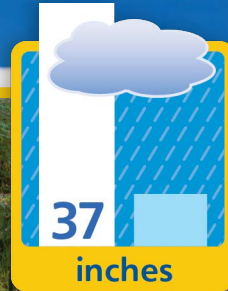


Two Different Places

Washington

Washington lies in the northwestern part of the United States.



Washington gets about 37 inches of rain in a year.

Washington is home to mountains.

Washington has a rain forest. It gets 12–14 feet of rain each year. In the summer, temperatures are around 60 to 70°F.

Weekly Question

How can a new place help us change and grow?

Arizona

Arizona lies in the southwestern part of the United States.




Arizona gets about 8 inches of rain in a year.

Arizona has a desert. It gets 3–20 inches of rain each year. In the summer, temperatures are above 104°F.


TURN and TALK

Look at the information about Washington and Arizona. How are these places alike? How are these places different? How would life be different in each place?

Arizona is home to mountains.

 TEKS 2.6.E Make connections to personal experiences, ideas in other texts, and society. ELPS 1.C.i Learning Strategies, ELPS 3.H.iii Speaking. Social Studies TEKS 2.18.


Add and Remove Sounds

 **SEE and SAY** Each sound in a word is a phoneme. You can make new words by adding or removing phonemes. Name the pictures. Listen to the sounds.



What sound, or phoneme, was added to the beginning of the first word to make the second word?

What word can you make when you take away the first sound from the third picture word?

 **TURN and TALK** Work with a partner. Say the name of the first picture. Circle the picture that adds a sound to the beginning. Underline the picture that takes away a sound from the beginning.



Inflected Endings -s, -es, -ed, -ing

MY TURN Some words have endings added to them. Read each base word. Then read the words with their endings. Sometimes the base word changes a little when an ending is added.



boxes = box + -es

Base Word	-s or -es Added	-ed Added	-ing Added
rest	rests	rested	resting
wish	wishes	wished	wishing
drop	drops	dropped	dropping
chase	chases	chased	chasing
copy	copies	copied	copying

TURN and TALK Reread the words with a partner. Which base words changed when an ending was added? How did they change?

Inflected Endings -s, -es, -ed, -ing

Many verbs and nouns have inflected endings. To read a word that ends in **-s**, **-es**, **-ed**, or **-ing**, look for the base word.



MY TURN

Read, or decode, each word. Write the base word.

1. hopes

2. mixes _____

3. studies _____

4. grabbed _____

5. taping _____

6. scraped _____

7. switches _____

My Words to Know



MY TURN

Read the words in the box and in the sentences. Write a sentence for each word.

follow

form

show

I will **show** you the way. **Form** a line and **follow** me.

1. Follow us home.

2.

3.



TURN and TALK

Work with a partner.

- Read one of your sentences, but leave out the new word. Say **blank** instead. For example, “The puppies **blank** their mom.”
- Have your partner guess which word belongs in your sentence.
- Take turns until you finish all of your sentences.



My Learning Goal

I can read realistic fiction and understand its plot.

Spotlight on Genre




Realistic Fiction

Realistic fiction tells a made-up story that could really happen.

- It has **characters** who act like real people.
- It has a **setting**, or place, where the story occurs.
- It has a **plot**, or story events, that could really happen.

Establish Purpose The purpose for reading realistic fiction is often to enjoy a good story. You may want to find out about a problem the main character has. How does he or she solve the problem?

 **TURN and TALK** Discuss with a partner your reasons for reading *You Can't Climb a Cactus*. Do you want to find out what the title means? Why is the girl looking up at a cactus? Set your own purpose for reading this text.



REALISTIC FICTION ANCHOR CHART

A realistic fiction story



Has characters who act like real people



Has a beginning, middle, and end



Has a setting that is like real life



Has a plot, or story problem,
that could happen

You Can't Climb a Cactus

Preview Vocabulary

Look for these words as you read *You Can't Climb a Cactus*.

excited

favorite

tour

guide

explore

First Read

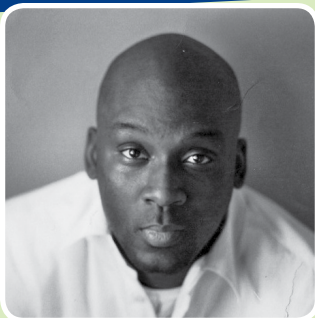
Look through this text. Make a prediction.

Ask what this text is about.

Read for the purpose you set.

Talk about how this text answers the weekly question.

Meet *the* Author



Derrick Barnes has written many children's books. He says that reading poems and listening to songs helped him learn to write well. He lives in Charlotte, North Carolina, with his wife Tinka and their four sons: Ezra, Solomon, Silas, and Nnamdi.

Genre

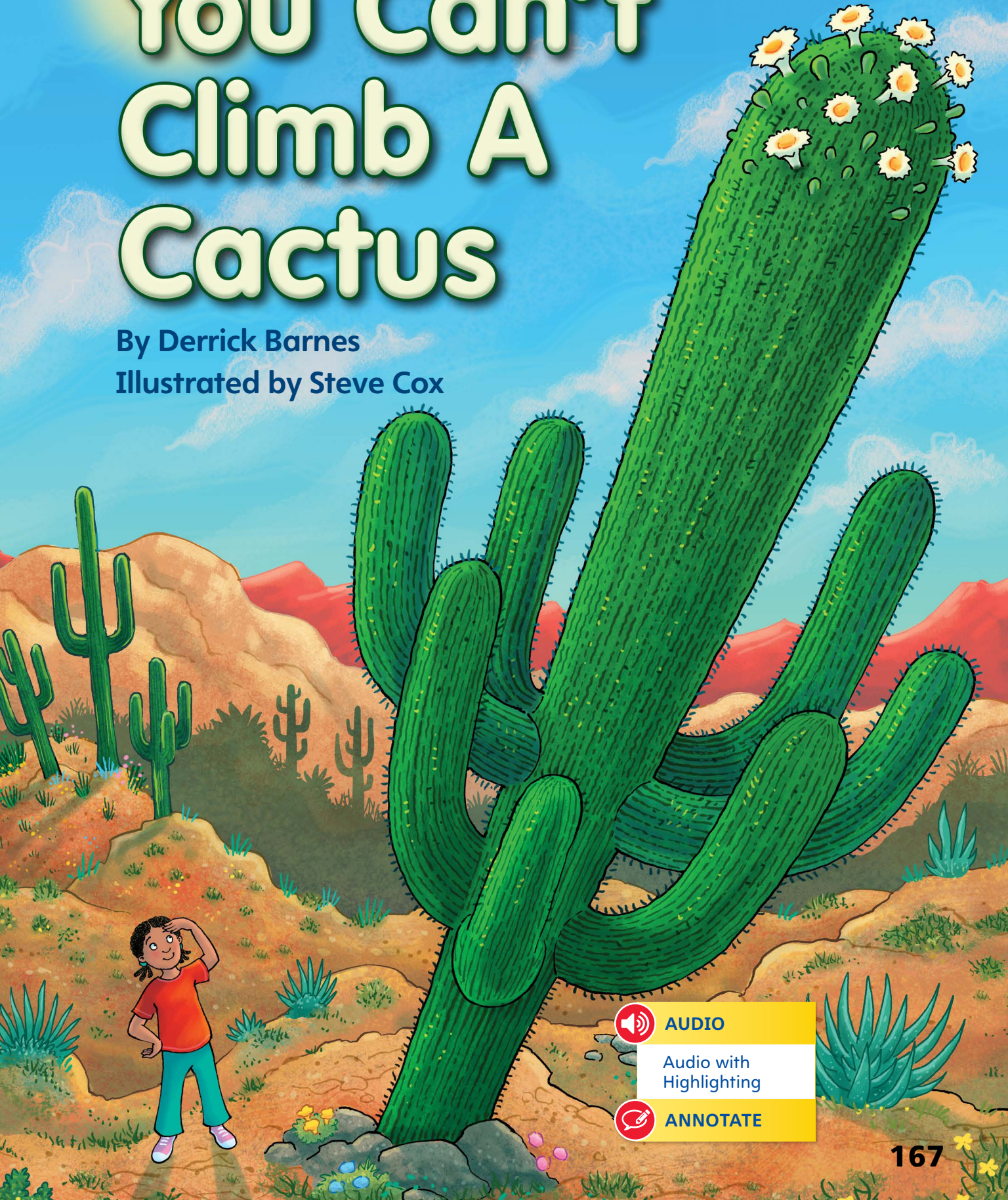
Realistic Fiction



You Can't Climb A Cactus

By Derrick Barnes

Illustrated by Steve Cox



AUDIO

Audio with
Highlighting



ANNOTATE



excited thrilled;
looking forward to

favorite liked better
than others

- 1 Erica was excited about spring vacation.
- 2 She wanted to visit the new nature center near her home in Seattle.
- 3 It had plants and bugs, which were two of her favorite things in the world!





CLOSE READ



- 4 Her parents had different plans.
- 5 “Let’s take a trip to Arizona!” Mom said. “We can visit Grandpa Zack.”
- 6 Erica loved Grandpa Zack, but she did not want to visit Arizona.
- 7 She’d never been there. She knew it would be boring.

Describe and Understand Plot Elements

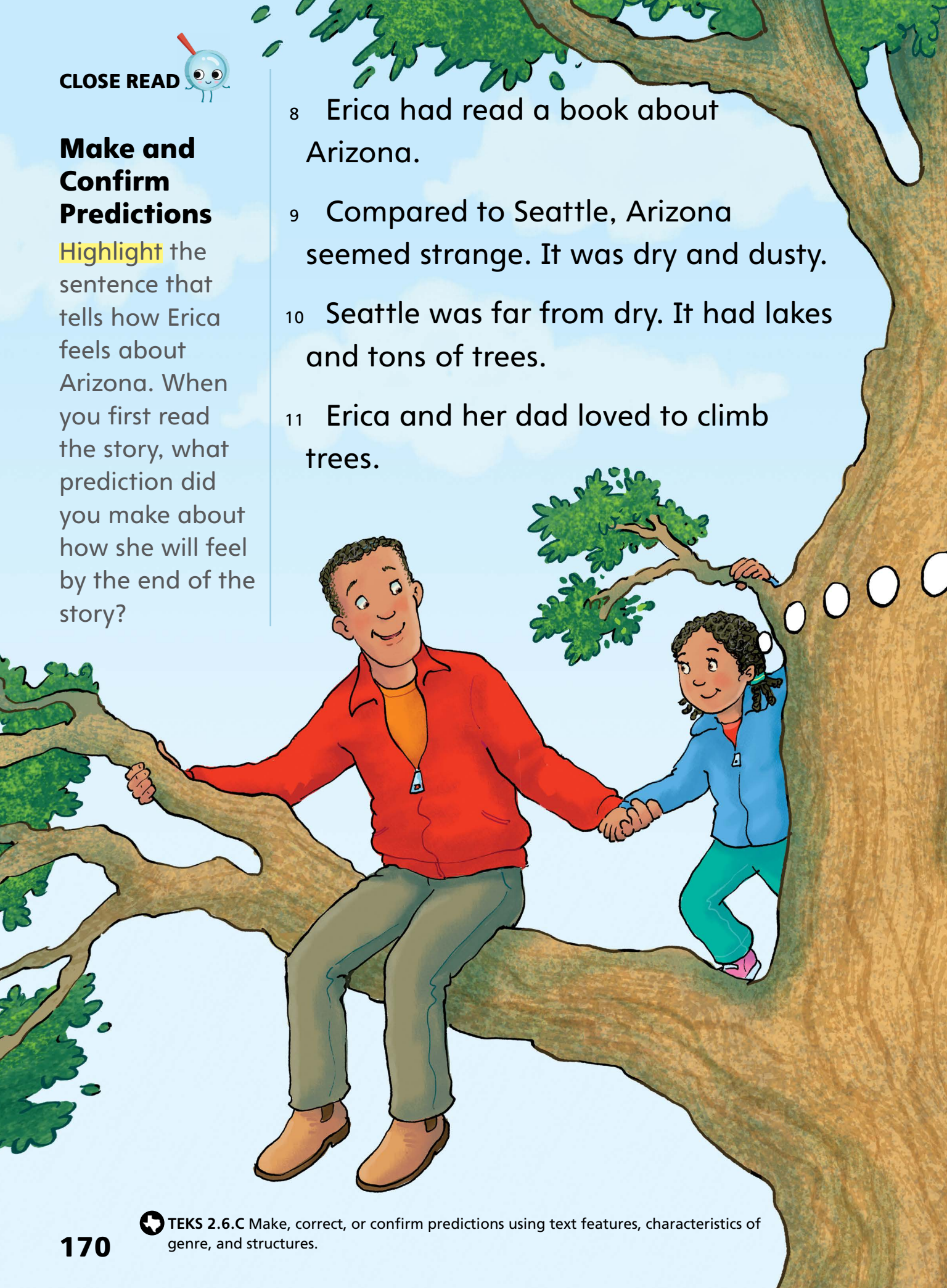
Underline the words that tell what problem Erica has with her parents’ plan.



Make and Confirm Predictions

Highlight the sentence that tells how Erica feels about Arizona. When you first read the story, what prediction did you make about how she will feel by the end of the story?

- 8 Erica had read a book about Arizona.
- 9 Compared to Seattle, Arizona seemed strange. It was dry and dusty.
- 10 Seattle was far from dry. It had lakes and tons of trees.
- 11 Erica and her dad loved to climb trees.



12 Arizona looked like one big empty desert with weird cactus plants.

13 Erica wasn't sure if Arizona had *any* trees.

14 "You can't climb a cactus!" she said to herself. "The sharp spines would really hurt!"

15 She wished she could stay home.





Vocabulary in Context

Look for clues to the meaning of an unfamiliar word in the words around it. Underline the words in the text that tell you what a **vulture** is.

- 16 As the plane started to land in Arizona, Erica looked out the window.
- 17 The desert was SO flat.
- 18 “Look!” she gasped, pointing to a huge bird far off in the sky.
- 19 “A vulture,” said Dad.





20 Grandpa met Erica and her parents at the airport.

21 “I have a surprise for you!” he told Erica, as they walked to his car.

22 From the car window, Erica saw a group of animals. “Look, Grandpa,” she said. “Pigs!”

23 “Javelinas,” said Grandpa. “They look like wild pigs. But they’re a different mammal that lives in the desert.”

Make and Confirm Predictions

Highlight the text that helps you understand that Erica will learn something new. When you first read the selection, what prediction did you make about the kind of surprise Grandpa has for Erica?





Make and Confirm Predictions

Highlight the sentences that tell what Grandpa's surprise is. Was your prediction correct?

- 24 Grandpa drove to a tall building. It was made mostly of glass.
- 25 "This is where I work now!" Grandpa said.
- 26 Erica read the sign. It said **DESERT NATURE CENTER.**





- 27 “Can we go in?” Erica asked.
- 28 “We sure can,” Grandpa said. “I’ll sign you up for a tour!”
- 29 Grandpa handed Erica a guidebook.
- 30 “It’s full of facts about the things you’ll see,” he said.
- 31 Then a guide took Erica and a small group of other children to explore the nature center.

tour a visit to see things

guide a person who shows people around

explore to look around a place to learn things



32 First, they went inside to see the animals.

33 Lizards scrambled up a glass wall. Scorpions and beetles crawled through the dirt.

34 The tour came to a family of javelinas.

35 “Yay!” squealed Erica as two baby javelinas scurried by. It was so cool to see them up close!





- 36 Next, the tour went outside.
- 37 They walked near a stream lined with colorful wildflowers.
- 38 Erica tried to match the flowers with the pictures in her book.
- 39 Then the guide's phone rang.
- 40 "Please excuse me," she said, as she walked away.

Describe and Understand Plot Elements

Underline the sentence that shows Erica was interested in what she saw.





41 While the guide was gone, Erica took over the tour!

42 She used her guidebook to share fun facts about the plants.

43 The other children loved learning from someone their own age.

44 When the guide returned, she let Erica finish leading the tour.

45 “You should be a guide,” she told her. “Why don’t you be my assistant?”



- 46 The guide invited Erica back.
- 47 For the rest of the week, Erica went to work with Grandpa Zack.
- 48 While Grandpa did his job, she helped with the tours.
- 49 When it was time to go home to Seattle, the guide gave Erica a gift. It was a little cactus plant.

Describe and Understand Plot Elements

Underline the text that tells what Erica did during her week in Arizona.



- 50 Back home, Erica missed Arizona.
- 51 She decided to make an Arizona corner
in her room.
- 52 She hung photos from the trip.
- 53 Then she put the cactus on a little table.





- 54 Erica loved to look at her cactus.
- 55 It always reminded her of Arizona and the best vacation ever.
- 56 “It’s true you can’t climb a cactus,” she thought. “You sure can love one, though!”

Describe and Understand Plot Elements

Erica was unhappy about going to Arizona at first. Underline the text that shows she solved her problem.



Develop Vocabulary



MY TURN

Use a dictionary to find the meanings and pronunciations of these words from *You Can't Climb a Cactus*. With a partner, take turns saying aloud each word. Write the meanings in your own words. Then use the dictionary to find a related word. The first one is done for you.

Word	Meaning	Related Word
excited	thrilled; looking forward to	excitement
favorite		
tour		
guide		
explore		



Check for Understanding



MY TURN

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

1. Could this story happen in real life? Why or why not?

Four sets of horizontal writing lines for question 1, each consisting of a solid blue top line, a dashed blue middle line, and a solid pink bottom line.



2. How does the dialogue help you understand the story?

Four sets of horizontal writing lines for question 2, each consisting of a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

3. What does Erica know that helps her become a guide in the nature center?

Four sets of horizontal writing lines for question 3, each consisting of a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

Describe and Understand Plot Elements

Look for these plot elements in a story:

- **Events** that happen in time order.
- A **conflict**, or **problem** for the main character.
- A **resolution** at the end. Usually, the main character solves the problem.



Read the text again independently. Then go to the Close Read notes. Underline plot elements. Then complete the chart to describe the story's events, problem, and resolution.

What are the main events in the story?

What is Erica's conflict?

What is the resolution?

Make and Confirm Predictions

When you make a prediction, you combine what you know with clues in the text to guess what will happen. When story events match what you thought, you confirm your prediction. Correct your prediction if events do not match what you thought.

You can use what you know about the genre to make predictions. You know stories have a conflict that is resolved. You can predict that the conflict of the character in this story will be solved.



Go back to the Close Read notes. Use your predictions and the evidence you highlighted to complete the chart.

Text I highlighted	I predicted . . .	Now I know . . .
Arizona seemed strange.		Erica LOVED Arizona.

Reflect and Share

Talk About It

Have you ever gone to a new place that surprised you? In what way were you surprised? How did the place help you change and grow? Use examples from the texts to support your response.

Connect with events you read about in stories.



Listen and Build on Ideas

When having a discussion, it is important to listen and to share.

- Make sure everyone gets a chance to talk.
- Build on the ideas of others.

Use these sentence starters to help you.

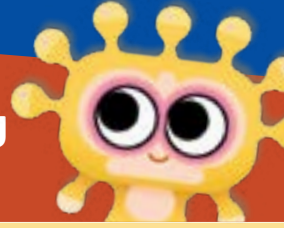
Can you tell me more about . . .
I like the idea that . . .

Weekly Question

How can a new place help us change and grow?

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

My Learning Goal



Academic Vocabulary

different	difference	compare	comparison
affect	region	locate	location



Read the related words in the chart above. Now look back through the pages of the unit and at the Word Wall. Write other words that you have learned on the lines below.


Handwriting practice lines consisting of four sets of blue top and bottom lines with a dashed blue middle line.



Use the words in the chart and the words you wrote to discuss the Essential Question: **How do different places affect us?**

Read Like a Writer, Write for a Reader

Authors often include pictures to help you understand the information in the text. Pictures can also add information not found in the words.

Text and Picture	What I Learn from the Picture
<p>“Lizards scrambled up a glass wall.”</p> 	<p>I can see what a lizard looks like.</p>



MY TURN

Write a sentence about an animal you like. Draw a picture to help your readers understand.

Spell Words with -s, -es, -ed, -ing

Notice the spelling changes in the Spelling Words when you add endings. Final consonants are often doubled when the base word ends in a VC pattern.



MY TURN

Sort the Spelling Words by the endings that were added. Then write My Words to Know.

-s

notes

-ed

-es

-ing

My Words to Know

Spelling Words

- babies
- boxes
- dropped
- dropping
- lunches
- notes
- smiled
- switches
- taking
- tunes

My Words to Know

- follow
- show

Use Resources to Spell Words

Use a dictionary to find correct spellings. If a word changes when **-s**, **-es**, **-ed**, or **-ing** is added, it is shown in the dictionary entry.

grin (GRIN), *VERB*. to smile. **grins, grinned, grinning**

hope (HOHP) *VERB*. to want something to happen.

hopes, hoped, hoping

hurry (HER ee) *VERB*. to move quickly. **hurries, hurried, hurrying**

joke (JOHK) *VERB*. to say something funny. **jokes, joked, joking**



MY TURN

Edit this draft. Cross out each word that is spelled incorrectly. Look it up in the dictionary, and write it correctly above the word.

hurries

My friend Jayden ~~hurries~~ to get ready for school.

He ~~jokees~~ that I am always late. Today I ~~hurried~~ to get ready. I ~~hoped~~ to be on time, and I was. Jayden ~~grined~~. “I won’t be ~~jokeing~~ today,” he said.



TEKS 2.11.D.i Alphabetize a series of words and use a dictionary or glossary to find words; TEKS 2.11.D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

I can plan, draft, and publish my writing.

My
Learning
Goal



Peer Edit

Peer editing means sharing your work with classmates.

When you peer edit a classmate's work, you give feedback to help the writer improve what he or she wrote. You should:

- Start by saying something good about the writer's work. For example, say: I like the way you _____.
- Tell the writer a clear idea to make the writing better. For example, say:
If you added more details about the setting, I could picture it better.
- Ask the writer questions to clarify details. For example, say:
What color is the bike in your story?



Choose a piece of your writing. Ask a classmate to peer edit your writing.



How to Write a Final Draft

Authors revise their work before they write a final draft.

To write a final draft:

1. Use feedback you received to revise your draft.
2. Read your work out loud.
3. Make other changes, if needed.
4. Check spelling, grammar, and punctuation.
5. Make changes, if needed.
6. Read your final draft one more time. Make sure it's something you'll want to share with an audience.



Publish and Celebrate

There are many ways to publish your writing: in print, on a computer, or aloud in front of an audience.

Here are some tips to follow when you publish your writing on paper:

- Write your final draft neatly or type it on a computer.
- Keep margins (white space at the top and bottom and sides). Include a picture.

Here are some tips to follow when you read your writing aloud to an audience:

- Speak clearly and loudly enough to be heard (but not too loud!).
- Read at a normal pace (not too fast, not too slow).
- Look at your listeners now and then.
- Present a picture or other visual. Hold it so that all can see.