

UNIT
1

You Are Here

Essential Question

How do different places affect us?

Watch

“My Neighborhood” What places can you see in the video?



 **TURN and TALK** What did you notice about these places? Describe the key ideas you learned.

PEARSON
realize™

Go ONLINE for all lessons.

 VIDEO

 AUDIO

 GAME

 ANNOTATE

 BOOK

 RESEARCH



Reading Workshop



Infographic: Seeing Stars

How Many Stars in the Sky? Realistic Fiction
by Lenny Hort



Infographic: We Make Our Neighborhood Better

Maybe Something Beautiful Realistic Fiction
by F. Isabel Campoy and Theresa Howell



Diagram: Fighting Fires

from Places We Go Informational Text
by Rachelle Kreisman



Poem: City Sights

Poetry Poetry
by Gwendolyn Brooks



Infographic: Two Different Places

You Can't Climb a Cactus Realistic Fiction
by Derrick Barnes

Reading-Writing Bridge



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

Realistic Fiction

Writing Workshop



- Introduce and Immerse
- Develop Elements • Develop Structure
- Writer's Craft • Publish, Celebrate, and Assess

Writing Workshop

Project-Based Inquiry

Write a Persuasive Paragraph

Persuasive Text

Independent Reading



What can you do to become a good reader? Read, read, and read some more! On the next page, keep track of your independent reading.

Follow these steps to help you select a book you will enjoy reading on your own.

1. Ask: What is my purpose for reading?

- for fun?
- to learn something?
- to read something by my favorite author?

2. Select a book. Open it to any page and read it. Hold up a finger for each word you do not know. Then check this list:

1 Finger: Easy!

2 Fingers: Just right.
















3 Fingers: Just right.

4 Fingers: A little too hard for now.

5 Fingers: Save for later.



My Reading Log

Date	Book	Pages Read	Minutes Read	My Ratings
				  
				  
				  
				  
				  

Unit Goals

In this unit, you will

- read realistic fiction
- begin to write in your Writing Club
- learn about different places



MY TURN

Color the pictures to answer.

I know about realistic fiction and understand its elements.



I can use language to make connections between reading and writing.



I can plan, draft, and publish my writing.



I can talk with others about how different places affect us.



Academic Vocabulary

affect

different

compare

location

region

In this unit, you will read about **different** places. You will think about how these places **affect** people, or how they make people feel. You will also **compare** one **location** with another in a different **region**.



Use the Academic Vocabulary words to talk with your partner. Compare the places you see in the pictures. Talk about how each place affects you. How does it make you feel?



Seeing Stars

You can see a lot more stars in the country than in the city. Why is that?

Milky Way



Night sky far away from outside lights

There are about 3,000 stars above any spot on Earth in the night sky. Because there is no light pollution far from the city lights, in the country you can see all those stars!

Night sky in most cities

In most neighborhoods, people can see only 200 to 300 stars. In some cities, you can see only about 12 stars!


Most people in the United States cannot see our galaxy, the Milky Way. Why not?

Lights on buildings and streets cause light pollution. All that extra light keeps you from seeing the stars.


Weekly Question

What can we understand about a place when we look at it closely?

Quick Write What do you notice about the places in the pictures? Which picture shows a night sky like the one you see where you live? How would you feel if you visited a place where the night sky is different?

 **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing. **ELPS 1.A.ii Learning Strategies.** Science **TEKS 2.8.d**


Listen for Long and Short Vowels

 **SEE and SAY** Say the name of each picture. Listen to the vowel sound in the middle. Distinguish between the long and short vowel sounds.



Which picture name has a short vowel sound?

Which picture name has a long vowel sound?

 **TURN and TALK** Work with a partner. Say the name of each picture. Underline the pictures with short vowel sounds.



Words with Short Vowels

When you see a word with a consonant-vowel-consonant pattern (CVC), the vowel usually has a short sound.



cap



MY TURN Read, or decode, the words below. Listen for the short vowel sounds.

Short a	Short e	Short i	Short o	Short u
cat	hen	zip	job	cub
bag	bed	win	top	run
man	leg	sit	dot	hum



TURN and TALK Read the words with a partner. Use them in sentences. Can you use all the words in one sentence?

hat	red	did	not	bug
-----	-----	-----	-----	-----

Words with Short Vowels



Look at each picture. Write the missing vowels to complete the words. Then read, or decode, each word.



bat



pig



rug



fox



pan



ten



nut



pillow



chair

My Words to Know



MY TURN

Some words are used often. These words are called high-frequency words. You will have to remember these words. Often, you can't sound them out. Read the high-frequency words in the box. Complete the sentences with the words.



1. Which dog is your favorite?

2. I think that _____ dog is cute.

3. Do you know _____ one is older?

4. The tan one is older _____ the black one.



TURN and TALK

Write the words on cards. Practice reading them with a partner.



My Learning Goal

I can read realistic fiction and understand setting.

Spotlight on Genre



Realistic Fiction

Realistic fiction tells a made-up story that could be real. It has characters, events that seem real, and a setting. The **setting** of a story tells when and where the story happens. Text and illustrations can help you understand the setting.

The setting is important. It can affect how characters act. In this story, the setting is a cottage by the sea. The character, Anna, is happy because this morning she will walk to the beach.

where

Anna and her sister were staying **in a seaside cottage** with Grandma for the whole **summer**.

when

This morning, the three of them were walking to **the beach** to find shells for Anna's collection. Anna couldn't wait to get started.

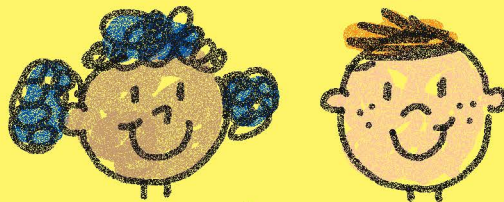


TURN and TALK

Talk about a story you have read. What was the setting of the story? Describe the importance of the setting.

REALISTIC FICTION ANCHOR CHART

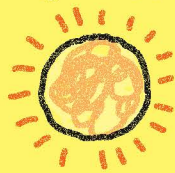
Characters



Setting

☉ Where the story happens

☉ When it happens



∴ The setting can affect what the characters do. ∴

Events



How Many Stars in the Sky?

Preview Vocabulary

Look for these words as you read *How Many Stars in the Sky?*

backyard

treehouse

searchlights

daylight

First Read

Look at the pictures.

Ask yourself questions about the story.

Read to understand the story.

Talk about the story with a partner.

Meet *the* illustrator

James E. Ransome is an artist who has won many awards for his drawings and books. As a child, he loved to draw cartoons! He also drew pictures of cars and many other things.



Genre

Realistic Fiction



How Many Stars in the Sky?

By Lenny Hort

Paintings by James E. Ransome



AUDIO

Audio with
Highlighting



ANNOTATE





1 **H**ow many stars in the sky?



- 2 Mama was away that night and I couldn't sleep. Mama knows all about the sun and stars. But she was away and I didn't want to wake Daddy. So I stared out the window asking myself: How many stars in the sky?
- 3 I could count so many just from my room. I leaned out the window and I could count even more. That was just gazing over the backyard. How many stars in the sky?

Describe and Understand Setting

Underline the words that tell where the boy is.

backyard a yard behind a house

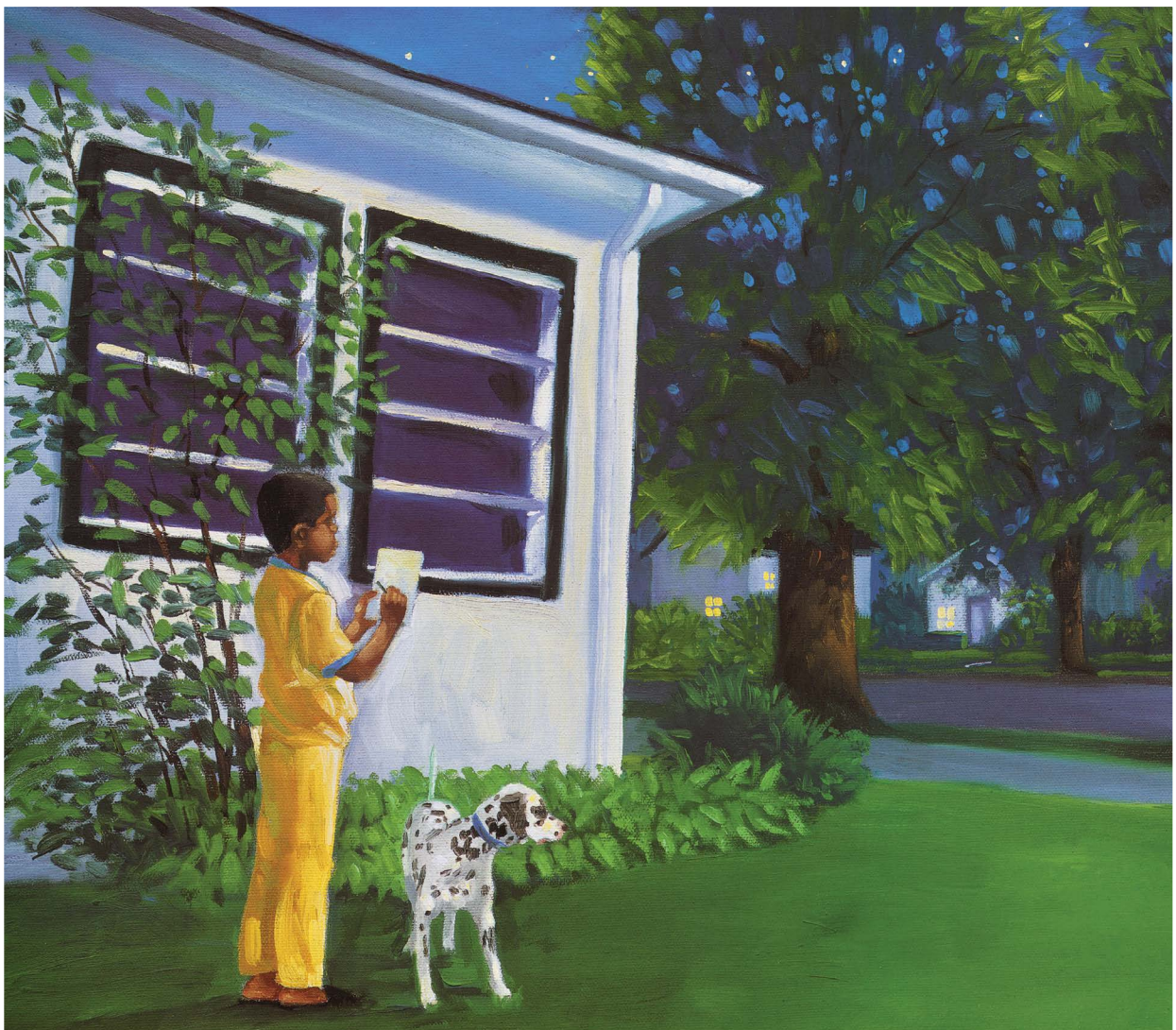




Use Text Evidence

Highlight words in the text that answer the question, “Why can’t the boy count all the stars?”

- 4 I went outside with a pad and pencil. I started to count. I filled up one whole page of the pad.
- 5 But there were lots of stars hidden behind the trees. The house blocked out even more. The streetlamp was so bright I couldn’t see stars anywhere near it. How many stars in the sky?





- 6 I climbed high up into my treehouse. I started at the Big Dipper and counted in a great circle all around the sky. I filled up page after page of the pad.
- 7 But when I got back to the Dipper it wasn't where I remembered it. I must have been out so long that the stars had moved. Old ones had set. New ones had risen. How many stars in the sky?

CLOSE READ



treehouse a small space built in the branches of a tree for children to play in or on



8 I climbed down from the treehouse
and there was Daddy. "I couldn't sleep,"
I said.

9 "I can't sleep either," he said. "Your
mama won't be back till tomorrow."

10 I told him how I wanted to count all
the stars in the sky.

11 "If your mama was here," Daddy said,
"I bet she'd know. Maybe you and I can
find someplace where it'll be easier to
count them."



12 My dog hopped in the truck with us and we drove into town. The streets were quiet, but lots of streetlights were burning. We could see the bright city skyline in the distance.

Describe and Understand Setting

Underline the sentence that describes what the town is like. Tell how the picture supports this description.



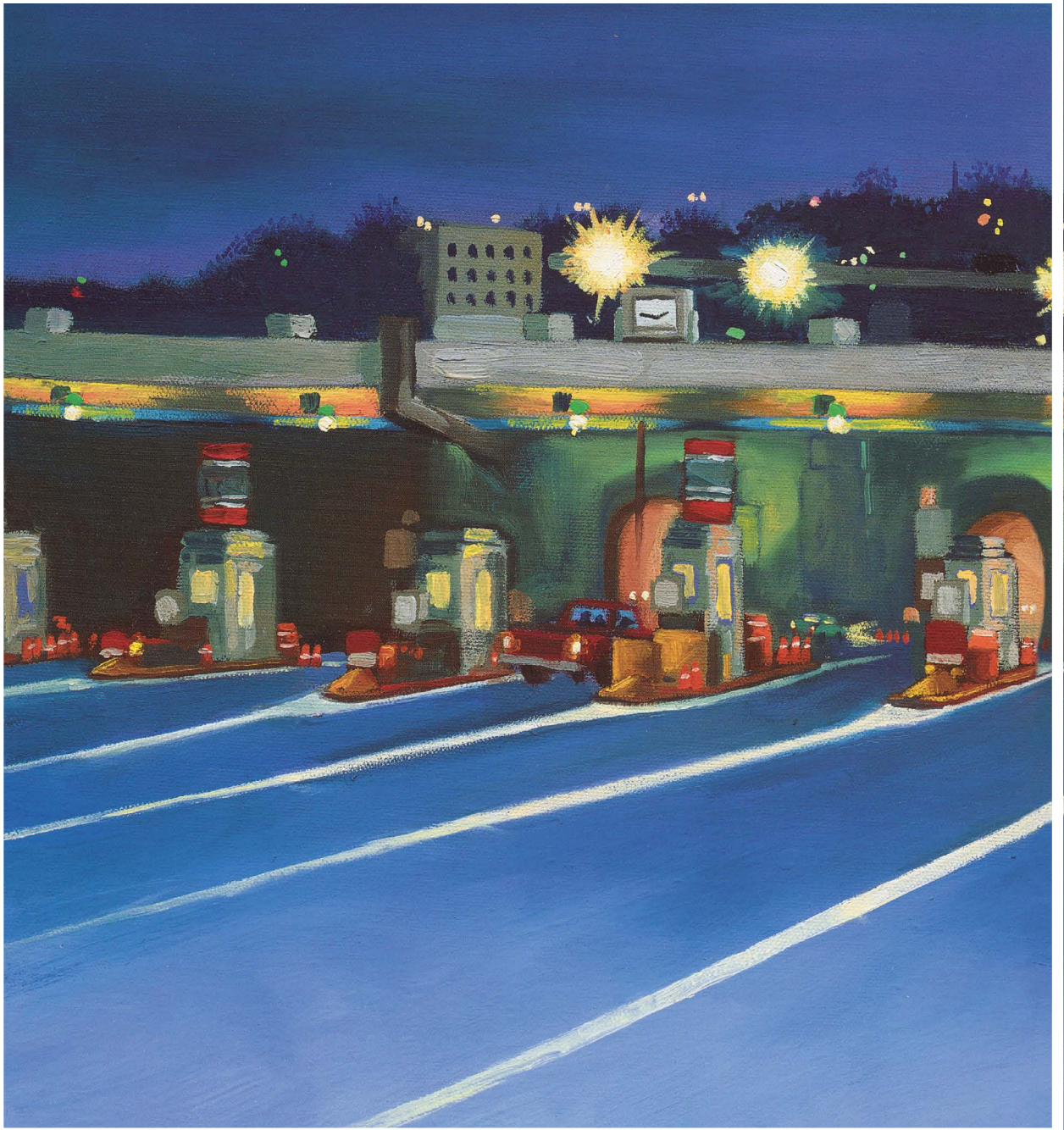


Use Text Evidence

Highlight the words that tell why the boy wants to go to a different place to see stars.

- 13 Daddy and I counted twenty-five or twenty-six stars. He said he thought one of them was the planet Jupiter. “This isn’t a good place to see stars,” I said.
- 14 “It’s not a bad place to count them, though,” he said. “But it’s still too hard. Let’s go where it’ll be really easy.”





15 We drove into the city. The big clock by the tunnel said 2:45, but neither one of us felt like sleeping.



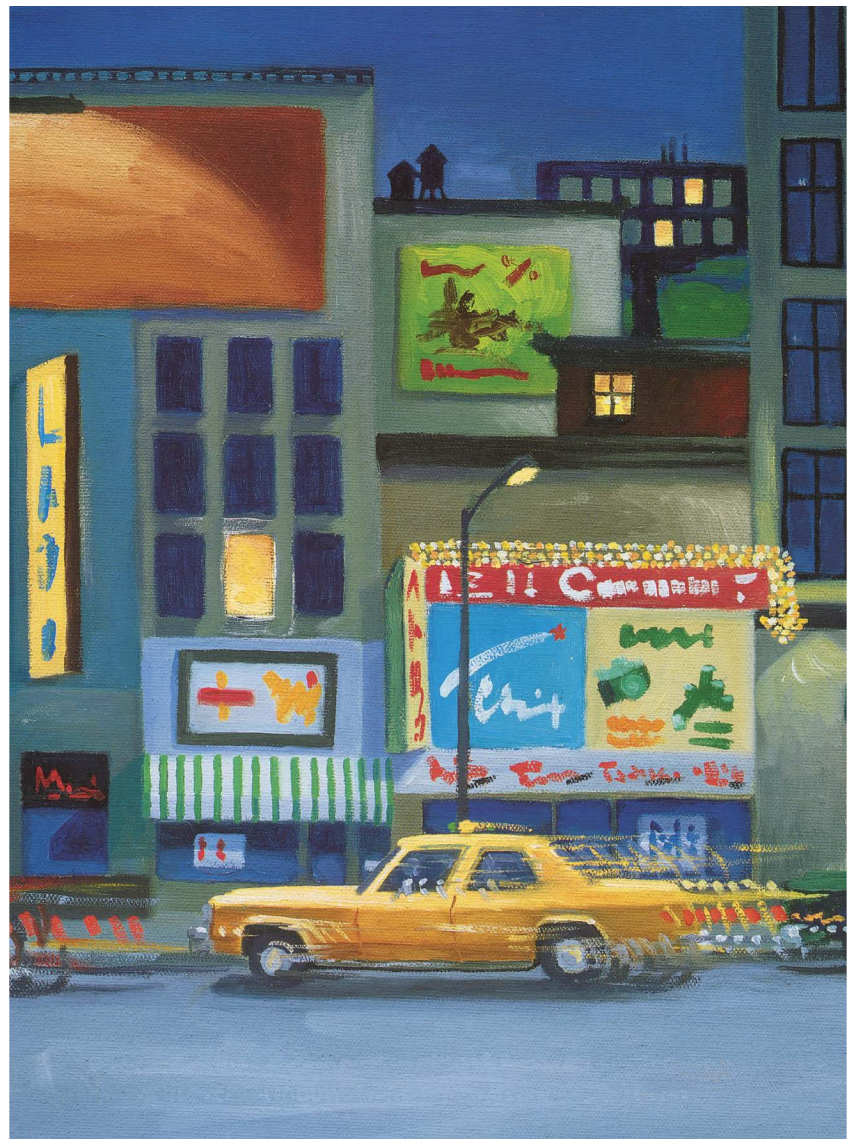
Vocabulary in Context

You can figure out the meaning of a word you don't know from words in the same sentence or in sentences near it. Underline words that help you figure out the meaning of **dazzling**.

searchlights

powerful lights that can shine in any direction

- 16 We parked by Mama's office. There was a department store with brightly lit displays in every window. There were streetlamps on every corner.
- 17 There were dazzling neon signs. Headlights flashed from a steady stream of cars. Powerful searchlights beamed from the roofs of the skyscrapers.





- 18 And I couldn't see any stars at all.
"I count exactly one," said Daddy. "No, wait," he said, "it's an airplane."
- 19 "Maybe the stars just don't want to be counted," I said.



20 We drove back through the tunnel.
I was tired, and I thought we were going
home. But instead, Daddy drove us
deep into the country.



21 There weren't any cars. There weren't any streetlights. There weren't any houses. Even the moon had set. And I knew we could never count all the stars.

Describe and Understand Setting

Underline the sentences that tell what the country is like.





CLOSE READ 

Use Text Evidence

Highlight the words that show the boy sees lots of stars.

22 No matter where I looked, new ones appeared every time I blinked my eyes. Daddy pointed up above and showed me the Milky Way. The stars were so thick I couldn't tell one from another.

23 We were much too tired to drive anymore, so we slept underneath the stars that night.



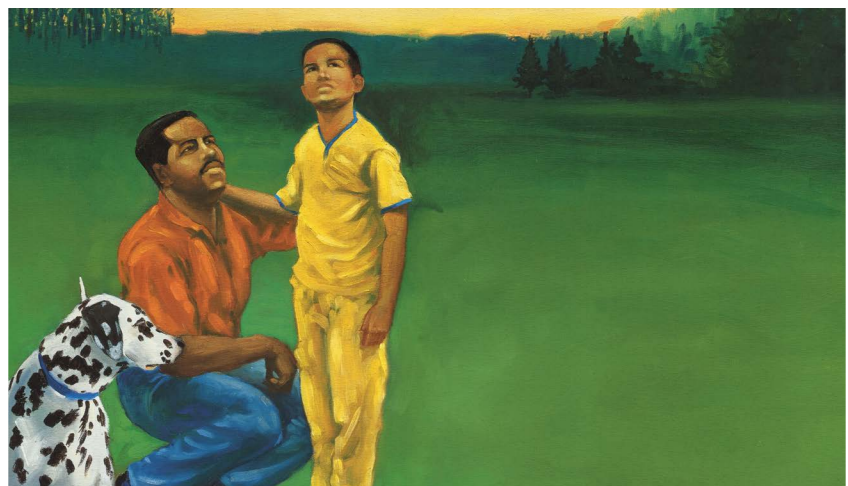


Describe and Understand Setting

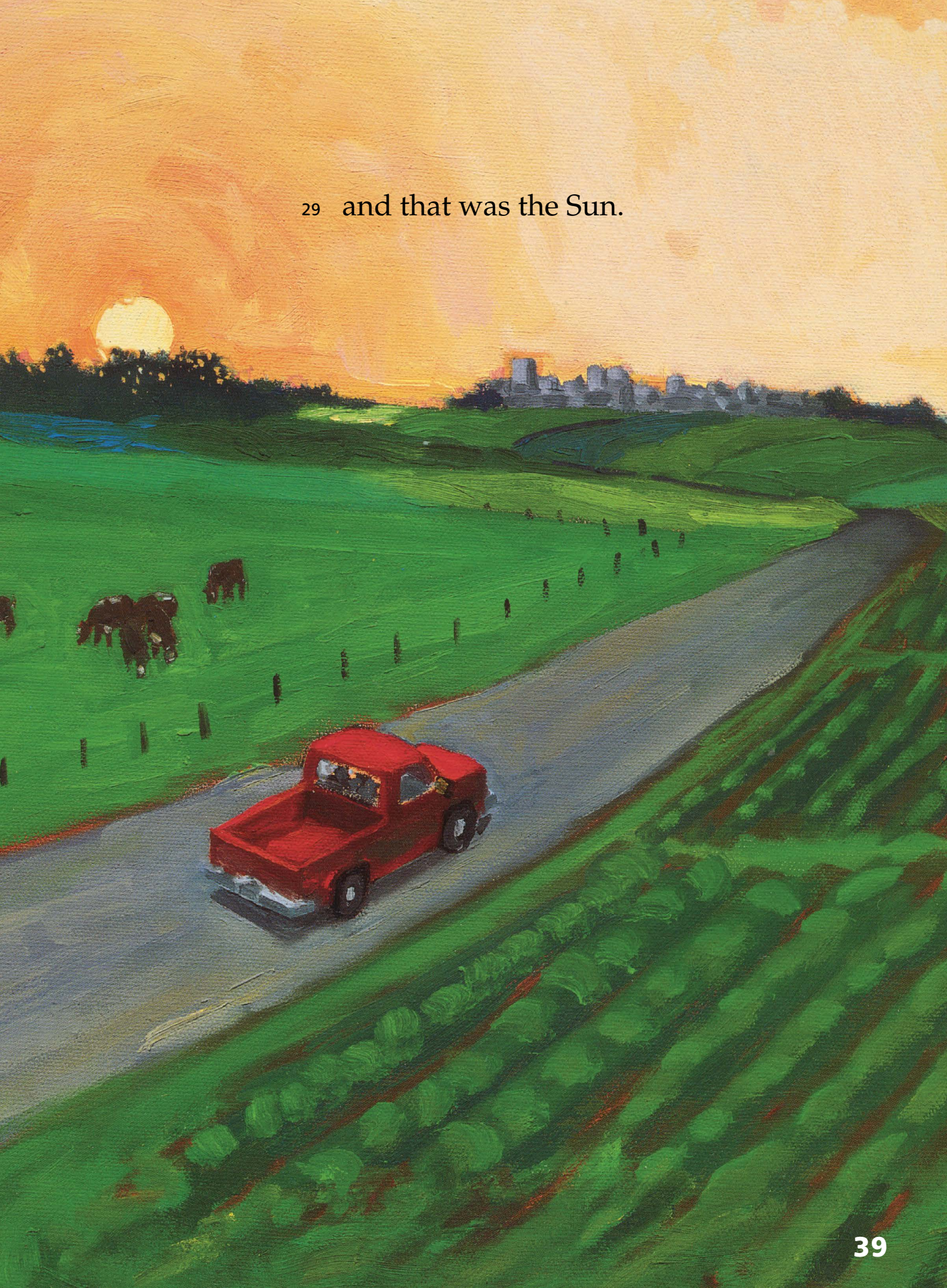
Underline the words that tell you when the boy and his father wake up. Examine the picture to see how it supports this description.

daylight the natural light of day

- 24 It was daylight when we woke.
“Daddy,” I said, “all those stars are always out there even when we can’t see them, right?”
- 25 “Of course they are,” he said.
- 26 “Can we try to count them again some time?” I asked.
- 27 “Any night you feel like it,” he said, “you and me and Mama can all go out together.”
- 28 I could hardly wait to see Mama and tell her about it. In a little while we’d all be back home. But now I was glad just to be standing there with Daddy, basking in the warmth of the one star we could see—




29 and that was the Sun.




Develop Vocabulary

A **compound word** is made up of two shorter words. Use the meanings of the shorter words to predict the meaning of the compound word.

 **MY TURN** Use the shorter words to define each compound word. Write your definition. Then find each word in the story. Read the definition. Is your definition correct? Change it if you need to.

Compound Word	My Definition
backyard	a yard in the back of a house
treehouse	
searchlights	
daylight	

 **TURN and TALK** Use the shorter words to predict the meanings of these compound words: **birdhouse**, **lighthouse**, **housefly**. Check the meanings in a dictionary.



Check for Understanding



MY TURN

Look back at the text to answer the questions. Write the answers.

1. What makes this text realistic fiction?



2. Why do you think the author has the boy and his dad try to look at the stars from different places?

3. Why can they see so many more stars in the country?

Describe and Understand Setting

The **setting** is where and when a story happens.



MY TURN


Go to the Close Read notes in the text. Underline details about the settings. Use details you underlined to describe the importance of each setting.

Setting	Description of Setting	Why This Setting Is Important
the boy's room	It's night; the room has a bed and a window.	
the town		
the country at night		
the country in daylight		



Use Text Evidence

Using **text evidence** can help you describe the importance of the settings in a story.

 **MY TURN** Go back to the Close Read notes on text evidence. Follow the directions to highlight the text. Use the text evidence you highlight to support your responses in the chart below.

Setting	Is this a good place to see stars?	Why?
outside the boy's house		
the town		
the country		

Reflect and Share

Talk About It

You read about places a boy and his father went to look at stars. Where would you like to go to see stars? Why? Use examples from the texts to support your response.



Make Comments and Build on Ideas

When having a discussion, it is important to share your ideas and listen to the ideas of others.

- Take turns talking.
- Build on the ideas of others.

Use these sentence starters to help you build on the ideas of others.

I'm glad you said that because . . .
I agree with you, and I also think . . .

Weekly Question

What can we understand about a place when we look at it closely?




I can use language to make connections between reading and writing.

My Learning Goal



Academic Vocabulary

Related words are words that share word parts. Related words have related meanings.

 **MY TURN** Use a dictionary to find the meanings of each pair of related words. Then choose which word should complete the sentence.

Related Words: different/difference

There is a big difference
between an apple and an orange.

Related Words: locate/location

A good _____
for a library is near a school.

Related Words: compare/comparison

My parents _____
prices when they shop.

Read Like a Writer, Write for a Reader

Authors create a voice when they write. The words a character says show how the character sounds and what kind of person the character is.

Boy's Words from Story	Without the Boy's Voice
<p>“Mama was away that night and I couldn't sleep.”</p>	<p>My mother was not at home, and I was not able to sleep.</p>



MY TURN

Rewrite this sentence so that it sounds like a young character.

I am sure my mother will be waiting for us to arrive at our house.

Four sets of handwriting lines for practice. Each set consists of a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

Spell Words with Short Vowels

Short vowel sounds are usually spelled with a single vowel: **a**, **e**, **i**, **o**, or **u**.



MY TURN

Write the missing vowel to make a word from the Spelling Words list. Then write the word.

tag tag h n

h t s d

s x m p

r b m ss

m d d t

th n

wh ch

Spelling Words

six

tag

rib

map

mess

dot

mud

hen

sad

hot

My Words to Know

which

than

Simple Sentences

A **simple sentence** tells one complete thought. It starts with a capital letter. It ends with the correct end mark. The subject and verb must agree with one another in number.

Read this simple sentence about a boy: **The boy counts stars.**

The sentence tells a complete thought about a boy who counts stars. The singular subject and singular verb agree.



MY TURN

Edit this draft. Cross out each part you need to change to correct the simple sentences with subject-verb agreement. Write the correct letter or end mark above it. The first one is done for you.

A
 a boy went for a walk. he found.

A dime The dime were shiny The boy.
 picked it up then he ran home.



I can plan, draft, and publish my writing.

**My
Learning
Goal**



Meet the Author

Authors are regular people, just like you. They may like the same things you like. They may do the same things you do. You can read about authors. Often the back of a book tells you about the author. Sometimes a page inside the book gives you author information.

Get to know the authors of some books in your classroom library. As you read about each author, think about these things:

- interesting facts about the author
- the author's family or pets
- things the author likes
- how the author gets ideas for books
- how the author writes a book



Share something you learned about an author with a partner.

What Good Writers Do

Good writers follow steps in a plan.

Here are some steps you can follow in Writing Workshop. You can:



1. Get ideas from things that happen in your life.
 - reading information in a book
 - brainstorming with other people



2. Write your ideas in your writer's notebook.



3. Have a conference to share your ideas:
 - with your teacher
 - with your peers in Writing Club



4. Use what you learned in a conference to revise your writing.

Writing Club

Writing Club is where you can talk with your peers about your writing. You talk about their writing too. As a member of Writing Club, you have an important job.



You are going to have Writing Club today.

Here are some skills you can practice.

- Listen carefully to what others say.
- Ask questions if you do not understand something.
- Tell what you like about your classmates' writing.
- Tell what your classmates can do to make their writing better.
- Give feedback that is clear and useful.
- Be polite when you give feedback.

