

**GRADE 2**



# **Home-School Connection**



**Macmillan/McGraw-Hill**



Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc., Two Penn Plaza, New York, New York 10121-2298.

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with Treasures, provided such reproductions bear copyright notice, but may not be reproduced in any other form for any other purpose without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

# Contents

<b>What to Send Home</b> .....	<b>2</b>
<b>Letter Home Template</b> .....	<b>3</b>
<b>Welcome Letter</b> .....	<b>5</b>
in English and Spanish	

## Unit 1

<b>Week 1</b>	Parent Letter, English .....	7
	Parent Letter, Spanish.....	9
	▲ Pat and Tim	
	● Sprouts	
<b>Week 2</b>	Parent Letter, English .....	23
	Parent Letter, Spanish.....	25
	▲ Len and Gus	
	● Garden Park	
<b>Week 3</b>	Parent Letter, English .....	39
	Parent Letter, Spanish.....	41
	▲ You Can Bake a Cake!	
	● Family History	
<b>Week 4</b>	Parent Letter, English .....	55
	Parent Letter, Spanish.....	57
	▲ Mike's Big Bike	
	● Three American Heroes	
<b>Week 5</b>	Parent Letter, English .....	71
	Parent Letter, Spanish.....	73
	▲ At Home in Nome	
	● Daniel's New Home	

## Unit 2

<b>Week 1</b>	Parent Letter, English .....	87
	Parent Letter, Spanish.....	89
	▲ Watch the Birch Tree	
	● Lions at Last	
<b>Week 2</b>	Parent Letter, English .....	103
	Parent Letter, Spanish.....	105
	▲ It Won't Be Easy!	
	● Texas Cowboys	
<b>Week 3</b>	Parent Letter, English .....	119
	Parent Letter, Spanish.....	121
	▲ Franny's Rain Forest	
	● Wildfires	
<b>Week 4</b>	Parent Letter, English .....	135
	Parent Letter, Spanish.....	137
	▲ Three Goats and a Troll	
	● The Story of Yeh-Shen: A Cinderella Tale from China	
<b>Week 5</b>	Parent Letter, English .....	151
	Parent Letter, Spanish.....	153
	▲ Luke's Tune	
	● Computers Then and Now	

## Unit 3

- Week 1** Parent Letter, English . . . . . 167  
Parent Letter, Spanish. . . . . 169
- ▲ Shirl and Her Tern
  - Our Statue of Liberty
- Week 2** Parent Letter, English . . . . . 183  
Parent Letter, Spanish. . . . . 185
- ▲ Hide and Seek
  - Rabbit Tricks Coyote:  
A Mexican Tale
- Week 3** Parent Letter, English . . . . . 199  
Parent Letter, Spanish. . . . . 201
- ▲ Meg Cage in Space
  - Sounds All Around
- Week 4** Parent Letter, English . . . . . 215  
Parent Letter, Spanish. . . . . 217
- ▲ More Fun Than a Hat!
  - Knitwits and Woolly Sweaters
- Week 5** Parent Letter, English . . . . . 231  
Parent Letter, Spanish. . . . . 233
- ▲ The Caring King's Fair Wish
  - Inside Caves

## Unit 4

- Week 1** Parent Letter, English . . . . . 247  
Parent Letter, Spanish. . . . . 249
- ▲ The Missing String Beans
  - Three Wishes from a Fish
- Week 2** Parent Letter, English . . . . . 263  
Parent Letter, Spanish. . . . . 265
- ▲ Let's Join Joy's Show!
  - Road Safety
- Week 3** Parent Letter, English . . . . . 279  
Parent Letter, Spanish. . . . . 281
- ▲ Soon the North Wind Blew
  - People at Work
- Week 4** Parent Letter, English . . . . . 295  
Parent Letter, Spanish. . . . . 297
- ▲ Flip and Spots
  - Bald Eagle Alert
- Week 5** Parent Letter, English . . . . . 311  
Parent Letter, Spanish. . . . . 313
- ▲ Paul Saw Arctic Foxes
  - A Party and a Half



## Unit 5

<b>Week 1</b>	Parent Letter, English . . . . .	327
	Parent Letter, Spanish . . . . .	329
	▲ Judge Marge	
	● The World of Plants	
<b>Week 2</b>	Parent Letter, English . . . . .	343
	Parent Letter, Spanish . . . . .	345
	▲ Calvin's Pumpkin	
	● All About Tomatoes	
<b>Week 3</b>	Parent Letter, English . . . . .	359
	Parent Letter, Spanish . . . . .	361
	▲ Decode It	
	● Living Fossils	
<b>Week 4</b>	Parent Letter, English . . . . .	375
	Parent Letter, Spanish . . . . .	377
	▲ Puddle Pet	
	● Hermie the Hermit Crab	
<b>Week 5</b>	Parent Letter, English . . . . .	391
	Parent Letter, Spanish . . . . .	393
	▲ Doggy Door	
	● Look Out for Dolphins	

## Unit 6

<b>Week 1</b>	Parent Letter, English . . . . .	407
	Parent Letter, Spanish . . . . .	409
	▲ The Camping Trip	
	● Sonoran Desert Animals	
<b>Week 2</b>	Parent Letter, English . . . . .	423
	Parent Letter, Spanish . . . . .	425
	▲ The Turtle	
	● Giraffes of the Savanna	
<b>Week 3</b>	Parent Letter, English . . . . .	439
	Parent Letter, Spanish . . . . .	441
	▲ Tadpole Decides	
	● Spoiled by a Spill	
<b>Week 4</b>	Parent Letter, English . . . . .	455
	Parent Letter, Spanish . . . . .	457
	▲ The Rainy Day	
	● That's Wild!	
<b>Week 5</b>	Parent Letter, English . . . . .	471
	Parent Letter, Spanish . . . . .	473
	▲ How Bird Was Lured Away from Fire	
	● Why the Sky Is Far Away	

## Calendars . . . . . 487

Send a calendar home at the beginning of each month with activities, events, or announcements for parents and students.

<b>Credits</b> . . . . .	491
--------------------------	-----

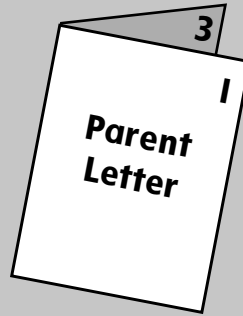
# What to send home each week

- Parent Letter: in two languages
- Take-Home Stories

## How to assemble items to send home

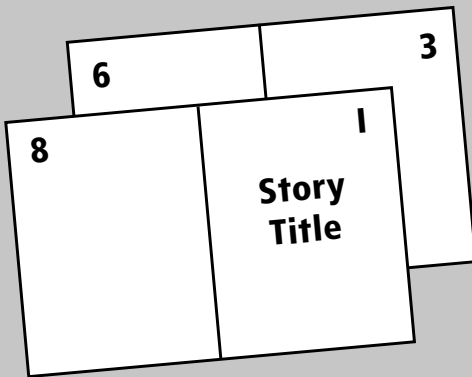
### Parent Letter

Make a two-sided copy of each Parent Letter and fold.

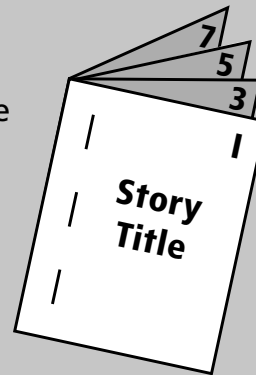


### Take-Home Stories

Remove the pages for the first Take-Home Story and make two-sided copies. Place page 3 behind page 1.



Fold and staple along the vertical line.

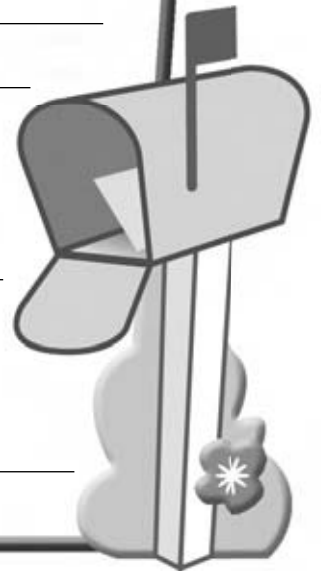
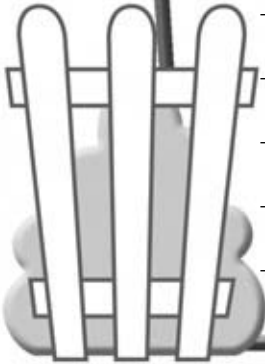


Repeat the above steps for the second Take-Home Story.

# Letter Home

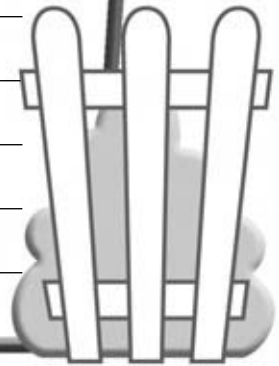
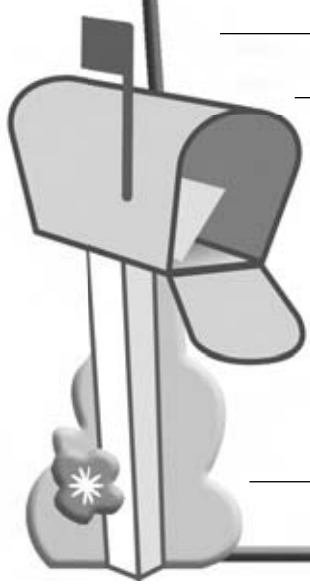
Lined writing area for the letter.

© Macmillan/McGraw-Hill



# Letter Home

Lined writing area for the letter.



© Macmillan/McGraw-Hill

# Welcome!

*Dear Family Member:*

*This year your child will be building important reading skills. You can help your child practice reading skills taught at school. By working together, you and your child can become partners in learning.*

*Each week your child will bring home:*

- a **letter** that tells you about the book the class is reading that week.
- three **homework activities** that will improve reading skills and offer practice with words your child is learning.
- one or two **stories** for the two of you to read together.

*Reading is key to improving learning in all other subject areas. With that in mind, here are a few questions you may want to ask me when we meet:*

- How is my child progressing in reading?
- Which area is my child's strongest?  
Which is the weakest?
- How can I help my child's reading improve?

*Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!*

*Yours truly,*



# ¡Bienvenidos!

## Queridos familiares:

Este año su hijo(a) comenzará a construir habilidades de lectura muy importantes. Usted puede ayudarlo a practicar las habilidades de lectura que aprendió en clase. Trabajando juntos, usted y su hijo pueden convertirse en compañeros de aprendizaje.

Cada semana su niño traerá a casa:

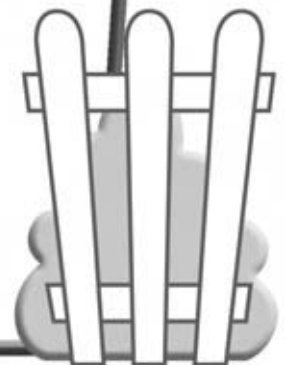
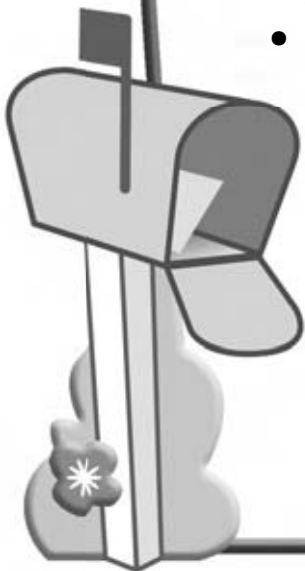
- una **carta** que le hablará sobre el libro que la clase está leyendo esa semana.
- tres **actividades de tarea** que mejorarán sus habilidades de lectura y le ofrecerán práctica de las palabras que su hijo(a) está aprendiendo.
- un o dos **cuentos** para que los dos lo lean juntos.

Leer es clave para mejorar su aprendizaje de todas las otras materias. Con esto en mente, aquí están algunas preguntas que usted tal vez quiera hacer cuando nos reunamos:

- ¿Cómo está mi hijo(a) progresando en lectura?
- ¿Cuál es el área más fuerte de mi hijo(a)?  
¿Cuál es la más débil?
- ¿Cómo puedo ayudar a mejorar a mi hijo(a)?

Su interés, sus elogios y sus expresiones de ánimo seguramente conducirán al éxito de su hijo en la escuela. Estamos a punto de arrancar un emocionante año de aprendizaje.

Atentamente,





# Home-School Connection

## Word Workout

### WORDS TO KNOW

carefully                  different                  excited  
 groan                      whisper

**Tell Me a Story** We can tell a story with your words. I'll ask you what each word means and then we'll use it in a sentence. We can string the sentences together to make up a story.

### SPELLING WORDS

has            sat            wag            had            bad  
 fix            six            him            will            if

**Stamp and Spell** I'll show you all the words for one minute. Then I'll say each word for you to spell. If the word has the a sound, clap your hands. If the word has the i sound, stamp your feet. Then spell the word.

## Dear Family Member:

I'm reading *David's New Friends* in class this week. I learned that stories have characters and settings. Characters are the people in a story, and the setting is the time and place. I know David is nervous about the first day of school. I feel that way, too, each year. I use my own classroom to picture what David's is like.

## This Week's Skills

**Comprehension:** character and setting

**Vocabulary:** dictionary—alphabetical order

**Phonics:** words with the sounds of a and i as in *bat* and *fit*

**Spelling:** words with a and i



Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Riddle Me This

Let's look at each picture. I'll help you read the words. Circle the word that describes whether the answer is a character or a setting. When we're all done, let's pick one character and one setting and use them to tell a story.

I like to chew a meaty bone,



I do not talk on a telephone.

I cannot play a big trombone,  
But you could take me home to own.

**Am I a Character or a Setting?**

The cool waves slap.  
The white sails snap.  
The birds fly high,  
In a clear blue sky.

**Am I a Character  
or a Setting?**



I wear a big frown,  
I'm a very sad clown.  
My pink pants are torn,  
And I've lost my toy horn.

**Am I a Character or a Setting?**



The fans can't help but yell and cheer,  
The end of the game is very near.  
Just then a player makes a score,  
The fans let out a mighty roar.

**Am I a Character or a Setting?**







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

carefully                  different                  excited

groan                      whisper

**Cuéntame un cuento** Vamos a contar un cuento con tus propias palabras. Te voy a preguntar qué significa cada palabra y luego vamos a usarla en una oración. Podemos unir las oraciones para crear un cuento.

#### PALABRAS DE ORTOGRAFÍA

has                  sat                  wag                  had                  bad

fix                  six                  him                  will                  if

**Pisar y deletrear** Te voy a dejar ver las palabras durante un minuto. Luego voy a decir cada palabra para que la deletrees. Si la palabra tiene el sonido **a**, da una palmada; si tiene el sonido **i**, golpea el piso con los pies. Luego deletrea la palabra.

### Queridos familiares:

Esta semana estoy leyendo en clase *David's New Friends*. Aprendí que los cuentos tienen personajes y ambientes. Los personajes son las personas de un cuento y el ambiente es la época y el lugar donde se desarrolla. Sé que David está nervioso porque es el primer día de clases. Yo también me pongo nervioso todos los años cuando empiezan las clases. Uso mi propio salón de clases para imaginarme cómo es el salón de clases de David.

### Destrezas de la semana

**Comprensión:** personajes y ambiente

**Vocabulario:** diccionario—orden alfabético

**Fonética:** palabras con los sonidos a e i como *bat* y *fit*

**Ortografía:** palabras con a e i



Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Adivina adivinador

Vamos a mirar cada ilustración. Te voy a ayudar a leer las palabras. Encierra en un círculo la palabra que indica si la respuesta es un personaje o un ambiente. Después vamos a escoger un personaje y un ambiente y usarlos en un cuento.

I like to chew a meaty bone,

I do not talk on a telephone.

I cannot play a big trombone,  
But you could take me home to own.

**Am I a Character or a Setting?**

The cool waves slap.  
The white sails snap.  
The birds fly high,  
In a clear blue sky.



**Am I a Character or a Setting?**

I wear a big frown,  
I'm a very sad clown.  
My pink pants are torn,  
And I've lost my toy horn.

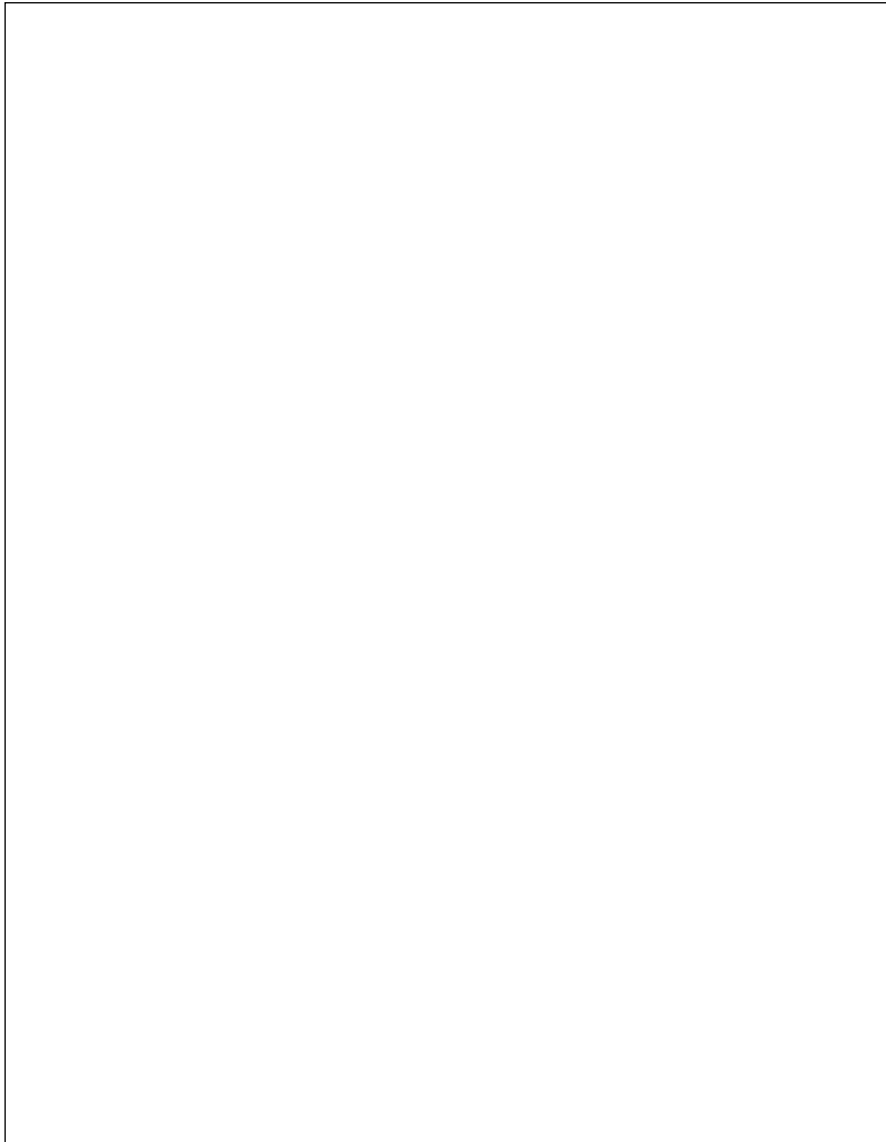
**Am I a Character or a Setting?**



The fans can't help but yell and cheer,  
The end of the game is very near.  
Just then a player makes a score,  
The fans let out a mighty roar.

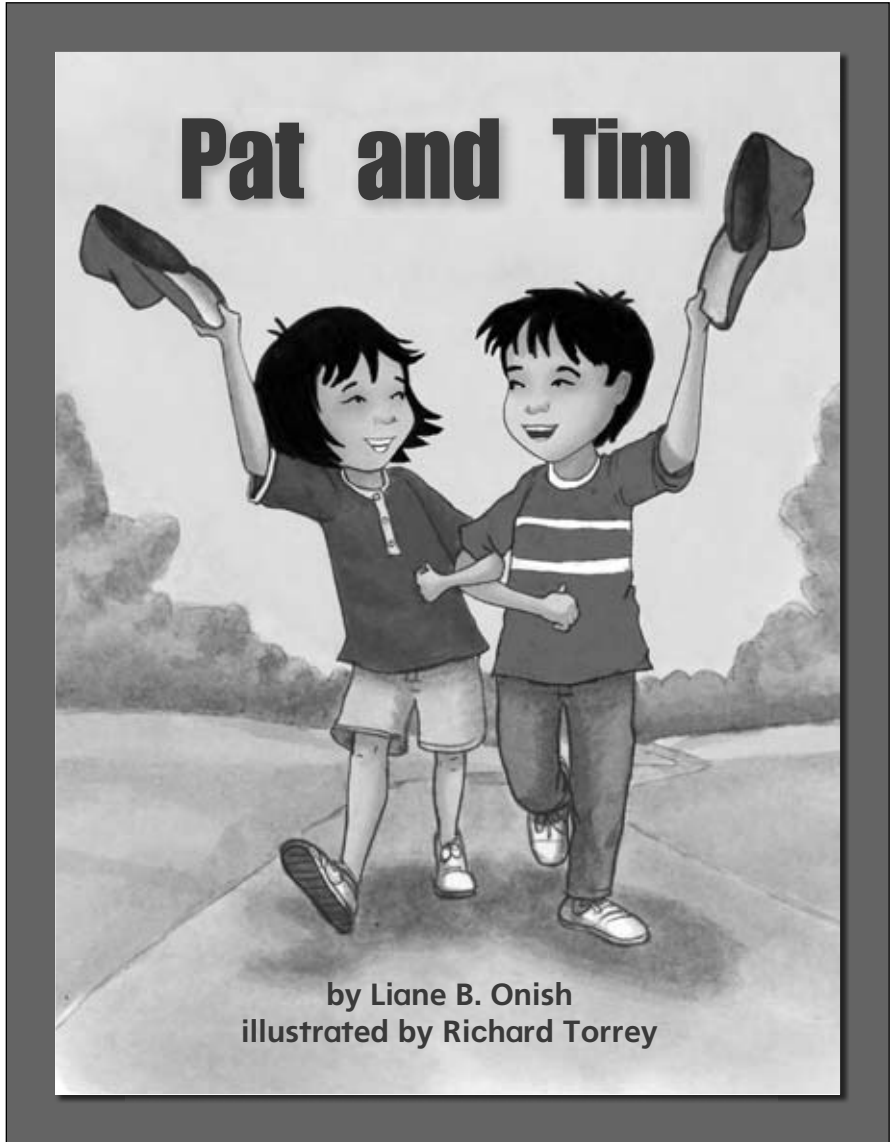
**Am I a Character or a Setting?**

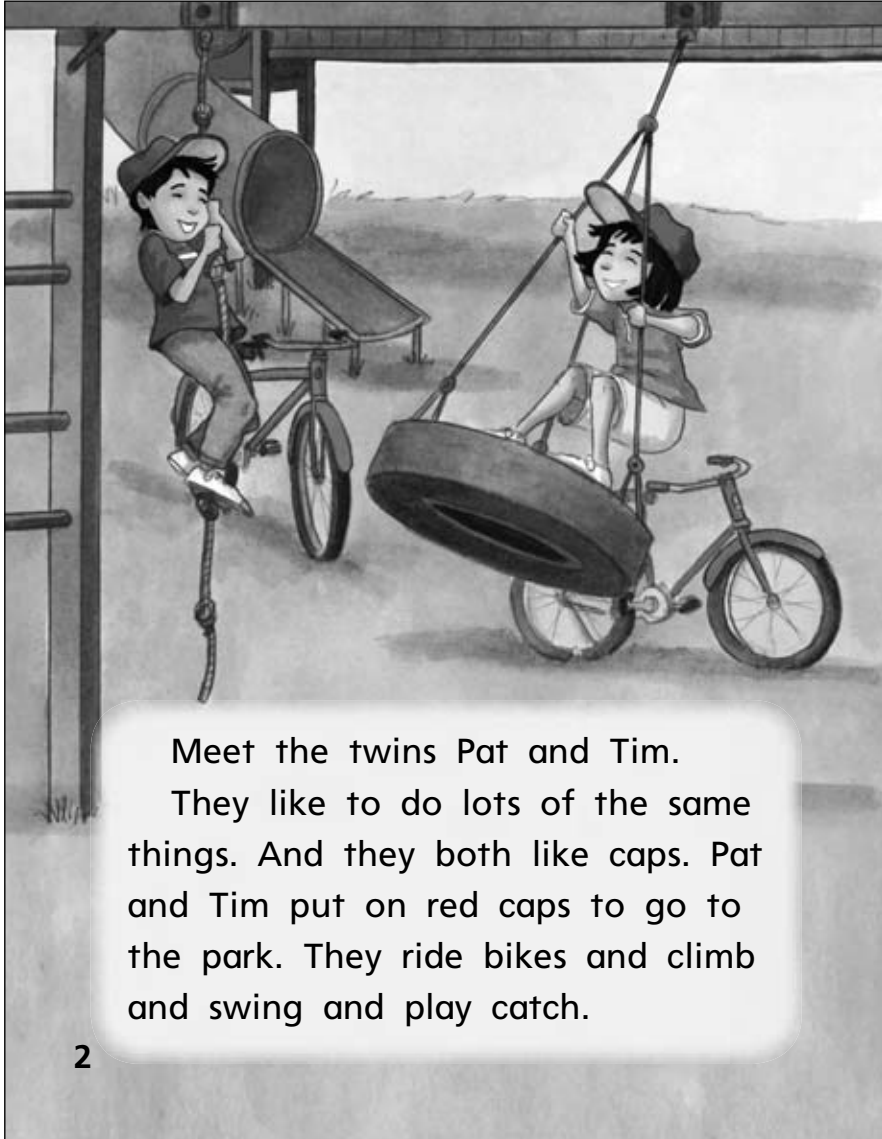




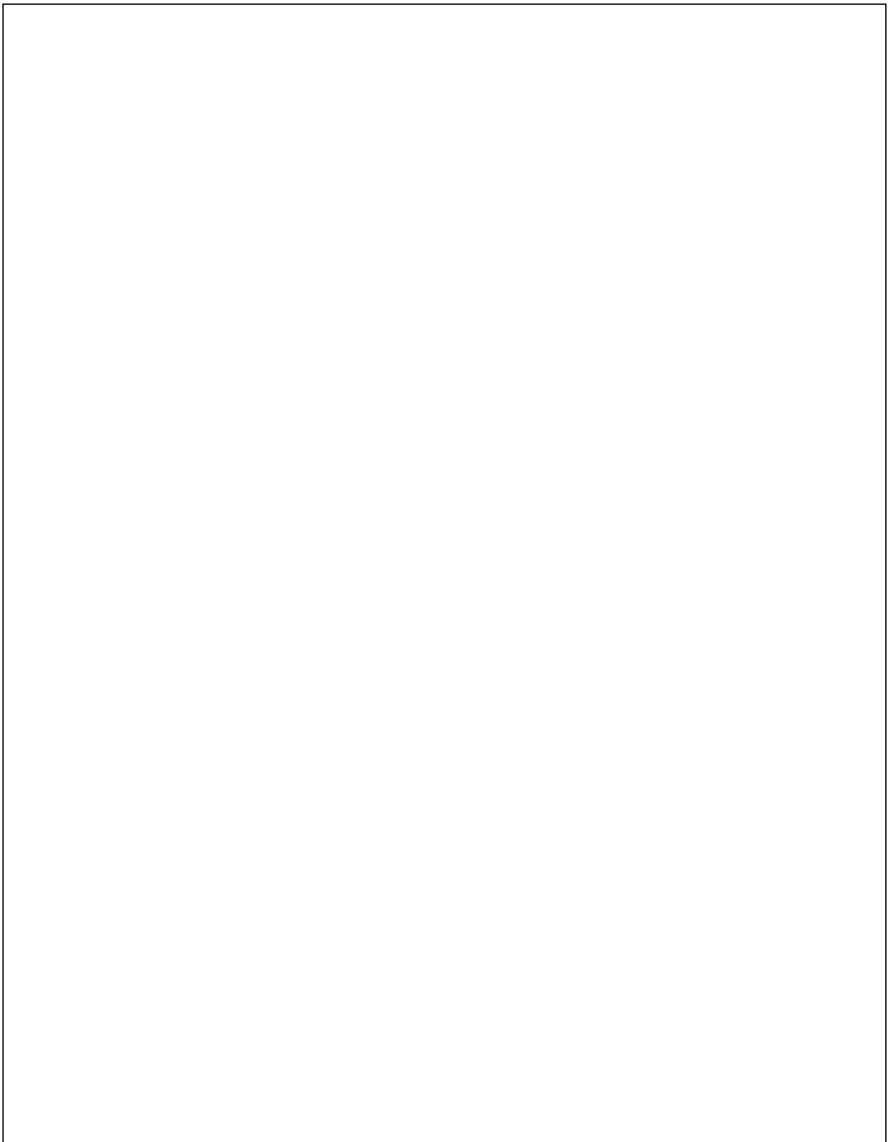
© Macmillan/McGraw-Hill

Pat and Tim





Meet the twins Pat and Tim.  
They like to do lots of the same things. And they both like caps. Pat and Tim put on red caps to go to the park. They ride bikes and climb and swing and play catch.





Pat is in class 2-P with Miss Pinkham. Tim is next door in class 2-B with Miss Blackwell.

6

© Macmillan/McGraw-Hill

Pat and Tim

The twins like t-ball. They even play on the same team. Pat and Tim put on blue team caps to play ball.



3



Pat and Tim like yellow caps for reading. They put on green caps to study math.

On Monday, Pat puts on a pink cap. Tim puts on a black cap. But the twins feel sad. Can you think why?



## Comprehension Check

### Retell the Story

Use a Character and Setting Chart and the pictures to help you retell this story.

Character	Setting

### Think and Compare

1. Turn to page 6. What helped Jing start to feel comfortable when she went to her new school?  
*(Analyze Character and Setting)*
2. What seeds have you eaten? Which did you like best? Explain. *(Synthesize)*
3. How can people learn about other cultures? *(Apply)*

# Sprouts

by Edel Wignell  
illustrated by Ian Forss



## Table of Contents

<b>Chapter 1</b>	
A New School . . . . .	2
<b>Chapter 2</b>	
Sprouts at School . . . . .	7
<b>Chapter 3</b>	
School Fair . . . . .	14
Comprehension Check . . . . .	16

## Chapter I A New School

Jing was scared on her first day at the new school. Everything was different.



"I like my new school and my new friends," said Jing.





## Chapter 3 School Fair

On the day of the school fair, Jing's class was excited. Mr. Jeffs and the parents helped set up the stall.

"We grew all these sprouts," said the children. "Try them!"

People had never seen so many sprouts. They bought them all!

At the end of the day, Jing's mom gave the children a treat.

Mung sprout cookies!

"Yum mung!" said Lucy.

Everyone laughed.



Jing's old school had a tiny yard. Her new school had a huge playground. It even had a garden.

"Good morning, Jing," said Mr. Jeffs.

"Good morning," said Jing. Her voice was a whisper. She didn't know anyone. She missed her friends.



"It's nearly time for our school fair," said Mr. Jeffs.

"What is our class doing?" asked Lucy.

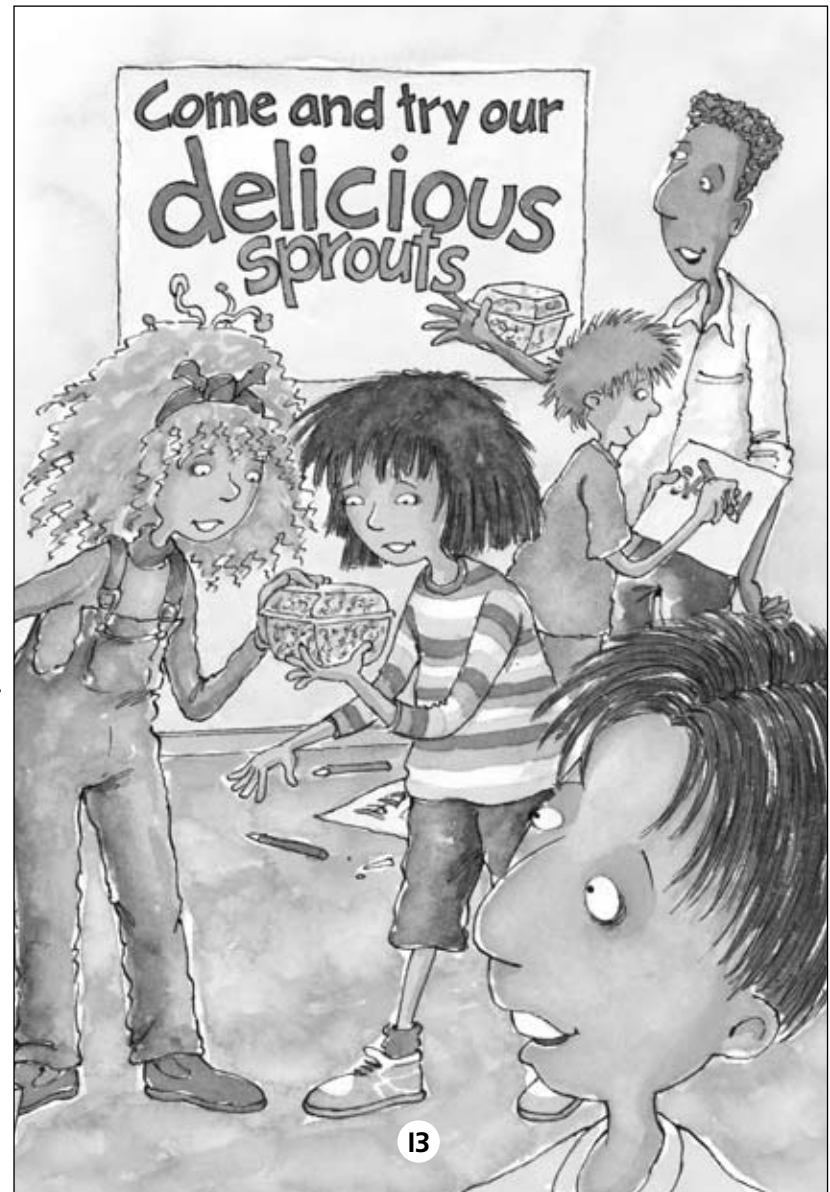
"We could grow vegetables in our garden," said Sam.

"Then we could sell them," said Chico.

"It's too late," said Mr. Jeffs. "Potatoes, beans, and carrots need time to grow."

Jing took a deep breath. "We could grow sprouts," she whispered.

"Sprouts?" said Mr. Jeffs. "That sounds interesting, Jing."

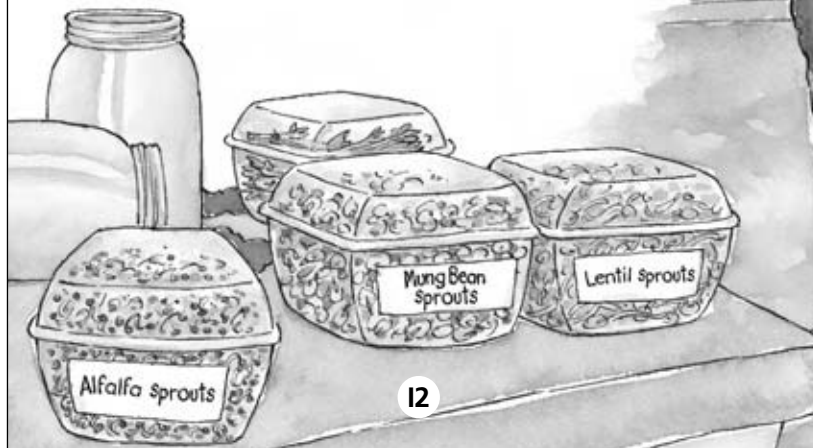


During the week, the children grew many sprouts. They wrote labels and made a big sign.

“Come and try our delicious sprouts,” read Lucy.

“Mom said she will come to the fair,” said Jing. “And she will bring food made from sprouts. Everyone can try it.”

“Great!” said Lucy.



© Macmillan/McGraw-Hill  
Sprouts

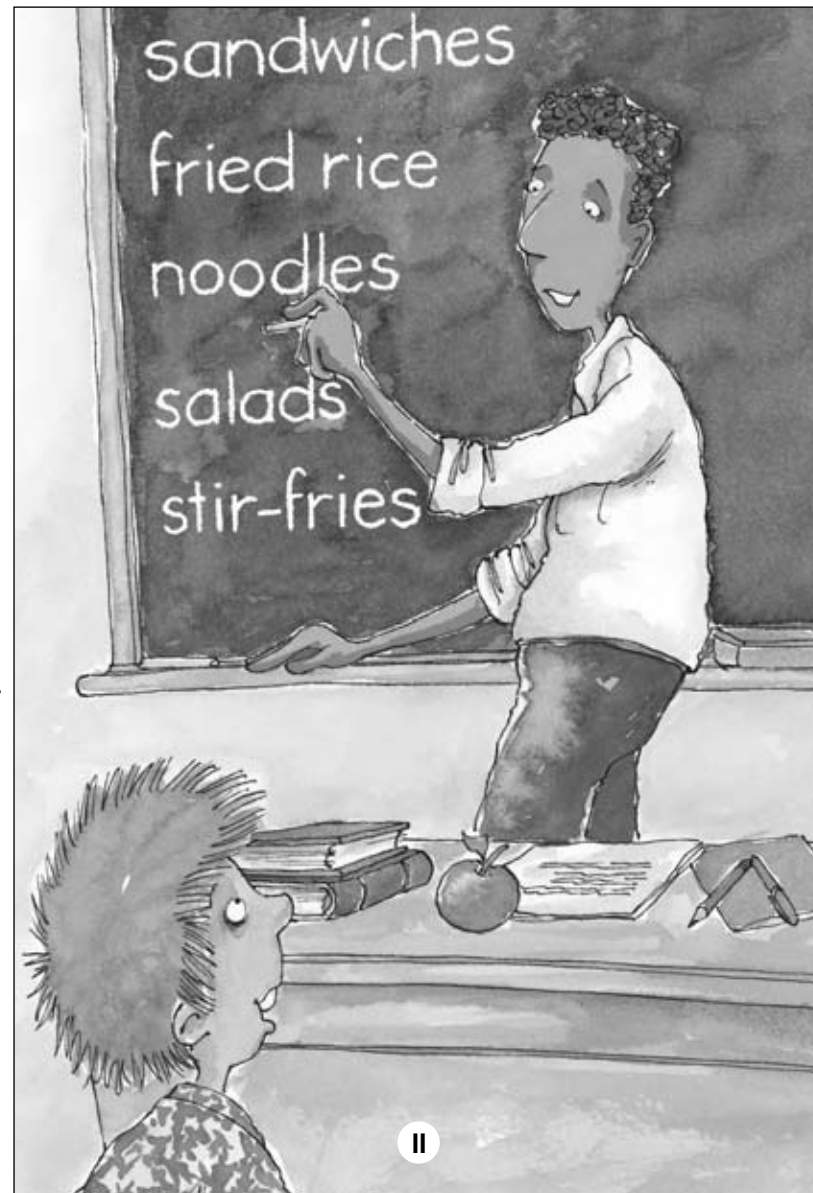




"We grow sprouts at home," said Jing.  
"They're ready to eat in a few days."

"Sprouts!" Everyone was excited.  
"We'll grow sprouts!"

"Tomorrow, Jing can show us how,"  
said Mr. Jeffs.



"This is Mom's recipe book," said Jing. "You can eat sprouts with nearly everything."

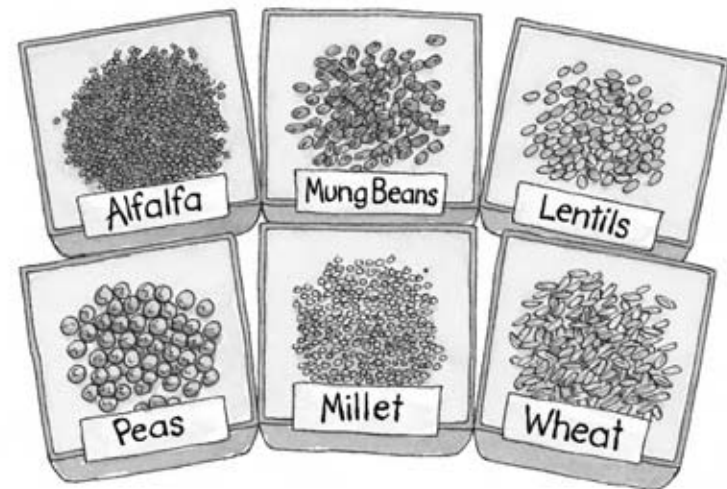
Mr. Jeffs made a list. It showed every food the students said could be made with sprouts.



## Chapter 2 Sprouts at School

The next day, Jing said, "Here are some seeds that Mom and I use to grow sprouts."

Mr. Jeffs read out the names. "Alfalfa, mung beans, lentils, peas, millet, wheat."



Jing put the seeds into jars. "You have to keep them damp and cover them," she said. "Then we can put them on this shelf."

"I'll help," said Lucy. They worked carefully together.

Then it was lunchtime. "What can we make with sprouts?" asked Chico.

"I have sprouts in my sandwich," said Jing. "See, cheese and sprouts." She nibbled a sprout. "Yum!"

"I'm starving," said Chico, with a groan.

Everyone laughed. "We're all starving!"





## Home-School Connection

### Word Workout

#### WORDS TO KNOW

company      delighted      enjoyed  
share      thinning      wonderful

**Words Go-Around** Let's talk about what the words mean. Then, I'll give you a sentence using one of the words. Try to follow my sentence with a different sentence that uses the same word. We'll do this for each word.

#### SPELLING WORDS

went   tell   pet   job   fog  
not   tug   hut   tub   bun

**Sounds to Listen For** I'll keep giving you words to spell. Tell me whether the word has an **e**, **o**, or **u** sound. Then spell the word.

### Dear Family Member:

I'm reading *Mr. Putter & Tabby Pour the Tea* in class this week. I'm supposed to pay attention to the plot of the story. I learned that the plot is the beginning, middle, and end of a story. In the beginning of this story, Mr. Putter is lonely, and he decides he wants a cat to keep him company. What he does to find a cat is the middle of the story. The end is how the story turns out. I hope Mr. Putter finds his cat.



### This Week's Skills

**Comprehension:** plot

**Vocabulary:** word parts

**Phonics:** sounds of **e**, **o**, and **u** as in *bed*, *hog*, and *bug*

**Spelling:** words with **e**, **o**, and **u**

Name \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill



# The Dog and the Pie

Let's talk about the pictures. Then we can make up a story using the pictures. We'll need to put the pictures in order to make a story with a beginning, middle, and end.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

company	delighted	enjoyed
share	thinning	wonderful

**Carrusel de palabras** Vamos a hablar de lo que significa cada palabra. Luego te voy a decir una oración con una de las palabras. Trata de continuar mi oración con otra oración que usa la misma palabra. Vamos a hacer esto para cada palabra.

#### PALABRAS DE ORTOGRAFÍA

went	tell	pet	job	fog
not	tug	hut	tub	bun

**Escucha el sonido** Voy a decirte palabras para que tú las delectes. Dime si la palabra tiene el sonido **e**, **o**, o **u**. Luego, delecta la palabra.

### Queridos familiares:

Esta semana estoy leyendo en clase *Mr. Putter & Tabby Pour the Tea*. Debo prestar atención al argumento del cuento. Aprendí que el argumento tiene principio, medio y fin. Al principio de este cuento el Sr. Putter se siente solo y decide que quiere un gato para que le haga compañía. Lo que él hace para encontrar un gato es el medio del cuento. El fin es cómo termina el cuento. Espero que el Sr. Putter encuentre un gato.



### Destrezas de la semana

**Comprensión:** argumento

**Vocabulario:** partes de la palabra

**Fonética:** sonidos de **e**, **o** y **u**, como en *bed*, *hog* y *bug*

**Ortografía:** palabras con **e**, **o** y **u**

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# El perro y el pastel

Vamos a hablar de cada ilustración. Después podemos crear un cuento con las ilustraciones. Necesitaremos ponerlas en orden para que el cuento tenga un principio, un medio y un fin.



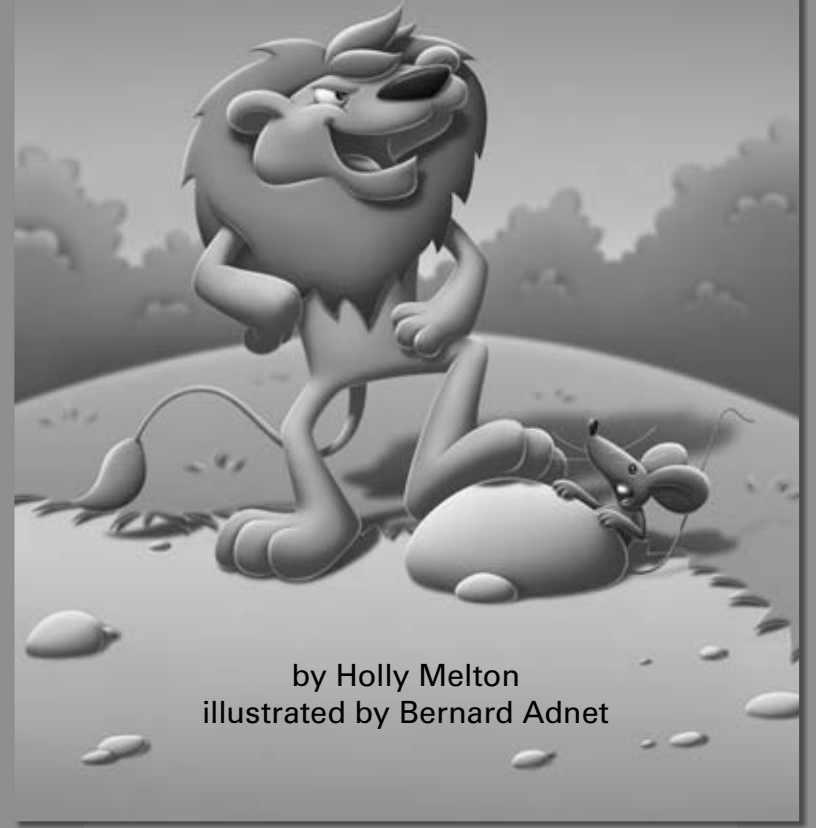
Gus tugged at the net. He cut the net with his teeth. He set Len free.

"That was quick!" Gus said. Len shook his paw.

"A little friend can be a big help!" said Len.



# Len and Gus



by Holly Melton  
illustrated by Bernard Adnet



The sun was hot. The sky was blue. The grass was green and fluffy.

Gus the mouse was on a fun run. But the fun did not last!



"Let me see," said Gus. "I must study the net. I must find the best spot to cut it."

"Study fast!" said Len. "Or the men will get me!"

Gus was on a run. "That sounds like Len!" he said. "I bet I can help him. This is a job for a mouse!" He ran to Len.



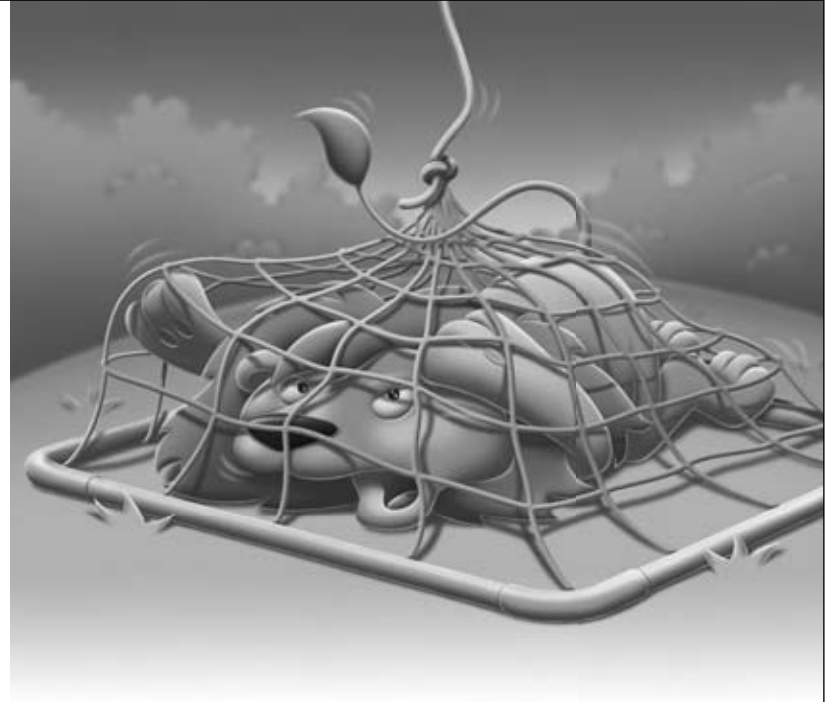
"I got you!" said Len the lion.  
"A log is a fun spot to hide."

"Let me go! I beg you!" said Gus.  
"It may be a lot to ask. But if you set me free, I'll help you some day."



"That is funny!" said Len. "You are not even as big as a dog. How could you help me? But I'll let you go. Run, mouse, run!"

Gus ran.



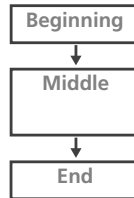
One day, a net fell on Len. He could not get free.

"Men set this trap," he said. "I am stuck like a bug in a web!" Len gave a big ROAR.

## Comprehension Check

### Retell the Story

Use a Plot Chart and the pictures to help you retell this story.



### Think and Compare

1. Turn to page 2. How does Jasmine's question affect the rest of the story? (*Analyze Plot*)
2. What plant do you think has the best smell? (*Evaluate*)
3. Why do some people enjoy planting or being around plants? (*Analyze*)

# Garden Park

by Janet Stutley  
illustrated by Joy Allen

## Table of Contents

### Chapter 1

A Visit to Garden Park . . . . . 2

### Chapter 2

A Garden for Everyone . . . . . 6

### Chapter 3

Everyone Can Help . . . . . 12

Comprehension Check . . . . . 16



## Chapter 1

# A Visit to Garden Park

Jasmine had never been to Garden Park. Her father said that he enjoyed the park when he was her age. He was happy to share it with her.

"Here it is," her father said, smiling. He sat down in the grass.

"The flowers are pretty!" said Jasmine.

Her father laughed. "That is why this place was named Garden Park," he said.

"Where does this path go?" asked Jasmine.

"Maybe Mrs. Harkin could come to our school to talk about Garden Park," said Jasmine.

"Would you, Mrs. Harkin?" said Dad.

"I would be happy to do that," said Mrs. Harkin. "I love sharing this special park!"





"I love it here," said Jasmine. "Dad, can we help?"

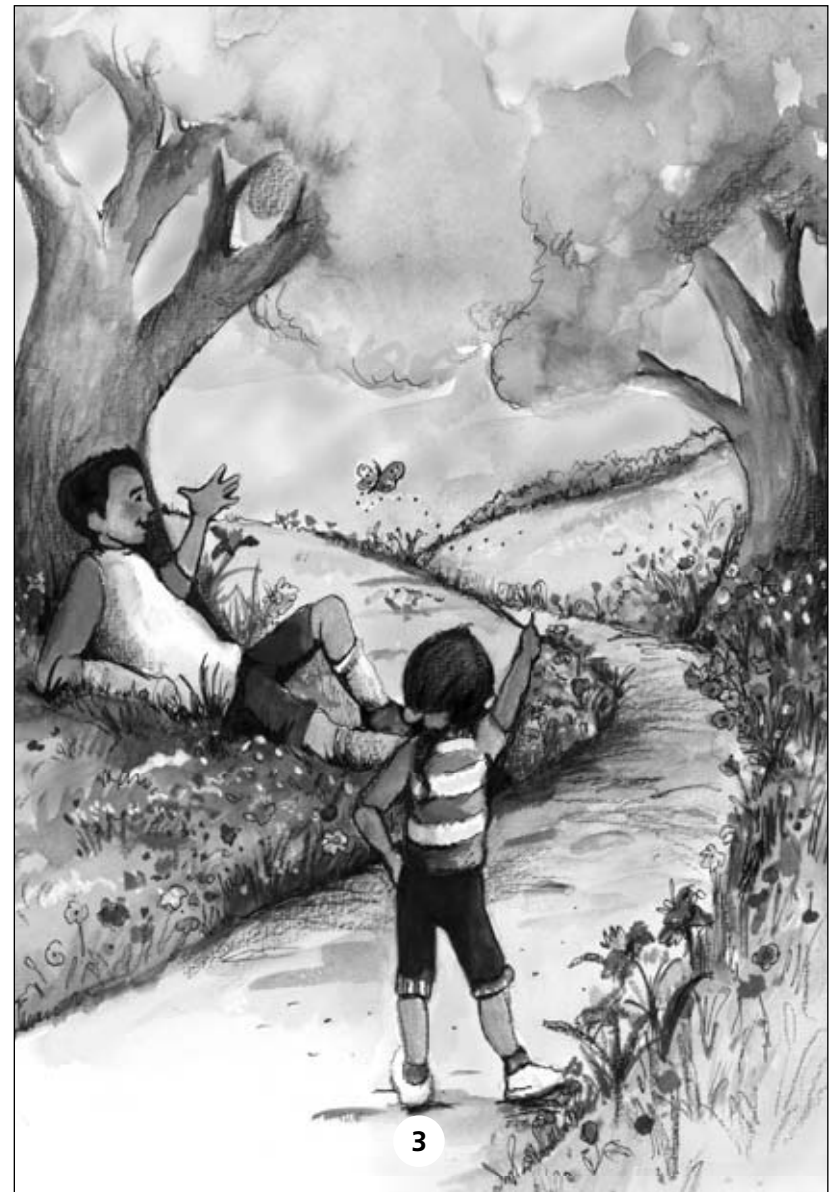
"Maybe we can teach other people about the plants," he said. "Then we could raise money for new plants."

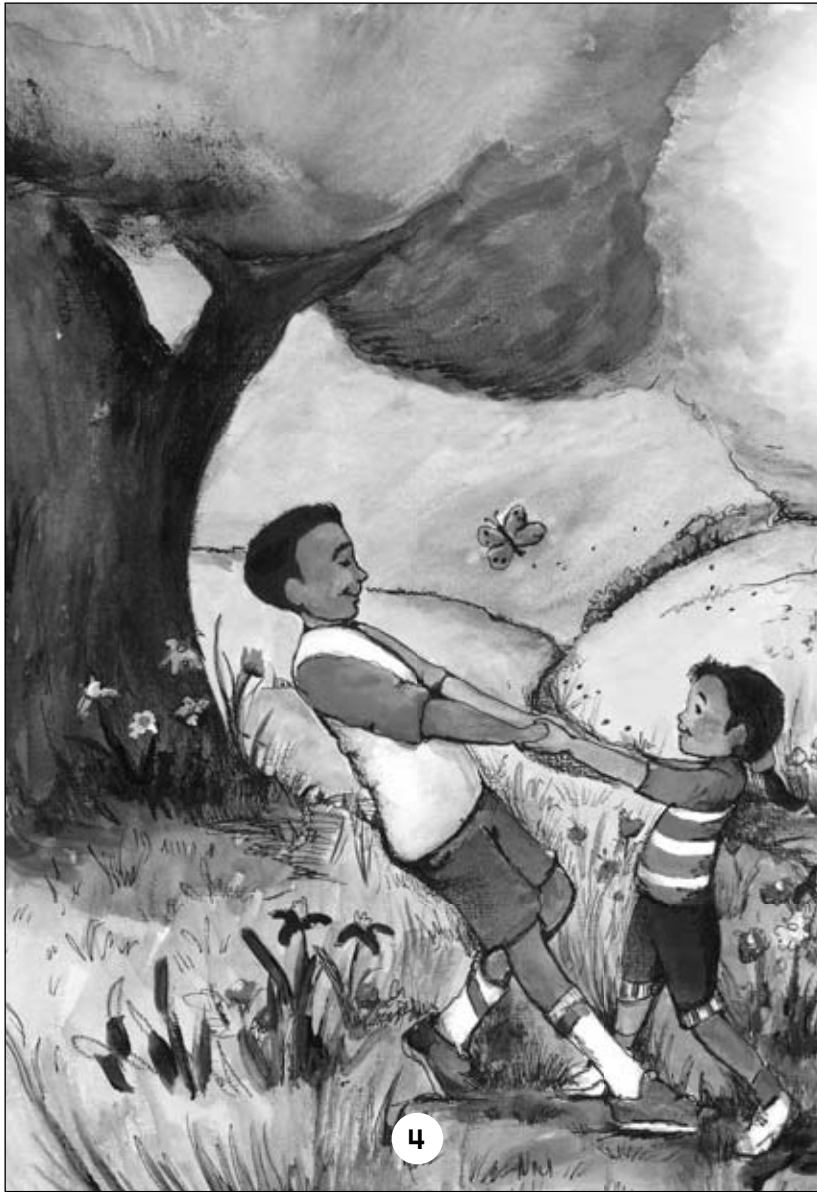
"Great," said Mrs. Harkin. "Teaching is a wonderful way to help."

Jasmine's dad looked closely at Mrs. Harkin.

"I know you!" he said. "I am Jimmy Mendez. You were my teacher when I was young!"

Mrs. Harkin smiled. "I remember you," she said.





F

Garden Park

© Macmillan/McGraw-Hill



B

### Chapter 3

## Everyone Can Help

Mrs. Harkin picked up a white stick. She pointed to plants as she named them.

"That is rosemary. I can tell by its pine smell," she said. "My name is Rosemary, too!"

"Mom uses rosemary for cooking," said Jasmine.

Then a soft wind blew. "Can you smell that?" asked Mrs. Harkin. "That is jasmine, your flower!"

Just then, a butterfly flew past. It went down the path.

"We should follow it," said Jasmine.

"Okay," said Dad.

Jasmine pulled him up.

## Chapter 2

# A Garden for Everyone

The butterfly led Jasmine and her dad into a field.

"Wow!" she said. They saw a big bush. It was covered in purple flowers and butterflies. A woman was kneeling next to the bush.

"Excuse me," said Jasmine. "Why do butterflies love this bush?"

"It is a butterfly bush," said the woman. "Butterflies love the way it smells. I planted it so the park can be enjoyed by more butterflies."

Mrs. Harkin ran her hand over a yellow flower patch. A lemon smell filled the air.

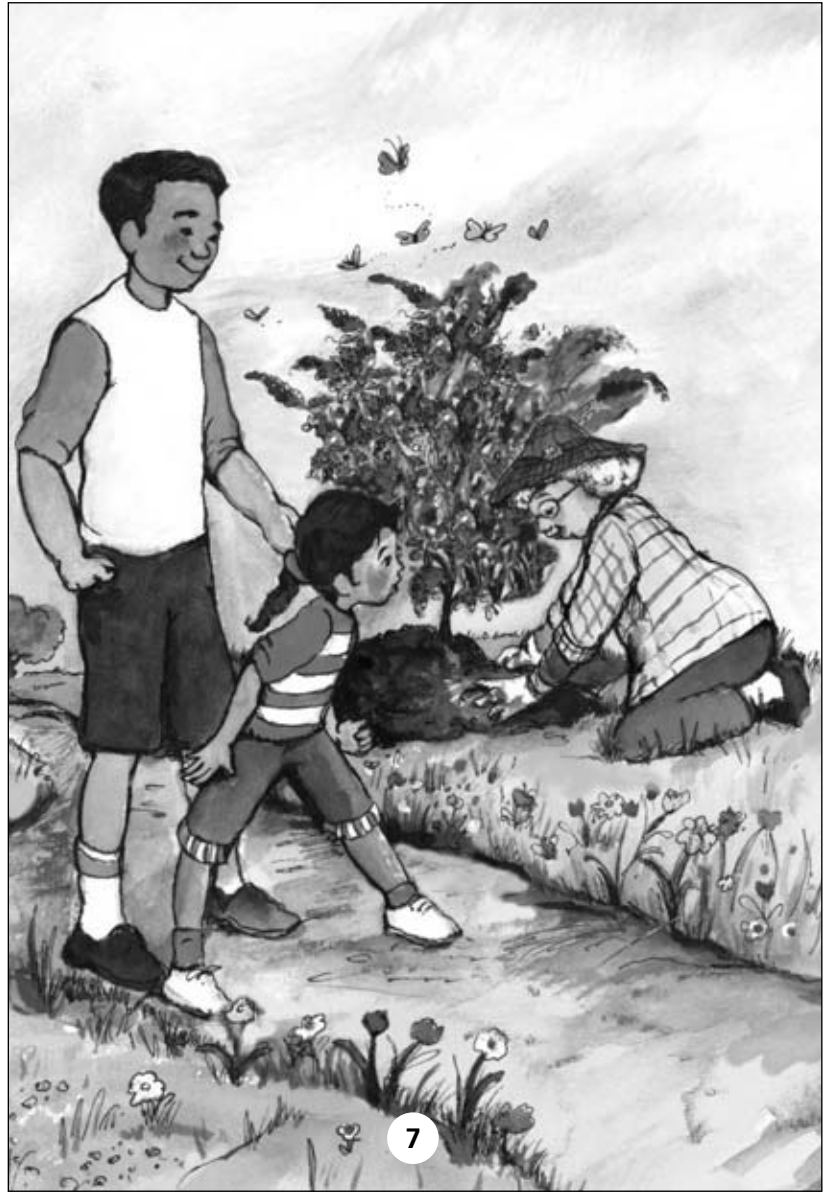
"These plants look dry from the sun," she said. "They need thinning out."

"Is it your job to plant everything here?" asked Jasmine.

"No," said Mrs. Harkin. "I just like to help because I love flowers."

"How wonderful!" said Jasmine's dad.

"Plants need all the help they can get," said Mrs. Harkin. "I help so I can have more to enjoy!"



"Come and sit," said the woman. "I do like company."

"Thank you," said Jasmine. "My name is Jasmine. This is my dad."



© Macmillan/McGraw-Hill

Garden Park

"Jasmine?" said the woman. "That is a lovely flower! I am Mrs. Harkin, and I am delighted to meet you both. I am part of the park's gardening group."





## Word Workout

### WORDS TO KNOW

harvest                      crops                      regrow  
machines                      irrigate

**Holiday Poster** Let's make a holiday poster with these words. First we'll talk about what each word means. Then we'll write each word in a sentence on our poster. We could draw pictures, too, if we want.

### SPELLING WORDS

bag              mad              cap              back              ham  
cape              bake              made              ate              rake

**Sing a Silly Song** I'll ask you to spell these words. Then, we can think of words that rhyme with them. We can use the rhymes to make a song.

## Dear Family Member,

I'm reading *Family Farm—Then and Now* in class this week. When I'm done reading this true story I can give you a summary. I can also give the main idea and the important facts, or details. A summary helps me remember what I read. I think I'll be able to tell you how family farms ran during different periods in American history.



## This Week's Skills

**Comprehension:** identify main idea and details

**Vocabulary:** word parts—prefixes

**Phonics:** different sounds of a

**Spelling:** different spellings of words with a

Name \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill



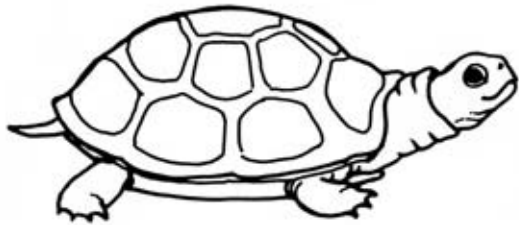
# Pet Shop Flip-Flop

## Here's how to play this game.

- Flip a coin.
- If the coin comes up "heads," use the picture to make up details about the **Heads** main idea.
- If the coin comes up "tails," use the picture to make up details about the **Tails** main idea.

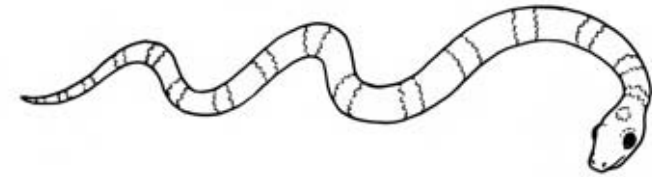
**Heads:** When Katie's pet turtle is scared, he pulls his head into his shell.

**Tails:** Katie found a turtle in the pond near her house.



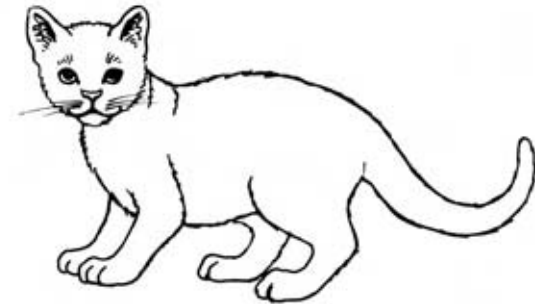
**Heads:** Bobby's snake escaped from its cage.

**Tails:** The snake needed to find shade on the hot summer day.



**Heads:** Mrs. Rivera found a stray cat on her farm and gave it a home.

**Tails:** Mrs. Rivera's cat likes to chase mice.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

harvest                      crops                      regrow

machines                      irrigate

**Cartel de un día de fiesta** Vamos a hacer un cartel sobre un día festivo con estas palabras. Primero vamos a ver lo que significa cada una. Después vamos a usar cada palabra para escribir una oración en el cartel. Si quieres, podremos también hacer dibujos.

#### PALABRAS DE ORTOGRAFÍA

bag                      mad                      cap                      back                      ham

cape                      bake                      made                      ate                      rake

**Inventa una canción** Te voy a pedir que deleetrees estas palabras. Después podemos pensar en palabras que rimen con ellas. Vamos a usar las rimas para crear una canción.

### Queridos familiares:

Esta semana estoy leyendo en clase *Family Farm—Then and Now*. Cuando termine de leer el cuento te haré un resumen. También te puedo decir la idea principal y los hechos importantes o detalles. Un resumen me ayuda a recordar lo que leí. Creo que podré decirte cómo se manejaron las granjas familiares durante diferentes periodos históricos.



### Destrezas de la semana

**Comprensión:** identificar la idea principal y los detalles

**Vocabulario:** partes de la palabra, prefijos

**Fonética:** diferentes sonidos de a

**Ortografía:** diferentes ortografías de palabras con a

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

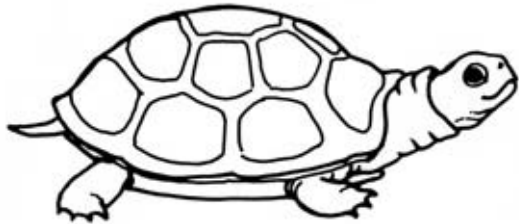
# La tienda de mascotas

El juego se juega así:

- Tira una moneda.
- Si la cara de la moneda es "heads", usa la ilustración para crear los detalles acerca de la idea principal de "Heads".
- Si la cara de la moneda es "tails", usa la ilustración para crear los detalles sobre la idea principal de "Tails".

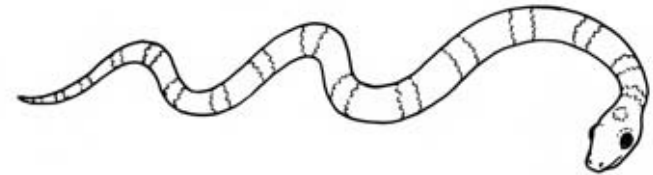
**Heads:** When Katie's pet turtle is scared, he pulls his head into his shell.

**Tails:** Katie found a turtle in the pond near her house.



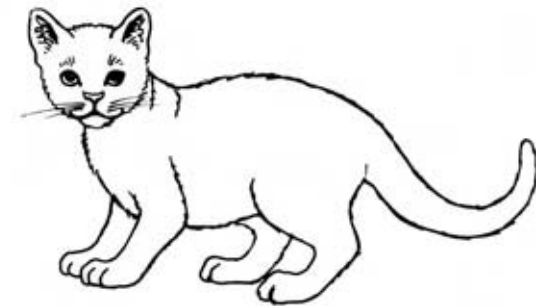
**Heads:** Bobby's snake escaped from its cage.

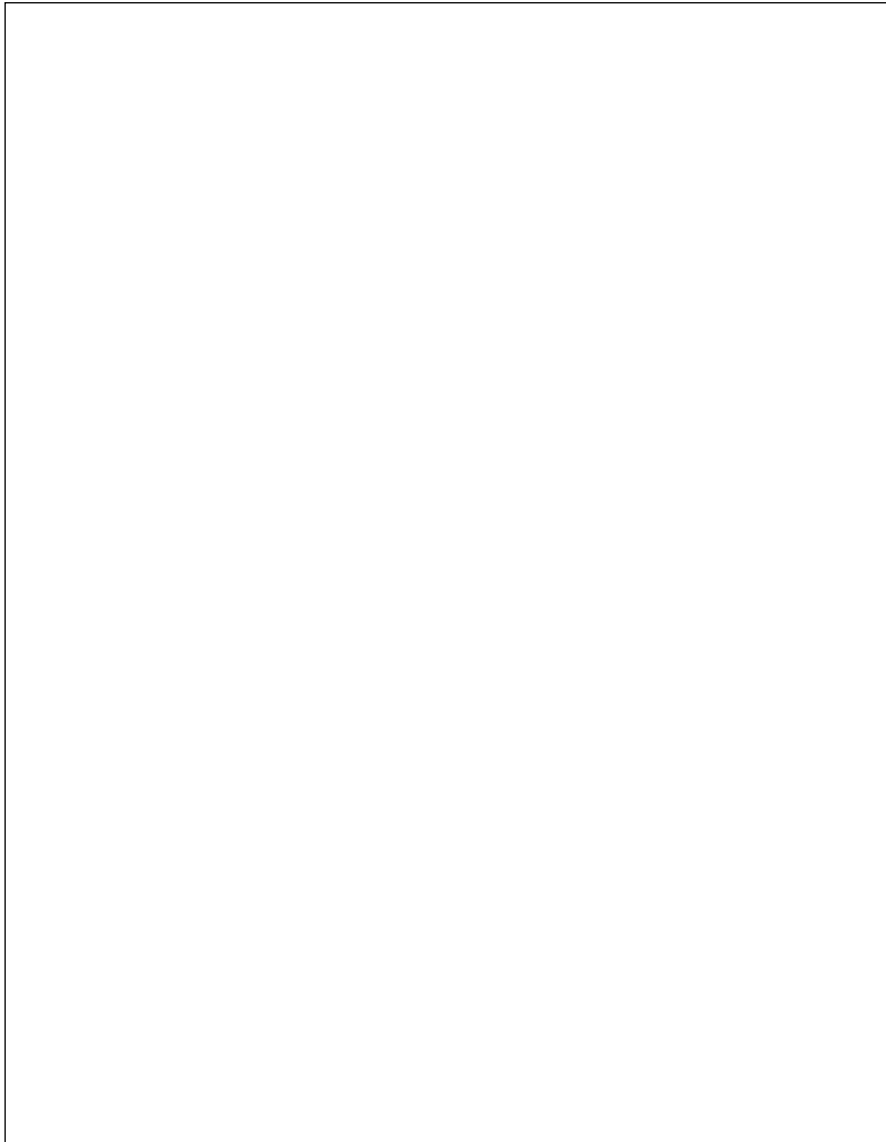
**Tails:** The snake needed to find shade on the hot summer day.



**Heads:** Mrs. Rivera found a stray cat on her farm and gave it a home.

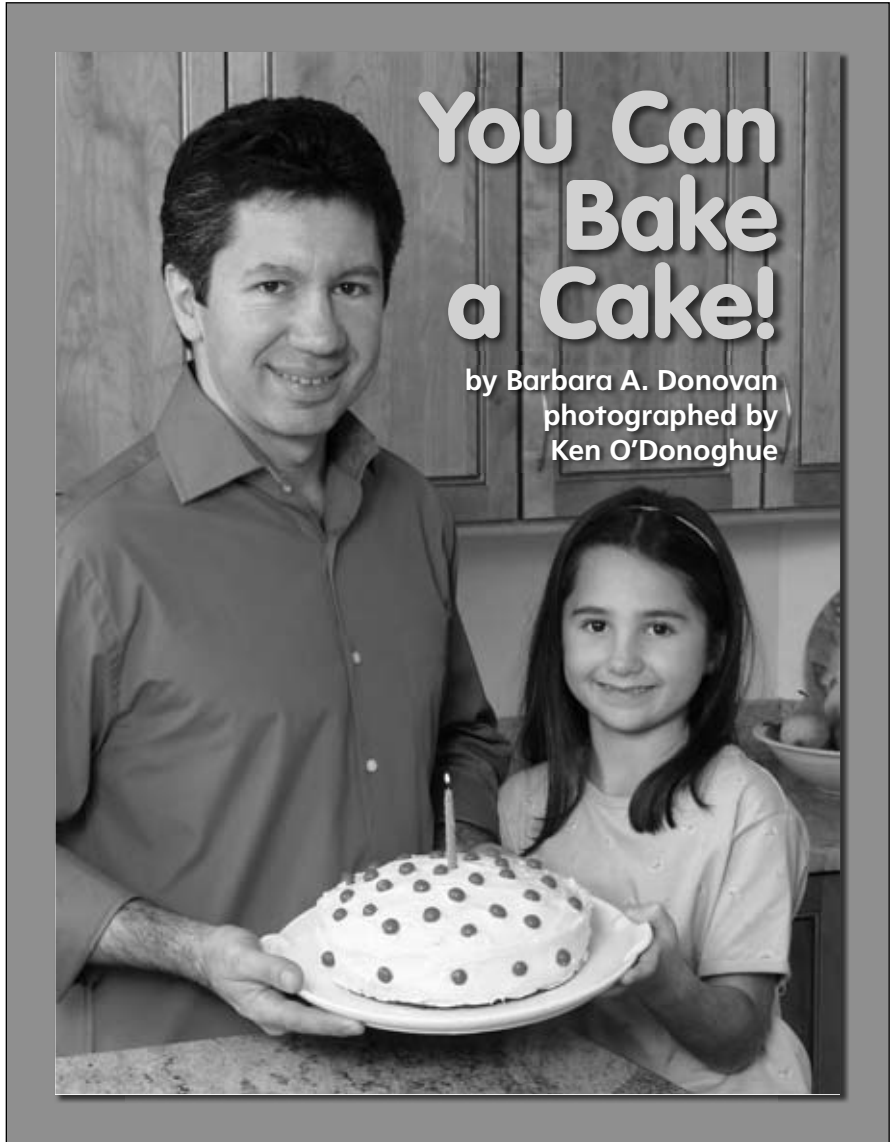
**Tails:** Mrs. Rivera's cat likes to chase mice.





© Macmillan/McGraw-Hill

You Can Bake a Cake!





This year you and Dad can bake a cake for Mom's birthday. Just get a box of cake mix. Look on the back. It shows you what to do.



Bake your cakes until they are done. Let them cool on a rack. Move them to a plate. Add frosting and dab on some red dots. Mom will be glad to see this cake!



Rub butter on the cake pans. Then shake flour into them. Now the cake will not stick. Next, turn on the oven.

Look at the back of the box. Get what you need to make the cake. Put the cake mix in a bowl. Then add the water. This cake has oil in it. Put that in the bowl, too.



© Macmillan/McGraw-Hill  
You Can Bake a Cake!

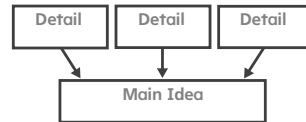
Crack an egg and add it to the bowl. Then add another. Stir it up so there are no lumps. Put some cake mix in each pan. Dad can put the pans in the hot oven.



## Comprehension Check

### Retell

Use a Main Idea and Details Chart to retell what this book is about.



### Think and Compare

1. What are three ways you can learn about your family's history?  
*(Main Idea and Details)*
2. What is one tradition your family has?  
*(Apply)*
3. Why is it important for people to learn about their family's history?  
*(Synthesize)*

# Family History

by Anne O'Brien



## Table of Contents

<b>Introduction</b> . . . . .	2
<b>Chapter 1</b> Families Long Ago . . . . .	4
<b>Chapter 2</b> A Family Then and Now . . . . .	6
<b>Chapter 3</b> A Family's Past . . . . .	8
<b>Chapter 4</b> Family Traditions . . . . .	12
<b>Conclusion</b> . . . . .	14
<b>Glossary/Index</b> . . . . .	15
<b>Comprehension Check</b> . . . . .	16

## Introduction

Some families are famous. We read about them. We see programs about them on TV. Everyone knows the history, or the story, of these families.



Abraham Lincoln and his family are famous. Lincoln was a President of the United States.

Martin Luther King, Jr. and his family are famous Americans, too.



## Glossary

**celebrate** (*SEL-uh-brayt*) to mark a special day, often with a party (*page 12*)

**documents** (*DOK-yuh-muhnts*) official papers that give important information (*page 4*)

**generation** (*JEN-uh-RAY-shuhn*) a set of family members seen as the next step (*page 8*)

**interview** (*IN-tuhr-vyew*) to question someone about their experiences (*page 10*)

**relatives** (*REL-uh-tivz*) members of the same family, by birth, adoption, or marriage (*page 3*)

---

## Index

ancestors, 6–9

California, 8, 11

documents, 4

families from other

lands, 6, 8–9, 13

families long ago, 2, 5–6, 8

King, Jr., Martin Luther, 2

Lincoln, Abraham, 2

Virginia, 10–11



## Conclusion

The history of a family began long ago. It is made of many things. It's what a family does on special days. It's family stories. It's family letters and photographs.

You can learn about your family's history. Then you can pass it on, so it is not forgotten. Your family's story will go on and on.

Lela learns the family tradition of making blankets.



You can learn your family's history from **relatives**. Aunts, uncles, and grandparents can tell you stories about your parents as kids. These stories are your heritage. Your family hands their stories down to you.



Every family has stories to share.

## Chapter 1

# Families Long Ago

History is the story of the past. One way to learn about the past is from old letters. They give you knowledge, or facts, about things from long ago.

**Documents**, or papers, also tell about your family's past. You may learn about a wedding or a new baby.



Manuel's uncle tells him about his family's life long ago.

Elsa wears shoes called clogs. The clogs are a tradition in Elsa's family. Elsa's grandmother wore them when she was a girl in the Netherlands. Elsa lives in the United States. But she keeps the tradition going.



Elsa follows her grandmother's tradition of wearing clogs.

## Chapter 4 Family Traditions

Most families have traditions. Traditions are passed down over time. In many families it is a tradition to **celebrate** a holiday with special foods.

Your family may have everyday traditions, too. Maybe there's one night a week when you always eat pizza.

In this family, it is a tradition to eat with chopsticks.



12

© Macmillan/McGraw-Hill

Family History



Old photographs show what's different from life today.

Old photographs are another great way to learn about your family's history. Look closely to uncover clues. See what people are wearing and doing.

Listen to the stories older family members share. It's fun to hear stories about when they were young.

5

Chapter 2

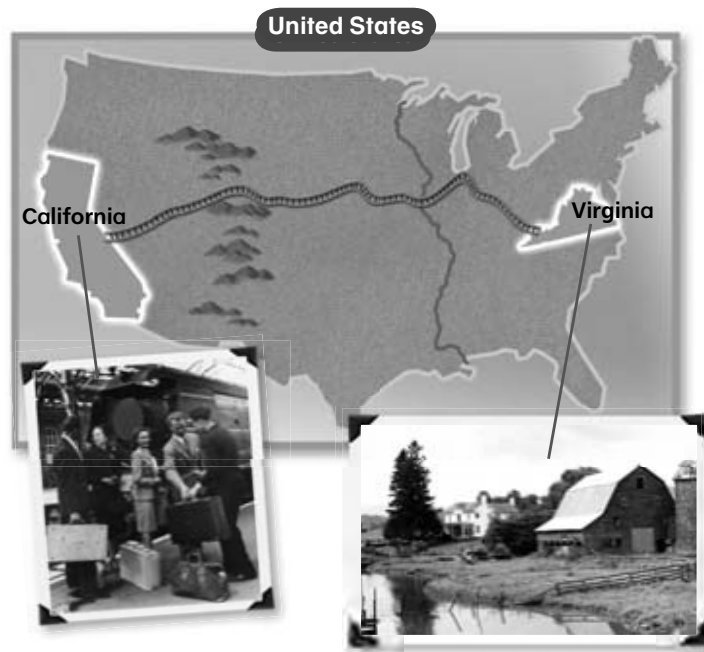
## A Family Then and Now

The way families live changes over the years. Long ago, Tamika's family lived in Nigeria in West Africa. The women wore colorful shirts and scarves.

Tamika's ancestors in Nigeria wore clothing like this.



Next, Sam interviewed his grandmother's friend, Anita. Anita told Sam more stories like how his grandparents met and moved to California.



Sam's grandparents moved from Virginia to California. They went by train.



Sam has many questions to ask his grandmother and her friend.

Sam wanted to learn about his family's past. He **interviewed** his grandmother. Sam asked her questions about her life.

Sam's grandmother told him that she grew up on a farm in Virginia. She talked about machines that were used to irrigate, or water, the fields. A big harvest of crops would regrow each year.



Tamika's family still loves to spend time together, just as her ancestors did long ago.

Some of Tamika's ancestors moved to the United States. Today Tamika may wear a Nigerian shirt and scarf for a special event. But she wears jeans and t-shirts to play.

### Chapter 3

## A Family's Past

It's important to learn about your family's history. You can pass it on to the next **generation**. Someday, you can retell your family's stories. You will be a bridge from the past to the future.

#### Lee's Time Line



My ancestors came to California to help build the railroad.

1830

My ancestors came from China.

1868

My great-grandfather was born in San Francisco.

1910

Lee learned that her family moved to the United States from their native land of China. The time line shows what Lee found out about her family's history.



My grandparents got married.

1960

My mom started school in Los Angeles.

1970

2011+

This is my family today. We live in Fresno.



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

celebrate      cultures      deaf  
 relatives      signing

**From Words to Pictures** First, we'll talk about what each word means. Then, for each word, we'll make up a sentence and draw a picture to go with it.

#### SPELLING WORDS

did      rip      fin      mix      pick  
 five      line      side      pipe      hike

**Is It I or I?** I'll ask you to spell a word and tell me if the sound made by i is the same as in the word *tin* or *tile*.

### Dear Family Member:

I'm reading *Meet Rosina* in class this week. We learned that some books have main ideas and details. The main idea is the writer's most important point. It's the big idea. I learned that details are bits of information that help tell about the main idea. I think the main idea of *Meet Rosina* is how a deaf girl has a happy life, just like other children. I'm sure as I read I'll find lots of examples that tell about her life.



### This Week's Skills

**Comprehension:** main idea and details

**Vocabulary:** dictionary—new meanings for known words

**Phonics:** different sounds of i

**Spelling:** different spellings of words with i as in *nice* and *tip*

Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# "Help!" said the main idea

Each main idea is missing its details. We'll read the main ideas together. They are written at the top of each square. Then we can look at the details below and match them to their main ideas. You can write the letter of the main idea next to each detail.



© Macmillan/McGraw-Hill

**A** Food Is Fun



**B** It's Good to Have a Pet



**C** There Are Many Uses of Shoes



**D** Franny Had a Good Time at the Beach







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

celebrate            cultures            deaf  
 relatives            signing

**Palabras y dibujos** Primero vamos a hablar de lo que quiere decir cada palabra. Después vamos a hacer una oración con cada palabra y hacer un dibujo para ilustrarla.

#### PALABRAS DE ORTOGRAFÍA

did      rip      fin      mix      pick  
 five      line      side      pipe      hike

¿Cómo suena la i? Te voy a pedir que delectees una palabra y me digas si el sonido de la i es como en la palabra *tin* o como en la palabra *tile*.

### Queridos familiares:

Esta semana estoy leyendo en clase *Meet Rosina*. Aprendí que algunos libros tienen ideas principales y detalles. La idea principal es lo más importante que dice el autor. Es la idea que se destaca más. Aprendí que los detalles son trocitos de información que ayudan a contar la idea principal. Pienso que la idea principal de *Meet Rosina* es cómo una niña sorda puede tener una vida feliz, como otros chicos. Seguro que cuando lea voy a encontrar muchos ejemplos acerca de su vida.



### Destrezas de la semana

**Comprensión:** idea principal y detalles

**Vocabulario:** diccionario—nuevas definiciones para palabras que sabes

**Fonética:** diferentes sonidos de i

**Ortografía:** diferente ortografía de palabras con i como en *nice* y *tip*

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# ¡Socorro!, gritó la idea principal

A cada idea principal le faltan los detalles. Vamos a leer juntos las ideas principales. Están escritas en la parte superior de cada recuadro. Después podemos mirar los detalles y ver a qué idea principal corresponden. Puedes escribir la letra de la idea principal junto a cada detalle.



© Macmillan/McGraw-Hill

**A** Food Is Fun



**B** It's Good to Have a Pet

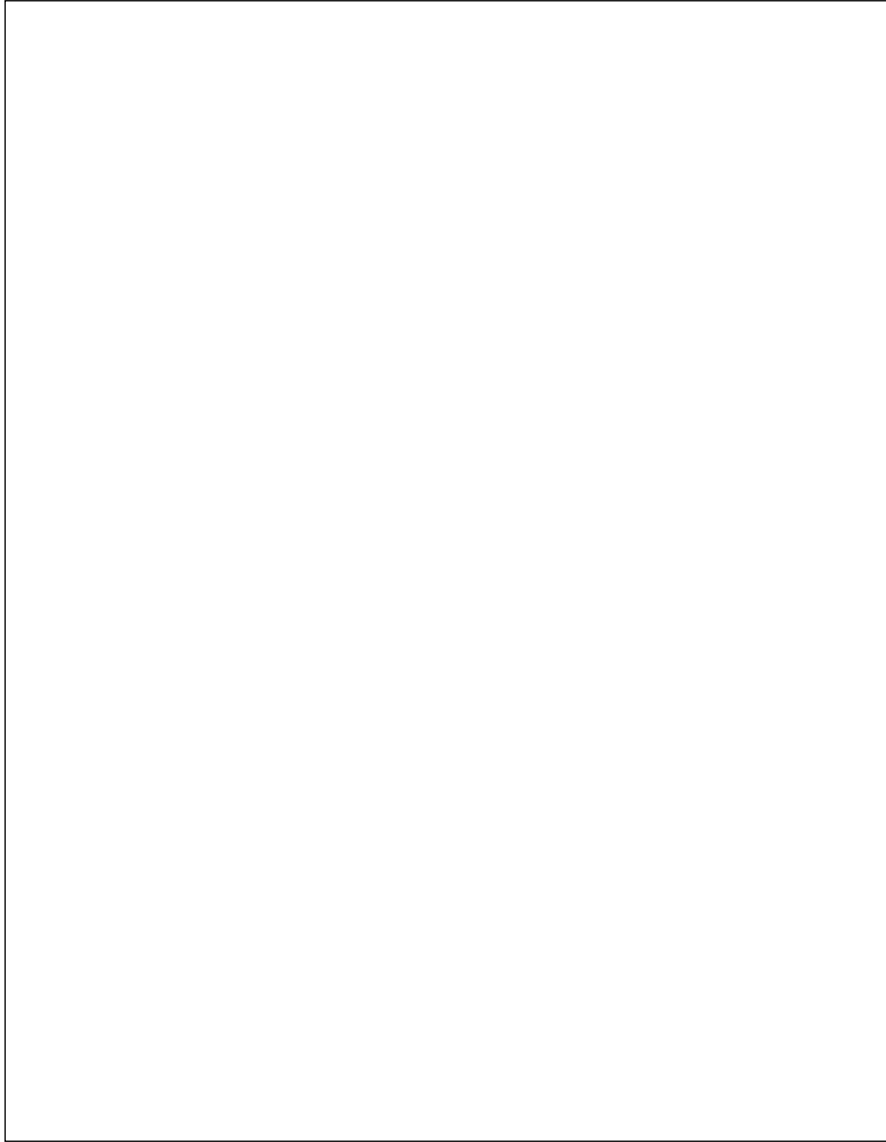


**C** There Are Many Uses of Shoes



**D** Franny Had a Good Time at the Beach

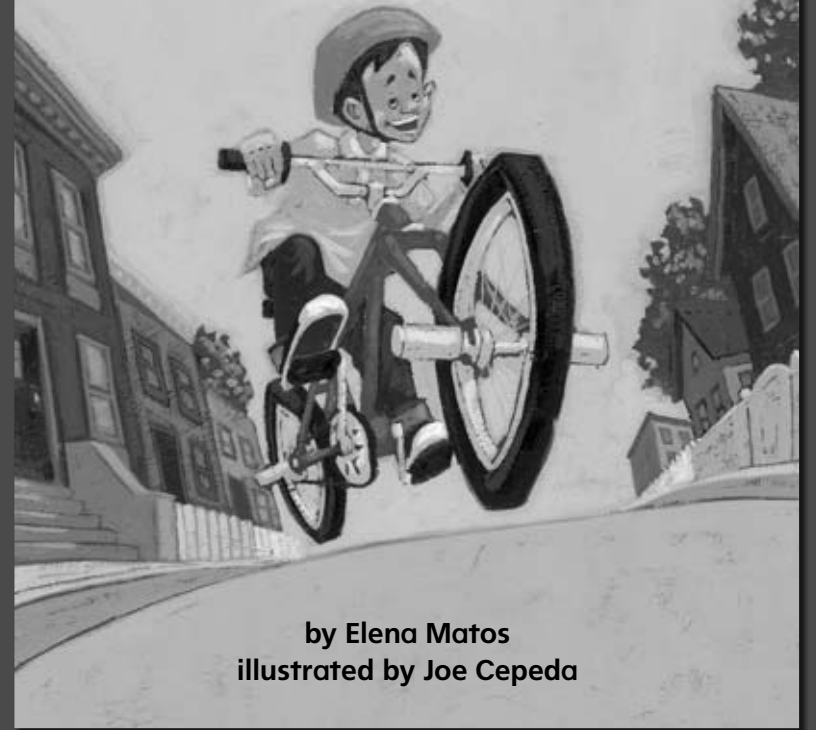




© Macmillan/McGraw-Hill

Mike's Big Bike

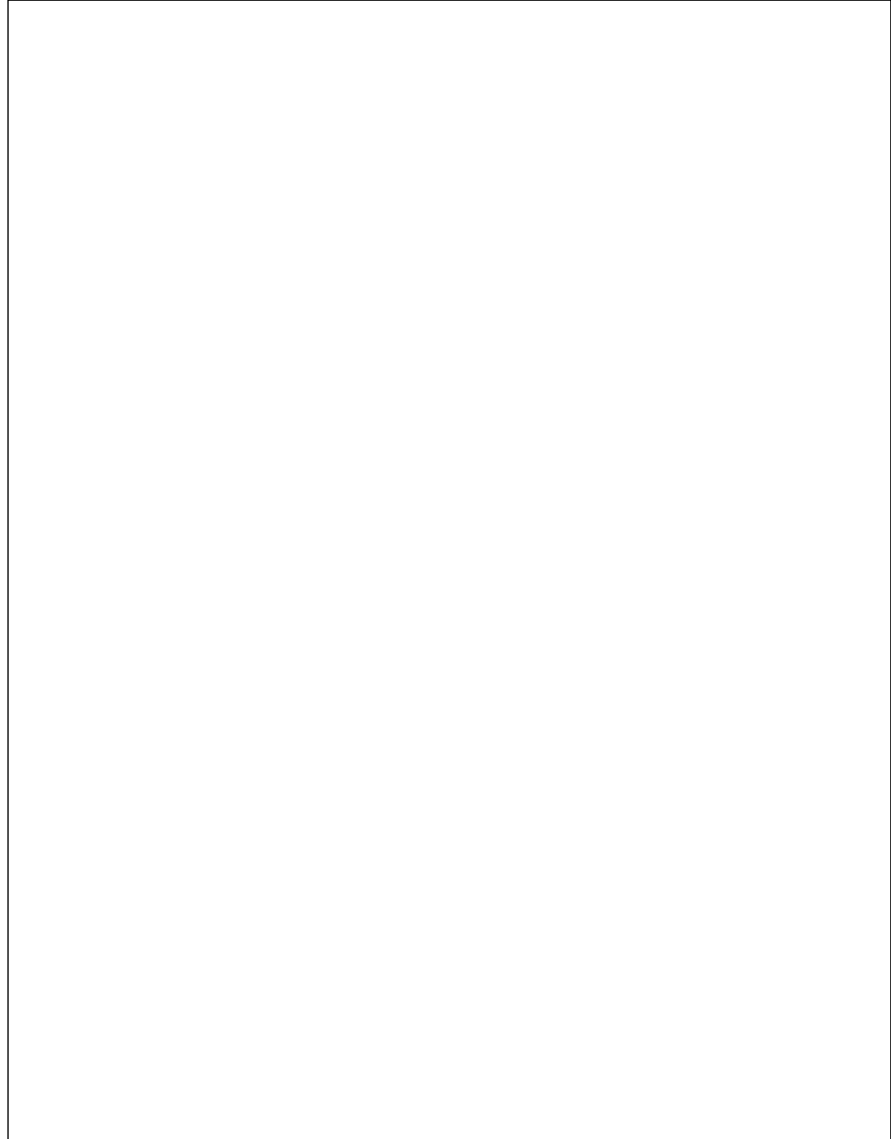
# Mike's Big Bike



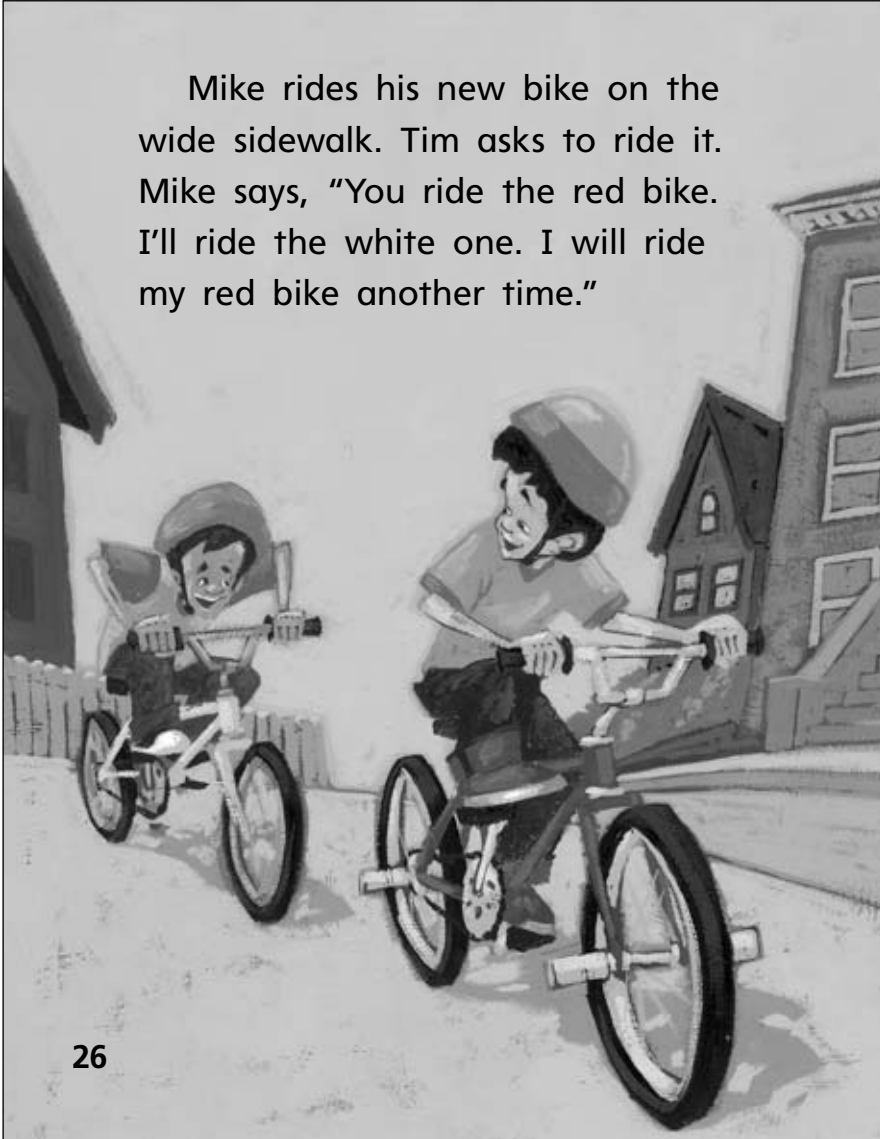
by Elena Matos  
illustrated by Joe Cepeda



Mike rides his white bike.  
Each time his legs go up, he  
bumps the handlebars. Mike likes  
his bike, but he understands it's not  
the right size. What will Mike do?



Mike rides his new bike on the wide sidewalk. Tim asks to ride it. Mike says, "You ride the red bike. I'll ride the white one. I will ride my red bike another time."



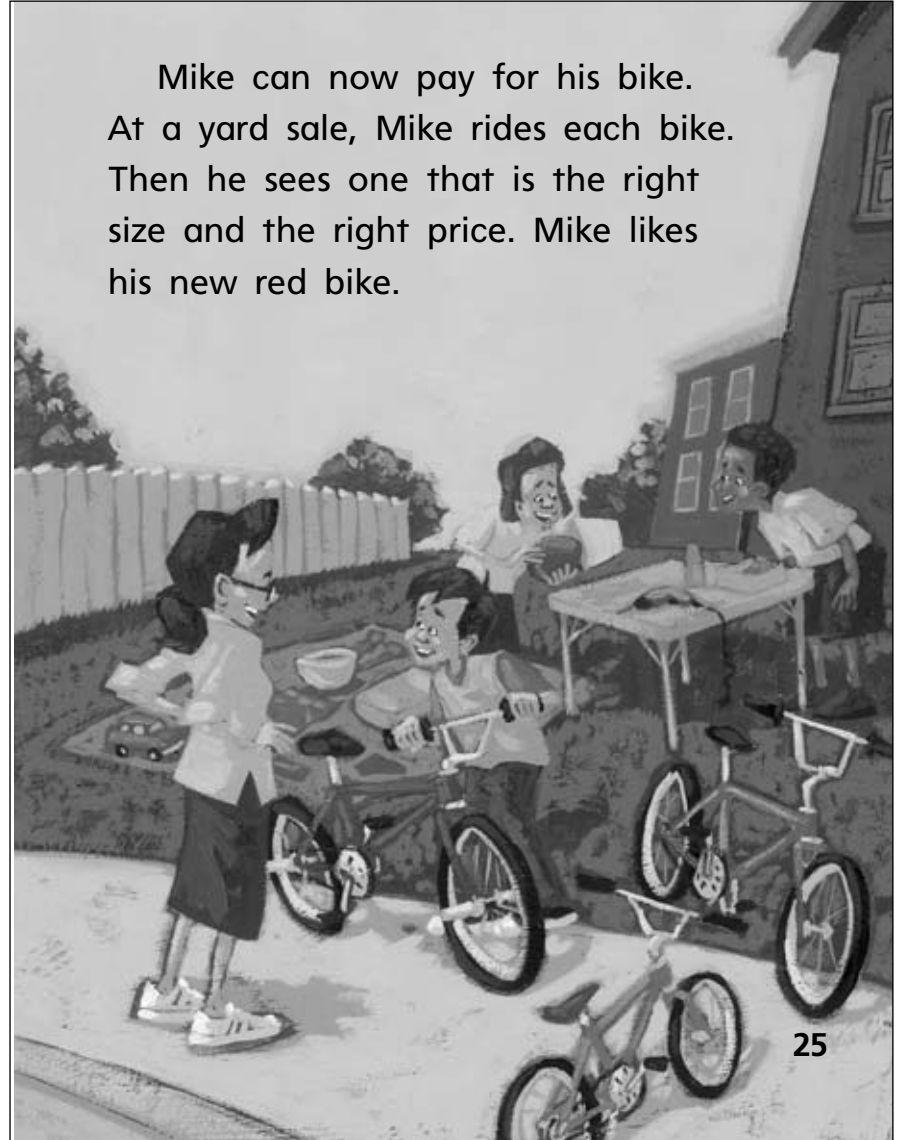
Mike tells Mom he needs a different bike. Mom will help Mike pay for the bike, but he has to save and help pay for it, too. Mike thinks that this is fine.



Mike gets to work. He wipes the dishes. He rakes twigs. He sells lime ice pops to other kids. He does a number of different jobs. Each dime goes in his bank.



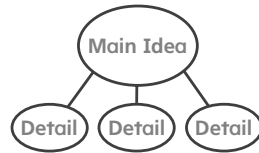
Mike can now pay for his bike. At a yard sale, Mike rides each bike. Then he sees one that is the right size and the right price. Mike likes his new red bike.



## Comprehension Check

### Retell

Use a Main Idea and Details chart to retell the information in this book.



### Think and Compare

1. Jane Addams wanted everyone to have a good life. How did Addams help make this happen? *(Main Idea and Details)*
2. How were Chávez's ideas like King's ideas? *(Synthesize)*
3. Martin Luther King Day of Service is in January. What can you do to help someone on this day? *(Apply)*

Informational  
Nonfiction

# Three American Heroes

by Guadalupe V. Lopez



Macmillan/McGraw-Hill

## Literacy Activities



### A Letter to Dr. King

César Chávez and Martin Luther King, Jr. never met. Chávez admired this peaceful leader. Imagine that Chávez wrote a thank-you note to Dr. King. What might Chávez say?



### What I Learned from Jane Addams

Jane Addams taught many people. Write about what you learned from Jane Addams.

## Glossary

**civil rights** (*SIV-uhl reyets*) freedoms that all people enjoy by law (*page 8*)

**immigrants** (*IM-i-gruhnts*) people who move from one country to another (*page 4*)

**migrant** (*MEYE-gruhnt*) going from place to place (*page 11*)

**Nobel Peace Prize** (*NOH-bel Pees Preyez*) prize given to someone who makes the world a better place (*page 6*)

---

## Index

Addams, Jane, 2–6, 14	Johnson, President
Chávez, César, 2, 10–14	Lyndon, 9
Civil Rights Act, 9	King, Jr., Martin
Hull House, 5–6	Luther, 2, 7–9, 14
	Nobel Peace Prize, 6, 9

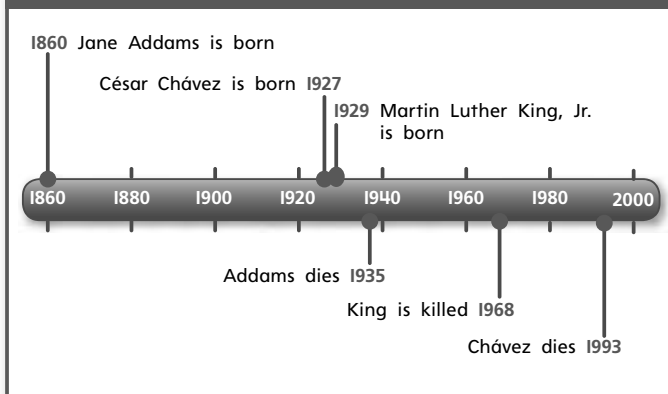


## Conclusion

Jane Addams, Martin Luther King, Jr., and César Chávez were ordinary Americans. They lived at different times and in different places. They came from different cultures.

But with words and deeds, these three American heroes improved the lives of many people. They changed our country forever.

### Three American Heroes Time Line



## Chapter 1

### Who Was Jane Addams?

Jane Addams had a good life. Her family had plenty of money. She felt that others should live well, too. Her idea was simple. She wanted everyone to have a good life.



Jane Addams dreamed of making life better for all people.



Many immigrants lived in crowded spaces.

Addams was born in 1860. Her family lived in a nice house. One day, she saw a poor part of the city. Many **immigrants** lived there. Houses were falling apart. Children had torn clothes.

Addams was just a girl, but she wanted to help. She wanted to change the way poor people lived.



A grape grower signs a contract. He is agreeing to pay workers more money.

Chávez wanted things to change. He became a leader for the migrant workers. In 1968 Chávez asked people all over the United States not to buy grapes. Grape growers lost money. They finally agreed to treat workers better.

Chávez died in 1993. In 1994, President Clinton honored Chávez by awarding him the Presidential Medal of Freedom.

Chávez left school after eighth grade. He picked grapes with his family. They made pennies a day. A family could not live on so little money.

Migrants worked many hours for very little pay.



In 1889, Addams' found a big house and filled it with pretty things. She called it Hull House.

Addams gave classes to immigrants. They came from different cultures. They spoke different languages. At Hull House, they could learn to speak and read English, do math, and other things, too.

Hull House had a day care and a kindergarten.





Today Hull House is a museum.

In 1931, Jane Addams received the **Nobel Peace Prize** for helping so many people. Today, the Hull House Association still helps people.



Many migrant camps did not have water.

The family moved to California. They became **migrant** workers. They went from farm to farm picking crops. They never stayed in one place. Chávez went to more than 30 different schools.

### Chapter 3

## Who Was César Chávez?

César Chávez was born in Yuma, Arizona, in 1927. His father had a small farm. Their relatives lived nearby.

When Chávez was ten, there was not enough rain. Crops died. The Chávez family lost their farm.

César Chávez dreamed that workers would be treated well and have a better life.



### Chapter 2

## Who Was Martin Luther King, Jr.?

Years ago, white people and black people in America were not treated the same. Martin Luther King, Jr., wanted to change this.

King was born in 1929, in Atlanta, Georgia. At that time, whites and blacks were kept apart. In some places, this was the law.



King knew that the law was wrong and fought for change. But he fought for **civil rights** with his words, not his fists. He dreamed of the same rights for all citizens of the United States.

On August 28, 1963, Dr. King gave a famous speech in Washington, D.C. It was called "I Have a Dream."



In this photo, President Lyndon Johnson is signing the Civil Rights Act. It gave African Americans the same rights as other citizens.

King gave speeches and led marches. These actions changed our country. In 1964, King received the Nobel Peace Prize.

Sadly, King was killed in 1968. Today, Americans celebrate his birthday on January 15. We honor Martin Luther King, Jr. by helping others. We can make the world better too.



# Home-School Connection

## Word Workout

### WORDS TO KNOW

cuddle                      favorite                      patient  
practiced                  settled                      wrinkled

**Speed!** I'll give you a word and see how quickly you can use it in a sentence. We can play again and see if you can make sentences even faster than before.

### SPELLING WORDS

box      fox      dog      lock      pot  
cone      home      nose      poke      rope

**The O Stands Alone?** The letter **o** can sound like it stands alone, as it does in the word *rose*. The letter **o** can also sound differently, like it does in the word *pot*. I'll say a spelling word. Tell me if it sounds like the **o** stands alone in this word, or not. Then spell the word.

## Dear Family Member:

I'm reading *My Name Is Yoon* in class this week. It's about a Korean girl who comes to America and doesn't speak English. As I read, I'm finding clues that help me guess what will happen next in the story. That's a prediction. As I read, I will see if my predictions are right. Using predictions helps me read better. I think Yoon is going to learn English.



## This Week's Skills

**Comprehension:** make and confirm predictions

**Vocabulary:** verbs ending with -ed

**Phonics:** sounds of **o** as in *mop* and *bone*

**Spelling:** different spellings of words with **o**

Name \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

# How Does Your Garden Grow?

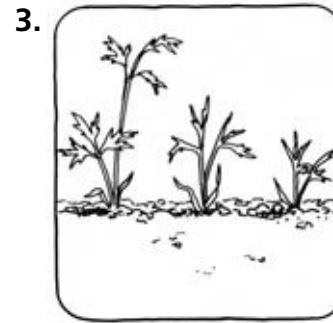
I'm going to hold a piece of paper over all the pictures, then show them to you one at a time. Let's talk about each one and make a prediction about what will happen next. When I show the next picture, we'll see if our prediction is right.



What do you think Sammi will do with the seeds?



Sammi digs holes. What will happen next?



The seeds poke up. What will happen next?



The bunny sees the garden. What will happen?



What will happen next?



Did you think the story would end this way? Why?





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

cuddle            favorite            patient

practiced        settled            wrinkled

**¡A toda velocidad!** Te voy a decir una palabra y ver qué rápido puedes usarla en una oración. Podemos repetir el juego y ver si puedes formar oraciones cada vez más rápido.

#### PALABRAS DE ORTOGRAFÍA

box    fox    dog    lock    pot

cone    home    nose    poke    rope

**¿Está la O sola?** La letra **o** puede sonar como cuando está sola, como en la palabra *rose*. La letra **o** puede sonar diferentemente, como en la palabra *pot*. Voy a decir una palabra de ortografía. Dime si en esta palabra suena como la **o** cuando está sola. Luego deletrea la palabra.

### Queridos familiares:

Esta semana estoy leyendo en clase *My Name Is Yoon*. Trata de una niña coreana que viene a Estados Unidos y no habla inglés. Mientras leo voy encontrando pistas que me ayudan a adivinar lo que va a pasar después en el cuento. Así hago una predicción. A medida que leo puedo comprobar si mis predicciones se cumplen. Hacer predicciones me ayuda a leer mejor. Creo que Yoon va a aprender a hablar inglés.



### Destrezas de la semana

**Comprensión:** hacer y confirmar predicciones

**Vocabulario:** verbos terminados en **-ed**

**Fonética:** sonidos de la **o**, como en *mop* y *bone*

**Ortografía:** diferentes ortografías de palabras con **o**

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# ¿Cómo crece tu jardín?

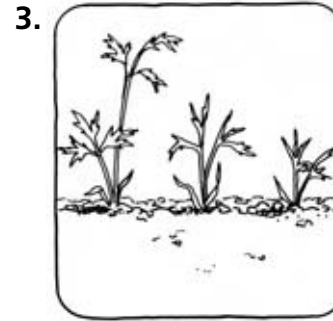
Voy a cubrir todas las ilustraciones con un trozo de papel, y después te las mostraré una por una. Vamos a hablar de cada ilustración y a hacer una predicción de lo que va a suceder después. Cuando te muestre la ilustración siguiente veremos si nuestra predicción es correcta.



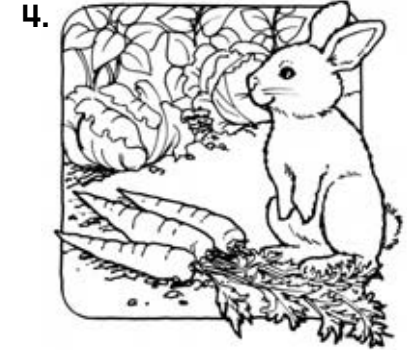
What do you think Sammi will do with the seeds?



Sammi digs holes. What will happen next?



The seeds poke up. What will happen next?



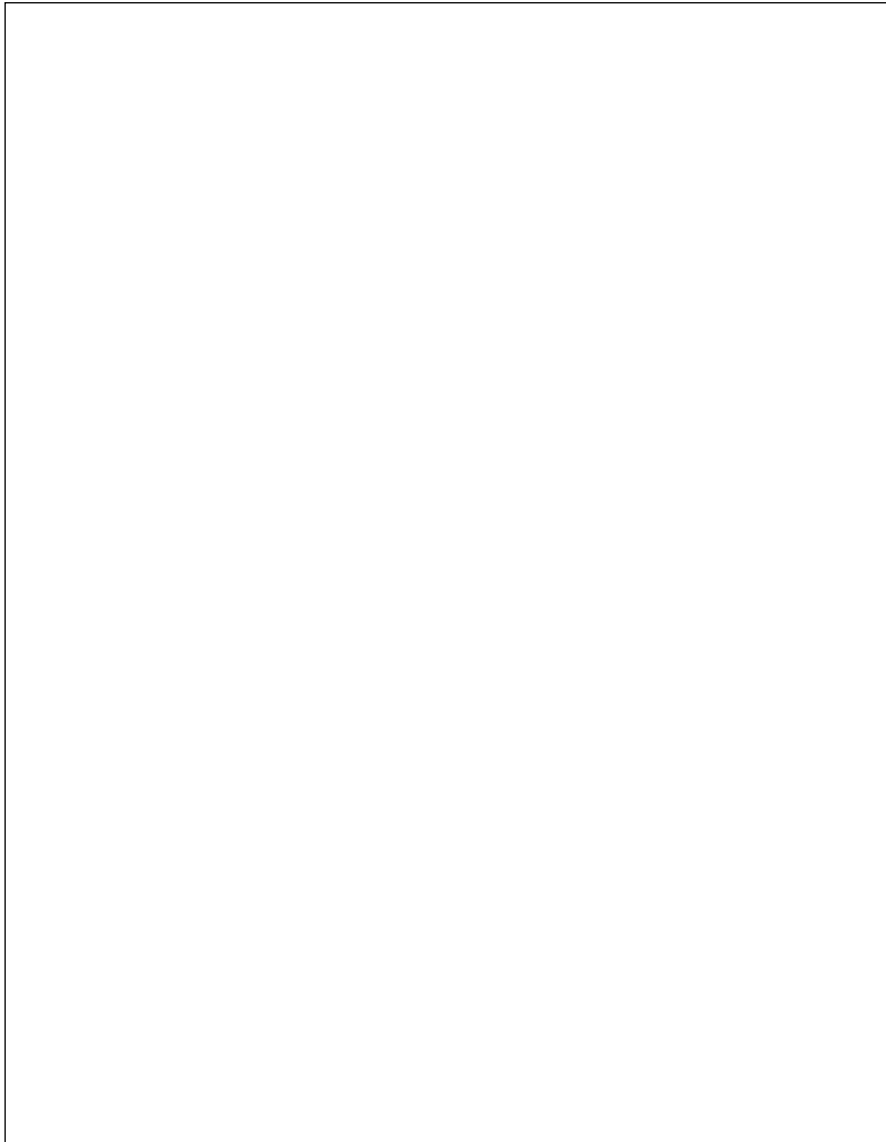
The bunny sees the garden. What will happen?



What will happen next?

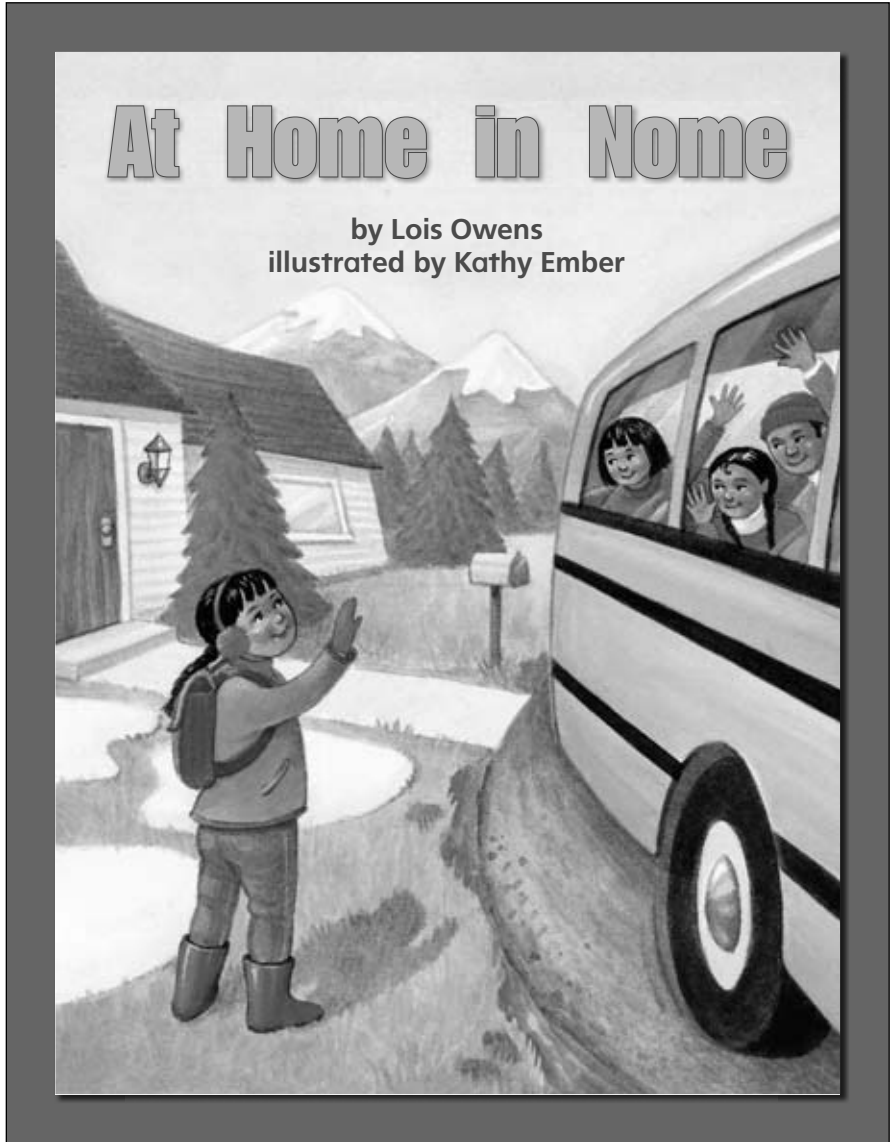


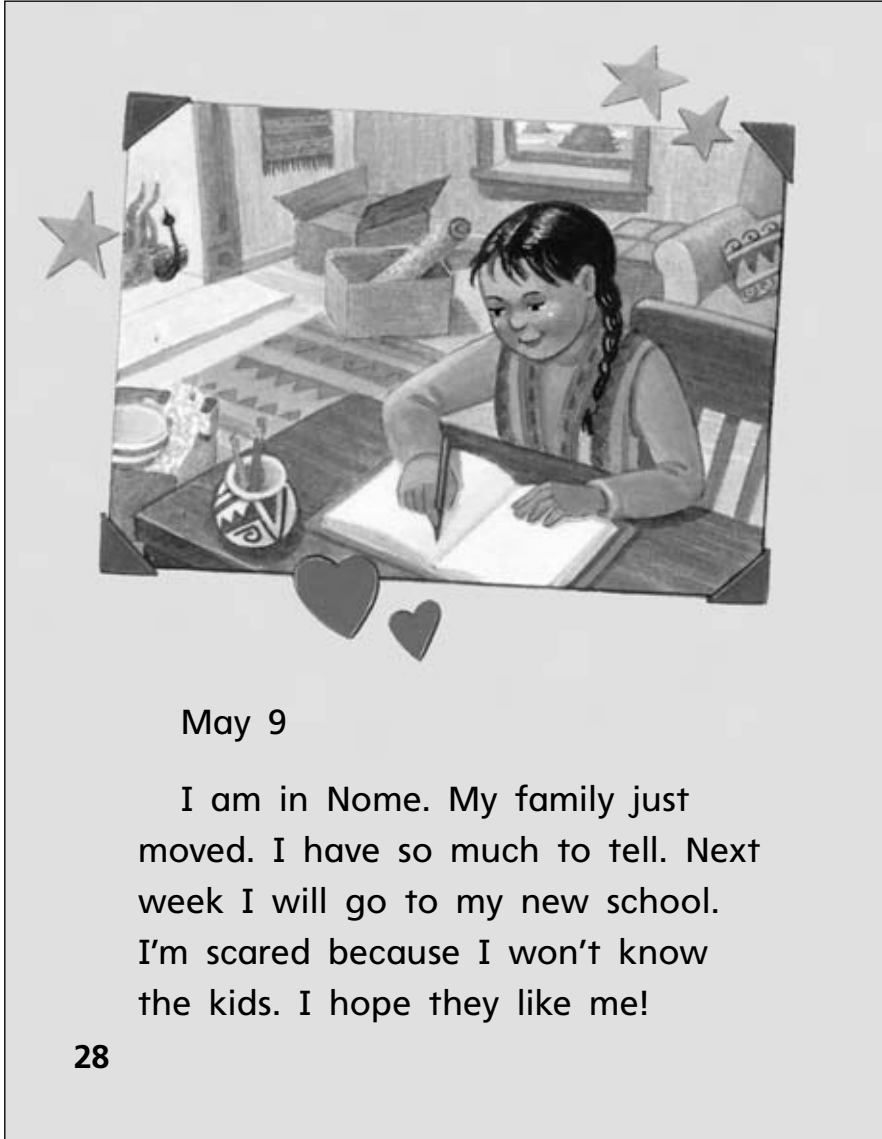
Did you think the story would end this way? Why?



© Macmillan/McGraw-Hill

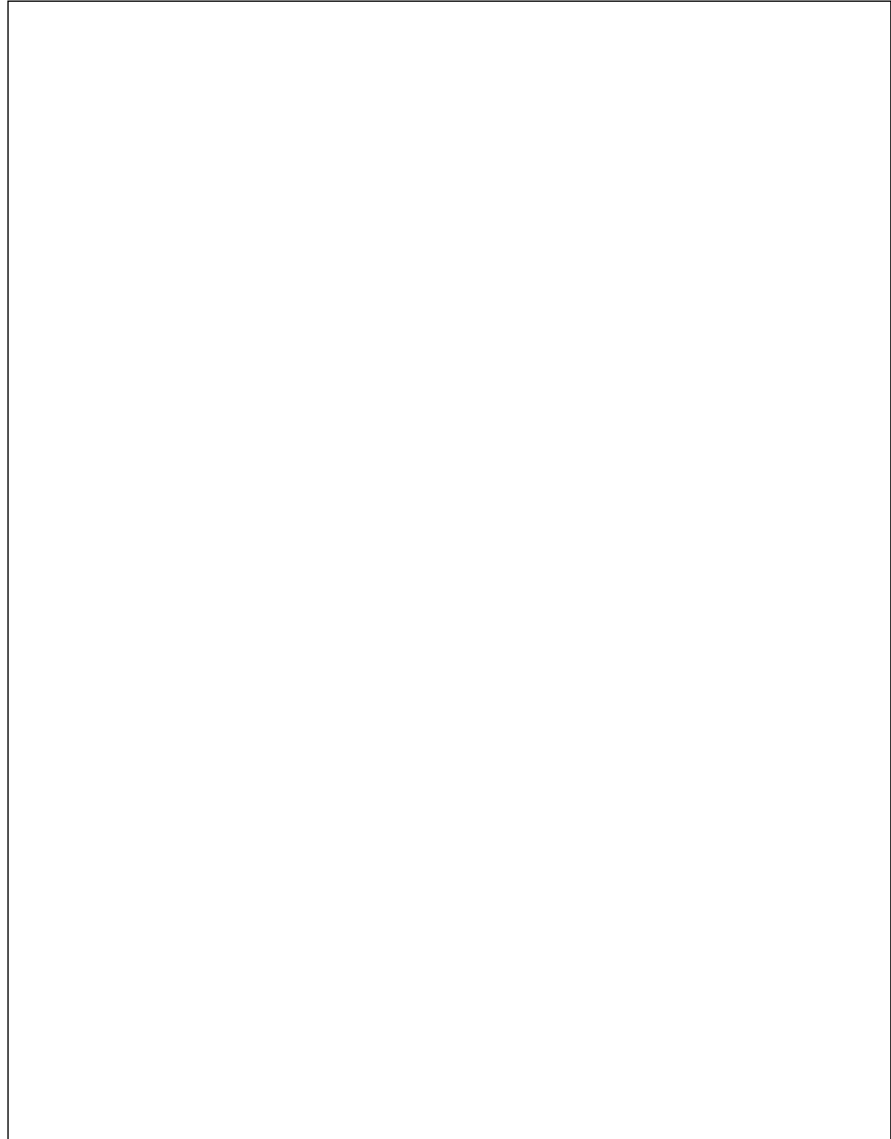
At Home in Nome





May 9

I am in Nome. My family just moved. I have so much to tell. Next week I will go to my new school. I'm scared because I won't know the kids. I hope they like me!





June 10

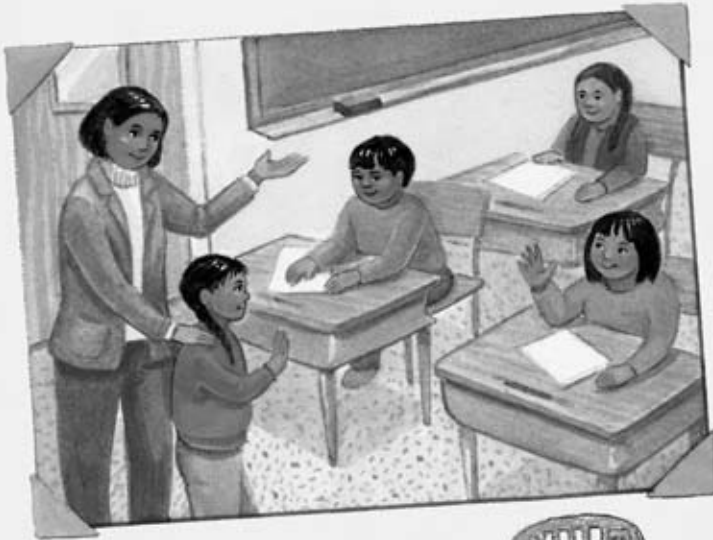
I will like going back home to visit some day. But for now, I am happy to be at home in Nome!

May 11

It's spring, but it's cold! Some places still have snow. It's not hot like it is back home.

I saw fox tracks in the mud.  
Dad took a picture of them.





May 15

Mom drove me to school.  
Back home I rode my bike.

All the kids spoke to me! I made  
lots of friends. Next week I will  
ride the bus. That will be fun!

May 23

There are cod fish and crab here  
in Nome. Mom makes them a lot.  
She gets cod and crab off the boats.  
We ate them back home, too. I'm  
glad I like fish and crab!



## Comprehension Check

### Retell the Story

Use a Prediction Chart and the pictures to help you retell this story.

What I Predict	What Happens

### Think and Compare

1. Turn to page 7. What makes you think that Daniel will feel safe in America?  
*(Make and Confirm Predictions)*
2. How might you feel if you had to live in a different country? *(Apply)*
3. What are some of the reasons people move from one country to another? *(Analyze)*

# Daniel's New Home

by Christine Keighery  
illustrated by Chantal Stewart



## Table of Contents

<b>Chapter 1</b>	
Leaving Home .....	2
<b>Chapter 2</b>	
On the Boat .....	10
<b>Chapter 3</b>	
A New Home .....	12
<b>Chapter 4</b>	
A New Baby .....	14
Comprehension Check .....	16

## Chapter I Leaving Home

When Dad came in from the fields today, Cara was crying.

"She's hungry," said Mam. I was hungry, too. But I wasn't crying. I am seven years old plus two whole months, so I have to help.



"Annie looks just like you, Daniel," said Mam. I held out my finger, and my baby sister grabbed it.

"Do you know she is an American?" I said.

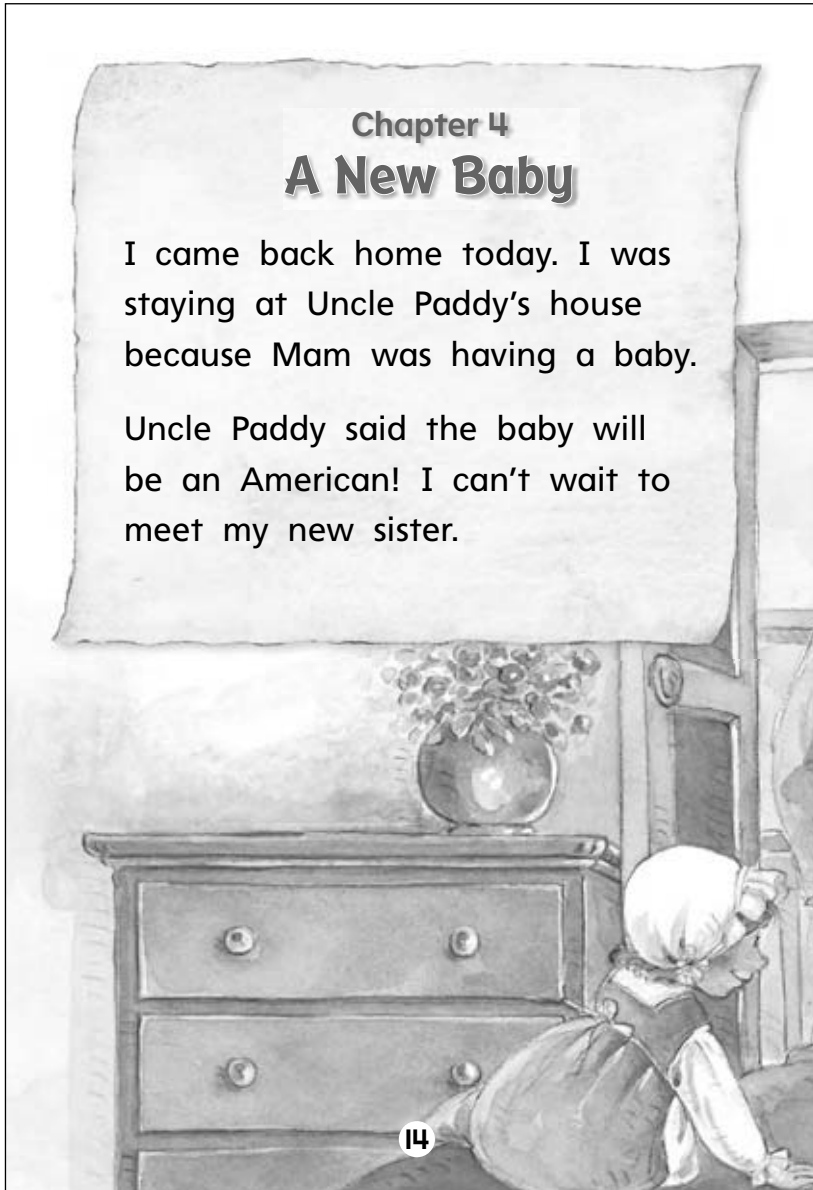




Chapter 4  
**A New Baby**

I came back home today. I was staying at Uncle Paddy's house because Mam was having a baby.

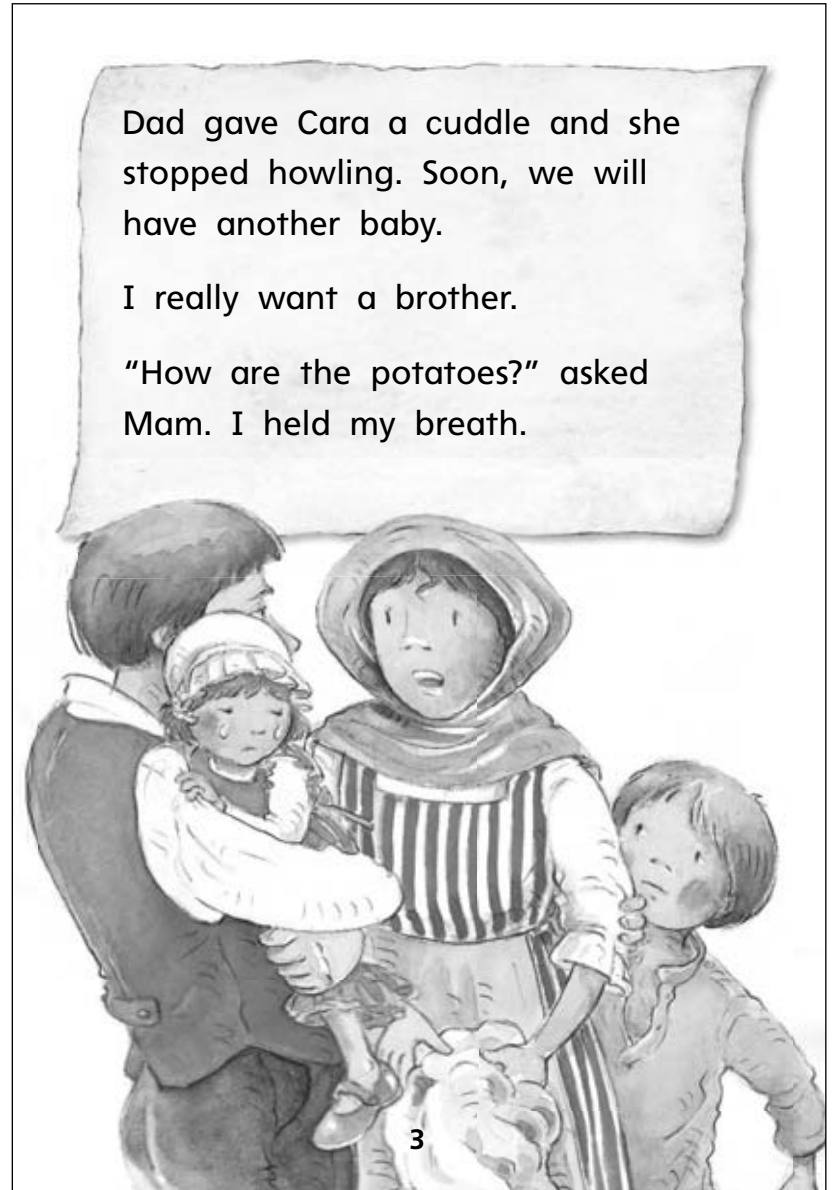
Uncle Paddy said the baby will be an American! I can't wait to meet my new sister.



Dad gave Cara a cuddle and she stopped howling. Soon, we will have another baby.

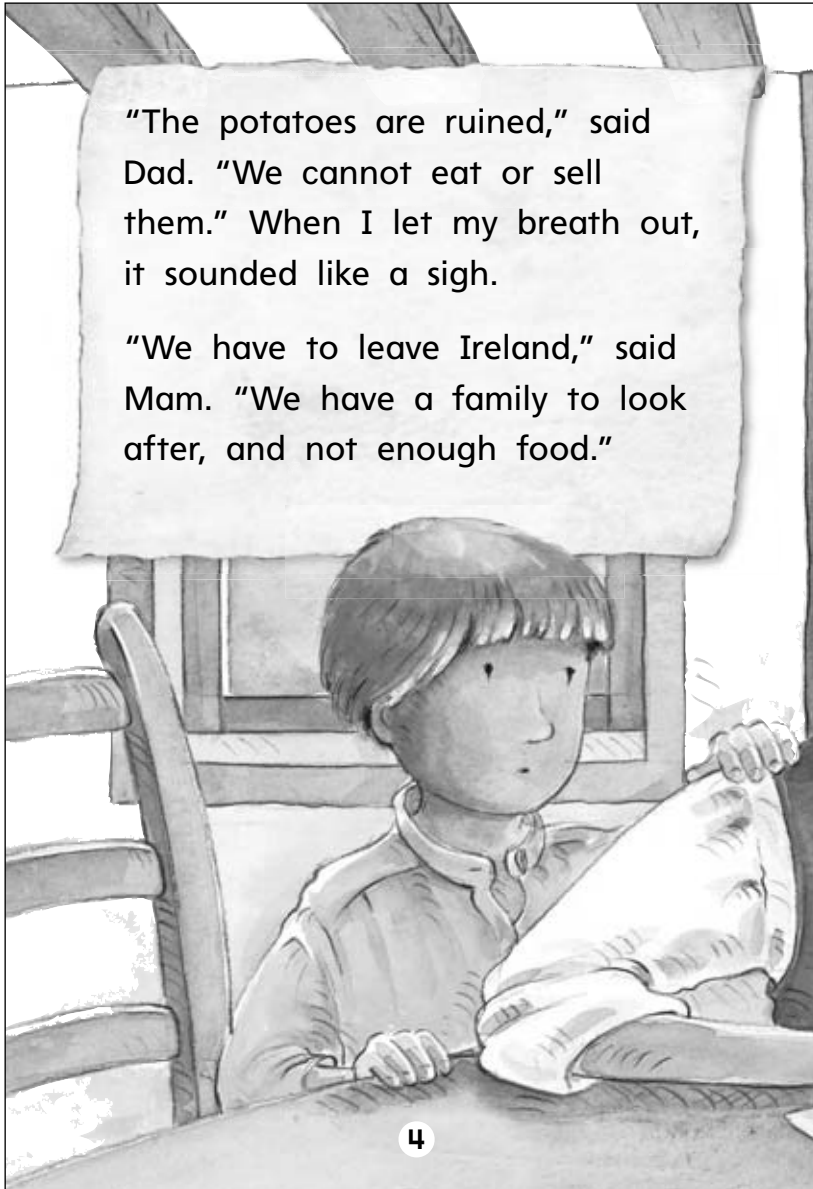
I really want a brother.

"How are the potatoes?" asked Mam. I held my breath.



"The potatoes are ruined," said Dad. "We cannot eat or sell them." When I let my breath out, it sounded like a sigh.

"We have to leave Ireland," said Mam. "We have a family to look after, and not enough food."



### Chapter 3

## A New Home

Finally, we have arrived in America. We are staying with Uncle Paddy. Dad is working on the railways. I am proud of him. He is so strong.

I don't know any children here. I play marbles by myself. Today a marble rolled back to me. When I looked up, it was Fergus Sullivan!

"I see you've practiced, Daniel," he said.

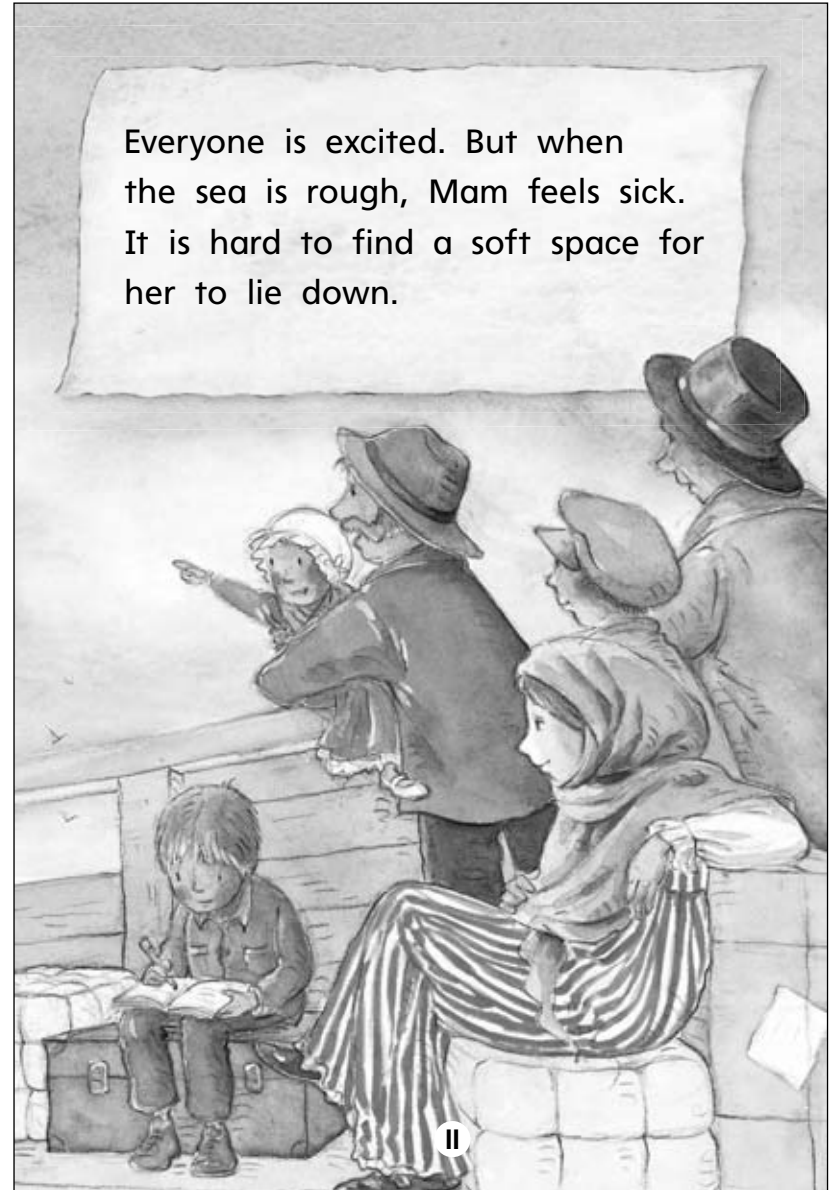


"We should go to North America like the Sullivans," said Dad.

I thought of how Fergus Sullivan always bragged about going to America. Then we never heard from him after he went across the Atlantic Ocean!



Everyone is excited. But when the sea is rough, Mam feels sick. It is hard to find a soft space for her to lie down.



Chapter 2  
**On the Boat**

October 20, 1847

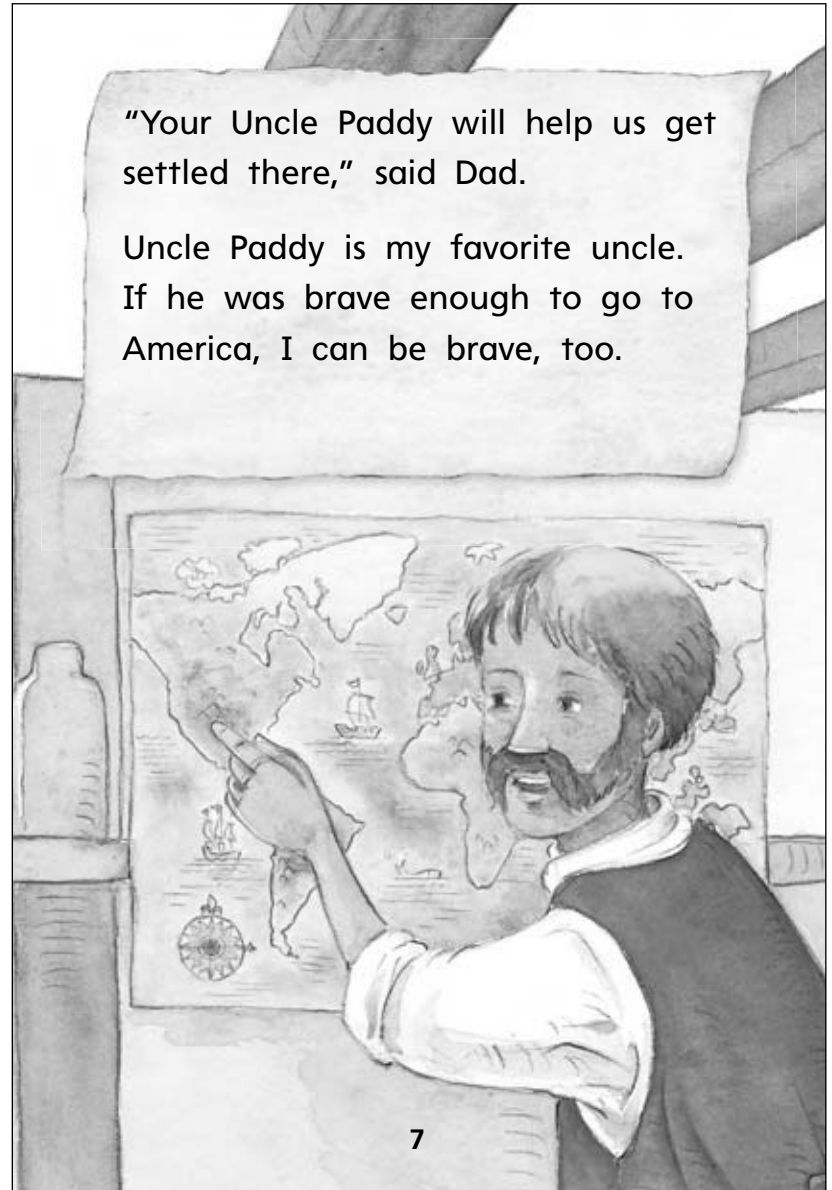
We are on a huge boat, headed for America. There are more than 200 people on board. It is very crowded!



"Your Uncle Paddy will help us get settled there," said Dad.

Uncle Paddy is my favorite uncle. If he was brave enough to go to America, I can be brave, too.

Daniel's New Home





I sat on Grandma's lap, even though I'm too big for sitting on knees. I held her wrinkled hands.

"Dad said we'll have to be patient," I told Grandma. "The boat trip to America will take a long time."

Grandma smiled. "Darling," she said, "you will have to be patient without me. I want to stay here. But I might come when you are settled."





## Home-School Connection

### Word Workout

#### WORDS TO KNOW

collection                  concern                  exclaimed  
figure                          vendors

**What a Game!** Let's be sports reporters. I'll ask you what each word means. Then we'll pick a game, like soccer or football, and pretend we're watching it. We'll make up sentences with the words. The sentences will tell all about the exciting game we're watching.

#### SPELLING WORDS

main                          sail                          tail                          wait  
train                          jay                          pay  
stay                          hay                          may

**Let's Hear It for A!** Time to cheer for an **a** sound. To play this game, I'll show you the words for a minute. Then, I'll say each word for you to spell. At the end, we'll see how many other words we know that rhyme with these words.

### Dear Family Member:

I'm reading *Babu's Song* in class this week. I'm learning that stories have characters and settings. Characters are the people in a story and settings are the time and place of a story. This story takes place in a village. Babu is Bernardi's grandfather. Even though he can't talk, he shows Bernardi how much he loves him. He makes toys for him out of wood and old tin cans. And Bernardi is always happy to be with him. Babu and Bernardi are the characters in *Babu's Song*.



### This Week's Skills

**Comprehension:** character, setting, and plot

**Vocabulary:** context clues

**Phonics:** the sound of **a** as in *drain* and *play*

**Spelling:** words with **ay** and **ai**

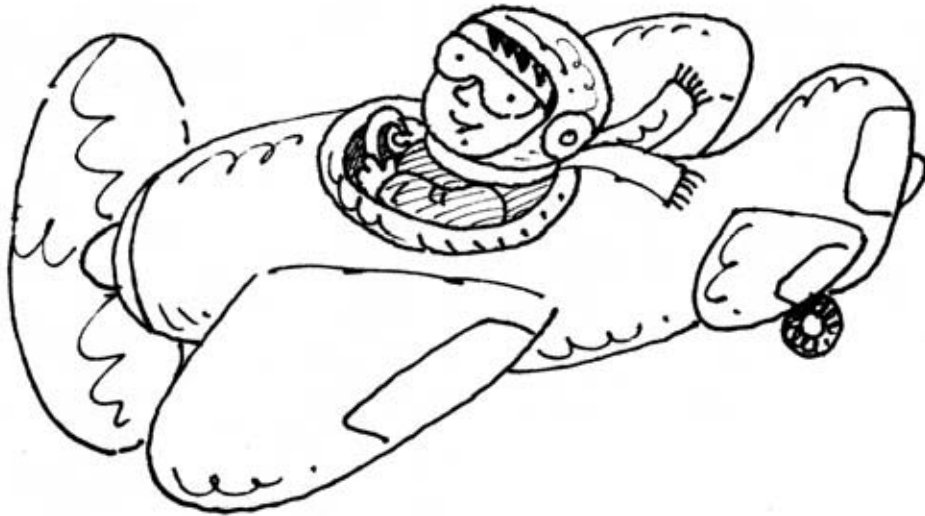
Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# It's a Wonderful Life

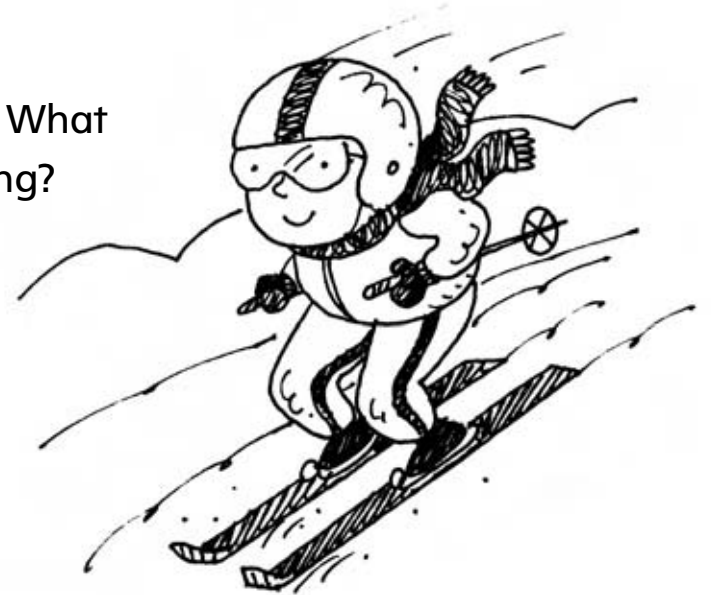
Let's look at each picture. I'll help you read the words and then we can use the picture to find the characters and settings. Tell me what it would be like if you were the boy or girl in the picture. When we're all done, let's pick one character and one setting and use them to tell a story about a great adventure!

Who is the character?  
What is the setting?



© Macmillan/McGraw-Hill

Who is the character? What is the setting?



Who is the character? What is the setting?





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

collection	concern	exclaimed
figure	vendors	

**¡Qué partido!** Vamos a ser periodistas de deportes. Te voy a preguntar qué significa cada palabra. Después escogeremos un deporte, como fútbol o fútbol americano y nos imaginaremos que estamos viendo un partido por televisión. Formaremos oraciones con las palabras y contaremos el partido emocionante que estamos mirando.

#### PALABRAS DE ORTOGRAFÍA

main	sail	tail	wait
train	jay	pay	
stay	hay	may	

**¡A encontrar la rima!** Es hora de alegrarnos cuando oigamos el sonido de la *a*. Para jugar este juego te voy a mostrar las palabras durante un minuto. Luego voy a decir cada palabra y tú debes deletrearla. Para terminar, vamos a ver cuántas otras palabras sabemos que riman con las palabras de la lista.

### Dear Family Member:

Esta semana estoy leyendo en clase *Babu's Song*. Estoy aprendiendo que los cuentos tienen personajes y ambiente. Los personajes son las personas del cuento y el ambiente es la época y el lugar en que transcurre. Este cuento tiene lugar en una aldea. Babu es el abuelo de Bernardi. Aunque no puede hablar, le demuestra a Bernardi cuánto lo quiere. Le construye juguetes de madera y latas viejas. Y Bernardi está siempre feliz de estar con él. Babu y Bernardi son los personajes en *Babu's Song*.



### Destrezas de la semana

**Comprensión:** personajes, ambiente y argumento

**Vocabulario:** claves de contexto

**Fonética:** el sonido de *a* como en *drain* and *play*

**Ortografía:** palabras con *ay* y *ai*

Nombre \_\_\_\_\_

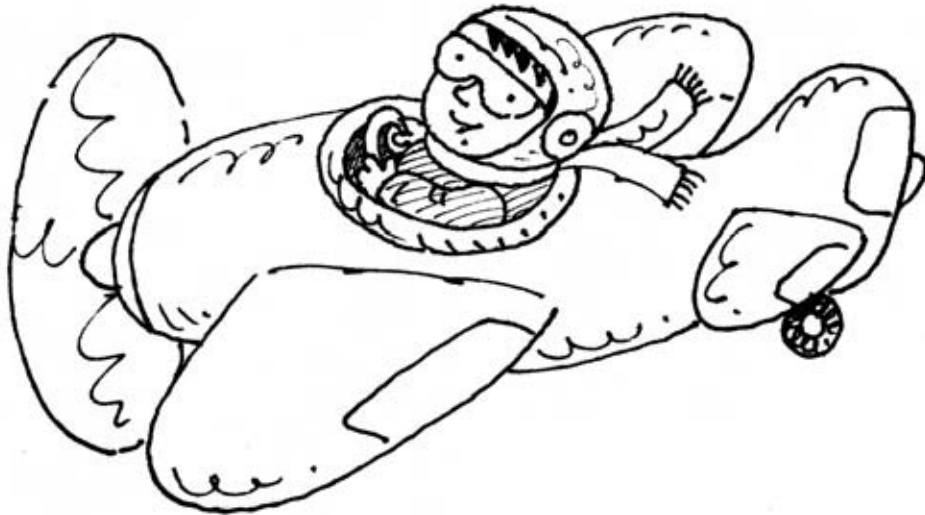
© Macmillan/McGraw-Hill (fold here)

# Una aventura extraordinaria

Vamos a mirar cada ilustración. Te ayudaré con la lectura de las palabras y después podemos ver cuáles son los personajes y el ambiente de cada ilustración. Dime qué pasaría si tú fueras el personaje de la ilustración. Cuando terminemos, vamos a escoger un personaje y un ambiente. ¡Los usaremos para contar un cuento sobre una aventura extraordinaria!

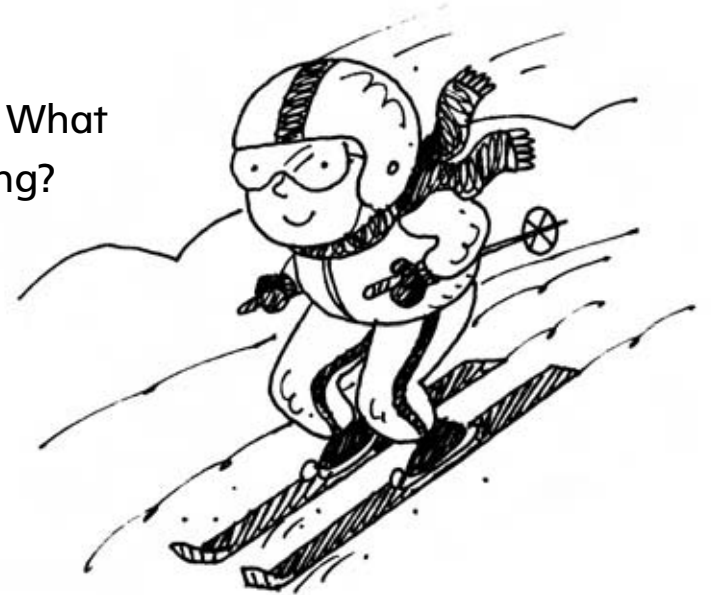
Who is the character?

What is the setting?



© Macmillan/McGraw-Hill

Who is the character? What is the setting?

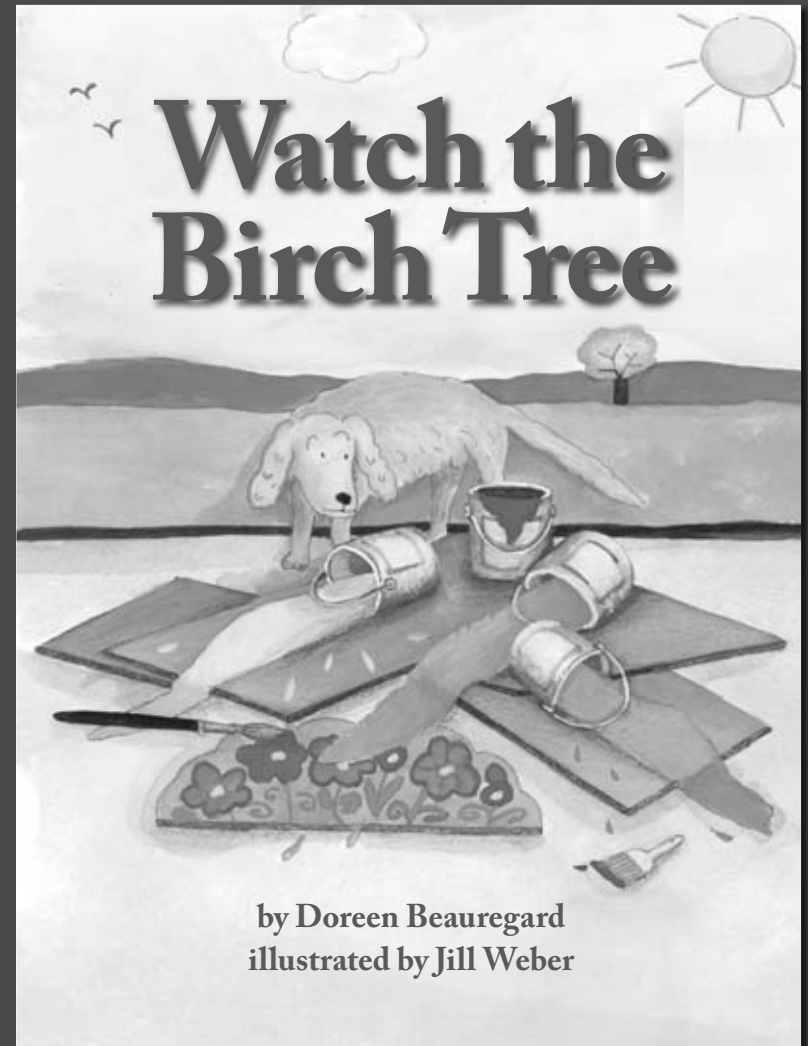


Who is the character? What is the setting?



Rich stood still on the stage. He stretched his arms as wide as the world. He clutched the branches.

Rich the Birch Tree was such a big hit!



by Doreen Beauregard  
illustrated by Jill Weber



In Beth's driveway, a bunch of neighbor kids rushed here and there. They were about to put on a play.

Rich looked at the kids. He often wished that he could act in a play. Then Rich went up to Beth.



Beth's dad smoothed the sheet. He cut holes in it.

Beth smiled at Rich. "This is such a good plan! Now we have a part for you in the play!" she said.

While Beth's dad fetched a sheet, Rich ran to Beth's yard. He saw two branches on the grass by a birch tree. He picked up both branches.



6

© Macmillan/McGraw-Hill

Watch the Birch Tree

"May I be in the play?" asked Rich.

"We have no acting parts left," Beth said. "But you may pitch in and help with that cardboard tree. We must move it to the stage."



3

Just then, Beth's dog America pushed over the tree.

"The birch tree is crushed!" yelled Beth. "The paint spilled on it, too."



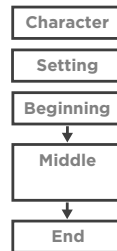
"Wait a second. I have a great idea," said Rich. "We need some white cloth."

"I'll get an old white sheet," said Beth's dad.

## Comprehension Check

### Retell the Story

Use a Character, Setting, Plot Chart and the pictures to help you retell this story.



### Think and Compare

1. Turn to page 7. In which part of the book did you first read about Susana? What special tricks can Susana do with a soccer ball? What does that tell you about her? **(Analyze Character, Setting, Plot)**
2. What position do you or would you like to play on a soccer team? Explain. **(Apply)**
3. Why do you think soccer is one of the most popular games in the world? **(Analyze)**

# Lions at Last

by Andrew Whitmore  
illustrated by Brad Quinn



## Table of Contents

<b>Chapter 1</b>	
The Mighty Lions? .....	2
<b>Chapter 2</b>	
A New Player .....	6
<b>Chapter 3</b>	
The Lions Score .....	12
Comprehension Check .....	16

## Chapter I

# The Mighty Lions?

Soccer wasn't just a game to Carlos. It was his whole life.

His father was one of the food vendors at the local soccer ground. Carlos went along with him every Saturday. Village teams played games on the weekends.



2

Carlos's team had a big celebration. His father provided a collection of empanadas and cold juice for everyone.

The Wolves came over to say good-bye. "I guess you're not kittens after all," said the Wolves' captain.

Carlos smiled. They were true lions at last.



15





Everyone was cheering. The final whistle blew. Carlos ran over to Paulo and slapped him on the back.

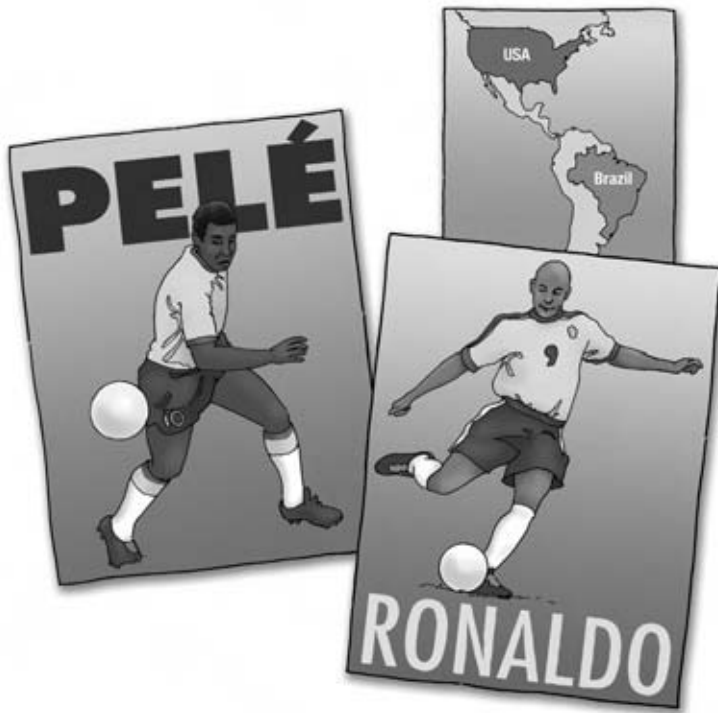
"You did it!" shouted Carlos. "You won the game!"

"No," said Paulo, looking at Susana. "We did it."



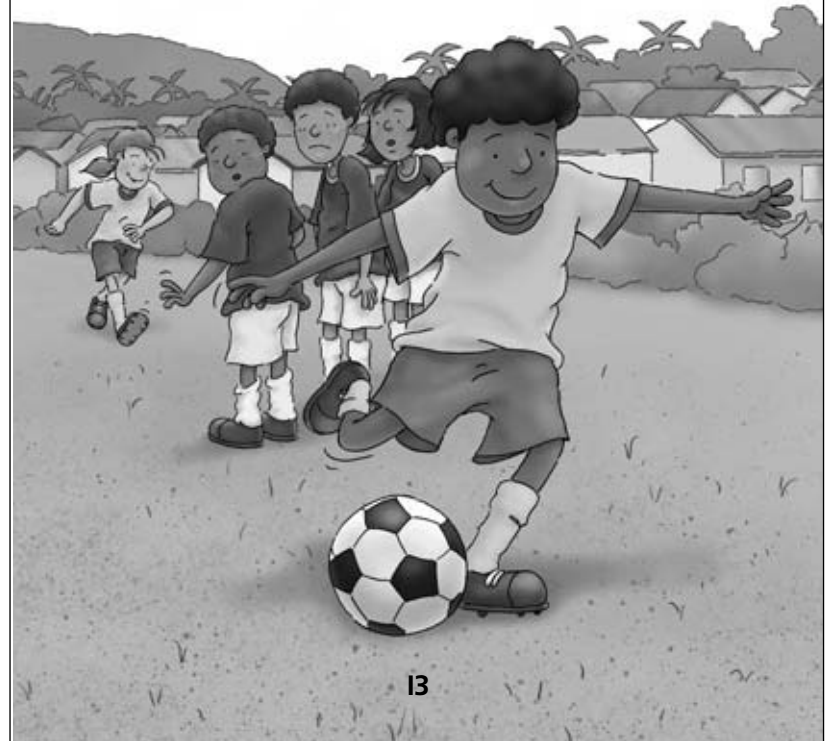
Carlos's team practiced every day. Their team was called the Mighty Lions. But they hadn't been too mighty lately. They had lost every game so far this season.

Paulo was the best player on their team. He dreamed of being a Brazilian soccer star, like Pelé and Ronaldo.



The Wolves lined up in front of Susana to block her kick.

Susana kicked the ball straight over their heads. Paulo ran in and slammed it into the back of the net. Goal!



### Chapter 3

## The Lions Score

Susana got up limping. There was a look of concern on her face. She rubbed her ankle, and then called Paulo over.

Susana whispered something to Paulo. He nodded and moved to one side.



Carlos wanted to win just one game against the Wolves.

The Wolves won every game against the Mighty Lions.

"Some Lions you are," their captain would say. "You should call yourselves the Kittens!"

## Chapter 2

# A New Player

One day Carlos and Paulo arrived at training. Their coach was smiling from ear to ear.

"We have a new player on the team," their coach told them. He pointed to a small figure already out on the soccer field. "Her name is Susana."



6

© Macmillan/McGraw-Hill

Lions at Last



Carlos's team battled hard all the way through the second half. Susana almost scored, but the goalie stopped the ball. It looked as if the game was going to end with no winner.

The final whistle was about to blow. Just then the Wolves' captain tripped Susana. The referee gave the Lions a free kick!

11

The Lions seemed to play much better to keep up with Susana. At halftime the score was still 0–0. The coach of the Mighty Lions was very proud of his team.

“Keep it up, kids!” he exclaimed.  
“You’re sure doing a great job!”



© Macmillan/McGraw-Hill

Lions at Last



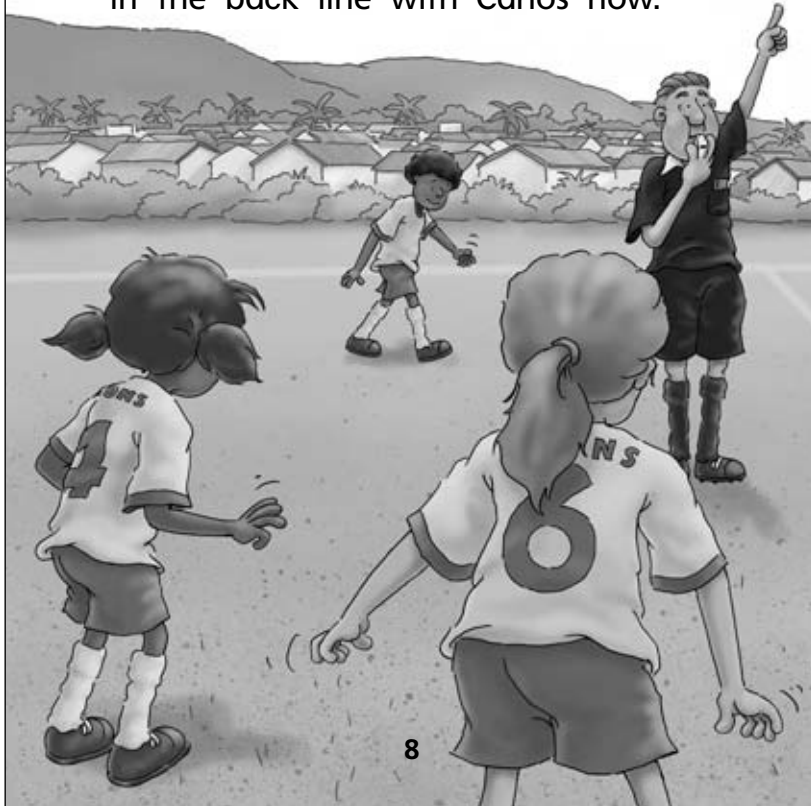
Susana could do all kinds of tricks with the ball. She could bounce it from one shoulder to the other. She could even juggle it with her feet.

Susana could kick the ball so hard, the goalposts almost fell down!

Carlos couldn’t wait for the weekend. His team was playing the Wolves again. This time the Mighty Lions had a big surprise.

Everyone was really excited before the match. But Paulo was not happy.

Susana was the team's number one goal shooter. He would have to play in the back line with Carlos now.



"It's not fair," said Paulo. "I'm just as good at kicking goals as she is."

The referee blew his whistle, and the game started.





# Home-School Connection

## Word Workout

### WORDS TO KNOW

advice	commotion	rattled
respected	shivering	tangle

**Creature Feature** We'll put on a play with your words. I'll ask you what each word means. Then we'll make up sentences with the words. We can use these sentences to act out a play about silly monsters.

### SPELLING WORDS

leaf	mean	he	queen	need
baby	pony	seek	we	eat

**Spell E for Me** I'll let you see the words. Then I'll say each word for you to spell. Tell me what letters stand for the sound of e as in *freeze* or *peas*.

## Dear Family Member:

Sometimes something happens and it makes something else happen. I learned that this is called cause and effect. I can see cause and effect as I'm reading *Doña Flor* in class this week. Doña Flor is much bigger than her neighbors, so she helps them any way she can. I think something that happens to Flor's neighbors will cause her to do something for them.



## This Week's Skills

**Comprehension:** cause and effect

**Vocabulary:** context clues—multiple meaning words

**Phonics:** the sound of e as in *feed*

**Spelling:** words with e, ee, ea, and y

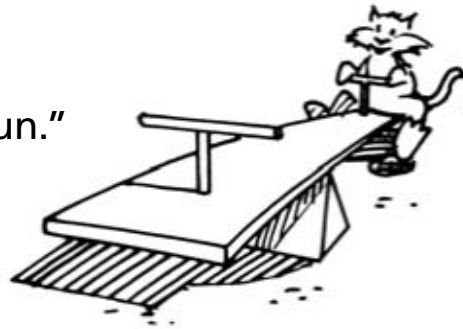
Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Playtime in the Forest

Let's look at each picture and read the sentences. Then we can talk about what happens and how it makes something else happen. When we're all done, we can tell the story another way. Suppose the cat and the birds are playing on the seesaw.

"I'm having so much fun."



"Elephant, no! Don't sit on the seesaw."

"I think I need wings."



"You don't see a flying cat every day," say the birds.

BANG!



"That's fun," says the elephant. "Let's do it again!"





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

advice	commotion	rattled
respected	shivering	tangle

**Obra de teatro** Vamos a hacer una obra de teatro con estas palabras. Primero te preguntaré qué significa cada palabra. Luego formaremos oraciones con cada una de ellas. Después con las oraciones vamos a hacer una obra de teatro sobre monstruos chistosos.

#### PALABRAS DE ORTOGRAFÍA

leaf	mean	queen	need
baby	pony	we	eat

**¿Qué letras son?** Dejaré que veas las palabras. Luego te diré cada palabra para que la deletrees. Dime qué letras representan el sonido de *e*, como en *freeze* o *peas*.

### Queridos familiares:

A veces pasa algo y lo que pasa hace que pase algo más. Aprendí que esto se llama causa y efecto. Puedo ver causa y efecto mientras leo *Doña Flor* en clase esta semana. Doña Flor es más grande que sus vecinos, así que ella los ayuda en todas las formas que puede. Creo que sucederá algo que causará que ella ayude a sus vecinos.



### Destrezas de la semana

**Comprensión:** causa y efecto

**Vocabulario:** claves de contexto, palabras con significados múltiples

**Fonética:** el sonido de *e*, como en *feed*

**Ortografía:** palabras con *e*, *ee*, *ea* y *y*

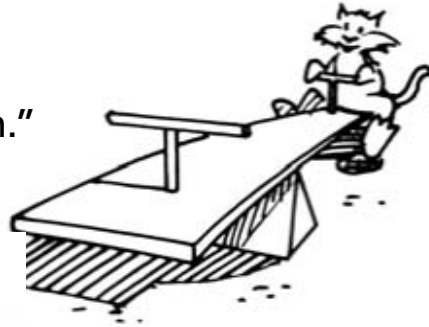
Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# ¡A jugar en el bosque!

Vamos a mirar cada ilustración y a leer las oraciones. Después podemos hablar de lo que pasa y de cómo eso hace que otra cosa pase. Cuando terminemos, podemos contar el cuento de otra forma. Supongamos, por ejemplo, que el gato y los pájaros están jugando en el sube y baja.

"I'm having so much fun."



"Elephant, no! Don't sit on the seesaw."

"I think I need wings."

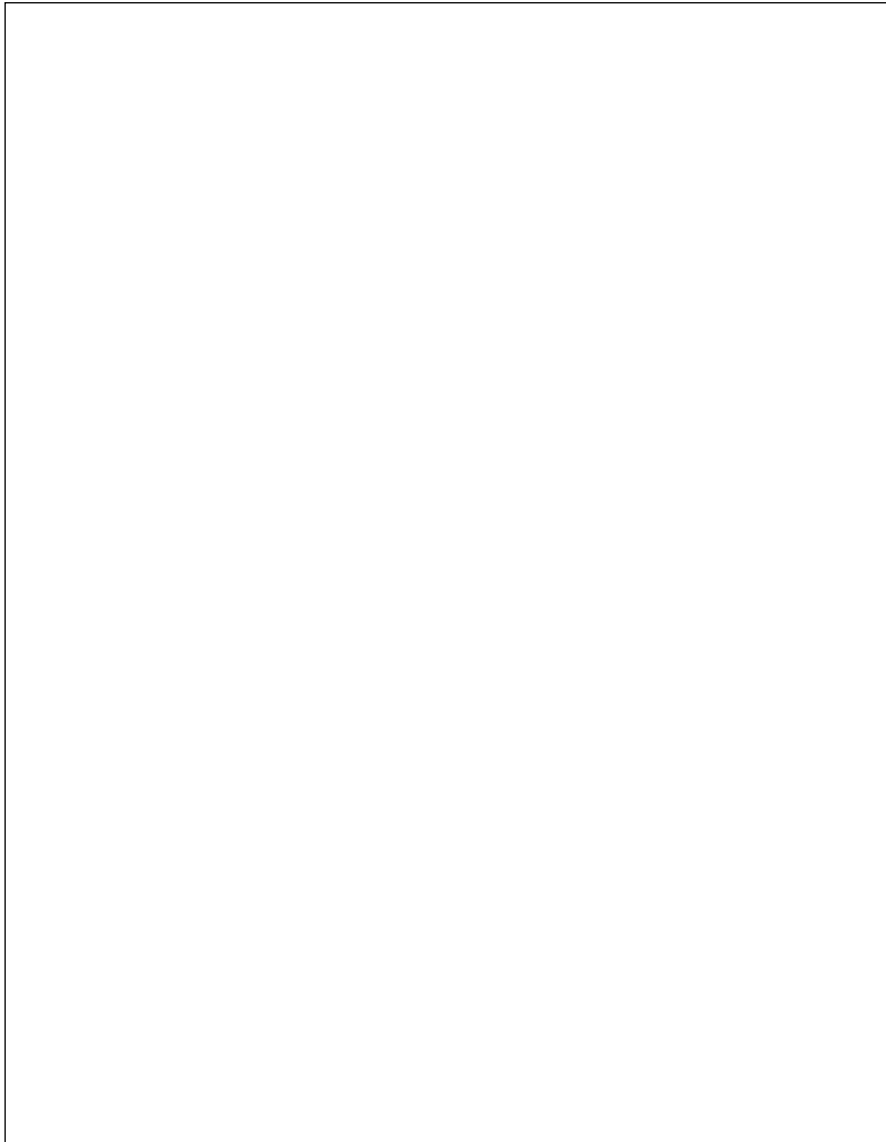


"You don't see a flying cat every day," say the birds.

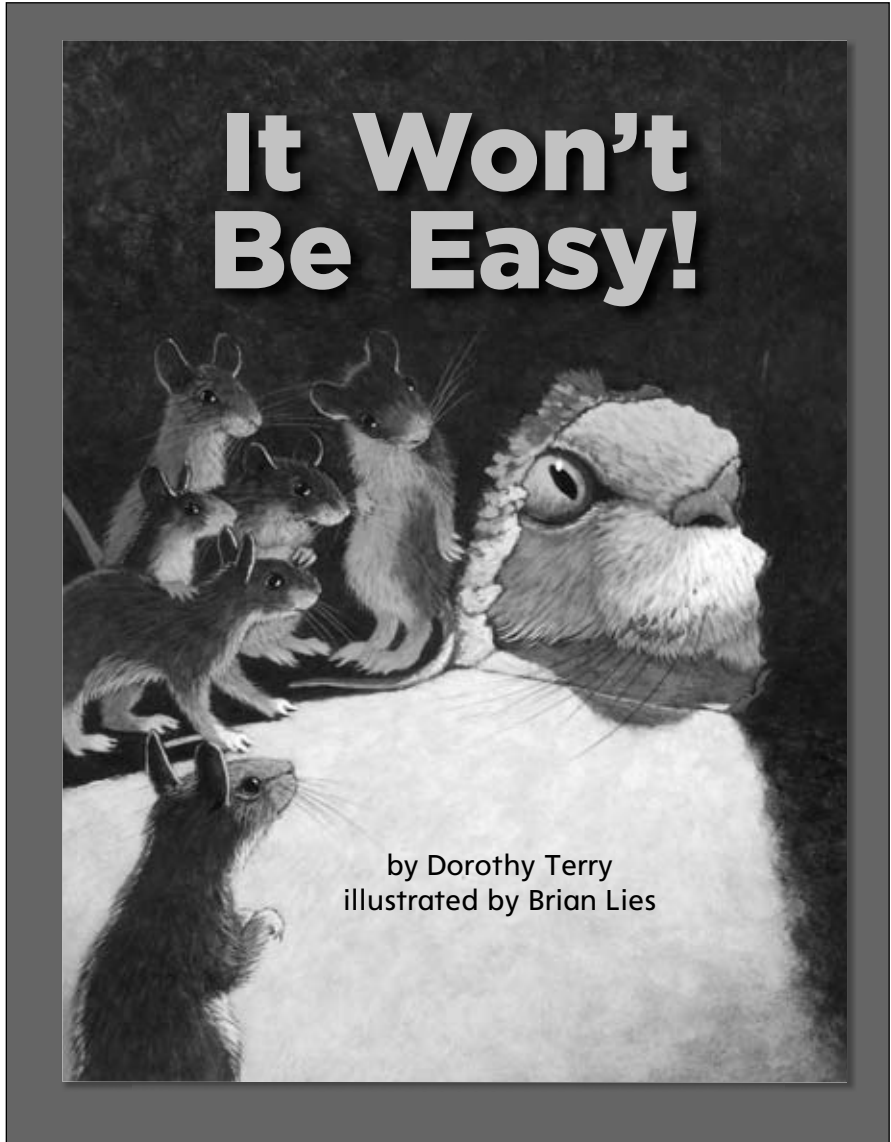
BANG!



"That's fun," says the elephant. "Let's do it again!"

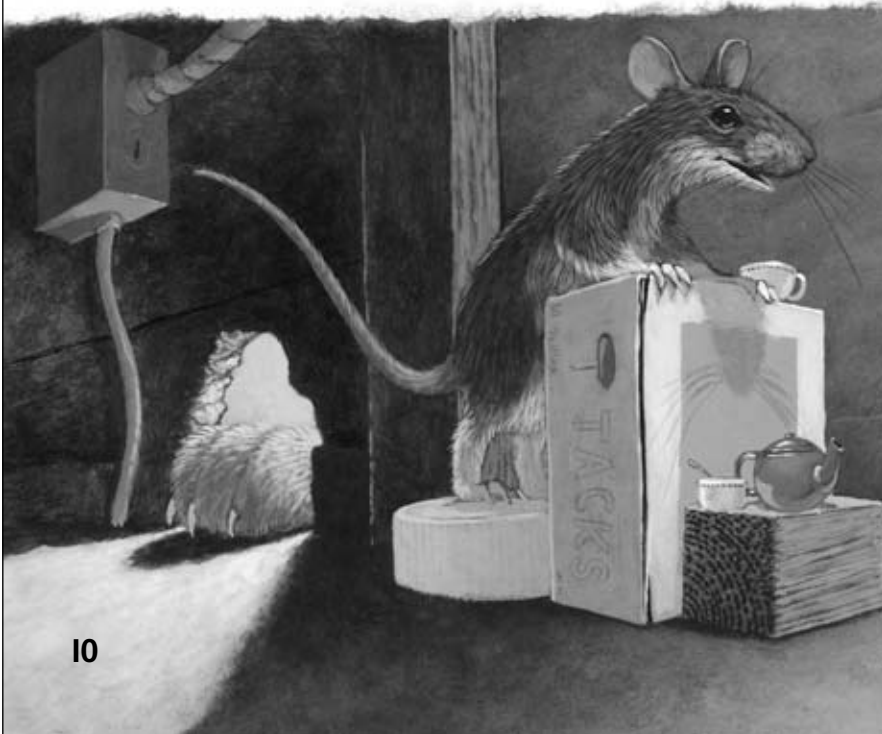


.....  
© Macmillan/McGraw-Hill  
.....  
It Won't Be Easy!



One day, Sneaky Mouse held a secret meeting. She was tired of fleeing from Beast. Beast was a really mean cat!

So Sneaky and a few others met for tea and a piece of cheese.



Each and every mouse sat still. They looked at Beast. Stanley was right. It seemed that the plan would not be so easy after all!



© Macmillan/McGraw-Hill

It Won't Be Easy!

"What can we do about Beast?" asked Sneaky.

Sneaky asked for any plans. After hearing a few examples, Sneaky spoke.





"I have a special plan!" said Sneaky. "It's easy. A loud bell is the key to the plan. We will put a bell on Beast's neck. Then we will hear her before she can feast on us!"

Every mouse was pleased but Stanley. He sat still between his mom and dad.

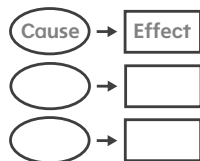
"Will it be easy?" asked Stanley. "Please tell me how we will get the bell on Beast."



## Comprehension Check

### Retell

Use a Cause and Effect Chart and the photos to help you retell what you learned in this book.



### Think and Compare

1. Turn to page 4. Ranchers needed to hire cowboys. Why? (*Cause and Effect*)
2. What would you say is the best thing about being a cowboy? (*Apply*)
3. In what way might a cowboy's life change in the future? (*Analyze*)

# Texas Cowboys

by Linda B. Ross



## Table of Contents

Introduction .....	2
<b>Chapter 1</b>	
Early Cowboys.....	4
<b>Chapter 2</b>	
Famous Cowboys .....	6
<b>Chapter 3</b>	
Cowboys Today .....	11
<b>Conclusion</b> .....	14
<b>Glossary/Index</b> .....	15
<b>Comprehension Check</b> .....	16

## Introduction

What comes to mind when you hear the word *cowboy*? Do you picture a man on a horse? Does he wear a cowboy hat? What else do you see?

The Texas cowboy has become an American folk hero.



## Glossary

**drive** (*DRIGHV*) to move a herd of cattle from one place to another place far away (*page 4*)

**frontier** (*frun-TEER*) part of the country that hasn't been settled (*page 7*)

**longhorn** (*LAWNG-hawrn*) a breed of cattle that has very long horns (*page 5*)

**rodeo** (*ROH-dee-oh*) contest or show of skill in roping cattle or riding horses and steers (*page 10*)

**stampede** (*stam-PEED*) herd of cattle running wild (*page 5*)

---

## Index

cattle drives, 4-8, 11	Omohundro, John Baker, 9
Goodnight, Charles, 6-8	Pickett, Bill, 10
Goodnight-Loving Trail, 7-8	ranchers, 4, 12, 14
Ikard, Bose, 8	rodeo, 10, 14
Loving, Oliver, 6-7	stampede, 5



## Conclusion

There are fewer cowboys today than in the past. But the job they do is still important in Texas. Cattle ranchers need their help. A cattle ranch could not work without cowboys. Rodeos still need cowboys, too.

Cowboys were Texas heroes in the past. And they are still heroes to many people today.



When people think about Texas, they often think of cowboys. Why? Cowboys played a big part in Texas life in the past. They still do today.

## Early Cowboys

The first settlers in Texas were from Spain and Mexico. They were cattle ranchers. Later, settlers came from all over the United States. Some of them became cattle ranchers, too.

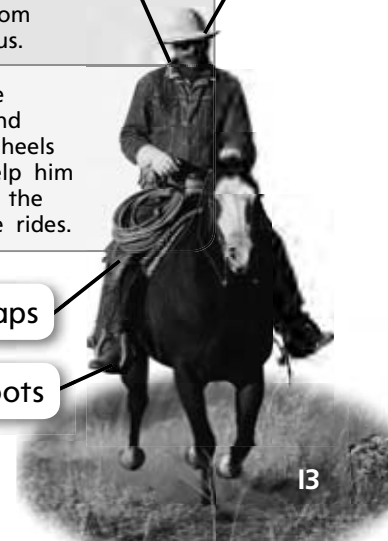
The ranchers needed men to **drive** their cattle north. They could sell the cattle for a good price there. So they hired cowboys for the job.



A cattle drive that began in Texas might end up north in places such as Kansas or Missouri.

But in other ways, the lives of cowboys haven't changed much. They still wake up at dawn and work until dark. Many of them still ride horses to herd cattle. They spend a lot of time outdoors.

Clothing	Purpose
cowboy hat	It protects the cowboy from the weather: sun, rain, and cold.
bandana	It protects the cowboy's neck from the sun. It can also be used as a dust mask.
chaps	They protect the cowboy's legs from shrubs and cactus.
boots	They protect the cowboy's feet and lower legs. The heels on the boots help him keep his feet in the stirrups when he rides.



Many cowboys wear the same kinds of outfits that cowboys wore long ago.



New technology, such as the cell phone, has made a big difference in the life of a cowboy.

Today, most cowboys have cell phones. Cell phones help them stay in touch with the rancher. If they need his or her advice, they can call. If there is a problem, they can get help fast.



A cattle drive could take several months. During that time, cowboys lived outdoors in all kinds of weather.

Driving **longhorn** cattle was hard work. Sometimes cattle ran off. A **stampede** caused quite a commotion!

Cowboys put up with other hardships. Sometimes the weather was bitter cold. Cowboys were shivering as they worked. But nothing stopped them or rattled them. They got the job done.

CHAPTER 2

## Famous Cowboys

Most cowboys did not seek fame. But some became famous anyway!

In 1866, Oliver Loving and Charles Goodnight set out with 2,000 cattle and 18 cowboys. They had to drive the cattle from Texas to Colorado.



Charles Goodnight



Oliver Loving

Charles Goodnight and Oliver Loving were pioneers. They were among the first people to help the cattle industry grow in Texas.

CHAPTER 3

## Cowboys Today

Some people think cowboys have an easy life today. Why? They don't have to go on long cattle drives. Ranches are fenced in. Often, cowboys ride in trucks to herd, or round up, cattle. Some cowboys even use helicopters!

On very large ranches, cowboys use helicopters to keep track of cattle.





Bill Pickett was the first African American to be honored by the Rodeo Hall of Fame.

William "Bill" Pickett learned his cowboy skills at a young age. Later, he became a famous **rodeo** star. Pickett wasn't afraid to tangle with any steer. In fact, he invented steer wrestling as a rodeo event. He put on a great show and performed throughout the West.



The Goodnight-Loving Trail led to Denver, Colorado, then on to Cheyenne, Wyoming.

Goodnight and Loving made a new route to the West. Their route became known as the Goodnight-Loving Trail. It opened up the **frontier** for many other cattle drivers.

In 1997,  
Bose Ikard  
was honored  
by the Texas  
Trail of Fame.



Bose Ikard was born a slave in Mississippi. In 1852, he came to Texas and later became a cowboy. Bose Ikard was a rider on the Goodnight-Loving Trail drive. He helped fight off enemies who attacked the drivers along the trail. He and Charles Goodnight became close friends. They trusted and respected each other.

John Baker Omohundro was known as "Texas Jack." He worked as a scout for the army. Later, he starred in stage shows with Buffalo Bill Cody. Texas Jack was a writer, too. He wrote newspaper articles about his life as a cowboy.

Texas Jack was a man of many talents.





# Home-School Connection

## Word Workout

### WORDS TO KNOW

independence      landmark      state

government      symbol

**Design It!** Let's design our own monuments for the battle of San Jacinto. Draw a picture of your monument. Then write a short description of it using the vocabulary words.

### SPELLING WORDS

light      high      wild      sight

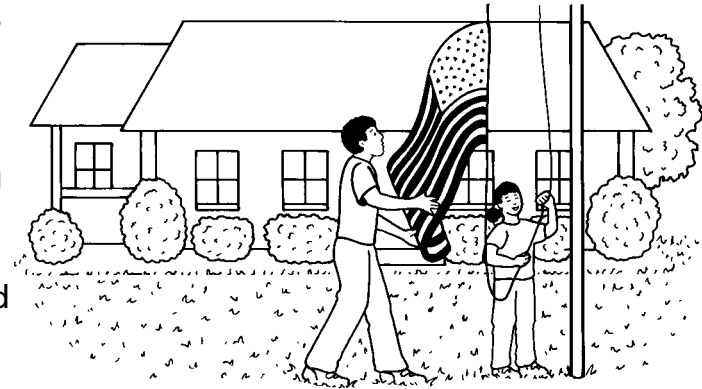
mind      dry      cry

try      tie      lie

**I Have My I On You** To play this game, I'll give you a little time to look at the words. Then I'll say each word for you to spell. We'll sort the words to show the four ways the sound of *i* is spelled here.

## Dear Family Member:

I'm reading *A Tall Tale* in class this week. When I'm done reading, I could give you a summary. I give the main idea and the important facts, or details. A summary helps me remember what I read. I think I'll be able to tell you about the San Jacinto Monument and its history.



## This Week's Skills

**Comprehension:** main idea and details

**Vocabulary:** word parts

**Phonics:** the sound of *i* as in *fly*

**Spelling:** words with *i*, *igh*, *ie*, and *y*

Name \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

# Mr. Sorry's Shopping Story

Let's talk about what is happening in the pictures. What details do we see? At the end you can give me a summary of what happened when Mr. Sorry went shopping.



© Macmillan/McGraw-Hill





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

independence      landmark      state

government      symbol

**¡Diseñalo!** Diseñemos nuestros propios monumentos para la batalla de San Jacinto. Haz un dibujo y escribe una descripción de tu monumento. Usa las palabras de vocabulario.

#### PALABRAS DE ORTOGRAFÍA

light      high      wild      sight

mind      dry      cry

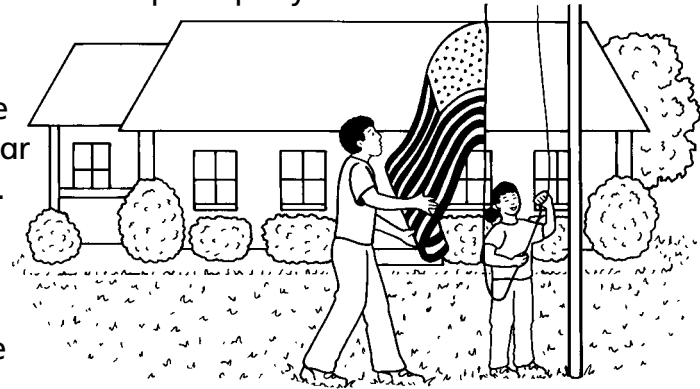
try      tie      lie

**Cuatro formas para la I** Para jugar este juego te voy a dar unos minutos para que mires las palabras. Luego voy a decir cada palabra para que tú la deletrees. Para terminar, vamos a clasificar las palabras para ver las cuatro formas en que aparece aquí el sonido de la i.

### Queridos familiares:

Esta semana estoy leyendo en clase *A Tall Tale*. Cuando termine de leer voy a poder hacerles un resumen. Les diré la idea principal y los factores importantes, o detalles.

Un resumen me ayuda a recordar lo que he leído. Creo que te podré hablar sobre el Monumento de San Jacinto y su historia.



### Destrezas de la semana

**Comprensión:** idea principal y detalles

**Vocabulario:** partes de las palabras

**Fonética:** el sonido de la i como en *fly*

**Ortografía:** palabras con *i, igh, ie* y *y*

Nombre \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

# El Sr. Sorry va de compras

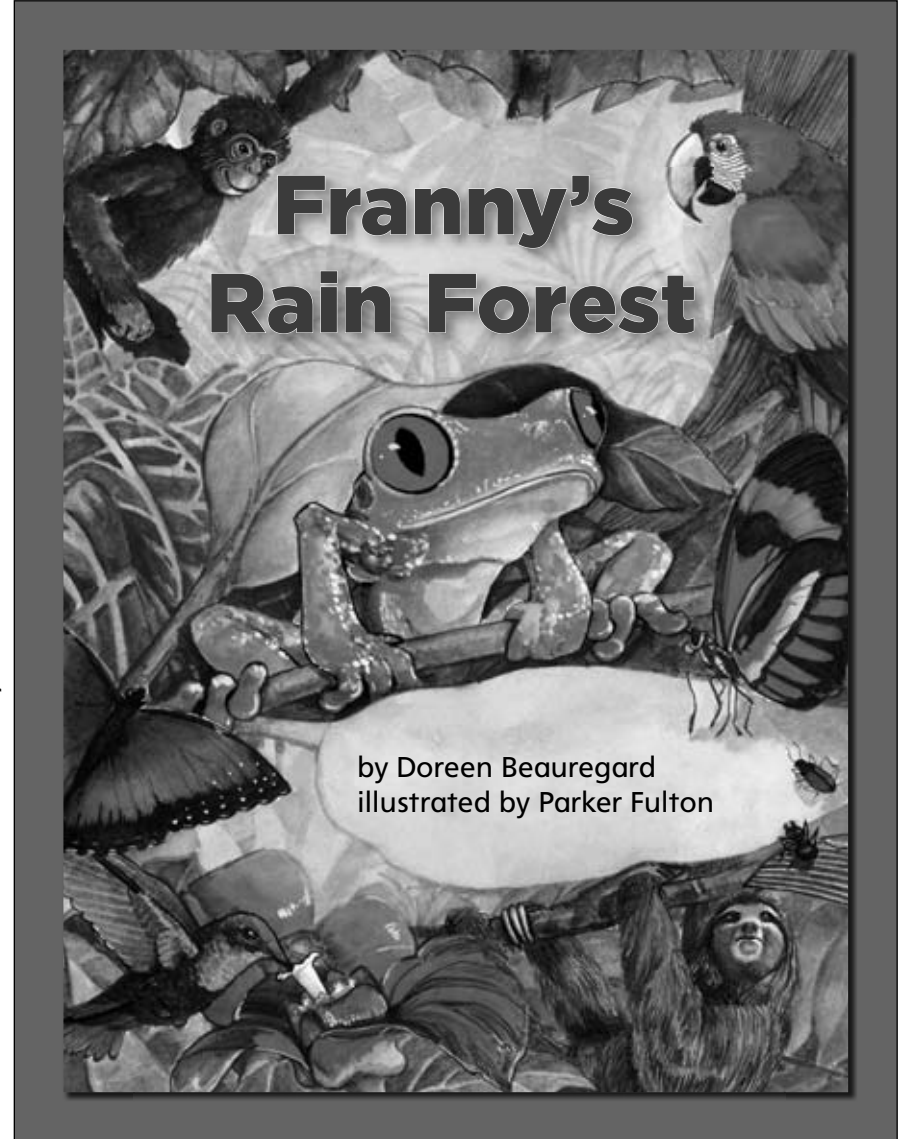
Vamos a hablar de lo que pasa en cada ilustración. ¿Qué detalles podemos ver? Al final vas a hacerme un resumen de lo que pasó cuando el Sr. Sorry fue de compras.



© Macmillan/McGraw-Hill



Franny clings to a branch with her sticky toes. "I was right! I can find lots of food to eat. It has lots of stuff to see. My rain forest is the very best place to be," says Franny.





It is morning in the rain forest. Franny Frog rests in a tree. Franny thinks a rain forest is the best place to be.

“Do my friends like this rain forest?” Franny thinks.

Franny asks Sammy Sloth.

“This forest can get so hot. But I don't mind! I just go very slowly. I like this hot rain forest,” says Sammy.





Franny asks Astrid Ant.

Astrid says, "I roam all through this forest as I tow my load. I go from up high to down below. I like all the places in this huge rain forest."

Franny asks Bobby Bat.

"I like this rain forest. I sleep in the day. I fly at night. This place is just right for me," says Bobby.





Franny asks Alfred Ape.

Alfred says, "I have so much food to eat here! I may eat fruit. I may eat twigs. No place is as good as this rain forest."

Franny asks Patrick Parrot.

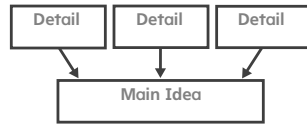
"This forest has many bright colors. It's the best place to be," says Patrick. "I see golden butterflies. I see red bugs on branches. I see green flies."



## Comprehension Check

### Retell

Use a Main Idea and Details Chart and the photos to help you retell what you learned.



### Think and Compare

1. Turn to pages 12 and 13. What is one way a wildfire may help plants? What is one way a wildfire may help animals? (*Main Idea and Details*)
2. What fire safety rules do you have at home? What do we do in school? (*Apply*)
3. Why can wildfires be a problem for people who don't live near forests? (*Analyze*)

# Wildfires

by Julia Wall



## Table of Contents

<b>Chapter 1</b>	
What Is a Wildfire?.....	2
<b>Chapter 2</b>	
Fighting Wildfires.....	5
<b>Chapter 3</b>	
Big Wildfires.....	8
<b>Chapter 4</b>	
After a Wildfire.....	11
<b>Glossary/Index</b> .....	15
<b>Comprehension Check</b> .....	16



Chapter 1

## What Is a Wildfire?

A wildfire is a burning forest. Wildfires can destroy land and homes. They can also hurt plants, animals, and people. Wildfires often happen when the weather is hot, dry, and windy.

The smoke from a large wildfire can be seen for many miles.



## Glossary

**damage** (*DAM-ij*) harm that makes something less useful (*page 11*)

**minerals** (*MIN-uh-r-uhlz*) substances found in nature that are not animals or plants (*page 12*)

**oxygen** (*OK-suh-juh-n*) a gas that is part of the air around us (*page 3*)

**satellites** (*SAT-uh-lights*) spacecraft that move around Earth or other bodies in space (*page 7*)

---

## Index

animals, 2, 13-14

ash, 12

California, 10

firefighters, 5-9

lightning, 3, 9

pinecones, 11

plants and trees, 2-3, 6-9, 11-14

safety, 7

Yellowstone National Park, 9, 11, 13



Wildfires may do a lot of damage. But sometimes they also help animals and plants in many ways.

Plants grow back after a forest fire.



Lightning can add heat to start a wildfire.

A wildfire starts like other fires. It needs **oxygen**, a gas in the air. It also needs fuel. Anything that burns is fuel. Trees, plants, and grass are fuel. They burn quickly.

The main thing a fire needs is heat. A wildfire's heat might come from lightning. Or, it may come when someone lights a match.



Smokey the Bear is a symbol that warns about the danger of forest fires.

Forests have signs to warn people about fire. The signs show how high the danger of fire is.

Fire Danger	
Low to Moderate	A fire will either go out on its own or can be put out easily.
High	It may take extra effort to put out a fire.
Very High	A fire will move quickly and be very hot.
Extreme	A fire will become out of control very quickly.

© Macmillan/McGraw-Hill  
Wildfires



Five years after a forest fire in Yellowstone National Park, an elk rests in new grass.

Sometimes, wildfires can help animals, too. Bears, moose, and elk eat new plants that grow after a fire. Some birds, such as owls, make their homes in burned trees.

Wildfires burn old trees. Then young trees have more space to grow. Also, the ash left from a fire has **minerals**. Minerals are good for the soil and help plants grow.

Young trees take many years to grow.



## Chapter 2

# Fighting Wildfires

Firefighters are trained to fight wildfires. They use large trucks to carry water to a fire. They use hoses to spray water on the fire. They may drop water on the fire from helicopters and planes, too.

This plane drops water on fires to help put them out.





Firefighters put out hot spots in a small wildfire.

Sometimes firefighters start a fire. Why? They do it to stop a fire! They set a small fire in the path of a wildfire. The fire burns away trees and bushes there. When the wildfire reaches the path, there is nothing left to burn. The fire may stop.

© Macmillan/McGraw-Hill  
Wildfires

## Chapter 4

# After a Wildfire

Wildfires can do a lot of **damage**. But they can also do good for some plants and trees.

This is true for pine trees. Heat from a fire opens up the tree's pinecones. The seeds fall out, and new pine trees can grow.

Pine trees fill Yellowstone National Park.



A pinecone without seeds





The California government reported that more than 3,500 homes in the state were destroyed by wildfires in 2003.

In 2003, a wildfire hit Southern California. About 80,000 people left their homes. Some people hardly had time to pack! The fire burned an area that was bigger than Washington, DC.

Some wildfires get very big and hot. **Satellites** in space can see them and take photos of them. The photos help firefighters plan how to fight the fire.

The purple in this satellite photo shows the area that burned.



Chapter 3

## Big Wildfires

The biggest wildfire in the United States happened in 1910. The fire took place in Idaho and Montana. About 4,000 firefighters tried to put out the fire. But they could not stop the fire. Rain helped the fire burn out.

This pine forest was ruined in the 1910 wildfires.



8

© Macmillan/McGraw-Hill

Wildfires

In June 1988, wildfires broke out in Yellowstone National Park. Lightning hit a group of pine trees. They caught fire. It was hot, dry, and windy, so the fire spread.

Almost 25,000 firefighters tried to put out the flames. But the fires burned past July 4<sup>th</sup>, Independence Day. In fact, they kept burning until September when it snowed.

Yellowstone, the landmark park, had 50 fires in 1988.



9



# Home-School Connection

## Word Workout

### WORDS TO KNOW

collectors	store	reward
clever	double	amount

**My Story** This game is all about you! We'll talk about your words. I'll ask you what each word means, and then we'll use it in a sentence about you. Use sentences that will tell me something nice about you!

### SPELLING WORDS

grow	mow	foam	bowl	toe
goes	toast	told	soap	most

**Go with O** Time to cheer for O! To play this game, I'm going to ask you to spell each word. How many different spelling patterns are there? Let's put the words in groups according to which letters stand for the sound of o.

© Macmillan/McGraw-Hill (fold here)

## Dear Family Member:

I'm reading the story *One Grain of Rice* in class this week. I'm learning about making inferences. An inference is a smart guess. That's because it's based on story clues and what I already know. In this story, the raja ordered everyone to give him all their rice. The raja stored all the rice, and the people only had a little to eat. I can make an inference that the raja was selfish and greedy. Because he is so selfish, I think the raja will learn a lesson by the end of the story.



## This Week's Skills

**Comprehension:** make inferences

**Vocabulary:** word parts—suffixes

**Phonics:** the sound of o as in *boat*

**Spelling:** words with o, oa, ow, and oe



Name \_\_\_\_\_

# A Family Vacation

Let's look at the picture below. There are many clues in the picture about what is happening, and we have our own experience and knowledge. When we're done looking at the picture, we can answer the questions on the next page to make inferences.



© Macmillan/McGraw-Hill

Where is the family going?



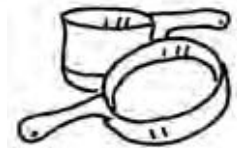
Why are they going there?



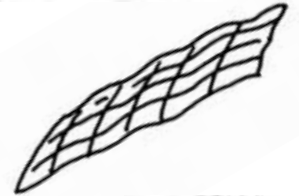
What has gone wrong?



How does the father feel?



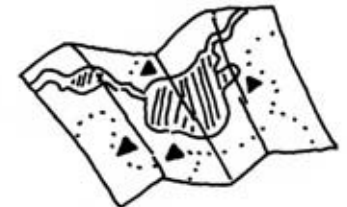
How does the mother feel?



What else might cause trouble for the family?



Will the family get on their way again? Why?







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

collectors	store	reward
clever	double	amount

**Mi cuento** ¡Este juego trata de ti! Vamos a platicar sobre estas palabras. Te voy a preguntar lo que significa cada una, y después la vamos a usar en una oración que hable de ti. ¡Forma oraciones que me digan algo bonito de ti!

#### PALABRAS DE ORTOGRAFÍA

grow	mow	foam	bowl	toe
goes	toast	told	soap	most

**Todo con la O** Para jugar este juego te voy a pedir que delectees cada palabra de la lista. ¿Cuántos patrones de delecteo hay? Vamos a dividir las palabras en grupos de acuerdo a la letra o letras que representen el sonido de la o.

### Queridos familiares:

Estoy leyendo el cuento *One Grain of Rice* en clase esa semana. Estoy aprendiendo a hacer inferencias. Una inferencia es una suposición informada. Esto es porque está basada en pistas del cuento y en lo que yo ya sé. En este cuento, un rajá ordenó que todos le dieran todo el arroz. El rajá almacenó todo el arroz y la gente solo tenía un poco de arroz para comer. Yo puedo hacer la inferencia de que el rajá era egoísta y avaricioso. Debido a que es tan egoísta, creo que el rajá aprenderá una lección al final del cuento.



### Destrezas de la semana

**Comprensión:** hacer inferencias

**Vocabulario:** partes de la palabras—sufijos

**Fonética:** el sonido de la o, como en *boat*

**Ortografía:** palabras con o, oa, ow, oe



(fold here)  
© Macmillan/McGraw-Hill

# Vacaciones con la familia

Miremos la ilustración de abajo. Allí hay muchas pistas que nos muestran lo que pasa, y también contamos con nuestra experiencia y conocimientos. Después de mirar la ilustración, contestaremos las preguntas de la página



© Macmillan/McGraw-Hill

Where is the family going?



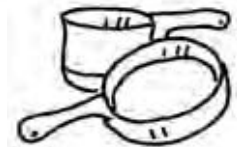
Why are they going there?



What has gone wrong?



How does the father feel?



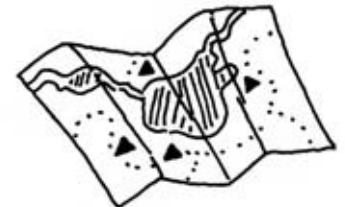
How does the mother feel?

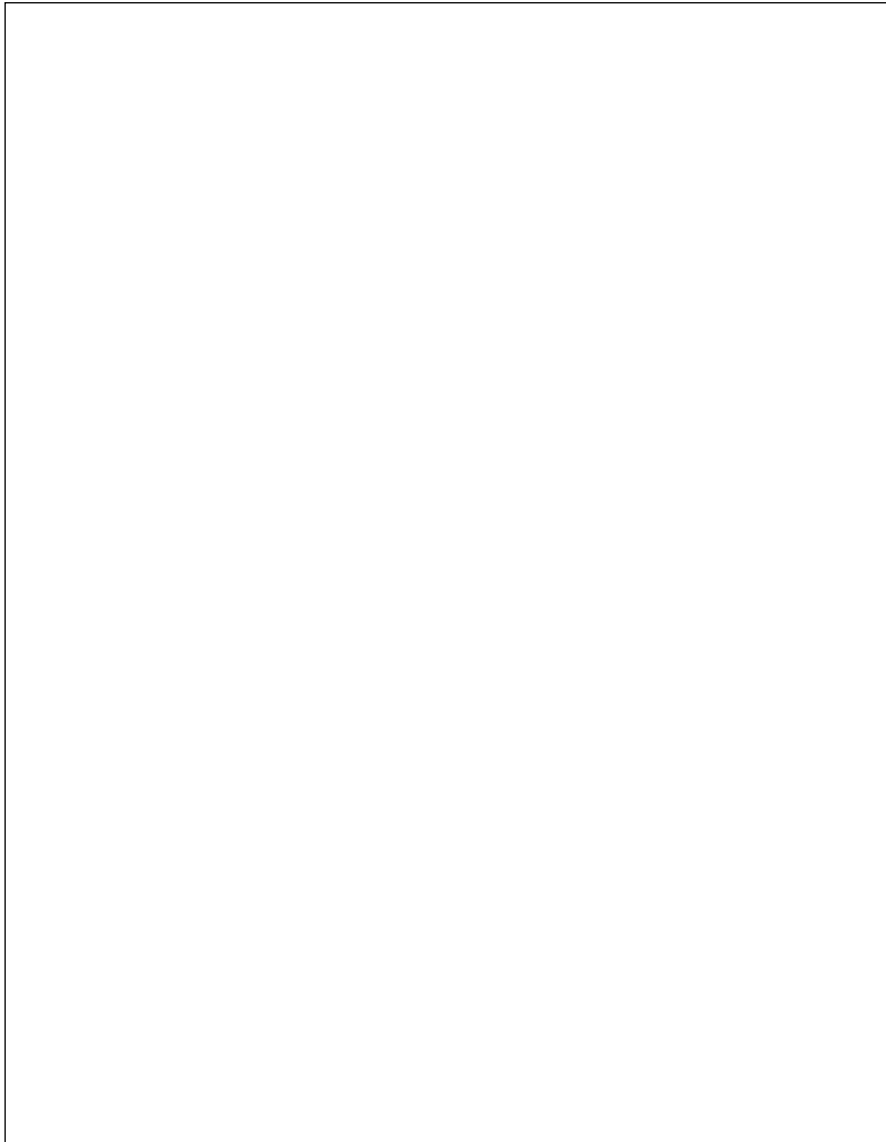


What else might cause trouble for the family?



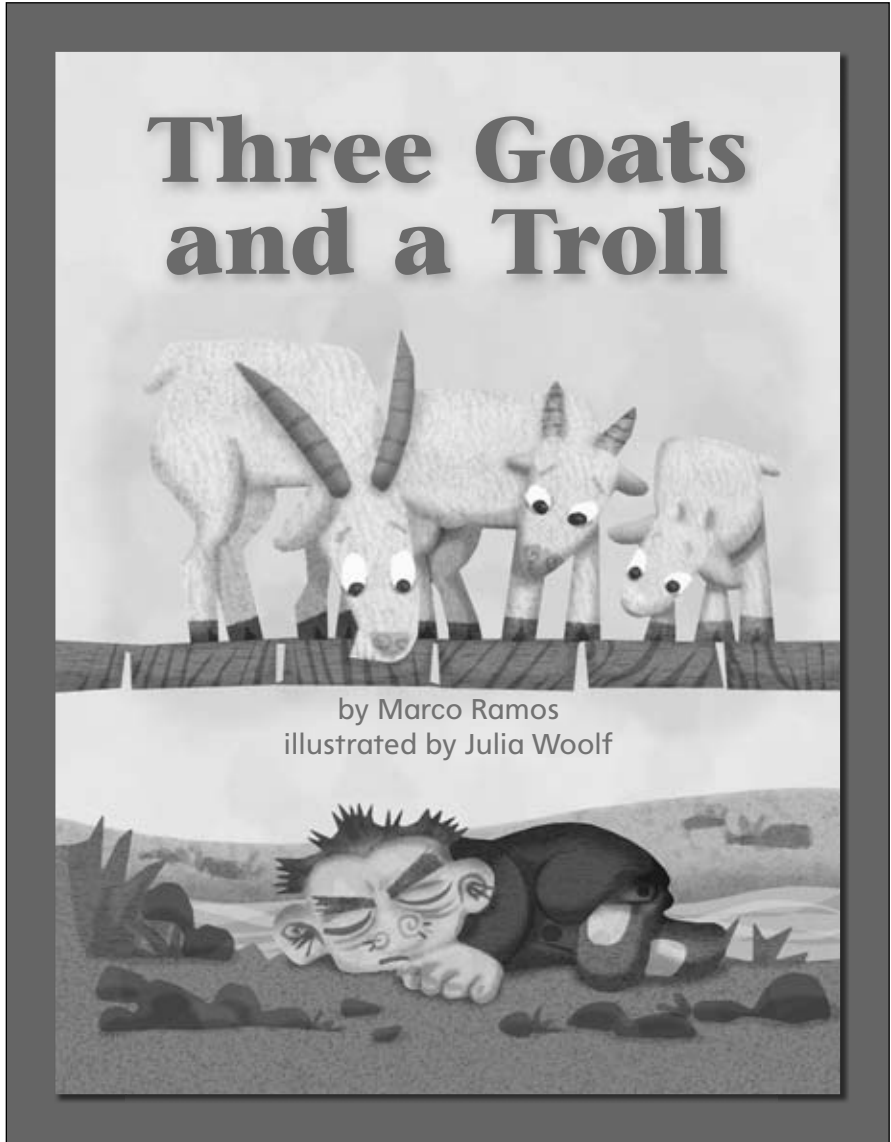
Will the family get on their way again? Why?





© Macmillan/McGraw-Hill

Three Goats and a Troll





Three goats looked at a grassy hill.

“We must eat grass to stay strong. Let’s go to the other side where the grass grows,” said Joe Goat.

“We have to cross Troll’s bridge,” said Moe Goat. “Don’t wake him.”



"No, you won't!" yelled Joe.  
"I will throw you into the water!"  
And he did.

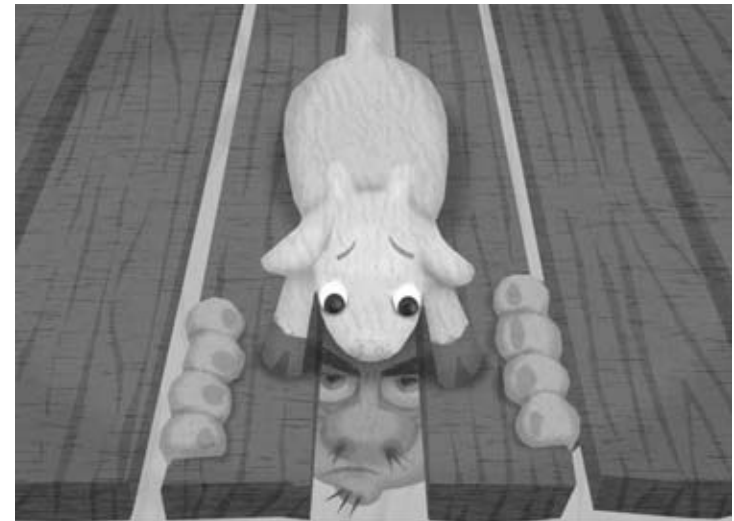
"My coat is soaked!" moaned Troll.

"So long!" cried Doe, Moe, and  
Joe. And they ran to the grassy hill.

Doe Goat started to cross slowly.

"Who goes there?" croaked Troll  
from below. "I will eat you!"

"I'm only as big as your toe!  
Wait for Moe. He is bigger. You will  
get more to eat," cried Doe.

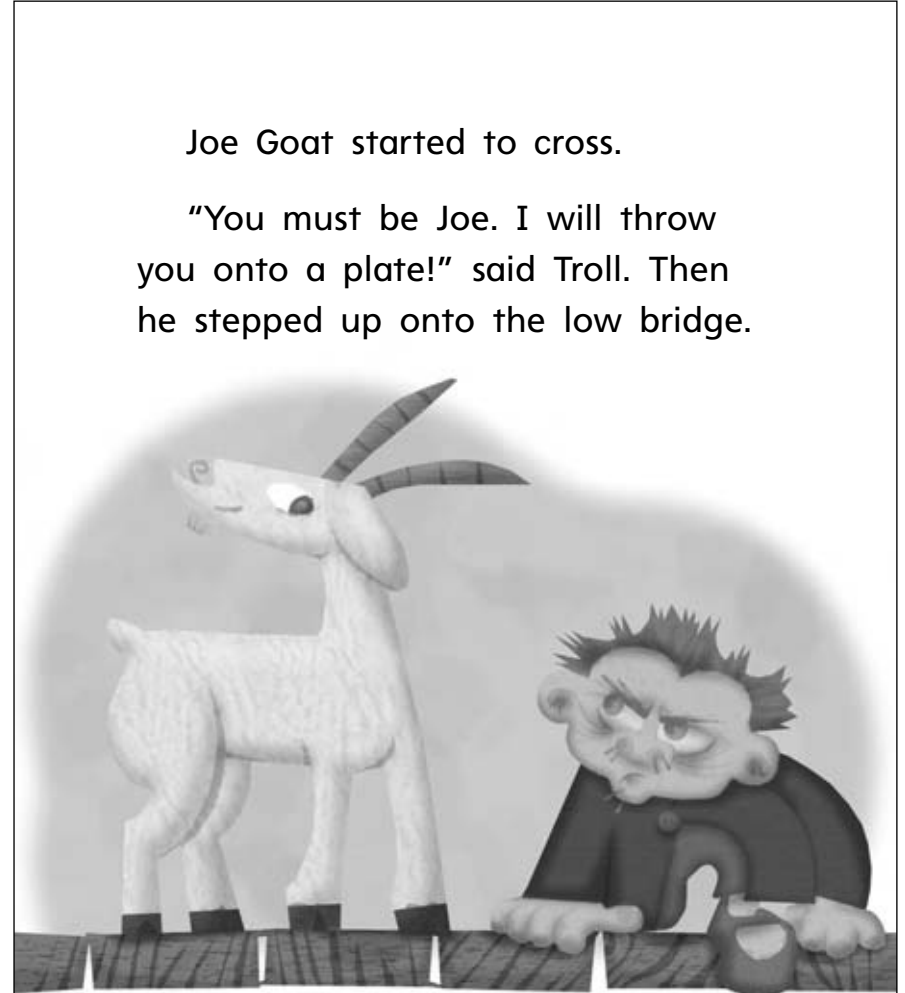




Moe Goat started to cross.

"That must be Moe," said Troll.  
"Moe will be a good lunch!"

"Hold on! Wait for Joe. He's the biggest of our group. He will be a better lunch," said Moe.



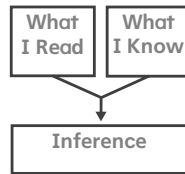
Joe Goat started to cross.

"You must be Joe. I will throw you onto a plate!" said Troll. Then he stepped up onto the low bridge.

## Comprehension Check

### Retell

Use the Inference Chart to help you retell the story.



### Think and Compare

1. Stepmother sends Yeh-Shen to gather firewood. Why? **(Make Inferences)**
2. How is Yeh-Shen like other Cinderella stories you know? How is Yeh-Shen different? **(Analyze)**
3. Who in another story has a heart of gold? How does that character behave? **(Evaluate)**

# The Story of Yeh-Shen

## A Cinderella Tale from China

retold by Liane B. Onish

illustrated by Tory & Norman Taber



### Table of Contents

<b>Chapter 1</b>	
One Friend .....	2
<b>Chapter 2</b>	
One Wish .....	8
<b>Chapter 3</b>	
One Slipper .....	12
Comprehension Check .....	16

Chapter 1  
*One Friend*

Long, long ago in China there lived a girl named Yeh-Shen. She was good and kind. Her father and mother, now dead, had often said that Yeh-Shen had a heart of gold.

Yeh-Shen lived with her Stepmother and Stepsister. They were jealous of Yeh-Shen's goodness and beauty. Stepmother and Stepsister ordered her about and dressed her in rags.



The king was overjoyed! He found both the owner of the slipper and the girl he was seeking. Yeh-Shen was his true love.

Yeh-Shen was happy, too. The king loved her very much. Yeh-Shen knew that her beloved fish had helped her heart of gold find its reward.

The King and Yeh-Shen married and lived a long and happy life. Stepmother and Stepsister were not so fortunate.





The king looked at the girl dressed in rags. The wise king could see that she was kind and good.

“Put on both golden slippers,” he said. As Yeh-Shen placed the tiny shoes on her tiny feet, her rags turned back to silk.



They made Yeh-Shen wear old clothes that should have gone to the rag collector. Instead of a bed, Yeh-Shen had old straw to sleep on. Day after day, Stepmother ordered, “Yeh-Shen, sweep the floor! Fetch water!”

“Keep the fire lit!” Stepsister added.

Yeh-Shen just bowed and obeyed. “Yes, Stepmother. Yes, Stepsister,” she said.



Yeh-Shen had only one friend. It was a beautiful fish with large golden eyes. Each day Yeh-Shen went to the pond and sang, "Little Friend! I'm here!"

The fish swam up to Yeh-Shen. Then the girl shared what little food Stepmother gave her with the fish.

After dark, Yeh-Shen went to the Tent of the Golden Slipper. There she saw her tiny slipper. She told the guard how happy she was to find it. The guard saw her dress of rags and did not believe the slipper was hers. "You must try the slipper on," he said.

Yeh-Shen bowed and obeyed. The slipper fit! The guard gasped. "You must go to the king!" he ordered.

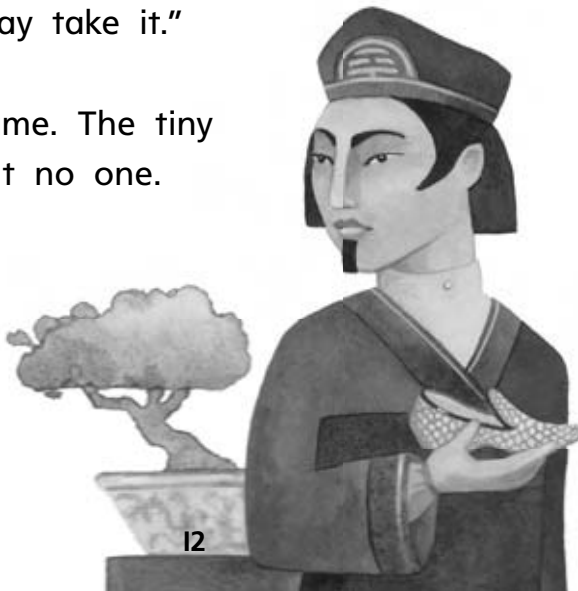


Chapter 3  
*One Slipper*

A guard took the tiny slipper to the king. The king had never seen anything like it. He wanted to find its owner. But how?

The clever king made a plan. "Store the golden slipper in a tent. All may come and try it on. But only the one it fits may take it."

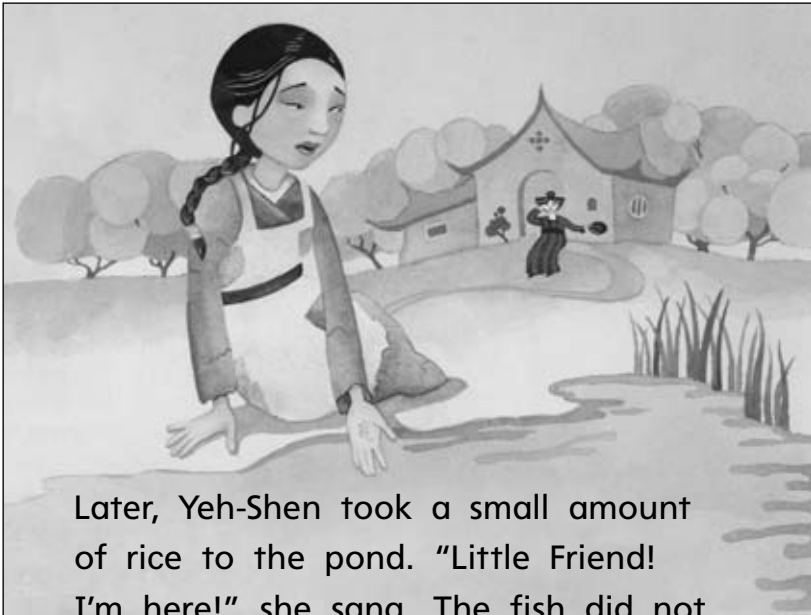
Many came. The tiny slipper fit no one.



One day, Stepmother watched Yeh-Shen feed her friend. "That fish would make a tasty supper!" thought Stepmother. "But first, I must get Yeh-Shen out of the way." So she sent the girl to the forest for firewood.

Then Stepmother went to the pond with Stepsister. "Little Friend!" Stepmother sang using Yeh-Shen's voice. "I'm here!" The fish came. And the cruel woman scooped it up in a net.





Later, Yeh-Shen took a small amount of rice to the pond. "Little Friend! I'm here!" she sang. The fish did not come. Where was her friend?

In the house, Stepmother and Stepsister were eating. "What a delicious fish!" they both said.

When they had finished, Stepmother called, "Yeh-Shen! Wash the dishes! Throw away these fish bones!"

Yeh-Shen saw Stepmother and Stepsister coming. In fear, she ran off. In her rush, she lost one of her tiny golden slippers. She stopped to take off the other slipper, and her dress turned back to rags.





The guests turned as Yeh-Shen entered. "Such beauty!" they exclaimed. "I must know who she is!" said the king.

Stepsister and Stepmother looked, too. "Don't we know her?" Stepsister asked.

"She looks like Yeh-Shen," Stepmother said. "She could be her double!" They walked towards the beautiful girl.

When Yeh-Shen heard Stepmother's words, she knew what had happened. She wept and wept.

"Do not weep," said a kindly voice. Yeh-Shen looked around and saw an old man in a long coat. He smiled, for he could see her goodness.

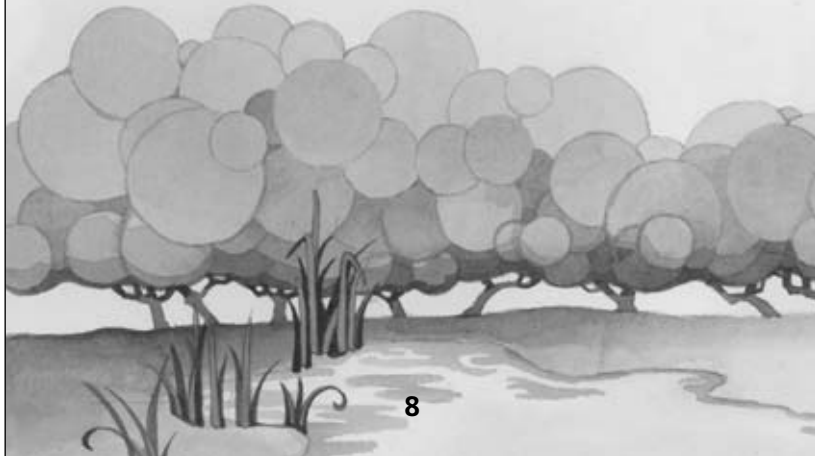
"Your kindness deserves a reward," the kind man said. "Keep the bones of the fish with the golden eyes in this pouch. They will grant you a wish."



Chapter 2  
**One Wish**

Soon it was the day of the Moon Festival. Stepmother and Stepsister dressed in their finest clothes. Then they went to the festival. They left Yeh-Shen behind.

Yeh-Shen said sadly, "I wish I could go, too. But I cannot. Not dressed in rags." She held the little bag of fish bones to her heart. She closed her eyes and made a wish.



When Yeh-Shen opened her eyes, she couldn't believe what she saw. She was dressed in the most beautiful clothes from head to toe! She wore a gown of silk. And on her tiny feet were shining golden slippers.

"Now I can go to the festival!"  
Yeh-Shen cried.





## Home-School Connection

### Word Workout

#### WORDS TO KNOW

allowed	design	instrument
invented	powerful	products

**Wacky Widget** Now we're inventors! I'll ask you what each word means. Then we'll make up sentences with the words. The sentences will describe our wonderful inventions.

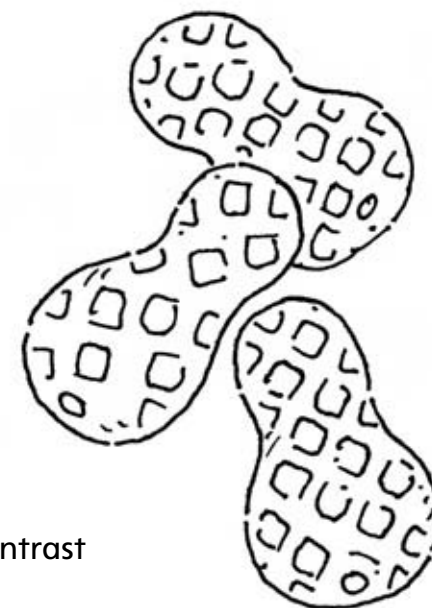
#### SPELLING WORDS

use	duke	dune	flute	tune
music	fuse	mule	bugle	June

**U Can Spell It** I'll show you all the words. Then I'll say each word for you to spell. Can we think of other words that have the same **u** sound as in the words above? Are the letters that stand for the sound the same or different?

### Dear Family Member:

I'm reading *African-American Inventors* in class this week. I'm learning to see how things are the same and different. In this story I can see how each of the African American inventors helped our country in different ways. Growing peanuts, inventing folding beds, and finding a cure for blindness are just some of the things they have given us. All of the inventors work hard. They are all alike in that way.



### This Week's Skills

**Comprehension:** compare and contrast

**Vocabulary:** word parts—suffixes

**Phonics:** sounds of **u** as in *tube*

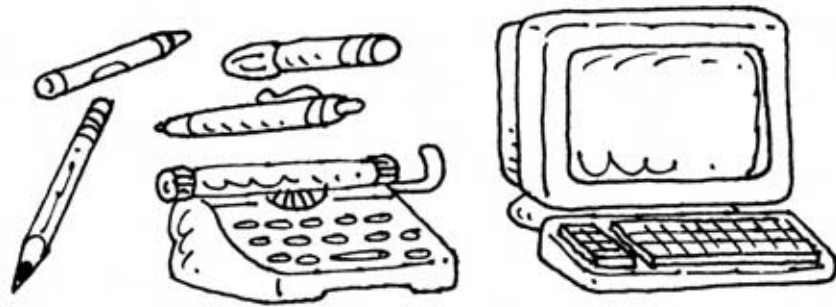
**Spelling:** words with **u**

Name \_\_\_\_\_

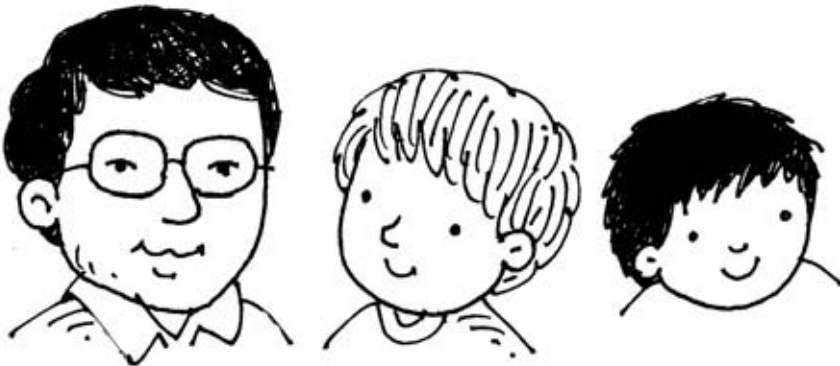
© Macmillan/McGraw-Hill (fold here)

# Alike and Different

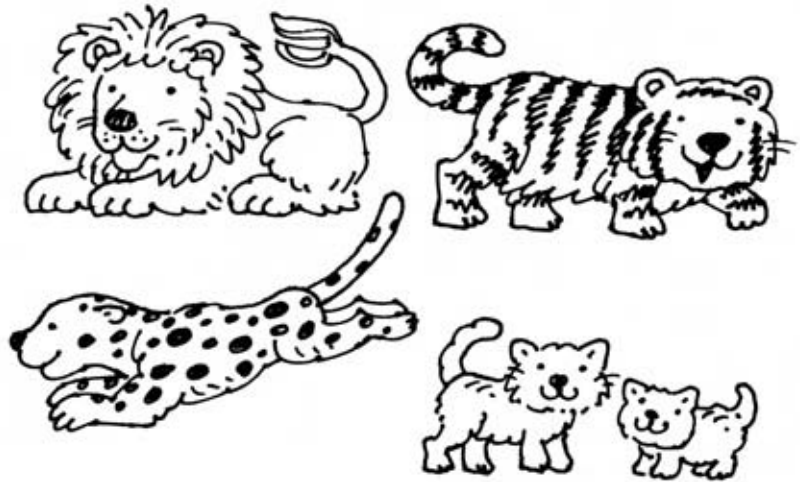
Let's look at each picture. I'll help you read the words. Then we can talk about which things in the pictures are the same and different.



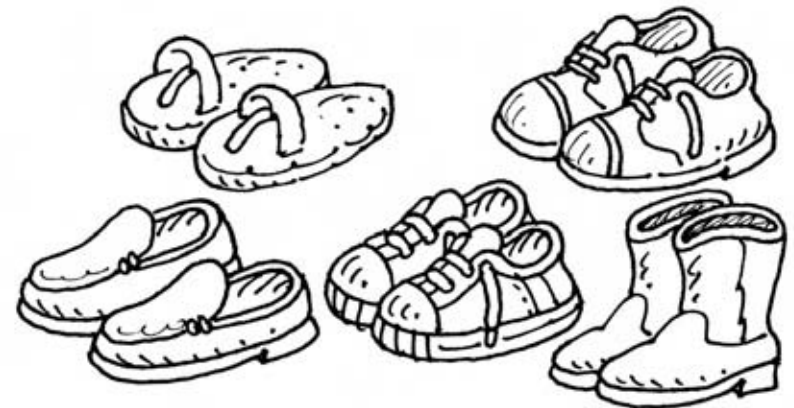
How are they the same? How are they different?



How are they the same? How are they different?



How are they the same? How are they different?



How are they the same? How are they different?





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

allowed	design	instrument
invented	powerful	products

**Inventos inventados** ¡Ahora somos inventores! Te voy a preguntar qué significa cada palabra. Luego formaremos oraciones con cada una para describir nuestros inventos.

#### PALABRAS DE ORTOGRAFÍA

use	duke	dune	flute	tune
music	fuse	mule	bugle	June

**Usa la U** Te voy a mostrar todas las palabras. Después te diré cada una de las palabras para que deleetrees. ¿Podemos pensar en otras palabras en que la **u** suene igual que en las palabras de arriba? ¿Las letras que representan el sonido son las mismas o son otras?

### Queridos familiares:

Esta semana estoy leyendo en clase *African-American Inventors*. Estoy aprendiendo a ver cómo las cosas pueden parecerse o ser diferentes. En este libro puedo observar cómo cada uno de los inventores afroamericanos ayudó al país de diferentes maneras. El cultivo de cacahuates, el invento de camas plegables o el descubrimiento de una cura para la ceguera son sólo algunas de las cosas que nos han brindado. Todos los inventores trabajan arduamente. En eso, todos se parecen.



### Destrezas de la semana

**Comprensión:** comparar y contrastar

**Vocabulario:** partes de la palabra, sufijos

**Fonética:** u como en **tube**

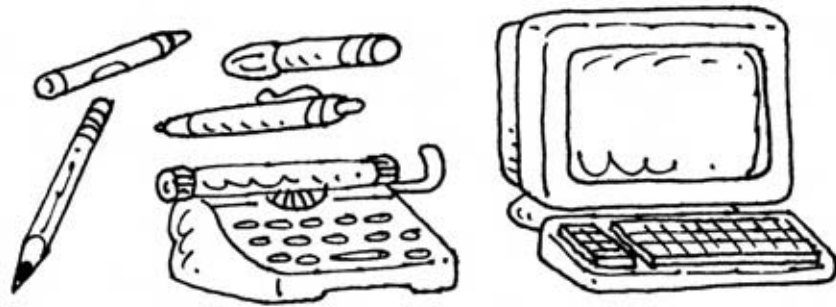
**Ortografía:** palabras con **u**

Nombre \_\_\_\_\_

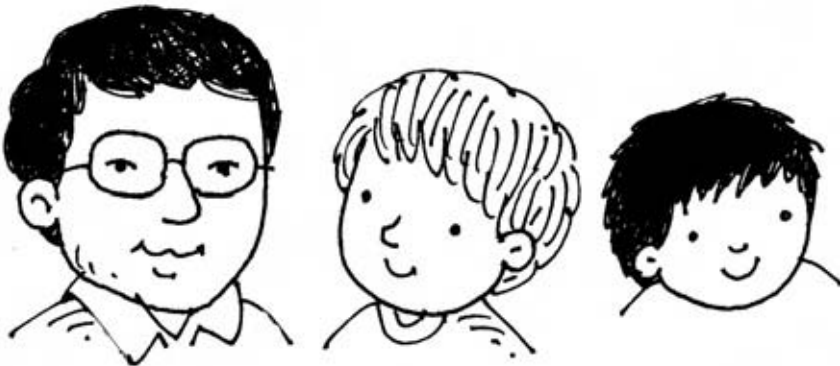
© Macmillan/McGraw-Hill (fold here)

# Parecidas y diferentes

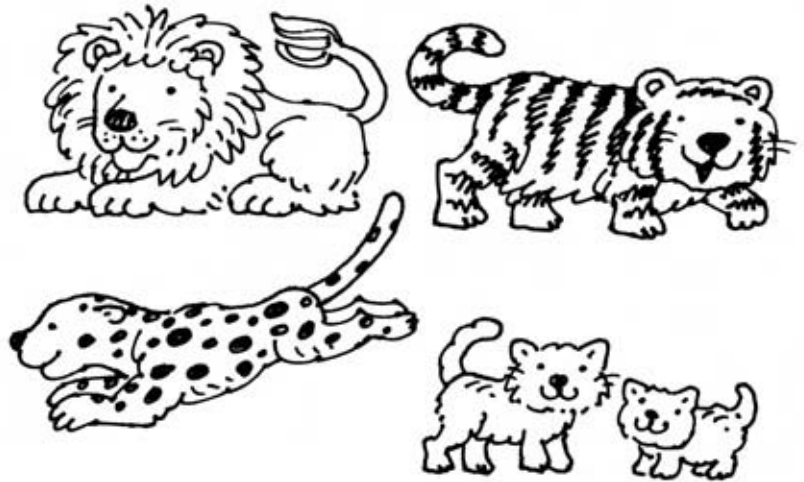
Vamos a mirar cada ilustración. Te ayudaré con la lectura de las palabras. Después podremos hablar de las semejanzas y diferencias entre las ilustraciones.



How are they the same? How are they different?



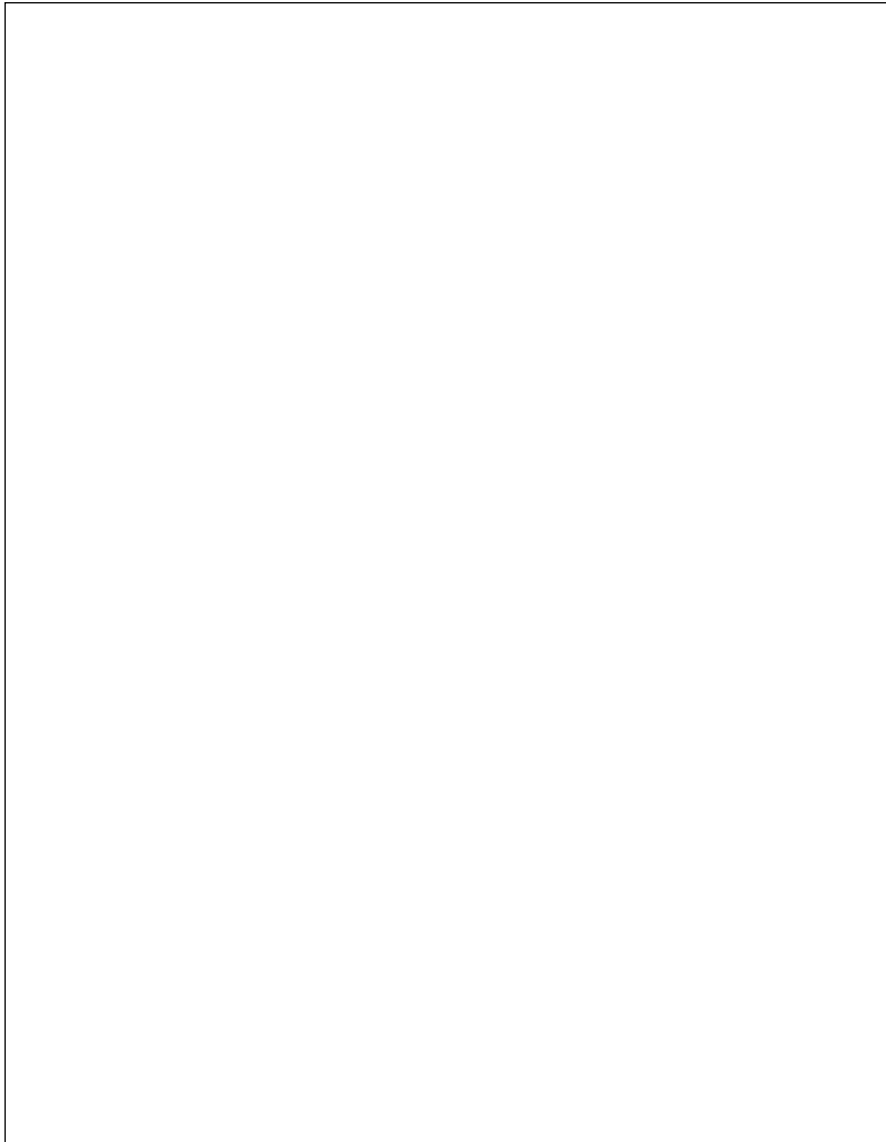
How are they the same? How are they different?



How are they the same? How are they different?

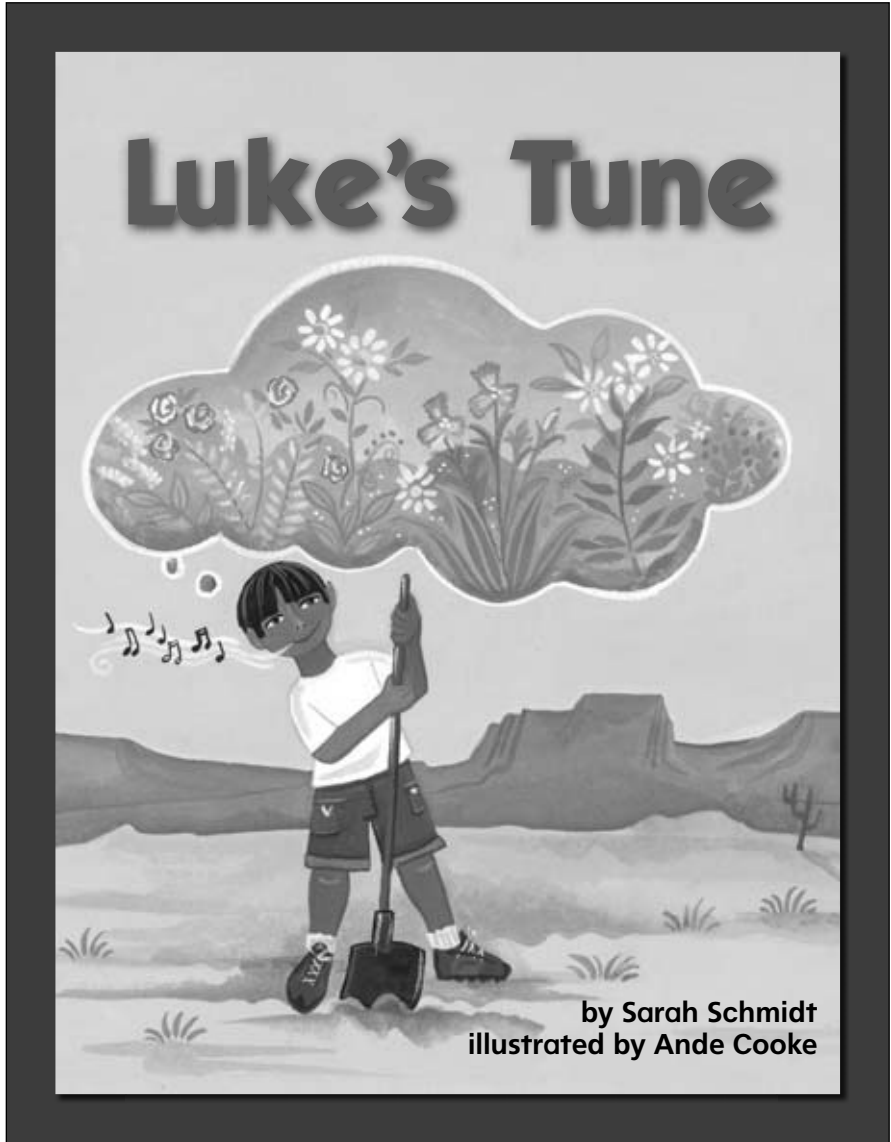


How are they the same? How are they different?



© Macmillan/McGraw-Hill

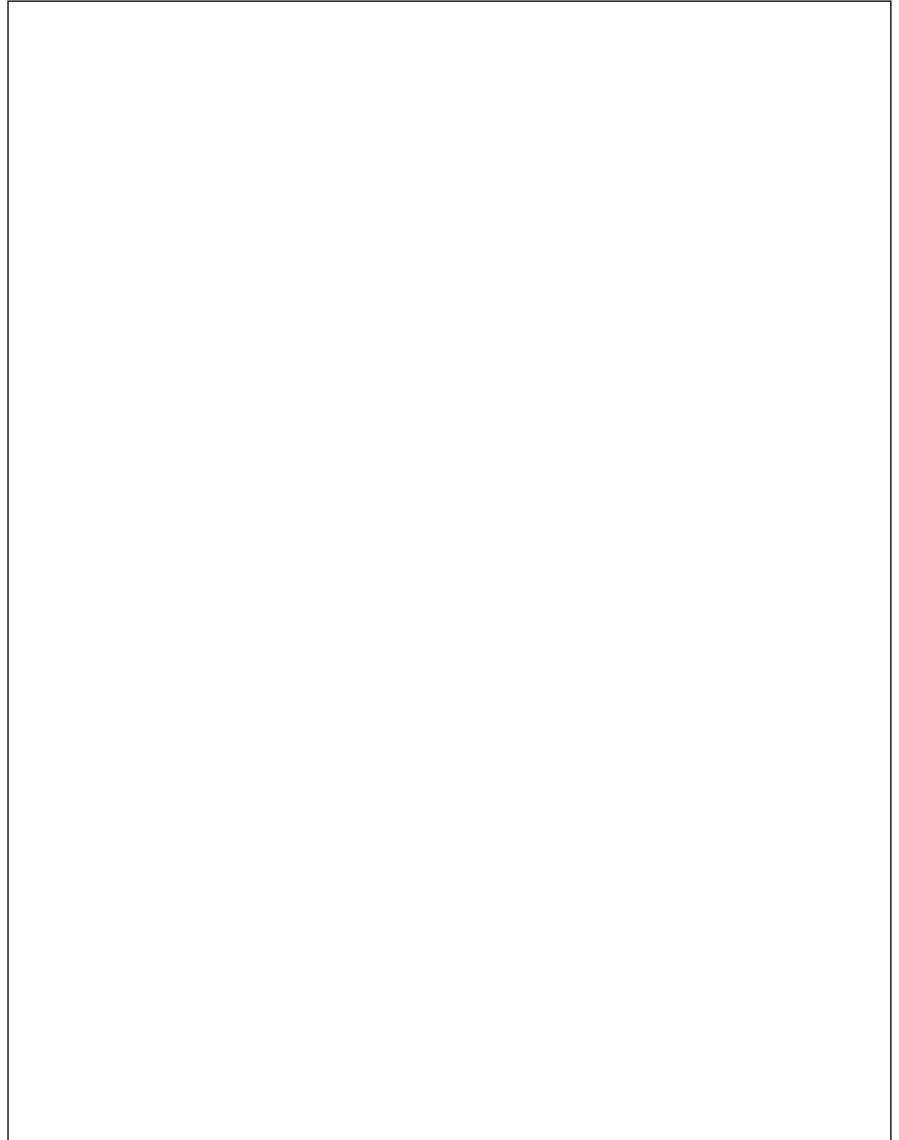
Luke's Tune





Luke had come from India to live in America with his dad.

“This yard needs green plants,” Luke told Dad. “I will grow a few plants.”



The next day, Luke had a surprise. His plants had grown big and beautiful. It was true!

Luke hummed to his plants every day. Dad helped by playing music on his flute!



Luke picked a sunny spot and dug holes. He began planting seeds in the holes. Then he used a jug of water to give them a drink.

Luke checked his plants every day. But he didn't see anything.



“Why won’t my plants grow?” said Luke. “In my country, plants grow big and beautiful. What can I do?”

Luke sat on a huge rock to think.

“It is not fun to plant seeds in this part of the world,” said Luke.

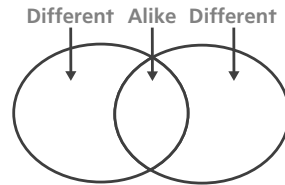
Luke started to hum a tune. He liked to hum when he was thinking.



## Comprehension Check

### Retell

Use a Compare and Contrast Chart and the photos to help you retell the information in this book.



### Think and Compare

1. Turn to page 4. How is an abacus like a computer? How is it different? (*Compare and Contrast*)
2. How do computers make your life easier? (*Analyze*)
3. How might computer robots help us in the future? (*Apply*)

# Computers Then and Now

by Thao Pham



## Table of Contents

<b>Chapter 1</b>	
Life Without Computers . . . . .	2
<b>Chapter 2</b>	
How Computers Have Changed .	4
<b>Chapter 3</b>	
Computers Get Even Better . . . .	8
<b>Chapter 4</b>	
Computers in the Future . . . . .	12
<b>Glossary/Index</b> . . . . .	15
<b>Comprehension Check</b> . . . . .	16

## Chapter 1

### Life Without Computers

Have you ever thought about living in a world without computers? Think about how your life would be different. You couldn't play computer games. You couldn't send **e-mail** to your friends.

Computers are important in many other ways.

Computers help us to do chores every day.



## Glossary

**abacus** (*AB-uh-kuhs*) a frame with beads used to add, subtract, multiply, and divide (*page 4*)

**e-mail** (*E-mayl*) messages sent between computers over the Internet (*page 2*)

**microchips** (*MIGH-kruh-chips*) small, thin slices of material with many electronic parts (*page 6*)

**mouse** (*MOVS*) a small instrument that is used to move the cursor, or pointer, on a computer screen (*page 8*)

**software** (*SAWFT-wayr*) programs a computer uses to perform tasks (*page 9*)

---

## Index

e-mail, 2, 10-11

ENIAC, 5-6

Internet, 10-11

NEC Earth Simulator, 13

robot, 14

Z3, 5



Today computers help us with everyday chores and fun activities. In the future, they may help us do more so we can have a better life. One day computers might even be able to think for themselves!

This pet robot has a computer inside. It can show six feelings, including joy and fear.



Computers are in washing machines and microwave ovens. They are in cars, cell phones, and DVD players. Without computers, there would be no telephone system. Airplanes could not fly.



## Chapter 2

### How Computers Have Changed

People have always used tools to help them count. Long ago, you might have used an **abacus** in math class. This tool helped people solve math problems. In many ways, a computer is just a faster abacus.

Wilhelm Schickard invented the first computer design in 1623. Early computers did not look like the computers we know today.

Each bead on an abacus has a value. Beads are moved to the side as they are counted.



This is part of the NEC Earth Simulator. This supercomputer studied such things as weather.

Computers may be more powerful, too. The NEC Earth Simulator was once the fastest computer. It could perform 36 trillion actions per second. Today scientists have built a faster computer. It can perform more than 280 trillion actions per second.

## Chapter 4

### Computers in the Future

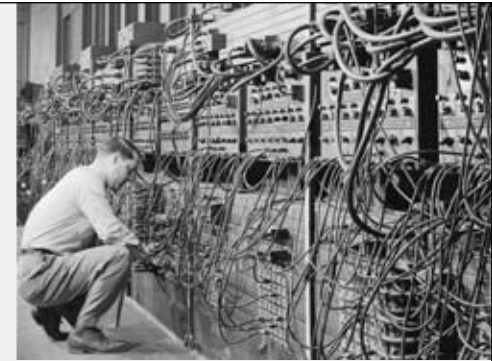
In the future, computers will be even smaller than they are now.

One of the smallest computers was the OQO PC. It weighed just 14 ounces (395 grams). Now scientists are working to build a computer that fits on the head of a pin.

The OQO PC was one of the first computers to fit in an adult's hand.



This board filled with wires is the computer ENIAC. It weighed more than four elephants.



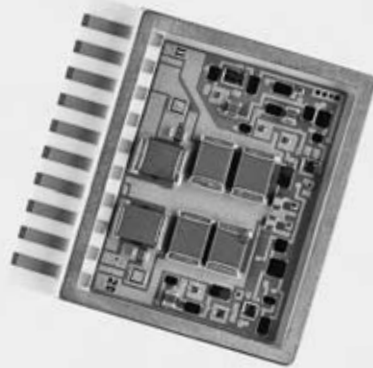
Konrad Zuse invented the first electronic computer. In 1941, he built the Z3. The Z3 worked much faster than any other instrument. It was the first computer that could run a program. A program is a set of instructions. It tells a computer what to do.

ENIAC was the best-known early computer. ENIAC was built in 1946. Scientists found that a person could solve a hard math problem in 20 hours. ENIAC solved the same problem in 30 seconds.

Computers today are smaller and much more powerful. How is this possible?

Today's computers use **microchips**. A microchip is a tiny square with thousands of tiny electronic parts. Electricity travels quickly between the parts. Microchips replaced the large parts in the old computers.

Microchips are not really this big. Most microchips are the size of tiny grains of rice.



New computers don't need wires to connect to the Internet. Some cell phones can connect to it. People can use computers almost anywhere.

Today people can use cell phones to talk and send e-mails.



This Internet café is in Hanoi, Vietnam. People inside pay to use the Internet and send e-mail.



Life really changed when people started using the Internet. The Internet connects computers around the world. People can share information quickly. You can use the Internet to send e-mail, music, and photos. You can also buy things and find out information.

Microchips have allowed scientists to build very small computers. Now many things have computers in them. A computer in your refrigerator tells it when to cool down. A computer in a VCR or DVD recorder lets you record TV programs.

Home computers can be used for homework and writing to people.

This computer model named Lisa was the first Apple Macintosh computer, made in the late 1970s.



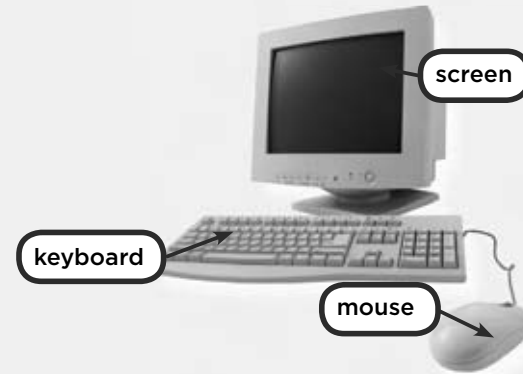
## Chapter 3

### Computers Get Even Better

Early computers did not have a screen, a keyboard, or a **mouse**. They were just big calculators. These computers were simple and slow.

People began to find new uses for computers. They invented new products to help.

Now computers are easier to use than older models like this one.



The mouse got its name because the wire coming out of it looks like a mouse's tail.

Scientist Douglas Engelbart invented the mouse. The mouse lets you control where you are on the screen.

Today there are many different kinds of computers. Each one can use many different **software** programs. People use their computers and software in many ways. New inventions for the computer have changed our lives.



# Home-School Connection

## Word Workout

### WORDS TO KNOW

effort                      mood                      perform

proud                      remember

**Share a Memory** We can use your words to tell a story about something good you remember.

### SPELLING WORDS

clerk      term      hurt      herd      skirt

stir      churn      turn      burst      first

**Spelling Bee** I'll say each word and ask you to tell me which letters stand for the vowel sound you hear. Then you can spell the word.

## Dear Family Member:

There is a dance school where children learn many types of dancing. *Alvin Ailey Kids* tells about children practicing for a performance. It tells how the children get ready and describes the classes they take. If I look for important ideas and facts, I can tell the story later in a short way. I will know how to give a summary.

## This Week's Skills

**Comprehension:** summarize

**Vocabulary:** thesaurus—antonyms

**Phonics:** the sounds of er, ir, and ur

**Spelling:** words with er, ir, and ur



Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# So Much To Do!

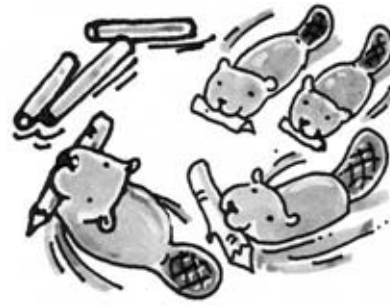
The Dandy Beaver family is quite smart. Let's read their story together and underline the parts we think are important. When we finish, we can tell someone a summary of the story.

Danny and Daneesha are part of the Dandy Beaver family. Danny makes a lot of jokes, and Daneesha likes to sing. Dad and Mom cut down logs. They use their big front teeth to cut the trees. The family eats the bark.

The Dandy Beavers swim to the other side of the stream. The sun is out, and the water is sparkling. Mom and Dad work hard and begin to float their new logs back to their side of the stream. All of a sudden, the water moves faster and



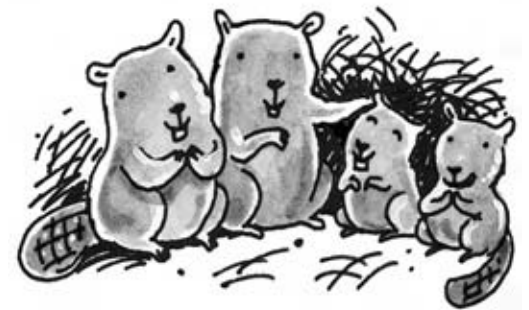
© Macmillan/McGraw-Hill



carries away the logs the Beavers worked so hard to cut down.

But wait! Mom and Dad take branches, mud, and rocks and build a wall from one side of the stream to the other. "Look!" cries Danny. The water can't go over the logs. The water stands still and becomes a pond. The Dandy Beavers can float their logs from side to side.

Best of all, they can live in the wall. They can swim and catch small fish. Danny is telling jokes. Daneesha is singing.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

effort                      mood                      perform

proud                      remember

**Comparte un recuerdo** Vamos a usar las palabras de la lista para hacer un relato de algún buen recuerdo que tengas.

#### PALABRAS DE ORTOGRAFÍA

clerk      term      hurt      herd      skirt

stir      churn      turn      burst      first

**Concurso de deletreo** Voy a decir cada palabra y a pedirte que me digas qué letras representan el sonido de la vocal que escuchaste. Luego deletrea la palabra.

### Queridos familiares:

Hay una escuela de danza donde los niños aprenden diferentes clases de bailes. *Alvin Ailey Kids* trata de los niños que ensayan para una función. Cuenta cómo los niños se preparan y describe las clases que toman. Si busco ideas importantes y hechos, podré después contar el relato en pocas palabras. Seré capaz de hacer un resumen.

### Destrezas de la semana

**Comprensión:** resumir

**Vocabulario:** tesoro—antónimos

**Fonética:** los sonidos de *er*, *ir* y *ur*

**Ortografía:** palabras con *er*, *ir* y *ur*



Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# ¡Cuánto que hacer!

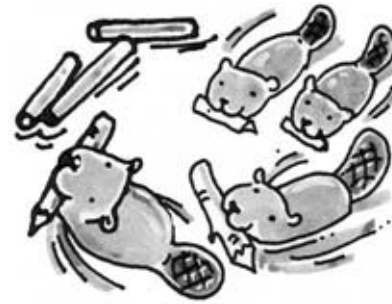
La familia de Dandy Beaver es bastante inteligente. Vamos a leer juntos la narración y a subrayar las partes que nos parezcan importantes. Cuando terminemos, le podemos hacer un resumen del cuento a otra persona.

Danny and Daneesha are part of the Dandy Beaver family. Danny makes a lot of jokes, and Daneesha likes to sing. Dad and Mom cut down logs. They use their big front teeth to cut the trees. The family eats the bark.

The Dandy Beavers swim to the other side of the stream. The sun is out, and the water is sparkling. Mom and Dad work hard and begin to float their new logs back to their side of the stream. All of a sudden, the water moves faster and



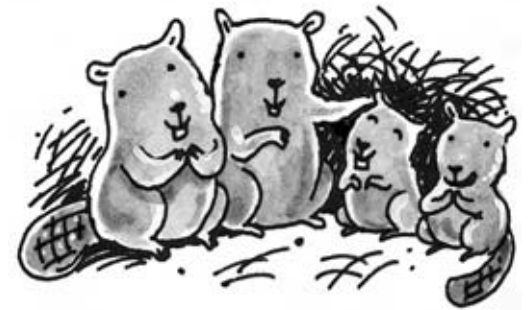
© Macmillan/McGraw-Hill

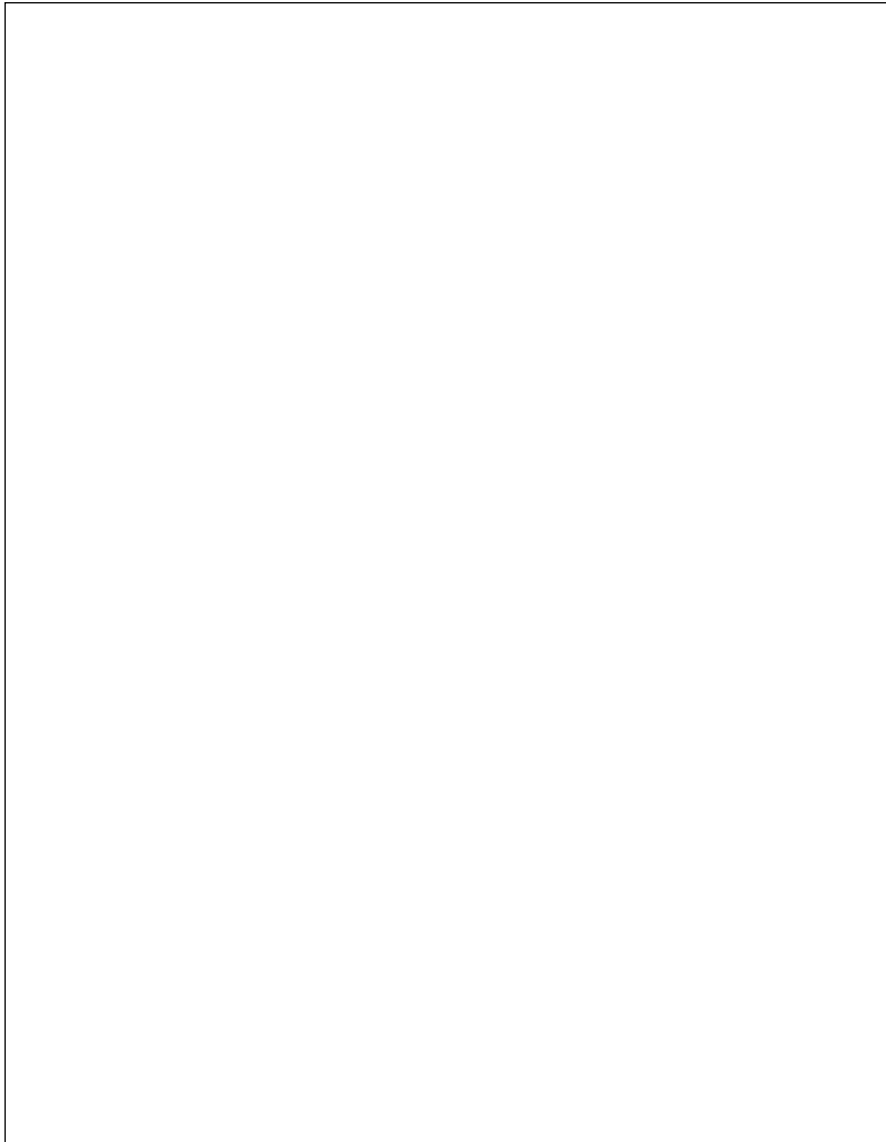


carries away the logs the Beavers worked so hard to cut down.

But wait! Mom and Dad take branches, mud, and rocks and build a wall from one side of the stream to the other. "Look!" cries Danny. The water can't go over the logs. The water stands still and becomes a pond. The Dandy Beavers can float their logs from side to side.

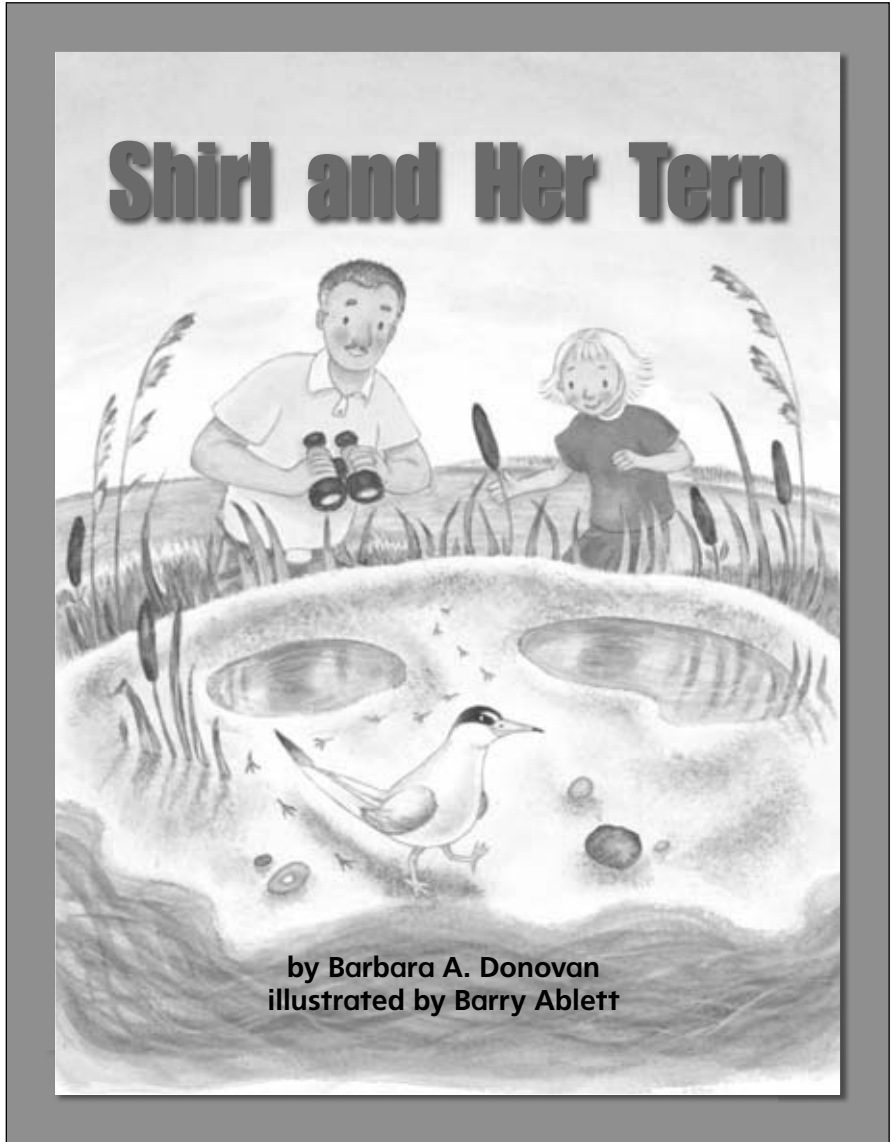
Best of all, they can live in the wall. They can swim and catch small fish. Danny is telling jokes. Daneesha is singing.





Shirl and her Tern

© Macmillan/McGraw-Hill





My grandfather likes to watch birds. Each week we find a different area of Burns Beach to spot them. I like terns the best. When they swirl in the sky, it's like a bird show. I would pay money to see a tern show!

2

© Macmillan/McGraw-Hill

Shirl and her Tern



Fern checked my tern. She saw a cut under its wing. She rubbed medicine on the cut to kill germs.

Today I heard good news. My tern is fine! In the spring, it will be with the other terns when they return.

6

© Macmillan/McGraw-Hill

Shirl and her Tern

Waves churn on the beach where the terns feed. In the spring, we try to keep the gulls out of the tern nests. In the fall, we feel sad when they fly away.

By last week, we thought the last tern had flown away. Then, from the reeds, I heard a weak chirp.



3



We turned toward the sound. We parted the reeds and found a tern in the dirt. It was hurt. It didn't stir a bit.

Grandfather called Fern. She is a scientist and an animal doctor. Fern said to bring the bird to her office building on First Street.

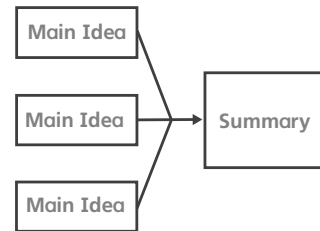
We found a box, and we used a piece of old shirt to make a bed. We put the bird in the bed. Then we turned, ran to the car, and drove to see Fern. As we drove, I urged the tern to get well.



## Comprehension Check

### Retell

Use the Summary Chart to retell the book.



### Think and Compare

1. Turn to pages 10-11. Why was steel chosen to make the frame for the statue? *(Summarize)*
2. What does the word liberty mean to you? Why is liberty so important? *(Synthesize)*
3. Why do you think the Statue of Liberty has been such a powerful symbol of our country? *(Evaluate)*

# Our Statue of Liberty

by Liane B. Onish



## Table of Contents

<b>Introduction</b> .....	<b>2</b>
<b>Chapter 1</b>	
The Gift .....	<b>4</b>
<b>Chapter 2</b>	
The Idea .....	<b>6</b>
<b>Chapter 3</b>	
Building the Statue of Liberty .....	<b>8</b>
Statue of Liberty Facts .....	<b>12</b>
<b>Conclusion</b> .....	<b>13</b>
Statue of Liberty Time Line .....	<b>14</b>
<b>Glossary/Index</b> .....	<b>15</b>
Comprehension Check .....	<b>16</b>

## Introduction

Look out your front door. Do you see a mat? Does it say “welcome”? The United States has a “welcome mat,” too. It is a **statue**. Her name is the Statue of Liberty. The word liberty means freedom.

📍 The Statue of Liberty is on Liberty Island, in New York Harbor.



## Glossary

**immigrant** (*IM-i-gruhnt*) someone who comes from somewhere else to live permanently in a country (**page 3**)

**pedestal** (*PED-uh-stuhl*) a base for a statue (**page 7**)

**statue** (*STACH-ew*) a model of a person or animal that is made of stone, wood, metal or other material (**page 2**)

**symbol** (*SIM-buhl*) a design or object that stands for or represents something else (**page 5**)

**wretched** (*RECH-id*) terribly unhappy, miserable or unfortunate (**page 13**)

---

## Index

Bartholdi, 6, 8–9, 14

Eiffel, 6, 10–11, 14

immigrants, 3

Laboulay, 6, 14

pedestal, 7, 10, 13–14

Pulitzer, 7



### Statue of Liberty Time Line

- 1776: The United States declares independence.
- 1865: Laboulay has an idea to build a statue for the United States.
- 1871: Bartholdi visits America, arriving by ship in New York Harbor.
- 1875: Bartholdi begins work on the statue.
- 1880: Eiffel works on the skeleton of the statue.
- 1882: Hunt designs the pedestal.
- 1883: Emma Lazarus writes "The New Colossus."
- 1884: Statue is completed in France in July.
- 1885: The statue arrives in New York Harbor in 350 pieces and packed in 214 crates. It takes 4 months to rebuild the statue and place it on the pedestal on Bedloe's Island.
- 1886: The statue is dedicated on October 28th.
- 1903: "The New Colossus" is engraved on a plaque in Liberty's pedestal.
- 1956: Bedloe's Island is renamed Liberty Island.

The Statue of Liberty greets tourists and welcomes **immigrants**. The statue was a gift from France. This is her story.



## The Gift

What a wonderful gift!  
An artist named  
Bartholdi (*bar-TOHL-  
dee*) made this statue.  
He wanted to create  
a powerful **symbol** of  
liberty.

Read about the parts  
of the Statue of  
Liberty. You'll learn  
what each part of the  
statue means.



## Conclusion

The Statue of Liberty is  
a powerful symbol of  
freedom. An American  
named Emma Lazarus  
wrote a poem about the  
statue. The mood of the  
poem is full of hope, hope  
for a better life in the  
United States.



Emma Lazarus

### The New Colossus

Many Americans remember these famous  
words from Emma Lazarus's poem.

"Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The **wretched** refuse of your teeming shore.  
Send these, the homeless, tempest-tost, to me,  
I lift my lamp beside the golden door!"

## Statue of Liberty Facts

Read the amazing facts about the statue.

**Ground to the tip of the torch:** 305 feet, 1 inch

**Statue Height:** 151 feet, 1 inch

**Height of the torch:** 21 feet

**Length of hand:** 16 feet, 5 inches

**Index finger:** 8 feet

**Width across each eye:** 2 feet, 6 inches

**Length of nose:** 4 feet, 6 inches

**Width of mouth:** 3 feet

**Right arm:** 42 feet

**Number of windows in crown:** 25

**Pedestal height:** 89 feet

**Number of steps in the statue:** 354



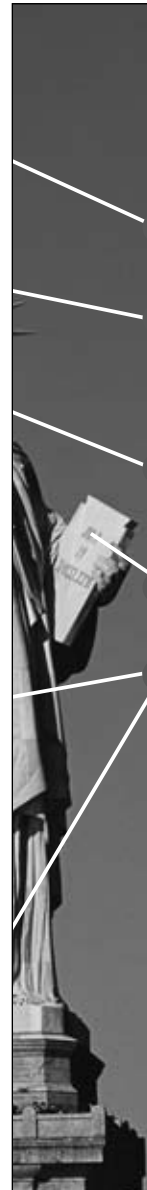
1 **Torch:** The torch is a **symbol** of freedom. It is a light that welcomes travelers.

2 **Crown:** The crown has seven spikes that symbolize the sun and planets. The spikes also stand for the seven seas and seven continents.

3 **Woman:** In Greek and Roman art, liberty was often shown as a strong, proud, and motherly woman.

4 **Tablet:** The tablet shows the date July, 4, 1776.

5 **Robes and Sandals:** The statue's robes and sandals are like those worn by a Roman woman long ago.



## The Idea

The statue is a gift of friendship between the United States and France. A man from France named Laboulay wanted to build a statue to celebrate Independence Day. A sculptor named Bartholdi heard about the idea and wanted to build the statue. Then Bartholdi asked Eiffel, an engineer, to work on the statue, too.



Edouard de  
Laboulay



Auguste Bartholdi



Alexander Gustave  
Eiffel



↻ The inner frame holds up and supports the sculpture. Iron straps attach Bartholdi's copper skin to Eiffel's steel frame.

Eiffel used steel for the statue's frame. Steel is very strong. In the center, he made two staircases. One was for going up. The other was for coming down.

The statue's copper skin needed a frame to hold it up. What holds up your skin? Your bones do. Your frame is made up of bones. The statue needed bones, too.

Gustave Eiffel made the frame. Eiffel was famous for building bridges. His bridges were huge. They were very strong. His bridges held up great weight. That's just what the statue needed.

🕒 This is a railway bridge built by Eiffel in 1884.



France and the United States both helped build the statue. It was a joint effort. France made the statue. An American named Hunt designed the **pedestal**. French and American artists would often perform to raise money. People donated money, too.

Joseph Pulitzer owned newspapers. His newspapers ran stories about the statue. The stories helped raise money. Students gave pennies to build the pedestal.



Joseph Pulitzer



Richard Morris Hunt

## Building the Statue of Liberty

Auguste Bartholdi liked to build big statues. He wanted the Statue of Liberty to be huge. First, Bartholdi made a small clay model. Then he made larger ones. Each model was bigger than the one before. The statue was built in pieces.

The statue had to be shipped to the United States. It would have to travel by boat. The statue could not be too heavy. What should it be made of?

This is one of Bartholdi's early models for the statue. This model is four feet tall. ↻



↻ Bartholdi used scaffolding to hold the parts of the statue in place while he worked.

Stone was too heavy. So Bartholdi chose copper. The outside of the statue is a thin layer of copper. This is the statue's "skin."

The copper skin is about an inch thick. But the statue is 150 feet tall. The copper skin weighs more than 32 tons!



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

medium	arrive	argue
cozy	noticed	stubborn

**A Road Trip** Let's go on a trip! First tell me what each word means. Then we'll use the words to describe a trip we can take in a car or bus. What do we see? What do we do?

#### SPELLING WORDS

near	dear	ear	deer	steer
cheer	verb	perch	here	where

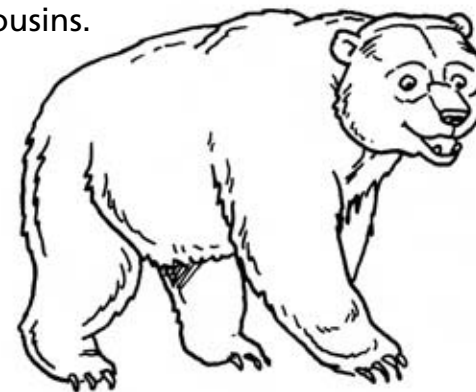
**Shake It Up Spelling!** Let's shake up your spelling. Look at all the words briefly. Then I'll say each word for you to spell. Jump up if the word has the same sound as *curb*. Bend down if the word has the same sound as *near*. Shake your head if you do not hear either sound.

### Dear Family Member:

I'm reading *Abuelo and the Three Bears* in class this week. There's a lot to remember because the grandfather tells a story to his grandson while they wait for their cousins.

As I read, I look for the most important things that happen in the beginning, middle, and end of the book.

That will help me remember what I read. When I'm done reading, I can tell you a summary about the important things that happened in the order that they happened.



### This Week's Skills

**Comprehension:** summarize

**Vocabulary:** idioms

**Phonics:** sounds of *er*, *eer*, *ere*, and *ear*

**Spelling:** words with *er*, *eer*, *ere*, and *ear*

Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Pickin' Flowers



Let's read the article below.

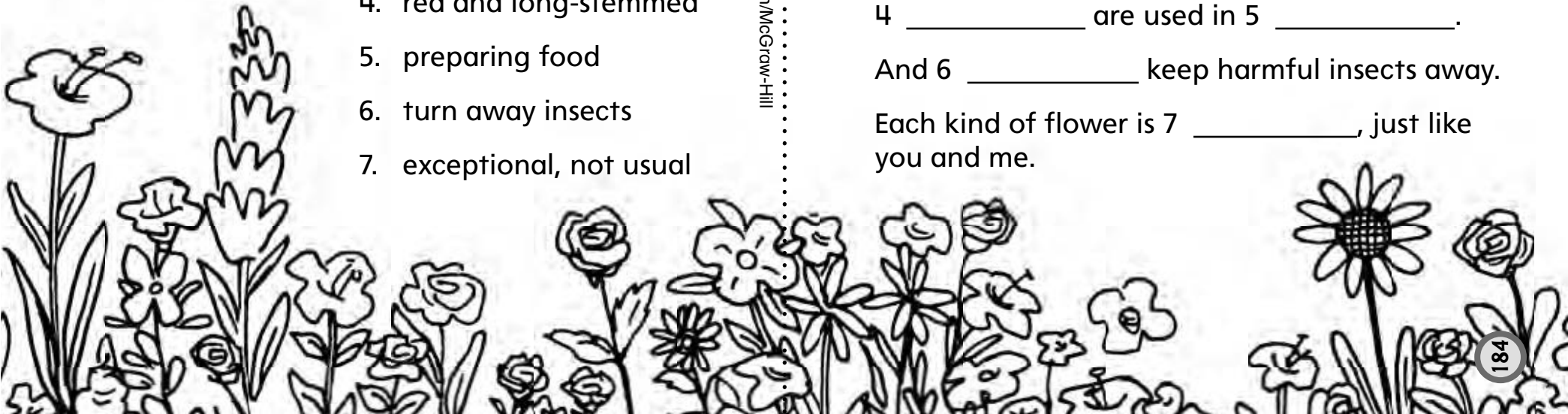
A guide described the kinds of flowers we saw in our local garden. Bees love apple blossoms. Golden marigolds give off an odor that many insects do not like. Red and yellow rose petals are chopped and used in cooking. Just like people, flowers are special in their own ways.

We can use these clues to complete the puzzle. Then use the words to complete the summary.

1. most important
2. a thought
3. blossoms
4. red and long-stemmed
5. preparing food
6. turn away insects
7. exceptional, not usual

1						2		4
			5					
		3						
6								
7								

The 1 \_\_\_\_\_ 2 \_\_\_\_\_ is that there are many different types of 3 \_\_\_\_\_. They have different uses. 4 \_\_\_\_\_ are used in 5 \_\_\_\_\_. And 6 \_\_\_\_\_ keep harmful insects away. Each kind of flower is 7 \_\_\_\_\_, just like you and me.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

medium	arrive	argue
cozy	noticed	stubborn

**Un largo viaje** ¡Vamos a emprender una aventura emocionante! Primero dime qué significa cada palabra. Luego vamos a usar las palabras para describir un viaje en carro o en autobús. ¿Qué vemos? ¿Qué hacemos?

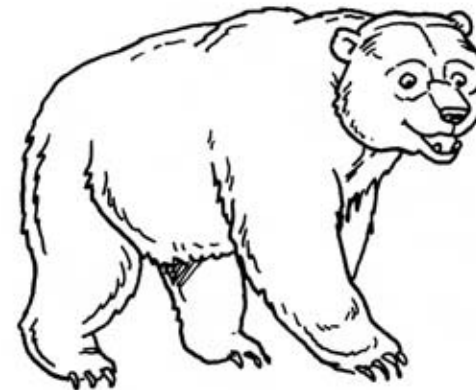
#### PALABRAS DE ORTOGRAFÍA

near	dear	ear	deer	steer
cheer	verb	perch	here	where

**Deletreo bailado** Vamos a deletrear bailando. Mira brevemente las palabras. Luego te diré cada palabra para que la deletrees. Salta si la palabra tiene el mismo sonido que *curb*. Inclínate si suena como *near*. Mueve la cabeza si no escuchas ninguno de los dos sonidos.

### Queridos familiares:

Esta semana estoy leyendo en clase *Abuelo and the Three Bears*. Hay mucho que recordar porque el abuelo cuenta un cuento a su nieto mientras esperan por sus primos. Mientras leo busco las cosas más importantes que pasaron al principio, en medio y al final del libro. Esto me ayudará a recordar lo que leí. Cuando termine de leer te voy a dar un resumen de las cosas importantes que pasaron en el orden en que ocurrieron.



### Destrezas de la semana

**Comprensión:** resumir

**Vocabulario:** expresiones idiomáticas

**Fonética:** los sonidos de *er*, *eer*, *ere* y *ear*

**Ortografía:** palabras con *er*, *eer*, *ere* y *ear*

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)



# Escogiendo flores

Leamos el artículo de abajo.

A guide described the kinds of flowers we saw in our local garden. Bees love apple blossoms. Golden marigolds give off an odor that many insects do not like. Red and yellow rose petals are chopped and used in cooking. Just like people, flowers are special in their own ways.

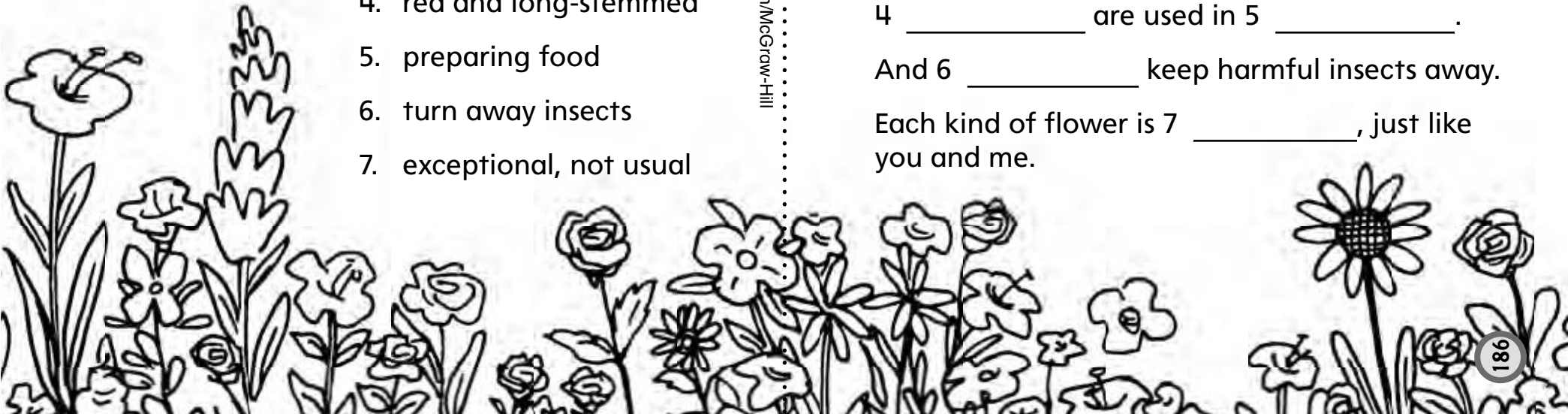
Podemos usar estas pistas para completar el crucigrama. Después, usamos las palabras para completar el párrafo.

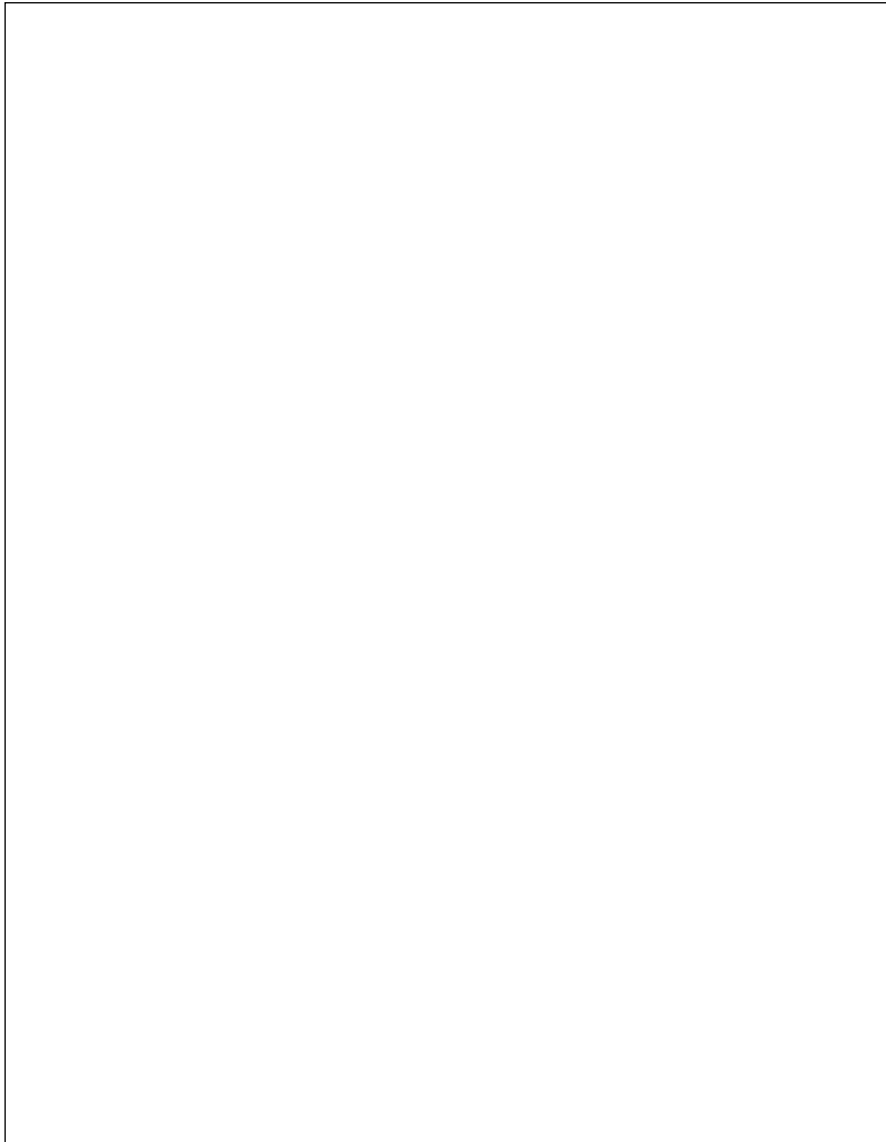
1. most important
2. a thought
3. blossoms
4. red and long-stemmed
5. preparing food
6. turn away insects
7. exceptional, not usual

© Macmillan/McGraw-Hill

1						2		4
			5					
	3							
6								
7								

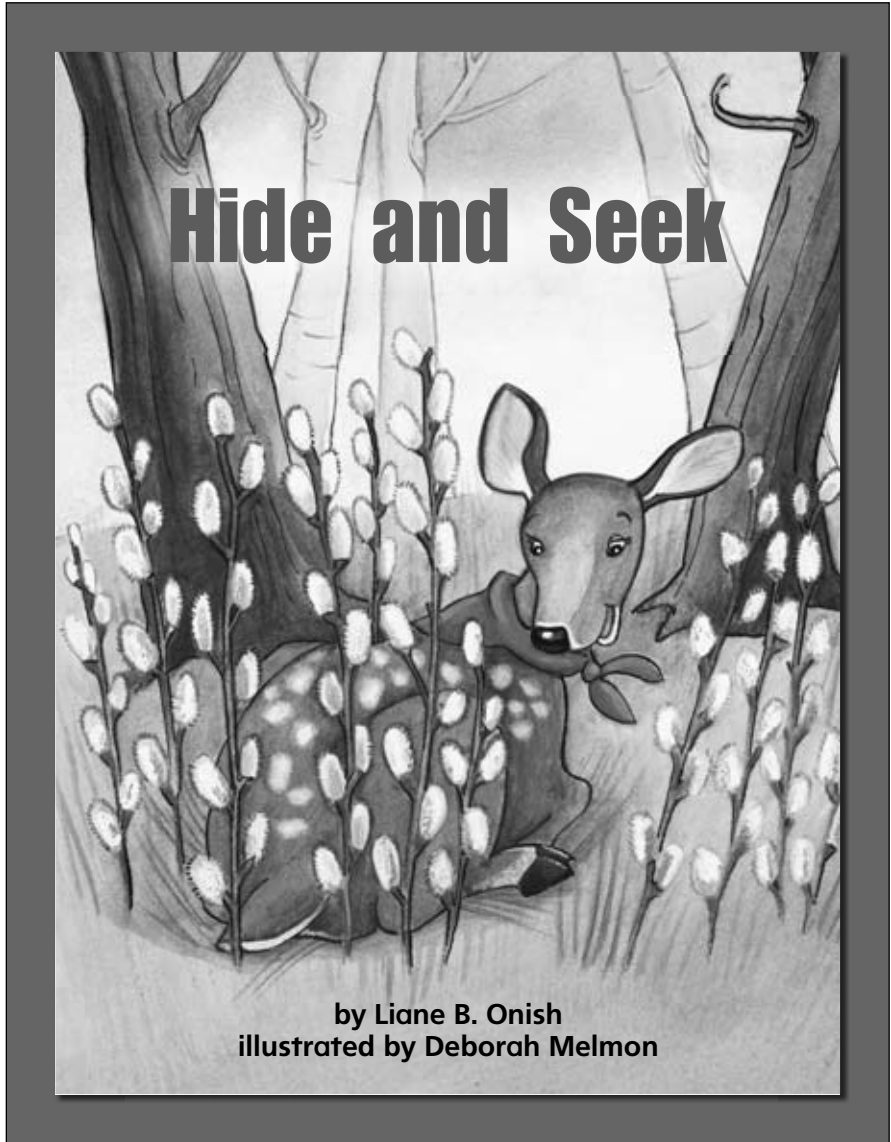
The 1 \_\_\_\_\_ 2 \_\_\_\_\_ is that there are many different types of 3 \_\_\_\_\_. They have different uses. 4 \_\_\_\_\_ are used in 5 \_\_\_\_\_. And 6 \_\_\_\_\_ keep harmful insects away. Each kind of flower is 7 \_\_\_\_\_, just like you and me.





© Macmillan/McGraw-Hill

Hide and Seek





Dot went inside the house.  
"What happened, dear?" asked Mom.  
"The big kids call me Spots!"  
Dot said, two tears running down  
her cheeks.



Fay said, "Next year you will be bigger. And you will not have any spots. Then we will play again and see who wins!"

Mom said, "Cheer up, Dot. All young deer have spots. Spots can be most useful. Wait and see!"

So Dot went back out to play. The big deer started a game of Hide and Seek. Fay was It.





Doe hid behind a tree. But her tail stuck out. Fay found her.  
Ray hid behind a bush. But his horns stuck up. Fay found him, too.  
Dot lay down in the tall grass. Fay could not find her.

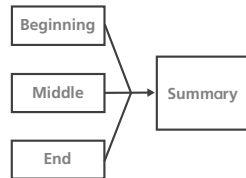
At last, Fay gave up. "Where is Dot? Come out, Dot. You win!"  
"Here I am!" said Dot standing up right near them. "I win, thanks to my spots!"



## Comprehension Check

### Retell

Use the Summary chart to retell the story.



### Think and Compare

1. What was the last trick Rabbit played on Coyote? (*Summarize*)
2. Which character in the story do you like the best? Why? (*Evaluate*)
3. Why do you think a storyteller would use a rabbit as a trickster? (*Analyze*)

# Rabbit Tricks Coyote A Mexican Tale

retold by Mary Atkinson  
illustrated by Alvaro De La Vega



## Table of Contents

<b>Chapter 1</b>	
Rabbit and Farmer . . . . .	2
<b>Chapter 2</b>	
Rabbit and Coyote. . . . .	6
<b>Chapter 3</b>	
Rabbit and the Moon. . . . .	12
Comprehension Check. . . . .	16

## Chapter 1

### Rabbit and Farmer

Hungry Rabbit looked over Farmer's garden. "Let's see, what shall I have for lunch today?" Rabbit thought. "Hmmm. Those chiles look tasty!" So Rabbit hopped into the garden and began to stuff his face with chiles.



2

Coyote arrived too late. Rabbit stepped on the moon. Then Rabbit turned and kicked the ladder into the sky. Coyote could never catch Rabbit now.

Rabbit had tricked him again! Coyote was very angry. And that is why, to this day, Coyote howls as he stares at the moon!



15





Coyote chased Rabbit. But Coyote was very full of water. He couldn't catch Rabbit. Coyote saw Rabbit climbing a ladder up to the moon. Coyote tried to run faster and faster. He just had to catch Rabbit!



Farmer cried, "Stop, Rabbit! I noticed most of my carrots were gone yesterday. And today, it's my chiles!"

Before Rabbit could run away, Farmer grabbed him by the ears. Then Farmer shoved Rabbit into a sack.

“What a tasty stew I’ll make! With my carrots, onions, chiles, and Rabbit my stew will be even more delicious!” Farmer said.

Rabbit asked the Farmer to let him go. But Farmer would not listen to Rabbit and hung the sack on a peg.



Then Rabbit added, “We must drink the water to get to the cheese.”

“I’ll eat the cheese,” thought Coyote. “Then I’ll eat Rabbit.” Coyote drank. He drank so much he got very big.

“Keep drinking! You have almost reached the cheese,” Rabbit said.

Coyote drank and drank. Rabbit didn’t drink a drop. Then Rabbit ran away!

### Chapter 3

## Rabbit and the Moon

This time, Coyote found Rabbit at the lake. "I'm going to eat you right now!" Coyote said.

"Wait!" Rabbit said. "Look in the lake! I have yummy cheese for you!"



Then off Farmer went to fill a pot with water. Rabbit could not argue his way out of the sack.

Just then, Rabbit saw Coyote walking by. Rabbit had an idea. "Coyote, my dear friend! Quick, come over here!" Rabbit called.



## Chapter 2

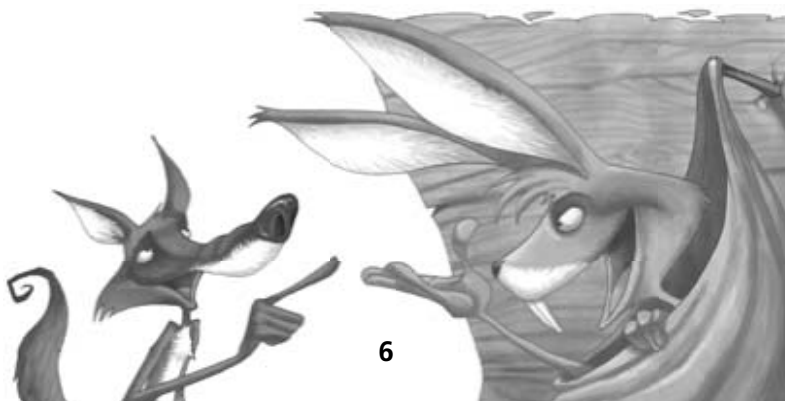
### Rabbit and Coyote

"What's wrong?" Coyote asked.

Rabbit said, "Nothing's wrong. I'm singing at Farmer's fiesta to celebrate the full moon."

Coyote laughed, "But you can't sing!"

"Well, you sing better than I do," Rabbit said. "Why not take my place?"



© Macmillan/McGraw-Hill

Rabbit Tricks Coyote: A Mexican Tale



Coyote did as Rabbit asked. Then Rabbit ran off. Coyote waited. Rabbit did not return. Night came. Coyote stopped leaning on the stone. The stone did not roll down the hill.

Coyote had been tricked again. "I'll get you, Rabbit!" he cried.

11

Coyote was stubborn. Off he went to find Rabbit again. He saw Rabbit at the top of a hill. Rabbit was leaning against a large stone.

Coyote said, "Now I'm going to have you for lunch!"

"Wait!" Rabbit said. "If this stone rolls down the hill, it will crush the world! Hold up the stone while I go warn the people. Then I'll come back."



So Rabbit and Coyote traded places. Coyote made himself cozy in the sack. And Rabbit dashed away.

Farmer arrived. He took down the sack. He saw Coyote. Farmer dropped the sack in fear and Coyote ran off.

"Rabbit tricked me!" Coyote thought. "He won't get away with this!"



Coyote found Rabbit in an avocado tree. "I'll get you, now!" Coyote yelled.

"Wait!" said Rabbit. "Have a delicious avocado. Here, I'll give you the biggest one, not just some medium size one."

Coyote thought, "I'll eat the fruit. Then I'll eat Rabbit!" Coyote called to Rabbit, "Toss the avocado to me."

Rabbit threw the avocado with all his might. It hit Coyote on the head. As Coyote fell to the ground, he saw Rabbit dash away.

"Rabbit tricked me again!" Coyote said.





## Home-School Connection

### Word Workout

#### WORDS TO KNOW

impossible    pleasant    treasures    talent

**Road to Riches** Let's go on a wild word adventure! First tell me what each word means. Then we'll use the words to describe a trip around the world. What do we see? What do we do?

#### SPELLING WORDS

part    start    art    park    farm

dark    far    large    hard    are

**Clap, Clap! Clap!** To play this game, I'll show you all the words. Then I'll say each word for you to spell. If the word has an **ar** sound, clap your hands. Then spell the word.

### Dear Family Member:

I'm reading *Music of the Stone Age* in class this week. I'm learning about author's purpose. This means the author tells why the article was written. This article tells how we record music today that people will hear thousands of years from now. It also tells how we've found musical instruments that are 9,000 years old. I think the author's purpose is that people have always loved music and they always will.



### This Week's Skills

**Comprehension:** author's purpose

**Vocabulary:** words with more than one meaning

**Phonics:** sounds of ar

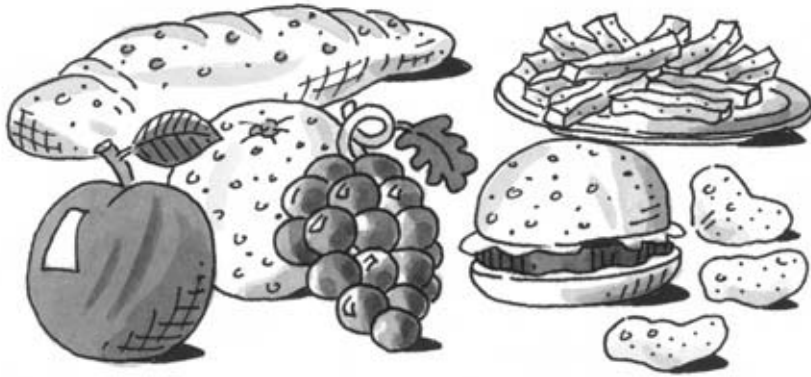
**Spelling:** words with ar

(fold here)  
© Macmillan/McGraw-Hill

Name \_\_\_\_\_

# You Be the Author!

Look at the pictures in each box. Then we'll talk about some fiction and nonfiction book ideas. Let's see how many book ideas we have.



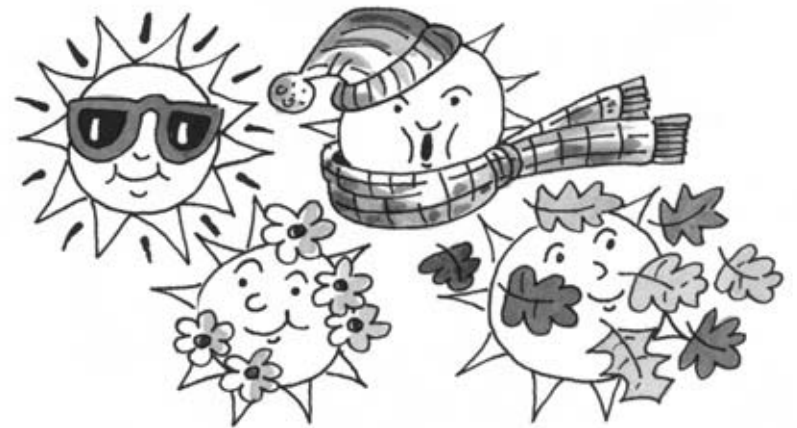
Book 1



Book 2



Book 3



Book 4





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

impossible                      pleasant

treasures                        talent

**Un viaje en carretera** ¡Vamos a emprender un viaje! Primero dime qué significa cada palabra. Luego vamos a usar las palabras para describir un viaje alrededor del mundo. ¿Qué vemos? ¿Qué hacemos?

#### PALABRAS DE ORTOGRAFÍA

part            start            art            park            farm

dark            far            large            hard            are

**¡Aplaud!** Para jugar este juego primero te mostraré todas las palabras. Después diré palabra por palabra para que tú las deleetrees. Si la palabra contiene el sonido **ar**, a plande. Luego deleetrea la palabra.

### Queridos familiares:

Esta semana estoy leyendo en clase *Music of the Stone Age*. Estoy aprendiendo sobre el propósito del autor. Eso significa que el autor dice porqué se ha escrito el artículo. Este artículo habla sobre cómo hoy día grabamos música que se podrá escuchar dentro de miles de años. Cuenta cómo se han encontrado instrumentos musicales que tienen 9,000 años de antigüedad. Creo que el propósito del autor es que a la gente siempre le ha gustado la música y siempre le gustará.



### Destrezas de la semana

**Comprensión:** propósito del autor

**Vocabulario:** palabras con más de un significado

**Fonética:** los sonidos de ar

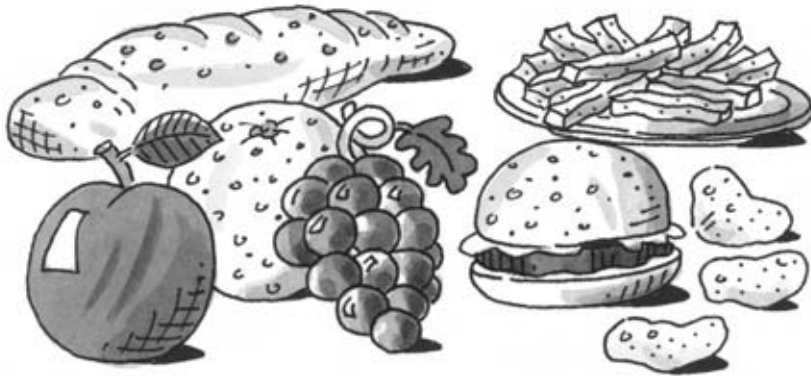
**Ortografía:** palabras con ar

Nombre \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

# ¡Tú eres el juez!

Mira las ilustraciones. Te ayudaré con la lectura de las palabras. Luego platicaremos sobre cada pregunta. Vamos a ver si hacemos los mismos juicios.



Book 1



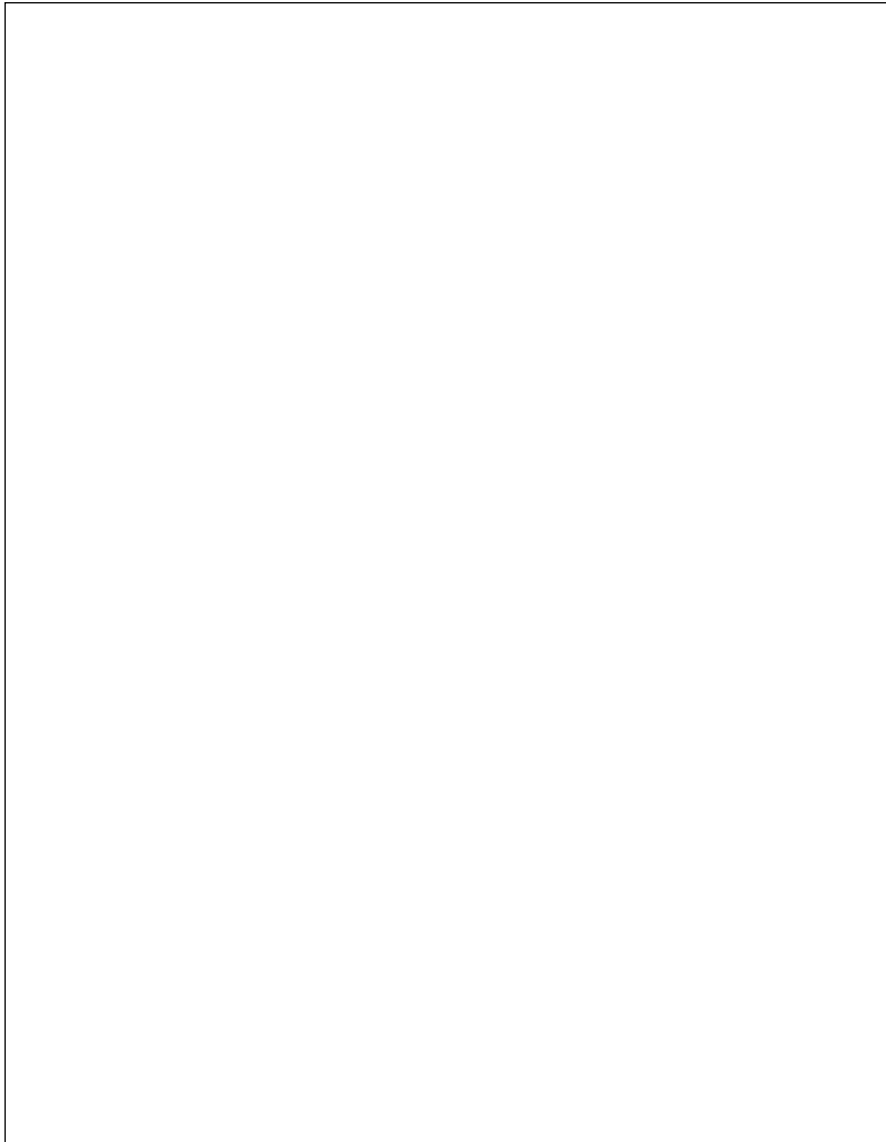
Book 2



Book 3

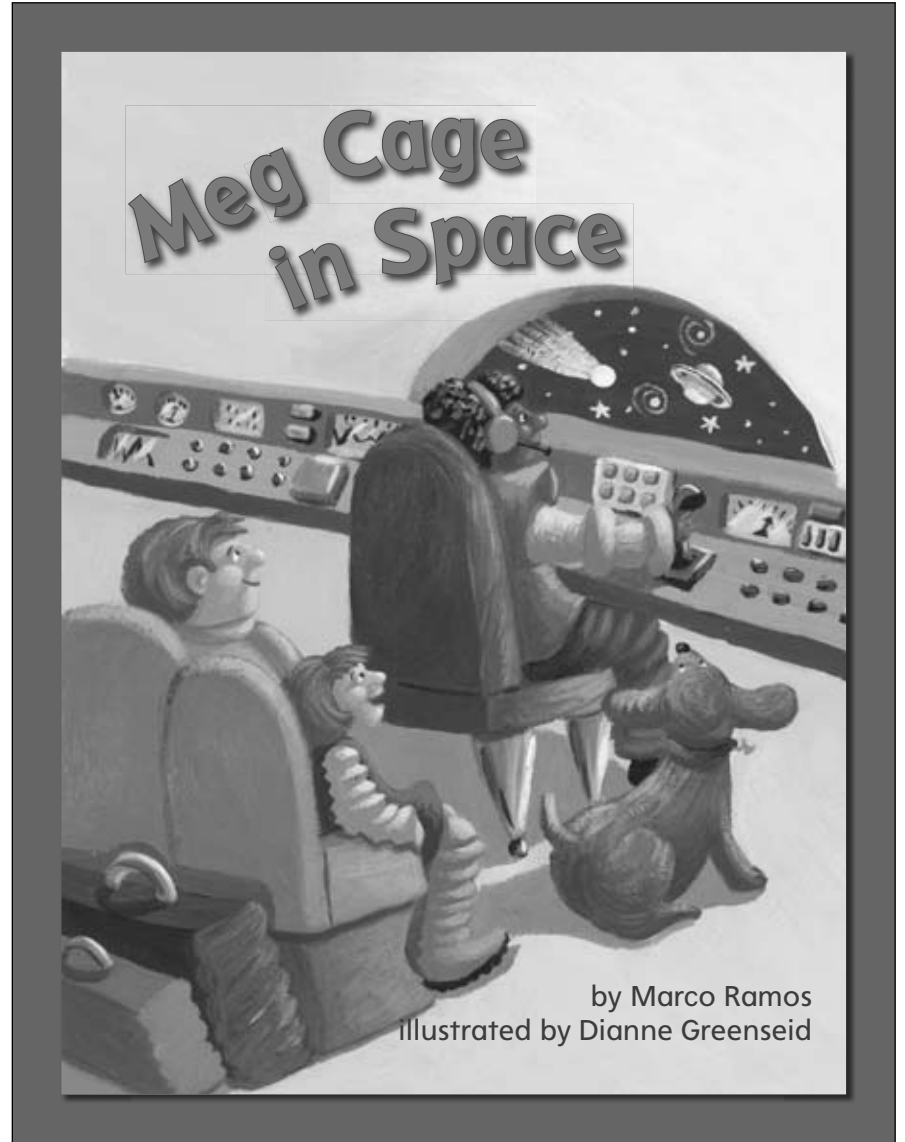


Book 4



© Macmillan/McGraw-Hill

Meg Cage in Space



At Meg's spaceship job, it was a slow day. The cold wind was gusting. Few people would be traveling far into space that day.

Meg petted her cat, Parker. Then the door flew open. A big dog raced in, wagging its tail.





"We named that comet Pig," Meg said as she zigzagged by it.

Soon, the Moon's space manager called. He pointed out a place to land.

The girl gave Meg a big hug and said that it was a marvelous trip. A smile lit up Meg's face. It was another job well done!



After the dog came a little girl and a man with a big scarf behind her.

"We've got to go to the Moon today," said the man. "Can you take us that far into space?"

Meg didn't think twice. "Yes, I can!" she said.



Meg and her passengers charged out to the field and got inside Meg's new spaceship. She glanced at the flag and saw that the wind was still gusting.

Meg was certain that there would be no problems. She urged her passengers to buckle up.

Meg gave her spaceship some gas and it gained speed. She said, "When we reach six hundred miles per hour, I'll get us some treats."

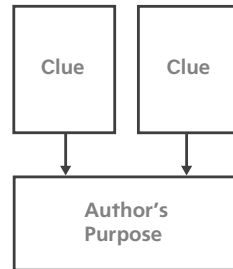
As Meg got the snacks, a large comet zoomed by the window.



## Comprehension Check

### Retell

Use an Author's Purpose Chart and the photos to tell why the author wrote this book.



### Think and Compare

1. The author presents information in many ways. One way is through photo captions. What is another way? (*Evaluate Author's Purpose*)
2. Some people think the whale's song is like music. Which animal sound is like music to your ears? (*Apply*)
3. Which kinds of sounds might hurt your ears? How can you protect your ears? (*Analyze*)



# Sounds All Around

by Guadalupe V. Lopez

## Table of Contents

<b>Introduction</b> . . . . .	2
<b>Chapter 1</b>	
How Sounds Are Made . . . . .	4
<b>Chapter 2</b>	
How You Hear Sounds . . . . .	6
<b>Chapter 3</b> Sounds and Solids, Liquids, and Gases. . . . .	8
<b>Chapter 4</b>	
Loud, Soft, High, and Low. . . . .	10
<b>Conclusion</b> . . . . .	14
<b>Glossary/Index</b> . . . . .	15
<b>Comprehension Check</b> . . . . .	16

## Introduction

What sounds do you like? Do you like the sound of the ocean? Do you like to hear laughter? Maybe you have musical talent. You might play the violin.

The children use the bow to make the violin strings move. This makes sounds.



## Glossary

**decibel** (*DES-uh-bel*) a unit that tells how loud a sound is (*page 10*)

**pitch** (*PICH*) how high or low a sound is (*page 12*)

**sound wave** (*SOWN D WAYV*) wave created by vibrations that carry sounds (*page 4*)

**volume** (*VOL-yewm*) how loud or soft a sound is (*page 10*)

---

## Index

animals, 9, 13

ear, parts of, 7

instruments, 12

sound waves and water, 9

vibrations, 4–5, 7, 12



## Conclusion

Sounds are all around. Some sounds make you happy. Think of your favorite song. Other sounds, like a fire alarm, warn you of danger. Some sounds, like cars honking, are just annoying. Sounds can be loud or soft, high or low.

Listen. What sounds do you hear? Now you know how those sounds are made!

Some people like the sounds of cymbals crashing. Other people think cymbals are noisy.



The baby bangs spoons on the pots. This makes noisy sounds.

Some sounds, like music, are pleasant. Other sounds, like pots and pans banging, are not. Some people call these sounds noise.

CHAPTER 1

## How Sounds Are Made

Sounds are made when something vibrates, or moves back and forth. The air around it vibrates, too. Sounds move in the air in invisible waves called **sound waves**.

Drop a pebble into water. Watch the ripples. That helps you understand how waves spread out.



Dog whistles have a very high pitch. The high sound is impossible for most people to hear.



Animals make high-pitched and low-pitched sounds, too. Kittens make high-pitched sounds. Lions make low-pitched sounds.

Animals can hear sounds at different pitches. A dog can hear high-pitched sounds. An elephant can hear low-pitched sounds. People cannot hear the same sounds as animals.

**Pitch** is how high or low a sound is. Musical instruments help us understand what pitch is. Piano keys on the right side play notes with a higher pitch. The keys on the left side have a lower pitch.

Some instruments, like trumpets, make sounds when you blow air into them. Air vibrates inside the instrument.

A drum produces a low pitch. A xylophone and trumpet produce high and low pitches.



Feel your throat as you speak and shout. The vibrations for each sound feel different.



Sometimes you can see a vibration. Stretch a rubber band. Pluck the rubber band. It moves back and forth very quickly. That is a vibration.

Sometimes you can feel a vibration. Touch your throat and speak. You can feel your vocal cords vibrate. The vibrations travel through the air and make sounds.

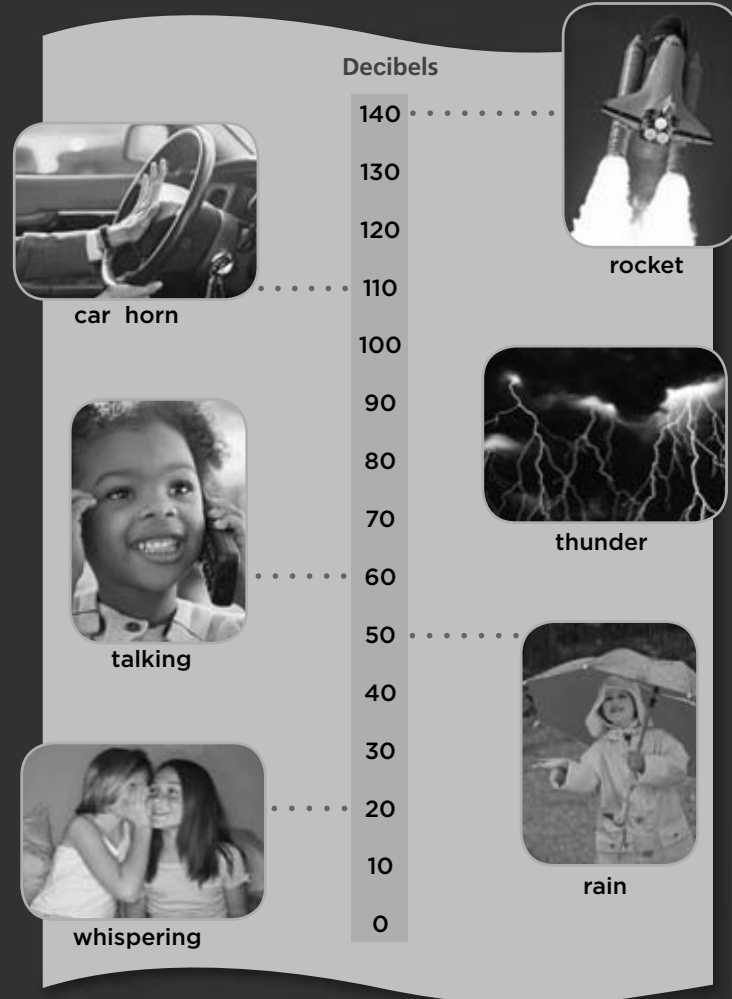
## How You Hear Sounds

We use our sense of hearing all the time. The ear is the perfect shape for catching sound waves.

Pretend you have a dog. The dog has a ball, a bone, and other treasures. The dog wants to play. The dog barks. How do you hear the sounds?



## Sounds and Decibels



## Loud, Soft, High, and Low

A sound's **volume** can be loud or soft. Loud sounds have strong sound waves. Soft sounds have weak sound waves.

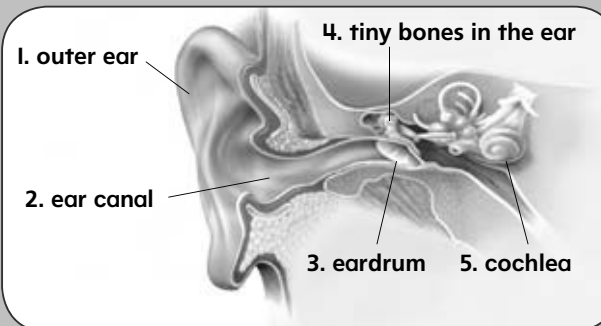
Sounds are measured in **decibels**. The softest sound you can hear is zero decibels. Sounds at more than 140 decibels can hurt your ears.

Airplanes are loud, so workers wear headphones to protect their ears.



## How the Ear Works

1. Sound waves move through the air and enter the outer ear.
2. Sound waves go through the ear canal.
3. Sound waves hit the eardrum and make the eardrum vibrate.
4. The eardrum vibrates and that makes three tiny bones vibrate in the middle ear.
5. The tiny bones make the cochlea vibrate. Tiny hairs inside the cochlea send a message to your brain.



## Sounds and Solids, Liquids, and Gases

Sounds can travel through air, which is a gas. Can sound waves travel through a solid like wood, too?

Try this. Have a friend hold a ticking watch against a wooden door. Press your ear against the other side of the door. Can you hear the ticking? Yes!



Sounds can travel through wood. The sounds make the wood vibrate.

Can sounds travel through a liquid, like water? The ocean may seem quiet. But scientists found out the sea is full of sounds!

Ocean animals make all kinds of sounds. Whales make clicks and songs. This is how whales talk with each other.

The beluga whale is called the sea canary because of its singing.





# Home-School Connection

## Word Workout

### WORDS TO KNOW

demand	emergency	furious
impatient	sincerely	neutral

**Back and Forth** This game is really fun! I'll say a word and you give me a word that means the same thing.

### SPELLING WORDS

more	tore	wore	store	oar
roar	board	port	north	fort

**Spelling Sort** We'll spell and sort. I'll quickly show you all the words. Then I'll say each word for you to spell. We'll go back over the words and put them in groups according to the way they are spelled: **or**, **ore**, and **oar**.

## Dear Family Member:

Would you believe a cow can use a typewriter! Farmer Brown in *Click, Clack, Moo: Cows That Type* can't stand the click-clack noise. The cows type a note and say they want electric blankets. Mr. Brown says "no," so the cows go on strike. I'm learning that when one thing happens, it makes another thing happen. Understanding causes and effects helps me keep track of things, especially in this story!



## This Week's Skills

**Comprehension:** cause and effect

**Vocabulary:** synonyms

**Phonics:** the sounds of **or**, **ore**, and **oar**

**Spelling:** words with **or**, **ore**, and **oar**

Name \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

# Did That Really Happen?

Do you remember that when something happens, something else happens? Look at the pictures. We can see things happening. Let's match them.



© Macmillan/McGraw-Hill





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

demand	emergency	furious
impatient	sincerely	neutral

**Ida y vuelta** ¡Este juego es muy divertido! Voy a decir una palabra y tú me contestarás con otra que signifique lo mismo.

#### PALABRAS DE ORTOGRAFÍA

more	tore	wore	store	oar
roar	board	port	north	fort

**Grupos ortográficos** Vamos a deletrear y a clasificar. Te mostraré rápidamente todas las palabras. Luego diré cada palabra para que tú la deletrees. Veremos las palabras otra vez y las agruparemos de acuerdo a su ortografía: **or**, **ore** u **oar**.

### Queridos familiares:

¿Pueden creer que una vaca sea capaz de escribir a máquina? El granjero Brown en *Click, Clack, Moo: Cows That Type* no puede soportar el ruido del tecleo. Las vacas escriben una nota donde dicen que quieren frazadas eléctricas. Como el Sr. Brown contesta que "no", las vacas hacen huelga. Estoy aprendiendo que cuando una cosa pasa, hace que pase otra. Comprender causas y efectos me ayuda a seguir el hilo de lo que pasa, ¡especialmente en este cuento!



### Destrezas de la semana

**Comprensión:** causa y efecto

**Vocabulario:** sinónimos

**Fonética:** los sonidos de **or**, **ore** y **oar**

**Ortografía:** palabras con **or**, **ore** y **oar**

Nombre \_\_\_\_\_

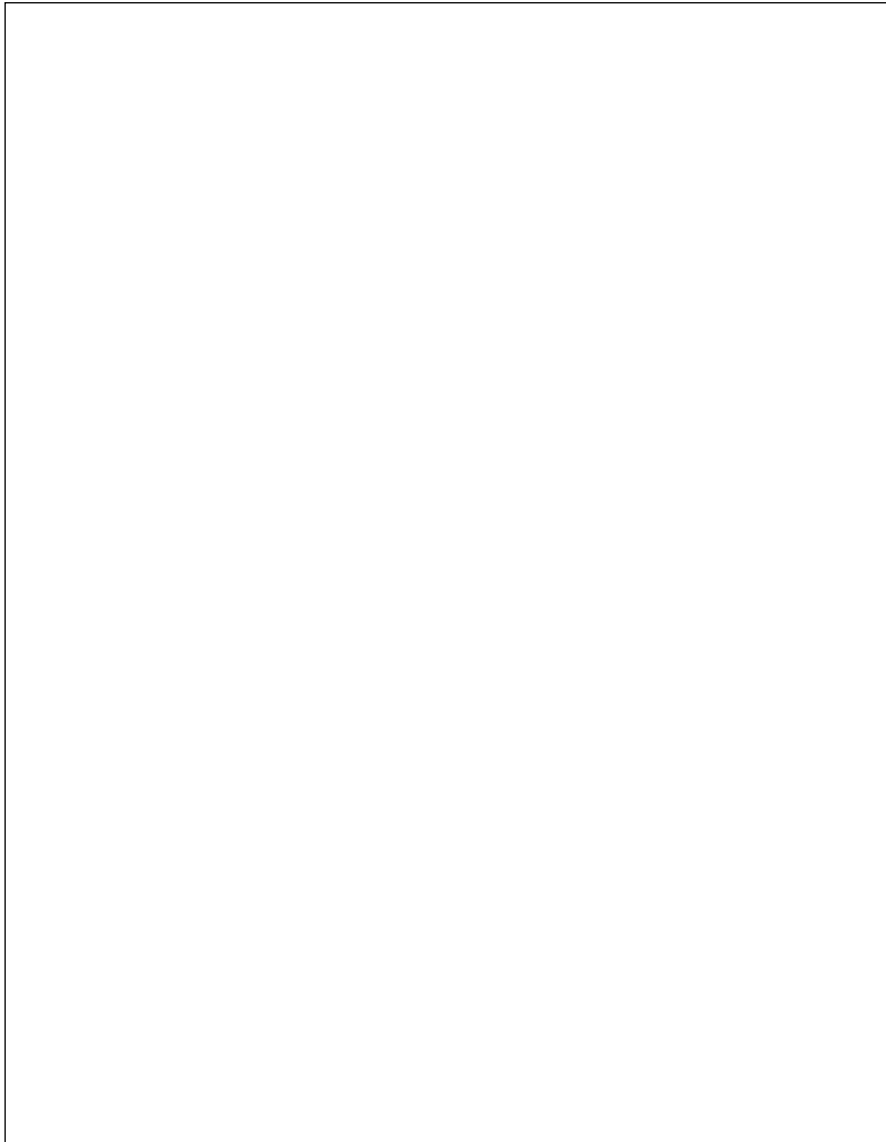
© Macmillan/McGraw-Hill (fold here)

# ¿De veras pasó?

¿Recuerdas que cuando una cosa pasa hace que pase otra?  
Mira las ilustraciones. Vemos que pasan diferentes cosas.  
Vamos a hacer que correspondan entre sí.

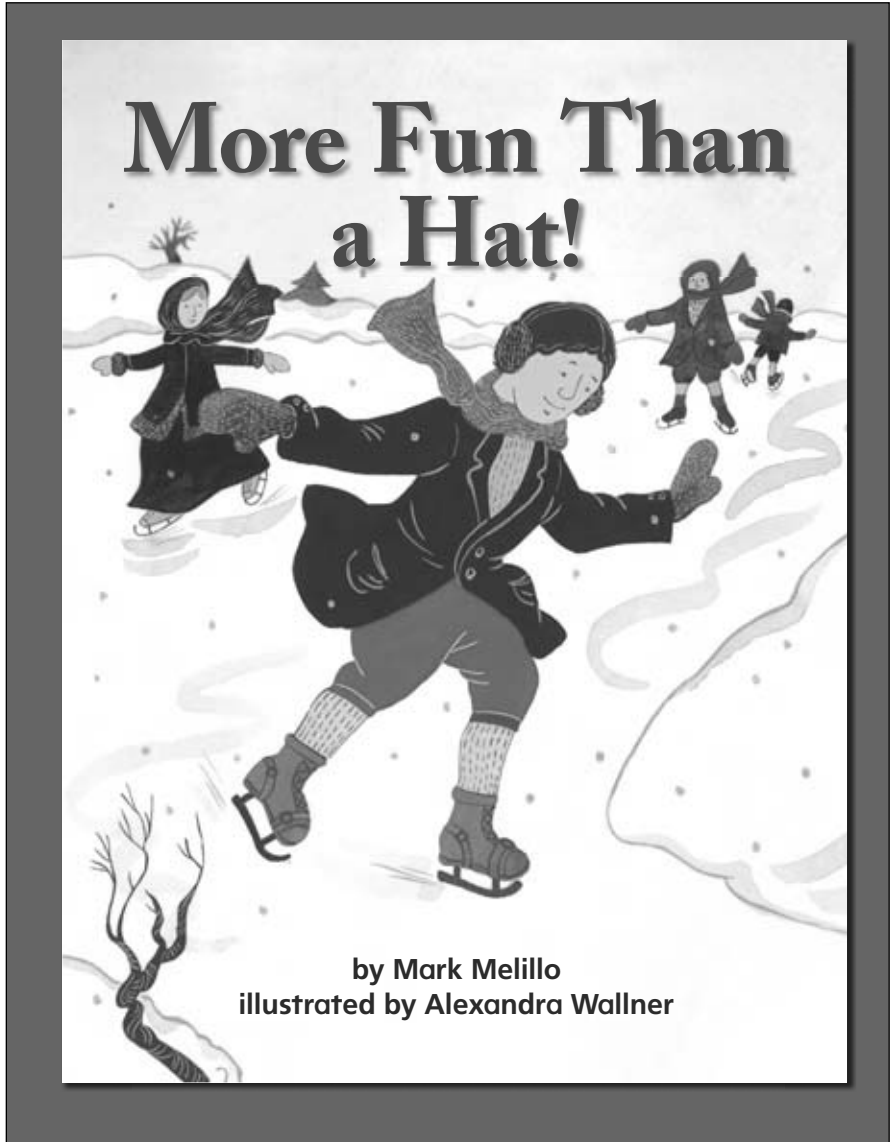


© Macmillan/McGraw-Hill



© Macmillan/McGraw-Hill

More Fun Than a Hat!





When it's cold outside, how can you keep your ears warm? Pulling a wool hat over them can fix the problem.

Before wool hats were made, people wrapped wool scarves around their ears. For some, the wool was too itchy.



Chester was just 15 when he came up with his idea! He went on to make more things that could help people.

It was many years ago that Chester invented earmuffs. But the town where he grew up still has a parade every year for his birthday.



That was the problem for Chester Greenwood. His family lived in a region where the winter winds roared. Chester wore a wool scarf, but it was too itchy. His bulky scarf made ice-skating a real chore.

One day Chester's ears got so sore and cold that he could not skate. So he came up with a grand plan.



Chester thought of a new way to keep his ears warm. All it took was a bit of beaver fur, black velvet, and thin metal strips.

Chester took these things to his grandma. He asked her to stitch them together to make something that would keep his ears warm in the cold.



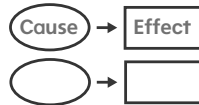
Chester's ear-warming system worked. The other kids wished they had a pair. Still, Chester thought his earmuffs could be better. He did not like how they flapped around.

A short time later, Chester made some changes to his earmuffs. The new ones weren't heavy and could be folded. It was easy to carry them around. Chester's earmuffs were a hit!

## Comprehension Check

### Retell the Story

Use a Cause and Effect Chart and the pictures to help you retell this story.



### Think and Compare

1. Turn to page 4. Why did the sheep learn to knit? (*Identify Cause and Effect*)
2. If you could knit, what would you like to make? (*Apply*)
3. Why do people buy things that have been knitted? (*Apply*)

# Knitwits and Woolly Sweaters

by Janet Stutley  
illustrated by Craig Smith



## Table of Contents

<b>Chapter 1</b>	
Knitting Fever .....	2
<b>Chapter 2</b>	
The Fever Spreads .....	6
<b>Chapter 3</b>	
An Emergency .....	10
<b>Chapter 4</b>	
Farmer Rosie's Idea .....	12
Comprehension Check .....	16

## Chapter 1 Knitting Fever

No one ever forgot the spring day Lily Lambkin came to live at Farmer Fred's. Lily was from the city. "I think I will like it here," said Lily, "I'll spend my time knitting."

Sharon was the leader of Farmer Fred's flock. "What is knitting?" she asked.

"Don't you know?" said Lily. The other sheep gathered around.

"People in the city love knitting," said Lily. "They all have Knitting Fever!"





The Knitwits and the Woolly Sweaters won many prizes at the fair. Farmer Fred and Farmer Rosie sold all the sweaters they had. Everyone was happy. Lily felt proud. That night she called all the sheep together.

“Next year we will knit socks and gloves,” she said. “We will be famous!”

“Ma-a-ar-velous!” said the sheep. “But we’ll have to grow some more wool first!”



“Tell us mo-o-ore,” said the sheep.

“Well,” said Lily, “every year people buy our wool. Then they knit our wool into sweaters.”

“How?” asked Sharon.

“Mo-o-ore! Mo-o-ore!” said the sheep.

“Tell us mo-o-ore!”

“Don’t be so impatient!” snapped Lily.

“I’ll show you.”

Lily took out two knitting needles and some wool. Then she pushed the needles in and out of the coarse wool.



Lily asked the sheep to give her the sweaters. “You will all win prizes!” she said. “You will win medals, too.”

“Ma-a-ar-velous!” said the Knitwits.

“A-m-a-a-zing!” said the Woolly Sweaters.

The sheep gave the sweaters to Lily. Then they went back to knitting.



## Chapter 4 Farmer Rosie's Idea

Lily felt bad. "This is all my fault," she said. "I am sincerely sorry."

Lily, Farmer Fred, and Farmer Rosie thought for a while.

"Maybe you can help us, Lily," said Farmer Rosie. "They might listen to you."

"I could try," said Lily.

"The State Fair is next week," said Farmer Rosie. "If the sheep give us all the sweaters they have made, we could sell them at the fair."

"Good idea!" said Farmer Fred. "Then we will have enough money to run our farms."



"A-m-a-a-zing!" said the sheep.

"*Knit and knit. Knit. Knitwit. Make a sweater that will fit!*" said Lily.

Soon Farmer Fred's sheep had Knitting Fever.

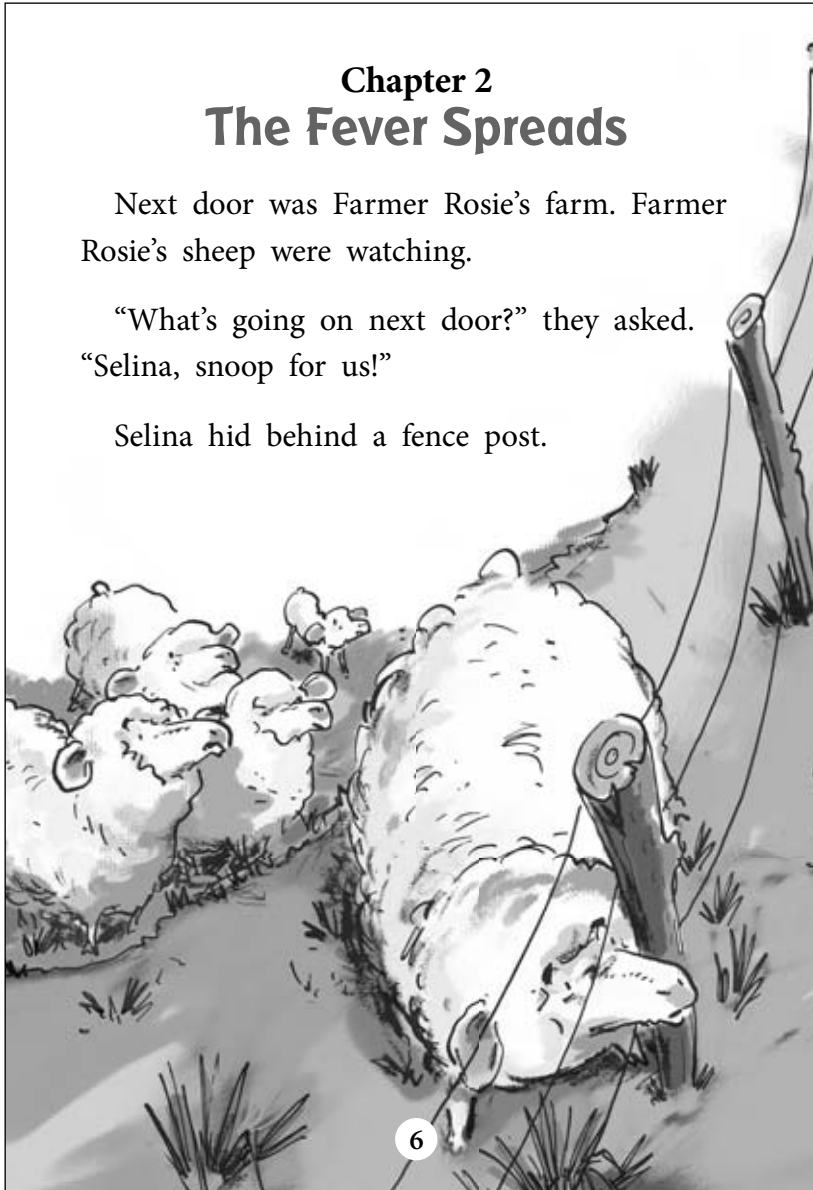


## Chapter 2 The Fever Spreads

Next door was Farmer Rosie's farm. Farmer Rosie's sheep were watching.

"What's going on next door?" they asked.  
"Selina, snoop for us!"

Selina hid behind a fence post.



6

Knitwits and Woolly Sweaters

© Macmillan/McGraw-Hill



11

## Chapter 3 An Emergency

The sheep didn't eat or sleep. All they did was knit. Farmer Fred and Farmer Rosie were furious.

"We demand to know what's going on," said Farmer Rosie.

But the sheep just kept knitting.

"This is an emergency," said Farmer Fred. "They're using all the wool!"

"There will be nothing left for us to sell," worried Farmer Rosie.

"There will be no money to run our farms!" said Farmer Fred.



"They're knitting!" said Selina. "You hold \*3two sticks and some wool. Then you say a rhyme. *Knit and knit. Knit. Knitwit. Make a sweater that will fit!*"

Now Farmer Rosie's sheep had Knitting Fever, too!



Then Selina had an idea. "Let's see who can knit the most sweaters!" she shouted. "Our team will be the Woolly Sweaters."

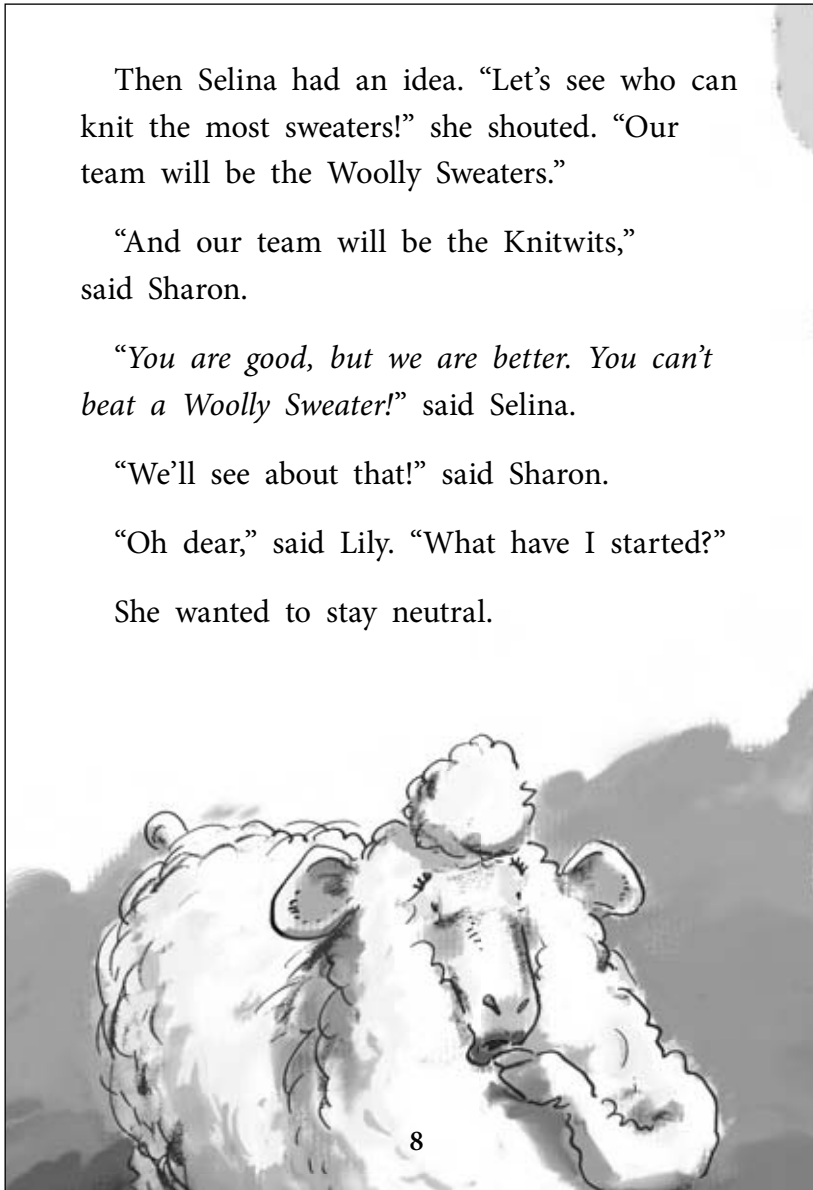
"And our team will be the Knitwits," said Sharon.

*"You are good, but we are better. You can't beat a Woolly Sweater!"* said Selina.

"We'll see about that!" said Sharon.

"Oh dear," said Lily. "What have I started?"

She wanted to stay neutral.



© Macmillan/McGraw-Hill

Knitwits and Woolly Sweaters





## Home-School Connection

### Word Workout

#### WORDS TO KNOW

creating	familiar	glamorous
imagination	memories	occasions

**Word Pix** Let's use the words to tell about family, friends, or famous people. I'll ask you what each word means. Then we'll use the word to describe someone. We'll make some word snapshots.

#### SPELLING WORDS

star	shark	care	stare	rare
dare	hair	pair	chair	fair

**Spelling R Fun** Here's a game that you are going to like! I'll show you all the words. Then I'll say each word for you to spell. Wiggle your fingers if the word has **ar**, clap your hands if the word has **are**, and raise your hands if the word has **air**. Then spell the word.

### Dear Family Member:

I'm reading *Stirring Up Memories* in class this week. I'm learning to draw conclusions. First I find the facts. Then I put the facts together to figure out something the writer didn't say. For example, the book has lots of photographs of the author as a child. They show her laughing with a lot of people. Pam Muñoz Ryan must come from a big, fun family.



### This Week's Skills

**Comprehension:** draw conclusions

**Vocabulary:** word parts—roots

**Phonics:** sounds of **ar**, **are**, and **air**

**Spelling:** words with **ar**, **are**, and **air**

Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)



# Car Tunes

Let's read the story. I'll help you read the words. We'll look at the picture and draw conclusions that will help this family.

The family has been to a park. It is the end of the day. They want to go home but they can't find their car. They stare at the cars but they are getting tired. Help them find their car.

Here is what they know:

1. The car is in the parking lot.
2. The car is not a regular car.
3. The car is not a truck.
4. The car is decorated with a flower.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

creating	familiar	glamorous
imagination	memories	occasions

**Descripciones** Vamos usar las palabras para hablar de la familia, de amigos o de personas famosas. Te preguntaré lo que significa cada palabra. Luego usaremos cada palabra para describir una persona. Crearemos fotos instantáneas con las palabras.

#### PALABRAS DE ORTOGRAFÍA

star	shark	care	stare	rare
dare	hair	pair	chair	fair

**Deletreo movido** ¡Este juego te va a gustar! Te mostraré todas las palabras. Luego voy a decir cada palabra y tú debes deletrearla. Levanta el mano si la palabra tiene **air**, aplaude si tiene **are** y sacude los dedos si tiene **ar**. Luego deletrea la palabra.

### Queridos familiares:

Esta semana estoy leyendo en clase *Stirring Up Memories*. Estoy aprendiendo a sacar conclusiones. Primero busco los hechos, después los reúno para tratar de entrever algo que el escritor no dijo. Por ejemplo, en este libro hay muchas fotografías de la autora cuando era niña. Se le ve riendo con muchas personas. Pam Muñoz Ryan debe ser de una familia grande y divertida.



### Destrezas de la semana

**Comprensión:** sacar conclusiones

**Vocabulario:** partes de la palabra—raíces

**Fonética:** los sonidos de **ar**, **are** y **air**

**Ortografía:** palabras con **ar**, **are** y **air**

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# ¡Ayúdalos!

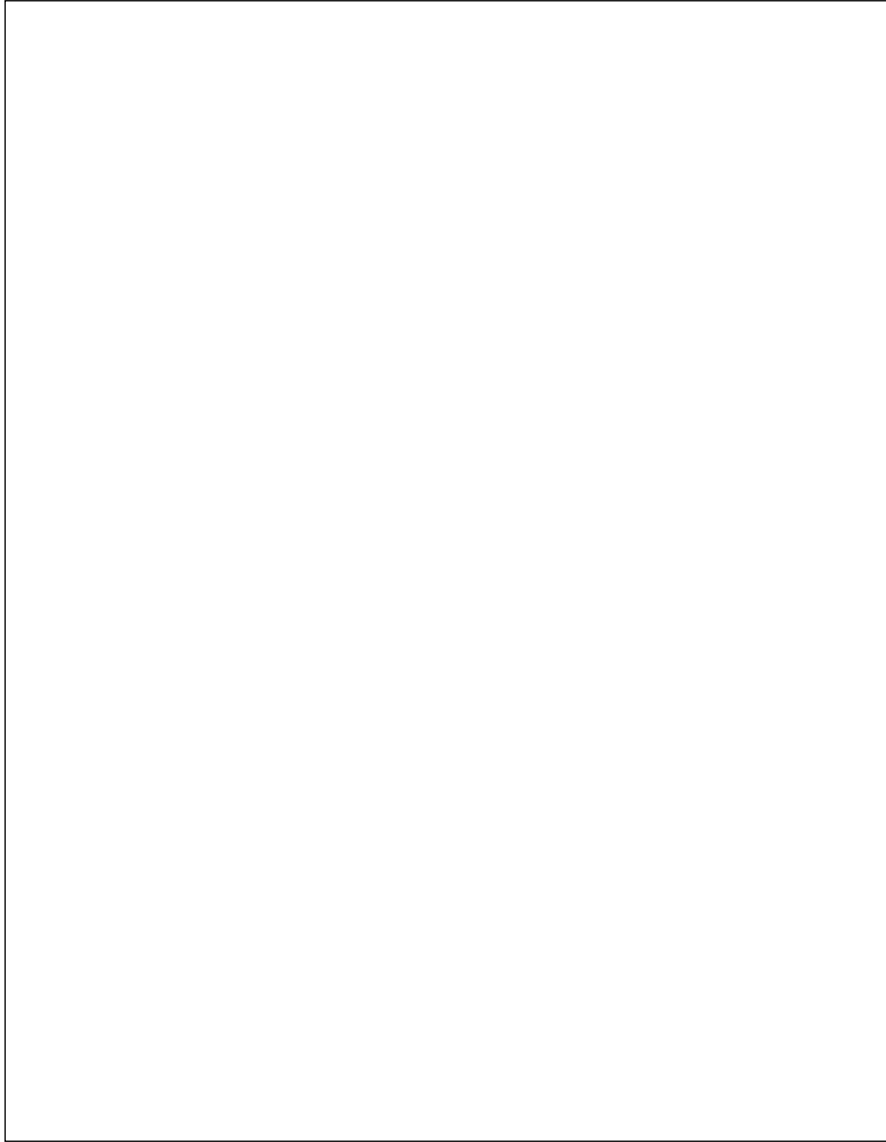
Vamos a leer este cuento. Te ayudaré a leer las palabras. Vamos a mirar la ilustración y a sacar conclusiones para ayudar a esta familia.

The family has been to a park. It is the end of the day. They want to go home but they can't find their car. They stare at the cars but they are getting tired. Help them find their car.

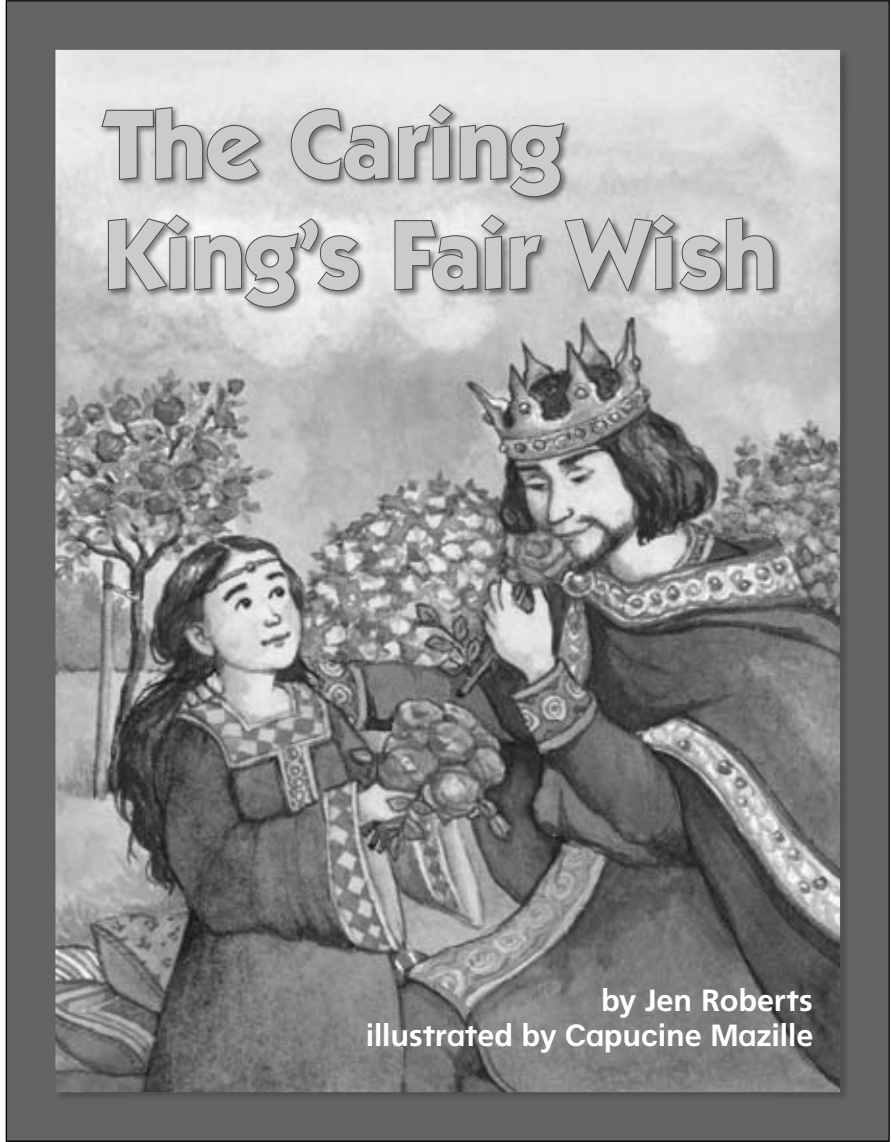
Here is what they know:

1. The car is in the parking lot.
2. The car is just a regular car.
3. The car is not a van.
4. The car is not a truck.
5. The car has a license plate.





© Macmillan/McGraw-Hill  
The Caring King's Fair Wish



Once upon a time, a king lived in a grand palace. In the palace yard, the king had a garden. The large garden was filled with rare roses. The king shared his fine life with his child, Martha.

The king was a good man. He cared about all the people in his land. He had all he could wish for. But still he wished he had more.



Martha ran to him. As he patted her hair, she turned to gold!

"Now I know that happiness can't be bought with gold," wailed the king.

The man knew the king was sad. He agreed to undo the king's wish.

"Thank you!" said the king. "I will never be so greedy again."



One day the king was in his garden. He was startled by a man wearing a cloak who was sitting there.

"Why are you in my garden?" asked the king. "Talk to me."

"I was getting some fresh air as I walked among the roses," said the man. "But then I felt ill and had to rest. I am far from home."



The king decided to take care of the man. When the man felt well, he went home. The next week the man came back.

"I have the power to grant wishes," he said. "To repay your kindness, I will grant you a wish."

"I want all that I touch to turn to gold!" said the king.

"That's a fair wish," said the man.

The king began to touch things. Soon he had gold chairs, gold stairs, gold rugs, and gold jars! He had all the gold he could carry.

When he picked a rose, it turned to gold, and its sweet smell was gone.

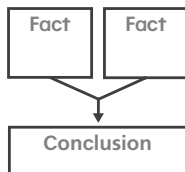
At lunch all the king's food and drink turned to gold in his mouth. Scared, the king started to weep.



## Comprehension Check

### Retell

Use a Draw Conclusions Chart to help you retell what you learned in this book.



### Think and Compare

1. Why are caves so dark that people need lights to see inside? (**Draw Conclusions**)
2. Would you like to visit an underground cave? Tell why or why not. (**Apply**)
3. Cave formations are examples of "nature's artwork." What other examples can you think of? (**Analyze**)

# Inside Caves

## Nature's Artwork

by Liz Ray



### Table of Contents

<b>Introduction</b> .....	2
<b>Chapter 1</b>	
How Caves Are Made.....	3
<b>Chapter 2</b>	
Texas Caves.....	6
<b>Chapter 3</b>	
Amazing Shapes.....	10
<b>Conclusion</b> .....	14
<b>Glossary/Index</b> .....	15
<b>Comprehension Check</b> .....	16

## Introduction

Imagine stepping through a hole in a rock. It is very dark inside. But when you switch on a flashlight, you can't believe your eyes. You are in a "room" with rock walls. The room is full of unusual shapes. They were not carved by an artist. Nature created these shapes.

Welcome to the world of caves! Let's find out more about these fascinating places.

Lights are needed to see in caves.



2

© Macmillan/McGraw-Hill

Inside Caves: Nature's Artwork

## Glossary

**dissolve** (*di-ZOLV*) to break up or become part of a liquid (*page 4*)

**formations** (*fawr-MAY-shuhnz*) things that are formed or made (*page 5*)

**fossils** (*FOS-uhlz*) the hardened parts of plants or animals that lived a long time ago (*page 9*)

**gas** (*GAS*) a kind of matter that takes up space and has mass but has no shape of its own (*page 4*)

**minerals** (*MIN-uhr-uhlz*) a natural substance that isn't a plant or an animal (*page 5*)

---

## Index

Caverns of Sonora, 10-13  
formations, 5, 7, 9-13  
fossils, 9

Inner Space Cavern, 8-9  
Natural Bridge Caverns, 7  
water, 3-5, 11, 13-14

15



## Conclusion

Nature's great artwork inside caves is always there for us to enjoy. Visit a cave on special occasions or anytime. See what water, rock, and minerals can make. You may feel like you've visited a strange new world. And you'll come away with wonderful memories.

### Caving

Caving is the hobby of exploring "wild," or natural caves. Wild caves don't have artificial light, so "cavers," or people who go caving, wear hardhats with headlamps. They may use ropes to climb underground rocks or cliffs. Cavers are careful to leave a cave the way they find it.

To be safe, cavers always go caving with others.



## Chapter 1

### How Caves Are Made

A cave is a natural hole in the earth that's big enough for a person to enter. Some caves are very small. Others stretch for miles. Some caves even have underground streams and lakes.

Most caves are in rock. What can make large holes in rock? The answer is water.

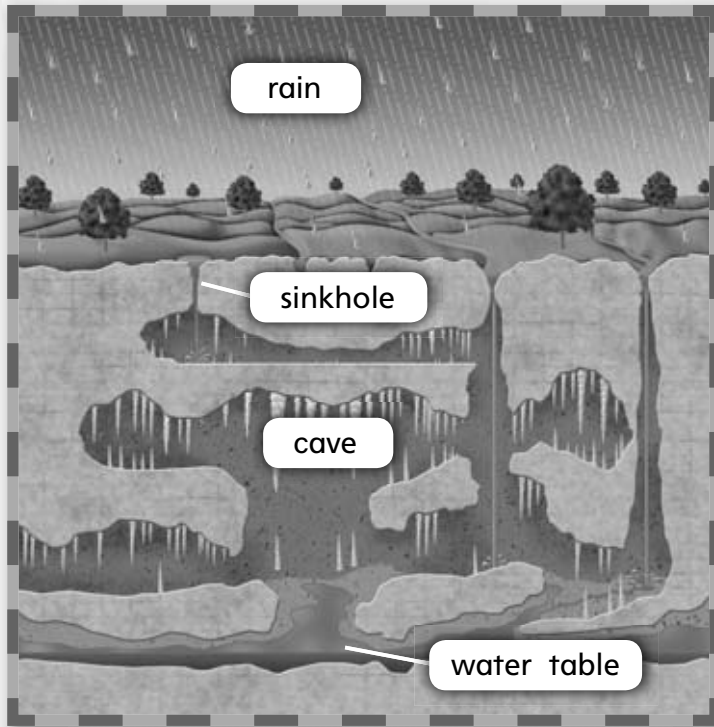
The entrance to a cave may not tell you anything about what you'll see inside.



Falling rain mixes with **gas** in the air. The rain drips into tiny cracks in the rock.

The gas and water slowly **dissolve** the rock. The tiny cracks become bigger and bigger. Finally, a cave forms.

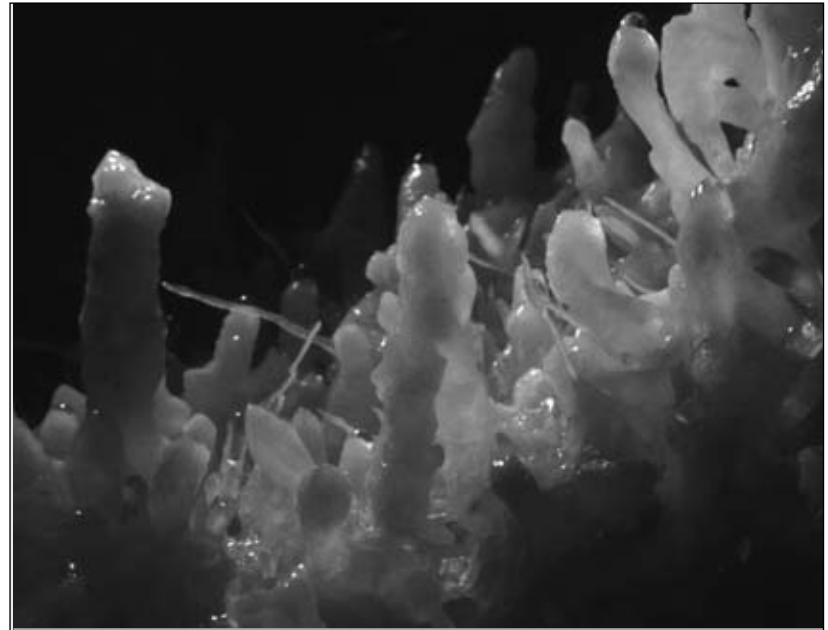
Creating a cave takes thousands of years.



4

© Macmillan/McGraw-Hill

Inside Caves: Nature's Artwork



It takes a very long time for formations to grow.

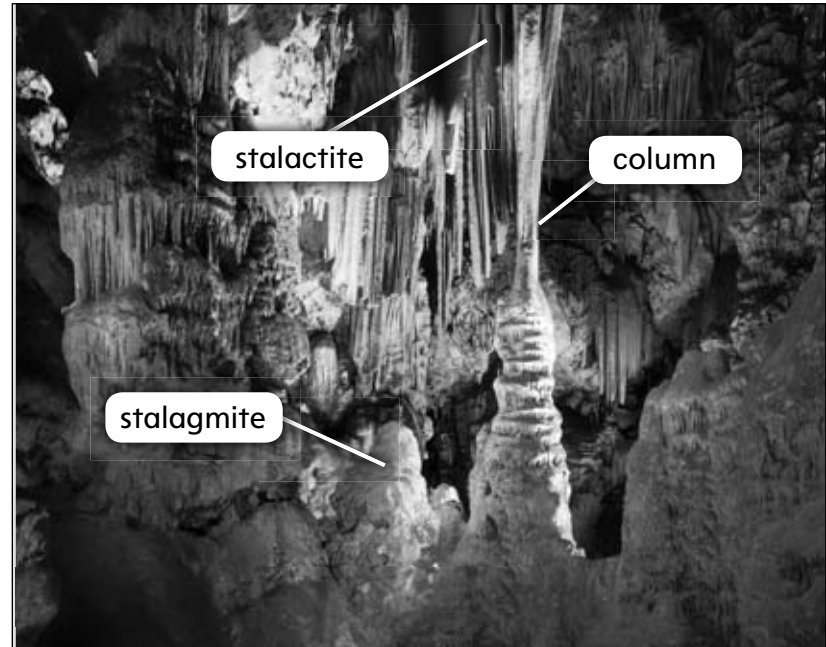
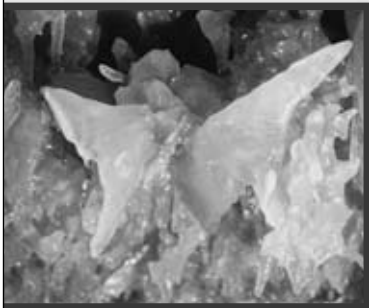
Nature is not finished with creating shapes in this cave. Most of the formations are still growing. Look closely for dripping water. That is where new formations are being made.

13

The rooms in the Caverns of Sonora have names. One room is *the Butterfly*. A formation that looks like a carved butterfly hangs from the wall. Another room, *Moon Milk Falls*, has a formation that looks like a waterfall of milk.

▼ This is Moon Milk Falls.

▼ This is the Butterfly before someone broke one of its wings.



Cave formations have special names.

Water carries **minerals** through cracks in the rock. When the water dries, the minerals that are left form shapes. The shapes are called **formations**.

Some formations hang down from the ceiling. Others rise from the floor. Sometimes these two kinds of formations meet.

## Chapter 2

### Texas Caves

There are more than 9,000 caves in Texas! Many of them are miles long. Many are also very deep underground.

This map shows a few of the caves found in Texas.



6

© Macmillan/McGraw-Hill

Inside Caves: Nature's Artwork



Soda straws grow as water drips down inside them and leaves minerals at the tip.

You can see thin, hollow formations. They are called *soda straws*. Some soda straws seem to drip from the ceiling.

11

## Chapter 3

### Amazing Shapes

Many people come to see the Caverns of Sonora. It's known as one of the world's most beautiful caves. It looks like a glamorous underground world. The formations here are some of nature's most amazing "artwork."



10

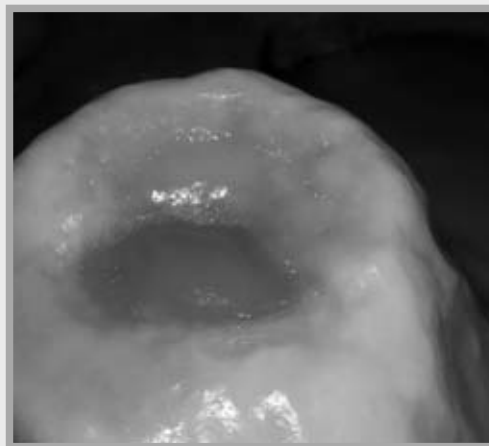
© Macmillan/McGraw-Hill

Inside Caves: Nature's Artwork

Natural Bridge Caverns is one of the biggest caves in the state. It is about 2½ miles long. It is over 200 feet deep!

If you visit Natural Bridge Caverns, you'll take trails and stairs down deep under the earth. You'll see many formations. Use your imagination. Some of the shapes may remind you of familiar things.

This formation is called a *fried egg*. Can you see why?



7

You can drive over another Texas cave. Inner Space Cavern is under a busy highway.

Highway workers discovered the cave. They were drilling holes in the ground. They found a huge space beneath the holes!

Highway workers made one of the holes big enough for a worker to get through.



People can see this mammoth tusk in the cave.



Beautiful formations fill the rooms of Inner Space Cavern. There are **fossils** here, too. Scientists have found bones from a saber-toothed cat and other animals. Some of these bones are more than 20,000 years old!



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

attached                      delicious                      frantically  
 gasped                         swung

**Creature Feature** We'll put on a play with your words. I'll ask you what each word means. Then we'll make up sentences with the words. We can use these sentences to act out a play about silly monsters.

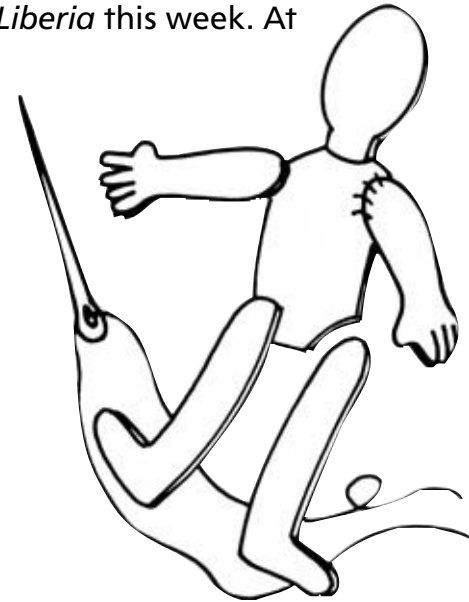
#### SPELLING WORDS

clown    growl    howl    brown    crown  
 ground    shout    cloud    sound    house

**Show Me the Letters!** I'll show you all the words. Then I'll say each word for you to spell. Stomp your feet if the word has the letters **ou** as in *proud*. Clap your hands if the word has the letters **ow** as in *town*.

### Dear Family Member:

Sometimes, something happens, and it makes something else happen. I can see that as I'm reading *Head, Body, Legs: A Story from Liberia* this week. At first, a head was rolling around without a body. This made me laugh. Then, the head bumped into a tree and found two legs. I bet lots of other things are going to happen.



### This Week's Skills

**Comprehension:** cause and effect

**Vocabulary:** context clues

**Phonics:** the sounds of **ou** and **ow** as in *loud* and *cow*

**Spelling:** words with **ou** and **ow**

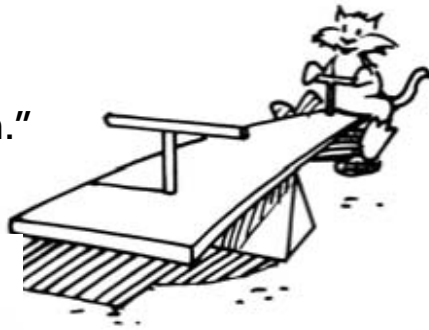
Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Playtime in the Forest

Let's look at each picture and read the sentences. Then we can talk about what happens and how it makes something else happen. When we're all done, we can tell the story another way. Suppose the cat and the birds are playing on the seesaw. Tell what happens.

"I'm having so much fun."



"Elephant, no! Don't sit on the seesaw."

"I think I need wings."



"You don't see a flying cat every day," say the birds.

BANG!



"That's fun," says the elephant. "Let's do it again!"





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

attached                      delicious                      frantically  
 gasped                         swung

**Obra de teatro** Vamos a hacer una obra de teatro con estas palabras. Primero te preguntaré qué significa cada palabra. Luego formaremos oraciones con cada una de ellas. Después con las oraciones vamos a hacer una obra de teatro sobre monstruos chistosos.

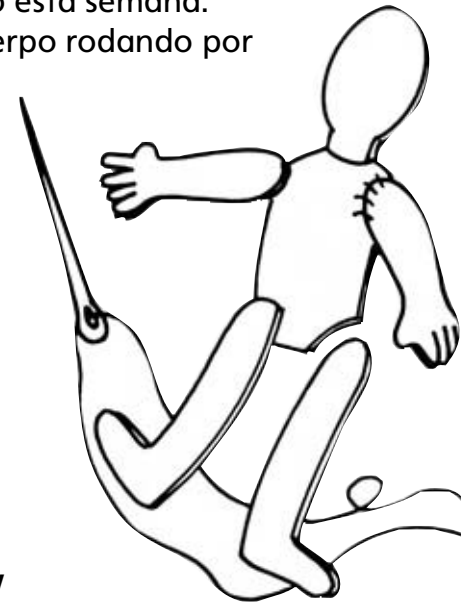
#### PALABRAS DE ORTOGRAFÍA

clown    growl    howl    brown    crown  
 ground    shout    cloud    sound    house

**¡Muéstrame las letras!** Te mostraré todas las palabras. Luego voy a decir cada palabra y tú debes deletrearla. Da un pisotón si las letras de la palabra representan el sonido **ou** como en *proud*. Aplauda si las letras representan el sonido **ow** como en *town*.

### Queridos familiares:

A veces pasa algo y lo que pasa hace que pase algo más. Eso lo puedo ver en *Head, Body, Legs: A Story from Liberia*, el libro que estoy leyendo esta semana. Primero había una cabeza sin cuerpo rodando por ahí. Eso me hizo reír mucho. Después la cabeza chocó contra un árbol y encontró dos piernas. Apuesto que van a pasar muchas cosas más.



### Destrezas de la semana

**Comprensión:** causa y efecto

**Vocabulario:** claves de contexto

**Fonética:** el sonido de **ou** y **ow**, como en *loud* y *cow*

**Ortografía:** palabras con **ou** y **ow**

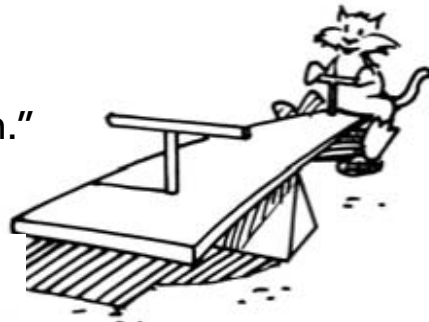
(fold here)  
© Macmillan/McGraw-Hill

Nombre \_\_\_\_\_

# ¡A jugar en el bosque!

Vamos a mirar cada ilustración y leer las oraciones. Después podemos hablar de lo que pasa y de cómo eso hace que otra cosa pase. Cuando terminemos, podemos contar el cuento de otra forma. Supongamos, por ejemplo, que el gato y los pájaros están jugando en el sube y baja.

"I'm having so much fun."



"Elephant, no! Don't sit on the seesaw."



"I think I need wings."



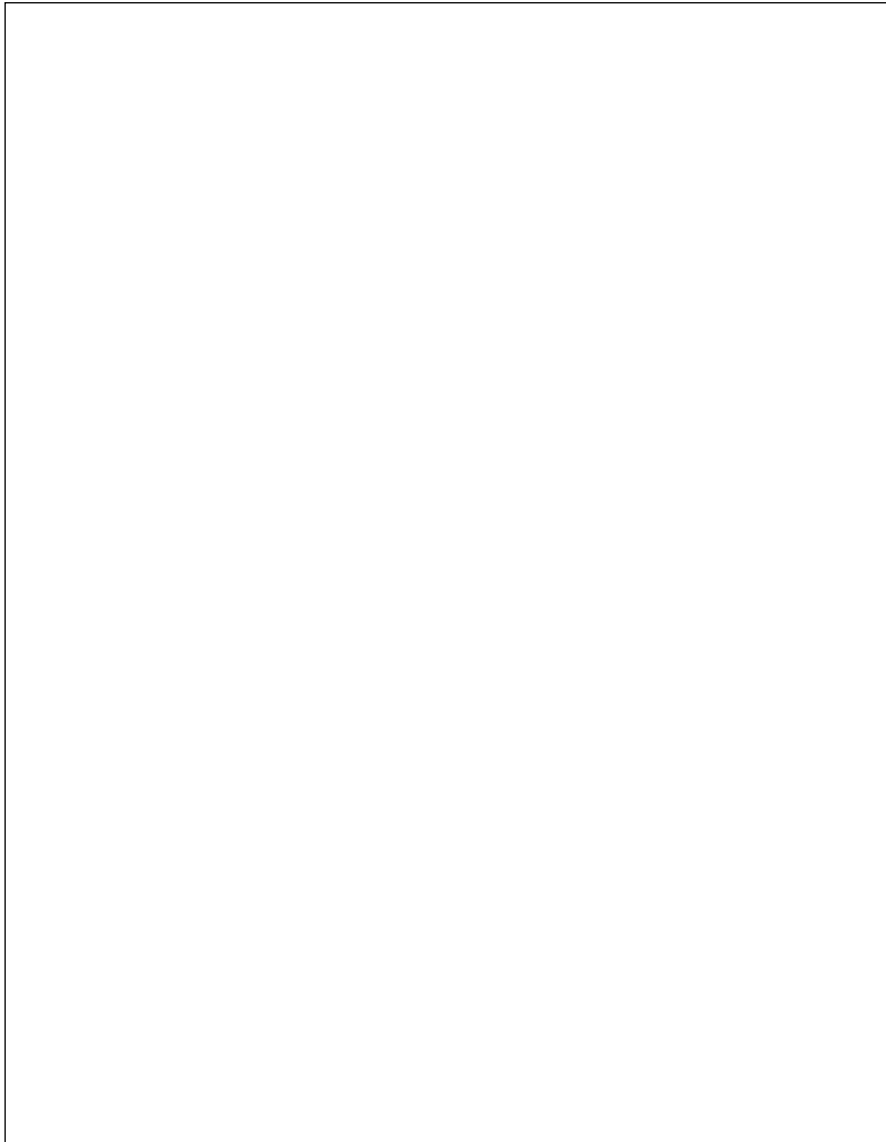
"You don't see a flying cat every day," say the birds.

BANG!



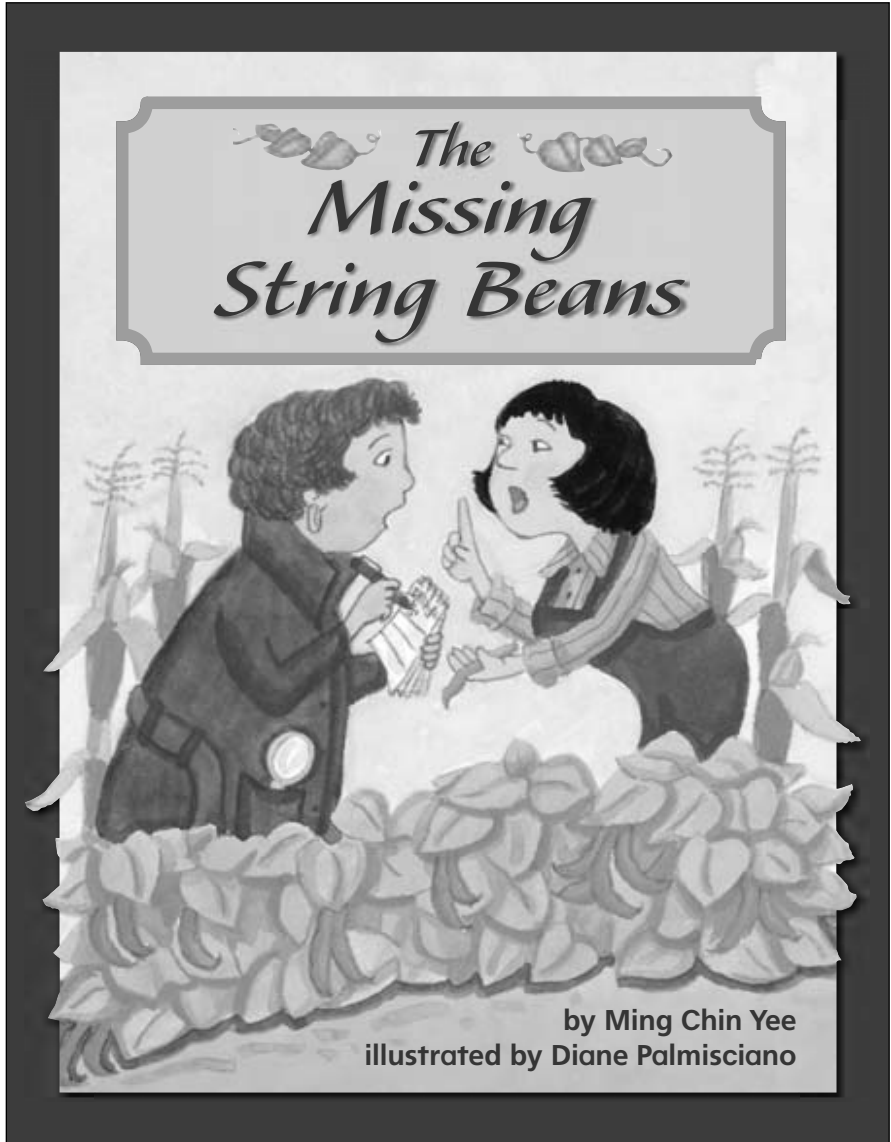
"That's fun," says the elephant. "Let's do it again!"





© Macmillan/McGraw-Hill

The Missing String Beans





Detective Split strode up to Susie Sprout. She stated, "I hear that you have a big problem now."

"It's my string beans!" howled Susie Sprout. "My string beans are missing!"

At home, young Steve Sprout streaked from the house. He said, "Dad invited Detective Split to stay with our family for string bean soup."

Detective Split jotted, "Case closed," and said, "Splendid!"



Detective Split scratched her head and frowned. "Tell me about this string bean problem."

Susie Sprout cried, "I came out to sprinkle my pretty plants. I saw that just one little green bean was left!"



Detective Split scrawled notes on her pad. She said, "I see brown tracks that go to the stream. Let's take a stroll and see if the robber is there." So that's what they did.

At the stream Susie Sprout screamed, "Step back. Look out for the mud!" But Detective Split slipped, and her body landed with a wet splash.

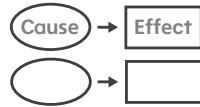
Detective Split cried, "I see no string beans in here."



## Comprehension Check

### Retell the Story

Use a Cause and Effect Chart and the pictures to help you retell this story.



### Think and Compare

1. Turn to page 5. Why did the fish agree to grant the fisherman his wish? (*Identify Cause and Effect*)
2. Why do you think the fisherman didn't wish for as many things as his wife? (*Evaluate*)
3. What are some things people may wish for to give someone else? Why would someone wish for these things? (*Synthesize*)

# Three Wishes from a Fish

by Yara S. Mignon  
illustrated by Sandra Cammell



## Table of Contents

<b>Chapter 1</b>	
A Talking Fish .....	2
<b>Chapter 2</b>	
More Wishes .....	7
<b>Chapter 3</b>	
Too Many Wishes .....	12
Comprehension Check .....	16

## Chapter I A Talking Fish

A fisherman lived with his wife in a little house near the sea. Every morning he went to the sea to try to catch fish to eat.



© Macmillan/McGraw-Hill

Three Wishes from a Fish

The fisherman could hear his wife crying even before he reached home. The fish had made their house small once again.

"Silly woman," said the fisherman. "Why were you not happy with what we had?"

The fisherman left his unhappy wife and went back to fishing.





The fisherman felt very sad. Once again he went to the sea to call to the fish. He was so sad that he could not look it in the eye. The fish shook its head after hearing the wish, and swam away.



One day the fisherman caught nothing. Then he felt a strong tug on his fishing line. The fishing rod swung from side to side and he fought frantically to hold on to it.



The fisherman reeled in the line. There was a small golden fish attached to his hook.

"Please let me go!" it cried. "I cannot breathe out of water!"

The fish was beautiful. But it was too small to eat, so the fisherman let it go.



Her husband gasped.

"Wife," he said, "you can't stop the rain. If you could, you would be more powerful than the Sun!"

"Exactly," said his wife. "Go! As Queen, I order you!"



### Chapter 3

## Too Many Wishes

One day the fisherman's wife was going out when it began to rain.

She ordered the rain to stop, but it did not. She was very angry.

"Husband!" she cried. "Tell that fish to make me Queen of the weather!"



© Macmillan/McGraw-Hill

Three Wishes from a Fish



When the fisherman got home, his wife was very angry.

"A talking fish?" she screamed. "It must have special powers! Go ask it for a much bigger house!"

The fisherman went back to the sea. He called to the fish and it swam up to him.

"You saved my life," it said. "I will grant your wish."



When he got home, the fisherman was amazed to see a large house. His wife was very happy.

The fisherman was glad to see her smiling. But he liked their little house a lot better.

Now that the fisherman's wife was Queen she gave orders all day. She even ordered the fisherman to stop fishing. Instead, she ordered a servant to go fishing for him.

The fisherman was not happy.



This upset the fisherman's wife. "If I were Queen," she said, "I could order people to do whatever I wanted. Go ask the fish."

Again, the fisherman called to the fish. Again, the fish granted his wish.



## Chapter 2 More Wishes

The fisherman's wife did not stay happy for long.

"Husband," she said, "why did you not ask the fish for a palace?"

Again, the fisherman went to the sea and called to the golden fish. Again, the fish granted his wish.



A butler greeted the fisherman when he got home. Mountains of delicious food sat on a huge table and his wife was eating pasta. She was happy again.



© Macmillan/McGraw-Hill  
Three Wishes from a Fish



But the neighbors did not like the fisherman's wife. She was always talking about her big palace.



# Home-School Connection

## Word Workout

### WORDS TO KNOW

accident	attention	buddy
enormous	obeys	tip

**The One That Got Away** We're going to tell a story about a really, really big fish. I'll ask you what each word means. Then we'll use these words to make up sentences. The sentences will tell about a huge fish. Did it get away? You tell me!

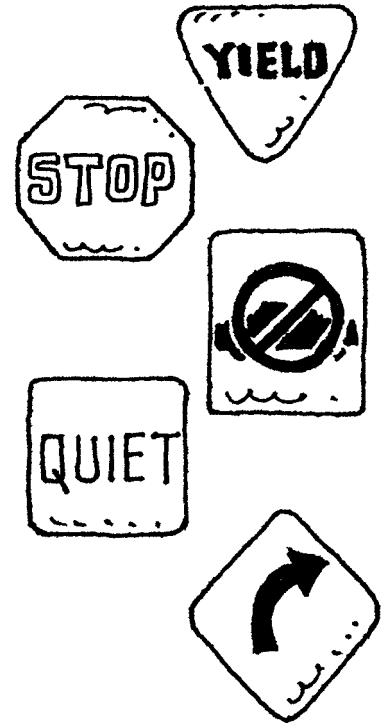
### SPELLING WORDS

soil	broil	moist	point
boil	oil	toy	joy
avoid	royal		

**Speed Spell!** Let's look at all the words. Then I'll say each word for you to spell. Clap your hands if the word has the letters **oi** as in *boil*. Stomp your feet if the word has the letters **oy** as in *boy*.

## Dear Family Member:

I'm having a good time reading the words and looking at the pictures in *Officer Buckle and Gloria*. The pictures really help me understand the story. And they make me laugh. They show me how everyone is bored when Officer Buckle gives his safety talks and how funny his dog Gloria is. This whole book is really funny.



## This Week's Skills

**Comprehension:** use illustrations

**Vocabulary:** context clues—synonyms

**Phonics:** the sounds of **oi** and **oy** as in *join* and *joy*

**Spelling:** words with **oi** and **oy**

Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# How to Make Pancakes

Let's find out how not to make pancakes. We'll look at each picture. Tell me what you see the child doing and how the step could be done correctly. At the end we can draw a picture of us eating the pancakes.

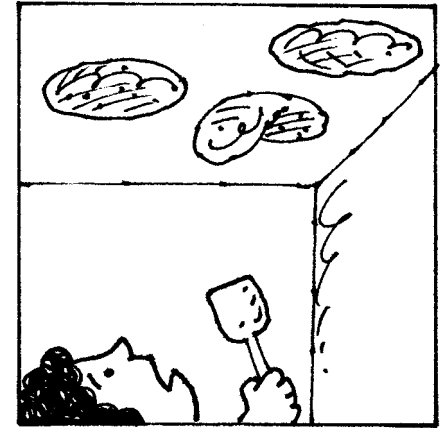
Step 1



Step 2



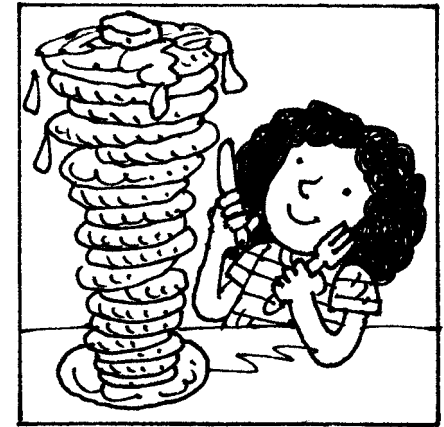
Step 3



Step 4



Step 5



Step 6





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

accident	attention	buddy
enormous	obeys	tip

**El que se escapó** Vamos a contar un cuento sobre un pez muy, pero muy grande. Te preguntaré lo que significa cada palabra, luego haremos oraciones con las palabras. Las oraciones hablarán de un pez enorme. ¿Se escapó? ¿Por qué?

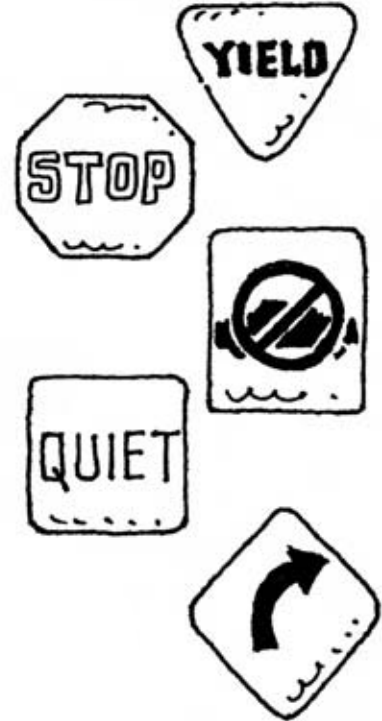
#### PALABRAS DE ORTOGRAFÍA

soil	broil	moist	point
boil	oil	toy	joy
avoid	royal		

**Pisar y aplaudir** Miremos las palabras. Luego te voy a decir cada palabra para que la deletrees. Aplaudes si las letras de la palabra representan el sonido **oi** como en *boil*. Da un pisotón si las letras representan el sonido **oy** como en *boy*.

### Queridos familiares:

Lo estoy pasando muy bien leyendo las palabras y mirando las ilustraciones de *Officer Buckle and Gloria*. Las ilustraciones me ayudan mucho para entender el cuento, y además me hacen reír. Muestran cómo todos se aburren cuando Officer Buckle da sus charlas sobre seguridad y qué graciosa es su perra Gloria. Este es un libro realmente muy cómico.



### Destrezas de la semana

**Comprensión:** usar ilustraciones

**Vocabulario:** claves del contexto—sinónimos

**Fonética:** los sonidos de **oi** y **oy** como en *join* y *foil*

**Ortografía:** palabras con **oi** y **oy**

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Cómo hacer panqueques

Vamos a ver cómo NO hacer panqueques. Miraremos cada ilustración. Dime qué está haciendo la niña y cuál es la forma correcta de hacer lo que ella hace. Cuando terminemos, dibujémonos comiendo panqueques.

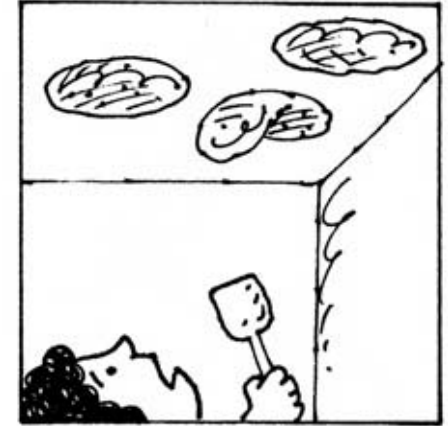
Step 1



Step 2



Step 3



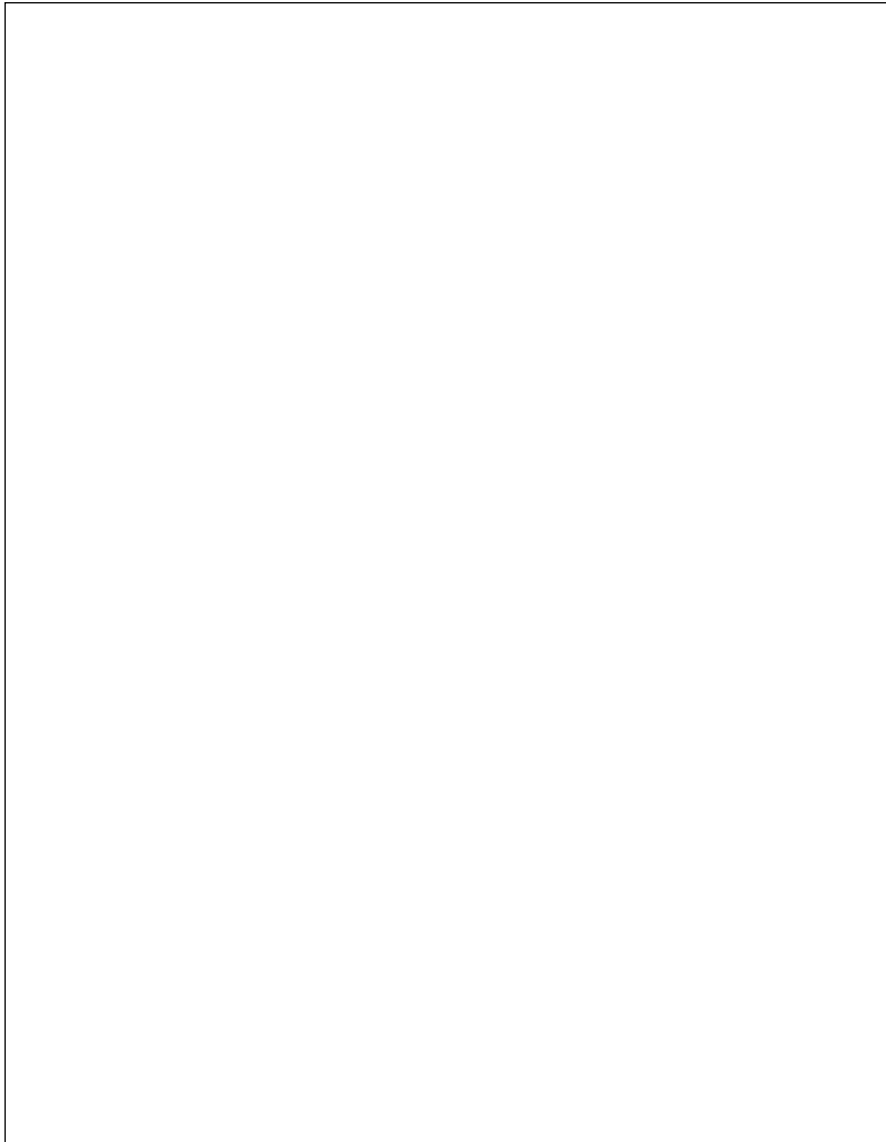
Step 4



Step 5

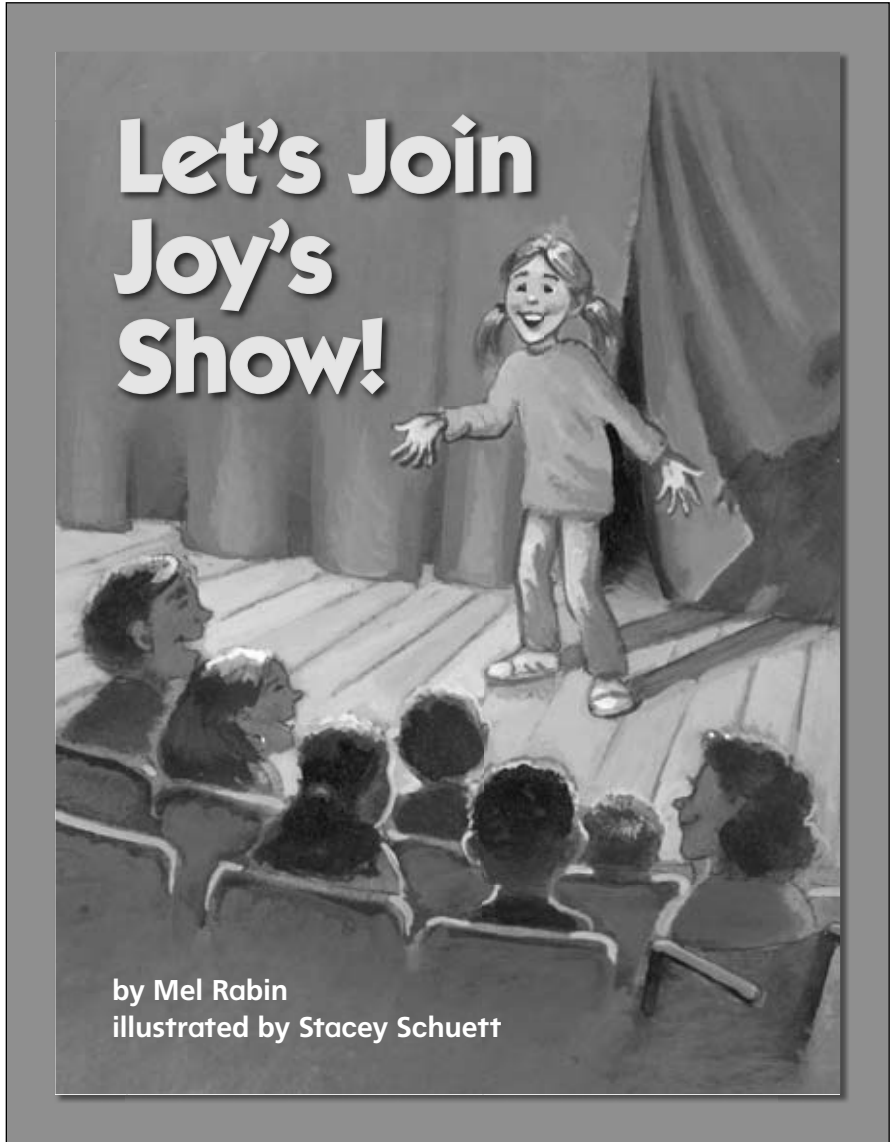


Step 6



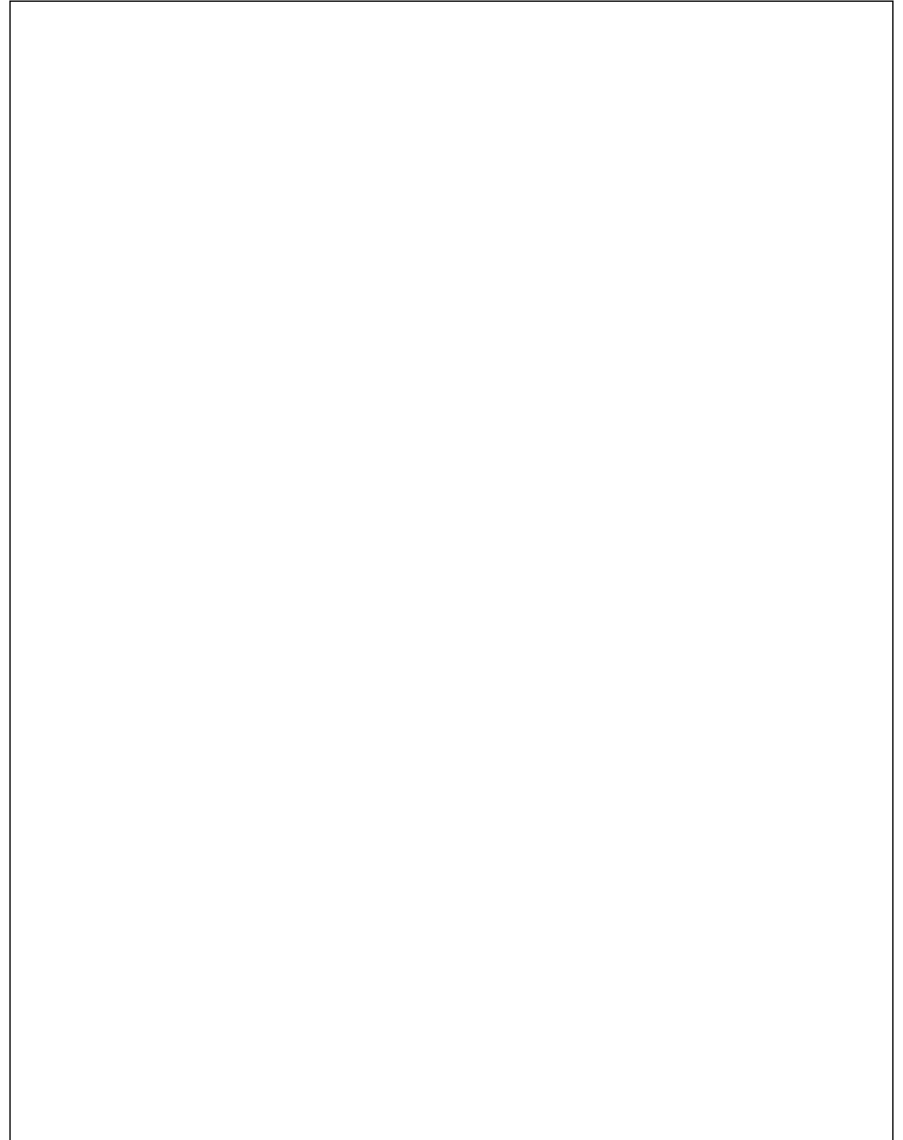
© Macmillan/McGraw-Hill

Let's Join Joy's Show!



Joy tells the best jokes of any girl or boy in the class. No one can hear Joy's jokes without laughing.

Just last week Joy was hanging out with several friends. The group was having a lot of fun.



Boy, did the kids laugh and make noise at Joy's jokes! Mr. Floyd clapped, too.

The show was a big hit because of Joy and a lot of fun kids!



"I don't want to spoil a good time," Joy said, "but I just had an idea. Let's plan a show! I can tell jokes, Beth can play drums, and Troy can sing!"

The kids all started to speak at the same time. It was so noisy!



Troy and I put up posters, and lots of kids asked to join the show. Mr. Floyd said that he would help.

On the day of the show, it rained and the wind blew. When it was time to start, Joy and her family weren't there! Beth played her drums, Troy sang, but still Joy did not show up!

"Joy! Joy! We want Joy's jokes!" the kids chanted.

"Where is she?" Mr. Floyd asked.

Then a boy pointed at the door. There stood Joy! She dripped with rain, but she was all set to make us laugh!



## Comprehension Check

### Summarize

Use an Illustration Chart and the pictures to help you retell the information in this book.

Illustration	What I Learn From the Picture

### Think and Compare

1. Turn to page 3. What color should the traffic light be when you cross a road? How does the picture show this? (*Use Illustrations*)
2. Where are the safest places to ride a bike or a skateboard in your neighborhood? Why? (*Analyze*)
3. Why should everyone use road safety rules? (*Evaluate*)

# Road Safety

by Diana Hartley

## Table of Contents

<b>Chapter 1</b>	
How to Walk Safely . . . . .	2
<b>Chapter 2</b>	
How to Bike Safely . . . . .	6
<b>Chapter 3</b>	
How to Ride the Bus Safely . . . . .	10
<b>Chapter 4</b>	
How to Skateboard Safely . . . . .	12
<b>Glossary/Index</b> . . . . .	15
<b>Comprehension Check</b> . . . . .	16

## Chapter 1

### How to Walk Safely

Roads can be dangerous places. Pay attention when you walk on or near a road. If you are not careful, an **accident** may happen. Here are some tips you can follow to help you keep safe.

Always walk on the sidewalk, but if there is no sidewalk, walk on the side of the road. Face cars coming toward you.

Walking on the sidewalk keeps you safe from cars.



## Glossary

**accident** (*AK-si-duhnt*) an unexpected event (*page 2*)

**equipment** (*i-KWIP-muhnt*) anything used for a particular purpose (*page 12*)

**pedestrian** (*puh-DES-tree-uhn*) someone who is walking (*page 3*)

**reflectors** (*ri-FLEK-tuhrz*) things that throw back light (*page 8*)

**signals** (*SIG-nuhlz*) things that warn or direct or give a command (*page 9*)

**traffic** (*TRAF-ik*) vehicles moving along the street (*page 4*)

---

## Index

bikes, 6–9

bus, 10–11

clothing, 6, 8

hand signals, 9

helmets, 6–8, 12

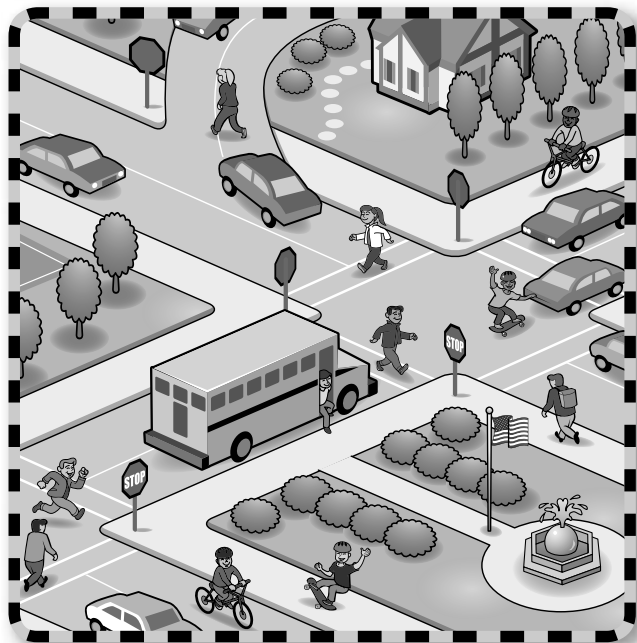
sidewalk, 2, 10–11, 13

skateboards, 12–13

walking, 2–5




Now you know how to stay safe on the roads around you. Use what you have learned to test yourself with this picture. What are these children doing that is safe? What are they doing that is not safe?




You should also be careful when crossing the road. A safe pedestrian obeys these rules.

**DO**




Cross the road at a pedestrian crosswalk or at a traffic light.




If there is no pedestrian crosswalk or traffic light, cross where you can see in both directions. Look both ways.

**DON'T**



Don't cross the road between parked cars.



Never run into the road.

Follow these five steps when you need to cross the road:

**Step 1:** **STOP** at the side of the road.

**Step 2:** **LOOK** for any traffic.

**Step 3:** **LISTEN** for any traffic that might be coming.

**Step 4:** **WAIT** until there is no traffic before you cross.

**Step 5:** **GO** when it is safe to cross.

A crossing guard can tell boys and girls when it is safe to cross the road.



Here are some skateboarding tips to keep you safe:

- Do not ride in the road because cars may not see you.
- Do not ride your skateboard to cross the road. Stop, look, listen, and wait until the road is clear before you walk across.
- Ride only on the sidewalk, bike track, or in your local skate park.
- Never hold on to a moving car when you ride.

This girl needs elbow pads, wrist guards, and gloves before she is ready to skateboard.



## Chapter 4

### How to Skateboard Safely

Wear the right **equipment** when you skateboard. Skateboarders need helmets, elbow pads, wrist guards, gloves, knee pads, and sneakers that will not slip on the board.



Wear the right equipment when you skateboard.

Talk to a buddy about the picture below. Point to where it would be safe to cross the road and where it would not be safe.



## Chapter 2

### How to Bike Safely

You can make sure you are safe on a bike before you even start to ride. Here is how:

- Wear bright clothing so that people can see you.
- Wear clothes that will not get stuck in gears or wheels.
- Wear closed shoes and a bike helmet.



Dress safely and you will be safe on your bike.

Do not go near the bus until it stops and the driver opens the doors. Do not yell, move around, or throw things while you are on the bus.

Be careful when you get off the bus. Make sure you have a clear view up and down the road before you cross it.

#### DO

- Wait for the bus on the sidewalk.
- Let the bus stop before you get on.
- Sit quietly on the bus.
- Wait for the bus driver's signal before crossing the road.

## Chapter 3

### How to Ride the Bus Safely

Buses are enormous. Be careful when you are near or on a bus. Wait for a bus on the sidewalk and not in the road.

These boys and girls know they should wait on the sidewalk for the bus.



You must wear a sturdy bike helmet that fits and feels good. How do you know if you have a good helmet?

A bright helmet is easy to see.

The straps should lie flat.

The straps should fit snugly over your ears and under your chin.



You should replace your helmet if:

- it has been dropped or cracked.
- it has been in an accident.
- the straps are broken.

A bike that is too big or too small for you can be dangerous for you to ride. Make sure that your bike fits you, and follow these four steps before riding:

**Step 1:** **CHECK** the tires for air.

**Step 2:** **TEST** the brakes.

**Step 3:** **SOUND** the horn or bell.

**Step 4:** **CHECK** that there are **reflectors** on the front and back.

If you are following each bike tip in this book, you are wearing the right clothes and a helmet. You have also checked your bike, and now you are ready to ride.

Here are some tips for keeping safe while riding:

- Use the bike lane, if there is one.
- Obey all traffic signs and lights.
- Use hand **signals** when you turn.
- Look for cars.
- Stay in control of your bike.



Use these hand signals to show where you are going.



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

aid                      informs                      personal

serious                      heal

**Yackity Yack Questions** We can talk to each other with your words. I'll ask you what each word means, and then you can make up a sentence using the word. I'll answer you with a sentence that uses the same word. We'll go back and forth to use all the words.

#### SPELLING WORDS

flew      new      tool      shoe      clue

room      canoe      fruit      glue      suit

**Letters and Sounds** Fold a piece of paper into four squares. Write one of the following letter combinations at the top of each square: **ue**, **oe**, **oo**, **ui**, and **ew**. I'll say each word and ask you to spell it. Then you can tell me if the word has the letters **ue**, **oe**, **oo**, **ui**, or **ew** in it. Then we can write the word in the correct box.

### Dear Family Member:

I'm reading *A Trip to the Emergency Room* in class this week. I learned that things in a story happen in order. They happen first, next, and last. This order is called *sequence*. The first thing that happens when a sick person goes to the emergency room is getting checked in. Next, a nurse asks you what you feel like. I want to know what happens when you see the doctor. That's probably the next part of the story.



### This Week's Skills

**Comprehension:** sequence

**Vocabulary:** dictionary—homophones

**Phonics:** the sound of oo

**Spelling:** words with **ue**, **oe**, **oo**, **ui**, and **ew**

Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Sally and Sara

That's Sally and her sister Sara! Here are the things they have to do in the morning. Let's talk about the pictures. When we're all done, let's talk about what sequence we could use to help them begin their morning.

Sally brushes her teeth.



Sally combs her hair.



Sally gets out of bed.  
Rise and shine, sleepyhead!



Sara eats breakfast.

Sally washes her face  
and hands.



Sara gets dressed.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

aid	informs	personal
serious	heal	

**Preguntas y más preguntas** Podemos platicar usando estas palabras. Te voy a preguntar qué significa cada palabra y después tú puedes formar con ella una oración. Yo te contestaré con otra oración que tenga la misma palabra, y así platicaremos usando todas las palabras de la lista.

#### PALABRAS DE ORTOGRAFÍA

flew	new	tool	shoe	clue
room	canoe	fruit	glue	suit

**Letras y sonidos** Dobra un trozo de papel en cuatro cuadrados. Escribe una de estas combinaciones en la parte de arriba de los cuadrados: **ue, oe, oo, ui** y **ew**. Voy a decir una palabra y puedes deletrearla. Luego puedes decirme si la palabra tiene las letras **ue, oe, oo, ui** o **ew**. Entonces, podemos escribir la palabra en el cuadrado correcto.

### Queridos familiares:

Esta semana estoy leyendo en clase *A Trip to the Emergency Room*. Aprendí que las cosas en un cuento tienen una secuencia. Ocurren primero, después y al final. Esa secuencia se llama *orden de los sucesos*. Cuando un enfermo va a la sala de emergencias lo primero que hacen es registrarlo. Después, una enfermera le pregunta cómo se siente. Yo quiero saber qué pasa cuando lo ve un doctor. Esa probablemente sea la próxima parte del cuento. ¡Es como 1, 2 y 3!



### Destrezas de la semana

**Comprensión:** orden de los sucesos

**Vocabulario:** diccionario—homófonos

**Fonética:** el sonido de **oo**

**Ortografía:** palabras con **ue, oe, oo, ui** y **ew**

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Sally y Sara

Estas son Sally y su hermana Sara. Estas son las cosas que tienen que hacer. Vamos a hablar sobre las ilustraciones. Cuando terminemos, vamos a ver en qué orden las podemos poner para ayudarlas a comenzar el día.

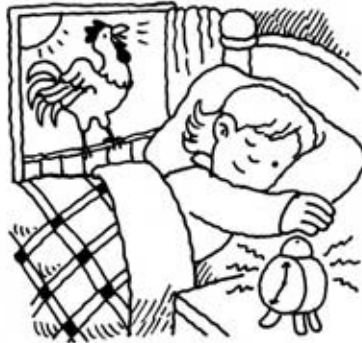
Sally brushes her teeth.



Sally combs her hair.



Sally gets out of bed.  
Rise and shine, sleepyhead!



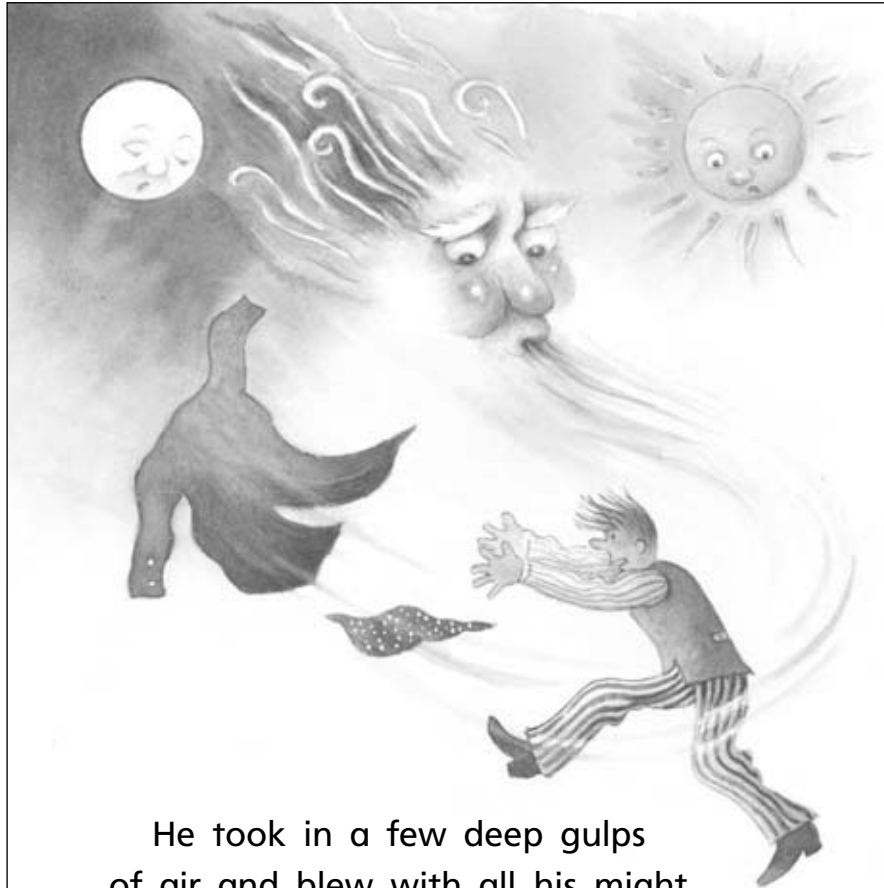
Sally eats breakfast.

Sally washes her face  
and hands.

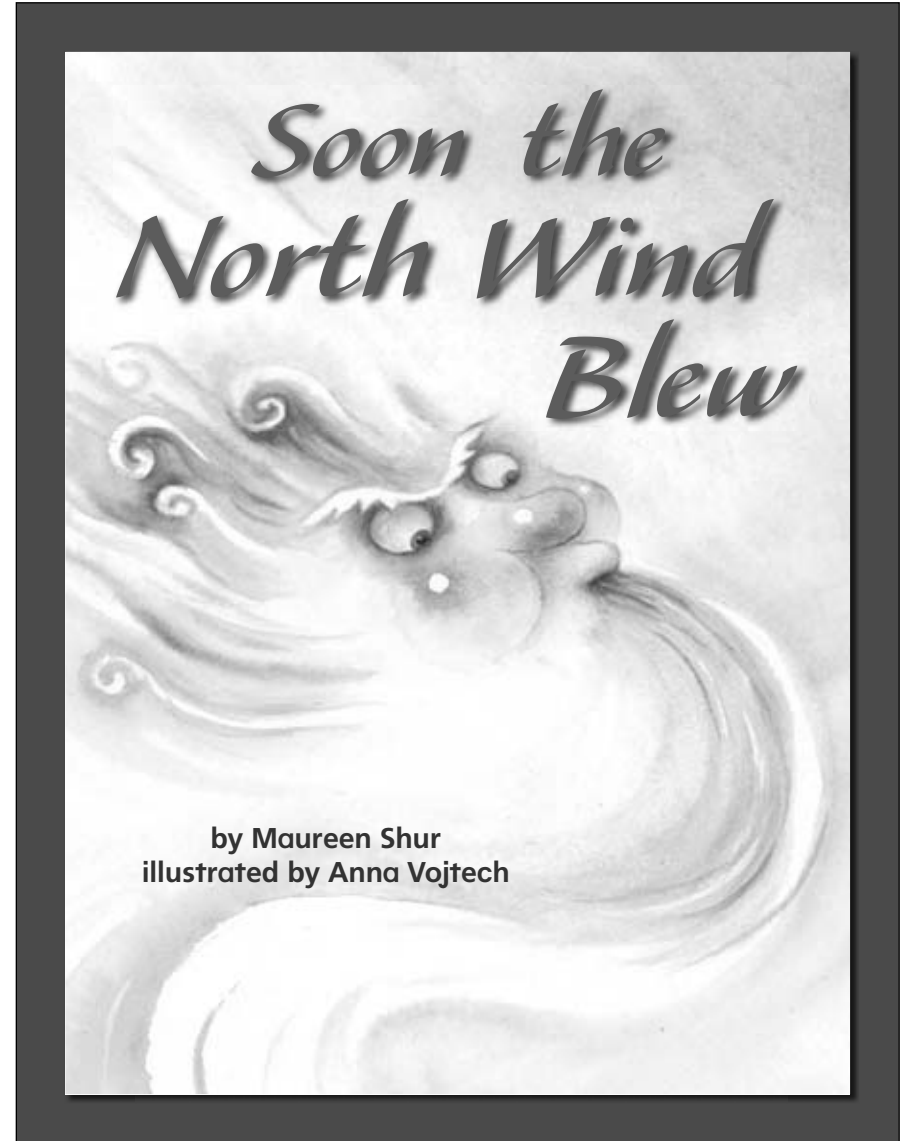


Sally gets dressed.





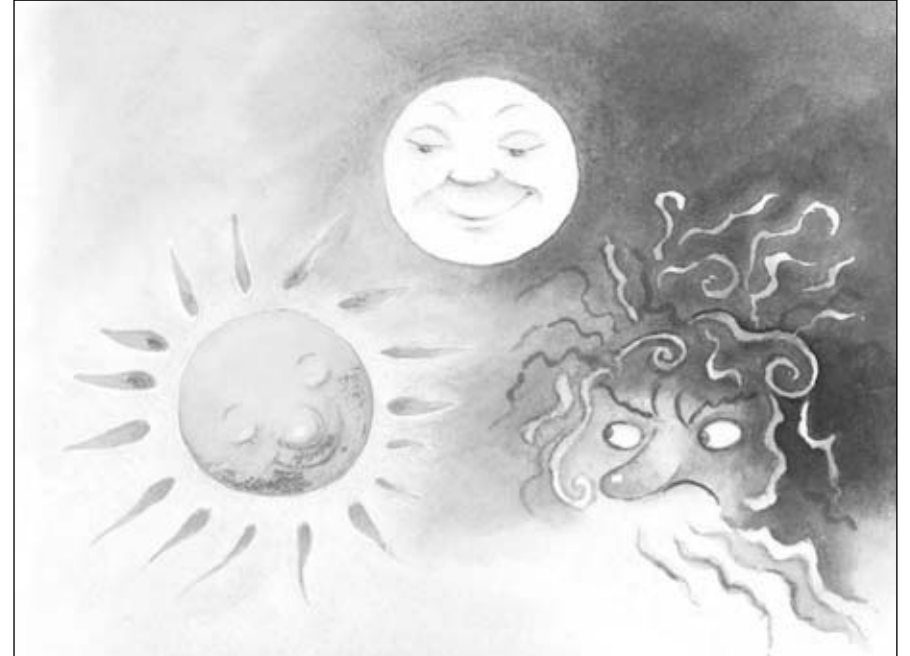
He took in a few deep gulps  
of air and blew with all his might.  
He blew and blew till the man's  
coat blew out of sight!





One day the North Wind and the Sun talked about which was stronger.

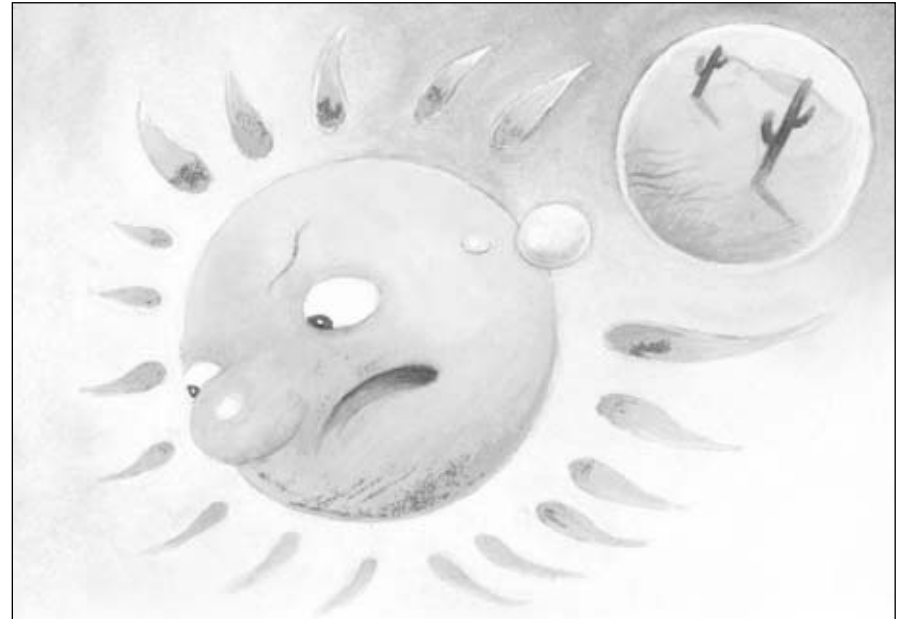
"Don't be foolish, Sun," said the Wind. "Did you forget about the time I blew off that roof during a storm?" he asked. "It is true. I am much stronger."



"Well," said the Moon, "I watched the whole thing. I think we have a winner. The Sun is stronger than the North Wind."

The North Wind was in a bad mood. There was only one thing that would make him feel good.

Next the Sun shone down on the man. Soon the man was oozing with heat and sat down to rest. He took a rock out of his shoe and then walked on. But soon he was so hot that he threw off his coat.



“But did you forget about the time I dried up all the water to make that desert?” said the Sun. “I’m sure I am truly stronger.”

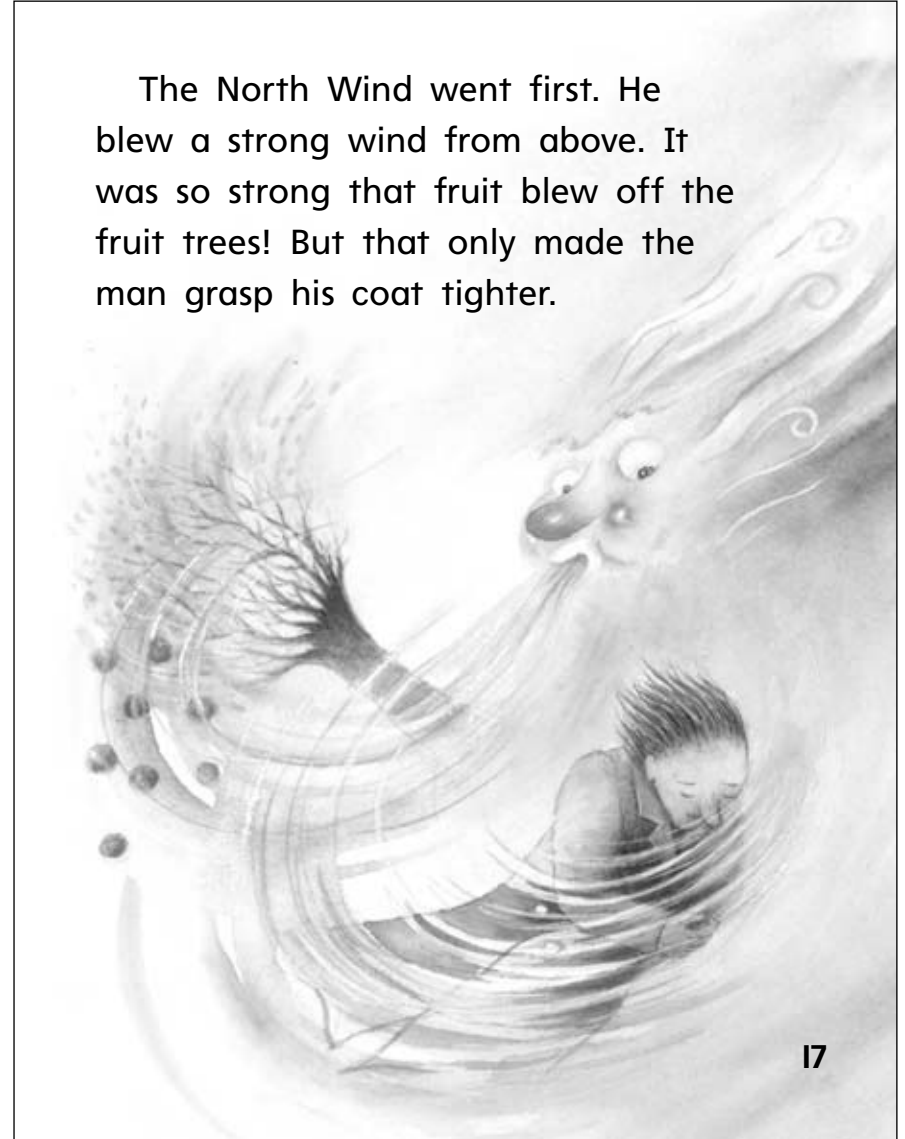
This went on morning, noon, and night. The Moon heard it all and grew sick of it.



"I have a plan," said the Moon.

The Moon was wise, so the Wind and the Sun said they would hear her plan.

"Do you see that man in the suit?" asked the Moon. "The stronger of you will get him to take off his coat. That will be the proof we need."

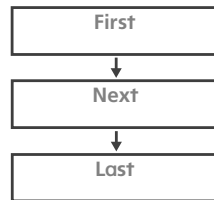


The North Wind went first. He blew a strong wind from above. It was so strong that fruit blew off the fruit trees! But that only made the man grasp his coat tighter.

## Comprehension Check

### Retell

Use a Sequence of Events Chart and the photos to help you retell the information in this book.



### Think and Compare

1. Turn to page 10. Think about how fruits and vegetables from a farm get to your table. Write the steps in order. *(Identify Sequence of Events)*
2. Make a list of three kinds of goods you buy from stores. Then make a list of three workers that do services for you. *(Apply)*
3. Name three things that could make people happy in their work. *(Evaluate)*

# People At Work

by Anne O'Brien

## Table of Contents

Introduction .....	2
<b>Chapter 1</b>	
Why Do People Work? .....	4
<b>Chapter 2</b>	
What Are Needs and Wants? .....	6
<b>Chapter 3</b>	
What Are Goods and Services? .....	8
<b>Chapter 4</b>	
All Kinds of Jobs .....	10
<b>Conclusion</b> .....	14
<b>Glossary/Index</b> .....	15
Comprehension Check .....	16



## Introduction

Do you help out at home? You may have a chore to do after school. You may walk the dog or do the dishes. A chore is a kind of job.

Grown-ups all over the world have jobs. They work all day to **earn** money.

Some jobs help neighbors or friends. You may even get paid for your work.

### Jobs You Can Do

- Walk pets
- Rake leaves
- Sell lemonade
- Wash pets or cars

What other jobs could you do?



2

## Glossary

**buy** (*BEYE*) to give money for something (*page 6*)

**earn** (*URN*) to make money by working (*page 2*)

**factories** (*FAK-tuh-rees*) buildings where goods are made by people with machines (*page 11*)

**goods** (*GUDZ*) things that people make, grow, or find (*page 8*)

**services** (*SUR-vis-iz*) jobs in which people help or do work for others (*page 9*)

**shelter** (*SHEL-tuhr*) a place giving protection from bad weather (*page 3*)

---

## Index

goods, 8, 10–11, 14  
needs, 6–9

services, 8–9, 12, 14  
wants, 6–9



## Conclusion

Now you know why people work. You see people at work every day. Some of them give you goods and others give you services. What kind of work would like to do someday?



Mothers and fathers work to buy food for their families.

The money people earn pays for **shelter**. Shelter protects people from the hot sun and cold winds. People use the money they earn for food and clothing, too.

Chapter 1

## Why Do People Work?

Many people love their work. It's more enjoyable to have a job you love. Some people love flowers, for example. They may have a job in a flower shop and work with flowers all day.



When people have a job they love, they can make other people happy, too.



In many jobs, you must be able to work well with other people.

Where do people work? Work can happen almost any place. Some people have a job in an office, while others may work at home or outdoors.

What makes a good worker? Wherever people work, it's important that they do the best they can. They have to be serious about their jobs. People should not be late to work. Good workers finish their work on time.

Some people have jobs that give services to others. These people's job may be to carry the mail, drive buses, or wait tables in a restaurant. A TV reporter informs viewers about the news.

Firefighters have to be ready all the time in case there's a fire.



Many people love to give aid to others. They have jobs that make people's lives better. Teachers help children learn, while doctors and nurses care for people who are sick. Police and fire fighters help people in trouble.

A police officer helps people cross the street safely.



Chapter 2

## What Are Needs and Wants?

People earn money to **buy** things called needs. Needs are the things we must have in order to live. Food, clothing, and shelter are needs. When we are sick we need a doctor to help us heal. Needs are the same for people all over the world.

Everyone needs a place to live.



© Macmillan/McGraw-Hill  
People at Work



These workers are doing their part in making a car.

Some people work together to make goods in **factories**. Each person has a special job to do over and over.

Chapter 4

## All Kinds of Jobs

People have jobs making, finding, or selling goods. Some workers make computers. Others dig for oil in the earth. Farmers grow food to sell.

### From Farm to Table

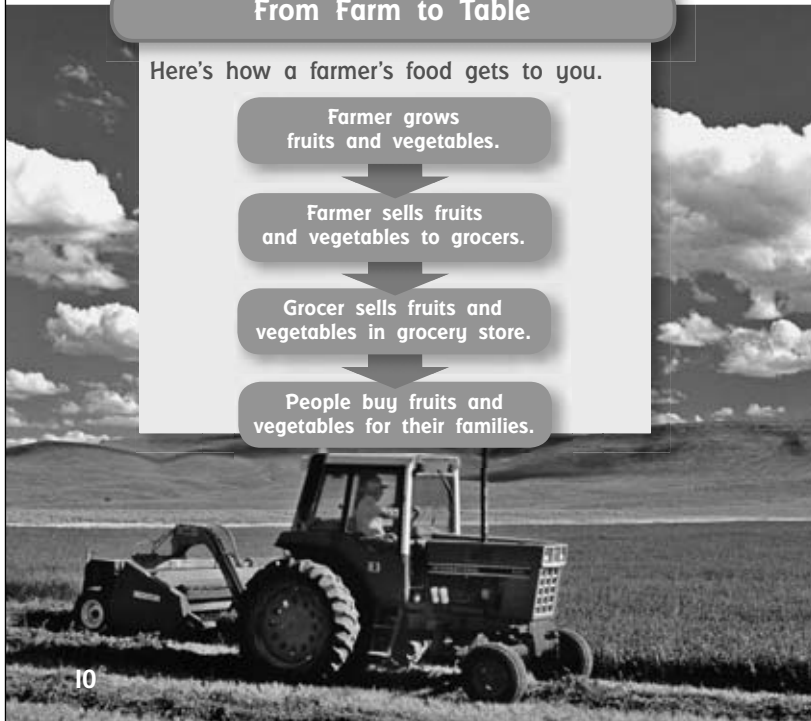
Here's how a farmer's food gets to you.

Farmer grows fruits and vegetables.

Farmer sells fruits and vegetables to grocers.

Grocer sells fruits and vegetables in grocery store.

People buy fruits and vegetables for their families.



People also earn money to buy wants. Wants are things we would like to have but do not need. We don't need toys, TVs, or trips, but wants make life more fun.



Some things, like skates, cost a lot of money. You have to work a long time to earn it.

Wants are personal. Not everyone wants the same things.

Needs	Wants
Shelter	Toys
Food	TV
Clothing	Trips
Medical Care	CDs

Chapter 3

## What Are Goods and Services?

Some things that people buy are called **goods**. Apples, hats, phones, and pencils are all goods. Beds, bikes, and books are goods, too. Goods can be needs or wants.

Some stores sell one kind of goods, but other stores sell many kinds of goods.



© Macmillan/McGraw-Hill

People at Work



People pay to get medical help when they are sick or hurt. Medical help is a service.

People also pay for **services**. Services help people. A haircut is a service. Having your house painted or a broken bike fixed are kinds of services, too.

Some services give people what they need, and other services give people what they want.



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

examines      hunger      mammal  
normal      rescued      young

**Silly Sentences** I'll ask you what each word means, and we'll use it in a silly sentence. We could say, "I lost my glove in the snow, and in April I rescued it from the mud." We can decide which of our sentences is the silliest!

#### SPELLING WORDS

good      hook      shook      brook      crook  
foot      soot      could      should      would

**Shake it Up!** Let's play a fun spelling game. I'll show you all the words. Then I'll cover the words and say one for you to spell. Clap your hands if the word is spelled with **oo**. Shake your hands if the word is spelled with **ou**. Then spell the word.

### Dear Family Member:

I'm reading *A Harbor Seal Pup Grows Up* in class this week. I learned that things in a story happen in order. They happen first, next, and last. This order is called *sequence*. The first thing that happens in this book is the birth of a seal pup. She is called "Sidney." Something will happen to Sidney. That will be the next part of the story. I want to know if Sidney will be okay.

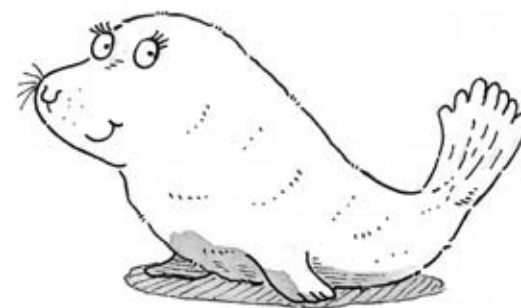
### This Week's Skills

**Comprehension:** sequence

**Vocabulary:** context clues—antonyms

**Phonics:** the sounds of **oo**

**Spelling:** words with **oo** and **ou**



Name \_\_\_\_\_

# Do-It-Yourself Story

Let's look at each picture and read the sentences. Then, we can put the pictures in order to tell a story. There are different ways we can tell this story. We'll pick the best order.



Jack takes a bath. The bubbles smell nice.



Jack is in class.  
He is reading a book about a mammal.

Jack goes down the slide.  
It is fun.



Jack puts on his shirt.  
He puts on his shoes.



Jack eats an apple.  
It is crisp.



Jack plays on the swings.  
He goes high in the air.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

examines	hunger	mammal
normal	rescued	young

**Sin fon ni son** Te voy a preguntar qué significa cada palabra y después la podemos usar en una oración ilógica, algo como "I lost my glove in the snow, and in April I rescued it from the mud." Luego podemos decidir cuál de las oraciones que hicimos es la más tonta.

#### PALABRAS DE ORTOGRAFÍA

good	hook	shook	brook	crook
foot	soot	could	should	would

**Un aplauso y un sacudón** Vamos a jugar un juego de deletreo divertido. Te voy a mostrar todas las palabras. Luego voy a taparlas y a decir una palabra para que tú la deletrees. Aplaudes si la palabra se escribe con **oo** y sacude las manos si se escribe con **ou**. Luego deletrea la palabra.

### Queridos familiares:

Esta semana estoy leyendo en clase *A Harbor Seal Pup Grows Up*. Aprendí que los sucesos de un cuento tienen una secuencia. Ocurren primero, después y al final. A esta secuencia la llamamos *orden de los sucesos*. Lo primero que sucede en este libro es el nacimiento de un cachorro de foca de piel moteada. Se llama "Sidney". Algo le va a pasar a Sidney. Esa será la parte siguiente del cuento. Yo quiero saber que a Sidney no le va a pasar nada malo.

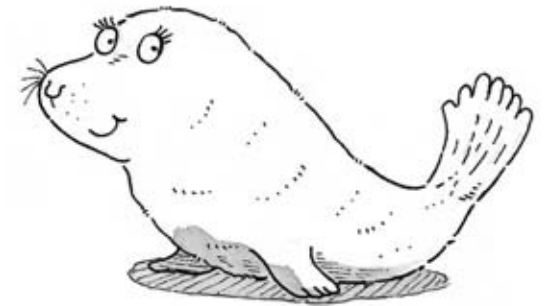
### Destrezas de la semana

**Comprensión:** orden de los sucesos

**Vocabulario:** claves del contexto—antónimos

**Fonética:** los sonidos de **oo**

**Ortografía:** palabras con **oo** y **ou**



Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Crea tu propio cuento

Vamos a mirar cada ilustración y a leer las oraciones. Luego podemos poner las ilustraciones en orden para formar un cuento. Podemos contar este cuento de diferentes maneras. Vamos a escoger el orden que nos guste más.



Jack takes a bath. The bubbles smell nice.



Jack is in class.  
He is reading a book about a mammal.

Jack goes down the slide.  
It is fun.



Jack puts on his shirt.  
He puts on his shoes.

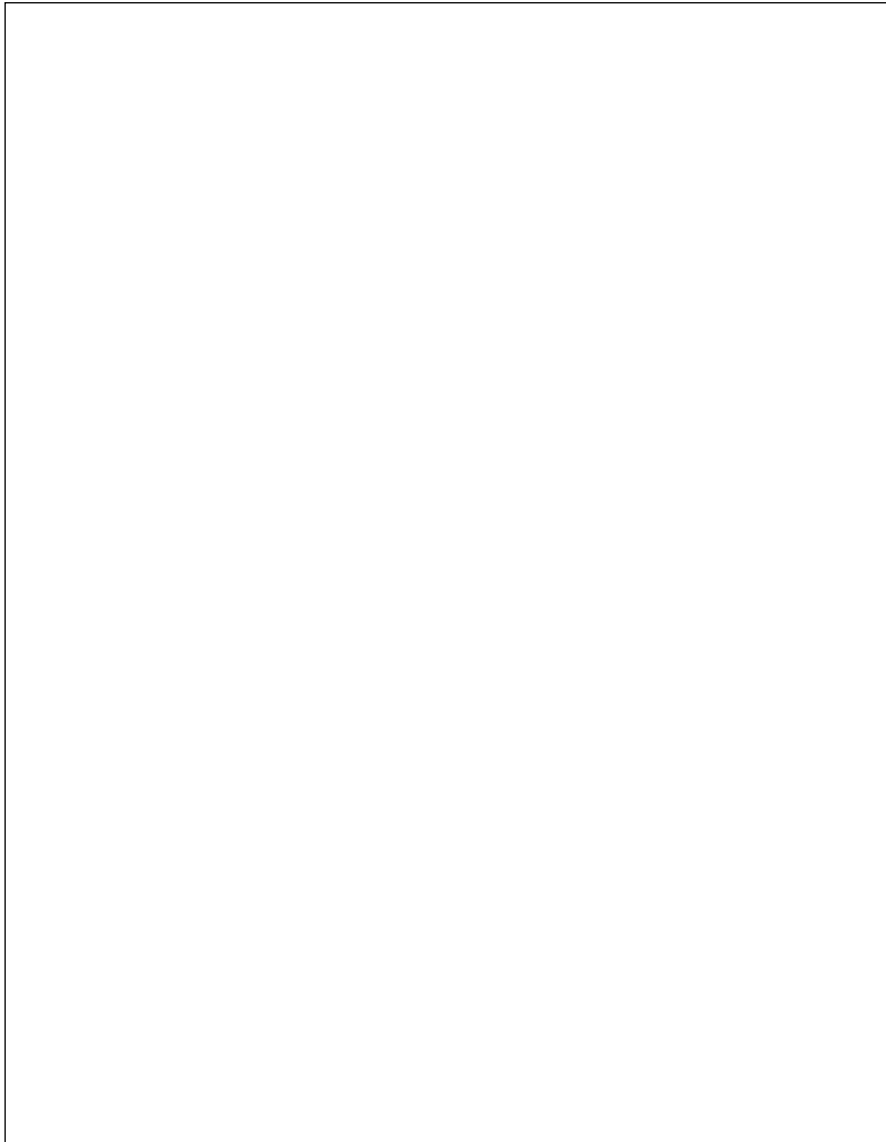


Jack eats an apple.  
It is crisp.



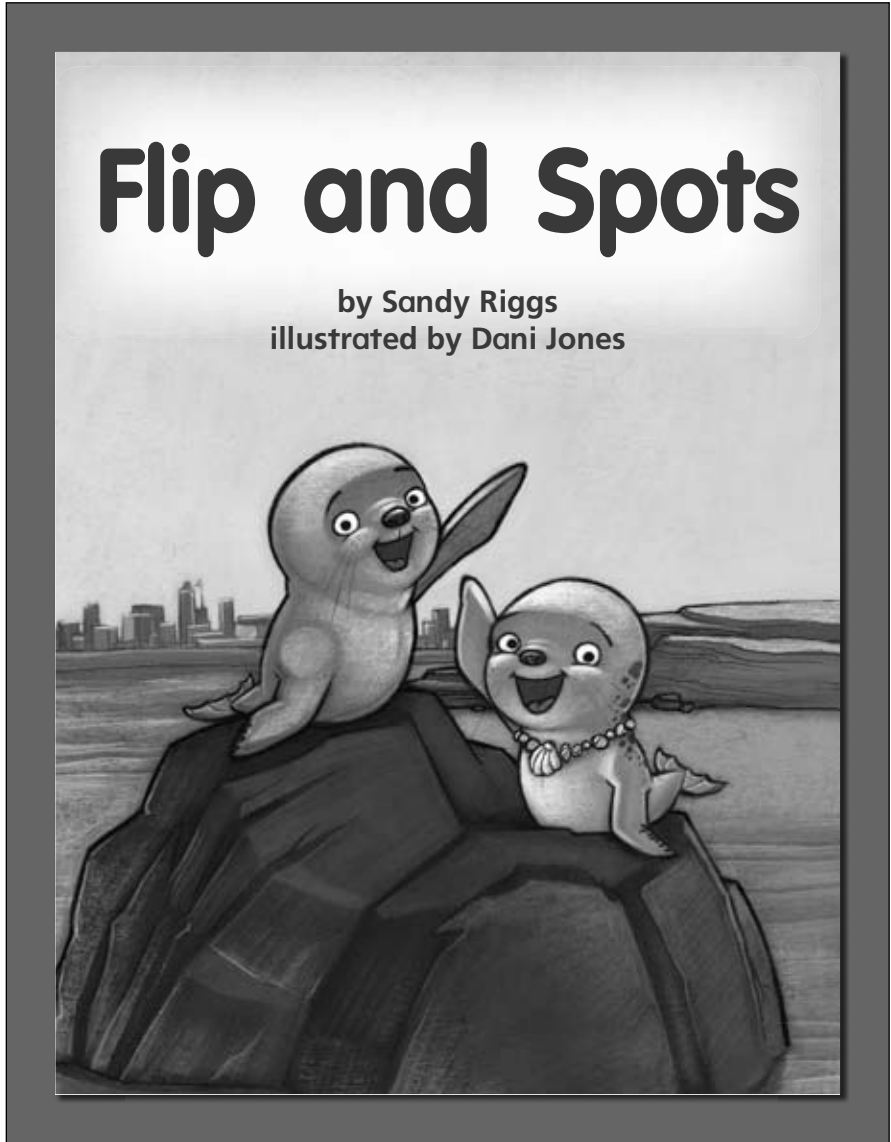
Jack plays on the swings.  
He goes high in the air.

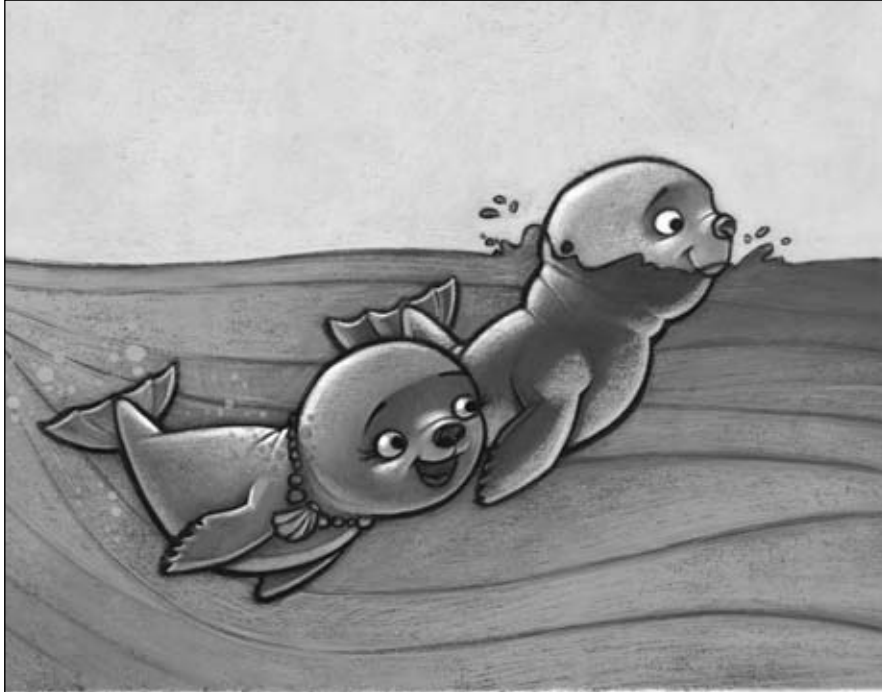




© Macmillan/McGraw-Hill

Flip and Spots





Flip and Spots, two seal pups, were swimming in the sea. The pups were swimming just below the top of the water.

Then Flip popped his head out of the water to look around.



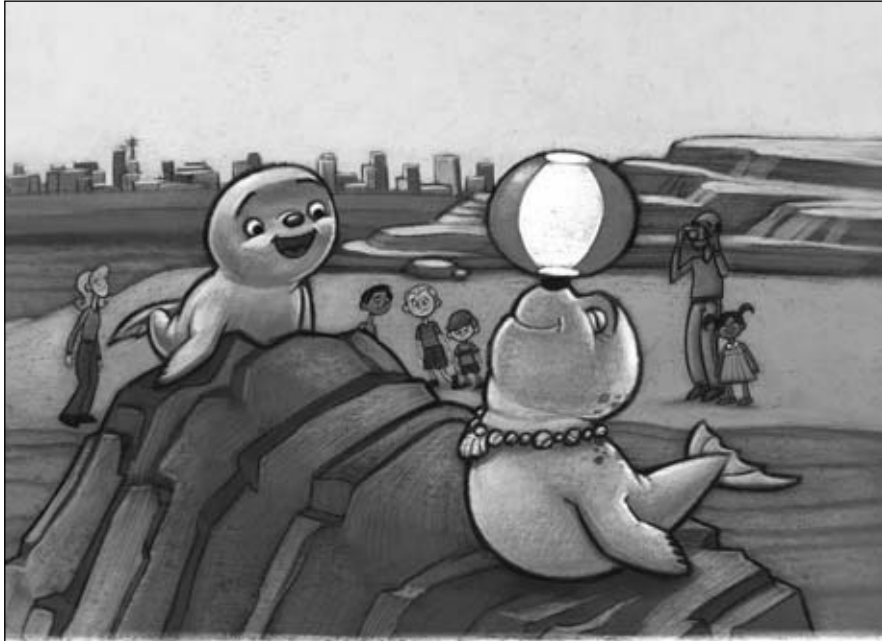
The people clapped. So the pups rolled over again. The people cheered. So the pups rolled over five more times!

"You are so cute!" a girl cried. The pups smiled and bowed.

"Let's go on the rocks," Flip said to Spots. "It would feel good to lie in the sun."

Both pups climbed on the rocks. "Look," Spots said. "The people from the city are looking at us."





"We should do tricks," Spots said. "I can do a trick with this ball. I own it. I gave Fin Whale three fish for it."

Spots set the ball on her nose. It did not roll off. "Wow!" Flip said. "I wish I could do that."

Then Flip yelled to the people, "Look at me." He shook his head. He slapped the water with a flipper.

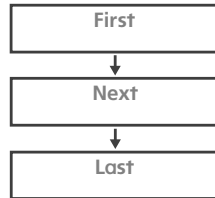
"Look at us," Spots shouted. Then both pups rolled over with their flippers in the air.



## Comprehension Check

### Retell

Use a Sequence Chart and the photos to help you retell what you learned in this book.



### Think and Compare

1. Turn to page 10. What steps led to there being more bald eagles? Write the steps in order.  
*(Identify Sequence of Events)*
2. What are some ways you can help bald eagles? *(Apply)*
3. Some people think that bald eagles don't need to be helped by people. What do you think? *(Synthesize)*

# Bald Eagle ALERT

by Val Montegnana Walla

## Table of Contents

<b>Chapter 1</b>	
Bald Eagle Facts . . . . .	2
<b>Chapter 2</b>	
Bald Eagles in Danger . . . . .	6
<b>Chapter 3</b>	
Keeping Bald Eagles Safe . . . . .	10
<b>Glossary/Index</b> . . . . .	15
Comprehension Check . . . . .	16



## Chapter 1

# Bald Eagle Facts

The bald eagle is the national bird of the United States. It was chosen because it is a strong and brave bird.

Bald eagles live all over North America.

The bald eagle is on the Great Seal of the United States.



## Glossary

**endangered** (*en-DAYN-juhrd*) in danger of no longer existing (*page 6*)

**extinct** (*ek-STINGKT*) no longer existing (*page 6*)

**habitat** (*HAB-i-tat*) the place in nature where an animal or plant lives and grows (*page 6*)

**pollution** (*puh-LEW-shuhn*) harmful materials such as gases, chemicals, and wastes that make the air, water, or soil dirty (*page 9*)

**raptors** (*RAP-tuhrz*) birds that hunt and kill other animals (*page 3*)

---

## Index

farmers, 8

feathers, 4

food, 3, 7-9

Franklin, Benjamin, 13

habitat, 2-3, 6

nests, 5-6

pollution, 9, 12

talons (claws), 3

United States, Great

Seal of the, 2



The best way to help bald eagles is to teach people about them. Think of ways you can teach people about bald eagles. Your help could keep these great birds safe.

This woman teaches people about bald eagles.



Bald eagles are **raptors**. Raptors hunt for their food.

Bald eagles are sea birds. They live near water, and their favorite food is fish.

Bald eagles catch fish with their talons, or claws. Their favorite fish is salmon.



## Flying Feathers

Bald eagles can fly high. They have long, wide wings. A group of eagles flying together is called a kettle of eagles.



Young bald eagles have dark beaks. Their beaks are hard to see and help keep them safe.

The word *bald* used to mean white. That's how the bald eagle got its name. It has white feathers on its head and tail.

Baby bald eagles have fuzzy feathers called down. Down feathers help keep them warm.

## Our National Bird

Benjamin Franklin wanted the turkey to be our national bird. He said turkeys were brave. They chased people and animals out of farmyards!

Other Americans did not like that idea. They wanted the bald eagle instead. Today the bald eagle appears on U.S. stamps, passports, and money.

The bald eagle is on a United States passport.





A bald eagle glides through the sky.

There is another way to help bald eagles. People can work to stop pollution. Cleaner air, water, and land would be good for the bald eagles and for us, too.

Bald eagles build their nests in trees near rivers, lakes, or the sea. They build great big nests.

Eagles' nests are at least five feet (1.5 meters) wide. Some eagles add to their old nest each year. Nests can get as big as 10 feet (3 meters) wide!

Some pairs of bald eagles use the same spot for their nest every year.



## Chapter 2 Bald Eagles in Danger

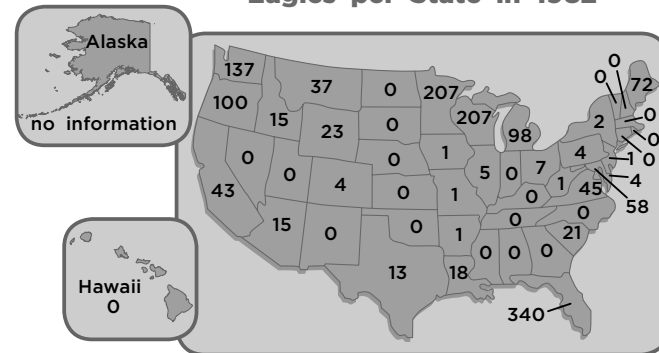
Once there were many bald eagles, but by 1963 the bald eagle was **endangered**. There were only about 1,000 of them left. They were almost **extinct**. Scientists examined why.

A bald eagle's **habitat** is near the sea. People also like to live near the sea, and they cut down trees to build homes. Then bald eagles can't find places to make their nests or lay their eggs.

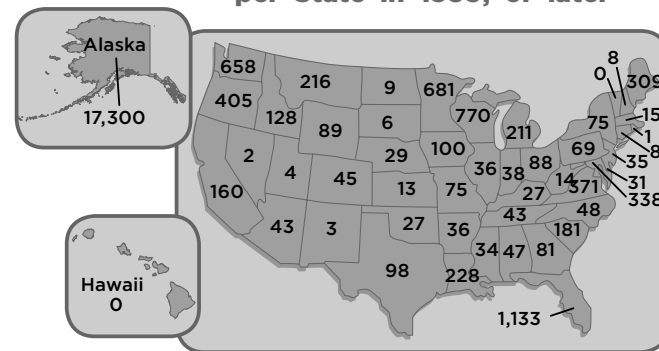
This seaside town once had many trees. Today there aren't many trees for the eagles.



### Number of Pairs of Bald Eagles per State in 1982



### Number of Pairs of Bald Eagles per State in 1999, or later



The number of bald eagles in the United States has gone up.

**Chapter 3**

**Keeping Bald Eagles Safe**

People saw that bald eagles needed help. They needed to be rescued, so a law was passed in the United States. It said that people could not hurt or kill bald eagles.

The law helped slowly. Today there are more bald eagles. Look at the maps to see where they are.

The bald eagle is kept safe by laws today.



Bald eagles also have trouble finding food. They eat fish. Sometimes people catch too many fish. Then the birds don't have enough fish to eat, and they can die of hunger.

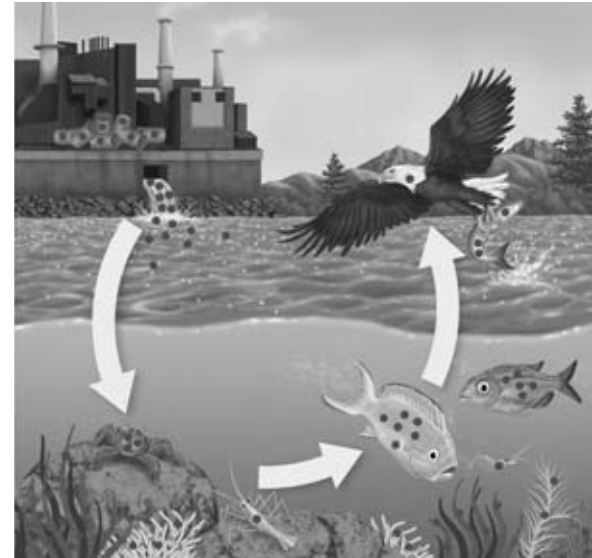
People and bald eagles don't want the same food, though. Bald eagles eat fish that are dying or dead. They leave the healthy fish for us.

A bald eagle can see very well. It can see a fish in the water from 2 miles (3 kilometers) in the air!



Farmers used to shoot bald eagles because they thought the birds hunted farm animals. Now we know that bald eagles usually eat dead animals. Sometimes they eat small mammals, such as rabbits. But it is not normal for eagles to eat farm animals.

A bald eagle eats a piece of fish.



The dots in this diagram show where the pollution in a food chain goes.

**Pollution** also hurts bald eagles. Pollution, or waste, may be dumped into the ocean. A fish may eat the waste, then the fish gets sick. If an eagle eats the fish, it also eats the waste. The eagle gets sick, too, and sometimes may die.



# Home-School Connection

## Word Workout

### WORDS TO KNOW

assembled                  devoured                  fetch  
 menu                        simmered

**A Tasty Treat** Let's write a recipe with your words. First, tell me what each word means. Then let's use the words in sentences that tell how to cook something we like. We'll make up a silly recipe with the words.

### SPELLING WORDS

pause      draw      raw      launch      law  
 fault      sauce      crawl      hawk      jaw

**Spell and Shake** This spelling game really shakes it up! I'll show you all the words. Then I'll cover the words and ask you to spell them. Shake your hands if a word has the letters **au**. Shake your whole body if a word has the letters **aw**.

## Dear Family Member:

I'm reading *Mice and Beans* in class this week. I learned that some stories have real parts and make-believe parts. The real parts can happen in real life. The make-believe parts cannot happen! I know from the title *Mice and Beans* that this story has a mix of fantasy and reality. Whoever heard of mice and beans together? It's supposed to be rice and beans!

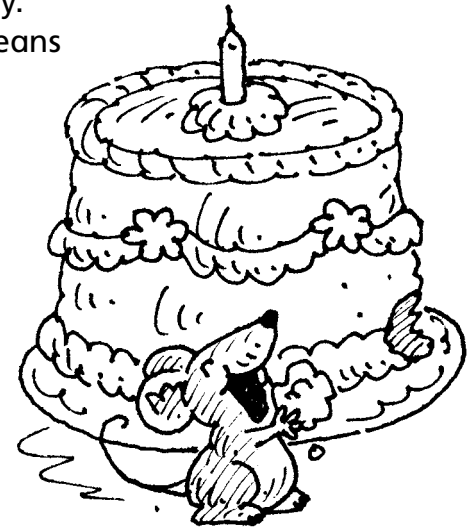
## This Week's Skills

**Comprehension:** fantasy and reality

**Vocabulary:** inflected verbs

**Phonics:** sounds of **au** and **aw**

**Spelling:** words with **au** and **aw**

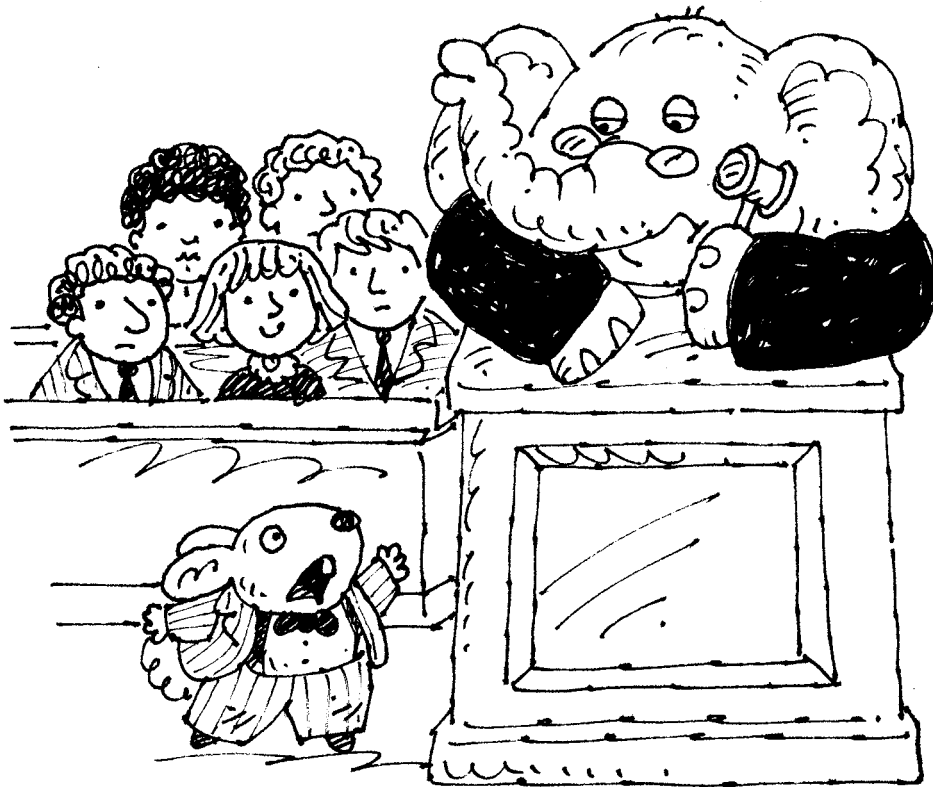


© Macmillan/McGraw-Hill (fold here)

Name \_\_\_\_\_

# Upside-Down World

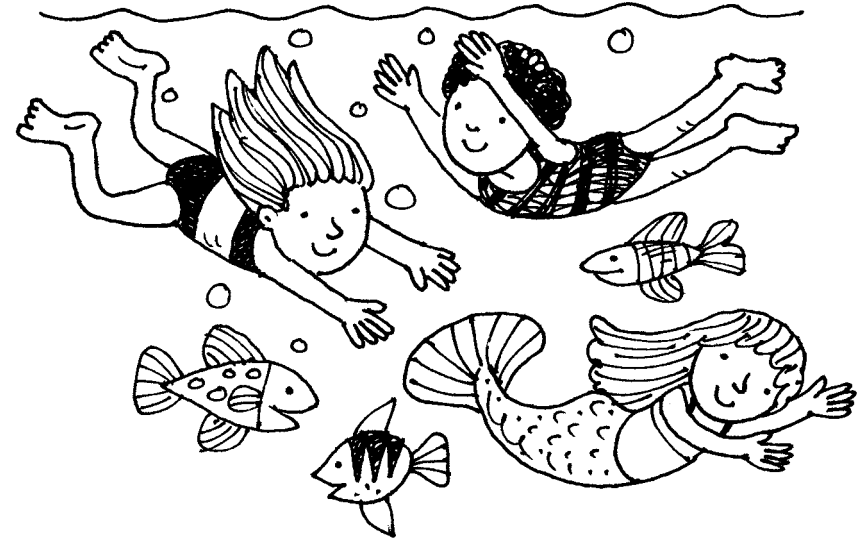
Something is strange in this place! Let's look at each picture. I'll help you read the words. Circle the parts of the picture that cannot happen. Then tell me why they cannot happen. When we finish, we can pick one picture and use it to tell a story that has both fantasy and reality in it.



What is fantasy? What is reality?



What is fantasy? What is reality?



What is fantasy? What is reality?





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

assembled                  devoured                  fetch  
 menu                        simmered

**Platillo sabroso** Vamos a escribir una receta con las palabras de la lista. Primero dime qué significa cada palabra. Luego usaremos las palabras en oraciones que indiquen cómo cocinar algo que nos gusta. Crearemos una receta graciosa con esas palabras.

#### PALABRAS DE ORTOGRAFÍA

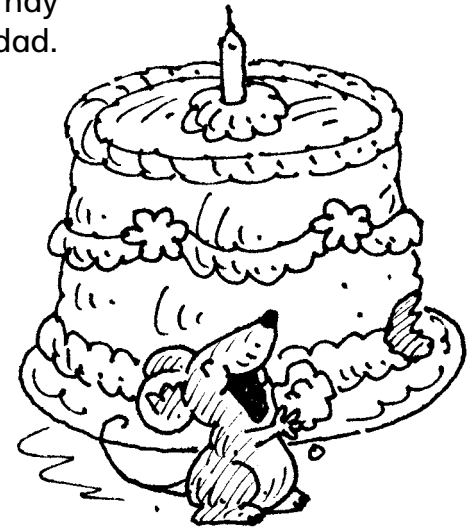
pause      draw      raw      launch      law  
 fault      sauce      crawl      hawk      jaw

**¡Muévete!** ¡Para hacer este juego de deletreo necesitamos movernos! Te mostraré todas las palabras. Luego voy a taparlas y a decir una palabra para que tú la deletrees. Mueve las manos si una palabra tiene las letras **au**; si tiene las letras **aw** mueve todo el cuerpo.

(fold here)  
© Macmillan/McGraw-Hill

### Queridos familiares:

Esta semana estoy leyendo en clase *Mice and Beans*. Aprendí que algunos cuentos tienen partes que son verdaderas y partes que son imaginarias. Las partes verdaderas pueden suceder en la vida real, pero las partes imaginarias, no. Sé por el título *Mice and Beans* que en este cuento hay una mezcla de fantasía y realidad. ¿Han oído a alguien hablar de ratones y frijoles alguna vez? Debería ser arroz y frijoles, ¿no?



### Destrezas de la semana

**Comprensión:** fantasía y realidad

**Vocabulario:** verbos inflexionados

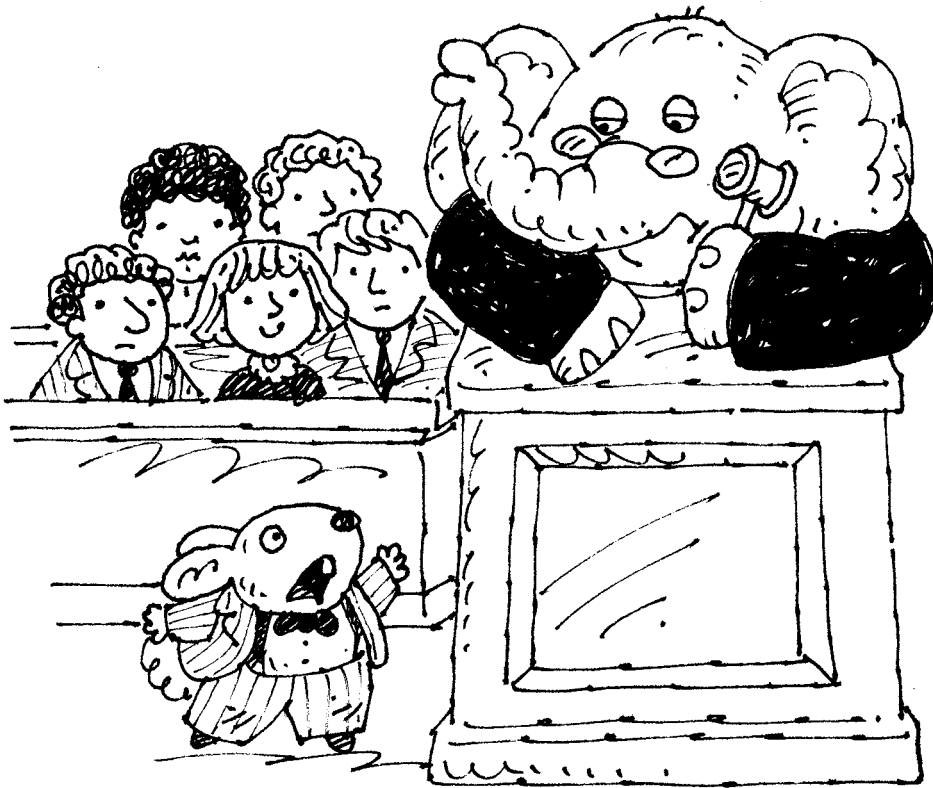
**Fonética:** los sonidos de **au** y **aw**

**Ortografía:** palabras con **au** y **aw**

Nombre \_\_\_\_\_

# Mundo patas arriba

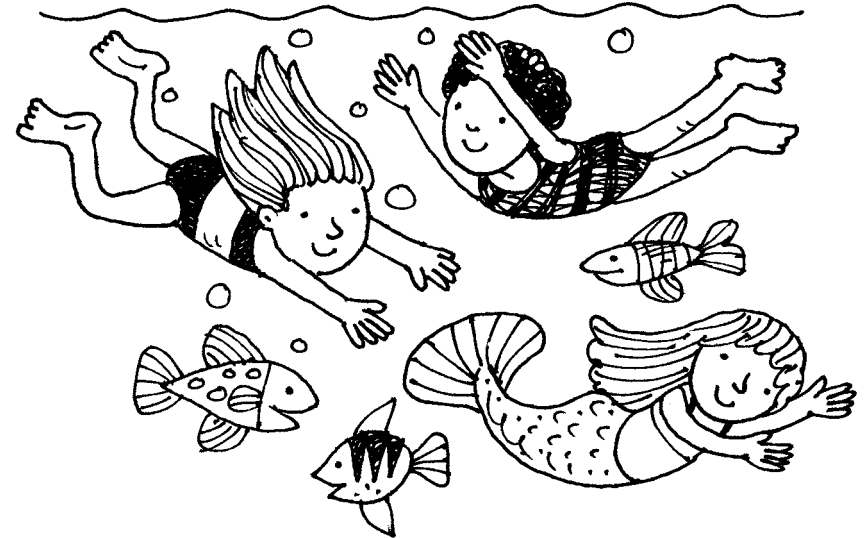
¡Aquí pasan cosas raras! Vamos a mirar cada ilustración. Yo te ayudaré a leer las palabras. Encierra en un círculo las cosas que no pueden pasar y dime por qué no pueden pasar. Cuando terminemos, vamos a escoger una ilustración y usarla para contar un cuento donde haya fantasía y realidad.



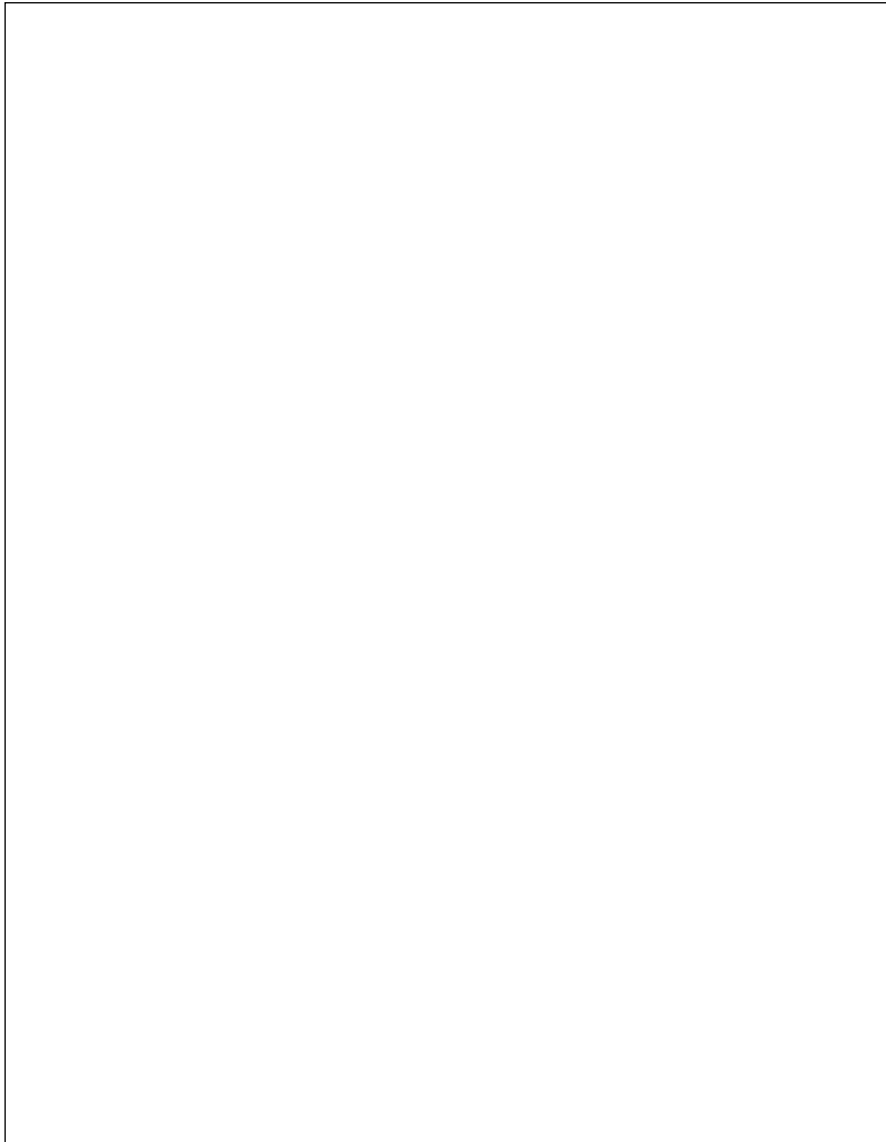
What is fantasy? What is reality?



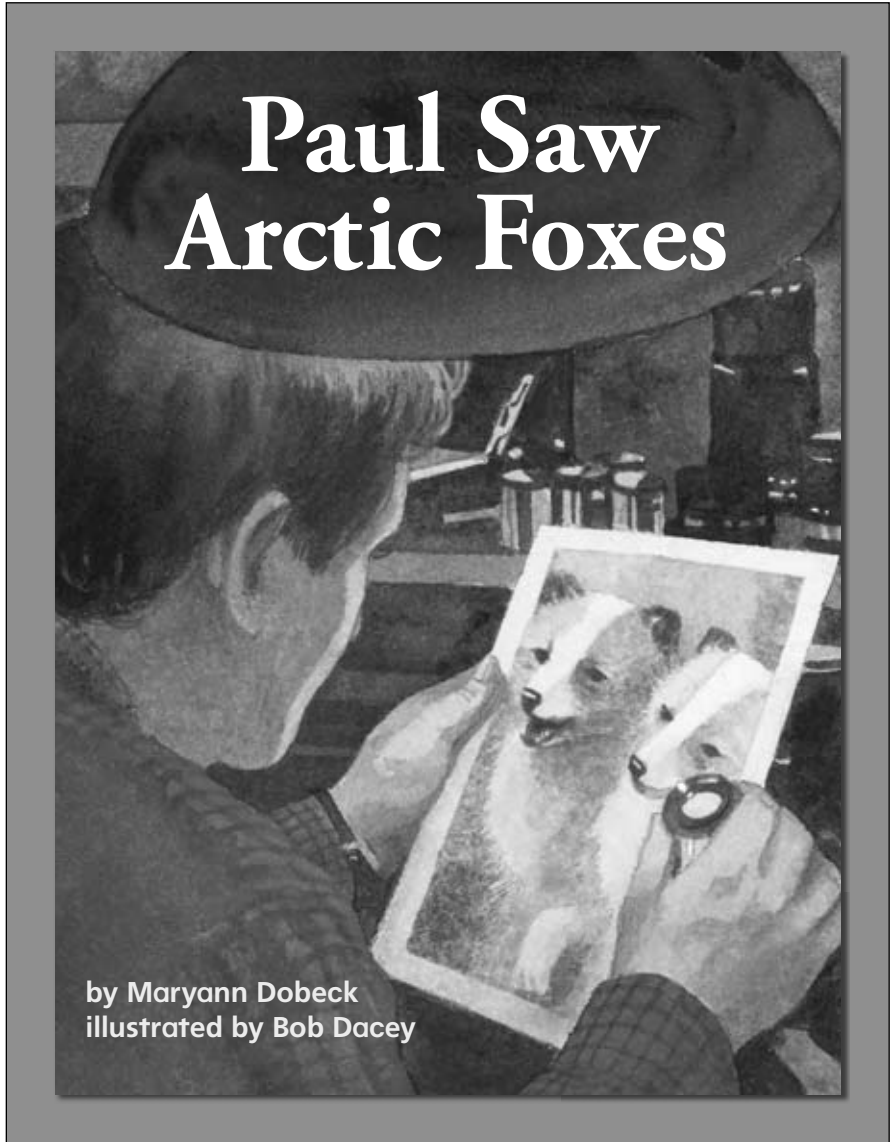
What is fantasy? What is reality?



What is fantasy? What is reality?



© Macmillan/McGraw-Hill  
Paul Saw Arctic Foxes





Paul yawned and crawled out of bed at dawn. As he ate his toast, he saw the sunrise. He did not have time for a complete meal.

Paul grabbed his coat and his camera. He walked out into the cold, treeless Arctic land.

The little foxes yawned and looked sleepy. Soon they would crawl back into the den.

It was time for Paul to go to his home in the city. He had pictures to print! Those pictures would help him study the life of the Arctic foxes.



When Paul was a boy, he saw a TV show about Arctic foxes. That launched Paul's study of the foxes. He had a lot of questions about them.



As a grown man, Paul's job was to study animals and take pictures of them in the wild.



It was spring, but it was still cold and raw outside. Paul's job taught him that Arctic days might be fine or awful.

Paul had good luck. He glanced below and saw what he was looking for—Arctic foxes and their cubs.

The mother fox watched her cubs eat. The father fox had caught food for them. The cubs chewed on the meat.

Paul could not measure for sure, but he thought the foxes were 20 feet away. He hauled out his camera and took a picture.



## Comprehension Check

### Retell the Story

Use a Fantasy and Reality Chart and the pictures to help you retell this story.

Reality	Fantasy
What Could Happen?	What Could Not Happen?

### Think and Compare

1. Turn to pages 12 to 15. Who is the special guest at Roger's party? What does it do? (*Distinguish Between Fantasy and Reality*)
2. What foods do you like to help cook? How do you help? (*Synthesize*)
3. Why would people be happy to have summer begin? (*Analyze/Synthesize*)

# A Party and a Half

by Teresa Veneroso  
illustrated by Ian Forss



## Table of Contents

<b>Chapter 1</b>	
Summer Is Here! .....	2
<b>Chapter 2</b>	
Party! .....	6
<b>Chapter 3</b>	
More Surprises .....	10
Comprehension Check .....	16

## Chapter I

# Summer Is Here!

Roger woke up with the hot sun already smiling down on him.

“It’s the first day of summer!” said Dad.

Summer was Roger’s favorite time of the year.



The sun stretched out a bright, shining hand.  
It smiled even more as it devoured the bread.

“Happy summer, everybody!” said Roger.





Everyone assembled around the table. Dad cut the bread into eight pieces. He gave everyone a slice with applesauce, fruit salad, and strawberries. Everyone had a glass of orange juice.

“Wow,” said Roger. “There’s a lot of food. I’m going to give half of my slice of bread to our special guest!”



Roger and his dad always threw a party to celebrate the new season. This year his dad invited a surprise guest.

Roger got dressed in a hurry. He was excited to help his dad bake for the party.



This year Dad and Roger were making banana bread and applesauce. Dad chopped the apples and mashed the bananas.

Roger cracked open the eggs into a bowl. Then, he beat the eggs. Next, he mixed in the bananas. He stirred the flour into the mixture. Finally, Roger poured the mixture into a round pan.

The sun waved outside the window. The strawberries sparkled in the sunlight. The fruit salad was a rainbow of colors. And the orange juice seemed as bright as the sun itself.

“The sun is smiling!” laughed Roger.  
“Summer is its favorite time, too!”



Everyone ran to Roger's house. Rosita and Pedro were carrying a bulging basket of strawberries.

As they went inside, Roger smelled the bread.

"It's good to celebrate with friends," said Dad. "And look! Here is our surprise guest!"



Dad put the pan into the oven.

"Cool," thought Roger, "there will be lots of banana bread. Half for Dad and half for me." He was so hungry that he was forgetting about the other guests.



## Chapter 2 Party!

The applesauce simmered on the stove. A delicious smell came from the oven. Roger couldn't wait until the bread was ready!

Soon they heard a knock at the door.

"Who's that?" asked Roger.

"Answer the door and you'll find out," said Dad, smiling.



"I'm glad you're inviting us, Roger. We love your summer parties," Mrs. Garcia said.

"Do you have banana bread like last year?" asked the children.

"Oh, no," Roger thought, "I hope there is enough banana bread for eight people!"



## Chapter 3 More Surprises

“Our first day of summer party is turning out great, Roger!” said Dad. “I think you should fetch Mrs. Garcia from next door.”

Roger went and knocked on Mrs. Garcia’s door. Her three grandchildren were there, too.

“Happy summer, Roger!” said Rosita, Madge, and Pedro.



It was Roger’s grandfather. “Happy summer, Roger!” he said. “I brought you some fruit salad.”

“Thank you, Granddad,” said Roger.

“I’m hungry now,” said Granddad. “What’s on the menu?”

Roger thought, “Oh, well. One third of the bread is for Dad, one third is for Granddad. Then one third is for me.”





Then there was another knock on the door.  
It was their neighbor, Judge Jones.

“Happy summer, Roger!” she said. “I brought  
some orange juice!”

“Thank you, Judge Jones,” said Roger.

“What a delicious smell!” said the judge.  
“What’s on the menu?”

“Banana bread and applesauce,” said Roger.

Roger sighed to himself. “One fourth of the  
bread is for Judge Jones and one fourth is for  
Dad. One fourth is for Granddad and one  
fourth is for me.”





## Home-School Connection

### Word Workout

#### WORDS TO KNOW

burst	desert	drifts
drowns	gently	neighbor

**Headliners** Let's write some headlines with your words. I'll ask you what each word means and then we'll use the word in a newspaper headline. We can make up a story from one of the headlines.

#### SPELLING WORDS

nap	napkin	cab	cabin	in
index	visit	object	cotton	happen

**Your Turn Now** It's your turn to test my spelling. Ask me to spell each word. If I misspell a word, tell me how to spell it correctly. When we're done, I'll give you the words to spell.

### Dear Family Member:

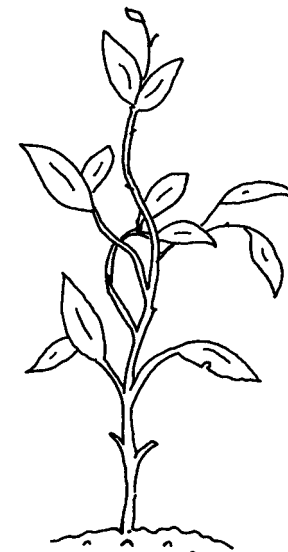
I'm reading *The Tiny Seed* in class this week. I learned to draw conclusions. That doesn't mean I draw a picture of a conclusion! It means I find the facts. Then, I put them together to figure out something the writer doesn't tell me in words. The little seed in this story keeps traveling past dangers. I know that the seed may be little, but it is strong, too. Drawing conclusions makes me feel like a reading detective!

### This Week's Skills

**Comprehension:** draw conclusions

**Vocabulary:** context clues

**Phonics/Spelling:** closed syllables

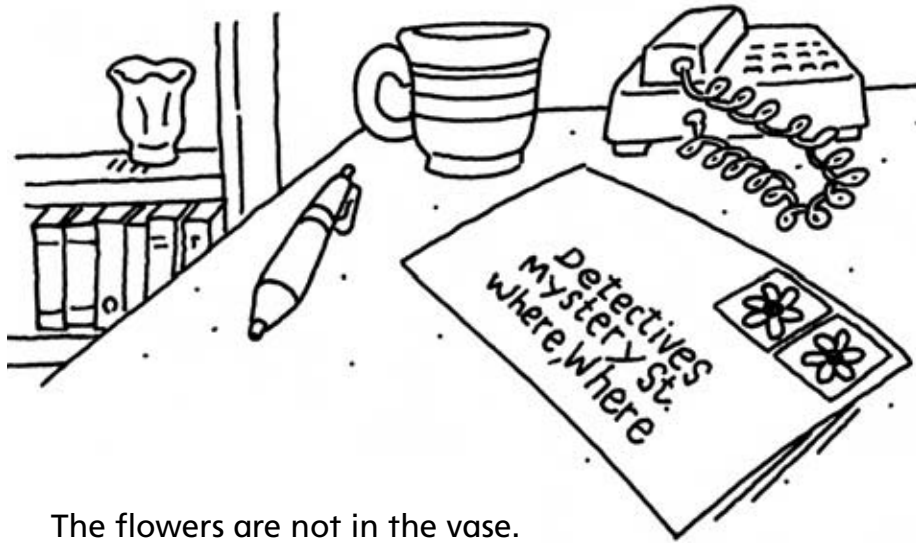


Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Be a Detective

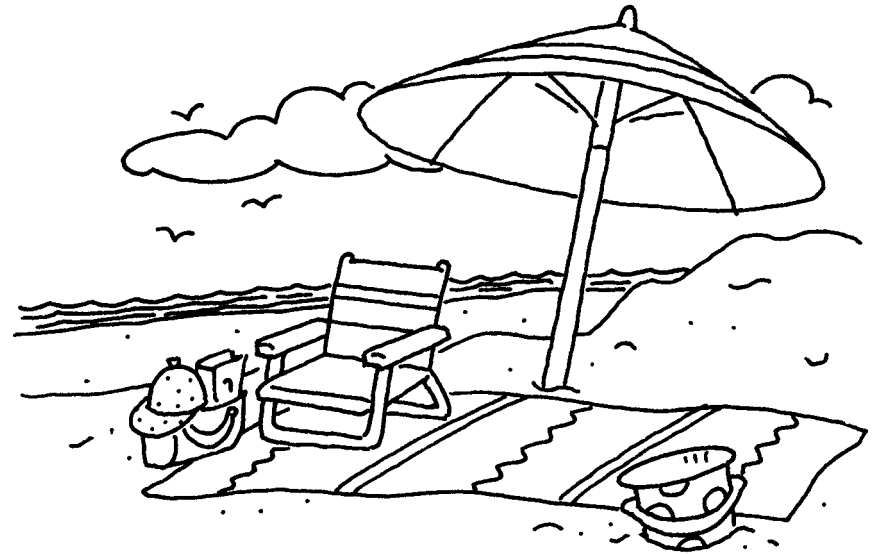
We are going to play "Find the Flowers." You and I will be detectives. A friend tells us she brought two flowers to an office. Did someone take them? Where are they? Our friend has given us clues. We can use them to draw conclusions that will solve the mystery.



The flowers are not in the vase.  
They are not on the shelves.  
The flowers are small.  
They are not in the cup.  
Could the flowers be on the desk?  
Where are the flowers?

# Double Detectives

We've been asked to solve a mystery again. Sammy went to the beach. Where is his cap? We'll find it. We have clues to draw conclusions.



The cap is not on the chair.  
It isn't floating in the water.  
It is not next to the blanket.  
The cap has dots on it.  
Sammy has a book in his beach bag.  
Where is Sammy's cap?





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

burst	desert	drifts
drowns	gently	neighbor

**Titulares** Vamos a escribir titulares con estas palabras. Te voy a preguntar qué quiere decir cada una y después la usaremos para formar el titular de un periódico. Podemos crear un cuento a partir de uno de los titulares.

#### PALABRAS DE ORTOGRAFÍA

nap	napkin	cab	cabin	in
index	visit	object	cotton	happen

**Ahora es tu turno** Ahora es tu turno para poner a prueba mi ortografía. Pídemle que delectee cada palabra. Si delecteo una palabra en forma incorrecta, dime cómo hacerlo correctamente. Cuando terminemos, yo te daré las palabras para delectear.

### Queridos familiares:

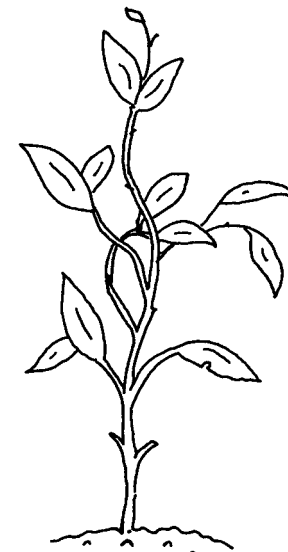
Esta semana estoy leyendo en clase *The Tiny Seed*. Aprendí a sacar conclusiones. ¡Eso no quiere decir que le saco una parte al cuento! Quiere decir que encuentro datos y luego los combino para comprender lo que el autor no expresa con palabras. La semillita de este cuento debe pasar de un peligro a otro. Sé que es pequeñita, aunque también es fuerte. ¡Sacar conclusiones me hace sentir como un detective de la lectura!

### Destrezas de la semana

**Comprensión:** sacar conclusiones

**Vocabulario:** claves de contexto

**Fonética/Ortografía:** sílabas cerradas

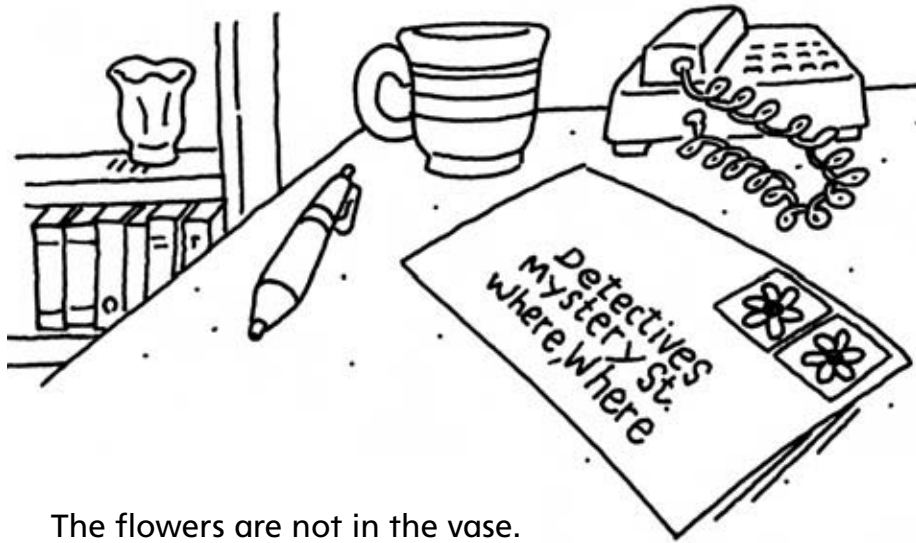


Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# ¡Seamos detectives!

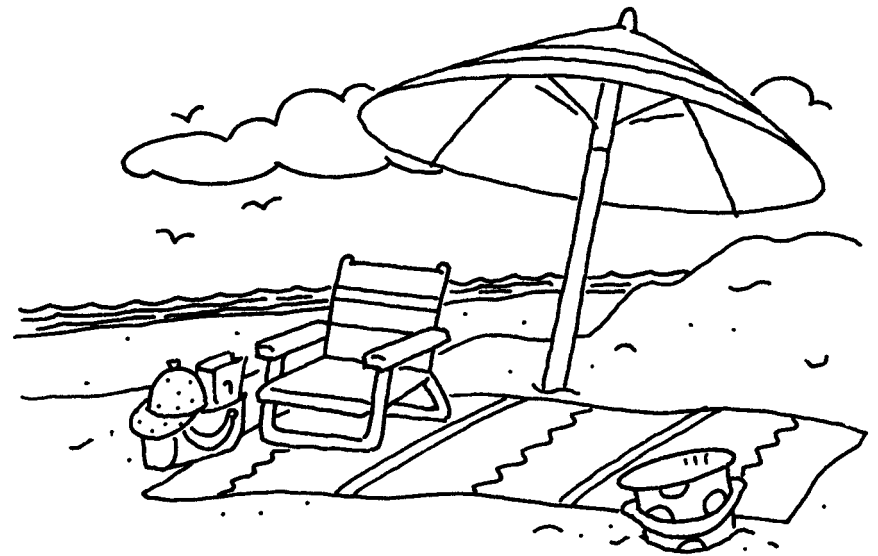
Vamos a jugar a "Encontrar las flores". Vamos a ser detectives. Una amiga nos dice que llevó dos flores a una oficina. ¿Alguien las tomó? ¿Dónde están? Nuestra amiga nos dio algunas pistas. Podemos usarlas para sacar conclusiones y resolver el misterio.



The flowers are not in the vase.  
They are not on the shelves.  
The flowers are small.  
They are not in the cup.  
Could the flowers be on the desk?  
Where are the flowers?

# ¡Detectives otra vez!

Nos han encargado que resolvamos otro misterio. Sammy fue a la playa. ¿Dónde está su gorra? Vamos a encontrarla. Tenemos pistas para sacar conclusiones.



The cap is not on the chair.  
It isn't floating in the water.  
It is not next to the blanket.  
The cap has dots on it.  
Sammy has a book in his beach bag.  
Where is Sammy's cap?

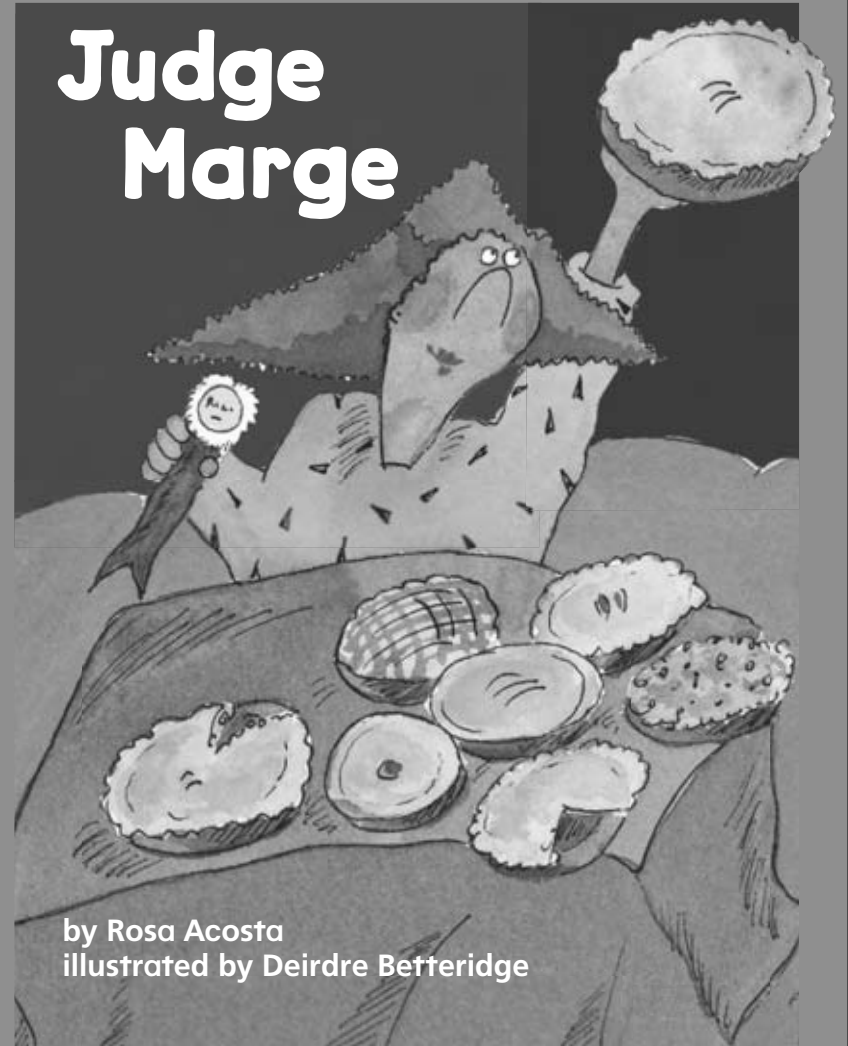


Marge judged the contest. She gave one boy the prize.

"Being a judge is too hard," said Marge. She leaned against the stage.

Marge made a new pledge. "Next year I will make fudge and pies," she said. "I will knit hats and mittens. That will be fun. And it will be easier than being a judge!"

# Judge Marge



by Rosa Acosta  
illustrated by Deirdre Betteridge



It was the first day of the county fair. Usually, Marge made fudge and pies for the cooking contests. She knitted hats and mittens for the knitting contest. She got lots of prizes every year.

This year Marge had made a pledge.

"I decided I will not enter any contests," she said. "This time I am just going to have fun!"

Marge judged the hats and mittens. Then she sat down near a stage.

"Who makes the best bird sounds?" asked a man. "Marge, will you be the judge?"

A boy chirped. Lots of birds flew to the stage. Birds landed on Marge. They liked her fringe and the bits of pie and fudge.





"We need you to judge hats and mittens," said Mrs. Ridge.

Before Marge could say a thing, Mrs. Ridge wedged a hat on her head. It was tight and had lots of fringe.

"Do you like it?" asked Mrs. Ridge.

"Help!" said Marge. "I can't judge hats and mittens if I can't see them!"

Marge went into a large room. "Now I can just watch the fudge contest," she said. "I do not have to do a thing!"

A man with a badge rushed up. "Please help us, Marge!" he cried.

"We do not have a judge for the contest. You always made the best fudge. I bought lots of it. Will you be the judge?"

"OK," said Marge. "But then I'll relax."





Marge tasted so much fudge that her tummy bulged. She gave the first prize to Mrs. Strange.

"Now I will have fun," said Marge.

"Marge, we need you!" cried Mrs. Cage. "We do not have a judge for the pie contest. Will you do it? Your pies were always the best!"

"That's true," said Marge. "I will judge the pies. THEN I will have fun."

Marge tasted half the pies. Her tummy bulged more. She tasted the rest of the pies. Then she gave out the prizes.

"I feel huge," groaned Marge.

"I never want to look at a wedge of pie again!"

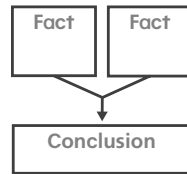
Marge went into another room. She started to look at hats and mittens. Mrs. Ridge charged up to her. She had on a badge.



## Comprehension Check

### Retell

Use a Draw Conclusions Chart to draw a conclusion about what you read in this book.



### Think and Compare

1. Why would a plant grow in one place and not grow in another place?  
*(Draw Conclusions)*
2. What would you do if the leaves on a plant were drooping? *(Apply)*
3. Why don't some plants grow and change? *(Synthesize)*

# The World of Plants

by Becky Manfredini

## Table of Contents

Introduction .....	2
<b>Chapter 1</b>	
Where Do Plants Live? .....	4
<b>Chapter 2</b>	
What Do Plants Need? .....	6
<b>Chapter 3</b>	
The Parts of a Plant .....	9
<b>Chapter 4</b>	
How Do Plants Grow? .....	11
<b>Chapter 5</b>	
All Kinds of Leaves .....	13
<b>Conclusion</b> .....	14
<b>Glossary/Index</b> .....	15
Comprehension Check .....	16

## Introduction

Come and meet your plant neighbors. You can see a world of plants outside! Plants are **living things**. They grow and change.

There are many kinds of plants. Some plants are huge, and other plants are tiny.

Many plants have colorful flowers that burst open in May and June.



## Glossary

**environment** (*en-VIGH-ruhn-muhnt*)  
where plants and animals live (*page 4*)

**life cycle** (*LIGHF SIGH-kuhl*) the way a  
living thing grows and changes  
(*page 11*)

**living things** (*LIV-ing THINGZ*) things  
that are alive, grow, and change  
(*page 2*)

**nutrients** (*NEW-tree-uhnts*) materials  
that help a plant live and grow  
(*page 9*)

**pollen** (*POL-uhn*) a powder in flowers  
that makes seeds (*page 10*)

---

## Index

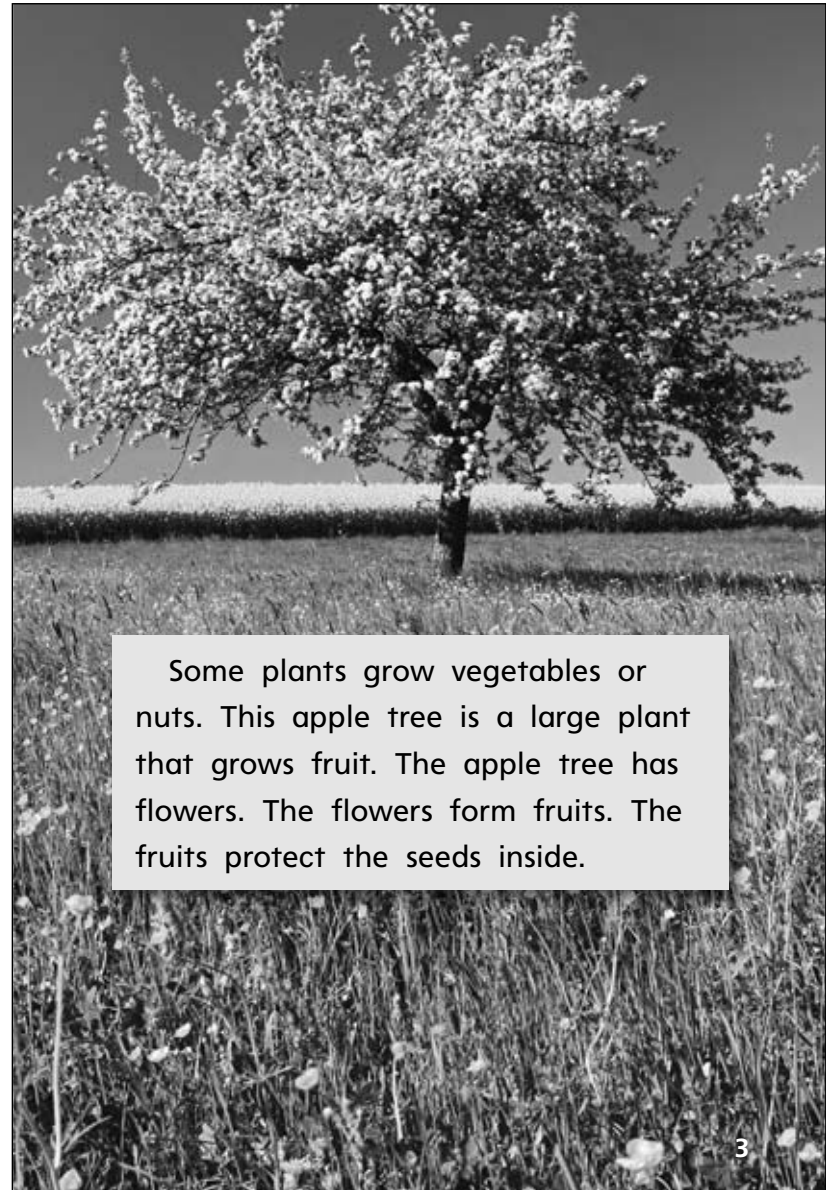
California, 5  
corn crop, 6, 8  
desert, 4  
Florida, 5

leaves, 9, 13  
melon, 11–12  
temperature, 7  
Texas, 5



## Conclusion

Now you know about plants. One day you may want a garden with flowering plants. Make sure your plants get the right amount of sunlight. Water them, and watch them grow!



Some plants grow vegetables or nuts. This apple tree is a large plant that grows fruit. The apple tree has flowers. The flowers form fruits. The fruits protect the seeds inside.

## Where Do Plants Live?

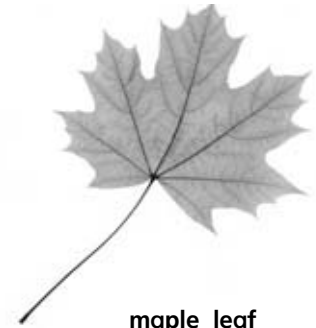
Plants grow in different places. Some plants grow in a desert **environment**. A desert is a hot, dry place which gets plenty of sunlight but very little rain.

A cactus is a desert plant. The stem of a cactus stores water.

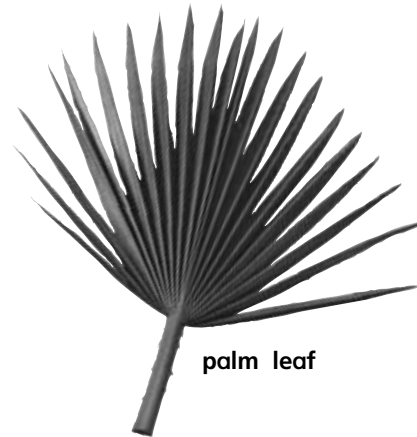


## All Kinds of Leaves

Different plants have different kinds of leaves. Some leaves are flat and thin, while others are very long. Whatever the shape, all leaves make food for the plant.



maple leaf



palm leaf



white oak leaf

The fruit grows bigger and becomes ripe. When it is ripe, it is sweet enough to eat and is ready to be picked.

3.



The fruit keeps the seeds safe inside.

4.

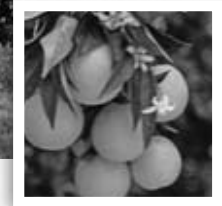


The melon is ripe.

5.



The melon seeds can be planted to grow into new melon plants.



Drink a glass of orange juice! It has vitamin C. Vitamin C helps keep your body healthy.

Some environments are warm. Orange trees grow best in places that are warm. Florida, California, and Texas are warm states where many orange trees grow.

## What Do Plants Need?

Plants need water and air to live. They also need soil and space to grow. Plants need light, too. The sun gives plants the light they need. All of these things help a plant grow.

This field of corn is getting what it needs to grow.



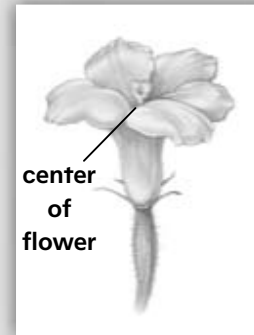
## How Do Plants Grow?

Plants have a **life cycle**. Look at the diagram. A part of the flower makes pollen. The center of the flower takes in pollen and makes seeds. Fruit grows around the seeds.



### How a Melon Grows

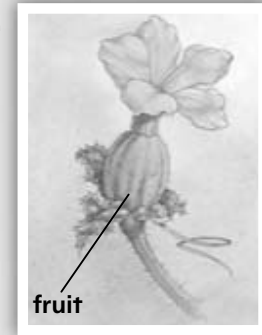
1.



center  
of  
flower

Pollen moves down  
the center of the  
flower.

2.



fruit

As seeds form,  
a fruit starts to  
grow.

Many plants have flowers, too. Inside the flowers is a powder called **pollen**. Pollen helps the flowers make seeds.

Bees gently carry pollen from flower to flower. Sometimes pollen drifts in the wind to flowers.



## Plants Need Water

If a plant does not get enough water or sunlight, it may die. How can you tell which plant has enough water?



Changes in temperature can change how a plant grows. Temperature is how hot or cold it is. If it gets very cold, ice can form on a plant.

The ice on this plant can harm its fruit.



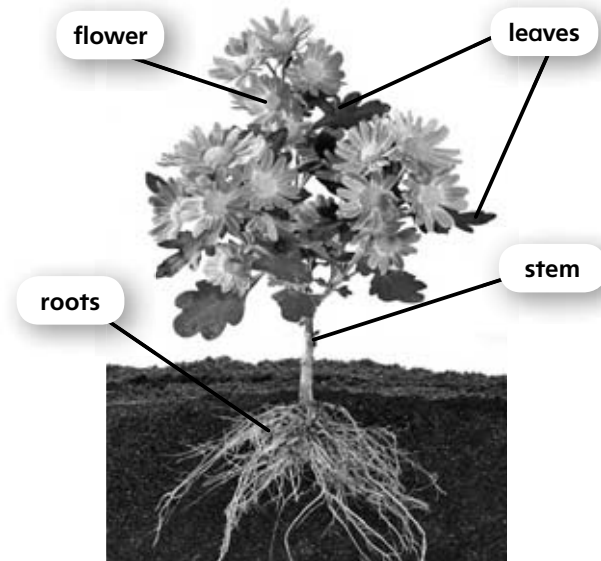
Too much water can also harm some plants. A flood can cause plants to drown or wash away.

This corn crop got too much water. Now it can't grow.



## The Parts of a Plant

The parts of a plant help the plant get what it needs to grow. Roots grow down and reach into the soil. The roots take in water and **nutrients**. The stem holds the plant up and carries water and nutrients to the leaves. Then the leaves use sunlight and air to make food.





# Home-School Connection

## Word Workout

### WORDS TO KNOW

aroma	blooming	muscles
prickly	scent	trade

**Sing to Me** Let's sing a song with your words. I'll ask you what each word means. Then we'll make up sentences with the words. We'll string all the sentences together to make a song.

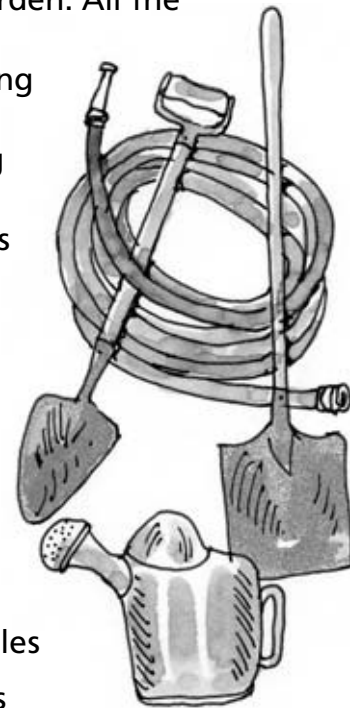
### SPELLING WORDS

pen	magnet	dinner	fuzzy
pencil	publish	bet	net
pepper	better		

**Double It** I'll give you two words. You spell each word I give you. Then you can make a sentence using those two words.

## Dear Family Member:

I'm reading *The Ugly Vegetables* this week. A girl and her mother begin to plant a garden. All the neighbors are planting, too. As the weeks go by the girl keeps wondering why the neighbors' gardens seem better than her own. First one thing happens, and then another. That's called *sequence*. Looking for it helps me understand a story and keep track of things.



## This Week's Skills

**Comprehension:** sequence

**Vocabulary:** context clues—homophones, such as *scent* and *cent* or *piece* and *peace*

**Phonics:** the sounds of closed syllables

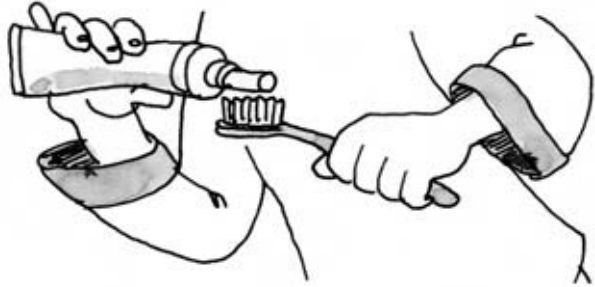
**Spelling:** words with closed syllables

© Macmillan/McGraw-Hill (fold here)

Name \_\_\_\_\_

# Brushing Sequence

Let's help Paul brush his teeth. We can put numbers next to the pictures to show what sequence the steps follow.



This is the way we squeeze the paste,  
Squeeze the paste, squeeze the paste.



This is the way we brush our teeth,  
Down and down, up and up.



This is the way we begin to brush.

This is the way we wet the brush,  
Wet the brush, wet the brush.

And that's the way  
We brush our teeth,  
Brush our teeth,  
Brush our teeth.

And that's the way  
We brush our teeth,  
Early in the morning!







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

aroma	blooming	muscles
prickly	scent	trade

**Cántame una canción** Vamos a cantar una canción con las palabras de arriba. Te voy a preguntar qué significa cada palabra. Luego formaremos oraciones y las uniremos para hacer una canción.

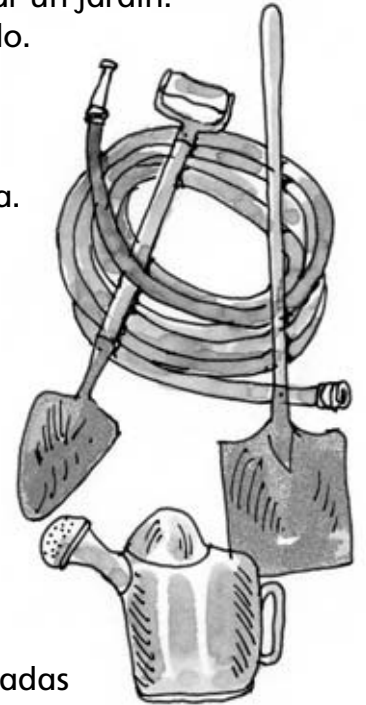
#### PALABRAS DE ORTOGRAFÍA

pen	magnet	dinner	fuzzy
pencil	publish	bet	net
pepper	better		

**Dobles** Voy a decirte dos palabras. Tú vas a deletrearlas. Luego puedes formar una oración en la que uses esas dos palabras.

### Queridos familiares:

Esta semana estoy leyendo *The Ugly Vegetables*. Una niña y su madre comienzan a plantar un jardín. Sus vecinos también están plantando. A medida que las semanas pasan la niña piensa por qué los jardines de los vecinos lucen mejor que el suyo. Primero pasa una cosa, después otra. Eso se llama *orden de los sucesos*. Al buscar el orden de los sucesos entiendo mejor un cuento y puedo seguir bien lo que pasa.



### Destrezas de la semana

**Comprensión:** orden de los sucesos

**Vocabulario:** claves del contexto—homófonos como *scent* y *cent* o *piece* y *peace*.

**Fonética:** los sonidos de sílabas cerradas

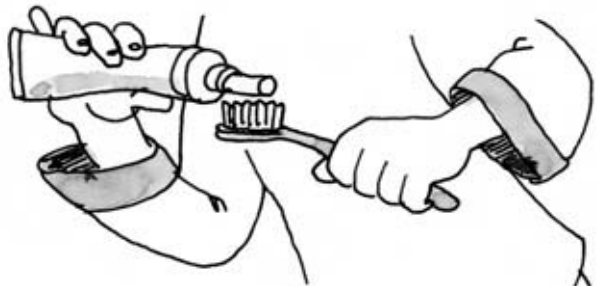
**Ortografía:** palabras con sílabas cerradas

Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Paso a paso

Vamos a ayudar a Paul a cepillarse los dientes. Podemos poner números al lado de cada dibujo para indicar el orden a seguir.



This is the way we squeeze the paste,  
Squeeze the paste, squeeze the paste.



This is the way we brush our teeth,  
Down and down, up and up.



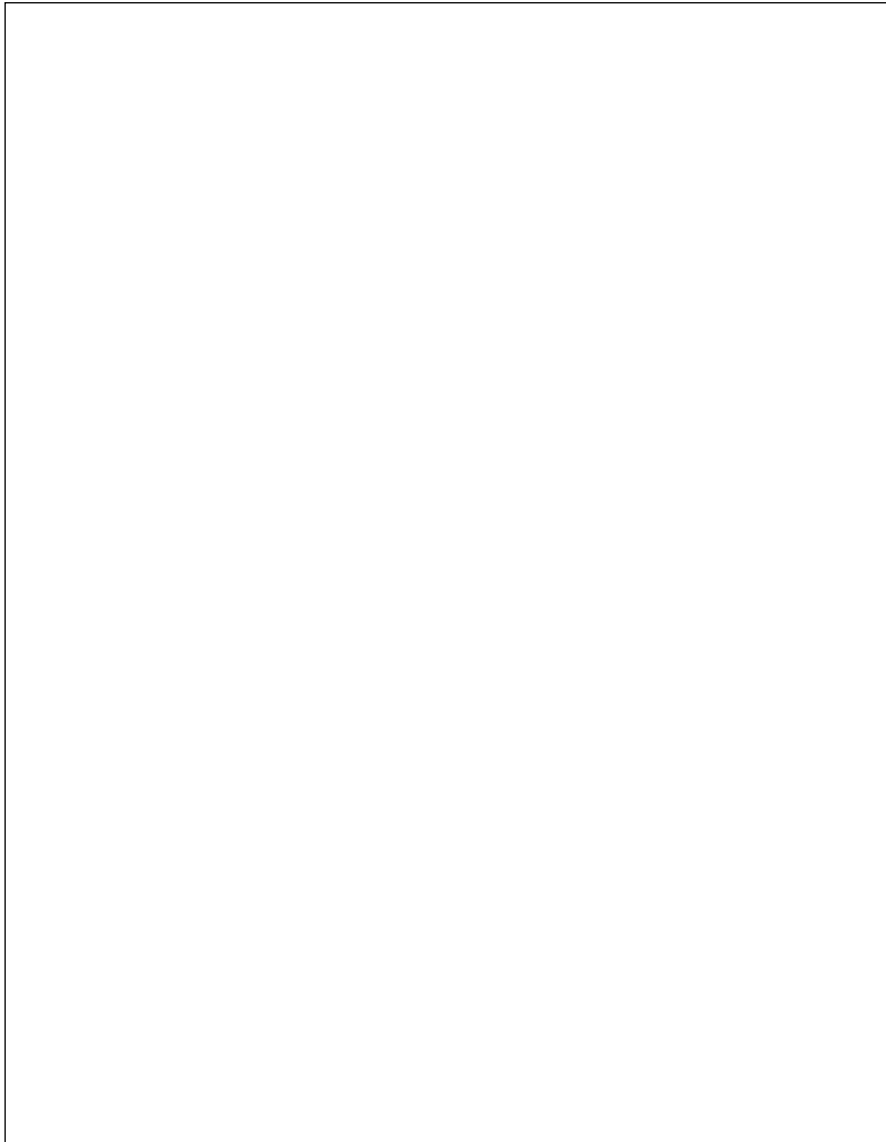
This is the way we begin to brush.

This is the way we wet the brush,  
Wet the brush, wet the brush.

And that's the way  
We brush our teeth,  
Brush our teeth,  
Brush our teeth.

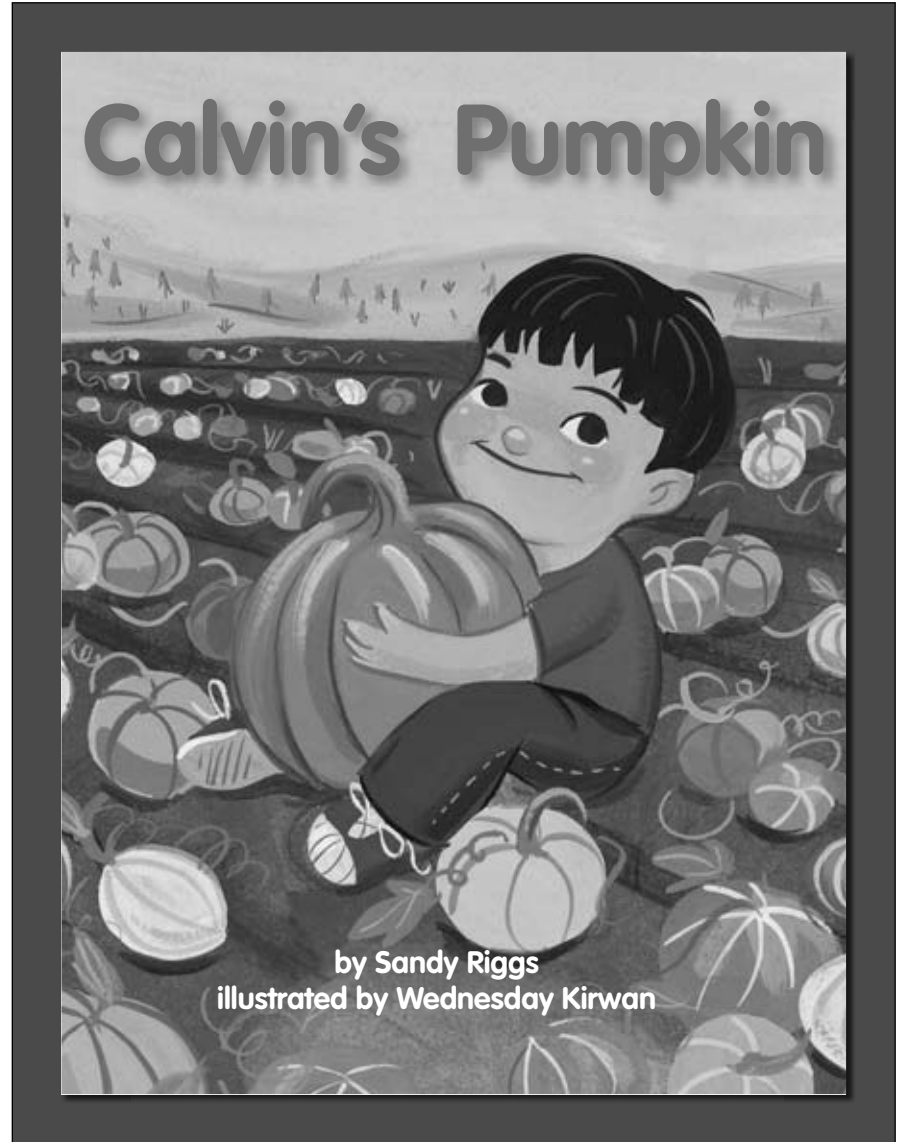
And that's the way  
We brush our teeth,  
Early in the morning!





Calvin's Pumpkin

© Macmillan/McGraw-Hill





Calvin and his mom had planted pumpkin seeds. Now they were looking at rows and rows of pumpkins in the field.

"There must be a hundred pumpkins!" Calvin said.

Soon a man said, "It has a crack. But it is the biggest pumpkin of all. Calvin wins first prize!" Calvin grinned a very big grin!

After a while, Mom, Dad, and Calvin went home. Dad made a very big pumpkin pie! Everyone ate a sandwich. Then everyone ate a very big slice of pumpkin pie!



"Did you hear about the farm fair?" his mom asked. "There will be a pumpkin contest. The biggest pumpkin will win a prize."

Calvin ran out to the field. "I think I can find a big pumpkin for the fair!" he shouted.

"I'm certain you can find a very big pumpkin," Mom said.





It did not take Calvin long to find a big pumpkin. "Look at this pumpkin," Calvin yelled to Mom. "It's huge!"

Mom helped Calvin roll the huge pumpkin to Dad's truck. Dad put the pumpkin in the back of the truck. Then Mom, Dad, and Calvin went to the fair.

At the fair, Dad drove over a big bump. Bang! The back of the truck opened. Calvin's pumpkin rolled out! It broke into two parts.

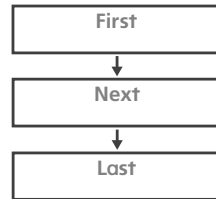
"Well," said Mom. "Let's try to put the parts together." So they did it. They pressed the parts together and made a whole pumpkin!



## Comprehension Check

### Retell

Use a Sequence Chart and the photos to help you retell the information in this book.



### Think and Compare

1. Turn to page 10. Between which steps should you add salt and pepper?  
*(Identify Sequence of Events)*
2. What fruit or vegetable have you seen growing? How was that different from or the same as a tomato plant?  
*(Apply)*
3. Why do you think some people grow their own fruits and vegetables?  
*(Analyze)*

# All About Tomatoes

by Emma LaConti



## Table of Contents

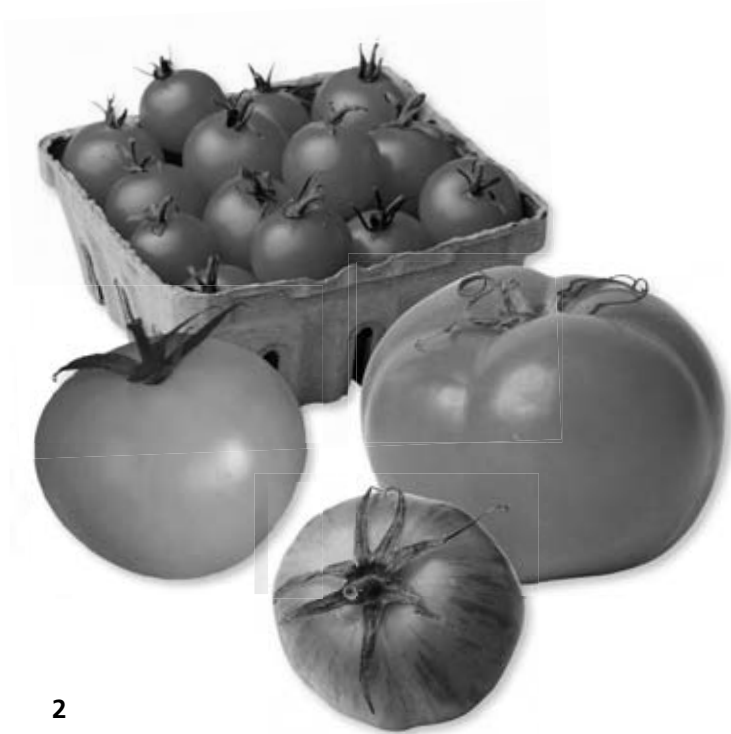
<b>Chapter 1</b>	
The Truth About Tomatoes . . . . .	2
<b>Chapter 2</b>	
Early Tomatoes . . . . .	4
<b>Chapter 3</b>	
Growing Tomatoes . . . . .	6
<b>Chapter 4</b>	
Things to Make with Tomatoes . . . . .	10
<b>Glossary/Index</b> . . . . .	15
<b>Comprehension Check</b> . . . . .	16



## Chapter 1

# The Truth About Tomatoes

Tomatoes taste great. They are good for you, too! Tomatoes are packed full of vitamins to help keep you healthy.



## Glossary

**fruits** (*FREW TZ*) the parts of the plant you can eat, that have seeds (*page 6*)

**ripe** (*REY EP*) ready to be picked and eaten (*page 3*)

**seedling** (*SEED-ling*) a young plant (*page 7*)

**stake** (*STAYK*) a stick or other support for a plant (*page 8*)

**transplant** (*trans-PLANT*) dig up a plant growing in one place and move it to another (*page 7*)

---

## Index

color, 3

fruit, 4-6, 8, 14

seeds, 6

size, 7, 9

soil, 7

stem, 8

sunlight, 6



Now you know all about tasty tomatoes. They are loved around the world.

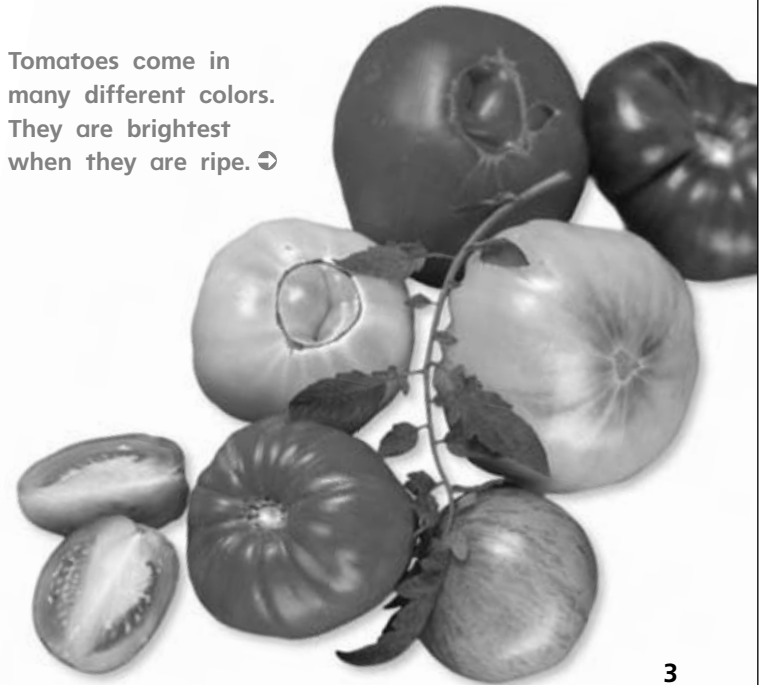
The next time you eat a tomato, you can share everything you know about this fabulous fruit.



Not all tomatoes are red. They can also be pink, yellow, black, orange, or white. Some tomatoes have two colors.

All tomatoes are green before they are **ripe**. When the tomato turns its true color, it is ready to be eaten!

Tomatoes come in many different colors. They are brightest when they are ripe. ➔





## Chapter 2

# Early Tomatoes

The tomato was first grown in the Americas. The Aztecs and Incas grew tomatoes more than 1,000 years ago. The Aztecs called them *tomatl*, which means "plump fruit."

Incan farmers gather vegetables to trade in Peru in the early 1500s. 🍅



Raw tomatoes are used in a Mexican salsa. A salsa is a fresh sauce. Follow these steps to make your own salsa.

## Salsa

See ingredients pictured below.

1. Have an adult chop some tomatoes, chili peppers, onion, and cilantro.
2. Mix them together.
3. Add a little salt and sugar.
4. Serve your salsa with tortilla chips.



tomatoes



chili peppers



onion



cilantro



Tomatoes don't have a scent, but the foods they help make around the world are very tasty.

Many Indian curries use tomatoes. They give chicken curry a flavorful punch!

Italian dishes such as spaghetti sauce and pizza use a lot of tomatoes.

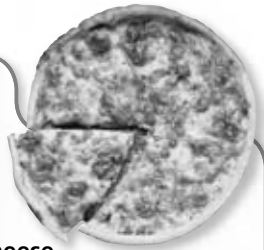
### **Pizza Margharita**

#### **Ingredients:**

- Pizza dough
- Chunky tomato sauce
- Grated fontina and romano cheese
- Olive oil

1. Spread a thin layer of olive oil on the dough.
2. Sprinkle sauce and grated cheese on top.
3. Ask an adult to heat your pizza in an oven.
4. When the cheese has melted, the pizza is ready to enjoy.

For a spicy Italian taste and aroma, add some herbs (oregano or marjoram) to your pizza.



Tomatoes and other fruits and vegetables were usually sold outdoors in France in the late 1500s.

Explorers took tomatoes back to Europe about 500 years ago. Some people there liked them very much. Others thought they would make them sick. For hundreds of years, many people wouldn't eat tomatoes.

The first tomatoes taken to Europe were yellow. Those tomatoes were called "love apples" or "golden apples."



### Chapter 3

## Growing Tomatoes

Tomatoes are **fruits**, not vegetables. They grow from seeds. Tomatoes also have seeds in them. The seeds have a gel (*JEL*) around them.

Tomatoes are easy to grow, if there is enough water, sunlight, and warmth. Tomatoes need warmth. Don't plant tomatoes if the weather is cold.



Tomatoes can also be cooked many different ways. They can be grilled, fried, baked, or boiled. Have you ever tasted fried green tomatoes? They are a special dish in some places. And what about ketchup? That is made from tomatoes with sugar and spices.



➦ Ketchup adds flavor to some meals.

Grilled tomatoes make a tasty side dish. ➦





## Chapter 4

# Things to Make with Tomatoes

Once tomatoes are picked, you can eat them raw. Wash them right away. Cut them up for salads, sauces, and sandwiches.

### Tomato Sandwiches

#### Ingredients:

- Sliced bread or bagel
- Butter, cream cheese, or mayonnaise
- Sliced tomato
- Salt and pepper



1. Butter one slice of bread or spread lightly with cream cheese or mayonnaise.
2. Lay tomato slices on the bread.
3. Sprinkle with a pinch each of salt and pepper.
4. If you would like, cover this slice with another slice of bread.

Good tomatoes need good soil. You can grow tomatoes in pots or in the ground. If the pot is big enough, you can leave your tomato plant in it. If it is not big enough, you will need to **transplant** the **seedling** into the ground.



- ☞ Place seeds on top of damp soil. Cover with a thin layer of soil. Keep the soil damp.



About four to six weeks later, the seedling might be this size. ☞

As the seedling grows taller, it grows more leaves and looks like a bush. People usually tie the slightly prickly stem to a **stake**. The plant climbs up the stake as it grows.

Next, the plant grows flowers. This is the blooming stage. After that, the flowers turn into fruit. The fruit of some tomato plants will take about six more weeks to get ripe. Other kinds will get ripe earlier.



🕒 This seedling has been transplanted and tied to a stake.



🕒 The flowers bloom about four weeks after transplanting.



🕒 Some plants grow up to six feet (1.8 m) tall. That's about as tall as a tall adult!

Now the tomatoes are fully grown. Their size depends on the kind of tomatoes they are.

Some tomatoes are very large. One can weigh as much as two pounds (1 kilogram). That is about the same weight as four potatoes! You would have to use your muscles to take a bag of these tomatoes home from the store.

Some tomatoes are small and round. They are called cherry tomatoes.



🕒 Tomatoes come in different shapes and sizes. The cherry tomato is on the left.



# Home-School Connection

## Word Workout

### WORDS TO KNOW

ancient                      confirm                      hopeful  
 unable                      valid

**Old Scroll** A scroll is a very old, long piece of writing wrapped around a bar. We can make up sentences with the words and write them on our own scroll.

### SPELLING WORDS

human    crazy    solo    giant    navy  
 lady    gravy    odor    open    lazy

**Look, Spell, and Speak** I'll let you see the words. Then I'll hide the words and say each one for you to spell.

## Dear Family Member:

Did you know that millions of years ago giant crocodiles were as long as a school bus? I'm reading all sorts of facts like that in *Meet the Super Croc*. I'm trying to think about what the article is really about. I look for the most important ideas and facts about crocodiles. Then I can tell you about the article in a short way. That's called a summary.

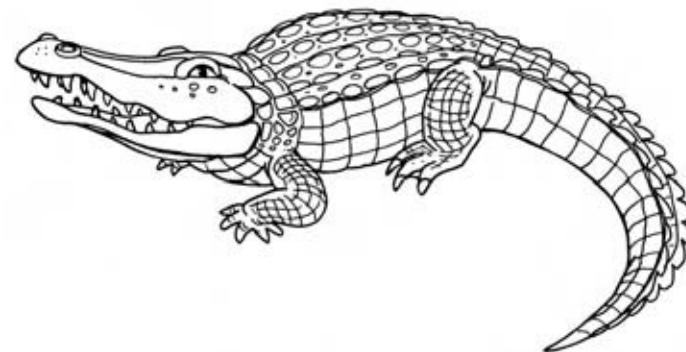
## This Week's Skills

**Comprehension:** summarize

**Vocabulary:** suffixes and prefixes

**Phonics:** the sounds of open syllables

**Spelling:** words with open syllables



Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Presto Change-O

Let's look at each picture and read the sentences. We can talk about what happens in the story. Then we can cross out any sentences and pictures that we don't think are needed in a summary. When we're done we can tell each other our own summaries.

"A lot happened before I became me."



"I used to be an egg. Yes, a tiny egg."



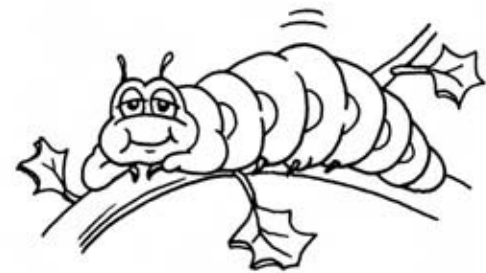
"It was nice being an egg. I was all curled up and cozy."



"I ate and ate and ate. I ate all the leaves on the plant."



"Then I hatched. It was a shock to see what was outside of my egg."



"Then I was ready to become me. That was very nice."





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

ancient                      confirm                      hopeful  
 unable                      valid

**Pergamino viejo** Un pergamino es un escrito largo y muy viejo enrollado alrededor de un palo en forma de rodillo. Usaremos las palabras en oraciones y las escribiremos en nuestro propio pergamino.

#### PALABRAS DE ORTOGRAFÍA

human    crazy    solo    giant    navy  
 lady    gravy    odor    open    lazy

**Mira, deletrea y habla** Te voy a dejar que veas las palabras. Después las voy a cubrir y voy a decirlas una por una para que tú las deletrees.

### Queridos familiares:

¿Sabían que hace millones de años había cocodrilos gigantes que eran tan largos como un autobús escolar? Estoy leyendo toda clase de datos como ese en *Meet the Super Croc*. Estoy tratando de averiguar de qué trata realmente este artículo. Busco las ideas y datos más importantes sobre cocodrilos. Luego podré contarles el artículo en pocas palabras, es decir, hacer un resumen.

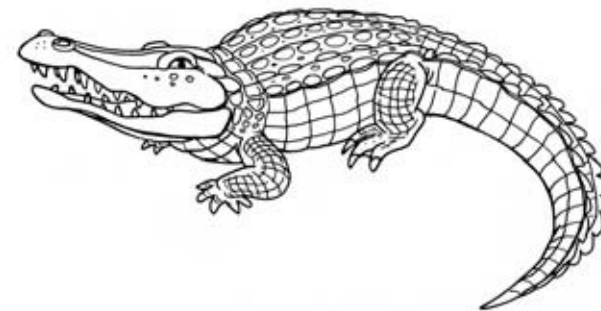
### Destrezas de la semana

**Comprensión:** resumir

**Vocabulario:** los sufijos y prefijos

**Fonética:** los sonidos de las sílabas abiertas

**Ortografía:** palabras con sílabas abiertas



Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Cambios sorprendentes

Vamos a mirar cada ilustración y leer las oraciones. Podemos hablar de lo que pasa en el cuento. Luego podemos tachar las oraciones e ilustraciones que creamos que no sean necesarias en un resumen. Cuando terminemos nos podemos contar nuestros propios resúmenes.

"A lot happened before I became me."



"I used to be an egg. Yes, a tiny egg."



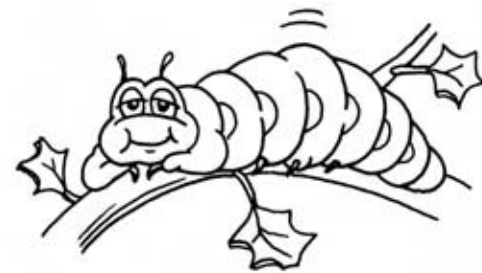
"It was nice being an egg. I was all curled up and cozy."



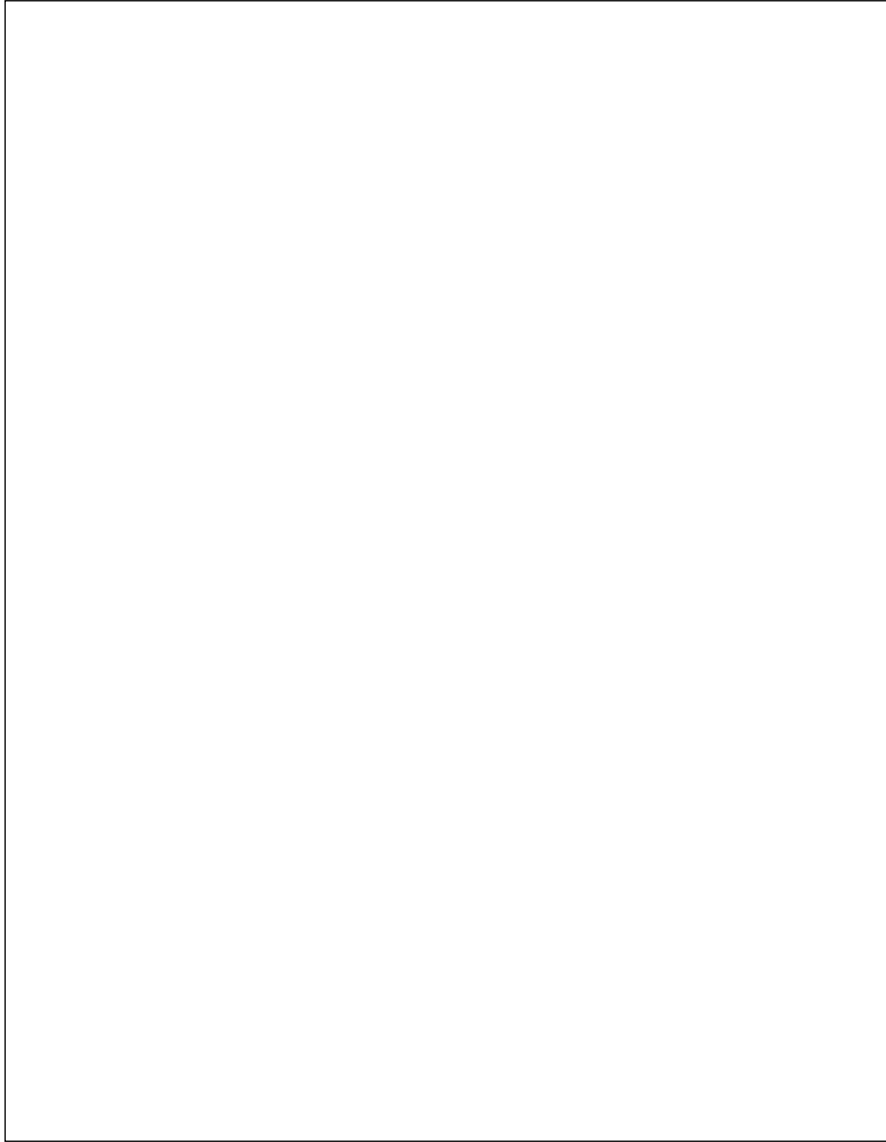
"I ate and ate and ate. I ate all the leaves on the plant."



"Then I hatched. It was a shock to see what was outside of my egg."

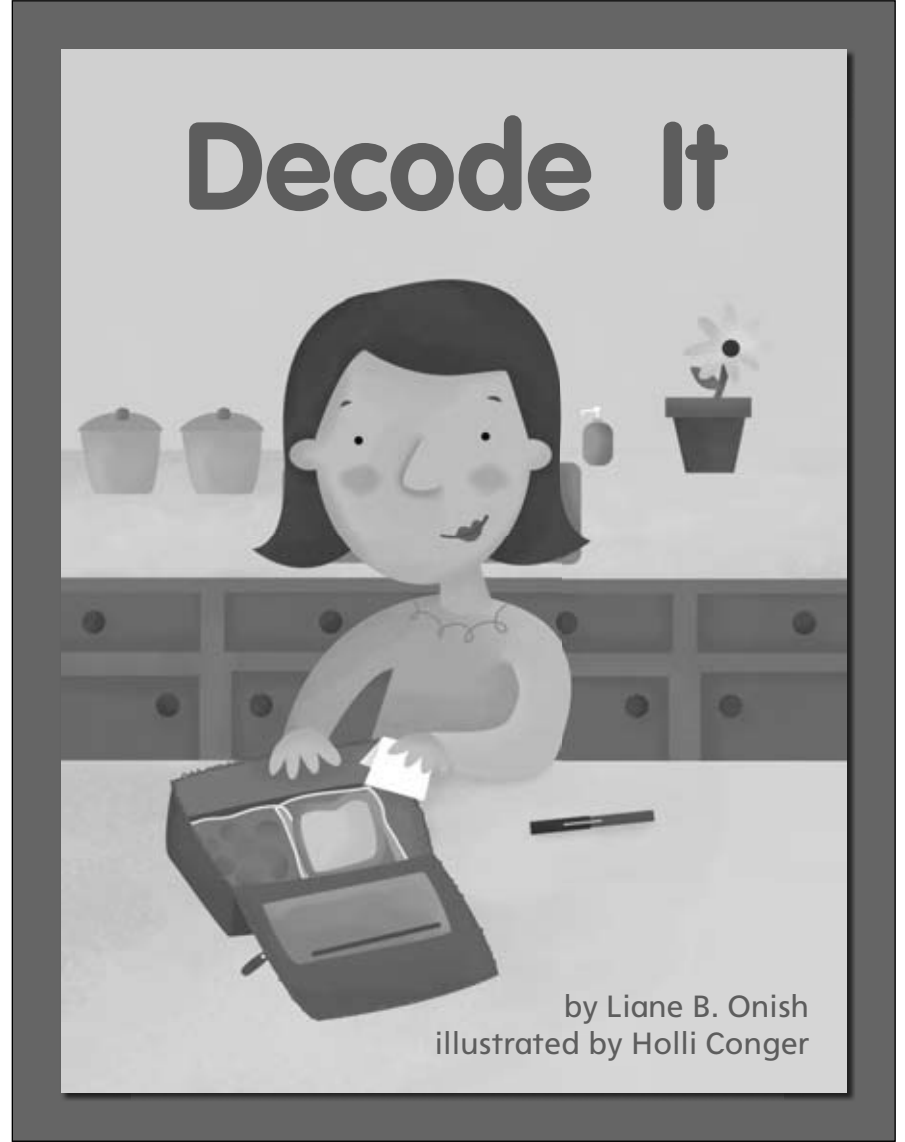


"Then I was ready to become me. That was very nice."



© Macmillan/McGraw-Hill

Decode It

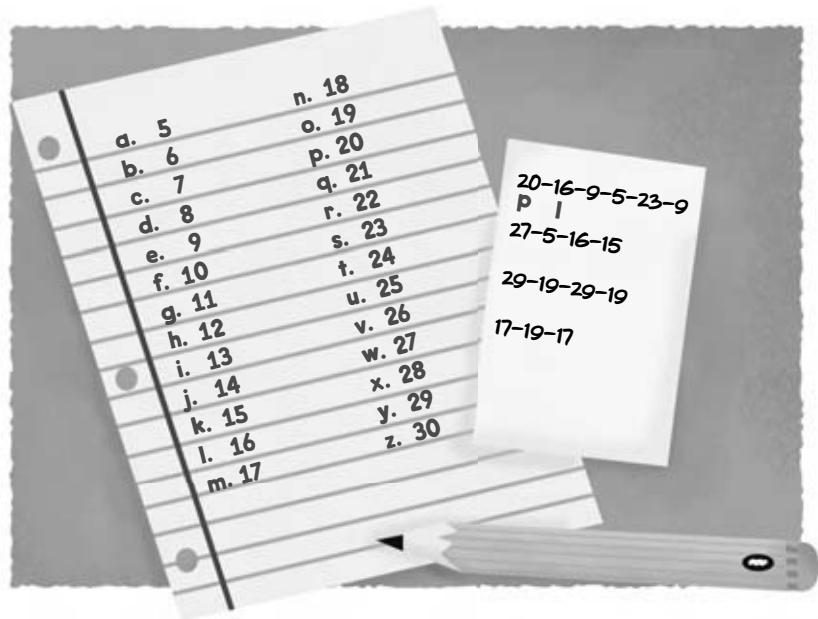


# Decode It

by Liane B. Onish  
illustrated by Holli Conger



Irene moved her violin case off the table. Noah, the new boy, sat down and opened his lunchbox. So did Irene. Inside, she found a note. "Who's that from?" asked Noah.



Irene and Noah decoded the note.  
 Noah asked, "Who's Yo-yo?"  
 Irene replied, "My dog."  
 This is the note from Irene's mom.  
 Can you decode it?

Irene said, "My mom. She writes me notes to remind me of stuff. She often writes them in a secret code."

"You can read that?" he asked.

"Not yet," said Irene. "Today is Friday. So the secret code is plus 5. Let me show you."

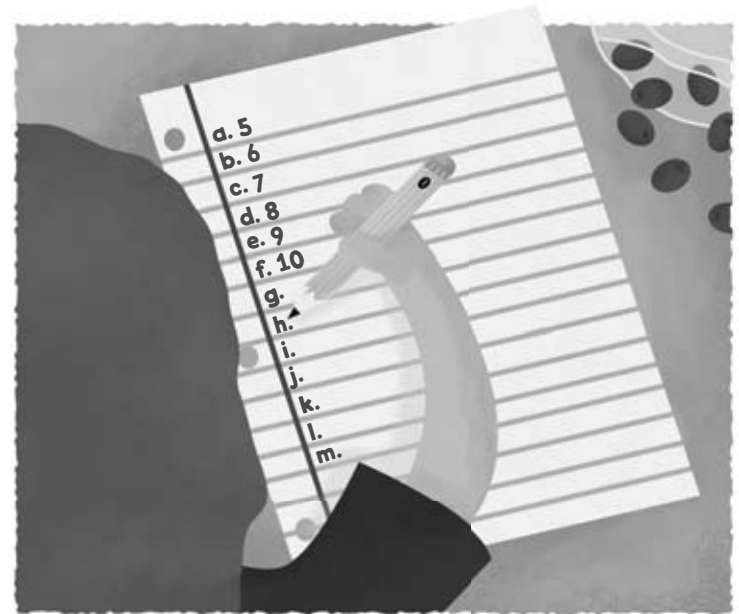




Irene wrote the letters *a-z* down the side of a notebook page. Then she wrote numbers under the letters. Irene said, "On Monday, the number 1 stands for the letter *a*. On Tuesday, the second day, 2 stands for *a*. Friday is the fifth day, so 5 stands for *a*."

"I get it," said Noah. "So in Friday's plus 5 code, *a* is 5, *b* is 6, *c* is 7, *d* is 8, *e* is 9, and *f* equals 10."

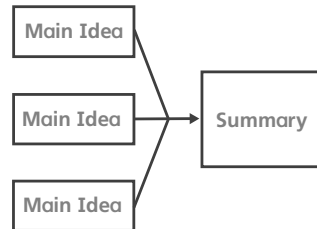
"That's the idea!" said Irene. "All the way to 30 for *z*."



## Comprehension Check

### Retell

Use a Summary Chart and the photos to help you retell what you learned in this book.



### Think and Compare

1. Look at page 8. What makes dragonflies such good hunters? (**Summarize**)
2. Some rainforests and underwater places still have not been explored. Would you like to explore new places to find living fossils? Why or why not? (**Apply**)
3. Why do you think scientists look for and study fossils? (**Analyze**)

# Living Fossils

by Andrew Whitmore



## Table of Contents

<b>Chapter 1</b>	
All About Fossils . . . . .	2
<b>Chapter 2</b>	
Underwater Animals . . . . .	4
<b>Chapter 3</b>	
Insects . . . . .	8
<b>Chapter 4</b>	
Animals That Outlived Dinosaurs . . . . .	10
<b>Chapter 5</b>	
Future Fossils . . . . .	14
<b>Glossary/Index</b> . . . . .	15
Comprehension Check . . . . .	16

## Chapter 1

# All About Fossils

Most kinds of animals that lived long ago have disappeared. These animals are **extinct**. Some extinct animals were unable to **adapt** to changes around them. Some died in floods or earthquakes.

Other kinds of animals have hardly changed since long ago. These animals are “living **fossils**.” Like real fossils, they teach us about the past.

A real fossil is seen under a magnifying glass.



## Glossary

**adapt** (*uh-DAPT*) to change for different conditions (*page 2*)

**extinct** (*ek-STINGKT*) no longer living (*page 2*)

**fossils** (*FOS-uhlz*) the remains of plants or animals from long ago preserved in rock (*page 2*)

**reptiles** (*REP-tighlz*) cold-blooded animals that breathe air, usually lay eggs, and have skin covered with scales or bony plates (*page 12*)

**survive** (*suhr-VIGHV*) to live through (*page 6*)

---

## Index

beetles, 9, 14

coelacanths, 3, 14

crocodiles, 10–11, 14

dragonflies, 8, 14

horseshoe crabs, 7, 14

insects, 3, 8–9, 14

sharks, 4–5, 14

tuataras, 12–14

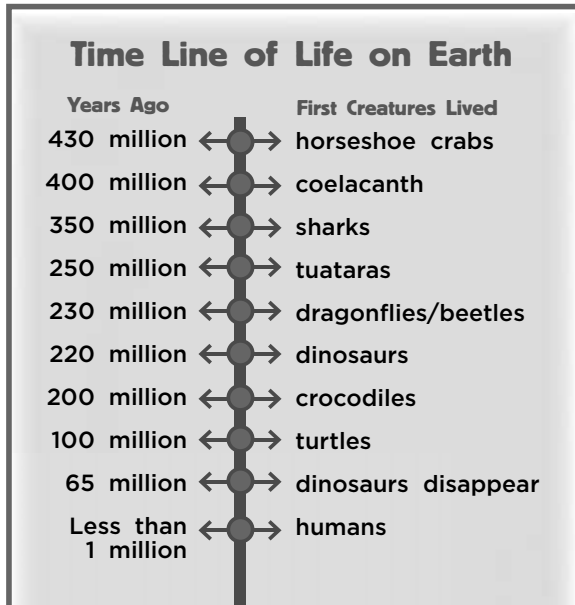
turtles, 6, 14



## Chapter 5 Future Fossils

It is valid to think we will find more living fossils because we still have many sites to explore. We are hopeful that we will learn more about life on Earth as we find new living fossils.

This chart lists the insects and other animals in this book. They all lived before humans.



Today coelacanths live in the Indian Ocean.

One living fossil is the coelacanth. This fish looks the same as ancient coelacanths that lived 400 million years ago.

### How Animal Fossils Form

1. An insect or other animal dies.
2. It is buried.
3. The body breaks down.
4. Earth hardens around the bones to form rock.
5. The animal's outline is a fossil.

## Chapter 2

# Underwater Animals

Sharks have lived in the sea for more than 350 million years, and they have not changed much over time. They eat the same kinds of food, and they hunt the same way. Even their teeth have not really changed. Fossil shark teeth are like the teeth of sharks today.

Sharks can have up to 3,000 teeth.



4

© Macmillan/McGraw-Hill

Living Fossils

A tuatara has a third eye on top of its head. This eye can't see, but it can react to light. Scientists think this eye helps the tuatara know if it has been in the sun too long.

The tuatara gets its name from the large spines down its neck, back, and tail.



13



Tuataras were once found all over New Zealand. Now they only live on a few islands near New Zealand.

Tuataras look like big lizards. They have been on Earth longer than any other **reptiles**.

Tuataras only need to breathe once an hour. Their eggs take a year or more to hatch. Baby tuataras grow slowly, so that's probably why they can live more than 100 years!



This scientist holds the jaws of a great white shark. He stands inside a model of an ancient shark's jaws.

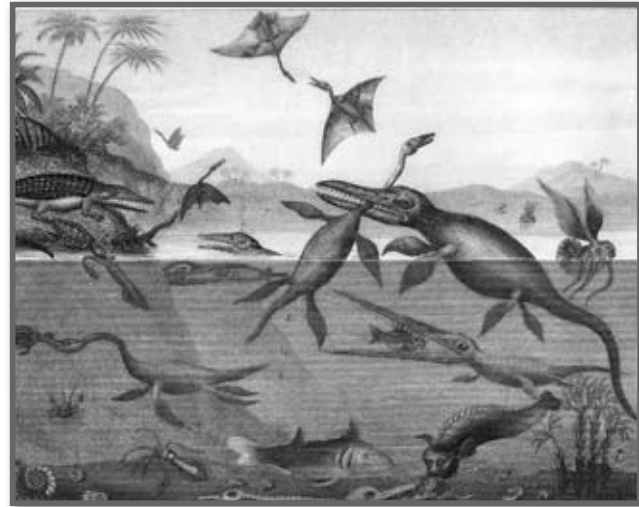
A great white shark can grow to be about the size of a large moving van. In ancient times, some sharks were much bigger than that.

No one knows how long sharks can live. Some may live as long as 100 years.



The leatherback is the world's largest sea turtle. It weighs more than 1,000 pounds (454 kilograms).

Turtles have thick shells that have helped them to **survive**. Turtles can pull their head, tail, and legs inside when they feel unsafe. Turtles have protected themselves in this way for 100 million years.



This picture shows sea life 65 million years ago. A crocodile was the biggest sea animal.

The biggest crocodiles today are about 26 feet (8 meters) long. Some ancient crocodiles were twice as long. That's about the size of a school bus!

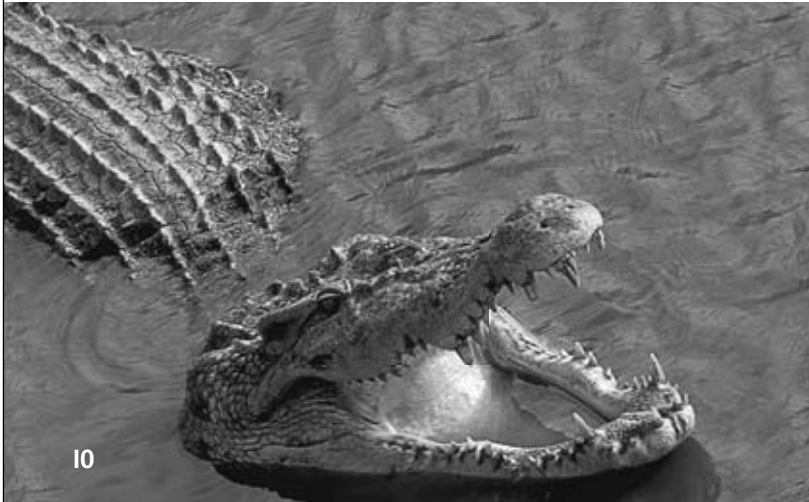
## Chapter 4

# Animals That Outlived Dinosaurs

Crocodiles look a lot like dinosaurs. But crocodiles have lived 65 million years longer than their dinosaur relative.

They survive because they are tough. Crocodiles can go without food for a whole year!

Crocodiles are protected by a bony covering.



10

© Macmillan/McGraw-Hill

Living Fossils

Horseshoe crabs have strong shells, too. They have been around for 430 million years! The reason they have survived may be because other animals do not hunt them for food.

The horseshoe crab has a small body under its shell. It does not have much meat for other animals to eat.

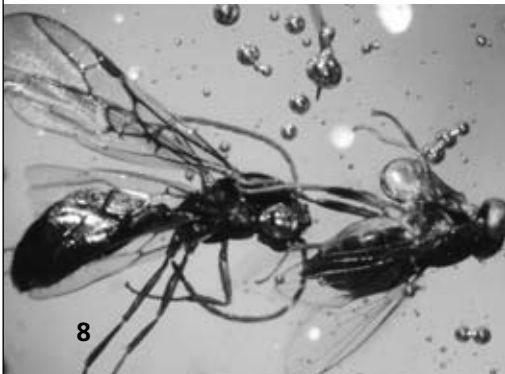


7

## Chapter 3 Insects

Many insects have stayed the same since ancient times. One insect that hasn't changed is the emperor dragonfly. Fossils of dragonflies confirm that they have remained the same for 230 million years.

Dragonflies are good hunters. Their four wings make them so fast they can grab other insects right out of the air. Most birds find it impossible to catch dragonflies.



This is a dragonfly fossil. These dragonflies were trapped in sticky plant sap millions of years ago.

8

© Macmillan/McGraw-Hill

Living Fossils



This scarab beetle looks the same as the scarab beetles that lived millions of years ago.

Beetles also have not changed much in 230 million years. Today they are the most common insect found in the world. They can live in hot or cold temperatures. Their hard wings protect them from many insects and other animals.

9



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

fluttered      recognized      snuggled  
 vanished      peered      giggled

**Poet's Corner** Let's write some poems with your words. I'll ask you what each word means and then we can write a sentence using the word. As we write more sentences, we can build a poem.

#### SPELLING WORDS

lit      little      set      settle  
 rip      ripple      pad      paddle  
 middle      bubble

**Short and Long** To play this game, I'll give you a little time to look at the words. Then I'll say each word for you to spell. We'll sort the words to show which words are one syllable and which are two syllables.

### Dear Family Member:

I'm reading *Farfallina & Marcel* in class this week. I learned to make inferences as I read. An *inference* is a good guess about things the author doesn't say. I make it as I read the author's hints. For example, in the beginning of the story, Farfallina and Marcel liked each other and played together. I decided they would become good friends. I'll see if I'm right as I read the rest of the story.

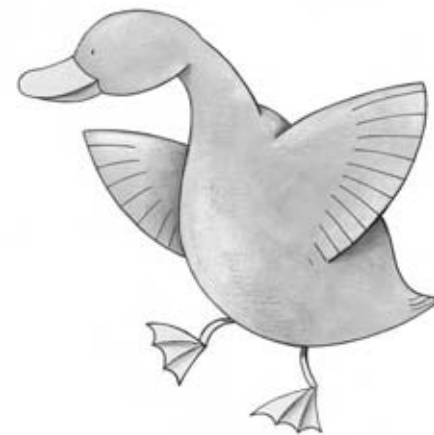
### This Week's Skills

**Comprehension:** make inferences

**Vocabulary:** thesaurus—  
synonyms

**Phonics:** the sound of *le*

**Spelling:** words ending  
with *le*

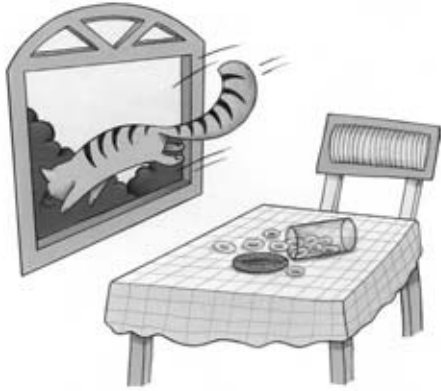


Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# I Can Say Because I Saw

Let's read the questions. Then we can use the pictures to make inferences about what we see. When we're all done, we can explain why we made our inferences.



Why is the cat jumping out of the window?



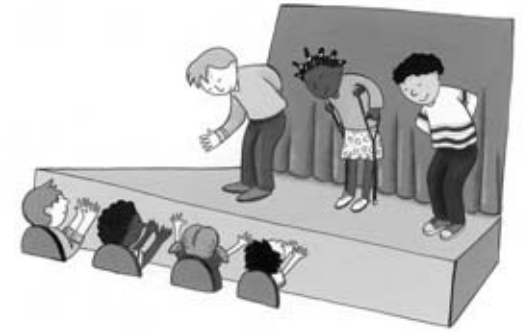
Why are the children running?



Why is the woman annoyed?



Why is the boy unhappy?



Why are the children cheering?



What guess can you make about this picture?





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

fluttered	recognized	snuggled
vanished	peered	giggled

**El rincón del poeta** Vamos a escribir poemas con las palabras de la lista. Te voy a preguntar qué significa cada palabra y después vamos a escribir con ella una oración. A medida que escribamos más oraciones, podremos crear un poema.

#### PALABRAS DE ORTOGRAFÍA

lit	little	set	settle
rip	ripple	pad	paddle
middle	bubble		

**Corta y larga** Para jugar este juego te voy a dar unos minutos para que mires las palabras. Luego voy a decir cada palabra para que tú la deletrees. Para terminar, vamos a clasificar las palabras para ver cuáles palabras tienen una sílaba y cuáles tienen dos sílabas.

### Queridos familiares:

Esta semana estoy leyendo en clase *Farfallina & Marcel*. Aprendí a hacer inferencias cuando leo. Una *inferencia* es una buena suposición que hago a partir de las cosas que el autor no dice. Es trator de adivinar las cosas que el autor no dice. Por ejemplo, al principio del cuento, Farfallina y Marcel se llevaban bien y jugaban juntos. Me parece que se harán amigos. Veré si tengo razón cuando lea el resto del cuento.

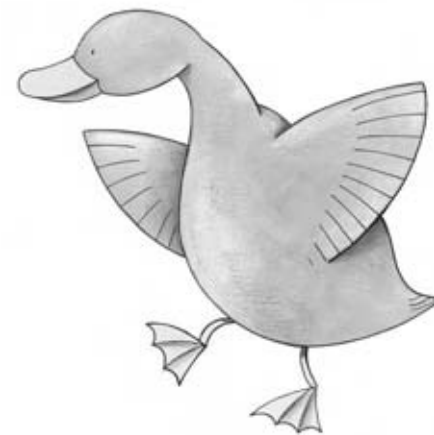
### Destrezas de la semana

**Comprensión:** hacer inferencias

**Vocabulario:** tesoro—sinónimos

**Fonética:** el sonido de le

**Ortografía:** palabras que terminan en le

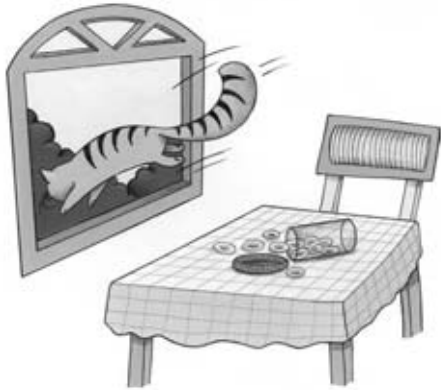


Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Lo sé porque lo vi

Vamos a leer las preguntas. Luego podemos usar las ilustraciones para hacer inferencias sobre lo que vemos. Cuando terminemos, podemos explicar por qué hicimos esas inferencias.



Why is the cat jumping out of the window?



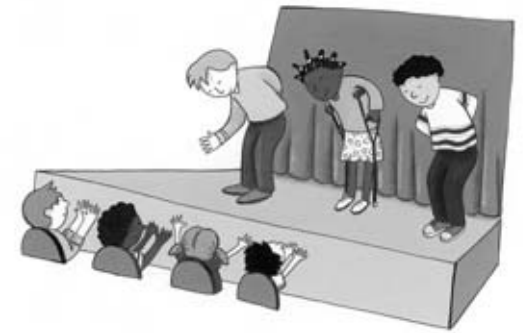
Why are the children running?



Why is the woman annoyed?



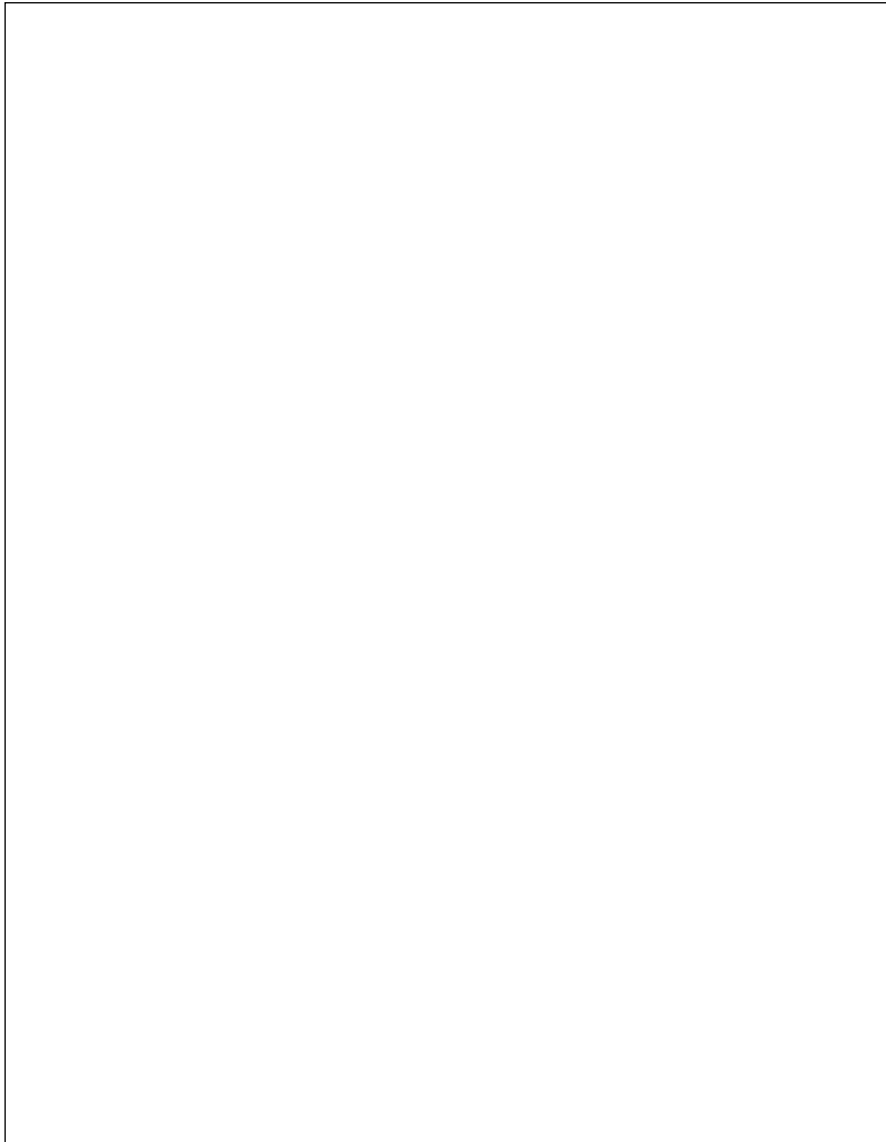
Why is the boy unhappy?



Why are the children cheering?

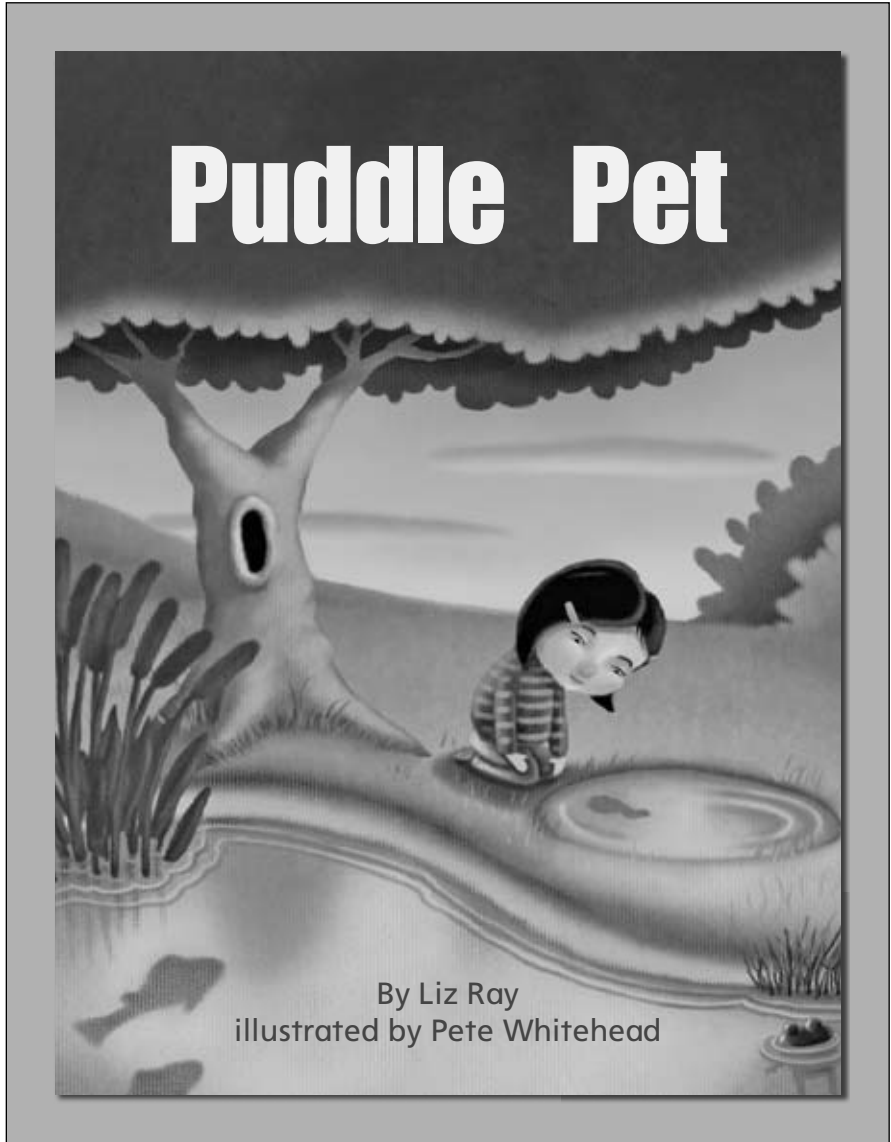


What guess can you make about this picture?



© Macmillan/McGraw-Hill

Puddle Pet

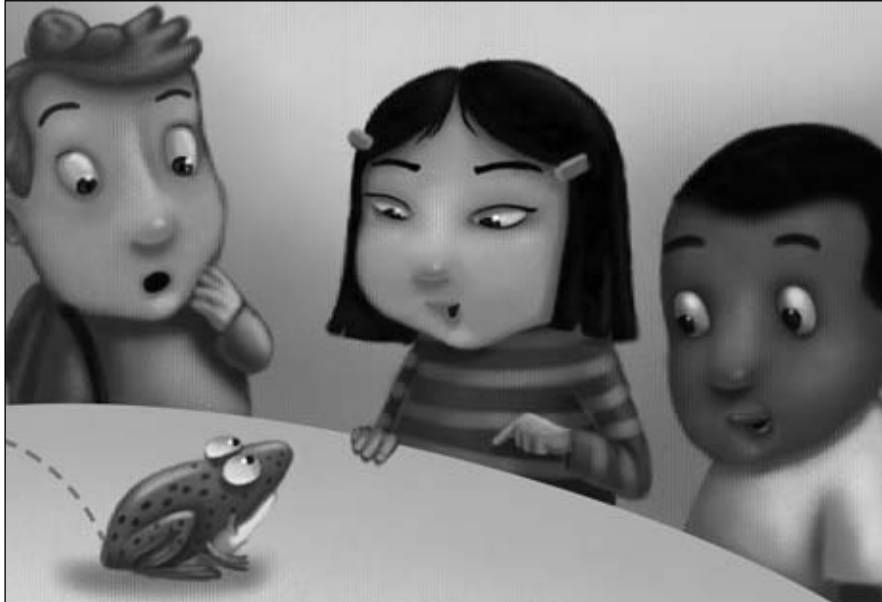




“Look at my new pet,” said Jen.  
“I found it in a big puddle.”

Her friends huddled near Jen’s  
bowl. A small dark speck swam  
over some pebbles.

“It’s only a fish,” grumbled Jake.  
“A fish is nothing special.”



"See what Speckle can do now," Jen called to her friends.

"A fish can only blow bubbles and swim," said Jake.

"But Speckle isn't a fish," Jen said, putting her pet on the table. "He's a frog, and he can jump!"

"I think this fish is special," Jen told the group. "I'll name him Speckle." She jiggled the bowl and light sparkled off the fish.

"You can't play with a fish or cuddle it," said Jake.

"I like to watch him," said Jen.





Jen took good care of Speckle. She fed him and cleaned his bowl each day. It was fun to watch Speckle swim and blow bubbles.

One day, Jen saw that her fish had little back legs. She was puzzled. Fish don't have legs! What was going on?

Jen kept watching her pet. As Speckle got bigger, his legs got bigger too. Then he grew front legs. His tail became shorter and his body changed shape.

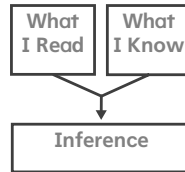
Jen had learned something important. Speckle was not a fish!



## Comprehension Check

### Retell the Story

Use an Inference Chart and the pictures to help you retell this story.



### Think and Compare

1. Turn to page 7. What does Hermie need to make himself safer as he grows? (*Make Inferences*)
2. In what place nearest to your home might you see hermit crabs? (*Apply*)
3. How is the crabs' shelter like the shelter people need? (*Analyze*)

# Hermie the Hermit Crab

by Jo Schmidt  
illustrated by Anne Sulzer



## Table of Contents

<b>Chapter 1</b>	
A Cradle for Crabs .....	2
<b>Chapter 2</b>	
A Home for Hermits .....	6
<b>Chapter 3</b>	
Beach Party .....	10
<b>Chapter 4</b>	
New Homes .....	12
Comprehension Check .....	16

## Chapter I

# A Cradle for Crabs

My name is Hermie. My mother was a land hermit crab. She laid her eggs on the wet rocks next to the sea.



"Come on, Hermie," said Harriet.  
"I've found a great new place. I'm a faster swimmer and a faster climber!"

Harriet was climbing a tree!

I climbed the tree with Harriet and rested in its shade.

We were happy in our new homes.

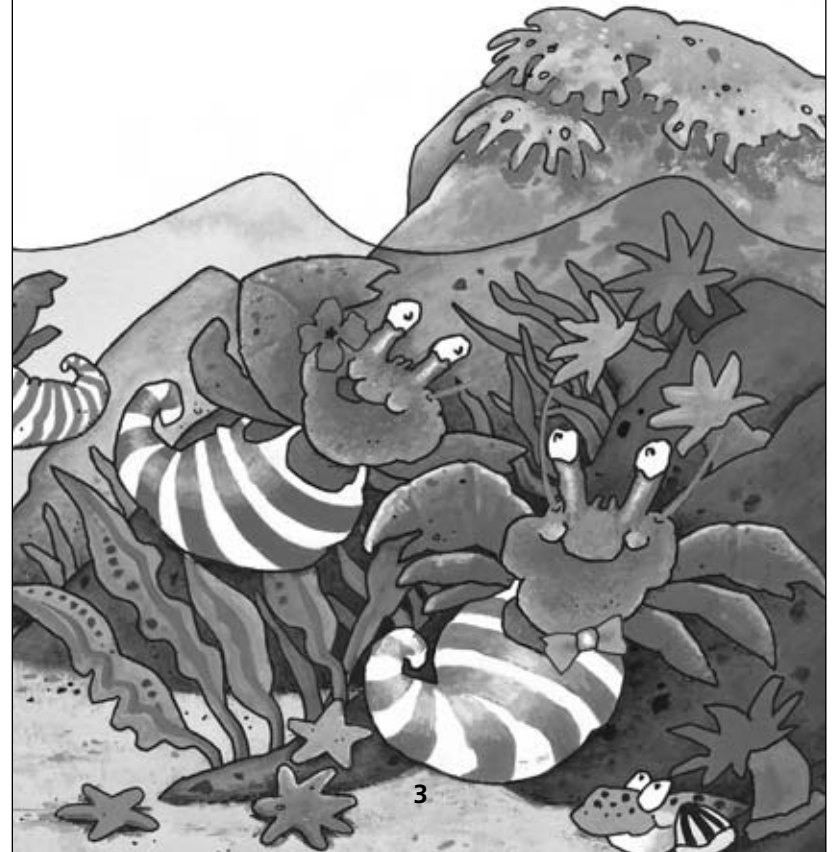




So I tried on that shell, and it fit!  
"Who's wearing my old shell?"  
a voice giggled.  
"Harriet!" I cried. There was Harriet  
in a new shell.



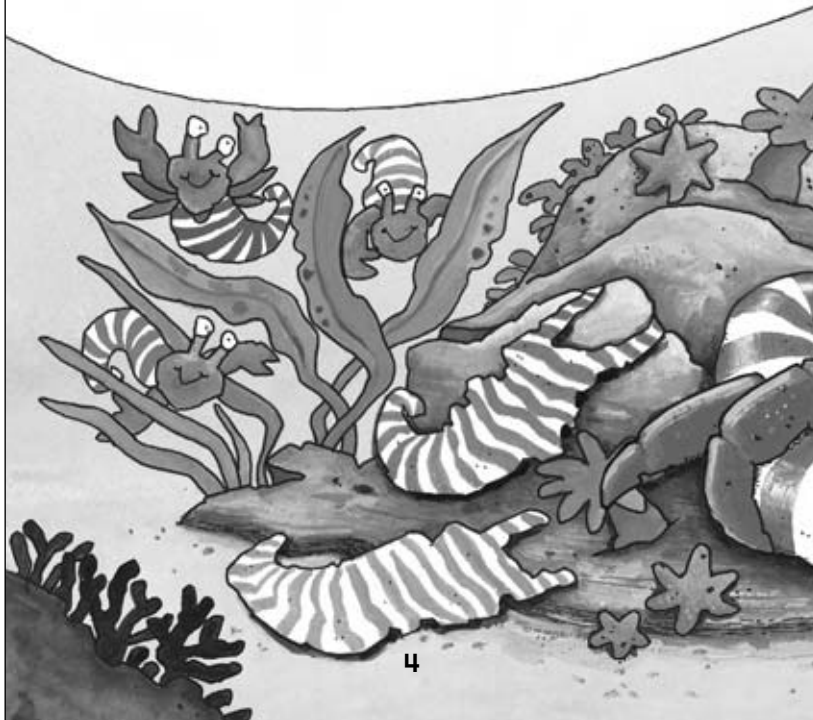
When I hatched, I floated in the  
warm ocean. I saw many other baby  
hermit crabs there, and that is where  
I met my friend Harriet.



As we grew, we molted. We slipped out of the hard skin around our body.

When we had molted for the last time, we knew it was time to swim to shore.

Our lungs were changing, and soon we would only be able to breathe air.



© Macmillan/McGraw-Hill

Hermie the Hermit Crab

When I came out of the sand, I needed to find a bigger shell. But first I went to find Harriet.

Then I saw the shell I'd last seen her wear. I peered inside the shell, but Harriet wasn't there.



## Chapter 4 New Homes

My body had grown again, and my skin felt tight. I needed to molt, so I dug into the wet sand, digging deeper and deeper.

And that is where I stayed until my new skin hardened.

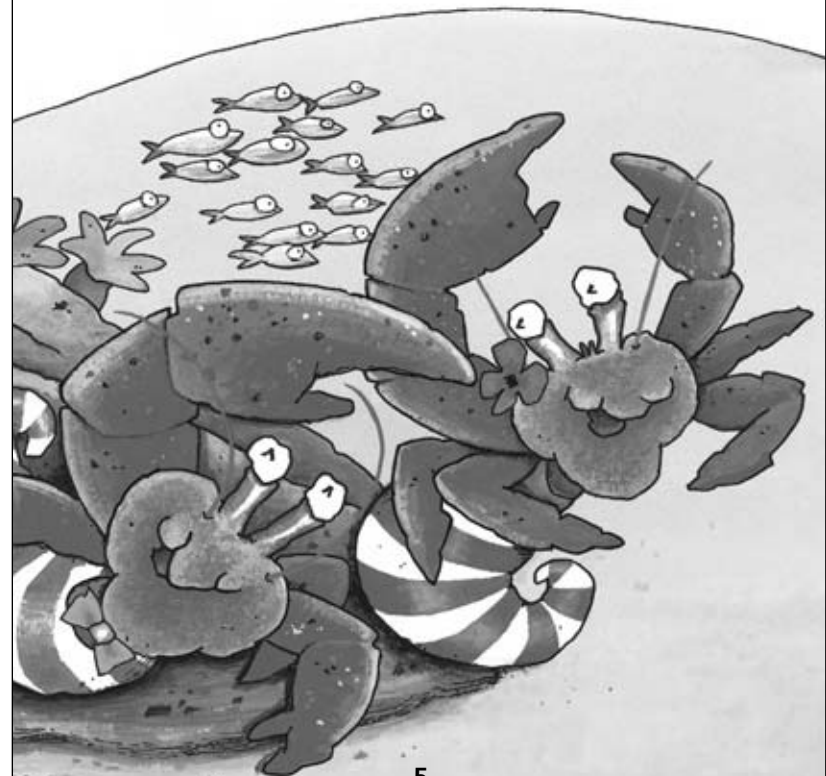


12

"Let's leave the ocean together, Hermie," said my friend Harriet.

"That's a great idea!" I said.

We were excited about what life would be like on land.



5

## Chapter 2

# A Home for Hermits

The closer we swam to shore, the warmer the water felt. Up, up, up, we swam. Then we breathed air for the first time as the strong waves pushed us onto the shore.

"I'm faster than you!" yelled Harriet.

"I'm not far behind you!" I shouted.



6

I liked crawling on the beach in the early morning. During the day we found new places to hide from the hot sun.



Hermie the Hermit Crab

© Macmillan/McGraw-Hill

## Chapter 3 Beach Party

It was fun living on the beach.  
Mostly we came out at night.

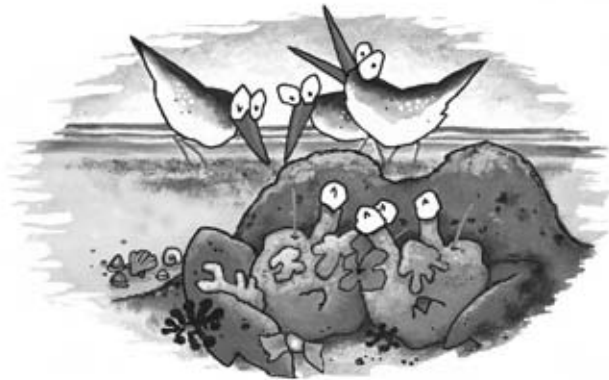
We enjoyed being together. We were  
like one great big family. We would  
swap shells and claw wrestle.



We needed to find somewhere cool  
and safe to rest. The sand was too  
hot. Hungry seabirds fluttered nearby.

We crawled into wet, cool seaweed.  
It was a perfect place to hide, and it  
was good to eat, too!

We found a lot of other things to  
eat, like sea sponges and pieces of  
driftwood. We ate and ate. And we  
rested. But we had to leave this spot.



"We can't stay here!" I cried. "We need to find some shells that will keep us safe. Let's look in that rock pool."

"I found one," called Harriet, as she vanished inside an old pipe.

She soon recognized that the pipe wasn't a good home. Our homes usually travel with us wherever we go. The old pipe was too heavy!



Then we found a lot of empty sea snail shells that were just right.

I snuggled my soft body inside one of them. I left my legs and large claw outside.

Then Harriet found her shell. Now we felt safe on the shore!





# Home-School Connection

## Word Workout

### WORDS TO KNOW

beloved	glanced	gleamed
noble	promised	wiggled

**Once Upon a Time** Will a princess kiss a frog? In this game, we'll find out! That's because we'll use the words to make up a fairy tale.

### SPELLING WORDS

no	male	baby	bacon	return
noble	female	basic	relate	lion

**Vowel Hunt** I'll say a one-word syllable from the list. You tell me if the word ends in a vowel. Then I'll give you a two word syllable from the list. Tell me the vowel that it ends with.

## Dear Family Member:

In *Nutik, the Wolf Pup*, a young Eskimo boy takes care of a sick wolf pup. The boy's sister was rescued by wolves, so I think the boy and girl know a lot about them. I'm making a smart guess. I can make a lot of good guesses. They make the story even more interesting because I know things the author doesn't say.

## This Week's Skills

**Comprehension:** make inferences

**Vocabulary:** word parts ending in ed

**Phonics:** the sound of open syllables

**Spelling:** words with open syllables



© Macmillan/McGraw-Hill (fold here)

Name \_\_\_\_\_

# Reading Between the Lines

Let's look at each picture and read the sentences. Then we can use the pictures and words to make guesses about the story. When we're done, we can explain what clues we used to make our inferences.

Where did the bone come from? Why is the dog happy?



Why is Chuck making the card?



Who are the children? How do they feel?  
Why do they feel this way?



What guess can you make about this picture?





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

beloved                  glanced                  gleamed

noble                      promised                  wiggled

**Había una vez** ¿Va la princesa a besar al sapo? ¡En este juego lo averiguaremos! Vamos a usar las palabras de la lista para crear un cuento de hadas.

#### PALABRAS DE ORTOGRAFÍA

no                  male                  baby                  bacon                  return

noble                  female                  basic                  relate                  lion

**Cacería de vocales** Voy a decirte una palabra de una sílaba de la lista. Tú me dirás en qué vocal termina. Luego yo te diré una palabra de dos sílabas. Tú me dirás en qué vocal termina.

### Queridos familiares:

En *Nutik, the Wolf Pup*, un niño esquimal cuida a un cachorro de lobo enfermo. Los lobos habían rescatado a la hermana del niño, así que creo que el niño y su hermana saben mucho sobre lobos. Estoy haciendo una buena conjetura. Puedo hacer muchas conjeturas buenas. Hacen que el cuento sea aún más interesante porque sé cosas que el autor no dice.

### Destrezas de la semana

**Comprensión:** hacer inferencias

**Vocabulario:** partes de la palabra que terminan el ed

**Fonética:** el sonido de las sílabas abiertas

**Ortografía:** palabras con sílabas abiertas



Nombre \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

# Leer entre líneas

Vamos a mirar cada ilustración y leer las oraciones. Luego podemos usar las ilustraciones y las palabras para hacer inferencias sobre el cuento. Cuando terminemos, diremos qué pistas usamos para hacer nuestras inferencias.

Where did the bone come from? Why is the dog happy?



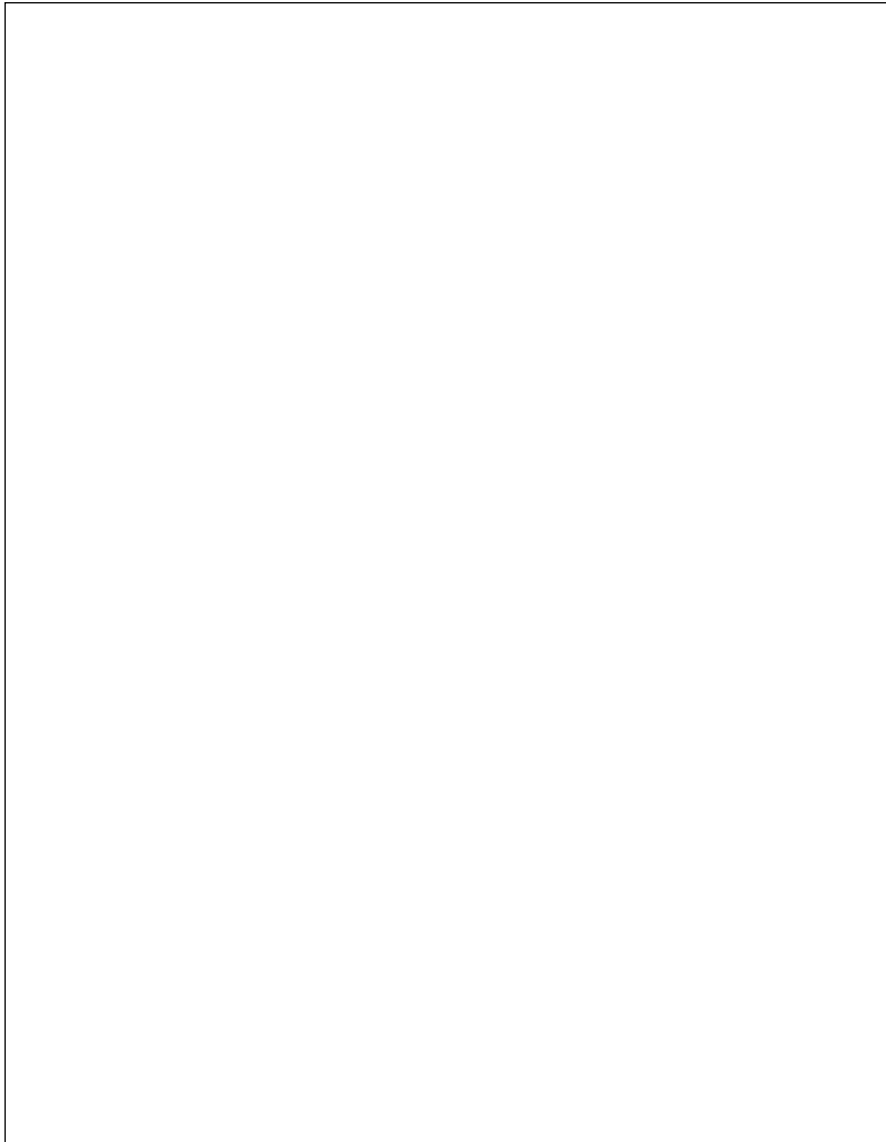
Why is Chuck making the card?



Who are the children? How do they feel?  
Why do they feel this way?

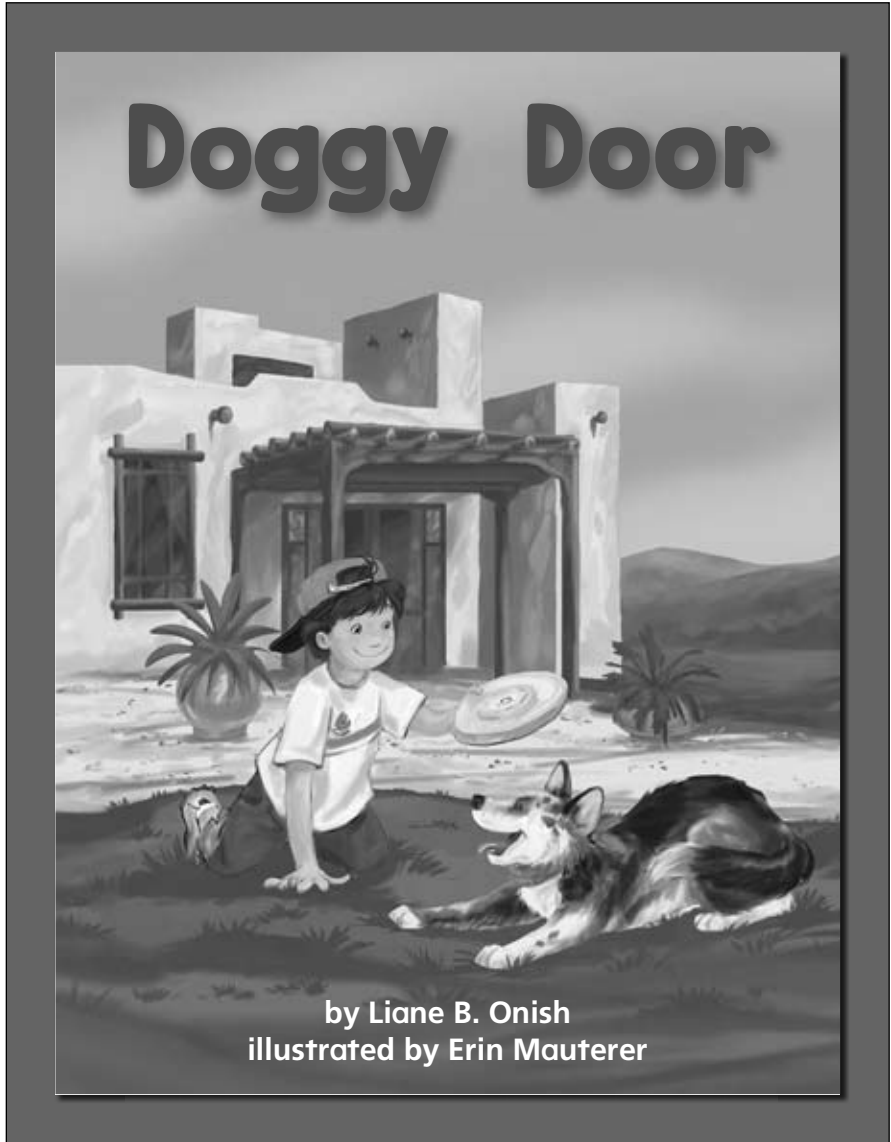


What guess can you make about this picture?



© Macmillan/McGraw-Hill

Doggy Door





The basement door was open.  
Mom said, "Cody, didn't I remind  
you to close the basement door  
last night?"

"I did remember, Mom. But she  
opened it," Cody said.

"Where is she?" Mom asked.



After Cody returned from taking Sophie for a walk, the basement door was open.

"What are you doing, Mom?" he asked.

"I am putting in a new lock!" she said.

There she was. Sophie, the Irish sheepdog, was sound asleep on the new sofa.

Mom said, "In order to keep the new sofa looking new, Sophie needs to sleep in the basement. How did she get out?"





"Sophie opened the door herself," Cody said.

"I don't believe it! Show me!" Mom said.

So Cody, Mom, and Sophie went into the basement and closed the door.

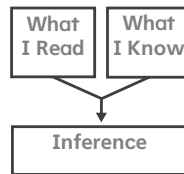
Sophie stood on the third step and jumped up. Her big front paws hit the doorknob and slid off. Sophie repeated the jumping and pawing until the doorknob turned.



## Comprehension Check

### Retell

Use the Inference Chart and the photos to help you tell about a dolphin calf and its mother.



### Think and Compare

1. Could dolphins survive as well without the special clicking sound they make? (*Make Inferences*)
2. How is a dolphin's family like your family? How is it different? (*Apply*)
3. Do you think mother dolphins are good parents to their calves? Why or why not? (*Analyze*)

# Look Out for Dolphins

by **Liane B. Onish**



## Table of Contents

### Chapter 1

What Does a Baby Dolphin Do?... 2

### Chapter 2

How Do Dolphins Get Along?..... 6

### Chapter 3

How Do Dolphins Live?.....12

Glossary/Index .....15

Comprehension Check .....16

## Chapter I

# What Does a Baby Dolphin Do?

Dolphins are animals that live in the ocean. A dolphin baby is called a calf. A dolphin calf needs to learn to swim right away. That's because dolphins breathe air. A dolphin calf must learn to swim to the **surface**, or top of the water, so it can get air to breathe.



## Glossary

**echo** (*EK-oh*) the sound that comes back when sound waves hit something (*page 8*)

**echolocation** (*ek-oh-loh-KAY-shuhn*) a way to find things using sound waves (*page 8*)

**pods** (*podz*) groups of dolphins living together (*page 5*)

**social** (*SOH-shuhl*) liking to be with other people or animals (*page 5*)

**surface** (*SUR-fis*) the top part or outside of something (*page 2*)

---

## Index

blowhole, 10–11

calf, 2–7, 12, 14

food, 9

milk, 2, 4, 14

sound, 8–9, 11

waves, 6



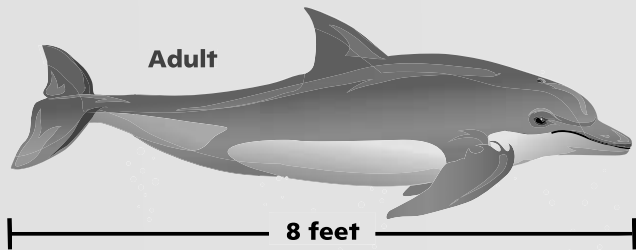
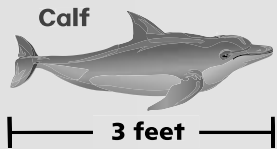
Someday the calf will be big like its mother. For now it is happy to swim with its mother, drink milk, and play.

If you are at the shore, promise to look out for dolphins. You just may be lucky enough to get a glance of one of these adorable creatures!



Dolphins need to breathe air one or two times a minute.

A dolphin calf is 3 feet (1 m) long and weighs about 30 pounds (14 kg). It will grow to be 8 or 12 feet (2.4 or 4 m) long and weigh about 1,000 pounds (454 kg). During its first year, the calf drinks milk from its mother. After a few months, it also starts to eat fish.



Noble dolphins help each other survive.

Chapter 3  
**How Do Dolphins Live?**

Living together is good for dolphins for many reasons. The calves have aunts to look after them. They can surround a school of fish and take turns eating. If one dolphin is hurt, the others try to help it.

Together, dolphins can fight enemy sharks and other predators, such as killer whales. And, of course, dolphins enjoy all sorts of fun and games playing in the ocean with one another.



Sunlight gleams on a group of dolphins swimming together.

Dolphins are **social** animals. They like being with other dolphins. They live in groups called **pods**. Some dolphin calves live in pods with their parents and grandparents.



## Chapter 2

# How Do Dolphins Get Along?

Baby dolphins are playful. They play catch with each other, tossing bits of seaweed. Sometimes they will ride waves behind boats. Often they leap and dive together.



Playful dolphins wiggle high in the air.

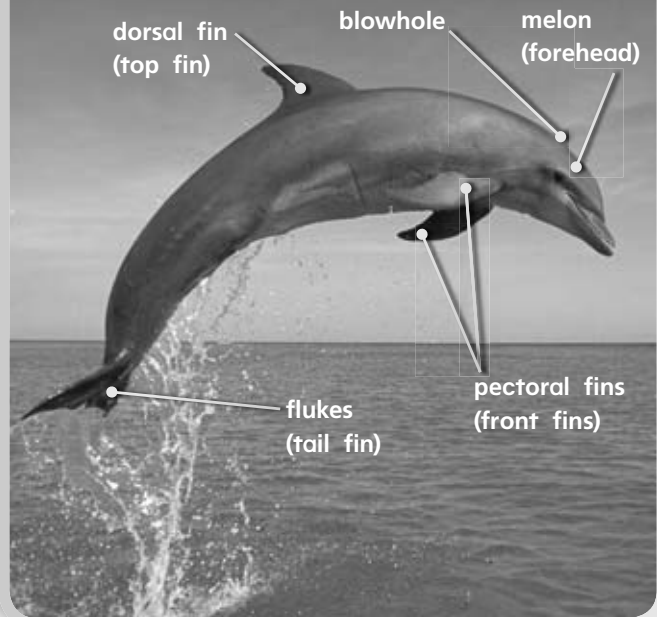
A dolphin breathes air in and out of its blowhole. The sounds it makes come from its forehead.

A dolphin looks like it is smiling because the lower part of its jaw sticks out. Its big eyes help a dolphin see extremely well in and out of the water.

A dolphin has 80 to 100 teeth while humans have 32.



## Dolphin Body



A dolphin flips its tail fin up and down to swim. The top fin keeps a dolphin up, and the front fins help it go the right way.

A dolphin mother keeps an eye on her calf while it plays. But when she goes to hunt for food, other dolphins called aunts look after her beloved calf.

Like other animal babies, dolphin calves like to be close together.

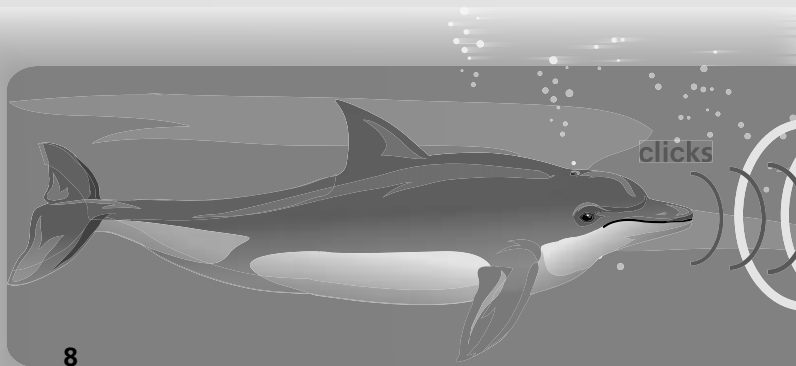
Dolphins nap together near the surface.



All dolphins make the same click sound. But every dolphin makes a whistling sound that only it can make. The sound lets its mother know, "It's me! I'm here!"

Sound moves through water. Dolphins use sound waves under the water. These sound waves help them get around and stay safe. This is called **echolocation**. Here's how it works. Dolphins make click sounds. The sound waves hit something to make an **echo**. The echo tells what the thing is and its location.

### How Echolocation Works

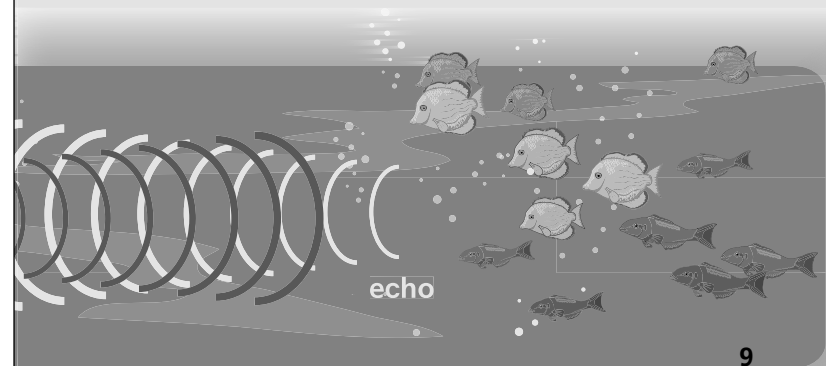
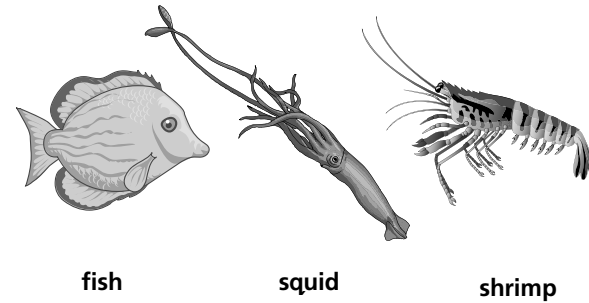


© Macmillan/McGraw-Hill

Look Out for Dolphins

Dolphins hunt a lot, so they use echolocation to help them find food.

### What Dolphins Eat





# Home-School Connection

## Word Workout

### WORDS TO KNOW

beyond	burrow	distant
lengthy	ranger	warning

**Story Fun** Let's have fun telling stories with your words. I'll ask you what each word means. Then we'll make up a short story with them.

### SPELLING WORDS

rat	rid	sad	jig	apple
rattle	riddle	saddle	jiggle	puddle

**Two for One** I'll give you a pair of words. First, you'll tell me if the words are alike. They may have the same number of syllables, end in a consonant, or one word may end in **le**. Then you'll spell both words. To finish, we'll make a sentence using those words.

© Macmillan/McGraw-Hill (fold here)

## Dear Family Member:

I'm reading *Dig, Wait, Listen* this week. I'm learning that writers have different reasons for writing a book. Their reason is called the *author's purpose*. Figuring out the author's purpose helps me understand the story better. I'm learning about different desert animals in *Dig, Wait, Listen*. Maybe teaching me about them is the author's purpose.

## This Week's Skills

**Comprehension:** author's purpose

**Vocabulary:** possessives, such as *Bill's hat* or *Vanessa's mother*

**Phonics:** the sound of **le**

**Spelling:** words that end in **le**



Name \_\_\_\_\_

# Penny for a Purpose

We'll take turns tossing a coin on the book. When our coin lands on or near a book, let's talk about why the author might have written the book. Tell me why you would or would not want to read the book.



© Macmillan/McGraw-Hill





## Ejercicio de palabras

### PALABRAS DE VOCABULARIO

beyond	burrow	distant
lengthy	ranger	warning

**Cuéntame un cuento** Vamos a crear un cuento con las palabras de la lista. Te preguntaré qué significa cada palabra. Luego crearemos con ellas un cuento corto.

### PALABRAS DE ORTOGRAFÍA

rat	rid	sad	jig	apple
rattle	riddle	saddle	jiggle	puddle

**Dos por uno** Te voy a dar un par de palabras. Primero me dirás si las palabras se parecen. Pueden tener el mismo número de sílabas, terminar en una consonante, o tal vez una palabra termine en **le**. Entonces tu deletrearás ambas palabras. Para terminar, vamos a crear una oración usando esas palabras.



## Conexión con el hogar

### Queridos familiares:

Esta semana estoy leyendo *Dig, Wait, Listen*. Estoy aprendiendo que los escritores tienen diferentes razones para escribir un libro. Esa razón se llama el *propósito del autor*. Entender el propósito del autor me ayuda a entender mejor un libro. En *Dig, Wait, Listen* hay mucha información sobre diferentes animales del desierto. Tal vez el propósito del autor sea enseñarnos sobre esos animales.

### Destrezas de la semana

**Comprensión:** propósito del autor

**Vocabulario:** posesivos, como *Bill's hat* o *Vanessa's mother*

**Fonética:** el sonido de **le**

**Ortografía:** palabras que terminan en **le**



Nombre \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

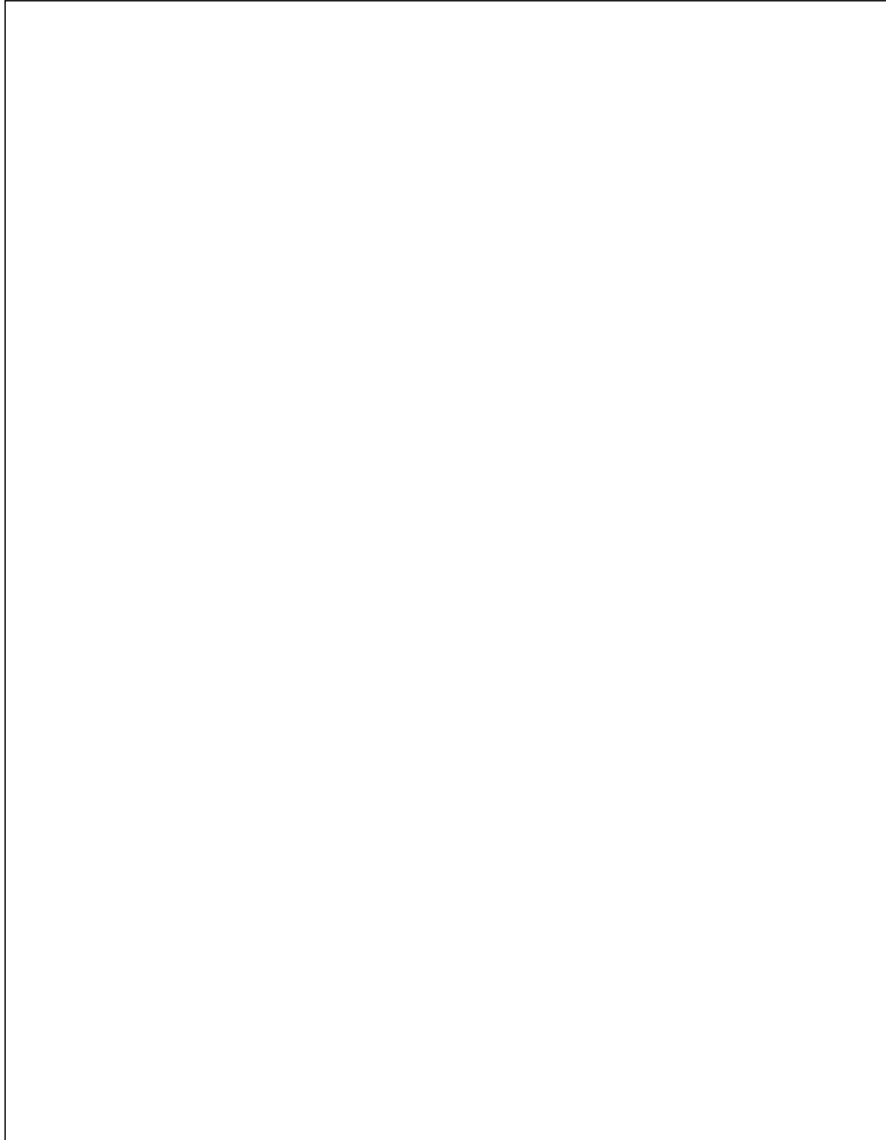
# Dime el propósito

Vamos a turnarnos para lanzar una moneda en el libro. Cuando la moneda caiga sobre un libro o cerca de uno, hablaremos de por qué el autor escribió ese libro. Dime además por qué quisieras leer ese libro o por qué no.



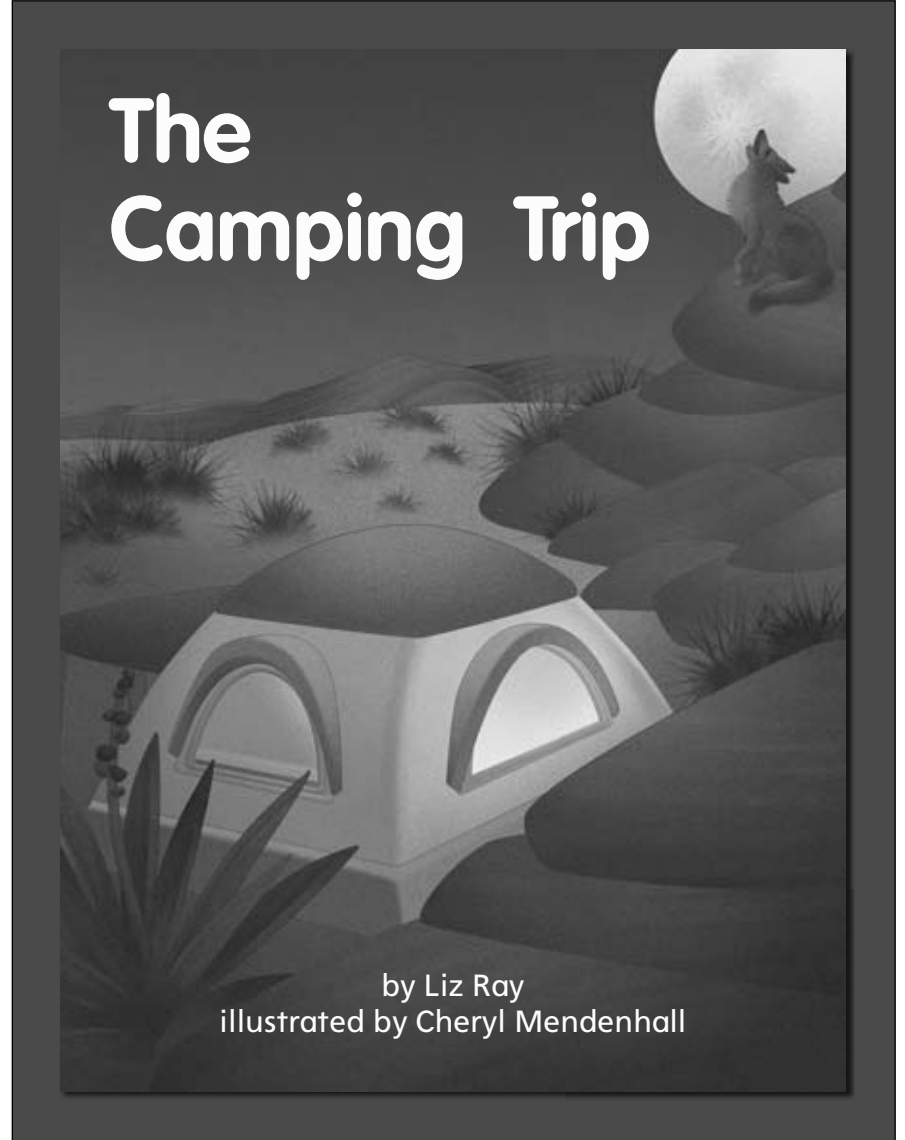
© Macmillan/McGraw-Hill





© Macmillan/McGraw-Hill

The Camping Trip



# The Camping Trip

by Liz Ray  
illustrated by Cheryl Mendenhall



Dad took Max and Jill camping in a local desert for several days.

"I don't like it here," Max grumbled. "It's too hot and dry."

"I can't see a single living thing," said Jill. "Just rocks, pebbles, and sand blowing in the wind."



Max saw a lizard scramble up a rock. A hawk soared over them.

That night they watched the stars twinkle and sparkle like a shiny nickel. A soft wind ruffled their hair.

"I like the desert now," said Max.  
"So do I," said Jill.



Dad made a simple supper of hot dogs, pickles, and apples. They ate by the light of a candle. Then Max and Jill crawled into their sleeping bags.

In the middle of the night, a strange sound filled the tent.



"Listen!" said Jill. She trembled.  
"It sounds like a howling giggle!"  
"What is it?" Max asked, huddled  
in his sleeping bag.  
"I think it's a coyote," said Dad.  
"They live in the desert."

The next day, the kids and Dad  
went on a hike.

"Look at these marks in the  
sand," said Dad. "I think snakes  
made them."

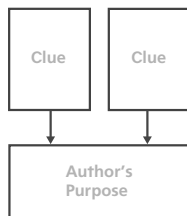
"These look like mouse footprints,"  
said Jill.



## Comprehension Check

### Retell

Use the Author's Purpose Chart and the photos to retell what you read about in this book.



### Think and Compare

1. Turn to page 9. Why do you think the author wrote about the pygmy owls? (*Evaluate Author's Purpose*)
2. Should people protect the Sonoran Desert? Why or why not? (*Apply*)
3. The desert is a hot, dry place. Animals have special ways to live there. Name other places where animals might need special ways to live. (*Analyze*)

# Sonoran Desert Animals

by Betsy Hebert



## Table of Contents

Where Is the Sonoran Desert? .....	2
Sonoran Mammals .....	4
Sonoran Birds .....	8
Sonoran Reptiles .....	10
Sonoran Plants .....	12
Comprehension Check .....	16

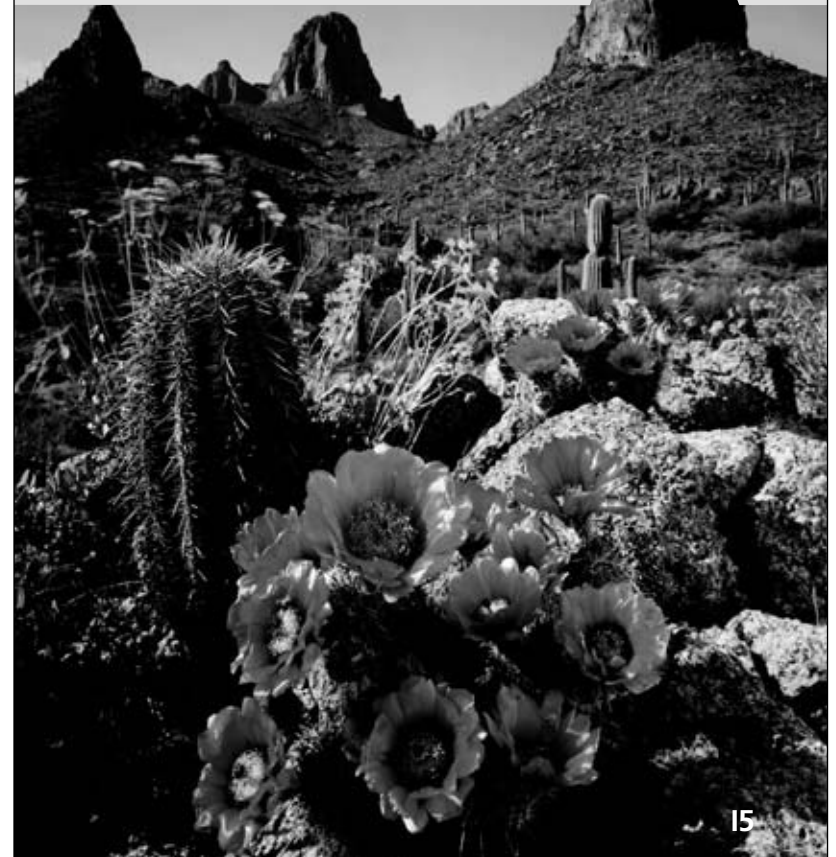
## Where Is the Sonoran Desert?

The Sonoran Desert is not in a distant land. It is in parts of Arizona, California, and Mexico.

The Sonoran Desert is hot and dry. But it gets more rain than any other desert.



The Sonoran Desert is filled with flowers when it rains. ↴





The Sonoran Desert is a special place. Now you know some of the animals and plants that live there. They all have their own way to survive in the hot, dry desert.

Many animals and plants live in the Sonoran Desert. How can they live in such a hot, dry place? Desert animals and plants do not need much water.

The Sonoran Desert stretches from Sonora in Mexico to Arizona and California in the United States. ↻



## Sonoran Mammals

Big cats called cougars live in the Sonoran Desert. Cougars are mammals. They have fur, and their babies are born live. The babies drink the mother's milk. Cougars are predators. They hunt other animals for food.

Cougars hunt at night. The desert is cooler then. ↻



4

Animals and birds ↻  
eat the seeds of  
the ironwood tree.



Ironwood trees grow in the desert, too. They are helpful to the desert animals. The air is very hot beyond the tree's branches. It is cooler in the shade of the tree. Animals rest in the shade. Small plants grow there, too.

13

## Sonoran Plants

The saguaro cactus grows in the Sonoran Desert. It can be 50 feet (15 meters) tall! The stem of the cactus stores water for the plant.

Many desert animals eat the saguaro's bright red fruit. ↪



The mother cougar teaches her cubs how to hunt. The cubs have spots when they are born. As they grow, the cubs lose their spots.

Cougars and their cubs rest in the shade during the hot day. ⬇



Bighorn sheep live in the desert mountains. They eat the hard, dry plants that grow there. Bighorns can live for a lengthy time without water. If a bighorn has a big drink, it can live without more water for a week.

The horns of a bighorn sheep can weigh up to 30 pounds (14 kilograms). ➔



6

© Macmillan/McGraw-Hill

Sonoran Desert Animals

The rattlesnake hunts small animals, too. The snake hunts mostly at night. It has a rattle at the end of its tail. The sound of the rattle is a warning to other animals.

A rattlesnake shakes its rattle when it is about to bite. ➔



11

## Sonoran Reptiles

Snakes and lizards are reptiles. The Gila monster is a big lizard that lives in the desert. It makes a burrow in the sand and lays its eggs there. The Gila monster hunts for small animals at night.

A Gila monster has scaly skin, like all reptiles. It is about 20 inches (51 centimeters) long. ↴



⤴ Prairie dogs bark if danger is near. This warning helps the group stay safe.

Prairie dogs live in the desert, too. Each family makes its home in a burrow. It is cooler underground than outside in the hot sun. When the day cools off, the prairie dogs come out to find grass and seeds to eat.

## Sonoran Birds

Birds called roadrunners live in the desert. They cannot fly far. But roadrunners can run quickly on their long legs. They catch insects, lizards, and snakes to eat. Roadrunners rest during the hottest part of the day.

Roadrunners get most of the water they need from their food. ↴



8

The pygmy owl is a very little bird. It hunts during the cool parts of the day, not at night. Pygmy owls have good eyesight. They are able to see insects, lizards, and earthworms to eat from far away.

The color of the pygmy owl helps it blend into trees. ↴



9



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

beasts	handy	itches
nibble	preen	puddles

**The Funny Papers** We can make a cartoon with your words. I'll ask you what each word means. Then we can draw silly pictures and write sentences with the words. The funny cartoon will make people laugh!

#### SPELLING WORDS

way	ball	explain	joy	display
enjoy	meadow	play	away	balloon

**Part of the Crowd** Lets write the words above on index cards. Then put the words that are a smaller part of another word in a group. Here's an example: **joy** is part of the word **enjoy**. Are there any words in the list that don't have a match?

### Dear Family Member:

I'm reading *Splish! Splash! Animal Baths*. It's got all sorts of neat facts about how animals take baths. Birds sit on a giraffe's neck and pick off ticks. Pigs roll around in mud. It makes their skin cool. I see how the animal baths are alike and different. This is fun!

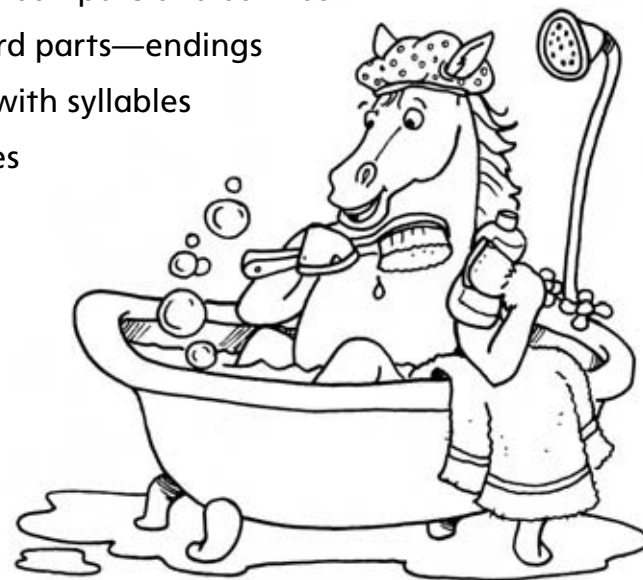
### This Week's Skills

**Comprehension:** compare and contrast

**Vocabulary:** word parts—endings

**Phonics:** words with syllables

**Spelling:** syllables

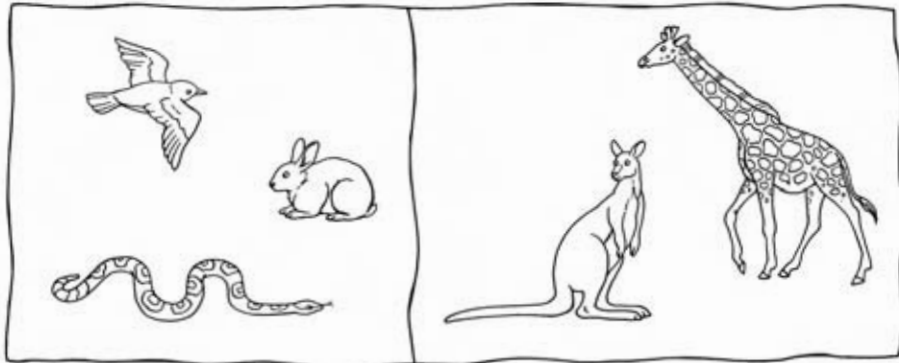
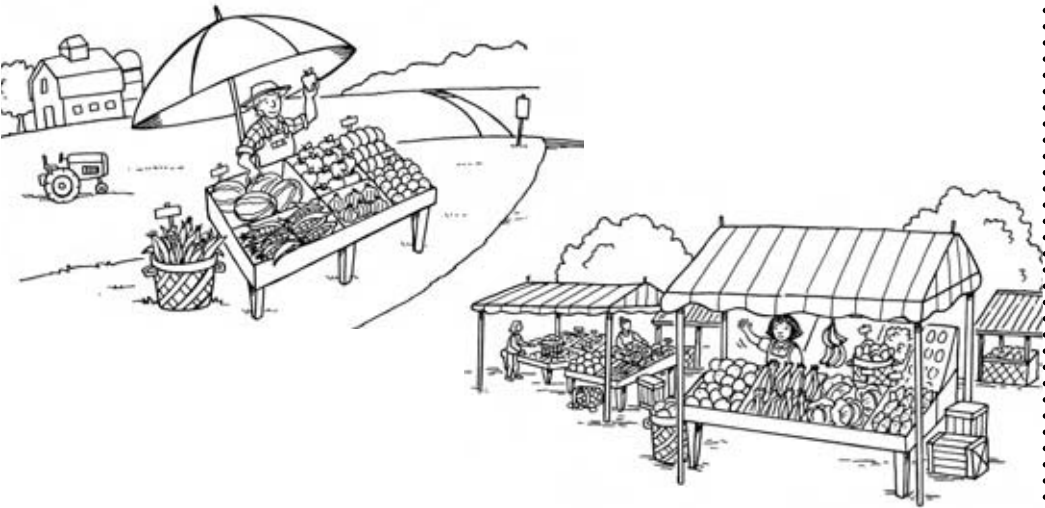


Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Big and Small, Tall and Short

Let's talk about how the pictures are the same and how they are different. For each set of pictures, let's think of another picture that could be in the set. For example, if the two pictures were of a rowboat and a sailboat, we might add a raft or a motorboat.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

beasts	handy	itches
nibble	preen	puddles

**Historietas Vamos** a hacer una historieta con tus palabras. Te voy a preguntar qué significa cada palabra. Luego podemos hacer unos dibujos graciosos y escribir oraciones con las palabras. ¡La historieta va a hacer reír a los que la vean!

#### PALABRAS DE ORTOGRAFÍA

way	ball	explain	joy	display
enjoy	meadow	play	away	balloon

**Parte del grupo** Vamos a escribir las palabras de arriba en tarjetas. Luego, pongamos las palabras que son una pequeña parte de otra palabra en un grupo. Por ejemplo: *joy* es parte de la palabra *enjoy*. ¿Hay alguna(s) palabra(s) en la lista que no forme parte de otra palabra?

### Queridos familiares:

Estoy leyendo en clase *Spish! Splash! Animal Baths*. Tiene toda clase de datos increíbles sobre cómo se bañan los animales. Los pájaros se posan en el cuello de una jirafa y se sacan los insectos. Los cerdos ruedan por el barro porque refresca su piel. Puedo ver en qué se parecen y en qué se diferencian los baños de los animales. ¡Es divertido!

### Destrezas de la semana

**Comprensión:** comparar y contrastar

**Vocabulario:** partes de la palabra—terminaciones

**Fonética:** palabras con sílabas

**Ortografía:** sílabas

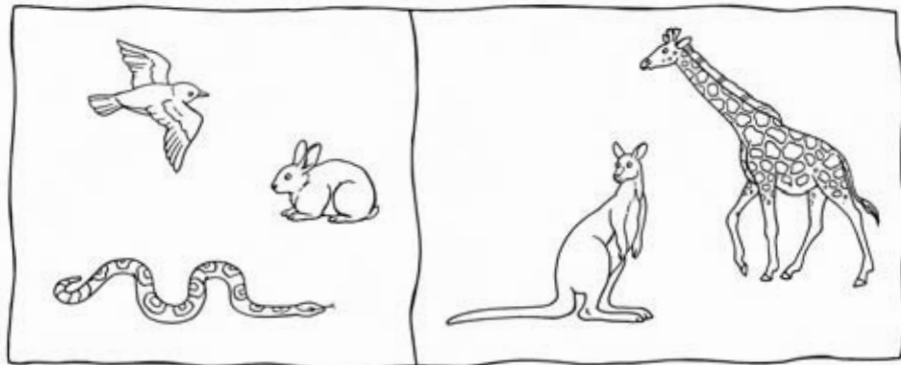
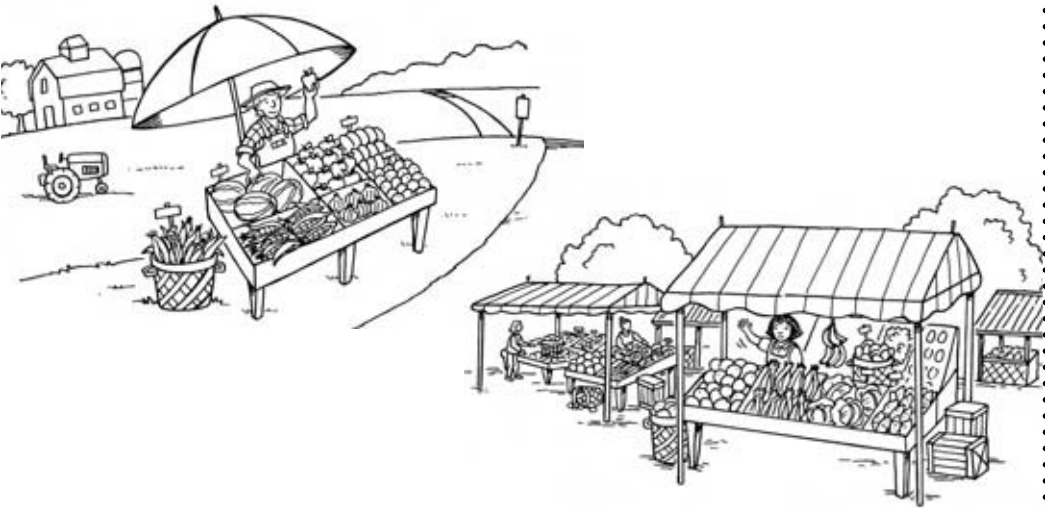


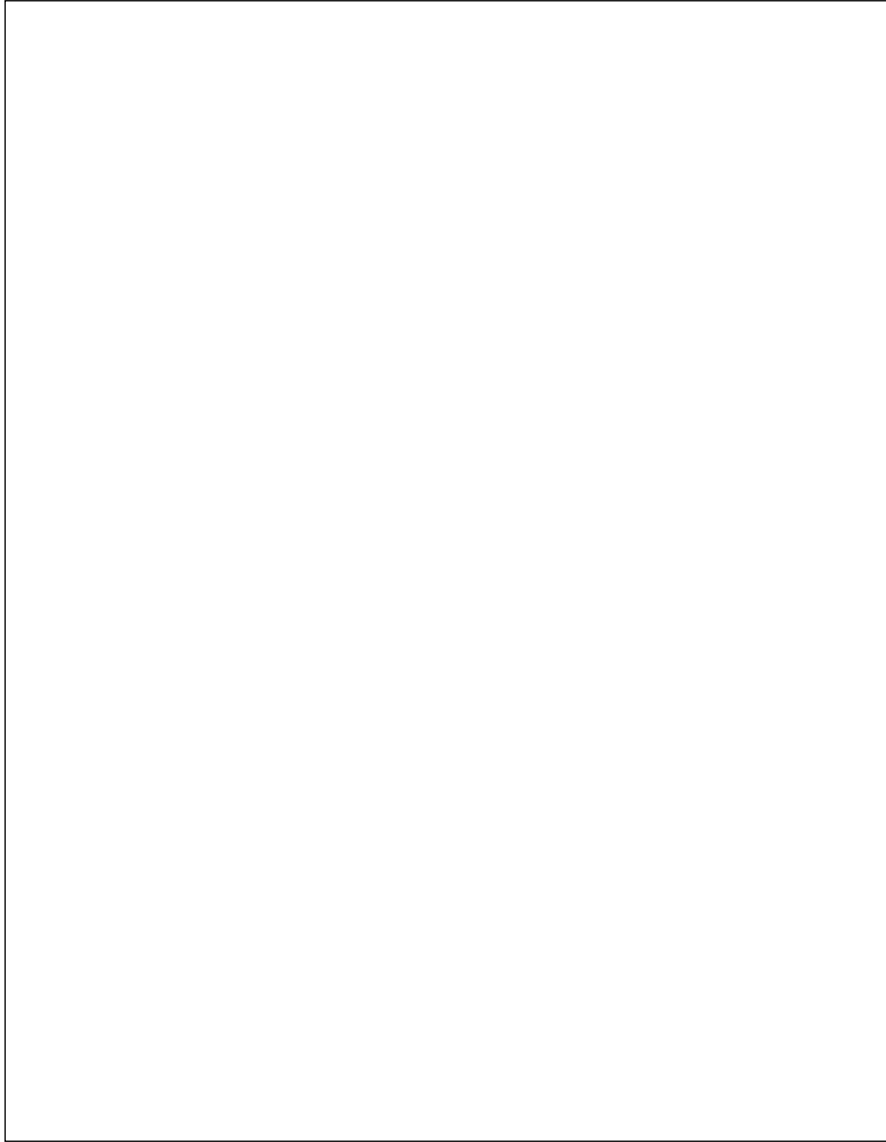
Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Grande y pequeño, alto y bajo

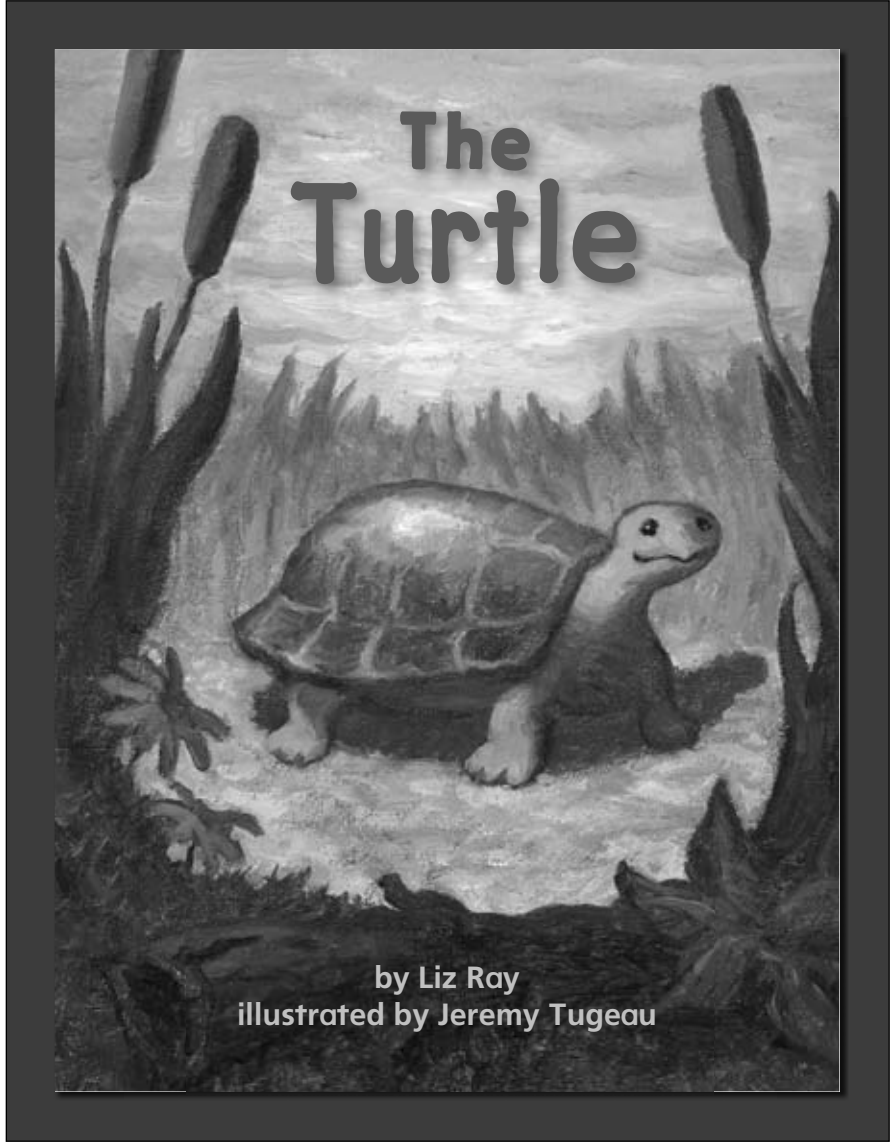
Vamos a hablar sobre las semejanzas y diferencias entre las ilustraciones. Para cada grupo de ilustraciones, podemos pensar en otra ilustración que podríamos poner en el grupo. Por ejemplo, si en las dos ilustraciones hubiera un bote de remos y un velero, podríamos agregar una balsa o un bote a motor.





© Macmillan/McGraw-Hill

The Turtle





One weekend, Kaylin followed a footpath to the pond. She sat under a willow tree. This was the area she loved best.

Kaylin looked down and saw a turtle under some roots. It seemed very feeble.

First the turtle ate a piece of a daisy. Then it crawled into the shallow water and ate a minnow. When Kaylin stood, her shadow fell over the turtle. It hid in its shell until she moved.

"You will be fine," she said.  
"You can take care of yourself."



12

© Macmillan/McGraw-Hill

The Turtle

"Poor fellow," said Kaylin. "I'll take care of you." She took the turtle home and put it in a yellow box. She gave the turtle a shallow pan of water and a leaf. But the turtle remained very still.



9



Kaylin got some money and went to the bookstore. She bought a booklet about turtles. The booklet explained that turtles rest all winter. They wake up in spring. It also said that turtles should remain in the wild.

"It's spring now," said Kaylin.  
"I'll return my turtle to the pond."

Kaylin took the turtle back to the pond. She put the turtle next to some flowers. Then she leaned on her elbows and watched.



## Comprehension Check

### Retell

Use an Animal Compare and Contrast Chart and the photos to help you retell the information in this book.

Animal Behavior	Animal Behavior	Animal Behavior

### Think and Compare

1. Turn to page 5. What do lions and tick birds eat? How is what they eat different from what giraffes eat? (*Compare and Contrast*)
2. How do you think a giraffe in the wild would act around people? Explain. (*Apply*)
3. Why do giraffes need to live in the African savanna instead of where you live? (*Synthesize*)

# Giraffes of the Savanna

By Sally Odgers

## Table of Contents

<b>Chapter 1</b>	
Giraffe Basics .....	2
<b>Chapter 2</b>	
Giraffe Families .....	6
<b>Chapter 3</b>	
Giraffes Live on the Savanna .....	8
<b>Chapter 4</b>	
Giraffes Today .....	14
<b>Glossary/Index</b> .....	15
Comprehension Check .....	16

## Chapter I

# Giraffe Basics

Giraffes are the tallest animals on Earth. They are **mammals**, which means they have warm blood and hair on their bodies. Female giraffes feed their babies milk.



© Macmillan/McGraw-Hill

Giraffes of the Savanna

## Glossary

**camouflage** (*KAM-uh-flahzh*) a disguise used to hide something by making it look like its surroundings (*page 13*)

**mammals** (*MAM-uhlz*) warm-blooded animals with hair that give their young milk (*page 2*)

**predators** (*PRED-uh-tuhrs*) animals that hunt and eat other animals (*page 8*)

**savanna** (*suh-VAN-uh*) flat grassland that has few trees (*page 4*)

---

## Index

calves, 6, 12

camouflage, 13

food, 10

legs, 3, 8–9

lions, 5, 8, 12

neck, 3, 6, 8–9, 11

okapi, 6

savanna, 4–5, 13–14

size, 6–7

tick birds, 5

tongue, 10

young, 6, 12–14



## Chapter 4

# Giraffes Today

In the past, there were people who hunted giraffes, but today most giraffes live in peace near humans. People from all over the world enjoy watching these tall, gentle giants of the African savanna.

Giraffes are gentle with their young.



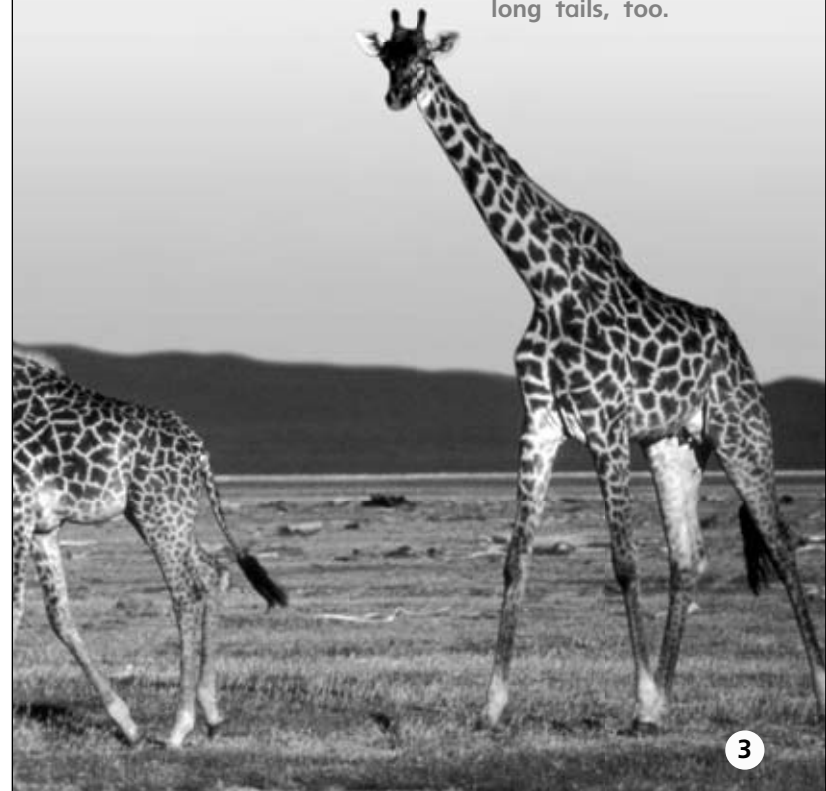
14

© Macmillan/McGraw-Hill

Giraffes of the Savanna

Giraffes look a bit like jigsaw puzzles. All giraffes have a different pattern of patches, or spots, on their bodies. They are tan-colored with brown patches. They have long legs, long necks, and tiny horns. Giraffes can live for 20 to 30 years.

Giraffes have very long tails, too.



3

Most giraffes live on the African savanna.  
This is a dry grassland where few trees grow.

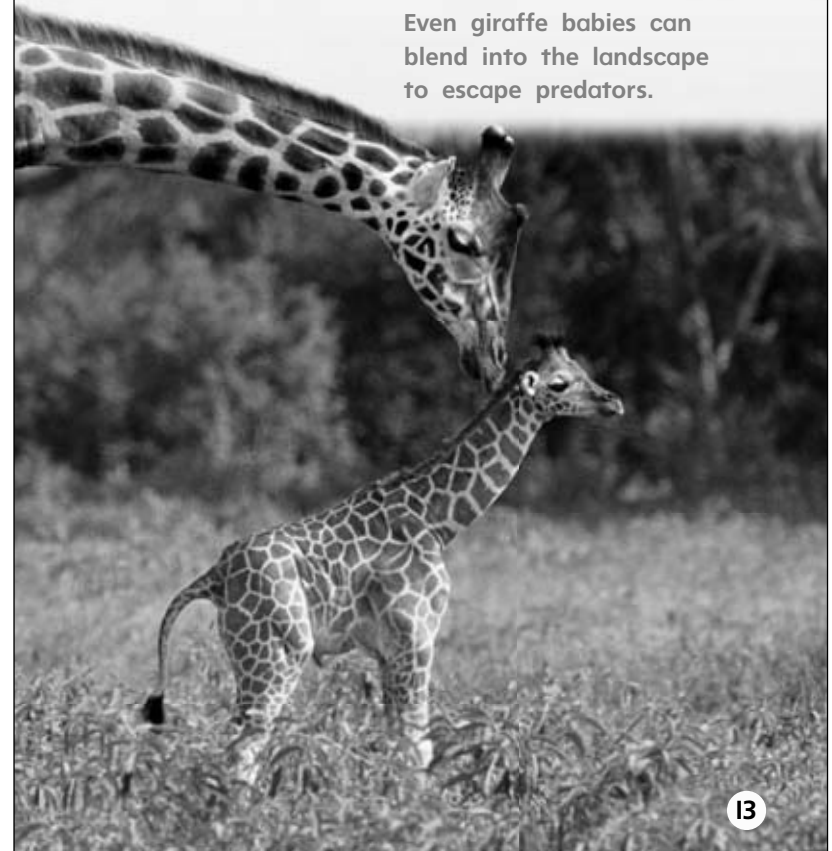


This map of Africa shows where most giraffes live.

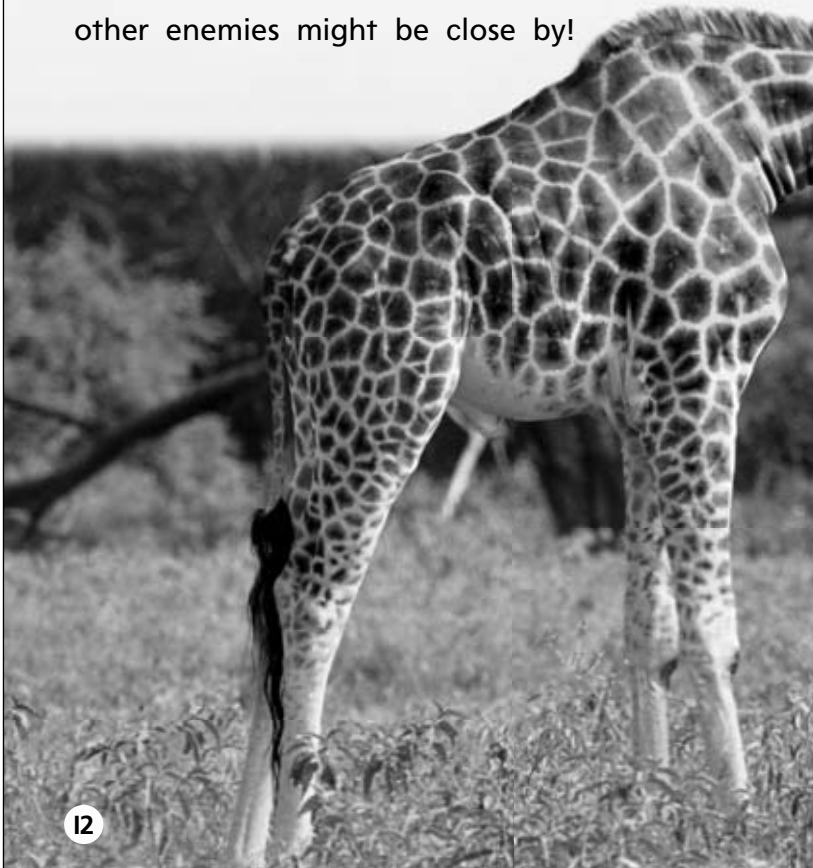
### Hide and Seek

Giraffes can hide in the savanna. Their shape and color help them blend into the landscape. This is called **camouflage**.

Even giraffe babies can blend into the landscape to escape predators.



Giraffe babies are strong when they are born. About an hour after birth, they can walk with their mothers. Their mothers feed them milk, which helps the calves grow quickly. Calves need to be strong and fast to escape from predators. Lions or other enemies might be close by!



12

© Macmillan/McGraw-Hill

Giraffes of the Savanna

Giraffes share their home with many other animals. Lions also live on the savanna. Sometimes they hunt giraffes.

Tick birds live on the savanna, too. They are handy because they eat insects that live in the giraffes' fur. This helps the giraffes have fewer itches caused by insects.



Tick birds preen, or eat bugs off of, the giraffes' fur as well as their own feathers.

5

## Chapter 2

# Giraffe Families

Male giraffes are called bulls, while female giraffes are called cows. Baby giraffes are called calves.

Most male giraffes are about 16 to 17 feet (5 meters) tall. They weigh around 2,300 pounds (1,043 kilograms). Females are a little smaller than males.



### Cousin Okapi

One other beast belongs to the giraffe family. This is the okapi (*oh-KAP-ee*). It has a long neck and eats leaves, just like the giraffe.

6

© Macmillan/McGraw-Hill

Giraffes of the Savanna

We have the same number of neck bones as giraffes, but a giraffe's neck is much longer! It's about six feet (1.8 meters) long!

People and giraffes have seven bones in their necks.

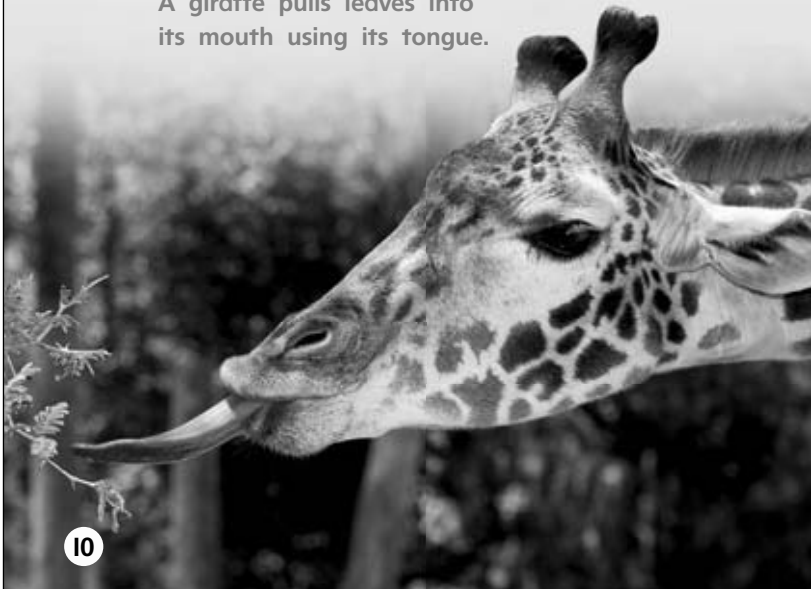


11

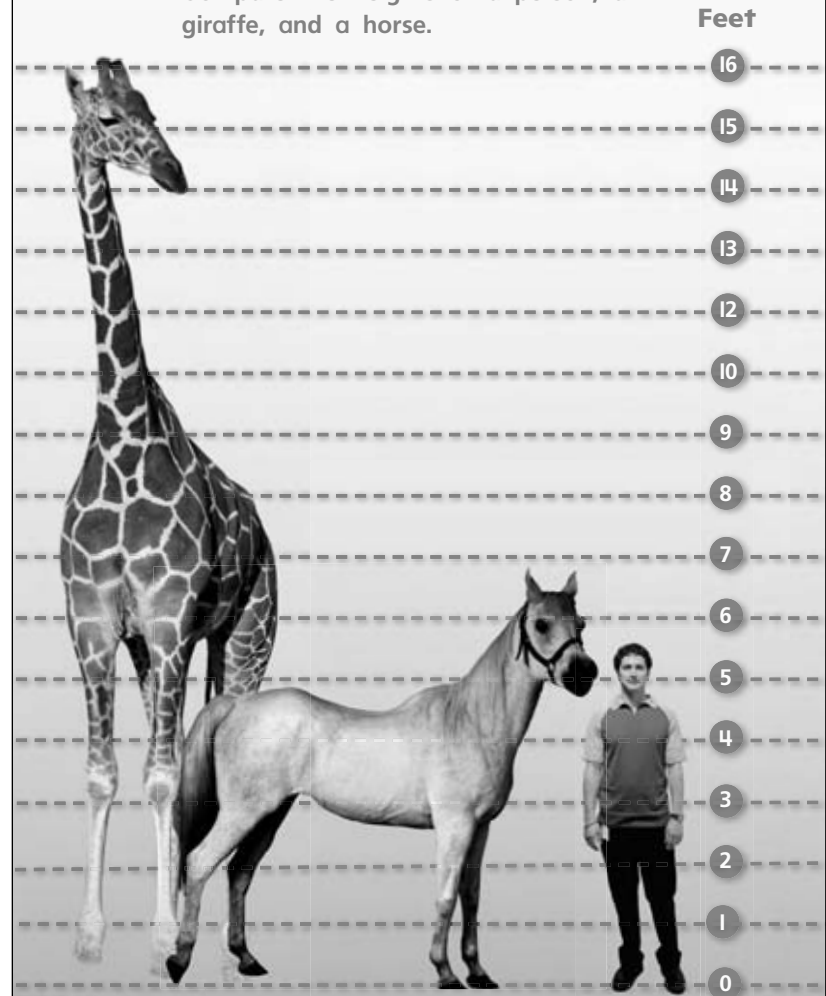
Giraffes stretch up high to nibble on tree leaves. Of all trees, they love to eat from the acacia tree the most. Their tongues are long and sticky, which helps giraffes pull grass and leaves into their mouths. Their tongues are dark to protect them from sunburn.

Giraffes, like cows, have four stomachs. They can swallow food in a hurry and then bring it back into their mouths to chew later.

A giraffe pulls leaves into its mouth using its tongue.



Compare the heights of a person, a giraffe, and a horse.



Feet

- 16
- 15
- 14
- 13
- 12
- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1
- 0

## Chapter 3

# Giraffes Live on the Savanna

Giraffes have long, long necks and legs. They are so very tall they can see **predators**, such as lions, from far away.

A giraffe's heart and lungs are very strong. This helps keep its large body healthy.

Giraffes' long necks help them balance as they run.



8

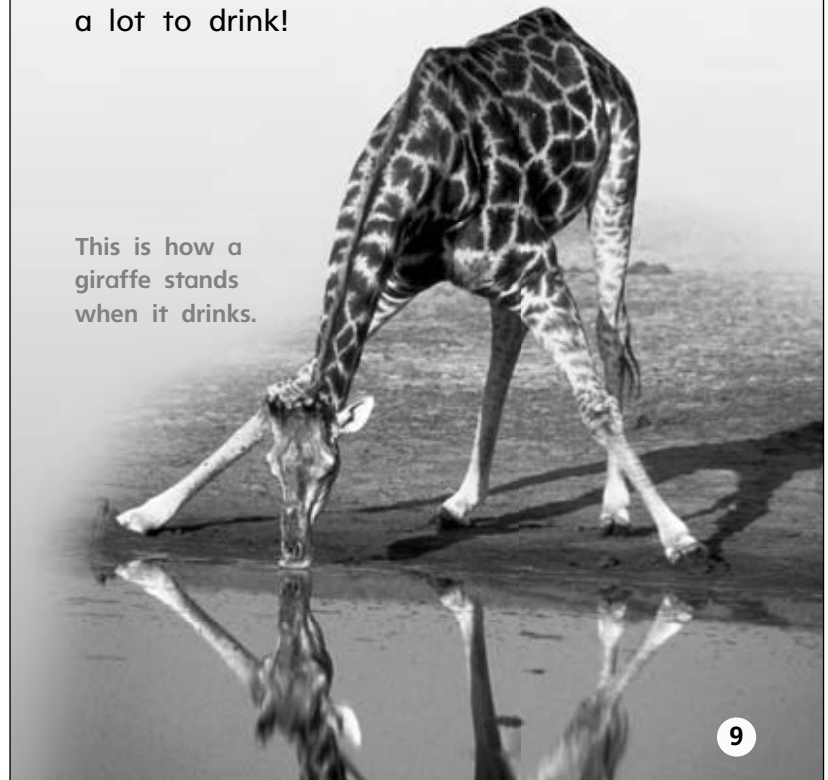
© Macmillan/McGraw-Hill

Giraffes of the Savanna

Long legs make it easy for giraffes to run, but they make it hard to get up quickly.

Giraffes spend much of their time standing. They can even sleep standing up. They bend their necks low and stretch their legs apart to drink from lakes and puddles. It's a good thing they don't need a lot to drink!

This is how a giraffe stands when it drinks.



9



## Home-School Connection

### Word Workout

#### WORDS TO KNOW

conservation                      extinct                      hardest  
 remains                              trouble

**Word Chain** I say a word, and you tell me what it means. Then you give me a word, and I'll say what the word means. When we're done, we can write a letter to a friend about why they should recycle.

#### SPELLING WORDS

place      nine      side      face      these  
 replace    ninety    sidewalk    inside    tadpole

**The Power of E** Look at the list below. I'll pronounce the first word, then I'll pronounce the word below it. How does the letter e change how you say the word?

fin      spin      tap      hug      can  
 fine     spine     tape     huge     cane

### Dear Family Member:

In class this week, I'm learning about problem and solution. In the article, *A Way to Help Planet Earth*, I'm reading that getting rid of garbage is a big problem. So far, I read about one solution. People can recycle the plastic they use. As I read, I am looking for more solutions to getting rid of the garbage and helping our Earth.



### This Week's Skills

**Comprehension:** problem and solution

**Vocabulary:** multiple-meaning words

**Phonics:** silent e

**Spelling:** words with silent e

Name \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

# Picture Rhymes

Let's read each of these rhymes. Some of the words are pictures. What problem do you think each character has? How do you think the character solves it? Then we can talk about how you would solve each problem!

## The Itsy Bitsy



The itsy, bitsy



Went up the water spout,

Down came the



And washed the



out.

Out came the



And dried up all the



And the itsy, bitsy



Went up the spout again.

## Mary Had a Little



Mary had a little



,

Little



little



Mary had a little



,

Its fleece as white as



.

Everywhere that Mary went,

Mary went, Mary went,

Everywhere that Mary went,

The



was sure to go.

It followed her to



one day,



one day,



one day.

It followed her to



one day,

Which was against the rules.





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

conservation                      extinct                      hardest

remains                              trouble

**Cadena de palabras** Te digo una palabra y tú me dices qué significa. Luego tú me dices una palabra y yo te digo lo que significa. Cuando terminemos, podemos escribir una carta a un amigo acerca del porqué él o ella debe reciclar.

#### PALABRAS DE ORTOGRAFÍA

place      nine      side      face      these

replace      ninety      sidewalk      inside      tadpole

**El poder de la E** Mira la lista que está abajo. Yo pronunciaré la primera palabra y luego pronunciaré la palabra que está abajo. ¿Cómo cambia el sonido de la letra **e** la manera como dices la palabra?

fin      spin      tap      hug      can

fine      spine      tape      huge      cane

### Queridos familiares:

En clase esta semana, Estoy aprendiendo lo que es un problema y su solución. En el artículo *A Way to Help Planet Earth*, estoy leyendo que deshacernos de la basura es un gran problema. Yo leo sobre una solución. La gente puede reciclar el plástico que usa. Mientras leo, estoy buscando más soluciones para deshacernos de la basura y ayudar a la Tierra.



### Destrezas de la semana

**Comprensión:** problema y solución

**Vocabulario:** palabras con múltiples significados

**Fonética:** la e muda

**Ortografía:** palabras con la e muda

Nombre \_\_\_\_\_

(fold here)  
© Macmillan/McGraw-Hill

# Rimas con dibujos

Vamos a leer cada una de estas rimas. Algunas de las palabras son dibujos. ¿Qué problema piensas que tiene cada personaje? ¿Cómo piensas que los resuelven? ¿Por qué no hablamos después de cómo resolverías tú cada problema?

## The Itsy Bitsy



The itsy, bitsy



Went up the water spout,

Down came the



And washed the



out.

Out came the



And dried up all the



And the itsy, bitsy



Went up the spout again.

## Mary Had a Little



Mary had a little



,

Little



little



Mary had a little



,

Its fleece as white as



.

Everywhere that Mary went,

Mary went, Mary went,

Everywhere that Mary went,

The



was sure to go.

It followed her to



one day,



one day,



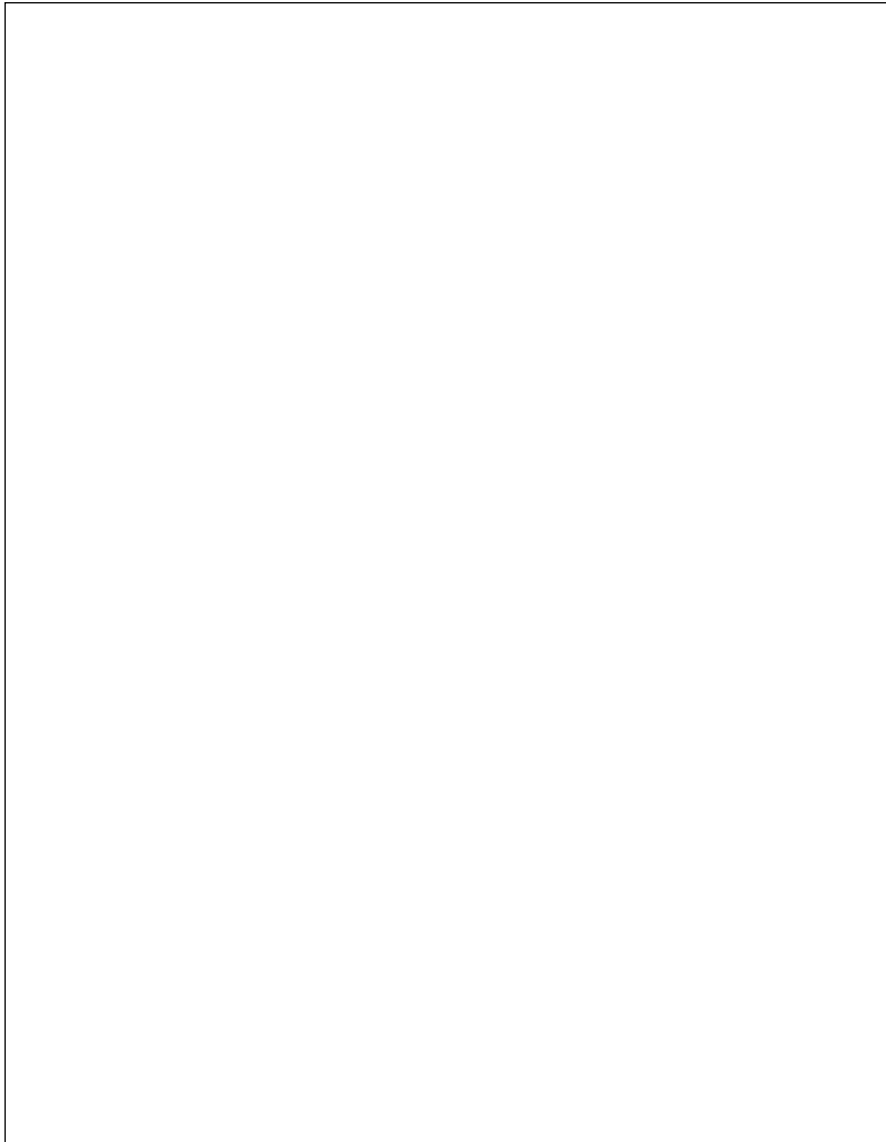
one day.

It followed her to



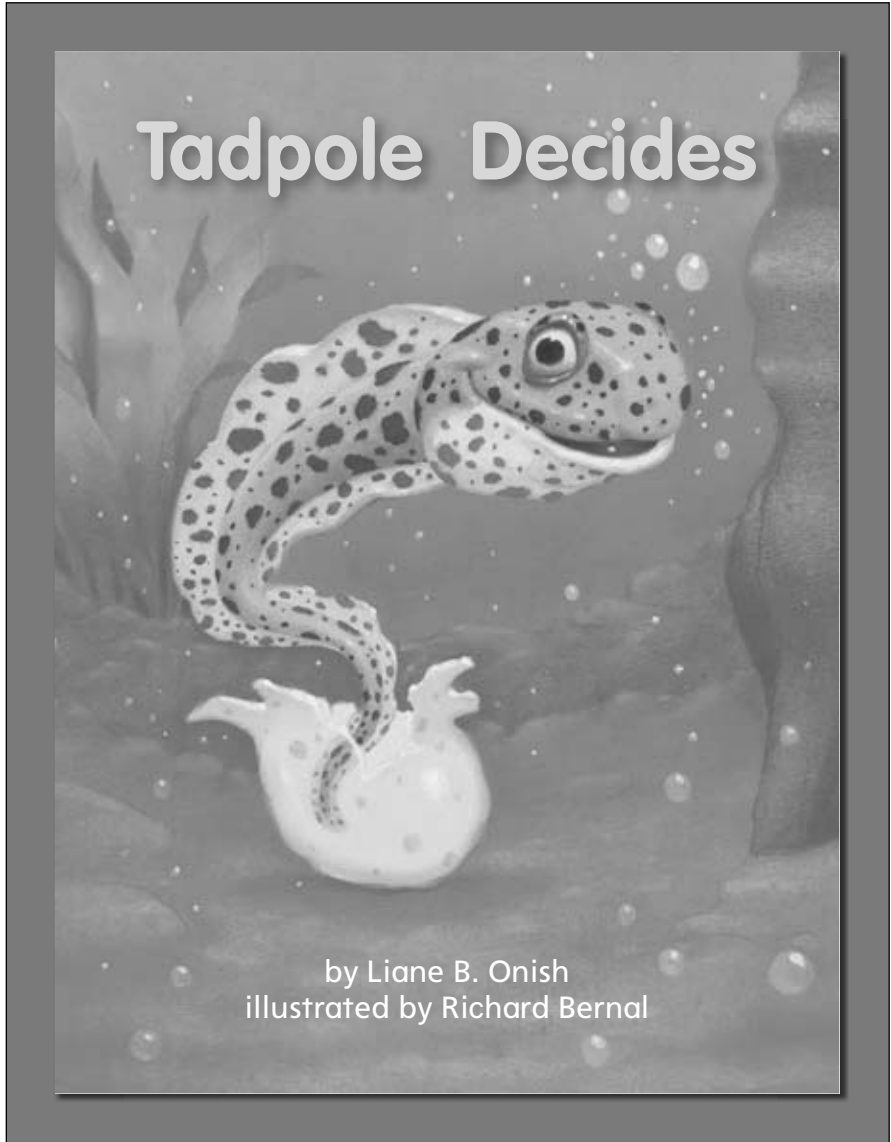
one day,

Which was against the rules.



© Macmillan/McGraw-Hill

Tadpole Decides





Tadpole swam beside the reeds next to Fish. Tadpole decided he was a fish. "Hello, Fish," said Tadpole. "Look, I am a fish, too."

"Are you sure?" asked Fish.

Tadpole said, "I have a tail like a fish. But a fish is round and I am skinny."



The next morning, he leaped out of the water. "I am not a fish, a snake, or a turtle!" he said.

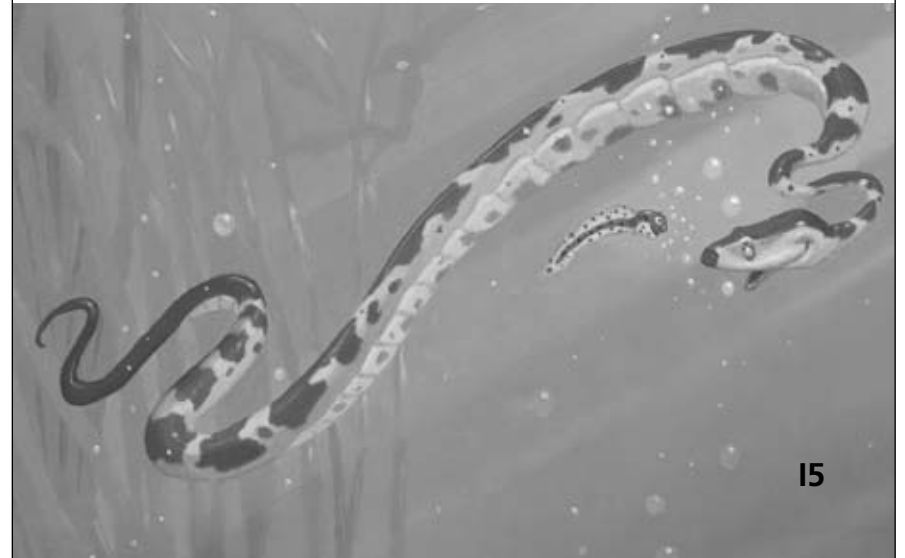
"And you are not a tadpole!" said Frog, sitting alone on the grass.

"Look, I am a frog, too," said the grown-up tadpole. "And I am sure."

Snake slithered by. Tadpole decided he was a snake. "Hi, Snake," said Tadpole. "Look, I am a snake, too."

"Are you sure?" asked Snake.

Tadpole said, "I am thin like a snake. But a snake is long and I am short." Tadpole was not so sure.





Soon, Tadpole began to change. His whole body was not skinny like Snake's. Tadpole had four legs and a tail. He was so excited!

Tadpole saw Turtle. Tadpole decided he was now a turtle.

"Hello, Turtle," said Tadpole.

"Look, I am a turtle, too."

"Are you sure?" asked Turtle as she drew her legs and tail inside her shell. Tadpole did not have a shell.

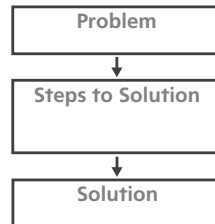
"I am not sure," he said sadly.



## Comprehension Check

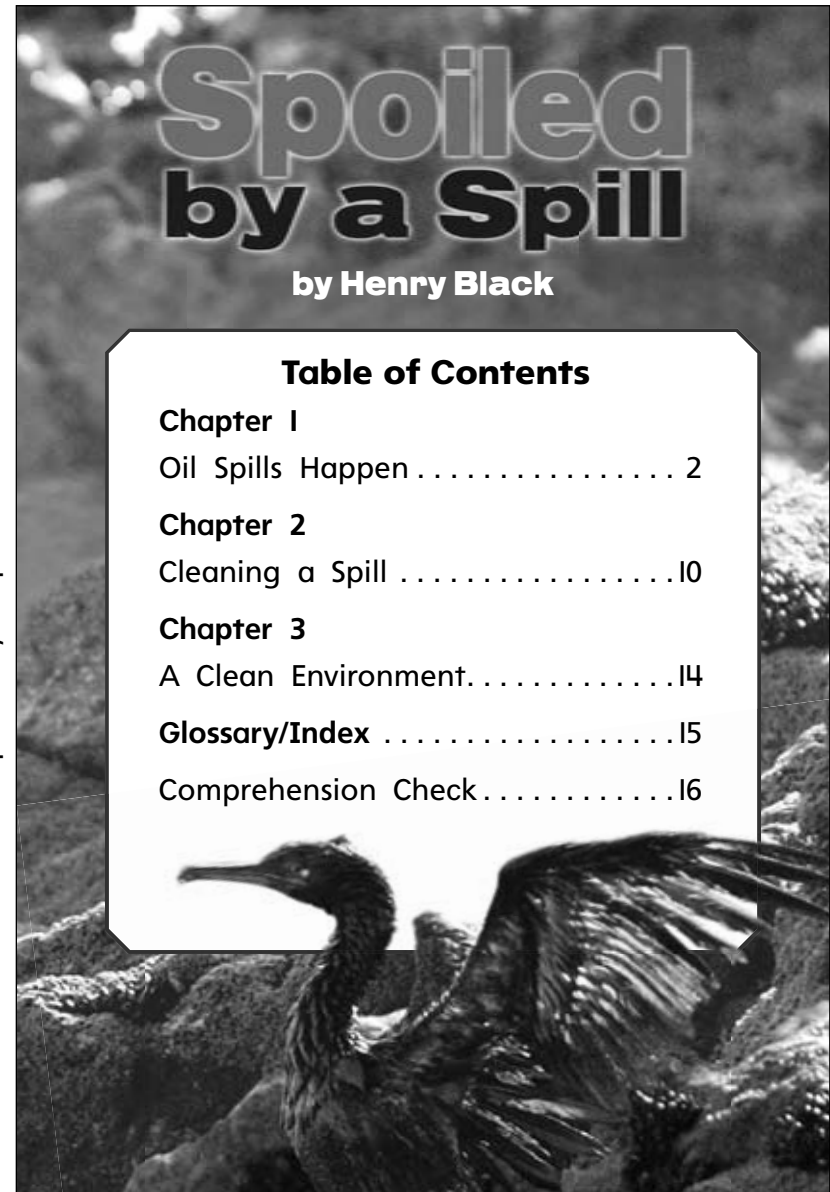
### Retell

Use a Problem and Solution Chart and the photos to help you retell the information in this book.



### Think and Compare

1. Turn to page 13. How did an oil spill hurt penguins? How did people help? *(Identify Problem and Solution)*
2. What could your class do to help after an oil spill? *(Apply)*
3. Why are oil spills a problem even for people who don't live near the spill? *(Evaluate)*



### Table of Contents

#### Chapter 1

Oil Spills Happen . . . . . 2

#### Chapter 2

Cleaning a Spill . . . . . 10

#### Chapter 3

A Clean Environment . . . . . 14

**Glossary/Index** . . . . . 15

Comprehension Check . . . . . 16

## Chapter I

# Oil Spills Happen

People use oil every day. Oil is used to fuel cars. It is also used to make plastics, medicine, and asphalt.

Every day, oil tankers cross oceans all over the world. These large ships hold millions of gallons of oil.



2

© Macmillan/McGraw-Hill

Spoiled by a Spill

## Glossary

**accident** (*AK-si-duhnt*) something that happens for no reason and is unexpected (*page 3*)

**endangered** (*en-DAYN-juhrd*) very few left (*page 5*)

**environment** (*en-VIGH-ruhn-muhnt*) all the things in nature that surround a person, animal, or plant (*page 14*)

**slick** (*SLIK*) a smooth or slippery place on a surface (*page 4*)

**waterproof** (*WAW-tuhr-prewf*) does not allow water in (*page 9*)

---

## Index

birds, 7, 9, 12-14

cleaning, 10-13

cost, 11

feathers, 8-9, 13

fur, 8

penguins, 13

slick, 4

tankers, 2-4, 6, 13

15



### Chapter 3

# A Clean Environment

The **environment** around an oil spill can become clean again, but it takes a long time. People everywhere must try to make sure that oil spills never happen. We have to protect the wildlife, the ocean, and our land.

A clean environment is important for all living things.



Usually the oil arrives safely and the waters, wildlife, and land are unharmed.

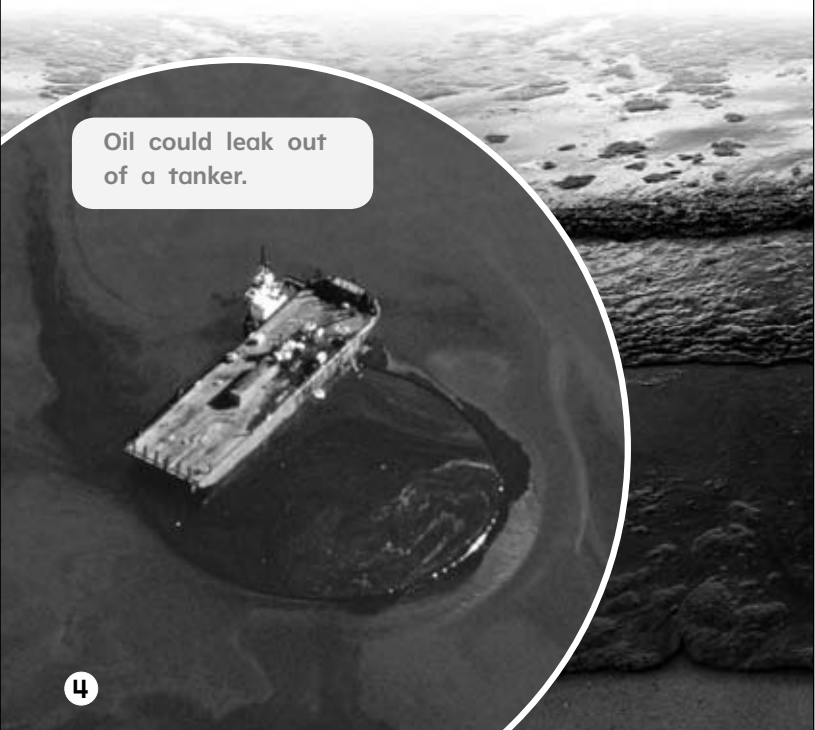
Sometimes there is an oil spill. This may happen because the tanker has an **accident**. Sometimes the tanker may be caught in a natural disaster, such as a hurricane.



Oil tankers travel through some of the most beautiful places in the world.

In an oil spill, most of the oil floats on the water and spreads very quickly. It forms a layer called an oil **slick**. The more the oil spreads, the thinner the layer becomes.

Then winds and ocean waves carry the oil toward the shore. The oil covers the rocks and sand on the beach.



Oil could leak out of a tanker.

4

© Macmillan/McGraw-Hill

Spoiled by a Spill

In 2001, a tanker spilled oil along the coast of South America. Hundreds of penguins were covered in oil. They couldn't keep warm because their feathers were no longer waterproof.

Some people wanted to help the birds, so they decided to knit little penguin sweaters. The penguins wore their sweaters until they could be cleaned.

These penguins are warm in their sweaters.



To help the birds and animals, a cleaning center may be set up. There, people wash the animals and birds very carefully. The workers try their hardest to make sure no oil remains. When the birds and animals are healthy again, they are released back into the wild.

This pelican is getting a soapy bath.



12

© Macmillan/McGraw-Hill

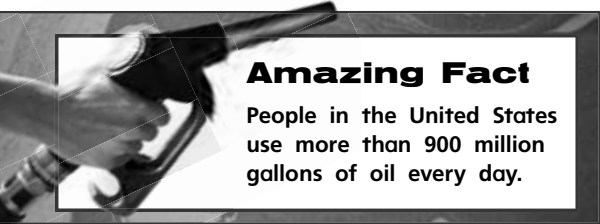
Spoiled by a Spill

Even a small spill means big trouble because it can kill hundreds of animals. A large spill can kill thousands! When oil spills happen, **endangered** animals are at risk of becoming extinct. They could die out.

Thick oil covers the shore and can hurt wildlife.




5



**Amazing Fact**  
People in the United States use more than 900 million gallons of oil every day.

The largest oil spill ever in the United States happened near Alaska in 1989. The tanker spilled 11 million gallons of oil. This much oil could have filled about 125 Olympic-sized swimming pools.

The *Exxon Valdez* is the tanker that caused the largest oil spill ever in the United States.



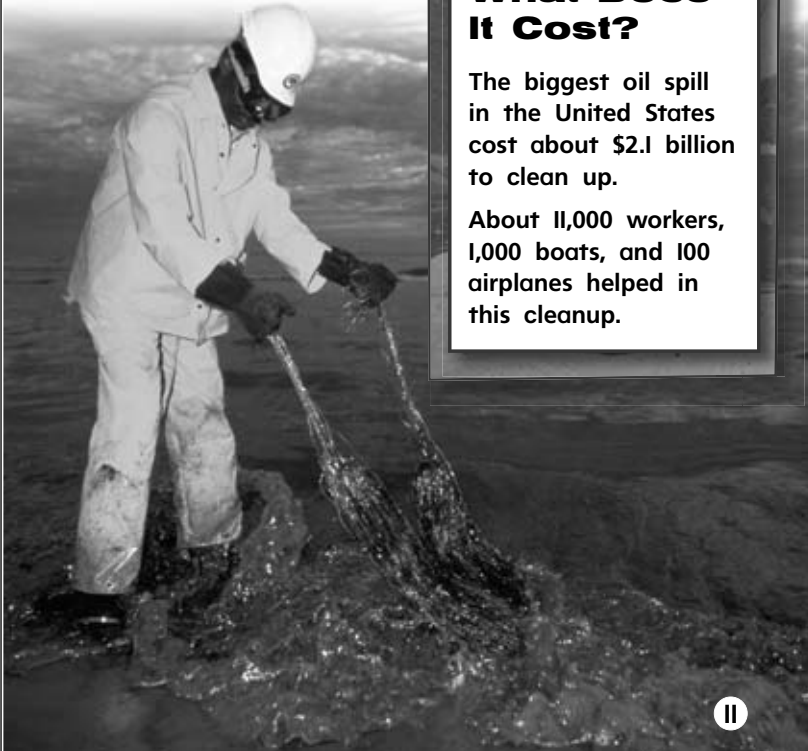
6

Spoiled by a Spill

© Macmillan/McGraw-Hill

If the oil reaches the beach, people shovel it off the sand. They wash the oil off the rocks with hoses, or they use big machines to suck it up.

Cleaning an oil spill takes a lot of work.



**What Does It Cost?**  
The biggest oil spill in the United States cost about \$2.1 billion to clean up.  
About 11,000 workers, 1,000 boats, and 100 airplanes helped in this cleanup.

11

## Chapter 2

# Cleaning a Spill

To clean an oil spill, people may set up barriers around the ship to stop the oil from spreading. Then they can skim oil from the surface or use chemicals to break up the oil. They may even burn the oil as it floats on the water.



Workers use a huge net to trap the oil.

10

Spoiled by a Spill

© Macmillan/McGraw-Hill



Sea lions sun themselves on rocks covered with oil.

This huge spill damaged marine life in a conservation area for hundreds of miles around. Conservation areas are set aside to protect the land and living things in nature. Yet almost 3,000 sea otters and at least 250,000 seabirds died as a result of the spill. Many sea lions, bald eagles, and killer whales were also hurt or killed. Fish, shellfish, and even seaweed were covered by the oil.

7



This sea otter is covered in oil. Its food in the water and on the shore is also covered in oil.

When animals are covered in oil, they can have many problems.

The oil sticks to their fur and feathers, then the animals can't keep warm or move easily. The oil can also get into their eyes, then they can't find food or see danger.

Birds' feathers are **waterproof**. But when oil gets on them, they can get weighed down with water and cannot fly.

Birds swallow oil when they try to clean themselves. This often makes them sick.

An oil spill can make life hard for seabirds.





# Home-School Connection

## Word Workout

### WORDS TO KNOW

beware                      destroy                      grasslands  
 prevent                      uprooted                      violent

**How's the Weather?** Let's pretend we're weather people on TV. We'll make up a weather forecast by using your words in sentences.

### SPELLING WORDS

wood    reach    way    be    root  
 wooden reaches highway between uprooted

**Spelling Bee** Let's write the words on index cards. Then we can split them in half. I'll read my words for you to spell, and you can read your for me to spell.

(fold here)  
 © Macmillan/McGraw-Hill

## Dear Family Member:

Hail can be the size of a marble or a baseball. A thunderstorm can drop millions of gallons of water in just one minute! I'm reading *Super Storms* this week. The article is about dangerous storms and what makes or causes them. I'm learning that when one thing happens, it makes other things happen.

## This Week's Skills

**Comprehension:** cause and effect

**Vocabulary:**  
 word parts—  
 compound words

**Phonics/Spelling:**  
 vowel teams

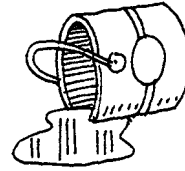


Name \_\_\_\_\_

# Poor Maggie!

Maggie is having a bad day. Let's read each sentence below and find the cause of her bad luck on the next page. Then write the letter on the line.

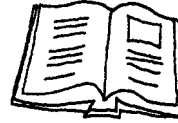
- \_\_\_\_\_ 1. Maggie is very tired.
- \_\_\_\_\_ 2. Maggie didn't eat her breakfast.
- \_\_\_\_\_ 3. Maggie can't paint her room.
- \_\_\_\_\_ 4. Maggie has to give Bailey a bath.
- \_\_\_\_\_ 5. Maggie can't write her book report.



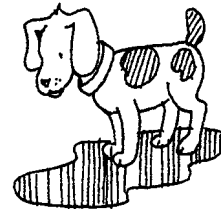
a. Maggie spilled the can of blue paint.



b. Maggie didn't sleep very well.



c. Maggie didn't read the mystery book.



d. Bailey played in the puddle.



e. Maggie burnt the toast.





## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

beware	destroy	grasslands
prevent	uprooted	violent

**¿Cómo está el tiempo?** Vamos a suponer que hablamos del tiempo por televisión. Con las palabras de la lista vamos a formar oraciones para crear un pronóstico del tiempo.

#### PALABRAS DE ORTOGRAFÍA

wood reach way be root

wooden reaches highway between uprooted

**Concurso de deletreo** Vamos a escribir estas palabras en tarjetas. Luego nos repartiremos las tarjetas entre tú y yo. Voy a leer mis palabras para que tú las deletrees, y tú puedes leerme las tuyas para que yo las deletree.

### Queridos familiares:

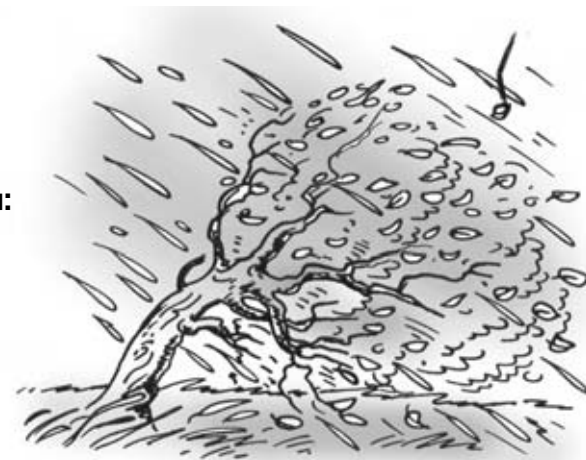
¡El granizo puede tener el tamaño de una canica o el de una pelota de béisbol! Basta con un minuto para que una tormenta haga caer millones de galones de agua. Estoy leyendo *Super Storms*. Este artículo nos habla de las peligrosas tormentas y qué las produce. Estoy aprendiendo que cuando una cosa pasa, eso hace que otra cosa pase.

### Destrezas de la semana

**Comprensión:** causa y efecto

**Vocabulario:**  
partes de la palabra—palabras compuestas

**Fonética/Ortografía:**  
grupos de vocales



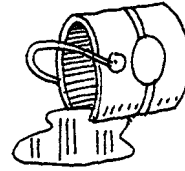
© Macmillan/McGraw-Hill (fold here)

Nombre \_\_\_\_\_

# ¡Pobre Maggie!

Maggie tiene un mal día. Vamos a leer cada oración de abajo y averiguar la causa de su mala suerte en la página siguiente. Luego, escribe en cada línea la letra que corresponda.

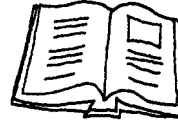
- \_\_\_\_\_ 1. Maggie is very tired.
- \_\_\_\_\_ 2. Maggie didn't eat her breakfast.
- \_\_\_\_\_ 3. Maggie can't paint her room.
- \_\_\_\_\_ 4. Maggie has to give Bailey a bath.
- \_\_\_\_\_ 5. Maggie can't write her book report.



a. Maggie spilled the can of blue paint.



b. Maggie didn't sleep very well.



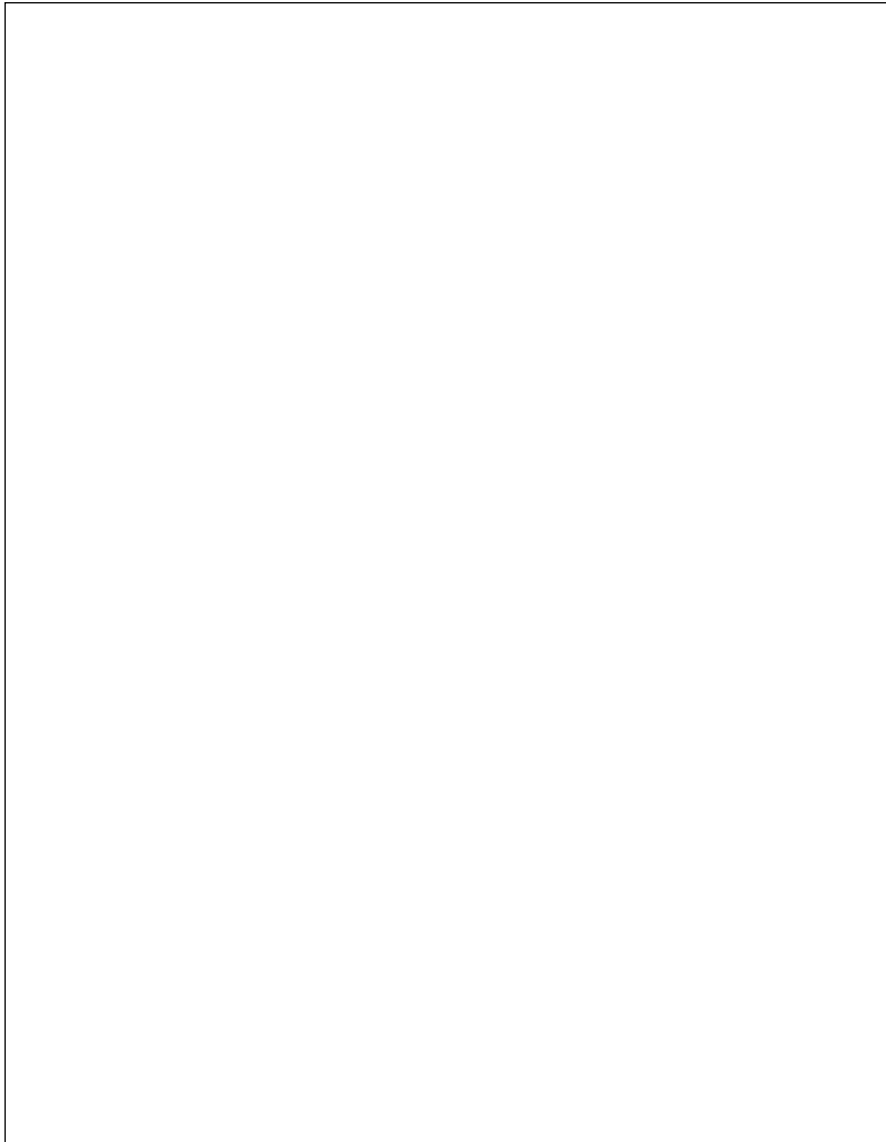
c. Maggie didn't read the mystery book.



d. Bailey played in the puddle.

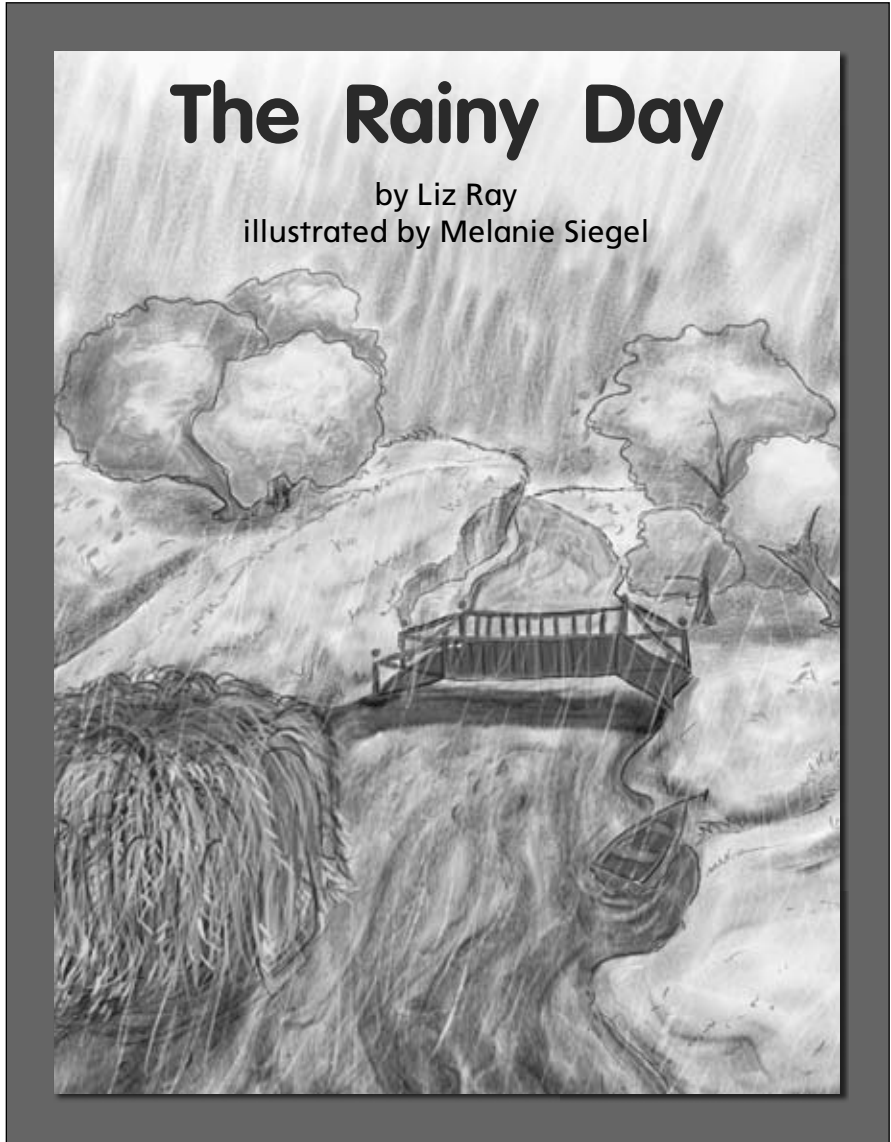


e. Maggie burnt the toast.



The Rainy Day

© Macmillan/McGraw-Hill





It was the biggest rainstorm of the year. Sam had remained inside all weekend. Now he leaned on his elbows and watched raindrops slide down the window.

"I'm bored," Sam complained.  
"Can I go outside?"



Just then Sam and the girl saw a man in a rowboat. He helped the man in the yellow coat into the boat. The man was safe at last! Sam was glad. And he was not bored anymore either!

“Put on your raincoat and boots,” said Mom. “And don’t get near the river.”

Sam followed a footpath up the hill. He saw lots of footprints in the mud. A tall girl stood at the top of the hill. She looked down at the river.





Sam saw a man in a yellow raincoat standing on the footbridge.

"He must measure how high the river gets," explained the girl. "We need to know if it will flood."

Sam had lots of questions but he had no time to ask them.

As he watched the man complete his task, Sam saw a log rush downstream.

It crashed into the footbridge and knocked the man into the river. He struggled to grab a willow branch, but the water was not shallow enough to stand in.

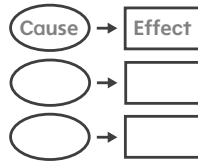
"He needs help!" yelled the girl.



## Comprehension Check

### Retell the Story

Use a Cause and Effect Chart and the pictures to help you retell this story.



### Think and Compare

1. Turn to page 8. What happened when the big, black clouds appeared?  
*(Cause and Effect)*
2. What is the wildest weather that you have been in? What did you do?  
*(Apply)*
3. What other kinds of wild weather have you heard or read about?  
*(Synthesize)*

# That's Wild!

by Janet Stutley  
illustrated by Janine Dawson



## Table of Contents

<b>Chapter 1</b>	
It's Hot!.....	2
<b>Chapter 2</b>	
Sudden Storm.....	8
<b>Chapter 3</b>	
Missing Puppy.....	12
Comprehension Check.....	16

## Chapter 1

# It's Hot!

"It's so hot, Mom," said Joey.

Mom, Abby, Joey, Jack, and Fudge, their new puppy, were going to the beach.

"It's good weather for swimming!" said Mom. "The sun is bright."

The air felt heavy with heat.



© Macmillan/McGraw-Hill

That's Wild!

Just then a wild barking scared them.

"Fudge!" they cried. "Where are you?"

"It's coming from the picnic basket," said Mom. She pulled out the towels that they had quickly thrown inside.

There was Fudge in the bottom of the basket! The puppy was safe, warm, and dry.

"That's *wild!*" said Abby.





Abby ran back to the car. She wanted to keep searching for Fudge, but the storm was too wild.

“Do you think Fudge will be all right, Mom?” Tears fell from Abby’s eyes.



14

They walked across the grass to the beach. It felt like they were walking across the African grasslands.

“Look how the grass is waving in the wind. It looks just like the sea!” Abby said.



3

When they got to the beach, Mom opened a sun umbrella.

Fudge ran toward the water's edge. He barked when the waves rushed back at him.

Abby laughed. "You silly puppy, you can't catch the waves!"



© Macmillan/McGraw-Hill

That's Wild!

"F-u-u-u-u-dge!" called Abby, frantically. The wind blew the sound of her voice away.

She saw something moving near an old bench. Was it Fudge? Abby ran closer. Raindrops stung her eyes.

It wasn't Fudge. It was a big gull that flapped away on the wind.



### Chapter 3

## Missing Puppy

Abby ran back to the beach.

“Come back, Abby!” yelled Mom.

Abby kept running. By now, there were tiny drops of rain on the wind.

Abby looked behind the rocks and under an old boat.



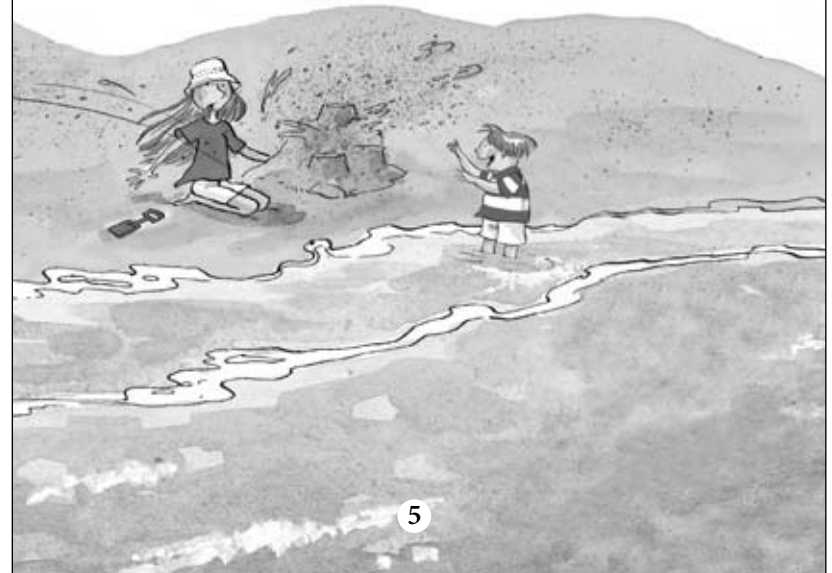
The twins took off their shoes and ran into the water all excited.

Abby began to build a sandcastle.

Joey threw the beach ball, which bounced right on Abby's castle.

“Don't destroy my sandcastle, Joey!” shouted Abby.

“Sorry, Abby!” shouted Joey.



A huge gust of wind blew Mom's hat off. It flew into the air. Fudge chased it, then Jack and Abby ran after the puppy and the hat. They brought the hat back to Mom.

"Hey, Jack!" yelled Joey. "Come back in the water!"



© Macmillan/McGraw-Hill

That's Wild!



The family ran back to the car where they knew they would be safe.

"Why did we bring so much stuff?" asked Jack.

"Where's Fudge?" asked Abby when they reached the car.

They looked around. The puppy was missing!

As the family packed up the picnic, sand blew in their faces. Waves were quickly crashing onto the beach.

Lightning flashed over the sea, while thunder rumbled, closer and closer.

“Look,” shouted Jack. “The tree is being uprooted by the storm!”



© Macmillan/McGraw-Hill

That's Wild!

“Have a cool drink, Abby,” said Mom.

Abby drank some juice as her mom suggested. Mom had brought a lot of food in the picnic basket. But she was the only one who wanted to eat in the hot weather.



## Chapter 2

# Sudden Storm

Suddenly Abby felt the air get cooler. She stood up and looked at the sea. Abby saw big, black clouds drifting in the sky.

“Better beware! A great big storm is coming this way!” Abby cried out.



Then the wind blew in swiftly. A violent gust took them all by surprise! They couldn't prevent their towels from flying up in the air. Wild weather was on its way. Fudge ran around in circles.





## Home-School Connection

### Word Workout

#### WORDS TO KNOW

agreed                      gathered                      jabbing  
 randomly                      signal

**Pass It** Give me one of the words. I'll use it in a sentence. Then I'll give you a word, and you can use it in a sentence. We can keep going back and forth making different sentences.

#### SPELLING WORDS

jump                      higher                      other                      paper  
 jumper                      star                      mother  
 high                      starry                      ever

**Arrr!** Let's look at all the words. Then I'll say each word for you to spell. Clap your hands if the word has the letter r in it. Stomp your feet if the word does not have the letter r in it.

### Dear Family Member:

I'm reading *Pushing Up the Sky* this week. It's a play that begins long ago when the sky was too close to Earth. That's a problem. Tall people kept bumping their heads on the sky! I'm learning that most stories start with a problem and end with a solution. I guess the people will find a way to solve their problem.

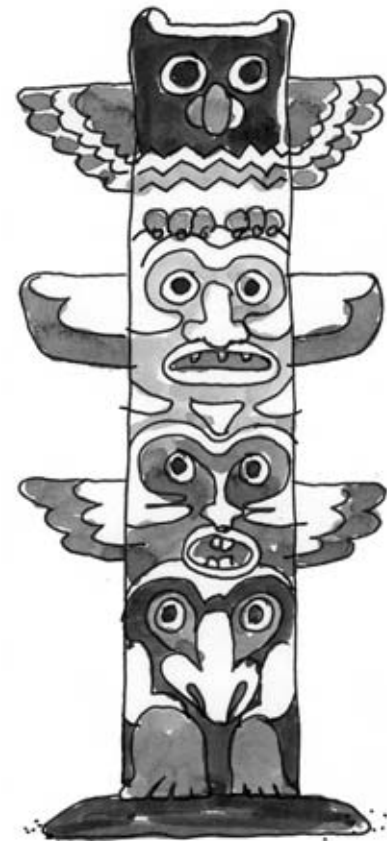
### This Week's Skills

**Comprehension:** problem and solution

**Vocabulary:** word parts—ending and base words

**Phonics:** sound of r

**Spelling:** words with r



© Macmillan/McGraw-Hill (fold here)

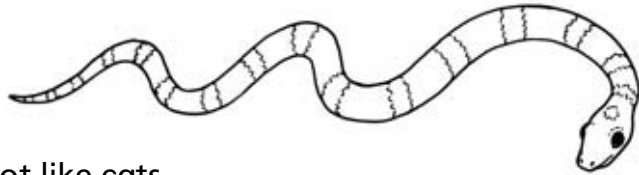
Name \_\_\_\_\_



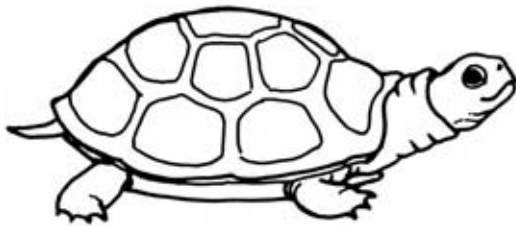
# WHAT KIND OF PET?

What pet does each child have? Finish the puzzle to find out.

- Read each clue. When a child does not like a certain animal, write NO in the box for the child's pet.
- When you have three NO's in a row or a column, write YES in the blank box.
- When you have YES in a box, write NO in the boxes for that row and column.



- Rocky does not like cats.
- Claire does not like animals with fur.
- Max only likes animals with four legs.
- Jan is allergic to dogs.
- Claire does not like animals with a shell.
- Max does not want to walk a pet.
- Jan is allergic to cats.
- Rocky does not like animals that eat lettuce.



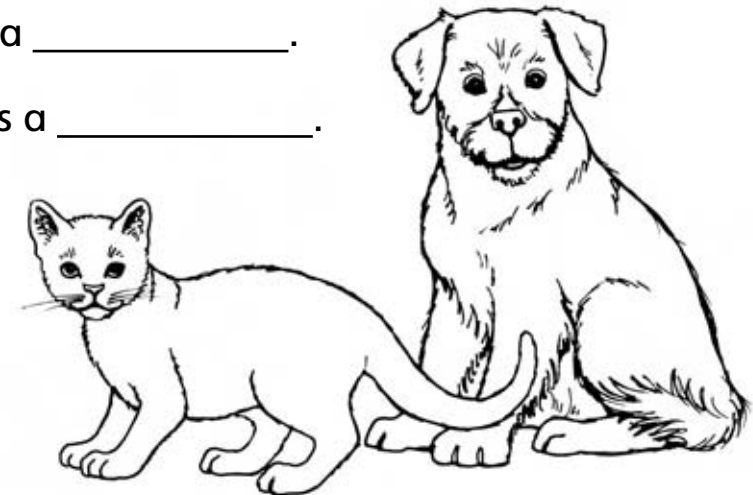
	dog	cat	snake	turtle
Rocky				
Jan				
Max				
Claire				

Rocky has a \_\_\_\_\_.

Jan has a \_\_\_\_\_.

Max has a \_\_\_\_\_.

Claire has a \_\_\_\_\_.







## Conexión con el hogar

### Ejercicio de palabras

#### PALABRAS DE VOCABULARIO

agreed                      gathered                      jabbing  
 randomly                      signal

**Una y otra vez** Dime una de las palabras de la lista. Yo la usaré en una oración y luego te daré una palabra a ti para que la uses en una oración. Podemos repetir lo mismo con todas las palabras de la lista.

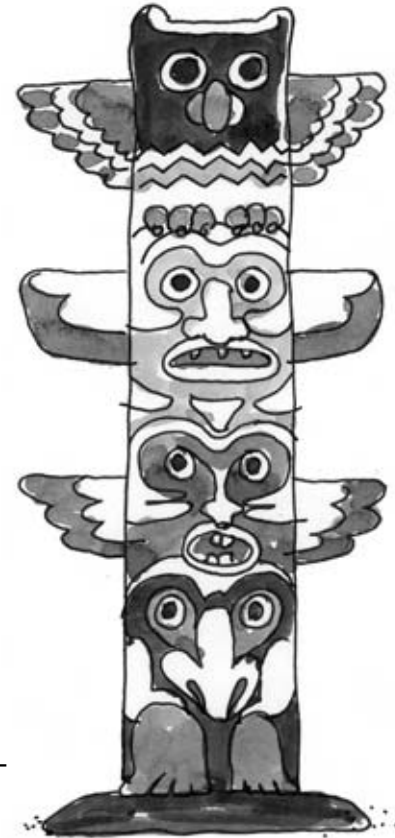
#### PALABRAS DE ORTOGRAFÍA

jump                      higher                      other                      paper  
 jumper                      star                      mother  
 high                      starry                      ever

**¡Arrr!** Vamos a ver juntos todas las palabras. Luego, yo diré cada palabra para que tú la deletrees. Da un aplauso si la palabra contiene la letra r. Da un golpe suave en el piso con tu pie si la palabra no contiene el sonido de la r.

### Queridos familiares:

Esta semana estoy leyendo *Pushing Up the Sky*. Es una obra de teatro que tiene lugar hace mucho tiempo cuando el cielo estaba muy cerca de la Tierra. Eso era un problema, ¡porque la gente alta se chocaba la cabeza contra el cielo todo el tiempo! Estoy aprendiendo que la mayoría de los cuentos empiezan con un problema y terminan con una solución. Me parece que los personajes del libro van a encontrar una manera de solucionar ese problema.



### Destrezas de la semana

**Comprensión:** problema y solución

**Vocabulario:** partes de la palabra—palabras que son terminacione y bases

**Fonética:** el sonido de r

**Ortografía:** palabras con r

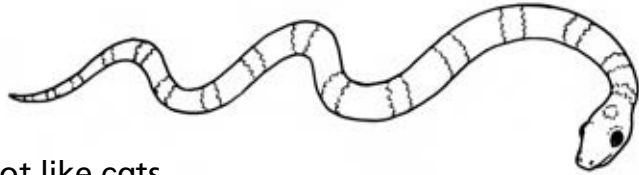
Nombre \_\_\_\_\_

© Macmillan/McGraw-Hill (fold here)

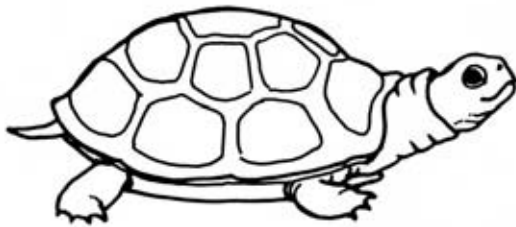
# ¿Qué tipo de mascota?

¿Qué tipo de mascota tiene cada niño? Termina el juego para averiguarlo.

- Lee cada pista. Cuando a un niño no le gusta una mascota, escribe NO en la casilla de la mascota del niño.
- Cuando tengas tres NO en una hilera o en una columna, escribe YES en la casilla en blanco.
- Cuando tengas YES en una casilla, escribe NO en todas las casillas de esa hilera y columna.



- Rocky does not like cats.
- Claire does not like animals with fur.
- Max doesn't like animals that hiss.
- Jan is allergic to dogs.
- Claire does not like animals with a shell.
- Max does not want to walk a pet.
- Jan is allergic to cats.
- Rocky does not like animals that eat lettuce.



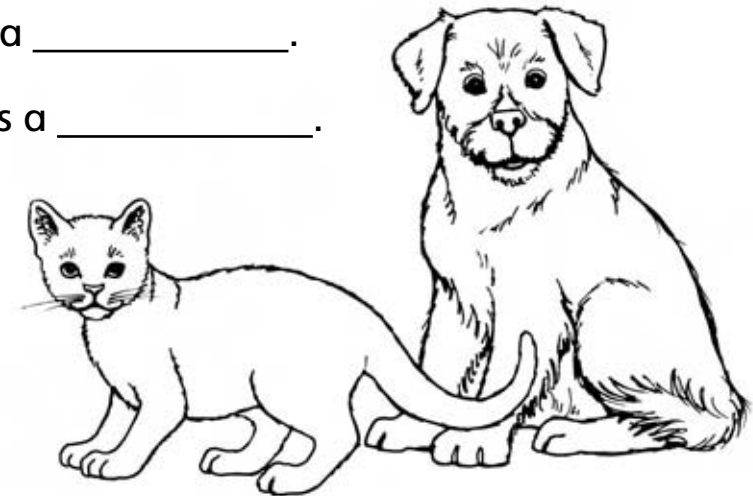
	dog	cat	snake	turtle
Rocky				
Jan				
Max				
Claire				

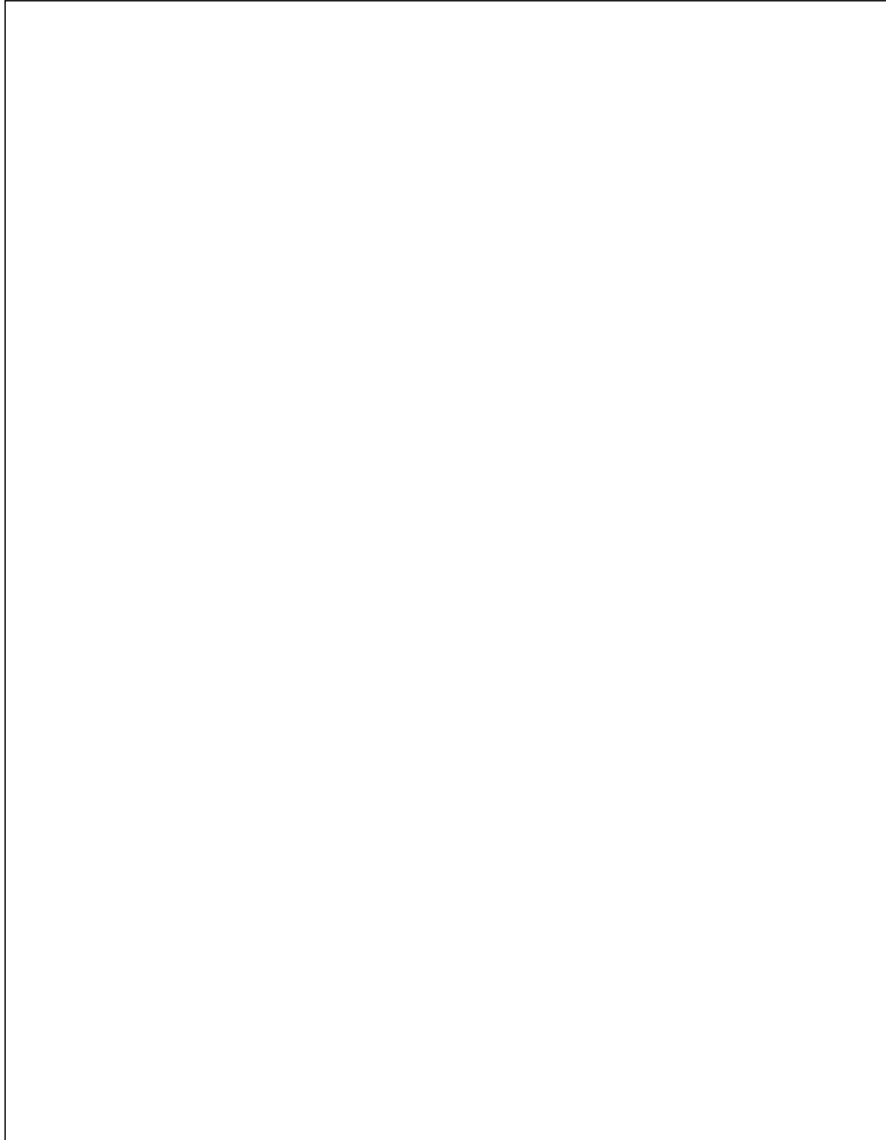
Rocky has a \_\_\_\_\_.

Jan has a \_\_\_\_\_.

Max has a \_\_\_\_\_.

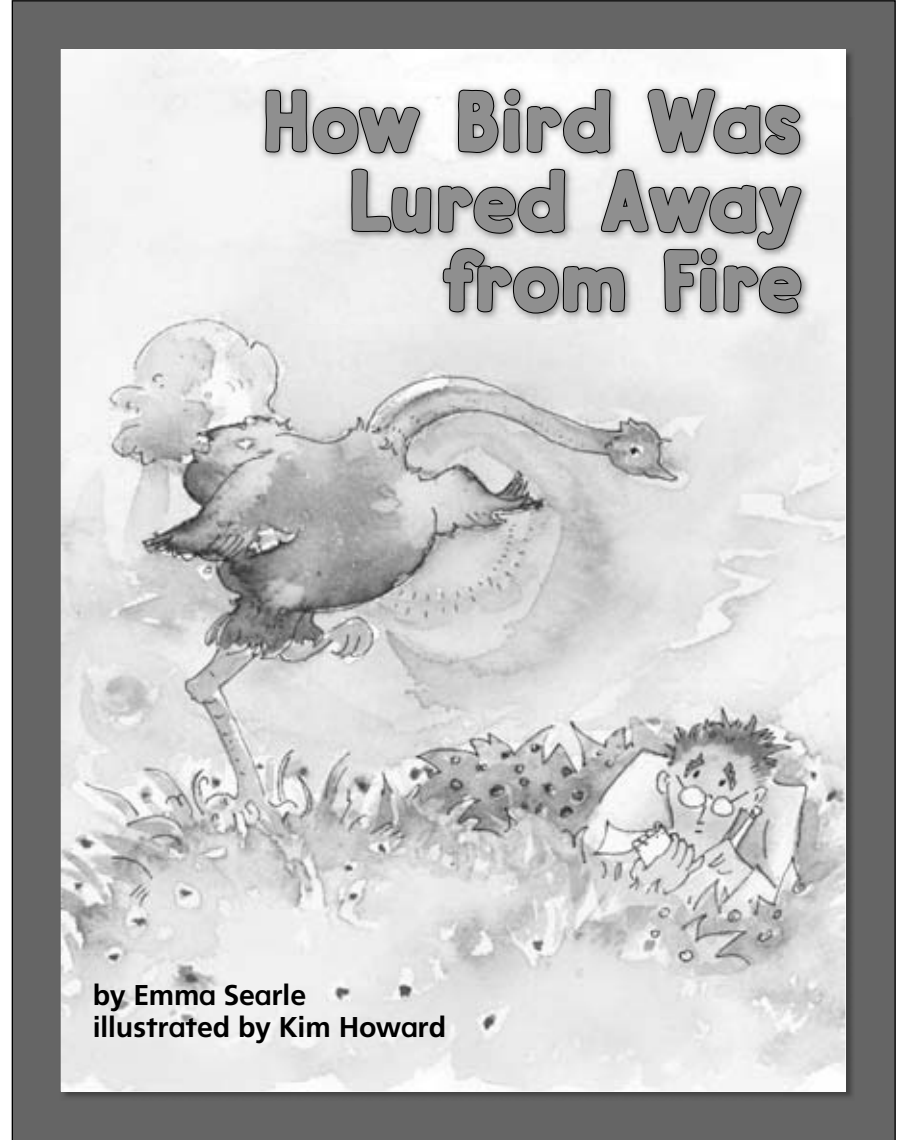
Claire has a \_\_\_\_\_.





How Bird Was Lured Away from Fire

© Macmillan/McGraw-Hill





*This story is a retelling of an old, old tale about fire. The tale tells how a man got fire by luring it away from a bird.*

Bird was an odd creature. She had wings like other birds, but she could not fly. So she walked around the grasslands and the towns, looking for food and drink.



Bird pretended not to care about the dream. But the next day, she stood on a hill. She put Fire on the ground. Then she stretched out her wings and waited. Just then the man snatched Fire and ran away.

The man was very happy again. Now he could use Fire to help people of all cultures. He was sure that he could show them how to use Fire in many safe ways.

One day Bird found Fire on the ground. She hid Fire under her wing, hoping to keep it all to herself.

Soon Bird grew tired and thirsty. So she went into a building to get a water bottle out of a machine.

Bird went back outside to drink her water, but she couldn't open the bottle.





Just then a scientist who worked in the building stepped outside. He saw Bird struggling with her bottle. When she raised her wings, the man saw Fire.

“Bird has Fire,” he thought. “Surely, that is mine! I must get it back from Bird!”

The man thought and thought about how to lure Bird away from Fire. At last he had an idea.

The man went up to Bird. “Bird, we must talk. I saw into the future last night. I dreamed you were flying!”

This upset Bird because she could not fly. But she stayed to hear more.

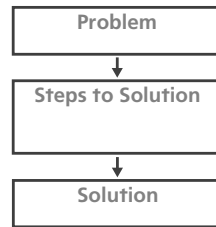
“You stood high on a hill with your wings completely stretched out. A gust of wind lifted you up. You were flying!” said the man. “And there was no wire!”



## Comprehension Check

### Retell the Story

Use a Problem and Solution Chart and the pictures to help you retell this story.



### Think and Compare

1. Turn to pages 8 and 9. Why was the Sky angry? How did King Oba deal with the problem? Did this solve the problem? (**Identify Problem and Solution**)
2. If you were the Sky in this story, what else would you do to stop people from wasting your gifts? (**Apply**)
3. What does this story teach us about nature and foods that come from nature? (**Analyze**)

# Why the Sky Is Far Away

retold by Verity Higgins  
illustrated by Christine Jenny



## Table of Contents

Act 1	
A Taste of the Sky .....	3
Act 2	
The Festival .....	10
Comprehension Check .....	16

## Characters

Narrator	Child 1
King Oba	Villager 1
The Sky	Villager 2
Adami	Villager 3
Nonye	Servant 1
Children	Servant 2



**Narrator:** From that time on, the people worked hard for their food. They learned how to plant crops and hunt. They always tried not to waste the gifts of nature. And now you know why the Sky is far away.





**Sky:** You will have to plant crops and hunt.  
If you work hard, you may learn that it is not  
wise to waste the gifts of nature.

**Narrator:** Everyone watched with surprise as  
the Sky sailed up higher.

**Villager 1:** I can't reach the Sky.

**Villager 2:** It's too high.

**Villager 3:** When will it stop?

**Children:** Come back, Sky!



## Act 1

### A Taste of the Sky

**Narrator:** This is a play based on a folk tale  
from Nigeria. A long time ago the Sky was  
very close to Earth. Whenever people were  
hungry, they reached up and randomly broke  
off a piece of the Sky.

**Villager 1:** Mmm, tastes like corn.

**Villager 2:** Mmm, tastes like roasted potatoes.

**Villager 3:** Mmm, tastes like pineapple.

**Narrator:** The Sky tasted different to everyone,  
but all the people agreed it was delicious.



**Narrator:** The people never had to work for food. They spent their time making beautiful art, telling stories, and having festivals.

**Villager 1:** How many guests will King Oba invite to the next festival?

**Villager 2:** 40!

**Villager 3:** 80!

**Child 1:** 100! 100!



**Narrator:** But the Sky saw Adami. As a signal of its anger, it turned the clouds black and made a rumbling noise like thunder.

**Sky:** I see you have wasted my gifts again. This time I will go so far away that you cannot waste me anymore.

**Villager 1:** What will we eat?

**Villager 2:** We'll starve!

**Villager 3:** I'm hungry.



**Nonye:** Quickly, husband! Hide the leftovers.

**Adami:** But where shall I hide them?

**Nonye:** At the bottom of the garbage can.

**Narrator:** So Adami hid the leftovers at the bottom of the garbage can.

**Adami:** No one will see me. They are all at the festival.



12

**Narrator:** At festival time King Oba's servants made feasts from pieces of the Sky.

**King Oba:** For the next festival, I want a delicious feast for 200 guests.

**Servant 1:** We understand, King Oba.

**Servants 1 and 2:** Your wish is our command, King Oba.



5

**Narrator:** As the people prepared for the royal festival, they nibbled on bits of the Sky. They worked and ate all day long.

**Villager 1:** Mmm, coconut.

**Villager 2:** Mmm, mango.

**Villager 3:** Mmm, moist pumpkin pie.



**Narrator:** Jabbing the Sky with sticks, Adami, Nonye, and their children broke off a huge piece. It was too much for them to eat.

**Adami:** Here, wife, you eat the rest.

**Nonye:** I can't. I'm too full.

**Adami:** Here, children, you can eat the rest.

**Children:** We can't eat. We're too full.

**Child 1:** My tummy hurts.



Act 2

**The Festival**

**Narrator:** It was the night of the biggest festival. Nonye and her husband, Adami, and their eight children were greedy.

**Nonye:** I'm still hungry.

**Adami:** Me, too.

**Children:** More! More! More!



© Macmillan/McGraw-Hill

Why the Sky Is Far Away

**Narrator:** But the people wasted their Sky. Instead of saving leftovers, they threw them into a garbage can.

**Villager 1:** I am filled with joy. Let's try a small bite of every part of the Sky.

**Villager 2:** What shall we do with the leftovers?

**Villager 3:** Throw them away! There is plenty more to eat.





**Narrator:** This made the Sky sad and angry.

**Sky:** King Oba, your people waste my gifts.  
Stop them or I will take my gifts away.

**King Oba:** Yes, Sky, I will warn them.  
Servants! Gather the people.

**Narrator:** The people gathered and King Oba warned them about wasting the Sky.

**King Oba:** Do not waste the gifts of the Sky or they will be taken away.

**Villagers 1 and 2:** We hear you, King Oba.  
We hear you.

**Villager 3:** We will be more careful.

**Narrator:** And the people were careful...  
for a while.



# Calendar

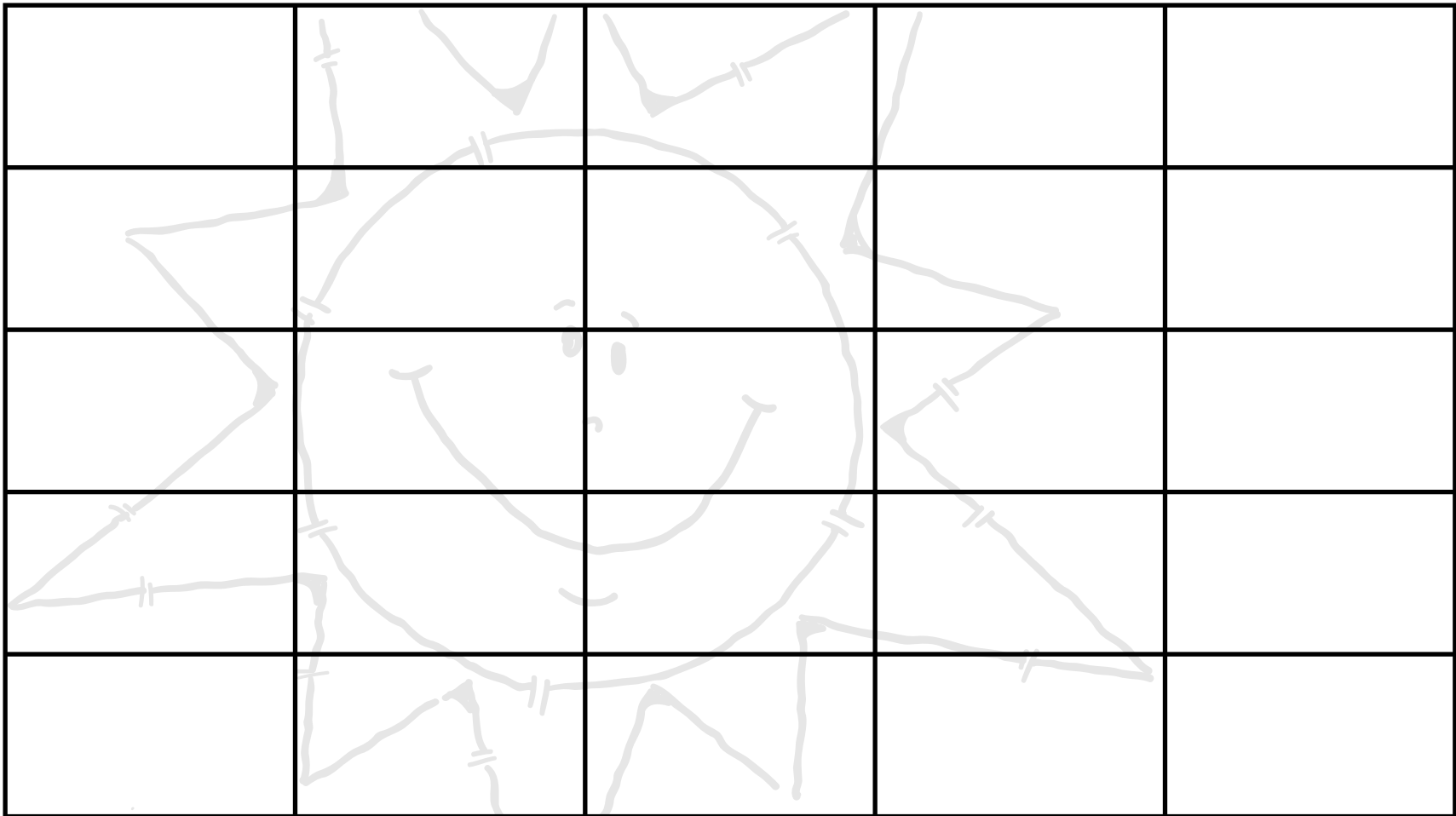
Monday

Tuesday

Wednesday

Thursday

Friday




Name \_\_\_\_\_

# Calendar

Monday

Tuesday

Wednesday

Thursday

Friday




Name \_\_\_\_\_



# Calendar










Monday

Tuesday

Wednesday

Thursday

Friday

Name \_\_\_\_\_

# Calendar




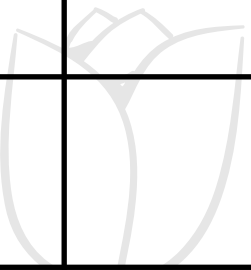



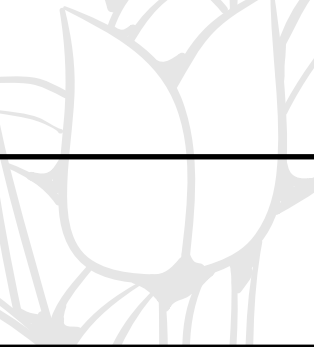


Monday

Tuesday

Wednesday

Thursday

Friday

Name \_\_\_\_\_

# Credits

▲ **Unit 1 Week 3** *You Can Bake a Cake!*  
15–20: Ken O'Donoghue.

● **Unit 1 Week 3 On Level** *Family History*

1: The Granger Collection, New York. 2: (l) Library Of Congress, Prints and Photographs Division [LC-USZC4-2777]; (r) Time & Life Pictures/Getty Images. 3: Anton Vengo/SuperStock. 4: PictureNet/Corbis. 5: Bettmann/Corbis. 6: Hulton Archive/Getty Images. 7: Kevin Dodge/Masterfile. 8: The Granger Collection, New York. 9: Stockbyte/Getty Images. 10: Ken Karp/Macmillan/McGraw-Hill. 11: (l) Barnaby's Studios Ltd./Mary Evans Picture Library; (r) Bluford W. Muir/Corbis. 12: Paul Barton/Corbis. 13: (l) Alinari Archives/Corbis; (frame) Image Farm Inc; (r) Michael S. Yamashita/Corbis. 14: Paul Conklin/PhotoEdit.

● **Unit 1 Week 4 On Level** *Three American Heroes*

1: CORBIS. 2: (l) Bettmann/CORBIS; (r) Getty Images; (c) Tim Graham/Evening Standard/Getty Images. 3: AP Images. 4: The New York Public Library/Art Resource. 5: Bettmann/CORBIS. 6: Phil Martin/PhotoEdit. 7: Michael Evans/New York Times Co./Getty Images. 8: Hulton-Deutsch Collection/CORBIS. 9: Getty Images. 10: Arthur Schatz Time & Life Pictures/Getty Images. 11: The Granger Collection, New York. 12: Lambert/Getty Images. 13: Bettmann/CORBIS.

● **Unit 2 Week 2 On Level** *Texas Cowboys*

1: Darrell Gulin/Corbis. 2: Gérard Rancinan/Sygma/Corbis. 4: North Wind Picture Archives/Alamy. 5: Comstock/JupiterImages. 6: (bl) Photo courtesy of Southwest Collection/Special Collections Library, Texas Tech University, Lubbock, Texas, swpc509; 6: (br) Topham/The Image Works. 8: Unknown photographer, Bose Ikard (1847–1929), ca. 1920, Great Westerner inductee folder, National Cowboy&Western Heritage Museum, Oklahoma City, OK. 9: Gurney, Jeremiah, 1812–1895, Texas Jack Omohundro, 1890 ca., Carte de visite, b&w, 4 x 2.5 in., RC2007.103.2, Photographic Study Collection, National Cowboy&Western Heritage Museum, Oklahoma City, OK. 10: Photo courtesy Southwest Collection/Special Collections Library, Texas Tech University, Lubbock, Texas, swpc33. 11: Simon Grosset/Alamy. 12: John Reddy/Alamy. 13: Darrell Gulin/Corbis. 14: Jules Frazier/Stone/Getty Images.

● **Unit 2 Week 3 On Level** *Wildfires*

1: Stockfolio/Alamy. 2: Corbis. 3: Pete Turner/Stone/Getty Images. 4: Joe Sohm/The Image Works, Inc. 5: Stockfolio/Alamy. 6: Raymond Gehman/Corbis. 7: Space Imaging/AP Images. 8–9: U.S. Forest Service photo provided by the Forest History Society, Durham, NC. 9: (inset) Tom & Pat Leeson/Photo Researchers, Inc. 10: Sandy Huffaker/Getty Images. 11: Scott T. Smith/Corbis. 11: (inset) Don Bishop/Getty Images. 12–13: Jeff Henry/Peter Arnold, Inc. 14: IndexStock Imagery/Photolibrary.

● **Unit 2 Week 5 On Level** *Computers Then and Now*

1: Haruyoshi Yamaguchi/Corbis. 2–3: Brownie Harris/Corbis. 4: Thinkstock/Alamy Images. 5: Jerry Cooke/Corbis. 6: PhotoDisc/Getty Images. 7: Roger Ressmeyer/Corbis. 8: Reed Kaestner/Corbis. 9: Duncan Smith/Corbis. 10: AFP/Getty Images. 11: JUPITERIMAGES/BananaStock/Alamy. 12: Damian Dovarganes/AP Images. 13: Chiaki Tsukumo/AP Images. 14: Haruyoshi Yamaguchi/Corbis.

● **Unit 3 Week 1 On Level** *Our Statue of Liberty*

1: (tr) Royalty-Free/CORBIS. 2–3: (b) Panoramic Images/Getty Images. 3: (tr) Reed Kaestner/CORBIS/McMillan Digital Asset Library. 4: (r) Color Day Production/Getty Images. 6: (bl) Mary Evans Picture Library/Alamy; (bc) Mansell/Mansell/Time & Life Pictures/Getty Images; (br) POPPERFOTO/Alamy. 7: (br) CORBIS; (bl) Hulton Archive/Getty Images. 8: (br) SuperStock, Inc./SuperStock. 9: (t) Library of Congress, Prints and Photographs division. 10: (b) guichaoua/Alamy. 11: (t) Rafael Macia/Photo Researchers, Inc. 12: (b) Library of Congress, Prints and Photographs division. 13: (tr) Getty Images. 14: Reed Kaestner/CORBIS/ McMillan Digital Asset Library; (bkgd) PhotoLink/Getty Images.

● **Unit 3 Week 3 On Level** *Sounds All Around*

1: Visual&Written SL/Alamy. 2: Jonathan Kim/Stock Connection/Jupiterimages. 3: BananaStock/PictureQuest/Jupiterimages. 4: James H. Karales/Peter Arnold, Inc. 5: BE&W agencja fotograficzna Sp. z o.o./Alamy Images. 6: PhotoDisc/Getty Images. 8: Zefa RF/Alamy. 9: Visual&Written SL/Alamy. 10: Scott Barrow, Inc./SuperStock. 11: (tr) Stockbyte/PunchStock; (tl) StockByte/Getty Images; (cr) Don Farrell/Getty Images; (cl) Hobby Finn/Getty Images; (br) Comstock Images/Alamy. (b) Plush Studios/Getty Images. 12: (r) Rubberball/Alamy; (c) Stockdisc/Getty Images; (l) C Squared Studios/Getty Images. 13: (r) Dale C. Spatas/Corbis; (l) Stockdisk/PunchStock. 14: DigitalVision/Getty Images.

▲ **Decodable Reader**

● **On-Level Reader**

● **Unit 3 Week 5 On Level** *Inside Caves*

1: Bill Sawyer. 2: David R. Frazier Photolibrary/Alamy. 3: Chris Howes/Wild Places Photography/Alamy. 5: nagelestock.com/Alamy. 7: Natural Bridge Caverns. 8–9: Inner Space Caverns. 10: Rainer Hackenberg/zefa/Corbis. 11–13: Bill Sawyer. 14: Ashley Cooper/Corbis.

● **Unit 4 Week 2 On Level** *Road Safety*

1: Corel. 2: Tony Freeman/PhotoEdit. 4: Gail Mooney/Masterfile. 6: Bill Aron/PhotoEdit. 7: Stephen Simpson/Taxi/Getty Images. 9: Macmillan/McGraw-Hill. 10–11: Gary Buss/Taxi/Getty Images. 12: Tony Freeman/PhotoEdit. 13: Anton Vengo/SuperStock.

● **Unit 4 Week 3 On Level** *People at Work*

1: Photodisc/Getty Images. 2: Richard Hutchings/Photo Researchers, Inc. 3: AsiaPix/AGEfotostock. 4: Simon Jarratt/Corbis. 5: Hutchings Stock Photography/Corbis. 6: Jeff Greenberg/PhotoEdit. 7: Comstock Images/Alamy. 8: Pictal/SuperStock. 9: Pictal/AGEfotostock. 10: David R. Frazier Photolibrary, Inc./Alamy. 11: Danny Lehman/Corbis. 12: Photodisc/Getty Images. 13: John Feingersh Photography, Inc./Getty Images. 14: Photodisc/Getty Images.

● **Unit 4 Week 4 On Level** *Bald Eagle Alert*

1: Ryan McVay/Getty Images. 2: Mia Foster/PhotoEdit. 3: John Conrad/Corbis. 4: Leo Keeler/Animals Animals. 5: Lynda Richardson/Corbis. 6: Charles Philip Cangialosi/Corbis. 7: Ryan McVay/Getty Images. 8: Kennan Ward/Corbis. 10: Macmillan/McGraw-Hill. 12: Fritz Poelking/AGEfotostock. 13: Photodisc/Getty Images. 14: Corel Images.

● **Unit 5 Week 1 On Level** *The World of Plants*

2: Peter Griffith/Masterfile. 3: Frank Kraher/Masterfile. 4: Theo Allofs/zefa/CORBIS. 5: David R. Frazier Photolibrary/Alamy. 6: Scenics of America/PhotoLink/Getty Images. 7: (b) Soreau Frederic/CORBIS SYGMA; (t) Nigel Cattlin/Photo Researchers, Inc. 8: Toby Talbot/AP Images. 9: Phil Degginger/Alamy. 10: Royalty-Free/CORBIS. 11: Stockbyte/PunchStock. 12: Malcolm Case-Green/Alamy. 13: (t) George Diebold/Getty Images; (br) Siede Preis/Getty Images; (bl) Brand X Pictures/Punchstock. 14: Michael Newman/Photo Edit.

● **Unit 5 Week 2 On Level** *All About Tomatoes*

TOC: Photodisc. 2: (t) Ingram Publishing; (c) Photodisc; (bl) Brand X Pictures/Getty Images; (bc) Photodisc; (br) Ingram Publishing. 3: Renee Comet/PictureArts/Corbis. 4: (t) Ingram Publishing. (bc) The Granger Collection, NY. 5: The Vegetable Seller (oil on canvas), Beuckelaer or Bueckelaer, Joachim (c.1530-73)/Museum des Beaux-Arts, Valenciennes, France, Lauros / Giraudon/ www.bridgeman.co.uk. 6: (t) Ingram Publishing; (cr) Photodisc. 7: (cl) Sandra Ivany/Picture Arts; (br) Victoria Pearson/Picture Arts. 8: (cl) Victoria Pearson/Getty Images; (c) Stephen McDaniel; (cr) Dwight Kuhn. 9: (b) Cephas Picture Library/Alamy. 10: (t) Ingram Publishing; (c) John A Rizzo/Photodisc/Getty Images. 11: (tr) Masterfile Royalty-Free; (b) David Roth/Picture Arts. 12: (cr) Photodisc. 13: (tl) Royalty-Free/Corbis; (cl) Royalty-Free/Corbis; (cr) Royalty-Free/Corbis; (tr) Fred Lyons/Cole Group/Getty Images; (b) C Squared Studios/Getty Images. 14: Camilli Tokerud/The Image Bank/Getty Images.

● **Unit 5 Week 3 On Level** *Living Fossils*

1: Creatas/PunchStock. 2: S. Meltzer/PhotoLink/Getty Images. 3: Peter Scoones/Photo Researchers, Inc. 4: Klaus Jost/Peter Arnold, Inc. 5: Louie Psihoyos/CORBIS. 6: Kelvin Aitken/Peter Arnold, Inc. 7: Fred Bavendam/Peter Arnold, Inc. 8: John Koivula/Photo Researchers, Inc. 9: Creatas/PunchStock. 10: Tom McHugh/Photo Researchers, Inc. 11: Sheila Terry/Photo Researchers, Inc. 13: Kevin Schafer/Peter Arnold, Inc.

● **Unit 5 Week 5 On Level** *Look Out for Dolphins*

1: Biosphoto/Fred Bavendam/Peter Arnold, Inc.; 2–3: Volvox/Photolibrary; 5: Stuart Westmorland/CORBIS; 6: Tim Davis/CORBIS; 7: Biosphoto/Fred Bavendam/Peter Arnold, Inc.; 10: Klein/Peter Arnold, Inc.; 11: Stuart Westmorland/CORBIS; 13: Brian Sytnyk/Masterfile; 14: Volvox/Photolibrary.

● **Unit 6 Week 1 On Level** *Sonoran Desert Animals*

1: Greg Gerla/AGEfotostock. 4: Photodisc. 4–5: Hans Reinhard/zefa/Corbis. 5: Photocyclops.com/SuperStock. 6: Richard Shiell/Animals Animals. 7: John Cancalosi/Peter Arnold, Inc. 8: James Steinberg/Photo Researchers. 9: Tom Veza/Peter Arnold Inc. 10: Greg Gerla/AGEfotostock. 11: Don B. Stevenson/Alamy. 12: Brand X Pictures/PunchStock. 13: Doug Sokell/Visuals Unlimited. 14: David Muench/Corbis.

● **Unit 6 Week 2 On Level** *Giraffes of the Savanna*

2–3: Mitsuaki Iwago/Minden Pictures. 5: Peter Johnson/Corbis; (inset) Darrell Gulin/Corbis. 6: Stan Osolinski/Taxi/Getty Images. 7: (r) Ryan McVay/Getty Images; (l) Joseph Van Os/The Image Bank/Getty Images; (c) Photodisc/Getty Images. 8: Tom Nebbia/Corbis. 9: D. Allen Photography/Animals Animals. 10: Roy Toft/National Geographic/Getty Images. 11: (l) Rich Kirchner/Photo Researchers, Inc; (r) Digital Vision. 12–13: Joseph Van Os/The Image Bank/Getty Images. 14: Ingrid van den Berg/AGEfotostock.

● **Unit 6 Week 3 On Level** *Spoiled by a Spill*

1: AFP/Getty Images. 2–3: Karen Kasmauski/Corbis. 4: Natalie Fobes/Corbis. 4–5: Getty Images. 6: (b) Roy Corral/Corbis; (t) Jack Star/PhotoLink/Getty Images; (inset) Jules Frazier/Getty Images. 7: Getty Images. 8: David McNew/Getty Images. 9: AFP/Getty Images. 10: David Woodfall/Getty Images. 11: (b) Bob Torrez/Stone/Getty Images; (inset) Jules Frazier/Getty Images. 12: Getty Images. 13: Reuters/Corbis. 14: Robert Harding Picture Library Ltd/Alamy.