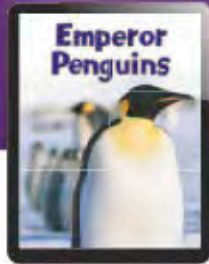




U N I T 5

Lesson

21



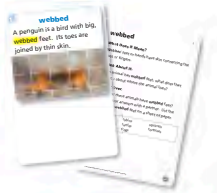
✓ TARGET VOCABULARY

webbed
waterproof
steer
whistle
otherwise
junior
slippery
finally

Vocabulary
Reader



Context
Cards



L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Place the Vocabulary words in alphabetical order.

1

webbed

A penguin is a bird with big, **webbed** feet. Its toes are joined by thin skin.



2

waterproof

Penguins' feathers are **waterproof**, which keeps the birds warm and dry.



3

steer

Webbed feet help penguins **steer** through the cold Antarctic water.



4

whistle

It is very cold in Antarctica. The wind makes a high, sharp sound, like a **whistle**.



5

otherwise

The penguin father keeps his egg warm. **Otherwise**, the egg might get too cold.



6

junior

At five months, a **junior** penguin is still younger than an adult.



7

slippery

The scientist tries not to slide on the ice. The ice is very **slippery** to walk on.



8

finally

These penguin chicks **finally** grew up and became adult penguins.





Read and Comprehend



✓ TARGET SKILL

Main Idea and Details The **topic** is what a whole selection is about. The **main idea** tells more about the topic. **Details** give the reader more information about the main idea. You can use a chart to show the main idea and the details that tell more about it.



✓ TARGET STRATEGY

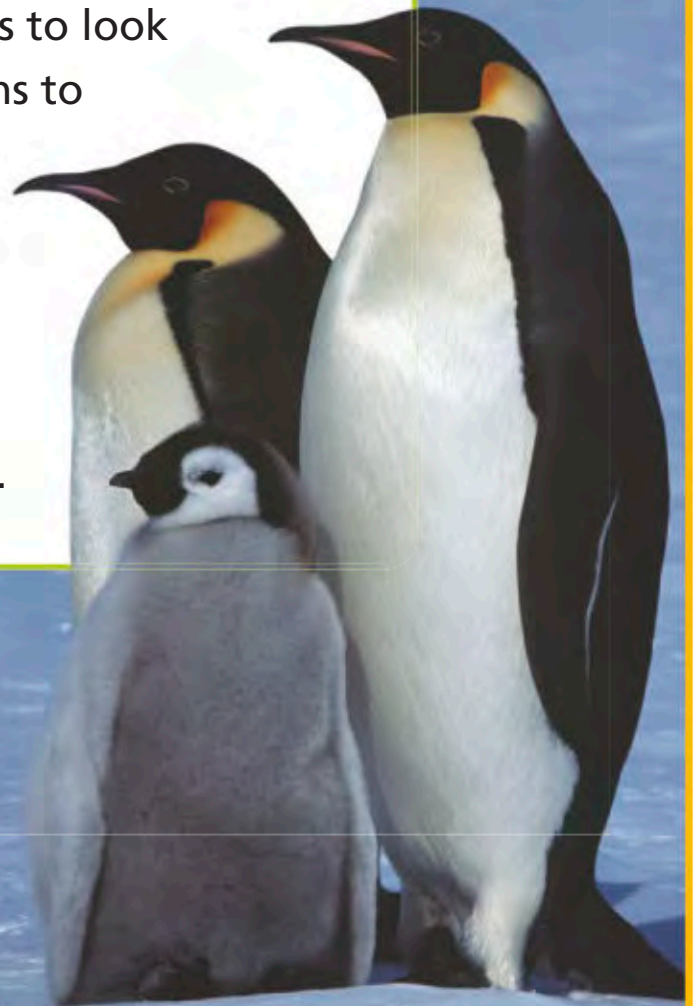
Infer/Predict Use clues, or text evidence, to figure out more about the information in the text.

PREVIEW THE TOPIC

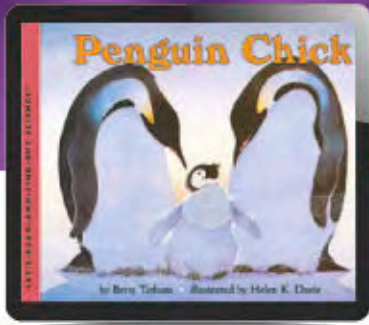
Animal Development

Animals change as they grow. Many baby animals stay with at least one parent while they are young. The parent helps the young animal stay safe and find food. As a young animal grows, it becomes more like an adult. Its appearance may change. It starts to look like an adult animal. It also learns to take care of itself. The young animal is then able to live on its own.

You will learn about how penguin parents care for a young penguin in *Penguin Chick*.

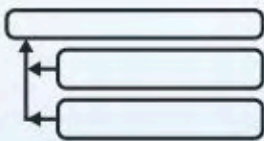


ANCHOR TEXT



TARGET SKILL

Main Idea and Details Tell important ideas and details about a topic.



GENRE

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

- ▶ a setting that is real
- ▶ events in time order
- ▶ facts and information

- COMMON CORE**
- RI.2.1** ask and answer questions to demonstrate understanding of key details;
 - RI.2.2** identify the main topic of a multiparagraph text and the focus of specific paragraphs;
 - RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures;
 - RI.2.10** read and comprehend informational texts

MEET THE AUTHOR

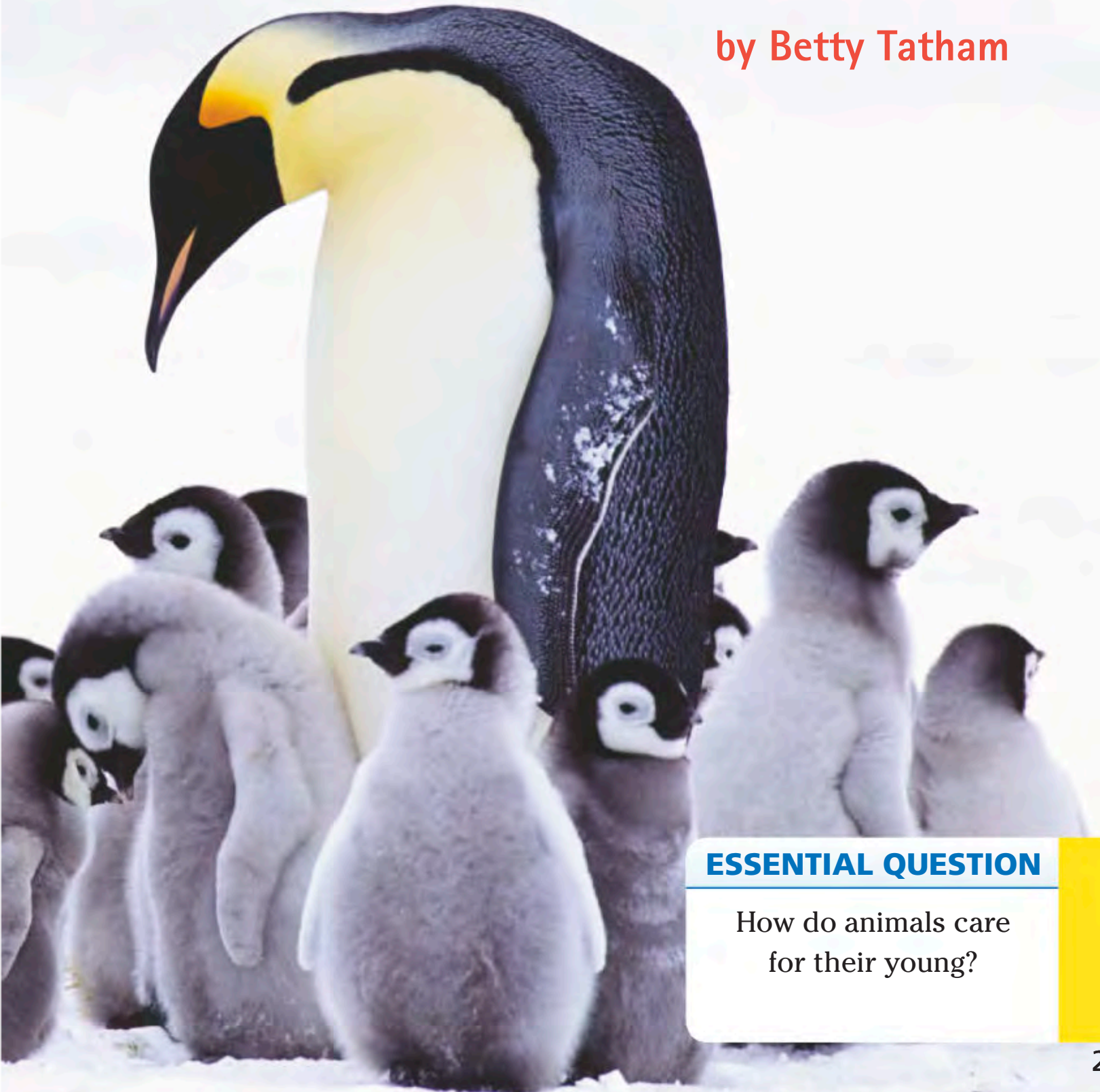


Betty Tatham

"I only write about subjects I love, or those I want to learn more about," says Betty Tatham. Penguins are her favorite animal, so she wrote *Penguin Chick*. After seeing playful otters at the Monterey Bay Aquarium in California, she wrote *Baby Sea Otter*. A trip to China and the opportunity to hold a five-month-old panda cub led Ms. Tatham to create a book about these rare animals.

Penguin Chick

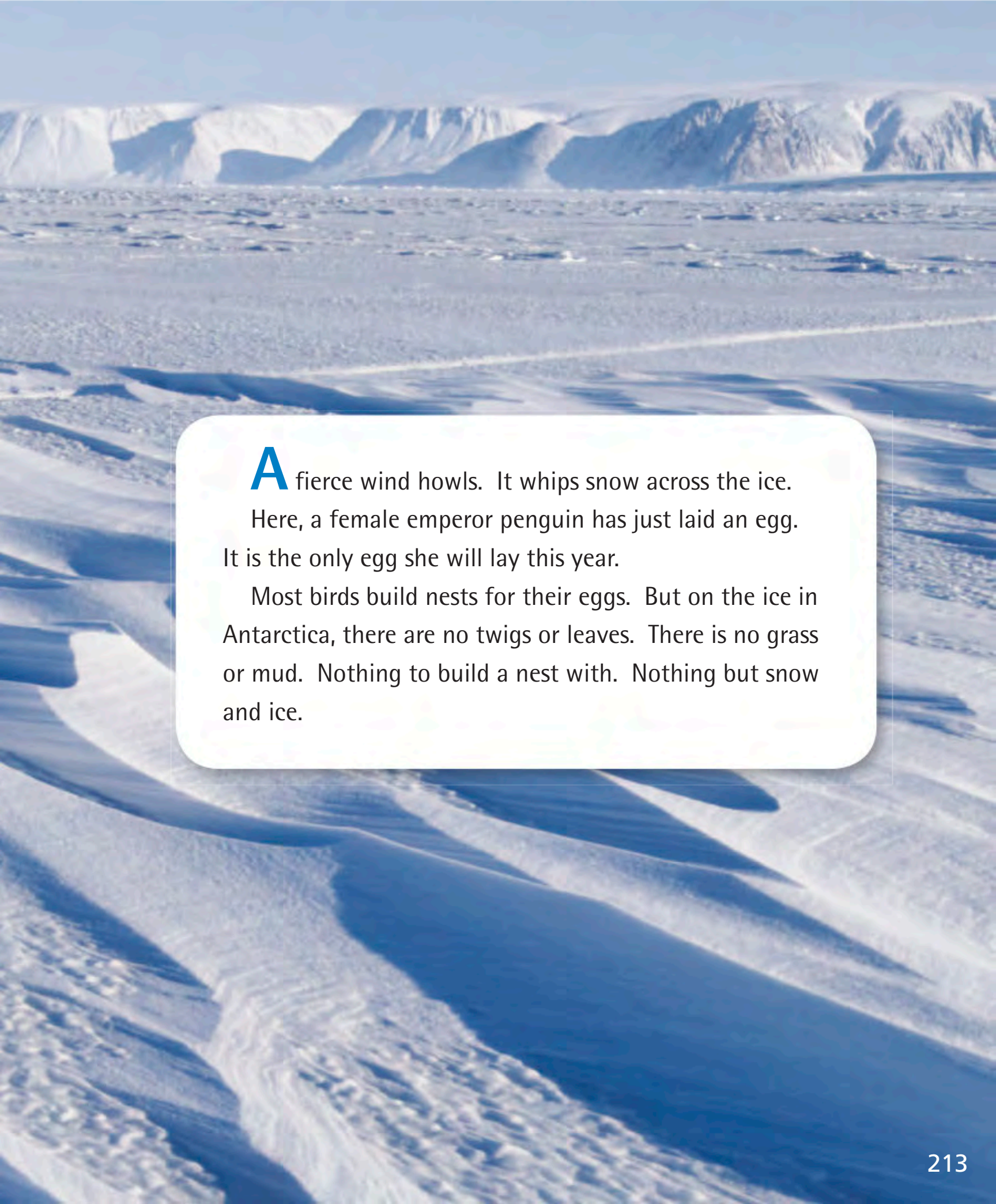
by Betty Tatham



ESSENTIAL QUESTION

How do animals care for their young?





A fierce wind howls. It whips snow across the ice. Here, a female emperor penguin has just laid an egg. It is the only egg she will lay this year.

Most birds build nests for their eggs. But on the ice in Antarctica, there are no twigs or leaves. There is no grass or mud. Nothing to build a nest with. Nothing but snow and ice.



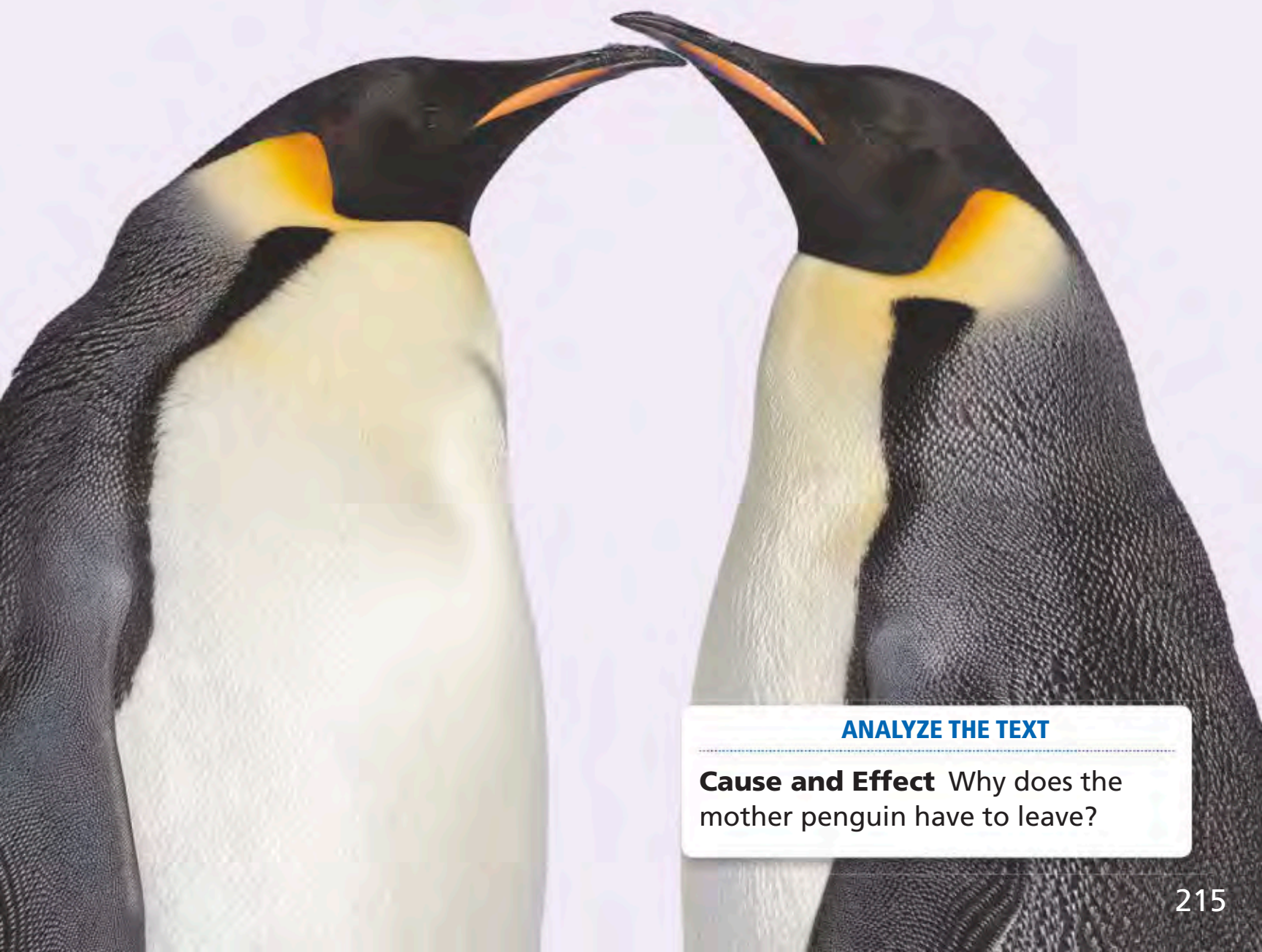
The new penguin father uses his beak to scoop the egg onto his **webbed** feet.

He tucks it under his feather-covered skin, into a special place called a brood patch. The egg will be as snug and warm there as if it were in a sleeping bag.

One of the penguin parents must stay with the egg to keep it warm. But where penguins lay their eggs, there is no food for them to eat.

The penguin father is bigger and fatter than the mother. He can live longer without food. So the father penguin stays with the egg while the mother travels to the sea to find food.

The two parents sing together before the mother penguin leaves.



ANALYZE THE TEXT

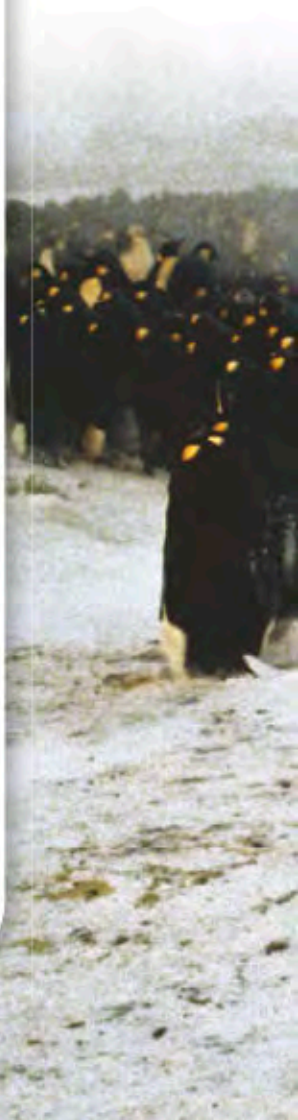
Cause and Effect Why does the mother penguin have to leave?



Along with many other penguins, the mother penguin leaves the rookery, where she laid her egg.

The mother walks or slides on her belly. This is called tobogganing. She uses her flippers and webbed feet to push herself forward over ice and snow.

Because it's winter in Antarctica, water near the shore is frozen for many miles. After three days the mother penguin comes to the end of the ice. She dives into the water to hunt for fish, squid, and tiny shrimplike creatures called krill.



Back at the rookery, the penguin fathers form a group called a huddle. They stand close together for warmth. Each one keeps his own egg warm.

For two months the penguin father always keeps his egg on his feet. When he walks, he shuffles his feet so the egg doesn't roll away. He sleeps standing up. He has no food to eat, but the fat on his body keeps him alive.

ANALYZE THE TEXT

Main Idea and Details What is the main idea on this page? Which details support the main idea?





Finally he feels the chick move inside the egg. The chick pecks and pecks and pecks. In about three days the egg cracks open.

The chick is wet. But soon his soft feathers, called down, dry and become fluffy and gray. The father still keeps the chick warm in the brood patch. Sometimes the chick pokes his head out. But while he's so little, he must stay covered. And he must stay on his father's feet. **Otherwise** the cold would kill him.

The father talks to the chick in his trumpet voice. The chick answers with a **whistle**.

The father's trumpet call echoes across the ice. The penguin mother is on her way back to the rookery, but she can't hear him. She's still too far away. If the mother doesn't come back soon with food, the chick will die.

Two days pass before the mother can hear the father penguin's call.



At last the mother arrives at the rookery. She cuddles close to her chick and trumpets to him. He whistles back. With her beak she brushes his soft gray down.

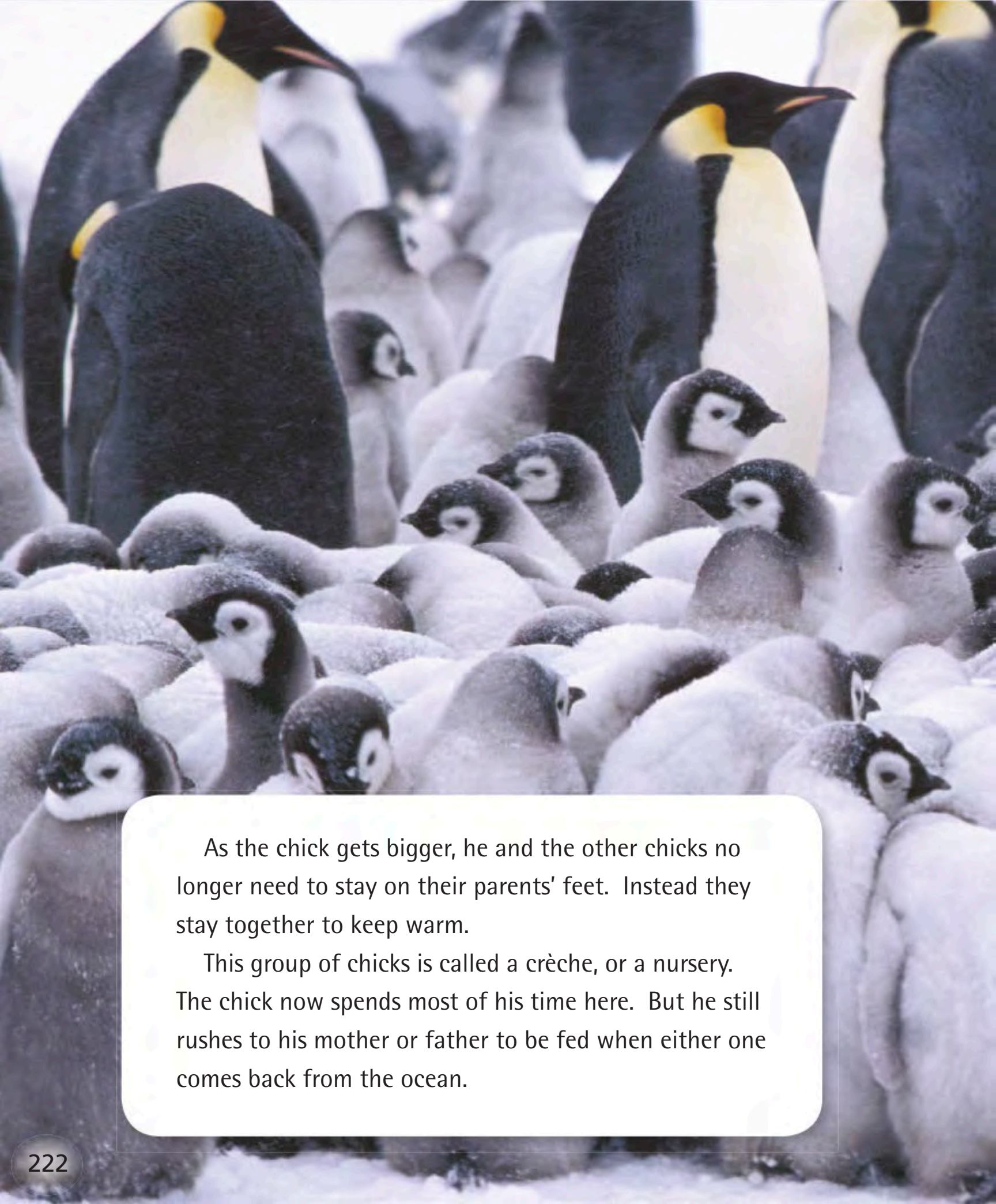
The mother swallowed many fish before she left the ocean. She brings some of this food back up from her stomach and feeds her chick. She has enough food to keep him fed for weeks. He stays on her feet and snuggles into her brood patch.

The father is very hungry, so he travels to open water. There he dives to hunt for food. Weeks later the father returns with more food for the chick.

Each day the parents preen, or brush, the chick's downy coat with their beaks. This keeps the down fluffy and keeps the chick warm.








As the chick gets bigger, he and the other chicks no longer need to stay on their parents' feet. Instead they stay together to keep warm.

This group of chicks is called a crèche, or a nursery. The chick now spends most of his time here. But he still rushes to his mother or father to be fed when either one comes back from the ocean.

A large colony of King penguins and their fluffy chicks on a snowy hill. The adult penguins are black with yellow-orange chests and necks. The chicks are covered in thick, greyish-brown down. They are gathered on a snowy slope.

Sometimes the chick and the other young penguins dig their beaks into the ice to help them walk up a **slippery** hill. They toboggan down fast on their fluffy bellies.





The chick grows and grows. After five months, he has grown into a **junior** penguin. He is old enough to travel to the ocean.

Now he has a **waterproof** coat of feathers, instead of fluffy down. He can swim in the icy cold ocean because his feathers keep him dry and warm.



The young penguin spends most of his time in the water. He swims, flapping his flippers as if he were flying underwater. He uses his webbed feet to **steer** wherever he wants to go.

He catches a fish with his beak and swallows it headfirst.





Now the young penguin can catch his own food and take care of himself. In about five years he'll find a mate. Then he'll take care of his own egg until the chick can hatch.



Dig Deeper

How to Analyze the Text

Use these pages to learn about Main Idea and Details and Cause and Effect. Then read *Penguin Chick* again. Use what you learn to understand it better.

Main Idea and Details

You read about how penguins grow in *Penguin Chick*. The **topic** is what a selection is all about. Each paragraph has a **main idea**. **Details** tell more about each main idea. Look at page 225. The main idea is that a young penguin spends most of its time in water. The other sentences tell details about what the penguin does in the water.

As you reread, use a chart like the one below to show each main idea and its details.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.2** identify the main topic of a multiparagraph text and the focus of specific paragraphs; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures

Cause and Effect

One event often makes another event happen. For example, the father penguin keeps an egg warm between his feet. Months later, the egg hatches. The penguin keeping the egg warm is a **cause**. The egg hatching is the **effect**.

Thinking about cause and effect can help you understand how ideas are connected. As you read, ask yourself what happens and why.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How do animals care for their young? Look for paragraphs in *Penguin Chick* that focus on this topic. Use text evidence in those paragraphs to help you answer. Discuss your answer with a partner. Take turns listening and speaking.



Classroom Conversation

Now talk about these questions with the class.

- 1 How do the parents work together to care for a penguin chick? Give examples using text evidence.
- 2 Why do you think the father penguin calls to the mother penguin when the chick has hatched?
- 3 How are penguins different from other birds?

WRITE ABOUT READING

Response Imagine that you are selling land to penguins in Antarctica. With a small group, write an ad for the land you want to sell. Be sure to include in your ad all the things a penguin chick needs to survive.



Writing Tip

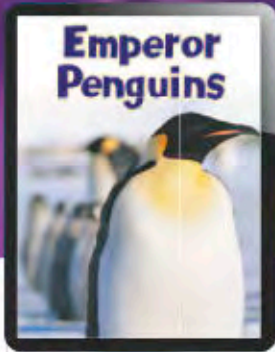
Use commas and the word *and* to separate three or more nouns in a sentence.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.2** identify the main topic of a multiparagraph text and the focus of specific paragraphs; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **W.2.7** participate in shared research and writing projects; **SL.2.1a** follow rules for discussions

Lesson 21

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic. This is a website.

✓ TEXT FOCUS

An **electronic menu** lists the information that can be found on a website. An **icon** is a symbol or picture on a website. Electronic menus and icons are used to find information quickly.



RI.2.5 know and use text features to locate facts or information; **RI.2.10** read and comprehend informational texts

Emperor Penguins

Most penguins live in the southern part of the world below the equator. Some penguins live in cold areas, and some penguins live in the warmer areas near the equator.

One type of penguin that lives where it is cold is the emperor penguin.



File Edit View Favorites Tools Help

Back Next Refresh Go to Home Page http:// Search

How They Look

Emperor Penguins

How They Look

Habitat


Caring for Young


Food

Enemies

Emperor penguins are the largest of all penguins. Penguins are birds, but they do not fly. Instead, they use their wings as flippers in the water. They are such good swimmers that they look like they are flying underwater.

Emperor penguins have shiny black and white feathers. Their feathers are waterproof to keep them warm and dry in the water. Adults are about 50 inches long and weigh between 55 and 100 pounds. Penguins seem to be happy, playful animals.

 **Photos**

 **Fun Facts**



Adult emperor penguins have areas of yellow and orange coloring.



File Edit View Favorites Tools Help

Back Next Refresh Go to Home Page http:// Search

Habitat

Emperor Penguins

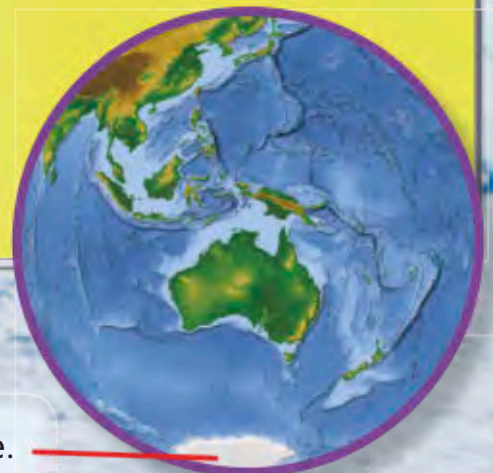
- How They Look
- Habitat**
- Caring for Young
- Food
- Enemies

Emperor penguins live mostly around the coast of Antarctica. It is the coldest and windiest place on Earth. The average temperature in summer is 20 degrees. The average temperature in winter is 30 degrees below zero. Sometimes it can get as cold as 50 degrees below zero!

Penguins have a layer of fat under their skin to keep them warm. They also huddle together in large groups to block the cold wind. Penguins take turns being on the outside and inside of the group. This is so every penguin has a chance to be warm.

 **Photos**

 **Fun Facts**



Antarctica is located at the South Pole.



Compare Texts

TEXT TO TEXT

Discuss Penguins Think about what you learned in *Penguin Chick* and *Emperor Penguins*. What information is the same and different in the selections? Discuss your ideas with a small group.



TEXT TO SELF

Discuss Changing How does a penguin chick grow and change? Tell a partner about two ways you have changed since you started second grade.



TEXT TO WORLD

Connect to Science Work with a partner. Use reference books to find pictures and facts about a bird you both like. Write two facts about it. Share what you found with another pair of partners.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.9** compare and contrast points presented by two texts on same topic; **W.2.7** participate in shared research and writing projects

Grammar



What Is an Adjective? An **adjective** is a word that describes how something looks, tastes, or smells. An adjective can also describe how something sounds or how it feels to touch. Some examples of adjectives are shown in the chart below.

Looks	Tastes or Smells	Sounds	Feels
yellow	sweet	buzzing	crunchy
big	rotten	quiet	warm
pretty	spicy	loud	hard

Try This!

Write the adjective in each sentence. Tell if the adjective describes how something looks, tastes, smells, sounds, or feels.

- 1 The penguin chick ate a tasty meal.
- 2 The birds flop against the white snow.
- 3 The egg sits on the penguin's webbed feet.
- 4 We heard the noisy birds.

Sometimes you may write two sentences with adjectives that tell about the same noun. Join the sentences using the word *and* between the two adjectives. This will make your writing better.

Short, Chippy Sentences



Penguin chicks are cute.



Penguin chicks are fuzzy.

Longer, Smoother Sentence



Penguin chicks are cute and fuzzy.



Connect Grammar to Writing

When you revise your problem-solution paragraph, try to combine sentences that have adjectives telling about the same noun.



Informative Writing

Word Choice When you write to inform, use exact words to give your reader more information.

Matt drafted a **problem-solution paragraph** about how to solve a problem at his school. Later, he revised by adding some exact words.



Writing Traits Checklist

- Ideas**
Did I clearly state the solution to the problem?
- Organization**
Did I start by telling what the problem is?
- Word Choice**
Did I use exact words?
- Conventions**
Did I use resources to help me spell all the words correctly?

Revised Draft

Our class has been studying penguins. Most of us have only **Where could we see live penguins?** seen penguins on television. [^]

The students in our class ~~Some people~~ voted on how to [^] solve this **problem** [^]. We can go on a field trip [^] **to the aquarium**.

Final Copy

Live Penguins

by Matt Knightley

Our class has been studying penguins. Most of us have only seen penguins on television. Where could we see live penguins? The students in our class voted on how to solve this problem. We can go on a field trip to the aquarium. They have a penguin exhibit there. This way we can see live penguins close up.

Reading as a Writer

Which exact words did Matt add to give the reader more information? Which exact words can you add to your writing?

I changed words and added words to give more information.



Lesson 22



✓ TARGET VOCABULARY

knot
copy
planning
lonely
heavily
seriously
answered
guessed

Vocabulary Reader



Context Cards



COMMON CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses one of the **Vocabulary words**.

1

knot

The boy showed how a strong **knot** in a rope can hold things together.



2

copy

You can **copy** the outline of your hand by tracing over it onto a chalkboard.



3

planning

They are **planning** to fly their kite at the park today.



4

lonely

She misses her friend who moved to another town. She is **lonely**.



5

heavily

It was raining **heavily**. The umbrella kept them from getting soaking wet.



6

seriously

The boy takes playing chess **seriously**. He does not laugh or joke around.



7

answered

When the phone rang, she **answered** it and said hello.



8

guessed

The boy hid his eyes. He **guessed** that his friend was hiding behind a big tree.





Read and Comprehend



✓ TARGET SKILL

Understanding Characters Julian is the main character in *Gloria Who Might Be My Best Friend*. He talks, acts, and thinks like a real person. You can use clues in the words and pictures to figure out what the characters are like and why they act the way they do. List story clues, or text evidence, in a chart like this one.

Character	What Happens	Words, Thoughts, Actions

✓ TARGET STRATEGY

Question Ask questions about what you are reading. Look for text evidence to answer your questions.

PREVIEW THE TOPIC

Following Directions

Directions tell you how to do things. Following directions helps you do things the right way. If you don't follow directions, you might have a problem. Think about what might happen if you didn't follow the directions for making cookies. The cookies probably wouldn't taste very good! When do you follow directions?

Julian and Gloria in *Gloria Who Might Be My Best Friend* follow directions to make a special kite together.



ANCHOR TEXT



✓ **TARGET SKILL**

Understanding Characters Tell more about characters.

✓ **GENRE**

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

- ▶ a setting that could be a real place
- ▶ characters who act like real people
- ▶ story events that could really happen



RL.2.3 describe how characters respond to events and challenges; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot



MEET THE AUTHOR

**ANN
CAMERON**

Sitting in a restaurant eating ice cream

is Ann Cameron's favorite way to write. She has written many books about Julian and Gloria, including *Julian's Glorious Summer* and *Gloria's Way*.



MEET THE ILLUSTRATOR

MIKE REED

Mike Reed makes his home in Minnesota.

There he teaches college art classes for students who want to learn how to use a computer to create artwork.

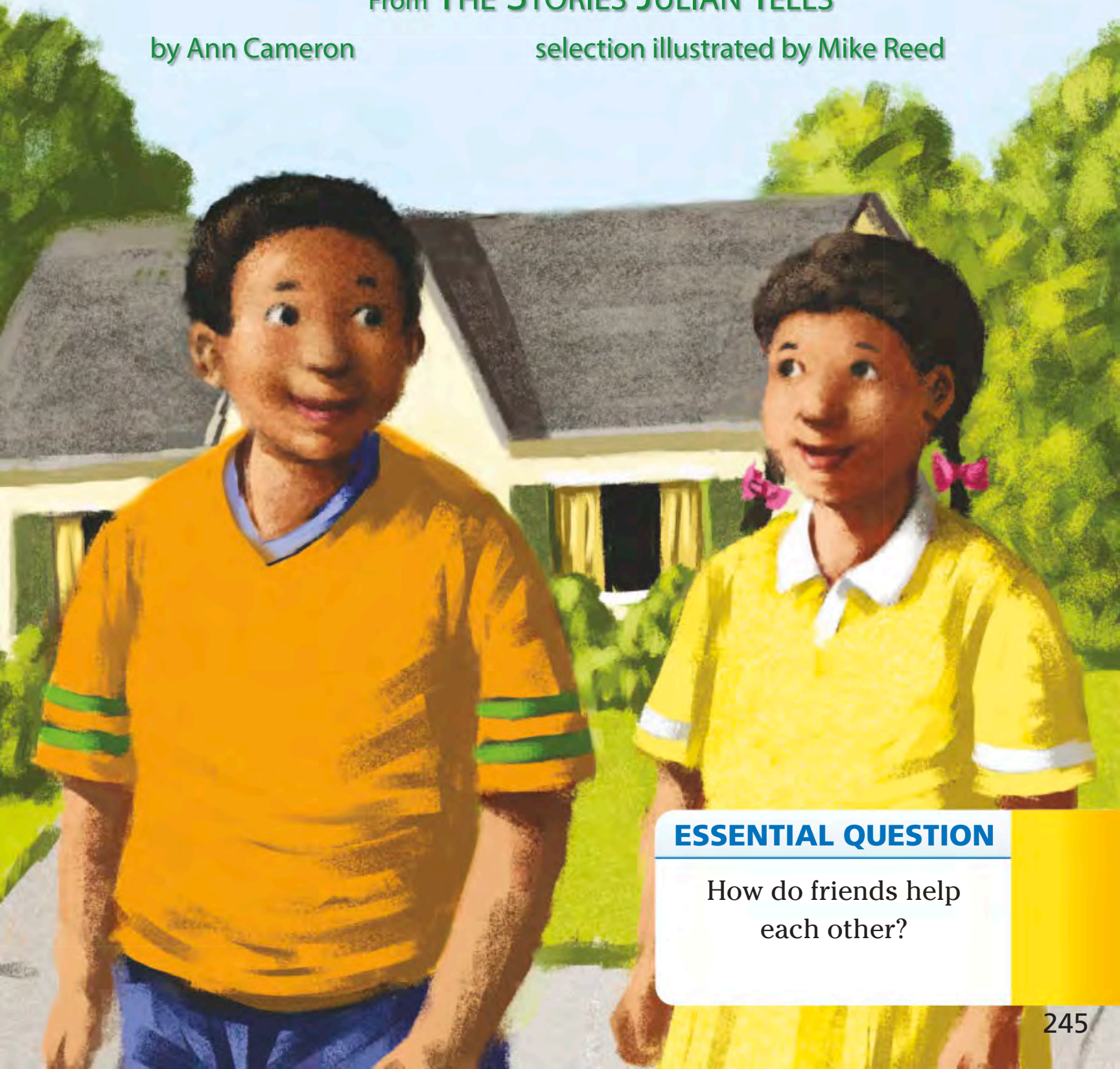
Gloria

Who Might Be My Best Friend

From **THE STORIES JULIAN TELLS**

by Ann Cameron

selection illustrated by Mike Reed

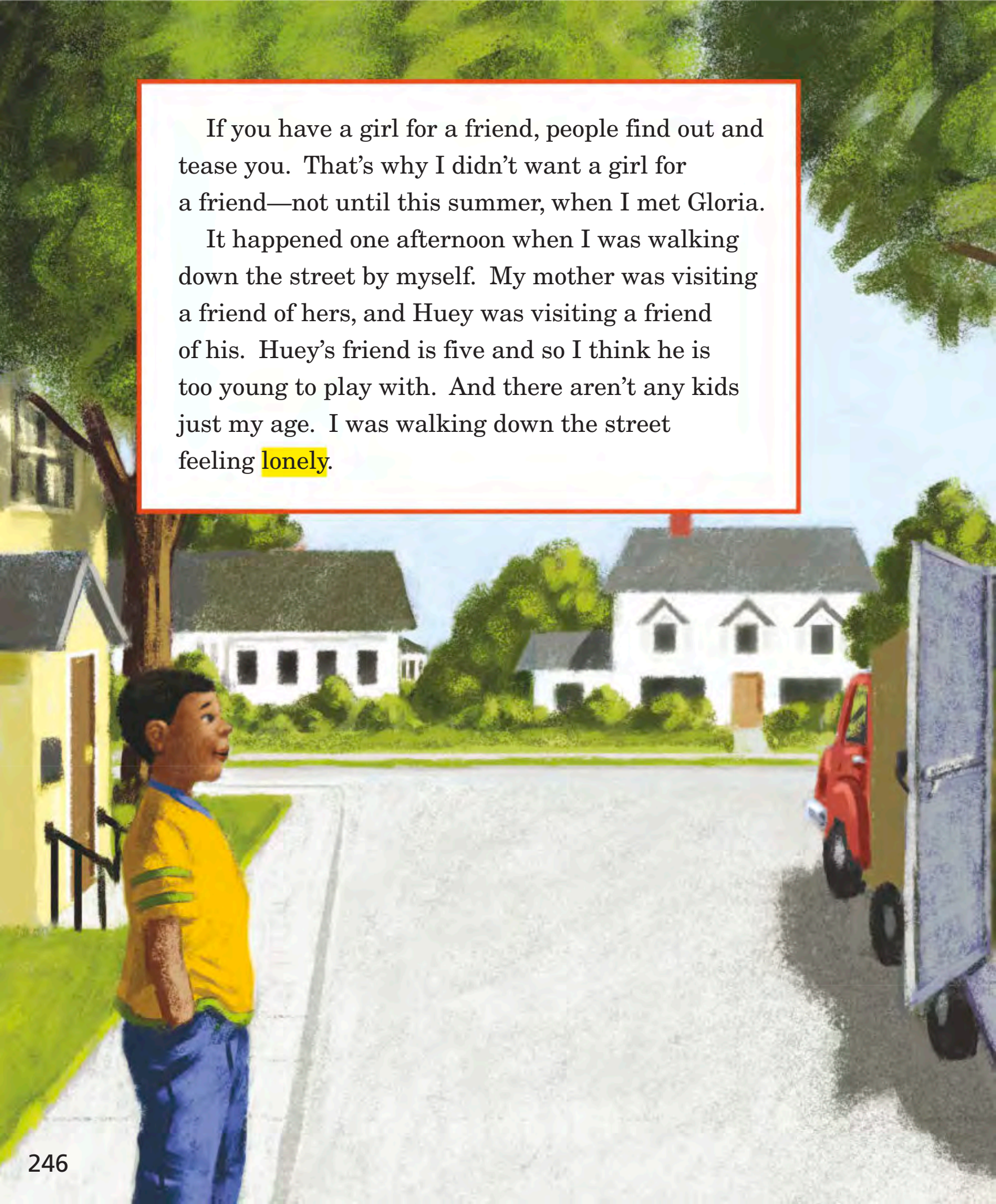


ESSENTIAL QUESTION

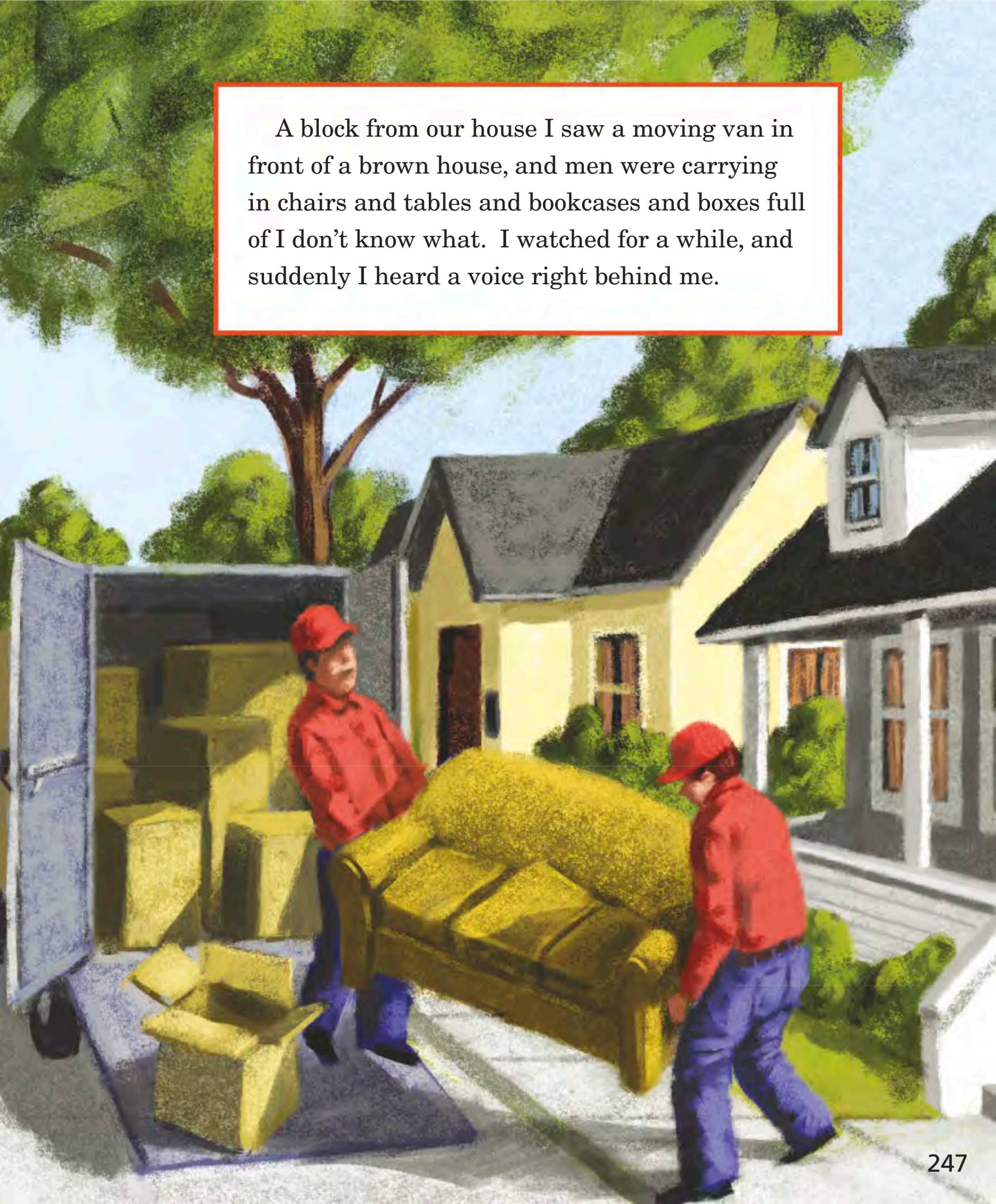
How do friends help each other?

If you have a girl for a friend, people find out and tease you. That's why I didn't want a girl for a friend—not until this summer, when I met Gloria.

It happened one afternoon when I was walking down the street by myself. My mother was visiting a friend of hers, and Huey was visiting a friend of his. Huey's friend is five and so I think he is too young to play with. And there aren't any kids just my age. I was walking down the street feeling **lonely**.



A block from our house I saw a moving van in front of a brown house, and men were carrying in chairs and tables and bookcases and boxes full of I don't know what. I watched for a while, and suddenly I heard a voice right behind me.





“Who are you?”

I turned around and there was a girl in a yellow dress. She looked the same age as me. She had curly hair that was braided into two pigtails with red ribbons at the ends.

“I’m Julian,” I said. “Who are you?”

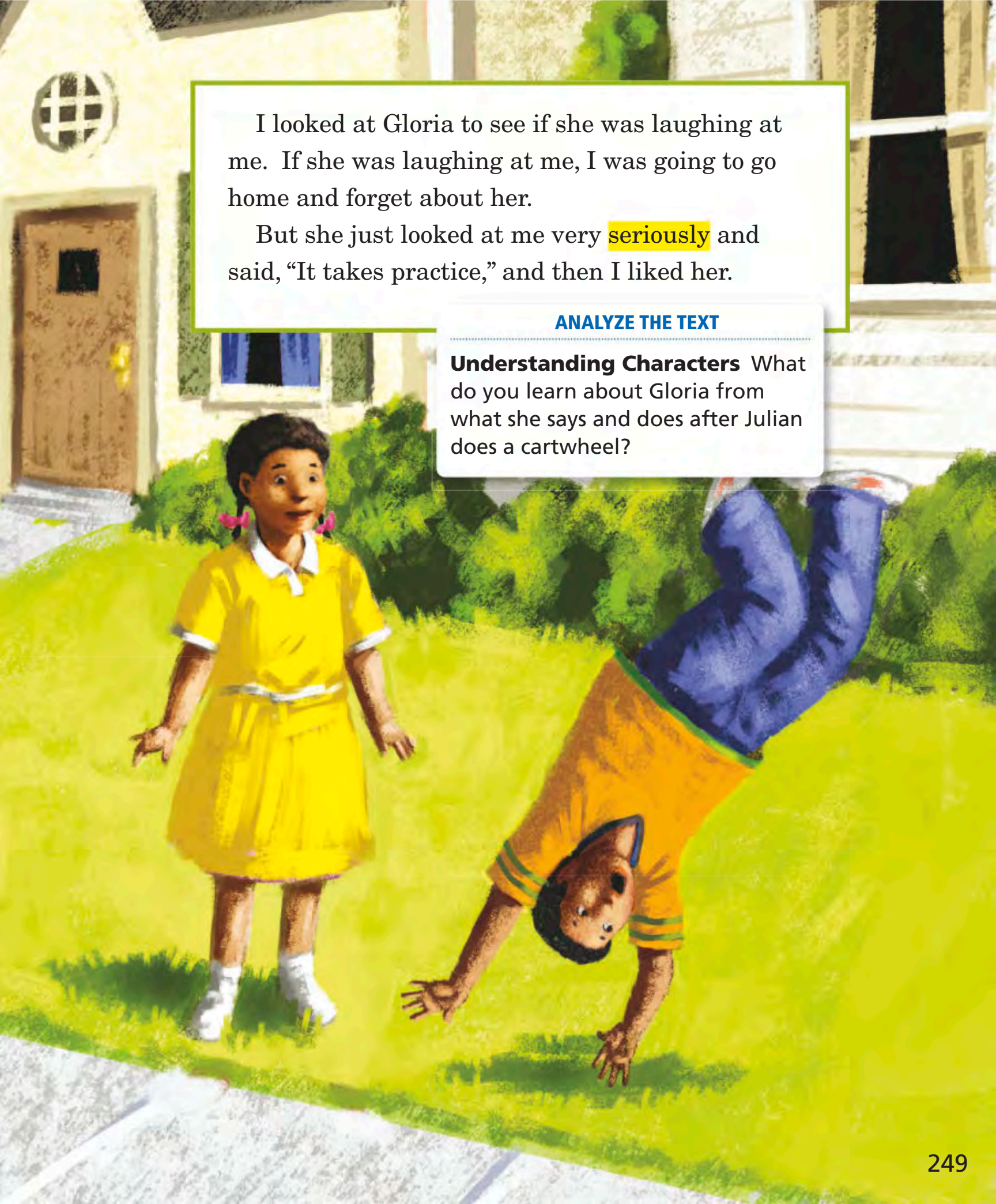
“I’m Gloria,” she said. “I come from Newport. Do you know where Newport is?”

I wasn’t sure, but I didn’t tell Gloria. “It’s a town on the ocean,” I said.

“Right,” Gloria said. “Can you turn a cartwheel?”

She turned sideways herself and did two cartwheels on the grass.

I had never tried a cartwheel before, but I tried to **copy** Gloria. My hands went down in the grass, my feet went up in the air, and—I fell over.

An illustration of a young girl with dark hair in pigtails, wearing a bright yellow dress with a white collar and white shoes, standing on a green lawn. To her right, a young boy in a blue long-sleeved shirt and orange shorts is performing a handstand. The background shows a yellow house with a brown door and a window with blue shutters.

I looked at Gloria to see if she was laughing at me. If she was laughing at me, I was going to go home and forget about her.

But she just looked at me very **seriously** and said, “It takes practice,” and then I liked her.

ANALYZE THE TEXT

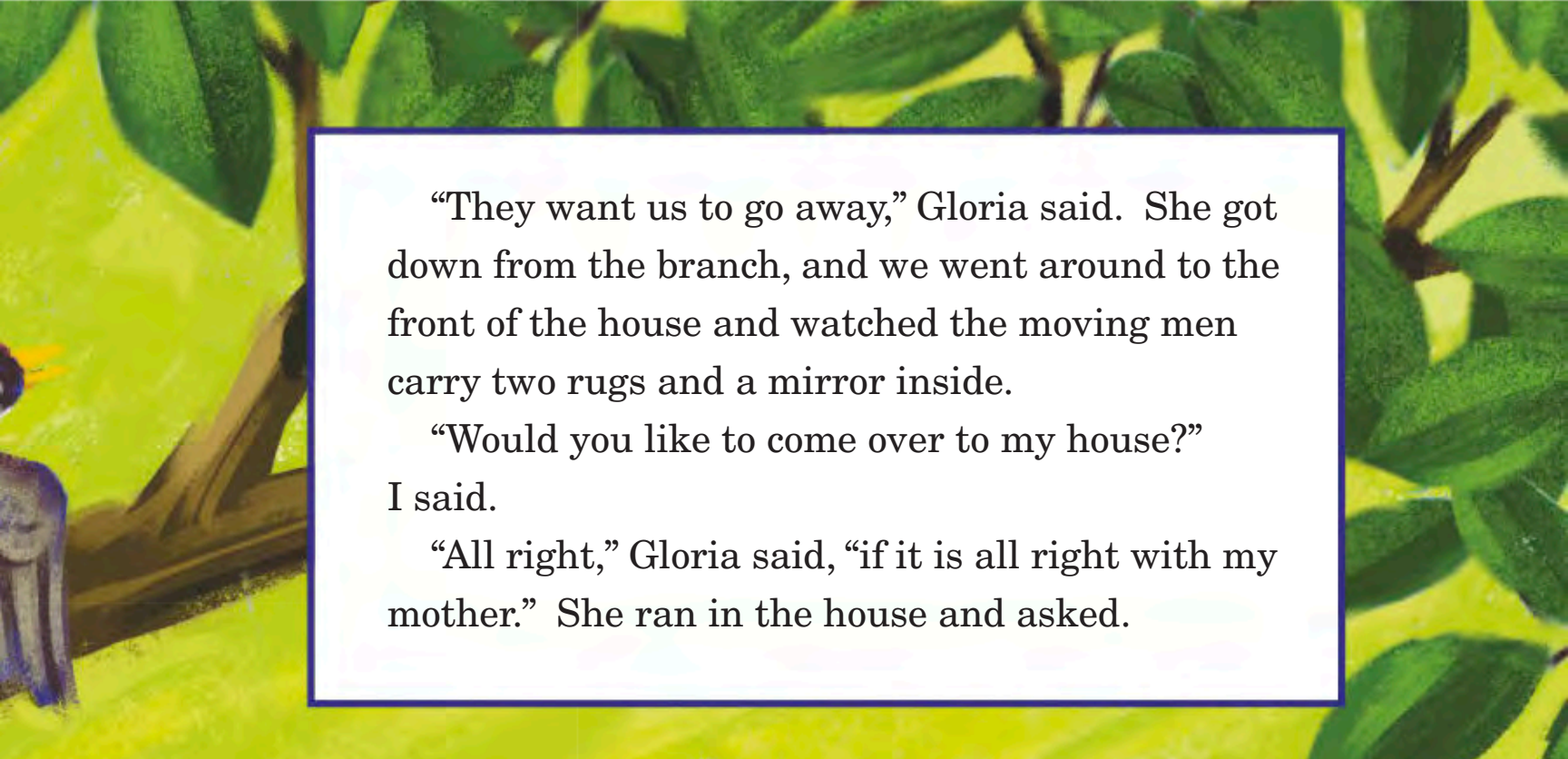
Understanding Characters What do you learn about Gloria from what she says and does after Julian does a cartwheel?



“I know where there’s a bird’s nest in your yard,” I said.

“Really?” Gloria said. “There weren’t any trees in the yard, or any birds, where I lived before.”

I showed her where a robin lives and has eggs. Gloria stood up on a branch and looked in. The eggs were small and pale blue. The mother robin squawked at us, and she and the father robin flew around our heads.



“They want us to go away,” Gloria said. She got down from the branch, and we went around to the front of the house and watched the moving men carry two rugs and a mirror inside.

“Would you like to come over to my house?”
I said.

“All right,” Gloria said, “if it is all right with my mother.” She ran in the house and asked.



It was all right, so Gloria and I went to my house, and I showed her my room and my games and my rock collection, and then I made strawberry punch and we sat at the kitchen table and drank it.

“You have a red mustache on your mouth,” Gloria said.

“You have a red mustache on your mouth, too,” I said.

Gloria giggled, and we licked off the mustaches with our tongues.

“I wish you’d live here a long time,” I told Gloria.

Gloria said, “I wish I would too.”

“I know the best way to make wishes,” Gloria said.

“What’s that?” I asked.

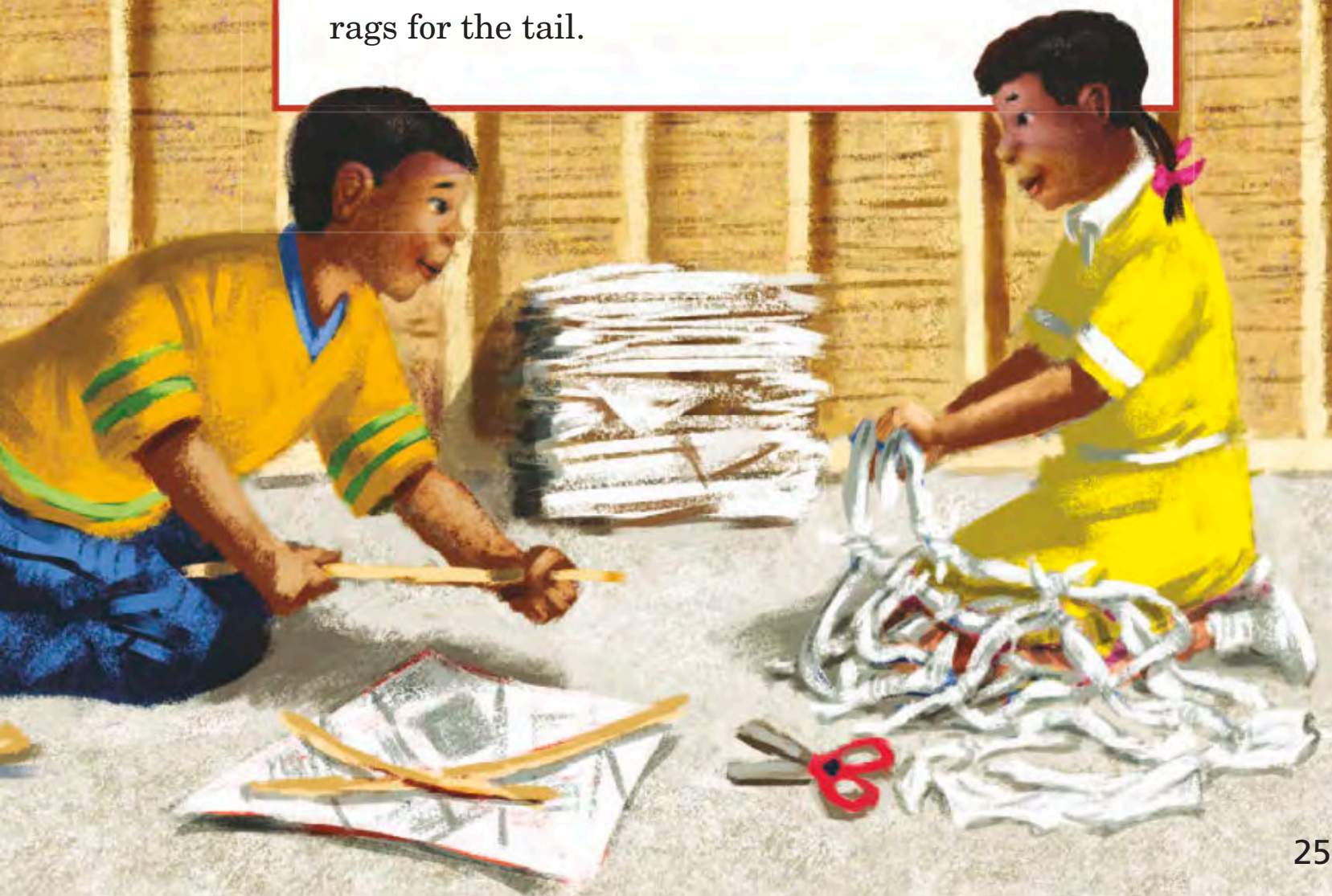


“First you make a kite. Do you know how to make one?”

“Yes,” I said, “I know how.” I know how to make good kites because my father taught me. We make them out of two crossed sticks and folded newspaper.

“All right,” Gloria said, “that’s the first part of making wishes that come true. So let’s make a kite.”

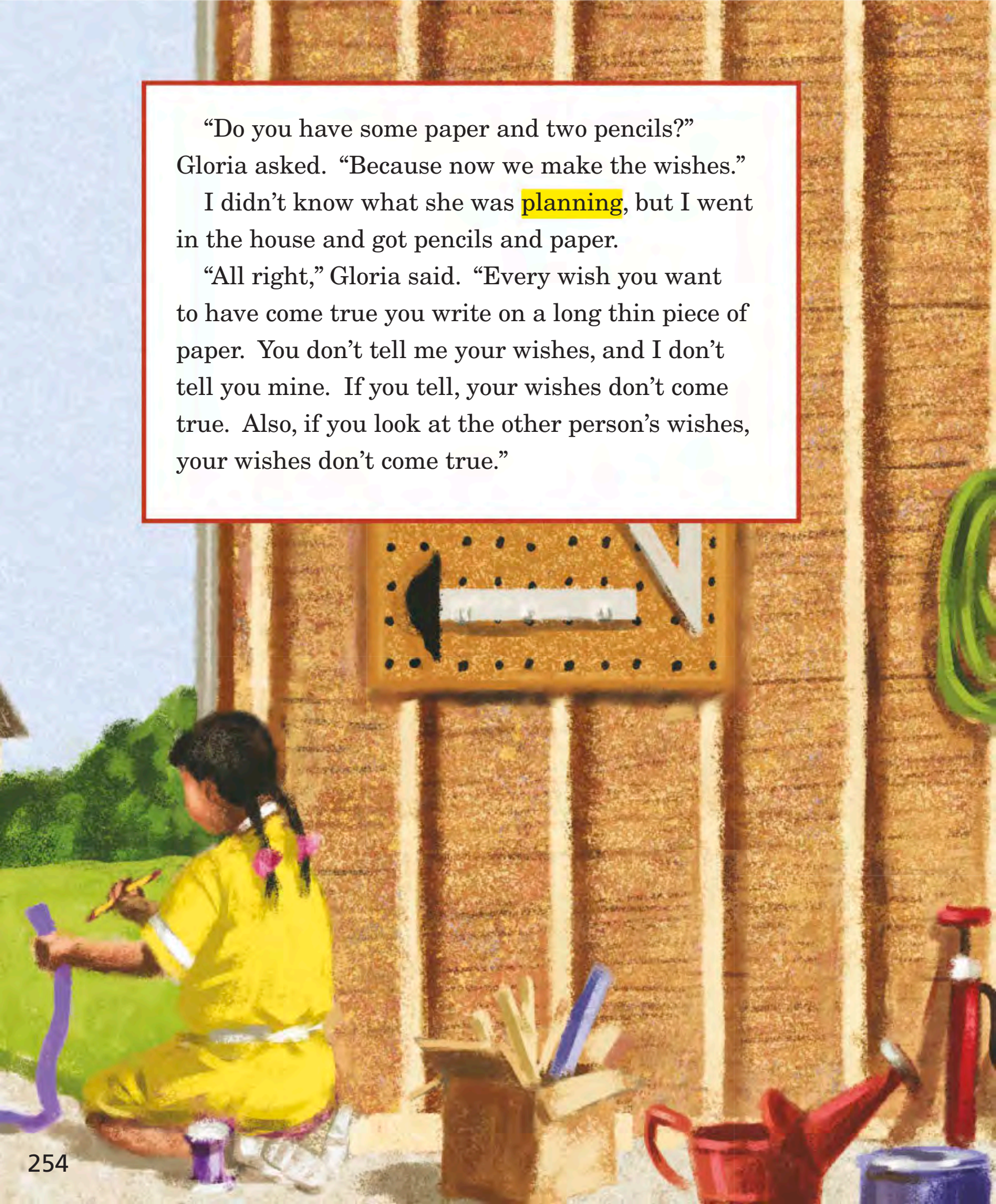
We went out into the garage and spread out sticks and newspaper and made a kite. I fastened on the kite string and went to the closet and got rags for the tail.



“Do you have some paper and two pencils?”
Gloria asked. “Because now we make the wishes.”

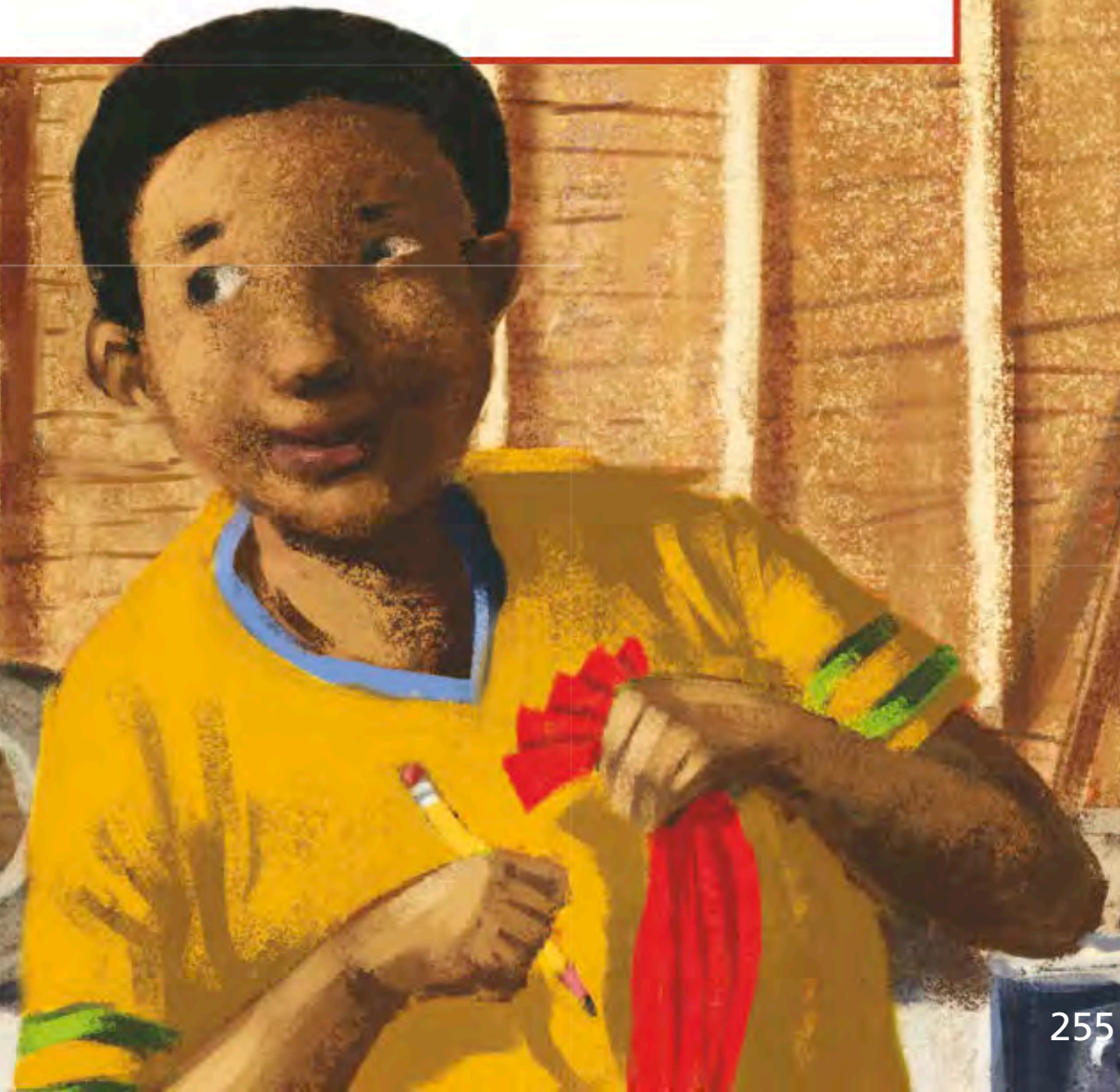
I didn’t know what she was **planning**, but I went
in the house and got pencils and paper.

“All right,” Gloria said. “Every wish you want
to have come true you write on a long thin piece of
paper. You don’t tell me your wishes, and I don’t
tell you mine. If you tell, your wishes don’t come
true. Also, if you look at the other person’s wishes,
your wishes don’t come true.”



Gloria sat down on the garage floor and started writing her wishes. I wanted to see what they were—but I went to the other side of the garage and wrote my own wishes instead. I wrote:

1. I wish I could see the catalog cats.
2. I wish the fig tree would be the tallest in town.
3. I wish I'd be a great soccer player.
4. I wish I could ride in an airplane.
5. I wish Gloria would stay here and be my best friend.



I folded my five wishes in my fist and went over to Gloria.

“How many wishes did you make?” Gloria asked.

“Five,” I said. “How many did you make?”

“Two,” Gloria said.

I wondered what they were.

“Now we put the wishes on the tail of the kite,”

Gloria said. “Every time we tie one piece of rag on the tail, we fasten a wish in the **knot**. You can put yours in first.”

I fastened mine in, and then Gloria fastened in hers, and we carried the kite into the yard.



“You hold the tail,” I told Gloria, “and I’ll pull.”

We ran through the back yard with the kite, passed the garden and the fig tree, and went into the open field beyond our yard.

The kite started to rise. The tail jerked **heavily** like a long white snake. In a minute the kite passed the roof of my house and was climbing toward the sun.

ANALYZE THE TEXT

Figurative Language Why does the author describe the kite’s tail as “like a long white snake”?



We stood in the open field, looking up at it. I was wishing I would get my wishes.

“I know it’s going to work!” Gloria said.

“How do you know?”

“When we take the kite down,” Gloria told me, “there shouldn’t be one wish in the tail. When the wind takes all your wishes, that’s when you know it’s going to work.”

The kite stayed up for a long time. We both held the string. The kite looked like a tiny black spot in the sun, and my neck got stiff from looking at it.


“Shall we pull it in?” I asked.

“All right,” Gloria said.

We drew the string in more and more until, like a tired bird, the kite fell at our feet.







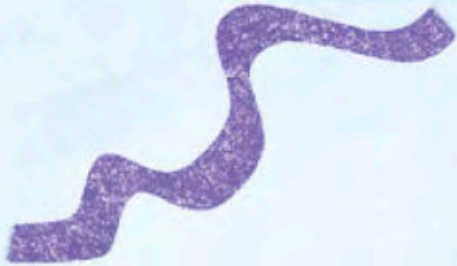
We looked at the tail. All our wishes were gone. Probably they were still flying higher and higher in the wind.

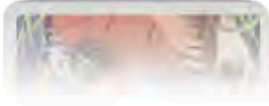
Maybe I would see the catalog cats and get to be a good soccer player and have a ride in an airplane and the tallest fig tree in town. And Gloria would be my best friend.

“Gloria,” I said, “did you wish we would be friends?”

“You’re not supposed to ask me that!” Gloria said.

“I’m sorry,” I **answered**. But inside I was smiling. I **guessed** one thing Gloria wished for. I was pretty sure we would be friends.





Dig Deeper

How to Analyze the Text

Use these pages to learn about Understanding Characters and Figurative Language. Then read *Gloria Who Might Be My Best Friend* again. Use what you learn to understand it better.

Understanding Characters

Gloria Who Might Be My Best Friend is a story about Julian and his new friend, Gloria. Think about what the characters do, think, and say when things happen in the story. For example, Julian invites Gloria to his house after he meets her. This helps you understand that Julian wants a friend.

As you read, look for text evidence about the characters. List ideas in a chart like this one.

Character	What Happens	Words, Thoughts, Actions



RL.2.3 describe how characters respond to events and challenges; **RL.2.4** describe how words and phrases supply rhythm and meaning; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot

Figurative Language

Authors sometimes tell how two things are the same using the word *like* or *as*. Sentences that compare using *like* or *as* are called **similes**. Similes help readers to picture story details in their mind. For example, an author may say the moon is like a big, white ball. This helps the reader picture what the moon looks like.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How do friends help each other? Share your ideas with a small group using text evidence from *Gloria Who Might Be My Best Friend*. Take turns speaking. Use complete sentences when it is your turn to talk.



Classroom Conversation

Now talk about these questions with the class.

- 1 How does Julian change because of his new friendship?
- 2 How can you tell that Julian and Gloria are going to be friends? Use text evidence to explain.
- 3 What might Julian do the next time a girl wants to be his friend?

WRITE ABOUT READING

Response Is Gloria a good friend? Why or why not? Write a paragraph to tell what you think. Use text evidence from the story to explain your answer.



Writing Tip

Use adjectives to help describe things in your paragraph.



RL.2.3 describe how characters respond to events and challenges; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **W.2.1** write opinion pieces; **SL.2.1a** follow rules for discussions; **SL.2.6** produce complete sentences to provide detail or clarification

Lesson 22

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic. This is from a how-to book.

✓ TEXT FOCUS

Directions tell how to do or make something step-by-step.



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify text; **RI.2.10** read and comprehend informational texts

How to Make a Kite

by Joanna Korba

Can you feel lonely flying a kite? If you answered no, you guessed right!

If you take kite flying seriously, you will want to make your own kite. The first step in planning your kite is to read all of these directions. You may want to copy them onto another sheet of paper first.



Directions

Materials

2 sticks with small cuts on both ends



24 inches



18 inches

string



colored paper



glue and scissors



5 pieces of ribbon

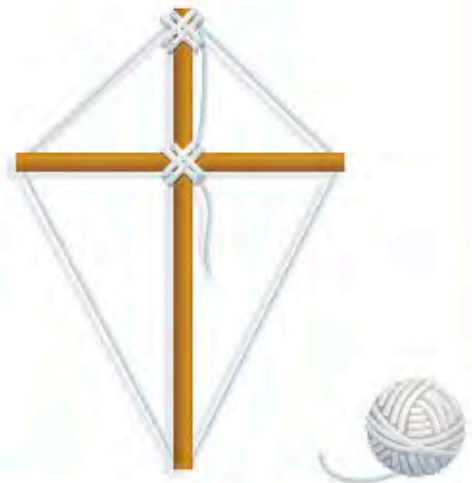


What to Do

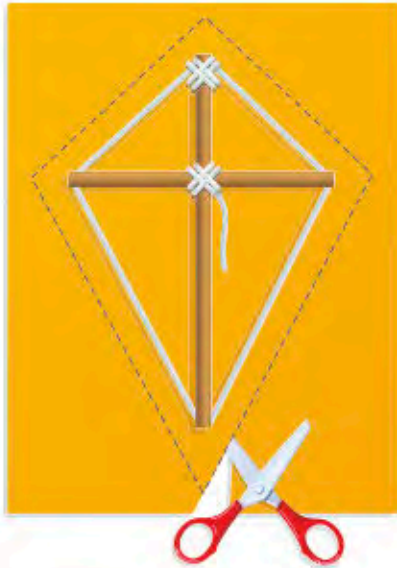
- 1 First, make a cross with the sticks. Tie a string around the middle.



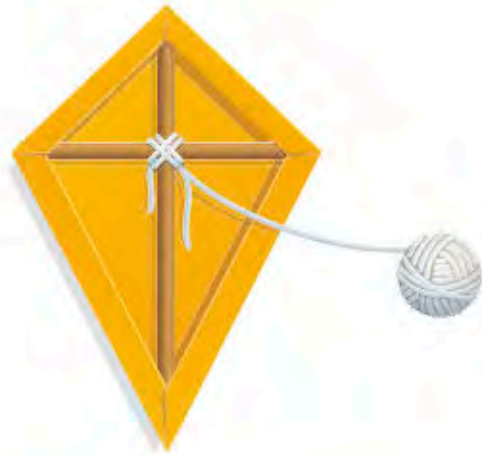
- 2 Run string around the edge to make a frame. Tie it tightly at the top end. Then cut the string.



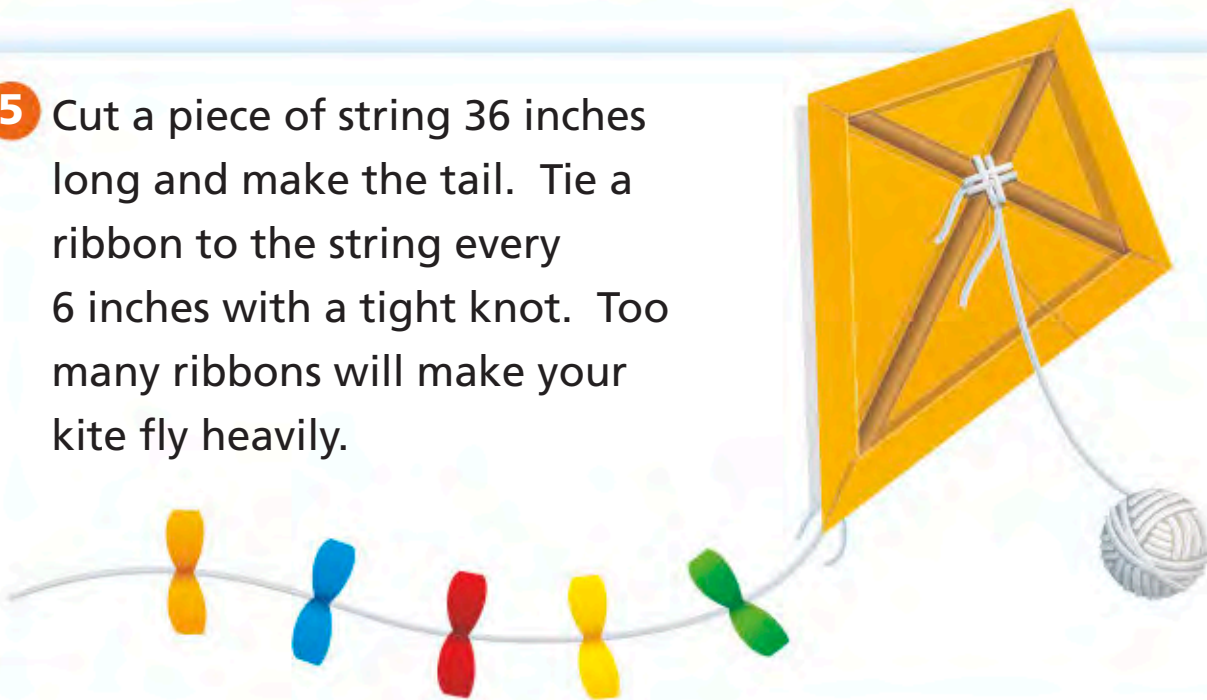
- 3** Lay the kite frame on the paper. Cut the paper so that it is slightly larger than the kite frame.



- 4** Fold the paper over the kite frame. Glue it down. Then tie a long string to the middle of the frame.



- 5** Cut a piece of string 36 inches long and make the tail. Tie a ribbon to the string every 6 inches with a tight knot. Too many ribbons will make your kite fly heavily.

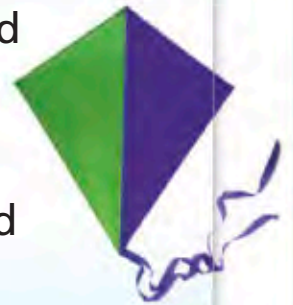




Compare Texts

TEXT TO TEXT

Talk About Directions Look back at how Gloria and Julian make their kite in the story. Then look at the directions for making a kite in *How to Make a Kite*. Which would be more helpful if you wanted to make a kite? Share your ideas with a partner.



TEXT TO SELF

Talk About Making Friends What does Julian do to make Gloria his friend? What do you do when trying to make a new friend? Share your ideas with a partner.



TEXT TO WORLD

Connect to Social Studies Think of something you know how to make. Tell the directions to a partner. Have your partner ask questions to better understand the steps. Then ask your partner to retell the directions.



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **SL.2.3** ask and answer questions about what a speaker says; **SL.2.4** tell a story or recount an experience with facts and details, speaking audibly in sentences



Grammar



Using Adjectives Add *-er* to **adjectives** to compare two people, animals, places, or things. Add *-est* to compare more than two people, animals, places, or things.

Comparing Two

Lee is taller than Kim.
Maine is smaller than Florida.

Comparing More Than Two

Lee is the tallest boy in class.
Rhode Island is the smallest state.

Try This!

Work with a partner to choose the correct adjective for each sentence.

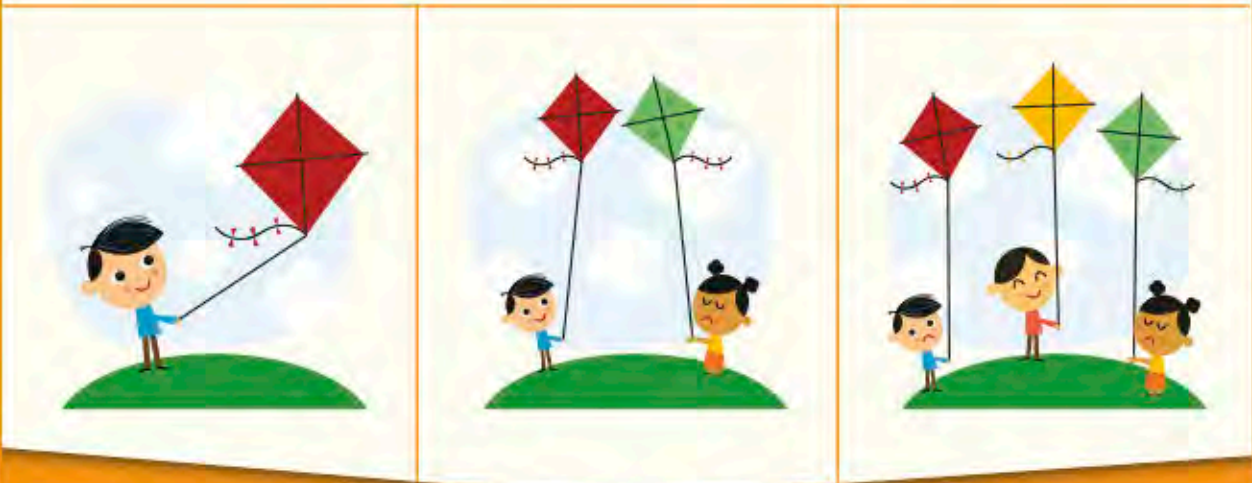
Then read the sentences aloud.

- 1 I am (older, oldest) than my friend.
- 2 Main Street is the (longer, longest) street in town.
- 3 A kite flies (higher, highest) than a paper plane.
- 4 Gloria can do the (faster, fastest) cartwheels of all.

In your writing, use adjectives that compare to tell more about nouns. Add *-er* or *-est* to adjectives to compare two or more people, animals, places, or things.

Sentence That Does Not Tell Enough

Florian has a new kite.



Sentences That Tell More

Florian has a newer kite than Meg has.

Dan has the newest kite on the block.




Connect Grammar to Writing

When you revise your paragraphs that compare and contrast, add *-er* or *-est* to adjectives to tell your reader more.







Informative Writing

 **Organization** When you write to **compare and contrast**, connect details to the main idea.

Leo wrote a draft to compare and contrast himself with his cousin. Later, he revised his draft to be sure his details connect to the main idea.



Writing Traits Checklist

-  **Ideas**
Did I show ways in which people can be different?
-  **Organization**
Do the details in each paragraph connect to the main idea?
-  **Conventions**
Did I use spelling patterns and rules to spell words correctly?
-  **Sentence Fluency**
Did I use transition words?

Revised Draft

My cousin Anthony and I are like twins. We are both the same age. We are about the same height. Anthony wears glasses, but I don't. I love scary movies, and so does he. We both like writing stories.

Even though we are alike in many ways, we are also different.

My Cousin and Me

by Leo Saint-Clair

My cousin Anthony and I are like twins. We are both the same age. We are about the same height. I love scary movies, and so does he. We both like writing stories.

Even though we are alike in many ways, we are also different. Anthony wears glasses, but I don't. He's a great swimmer. I play chess. He loves loud music, and I love animals. Even with our differences, we always have fun together!

Reading as a Writer

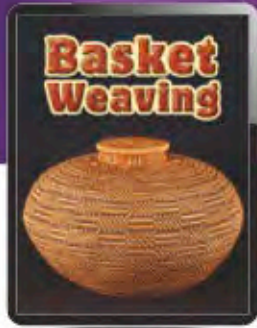
What did Leo move to make sure his details connect to the paragraph's main idea? Are your details in the right paragraph?

I put details in one paragraph to compare and details in the other to contrast.



Lesson

23



✓ TARGET VOCABULARY

yarn

strands

spinning

dye

weave

sharpening

duplicated

delicious

Vocabulary
Reader



Context
Cards



COMMON
CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one on the card.

1

yarn

People use **yarn** to knit sweaters, hats, and mittens.



2

strands

The **strands** of yarn are tied into knots at the bottom of this rug.



3

spinning

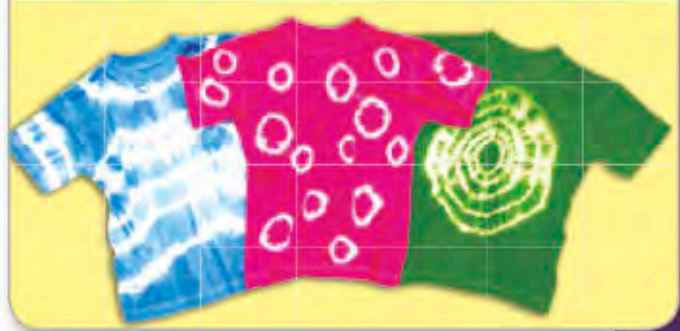
It takes a lot of practice **spinning** chunks of wool into thin yarn.



4

dye

These shirts are soaked in **dye** to make them colorful.



5

weave

This woman will **weave** dried grasses into baskets.



6

sharpening

This pencil does not need **sharpening** anymore!



7

duplicated

Some colors on this rug are **duplicated**. They appear again and again.



8

delicious

This baker makes **delicious** cakes. They are very tasty!





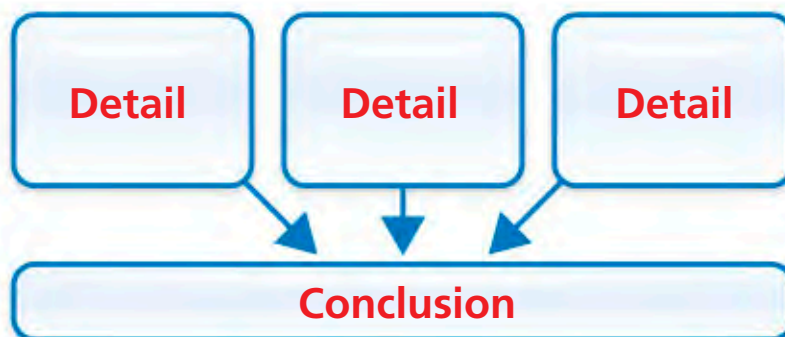
Read and Comprehend



✓ TARGET SKILL

Conclusions In *The Goat in the Rug*, the authors do not tell you everything you need to know. Ask questions about details in the words and pictures. Looking for text evidence will help you make a smart guess about what is happening. Making a smart guess is called drawing a **conclusion**.

A chart like this can help you record details and conclusions.



✓ TARGET STRATEGY

Summarize As you read, stop to tell the most important ideas in your own words.

PREVIEW THE TOPIC

Visual Arts

Visual art is art that you look at, like a drawing or a sculpture. Artists use different things to make visual art. Some use paint to create their art. Others use metal, wood, or clay. Even yarn can be used to create art.

In *The Goat in the Rug*, you will learn about the art of weaving a rug. The artist in the selection uses yarn to make colorful patterns in her rugs.

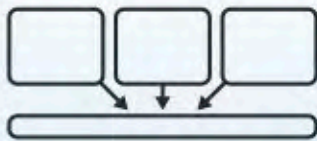


ANCHOR TEXT



✓ TARGET SKILL

Conclusions Use details to figure out more about the text.



✓ GENRE

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

- ▶ a setting that is real
- ▶ events in time order
- ▶ facts and information



RI.2.1 ask and answer questions to demonstrate understanding of key details;
RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.10** read and comprehend informational texts

MEET THE AUTHORS Charles L. Blood and Martin Link



These two authors wrote *The Goat in the Rug* from the point of view of Geraldine, the goat. Charles L. Blood also wrote a book about Native American crafts and games. Martin Link was once a ranger with the National Park Service in Arizona.

MEET THE ILLUSTRATOR Nancy Winslow Parker

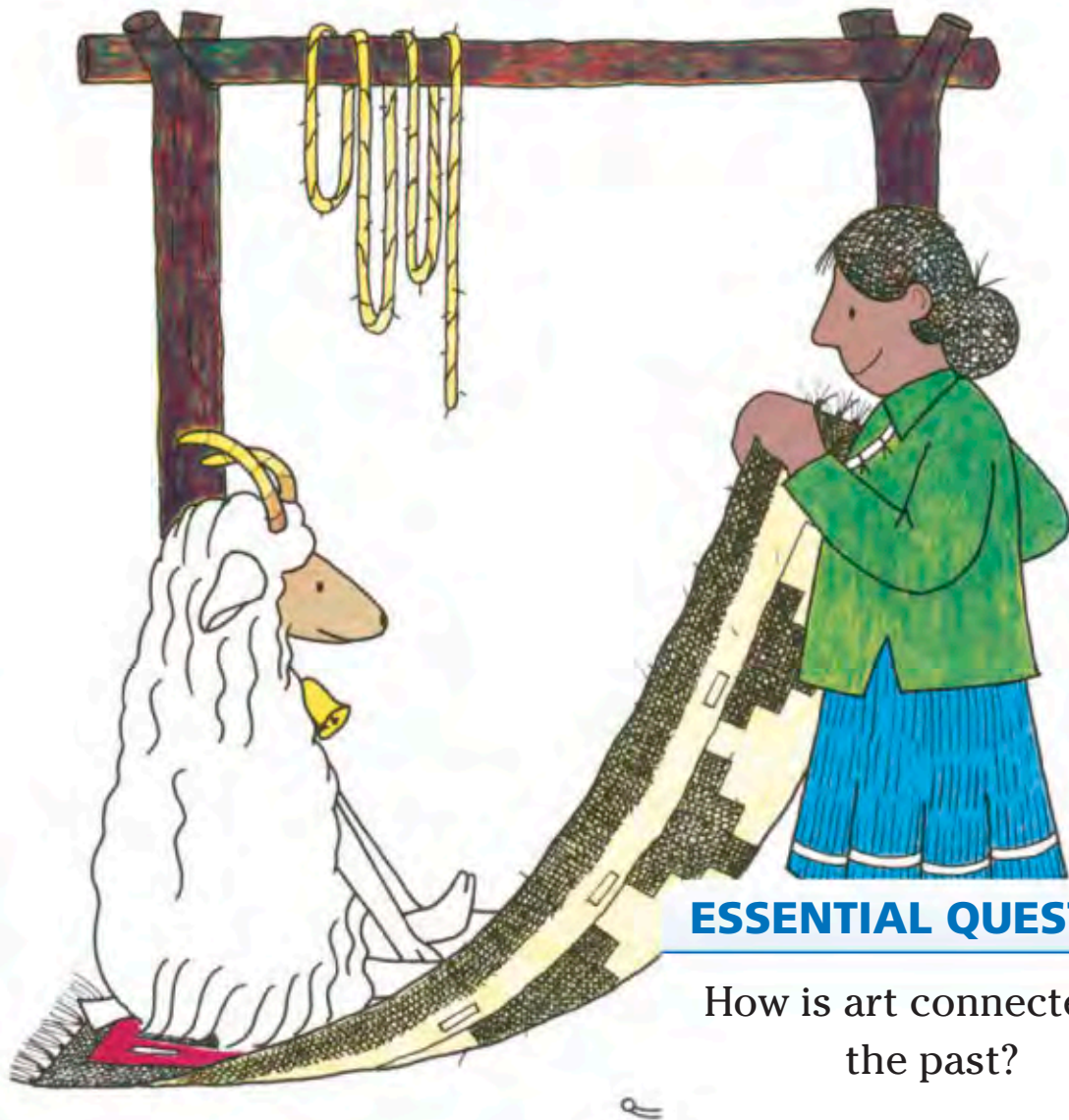


When Nancy Winslow Parker was a kid, she looked forward to spring cleaning. That was when her mom put new shelf paper in the kitchen cabinets and dresser drawers. The lucky young artist was given all the old paper to draw on!

THE GOAT IN THE RUG

BY GERALDINE

as told to Charles L. Blood and Martin Link
illustrated by Nancy Winslow Parker



ESSENTIAL QUESTION

How is art connected to
the past?

My name is Geraldine and I live near a place called Window Rock with my Navajo friend, Glenmæ. It's called Window Rock because it has a big round hole in it that looks like a window open to the sky.

Glenmæ is called Glenmæ most of the time because it's easier to say than her Indian name: Glee 'Nasbah. In English that means something like female warrior, but she's really a Navajo weaver. I guess that's why, one day, she decided to **weave** me into a rug.



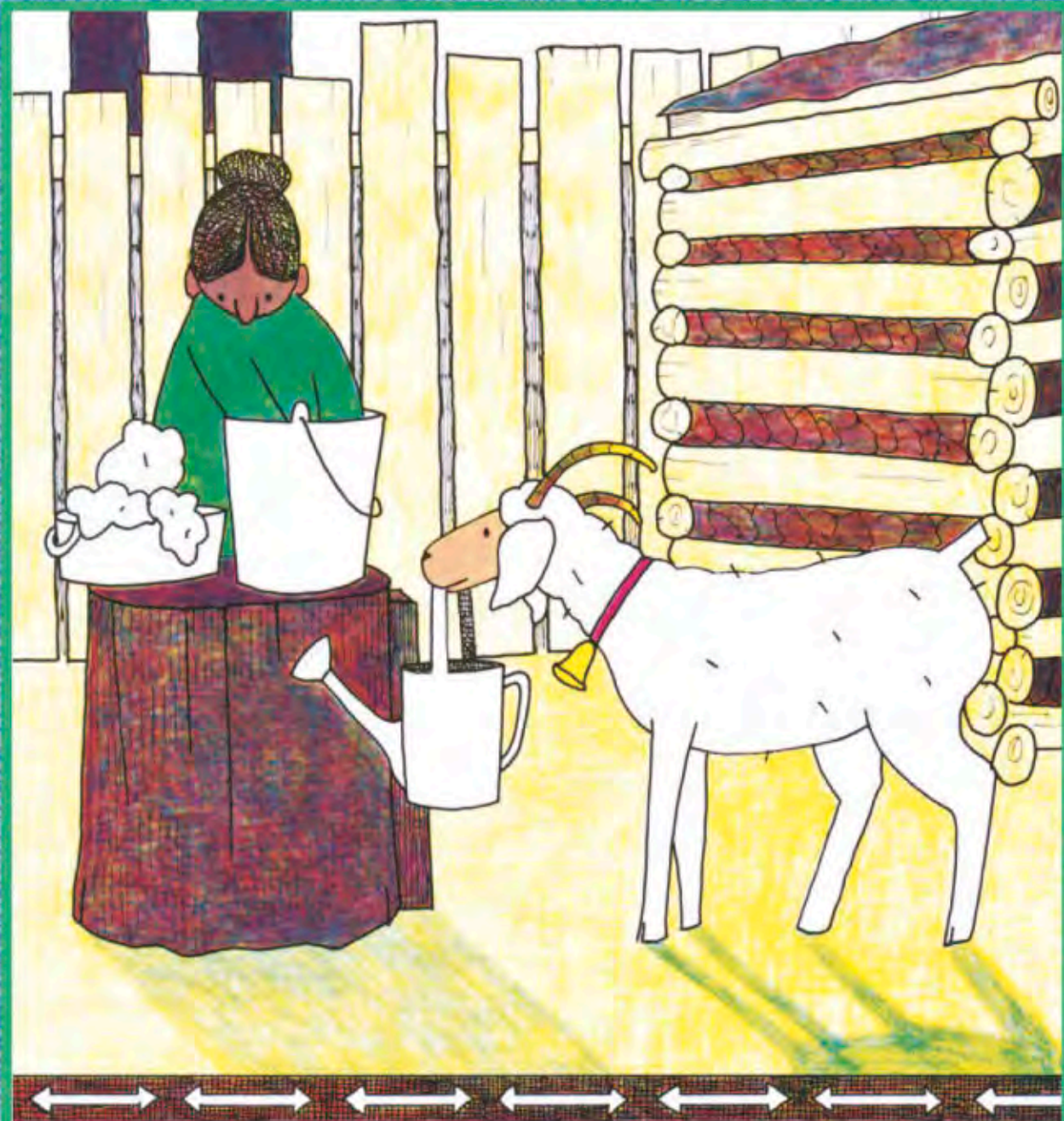
I remember it was a warm, sunny afternoon. Glenmae had spent most of the morning **sharpening** a large pair of scissors. I had no idea what she was going to use them for, but it didn't take me long to find out.





Before I knew what was happening, I was on the ground and Glenmae was clipping off my wool in great long **strands**. (It's called mohair, really.) It didn't hurt at all, but I admit I kicked up my heels some. I'm very ticklish for a goat.

I might have looked a little naked and silly afterwards, but my, did I feel nice and cool! So I decided to stick around and see what would happen next.

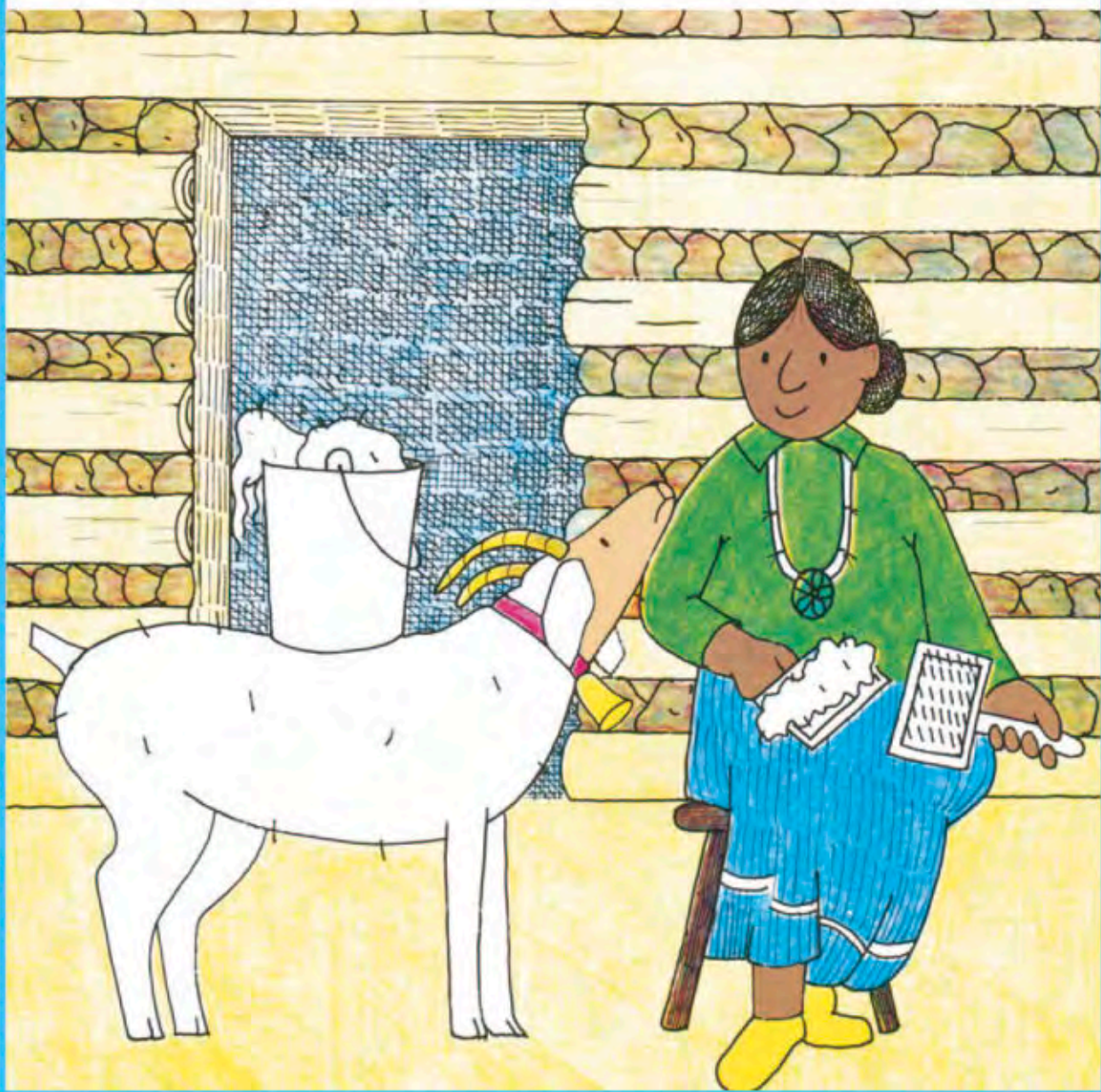


The first thing Glenmae did was chop up roots from a yucca plant. The roots made a soapy, rich lather when she mixed them with water.

She washed my wool in the suds until it was clean and white.

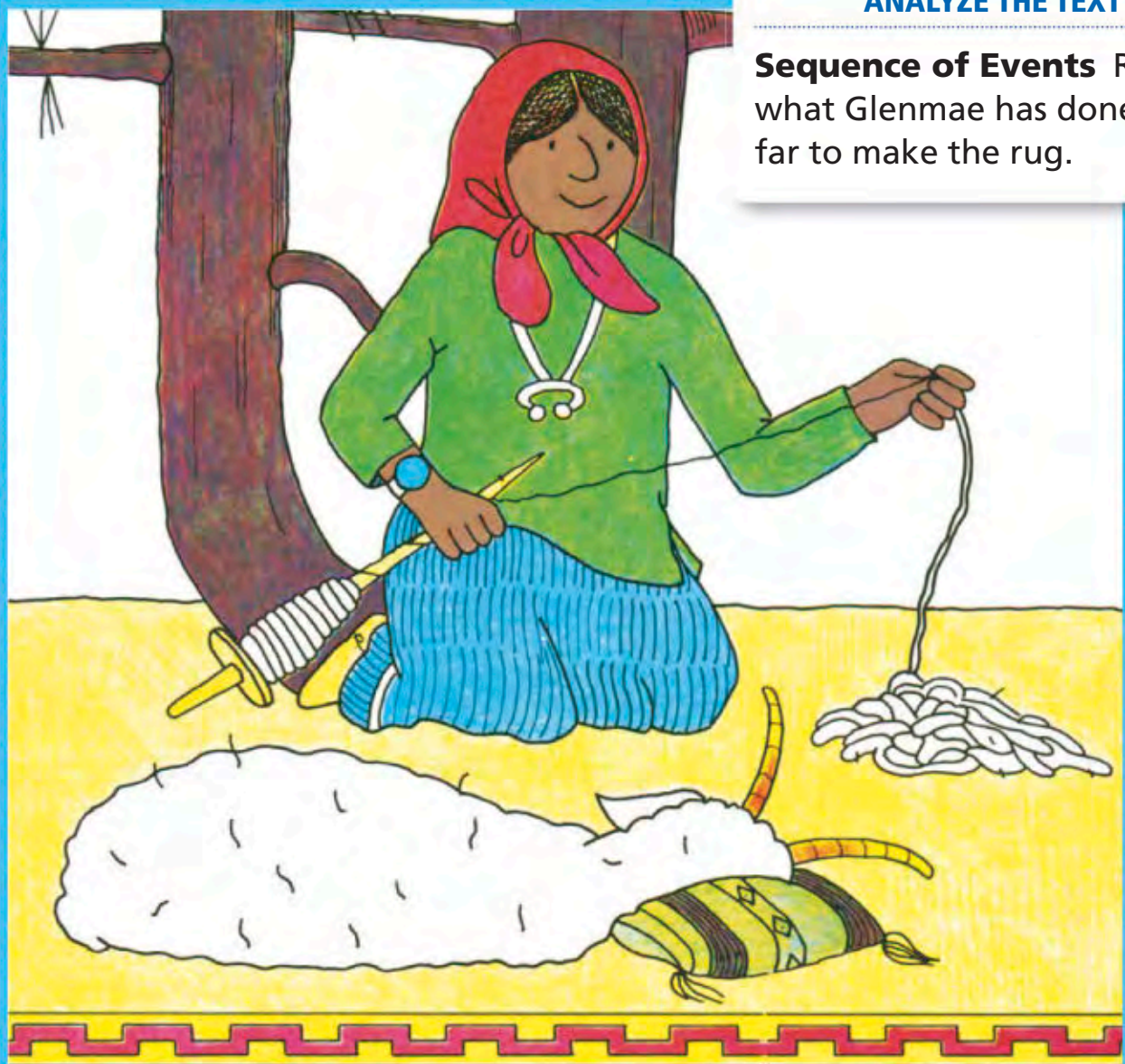
After that, a little bit of me (you might say) was hung up in the sun to dry. When my wool was dry, Glenmae took out two large square combs with many teeth.

By combing my wool between these carding combs, as they're called, she removed any bits of twigs or burrs and straightened out the fibers. She told me it helped make a smoother **yarn** for **spinning**.



ANALYZE THE TEXT

Sequence of Events Retell what Glenmae has done so far to make the rug.



Then, Glenmae carefully started to spin my wool—one small bundle at a time—into yarn. I was beginning to find out it takes a long while to make a Navajo rug.

Again and again, Glenmae twisted and pulled, twisted and pulled the wool. Then she spun it around a long, thin stick she called a spindle. As she twisted and pulled and spun, the finer, stronger and smoother the yarn became.



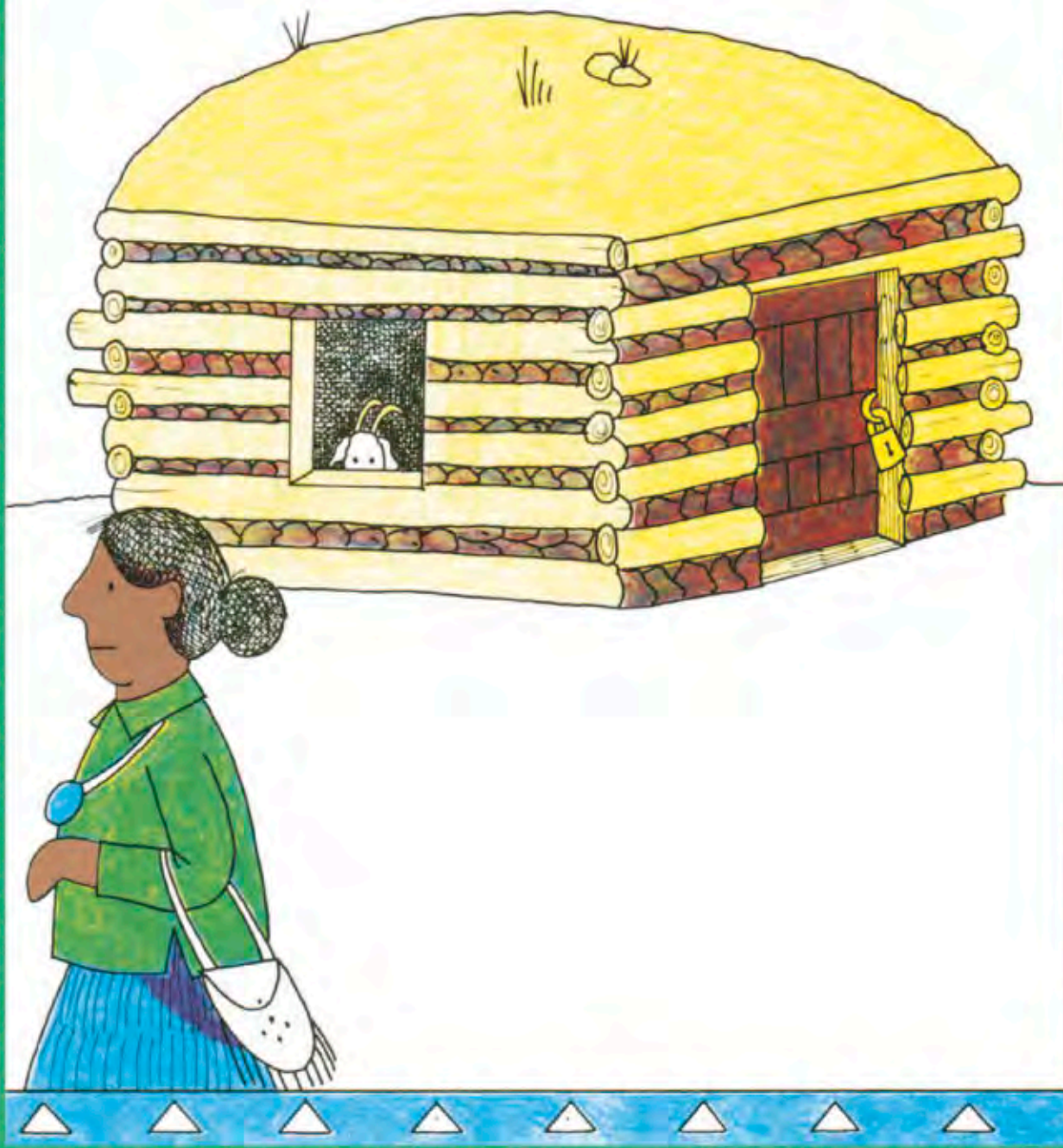
A few days later, Glenmae and I went for a walk. She said we were going to find some special plants she would use to make **dye**.

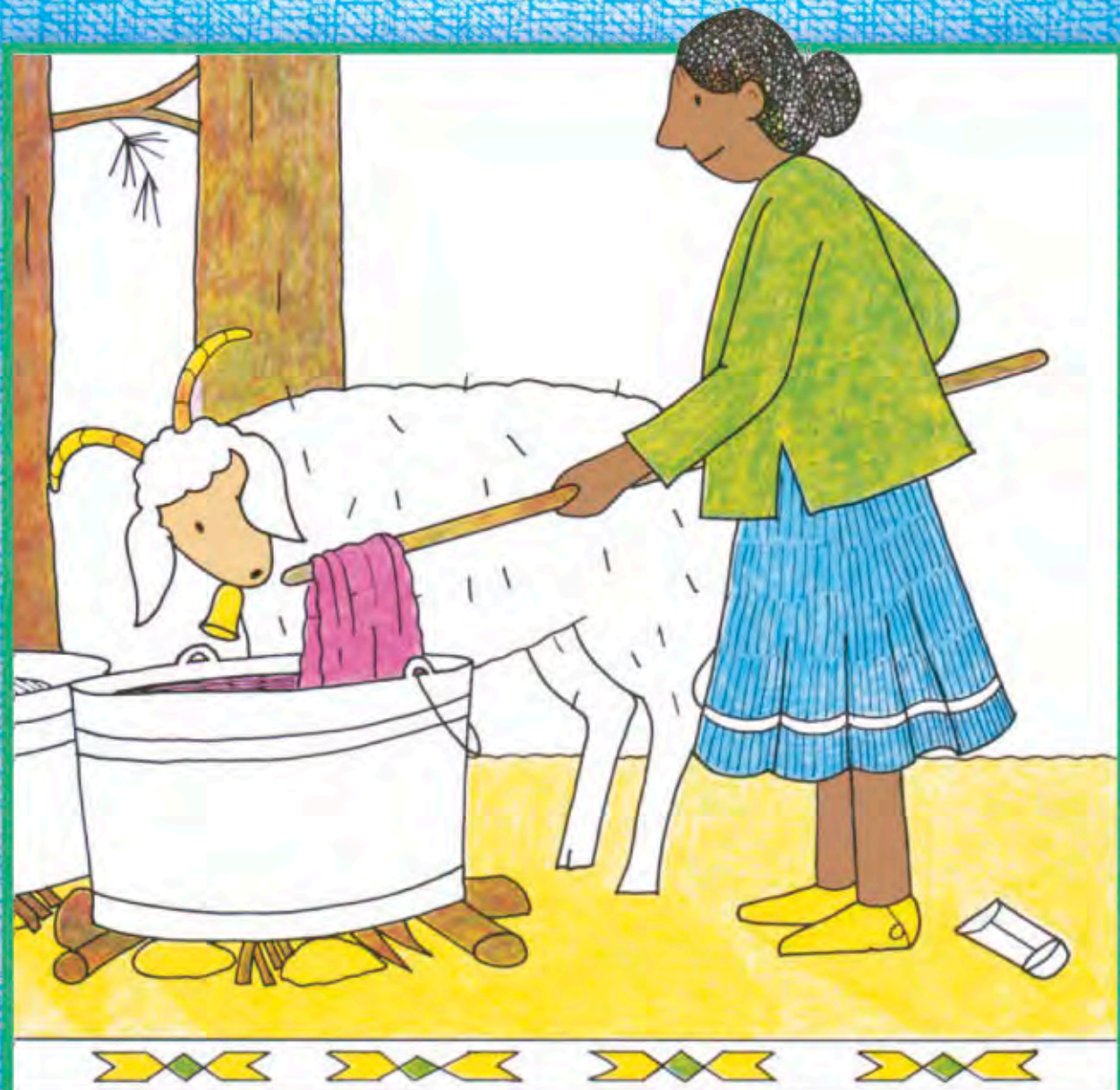
I didn't know what "dye" meant, but it sounded like a picnic to me. I do love to eat plants. That's what got me into trouble.

While Glenmæe was out looking for more plants,
I ate every one she had already collected in her
bucket. **Delicious!**



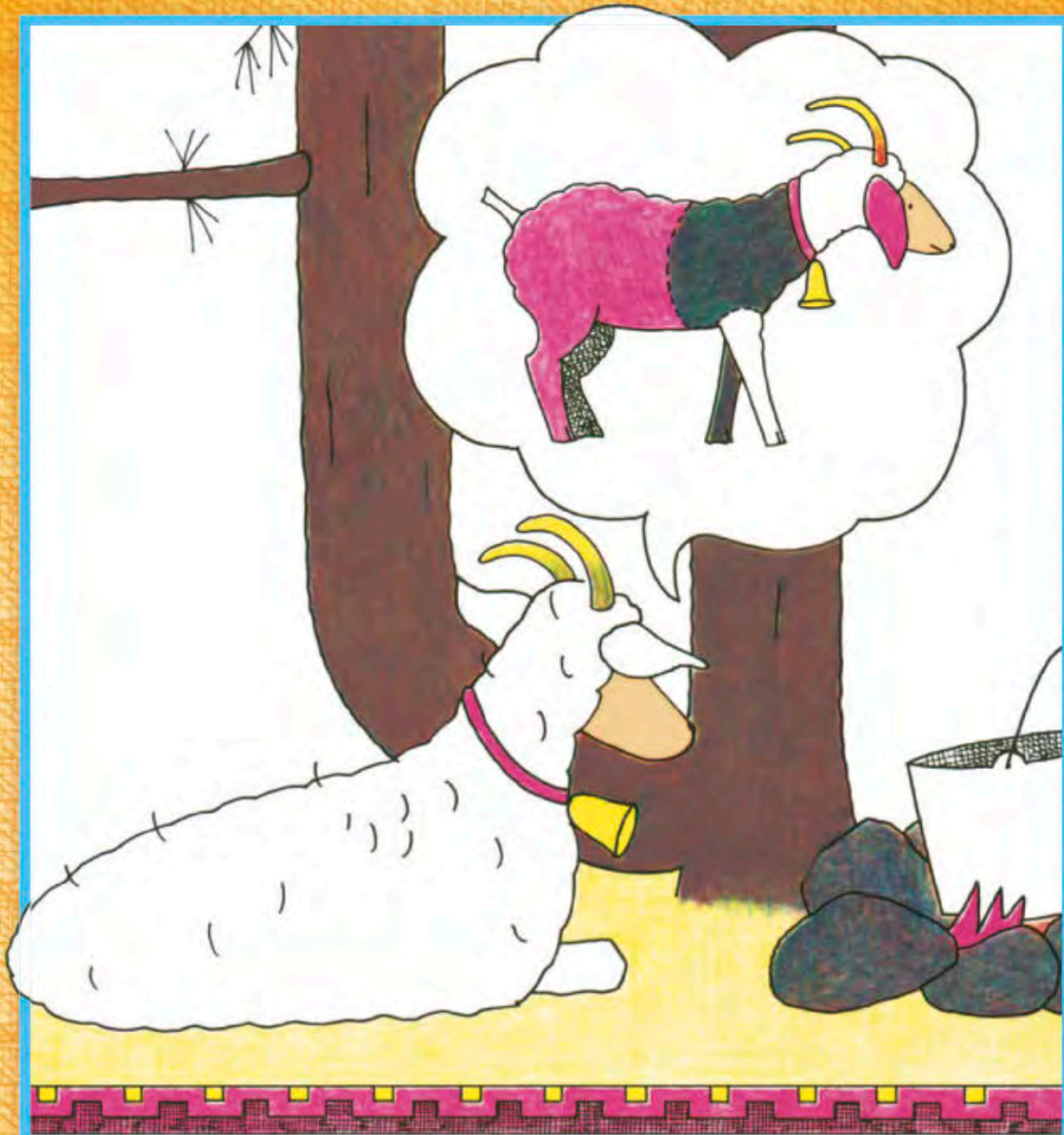
The next day, Glenmæ made me stay home while she walked miles to a store. She said the dye she could buy wasn't the same as the kind she makes from plants, but since I'd made such a pig of myself, it would have to do.





I was really worried that she would still be angry with me when she got back. She wasn't, though, and pretty soon she had three big potfuls of dye boiling over a fire.

Then I saw what Glenmae had meant by dyeing. She dipped my white wool into one pot . . . and it turned pink! She dipped it in again. It turned a darker pink! By the time she'd finished dipping it in and out and hung it up to dry, it was a beautiful deep red.



After that, she dyed some of my wool brown, and some of it black. I couldn't help wondering if those plants I'd eaten would turn all of me the same colors.

ANALYZE THE TEXT

Conclusions Why does Geraldine think she'll turn red, brown, and black?

While I was worrying about that, Glenmae started to make our rug. She took a ball of yarn and wrapped it around and around two poles. I lost count when she'd reached three hundred wraps. I guess I was too busy thinking about what it would be like to be the only red, white, black, and brown goat at Window Rock.



It wasn't long before Glenmae had finished wrapping. Then she hung the poles with the yarn on a big wooden frame. It looked like a picture frame made of logs—she called it a "loom."

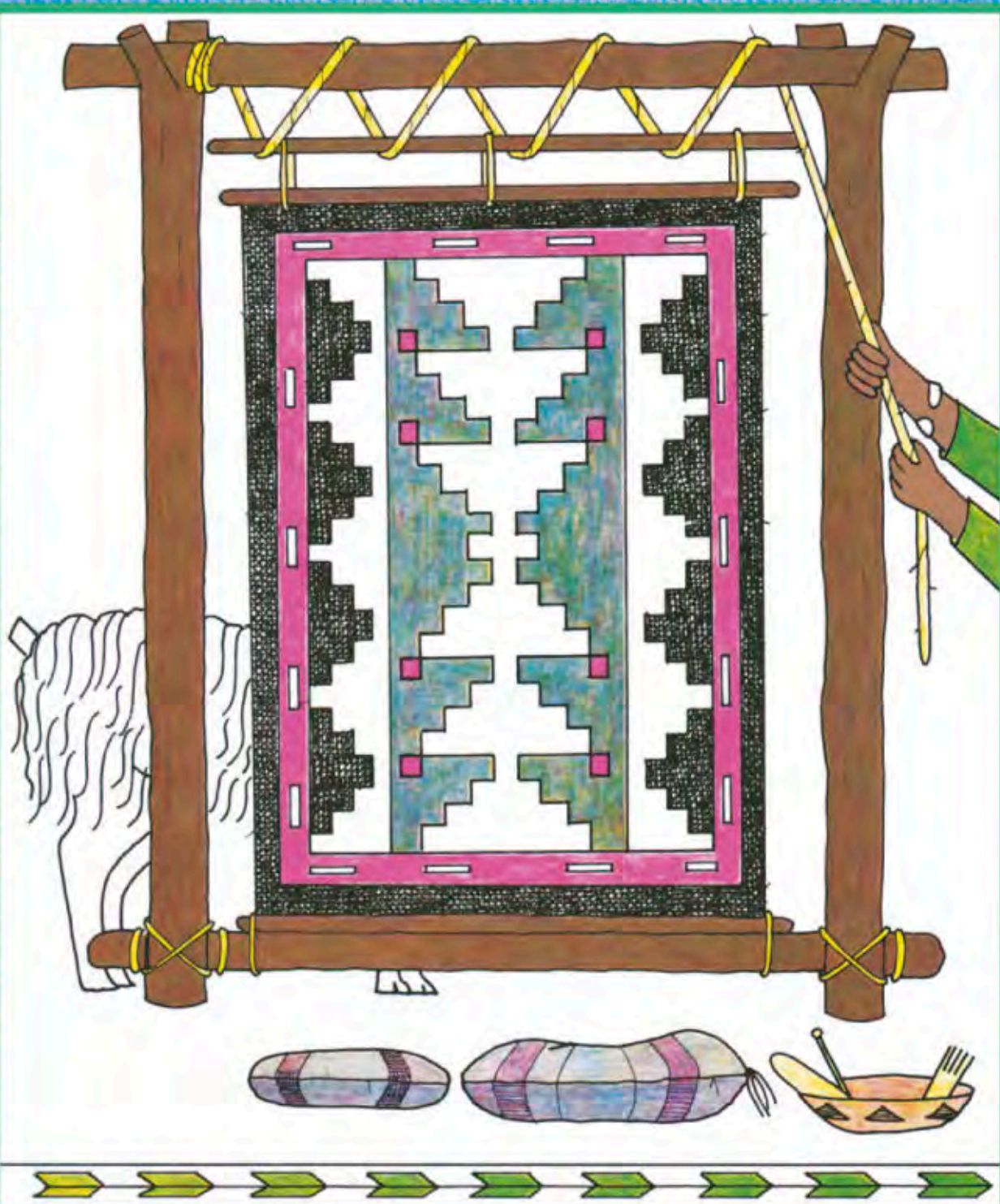
After a whole week of getting ready to weave, Glenmae started. She began weaving at the bottom of the loom. Then, one strand of yarn at a time, our rug started growing toward the top.



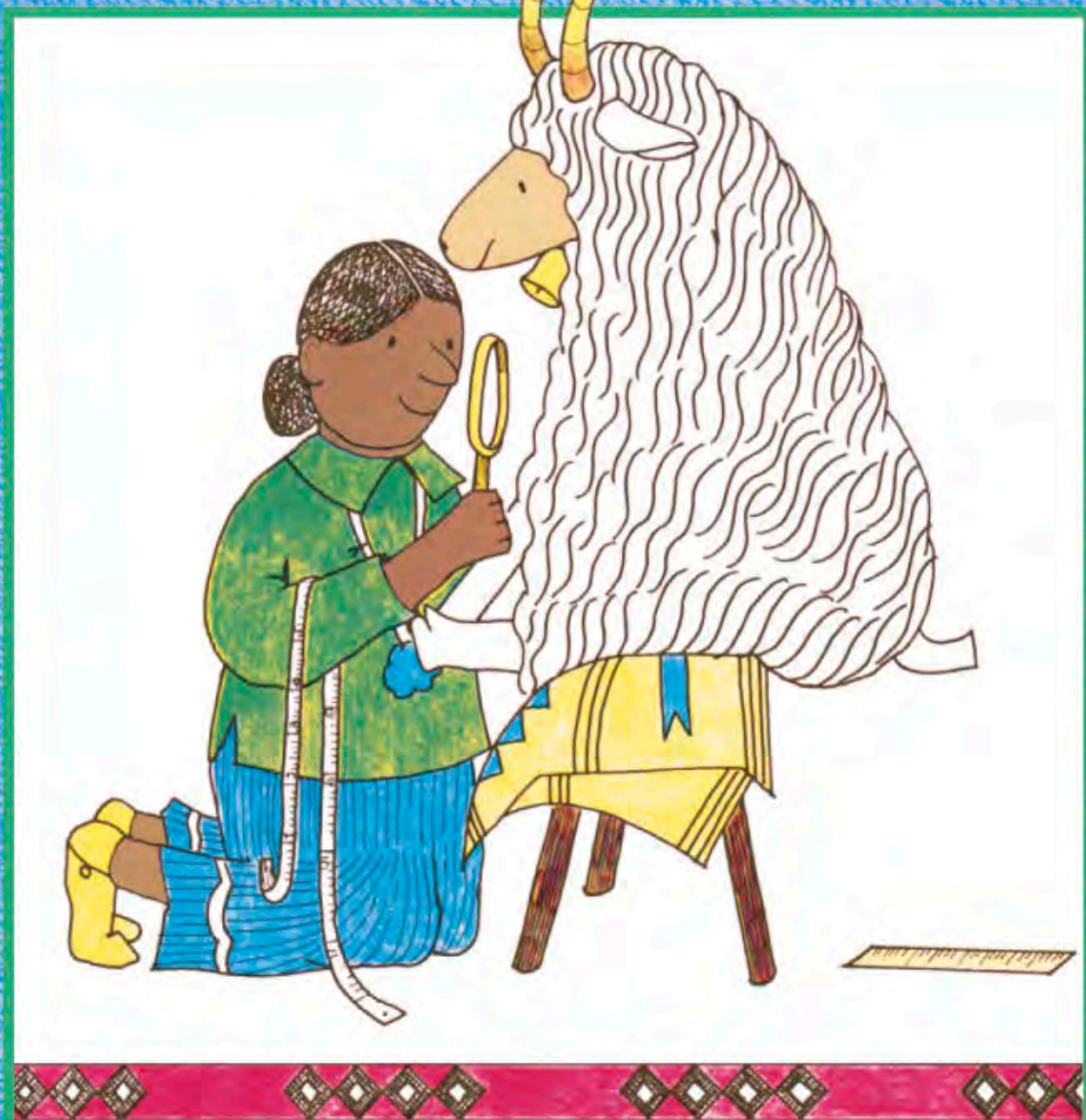


A few strands of black. A few of brown. A few of red. In and out. Back and forth. Until, in a few days, the pattern of our rug was clear to see.

Our rug grew very slowly. Just as every Navajo weaver before her had done for hundreds and hundreds of years, Glenmae formed a design that would never be duplicated.



Then, at last, the weaving was finished! But not until I'd checked it quite thoroughly in front and in back, did I let Glenmae take our rug off the loom.



There was a lot of me in that rug. I wanted it to be perfect. And it was.

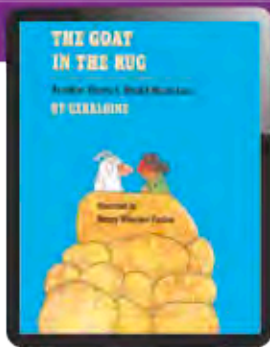
Since then, my wool has grown almost long enough for Glenmae and me to make another rug. I hope we do very soon. Because, you see, there aren't too many weavers like Glenmae left among the Navajos.

And there's only one goat like me, Geraldine.



This is the true
story of a weaver
and her goat who
lived in the Navajo
Nation at Window
Rock, Arizona.





Dig Deeper

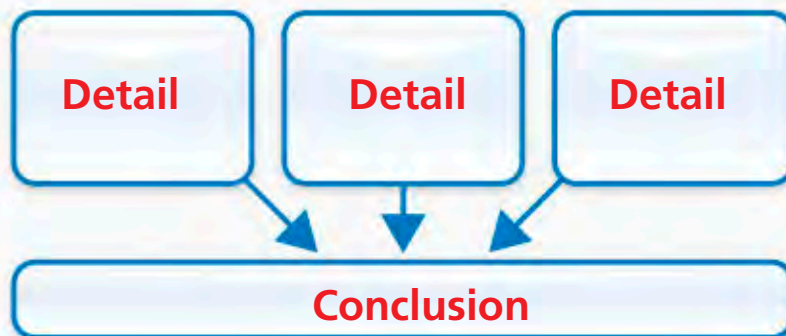
How to Analyze the Text

Use these pages to learn about Conclusions and Sequence of Events. Then read *The Goat in the Rug* again. Use what you learn to understand it better.

Conclusions

The Goat in the Rug explains how some rugs are made. As you read, ask yourself questions to draw **conclusions** about what the authors do not say. For example, you might ask why or how something happens. Look for text evidence in the words or pictures to help you answer the question. Then draw a conclusion.

Use a chart like the one below to help you draw conclusions about what the authors want you to know.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify text

Sequence of Events

Glenmae follows many steps to weave her rug. She must complete one step before doing the next one. She does the steps in order, or the rug will not turn out right. Think about what she does first, next, and last.



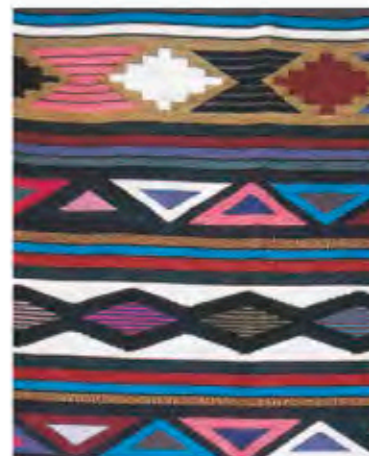
Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How is art connected to the past? Discuss your ideas with a partner. Be sure to give examples from the text evidence in *The Goat in the Rug*. Take turns speaking and listening. Add your own ideas to what your partner says.



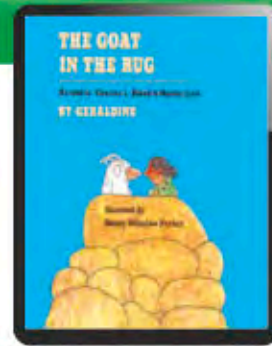
Classroom Conversation

Now talk about these questions with the class.

- 1 Which pictures help you understand what the authors do not tell you?
- 2 What do you think would be the hardest step in making a Navajo rug? Why?
- 3 Why is it important for Glenmae to do each step in order?

WRITE ABOUT READING

Response What steps does Glenmae take to make the rug? Draw each step. Then write the steps below the pictures. Use text evidence to help you list the steps correctly.



Writing Tip

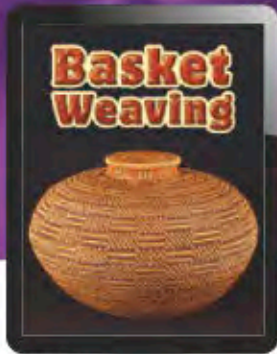
Use words such as *first*, *then*, *after that*, and *finally* to help tell the steps in order.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify text; **W.2.2** write informative/explanatory texts; **SL.2.1b** build on others' talk in conversations by linking comments to others' remarks

Lesson 23

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic. This is a magazine article.

✓ TEXT FOCUS

Directions help readers understand how to make or do something. As you read, pay attention to how one step allows the next step to happen.



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.10** read and comprehend informational texts

Basket Weaving

by Becky Manfredini

A Native American Tradition

Some Native Americans weave beautiful baskets in many shapes and sizes. Some are for storing delicious foods. Others are to store clothes in. Some baskets are even used for carrying water! Basket makers make baskets for themselves and to sell.



Gathering Materials

Rug weavers have to make the material they use to weave rugs by spinning wool into yarn. Basket makers use strands of willow or special grasses to weave their baskets. After sharpening their cutting tools, basket makers go to places where the materials grow and cut off as much as they need.

Weaving is a tradition. Mothers teach their daughters how to weave.

How to Weave a Basket

Basket makers prepare the willow strands by soaking them in water. That makes them soft and easy to bend. It makes the strands much easier to weave. Then they weave the strands into a pattern.

Basket makers use dye they make from plants to make their baskets colorful. No basket is just like any other basket. The patterns are never duplicated. It takes a lot of skill to weave a beautiful basket.



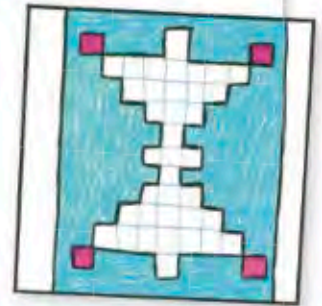
The weaver holds thin strips of willow tightly as she works on this type of basket.



Compare Texts

TEXT TO TEXT

Talk About Topics How are the *The Goat in the Rug* and *Basket Weaving* the same? How are they different? Think about which has only facts and which has facts and made-up events. Talk with a small group. Use text evidence from the selections to help you answer.



TEXT TO SELF

Discuss a Skill What tools does Glenmae use to make the rug? Think of something you know how to do. Explain to a partner the tools you need for your skill. Tell how to use them.



TEXT TO WORLD

Connect to Social Studies Today, many rugs are made by machines instead of by hand. Look up some other things people used to make by hand.



RI.2.2 identify the main topic of a multiparagraph text and the focus of specific paragraphs; **RI.2.9** compare and contrast points presented by two texts on same topic; **W.2.8** recall information from experiences or gather information to answer a question; **SL.2.4** tell a story or recount an experience with facts and details, speaking audibly in sentences

Grammar



Irregular Verbs The **verbs** *have* and *has* can be used to tell what someone has right now. The verb *had* can be used to tell what someone had in the past. The verbs *do* and *does* can be used to tell what someone does right now. The verb *did* can be used to tell what someone did in the past.

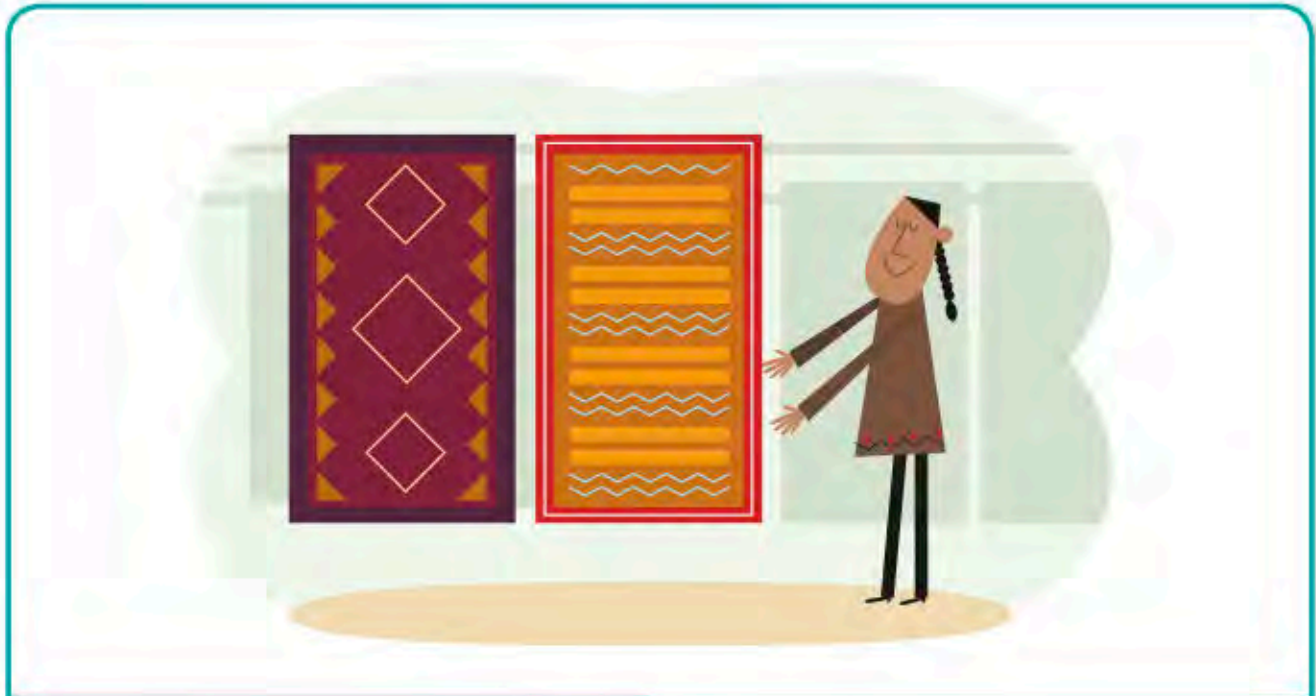
Now	In the Past
I have a goat. She has a goat.	I had a goat when I was young. She had a goat a year ago.
We do nice work. He does nice work.	We did nice work yesterday. He did nice work last week.

Try This!

Choose the correct verb to complete each sentence. Then write the sentence correctly.

- 1 He (has, had) a loom now.
- 2 I (do, did) many crafts last year.
- 3 They (has, had) yarn before.

When you write, make sure you use the right form for the verbs in your sentences. The verb should match the subject of the sentence.



Wrong

My uncle **have** many rugs in his store.
Last month, I **does** some work for him.

Right


My uncle **has** many rugs in his store.
Last month, I **did** some work for him.



Connect Grammar to Writing

When you edit your writing, check to see if you have used the correct form for each verb.





Informative Writing

 **Word Choice** When you write, try not to repeat the same word too many times. Use synonyms instead. Synonyms are words that mean the same thing.

Kenny wrote an **informational paragraph** telling how Glenmae weaves a rug. Later, Kenny revised his draft by replacing some of the repeated words with synonyms.



Writing Traits Checklist

-  **Ideas**
Did I include important information?
-  **Organization**
Did I tell the steps in order?
-  **Word Choice**
Did I use synonyms to avoid repeating words?
-  **Conventions**
Did I capitalize and punctuate my sentences correctly?

Revised Draft

Glenmae has a special way of making yarn. First, she cuts the wool. She ^{clips}~~cuts~~ off her goat's hair using scissors. Then she ^{chops}~~cuts~~ up roots from a yucca plant.

Final Copy

How Glenmae Makes Yarn

by Kenny Hutchins

Glenmae has a special way of making yarn. First, she cuts the wool. She clips off her goat's hair using scissors. Then she chops up roots from a yucca plant. She mixes the roots with water. She uses this to wash the goat's hair. When the hair is dry, she uses two combs to straighten it. Then she twists and pulls the wool around a spindle. She does this many times until strong yarn is made.

Reading as a Writer

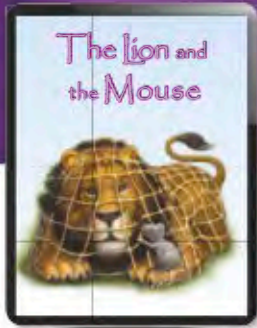
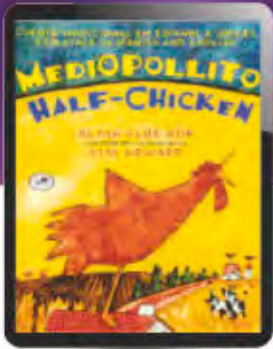
How did using many different words make Kenny's writing better? Where can you replace words with synonyms in your own paper?

In my final paper, I replaced some repeated words with synonyms.



Lesson

24



✓ TARGET VOCABULARY

tumbling

flung

tangled

empty

swift

peacefully

stream

blazed

Vocabulary Reader



Context Cards



COMMON CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

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

1

tumbling

This acrobat is **tumbling** through the air.



2

flung

When something is **flung**, it is thrown with force.



3

tangled

These pieces of string are **tangled**. It is hard to separate them.



4

empty

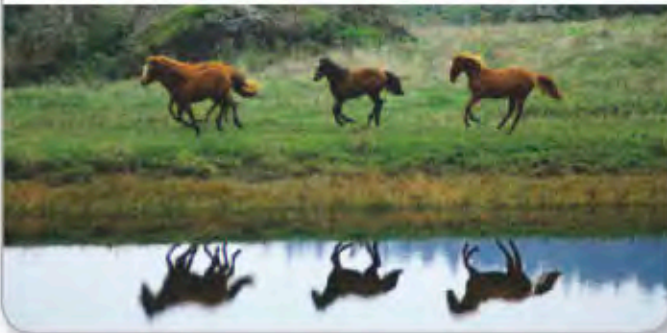
This pot is **empty**. There is nothing in it.



5

swift

Swift horses move very fast.



6

peacefully

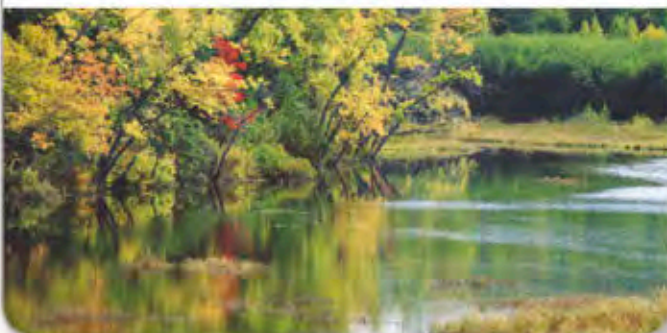
The farm animals are sleeping **peacefully**. Nothing is bothering them.



7

stream

This **stream** flows into a larger river.



8

blazed

A forest fire **blazed**, or burned brightly, for many hours.





Read and Comprehend



✓ TARGET SKILL

Cause and Effect In *Half-Chicken*, some events cause other events to happen. The first event is the **cause**. The second event is the **effect**.

To figure out how the events might be connected, ask yourself what happens and why. Look for text evidence in the words and pictures to help you find the answers. Use a chart like the one below to list causes and effects in a story.

Cause	Effect

✓ TARGET STRATEGY

Visualize As you read, picture what is happening to help you understand and remember important ideas and details.

PREVIEW THE TOPIC

Traditional Stories

People have been telling traditional stories, or folktales, for many years. Folktales often tell about events that could not happen in real life.

Characters in folktales often learn a lesson. A folktale may also explain why something is the way it is. In *Half-Chicken*, you will read about an important lesson that the main character learns.



ANCHOR TEXT



✓ TARGET SKILL

Cause and Effect Tell how one event makes another happen.

--	--

✓ GENRE

A **folktale** is a kind of traditional tale. As you read, look for:

- ▶ a simple plot that teaches a lesson
- ▶ animal characters who talk and act like people



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.6** acknowledge differences in points of view of characters; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **RL.2.10** read and comprehend literature



MEET THE AUTHOR

Alma Flor Ada



Alma Flor Ada comes from a family of storytellers. She first heard the story of Half-Chicken from her grandmother. It was one of her favorites as a child. She loved the folktale so much that she decided to write her own retelling of it.

MEET THE ILLUSTRATOR

Kim Howard

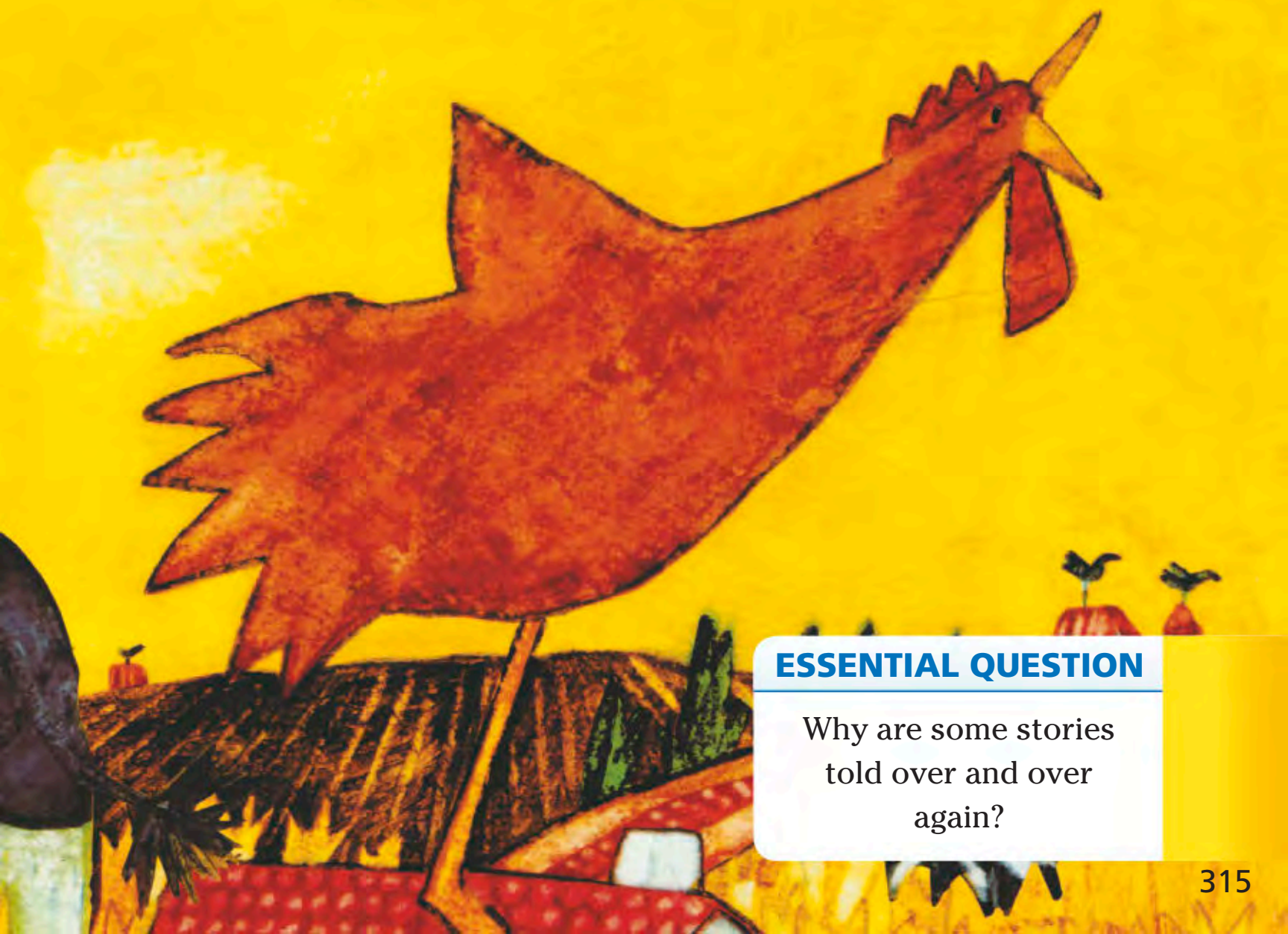


Kim Howard has illustrated more than twenty-five children's books. Her style is full of color and detail. When she is not illustrating, she is painting and making collages. She also teaches students all over the world about art.



HALF-CHICKEN

by Alma Flor Ada
illustrated by Kim Howard

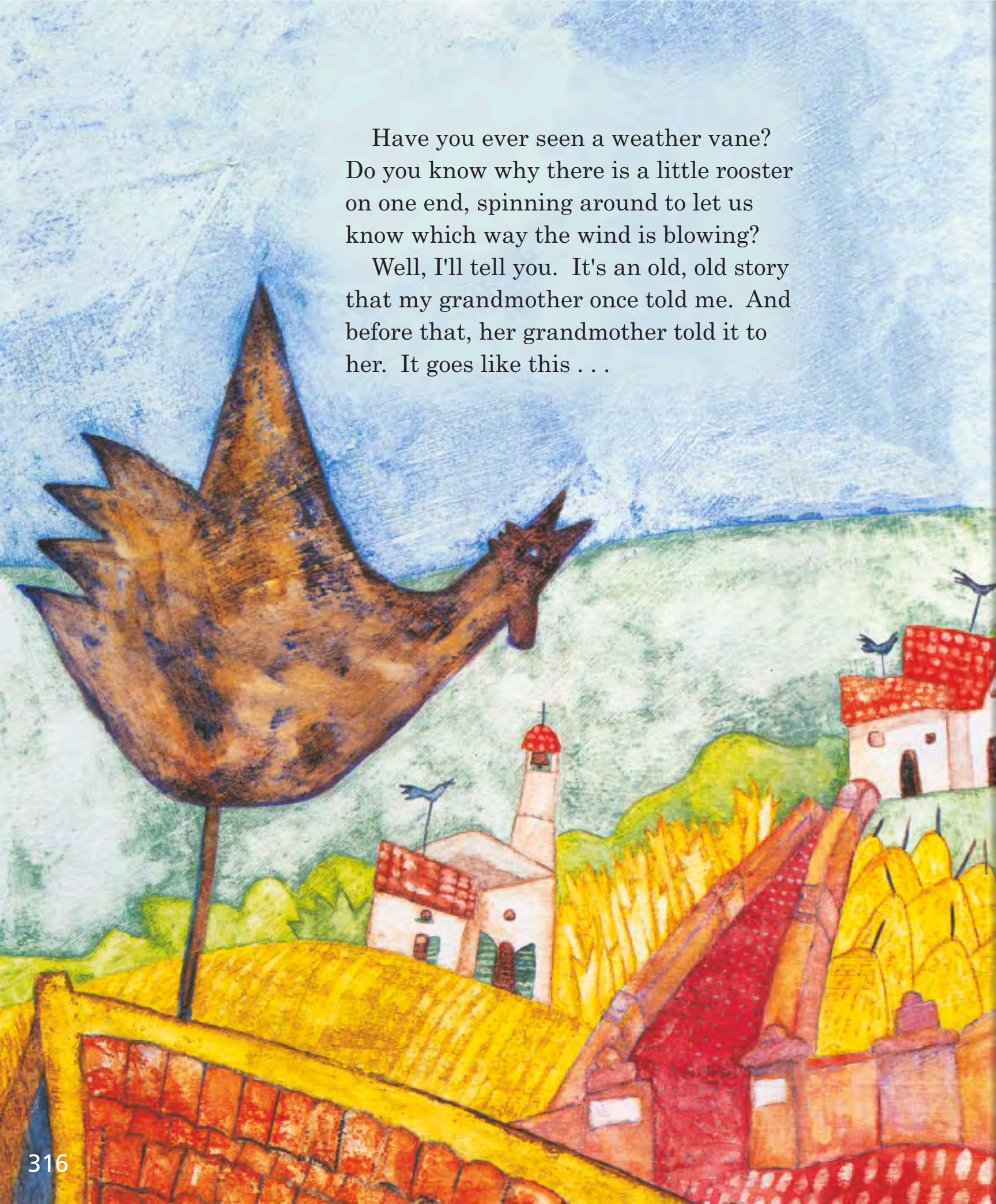


ESSENTIAL QUESTION

Why are some stories
told over and over
again?

Have you ever seen a weather vane?
Do you know why there is a little rooster
on one end, spinning around to let us
know which way the wind is blowing?

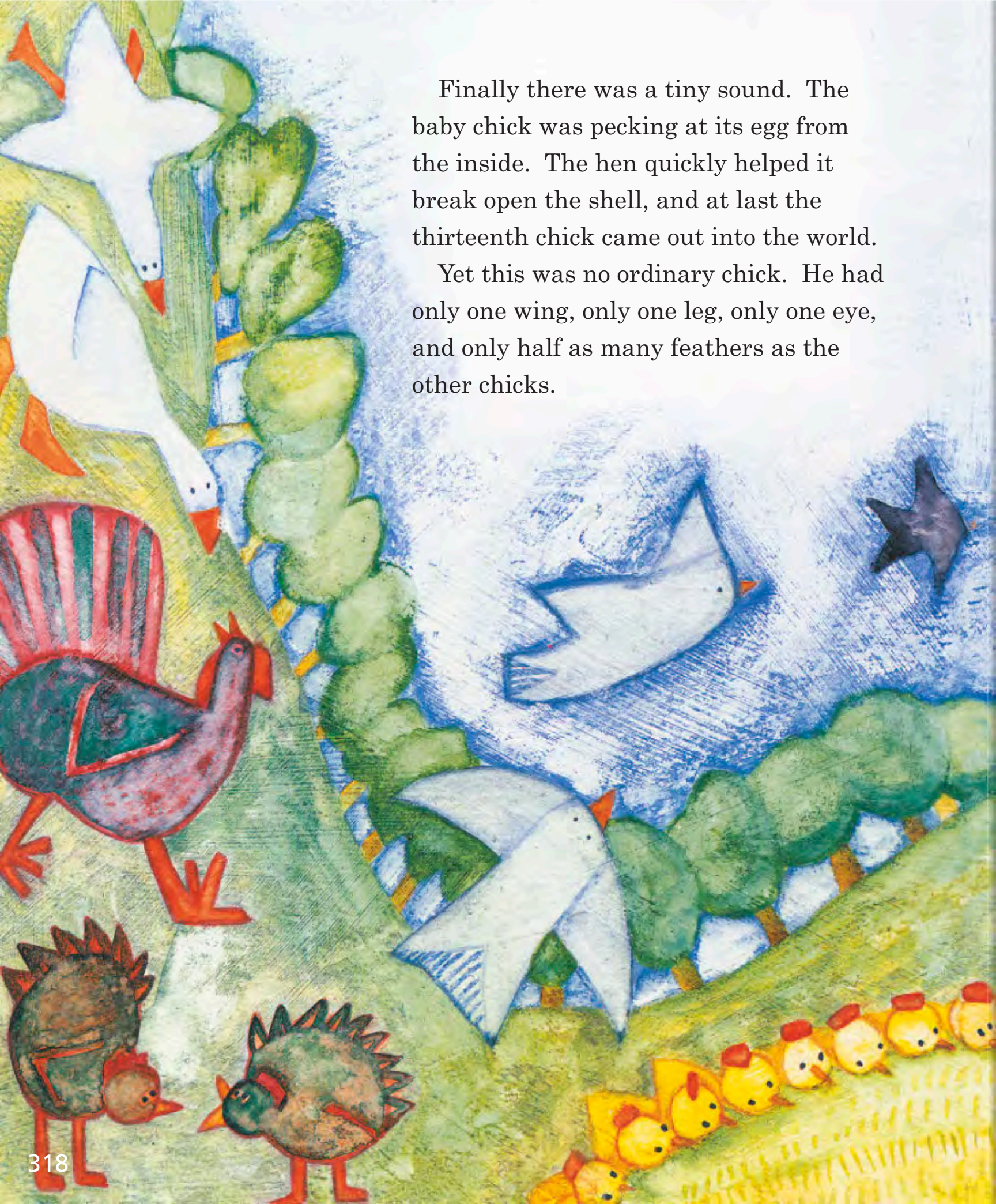
Well, I'll tell you. It's an old, old story
that my grandmother once told me. And
before that, her grandmother told it to
her. It goes like this . . .



A long, long time ago, on a Mexican ranch, a mother hen was sitting on her eggs. One by one, the baby chicks began to hatch, leaving their **empty** shells behind. One, two, three, four . . . twelve chicks had hatched. But the last egg still had not cracked open.

The hen did not know what to do. The chicks were running here and there, and she could not chase after them because she was still sitting on the last egg.



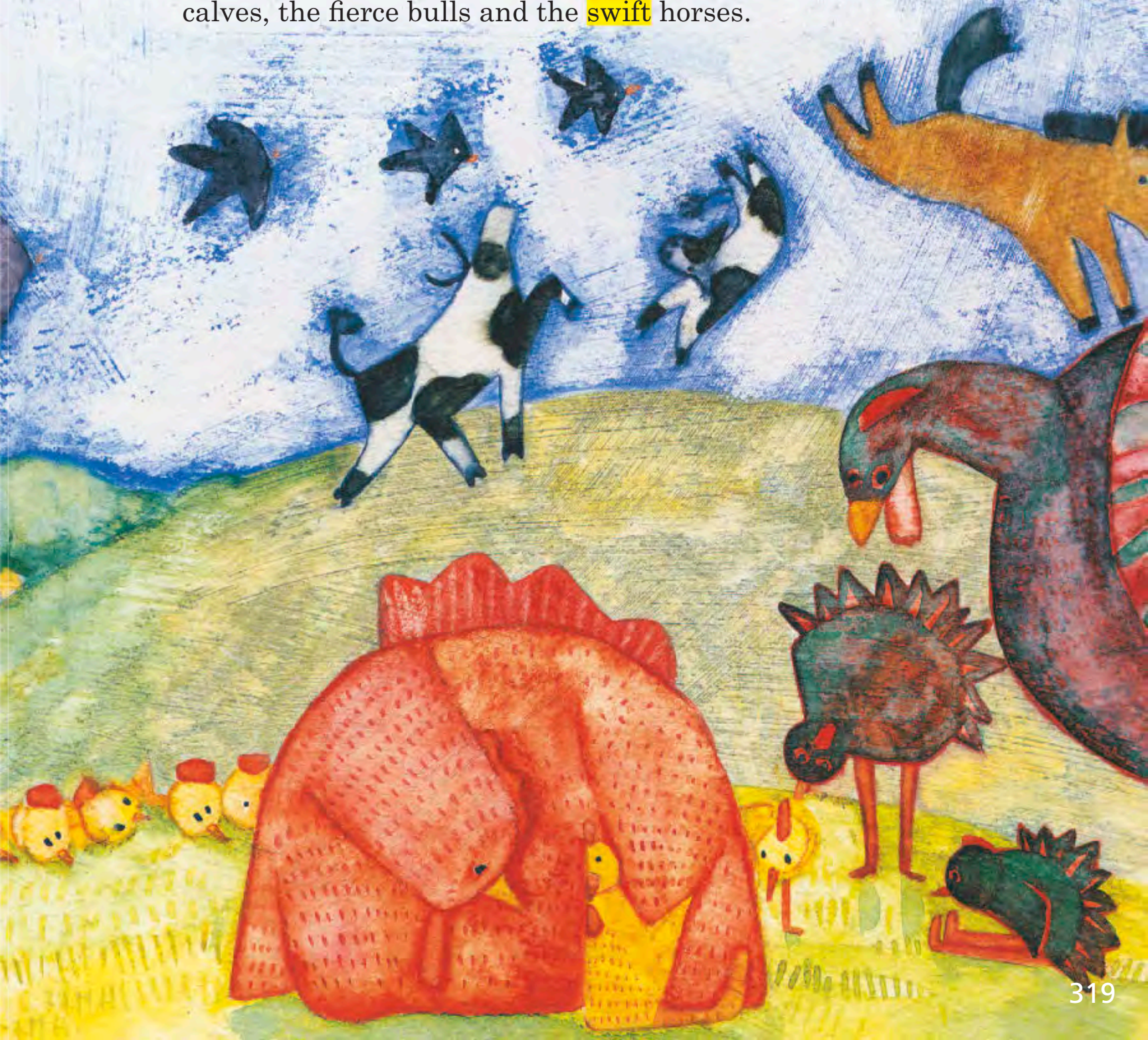


Finally there was a tiny sound. The baby chick was pecking at its egg from the inside. The hen quickly helped it break open the shell, and at last the thirteenth chick came out into the world.

Yet this was no ordinary chick. He had only one wing, only one leg, only one eye, and only half as many feathers as the other chicks.

It was not long before everyone at the ranch knew that a very special chick had been born.

The ducks told the turkeys. The turkeys told the pigeons. The pigeons told the swallows. And the swallows flew over the fields, spreading the news to the cows grazing peacefully with their calves, the fierce bulls and the swift horses.



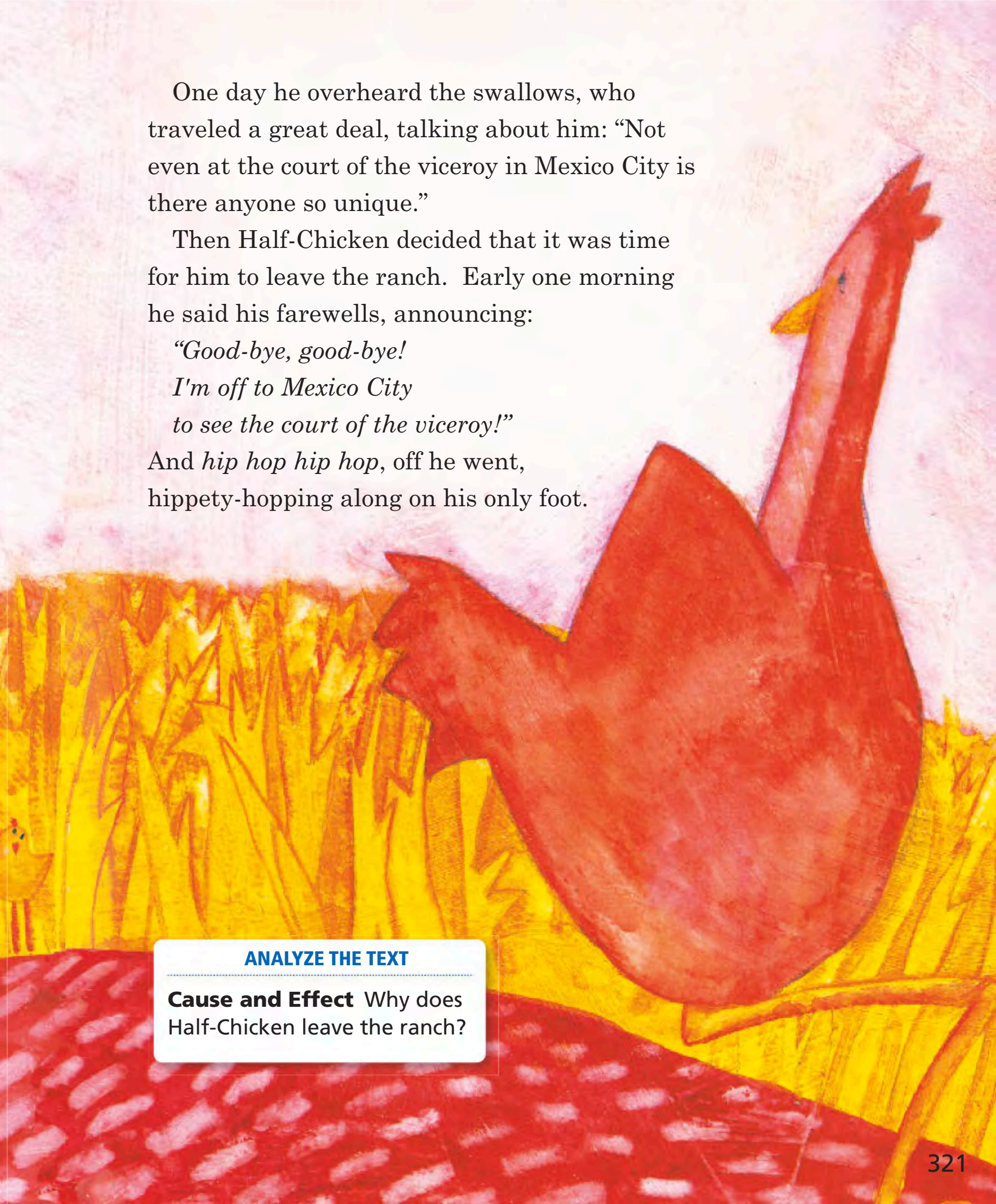
Soon the hen was surrounded by animals who wanted to see the strange chick.

One of the ducks said, “But he only has one wing!”

And one of the turkeys added, “Why, he's only a . . . half chicken!”

From then on, everyone called him Half-Chicken. And Half-Chicken, finding himself at the center of all this attention, became very vain.



A painting of a red chicken in a field of yellow grass. The chicken is the central focus, rendered in a vibrant red color with a yellow beak and comb. It is standing on a patch of yellow grass, with a red and white checkered pattern in the foreground. The background is a soft, pinkish-white sky. The style is expressive and somewhat abstract, with visible brushstrokes and a textured appearance.


One day he overheard the swallows, who traveled a great deal, talking about him: “Not even at the court of the viceroy in Mexico City is there anyone so unique.”

Then Half-Chicken decided that it was time for him to leave the ranch. Early one morning he said his farewells, announcing:

*“Good-bye, good-bye!
I’m off to Mexico City
to see the court of the viceroy!”*
And *hip hop hip hop*, off he went,
hippety-hopping along on his only foot.

ANALYZE THE TEXT

Cause and Effect Why does Half-Chicken leave the ranch?



Half-Chicken had not walked very far when he found a **stream** whose waters were blocked by some branches.

“Good morning, Half-Chicken. Would you please move the branches that are blocking my way?” asked the stream.

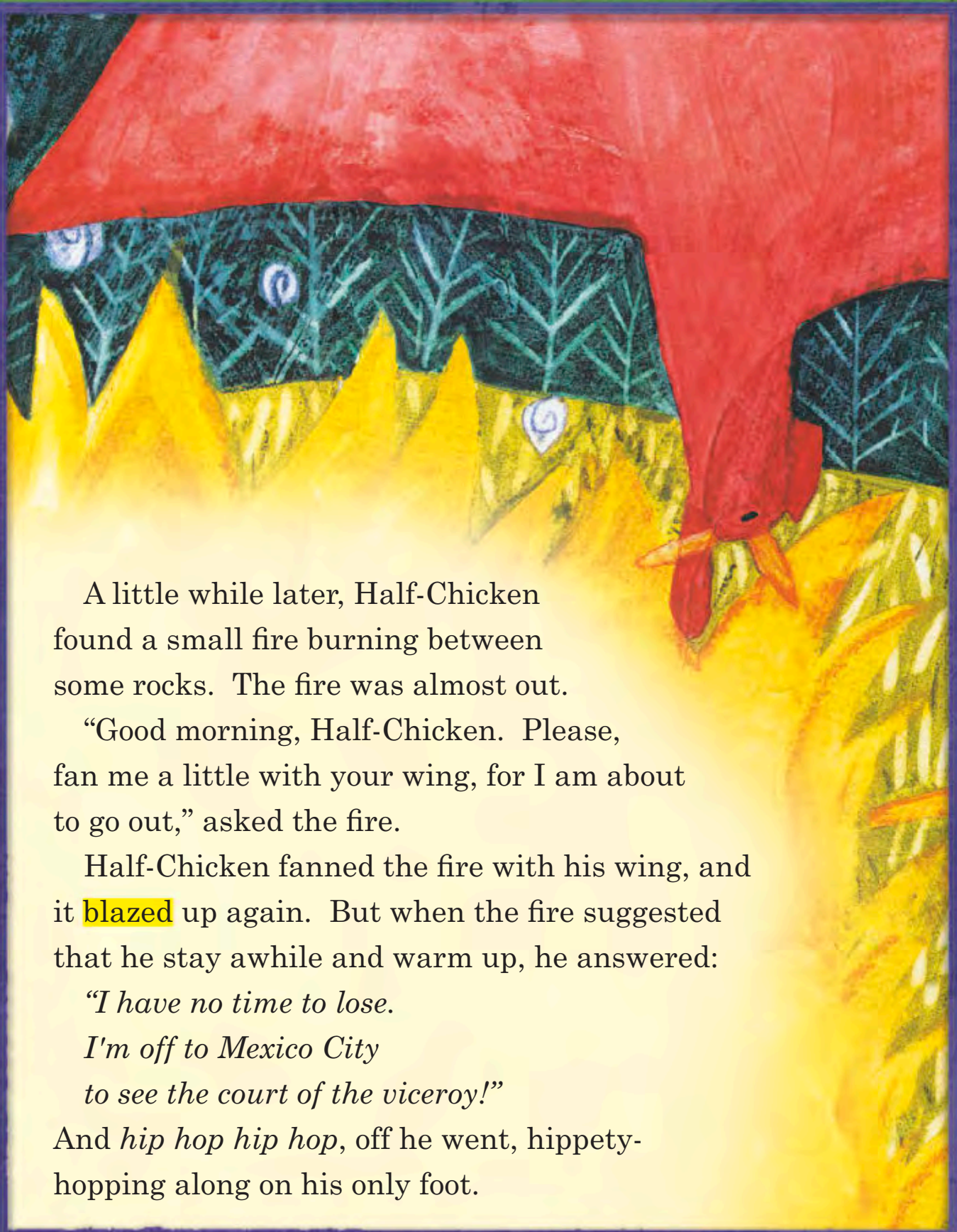
Half-Chicken moved the branches aside. But when the stream suggested that he stay awhile and take a swim, he answered:

“I have no time to lose.

I'm off to Mexico City

to see the court of the viceroy!”

And *hip hop hip hop*, off he went, hippety-hopping along on his only foot.



A little while later, Half-Chicken found a small fire burning between some rocks. The fire was almost out.

“Good morning, Half-Chicken. Please, fan me a little with your wing, for I am about to go out,” asked the fire.

Half-Chicken fanned the fire with his wing, and it **blazed** up again. But when the fire suggested that he stay awhile and warm up, he answered:

“I have no time to lose.

I’m off to Mexico City

to see the court of the viceroy!”

And *hip hop hip hop*, off he went, hippety-hopping along on his only foot.

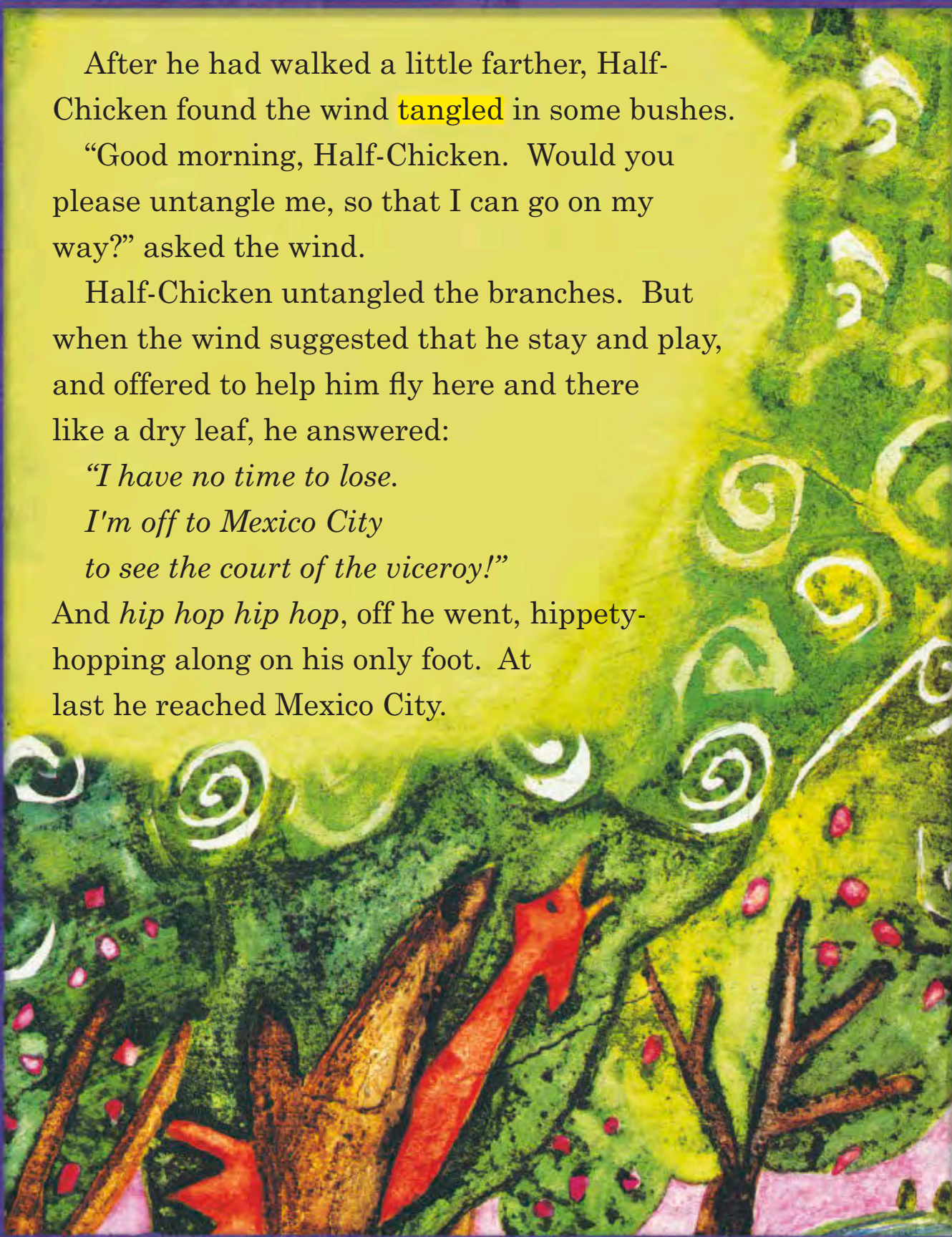
After he had walked a little farther, Half-Chicken found the wind tangled in some bushes.

“Good morning, Half-Chicken. Would you please untangle me, so that I can go on my way?” asked the wind.

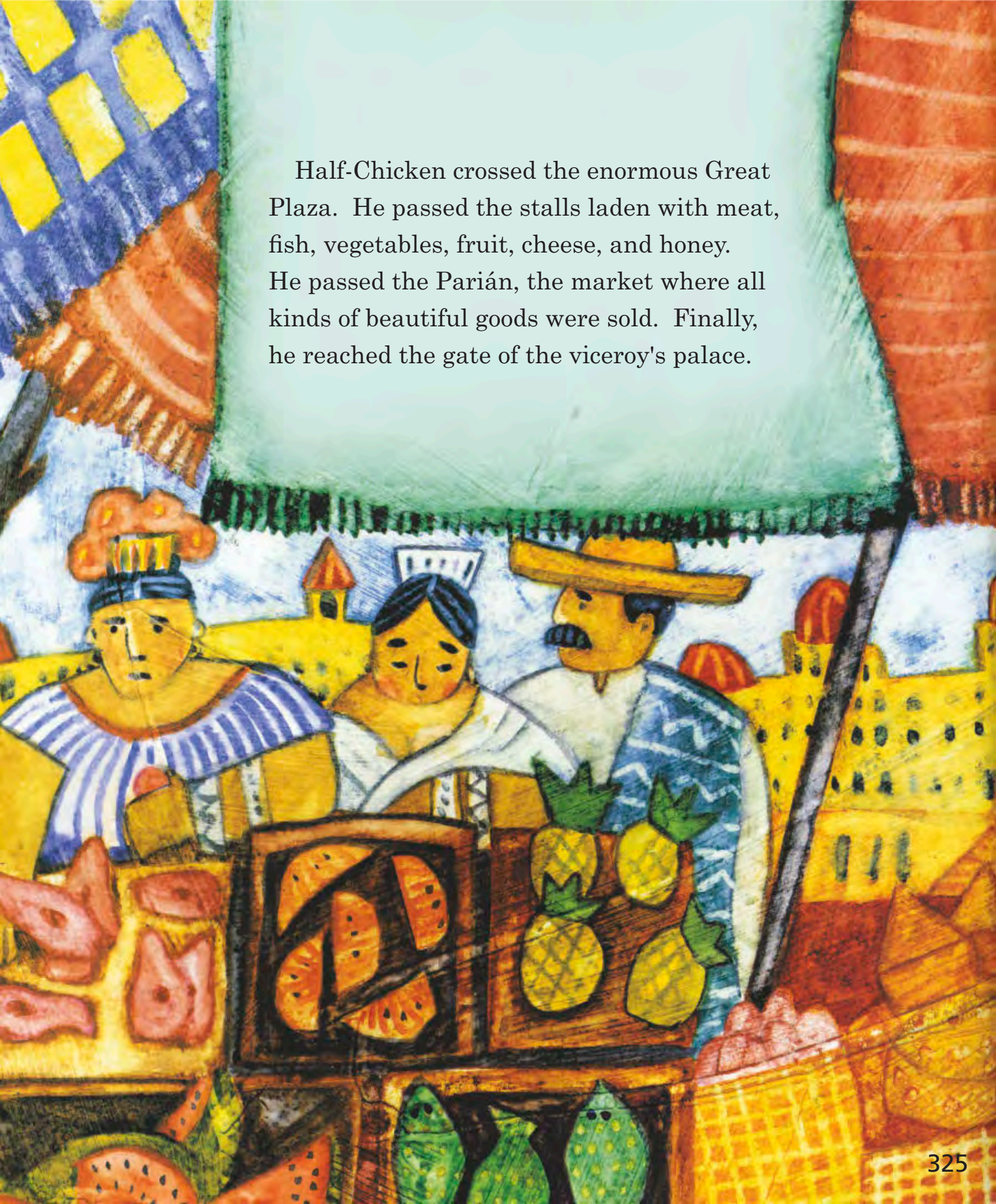
Half-Chicken untangled the branches. But when the wind suggested that he stay and play, and offered to help him fly here and there like a dry leaf, he answered:

*“I have no time to lose.
I'm off to Mexico City
to see the court of the viceroy!”*

And *hip hop hip hop*, off he went, hippety-hopping along on his only foot. At last he reached Mexico City.



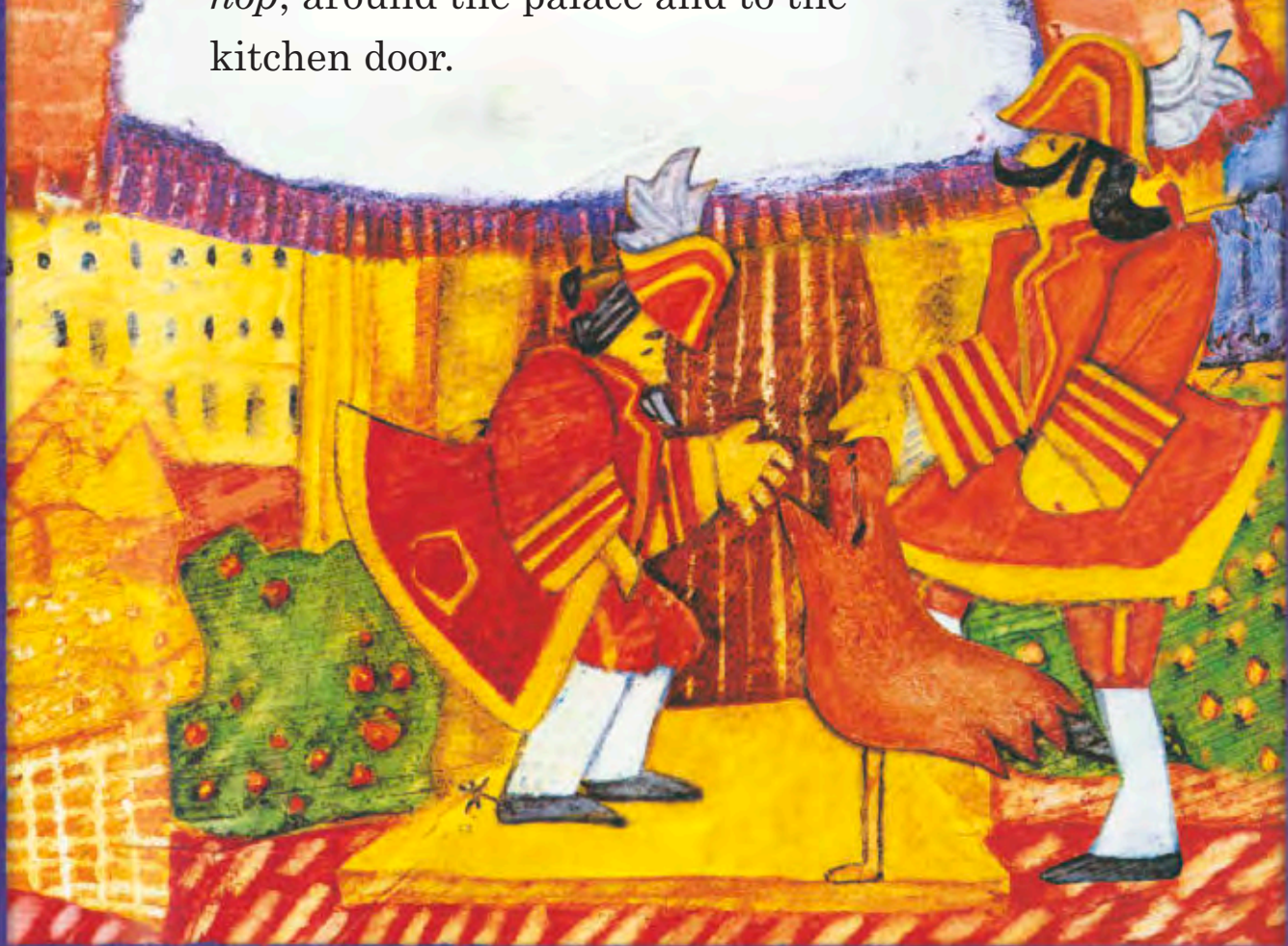
Half-Chicken crossed the enormous Great Plaza. He passed the stalls laden with meat, fish, vegetables, fruit, cheese, and honey. He passed the Parián, the market where all kinds of beautiful goods were sold. Finally, he reached the gate of the viceroy's palace.



“Good afternoon,” said Half-Chicken to the guards in fancy uniforms who stood in front of the palace. “I’ve come to see the viceroy.”

One of the guards began to laugh. The other one said, “You’d better go in around the back and through the kitchen.”

So Half-Chicken went, *hip hop hip hop*, around the palace and to the kitchen door.



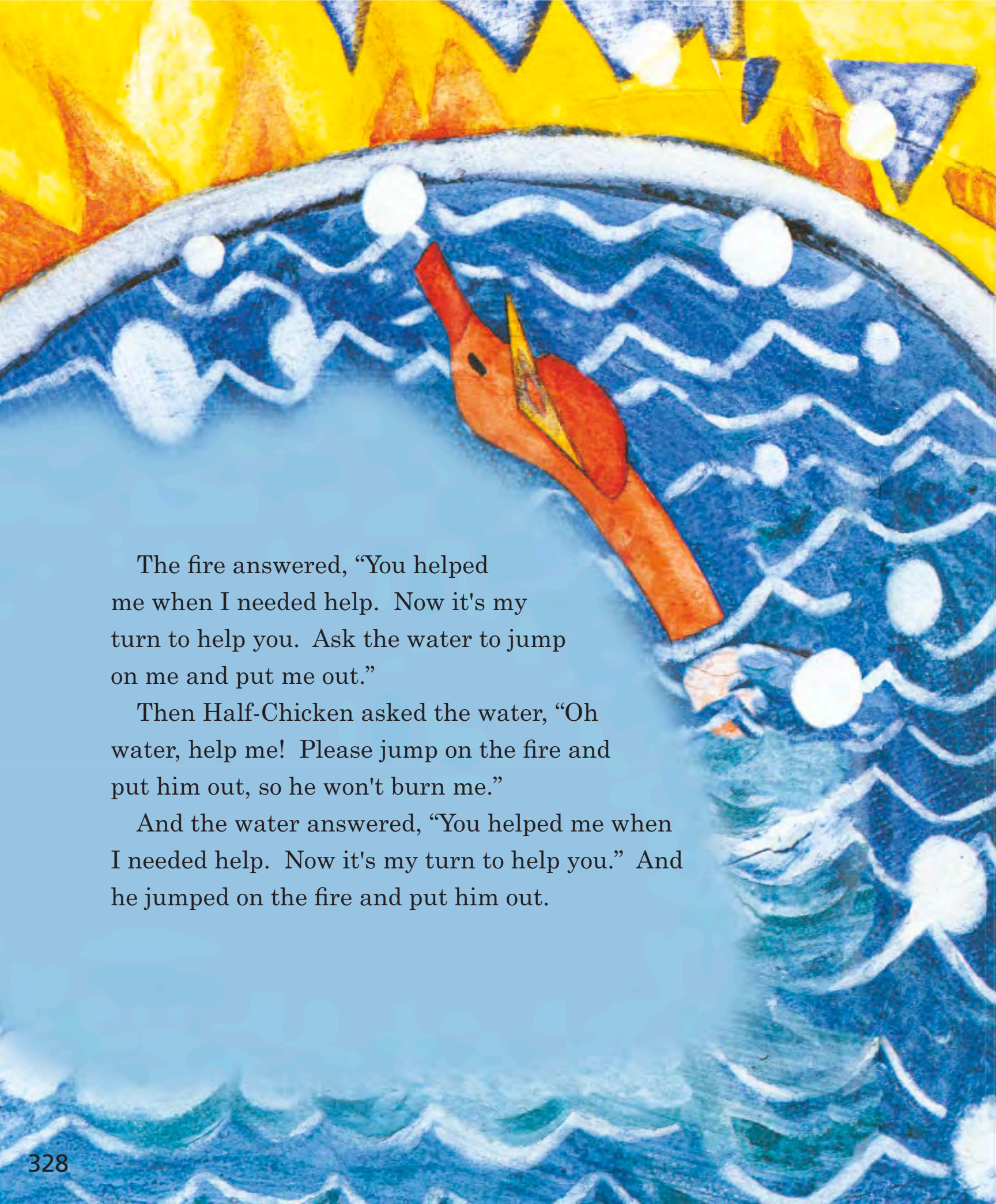


ANALYZE THE TEXT

Point of View How does the cook feel about using Half-Chicken in the soup? How does Half-Chicken feel about it?

The cook who saw him said, “What luck! This chicken is just what I need to make a soup for the vicereine.” And he threw Half-Chicken into a kettle of water that was sitting on the fire.

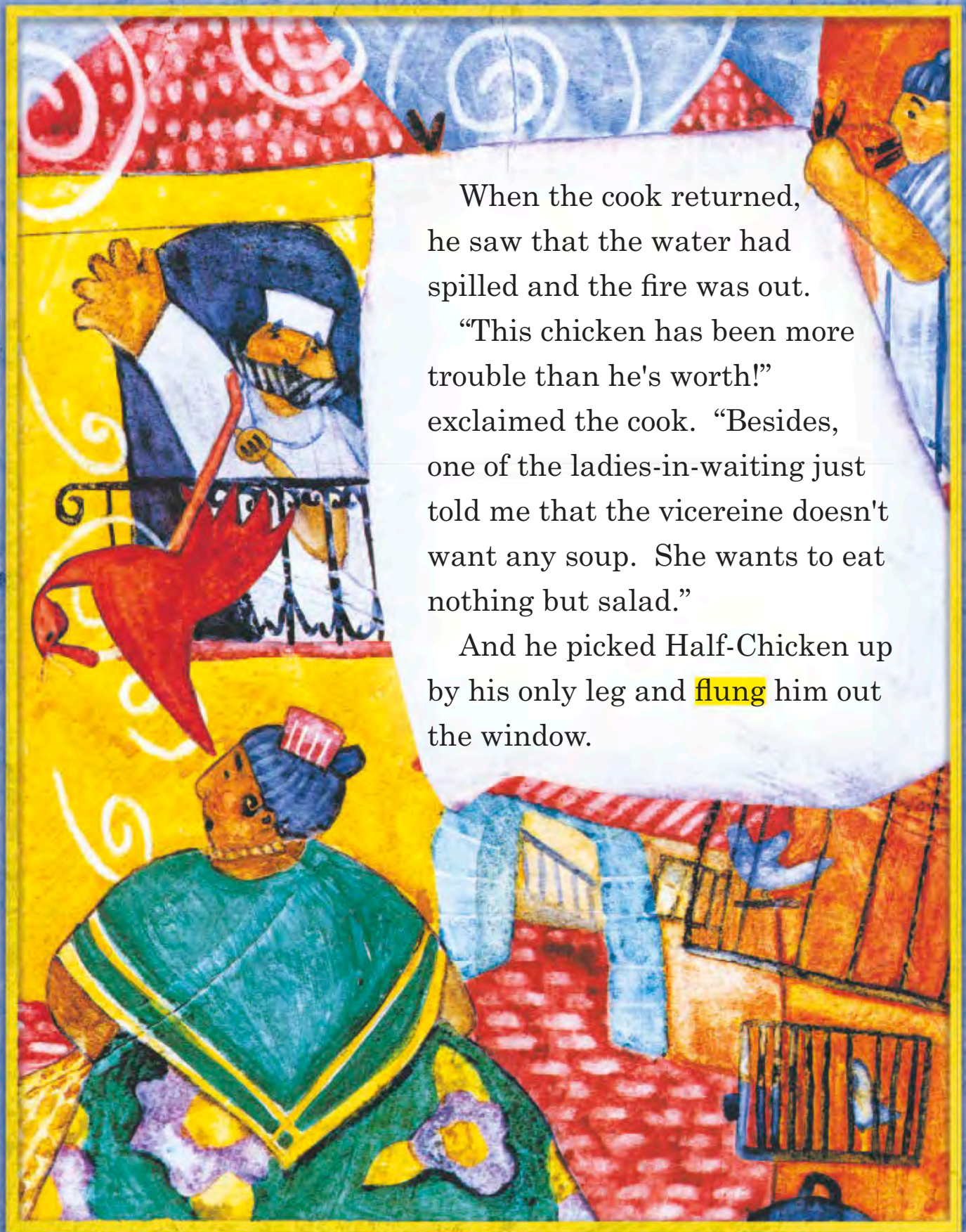
When Half-Chicken felt how hot the water was, he said, “Oh fire, help me! Please, don't burn me!”



The fire answered, “You helped me when I needed help. Now it's my turn to help you. Ask the water to jump on me and put me out.”

Then Half-Chicken asked the water, “Oh water, help me! Please jump on the fire and put him out, so he won't burn me.”

And the water answered, “You helped me when I needed help. Now it's my turn to help you.” And he jumped on the fire and put him out.



When the cook returned, he saw that the water had spilled and the fire was out.

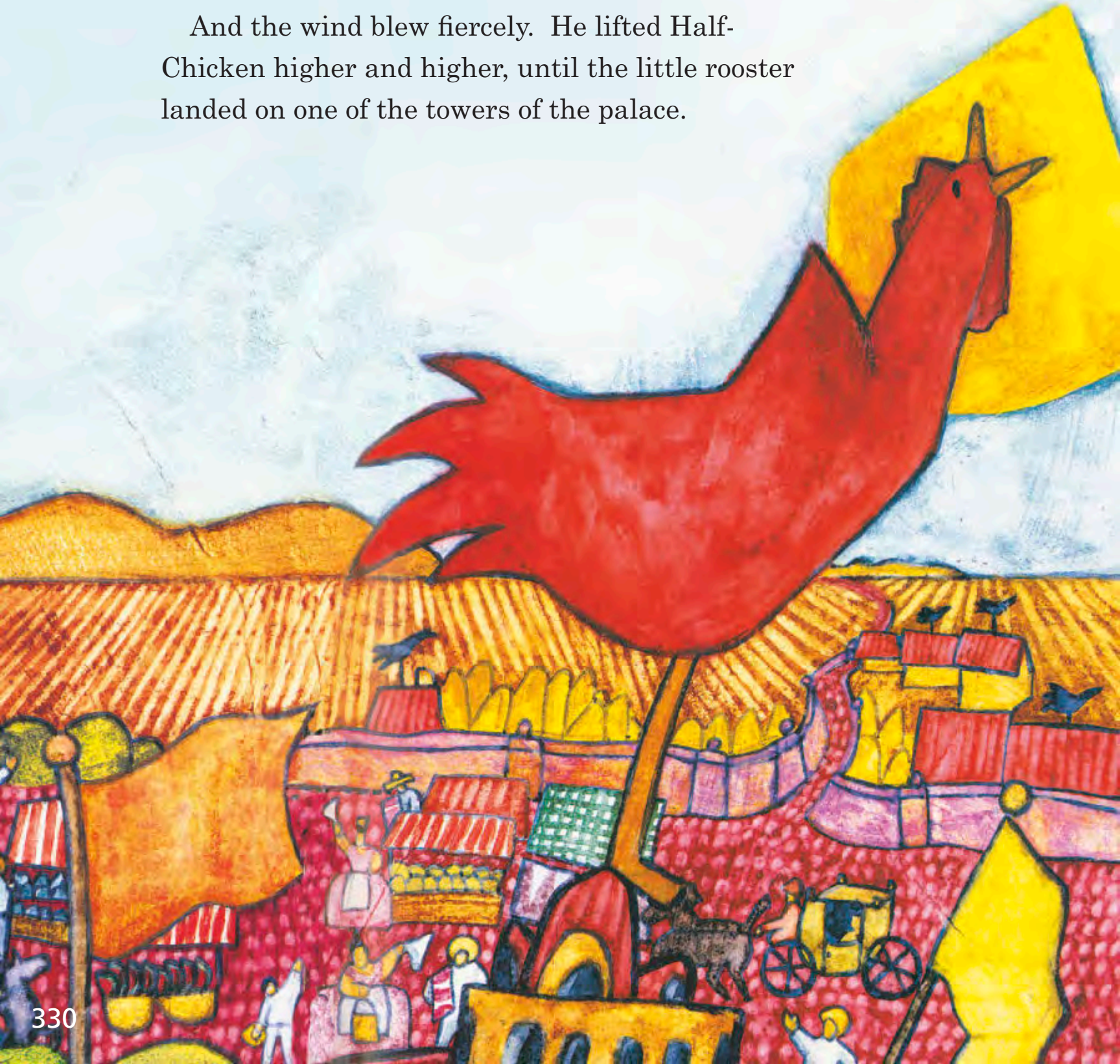
“This chicken has been more trouble than he's worth!” exclaimed the cook. “Besides, one of the ladies-in-waiting just told me that the vicereine doesn't want any soup. She wants to eat nothing but salad.”

And he picked Half-Chicken up by his only leg and **flung** him out the window.

When Half-Chicken was **tumbling** through the air, he called out: “Oh wind, help me, please!”

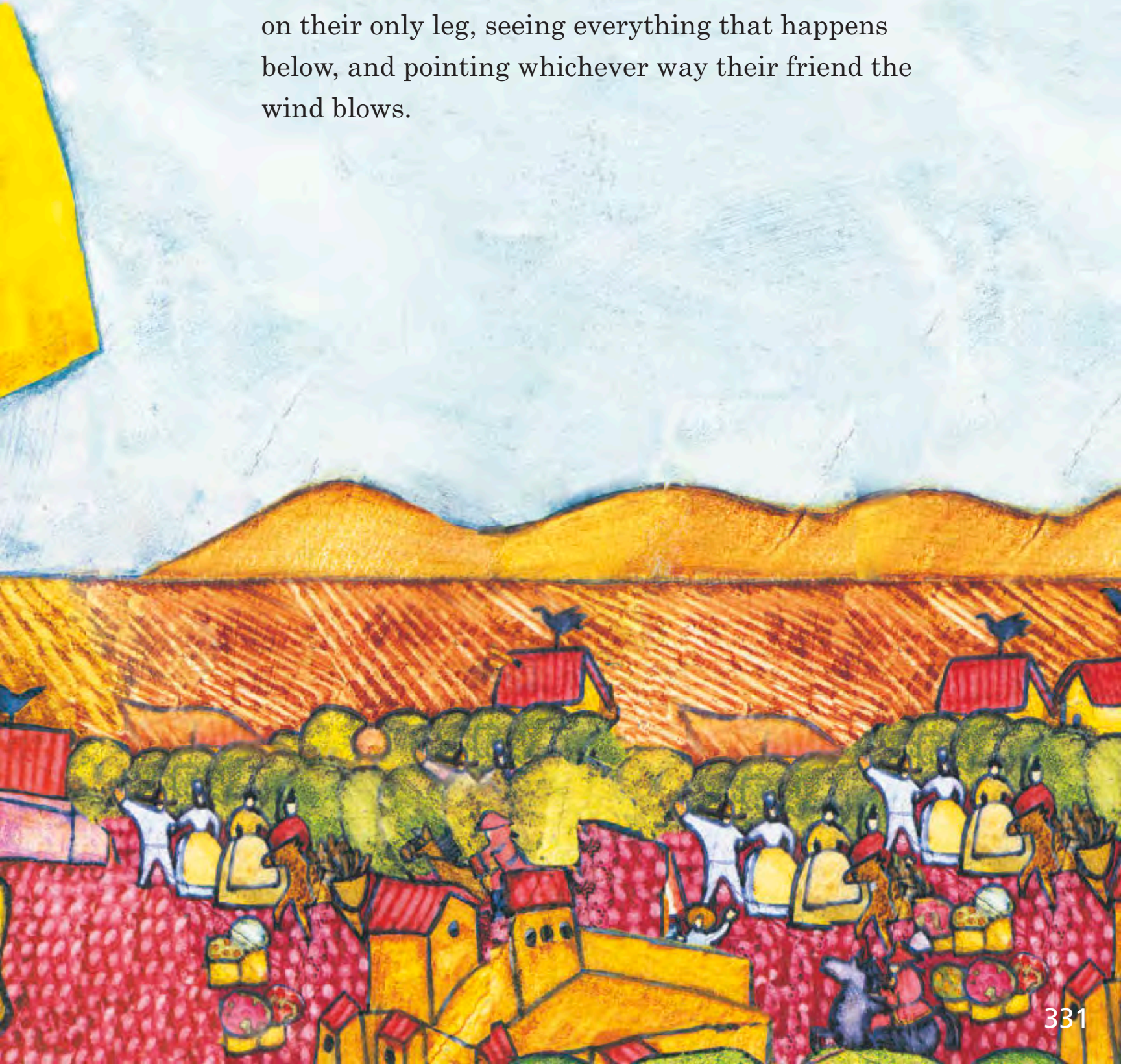
And the wind answered, “You helped me when I needed help. Now it's my turn to help you.”

And the wind blew fiercely. He lifted Half-Chicken higher and higher, until the little rooster landed on one of the towers of the palace.



“From there you can see everything you want,
Half-Chicken, with no danger of ending up in the
cooking pot.”

And from that day on, weathercocks have stood
on their only leg, seeing everything that happens
below, and pointing whichever way their friend the
wind blows.





Dig Deeper

How to Analyze the Text

Use these pages to learn about Cause and Effect and Point of View. Then read *Half-Chicken* again. Use what you learn to understand it better.

Cause and Effect

In *Half-Chicken*, one event often makes another event happen. When the cook puts Half-Chicken in hot water over a fire, Half-Chicken asks the fire not to burn him. Being put in the hot water is the **cause**. Asking the fire for help is the **effect**.

As you read, ask yourself what happens and why. Use text evidence from the words and pictures to help you answer. You can fill in a chart to list causes and effects.

Cause	Effect



RL.2.1 ask and answer questions to demonstrate understanding of key details; **RL.2.6** acknowledge differences in points of view of characters; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot

Point of View

Characters in a story sometimes think about the same event in different ways. Each character has a different **point of view**. As you read a story aloud, think about how the characters feel about what is happening. Think about why they say what they say. Use a different voice for each character to show how the character feels.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

Why are some stories told over and over again?

Think about *Half-Chicken*.

What makes this an important story to tell? Use words and pictures from the story to help you answer. Talk about your ideas with a partner. Ask questions if you need to better understand your partner's ideas.



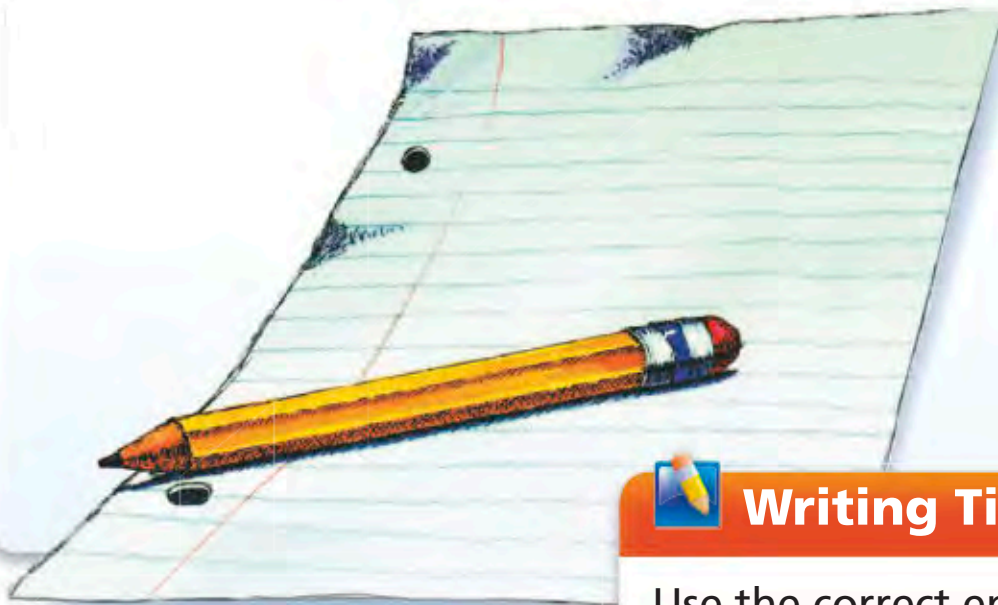
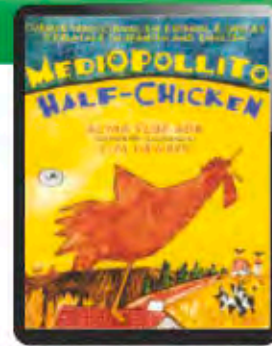
Classroom Conversation

Now talk about these questions with the class.

- 1 What might have happened if Half-Chicken had not helped fire, water, and wind?
- 2 How do you think Half-Chicken feels at the end of the story? Use text evidence to help you explain.
- 3 How can you tell that this is a folktale?

WRITE ABOUT READING

Response Half-Chicken was very vain. However, he also showed that he could be thoughtful of others. Think of the ways Half-Chicken was thoughtful and helpful. Write a paragraph to explain ways he was helpful. Use text evidence from the story. Write an opening sentence to begin your paragraph. Write a closing sentence at the end.



Writing Tip

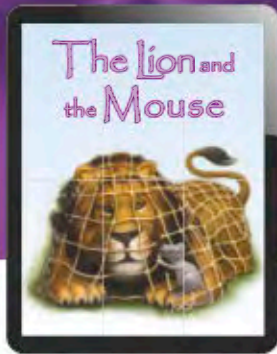
Use the correct end mark at the end of each sentence.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.2** recount stories and determine their message, lesson, or moral; **RI.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **W.2.2** write informative/explanatory texts; **SL.2.3** ask and answer questions about what a speaker says

Lesson 24

TRADITIONAL TALES



✓ GENRE

Traditional tales are stories that have been told for many years. This traditional tale is a fable.

✓ TEXT FOCUS

A **moral** of a fable is the lesson that a character learns. As you read, think of what the moral of this fable might be.



RL.2.2 recount stories and determine their message, lesson, or moral; **RL.2.10** read and comprehend literature

The Lion and the Mouse



Once a lion was sleeping peacefully in the grass. Then a mouse ran up his tail. The lion woke up. He grabbed the mouse and flung it. The mouse went tumbling across the ground.

“Please don’t eat me,” the mouse cried. “I promise that I will help you one day if you let me go.”

“You help me?” the lion laughed. “I will let you go because you are so funny!”

Later, the lion was having a drink at a stream. He saw that a campfire blazed across the way. The camp was empty.

“Hunters must be near,” he said. Just then a net fell on him. The lion was tangled in it. He roared with all his might.

Suddenly, the mouse appeared. “I will get you out in no time.”

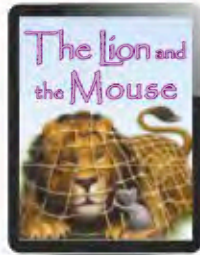


The swift mouse nibbled at the net. Soon, the lion was free.

“I didn’t believe you could help me,” said the lion.
“You saved my life.”

“It was simply my turn to help you,” said the mouse.





Compare Texts

TEXT TO TEXT

Compare and Contrast With a partner, retell the main events of *Half-Chicken* and *The Lion and the Mouse*. Then tell the lesson learned in each. Talk about how the lessons are the same and different.



TEXT TO SELF

Tell a Moral Story Think about how Half-Chicken and the mouse helped others. When have you helped someone? Write a paragraph to tell about how you helped.



TEXT TO WORLD

Connect to Art Work with a small group to think of your own weather vane using an animal that is not a chicken. Draw a picture of what the weather vane would look like.



RL.2.2 recount stories and determine their message, lesson, or moral; **W.2.8** recall information from experiences or gather information to answer a question



Grammar



Irregular Action Verbs The **verbs** *run, come, see,* and *go* name an action that is happening now. Do not add *-ed* to these verbs to tell what happened in the past. Instead use *ran, came, saw,* and *went*.

What Is Happening Now	What Happened in the Past
I <u>run</u> down the road.	I <u>ran</u> down the road yesterday.
People <u>come</u> to the farm to look at the chicken.	People <u>came</u> to the farm to look at the chicken last fall.
They <u>see</u> the rain falling.	Yesterday, they <u>saw</u> the rain falling.
We <u>go</u> to the plaza.	We <u>went</u> to the plaza last year.

Try This!

Read each sentence aloud. Change each underlined verb to tell what happened in the past.

- 1 I run past a farm with a weather vane.
- 2 I come back for my friend Mike.
- 3 We see the chicken.
- 4 The weather vanes go around and around.

When you write, use exact verbs. They make your sentences interesting and tell your reader more about what is happening.

Without Exact Verb	With Exact Verb
The chicken went down the road.	The chicken tumbled down the road.
	
Verb	Exact Verbs
run see go come	race, zoom, dash, speed spot, watch, view, spy move, chase, leave, flee near, enter, reach, arrive



Connect Grammar to Writing

When you revise your research report next week, look for any verbs that you can change to more exact verbs.



Reading-Writing Workshop: **Prewrite**

Informative Writing

Ideas When you write a **research report**, you can use a K-W-L chart to help you plan your writing.

Rosa started with a K-W-L chart on giraffes. She made notes about what she learned. She added more details. Finally, she put the information in order.



Writing Process Checklist

► Prewrite

- Did I choose an interesting topic?
- Did I do research to answer my question?
- Did I come up with details that will inform the reader about my topic?

Draft

Revise

Edit

Publish and Share

Exploring a Topic

What I Know	What I Want to Know	What I Learned
Giraffes are wild animals.	Where they live	Grasslands of Africa
Giraffes are tall.	How tall are they?	Tallest animals 18 feet
They have long necks.	What do they eat?	Eat acacia leaves Get water from leaves

Flow Chart

Giraffes live on the grasslands of Africa.

They are 18 feet tall with long necks, spots, hairy horns.

They eat acacia leaves, which also give them water.

Lions, crocodiles, hyenas, wild dogs are their enemies.

Giraffes stay together, watch for enemies, and are fast.

Reading as a Writer

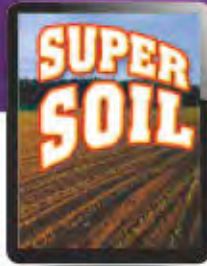
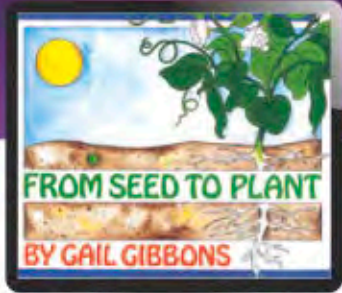
What did Rosa add to her K-W-L chart? How did she organize her information? How will you organize your information?

I put the information I learned in an order that makes sense.



Lesson

25



✓ TARGET VOCABULARY

grain

pod

soak

soften

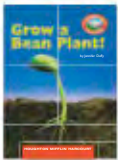
root

shoot

nutrition

tasty

Vocabulary Reader



Context Cards



COMMON CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Place the Vocabulary words in alphabetical order.

1

grain

It is hard to pick up only one small **grain** of rice.



2

pod

A **pod**, or shell, protects peas as they grow.



3

soak

The children **soak** the soil with water to help the seeds grow.



4

soften

The boiling water will **soften** the noodles.



5

root

The **root** of this plant goes deep into the soil.



6

shoot

We planted seeds in the ground. Later, we saw a **shoot** begin to grow.



7

nutrition

Eating vegetables is a good way to get the **nutrition** that your body needs.



8

tasty

I ate the whole apple because it was so **tasty**!





Read and Comprehend



✓ TARGET SKILL

Text and Graphic Features An author often includes text and graphic features to help the reader understand more about the text. Labels are an example of a **text feature**. Pictures, charts, and diagrams are examples of **graphic features**.

You can use a chart like the one below to list the types of features you find in a selection. Then you can tell why you think the author used each one.

Text or Graphic Feature	Page Number	Purpose

✓ TARGET STRATEGY

Monitor/Clarify Stop and think when you don't understand something. Find text evidence to help you figure out what doesn't make sense.

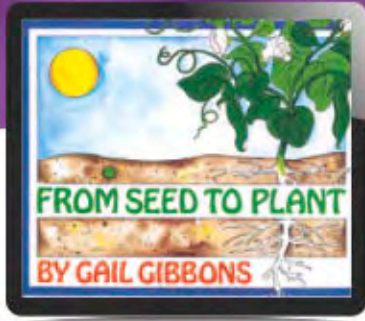
PREVIEW THE TOPIC

Life Cycles

When you look up at a giant tree, it is hard to imagine that it was once a tiny seed. It was, though! The seed was in the ground. Sunlight and rain helped it to grow. The tree was small at first, but then it grew and grew. After years of growing, it became a full-grown tree. When seeds fall from the tree, more trees will grow. This is the tree's life cycle.

Many plants grow this same way. You will read more about how plants grow in *From Seed to Plant*.

ANCHOR TEXT



✓ TARGET SKILL

Text and Graphic Features Tell how words and pictures help you understand a text.



✓ GENRE

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

- ▶ pictures and labels
- ▶ facts and details
- ▶ diagrams that help explain the topic



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify text; **RI.2.10** read and comprehend informational texts

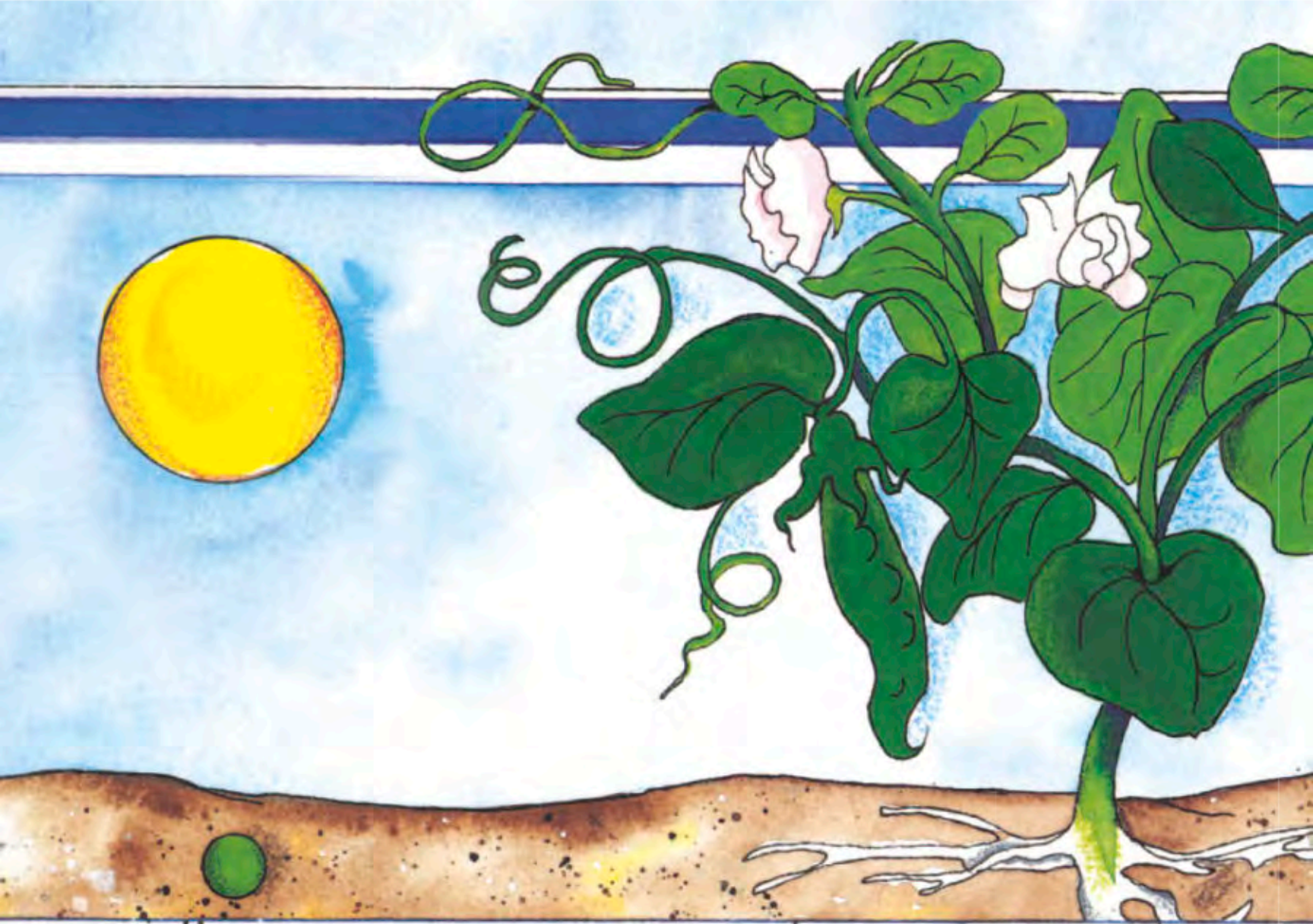
MEET THE AUTHOR AND ILLUSTRATOR

Gail Gibbons



Gail Gibbons was a very curious child. Her parents say that she always asked a lot of questions. She

also loved to draw and paint. One of her first jobs was doing artwork for a children's television show. After that she wrote her first book. Since then she has written more than 135 informational books! She loves her job because she still likes to ask questions. She finds the answers and then writes about them in her books.



FROM SEED TO PLANT

by Gail Gibbons

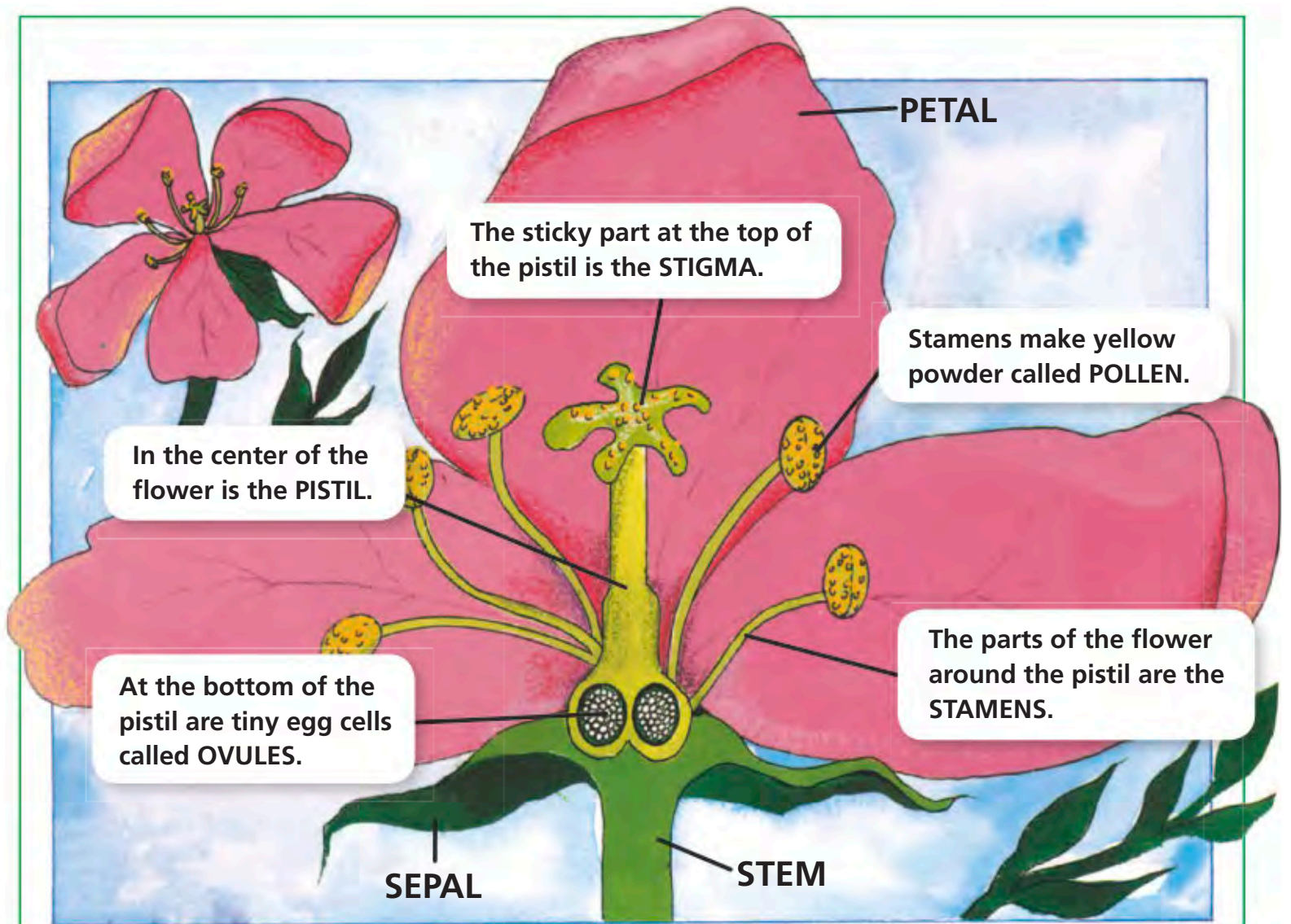
ESSENTIAL QUESTION

How do plants grow and change?



Most plants make seeds. A seed contains the beginning of a new plant. Seeds are different shapes, sizes and colors. All seeds grow into the same kind of plant that made them.

Many plants grow flowers. Flowers are where most seeds begin.



A flower is made up of many parts.

ANALYZE THE TEXT

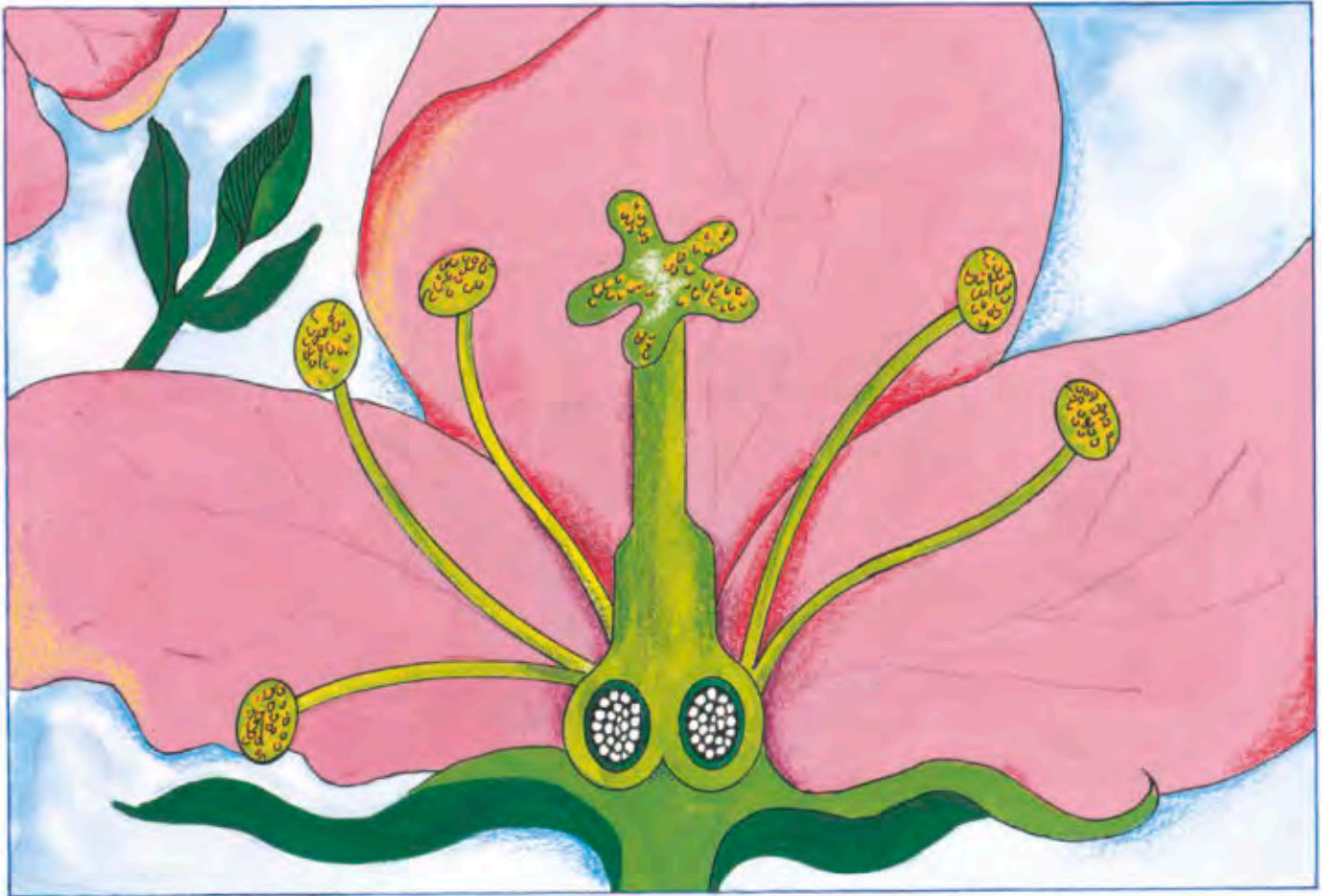
Text and Graphic Features How does the diagram of the flower help you better understand the information on this page?



Before a seed can begin to grow, a **grain** of pollen from the stamen must land on the stigma at the top of the pistil of a flower like itself. This is called pollination.

Pollination happens in different ways. Often, wind blows pollen from flower to flower.

Bees, other insects and hummingbirds help pollinate, too. While they visit flowers for their sweet juice, called nectar, pollen rubs onto their bodies. Then they carry the pollen to another flower where it comes off onto its pistil.



If a pollen grain from a flower lands on the pistil of the same kind of flower, it grows a long tube through the pistil into an ovule. This is the beginning of a seed.

The seeds grow inside the flower, even as the flower begins to die. As the seeds become bigger, a fruit or **pod** grows around them. The fruit or pod protects the seeds.



When the fruit or pod ripens, it breaks open.
The seeds are ready to become new plants.

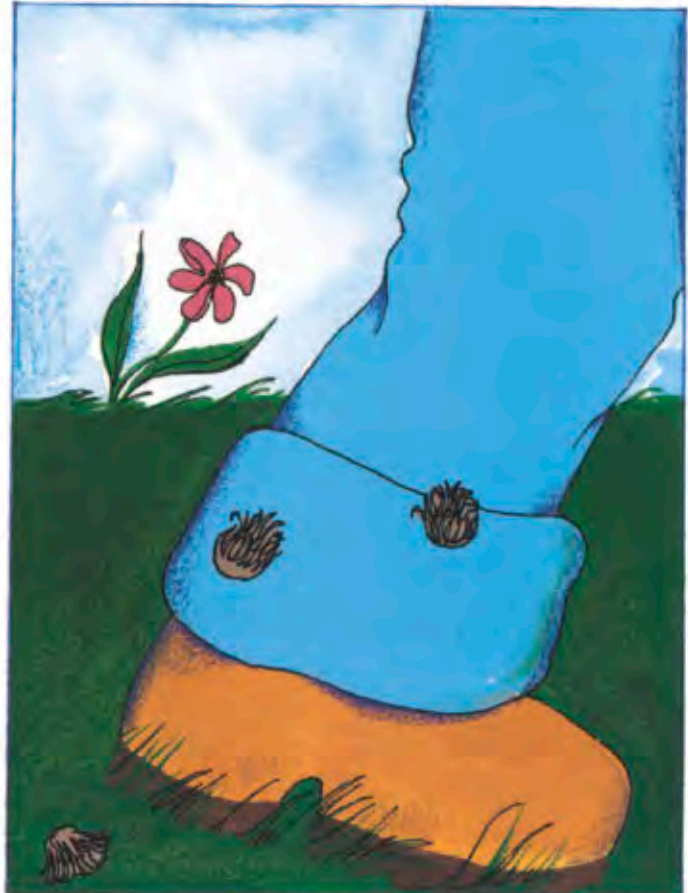
Some seeds fall to the ground around the base
of the plant where they will grow. Some pods or
fruits open and the seeds pop out. Sometimes,
when birds eat berries, they drop the seeds.



Other seeds fall into streams, ponds, rivers or the ocean. There, they travel on the water until they stick to dirt along a shore.



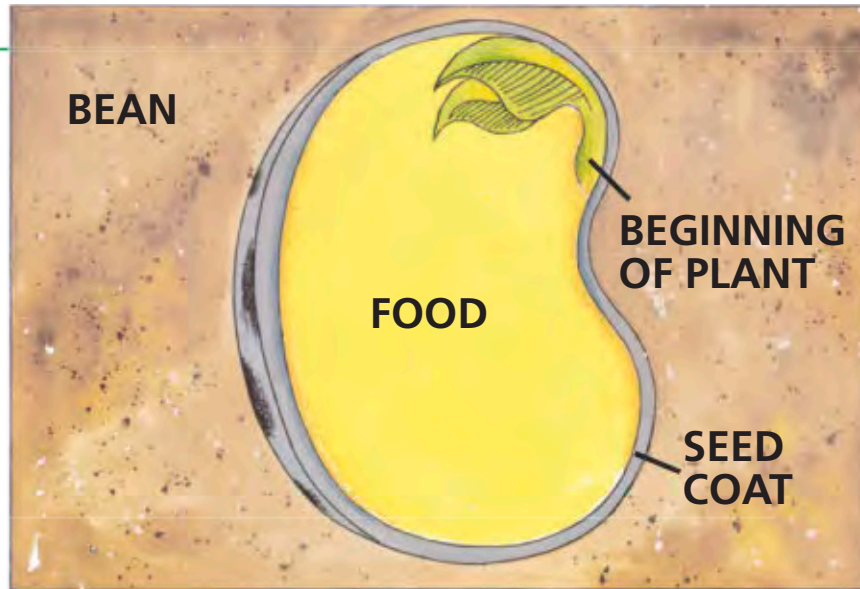
The wind scatters seeds. Some seeds have fluff on them that lets them float to the ground like tiny parachutes. Others have wings that spin as they fall.



Animals help scatter seeds, too. They hide acorns and nuts in the ground. Some seeds have hooks that stick to the fur of animals or people's clothes. Later, they drop off onto the ground.



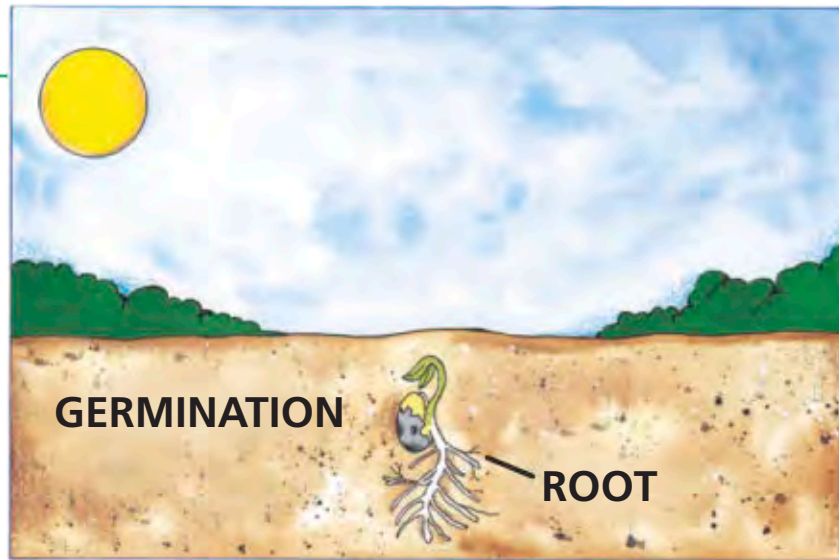
A flower bed or vegetable garden is beautiful!
Seeds are planted to grow in the gardens. The seeds
come in small envelopes or boxes. Directions explain
how to plant the seeds and care for the plants.



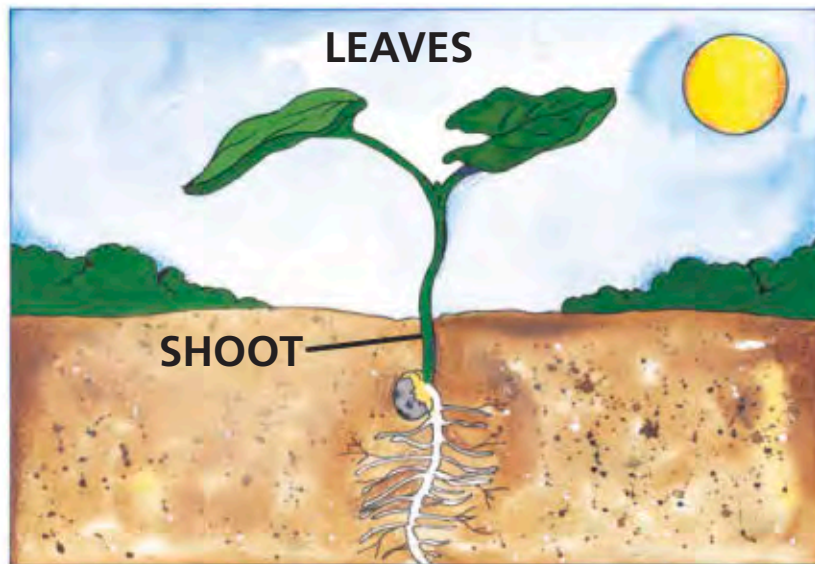
The beginning of a plant is curled up inside each seed. Food is stored inside the seed, too. The seed has a seed coat on the outside to protect it.



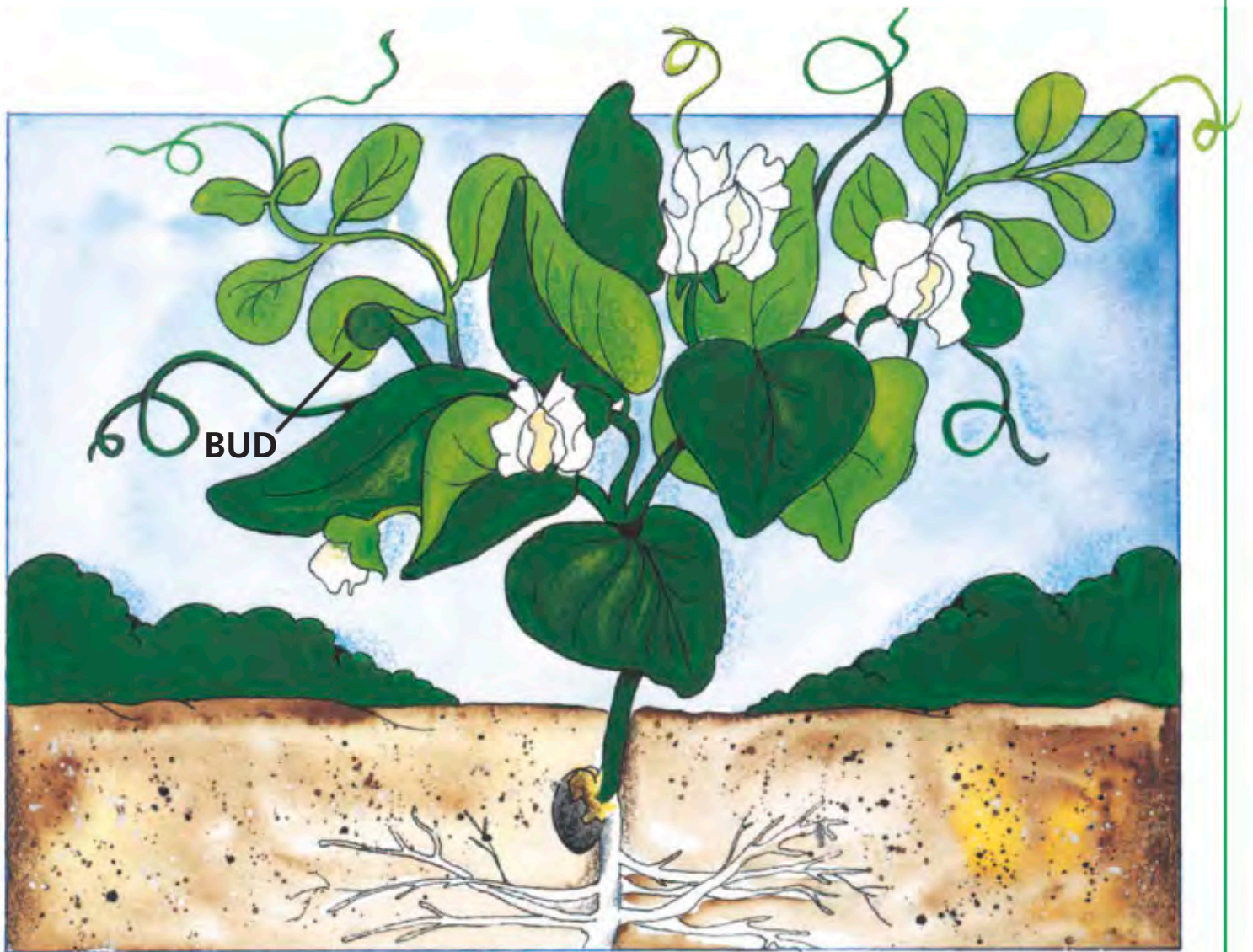
A seed will not sprout until certain things happen. First it must be on or in the soil. Then it needs rain to **soak** the seed and **soften** its seed coat.



When the sun shines and warms the ground, the seed coat breaks open and the seed begins to grow. This is called germination. A **root** grows down into the soil. The root takes in water and minerals from the soil for food.



Up grows a **shoot**. Green leaves grow up from the shoot toward the sun. The plant grows bigger and bigger. The leaves make food for the plant from the water and minerals in the soil, the sunlight, and the air all around the plant.



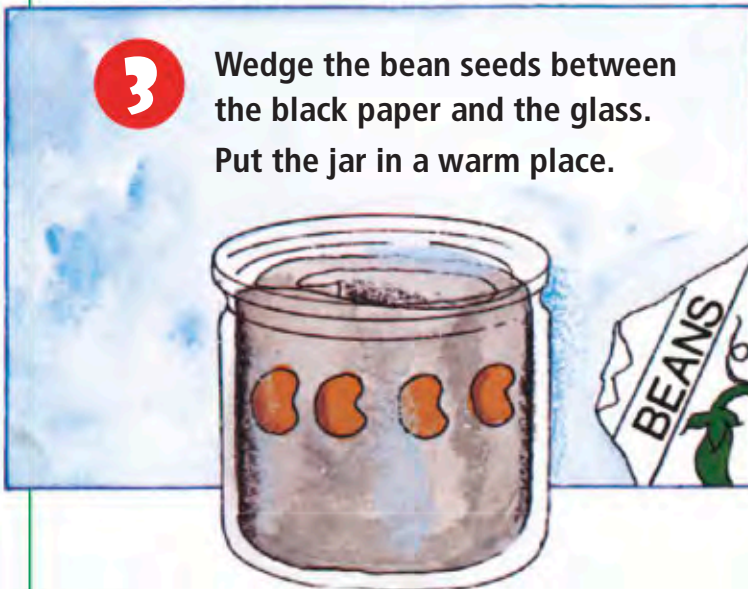
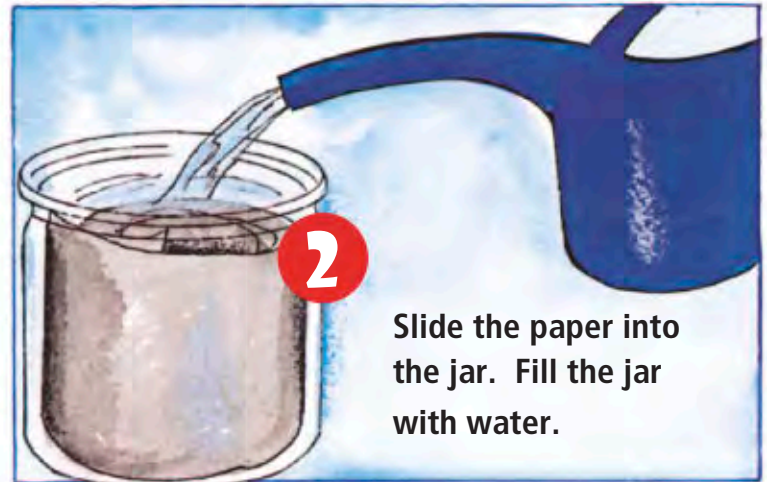
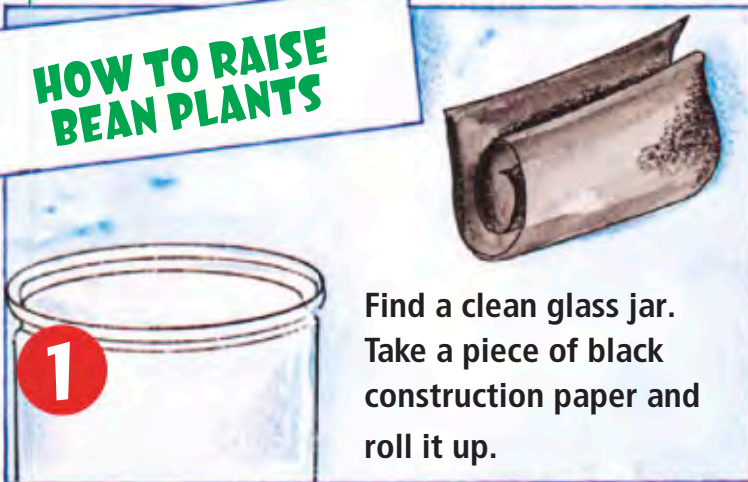
Finally, the plant is full-grown. Buds on the plant open into flowers where new seeds will grow.



Many of the foods people eat are seeds, fruits and pods. They are full of **nutrition**, vitamins and minerals and . . . they are **tasty**, too!

A "FROM SEED TO PLANT" PROJECT

HOW TO RAISE BEAN PLANTS



ANALYZE THE TEXT

Cause and Effect What causes the beans to sprout in the glass container?

CARING FOR YOUR BEAN PLANTS

- 5** Put dirt into a big clay pot.



- 6** Carefully remove the small plants from the glass jar. Place them in the soil, covering them up to the base of their shoots.



- 7** Water them . . . and watch them grow!





Dig Deeper

How to Analyze the Text

Use these pages to learn about Text and Graphic Features and Cause and Effect. Then read *From Seed to Plant* again. Use what you learn to understand it better.

Text and Graphic Features

In *From Seed to Plant*, you read about how plants grow. The selection has text and graphic features that can help you understand more about the text. The pictures and diagrams are **graphic features** that help you better understand the topic. The labels on the diagrams are **text features** that show different parts of the diagram.

As you read, use a chart to list text and graphic features. Then list how each makes the text clear.

Text or Graphic Feature	Page Number	Purpose



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.5** know and use text features to locate facts or information; **RI.2.7** explain how images contribute to and clarify text

Cause and Effect

Sometimes one event makes another happen. For example, sunlight and water fall on a young plant. As a result, it grows. The plant getting sun and water is the **cause**. The plant growing is the **effect**. As you read, think about how one event causes another to happen as a plant grows. Think about why the events must happen in order.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How do plants grow and change? Share your ideas with a partner. Talk about evidence from the text and pictures in *From Seed to Plant*. Think about what the labels and pictures help you understand. Use complete sentences.



Classroom Conversation

Now talk about these questions with the class.

- 1 What information is found only in the pictures?
- 2 How are the plants that grow in a garden different from the plants that grow in nature? Use text evidence in your answer.
- 3 What are some ways that animals help new plants grow?

WRITE ABOUT READING

Response Think about what a seed needs to grow. How do the soil, water, and sun work together to help the seed begin to grow? Write a few sentences to explain. Include text evidence from the selection's words and pictures in your sentences.



Writing Tip

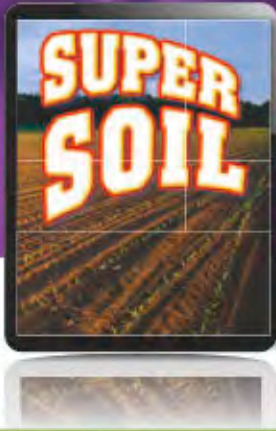
Make sure the verbs in your sentences tell about the same time.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.5** know and use text features to locate facts or information; **RI.2.7** explain how images contribute to and clarify text; **W.2.2** write informative/explanatory texts; **SL.2.6** produce complete sentences to provide detail or clarification

Lesson 25

INFORMATIONAL TEXT



✓ GENRE

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

✓ TEXT FOCUS

A **chart** is a drawing that lists information in a clear way.

SUPER SOIL

Soil contains many things. When insects, leaves, and twigs die and break down in the soil, they become humus. Tiny bits of broken rock are also found in soil. Soil holds water and air, too. The amount of humus, rock, air, and water in soil differs from place to place.



RI.2.7 explain how images contribute to and clarify text; **RI.2.10** read and comprehend informational texts



If someone promised to give you good soil for growing crops, what kind of soil would you be fortunate enough to get? Soil with lots of humus is best for growing crops.

All plants need water. They take water in through roots that grow underneath the ground. They need just the right amount of water for sprouting new growth. Too little water is harmful to plants and may cause drooping leaves.



Corn is an important crop in the United States. To grow, it needs soil with lots of humus.



Deserts are places that get little rain. There is not much humus in desert soil either. Most desert plants have shallow roots. The roots spread out just below the ground to catch rain water. Cactus plants store water in their stems. A creosote bush has waxy leaves that do not lose water in the hot sun. These plants grow well in dry desert soil. Many cactus plants have beautiful flowers. After the flowers have blossomed, they produce many tiny seeds.

Kinds of Soil

Topsoil

- has a lot of humus
- is dark in color
- is best for plant growth



Clay Soil

- is made of tiny clay pieces
- is sticky when wet
- is brown, red, or yellow



Sandy Soil

- has a lot of weathered rock
- feels gritty
- is tan or light brown



Compare Texts



TEXT TO TEXT

Discuss Text and Graphic Features With a partner, look at the text features and graphic features in *From Seed to Plant* and *Super Soil*. List the features in each selection and talk about how they are the same and different.



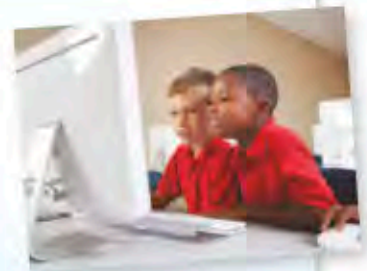
TEXT TO SELF

Talk About Gardens What fruits and vegetables did you see in the pictures in *From Seed to Plant*? What would you like to plant if you had your own garden? Talk about it with a partner.



TEXT TO WORLD

Connect to Science With a small group, research the kinds of plants that grow in your state. Make a poster to show your work and share it with the class.



RI.2.5 know and use text features to locate facts or information; **RI.2.7** explain how images contribute to and clarify text; **W.2.7** participate in shared research and writing projects

Grammar



More Irregular Action Verbs The **verbs** *say, eat, give,* and *take* tell what is happening now. Do not add *-ed* to these verbs to tell what happened in the past. Instead, use *said, ate, gave,* and *took*.

What Is Happening Now	What Happened in the Past
We say the plant names each day.	We said the plant names yesterday.
I eat beans this summer.	I ate beans last summer.
They always give vegetables to friends.	They gave vegetables to friends last night.
I take apples from a tree.	I took apples from a tree.

Try This!

Work with a partner. Write each sentence with the correct verb. Then read each sentence aloud.

- 1 I (taked, took) a pepper to make soup.
- 2 We (ate, eated) a harvest feast.
- 3 She (gived, gave) me a tour of the garden.
- 4 He (said, sayed) we could pick tomatoes.

When you write, make sure the verbs in your sentences all tell about the same time.

Incorrect: past, present



Yesterday, Kiley **looked** out her window.



She **sees** crows eating her corn.

Correct: past, past



Yesterday, Kiley **looked** out her window.
She **saw** crows eating her corn.




Connect Grammar to Writing

When you revise your research report, check all the verbs to make sure they tell about the same time.

Reading-Writing Workshop: **Revise**

Informative Writing

 **Voice** When you write a **research report**, make sure you write the information and facts in your own words.

Rosa wrote a draft of her research report. Later, she revised her draft to put everything in her own words. She also revised to include a definition for a word that might be new to her readers.






Writing Process Checklist

Prewrite

Draft

▶ Revise

-  Do the details in each paragraph connect to the main idea?
-  Did I use facts and include definitions?
-  Did I write what I found in my research in my own words?

Edit

Publish and Share

Revised Draft

Giraffes are wild animals. They live in dry, grassy parts of Africa. **Giraffes are the world's tallest** ~~The giraffe is the tallest mammal animal!~~ ~~on earth.~~ They grow to about 18 feet tall. They have long necks **Two small horns grow on top of** and spots all over their bodies. **their heads.** Giraffes eat the leaves of **Acacia trees are trees whose** acacia trees. **leaves hold a lot of water.**

Final Copy

Giraffes

by Rosa Marquez

Giraffes are wild animals. They live in dry, grassy parts of Africa.

Giraffes are the world's tallest animal! They grow to about 18 feet tall. They have long necks and spots all over their bodies. Two small horns grow on top of their heads.

Giraffes eat the leaves of acacia trees. Acacia trees are trees whose leaves hold a lot of water. The water from these leaves helps giraffes go for a long time without drinking. You can visit giraffes in person at most zoos.

Reading as a Writer

How did adding a definition to her writing help you understand Rosa's report? Where can you add a definition to help your readers?

I revised my report so that all my information was in my own words.



Read “The Best Carrot” and “Gardening Tips.” As you read, stop and answer each question using text evidence.

The Best Carrot

Farmer Rabbit adored carrots. He grew hundreds each year. However, he never shared a single one. One day, Farmer Rabbit saw a huge carrot top. He pulled and pulled with all his strength, but he could not get it out.

Bear saw Farmer Rabbit struggling. “I’ll help you get that out if you give me half. It will be nice to eat it together,” he called.

“Not a chance! I grew this carrot by myself, and I will eat it by myself, too!” said Farmer Rabbit.

Bear shook his head at Farmer Rabbit and walked away. “Farmer Rabbit has always been greedy,” he thought to himself.

- 1 How are Farmer Rabbit’s feelings about sharing the carrot different from Bear’s feelings about it?

Bear came by again later, and the carrot was still stuck. “If you don’t get that carrot out,” said Bear, “it will rot. Is that really better than sharing it with me?”

Farmer Rabbit thought about what Bear said. Finally, he agreed to take Bear’s offer. The two worked together to dig out the carrot. It was not easy, but they finally got it out.

After working so hard, Farmer Rabbit and Bear were very hungry. They sat down together and shared the carrot just like Farmer Rabbit had promised. “See,” said Bear, “working together pays off in the end!” Farmer Rabbit had to agree. The carrot was the best Farmer Rabbit had ever tasted—even if he got only half.

- 2** What lesson does Farmer Rabbit learn from the events in the story?



Gardening Tips

This week's topic is mulch. Mulch is anything used to cover the soil. I think that mulch is the most important part of a garden.

Some people use old leaves or grass to cover the soil. Others use bark or wood chips. Straw can also make good mulch.

3 What is the meaning of the word *mulch*?

The best time to put down mulch is in the late spring. First, make sure you pull all the weeds in your garden. Then, put the mulch close to the plant on top of the soil.

Mulch can help your garden in many ways. When it is hot, mulch helps water stay in the soil. When it is rainy, mulch helps to keep the soil from washing away. Mulch also helps prevent weeds from growing. Use mulch to help keep your garden healthy.

4 What is the main idea of the last paragraph of the article? How does that paragraph tell more about the topic of the whole article?