Start of the Year
STUDENT MATERIALS

PEARSON
First Read of the Lesson

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 1
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 2
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 3
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 4
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 5
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text
Getting Organized

Mrs. Rodriguez asked her students to turn in their homework. Cora’s stomach sank because she didn’t have her homework. She remembered to do it, but she forgot to put it in her backpack. It was still sitting on the kitchen table.

“Cora,” Mrs. Rodriguez said, “did you forget to do your homework again?”

“No,” Cora looked down at her feet. “I did the homework, but I left it at home.”

“I’m sorry to hear that, Cora,” Mrs. Rodriguez said. “Bring it in tomorrow, but you will lose five points.”

That night the phone rang. “Hello, Mrs. Rodriguez,” Cora heard her mother answer. This cannot be good, Cora thought.

“Of course, I will talk to Cora.”

“Cora” Mama said, “Mrs. Rodriguez says your missing and late assignments are going to affect your grade. That’s a problem.”

“I’m sorry,” Cora said. “I’m always in such a rush in the morning. It’s hard to remember everything.”

“Cora, rather than being sorry,” Mama said, “I want you to solve this problem. You’re too smart to let a lack of organization get in the way of good grades.”

“What can I do, Mama?” Cora asked.

“Let’s think of some ways you can be more organized,” Mama said.

Cora came up with three solutions to her problem:

1. Write down my assignments.
2. Get ready for school the night before.
3. Have Mama double-check my homework.

Three weeks later, Cora brought home her report card. Mama gave her a hug. Cora’s solutions had worked!
Gather Evidence  On page 2, circle 3–4 details about Cora’s problem that are in the text. In another color, box which 2 are most important to the story. Write those two details below.

Answers may vary, but could include that Cora is always in such a rush in the morning and Cora forgot to put her homework in her backpack.

Gather Evidence: Extend Your Ideas  Work with a partner and discuss how changing just one of these details would affect the story.

Responses should include evidence from the text.

Ask Questions  Write two questions that the teacher might have asked Cora about why Cora’s homework wasn’t turned in on time. Underline the words in the text that could answer the questions.

Responses should use evidence from the text.

Ask Questions: Extend Your Ideas  Write an additional question that the teacher could have asked Cora that is answered in the text. Underline the answer in the text.

Responses should use evidence from the text.

Make Your Case  Draw an arrow from Cora’s decision (a cause) about changing her habits to what happens (the effect) at the end of the story.

Responses should use evidence from the text.

Make Your Case: Extend Your Ideas  Identify other causes that lead to other effects. Discuss your results with a partner.

Responses should use evidence from the text.
Vocabulary

Lesson 1
earned Responses should show contextual understanding of the word.
equation Responses should show contextual understanding of the word.

Lesson 2
gimmick Responses should show contextual understanding of the word.
competition Responses should show contextual understanding of the word.

Lesson 3
frozen air Responses should show contextual understanding of the word.
no-smiling, I’m-not-your-buddy mask Responses should show contextual understanding of the word.

Lesson 4
laboratory Responses should show contextual understanding of the word.
solution Responses should show contextual understanding of the word.

Lesson 5
observations Responses should show contextual understanding of the word.
media Responses should show contextual understanding of the word.
Lesson 1  Reread page 26 from the Text Set Collection. Write several sentences that describe Evan’s actions, motivations, and feelings.

Responses should include evidence from the text.

Lesson 2  Reread the last paragraph on page 32 and the first on page 33 from the Text Set Collection. Write a paragraph that explains the sequence of events in the two paragraphs that you reread. Include words and phrases that show the order of events.

Responses should include evidence from the text.

Lesson 3  Reread pages 25–39 from the Text Set Collection. What is your opinion of Evan’s solution to his problem? State your opinion and support it using evidence from the text.

Responses should include evidence from the text.

Lesson 4  Reread page 3 of The Case of the Gasping Garbage. Write a short narrative from Gabby’s point of view that tells what happens before she calls Doyle and asks for his help. Use evidence from the text to establish the details and events.

Responses should include evidence from the text.

Lesson 5  Lesson 5  Reread pp. 13–15 of The Case of the Gasping Garbage. Using evidence from the text, write an explanation of the procedure (steps) that Drake and Nell use to solve the garbage can problem.

Responses should include evidence from the text.
Name ________________________________

Using evidence from the text, answer the following questions about Chapters 1 and 2 from *The Case of the Gasping Garbage*.

1. Who are the characters in Chapter 1? Who are the characters in Chapter 2?
   
   **Drake Doyle, Nell Fossey, Gabby Talberg, James Frisco;**  
   **Drake Doyle, Nell Fossey, Kate Doyle, Sam Doyle,**  
   **Professor Fossey, Gabby Talberg**

2. Why are some characters the same in the two chapters? Why are some characters different?
   
   Responses should include evidence from the text

3. What settings are the same in both chapters?
   
   **Drake Doyle’s lab/house.**

4. What are the most important events in Chapter 1? Why are they important?
   
   **Doyle and Fossey get a case to solve. They are detective scientists who solve cases.**

5. What are the most important events in Chapter 2? Why are they important?
   
   **Doyle and Fossey solve their case. They are detective scientists and people depend on them to solve their problems.**
1. Reread the first two complete paragraphs on page 31 of “Location, Location, Location.”

2. What key words and phrases does the author use to show the sequence of the events?
   
   Responses should include evidence from the text
   
3. Explain how these words help you understand the sequence of events.
   
   Responses should include evidence from the text
   
4. Reread the sentences on page 36 of “Location, Location, Location.” Notice how the author is using the word then. How does the author’s use of the word then change what happens?
   
   Responses should include evidence from the text
   
5. Explain how the use of the word then is different in the two sections that you reread.
   
   Responses should include evidence from the text
Lesson 1 Nouns  Circle the nouns in the sentences.
1. Evan dragged his wagon to the center of the town.  
Evan, wagon, center, town
2. Evan went to his desk and worked on some problems.  
Evan, wagon, center, town

Lesson 2 Form Regular Plural Nouns  Write the plural of each word.
1. buzz buzzes  
2. dollar dollars  
3. church churches  
4. minus minuses  
5. eyelash eyelashes  
6. fax faxes

Lesson 3 Use Regular Nouns  Write an sentence using one of the following nouns: bough, kids, Evan, center. 
Evan drank ice-cold lemonade.

Lesson 4 Identify Verbs  Reread page 3 of The Case of the Gasping Garbage. Find four words that are verbs and write them. 

Answers will vary.

Lesson 5 Form Regular Verbs  Write the verb.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to earn</td>
<td>no ending</td>
<td>add ending: -s</td>
<td>add ending: -ed</td>
</tr>
<tr>
<td>earn</td>
<td>earns</td>
<td>earned</td>
<td>Earning</td>
</tr>
<tr>
<td>I earn</td>
<td>He earns</td>
<td>They earned</td>
<td>You are earning</td>
</tr>
</tbody>
</table>
**Lesson 1** Write a narrative paragraph using full sentences that form a paragraph.

*Answers will vary, but should include a narrative paragraph with full sentences that form a paragraph.***

**Lesson 2 Use Dialogue to Show Character Reaction** Write a narrative paragraph with realistic events and characters.

*Answers will vary, but should include a narrative paragraph with realistic events and characters.*
Lesson 3 Write a Narrative  On a separate piece of paper, write a paragraph of realistic fictional narrative with a realistic setting.

Answers will vary, but should include a paragraph of realistic fictional narrative with a realistic setting.

Lesson 4 Write a Narrative  Write a fictional narrative paragraph that introduces a character, an interesting setting, and the event that starts the story. Make sure to use these elements to establish a situation.

Answers will vary, but should include a fictional narrative paragraph that introduces a character, an interesting setting, events that start the story, and establishes a situation.

Lesson 5  Write a fictional narrative paragraph that continues the narrative you wrote in Lesson 4. Make sure to continue the situation from the first paragraph, resolve the situation, and establish a new situation.

Answers will vary, but should include a fictional narrative paragraph that continues the narrative from Lesson 4, resolves the situation, and establishes a new situation.
1. What did you read?
2. What did you learn?
3. What questions do you have?

**Lesson 6**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

**Lesson 7**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

**Lesson 8**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

**Lesson 9**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

**Lesson 10**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Using evidence from the text, answer the following questions about *The Case of the Gasping Garbage*.

1. Reread the first sentence in the last paragraph on p. 39. What word in the sentence is used in a nonliteral way?

   heart

2. What is the literal meaning of the word *heart*?

   an organ in the body

3. What is the nonliteral meaning of the word as it is used in the book?

   the center

4. Write a new sentence using the word *hurt* in a nonliteral way.

   *Answers will vary, but should use *hurt* in a nonliteral way.*
Using evidence from the text, answer the following questions about *The Case of the Gasping Garbage*.

   
   **Nell and Drake put signs up so the cars will slow down and not hit the frogs.**

2. Describe how chapter 4 begins.
   
   **Nell and Drake learn that the signs were blown down and that frogs are still being killed.**

3. What does Chapter 4 develop, or build on, from chapter 3?
   
   **Nell and Drake have to come up with a new solution to help the frogs cross to the pond.**

4. Why does the author do this?
   
   **The author prolongs the end result to build suspense.**
Vocabulary

Lesson 6
graph Responses should show contextual understanding of the word.
aquariums Responses should show contextual understanding of the word.

Lesson 7
global warming Responses should show contextual understanding of the word.
pollution Responses should show contextual understanding of the word.

Lesson 8
dark day Responses should show contextual understanding of the word.
archrival Responses should show contextual understanding of the word.

Lesson 9
air pressure Responses should show contextual understanding of the word.
valve Responses should show contextual understanding of the word.

Lesson 10
hypothesis Responses should show contextual understanding of the word.
evidence Responses should show contextual understanding of the word.
Lesson 6  Reread the fourth paragraph on p. 20 of *The Case of the Gasping Garbage*. The narrator makes statements about Nell Fossey. Does your own reading fit this analysis? State your opinion and support it using text evidence.

Responses should use evidence from the text

Lesson 7  How would you describe Doyle and Fossey’s motivations and actions? What do they do to show motivation? Use an example from the text to support your answer.

Responses should use evidence from the text

Lesson 8  Reread the paragraph on p. 32 of *The Case of the Gasping Garbage* that begins “This is a chance for Doyle and Fossey.” Write a brief narrative in which you retell this part of the story from Frisco’s perspective.

Responses should use evidence from the text

Lesson 9  Reread the third paragraph on p. 43 of *The Case of the Gasping Garbage*. The narrator states Fossey’s tadpoles were glad to see her. Describe Fossey’s experience when she finally got home.

Responses should use evidence from the text

Lesson 10  Reread p. 50 of *The Case of the Gasping Garbage*. How might you have gone about your investigation differently than Doyle and Fossey went about their investigation? State your opinion and support it using text evidence.

Responses should use evidence from the text
Using evidence from the text, answer the following questions about Chapter 5 from *The Case of the Gasping Garbage*.

1. What is the sequence of events?
   
   **Responses should use evidence from the text.**

2. What does Fossey do to contribute to these events? What does Doyle do to contribute to these events?
   
   Fossey shows her card and the two are allowed to pass; Doyle suggests raising the bridge using hot air balloons. He also alerts the two to the news on TV.

3. Compare and contrast the impact of Fossey’s and Doyle’s actions on the sequence of events.
   
   Doyle alerts the two to the news on TV, Fossey gets the two through the police barrier.

4. What are the most important events in Chapter 5? Why are they important?
   
   Doyle’s suggestion and Fossey’s decision to stay behind. Doyle thinks he can solve the case. Fossey thinks there might be a better way to solve the case.
1. Reread p. 18 in Chapter 3 of *The Case of the Gasping Garbage*. What key words and phrases does the author use to show the order in which events happen?
   
   **after, just then**

2. Explain how these words help you understand the sequence of events.
   
   They help the reader understand that the events are taking place after school and that someone just knocked.

3. Reread the sentences on p. 18 in Chapter 3 of *The Case of the Gasping Garbage*. Notice how the author using the word *after*. What happens *after* school on Friday?
   
   **Drake Doyle was busy with an experiment.**

4. Explain how the use of the word *after* helps you understand the sequence of events.
   
   After helps me understand that Doyle was busy with an experiment after school.
Lesson 6 Form Simple Sentences Using Regular Verbs  Write a sentence using at least one noun and one verb. Circle the verb you use.  

1. Doyle washed the dishes and the beaker in the lab.  
   Doyle, dishes, beaker, lab; dishes  
2. Today, the newspaper reporters called them heroes.  
   Today, reporters, heroes; heroes

Lesson 7 Irregular Plural Nouns  Write the plural of each word.  
1. buzz _buzes_  2. tax _taxes_  3. lunch _lunches_  
4. minus _minus_  5. splash _splashes_  6. echo _echoes_

Lesson 8 How Nouns Function in a Sentence  Circle the subject in the following sentences:  
Doyle couldn’t believe it was them. **Doyle**  
He wanted to find a way for the frogs to cross the street safely. **He**  
Fossey found the answer and wrote it down in her book. **Fossey**  
She said that she could not remember. **She**

Lesson 9 Identify Irregular Verbs that End in -y  Write a sentence using at least one of the following verbs in past tense: scurry, bury, hurry. Circle the verb in your sentence.  
**The squirrel scurried up the tree.**

Lesson 10 Identify the Function of Verbs  Read the sentences below. Circle the verbs in each sentence.  
Knowing this, Nell picked up a strong twig  
and calmly poked it into the valve of tire number one.  
She stared at the tires.  
And then she knew. It was simple.  
**Knowing, picked up, poked, stared, knew, was**
Lesson 6 Introduce a Character  Continuing with the narrative you began in Lesson and continued in Lesson 5, write a series of events that are organized into a logical sequence.

Answers will vary, but should include a narrative began in Lesson 4 and continued in Lesson 5 with a series of events that are organized into a logical sequence.

Lesson 7 Use Dialogue to Show Character Reaction  Write a character sketch of Nell Fossey, tracking Nell’s character traits, motivations, and feelings and using information they collected.

Answers will vary, but should include a character sketch of Nell Fossey, tracking Nell’s character traits, motivations, and feelings and using information they collected.
Lesson 8 Write a Narrative  On a separate piece of paper, write a narrative of dialogue that reveals a character’s response using a character or two from their narrative in Lessons 4-6 and crafting the dialogue so that it reveals a character response.

Answers should include dialogue that reveals a character’s response.

Lesson 9 Write a Narrative  Write a narrative that uses description of actions, thoughts, and feelings to describe a character’s thoughts. Make sure to use and/or continue the narrative they began in Lesson 4 and use descriptive details of actions, thoughts, and feelings to develop the character’s experiences.

Answers will vary, but should include a narrative that uses description of actions, thoughts, and feelings to describe a character’s thoughts and continues the lesson began in Lesson 4.

Lesson 10 Write a Narrative  Write a narrative using descriptions of actions, thoughts, and feelings to describe a character’s thoughts. Make sure to continue the narrative you began in Lesson 4, record traits, motivations, and feelings of the character by carefully examining his or her speech, actions, and/or thoughts, and use the collected information to draft character responses.

Answers will vary, but should begin the narrative that began in lesson 4 and should include a narrative using descriptions of actions, thoughts, and feelings to describe a character’s thoughts.
1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 11
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 12
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 13
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 14
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 15
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Lin’s Lesson

“You know you’re not supposed to bring food downstairs,” Mom said to Lin. She was walking up the stairs from Lin’s bedroom holding a plate of dried-up sandwich. “When you leave food out, bugs come, and I can’t stand bugs. If you want a snack, eat it upstairs.”

“Yes, Mom,” Lin said, only half paying attention. He didn’t see what the big deal was and why she was so worried about bugs. The few he’d seen in his room were harmless little ants. Sometimes when he was drawing, he got so preoccupied that he forgot about the snacks he had brought downstairs.

The next morning, Lin woke up to a strange sensation. He opened his eyes and saw ants crawling over his arm. Lin bolted out of bed. Ants were crawling on the floor and in and out of the pretzel bag that was open on his desk. Lin ran upstairs, where he found his mom drinking her morning cup of tea.

“Mom!” Lin howled. “There are ants all over my room, even in my bed! I never thought this would happen!”

“Oh, Lind,” Mom replied, “that’s why we have rules—to avoid just this kind of thing. I’ll have to call the exterminator, and you’ll have to save your allowance and pay me back. Got it?”

“Yes, Mom. I’m really sorry.” Lin had learned his lesson the hard way! He would have to use his own money to pay to get the ants removed.
Gather Evidence  Circle 3 details from “Lin’s Lesson” to support whether or not Lin learns his lesson. In another color, circle which detail best supports whether Lin learns his lesson. Write the detail below.  

Responses should include evidence from the text.

Gather Evidence: Extend Your Ideas  Briefly explain why the circled details are important to the story. Then work with a partner and discuss how changing just one of these details would affect the story.

Responses should include evidence from the text.

Ask Questions  Write two questions you think Lin and his mom would ask each other about this experience a week after it happened. Underline any words that could help answer the first question. Underline twice any words that could help answer the second question.

Responses should include evidence from the text.

Ask Questions: Extend Your Ideas  Did you underline any words in the text that would answer your questions? If the answer is yes, explain. If the answer is no, write an additional question that is answered in the text, and include that answer with your new question.

Responses should include evidence from the text.

Make Your Case  Choose either Lin or his mother. Circle 3–4 details the writer includes to show how the character feels.

Responses should include evidence from the text.

Make Your Case: Extend Your Ideas  Why is it so important to express how characters are feeling in a story? Write a sentence or two explaining how essential Lin’s or his mother’s feelings are to the story. How would the story be different if the feelings were exchanged?

Responses should include evidence from the text.
Lesson 11
slid Responses should show contextual understanding of the word.
dreadful Responses should show contextual understanding of the word.

Lesson 12
intelligent Responses should show contextual understanding of the word.
motivation Responses should show contextual understanding of the word.

Lesson 13
dry shed Responses should show contextual understanding of the word.
trellis Responses should show contextual understanding of the word.

Lesson 14
surveyed Responses should show contextual understanding of the word.
squinted Responses should show contextual understanding of the word.

Lesson 15
horizon Responses should show contextual understanding of the word.
sultry Responses should show contextual understanding of the word.
Lesson 11  Skim through chapter 8 of *The Case of the Gasping Garbage* to remind yourself of its main points. Now that the author of the love letter has been revealed, write a mysterious narrative of your own. Keep in mind that characters’ actions impact the sequence of events in a story.

Responses should include evidence from the text.


Responses should include evidence from the text.

Lesson 13  Reread p. 12 of *Thunder Cake*. The narrator says she was scared while walking to Tangleweed Woods to collect the ingredients from the dry shed. Why do you think she was scared? State your opinion and support it using text evidence.

Responses should include evidence from the text.

Lesson 14  Reread p. 5 of *Thunder Cake*. This introduction is told from the granddaughter’s point of view. Retell the introduction to *Thunder Cake* from Grandma’s point of view.

Responses should include evidence from the text.

Lesson 15  Reread pp. 5–8 of *Thunder Cake*. Write a paragraph or two explaining why Grandma chose to bake a Thunder Cake. Use text evidence to support your explanation.

Responses should include evidence from the text.
Using evidence from the text, answer the following questions about *The Case of the Gasping Garbage*.

1. **How does the narrator describe her fear of thunder?**
   *The narrator says she feared the sound of thunder more than anything.*

2. **How does she initially respond to it?**
   *The narrator hides under the bed.*

3. **How do you think the narrator feels when her grandmother asks for her help gathering the ingredients for Thunder Cake?**
   *She probably fears really scared.*

4. **How do her feelings differ from her response?**
   *She answers her grandma and doesn’t say anything about her fear.*

5. **How does the very last page of the story build on the very first page of the story?**
   *The narrator goes from “I feared the sound of thunder more than anything” to “I never feared the voice of thunder again.”*
1. Reread p. 5 of *Thunder Cake* in the text collection. What are some descriptive words the author uses to describe characters or setting?

**Sultry, damp, heavy, sharp, crackling, etc.**

2. Explain how the author uses these descriptive details to develop the setting.

   The author uses these descriptive words to set the tone of the story.

3. What effect does this have on the story?

   The effect is foreboding/scary.

4. Reread the sentences on p. 14 of *Thunder Cake*. How does the author use descriptive details to develop grandma’s character?

   Her voice was steady and soft.

5. What effect do these words and phrases have on the story?

   Her character is steady and reassuring which helps her granddaughter overcome her fear.
Lesson 11 Form Simple Sentences With Nouns, Temporal Words, and Verbs  Write a sentence with one noun, one temporal word, and one verb.  
Answers may vary.

Lesson 12 Identify Forms of Irregular Verbs  Circle the verb in the sentence:

Doyle and Fossey hurried home.  
hurried

Lesson 13 Form the Simple Verb Tenses  Form the past, present and future tenses of each verb.

Past Tense
I walked.
He gathered.
She invented.

Present Tense
I walk.
He gathers.
She invents.

Future Tense
I will walk.
He will gather.
She will invent.

Lesson 14 Form a Simple Sentence Using a Noun and an Irregular Verb  Write a sentence using at least one noun and irregular verb ending in y.  
Answers may vary.

Lesson 15 Identify Pronouns  Underline the pronouns that are used as subjects, circle the pronouns that are direct objects, and put a check mark over he pronouns that are indirect objects.

Doyle couldn’t believe it was them.  them
He wanted to find a way for the frogs to cross the street safely.  He
Fossey found the answer and wrote it down in her book.  her
She said that she could not remember.  She
Lesson 11 Introduce a Character  write a one-paragraph narrative that clearly illustrates your understanding of how temporal words and phrases are used to signal event order and organize an event sequence.

**Answers may vary, but should include a one-paragraph narrative that clearly illustrates understanding of how temporal words and phrases are used to signal event order and organize an event sequence.**

Lesson 12 Use Dialogue to Show Character Reaction  Write a narrative that introduces a problem in the beginning and provides a sense of closure.

**Answers may vary, but should include a paragraph or two introducing a problem in the beginning and providing a sense of closure.**
Lesson 13 Write a Narrative  Write a brief narrative that provides a sense of closure and continues the narrative you began in Lesson 4. **Answers may vary, but should include a brief narrative that continues the narrative you began in Lesson 4 and provides a sense of closure.**

Lesson 14 Write a Narrative  Write a story similar to *Thunder Cake* in which you write about a time where a problem was solved by using your best thinking. **Answers may vary.**

Lesson 15 How the Author Reveals Information  Revise the story you started in Lesson 14, using dialogue to show the response of the characters to the events. Make sure to revise the sequence of events so that it unfolds naturally. **Answers may vary, but should include the story you started in Lesson 14 with dialogue and a revised sequence of events.**
1. What did you read?
2. What did you learn?
3. What questions do you have?

**Lesson 16**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

**Lesson 17**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

**Lesson 18**
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Using evidence from the text, answer the following questions about “Location, Location, Location” and Thunder Cake.

1. Describe how Evan identifies problems and finds solutions.
   **Responses should use evidence from the text.**

2. Describe how Grandma identifies problems and finds solutions.
   **Responses should use evidence from the text.**
3. How is Evan’s process for identifying problems and finding solutions different than Grandma’s

Responses should include evidence from the text.


4. How is it similar?

Responses should include evidence from the text.


Lesson 16
*experiment* Responses should show contextual understanding of the word.

*flask* Responses should show contextual understanding of the word.

Lesson 17
*convince* Responses should show contextual understanding of the word.

*scorcher* Responses should show contextual understanding of the word.

Lesson 18
*luscious* Responses should show contextual understanding of the word.

*scurried* Responses should show contextual understanding of the word.
Lesson 16  Reread p. 18 in *The Case of the Gasping Garbage* from “It was Friday after school…” to “Mrs. Doyle closed the door.” Then reread p. 7 in *Thunder Cake* from “‘Steady child…’” to “‘Thunder Cake’ I stammered as I hugged her even closer.” Which text do you think uses narrative techniques most effectively? State your opinion and then support your opinion with reasons and evidence from the text.

Responses should include evidence from the text.

Lesson 17  Reread p. 31 from “He needed a plan” to “He just needed to find something with wheels to get him there” in *Location, Location, Location*. Then reread p. 18 from “The air was hot, heavy and damp” to “‘Thunder Cake?’ I stammered as I hugged her even closer.” Write an essay comparing and contrasting the way Grandma and Evan identify problems and find solutions. Support your answers using text evidence.

Responses should include evidence from the text.

Lesson 18  Reread p. 18 in *The Case of the Gasping Garbage* from “It was Friday after school…” to “Mrs. Doyle closed the door.” Then reread p. 20 in *Thunder Cake* from “But you got out from under it” to “‘From where I sit, only a very brave person could have done all them things!’” Finally, reread p. 30 in *The Lemonade War* from “It took Evan half an hour to drag his loaded wagon to the town center” to “But once he was there, he knew it was worth it.” Compare and contrast the way in which one character from each text changes over time. Support your answers using text evidence.

Responses should include evidence from the text.
Name _________________________________

Focus on p. 18 of *The Case of the Gasping Garbage* and p. 7 in *Thunder Cake*

1. What narrative techniques are found in *The Case of the Gasping Garbage*?
   **The author uses third person narration, non-literal language, etc.**

2. Which details in *The Case of the Gasping Garbage* demonstrate the narrative techniques used by the author?
   **Drake slapped his notebook shut, Heart of the matter, etc.**

3. What narrative techniques are found in *Thunder Cake*?
   **The author uses description, first person narration, etc.**

4. Which details in *Thunder Cake* demonstrate the narrative techniques used by the author?
   **Sultry, stormclouds, roaring. I feared, etc.**
Using evidence from the text, answer the following questions about *The Case of the Gasping Garbage*, *Thunder Cake* and “Location, Location, Location”

1. Focus on p. 18 of *The Case of the Gasping Garbage*, p. 18 in *Thunder Cake*, and p. 31 in “Location, Location, Location.” How do Doyle and Fossey contribute to the sequence of events?

   Doyle interrupts his experiments to investigate a very wet visitor.

2. How does the narrator in *Thunder Cake* contribute to the sequence of events?

   The granddaughter prompts the grandmother to help her realize she isn’t scared of thunder after all.

3. How does Evan contribute to the sequence of events?

   Evan realizes he can carry out his plan, he just needs a wagon to get him to the center of town.

4. How does the contributions of each character in each of these stories differ? How are they the same?

   Each character is starting to find something out. Each character realizes something different.
Lesson 16 Use Pronouns  Read the passage below. Circle the nouns and replace them with pronouns.

Fossey and Doyle can solve a problem by using their smarts, working in the lab, or talking with friends.

She, he, it, them, it, them

Lesson 17 Use Commas in Dialogue  Insert commas into the dialogue where appropriate.

1. “I am tired,” Evan said.
2. The detective thought, “I can solve anything!”

Lesson 18 Use Quotation Marks in Dialogue  Use quotation marks to separate dialogue from description.

1. “Where did you find that frog?” asked Joe.
2. Mother said “I want you to come home for dinner.”
3. “Where is my hat?” wailed the toddler.
Lesson 16 Introduce a Character  Continuing your narrative from Lesson 14, revise your narrative so that a problem is clearly presented at the beginning and solved by the end.

Answers may vary, but should continue the narrative from Lesson 14 and should be revised so that a problem is clearly presented at the beginning and solved by the end.

Lesson 17 Use Dialogue to Show Character Reaction  Edit the story you began in Lesson 4. Like “Thunder Cake,” the story should begin with a clear problem and be solved by the end. Use material based on your own experiences of a time where fear turned into courage or a problem was solved by using your best thinking.

Answers may vary, but should include revisions to the story you started in lesson 14 along with feedback for your partner.
Lesson 18 Write a Narrative  Publish and present your narratives. Make sure to read your narrative to the class and publish your narratives on a blog.

Answers may vary, but should include a narrative that has been published and presented.
First Read of the Lesson

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 1
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 2
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 3
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 4
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 5
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text
Imagine walking along the beach and stopping now and then to pick up an interesting shell. You see something at the water’s edge. You realize it’s a whale—a whale stranded on the beach.

Some animals, such as seals, often come out of the water onto the shore. But for whales, dolphins and porpoises, this behavior usually means that something is wrong. Sometimes the animal is sick, but sometimes it has just lost its way. Swimming in stormy seas can exhaust some animals. Their exhaustion will make them disoriented. Others get stuck in shallow waters when the tide is outgoing.

One time, in February 2011, not just one whale, but 82 were stranded! For reasons unknown, 82 pilot whales became stranded on a beach in New Zealand.

The Department of Conservation of New Zealand, along with over 100 volunteers, came to the rescue. They worked all weekend long to get the animals back into the water. All but 17 whales made it.

Then, just days later, 65 whales were stranded again! This time, the volunteers didn’t try to move the whales back into the water. “New evidence suggests that moving stranded whales causes them a lot of stress and pain,” Department of Conservation ranger Simon Walls told a local newspaper. Instead, the volunteers cared for the whales on shore while waiting for the high tides to return.

All 65 of the newly-stranded whales were successfully returned to the water. The plan had worked!
Gather Evidence  Highlight 3–4 pieces of evidence from *A Whale of a Rescue* to explain why whales might become stranded on the beach.

**Whales can become stranded on the beach due to it becoming sick, exhausted, disoriented, and stuck in shallow water when the tide is outgoing.**

Gather Evidence: Extend Your Ideas  Work with a partner and discuss how changing just one of these details would affect the story.  

**Answers will vary, but could include that without this information, the reader might be confused as to how common this is.**

Ask Questions  Write three questions about the stranded pilot whales and the people who try to help them. Underline any text from *A Whale of a Rescue* that could help answer your first question. Underline twice any text that could help answer your second question. Draw a box around any text that could help answer your third question.

**Answers will vary.**

Ask Questions: Extend Your Ideas  Did you underline any words from *A Whale of a Rescue* that would answer your questions? If the answer is yes, explain. If the answer is no, write an additional question about stranded pilot whales and the people who try to help them that is answered in the text, and include that answer with your new question.

**Answers will vary.**

Make Your Case  What words does the author use to compare and contrast the two events in the selection? Draw a circle around the words from *A Whale of a Rescue*.  

**Answers will vary.**

Make Your Case: Extend Your Ideas  Write 2–3 sentences comparing and contrasting the two events.  

**Answers will vary.**
Lesson 1

waxing Responses should show contextual understanding of the word.

waning Responses should show contextual understanding of the word.

Lesson 2

sliver Responses should show contextual understanding of the word.

crescent Responses should show contextual understanding of the word.

Lesson 3

phases Responses should show contextual understanding of the word.

Lesson 4

creep Responses should show contextual understanding of the word.

root Responses should show contextual understanding of the word.

Lesson 5

flexible Responses should show contextual understanding of the word.

minerals Responses should show contextual understanding of the word.
Lesson 1  Reread p. 43 from “The Moon Seems to Change” and study the illustrations. According to the text, “the moon seems to change.” As the nights pass and you can see changes in the moon, the moon itself seems to change. Does your own reading of “The Moon Seems To Change” support this? Try to observe the moon’s phases yourself. State your opinion and support it using text evidence.

Lesson 2  Reread p. 55 from “The Moon Seems To Change” and have students write a paragraph explaining how the phases of the moon cause the moon to seem to change. Be sure students support their writing using text-based evidence.

Lesson 3  Reread p. 50 of “The Moon Seems To Change” Look at the illustration and write about what you see. What do you prefer about the waxing moon? State your opinion and support it using text evidence.

Lesson 4  Reread the paragraph on p. 11. Have students write a paragraph that explains how the different types of roots that plants have capture water. Remind students to support their writing using text evidence.

Lesson 5  Reread p. 6 of At the Root of It. Have students write an informative/explanatory paragraph about the importance of a plant’s root system. Remind students to support their writing using text evidence.
Lesson 1
Using evidence from the text, answer the following questions about text features.

1. Look at the diagram on page 46. What main idea should readers understand about a day on Earth compared to a day on the moon?
   
   A day on Earth is 24 hours. A day on the moon is a month long.

2. Look at the diagram on page 47. What is the main idea?
   
   It takes the moon a month to go around Earth.

3. How does the diagram help readers understand why people see the moon at night?
   
   The diagram shows a person on Earth. At night, the sun is still shining from the other side of Earth, where it is light. The sun reflects off the moon so people can see it.

4. Look at the diagram on page 55. What is the main idea?
   
   The sun affects the shape of the moon seen in the night sky; The moon changes over the month; The moon looks different in each phase.

5. State three facts or details about the diagram Phases of the Moon on page 55.
   
   Answers may vary, but could include that the moon has many stages; the new moon cannot be seen in the night sky; the full moon is the largest and brightest phase, etc.
Lesson 2

1. Reread the first three sentences on page 45. Pay close attention to the word *same*. By using the word *same* is the writer making a comparison or a contrast?

   **Comparison**

   What does a comparison tell a reader?

   **two things are alike in some way**

2. What is the writer comparing in these sentences?

   *the sunlight on the earth and moon are being compared to each other; the earth is only lit half at a time and the moon is also only lit half at a time; both the moon and the earth are always only half lit by the sun at any time* 

3. Reread the sentence on page 45 beginning with “While one half of Earth…” Which signal word does the writer use to show a comparison or contrast?

   **While**

4. What two things are being contrasted in the sentence?

   *the difference between the sunshine seen on earth during the day and the earth at night*
Lesson 1 Define Nouns as Subjects  Circle the noun and subject in the sentence.
The moon seems to change.
Explain how the noun is used as a subject in this sentence.
moon; the moon is a place and a noun is a person, place, thing, and idea. The moon is completing the action in this sentence.

Lesson 2 Use A Noun as A Subject  Write the plural of each word.
Use a noun as a subject to complete the sentence from the text.
The ___________ is waxing. moon

Lesson 3 Subject-Verb Agreement Past Tense
Identify the plural, past-tense form of is in a sentence:
(The cows ________ hungry.)

Lesson 4 Subject-Verb Agreement Past Tense
Complete the sentences from page 17.
One ___________ in Darwin, Australia, destroyed almost every boat in the Darwin harbor.
Only two boats were ____________.
What do you notice about the verb-spellings when combined with singular and plural subjects? Why? cats, walked, The verb-spellings do not change. The subjects and verbs have to agree with each other in number.

Lesson 5 Produce Simple Sentences Using Subject-Verb Agreement Past Tense
Write a sentence in the past-tense. Explain how the verb agrees with the subject.
The moon was visible. Both subject and verb are singular
Lesson 1 Write a paragraph that uses facts and key details to explain a topic. Make sure to list three facts that develop and explain your topic.

Answers will vary, but should include a paragraph that uses key details and three facts that develop and explain a topic.

Lesson 2 Write an Expository Paragraph Choose one of the topics that you have brainstormed and write an outline that lists facts and details that you would include in scientific informational texts. Make sure to list facts and details about the topic in sentence form and expand on each fact with additional details.

Answers will vary, but should include an outline that lists facts and details about a topic that would appear in scientific informational texts in sentence form.
Lesson 3 Write a Topic Sentence  On a separate piece of paper, using your explanatory text from Lessons 1 and 2, decide which fact or facts could be better expressed as an illustration and draw an illustration. **Answers will vary, but should include an illustration that conveys a fact or facts that can be better expressed as an illustration.**

Lesson 4 Write a Paragraph  Write one or two introductory sentences that introduces a topic. Decide what is the main idea of the text and write one or two sentences that describe the main idea. **Answers will vary, but should include one or two introductory sentences that introduce a topic along with one or two sentences that describe the main idea.**

Lesson 5 Write an Expository Text  Building on the idea introduced in Lesson 4, identify important facts and key details, and use your Three-Column Chart to group together related information. **Answers will vary, but should include important facts and key details and a Three-Column Chart.**
1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 6
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 7
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 8
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 9
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text

Lesson 10
1. Responses should use evidence from the text
2. Responses should use evidence from the text
3. Responses should use evidence from the text
Lesson 8
Using evidence from the text, answer the following questions about main ideas.

1. Read the paragraph on page 20. What is the main idea?
   Plants rely on their roots to grow the same way people rely on plants to grow.

2. Identify two key details that support the main idea.
   We eat roots; Taproots use stored water to survive; They swell up and store water and food

3. Read the paragraph on page 20 titled Is It a Root—or Not? What is the main idea?
   Bulbs and roots are different; Bulbs and roots may look the same but they are not

4. Reread pages 21–22. What is the main idea about roots?
   Animals use roots.

5. Explain two ways roots are useful to animals.
   They dig dens underneath the roots. The roots hold up the den roof. The roots soak up water to keep the den dry.

6. Read the sentence on page 22 that begins “Roots are one of the. . .”
   Use at least two details from the text to support the main idea.
   Answers will vary, but could include: Roots help plants get water. Roots store food, too.
Lesson 7 pp. 14–19

1. On p. 15, find the word “nutrients.” Explain two ways to use the word nutrients to tell about something in real-life.

   **Answers will vary. Sample answer:** Just like plants need nutrients to grow, I need nutrients from food. When I put nutrients in my houseplant, it grows quickly.

2. What is one way you can use the word nutrients to tell about something in the world?

   **Answers will vary. Possible answer:** Some people in the world do not have enough food, so they don’t get enough nutrients to be healthy and strong.

3. On p. 17, how does the word sturdy apply to your life?

   **Sturdy applies to my life because I live in a sturdy house.**

4. What are some things in the world that could be described as sturdy? Explain.

   **Answers will vary. Possible answer:** Chairs are sturdy because they have four legs so they don’t tip over.
Name ________________________________

Lesson 6
absorb  Responses should show contextual understanding of the word.
taproot  Responses should show contextual understanding of the word.

Lesson 7
hydroponics  Responses should show contextual understanding of the word.

Lesson 8
bulb  Responses should show contextual understanding of the word.
dens  Responses should show contextual understanding of the word.

Lesson 9
sprouts  Responses should show contextual understanding of the word.
tangled  Responses should show contextual understanding of the word.

Lesson 10
tropical  Responses should show contextual understanding of the word.
epiphytes  Responses should show contextual understanding of the word.
Lesson 6  Reread *At the Root of It* on p. 6. Have students write an opinion paragraph about which type of roots they think do a better job of capturing water—taproots or fibrous roots. Remind students to support their writing using text evidence.

Lesson 7  Reread the section of *At the Root of It* called “Roots Above Ground.” Ask students to write a paragraph explaining how the author uses photos to explain the contrasts between types of roots and how this information allows readers to locate information efficiently. Remind students to use text evidence to support their answers.

Lesson 8  Reread *Root Facts*, pp. 20–22. Ask students to write a narrative about the importance of roots to all living things. Remind students to support their writing “using text evidence.”

Lesson 9  Reread p. 3 and other pages from *At the Root of It* that feature literal and nonliteral expressions. Have students locate and describe examples of words or phrases that are literal and nonliteral. Have students support their examples by “using text evidence” from clues in the sentence or surrounding sentences.

Lesson 10  Reread *At the Root of It*. Then reread p. 22. The author states the opinion that roots may not be as pretty as flowers and leaves but they are still important. Write why you think roots are important to plants and to us. State your opinion and support it using text evidence.
Lesson 10
Using evidence from the text, answer the following questions about information from illustrations.

1. Look at the photo on p. 4. What does the photo help readers understand about trees?
   The photo helps readers understand that the hidden roots are underground and they can be even bigger than the tree. The roots must be very important to helping the tree survive.

2. Look at the model and photo on p. 8. What are root hairs?
   Root hairs are tiny roots that help roots absorb water.

3. Look at the model and photo on p. 8. How do the differences between the photo and the model help readers understand how roots absorb water?
   The photo shows a real root with root hairs in the ground, so I can see how small they are and how they branch out; The model shows the root up close, so I can see how the root works on the inside, too.

4. Look at the pictures on p. 9. What does comparing the pictures tell readers about roots?
   Plants need roots to get water no matter where they grow; Plants in the dessert are smaller and less green than rain forest plants; In the rainforest, it is so wet that roots can get water from the air.

5. Read the text and look at the pictures on p. 10. What information should readers know about roots after looking at the pictures?
   Readers should understand that these are two types of roots. Taproots go straight down into the soil. Fibrous roots branch out. We eat some taproots, like carrots.
Lesson 9
Using evidence from the text, answer the following questions about word relationships.

1. Read the first sentence on p. 3 that begins “They creep…” What is the literal meaning of the word “creep” in the sentence?
   
   **grow**

2. What is the author’s purpose for using the word *creep* instead of a word with literal meaning?

   The author wanted to make the roots seem more **human like, like something people would do.**

3. Read the sentence on p. 5 that begins “Many roots look like…” What is the author comparing to roots?

   **tangled string**

4. Read the paragraph on p. 7 that begins “Roots are strong and flexible…” How does using non-literal words like *push through, break up, wind through, wrap around* instead of using literal words like *grow or grow around* make the writing stronger?

   **Using non-literal words makes the actions of the roots seem more realistic and something humans would do.**
   **It makes them seem like people instead of trees.**

5. Read the sentence on p. 8 that begins “It’s the roots’ job…”

   Does the word “job” have the same meaning as a person’s job in real life? Explain.

   **In this sentence, the root’s job is what it needs to do to survive. In real life, people do jobs to earn money, not to survive.**
Lesson 6 Subject-Verb Agreement Present Tense
Reread page 13. Choose a sentence with a present tense verb and write it here. Explain how readers can tell the subject and verb in the sentence agree with each other.

Answers will vary. Sample response: “Taproots go deep into the soil.”

Lesson 7 Produce Simple Sentences Using Subject-Verb Agreement Present Tense
Write a sentence in present tense with correct subject-verb agreement.

Robby laughs

Lesson 8 Subject-Verb Agreement Future Tense
Fill in the blank to complete the sentence with the correct future tense verb.
John ______ a lap. (run)

Lesson 9 Produce Simple Sentences Using Subject-Verb Agreement Future Tense
Write a sentence in future tense with correct subject-verb agreement.

Rebecca will write.

Lesson 10 Adjectives: Definition
Read this sentence from page 3: “They hold up the biggest trees and the smallest sprouts.” What words could replace biggest or smallest in this sentence? Explain how the adjective is used in the sentence.

largest, most humungous, tiniest, most miniscule;
The adjectives are used to describe the size of the nouns they modify.
Lesson 6 Write an Introductory Paragraph  Using your Three-Column Charts from Lesson 5, write several paragraphs expanding your ideas and using linking words and phrases to connect ideas. Make sure each paragraph is a category from the organizer. 

**Answers will vary, but should include an several paragraphs, each paragraph a category from the organizer, with linking words and phrases to connect ideas.**

Lesson 7 Write an Introductory Paragraph  Compare and contrast two informational texts on the same topic, stating which text best explains the information, explaining why you believe that text best explains the information, and using linking words and phrases. 

**Answers will vary, but should include two informational texts on the same topic along with linking words and phrases and a statement explaining which text best explains the information.**
Lesson 8 Write an Expository Text  Complete a Main Idea graphic organizer and list the facts, definitions, and details that will develop your topic and support the main idea.

**Answers will vary, but should include a Main Idea graphic organizer that lists the facts, definitions, and details that will support the topic and support the main idea.**

Lesson 9 Write a Paragraph  Create a “Discovery Channel” science skit with informational visuals that can accompany your skit. Make sure to use fun and important facts.

**Answers will vary, but should include a science skit with informational visuals and fun and important facts.**

Lesson 10 Write Questions  Identify facts and details that would be best expressed as an illustration and draw an illustration that aids comprehension.

**Answers will vary, but should include an illustration that portrays facts and details best expressed as an illustration.**
First Read of the Lesson

1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 11
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 12
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 13
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 14
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 15
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Backyard Safari

Because I live in the city, I rarely see animals that I read about in school. When Dad takes me to the park, I see pigeons and squirrels. Boring! I want to see snakes and rabbits.

Last weekend I stayed with Aunt Marie in the country. Instead of going to the park, I played in Aunt Marie’s backyard.

When we arrived at Aunt Marie’s, I found her fixing breakfast and wearing a strange hat. “What’s that on your head?” I asked.

“It’s my safari hat!” She held up a smaller one and tossed it to me. Aunt Marie explained that we were going on a backyard safari.

I inhaled my breakfast. Then we set out toward the yard with binoculars and a magnifying glass.

“Do you hear that?” Aunt Marie asked.

I heard what sounded like a tiny jackhammer. She handed me the binoculars and told me look high up in the tree. I soon found the source of the noise. It was a woodpecker with a red head.

Aunt Marie said that rabbits love to rest under her rose bushes. We lay in the grass and waited. As we waited, she told me all about the critters that call her backyard home—opossum, raccoons, chipmunks, and snakes. Some like to come out early in the morning, others at night.

Then something caught my eye. It was a ball of fur with a nose that was wiggling. “A rabbit,” I whispered, even though I wanted to yell. Who knew I could see so much wildlife on a backyard safari!
Gather Evidence  Circle two clues from “Backyard Safari” that show the narrator was excited about seeing the animals in Aunt Marie’s backyard.

Gather Evidence: Extend Your Ideas  Make up a sentence using these clue words to describe a fictional character. Share your sentence with a partner.

Ask Questions  Underline three observations the narrator in “Backyard Safari” makes about the animals he or she sees. Now imagine you have the opportunity of talking to an expert about animals that live near humans. What two questions would you ask the expert?

Ask Questions: Extend Your Ideas  Look at the observations you underlined. Discuss with a partner what the narrator is able to learn without the help of an expert. What tools does he or she use? Write down what you think you can learn from a backyard safari.

Make Your Case  Highlight words from “Backyard Safari” to compare and contrast where the narrator lives and where Aunt Marie lives. Answers may vary, but could include pigeons and squirrels versus snakes and rabbits.

Make Your Case: Extend Your Ideas  Briefly explain the similarities and differences between the two places. Then work with a partner and discuss how different the country and city would be if you exchanged the clue words.
Lesson 11

bulb Responses should show contextual understanding of the word.

Lesson 12

classify Responses should show contextual understanding of the word.
organisms Responses should show contextual understanding of the word.

Lesson 13

ingest Responses should show contextual understanding of the word.
protista Responses should show contextual understanding of the word.

Lesson 14

conduct Responses should show contextual understanding of the word.
spores Responses should show contextual understanding of the word.
**Lesson 11**  Reread p. 11 of *At the Root of It*. Write a few informative/explanatory paragraphs in which you explain the experiment *in your own words*. What text features can you think of to help explain the experiment?

**Lesson 12**  Reread p. 7. The author begins describing the six kingdoms with the two bacteria kingdoms. Do you think the author should describe these kingdoms first? Why or why not? Support your answer with evidence from the text.

**Lesson 13**  Reread the first paragraph on p. 14. Write a response to “Many people with allergies have problems when they come into contact…” Explain what the author might mean by this. Use text evidence to support your answer.

**Lesson 14**  Reread pp. 16–24 of *Let’s Classify Organisms*. Look at the sentence “By organizing groups of plants and animals, scientists are able to learn more about how organisms on Earth are connected and how they grow and change” on pp. 20–21. Have students brainstorm to change this factual statement to a statement of opinion. Then have students read their opinion statements and support their opinions using text evidence.

**Lesson 15**  Reread *Let’s Classify Organisms*. Have students choose from one of the six kingdoms of organisms and ask them to write a short informational paragraph that focuses on the main idea and any important details. Then have students add a sentence to show how this kingdom of organisms is important in the world.
Lesson 12

Using evidence from the text, answer the following questions about main ideas.

1. Read the first paragraph on page 7. What main idea does the author want readers to understand? (Bacteria need to be classified into two groups, not one.)
   
   **Bacteria need to be classified into two groups, not one.**

2. Which words in the sentence that begins “Scientists have since…” help readers understand why scientists wanted to put bacteria into two groups?
   
   **striking differences**

3. Which detail on page 8 tells readers about the shapes of eubacteria?
   
   **Their shapes are round, rod, and spiral.**

4. Read the second paragraph on page 7 that begins “Archaebacteria like…” and the paragraph on page 8. How are the two types of bacteria alike? How are they different?
   
   **Responses must include evidence from the text.**

5. Which detail on page 10 explains how scientists sort the protist kingdom into groups?
   
   **They are sorted based on how the move and absorb nutrients.**

6. Read page 16. Write the main idea. Then write two details that tell about the main idea.
   
   **Responses must include evidence from the text.**
Lesson 14

Using evidence from the text, answer the following questions about words that create effect.

1. Read the first sentence on page 16. Which words could replace “look for” for effect?

   Answers will vary. Possible answers: seek, find, locate

2. Read page 16. Which two words have a similar meaning to the word move?

   conduct, transport

3. Why were these two words used instead of move?

   They create a better image; They have more effect on the reader; They make the action clear.

4. Read the paragraph on page 19. Explain why the word “species” is a better choice than “types” or “kinds” in the sentence.

   Species is a better choice because it is precise. Types or kinds is too common.
Lesson 11 Articles as Adjectives
Find an article on page 55 in *The Moon Seems to Change*. What is it modifying? *the, moon; a, crescent*

Lesson 12 Use Adjectives
Reread page 4. Identify one of the adjectives used. What does the adjective tell the reader about the noun it modifies?
*Sweet-smelling, describes the flowers’ smell*

Lesson 13 Produce a Sentence Using Adjectives
Choose three adjectives from the text. Write a sentence for each.
*Answers will vary.*

Lesson 14 Coordinating Conjunctions: Define
Explain how coordinating conjunctions function in a sentence. What are some examples of coordinating conjunctions?
*Coordinating conjunctions link or compare and contrast two ideas or phrases of a sentence. and, or, but*

Lesson 15 Coordinating Conjunctions: Word-to-Word
Reread page 12 of the text. Identify a conjunction that connects one word to another and the words it connects.
*or, slime molds water molds*
Lesson 11 Write a Compare/Contrast Essay  Highlight important points already addressed in the text and write a concluding statement that offers an opinion.

Answers will vary, but should include a concluding statement that offers an opinion.

Lesson 12  Decide on a topic for a newspaper article, gather information by talking to people and using observation skills, perform other research by reading, and plan your articles using a Main Idea graphic organizer.

Answers will vary, but should include a plan for a newspaper article using a Main Idea graphic organizer.
Lesson 13 Write an Explanatory Text  Write a newspaper article using the notes and information you gathered in Lesson 12. Make sure to open the topic with an introductory paragraph and develop the paragraph with facts, definitions, and details.

Answers will vary, but should include a newspaper article with an introductory paragraph developed with facts, definitions, and details.

Lesson 14  Revise the newspaper article to clarify and develop the topic, including facts and details that support the main idea.

Answers will vary, but should include a revised newspaper article including facts and details that support the main idea.

Lesson 15 Write a Paragraph  Edit your newspaper articles for clarity. Make sure to edit the text to fix spelling and punctuation errors.

Answers will vary, but should include a newspaper article with with spelling and punctuation errors fixed.
1. What did you read?
2. What did you learn?
3. What questions do you have?

Lesson 16
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 17
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.

Lesson 18
1. Responses should use evidence from the text.
2. Responses should use evidence from the text.
3. Responses should use evidence from the text.
Lesson 16

Using evidence from the text, answer the following questions about main idea.

1. What are the topics of each text?
   Different types of organisms; different types of roots

2. Which text features are common to both texts to help readers locate information?
   table of contents, glossary, section headings; large bold heading titles; bold vocabulary in text

3. Read page 3 in At the Root of It and page 4 in Let’s Classify Organisms. How are the ways the authors began each text similar?
   Answers should use evidence from the text.

4. In Let’s Classify Organisms, read the section Kingdom Plantae that begins on p. 16. What information is included in this section that is not included in At the Root of It?
   Responses should use evidence from the text.

5. How are the photos and illustrations similar in both texts? Share examples.
   Responses should use evidence from the text.
Lesson 16

Using evidence from the text, answer the following questions about word relationships.

1. Read the section “How Roots Absorb Water” on page 8 of At the Root of It. Then read the sentences on page 16 of Let’s Classify Organisms that begin “When scientists…” How does the word absorb apply to vascular and non-vascular plants? Explain.

   Vascular plants have roots to absorb water.
   Non-vascular plants do not have roots to absorb water.

2. Read page 16 in Let’s Classify Organisms and page 6 in At the Root of It. What connection can readers make between the words vascular and nutrients? Explain.

   Roots are part of a plant’s vascular system. Plants use their vascular system to get nutrients so they can get nutrients from the soil to grow.

3. How do the terms vascular and nutrients apply to people and animals?

   People take in nutrients from food, including roots and plants, to get nutrients. People have vascular systems, like plants, to transfer the nutrients to our bodies.

4. How are the terms absorb, vascular and nutrients related? How do they apply to other things in the world? Explain.

   Responses should use evidence from the text.
Lesson 16  Responses should show contextual understanding of the word.
vascular plants
fungi

Lesson 17  Responses should show contextual understanding of the word.
quarter
archabacteria

Lesson 18  Responses should show contextual understanding of the word.
trowel
grab
Lesson 16  Reread p. 20 and 21 in *Let’s Classify Organisms*. In your opinion, how do text features like the boxed information labeled “Kingdom Animalia” add to the text? Support your opinion with text evidence.

Lesson 17  Reread p. 5 of *At the Root of It*, p. 6 of *Let’s Classify Organisms*, and p. 43 of “The Moon Seems to Change.” In your opinion, which selection’s text features allow you to locate information most efficiently? Be sure to use text evidence to support your answer.
Lesson 18  Reread the first pages of each of the texts. The beginning of each text does not start by explicitly stating its purpose. Instead, they all paint a picture for the reader first. Why do you think the authors chose to begin this way? Support your response with text evidence.
Lesson 17

Using evidence from the text, answer the following questions about text features.

1. Compare the images in each text. Think about the use of photos, illustrations, and diagrams in your response.
   Responses should use evidence from the text.

2. Which of the texts had the most useful diagrams for explaining changes over time?
   Responses should use evidence from the text.

3. How are the images in “The Moon Seems to Change” different from the other two texts?
   Responses should use evidence from the text.

4. Were the images in “The Moon Seems to Change” as effective for presenting the information as the other two texts? Why or why not?
   Responses should use evidence from the text.
Lesson 16 Coordinating Conjunctions: Phrase-to-Phrase
Reread page 4 of the text. Identify a conjunction that connects one phrase to another and the words it connects.

and; three body segments, six legs, a pair of antennae

Lesson 17 Produce a Sentence Using Word-to-Word Coordinating Conjunctions
Write a sentence using word-to-word coordinating conjunctions. Explain why the coordinating conjunction you chose makes sense with the sentence you wrote.

Linda ate potatoes and turnips. “And” makes sense in this sentence since we are not comparing/contrasting potatoes and turnips.

Lesson 18 Produce a Sentence Using Phrase-to-Phrase Coordinating Conjunctions
Write a sentence using phrase-to-phrase coordinating conjunctions. Explain why the coordinating conjunction you chose makes sense with the sentence you wrote.

Linda either went to the store or went to the park. “Or” makes sense in this sentence since we are not linking store and park. Linda did not go to both the store and the park because of “either.”
Lesson 16 Write an Opinion  Practice presenting your article. Make sure to include illustrations and other text features. Present your article to the class. **Answers will vary, but should include a presentation with illustrations and other text features.**

Lesson 17  Using what you have learned about a main idea from the reading, conduct brief research, create a sketch, and write two or three questions that closely examine part of nature. Make sure to answer the questions. **Answers will vary, but should include a sketch and two or three questions and answers that closely examine part of nature.**
Lesson 18  Gather evidence from your research, sort the evidence into the categories provided, and tell how the sorting is relevant to your writing. **Answers will vary, but should include evidence sorted into categories and a description of how the sorting is relevant to the writing.**