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READING  
**Triumphs**



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

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Printed in the United States of America

ISBN: 978-0-02-102933-4

MHID: 0-02-102933-4

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# Skills and Strategies

## Decoding

Read the words.

miss	will	has	his
pal	at	mad	sick
dad	back	pick	bad

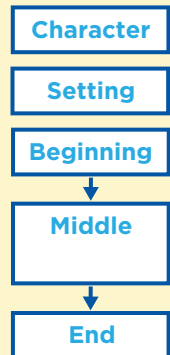
## Vocabulary

tip	feel	ran into
jam	quit	acting

## Comprehension

### Character, Setting, Plot

Characters are people in a story. Setting is when and where it happens. The plot tells the events. A Story Map helps you find the parts of a story.



## Read

Who are the characters?



### Pals for Ann

"Dad, I am mad," Ann said. "Tim and I **ran into** Sam. Sam asked Tim to bat with him. I was mad and ran."

Dad said, "You are in a **jam**. And you **feel** bad. I have a **tip** for you. **Quit acting** mad. Ask if you can bat with Sam and Tim."

Ann ran back to Tim and Sam. "Can I bat?" Ann asked. Now Ann, Tim, and Sam are pals.

Fill in a **Story Map** for "Pals for Ann."  
Summarize the story.



# A Big Jam

by Chandra Brooke  
illustrated by Heather Maione



Jack is in a **jam**. His pals are mad.  
Tim is mad at Dan. Dan is mad at Tim.



Is Jack picking a pal? If Jack picks Tim, Dan will get mad. If Jack picks Dan, Tim will get mad.



## **Dad Has a Tip**

Jack tells Dad about his jam. "Tim will not be a pal if Dan is. Dan will not be a pal if Tim is."



Dad has a **tip**. "Tell Tim and Dan how you **feel**. Tell them you will not pick one pal."



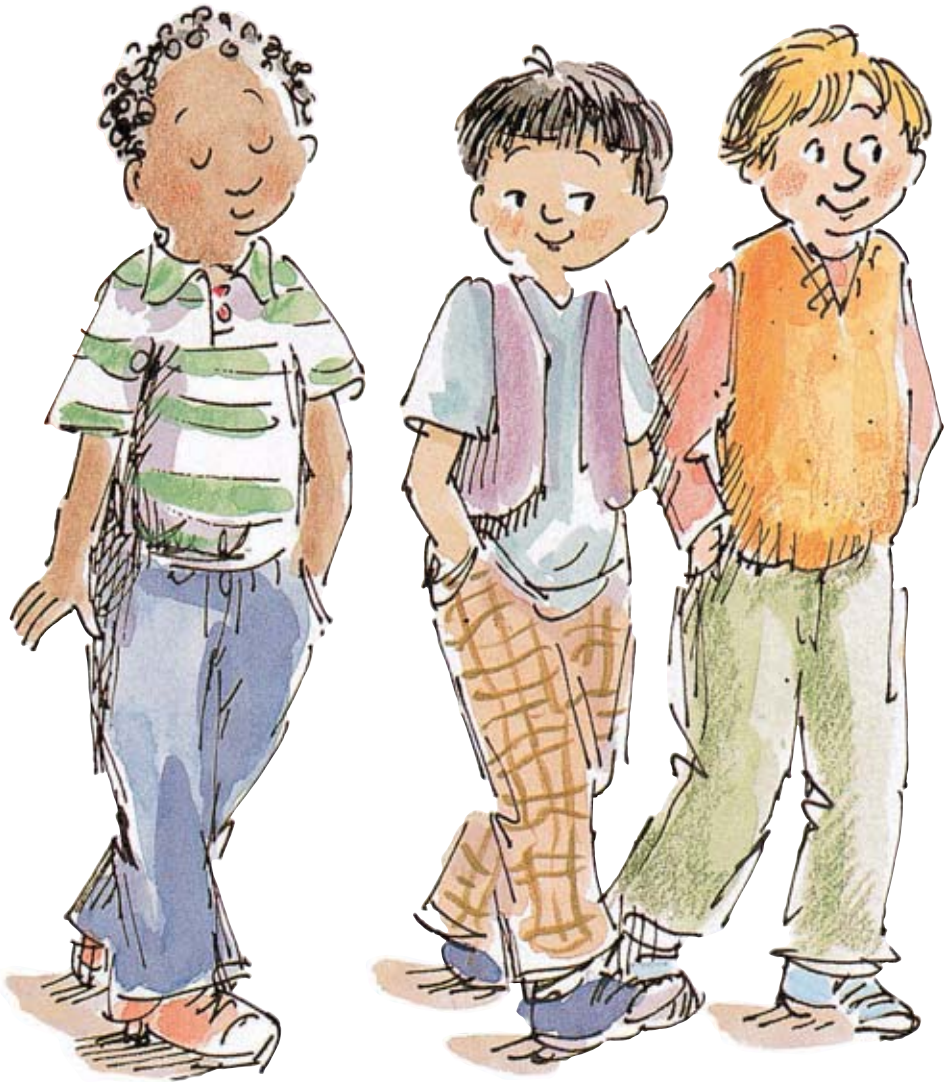
## Picking Pals

Jack **ran into** Tim. Tim asked Jack if he picked a pal.



“If I pick you, I will miss Dan. If I pick Dan, I will miss you. It is not fun.”

Tim feels bad. “Okay, I will **quit acting** mad.”



Jack and Tim see Dan. "Can we be pals?" Tim asks. "I am not mad."

"Okay, pal!" says Dan.

Jack has his pals back!

# Comprehension Check

## Summarize

Read "A Big Jam" again.

Use the Story Map.

Summarize the story.



## Think About It

1. Why is Jack in a jam?
2. What does Dad tell Jack?
3. Why is Jack a good pal?



## Write About It

Tell about a problem pals have.

Tell how they fix the problem.





# Skills and Strategies

## Decoding

Read the words.

met      mom      red      sun

dog      pack      hug      did

leg      hill      top      pal

## Vocabulary

letters      visit      jet

plans      hike      writes

## Comprehension

**Cause and Effect** A

cause is why something happens. An effect is what happens. Use a

Cause and Effect Chart to find causes and effects in a story.

Cause	→	Effect
	→	
	→	
	→	

## Read

Find a cause and its effect.



### Ned's Pen Pal

Miss Beck tells Ned, "Pick a pen pal. Pen pals write **letters**. Tell what you like to do."

Ned picks Ross. Ned **writes** Ross that he likes to go on a **hike** up a hill. Ned asks Ross to **visit** him.

Ross writes back. He likes to go on hikes as well. Ross has **plans** to visit Ned.

Ned tells Miss Beck, "Ross will come on a **jet**."

Fill in a **Cause and Effect Chart** for "Ned's Pen Pal." Summarize the story.

# Pen Pals

by Paula Taylor  
illustrated by Julie Ecklund



## **Tess Sends Letters**

Tess has a pen pal. Tess writes letters to Liz. Liz writes back to Tess. It is fun.



Liz writes Tess about her dog Bud. Bud is a big dog. Liz hugs Bud.

Tess does not have a dog. Tess wants to pet Bud.



## Plans

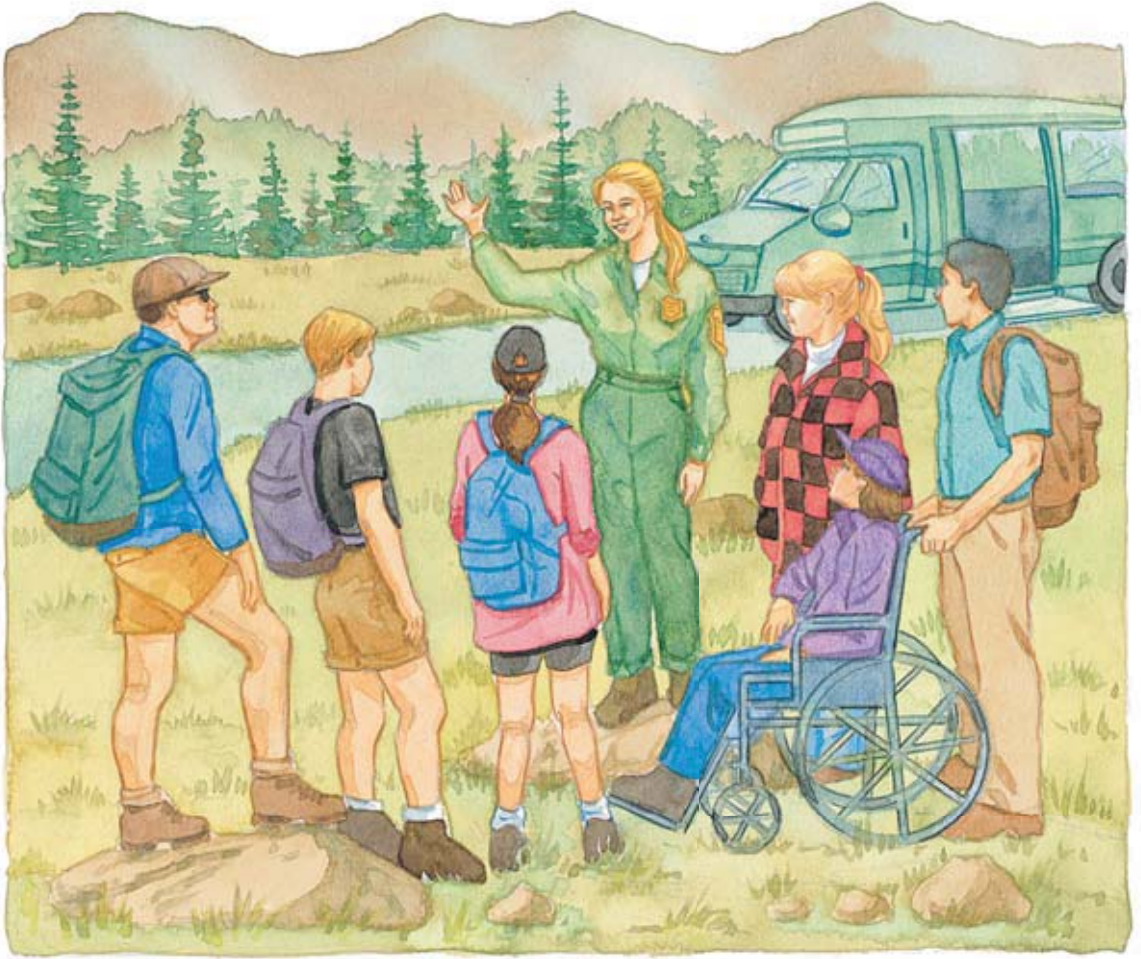
Liz writes Tess, “Please **visit.**”  
Liz writes that Tess can pet Bud.  
Tess can see foxes and ducks,  
as well.

Tess and Dad look at a map.  
Tess will go on a **jet.**

## The Visit

Tess visits Liz. Liz tells Tess, “I have plans. You can pet Bud. We will go on a hike and see foxes and ducks.”





Tess met Mom. Liz and Tess and Mom went on a hike up a big hill. They met kids. Mom gave them tips.

Tess, Liz, and Mom ran into a red fox. They saw a duck.

Tess had fun. She looked at bugs on rocks. Tess and Liz sat on a log.

As the sun set, Tess and Liz and Mom went back.







Tess packed up, and Liz got sad. Tess hugged Liz. Then Liz was not sad.

Liz and Tess were best pals as well as pen pals!

# Comprehension Check

## Summarize

Read "Pen Pals" again.

Look at the Cause and Effect Chart. Summarize the story.

Cause	→	Effect
	→	
	→	
	→	

## Think About It

1. Why does Tess visit Liz?
2. What animals did Tess and Liz see on their hike up a big hill?
3. Why were Tess and Liz best pals?



## Write About It

If Liz had lived in a city, how would her plans have been different?



# Skills and Strategies

## Decoding

Read the words.

twig      stop      sand      smell  
track      stick      wing      slim  
nest      snack      club      job

## Vocabulary

pests      objects      twigs  
smart      slim      food

## Comprehension

**Main Idea and Details** The main idea is the biggest idea in a story.

Details tell about the main idea.

Detail
Detail
Detail
Main Idea

## Read

Find the main idea and details.



### Ant Jobs

All ants do jobs. Ants fix up a nest and get **food**. An ant lifts big **objects**. Ants drag **twigs** and **slim** sticks to put in a nest. Ants can get in boxes and bags of food. They lift a snack and go back to the nest.

Ants can be **pests**. But an ant is **smart** as it does its job.

Fill in a **Main Idea Chart** for "Ant Jobs."  
Summarize the selection.

# Ant Tricks

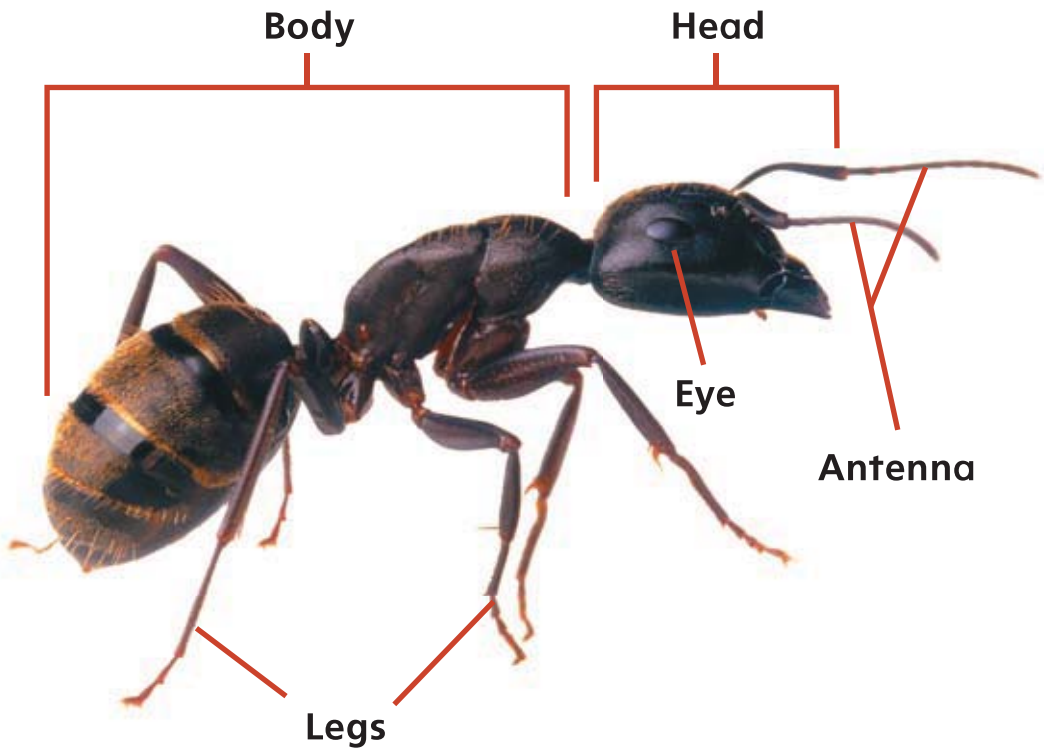
by Greg Monroe



## Ants, Ants, Ants

An ant can be black, red, yellow, or brown. It has six **slim** legs. Some ants can have wings.





An ant can lift big **objects**. Its six legs can help it lift and carry things. Six legs help it run fast. An ant's legs tap and tap as it runs.



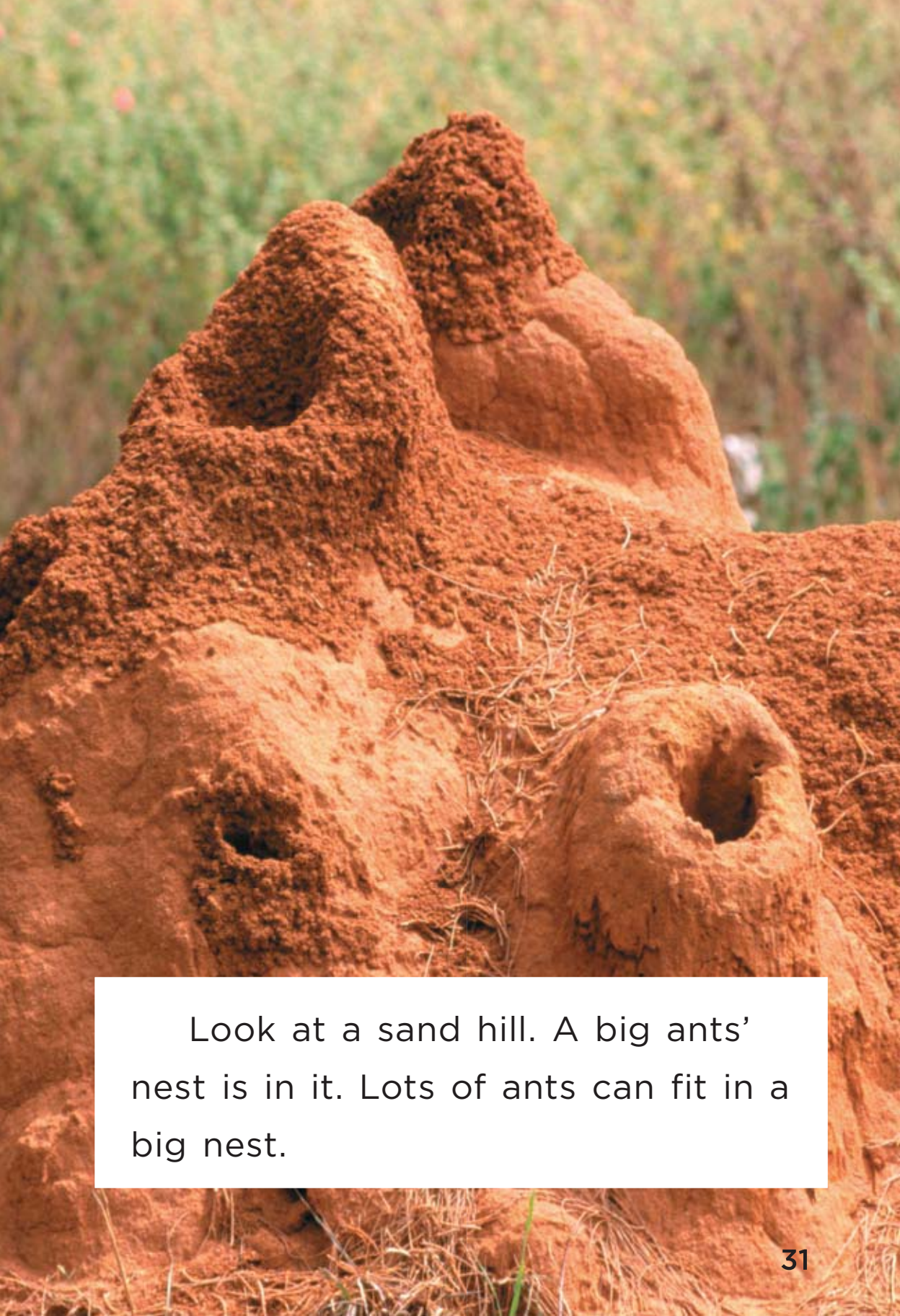
An ant can lift big objects.



## Jobs

An ant must have a job. One job is digging. Ants dig and help set up a nest. Other ants get mud and **twigs**, or sticks. They help fix up a nest.





Look at a sand hill. A big ants' nest is in it. Lots of ants can fit in a big nest.





Another ant job is to get **food** back to the nest.





## Pests

Ants can be big **pests**. Ants can get in boxes and bags of food. They can get in food left for pets. Ants can get on snacks and mess up a picnic.







Ants follow a smell to get more food.

When an ant finds a snack, it lifts a bit of the snack. It goes back to its nest. Can it find its way back to the snack? Yes! It has left a smell in its tracks.





Ants work together.

An ant lifts a big object.



An ant is not big, but it is smart!



# Comprehension Check

## Summarize

Read "Ant Tricks" again. Use the Main Idea Chart. Summarize the selection.

Detail
Detail
Detail
Main Idea

## Think About It

1. How many legs does an ant have?
2. What do an ant's legs help it do?
3. Why are ants pests?



## Write About It

Tell how ants get food.

Give details.



# Skills and Strategies

## Decoding

Read the words.

cape	swim	lake	glad
safe	take	same	plane
stuck	snake	made	frog

## Vocabulary

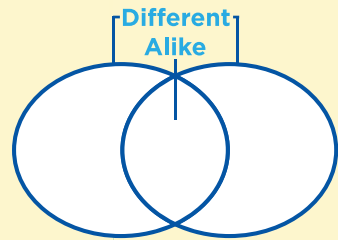
wetlands	lungs
animals	bills

## Comprehension

### Compare and Contrast

To compare is to find things that are alike.

To contrast is to find differences. A Venn Diagram shows what is alike and what is different.



## Read

Compare and contrast animals in the wetlands.



### In The Wetlands

**Wetlands** are bits of land next to water. You can find many **animals** in wetlands. You can see a frog. It takes in air to fill its **lungs**. You can see ducks with their long **bills**.

You can find cranes and snakes in wetlands. A crane walks in the water. It hunts fish and frogs. A snake swims in the water. It also hunts fish and frogs.

Fill in the **Venn Diagram** for “In the Wetlands.” Summarize the selection.



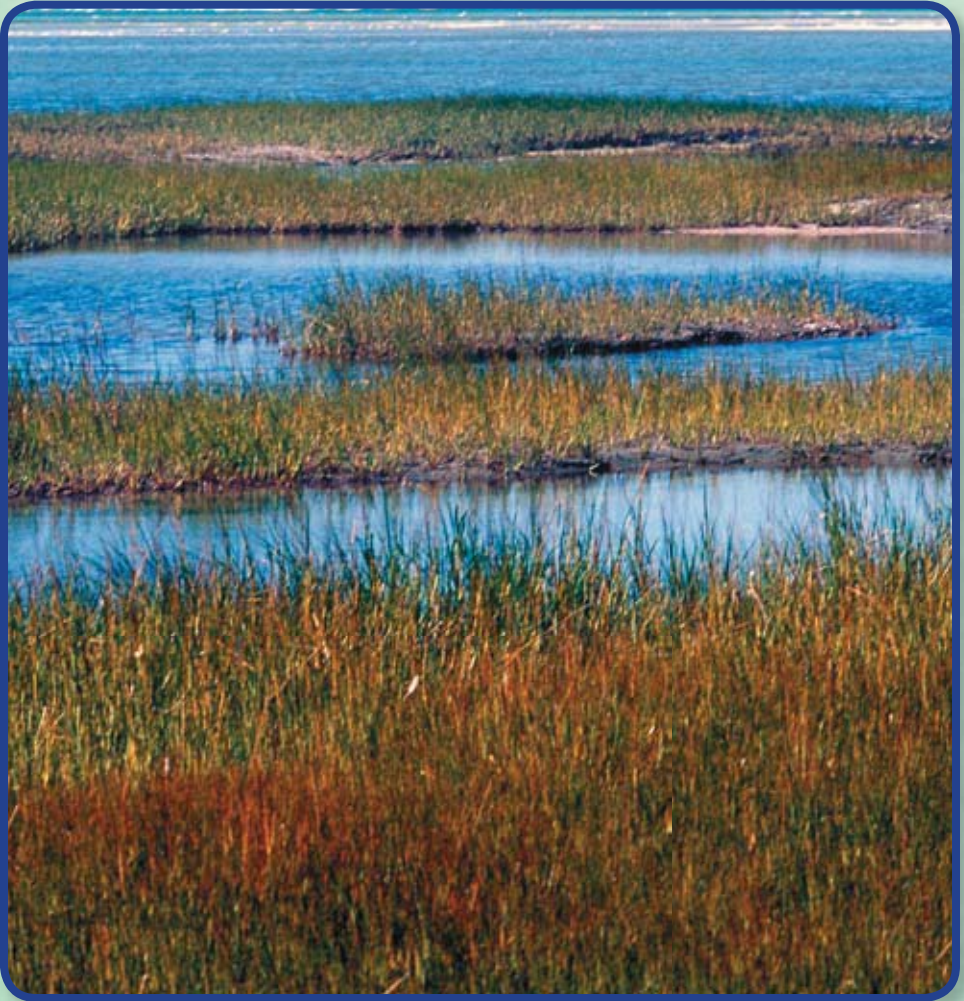
# Wetlands

by Lesley Noy

Wetlands are places close to water. Many animals live in wetlands.

Not all wetlands are the same. Some wetlands are next to the sea.





Grass can grow in wetlands.

A wetland can have plants. Grass grows in mud and sand. Bugs live in wetland grass.

## Wetland Frogs and Snakes

A frog swims in a wetland pond. It hops onto land to fill its lungs. A frog eats bugs.





Frogs and snakes live in wetland ponds.

A snake swims in a pond.  
It can move on land, as well.  
A snake hunts frogs and fish.

## Wetland Ducks and Cranes

A duck makes its nest in wetlands.

Ducks grab bugs with their **bills** and eat them.

A duck swims in a wetland pond.



A crane makes its nest in the wetlands, too. Cranes can swim. But they tend to wade in the water.

Cranes hunt bugs, crabs, and frogs.



## Crabs and Clams

Wetlands are home to crabs and clams, as well. A crab has a shell. It has legs and claws, too. Crabs eat clams.



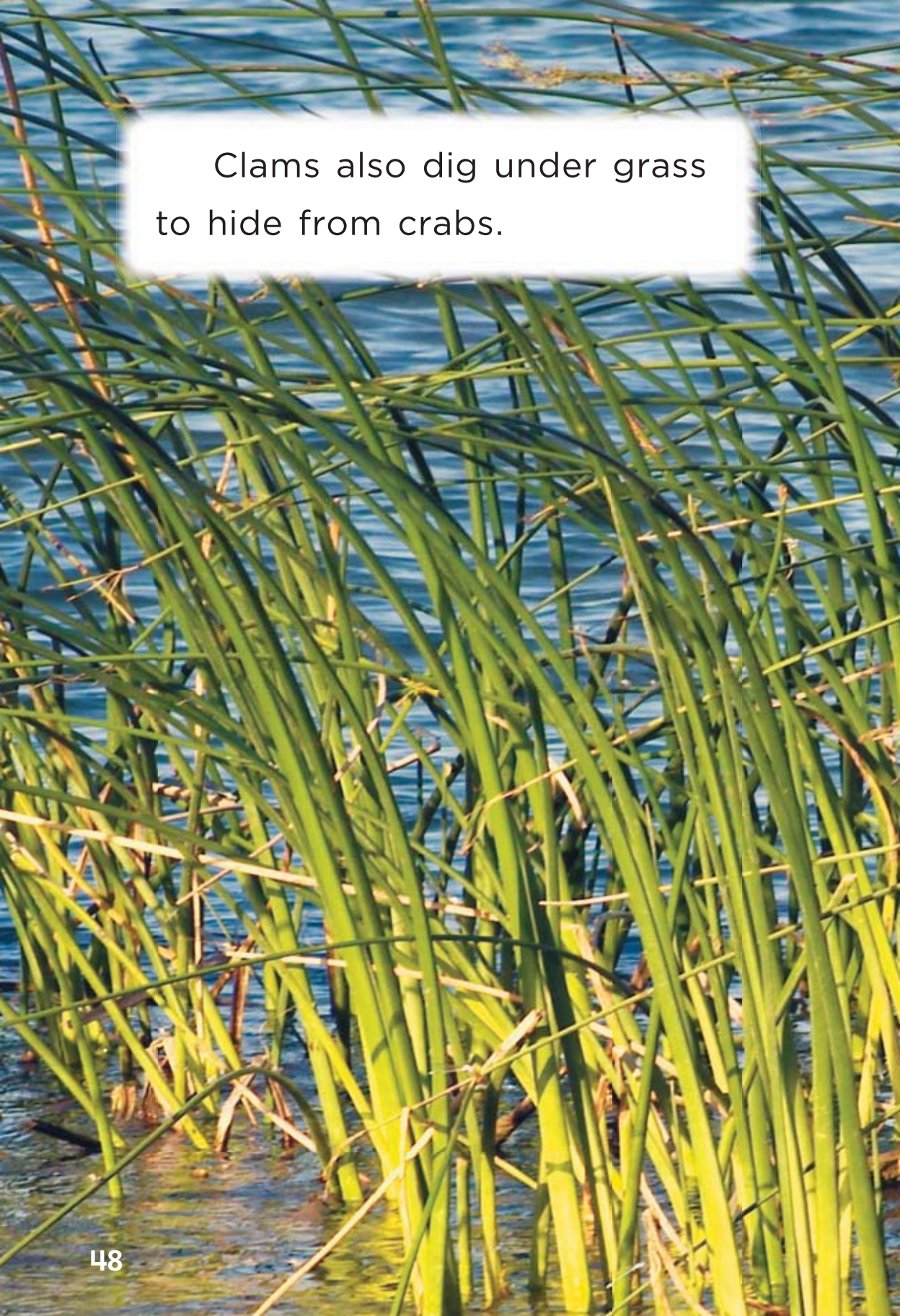
Crabs dig up clams in mud.



A mudflat is wet, flat land.

Clams have shells but not legs. They live in mudflats. Clams dig into soft mud to hide from crabs.



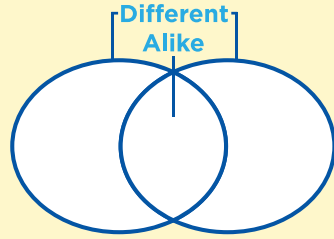


Clams also dig under grass  
to hide from crabs.

# Comprehension Check

## Summarize

Read "Wetlands" again. Look at the Venn Diagram.



Summarize the selection.

## Think About It

1. What are wetlands?
2. What birds make their nests in wetlands?
3. How are frogs and snakes alike?  
How are they different?



## Write About It

Write about an animal that lives in the wetlands.



# Skills and Strategies

## Decoding

Read the words.

size      like      gave      smile  
same      inside      fine      bite  
five      name      hide      came

## Vocabulary

decide      hissed  
gazed      smaller

## Comprehension

### Make and Confirm

**Predictions** Predict what will happen next. Then read to find out if you are right. Use your Predictions Chart.

What I Predict	What Happens

## Read

Make and confirm predictions.

### Mike's Cat

Mike **gazed** at the pets. A big cat **hissed** at a **smaller** cat. Mike said, "If we get a cat, she can hiss at mice. We will not need a mouse trap."

Mom said no. Mike had a plan. The pet store let kids spend time with the pets. He fed and petted a black cat he liked.

Mom was surprised. What did Mom **decide**? She let Mike get the cat after all.

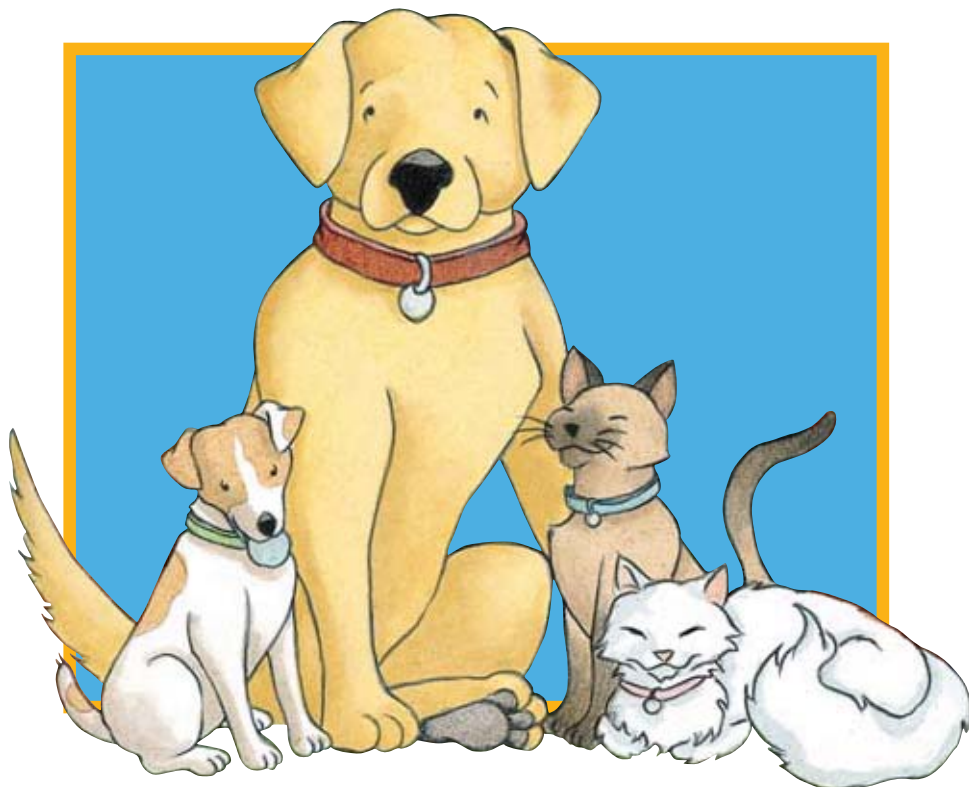


Fill in the **Predictions Chart** for "Mike's Cat." Summarize the story.

# Jake's Pets

by Abby Sims

illustrated by Susan Hartung



Jake has dogs named Spot and Big Bess. Bess's name fits her size.

Jake also has two cats. Kit is tan. Fluff is white. Kit is smaller than Fluff.



## **Jake Likes Us Best!**

“Jake likes cats. Dogs are just okay,” Kit said. Fluff rolled on her back and gave a big smile.

“I bet Jake likes dogs best. Let him **decide**,” said Spot.

Just then, Jake came in to get the dogs. “Spot! Big Bess!” Jake yelled. “Let’s toss a ball.”

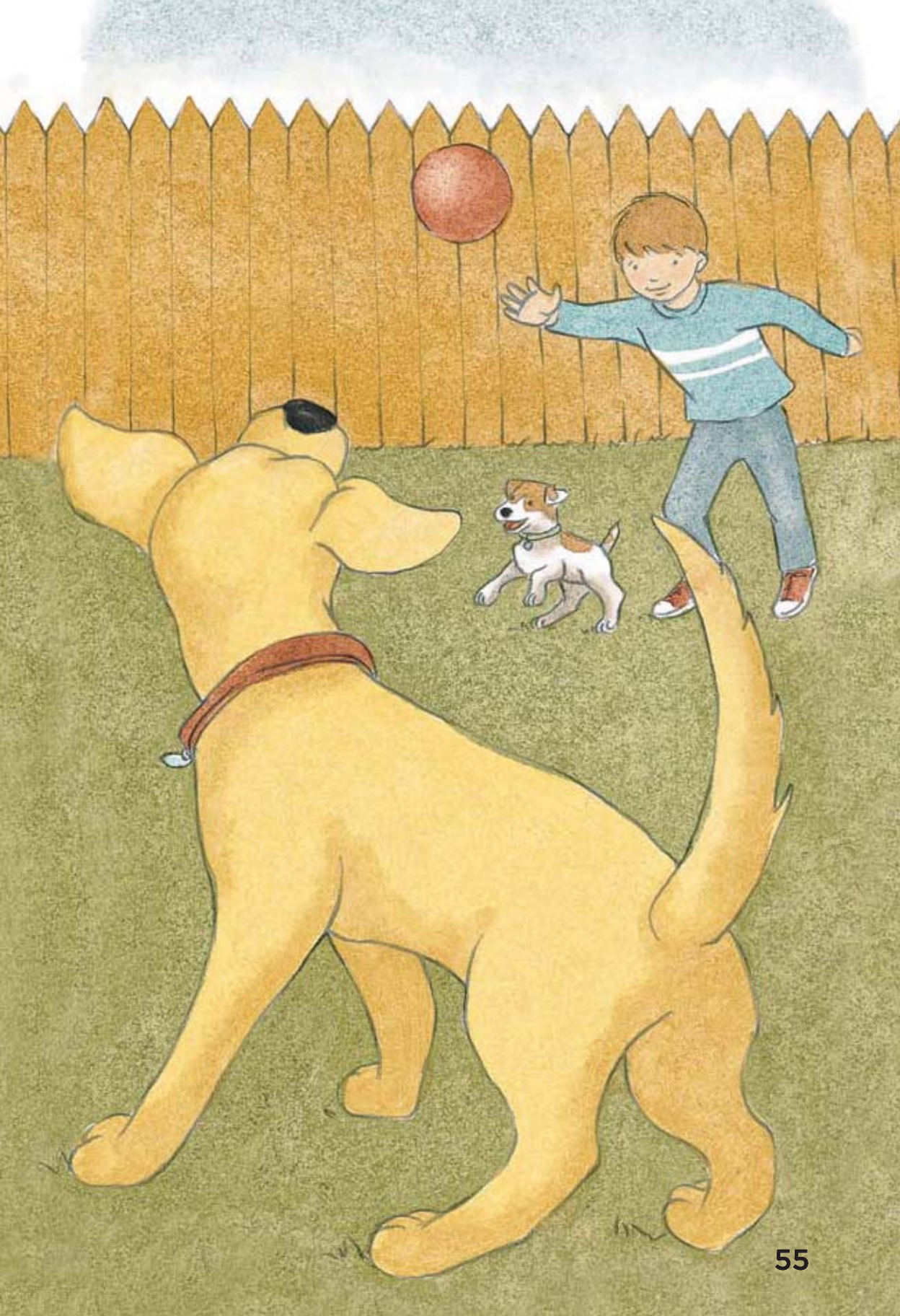


Spot got his red ball. Bess ran and Spot jumped.

Fluff and Kit **gazed** at Jake, Spot, and Big Bess.

Kit was sad. “Jake likes dogs best,” said Kit.

“Jake will like cats best. I have a plan,” **hissed** Fluff.

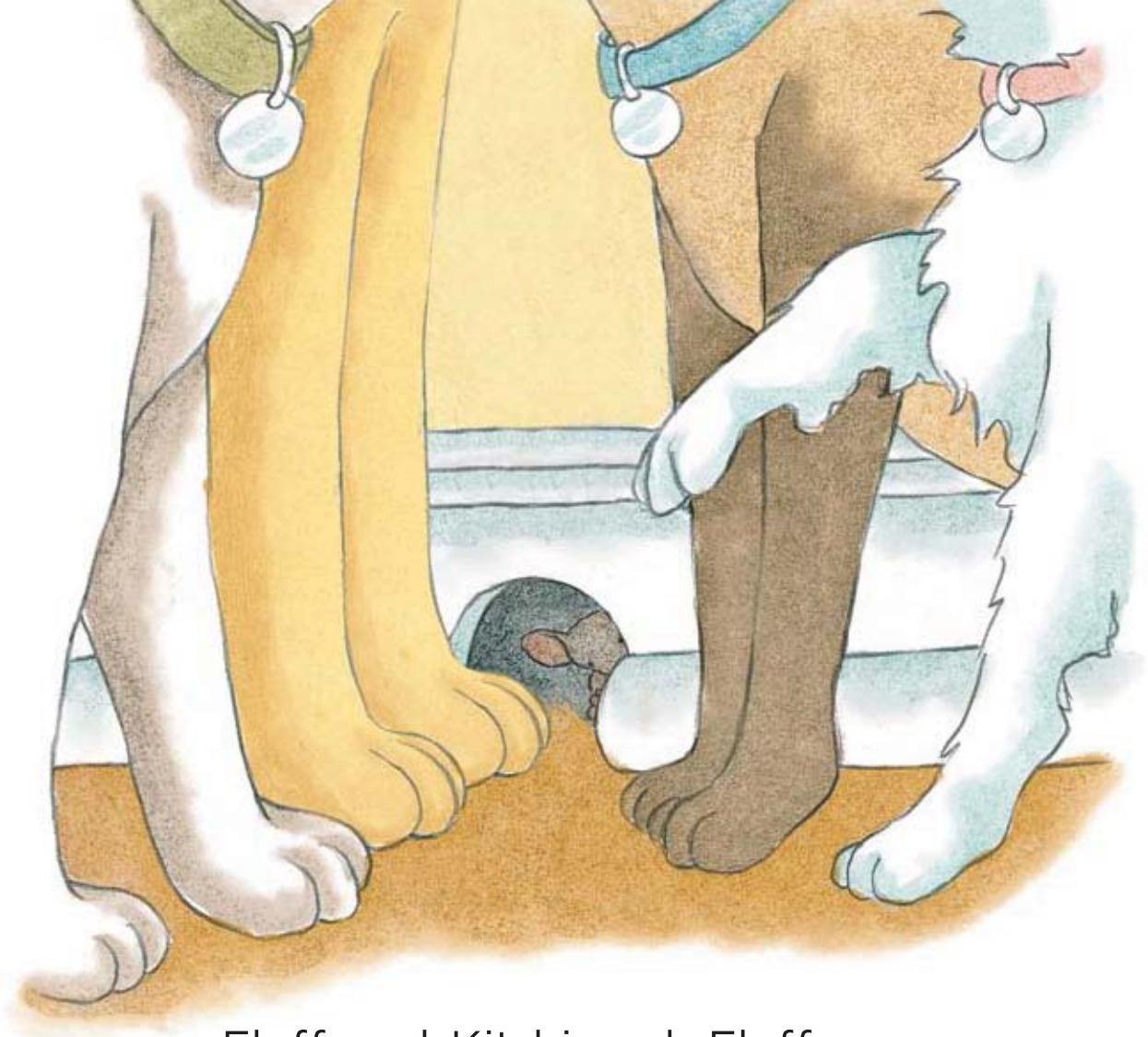




## Fluff's Plan

Kit and Fluff led the dogs to a crack in the wall. Mice liked to hide in it.





Fluff and Kit hissed. Fluff stuck her paw inside. Five fast mice ran past.

Jake used a trap and got the mice.

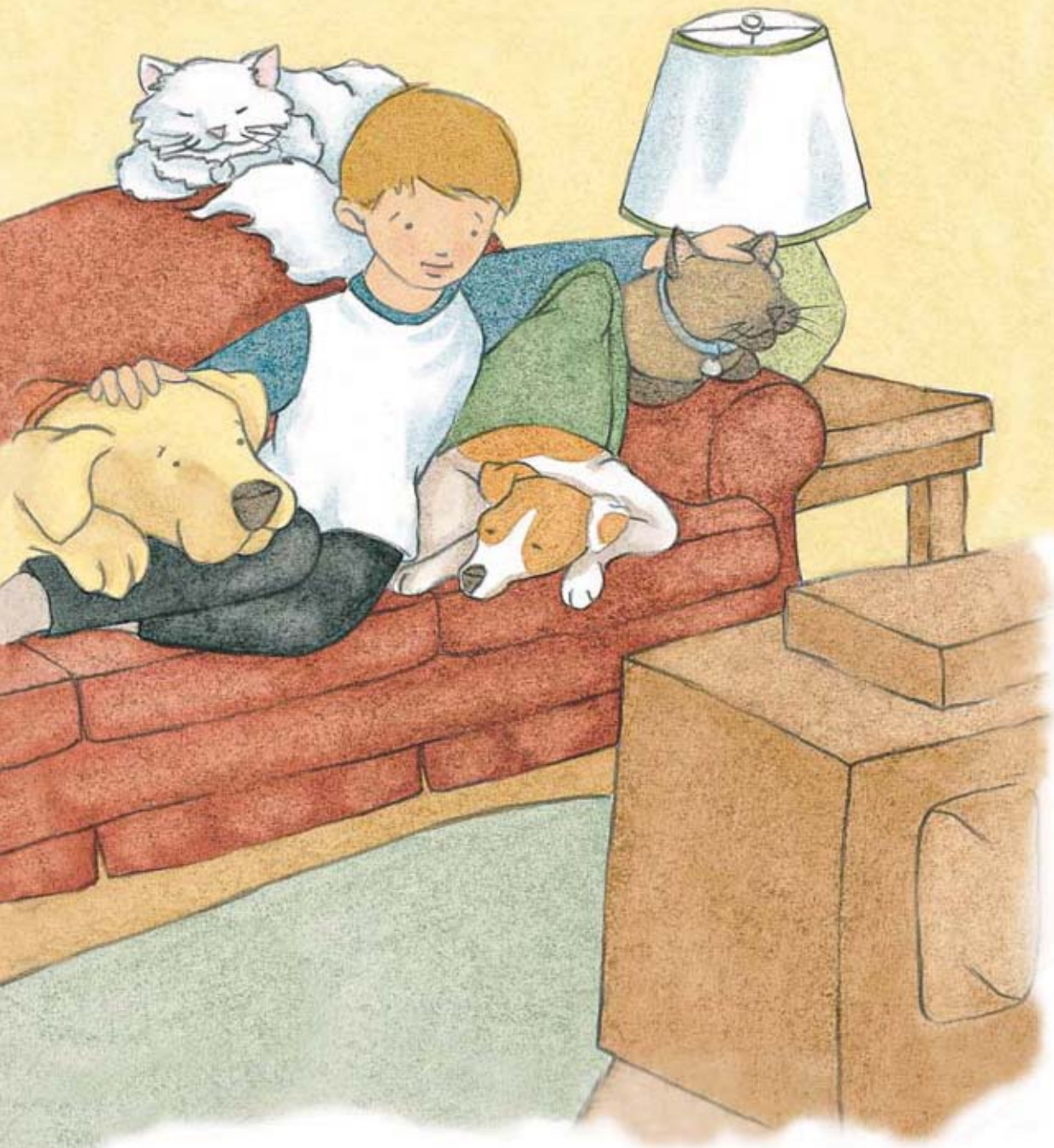
“Fine job!” Jake patted Kit and Fluff. Jake left. The cats grinned.



Spot and Big Bess felt bad. “Jake likes cats more than dogs,” said Big Bess. Spot and Big Bess got up to go out back.

Then Jake came in. He said,  
“Spot and Big Bess, you are fun  
dogs. Kit and Fluff, you are fine cats.  
Let’s sit together.”





They all sat. The dogs smiled at the cats. The cats smiled back. Now the cats and dogs are best pals.

# Comprehension Check

## Summarize

Read "Jake's Pets" again. Look at the Predictions Chart. Summarize the story.

What I Predict	What Happens

## Think About It

1. Why is Kit the cat sad?
2. Why do Spot and Big Bess get up to go outside?
3. Did you think the cats and dogs could be pals? Why?



## Write About It

Write about a pet you would like to have.



# Skills and Strategies

## Decoding

Read the words.

flute	role	smile	cute
broke	tube	rule	home
like	joke	tune	close

## Vocabulary

roles	practice	skit
crowd	classmates	costumes

## Comprehension

**Sequence** Sequence is the time order of events in a story. Look for clue words like *first*, *then*, and *next*.

A Sequence Chart can help you put events in order.



## Read

What happens first, next, and last?

### A Cute Skit

My pals and I made a **skit**. It was fun.

First, I had to write the skit. I made up **roles** for my **classmates**. Then we made a set. We used boxes and tubes. Next, we made **costumes**. I made a mask and a hat. We had to **practice** a lot.

At last, we put on the skit. The **crowd** clapped.

Fill in the **Sequence Chart** for "A Cute Skit." Summarize.



# Miss Pope's Class Puts On A Skit

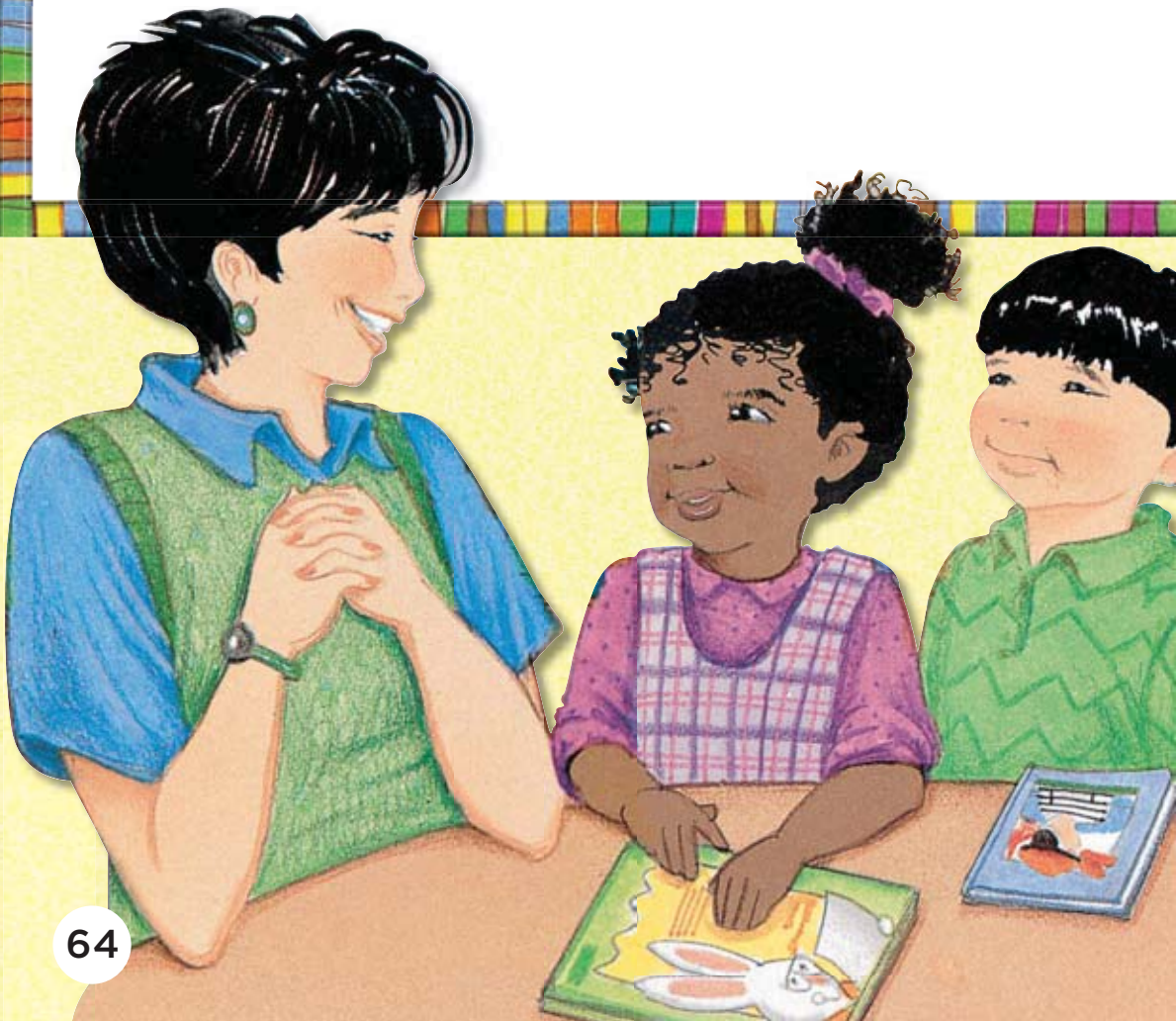
by Anna Cragg  
illustrated by Priscilla Burris

## Cast

Luke  
Cole

Miss Pope  
Mr. Duke

Rose  
June



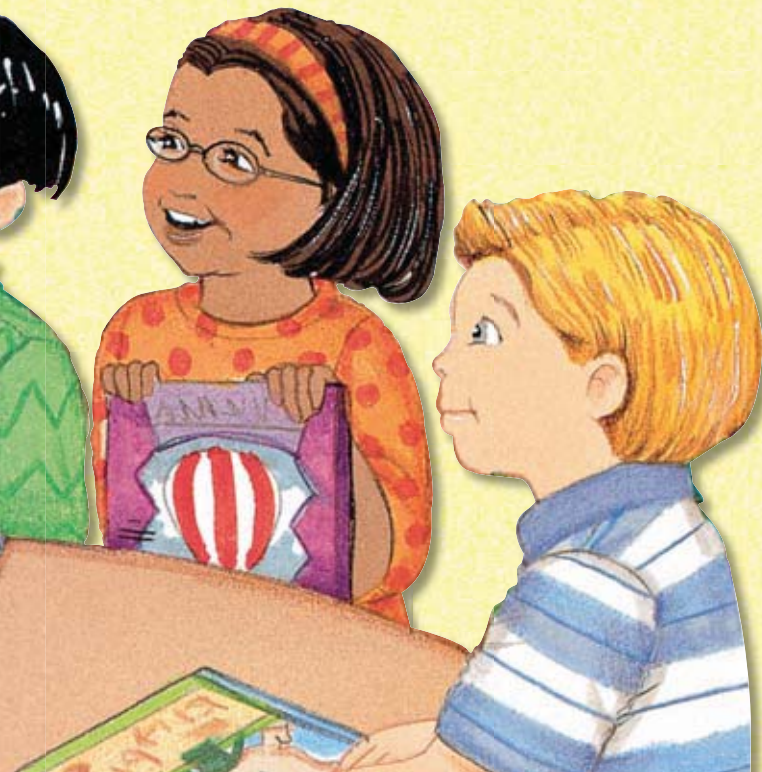
## Planning

**MISS POPE:** Class, it is time to plan a skit.

**JUNE:** We can have a class skit about kids and animals. They can sing and tell jokes.

**LUKE:** I like that plan!

**MISS POPE:** June and Luke can write the skit. Please make up roles for your classmates.



## Making the Skit

**JUNE:** First, Luke and I made the skit.

**LUKE:** We made up fun roles for kids in the class.

**JUNE:** A cat sings, and a dog tells jokes!

**ROSE:** Cole tells jokes.  
He can be the dog.

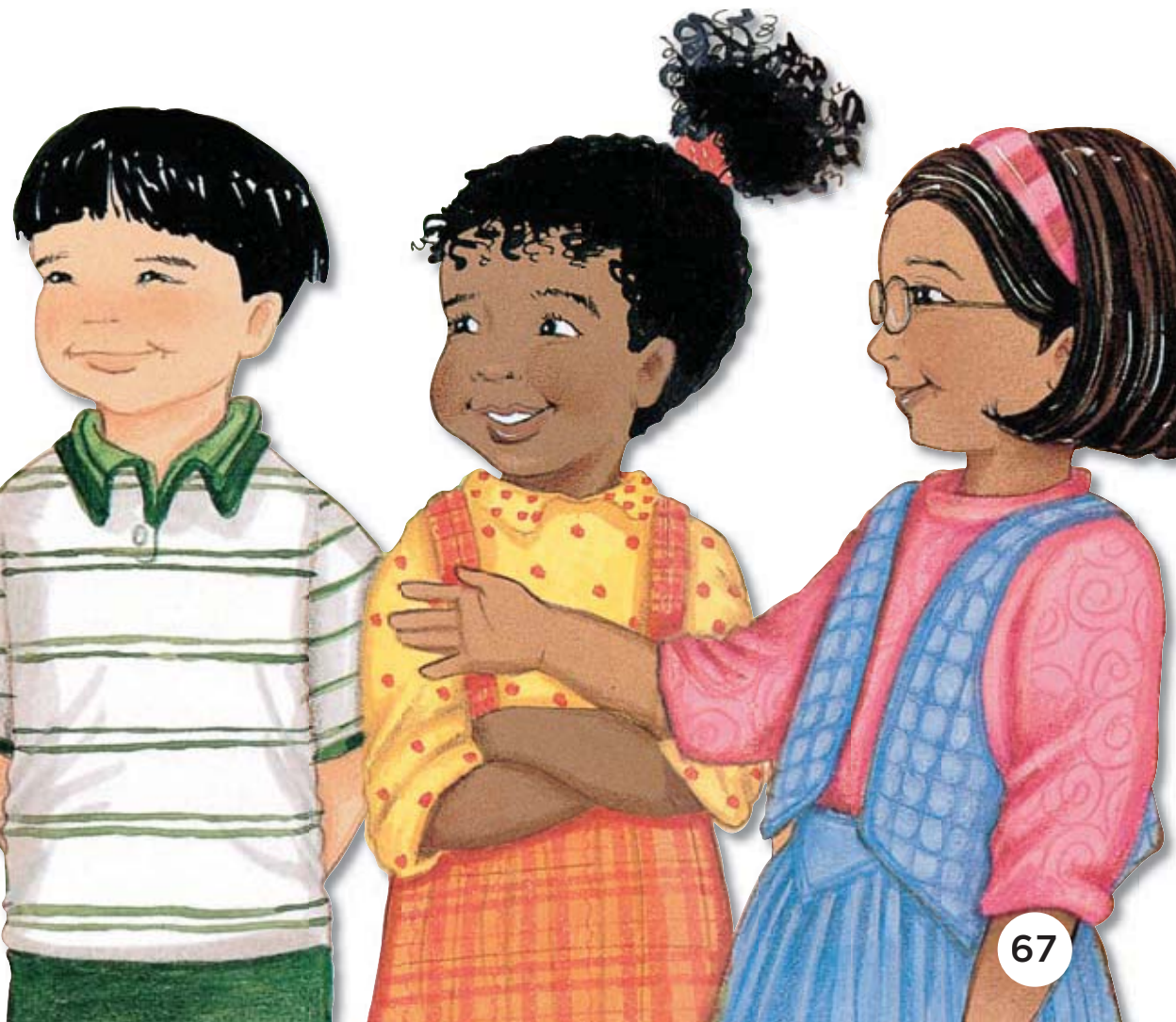
**COLE:** Rose is a singer.  
She can be the cat.



## Making the Set

**COLE:** Then I made a set. Other kids helped. We used a rug, boxes, ropes, and tubes to make the set.

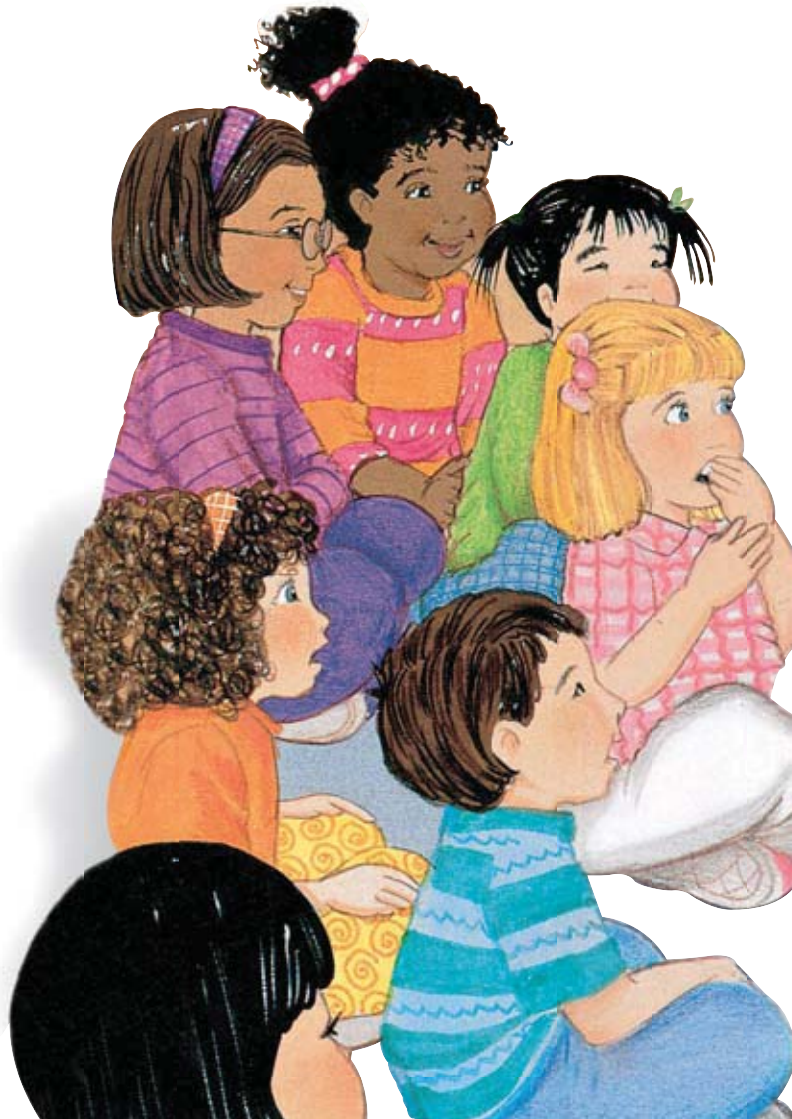
**JUNE:** The set is the animals' home. It has a hill and a pond.



## Making Costumes

**ROSE:** Next, I made costumes.  
Other kids helped. We made  
pants and tops.

**JUNE AND LUKE:** We made animal  
ears and noses!

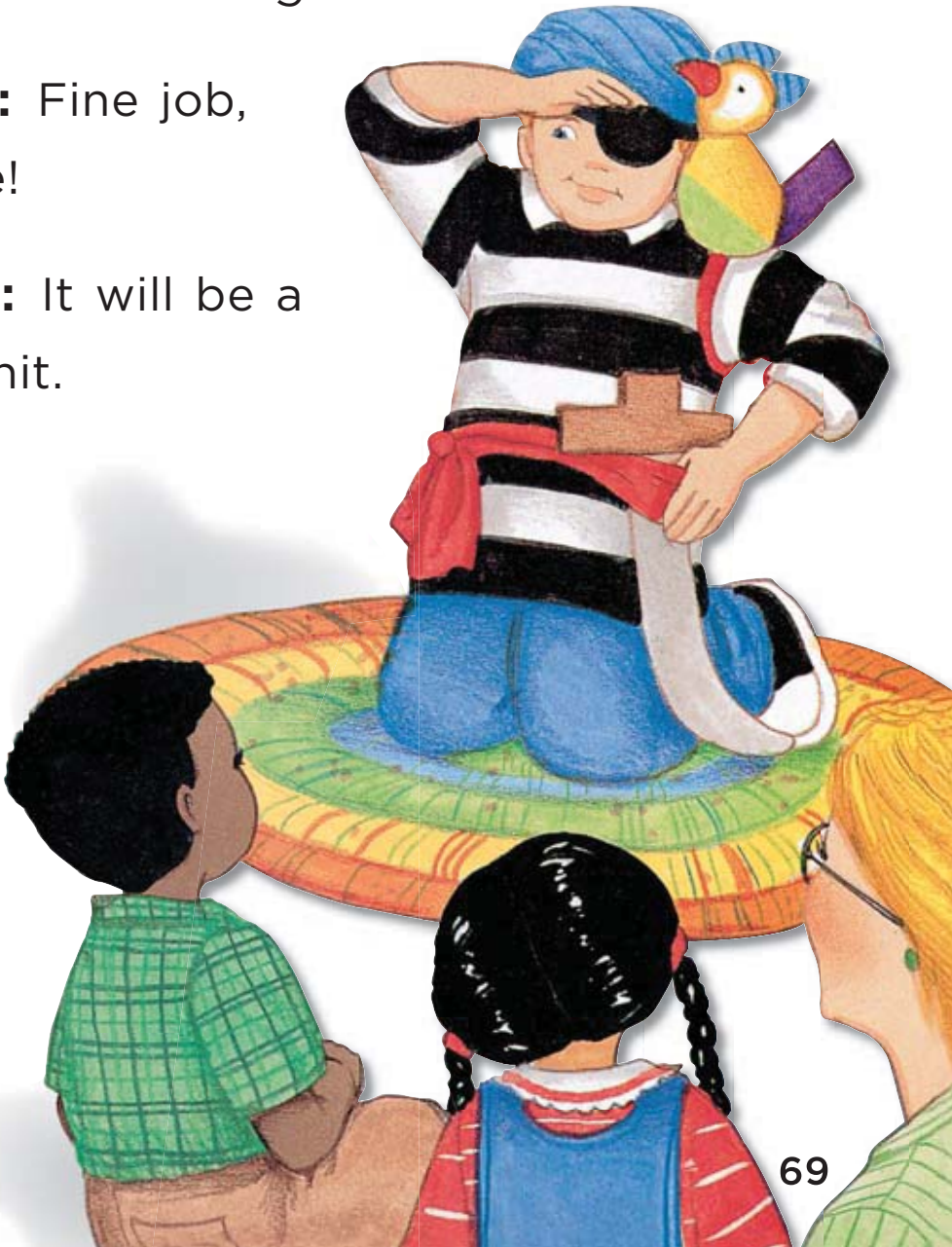


## Skit Practice

Luke gets to **practice** his role. He has a fun costume. He sings a song with his pet. His classmates like Luke's acting.

**JUNE:** Fine job, Luke!

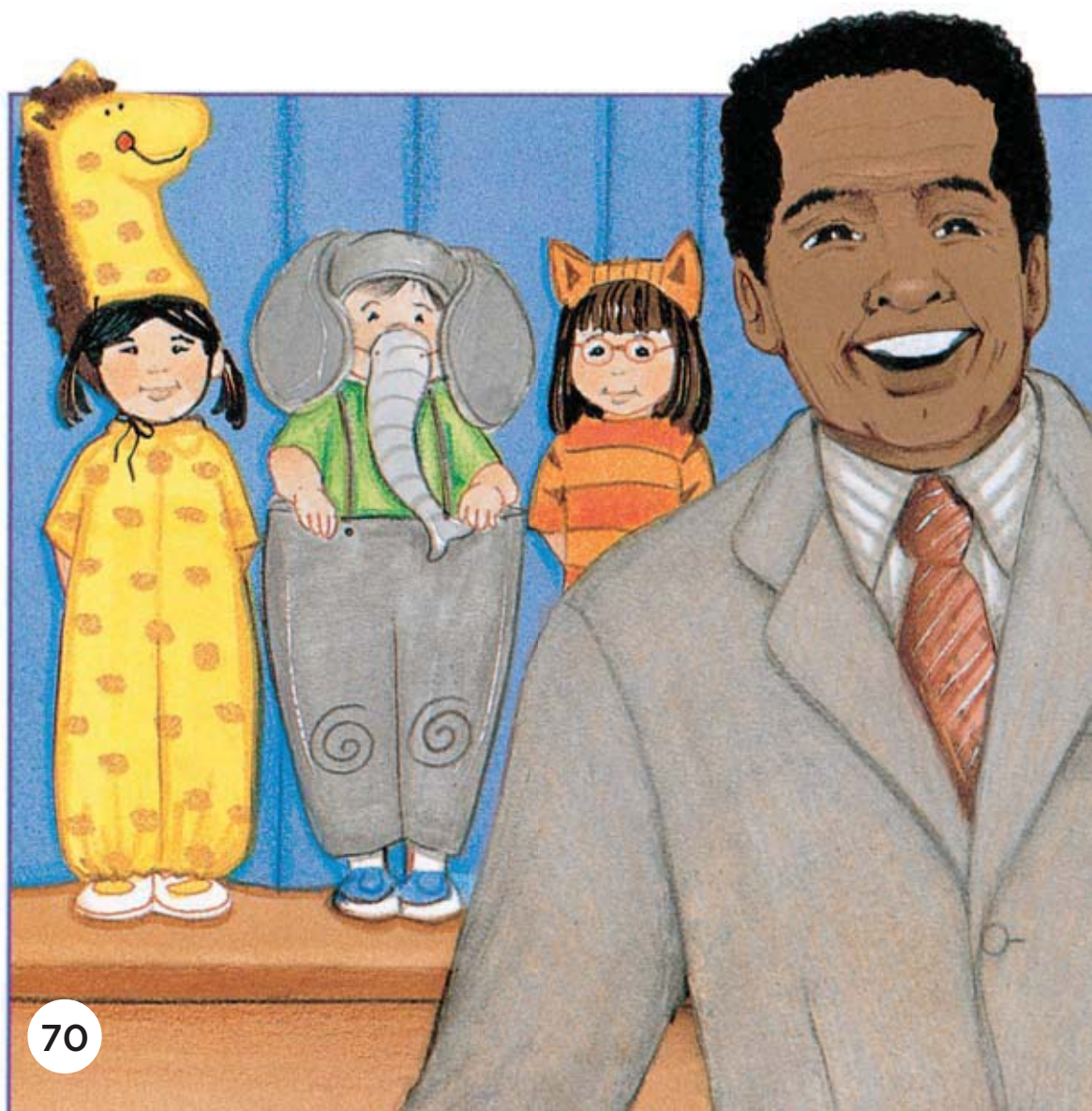
**ROSE:** It will be a big hit.



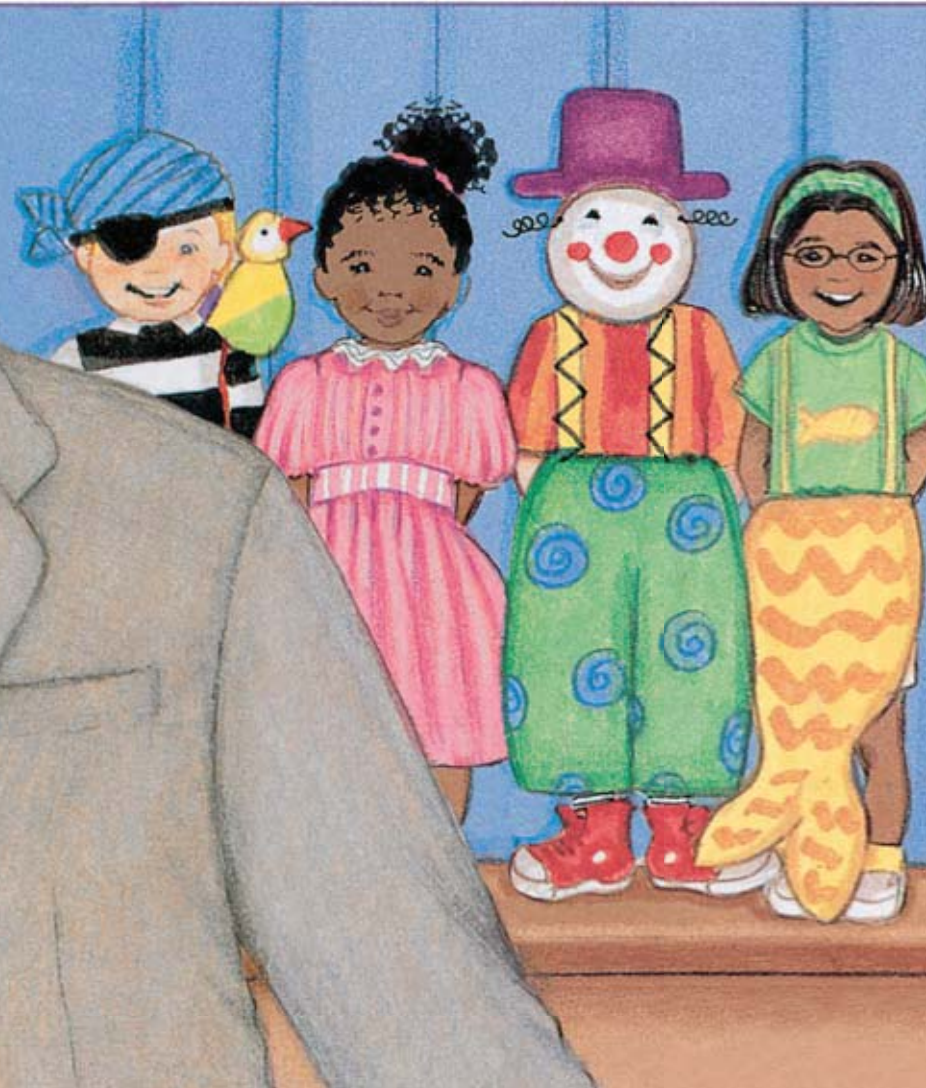
## The Skit

*At last, it is time for the skit. Miss Pope's class has on cute costumes.*

**MR. DUKE:** Please clap! Here is Miss Pope's class!



*Miss Pope's class sings songs and acts. Cole and June tell jokes. Rose sings. The crowd claps and waves. Miss Pope's class stands and smiles.*





**JUNE:** It is a big hit! Rose is a fine singer. And Cole tells jokes well.

**ROSE:** Luke and June are the best writers!

**LUKE:** I like to write. And it is fun to sing and act.

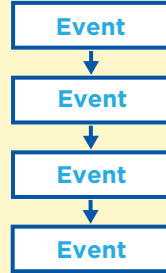
**MISS POPE:** Class, you can take pride in your skit!



# Comprehension Check

## Summarize

Read "Miss Pope's Class Puts on a Skit" again. Use the Sequence Chart. Summarize.



## Think About It

1. Who made up the skit?
2. What roles can Rose and Cole have?
3. How does Miss Pope's class get ready for the skit?



## Write About It

What would you like to do in a skit? Why?



# Skills and Strategies

## Decoding

Read the words.

leave      seem      team      green

tune      creek      home      speed

please      froze      speak      funny

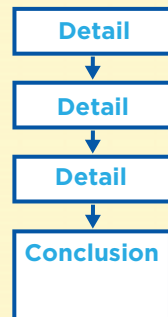
## Vocabulary

sunset      gleamed      usually

deeds      trust      forest

## Comprehension

**Draw Conclusions** Find details from the story to draw conclusions. A Conclusion Map helps you draw conclusions.



## Read

Draw a conclusion about the story.

### A Bedtime Tale

Willy's bedtime was just after **sunset**. Stars **gleamed** through the trees. Willy **usually** did not want to go to sleep. So his mom told him a tale.

"In the **forest** there is a wolf cub named Willy who does good **deeds**. All the animals **trust** him. As a gift, Queen Wolf gives him dreams. Now the cub can dream as he sleeps."

Willie smiled and went to sleep.



Fill in the **Conclusion Map** for "A Bedtime Tale." Summarize.

# Mom Wolf Speaks

by Todd Lilly  
illustrated by  
Marianne M. Sachs-Iacob

## Swimming and Running

Mom called her pups. “Rex!  
Cubby! Huck! Come on. It is time  
to leave.”





Cubby sat close to the pond.  
“Can I please practice swimming?”  
he begged.

He was a good swimmer.  
His wet coat still **gleamed**.

“No,” said Mom. “It is time  
to leave.” Mom wanted to keep  
the cubs safe.



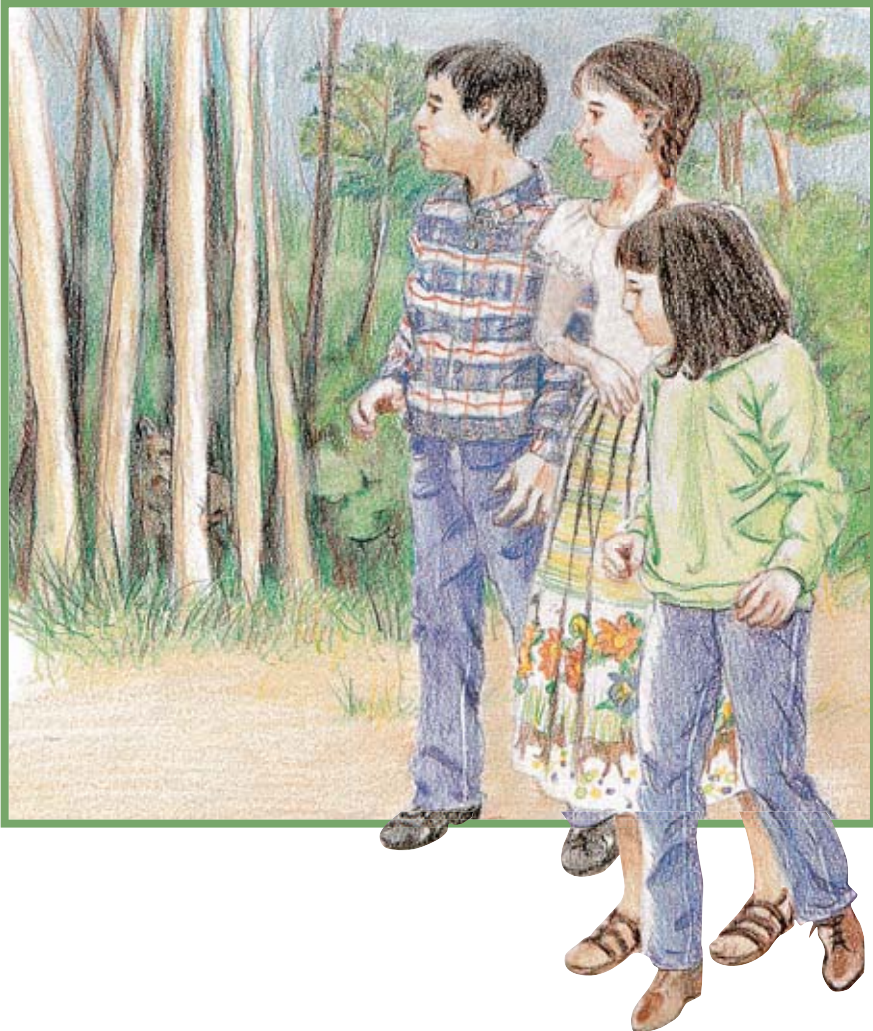
“Race me!” yelled Huck.

“I bet I will win,” yapped Rex. Rex, Cubby, and Huck ran at top speed. Mom ran after the cubs.

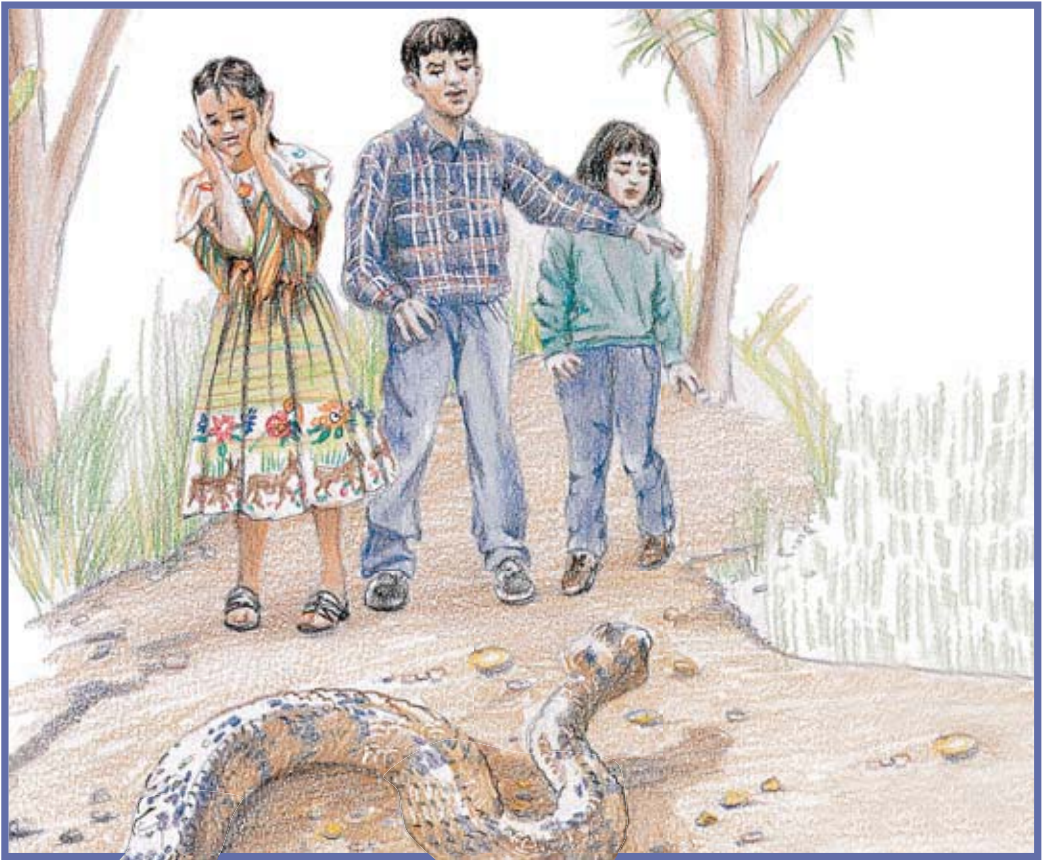
The wolves spotted three kids. “Stop!” yelled Mom.

The kids—Manny, Jess, and Izzy—seemed lost and scared.

Mom did not trust men in the forest. Men cut trees and hunted. But Mom did like kids. Mom had seen these kids in the past.







## A Snake!

A soft hiss came from the grass. The kids froze. Manny spotted a big snake! Jess screamed.

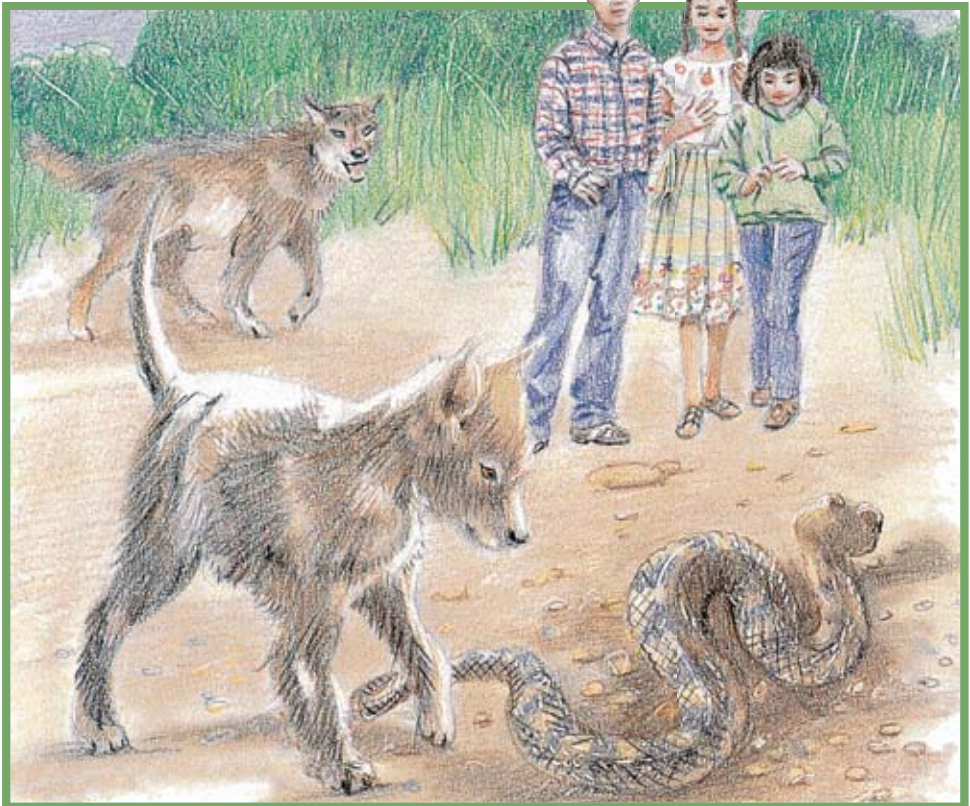
Mom Wolf stepped out from the trees. “Keep still,” she said. “We will help.”

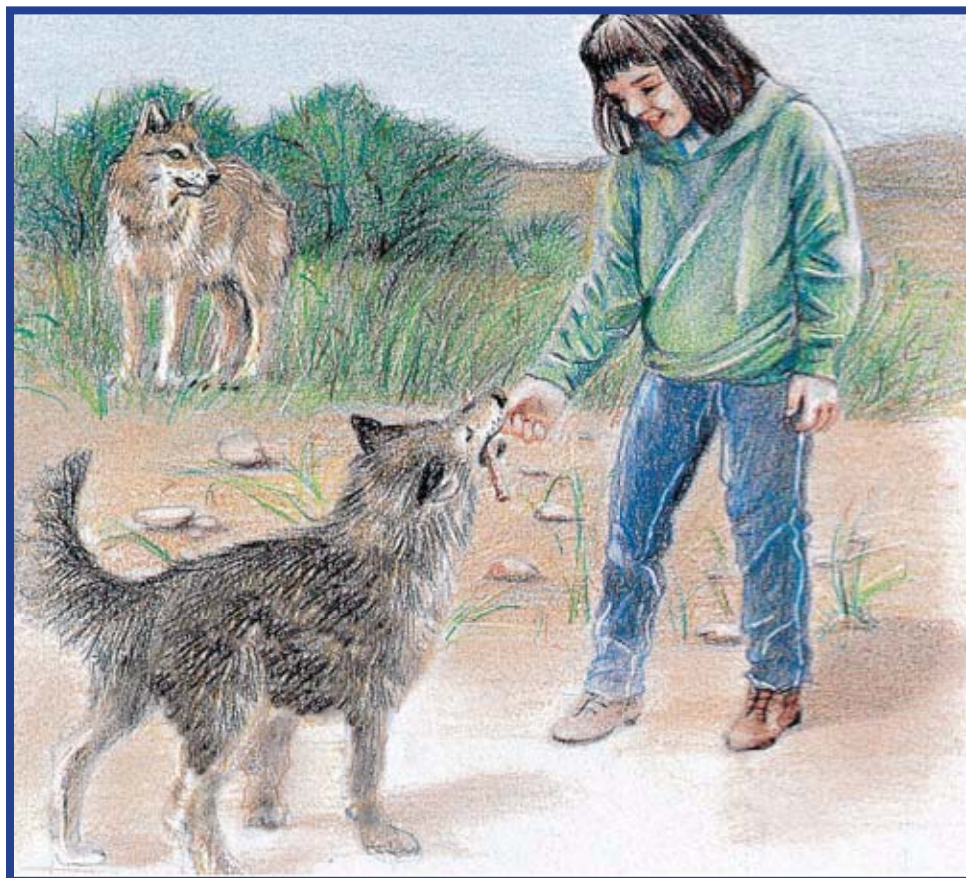
Mom and the cubs made the snake creep back into the grass. Mom asked the kids, “Are you lost?”

“Yes,” wept Izzy.

“You can speak?” asked Manny.

“Yes,” said Mom.



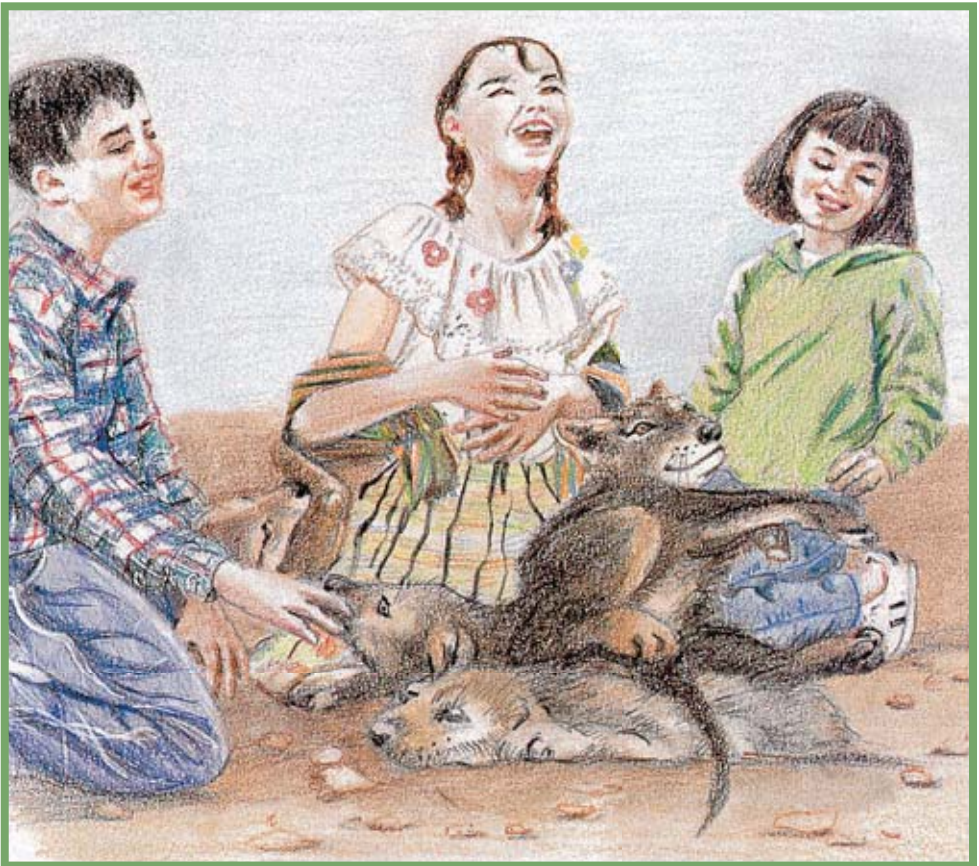


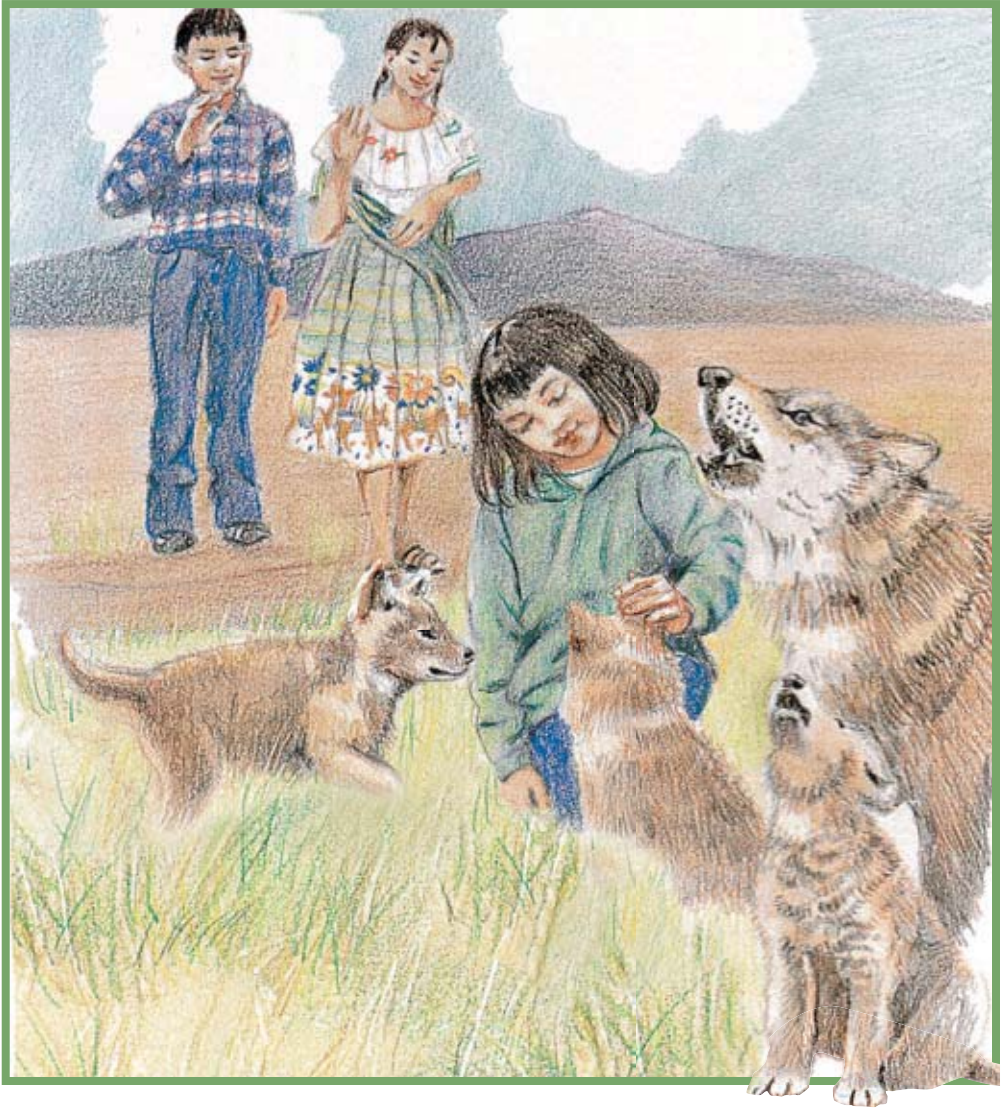
“We usually just speak to each other. We howl. But we also speak up if kids need help,” said Mom.

“We helped you because we have seen your fine deeds. We have seen Jess feed deer. We have seen Manny free a trapped rabbit.”

Manny, Jess, and Izzy sat and petted the cute pups.

Mom said, “You must get home before **sunset**. The creek will lead you home.”



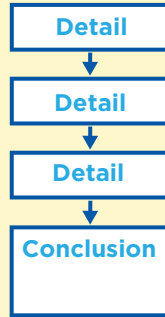


Manny and Jess got up and waved to Mom and the pups. Izzy patted Rex. The pups howled and romped home.

# Comprehension Check

## Summarize

Read "Mom Wolf Speaks" again. Look at the Conclusion Map. Summarize.



## Think About It

1. Who seemed lost and scared?
2. How did Mom help the kids?
3. Why does Mom help the kids?



## Write About It

How are the wolves in the story like people? How are they like animals?



# Skills and Strategies

## Decoding

Read the words.

flying    happy    night    sky  
dry    tie    clean    kind  
high    light    queen    flight

## Vocabulary

sights    hobbies    plastic  
engine    noisy    different

## Comprehension

### Main Idea and Details

The main idea is the biggest idea in a story. Details tell about the main idea.

Detail
Detail
Detail
Main Idea

## Read

Find the main idea and details.



## Gliders

Gliders were made before planes. Now, gliding is one of the best hobbies.

There are two different kinds of gliders. Both kinds ride on the wind. A hang glider is like a big kite. It has a metal or plastic frame. A glider plane looks like a plane. It has wings but no engine.

Gliders are pleasing sights. They are quiet, not noisy.

Fill in the **Main Idea Chart** for "Gliders."  
Summarize.

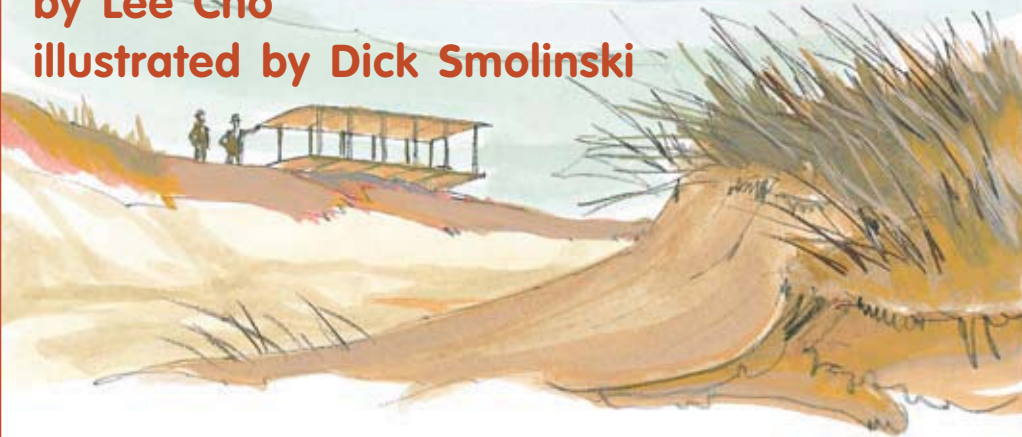


# Flight

## Gliders to Jets

by Lee Cho

illustrated by Dick Smolinski



People expect to have fun flying. The best **sights** can be seen from high in the sky.

There are **different** kinds of flying. People can fly in gliders, planes, and jets. Each kind of flying can be fun.



## Gliders

Gliders came before planes.  
Gliders use wind to fly.

On one of the first gliders, wings flapped up and down. To get a glider up, men ran on the sides. When winds lifted the glider up, the men let go.



## Hang gliding over a beach.

A hang glider is different from the first gliders. It has a frame with a big kite set on top. Hang gliders ride on wind like a kite. Hang gliding is one of the best **hobbies**.

Unless it is foggy, a glider is the best way to see from up high.



Only two people can sit in a glider plane.

A glider plane looks like a plane. It has long, slim wings, but it has no engine.

A glider plane is usually pulled up into the sky by a plane. After the glider lifts up, the plane lets go. The glider plane is quiet as it flies.



A prop plane has blades and an engine on each wing.

## Planes and Jets

The first plane with an engine was a prop plane. A prop plane has spinning blades, or props. As the blades spin faster, the plane lifts up. A prop plane is not quiet. It is **noisy**.



1955: A jet flies in the sky.

Another kind of plane is the jet. The first jet plane flight was made in 1939. A jet is big and flies fast. It does not have props, but it has big engines. A jet is quite noisy.



A jet can fly across the U.S. in six hours.

The best thing about a jet is its speed. A jet can fly at 885 miles an hour.

Like a car, a jet uses lights at night. The lights gleam in the sky.



Many people can ride inside a jet.

Jets can be big. One of the biggest has up to 555 seats. Its wing span is almost as wide as a football field.





2001: A solar plane had an 18-hour flight.

## What is Planned Next?

Planes will be made of **plastic**.

Plastic makes a plane light. It will use less gas.

Next, planes might not use gas. A plane might run on just sunlight! That is the best flight plan yet!

# Comprehension Check

## Summarize

Read “Flight: Gliders to Jets” again. Use the Main Idea Chart. Summarize.

Detail
Detail
Detail
Main Idea

## Think About It

1. What was the first plane with an engine?
2. How does a glider plane fly?
3. What details tell about the hang glider?



## Write About It

How do fast planes help people?



# Skills and Strategies

## Decoding

Read the words.

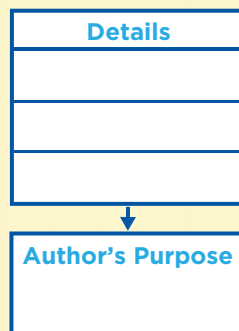
stand    trunk    blend    bright  
cling    night    drink    swift  
bring    spend    light    fly

## Vocabulary

danger    clump    warn  
swift    scales    color

## Comprehension

**Author's Purpose** An author writes to entertain, inform, or persuade. An Author's Purpose Chart helps you tell why the author wrote the selection.



## Read

Find the author's purpose.



### Being Safe

Animals have many ways to be safe. Some animals hide or run away. Some can **warn** others with their bodies.

Skunks make a stinky smell to scare away other animals. A deer waves its tail to warn of **danger**. A rabbit can hide in a **clump** of grass. A **swift** squirrel runs up a tree trunk if it is chased. A snake uses the **color** of its **scales** to hide.



Fill in the **Author's Purpose Chart** for "Being Safe." Summarize.

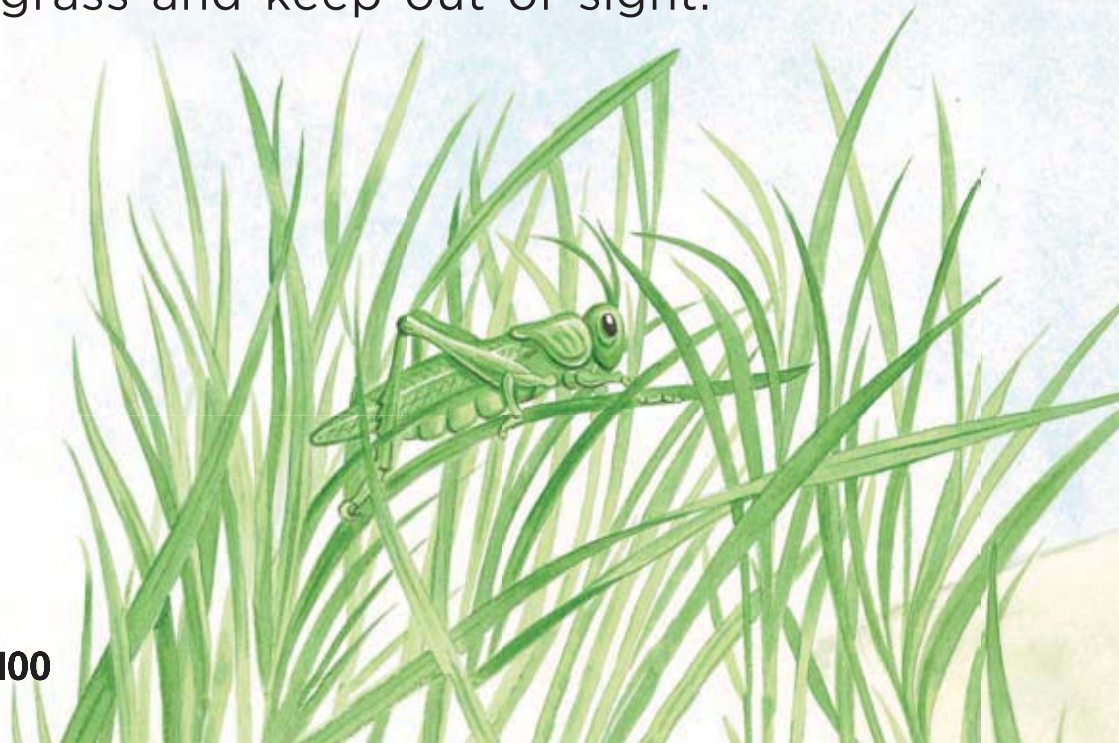
# Animal Hide and Seek

by Jill Viera

illustrated by Karen Bell

## Hiding In Grass

Can you see a green grasshopper hiding? Its legs seem like grass stems. It can cling to a blade of grass and keep out of sight.



The grasshopper is hiding from a mouse! The mouse is up early. It will spend time hunting bugs. But it will not spot the grasshopper.

The grasshopper uses its green color to hide in a clump of grass. It can't hide on a tree trunk. It won't blend in.





## **Eating At Night**

A bat can't see colors. But it can see well at night. It can see the bright cactus flowers in the moon's light. It drinks from the flower and flies away.



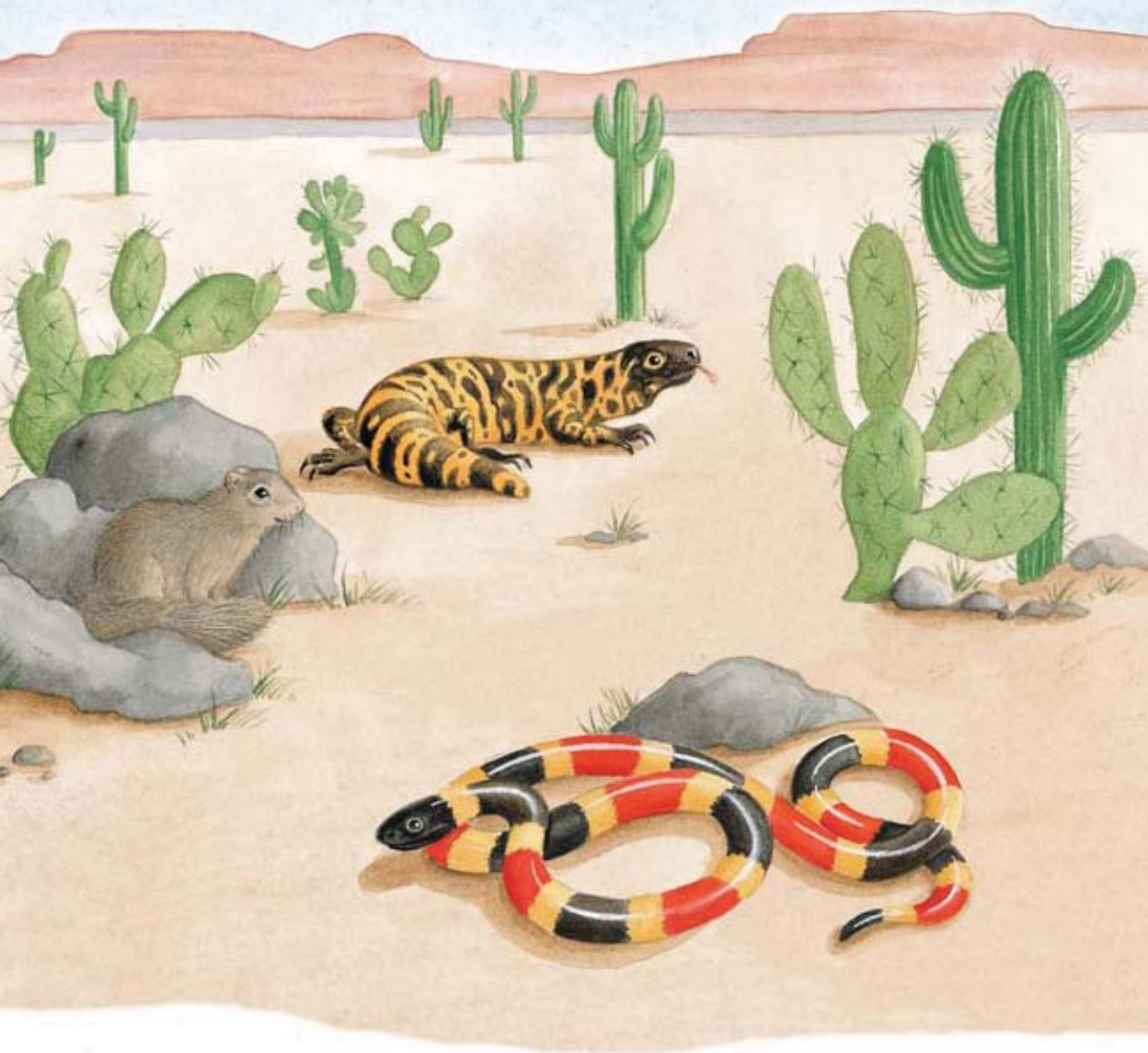
A moth eats at night as well. But bats can eat moths! If a bat gets close, a moth will fly off its flower. If the moth is **swift**, or fast, it will get away.





## Keeping Eggs Safe

Can you spot a nest? It seems like a pile of rocks and grass. But it is a nest of spotted eggs! Quails can keep their eggs safe in a nest like this.



## Warning Colors

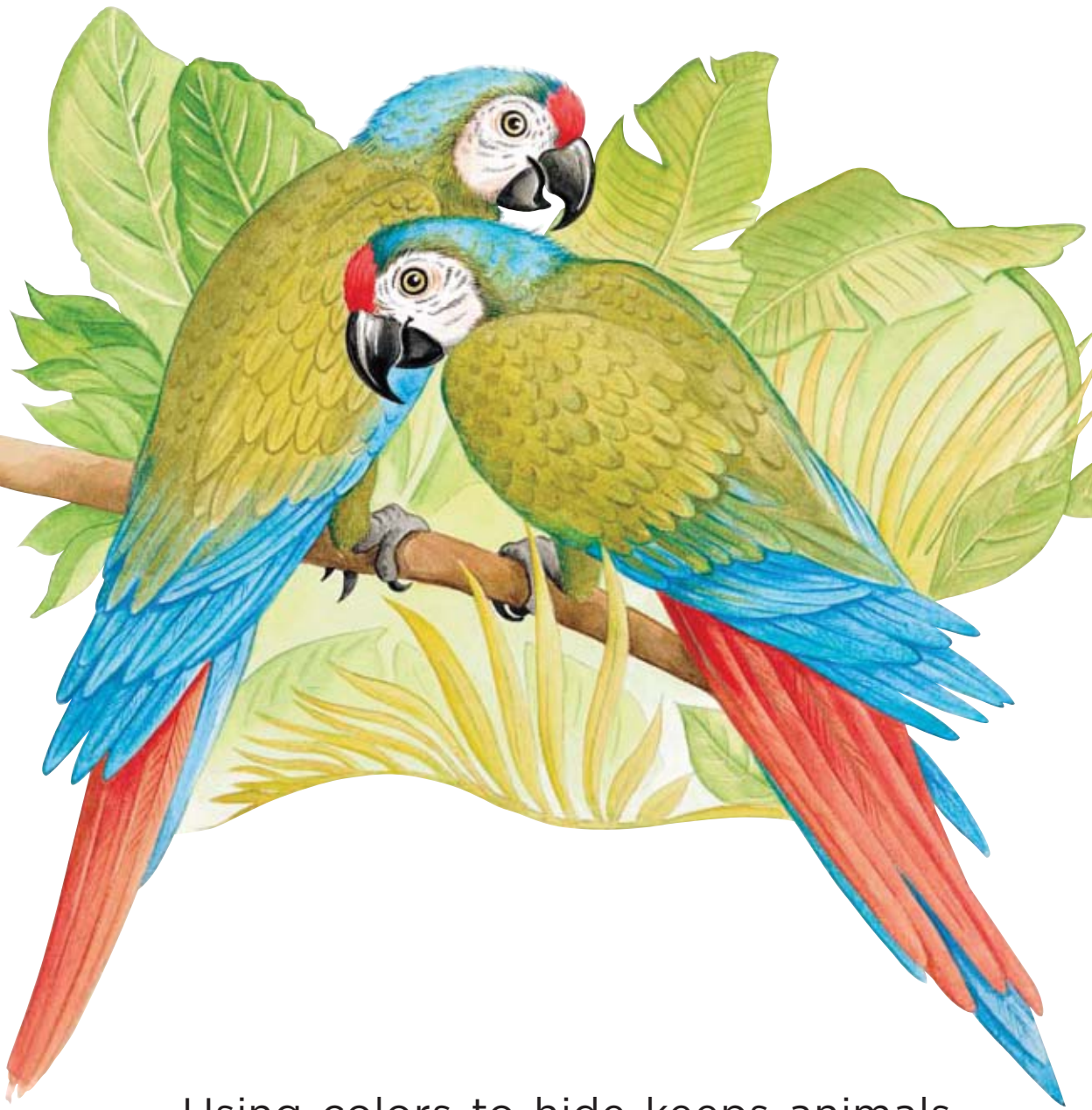
A snake can have bright colors on its **scales**. Bright colors can **warn** others. They might mean, “Get back! My bite will make you sick!”



If a deer can tell **danger** is close, it can warn others to run! It can't speak, but it has a neat trick.

It will stand still and lift its tail like a flag. The sudden bright white tells other deer to run and hide.





Using colors to hide keeps animals safe. Using colors to warn helps keep animals safe. Using colors can help animals live!

# Comprehension Check

## Summarize

Read "Animal Hide and Seek" again. Look at the Author's Purpose Chart. Summarize.

Details

↓

Author's Purpose

## Think About It

1. What animal hides in grass?
2. What animals eat at night?
3. What sentences tell the author's purpose in this story?



## Write About It

What are some ways people warn each other of danger?



# Skills and Strategies

## Decoding

Read the words.

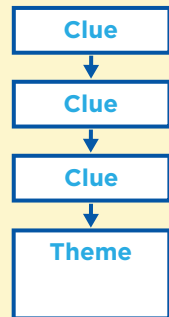
brain	rain	may	eggplant
stain	plant	faint	stay
gray	grain	claim	grill

## Vocabulary

midday	large
feast	complete

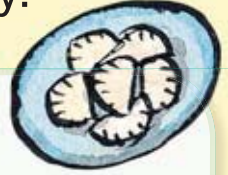
## Comprehension

**Theme** The theme is the message that the author wants to tell readers. A Theme Map helps you find the theme in a story.



## Read

Look for the theme of the story.



### Jen's Feast

Jen went to Mr. Tam's fruit stand. Mr. Tam had a lot of plums he didn't sell. He gave them to Jen.

Jen asked her pals to come by at **midday**. They made **large** pies and jam.

"This **feast** is not **complete** without Mr. Tam!" Jen cried. She invited him in and gave him the pies. He was glad he gave Jen the plums.

Fill in the **Theme Map** for "Jen's Feast."  
Summarize.





# A Midday Feast

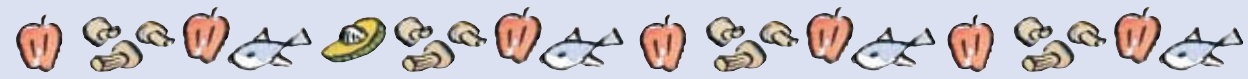
by Tim Brady  
illustrated by Robert Neubacker



Miss Gray did not like the **midday** meal at school. Kids ate fast, and they did not eat well. So Miss Gray made a plan.

“We will make a big **feast**,” explained Miss Gray. “Bring in something you eat at home. It may not be fast. It must be homemade.”





## Not Fast?

“What do you mean by not fast?”  
asked Jay.

“It is something that takes time to  
make and eat. Make it at home. Bring  
your homemade meals to class on  
Monday. We will set up a midday feast!  
It will be a fine, big meal!”



The bell rang, and the kids ran into the sunlight.

Jay spoke up, "I like snacks that I can eat fast."

"Miss Gray explained that we need to eat better. She said we must not eat fast food all the time," said Gail.





## Eggplant

Gail told Mom and Dad about the feast. Gail's dad smiled. "Will your pals like eggs?"

"No," Gail cried. "I need a meal for lunch!"

"We can make eggplant," said Mom. "Dad can grill it."



## Dumplings

“Hi!” yelled Jill’s dad. “What’s happening?”

“Jill must take a homemade meal to class,” Mom replied.

“Mom told me we can make steamed dumplings,” said Jill.

Dad hugged Jill. “If your mom is making it, your pals will like it!”



## Sea Bass

Rick helped Mom make a sea bass.  
“We are baking it with red peppers.  
Now we must wait.”

Dad came running in. “I have greens  
for a salad.”

“Thanks, Dad. We will have a  
**complete** meal!” Rick said.





## A Big Pot of Rice

"What can I take?" Jay asked.

"We can make rice with green beans, eggs, and nuts," said Jay's dad.

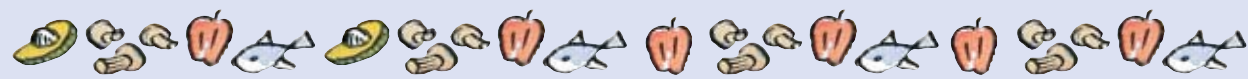
"Grandma used to make this meal."

"Yes!" Jay cried. "I can't wait! I will take a big pot of rice!"









The kids ate a **large** meal. They tried grilled eggplant, sea bass, and refried beans.

Miss Gray smiled. The feast was not fast, but it was fine.

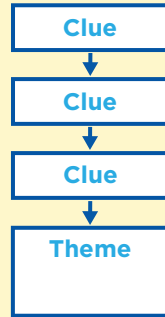
“I want to refill my plate!” exclaimed Jay.

The kids in the class grinned. “We made a fine feast. Eating it made us happy!”

# Comprehension Check

## Summarize

Reread "A Midday Feast."  
Look at the Theme Map.  
Summarize.



## Think About It

1. What food does Gail's dad make?
2. What food did Rick make with his Mom and Dad?
3. Why did Miss Gray plan a midday feast?



## Write About It

What homemade meal do you like to eat?



# Skills and Strategies

## Decoding

Read the words.

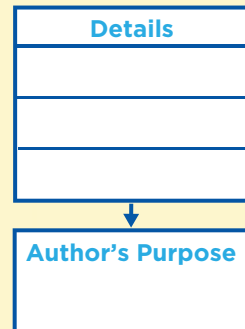
glow      no      foe      slow  
tray      told      faint      toe  
road      mailbox      yellow      coast

## Vocabulary

draft      flames      routes  
habits      invented

## Comprehension

**Author's Purpose** An author writes to entertain, inform, or persuade. An Author's Purpose Chart helps you find why the author wrote the selection.



## Read

Find the author's purpose.



### Ben Franklin Fights Fire

In the past, some cities had big fires. A **draft**, or wind, could make many homes catch fire.

Ben Franklin set up a team to fight fires. He made a map with **routes** to find the homes.

Ben explained that safe **habits** could help stop fires, as well. He **invented** a safe stove to heat homes.

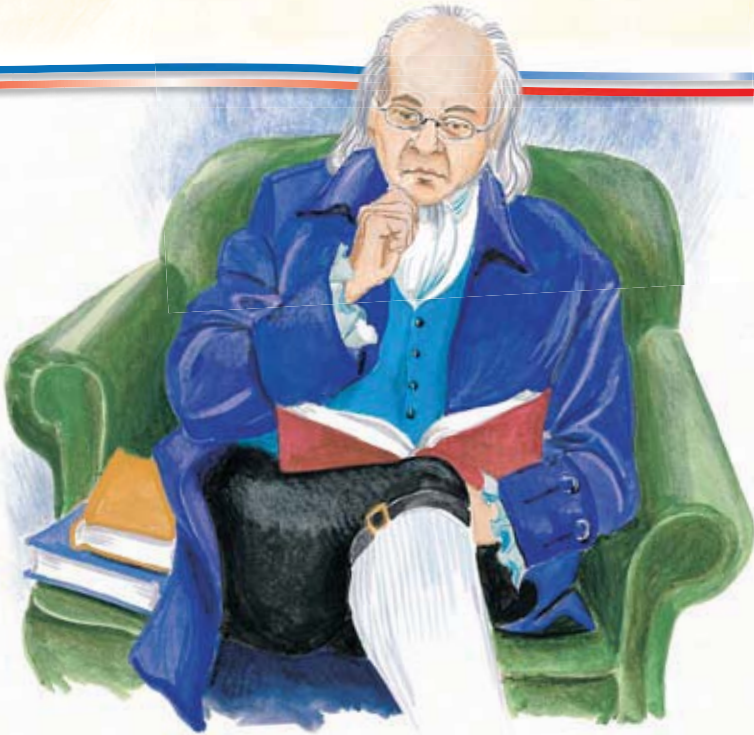
Ben Franklin helped people keep their homes safe from **flames**.

Fill in the **Author's Purpose Chart** for "Ben Franklin Fights Fire." Summarize.

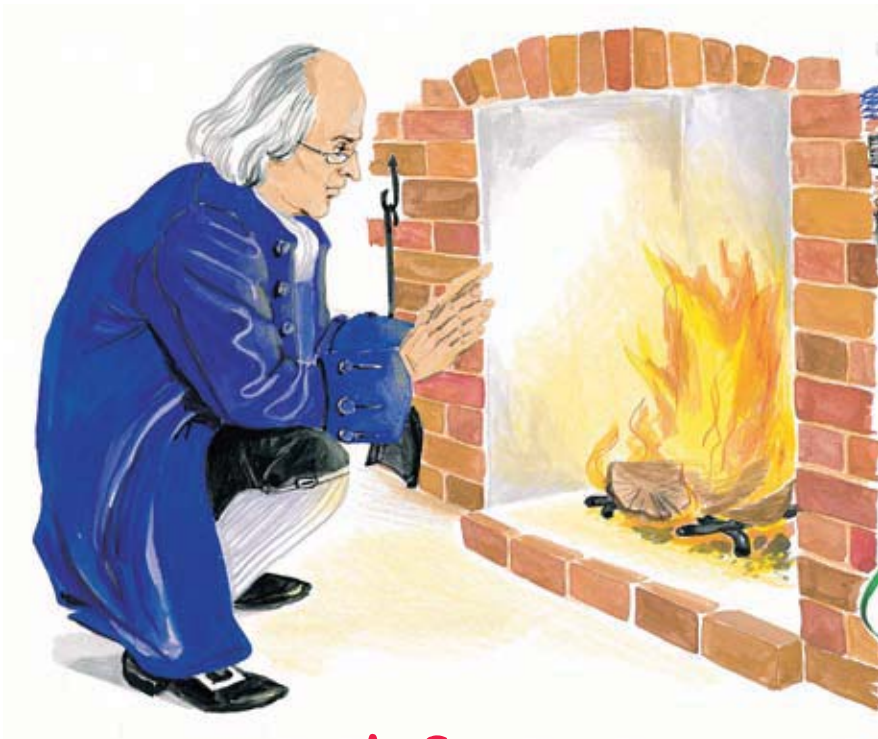
# Ben Franklin

by Carrie Dillon

illustrated by Susan Avishai



Ben Franklin was a smart fellow. He liked to read and think. Ben **invented** many handy objects to help people.

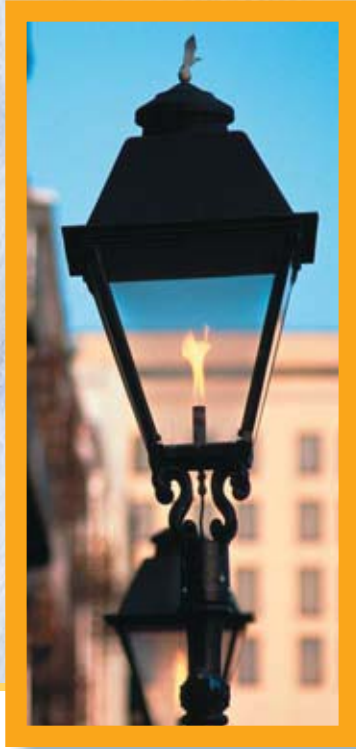


## A Stove

In Ben's day, a fireplace let in a cold **draft**, or wind, and let heat out. So Ben invented a stove that kept heat inside his home. It used less wood as well.

Years later someone made Ben's stove better. That man may have fixed it, but he didn't rename it. It is still the "Franklin Stove."





## A Lamp

In Ben's time, street lamps were lit by **flames** at night. Smoke from flames made the glass gray. The light was dim, or faint.

Ben made lamps with bright yellow light. His lamps let out smoke. Ben's lamps didn't get gray inside. They glowed.

## Swim Fins

Ben Franklin used swim fins. In fact, he invented them!

Ben liked to swim and float in water. He made fins for his hands. His fins did not work well.

So Ben remade swim fins for his toes and feet. He could kick more water. He could swim just like a fish!







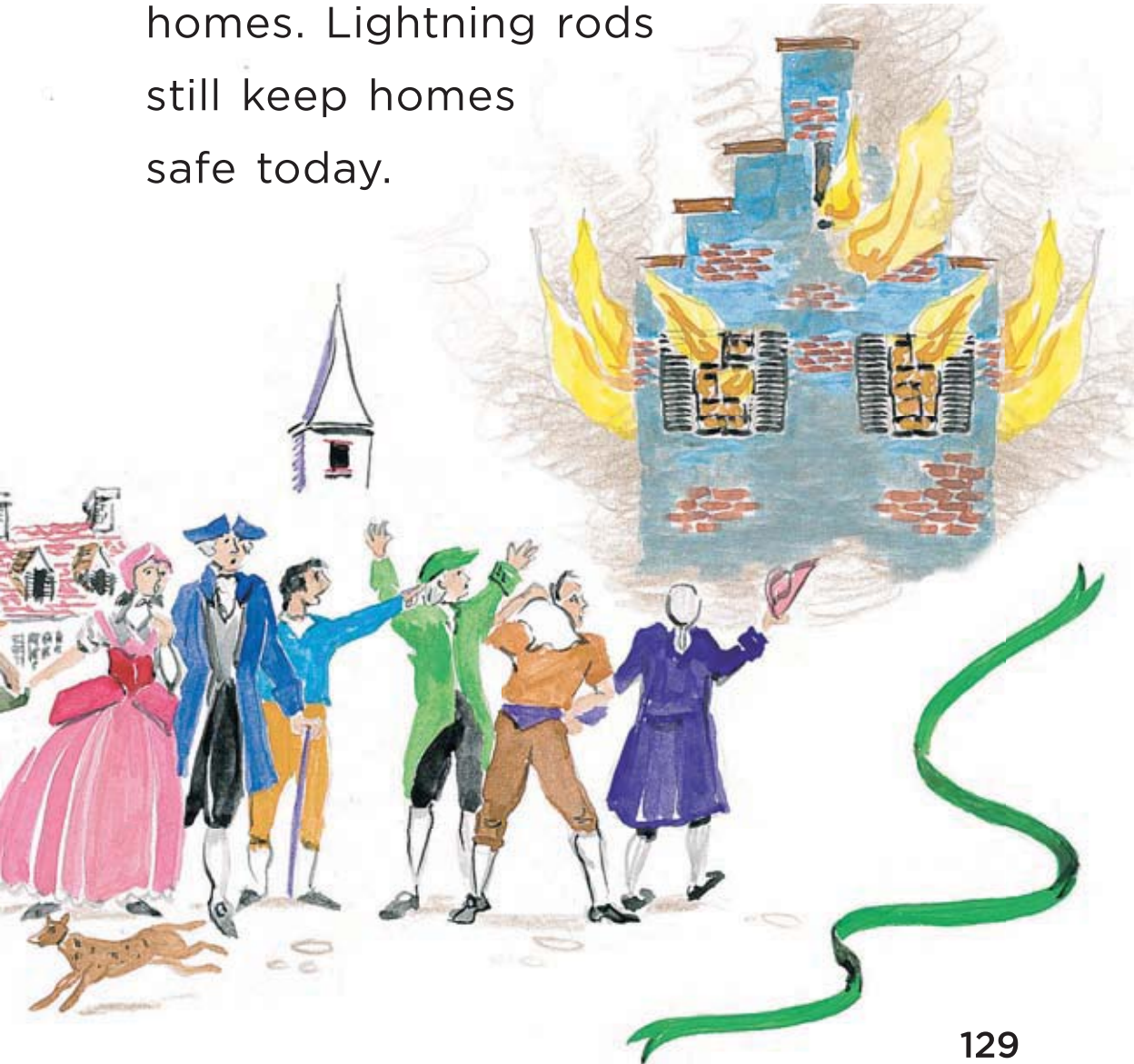
## Lightning Rods

Ben wanted to know about lightning. He made a kite and put a wire at the top. Next he tied a key to the kite string. Then he went out in the rain.

Ben's kite went up high. He waited for lightning. Lightning hit the wire and ran down the string to the key. It stopped at the key.

In Ben's day, lightning was a danger to homes. It set them on fire. Ben made a lightning rod.

The rod acted like his key and kept lightning from hitting the homes. Lightning rods still keep homes safe today.



## Mail

Ben liked to get mail. But mail was slow in his day. It wasn't easy to get mail to mailboxes.

Ben made the mail go faster. He set up **routes** to help mailmen find homes and mailboxes. Mail trucks still use these routes today.





## Printing

Ben had a job as a printer. He printed and reprinted pages using a printing press like this.

Ben had to take big, heavy trays to the press. He could lift two trays at a time—a big load.



Ben got up early. He usually didn't stay up late. He felt that his **habits** helped him to feel good.

Maybe his habits helped him to be smart, as well!

# Comprehension Check

## Summarize

Read "Ben Franklin" again.  
Look at the Author's  
Purpose Chart. Summarize.

Details

↓

Author's Purpose

## Think About It

1. Why did Ben Franklin invent a stove?
2. Why did Ben Franklin remake swim fins for his feet?
3. Why did Ben Franklin fly a kite in the rain?



## Write About It

Why do you think people like Ben Franklin so much?



# Skills and Strategies

## Decoding

Read the words.

cheek	branch	check	patch
coat	reached	oak	peach
catch	lunchtime	stitch	yellow

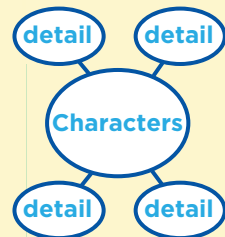
## Vocabulary

clue	office	unlatched
clutched	boasted	solve

## Comprehension

### Character, Setting, Plot

Characters are people in a story. The characters' actions make up the events of the plot. A Character Web helps you find details about a character.



## Read

Look for details about the character.

### The Missing Lunches

Mitch was on a case. The teachers' lunches were missing. Mitch had a **clue**. A green leaf lay next to the teachers' **office**. He bravely **unlatched** the door and peeked inside. Bunnies **clutched** carrots and munched. The bunnies had the lunches!

"Stop!" yelled Mitch. Bunnies ran. Mitch felt smart. He **boasted** that he could **solve** any case.

Fill in the **Character Web** for "The Missing Lunches."  
Summarize.







# Chet Mantis's Hunt

by Don Branch  
illustrated by Marc Mongeau

## Missing Drops!

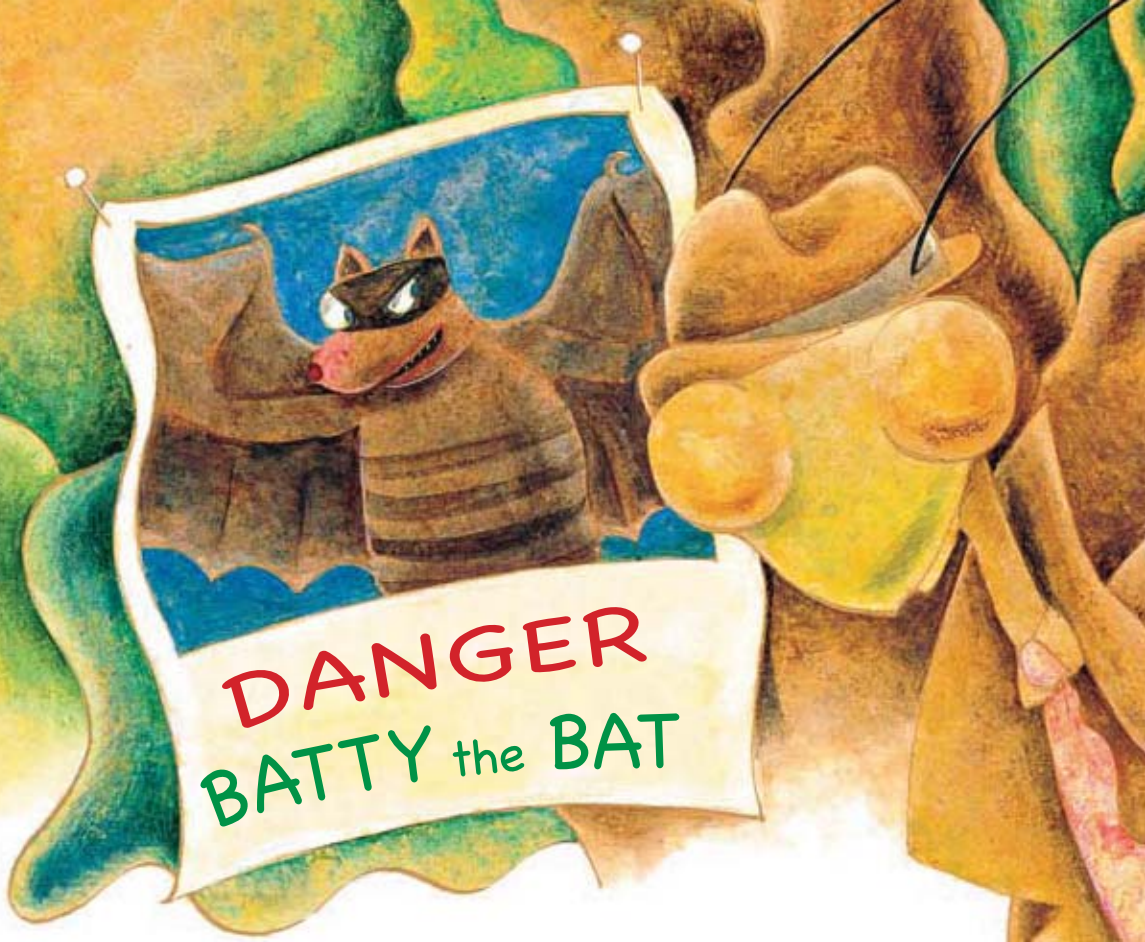
Chet Mantis sat at his desk. It was lunchtime. “What can I eat? I need a snack, at least.”

Bea Buzz, the leader of Bug Town, ran into his office. “Chet, I need help,” snapped Bea.



“The Silver Drops are missing. Someone unlocked the case and stole them,” she said. The Silver Drops had hung in Buggy Hall for a long time.

“I will find the drops,” **boasted** Chet. He was smart. He liked to **solve** crimes.



Chet had a **clue**. He had just seen Batty Bat. Batty liked to play mean tricks on bugs. It might be Batty who stole the drops, Chet thought.



MD



## The Hunt Is On

Chet blended in with a leaf and spied on Batty's gang.

"Did you see the Silver Drops?" asked Mugsy.

"Yes!" replied Dizzy. "But Batty hid them in a safe spot. Soon we will sell the drops for a lot of cash."



Chet used his brain. “If I were a robber, where might I hide stuff?”

Chet had seen Batty watching Buggy Hall from a high branch of a big oak tree. Maybe Batty hid the drops in the tree.



Chet was right! The drops hung from a leaf on the tree. He reached up and unlatched them. Chet slipped the drops into his coat.



Chet spied Batty flying up in the sky. Chet was in danger. He crept to a patch of grass and blended in.

Batty did not see him. Chet **clutched** the drops, holding them tight, and ran fast!





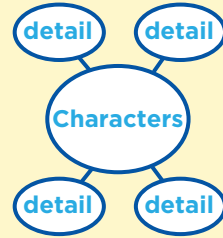
When Chet was safe, he reached into his coat. He held up the drops. “I did a fine job,” he boasted. “I solved the crime! Bea Buzz will be quite pleased.”

Chet got home late and was quite hungry. “Well,” he said. “Maybe I will eat a big feast!”

# Comprehension Check

## Summarize

Reread "Chet Mantis's Hunt." Use the Character Web. Summarize.



## Think About It

1. What happened to the Silver Drops in the beginning?
2. Why does Chet think Batty Bat stole the Silver Drops?
3. How do you know that Chet is smart?



## Write About It

How was Chet brave?



# Skills and Strategies

## Decoding

Read the words.

thump      which      thick      beneath  
each      teeth      catch      these  
white      think      wheel      chill

## Vocabulary

left      pounds      drained  
river      protect

## Comprehension

### Cause and Effect A

cause is why something happened. The effect is what happened. Use a Cause and Effect Chart to find causes and effects.

Cause	→	Effect
	→	
	→	
	→	

## Read

Find the cause and effect.

### The Panther

The panther is a big cat. It can be 150 **pounds**. It eats deer and wild hogs.

The panther in the Everglades is in danger. In the past, people **drained** the **rivers** to use the land. Much of the wildlife **left**, so the panthers had little to eat.

Now people **protect** these panthers and their home.

Fill in the **Cause and Effect Chart** for "The Panther." Summarize.



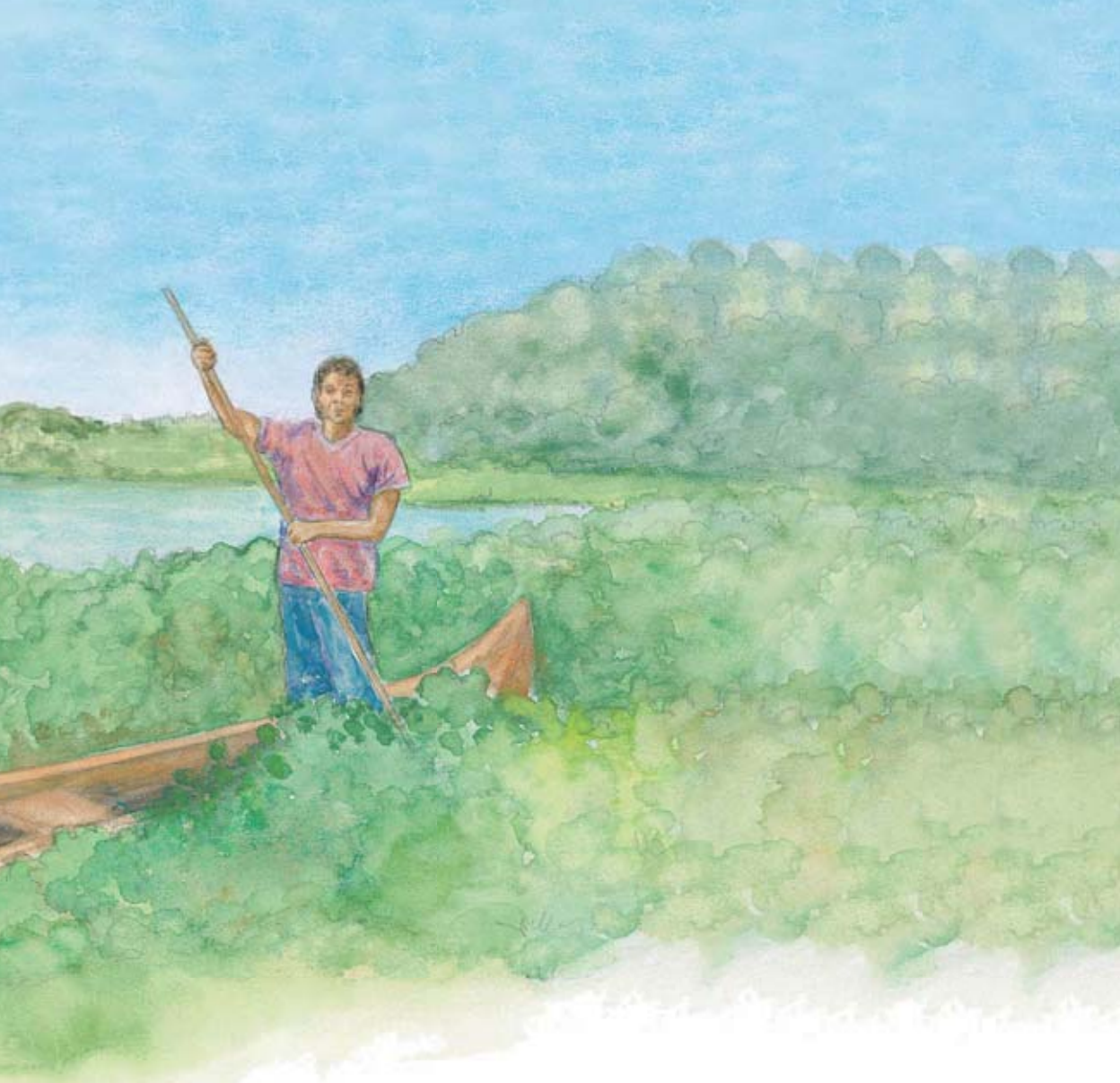
# The Everglades

by Carrie Dillon

illustrated by Robert Casilla



Take a trip with us in the Everglades. It is a swamp. Some call it a **river** of grass. It is home to many animals.



There are no roads, so we use a boat to get to each spot. My dad can push this boat with a long pole. The water is not deep.

Let us see if we can find wildlife.

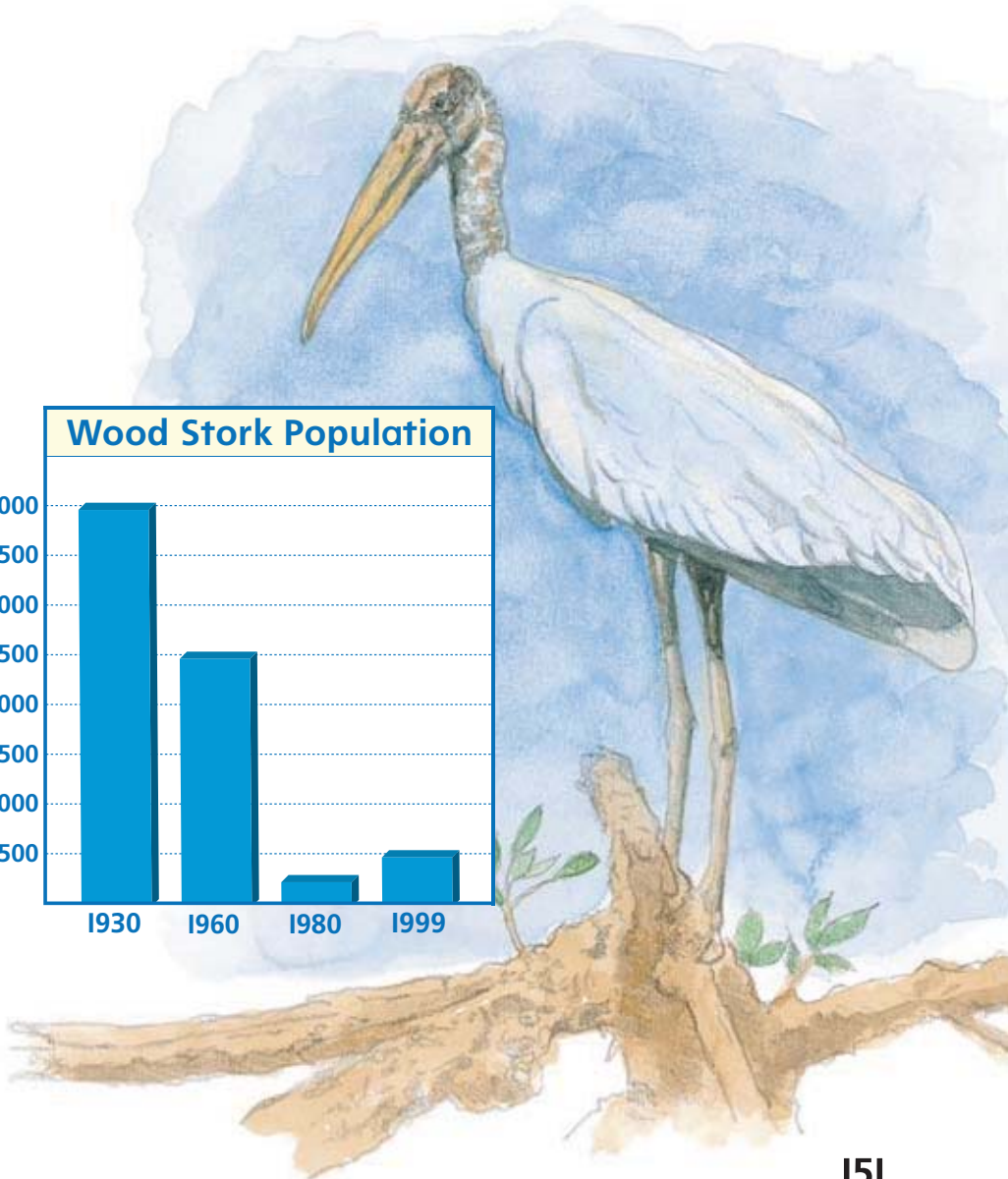
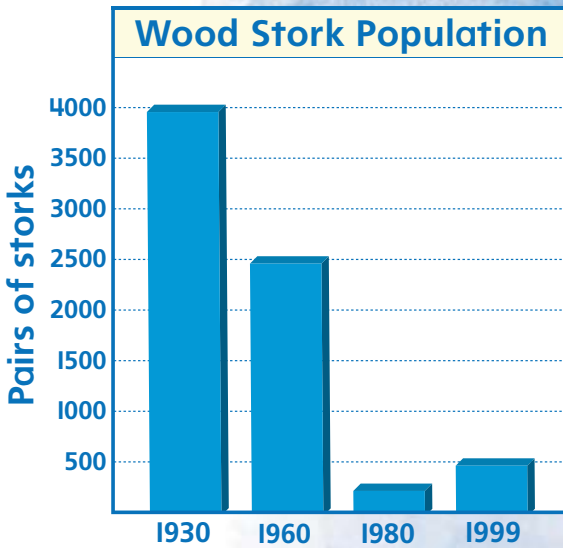


## Wildlife

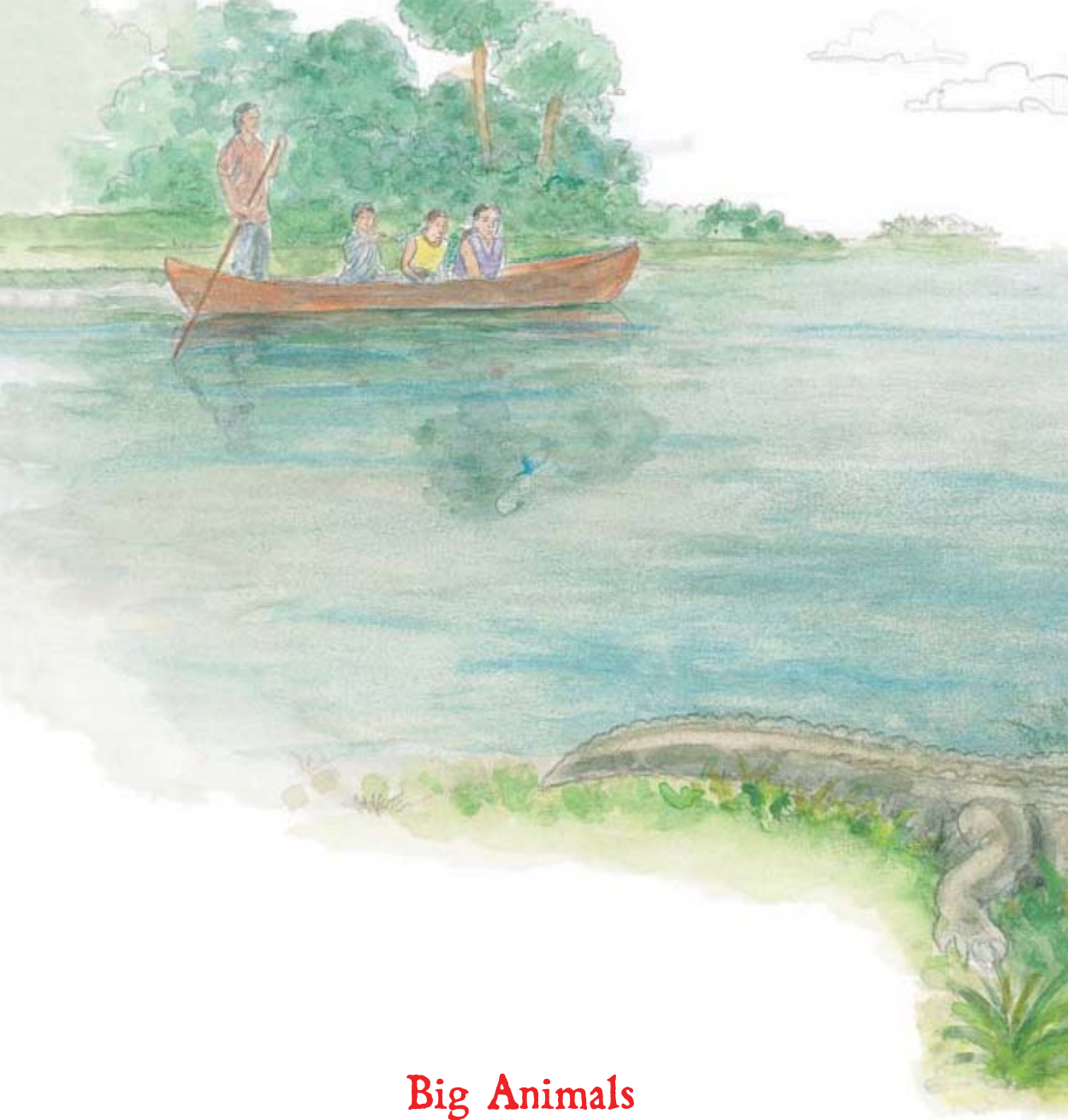
This is a panther. It has long whiskers. It is a cat as big and fast as a tiger.

These big cats take catnaps in the daytime, so they can hunt deer and rabbits at night. Unlike many big cats, panthers can swim well.

This is a wood stork. To eat, it sticks its open beak in the water. When a fish swims by, the stork snaps its beak closed!







## Big Animals

We can find an alligator in the Everglades as well. It lies on land to feel the sun's heat. It swims in the water to get cool.



Alligators may seem slow. But they can run fast and leap high.

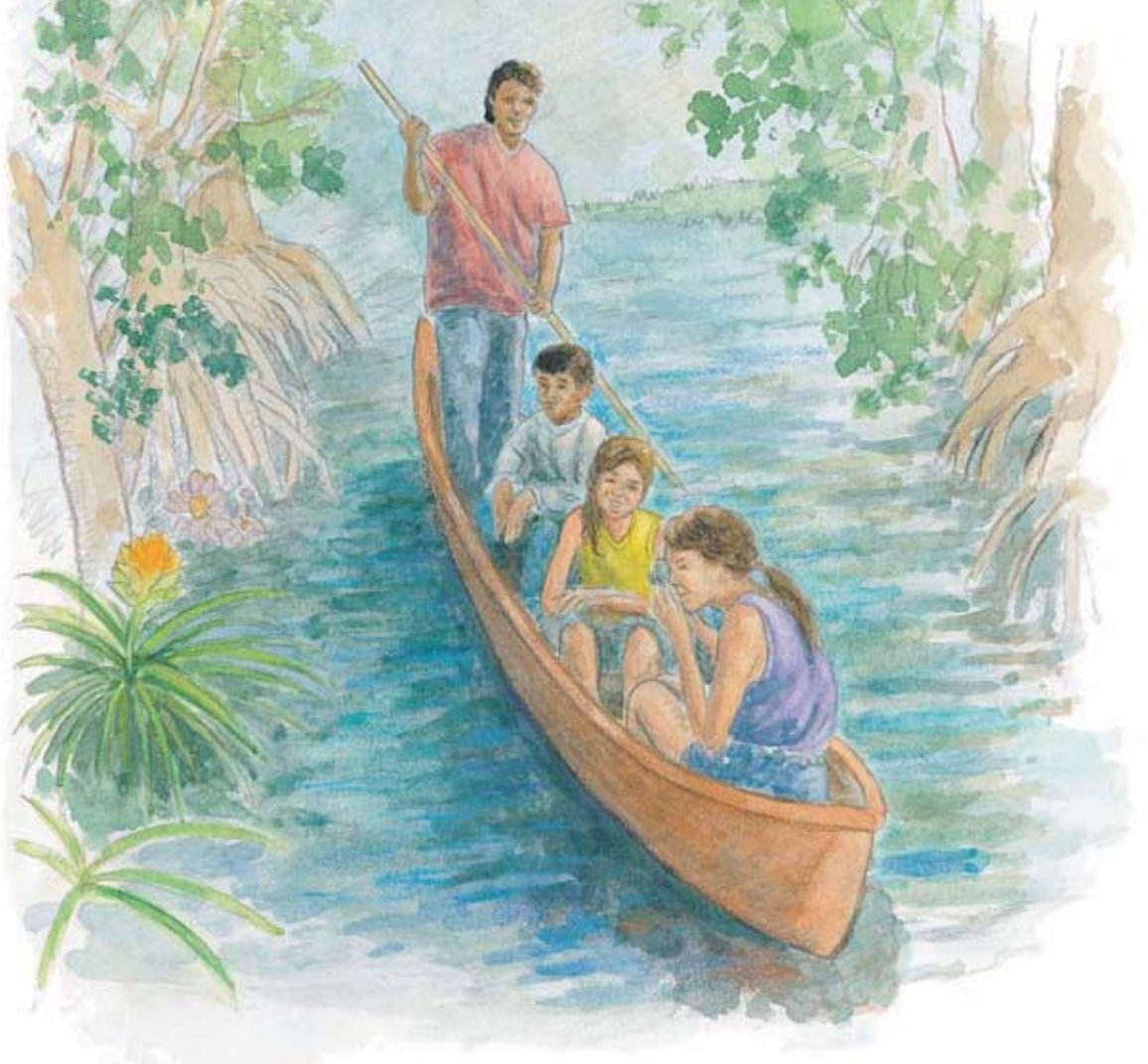


Here is a manatee. It can be as big as a cow. A manatee can munch 100 **pounds** of sea grass each day. That is like eating the grass off a whole baseball field.



## Keeping Animal Homes Safe

In the past people **drained** the water to use the land. The animals and plants needed water. So when the land dried up, the animals **left**.



Then rules were made to **protect** the land. So water was put back and made clean. People stopped making homes on this land. Then the plants and animals came back.

Now it is a fine land to visit. Take a ride with us anytime.

# Comprehension Check

## Summarize

Reread "The Everglades."

Look at the Cause and Effect Chart. Summarize.

Cause	→	Effect
	→	
	→	
	→	

## Think About It

1. Why do panthers take catnaps in the daytime?
2. How does a wood stork catch fish in its beak?
3. Why did animals leave the Everglades? Why did they come back?



## Write About It

Why must we keep water in the Everglades?



# Skills and Strategies

## Decoding

Read the words.

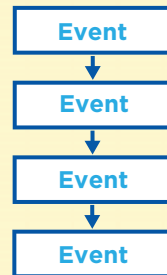
photo    fresh    shape    swish  
then    sheets    shine    phone  
brush    think    finish    elephant

## Vocabulary

sketches    idea    gathered  
perfect    triumph    ramp

## Comprehension

**Sequence** The sequence is the time order of events in a story. Look for clue words like *first*, *next*, and *last*. A Sequence Chart helps you put events in order.



## Read

What happens first, second, and last?

### The Contest

Phil liked to paint. He made sketches first. Next he gathered his paint brushes and fresh paper. Then he worked until each painting was perfect.

Mom had an idea. She said Phil could enter the art contest.

Phil walked up the ramp into the school. Then he saw a prize ribbon on his painting. What a triumph!

Fill in the **Sequence Chart** for "The Contest." Summarize.

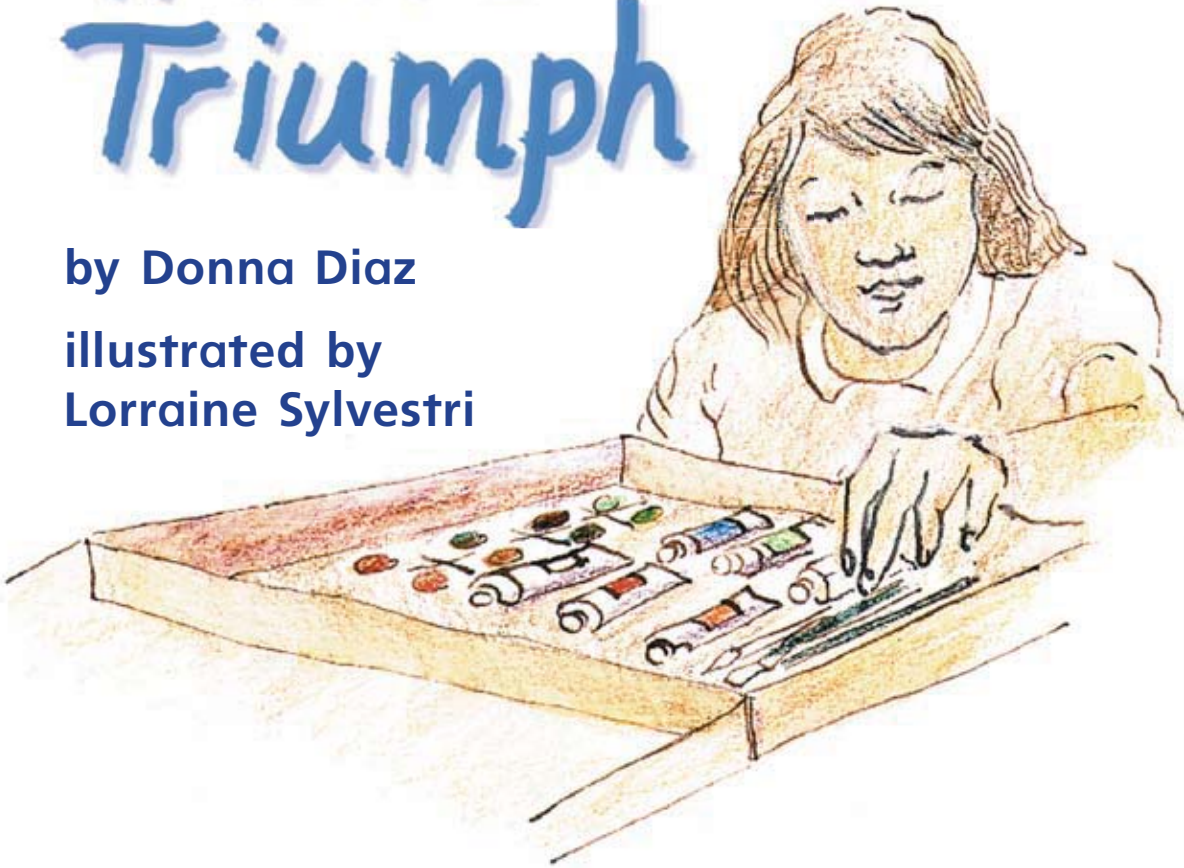




# Trish's Triumph

by Donna Diaz

illustrated by  
Lorraine Sylvestri



Trish liked to paint. She made colorful paintings. She liked to make paintings that showed kids working and playing.

## A Painting Contest

One day Trish's classmates stopped by. Trish missed school. She had to stay home because she broke her leg. She had to be in a wheelchair. The school didn't have a wheelchair ramp.

"Trish, there is a painting contest!" exclaimed Shannon.



“The winner gets a big prize,”  
added Phillip. “I bet you can win.”

“I will try,” replied Trish. She  
thought about a painting she had  
made of the class.





Later that day, Trish tried to plan a painting. Could she make a painting of the cat? Could she paint Mom and Dad? Trish wanted to come up with the **perfect idea**. She kept thinking.



## A Big Painting

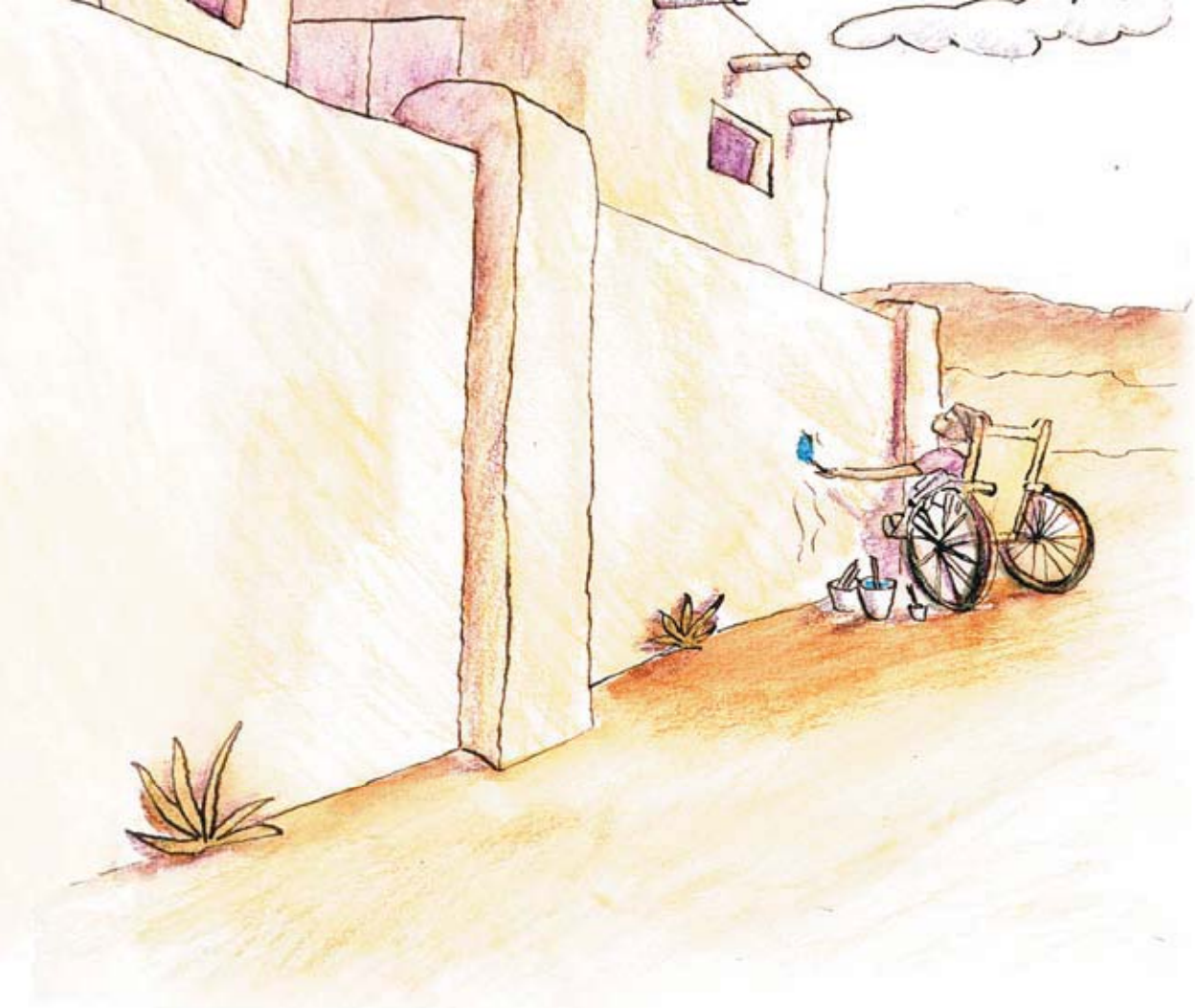
The next day, Trish's mom gathered books of paintings. Trish looked at them to help get an idea.

Then Trish thought about a fun time she had with her pals. She made sketches and showed them to Mom and Dad.

Mom and Dad smiled. They liked the drawings.

“I like this sketch,” stated Trish. “But I want to make a big painting for the contest.”



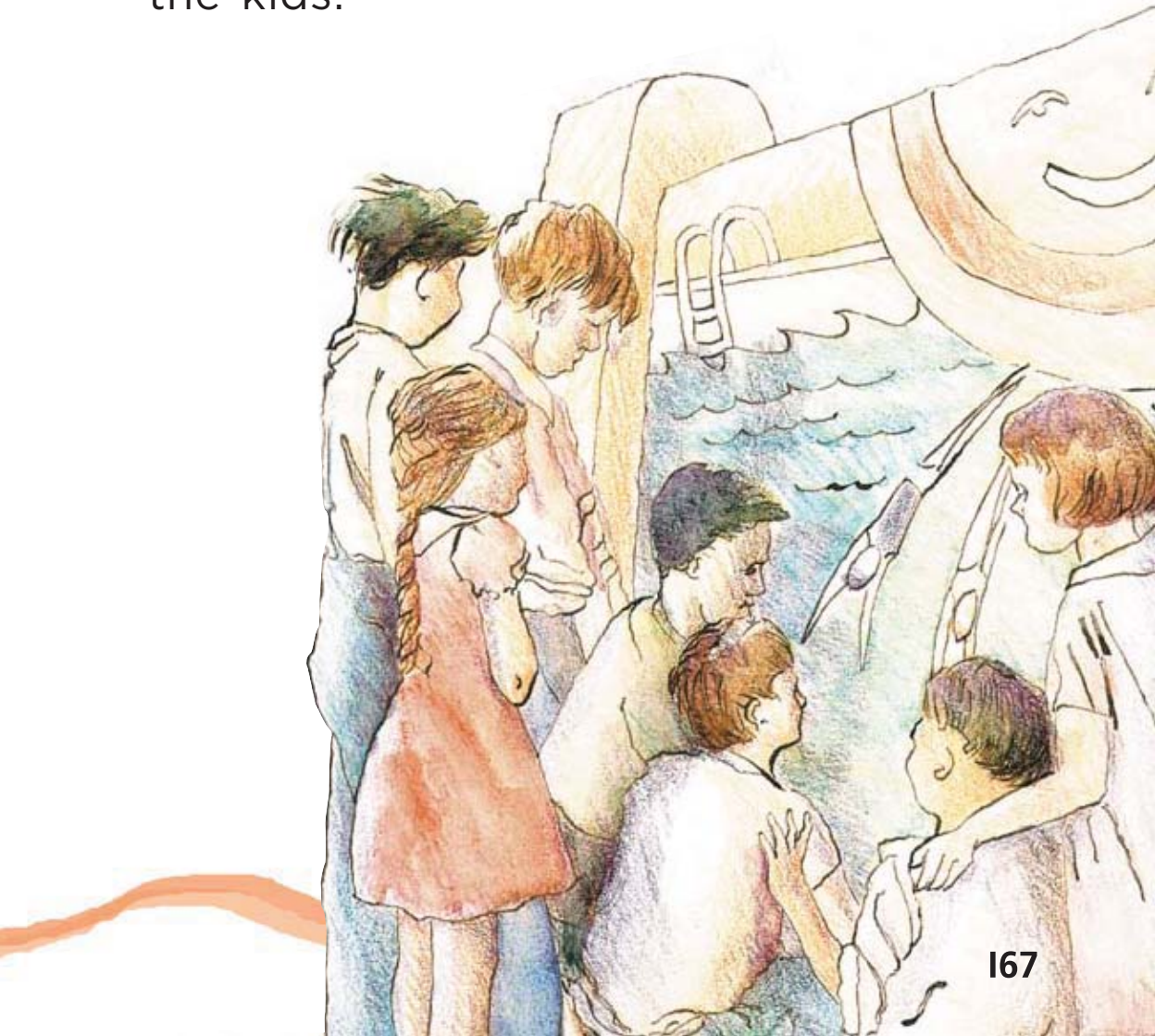


Then Dad had a helpful plan. He went outside with Trish. He showed her where she could paint.

Trish sketched shapes on the big wall. Then she used a brush and swished fresh paint on it.

Trish painted each day. Finally she reached her goal.

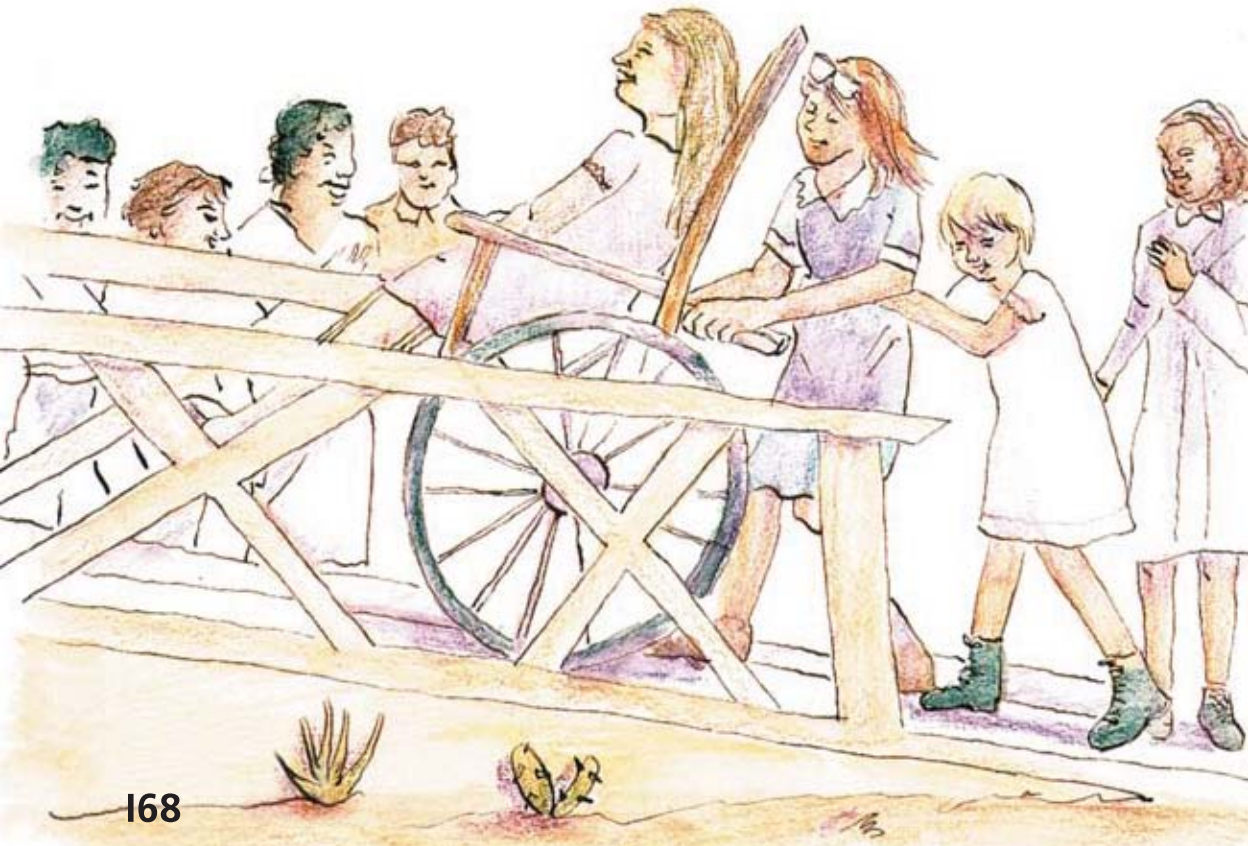
Trish's pals liked the big painting a lot. It showed kids diving and playing in a swimming pool. Trish was with them. A big bright sun shone on the kids.





Ten teachers chose the winner.  
Trish won! A man came and snapped  
a photo. The photo was shown in the  
newspaper.

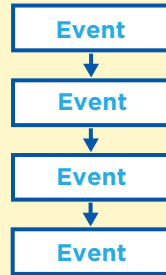
Trish used the prize money to get  
a ramp made at school. At last she  
went back to class! It was a joyful  
**triumph.**



# Comprehension Check

## Summarize

Reread "Trish's Triumph."  
Look at the Sequence Chart.  
Summarize.



## Think About It

1. What does Trish like to show in her paintings?
2. Why can't Trish go to school?
3. What steps does Trish use to come up with the idea for her painting?



## Write About It

Why did Trish want to return to school?



# Skills and Strategies

## Decoding

Read the words.

huge      edge      gym      city  
danger    age      nice      finish  
phone    change    decide    bridge

## Vocabulary

imagined      ancient      tilted  
ledge      mist      amazing

## Comprehension

**Make Inferences** You need to use story clues to make inferences.

Use the Inference Chart to make inferences.

Clues	Inference

## Read

What inferences can you make?



### Grace's Trip

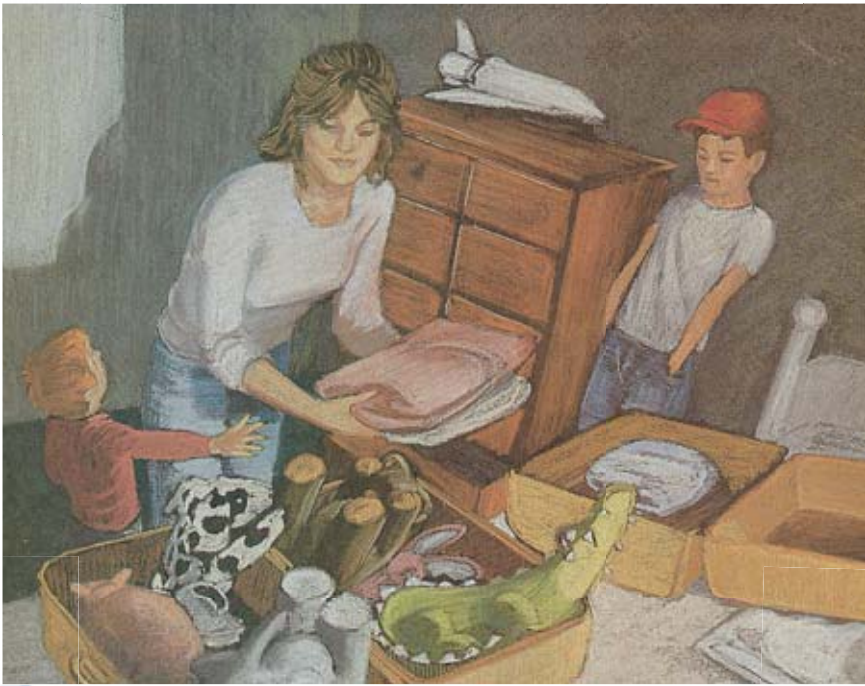
Grace stepped up to the **ledge**. She **tilted** her head back to see the **ancient** stones through the **mist**. Ages ago people had placed them there. It was **amazing**.

Grace listened to the wildlife. It was louder than she had **imagined**. Birds seemed to shout. Grace smiled. The rain forest was a fine place for a trip.

Fill in the **Inference Chart** for "Grace's Trip." Summarize.

# Brent's Trip

by Rod Harrington  
illustrated by Will Sweeney

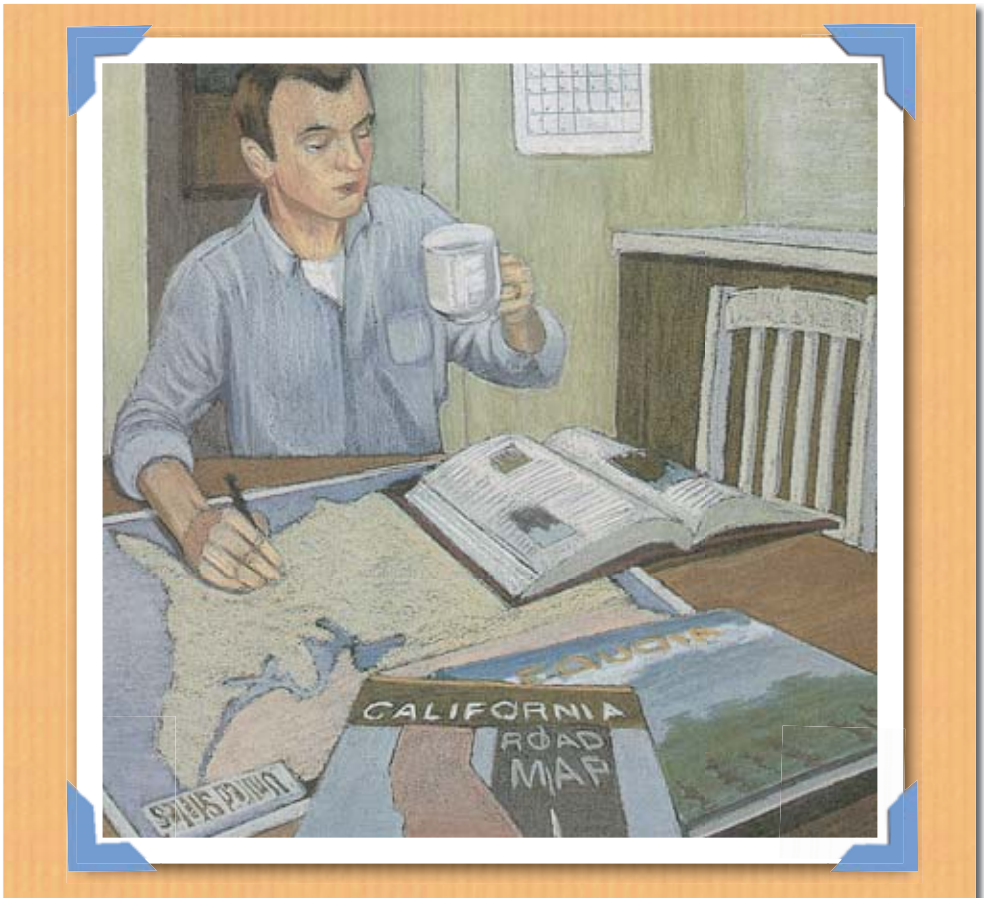


Mom, Chuck, and I packed for our camping trip. I packed my gym bag. Mom helped Chuck. He had packed just his stuffed animals!

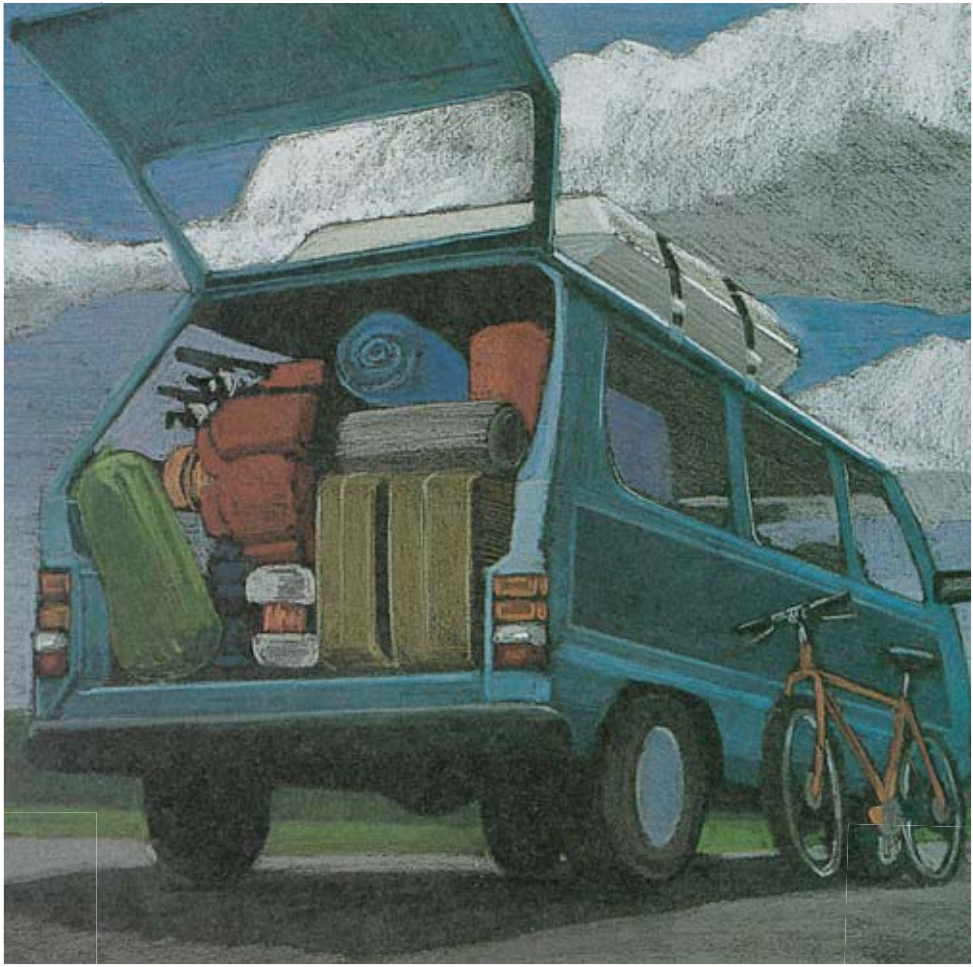
## Going on a Trip

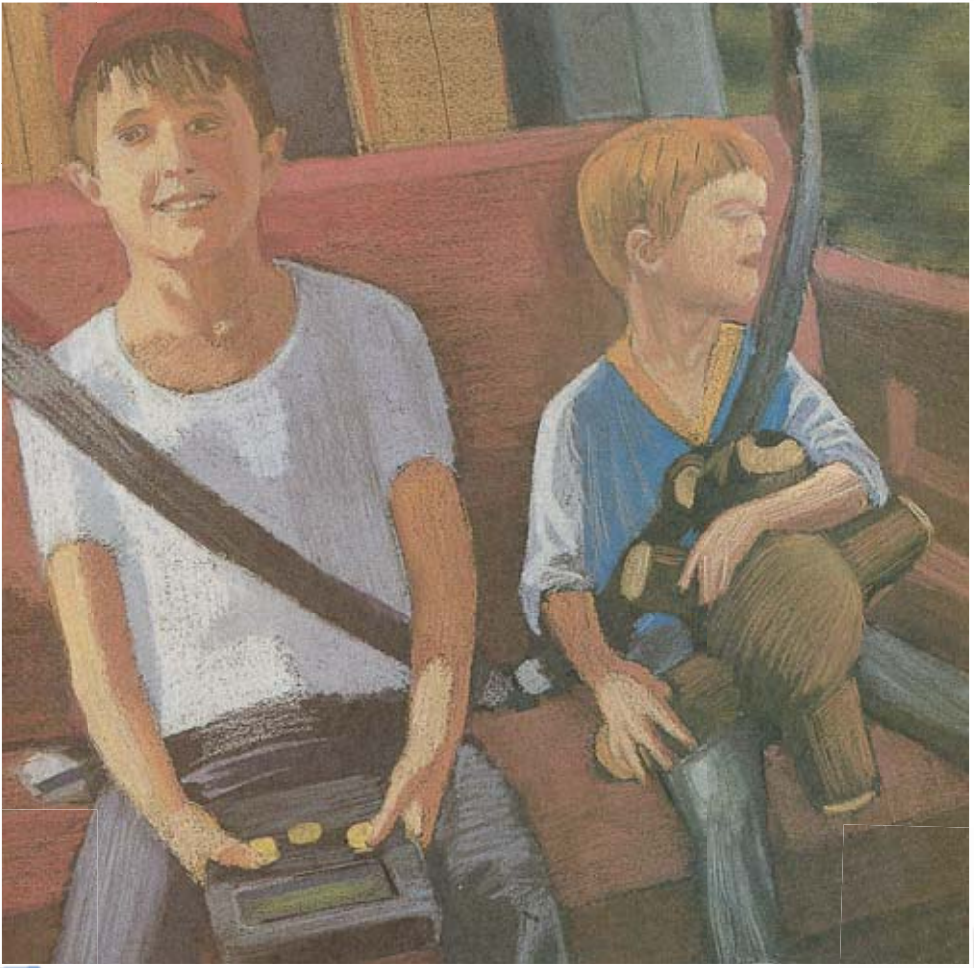
Dad planned our route. He said it might take five days. He added that it would be nice to leave the city.

Dad made green lines on a map to show which roads we might take.



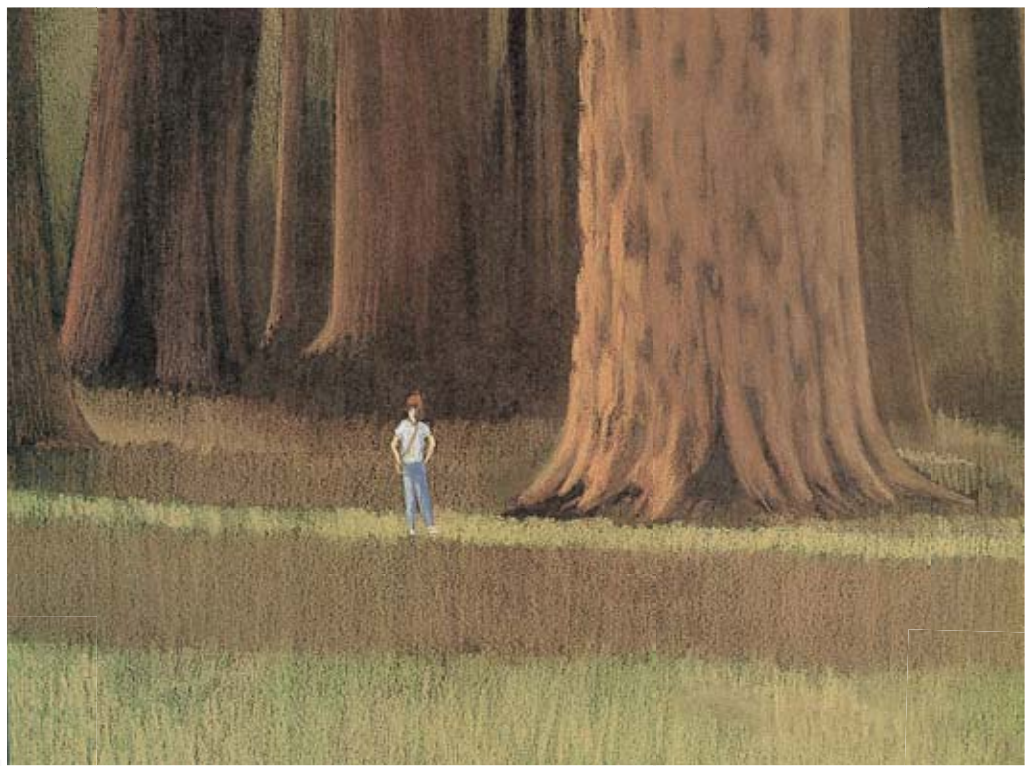
We filled the space in back of the van. We had to take tents, bags, snacks, and camping stuff.





We crossed ten states. It seemed to take ages. Chuck and I played games to pass the time. Chuck said he missed home. Then he went to sleep.

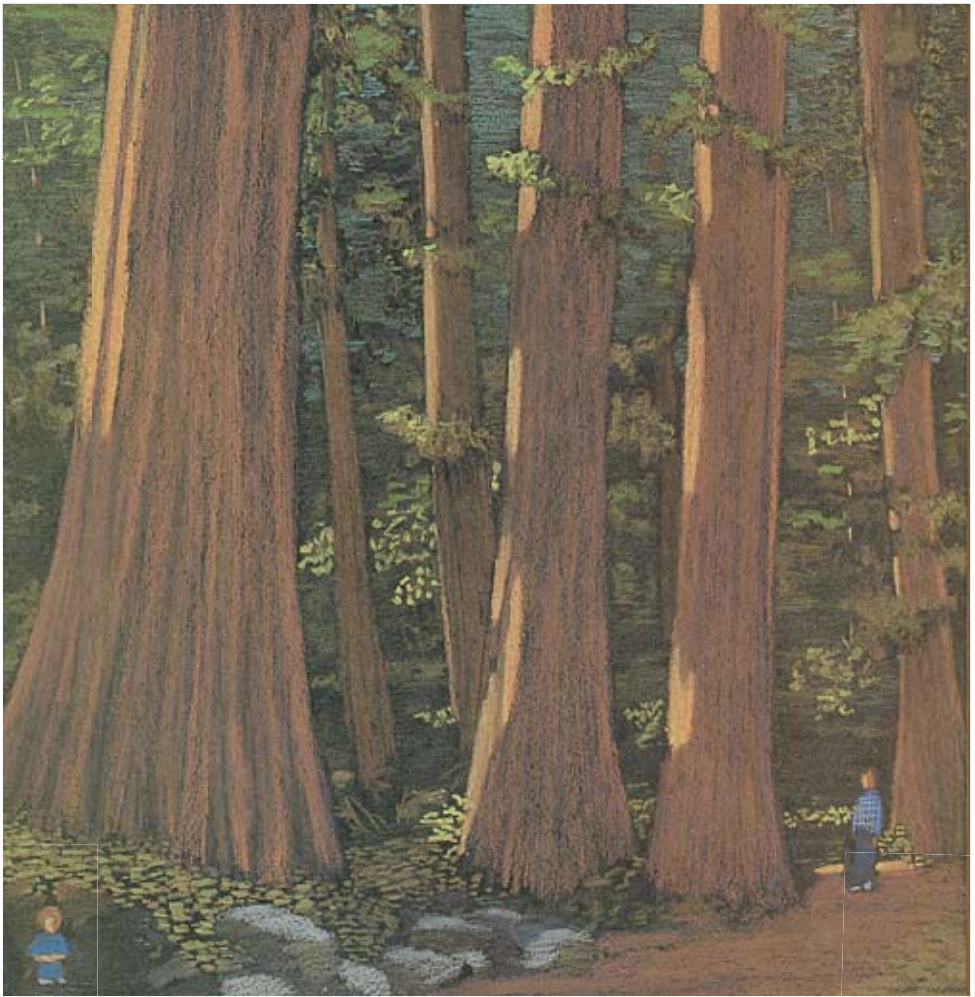




## Camping

We camped next to huge trees. The trees were much higher than I **imagined!** Lots of the **ancient** trees are at least 2,000 years old! Maybe a kid sat by this tree back when it was just a stick.

Chuck and I felt like ants standing beneath the huge trees. I **tilted** my head back to see the tops.

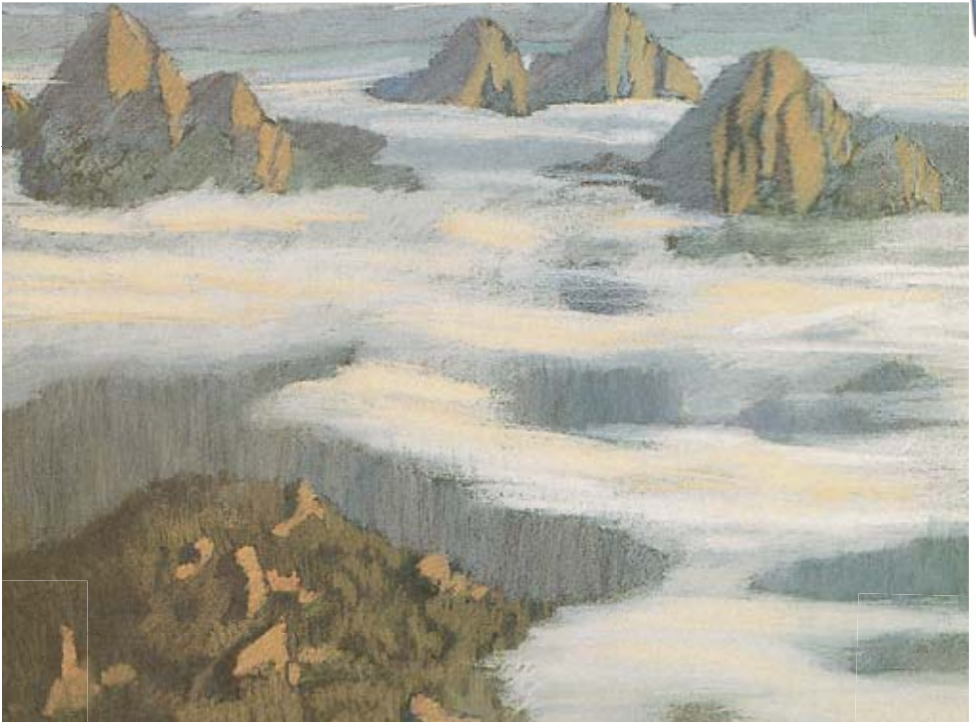




On day ten we woke up to see a big bear at the campsite. It was bigger than I imagined. Campers had left a bag of treats. The bear ate them.

We watched it from inside the van. Chuck was frightened. When the bear left, we packed up to go.

Before we left, we went on a hike. We hiked so high up that the clouds floated beneath us. I stepped on a ledge. It was the highest place I had ever been. I felt a mist in the air. It was amazing!





I told Mom and Dad that I had a blast on this trip! I told them that I will go camping when I am older. I will hike up bigger hills. I will camp up higher!

Mom and Dad smiled. I think they liked my plans.

# Comprehension Check

## Summarize

Reread "Brent's Trip."

Look at the Inference

Chart. Summarize.

Clues	Inference

## Think About It

1. Why did Dad make green lines on the map?
2. Why was the bear on the picnic table?
3. Do you think Brent liked camping? Why?



## Write About It

Why do people go on camping trips?



# Skills and Strategies

## Decoding

Read the words.

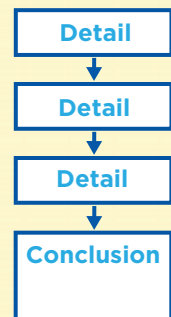
stripes      three      spring      page  
scrape      shrug      throw      scream  
splash      cent      shrimp      thrill

## Vocabulary

recipe      rise      powder  
batter      splendid

## Comprehension

**Draw Conclusions** Find and think about details from the story to draw conclusions. A Conclusion Map helps you draw conclusions.



## Read

Draw a conclusion about Bess.

### Bess Bakes



Rich likes to bake, but Bess does not. She likes to throw and run. Rich says, “Bess, I have a new **recipe**. Will you help?”

Bess says, “Yes, but my cakes don’t **rise**. I always forget the baking **powder**.” But the new recipe is for pancakes. Bess mixes the **batter** and scrapes it into the pan. She flips the pancake and catches it!

“You did a **splendid** job!” says Rich.

Fill in the **Conclusion Map** for “Bess Bakes.” Summarize.



# A Splendid Meal

by Lee Cho  
illustrated by Dom and Keunhee Lee

## Mixing It

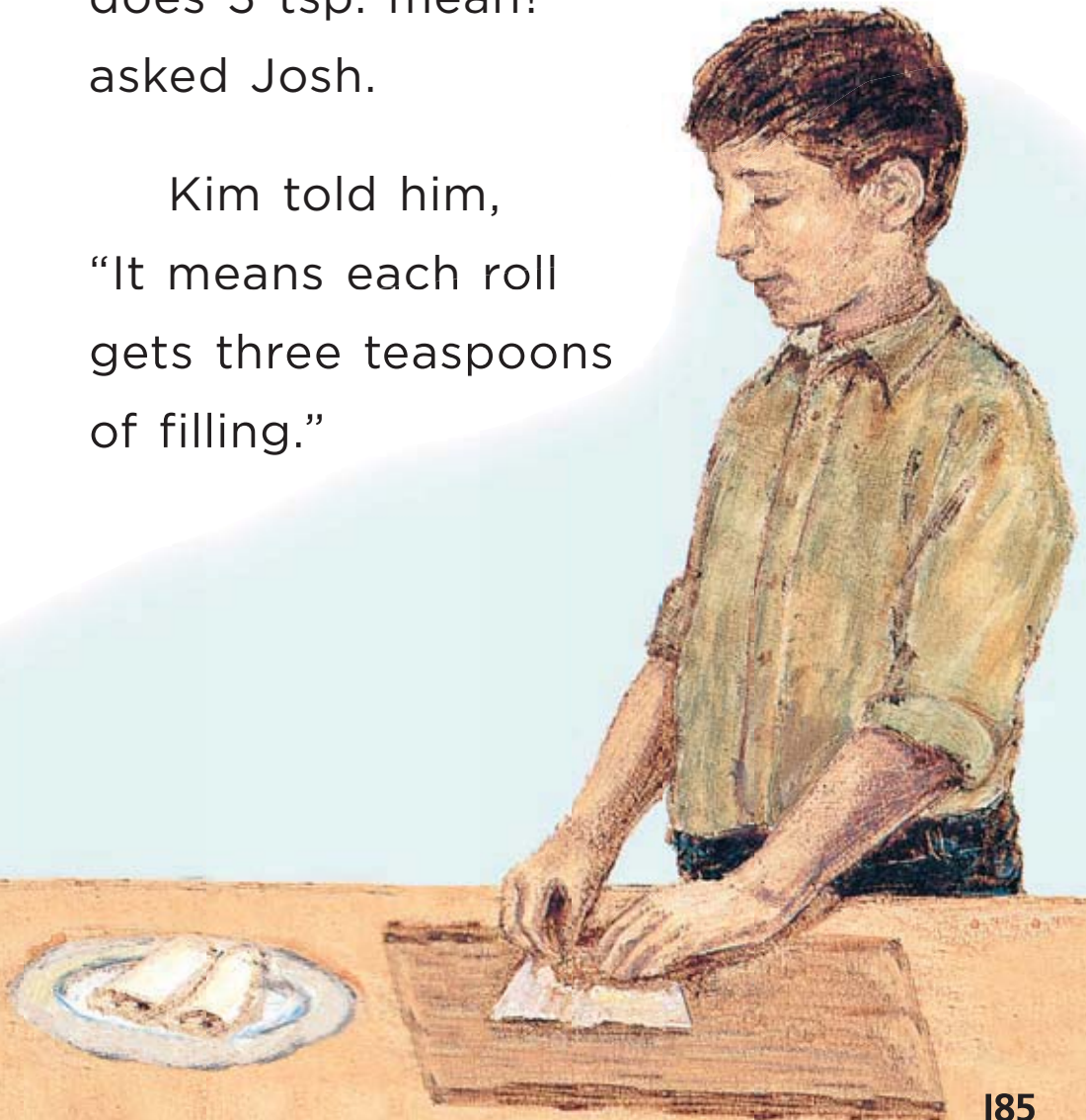
Kim, Lang and Josh planned to make a meal for their mom. Lang put on a blue apron. Kim put on one with green stripes.



Dad made a fresh green salad. Josh helped fill and roll up the spring rolls.

“This **recipe** says ‘place 3 tsp. of shrimp filling inside each roll.’ What does 3 tsp. mean?” asked Josh.

Kim told him, “It means each roll gets three teaspoons of filling.”



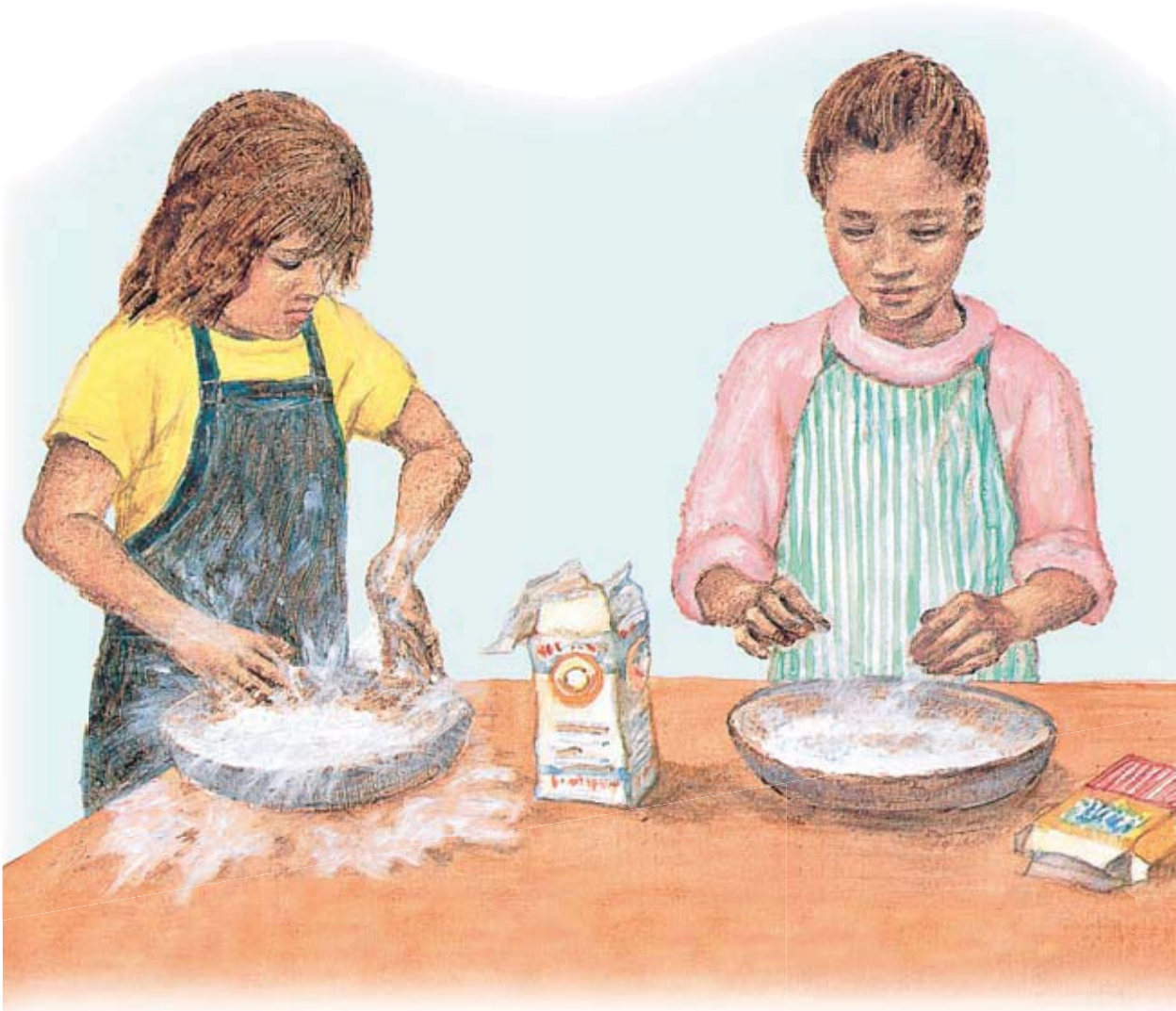
Lang licked the mixing spoon.  
“Yuck!” she cried. “This batter tastes bad!”

“We have not put everything in yet,” stated Kim as she swept up.

“‘Add one pt. of milk.’ What is a pt.?” asked Lang.

“A pint is two cups. Fill that cup up twice,” said Kim.





Kim and Lang greased and put flour in the baking pans. Kim was careful with her pan but Lang was not.

Kim scraped the batter into each pan. She waited for Dad.

Kim and Lang set the table as Dad put the cakes in the oven.

“I feel like one thing is missing,” sighed Lang.

“Why? It will be fine.” Kim had faith in her baking.

Just then Josh yelled from the kitchen. “Kim! Lang! Come see the cakes!”





## Fixing It

Each cake was as flat as a pancake.

“Oh no! I did not add the baking powder!” Kim cried.

“Does baking powder make cakes rise?” asked Josh. Kim nodded.

“We will have to throw it out,”  
sighed Kim. Then she began to cry.

Lang looked at the cakes. “Wait! I  
can fix it!” She ran to the freezer and  
got a tub of ice cream.

“It can be an ice cream cake!”  
she exclaimed.





Lang spread ice cream between the cakes.

“We all scream for ice cream,” Josh joked. Kim felt better.

“Get set to scream, ‘Hi, Mom!’” said Lang. “I think she is home.”



The kids and Dad had made Mom a **splendid** meal. She ate spring rolls, greens, and three slices of cake!

Josh joked, “Kim and Lang invented a new cake recipe.”

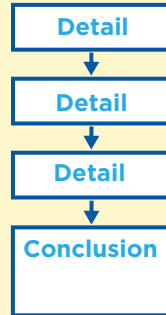
Mom exclaimed, “That is the best cake I have ever tasted!”



# Comprehension Check

## Summarize

Reread "A Splendid Meal."  
Look at the Conclusion Map.  
Summarize.



## Think About It

1. What do Kim, Lang, and Josh plan?
2. What does Lang do after she looks at the cakes?
3. How does Kim feel when she sees the flat cakes?



## Write About It

Why do people like to share meals?



# Skills and Strategies

## Decoding

Read the words.

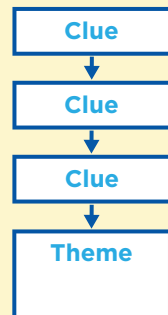
wrote    knots    knee    climb  
writer    wring    knock    string  
wrists    strong    knit    stretch

## Vocabulary

earn    children    kindness  
instruct    beamed

## Comprehension

**Theme** The theme is a big idea about life that the author wants to tell in a story. A Theme Map helps you find clues to figure out the theme.



## Read

Look for the story's theme.

### Sky and Weaver

Sky wanted to know how to weave. Weaver said Sky had to **earn** the lessons. Sky had to do many jobs each day.

At last Weaver exclaimed, "You did all the jobs. You worked well. Now I will **instruct** you to weave. You can make little rugs for **children.**"

Sky **beamed**. "Thank you for your **kindness.**"

Hard work helped Sky reach her goal.

Fill in the **Theme Map** for "Sky and Weaver." Summarize.



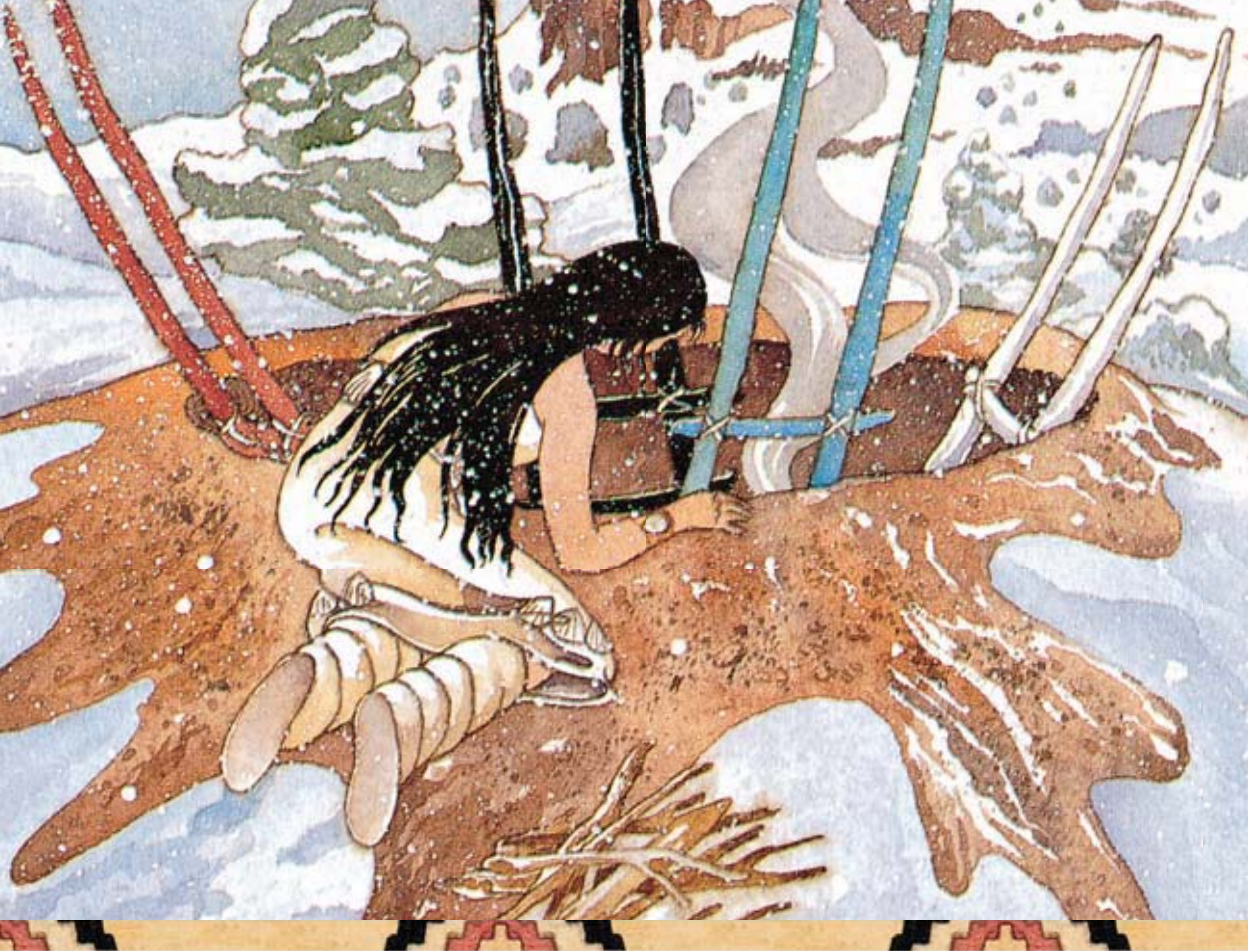
# Weaver's Kindness

by J.D. Gable  
illustrated by Arvis Stewart



Weaver knows how to make warm blankets and rugs. Each day, she sits to weave. Her hands move fast as she ties little knots. Her wrists bend as she weaves at the loom.



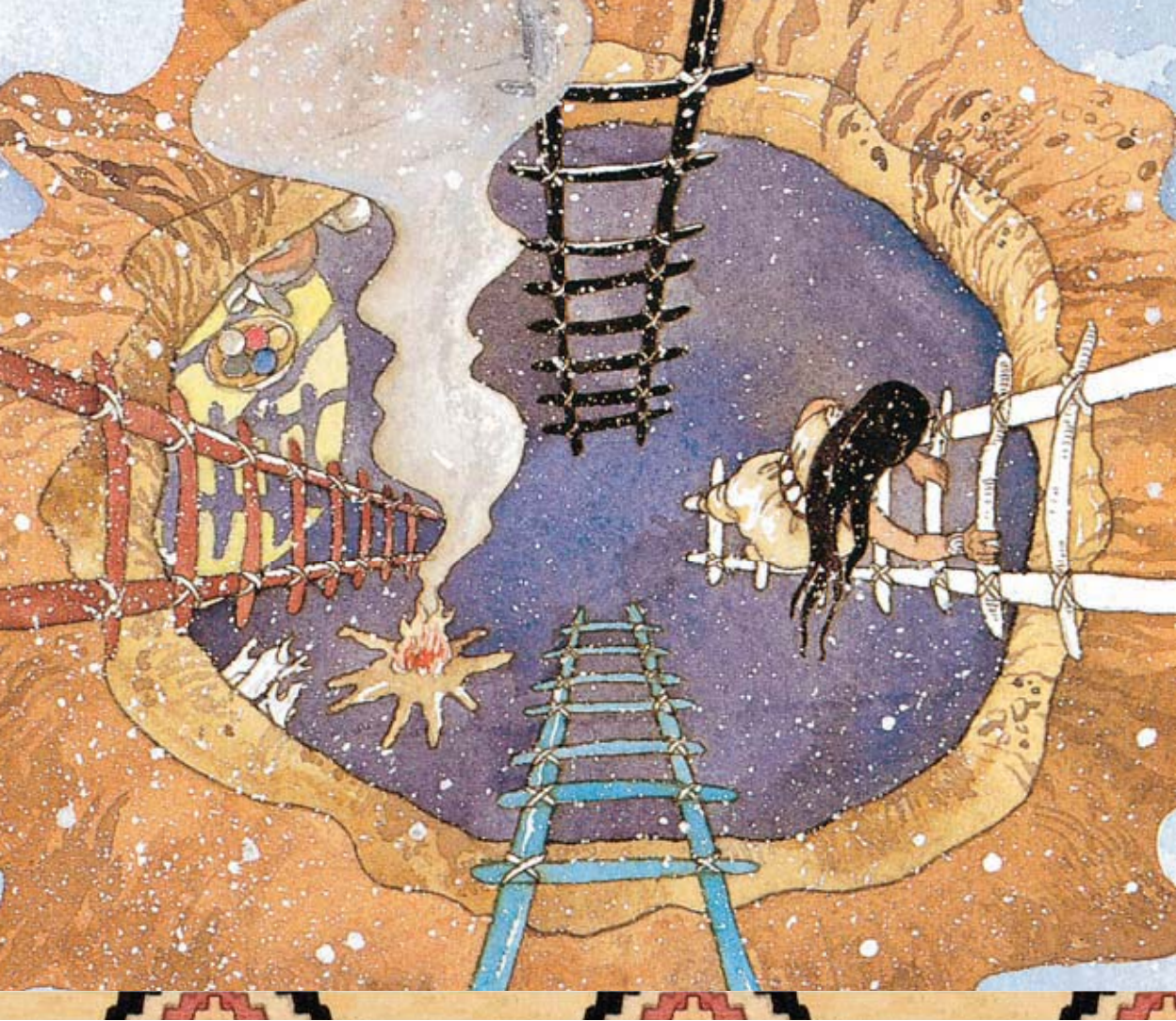


## No Name

One day Weaver heard a knock.

Then a voice called, “I am lost and cold. I am on the wrong path. I can not find my way.”

Weaver replied, “Climb down to my home and step inside.”



The woman came inside. “Tell me your name,” said Weaver.

“I am No Name. I gave up my name when I did not help others.”

“Then you must **earn** your name back,” replied Weaver.

“Please teach me to weave. Then I can help my people. They can wrap themselves in blankets. I will get my name back. Help me,” begged No Name.

“Kneel beside me and unwrap this yarn. I will teach you all I know,” said Weaver.







## Weaving

Weaver showed No Name how to weave. “Weave **kindness** into the cloth. Think kind thoughts as you weave. But make a path so they can get back to you.”

No Name kept weaving and made a path in the rug. “That is well made,” nodded Weaver.

Weeks passed. “It is time to go back home,” Weaver stated. “**Instruct** your people how to weave. Teach them to make blankets and rugs.”

No Name **beamed**. “Thank you. I will teach them well,” she replied. She left with a big bundle of cloth.





## Helping Others

No Name went home. She told her people, “I want to earn back my name. I will teach you to weave.”

They worked together. The women cut wool from sheep. Then No Name melted snow to clean the wool.

Children stretched the wool to dry it. Men made a big loom for weaving.

Then No Name showed the children the way to spin wool. She showed women how to weave kindness into cloth.

The people repaid No Name's kindness. They gave her a home and food.



So No Name earned back her name. She became Shell Woman again.

Shell Woman spent her life teaching weaving. She never forgot the Weaver's lesson: Be kind to others and they will be kind to you.



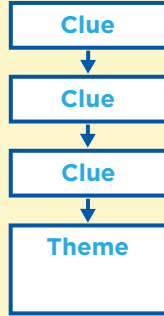
# Comprehension Check

## Summarize

Reread "Weaver's Kindness."

Look at the Theme Map.

Summarize.



## Think About It

1. Why did No Name lose her name?
2. How did Weaver help No Name?
3. How did kindness help No Name earn back her name?



## Write About It

Name ways people help their neighbors.



# Skills and Strategies

## Phonics

Read the words.

part      shark      start      wrinkle  
hard      know      smart      yard  
marsh      harmful      knot      write

## Vocabulary

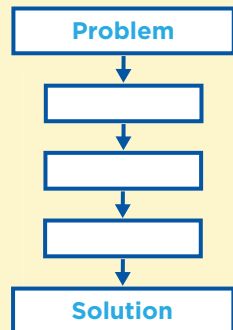
liquid                  streams      tap  
gallons              useful      machines

## Comprehension

### Problem and Solution

A problem is something that needs to be fixed, or solved. A solution fixes the problem. A Problem

and Solution Chart helps you find the problems in a selection.



## Read

Find the problem and solution.



### Keep Water Clean

People need clean water. Water is **useful**. But some water is not clean. People may spill **gallons** of unclean **liquid** into **streams**. Some **machines** leak gas that can drip into wetlands.

How can we help? We must keep gas and unclean liquids out of streams and wetlands. We must clean up polluted water. Then clean water will come out of the **tap**.

Fill in the **Problem and Solution Chart** for "Keep Water Clean." Summarize.

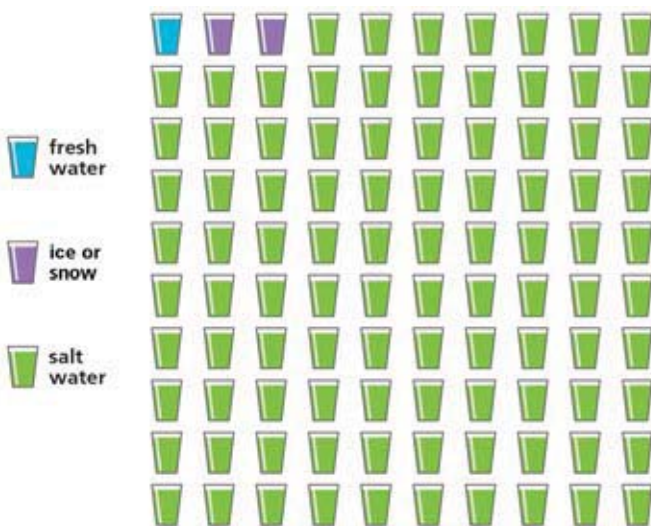


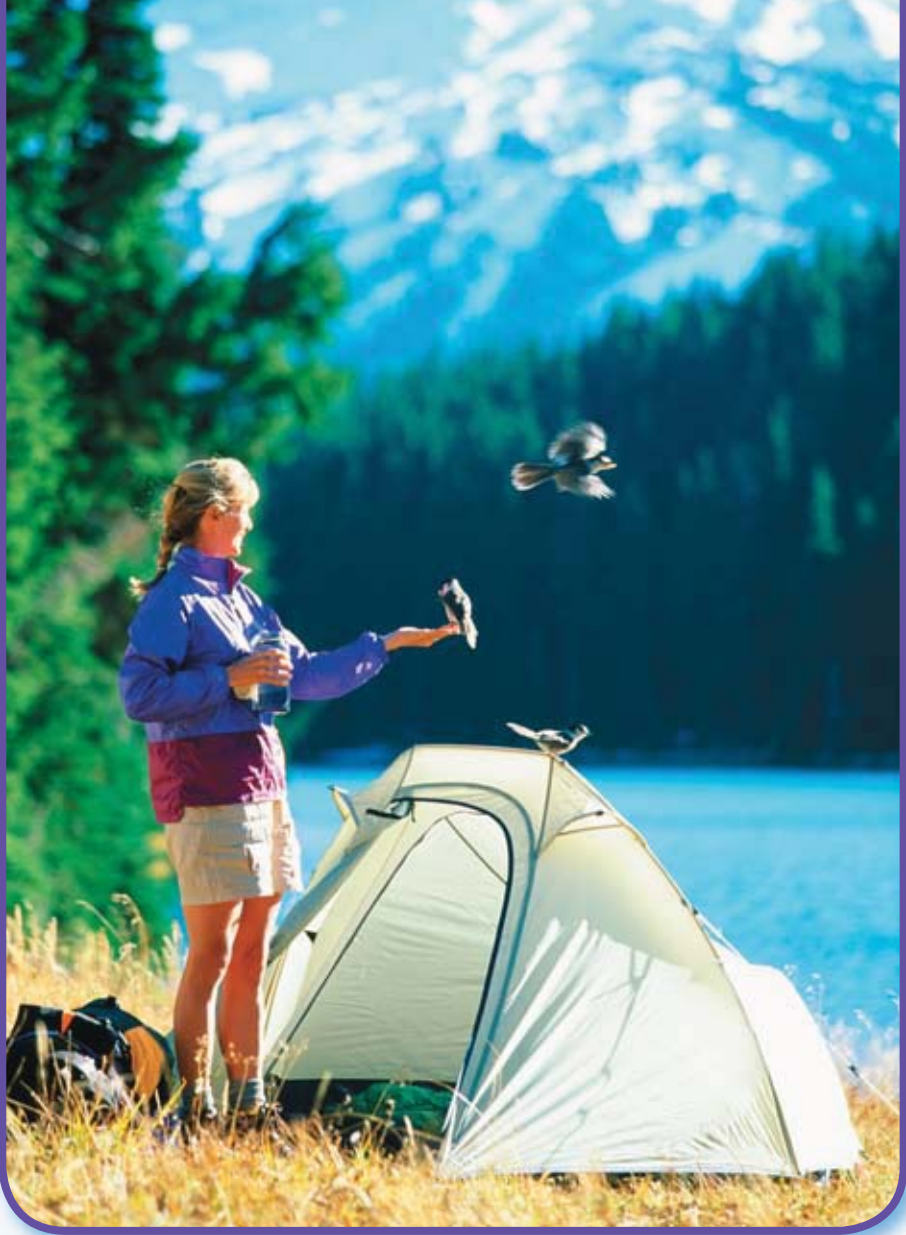
# Be Smart: Save Water!

Did you know that much of Earth is covered by water? Most of this is salt water in seas.

People drink and use fresh, or unsalted, water. But most fresh water freezes into ice or snow. It is not **liquid**.

If All of Earth's Water Fit into 100 Cups





## Keep It Clean

All life on the planet needs water. This means moms, dads, kids, animals, and plants. But some water on our planet is not clean. This is a big problem.

How can we keep water clean?  
We can do lots of things. We must not throw trash into the sea, streams, or ponds. We must keep mud from running into streams when it rains. We can use machines to clean water, as well.



The body is mostly water.

# People

Clean water is **useful** for many things. We use it when we clean our bodies and brush our teeth. We use it when we clean and cook food.

We play in water. On hot days, we might splash in a lake. On cold days, we can play in the snow.



Swimming is fun on hot days.



Dolphins need clean water to swim in.

## Animals

Some animals make homes in seas, streams, or lakes. Other animals live both on land and in water. Land animals drink water. All animals need clean water.

When water is not clean, animals can get sick and die. Some animals must leave their homes.

## Helping Animals

How can we help animals? We can try to keep ponds and streams and seas clean. We can try to keep wetlands filled with water. People can save animals by making the water clean.



# Plants

Plants need clean, fresh water, as well. How can we get lots of fresh water to plants? We need to keep from using too much. We need to save water and send it to farmers and plants.

Farm crops need water to grow.



## How Much Water Do You Use?

### ACTIVITY





Running the tap  
Brushing Teeth  
Flushing Toilet  
Cleaning clothes  
Washing the car  
Taking a bath  
Taking a shower

### WATER USE

3-5 gallons a minute  
2-5 gallons  
1.5-4 gallons each flush  
35-50 gallons  
50 gallons  
40-50 gallons  
5-10 gallons a minute

## Be Smart: Save!

When people waste water, it harms the planet. Saving water helps save the Earth. Some ways to save are:

-  Shut off water when not in use.
-  Do not run the tap when brushing teeth.
-  Take less time in the shower.
-  Clean big loads of clothes





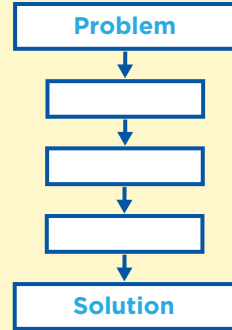
## Earth is “The Water Planet.”

Wasting water is harmful to our planet. Unclean water harms people, animals, and plants. But we can save water and make it clean. We can help keep the planet safe.

# Comprehension Check

## Summarize

Reread "Be Smart: Save Water!" Look at the Problem and Solution Chart. Summarize.



## Think About It

1. What is water that freezes?
2. How do people use water?
3. How does keeping water clean help animals?



## Write About It

What would the world be like without water?



# Skills and Strategies

## Decoding

Read the words.

score      start      porch      store

before      horse      parks      north

harm      morning      storm      short

## Vocabulary

projects      supplies      chore

collect      agreed

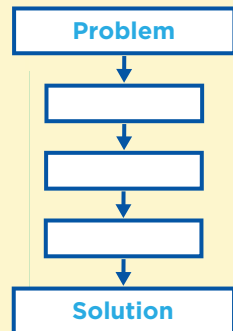
## Comprehension

### Problem and Solution

A problem is something that needs to be fixed.

A solution fixes the problem. A Problem and

Solution Chart helps you find the problems in a story.



## Read

Find the problem and solution.



### Pete's Problem

Pete did not like his **chore**. He had to take care of his little brother. Pete was bored.

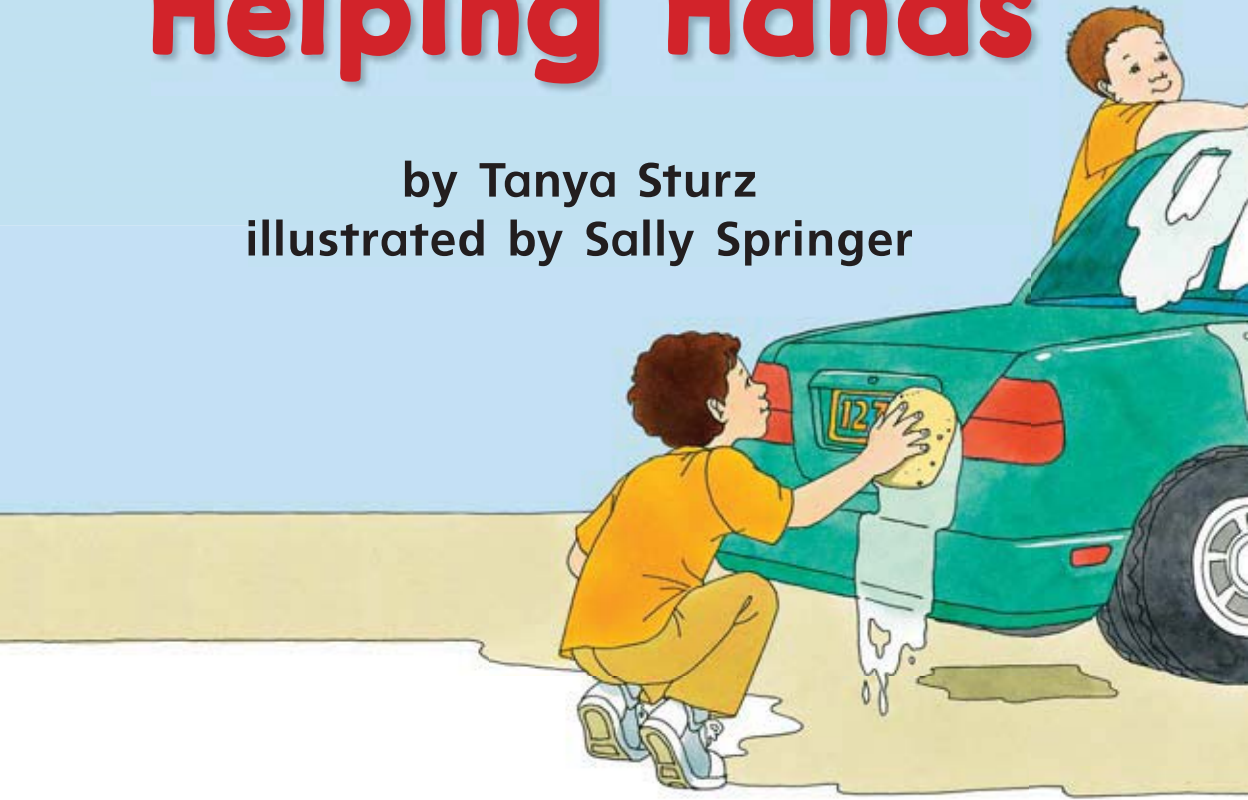
One day Jill came to Pete's home with her little brother. Jill did **projects** with the little kids. First she helped them **collect** leaves in the yard. Then she gave them art **supplies**. They made paintings and taped the leaves to the page.

"This is lots of fun!" the kids cried. And Pete **agreed**.

Fill in the **Problem and Solution Chart** for "Pete's Problem." Summarize.

# Helping Hands

by Tanya Sturz  
illustrated by Sally Springer



## The Helping Hands Club

Nan and her pals are part of the Helping Hands Club. In this club, kids help others in a lot of ways.

The Helping Hands kids make money by cleaning cars. It is fun to do this **chore!** Then the club buys **supplies** for **projects** that will help people.



Kids in the club make get-well cards to cheer up sick children. They teach little kids to read. It can be fun to help.

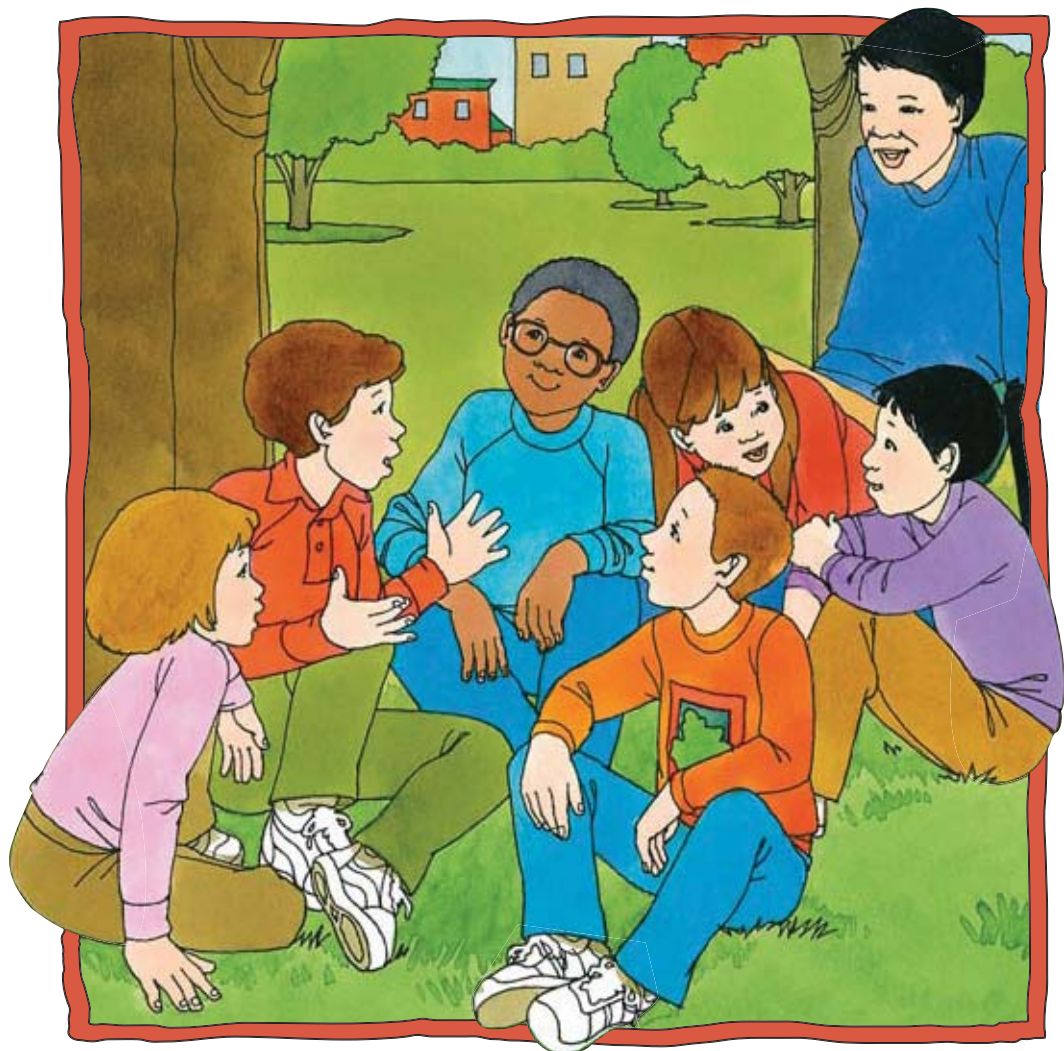


## Starting a Club



Why did the kids start the Helping Hands Club? Nan wanted to help kids who need aid.

“A lot of children do not have toys or books,” Nan told her pals. “Some kids are sick and unhappy. We can help.”



Nan's pals wanted to help, as well. The kids met in Tim's backyard. They made plans.

"We'll **collect** toys and books to give to children who don't have them," said Lane.



“That’s a great idea,” Tim smiled.  
“And we can send cards to sick kids to cheer them up.”

“Let’s form a club!” Darby cried.  
“We can be the Helping Hands Club!”

Everyone **agreed** that was the right name for the club.

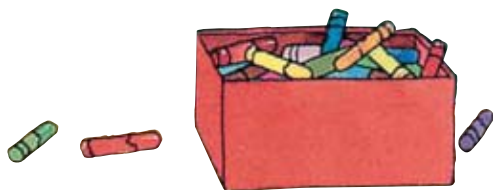
“Let’s get started,” Nan said.

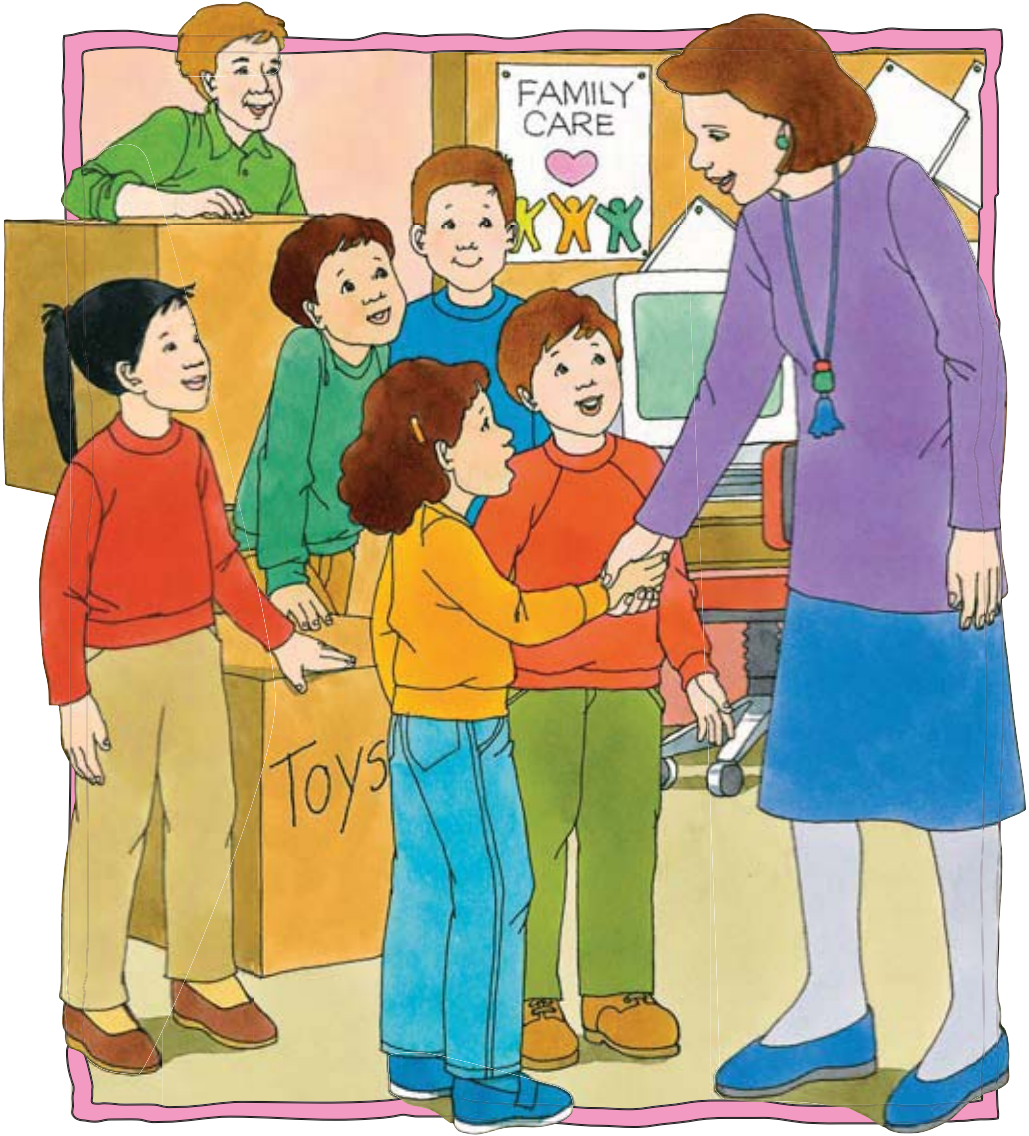




## Toy Drive

The Helping Hands Club held a toy drive. The kids asked people to bring in bats, dolls, and games. People dropped off a top, a hockey stick, a truck, and a drum.





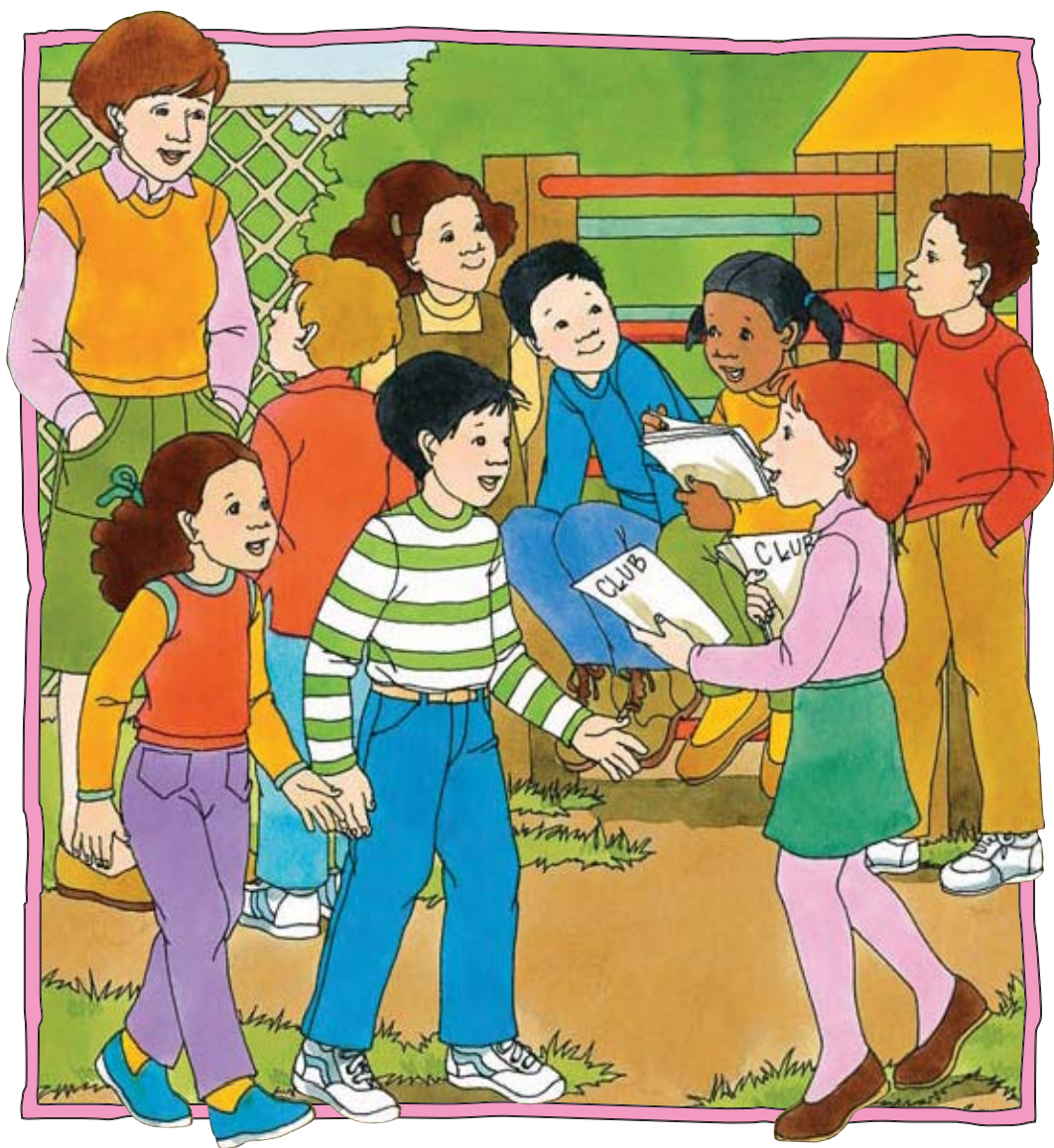
The Helping Hands Club gave the toys to a place that takes care of children.



## Helping Mr. Ford

The next day Tim said, “Let’s help my pal, Mr. Ford. He hurt his leg and cannot rake his leaves.”

The Helping Hands kids came to Mr. Ford’s yard. They raked his leaves. They swept his porch. He was thankful. They felt happy.



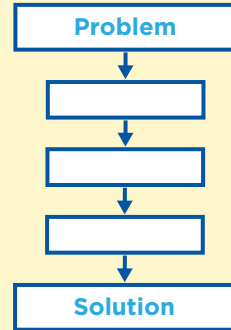
Each week more kids join the Helping Hands Club. The kids find out about people who need help. Then they help them.

# Comprehension Check

## Summarize

Reread "Helping Hands."

Look at the Problem and Solution Chart. Summarize.



## Think About It

1. How do the Helping Hands kids make money?
2. Why did the Helping Hands kids help Mr. Ford? What did they do?
3. Why did more kids join the club every week?



## Write About It

Write a list of ways to help people.



# Skills and Strategies

## Decoding

Read the words.

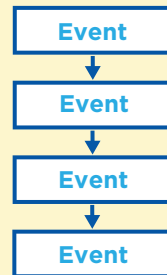
burn      girls      fort      dirty  
perfect    before    germ    short  
shirt      turn      bird    church

## Vocabulary

shady      bored      between  
wonder    perked up

## Comprehension

**Sequence** The sequence is the order of events in a story. Most stories tell the events in the order that they happen. A Sequence Chart helps you put events in order.



## Read

What is the sequence of events?

### Jade's Day

Jade sat under a big **shady** tree. She liked being alone, but she was **bored**. First, she petted her purring cat that was curled up next to her. She watched the birds fly **between** the branches. "I **wonder** what I can do," she said.

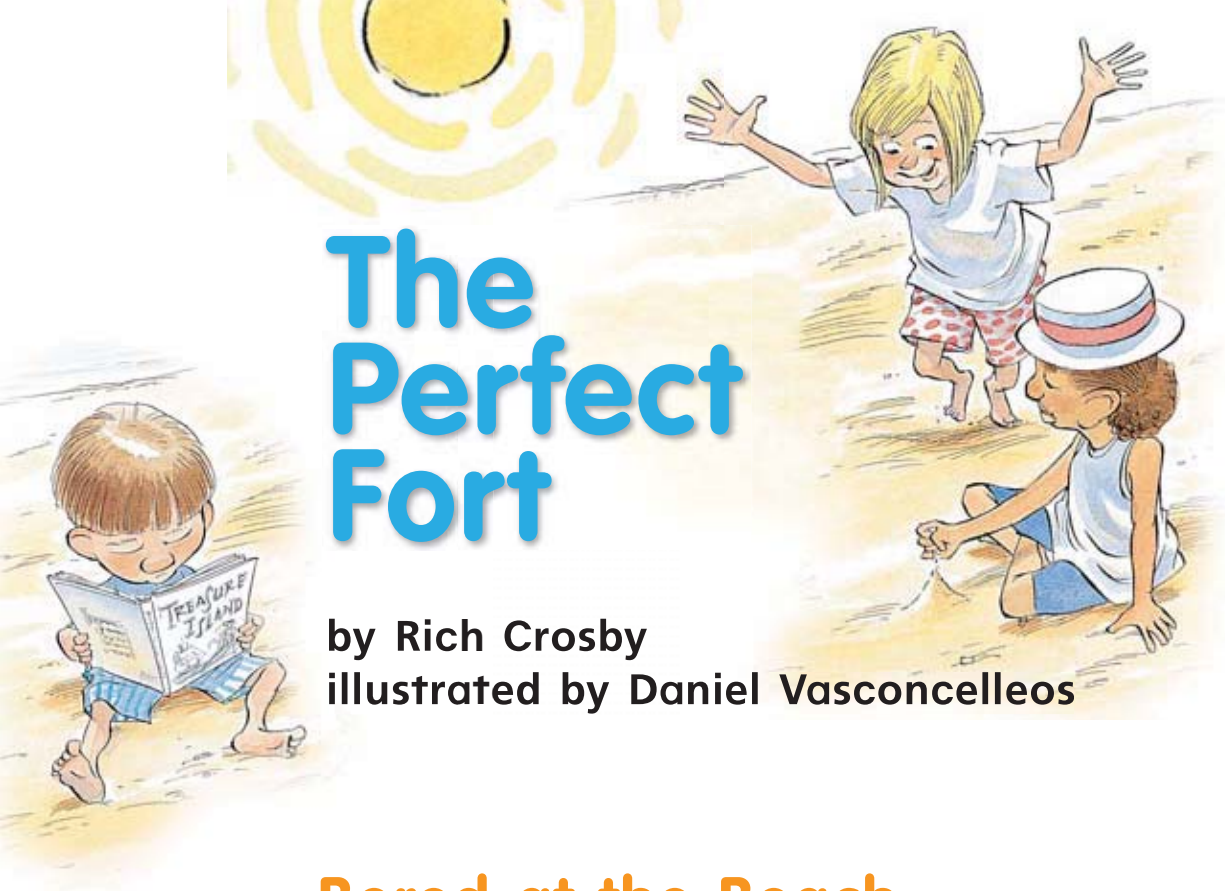
Then Jade **perked up**. "I know. I will make a tree house!" She ran to get her girl friends. In the end, they worked together and made a tree house.

Fill in the **Sequence Chart**

for "Jade's Day." Summarize.







# The Perfect Fort

by Rich Crosby  
illustrated by Daniel Vasconcelleos

## Bored at the Beach

One summer day, Cora, Jack, and Kate stayed at the beach.

Cora ran sand **between** her fingers. Jack read a book. The girls were **bored**.

“We need to stir things up!” Kate yelled. “Let’s make something big.”

“Like what?” Cora asked.

Kate said, “Let’s make a fort.”

Jack got up. “Yes! We can set it up between those three trees,” he said.

“It will be a huge chore. Let’s find a **shady** place to sit,” Cora sighed.

“It will be a fun job,” replied Kate. “It will be the best spot on the beach. You will like it!”

“Fine,” nodded Cora. “But I still think it’s too hot.”





Jack went to find some planks. The girls started to collect tree branches. Suddenly, a boy ran by with a sheet on his head.

“Who is that kid?” asked Kate.

“I’ve never seen him before,” replied Cora.

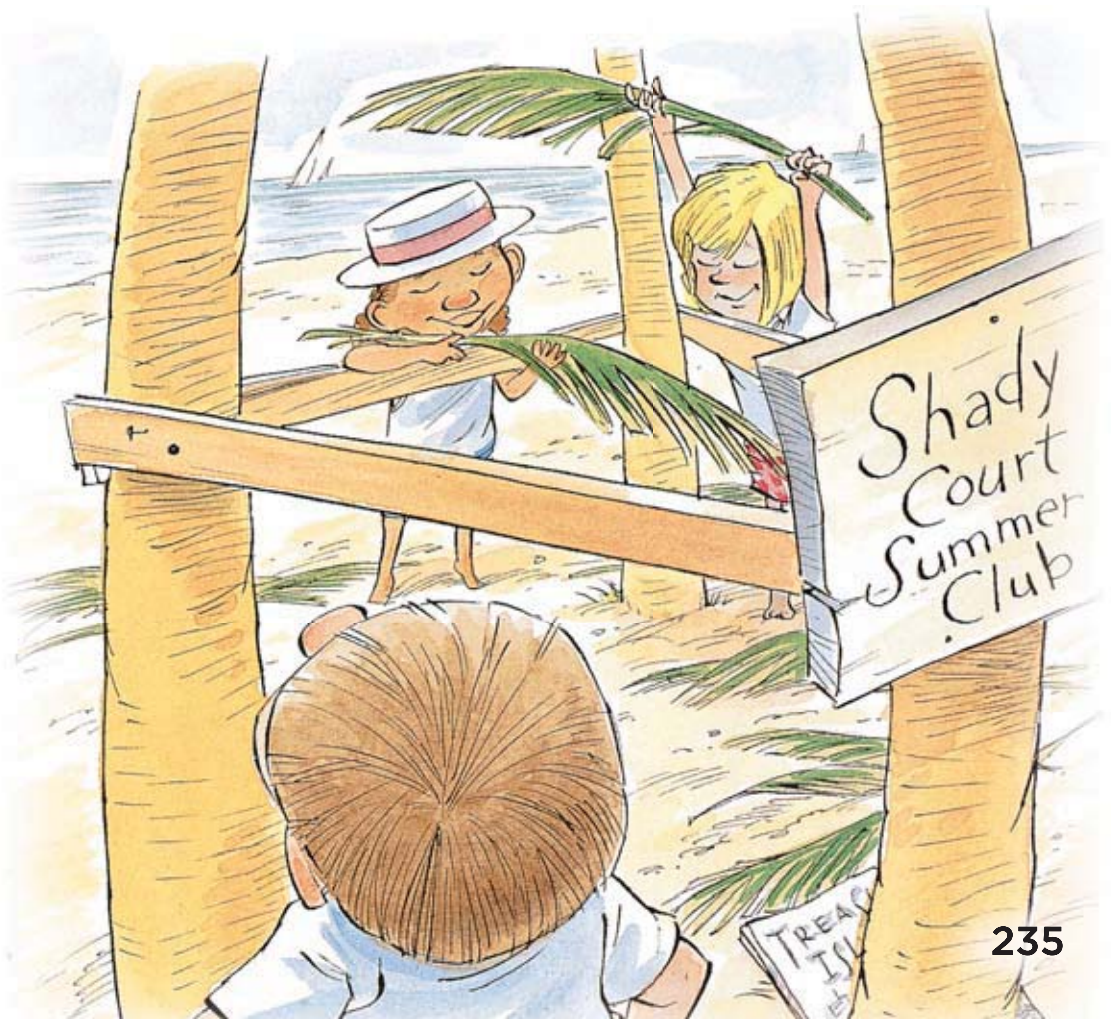
“I **wonder** what he’s doing,” said Kate.

Jack returned. "I got three short planks. Those kids grabbed the best stuff," Jack told the girls.

"Which kids?" asked Kate.

"Didn't you see them? Those kids in back of the bait house," said Jack.

"A kid ran by with a sheet. Maybe he is with them," replied Kate.



## A Better Plan

“I see them!” yelled Cora.

Three kids were dragging a cart with a big pile of driftwood in it.

“They are setting up a fort on the side of the bait house,” added Jack.



Just as Cora, Kate, and Jack got the fort set up, it started to rain.

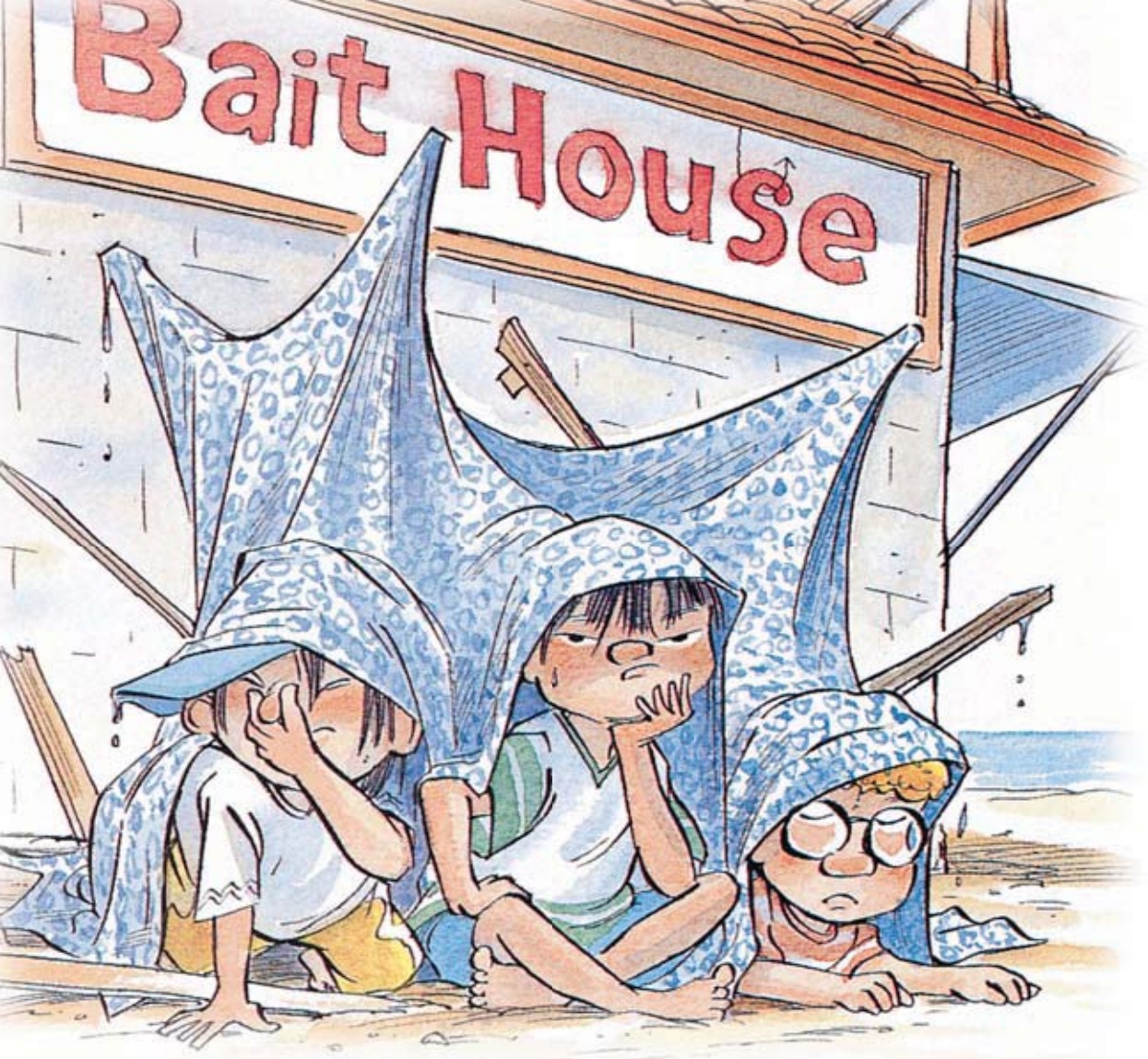
“I’m dirty and sleepy,” complained Jack.

“And I’m still bored,” sighed Cora.

“And I’m hot!”

Kate **perked up**. “It’s nice in here. Why don’t we go meet those kids when the rain stops?”





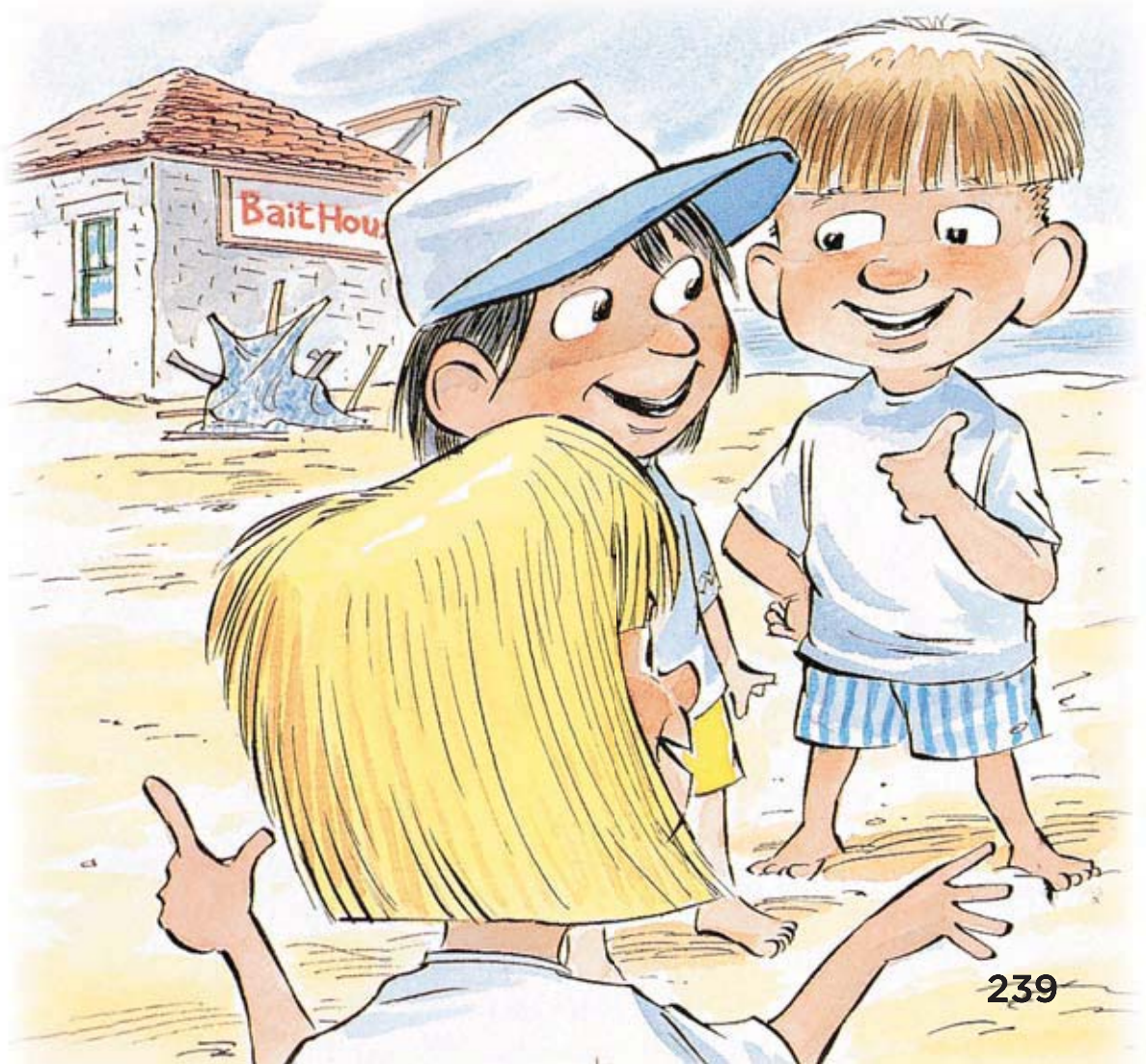
Soon the rain ended. Kate led Jack and Cora to the bait house.

A kid was holding his nose. "It smells like fish here," said Kate. "Those kids don't look happy. Let's invite them to our place."

Jack trotted up to the kids. “Let’s make one big fort.”

“We were thinking the same thing! I am Kirby. Mark and Shirley are my pals,” explained one of the kids.

“It’s nice to meet you. Let’s get going!” exclaimed Jack.







Shirley, Jack, and Cora pulled the cart, while the others pushed it.

“We will make a perfect fort!” exclaimed Kate.

“Yes. But it’s getting hot,” panted Cora. “I can’t wait to be in the shade!”

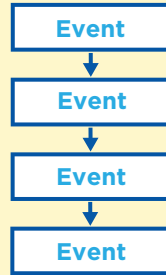
# Comprehension Check

## Summarize

Reread "The Perfect Fort."

Use the Sequence Chart.

Summarize.



## Think About It

1. Who wants to stir things up?
2. What do Jack, Cora, and Kate do to make the fort?
3. How do Jack, Cora, and Kate feel about the other kids at the story's end?



## Write About It

Tell about a time when kids worked together to make something.



# Skills and Strategies

## Decoding

Read the words.

begin      over      diner      stable  
music      silent      dirty      human  
baby      final      tiny      frozen

## Vocabulary

cycle      hatch      adult  
shrink      surface      changes

## Comprehension

**Main Idea and**

**Details** The main idea is the most important point an author makes about a topic. Details help explain the main idea.

Detail
Detail
Detail
Main Idea

## Read

Look for main idea and details.

### A Frog's Life

A frog **changes** a lot as it grows from a baby to an **adult**. It has a lot of steps in its life **cycle**.

Baby frogs **hatch** from eggs. First they are tadpoles with long tails. Then they grow legs. Next, the tails **shrink**. At last, the adult frog swims to the **surface** of the water.

Fill in the **Main Idea Chart** for "A Frog's Life." Summarize.



# Animals Change Shape

by Jill Viera



## Life Cycles

All animals have life cycles. A life cycle is the way an animal changes as it grows. Some babies only change in size and color. Other babies change in shape, too.

A butterfly changes a lot during its life cycle. Look at the photo as you read the next page.



A caterpillar changes into a butterfly.

A butterfly begins as a tiny egg. A caterpillar hatches from the egg. It eats leaves and grows.

Then the caterpillar makes a hard case around itself. Inside the hard case, it changes over time. When it comes out, it is a butterfly with wings. Then the butterfly lays eggs, and the life cycle starts over.



A grasshopper sheds its skin six times!

## Grasshoppers

A grasshopper changes as it grows, but not as much as a butterfly.

First, grasshoppers hatch from eggs. They are little and have no wings. As a grasshopper gets bigger, it sheds its skin. When it becomes an adult, a grasshopper gets its wings.



A frog's shape changes a lot.

## Tadpoles and Frogs

A frog has a lot of steps in its life cycle. When a frog hatches from an egg, it is called a tadpole. It looks like a little fish without fins. It has a tail, but it does not have legs. Soon it will grow legs.





A froglet has legs and a tail.

Once the tadpole has legs, it is a froglet. A froglet still has a long tail. But the tail will **shrink** into the body as the frog grows. Its legs will get bigger. Then it will be a grown-up frog. The grown-up frog can swim in water, and it can hop on land.



## Sea Turtles

A sea turtle moves from land to sea in its life cycle. The turtles lay eggs on the beach. A baby sea turtle chips at the shell from inside. When the shell cracks, the baby turtle wiggles out. Then it crawls to the sea. A sea turtle gets bigger, but it does not change its shape.

**A baby turtle hatches on a beach.**





Jellyfish, shrimp, and fish might eat the tiny blue crab.

## Blue Crabs

A blue crab spends its life cycle in the sea. It changes shape as it grows.

After it hatches, a baby crab has tiny legs and no shell. At first, it floats on the **surface** of the water.



In the next stage, it looks like a tiny crab. Now it can swim. As the blue crab gets bigger, it sheds its shell and grows a new one.

The adult crab has eight legs and two claws and a hard shell. It walks on the bottom of the sea.

**An adult blue crab eats clams and shrimp.**





A baby penguin changes in color and size as it grows up. Its shape does not change.

Some animals change shape a lot during the life cycle. Others change less. A lot of animals just get bigger as they grow.

The life cycle may not be the same for each animal. But each animal goes through it, growing and changing.

# Comprehension Check

## Summarize

Reread "Animals Change Shape." Use the Main Idea Chart. Summarize.

Detail
Detail
Detail
Main Idea

## Think About It

1. What happens to a butterfly in its hard case?
2. Which animals change only in size as they grow up?
3. How does a tadpole become an adult frog?



## Write About It

How do kids change as they grow?



# Skills and Strategies

## Decoding

Read the words.

balloon	drew	zoo	chew
soon	troop	news	paper
stew	flavor	flew	smooth

## Vocabulary

interest	designs	crew
pilot	air	traveled

## Comprehension

**Description** Authors often use description to present information. The words *example*, *include*, and *such as* often tell you that descriptive details follow.



## Read

What is described in  
“Balloon Time!”?



### Balloon Time!

Last summer lots of people **traveled** to see hot-air balloons. They could see and do a lot. For example, some chose to see a **pilot** and **crew** fly a balloon. Many kids and grown-ups liked to take short rides up in the **air**, too. It was a big thrill for them. Some had an **interest** in the balloons’ bright **designs** and wild shapes. These get-togethers were a treat for everyone.

Fill in the **Description Web** for “Balloon Time!” Summarize.





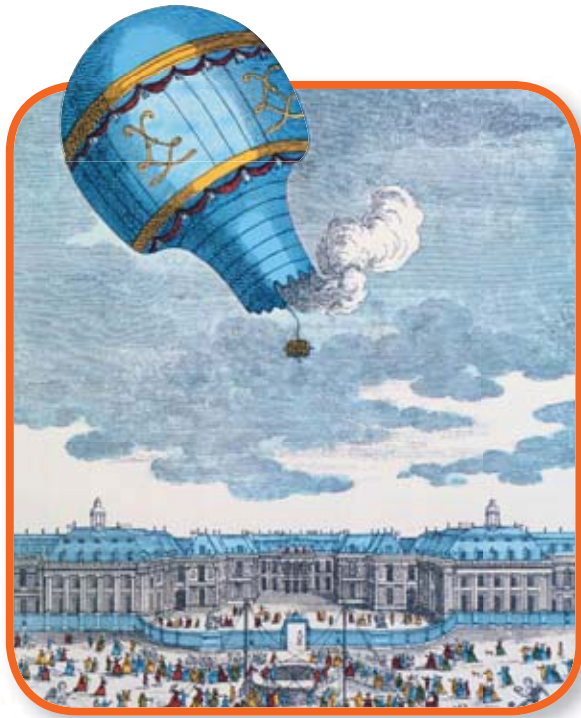
# Hot-Air Balloons

by Dorothy Andrews

## The Roots of Flight

What was the most important thing that ever happened for flight? It was making a paper bag float in **air**.

This is what happened. Two French men held a paper bag over a fire in a kitchen. The bag filled with hot air and it lifted up. Why was this news?



The first hot-air balloon was made in France.

The men felt the bag was proof people could fly. They made a huge balloon and filled it with hot air. The first test flight had no crew.

In 1783, a duck, a rooster, and a sheep rode in a balloon. The animals came back safely. After that, people went up.

## Uses of Hot-Air Balloons

Soon people used balloons in many ways. For example, they flew them for fun. They traveled from place to place in them.

Balloons were also used in wars. They were used as tools for spying. From the balloons, riders could see enemy troops far away. The balloons also carried supplies to the troops.

The Navy used balloons in wartime.





Balloons are hard to steer.

The first planes did not replace balloons. But in time, planes got bigger, better, and faster. Soon fewer and fewer hot-air balloons were in use.

Recently, people have a renewed **interest** in hot-air balloons. They fly balloons as a sport.



The burner, or engine, heats the air in the balloon.

## How Hot-Air Balloons Fly

Why can hot-air balloons fly? They become lighter than air. To rise, the air inside a balloon must be lighter than the air outside. Hot air is lighter than cool air. It can lift a balloon up.



The pilot must know which way the wind is blowing.

It takes skill to fly a hot-air balloon. Getting it in the sky is just part of the job. If it needs to go higher, the pilot adds more hot air. If it needs to go lower, the pilot lets some hot air out of the balloon.



Many balloons go up at a festival.

## **A Favorite Sport**

These are some reasons hot-air ballooning is a favorite sport today.

It is exciting to ride in a balloon. Riders can see for miles and miles. Besides being fun, balloons don't pollute.



Balloons can take odd shapes.

Hot-air balloons are also pretty. They are blooms of color in the sky. People like seeing the bright colors and fun **designs**. The balloons make kids and adults smile.





**A balloon flies over a landscape.**

Flight may take us farther and faster in years to come. But we flew hot-air balloons long before planes were invented. And we'll keep flying hot-air balloons for a long time yet.

# Comprehension Check

## Summarize

Reread "Hot-Air Balloons."  
Use the Description Web.  
Summarize.



## Think About It

1. Who were the first riders in a hot-air balloon?
2. How were hot-air balloons used in war?
3. Why do people keep flying in hot-air balloons?



## Write About It

Name reasons why people fly  
hot-air balloons.



# Skills and Strategies

## Decoding

Read the words.

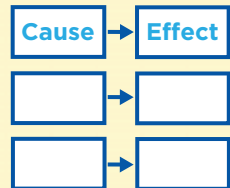
wood    books    could    stood  
would    brook    tool    notebook  
cookie    shoot    should    foot

## Vocabulary

united                      laws                      basic  
childhood                important                difficult

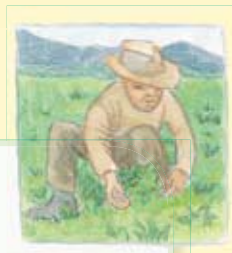
## Comprehension

**Cause and Effect** A cause is why something happened. The effect is what happened. Use a Cause and Effect Chart to help you understand the selection.



## Read

Find a cause and effect.



### Laws for Children

The **United States** has **laws** to protect workers. Some laws are for **basic** needs, such as time to eat and rest. There are also laws that say kids must go to school and not work.

Children had jobs on farms picking crops all day, just like grown-ups. Some people said that was not right since **childhood** is **important**. So the government passed laws to make life better, or less **difficult**, for children.

Fill in the **Cause and Effect Chart** for “Laws for Children.” Summarize.

# Dolores Huerta: She Took a Stand

by Anna Cragg  
illustrated by Robert Casilla

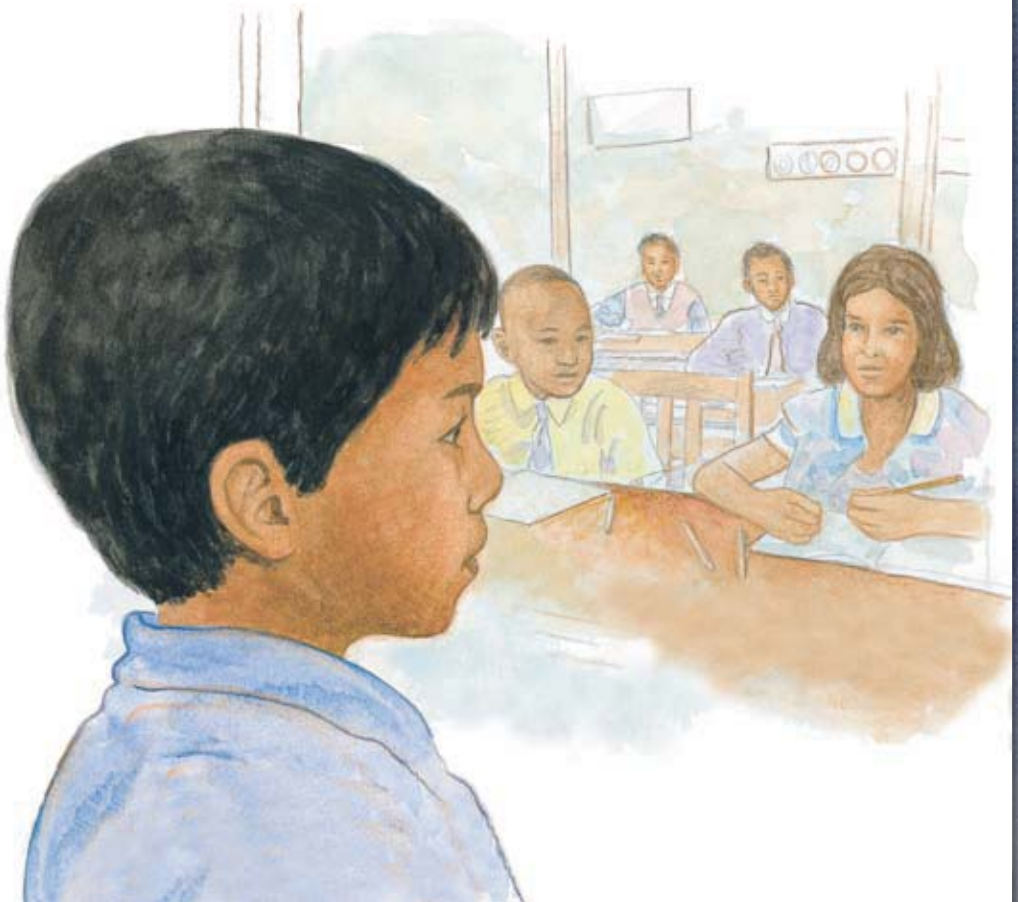


## A Look at the Children

Dolores Huerta looked at her class. Some children looked sleepy and hungry. They had no shoes. They came to class barefoot.

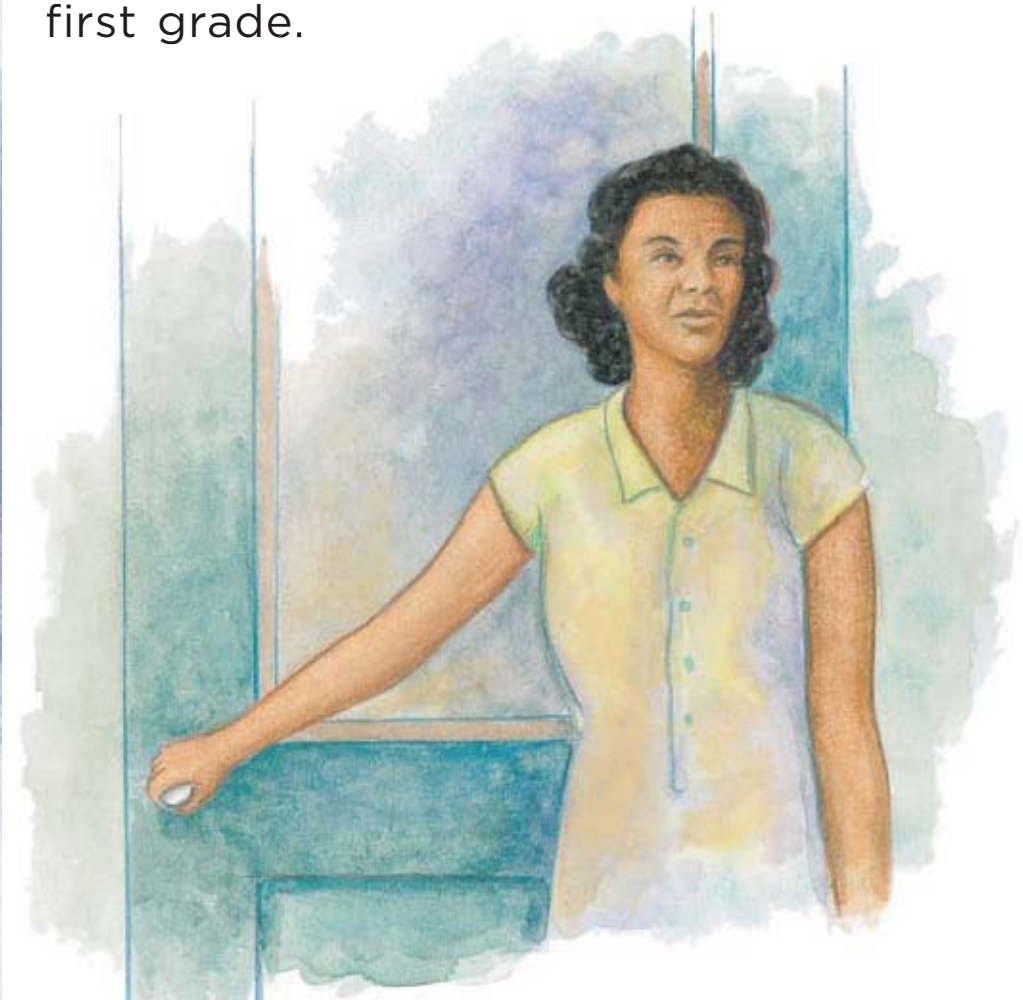
Dolores sighed. These were the children of farmhands. Dolores knew **childhood** was hard for them. She knew why it was **difficult**.

Farmhands move a lot. They pick crops on farms. Then they go to jobs at the next farm. As a result, the children cannot stay in the same school.



Often the kids were behind in reading and math. They could not learn **basic** skills because they switched schools a lot.

In one school the kids might sit in a third grade class. At the next school, the same kids might be placed in first grade.

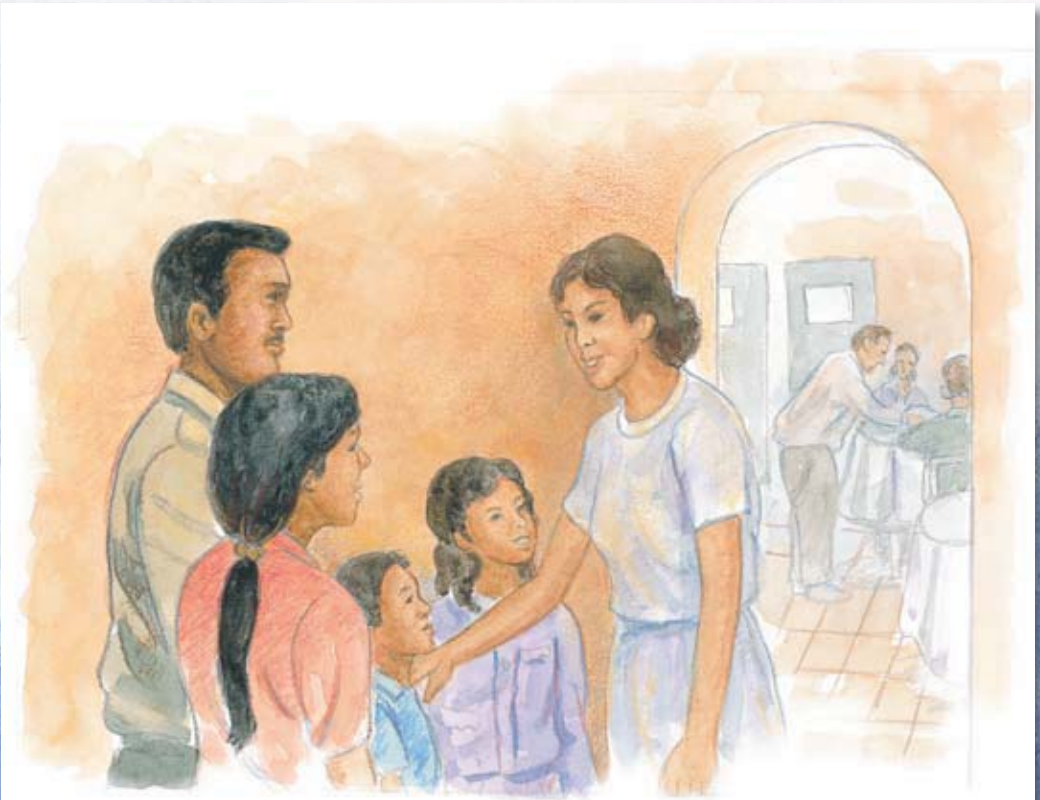




## **Life as a Farmhand**

In the 1950s, farmhands were not treated well. Pickers made less than a dollar a day. Bosses at big farms did not help the families if workers got hurt. Farmhands often slept in their cars or trucks.





Dolores Huerta's mom ran an inn.  
She let farmhands stay free at her inn.

Dolores liked her job as a teacher.  
She could help children in her class.  
Books and teaching were **important**.  
But she felt that she had to help more  
farmhands and their kids.

## The United Farm Workers

In 1955, Dolores wanted to make the lives of farmhands better. As a result, she stood up for them. She made speeches. She demanded that states make good **laws** to help the farmhands. She helped them fill in papers so they could vote.



Dolores met a man named César Chávez. He also tried to help farmhands. Dolores and César asked farmhands to help them form a union named the **United** Farm Workers.

Dolores and César tried to make big farms treat farmhands better. They felt that farms must pay fair wages and make jobs safe.





Big grape farms still did not treat farmhands well. In 1965, the United Farm Workers decided to strike. A strike is when workers think something is unfair. They decide not to work until the problem is fixed.

Dolores helped stage a boycott on grapes. Because people did not buy grapes, sales dropped. Big farms lost lots of money.



At last the big grape farms agreed to give farmhands higher wages. Farmhands also got clean drinking water and rest time during the day.

Dolores came to the farmhands' aid. She helped make the strike against the big grape farms. She helped stage the boycott, so people would not eat grapes. Because Dolores helped them, farmhands began to have a better life.

# Comprehension Check

## Summarize

Reread "Dolores Huerta: She Took a Stand." Use the Cause and Effect Chart. Summarize.

Cause	→	Effect
	→	
	→	
	→	

## Think About It

1. Why did some children come to school barefoot?
2. Why did the children of farmhands get behind in reading and math?
3. Why did farmhands begin to have a better life?



## Write About It

Who would you like to help? Why?



# Skills and Strategies

## Decoding

Read the words.

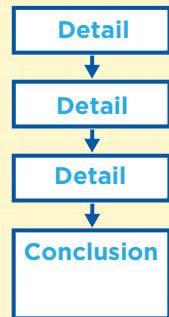
noise      voice      could      boy  
took      destroy      soil      join  
voyage      moist      foot      choice

## Vocabulary

disliked      soil      village  
listened      expert

## Comprehension

**Draw Conclusions** Find details in the story to draw conclusions. A Conclusion Map helps you find details and draw a conclusion.



## Read

Draw a conclusion.

### Annie's Visit

Annie had been excited to visit a village in a distant land. But when she came, she was surprised. She disliked the dusty streets and hot sun.

Then she took a stroll. She listened to kids singing. She looked at farmers digging in the soil. She watched expert weavers make rugs. A family waved at her. "We are happy you came!" Annie smiled and waved back. She liked it here after all.

Fill in the **Conclusions Map** for "Annie's Visit." Summarize.



An illustration of a young boy with dark hair, wearing a white shirt and a red vest, standing in a green field. He is surrounded by several groups of sheep grazing. The background is a soft, painterly green field with a white horizon line.

# The Sheep Herder

by Lesley Noy  
illustrated by Robert Casilla

## A Boy Tends His Sheep

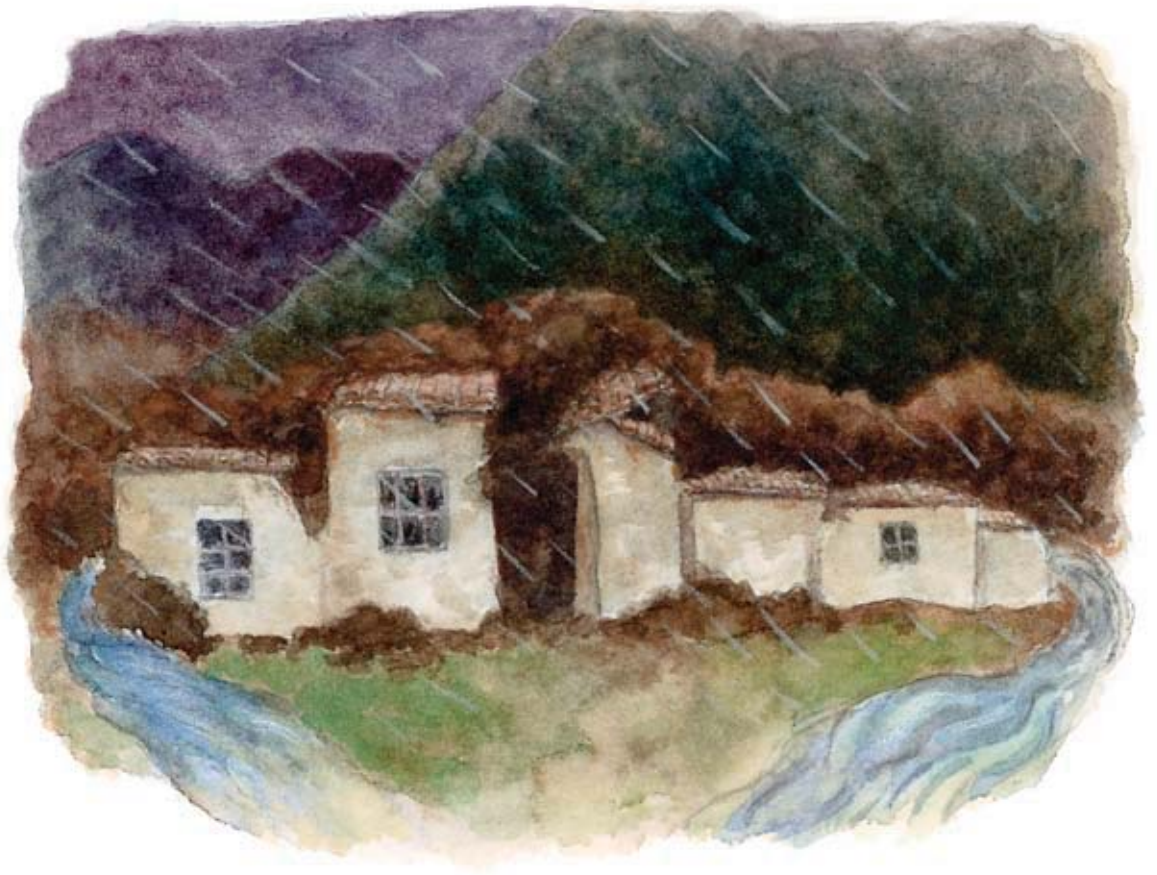
Oscar lived in a small **village** in Peru. He helped his mom and dad tend sheep after school.

Each day, Oscar took the sheep up on a hill to eat. As he tended sheep, he dreamed of doing good deeds.

At night Oscar enjoyed resting on a big blanket. He **listened** to the distant noise of the bleating sheep. He heard the voices of his family in the stillness of the night.

He liked to lie in bed thinking about the wonderful things he would do one day. Oscar dreamed of helping people. But no one in his village needed help. They were all happy. They had homes and food.

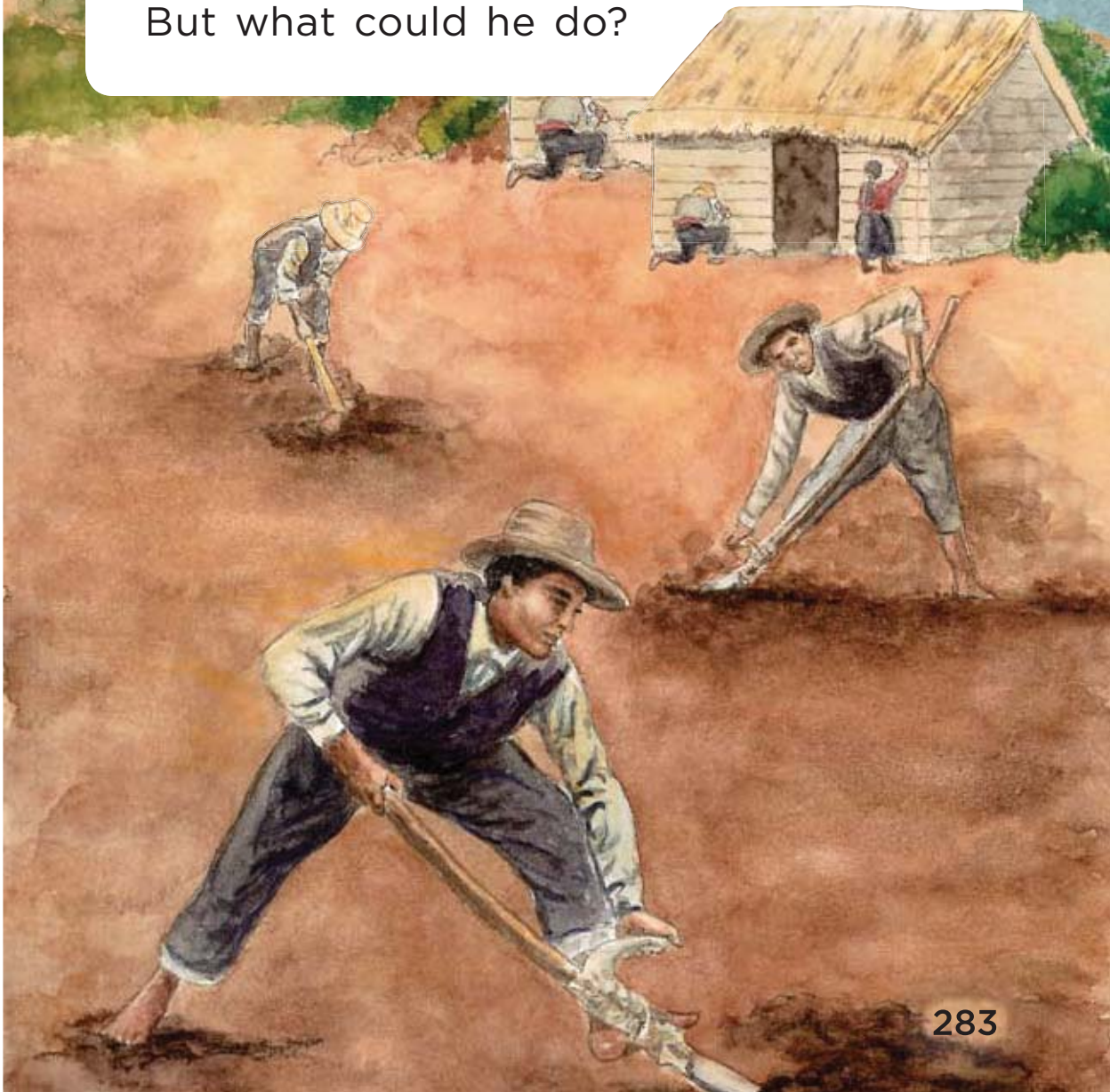




One night a huge rainstorm hit Oscar's little village. The river overflowed its banks. Then mud began to slide down the hillside. The mud slide was so heavy that it crushed a wall of his school.

The villagers **disliked** what they saw. The village was a big mess. The next day they joined in to help fix up the homes. They dug up the **soil** so fields could be replanted.

Oscar wanted to help them. But what could he do?





## **Oscar Has a Plan**

That night at dinner, Mom said, “The children in the village need to return to school. We must fix it. But there is no cash to pay for supplies.”

Dad told Oscar that the school books were destroyed by mud.

Oscar told Mom and Dad that he would help. He would think of a way to rebuild the school.

The next day Oscar watched the expert weavers in his village. Their fingers danced on the loom to make colorful blankets. Then Oscar had an idea.

He sent small samples to his cousin, Carlos, in the United States. He asked Carlos to find a shop that might sell the blankets.



Then Oscar made a sketch of his village. He thought people would like to see where the blankets were made.

He drew the rolling hills behind his herd of sheep. He drew the sheep grazing by a stream.

He sent the sketch to his cousin.





Carlos wrote back after three weeks. He had found a shop that wished to sell the blankets. The shop would hang Oscar's sketch behind the blankets.

Oscar proudly showed the letter to his dad. Then he wrote and thanked Carlos for his help and kindness.



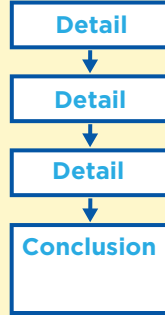
The village was overjoyed. Thanks to Oscar's help, everyone would get cash for supplies. The school would be fixed. The books would be replaced.

The village was saved, and Oscar's dream had come true!

# Comprehension Check

## Summarize

Reread "The Sheep Herder."  
Look at the Conclusion Map.  
Summarize.



## Think About It

1. Where does Oscar live?
2. What problems did the storm cause for the school?
3. What was Oscar's idea? How did his idea help the village?



## Write About It

Do you think it is important to help other people? Why?



# Skills and Strategies

## Decoding

Read the words.

town	enjoy	loud	sound
ground	down	spout	brown
frown	found	crown	coin

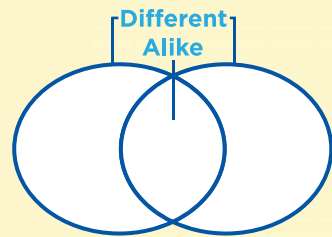
## Vocabulary

build	habitat
control	able

## Comprehension

### Compare and Contrast

To compare is to find things that are alike. To contrast is to find differences. A Venn Diagram shows what is alike and what is different.



## Read

Compare and contrast beavers and raccons.

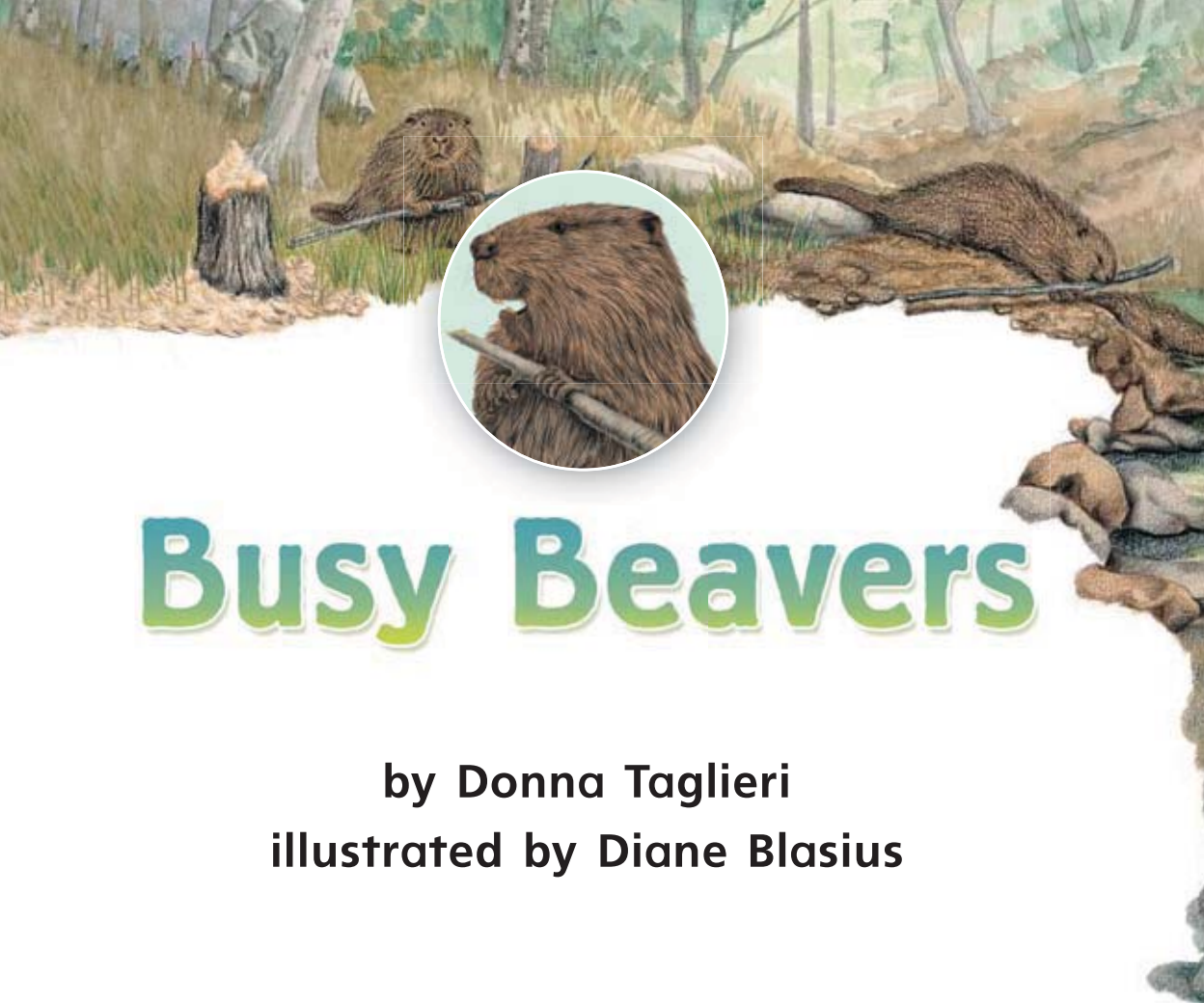


### Beavers and Raccoons

Beavers and raccoons both have a woodland **habitat**. They both make homes by water and go out at night.

These animals are also different. Beavers are **able** to **control** water by making a dam in a stream. They **build** their home, or lodge, out of mud. They eat plants. Raccoons climb trees, make their homes in hollow trees, and eat plants and bugs.

Fill in the **Venn Diagram** for “Beavers and Raccoons.” Summarize.

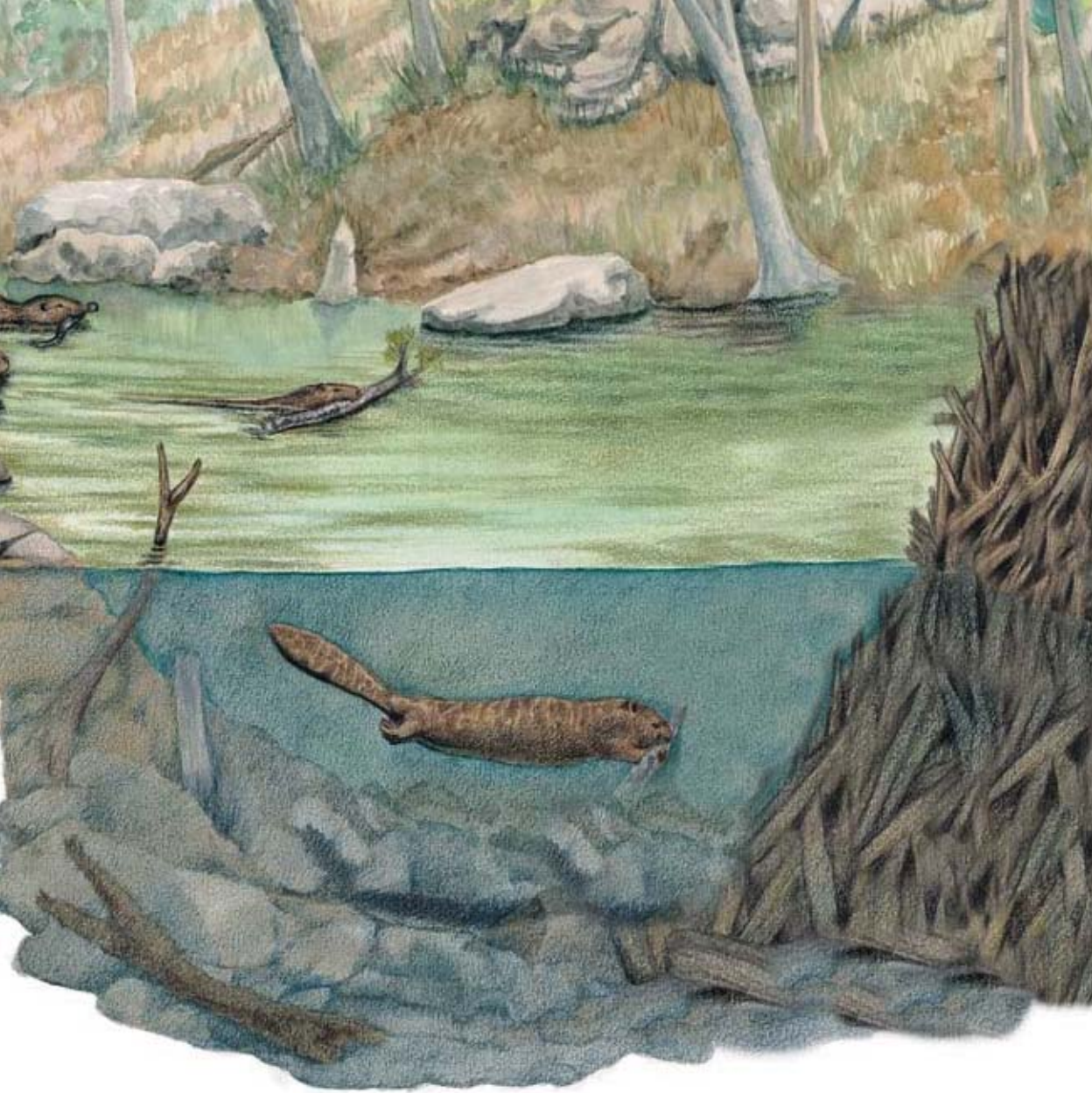


# Busy Beavers

by Donna Taglieri  
illustrated by Diane Blasius

Beavers live by streams and lakes in woody places. They eat tree bark and pond lilies and other plants.

A beaver has a wide, flat tail. On land, the beaver needs to stand on its hind legs. Its tail makes it **able** to stand while it eats branches or cuts trees with its sharp teeth.



Beavers spend a lot of time in the water. They use their tails to steer and to help them swim quickly. To warn of danger, a beaver slaps its tail on the water and makes a loud sound.



## Beavers and Humans

Woodlands with streams are a beaver's **habitat**. Humans use woodlands, too. Some of these humans dislike beavers. They think beavers are pests that **build** dams in streams. Sometimes the dams cause floods and hurt the land.

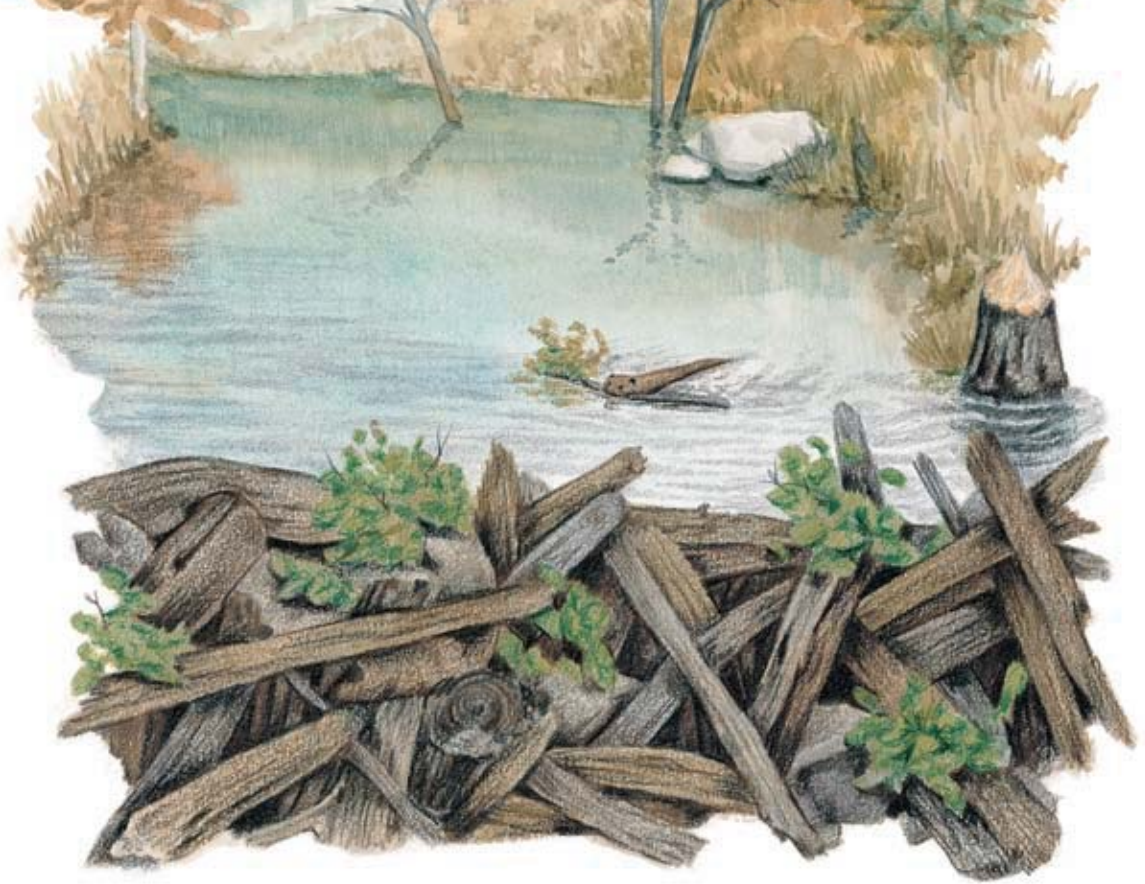
Other humans think beavers are good for the land. When beavers build a dam, they make a wetland home where other plants and animals can live. This is good for the planet.

Humans can make problems for beavers. When people's trash gets in streams, beavers may put it in the dams they build.

This trash can be a danger to beavers. They can get hurt by rusty nails. They can choke on plastic bags. This is why humans must keep streams and lakes clean.







## Dams and Lodges

Beavers can **control** water and make a pond. They do this by building a dam in the summer.

To make the dam, the beavers gather branches and sticks. Then they pack them with mud and leaves. This holds back water in a stream. When the stream stops, it pools and makes a deep pond.



Beavers are safe in a pond. A beaver is a good swimmer. In a pond, it stays away from bears and other animals that hunt it.

The new pond can be home for wetland animals. Frogs lay eggs, and birds make nests there. A thirsty moose might stop by and take a drink.

Besides making dams, beavers build lodges. Like a dam, a lodge is made with branches, sticks, leaves, and mud. But a lodge is different from a dam. A lodge is the beavers' house. A beaver makes its lodge at the end of summer. The lodge is the beaver's winter home.



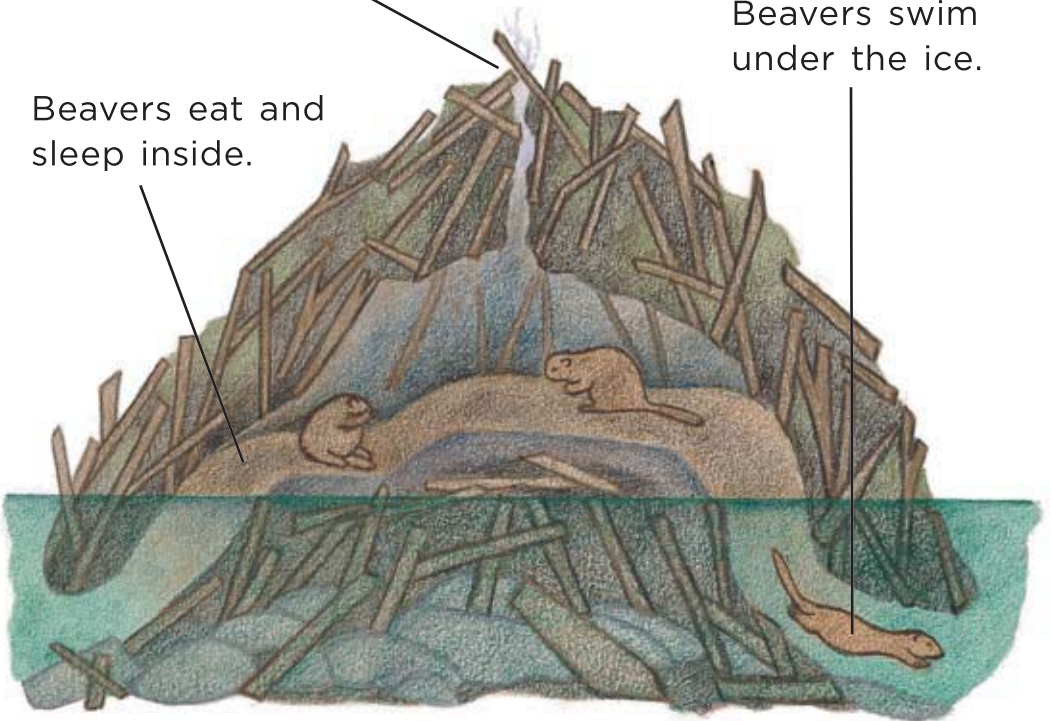
A lodge is shaped like a rounded tent. It is on top of and under the water's surface. Beavers can go in and out under the ice.

Inside the lodge the beavers are warm and dry. They eat and sleep. The beavers stay safe. They spend the winter in the lodge.

The center hole lets air in and out.

Beavers eat and sleep inside.

Beavers swim under the ice.





When you are by a stream or lake, look for a beaver's dam. A beaver may be around.

Beavers can be shy. But you just might get lucky and see one.

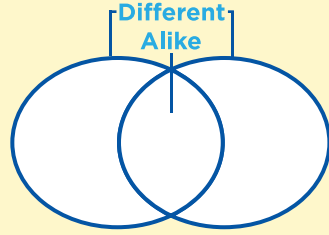
# Comprehension Check

## Summarize

Reread "Busy Beavers."

Look at the Venn

Diagram. Summarize.



## Think About It

1. Where do beavers live?
2. How does a beaver's tail help it in the water?
3. How are dams and lodges alike?  
How are they different?



## Write About It

How can a dam change a stream?



# Skills and Strategies

## Decoding

Read the words.

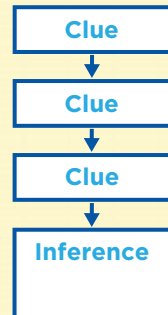
fault      small      cause      crawl  
jigsaw      install      straw      faucet  
hallway      dawn      house      clown

## Vocabulary

change      thoughtful      laundry  
system      recalled

## Comprehension

**Make Inferences** Make inferences to figure out what the author did not state in the story. An Inference Map can help you find clues in the story.



## Read

Find clues in the story to make inferences.

### A Gift for Mom

"I don't have any **change** to get Mom a gift," sniffed Joe. He was about to cry.

"Well, Mom likes a clean house," his sister Rose **recalled**. "Let's make a **system**." She began to fold **laundry**. "You sweep and dust."

When Mom came in, Rose and Joe yelled, "Happy birthday!" Mom smiled, "You are so **thoughtful!**"

Fill in an **Inference Map** for "A Gift for Mom." Summarize.



# Talking to Mrs. Dawson

by Carrie Dillon

illustrated by Kevin McGovern



## Helping Out

Walt and Wendy lived with their mom in a big city. They lived in a tall building.

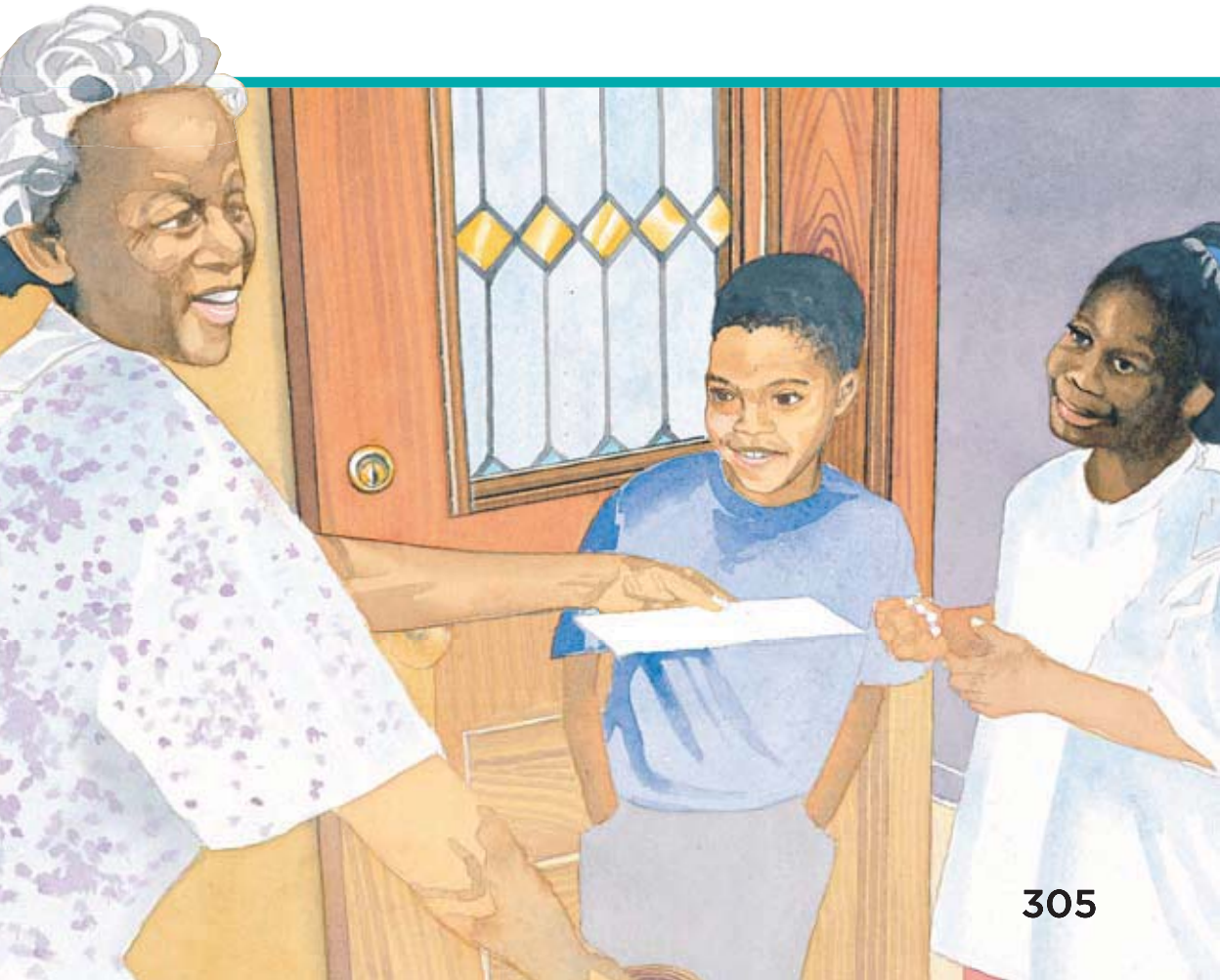
Mrs. Dawson lived upstairs. One summer day she saw them in the hallway. She called out to them.

“My knees hurt a lot today. I can’t walk to the store. Would you go and pick up a few things for me?”

“Yes,” said Wendy. “We were just going to the store with Mom.”

Mrs. Dawson handed Walt a list and money.

“We will be back soon,” said Walt.





Mom was waiting for them. Walt and Wendy told her about Mrs. Dawson.

“She is a nice lady,” added Mom. “When I was small, she would make rice and beans for us. It was hard for my mom to cook after a long day. My mom always thanked her for her kind deeds.”

“Now we can do a kind deed for her!” exclaimed Walt.

Mom helped the kids find the food on Mrs. Dawson's list. Shopping for Mrs. Dawson was fun!

Walt paid for Mrs. Dawson's food with money she had given him. He got a few coins back as **change**.

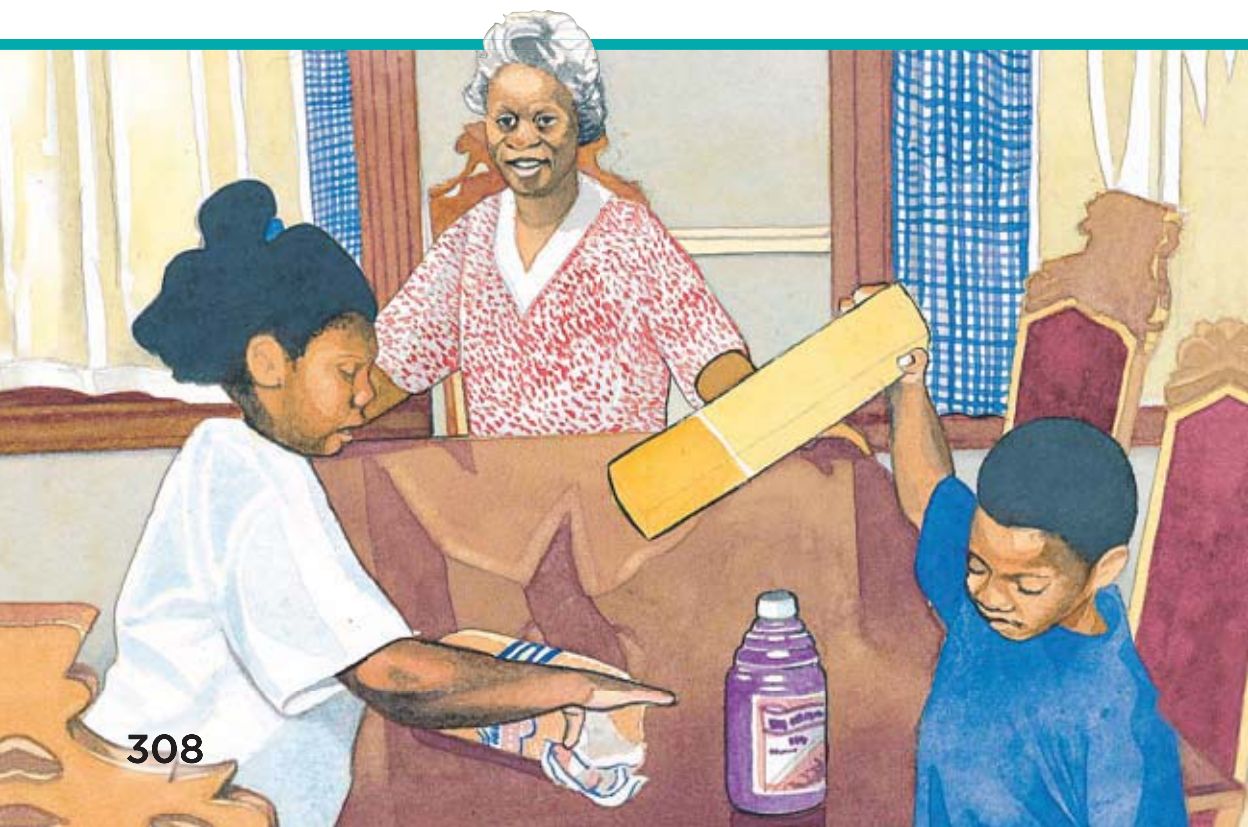


Walt and Wendy took bags up to Mrs. Dawson's place.

“Thank you,” she said. “You may keep the change.”

“We wanted to help. We didn't expect to get paid,” explained Wendy.

“That's very thoughtful,” said Mrs. Dawson. “You have been very kind. I know a lot more folks who can use your help.”





## Helping Others

Soon Walt and Wendy were helping many people. Mr. Boil was not able to go shopping. Miss Miller asked them to take her **laundry** to be washed and dried.

Miss Sharp had a bad sore throat and lost her voice. She was unable to speak on the phone. She asked Wendy to call a plumber to fix a leaky pipe.



Wendy and Walt were busy. Each day they helped people on their street. It felt good to do a fine job.

They set up a **system** for running to the store. Walt kept the shopping lists. Wendy kept track of the change.

One night, Walt and Wendy were resting after working all afternoon. Walt kept yawning. Wendy was almost sleeping. Then the phone rang and Mom picked it up.

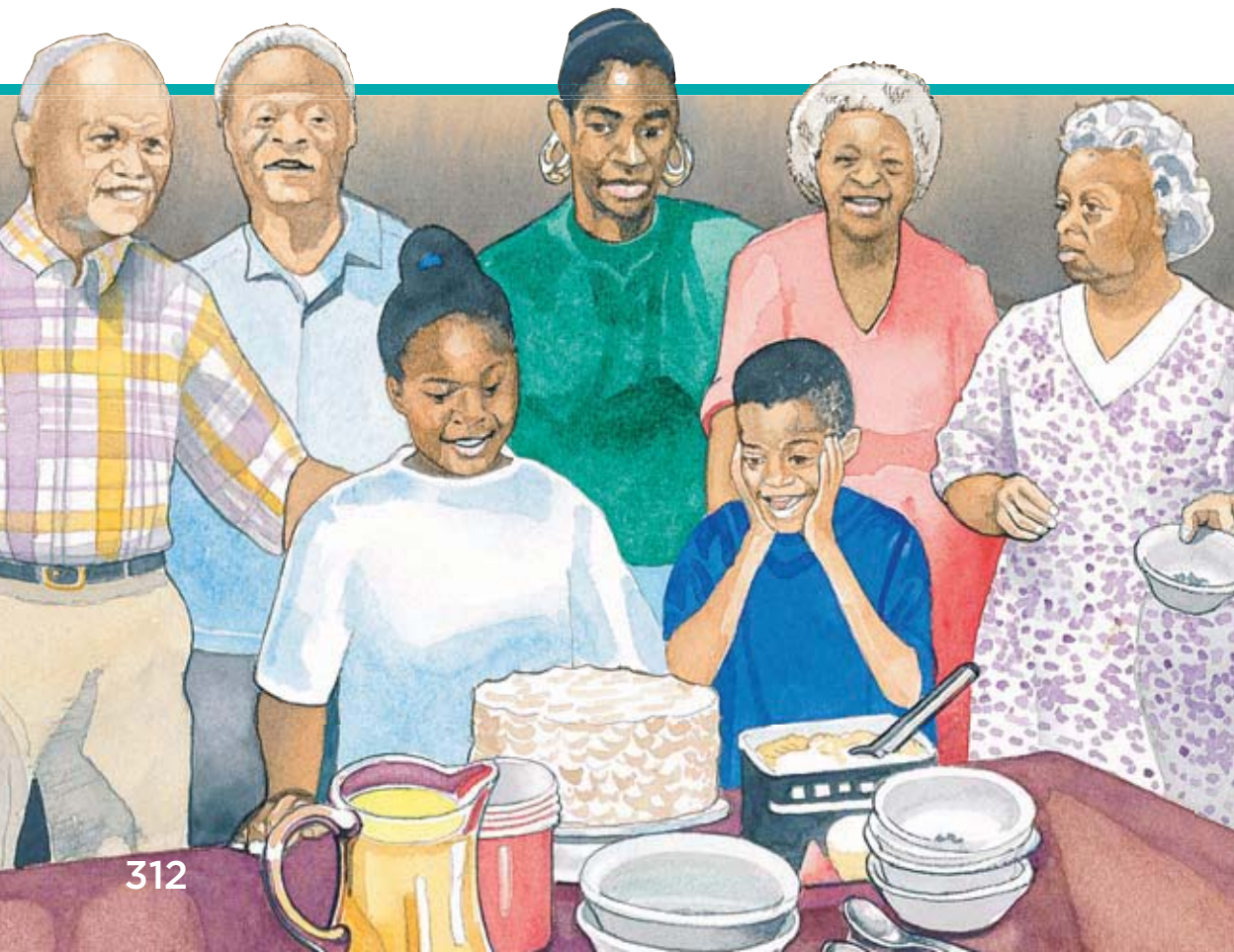
“Mrs. Dawson asked us to go upstairs. It sounds important,” said Mom.





Everyone the children had helped was there. Cake, ice cream, and punch were on the table.

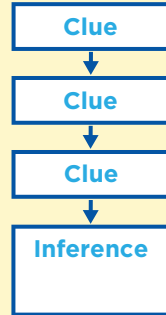
“This is just like when I was small,” recalled Mom. She smiled as she remembered her childhood. “But this time Mrs. Dawson’s treats are for my thoughtful kids!”



# Comprehension Check

## Summarize

Reread "Talking to Mrs. Dawson." Look at the Inference Map. Summarize.



## Think About It

1. Where do Wendy and Walt live?
2. What was Wendy and Walt's system for running to the store?
3. Why did Mrs. Dawson ask Wendy, Walt, and Mom to come upstairs one night?



## Write About It

How could you help out older people in your community? Explain.



# Skills and Strategies

## Decoding

Read the words.

scratch splash splinter throat  
chimp scrub thrill sprinkle  
graph sprawl sprain launch

## Vocabulary

couple certain attention  
prowling bother yesterday

## Comprehension

**Summarize** To summarize, tell the most important parts of a story. A Story Map can help you summarize a story.

Character

Setting

Beginning



Middle



End

## Read

What are the events in the story?

### Dan Helps Out

Dan Duck felt bad. His pal Fay Frog got a lot of **attention**. Fay was a singer. **Yesterday**, Fay sang and all the animals at the pond cheered.

Dan walked by himself. Then he saw a **couple** of dogs **prowling** around. Dan was **certain** they would **bother** the animals at the pond.

Dan quacked loudly and flapped his wings. The dogs ran. All the animals cheered for Dan. Dan felt good.

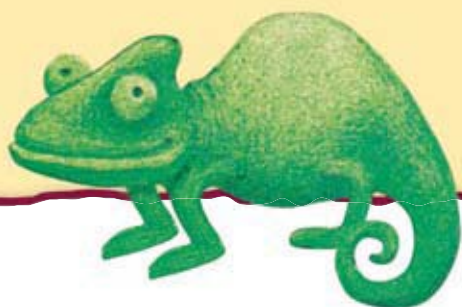
Fill out a **Story Map** for "Dan Helps Out." Summarize.



# Howie Helps Out

by David Brent

illustrated by James Williamson

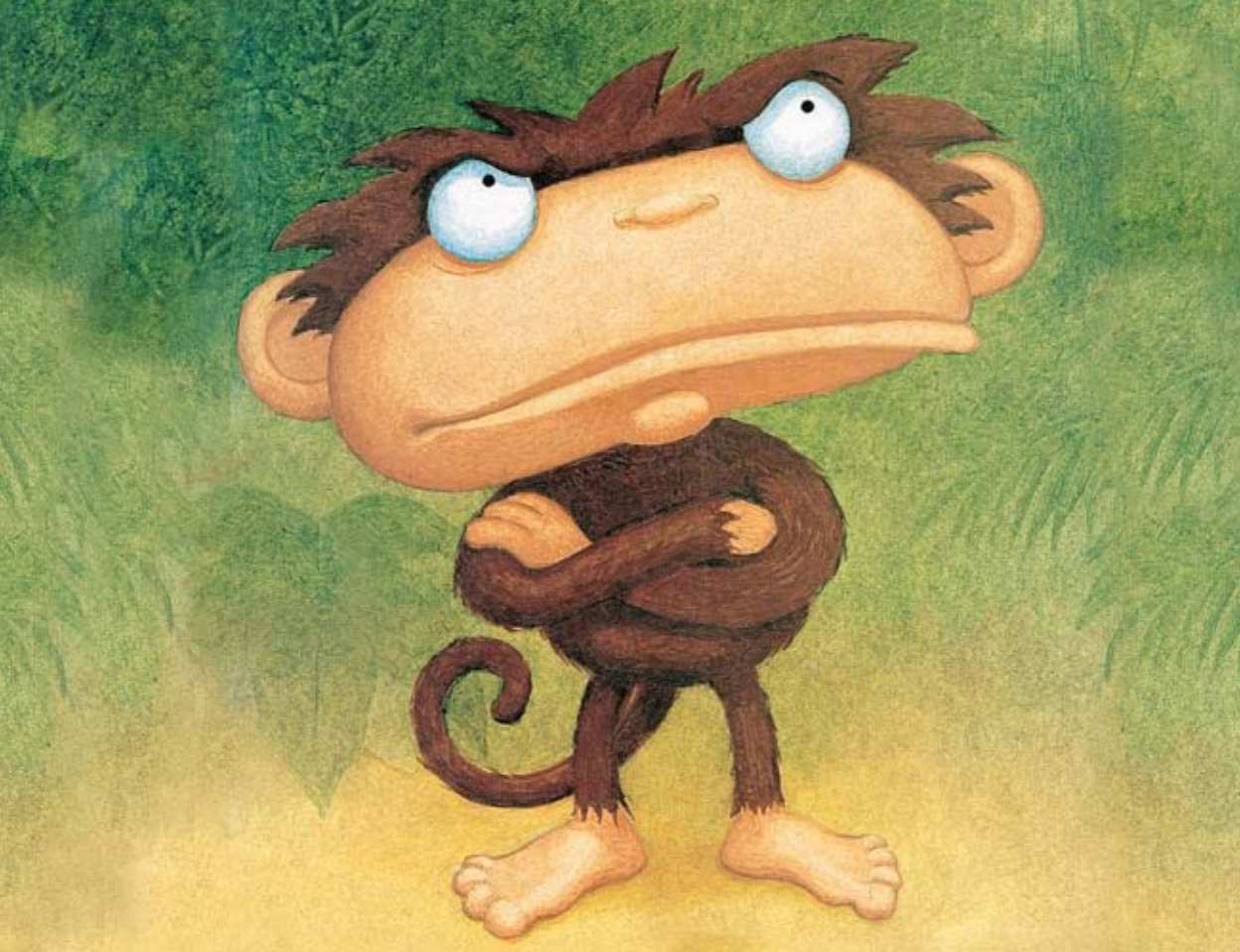


## A Party for Gus

It was a splendid day. The animals were throwing a party for Gus Lizard. Gus was known for his thoughtful deeds.

Everyone was glad, except Howie Chimp. He was unhappy and wore a big frown on his face. Why did Gus get all the attention?





Howie liked to clown around and tease other animals. Howie did not know Gus, but he felt **certain** Gus would not like his pranks or his teasing. And he knew he would not like Gus.

“That Gus is too nice. I wish I could make everyone dislike him. I know! I will say he took my lunch. Then the animals are bound to distrust him.”

Howie went to talk with Tillie Toad.  
“I know she can tell everyone what a bad pal Gus is,” thought Howie.

“Hi Tillie,” Howie shouted. “Gus took my lunch **yesterday.**”

“Don’t be silly,” replied Tillie. “I had lunch with Gus right here. We ate flies on this rock. Now leave.”



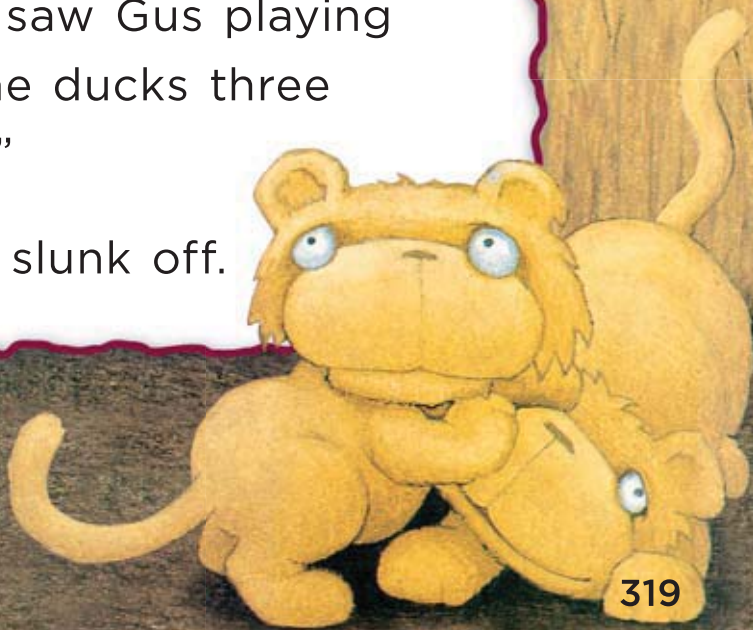
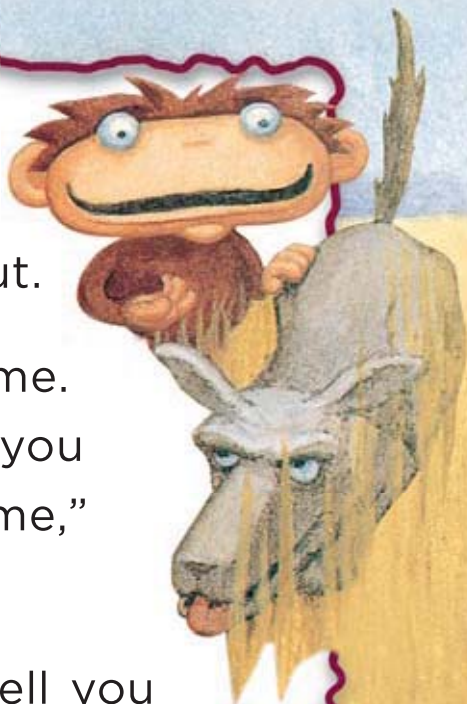
Howie went to Jack Jackal as he was **prowling** about.

“Don’t **bother** me. I can’t prowl with you bouncing around me,” growled Jack.

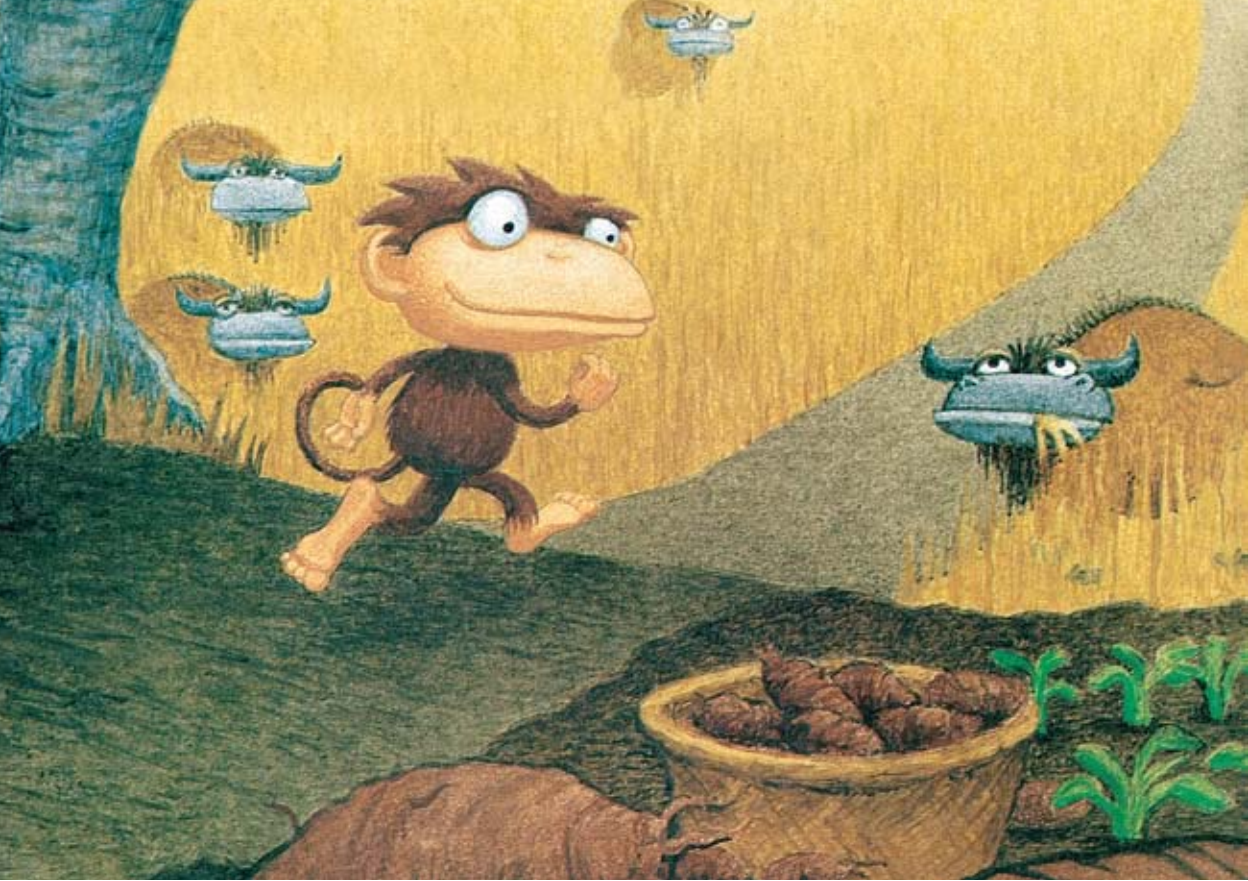
“I’m trying to tell you that Gus is a bad lizard. He makes the ducks’ babies cry.”

A **couple** of lion cubs were listening. “That’s not right! We saw Gus playing with all the ducks three days ago.”

Howie slunk off.







Howie tried to make the buffalo think that Gus had taken their yams. He put the yams in a basket high on a hill. Then he ran down to the buffalo.

“I saw Gus take all your yams!”  
Howie called out.

“We just saw you put them in a basket up there! We’re going to tell the king,” they cried.

## Howie Meets Gus

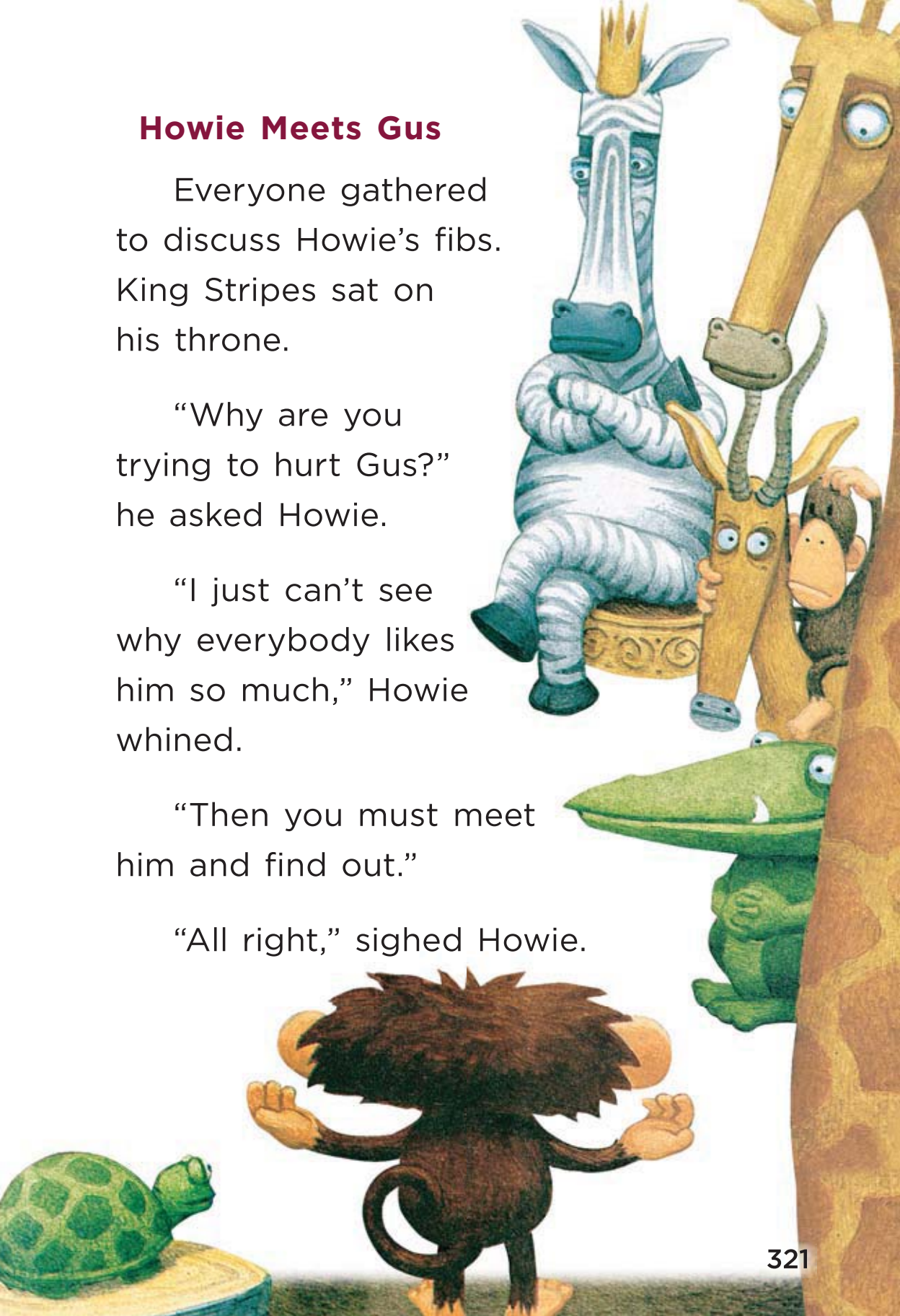
Everyone gathered to discuss Howie's fibs. King Stripes sat on his throne.

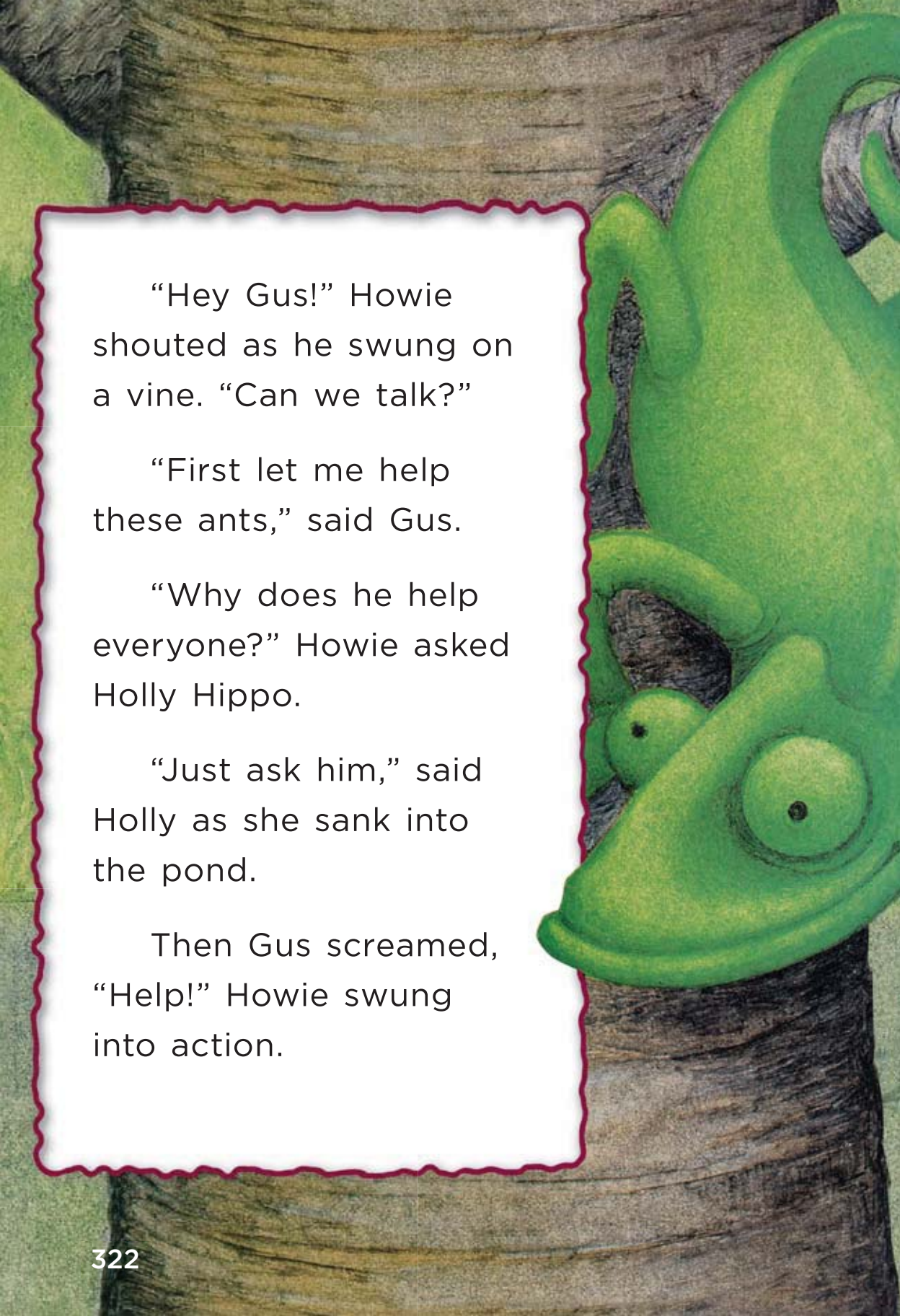
"Why are you trying to hurt Gus?" he asked Howie.

"I just can't see why everybody likes him so much," Howie whined.

"Then you must meet him and find out."

"All right," sighed Howie.





“Hey Gus!” Howie shouted as he swung on a vine. “Can we talk?”

“First let me help these ants,” said Gus.

“Why does he help everyone?” Howie asked Holly Hippo.

“Just ask him,” said Holly as she sank into the pond.

Then Gus screamed, “Help!” Howie swung into action.

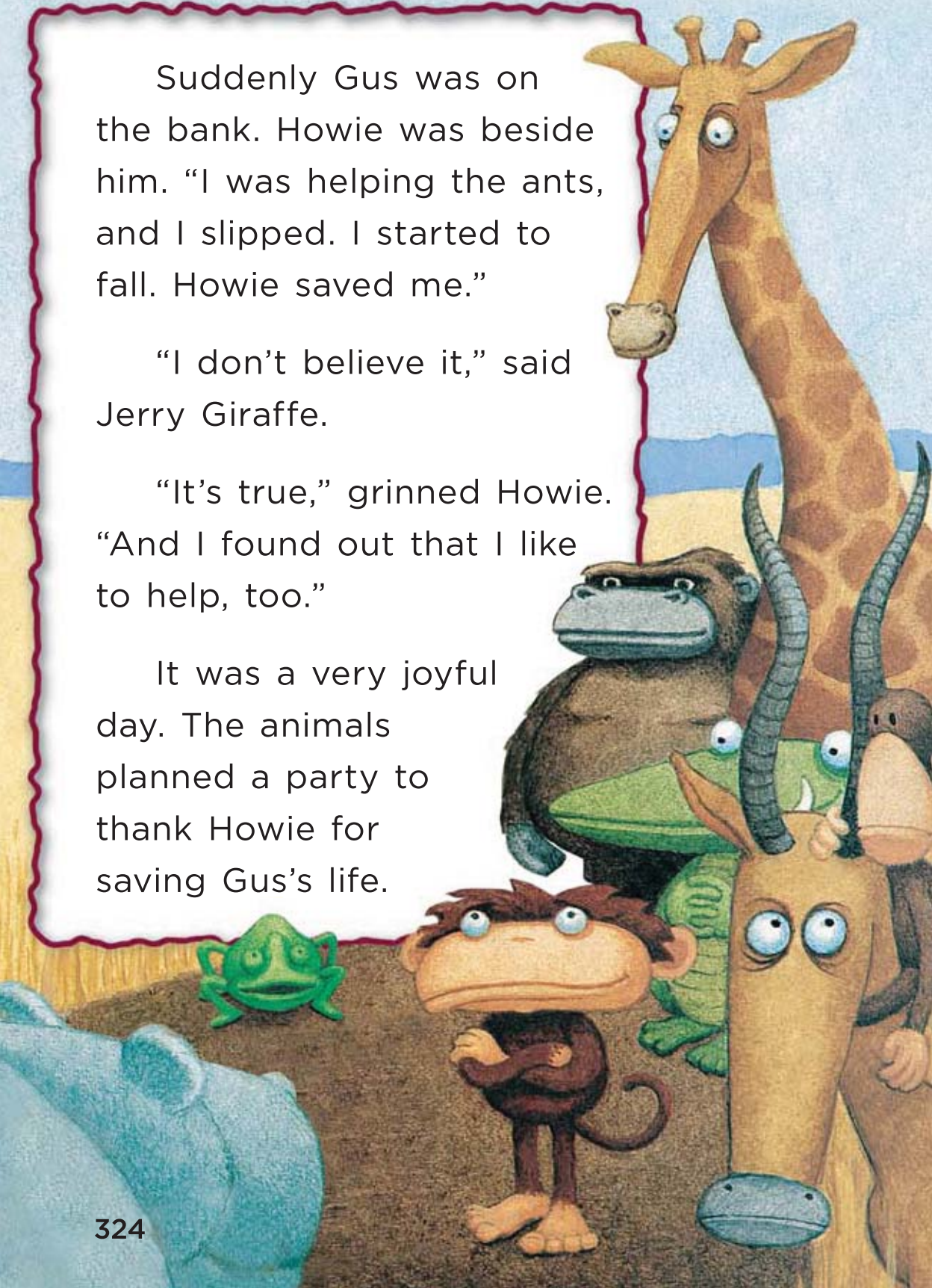


Suddenly Gus was on the bank. Howie was beside him. "I was helping the ants, and I slipped. I started to fall. Howie saved me."

"I don't believe it," said Jerry Giraffe.

"It's true," grinned Howie. "And I found out that I like to help, too."

It was a very joyful day. The animals planned a party to thank Howie for saving Gus's life.



# Comprehension Check

## Summarize

Reread "Howie Helps Out."

Use the Story Map.

Summarize the story.

Character

Setting

Beginning



Middle



End

## Think About It

1. At the beginning, what does Howie like to do?
2. Name three animals that Howie talks to about Gus.
3. How does Howie feel about Gus at the story's end? Why?



## Write About It

Tell about a time when you helped a pal.



# Skills and Strategies

## Decoding

Read the words.

brave      spray      right      late  
thrive      chain      milder      daylight  
frighten      spy      untie      surprise

## Vocabulary

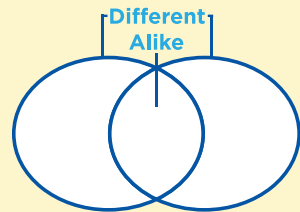
astronaut      boarded      languages  
exercise      scientist

## Comprehension

### Compare and Contrast

To compare is to find things that are alike.

To contrast is to find things that are different. A Venn Diagram shows what is alike and what is different.



## Read

Compare and contrast Faith and Kate.

### Two Dreams

Faith and Kate **boarded** the bus to go to a soccer game. They talked happily about their dreams.

“I’d like to be a **scientist**, maybe an **astronaut**,” said Faith.

“I’m good at **languages**. I’d like to visit different cities around the world,” Kate replied.

“And we both like sports,” Faith recalled. “Let’s plan to **exercise** no matter where we are!”

Fill in a **Venn Diagram** for “Two Dreams.” Summarize.







# Mae's Dreams

by Cassidy Blackfoot

Mae Jemison has always reached for the stars.

When Mae was a little girl, she took dance classes. A lot of her pals liked to dance and hoped to be dancers when they grew up. Mae liked to dance, too. But she did not have the same dream as the other kids. Mae wanted to be a scientist.



## A Dream of Space

In the 1960s, few women had jobs as scientists. But Mae did not let that bother her. She always planned to go to space. She knew that someday she would be an **astronaut**.

But that wasn't her only dream. Mae wanted to know a lot of different things. And being helpful to others was important to her, as well.

Mae studied science in college. She also studied **languages** and African history.

Mae decided to be a doctor. After she got her degree, she joined the Peace Corps. With the Peace Corps, she treated sick people in Africa. She helped them stay well.

## Time Line

<b>1956</b>	Mae is born in Alabama.
<b>1959</b>	Her family makes a home in Chicago.
<b>1973</b>	She attends Stanford University on scholarship.
<b>1982</b>	She completes college and joins the Peace Corps.
<b>1987</b>	Mae enters NASA's astronaut training program.
<b>1992</b>	She flies into space on September 12 on the space shuttle.



**Mae climbs out of her T-38 training jet.**

When Mae returned home, she still wanted to visit space. She tried to get into the space program, but she was not chosen. Mae still felt strongly about it. She reapplied and was accepted.

In 1987 Mae began training to fly in a space shuttle. Finally, in 1992, she was picked to fly in space.



**The space shuttle lifts off its launch pad.**

## **In Space**

Mae and six others **boarded** the space shuttle. It took off, and soon they were in space. The shuttle climbed high above Earth. The stars grew brighter and brighter in the darkness of space.

Mae looked back at Earth. She saw the land and the sea below. She thought, “I belong up here.” She felt like part of space and the stars.

The astronauts floated in the air inside the shuttle. They all had to **exercise** so their bodies would stay strong.

Most astronauts used exercise machines. They ran or biked in place. But Mae was different. She danced! Dancing in space was not easy. When she jumped up, she didn't land right away. She spun around ten times because she was so light!



**Mae floats in the lab in space.**



**Astronauts Jan Davis and Mae Jemison run a test in the lab.**

Mae had jobs on the shuttle. She ran tests on bone cells. She had frogs and frog eggs in the shuttle's lab. She watched to see if space changed how they grew. Her study would help find ways to treat sick people.

The shuttle lands like a jet.



After a week, the shuttle returned safely. Mae was now the first African-American woman astronaut. She was very proud.





These days Mae teaches at colleges. She also runs a science camp for children. She looks for ways to make life better for all people.

Mae followed her dreams and went into space. Where will she go next?

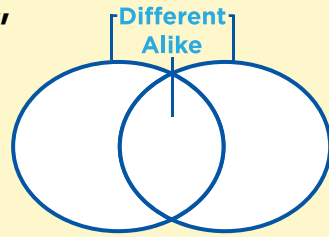
# Comprehension Check

## Summarize

Reread "Mae's Dreams."

Look at the Venn

Diagram. Summarize.



## Think About It

1. What did Mae do in the Peace Corps?
2. What jobs did Mae do on the shuttle?
3. What were Mae's dreams? How did she fulfill them?



## Write About It

How did Mae help people?



# Skills and Strategies

## Decoding

Read the words.

key            slow            dream            stone

cute            teach            wait            crow

speech            close            night            tune

## Vocabulary

tools                            purpose

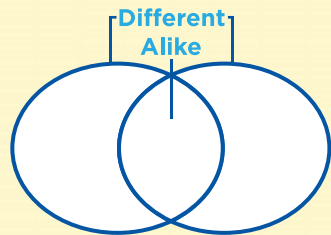
information            notice

## Comprehension

### Compare and Contrast

To compare is to find things that are alike.

To contrast is to find differences. A Venn diagram shows what is alike and what is different.



## Read

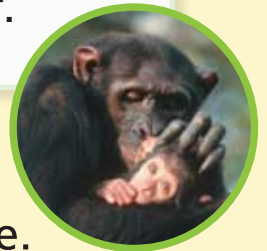
Compare and contrast chimps and gorillas.

### Chimps and Gorillas

My **purpose** is to share **information** about chimps and gorillas. Pay attention to how they are alike and different. What do you **notice**?

Chimps and gorillas are both apes that live in Africa. Both have long arms and no tail. Gorillas and chimps are different, too. Gorillas are larger than chimps. Gorillas mainly stay on the ground while chimps climb trees. Chimps use **tools**. Gorillas do not.

Fill in the **Venn diagram** for "Chimps and Gorillas." Summarize.



# Jane Goodall



by Rod Harrington



## A Little Toy Chimp

“Look, Jane,” called Jane’s dad. He gave his baby girl a cute toy chimp for her second birthday.

Friends claimed that the chimp would make Jane have bad dreams. But Jane liked the toy.

No one could know then that Jane would help people see chimps in a different way.



Jane met real chimps in Africa.

Jane was born in England in 1934. She liked to study animals as a child. Jane liked to play outside and watch animals. She also read books about many kinds of animals.

By age 11, Jane knew she wanted to go to Africa and write about animals. She worked and saved her money. She went to Africa when she was 23.



Mary and Louis Leakey helped Jane.

In Africa, Jane met Louis Leakey. Like Jane, Louis was a scientist. He studied how people lived in the past. Unlike Louis, Jane wanted to study and write about animals.

Louis gave Jane a job gathering **information** about how chimps lived. As a result, Jane decided to study chimps in the jungle.

In 1960 Jane began to study how chimps eat, sleep, and play.

At first Jane had to be careful. If she came too close, the chimps would **notice** her. Seeing an unknown person might scare them. Jane waited and watched from far away. Little by little, chimps paid less attention to her. Jane moved closer.

Jane waits and watches as the chimps go about daily life.







## **Watching in the Jungle**

Jane watched the chimps. She found that they were different from monkeys. Monkeys had long tails, while chimps had no tails at all. Both spent time in trees, but chimps also walked along the ground.

Jane saw that the chimps took care of each other. They cleaned each other's fur. They also helped do jobs.

One day Jane saw two chimps pick twigs from a tree. They peeled leaves off the twigs. Next they broke each twig to make it the right size.

Then the chimps stuck the twigs into an ant mound. They pulled out the twigs and ate the ants. Jane knew then that chimps could make **tools**.

Chimps live in the jungle, or rain forest.





A mom chimp  
cuddles her  
baby.

Jane found out a lot by watching the chimps. She saw that a chimp mom carries her new baby under her belly. When the baby is older, it rides on its mom's back. The baby sleeps in a nest up in a tree with its mom.

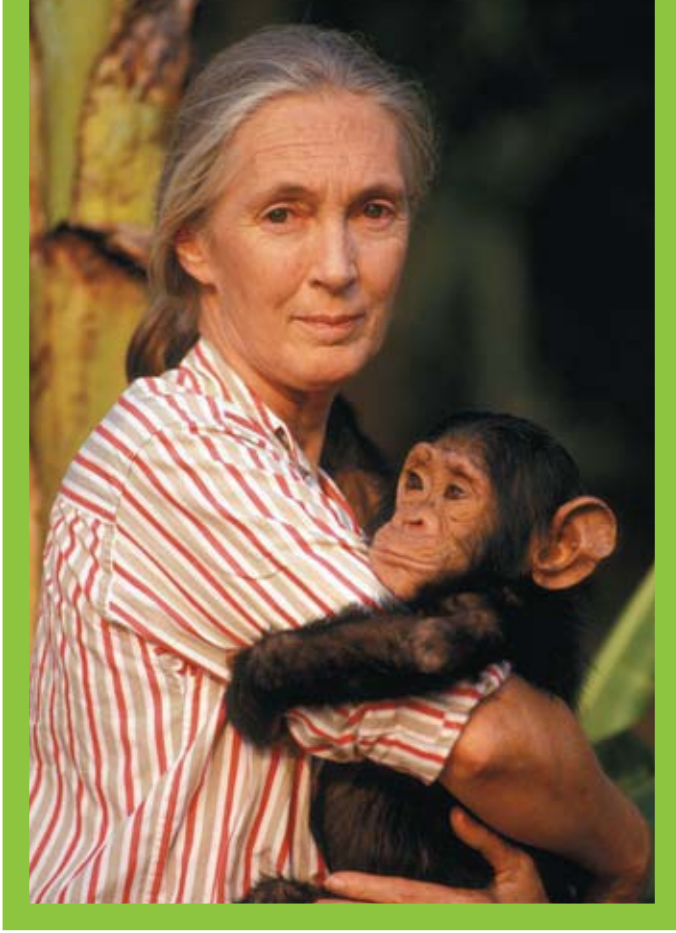
Chimp kids run and jump in the jungle trees. The moms show them safe foods to eat.

One chimp baby, Mel, lost his mom. A teenage chimp, Spindle, took care of Mel. Spindle carried Mel under his belly when it was cold and rainy. He let Mel sleep in his nest high in a tree each night.

Jane saw that a lot of chimps were sweet and kind.

At the end of the day, a mom chimp plays with her babies.





All life on Earth is important to Jane.

In 1977 Jane started a group. Its **purpose** is to keep studying and helping chimps in Africa. It also teaches about helping people, animals, and the places in the world.

It all began with a toy chimp and a little girl. Jane still has that toy chimp in her home.

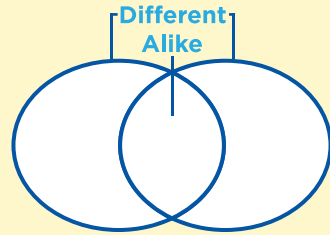


# Comprehension Check

## Summarize

Reread "Jane Goodall."

Look at the Venn diagram. Summarize.



## Think About It

1. What did Jane get for her second birthday?
2. How was Spindle like a mother chimp?
3. How did the two chimps make a tool for catching ants?



## Write About It

Why was Jane Goodall's work important?



# Skills and Strategies

## Decoding

Read the words.

zoo      unhooked      shawl      cloud

threw      author      clown      boat

stall      could      flute      beam

## Vocabulary

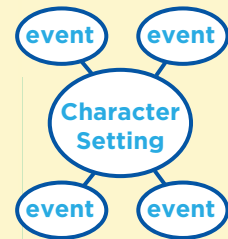
nearby      demanded      owned

special      customers      survive

## Comprehension

### Character, Setting, Plot

Characters are people in a story. The setting is where and when it takes place. The plot is made up of events and may have a problem and solution.



## Read

What problem does Jacob solve?

### Pizza for Breakfast

Jacob **owned** a small pizza parlor. **Customers** came for lunch and dinner. But they went to **nearby** places for breakfast. He didn't know if his parlor could **survive**. He needed a plan.

First Jacob made a **special** pizza with egg and hash browns. Next he made pizza with berries and yogurt. Last he made pizza pancakes! Soon people **demand**ed his good breakfast pizzas. It was a triumph!

Fill in the **Story Web** for "Pizza for Breakfast." Summarize.

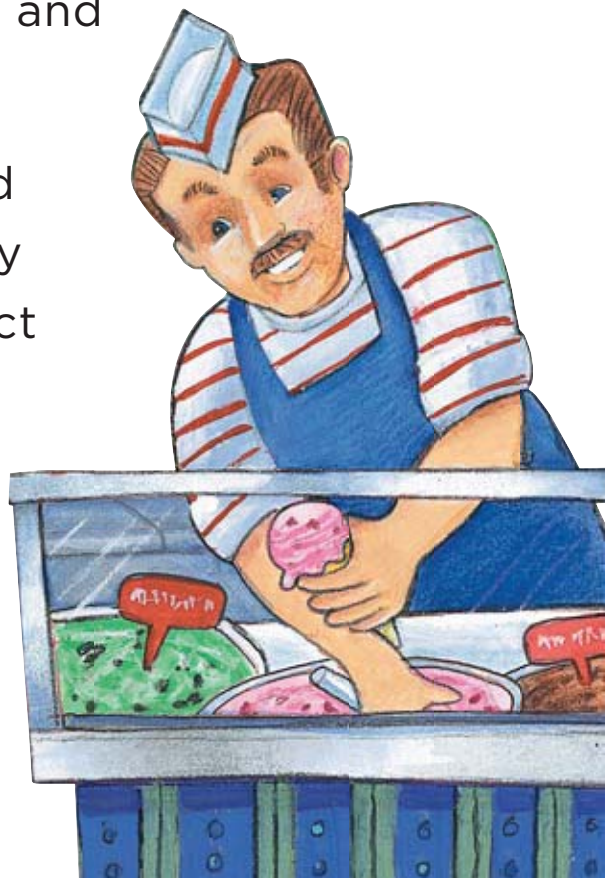


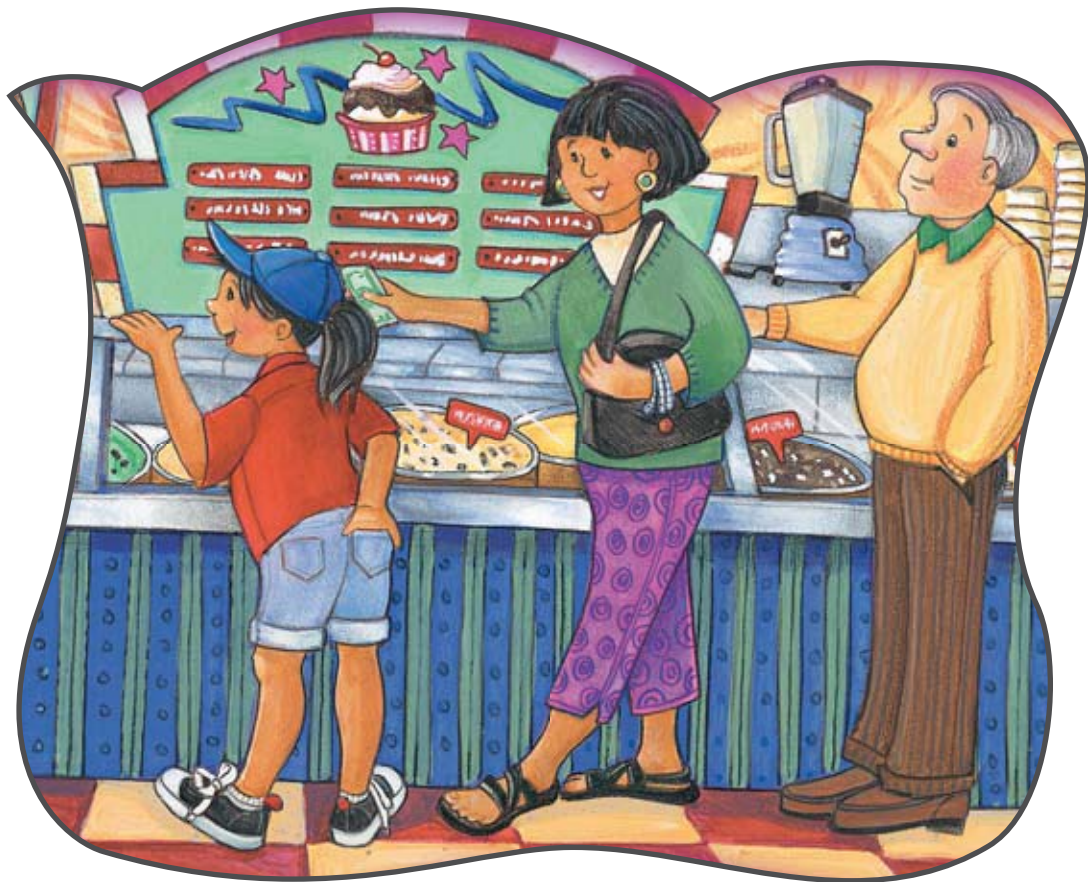
# The Great Ice Cream Shop Turn Around

by Jim Flaherty  
illustrated by Deborah Melmon

David Kramer **owned** Kramer's Ice Cream Shop. He sold ice cream with all kinds of toppings. He served sprinkles, nuts, whipped cream, and bits of fruit.

David worked hard in the summer. All day he would place perfect scoops of ice cream on cones. David's shop was the best in town.





## The New Store

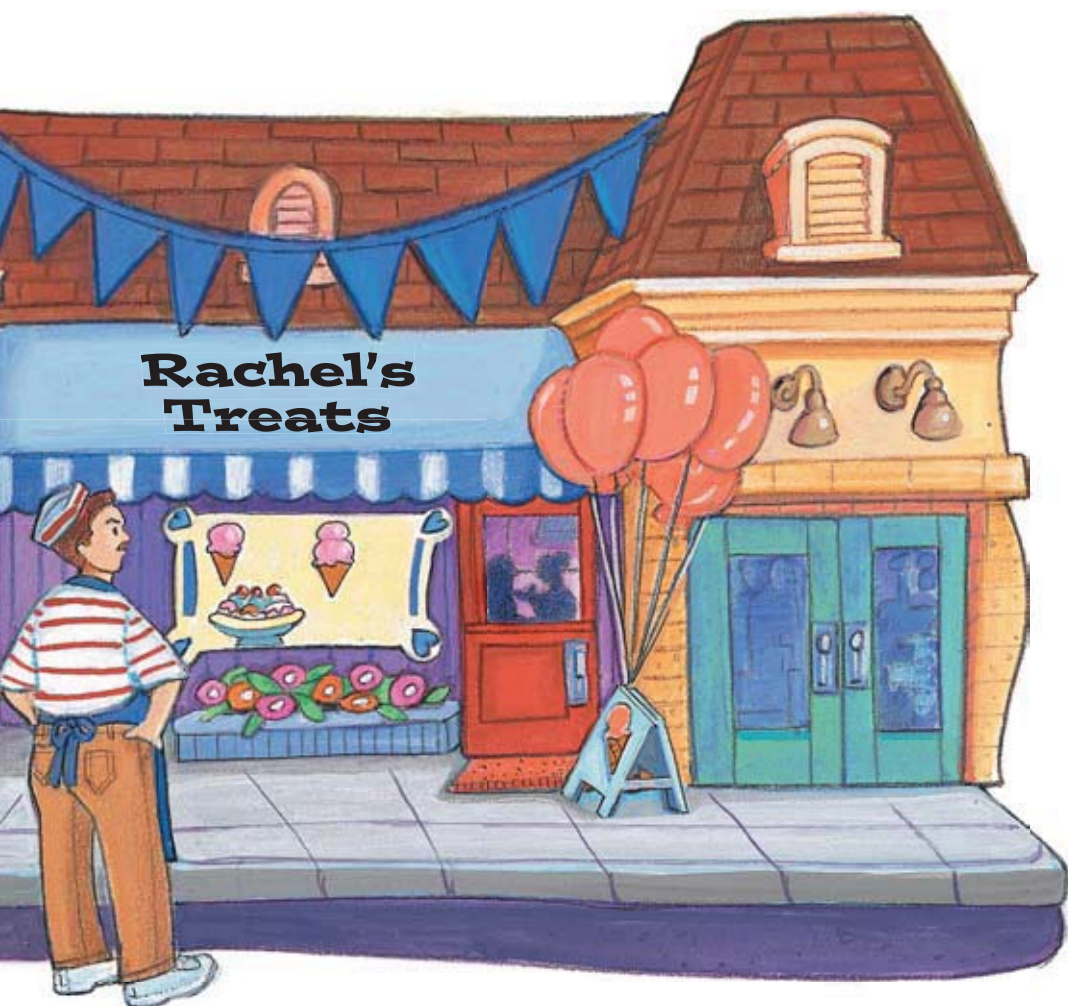
Kramer's Ice Cream Shop did well during the summer. But as the weather turned colder, he sold less ice cream. He felt uneasy each winter.

This year he had another problem. Recently, a new ice cream store had opened nearby. He wondered if he would lose his customers. David frowned.



David stood by the sidewalk and looked at the new store. He could hear music from the shop. The balloons in front made it look cheerful.

David knew that his ice cream was good. For years, his customers had told him it was the best.



At first David was sad. Then he got mad. Finally he thought, “That store’s ice cream cannot taste better than mine. They must be doing something to make people go there. I need to find out why!”

## An Ice Cream Talk

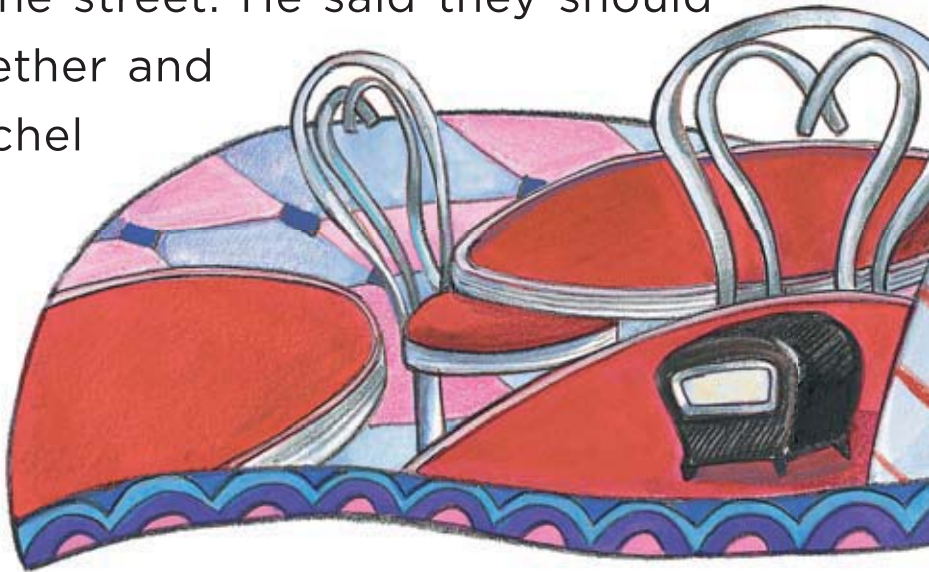
David hurried over to the new store at closing time. He saw that it had lower prices.

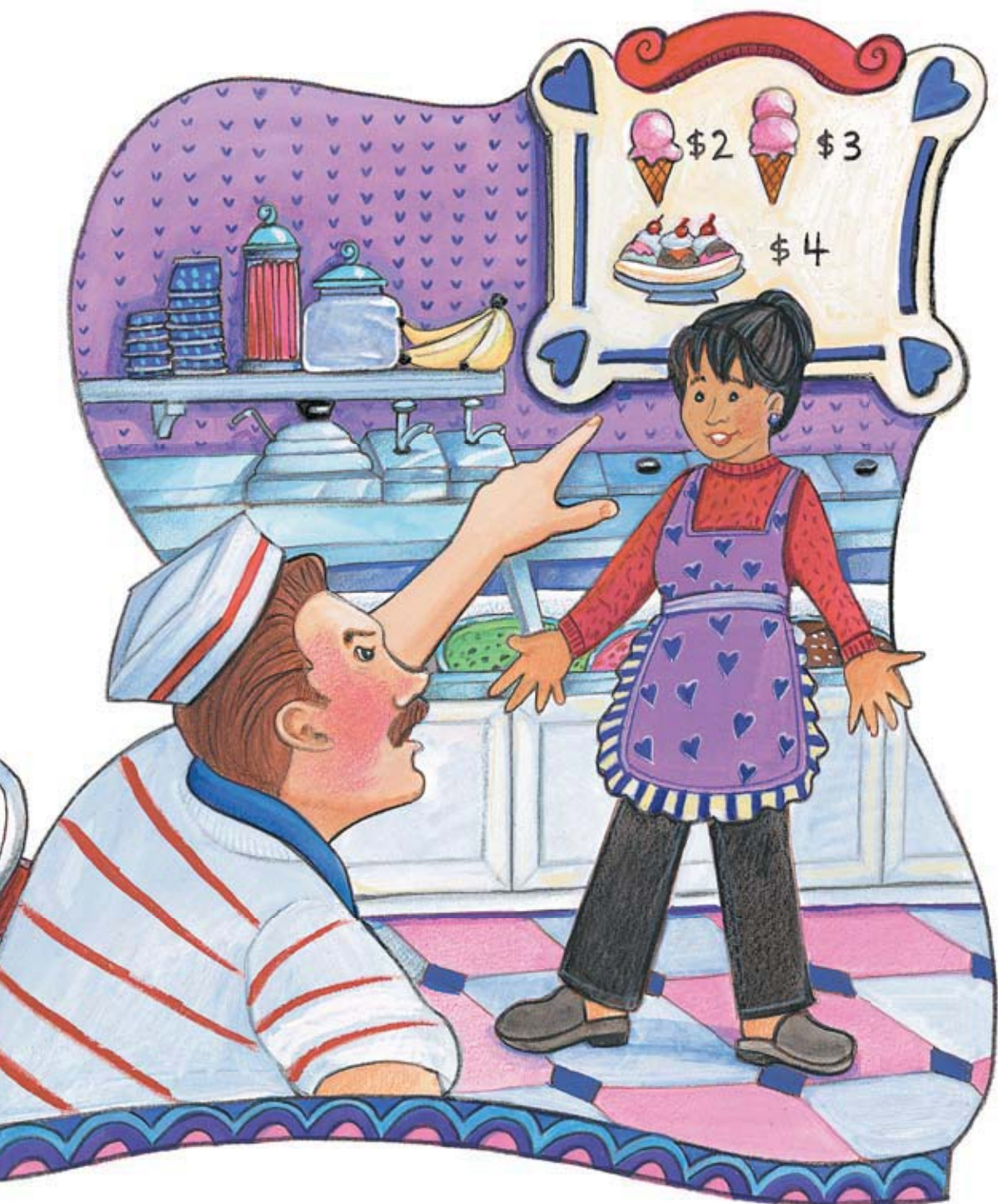
“May I help you?” asked a lady. “My name is Rachel.”

“Why are your prices so low?” David **demanded**.

“I need lower prices to get customers,” said Rachel.

He told her he owned the shop across the street. He said they should get together and talk. Rachel agreed.

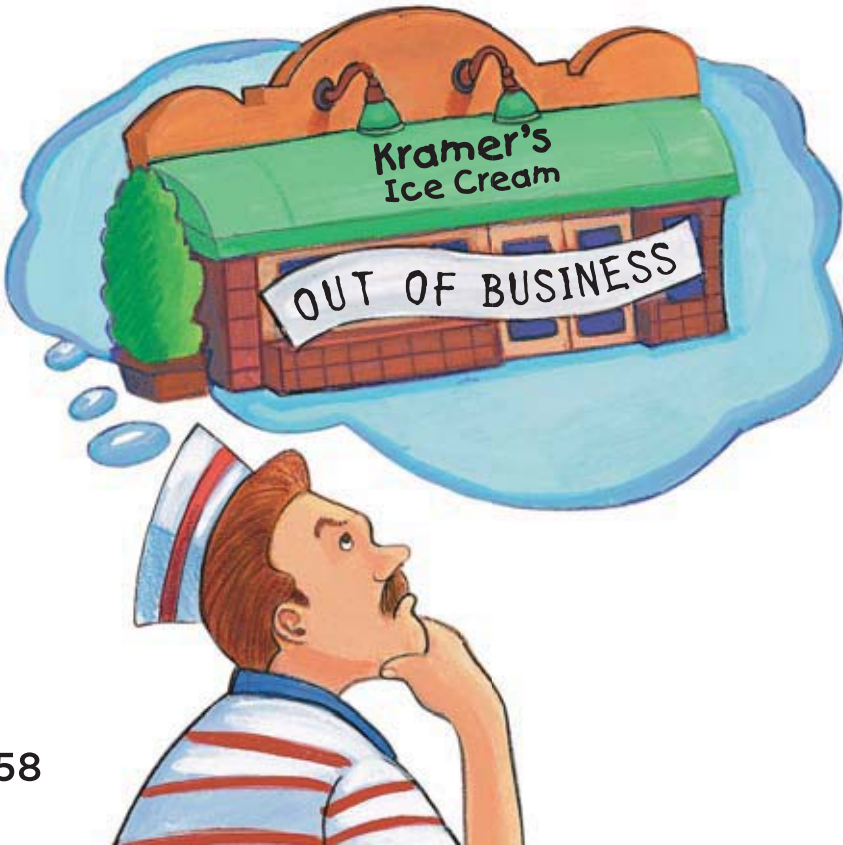




David went home to think. He could lower his prices. But he did not know if his shop would **survive**.

“What will make people eat ice cream when it’s cold out? How can I get people to come to my shop in winter?” David asked himself.

Then he came up with a plan. He asked Rachel to visit his shop to talk.

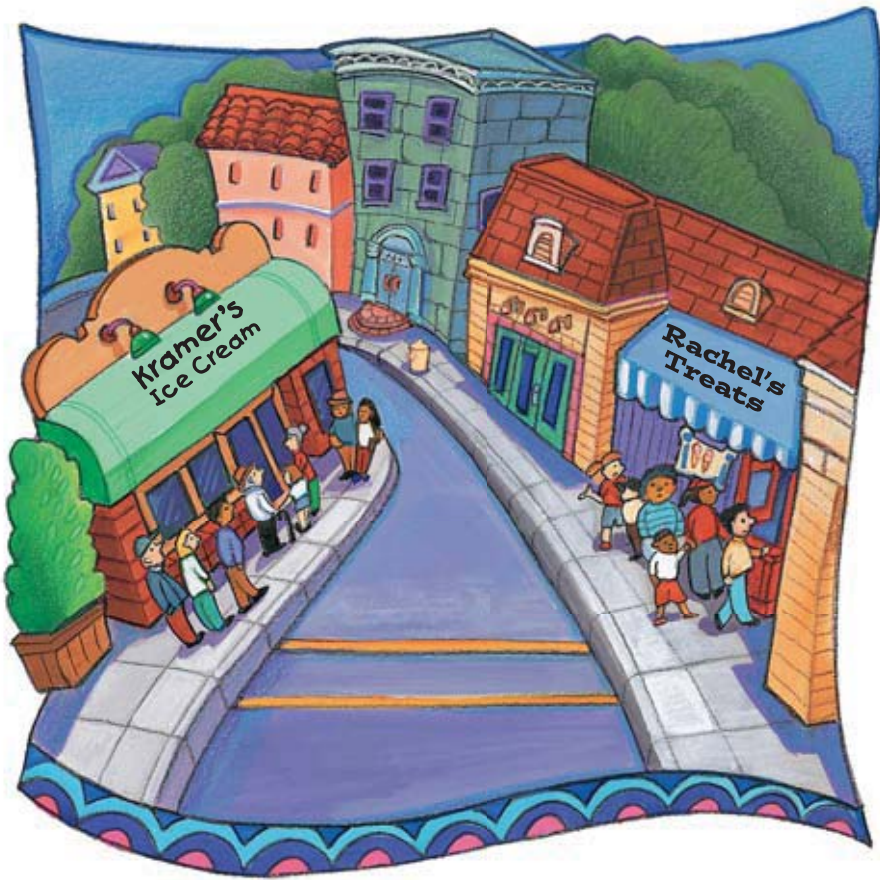


David explained his idea. “We need to make our stores different. I can make **special** ice cream flavors like black currant ice cream. People like trying unusual flavors.”

“That is perfect!” Rachel exclaimed. “I can make banana splits. In winter, I can sell hot cocoa, and you can sell hot apple cider!”







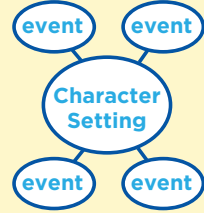
Rachel and David agreed on the plan. Both stores sold hot drinks during the winter. In summer, people loved the unusual ice cream flavors. They loved the banana splits.

Soon the shops were always busy. Each store had a long line of customers. David's plan had worked!

# Comprehension Check

## Summarize

Reread “The Great Ice Cream Shop Turn Around.” Use the Story Web. Summarize.



## Think About It

1. What does David Kramer own?
2. What two worries does David have?
3. What was David’s plan? Did it work? Explain how you know.



## Write About It

How else could the shop owners have worked together?

# Skills and Strategies

TITLE	DECODING	VOCABULARY	COMPREHENSION
<b>Unit 1 pages 6–61</b>			
6 A Big Jam	Short Vowels /a/ a <u>pack</u> , /i/ i <u>spin</u>	jam, tip, feel, ran into, quit, acting	Analyze Story Structure: Character, Setting, Plot
16 Pen Pals	Short Vowels /e/ e <u>get</u> , /o/ o <u>pot</u> , /u/ u <u>cut</u>	letters, visit, writes, plans, hike, jet	Analyze Story Structure: Cause and Effect
26 Ant Tricks	Beginning and Final Blends	slim, objects, smart, pests, twigs, food	Generate Questions: Main Idea and Details
38 Wetlands	Long Vowel /ā/ a_e <u>same</u>	wetlands, bills, animals, lungs	Generate Questions: Compare and Contrast
50 Jake’s Pets	Long /ī/ i_e <u>like</u>	decide, smaller, hissed, gazed	Summarize: Make and Confirm Predictions
<b>Unit 2 pages 62–121</b>			
62 Miss Pope’s Class Puts on a Skit	Long Vowels /ō/ o_e <u>stove</u> , /ū/ u_e <u>tune</u>	practice, crowd, roles, costumes, classmates, skit	Summarize: Sequence
74 Mom Wolf Speaks	Long Vowel /ē/ e <u>she</u> , ea <u>dream</u> , ee <u>seem</u> , y happy, ey <u>key</u>	deeds, trust, usually, gleamed, sunset, forest	Monitor Comprehension: Draw Conclusions
86 Flight: Gliders to Jets	Long Vowel /ī/ i <u>kind</u> , igh <u>sight</u> , y <u>try</u>	different, hobbies, sights, plastic, noisy, engine	Monitor Comprehension: Main Idea and Details
98 Animal Hide and Seek	Beginning and Final Blends	danger, clump, color, swift, scales, warn	Monitor Comprehension: Author’s Purpose
110 A Midday Feast	Long Vowel /ā/ ai <u>main</u> , ay <u>stay</u>	midday, large, complete, feast	Monitor Comprehension: Theme
<b>Unit 3 pages 122–181</b>			
122 Ben Franklin	Long Vowel /ō/ o <u>to</u> ld, oa <u>boat</u> , ow <u>own</u>	draft, invented, flames, routes, habits	Generate Questions: Author’s Purpose
134 Chef Mantis’s Hunt	Digraphs /ch/ ch <u>which</u> , tch <u>patch</u>	office, clutched, boasted, unlatched, clue, solve	Generate Questions: Character, Setting, Plot
146 The Everglades	Digraphs /th/ th <u>with</u> ; /hw/wh <u>when</u>	river, protect, left, drained, pounds	Analyze Text Structure: Cause and Effect
158 Trish’s Triumph	Digraphs /f/ ph <u>phone</u> , /sh/ sh <u>brush</u>	ramp, perfect, sketches, gathered, idea, triumph	Analyze Story Structure: Sequence
170 Brent’s Trip	Soft Consonants /s/ c space, /j/ g <u>gem</u> , dge, <u>judge</u>	ancient, mist, imagined, ledge, amazing, tilted	Visualize: Make Inferences

TITLE	DECODING	VOCABULARY	COMPREHENSION
<b>Unit 4 pages 182–241</b>			
182 A Splendid Meal	Triple Blends	recipe, rise, splendid, batter, powder	Visualize: Draw Conclusions
194 Weaver’s Kindness	Silent Consonants /n/ <i>kn</i> , /r/lwr, /m/lmb	earn, beamed, children, kindness, instruct	Visualize: Theme
206 Be Smart: Save Water!	r-Controlled Vowel /är/ <i>ar</i> <u>st</u> ar	tap, gallons, liquid, streams, useful, machines	Monitor Comprehension: Problem and Solution
218 Helping Hands	r-Controlled Vowel /ôr/ <i>or</i> <u>for</u> , <i>ore</i> <u>store</u>	chore, supplies, collect, projects, agreed	Monitor Comprehension: Problem and Solution
230 The Perfect Fort	r-Controlled Vowel /ür/ <i>er</i> <u>infer</u> , <i>ir</i> <u>first</u> , <i>ur</i> <u>surf</u>	bored, wonder, shady, between, perked up,	Summarize: Sequence
<b>Unit 5 pages 242–301</b>			
242 Animals Change Shape	Long Vowels in Open Syllables	cycle, hatch, adult, shrink, surface, changes	Summarize: Main Idea and Details
254 Hot–Air Balloons	Variant Vowel /ü/ew <i>crew</i> , <i>oo</i> <u>boot</u>	crew, designs, interest, pilot, air, traveled	Analyze Text Structure: Description
266 Dolores Huerta: She Took a Stand	Variant Vowel /ü/ <i>oo</i> <u>book</u> , <i>ou</i> <u>would</u>	childhood, united, laws, important, basic, difficult	Analyze Text Structure: Cause and Effect
278 The Sheep Herder	Diphthong /oi/ <i>oi</i> <u>soil</u> , <i>oy</i> <u>boy</u>	village, expert, soil, listened, disliked	Monitor Comprehension: Draw Conclusions
290 Busy Beavers	Diphthong /ou/ <i>ou</i> <u>round</u> , <i>ow</i> <u>brown</u>	control, able, habitat, build	Monitor Comprehension: Compare and Contrast
<b>Unit 6 pages 302–361</b>			
302 Talking to Mrs. Dawson	Variant Vowel /ô/ <i>au</i> <u>pause</u> , <i>aw</i> <u>claw</u> , /ôl/ <i>al</i> <u>salt</u>	change, thoughtful, laundry, system, recalled	Visualize: Make Inferences
314 Howie Helps Out	Review Consonant Blends and Digraphs	couple, attention, certain, yesterday, prowling, bother	Visualize: Summarize
326 Mae’s Dreams	Review Long Vowels /ā/, /ī/	scientist, languages, boarded, astronaut, exercise	Generate Questions: Compare and Contrast
338 Jane Goodall	Review Long Vowels /ē/, /ō/, /ū/	tools, purpose, notice, information	Generate Questions: Compare and Contrast
350 The Great Ice Cream Shop Turn Around	Review Variant Vowels	special, owned, nearby, customers, demanded, survive	Generate Questions: Character, Setting, Plot

# ACKNOWLEDGMENTS

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