

# City Sights

Folks say my city is crowded and loud.  
I say the bustling noise makes me proud.

Honks and whistles, shouts and beeps,  
I love my city. It never sleeps!

Thick, rich smells, so spicy and sweet,  
Oh, how I smile as I walk down the street.

Seeing glass buildings that reach to the sky.  
Hearing the shouts of kids passing by.


These are some of the things I adore.  
Do you like the city? Is there a place you  
like more?



## Weekly Question


### How do different places make us feel?

**Quick Write** People live in small towns and big cities. Think about the place where you live. What feelings do you have when you think about it? How are your feelings similar to those expressed in the poem “City Sights”?

 **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.




## Make Rhyming Words

 **SEE and SAY** Words rhyme when they end in the same sounds. Say the name of each picture.



What are the ending sounds in each word?  
 Do the words rhyme?  
 Name other words that rhyme with the pictures above.

 **TURN and TALK** Work with a partner. Say the name of each picture. See how many rhyming words you can make for each picture.



# Consonant Digraphs ch, sh, wh, th, ph and Trigraphaph tch

Sometimes two or three consonants make one sound.



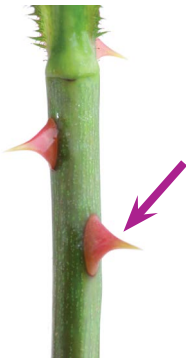
chick



ship



whip



thorn



phone



watch

**MY TURN** Read, or decode, the words below.

check  
lunch

shake  
fish

when  
white

thin, tooth  
there, smooth

photo  
graph

match  
pitch

**TURN and TALK** Reread the words aloud with a partner. Then choose two words and use both words in a sentence. Share your sentences.



# Consonant Digraphs ch, sh, wh, th, ph and Trigraph tch



**MY TURN**

Use a consonant group from the box to complete the word in each sentence. Read the words.

ch

sh

wh

th

ph

tch

1. That is a very good ph oto of you.

2. This story is about a \_\_\_\_\_ ale in the sea.

3. Put the books back on the \_\_\_\_\_ elf.

4. Zane ran fast to ca \_\_\_\_\_ the ball.

5. Let's walk on the pa \_\_\_\_\_ down to the lake.

6. The cat sat by the big green \_\_\_\_\_ air.



## My Words to Know



**MY TURN** Read the words in the box.

Find and underline the words in the story. The first one is done for you. Then read the story.

great

before

means

Emily did a great job on the spelling test. She studied a lot before the test. Her teacher is proud of her. That means a lot to Emily. She feels great.



**TURN and TALK** With a partner, write another story with the words in the box. Give your story to another pair of classmates. Read each other's stories.





### My Learning Goal

I can read poems and understand rhyme, rhythm, and stanzas.

## Poetry

A poem tells thoughts and feelings. Groups of lines in a poem are called **stanzas**. The lines often end with **rhyming words**. Poems often have a pattern of beats called **rhythm**.

### Stanza

**Your Dog**

Your dog will always let you know  
he loves the beach, the car, the snow.

### Rhyming Words

He loves to fetch and dig and **chew**,  
but what he loves the most is **you!**

 **TURN and TALK** Read “Your Dog” aloud to hear its rhythm and rhyming words. What is the poem about?



# Poetry Anchor Chart

## Purpose

To arrange words in a creative way to help readers think or feel

## Elements

**Rhyme** • words with the same ending sound

**Rhythm** • the pattern of sounds

**Repetition** • words or lines that repeat

**Imagery** • words that paint a picture in your mind.

**Stanza** • a group of lines of poetry



# Poetry

## Preview Vocabulary

Look for these words as you read “Pete at the Zoo,” “Keziah,” “Rudolph Is Tired of the City,” and “Lyle.”

lonely

stamp

might

scolding

spread

## First Read

**Read** to understand the text of each poem.

**Look** at illustrations to help you understand what the poet is describing.

**Ask** questions about parts you find interesting.

**Talk** to restate or summarize the poem.

### Meet *the* Poet



**Gwendolyn Brooks** wrote many books of poetry, a novel, and an autobiography. In her poems, she wrote about the daily life and struggles of African Americans. Today, she is known as one of the greatest American poets of all time.




# POETRY

By Gwendolyn Brooks

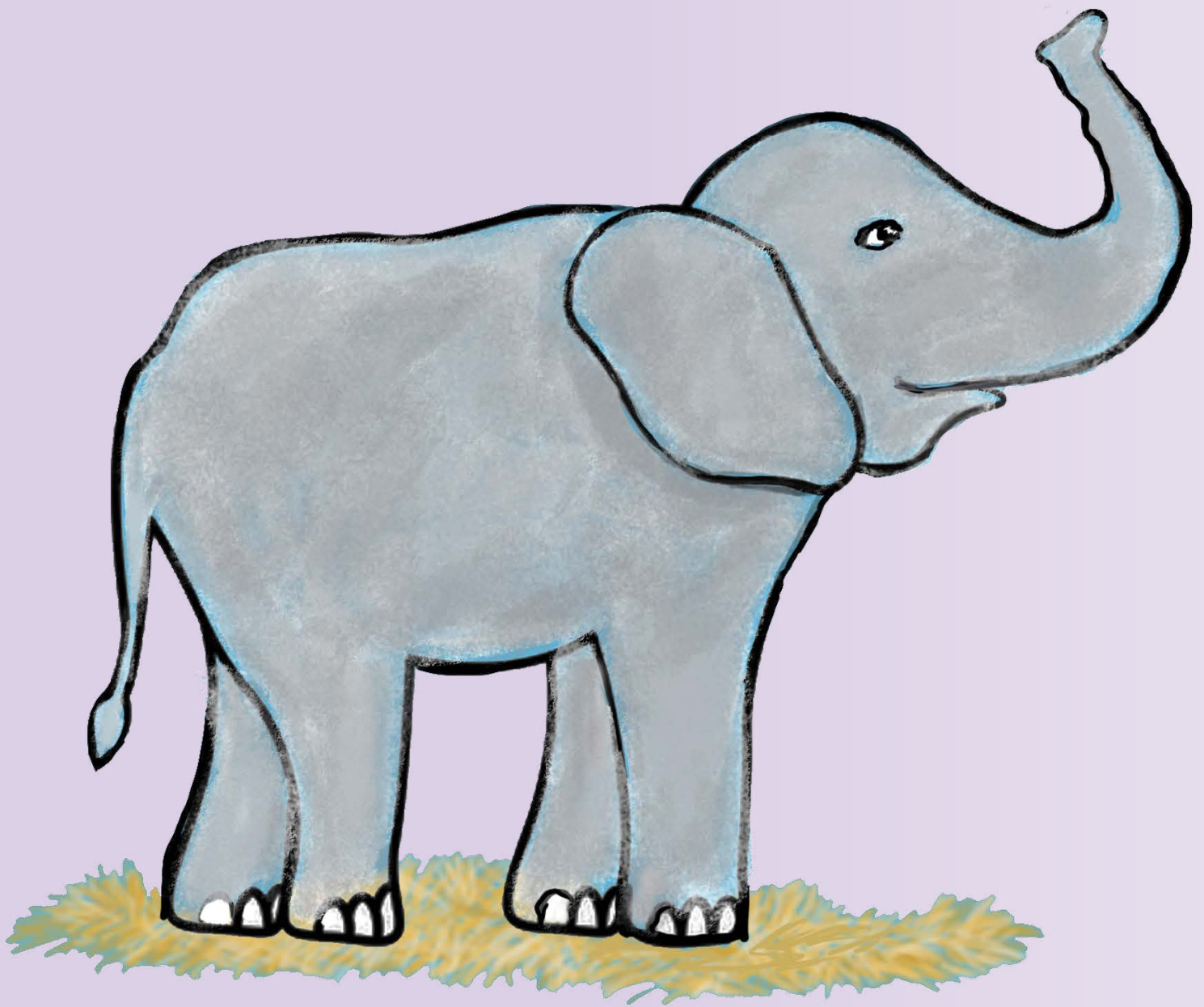
- Pete at the Zoo
- Keziah
- Rudolph Is Tired of the City
- Lyle



 **AUDIO**  
Audio with  
Highlighting

 **ANNOTATE**







# Pete at the Zoo

I wonder if the elephant  
Is lonely in his stall  
When all the boys and girls are gone  
And there's no shout at all,  
5 And there's no one to stamp before,  
No one to note his might.  
Does he hunch up, as I do,  
Against the dark of night?

CLOSE READ



## Explain Patterns and Structures

Underline the words that rhyme in this poem.

**lonely** without company, alone

**stamp** to forcefully put a foot down

**might** power, strength







# Keziah

I have a secret place to go.  
Not anyone may know.

And sometimes when the wind is rough  
I cannot get there fast enough.

- 5 And sometimes when my mother  
Is scolding my big brother,

My secret place, it seems to me,  
Is quite the only place to be.

CLOSE READ



## Explain Patterns and Structures

Stanzas are groups of lines arranged in a poem or song.

Underline the second stanza of this poem.

**scolding** speaking in an angry way

CLOSE READ



## Vocabulary in Context

You can look for clues to the meaning of a word you don't know in or near the sentence where it appears. Underline the words that help you figure out the meaning of **tend**.

**spread** stretch out or apart

# Rudolph Is Tired of the City

These buildings are too close to me.  
I'd like to PUSH away.  
I'd like to live in the country.  
And spread my arms all day.

- 5 I'd like to spread my breath out, too—  
As farmers' sons and daughters do.  
I'd tend the cows and chickens.  
I'd do the other chores.  
Then, all the hours left I'd go  
10 A-SPREADING out-of-doors.













# Lyle

Tree won't pack his bag and go.

Tree won't go away.

In his first and favorite home

Tree shall stay and stay.

- 5 Once I liked a little home.  
Then I liked another.  
I've waved Good-bye to seven homes.  
And so have Pops and Mother.

- But tree may stay, so stout and straight,  
10 And never have to move,  
As I, as Pops, as Mother,  
From land he learned to love.

CLOSE READ



## Monitor Comprehension

**Highlight** any text that was hard to understand. How can the picture help you understand the poem?





## Develop Vocabulary



MY TURN

Fill in each blank with a word that has a similar meaning to the word or words below the blank.

lonely

stamp

scolding

spread

might

1. Mom was scolding us about the mess.  
talking to

2. The puppy was \_\_\_\_\_ when its owner left.  
sad

3. The eagle \_\_\_\_\_ its wings wide.  
opened

4. When Jack is angry, he will \_\_\_\_\_ his foot  
put down

with all his \_\_\_\_\_.  
strength



## Check for Understanding



**MY TURN** Look back at the text to answer the questions. Write the answers.

1. What are some ways you can tell these are poems?

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2. Do you think “Pete at the Zoo” is a good title for the first poem? Why or why not?

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3. How are the two poems “Rudolph Is Tired of the City” and “Lyle” alike and different?

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## Explain Patterns and Structures

**Rhythm** is the pattern of sounds in a poem. It can help poetry sound like music. **Rhyme** is a pattern of words that have the same ending sounds. **Stanzas** are groups of lines that add structure to a poem.



### MY TURN

Go to the Close Read notes in the poems “Pete at the Zoo” and “Keziah.” Underline the pattern or structure of each poem. Explain the patterns and structures you underlined by completing the chart.

Poem	Type of Pattern or Structure I Underlined	How It Helped Me Read the Poem
“Pete at the Zoo”		
“Keziah”		



# Monitor Comprehension

When you monitor your comprehension, you check to make sure you understand what you are reading. If you don't understand something, try one of these strategies:

- Go back and read again.
- Look at the pictures.
- Read on to see whether ideas become clearer.
- Ask questions.



## MY TURN

Go back to the Close Read note in the poem “Lyle.” Highlight a part you did not understand. Use what you highlighted to complete the chart.

What I Didn't Understand	What I Did About It	Did It Help?



## Reflect and Share

### Write to Sources

This week, you read poems that tell how different places affect people. Choose the two poems you liked best. On a separate piece of paper, write an opinion paragraph to tell why you like them.



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### Give Your Opinion

An opinion paragraph tells how you think or feel.

- Clearly state, or tell, your opinion in the first sentence.
- Give reasons that support your opinion.
- Use words such as **for example** and **so** to connect your opinion and reasons.

Tell which two poems you liked best and why. Use examples from the poem to support your response.

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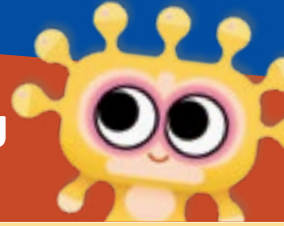
### Weekly Question

**How do different places make us feel?**



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

**My Learning Goal**



## Academic Vocabulary

A **suffix** is a word part added to the end of a word. It makes a new word with a new meaning.

quick + **ly**

in a quick way

We walked **quickly** to the store.

nation + **al**

related to the nation

The bald eagle is our **national** bird.



**MY TURN** Underline the suffix in each new word below. Write what the new word means. On a sheet of paper, use each new word in a sentence.

Word	New Word	Meaning of New Word
<b>different:</b> not the same	differently	
<b>region:</b> an area	regional	

## Read Like a Writer, Write for a Reader

Poets choose specific words to make you feel a certain way.

Lines from "Pete at the Zoo"	How I Feel
I wonder if the elephant Is <b>lonely</b> in his stall When all the boys and girls are <b>gone</b> And there's <b>no shout</b> at all,	sad, lonely



### MY TURN

Write a sentence that makes readers happy. Then write a sentence that makes readers scared. Choose your words carefully.

Handwriting practice lines consisting of a solid blue top line, a dashed blue middle line, and a solid pink bottom line. There are four sets of these lines provided for writing.

Poets think about every word.





# Spell Words with ch, sh, wh, th, ph, tch

To alphabetize words, say the alphabet to yourself. Write the words in ABC order. If two words start with the same letter, look at the next letters for which comes first.



**MY TURN**

Write the Spelling Words in ABC order. Then write My Words to Know.

1.   
 brush

2.

3.

4.

5.

6.

7.

8.

9.

10.

**My Words to Know**

**Spelling Words**

bunch  
 patch  
 what  
 phone  
 when  
 chase  
 math  
 brush  
 thank  
 dish

**My Words to Know**

great  
 before

## Sentences and End Punctuation

A sentence begins with a capital letter and ends with a punctuation mark.

Type of Sentence	Example
A <b>declarative sentence</b> tells something and ends with a period.	Juan lives in the city.
An <b>interrogative sentence</b> asks a question and ends with a question mark.	Has Juan ever lived in the country?
An <b>exclamatory sentence</b> expresses strong feeling and ends with an exclamation point.	Juan is the best friend I ever had!



### MY TURN

Edit this draft. Cross out incorrect end punctuation. Write the correct punctuation above it.

Our city has a zoo? Do you like going to the zoo. You can see elephants there. They are my favorite animal? What is your favorite animal? The zoo opens at 9:00. Is that too early for you.

I can plan, draft, and publish my writing.

**My Learning Goal**



## End Punctuation and Apostrophes

Authors edit their writing to make it better.

Authors use punctuation after sentences.

I like cats more than dogs.  
Cats are the best!  
What pet do you like?

Authors use apostrophes in contractions.

I'm = I am  
you're = you are  
he's = he is



**MY TURN** Edit the paragraph. Fix mistakes in end punctuation and apostrophes. Then edit your writing for end punctuation and apostrophes.

I like to visit the city? There are so many really great things to do. Do you like museums. I like the history museum because its got dinosaur bones. We take the train in. Thats part of the fun.



## Revise Drafts by Adding Details

Authors revise their writing to improve it. They add details to sentences to make the writing more interesting. Details give more information.

swinging in a tree

At the zoo, we saw a chimp<sub>^</sub>.

proud

A<sub>^</sub>peacock strutted around.



### MY TURN

Add words and phrases to make each sentence more interesting. Then revise your own writing by adding details.

We went for a hike.

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We saw squirrels.

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## Revise Drafts by Deleting Words

An author may revise writing by deleting, or taking away, words. An author takes away words or sentences that are not needed or do not make sense.

At the zoo, we saw a tall giraffe. ~~I like giraffes.~~  
It was munching leaves from a tree.



**MY TURN** Revise the draft by deleting words and sentences. Then revise your own writing by deleting words and sentences that are not needed.

I sat by a pond at the zoo. Ducks with bright green feathers swam by me in the water. Ducks can swim as well as fly. Then I saw a frog in the pond. Frogs grow from tadpoles. The frog jumped out onto a rock. It stuck out its tongue from its mouth and snapped up a bug.