

HOUGHTON MIFFLIN HARCOURT

JOURNEYS

COMMON CORE



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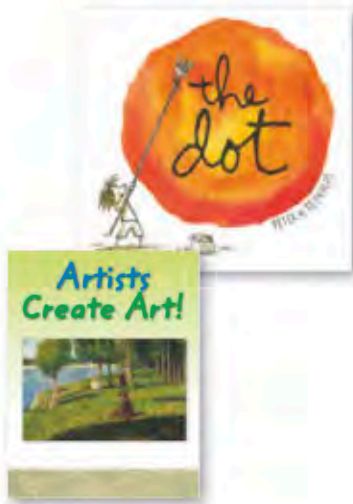
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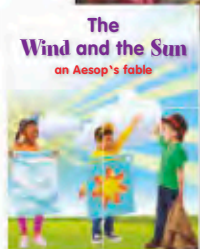
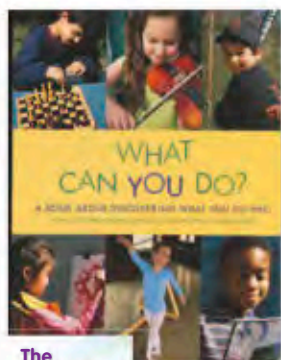
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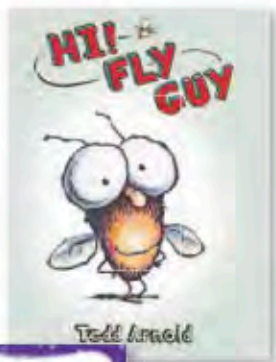
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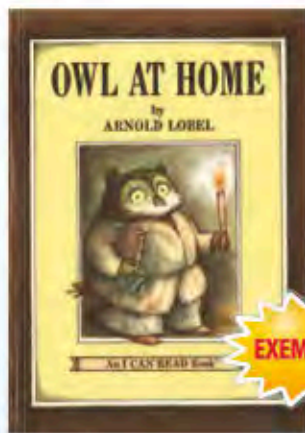
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Owl at Home

CHAPTER BOOK

by Arnold Lobel

Welcome, Reader!

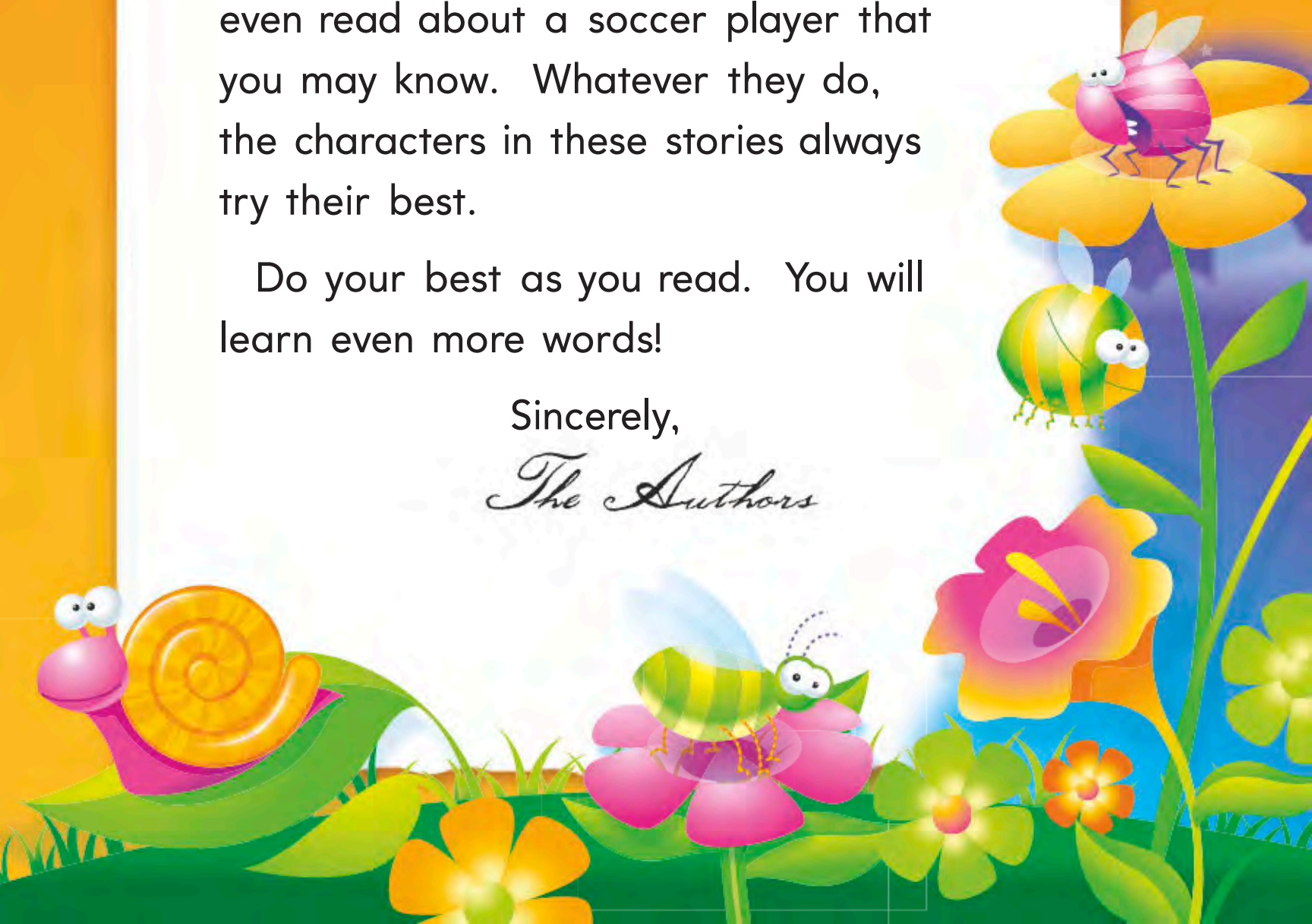
Think about all of the stories you have read. Which one is your favorite so far?

In this book, you will meet characters who help their friends, work hard at school, and make great art. You will even read about a soccer player that you may know. Whatever they do, the characters in these stories always try their best.

Do your best as you read. You will learn even more words!

Sincerely,

The Authors

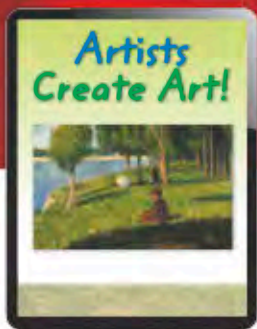
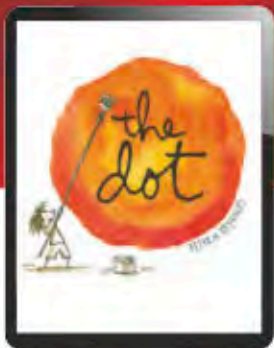




Unit 6

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26



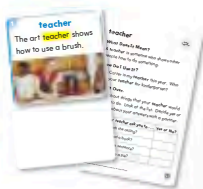
✓ WORDS TO KNOW High-Frequency Words

teacher
studied
surprised
toward
bear
above
even
pushed

Vocabulary Reader



Context Cards



COMMON
CORE

RF.1.3f read words with inflectional endings;
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

teacher

The art **teacher** shows
how to use a brush.



2

studied

She **studied** the flower
before she drew it.



3

surprised

He was **surprised** to see such a big statue.



4

toward

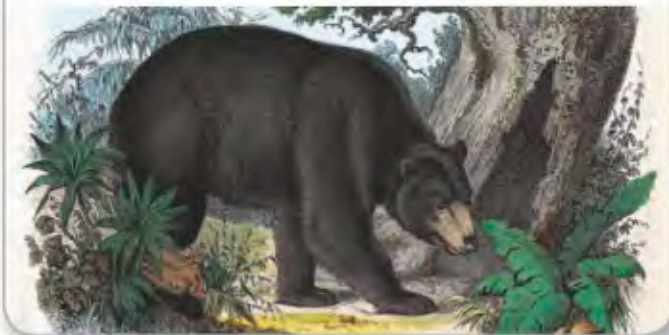
He walked slowly **toward** the art table.



5

bear

The picture of the **bear** looks very real.



6

above

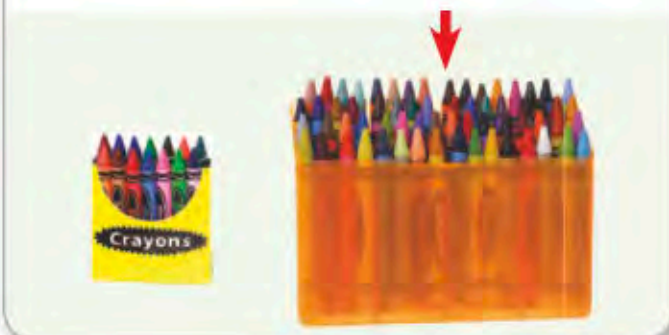
These shapes hang high **above** the floor.



7

even

This box has **even** more crayons in it.



8

pushed

He **pushed** the clay into new shapes.



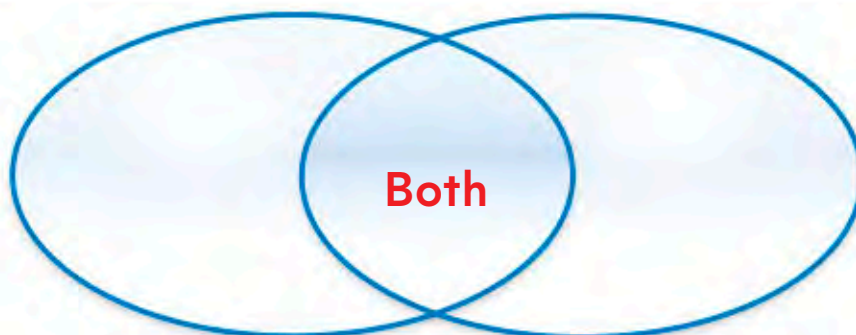


Read and Comprehend



✓ TARGET SKILL

Compare and Contrast As you read, ask yourself how things are alike and different. Good readers use text evidence to **compare** and **contrast** things like characters, settings, or events. Use a diagram to show how two things are alike and different to understand a story better.



✓ TARGET STRATEGY

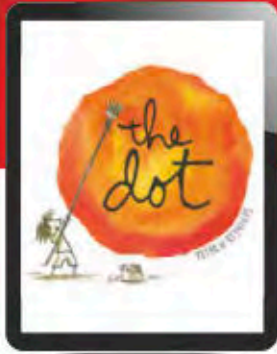
Monitor/Clarify If a part doesn't make sense, reread it, ask and answer questions about it, and use the pictures for help.

PREVIEW THE TOPIC

Visual Arts

There are many ways to make art. You can use crayons or markers to draw. You can paint a picture. You could cut shapes out of paper and glue them together. A computer can be used to draw and find pictures for artwork. What are some ways you like to make art? You will find out how one girl makes art in **The Dot**.

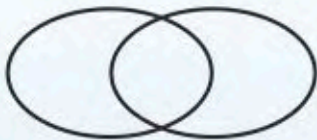
ANCHOR TEXT



✓ TARGET SKILL

Compare and Contrast

Tell how two things are alike and different.



✓ GENRE

Realistic fiction is a story that could happen in real life. As you read, look for:

- ▶ characters who act as real people do
- ▶ events that could really happen



RL.1.4 identify words and phrases that suggest feelings or appeal to senses;
RL.1.9 compare and contrast adventures and experiences of characters; **RL.1.10** read prose and poetry

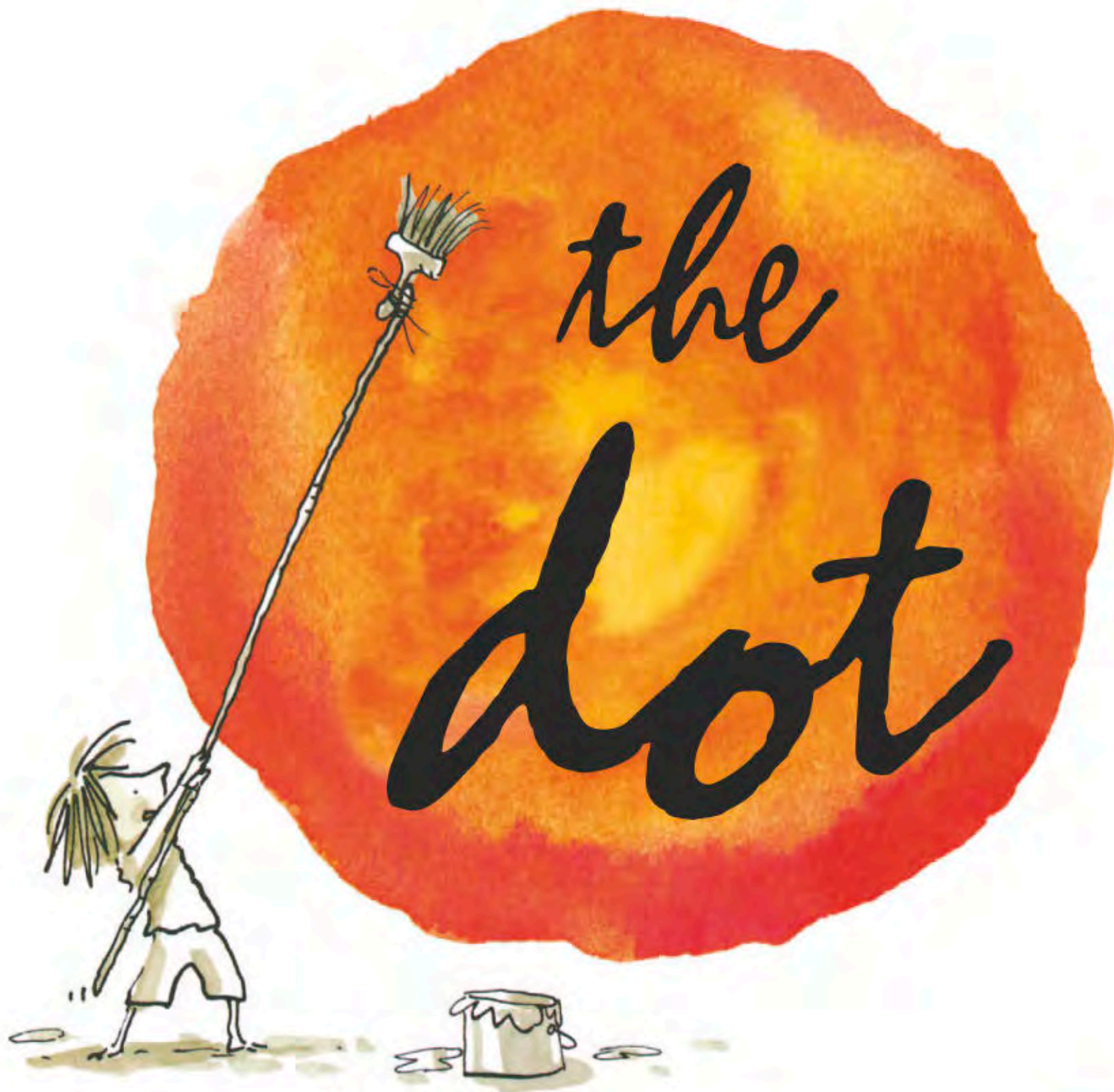
Meet the Author
and Illustrator

Peter H. Reynolds



It took Peter H. Reynolds a year and a half to write **The Dot**. He named his character Vashti after a young girl he met at a coffee shop. Mr. Reynolds wrote **Ish** as a follow-up book to **The Dot**.





by Peter H. Reynolds

ESSENTIAL QUESTION

What are some different ways to make art?

Art class was over, but Vashti sat
glued to her chair.

Her paper was empty.



ANALYZE THE TEXT

Figurative Language

What does being “glued to your chair” mean?



Vashti's teacher leaned over the blank paper. "Ah! A polar bear in a snow storm," she said. "Very funny!" said Vashti. "I just CAN'T draw!"



Her teacher smiled.

“Just make a mark and
see where it takes you.”



Vashti grabbed a marker and
gave the paper a good, strong jab.

“There!”



Her teacher picked up the paper
and **studied** it carefully.

“Hmmmmm.”

She **pushed** the paper **toward**
Vashti and quietly said,
“Now sign it.”



Vashti thought for a moment.

“Well, maybe I can’t draw,
but I CAN sign my name.”

The next week,
when Vashti walked into art class,
she was surprised to see what was
hanging above her teacher's desk.

It was the little dot
she had drawn—HER DOT!
All framed in swirly gold!





“Hmph!
I can make a better dot than THAT!”

She opened her
never-before-used set of
watercolors and set to work.

Vashti painted and painted.

A red dot. A purple dot.

A yellow dot. A blue dot.



The blue mixed with the yellow.
She discovered that she could make
a GREEN dot.

Vashti kept experimenting.
Lots of little dots in many colors.



“If I can make little dots,
I can make BIG dots, too.”

Vashti splashed her colors with
a bigger brush on bigger paper
to make bigger dots.

Vashti even made a dot
by NOT painting a dot.





At the school art show a few weeks later,
Vashti's many dots made quite a splash.



ANALYZE THE TEXT

Compare and Contrast Does Vashti have a different feeling about her dot now? Explain.



Vashti noticed a little boy gazing up at her.

“You’re a really great artist.
I wish I could draw,” he said.

“I bet you can,” said Vashti.

“ME? No, not me. I can’t draw
a straight line with a ruler.”



Vashti smiled.

She handed the boy
a blank sheet of paper.

“Show me.”

The boy’s pencil shook
as he drew his line.



Vashti stared at the boy's squiggle.
And then she said . . .



“Sign it.”



Dig Deeper



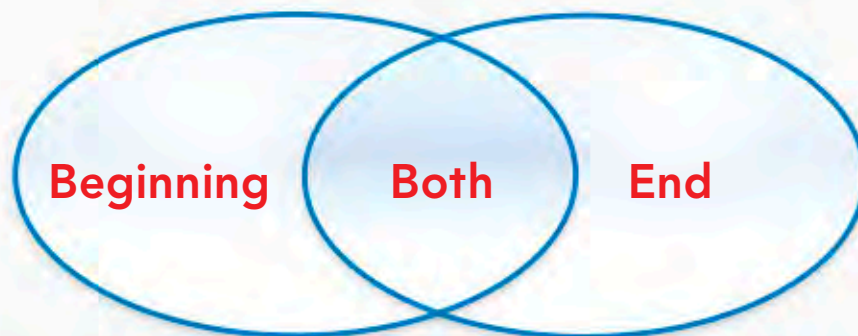
How to Analyze the Text

Use these pages to learn about Compare and Contrast and Figurative Language. Then read **The Dot** again.

Compare and Contrast

When you **compare** and **contrast**, you tell how things are alike and different.

Think about what Vashti is like at the beginning of **The Dot**. She changes by the end of the story. Use a diagram to tell what she is like at the beginning and at the end. Also, tell what things about her stay the same during both parts of the story.



RL.1.3 describe characters, settings, and major events; **RL.1.4** identify words and phrases that suggest feelings or appeal to senses; **RL.1.9** compare and contrast adventures and experiences of characters

Figurative Language

Authors sometimes use words that have more than one meaning. In **The Dot**, the author writes that Vashti's dot pictures **made quite a splash** at the art show. The author does not mean that her pictures made people wet. He means that Vashti's pictures are amazing and surprising, like a big splash! What other words mean something else in this story?



RETURN TO THE ESSENTIAL QUESTION



What are some different ways to make art? Think about how Vashti makes her art. How do you think the little boy at the end of the story will make art? What other ways could they create art?



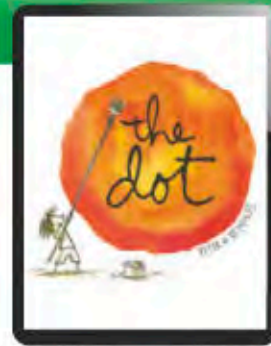
Classroom Conversation

Talk about these questions with your class.

- 1 How does Vashti's art teacher help her?
- 2 How are Vashti's paintings alike? How are they different?
- 3 How are Vashti and the little boy alike?

WRITE ABOUT READING

Response Choose one piece of Vashti's art. What colors and shapes do you see? How did she make it? Discuss your ideas with a partner. Then write sentences to describe the artwork. Use text evidence to explain your ideas.



Writing Tip

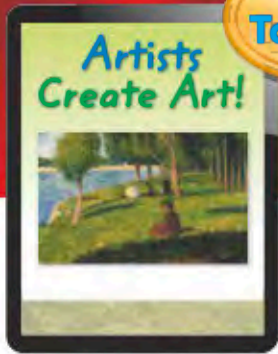
Add details like adjectives to tell more information about the artwork.



RL.1.1 ask and answer questions about key details; **RL.1.9** compare and contrast adventures and experiences of characters; **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

Lesson 26

BIOGRAPHY



Read Together

✓ GENRE

A **biography** tells about events in a real person's life. This selection tells about more than one artist. Find facts about the artists' lives.

✓ TEXT FOCUS

Captions tell more information about a photo or picture. Use the captions and photos to find out more about the pieces of art.



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



Artists Create Art!

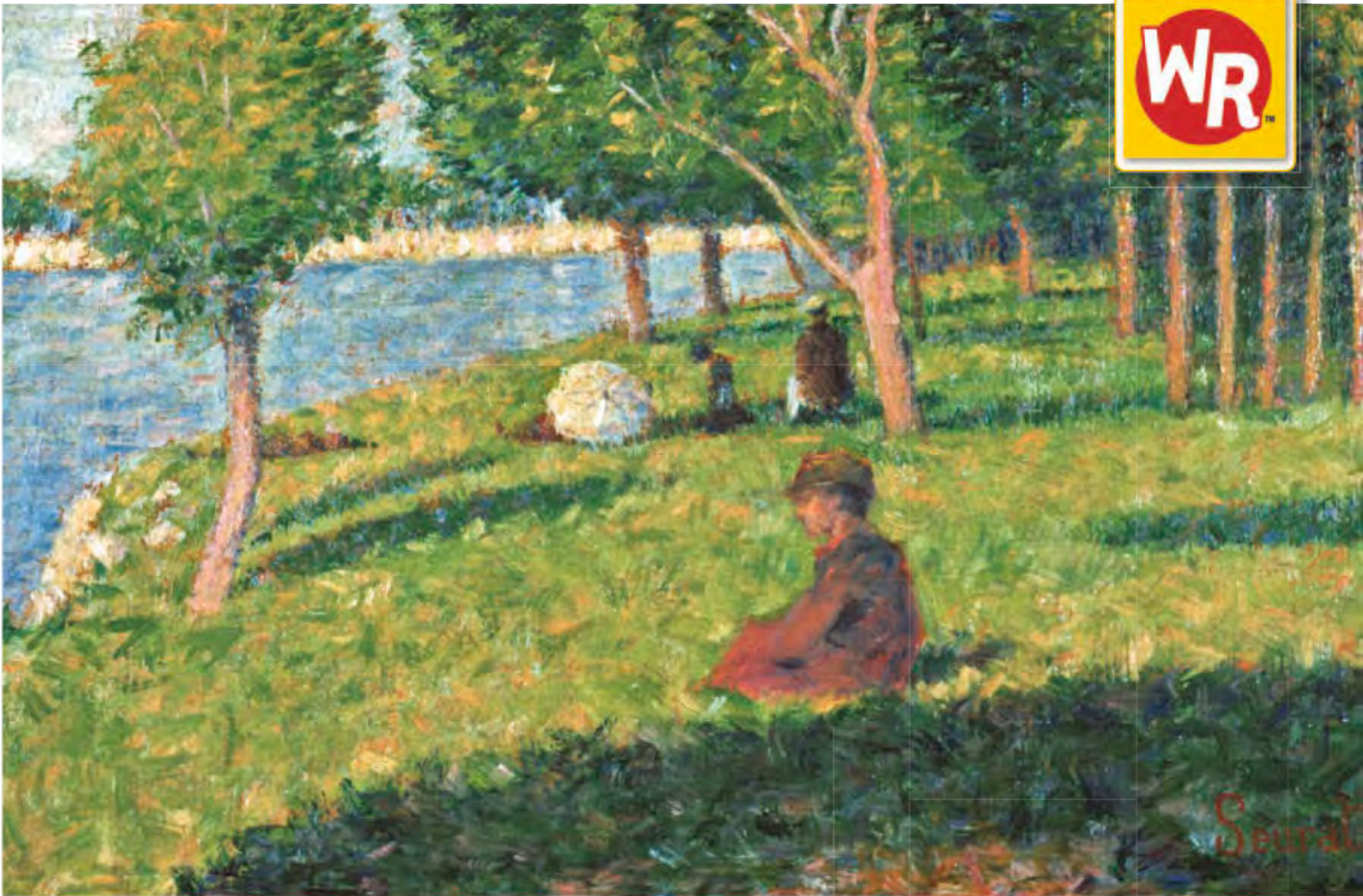
by Anne Rogers

An artist makes art. Some artists paint pictures. Other artists make things.

David Wynne made this grizzly bear. It stands above a pond in New York.

David Wynne's sculpture "Grizzly Bear" is at the Donald M. Kendall Sculpture Gardens.





Seated Figures, Study for "A Sunday Afternoon on the Island of the Grande Jatte" by Georges Seurat

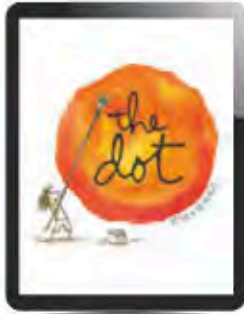
Georges Seurat went to art school in France. Look at his painting. Once you have studied it, you will see it is made of many brushstrokes. Are you surprised?

Tressa “Grandma” Prisbrey used glass bottles to make her art. She learned by herself. No teacher helped her.

Grandma Prisbrey made the wishing well shown below. She even made a building where her grandchildren played.



What kind of art would you like to make? Would you like to paint? Would you like to build something? There are many kinds of art!



Compare Texts



TEXT TO TEXT

Compare Artworks How are the artworks in the two selections alike? Which artist from **Artists Create Art!** do you think Vashti would like? Tell why.



TEXT TO SELF

Talk About Feelings How do you feel when you try your best? Take turns sharing ideas with a partner.



TEXT TO WORLD

Talk About Art Where have you seen artwork? Have you seen it at school, at home, or in your town? Tell about what you saw.



RL.1.1 ask and answer questions about key details; **RL.1.3** describe characters, settings, and major events; **RI.1.1** ask and answer questions about key details; **RI.1.9** identify similarities in and differences between texts on the same topic; **SL.1.1a** follow rules for discussions

Grammar



Exclamations A sentence that shows a strong feeling is called an **exclamation**. An exclamation begins with a capital letter and ends with an exclamation point.

You are a great artist!

That is such a beautiful painting!

Art class is so much fun!



Try This!

Write each exclamation correctly.
Use another sheet of paper.


1. i can't wait for our school art show
2. this will be the best show ever
3. we are going to have a great time
4. that drawing Ramon made is so tiny
5. it is my very favorite in the show



Grammar in Writing

When you revise your writing, try using exclamations to make it exciting. End each one with an exclamation point.

Opinion Writing

 **Voice** When you write **opinion sentences**, you can help readers hear your writing voice. Use exclamations to show your strong feelings.

Jill wrote an opinion about Vashti. Then she changed a sentence to an exclamation.






Revised Draft

I think Vashti is a ~~good~~ ^{really great} artist. ~~.~~ [!]



Writing Traits Checklist

-  **Voice** Did I use exclamations to show my strong feelings?
-  Are there any sentences that do not help explain my opinion? Did I delete them?
-  Did I use the correct end marks?

In Jill's final copy, how does she show that she feels strongly about her opinion? Now edit your writing. Use the Checklist.



Final Copy



A Great Artist

I think Vashti is a really great artist! One reason is that she thinks of lots of ways to paint dots.

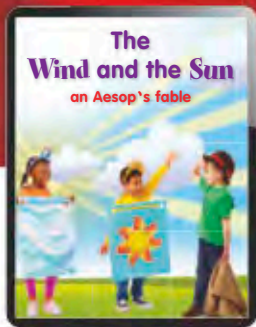
Another reason is that her paintings are very colorful.

I would like to paint like Vashti.



Lesson

27



✓ WORDS TO KNOW High-Frequency Words

different

near

enough

stories

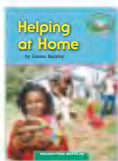
high

always

once

happy

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

different

These friends help sort things in **different** bins.



2

near

The girl helps plant flowers **near** the porch.



3

enough

Is there **enough** paint for everyone?



4

stories

They read silly **stories** to each other.



5

high

The girl helped him swing **high**!



6

always

She **always** helps her brother tie his shoes.



7

once

The boys cleaned up **once** they were done.



8

happy

She was **happy** to help wash the dog.



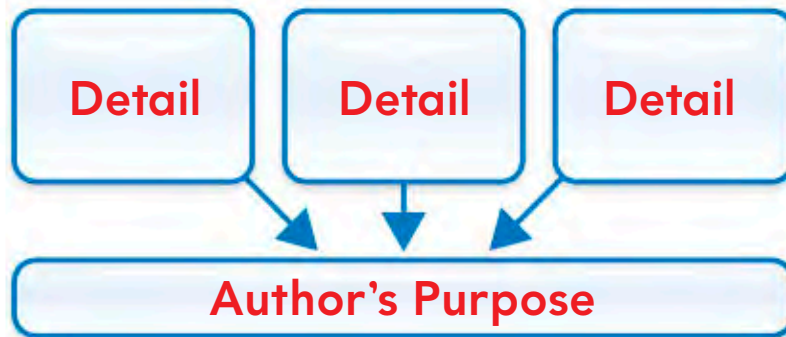


Read and Comprehend



✓ TARGET SKILL

Author's Purpose Authors may write to make you laugh or to give information. An author's reason for writing is called the **author's purpose**. As you read, use important details to help you figure out what the authors want you to learn. List the details in a chart.



✓ TARGET STRATEGY

Analyze/Evaluate Tell what you think and feel about the selection. Give text evidence to tell why.

PREVIEW THE TOPIC

Trying Hard

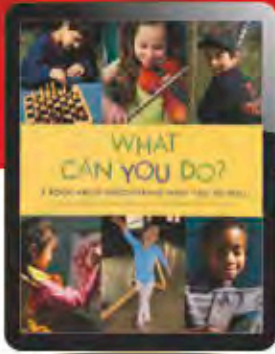
Learning something new can be hard work. Learning to ride a bike takes practice. Learning to snap your fingers does, too. Not many people can do it the first time they try. What can you do now because you kept trying?

In **What Can You Do?** you will find out what different children can do. Find out how they learn new things.



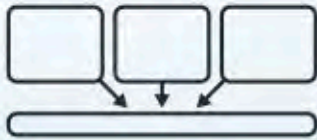
Lesson 27

ANCHOR TEXT



✓ TARGET SKILL

Author's Purpose Find details the authors use to explain their topic.



✓ GENRE

Informational text

gives facts about a topic. Look for:

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



RI.1.4 ask and answer questions to determine or clarify the meaning of words and phrases; **RI.1.8** identify the reasons an author gives to support points; **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 and Photographer

Shelley Rotner



Shelley Rotner is both an author and an award-winning photographer. She has taken photographs of children from around the world.

Meet the Author

Sheila M. Kelly

What a team! Together, Sheila M. Kelly and Shelley Rotner have written about moms, dads, and grandparents. In this book, the two authors show that everyone has talents.

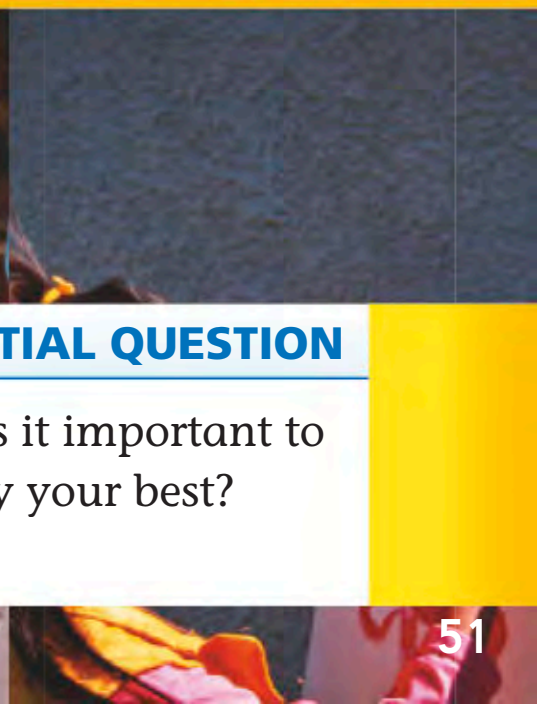
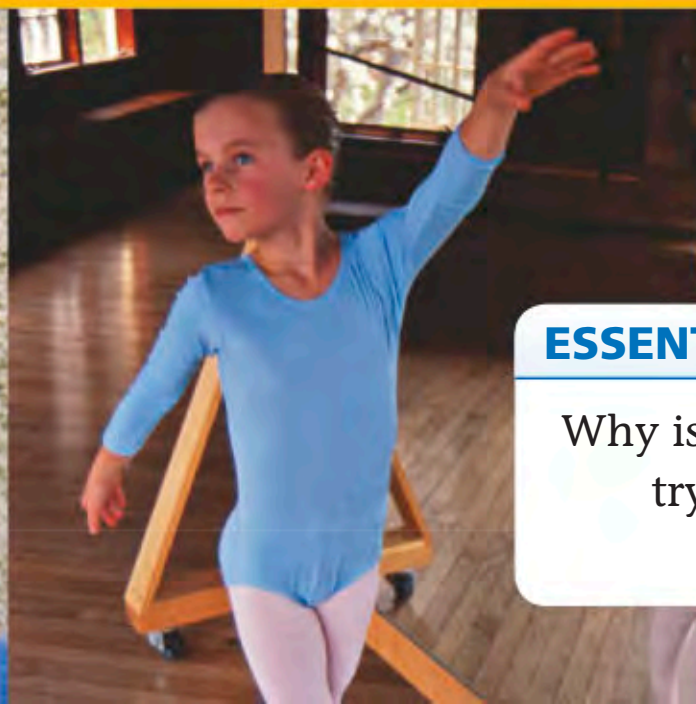


WHAT CAN YOU DO?

A BOOK ABOUT DISCOVERING WHAT YOU DO WELL

BY SHELLEY ROTNER AND SHEILA KELLY, ED.D.

PHOTOGRAPHS BY SHELLEY ROTNER

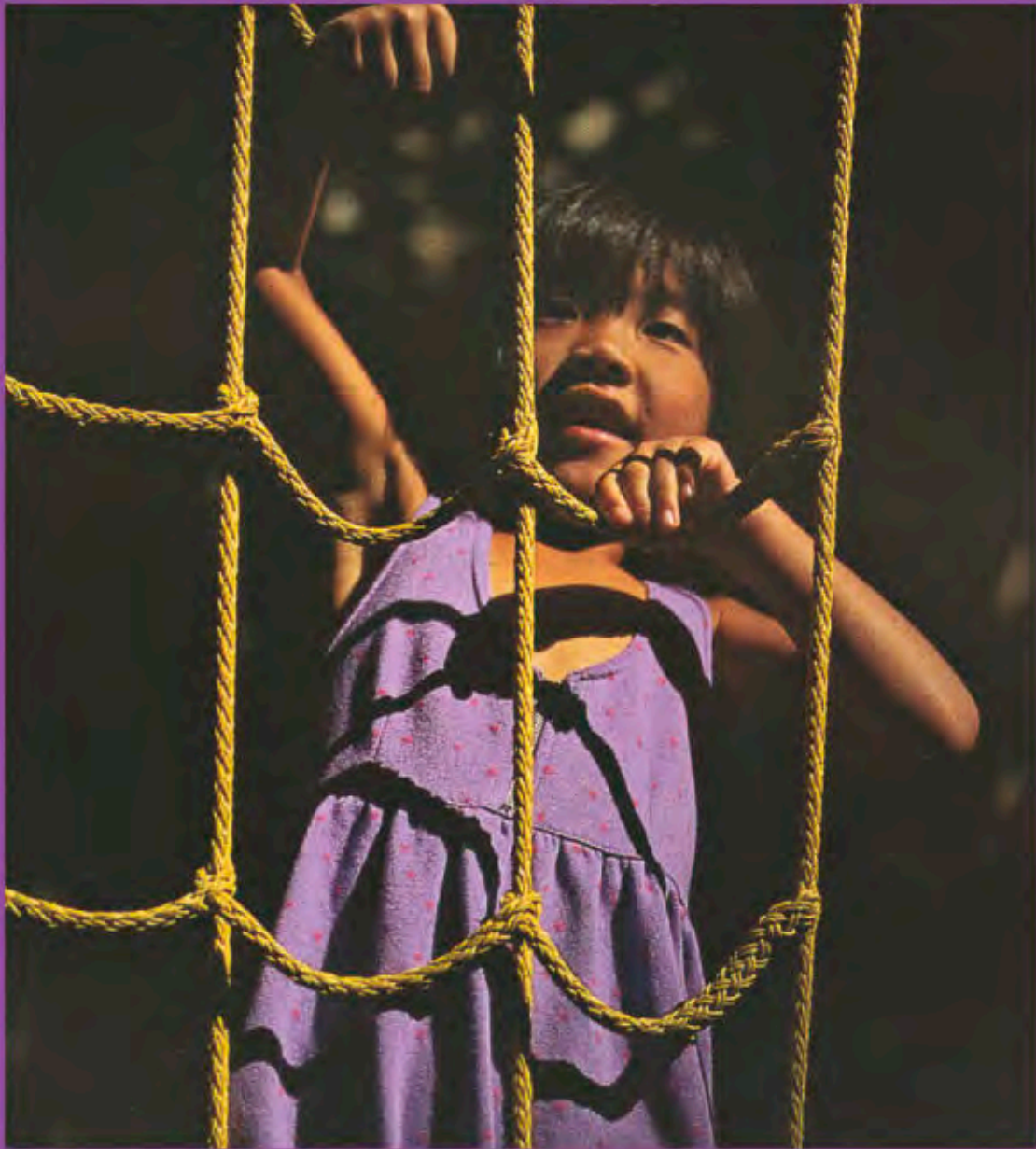


ESSENTIAL QUESTION

Why is it important to try your best?

“I know a boy
who can draw very
well and a girl who can
climb very **high**.”





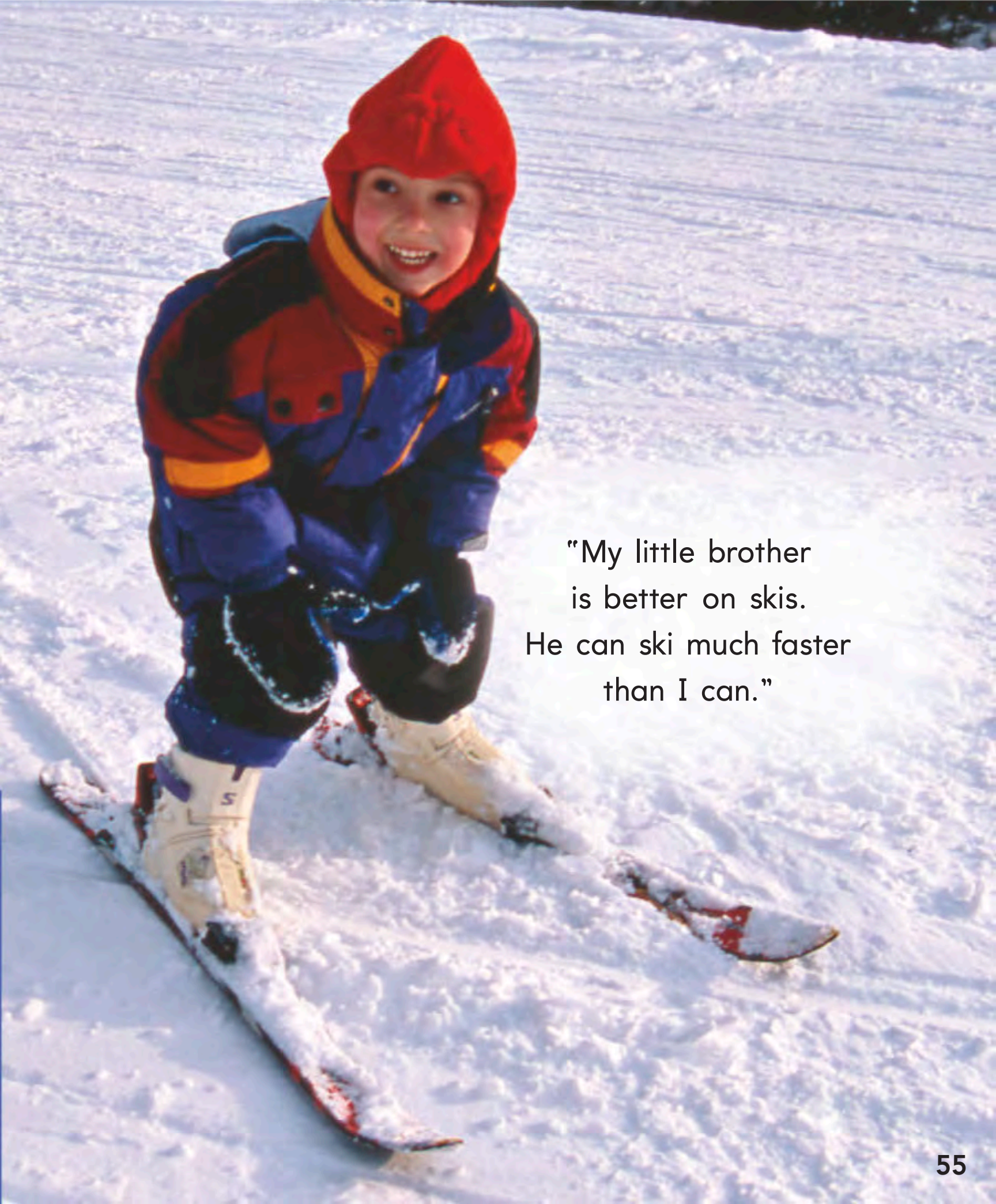
“We are all good at doing something.
We’re **always** learning new things
as we get older.”

ANALYZE THE TEXT

Author’s Purpose Why do you think the authors wrote this selection?
What details help you know?



“I like to swim
and learned how to float.
I had to practice.
Once I learned, I
felt like I could float for hours!”



“My little brother
is better on skis.
He can ski much faster
than I can.”



We're **happy** when we
do something well,
whatever that might be.





“Reading is easy for me,
but math is much harder.
I’d like to be better at math, though.”

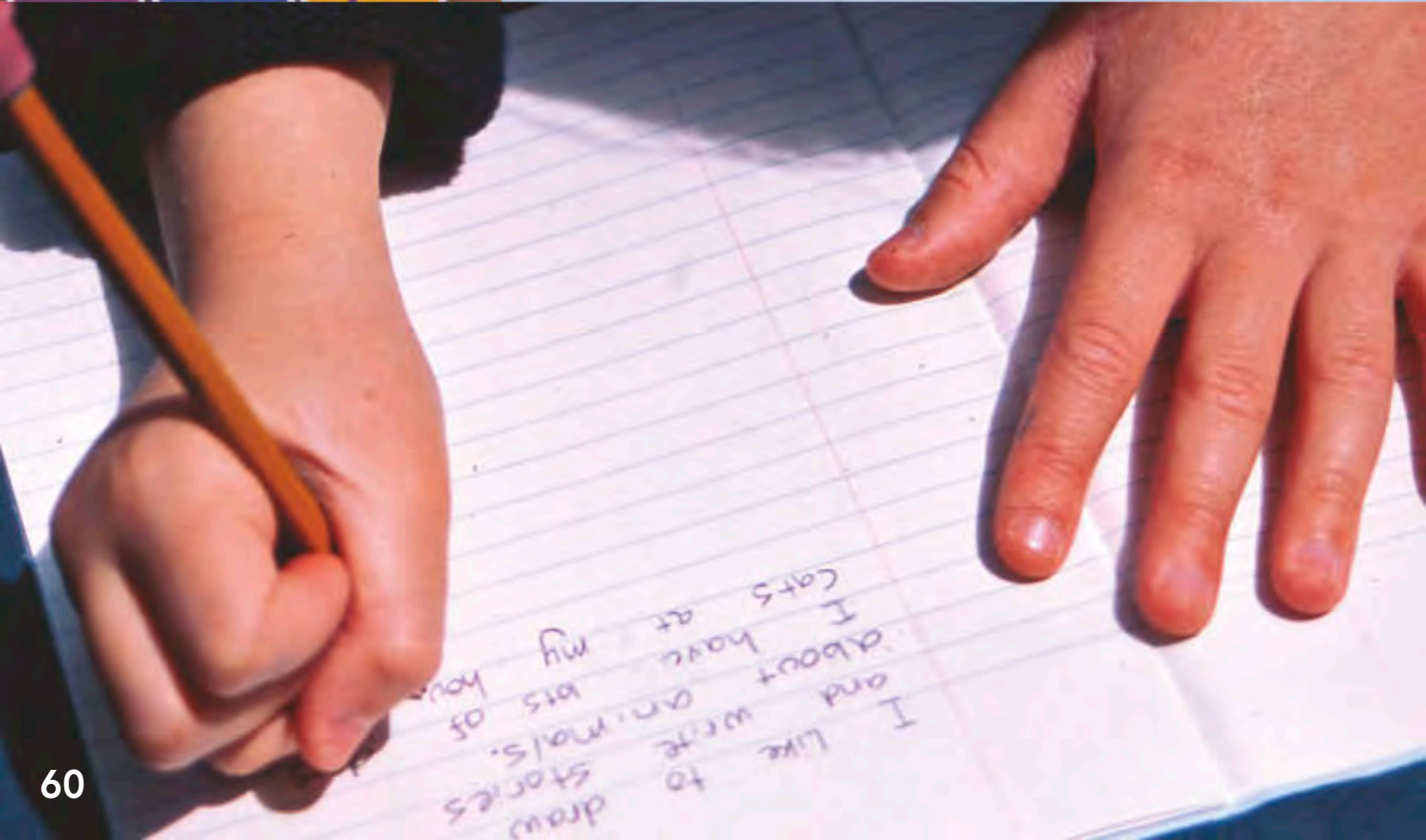
“I can’t read very well yet.
I wish I could.”



It can take a long time
to be good at something.
If we practice, things get
easier and easier to do.



Marie knows how to spell, and Jill prints well. Gene is really good at anything that has to do with computers.





“I haven’t
discovered what
I’m good at yet.”



Nathan writes funny **stories** about science.

Some of the funniest ones are
about a baby robot!

Beth likes to build.

The biggest tower she ever built
was taller than she is!



"I made the soccer team this year.
I hope I play well **enough** to score a goal."

"I see lots of things in the park.

I look **near** and far.

Things look much closer
through my binoculars!"

We all like to do what we do best.

When things are hard,
we need help to learn.

We might say, "I don't get it."

We're good at **different** things.







“I feed the baby myself now. When she gets bigger, she will not need help.”

“I can fix my brother’s wagon. I’m younger than my brother, but I’m good at fixing things.”

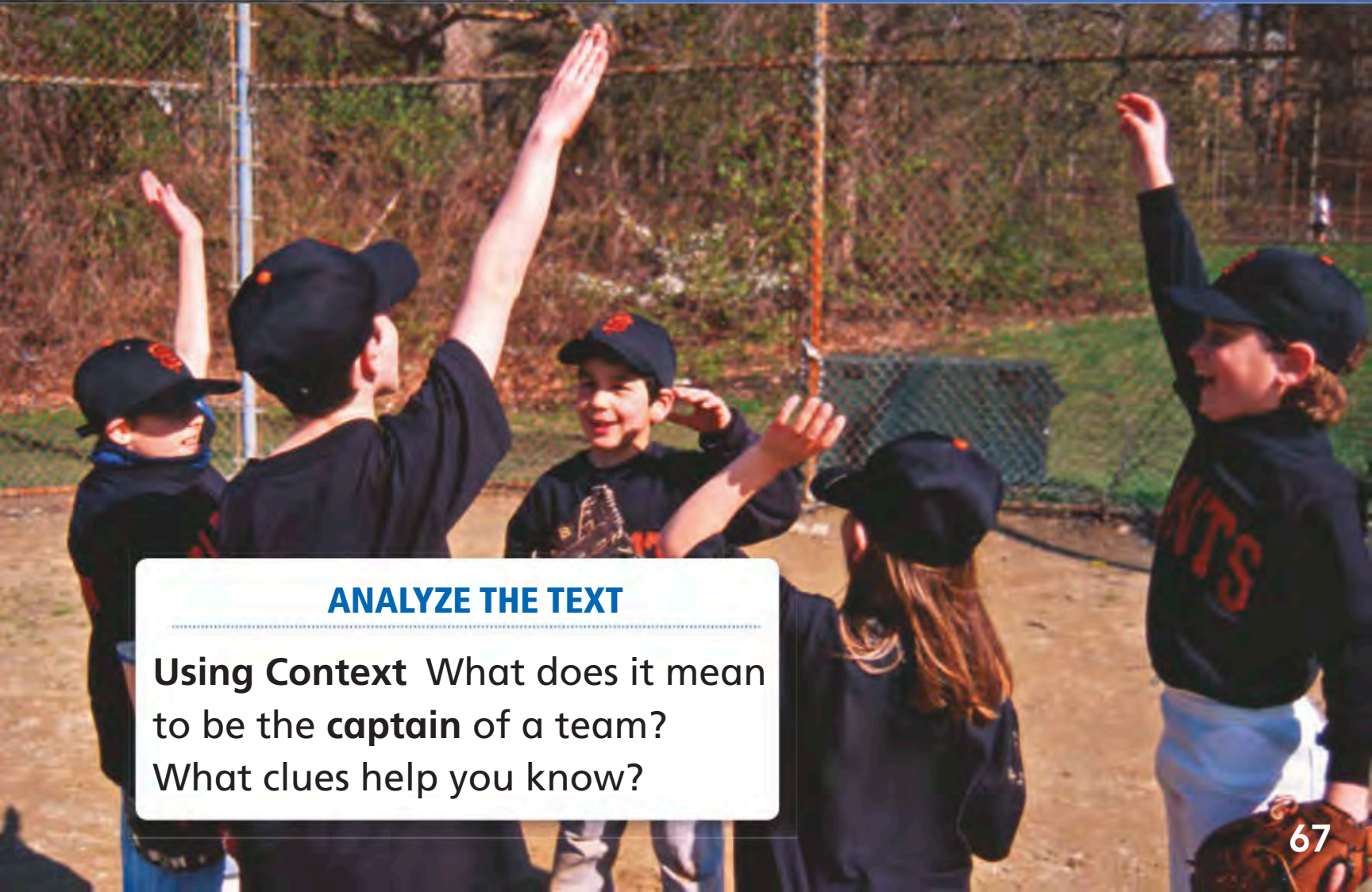




“I got my training wheels off earlier than I thought I would.

I felt very proud!”

“The kids made me captain of our team. That was one of the happiest days of my life.”



ANALYZE THE TEXT

Using Context What does it mean to be the **captain** of a team? What clues help you know?



We have schoolwork, acting, singing,
dancing, playing games, or sports!
We all have something we do well.

What can you do?



Dig Deeper



How to Analyze the Text

Use these pages to learn about Author's Purpose and Using Context. Then read **What Can You Do?** again.

Author's Purpose

Authors write for different reasons. In **What Can You Do?** the authors give information. Why do you think the authors wrote the selection? What did they want you to learn? Look for details and text evidence in the selection that help explain the topic. You can use a chart to list details and the authors' purpose.



RI.1.4 ask and answer questions to determine or clarify the meaning of words and phrases; **RI.1.8** identify the reasons an author gives to support points; **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, read the sentence again. Ask and answer these questions.

- What clues do I find in the words?
- What clues do I see in the pictures?

In the selection, a girl learns to **float**. You can use the word **swim** and the picture of the girl in water to figure out that **float** means "to rest on the top of the water."



RETURN TO THE ESSENTIAL QUESTION

Turn
and
Talk

Why is it important to try your best? Take turns with a partner. Tell what you learned about trying hard from the photos and words in **What Can You Do?** Add your ideas to what your partner says.



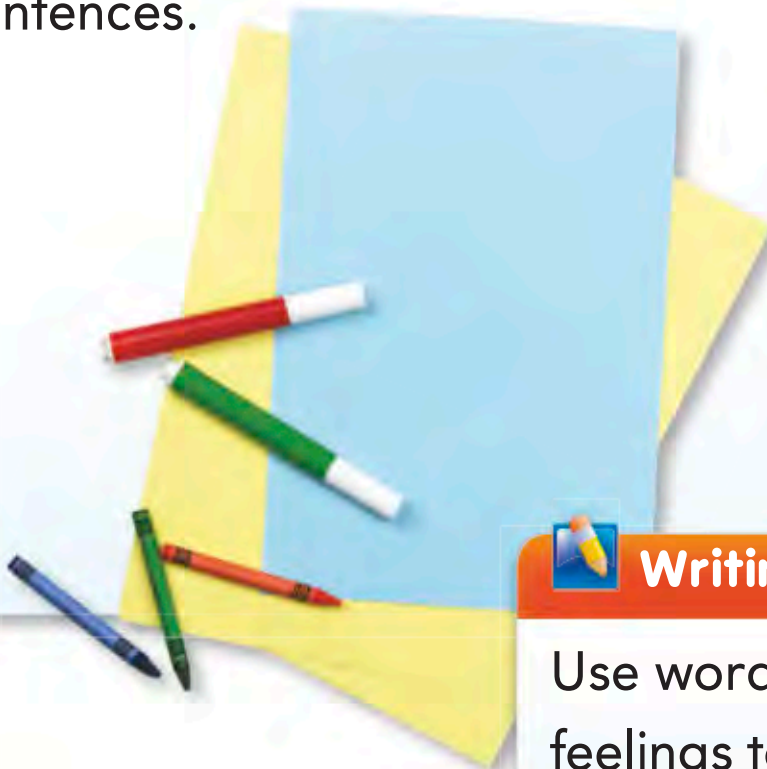
Classroom Conversation

Talk about these questions with your class.

- 1 What can the children in the selection do?
- 2 How did the children learn how to do new things?
- 3 Which things from the selection would you like to learn? How will you get started?

WRITE ABOUT READING

Response Write about a time you learned to do something new. Tell what you learned and how you learned it. How did you feel when you knew that you could do it? Draw a picture to go with your sentences.



Writing Tip

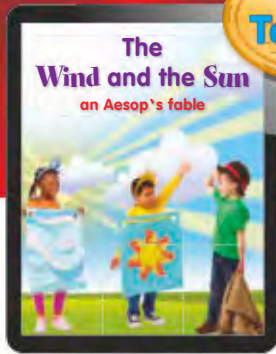
Use words to tell about feelings to make your sentences clearer.



RI.1.1 ask and answer questions about key details; **RI.1.7** use illustrations and details to describe key ideas; **W.1.2** write informative/explanatory texts; **W.1.8** recall information from experiences or gather information from sources to answer a question; **SL.1.1b** build on others' talk in conversations by responding to others' comments

FABLE

Read Together



✓ GENRE

A **fable** is a short story in which a character learns a lesson.

✓ TEXT FOCUS

In a fable, a character learns a **story lesson**. This lesson is sometimes called a moral. What lesson can you learn from this fable?

COMMON CORE RL.1.2 retell stories and demonstrate understanding of the message or lesson; RL.1.10 read prose and poetry



Readers' Theater

The Wind and the Sun

an Aesop's fable


Cast

 Narrator

 Wind

 Sun

 Traveler


 **Narrator** Sometimes stories teach a lesson. In this story, Wind and Sun have different ideas about who is stronger.

 **Wind** I am stronger.







Sun No, I am stronger.




Wind That's enough bragging.
Let's have a contest. I know
I will win.




Sun I'll be happy to have
a contest.



Wind Okay. I see a traveler
coming near. Whoever gets
the traveler to take off that
coat is stronger.



Narrator First Wind began to
blow very hard. Once Wind
started, it did not stop.



Traveler That wind is
always so cold. I need
to wrap my coat tight
around me.





Narrator Then Sun began to shine from high up in the sky. It was shining gently. The air got warmer and warmer.

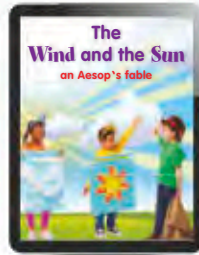


Traveler Now it's nice and warm. I can take off my heavy coat.



Narrator The moral is: "It is better to use kindness instead of force."





Compare Texts



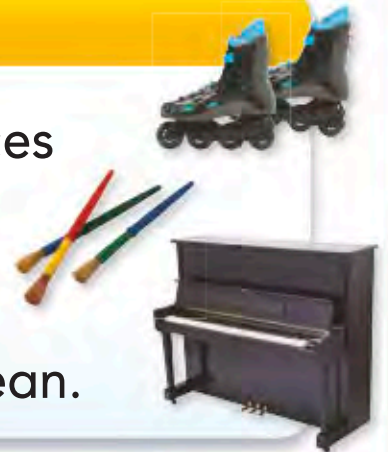
TEXT TO TEXT

Compare Characters Talk with a group. How are the Wind and the Sun like the children in **What Can You Do?**



TEXT TO SELF

Write About Yourself Write sentences that tell what you do best. Use adjectives to describe what you do. Draw a picture to show what you mean.



TEXT TO WORLD

Connect to Social Studies Think of a person you know who tries hard. Write to explain how that person does his or her best.



RI.1.9 identify similarities in and differences between texts on the same topic; **W.1.2** write informative/explanatory texts; **L.1.1f** use frequently occurring adjectives; **L.1.1j** produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences

Grammar



Kinds of Sentences Different kinds of sentences have different jobs. Every sentence begins with a capital letter and ends with an end mark.



A **statement** tells something.

She is in a play.

A **question** asks something.

Would you like to be in a play?

An **exclamation** shows a strong feeling.

I love acting in plays!

A **command** tells someone to do something.

Be quiet during the play.

Try This!

Read each sentence aloud to yourself.
Write it correctly on a sheet of paper.

1. Emma can climb so high
2. did Jamal learn to ski
3. my friend builds things?
4. do your best work



Write these compound sentences.
Add words to tell more.

5. Put ____ paint on your brush, and
paint a picture of ____.
6. I ran ____, and I jumped so ____!




Grammar in Writing

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



W.1.1 write opinion pieces; **W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; **L.1.1g** use frequently occurring conjunctions; **L.1.2d** use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; **L.1.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts

Opinion Writing

 **Sentence Fluency** Good **opinion sentences** give reasons. Sometimes you can explain a reason by using the word **because**.

Raul wrote an opinion about skiing. Then he added words to explain his first reason.







Revised Draft

because you can go fast
It is exciting.
^



Writing Traits Checklist

-  **Sentence Fluency** Did I use the word **because** to explain one reason?
-  Does my topic sentence tell my opinion?
-  Did I retell my main idea at the end?
-  Did I check my spelling with a dictionary?

What words does Raul use to explain why skiing is exciting? Now revise your sentences. Use the Checklist.



Final Copy

Fun on Skis

Skiing is so much fun!

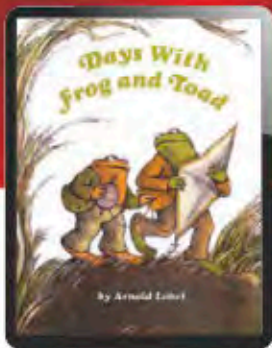
It is exciting because you can go fast.

I also like jumping over big piles of snow.

I am glad that I learned how to ski.

Lesson

28



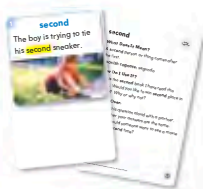
✓ WORDS TO KNOW High-Frequency Words

second
ball
across
head
heard
large
cried
should

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

second

The boy is trying to tie his **second** sneaker.



2

ball

She practiced until she could hit the **ball** well.



3

across

The runners dashed **across** the finish line.



4

head

He hit the ball with his **head** to make a goal.



5

heard

The children **heard** clapping at the end.



6

large

It was not too hard to ride up the **large** hill.



7

cried

"We can do it!" **cried** the team.

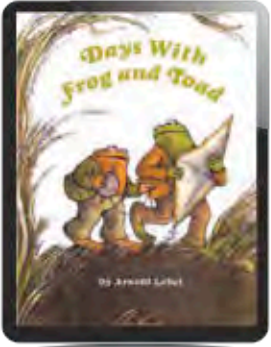


8

should

The teacher said that she **should** try again.





Read and Comprehend



✓ TARGET SKILL

Story Structure A story has different parts. **Characters** are the people and animals in a story. The **setting** is when and where a story takes place. The **plot** tells about the problem the characters have and how they solve it. Use a story map to tell about the characters, setting, and plot.

Characters	Setting
Plot Problem: How it is solved:	

✓ TARGET STRATEGY

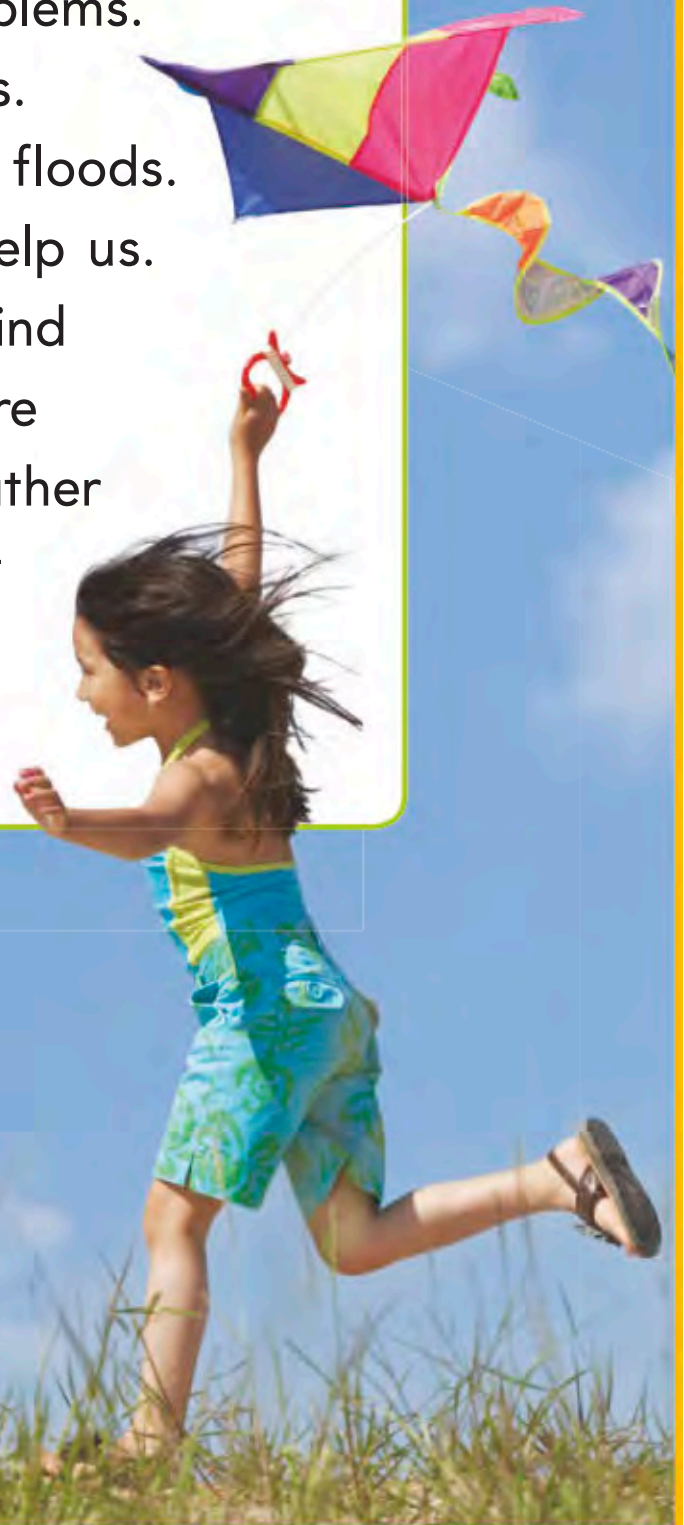
Infer/Predict Use text evidence to figure out more about the story and to think of what might happen next.

PREVIEW THE TOPIC

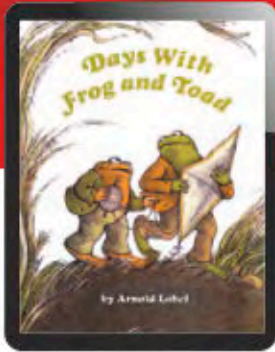
Weather

Weather can cause problems.
Storms can damage homes.
Too much rain can lead to floods.

The weather can also help us.
Rain helps crops grow. Wind
helps us fly kites. What are
some other ways that weather
helps us? You will find out
if the wind helps Frog and
Toad in **The Kite**.



ANCHOR TEXT



✓ TARGET SKILL

Story Structure Tell about the characters, setting, and plot in a story.

✓ GENRE

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

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

COMMON CORE **RL.1.3** describe characters, settings, and major events; **RL.1.5** explain major differences between story books and informational books; **RL.1.10** read prose and poetry

Meet the Author and Illustrator



Arnold Lobel

Arnold Lobel drew many animals before he came up with the Frog and Toad characters. During vacations with his family in Vermont, Mr. Lobel watched his children play with frogs and toads. Soon the animals were starring in his books.

An illustration of a green frog and a brown toad sitting on a wooden ladder that is attached to a tree trunk. The frog is on top, holding a book, and the toad is below it, also holding a book. The ladder is made of horizontal wooden planks. The background is a textured, light green and yellowish-green wash.

The Kite

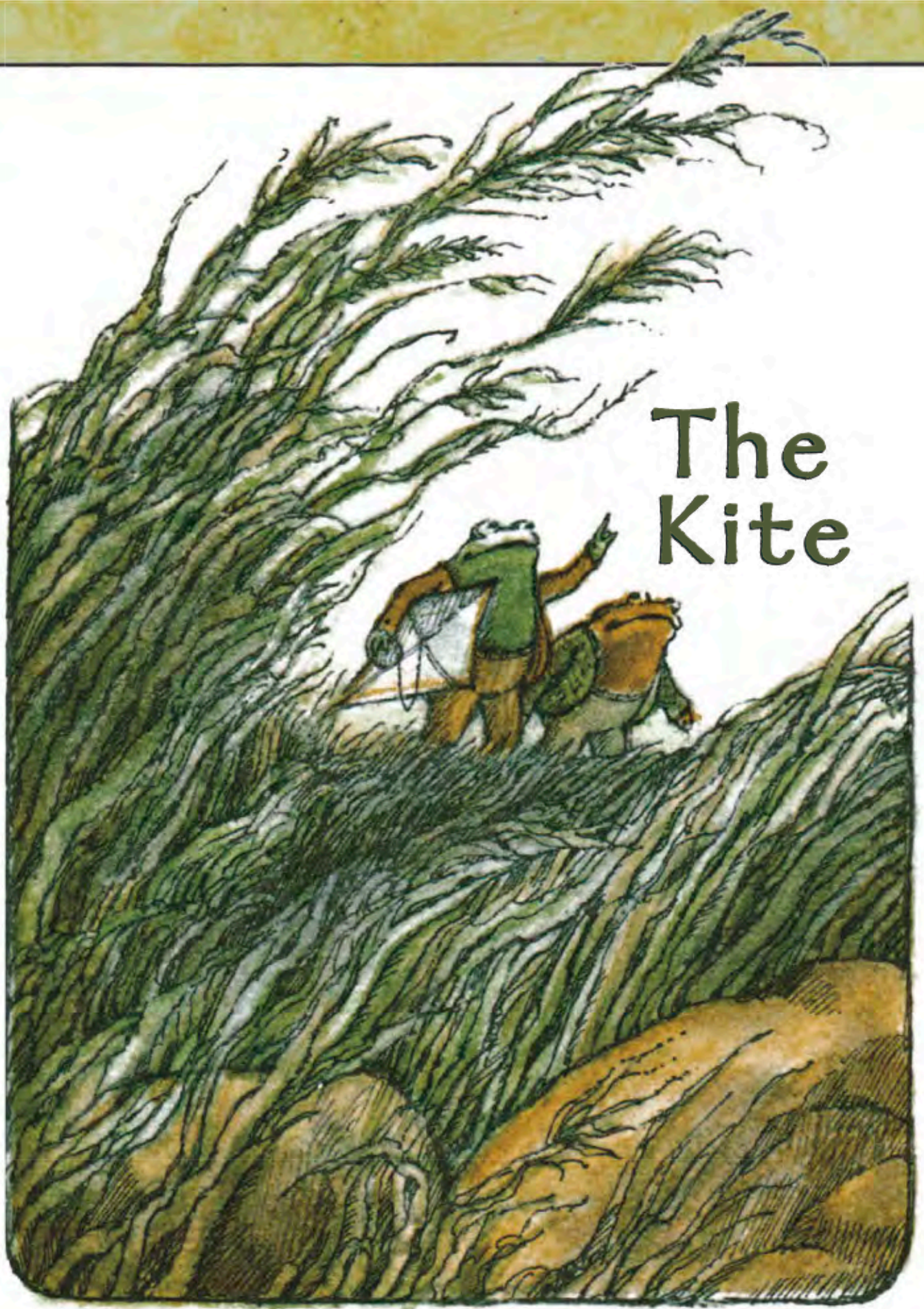
from

Days with Frog and Toad

by Arnold Lobel

ESSENTIAL QUESTION

How can weather
change your day?



The Kite



Frog and Toad went out
to fly a kite.

They went to a **large** meadow
where the wind was strong.

“Our kite will fly up and up,”
said Frog.

“It will fly all the way up
to the top of the sky.”

“Toad,” said Frog,

“I will hold the **ball** of string.
You hold the kite and run.”

Toad ran **across** the meadow.
He ran as fast as his short legs
could carry him.
The kite went up in the air.
It fell to the ground with a bump.
Toad **heard** laughter.
Three robins were sitting in a bush.



“That kite will not fly,”
said the robins.

“You may as well give up.”



Toad ran back to Frog.

“Frog,” said Toad,

“this kite will not fly. I give up.”

ANALYZE THE TEXT

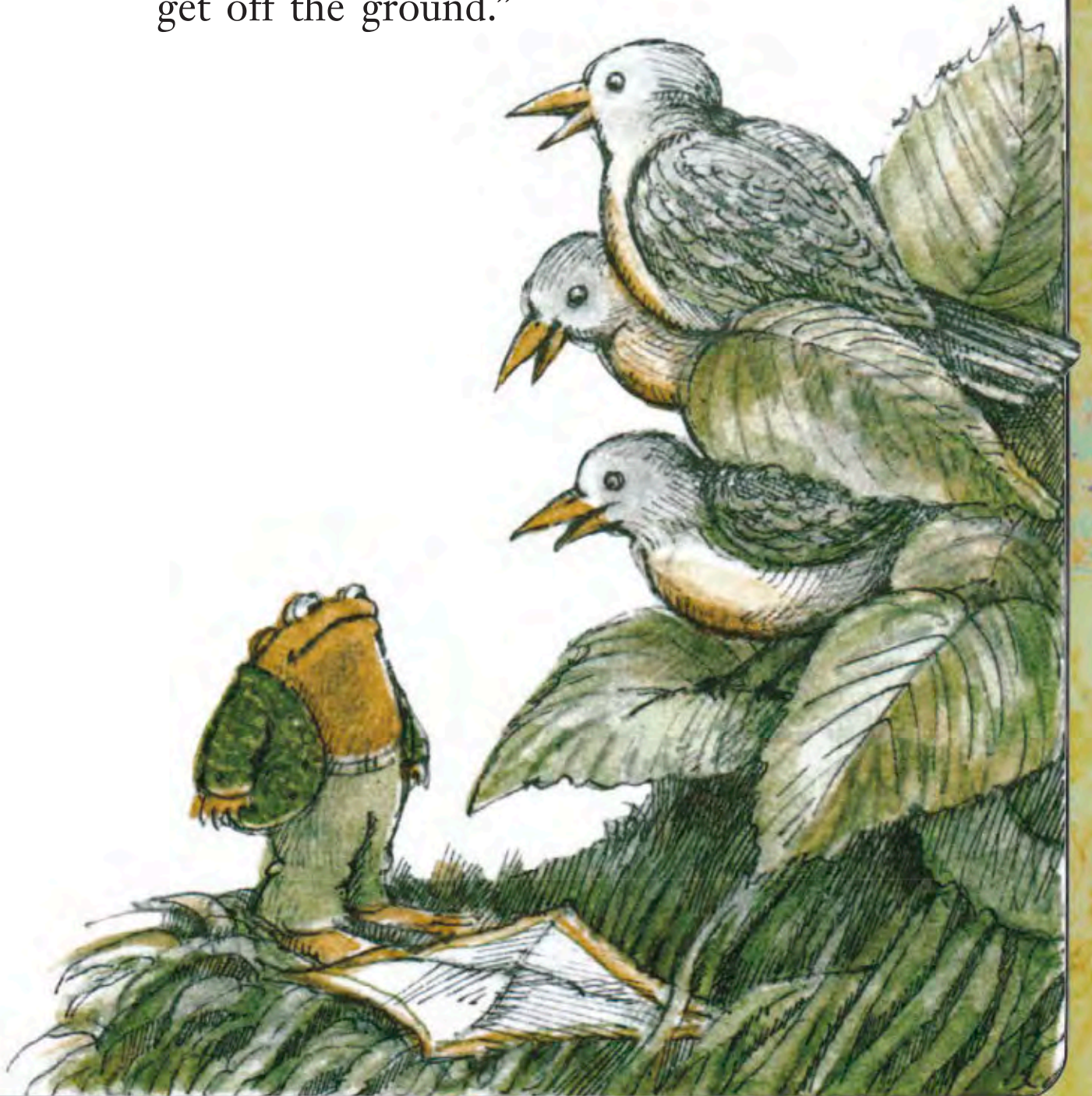
Story Structure What problem
do Frog and Toad have?

“We must make a **second** try,” said Frog. “Wave the kite over your **head**. Perhaps that will make it fly.”



Toad ran back across the meadow.
He waved the kite over his head.

The kite went up in the air
and then fell down with a thud.
“What a joke!” said the robins.
“That kite will never
get off the ground.”





Toad ran back to Frog.

“This kite is a joke,” he said.

“It will never get off the ground.”

“We have to make
a third try,” said Frog.

“Wave the kite over your head
and jump up and down.

Perhaps that will make it fly.”

Toad ran across the meadow again.
He waved the kite over his head.
He jumped up and down.
The kite went up in the air and
crashed down into the grass.



“That kite is junk,” said the robins.

“Throw it away and go home.”

Toad ran back to Frog.

“This kite is junk,” he said.

“I think we **should** throw
it away and go home.”



“Toad,” said Frog,
“we need one more try.
Wave the kite over your head.
Jump up and down
and shout UP KITE UP.”

Toad ran across the meadow.
He waved the kite over his head.
He jumped up and down.
He shouted, “UP KITE UP!”





The kite flew into the air.
It climbed higher and higher.
“We did it!” cried Toad.

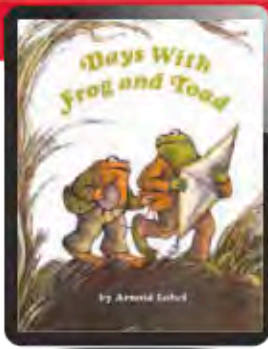
“Yes,” said Frog.
“If a running try
did not work,
a running and waving try
did not work,
and a running, waving,
and jumping try
did not work,
I knew that
a running, waving, jumping,
and shouting try
just had to work.”

ANALYZE THE TEXT

Genre: Fantasy How is this story different from **What Can You Do?**



The robins flew out of the bush.
But they could not fly
as high as the kite.
Frog and Toad sat
and watched their kite.
It seemed to be flying
way up at the top of the sky.



Dig Deeper



How to Analyze the Text

Use these pages to learn about Story Structure and Fantasy. Then read **The Kite** again.

Story Structure

Characters are the people and animals in a story. The **setting** is when and where a story takes place. Where do Frog and Toad try to fly their kite? Is it day or night? The **plot** is the important events. Think about Frog and Toad's problem. How do they solve it? Use a story map to list the parts of the story.

Characters	Setting
Plot	
Problem: How it is solved:	



RL.1.3 describe characters, settings, and major events; **RL.1.5** explain major differences between story books and informational books; **RL.1.7** use illustrations and details to describe characters, setting, or events

Genre: Fantasy

Think about the people in **What Can You Do?** from Lesson 27. How are they different from the characters in **The Kite**?

The Kite is a **fantasy**. The story events could not happen in real life. In this story, Frog and Toad talk to each other and do things that people would do. How would a real frog or toad act?



RETURN TO THE ESSENTIAL QUESTION



How can weather change your day? How does the weather change Frog and Toad's day? How is the setting important to what happens? Describe the setting using text evidence such as words and pictures.

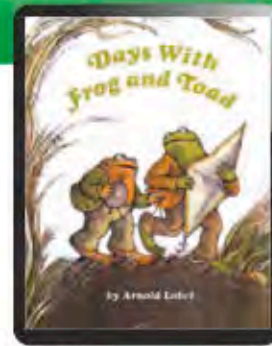
**Classroom Conversation**

Talk about these questions with your class.

- 1 How do the robins act toward Frog and Toad?
- 2 What do Frog and Toad do to try to get the kite to fly?
- 3 What really makes the kite fly?

WRITE ABOUT READING

Response Write sentences to describe how Frog and Toad are alike and how they are different. Use words and pictures from the story for ideas.



Writing Tip

You can use **like** and **and** to tell how things are alike. Use **not** and **but** to tell how things are different.



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; **L.1.1g** use frequently occurring conjunctions

INFORMATIONAL TEXT



Read
Together

✓ GENRE

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

✓ TEXT FOCUS

A **graph** is a drawing that uses numbers, colors, pictures, or symbols to give information. What does the graph on p. 108 show?



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




Measuring Weather

There are different tools for measuring weather.

Have you ever heard of a windsock? It shows which way the wind blows.

A rain gauge measures how much rain falls. A large storm will bring a lot of rain.





A thermometer measures temperature. Temperature is how warm or cool something is.

On a hot day, you and your friends might like to ride bikes or play ball.

On a cold day, you might want to put on a coat and play in the snow or build a snowman.

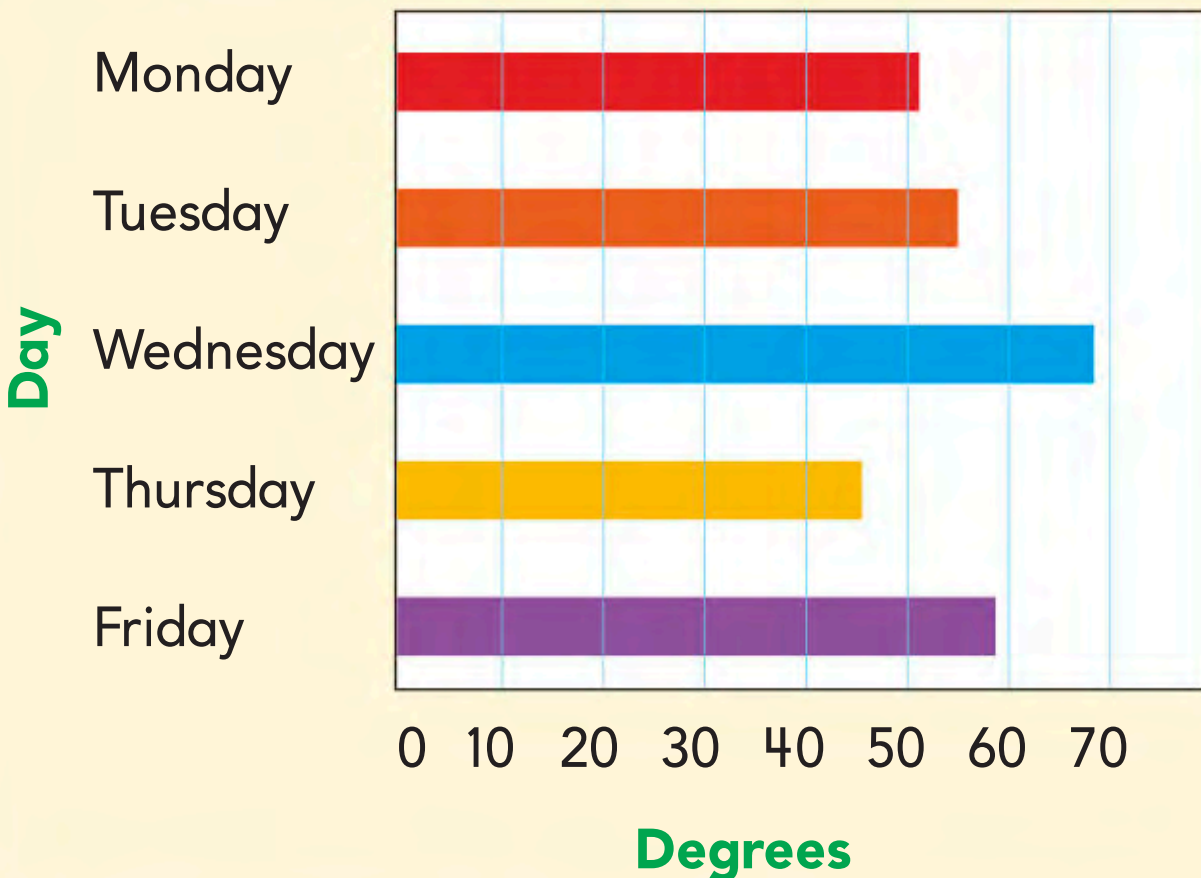
When you know the temperature, you know what to wear.



Look at the bars across the graph.
Each bar shows the temperature for a day.

Which day was the hottest? Which day was the coolest? What was the temperature on the second day of the week?

Daily Temperatures





Compare Texts



TEXT TO TEXT

Write to Describe Think about what you learned in **Measuring Weather**. What was the weather like when Frog and Toad flew a kite? Write about it.



TEXT TO SELF

Tell Where You Live Draw a picture that shows the different kinds of weather in your state. Tell about it.



TEXT TO WORLD

Compare Stories Frog and Toad like the outdoors. How is **The Garden** from Lesson 21 like **The Kite**? How is it different? How do the characters act?



RL.1.3 describe characters, settings, and major events; **RL.1.9** compare and contrast adventures and experiences of characters

Grammar



Kinds of Adjectives Some adjectives describe by telling how things **taste**, **smell**, **sound**, or **feel**.

Taste	We ate sweet berries before we flew kites.
Smell	The air smelled fresh and clean .
Sound	We gave a loud cheer when our kites flew up!
Feel	The warm sun shined down on us.



Try This!

Work with a partner. Find the adjective in each sentence. Decide if it tells how something tastes, smells, sounds, or feels. Then use the adjective in a new sentence.

1. Sam shared his sour pickles at our picnic.
2. Our kites flew in the cool breeze.
3. Some crickets made noisy chirps.
4. We ate some salty chips.
5. Our pie smelled delicious!




Grammar in Writing

When you revise your writing, look for places to add adjectives to tell how things taste, smell, sound, or feel.



W.1.1 write opinion pieces; **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.1.2d** use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

Opinion Writing

 **Word Choice** When you write **opinion sentences**, don't keep using the same words. Use different words to tell more.

Matt wrote about the robins. Later, he changed words to make his ideas clearer.







Revised Draft

The three robins were mean.
laughed at Frog and Toad.
They ~~did mean things.~~
^



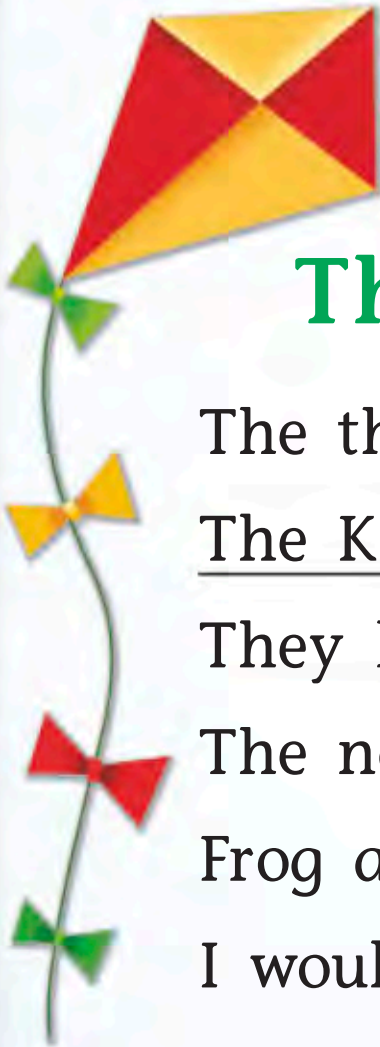
Writing Traits Checklist

-  **Word Choice** Did I add adjectives and other exact words to make my ideas clear?
-  Did I write reasons that explain my opinion?
-  Does my last sentence retell the main idea?
-  Did I spell my words correctly?

Which words in Matt's final copy explain how the robins were mean? Now revise your own writing. Use the Checklist.



Final Copy



The Mean Robins

The three robins in the story

The Kite were mean.

They laughed at Frog and Toad.

The noisy, rude robins said that Frog and Toad's kite was junk.

I would not like to be friends with those mean robins.

Lesson

29



WORDS TO KNOW

High-Frequency Words

caught
took
listen
thought
minute
beautiful
idea
friendship

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

caught

The spider **caught** a bug in its web.



2

took

I **took** ladybugs to show and tell.



3

listen

Listen to the bees buzzing.



4

thought

She **thought** the spider was scary.



5

minute

I watched the spider in the web for a **minute**.



6

beautiful

The butterfly is **beautiful**.



7

idea

Here is an **idea**, or plan, for a project.



8

friendship

Our **friendship** is strong.





Read and Comprehend



✓ TARGET SKILL

Understanding Characters Remember that you can learn a lot about what story characters are like from what they say and do. Good readers use text evidence to figure out how characters feel and why they act the way they do. List clues about the characters in a chart.

Words	Actions	Feelings

✓ TARGET STRATEGY

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

PREVIEW THE TOPIC

Insects

Insects are amazing! Grasshoppers can hop over tall grass. An ant can lift as much as ten times its weight.

Ladybugs have pretty black spots on their red backs. Bees make honey.

What is your favorite kind of insect?

You will read about a boy and an insect he finds in **Hi! Fly Guy**.



ANCHOR TEXT



✓ TARGET SKILL

Understanding Characters Tell about characters' words, actions, and feelings.

✓ GENRE

In a **chapter book**, the story is broken up into parts. Look for:

- ▶ the word **Chapter** and a number
- ▶ new events in the next chapter



RL.1.3 describe characters, settings, and major events; **RL.1.4** identify words and phrases that suggest feelings or appeal to senses; **RL.1.7** use illustrations and details to describe characters, setting, or events; **RL.1.10** read prose and poetry

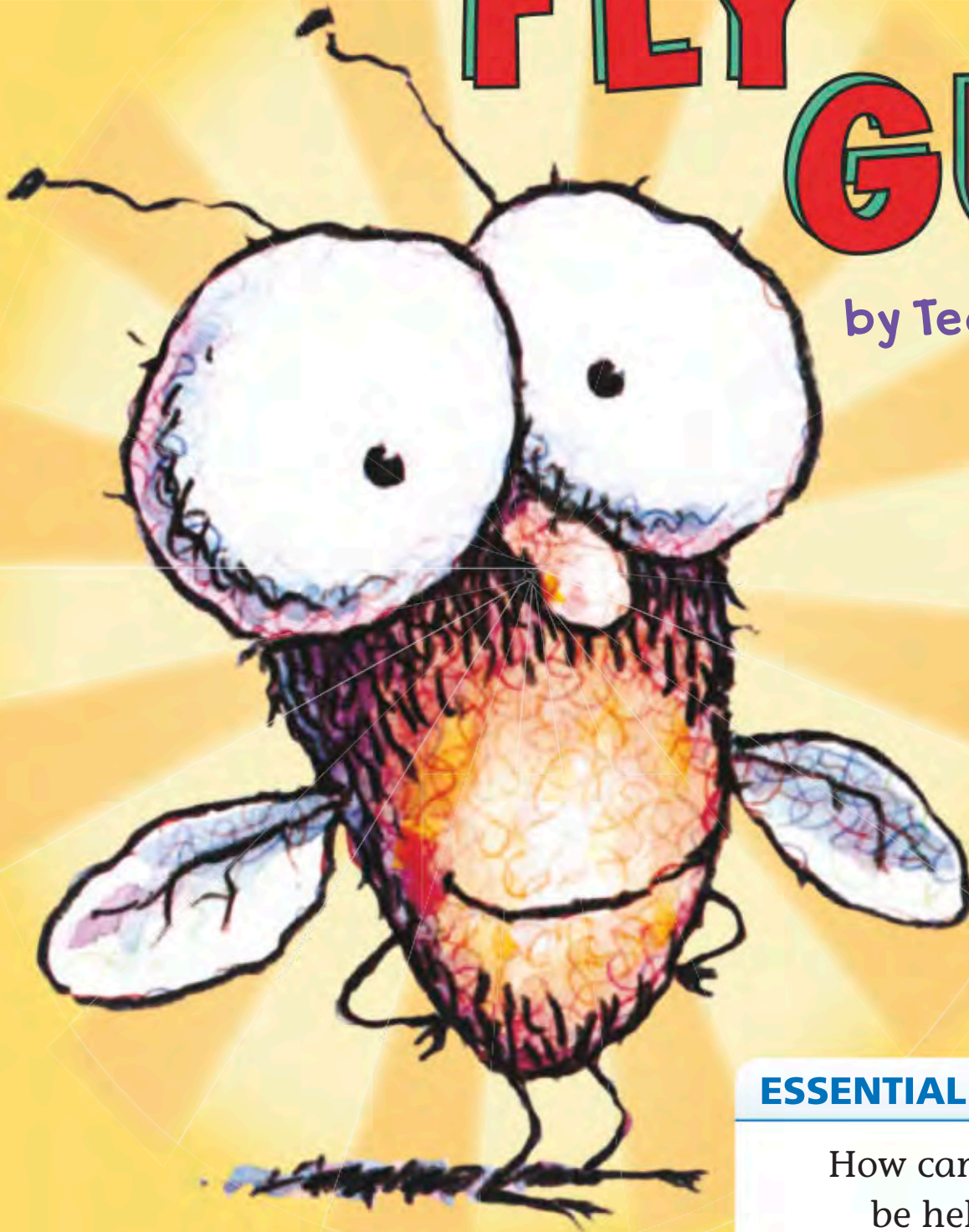
Meet the Author and Illustrator **Tedd Arnold**

Tedd Arnold studied art at the University of Florida. He has written and illustrated more than fifty books. Many of them are about Fly Guy. Mr. Arnold lives with his wife Carol, two sons, three cats, and one dog in Elmira, New York.

HI!

FLY GUY

by Tedd Arnold



ESSENTIAL QUESTION

How can insects
be helpful?

Chapter 1

A fly went flying.

He was looking for something to eat—



something tasty.



something slimy.

ANALYZE THE TEXT

Author's Word

Choice Which word has to do with taste? Which word has to do with touch?

A boy went walking.
He was looking for something
to catch—
something smart,
something for
The Amazing Pet Show.



They met.





The boy **caught** the fly in a jar.
“A pet!” he said.

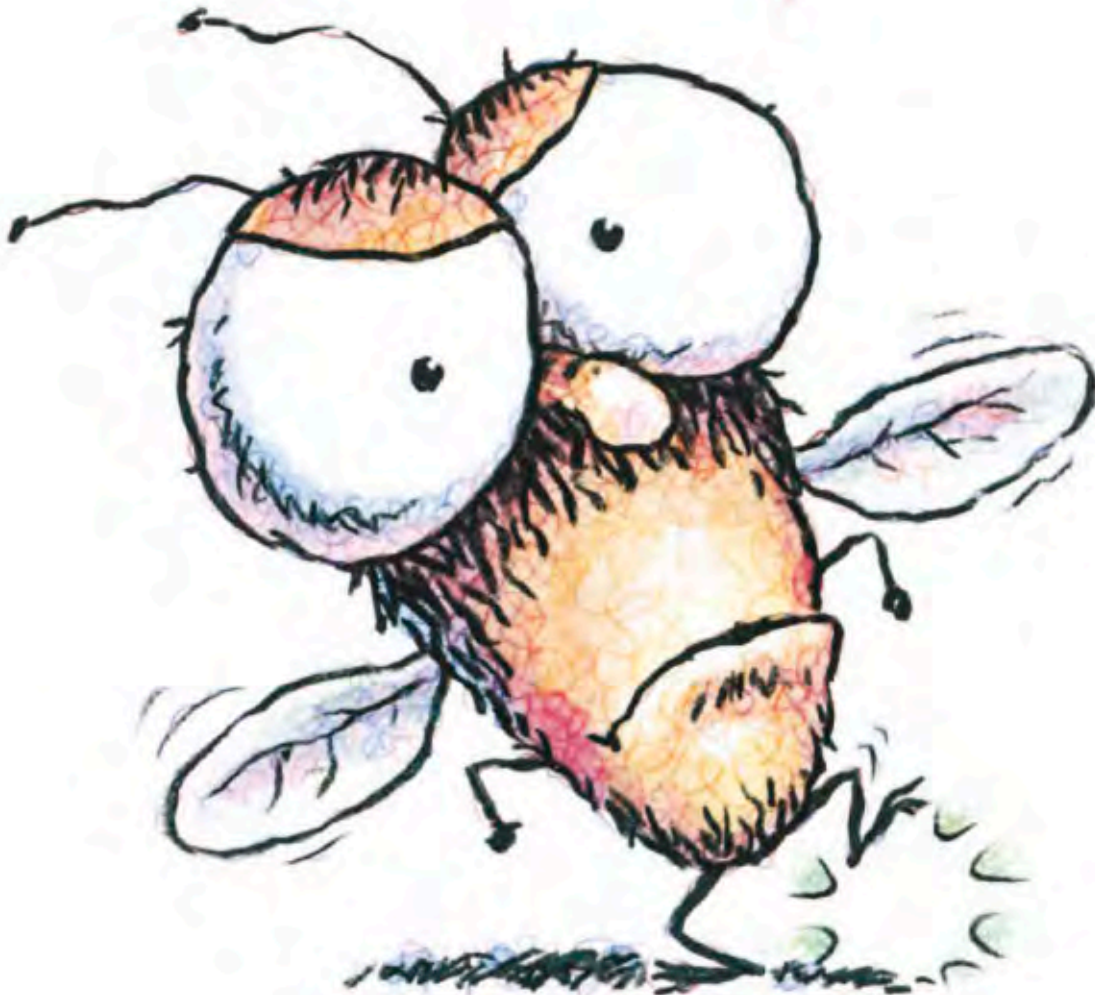
The fly was mad.

He wanted to be free.

He stomped his foot

and said—

BUZZ!



The boy was surprised.
He said, "You know my name!
You are the smartest pet in
the world!"



Chapter 2

Buzz **took** the fly home.



“This is my pet,” Buzz said to Mom and Dad.

“He is smart. He can say
my name. **Listen!**”



Buzz opened the jar.
The fly flew out.

“Flies can’t be pets!” said
Dad. “They are pests!”
He got the fly swatter.
The fly cried—

BUZZ!



And Buzz came to the rescue.

“You are right,” said Dad.

“This fly is smart!”



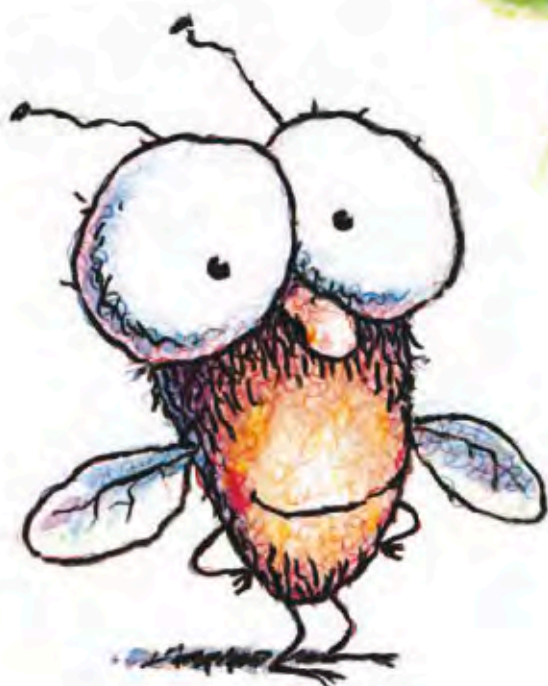
“He needs a name,” said Mom.

Buzz **thought** for a **minute**.

“Fly Guy,” said Buzz.

And Fly Guy said—

BUZZ!



ANALYZE THE TEXT

Understanding Characters What does Buzz do for Fly Guy? Is Buzz a good pet owner?

It was time for lunch.

Buzz gave Fly Guy something to eat.

Fly Guy was happy.



Chapter 3

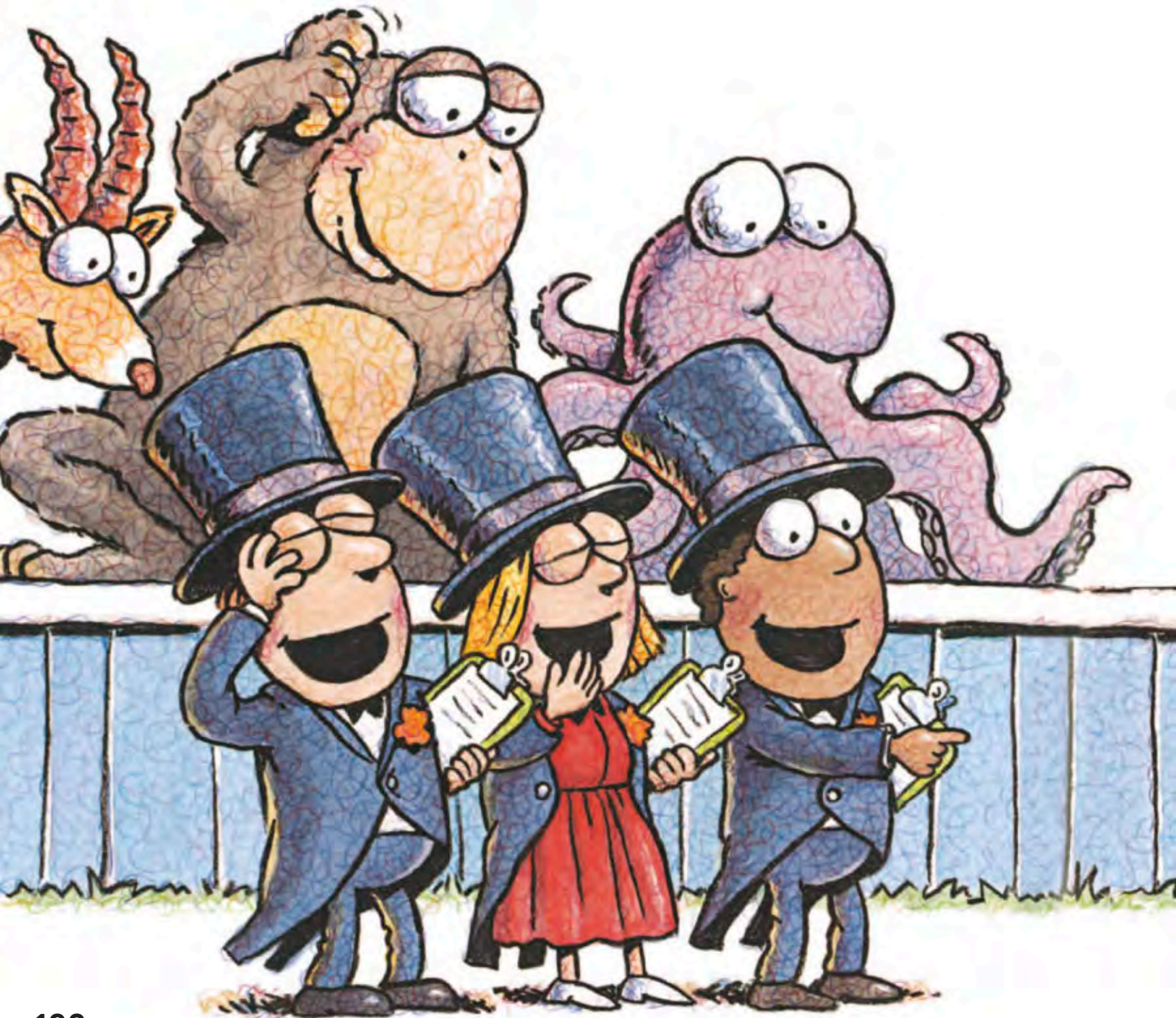


Buzz took Fly Guy to
The Amazing Pet Show.

The judges laughed.

“Flies can’t be pets,” they said.

“Flies are pests!”





Buzz was sad.

He opened the jar.

“Shoo, Fly Guy,” he said.

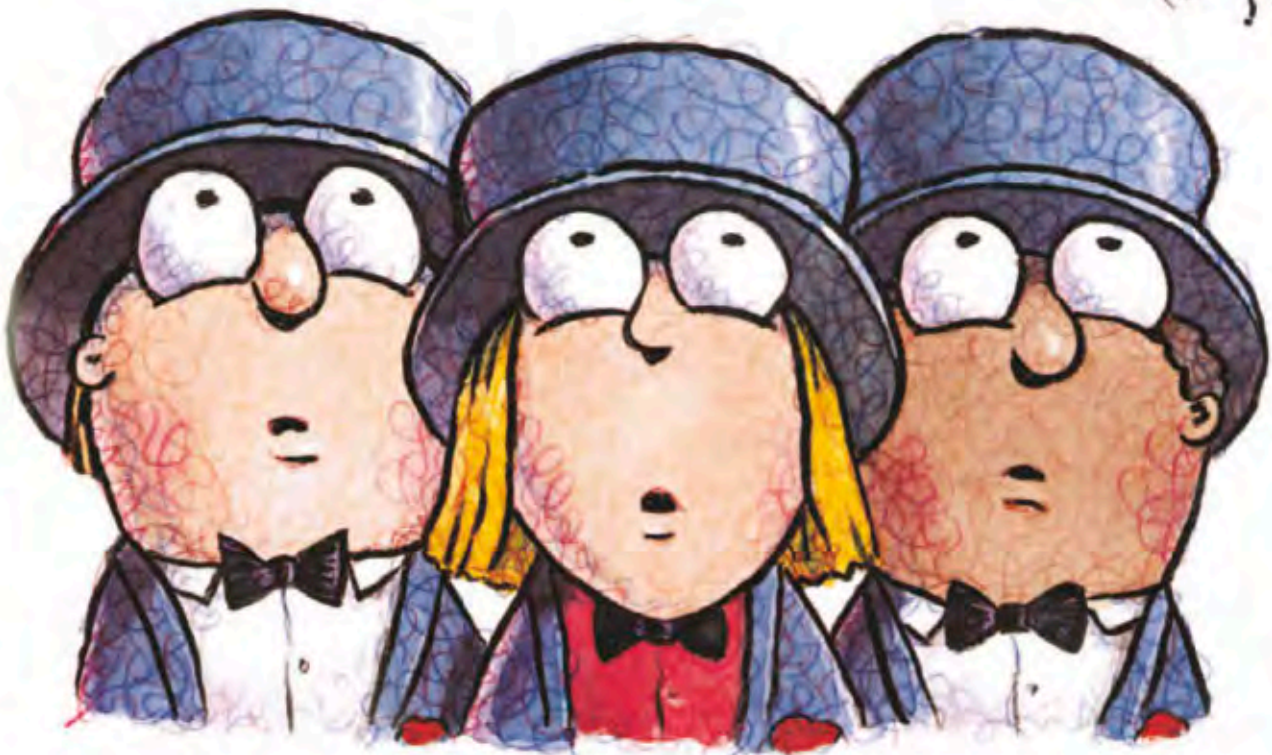
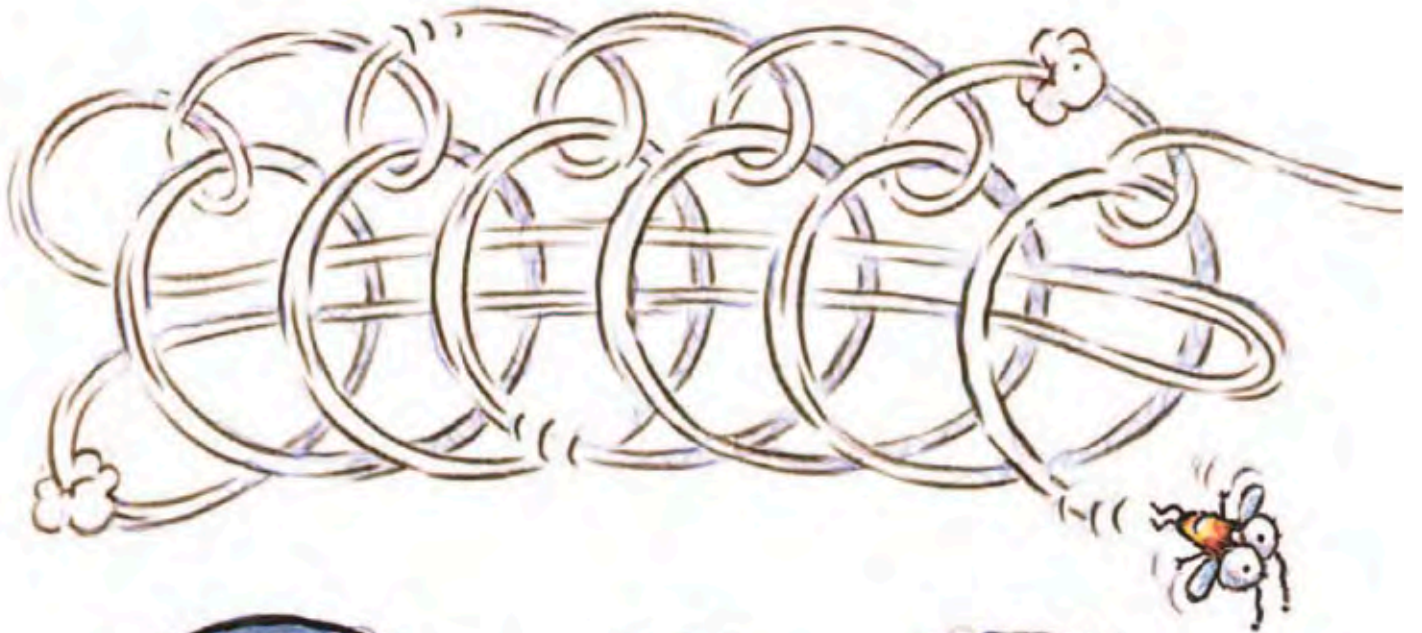
“Flies can’t be pets.”



But Fly Guy liked Buzz.

He had an **idea**.

He did some fancy flying.



The judges were amazed.

“The fly can do tricks,” they
said. “But flies can’t be pets.”

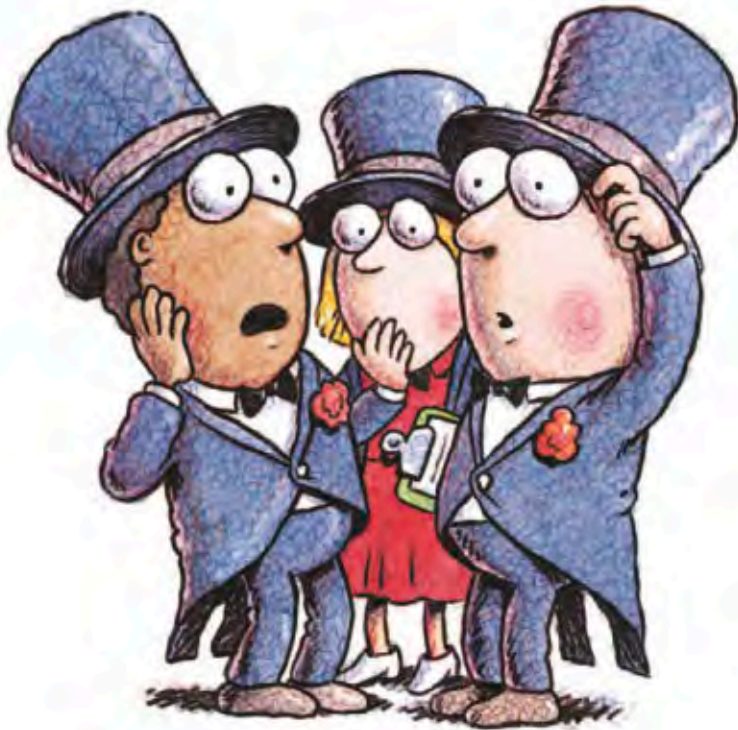


Then Fly Guy said—

BUZZ!



The judges were more amazed.
“The fly knows the boy’s name,”
they said. “But flies can’t be pets.”



Fly Guy flew high, high, high
into the sky!

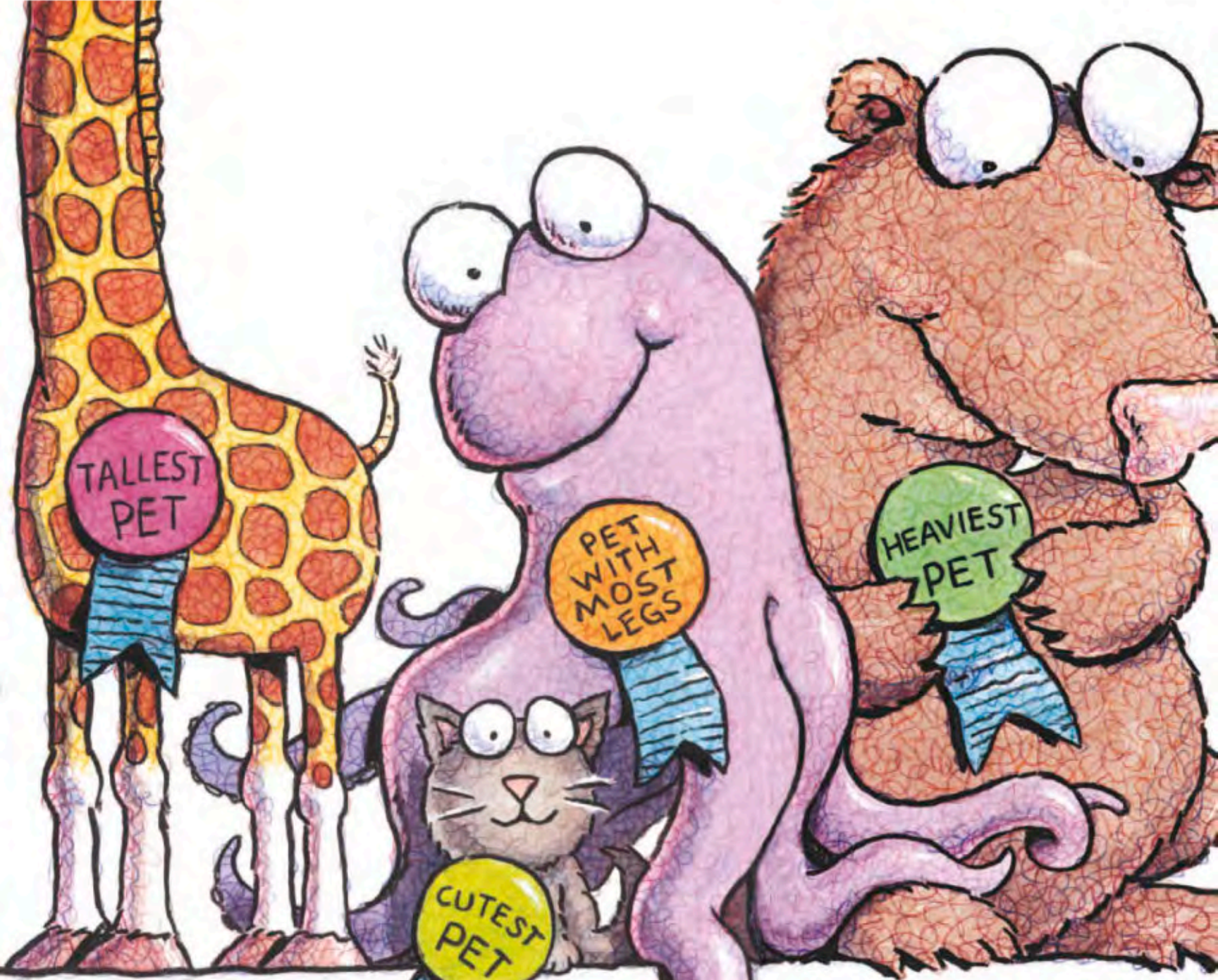


Then he dived down, down,
down into the jar.

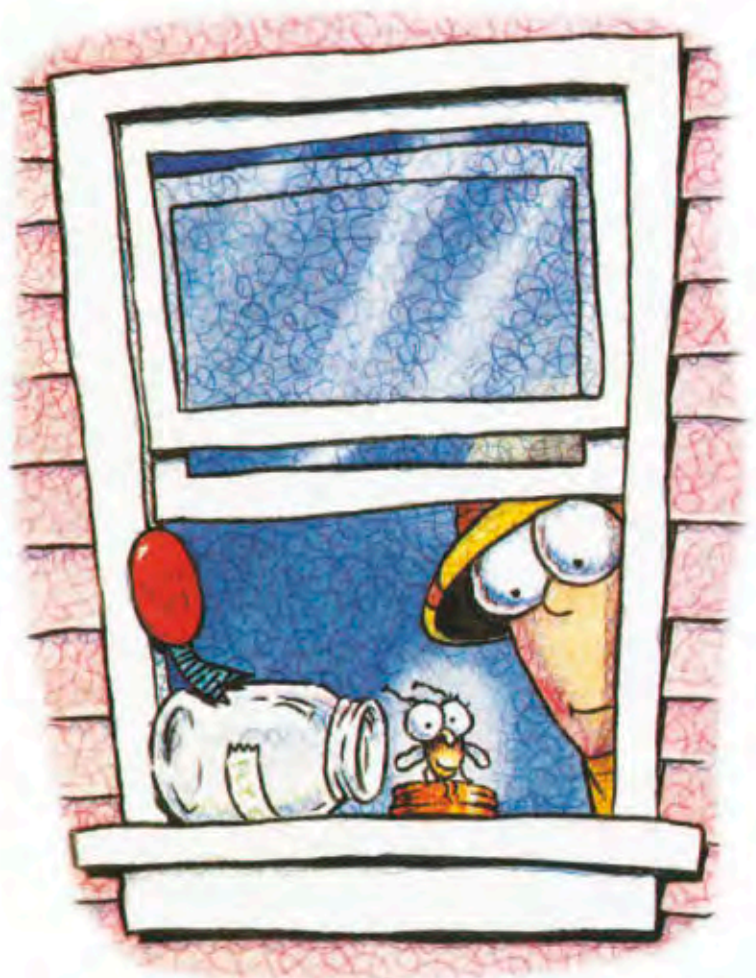


“The fly knows his jar!” the judges said. “This fly is a pet!”
They let Fly Guy in the show.

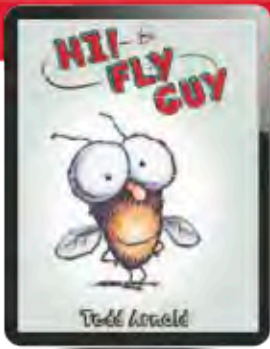




He even won an award.



And so began a
beautiful friendship.



Dig Deeper



How to Analyze the Text

Use these pages to learn about Understanding Characters and Author's Word Choice. Then read **Hi! Fly Guy** again.

Understanding Characters

Buzz and Fly Guy are **characters** in **Hi! Fly Guy**. What does Buzz do to help Fly Guy? What does Fly Guy do to help Buzz? Use what the characters do and say as text evidence to figure out their feelings. Pictures can give clues, too. List details in a chart to help you describe the characters.

Words	Actions	Feelings



RL.1.3 describe characters, settings, and major events; **RL.1.4** identify words and phrases that suggest feelings or appeal to senses; **RL.1.7** use illustrations and details to describe characters, setting, or events



Author's Word Choice

Writers choose words that help you know how things look, feel, sound, smell, or taste. The author says that the fly went looking for something **slimy**. What do you picture in your mind when you read the word **slimy**?

What word tells what Fly Guy sounds like? What other words in the story describe what things are like?



RETURN TO THE ESSENTIAL QUESTION

Turn
and
Talk

How can insects be helpful? Talk about real insects and then about Fly Guy. Use story words and pictures to help you tell how Buzz took care of Fly Guy. Then use text evidence to describe how Fly Guy helped Buzz.

**Classroom Conversation**

Talk about these questions with your class.

- 1 How is Fly Guy like pets you know about?
- 2 How can you tell Fly Guy likes Buzz?
- 3 What do you think Fly Guy and Buzz will do next?

WRITE ABOUT READING

Response Write sentences that tell why you think Fly Guy is a good pet. Give reasons why you feel as you do. Use text evidence from the story for ideas.



Writing Tip

Use words such as **because** and **so** to give reasons for your opinions.



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;
L.1.1g use frequently occurring conjunctions

POETRY



Read Together

GENRE

Poetry uses the sounds of words to help describe feelings. Which rhyming words make the poems fun to hear and say?

TEXT FOCUS

Rhythm is a pattern of beats, like music. Clap along with the rhythm of the poems.



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

Busy Bugs

How do you think this poet got the idea to write a snail poem? Read how the snail says hello to the Sun.

Caracol, caracol

Caracol, caracol,
saca tus cuernos al sol.


To a Snail

Poke your head out, little one.

Time to say, “Good morning, Sun!”

traditional Spanish rhyme





You can look for bugs under rocks, on leaves, or in the grass. Look for bugs with wings flying in the air.

Song of the Bugs

Some bugs pinch
And some bugs creep
Some bugs buzz themselves to sleep
Buzz Buzz Buzz Buzz
This is the song of the bugs.

Some bugs fly
When the moon is high
Some bugs make a light in the sky
Flicker, flicker firefly
This is the song of the bugs.

by Margaret Wise Brown

On almost any rainy day you will be sure to see worms. Watch them move!

Worm

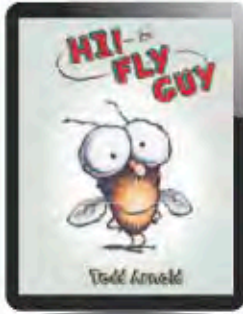
**Squiggly
Wiggly
Wriggly
Jiggly
Ziggly
Higgly
Piggly
Worm.**

**Watch it wiggle
Watch it wriggle
See it squiggle
See it squirm!**

by Mary Ann Hoberman

Write About Bugs

Choose a bug you know about. Write a poem about it. Use rhyming words. Use words to tell what the bug looks like and how it moves.



Compare Texts



TEXT TO TEXT

Write a Poem Write a poem about Fly Guy like one of the poems in **Busy Bugs**. Use words that tell how things look, sound, smell, taste, or feel.



TEXT TO SELF

Write a Caption Draw a picture of your favorite bug. Write a caption that tells how it moves.



TEXT TO WORLD

Discuss Bugs Tell what kinds of bugs are in your state. Use sources to help you find out more about them. Work with classmates to write facts.



RL.1.4 identify words and phrases that suggest feelings or appeal to senses; **W.1.7** participate in shared research and writing projects;
L.1.1f use frequently occurring adjectives

Grammar



Adverbs Adverbs are words that describe verbs. They can tell **how**, **where**, **when**, or **how much** something is. Many, but not all, adverbs end with **ly**.



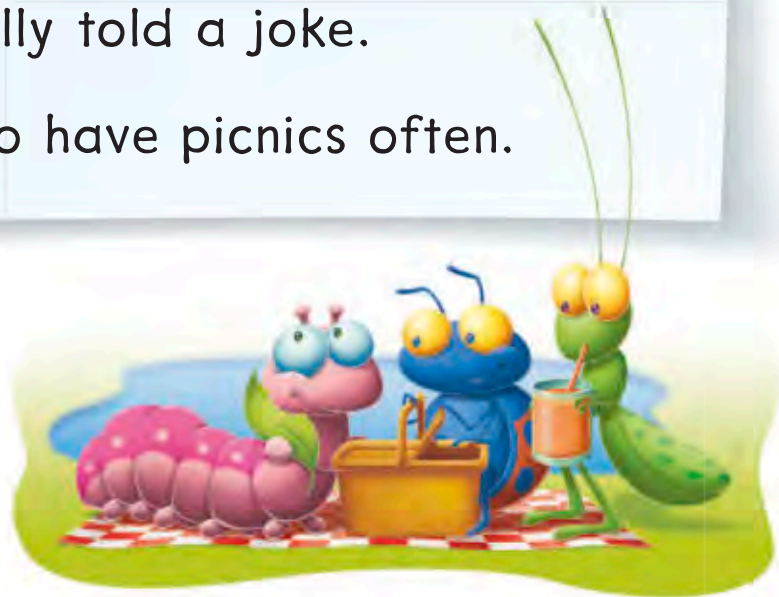
Adverbs

How	The boat moves quickly in the water. They carefully steered the boat.
Where	They're here ! The water splashed everywhere .
When	The bugs woke up early in the morning. They went to bed late .
How much	They kicked a ball very hard. The ball flew by too fast.

Try This!

Work with a partner. Read each sentence and find the adverb. Decide if it tells how, where, when, or how much. Then say a new sentence, using the adverb.

1. Ned slowly unpacked the picnic basket.
2. His friends walk to get there.
3. Fred was very tired from the trip.
4. Bea cheerfully told a joke.
5. They want to have picnics often.




Grammar in Writing

When you revise your writing, look for places where you can add adverbs.

Reading-Writing Workshop: **Prewrite**

Opinion Writing

 **Ideas** Before writing an **opinion paragraph**, list your opinion and reasons for it. Think of examples to explain your reasons.

Tara wanted to tell why Fly Guy is a good pet. To help find good examples, she looked through **Hi! Fly Guy** again.



Explore a Topic



Prewriting Checklist

- Did I list my opinion?
- Did I give a few good reasons?
- Do my examples explain my reasons?
- Did I write my idea for a closing sentence?

Read Tara's plan. What is her opinion?
What are her reasons? Plan and draft
your paragraph. Use the Checklist.



Planning Chart

My Opinion

Fly Guy = good pet

First Reason

Fly Guy is smart

Examples

knows Buzz's name

flies back into his jar

Second Reason

helps Buzz

Example

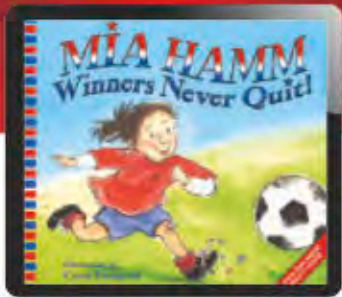
does tricks to get in the pet show

Closing

Fly Guy is a good pet and friend

Lesson

30

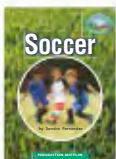


WORDS TO KNOW

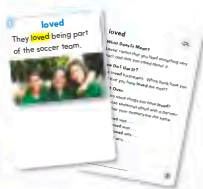
High-Frequency Words

loved
everyone
brothers
field
sorry
only
people
most

Vocabulary Reader



Context Cards



COMMON CORE

RF.1.3f read words with inflectional endings;
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

loved

They **loved** being part of the soccer team.



2

everyone

Everyone had fun at the game.



3

brothers

The **brothers** are on the same team.



4

field

The **field** was wet after the rain.



5

sorry

The girl was **sorry** she couldn't play today.



6

only

The Reds are ahead by **only** one point.



7

people

People were happy after the game.

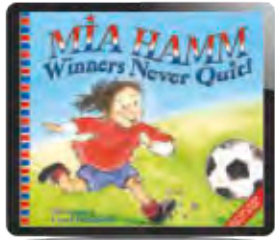


8

most

The team cheered **most** for their coach.





Read and Comprehend



✓ TARGET SKILL

Main Idea and Details A selection is about one big idea, the **topic**. The **main idea** is the most important idea about the topic. **Details** are facts and other bits of information an author uses to tell more about the main idea. Details help make events and ideas clearer. List the main idea and details about a topic on a web.



✓ TARGET STRATEGY

Summarize As you read, stop to retell the important events in your own words.

PREVIEW THE TOPIC

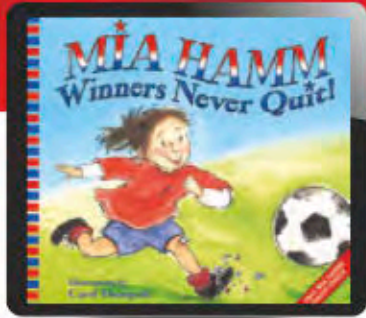
Teamwork

Have you ever been on a team? People on a team need to work together. On a soccer team, if one person has the ball too long, the team may not win. The players have to pass the ball to each other. They work together to move the ball down the field to get a goal. It is up to each person to try his or her best.

You will read about what happens when one girl plays on a team in **Winners Never Quit!**

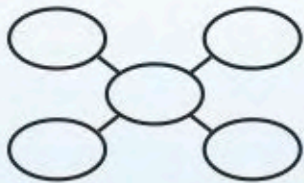


ANCHOR TEXT



✓ TARGET SKILL

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



✓ GENRE

Narrative nonfiction tells a true story. As you read, look for:

- ▶ a setting that is real
- ▶ real people as characters

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 **Mia Hamm**



Mia Hamm went from playing football to soccer at age fourteen. She became one of the best women's soccer players ever. She knows what it takes to be a good teammate!

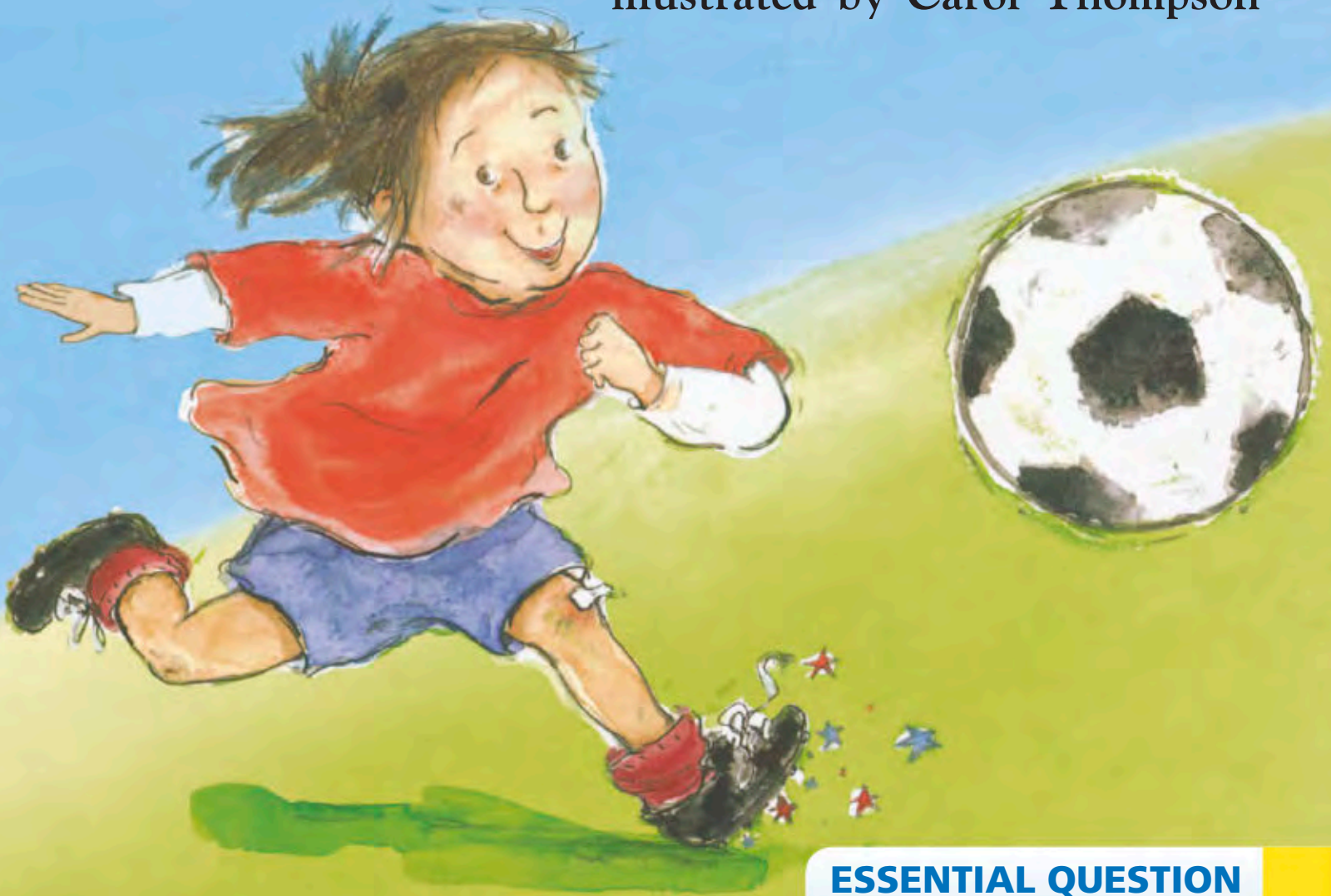
Meet the Illustrator **Carol Thompson**

Carol Thompson has won many awards for illustrating children's picture books. She also makes greeting cards. She lives in England with her family.

Winners Never Quit!

by Mia Hamm

illustrated by Carol Thompson



ESSENTIAL QUESTION

Why is teamwork
important in school
or sports?

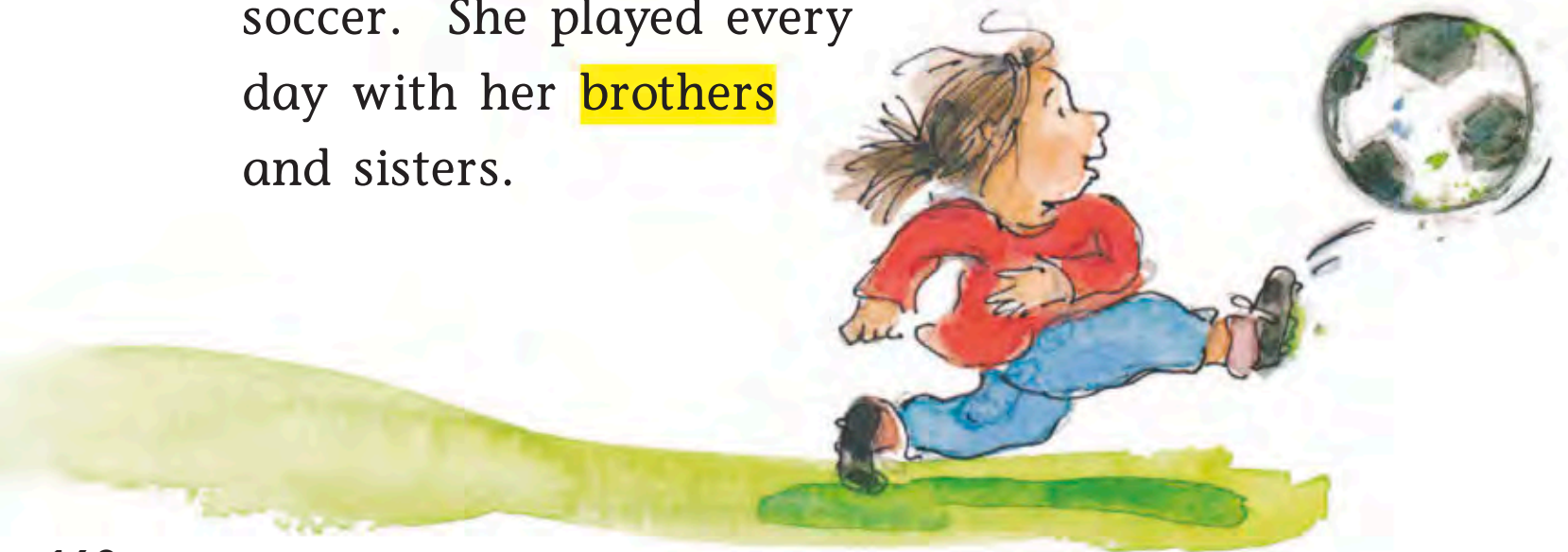


Mia **loved** basketball.



Mia loved baseball.

But **most** of all, Mia loved soccer. She played every day with her **brothers** and sisters.





Tap, tap, tap. Her toes kept the ball right where she wanted it. Then, *smack!* She'd kick the ball straight into the net. **Goal!** **Everyone** on her team would cheer.

But sometimes it didn't work that way.
One day, no matter how hard she tried,
Mia couldn't score a goal.



The ball sailed to
the left of the net.



Or to the right.



Or her sister Lovdy,
the goalie, saved the
ball with her hands.

No goal.

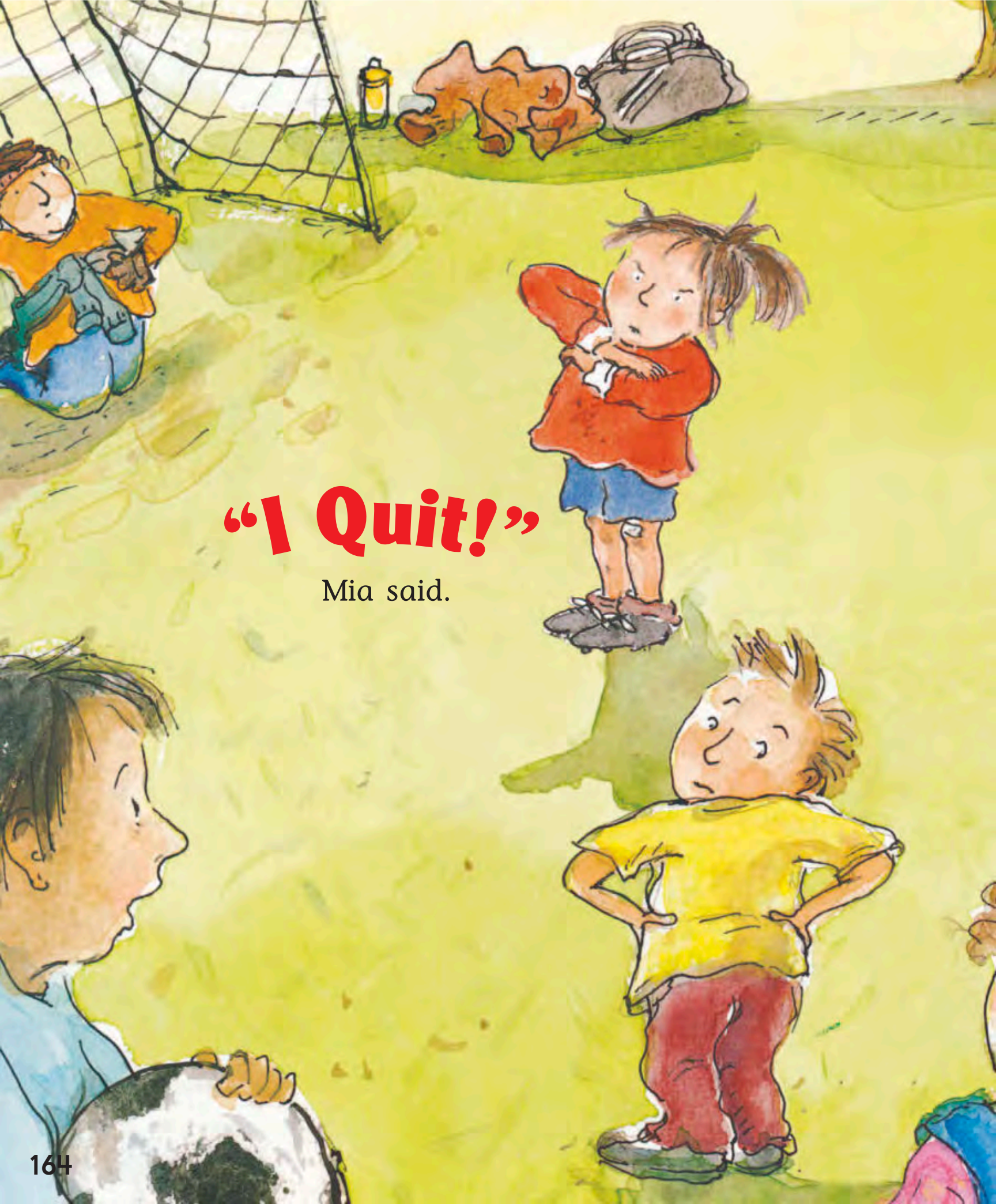
No cheering.

“Too bad, Mia,”
her brother Garrett
said. “Better luck
next time!”



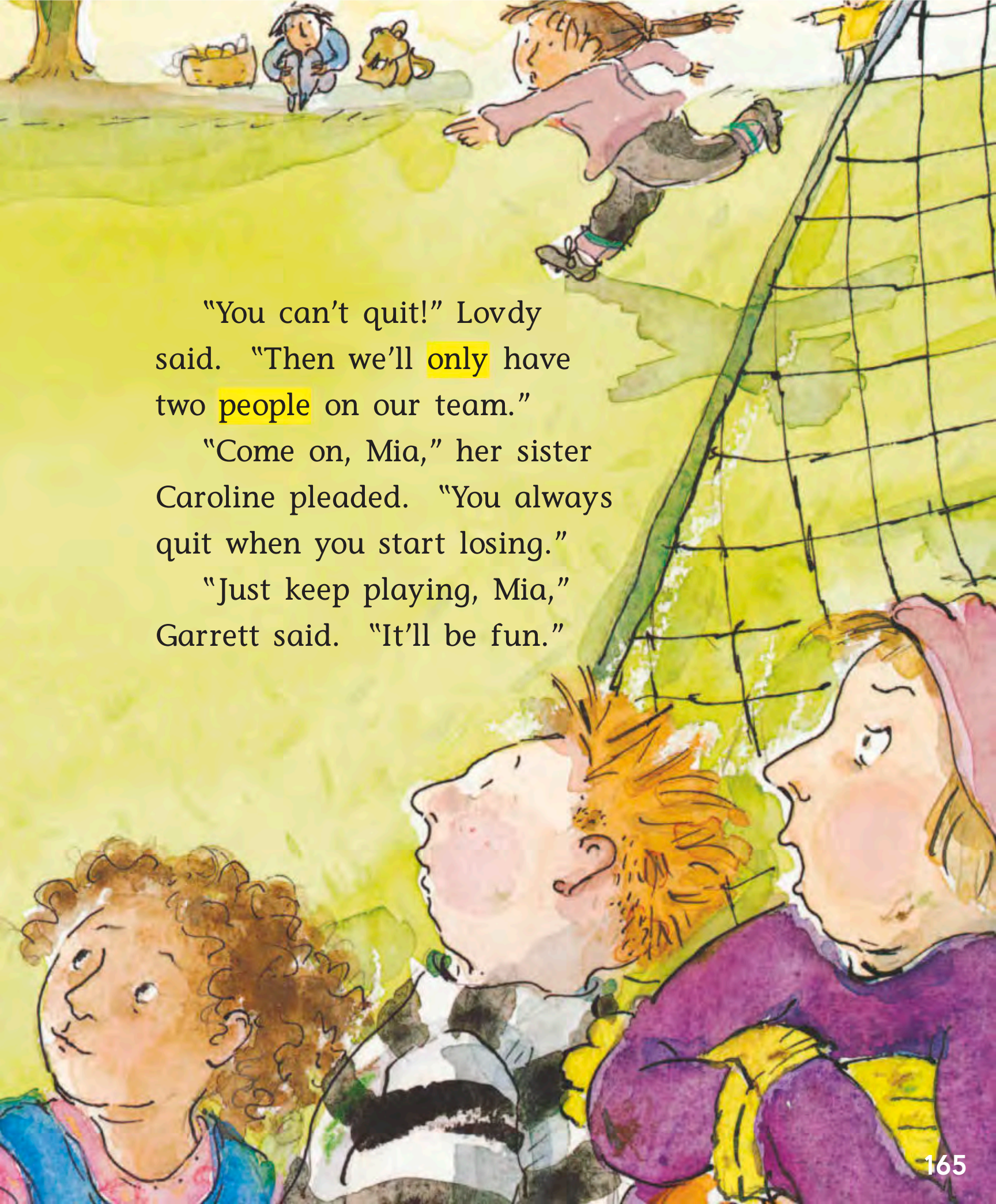
But Mia didn't want
better luck next time.
She wanted better
luck *now*.





“I Quit!”

Mia said.



"You can't quit!" Lovdy said. "Then we'll **only** have two **people** on our team."

"Come on, Mia," her sister Caroline pleaded. "You always quit when you start losing."

"Just keep playing, Mia," Garrett said. "It'll be fun."



But losing wasn't fun. Mia stomped back to the house.

ANALYZE THE TEXT

Genre: Narrative Nonfiction This is a true story about real people. How is it different from other nonfiction selections?

“Quitter!”

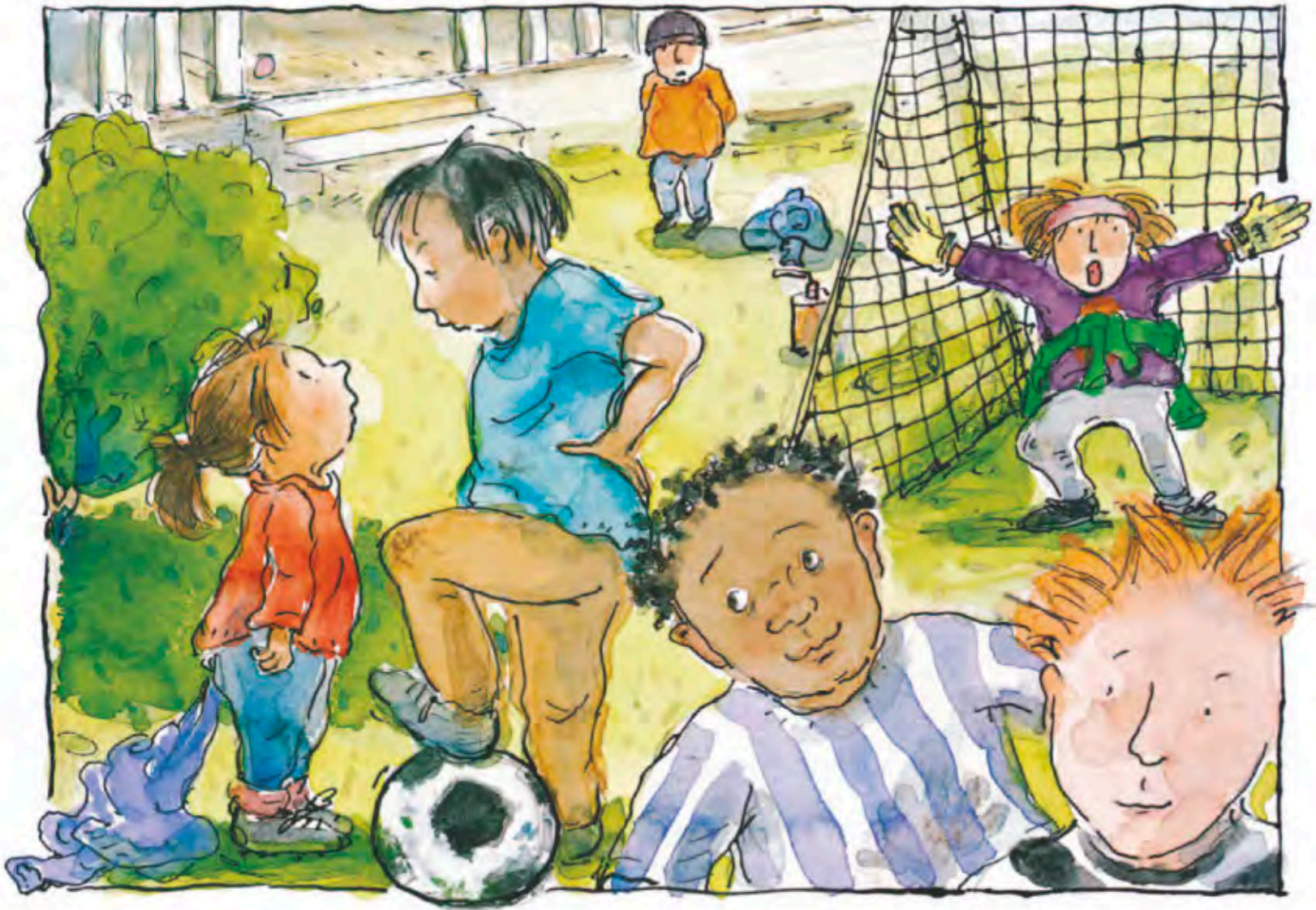
“Quitter!” Lovdy yelled.
Mia didn’t care.
She’d rather quit than lose.





The next day, Mia ran outside, ready to play soccer. When she got there, the game had already started.

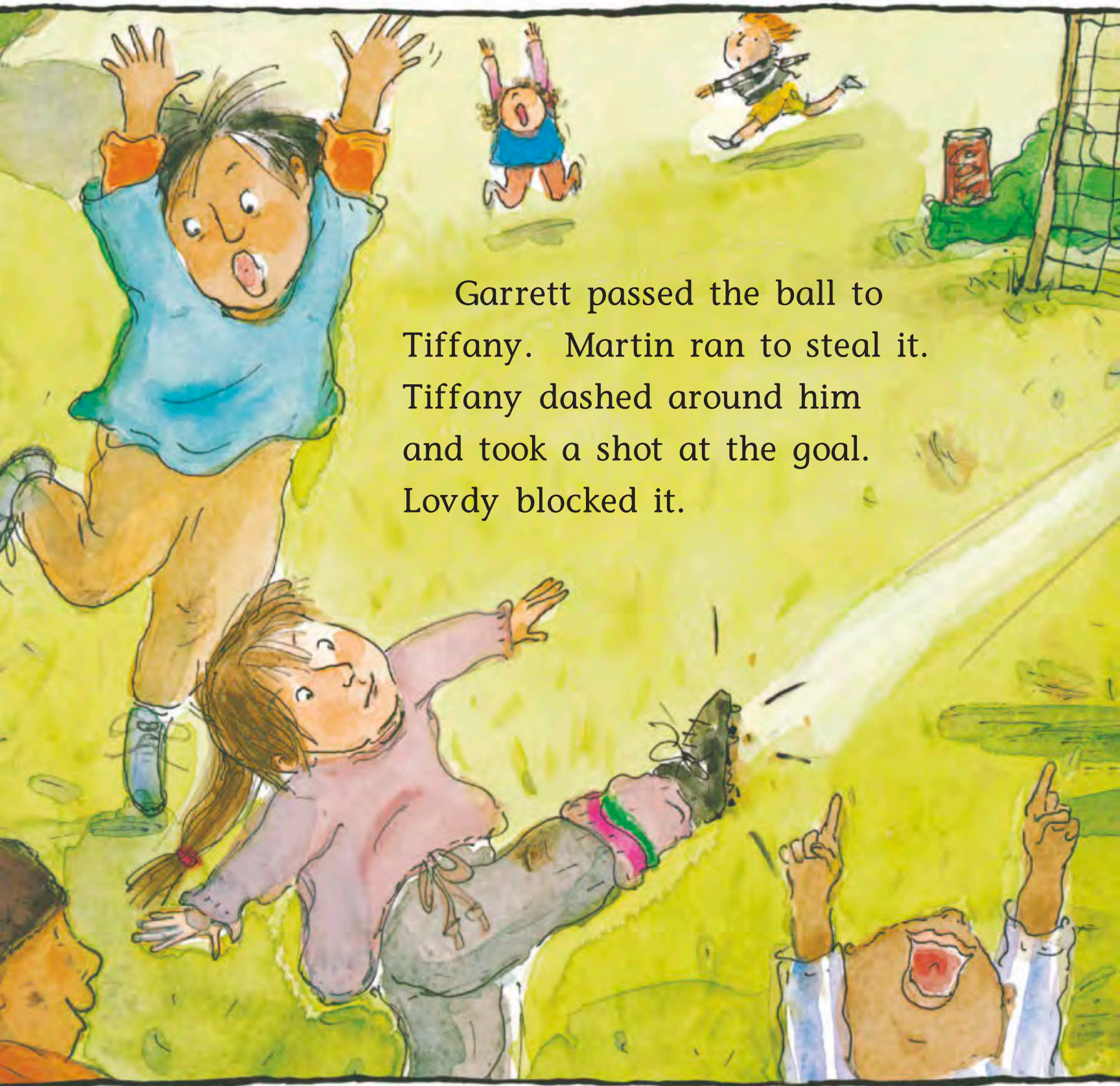
“Hey!” she yelled. “Why didn’t you wait for me?”



Garrett stopped playing.

"**Sorry**, Mia," he said. "But quitters can't play on my team."

"Yeah," said Lovdy. "If you can't learn to lose, you can't play."



Garrett passed the ball to Tiffany. Martin ran to steal it. Tiffany dashed around him and took a shot at the goal. Lovdy blocked it.



Mia just stood
by the side and
watched.

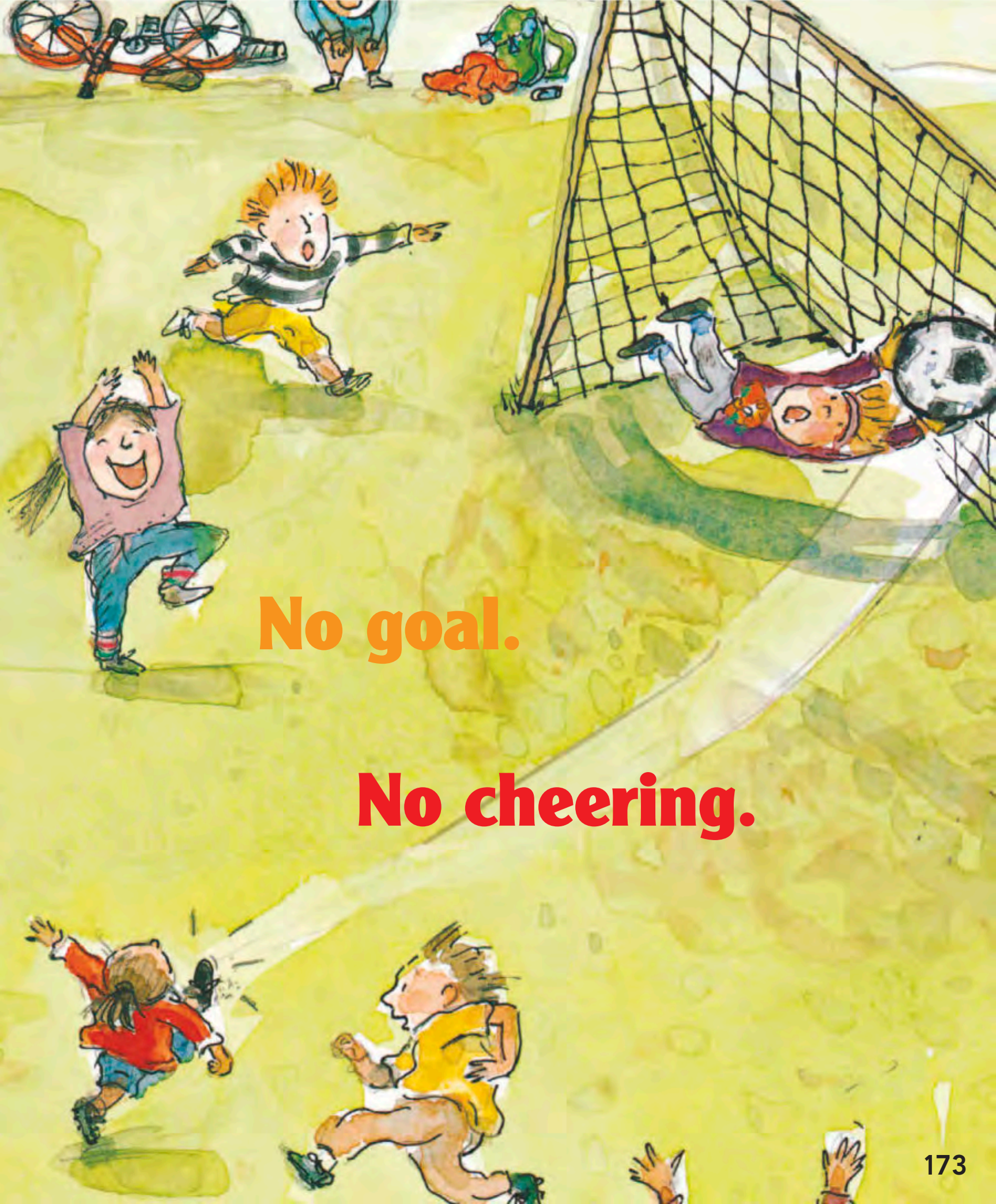


The next day, Garrett picked Mia first for his team.

Mia got the ball. She dribbled down the **field**. *Smack!* She kicked the ball toward the goal.

And Lovdy caught it.





No goal.

No cheering.



“Too bad, Mia,” Garrett said. “Better luck next time.”

Mia felt tears in her eyes.

“She’s going to quit,” whispered Lovdy.

“I *knew* it.”

Mia still hated losing. But she didn’t hate losing as much as she loved soccer.

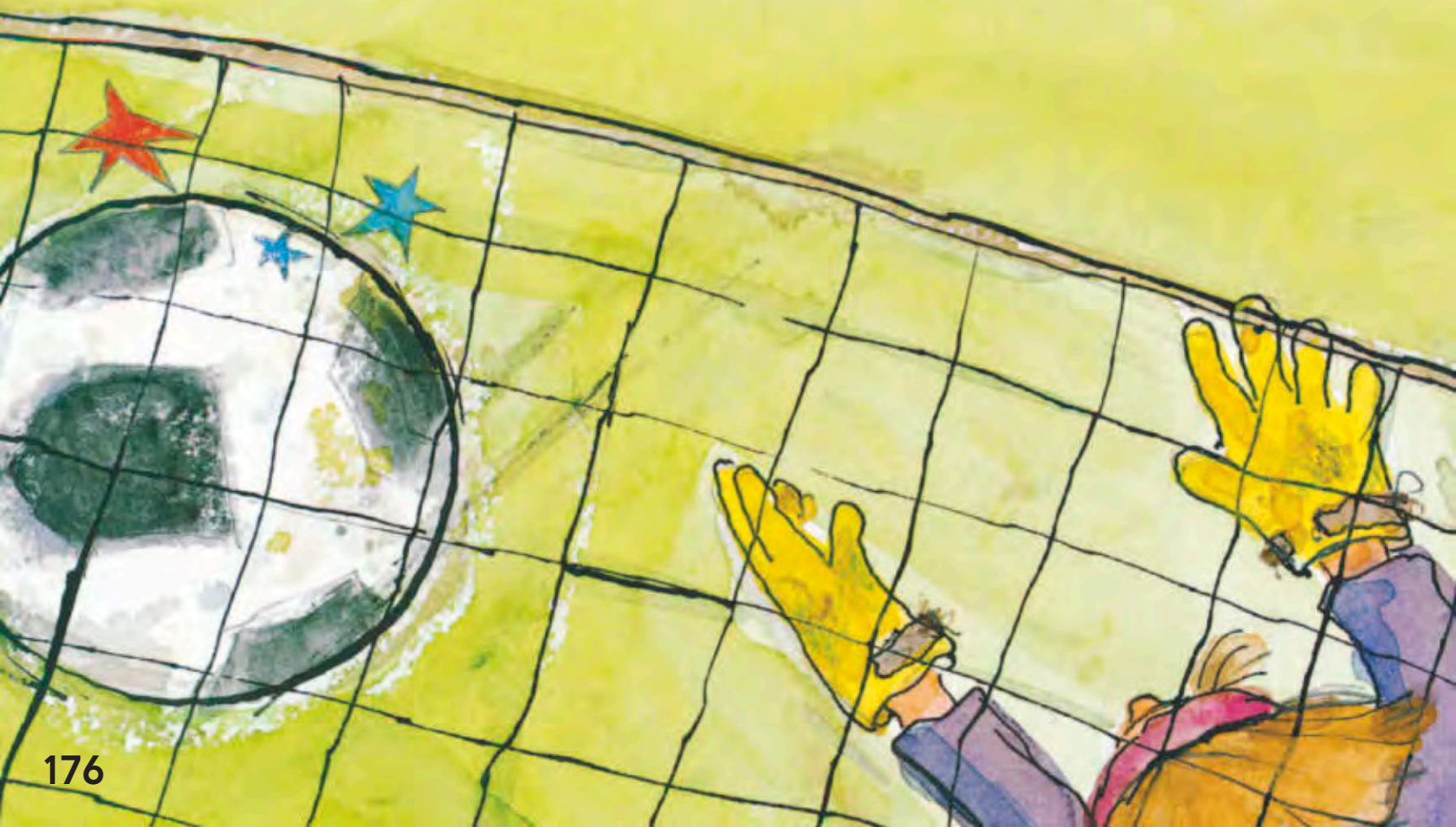
“Ready to play?” asked Garrett.


Mia nodded.

Garrett grinned at her. He passed her the ball.

Mia ran down the field. Tap, tap, tap with her toes. The ball stayed right with her, like a friend. She got ready to kick it into the goal.





A watercolor illustration of a soccer goal net, showing the black frame and white mesh. The net is positioned in the bottom left corner of the page, partially cut off by the edge. The background of the entire page is a textured, light yellow-green color.

Mia kicked the ball as hard
as she could.

Maybe she'd score the goal.
Maybe she wouldn't.

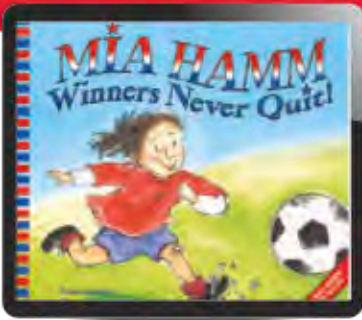
But she was playing.

And that was more important
than winning or losing . . .

because winners never quit!

ANALYZE THE TEXT

Main Idea and Details What is the main idea of the selection? What do the characters do to show the main idea?



Dig Deeper



How to Analyze the Text

Use these pages to learn about Main Idea and Details and Narrative Nonfiction. Then read **Winners Never Quit!** again.

Main Idea and Details

Think about the **topic**, or the one big idea, that **Winners Never Quit!** is about. What is the **main idea** the author tells about the topic? The author gives bits of information to tell more about the main idea. What details help you know more about being a good team player? Show the main idea and details in a web.

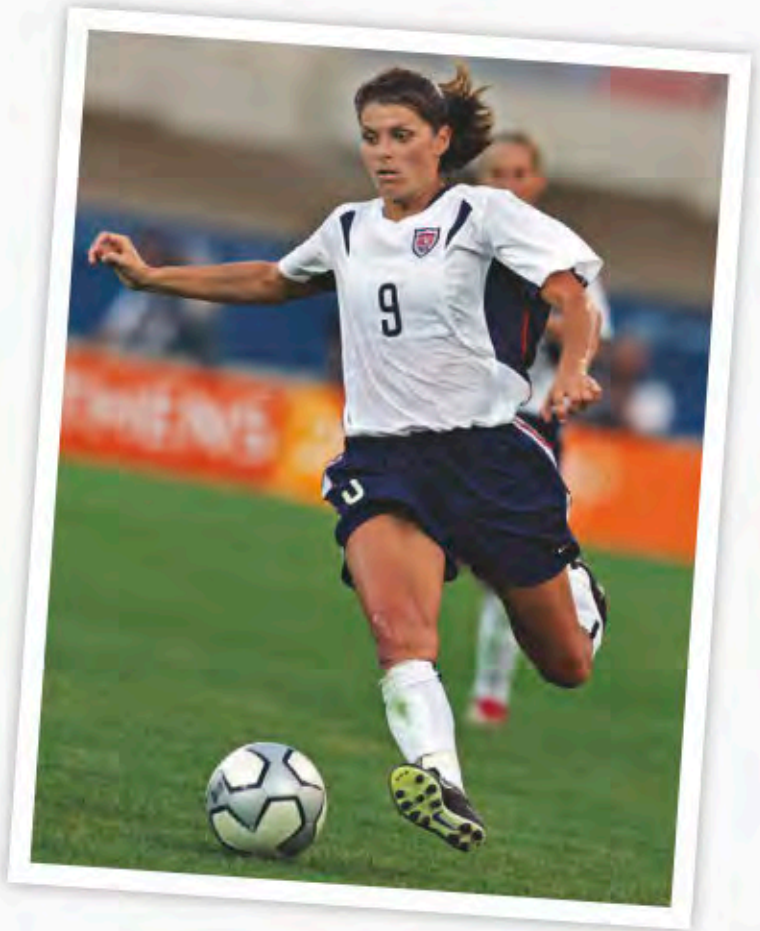


RI.1.2 identify the main topic and retell key details; RI.1.8 identify the reasons an author gives to support points

Genre: Narrative Nonfiction

Winners Never Quit! tells about events in the life of a real person named Mia Hamm. Here she is! Her story has a real setting and gives information. It tells about events in the order that they really happened.

The facts and events are told like a story. How did the author make **Winners Never Quit!** a fun way to learn true information about her life?



RETURN TO THE ESSENTIAL QUESTION



Why is teamwork important in school or sports? Talk about what makes a good team player. Use text evidence and details that the author uses to back up her main idea. Take turns speaking.

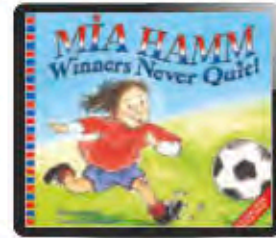
**Classroom Conversation**

Talk about these questions with your class.

- 1 Why does Mia quit at first? Have you ever felt like she did? What did you do?
- 2 How does Garrett help Mia?
- 3 How does Mia learn that it is better to play than to quit?

WRITE ABOUT READING

Response Write sentences to tell Mia why she should not give up. What advice can you give her? What text evidence can you use? First, talk to a partner about your ideas. Then use some of your partner's ideas and your own ideas to make your writing clear.



Writing Tip

Stay on topic. Add details to help explain your ideas.



RI.1.2 identify the main topic and retell key details; **RI.1.8** identify the reasons an author gives to support points; **W.1.5** focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; **SL.1.1a** follow rules for discussions; **L.1.1j** produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences

Lesson 30

INFORMATIONAL TEXT

Read
Together



Be a Team Player

Have you ever loved playing on a team? Most people have lots of fun on a team.

All kinds of people play on teams. Sisters and brothers play. Friends and cousins play.

✓ GENRE

Informational text gives facts about a topic. Find facts about being on a team in this social studies text.

✓ TEXT FOCUS

A **checklist** is a list of names or things to think about or do. What do you learn from the checklist on p. 184?



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



There are all kinds of teams. Some people play baseball or basketball. Some play soccer or volleyball. People may play on a field or on a court.

No matter what kind of team it is, it's important to be a good team player. Try not to feel sorry if you lose a game. Everyone loses sometimes. It's only important to try your best and have fun.



Here is a checklist of things to remember when you play on a team.

Be a Team Player.

- ✓ Pay attention to the coach.
- ✓ Follow the rules.
- ✓ Do your best.
- ✓ Don't quit.
- ✓ Have fun!





Compare Texts



TEXT TO TEXT

Talk About It What do you need to do when you play on a team? Did Mia become a good team player? Tell why you think so.



TEXT TO SELF

Write a Poem Write a poem about being part of a team. Use words that tell about sights, sounds, and feelings.



TEXT TO WORLD

Connect to Social Studies Name a time when you need to be a team player. Draw a picture to show your idea. Describe it clearly to a partner.



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; **SL.1.5** add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings; **L.1.1f** use frequently occurring adjectives

Grammar



Adjectives That Compare Add **er** to adjectives to compare two. Add **est** to compare more than two.

Compare Two

Meg is **taller** than Jon.

Compare More Than Two

Abe is the **tallest** goalie of all.



tall

taller

tallest

Try This!

Write adjectives from the boxes to finish the sentences. Use another sheet of paper.

small smaller smallest

1. We have a very ___?___ soccer team.
2. Our team is the ___?___ team in town.
3. Brad's team is ___?___ than Eva's team.

fast faster fastest

4. I am ___?___ than Kyla.
5. Rob is the ___?___ runner in the game.



Grammar in Writing

When you revise your writing, try adding some adjectives that compare.

Reading-Writing Workshop: **Revise**

Opinion Writing

 **Organization** A good **opinion paragraph**

has a topic sentence that tells an opinion.

A closing sentence retells the opinion in

new words. Tara drafted her opinion

paragraph. She indented the first word.

Then she added a closing sentence.







Revised Draft

That makes Buzz happy. [^] Fly
Guy is a good pet for Buzz
and a good friend!



Revising Checklist

-  Does my topic sentence tell my opinion?
-  Did I give good reasons for my opinion?
-  Do I need more examples for my reasons?
-  Does my closing sentence retell my opinion?

Which sentence tells Tara's opinion?
Which sentence tells it again? Now use
the Checklist to revise your own draft.



Final Copy

A Good Pet

Hi! Fly Guy is about a good pet named Fly Guy. He is a good pet because he is smart. Fly Guy knows Buzz's name. He also knows where his home is and flies back into his jar. Another reason is that Fly Guy helps Buzz. Fly Guy does fancy flying and other tricks to get into the pet show. He shows the judges that he really is a pet and should be in the show. Fly Guy wins an award. That makes Buzz happy. Fly Guy is a good pet for Buzz and a good friend!



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

A Good Idea

Kit was in the school play. She was happy about it. Kit was also a little scared. She studied her lines, but she did not know a lot of them.

Kit did not want to give up. She asked her brother Jay for help. Jay thought about Kit's lines. He said, "I know that learning a rhyme helps me remember things."

- 1 Describe what Kit and Jay are like. Use details from the story.

Kit and her brother worked together. They made up some rhymes, and soon Kit knew her lines well. Then she felt good about the play.

“You are such a nice brother, Jay. You are the best!” said Kit. “Thank you for being so helpful.”

- 2 What are the main events that happen in the beginning, middle, and end?





The First Ride

Long ago, two brothers named Wilbur and Orville Wright built a plane. It was made of wood. The wings were made of cloth. One brother rode on a wing. He had his hands on the controls. The other brother ran next to the plane. He held on to help keep it steady.

The plane went up. It flew for twelve seconds. This may not seem like a long time now, but it was a great time back then!

- 3** What main thing are the brothers trying to do? How do they help each other?

After this first flight, the brothers made more planes. They learned how to make them better. The Wright brothers helped people learn how to make and fly planes.

- 4** How are the story and this article alike? How are they different?

Words to Know

Unit 6 High-Frequency Words

26 The Dot

teacher bear
studied above
surprised even
toward pushed

29 Hi! Fly Guy

caught minute
took idea
listen beautiful
thought friendship

27 What Can You Do?

different high
near always
enough once
stories happy

30 Winners Never Quit!

loved sorry
everyone only
brothers people
field most

28 "The Kite"

second heard
ball large
across cried
head should

A

already

Already means before this. My brother was **already** at school by the time my bus arrived.

award

An **award** is a kind of prize for being good at something. My friend won an **award** for winning the spelling bee.

B

binoculars

Binoculars are something you look through to make things look closer. Seth looked through the **binoculars** and saw an eagle in a tree.



blank

Blank means with no writing on it. The sheet of paper was **blank**.

C

captain

A **captain** is a kind of leader. Suzie is the **captain** of our swim team.

chapter

A long piece of writing may be divided into parts called **chapters**. I just read the last **chapter** in my book.

computers

A **computer** is a machine that works with words, pictures, and numbers. We have two **computers** in our classroom.



D

dribbled

To **dribble** means to use your hands or feet to move a ball from one place to another. Brian **dribbled** the ball past the other players.

F

fancy

The word **fancy** can describe movements that are complex or surprising. The dancers used some **fancy** footwork.

float

To **float** means to move on top of water. I like to **float** on a raft in the pool.



G

gazing

To **gaze** means to look at something. When Ms. Tam found Ben, he was **gazing** out the window.

goalie

A **goalie** is the player who tries to keep the other team from scoring points. Lupe is the best **goalie** on our soccer team.

guy

The word **guy** is informal and is similar to the meaning of *fellow*. That puppy is a cute little **guy**.

J

junk

Junk is something that people do not want. Max and his mom took the **junk** out with the rest of the trash.

L

laughter

Laughter is what you hear when people think something is funny. The story was so funny that we all burst into **laughter**.



N

noticed

To **notice** is to see or hear something. Jason **noticed** the spot on his shirt.

P

perhaps

Perhaps means maybe. **Perhaps** our class will go there on a field trip.

R

rather

Rather is used when you like one thing more than another. I would **rather** ride a bike than walk.

rescue

If you come to someone's **rescue**, you save them from danger or a problem. My pal forgot his math book, but I came to his **rescue** and lent him mine.

S

something

Something means any thing. I wanted to wear **something** red that day.

squiggle

A **squiggle** is a wavy line. My little brother made a **squiggle** with the red crayon.

straight

If something is **straight**, it has no turns or curves. I used a ruler to make my lines **straight**.

swirly

Swirly means in a curving way. Lily used a brush to make **swirly** blue lines on her painting.



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