

Unit 2

Meeting Challenges

Solving problems and trying new things can be a challenge. People work hard to meet challenges.

Reading 1

Play



The Rabbit and the Lion

Reading 2

Fable



The Contest

Reading 3

Social Studies



Fresh Food in Strange Places



THE **Big** QUESTION

All of us have challenges at times. How can people meet challenges?

Listening and Speaking

You will talk about any challenges you face and what you do to meet those challenges. In the Listening and Speaking Workshop, you will perform a skit.

Writing

You will practice narrative writing. In the Writing Workshop, you will write a story.

Quick Write

Make a list of three challenges students face at the beginning of each school year.

View and Respond



Talk about the poster for this unit. Then watch and listen to the video and answer the questions at [Pearson English Portal](#).



Build Unit Vocabulary

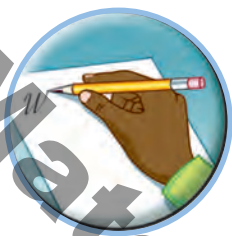
What do you know about meeting challenges?

Words to Know

Listen and repeat. Use these words to talk about meeting challenges.



practice



study



rehearse



train

Practice

Work with a partner. Look up these words in a dictionary. Then ask and answer questions.

a race a test a school play a piano lesson

Example: A: What are you training for?

B: I'm training for a race.

Write

Read the question. Write your response in your notebook.

What is something you practice, train, rehearse, or study for?

Write two or three sentences about it.

Make Connections

Copy the sentences into your notebook and complete them.



perform before an
audience



get good grades



win or get a medal



act in a play

1. I like to run. I train after school every day.

I want to _____ in a race this year.

2. I'm in the school play this year. It's my first time

to _____. It's fun!

3. I practice the piano every day. Soon I can

_____!

4. I ask a lot of questions in class, so I learn a lot.

I study hard, too, so I usually _____

What about you?

Talk with a partner about some of the challenges you have at school and at home. How do you meet these challenges? Who can help you?

Build Unit Background

Kids' Stories from around the World



Pedro

In Costa Rica, we have many rain forests. Our rain forests are in danger. Some people want to cut down the trees. Then the animals will not have homes. My parents and I try to help. We teach people about the animals in the rain forest.



Abebe

I live in Ethiopia. I want to be a good runner. Each morning, I train before I go to school. Each afternoon, I train after school. Then I go home and do my homework. If I train hard, I can be a great runner.



Yuna

I practice *tae kwon do* three times a week. *Tae kwon do* is a martial art from Korea. It is hard, but I like it. We learn to kick. We learn to move fast. If I practice, I can become strong.



Krishna

I live in India. Every day after school, I do my homework. Then I go to see my chess coach. I play chess with her for two hours. If I work hard, I can enter a chess contest.



What about you?

1. What do you challenge yourself to do, either every day or a few times a week?
2. How did you meet a big challenge in your life? Share your story.

Reading 1

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Context, phonics*
- Reading strategy: *Identify events in a plot*
- Text type: *Literature (play)*

Grammar

Possessive nouns and pronouns

Writing

Write a plot summary

These words will help you understand the reading.

Key Words

dinner
well
roars
reflection

Key Words

In *The Rabbit and the Lion*, a smart rabbit plays a trick on a proud lion.

Words in Context

1 All around the world, people eat different foods for **dinner**.



2 In some places, people get water from a **well**.
A **well** is a deep hole in the ground.

2



- 3 Different animals make different noises. A duck quacks. A horse neighs. A lion **roars**!



- 4 The **reflection** in this lake is very clear. You can see the mountains, trees, and clouds in the water.



Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, draw a picture of the word.

Make Connections

What is your favorite animal?
Why is it your favorite? Discuss.

Speaking Skills

If you don't know the exact English word to use, explain your idea with words you know.

These words will help you talk about the reading.

Academic Words

focus

pay attention to

identify

tell what something is



Academic Words

Words in Context

When I take a test, I **focus** on the easy questions first.

My dad can **identify** different kinds of airplanes by their shape.

Practice

Choose an academic word to complete each sentence. Write your answers in the blank.

1. I can _____ different kinds of birds by the colors of their feathers.
2. Hanna can't watch TV now. She has to _____ on her homework.

Apply

Ask and answer with a partner.

1. Can you **focus** on your homework and listen to music at the same time?
2. How can you **identify** something that is cooking in the kitchen before you see it?

Phonics

Long Vowel Pairs

Long vowel sounds can be spelled with two vowels together making a pair. Listen. Then read each word aloud.



Long o Pairs		Long u Pairs	
road	foe	blue	fruit

Rule

When two vowels are together, the first vowel says its name.

- The letters **oa** or **oe** usually have the long **o** sound.
- The letters **ue** or **ui** usually have the long **u** sound.

Practice

Work with a partner. Take turns sounding out the words in the box.

clue	toad	woe	foam	fruit	suit
doe	true	loan	toe	cue	soak

- List the words from the box that have the long o sound.
- List the words from the box that have the long u sound.

Reading 1

Literature

Play

More About



Sometimes, a character meets a challenge with quick thinking. How can thinking be helpful?



Listen to the Audio.

Listen for the general meaning.
Use the pictures to help you understand the selection.

Reading Strategy

Identify Events in a Plot

As you read, think about the important events.

- Lion catches Rabbit.
- Rabbit tries to save himself.
How?

Listen as your teacher models the reading strategy.

The Rabbit and the Lion

by Ed Vuong

illustrated by Tim Haggerty

Characters

Narrator

Rabbit

Lion

characters people or animals in a play or story

narrator person who tells a story



Narrator: Rabbit is smart. But one night his **foe**, Lion, catches him.

Rabbit: Help!

Lion: I have you now, Rabbit! I am going to eat you for **dinner**!

Rabbit: I am too small. You need a big animal to eat.

Lion: Yes. But you are just the right size for a **snack**.

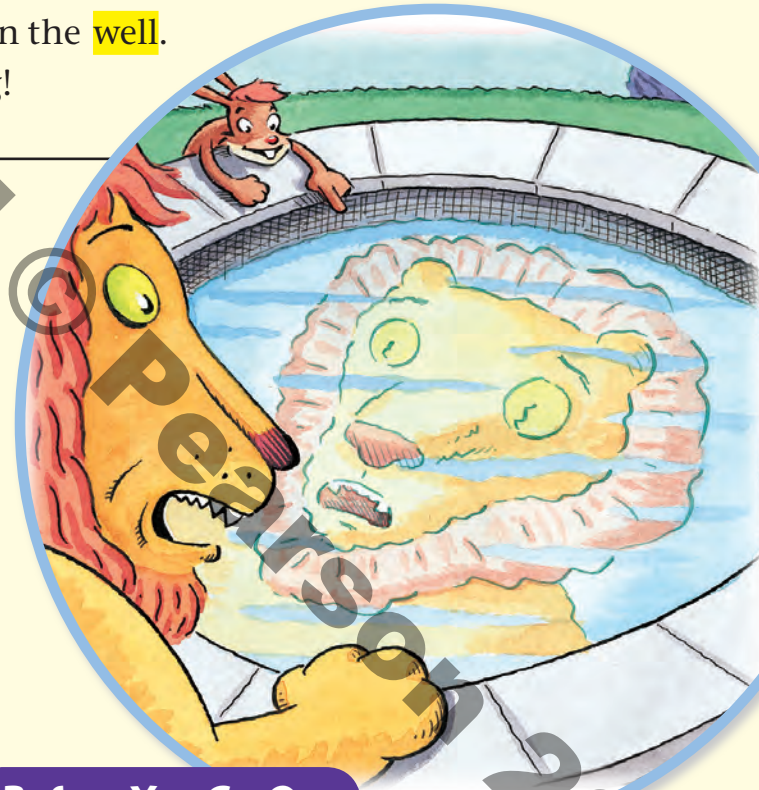
Rabbit: Who are you to go around eating rabbits?

Lion: I am king of this forest!

Rabbit: Look at the lion in the **well**.
He says he is king!

foe enemy

snack small bit of food to eat



Before You Go On

How does Rabbit change Lion's **focus** so he is thinking about himself and not about Rabbit?

Narrator: Lion looks into the well. He sees a lion in the water.

Rabbit: Ha! Ha! He thinks his own **reflection** is another lion!

Narrator: Lion **roars** at his own reflection in the water in the well.

Lion: You are a **fake**! I AM KING OF THIS FOREST!

Narrator: But a strange voice comes back out of the well.

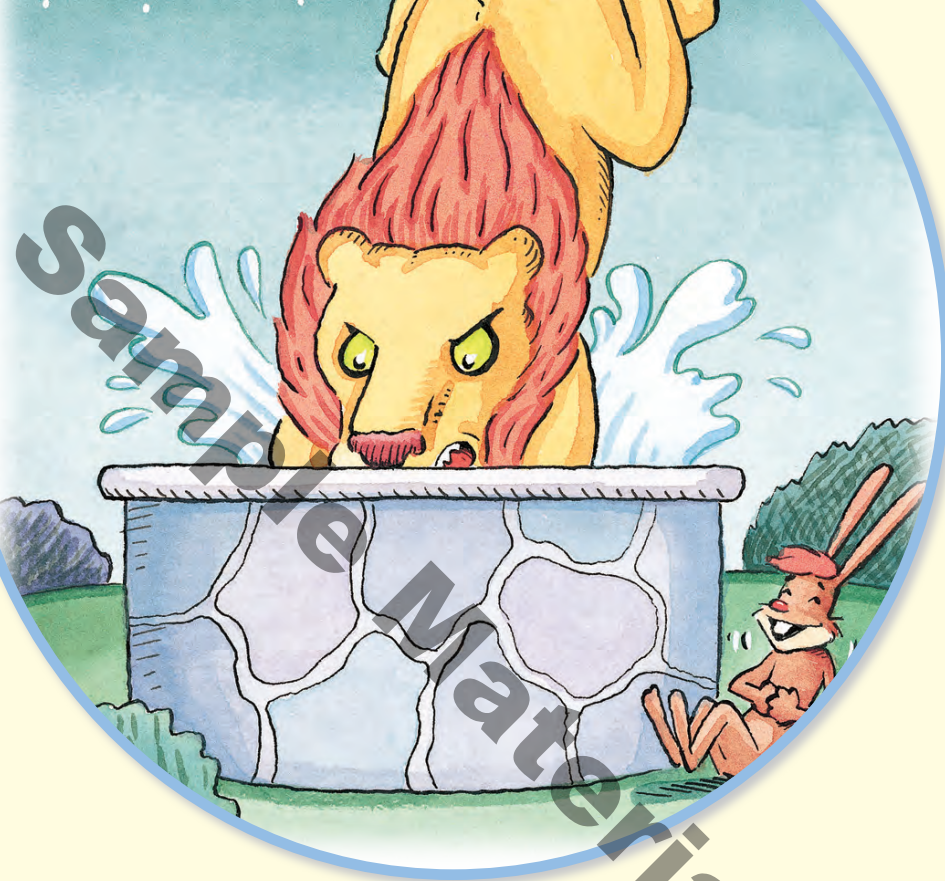
Voice: I AM KING OF THIS FOREST!

Rabbit: Hee! Hee! It is this silly king's own voice. It is an **echo**.

fake someone who is not what they seem to be

echo sound you hear again





Reading Skill

Ask your classmates or your teacher if you do not understand a word, phrase, or language structure.

- Lion:** Fake! You will be sorry for this!
- Narrator:** Lion jumps into the well. But the other lion is gone!
- Lion:** Where are you? Come out!
- Rabbit:** I guess I am king of this forest tonight. See you tomorrow, Lion.



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Think It Over

1. **Recall** What does Lion want to do to Rabbit?
2. **Comprehend** Lion cannot **identify** himself in his reflection. Who does he think is in the well?
3. **Analyze** What happens when Lion roars into the well? Why does this make him more angry?

Reading Strategy

Identify Events in a Plot

- What does Rabbit tell Lion?
- What does Lion do?
- How did **identifying** the events help you see how Rabbit saves himself?

Learning Strategies

Events in a Plot

Events are the things that happen in a play. The events make up the plot. The **plot** is the main story of a play.

Practice

Read these lines from the play. Tell who says each line. Then tell which events show how Rabbit tricks Lion.

1. Help!
2. But you are just the right size for a snack.
3. I am king of this forest!
4. Look at the lion in the well. He says he is king!
5. Ha! Ha! He thinks his own **reflection** is another lion!
6. Lion jumps into the **well**.



Use a Sequence Chart

In this play, the events happen in a certain order.
One event makes the next one happen.

Practice



Answer the questions. Write your answers
in the Sequence Chart.

1. Which is the best sentence for
Number 3 in the chart?
 - a. Lion jumps into the well.
 - b. Rabbit thinks the reflection
in the well is another lion.
 - c. Lion thinks his reflection in
the well is another lion.
2. Which is the best sentence for
Number 6 in the chart?
 - a. Lion jumps into the well to
fight his reflection.
 - b. Rabbit says that Lion is king
of this forest.
 - c. Lion says that Rabbit is king
of this forest.



1	Lion catches Rabbit. Lion says that he is going to eat Rabbit.
2	Rabbit says there is another lion in the well.
3	
4	Lion roars and shouts at the reflection in the well.
5	An echo from the well comes back out at Lion.
6	



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Apply

Retell the play to a partner.
Refer to the pictures as you speak.

Extension

Write a shorter version of
the play that shows how
the characters solved a
problem. Present your
skit to the class.

Grammar

Pronouns and Possessives

A **pronoun** takes the place of a noun. Here are two types of personal pronouns.

Subject Pronouns		Object Pronouns	
I	it	me	it
you	we	you	us
he/she	they	him/her	them

A pronoun must match the noun it replaces in gender and number. The replaced noun is called the **antecedent**.

Mario is hungry. **He** wants dinner. **Mario and Ana** like sushi. **They** eat it a lot.

Possessives

Use **possessive pronouns** or **possessive nouns** to show ownership. For plural nouns ending in -s, just add an apostrophe.

Possessive Pronouns		Possessive Nouns
mine	its	the lion's reflection
yours	ours	the king's voice
his	theirs	the students' questions
hers		

Whose

To ask a question about possession, use *whose*.

Whose pencil is this? → It's mine.

Practice A

Write the pronouns for each noun.

Object Pronoun	Possessive Pronoun
1. George <u>him</u>	_____
2. my friends _____	_____
3. my parents and I _____	_____
4. Isabel _____	_____



Practice B

Change the underlined nouns into pronouns.

Write the sentences in your notebook.

1. This book is interesting. It is interesting.
2. Karen invited Jade and me to her party.
3. The students have a new teacher.
4. Ana and I like fairy tales.
5. Bruce is my brother.

Apply

Work with a partner. Ask and answer the questions.

Use possessive nouns and pronouns in your answers.

Example: A: Whose pen is this? B: It's mine.

- Whose books are those?
- Whose backpack is that?
- Whose eraser is that?
- Whose desk is that over there?
- Whose picture is that on the wall?

Grammar Check ✓

Name some
possessive pronouns.



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Writing

Write a Plot Summary

One way to write about a story is to summarize the plot. This means you tell the main ideas in the story.



Writing Prompt

Write a paragraph summarizing the plot of a story. Tell the events in the correct order. Include details about what the characters say and do. Be sure to use possessive nouns and pronouns correctly.

① Prewrite

Choose a story to summarize. Who are the characters? What are the events that happen? List your ideas in a Sequence Chart.

A student named Bruno listed his ideas like this:

THE RABBIT AND THE LION

Lion catches Rabbit. He wants to eat Rabbit.

Rabbit tricks Lion. Lion thinks there is another lion in the well.

Lion jumps into the well. Rabbit is safe.

② Draft

Use your Sequence Chart to help you write a first draft.

- Keep in mind your purpose—to write a plot summary.
- Include the events of the story in the correct order.

3 Revise

Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

4 Edit

Check your work for errors. Use the Peer Review Checklist on page 402.

5 Publish

Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Bruno's plot summary:

Writing Checklist



Ideas

I included all the events in the correct order.

I expressed my ideas clearly.



Conventions

I used pronouns correctly.

I used possessive nouns ('s) correctly.

Bruno Silva

"The Rabbit and the Lion"

by Ed Vuong

One night, Lion catches Rabbit. Lion wants to eat Rabbit, but Rabbit tricks Lion. He tells Lion to look in the well. Lion sees another lion in the well. It is lion's reflection. Lion shouts, "I am the king of the forest." He hears his echo: "I am the king of the forest." Lion is angry. He jumps into the well. Now Rabbit is safe.



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Reading 2

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Context, word study*
- Reading strategy: *Visualize*
- Text type: *Literature (fable)*

Grammar

Simple past: regular verbs

Writing

Retell a familiar story

Key Words

In *The Contest*, North Wind and Sun find out who is stronger.

Words in Context



1 Some **clouds** are puffy and light. Some clouds are dark and heavy. Which ones do you think bring rain?

2 Which bridge is **stronger**?



These words will help you understand the reading.

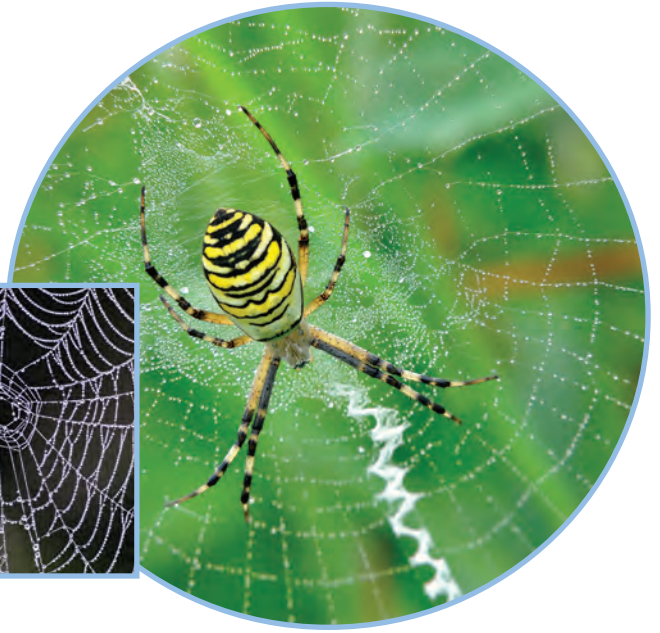
Key Words

clouds
stronger
spiders
webs
brighter

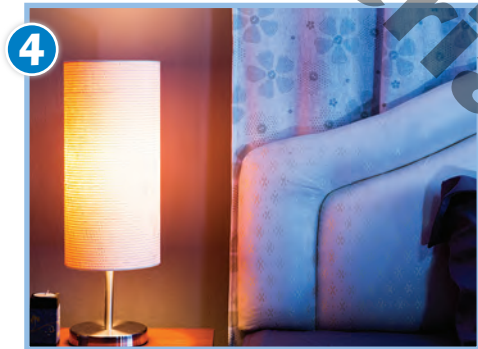




3 Different kinds of spiders make different kinds of webs.



4 Which room is brighter?



Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, write the meaning.

Speaking Skills

When you're not sure what word or phrase to use, use gestures to express your idea.

Make Connections

In this story, one character wants to win. Do you think winning is important? Why or why not? Discuss.



These words will help you talk about the reading.

Academic Words

affect

produce a change

attitude

way of thinking



Academic Words

Words in Context

The weather did not **affect** our trip. We were going no matter what.

Even though this class is difficult, we like it. We have a positive **attitude** about this class.

Practice

Choose an academic word to complete each sentence. Write your answer on the line.

1. Even when he loses, he doesn't get angry. He has a positive _____ about sports.
2. Don't look directly at the sun. It will _____ your eyes badly.

Apply

Ask and answer with a partner.

1. How does rain **affect** the way you feel?
2. How can a good **attitude** help you?



Word Study

Prefixes and Suffixes

A **prefix** is a word part added to the beginning of a word.

A **suffix** is a word part added to the end of a word.

Reading Skill

Looking for patterns in English will make you a better reader.

Rule

Look for this pattern in English: when you add a prefix or suffix to a word, it changes the word's meaning. For example:

The prefix **dis** means **not**. So **disagree** means **not agree**.

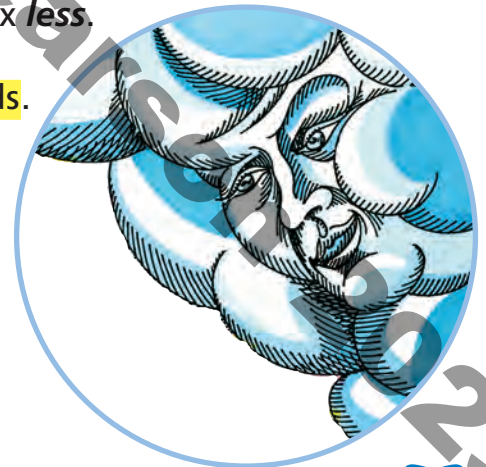
The suffix **less** means **without**. So **restless** means **without rest**.

Practice

Read the sentences with a partner. Take turns.

- Tell the meaning of each word with the prefix **dis**.
- Tell the meaning of each word with the suffix **less**.

1. The sun is disappearing behind the **clouds**.
2. My sister and I disagree.
3. Mr. Ashton dislikes loud music.
4. At first the North Wind is thoughtless.
5. It's a beautiful, cloudless day.



Reading 2

Literature
Fable

More About



Do you always need
to be strong to meet a
challenge?



Listen to the Audio.

Listen for the general meaning.
Use the pictures to help you
understand the selection.

Reading Strategy

Visualize

As you read, try to make pictures
in your head.

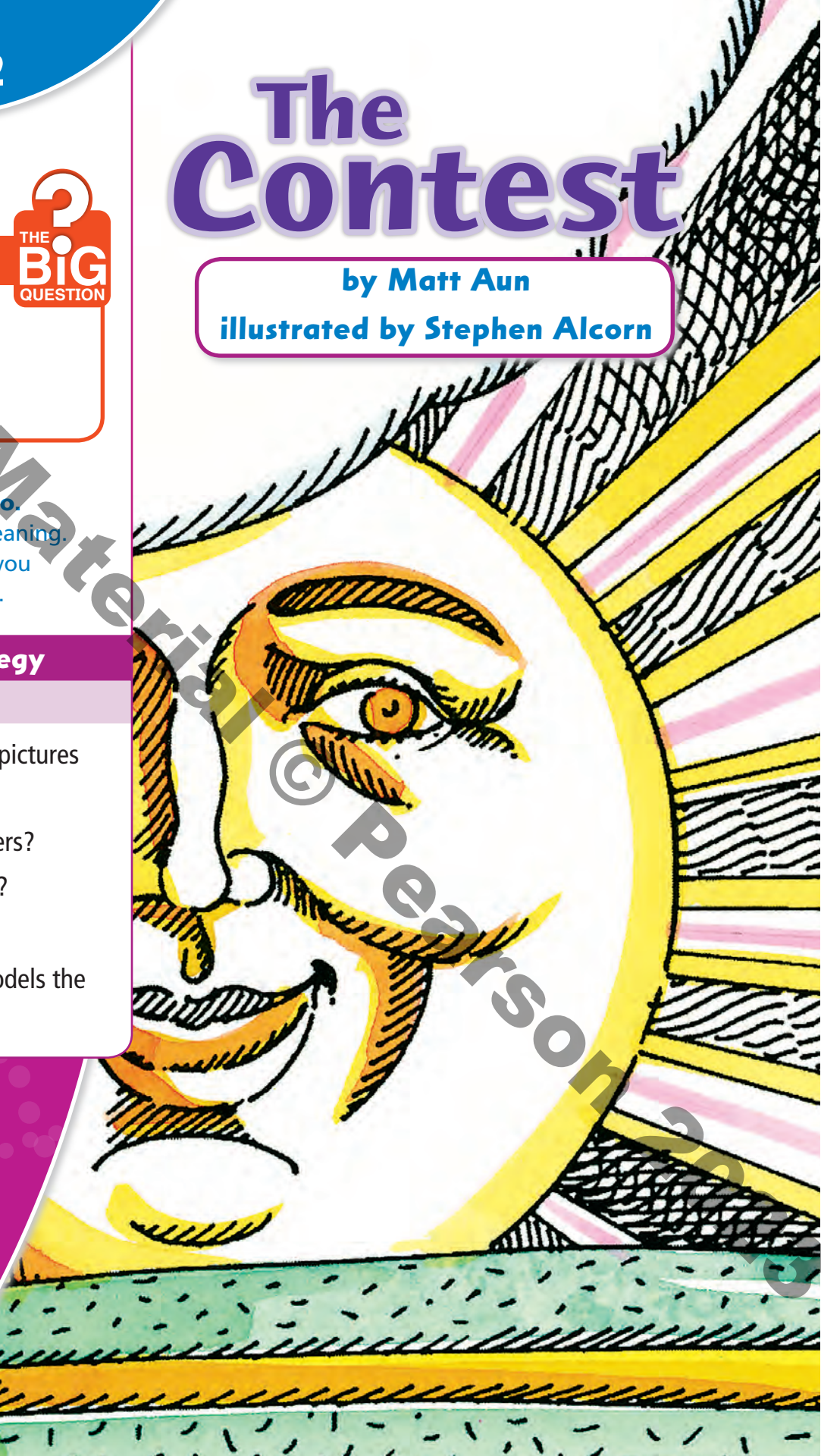
- Where are the characters?
- What do they look like?
- What are they doing?

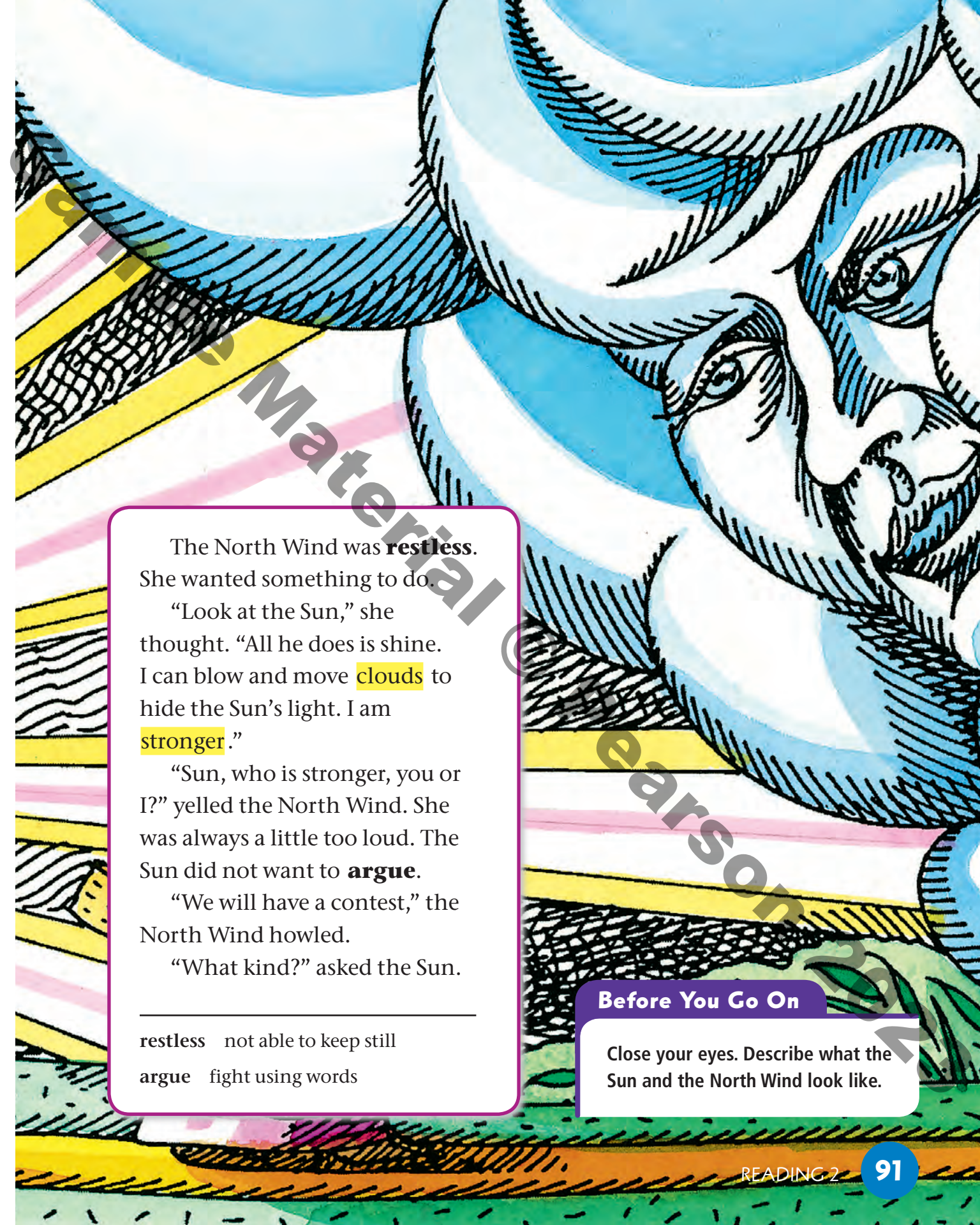
Listen as your teacher models the
reading strategy.

The Contest

by Matt Aun

illustrated by Stephen Alcorn





The North Wind was **restless**. She wanted something to do.

“Look at the Sun,” she thought. “All he does is shine. I can blow and move **clouds** to hide the Sun’s light. I am **stronger**.”

“Sun, who is stronger, you or I?” yelled the North Wind. She was always a little too loud. The Sun did not want to **argue**.

“We will have a contest,” the North Wind howled.

“What kind?” asked the Sun.

restless not able to keep still

argue fight using words

Before You Go On

Close your eyes. Describe what the Sun and the North Wind look like.




The North Wind saw a woman walking on Earth.
She wore a hat.

“Make that woman take off her hat,” ordered the North Wind.

“You go first,” said the Sun. The North Wind laughed. She thought the contest would be easy. She took a deep breath and blew. She pushed clouds to cover the Sun. She blew so hard the trees were bending. The spiders held tight to their webs.

But the woman walked on. She held on to her hat.

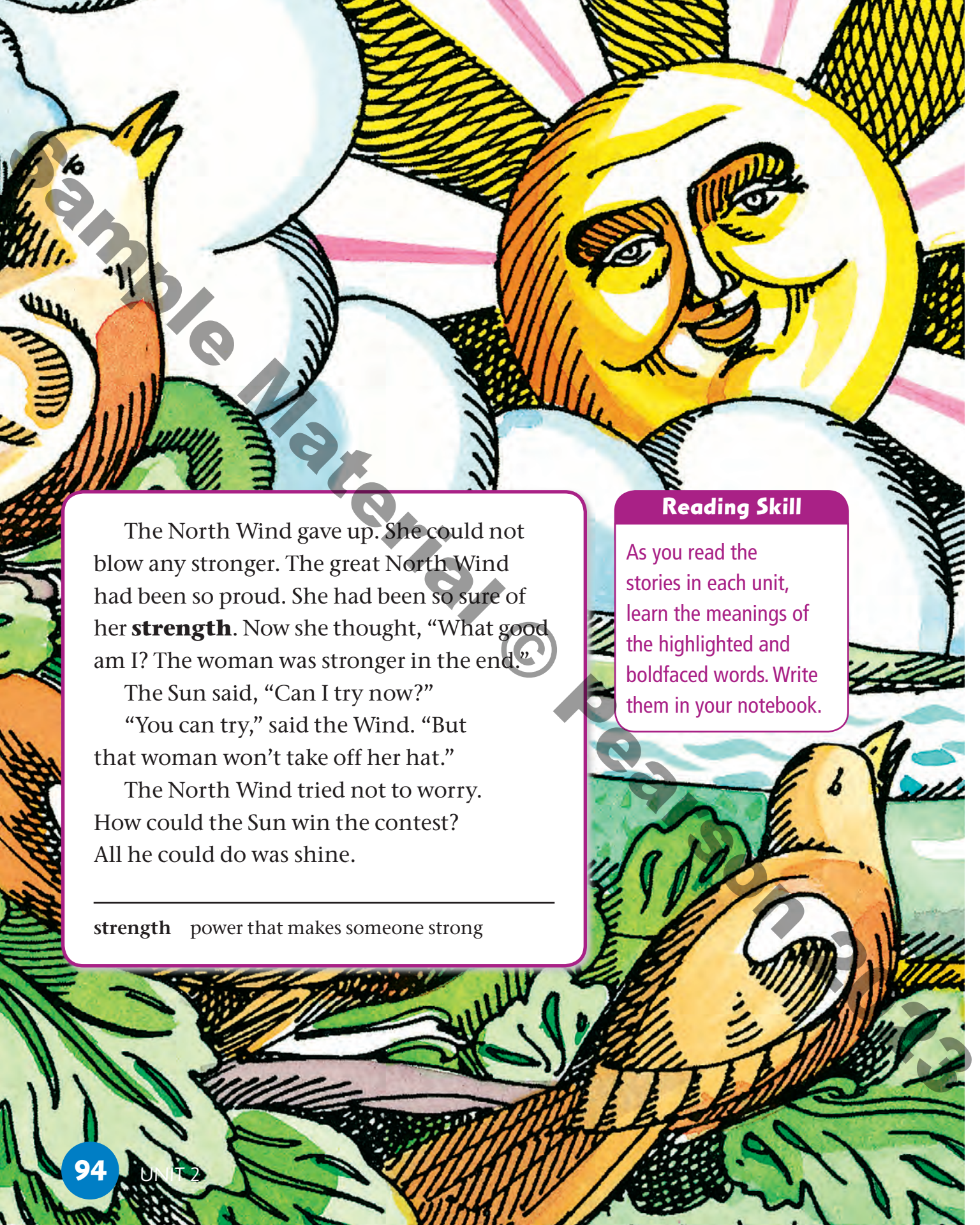
A colorful illustration of a woman with long, flowing blonde hair and a blue dress, blowing a large green leaf. She is looking down at a small green hat on the ground. The background is a bright blue sky with white clouds. The ground is green with small black dots representing grass. The text is in a purple box with a white border.

The North Wind took another breath and then she blew very hard. She blew leaves from the trees. She pushed flying birds from the sky. They hid in their nests. The North Wind threw spiders to the ground. She sent their webs flying away.

In the strong wind, it was hard for the woman to stay on her feet. But she never let go of her hat. She held it on her head with both hands.

Before You Go On

What does the North Wind do to try and make the woman take off her hat?



The North Wind gave up. She could not blow any stronger. The great North Wind had been so proud. She had been so sure of her **strength**. Now she thought, “What good am I? The woman was stronger in the end.”

The Sun said, “Can I try now?”


“You can try,” said the Wind. “But that woman won’t take off her hat.”

The North Wind tried not to worry. How could the Sun win the contest? All he could do was shine.

strength power that makes someone strong

Reading Skill

As you read the stories in each unit, learn the meanings of the highlighted and boldfaced words. Write them in your notebook.

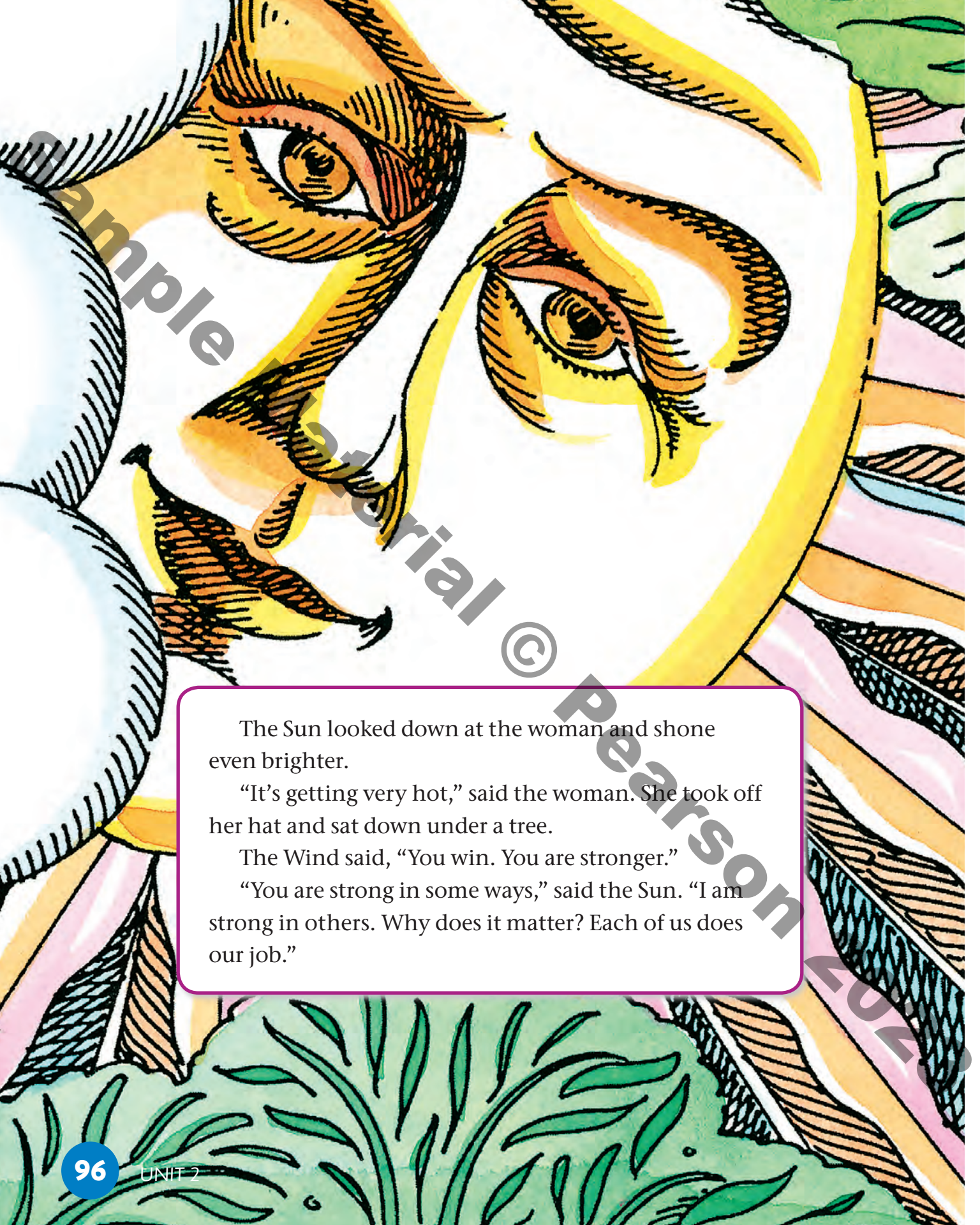


The Sun turned his face to Earth. He grew brighter. The clouds disappeared. The Sun became even brighter. The birds peeked out of their nests. They started to sing. The spiders crawled back up the trees. They started to make new webs.

The woman stopped walking. She looked up.

Before You Go On

How does Sun **affect** the animals?




The Sun looked down at the woman and shone even brighter.

“It’s getting very hot,” said the woman. She took off her hat and sat down under a tree.

The Wind said, “You win. You are stronger.”

“You are strong in some ways,” said the Sun. “I am strong in others. Why does it matter? Each of us does our job.”



The North Wind looked at the woman. The North Wind blew a tiny puff of air.

The woman smiled. She thought, “It’s nice to have a cool **breeze** on such a hot day.”

The North Wind smiled and thought, “Each of us does do our job.”

breeze light wind

Reading Strategy

Visualize

- Where are the Sun and North Wind?
- What do the Sun and North Wind look like?
- How did visualizing help you understand the story?

Think It Over

1. **Recall** What is the contest?
2. **Comprehend** Before the contest, what is North Wind’s **attitude**?
3. **Analyze** After the contest, how does North Wind show that she has a new attitude?



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Learning Strategies

Visualizing

As you read, you can **visualize**, or make pictures in your head. You may make pictures of where the characters are. You may make pictures of what the characters look like. You may picture what is happening in the story.

Practice

Read each sentence. Describe the pictures you make in your mind. Choose one sentence and draw it.

1. The North Wind was restless. She wanted something to do.
2. The Sun turned his face to Earth. He grew **brighter**.
3. In the strong wind, it was hard for the woman to stay on her feet.



Draw the picture here.

Use a Compare and Contrast Chart

When you **compare**, you look for things that are the same. When you **contrast**, you look for things that are different. You can compare and contrast the different types of writing, or **genres** in this unit.

Practice



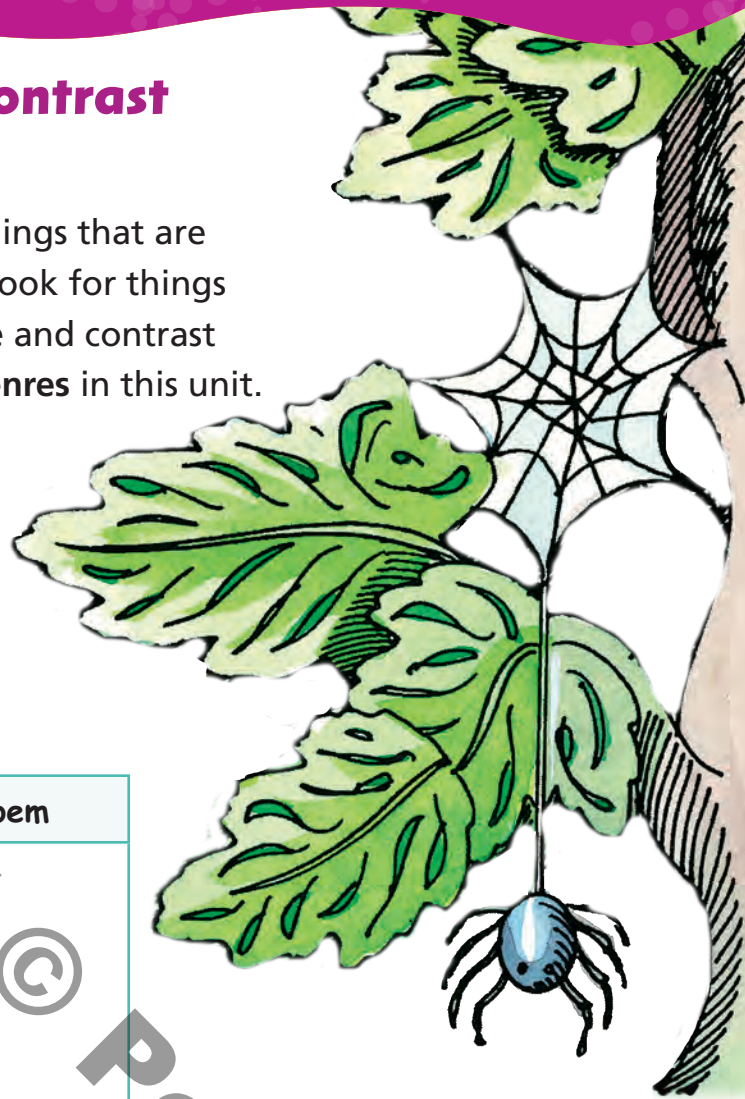
List each of the statements below in the correct column of the chart. Some of the genres may have more than one statement.

Story	Play	Poem

- has events in a plot
- uses rhyme
- lists the name of the characters
- tells about conflicts

Apply

Retell the fable to a partner. Refer to the pictures as you speak.



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Extension

Work in a group of four to act out *The Contest* as a play. One person is the director. The actors should follow the director's instructions. Present your play to the class.

Grammar

Simple Past: Regular Verbs

Use the simple past to talk about a completed action that happened before now.

I **walked** away.

The woman **walked** away.

She **talked** to Kim last night.

We **talked** to Kim last night.

Make the simple past of regular verbs by adding **-ed**.

Add **-d** to verbs ending in **-e**.

live → **lived**

Change the **y** to **i** and add **-ed** to verbs ending in a consonant and **-y**.

try → **tried**

Add **-ed** to verbs ending in a vowel and **-y**.

stay → **stayed**

Double the consonant and add **-ed** for verbs with a stressed CVC (consonant-vowel-consonant) ending.

occur → **occurred**

To make **negative sentences** in the past tense, use *did* + *not* + the base form of the verb.

Positive

Negative

We **laughed**. → We **did not laugh**.

did not → **didn't**

To ask **Yes/No questions** in the past tense, begin the question with *did* + the subject + the base form of a verb.

Did you stay? Yes, I **did**. Yes, I **stayed**.

Practice A

Use the past tense form of the verb in parentheses. Write the sentences.

1. He _____ asked _____ a question. (ask)
2. The North Wind _____ the clouds around. (push)
3. The Sun _____ shining. (stop)
4. The heat _____ everyone. (affect)
5. The spiders _____ back to their webs. (crawl)
6. The girl _____ when she looked at the bright Sun. (cry)



Practice B

Change the sentences in Practice A into negative statements. Write the negative sentences in your notebook.

1. He did not ask a question.

Apply

Work with a partner. Ask and answer the questions about this week. Use simple past regular verbs in your answers.

Example: A: Did you call your friends this week?

B: Yes, I called them this week.

- Did your sister call a friend this week?
- Did a friend visit you at home?
- Did your brother watch television?
- Did you help your family?
- Did your friends study every day?

Grammar Check ✓

Name the **past tense** of three regular verbs.



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Writing

Retell a Familiar Story

One way to write a narrative essay is to retell a familiar story in your own words.



Writing Prompt

Write a paragraph retelling a story you like. Use your own words. Describe what the characters say and do. Be sure to use the simple past correctly.

① Prewrite

Choose a story to retell. Who are the characters? What are the events that happen? List your ideas in a T-Chart.

A student named Reem listed her ideas like this:

HARE AND THE TORTOISE	
Beginning	Hare and Tortoise agreed to race.
Middle	Hare raced quickly at first, then stopped and rested. Tortoise walked slowly and steadily.
End	Hare hurried to the finish line. Tortoise was already there.

② Draft

Use your T-Chart to help you write a draft.

- Keep in mind your purpose—to retell a familiar story.
- Include the beginning, the middle, and the end of the story.

③ Revise

Read your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

④ Edit

Check your work for errors. Use the Peer Review Checklist on page 402.

⑤ Publish

Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Reem's retelling of the story:

Writing Checklist



Ideas

I included the events in the correct order.
I used my own words.



Conventions

I used verbs in the past tense correctly.
I used punctuation and quotation marks correctly.

Reem Issa

Hare and Tortoise

Hare laughed at slow Tortoise.

"I can beat you in a race," he said. Tortoise answered, "Let's race and see." They started the race. Hare hopped away. He chased butterflies. Then he stopped under a tree and rested. Tortoise just walked and walked. Later, Hare opened his eyes. "Oh, no. I have to hurry." When Hare arrived at the finish line, Tortoise was already there.



59-60

Reading 3

Prepare to Read

What You Will Learn

Reading

- Vocabulary building:
Context, phonics
- Reading strategy:
Identify fact and opinion
- Text type:
Informational text (social studies)

Grammar

Simple past: *be* verbs

Writing

Write a journal entry about your day

These words will help you understand the reading.

Key Words

farm
fresh
grow
plants
garden

Key Words

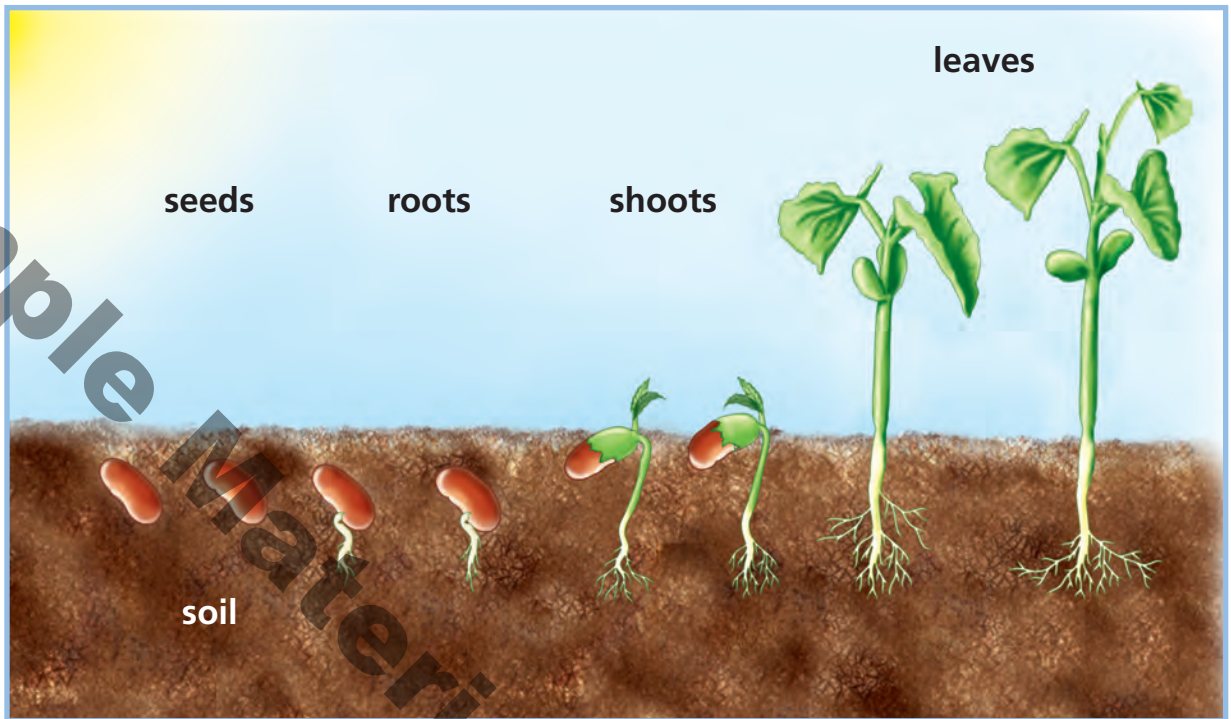
Fresh Food in Strange Places is about how people are finding strange places to grow food.

Words in Context

There are different types of **gardens** all over the world. People **grow** fresh flowers and vegetables in the gardens.

First, they put seeds in the rich, dark soil, or ground. Then seeds grow into **plants**. They water the plants. The plants grow and grow.





Practice

Draw a picture of a neighborhood garden in your notebook. Label the picture using sentences that contain the key words.

Make Connections

Have you ever planted a seed for a flower or **plant**? How well did it **grow**? Would you like to work in a **garden**? After you discuss these questions, write your responses in your notebook.

These words will help you talk about the reading.

Academic Words

interact

communicate

outcome

result



Academic Words

Words in Context

Students talk and **interact** with each other when they do a project together.

Our team played well the whole game. The **outcome** was that we won!

Practice

Choose an academic word to complete each sentence.

1. During lunch we can _____ with kids from other grades.
2. When I study hard, the _____ is usually good.

Apply

Ask and answer with a partner.

1. What are some ways a child or an adult can **interact** with a baby?
2. What was the **outcome** of the last game you played?



Phonics

More Long Vowel Pairs

Long vowel pairs can make the long *a*, long *e*, or long *i* sounds. Listen. Then read each word aloud.

Long <i>a</i> Pairs		Long <i>e</i> Pairs		Long <i>i</i> Pair
day	rain	keep	neat	pie



Rule

When two vowels are together, the first vowel says its name.

- The letters **ai** or **ay** usually have the long **a** sound.
- The letters **ee** or **ea** usually have the long **e** sound.
- The letters **ie** usually have the long **i** sound.

Practice

Work with a partner. Take turns. Listen for words that have long vowel sounds.

Long <i>a</i>	Long <i>e</i>	Long <i>i</i>

Read the sentences below. Find and list in the chart the words with long vowel pairs.

1. Is that a bird in the tree?
2. What a long tail it has!
3. Pass the treat this way.
4. Let's have some pie.



Reading 3

Informational Text
Social Studies

More About



What can you do to help people in need?



Listen to the Audio.

Listen for the general meaning.
Use the pictures to help you understand the selection.

Reading Strategy

Identify Fact and Opinion

A fact is something that is real or true. An opinion is what someone thinks.

- Identify statements in this reading that are facts. If it is a fact, you can prove it is true.
- Identify statements in this reading that are opinions. If it is an opinion, you cannot prove it is true or false.

Listen as your teacher models the reading strategy.

There are now more than 7 billion people in the world.

Fresh Food in Strange Places

There are now more than **7 billion** people in the world, and that number is getting a lot bigger. The **United Nations** says that the world's **population** will be 10 billion in the year 2055. With so many people in the world, how can we get enough food?

7 billion

7,000,000,000

population

number of people

United Nations

a group of almost 200 countries that work together



The population is not the only problem. In 1950, there were many more **farms** around the world. Farms grow the food that we eat. Now, as cities get bigger and bigger, there are fewer farms. With fewer farms, it is harder for people in big cities to get **fresh** food at good prices. Is it **possible** to **grow** food in big cities? Many people think so.

possible can be done

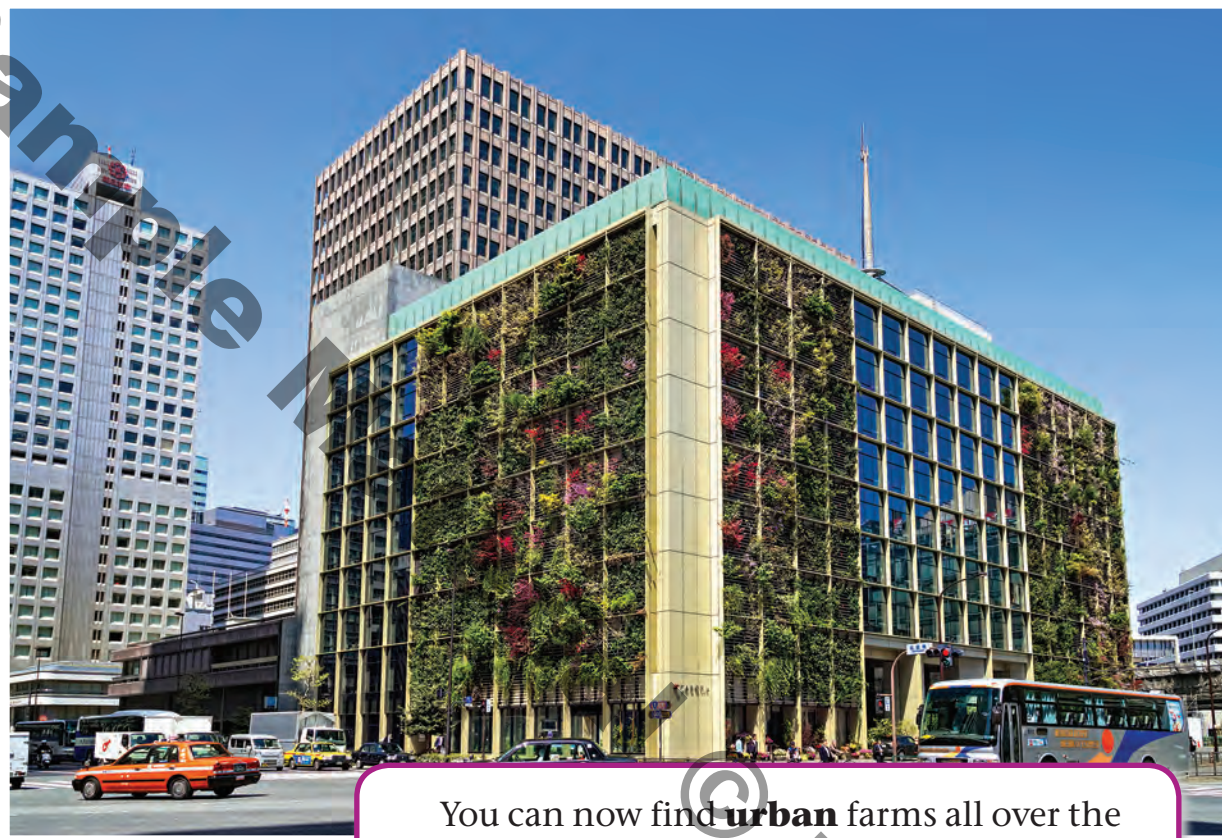


As cities get bigger,
farms get smaller.

Before You Go On

What are some reasons it is harder for people to get fresh food?

At the Pasona Farm in Tokyo, Japan, food grows outside the building.



You can now find **urban** farms all over the world. Urban farms are places where people grow food together, but these “farms” are in big cities. Sometimes they are on a tall building or in a city park. The Pasona Farm in Tokyo, Japan, grows food inside an office building. They grow more than 200 kinds of vegetables, fruits, and rice. Some of the **plants** grow on the outside of the building. It looks strange, but it’s a great idea!

urban in a big city

A large building in The Hague, Netherlands, was full of **empty** offices. Now the building is the home of the Urban Farm de Schilde. This farm grows food on top of the building, and there is a fish farm at the bottom of the building. The Urban Farm de Schilde is an amazing place. They grow 45 **tons** of vegetables and raise 19 tons of fish every year. They sell their fresh **produce** and fish to supermarkets and restaurants in their city.

empty has nothing inside
ton 1,000 kilograms
produce fruits and vegetables

A man checks vegetable plants at the Urban Farm de Schilde in the Netherlands.



Before You Go On

What is the **outcome** of the farm in Netherlands?

Many schools around the world also have their own **gardens** and grow their own food. In school gardens, students learn about science while they grow vegetables and fruits. They also learn how to work together. The school then uses the produce to feed students in the school. Many students like trying the food that they grow!

Starting a farm or a garden is hard work, but it can also help many people. It can be fun, too! Does your school have a garden?



Students pick strawberries at a school garden in Denver, Colorado, U.S.A.

Dear Principal,

We would like to start a garden at our school. We want to grow all kinds of fruits and vegetables. We can eat some of the fresh food we grow, and we can also share it with people who do not have enough to eat.

In our garden, we will grow more than just plants. We will also grow friendships. Our garden will make our school stronger and more beautiful. It will make us healthier, too. We will have more fresh foods to eat, and we will get exercise as we work in our garden.

We would like to talk with you about our idea. We hope you like it!

Your students



64–66

Think It Over

- 1. Recall** What are people doing around the world to grow fresh food?
- 2. Comprehend** What are some ways people can help others in their community?
- 3. Analyze** How can growing fresh food make people **interact**?

Reading Strategy

Fact and Opinion

- Find two statements in the reading that are facts.
- Find two statements that are opinions.

Learning Strategies

Identify Fact and Opinion

A **fact** is something that can be proved. An **opinion** is what someone thinks.

- Statements of facts are points that are true. They can be proven.
- Statements of opinion are points that someone makes based on what they believe.

Practice

Tell whether the statements below are fact or opinion. Look carefully for clue words that help you decide. Remember that often an opinion is how someone feels, but can not be proven.

1. **Fresh** food is grown in a **garden**.
2. **Plants** can grow in many different types of places.
3. Everyone should have access to fresh food.
4. The garden must get sunlight. The sunlight helps the plants to grow.
5. Gardens must be watered on days it doesn't rain.



Use an Idea Web

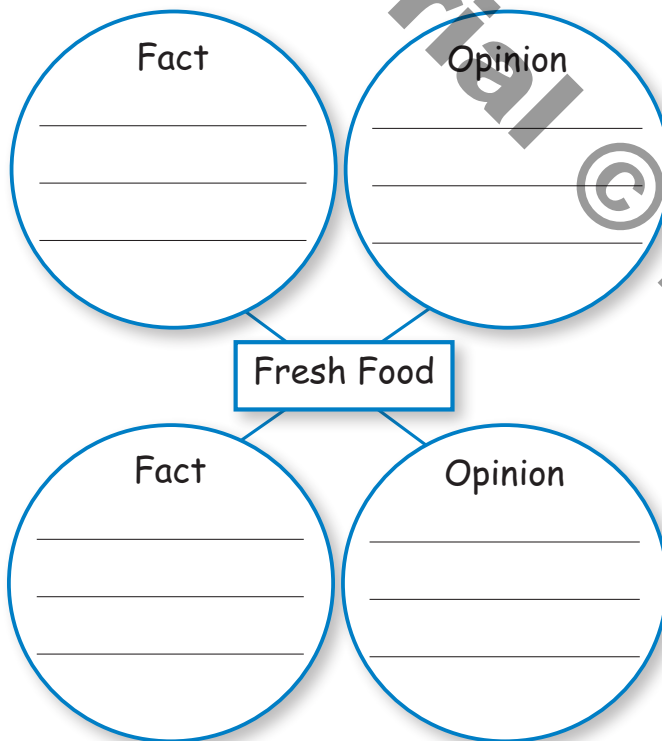
An Idea Web can help you see how different ideas in a story are connected.

Practice



Reread *Fresh Food in Strange Places*.
Copy the Idea Web in your notebook.
Write down facts and opinions about
strange places to grow food that you learned.

- Share your work with a partner.
- Discuss reasons why finding places to grow fresh food is a good idea.



The diagram is an Idea Web for the topic "Fresh Food". It consists of a central rectangle labeled "Fresh Food". Four lines radiate from this central rectangle to four circles arranged in a square pattern. The top-left circle is labeled "Fact" and contains three horizontal lines for writing. The top-right circle is labeled "Opinion" and contains three horizontal lines for writing. The bottom-left circle is labeled "Fact" and contains three horizontal lines for writing. The bottom-right circle is labeled "Opinion" and contains three horizontal lines for writing.

Apply

Summarize the selection. Use some of the key words as you speak.



67

Extension

Think of a project you could start in your community, such as a community library, or a community recycling center. Write a letter inviting your neighbors to join your project. Display your letter in the classroom.

Grammar

Simple Past: *Be* Verbs

Use the **simple past** of **be** to talk about events that started and finished in the past.

The **soil** **is** ready. → The soil **was** ready yesterday.
They **are** neighbors. → They **were** neighbors last year.

Simple past *be* verbs must agree with the subject.

Subject	Past
I	was
He/She/It	was
You/They/We	were

You can use **contractions** of **be verbs** in negative sentences.

Our **garden** **wasn't** big.
The chores **weren't** easy.

was not → **wasn't**
were not → **weren't**

To ask questions, put the **be verbs** before the **subject**.

Was the **work** hard?
Yes, it was. / No, it wasn't.
Were the **seeds** fresh?
Yes, they were. / No, they weren't.

Practice A

Go back to *Fresh Food in Strange Places* and circle the past form of the *be* verb.

Practice B

Rewrite each sentence in your notebook using the simple past form of the *be* verb and the words in parentheses.

1. My classmates are at the park. (yesterday)
My classmates were at the park yesterday.
2. I am tired. (last night)

3. Are you at the library? (two hours ago)

4. He is a gardener. (at his last job)

5. We are very busy today. (last week)

Apply

Work with a partner. Ask and answer questions about the school you went to last year. Use simple past *be* verbs in your answers.

Example: A: Who was your teacher?

B: My teacher was Ms. Garcia.

- Who were some of your friends?
- What was your favorite subject?



Grammar Check ✓

Write a question using a simple past *be* verb.

Writing

Write a Journal Entry about Your Day

A journal entry is another type of narrative essay.

Writing Prompt

Write a paragraph telling about something that happened to you. Say how you felt. Be sure to use the simple past of be correctly.

1 Prewrite



Think about a day in the past. What did you do? Who did you see? List everything in a Three-Column Chart.

A student named Emily listed her ideas like this:

FACTS		SENSORY DETAILS		EMOTIONS
My teacher put a test on my desk.	→	My brain was frozen.	→	I was nervous.
My teacher asked, "Are you OK?"	→	I couldn't move.	→	I was scared.
My teacher smiled.	→	My body relaxed.	→	I felt better.

2 Draft

Use your Three-Column Chart to help you write a first draft.

- Keep in mind your purpose—to write a journal entry.
- Write about how you felt and what you remember.

3 Revise

Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

4 Edit

Check your work for errors. Use the Peer Review Checklist on page 402.

5 Publish

Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Emily's journal entry:

Wednesday, January 15th

I wasn't in school yesterday. This morning, my teacher put a math test on my desk. Suddenly I was nervous. I couldn't think. My brain was frozen. My teacher asked, "Are you OK?" But I couldn't move. I was scared. Then my teacher smiled. She said, "You weren't here yesterday. Don't worry. I'll help you." After that, my whole body relaxed. I felt much better.

Writing Checklist

✓ Ideas

I included the events in the correct order.

I expressed my ideas clearly.

✓ Voice

I wrote about how I felt.

✓ Conventions

I used verbs in the simple past tense correctly.

I used punctuation and quotation marks correctly.



69-70

Apply and Extend

Link the Readings

Read the words in the top row.

- For *The Rabbit and the Lion*, put an X under the words that remind you of the text.
- Repeat the same activity for the other readings.

	Informational text	Literature	Working together	Competition
The Rabbit and the Lion				
The Contest				
Fresh Food in Strange Places				

Discussion

1. In *The Rabbit and the Lion*, what is surprising about the **outcome** of the story?
2. Compare and contrast Rabbit with the Sun. How do their **attitudes** help them meet their challenges?
3. What are the rewards of working in a community garden?

Listening Skills




Take notes as you listen.
Use your notes to ask
questions.



All of us have challenges at times. How can people meet challenges?

Projects

Your teacher will help you choose one of these projects.

Written 	Oral 	Visual/Active 
Email Write an email to a friend or relative. Tell that person about a problem you faced and how you solved the problem.	Talk and Help Give an informal talk to children in first grade. Tell them about challenges you had when you were little and how you met them.	What If Book Create a picture book. Show ways to solve problems. For example, show a boy raising his hand to ask a question.
T-Chart Create a T-Chart for the selections in this unit. Use Problem and Solution as the headings.	Act It Out Work with a partner. Think of a problem to solve. Act out a scene about the problem, and then show the solution.	Matching Game Write a problem on five cards. Write a solution on five other cards. Have a partner try to match them.



71–72

Listening and Speaking Workshop

Perform a Skit

You are going to write and perform a skit. Then you will listen as your classmates perform a skit, too.

① Prepare

- A. Find two partners. Choose a scene from one of the readings. Then act it out as a skit.
- B. Study your scene and decide where it begins and ends. Who is going to play each part? Now write your skit. Discuss and find props to use in your skit. As you work together, listen to each other's ideas and work cooperatively.

Useful Language

 Listen and Repeat.

We want to show you our skit.

Can you watch our skit, please?

Our skit is about

Ready?

So what do you think?

Did you like it?

Thank you!

The Contest

North Wind: Sun, who is stronger, you or I? We will have a contest.

Sun: What kind?

North Wind: Make that woman take off her hat.

Sun: You go first.

Woman: Oh, it's windy!

② Practice

Practice your skit with your props. Act it out in front of your family or friends. If possible, record your skit. Then listen to it. How do you and your partners sound? Record it again and try to improve.

③ Present

As you speak, do the following:

- Don't be nervous. Have fun.
- Don't read your skit—act it out.
- Pay attention to your partners, so you know when to say your lines.

As you listen, do the following:

- Watch the actions of the actors.
- Pay close attention. Your teacher will ask you questions after the skit.

④ Evaluate

After you speak, answer these questions:

- ✓ Did you act out your skit?
- ✓ Did you use props?

After you listen, answer these questions:

- ✓ Did you watch the actions of the actors?
- ✓ How did the actions help you understand?
- ✓ Was the skit formal or informal?

Speaking Skills

Skits can be about formal or informal situations. Use formal or informal language based on the story.

Listening Skills

Listen carefully for the situation and events of the skit. This will help you understand it better.



Writing Workshop

Write a Story

Writing Prompt

Write a story. Include everything that happened and how you felt. List the main details in a graphic organizer.

① Prewrite



Review the writing you have done in this unit. Now choose something that happened to you to write about. Include vivid details. List what happened in a graphic organizer.

A student named Gabriel listed his ideas like this:

Beginning:

I heard a funny noise coming from the attic.



Middle:

I decided to investigate. I went up the attic stairs.



End:

It was a mouse caught in a trap.

② Draft

Use your chart to help you write a first draft.

- Keep in mind your purpose—to tell a story.
- Include what happened and how you felt.

3 Revise

Read your draft.

Look for places where the writing needs improvement.

Use the Writing Checklist to help you find problems. Then revise your draft.

Here is how Gabriel revised his essay:

Six Traits of Writing Checklist



Ideas

Does my story include vivid details?



Organization

Does my story have a beginning, middle, and end?



Voice

Does my language express my feelings?



Word Choice

Did I use specific words?



Sentence Fluency

Did I use different kinds of sentences?



Conventions

Do pronouns agree with their subjects?

Gabriel Velazquez

The Noise in the Attic

One morning last winter I was lying in bed. It was still dark. I was almost asleep.

Suddenly, I heard something over my head. It was coming from the attic. It sounded like something being ~~dragged~~ dragged across the floor. I decided to investigate.

Revised

to correct spelling error.

I took my plastic pirate sword for protection. I slowly ~~walked~~ walked up the stairs. I was cold and afraid. Everything was quiet, but I could still hear the dragging noise. Slowly, I opened the door and looked around ~~the door~~ ^{to see what was there}.

Revised

to create verb tense.

It was a mouse caught by his tail! I let him go outside. I felt very brave!

Revised

to make the meaning clearer.

4 Edit

Check your work for errors. Trade papers with a partner to get feedback. Use the Peer Review Checklist.

5 Publish

Make a clean copy of your final draft. Share it with the class.



73–74

Peer Review Checklist

- ✓ The events are clear and in an order that makes sense.
- ✓ The writing is interesting and engaging.
- ✓ The subjects and verbs agree.

Spelling Tip

In a one-syllable word, if the word ends in a CVC pattern, double the consonant before you add *-ed* (*drag* → *dragged*).



Fluency

Listen to the sentences. Pay attention to the groups of words. Read aloud.

1. A small, smart rabbit can trick a big, strong lion.
2. Everyone can use their strengths to do a good job.
3. If we work together, we can create a beautiful garden.

Work in pairs. Take turns reading aloud the passage below for one minute. Count the number of words you read.

The Contest tells about a competition between the North Wind and the Sun. They see a woman wearing a hat. The North Wind says she will make the lady take off her hat. She blows very hard but the woman holds on to her hat. Then the Sun tries. The Sun grows hotter and brighter. The woman is hot, so she takes off her hat. The North Wind says the Sun is stronger. The Sun says they do their job.

10
23
37
51
63
76
80

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.



Taking Tests

You will often take tests that help show what you know. Follow these tips to improve your test-taking skills.

Coaching Corner

Answering Test Questions

- When answering a multiple-choice question, watch out for answer choices that are similar to the correct answer. Think hard about what the question is asking and choose the *best* answer.
- Before you read a selection, preview the questions that go with the selection. Reading the questions first will help you think about the information you need while you read the selection. After you finish reading the selection, read the questions again to help you choose the best answer.
- Before you answer a question based on a picture, read the question carefully. Be sure you understand what the question is asking. Study every part of the picture closely before you choose an answer.



77–78

Practice

Read the selection. Study the tips in the Coaching Corner. Then answer the questions.

Prickly Pears

The desert can be a challenging place to live. But the prickly pear cactus is a tough plant! Although the desert only gets a few inches of rain each year, prickly pears can grow to be up to 10 feet tall. Prickly pears have special leaves that store water to keep them healthy in very hot and dry weather. These plants are also covered with sharp, yellow spines to protect them from predators.

- 1 Which part of a prickly pear cactus helps protect it from animals?

A leaves
B pears
C water
D spines

- 2 Which of the following sentences is an opinion?

F The prickly pear cactus is a tough plant!
G Prickly pears can grow to be 10 feet tall.
H Prickly pears have special leaves that store water.
J These plants are covered with sharp, yellow spines.

Tips

- ✓ Be careful. All of the answer choices are words from the selection. Only one is correct.
- ✓ Remember that a fact is always true. An opinion is what someone thinks, but it may not be true.

Unit 3

Animals in Nature

What animals change shape as they grow?
What do alligators eat?
What animals hide right in their surroundings?
Read on to find out!

Reading 1

Poem



Animal Habitats

Reading 2

Photo Essay



Can You See Them?

Reading 3

Science



How Do They Grow?



THE **Big** QUESTION

What can we learn about animals and why is learning about them important?

Listening and Speaking

You will talk about animals and how they live. In the Listening and Speaking Workshop, you will recite a poem.

Writing

You will practice narrative writing. In the Writing Workshop, you will write a personal narrative.

Quick Write

What is your favorite animal? Write some things you like about this animal.

View and Respond



Talk about the poster for this unit. Then watch and listen to the video and answer the questions at [Pearson English Portal](#).

Build Unit Vocabulary

What do you know about animals?

Words to Know



Listen and repeat. Use these words to talk about animals.



frog



monkey



raccoon



squirrel



butterfly



horse

Practice

Work with a partner. Look up these words in a dictionary. Then ask and answer questions.

climb	fly	jump	run
-------	-----	------	-----

Example: A: What can squirrels do?

B: They can climb.

Write

Read the question. Write your response in your notebook.

What animals do you usually see in parks? On farms? In zoos?

Make Connections

Complete the sentences.



woods



pond



rain forest

1. A: This animal lives near a _____ and likes to jump in the water.
B: It's a frog.
2. A: This animal lives in the _____. It climbs trees and eats nuts.
B: It's a squirrel.
3. A: This animal lives in the _____ and likes to jump from tree to tree.
B: It's a monkey.

What about you?

Talk with a partner. Choose an animal. Tell your partner where it lives and what it does. Then guess each other's animal.

Build Unit Background

Kids' Stories from around the World



Cassie



I live near the Everglades National Park in Florida, U.S.A. There are lots of insects in the park. That's good, because I like insects. This yellow grasshopper is called an eastern lubber. I see a lot of these grasshoppers in the summer.



Obiajulu



I live near the Niokolo-Koba National Park in Senegal. I can hear the running frog at a pond near my home. Its voice sounds like water dropping in a pail. The running frog does not hop like other frogs. It runs!

Nepal

Australia



Paige

I live near the Daintree Rain Forest in Australia. I like to watch the butterflies near my home. One of my favorites is the birdwing butterfly. It has yellow wings and a red spot near its head.



Paneru

I live near the Chitwan National Park in Nepal. Tigers live in this park. There are not many tigers left in Nepal. People have hunted them. Today, forest rangers are working hard to protect the tigers.

What about you?

1. What animals do you see where you live?
2. Do you have a story about an animal where you live? Share your story.

Reading 1

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Context, phonics*
- Reading strategy: *Make inferences*
- Text type: *Literature (poem)*

Grammar

Prepositions and prepositional phrases

Writing

Write a poem

These words will help you understand the reading.

Key Words

camels
amazing
habits
caves
plains

Key Words

Animal Habitats tells about animals and where they live.

Words in Context

- 1 Camels live in the desert. Some camels have two humps on their backs. Other camels have just one hump.



- 2 The flying squirrel is amazing. It does not fly. It jumps and glides through the air.



3 Eating fruit and vegetables and washing your hands before eating are good health **habits** to follow.

4 Some bears live in **caves**. This bear looks out from a cave on the side of a mountain.



5 Bison live on the wide, flat **plains** of North America.



Practice

Add a page to your vocabulary notebook.

- Divide your page into three columns: the new words, their definitions, and drawings of the words (whenever possible).
- Test yourself by covering one of the columns.

Make Connections

Some animals live in **caves**. Some live on **plains**. What animals live near you? Where do they live?

These words will help you talk about the reading.

Academic Words

appreciate

like or understand the value of something

illustrate

show



Academic Words

Words in Context

My mom knows I **appreciate** her cooking because I always say “thank you” after dinner.

The stories **illustrate** interesting places where animals live.

Practice

Choose an academic word to complete each sentence.

1. How do you _____ how happy you are?
2. Learning how to play an instrument helps us to _____ music more.

Apply

Ask and answer with a partner.

1. How do you show your friends that you **appreciate** them?
2. What book **illustrates** the kind of story you like to read?



Phonics

Consonant Clusters

Sometimes when two consonants are together, each consonant keeps its own sound. Listen. Then read each word aloud.

r-blends	l-blends	s-blends
frog	fly	sky
trees	plains	swim



Rule

Blend the sounds of both letters when a word has

- a consonant followed by the letter *r*
- a consonant followed by the letter *l*
- the letter *s* followed by another consonant

Practice

Work with a partner.

- Choose a word from the chart above to answer each question. Write the answers in your notebook. Use complete sentences.
- Circle each *r*-blend, *s*-blend, or *l*-blend in your answers.

1. Where do monkeys live?
2. What lives in a pond?
3. What do sharks do?
4. What rhymes with *sky*?



Reading 1

Literature
Poem

More About



Why should people care where animals live?



Listen to the Audio.

Listen for the general meaning. Think about the situation or context. Use this to help you understand the poems.

Reading Strategy

Make Inferences

Making inferences helps you figure out information that the author doesn't say directly.

- As you read, think about the different animals.
- Think about why each animal lives where it does.

Listen as your teacher models the reading strategy.

Animal Habitats



Animal **habitats** can be found all around us; In **caves** and water, with flat **plains** and trees. Animals live where their needs can be met. They can roam wherever they please.

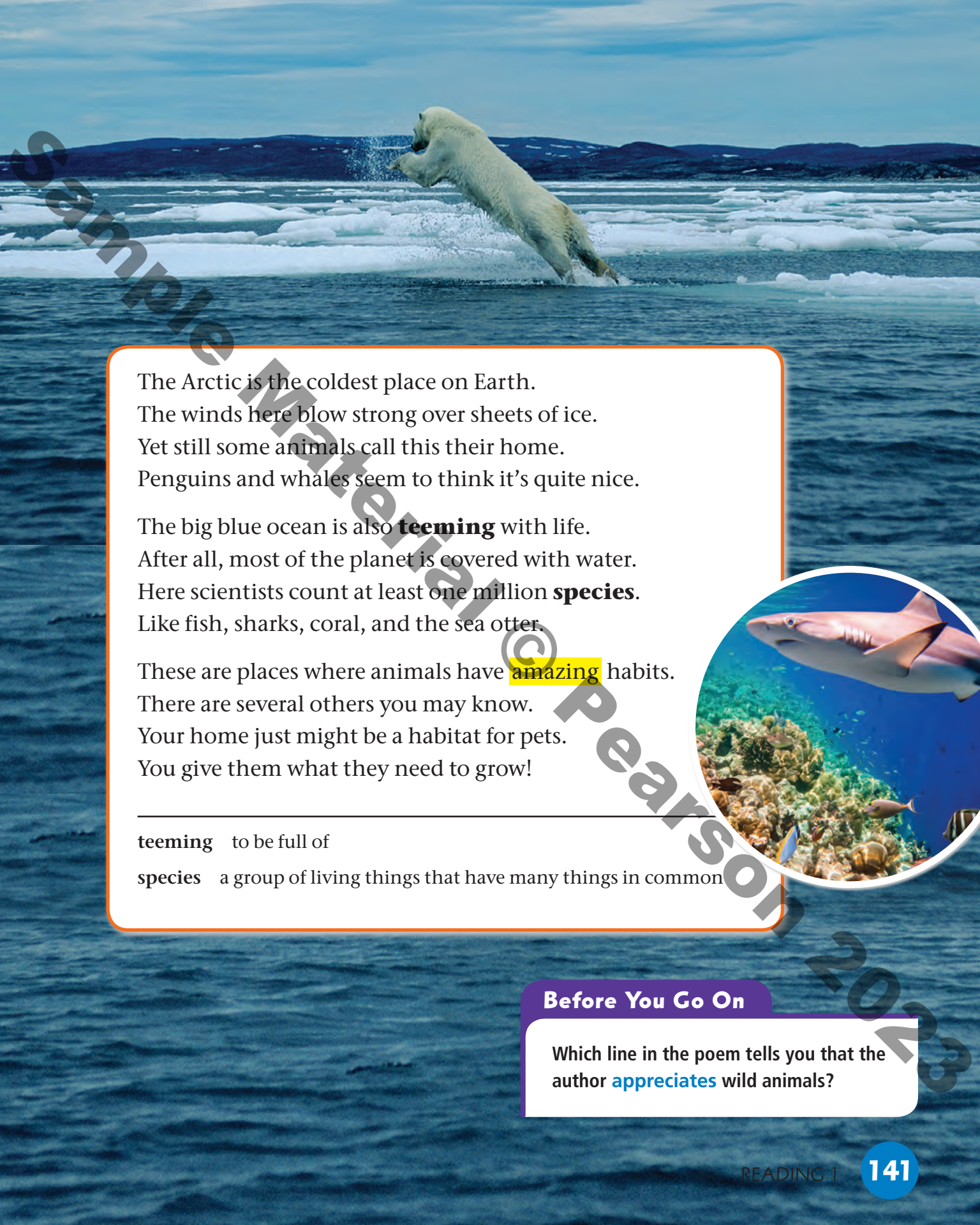
The rainforest is a hot and rainy place. It is home to half of the world's creatures. Sloths and snakes call this place home.

The rainforest has unusual **features**. The desert is a place where it's hot and dry. No animal, it seems, could ever survive here for long. This habitat is full of creatures, big and small — But snakes, **camels**, and foxes all seem to belong!

habitat the environment where an animal usually lives

features important parts or characteristics of something





The Arctic is the coldest place on Earth.
The winds here blow strong over sheets of ice.
Yet still some animals call this their home.
Penguins and whales seem to think it's quite nice.

The big blue ocean is also **teeming** with life.
After all, most of the planet is covered with water.
Here scientists count at least one million **species**.
Like fish, sharks, coral, and the sea otter.

These are places where animals have **amazing** habits.
There are several others you may know.
Your home just might be a habitat for pets.
You give them what they need to grow!

teeming to be full of

species a group of living things that have many things in common



Before You Go On

Which line in the poem tells you that the author **appreciates** wild animals?

Alligators and Crocodiles



Alligators and crocodiles, they have similar features.

They are also not alike, they are different creatures.

Alligators have a U-shaped head, the crocodiles' are shaped like a V.

Alligators prefer **freshwater**, crocodiles swim in the sea.

Alligators have darker skin, the crocodile's skin is lighter.

Alligators are pretty nice, while the crocodile is a fighter.

Both animals have a mouth full of chompers, but crocodiles have one funny tooth;

That sticks out when its mouth is closed, and that is the

absolute truth.

freshwater water that is not from the ocean

absolute total; complete



Tongue Twister:

Grumpy green gators **gobble grubs** in the grass.

Riddles:

What was the alligator doing on the highway?

About two miles an hour.

gobble eat

grubs larva that look like thick worms

How many alligators does it take to drive a car?

Three. One to steer. One to push the pedals. And one to yell out the window, "Get out of the way! Don't you know alligators can't drive?"



82-84

Think It Over

1. **Recall** What are the two ways animals share the world with us?
2. **Comprehend** What lines in the poem **illustrate** how alligators and crocodiles are similar?
3. **Analyze** How is the description of animal homes different in the two poems?

Reading Strategy

Make Inferences

- Why do you think different kinds of animals have different kinds of homes?
- What can you infer about the crocodiles?

Alligators



▲ Eggs in a nest

A mother alligator lays many eggs in a nest.



▲ Hatching

A baby alligator hatches. It comes out of its shell.



▲ Going to water

The mother alligator takes the baby alligator to water. Babies know how to swim right away by instinct.



▲ Free ride

This baby alligator rests on its mother's head.



▲ Friends

This young alligator shares a log with a painted turtle. But the turtle needs to be careful.



▲ Food

A grown alligator eats turtles. Alligators like to eat fish, too. An alligator uses its teeth to catch food. It does not chew the food. It swallows the food whole.



▲ Sunning themselves

Alligators are usually in or near water. Alligators warm themselves in the sun. This one rests on rocks in a swamp.

Activity to Do

These two pages use pictures and captions (words) to tell you about alligators.

- Choose another animal.
- Find pictures of the animal and write captions.
- Post your pictures and captions in your classroom.

Learning Strategies

Inferences

You make **inferences** when you figure out something as you read.

Practice

Make inferences about the poem *Animal Habitats*.

- Read the poem.
- Put together what you know and what you read.

These are some places where **amazing** animals can live.

There are several others you may know.

Your home just might be a habitat for pets.

You give them what they need to grow!

1. How do pets share the world with us?
2. How do wild animals share the world with us?
3. How is your home a habitat for pets?



Use a K-W-L Chart

You can use a K-W-L Chart to make inferences. K-W-L stands for What You **Know**, What You **Want** to Know, and What You **Learned**.

Practice



Answer the questions below.

Your answers will help you fill in the chart.

Write your answers in the chart.



What You Know	What You Want to Know	What You Learned
The poem says "Animal habitats can be found all around us."	How do animals and people share the world?	People need to appreciate wild animals and where they live.
The poem says that "amazing" animals live in different places.		

1. What is special about animals' homes? Why are these animals "amazing"?
2. How does the poet feel about animals?



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Apply

Summarize the poem *Animal Habitats* for a partner. Include inferences you have made about the poem in your summary. Use some of the key words.

Extension

Work in pairs. Choose an animal. Do research independently on where the animal lives and what it eats. Share your information with your partner. Create a chart together. Share it with the class.

Grammar

Prepositions of Location

A **preposition of location** tells where something is.

Crocodiles live **in** lakes.

A preposition is always followed by a **noun** or **pronoun**. A preposition + a noun or pronoun is called a **prepositional phrase**. For example, **at home** and **in the ocean** are both prepositional phrases.

The noun or pronoun that follows a preposition is called an **object of the preposition**.

Bats live **in caves**.

Review these common prepositions of location and prepositional phrases.

Preposition

in

on

at

between

near

under

above

in front of

behind

next to

Prepositional Phrases

in caves / **in** the water / **in** Australia

on a table / **on** the floor / **on** a leaf

at home / **at** school / **at** the park

between the tree and the river

near the zoo / **near** the plains

under the tree / **under** the desk

above the mountain / **above** the door

in front of the house / **in front of** the class

behind the house / **behind** me

next to that tree / **next to** him

Practice A

Complete the sentences with *on*, *at*, *between*, *under*, or *above*.

1. We have a rabbit at school.
2. We see squirrels _____ the park.
3. Monkeys jump _____ the trees.
4. The camels walked _____ the sand.
5. The cat ran _____ the bed!
6. The horses are _____ the trees and the river.



Practice B

Underline the prepositional phrase in each sentence in Practice A.

Apply

Work with a partner. Ask and answer the questions. Use prepositional phrases in your answers.

Example: A: What do you have on your desk?

B: I have a notebook on my desk.

- Where do you eat lunch?
- Where do you like to play with friends?
- What do you keep in your backpack?
- Where do you live?
- Where do you keep your toys and games?
- Where do you sit in class?
- Where do you do your homework?

Grammar Check ✓

Name a **preposition**.
Use it in a sentence.



Writing

Write a Poem about an Animal

A poem can express ideas, information, and feelings. A good poem includes details that help the reader picture what is being described.

Writing Prompt

Write a poem about an animal. Tell facts about the animal. Be sure to use prepositions of location correctly.

① Prewrite

Choose an animal to write about. Think about the animal's habits. What does the animal eat? Where does it live and sleep? List the facts in a Poem Chart.

A student named Antonio has started to list his ideas like this:

LINE 1:	I am a/an (<u>animal</u>).	I am a bat.
LINE 2:	I am as (<u>color</u>) as (<u>noun</u>).	I am as black as the night.
LINE 3:	I live in (<u>place</u>).	I live in caves and in tree tops.
LINE 4:	I eat (<u>foods</u>).	I eat insects and fruit.

② Draft

Use your Poem Chart to help you write a first draft.

- Keep in mind your purpose—to write a poem.
- Include interesting facts about your animal.

③ Revise

Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

④ Edit

Check your work for errors. Do Peer Review (use the Checklist on page 402).

⑤ Publish

Make a clean copy of your final draft. Share it with the class. Save your work for the Writing Workshop.

Here is Antonio's poem:

Antonio Corrales

I am a bat.

I am as black as the night.

I live in caves and in tree tops.

I eat insects and fruit.

I sleep upside down during the day with
other bats.

I can fly through the air.

I can see in the dark.

I am a bat.

Writing Checklist



Ideas

I included facts in my poem.
I expressed my ideas clearly.



Word Choice

I included descriptive words.



Conventions

I used prepositions and
prepositional phrases
correctly.



Reading 2

Prepare to Read

What You Will Learn

Reading

- Vocabulary building:
Context, word study
- Reading strategy:
Identify cause and effect
- Text type:
Informational text (photo essay)

Grammar

Adjectives and adverbs

Writing

Write a friendly letter

These words will help you understand the reading.

Key Words

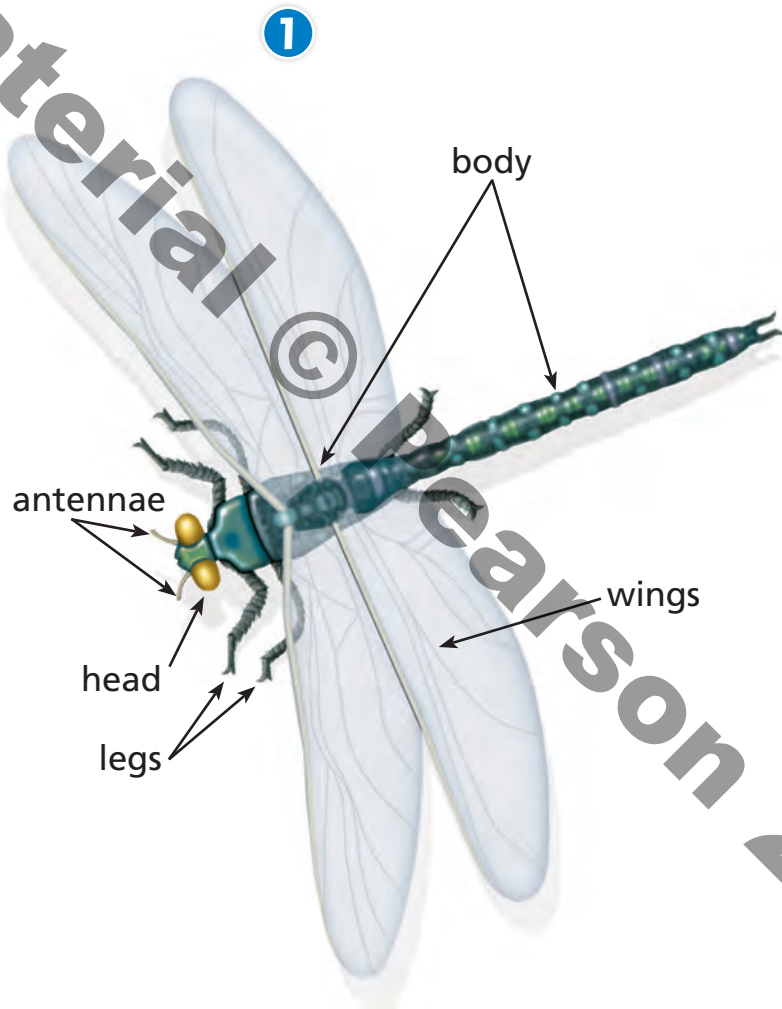
insect
habitats
camouflage
prey
patterns
moth

Key Words

Can You See Them? tells how animals use camouflage.

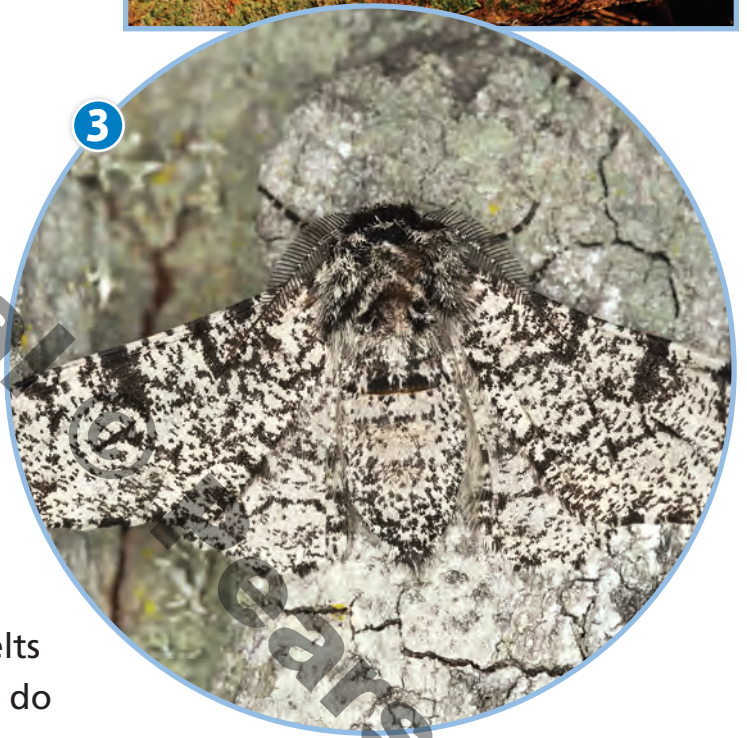
Words in Context

1 This is an **insect**. An insect has three body parts, six legs, and antennae. Insects may also have wings.



2 **Habitats** are where animals live. Animals use **camouflage** to hide in their habitats. They hide from other animals that might eat them. Also, animals hide so they can catch prey. **Prey** is any animal that another animal eats.

3 The **patterns** on the pepper moth help it hide on a tree.



Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, write the meaning.

Make Connections

Some animals use **camouflage** to be safe. People wear seat belts in cars to be safe. What do you do to be safe?

Speaking Skills

When you don't know the right word to use, explain or describe the idea using words you know.



These words will help you talk about the reading.

Academic Words

environment

world of land, sea, and air that something lives in

enable

make someone or something able to do something



Academic Words

Words in Context

Frogs need to live in a wet **environment**.

Wings **enable** birds to fly.

Practice

Choose an academic word to complete each sentence.

1. People should keep the _____ clean.
2. Reading books will _____ you to learn about animals.

Apply

Ask and answer with a partner.

1. What is a good **environment** for a pet?
2. What **enables** flowers to grow?

Word Study

Compound Nouns

A **compound noun** consists of two or more shorter words to form a new word.



butterfly

butter + fly

rainforest

rain + forest

grasshopper

grass + hopper

Rule

Look for this pattern in English: Sometimes two nouns join to form a new noun. These new nouns are called *compound nouns*.

Practice

Work with a partner. Take turns.

- Read the sentences.
- List the compound nouns.
- Show the two words that make up each compound noun.

1. Squirrels live in the woodlands.

2. Owls sleep during the daylight.

3. At nightfall, raccoons come out to look for food.

Reading Skill

Looking for patterns in English will make you a better reader.



Reading 2

Informational Text
Photo Essay

More About



Why is it important to know how animals use camouflage?



Listen to the Audio.

Listen for the general meaning. Think about the situation or context. Use this to help you understand the selection.

Reading Strategy

Identify Cause and Effect

Identifying cause and effect helps you understand how things are connected.

- As you read, look for causes—things that make other things happen.
- Look for effects—things that happen because of something else.

Listen as your teacher models the reading strategy.

Can You See Them?

by Kendra Clay



Can you see the **insect** in the photograph above? You will need to look carefully.

The insect is called a walking stick. It can hide in a tree because it looks like a small branch, or stick.



Arctic foxes live where the weather is very cold. They can change color. In summer, the foxes are brown. In winter, they are white.



A tawny frogmouth is a bird. It sits very still in a tree. It waits for **prey** to come near. Then it **pounces**!

Many animals hide. They may hide to keep safe from **predators**. Or, they may hide so they can catch prey.

This kind of hiding is called **camouflage**. When animals have camouflage, they are hard to see in their **habitats**.

pounces jumps suddenly after waiting

predators animals that kill and eat other animals

Patterns help this **moth** stay safe. Look at the big spots on the moth's wings. They look like a large animal's eyes. Predators stay away from this insect.

Before You Go On

Why does the tawny frogmouth stay very still?

A horned lizard is the color of the ground. The lizard can quickly change from a light color to a dark color. The insects it eats do not know it is there.



Sandhill cranes **migrate** south from Canada and Alaska. These gray-and-white birds blend in with the snowy lands around them.



A Bengal tiger is a very large cat. It's hard for a big animal to hide. But the tiger has stripes. In the tiger's habitat, its stripes blend in with the plants.

migrate move from one area to another as the seasons change



A leaf-tailed gecko is a kind of lizard. It blends in with a tree branch in Africa. It waits for prey to fly by.



This cottontail rabbit hides in some leaves on the ground in the forest. It must hide from predators.



92–94

Think It Over

1. **Recall** In what kind of climate do arctic foxes live?
2. **Comprehend** What does camouflage **enable** animals to do?
3. **Analyze** What role does **environment** play in an animal's ability to hide?

Reading Strategy

Identify Cause and Effect

- Did you find out why some animals use **camouflage**?
- How did looking for cause and effect help you understand the selection?

Learning Strategies

Cause and Effect

In a cause-and-effect situation, the **cause** is the reason why something happens; and the **effect** is the result of what happened.

Practice

Draw a line from each effect to its cause.

Cause	Effect
1. The Bengal tiger has stripes.	a. It can hide in a tree.
2. The Arctic fox lives where there is snow.	b. It can hide in the tall grass.
3. The walking stick insect looks like a small branch.	c. It can hide in the winter when its coat turns white.



Use a Cause and Effect Chart

Use a Cause and Effect Chart to show how **camouflage** helps animals.

Practice



Read the information in the chart.

- For each cause, write the effect.
- Add two more causes and their effects.

Cause	Effect
The Bengal tiger has stripes.	It can hide in the tall grass.
The Arctic fox lives where there is snow.	
The walking stick looks like a branch.	



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Apply

Summarize the selection to a partner.

Extension

Invent an animal with special camouflage. Label the picture to show how the camouflage helps your animal to stay safe. Share your drawing with the class.

Grammar

Adjectives and Adverbs

An **adjective** describes a noun. Adjectives give details about size, shape, color, and number. They also express observations and opinions.

a **tall** giraffe (*size*)

round eyes (*shape*)

a **white** fox (*color*)

three horses (*number*)

smooth fur (*observation*)

a **funny** joke (*opinion*)

In sentences, adjectives can go **before** a noun or **after** the verb *be*.

Before a noun

The **moth** has **big** spots.

Look at the **brown** insect.

Do you like **cold** weather?

After the verb *be*

Those spots **are big**.

The insect **is brown**.

The weather **is cold**.

An **adverb** modifies a **verb**, an **adjective**, or another **adverb**. Many adverbs answer the question *How*? These adverbs often end in *-ly*.

Adverbs ending in *-ly*:

You need to look **carefully**.

The lizard can **quickly** change.

The gecko waits **quietly** for a meal.

Other adverbs:

The weather is **very** cold.

The tiger is **quite** dangerous.

Practice A

Circle the adjectives in the sentences.

1. The green gecko is hiding.
2. The large tiger has black stripes.
3. The quiet moth is very still.
4. The brown rabbit quietly hid in the soft leaves.
5. The tiny lizard quickly changed color.
6. The hungry hawk swooped down on its prey.



Practice B

Underline the adverbs in the sentences in Practice A.

Apply

Work with a partner. Ask and answer the questions.
Use adjectives and adverbs in your sentences.

Example: A: What color is your hair?

B: My hair is brown.

- What kind of weather do you like?
- What does your friend's dog look like?
- Do you have a big collection of anything?
- Do you walk quickly or slowly?
- Do you talk loudly or softly?
- Do you exercise daily or weekly?
- Do you ride your bike carefully or carelessly?

Grammar Check ✓

Name one **adjective**
and one **adverb**. Use
each one in a sentence.



Writing

Write a Friendly Letter

When you write a letter, you must think about your audience. Who will be reading your letter? This will affect your choice of words and language structures.

Writing Prompt

Write a letter to a friend or family member. Use informal language. Talk about something that you are learning in school. Be sure to use adjectives and adverbs correctly.

① Prewrite

Choose an animal or insect to write about. Think about its physical characteristics and/or habits. Then think about what these characteristics allow it to do. List the facts in a chart.

A student named Iman listed his ideas like this:

Characteristic: Looks like a stick.
What this means: Uses camouflage to hide.

Characteristic: Very light.
What this means: Can walk on water.

Characteristic: Has suction cups on feet.
What this means: Can climb and walk upside down.

② Draft

Use your chart to help you write a first draft.

- Keep in mind your purpose—to write a friendly letter.
- Include interesting facts about your animal or insect.

3 Revise

Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

4 Edit

Check your work for errors. Do Peer Review (use the Checklist on page 402).

5 Publish

Make a clean copy of your final draft. Share it with the class. Save your work for the Writing Workshop.

Here is Ahmed's letter:

Writing Checklist



Ideas

- I included facts in my letter.
- I expressed my ideas clearly.



Conventions

- I used adjectives correctly.
- I used adverbs correctly.



41 Oak Road

Bigtown, MD 09050

March 14, 2019

Dear Grandma,

I learned about a really interesting insect in school today. Have you ever seen a walking stick? It's an insect that looks exactly like a tree branch or twig. It uses camouflage, so birds can't find it. A walking stick moves very slowly. Amazingly, it can walk on water! It has claws and suction cups on its feet, so it can walk upside down. Isn't that cool?

Love,

Ahmed



97-98

Reading 3

Prepare to Read

What You Will Learn

Reading

- Vocabulary building:
Context, phonics
- Reading strategy:
Identify sequence
- Text type:
Informational text (science)

Grammar

Adverbs of time

Writing

Write a personal narrative

These words will help you understand the reading.

Key Words

butterfly
leaf
hatch
caterpillar
tadpole

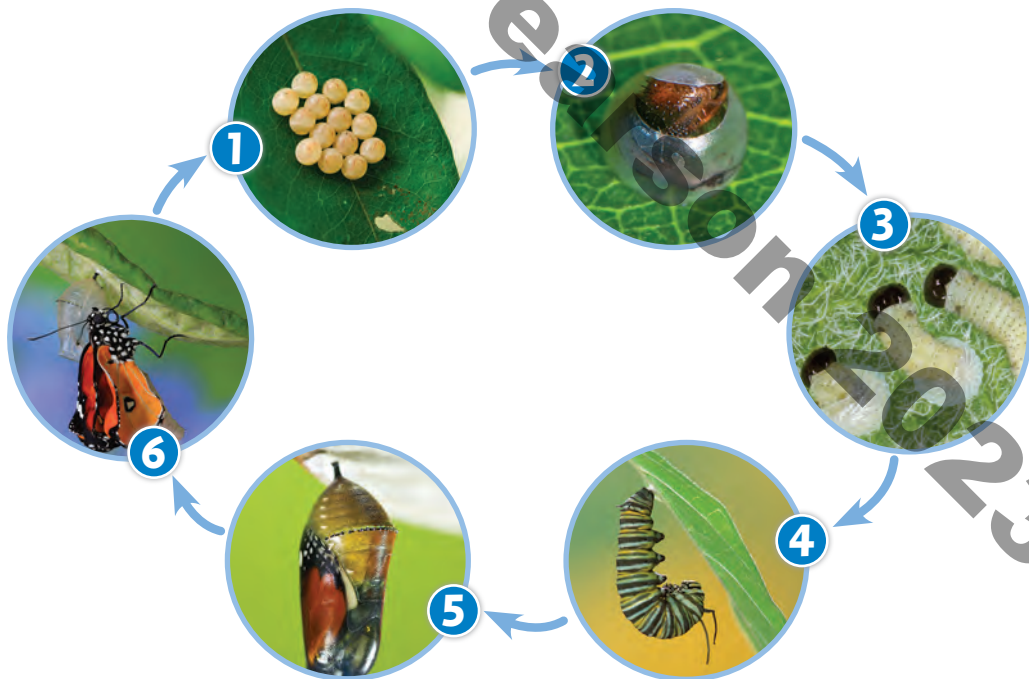
Key Words

How Do They Grow? tells how a butterfly and a frog change as they grow.

Words in Context

A **butterfly** changes as it grows.

- 1 It starts as an egg on a **leaf**.
- 2 The egg begins to **hatch**.
- 3 A **caterpillar**, or larva, comes out of the egg. It eats and eats.
- 4 The caterpillar becomes fully grown and hangs from a leaf or branch.
- 5 It makes a pupa, or chrysalis.
- 6 The chrysalis opens and a butterfly comes out.





A frog also changes. A **tadpole** is a baby frog. It changes into a frog when it grows up.

Practice

Draw pictures of the key words. Label each picture with a sentence that contains the key word.

Make Connections

Some animals change as they grow. How do you change as you grow? How do you feel about these changes? After you discuss these questions, write your responses in your notebook.



These words will help you talk about the reading.

Academic Words

occurs

happens

transform

completely change



Academic Words

Words in Context

When the eggs break open, something special **occurs**. Baby chicks are born.

A small caterpillar **transforms** into a beautiful butterfly.

Practice

Choose an academic word to complete each sentence.

1. Water _____ into ice when you put it in the freezer.
2. What major international sports event _____ every four years?

Apply

Ask and answer with a partner.

1. What are some things that **occur** at your school every day?
2. If you could **transform** yourself into an animal, which animal would you be? Explain.



Phonics

Digraphs: *ch, sh, th*

Sometimes when two consonants are together, they make a new sound. Listen. Then read each word aloud.

ch	sh	th
change	ship	then
branch	wish	both



Rule

The letters *ch, sh, and th* come together to make one sound. This new sound is called a *digraph*.

Practice

Work with a partner. Take turns.

- Read the sentences.
- Underline the words with *ch, sh, or th*.
- Circle the letters *ch, sh, or th* in the words.

1. Living things may change.
2. Fish hatch from eggs.
3. Snakes shed their skin.
4. Silkworms become moths.



Reading 3

Informational Text
Science

More About



Why should people care how animals change as they grow?



Listen to the Audio.

Listen for the general meaning. Think about the situation or context. Use this to help you understand the selection.

Reading Strategy

Recognize Sequence

Recognizing the **sequence**, or order, of events helps you understand the text.

- As you read, pay attention to the order in which events happen.
- Look for words that show sequence, such as *first*, *next*, *then*, and *finally*.

Listen as your teacher models the reading strategy.

How Do They Grow?



by Leila Han

Learn about how some animals grow and change.

This frog was not always big and brown. This **butterfly** did not always have bright wings.

Living things grow and change. Sometimes the change is **dramatic**, and the living thing experiences a transformation.

Let's look at the transformations that occur in the lives of butterflies and frogs.

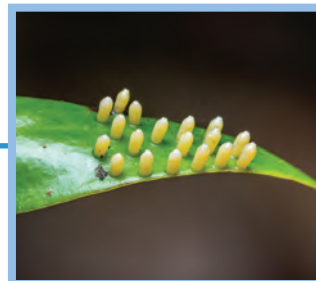
dramatic very noticeable or surprising





Butterfly

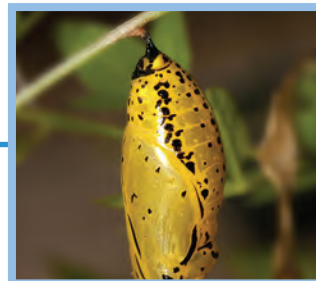
First, a butterfly must find a place to lay eggs. A **leaf** is a good place.



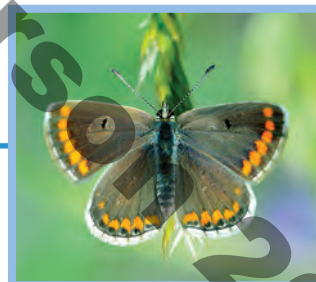
Soon an egg will **hatch**, and a tiny **caterpillar** will crawl out. The caterpillar starts to eat right away. It **munches** on plants.



Next, the caterpillar hangs from a branch and builds a chrysalis around itself. It hangs there and does not move. But changes happen inside.



Then the butterfly breaks out of the chrysalis. It spreads its wings and is ready to fly.



munches **chews**

Before You Go On

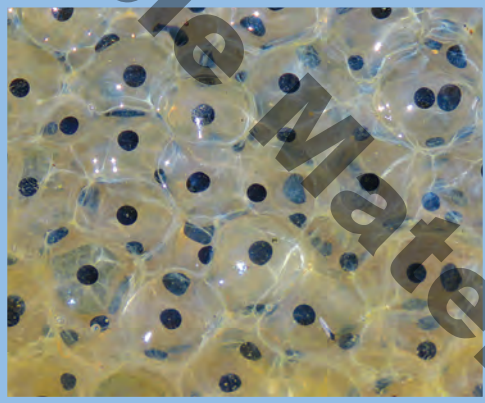
What **occurs** inside the chrysalis?



Frog

Reading Skill

If you don't understand something, ask your classmates or your teacher for help.



A frog lays eggs in the water. Soon, an egg hatches. A tiny **tadpole** **wiggles** out.



A tadpole lives in the water. It is very **vulnerable**. It must depend on its camouflage to **survive**.



It starts to grow legs. The tadpole's legs grow and grow. Finally, when the tadpole is developed enough, it can leave the water.

wiggles moves from side to side
vulnerable has no protection
survive to continue to live



Now the tadpole is a frog. The frog can hop on land. It can swim in the water, too.



102-104

Reading Strategy

Identify Sequence

- What **sequence** words did you find in the selection?
- How does identifying the sequence help you understand the selection?

Think It Over

1. **Recall** Where does a tadpole live?
2. **Comprehend** How does a caterpillar **transform** into a butterfly? Explain.
3. **Analyze** How are the butterfly and the frog similar?

Learning Strategies

Steps in a Process

A **process** is something that happens in order. The parts of a process are called **steps**.



Practice

The list below shows steps that **occur** during a frog's **transformation**. Write a number (1–5) next to each step in the right order.

- The frog hops on land. _____
- The frog lays eggs in the water. _____
- The **tadpole** wiggles out. _____
- The egg **hatches**. _____
- The tadpole grows legs. _____



Use a Sequence Chart

A Sequence Chart can help you put steps in a process in the right order.

Practice

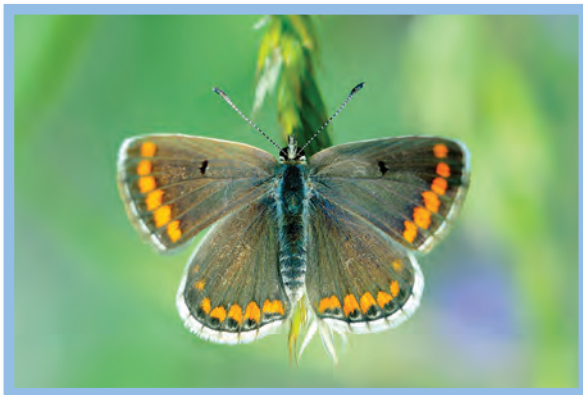


This Sequence Chart shows some steps in the life of a **butterfly**.

1. Which step should be in Box 3?
 - a. A butterfly comes out of the egg.
 - b. A tadpole comes out of the egg.
 - c. A **caterpillar** comes out of the egg.
 - d. A **chrysalis** comes out of the egg.
2. If there were a Box 6, which step would it be?
 - a. The butterfly becomes a caterpillar.
 - b. The butterfly spreads its wings.
 - c. The butterfly makes a chrysalis.
 - d. The butterfly becomes a tadpole.

Apply

Retell the selection to a partner.



1. A butterfly lays an egg.

2. The egg hatches.

3.

4. The caterpillar makes a chrysalis. The chrysalis hangs from a branch.

5. A butterfly breaks out of the chrysalis.



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Extension

Think of something you do in steps. It can be tying your shoes or brushing your teeth. Make a Sequence Chart. Show the steps you do. Share the chart with your class and explain the steps.

Grammar

Adverbs of Time

An adverb of time tells when an action happened or will happen.

Below are some common adverbs of time.

Adverbs at the end of sentences:

now/today/tomorrow We should go **now/today/tomorrow**.

early I left school **early**.

later I'll see you **later**.

before I've seen this kind of butterfly **before**.

Adverbs in the middle of sentences:

now The caterpillar is **now** a butterfly.

Adverbs at the beginning, middle, or end of sentences:

soon **Soon** the caterpillar will become a butterfly.

The caterpillar will **soon** become a butterfly.

The caterpillar will become a butterfly **soon**.

Adverbs of Time and Sequence

Adverbs of time and sequence tell the order, or sequence, in which two or more actions happen.

Step 1 → **First**, a butterfly lays eggs.

Step 2 → **Next**, the eggs hatch and a caterpillar crawls out.

Step 3 → **Then**, the caterpillar builds a chrysalis.

Step 4 → **Finally**, a butterfly breaks out.

Practice A

Insert the adverbs of time in these sentences. Write the sentences in your notebook.

1. I visited my grandparents. (*yesterday*)
I visited my grandparents *yesterday*.
2. I'll be in 4th grade. (*soon*)
3. We'll be home. (*later*)
4. We're in third grade. (*now*)
5. Would you like to see this movie? (*again*)
6. You mix the dry ingredients. (*first*)
7. You put in the wet ingredients. (*then*)

Practice B

Write two sentences in your notebook. Use *soon* and *now* in the middle and at the end of your sentences.

Apply

Work with a partner. Ask and answer the questions.

Use adverbs of time in your responses.

Example: A: When do you have lunch?

B: I have lunch soon.

- When do you have art?
- How early do you go to sleep on week nights?
- How soon will you do your homework?
- Are you hungry now?
- Will you go to the library later?

Grammar Check ✓

Name an **adverb of time**. Use it in a sentence.



Writing

Write a Personal Narrative

In a personal narrative, you tell about an event or an experience that was important to you.

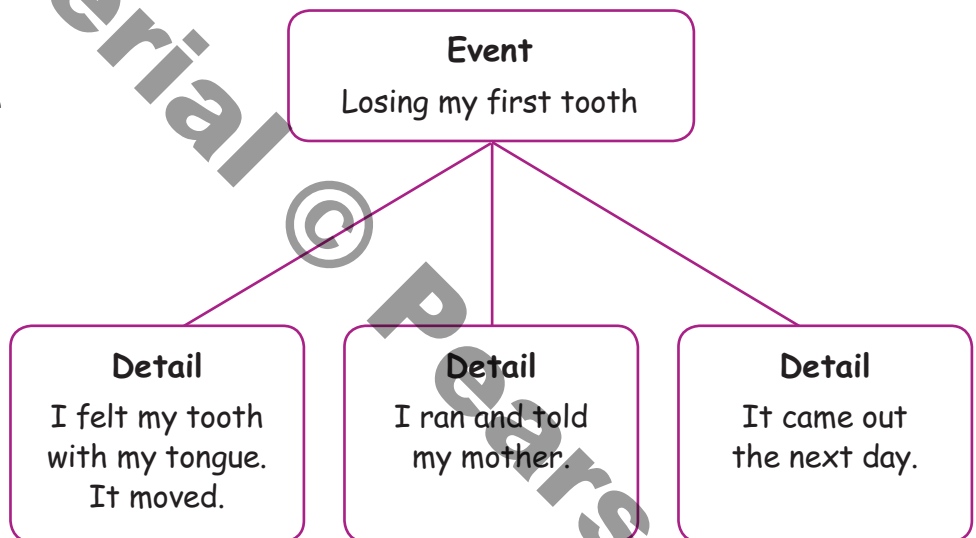
Writing Prompt

Write a paragraph about an important event in your life. Give details about your experience and explain how you felt. Be sure to use adverbs of time correctly.

① Prewrite

Choose an event to write about. Tell about what happened and how you felt. List your ideas in a Details Chart.

A student named Maki listed her ideas like this:



② Draft

Use your Details Chart to help you write a first draft.

- Keep in mind your purpose—to write a paragraph about a memorable event.
- Include details about what happened and how you felt.

3 Revise

Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

4 Edit

Check your work for errors. Do Peer Review (use the Checklist on page 402).

5 Publish

Make a clean copy of your final draft. Share it with the class. Save your work for the Writing Workshop.

Here is Maki's story:

Writing Checklist



Ideas

I included important details about what happened.

I expressed my ideas clearly.



Conventions

I used adverbs of time correctly.

I used the past tense correctly.

Maki Umamoto

The Day I Lost My First Tooth

I am six years old. I lost my first baby tooth yesterday. I felt the tooth loosen. I moved it with my tongue. I ran and showed my mother. The next day, I put my tongue where my loose tooth was. I knew that it will fall out soon. Later that day, I was eating a sandwich. I felt for my loose tooth again, but it was gone! My mother and I looked everywhere for it. Finally, I found it. It was in my sandwich!



107-108

Apply and Extend

Link the Readings

Look at the chart. Read the words in the top row.

- For *Animal Habitats / Alligators and Crocodiles*, put an X under the words that remind you of the poems.
- Repeat the same activity for the other readings.

	Informational text	Literature	Survival	Habitat / environment
<i>Animal Habitats / Alligators and Crocodiles</i>				
<i>Can You See Them?</i>				
<i>How Do They Grow?</i>				

Discussion

1. What animals do the two poems talk about?
2. How do some animals camouflage themselves in their **environment**? Why do they do it?
3. What changes **occur** when butterflies and frogs begin to **transform**?






What can we learn about animals and why is learning about them important?

Listening Skills

If you can't hear someone, you can say, "Could you speak more loudly, please?"

Projects

Your teacher will help you choose one of these projects.

Written 	Oral 	Visual/Active 
Animal Facts Choose an animal that you like. Write three facts about it. Tell where it lives, what it eats, and what it looks like.	Guessing Game Make a list of facts about an animal. Tell what it eats and where it lives. Have a partner guess the animal.	Diorama Make a diorama. Show sky, land, and water. Show where animals live. Share your diorama with the class.
Animal Story Write a story about an animal. Tell about its home. Tell how the animal found its home.	Talk About It Find out about an animal that uses camouflage to stay safe. Give a formal presentation about the animal to your class.	Habitat Mobile Make a mobile. Show pictures of animals in their homes. Write a fact on the back of each picture.



For more resources, visit [Pearson English Portal](#).



109–110

Listening and Speaking Workshop

Recite a Poem

You are going to write and recite a poem. Then you will listen as your classmates recite their poems.

① Prepare

- A. Choose a favorite activity or animal. You will write a poem about it and recite it to the class. Your classmates will tell you how your poem makes them feel.
- B. Recall what you know about your favorite activity or animal. Then write your poem about it.

Useful Language



Listen and Repeat.

I'm going to recite a poem.

My poem is about...

I wrote it myself.

Ready?...

How did my poem make you feel?

One day,
Eating a leaf, all green and new.
One day,
Looking at the sky, all big and blue.
One day,
Going to fly, all pretty like you!

② Practice

Practice your poem until you have memorized it. Practice in front of your family or friends. If possible, record your presentation. Then listen to yourself. How do you sound? Record yourself again and try to improve.

③ Present

As you speak, do the following:

- Speak clearly and with feeling.
- If you forget a word, don't worry!
Just go on with your poem.
- After your poem, ask your classmates
how it made them feel.

As you listen, do the following:

- Listen to how your classmate speaks with
feeling and expression.
- Listen carefully for ideas and
information that is implied, or not
stated directly.
- Write down any new words you hear.

④ Evaluate

After you speak, answer these questions:

- ✓ Did you memorize your poem?
- ✓ Did you speak with feeling?

After you listen, answer these questions:

- ✓ What was the poem about?
- ✓ How did the poem make you feel?
- ✓ Think about the general meaning
of the poem. Can you think of
a title for it? Tell your idea to
the class.

Speaking Skills

Poems use informal language. It is OK to use single words, short phrases, or incomplete sentences to express your thoughts and feelings.

Listening Skills

Watch and listen carefully. Give the speaker your full attention.



Writing Workshop

Write a Personal Narrative

Writing Prompt

Write a personal narrative. Give details about something you experienced. Say why the experience was important to you and what you learned from it. Speak directly to the reader. Be sure your narrative has a beginning, a middle, and an end.

1 Prewrite

Review the writing you have done in this unit. Then choose something that happened to you to write about. List the details in a chart.

A student named May listed her ideas like this:

Event	Going to music camp
When	Last summer
Where	by a lake
Details	1. My mom said I should go to music camp 2. My last experience at a camp was not good. 3. I loved the music camp.
How It Ended	I learned to give things a chance.

2 Draft

Use your chart to help you write a first draft.

- Keep in mind your purpose—to write a personal narrative.
- Include why it was important or what you learned from it.

③ Revise

Read your draft.

Look for places where the writing needs improvement.

Use the Writing Checklist to help you find problems. Then revise your draft.

Here is how May revised her essay:

Six Traits of Writing Checklist



Ideas

Did I say why the experience was important to me?



Organization

Did my narrative have a beginning, middle, and end?



Voice

Did I speak directly to the reader?



Words

Did I use words that will keep my readers interested?



Sentence Fluency

Did I use different kinds of sentences?



Conventions

Did I use negative forms correctly?

May Yang

Music Camp

^{Last}
~~This~~ summer my mom sent me to music camp. I really didn't want to go. Why?

Revised

to correct adverb of time.

Two summers ago I went to a summer camp. I hated it. The counselors ^{were} ~~are~~ strict and the kids weren't nice. I didn't have fun.

Revised

to correct verb tense.

But this camp was different. The kids ^{very} ~~were~~ nice. The counselors weren't too strict. I was playing my guitar all day and doing other fun activities. I really enjoyed the rest of my time ^{at} ~~in~~ the camp.

Revised

to add adverb for emphasis.

I learned from this experience that I shouldn't decide about things before I do them. I have to give things a chance.

Revised

to correct use of preposition.

4 Edit

Check your work for errors. Trade papers with a partner to get feedback. Use the Peer Review Checklist.

5 Publish

Make a clean copy of your final draft. Share it with the class.



111–112

Peer Review Checklist

- ✓ Events are told in a logical order.
- ✓ All the information is related to the topic.
- ✓ The narrative includes interesting details.

Spelling Tip

A contraction consists of two words that are joined and shortened by replacing a letter or letters with an apostrophe ('). Form a negative contraction with a verb + n't (an apostrophe replaces the o in *not*). For example *were* + *not* = *weren't*.



Fluency

Listen to the sentences. Pay attention to the groups of words. Read aloud.

1. Animals share the world with us, as pets or wild and free.
2. Some animals use camouflage to be safe from predators.
3. Living things such as frogs and butterflies change as they grow.

Work in pairs. Take turns reading aloud the passage below for one minute. Count the number of words you read.

How Do They Grow? tells how a butterfly and a frog grow and change over their lifetimes. The butterfly starts as an egg, which then hatches to become a caterpillar. The caterpillar surrounds itself in a chrysalis and later changes into a butterfly.

The frog also starts life as an egg, which then hatches to become a little tadpole. Over time, the tadpole grows legs and then moves from the water onto land. It is now a frog. It can hop on land and swim in the water, too.

11
20
31
40
43
55
65
78
89

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.



Taking Tests

You will often take tests that help show what you know. Follow these tips to improve your test-taking skills.

Coaching Corner

Answering Test Questions That Are Cloze Items

- A cloze passage is a reading selection that has blanks for you to fill in. Each blank will have a number. Then you will be given answer choices for each number. You need to choose which of the choices is best to complete the numbered blank in the passage.
- Remember to pay attention to the words and sentences before and after each blank in the passage. You will often find clues in the selection that will help you choose the best word to fill in the blank.
- After you read all the answer choices, think of each word in the blank and read the sentence aloud each time. Reading the sentence aloud will help you choose the word that makes the most sense.



115–116

Practice

Read the selection. Then choose the correct words to fill in the blanks.

The Traveling Tank

1 An armadillo is a small 1 whose back, head, legs, and tail are covered with bony plates of “armor.” The name “armadillo” is a Spanish word that means “little armored one.” These bands of armor give protection to the armadillo. If an armadillo feels unsafe, it will curl up into a ball until the danger is gone.

2 Armadillos have small eyes. They cannot see very well. Instead, they rely on their 2 sense of smell to hunt. An armadillo uses its sharp 3 and strong legs to dig for food. It uses its pointy snout and long, sticky tongue to find and eat all sorts of insects.

- 1 A flower
B mammal
C fish
D tree
- 2 F weak
G colorful
H small
J strong

- 3 A feet
B face
C claws
D armor

Tips

- ✓ Read the whole selection before you try to fill in the blanks. This will give you a better idea of what information is missing.
- ✓ Use the information in the passage to create a picture of an armadillo in your head. Use this picture to help you answer the questions.