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by Stephen R. Swinburne

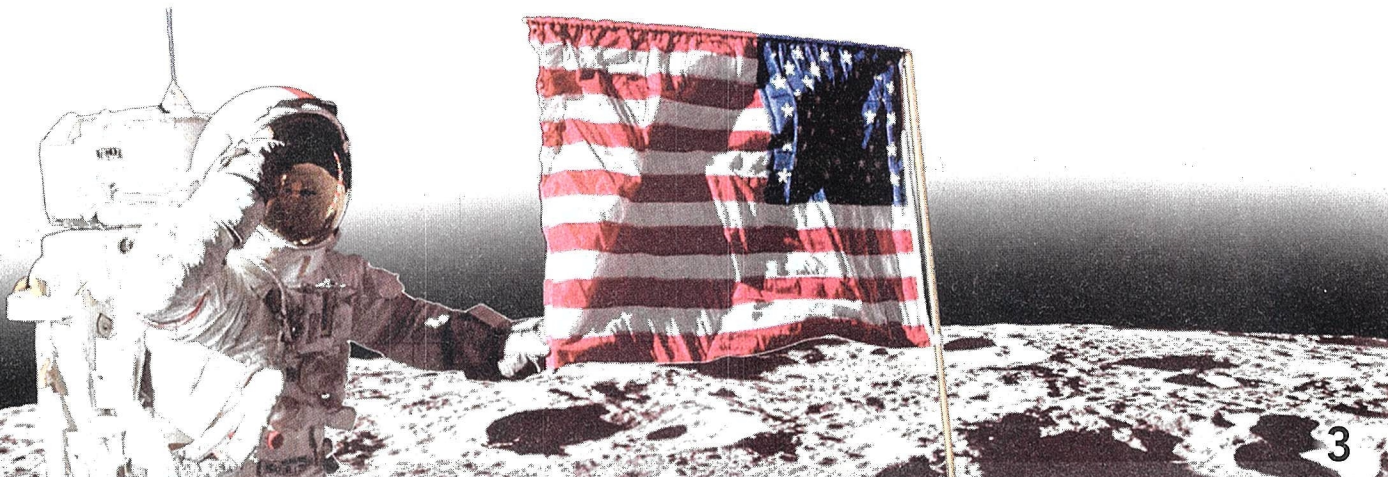
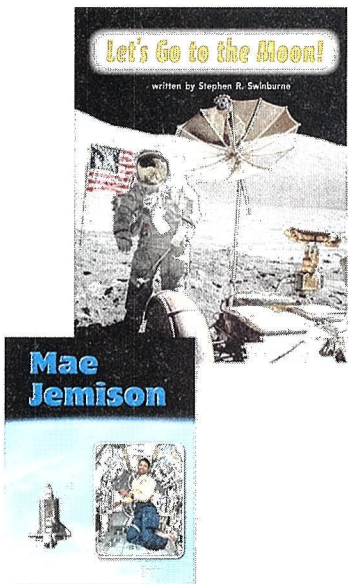
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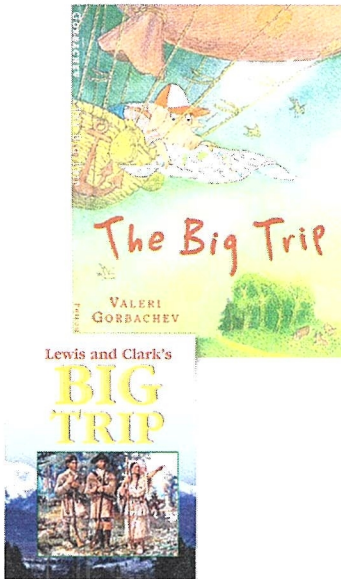
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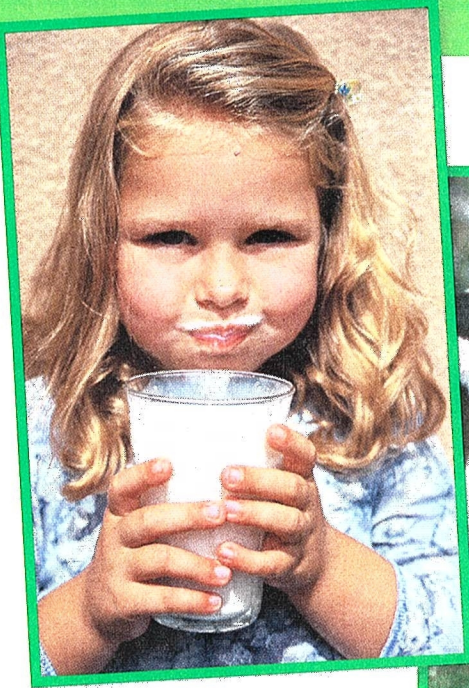
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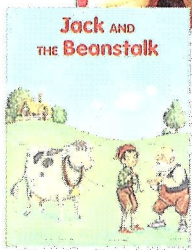
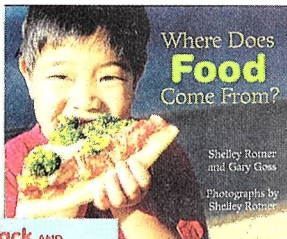
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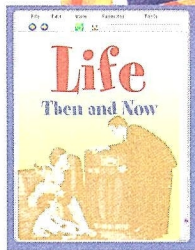
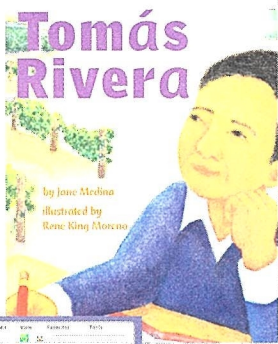
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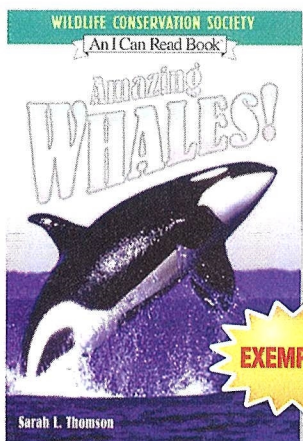
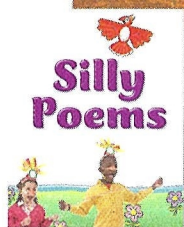
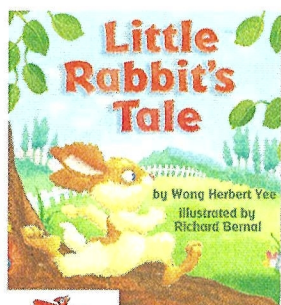
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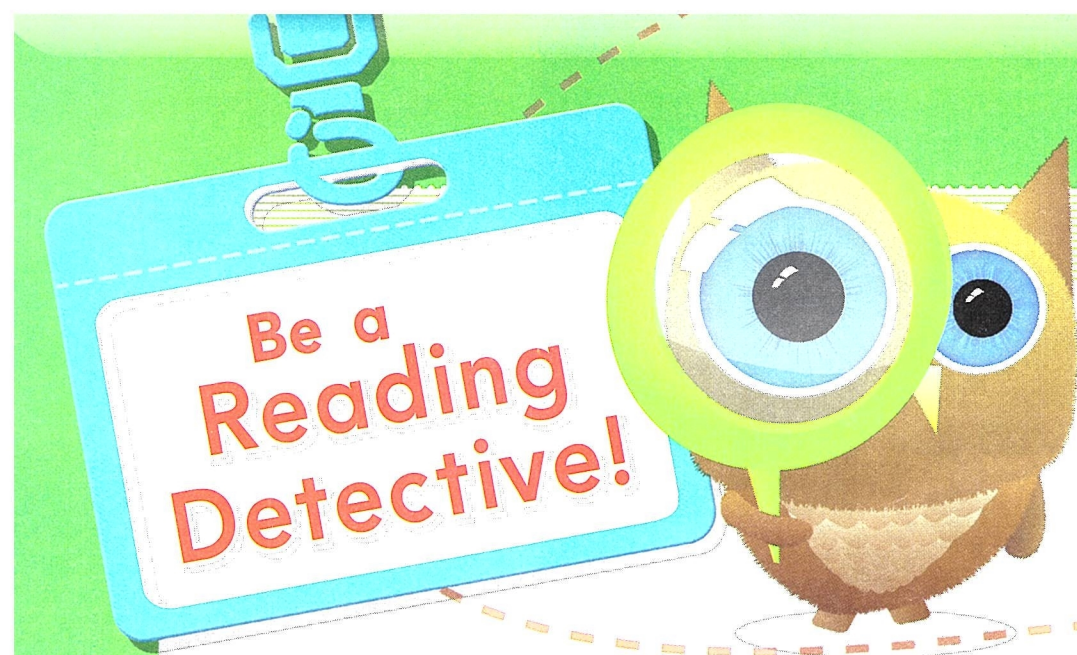
Amazing Whales!

INFORMATIONAL TEXT

by Sarah L. Thomson








## Be a Reading Detective!

Welcome, Reader!

Your help is needed to find clues in texts.

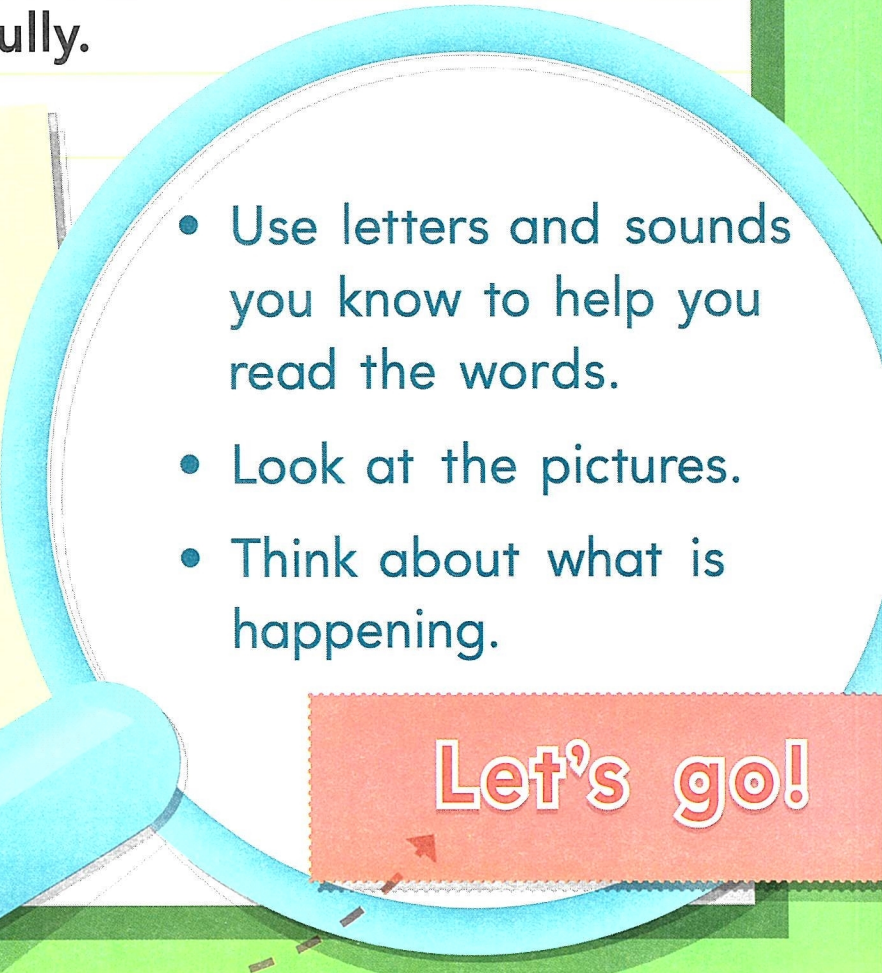
As a Reading Detective, you will need to ask lots of questions. You will also need to read carefully.



### myNotebook

As you read, mark up the text. Save your work to myNotebook.

- Highlight details.
- Add notes and questions.
- Add new words to myWordList.

- 
- Use letters and sounds you know to help you read the words.
  - Look at the pictures.
  - Think about what is happening.

Let's go!



## UNIT 4

# Exploring Together



Stream to Start

“Can't keep still all day...  
I like adventure, and I'm going to find one.”

— Louisa May Alcott

## Performance Task Preview

At the end of this unit, you will write a book report about a story you read. You will use details from the story to tell what you think of it.

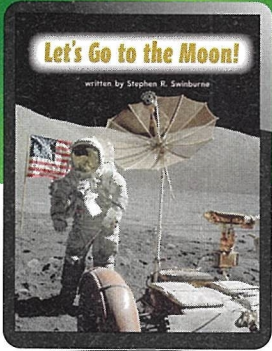


Channel One News®



# Lesson

# 16



## Q LANGUAGE DETECTIVE

### Talk About Words

**Verbs** are words that tell what people and animals do. Work with a partner. Find the blue words that are verbs. Use them in complete sentences.



Add new words to **myWordList**. Use them in your speaking and writing.

# Words to Know



- ▶ Read each **Context Card**.
- ▶ Choose two blue words. Use them in sentences.

1

**think**

What do you **think** space is like?



2

**bring**

Spaceships can **bring** astronauts to space.





3

**before**

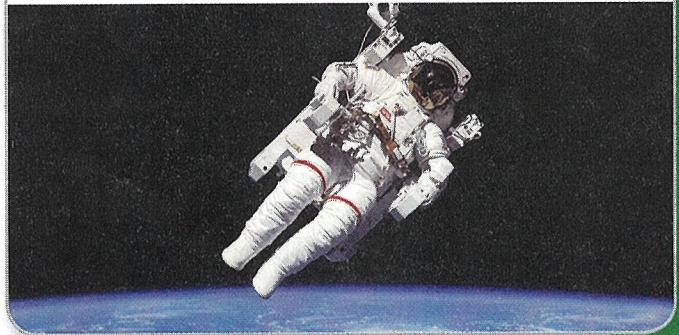
Astronauts practice flying **before** their trip.



4

**light**

People feel very **light** floating in space.



5

**because**

Astronauts like to jump **because** it is fun!



6

**carry**

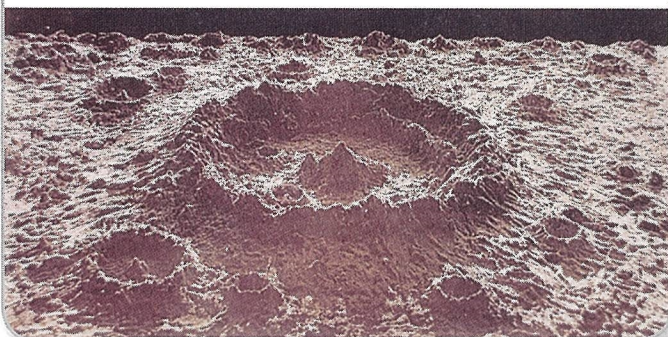
Astronauts **carry** tools to work with.



7

**show**

Pictures **show** us what the Moon is like.



8

**around**

You can see clouds all **around** Earth.







# Read and Comprehend

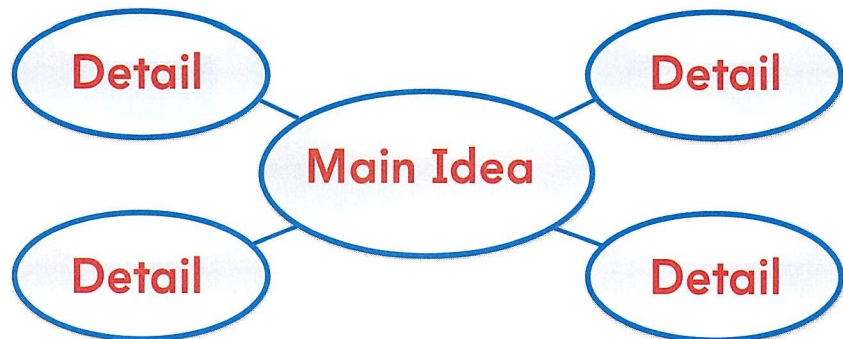


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## ✓ TARGET SKILL

---

**Main Idea and Details** The **topic** is the one big idea that the whole selection is about. The **main idea** is the most important idea about the topic. As you read, think about the **details**, or facts, that tell more about the main idea. You can list the main idea and details about the topic on a web.



---

## ✓ TARGET STRATEGY

---

**Question** Ask questions about what you read. Look for text evidence to answer.



## Astronauts

Astronauts travel into space. Before they go, they plan what to bring. They have to bring food to last the whole trip. They also bring tools that help them work in space. They bring cameras to show people back on Earth what space looks like. You will read more about astronauts in **Let's Go to the Moon!**



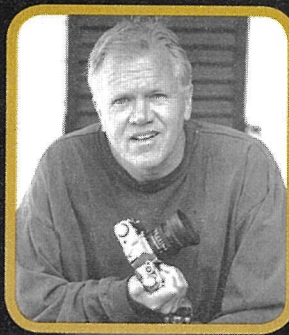
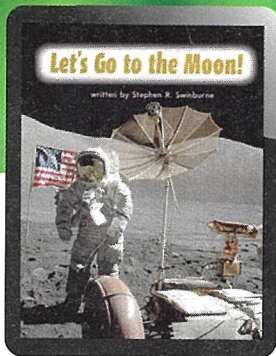
Think | Pair | Share

Would you like to go to the Moon? Why? Think about it. Complete the sentence: I would like to go to the Moon because \_\_\_\_\_. Share your answer.





# ANCHOR TEXT



Meet the Author

## Stephen R. Swinburne

Steve Swinburne has never been to the Moon, but he loves to travel and explore new places here on Earth. His trips have brought him close to bears, bobcats, and wolves! He has written many books about the things he has seen.

 **GENRE**

**Informational text**

gives facts about a topic. As you read, look for:

- ▶ words that tell facts
- ▶ photos that show the real world



# Let's Go to the Moon!

written by Stephen R. Swinburne



## ESSENTIAL QUESTION

What do  
astronauts do?



# Blast Off!

Would you like to fly to the Moon? Let's go!



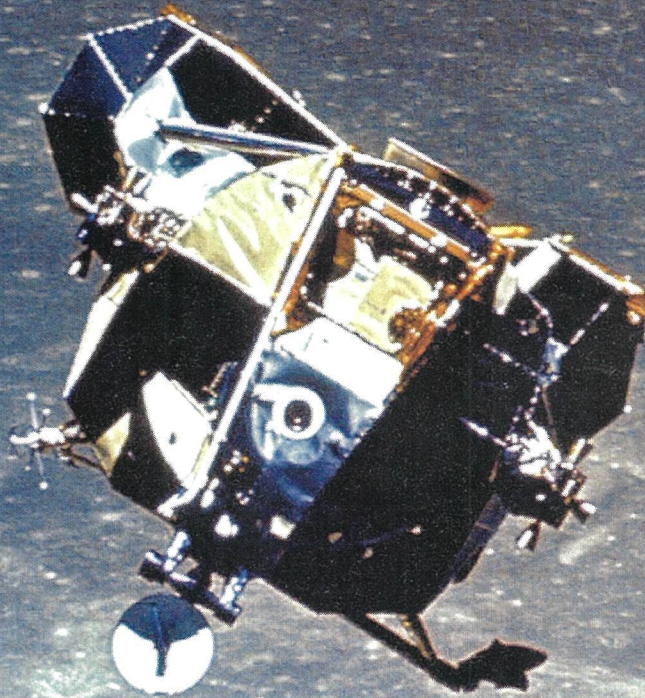
## ANALYZE THE TEXT

**Author's Purpose** Why do you think the author writes as if you are really blasting off to the Moon?

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 . . . BLAST OFF!

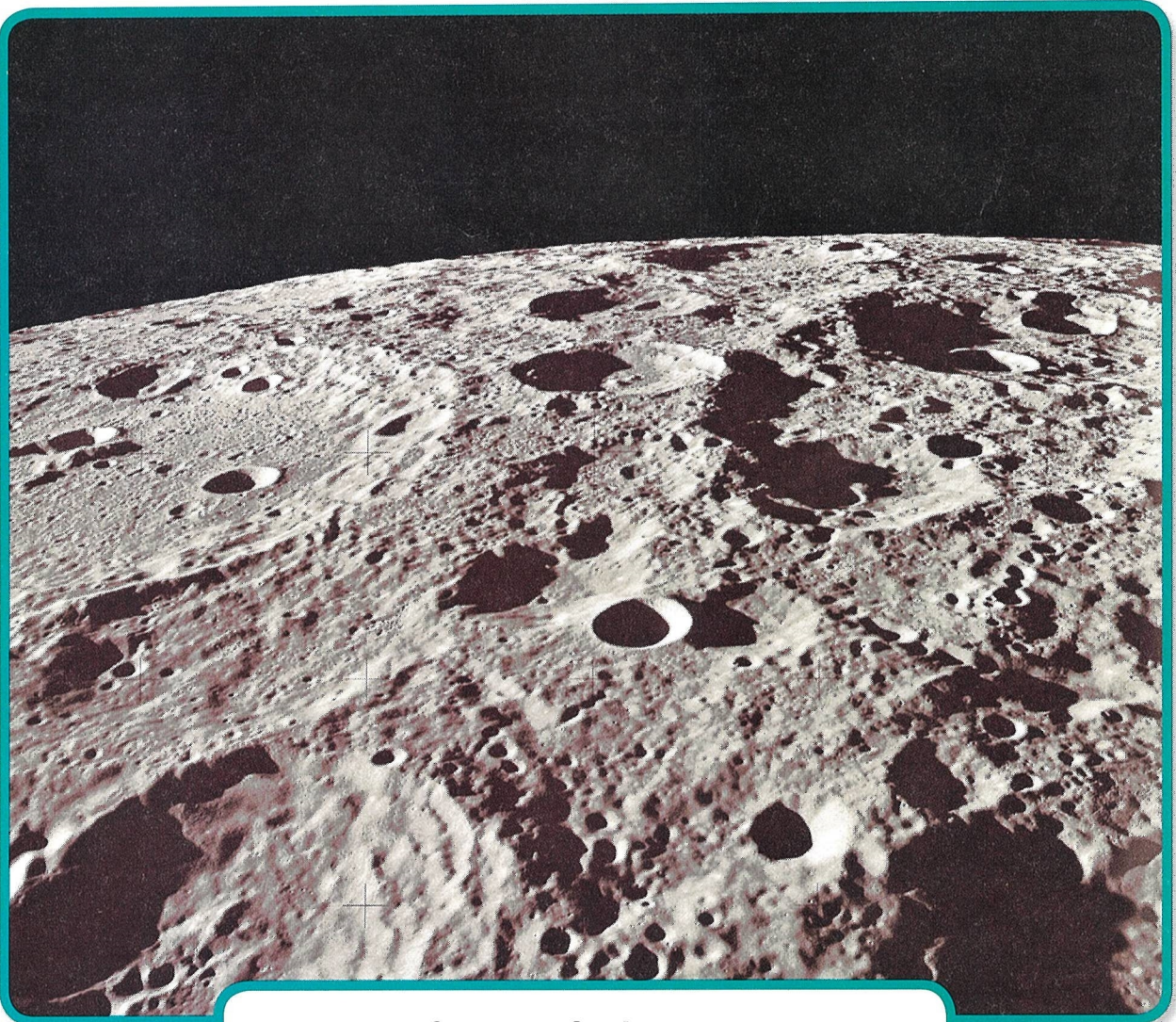


# The Flight



It can take four days to get to the Moon.  
A rocket helps us blast into space. We ride  
in the space ship at the top of the rocket.



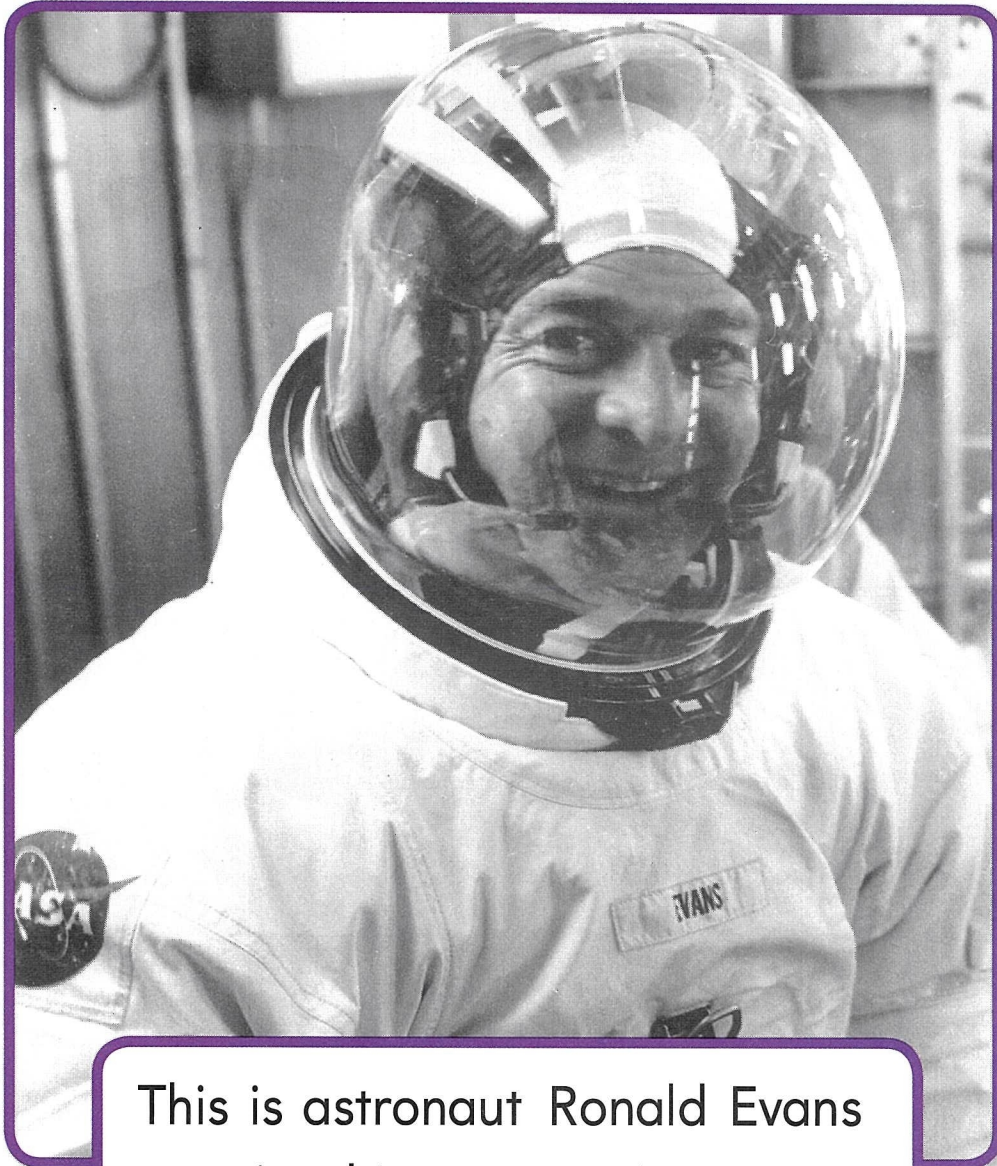


The surface of the Moon is dusty and has many craters.

There are no plants or animals on the Moon. There is no water or air. The Moon has rocks, dust, and craters. A crater is a big hole.



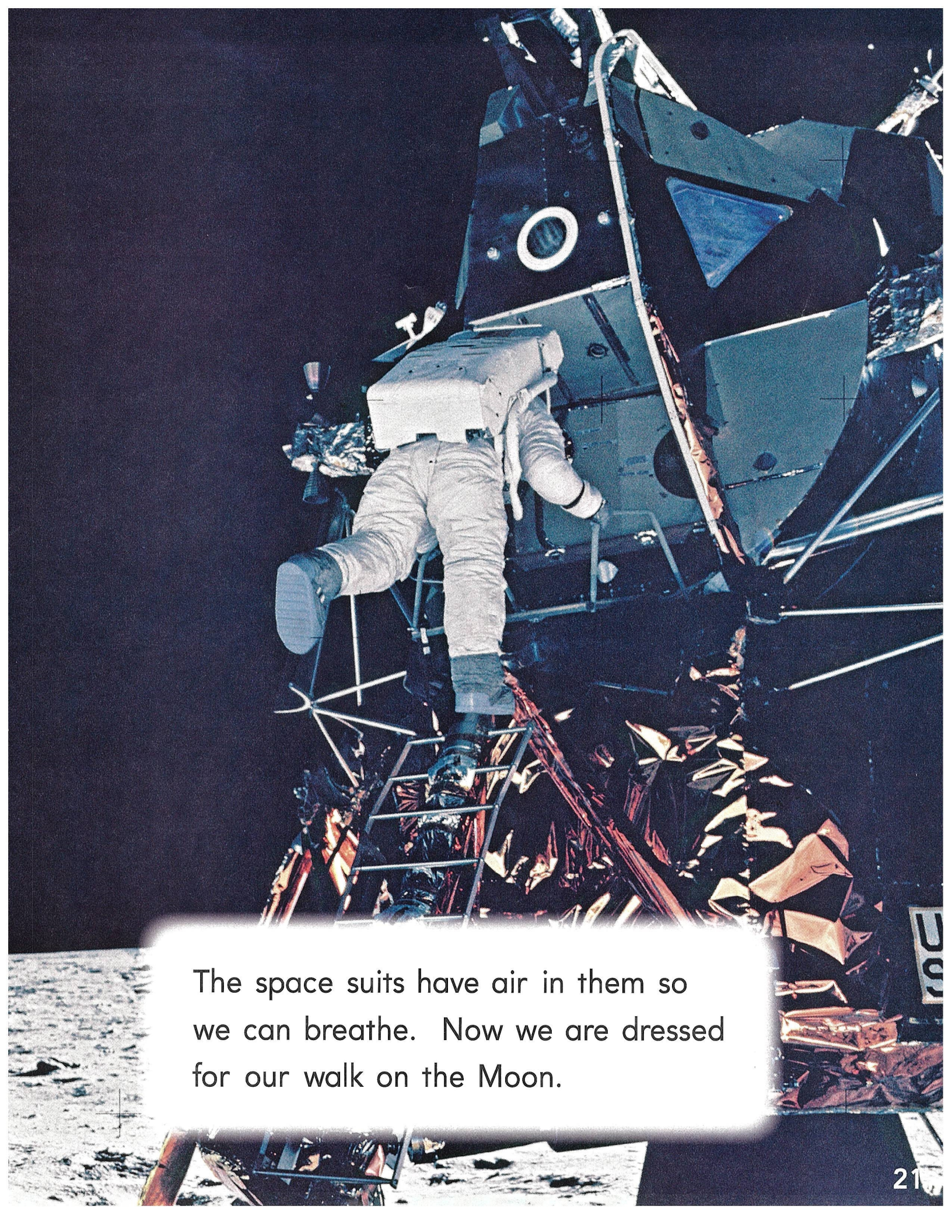
# Space Suits



This is astronaut Ronald Evans wearing his space suit.

It's time to put on our space suits. Space suits help keep our skin safe from the very hot sun and the very cold shade.

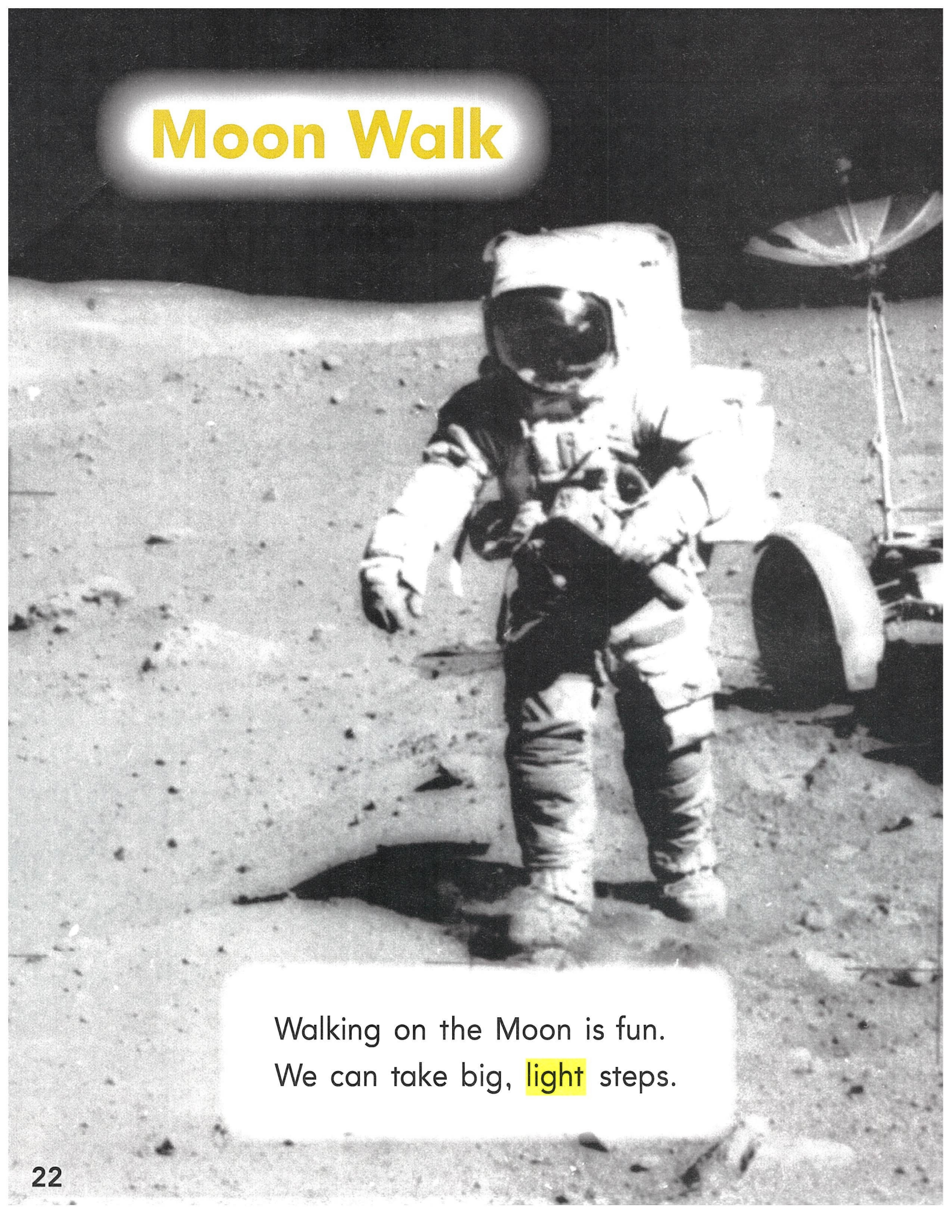


A photograph of an astronaut in a white space suit climbing a metal ladder on the lunar module. The astronaut is positioned vertically, with their head at the top and feet at the bottom. The lunar module is a complex structure with various panels, pipes, and a circular hatch. The background is the dark, cratered surface of the Moon. The text is overlaid on a white rectangular area at the bottom of the image.

The space suits have air in them so we can breathe. Now we are dressed for our walk on the Moon.



# Moon Walk



Walking on the Moon is fun.  
We can take big, **light** steps.

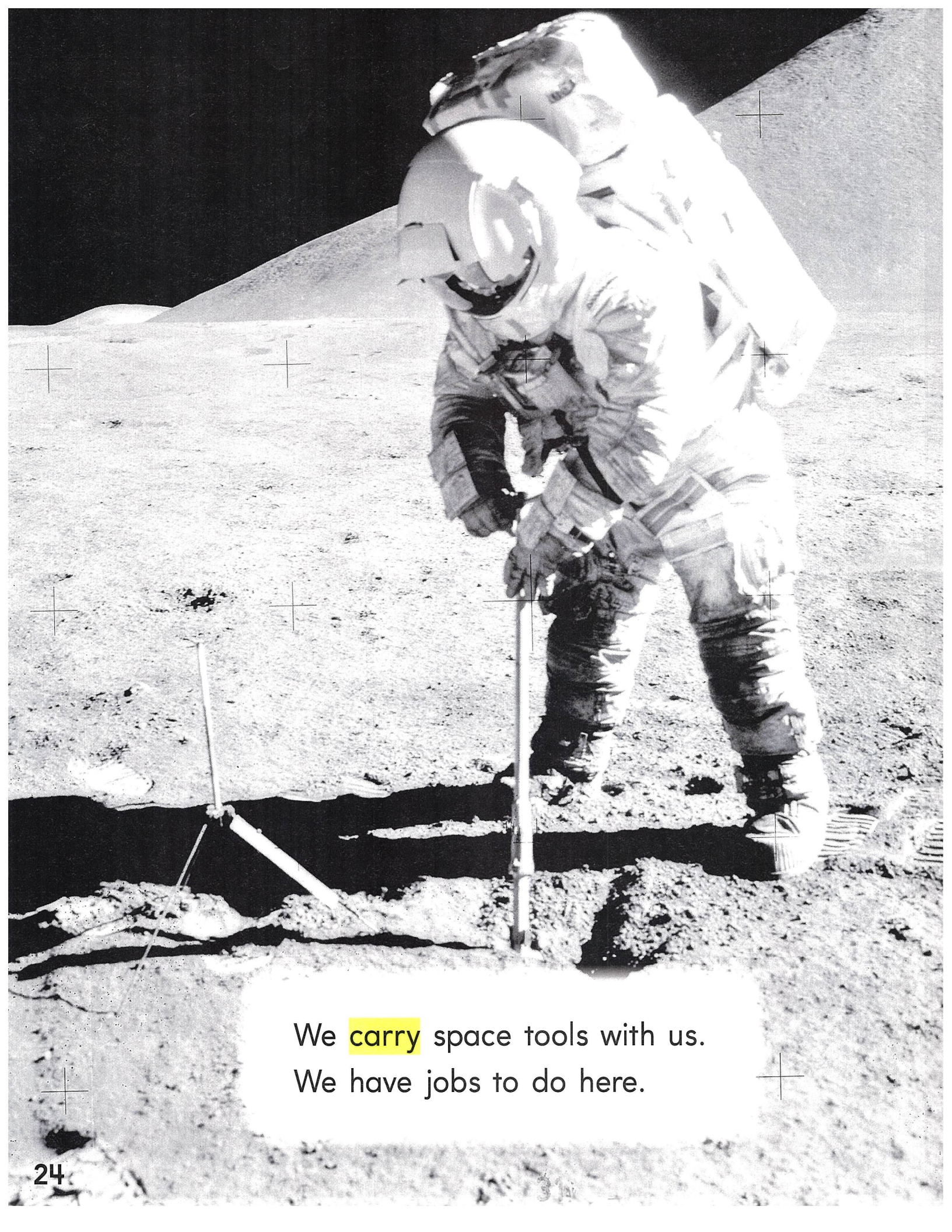


## ANALYZE THE TEXT

**Main Idea and Details** What is the main idea of the section called Moon Walk?

We are very light **because** the Moon has less gravity than Earth.





We carry space tools with us.  
We have jobs to do here.



# Moon Rocks



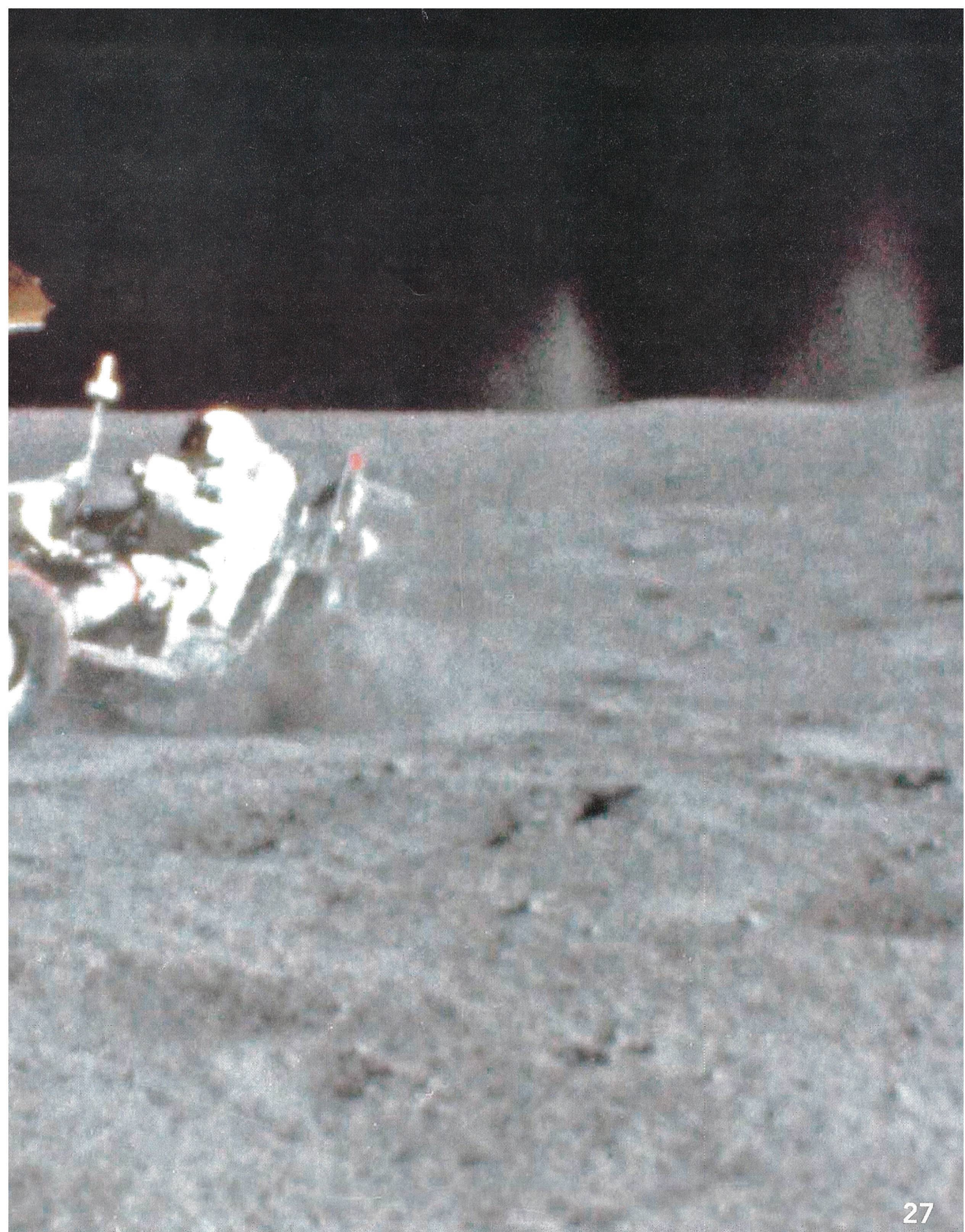
We find rocks and bits of dust to bring back home. We will show the rocks to people back on Earth.



# Lunar Rover

We drive **around** in our lunar rover. It's even more fun than walking in our fat space suits. Look at all the dust the lunar rover kicks up!





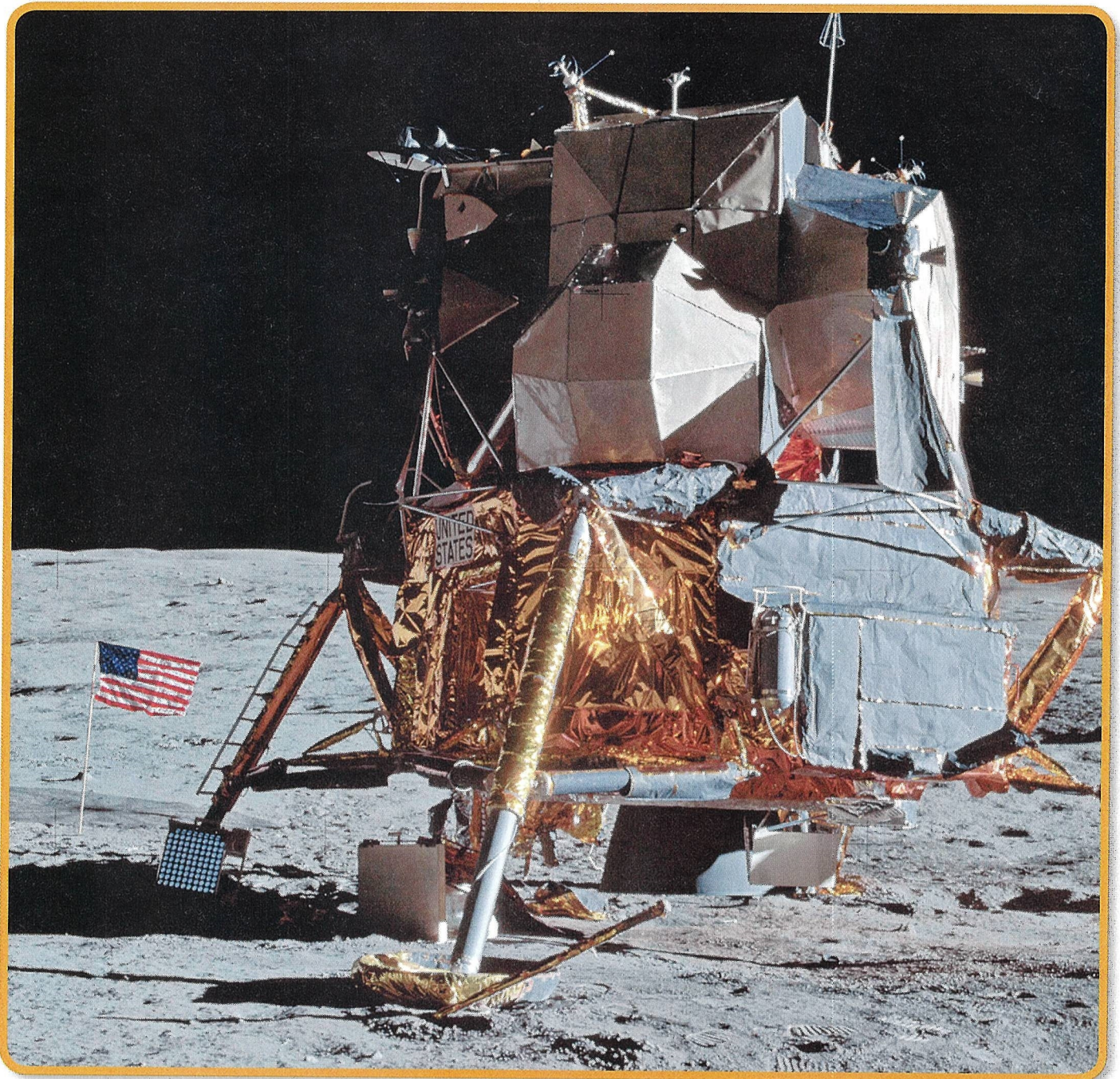


# Taking Pictures

A high-angle photograph of an astronaut's boot on the lunar surface. The boot is a heavy-duty, dark-colored boot with a thick, treaded sole. The lunar surface is dark, reddish-brown soil with numerous small rocks and craters. A small, dark, spherical object is visible on the ground in the lower-left quadrant. The background is a deep black, suggesting the void of space.

We take pictures of our footprints.





We take a picture of our space ship, too.





Our flag is up!



Let's take one last look **before**  
we go. We see rocks and dust.



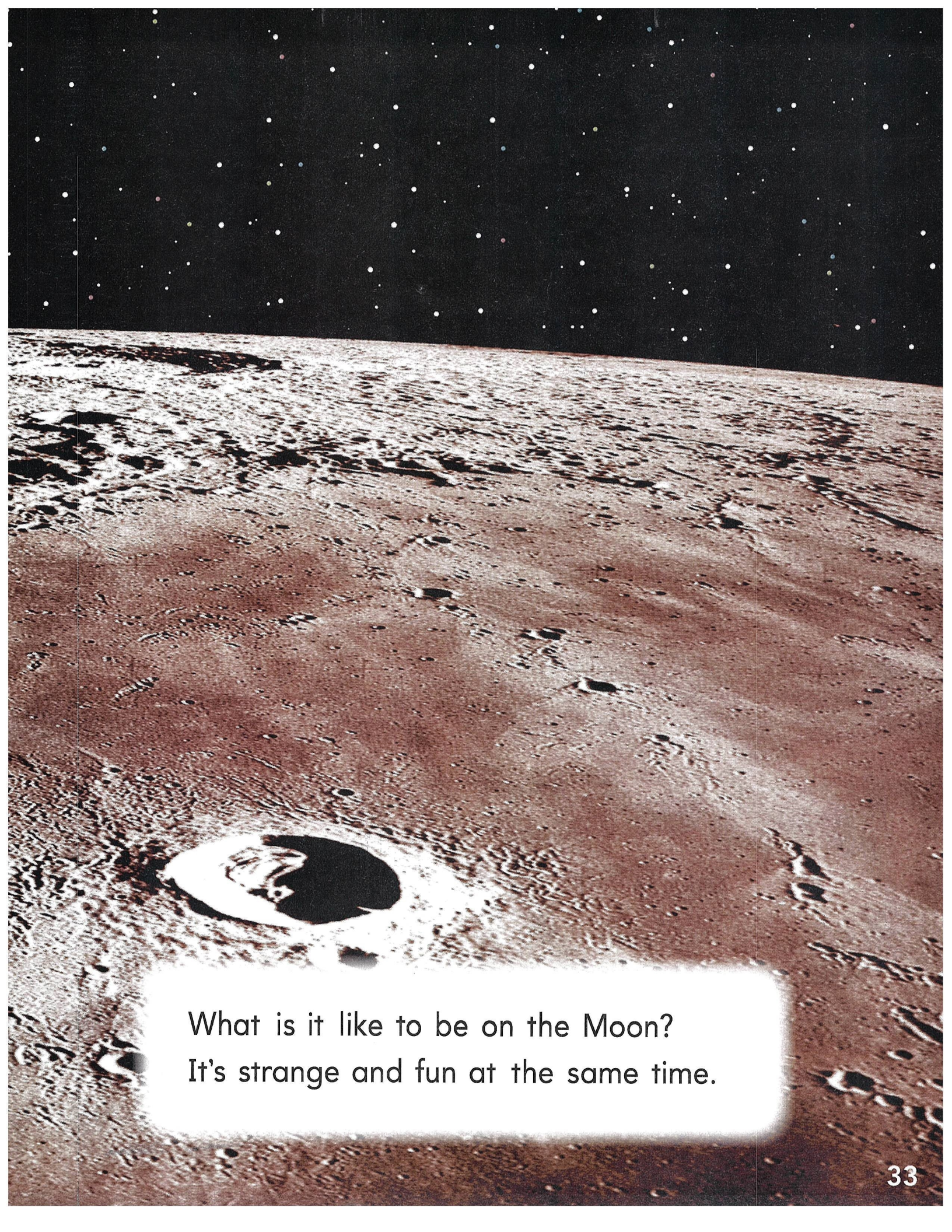


A photograph of the moon's surface, showing a vast, cratered landscape under a dark sky. The Earth is visible in the upper right corner, partially obscured by the moon's horizon. The text "Let's Go Home" is overlaid in a glowing yellow font at the top.

# Let's Go Home

It's time to go back home.



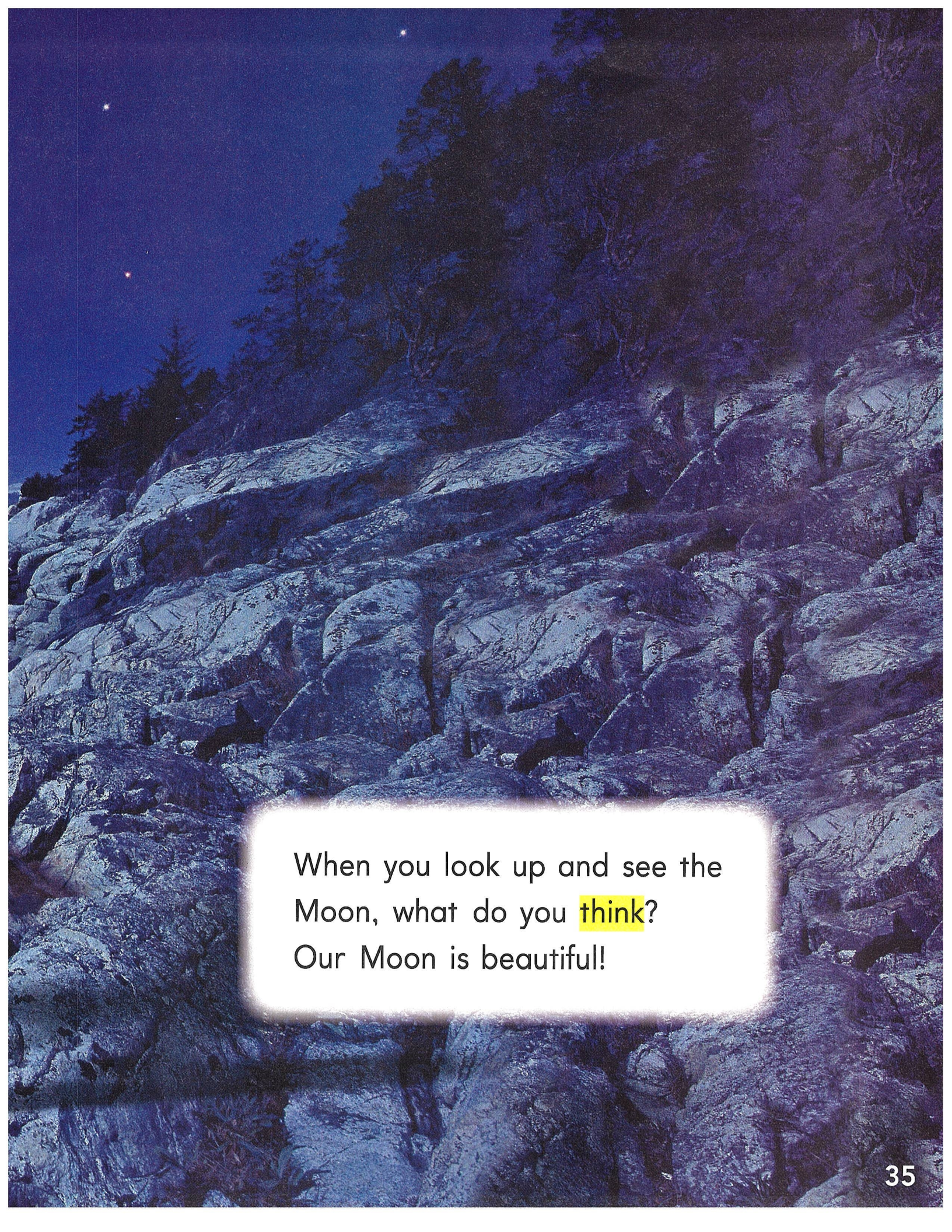


What is it like to be on the Moon?  
It's strange and fun at the same time.



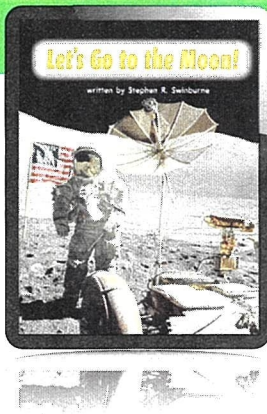






When you look up and see the  
Moon, what do you think?  
Our Moon is beautiful!





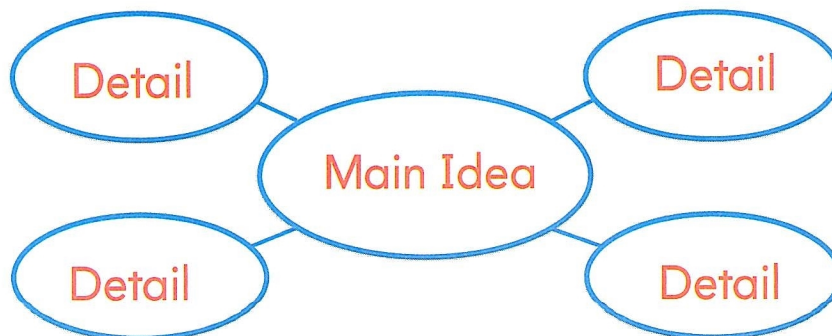
# Dig Deeper



Use Clues to Analyze the Text  
Use these pages to learn about Main Idea and Details and Author's Purpose. Then read *Let's Go to the Moon!* again.

## Main Idea and Details

The **topic** is the one big idea that a whole selection is about. Think about the topic in *Let's Go to the Moon!* What is the **main idea**, or the most important idea, about the topic? **Details** are important facts about the main idea. Show the main idea and details on a web.

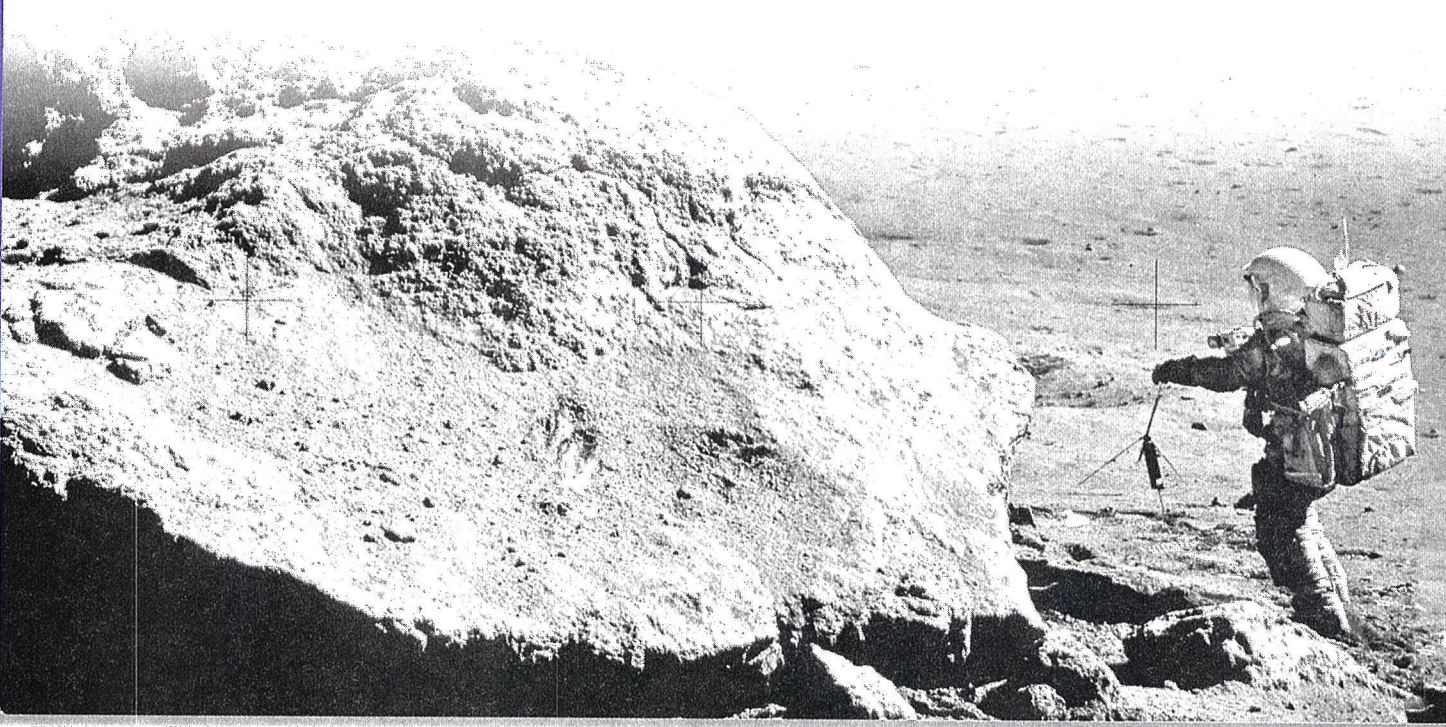




## Author's Purpose

Authors write for many reasons or purposes. They can write to make a reader laugh. They may write to teach the reader about a topic.

Think about what you learned in **Let's Go to the Moon!** Why do you think the author wrote the selection? As you read, find details and text evidence that help to show his purpose.





# Your Turn

## RETURN TO THE ESSENTIAL QUESTION

### Turn and Talk

What do astronauts do? Use new words you learned from the selection to describe the different jobs astronauts do. Give details to tell why you think each job is important. Explain your ideas clearly.



### Classroom Conversation

Now talk about these questions with your class.

- 1 How is the Moon different from Earth?
- 2 What do astronauts bring to the Moon?
- 3 Would you like to be an astronaut? Why or why not? Give reasons.

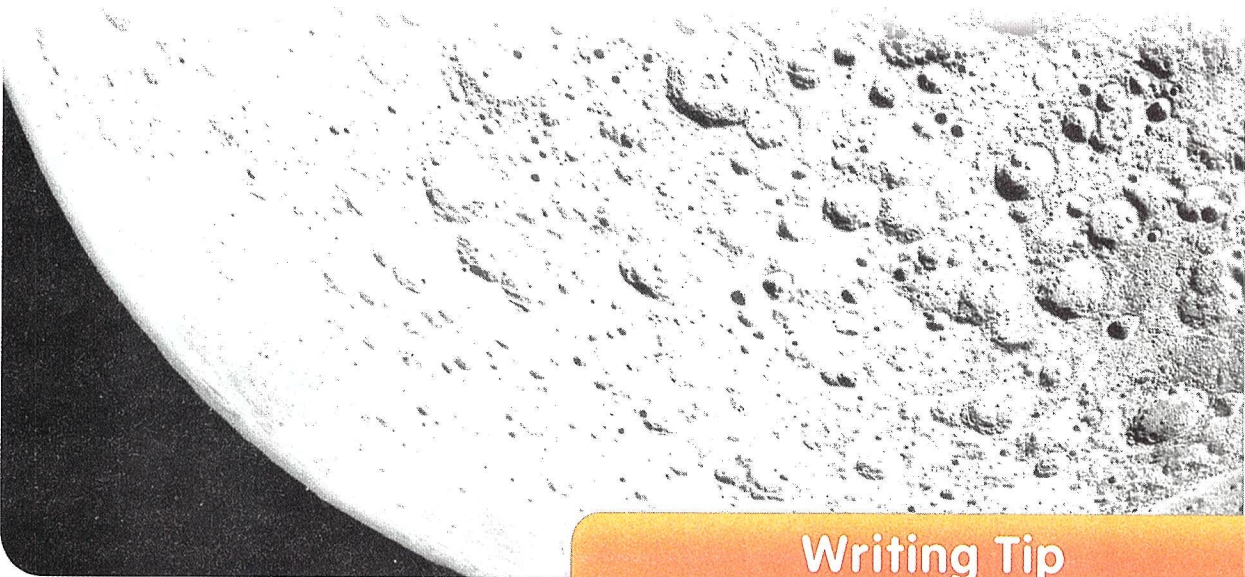


## Performance Task

### WRITE ABOUT READING



**Response** Think about what you learned about going to the Moon. What if you could meet the author of this selection? Write four questions you would like to ask him.

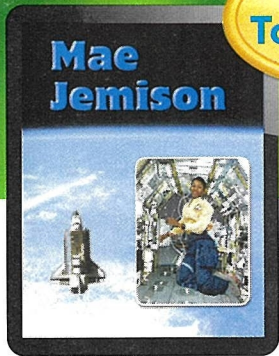


#### Writing Tip

Begin each question with a capital letter. End it with a question mark.



Read Together



### ✓ GENRE

A **biography** is a true story about events in a real person's life.

### ✓ TEXT FOCUS

A **time line** shows the order of events. Use the time line on page 42 to retell in order the important events in Mae Jemison's life.

# Mae Jemison


by Debbie O'Brien

Mae Jemison was born in Alabama. Mae knew she wanted to be a scientist when she grew up.

Mae studied very hard in college and became a doctor. She went to Africa because she wanted to help sick people there.

Here is Mae Jemison on the space shuttle. ►



A photograph of astronaut Mae Jemison inside a space shuttle. She is wearing a white flight suit with a NASA patch on the chest and blue cargo pants. She is smiling and looking towards the camera. The background shows the interior of the shuttle with various equipment, cables, and structural elements.

Later, Mae became an astronaut. She had to learn many things before she could go into space.

At last, Mae was ready to fly in the space shuttle. The astronauts had to bring equipment with them. They had to carry food, too. Mae could move around easily in space. She felt light as a feather.



Now Mae has her own company. She wants people to think about science. She tries to show people how science helps them every day.



Mae becomes a doctor.



Mae starts her company.

1980 1981

1987

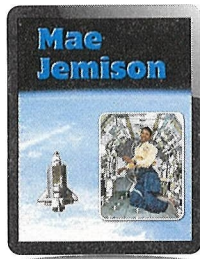
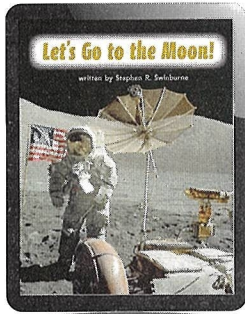
1993

1995

Mae becomes an astronaut.







# Compare Texts



## TEXT TO TEXT

**Compare Selections** List ideas and information that are alike in **Mae Jemison** and **Let's Go to the Moon!**



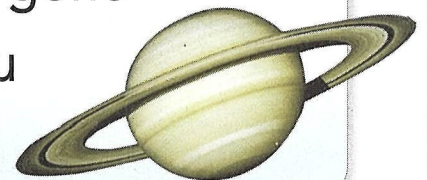
## TEXT TO SELF

**Tell Main Ideas** Tell a partner the most important things you learned about being an astronaut. Use text evidence to explain your ideas clearly.



## TEXT TO WORLD

**Draw and Share** Find a picture of a real planet. Pretend that you have gone there. Draw a picture of things you discovered. Tell about the planet.





# Grammar

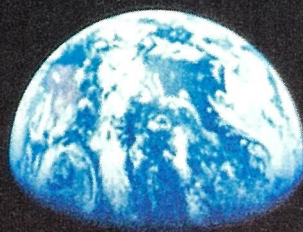
**Questions** A sentence that asks something is called a **question**. A question always begins with a capital letter and ends with a question mark.

Read  
Together

What is it like on the moon?

Are there any mountains?

Do plants and animals live there?

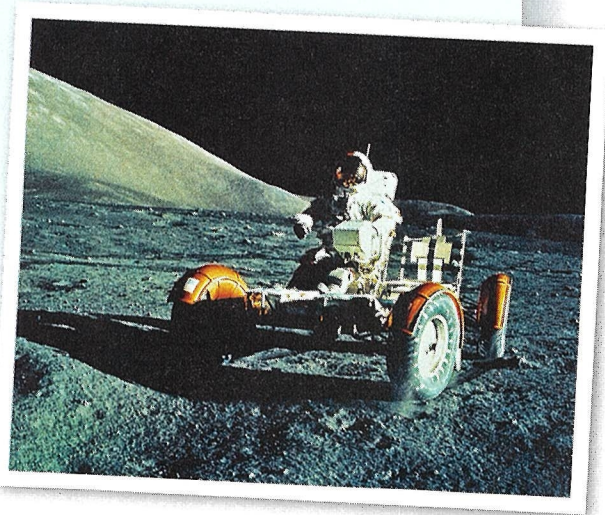




## Try This!

Write each question correctly. Use another sheet of paper.

1. what do astronauts do on the moon
2. do they wear space suits
3. can they jump really far
4. does their buggy go fast
5. why do they take pictures




## Connect Grammar to Writing

When you revise your writing, try using some questions.



# Narrative Writing



 **Purpose** When you are writing **sentences about yourself**, be sure all your sentences are about one main idea.






Kim wrote about a cave she saw. Later, she took out a sentence that didn't belong.

## Revised Draft

My family and I found a cave.  
It was very dark inside.  
~~I like the woods.~~

## Writing Checklist

-  **Purpose** Do all my sentences tell about one main idea?
-  Does each sentence begin with a capital letter?
-  Does each sentence end with the correct mark?



Look for the main idea in Kim's final copy. Then revise your writing. Use the Checklist.



### Final Copy



## A Big Surprise

My family and I found a cave.

It was very dark inside.

We had a big surprise when some bats flew out!

We'll always remember that day.

