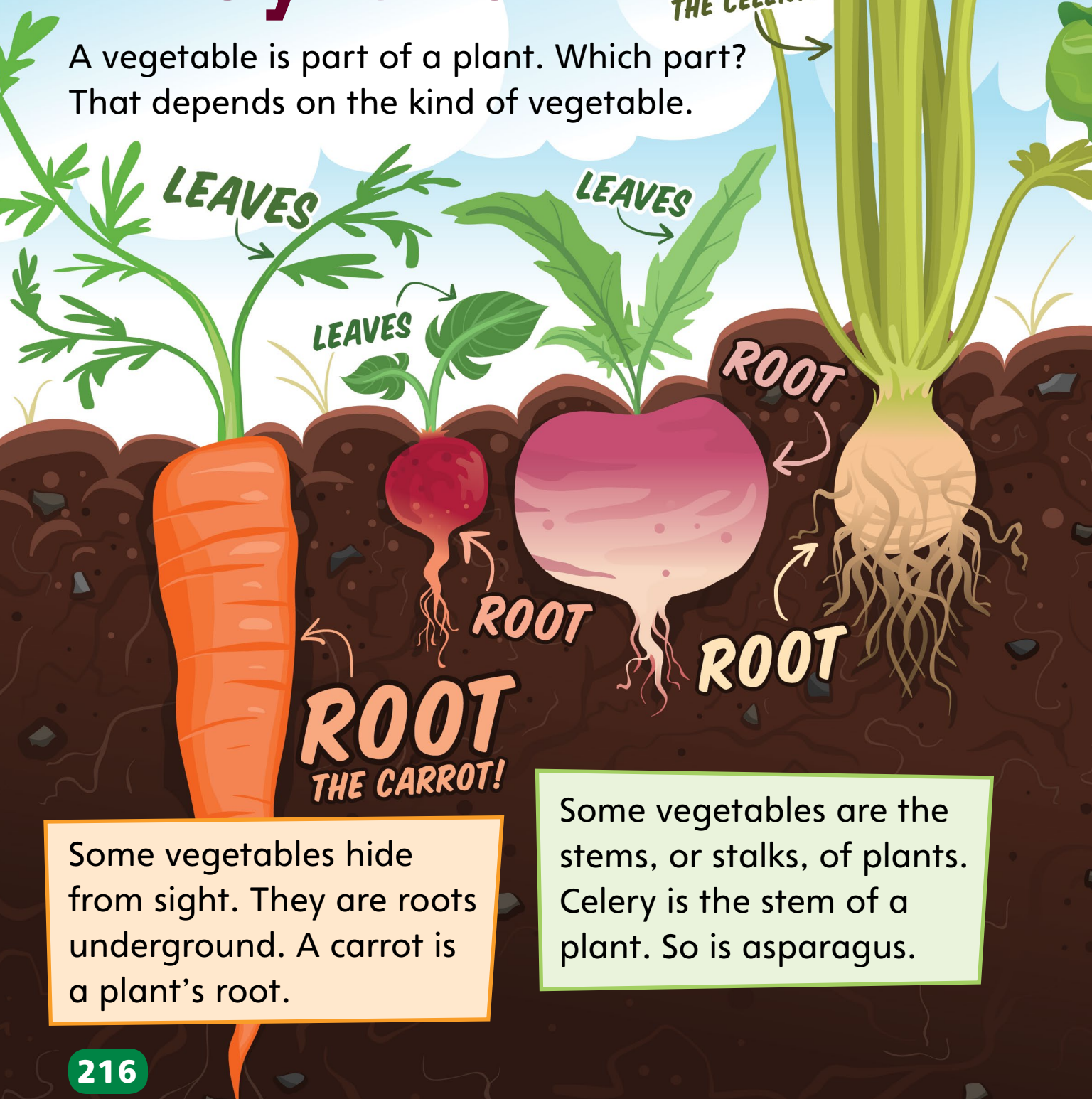


See How They Grow

LEAVES
STEM
THE CELERY!

A vegetable is part of a plant. Which part?
That depends on the kind of vegetable.



ROOT
THE CARROT!

Some vegetables hide from sight. They are roots underground. A carrot is a plant's root.

Some vegetables are the stems, or stalks, of plants. Celery is the stem of a plant. So is asparagus.


Weekly Question

What patterns can we notice in a garden?


Quick Write What do you know about the parts of plants? What can you learn about vegetable plants from the diagram?



Some vegetables are the leaves of a plant. Leafy vegetables include lettuce, spinach, and kale.

 **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. **Science TEKS 2.10.b ELPS 1.A.i** Learning Strategies; **ELPS 4.F.ii** Reading

Add and Remove Sounds


 **SEE and SAY** You can recognize and make new words by adding or removing sounds, or phonemes. Name the pictures. Listen to the sounds.



What sound, or phoneme, do you add to the end of the first word to make the second word?



What sound, or phoneme, do you take away from the end of the first word to make the second word?

 **TURN and TALK** Work with a partner. Say the name of the first picture. Underline the picture that adds a sound to the end.



Contractions

A **contraction** is a word that you make when you put two words together. You drop one or more letters and put an apostrophe in place of the missing letter or letters.

do + not = don't



Read each pair of words. Then read, or decode, the contraction by putting the words together.

Contractions with not

is not	isn't
have not	haven't
did not	didn't
would not	wouldn't

Contractions with will

I will	I'll
he will	he'll
she will	she'll
they will	they'll



Reread the words with a partner. Look to see what happens to **not** and **will** when each word is joined to another word. Then read these contractions. What two words make up each contraction? In which of the lists does each contraction belong?

don't you'll

Contractions



Write a contraction by putting the two words together.

1. are not aren't

2. should not

3. we will

4. you will

Decode, or read, these contractions. Write the two words that make up each contraction.

5. I'll

6. isn't

7. they'll

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.

Find the underlined words in the sentences. Write them on the lines. Then read the words.

There are many different kinds of apples.

I am standing between Rob and Julia.

The teacher split the class into two even groups.

1.

2.

3.



TURN and TALK Work with a partner. Write these words in a list: **different**, **between**, **even**. Read the words to each other several times.



My Learning Goal

I can read informational text and understand text structure.


Spotlight on Genre



Informational Text

Text structures are ways of organizing ideas. Here are two informational text structures.

- **Chronological**, or time order, text structure puts events or steps in the order they happen.
- **Cause-and-effect** text structure tells what happens and why it happens.

 **TURN and TALK** Tell about a book or article you have read that told how to do something. What did you learn to do? How did the steps help you? What text structure did the text have?

When I give steps, I begin with the word “First.”



Informational Text Anchor Chart

Purpose

To explain a topic or to give facts and details about people, places, events, or ideas

Text Structures



Chronological
puts details in time order.



Description
tells details about a topic to explain it.



Cause and Effect
tells what happens and why it happens.



Problem and Solution
explains a problem and shows how it is solved.

A Green Kid's Guide to Watering Plants

Preview Vocabulary

Look for these words as you read *A Green Kid's Guide to Watering Plants*.

arrange

certain

moist

soggy

place

First Read

Look at the title and pictures to decide what this text is about.

Ask questions about the topic before you read.

Read to see if the text answers your questions.

Talk about what you found interesting.

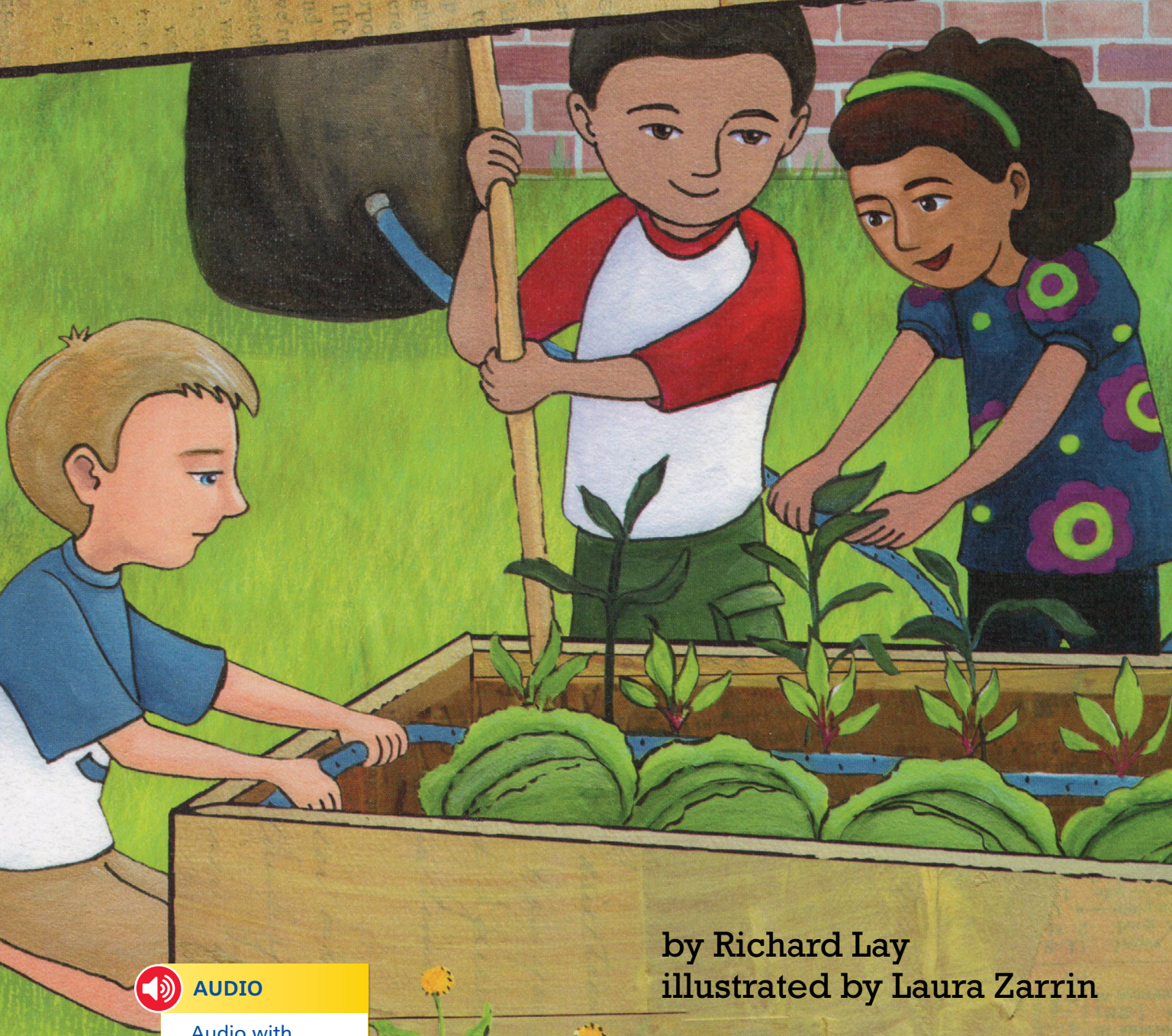
Meet *the* illustrator

Laura Zarrin spent a lot of time outdoors as a child. She saw nature up close as she explored creeks and climbed trees. She uses that knowledge to create art for many books.



A Green Kid's Guide to

Watering Plants



by Richard Lay
illustrated by Laura Zarrin



AUDIO

Audio with
Highlighting



ANNOTATE



Vocabulary in Context

Authors will sometimes tell you what a word means in the same sentence. Underline the meaning of **gardeners**.

arrange to put in a neat or specific way

Are You Ready to Plant?

- 1 Gardeners are people who grow plants. “Being **green**” means learning how to live on Earth without hurting it.
- 2 You have been working hard to be a **green gardener**. You’ve built your raised bed and made compost. And, you’ve fertilized your soil. Now, it is time to plant and water your fruits and vegetables!
- 3 **Green gardeners** understand that plants need water. But, they do not waste it. **Green gardeners** learn how to arrange their plants to conserve water.









Study, Study, Study

- 4 A **green gardener** learns about plants before planting them. Different plants have different needs. Some plants need a lot of water to grow. Others need little water.
- 5 A **green gardener** also learns about the weather where he or she lives. Some places get a lot of rain. Others get little rain and a lot of sun. Some areas have soil that won't grow certain plants.
- 6 A **green gardener** grows only what is best for his or her area. Study what will grow best in your area. Then, make a list of what plants to put in your raised bed.

Ask and Answer Questions

Highlight a text detail on this page that you can generate, or ask, a question about.

certain particular;
some



Identify Text Structure

This page has a cause-and-effect structure.

An effect tells what happens.

A cause tells why something happens.

Underline words that help you recognize the effect of planting in groups.

Where to Plant?

- 7 When you were studying, you probably noticed that plants need different amounts of water. Plants that grow on vines, such as cucumbers, need less water. Other plants, like beans, need more water.
- 8 A **green gardener** can conserve water by planting in groups. Grow vegetables with vines together. Grow beans in another part of the garden. Then you will not waste water on plants that may not need it.
- 9 Another way to conserve water is to grow plants in squares instead of rows. When the plants are older, their leaves touch each other. This makes a covering over the bed and reduces evaporation.







Identify Text Structure

This text tells what to do first, next, and last.

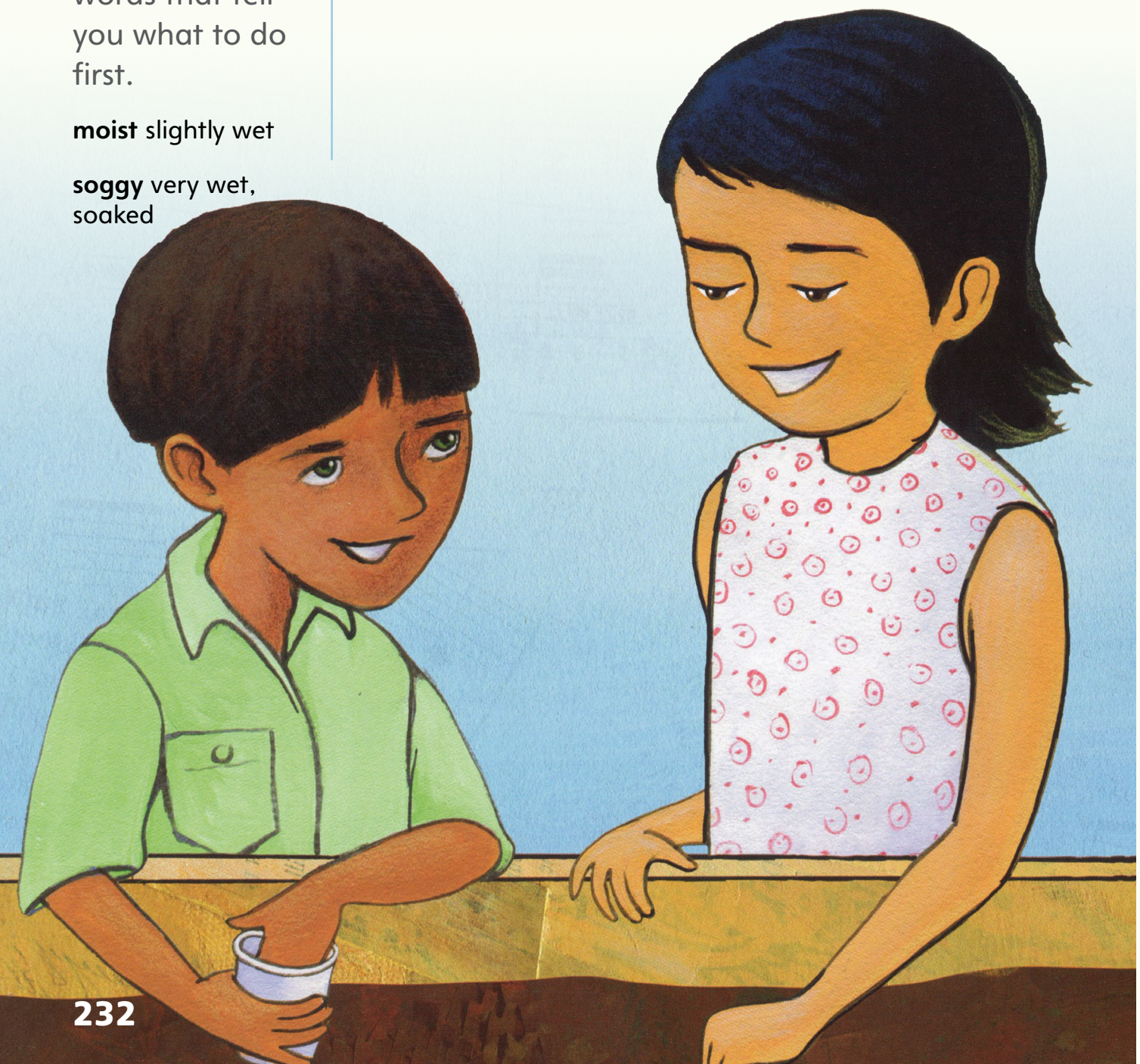
Underline the word **First**. Then underline the words that tell you what to do first.

moist slightly wet

soggy very wet, soaked

It's Time to Plant!

- 10 To plant seeds or seedlings, first smooth the soil with a rake. Remove any rocks, sticks, or trash. Cover the soil with compost. Then water it to make it moist, but not soggy.





- 11 To plant seeds, take a small stick and make rows. Make holes the right depth for the seeds. Larger seeds should be down about one inch (3 cm). Smaller seeds should stay at the top of the soil.
- 12 It is best to put two or more seeds in each hole. That way you can be sure to get plants in every hole.
- 13 Finally, after planting the seeds or seedlings, check the soil. Do not let it dry out. **Green gardeners** keep soil moist.

Identify Text Structure

Underline the word **Finally**. It tells what to do last. Then underline the last thing you should do when you plant seeds or seedlings.





Are They Thirsty?

- 14 Your seeds are planted and shoots are coming up. A **green gardener** checks the soil every day to see if the plants need water.
- 15 Plants use their roots to drink. Roots have little hairs that take water from the ground. Then the water is sent to the rest of the plant. So, plants can only get water that is underground.
- 16 Some gardeners use too much water. They waste it. This is a problem. Our planet has little water to use for people and plants.
- 17 **Green gardeners** understand that plants need water. But, they do not waste it. **Green gardeners** conserve water.

Ask and Answer Questions

Highlight a sentence you can ask a question about.





Identify Text Structure

Underline the words that tell what causes water to go to the roots.

Plants Hate Showers

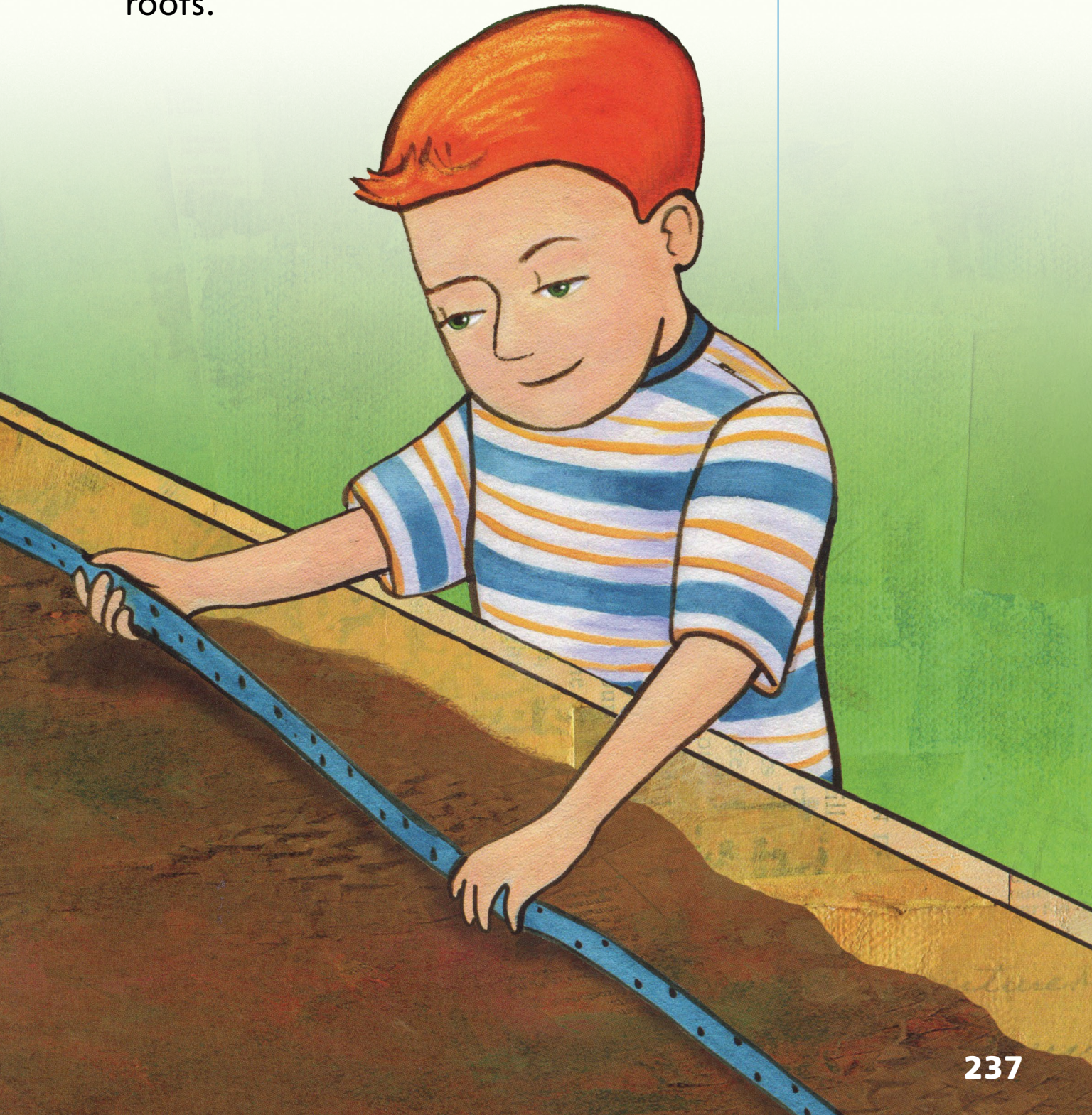
- 18 Some gardeners make a big mistake. They give their plants showers. They use sprinklers in the garden. But plants hate showers. They love baths.
- 19 Sprinklers put most of the water on the leaves. But, plants cannot get water through the leaves. They can only get water from the roots.
- 20 One of the best ways to get water to the roots is to use soaker hoses. These are water hoses with little holes in them. When you turn on the faucet, water slowly drips into the ground. Water then goes to the roots.

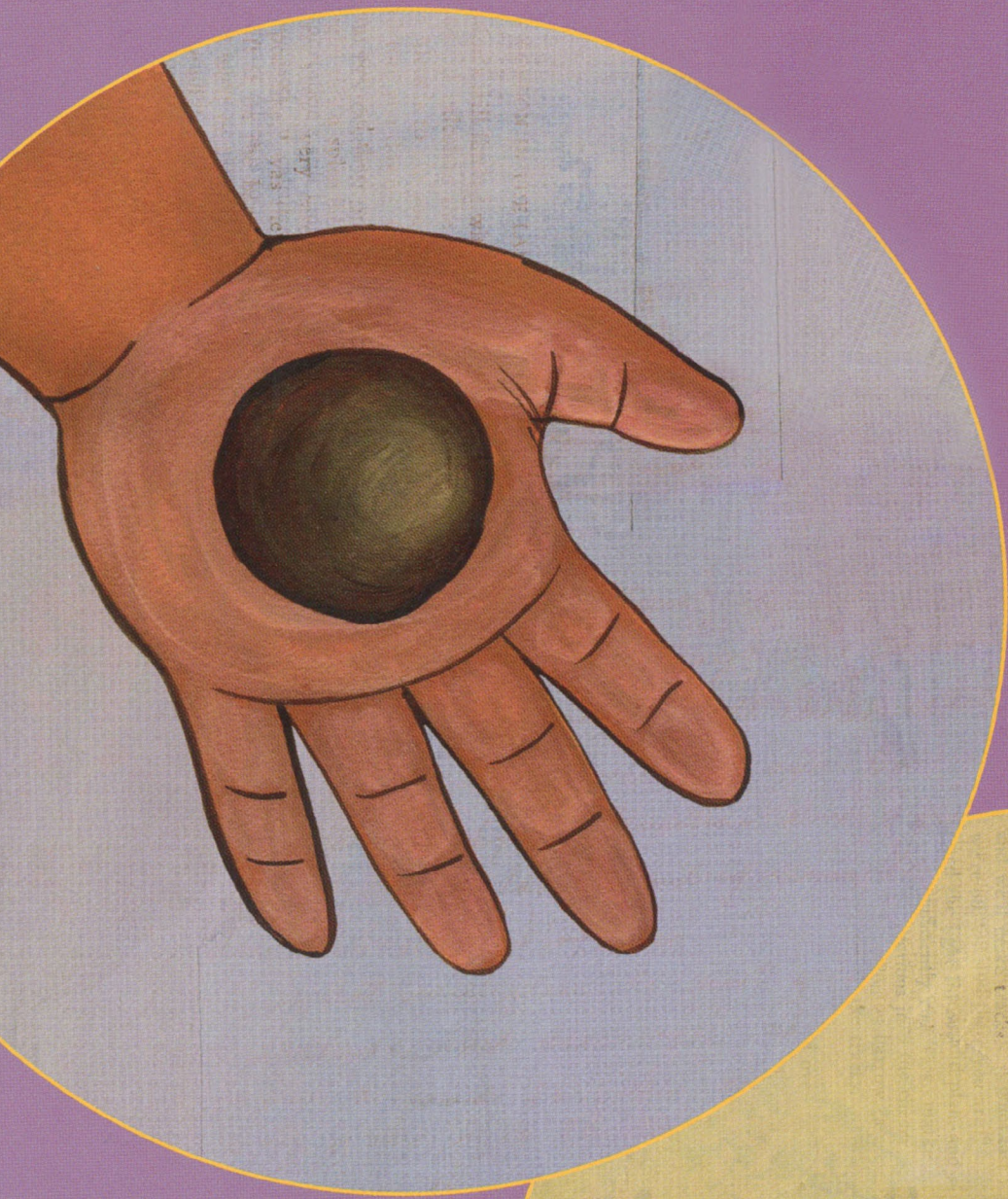




place put or set

21 Some gardeners place their soaker hoses near where the plant goes into the ground. To use less water, green gardeners bury their soaker hoses. That way, the water comes out by the roots.







When to Give Your Plants a Drink

- 22 To check the soil, pick up a handful of dirt and squeeze it. If you can make a ball, do not add water. If you cannot make a ball, your soil is dry. It is time to water your plants.
- 23 **Green gardeners** water in the morning. This is when the air is cooler. So, more water gets into the ground. And, they use less water.
- 24 The amount of time you water depends on your plants and soil. After watering for a while, dig down 12 inches (30 cm) in the raised bed. If the bottom of the hole is damp, you have watered enough.

Identify Text Structure

Underline

two effects of watering plants in the morning.

Stop Losing Water

25 The sun can evaporate water in the ground. It makes water hot and changes it into a gas. The gas then rises. Because of this, soil loses water.





- 26 Soil with no covering loses a lot of water. A **green gardener** conserves water by making a covering for the soil. You can cover the garden's soil with compost.
- 27 Another covering for your garden is mulch. Straw is good mulch. Old newspapers can be mulch. Both will help keep water in the soil.
- 28 It is important to cover soil in the fall and winter. A good covering for this time of the year is winter rye grass. It will also give plants food in the spring.

Vocabulary in Context

Other words in the text can help you understand a new word.

Underline the words that help you understand the meaning of **mulch**.







Harvest the Rain

- 29 A **green gardener** can also conserve water by saving rain. During the summer it may not rain very much. This is not a problem. With an adult's help you can collect rain by making a rain barrel.
- 30 A **green gardener** uses the water in the rain barrel to reduce the water taken from Earth. And, this water is free of chemicals that may hurt his or her plants.
- 31 You need water. Plants need water. But a **green gardener** does not waste water. A **green gardener** conserves it!

Ask and Answer Questions

Highlight a text detail that you might understand in a deeper way if you ask a question about it.

Develop Vocabulary



MY TURN

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

arrange

certain

moist

soggy

place

1. We put too much water on the seeds. Now the soil is

soggy

wet

2. Please _____ two seeds into each hole.

put

3. We will _____ the plants in neat rows.

put in order

4. The dirt was _____ after the rain shower.

damp

5. We plant seeds at _____ times of the year.

special

Check for Understanding

**MY TURN**


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

1. How can you tell this is an informational text?



2. Why do you think the author used section headings like “Are You Ready to Plant?” and “Study, Study, Study”?

3. Why is it important to be a green gardener when you water your plants?

 **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.10.C** Discuss the author’s use of print and graphic features to achieve specific purposes.

Identify Text Structure

One characteristic of informational text is its text structure. A list of **steps in a process**, in which a writer tells how to do something in steps, is a **chronological** text structure.



MY TURN

Go to the Close Read notes in “It’s Time to Plant!” Follow the directions to underline words that tell chronological order. Use the parts you underlined and other text evidence to complete the chart.

Time Order	Steps for Planting a Garden
First	
Next	Remove rocks, sticks, or trash.
Then	
Then	Water the soil.
Next	Make rows and small holes.
Then	
Finally	



Ask and Answer Questions

Asking, or generating, questions before, during, and after reading helps you understand the text in a deeper way. It also helps you learn information.



Go back to the Close Read notes. Highlight details you have questions about. Use what you highlighted to write questions in the chart. Use text evidence to write an answer to each question.

Questions	Answers

Reflect and Share

Talk About It

Look back at what you read this week about plants and places. What information about your area would help you choose which plants to grow?

Use evidence from the text in your response.



Make Comments to Show Agreement

In a discussion, it is important to let others know when you agree with their ideas.

- Wait for your turn to speak.
- Speak when you are recognized, or called on.
- Build on others' ideas.

Use these sentence starters to help you agree and disagree respectfully.

I agree with you that . . .

I agree, and I also think that . . .

Weekly Question

What patterns can we notice in a garden?




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

My Learning Goal



Academic Vocabulary

Related words are words that are connected in some way. They can share word parts. They can have almost the same meaning or an opposite meaning.

 **MY TURN** For each vocabulary word, write a word that is related to it in some way. Then share your words with the class or add them to the Word Wall.

Word	Related Word	How It Is Related
behavior	behave	It shares a word part.
evidence	proof	
identify	identification	
similar		
design		

Read Like a Writer, Write for a Reader

Authors organize their ideas to help readers understand a text. When authors write about how to do something, they use words that show the order of the steps. This is called chronological order.

Steps in Order	How the Text Structure Helps
<p>To plant seeds or seedlings, first smooth the soil with a rake. Remove any rocks, sticks, or trash. Cover the soil with compost. Then water it to make it moist, but not soggy. . . . Finally, after planting the seeds or seedlings, check the soil.</p>	<p>Reading the steps helps me know the order in which to do things. If the steps were not in order, I would not know how to plant seeds the right way.</p>



MY TURN

Write steps to tell how to do something. Use words such as **first**, **then**, and **last**.

Four sets of horizontal writing lines for the 'MY TURN' section. Each set consists of a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

Spell Contractions

In contractions, two words are joined together to make one word. One of the two words is shortened.



Sort the Spelling Words by the word that is shortened. Then write My Words to Know.

is

he's

not

will

are

My Words to Know

Spelling Words

you'll
I'll
he's
isn't
wasn't
she's
don't
what's
we're
you're

My Words to Know

different
between

Singular and Plural Nouns

A **singular noun** names one person, place, animal, or thing. A **plural noun** names more than one.

Rule	Singular	Plural
Add -s to most nouns to name more than one.	cat flower	cats flowers
Add -es to nouns that end in x, ch, sh, s, or ss.	fox bench dish bus dress	foxes benches dishes buses dresses



MY TURN

Edit this draft. Fix incorrect spellings of plural nouns. The first one is done for you.

Two ^{classes} class at my school planted a garden. We filled four large wood boxs with soil. Then we made holes two inchs apart in the soil. We put a seed in each hole. Many shootes grew out of the soil. I hope they will all grow into big plantes.



I can use elements of informational text to write a list article.

My
Learning
Goal



List Article

In a list article, an author picks a topic and writes a main idea that gives more information on the topic. The author lists details to support the main idea.

Kinds of Animals

Topic

There are many different kinds of animals.

Introduction

Scientists sort animals into groups, including mammals, birds, and reptiles, based on features they share.

Main Idea

1. Mammals have fur or hair. They feed their babies milk.
2. Birds have feathers. Their feathers keep them warm and help them fly.
3. Reptiles have scales. Their scales help protect their bodies.

Details



Graphic

Mammals, birds, and reptiles are three groups of animals. The animals in each group are alike in certain ways.

Conclusion

Generate Ideas

An author brainstorms, or thinks of ideas, before beginning to write.



MY TURN

Plan a first draft of your list article. Generate ideas by thinking of three topics you could write about.

Topics


Use this checklist to help decide which topic to use:

- This topic will be interesting to my readers.
- I can find interesting details about this.
- I will enjoy writing about this topic.



Plan Your List Article

Authors organize ideas to plan what they will write.

 **MY TURN** Decide on a topic for your list article. List the items you want to write about. Be sure to number them in order. Write details with information about each item. Then share your ideas in Writing Club. Listen to what others say about your ideas.

Topic:	
Items	Details