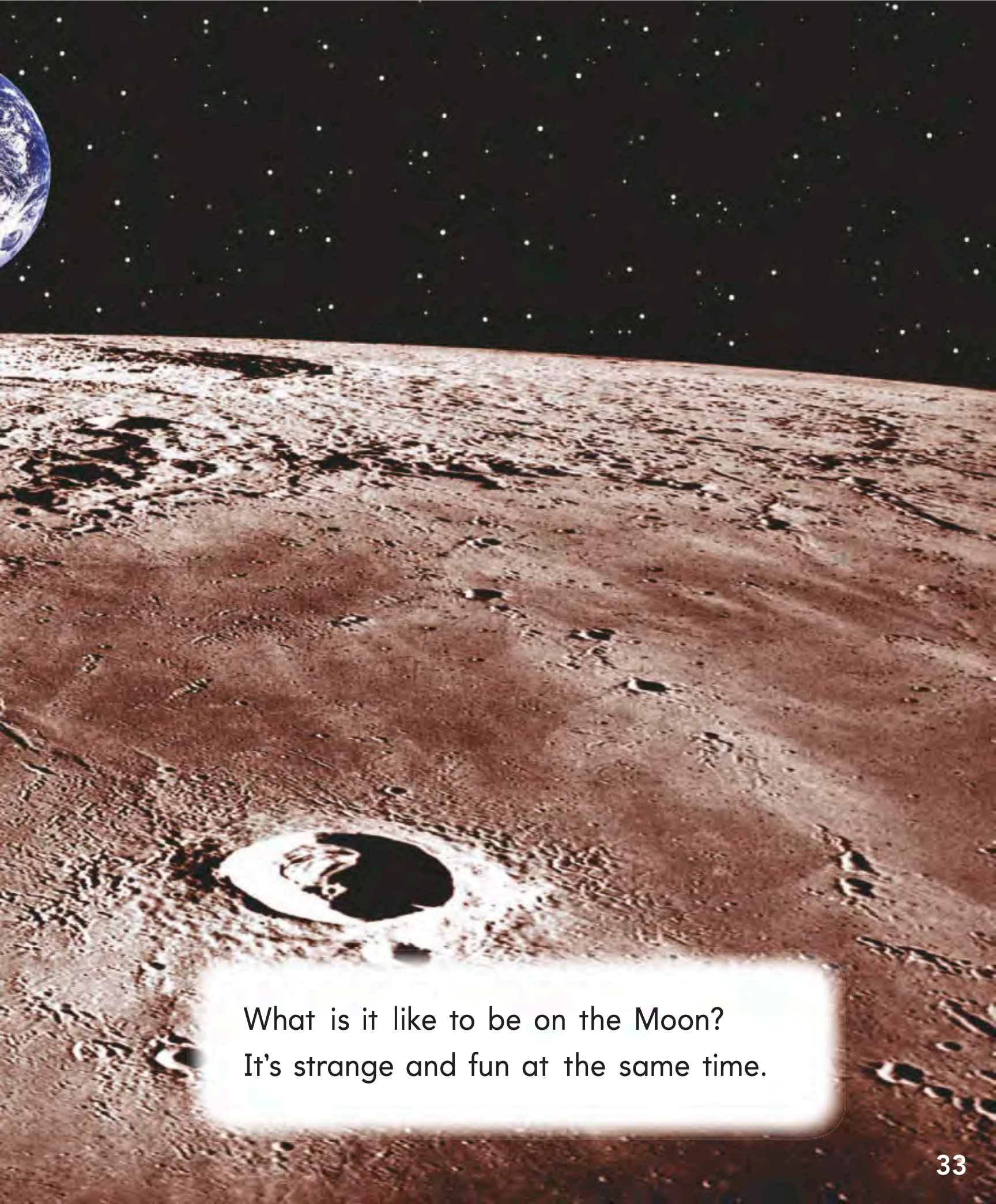
Let's take one last look **before**
we go. We see rocks and dust.



Let's Go Home

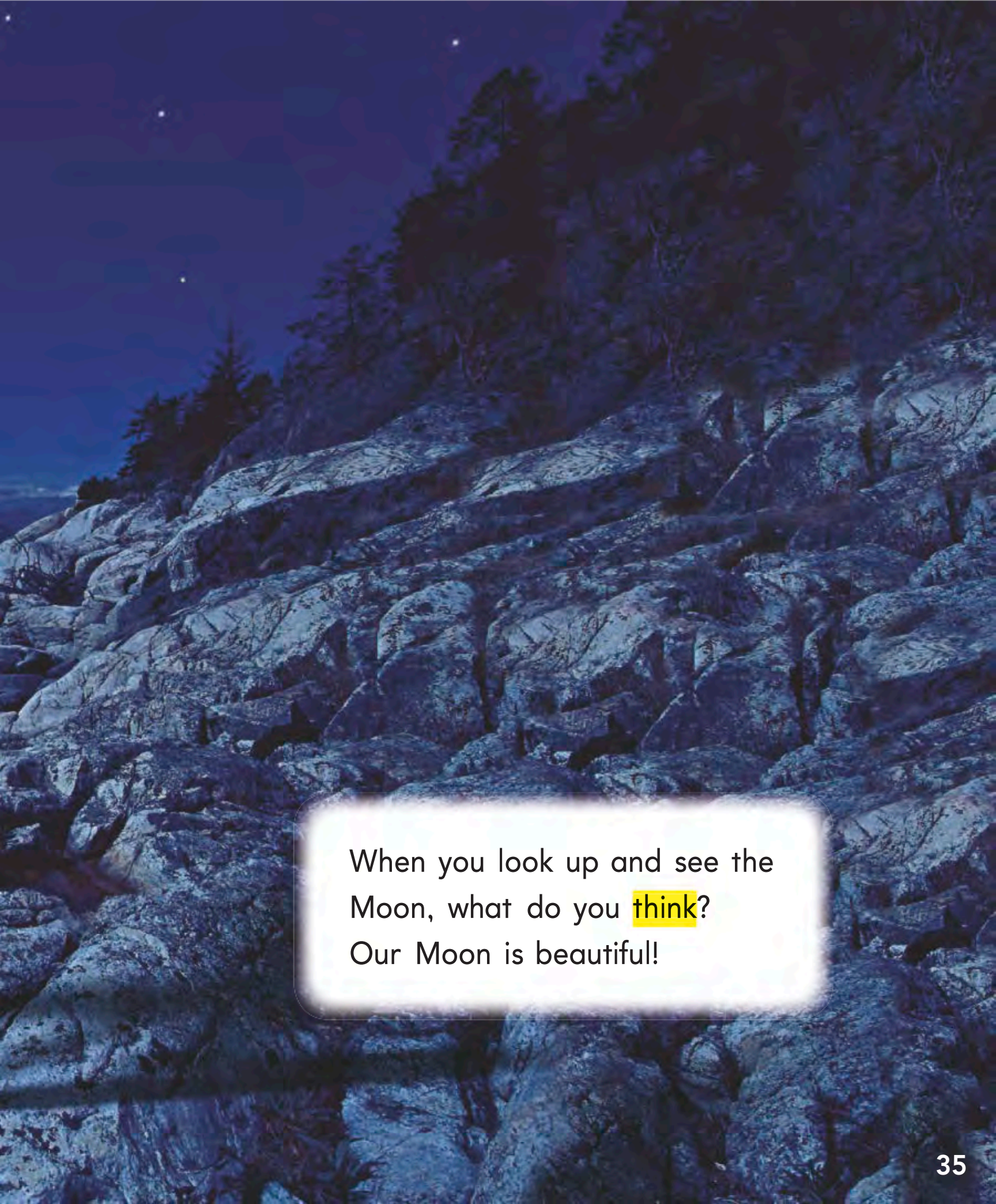


It's time to go back home.

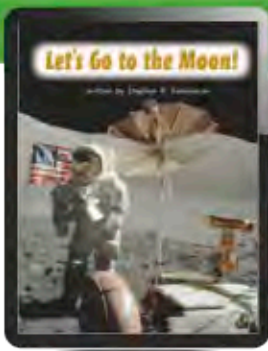


What is it like to be on the Moon?
It's strange and fun at the same time.



A night scene of a rocky hillside. The foreground and middle ground are filled with large, jagged, light-colored rocks. In the background, dark silhouettes of trees are visible against a deep blue night sky. A few small, bright stars are scattered across the sky. The overall lighting is dim, with a cool blue color palette.

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



Dig Deeper

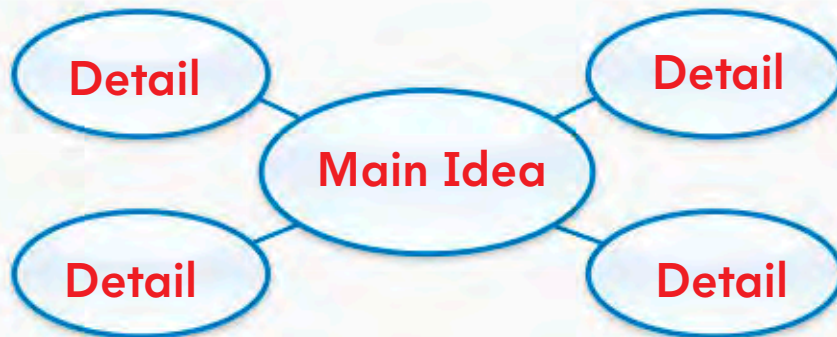


How to Analyze the Text

Use these pages to learn about Main Idea and Details and Author's Purpose. Then read **Let's Go to the Moon!** again.

Main Idea and Details

The **topic** is the one big idea that a whole selection is about. Think about the topic in **Let's Go to the Moon!** What is the **main idea**, or the most important idea, about the topic? **Details** are important facts about the main idea. Show the main idea and details on a web.



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

Author's Purpose

Authors write for many reasons or purposes. They can write to make a reader laugh. They may write to teach the reader about a topic.

Think about what you learned in **Let's Go to the Moon!** Why do you think the author wrote the selection? As you read, find details and text evidence that help to show his purpose.



RETURN TO THE ESSENTIAL QUESTION

Turn
and
Talk

What do astronauts do? Use new words you learned from the selection to describe the different jobs astronauts do. Give details to tell why you think each job is important. Explain your ideas clearly.

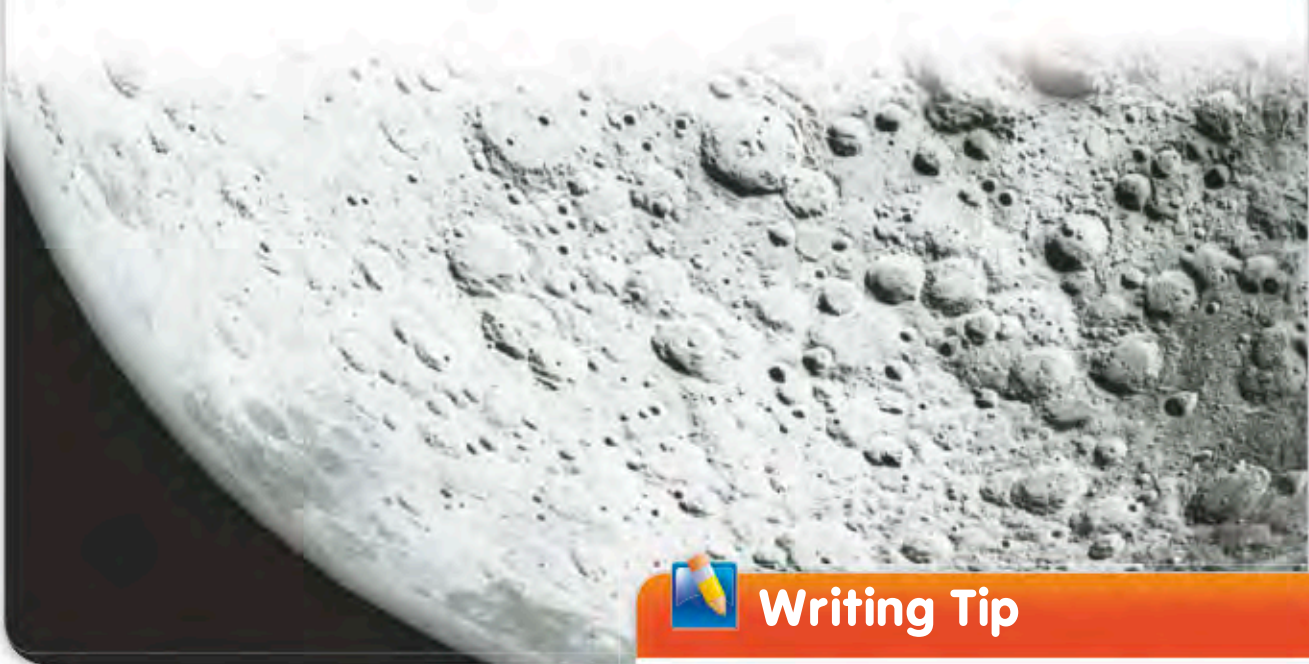
**Classroom Conversation**

Now talk about these questions with your class.

- 1 How is the Moon different from Earth?
- 2 What do astronauts bring to the Moon?
- 3 Would you like to be an astronaut? Why or why not? Give reasons.

WRITE ABOUT READING

Response Think about what you learned about going to the Moon. What if you could meet the author of this selection? Write four questions you would like to ask him.



Writing Tip

Begin each question with a capital letter. End it with a question mark.



RI.1.2 identify the main topic and retell key details; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly; **L.1.1j** produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences; **L.1.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts

Lesson 16

BIOGRAPHY

Read
Together



✓ GENRE

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

✓ TEXT FOCUS

A **time line** shows the order of events. Use the time line on page 42 to retell in order the important events in Mae Jemison's life.



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



Mae Jemison

by Debbie O'Brien

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

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

Here is Mae Jemison on the space shuttle. ►



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

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

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



Mae becomes a doctor.



Mae starts her company.

1980 1981

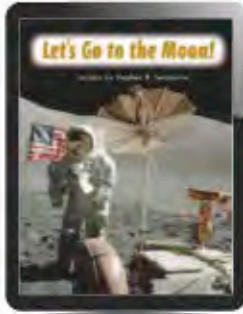
1987

1993

1995

Mae becomes an astronaut.





Compare Texts



TEXT TO TEXT

Compare Selections List ideas and information that are alike in **Mae Jemison** and **Let's Go to the Moon!**



TEXT TO SELF

Tell Main Ideas Tell a partner the most important things you learned about being an astronaut. Use text evidence to explain your ideas clearly.



TEXT TO WORLD

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



RI.1.2 identify the main topic and retell key details; **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



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

What is it like on the Moon?

Are there any mountains?

Do plants and animals live there?



Try This!

Write each question correctly. Use another sheet of paper.


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



Grammar in Writing

When you revise your writing, try using some questions.

Narrative Writing

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

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






Revised Draft

My family and I found a cave.
It was very dark inside.
~~I like the woods.~~



Writing Traits Checklist

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

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



Final Copy



A Big Surprise

My family and I found a cave.

It was very dark inside.

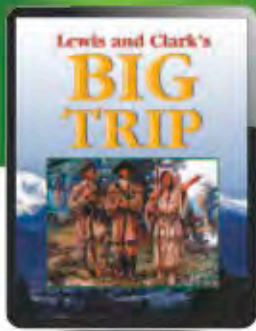
We had a big surprise when some bats flew out!

We'll always remember that day.



Lesson

17



✓ WORDS TO KNOW High-Frequency Words

there
by
sure
could
don't
car
about
maybe

Vocabulary Reader



Context Cards



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

there

There are many ways to travel safely.



2

by

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



3

sure

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



4

could

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



5

don't

Don't stand while the school bus is moving.



6

car

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



7

about

These children know **about** bike safety.



8

maybe

Maybe you can help someone be safe.



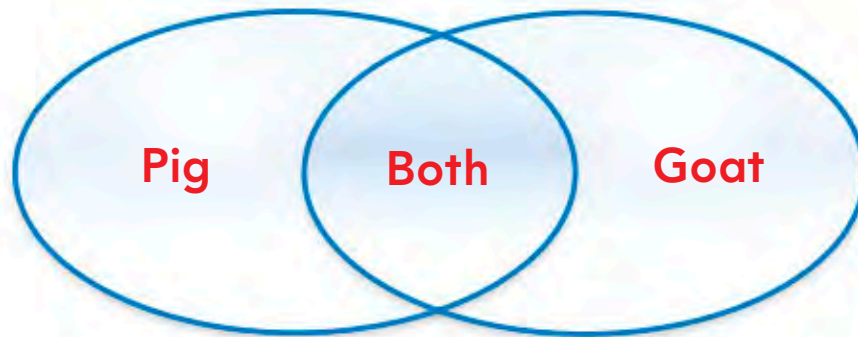


Read and Comprehend



✓ TARGET SKILL

Compare and Contrast How are the characters in a story alike? How are they different? Good readers **compare** and **contrast** characters to understand what they are like and why they act as they do. You can use a diagram to **compare** and **contrast** characters or ideas in a story.



✓ TARGET STRATEGY

Visualize To understand a story, picture in your mind what is happening as you read.

PREVIEW THE TOPIC

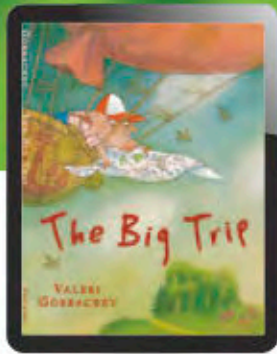
Ways to Travel

How can you get from one place to another? You could go by car. You could take a train. You could ride a bike. You could run, hop, or skip. What are some other ways to travel? You will read about traveling in **The Big Trip.**



Lesson 17

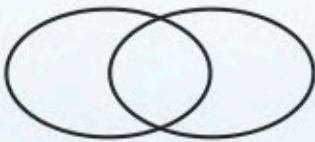
ANCHOR TEXT



✓ TARGET SKILL

Compare and Contrast

Tell how two things are alike and different.



✓ GENRE

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

As you read, look for:

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

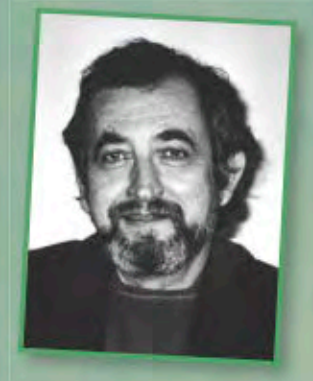


RL.1.3 describe characters, settings, and major events; **RL.1.6** identify who is telling the story; **RL.1.9** compare and contrast adventures and experiences of characters; **RL.1.10** read prose and poetry

Meet the Author and Illustrator

Valeri Gorbachev

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



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





The Big Trip

by

VALERI
GORBACHEV

ESSENTIAL QUESTION

What are some
different ways
to travel?

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

"How will you go?" asked Goat.



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

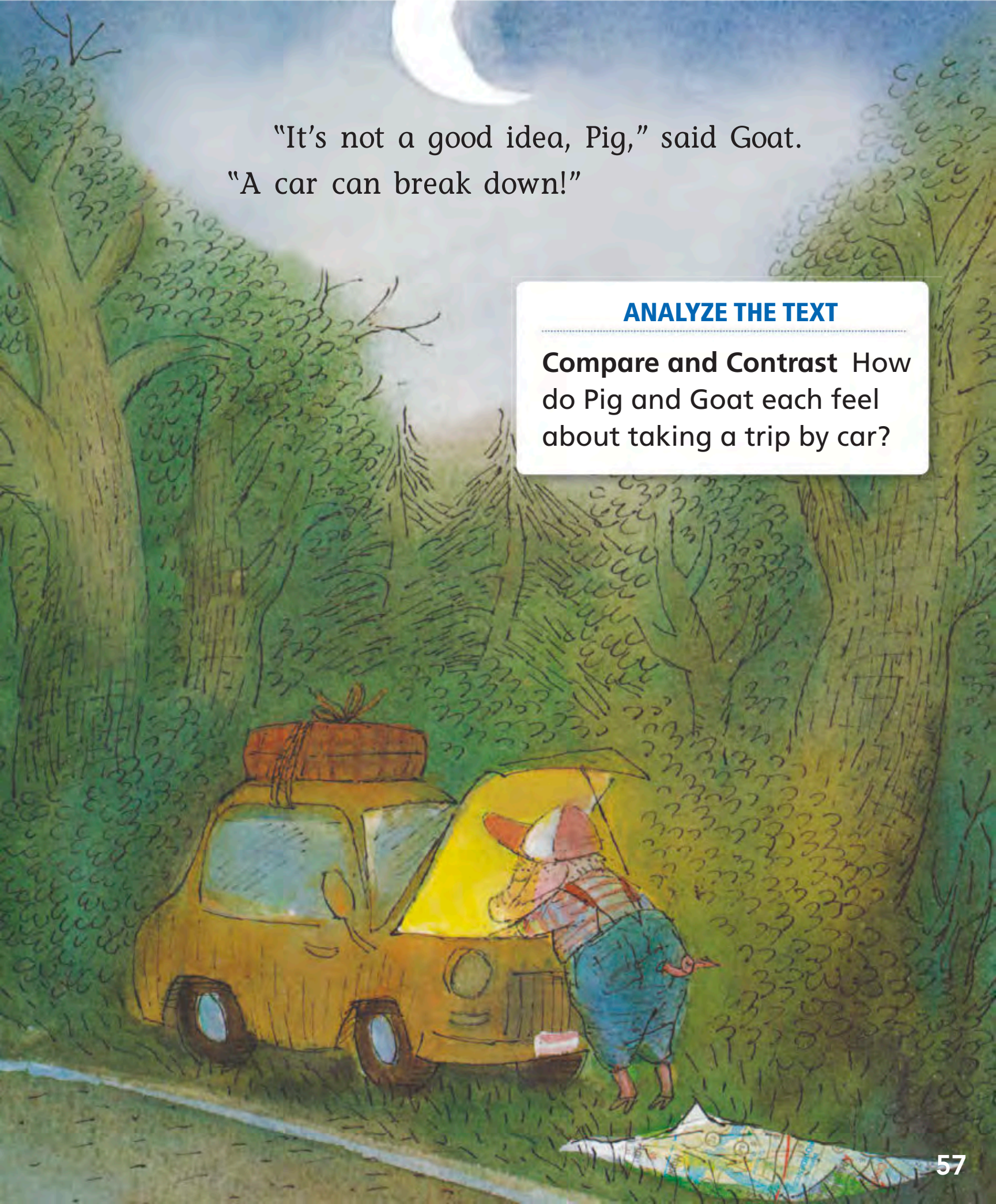
“Oh, dear,” said Goat. “You **could** fall off a bike.”



EXIT ONLY

“Ah,” said Pig. “Then I will drive a **car.**”



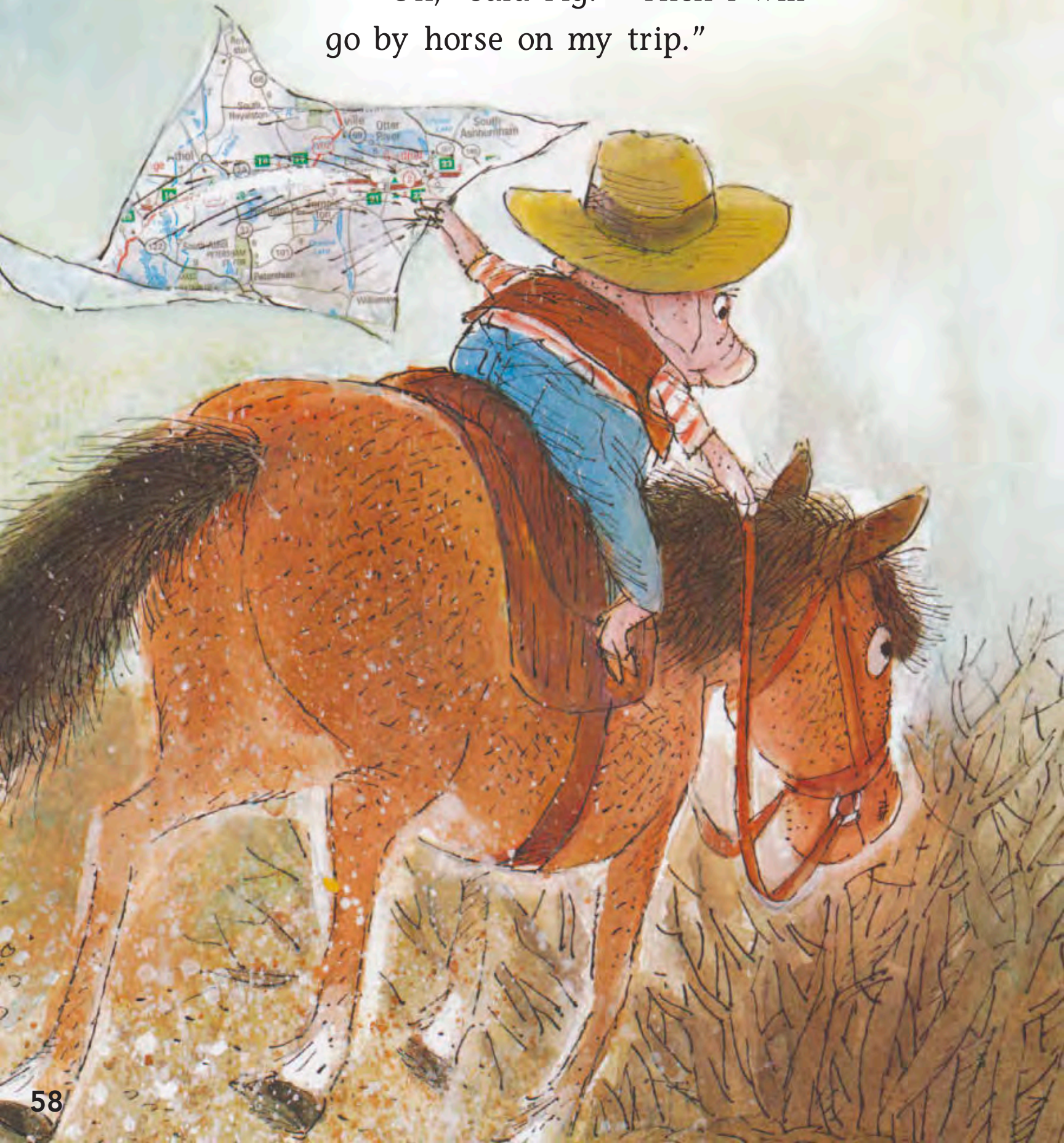


“It’s not a good idea, Pig,” said Goat.
“A car can break down!”

ANALYZE THE TEXT

Compare and Contrast How do Pig and Goat each feel about taking a trip by car?

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



“I’m not **sure** **about** that,” said Goat.
“Horses can be very jumpy!”



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



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



“Then I will go by train,” said Pig.



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





“Good point, Goat,” said Pig.

“Then I will fly by plane.”

“What if the engine stops!” said Goat.

“You’d have to parachute.”

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



A colorful illustration of a hot air balloon with a large hole in its side, floating in a blue sky. The balloon is made of a reddish-brown fabric and is tied with ropes. Below the balloon, a pig wearing a red and white striped hat and a fox are visible, looking up at the balloon. The background shows a green landscape with trees and a bright sun or moon in the sky.

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

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

ANALYZE THE TEXT

Dialogue How do you know
Goat and Pig are speaking?
What do they say?



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

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



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

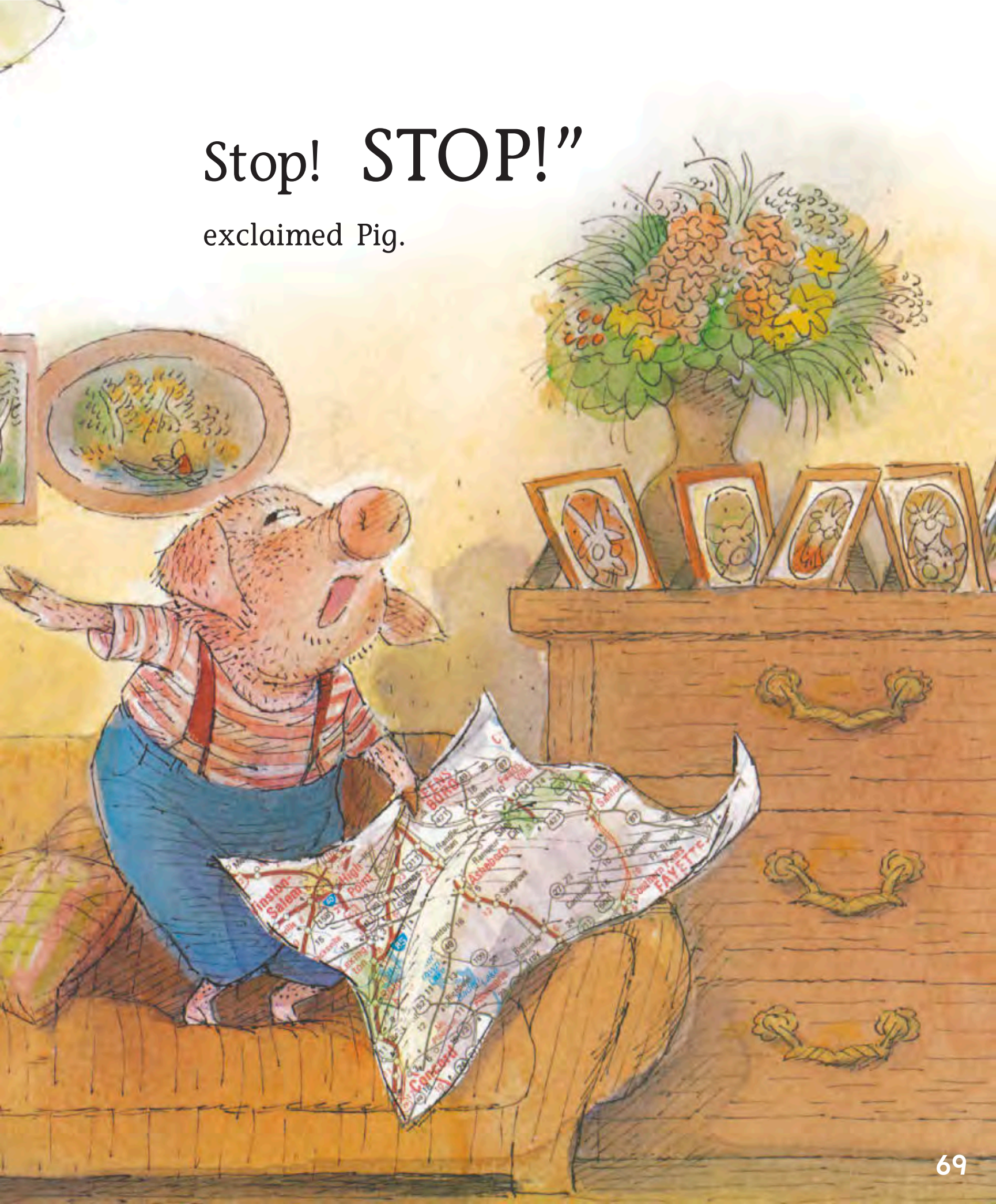


“Stop!



Stop! STOP!”

exclaimed Pig.



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

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



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

“Unless . . . ,” said Goat, looking at Pig,







"you go with a friend."



Dig Deeper

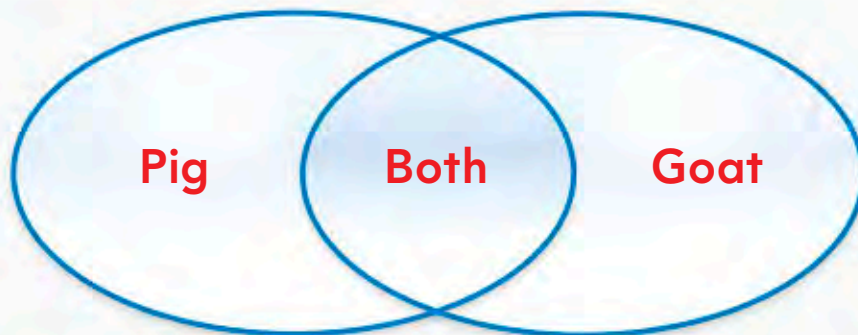


How to Analyze the Text

Use these pages to learn about Comparing and Contrasting and Dialogue. Then read **The Big Trip** again.

Compare and Contrast

Goat and Pig are characters in **The Big Trip**. How are Pig and Goat different? How are they alike? You can use a diagram like this to **compare** and **contrast** things about Pig and Goat. Think about their feelings about travel, their actions, and their ideas.



RL.1.3 describe characters, settings, and major events; **RL.1.6** identify who is telling the story; **RL.1.9** compare and contrast adventures and experiences of characters

Dialogue

The words a character says are called **dialogue**. **Quotation marks** go around the words. The word **said** can show who is talking. Writers use dialogue to show what characters say, think, and feel.

You can tell by the dialogue that Pig and Goat take turns telling the story. As you read, think about who is talking and how the characters would say the words.





Your Turn



RETURN TO THE ESSENTIAL QUESTION



What are some different ways to travel? What are some ways Pig and Goat talk about in the story? Choose two ways to travel. Take turns with a partner describing one clearly and acting it out.



Classroom Conversation

Now talk about these questions with your class.

- 1 How are Goat and Pig different? How are they alike?
- 2 What problem do Pig and Goat have? How do they solve it?
- 3 Which way to travel would you choose?

WRITE ABOUT READING

Response Do you think Pig should travel by car or by bike? Write a sentence to tell which way you think is best for Pig. Write more sentences to give reasons why. Use text evidence to help you explain your ideas.



Writing Tip

Use **because** and **so** to show how your opinion and reasons go together.

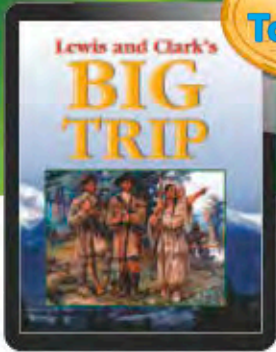


RL.1.1 ask and answer questions about key details; **RL.1.3** describe characters, settings, and major events; **W.1.1** write opinion pieces; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly; **SL.1.5** add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings

Lesson 17

INFORMATIONAL TEXT

Read
Together



✓ GENRE

Informational text gives facts about a topic. This is a social studies article. Look for facts about the explorers as you read.

✓ TEXT FOCUS

A **map** is a drawing of a place. It can show a town, state, or country. A map **key** tells what the symbols on a map mean. What do the map symbols mean on page 80? Use the key.



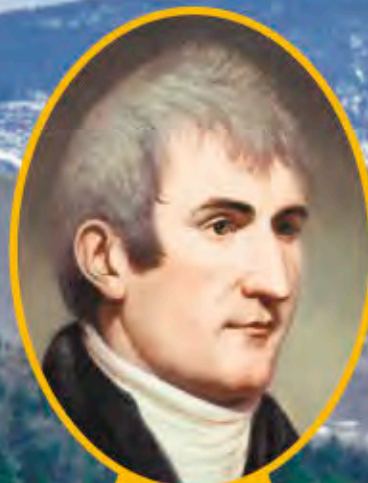
RI.1.5 know and use text features to locate facts or information; **RI.1.10** read informational texts



Lewis and Clark's

BIG TRIP

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



Lewis



Clark

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

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

Sacagawea helps Lewis and Clark.



Sacagawea knew good paths across mountains and through forests. It took the explorers about two years to finish their trip. People can travel the same route today by car.

Lewis and Clark's Route



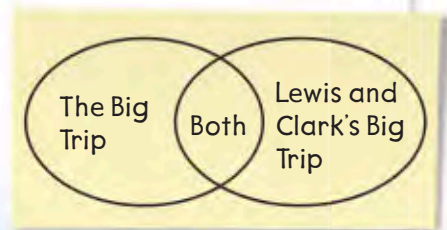


Compare Texts



TEXT TO TEXT

Compare Trips Both selections tell about trips. Tell how the trips are the same and different. Fill in a diagram with a partner.



TEXT TO SELF

Write About a Trip Write sentences to tell about a trip you took. Tell what happened first, next, and last.



TEXT TO WORLD

Learn About the Past What information did you read in **Lewis and Clark's Big Trip**? What did you learn from the pictures and map?



RI.1.9 compare and contrast adventures and experiences of characters; **RI.1.6** distinguish between information provided by pictures and words; **RI.1.9** identify similarities in and differences between texts on the same topic; **W.1.3** write narratives

Grammar



Compound Sentences Compound sentences are made up of two shorter sentences. The two sentences are connected by words such as **and**, **or**, and **but**.

Compound Sentences

Sentence	Connecting Word	Sentence
Pig got on a train,	and	he went to the next town.
Is it fast,	or	is it slow?
The trip was long,	but	it was lots of fun.



Try This!

Read aloud each sentence with a partner. Decide if it is a compound sentence. Then write each compound sentence on a sheet of paper. Underline the two short sentences.

1. Pig got a map, and Goat helped him read it.
2. Is the bus on time, or is it late?
3. Pig and Goat ate a snack.
4. Pack your backpack, and bring the map.
5. They will take a train or a bus.
6. I like cars, but planes are faster.




Grammar in Writing

When you revise your writing, use some compound sentences to make your writing more interesting.



Narrative Writing

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

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






Revised Draft

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



Writing Traits Checklist

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

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



Final Copy



Our Camping Trip

My family went camping.

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

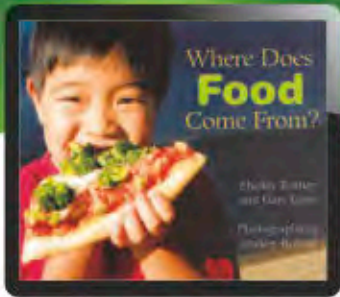
The next day I was so happy because we rode in a canoe!

It was a great trip.



Lesson

18



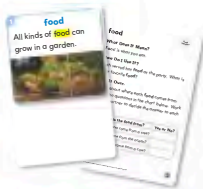
✓ WORDS TO KNOW High-Frequency Words

food
first
ground
sometimes
under
these
right
your

Vocabulary Reader



Context Cards



COMMON CORE

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

food

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



2

first

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



3

ground

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



4

sometimes

Sometimes pumpkins grow very big!



5

under

Carrots grow **under** the ground.



6

these

These tomatoes are ready to be picked.



7

right

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



8

your

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



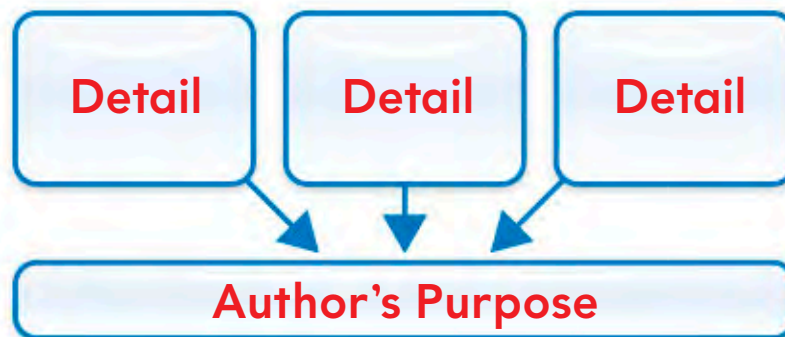


Read and Comprehend



✓ TARGET SKILL

Author's Purpose Authors may write to make you laugh or to give information. The reason an author writes something is called the **author's purpose**. As you read informational text, think about what the author wants you to learn. You can list details that explain the purpose in a chart like this one.



✓ TARGET STRATEGY

Summarize Stop to tell important ideas about the topic. Use text evidence.



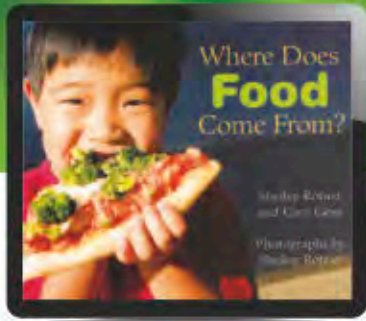
PREVIEW THE TOPIC

Agriculture

Do you know where your food comes from? Many fruits and vegetables grow on farms. First, farmers plant seeds. They take care of the plants. Farmers pick the fruits and vegetables when they are ripe. Then the food is sent to stores for us to buy. You will learn more about food in **Where Does Food Come From?**

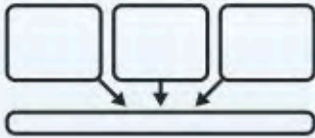
Lesson 18

ANCHOR TEXT



✓ TARGET SKILL

Author's Purpose Find details that show the authors' purpose.



✓ GENRE

Informational text gives facts about a topic. Look for:

- ▶ information and facts in the words
- ▶ photographs that show details about the real world



RI.1.7 use illustrations and details to describe key ideas; **RI.1.8** identify the reasons an author gives to support points; **RI.1.10** read informational texts

Meet the Author and Photographer Shelley Rotner



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

Meet the Author

Gary Goss

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





Where
Does
Food
Come
From?

written by
Shelley Rotner
and
Gary Goss

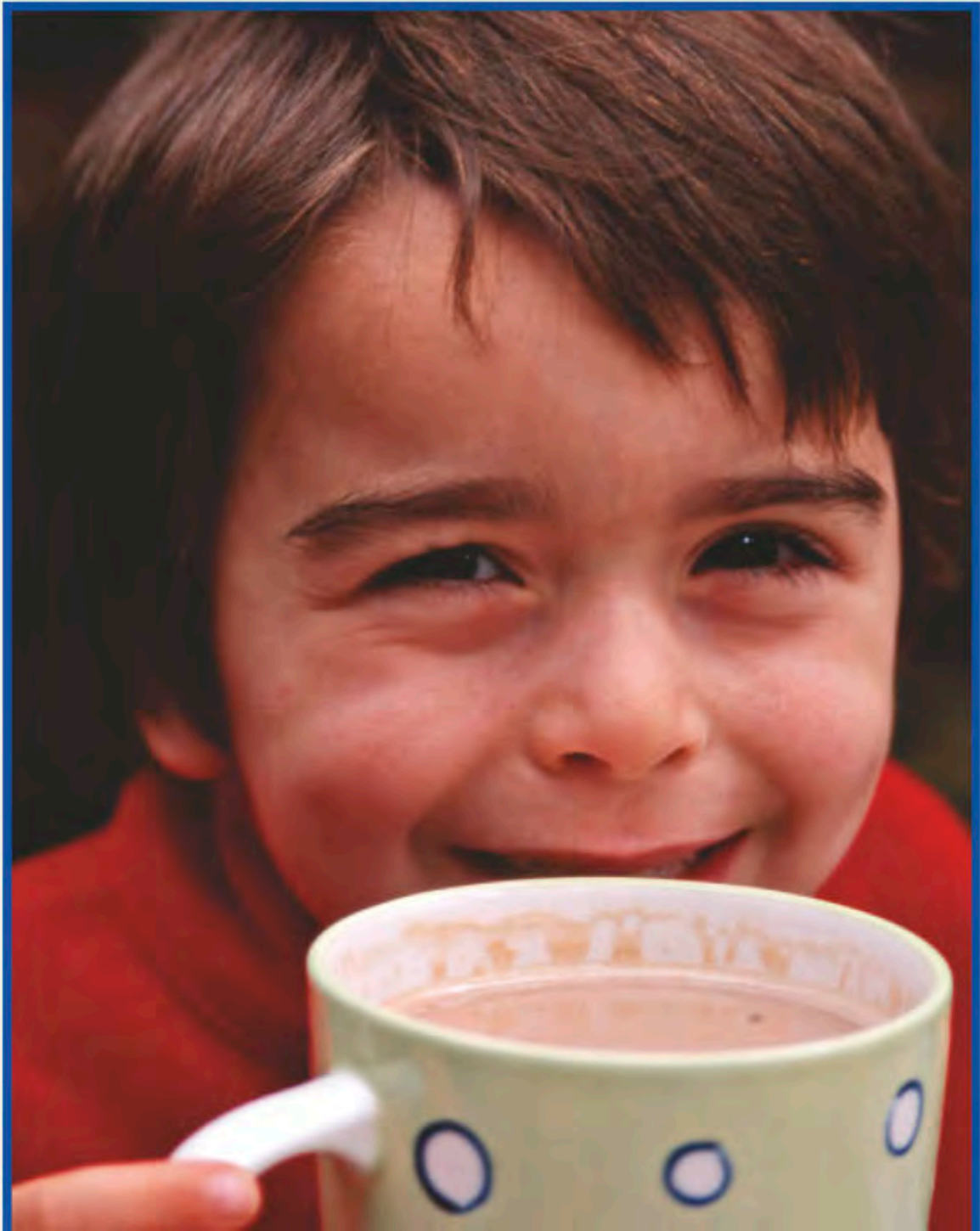
photographs by
Shelley Rotner

ESSENTIAL QUESTION

What do farmers need
to grow food?



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



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





Potatoes are vegetables.

These vegetables grow under the ground.

French fries are made from potatoes.







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





Rice is a grain.

It grows in wet fields called paddies.

Rice that you eat is made by cooking the grain.





Corn is grain that grows in fields.
Popcorn is made from corn.
First you heat it, and then it pops.



ANALYZE THE TEXT

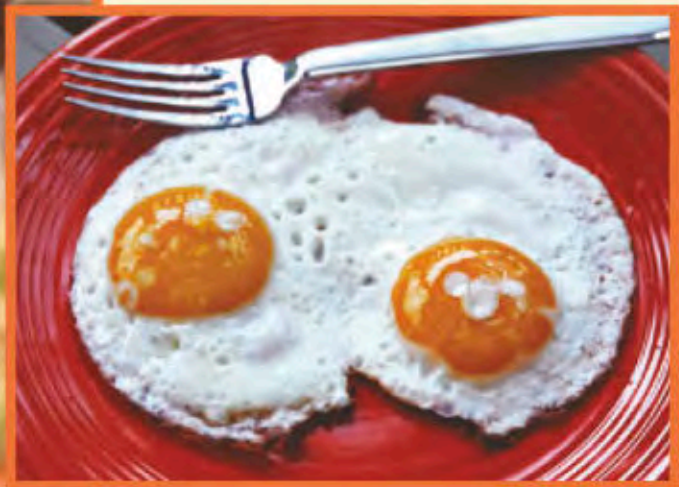
Conclusions Do the children like the food they are eating? How can you tell?



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



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





Tomatoes grow on vines.
Ketchup is made from
tomatoes.

ANALYZE THE TEXT

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



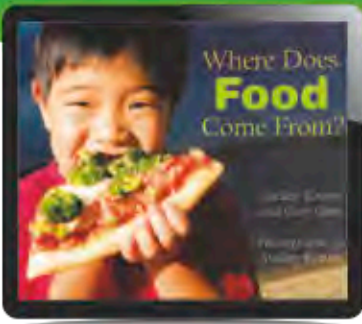
Honey is made by bees.
They bring the nectar of flowers to the hive.

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





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



Dig Deeper



How to Analyze the Text

Use these pages to learn about Author's Purpose and Conclusions. Then read **Where Does Food Come From?** again.

Author's Purpose

Authors write for many reasons. Why do you think the authors wrote **Where Does Food Come From?** What did they want you to learn? You can find details in the selection that help explain the authors' topic. Use a chart to list the details that support the authors' purpose for writing.

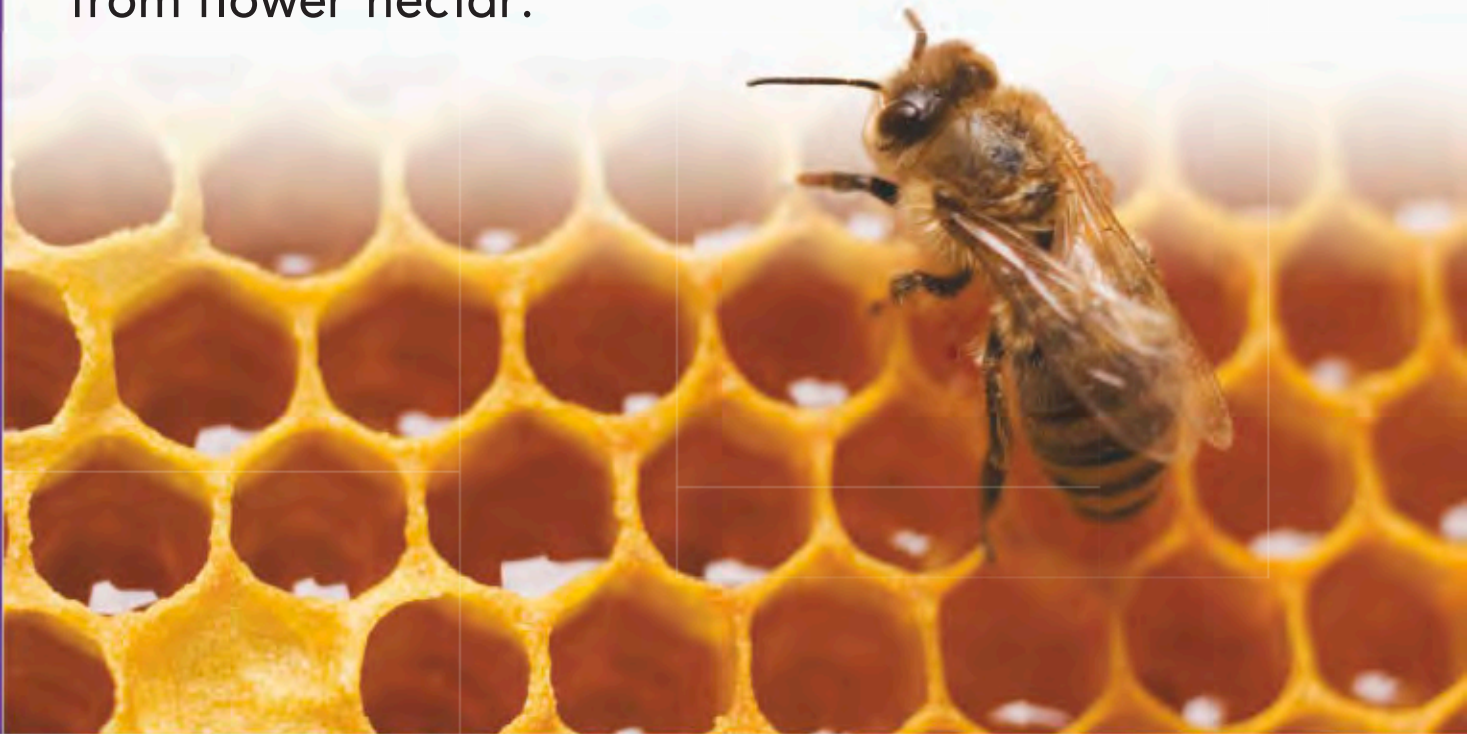


RI.1.7 use illustrations and details to describe key ideas; **RI.1.8** identify the reasons an author gives to support points

Conclusions

Sometimes authors do not tell all the details. Readers can use text evidence in the words and pictures and think about what they already know to make a smart guess about what the author does not tell. This smart guess is a **conclusion**.

Think about the page in the selection that tells about honey. One conclusion you might make is that bees make honey from flower nectar.





Your Turn



RETURN TO THE ESSENTIAL QUESTION



What do farmers need to grow food? Think about what the authors want you to learn.

Take turns asking questions about where food comes from. Use details and other text evidence to help you answer.



Classroom Conversation

Talk about these questions with your class.

- 1 Where does apple juice come from? How do you think it is made?
- 2 How are trees important in this selection? How are animals important?
- 3 Why did the authors write this selection?

WRITE ABOUT READING

Response Write a paragraph about your favorite food from the selection. Begin with a topic sentence to tell which food is your favorite. Next, write detail sentences to tell why you like it. Give reasons. Then write a sentence that gives an ending.



My favorite food is



Writing Tip

A closing sentence comes at the end. It gives your writing a nice ending.

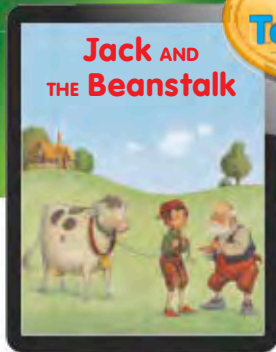


RI.1.1 ask and answer questions about key details; **RI.1.7** use illustrations and details to describe key ideas; **RI.1.8** identify the reasons an author gives to support points; **W.1.1** write opinion pieces; **SL.1.2** ask and answer questions about details in a text read aloud, information presented orally, or through other media

Lesson 18

FAIRY TALE

Read Together



✓ GENRE

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

✓ TEXT FOCUS

Many fairy tales have **storytelling phrases**, such as **once upon a time** and **happily ever after**. Find these words. How do they make you feel? Why do you think the storyteller uses them?



RL.1.4 identify words and phrases that suggest feelings or appeal to senses;
RL.1.10 read prose and poetry

Jack AND THE Beanstalk



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

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

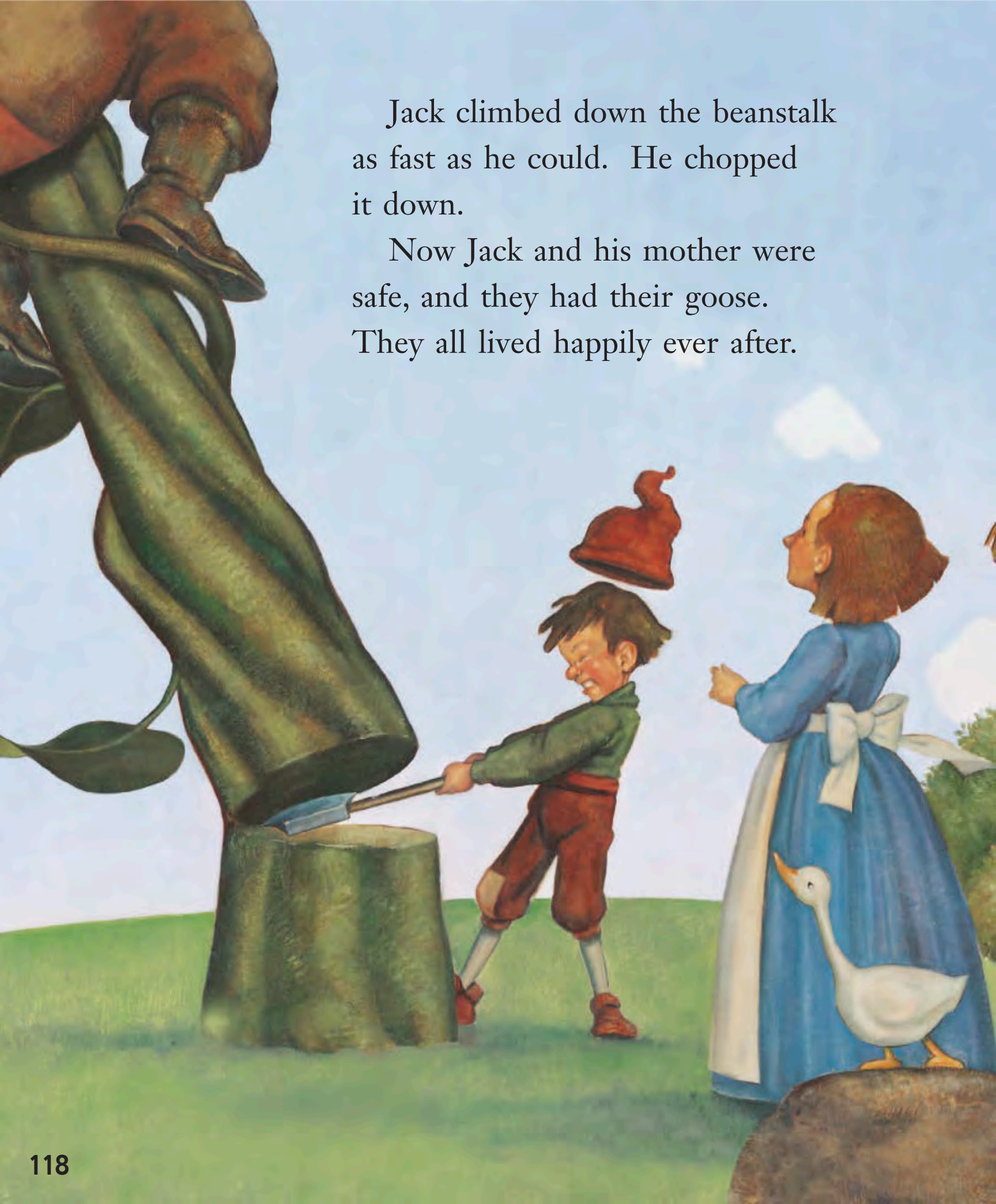
Jack came home. His mother was mad.
She threw the beans on the ground.

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

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

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



An illustration from a children's book showing Jack chopping the beanstalk. Jack, a young boy in a green tunic and brown breeches, is using a large axe to cut the base of the beanstalk. The beanstalk is a thick, green, cylindrical structure that has been cut at the bottom, leaving a stump. A large foot in a brown boot is visible at the top of the beanstalk, indicating the giant is still present. To the right, Jack's mother, a woman in a blue dress and white apron, stands on a rock, looking on with a concerned expression. A white goose is perched on the rock next to her. The background is a simple landscape with a green field and a blue sky with white clouds.

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

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

Compare Texts



TEXT TO TEXT

Write About Food Choose three foods shown in the selections. Write sentences to tell where each food comes from. What else did you learn?



TEXT TO SELF

Tell About Food Describe beans or another vegetable you have eaten. Tell how it looked and tasted.



TEXT TO WORLD

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



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.1.6** use digital tools to produce and publish writing; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly



Grammar



Names of Months, Days, and Holidays

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

Months

We planted seeds on **M**ay 14, 2012.

Days of the Week

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

Holidays

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

Try This!

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

1. Ali began school on september 8 2011.
2. She has science club every friday.
3. There was no school on memorial day.
4. Last wednesday our class took a field trip.
5. School ended on june 14 2012.




Grammar in Writing

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



W.1.3 write narratives; **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; **L.1.2a** capitalize dates and names of people; **L.1.2c** use commas in dates and to separate words in a series

Narrative Writing

 **Sentence Fluency** When you write a **friendly letter**, use different kinds of sentences to make it lively and interesting.

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






Revised Draft

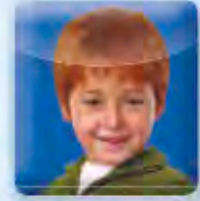
Then we tasted all the food.
Can you guess my favorite?
^ The apple pie was best of all!



Writing Traits Checklist

-  **Sentence Fluency** Did I write different kinds of sentences?
-  Did I tell about events in order?
-  Did I use capital letters and commas correctly?

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



Final Copy



March 8, 2014

Dear Mario,

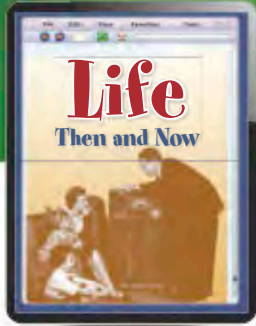
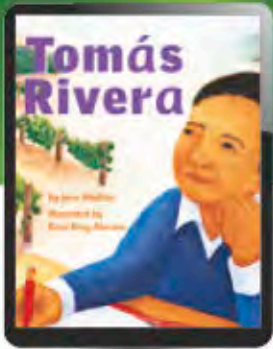
My school had a potluck supper. First, each class cooked something. Then we tasted all the food. Can you guess my favorite? The apple pie was best of all!

Your friend,
Ned



Lesson

19

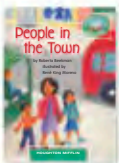


WORDS TO KNOW

High-Frequency Words

work
great
talk
paper
were
soon
laugh
done

Vocabulary Reader



Context Cards



COMMON CORE

RF.1.3g recognize and read irregularly spelled words

Words to Know

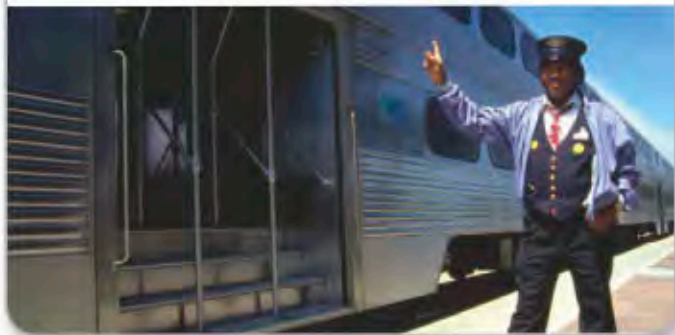


- ▶ Read each **Context Card**.
- ▶ Use a blue word to tell a story about a picture.

1

work

People go to **work** every day.



2

great

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



3

talk

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



4

paper

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



5

were

The farmers **were** very busy today.



6

soon

Soon it will be time to go to lunch.



7

laugh

A silly clown makes everyone **laugh**.

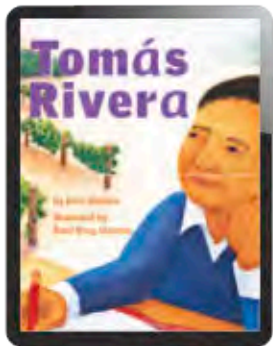


8

done

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





Read and Comprehend



✓ TARGET SKILL

Sequence of Events The order of events in a selection is called the **sequence of events**. In many selections, the events are told in time order. As you read, think about what happens **first**, **next**, and **last**. You can use a flow chart to tell the order of events.



✓ TARGET STRATEGY

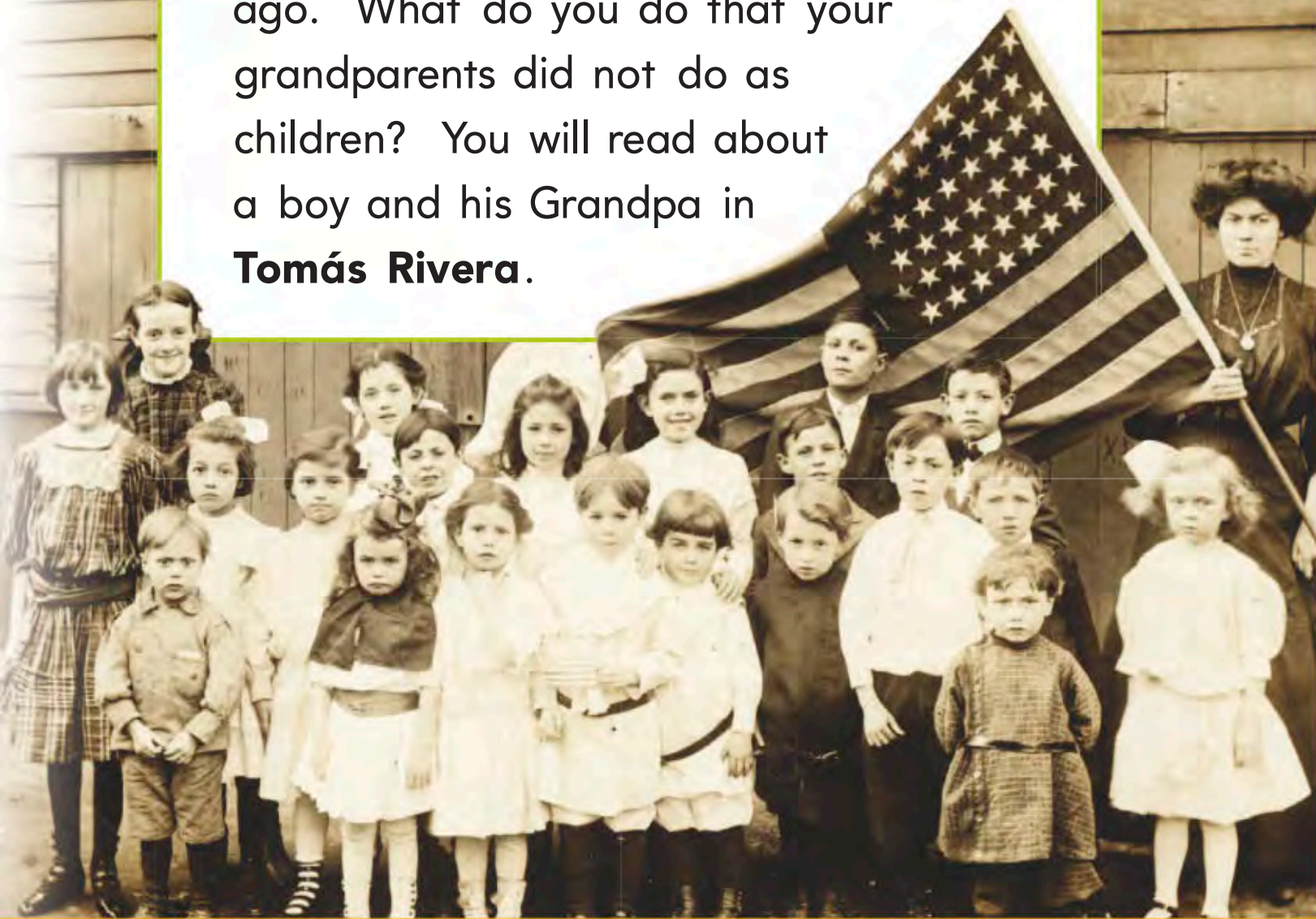
Monitor/Clarify If some parts or words don't make sense, you can ask questions, reread, and use the pictures for help.

PREVIEW THE TOPIC

History

People did many things long ago that we still do today. They went to school. They worked. Families had fun together.

Today we also do new things that people did not know about long ago. What do you do that your grandparents did not do as children? You will read about a boy and his Grandpa in **Tomás Rivera**.



Lesson 19

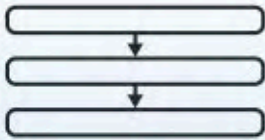
ANCHOR TEXT



✓ TARGET SKILL

Sequence of Events

Tell the order in which things happen.



✓ GENRE

A **biography** tells about a person's life. As you read, look for:

- ▶ information about why the person is important
- ▶ events in time order



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; **L.1.4a** use sentence-level context as a clue to the meaning of a word or phrase

Meet the Author

Jane Medina



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

Meet the Illustrator

René King Moreno



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



Tomás Rivera

An illustration of a young man with dark hair, wearing a blue sweater over a white collared shirt. He is sitting at a desk, looking thoughtfully out of a window. His right hand is resting on his chin, and his left hand holds a red pencil over an open spiral-bound notebook. The background shows a landscape with rows of young trees in a field, rolling hills, and a blue sky with soft clouds.

by Jane Medina

illustrated by
René King Moreno

ESSENTIAL QUESTION

Why is it important to
learn about people
from the past?

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



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



ANALYZE THE TEXT

Sequence of Events When do Grandpa and Tomás work? What happens after work?



“Come quick!” Grandpa called.
“It’s time for stories!”



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




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

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



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



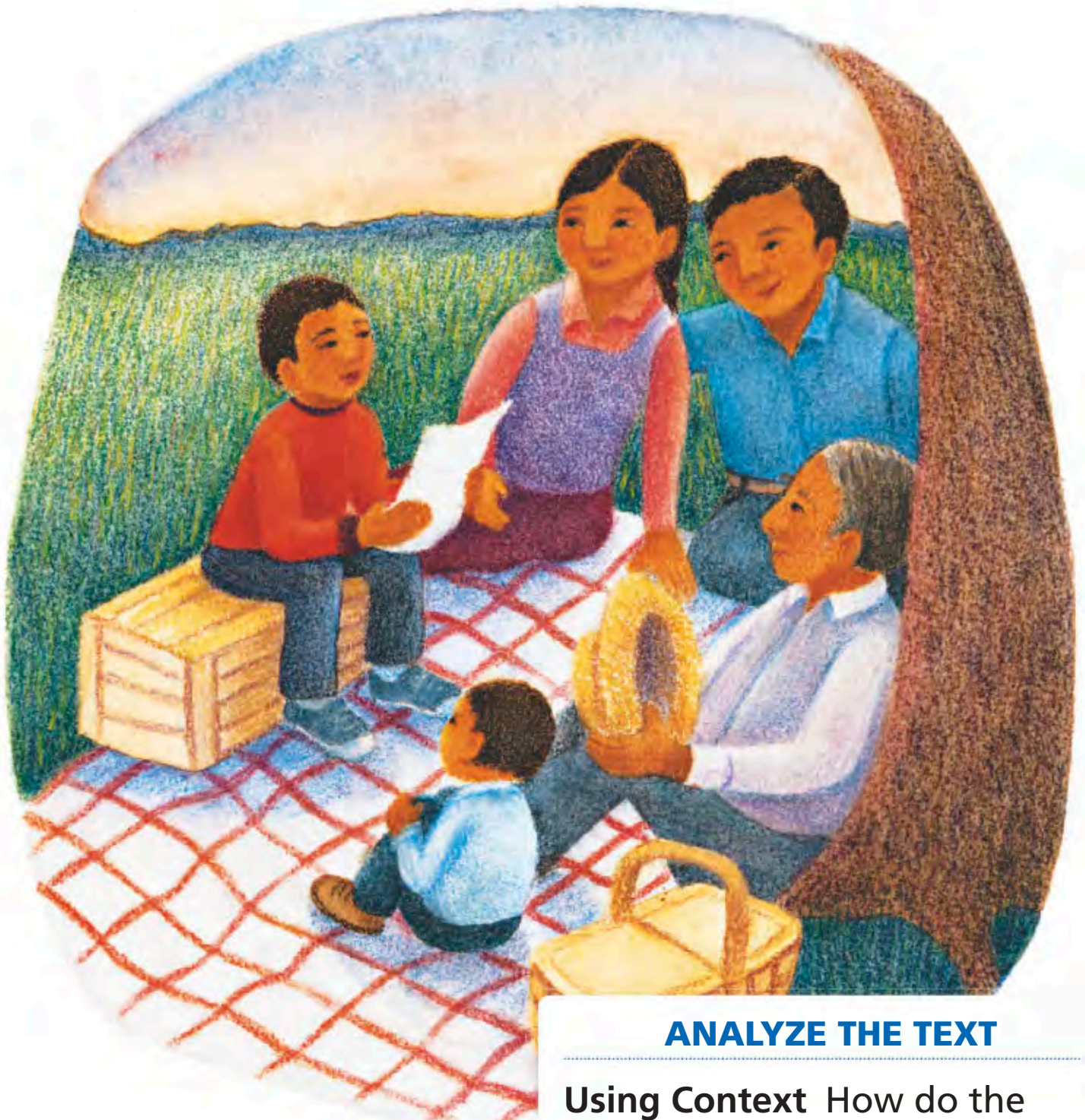


“Read all you can, Tomás. It will help you think of lots of stories,” said Grandpa.



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

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



ANALYZE THE TEXT

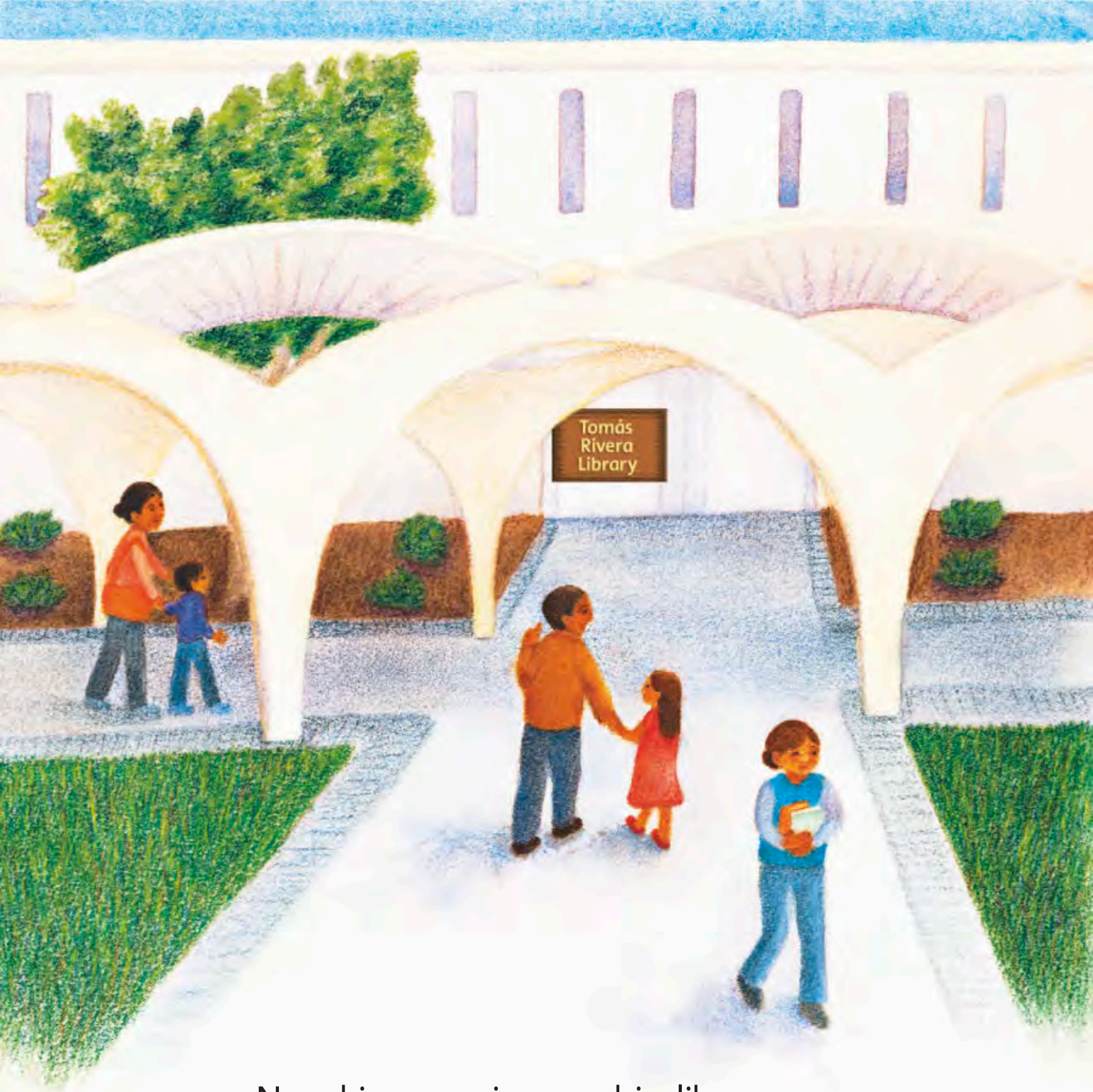
Using Context How do the sentences and the picture help you know the word **paper**?



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

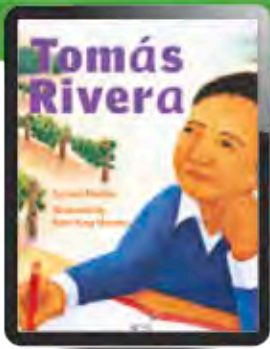
Tomás Rivera's stories tell about people picking crops, just as his family did. Lots of people read his books.





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





Dig Deeper

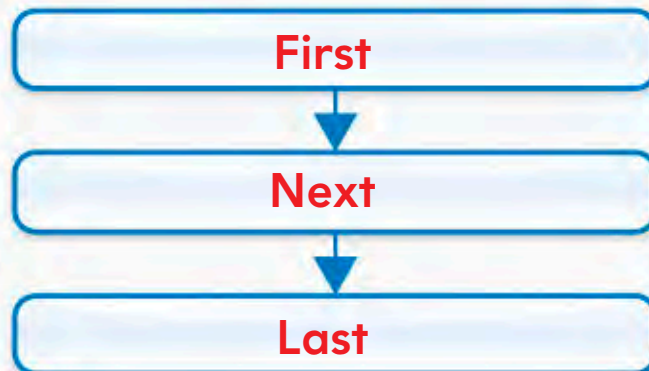


How to Analyze the Text

Use these pages to learn about Sequence of Events and Using Context. Then read **Tomás Rivera** again.

Sequence of Events

Tomás Rivera tells about what happens to a real person. The order in which events happen is the **sequence of events**. When the story begins, Tomás is a child. What important events happen before Tomás becomes a writer? You can use a chart to show how events are connected.



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; **L.1.4a** use sentence-level context as a clue to the meaning of a word or phrase

Using Context

When you don't know what a word means, you can read the other words in the sentence to help you figure it out. You can also look at the pictures.

In the story, it says the family was picking **crops**. You can use the word **picking** and the picture of the farmer's field as text evidence to figure out that **crops** means "food that a farmer grows."



RETURN TO THE ESSENTIAL QUESTION

Turn
and
Talk

Why is it important to learn about people from the past? Think about the selection. Take turns with your partner telling the events in order. Use text evidence. Add your ideas to what your partner says.

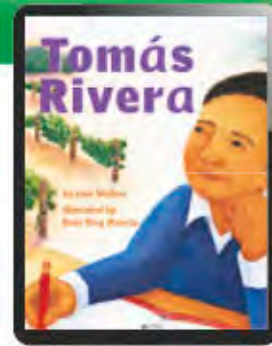
**Classroom Conversation**

Now talk about these questions with your class.

- 1 How did Tomás get ideas for the stories he wrote?
- 2 What did Tomás learn from his Grandpa?
- 3 What did you learn about the past from this selection?

WRITE ABOUT READING

Response Write sentences that tell what Tomás is like. Begin with a sentence that tells your main idea. Next, write sentences to describe Tomás. Use facts and text evidence for ideas. Write a closing sentence.



Writing Tip

A closing sentence comes at the end. It gives your writing a nice ending.



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; **RI.1.7** use illustrations and details to describe key ideas; **W.1.2** write informative/explanatory texts; **SL.1.1b** build on others' talk in conversations by responding to others' comments

Lesson 19

INFORMATIONAL TEXT

Read
Together



✓ GENRE

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

✓ TEXT FOCUS

A **chart** is a drawing that lists information in a clear way. It can show words or pictures or both. What information do you learn from the chart on page 150?



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



Life

Then and Now

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

In the past, many jobs were done by hand. Now people have machines to help them do work.



Family Life

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

In the past, families listened to radio programs. Now families watch TV programs and movies.





Family Life

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

Then



Now



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



Compare Texts



TEXT TO TEXT

Recognize Purpose Were the selections written to give information or to make you laugh? How do you know? What things did you learn?



TEXT TO SELF

Connect to Social Studies Tell about a job you would like to have. Speak clearly and stay on topic.



TEXT TO WORLD

Think About It What information did you learn from **Life Then and Now**? How has life changed? Do you think the new things are better? Tell why or why not.



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; **RI.1.8** identify the reasons an author gives to support points; **SL.1.1a** follow rules for discussions

Grammar



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

Now



I **read** a book.

In the Future



I **will read** a book.



Ana **writes** a story.



Ana is **going to** write a story.

Try This!

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

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




Grammar in Writing

When you revise your writing, you can use **will** or **going to** in sentences to tell about the future.

Reading-Writing Workshop: **Prewrite**

Narrative Writing

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

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



Exploring a Topic



Prewriting Checklist

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

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



Planning Chart

First

bus to city



Next

saw dinosaur



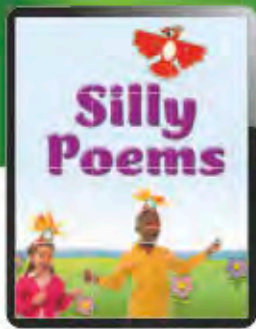
Last

apples in park



Lesson

20



✓ WORDS TO KNOW High-Frequency Words

want

old

try

use

more

wash

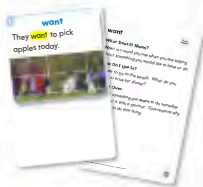
mother

door

Vocabulary Reader



Context Cards



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

want

They **want** to pick apples today.



2

old

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



3

try

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



4

use

Use a ladder to reach the high apples.



5

more

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



6

wash

Be sure to **wash** the apples.



7

mother

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



8

door

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



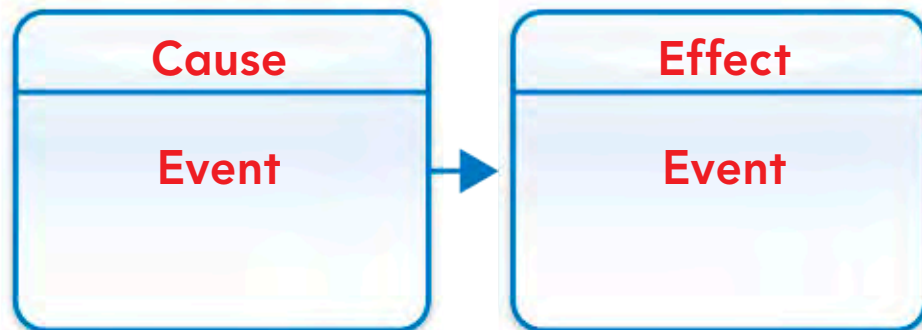


Read and Comprehend



✓ TARGET SKILL

Cause and Effect Sometimes one event makes another event happen. The **cause** happens first. It is the reason why something else happens. The **effect** is what happens next. As you read, ask yourself what happens and why. Use a chart like this one to help you understand causes and effects.



✓ TARGET STRATEGY

Infer/Predict Use text evidence to figure out more and what might happen next.

PREVIEW THE TOPIC

Feelings

When someone tells a joke, you laugh. When a friend moves away, you are sad. When something scary happens, you may get frightened. People show their feelings in many different ways. Who can help you feel better when you feel bad?

You will read about what happens when Little Rabbit gets scared in **Little Rabbit's Tale**.



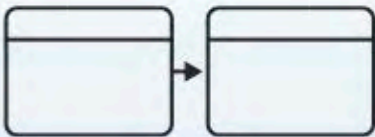
ANCHOR TEXT



✓ TARGET SKILL

Cause and Effect

Tell what happens and why.



✓ GENRE

A **folktale** is an old story told for many years. Look for:

- ▶ a lesson about life
- ▶ animals who act like people
- ▶ the words **happily ever after**

COMMON CORE **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

Wong Herbert Yee



Wong Herbert Yee loves to write and draw.

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

Meet the Illustrator

Richard Bernal



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

Little Rabbit's Tale



by Wong Herbert Yee
illustrated by Richard Bernal

ESSENTIAL QUESTION

How can you help a friend who feels sad?



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

Thump!

Something hits Little Rabbit.

ANALYZE THE TEXT

Cause and Effect What causes Little Rabbit to wake up?



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



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

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

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





Goose peeks inside.

Beaver is eating a snack.

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

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

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

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





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

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





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



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





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



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



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

Thump!

Something hits Little Rabbit.



ANALYZE THE TEXT

Story Lesson What lesson do you think the characters learn on this page?

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

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

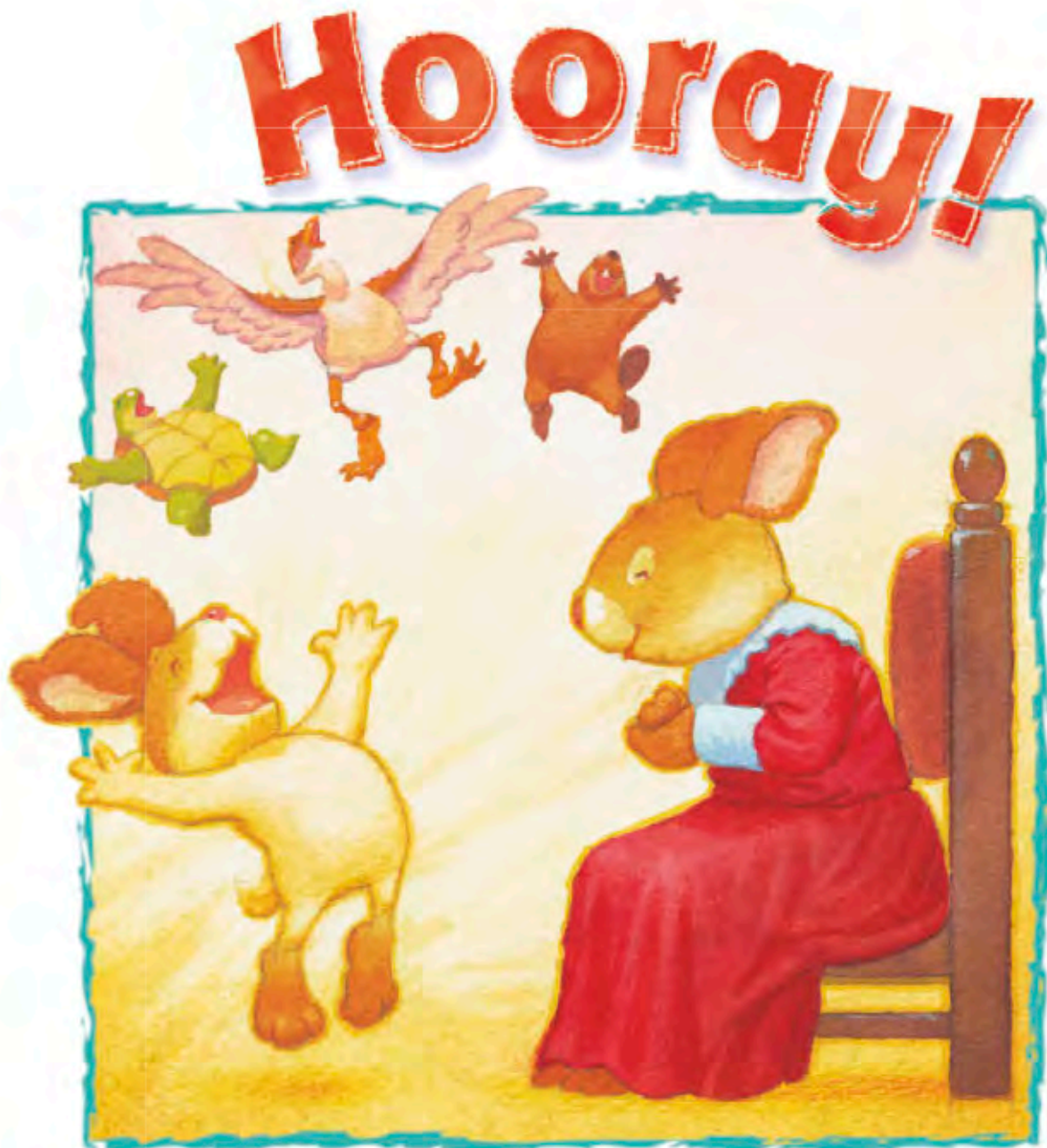
"I didn't get to catch a fish," says Goose.

"I didn't get to eat my snack," says Beaver.

"I didn't get to sleep," says Turtle.



"I've got a plan," says Little Rabbit.
"Can my friends eat with us?"
"Yes," says Mother Rabbit. "Go wash
your hands while I get more plates."





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

The friends lived happily ever after!





Dig Deeper

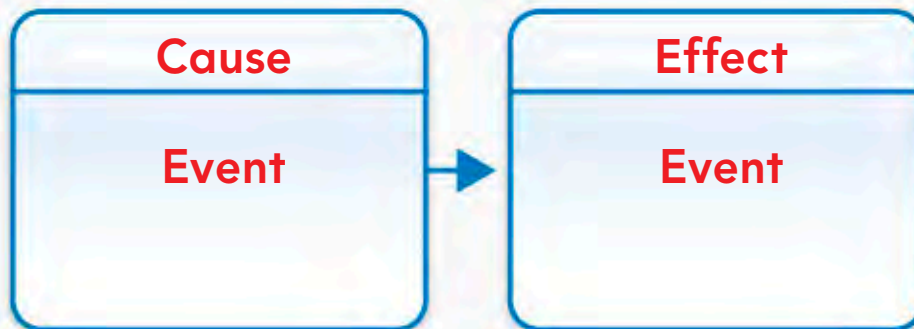


How to Analyze the Text

Use these pages to learn about Cause and Effect and Story Lesson. Then read **Little Rabbit's Tale** again.

Cause and Effect

In **Little Rabbit's Tale**, Little Rabbit gets hit on the head. This is the **cause** that makes something else happen. What happens next because he got hit? This is the **effect**. As you read, think about what happens and why. You can use a chart to show other causes and effects.



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

Story Lesson

Little Rabbit's Tale is a folktale. Have you ever heard a story that sounds like this one? People told a story like this for many years before it was written down.

Folktales often have an important message. The message of the story is a lesson about life. What can you learn from **Little Rabbit's Tale**?



RETURN TO THE ESSENTIAL QUESTION

Turn
and
Talk

How can you help a friend who feels sad?

How do Little Rabbit's mother and friends help him? What things make this a funny story? Use text evidence such as words and pictures to answer.

**Classroom Conversation**

Talk about these questions with your class.

- 1 Why do you think Little Rabbit acts the way he does when an apple falls on him?
- 2 What happens over and over in this story?
- 3 Why are the friends happy at the end?

WRITE ABOUT READING

Response Write a letter to Little Rabbit. Tell him how you think he should have acted. First, talk to a partner about your ideas. Then use some of your partner's ideas and your own ideas to make your writing better.



Writing Tip

A letter starts with a greeting like this.

Dear Little Rabbit,



RL.1.3 describe characters, settings, and major events; **RL.1.7** use illustrations and details to describe characters, setting, or events; **W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; **SL.1.4** describe people, places, things, and events with details/express ideas and feelings clearly

POETRY

Read Together



✓ **GENRE**

Poetry uses the sounds of words to show pictures and feelings. Some poems use rhyming words and other patterns to make them fun to read.

✓ **TEXT FOCUS**

Rhythm is a pattern of beats in a poem. Sometimes you can clap along with the rhythm of a poem. Try clapping along with the poems in this selection.

COMMON CORE **RL.1.10** read prose and poetry; **L.1.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts

Readers' Theater

Silly Poems

READER 1 What do you want to do when you grow up?

READER 2 I want to fly like a bird!

BOTH Let's try reading this flying poem together.



Wouldn't You?

If I
Could go
As high
And low
As the wind
As the wind
As the wind
Can blow —

I'd go!

by John Ciardi



READER 1 Let's read another poem!

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



Elephant,
Elephant,
Big as a
House!
They tell me
That you
Are afraid of a
Mouse.
by Langston Hughes



Write a Silly Poem

Use rhyming words and feeling words in your poem. Use words that tell what things look like or sound like. Read your poem aloud.



Compare Texts



TEXT TO TEXT

Talk About It Talk with a partner about the silly things Little Rabbit does. What is silly about the poems? Take turns talking.



TEXT TO SELF

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



TEXT TO WORLD

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



RL.1.9 compare and contrast adventures and experiences of characters; **SL.1.1a** follow rules for discussions; **L.1.1j** produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences

Grammar



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

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



The rabbit napped under a tree.

He napped before the apple fell.

The apples are on the branch.

Try This!

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

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




Grammar in Writing

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



Reading-Writing Workshop: **Revise**

Narrative Writing

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

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






Revised Draft

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



Revising Checklist

-  Do my sentences have exact details?
-  Did I use time-order words?
-  Did I write a sentence that tells the end of the story?

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



Final Copy



A Great Day

Last Friday, my mom and I had an adventure. First, we took a bus to the city. Then we went to a museum. I saw rocks, stars, and dinosaurs. Last, we ate some apples in the park. I hope we have another great day soon!



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

Penguins in the Cold

The South Pole is a very cold place. It has white snow and ice as far as you can see. Do you think animals can live here? Penguins can!

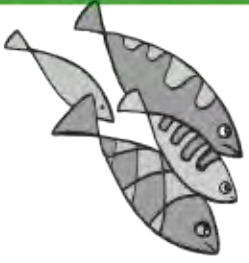


Penguins are birds. Many different kinds of penguins live here. Some make their nests on rocks and cliffs. Others rest their eggs on the top of their feet. This keeps them warm. Most penguin moms and dads take turns taking care of the eggs and baby chicks.

1 What is this article mainly about? What important details help you know?

Penguins do not fly. They can swim, though! They flap their wings like flippers. This helps them swim fast in the cold water. Penguins swim to find fish to eat. They know how to live in this cold land!

2 What do you think the author wants to teach you about penguins? What facts did you learn?



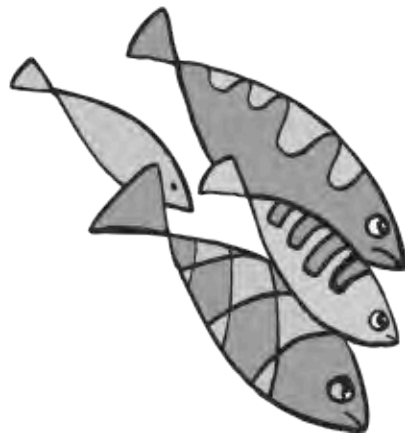
Ice Fish

The South Pole is cold. It is snowy. It has lots of ice. Some animals live on the land. Some live in the cold, cold water! Many kinds of fish live here. One kind is the ice fish.

- 3 Tell what the South Pole is like. Which details from the article help you know?

The water is so cold that most fish would freeze. The ice fish has something special in its blood. It does not get too cold. This helps the ice fish live in some of the coldest water on Earth!

- 4 What information is alike in the two articles? How are the articles different?



Words to Know

Unit 4 High-Frequency Words

16 Let's Go to the Moon!

think	because
bring	carry
before	show
light	around

19 Tomás Rivera

work	were
great	soon
talk	laugh
paper	done

17 The Big Trip

there	don't
by	car
sure	about
could	maybe

20 Little Rabbit's Tale

want	more
old	wash
try	mother
use	door

18 Where Does Food Come From?

food	under
first	these
ground	right
sometimes	your

A

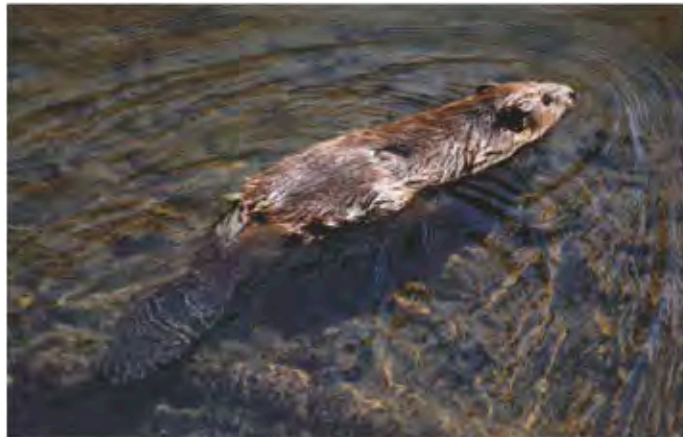
apple

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

B

beaver

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



born

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

C

chocolate

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

crater

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

D

desert

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



E

engine

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

exclaimed

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

F

family

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

favorite

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

footprints

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



G

goose

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

gravity

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

H

happily ever after

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

hooray

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

I

island

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

J

jumpy

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

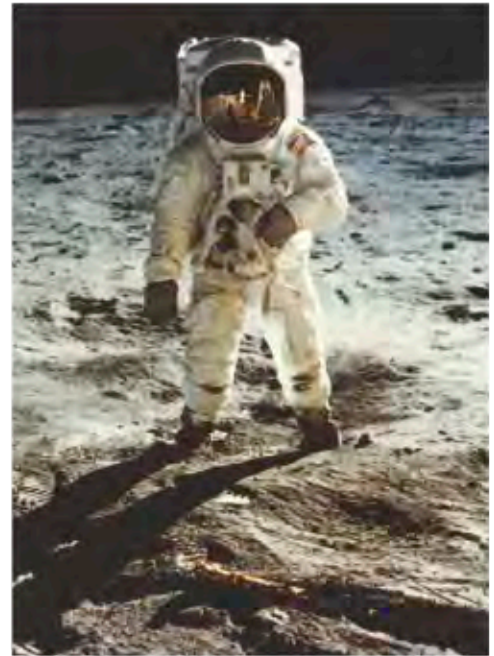
L

library

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

lunar

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



O

oh

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

P

paddies

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

parachute

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

people

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

R

rabbit

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

rocket

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



rover

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



S

says

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

sky

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

stories

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

stubborn

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

T

teacher

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

Texas

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

told

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

Tomás Rivera

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

travel

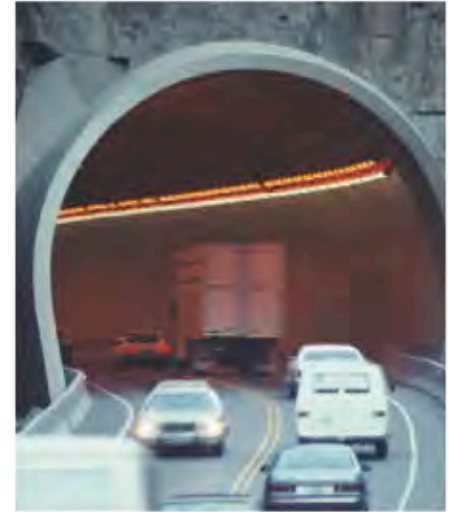
To **travel** means to go and visit another place. Next summer we are going to **travel** to South America.

troubles

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

tunnel

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



V

vegetables

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



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Placement Key:

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

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