

# ANIMALS and Their Young



Young elephants travel with their mothers in herds. They are protected by the herd.



A baby gorilla does not leave its mother for the first five months. The father stays nearby and protects them both.



Clownfish parents clean a place to lay eggs. Then they wave their fins to move water over their eggs. Air in moving water helps the baby fish develop.



Father and mother flamingoes take turns sitting on their nest to keep the egg warm. When the baby hatches, both parents feed it with a food they make in their own bodies. The food turns the baby pink!

## Weekly Question

**How do patterns of behavior in animals help keep their young safe?**

### TURN and TALK


Look at the pictures and read the text about animals and their young. How do animal parents help their babies?

Underline the ways.

Talk about it with a partner.




## Manipulate Sounds

 **SEE and SAY** Say the name of the picture. What sound do you hear at the beginning? What sound do you hear at the end? When you manipulate sounds, you switch sounds to get a new word. If you manipulate, or switch, the beginning and ending sounds in **bat**, you get the new word **tab**.



Say the name of the first picture. What sound do you hear at the beginning? What sound do you hear at the end? Switch the sounds in the word. What is the new word? Repeat for the other two pictures.



 **TURN and TALK** Work with a partner. Manipulate, or change, the sounds in the words **mane**, **bus**, and **cub**.

## Long e: ee, ea, ey, y

You can hear the long e sound in words with **ee**, **ea**, **ey**, and **y**. You will often see **ey** and **y** at the end of words.



**MY TURN** Read, or decode, the words below. Listen for the long e sound.

ee	ea	ey	y
feel	leap	key	very
sleep	dream	money	baby
teeth	teach	donkey	happy



**TURN and TALK** Reread the words in the chart with a partner. Underline the letters that make the long e sound in each word. Then take turns using the words in sentences. Use one word from each spelling pattern.



## Long e: ee, ea, ey, y



**MY TURN**

Underline the letters that make the long e sound in each word. Then write a sentence that uses each word. Read your sentences.

1. feet My feet are big.

2. donkey \_\_\_\_\_

3. many \_\_\_\_\_

4. keep \_\_\_\_\_

5. beak \_\_\_\_\_

6. street \_\_\_\_\_

7. leash \_\_\_\_\_



# My Words to Know



**MY TURN**

Read the words in the box. Identify and underline them in the sentences. One is done for you.

letter	answer	page
--------	--------	------

1. Please turn to page 20 in your books.
2. I got a letter from my grandpa.
3. Turn the page to read the rest of the story.
4. Did you answer yes or no?



**MY TURN**

Write the word that goes with each clue.

5. It comes in the mail. \_\_\_\_\_  
 \_\_\_\_\_
6. It is something you turn. \_\_\_\_\_  
 \_\_\_\_\_
7. It follows a question. \_\_\_\_\_  
 \_\_\_\_\_



**TURN and TALK**

Work with a partner. One partner gives a clue and the other partner guesses the word.





### My Learning Goal

I can learn about patterns in nature by reading a story about penguins.

## Fiction

**Fiction** is a story that did not really happen. Authors make up the events, setting, and characters when they write fiction. In fiction:

- **animal characters** often talk and act like people.
- authors give characters **traits** by telling how they look, act, think, and feel.
- characters can change because of the events that happen.

Think of what you already know about people to understand characters better.



Discuss with a partner how fiction and informational texts are different from each other.



# Fiction Anchor Chart

## Purpose

To entertain or tell a story about characters

## Character Traits

### External

tall

walks slowly

usually speaks  
softly



### Internal

kind

smart

usually feels  
calm



# What's in the Egg, Little Pip?

## Preview Vocabulary

Look for these words as you read *What's in the Egg, Little Pip*?

oval

waddle

huddled

penguin

flock

## First Read

**Read** to understand the author's message.

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

**Ask** what this text is about.

**Talk** about the author's message about life.

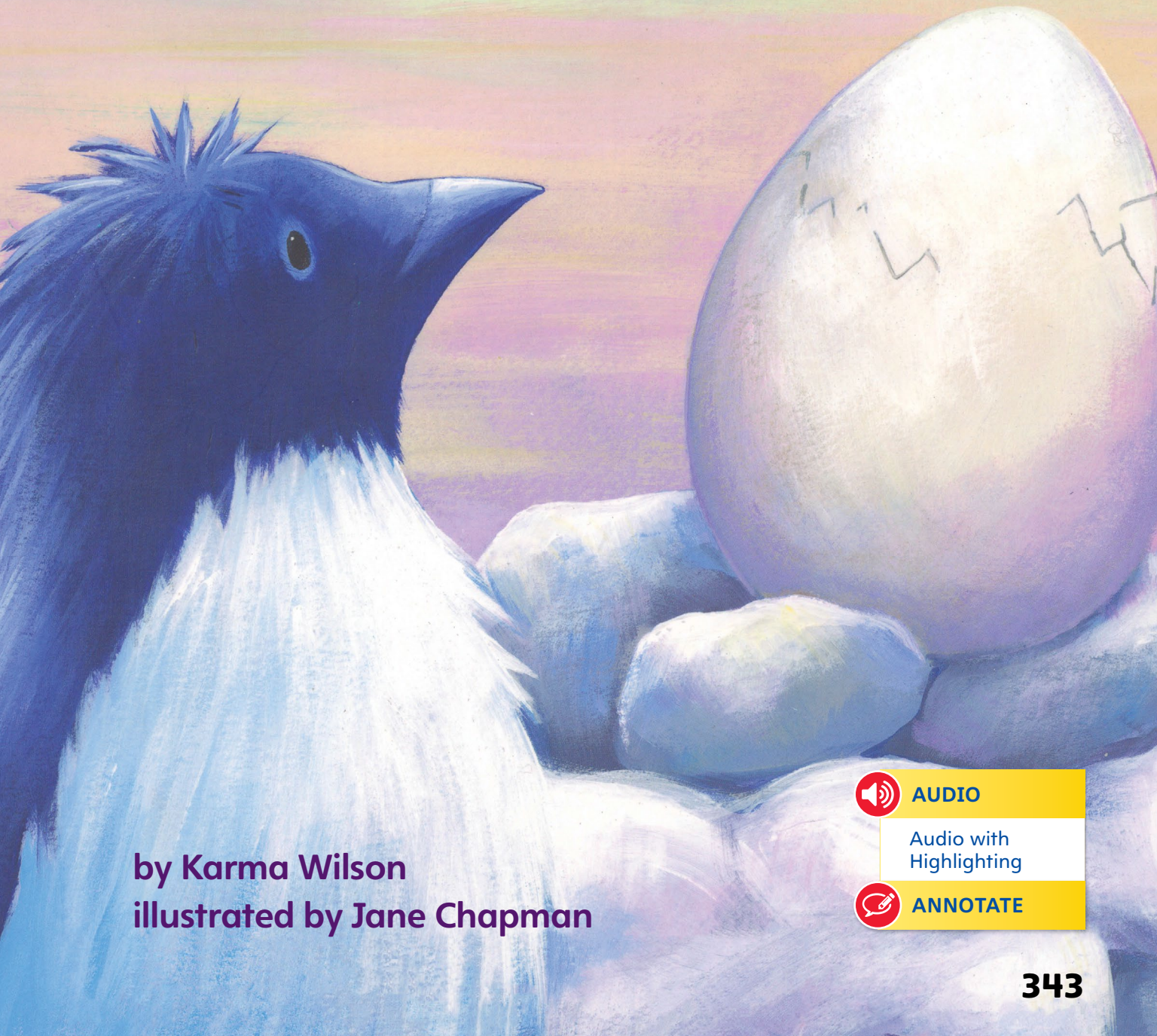
### Meet *the* Author



**Karma Wilson** has always loved reading. She began writing books for children when she had children of her own. She lives with her family, two dogs, a cat, and four horses on a ranch in Montana.



# What's in the Egg, Little Pip?



by Karma Wilson  
illustrated by Jane Chapman



**AUDIO**

Audio with  
Highlighting



**ANNOTATE**





## Make Inferences

Sometimes the author gives you a clue to how someone feels.

**Highlight** the words that are a clue to why Pip might not like the Egg.

**oval** having the shape of an egg

- 1 Little Pip stared at the Egg. The large, white oval rested on Mama's feet just under her soft, warm belly. Pip used to sleep there, but there was no room for her now, not since the Egg. Mama and Papa asked, "What do you think, Little Pip?"
- 2 Pip shrugged. She wasn't sure.





3 Mama and Papa had talked about the Egg for a long time. Yesterday morning they had woken Pip and said, “The Egg is finally here, Little Pip!” As they showed her the Egg they sang this song:

4 *“The Egg, the Egg, the lovely Egg,  
a wonderful, glorious sight.  
A sister or brother for sweet Little Pip  
will soon make our family just right.”*







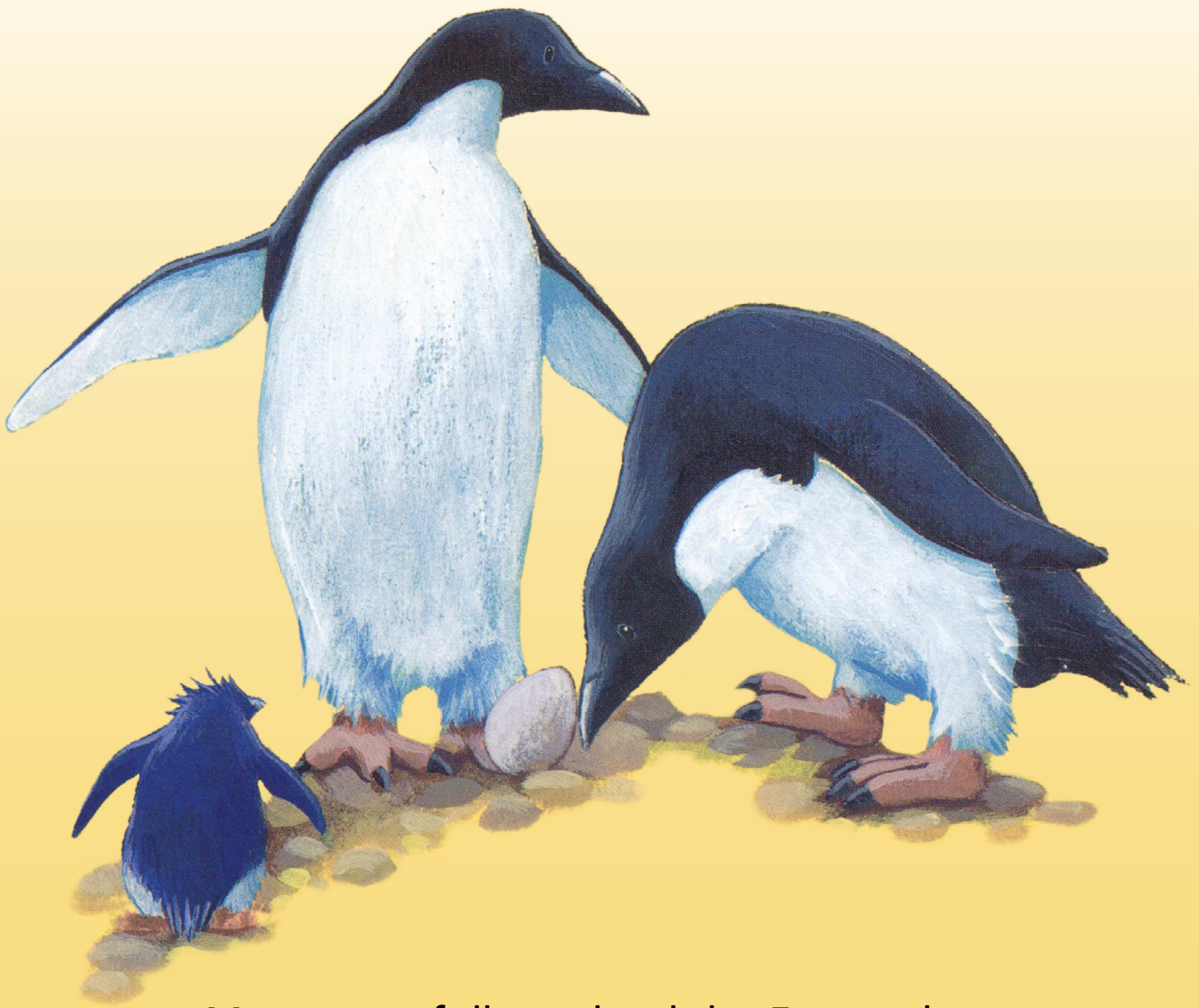
## Describe and Understand Characters

Underline a word that describes the look on Pip's face.

- 5 Pip frowned. The Egg didn't look like much.
- 6 "Our family is just right," Pip said. "That old Egg can't make it better."
- 7 Mama nuzzled Pip and said, "Just wait. You may be surprised. And now, Papa, it's time for you to take over."





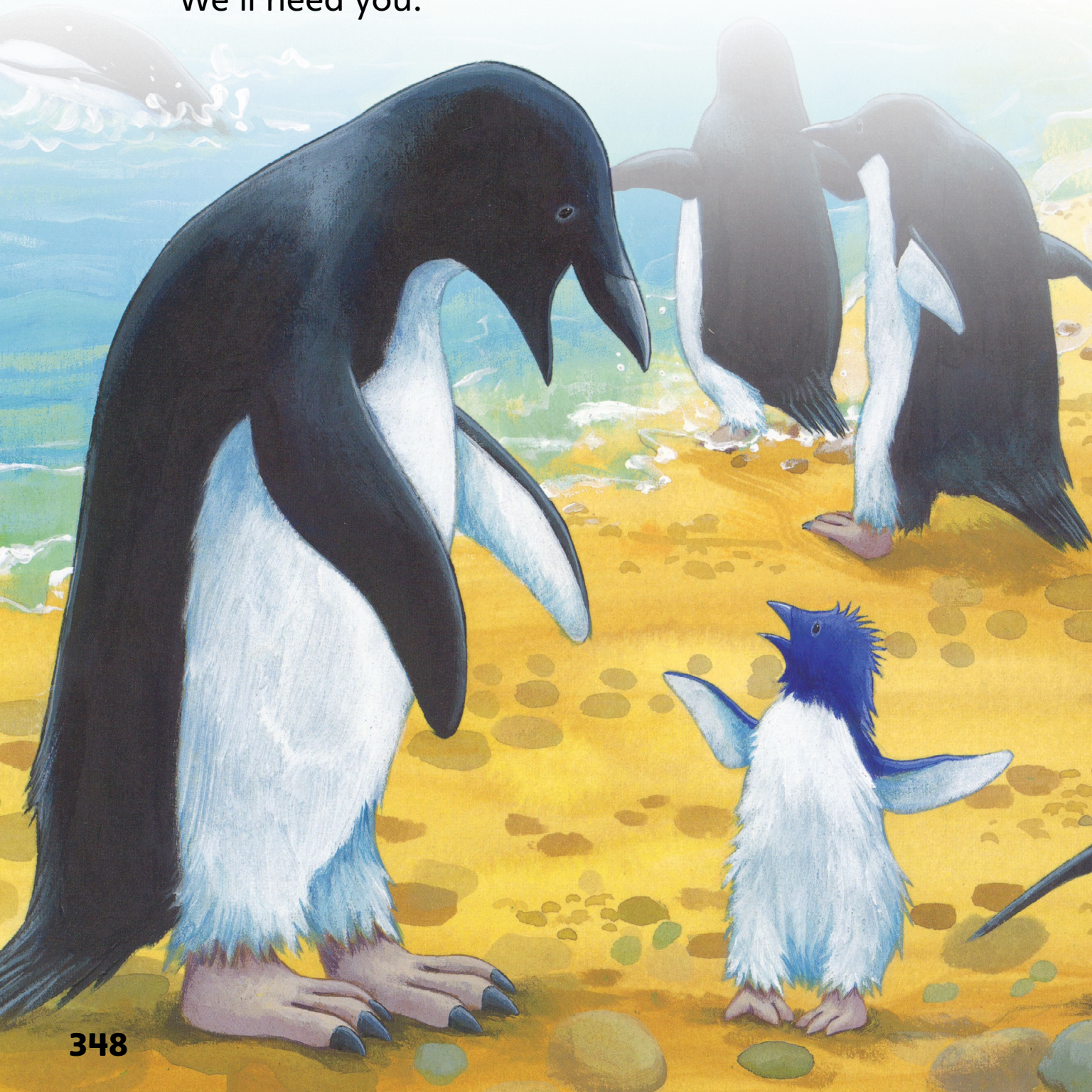


- 8 Mama carefully nudged the Egg and tucked it on Papa's feet. Then Papa nestled down onto the Egg.
- 9 "Where are you going, Mama?" Pip asked.
- 10 "I need to go fish to bring food for you," Mama said, "but somebody must always be with the Egg to keep it warm. So Papa will watch the Egg while I fish, and I will watch the Egg when Papa fishes."



11 “Can I go with you?” Pip pleaded.

12 Mama smiled and shook her head. “You stay and help Papa keep the Egg warm and safe. We must be ready for any storms. We don’t want the Egg to get cold. We’ll need you.”







13 Pip sighed. “I’m too little to help. I’m still your baby.”

14 Mama shook her head. “You have grown up so much, Little Pip. You’re big enough to help Papa. You’re big enough to help me. You’re even big enough to help the Egg! Remember that. But don’t worry; you will always be our baby.”

## Make Inferences

**Highlight** the text that helps you understand, or make an inference, that Pip is still important to her parents.







## Describe and Understand Characters

Underline the part of the text that shows how Pip feels when Mama leaves.

**waddle** to walk with short steps while swinging the body from side to side

15 Pip wasn't so sure. As she watched her mama waddle away, a tear slipped down her cheek. Now it was just her and Papa . . . oh, and the Egg.





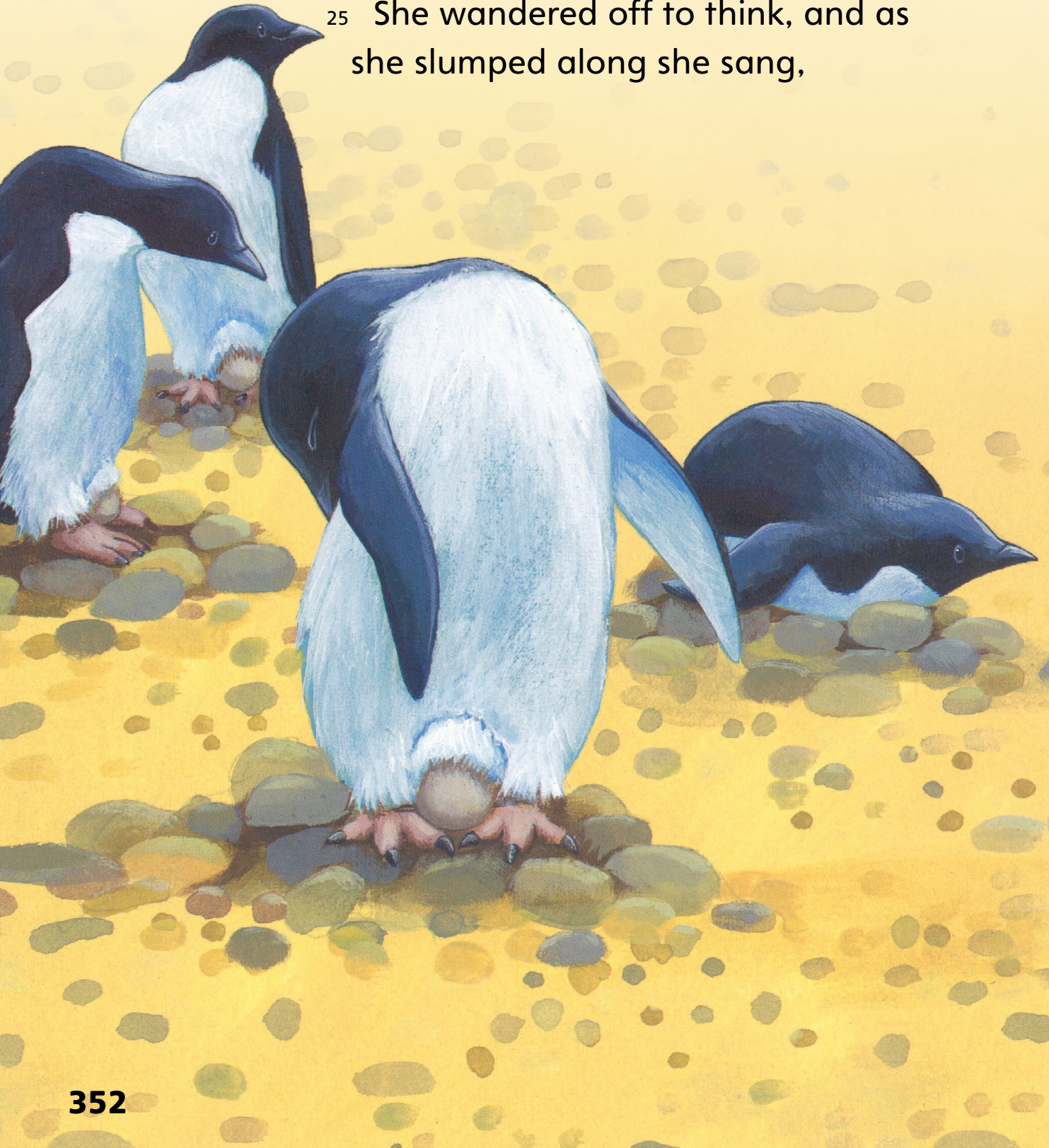


- 16 Later that day Pip chirped, “Papa, let’s slide on the ice.”
- 17 Papa shook his head. “I can’t leave the Egg, Little Pip.”
- 18 Pip frowned. “Not even for a minute?”
- 19 “Not even for a second.”
- 20 “But isn’t it boring?”
- 21 “A little,” said Papa.
- 22 “Then why do you do it?” Pip asked.
- 23 Papa smiled. “That’s what families do, Little Pip. I did the same for you when you were just an egg.”



24 Pip couldn't imagine that she was ever just an egg. Why had Mama and Papa even wanted the Egg? *I should be enough!* thought Pip.

25 She wandered off to think, and as she slumped along she sang,







26 *“The Egg, the Egg, it’s all the Egg.  
Nobody cares about me.  
I liked it best before the Egg,  
back when our family was three.”*

27 Little Pip felt so all alone that she decided to look for her best friend, Merry. “You want to go slide?” she asked.

28 “I guess,” said Merry. She didn’t seem her usual cheerful self.

## Describe and Understand Characters

Underline the text that tells what Pip does to help herself feel better.







## Describe and Understand Characters

Underline the text that tells what Merry does that shows how she feels about her family's Egg.

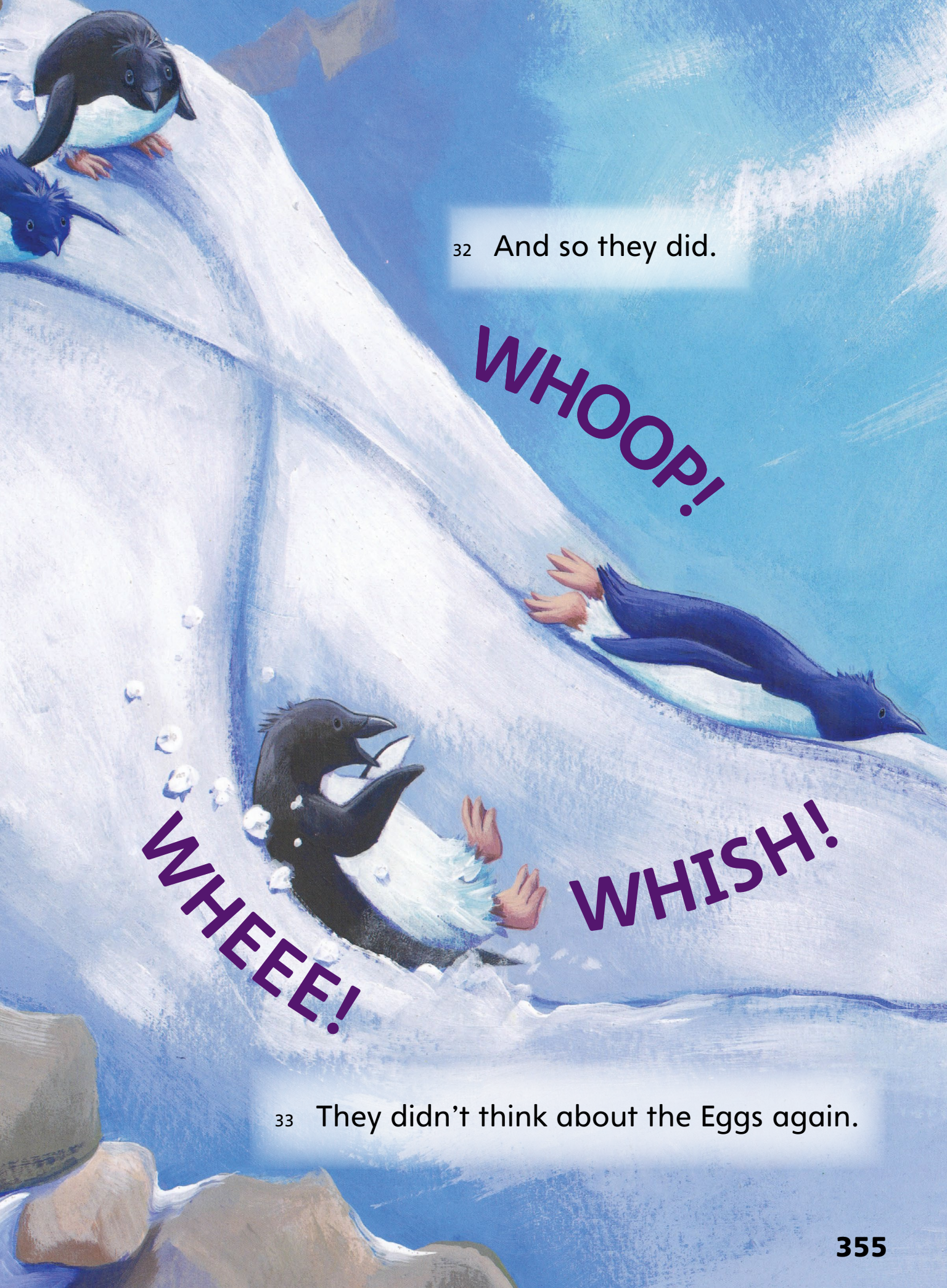
29 “Does your family have an egg too?” asked Pip.

30 Merry nodded and stamped her foot. “I don’t see the fuss about the Egg. It just sits there and does nothing.”

31 “I know,” said Pip. “But it’s all Mama and Papa ever talk about or think about anymore. I want to forget about the Eggs. Let’s slide!”







32 And so they did.

**WHOOOP!**

**WHEEE!**

**WHISH!**

33 They didn't think about the Eggs again.

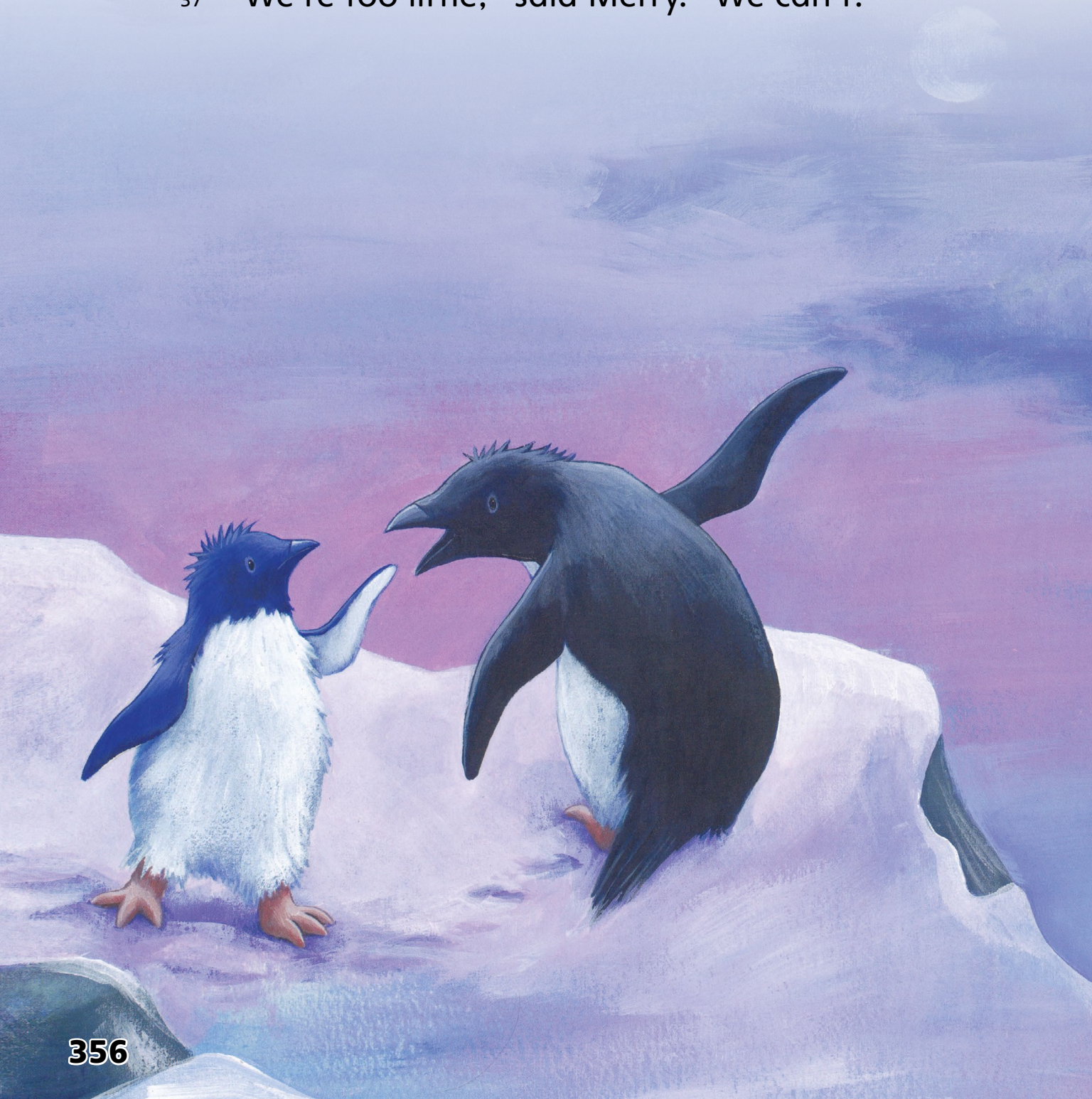


34 But suddenly the sun disappeared behind  
a thick, black cloud.

35 **“A storm!”** squealed Pip.

36 “We must run! **Hurry!**”

37 “We’re too little,” said Merry. “We can’t!”







38 Pip ruffled her feathers and puffed out her chest.

39 “My mama said I’m big enough to help the Egg. So are you. We have to go help. Now **RUN!**”

40 They raced the cloud all the way home.

### Vocabulary In Context

You can use context within a sentence and beyond it to determine the meaning of a phrase. Underline words that help you understand the meaning of **puffed out**.







## Make Inferences

**Highlight** the text that helps you understand that Papa and Pip care about the Egg.

**huddled** crowded together

- 41 Just as they reached camp, frozen sleet started to fall in cold, stinging drops. Pip snuggled tight against her papa, helping to shield the Egg.
- 42 There they huddled, and there they waited.







43 And waited.



44 And waited.







## CLOSE READ



### Make Inferences

**Highlight** the text that helps you understand that Pip is hungry.

- 45 Finally Mama returned. Pip's tummy growled.
- 46 She was glad to eat the fish Mama had brought back for them.
- 47 But then Papa had to go fishing.





48 Storms came and went, and the Egg always had to be kept warm. Pip, Mama, and Papa huddled around the Egg for many weeks. Sometimes Mama left to fish, sometimes Papa, but Pip always stayed with the Egg.





49 Then one bright, sunny day, while  
Mama was away fishing . . .

50 **CHIP,**  
**CHIP,**  
**CRACK.**

51 “The Egg is broken, Papa!” Pip cried,  
and buried her head into Papa’s  
chest. All that work, for nothing.







- 52 Pip gasped. The Egg was gone.
- 53 In its place sat a beautiful penguin chick.
- 54 “It’s a chick! A chick, Papa!”
- 55 “Little Pip, meet your brother.”

## Describe and Understand Characters

Underline what Pip says that shows she is excited now that the Egg has hatched.

**penguin** a short-legged, black-and-white seabird that cannot fly and that lives in or near the Antarctic







**flock** a group of animals such as birds

56 At the beach lots of penguins were squawking and talking. Pip saw a flock of penguins just back from fishing. Mama! She was home.

57 Mama sighed with happiness. “He looks just like you when you were a baby, Pip!”

58 Pip smiled. “I was that small?”

59 “Oh yes,” said Mama. “Just that small.”







60 Pip looked at her new brother and she sang,

*“Welcome, chick, you lovely chick.  
What a wonderful, glorious sight.  
Little brother, I name you Sam.  
You make our family just right.”*

61 Little Pip looked around and saw all the penguin families snuggling new chicks in their pebbly nests. Pip waved to Merry and Merry waved back, a huge smile on her face.

62 Pip smiled too.

63 Everything felt just right.


## Make Inferences

Underline details that show that Pip’s feelings about having a new family member have changed.






## Develop Vocabulary

 **MY TURN** Related words can have almost the same meanings. Look at the words in the second column. Write the word whose meaning is closest to the meaning of the word in the first column.

Word	Related Words	Word Closest in Meaning
oval	shape circle	circle
waddle	walk jog	
huddled	crowded together	
flock	pair group	

 **MY TURN** Which word below best describes penguin parents?

kind	caring	worried
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## Check for Understanding



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

1. What makes this text fiction?

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

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3. How will Pip probably feel if Mama lays another egg next year? Use text evidence to explain your answer.

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## Describe and Understand Characters

Authors often describe the main characters' **external traits**, or how they look and what they do and say. You can figure out the main characters' **internal traits**, or what they think or feel, from their words and actions.



### MY TURN

Go to the Close Read notes. Underline words that describe a character's traits. Use the parts you underlined about Pip to complete the chart.

Event	Pip's Actions	Describe How Pip Feels
Mama and Papa sing a happy song about the Egg.	Pip frowns.	She thinks the family is fine without the Egg.
Mama leaves to find food.		
Papa has to stay with the Egg.		
The Egg hatches and Pip meets her brother.		





## Make Inferences

To make an inference, you combine what you already know with evidence in a story. Then you decide what the author wants you to understand. A story often has a conflict that gets resolved. Use what the characters say and do to make inferences about the conflict.



Go back to the Close Read notes. Read the text aloud with a partner. Highlight the words that help you make inferences. Then complete the chart.

Paragraphs	What I Already Know	My Inferences
1	A new baby can make older children feel less important.	What is the conflict?
41		
60–63		What is the resolution?



## Reflect and Share

### Write to Sources

This week you read about animals that keep their young safe. Why is it important for animals to protect their babies? Write your response in a paragraph on a separate sheet of paper.

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### Organize Your Writing

Before you write a paragraph, decide how to organize it.

- Think of a topic sentence that tells what your paragraph will be about.
- Find at least two examples that support your idea.
- Think of a closing sentence that tells your main point.

In your paragraph, describe each of your examples. Use details from the texts you read this week. Tell why your examples are important.

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### Weekly Question

**How do patterns of behavior in animals help keep their young safe?**





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

**My Learning Goal**



## Academic Vocabulary

**Word parts** can help you figure out the meanings of words. Sometimes a word is made up of a base word and an ending.

design + -er = designer



**MY TURN** Add the ending **-er** or **-or** to each base word to build a new word.

design + -er =

designer

teach + -er =

visit + -or =

act + -or =

What do you think the endings **-er** and **-or** mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Read Like a Writer, Write for a Reader

**Dialogue** is the words that characters say to each other. Each character has a voice, or way of speaking. Authors use dialogue to help readers know how the characters feel and what they are like.

What the Character Says	What It Shows About the Character
<p>“Our family is just right,” Pip said. “That old Egg can’t make it better.”</p>	<p>Pip sounds angry. She is also not afraid to say what she is feeling.</p>
<p>“But don’t worry; you will always be our baby.”</p>	<p>Mama says loving things to make Pip feel better.</p>



### MY TURN

Write a dialogue between two animals that shows what each character is like.

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# Spell Words with Long e: ee, ea, ey, y

Long e can be spelled with **ee**, **ea**, **ey**, or **y**.



## MY TURN

Sort the Spelling Words by how they are spelled. Then write My Words to Know.

**ee**

street

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ey**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ea**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**y**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Spelling Words

- each
- team
- street
- key
- read
- feel
- deep
- party
- easy
- beach

### My Words to Know

- letter
- answer



## Possessive Nouns

A noun can show who owns something. Add 's to a singular noun. Add ' to a plural noun that ends in s.

Belongs to one	Belongs to more than one
one bear's den	four bears' dens
one farmer's land	many farmers' lands



### MY TURN

Edit this draft. Cross out each incorrect possessive noun. Write the correct possessive noun above it. The first one is done.

Joan's

On my Aunt ~~Joans~~' day off, we went to the park. Many tree's leaves were turning red and yellow. We saw flocks of birds flying. Some bird's feathers were bright blue. A mans' dogs wagged their tails when they saw us.



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

**My  
Learning  
Goal**



## Complete Sentences with Subject-Verb Agreement

Authors edit their writing to make sure they have used complete sentences. A complete sentence has a subject and a predicate. Authors also check that the subject and verb in each sentence agree. Here are examples of an author's edits:

eat                      are      Penguins c  
Penguins ~~eats~~ fish. They ~~is~~ birds. <sup>^</sup>Cannot fly.



**MY TURN** Edit the draft. Cross out each verb that does not agree with the subject. Write the correct verb above. Then edit your list article for complete sentences and for subject-verb agreement.

A penguin swim fast. Its flippers acts like paddles. Its webbed feet helps too. Sometimes a penguin leap up out of the water. Then dives back in.



## Nouns

Authors edit their writing to make sure they have used nouns correctly.

- A common noun names any person, animal, place, or thing: **girl**.
- A proper noun begins with a capital letter and names a particular person, animal, place, or thing: **Alia**.
- A singular noun names one: **boy**.
- A plural noun names more than one: **boys**.

Here is an example of an author's edit:

Penguin mothers lay <sup>eggs</sup> ~~eggs~~ in the <sup>s</sup> Spring.



### MY TURN

Edit the draft. Cross out incorrect letters or nouns and write the correct letters or nouns above. Then edit your list article. Make sure you have used nouns correctly.

Ms. warren told us that male penguins keep the eggs warm. They roll them onto their feets and cover them up. Then the Fathers stand together to stay warm.



## Prepositions and Prepositional Phrases


Authors edit their writing to make sure they have used prepositions and prepositional phrases correctly.

- A **preposition** is a word such as **with, in, for, or by**.
- A preposition is the first word in a group of words called a **prepositional phrase**:

The dog is **in the house**.

Here is an example of an author's edit:

under  
The egg rests ~~over~~ the mother penguin's belly.

 **MY TURN** Edit the draft. Cross out each incorrect preposition. Write the correct preposition above it. Then edit your list article. Make sure you have used prepositions and prepositional phrases correctly.

The penguins slide in the ice. They dive onto the water.

They swim by the surface. Then they leap over it to take a breath of air.