Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5
Lesson 1

_dialect_

Lesson 2

_dazed_

Lesson 3

_scatters_

Lesson 4

_surges_

Lesson 5

_revenge_
Lesson 2 Character Response to Major Events

Revisit pages 36–39 in *The Earth Dragon Awakes*. Write a few sentences about how the characters on these pages respond to the earthquake. Use text evidence to explain their responses.

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Lesson 3 Points of View

Characters show their points of view by their thoughts, actions, and feelings. Think back to the characters you have met while reading *The Earth Dragon Awakes*. Choose a character and write a few sentences about that character’s point of view on the earthquake or the events that have occurred because of the earthquake. If that character’s point of view has changed from earlier in the book, tell how. Use text evidence as you tell about the character’s point of view.

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Lesson 1  What points of view do the boys have about their fathers? Use text evidence to explain.

Lesson 2  How did Chin feel while buried in the rubble? Use text evidence to explain how he felt. Would you have the same reaction? Why or why not?

Lesson 3  Name examples of what Ah Sing and Mr. Travis do to change their sons’ minds about them. Use text evidence.

Lesson 4  Who do you think the heroes are in this book? Use text evidence to support your answer.

Lesson 5  What is your opinion about the way the author ended the story? Give reasons for your opinion.
A Real-Life Action Hero

Eric listened closely to the first-aid lesson at his Cub Scout meeting. The guest speaker was talking about the Heimlich maneuver. This action can help someone who is choking. It causes whatever is caught in the choking person’s throat to come out. Later Eric saw a television program that taught him more about it. He practiced with his mother. He followed the Cub Scout motto “Be prepared.” He had no idea how important that lesson would be.

One day Eric’s little sister Jessie was having a snack. Their mother heard Jessie choking. Jessie could not breathe. Nothing their mother did helped.

She called for Eric’s help. Then she rushed to call 9-1-1. But Eric was ready. Before his mother could tell the 9-1-1 operator what was happening, Eric sprang into action. He wrapped his arms around Jessie from behind. He did exactly what he had practiced with his mother. The egg Jessie had been eating popped right out! Jessie was safely breathing again. Ten-year-old Eric was a hero.
Look for Clues  Tell why the order of events is important in this story.

Look for Clues: Extend Your Ideas  Circle words or phrases in the story that help you to follow the order of events.

Ask Questions  Write a question that you have about a home emergency.

Ask Questions: Extend Your Ideas  Write a question that you would ask Eric about learning such an important safety skill.

Make Your Case  Tell a friend whether you think the fictional characters make this story more interesting.

Make Your Case: Extend Your Ideas  Underline a sentence that you found to be most interesting. Explain.
Lesson 1 Common and Proper Nouns  Circle the common nouns. Put an X on the proper nouns.

earthquake  San Francisco  fire  umbrella  Henry Chin

Lesson 2 Capitalize Proper Nouns  Capitalize the proper nouns in each sentence.

1. The cable car arrives and henry climbs on.
2. The city of san francisco is a disaster.

Lesson 3 Identify Singular and Plural Nouns  Circle the singular nouns. Put an X on the plural nouns.

books  ladder  wagon  bricks  pails  houses

Lesson 4 Identify Irregular Plural Nouns  Write the plural form for each noun.

1. person
2. foot
3. mouse

Lesson 5 Identify Collective Nouns  Circle the collective nouns.

person  family  team  student  crew
Lesson 1 Points of View  On a separate sheet of paper, write a scene between Henry and Chin which reveals their points of view about their parents.

Lesson 2 Character Responses  Revisit pages 17–39 and choose a character to write about. On a separate sheet of paper, write a paragraph that describes how the character faced the challenges of the earthquake. Use text evidence to show how your character’s feelings changed.
Lesson 3 Point of View  Choose a scene in *The Earth Dragon Awakes*. On a separate sheet of paper, rewrite the scene from Henry or Chin’s point of view. Include their thoughts, feelings, and actions.

Lesson 4 Opinions  Think about how Henry and Chin faced challenges in *The Earth Dragon Awakes*. Think about the actions they took during the disaster. On a separate sheet of paper, write an opinion about whether you agree with Henry or Chin and the actions they took. Support your opinions with details from the text.

Lesson 5 Story Structure  Choose a scene from *The Earth Dragon Awakes* that you would like to add to. As you write on a separate sheet of paper, use temporal words to tell the sequence of events. Be sure to add a conclusion to your scene.
Vocabulary

Lesson 6

insurance

Lesson 7

confidence

Lesson 8

tofu

Lesson 9

precious

Lesson 10

essential
Lesson 7 Central Message

Consider the central message in the book *The Earth Dragon Awakes*. Write your understanding of that central message. Then write a paragraph that explains how you can apply this message to your own life.

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Lesson 9 Characters’ Responses

Reread pages 7 and 8 in *Seek the Sun*. Find details in the text that tell how the sandalmaker and his wife both responded to the problem. Write these details.

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Lesson 8 Points of View

Reread page 8 in *Seek the Sun*. Compare and contrast the points of view of the tatami maker and the tofu maker with the sandalmaker and his wife and with the builder. Use text evidence to state how these people’s opinions compare to one another.
Lesson 10 Story Structure and Endings

Write a description of the park at the end of *Seek the Sun*. Tell why this park will be important for years to come. Use text evidence to help you describe the park.

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Write your responses on a separate sheet of paper.

**Lesson 6** Write about two connections you made between the story and facts in the Afterword. Use text evidence to explain the connections.

**Lesson 7** Do you agree with the boys that their parents are heroes? Do you think the boys are heroes? Write your opinion. Use text evidence to support your opinion.

**Lesson 8** Which point of view in the story do you agree with more: the sandalmaker or the builder? Use text evidence to explain.

**Lesson 9** Write examples of why it would have been understandable if the sandalmaker’s wife had gotten just as upset as her husband. Use text evidence to explain.

**Lesson 10** Write your opinion. Do you think knowing that the story is based on a real court case makes the story better? Why or why not?
Lesson 6 Past and Present Verb Tense  Change each present tense verb to past tense.

1. skates
2. bakes

Lesson 7 Nouns and Verbs  Underline the nouns. Circle the verbs.

1. The fire spread quickly.  2. The dog howled loudly.

Lesson 8 Irregular Verbs  Write the present tense verb as a past tense verb.

I eat cereal for breakfast.

Lesson 9 Irregular Verbs  Read the present tense verb. Cross out the incorrect past tense verb.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>swim</td>
<td>swam</td>
<td>swammed</td>
</tr>
</tbody>
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Lesson 10 Irregular Verbs  Write the past tense verb for the present tense verb.

1. see
2. come
Lesson 6 Connect Historical Events and Plot  On a separate sheet of paper, write a sequence of events from Henry or Chin’s life that is connected to a historical or scientific event. Use temporal words to signal the sequence of events.

Lesson 7 Central Message  Choose either Henry or Chin. On a separate sheet of paper, write a scene from that character’s point of view. The scene should tell the message of the story. Include details that tell how the character feels and what he is thinking. Describe the character’s action.
Lesson 8 Points of View  Think about the points of view of the builder and the people who were affected by the building’s shadow. On a separate sheet of paper, write a scene for the story that expresses either the builder’s point of view or the neighbors’ points of view. Use thoughts, feelings, and actions to tell the characters’ points of view.

Lesson 9 Characters’ Responses  Think about how the sandalmaker and his wife responded to the challenge they faced. Then, on a separate sheet of paper, write how these characters responded to the challenge. Use thoughts, feelings, and actions to reveal their responses.

Lesson 10 Storyboards to Recount a Story  Decide on six main events that retell the story of *Seek the Sun*. On a separate sheet of paper, write a sentence for each event that describes what you will illustrate on your storyboard.
Name

Lesson 11

*tread*

*snort*

Lesson 12

*Chinatown*

Lesson 13

*ruins*

*inspired*
Lesson 12 Compare and Contrast

Think about the ways people from different cultures may speak different languages and have different customs, habits, foods, and jobs. List ways the characters in *The Earth Dragon Awakes* and *Seek the Sun* are alike. List the ways they are different. Use text evidence to help you create your lists.

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Lesson 13 Story Structure and Conclusions

Write a few sentences about the importance of the author’s notes at the end of both *The Earth Dragon Awakes* and *Seek the Sun*.
Name ____________________________

Write your responses on a separate sheet of paper.

**Lesson 11** Why do you think different cultures told myths about the same subject, such as what causes thunder? Use text evidence to explain your thinking.

**Lesson 12** What is similar about the dragon imagery in the stories? What is different? Use text evidence to explain.

**Lesson 13** Write your opinion. Would these two stories, *The Earth Dragon Awakes* and *Seek the Sun*, have been better written as informational texts focusing more on the facts of the historical events? Use text evidence to explain.
Elias’s dad was in the army. He was leaving home to be stationed in another country. As he said good-bye, Dad gave Elias a book. “I want you to read this when you get home,” Dad said.

Elias didn’t feel like reading, but he opened the book anyway…and what a surprise! Every page was blank except the first one. There, Dad explained that they would take turns writing in the book, mailing it back and forth while Dad was gone.

Elias began writing immediately, telling his dad how much he missed him, and then he mailed the book. Three weeks later, the book came back. Dad wrote about a market he had visited. He described the sharp, spicy smells and bright, patterned carpets. He described the warm, buttery bread he tried.

Elias and his dad wrote often. Dad described what life was like on the base. Sometimes he invented silly stories or drew neat pictures. Elias wrote about home and school. He drew colorful pictures. They had to get another book before long, and then another!

When Dad came home, he had a new book with him. “I thought we could keep going,” Dad said, grinning. Elias nodded. This was definitely a tradition he wanted to keep.
Look for Clues Underline clues that show similarities between what Dad and Elias wrote. Circle clues that show differences between what they wrote.

Look for Clues: Extend Your Ideas Star the sentence that tells how Elias felt when his dad first gave the book to him.

Ask Questions Write a question you might ask Dad about where he is living?

Ask Questions: Extend Your Ideas Write a question Dad might ask Elias about school.

Make Your Case On a separate sheet of paper, write two things that could be actual events in the story. Tell why you believe they could be actual events.

Make Your Case: Extend Your Ideas Highlight descriptive words the author uses to add to the fictional story.
Lesson 11 Subject Pronouns  Write another sentence to continue the story. Use a subject pronoun.

I. Mr. Hanks read poetry to us. ____________________________

2. The girls went to the zoo. ____________________________

Lesson 12 Object Pronouns  Complete the sentence, using an object pronoun.

I. Students went to the library. Their ____________________________

parents went with ____________________________

2. My brother is making a mess. Mom asked. ____________________________

________________________ to clean it up.

Lesson 13 Identify Reflexive Pronouns  Complete the sentence, using an object pronoun.

1. As I prepared for my spelling test, I told ____________ to remain calm.

2. Because he was early for the movie, he had time to get ____________ set up with popcorn.
Lesson 11 Drafting  Think of another version of what causes thunder. Below, make a list of ideas for your story. Include thoughts, feelings, and actions that your characters might engage in. Then, on a separate sheet of paper, write a first draft of your thunder story. Use temporal words to signal the order of events. Give your story a conclusion.

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Lesson 12 Revising  Look back at your thunder story. Revise it on a separate sheet of paper. As you revise, keep the following things in mind:

1. Replace boring words with descriptive words.
2. Add details so your story is easier to follow.
3. Tell characters’ thoughts, words, or actions.
4. Rewrite your beginning or conclusion to make it stronger.

Lesson 13 Editing and Publishing  Look back at your revised thunder story. Edit and publish your story on a separate sheet of paper. Remember to check:

1. that all words are spelled correctly.
2. that the plural forms of nouns are spelled correctly.
3. that the past tense of verbs are formed correctly.
4. that all sentences are complete with a subject and a verb.
5. that all sentences begin with a capital letter and end with the correct punctuation.
6. that you use correct pronouns to take the place of nouns.
Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5
Lesson 1

spins

Lesson 2

gases

Lesson 3

oceans

Lesson 4

scrape

Lesson 5

island
Lesson 1 Text Features and Structure

Turn to two pages that go together in *Planet Earth*. Explain how the text features and the structure of the text help you find information about the topic. Use text evidence to explain.
Lesson 4 Analyze Images

Look at the cutaway diagram of the volcano on pages 16–17 in *Planet Earth*. How does this diagram help you understand volcanoes?
Lesson 2 Identify Main Topic

Turn to page 6 in *Planet Earth*. Write a sentence or two that tells the main topic on this page. Use text evidence to help you identify what the main topic is.
Lesson 3 Connect Scientific Ideas
Look back over pages 8–11 in *Planet Earth*. Write about connections you made between the scientific ideas talked about on these pages. Use text evidence to describe these connections.

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Write your responses on a separate sheet of paper.

Lesson 1
*Planet Earth* includes questions and answers. Do the question-and-answer flaps in the book help you learn? Use text evidence to explain your thoughts.

Lesson 2
Why are illustrations used in *Planet Earth* instead of photos? If you had been the author, would you have used illustrations or photos? Use text evidence to explain.

Lesson 3
Look at the illustration under the flap on page 10 in *Planet Earth*. How does this illustration help you understand the ocean? Use text evidence to explain.

Lesson 4
How is the Earth diagram on page 12 similar to the underwater view on page 10 under the flap? Use text evidence.

Lesson 5
Using text evidence, tell whether you like informational text when it is in a question-and-answer format.
Lesson 1 Adjectives  Underline the adjectives.

It was a cool, rainy day.

Lesson 2 Adjectives  Write a sentence that uses an adjective. Circle the adjective.


Lesson 3 Adjectives  Circle the adjective. Tell what word the adjective describes.

The rocky plates below the ground move slowly.

Lesson 4 Adjectives  Write a sentence. Use an adjective to describe the noun, *student*.


Lesson 5 Adjectives  Circle the adjectives.

The ground shook. I crawled under the wooden table for protection. My sister let out a loud screech. My calming words helped her. Earthquakes are scary!
Lesson 1 Writing About Big Ideas  On a separate sheet of paper, write an informative paragraph that explains why living on Earth might be challenging for people at times. Be sure to:

1. introduce your topic.
2. use facts and examples to explain your points.
3. provide a concluding statement.

Lesson 2 Using Key Details  Choose a topic from Planet Earth that interests you. Find definitions and facts that support your ideas about that topic. Write an informative paragraph that tells about your topic. Use facts and details to tell about your points. Provide definitions that explain words your audience may need to understand. Use facts that tell true information about planet Earth.
Lesson 3 Writing with Scientific Ideas  Pick a living thing that you read about in *Planet Earth* and that interests you. Research definitions and facts that you might use to tell about that living thing. On a separate sheet of paper, write an informative paragraph that tells about this living thing. Use the facts and definitions you collected to tell about the topic.

Lesson 4 Using Diagrams  Look back through *Planet Earth*. Choose one idea that tells about how the land changes on Earth. Research facts and definitions you can use to tell about that change. On a separate sheet of paper, write an informative paragraph that tells about how land changes. Then draw a diagram to go with your writing.

Lesson 5 Creating and Summarizing a Mindmap  Pick a main idea from *Planet Earth*. On a separate sheet of paper, create a mindmap. Put the main idea in the center of this organizer. Gather key details from the text, illustrations, and diagrams in *Planet Earth* and list these in the branches of your mindmap. Then write a summary about the information you included in your mindmap.
Vocabulary

Lesson 6

wreck

Lesson 7

magnitude

Lesson 8

grind

Lesson 9

steep

Lesson 10

continent
Lesson 7 Use Maps and Diagrams

Write a sentence or two that tells how the map on page 22 of *Danger! Earthquakes* helps you understand the text better.
Lesson 8 Ask and Answer Questions

After rereading pages 24–33 in Danger! Earthquakes, write and answer three questions. Use the text to help you answer the questions.

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Curtis the Cowboy Cook

Curtis was bored and unhappy. He thought when he was hired to work on the cattle drive that he’d finally get to be a real cowboy. But the cowboys treated him like a kid. The cook, Dusty, let Curtis help him. But Dusty was so busy he barely had time to talk. Curtis just watched and did chores for the cook all day long.

The chuckwagon always went ahead of the slow-moving cattle. That way, dinner would be ready when the cowboys got to camp each night. Dusty and Curtis started the cooking fire. As they carried water from a creek, Dusty slipped down the bank. He landed hard. Curtis helped Dusty limp painfully to camp. Then Curtis got to work with Dusty directing him.

He cut the salt pork and arranged it in deep pans. He scooped beans into the pans, covered them with water, and set them on the fire to boil. Soon the contents of the pans were bubbling, and the smell filled the camp. As the sun went down, the tired, hungry cowboys arrived. One bite of the hearty pork and beans was enough to convince them that Curtis was born to be a cowboy cook.
Name __________________________________________

**Look for Clues** Underline details that tell how the cowboys first felt about Curtis. Highlight details that tell how the cowboys’ feelings changed about Curtis.

**Look for Clues: Extend Your Ideas** Circle clues that tell how Curtis feels at the beginning of the story.

**Ask Questions** Write a question you have about cowboys.

**Ask Questions: Extend Your Ideas** Ask a partner a question you might ask the cowboys about their actions towards Curtis.

**Make Your Case** On a separate sheet of paper, list activities from the story that real cowboys do. Tell which one you think is most interesting and why.

**Make Your Case: Extend Your Ideas** On a separate sheet of paper, write an e-mail to a friend about your thoughts about being a cowboy.
Lesson 6  How does the title identify the main topic? Write a sentence and use text evidence to support your answer.

Lesson 7  Does the map on pages 22 and 23 in Danger! Earthquakes help you understand where earthquakes happen? Write your opinion and explain it using text evidence.

Lesson 8  In what ways can you connect to the information on the pages you read today? Use text evidence to tell about the connection you made to the text.

Lesson 9  Look at the map on pages 38–39. Is the map helpful? Explain your answer using text evidence.

Lesson 10  Why do you think the poet took a humorous approach to such a serious subject? Use text evidence to explain your opinion.
Lesson 6 Adverbs  Underline the adverb.
   I finished my homework easily.

Lesson 7 Adverbs  Add an adverb to describe the verb.  ________
   The turtle ________ crossed the road.

Lesson 8 Adverbs  Write a sentence that includes an adverb. Underline the adverb. Circle the verb it describes.

Lesson 9 Adverbs  Write a sentence that uses an adverb that tells the place of an action, such as: *I found my earring under here.*

Lesson 10 Apostrophes in Contractions  Rewrite each word pair as a contraction.
   ________  ________
   1. She will ________  2. They are ________
Lesson 6 Key Ideas and Details  Compare two earthquakes discussed in *Danger! Earthquakes*. Using key ideas and details from the text, write an informative paragraph that compares these earthquakes. Be sure to introduce the topic with an opening statement and to conclude your paragraph with a concluding statement. Write your paragraph on a separate sheet of paper.

Lesson 7 Using Maps and Diagrams  On a separate sheet of paper, write two questions about earthquakes that can be answered by the maps in *Danger! Earthquakes*. Then write the answers to those questions using facts and definitions from the text.
Lesson 8 Ask and Answer Questions  Decide on a natural disaster that you would like to research. On a separate sheet of paper, take notes that answers the questions who, what, where, when, and why about this disaster. Then write an explanatory paragraph that explains the 5 Ws.

Lesson 9 Point of View  On a separate sheet of paper, write an opinion paragraph about the following: Does the text give enough information about how to survive an earthquake? or Would text features, such as headings and captions, have improved the text? List your reasons and details from the text that support your opinion.

Lesson 10 Writing Poetry  Choose a fact that you learned about earthquakes from the texts you read in this unit. On a separate sheet of paper, write a few lines of poetry about this fact.
Name __________________________

Vocabulary

Lesson 11

scrape

grind

Lesson 12

quake

collapse
Lesson 11 Connect Scientific Ideas

Describe a connection between scientific ideas in *Planet Earth* and *Danger! Earthquakes*.
Lesson 12 Compare Texts

Compare *Planet Earth* and *Danger! Earthquakes*. Write two comparison statements and two contrast statements.
Lesson 11 Use text evidence to tell how the illustrations on page 15 in *Planet Earth* compare to the photograph on page 26 in *Danger! Earthquakes*.
Lesson 12  Think back over the two texts, *Planet Earth* and *Danger! Earthquakes*. Which of these two informational texts do you like more? Use text evidence to explain.
Lesson 11 Contractions

List five contractions. Then use those contractions in sentences.

1.

2.

3.

4.

5.

1.

2.

3.

4.

5.
Lesson 12 Contractions  Rewrite the paragraph below to use contractions where you can.

My sister and I want to go to the park. However, we cannot go because it is raining outside. We will have to wait for the rain to stop. I do not want to stay inside because I am anxious to try out the new slide. We hope it will stop raining soon.
Lesson 11 Write a Newspaper Article

Revisit Planet Earth or Danger! Earthquakes. Write a newspaper article based on an event in one of these texts. Do research as needed. When you write your article, answer the questions who, what, where, when, and why.
Lesson 12 Revising Your Writing  Reread the article you wrote about a natural disaster. Look for ways to revise your article. Make sure the information you provide is easy to understand. Check your spelling, capitalization, and punctuation, too. Rewrite your article.