

Essential Question: What choices are good for us?

Unit 4 Week 1

Story

The Real Story of Stone Soup

Genre

Folktale

Story

"Healthful Food Choices"

Genre

Expository Text

Story

"Nail Soup"

Genre

Folktale

Comprehension Strategy

ask and answer questions

Comprehension Skill

point of view

Vocabulary Strategy

root words

Writing Traits

voice

Grammar

linking verbs

Other Skills

punctuation and complete sentences

Genre

folktale

SPELLING/PHONICS

oo, ew, u_e,
ue, u, ui, ou

spoon

goose

booth

gloom

rude

tube

due

clues

true

chew

July

look

shook

notebook

could

coins

joyful

round

classroom

childhood

Vocabulary

healthful- wholesome and good for your health

aroma- pleasant or agreeable smell or fragrance

expect- to think or suppose something

flavorful- tasty and full of flavor

graceful- beautiful or pleasing in design, movement, or style

interrupted- stopped for a time or broken off

luscious- smells or tastes delicious

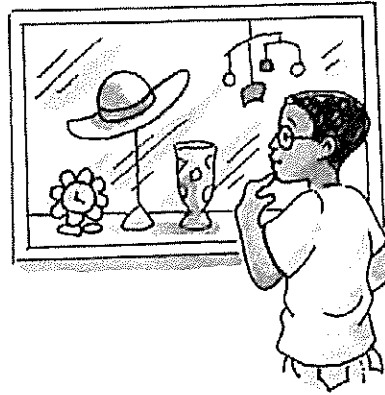
variety- a number of different things

Home-School Connection

Dear Family Member:

This week our class will be focusing on choices. We will be discussing what choices are good for us.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 79)

- **Words to Know: root words** Help your child use the list words to tell a story about choosing healthy foods.
- **Spelling/Phonics: variant vowels /ü/** You will time your child as he or she spells the words on the list. Then you will repeat the activity and see if your child can beat their time!

Comprehension: point of view (see page 80)

Help your child identify the narrator's point of view—first person or third person—when reading excerpts of a story.

Word Workout

Words to Know

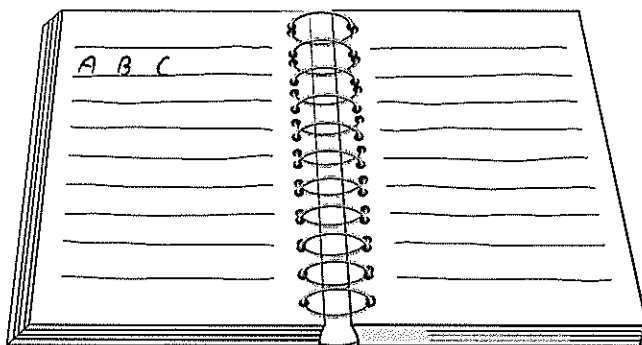
Let's discuss these words together. Then let's make up a story about choosing healthy foods, using all of the words. We can start our story like this: *The dessert looked absolutely luscious.*

interrupted	graceful	luscious	variety
expect	aroma	flavorful	healthful

Spelling Words

Let's time how long it takes you to spell all of the words correctly. We will write down the time, then try it again. See if you can beat your own time!

spoon	gloom	due	chew	shook
goose	rude	clues	July	notebook
booth	tube	true	look	could



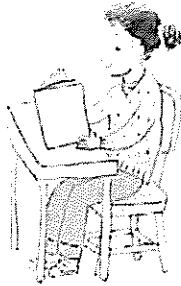


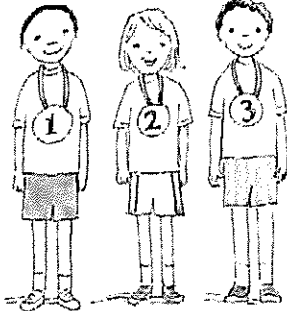
Challenge: classroom childhood

Review: coins joyful round

Comprehension: Point of View

Who's Telling the Story?

Let's read these excerpts from a story. If the narrator is telling a story about himself or herself, write **first person point of view** on the lines. If the narrator is telling the story about a different character, write **third person point of view**.

<p>1. Kendra knew the test would be hard. She decided to study for a long time.</p> <hr/> <hr/>	
<p>2. I really felt like eating some ice cream, but I knew the apple would be healthy.</p> <hr/> <hr/>	
<p>3. My dog loves to go on long walks. It's good exercise for both of us.</p> <hr/> <hr/>	
<p>4. The first three winners got medals. They were all very proud.</p> <hr/> <hr/>	

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Answers: 1. third person; 2. first person; 3. first person; 4. third person

Essential Question: How can you use what you know to help others?

Unit 4 Week 2

Story

*The Talented
Clementine*

Genre

Realistic Fiction

Story

"Clementine and the
Family Meeting"

Genre

Realistic Fiction

Story

"The Impossible Pet
Show"

Genre

Realistic Fiction

Comprehension Strategy

ask and answer questions

Comprehension Skill

point of view

Vocabulary Strategy

prefixes

Writing Traits

ideas

Grammar

contractions with *not*

Other Skills

using apostrophes

Genre

realistic fiction

**SPELLING/
PHONICS**

plural words

years
twins
trays
states
ashes
foxes
inches
flies
cities
ponies
bunches
alleys
lunches
cherries
daisies
spoon
clues
shook
heroes
libraries

Vocabulary

achievement- something that you accomplish

apologized- said you were sorry

attention- watch, listen, and concentrate on something

audience- a group of people gathered to hear or see something

confidence- trust or faith in something or someone

embarrassed- shy, uncomfortable, or ashamed

realized- understood something completely

talents- natural abilities or skills

Home-School Connection

Dear Family Member:

This week our class will be focusing on skills and talents. We will be discussing how children can use what they know to help others.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 84)

- **Words to Know: prefixes *un-*, *non-*, *im-*, and *pre-*** You will work together to define the words and then take turns using each word in a sentence.
- **Spelling/Phonics: plural words** You will say the singular form of each spelling word, and your child will write the plural form. You will compare the lists to see how many words your child writes correctly.

Comprehension: point of view (see page 85)

Help your child identify the narrator's point of view for each sentence by circling clue words.

Word Workout

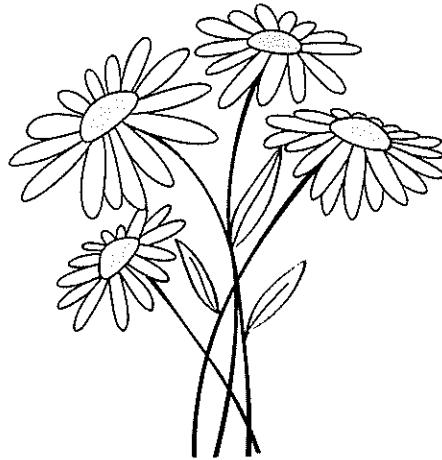
Words to Know

Let's talk about the meaning of each word. Then we will take turns using each word in a sentence.

embarrassed apologized attention achievement
talents audience realized confidence

Spelling Words

I'll say the singular version of a word from the list, such as *city*. Then you write the spelling word that is the plural form of the word I said. We will do this for all the words. We will look at your completed list and see how many words you wrote correctly.



years states inches ponies lunches
twins ashes flies bunches cherries
trays foxes cities alleys daisies

Challenge: heroes libraries

Review: spoon clues shook

Comprehension: Point of View

First or Third?

Remember that when the narrator is first person, we use words like *I*, *me*, *my*, and *we* to tell the story. When the narrator is third person, we use words like *he*, *she*, and *they* to tell the story.

Let's read the sentences. Tell if the narrator is first or third person. Then let's circle the words that show we are correct.

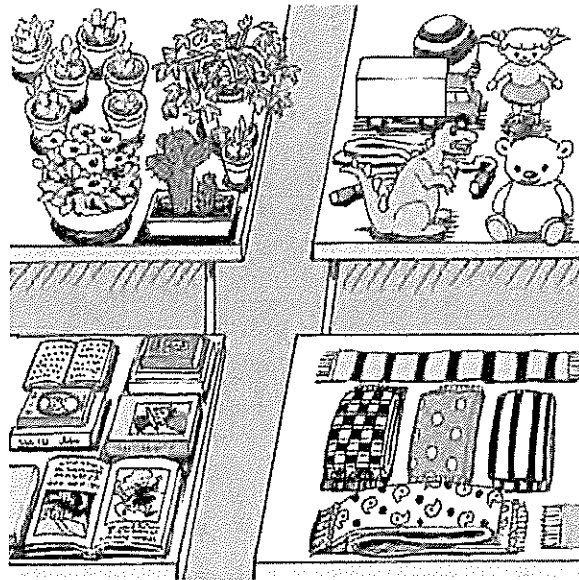
1. We all decided to help raise money for our school.

2. Jason brought toys he did not play with anymore to sell.

3. I know how to knit, so I brought some scarves I made.

4. Mrs. Tomas donated books she already read.

5. My little sister and I also helped collect money for plants that we grew. _____



Answers: 1. first person – circle We, our; 2. third person – circle Jason, he; 3. first person – circle I, I; 4. third person – circle Mrs. Tomas, she; 5. first person – circle My, I, we

Essential Question: How do animals adapt to challenges in their habitats?

Unit 4 Week 3

Story

Amazing Wildlife of the Mojave

Genre

Expository Text

Story

"Little Half Chick"

Genre

Folktale

Story

"Gray Wolf! Red Fox!"

Genre

Expository Text

Comprehension Strategy

reread

Comprehension Skill

compare and contrast

Vocabulary Strategy

sentence clues

Writing Traits

organization

Grammar

main and helping verbs

Other Skills

commas and quotation marks in dialogue

Genre

expository text

**SPELLING/
PHONICS**

variant
vowels

taught
hauls
caused
paused
squawk
drawing
crawl

flawless

lawn

salt

talked

halls

water

bought

thoughtless

inches

cities

cherries

walrus

autumn

Vocabulary

shelter- something that covers or protects

alert- to give warning

competition- situation where people or animals are trying to be more successful than others

environment- natural features of a place

excellent- very good

prefer- like better

protection- when something is kept safe

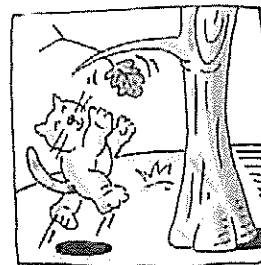
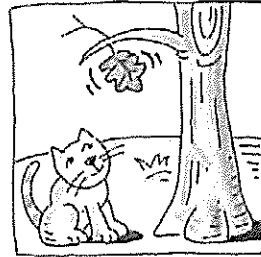
related- belong to the same family

Home-School Connection

Dear Family Member:

This week our class will be focusing on adapting to challenges. We will discuss how animals adapt to challenges in their habitat.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 89)

- **Words to Know: context clues** Work with your child to identify the words that match different clues.
- **Spelling/Phonics: variant vowels /ô/** Help your child build spelling words using letters on slips of paper.

Comprehension: compare and contrast (see page 90)

Help your child tell how three items are alike and how they are different after completing a chart about each item's characteristics.

Word Workout

Words to Know

I'll say a sentence that helps define each word. You tell me the word that goes with the sentence.

related excellent prefer environment
protection alert competition shelter

1. People and animals need this to live in and stay safe.
2. This is what an animal's fur gives it from cold weather.
3. This means that two animals are from the same family.
4. The very best shelter can be described this way.
5. If an animal is aware of an enemy, it is _____.
6. This means you would rather have one thing over another.
7. If there is a contest between two animals, there is _____.
8. Animals who live together in the ocean live in the same one of this.

Spelling Words

Let's write these letters on individual slips of paper and arrange them in a row.

a b c d e f g h h i k l l m n o p q r s s t t u w

Now I'll say a word, and you choose the correct letters to spell the word. If it's correct, put the letters back. If not, we'll try again.

taught paused crawl salt water
hauls squawk flawless talked bought
caused drawing lawn halls thoughtless

Challenge: walrus autumn

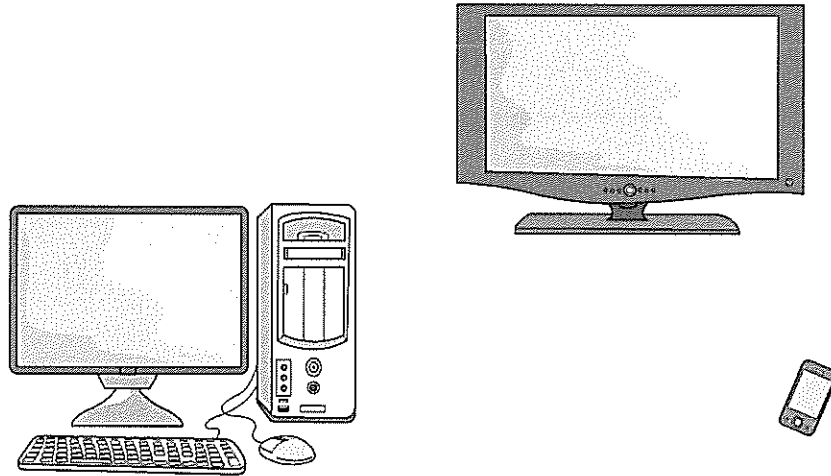
Review: inches cities cherries

Answers: 1. shelter; 2. protection; 3. related; 4. excellent; 5. alert; 6. prefer; 7. competition; 8. environment.

Comprehension: Compare and Contrast

Alike and Different!

Let's look at the group of items and complete the chart below. Then let's talk about how the items are alike and how they are different.



	Computer	Television	Cell phone
Shape			
Purpose			
What you can do with it			
Size			

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Essential Question: How are people able to fly?

Unit 4 Week 4

Story

Hot Air Balloons

Genre

Expository Text

Story

"Bellerophon and Pegasus"

Genre

Myth

Story

"Firsts in Flight!"

Genre

Expository Text

Comprehension Strategy

reread

Comprehension Skill

cause and effect

Vocabulary Strategy

context clues

Writing Traits

organization

Grammar

complex sentences

Other Skills

commas in sentences

Genre

expository text

SPELLING/ PHONICS

homophones

sale
sail
beet
beat
rode
road
rowed
its
it's
your
you're
their
they're
peace
piece
taught
talked
bought
seen
scene

Vocabulary

controlled- adjusted or moved by something else

direction- line or course something moves along

flight- the act of flying

impossible- something that cannot be done

launched- put into motion

motion- the action of moving

passenger- a person who travels in a vehicle

popular- liked by many people

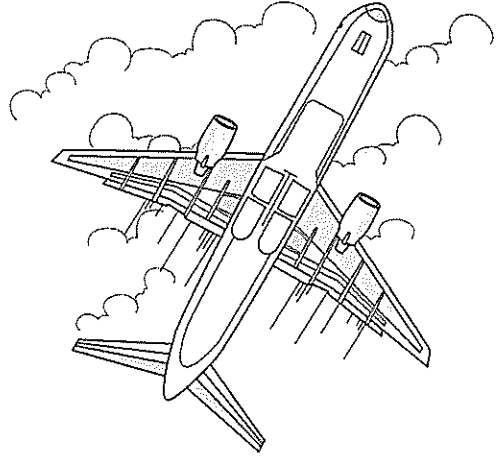


Home-School Connection

Dear Family Member:

This week our class will be focusing on flight. We will be discussing how people are able to fly.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 94)

- **Words to Know: multiple-meaning words** Help your child come up with the clues to a completed crossword puzzle.
- **Spelling/Phonics: homophones** You and your child will take turns using each word in a sentence, naming the spelling word, and finally spelling the word.

Comprehension: cause and effect (see page 95)

Help your child complete a cause and effect chart that has been partially filled out.

Word Workout

Words to Know

Look at the crossword puzzle completed with the vocabulary words. Let's write in the clues (or the definition) that will match the solution shown.

passengers launch direction flight
impossible popular controlled motion

		1c															
		o															
		n	2d	3i	r	e	c	t	i	o	n						
		t			m												
		r			p												
		5m	o	t	i	o	n					6p	1				
		l					s			o			i				
		l					s			p			g				
		e					i	7l			a	u	n	c	h		
		d					b			l			t				
							l			a							
		8p	a	s	s	e	n	g	e	r	s						

Across

- 2. _____
- 5. _____
- 7. _____
- 8. _____

Down

- 1. _____
- 3. _____
- 4. _____
- 6. _____

Spelling Words

Let's look at the spelling list for two minutes. Then I will use a word in a sentence. You name the spelling word in the sentence and then spell it. If you are correct, you circle the word on the list. Then we'll switch roles. We will do this until all the words are spelled correctly.

sale beat rowed your they're
sail rode its you're peace
beet road it's their piece

Challenge: seen scene

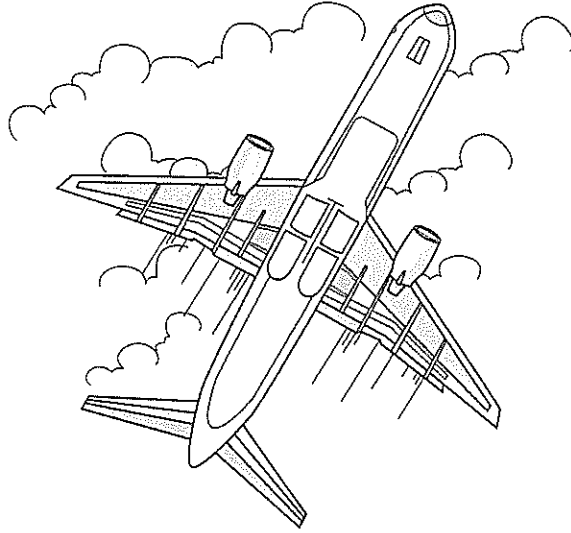
Review: taught talked bought

Answers: 2 Across – the way; 5 Across – movement; 7 Across – set off into flight; 8 Across – people on a plane; 1 Down – was in charge; 3 Down – not possible; 4 Down – a ride in the air; 6 Down – to be well-liked

Comprehension: Cause and Effect

What's the Cause? The Effect?

Let's read the causes and effects in the chart below and talk about how to complete each pair. Then we can write our answers in the chart and read the pairs as a sentence.



CAUSES	EFFECTS
Because the plane was late, _____	_____
_____	so, the pilot told use to put our seat belts on.
Since there was a storm coming, _____	_____
_____	therefore, we decided to fly.

Essential Question: How can others inspire us?

Unit 4 Week 5

Story

"The Winningest Woman of the Iditarod"

Genre

Poetry

Story

"Narcissa"

Genre

Poetry

Story

"Ginger's Fingers" and others

Genre

Narrative and Free Verse

Literary Elements

repetition and rhyme

Comprehension Skill

theme

Vocabulary Strategy

figurative language

Writing Traits

word choice

Grammar

irregular verbs

Other Skills

commas in sentences

Genre

narrative and free verse

SPELLING/ PHONICS

soft c and g

pounce
cents
mice
age
changes
placed
price
office
gyms
message
dice
space
wage
giant
pages
your
road
peace
giraffe
peaceful

Vocabulary

adventurous- willing to risk danger for excitement

courageous- brave

extremely- very

weird- strange or mysterious

free verse- poem that does not rhyme or follow a rhythmic pattern

narrative poem- a poem that tells a story

repetition- using the same word several times in a poem

rhyme- words that end with the same sound

Home-School Connection

Dear Family Member:

This week our class will be focusing on inspiration. We will be discussing how others can inspire us.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

Word Workout (see page 99)

- **Words to Know: figurative language** You will say a word, and your child will use it in a sentence to describe a book character or movie character.
- **Spelling/Phonics: soft c and g** You will write the spelling words on index cards or slips of paper and place them faceup on a table. After you spell a word, your child has to find the appropriate card, hold it up, and say the word. If correct, he or she keeps the card. Then you take a turn.



Comprehension: theme (see page 100)

Help your child describe what is happening in each picture to decide on the theme. Then he or she will complete each sentence telling about the theme.

Word Workout

Words to Know

Let's briefly discuss some characters in books or movies that we have read or seen. Then I'll give you a word, and you put it in a sentence that describes the character.

weird extremely adventurous courageous

Spelling Words

Let's write each word on a slip of paper or an index card. We'll place the words face-up on the table. I will spell one of the words. Then you will find that word, hold it up, and say the word. If you are correct, you keep the word card. Then I take a turn. We will see who found the most words. We can always play again!

pounce	price	wage	changes
placed	space	age	message
dice	mice	gyms	pages
cents	office	giant	



Challenge: giraffe peaceful

Review: your road peace

Comprehension: Theme

It's a Celebration!

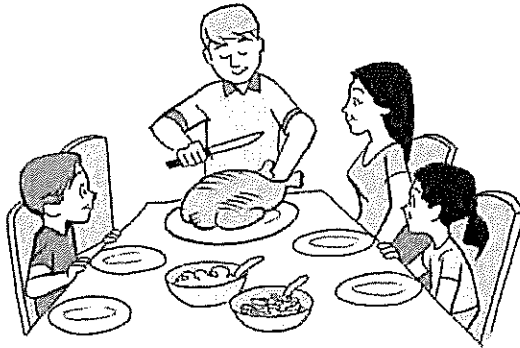
Each picture below shows a celebration. Let's talk about what is happening in each picture. Then write the theme of the event.

1.



Theme: This is a _____ party.

2.



Theme: This is a _____ dinner.

3.



Theme: This is a _____ celebration.

Essential Question: How do we get what we need?

Unit 5 Week 1

Story

Clever Jack Takes the Cake

Genre

Fairy Tale

Story

"When Corn Was Cash"

Genre

Expository Text

Story

"Juanita and the Beanstalk"

Genre

Fairy Tale

Comprehension Strategy

summarize

Comprehension Skill

point of view

Vocabulary Strategy

root words

Writing Traits

sentence fluency

Grammar

singular and plural pronouns

Other Skills

capitalize I and proper nouns

Genre

fairy tale

SPELLING/PHONICS

compound words

airplane
daytime
birthday
daylight
hairdo
somebody
birdhouse
barefoot
headlight
sometime
someone
newspaper
sidewalks
basketball
stagecoach
placed
office
giant
handwriting
windshield

Vocabulary

barter- trade things for other things without money

admit- confess to something

considered- thought about something carefully before making a decision

creation- something you made

humble- not big or important

magnificent- very beautiful and grand

payment- amount you paid for something

reluctantly- unwillingly or with hesitation



Home-School Connection

Dear Family Member:

This week our class will be focusing on trading. We will discuss how giving things to receive other things is one way to get the things we need.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 104)

- **Words to Know: root words**
You and your child will try to see how many words you can use in one sentence. You can do this until you can't think of any more ways to use the words.
- **Spelling/Phonics: compound words** You will help your child spell the two smaller words that make up each bigger word on the list. See how many words your child spells correctly.

Comprehension: point of view (see page 105)

You will read about two boys who make a trade. Their trade doesn't work out the way they thought it would. You will help your child identify each character's point of view.

Word Workout

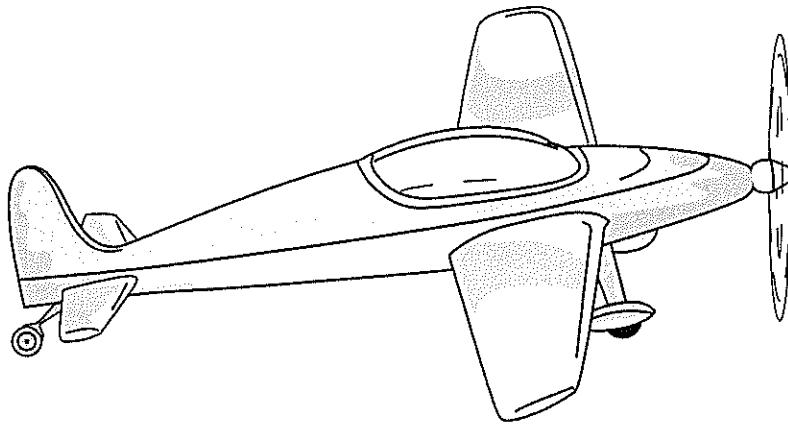
Words to Know

Let's try to see how many of the words in this list we can use in the same sentence. We'll just keep going until we run out of words!

admit	considered	humble	payment
creation	magnificent	reluctantly	barter

Spelling Words

I'm going to say each word from this list. I want you to tell me the two smaller words that make up the word. Then I want you to spell them to make the bigger word. Let's see how many you get right.



airplane	daylight	birdhouse	sometime
sidewalks	daytime	hairdo	barefoot
someone	basketball	birthday	somebody
headlight	newspaper	stagecoach	

Challenge: handwriting windshield

Review: placed office giant

The Trade

Now we're going to read about two friends who make a trade. Then we'll answer the questions together.

Ned and Zed were both overjoyed on Monday morning. Ned had a new space watch! When you pressed a button, you could see a picture of a planet. Zed had a world watch. When you pressed a button, you could see what time it was, anywhere in the world.



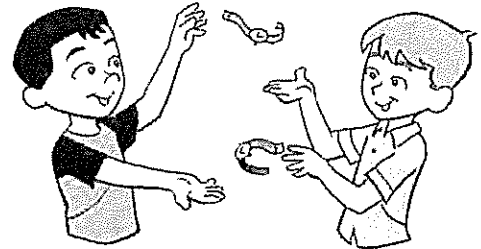
When Ned saw Zed's watch, his face turned red. When Zed saw Ned's watch, his face turned redder. Each boy was jealous of the other's watch. So what did they do? They talked.

"I like your watch," Ned said to Zed.

"I like your watch better," Zed said to Ned.

"Want to trade?" said Ned.

"Sure!" said Zed.



So they traded. And they were very happy, for a few days. But then something happened. Ned kept pressing buttons on Zed's watch. And the same thing always happened. What's the time in Paris, France? What's the time in Rome, Italy?

Zed had the same problem. Ned's watch was so boring! Jupiter, Saturn, Mars. The same planets, over and over.

So, the very next day, they traded their watches back!

1. How did each character feel about trading at the beginning of the story? How do you know?
2. Why do they both agree to trade watches?
3. How do you think each character feels about trading things at the end of the story? Explain your answer.

Essential Question: How can we reuse what we already have?

Unit 5 Week 2

Story

Bravo, Tavo!

Genre

Realistic Fiction

Story

"Trash into Art"

Genre

Expository Text

Story

"The New Hoop"

Genre

Realistic Fiction

Comprehension Strategy

summarize

Comprehension Skill

point of view

Vocabulary Strategy

homographs

Writing Traits

word choice

Grammar

subject and object pronouns

Other Skills

pronoun usage

Genre

realistic fiction

**SPELLING/
PHONICS**

inflectional

endings

-ed, -ing, -s

names

named

naming

hopes

hoped

hoping

dances

danced

dancing

drops

dropped

dropping

wraps

wrapped

wrapping

basketball

airplane

birthday

driving

traded

Vocabulary

gaze- to look steadily at something

conservation- the care of natural resources

discouraged- made to feel like giving up

frustration- a feeling of being upset because you can't do or have something

jubilant- to feel very happy or joyful

recycling- putting objects or materials through a special process so they can be used again

remaining- still in a certain place

tinkered- made small changes to something

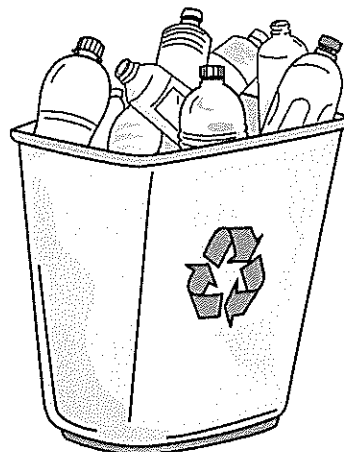


Home-School Connection

Dear Family Member:

This week our class will be focusing on recycling. We will talk about ways we can reuse what we already have to make the world a cleaner place to live.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 109)

- **Words to Know: homographs** You and your child will use the vocabulary words to tell about recycling something to make something new.
- **Spelling/Phonics: Inflectional endings *-ed*, *-ing*, *-s*** You will read the words on the list to your child. Then your child will tell you how the word's spelling changed when the ending was added.

Comprehension: point of view (see page 110)

Together you will read about a boy who finds a great solution to a problem. You will help your child identify the character's point of view.

Word Workout

Words to Know

Let's imagine that we came up with an idea that would help people reuse items they already have, such as turning a plastic laundry basket into a basketball hoop. How would it feel to actually help protect the Earth's resources? We can try to use all the words below to describe this experience. You may also want to draw a picture of your invention!

jubilant discouraged frustration conservation
remained(ing) tinkering gazing recycle

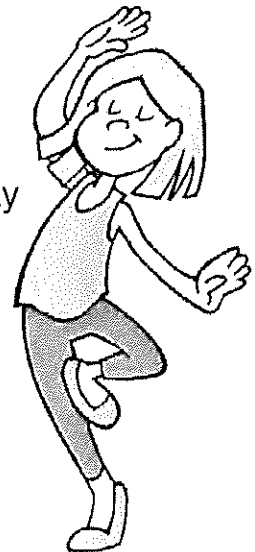
Spelling Words

I'm going to read each word on the list. You spell the word and tell me the base word, or the word that the ending is added to. For example, the base word for *dancing* is *dance*. Then we will talk about how the endings *-es*, *-ed*, *-ing*, and *-s* were added to the words. Did you have to drop a letter to add an ending? Did you have to add a letter before adding an ending? Explain the spelling rule that applies to each word.

names hopes dances drops wraps
named hoped danced dropped wrapped
naming hoping dancing dropping wrapping

Challenge: driving traded

Review: basketball airplane birthday

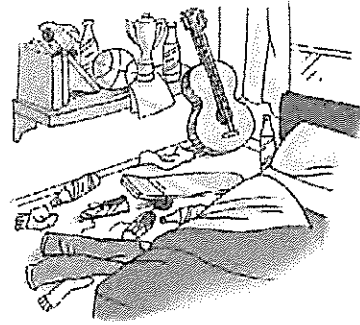


Comprehension: Point of View

What a Mess!

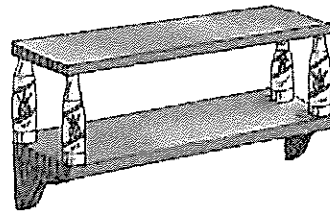
Let's read about a boy who finds out that the solution to his problem is right in front of him. Then we'll answer the questions below.

A week ago, my room was a mess! But it wasn't my fault. I had nowhere to put anything. Where did my books go? On the floor. Where did my special, glow-in-the-dark baseball cards go? On the floor. Where did my bottles of Pineapple Paradise go? On the floor. I only had one shelf, and guess what? It was full. I didn't care ... until I couldn't open the door to my room.



So I had to clean up. First I put the candy wrappers, bottle caps, and plastic cups in a bag. I gave these to my mom for recycling. "Good work, Eric!" she said. Then I put my clothes together. My dad put them in the laundry. Then I stacked up my books. By now I was very tired. And all I could see were those tall bottles of Pineapple Paradise all over the place.

Then I had an idea. I took a bottle and put it on the top of my shelf, right at the corner. Then I did the same with three other bottles. I put my old skateboard on top of the bottles, and I had a new shelf. I did the same with my old Monopoly board, a worn-out surfboard, and a bunch of other flat things lying around my room. Soon I had shelves all over my room. If I hadn't made a mess, I wouldn't have figured it out!



1. Who is telling the story?
2. What is Eric's attitude at the beginning of the story?
3. How do you think Eric feels about recycling?

Essential Question: How do teams work together?

Unit 5 Week 3

Story

Wildfires

Genre

Expository Text

Story

"Windy Gale and the Great Hurricane"

Genre

Tall Tale

Story

"Rescue Dogs Save the Day"

Genre

Expository Text

Comprehension Strategy

ask and answer questions

Comprehension Skill

author's point of view

Vocabulary Strategy

context clues

Writing Traits

organization

Grammar

pronoun-verb agreement

Other Skills

adding -s and -es

Genre

expository text

SPELLING/ PHONICS

closed syllables

vc/cv

basket
rabbit
lesson
letter
invite
bedtime
mammal
number
fellow
chapter
follow
problem
chicken
butter
napkin
hoping
dances
dropped
suppose
stubborn

Vocabulary

disasters- sudden misfortunes

accidental- happens for no apparent reason and is unexpected

careless- not paying attention

equipment- the tools needed for a job

harmful- causing harm or hurt

prevention- stopping something from happening

purpose- reason something is done

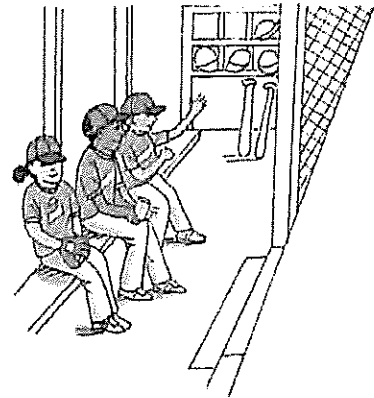
respond- to react

Home-School Connection

Dear Family Member:

This week our class will be discussing the meaning of teamwork. We will talk about how members of a team can work together.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 114)

- **Words to Know: context clues**
You and your child will work together to make up a crossword puzzle using the vocabulary words.
- **Spelling/Phonics: syllabication—closed syllables** You will read each word aloud. Your child will repeat the word and then write the word, leaving a space between the syllables.

Comprehension: author's point of view (see page 115)

You and you child will read about how teamwork helps to make a newspaper. Together you will complete a chart reflecting the author's opinion of each team member.

Word Workout

Words to Know

Let's make up a crossword puzzle using all the vocabulary words. First we will put the words in place to form a puzzle. Then we will write clues for the words **Across** and **Down**.

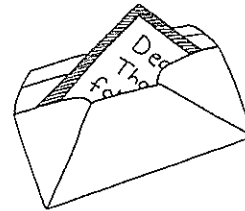
Example: C
A C C I D E N T A L
R
E
L
E
S
S
D I S A S T E R S



respond	accidental	careless	disasters
harmful	purpose	equipment	prevention

Spelling Words

I'm going to read each word from this list. You are to repeat the word and then write the word. Leave a space between the syllables.



basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

Challenge: suppose stubborn

Review: hoping dances dropped

How Newspapers Get Printed

Let's read about people who work together to make a newspaper. As you read, think about how the author feels about the people who work on newspapers. Then fill in the chart below.

Have you ever thought about the teamwork that goes into making a newspaper? You may not realize how many people are part of the team.

The head of a newspaper is the editor. The editor decides what stories will go in the newspaper. The people who provide the stories are called reporters. They have to find out what the news is. Then they have to make it into a news story. To get the information, they may have to interview people and ask questions. What happened? Who did it? When? Why?

Once the stories are ready to print, they have to be laid out. This means putting them into a form that can be printed. In the old days, pages were laid out by hand. Now, the work is done on computers by people called designers. Designers have to be very talented.

After the pages are laid out, editors have to check them. Are any pictures upside down? Are any words misspelled?

After the pages are done, they go to the printer. The printers check the pages once again. Are they in the right order? Are any pictures missing? There's a lot to check! Printers have to be very organized.

But in the end, when the paper has been printed, the result can be beautiful. And it is all because everyone works together. That's the meaning of teamwork.



Team Member	Author's attitude
Editor	
Reporter	
Designer	
Printer	

Essential Question: What do good citizens do?

Unit 5 Week 4

Story

Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote

Genre

Biography

Story

"Susan B. Anthony takes Action"

Genre

Biography

Story

"Dolores Huerta: Growing Up Strong"

Genre

Biography

Comprehension Strategy

ask and answer questions

Comprehension Skill

author's point of view

Vocabulary Strategy

prefixes and suffixes

Writing Traits

organization

Grammar

possessive nouns

Other Skills

reflexive pronouns

Genre

biography

SPELLING/ PHONICS

inflectional
endings

y to i

tries
tried
trying
dries
dried
drying
hurries
hurried
hurrying
studies
studied
studying
plays
played
playing
chapter
bedtime
letter
obeyed
worrying

Vocabulary

citizenship- the position of being a citizen of a country with all of the rights that come with it

continued- goes on without stopping

daring- courageous and bold

horrified- filled with great fear, horror, and dislike

participate- join with others or take part in something

proposed- suggested something to others for consideration

unfairness- state of being unfair or unjust

waver-to pause when being unsure

Home-School Connection

Dear Family Member:

This week our class will be discussing how people can be good citizens. We will talk about the things that all good citizens do, as well as how we can be good citizens in our own communities.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 119)

- **Words to Know: prefixes and suffixes** You and your child will try to make up a story using the words in the list.
- **Spelling/Phonics: inflectional endings y to i** You will say a word from the list and have your child spell it. He or she will tell what ending was added to the word. Then you will take a turn, spelling a word that your child chooses.

Comprehension: author's point of view (see page 120)

Together you will read about the life of Jane Addams, and then discuss the author's point of view about Addams.

Word Workout

Words to Know

Let's talk about how each of these words can be used in telling something about being a good citizen. Then let's write a sentence using each vocabulary word.

unfairness	continue	daring	citizenship
horrified	proposed	waver	participate

Spelling Words

I'm going to write down the base words of our spelling words: *try*, *dry*, *hurry*, *study*, and *play*. Then I'll say one of the spelling words, such as *tries*, and you spell it. Tell me what ending you added to the base word and how you added it. Then it will be my turn to spell a word that you choose from the list.

tries	dries	hurries	studies	plays
tried	dried	hurried	studied	played
trying	drying	hurrying	studying	playing

Challenge: obeyed worrying

Review: chapter bedtime letter

Comprehension: Author's Point of View

Jane Addams

Let's read an article about Jane Addams.

Jane Addams was born in Illinois in 1860. She would grow up to be one of America's most important social workers. A social worker is a person whose job is to help others lead a better life.

When Addams was old enough, she decided she wanted to become a doctor. She wanted to help sick people, especially those who were poorer. However, a childhood illness, and concern for her family, kept her near where she grew up. Though she never became a doctor, she traveled when she was older.

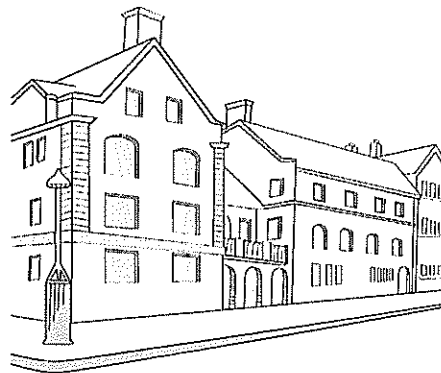
When she visited Europe, she learned how other countries treated poor and sick people. She felt the United States did not do enough for the poor. When she returned, she decided to change things. So she went to Chicago and started Hull House. That took a lot of courage.

Hull House was a grand building in a very poor neighborhood. It was operated by Addams and the 25 women who lived there. The people who worked at Hull House offered a lot to the people living nearby. They taught classes. They created clubs for young people. The house contained a gym and even a library! Hull House was very important to Chicago. It became important to the country too.

Addams inspired many people. She made others want to reach out to less fortunate people. She is one of our most memorable citizens.

Now let's decide how the author felt about Jane Addams. For each sentence below, find a sentence in the article that backs it up.

1. Jane Addams was a very caring person.
2. Jane Addams was brave.
3. Jane Addams put other people before herself.



Essential Question: How do teams work together?

Unit 5 Week 5

Story

It's All in the Wind

Genre

Expository Text

Story

"Power for All"

Genre

Expository Text

Story

"Here Comes Solar Power"

Genre

Expository Text

Comprehension Strategy

ask and answer questions

Comprehension Skill

cause and effect

Vocabulary Strategy

homophones

Writing Traits

voice

Grammar

pronoun-verb contractions

Other Skills

spelling contractions and possessive pronouns

Genre

expository text

SPELLING/PHONICS

open syllables

CVC

pilot
favor
cover
tiny
silent
diner
lemon
shady
label
spider
tiger
planet
robot
cozy
frozen
tried
hurried
studying
melon
stomach

Vocabulary

renewable- can be made again

energy- the ability to do work

natural- something found in nature

pollution- harmful materials that make something dirty

produce- to make or create something

replace- to take the place of

sources- where things come from

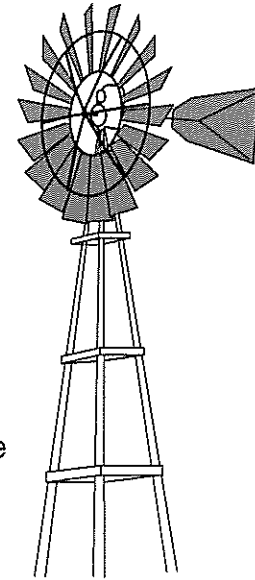
traditional- most common or expected

Home-School Connection

Dear Family Member:

In this week's class, we're learning about energy: what it is, how it works, and how it can help us. We will talk about many kinds of energy, and where we see energy at work.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 124)

- **Words to Know: homophones** You and your child will try to write a letter to a newspaper editor about pollution, using the words in the list.
- **Spelling/Phonics: open syllables** You will read the words from the list and your child will spell each word. See how many words your child can spell in one minute.

Comprehension: cause and effect (see page 125)

Together you will read a passage about hydroelectricity that explains how water provides power. Then your child will fill out a flow chart that shows how one event leads to another.

Word Workout

Words to Know

Let's talk about the meaning of each word. Then we can write a letter to an editor of a newspaper, saying how you feel about pollution.

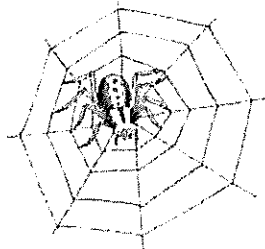


natural	produce (-ed, -ing)	replace	energy
pollution	renewable	source	traditional

Spelling Words

I'll say a word from the list, and you will spell it. At the end of one minute, we'll see how many you spelled correctly. Then we'll try it again to see if you can beat your record!

pilot	favor	cloudy	tiny	silent
diner	lemon	shady	label	spider
tiger	planet	robot	cozy	frozen

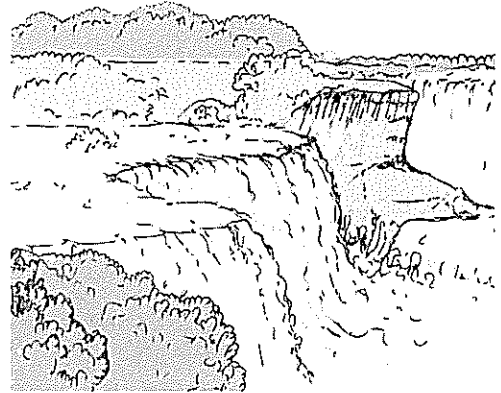


Challenge:	melon	stomach	
Review:	tried	hurried	studying

Power from Water

Did you know that you can get power from water? Read to find out more.

The power you get from water is called *hydroelectricity*. You can't get hydroelectricity from water standing still. The water has to be moving. Hydroelectricity is often collected from waterfalls. Niagara Falls, in New York, is one famous source of hydroelectricity.



To generate hydroelectricity, we use two interesting machines. One is called a *turbine*. A turbine is much like a windmill. Scientists place the turbine at the base of a waterfall. When the falling water hits the turbine, it turns. When the turbine turns, it also turns a large pole, called a *shaft*. The shaft is a very important part of another machine, called a *generator*. When the shaft turns, the generator makes electricity.

Niagara Falls is just one place where hydroelectricity is generated. The Grand Coulee Dam, in Washington State, and the Hoover Dam, in Arizona, are two other examples. In these places, a large wall, called a *dam*, blocks a river. When water is released from the dam, it flows with great strength.

The article explains how electricity is made from water at a waterfall. Fill in the chart below to show causes and effects.

Cause	Effect
Water falls onto the turbine	
The shaft in the generator turns	

Essential Question: How do you decide what's important?

Unit 6 Week 1

Story

King Midas and the Golden Touch

Genre

Drama/Myth

Story

"Carlos's Gift"

Genre

Realistic Fiction

Story

"Athena and Arachne"

Genre

Myth/Drama

Comprehension Strategy
make, confirm, and revise predictions

Comprehension Skill
theme

Vocabulary Strategy
root words

Writing Traits
sentence fluency

Grammar
adjectives and articles *a, an, the*

Other Skills
commas in dates and in a series

Genre
myth/drama

SPELLING/ PHONICS

prefixes
un, re, pre,
dis

disagreed
prepaid
previous
resell
unlucky
dislike
preschool
rebuild
reprint
untied
disappear
precook
return
unwrap
unbeaten
robot
tiny
label
unknown
recover

Vocabulary

wealth- a great amount of money or valuable things

alarmed- afraid or frightened

anguish- agony, or a great suffering of the mind

necessary- required or needs to be done

obsessed- to think about one thing all the time and nothing else

possess- to have or own something

reward- something given or received in return for something done

treasure- money, jewels, or other things that are valuable

Home-School Connection

Dear Family Member:

This week our class will be focusing on what we value. We will be discussing how we decide what is important.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 129)

- **Words to Know: root words** Help your child tell the meaning of each word on the list and then write sentences using pairs of words.
- **Spelling/Phonics: prefixes *un-*, *re-*, *pre-*, *dis-* and *mis-*** Help your child add prefixes to root words and write the words in the appropriate columns.

Comprehension: theme (see page 130)

Help your child match pictures to themes. Then your child will make up a story based on one of the themes.

Word Workout

Words to Know

Let's read the words together and discuss their meanings. Then I'll say pairs of words, and you write a sentence using both words.

reward	necessary	possess	treasure
anguish	obsessed	alarmed	wealth

Suggested Word Pairs:

1. necessary, reward
2. possess, wealth
3. obsessed, treasure
4. alarmed, anguish

Spelling Words

Let's write the prefixes *pre-*, *dis-*, *re-*, and *un-* at the top of each column on a page. I'll say a root word. You write the word with a prefix under as many columns as it will fit. For example, if I say the root word *cook*, you can write *precook*, *uncook*, and *recook*.

disagreed	precook	reprint
dislike	previous	unwrap
disappear	rebuild	unlucky
prepaid	return	untied
preschool	resell	unbeaten

Challenge: unknown recover

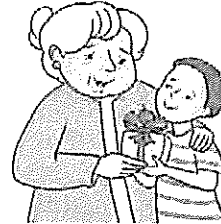
Review: robot tiny label

Comprehension: Theme

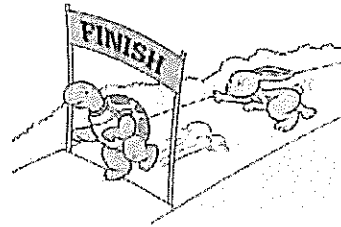
Let's Tell a Story

Let's read each theme below and draw a line to the matching picture. Then choose one picture and matching theme and make up a story.

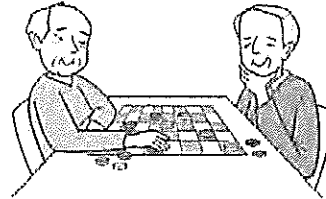
Friendship is more important than money.



Giving to others is often its own reward.



Don't give up, no matter how impossible a task may seem.



Essential Question: How can weather affect us?

Unit 6 Week 2

Story

Nora's Ark

Genre

Historical Fiction

Story

"The Wind and the Sun"

Genre

Fable

Story

"The Big Blizzard"

Genre

Historical Fiction

Comprehension Strategy

make, confirm, and revise predictions

Comprehension Skill

theme

Vocabulary Strategy

idioms

Writing Traits

word choice-linking words

Grammar

adjectives that compare

Other Skills

correct comparative and superlative forms

Genre

Historical Fiction

**SPELLING/
PHONICS**

consonant + le
syllables

able
handle
castle
towel
travel
purple
eagle
little
nickel
tunnel
riddle
puzzle
pickle
camel
squirrel
preschool
rebuild
unlucky
motel
couple

Vocabulary

conditions- the state or circumstances something is in

argue- to express a difference of opinion or to disagree

astonished- surprised or amazed

complained- made an accusation or a charge

forbidding- prohibiting or ordering someone to not do something

forecast- a statement that tells what will or may happen

relief- the freeing from discomfort or pain

stranded- left in a helpless position

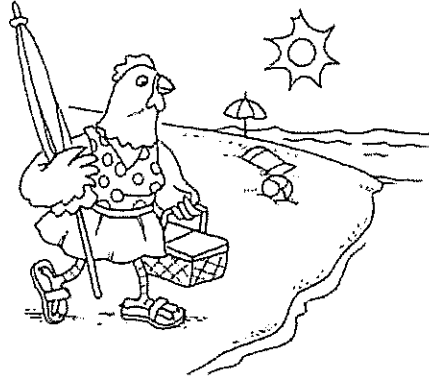


Home-School Connection

Dear Family Member:

This week our class will be focusing on weather. We will be discussing how weather affects us.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 134)

- **Words to Know: figurative language** You will work with your child to use the words in sentences about the weather.
- **Spelling/Phonics: consonant + le syllables** Help your child write the spelling words in the correct column based on their ending.

Comprehension: theme (see page 135)

Help your child fill in a theme map about a story, either real or made up, about the weather.

Word Workout

Words to Know

Let's define the words. Then we will take turns using each word in a sentence about the weather.

argue	astonished	forbid	conditions
stranded	complained	relief	forecast

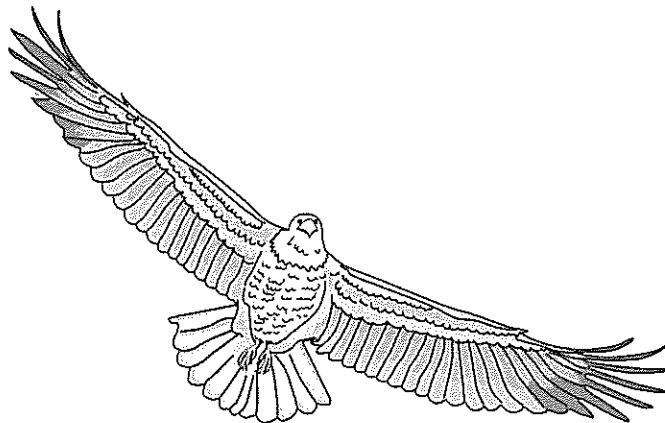
Spelling Words

Let's fold a piece of paper in half. Write *-le* at the top of one column and *-el* at the top of the other. I'll say a spelling word. You write it in the correct column based on its ending.

able	handle	castle	towel	travel
purple	eagle	little	nickel	tunnel
riddle	puzzle	pickle	camel	squirrel

Challenge: motel couple

Review: preschool rebuild unlucky



Theme Map

Let's make up a story about the weather, or think of a weather story that you have recently read. Fill in the theme map below. Then tell how the theme map can help you better understand the story.

Clue
↓
Clue
↓
Clue
↓
Theme

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Essential Question: Why are goals important?

Unit 6 Week 3

Story

Out of This World! The Ellen Ochoa Story

Genre

Biography

Story

"A Flight to Lunar City"

Genre

Adventure Story

Story

"Rocketing into Space"

Genre

Biography

Comprehension Strategy

reread

Comprehension Skill

problem and solution

Vocabulary Strategy

Greek and Latin roots

Writing Traits

organization-order ideas

Grammar

adverbs

Other Skills

adjectives

Genre

biography

SPELLING/PHONICS

vowel team
syllables

explained

remain

reading

detail

presoak

monkey

brief

preteen

about

allowing

complain

enjoys

poison

repeats

unreal

able

castle

towel

repaid

approached

Vocabulary

essential- very important or necessary

communicated- passed along feelings, thoughts, or information to others

goal- something a person wants or tries to get or become

motivated- has a reason for doing something

professional- a *professional* job requires special education

research- careful study to find and learn facts

serious- something important

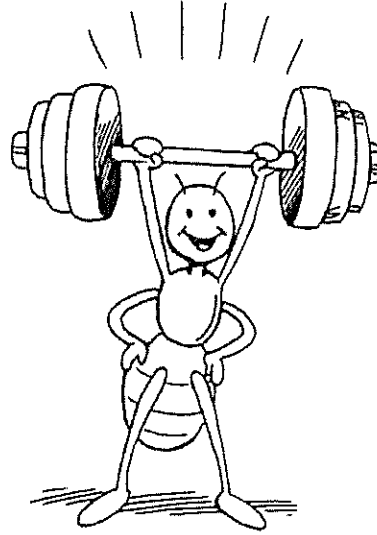
specialist- someone who knows a great deal about something

Home-School Connection

Dear Family Member:

This week our class will be focusing on learning to succeed. We will be discussing why goals are important.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 139)

- **Words to Know: Greek and Latin roots** Help your child find links to pairs of words from the list and use the word pairs in sentences.
- **Spelling/Phonics: vowel team syllables** Your child will look at the list of words for two minutes. Then he or she will try to remember as many as possible and write them down correctly.

Comprehension: problem and solution (see page 140)

Help your child use clues to solve the problem of the mixed-up lunches.

Word Workout

Words to Know

Let's try to link pairs of words from the list. I'll say a word. You choose another word. For example, I will say *essential*. What word would you link with that word? Then use both words in a sentence to show how they can be linked. We will do this until all the words are used.

professional	essential	specialist	goal
research	serious	communicate	motivate

Spelling Words

I'll show you the list of words for two minutes. Then you write as many words as you can remember from the list. We will cross out the words from the list that you wrote correctly. I will read the remaining words to you, as well as the words you didn't write down. See if you can spell them correctly.

explained	detail	brief	allowing
poison	remain	presoak	preteen
complain	repeats	reading	monkey
about	enjoys	unreal	

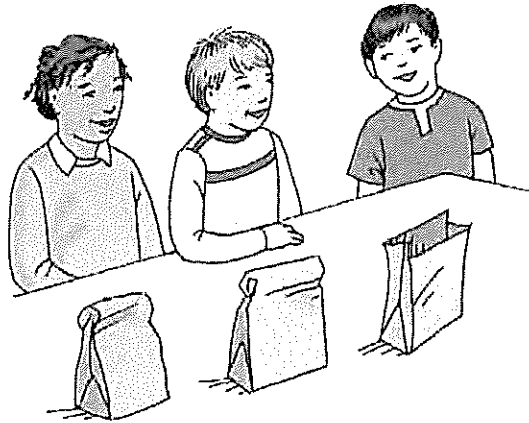
Challenge: repaid approached

Review: able castle towel

Comprehension: Problem and Solution

Mixed-Up Lunch

These three boys mixed up their lunches! Let's help them get the correct lunch using the clues and chart below. Read the clues and write an **X** in the row that matches each clue. Then write a check mark to show what each boy had for lunch.



Clues:

- Al did not have a salad.
- Bob did not have roast beef.
- Bob did not have chicken.
- Al does not like roast beef.

	chicken	salad	roast beef
Al			
Bob			
Chris			

Answer these questions.

1. What was the problem these boys faced?

2. How did this chart help you solve their problem?

Essential Question: How can learning about animals help you respect them?

Unit 6 Week 4

Story

Alligators and Crocodiles

Genre

Expository Text

Story

"The Monkey and the Crocodile"

Genre

Folktale

Story

"Butterflies Big and Small"

Genre

Expository Text

Comprehension Strategy

reread

Comprehension Skill

compare and contrast

Vocabulary Strategy

context clues

Writing Traits

organization-strong conclusions

Grammar

adverbs that compare

Other Skills

using more and most

Genre

expository text

**SPELLING/
PHONICS**

r-controlled
vowel syllables

severe
prepared
declare
later
writer
cellar
trailer
author
person
circus
garlic
partner
restore
sister
actor
explained
brief
enjoys
circular
editor

Vocabulary

wildlife- wild animals that live naturally in an area

endangered- in danger of being extinct

fascinating- something that attracts people's interest

illegal- against the law

inhabit- to live in or on something

requirement- something that is necessary

respected- to be *respected* means to be shown honor or consideration

unaware- not knowing or realizing something

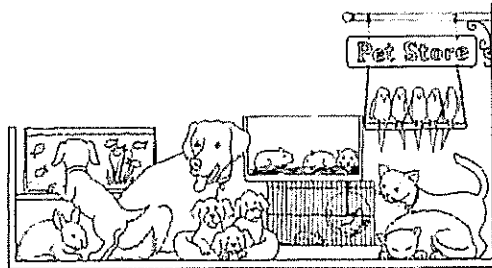


Home-School Connection

Dear Family Member:

This week our class will be focusing on animals. We will be discussing how learning about animals can help us respect them.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 144)

- **Words to Know: context clues** Your child will define each word. Then you and your child will see how many words you can use in one sentence.
- **Spelling/Phonics: r-controlled vowel syllables** Help your child find fifteen spelling words in a word puzzle. Guide your child to look across and down to find the words.

Comprehension: compare and contrast (see page 145)

Help your child tell how pairs of animals are the same and how they are different.

Word Workout

Words to Know

Tell me what each word means. Then we'll see how many words we can use in one sentence. We can keep going until our sentences don't make any sense!

inhabited illegal fascinating requirements
unaware endangered respected wildlife

Spelling Words

Let's read your spelling words. Study the letters in each word. Then look for each word in the word puzzle below. Circle the word when you find it.

severe later trailer circus restore
prepared writer author garlic sister
declare cellar person partner actor

Challenge: circular editor

Review: explained brief enjoys

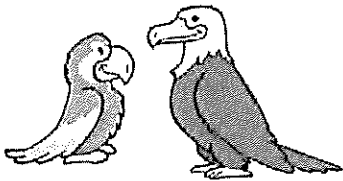
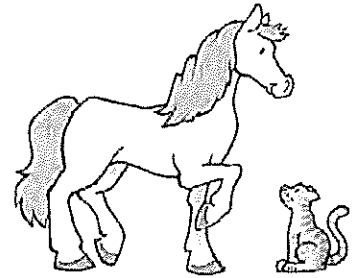
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A	C	T	O	R	L	A	N	E	I
U	S	I	S	T	E	R	E	R	C
T	R	A	I	L	R	E	R	L	I
H	P	R	E	P	A	R	E	D	R
O	P	E	R	S	O	N	S	E	C
R	E	T	A	S	R	E	T	C	U
R	E	S	T	O	R	E	R	L	S

Same and Different

Let's discuss what we know about the animals shown in the pictures below. Then write how each pair of animals are the same and how they are different.

A horse and cat are the same because they both

A horse and cat are different because

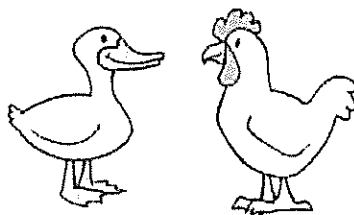
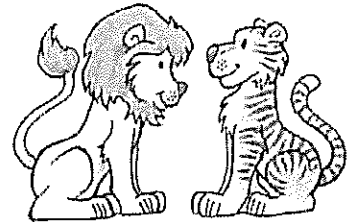


A parrot and eagle are the same because they both

A parrot and eagle are different because

A lion and tiger are the same because they both

A lion and tiger are different because



A duck and chicken are the same because they both

A duck and chicken are different because

Essential Question: What makes you laugh?

Unit 6 Week 5

Story

"Ollie's Escape"

Genre

Poetry

Story

"The Gentleman Book-worm"

Genre

Poetry

Story

"The Camping Trip"

Genre

Poetry

Comprehension Strategy

N/A

Comprehension Skill

point of view

Vocabulary Strategy

idioms

Writing Traits

word choice-precise language

Grammar

prepositions

Other Skills

commas after introductory words

Genre

narrative poem

**SPELLING/
PHONICS**

suffixes -ful,
-less, -ly

careful
colorful
painless
sleepless
peacefully
cheerful
harmful
priceless
rainless
carefully
helpful
pitiful
helpless
helplessly
wisely
later
declare
partner
wonderful
cloudless

Vocabulary

humorous- funny and makes people laugh

entertainment- something that interests and amuses

ridiculous- very silly or foolish

slithered- slid or glided like a snake

narrative poem- a form of poetry that tells a story

rhyme- words that rhyme end in the same sound

rhythm- the pattern of stressed and unstressed syllables in each line

stanza- divisions of a poem

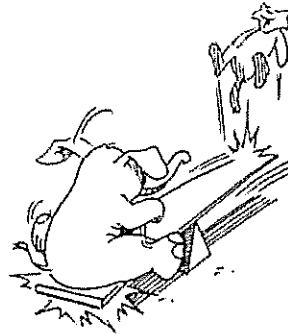


Home-School Connection

Dear Family Member:

This week our class will be focusing on things that are funny. We will be discussing what makes us laugh.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 149)

- **Words to Know: idioms** Your child will use the words to complete sentences about himself or herself.
- **Spelling/Phonics: suffixes *-ful*, *-less*, and *-ly*** You will say a word, and your child will spell it. Next, you circle the word's suffix. Then switch roles.

Comprehension: point of view (see page 150)

Help your child read two passages and determine from each the author's point of view.

Word Workout

Words to Know

Let's read the words together. Complete the following sentences to tell about yourself. Then I will complete the sentences to tell about myself.

ridiculous slithered entertainment humorous

1. The most ridiculous thing I ever did was _____.
2. If a snake slithered into my room, I would _____.
3. My favorite kind of entertainment is _____.
4. The most humorous person I know is _____.

Spelling Words

I will say a spelling word and you write it. I will circle the suffix. Then we switch roles. We will do this until all the words are spelled.

careful colorful painless sleepless

peacefully cheerful harmful priceless

rainless carefully helpful pitiful

helpless helplessly wisely

Challenge: wonderful cloudless

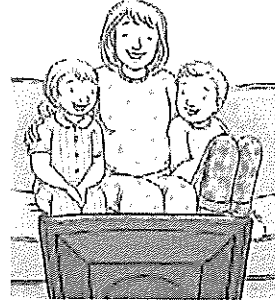
Review: later declare partner

Comprehension: Point of View

How Do You Feel About It?

Read each passage and answer the question below it.

Every Saturday morning, my mother, sister, and I would watch cartoons in our pajamas. Mom would let us eat our breakfast in front of the TV. We would all laugh at the silly shows. I always loved this time with my mother and sister.



How do you think the author feels about his mother? Why?

The summer schedule for the state park has been changed. The park will now stay open on Thursday evenings until 10:00 pm so that old silent movies can be played. All the movies chosen are comedies. This will be a great way for both children and adults to enjoy a lovely summer evening outdoors—by watching a funny movie under the stars!



What is the author's point of view about the park? Explain.
