

# I Spy

## Essential Question

**How do living things grow and change?**

### Watch

“Who’s Been There?” See what you can learn about animal tracks.



**TURN and TALK** What did you learn about animal tracks?

PEARSON  
**realize**

Go ONLINE for  
all lessons.

 VIDEO

 AUDIO

 GAME

 ANNOTATE

 BOOK

 RESEARCH





## Reading Workshop



**Infographic:** How Big Is the Baby?

**The Life of a Frog** ..... **Informational Text**  
by René Saldaña, Jr.



**Diagram:** Parts of a Plant

**The Life Cycle of a Sunflower** ..... **Informational Text**  
by Linda Tagliaferro



**Infographic:** Baby Animal Names

**How Do Baby Animals Grow?** ..... **Informational Text**  
by Caroline Hutchinson



**Time Line:** Changing with the Seasons

**“The Long Sleep” and “Changes”** ..... **Poetry**  
by Chitra Divakaruni



**Poem:** Growing Older

**Bigger Shoes for the Big Race** ..... **Drama**  
by Wade Hudson

## Reading-Writing Bridge



- Academic Vocabulary
- Read Like a Writer, Write for a Reader
- Spelling • Language and Conventions

**Informational Text**

## Writing Workshop



- Plan Your Informational Book
- Simple Graphics • Introduction and Conclusion
- Edit for Complete Sentences with Subject-Verb Agreement
- Publish and Celebrate

**Informational Book**

## Project-Based Inquiry

**Write an Opinion Letter**

**Persuasive Text**

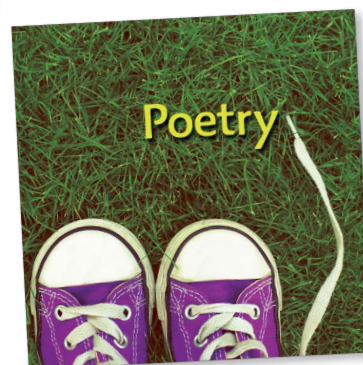


## Independent Reading

In this unit, you will read books with your teacher. You will read informational text, poetry, and drama. You will also read books on your own.

Choose a book you will enjoy reading.

I want to read:







What is your purpose, or reason, for reading?

I want to:

- Learn facts about \_\_\_\_\_
- Read a story for fun
- Read something new to me



# My Reading Log

| Date | Book | Pages Read | Minutes Read | My Ratings  |
|------|------|------------|--------------|---|
|      |      |            |              |          |
|      |      |            |              |          |
|      |      |            |              |    |
|      |      |            |              |    |
|      |      |            |              |    |

You may wish to use a Reader's Notebook to record and respond to your reading.











## Unit Goals

In this unit, you will

- read informational texts
- write an informational book
- learn about plants and animals



**Color** the pictures to answer.

|  |  |   |
|--|--|---|
| I can read informational text.                                 |    |   |
| I can make and use words to read and write informational text. |  |  |
| I can write informational text.                                |  |  |
| I understand how living things grow and change.                |  |  |



# Academic Vocabulary

**reason****nature****notice****pattern**

Using academic vocabulary helps you talk about ideas in meaningful ways.

In this unit, you will learn about **nature**. You will understand the **reason** things happen.

What do you **notice** about the picture? Do you see a **pattern**? When you respond, you say something to reply to someone else.



Talk about what the Academic Vocabulary words mean. Use the words to talk about the picture.





# How Big Is the Baby?

**MY TURN**

Circle the name of each animal baby.

## Hedgehog

A baby hedgehog is called a hoglet. The hoglet has small, white spikes that feel smooth. The mother is covered in long, hard spikes that feel prickly.

**hoglet****hedgehog**

## Blue Whale

A baby blue whale is called a calf. The calf weighs about 6,000 pounds when it is born! Even though the calf is big, its mother is much, much larger.





# How do animals grow and change?

## Panda

A baby panda is called a cub. It is very small compared to its mother.

panda

The cub is pink and the size of a stick of butter.



cub



calf



whale





## Initial Sounds



**SEE and SAY**

Sometimes you hear two sounds at the beginning of a word. Say each sound as you name each picture. Then say the name of each picture again.

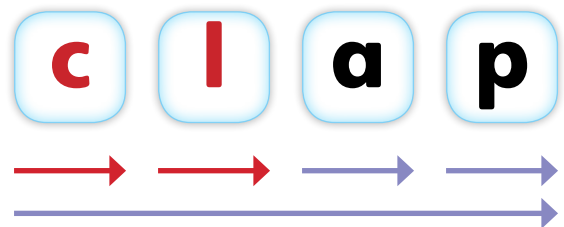
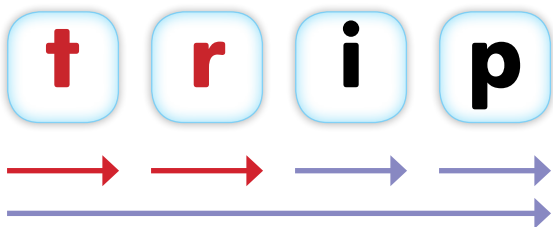


## Initial Consonant Blends

Two consonants at the beginning of a word that are blended together are called **initial consonant blends**, like the **fl** in **flag**.

**MY TURN**

Read these words.





# Initial Consonant Blends

**TURN and TALK**

Decode these words with a partner.

**flat****sled****trip****stop****clip****drip****MY TURN**

Say the picture name.

Write the blend to finish the word.

Read each word.



crab



ag



ep



um



# Initial Consonant Blends



**MY TURN**

Read the sentences. Underline words with initial consonant blends.

Brad and Fran are on a trip.

They spot a flag.

Fran and Brad see a crab.

They do not grab the crab.

Listen for two  
sounds blended  
together, like **tr**  
in **trip**.



**MY TURN**

Write another sentence about Brad and Fran.

Brad and Fran



## Final Sounds

**SEE and SAY**

Sometimes you hear the **ks** sound at the end of a word. Say each sound as you name each picture. Then say the name of each picture again.

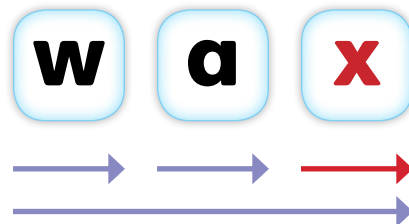
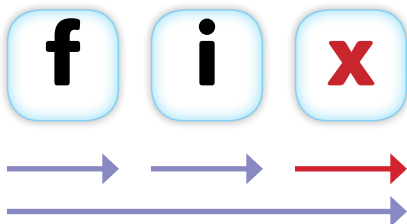


## ks Sound Spelled x

The letter **x** can make the **ks** sound you hear in **fox**.

**MY TURN**

Read these words.





## My Words to Know

Some words you must remember and practice.

**MY TURN** Read these words.

my

saw

help

come

little

**Handwriting** Always print words legibly, or clearly. Leave spaces between words.

**MY TURN**

Finish the sentences. Print the words clearly. Leave spaces between the words.

1. Here is a little fox.

2. The fox \_\_\_\_\_ me.

3. \_\_\_\_\_ and see \_\_\_\_\_ fox.

4. Mom will \_\_\_\_\_ the fox.



## ks Sound Spelled x

**TURN and TALK**

Read these words with a partner. Think about the sound x makes when you read the words.

**fix****mix****six****ax****fax****Max****ox****box****fox****tax****sax****wax****MY TURN**

Write x to finish the words.

1. Fi the flag.


2. Put it in the bo.

**TURN and TALK**

Now read the sentences.



# ks Sound Spelled x

 **MY TURN** Add x to make words. Read each word. Then draw a line from each word to its picture.




|   |   |   |
|---|---|---|
| s | i | x |
|---|---|---|

|   |  |
|---|--|
| o |  |
|---|--|

|   |   |  |
|---|---|--|
| b | o |  |
|---|---|--|

|   |   |  |
|---|---|--|
| f | o |  |
|---|---|--|



 **MY TURN** Write a sentence that includes a word with x.

---

---

---

---

---

---

---

---

---

---



# Big Fox, Little Fox

Rex is a little fox.

His mom is a big fox.

Rex saw a crab.

The crab is on my grass.

**AUDIO**Audio with  
Highlighting**ANNOTATE**

Read the story. Highlight the six words with the ks sound spelled x.



Snap! Snap!

Rex can not fix it.



Underline the words with initial  
consonant blends.



The big fox will come.

The big fox will help the  
little fox.

Plop!



Underline the word with the initial  
consonant blend.



**My  
Learning  
Goal**

I can read informational text.

**SPOTLIGHT ON GENRE**

## Informational Text

An informational text tells about a real person, place, or thing. It has a main idea, or central, idea.

**Title**

### From Egg to Butterfly

**Main  
Idea**

A butterfly goes through four stages. First, it is an egg. Next, it is a caterpillar. Then it builds a chrysalis. Finally, it is a butterfly.

**Supporting  
Details****TURN and TALK**

Talk about the main idea of “From Egg to Butterfly.”



# Informational Text Anchor Chart

**Title**  
names the topic

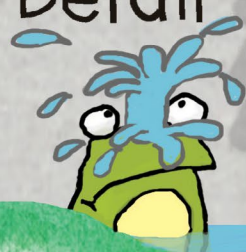
**Main Idea**  
what the text is  
mostly about

Detail Detail

Detail

Detail

**Details**  
tell more about  
the main idea





# The Life of a Frog

## Preview Vocabulary

You will read these words in *The Life of a Frog*.

eggs

frog

gills

tadpole

## Read

**Read** to learn about frogs.

**Look** at the photos to help you understand the text.

**Ask** yourself questions to help you learn information.

**Talk** about the text with a partner.

### Meet *the* Author



René Saldaña, Jr., is a teacher. He writes books for children. When he was a boy, his nickname was Froggy.





# The Life of a Frog

written by  
René Saldaña, Jr.



AUDIO

Audio with  
Highlighting



ANNOTATE



A frog changes many times  
as it grows.







A frog starts out as an egg.  
A mother frog lays many eggs  
in the pond.

**CLOSE READ**



Underline the words that tell you what  
the main, or central, idea is in this text.





After a few days, an egg hatches.  
A baby frog is born. The baby  
frog is called a tadpole.



Look at the tadpole now. It has a wiggly tail to help it swim.



#### VOCABULARY IN CONTEXT

What does the word **hatches** mean?  
Which words help you figure out what **hatches** means?



The tadpole has gills on its body. The gills help it breathe underwater.







Look at the tadpole now. It has back legs. Its gills are gone. It will be hopping soon.

CLOSE READ



**Highlight** the body part that the tadpole uses to breathe. Use the text and pictures to help you.





Now the tadpole has front legs.  
It has lungs to breathe air too.



Look at the tadpole now. Its tail is shorter. Its legs are longer. It looks more like a frog.



CLOSE READ



**Highlight** the words that tell how the tadpole has changed. Use the text and pictures.





Look at the frog. It is ready  
to come onto land.



In spring, the frog will go back to the pond. Then it will lay its own eggs.



CLOSE READ



**Highlight** the most important thing the frog will do in spring.



## Develop Vocabulary

**MY TURN**

Draw a line from each word to the photo that shows the word.

eggs

frog

gills

tadpole





## Check for Understanding

**MY TURN**

Write the answers to the questions. You can look back at the text.

1. What makes this an informational text?

---

---

---

---

---

2. Why does the author use photos?

---

---

---

---

---

3. How are tadpoles and frogs different?  
Use text evidence.

---

---

---

---

---



## Find the Main Idea

The **main idea** is what an informational text is mostly about.

**MY TURN**

What is *The Life of a Frog* mostly about? Look back at the text.

The main idea of *The Life of a Frog* is

---

---

---

---

---

---

How do you know that is the main idea?

---

---

---

---

---

---

---

---

---

---



## Find Important Details

Supporting evidence, or details, is the most important pieces of information about a main idea.



**MY TURN**

Draw an important detail that supports the main idea. Look back at the text.



## Reflect and Share

### Talk About It

You read about how tadpoles grow and change into frogs. What do you know about how other animals grow and change?



---

### Share Information and Ideas

When talking with others, it is important to:

- Share your ideas.
- Listen to others as they share their ideas.

Use the words on the note to help you share ideas and listen to others.

I know that ...  
I think that ...

Now share your ideas.

---

### Weekly Question

**How do animals grow and change?**



I can make and use words to read and write informational text.

My  
Learning  
Goal



## Academic Vocabulary

Related words are connected in some way.



MY TURN

Read the words by each circle.

Write the related word from the box in the circle.

notice

nature

reason

pattern

noticed

see

observe

reasoning

opinion

explain



## Read Like a Writer, Write for a Reader

Authors choose words carefully. Interesting words can help a reader visualize the meaning of the text.

It has a **wiggly** tail to help it swim.

The author uses this word to help readers visualize how the tail moves.



### MY TURN

Write sentences with interesting words that tell about a frog. The words should help you visualize the animal.

---

---

---

---

---

---

---

---

---

---



# Spell Words with Consonant Blends

Consonant blends are spelled with two different consonants that together make a blended sound.



**MY TURN**

Spell and sort the words.

## Spelling Words

step

trip

stem

snap

snug

stop

snip

trap

tr-

trip

sn-

st-

## My Words to Know

come

little



## Simple Sentences

A **sentence** tells a complete idea.

It has a **subject**, or whom the sentence is about.

It has a **predicate** that tells what the subject is or does. A sentence begins with a capital letter and ends with a punctuation mark.

Be sure to add **-s** to a verb to tell what one subject does now. When you have two or more subjects, do not add **-s** to a verb.

The tadpole **swims**. (Add **-s**.)

The frogs **hop**. (Do not add **-s**.)

**MY TURN**

Edit the sentences.

1. Sam play at the pond

---

---

---

2. frog legs grows longer.

---

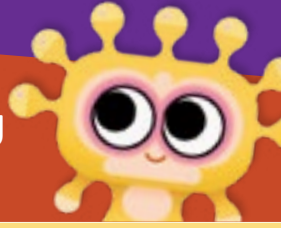
---

---



I can write informational text.

My  
Learning  
Goal



## Informational Book

Informational books have:

- a title
- a main idea
- supporting details about the main idea



Simple  
Graphic

### From Egg to Butterfly

Title

A butterfly goes through  
four stages. First, it is an  
egg. Next, it is a caterpillar.  
Then it builds a chrysalis.  
Finally, it is a butterfly.

Main  
Idea

Supporting  
Details



## Topic and Main Idea

A **topic** is what an author writes about. Authors choose a topic they know a lot about.

**MY TURN**

What topics do you know a lot about? Make a list of topics.

---

---

---

---

---

---

---

---

The **main idea** is the most important information about the topic. Authors write main ideas after they choose a topic.

**MY TURN**

Circle one of your topics.

Write your main idea.

---

---

---

---

---

---

---

---



# Plan Your Informational Book



**MY TURN**

Plan your book by brainstorming and writing ideas.

Topic

Main Idea

Detail Detail Detail Detail



# Parts of a Plant

The **stem** gets the water from the roots. The stem holds the plant up.

The **leaves** get sunlight for the plant.

The **flower** is important for making more seeds.

The **roots** keep the plant in place. They get the water the plant needs.

The **seed** is a little plant that has not started to grow.



## Weekly Question

WEEK  
2

# How do plants grow and change?



**MY TURN**

Match the picture to its name.



roots

seed


leaves

flower

stem



# Rhyming Words

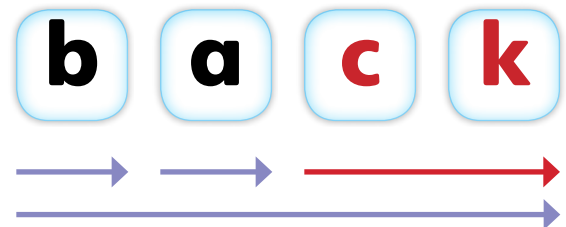
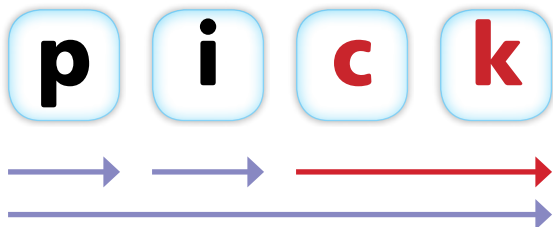
 **SEE and SAY** Rhyming words have the same middle and ending sounds. Say the name of each picture. Produce, or say, other words that rhyme with the picture names.



## k Sound Spelled ck

The letters **ck** together make the **k** sound in **sock**.

**MY TURN** Read these words.





# k Sound Spelled ck

**TURN and TALK**

Read these words with a partner.

**tack****sack****pack****neck****deck****peck****kick****tick****lick****sock****lock****rock****MY TURN**

Write **ck** to finish the words.

1. Pick the best rock.


2. Put it back in the sack.

**TURN and TALK**

Now read the sentences.



# k Sound Spelled ck

 **MY TURN** Say each picture name. Write the word that names each picture.



sock



The final k  
sound can be  
spelled ck.



 **MY TURN** Write a sentence about a duck.

The duck



# Add Sounds



**SEE and SAY**

Say the name of the first picture. Now say the name of the second picture. What sound did you add to say the second picture name?



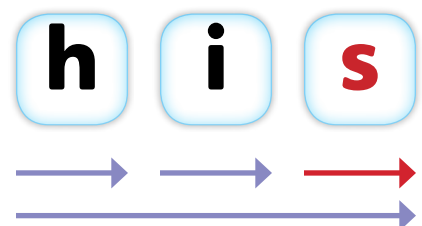
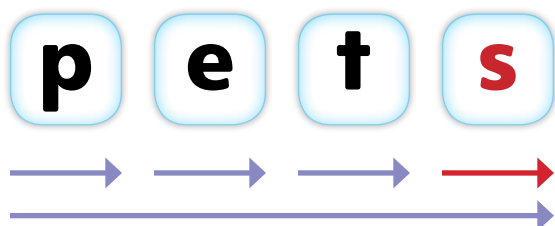
## s Sound and z Sound Spelled s

The letter **s** can spell the **s** sound at the end of **caps** or the **z** sound at the end of **beds**.

Adding **s** to a noun changes its meaning. It shows there is more than one.

**MY TURN**

Read the words. Which word means more than one pet?





## My Words to Know

Some words you must remember and practice.

**MY TURN** Read these words.

she

take

walk

jump

what



**MY TURN** Complete each sentence with a word from the box. Read the sentences.

1. She has a sack.

2. \_\_\_\_\_ is in it?

3. I \_\_\_\_\_ by the sack.

4. I \_\_\_\_\_ the sack.

5. She will \_\_\_\_\_ back!



# s Sound and z Sound Spelled s

**TURN and TALK**

Read these words.

**is****his****has****laps****hats****racks****MY TURN**

Say each picture name. Write s to finish the word. Read each word.



cats



can



bug



map



## s Sound and z Sound Spelled s



Add s to the end of each word. Draw what the new words mean.

cat

bed



Write a sentence about one of your pictures.

Four sets of blank handwriting lines (top blue, middle dashed blue, bottom pink) for writing sentences.



# The Stems

Jack has plans for the stems.

His mom can help.

She can pick up the sack.

**AUDIO**Audio with  
Highlighting**ANNOTATE**

Read the story. **Highlight** the five words with the z sound spelled s.



What is in the sack?

It can help the stems  
get big.

They take the pots to  
the back.



**Highlight** the two words with the k  
sound spelled ck.



They walk by the pots.  
Jack will jump. He is glad.  
Look! The big stems have  
little buds.



Underline the three words that  
mean more than one.



**My  
Learning  
Goal**

I can read informational text.

**SPOTLIGHT ON GENRE**

## Informational Text

Informational texts have an organizational pattern, or the way the information is organized. A text can be in chronological order, or in a sequence. A text can tell facts about a topic.

**Set a Purpose** The purpose, or reason, for reading informational text can be to learn about a topic.

**TURN and TALK**

Think about an informational text you have read. Talk with a partner about your purpose for reading that text.



# Informational Text Anchor Chart

How informational text can be organized:

1



2



Sequence

3



4



Description





# The Life Cycle of a Sunflower

## Preview Vocabulary

You will read these words in *The Life Cycle of a Sunflower*.

buds

soil

stems

leaves

## Read

**Read** for the purpose you set.

**Look** at headings to help plan your reading.

**Ask** questions about the facts.

**Talk** about what you found most interesting.

### Meet *the* Author

**Linda Tagliaferro** likes to write books that help children understand nature around them. In these pages from *The Life Cycle of a Sunflower*, notice the order of events.





**AUDIO**

Audio with  
Highlighting



**ANNOTATE**

# The Life Cycle of a Sunflower

**by Linda Tagliaferro**







## *Sunflower Seeds*

How do sunflowers grow?

Sunflowers grow from the seeds of the sunflower plant.



Sunflower seeds need sunlight,  
soil, water, and warmth.

Then they sprout.



CLOSE READ



Underline the words that tell what  
happens after sunflower seeds get  
what they need.





## Growing

Stems peek out on top of the soil.

Small leaves grow on the stems.



Stems fill with more leaves  
and branches.

Flower buds form on the branches.

Then the buds open.



**CLOSE READ**



Underline the details that describe  
what happens after sunflower seeds  
sprout.





# *Sunflowers!*

Sunflowers bloom.

They move to face the sun.

Seeds form inside the flowers.





In fall, sunflowers bend and their seeds scatter.

CLOSE READ



**Highlight** the words that help you figure out what happens to the sunflower seeds.





## Starting Over

Next year, new sunflowers grow.  
The life cycle continues.





#### VOCABULARY IN CONTEXT

Underline the word that helps you figure out what **cycle** means.



# How Sunflowers Grow





# Glossary

**branch**—the part of the plant or tree that grows out of the main stem like an arm

**life cycle**—the stages in the life of a plant that include sprouting, reproducing, and dying

**scatter**—to be thrown or to fall over a wide area

**seed**—the part of a flowering plant that can grow into a new plant

**soil**—the dirt where plants grow; most plants get their food and water from the soil

**sprout**—to grow, appear, or develop quickly

**stem**—the long main part of a plant that makes leaves





## Develop Vocabulary

**MY TURN**

Read the word in each box. Then draw a picture that shows what each word means.

**buds****soil****stems****leaves****TURN and TALK**

Talk about what each vocabulary word means.



## Check for Understanding

**MY TURN**

Write the answers to the questions.  
You can look back at the text.

1. How does the title help you know the text is informational text?

---

---

---

---

---

2. Why does the author use a glossary?

---

---

---

---

---

3. What would happen if sunflower seeds did not get what they need? Use text evidence.

---

---

---


---

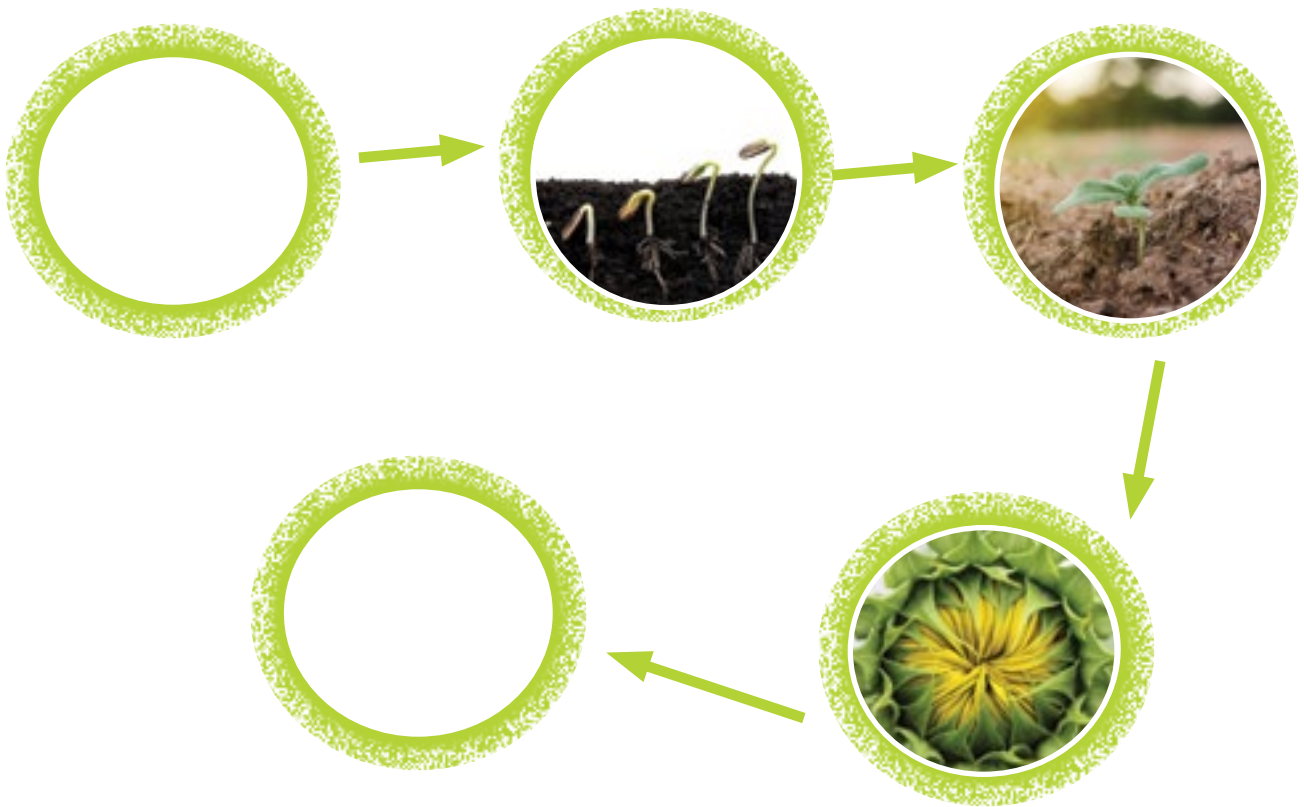
---



## Find Text Structure

An informational text can organize facts in chronological order, or in a sequence. The facts are in the order they happen in time.

 **MY TURN** Draw what is missing in the life cycle of a sunflower. Look back at the text.



 **MY TURN** Circle the text structure of the text.

chronological order

description



# Make Inferences

Readers use text evidence to make inferences. They use what they know and what they read to figure out something about the text.



**MY TURN**

Write an inference about *The Life Cycle of a Sunflower*. Look back at the text.

| What I Read | What I Already Know |
|-------------|---------------------|
|             |                     |
|             |                     |
|             |                     |
|             |                     |
|             |                     |
|             |                     |
|             |                     |

| My Inference |
|--------------|
|              |
|              |
|              |
|              |
|              |
|              |
|              |



## Reflect and Share

### Talk About It

You read about how sunflowers grow. What other living things have you read about that grow and change? How are they different from sunflowers?



---

### Ask and Answer Questions

When talking with others, it is important to:

- Ask questions when you do not understand something.
- Answer questions in complete sentences.

What do you mean?

Use the words on the note to help you.

Now share your ideas.

---

### Weekly Question

How do plants grow and change?



I can make and use words to read and write informational text.

My  
Learning  
Goal



## Academic Vocabulary

**Synonyms** are words that have similar meanings.



MY TURN

Read each pair of sentences.

Highlight the synonym for the underlined word.

1. I did not see the bug.

I did not notice it.

2. The flowers make a design.

I can see a simple pattern.

3. Please keep the outdoors clean.

Nature should stay beautiful.



## Read Like a Writer, Write for a Reader

Authors use sequence words to tell readers the order in which events happen. **First, next, then, and last** are sequence words.

Flower buds form on the branches. **Then** the buds open.



The author uses this word to tell readers that the buds open after they form on the branches.



### MY TURN

Write about the events in your day. Use words that name sequences to tell the order.

---

---

---

---

---

---

---

---

---

---



# Spell Words with ck

A closed syllable word ends with a consonant sound.



**MY TURN**

Sort and spell words that end in **ck**.

## Spelling Words

sack

tack

luck

stack

sick

back

black

stuck

**-ack**

sack

**-uck**

## My Words to Know

walk

what

**-ick**



## Declarative Sentences

A **declarative sentence** is a telling sentence. It makes a statement. It begins with a capital letter and ends with a period.

The grass is green. (tells about grass)

Be sure to use a period at the end of a declarative sentence.



### MY TURN

Edit the punctuation marks at the ends of these declarative sentences.

1. The plant is green!

---

---

---



2. It will grow tall?

---

---

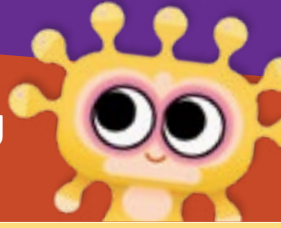
---





I can write informational text.

My  
Learning  
Goal



## Main Idea

An informational book has a **main idea**. The main idea tells what the book is mostly about. Authors use the main idea to focus their writing.



**MY TURN**

Read the passage. Write a main idea for the passage.

First, dig a small hole. Next, put the seed in the hole. Then, cover the seed with dirt. Last, water the seed.

---

---

---

---

---

---

**MY TURN**

Compose a main idea for your informational book.



## Facts and Details

An informational book has facts and details.

A **fact** is a piece of information that is known to be true. A **detail** is a small piece of information.

Authors use facts and details to develop a main idea. They make sure details are specific, or exact. They make sure details are relevant, or about the main idea.



### MY TURN

Write a fact and detail about the main idea.

**Main Idea:** Plants grow and change.

---

---

---

---

---

---

---

---

### MY TURN

Develop facts with specific and relevant details for your informational book.



## Simple Graphics

Simple graphics add details to a text. They show information in a visual way. Photographs, illustrations, charts, diagrams, and maps are types of simple graphics.



### MY TURN

Draw a simple graphic that supports the text.

## Pets

Having a pet can be fun, but it is a lot of work! You need to feed your pet, clean your pet, and play with your pet.



### MY TURN

Include simple graphics as you write your informational book.



# Baby Animal Names

Baby animals and their parents can have different names.

## Baby Animal

kitten



duckling



tadpole



## Parent

duck



frog



cat





## Weekly Question

How are baby animals different from their parents?



**MY TURN**

Match each baby animal to its parent.

fawn



lamb



sheep



deer





## Final Sounds

**SEE and SAY**

Sometimes you hear two sounds at the end of a word. Say each sound as you name each picture. Blend the sounds together to say the word again.



## Final Consonant Blends

Two consonants at the end of a word that are blended together are called **final consonant blends**, like the **lk** in **milk**.

**MY TURN**

Find two words in the classroom with final consonant blends. Write the words on the lines.

---

---

---

---

---

---



## Final Consonant Blends

**TURN and TALK**

Decode these words with a partner.


**best****land****help****ask****left****went****MY TURN**

Read each word. Underline the final consonant blend. Draw a picture to show each word.

**nest****belt****gift****stamp**



# Final Consonant Blends

 **MY TURN** Write **st**, **ft**, or **nt** to finish the words. Then read the sentences.


1. The fox is on the hunnt.

2. He can run fant.

3. What is to his left?

Listen for the  
last two sounds  
that are blended  
together.



 **MY TURN** Write another sentence about the fox. Use words with final consonant blends.

Handwriting practice lines for writing a sentence.



## Add Sounds

**SEE and SAY**

Say the verb that describes the action in each picture. Then add the s sound to the end of each verb. Say the new verbs.



## Inflectional Ending -s

Adding -s to a verb changes its meaning. It shows that one person, animal, or thing does the action now.

**MY TURN**

Read the sentences. Underline the verbs with the ending -s. Tell their meanings.

Jim helps his mom.

He packs up his bag.

Jim grabs the sack.



## My Words to Know

Some words you must remember and practice.

**MY TURN** Read the words.

use

blue

from

this

think



**MY TURN**

Use words from the box to complete the sentences.

**Handwriting** Print the words clearly.

1. We look for a blue pond.

2. I \_\_\_\_\_ we can \_\_\_\_\_ a map.

3. We can go \_\_\_\_\_ here.

4. Look! \_\_\_\_\_ is the pond!



# Inflectional Ending -s

**TURN and TALK**

Decode these words with a partner.

**taps****naps****claps****dips****sips****tips****gets****lets****pets****hops****mops****stops****MY TURN**

Write s to finish each verb.

Jack clap his hands.

His dog run to him.

**TURN and TALK**

Now read the sentences.



# Inflectional Ending -s



**MY TURN**

Add s to the end of each verb.

tag s

rest

hit

drop



**MY TURN**

Write a sentence using one of the words you wrote.

Four sets of blank handwriting lines (top blue, middle dashed blue, bottom pink) for writing practice.



**TURN and TALK**

Talk with a partner about what each word with inflectional ending -s means.

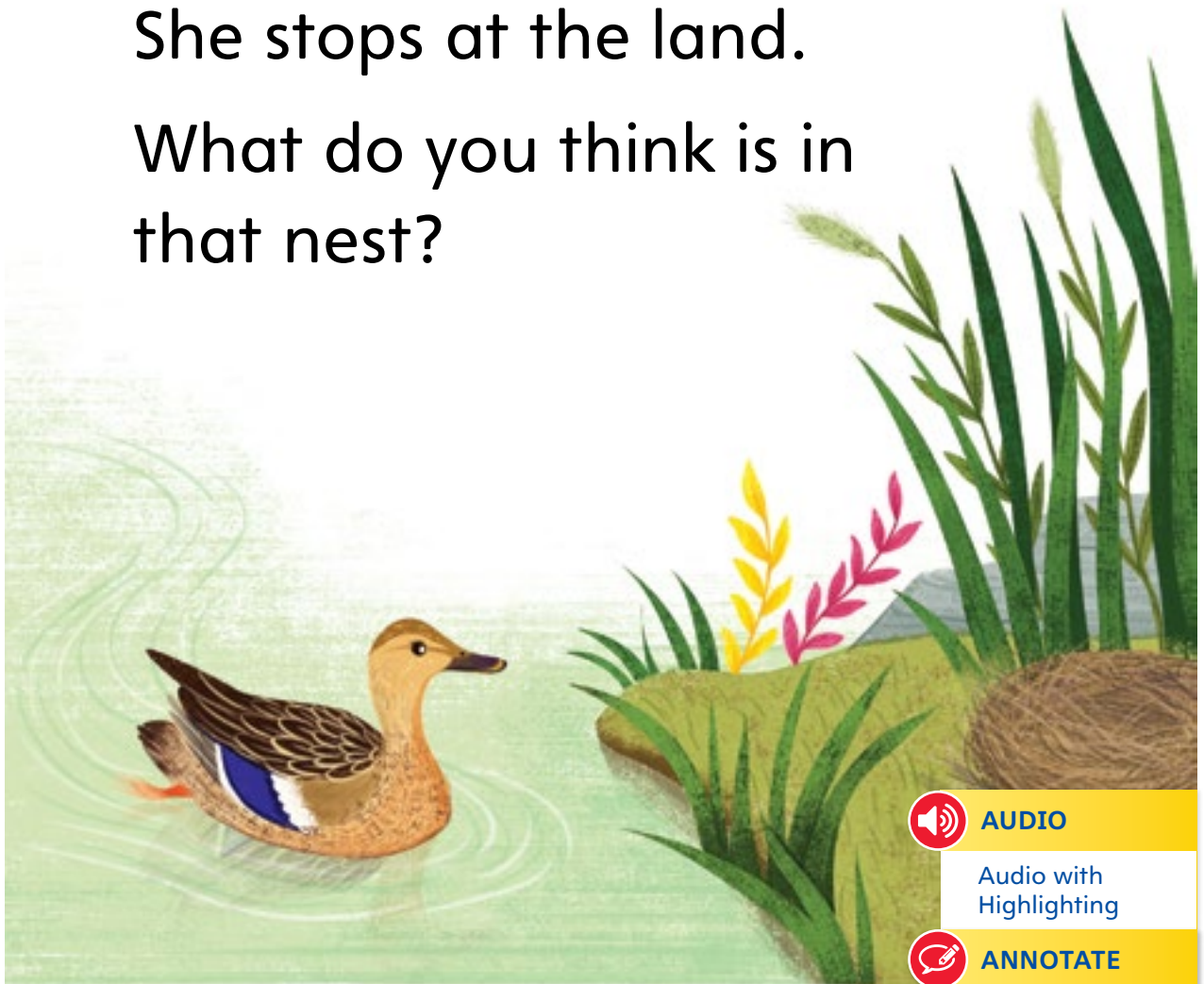


# Little Ducks

Duck swims fast from end  
to end.

She stops at the land.

What do you think is in  
that nest?

**AUDIO**Audio with  
Highlighting**ANNOTATE**

Read the story. Highlight the two  
words with inflectional ending -s.



The nest has eggs!  
Duck stops and sits.  
She will use the nest  
to rest.



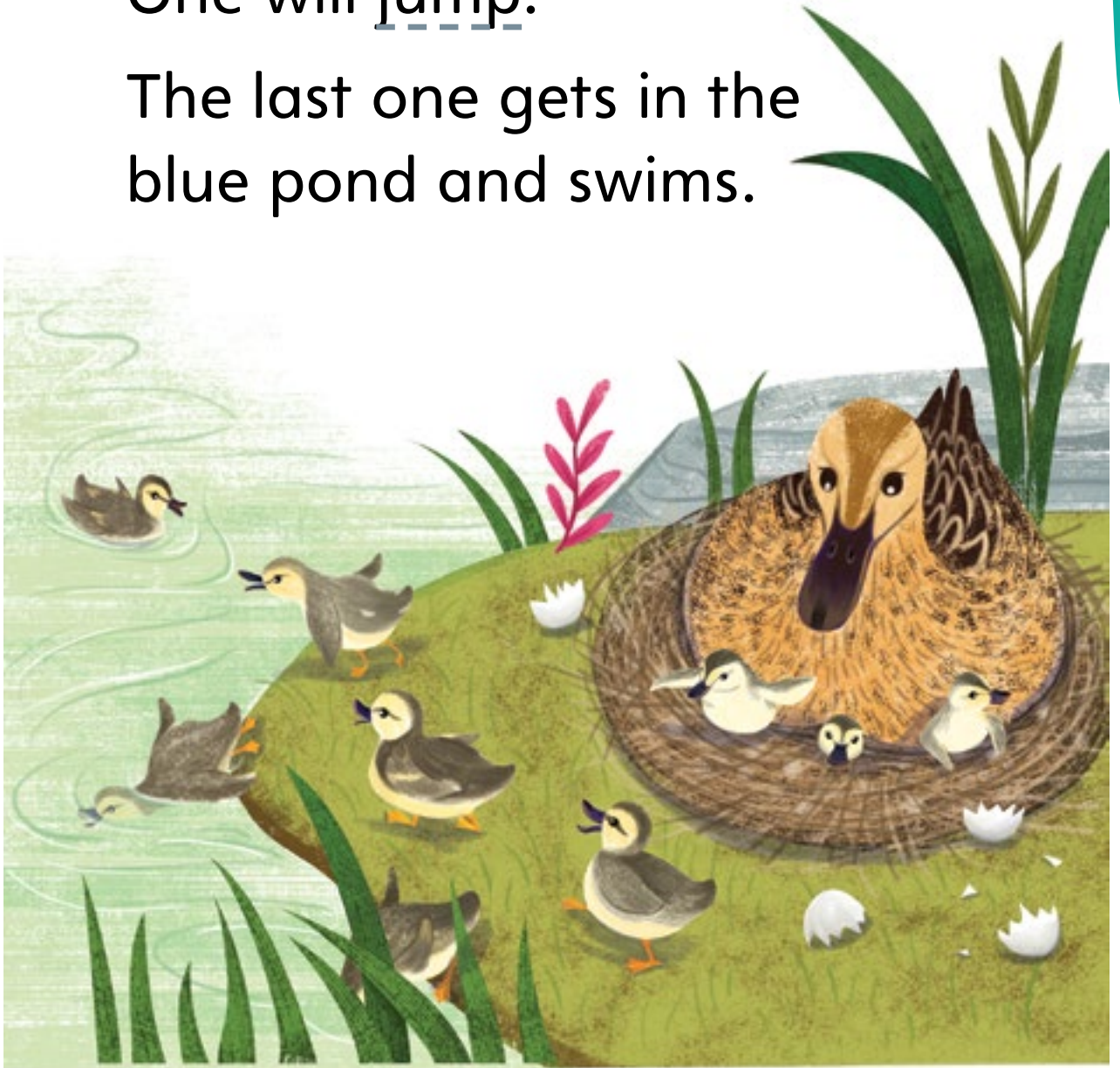
**Highlight** the three words with final consonant blends.



Look at the little ducks!

One will jump.

The last one gets in the  
blue pond and swims.



Underline the four words with final  
consonant blends.



**My  
Learning  
Goal**

I can read informational text.

**SPOTLIGHT ON GENRE**

## Informational Text

Authors write informational text to inform readers about a topic.

**TURN and TALK**

Describe an informational text you have read. What is the author's purpose for writing the text?

**Be a Fluent Reader** Fluent readers read informational text accurately. That means they read with no mistakes. Remember to take your time and think about the words. Read the words carefully.



# Informational Text Anchor Chart

Main Idea

Detail

Detail

Detail

Informational texts  
inform about a topic.



# How Do Baby Animals Grow?

## Preview Vocabulary

You will read these words in *How Do Baby Animals Grow?*

penguin

kangaroo

polar bear

## Read

**Read** to learn about baby animals.

**Look** at the pictures to help you understand the topic.

**Ask** the author a question about the text.

**Talk** about what you learned from the text.

### Meet *the* Author

**Caroline Hutchinson** writes books about many science topics, including plants, animals, weather, and the seasons.





# How Do Baby Animals Grow?

by Caroline Hutchinson



**AUDIO**

Audio with  
Highlighting



**ANNOTATE**







This polar bear makes her home in the snow. She has her babies there. They sleep together and she keeps them warm.



The babies get bigger and bigger.  
They play together in the snow.



#### VOCABULARY IN CONTEXT

What does the word **snow** mean? How does the picture help you figure out what **snow** means?





This kangaroo lives on the grass.  
She has a new baby. The baby  
lives in her pouch.



The mother gives the baby milk and keeps it warm. The baby gets bigger and bigger.



**CLOSE READ**



What questions would you ask the author? **Highlight** the text that you want to ask about.





This penguin makes her home on the ice. The mother penguin lays an egg on the ice.



The baby penguin comes out of the egg. The mother gives the baby food and keeps it warm. The baby gets bigger and bigger.



**CLOSE READ**



Underline the most important detail the author tells about baby penguins.



## Develop Vocabulary

**MY TURN**

Underline the word that names the picture.

kangaroo

penguin



penguin

polar bear



polar bear

penguin

**TURN and TALK**

How can you describe each animal? Respond using the new vocabulary words.



## Check for Understanding

**MY TURN**

Write the answers to the questions. You can look back at the text.

1. How can you tell this is an informational text?

---

---

---

---

---

2. Why does the author use pictures?

---

---

---

---

---

3. Why does a baby animal need its mother?  
Use text evidence.

---

---

---

---

---

---

---

---



## Discuss Author's Purpose

**Author's purpose** is the reason why an author writes a text. Authors write to inform, to entertain, or to persuade.

**MY TURN**

**Highlight** the author's purpose for writing *How Do Baby Animals Grow?* Look back at the text.

to entertain the reader about baby animals

to inform the reader about baby animals

to persuade the reader to like baby animals

**TURN and TALK**

Talk with a partner about what helped you figure out the author's purpose.



## Ask and Answer Questions

Readers generate, or ask, questions to help them understand the author's purpose.

They ask questions before, during, and after reading to figure out what the author's purpose might be.



### MY TURN

Write a question you want to ask the author. Look back at the text.

---

---

---

---

---

---

---

---

---

---



### TURN and TALK

Talk with a partner about how the author might answer your questions.



## Reflect and Share

### Write to Sources

Think about another text you have read this week. On a separate sheet of paper, compare the author's purpose to the author's purpose of *How Do Baby Animals Grow?*



---

### Use Text Evidence

When writing comments about texts, it is important to use examples from the texts.

You should:

- Find an example from each text that supports your ideas.
  - Explain how the examples support your ideas.
- 

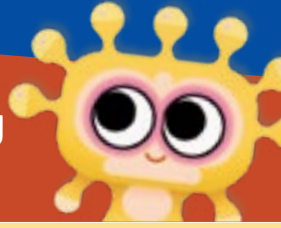
### Weekly Question

How are baby animals different from their parents?



I can make and use words to read and write informational text.

My  
Learning  
Goal



## Academic Vocabulary

**Context clues** are words and pictures that can help you learn or clarify the meaning of a word.



MY TURN

Read each sentence. Circle the context clue for each underlined word.

1. The class observed the baby animals and noticed how they looked like their parents.
2. The animal's natural home is in the forest.
3. Can you see the way the organized spots make a pattern?





## Read Like a Writer, Write for a Reader

Authors organize information in a text to support their reason for writing. The author of this text uses description text structure to organize the topic.

The mother gives the baby food and keeps it warm. The baby gets bigger and bigger.

←..... The author uses description text structure to explain how the mother helps the baby.

 **TURN and TALK** Talk about how the author uses description text structure to explain how baby animals grow. Find examples in the text.

 **MY TURN** Using description text structure, write a sentence to explain something to readers.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



# Spell Words with Final Consonant Blends

**Consonant blends** are two consonants that are together and spell a blended sound.



**MY TURN** Write the words in alphabetical order. Look at the first letter. Then look at the second letter.

| Spelling Words |      |      |      | My Words to Know |
|----------------|------|------|------|------------------|
| ask            | mask | went | pond | use              |
| ramp           | held | felt | and  | from             |

1. and

2.

3.

4.

5.

6.

7.

8.

9.

10.



## Interrogative Sentences

An **interrogative sentence** asks a question. It begins with a capital letter. It ends with a question mark.

Can you see the duck?  
(asks a question)

**MY TURN**

Edit the sentences by adding a question mark to the interrogative sentences.

1. Is this a pond



2. Does that duck live here



3. Look at the little duck



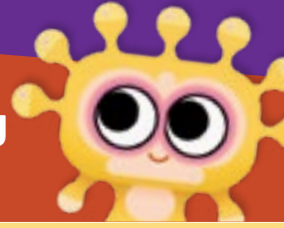
4. Will the duck fly





I can write informational text.

My  
Learning  
Goal



## Organize with Structure

Authors can organize their writing using a main or central, idea. They write details that tell about a main idea.



**MY TURN**

Find the main idea and details in an informational book.

### Main Idea

---

---

---

---

---

### Details

---

---

---

---

---



**MY TURN** Develop your informational book by organizing with structure.



## Features and Simple Graphics

Authors include features and pictures in their writing to add more details about the text.

**MY TURN**

Write a sentence that supports each picture.



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

**MY TURN**

Revise your drafts by adding details using features or pictures.



## Introduction and Conclusion

An **introduction** is the beginning of the writing. It introduces the topic. A **conclusion** is the ending of the writing.



### MY TURN

Read the text. Underline the introduction. Write a conclusion sentence.

### Baby Penguins

Baby penguins need both parents when they are born. The mother penguin lays the egg. The father penguin keeps the egg warm. When the egg hatches, the mother feeds the baby.

---

---

---

---

---

---

---

---

**MY TURN** Develop an introduction and conclusion for your informational book.



# Changing with the Seasons



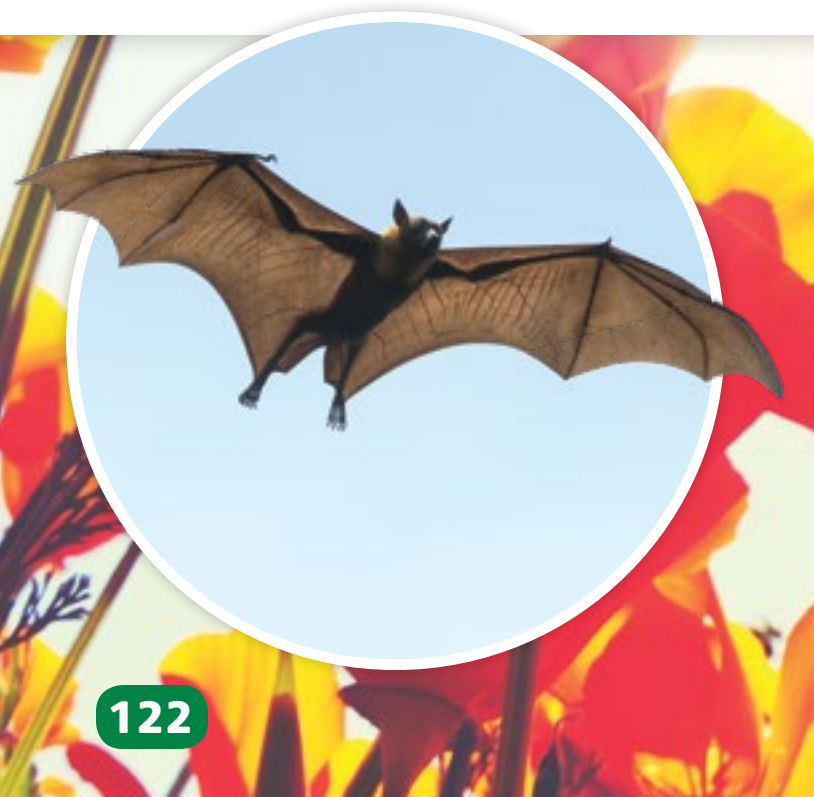
MY TURN

Circle the name of each season.



**Spring**

A little brown bat wakes up from hibernation.



A snowshoe hare has brown fur.

**Summer**





## Weekly Question

WEEK  
4

# How do animals change with the seasons?



**Fall**

A little brown bat starts its hibernation.




A snowshoe hare has white fur.

**Winter**





# Rhyming Words

 **SEE and SAY** Rhyming words have the same middle and ending sounds. Say each picture name. Produce, or say, other words that rhyme with the picture names.

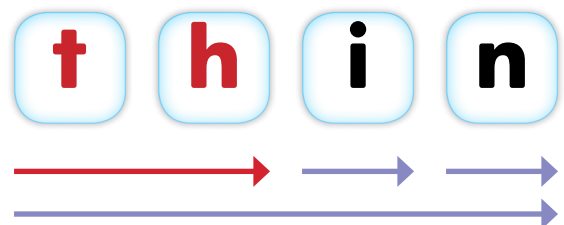
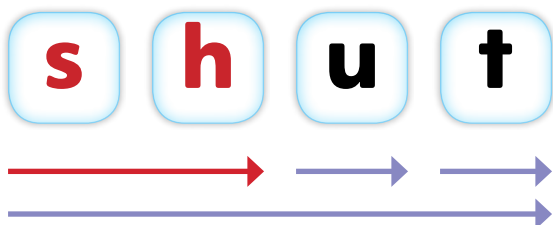


# Consonant Digraphs sh, th

The letters **sh** make the sound at the beginning of **ship** or at the end of **wish**.

The letters **th** make the sound at the beginning of **thick**, at the beginning of **the**, or at the end of **path**.

**MY TURN** Read each word.





# Consonant Digraphs sh, th

**TURN and TALK**

Decode these words with a partner.

**bath****math****path****dish****fish****wish****that****them****then****shed****shell****shelf****MY TURN**

Write **sh** or **th** to finish the words.

1. Jon walks to a \_\_\_\_\_ **op** \_\_\_\_\_ .

2. He is \_\_\_\_\_ **wi** \_\_\_\_\_ his mom.

**TURN and TALK**

Now read the sentences.



# Consonant Digraphs sh, th

 **MY TURN** Read the picture names. Underline the digraph in each picture name.




fish



bath



shell

 **MY TURN** Write a sentence that includes a word with **sh** or **th**.

---

---

---

---

---

---

---

---

---

---



## Rhyming Words

**SEE and SAY**

Rhyming words have the same middle and ending sounds. Say each picture name. Say a series, or list, of rhyming words.



## Inflectional Ending -ing

The ending **-ing** on a verb shows that someone or something is, was, or will be doing something.



**MY TURN** Read the sentences.

One cat is **missing**.

Two cats are **missing**.

We are **looking** for the cats!



## My Words to Know

Some words you must remember and practice.

**MY TURN** Read the words.

all

too

her

goes

make



**MY TURN** Write words from the box to complete the sentences. Read the sentences.

1. Kim has all the hats by                     .

2. She                      to the shop for hats.

3. Do you like hats                      ?

4. We can                      a hat hut!



# Inflectional Ending -ing

**TURN and TALK**

Read these words with a partner.

**telling****yelling****selling****kicking****licking****ticking****MY TURN**

What is the person doing in each picture? Write **-ing** to finish each word.



planting



brush

**TURN and TALK**

Now read the words. What do the words mean?



## Inflectional Ending -ing

**MY TURN**

Read the sentences. Underline the words that tell what Bill and Pam are doing.

Bill and Pam are packing a bag.

Bill is looking for his sock.

Pam is helping Bill.

Words with the ending **-ing** often come after the word **is** or **are**.

**MY TURN**

Write another sentence about Bill and Pam that tells something they are doing.



Bill and Pam



# Beth and Nash

Beth has to rush to the path.

She goes to get nuts.

All the nuts make Beth glad.

**AUDIO**Audio with  
Highlighting**ANNOTATE**

Read the story. Highlight the four words with the same ending sound as **bath**.



Nash is helping Beth too.  
They are fixing her den.  
They will go from thin  
to thick.



Underline the two words with the  
inflectional ending **-ing**.



Beth and Nash are resting.  
They have the nuts on a dish.  
The nuts are fresh. Yum!



Highlight the three words  
with the **sh** sound.



**My  
Learning  
Goal**

I can read about how living things grow and change.

## Poetry

Poetry is written in lines. It can have rhyme, or words with the same middle and ending sounds. It often has rhythm, or a strong beat.

**Rhythm**

• Hickory, dickory, dock,

The mouse ran up the clock;

**Rhyme**

The clock struck one,

And down he run,

Hickory, dickory, dock.



**TURN and TALK** How is poetry different from informational text?



# poetry Anchor Chart

## Rhyme



cat rhymes with rat

## Rhythm

The mouse ran up the clock  
ta DUM ta DUM ta DUM





# Poetry Collection

## Preview Vocabulary

You will read these words in the poems this week.

eat

dig

sleep

burrow

## Read

**Read** to understand rhythm and rhyme.

**Look** at the illustrations to help you understand the poems.

**Ask** questions during reading to better understand the poems.

**Talk** about what you find interesting.

### Meet *the* Author



**Chitra Banerjee Divakaruni** was born in India. Many of her books talk about what it's like to come live in America.



# Poetry Collection



The Long Sleep



Changes

written by Chitra Divakaruni  
illustrated by Ian Joven



AUDIO

Audio with  
Highlighting



ANNOTATE



# The Long Sleep

written by Chitra Divakaruni  
illustrated by Ian Joven



When red leaves fall,  
I eat all day.



Then dig my den—  
No time to play.



CLOSE READ



Read the pages aloud. Clap the beat  
of the poem. Underline the words you  
clapped on.



Full and happy,  
I sleep and sleep  
Through winter's chill  
And snowfalls deep.







CLOSE READ



**Highlight** the words that tell how the bear changes when winter comes.



# Changes

written by Chitra Divakaruni

illustrated by Ian Joven



In spring and summer  
My coat is brown.



I blend with dirt.

I burrow down.

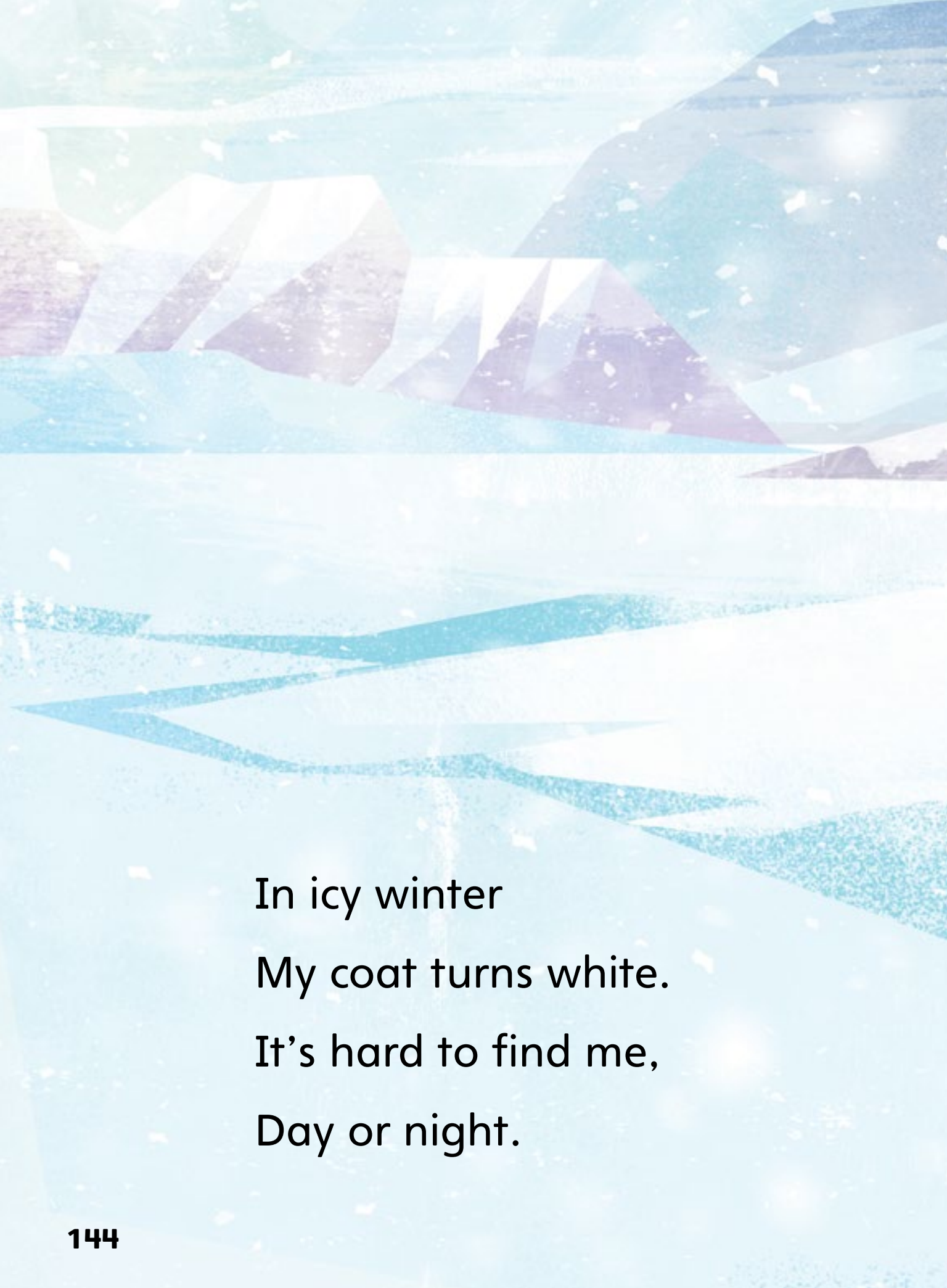


CLOSE READ



Underline the lines that rhyme.





In icy winter  
My coat turns white.  
It's hard to find me,  
Day or night.





**CLOSE READ**



**Highlight** the words that tell how the fox changes with the seasons.



## Develop Vocabulary

**MY TURN**

Write the word that finishes each sentence.

eat

dig

sleep

burrow

Foxes burrow into the dirt.

Bears \_\_\_\_\_ their own dens.

They \_\_\_\_\_ through the winter.

Bears \_\_\_\_\_ lots of food before winter.

**TURN and TALK**

Talk with your partner about how the words in the box are alike.



## Check for Understanding

**MY TURN**

Write the answers to the questions. You can look back at the text.

1. What makes these texts poetry?

---

---

---

---

---

---

2. Why does the author use the words **chill** and **icy**?

---

---

---

---

---

---

3. How is the bear like the fox? Use text evidence.

---

---

---

---

---

---



## Describe Elements of Poetry

Poems can have rhyme and rhythm. Words that **rhyme** have the same middle and ending sounds. **Rhythm** is a regular pattern of beats.

**MY TURN**

Draw a picture that shows the lines that rhyme in “Changes.” Look back at the text.

**TURN and TALK**

Clap the rhythm of “The Long Sleep” with a partner. Look back at the text.

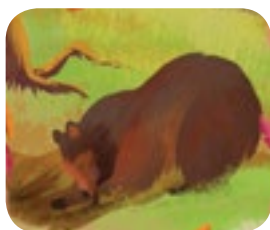


## Create New Understandings

You make new understandings when you synthesize, or put together, information as you read.

**MY TURN**

What new understanding can you make with these details?  
Look back at the texts.

**Details****Details****My New Understanding**

---

---

---

---

---

---

---

---



## Reflect and Share

### Talk About It

You read about how a fox and a bear change with the seasons. What other animals have you learned about that change in some way? How are those animals like the fox or bear?



---

### Listening to Others

When talking with others, it is important to:

- Listen politely.
- Look at the person who is speaking.

Use the words on the note to help you.

Now share your ideas.

What do you think. . .?  
I think . . .

---

### Weekly Question

How do animals change with the seasons?



I can make and use words to connect reading and writing.

My  
Learning  
Goal



## Academic Vocabulary

**Word parts** are added to some words to make new words with different meanings.

The word part **-less** means “**without**.”

The word part **un-** means “**not**.”



MY TURN

Write the correct word part to make a word that fits the definition.

### Definition

patternless

without a pattern

noticed

not noticed

sense

without sense




## Read Like a Writer, Write for a Reader

Authors use words to help readers imagine the way things look, feel, sound, taste, and smell.

Through **winter's chill** .....  
And snowfall deep

The author chose this word to help readers visualize winter.

 **TURN and TALK** How does the word **chill** help you visualize, or imagine, winter?

 **MY TURN** Write sentences with words that tell how your classroom looks, sounds, or smells. The words should help you visualize the classroom.

---

---

---

---

---

---

---

---

---

---



# Spell Words with Consonant Digraphs sh, th

Digraphs are two letters that spell one sound.



**MY TURN**

Sort and spell the words.

## Spelling Words

ship  
trash

shop  
thick

fish  
bath

thin  
crash

sh

ship

th

## My Words to Know

goes

all



## Exclamatory Sentences

An **exclamatory sentence** expresses a strong feeling or surprise. It begins with a capital letter and ends with an exclamation mark.

I did it! (expresses a strong feeling)



### MY TURN

Edit the exclamatory sentences by adding an exclamation mark.

1. Stop \_\_\_\_\_
2. Wow, look at that \_\_\_\_\_
3. I am here \_\_\_\_\_
4. Watch out \_\_\_\_\_

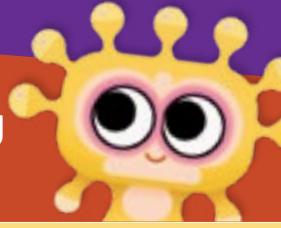
### MY TURN

Write an exclamatory sentence on a separate sheet of paper.



I can write informational text.

My  
Learning  
Goal



## Edit for Capitalization

Authors capitalize the beginning of sentences, the word **I**, the days, the months, and the names of people.

Sam and **I** will meet on a **Friday** in **May**.



**MY TURN**

Edit the capital letters in these sentences. Write the correct words.

1. what day in june is jon coming?

---

---

---

2. he and i are coming on monday.

---

---

---

3. can i bring my dog?

---

---

---

**MY TURN**

Edit for capital letters in your informational book.



## Edit for Nouns

A **possessive noun** tells who or what owns something.

the fox's fur (**apostrophe s** shows that one fox owns the fur)

the bears' den (**apostrophe after the s** shows that two or more bears own the den)



### MY TURN

Name the animals in the pictures. Then write about what the animals own.

cat's yarn



### MY TURN

Edit for nouns in your informational book.



## Edit for Complete Sentences with Subject-Verb Agreement

A sentence tells a complete idea. It has a subject and a verb that must match.

Add **-s** to verbs that tell what one subject is doing now.

Do not add **-s** to verbs that tell what two or more subjects are doing now.



### MY TURN

Edit the underlined subject and verb in these sentences.

1. The bear sleep in the winter.

bear sleeps

2. Arctic foxes digs in the dirt.

---

---

---



### MY TURN

Edit your informational book for subject-verb agreement.



# Growing Older

When I turned one,  
I learned how to walk.  
The world was so new  
when I started to talk.



When I was three,  
I slid down and climbed up.  
I could put on my shoes;  
I could drink from a cup.





### How do people grow and change?



Now I am six.  
I can run and play ball.  
I'm learning new things  
even though I seem small.

Soon I'll be eight!  
I can't wait to see  
how big and how smart  
I will grow up to be.




#### TURN and TALK

Tell about your experiences growing up. How do you feel about growing and changing?



# Change Sounds

 **SEE and SAY** Say each picture name. Then change the beginning sound. Say the new word.



## Long a Spelled VCe

The vowel-consonant-e pattern (VCe) makes vowels long. A long vowel says its name.

The letter **a** can make the long **a** sound you hear in **tape**.

**MY TURN** Read these words.

**l a t e**

→ → → →

**s a m e**

→ → → →



## Long a Spelled VCe

**TURN and TALK**

Decode these words with a partner.

**take****gave****cane****make****save****lane****MY TURN**

Say each picture name. Write a to finish each word. Match each picture to the word that names it.



lake

plate

grape



# Long a Spelled VCe



**MY TURN**

Read the sentences. Highlight words with the long **a** sound.

Kate ate grapes on a plate.

Kate gave one grape to Dave.

Can she bake a cake too?

Listen for the long  
**a** sound that you  
hear in **make**.



**MY TURN**

Write a sentence using words with long **a** spelled **a\_e**.

---

---

---

---

---

---

---

---

---

---



## Middle Sounds

**SEE and SAY**

Say each sound as you name each picture. Listen to the middle sound. Then say the picture names again.



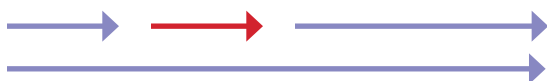
## Vowel Sound in ball

The letters **a**, **al**, and **aw** can spell the vowel sound you hear in **ball**.

**MY TURN**

Read these words.

**c** **a** **l** **l**



**p** **a** **w**



**w** **a** **l** **k**





## My Words to Know

Some words you must remember and practice.

**MY TURN** Read these words.


four

five

ride

part

your

 **MY TURN** Use words from the box to complete the sentences. Then read the sentences.



1. Jane is four or \_\_\_\_\_.

2. She can \_\_\_\_\_ fast.

3. Can she go to \_\_\_\_\_ game?

4. She will see \_\_\_\_\_ of it.



## Vowel Sound in ball

**TURN and TALK**

Read these words with a partner.

**lawn****yawn****crawl****small****wall****mall****talk****chalk****walk****paw****saw****draw****MY TURN**

Circle the words that finish the sentences.

1. Dave (saw / sat) Kate.
2. They will (take / talk).
3. Then they will go to the (mall / map).



## Vowel Sound in ball

**MY TURN**

Read the sentences. Underline the words that have the same vowel sound as **ball**.

Jake is smal.

He can not talk well.

He sees a ball.

He will walk to get it.

The letters **al**  
and **aw** spell the  
vowel sound you  
hear in **ball**.

**MY TURN**

Write a sentence about Jake and the ball.

---

---

---

---

---

---

---

---

---

---



# Brave Jane

Jane is a small kid.

She is not four. She is five.

She can walk her dog.

She can draw one part.

**AUDIO**Audio with  
Highlighting**ANNOTATE**

Read the story. Highlight the three words with the same vowel sound as **ball**.



Can Jane ride?

Mom came to help.

Jane goes fast.

Use your brakes, Jane!



Underline the five words with  
long **a**.



Jane waves to Mom from  
the gate.

She stands tall.

Brave Jane can ride!



Highlight the five words with  
long **a**.



**My  
Learning  
Goal**

I can read about how living things grow and change.

## Drama

A drama, or play, is a story that is written to be acted out for others. It has characters and a setting. It has dialogue, or what the characters say.

**Setting**

**In the living room**

**Characters**

Kim: It's snowing! I need my coat.

Dad: It is too small.

**Dialogue**

Wear this bigger one.

Kim: Thanks, Dad.

**TURN and TALK**

How is a play different from informational text?



# Drama Anchor Chart

Drama has...

**Characters**

the people in the drama

**Setting**

when and where the story takes place

**Plot**

the story

**Dialogue**

words the characters say



# Bigger Shoes for the Big Race

## Preview Vocabulary

You will read these words in *Bigger Shoes for the Big Race*.

big

new

fast

small

## Read

**Look** at the pictures. Make a prediction, or guess, about the text.

**Read** to check if your prediction is correct.

**Ask** questions about confusing parts.

**Talk** about the events with a partner.

### Meet *the* Author



**Wade Hudson** writes to tell about the lives of African Americans. Wade thinks good books make a difference in children's lives.



# Bigger Shoes for the Big Race

written by Wade Hudson  
illustrated by Tracy Bishop



## Characters

TIMMY CALVIN DARIUS

## Setting

LIVING ROOM



AUDIO

Audio with  
Highlighting



ANNOTATE





TIMMY: Look at my fast running shoes. They are too small.



DARIUS: Look at my superfast running shoes. They are too small too.



CLOSE READ



A drama, or play, has characters.  
Underline the names of the characters.



TIMMY: I need new running shoes. I have a big race.





DARIUS: I need new running shoes. I have a big race too.



CLOSE READ

**Highlight** the details that help you know about the characters. Use the picture too.



**Timmy points to Darius's shoes.**



**TIMMY:** Can I have your  
superfast running shoes, Darius?



DARIUS: You can have my  
superfast running shoes, Timmy.



CLOSE READ



Drama has dialogue that tells what  
the characters say. Underline the  
dialogue.





DARIUS: But now I don't have any superfast running shoes. What should I do?

TIMMY: Maybe Calvin can help.



**Calvin enters, smiling.**

**CALVIN:** My superfast running shoes are too small for me. You can have them, Darius.

**TIMMY AND DARIUS:** Now we both have shoes for the big race!



**CLOSE READ**



**Highlight** the details that help you know about the characters. Use the pictures too.



## Develop Vocabulary

Words may have the same general meaning but still have slightly different meanings, or **shades of meaning**.



### MY TURN

Match the words that have the same general meaning.

new

quick

big

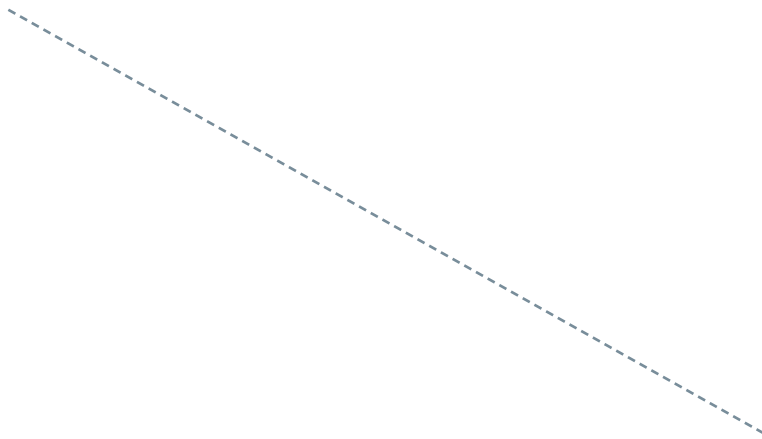
tiny

fast

original

small

large



### TURN and TALK

Find the word pairs in a dictionary. Discuss how the words in each pair have slightly different meanings.



## Check for Understanding

**MY TURN**

Write the answers to the questions.  
You can look back at the text.

1. What parts of the text help you know that it is a drama, or play?

---

---

---

---

---

2. What does the author want us to think about as we read this text?

---

---

---

---

---

3. Why is Calvin able to help? Use text evidence.

---

---

---

---

---



## Find Elements of Drama

A drama, or play, has characters, a setting, and dialogue. **Dialogue** is the words the characters say.



### MY TURN

What elements of a play are in *Bigger Shoes for the Big Race*? Look back at the text.

#### Characters

#### Setting

#### Dialogue



### TURN and TALK

Talk about the characters and setting in the play *Bigger Shoes for the Big Race*.



## Make Inferences

Readers make inferences when they use what they know and what they read to figure out the text.



**MY TURN** What inference can you make about the characters? Look back at the text.

Timmy and Darius like to

---

---

---

Calvin is

---

---

---

because

---

---

---

---

---

---



**TURN and TALK** Talk about the text evidence that supports your inference.



## Reflect and Share

### Write to Sources

Think about the texts you have read this week. Which text did you like best? On a separate sheet of paper, write your opinion.

---



### State an Opinion

When you state your opinion, you tell what you think or feel about a topic. You should:

- Tell a reason for your opinion.
  - Use the word **because** to tell your reason.
  - Use examples from the text to support your opinion.
- 

### Weekly Question

How do people grow and change?



I can make and use words to connect reading and writing.

My  
Learning  
Goal



## Academic Vocabulary



MY TURN

Read each sentence.

Mark **yes** or **no**.

|   | Yes | No |
|---|-----|----|
| It's <b>natural</b> for living things to grow and change.     |     |    |
| Flowers can have <b>patterns</b> .                            |     |    |
| Our five senses help us <b>notice</b> things.                 |     |    |
| It's important to have a <b>reason</b> to support an opinion. |     |    |



TURN and TALK

Talk about your answers with a partner. Respond using new vocabulary words.



## Read Like a Writer, Write for a Reader

Sometimes authors choose interesting words to describe something that is important.

Look at my **superfast** running shoes.

The author uses an interesting adjective to describe the shoes.



### MY TURN

Write about something that is important to you. Use an interesting word to describe it.

---

---

---

---

---

---

---

---

---

---



# Spell Long a Words

Long **a** words can be spelled **a\_e**.



**MY TURN**

Sort and spell the words.

## Spelling Words

came

cake

take

name

make

bake

same

shake

**-ake**

make

**-ame**

## My Words to Know

four

your

**MY TURN**

Find

three spelling words  
in a dictionary.



## Imperative Sentences

An **imperative sentence** gives a command or makes a request. It begins with a capital letter and ends with a period.

Take out a pencil. (gives a command)

Look at me, please. (makes a request)



### MY TURN

Edit the punctuation marks for these imperative sentences.

1. Give me the shoes? \_\_\_\_\_

.

2. Max, turn the page! \_\_\_\_\_

3. Look to the left? \_\_\_\_\_



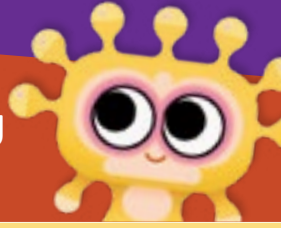
### MY TURN

Write an imperative sentence.



I can write informational text.

My  
Learning  
Goal



## Edit for Capitalization

Review the rules for capitalization.

Use a capital letter:

- at the beginnings of sentences
- for the word **I**
- for the names of people
- for months and days in dates



**MY TURN** Underline the words that need a capital letter.

On may 12, i went to the zoo. My sister jess wanted to see the new giraffe. we watched the baby giraffe play with its mom.

**MY TURN** Edit for capitalization in your informational book.



## Edit for Commas

A comma is used in dates. Commas are used to separate the words in a list, or series.

June 10, 2020 (comma between the date and year)

We can run, swim, and jump. (comma after each word in a list)



### MY TURN

Add commas to the correct place in each sentence.

1. The race is on May 17, 2020.
2. We need shoes shorts and hats.
3. Let's celebrate the race on June 2 2020.
4. Can you bring chalk tape and a horn?

### MY TURN

Edit your informational book for commas.



## Assessment

In this unit, you have learned how to write an informational book.



**MY TURN**

Read the list. Put a check next to what you can do.

- ☐ I can brainstorm a topic and a main idea.
- ☐ I can organize my informational book.
- ☐ I can write an introduction and a conclusion.
- ☐ I can add facts and details.
- ☐ I can make pictures.
- ☐ I can use correct nouns and verbs.
- ☐ I can edit for capital letters and commas.



## UNIT THEME

# I Spy



### MY TURN

Look back at each text.  
Find a picture that  
shows how a living thing  
grows and changes.  
Write the page number  
of the picture.



### How Do Baby Animals Grow?

Example of change:

Page \_\_\_\_\_

WEEK

3



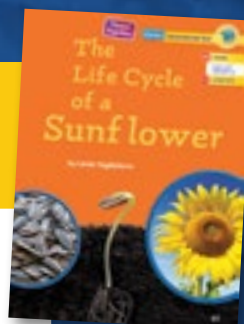
WEEK

2

### The Life Cycle of a Sunflower

Example of change:

Page \_\_\_\_\_



WEEK

1

### The Life of a Frog

Example of change:

Page \_\_\_\_\_







WEEK 4

**"The Long Sleep"  
"Changes"**

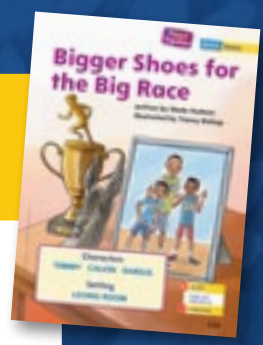
Example of change:  
Page \_\_\_\_\_



WEEK 5

**Bigger Shoes for the Big Race**

Example of change:  
Page \_\_\_\_\_



**Essential Question**

**MY TURN**

How do living things grow and change?



WEEK 6

**Project**



Now it's time to apply what you learned about growing and changing in your **WEEK 6 PROJECT: New at the Zoo!**



# Change Sounds



SEE and SAY

Say the name of each picture.

Then change the beginning sound. Say the new word.



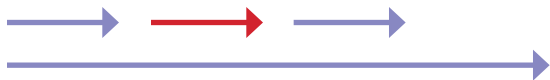
## Long i Spelled VCe

In words spelled vowel-consonant-**e**, the letter **i** spells the long **i** sound you hear in **bike**. The **e** is silent.

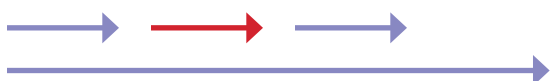
MY TURN

Read these words.

l i f e



f i n e





## Long i Spelled VCe



TURN and TALK

Decode these words.



dine

mine

line



kite

bite

quite



like

hike

spike



hide

hide

ride



MY TURN

Write **i** to finish each word.

b i k e



s l i d e



d i m e



l i m e



## Long i Spelled VCe

**MY TURN**

Read the sentences.

Underline words with the long i sound.Mike goes on the slide.

The slide is fine.

Do you like to slide?

Mike will slide one time.

Listen for the  
long i sound you  
hear in **ride**.

**MY TURN**Write a new  
sentence about the slide.

---

---

---

---

---

---

---

---

---

---



# Spell Long i Words

Long i words can be spelled **i\_e**.



**MY TURN**

Sort and spell the words.

## Spelling Words

hide

fine

side

dine

bike

like

ride

hike

**-ine**

fine

**-ide**

**-ike**

## My Words to Know

don't

know



## Different Sounds



**SEE and SAY**

You can listen for sounds that are alike and different. Say the name of each picture. Listen to the middle sound. Tell which picture name has the short **i** sound. Tell which picture name has the long **i** sound.



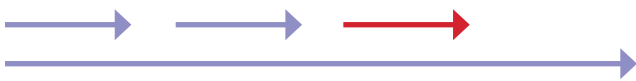
## s Sound Spelled c; j Sound Spelled g

Sometimes the letter **c** can make the **s** sound like you hear in **mice**. Sometimes the letter **g** can make the **j** sound like you hear in **cage**.

**MY TURN**

Read these words.

**n i c e**



**s t a g e**





## My Words to Know

Some words you must remember and practice.

**MY TURN** Read these words.

into

don't

know

many

after



**MY TURN** Complete each sentence with a word from the box. Read the sentences.

1. I know the game.

2. You hide and I come \_\_\_\_\_ you.

3. Jake goes \_\_\_\_\_ the box.

4. I look \_\_\_\_\_ times.

5. I \_\_\_\_\_ know where he is!



# s Sound Spelled c

# j Sound Spelled g



Decode these words.



age

cage



face

space



rice

slice



MY TURN

Read these sentences.

Underline words with consonant **c** and **g**.

The little mice are in a cage.

There is no space on this page.

I ran the race at a nice pace.



# s Sound Spelled c

# j Sound Spelled g

**MY TURN**

Read the sentences.

Underline words with the **s** sound spelled **c**.

Highlight words with the **j** sound spelled **g**.

The little mice are on stage.

They are not in a cage.

There is a smile on my face.

The mice had a race.

**MY TURN**

Write a sentence about the mice.

The mice



# Too Many Pups!



AUDIO

Audio with  
Highlighting



ANNOTATE



Mike is my age.  
He has too many pups.  
They are nice.  
They don't bite. But they run!  
I know they will get big.



Underline the words with the **s** sound  
spelled **c** and the **j** sound spelled **g**.



Grace likes this pup.  
Max likes this pup.  
It is time to go.



Highlight the words that have long **i** spelled VCe.



Mike went back into the den.

After two pups go, just one  
is left.

Mike smiles.

One pup is not too many!



**Highlight** the words that have long **i**  
spelled VCe.



# New at the ZOO!

## Activity

Your local zoo wants to add a new animal. Write a letter to the zookeeper. Tell your opinion about which animal it should be and why.

## RESEARCH

### Let's Read!

This week you will read three articles about animals.

1

Animals in Zoos

2

Schools Need Bird-Watching Clubs

3

Safari Adventure



## COLLABORATE

With a partner, choose an animal to research. What are two questions you have about this animal?



## Use Academic Words



### COLLABORATE

You learned many new academic words in this unit. With your partner, use some of these new words to talk about the picture.



### Zoo Animal Research Plan

- Day 1** Generate questions for research.
- Day 2** Research an animal.
- Day 3** Write a letter to the zookeeper.
- Day 4** Revise and edit the letter.
- Day 5** Present the letter to classmates.



## What Do You Think?

Sometimes authors try to get you to think or do something. Think about the reasons an author gives. Use what you learn to write your letter.

**COLLABORATE**

With a partner, read “Schools Need Bird-Watching Clubs.” Then fill in the chart about the article.

**Author’s Opinion**

What does the author want you to think?

**Author’s Reasons**

What reasons does the author give?

**Persuasive Words**

Can you find any persuasive words?





## Ask an Expert!

A **source** is a person, book, or Web site that has information to help answer questions.

My zoo animal is \_\_\_\_\_.

Two questions about my animal are

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### COLLABORATE

**Circle** the source where you will look for information to answer your questions.



**books**



**computer**



**librarian**



## Opinion Letter

Opinion letters include opinions, reasons, facts, and persuasive words to try to convince readers to think or do something.

Dear Zookeeper Hernandez,

Persuasive Word

I think polar bears are the  
**best** animal to add to the zoo.

Opinion

People will be happy to watch  
them grow up. Polar bears are  
small when they are born.

Reason

Fact

But they get big quickly!

From,  
Susan Gavin and  
Dianne Laux





## Go to the Zoo!



### COLLABORATE

If you need more information to answer your questions, you can try a zoo Web site. Follow these steps:

1. Go to your favorite zoo Web site.
2. Enter your animal name in the search window.
3. Find a new fact about your animal.



### COLLABORATE

With a partner, find a new fact about your animal.

My new fact: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



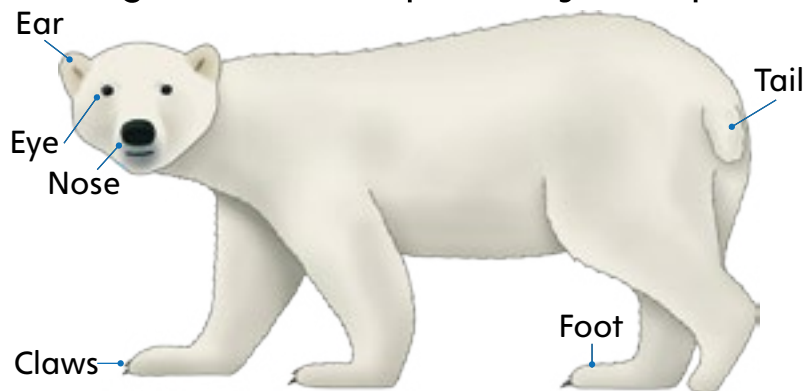
## Take a Picture!

You can make your letter stronger by adding a picture or diagram.

Photographs and drawings help your readers picture your topic.



Diagrams show parts of a topic.



**COLLABORATE**

With a partner, choose a drawing, photo, or diagram to show the class when you present your project.



## Revise

**COLLABORATE**

Read your letter to your partner.

Did you check your

|          |     |    |
|----------|-----|----|
| opinion? | yes | no |
|----------|-----|----|

|          |     |    |
|----------|-----|----|
| reasons? | yes | no |
|----------|-----|----|

|        |     |    |
|--------|-----|----|
| facts? | yes | no |
|--------|-----|----|

Did you circle  
yes or no?



## Edit

**COLLABORATE**

Read your letter again.

Check for

☐ spelling

☐ punctuation

☐ capital letters



## Share



Present, or share, your letter.

Remember to follow the rules for  
**speaking and listening.**

- Speak clearly at an appropriate pace.
- Follow the conventions of language.
- Listen actively.

## Reflect



Complete the sentences.

One thing I like about my letter is

---

---

---

---

---

Something I would change next time is

---

---

---

---

---



## Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

**MY TURN**

Complete the sentences.

## Reflect on Your Reading

My favorite text I read on my own is

---

---

---

---

---

## Reflect on Writing

My best writing from this unit is

---

---

---

---

---



# How to Use a Picture Dictionary

You can use a picture dictionary to find words. The words are grouped into topics. The topic of this picture dictionary is **directions** and **positions**. Look at the pictures, and try to read the words. The pictures will help you understand the meanings of the words.

This is a picture  
of the word.

This is the word  
you are learning.



over



Find the word **under** in the picture dictionary. To be sure you understand what the word means, use the word in a few sentences.



**Directions and Positions**



**up**



**under**



**down**



**bottom**



**front**



**back**



## How to Use a Digital Resource

An online dictionary, or **digital resource**, can help you find the meanings of words that are not in this glossary. Type the word you are looking for in the search box. When you hit return, the word and meaning will pop up.

Type the word into the search box.

life cycle



life cycle



lyf sy-kuhl | noun

A **life cycle** is the stages a living thing goes through during its life.

The word is in dark type.

This sentence will help you understand what the word means.



Find the word **hibernate** using a digital resource. Draw a picture of what the word means.



**Bb**

**big** Big is another word for large.

**buds** Buds are partly opened flowers.



**burrow** When animals **burrow**, they dig a hole in the ground to hide themselves.

**Dd**

**dig** When animals **dig**, they use their claws to make a hole in the ground.

**Ee**

**eat** When people or animals **eat**, they chew and swallow food.



eggs • kangaroo

**eggs** Eggs are round or oval objects from which young animals are hatched.

## Ff

**fast** Fast means quick.

**frog** A frog is a small animal with smooth skin, webbed feet, and long back legs for jumping.



## Gg

**gills** Gills are a body part that helps fish and tadpoles breathe underwater.

## Kk

**kangaroo** A kangaroo is an Australian animal that has small front legs and very strong back legs for jumping. A female has a pouch in front to carry a baby.



## Ll

**leaves** Leaves are the flat green parts of a plant.



## Nn

**nature** Nature is everything in the world not made by people.

**new** When something is **new**, it is not old. It is not used yet.

**notice** When you **notice** something, you see it or observe it.

## Pp

**pattern** A **pattern** is a design. It is the way colors or shapes appear over and over again in order.



penguin • small

**penguin** A penguin is a sea bird that dives and swims with flippers but does not fly.

**polar bear** A polar bear is a large white bear that lives in the Arctic.



## Rr

**reason** A reason is whatever explains why something happened.

## Ss

**sleep** When you sleep, you rest your body and mind.

**small** Small means not large in size, amount, or number.



**soil** Soil is the top layer of the earth or dirt.



**stems** Stems are the main supporting part of a plant above the ground.

**Tt**

**tadpole** A tadpole is a creature that becomes a frog.

