



# Learning Destinations

4



**Literary Elements**

**Author's Purpose**

**Main Idea and Details**

**Sequence**

Sample Copy



## Sequence

Sequence refers to the order of events in text. We also use sequence when we list the steps in a process.



**Background Knowledge**

**Questioning**

**Story Structure**

**Summarize**

**Text Structure**



# Summarize

We **summarize**, or retell, to check our understanding of what we've read. A summary is a brief statement—no more than a few sentences—and maintains a logical order.

## To summarize fiction

- describe what happens in the story.
- include the goals of the characters, how they try to reach them, and whether or not they succeed.

## To summarize nonfiction

- describe the main idea.
- think about text structure and how the selection is organized.



Let's **Think**  
about Reading!

## When I summarize, I ask myself

- What is the story or selection mainly about?
- In fiction, what are the characters' goals? Are they successful?
- In nonfiction, how is the information organized?

# MODULE 1 CONTENTS

## Reading **Turning Points**

**BQ**  
BIG QUESTION

What can we discover from new places and people?

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# Science **Ecosystems** (Chapter 4)



## How do living things interact with their environments?



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# MODULE 1

Reading

# Turning Points

Sample copy



## **The Recyclers** REALISTIC FICTION

**BQ** What experiences bring diverse people together?

**Paired Selection**

**Breaking Stereotypes** MOVIE REVIEW



## **A New Life in the New World** HISTORICAL FICTION

**BQ** What opportunities can be found in new places?

**Paired Selection**

**Ellen Ochoa: Space Pioneer** BIOGRAPHY



## **On the Banks of Plum Creek** HISTORICAL FICTION

**BQ** Why do we want to explore new places?

**Paired Selection**

**Laura Ingalls Wilder** ONLINE REFERENCE SOURCES

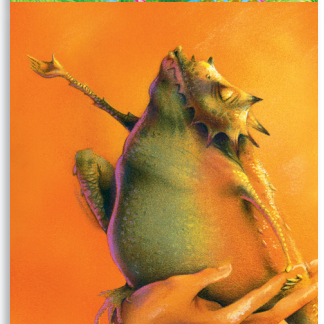


## **The Horned Toad Prince** TRICKSTER TALE

**BQ** What can we discover in the landscape of the Southwest?

**Paired Selection**

**The Eagle and the Snake** FABLE



## **Jane and Joe's Extreme Mexico Blog** EXPOSITORY TEXT

**BQ** How does *El Triunfo* Biosphere reflect the unique qualities of the southern Mexico?

**Paired Selection**

**The Monarch Butterfly Biosphere Reserve** MAGAZINE ARTICLE





# W1

## Oral Vocabulary

### Let's Talk!

#### Diversity

- Express opinions about what diversity means.
- Share ideas about the value of diversity in a community.
- Ask questions about what life would be like without diversity.
- Look at the concept map and add words for each concept.

## RO

RESOURCES ONLINE  
CONCEPT TALK VIDEO







Experiences that bring  
diverse people together

Community  
events

Work

School



#### Skill



#### Strategy



## Comprehension Skill

### Sequence

- Events in a story occur in a certain order, or sequence. The sequence of events can be important to understanding the story.
- Sometimes, an author tells the events in a story out of sequence. When an author does this, an event that happened earlier in a story might be told after an event that happened later.
- It will help you figure out what is happening in a story if you stop and summarize the events that have taken place so far.
- Use the graphic organizer to sequence and summarize the plot of "Going Batty."



## Comprehension Strategy

### Summarize

Good readers summarize information as they read. When you read, identify the important ideas and briefly retell them in your own words. As you summarize, notice whether your thoughts about what you are reading change.



Mrs. Koch's fourth-grade class walked to the library, just as they did every afternoon. At the door, their mouths dropped open. Hanging everywhere were bats—upside-down, black bats. It took a few seconds before they realized the bats were paper. “Why all the bats?” they asked Mr. Egan, the librarian.

Mr. Egan laughed. “We had some excitement this morning.” He went on to explain.

“The day started quietly. I checked in some books. Then a kindergarten class arrived for Story Hour. They sat in a circle while I began reading *Stellaluna*. Remember that story? It's about a little fruit bat. Well, suddenly, the children yelled, ‘Stellaluna! It's Stellaluna!’ I love it when kids get excited about a story, but this was ridiculous! Then I saw they were pointing up. A bat had gotten into the library. I was able to trap it in a box and take it outside. The kids made paper bats to take its place.”

The fourth graders looked around hopefully. But there were no bats—no real ones, anyway. They all sighed. Sometimes little kids have all the luck.

**Skill** Which grade is mentioned first in the story?

Why do you suppose this should not be the first event on your graphic organizer?

**Skill** What timeword clues tell you that Mr. Egan is going to talk about events that happened earlier in the day?

**Strategy** Give a brief summary about the important events in paragraph three.



**Your Turn!** **Need a Review?** See the *Envision It! Handbook* for help with sequencing and summarizing.



**Ready to Try It?**

Use what you've learned about sequencing as you read *The Recyclers*.





memorial



prideful



selecting



grand

peculiar

positive

recalls

## Vocabulary Strategy for

### **Affixes: Suffixes**

**Word Structure** Suppose you read an academic vocabulary word you don't know. You can use the suffix to help you figure out the word's meaning. Does the word have *-ful* or *-al* at the end? The Old English suffix *-ful* can make a word mean "full of," as in *tasteful*. The Old English suffix *-al* can make a word mean "of, or like," as in *magical*.

Choose one of the *Words to Know* and follow these steps.

1. Put your finger over the *-ful* or *-al* suffix.
2. Look at the base word (the part of the word without the suffix). Put the base word in the phrase "full of \_\_\_\_" or "of, or like \_\_\_\_."
3. Try that meaning in the sentence. Does it make sense?

As you read "The Storyteller," look for words that end in *-ful* or *-al*. Use the suffixes to help you figure out the meanings of academic vocabulary words.

**Words to Write** Reread "The Storyteller." Write a short essay about what you like best about the library. Use words from the *Words to Know* list in your essay.

# The Storyteller

Thursday mornings at the James P. Guthrie Memorial Library are magical. That's because every Thursday morning, Ms. Ada Landry tells historical fiction stories to anyone who wants to listen. But she does not just tell the stories. She acts them out. She makes them come alive.

When Ms. Ada describes what she calls “a **prideful** person,” she puffs out her chest and looks down her nose. She talks in a loud, boastful, powerful voice. When she talks about a sly person, she narrows her eyes and pulls up her shoulders. She talks in a sneaky kind of voice. When she **recalls** things that happened long ago, she gets a faraway look in her eyes, and she talks in a quiet, dreamy, hopeful voice.

Ms. Ada's stories are entertaining, but they nearly always have a lesson in them, too. A person who everyone thinks is a bit **peculiar** turns out to be kind or brave. A person who everyone thinks is **grand** proves to be cowardly or mean. A mistake or disaster ends up having a **positive** effect.

When it comes to **selecting** and telling stories, Ms. Ada is the best.



**Your Turn! Need a Review?** For help with word structure and working with suffixes, see *Words!*



**Ready to Try It?**  
Read *The Recyclers* on pp. 14–25.





# The Recyclers

by Aaron Burkholder



**GN**  
GENRE

**Realistic fiction** has characters and events that are like people and events in real life. As you read, think about how the people in your life are similar to or different from the characters and events in this story.





**BQ**  
BIG QUESTION

Question of the Week  
What experiences bring diverse  
people together?





Mom

Peter just moved to the small town of Deer Claw last year, after he lost his mother. Now it's just Dad, Peter, and his little brother, Tot. In Deer Claw, his father became the town recycling man. For Peter, starting a whole new life had been particularly difficult, especially with companions like Brent at school... but sometimes life is full of surprises...



Sssplersh! I remember the sound the paper cup made when it hit me in the back. It had been half-full of florescent blue slushie. Now, of course, the cup was empty and I had a new florescent blue shirt. I slowed my run and turned. But I already knew who had thrown it.



“That’s for you, garbage boy!” Brent said. And then, as if it were clever, he repeated, “Garbage boy!” and started laughing to himself.

*Not today, Brent,* I thought. But I said nothing. I turned and took off through the little town of Deer Claw. The icy blue drink dripped and stuck as I ran, but not even Brent could bother me today. It was the first day of summer and I was racing. Already buzzing through days blasted with heat, swimming pools, picnics, ice cream, and a million voyages. In the months ahead, I would charge into a book, one of my building projects, or a favorite show, hours and days at a time. Travel and adventure was what I needed. Travel and adventure was coming straight for me, but I wasn’t looking the right way.





Deer Claw

After a year, Deer Claw was just starting to feel like home. Dad had dragged us there after Mom had passed. It had a lot of forests with tall pine trees and creeks to play in and a big river with a dam up the hill. It was a fine town for a kid. I don't think the adults thought it was so great, though. They talked about the Gerson Memorial dam in whispers, the way Tot and I talked about Dad when he sent us to time-out. "The great big water balloon," they called it. But we liked to climb the hills around it and watch the white water spray out the front to form the little stream that ran through Deer Claw.

I found Dad in the grand old square in the middle of town. The Monster dipped from side to side and clicked behind him as he walked. The Monster was what I used to call his gigantic recycling cart. Dad picked up a plastic bottle and threw it in the bag with all the other plastic bottles. Most people throw away their bottles with the lids on. You learn about people's habits when you pick up their garbage.

"Peter, come up here with me!" Tot called to me from atop the heap of recyclables. I grimaced.

"Get down from there," Dad said. "Peter, help your little brother down."

"I'm selecting my new bottle!" Tot called back down.

"Here, let me help you," I called up, and started climbing.



We stopped by Mickelson's first. He was the town butcher and everyone knew him as a big man short on words. His garbage was mostly organic, and disgusting. I nearly hurled as I dumped his garbage into the organic bin on the back of the cart. I almost ran back outside but just then, who came strolling through the square but Brent. So I swallowed and turned back to my work. Luckily, no one noticed. Dad was busy and Mickelson was scowling at Mr. Pickelle as he passed.

None of the adults seemed to get along very well in Deer Claw. Dad said they used to be a lot more **positive**. That's because Deer Claw used to be a big, **prideful** town with a lot of money, but now no one had money and they were mad all the time.

Mr. Pickelle was a good example. He didn't even look at us once the whole time we were in his office. He just yelled into his phone.

"Are you kidding? You and I both know you can't prove that. We just had that dam inspected twelve years ago, and they said the dam was good for another decade, at least! At least!" And on he went, pushing this deal and that. We sorted through reams of shredded paper, coffee cups, and the occasional empty takeout box.



Mr. Mickelson





The Monster

Mr. Tulip was the exact opposite. He chattered eagerly while Dad nodded along and tried to finish his work.

“Going to be a big year, this one! I can feel it,” he said. “Dee Claw is clawing back. We’re looking for foreign companies to invest here now. Yes, sir, this is the year. I thought a mayor’s office would have more garbage but it didn’t seem like Mr. Tulip really did much in his.

By the afternoon it was raining and I was ready to go. Especially as I saw Brent just then going into a photo booth across the street, wearing his new expensive shirt.

“You can go home later,” Dad said. “You’re old enough to stick around a bit longer this year.”

“But Dad, it’s summer!” I explained. “Can’t I take Tot home and work on my new building project? This time, I’m using recycled materials to build a...”

CRACK! A distant, rolling crunch like thunder interrupted me. We looked around. The sky was clear blue. More crunches followed, like a giant stepping on colossal-size cereal. I hadn’t seen Dad look scared like that since Mom. A few people were coming out of their houses to see what was going on. Before we knew it, the water came, racing along the ground like a dirty creek, then like a small river. Soon it was up to my chest and Dad kept me close.



“It’s the dam! We have to get up high!” He yelled. He was looking around. “Where’s Tot?”

He was right. I didn’t see Tot, either! In fact, I didn’t see The Monster, either. I just saw pieces of it—humungous bags floating away on the brown water.

“Come on!” said Dad as he took off swimming. I followed. It wasn’t easy because the bags were scattering in different directions, as the new river had to divide around houses and stores and banks. We swam until my arms hurt and my lungs burned.

And then, we heard him. He was crying somewhere nearby. We found Tot clutching onto the top of Dad’s bag of plastic bottles. The bag was bobbing and bouncing in the water, faster and faster. It was stuck on the low branches of an oak tree. Dad and I swam to the bag and pulled it loose. Then we both climbed up on it, too. At that moment, I was glad for all the people who threw away their bottles with the lids on. We had a lifeboat!





Dad found a board and used it to steer us down the street. As we approached the town square, we heard someone coughing.

“There,” Dad said, pointing to the butcher shop. He tied our boat to a tree and dove into the rushing murk. I held Tot and watched nature rage into the town where I lived, taking it away from us, piece by little piece. I saw a bicycle float by, someone’s laptop, some papers that could have been anything. A minute later, Dad was dragging Mickelson to us, coughing and clutching onto our boat.

We heard a high-pitched screaming from nearby. “Help! Someone help me!” It was coming from Mr. Pickelle’s office.

“Don’t you help him!” Mickelson growled to Dad. “This raft isn’t big enough, and that lawyer said he couldn’t help me when I needed him because I couldn’t pay.”

Dad replied calmly, “Mickelson, I’m going to help him the same as I helped you. If you don’t like it, you can jump off my raft.” And Dad left.

While he was gone, another piece of the old Monster rushed by and knocked into Mickelson. He was about to throw it back out but I said, “Wait! Pull that over here!”

A minute later, Dad was back with a shaking, crying Mr. Pickelle.

“Thank you! Oh, thank you so much!” Mr. Pickelle said as he scrambled on, rocking and testing the new boat, which was twice as big as the old one. Mickelson and I had tied the second bag onto the first with some of his butcher’s string.



Material for Our Boat



The five of us took off again downstream. I don't think anyone knew where we were going.

A half hour later, our boat had expanded into a ship—we had a lot more bags and a lot more passengers. Mr. Tulip was there; and Mr. Torr, the dentist; and Mrs. Lewis, the judge; and Mrs. Venice, our principal; and a few others. The lifeboat was so packed that some people were just hanging off the sides, and it was having trouble staying above the water.

"We have to find a place to set down," Dad said. It seemed no one wanted to argue with him since he had saved most of them. And so we floated on as the dusk came. I was pretty sure we had left Deer Claw by now. I didn't see any rooftops anymore, just the top halves of pine trees. At least the water didn't seem to be getting any higher.

"There!" Tot said. We followed where he was pointing to a big, beautifully dry hill. Dad couldn't steer anymore with so many people on the lifeboat, but we all swam together and pushed and pushed until the people at the front thudded into the island and helped pull the rest of us onto shore. Everyone was crawling onto the solid ground and laughing. I laughed, too but, to tell you the truth, I really don't know what was so funny—I guess it was pure relief at being safe.





By that time, it was getting dark and someone suggested a fire, so the adults got working on that and then, when it was going, we all sat around the unsteady light and looked at the **peculiar** landscape like visitors from another world.

Everyone was glad to be there, on this little makeshift island. We all talked in excited tones, like we were holding back a secret, and random giggles broke out from different parts of the group. Mr. Pickelle was whispering with Mickelson. Mr. Tulip didn't say much, but he listened to everyone retelling their stories about how Dad found them. I hugged Tot, then got up to go find a bathroom—or some place I could use as one.

The island was a little bigger than I thought. We had landed on the short tip of a long pier that ran with the current, splitting the new river into two parts around it. When I found myself a little way away from the group, in the dark, I looked around for a good spot. What did I find then but a photo booth. It was washed up on shore, face down.

The water was still rushing loudly but I started to hear crickets and other night sounds. I scuffled toward the large blue block as the colors faded from the forest around me. But the photo booth stirred. “Hey! Hey! Is someone there?” it said in a familiar voice. Brent. “Hey! I hear something out there! If you can hear me, you’d better let me out of here!” Brent continued. “If you don’t, I swear I’ll find you!” He sounded really upset. Furious. I don’t blame him, I guess. Who knows how long he had been trapped in that box.





And I felt the smile sneak onto my face as I quietly turned and tiptoed back to the others. Brent started pounding, helpless as he shook his big plastic cell. “If you don’t help me, I’ll... I’ll...” As I left him behind, though, he stopped shouting. So I stopped. And listened. And then I heard crying. “Please, please, I’m so scared. Where am I?” He was sobbing now.



For some reason, that killed my smile. Instead, I sighed and I turned back around.

We walked back to camp together. Brent was shaking, but he was also crying, laughing, happy. I watched him talking by the fire with the others. I guessed everyone needed saving, the same as everyone else. Even Brent.

The people in Deer Claw still remember that day. I often hear Mr. Tulip as he recalls the events of the flood, and how it somehow helped to bring the community closer together. The flood was definitely a turning point for the little town of Deer Claw. We have a newly constructed dam, and some of the adults act a lot friendlier toward each other now. As for Brent and I... well, we’ll never be the best of friends, but at least he stopped bullying me.



**Discuss** Do you know anyone who has been a victim of bullying? Have you ever experienced bullying first-hand? Why do you think bullies act the way they do? **Text to Self**

**Write/Explain** This author uses colorful language to describe certain scenes. Find and underline a sentence in the story where the author paints a clear picture using specific language. Then explain why the sentence works so well.

**Think Like an Author**

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**Think/Write** Think about the events in the story. How does Brent feel about Peter at the beginning of the story?

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How does he feel at the end? Explain your answer. **Sequence**

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**Circle/Explain** When summarizing a story, you only include important details. Circle two of the following statements you would leave out of a summary of the story. Then explain your answer. 🔄 **Summarize**

1. Peter wants to work on his building project instead of helping his father.
2. The residents of Deer Claw don't have a close relationship before the dam breaks.
3. Mr. Pickelle didn't acknowledge Peter or his dad when they were in his office.

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**Look Back and Write** Look back at pages 18–19. Do you think Mr. Pickelle is responsible for how the residents of Deer Claw feel about the old dam? Provide evidence from the text to support your answer.

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Choose a book from your library and read independently for 30 minutes. Record your reading by paraphrasing, or telling in your own words, in a logical order and meaningful way what you have read.

## Further Reading

*Moving Day*  
by Ralph Fletcher

*The Lion and the Unicorn*  
by Shirley Hughes



# Let's Write!

## Key Features of Realistic Fiction

- characters who seem like real people
- plot events that could actually happen
- may be set in the past, the present, or the future

## Realistic Fiction

**Realistic fiction** contains made-up characters and events that seem believable. The student model on the next page is an example of realistic fiction.

### Writing Prompt

Write a realistic story about a character who reaches a turning point in his or her life.



## Writer's Checklist

### Remember, you should...

- ✓ create an imaginative story with a realistic plot that builds to a climax.
- ✓ include believable details about the characters and setting.
- ✓ use vivid, descriptive words to make your story more interesting.
- ✓ write legibly using cursive script.



# Student Model

## Nice to Meet You!

Jake thought he was the only person who felt strange in this new place he was supposed to call home. That was until he met Elly by chance one day when he was walking alongside the muddy-looking river on the edge of town.

"You look lost," she said when she saw him. "Are you new here, too?"

"Yes," said Jake. "We just moved here from Ohio. My dad started a new job at the glass factory in the town center."

The girl smiled. "Do you like it here?" she asked.

"I'm not sure yet," replied Jake. "It's weird suddenly being in a new place. It's so different from where we lived before, and I don't know anyone here."

"You do now," said the girl, and she held out her hand for Jake to shake. "I'm Elly."

Suddenly, Jake's surroundings looked a little sunnier—even the river seemed to sparkle slightly as the water gently rippled past him.

Jake took Elly's hand and grinned. "I'm Jake," he said. "Nice to meet you."

**Declarative** and **interrogative sentences** are used correctly.

**Writing Trait Word Choice**  
Vivid words create a "word picture." Circle the vivid words in the student model.

## Genre

**Realistic fiction** describes believable characters and actions. Underline the believable details about the characters and actions in the student model.

## Conventions

### Sentences

A **declarative sentence** makes a statement and ends with a period. An **interrogative sentence** asks a question and ends with a question mark.



# Breaking Stereotypes

by Rob James

Bullying is a common theme among movies, particularly those focused on teenage drama and coming of age. *Billy Elliot*, though, takes the issue to a new level with the story of an eleven-year-old boy who dreams of becoming a professional ballet dancer.

Set against the harsh background of a mining town in the north-east of England, Billy's dream couldn't go more against the grain with a community founded on hard manual labor that leaves no room for "artistic tomfoolery."

The young Billy lives with his widowed father, Jackie, and his older brother, Tony—both of whom are coal miners—along with his grandmother, who once shared the same aspiration as Billy to take to the stage, but who is now thought to be suffering from Alzheimer's disease.

Like many movies that contain a bullying theme, the prejudice against Billy stems from being different from most other people. In fact, when his father and his brother find out about Billy's secret dance lessons, they do everything they can to keep it quiet, worried about what other members of the community will think if they find out. Of course, the family's biggest fear is how it will reflect on them, as respected members of a macho society.



- Persuasive text tries to influence the reader to think or to do something. A movie review is an example of persuasive text.
- In a movie review, the movie reviewer shares his or her opinion about a film.
- A movie review tells readers whether or not they should go to see the movie being reviewed.
- Read "Breaking Stereotypes." As you read, think about the elements that make this review a good example of persuasive text.

The beauty of the movie—which has won numerous awards over the years, and has also been adapted into a successful stage musical—is in seeing Billy’s talent shine through to the point where he wins the support of his father, as well as the rest of the mining community, who raise money for Billy to travel to London for an audition at the prestigious Royal Ballet School.

The movie’s director, Stephen Daldry, manages to inject plenty of emotions into the story—I was laughing one minute and crying the next—while realistically portraying the closed attitudes that exist in a small industrial town.

The movie features outstanding performances from Julie Walters (Billy’s dance teacher, Sandra Wilkinson), Gary Lewis (Jackie Elliot), and Jamie Bell (Billy). It was such a box-office smash that a year after its initial release, author Melvin Burgess was commissioned to write the novelization of the movie based on the original screenplay.

*Billy Elliot* is a touching story of a boy who battles against the worst odds to achieve his ultimate dream. It mixes drama with humor, and leaves us with a positive message to cling on to.



## Let's Think!

- Does the author want his readers to see the movie? Identify the language he uses to convince readers.
- **Reading Across Texts** Look back at *The Recyclers* and “Breaking Stereotypes.” Describe any similarities you find between the stories’ messages. Provide evidence for your opinion.
- **Writing Across Texts** Use details from *The Recyclers* and ideas from “Breaking Stereotypes” to write your own review of *The Recyclers* as a book or movie. Would you recommend it? Why?



# Let's Learn!

# RO

RESOURCES ONLINE  
ONLINE STUDENT EDITION

## Vocabulary

### Affixes: Suffixes

**Word Structure** A suffix at the end of a word can help you figure out the word's meaning. The suffix *-ful* means "full of." Knowing this helps you figure out that the word *careful* means "full of care." Similarly, knowing that the suffix *-less* means "without" helps you figure out that *fearless* means "without fear."

### Practice It!

Reread page 19 and underline a word that ends in *-ful*. Reread page 25 and circle a word that ends in *-less*. Use the suffixes to help you figure out the meanings of the words.

## Fluency

**Expression** Reading with expression helps show the emotions of the characters in a story. Showing emotions makes the story more real. It also makes it easier to understand what is happening in the story.

### Practice It!

With a partner, practice reading aloud *The Recyclers*, pages 19 and 20. First, read with a regular speaking voice. Then use what you know about Mr. Pickelle and Mr. Tulip to read with feeling. Express their emotions as you read the dialogue. Which way is more interesting?



- When you give a talk to a group, make eye contact with the audience.

## Listening and Speaking

**Dramatic Retelling** In a dramatic retelling, you choose a scene from a story and retell it from the point of view of one of the characters. The purpose of a dramatic retelling is to show the character's understanding of events.

### Practice It!

Choose a scene from *The Recyclers*. Decide which character will retell the scene. Consider retelling a scene from Peter's point of view or Brent's point of view. Include important details from the story in your retelling. Speak with expression. Retell the scene to the class.

### Tips

#### Listening...

- Listen attentively to the speaker.
- Make comments related to the action in the scene.

#### Speaking...

- Retell events in the order they happened.
- Raise or lower your voice as you portray different characters in the scene.
- Look at the audience as you speak.

#### Teamwork...

- Answer questions with detail.
- Offer suggestions to improve others' retellings.





## Sequence

- Events in a story occur in a certain order, or **sequence**. The sequence of events can be important to understanding a story.

**Directions** Read the following passage. Then complete the timeline below by putting events in the order in which they happen.

When Anna first met Lexi, they were waiting to audition for the school play. Anna's family had just moved to America from Uruguay a month before, and Anna was still learning English. Her mother, a well-known actor in her country, encouraged Anna to try out for the play. Anna wanted to do a good job and please her mother.

While the drama coach listened to each student perform, Anna and Lexi quietly practiced their lines. Lexi turned to Anna

and asked, "Do you want to practice together?" Anna nodded her head, but inside, she was afraid Lexi would laugh at the way she said some of the words.

But Lexi didn't laugh. Instead, Lexi whispered Anna's lines to her, which helped Anna pronounce them correctly. This helped Anna relax and not feel worried. Soon the girls were giggling like best friends. In fact, they were best friends for the rest of the year.

1 2 3 4 5

### Home Activity

Your child completed a time line with the order of events from a short passage. Talk together about the main events of a typical day. Ask your child to put those events in sequential order using a simple timeline.

## Writing • Realistic Fiction

### Key Features of Realistic Fiction

- has made-up people and events
- has events that could happen in real life
- happens in a setting that seems real
- discusses problems that people in real life could have

### The Most Important Moment

This year, Travis was determined to make the basketball team. Try-outs were the next day. Travis practiced shooting and dribbling until dark that night. He didn't even study for his math test.

The next day, Travis did not do very well on his math test.

"Oh well. Right now basketball is more important," he thought.

When the bell rang, Travis ran to the gym.

"One, two, three..." Travis counted how many others were trying out. "Twelve. I have to just be better than seven other boys to make the team."

By the end, Travis felt pretty good about how he did.

The next morning, Travis got to school and ran to the gym. The list of the new basketball team would be posted. Travis thought this was the most important moment of his life. He read it once. It couldn't be. He read it again. Travis did all he could to keep from crying. He would have to wait until next year to try again.

Then over the loudspeaker, he heard his name:

"Travis Sorenson, please come to my office."

"Why would they want me in the office?"

Travis thought as he walked down the hall.

When he went into the office, Coach Roberts was there with Principal Stevens.

"Sit down, Travis," Mr. Stevens said.

"Coach Roberts has something to say to you."

"It's about the try-outs," Coach Roberts said. "You probably found out that you weren't selected."

"Yes, Coach," Travis was embarrassed and a little confused. Why was Coach Roberts talking to him about this?

"I just want you to know why I didn't pick you. It's not because I didn't want to pick you. I couldn't pick you. You've got to get your math grade up before I can let you on the team. If you work harder during the year, you can try out again mid-winter."

Suddenly, Travis grinned from ear to ear. Working harder in math would be like working harder to get on the basketball team.

"I get it, Coach," Travis said. "And I know I can do it."

1. What was the main problem in this story?

2. Underline the turning point for the main character.

### Home Activity

Your child identified the key features in a piece of realistic fiction. With your child, read another short piece of realistic fiction and ask him or her to identify the key features in the story.



## Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. remembers
2. without doubt
3. excellent
4. strange
5. picking out

### Check the Words You Know

- \_\_\_ grand
- \_\_\_ memorial
- \_\_\_ peculiar
- \_\_\_ positive
- \_\_\_ grateful
- \_\_\_ recalls
- \_\_\_ selecting

**Directions** Choose the word from the box that best matches the meaning of the underlined words. Write the word on the line shown to the left.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. She needed help selecting a book.
2. We had a great time in Florida.
3. Greg saw a statue that helps people remember the town's early settlers.
4. I was certain that I had my keys with me.
5. She is a person who thinks a lot of herself.

## Write a Story

On a separate sheet of paper, write a story about becoming friends with someone new. Use as many vocabulary words as you can.



### Home Activity

Your child identified and used vocabulary words from *The Recyclers*. With your child, create original sentences using the vocabulary words.

## Declarative and Interrogative Sentences

A **sentence** is a group of words that expresses a complete thought. A sentence begins with a capital letter. A sentence that states something is a **declarative sentence**. A declarative sentence ends with a period. A sentence that asks a question is an **interrogative sentence**. An interrogative sentence ends with a question mark.

### Declarative Sentence

He was sobbing now.

### Interrogative Sentence

Is someone there?

**Directions** Read each sentence and add the correct punctuation. Then write whether each sentence is declarative or interrogative.

1. It was stuck on the low branches of an oak tree

---

2. For some reason, that killed my smile

---

3. Where am I

---

**Directions** Change each sentence to the kind named in ( ). Write the new sentence.

1. Sasha wants a very large dog. (interrogative)

---

2. Is she new in town? (declarative)

---

### Home Activity

Your child learned about declarative and interrogative sentences. Have your child write two declarative and two interrogative sentences about something he or she did today.



## Short Vowels VCCV

### Spelling Words

admire	rascal	mitten	engine	method	happen	flatten
rally	magnet	gutter	intend	sudden	custom	cannon
accident	soccer	contest	mammal	fabric	finger	

**Classifying** Write the list word that fits each group.

- |  |           |
|--|-----------|
| 1. rules, game, winner, _____            | 1. _____  |
| 2. wheels, trunk, hood, _____            | 2. _____  |
| 3. foot, toe, hand, _____                | 3. _____  |
| 4. mistake, error, mishap, _____         | 4. _____  |
| 5. cotton, wool, silk, _____             | 5. _____  |
| 6. baseball, football, basketball, _____ | 6. _____  |
| 7. pancake, road, dough, _____           | 7. _____  |
| 8. otter, wolf, horse, _____             | 8. _____  |
| 9. mean, plan, aim, _____                | 9. _____  |
| 10. iron, attract, pole, _____           | 10. _____ |
| 11. meeting, gathering, assembly, _____  | 11. _____ |
| 12. habit, ritual, routine, _____        | 12. _____ |
| 13. hat, scarf, earmuffs, _____          | 13. _____ |

**Context Clues** Choose a word to complete each sentence of the script. Write the word.

- |  |          |
|--|----------|
| 1. Bowler 1: Hooray! I got a strike! Did you see it ____?        | 1. _____ |
| 2. Bowler 2: I ____ your skill.                                  | 2. _____ |
| 3. Bowler 3: The ball looked as if it had been shot from a ____. | 3. _____ |
| 4. Bowler 1: My bowling ____ is perfect!                         | 4. _____ |
| 5. Bowler 2: Then how come your ball just rolled into the ____?  | 5. _____ |
| 6. Bowler 1: All of a ____ I just lost control of the ball.      | 6. _____ |
| 7. Bowler 1: You ____! I think you enjoyed my mistake.           | 7. _____ |



### Home Activity

Your child spelled words with short vowels in VCCV pattern. Read the script aloud with your child. Have your child spell the list words with closed eyes.

## Vocabulary • Suffixes

- A **suffix** is a syllable added to the end of a base word to change its meaning or the way it is used in a sentence.
- The suffix *-ful* means “full of \_\_\_\_\_,” as in *careful*. The suffix *-al* means “from, of, or like \_\_\_\_\_,” as in *fictional*. You can use suffixes to help you figure out the meanings of words.

**Directions** Read the following story about a trip to the library. Then answer the questions below.

When I went to King Memorial School, there was a contest for telling a story about our town’s original settlers. My friends and I formed a team and went to the local library. I was doubtful that our team would win until we talked to the town

historian in the library. She told us the wonderful story of one brave pioneer family. To us, the story was a logical choice. I was really prideful when my team won the prize for telling our town’s most colorful story.

1. What does the word *prideful* mean in the story?  
\_\_\_\_\_
2. What does the word *original* mean in the story?  
\_\_\_\_\_
3. What is the suffix in the word *wonderful*? What does *wonderful* mean?  
\_\_\_\_\_
4. What does the suffix mean in the word *logical*? What does *logical* mean?  
\_\_\_\_\_
5. Think of another word that ends with either *-ful* or *-al*. Explain the meaning of the word. Then use it in an original sentence.  
\_\_\_\_\_  
\_\_\_\_\_

### Home Activity

Your child identified suffixes in words to understand their meanings. With your child, read a short selection. Ask your child to point out words that use suffixes and what those words mean.



## Map/Globe/Atlas

- A **map** is a drawing of a place that shows where something is or where something happened.
- A map's **legend** has a **compass rose** to show direction, a **scale** to show distance, and a **key** to symbols.
- A **globe** is a sphere with a map of the world, and an **atlas** is a book of maps.

**Directions** Use this map of Mexico to answer the questions below.



1. What large mass is found to the west of Mexico?
2. How many countries border Mexico?
3. What does the star on the map tell you?
4. How do you think Baja California got its name?
5. What important Mexican landmark could a tourist visit in Tulum?

### Home Activity

Your child studied information on a simple map. Point to the different components on the map and have your child identify them without looking at the information at the top of the page.

**Directions** Use this road map of Mexico to answer the questions below.



1. Which highway connects Nuevo Laredo and Monterrey?  
\_\_\_\_\_
2. Which highway connects Mazatlan and Hermosillo?  
\_\_\_\_\_
3. Why do you think the name Mexico City is in larger type than the names of the other cities?  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the southernmost city on this map?  
\_\_\_\_\_  
\_\_\_\_\_
5. An atlas of Mexico provides road maps for all the states. When would you use a road atlas?  
\_\_\_\_\_  
\_\_\_\_\_

### Home Activity

Your child learned about using maps, atlases, and globes. Together, look at a map of your state. Examine the legend and locate significant cities or features with which your child is familiar.



## Short Vowels VCCV

**Proofread a Newspaper Column** Circle five misspelled words in the newspaper column. Write the words correctly. Then write the sentence that has a punctuation mistake correctly.

### Roof Rally

By Dan Green

Most days, I idmire that little rascle, the squirrel. That furry little mummal is always busy. Its usual costum is to keep busy burying food all day long. On one recent day, a squirrel decided to take a break. He brought twenty of his cusins and held a rally on my roof. The noise was terrible! How could this happen? Stop it, I shouted. They scampered over the gutter and ran away. It was good to have peace and quiet again.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

### Spelling Words

admire  
magnet  
contest  
method  
custom  
rally  
soccer  
engine  
sudden  
finger  
accident  
mitten  
intend  
fabric  
flatten  
rascal  
gutter  
mammal  
happen  
cannon

**Proofread Words** Circle the correctly spelled word. Write the word.

- |                                    |          |
|------------------------------------|----------|
| 1. cannon    kannen    kanna       | 1. _____ |
| 2. mignet    magnet    manget      | 2. _____ |
| 3. accident    accidnt    eccident | 3. _____ |
| 4. injune    engine    ingine      | 4. _____ |
| 5. soccor    socor    soccer       | 5. _____ |
| 6. fabrik    fibrak    fabric      | 6. _____ |

### Frequently Misspelled Words

with  
cousin

### Home Activity

Your child identified misspelled words with short vowels in VCCV pattern. Say each spelling word. Ask your child to name the short vowel in the first syllable.

## Declarative and Interrogative Sentences

**Directions** Read the selection. Then read each question. Circle the letter of the correct answer.

### Together in a Crisis

- (1) Travel and Adventure was what I needed. (2) Is someone there. (3) it was washed up on the shore, face down. (4) Soon it was up to my chest and Dad kept me close.  
(5) Pull that over here?

1. What change, if any, should be made in sentence 1?

**A** Change **Adventure** to **adventure**.  
**B** Change **needed** to **need**.  
**C** Change **I** to **You**.  
**D** Make no change.

2. What change, if any, should be made in sentence 2?

**A** Change **Is** to **Are**.  
**B** Change **someone** to **somebody**.  
**C** Change the period to a question mark.  
**D** Make no change.

3. What change, if any, should be made in sentence 3?

**A** Change **face down** to **Face Down**.  
**B** Change **on the shore** to **in the shore**.  
**C** Change **it** to **It**.  
**D** Make no change.

4. What change, if any, should be made in sentence 4?

**A** Change **Soon** to **Hold**.  
**B** Change **Soon** to **was**.  
**C** Change the period to a question mark.  
**D** Make no change.

5. What change, if any, should be made in sentence 5?

**A** Change **pull** to **push**.  
**B** Change **here** to **there**.  
**C** Change the question mark to an exclamation mark.  
**D** Make no change.

### Home Activity

Your child prepared for taking tests on declarative and interrogative sentences. Say declarative or interrogative and have your child say a sentence of the correct kind.



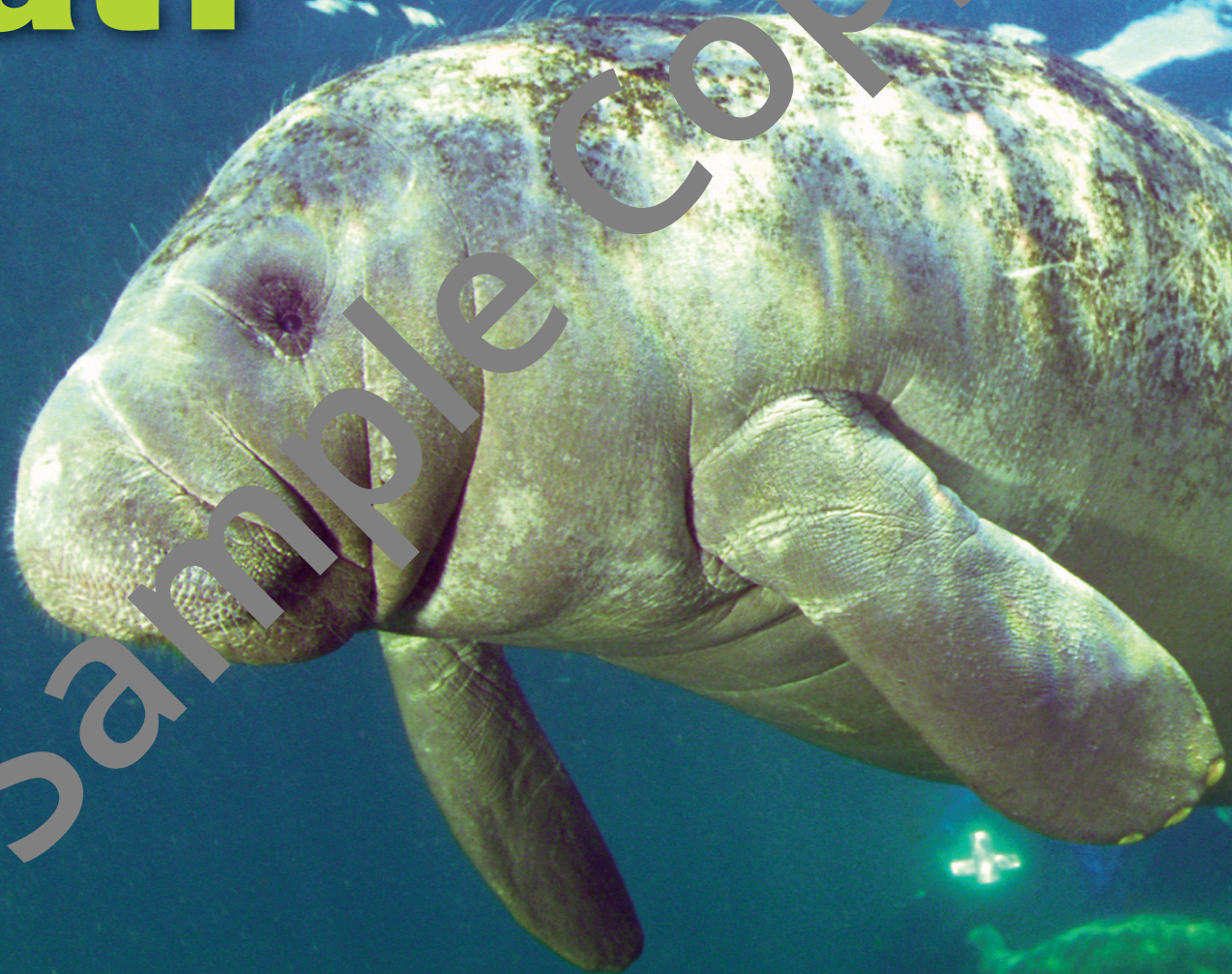
# interactive SCIENCE

Some raccoons live in hollow trees. Their flexible legs help them run down the outside of these trees headfirst.





# What do manatees eat?





# Ecosystems

**Try It!** How can you estimate how many animals live in an ecosystem?

**Lesson 1** What are ecosystems?

**Lesson 2** How do living things get energy?

**Lesson 3** What are food chains and food webs?

**Lesson 4** How do living things affect the environment?

**Lesson 5** What are fossils?

**Lesson 6** What can fossils tell us?

**Investigate It!** How do earthworms meet their needs in a model of an ecosystem?

Manatees live in rivers, bays, canals, and coastal areas.

The manatee is a large, plant-eating mammal.

**Predict** What things do you think a manatee needs to survive?

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# Inquiry Try It!

## How can you estimate how many animals live in an ecosystem?

Scientists can figure out how many animals live in a large area by counting how many animals there are in small parts of the area and then **estimating**. The more small parts that they check, the better their estimate usually is.

- ✓ 1. Scatter two handfuls of cereal on a checkerboard. Guess how many pieces are on the board.

- ✓ 2. Work with a partner. Determine a way to **estimate** the total number of pieces on the board.

Write your estimate. \_\_\_\_\_

**Hint:** Start with a small area.

- ✓ 3. Count all the pieces of cereal on the board. \_\_\_\_\_

## Explain Your Results

4. Which was easiest: guessing, **estimating**, or counting?

Which was most accurate? \_\_\_\_\_

5. **Infer** How do you think you could make your estimate more accurate?

6. **UNLOCK BC BIG QUESTION** **Infer** Why do you think scientists might want to know how many animals live in an ecosystem?

### Materials



checkerboard



calculator (optional)

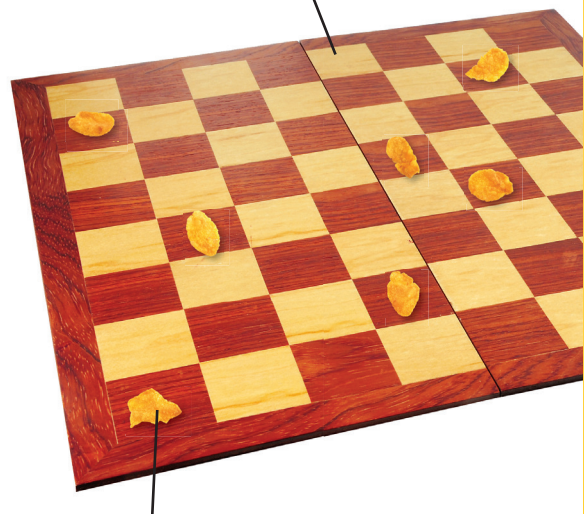


dry puffed cereal

### Inquired Skill

One time, you can use math to help you make a **guess estimate**.

checkerboard = ecosystem



piece of cereal = animal



## Main Idea and Details

- The **main idea** is the most important idea in a reading selection.
- Supporting **details** tell more about the main idea.

Let's  
**Read**  
Science!

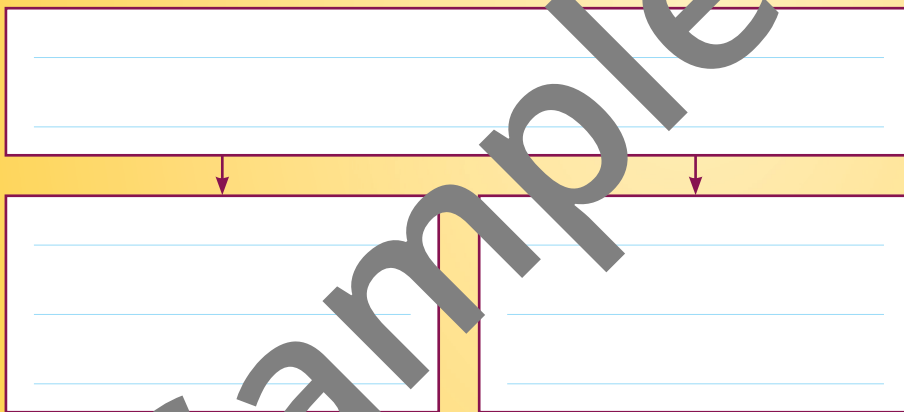
### The Desert Ecosystem

Plants can live in a hot, dry desert. Long roots that grow close to the surface allow a cactus to take in as much rainwater as possible during a single storm. The roots of a large saguaro cactus may grow to 15 meters in length. The stem of a cactus expands to fill with the rainwater it collects.

### Practice It!

Complete the graphic organizer below to show the main idea and details in the example paragraph.

**Main Idea**



A graphic organizer consisting of a large rectangular box at the top for the 'Main Idea' and two smaller rectangular boxes below it for 'Details'. The boxes are connected by arrows pointing downwards. Each box contains three horizontal lines for writing.

**Detail**

**Detail**



## Lesson 1

# What are ecosystems?



Tell how the organisms in this picture interact.

## My Planet Diary

## Let's Blog!



by Emma  
Middleburg, FL

Write a response to Emma's blog.  
Talk about an animal you have seen  
or read about.

Today, we went to the Alligator Farm in St. Augustine. We saw American alligators. One alligator was albino. Did you know they feed them rodents called Cavia? The worker that fed them said they only need 80 pounds of food a year. I was surprised when she walked among the alligators in the exhibit as she fed them. One of them kept hissing at her. I would have been scared.

Although we saw many crocodiles and alligators, my favorite was the albino alligator. It was all white. I learned that the parents of albino alligators don't always have to be albino themselves. We rarely see these in the wild because they can't camouflage themselves from their predators.



It was an exciting day and a great way to spend the afternoon learning.

Sample



I will know the parts of ecosystems and some examples of ecosystems. I will know how specific structures of organisms help them live in their habitats.

## Words to Know

ecosystem  
habitat

population

## Parts of an Ecosystem

An ecosystem is all the living and nonliving things in an environment and the many ways they interact. An ecosystem may be large like the ocean or small like a park. Animals and plants are living parts of an ecosystem. These organisms interact with each other and with the nonliving parts of the system. The nonliving parts of an ecosystem include air, water, soil, sunlight, and landforms.

1. **Main Idea and Details** Complete the graphic organizer below. Write details about ecosystems.

### Main Idea

There are many parts of an ecosystem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Detail**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Detail**



2. **Infer** The seahorse interacts with its ocean ecosystem by holding on to the coral. Why do you think the seahorse holds on to the coral?

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

## Kinds of Ecosystems

There are several different ecosystems in North America, such as tundra, rain forest, desert, grassland, and forest. Many factors, such as climate and soil, make ecosystems different. Some ecosystems are cold and dry, while others are warm and wet. Some ecosystems have sandy soil while others have fertile soil. The kinds of plants and animals that live in an area depend on the climate and soil. Organisms can survive only in environments in which their needs are met. In any environment, some kinds of plants and animals survive better than others.

For example, you may think that nothing can live in a desert ecosystem, but deserts have many organisms living there. Cacti and lizards live in deserts. Sandy soil is used as a hiding place for the desert horned lizard. The lizard can quickly become invisible by throwing sand over its body.

3.  **Main Idea and Details** Read the first paragraph again. Underline the main idea. Circle the details.

4. **CHALLENGE** How might a grassland change if very little precipitation falls on the area for several years?

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---

---



### Wetlands

5

In wetlands, the ground is covered with water for at least part of the year. Water lilies and cypress trees grow in some wetlands. Different kinds of animals, such as insects, raccoons, and alligators, live in wetlands, too.

raccoon



1

## Tundra

A tundra is a cold region. The ground beneath the surface is frozen all year. Some grasses can grow, but trees cannot. Arctic foxes, caribou, and other animals thrive in these areas.

caribou



2

## Rain Forests

Not all rain forests are tropical. The mild and rainy climate of the Pacific Northwest supports temperate rain forests. They are home to organisms such as spotted owls, banana slugs, and Douglas fir trees.

northern spotted owl



3

## Desert

The driest ecosystem is a desert. Some plants and animals have adapted to the limited water supply. Cacti, coyotes, and lizards are desert organisms.

desert horned lizard



4

## Grassland

Grasslands, as their name suggests, are covered with grasses. They receive a medium amount of rain. Grasshoppers, prairie chickens, and bison are animals that live in grasslands in North America.

grasshopper







## At-home Lab

### Picture This!

Pick an ecosystem. Cut out pictures of its habitats and populations. Write a description of the ecosystem. Glue your pictures and description onto construction paper. Label the populations.

## Living Things Within Their Ecosystems

### Habitat

The area or place where an organism lives in an ecosystem is its habitat. You can think of a **habitat** as an “address.” The habitat of the lion is open grassland with shrubs, trees, and water. A habitat contains all the living and nonliving things that an organism needs to survive.

### Population

Look at the picture on this page. It shows a savannah ecosystem in Africa. A savannah is a land of grassland. There are many **populations** found in this savannah. A population is the number of one species that live within an area of an ecosystem. For example, the elephants that live in the African plains form a population. A population may be large or small.

5. **Apply** Find another population in the picture and draw an X on each member of that population.
6. **Identify** Write the names of two other populations that you think could be part of the ecosystem shown here.

a habitat within a savannah ecosystem

elephant

zebra

giraffe



## Structures for Survival

Many organisms such as the platypus have special structures that help them survive in their habitats. These structures may include wings that allow them to fly, webbed feet that help them swim, and fur that keeps them warm. Different organisms in an ecosystem may have similar structures that help them live there. For example, many organisms that live in the ocean have fins that help them move easily through water.



- 7. Infer** What kind of ecosystem might this animal live in? Explain how you know.

---

---

---

## Got it?

- 8. Identify** What kind of habitat do you think an animal with long, thick fur would most likely live in?

---

---

- 9. Explain** What structures might monkeys have that help them to live in trees?

---

---



**Stop!** I need help with \_\_\_\_\_



**Wait!** I have a question about \_\_\_\_\_



**Go!** Now I know \_\_\_\_\_