

# ANIMALS on the Move

Some animals migrate. They move from one place to another at certain times of the year. Animal migrations happen all over the world.

Hundreds of **pronghorns** migrate in western North America. The animals travel 150 miles to graze in their winter feeding grounds.



North  
America

## Gray whales

spend the winter in warmer ocean waters. When the season changes, the whales migrate to spend the summer in cooler climates.



South  
America

## Weekly Question

What migration patterns do we see in some animals?



Millions of **wildebeests** migrate across a great plain in Africa every year. Wildebeests travel great distances to find water in the dry season.


Africa



## MY TURN

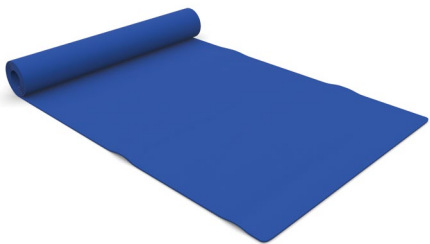
Look at the pictures and read the captions. Underline the different reasons the animals migrate. How does migration help animals? What other animals do you know that migrate?


## Manipulate Sounds

 **SEE and SAY** When you manipulate, or change, the sounds in a word, you make a new word. Say the beginning and ending sounds of the name for the picture. Now switch the beginning sound and the ending sound to make a new word.



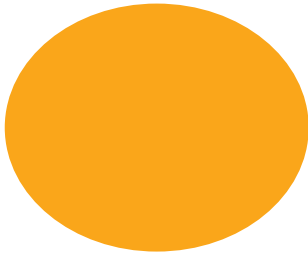
Change, or manipulate, the beginning and ending sounds you hear in these picture names to make a new word.



 **TURN and TALK** Work with a partner. Manipulate, or change, the sounds in the words **step**, **net**, and **pat**.

## Long o: o, oa, ow

Long o can be spelled o, oa, and ow. Oa and ow are vowel teams, or digraphs.



oval



goat



crow

**MY TURN** Read, or decode, each word and listen for the long o sound. See how long o is spelled.

o	oa	ow
cold	boat	grow
open	toast	pillow
only	throat	below

**TURN and TALK** Read the sentences with a partner. Underline the spellings for long o.

1. The gold boat floated slowly on the ocean.
2. The crow flew over the oak tree.

## Long o: o, oa, ow



**MY TURN**

Read the words in the box. Write words from the box to complete the sentences.

toad	follow	cold	most
croaked	blows	show	toast

1. When the wind blows, it is \_\_\_\_\_.

2. If you \_\_\_\_\_ me the way, I'll \_\_\_\_\_ you.

3. The big \_\_\_\_\_ hopped under the leaf and \_\_\_\_\_.


4. Luke ate \_\_\_\_\_ of the \_\_\_\_\_ but left a piece for me.



TEKS 2.2.B.i Decode words with short, long, or variant vowels, trigraphs, and blends;

TEKS 2.2.B.iii Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## My Words to Know


 **MY TURN** Read the words in the box. Then read the sentences. Identify and underline the words in the sentences.

near

food

try

We have food for the picnic. The water is near the plates. Try not to spill it. The food is yummy!

 **MY TURN** Write the word that rhymes with each word.


rude

here

tie

The vowel sounds in the rhyming words are the same but are spelled differently.



 **TURN and TALK** Work with a partner. Make up a sentence with one of the words. Say “blank” instead of the word. Have your partner guess the word. Take turns.



### My Learning Goal

I can read informational text and use its features to understand more about a topic.

### Spotlight on Genre



## Informational Text

Informational text tells about real people, animals, places, or events. **Text features** and **graphics** can help you locate and gain information. These features include:

- photos
- subheadings
- maps
- diagrams
- labels
- glossary

**Be a Fluent Reader** Part of being a fluent reader is reading words correctly. Try this.

- Pick a paragraph that is not too easy or hard.
- Work with a partner. Take turns reading your paragraphs to each other.
- Did you read each word correctly? Use the context of the paragraph to confirm or correct your reading.
- Read your paragraphs until you both read all the words correctly, or with accuracy.



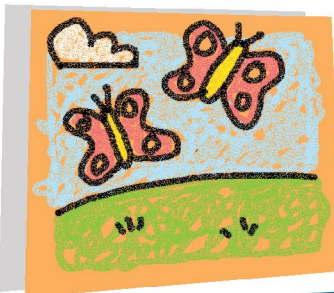
TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;

TEKS 2.9.D.ii Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.

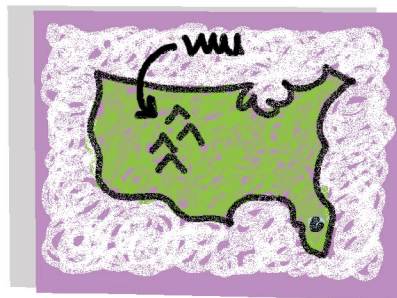
# Informational Text Anchor Chart

## Features and Graphics

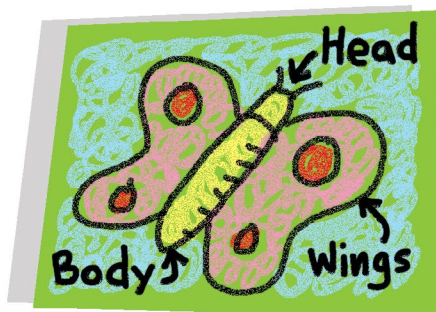
A photo or illustration doesn't usually have labels.



Maps show places mentioned in text.



Diagrams label something described in the text.





# Amazing Migrations: Butterflies, Bats, and Birds

## Preview Vocabulary

Look for these words as you read *Amazing Migrations: Butterflies, Bats, and Birds*.

migration insects climate generation mammal

## First Read

**Read** captions and headings to understand the text.

**Look** at photos and maps to learn more.

**Ask** questions to clarify information.

**Talk** about the most important ideas.

### Meet *the* Author



**Cheryl Willis Hudson** loves to research and write about science and African American history. When she's not writing books, Cheryl Willis Hudson enjoys creating original quilts.





# Amazing Migrations: Butterflies, Bats, and Birds

by Cheryl Willis Hudson



**AUDIO**

Audio with  
Highlighting



**ANNOTATE**

- 1 Some animals live in the same place all year long. Others move to new homes when the seasons change. These animals travel from one habitat to another. This movement is called migration.

**migration** the movement of animals from one habitat to another



caribou



salmon



sandhill crane



## Three Animals That Migrate

- 2 Monarch butterflies, Mexican free-tailed bats, and Arctic terns all migrate. They don't look like each other, but they all fly. They live in different habitats. They travel over long distances. All three animals migrate when the seasons change.

### Determine Key Ideas

Use the photos and the heading to decide what the key idea of this section is.

**Highlight** the sentence that tells the key idea.



Monarch butterfly



Mexican free-tailed bat



Arctic tern



## Use Text Features

Underline the heading that tells you what this section will be about.

**insects** animals with six legs and three main parts to their bodies

**climate** the type of weather in a place

# Migrating Insects: Monarch Butterflies

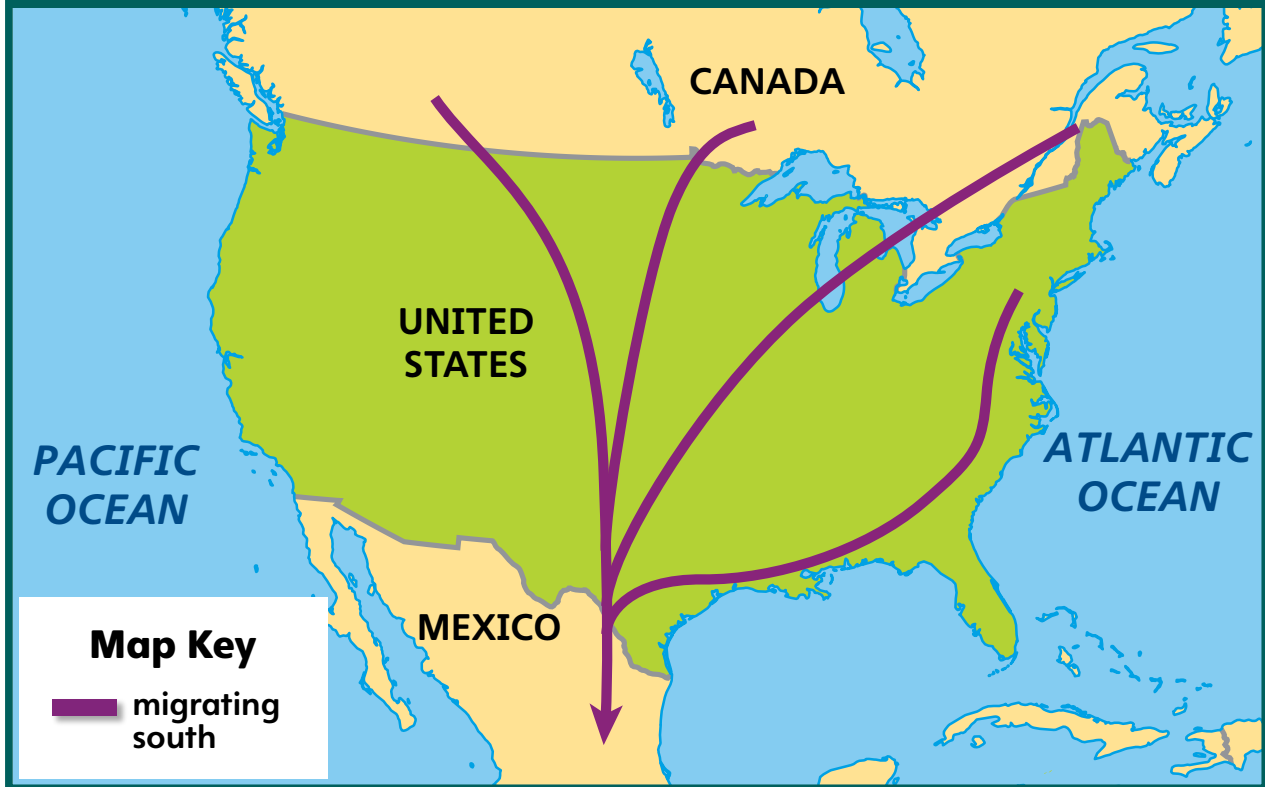
- 3 Monarch butterflies have orange, black, and white wings. During the summer, these insects live in the north. In the fall, the weather becomes cold. They fly south to a warmer climate. In the spring, the butterflies return north.



- 4 The butterflies that fly south are not the same ones that return in spring. The reason is the butterfly's life span. A life span is how long an animal lives. Most monarchs live only a few weeks. They have a short life span.



## Fall Migration of Monarch Butterflies



### CLOSE READ



**generation** a group of the same animal that is born at the same time

### The Super Generation's Journey

- 5 Each year one generation of monarchs lives longer than the others. A generation is all of the butterflies born at one time. This generation of butterflies lives eight or nine months. In the fall, this super generation migrates. It makes the full journey south.

## Spring Migration of Monarch Butterflies



### Many Generations Fly North

- 6 In the spring, the super generation starts the journey north. It does not get far. The butterflies stop in the southern United States. They lay eggs and die. A new generation is born. These butterflies continue the journey. They go a little farther, lay eggs, and die. This next generation continues the journey. It takes three or four generations to reach their northern home.

#### CLOSE READ



#### Determine Key Ideas

Look at the map and the heading. Use what you learn to **highlight** a key idea on this page.





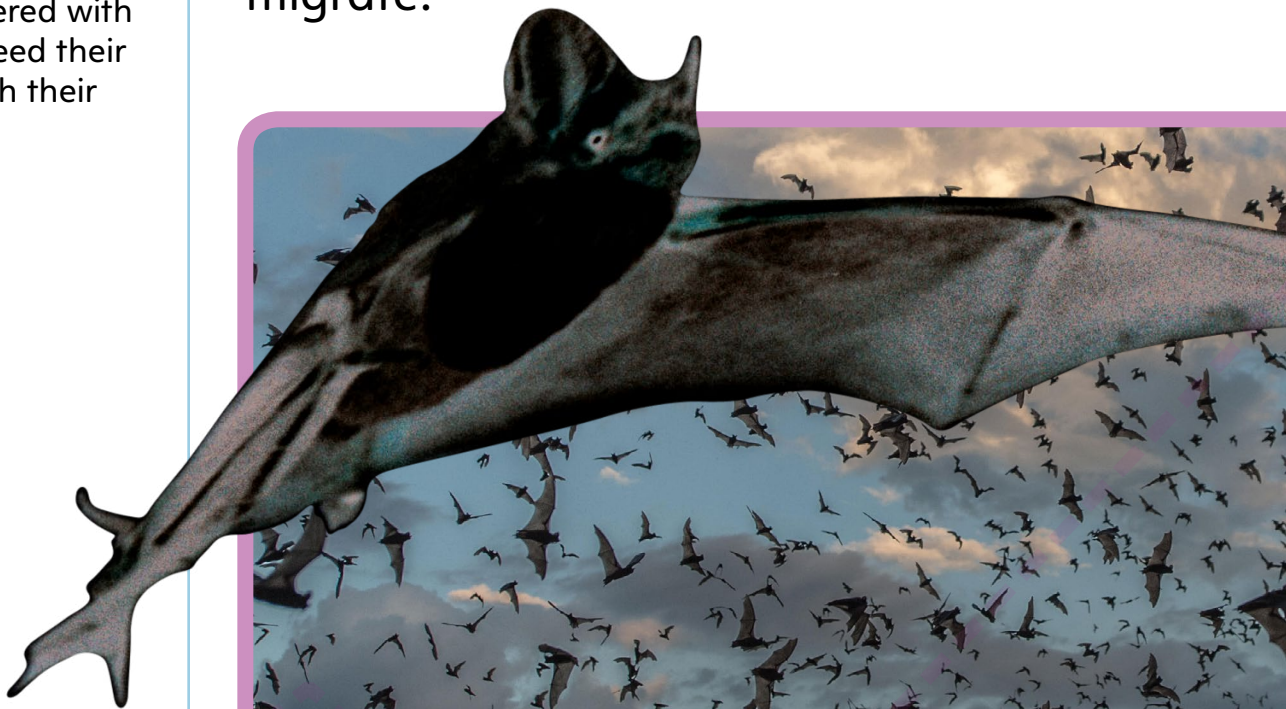
## Use Text Features

Underline the heading that tells you what this section will be about.

**mammals** warm-blooded animals, often covered with fur, that feed their young with their milk.

# Migrating Mammals: Mexican Free-tailed Bats

- 7 Many Mexican free-tailed bats live in Texas. These bats are flying mammals. Mammals are warm-blooded animals. They are usually covered in fur. Most mammals can't fly, but Mexican free-tailed bats can. These mammals also migrate.





- 8 Mexican free-tailed bats live in huge colonies. Many colonies are in caves. Sometimes millions of bats live in one cave. At night, they fly out of their homes. They search for food. They eat moths and other insects.

## Vocabulary in Context

Sometimes pictures can help you understand a word better.

Underline the word for a group of free-tailed bats. Look at the photos to help you learn more about the word.





## Use Text Features

### Underline

information on the map that tells where the free-tailed bats spend the winter.

- 9 Like monarch butterflies, many free-tailed bats fly south for the winter. Their journey starts in the fall. It isn't quite as long as the monarchs' trip. Free-tailed bats travel hundreds of miles. They arrive in Mexico. They stay there for the winter. In the spring, they fly north again.

## Migration of Mexican Free-tailed Bat



## **Migrating Birds: Arctic Terns**

- <sup>10</sup> Arctic terns migrate the longest distance of all animals. They fly more than 35,000 miles round-trip! These terns actually stay in the air for most of their lives. During the summer, they live far up north. Some live near the North Pole or Greenland.

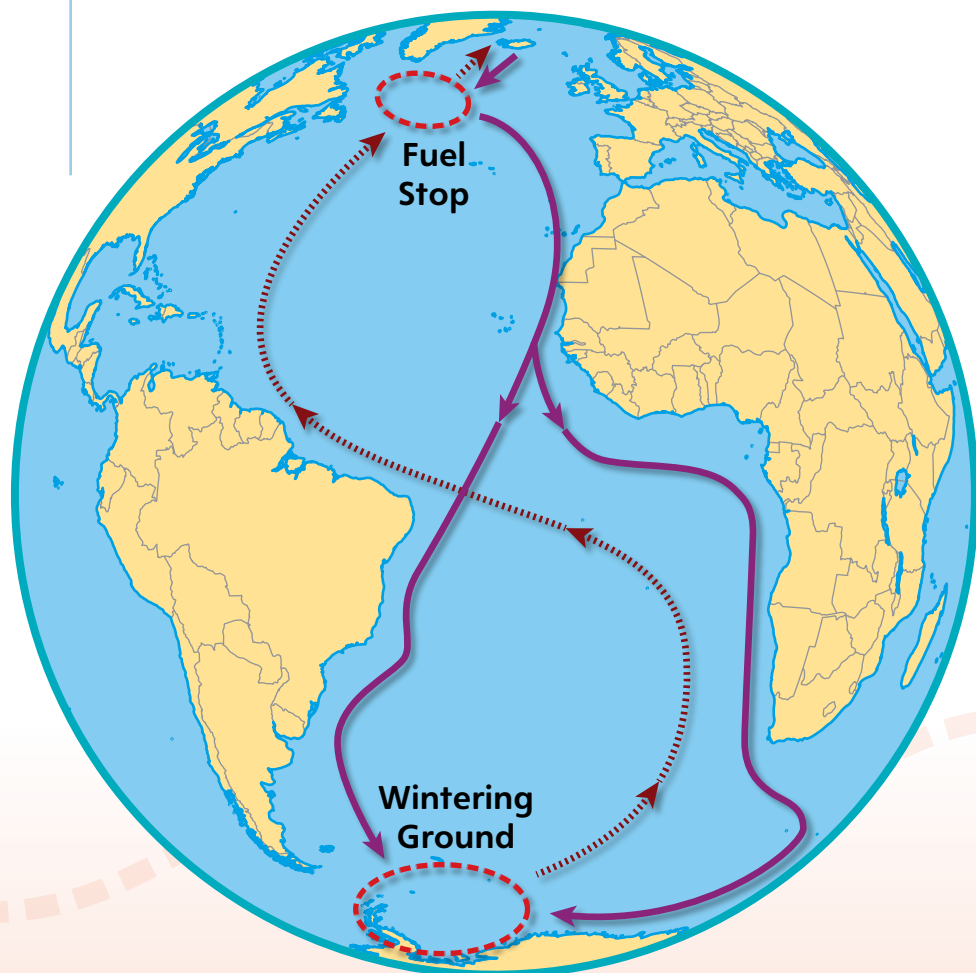





## Determine Key Ideas

**Highlight** details in the text that help you understand the map. Use those details to figure out a key idea on this page.

- 11 Then Arctic terns migrate to the other end of the world. They fly as far south as Antarctica. This journey is unlike the journey of the bats and the monarchs. Most of the terns' journey is over water. The terns fly thousands of miles over the ocean.



### Map Key

-  migrating south
-  migrating north



12 The birds arrive on the ice packs of Antarctica. When the season changes again, the terns head back north. This time, they follow a different route.



## Determine Key Ideas

Read the heading and the details in the last paragraph. Use what you learn to **highlight** a key idea.

# Moving with the Seasons

- 13 Bats, terns, and monarchs know when it's time to migrate. They sense changes in temperature and daylight. They use the position of the sun and stars to find their way. These special skills keep all three animals moving with the seasons.



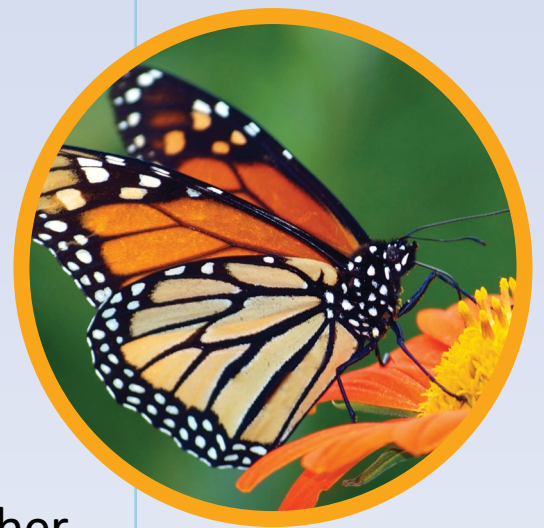


# Glossary

- 1 **climate** the type of weather in one place
- 2 **generation** a group of the same animal that is born at the same time
- 3 **insect** an animal with six legs and three main parts to its body
- 4 **life span** the time from an animal's birth until its death
- 5 **mammal** a warm-blooded animal, often covered with fur, that feeds its young with its milk
- 6 **migration** the movement of animals from one habitat to another

## Fluency

Practice reading every word correctly by rereading paragraphs 7–9 aloud several times with a partner.





## Develop Vocabulary



### MY TURN

Use the glossary in *Amazing Migrations* to find each word. Write what each word means. Then discuss the words with a partner. Which words have you heard before? Where? Are any of the words new to you?

Word	Meaning
climate	the type of weather in one place
generation	
insect	
mammal	
migration	



# Check for Understanding



**MY TURN**

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

1. How do you know this is informational text?

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



2. Why does the author include headings?

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

3. What pattern do all three animals in the article follow?

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

## Use Text Features

Text features and graphics help readers locate and gain information that supports the author's purpose.

- **Headings** tell what a section is about.
- **Maps** and **diagrams** help clarify the text. They may have **labels** that give important information.



### MY TURN

Go to the Close Read notes. Underline text features. Use what you underlined to complete the chart.

Text Feature I Underlined	Information It Helped Me Find
Heading: Migrating Insects: Monarch Butterflies	The section is about butterflies.

## Determine Key Ideas

Key ideas are the important ideas in a text. As you read, look for text features such as headings, pictures, maps, and diagrams to evaluate details and determine, or find, key ideas.



**MY TURN**

Go back to the Close Read notes. Highlight details that help you find key ideas. Use what you highlight to complete the chart.

Section Title	Key Idea
<p><b>“Three Animals That Migrate”</b></p>	<p>Monarch butterflies, Mexican free-tailed bats, and Arctic terns all migrate.</p>
<p><b>“Many Generations Fly North”</b></p>	
<p><b>“Migrating Birds: Arctic Terns”</b></p>	
<p><b>“Moving with the Seasons”</b></p>	

## Reflect and Share

### Talk About It

This week you read about different animals that migrate. Which animal do you think has the most difficult or challenging journey? Why? Use evidence from the text to support your position.

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### Disagree Respectfully

During a discussion, you may disagree with classmates' ideas and opinions. It is important to disagree respectfully.

- Keep your voice even.
- Try to find something you agree on.

Use these sentence starters to disagree respectfully.

I agree with you about . . . , but . . .  
I see what you mean about . . .  
but I also think . . .

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### Weekly Question

What migration patterns do we see in some animals?



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

My Learning Goal



## Academic Vocabulary

You have learned many new words in this unit.



Page through this book or look at the Word Wall. Choose five of your favorite new words, and write them here.

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Share your favorite words from the unit with a partner. Explain why you chose each one. Then use your newly acquired vocabulary to respond to the Essential Question:  
**What patterns do we see in nature?**

## Read Like a Writer, Write for a Reader

Authors use words and graphics such as charts, pictures, and maps for certain purposes. They may want to inform the reader or make an idea clearer. In *Amazing Migrations*, the author used several graphic features.

Graphic Features	Why the Author Included It (Author's Purpose)
maps in the sections "the Super Generation's Journey" and "Many Generations Fly North"	to show where and how far the butterflies go when they migrate
the small round inset photo in the section "Migrating Mammals: Mexican Free-tailed Bats"	to make clear how many bats are crowded into a colony



### MY TURN

Suppose you are writing about your favorite wild animal. What graphic features would you include with your report?

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# Spell Words with Long o: o, oa, ow

Long o can be spelled o, oa, or ow.



Write the Spelling Words that have the same long o spelling as each word below. Then write My Words to Know.

**goal**

Handwriting practice lines for the word 'goal', consisting of five sets of three horizontal lines (top, dashed middle, bottom) with a pink margin line on the left.

**grown**

Handwriting practice lines for the word 'grown', consisting of five sets of three horizontal lines (top, dashed middle, bottom) with a pink margin line on the left.

**no**

Handwriting practice lines for the word 'no', consisting of five sets of three horizontal lines (top, dashed middle, bottom) with a pink margin line on the left.

**My Words to Know**

Handwriting practice lines for 'My Words to Know', consisting of five sets of three horizontal lines (top, dashed middle, bottom) with a pink margin line on the left.

**Spelling Words**

- only
- open
- float
- coach
- below
- throat
- load
- throw
- bowl
- mow

**My Words to Know**

- near
- food



## Collective Nouns

A **collective noun** names a group of persons or things. It is singular even though it names more than one.

The family is in the park. The family likes the park.

### Examples of Collective Nouns

family	club	team	herd	flock
group	stack	class	band	crowd



### MY TURN

Edit this draft. Cross out each word you need to change to use a collective noun correctly. Write the correct word above it. The first one is done for you.

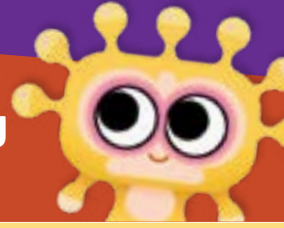
runs

The team ~~run~~ onto the field. The crowd cheer wildly. My family sit with me in the stands. We yell too. When the band play the school song, everyone stands and sings.



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

**My Learning Goal**



## Edit for Commas in a Series

A comma, along with **and** or **or**, separates three or more items in a series, or list.

I love pink, gold, and yellow! Do you prefer blue, green, or red?

Authors edit their writing. They check that they have used commas in lists.



**MY TURN** Edit this draft. Look for mistakes with commas. Then edit your list article for commas in lists.

A habitat is where a plant, animal, or other creature lives.

It provides an animal with food water, and a home. A

habitat can change if the weather turns very hot, cold or

dry. Then some animals migrate.

## Edit for Complete Sentences with Subject-Verb Agreement

Complete sentences need a subject and a verb. Subjects and verbs must also agree. Singular subjects often have verbs that end in *-s*. Plural subjects usually do not.

Authors edit their writing to check for complete sentences. They also make sure that subjects and verbs agree.



### MY TURN

Edit this draft. Check that subjects and verbs agree in complete sentences. Then edit your list article for subject-verb agreement.

you

Did ever see a monarch butterfly? Its colors makes it easy to spot. A monarch butterfly orange, black, and white markings. These markings looks pretty, but they also helps keep the monarch safe. The colors tells enemies that the monarch has poison in it. If an animal eat a monarch, the animal get sick. It will be so sick that it stays away from monarchs after that!



## Assessment

In this unit, you learned to write a list article. Rate how well you understand each skill. Review any skill you mark “No.”

1. The parts of a list article	YES	NO
2. How to brainstorm ideas	YES	NO
3. How to plan your list article	YES	NO
4. How to develop a topic and main, or central, ideas	YES	NO
5. How to develop details	YES	NO
6. How to write an introduction and a conclusion	YES	NO
7. How to organize details	YES	NO
8. How to use text features such as a title and bold type	YES	NO
9. How to proofread and edit for: <ul style="list-style-type: none"> <li>• complete sentences with subject-verb agreement</li> <li>• correct use of nouns</li> <li>• commas in series</li> </ul>	YES	NO