


# Circle of Seasons



**1** In winter, snowflakes softly fall,  
Like leaves of white upon us all.

**4** In autumn, dry leaves drop, and then  
The season circle starts again!



**2** In spring, small seeds begin to bud. Green stems appear across the mud.

## Weekly Question


**How does a tree show patterns as seasons change?**

### TURN and TALK

Read the poem. Look at the pictures and discuss what you know about seasons. How does the tree in the pictures change from season to season?

**3** In summer, sunflowers grow so high,  
Their yellow petals touch the sky.


## Recognize Changes in Words

 **SEE and SAY** You can recognize new words made by changing the middle sound, or phoneme, in a word. Say the name of the pictures.



What middle sound changed from the first picture to the second?

What middle sound changed from the second picture to the third?

 **MY TURN** Work with a partner. Name the pictures. Say what sound changed in the second picture.



## Vowel Digraph ie

The vowel team, or digraph, **ie** can stand for the long **i** sound or the long **e** sound.



**MY TURN**

Read each word below and listen for the long **i** or long **e** sound.

Long i	Long e
<u>tie</u>	<u>piece</u>
<u>pie</u>	<u>thief</u>
<u>lie</u>	<u>field</u>
<u>tried</u>	<u>believe</u>




**TURN and TALK**

Read these sentences with a partner. Underline the words that have the long **i** sound or the long **e** sound spelled **ie**.

1. Maya cried when she dropped her piece of fruit pie.
2. Jan tried to write a brief story about a chief with a tie.

# Vowel Digraph ie

 **MY TURN** Read the words in the box. Then write a word from the box to name each picture.

piece	field	tie	pie	shield	chief
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piece

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 **MY TURN** Write a sentence about one of the pictures above using the word that names it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# My Words to Know

 **MY TURN** Read the words in the box. Then identify and underline the words in the sentences. One is done for you.

animal

point

study

1. Our teacher told us to point to the answer.
2. “That animal is a fox,” said Kim.
3. Don’t forget to study for the test!
4. Point to the picture you like best.

Now write your own sentence for each word.

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

 **TURN and TALK** Work with a partner. Read and discuss each other’s sentences.



### My Learning Goal

I can learn more about patterns in nature by reading a story about how a tree affects a boy's life.

## Realistic Fiction

Realistic fiction is a made-up story that could happen in real life. It has:

- a **plot**, or set of **events**, that is believable. It often has a conflict and a resolution, or a solution to the problem
- **characters** that are like people you might know
- a **setting** that could be real

**Establish Purpose** The purpose for reading assigned and self-selected realistic fiction is often to enjoy a good story that has a plot and a setting that could be true.



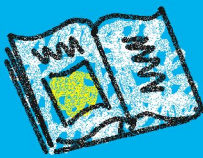
### TURN and TALK

Tell your partner your purpose or purposes for reading *The Seasons of Arnold's Apple Tree*. For example, you may want to find out who Arnold is and what the seasons are that the title mentions.

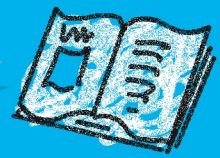
# Realistic Fiction Anchor Chart



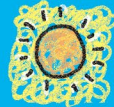
Realistic fiction is a made-up story that could happen in real life.



Realistic  
fiction has



a setting that could be like a place you know



a plot that could be true



characters who might be like people you know



a beginning, middle, and end



# The Seasons of Arnold's Apple Tree

## Preview Vocabulary

Look for these words as you read *The Seasons of Arnold's Apple Tree*.

carefully

quietly

rustle

glow

decorates

## First Read

**Read** for the purpose you set.

**Look** at illustrations to help you understand the text.

**Ask** questions about the sequence of events.

**Talk** about what you found most interesting.

## Meet *the* Author



**Gail Gibbons** made picture books as a child. After college, she did artwork for television shows. Then she wrote a book for children. Now, she writes and illustrates mostly nonfiction children's books. She has written over 170 books!

# The Seasons of Arnold's Apple Tree

by Gail Gibbons



AUDIO

Audio with Highlighting



ANNOTATE



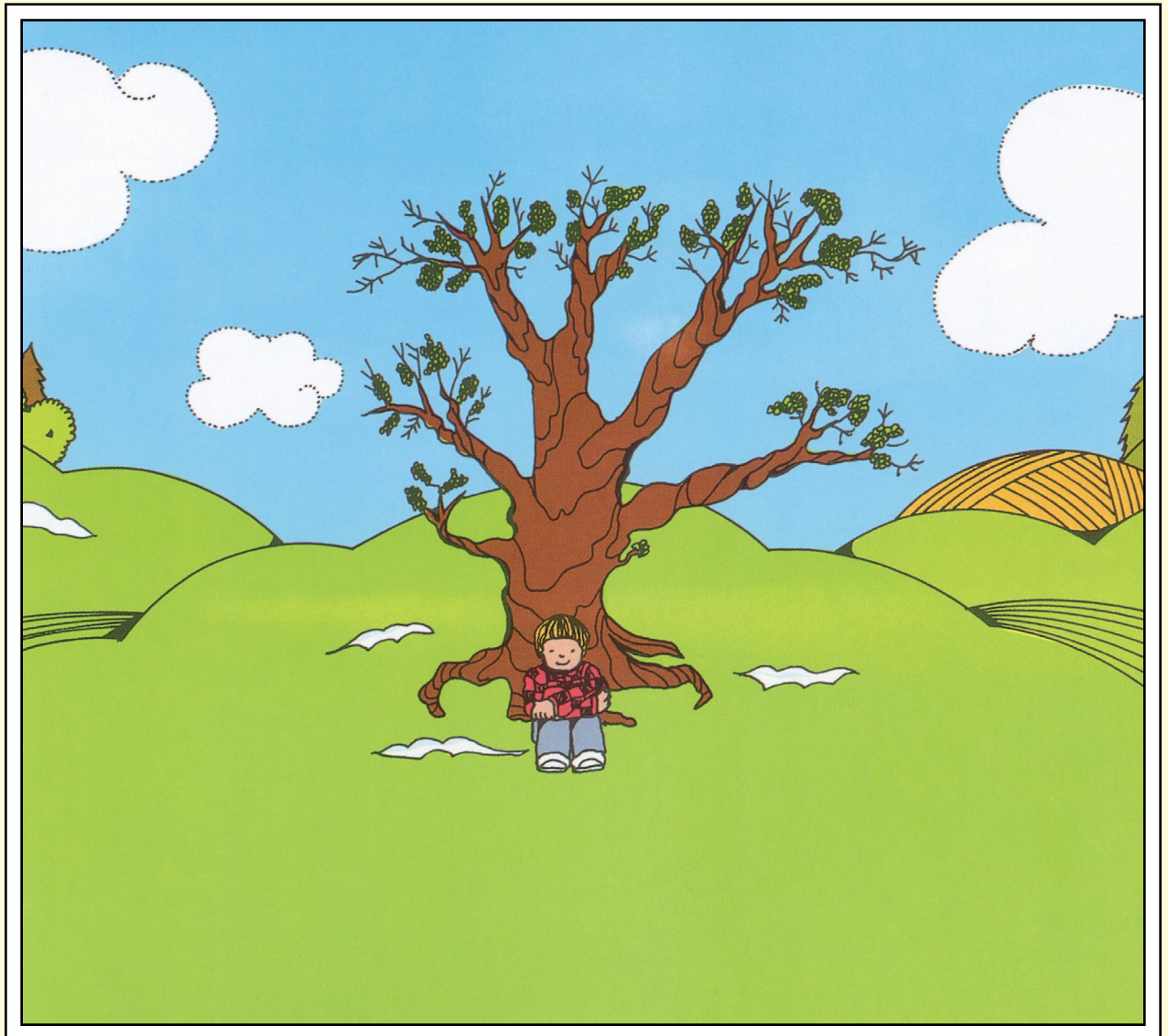
## CLOSE READ

### Understand Setting and Plot

Underline the words that describe the setting where Arnold is. Then underline the words that tell why Arnold is there.

- 1 **A**rnold climbs up high into the branches of the apple tree.
- 2 He can see far, far away in every direction.

- 3 This is Arnold's very own secret place.  
This is Arnold's apple tree.
- 4 Arnold's tree keeps him very busy all  
through the year.





## Understand Setting and Plot

### Underline

the text that describes what Arnold sees happening to his tree in spring. Think about how the picture helps you understand this event.

- 5 **I**t is spring.
- 6 Arnold watches the small buds grow on his apple tree.
- 7 Some of the buds develop into sweet-smelling apple blossoms.



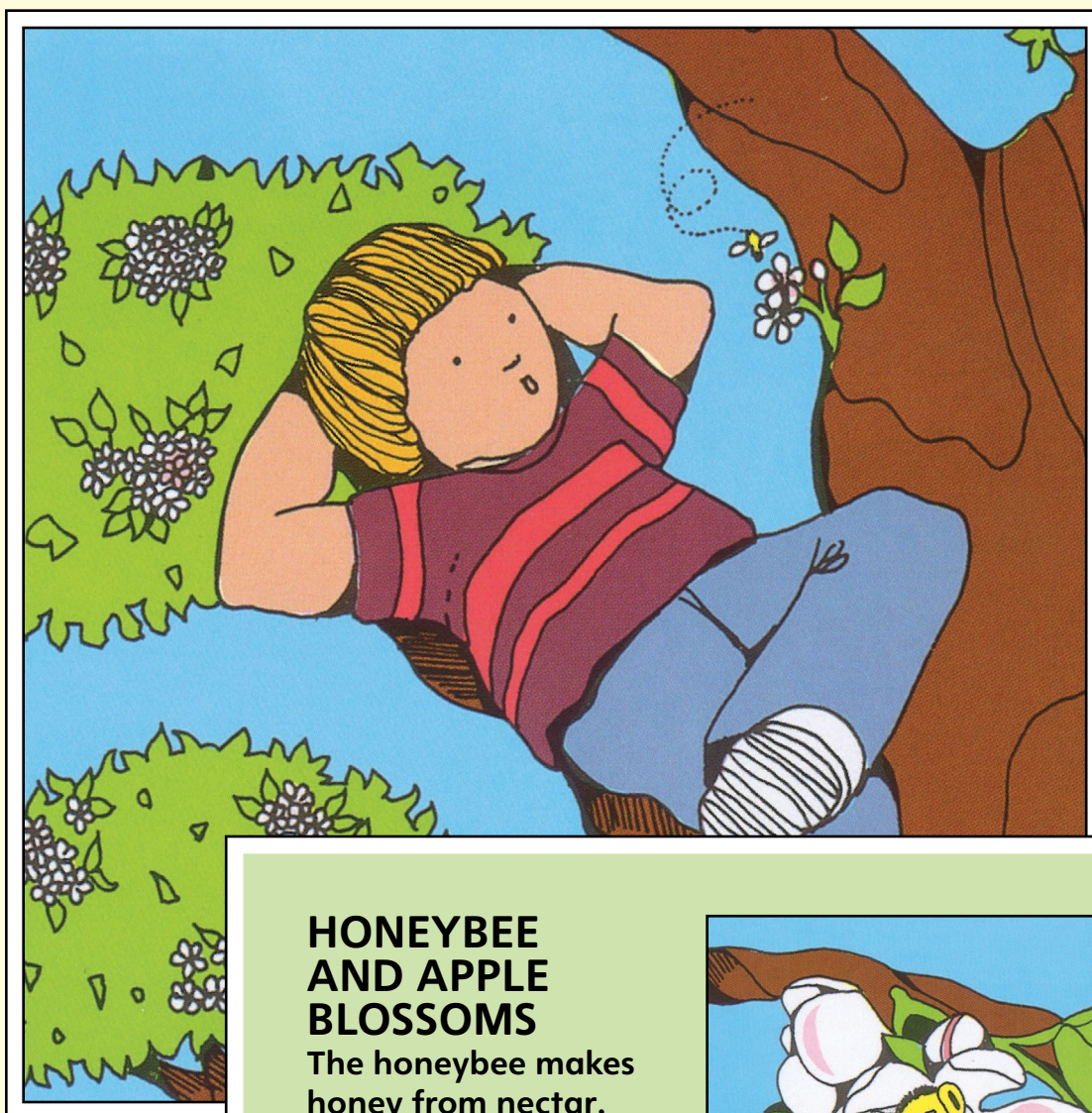


**CLOSE READ**

8 Carefully and quietly, Arnold watches bees collect nectar from the blossoms to make honey.

**carefully** in a way that is paying close attention

**quietly** in a way that does not make noise



**HONEYBEE AND APPLE BLOSSOMS**

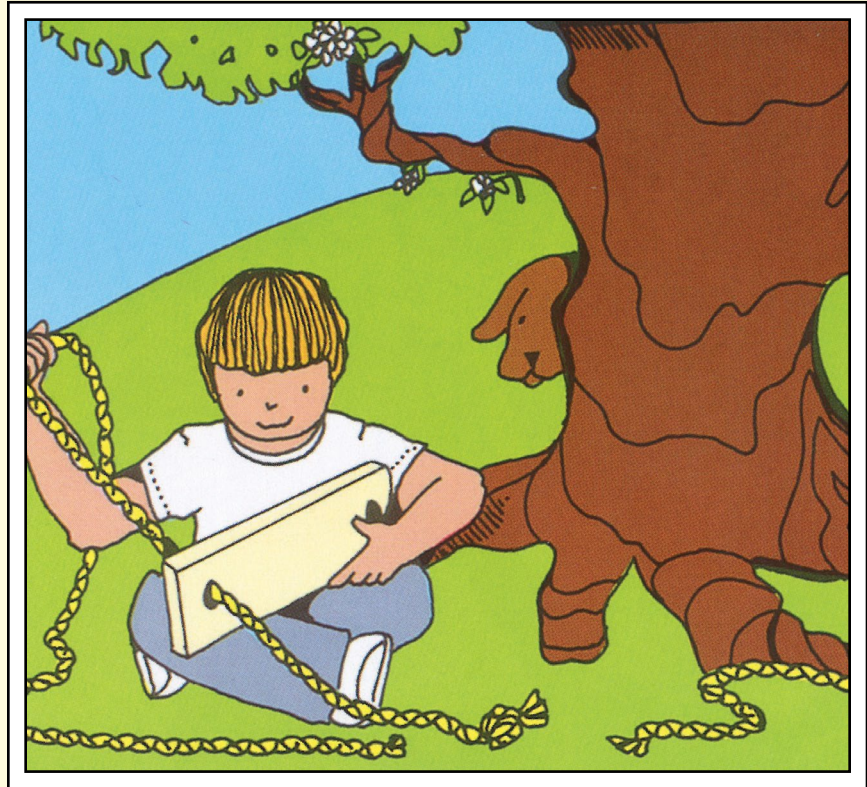
The honeybee makes honey from nectar, the sweet juice found in flowers.



## Understand Setting and Plot

Underline the word that names what Arnold builds for his tree. Think about how the first picture helps you understand one step Arnold takes to build it.

- 9 Arnold makes a swing for his apple tree.





10 He weaves an apple-blossom wreath and hangs it from a branch.





## Visualize Details

**Highlight** details that can help you form a picture in your mind of the branches that Arnold brings to his family.

- 11 Arnold picks an armful of apple blossoms and brings it to his family.





12 They make a flower arrangement together.



## Understand Setting and Plot

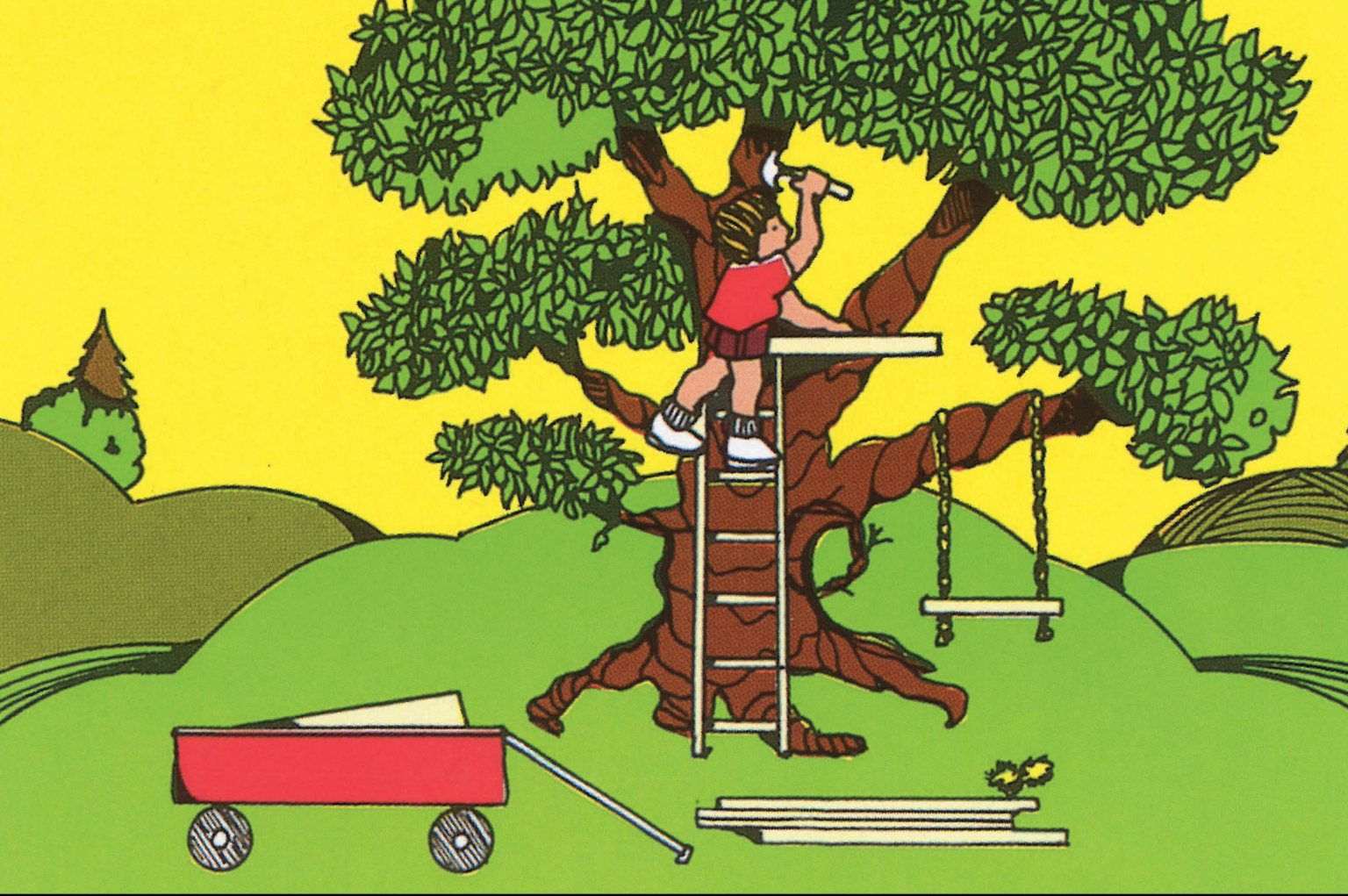
### Underline

the text that describes what happens to Arnold's tree in summer. Think about how the picture helps you understand this event.

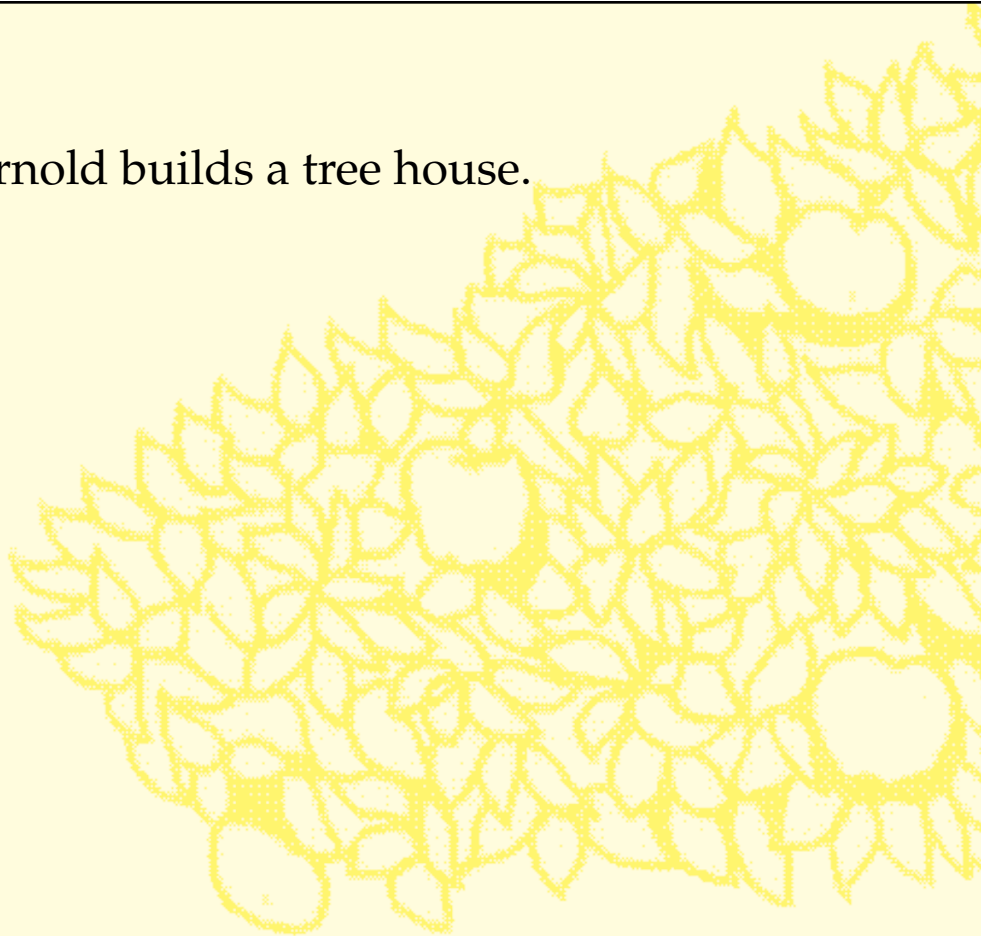
**rustle** make a soft sound of two things rubbing together

- 13 **I**t is summer.
- 14 Arnold's apple tree has big, green leaves that rustle in the wind.





15 Arnold builds a tree house.





## CLOSE READ



### Visualize Details

**Highlight** words that can help you form a picture in your mind of how the apple tree helps Arnold in summer.

- 16 His apple tree shades him from the hot summer sun.

17 The green leaves shelter him during a summer shower.





18 Arnold watches small apples begin to grow from where the blossoms used to be. They grow bigger, bigger . . .



## CLOSE READ

19 and bigger.

20 With some of the big, green apples, Arnold does a juggling act for his tree friend.

### Vocabulary in Context

Sometimes you can figure out the meaning of a word by using words nearby and the picture. Underline words near **juggling** that help you understand what **juggling** means.



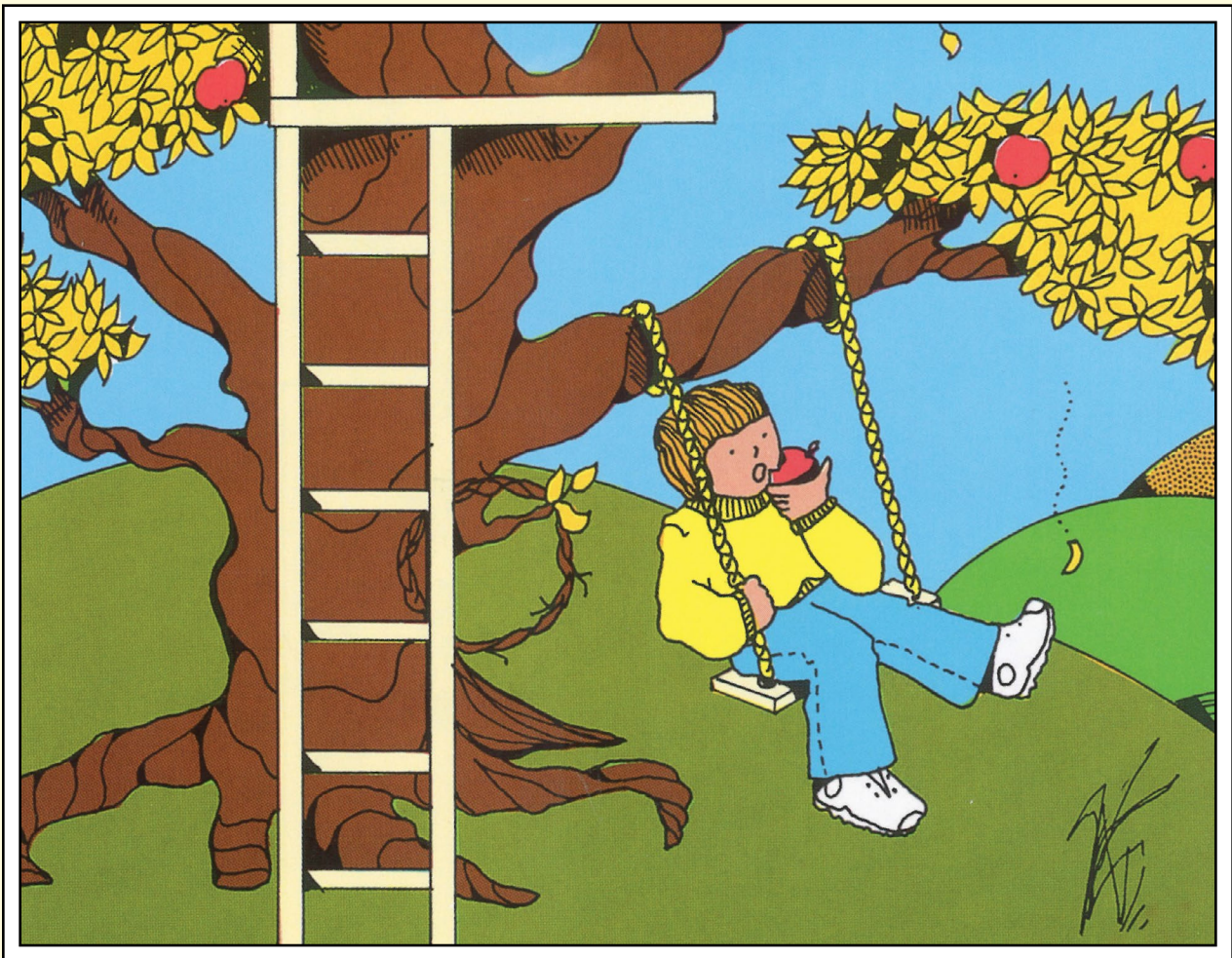




## Understand Setting and Plot

Underline the text that tells how the tree's leaves change in fall. How is this picture different from the picture of Arnold's tree in spring?

- 21 **I**t is fall.
- 22 Arnold's apple tree now has big, red, tasty apples.
- 23 The green leaves have turned golden. They drift to the ground.





24 Arnold gathers some of the leaves and brings them up to his tree house to make a soft floor to lie on.

25 Arnold shakes the branches and red apples fall to the ground.

26 He puts them in a basket and takes them home.



- 27 Arnold and his family make apple pies with apples from Arnold's apple tree.
- 28 They put the rest of the apples into a cider press and make fresh apple cider.



- 29 On Halloween Day, Arnold decorates some of the biggest apples.
- 30 They glow in the moonlight under his tree on Halloween night.

## Visualize Details

**Highlight** words that can help you picture the apples on Halloween night.

**decorates** makes something look pretty by putting something on it

**glow** to shine, or put out light





## Understand Setting and Plot

Underline the words that describe what happens to the tree branches in winter. Think about how the picture helps you understand this event.

- 31 **I**t is winter.
- 32 Snow falls. It is quiet. The branches of Arnold's apple tree are bare.
- 33 Arnold hangs strings of popcorn and berries on them for the winter birds to eat.
- 34 He builds a snow fort around the bottom of his tree.







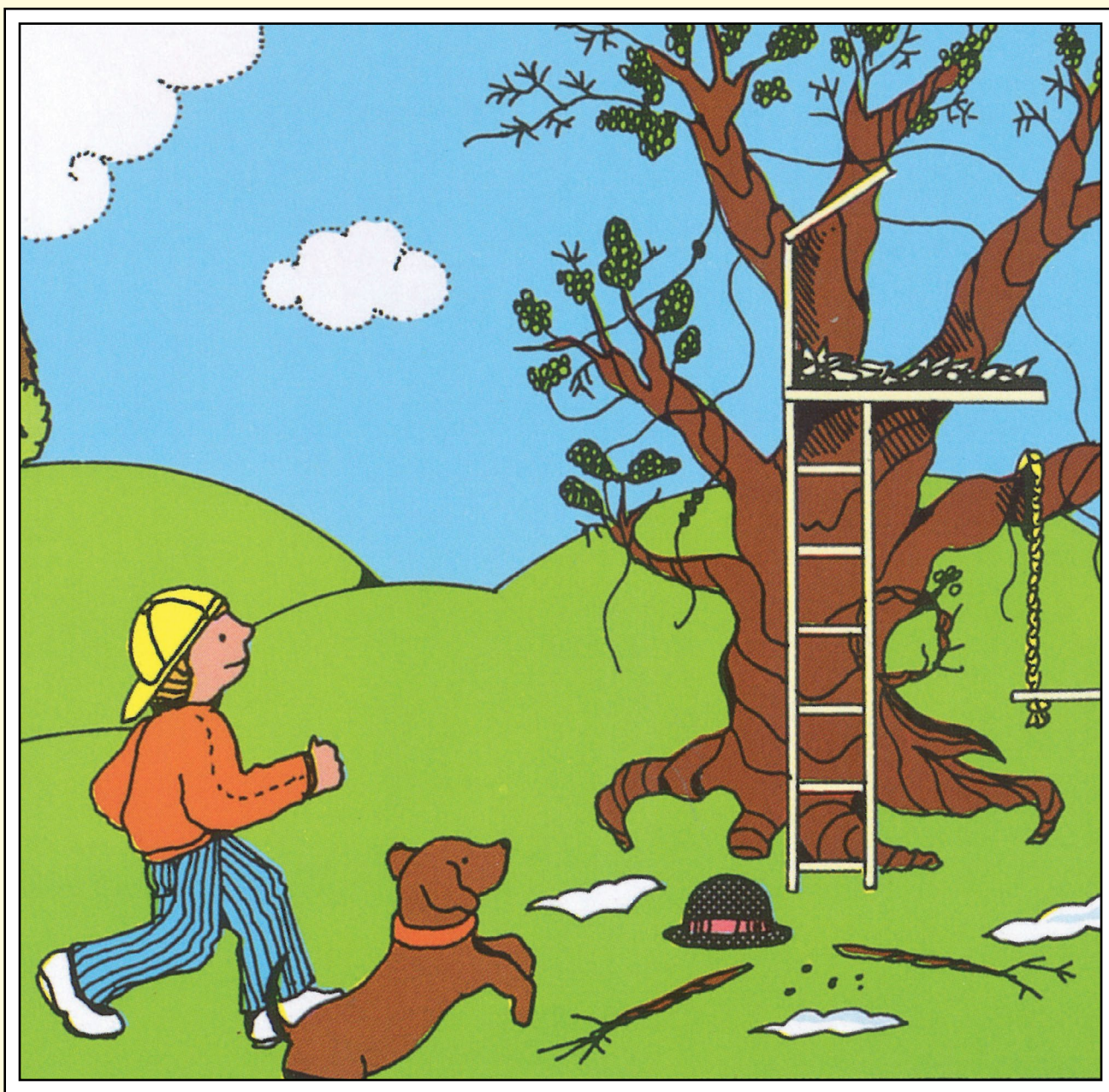
35 Arnold builds a snowman to keep him  
and his tree company during the winter.



- 36 The snow melts away.
- 37 It is spring again. . . .

### Visualize Details

**Highlight** words that can help you picture what happens in spring.





## Develop Vocabulary

Words that end in **-ly** often tell how something is done.



**MY TURN**

Underline the boxed words that end in **-ly**, and complete items 1–3. For items 4–6, write the word that goes with each word group.

carefully quietly rustle glow decorates

1. Slowly means done in a slow way.

2. Done in a careful way is done \_\_\_\_\_

3. Quietly means \_\_\_\_\_

4. candle, fireplace, firefly, \_\_\_\_\_

5. leaves in wind, moving papers, \_\_\_\_\_

6. ties a ribbon on a gift, hangs balloons in the room, \_\_\_\_\_

## Check for Understanding

**MY TURN**

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

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

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2. How does the author organize the events in the story? Why?

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3. The story ends with the words “It is spring again. . . .”  
What do you think will happen next?

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## Understand Setting and Plot

Describing a story's **setting** can help you see its importance. Where and when a story happens affects **plot elements**, including the main events, the conflict, and the story's resolution.



### MY TURN

Partner read the text aloud. Go to the Close Read notes. Use the parts you underlined together with other text evidence and illustrations to complete the chart.

Paragraphs	Describe Setting: Where and When?	Describe Plot Elements: What Happens?
5, 6		
13–15		
21–26		
31–33		



## Visualize Details

When you visualize details as you read, you picture in your mind what the author is describing. Visualizing makes the story come alive and helps you understand the setting and plot.



Go back to the Close Read notes labeled Visualize Details. Follow the directions to highlight words. Choose a detail that you highlighted. Close your eyes and create your own mental image to deepen your understanding. Then draw what you visualized. Explain your picture to a partner.

The detail I visualized is \_\_\_\_\_.

## Reflect and Share

### Talk About It

Think about this story and other stories you have read that take place in the country. How does spending time in nature affect how the characters act and how they feel? Why is the setting important in these stories?

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### Make Comments That Support Your Ideas

As you talk about texts you have read, it is important to give text evidence that supports your ideas.

- State your ideas clearly.
- Use details from the text that support your points.
- Answer the question using multi-word responses, or answers of more than one word.

Use these sentence starters to help you make relevant comments.

I think . . .  
The text says . . .

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### Weekly Question

How does a tree show patterns as seasons change?



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

My  
Learning  
Goal



## Academic Vocabulary

**Context clues** within and beyond a sentence can help you determine the meanings of unfamiliar words.



**Circle** the context clues that help you understand each **bold** word or phrase. Then write a meaning for the word or phrase.

1. Melly wore two different colored socks today. When I saw her smile, I knew it was no accident. She wore those socks **by design**.

**by design:** \_\_\_\_\_

2. Horses and zebras have some **similarities**. They both have four legs, hooves, a long face, a mane, and a tail.

**similarities:** \_\_\_\_\_



## Read Like a Writer, Write for a Reader

Authors use both short sentences and long sentences to make their writing interesting.

Author's Writing	How the Sentences Vary
<p><b>“Snow falls. It is quiet. The branches of Arnold’s apple tree are bare. Arnold hangs strings of popcorn and berries on them for the winter birds to eat.”</b></p>	<p>The first two sentences are short. The last two sentences are long. It sounds interesting to read them all together.</p>



### MY TURN

Write four sentences that describe a night. Write two short and two long sentences.

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

# Spell Words with ie

The vowel team **ie** spells the long **e** or the long **i** sound.



**MY TURN** Sort and spell the Spelling Words by their vowel pattern. Then write My Words to Know.

Write the words with **ie** that have the long **e** sound.

chief

Handwriting practice lines for the long e sound. The first line shows the word "chief" on a set of three lines (top blue, middle dashed, bottom pink). Below it are four more sets of these three lines for independent practice.

Write the words with **ie** that have the long **i** sound.

Handwriting practice lines for the long i sound. It consists of two sets of three lines (top blue, middle dashed, bottom pink) for independent practice.

## My Words to Know

Handwriting practice lines for "My Words to Know". It consists of two sets of three lines (top blue, middle dashed, bottom pink) for independent practice.

### Spelling Words

- chief
- field
- pie
- thief
- tie
- niece
- brief
- piece
- believe
- goalie

### My Words to Know

- animal
- study



## Common and Proper Nouns

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. Proper nouns begin with capital letters.

**Common Nouns:** boy, teacher, city, month, holiday

**Proper Nouns:** Lin, Ms. Garza, Austin, May, Labor Day



**MY TURN** Edit this draft. Make sure proper nouns begin with capital letters and common nouns do not. Cross out each incorrect letter and write the correct letter above it.

The first one is done for you.

<sup>b</sup>  
My Birthday is in february. I can celebrate  
at School because it's winter. My friend  
ann's birthday is in july. Our Teacher, mr. kim,  
said the class will go to rockwood park on  
the last day of school. On that day, we'll  
celebrate everyone's Summer birthdays!

Did you  
remember to  
capitalize the  
months?



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

**My  
Learning  
Goal**



## Introduction and Conclusion

An author writes an **introduction** and a **conclusion** to a list article. The introduction tells the main, or central, idea. The conclusion summarizes it.

### Introduction

What kinds of ideas are in your list article? What is the most important idea?

### Conclusion

What important ideas from your article can you summarize, or tell briefly?



**MY TURN**

Plan the introduction and conclusion for your list article. Write them in your writer's notebook.



## Organize Details

An author organizes details. One way to organize is to put the most important information first.

Item in List	Details
1. Mammals	Have fur or hair Feed their babies with milk
2. Birds	Have feathers Feathers keep them warm
3. Reptiles	Have scales Scales help protect their bodies



### MY TURN

Write three items for your list article. Organize the details for each item to develop your draft.

Item in List	Details



## Text Features

Authors use text features when they write a list article. Examples of text features are titles and bold type. The **title** identifies the topic. The **title** tells what the text will be about.

**Bold type** tells the reader to pay special attention. Things in **bold type** are important.



Develop the structure of your list article. Decide how you will use text features to organize your draft. Write your ideas.

The title of my list article will be:

Handwriting practice lines consisting of a solid blue top line, a dashed blue middle line, and a solid purple bottom line. There are three sets of these lines provided for writing the title.

These are things I will put in bold type:

Handwriting practice lines consisting of a solid blue top line, a dashed blue middle line, and a solid purple bottom line. There are three sets of these lines provided for writing items to be in bold type.