



#### Build Unit Background

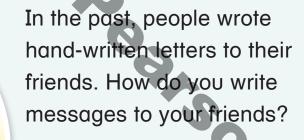
What Do You
Know about
Then and Now?

Use what you know to help you understand.



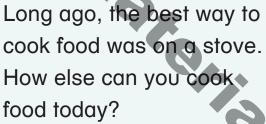


Cars today go much faster than cars from long ago.

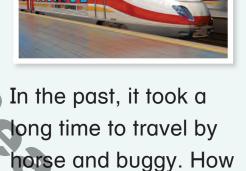












do you travel now?

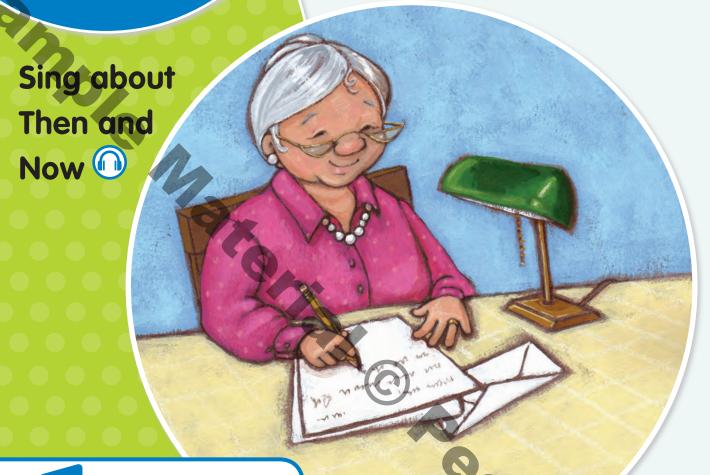


Before technology, kids used to play outdoor games more often. What games do you like to play now?

#### **Your Turn**

If you were born before there were video games, what would you do for fun? Tell the class about it.

#### Build Unit Background

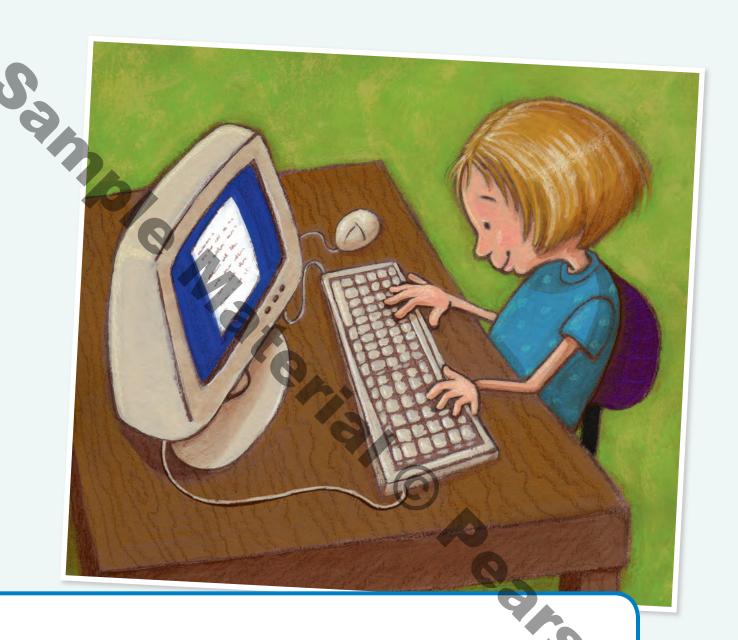


#### Then and Now

My grandma didn't have email.

She didn't have a computer.

She just wrote letters to all of her friends and popped them in a mailbox.



Things have changed a lot since then.
We have many inventions.
Things will change again someday,
and pop—we're in the future!

#### **Word Study**

#### **Multiple-Meaning Words**

A **multiple-meaning** word has more than one meaning.

The word **last** has more than one meaning.

Pam's water will last through the game.

The word *last* in this sentence means Pam will have water until the end of the game.

Sam was last in line in the cafeteria.

The word *last* in this sentence means Sam was at the end of the line.

#### Rule

Reading the words and sentences around a word can help you choose the correct meaning of a multiple-meaning word.

#### **Your Turn**

#### Work with a partner. Take turns.

- Read each sentence aloud.
- Choose the correct meaning for the underlined word.
  - 1. That kind of bird is very rare.
    - a. a type of something
    - b. nice
  - 2. Sue lost the contest.
    - a. did not win
    - b. could not find
  - 3. I saw the bat fly through the trees.
    - a. an animal that can be seen at night
    - b. an object used to hit a ball
  - 4. The feather is light.
    - a. not weighing much
    - b. an electric device



# Reading 1 Prepare to Read

These words will help you understand the reading.

## Vocabulary ©

#### **Words to Know**

1. My friends and I cross two roads on our way to school



#### **Sight Words**

friends

roads

very

letter

2. My dad is very helpful.

He shows me how to write a letter.



3. It is simple to write an email to our friend.



**4.** Long ago, children wrote on a board at school. They still do.



#### **Story Words**

simple

email

board

#### **Your Turn**

Pick one word from either box.

Use the word in a sentence.





#### **Phonics** ©

#### Long a; ch, th

Read the words aloud. Listen for the letter sounds.



# Phonics a ch th

#### **Your Turn**

Sound out the words. Point to the word for the picture.



gray grape



rain rave



snail snap



chain cloth

# **Story Preview**

#### **Reading Tip**

Read on your own or with a partner.

#### What is the story about?

The story is about the past.

It is also about the present.

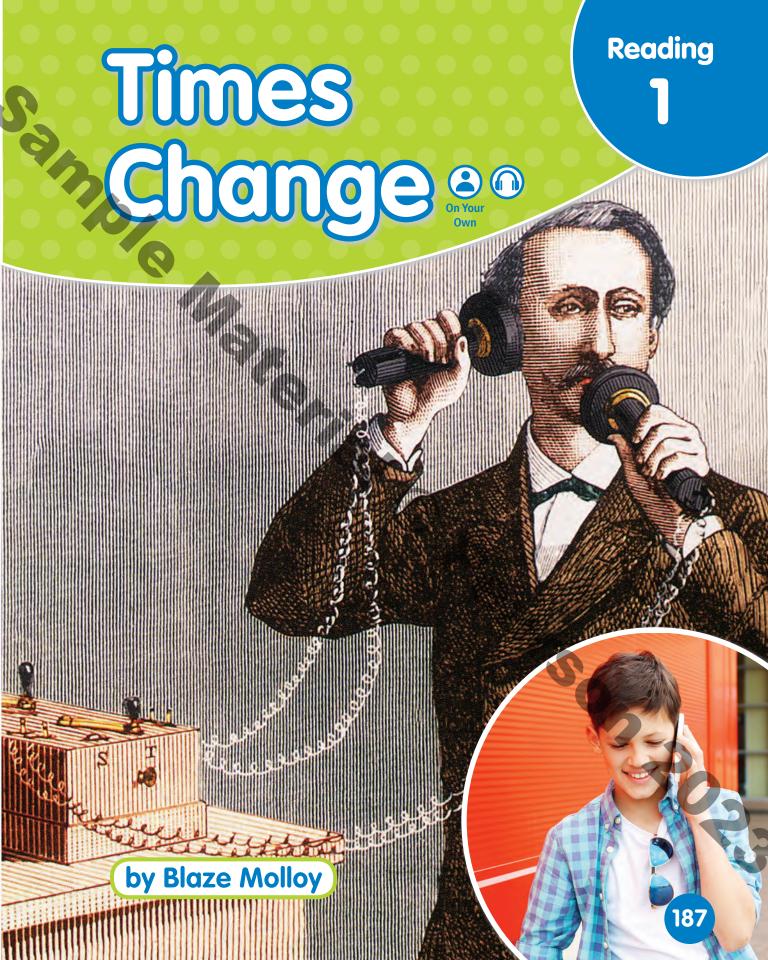


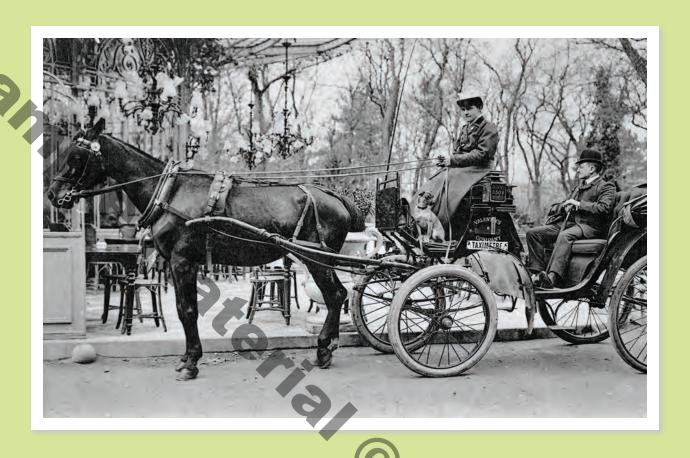


#### **Reading Strategy**

#### **Draw Conclusions**

Stories don't always tell you everything. Use story clues to form your own idea. This is how you draw a conclusion.





A long time ago, we drove on roads that had a lot of rocks and bumps. A horse led the way. We used a stick and a rope to tell the horse which way to go. We pulled the rope to say, "Stop!"



We drive on safe, paved roads today. We can get home fast when we drive.

An airplane can go very fast. We can pass time on a long plane ride. Sing a long song. Play a fun game. Take a quick nap. Wake up in Spain!



This mom and dad and kids play a game called checkers. It is a simple game with just a board and game pieces. This mom and dad and kids play to win.



A bunch of kids play this game. It has bells that ring and lights that shine. The kids use electricity to play this game. A plug goes in the wall. Kids play this game to win!



This lady used a pen to write a letter.

Next, she put a stamp on it. Then she put it in the mail.

We can still use stamps, but now we can send emails. A letter may take days to get to a friend. An email is fast. It takes less than a minute to get an email to a friend.

#### **Think It Over**

#### Read the questions and say the answers. Use Sight Words and Story Words.

- 1. How did people travel in the past?
- 2. What kinds of games use electricity?
  - 3. What is a quicker way of communicating with a friend?
  - **4.** How did airplanes and the internet change our lives?



#### **Speaking Tip**

Point to photos when you ask questions about the story.

**Reading Strategy** 

**Draw Conclusions** 

What conclusion did you draw?



#### **A CLOSER** LOOK AT...

# Changing Times ©

#### Locomotive

These people are riding on a steam locomotive from 1845.



#### Passengers

This is a bullet train in Japan. It carries passengers at very high speeds.

#### **Television**

This family from the 1950s gathers around their black-and-white television.



# Activity to Do These pages use words and

#### Popular

Wide-screen televisions are popular today.

These pages use words and pictures to tell about how times have changed.

- Think of another invention that has changed the way people live.
- Find pictures of this invention and talk about them with the class.

# **Grammar and Writing**

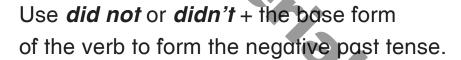
#### Simple Past Tense: Regular Verbs

Use the past tense to talk about events that happened in the past. Add *-ed* to a base verb to form the past tense.

The friends played checkers.

He laughed.

We walked to school.





The boy did not laugh.

The team didn't play soccer.

#### **Practice A**

Add -ed to make the past tense. Complete the sentences.

- 1. Mom \_\_\_\_played \_\_\_\_ (play) chess.
- **2.** Ken \_\_\_\_\_ (walk) to school.
- **3.** Cam \_\_\_\_\_ (open) her book.
- 4. We \_\_\_\_\_ (listen) to the teacher.
- 5. The kids \_\_\_\_\_ (call) their friends.

#### **Practice B**

Rewrite the sentences. Use *did not* or *didn't*. Write in your notebook.

- 1. She played a game. She didn't play a game.
- 2. Chen crossed the road.
- 3. He talked with his dad.
- 4. Rosa listened to me.
- 5. The kids laughed.

#### Apply

Get in a group. Talk about things that did not happen.

Example: A: I didn't walk to school.

B: I didn't talk to Nina.

#### Write

Write about your day.

- I walked to school. I talked to my
- friends. I listened to my teacher.
- I didn't use the computer. I played
- chess with Dad.



# Reading 2 Prepare to Read

These words will help you understand the reading.

#### **Sight Words**

near

good

other

sure

#### **Story Words**

tasty

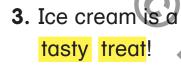
treat

waffle

# Vocabulary ©

#### **Words to Know**

- 1. The ice cream truck is near where we live.
- 2. Chocolate tastes good.How many other flavors are there?I'm not sure.



**4.** I love ice cream in a waffle cone.





Pick one word from either box.

Use the word in a sentence.





#### **Phonics** ©

#### Long e

Read the words aloud. Listen

for the long e sound.



tree feet







#### **Your Turn**

Sound out the words. Point to the word for the picture.



sheep ship



beach back



green grin



mat meat





W B

# **Story Preview**



The story is about ice cream.

#### **Reading Strategy**

#### **Summarize**

When you summarize, you tell only the most important ideas in a text. As you read, look for the most important ideas. Then summarize the reading.



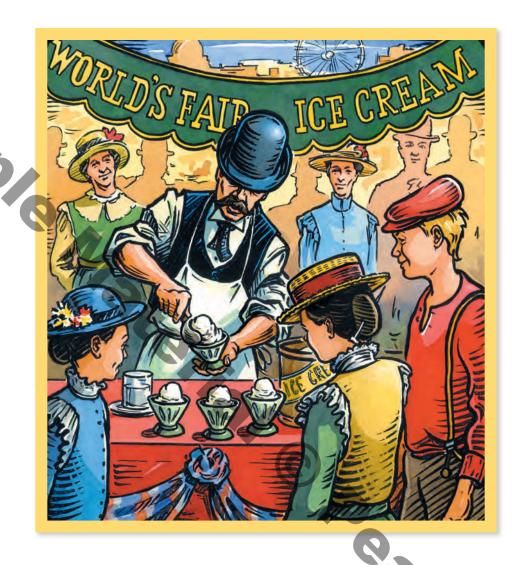


Ice cream is a tasty treat. We can sit in an ice cream shop on a hot night and eat this treat. Do you like to eat ice cream?

Today, we eat ice cream in cones. But in the past, ice cream came in a dish.



A big fair was held in 1904. The sun was bright and high in the clear, blue sky. A lot of kids and adults came to play and have fun. They were hot. They ate a lot of ice cream.



An ice cream man put a scoop of ice cream in each dish. The ice cream tasted good. A lot of people ate it. The ice cream man ran out of dishes. But he had a lot of ice cream left to sell. He was not sure he could sell it all. The ice cream would melt if it didn't sell.



A waffle man was near the ice cream table. He came to help. He made a cone shape. Then the ice cream man put a scoop of ice cream in the cone. These men had made an ice cream cone!



Folks liked to eat ice cream cones at the fair. They held ice cream cones in their hands. Ice cream cones were fun to eat. The kids and adults did not have to give a dish back to the ice cream man. Ice cream sure got easy to eat.



Kids ate ice cream cones with one another. They sat on a step and ate ice cream together. They picked the kind they liked best. Kids ate it up, and it tasted great. It is a treat a lot of kids like better than any other.



Kids still buy a lot of ice cream cones.

Kids get ice cream cones from a truck.

The trucks drive near kids' homes.

When the trucks stop, kids line up for ice cream.

Kids still eat this treat on a hot day. It still tastes good!

#### **Think It Over**

#### Read the questions and say the answers. Use Sight Words and Story Words.

- 1. How did people eat ice cream in the past?
- 2. What happened to the ice cream man's dishes at the fair in 1904?
  - 3. How did the waffle man help the ice cream man?
  - **4.** How did the fair in 1904 change the way people eat ice cream?



#### **Reading Strategy**

**Summarize** 

How did summarizing help you understand the story?





### **Grammar and Writing**

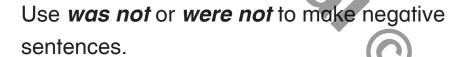
#### Past Be

Use the past tense of **be** to talk about the past. Use **was** with **I**, **he**, **she**, **it**, or to talk about one person or thing.

The waffle was tasty. I was hungry.

Use *were* with *you*, *we*, or *they*, or to talk about more than one person or thing.

We were very young. The children were happy.



Pablo was not sad. The kids weren't sleepy,

#### **Practice A**

Complete the sentences. Add was or were.

- 1. He <u>was</u> happy.
- 2. The waffles \_\_\_\_\_ good.
- **3.** The game \_\_\_\_\_ fun.
- 4. We \_\_\_\_\_ hungry.
- **5.** She \_\_\_\_\_ not hurt.

#### **Grammar Tip**

If you don't understand the text in the boxes, ask your teacher or a classmate for help.



#### **Practice B**

Rewrite the sentences. Use wasn't or weren't. Write in vour notebook.

- 1. It was hot. It wasn't hot.
- **2.** The ice cream was tasty.
  - 3. They were happy.
  - 4. We were hungry.
  - 5. Silvia was at home.

#### **Apply**

Ask and answer questions about the past.

**Example:** A: Were you at home yesterday?

B: I wasn't at home. I was at school.

#### Write

Tell about your weekend.

- I was at home. I was with my
- family. My mom and I baked
- cupcakes. The cupcakes were good.
- We were happy.

# Reading 3 Prepare to Read

These words will help you understand the reading.

# **Sight Words**

animal same

touch

# **Story Words**

scientist outdoors legacy protect

# Vocabulary ©

# **Words to Know**

- Jane Goodall is a scientist who studies animals, like chimpanzees.
- 2. She sat outdoors for a long time. One day, a chimpanzee touched her hand.



- 3. Jane Goodall's legacy is the gift she gave us—knowing how animals are the same as people in many ways.
- **4.** Now many people work to protect the homes of chimpanzees.

## **Your Turn**

Pick one word from either box.
Use the word in a sentence.





# Phonics

# Long i; soft g

Read the words aloud. Listen to the letter sounds.



# Phonics i g

# **Your Turn**

Sound out the words. Point to the word for the picture.



page peg



cry crime



file fly

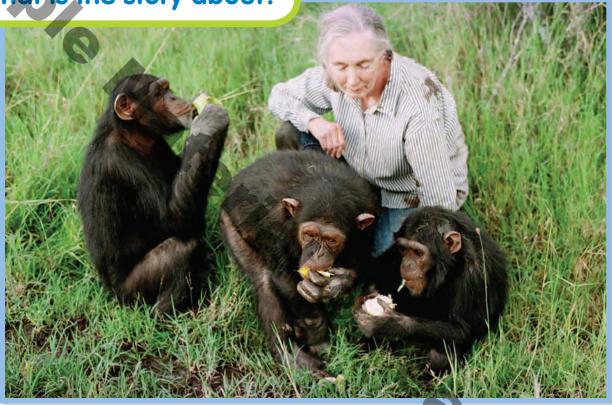


note night



# Story Preview

What is the story about?



The story is about Dr. Jane Goodall.

# **Reading Strategy**

# **Ask Questions**

Asking and answering questions as you read can help you understand the text better. Ask yourself questions as you read. Find the answers in the text.



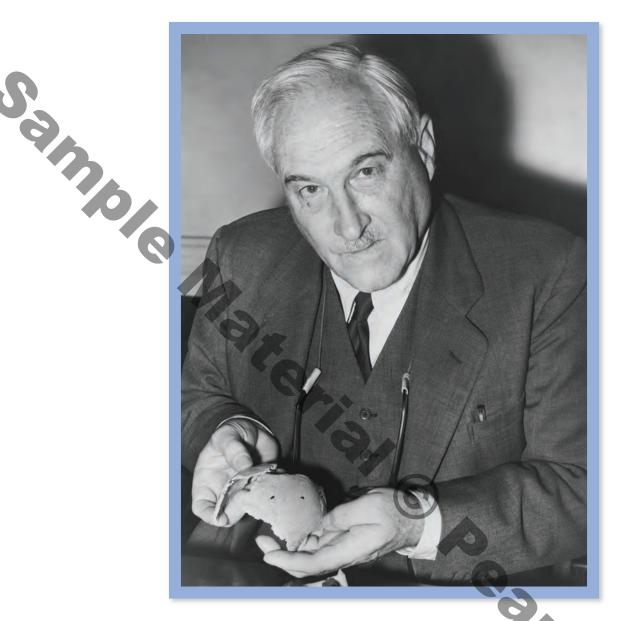




Jane Goodall is a famous scientist. She studies animals. Because of her study of animals, we now understand that people and animals are the same in many ways.



When Jane was a child, she loved to be outdoors. She read many books about animals. Her dream was to study animals in Africa.



At the age of 26, Jane sailed on a ship to Africa. There, Jane met Dr. Louis Leakey. Dr. Leakey studied chimpanzees. Dr. Leakey asked Jane to help him with his work.

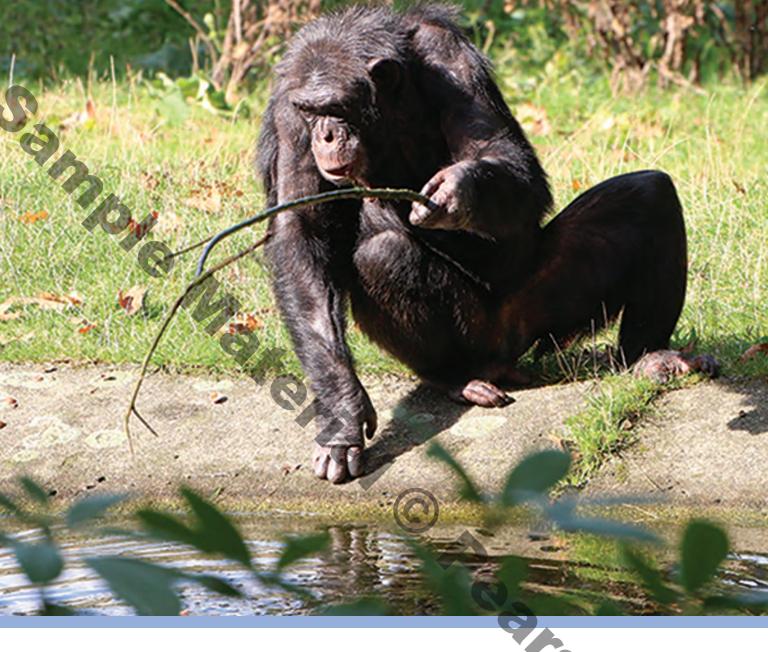


When Jane started to study chimpanzees, the animals ran away. She never gave up. Jane started to act like a chimpanzee. If the chimpanzees sat in a tree, she sat in a tree. If they ate some food, she ate the same food. She got closer and closer.



One day, a chimpanzee and her daughter came to Jane. They touched her hand. It was a very happy day for Dr. Goodall.

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Jane wrote many books about chimpanzees. She said that these animals have families, they play, they fight, and they feel happy and sad. They even make tools! Because of her study, many people understand these animals better now.



Dr. Goodall works hard to help these animals. Many lost their homes. Her legacy lives on as many scientists study these animals and try to protect their homes.

# **Think It Over**

# Read the questions and say the answers. Use Sight Words and Story Words.

- 1. What did Jane Goodall like to do when she was a child?
- 2. What did Jane Goodall do to get closer to the animals?
- 3. How are chimpanzees the same as people?
- 4. How are people helping chimpanzees now?



# **Reading Strategy**

## **Ask Questions**

How did asking and answering questions while you read help you understand the text better?





# **Grammar and Writing**

# Past Tense: Irregular Verbs

Do not add -ed to some verbs to form the past tense.

Base	Past	Base	Past	Base	Past
form	tense	form	tense	form	tense
come	→ came	go –	went	see	→ saw
do	→ did	have —	had	sit	→ sat
eat	→ ate	know –	knew	stand	→ stood
get	→ got	leave –	→ left	write	→ wrote

Use *did not* or *didn't* + the base form of the verb to form the negative past tense of irregular verbs.

I ate fruit. I didn't eat fruit.

## **Practice A**

Circle the past tense verb.

- 1. She (knew)know) about the flowers.
- 2. He (go/went) to the store yesterday.
- 3. She (have/had) a green notebook this morning.
- 4. You (come/came) to the United States in 2005.
- 5. The Riveras (get/got) a new car on Tuesday.

### **Grammar Tip**

Remember!
Past tense
verbs change
back to the
base form after
didn't.



## **Practice B**

Rewrite the sentences. Use didn't. Write in your notebook.

- 1. We ate ice cream. We didn't eat ice cream.
- 2. They sat near me.
- 3. He wrote a story.
- 4. They left early.
- 5. Li Jing saw her grandma.

## **Apply**

Tell about something you did last summer.

Example: I went to Italy last summer.

I ate pasta.

## Write

Tell about the life of someone in your family.

- Grandma was born in China in
- 1955. She had a flower store. She
- left China in 1978. She wrote letters
  - to her friends.





# Put It All Together

# THE BIG QUESTION



How is life today different than it was a long time ago? Talk about it.

# **Projects**

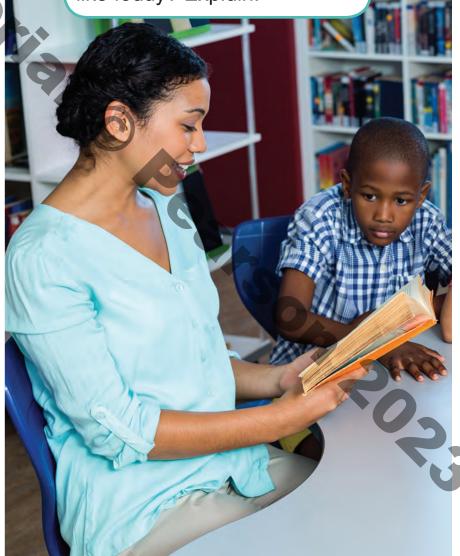
Your teacher will help you choose one of these projects.

# Written 4



## Write about school.

What was school like in the past? What is school like today? Explain.



# Oral 🗩

# Interview an adult.

Ask an adult what school was like when he or she was your age. How did he or she learn?

# Visual/Active

Teach how.

Ask an adult to tell you about a game he or she used to play. Teach a partner how to play that game. Then play the game together.





# Listening and Speaking Workshop

Skit O & G.O. 06

Plan and act out a skit.

# 1 Prepare

Work in groups. Three children in each group will play a different animal. One has a problem. The other two solve the problem. Plan your skit. List your ideas like this:

Who?	When and Where?
Diana the bird Tyler the cat Carson the squirrel	Saturday morning a tree on Mr. Yee's farm
Problem	Solution
Tyler is stuck in the tree. He can't get down.	Diana and Carson show Tyler how to get down from

### **Useful Language**

- Continuous libraries in the second continuous li
- Who are the characters?
- When does the story happen?
- Where does the story happen?
- What is the problem in our story?
- What is the solution?
- What kinds of props do we need?
- What kinds of costumes do we need?

Decide what props and costumes you need. Bring them in.

# 2 Practice and Present

Practice the skit with your props and costumes. When you are ready, perform your skit.

# As you speak, do this:

- Pay attention to your group members so that you know when to speak.
- Use your face and body to act as your animal.

## As you listen, do this:

- Look at each speaker's face and hands for clues about hidden ideas and information.
- Watch for actions and gestures you know.
   They will help you understand the story.

# (3) Evaluate

Ask yourself these questions:

- Did I perform my part of the skit well?
- How well did I listen?
   Which skits can I retell?

### **Listening Tip**

When watching other groups' skits, listen for key words that help you understand the problem and solution in their stories.

# Writing Workshop

# **Write a Story**

Write a story. Create some characters and tell what happens to them.

1 Prewrite Think about your story. List your ideas for the story in a graphic organizer.

Lee listed his ideas in this graphic organizer.

Who is in the story?	Where does it happen?
Jack, a dog Jack's owner, Milo Sally, a cat	in a neighborhood
What is the problem?	How is it solved?
Jack chased Sally and got lost.	Sally showed Jack how to get home.

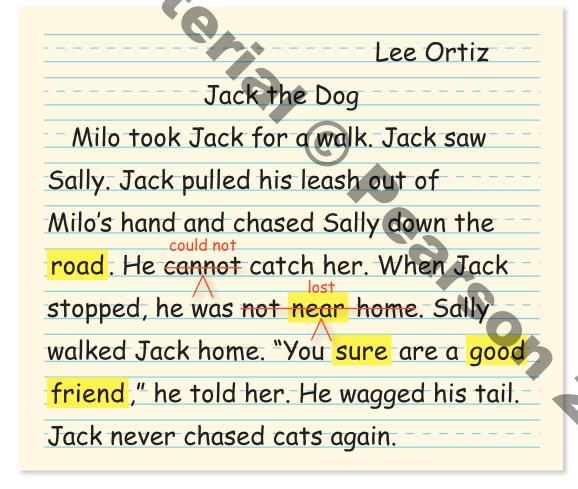
2 Draft Use your graphic organizer to help you write a first draft. Use new words from the unit.

3 Revise Read your draft.
Use the Revising Checklist to correct errors. Then revise your draft.

Here is Lee's story.

## **Revising Checklist**

- ✓ Do I tell what happens to the characters?
- Do my subjects and verbs agree?
- Do I use the connecting word and correctly?



## **Put It All Together**

- 4 Edit Trade papers with a partner to get feedback.
  Use the Editing Checklist.
- 5 Publish Make a clean copy of your final draft.
  Share it with the class.

## **Editing Checklist**

- The sentences have different lengths and patterns.
- Regular and irregular verbs are used correctly.
- The possessive case (apostrophe -s) is used correctly.

# Spelling Tip For words with the

CVC pattern, such as *wag*, double the consonant before adding *-ed*, *wagged*.

WB 101–102

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# For Each Reading...

- 1. Listen to the sentences.
- 2. Work in pairs. Take turns reading aloud for one minute. Count the number of words you read.



Jane Goodall is a famous scientist. She studies				
animals. Because of her study of animals, we now				
understand that people and animals are the same	25			
in many ways.	28			
When Jane was a child, she loved to be outdoors.	38			
She read many books about animals. Her dream	47			
was to study animals in Africa.	52			

3. With your partner, find the words that slowed you down. Practice saying each word and then say the sentence each word is in. Then take turns reading the text again. Count the number of words you read.

