UNIT 1

My Neighborhood

Essential Question

What is a neighborhood?

Watch

"Welcome to My Neighborhood" See what you can learn about a neighborhood.

TURN and TALK What can you see in a neighborhood?

SAVVAS realize™

Go ONLINE for all lessons.

- VIDEO
- AUDIO
- GAME
- ANNOTATE
- BOOK
- RESEARCH

Spotlight on Realistic Fiction

Reading Workshop

Infographic: Neighbor to Neighbor

The Blackout ..... **Realistic Fiction**
by Zetta Elliott

Infographic: What Is in a Neighborhood?

***from* Henry on Wheels** ..... **Realistic Fiction**
by B.B. Bourne

Diagram: Traffic Signals

Look Both Ways! ..... **Informational Text**
by Janet Klausner

Infographic: Neighborhood Activities

Garden Party *and* Click, Clack, Click! ..... **Realistic Fiction**
by Charles R. Smith Jr. | F. Isabel Campoy

Infographic: Kinds of Neighborhoods

Making a Map ..... **Procedural Text**
by Gary Miller

Reading-Writing Bridge

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

Writing Workshop

- Writing Club • Digital Tools We Can Use Together
- Making and Responding to Suggestions
- Asking and Answering Questions • Publish and Celebrate

Project-Based Inquiry

- Inquire • Research • Collaborate

Read Together

Independent Reading

In this unit, you will read books with your teacher. You will also select, or choose, books to read on your own.

How to Find a Just-Right Book:

Select a book. Open to any page. Start reading.

Put one finger up for each word you do not know. Use the chart below.

0–1	**The book is too easy.**
2–3	**The book is just right.**
4	**The book is okay to try.**
5 or more	**The book is too hard.**

Should you read the book? Yes No

My Reading Log

Date	Book	Pages Read	Minutes Read	My Ratings

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

Read Together

Unit Goals

In this unit, you will

- read realistic fiction
- write a story
- learn about neighborhoods

MY TURN **Color** the pictures to answer.

I can read realistic fiction.		
I can make and use words to read and write realistic fiction.		
I can write a story.		
I understand what a neighborhood is.		

Academic Vocabulary

type	group	settle	various

In this unit, you will learn about **various types** of neighborhoods where **groups** of people live. These people choose to **settle** in a neighborhood.

MY TURN Complete the chart with a check mark.

	I know the word	I don't know the word
type		
group		
settle		
various		

Read Together

Neighbor to Neighbor

TURN and TALK Sometimes we want to learn more about interesting topics, so we ask questions for informal inquiry. What questions do you have about the information here?

Little Libraries

Some neighborhoods have free outdoor libraries. Anyone can borrow a book from the box.

Colorful Meals

Some neighbors help people get healthy food. Children make colorful placemats.

Weekly Question

WEEK 1

How can neighbors help each other?

Furry Friends

Some dogs sit with children who are learning to read. You can train your dog to help too!

Read Together

Middle Sounds

SEE and SAY Every word has at least one vowel sound. Say each picture name. Listen to the middle sound. Then say the middle sound.

Short a

Short **a** is often spelled **a**, as in **map**.

MY TURN Say each picture name. Write **a** if the word has the short **a** sound.

Short a

MY TURN Draw a picture of something with the short **a** sound. Write the letter that spells that sound.

MY TURN Say each picture name. Write the vowel that spells the middle sound.

Read Together

Short a

MY TURN Say each picture name. Write the letter that spells the middle sound.

m o p

h t

p n

f n

MY TURN Write **a** to finish the words in the sentence.

T m is a c t .

Alliteration

SEE and SAY Sometimes groups of words begin with the same initial sound. Say the picture names. Tell the sound that is the same in each picture name.

Mm, Ss, Tt

The letter **m** makes the **m** sound in **mat**.
The letter **s** makes the **s** sound in **sat**.
The letter **t** makes the **t** sound in **tap**.

MY TURN Read these words.

s a t

T a m

Read Together

My Words to Know

Some words you must remember and practice.

MY TURN Read the words.

a	I	is	his	see

MY TURN Complete the sentences with words from the box. Read the sentences.

Handwriting Print the words clearly.

1. _____ am Tam.

2. I _____ Sam.

3. Sam _____ at _____ mat.

4. I am at _____ mat.

Mm, Ss, Tt

TURN and TALK Read these words with a partner.

	am	**Sam**	**Tam**
	at	**sat**	**mat**

MY TURN Write **m**, **s**, or **t** to finish the words.

1. Sam s a .

2. Is Sam at a a ?

TURN and TALK Read the sentences.

Read Together

Mm, Ss, Tt

MY TURN Say each picture name. Write **m**, **s**, or **t** to finish each word.

man

ag

Listen to the first sound of the picture name.

at

ad

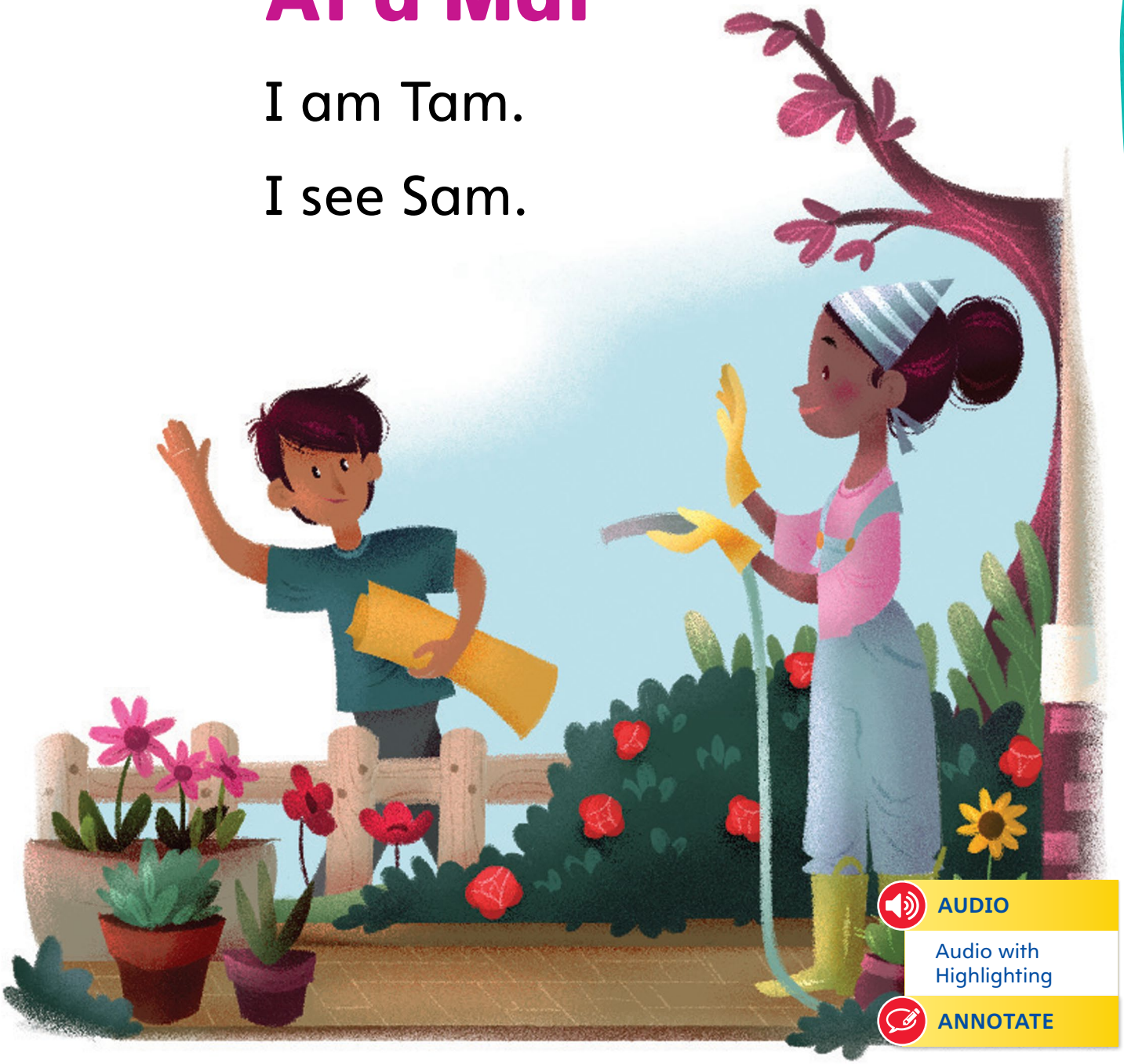
MY TURN Write a word you wrote to finish the sentence.

Sam is at a _____ .

At a Mat

I am Tam.

I see Sam.



AUDIO

Audio with Highlighting

ANNOTATE

Read the story. Highlight the five words with the short **a** sound.

I see a mat.

Sam is at his mat.

Underline the three words with the **t** sound.

I sat at a mat.

Sam sat at his mat.

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

Read Together

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

Realistic fiction is a made-up story that could happen in real life. It has characters, or the people in the story.

Game Over

Characters

Jan asks Max to play.

Max runs out with his toy.

"What a throw!" Jan says.

"Oh no!" says Max.

"The toy is on the roof!"

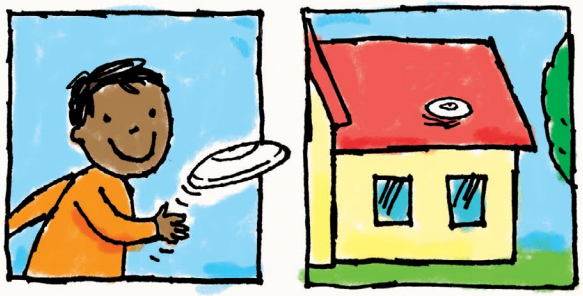
TURN and TALK Talk about what makes the characters in "Game Over" seem real.

Realistic Fiction Anchor Chart

Characters

Setting

Events that seem real



The Blackout

Preview Vocabulary

You will read these words in *The Blackout*.

check	quiet	listen	mutters

Read

Read to learn about the characters.

Look at the pictures to help you understand what is happening in the story.

Ask about what the characters do.

Talk about the story with a partner.

Meet the Author

Zetta Elliott used to be afraid of the dark. She still keeps lots of candles and batteries at home, just in case there is a blackout near her home.

Read Together

Genre Realistic Fiction

AUDIO

Audio with Highlighting

ANNOTATE

The Blackout

written by Zetta Elliott • illustrated by Maxime Lebrun

The lights went out
during the storm.

Everything went quiet.

“I will check on Mr. Stevens,”
Mama says.

“I will check on Martha and Todd,” Papa says.

"I will check on Mrs. Johnson,"
I say.

CLOSE READ

Underline the words that tell what the boy says.

I go upstairs with my flashlight.

Mrs. Johnson's radio was always on.

But now it is silent.

VOCABULARY IN CONTEXT

Underline the words that help you figure out what **silent** means.

"I need a battery,"
Mrs. Johnson mutters.

I give her my battery.

CLOSE READ

How would you describe the boy?
Highlight the details that help you.

Mrs. Johnson puts my battery in her radio.

It works!

Everyone comes.

We all listen until the lights come back on.

Develop Vocabulary

MY TURN Underline the word that completes each sentence.

1. We (check / mutters) on our friends when the lights go out.

2. The room is too (quiet / listen).

3. Mrs. Johnson (check / mutters) in the dark.

4. We (quiet / listen) to the radio together.

Check for Understanding

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

1. How do you know this text is realistic fiction?

2. How does the author describe the characters?

3. How can you describe Mrs. Johnson? Use text evidence.

Read Together

Describe a Character

A **character** is a person or animal in a story. When we describe a character, we tell what he or she looks like. We tell what the character says or does. Like real people, characters do things for a reason.

MY TURN Describe the main character. Look back at the text. Use the pictures too.

Character

What He Says

What He Does

TURN and TALK Describe the reason the boy goes upstairs.

Use Text Evidence

Text evidence is the details that support an idea about the text. Text evidence helps readers describe characters and the reasons for their actions.

MY TURN Draw the main character of *The Blackout*. Look back at the text.

Read Together

Reflect and Share

Talk About It

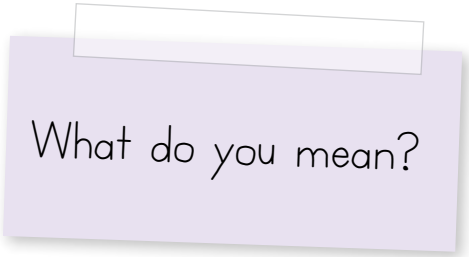
Retell what happens in *The Blackout*. What are other ways to help neighbors that you have read about?

Retell a Text

When retelling a text, it is important to:

- Tell about the events in your own words.
- Maintain, or keep, the same meaning as the text.

Use the words on the note to help you.



Now retell the text.

Weekly Question

How can neighbors help each other?

I can make and use words to read and write realistic fiction.

My Learning Goal

Academic Vocabulary

Related words can have the same word part.

MY TURN Write each word from the box with its related word.

type	group	settle	various

settled	grouped
settle	
typical	**variety**

Read Like a Writer, Write for a Reader

A **first-person text** is a story told by a character in the story. First-person texts use words such as **I**, **me**, **my**, and **we**.

I go upstairs with my flashlight.

The author uses these words to help readers understand that the story is a first-person text.

What do you picture in your mind when you think about the first-person text *The Blackout?*

Write a sentence about something that happened to you. Use a word that shows it is a first-person text.

Spell Short a Words

The short **a** sound is often spelled **a**.

MY TURN Read and spell the words.

Spelling Words			
am	at	mat	sat

Short a

am

My Words to Know	
I	see

Read Together

Nouns

A **noun** names a person, animal, or thing.

Our **neighbor** brings his **cat** and a **flashlight**.

(person) (animal) (thing)

MY TURN Edit the sentences by writing the best noun from the box.

radio	**boy**	**dog**

1. The boy can help.
2. He grabs a _____ .
3. He helps the _____ .

My Learning Goal

I can write a story.

Meet the Author

An **author** is the person who writes a book.

MY TURN Read about the author. Underline the author's name. Highlight the information that tells about the author.

Wes has been writing since he was a kid. He likes to write about animals.

TURN and TALK Talk with a partner about what authors do.

Read Together

What Good Writers Do

MY TURN Draw a line from each Writing Workshop step to the picture that shows what to do.

Plan

Write

Get Help from Others

Revise and Edit

Publish and Celebrate

Writing Club

Writing Club is a group that shares ideas about writing. Your Writing Club will help you be a better writer.

Writing Club Expectations

Do . . .

- relate, or tell, about your experience writing.
- express your needs and feelings about writing.

Don't . . .

- be shy. Teamwork leads to great results!
- make unhelpful comments.

MY TURN Introduce yourself to your Writing Club. Tell about what you like to write about.

Read Together

What Is in a Neighborhood?

MY TURN Underline the name of each neighborhood place.

Houses

A family can live here.

Apartment

Lots of people can live here.

Weekly Question

WEEK 2

What can I see in a neighborhood?

Store

People can buy food here.

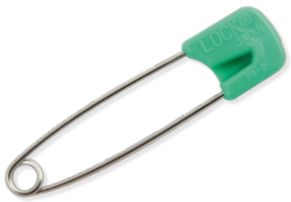
Park

Kids can play here.

Read Together

Middle Sounds

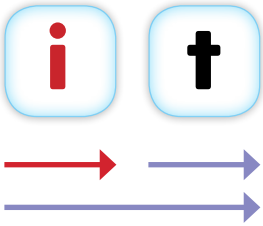
SEE and SAY Say each picture name. Listen to the middle sound as you name each picture.

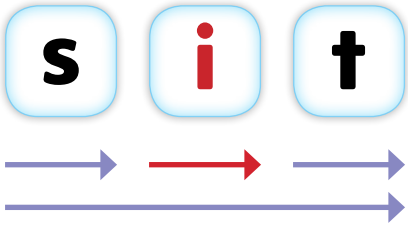


Short i

Short **i** is often spelled **i**, as in **pin**.

MY TURN Read these words.





Short i

TURN and TALK Read these sentences with a partner.

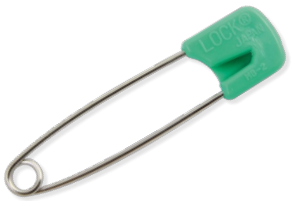
Tim can sit.

Can Tim sit?

MY TURN Say each picture name. Write the letter **i** to finish the word. Say the picture name again.

T m

s t



p n

s p

Read Together

Short i

MY TURN Write the letter **i** to finish the words. Read the sentence.

Say the sound for each letter. Then blend the sounds to read the words.

T m can s t .

MY TURN Write a sentence about Tim.

Tim

Alliteration

SEE and SAY Sometimes groups of words begin with the same initial sound. Say the picture names. Tell the sound that is the same in each picture name.

Cc, Pp, Nn

The letter **c** makes the **k** sound in **cat**.
The letter **p** makes the **p** sound in **pin**.
The letter **n** makes the **n** sound in **nap**.

MY TURN Read each word.

c a n

n a p

Read Together

My Words to Know

Some words you must remember and practice.

MY TURN Read these words.

we	do	the	one	like

MY TURN Complete the sentences with words from the box. Read the sentences.

1. I _____ the pan.

2. I tap _____ .

3. _____ we tap _____ pan?

4. _____ can tap and tap.

Cc, Pp, Nn

TURN and TALK Read these words with a partner.

can	**pan**	**man**
it	**pit**	**sit**
in	**pin**	**tin**
map	**tap**	**cap**

MY TURN Write **c**, **p**, or **n** to finish the words.

1. We pat the at.

2. The cat can ap.

TURN and TALK Read the sentences.

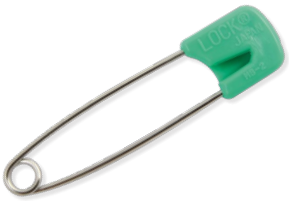
Read Together

Cc, Pp, Nn

MY TURN Say each picture name. Write **c**, **p**, or **n** to complete the words. Then read the words.

ma p

a n



pi

a t

MY TURN Write a sentence about one of the pictures.

Tip the Cat

We can see one cat.

We can see one pan.

AUDIO

Audio with Highlighting

ANNOTATE

Read the story. Highlight the four words with the **k** sound spelled **c**.

We can pat Tip the cat.

Tip can sit in the pan.

Underline the four words with the short **i** sound.

Tip can nap in the pan.

Do we like it?

We do!

Highlight the four words with the **n** sound.

Read Together

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

Realistic fiction has a setting. The setting is when and where a story happens. It can be real or seem real.

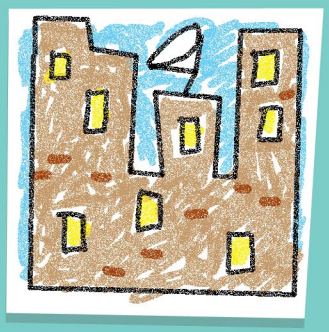
Be a Fluent Reader Fluent readers read realistic fiction aloud with expression. After you read this week's story, practice reading fluently with a partner.

Realistic Fiction: Anchor Chart

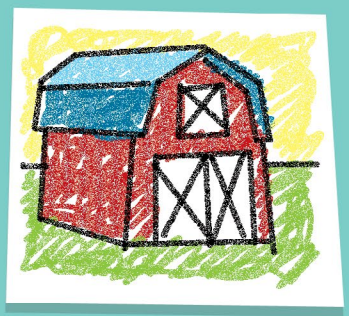
The setting is where and when a story takes place.

In realistic fiction:
the places are real or seem real

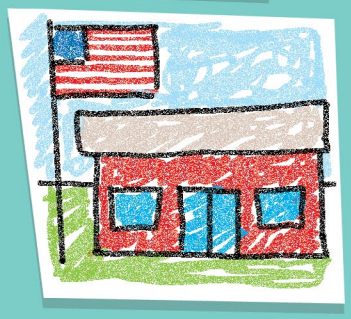
Dallas



farm



a school



the time is real or seems real

morning

at night

Read Together

from Henry on Wheels

Preview Vocabulary

You will read these words in *Henry on Wheels*.

sand	block	street	corner

Read

Read to enjoy the story.

Look at the illustrations to help you understand what is happening.

Ask questions about the setting.

Talk about this story with a partner.

Meet the Author

Brian Biggs created the *Everything Goes* series. He loves things that go. B.B. Bourne wrote this text in the style of Brian Biggs.

Read Together

Genre Realistic Fiction

AUDIO

Audio with Highlighting

ANNOTATE

from Everything Goes:

Henry on Wheels

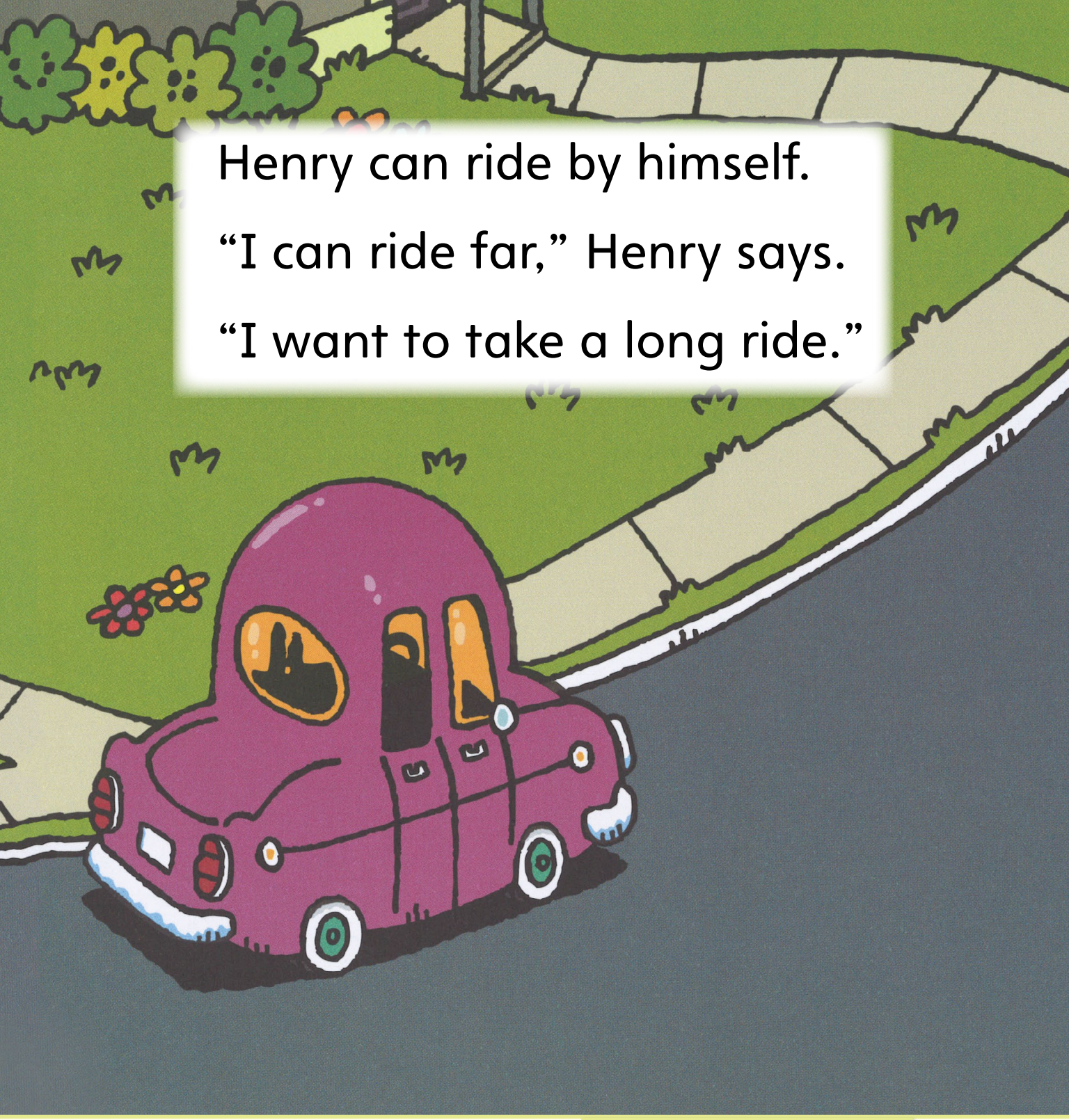
by B.B. Bourne

illustrated by Simon Abbott

Henry has a red bike.

Henry loves to ride his bike.

He can ride up and down.



VOCABULARY IN CONTEXT

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

"You may go," says Henry's mom.

"You may go around the block."

"Boring!" says Henry.

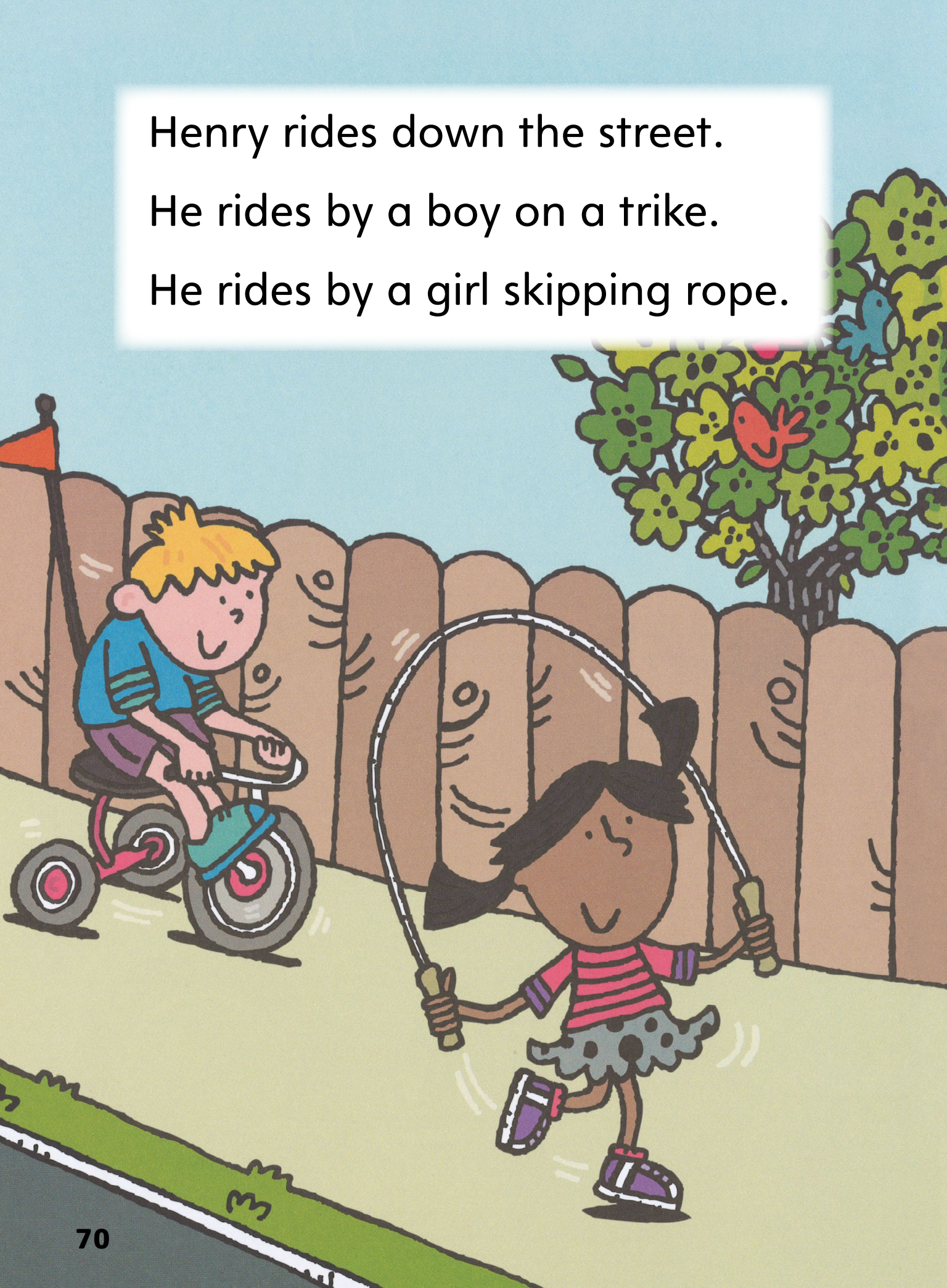
"But I will stay on our block."

Henry waves to his mom.

Then he rides away.

CLOSE READ

Underline the words that tell where Henry will ride.



Henry rides down the street.

He rides by a boy on a trike.

He rides by a girl skipping rope.

Henry rides past a cat.

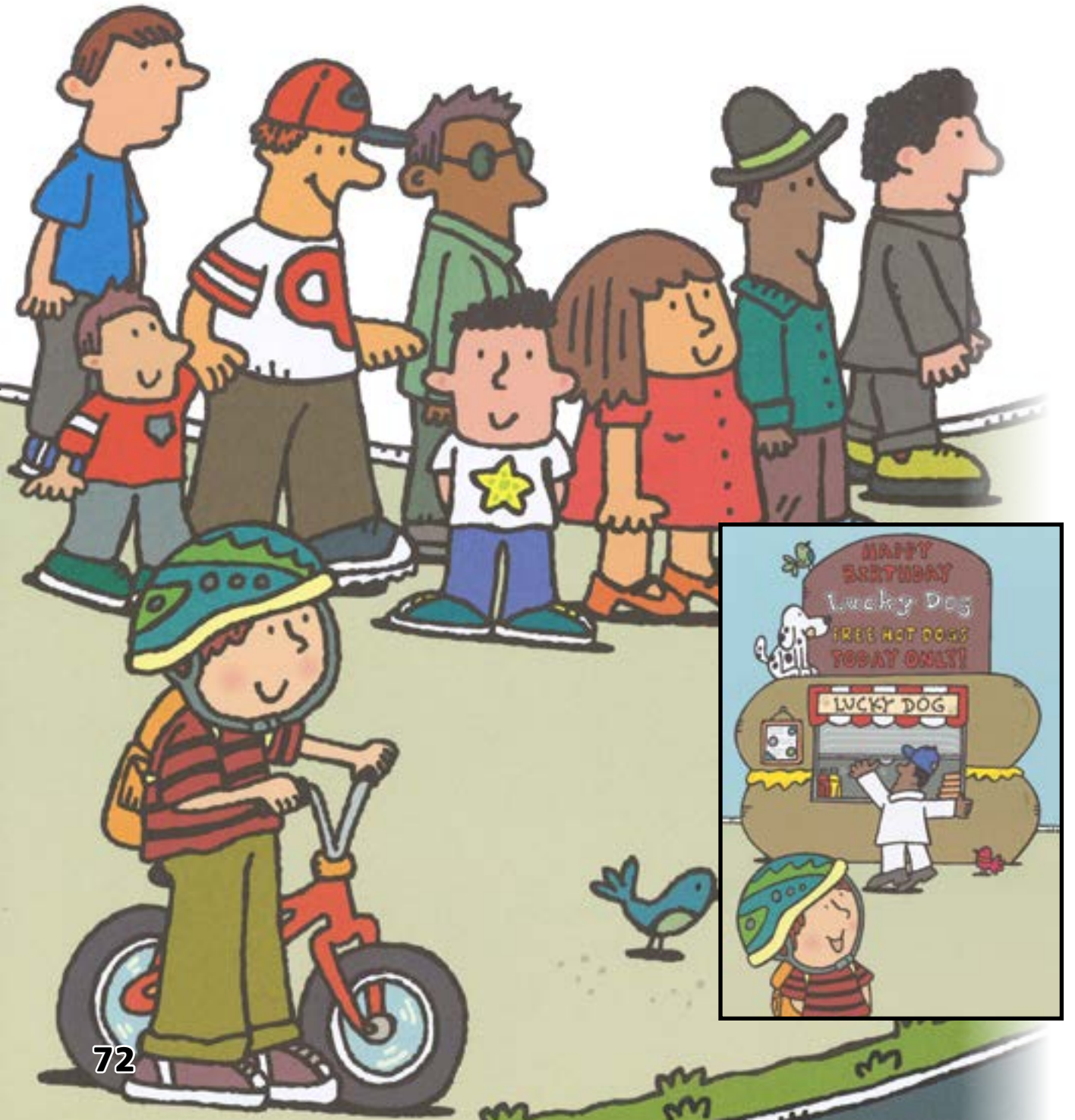
He rides past two dogs.

Henry turns the corner.

He sees a line of people.

Henry stops to look.

“Wow!” says Henry.



Henry rides some more.

He sees a man with a shovel.

He sees a mixer too.

CLOSE READ

Highlight something in the text you have a question about. To better understand, ask yourself a question about it.

Henry stops to watch.

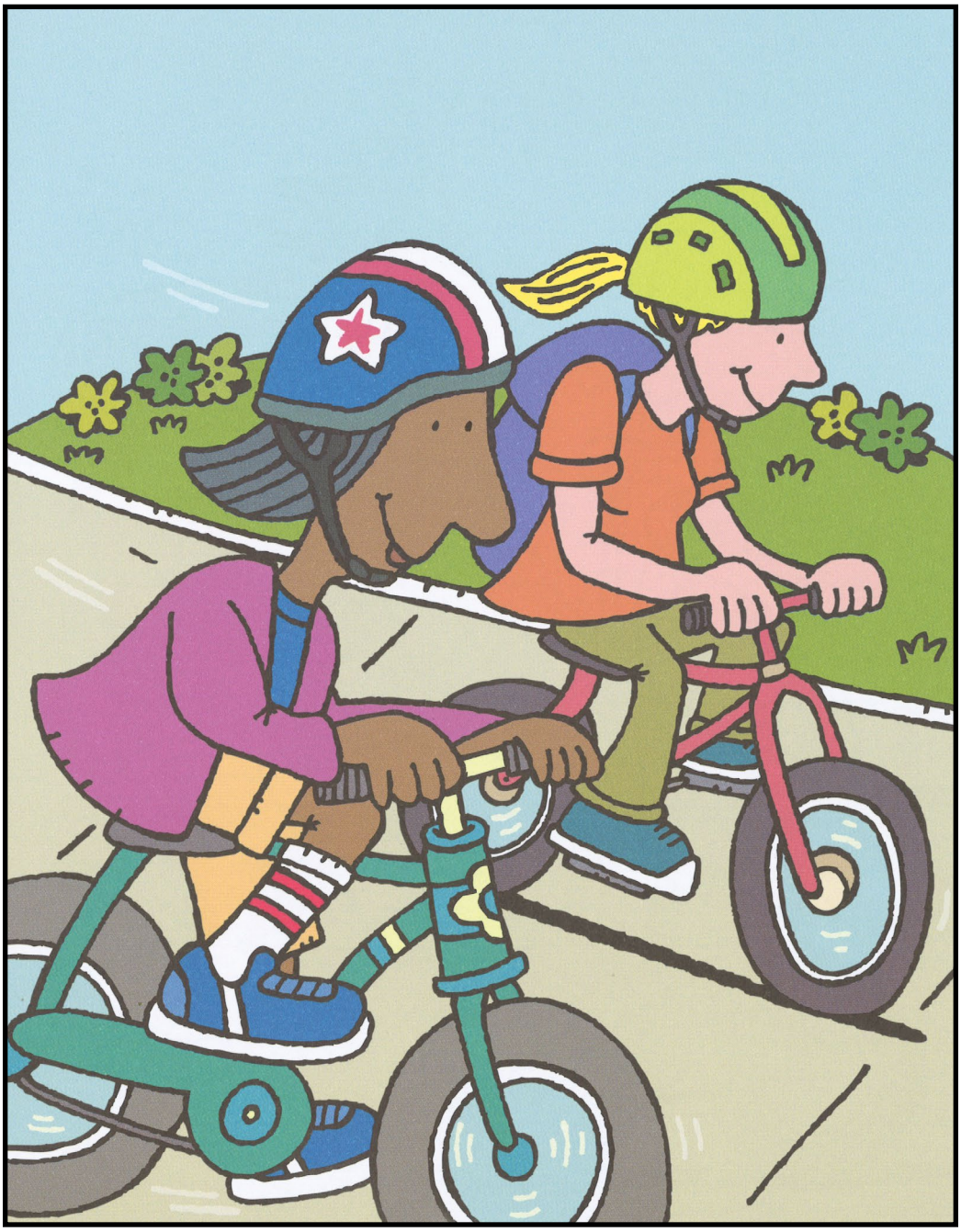
The barrel turns.

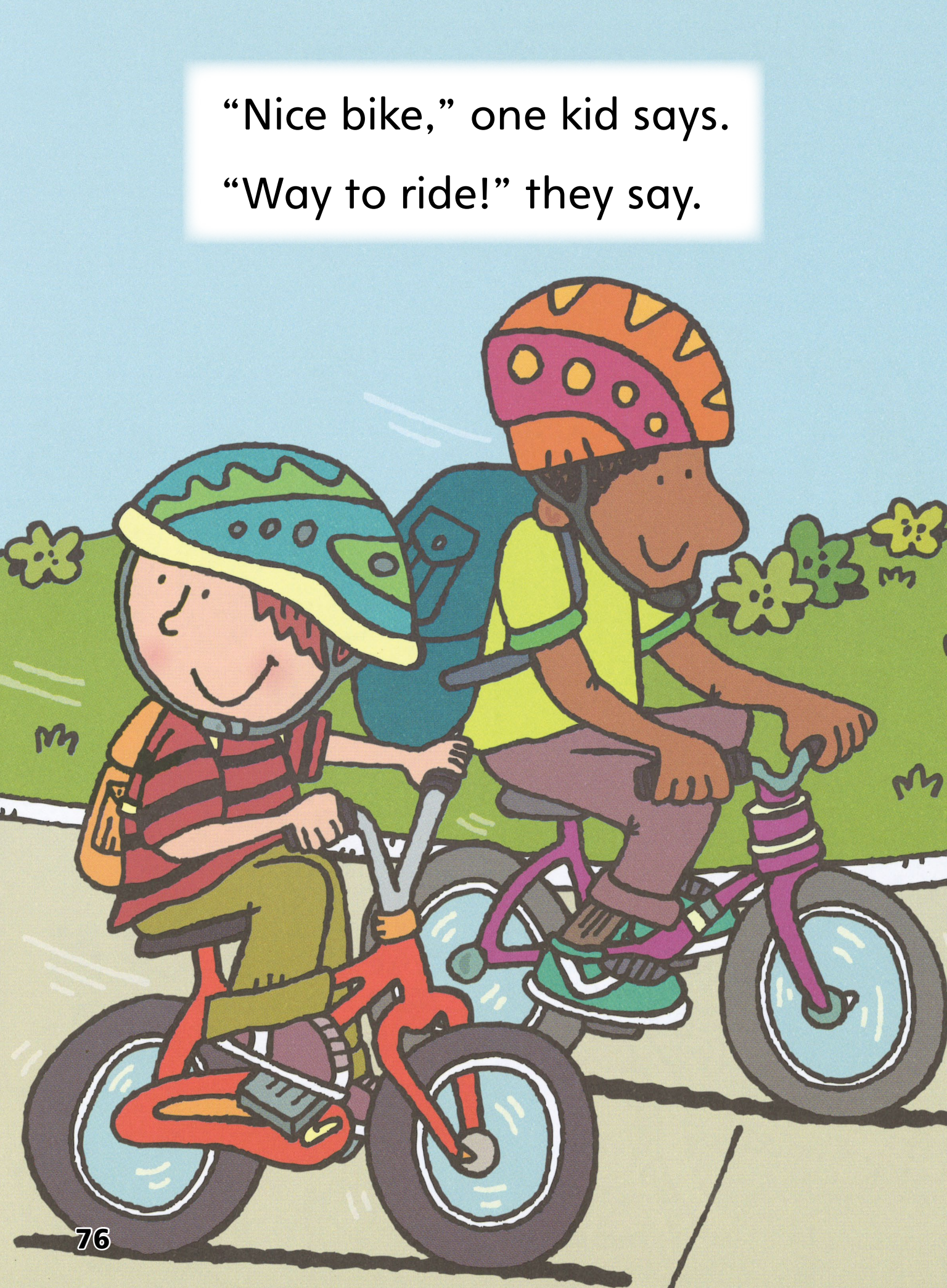
Gravel pours out.

Henry waves good-bye.

He rides around a corner.

Some big kids ride up.





"Nice bike," one kid says.

"Way to ride!" they say.

Henry rides down the street.

Henry sees kids swinging.

CLOSE READ

Underline the words on this page that tell where Henry rides his bike.

Henry sees kids sliding and playing in the sand.

Henry rides past.

He waves but does not stop.

Henry hears some noise.

He looks up the street.

"More machines!" he says.

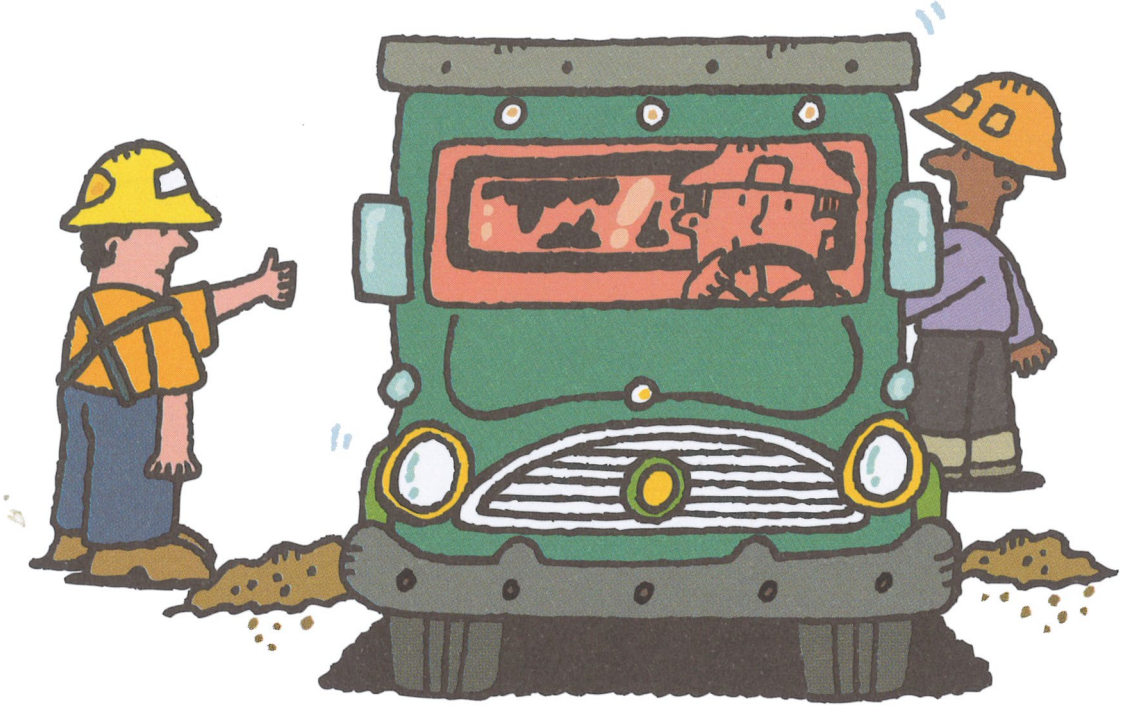
CLOSE READ

Highlight something on page 78 that you have a question about.

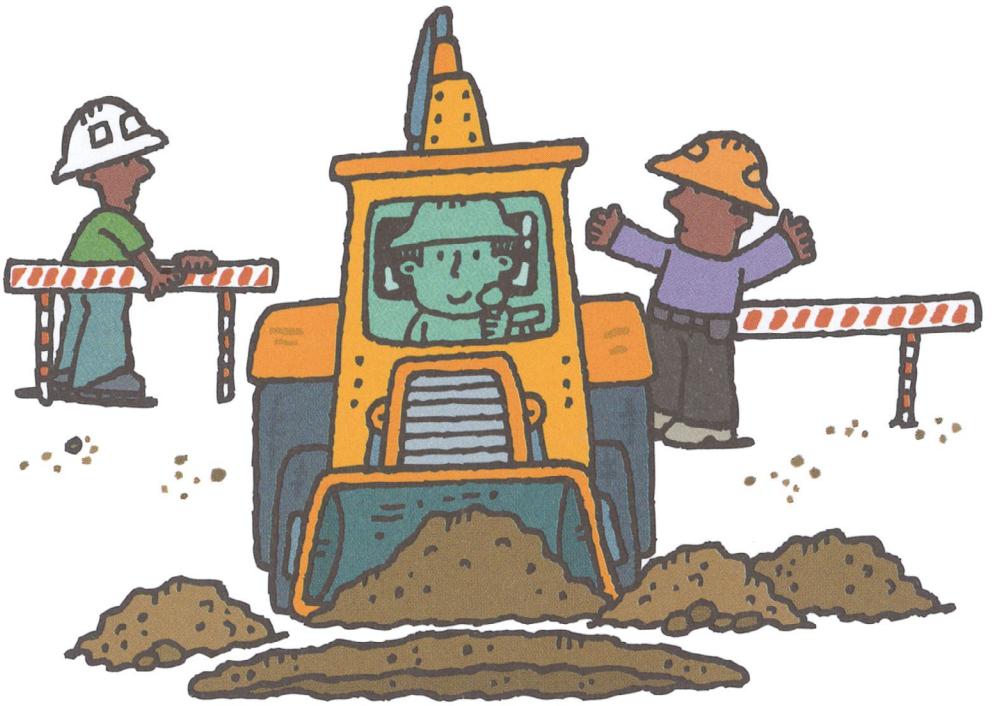
Henry stops to watch.

A bulldozer pushes dirt.

A dump truck backs up.



A backhoe digs.



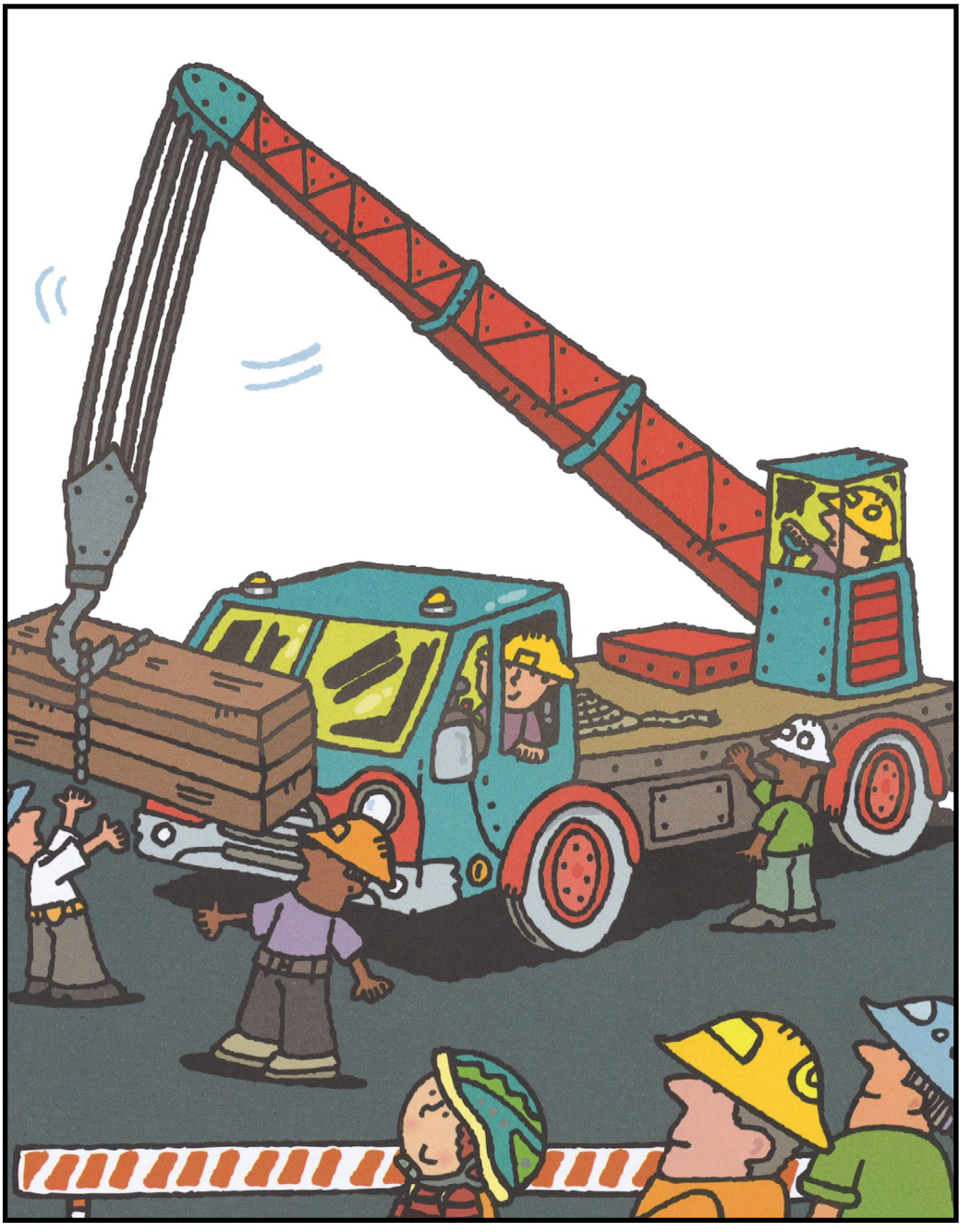
The dump truck drives away.

"Wow!" says Henry.

Henry watches a crane.

The crane swings around.

Men unhook the load.



The dump truck comes back.

The backhoe fills it up.

"What a good day," says Henry.

FLUENCY

Read pages 68 and 69 aloud with a partner to practice reading with expression.

Read Together

Develop Vocabulary

MY TURN Use the words from the box to finish the sentences about the places Henry rides.

sand	block	street	corner

Henry can ride around the block.

He rides his bike down the _____.

At the _____ there is a line of people.

Henry sees kids playing in the _____.

Check for Understanding

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

1. What makes the setting realistic?

2. Why does the author keep Henry on his block?

3. How is your neighborhood like Henry's neighborhood? Use text evidence.

Read Together

Describe the Setting

The **setting** is where and when a story takes place.

MY TURN What is the setting of *Henry on Wheels?* Look back at the text.

The setting of *Henry on Wheels* is

What details in the story help you describe the setting?

Ask and Answer Questions

Asking and answering questions about the setting as you read helps you better understand the text.

MY TURN Draw the answer to one of your questions about *Henry on Wheels*. Look back at the text.

TURN and TALK What questions do you have after reading the text?

Read Together

Reflect and Share

Write to Sources

You read about Henry's neighborhood. On a separate sheet of paper, write about another realistic fiction story you have read. Use text evidence to show how the settings are similar or different.

Use Text Evidence

When writing about texts, it is important to use text evidence, or examples from the text. You should:

- Find text evidence that supports your ideas.

Weekly Question

What can I see in a neighborhood?

I can make and use words to read and write realistic fiction.

My Learning Goal

Academic Vocabulary

Synonyms are words that have similar meanings.

MY TURN Read each sentence. Write a word from the box that can replace the underlined word.

type	group	various

1. She needs a certain <u>kind</u> of fruit. type
2. Our neighborhood has <u>different</u> places to have fun. _____
3. The <u>crowd</u> meets at the park. _____

Read Together

Read Like a Writer, Write for a Reader

Authors choose words to help readers understand how characters feel about what they see.

Henry stops to look. "Wow!" says Henry.

The author uses this word to express how Henry feels about seeing the trucks.

MY TURN Write some words or phrases that show how you would express your feelings about seeing something new.

Spell Short i Words

Some words follow a spelling pattern. The short **i** sound is often spelled **i**, as in **pin.** Other words do not follow a pattern. You must remember how to spell them.

MY TURN Read and spell the short **i** words. Then spell the My Words to Know words.

Spelling Words			
it	**sit**	**mitt**	**miss**

Short i

My Words to Know	
the	**one**

Read Together

Present Verb Tense

A **verb** is an action word. **Present verb tense** tells about action that is happening now.

Henry **sees** Max. (present verb tense)

They **ride** on the block. (present verb tense)

MY TURN Edit the sentences by writing a present tense verb from the box.

jump	**walks**	**plays**

1. Henry walks to the park.
2. He _____ with his dad.
3. They _____ .

My Learning Goal

I can write a story.

Where Authors Get Ideas

Authors get their ideas from their experiences or their imaginations. They get ideas by looking around too.

MY TURN What do you want to write about? Use the chart to draw or write your ideas.

Ideas	Where Did the Idea Come From?

Read Together

Digital Tools We Can Use

Computers and tablets are types of **digital tools.** We can use digital tools to help us write.

MY TURN Look at the two styles of writing. Highlight the difference in the two types of writing.

The big cat can sit. He will take a nap.

The BIG cat can sit. He will take a nap.

TURN and TALK Talk with a partner about how digital tools can make you a better writer.

Digital Tools We Can Use Together

Authors use digital tools to find information to use in their writing. They work with others to write with digital tools.

MY TURN Read the list of rules for using digital tools. Check each box when you use digital tools.

- ☐ Ask before you use any digital tool.
- ☐ Only go to websites approved by your teacher.
- ☐ Ask for help to find pictures for your writing.
- ☐ Share the digital tool with others.

Read Together

Traffic Signals

MY TURN Underline the names of the traffic signals that help keep you safe.

Traffic Light

A traffic light lets people know when it is safe to cross the street.

Weekly Question

WEEK 3

How do signs in our neighborhood help us?

Walk and Wait Signals

Walk and wait signals let people know when it is safe to cross the street.

Read Together

Middle Sounds

SEE and SAY Say the sounds as you name each picture. Listen to the middle vowel sound. Then say the name of each picture again.

Short o

Short **o** is often spelled **o**, as in **top**.

MY TURN Read these words.

m o p

n o t

Short o

TURN and TALK Read these words with a partner.

on	**not**
Tom	**mom**

MY TURN Say each picture name. Write the letter **o** to finish the word. Then read the words.

p o t

m p

t p

p p

Read Together

Short o

MY TURN Read the sentence. Underline the short **o** words. Then write the words on the lines.

Tom can see the pot on top.

Tom

Listen for the short **o** sound that you hear in **mop**.

MY TURN Draw a picture to show the sentence about Tom. Label the picture with a short **o** word.

Alliteration

SEE and SAY Sometimes words begin with the same onset, or beginning, sound. Say the picture names. Tell the onset sound of each picture name.

Ff, Bb, Gg

The letter **f** makes the **f** sound in **fan**.
The letter **b** makes the **b** sound in **bat**.
The letter **g** makes the **g** sound in **got**.

MY TURN Read these words.

b a g

f i n

Read Together

My Words to Know

Some words you must remember and practice.

MY TURN Read these words.

by	are	was	you	look

MY TURN Complete the sentences with words from the box. Read the sentences.

Handwriting Print the words clearly.

1. Look at the pig!

2. It _____ the bin.

3. I see a pig by _____ .

4. We _____ by the bin.

Ff, Bb, Gg

TURN and TALK Decode these words with a partner.

	big	fig	pig
	got	pot	not
	tin	fin	pin
	sit	bit	fit

MY TURN Write **f**, **b**, or **g** to finish the words.

1. Can the pig it ?
2. The pig is ig .

TURN and TALK Read the sentences.

Ff, Bb, Gg

MY TURN Draw a line from each word to the picture it names. Then write the words.

bib bib

fan

gas

MY TURN Choose one word you wrote. Write a sentence with that word.

Big Biff

Mom was by the bin.
Biff was not.
Look at Biff, Mom!

Read the story. Underline the six words that have the **b** sound.

Biff got on top.

You are big, Biff

You do not fit on top.

Highlight the two words that have the **g** sound.

Do not sit on top!

Highlight the three words with the short **o** sound.

Read Together

My Learning Goal I can read about a neighborhood.

Informational Text

An informational text tells facts about real people, things, or events. It may have text features, such as headings.

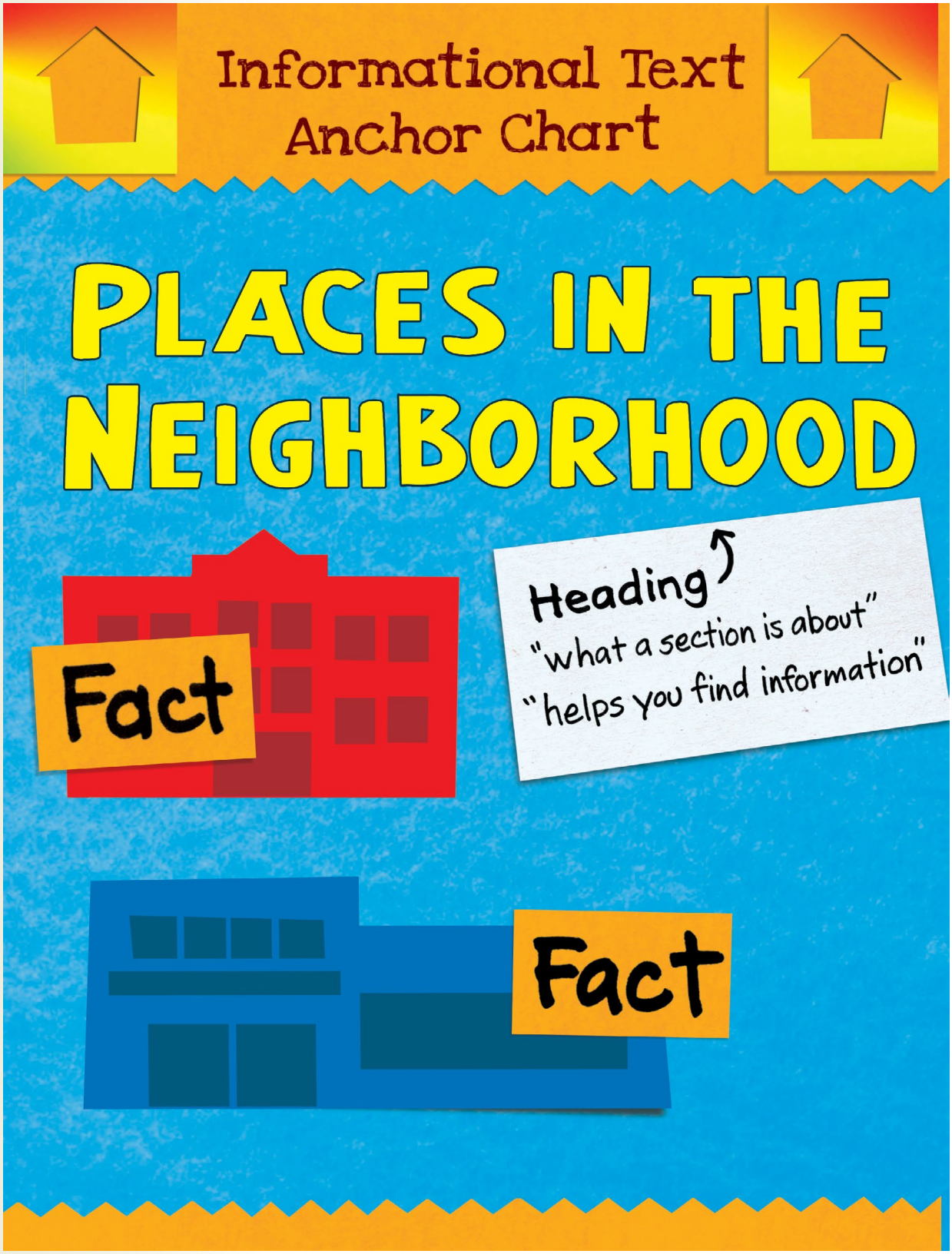
Neighborhoods

Heading

PLACES

There are many places in a neighborhood. There is a market where people buy food. There is a school where children learn.

What makes informational text different from realistic fiction?


Informational Text
Anchor Chart
PLACES IN THE NEIGHBORHOOD
Fact
Heading
"what a section is about"
"helps you find information"
Fact

Look Both Ways!

Preview Vocabulary

You will read these words in *Look Both Ways!*

left	right	guard	crosswalk

Read

Read to learn about being safe when crossing the street.

Look at the pictures and headings.

Ask questions about information you do not understand.

Talk about the most important ideas.

Meet the Author

Janet Klausner grew up in a big city, where streets were busy with traffic day and night. She has never forgotten how important it is to "look both ways" before crossing the street.

Read Together

Genre Informational Text

LOOK BOTH WAYS!

written by Janet Klausner

AUDIO

Audio with Highlighting

ANNOTATE

Lines

What do these lines in the street tell you?

Lines show a safe place to cross.

First, look both ways!

CLOSE READ

Underline the label that helps you find the crosswalk in the picture.

Crossing Guards

What does this guard tell you?

Walk when this guard tells you it is safe.

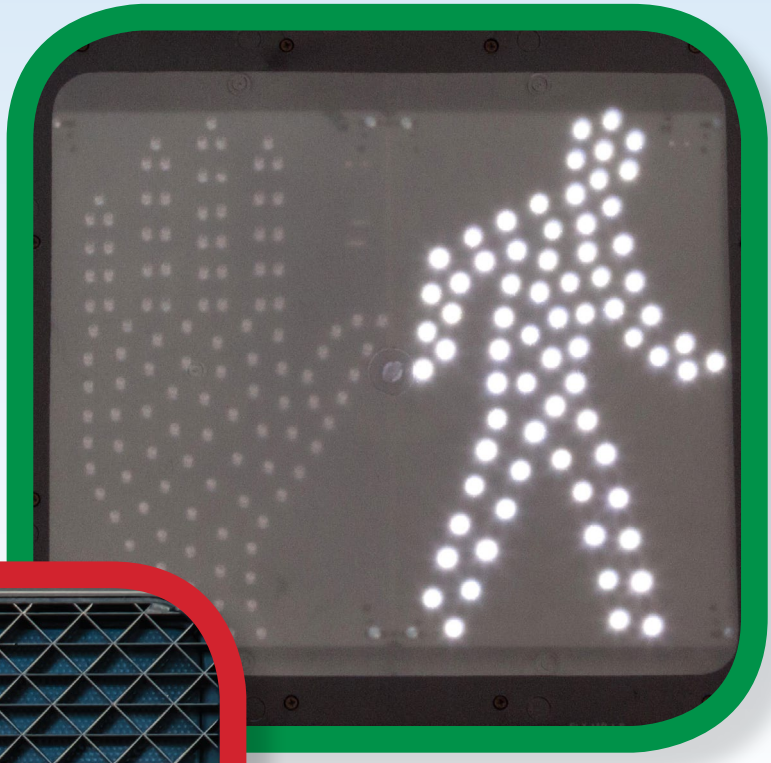
First, look both ways!

CLOSE READ

Why does the author use the heading **Crossing Guards?** Highlight the details that help you tell why.

Pictures

What do these two pictures tell you?



Walk

Wait

Walk when the picture shows a person.

First, look both ways!

CLOSE READ

Underline the heading that tells what these pages are all about.

Safety

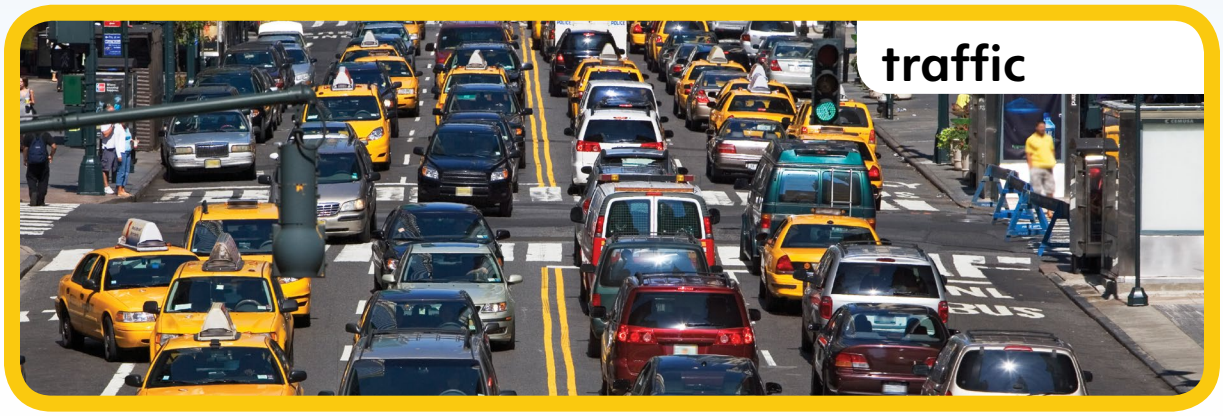
Look at all the traffic!

How will you walk safely?

Look left, look right,
look left again.

Then walk safely!

Glossary



VOCABULARY IN CONTEXT

What does the word **traffic** mean? How does the picture help you figure it out?

Read Together

Develop Vocabulary

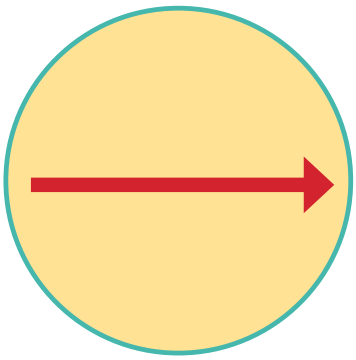
MY TURN Draw a line from each word to the picture that shows its meaning.

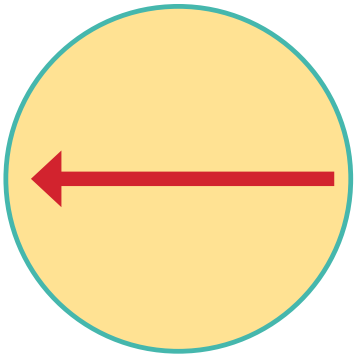
left

right

guard

crosswalk





Check for Understanding

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

1. How do you know this is an informational text?

2. Why does the author use the title *Look Both Ways!* for this text?

3. Why should you look both ways before you cross the street? Use text evidence.

Read Together

Find Text Features

Text features help you find and learn information.
A **heading** tells the topic of a section.
A **label** names what a picture shows.

MY TURN What can you learn from the text features in *Look Both Ways!?* Look back at the text.

Text Feature	What I Learned
Label	
Heading	

Use Text Evidence

Text evidence is the details that support what a reader thinks about the text and text features.

MY TURN Draw the details that support the heading **Crossing Guards.** Look back at the text. Use the pictures too.

Read Together

Reflect and Share

Talk About It

Retell *Look Both Ways!* in your own words. How is this text similar to other texts you have read about neighborhoods?

Listening to Others

When sharing ideas with others, it is important to:

- Be quiet when others are speaking.
- Face the speaker to show you are listening.

Look at the picture to help you.

Weekly Question

How do signs in our neighborhood help us?

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

My Learning Goal

Academic Vocabulary

Context clues help you understand what an unknown word means. The clues can be words around the unknown word.

MY TURN Read each sentence. Highlight the context clue for the underlined word.

1. This is a new group, or set, of books.
2. We will live here and settle in this neighborhood.
3. The various homes look different from each other.

Read Together

Read Like a Writer, Write for a Reader

Authors use print features such as headings to help readers find information.

Crossing Guards
What does this guard tell you?

The author puts information into sections with headings to help readers find information they need.

TURN and TALK Find a print feature in the text. Discuss why the author uses that feature.

MY TURN Write a sentence about crossing the street. Then write a heading that tells what the sentence is about.

Heading: _____

Spell Short o Words

The short **o** sound is often spelled **o**.
When we alphabetize a series, or list, of words, we write them in order of the alphabet.

MY TURN Alphabetize the words in each set to the first letter.

Spelling Words			
not	got	cot	pot

cot

My Words to Know	
look	you

Read Together

Simple Sentences

A **simple sentence** tells a complete idea. It has a subject and verb. The **subject** is the naming part. The **verb** is the action part. A sentence begins with a capital letter and ends with a punctuation mark.

The girl walks. (complete idea)

MY TURN Edit each group of words to make a simple and complete sentence.

1. cars the stop

2. helps guard the

My Learning Goal

I can write a story.

Features of a Fiction Book

The **front cover** tells the title and the names of the author and illustrator.

The **back cover** tells details about the book.

The **title page** is near the front of the book. It tells the title, the author, and publisher of a book.

MY TURN Circle the book part that provides each piece of information.

illustrator's name	front cover	back cover
book title	back cover	title page
details	back cover	front cover
author's name	title page	front cover

Features of a Nonfiction Book

A **table of contents** tells the section titles in a book.

An **index** is a list of the topics in a book and the pages that have information about each topic.

A **glossary** is at the back of a book. It tells the meanings of important words in the book.

Circle the part of a book that tells the meanings of important words.

Highlight the part of a book that tells the section titles.

Underline the part of a book that lists the topics.

Table of Contents

Crossing the Street	**2**
Traffic Signals	**5**

Index

Safety 2, 3, 15

Stop sign 8, 9, 12–13

Glossary

crosswalk area marked with lines that people use to cross the street

stop light traffic light

Making and Responding to Suggestions

An important part of writing is talking with others about ways to make your writing better. You can suggest ways others can make their writing better too.

MY TURN Highlight two ways to make suggestions to others about their writing.

I think this part needs a picture.

I like the characters and what they do.

Could you tell more about this character?

TURN and TALK Talk with a partner about how you can respond to the suggestions above.

Read Together

Neighborhood Activities

Block Party!

Neighbors get together to have fun, eat food, play games, and listen to music.

Yard Sale!

Yard sales help neighbors sell the stuff they don't need.

Weekly Question

WEEK 4

How can I get to know my neighbors?

Plant a Tree!

Neighbors can work together to plant a new tree.

TURN and TALK What activities does your neighborhood have?

Read Together

Middle Sounds

SEE and SAY Say each picture name. Listen to the middle sound as you name each picture.

Short e

Short **e** is often spelled **e**, as in **pen**.

MY TURN Read each word.

p e t

m e n

Short e

TURN and TALK Read these words with a partner.

set	**get**	**met**
men	**pen**	**Ben**

MY TURN Say each picture name. Write **e** to finish each word. Then read the words.

m e n

n t

p t

t n

Read Together

Short e

MY TURN Read the sentences. Underline words with the short **e** sound.

Peg the cat met ten men.

One man was Ben.

Peg sat by Ben.

Ben did pet Peg.

Listen for the short **e** sound you hear in **set.**

MY TURN Write another sentence about Peg and Ben.

Peg and Ben

Initial Sounds

SEE and SAY Say each picture name. Listen to the beginning sound as you name each picture.

Dd, Ll, Hh

The letter **d** makes the **d** sound in **dig**.
The letter **l** makes the **l** sound in **leg**.
The letter **h** makes the **h** sound in **hat**.

MY TURN Read each word.

l e d h i t d o t

Read Together

My Words to Know

Some words you must remember and practice.

MY TURN Read the words.

up	two	that	have	they

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

1. They are _____ the hill.

2. Hal and Deb _____ to dig.

3. The _____ dig in the hill.

4. Hal and Deb fill _____ pen.

Dd, Ll, Hh

TURN and TALK Read these words with a partner.

	bed	**let**	**hen**
	dig	**lip**	**him**

MY TURN Write **d**, **l**, or **h** to finish the words.

1. Sam can see the h e n .
2. It is in the b e .
3. Sam e t it nap.

TURN and TALK Now read the sentences.

Dd, Ll, Hh

MY TURN Say each picture name. Write **d**, **l**, or **h** to finish each picture name.

eg

be

at

MY TURN Write a sentence that includes a word with **d**, **l**, or **h**.

Fill the Pen

Hal can dig in the hill.

Deb can dig.

Two can dig a lot.

Read the story. Highlight the four words with the **l** sound.

Hal let Deb dig in the hill.

They have a BIG pen.

They can fill it up.

Underline the three words with the **h** sound.

Highlight the two words with the **d** sound.

They get hot.

Look at that pen!

They did it!

Highlight the two words with the short **e** sound.

Read Together

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

Characters are the people in realistic fiction. Details describe characters and the reasons for their actions.

TURN and TALK Describe the reason the boy helps Mrs. Johnson in *The Blackout*.

Set a Purpose It is important to think about why you are reading. Your purpose, or reason, could be to learn or to have fun.

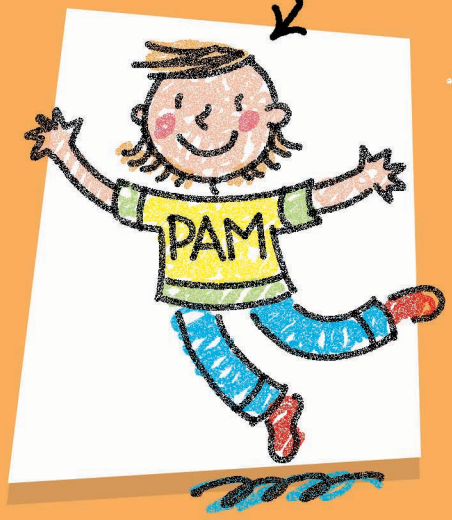
Realistic Fiction Anchor Chart

Character
Pam

Character Details

words ⟷ & ⟷ pictures

Pam jumps up and down. "YES!" Pam says.



tell more about the character
Pam is happy!

Garden Party

Preview Vocabulary

You will read these words in *Garden Party*.

plant	**help**

Read and Compare

Think about why you will read this text.

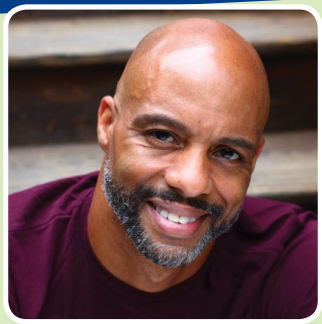
Read for the purpose you set.

Look for words and pictures to help you understand the characters.

Ask questions about the characters.

Compare this text to *Click, Clack, Click!*

Meet the Author



Charles R. Smith Jr. is an author, photographer, and poet. He has written more than 30 books. Charles is especially proud that many kids who don't like to read do like to read his books.

Read Together

Genre Realistic Fiction

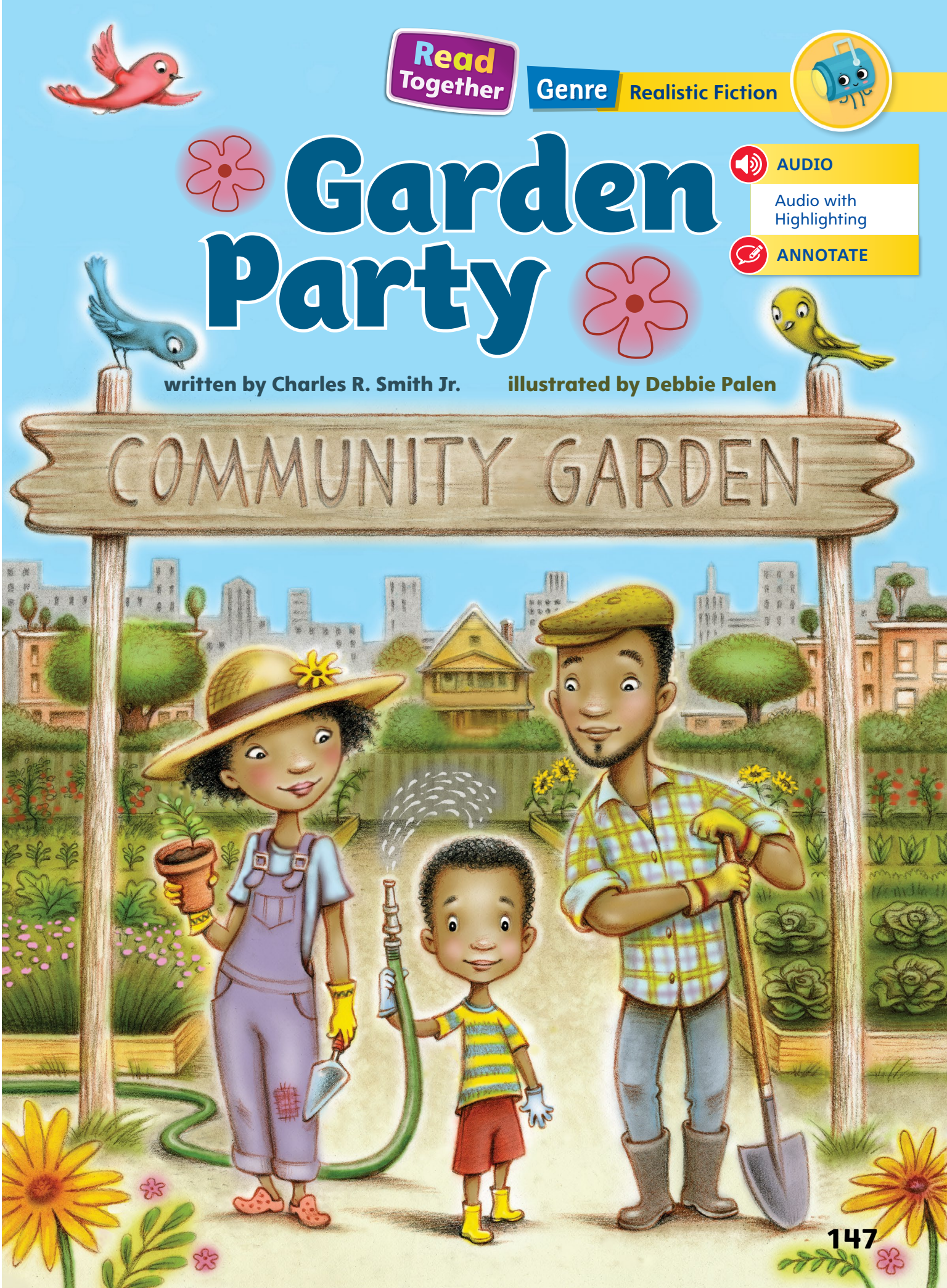
AUDIO

Audio with Highlighting

ANNOTATE

Garden Party

written by Charles R. Smith Jr. illustrated by Debbie Palen



"We got the spot for our garden!" said Dad.

"How can we plant the garden?" asked Jamal. "It's so big."

"We can have a garden party," said Mom.

"Right," said Dad. "Our neighbors will help."

"They will?" asked Jamal.

VOCABULARY IN CONTEXT

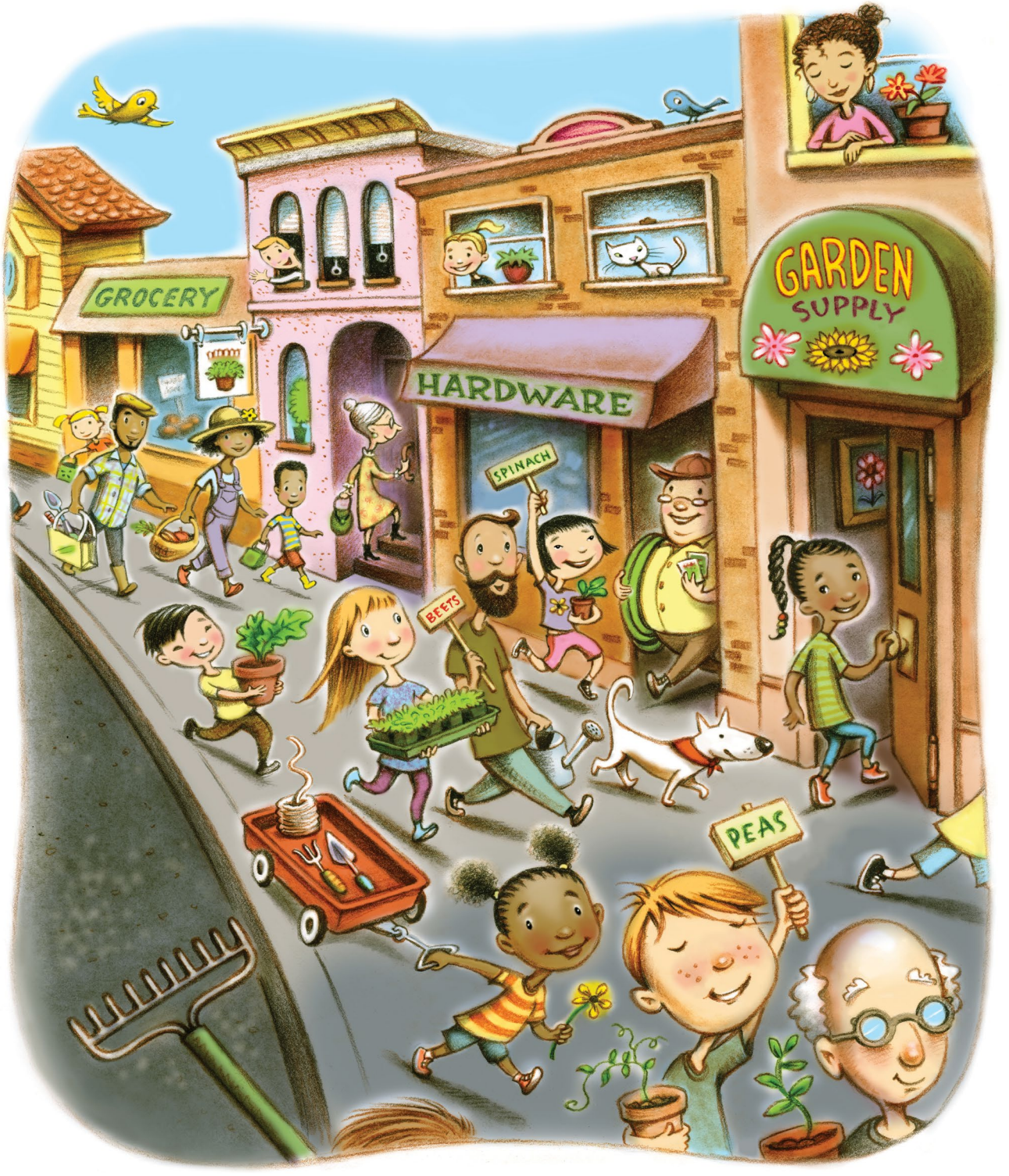
What does the word **garden** mean? What part of the pictures help you figure it out?

First, they went to the tall apartment building on State Street. “We will help,” their neighbors said.

Next, they went to the red brick houses near the park. “We will help,” their neighbors said.

CLOSE READ

What can you understand about the neighbors? Highlight the details that help you.



Last, they went to all the little stores on Main Street. “We will help,” their neighbors said.

"You were right, Dad," said Jamal. "Our neighbors did help!"

"That's what neighbors do," said Dad.

CLOSE READ

How does Jamal feel now? Underline the text that helps you describe Jamal.

Read Together

Click, Clack, Click!

Preview Vocabulary

You will read these words in *Click, Clack, Click!*

meet	**join**

Read and Compare

Think about why you will read this text.

Read for the purpose you set.

Look for words and pictures to help you understand the characters.

Ask questions about the characters.

Compare this text to *Garden Party.*

Meet the Author

F. Isabel Campoy loves music, dancing, and collecting musical instruments. She lived in Boston for 15 years. Now she lives in San Francisco.

Read Together

Genre Realistic Fiction

Click, Clack, Click!

written by F. Isabel Campoy
illustrated by Peter Francis

AUDIO

Audio with Highlighting

ANNOTATE

Amena just moved here. She doesn't know anyone. Amena and her mom walk to the center to meet friends.

"What are you playing?" Amena asks.

"These are pieces of wood," Adnan says. "You clink them together."

CLOSE READ

How do you think Amena feels? Underline the text that helps you describe Amena.

"What are you playing?" Amena asks.

"It is a wooden box," Kim says. "You beat on it."

"What are you playing?"
Amena asks.

"It is a gourd," Gabriel says.
"You move the beads."

"Do you want to join our neighborhood band?" they ask.

"I don't have an instrument to play," Amena says.

"Yes, you do!" they say.
"You have a jar."

Now Amena has an instrument.
And friends too!

CLOSE READ

How does Amena feel now?
Underline the text that helps you describe Amena.

Develop Vocabulary

MY TURN Draw a line from each word to the word group where it best fits.

	Word Group
plant	greet hello
help	grow garden
meet	add together
join	support aid

Check for Understanding

MY TURN Write the answers to the questions. You can look back at the texts.

1. What makes both texts realistic fiction?

2. What words do the authors use to describe things? Why do they use these words?

3. How are the texts alike? Use text evidence.

Read Together

Describe Characters

Characters are the people or animals in a story. To compare characters, describe how they are alike. To contrast characters, describe how they are different.

MY TURN Draw to compare and contrast how Jamal and Amena act. Look back at the texts.

Alike	Different

Visualize Details

The details in a story can help readers make pictures in their minds about the characters and events.

MY TURN How do you picture the neighbors in *Garden Party?* Draw the picture you see in your mind. Look back at the text.

Read Together

Reflect and Share

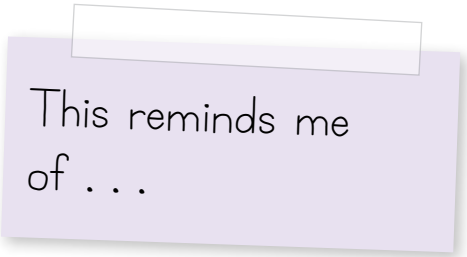
Talk About It

You read about how Jamal and Amena get to know their neighbors. How would you get to know neighbors if you were Jamal or Amena?

Make Connections

When describing personal connections to a text, think about:

- Your experiences.
- Feelings you have had.



Use the words on the note to help you.

Now share your connections.

Weekly Question

How can I get to know my neighbors?

I can make and use words to read and write realistic fiction.

My Learning Goal

Academic Vocabulary

Word parts can be added to some words to make new words with different meanings.

Re- is a word part. It means "**again.**"

MY TURN Write the meanings of the new words.

re- + group = regroup to group again

re- + pack = repack

re- + place = replace

Read Together

Read Like a Writer, Write for a Reader

Authors choose words that can help readers visualize people, places, and events in a story.

Next, they went to the red brick **houses** near the park.

The author chose these words to help readers picture what the houses look like.

MY TURN Write sentences with words that tell what your school looks like.

Spell Short e Words

Short **e** is often spelled **e**, as in **bed.** When you write a series, or list, of words in the order of the alphabet, you alphabetize the words.

MY TURN Spell the words. Alphabetize the words in each set to the first letter.

Spelling Words			
set	met	pet	net

Short e

met

My Words to Know	
have	they

Read Together

Adjectives and Articles

An **adjective** describes something.

See the **pretty** flowers.
(describes the flowers)

A, an, and **the** are articles, or determiners. **A** and **an** tell about any person, place, or thing. **The** tells about a specific person, place, or thing.

Flowers grow in **a** garden. (tells about any garden)

MY TURN Edit each sentence by adding an article and an adjective.

1. Tom gets an old flower pot.
2. He brings it to _____ garden.
3. Tom helps plant _____ tree.

My Learning Goal

I can write a story.

Adding Details to Illustrations

Authors revise their drafts by adding details to illustrations. This makes their writing better. The details can tell more about what the words say.

MY TURN Revise the illustration by adding details.

Rick is ready for school.

Read Together

Adding Details to Words

Authors add details to their words to make their writing better. They can use words such as **and**, **but**, **or**, **so**, and **because** to add details.

MY TURN Rewrite the sentences with added details.

1. My teacher is kind.

2. My classroom is fun.

Asking and Answering Questions

Authors often meet to help make each other's writing better. They ask and answer questions about each other's writing.

MY TURN Read your partner's writing. Write a question about it.

TURN and TALK Have your partner read your writing. Answer your partner's question about it.

Read Together

Kinds of Neighborhoods

Urban

An urban neighborhood is in a city. Many people live close together in an urban neighborhood.

Suburban

A suburban neighborhood is near a city. People live farther apart in a suburban neighborhood.

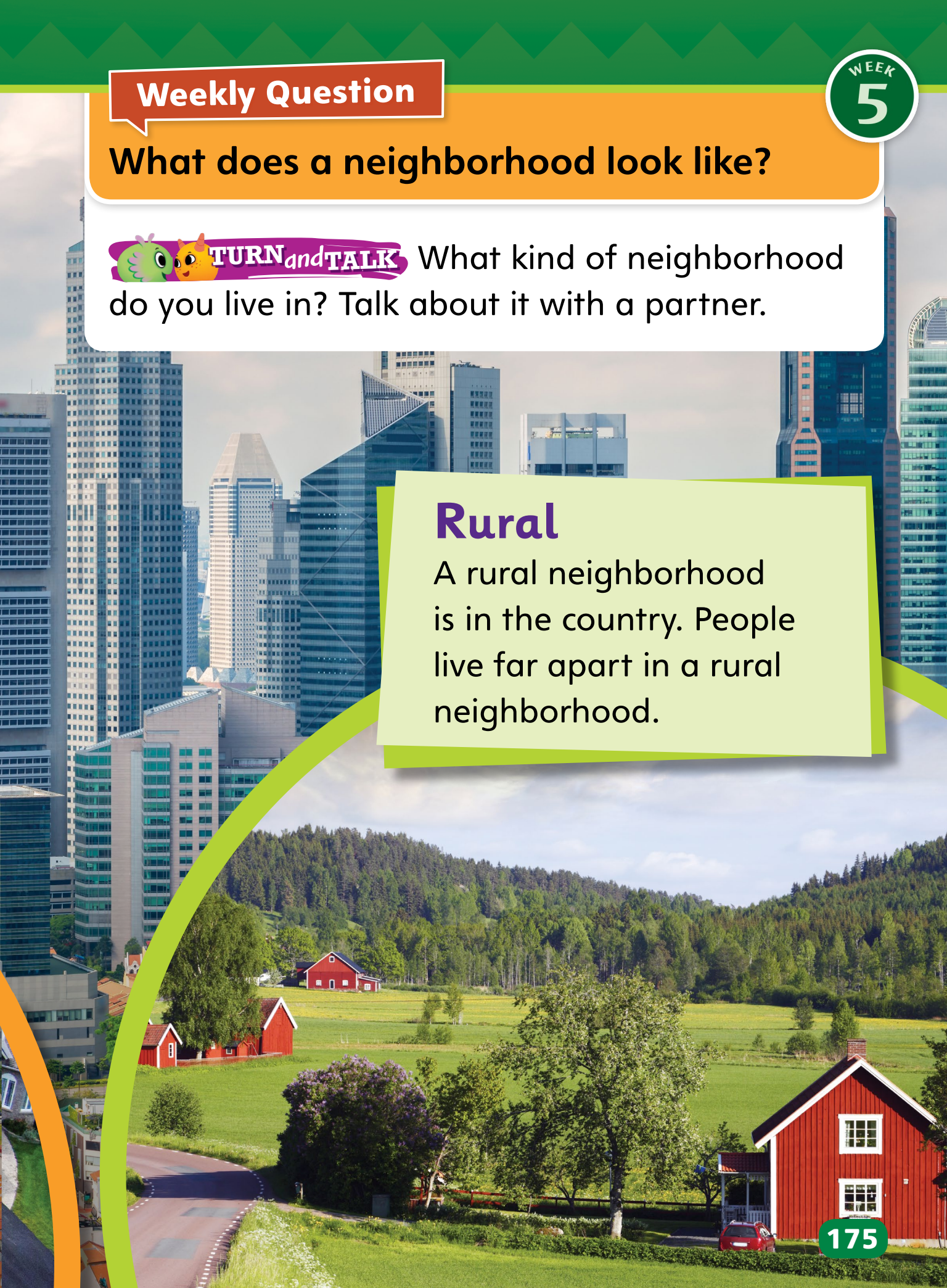
Weekly Question

What does a neighborhood look like?

TURN and TALK What kind of neighborhood do you live in? Talk about it with a partner.

Rural

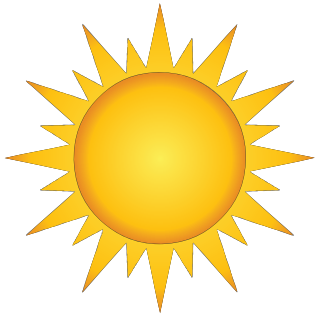
A rural neighborhood is in the country. People live far apart in a rural neighborhood.



Read Together

Middle Sounds

SEE and SAY Say each sound as you name each picture. Listen to the middle sound. Tell the middle sound you hear in each picture name.



Short u

Short **u** is often spelled **u**, as in **sun**.

MY TURN Read these words.

d u g

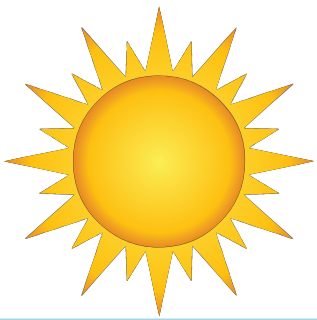
f u n

Short u

TURN and TALK Read these words with a partner.

	dug	**hug**	**mug**
	but	**nut**	**hut**

MY TURN Say each picture name. Write the word on the lines. Read the words.

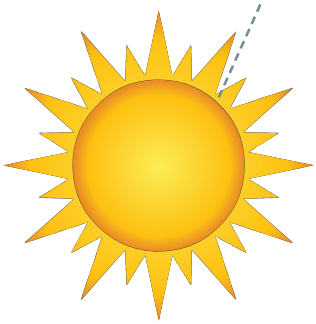


sun

Read Together

Short u

MY TURN Add **u** to make words. Read the words. Draw a line from each word to its picture.



s	u	n
c		p
n		t
t		b

MY TURN Write a sentence using words with short **u**.

Initial Sounds

SEE and SAY Say each sound as you name each picture. Listen to the sound at the beginning of each word.

Rr, Ww, Jj, Kk

The letter **r** makes the **r** sound in **red**.
The letter **w** makes the **w** sound in **win**.
The letter **j** makes the **j** sound in **jet**.
The letter **k** makes the **k** sound in **kit**.

MY TURN Read these words.

r i p

j o b

Read Together

My Words to Know

Some words you must remember and practice.

MY TURN Read the words.

as	he	to	with	three

MY TURN Use words from the box to complete the sentences. Read the sentences.

1. Ken and Kim jog with Jim.
2. The _____ get hot in the sun.
3. Ken will run _____ the bus.
4. _____ is not _____ hot.

Rr, Ww, Jj, Kk

TURN and TALK Decode these words with a partner.

	rag	**rat**	**rug**
	web	**wag**	**wet**
	jet	**jug**	**Jan**
	Ken	**kit**	**kid**

MY TURN Write the letter **r**, **w**, **j**, or **k** to finish the words. Then read the sentences.

1. kim will og.

2. Wes ill un.

3. Can im win?

Read Together

Rr, Ww, Jj, Kk

MY TURN Write the word that completes each sentence.

rug

web

Think about which word makes sense in the sentence.

1. We sit on the _____ .

2. I see a big _____ .

MY TURN Write a sentence that includes words with **r**, **w**, **j**, or **k**.

Three Will Run

Ken will jog with Kim.

He will jog with Jeff.

The three like to run.

AUDIO

Audio with Highlighting

ANNOTATE

Read the story. Underline the three words with the **j** sound.
Highlight the two words that begin with the **k** sound spelled **k**.

They jog in the sun.

They will get red.

They jog in the mud.

They will get wet.

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

But the three jog to the top.

They have fun as they jog.

Underline the two words with the short **u** sound.

Read Together

My Learning Goal I can read about a neighborhood.

Procedural Text

A procedural text explains how to do or make something. It usually includes directions, or steps, to follow.

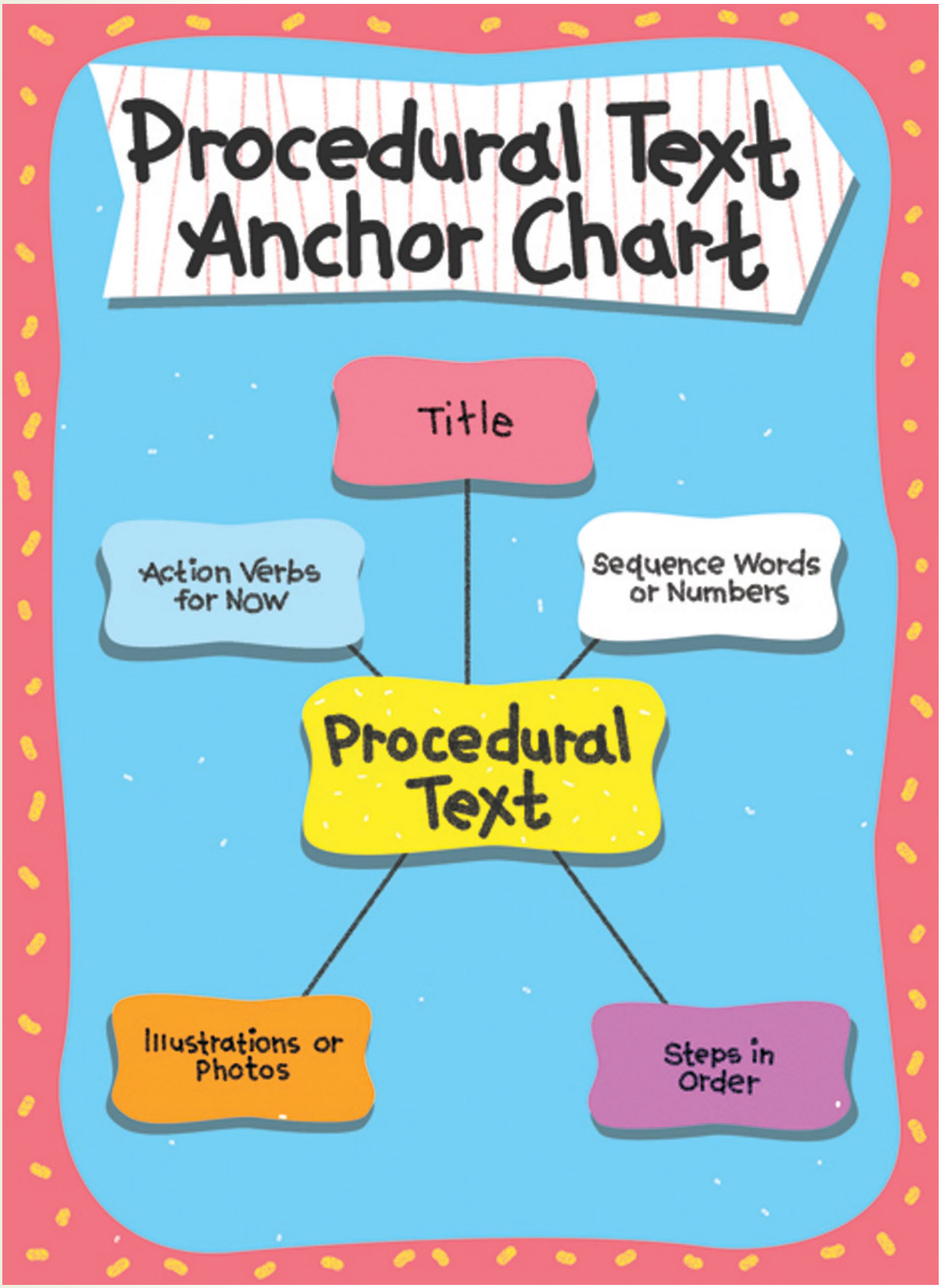
From School to My House

Steps in Order

1. Go out the front door.
2. Turn right.
3. Walk three blocks.
4. Turn left.
5. Go to the red house.

Verbs Tell What to Do

How is procedural text different from realistic fiction?


Procedural Text Anchor Chart
Title
Action Verbs for Now
Sequence Words or Numbers
Procedural Text
Illustrations or Photos
Steps in Order

Making a Map

Preview Vocabulary

You will read these words in *Making a Map*.

stores	school	library	buildings

Read

Predict what the text will be about. Thinking about the genre, or type of text, can help you make a prediction.

Read to understand the text.

Ask yourself questions about the steps.

Talk about this text and the weekly question.

Meet the Author

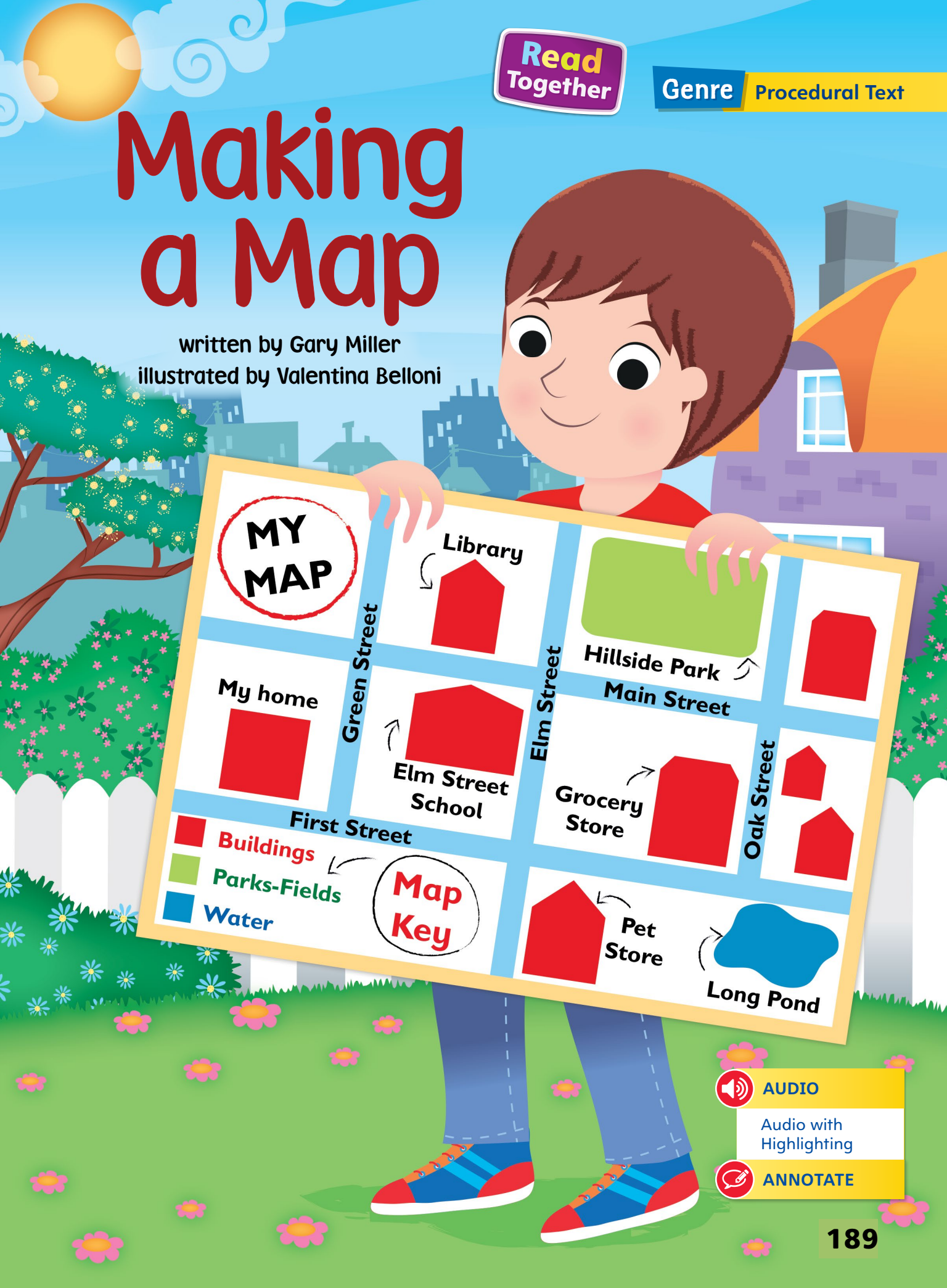
Gary Miller loves to hike, kayak, and fish. When he's not exploring the wilderness, you will probably find him reading or playing his guitar.

Read Together

Genre Procedural Text

Making a Map

written by Gary Miller
illustrated by Valentina Belloni



AUDIO

Audio with Highlighting

ANNOTATE

Maps help people find their way.

Make a map of your neighborhood.

It will help others find places.

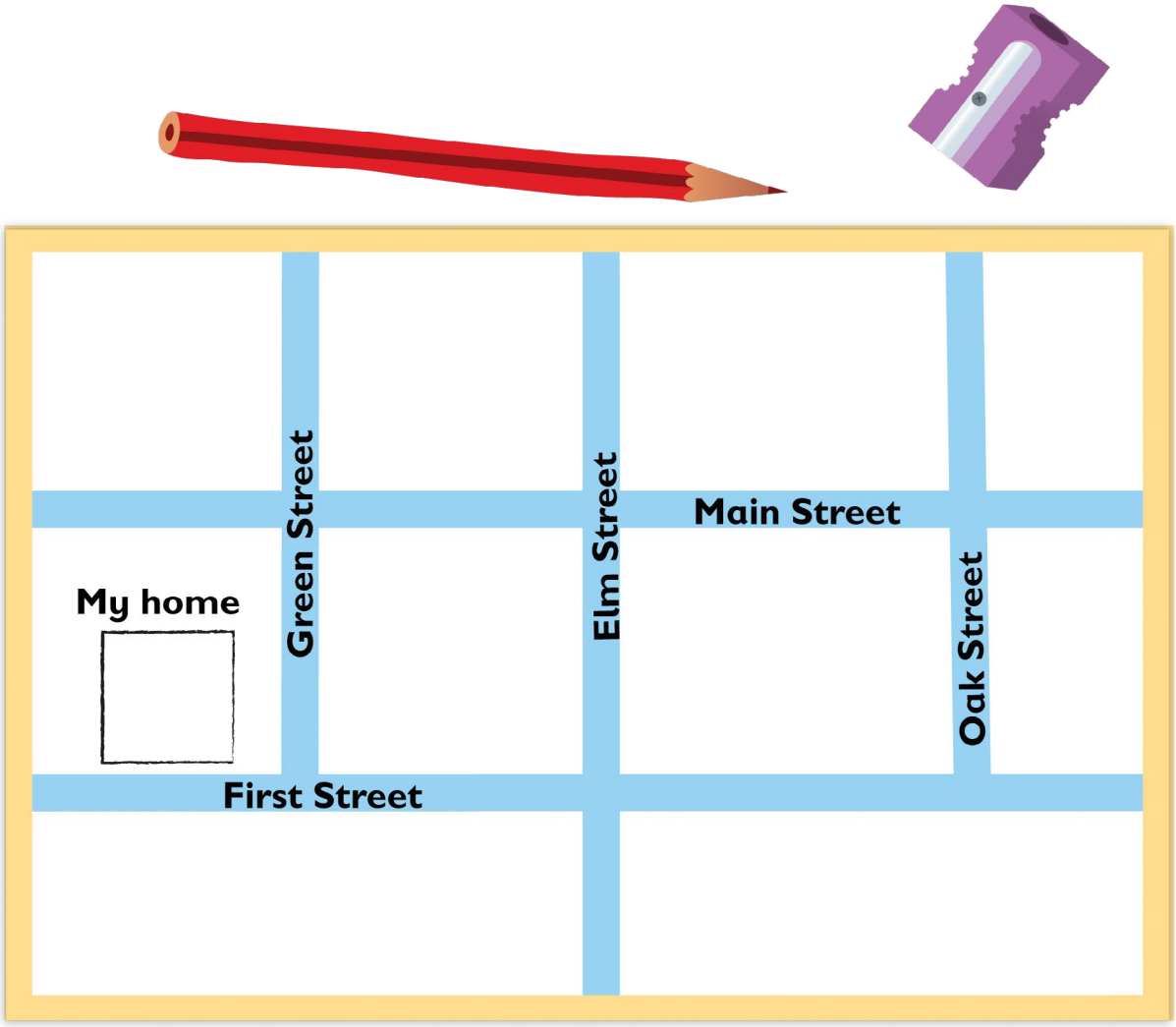
First, list some places you go.

CLOSE READ

What do you think you will learn about making a map? Highlight the words that help you. Use the pictures too.

Then start your map.

Draw the streets near your home.



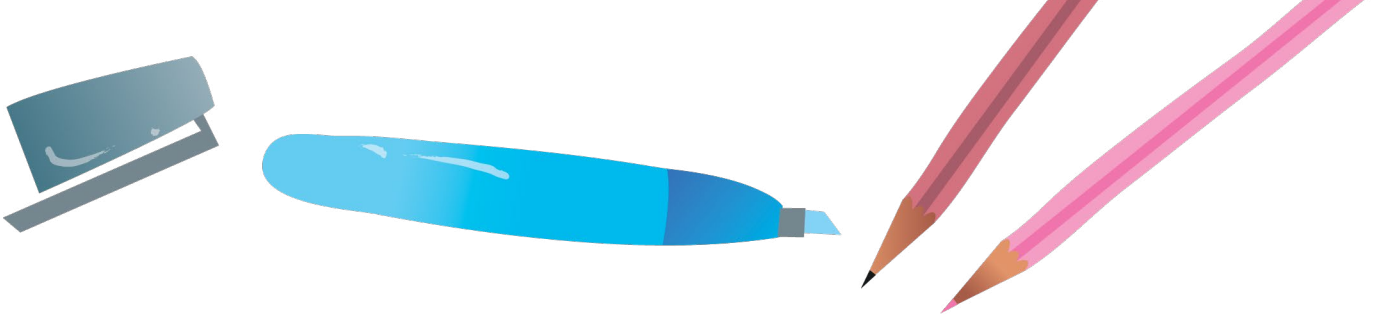
Add the places from your list.

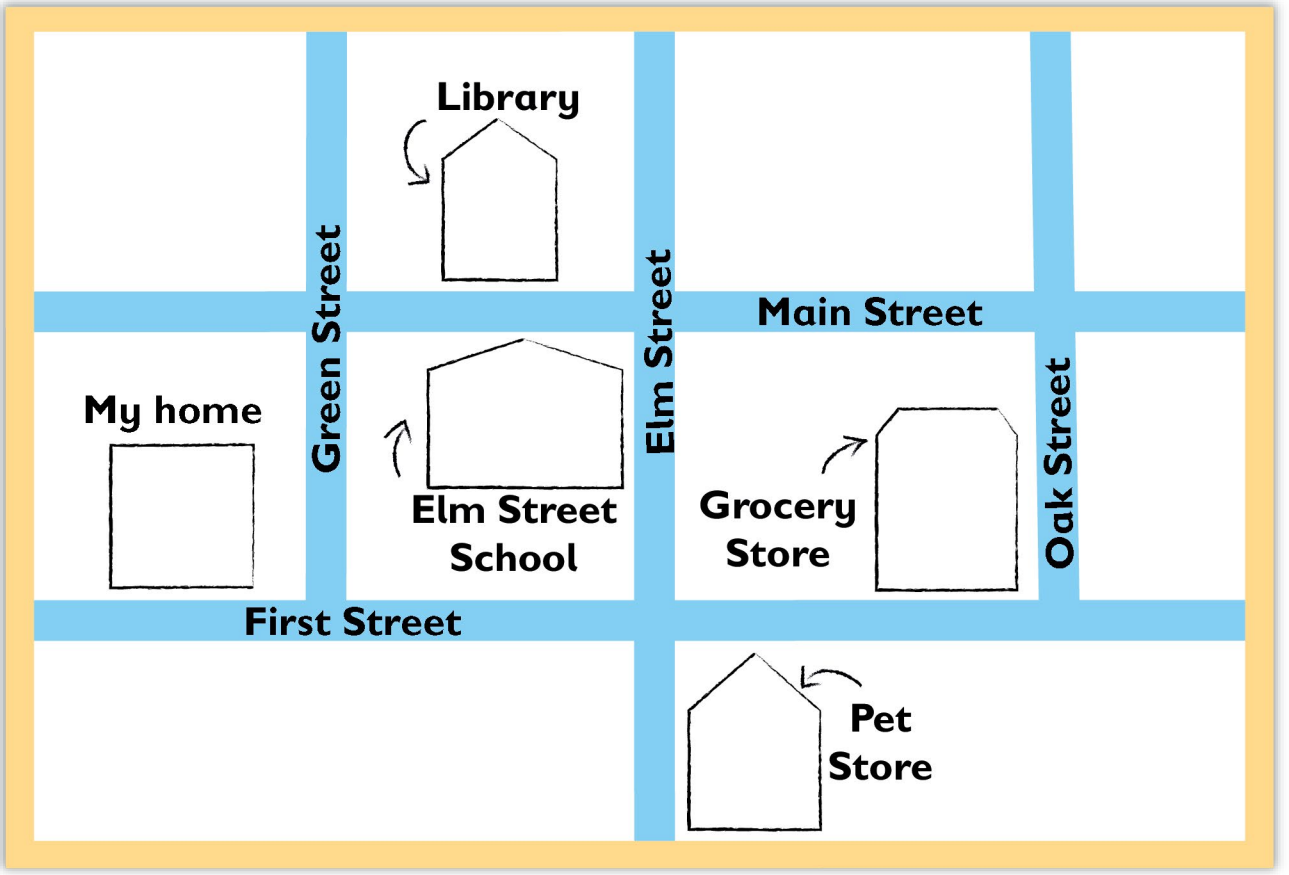
Draw your home first.

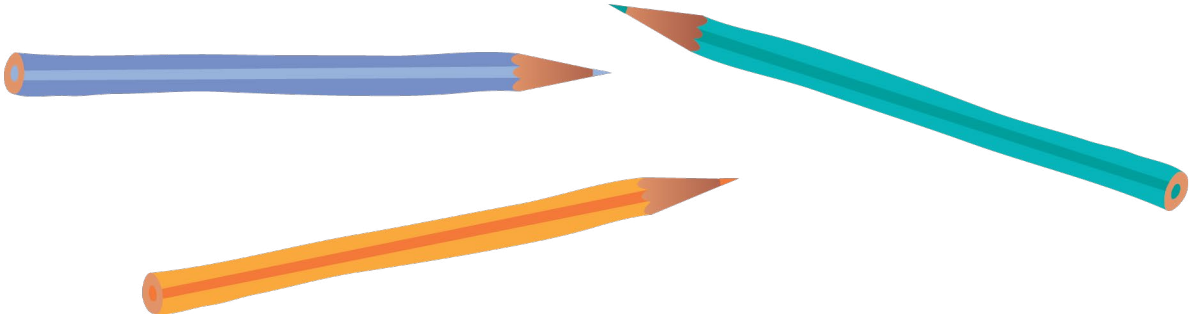
Use squares to show buildings.

CLOSE READ

Look at the graphic, or map.
Underline the words in the text that name what is on the map.

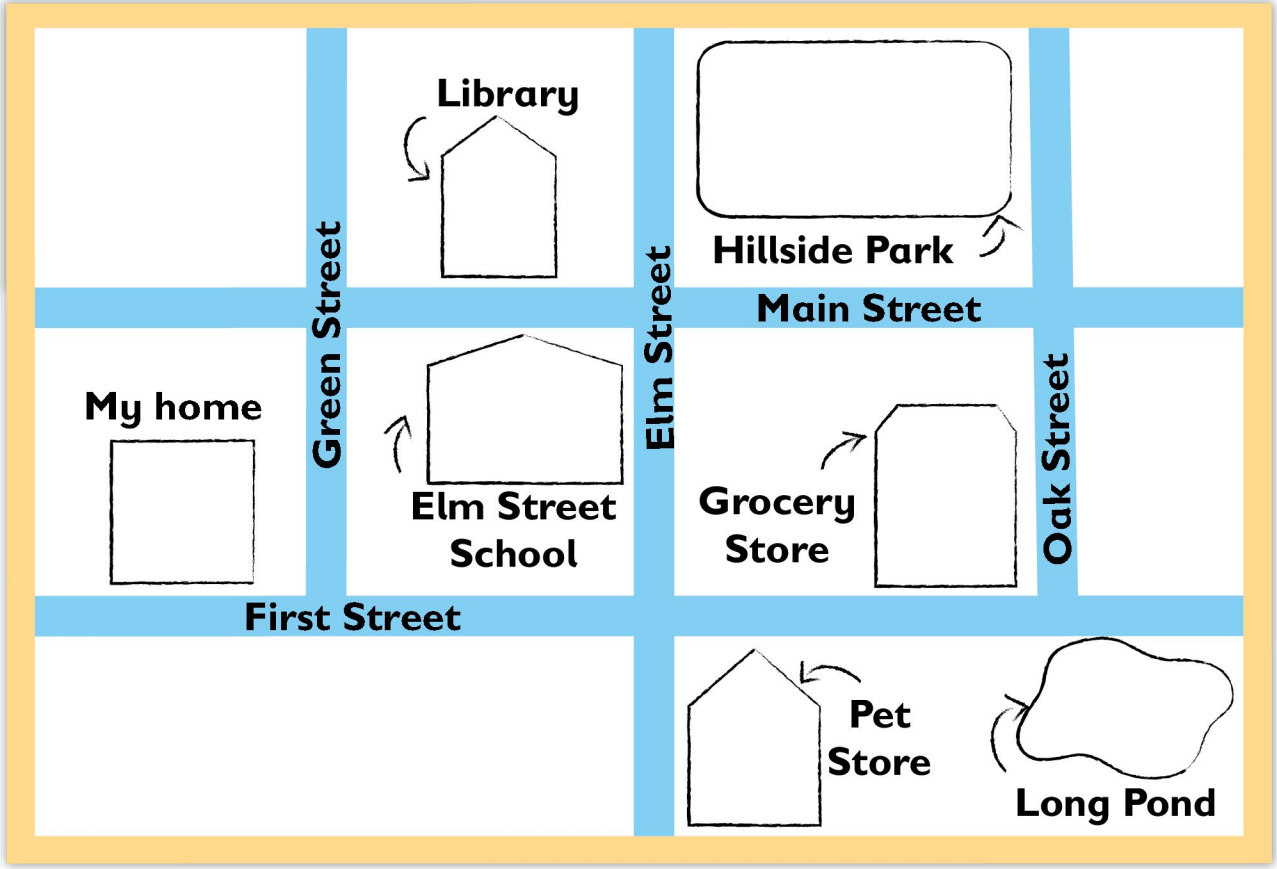






Draw other buildings, such as your school and the library.

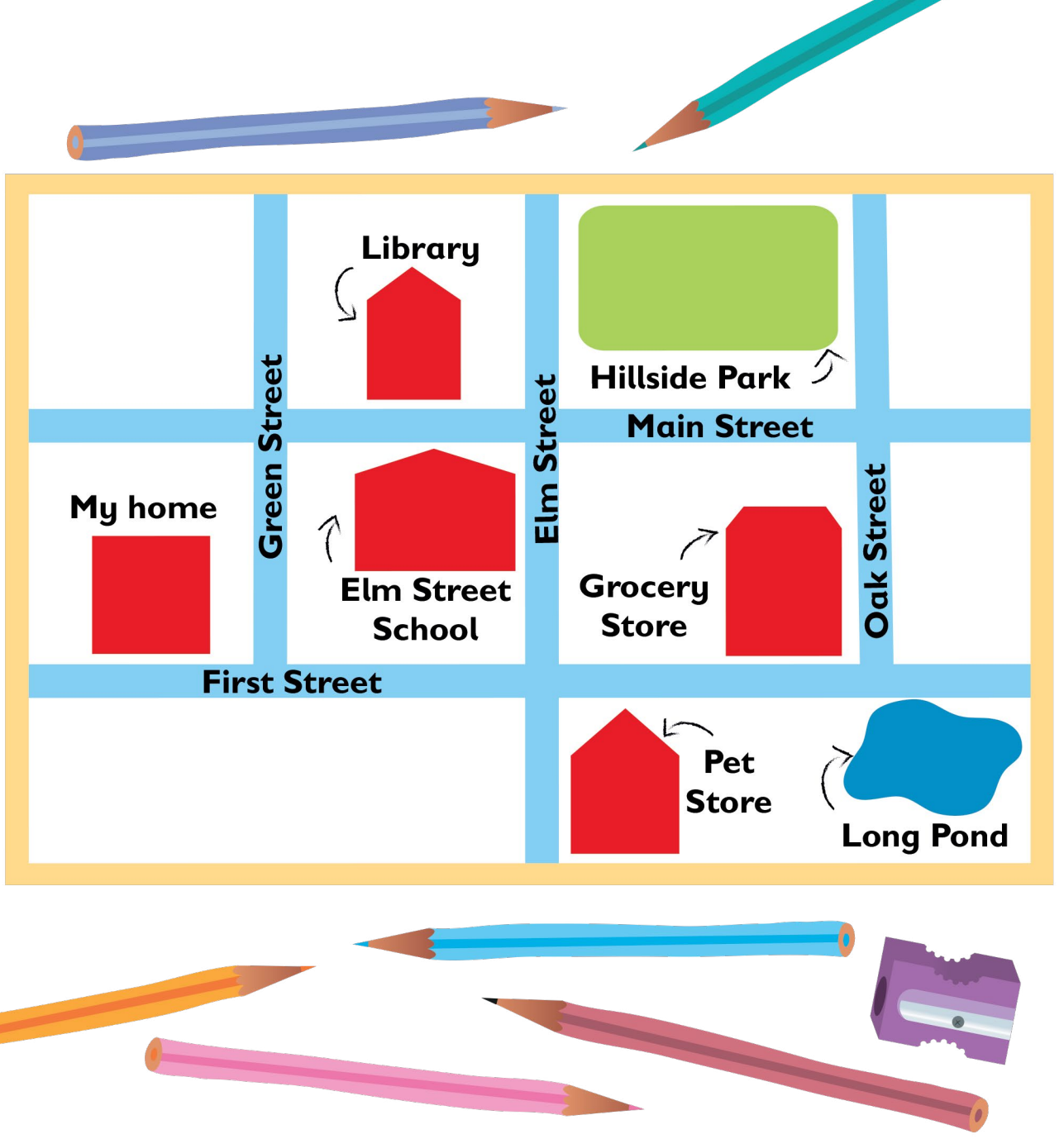
Add stores too.



Add outdoor places, such as parks and ponds.

CLOSE READ

Look at the graphic, or map. Underline the words in the text that help you learn information about the map.



Next, color the places.

Use red for buildings.

Use green for parks and fields.

Use blue for water.

Last, make a key.

The key shows what the colors on the map mean.

Your map is ready to use!

VOCABULARY IN CONTEXT

Underline words that help you figure out what **fields** means. Use the picture too.

Read Together

Develop Vocabulary

MY TURN Write the word from the box that completes each sentence.

stores	school	library	buildings

Look at my neighborhood map!

There are many buildings.

The _____ is where I get books.

I go to _____ to learn things.

My dad takes me to _____ to buy things.

Check for Understanding

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

1. What makes this text a procedural text?

2. Why do you think the author labels the pictures?

3. Why are there steps to making a map? Use text evidence.

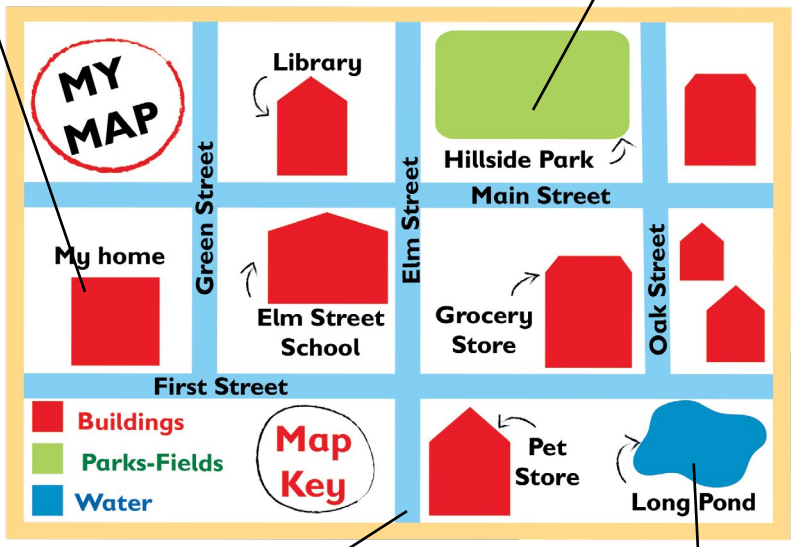
Read Together

Find Graphics

Graphics, such as pictures, help readers find or learn information. The pictures in a text can give more information about the topic and important ideas.

MY TURN Write the word that names each part of the map. Look back at the text.

house



Correct and Confirm Predictions

A **prediction** tells what you think will happen next. You can use text features to correct, or change, your prediction. After you read, you can confirm if your prediction was right.

MY TURN Think about your prediction. Look back at the text. Draw what made you change your prediction.

Was your prediction correct? **Yes** **No**

Read Together

Reflect and Share

Write to Sources

Think about the texts *Kinds of Neighborhoods* and *Making a Map*. On a separate sheet of paper, write brief comments about what you learned from each text. How are these informational texts alike? How are they different?

Compare and Contrast

When writing about texts, you can compare and contrast the topics and information. You should:

- Use text evidence, or examples, from both texts.
- Explain how the examples are alike and different.

Weekly Question

What does a neighborhood look like?

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

My Learning Goal

Academic Vocabulary

We practice new words when we use them in conversation.

TURN and TALK Use these sentences to talk with a partner about neighborhoods.

Describe different **types** of neighborhoods.

How can **groups** of people help neighborhoods?

Name the **various** places you can find in a neighborhood.

What makes a person want to **settle** in a neighborhood?

Read Together

Read Like a Writer, Write for a Reader

Authors choose words in a procedural text to help readers understand the steps.

First, list some places you go. Next, color the places. Last, make a key.

The author uses these words to show the steps in order.

MY TURN Write sentences that tell how to make or do something. Use words that tell the steps in order.

Spell Short u Words

Some words follow a spelling pattern. **Short u** is often spelled **u**, as in **bug**. Other words do not follow a pattern. You must remember how to spell them.

MY TURN Read and spell the short **u** words. Then spell the My Words to Know words.

Spelling Words			
bug	**hug**	**tug**	**dug**

Short u

bug

My Words to Know	
to	**with**

Read Together

Sentences with Nouns, Verbs, and Adjectives

Sentences tell complete ideas. They have nouns, verbs, and sometimes they have adjectives. **Nouns** name people, animals, or things. **Verbs** tell about a noun. **Adjectives** describe nouns.

MY TURN Read the sentences. Edit the draft by adding a sentence that has a noun, a verb, and an adjective.

Sam makes a map. The map has many streets.

Sam

My Learning Goal

I can write a story.

Choose a Book to Publish

Choose something you wrote that you want to publish, or share.

MY TURN Write a title for your book.

Edit for Illustrations and Words

MY TURN Use the chart to help you edit your writing. Check **yes** or **no**.

	Yes	No
Are my illustrations complete?	○	○
Are there details in the words?	○	○

TURN and TALK What might you want to add or change before you publish your writing?

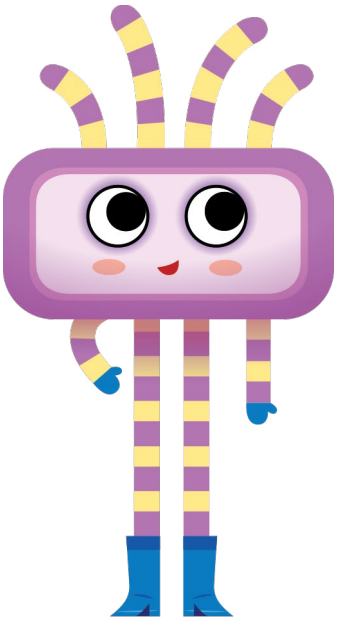
How to Celebrate

It's time to celebrate your writing.

Follow the rules for speaking and listening.

1. Speak clearly when it is your turn.
2. Ask questions if you do not understand.
3. Listen to others.
4. Make appropriate comments.

TURN and TALK Introduce yourself to your partner. Tell about your experience writing. Then introduce each other to the group.



Assessment

MY TURN Mark **yes** or **no** for each statement.

I know . . .	Yes	No
who authors are and what they do.		
what good writers do.		
Writing Workshop steps.		
what digital tools I can use.		
the features of a fiction book.		
the features of a nonfiction book.		
how to add details to illustrations.		
how to add details to words.		
how to celebrate my writing.		

TURN and TALK Talk about things you need to do to strengthen your writing.

Read Together

UNIT THEME

My Neighborhood

TURN and TALK

Find a word from each text that names something in a neighborhood. Write the word by the text.

WEEK 3 **Look Both Ways!**

BOOK CLUB

WEEK 2 from **Henry on Wheels**

BOOK CLUB

WEEK 1 **The Blackout**

WEEK 6

BOOK CLUB

WEEK 4

Garden Party and Click, Clack, Click!

BOOK CLUB

WEEK 5

Making a Map

BOOK CLUB

Essential Question

MY TURN

What is a neighborhood?

Project

WEEK 6

Now it's time to apply what you learned about neighborhoods in your **WEEK 6 PROJECT: People in My Neighborhood.**

Read Together

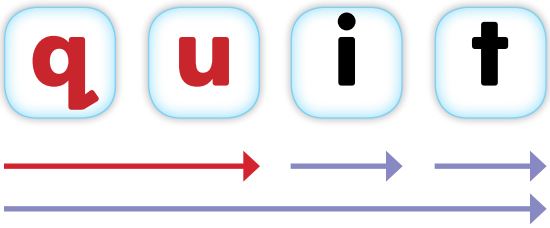
Initial Sounds

SEE and SAY Say the name of each picture.
Listen to the beginning sound of each word.
Say the sound at the beginning of each word.

Qu, qu

The letters **qu** together make the sound at the beginning of the word **quit.**

MY TURN Read the word.



Qu, qu

TURN and TALK Read these sentences with a partner.

Will Quinn quit?

Quinn will not quit.

MY TURN Say each picture name. Write the letters that stand for the beginning sound of each picture name.

quilt

_____ een

TURN and TALK Tell your partner a sentence with a **qu** word.

Qu, qu

MY TURN Point to the words as you listen to these sentences. Underline the words with the **kw** sound.

Can Quinn do the quiz?

Can Bess do the quiz?

They have one pen.

Will they quit the quiz?

The letters **qu** stand for the **kw** sound.

MY TURN Write a sentence about Quinn.

Quinn

Spell Words with Qu, qu

The sound **kw** is spelled **qu**.

MY TURN Look at the spelling patterns to sort and write the words. Then spell the My Words to Know words.

Spelling Words			
quit	bit	quill	will

-it

quit

-ill

My Words to Know	
where	go

Read Together

Initial and Final Sounds

SEE and SAY Say what the bee does in the first picture. Listen to the ending sound. Name the other pictures. Listen to the beginning sounds.

Vv, Yy, Zz

The letter **v** has the **v** sound in **vet**.

The letter **y** has the **y** sound in **yak**.

The letter **z** has the **z** sound in **zip**.

MY TURN Read these words.

v a n

y e t

My Words to Know

Some words you must remember and practice.

MY TURN Read these words.

go	me	for	here	where

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

1. Where is Zak?

2. He is _____ .

3. Zak will _____ to the vet with _____ .

4. The tag is _____ Zak.

Read Together

Vv, Yy, Zz

TURN and TALK Read these words with a partner.

	yum	**vet**	**zap**
	van	**zag**	**yet**

MY TURN Say each picture name. Write the letter **v, y,** or **z** to make the words. Read the words.

y a k

q u i

i p

a n

Vv, Yy, Zz

MY TURN Write a sentence about two friends named Viv and Yaz. Then draw a picture of Viv and Yaz.

Viv and Yaz

Quinn the Vet

AUDIO

Audio with Highlighting

ANNOTATE

I am Quinn the vet.

The van is for me.

I will go to see a pet.

Read the title and the story. Underline the three words with the **v** sound.

Where is Zak?

Here he is!

Yip! Yap!

Quit that, Zak!

Highlight the two words with the **y** sound and the word with the **kw** sound.

Is Zak well?

Yes, he is.

Look at him zip by!

Underline the two words that begin with the **z** sound.

People in My Neighborhood

Activity

Choose a worker in your neighborhood and explain what he or she does.

RESEARCH

Let's Read!

This week you will read three articles about neighborhoods.

1. Workers in the Neighborhood
2. Walking to School
3. All Aboard the Bus

COLLABORATE Talk about neighborhood workers. Think of two questions to research.

Use Academic Words

COLLABORATE You learned many new academic words in this unit. Use the words to talk about the picture with a partner.

Neighborhood Worker Research Plan

Day 1 List two questions.

Day 2 Research a neighborhood worker.

Day 3 Write an informational text.

Day 4 Revise and edit your text.

Day 5 Present your informational text.

Read Together

Inform Your Readers

Some authors write to inform readers about a topic. When reading informational text, look for a main, or central, idea and details.

COLLABORATE Read "Walking to School" with a partner. Then fill in the chart.

Main Idea

Details

RESEARCH

Check It Out!

My neighborhood worker is

_____

_____

_____ .

Two questions about my neighborhood worker are

_____

1. _____

_____

2. _____

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

books

librarian

Read Together

Informational Text

Informational texts include a main idea and details. The details tell more about the main idea.

Main Idea

One neighborhood worker is a dad. A dad takes his children to school. He can play with them. He can make dinner for them. Dads have an important job in the neighborhood.

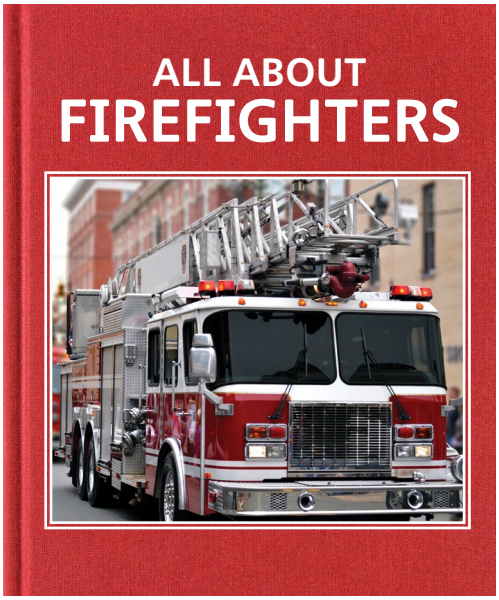
Details

Identify Relevant Sources

RESEARCH

COLLABORATE Before you use a book for research, make sure it is about your topic. Books about your topic will help you answer your questions. You can gather, or collect, books that will help you answer your questions. Follow these steps:

1. Read the title.
2. Look at the cover and pictures.
3. Use what you see to decide if the book is about your topic.



COLLABORATE With a partner, find a source for your topic. Write the title of the book.

Book title: _____

Read Together

Picture This!

You can use pictures to help your readers see more details about your topic.

Often, pictures can tell more than words!

COLLABORATE With a partner, draw a life-size picture of the worker you chose. Include specific details that develop your ideas.

Revise

COLLABORATE Read your informational text to your partner. Circle **yes** or **no**.

Did you need to

revise the main idea?	yes	no
add details to the words?	yes	no
add details to the picture?	yes	no

Edit

COLLABORATE Read your informational text again.

Check for

- ☐ nouns
- ☐ verbs
- ☐ adjectives

Read Together

Share

COLLABORATE Share your informational text.

Follow these rules for **speaking and listening.**

- Listen actively.
- Share ideas about the topic.
- Speak clearly.

Reflect

MY TURN Complete the sentences.

The source that helped me most is

The hardest part of research is

Reflect on Your Goals

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

MY TURN Complete the sentences.

Reflect on Your Reading

The hardest text to read from this unit is

Reflect on Your Writing

The writing I like best from this unit is

Read Together

How to Use a Picture Dictionary

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

This is a picture of the word.

fire station

This is the word you are learning.

TURN and TALK Find the word **school** in the picture dictionary. Use the word in sentences to show you understand what the word means.

Locations

grocery store

police station

hospital

school

library

train station

park

Read Together

How to Use a Glossary

A glossary can help you find the meanings of words you do not know. The words in a glossary are in alphabetical, or ABC, order. Guide words at the top of the pages can help you find words.

All words that begin with the letter S will be after Ss.

The word is in dark type.

Ss

sand **Sand** is tiny grains of broken rock.

This sentence will help you understand what the word means.

MY TURN Find the word **library** in the glossary. Draw a picture of what the word means.

Bb

block A **block** is the area in a city or town enclosed by four streets.

buildings **Buildings** are structures with walls and roofs where people do activities.

Cc

check When you **check** something, you examine it to see if it is correct, working properly, and so on.

corner A **corner** is the place where two streets meet.

crosswalk A **crosswalk** is an area marked by lines that is used by people walking across the street.

Gg

group A **group** is a number of people or things together.

guard A **guard** is a person who protects or watches. A crossing guard protects and watches people cross the street safely.

Hh

help To **help** means to give or do what is needed or useful.

Jj

join When you **join**, you become a member of some kind of group.

Ll

left **Left** is the opposite of right. Left is the direction toward the bold word.

library A **library** is a room or building where books and other materials are for borrowing. People can borrow magazines, videos, and music too.

listen When you **listen**, you try to hear something or someone.

Mm

meet When people **meet**, they get together at a certain time or place.

mutters When a person **mutters**, he or she mumbles.

Pp

plant When you **plant**, you put something in the ground so it can grow.

Qq

quiet When you are **quiet**, you do not make a sound.

Rr

right **Right** is the opposite of left. Right is the direction toward the next page.

Ss

sand **Sand** is tiny grains of broken rock.

school A **school** is a place where people learn things in a group.

settle When you **settle**, you set up a new place to live.

stores **Stores** are places where people can buy things.

street A **street** is a road in a city or town.

Tt

type A **type** is a kind, sort, or group that is alike in some way.

Vv

various **Various** means different from one another.