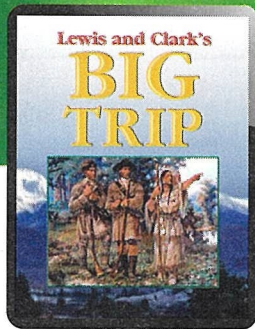
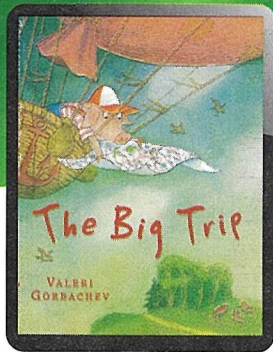


Lesson

17



Q LANGUAGE DETECTIVE

Talk About Words
Work with a partner.
Read the sentences on
the **Context Cards**.
Turn two of the
sentences into just
one sentence. Make
sure it is a complete
sentence.

Words to Know

Read
Together

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a blue word.

1

there

There are many ways
to travel safely.



2

by

Wear a helmet when
traveling **by** bike.



3

sure

Be **sure** to buckle your seat belt!



4

could

You **could** walk to the bus with a buddy.



5

don't

Don't stand while the school bus is moving.



6

car

A **car** should always stop at a STOP sign.



7

about

These children know **about** bike safety.



8

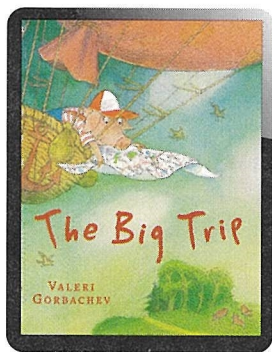
maybe

Maybe you can help someone be safe.



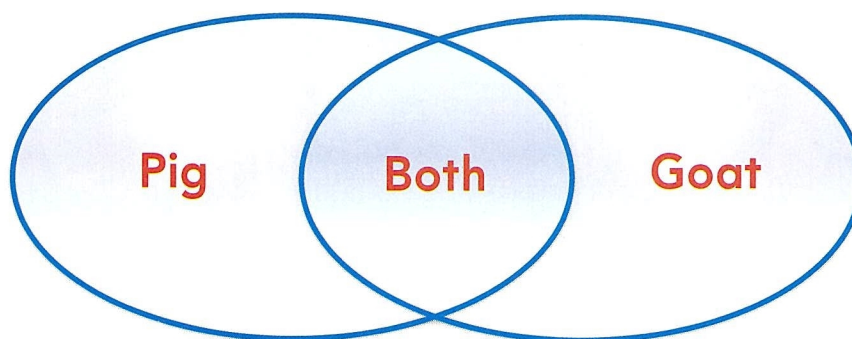


Read and Comprehend



✓ TARGET SKILL

Compare and Contrast How are the characters in a story alike? How are they different? Good readers **compare** and **contrast** characters to understand what they are like and why they act as they do. You can use a diagram to **compare** and **contrast** characters or ideas in a story.



✓ TARGET STRATEGY

Visualize To understand a story, picture in your mind what is happening as you read.

PREVIEW THE TOPIC

Ways to Travel

How can you get from one place to another? You could go by car. You could take a train. You could ride a bike. You could run, hop, or skip. You will read about traveling in **The Big Trip**.

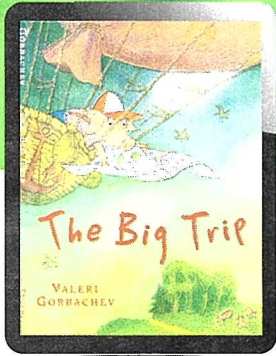


Talk About It

What do you know about traveling? Think about it. Complete the sentences. Talk about your ideas.
I know _____. I would like to know more about _____.

Lesson 17

ANCHOR TEXT



✓ GENRE

A **fantasy** is a story that could not happen in real life.

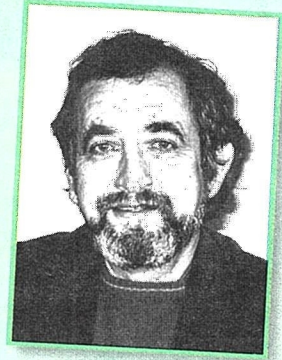
As you read, look for:

- ▶ events that could not really happen
- ▶ animals who act like people

Meet the Author
and Illustrator

Valeri Gorbachev

Valeri Gorbachev says, "I love to draw for children and to create books when I am both author and illustrator."



He also illustrates books for many other authors. To read more about Pig and Goat, look for **Where Is the Apple Pie?** and **One Rainy Day**.





The Big Trip

by
**VALERI
GORBACHEV**



ESSENTIAL QUESTION

What are some
different ways
to travel?

"I am going to take a trip far away,"
Pig said to Goat one day.

"How will you go?" asked Goat.



“Let me think for a moment,” said Pig. “Maybe I will go by bike—that will be a very nice trip.”

“Oh, dear,” said Goat. “You could fall off a bike.”



EXIT ONLY

"Ah," said Pig. "Then I will drive a **car.**"



"It's not a good idea, Pig," said Goat.
"A car can break down!"

ANALYZE THE TEXT

Compare and Contrast How do Pig and Goat each feel about taking a trip by car?



“Oh,” said Pig. “Then I will go by horse on my trip.”



“I’m not **sure about** that,” said Goat.
“Horses can be very jumpy!”



“Okay,” said Pig. “Then I am going to go by donkey cart—a donkey is very quiet.”



“Not good, not good,” said Goat.
“Donkeys can be very stubborn!”



"Then I will go by train," said Pig.



"Oh, Pig, oh, Pig," said Goat,
"a train could get stuck in a tunnel!"





"Good point, Goat," said Pig.

"Then I will fly by plane."

"What if the engine stops!" said Goat.

"You'd have to parachute."

"True," said Pig. "Then I will go by hot air balloon."



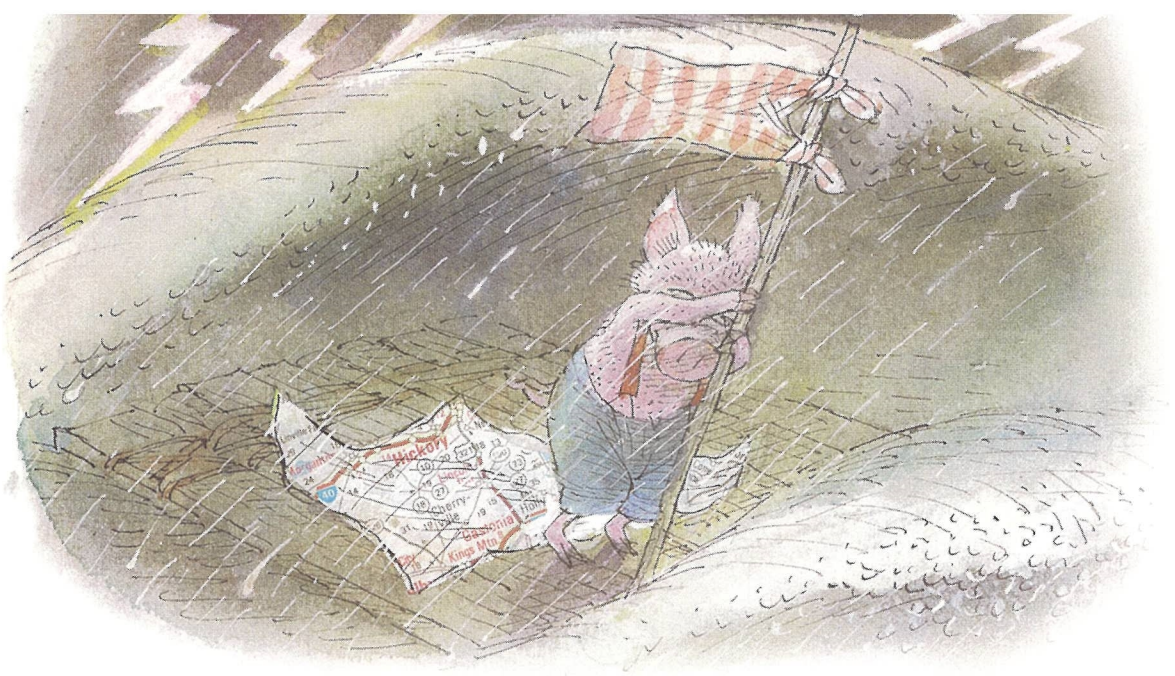


“The hot air balloon could have a hole!”
said Goat.

“Okay. I will not travel by land. I will
not travel by air. I will go by sea,” said Pig.
“On a ship.”

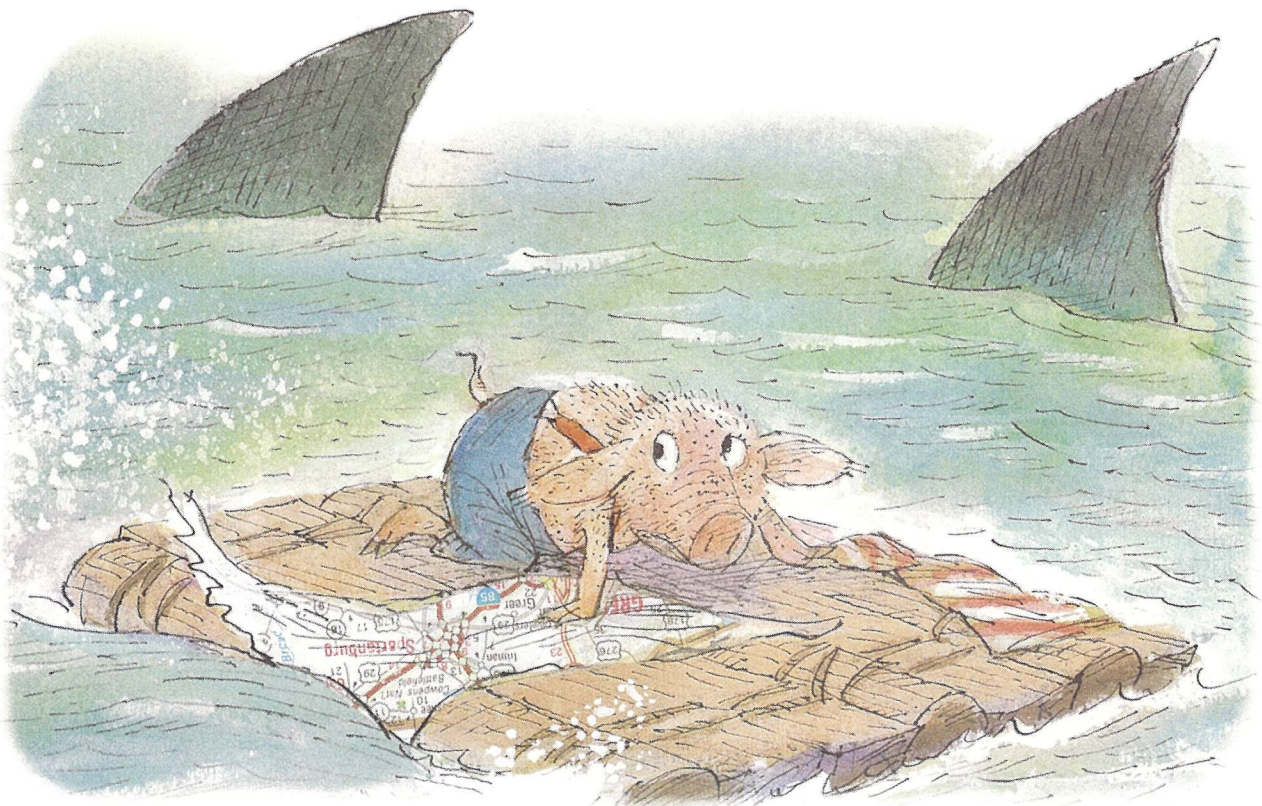
ANALYZE THE TEXT

Dialogue How do you know
Goat and Pig are speaking?
What do they say?



“Oh, no!” exclaimed Goat. “**Don’t** do it! The ship could run into a reef when passing through fog.”

“Or run into a heavy storm at sea, and **there** are sharks all around at sea, so many, you couldn’t count them!”



“And you could find yourself alone on a desert island in the middle of the ocean with pirates that could come on that desert island by pirate ship!”

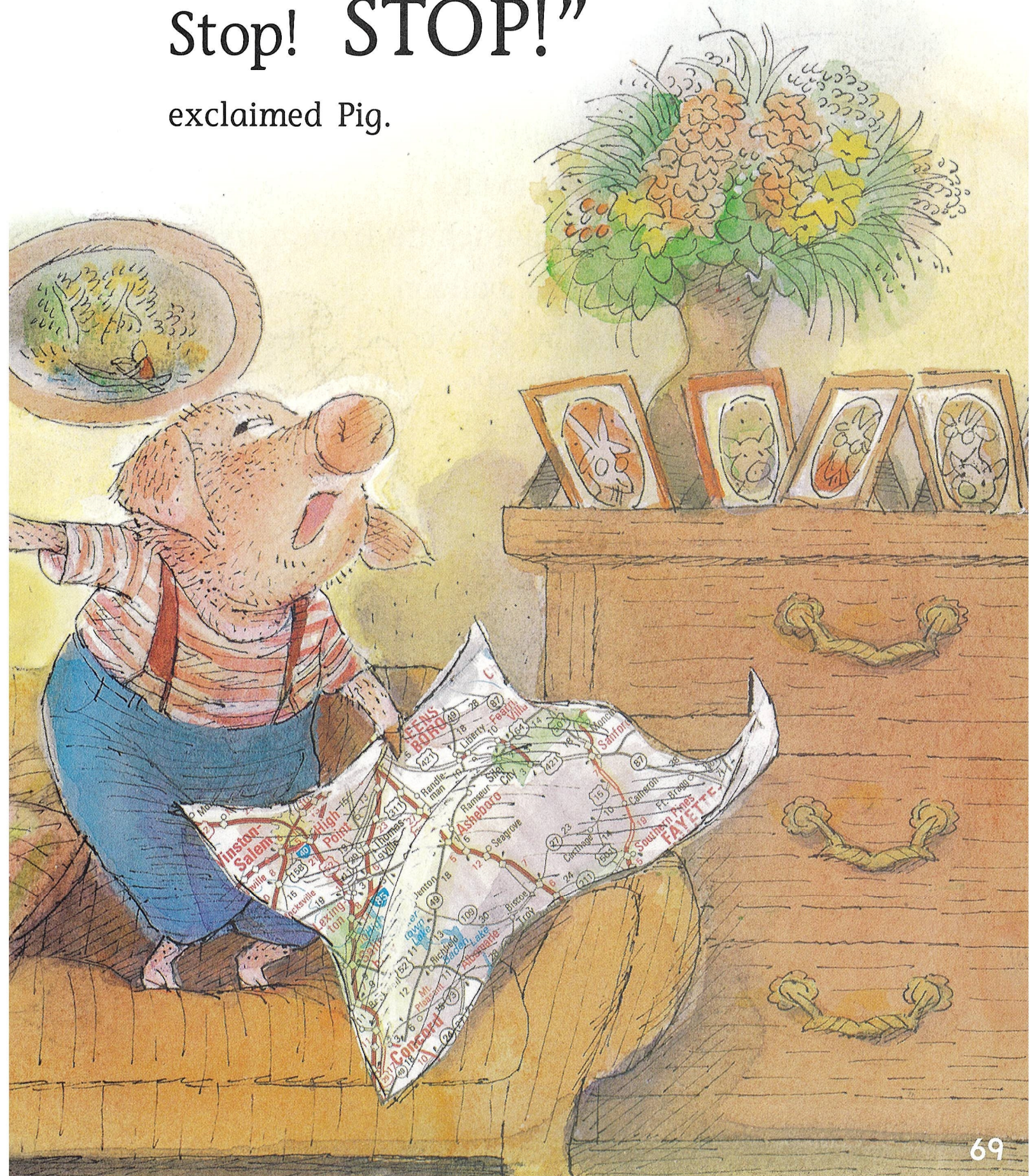


"Stop!"



Stop! STOP!"

exclaimed Pig.



"I could fall off a bike
break down in a car
get thrown by a horse
never get there with a donkey
or get stuck on a train.

I might have to parachute from a plane
or from a hot air balloon
and traveling by ship could bring
me many troubles!"



"So, I will not go anywhere," said Pig.
"Having a big trip is a very scary thing."

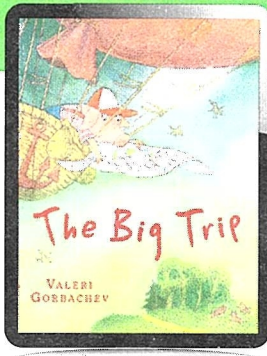
"Unless . . . ," said Goat, looking at Pig,







"you go with a friend."



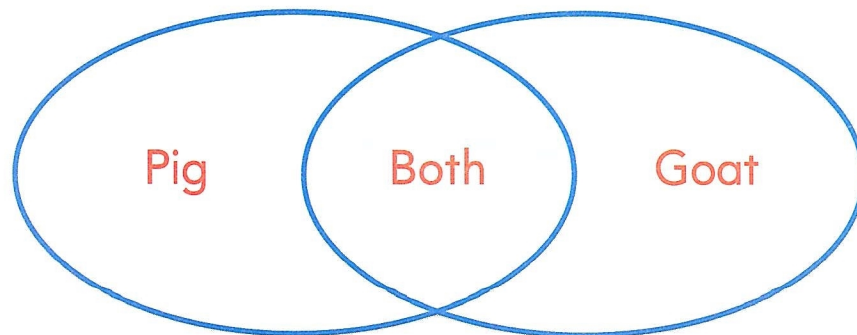
Dig Deeper

Read
Together

Use Clues to Analyze the Text
Use these pages to learn about
Comparing and Contrasting and
Dialogue. Then read *The Big Trip* again.

Compare and Contrast

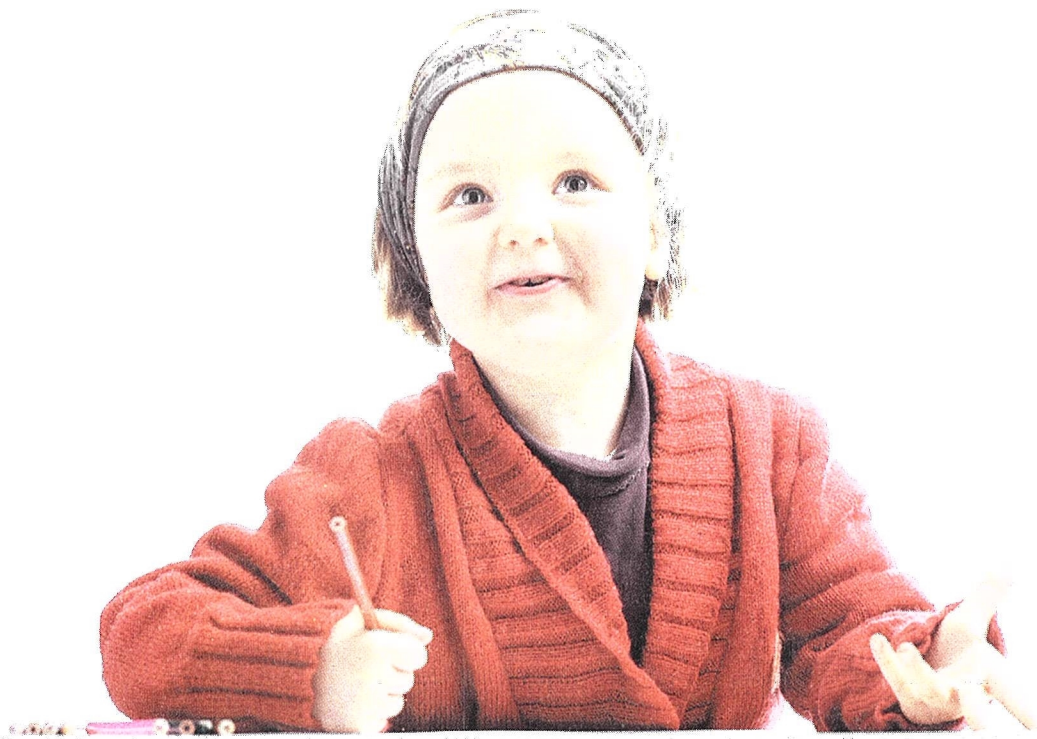
Goat and Pig are characters in *The Big Trip*. How are Pig and Goat different? How are they alike? You can use a diagram like this to **compare** and **contrast** things about Pig and Goat. Think about their feelings about travel, their actions, and their ideas.



Dialogue

The words a character says are called **dialogue**. Quotation marks go around the words. The word **said** can show who is talking. Writers use dialogue to show what characters say, think, and feel.

You can tell by the dialogue that Pig and Goat take turns telling the story. As you read, think about who is talking and how the characters would say the words.

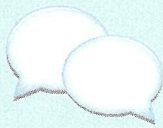


Your Turn

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

What are some different ways to travel? What are some ways Pig and Goat talk about in the story? Choose two ways to travel. Take turns with a partner describing one clearly and acting it out.



Classroom Conversation

Now talk about these questions with your class.

- 1 How are Goat and Pig different? How are they alike?
- 2 What problem do Pig and Goat have? How do they solve it?
- 3 Which way to travel would you choose?

Performance Task

WRITE ABOUT READING



Response Do you think Pig should travel by car or by bike? Write a sentence to tell which way you think is best for Pig. Write more sentences to give reasons why. Use text evidence to help you explain your ideas.



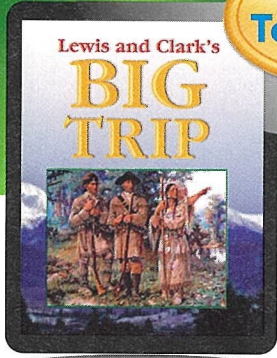
Writing Tip

Use **because** and **so** to show how your opinion and reasons go together.

Lesson 17

INFORMATIONAL TEXT

Read
Together



✓ GENRE

Informational text gives facts about a topic. This is a social studies article. Look for facts about the explorers as you read.

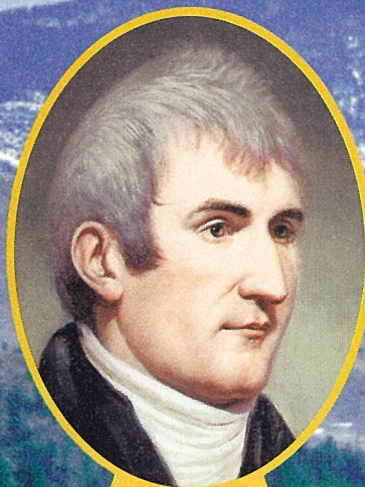
✓ TEXT FOCUS

A **map** is a drawing of a place. It can show a town, state, or country. A map **key** tells what the symbols on a map mean. What do the map symbols mean on page 80? Use the key.

Lewis and Clark's

BIG TRIP

Meriwether Lewis and William Clark were explorers who traveled across North America many years ago. They walked, rode horses, and traveled by boat. They wrote about their trip in journals.



Lewis



Clark

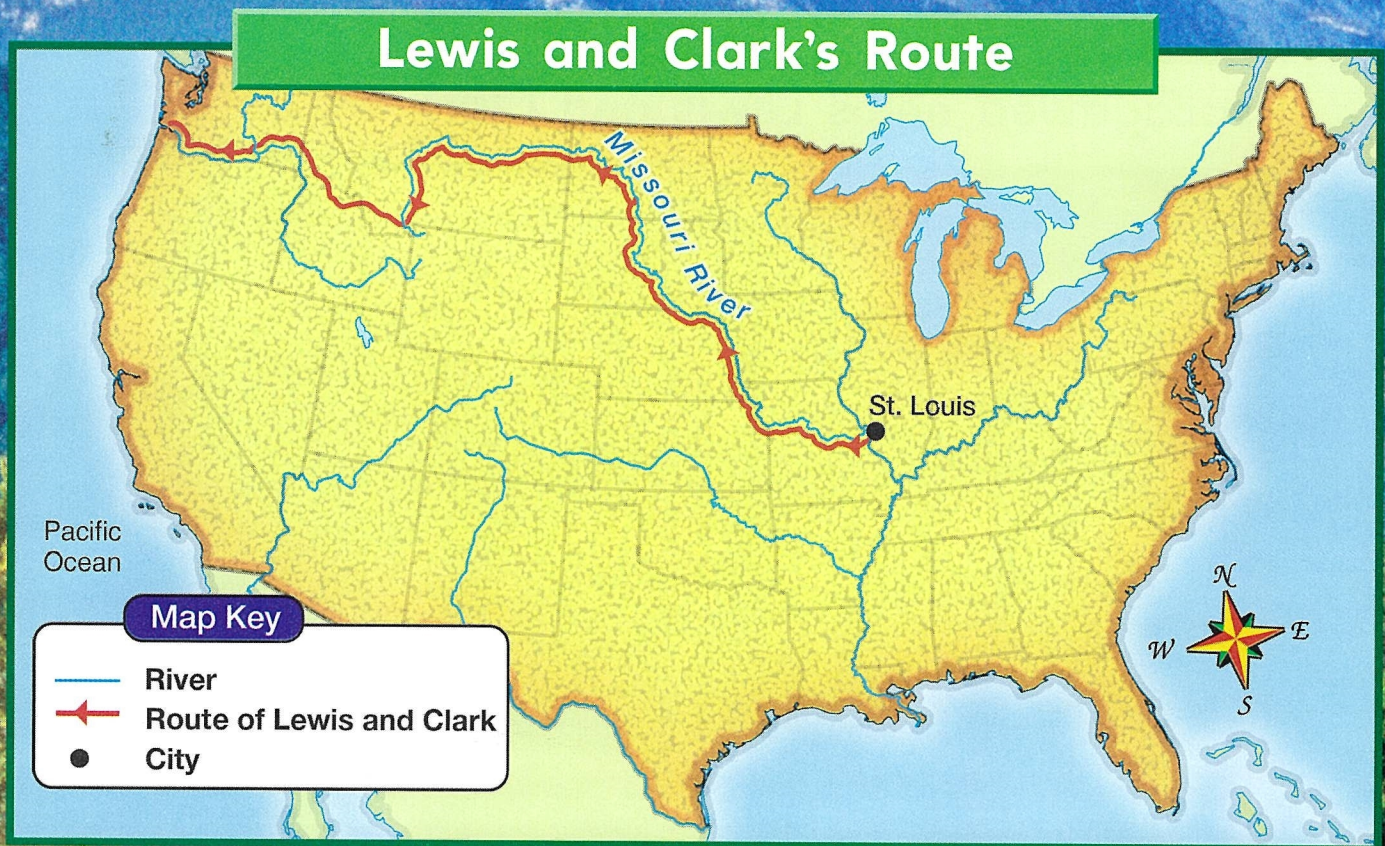
Lewis and Clark asked an American Indian named Sacagawea to go with them. The explorers were sure she could help them talk with other American Indians on the way.

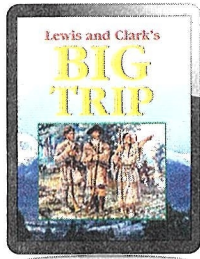
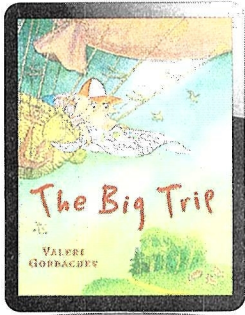
One day they came to an American Indian village. Maybe Sacagawea could speak with the people there. She did, and they gave the explorers supplies and horses.

Sacagawea helps Lewis and Clark.



Sacagawea knew good paths across mountains and through forests. It took the explorers about two years to finish their trip. People can travel the same route today by car.





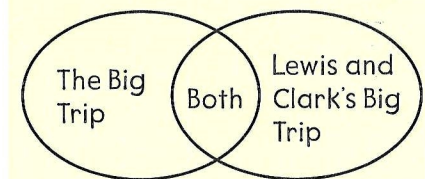
Compare Texts



TEXT TO TEXT

Compare Trips Both selections tell about trips. Tell how the trips are the same and different.

Fill in a diagram with a partner.



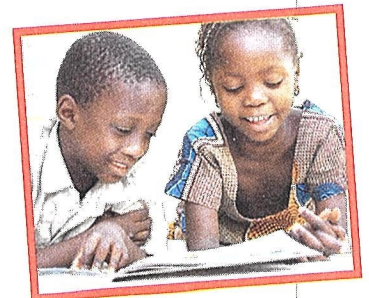
TEXT TO SELF

Write About a Trip Write sentences to tell about a trip you took. Tell what happened first, next, and last.



TEXT TO WORLD

Learn About the Past What information did you read in **Lewis and Clark's Big Trip**? What did you learn from the pictures and map?



Grammar

Compound Sentences Compound sentences are made up of two shorter sentences. The two sentences are connected by words such as **and**, **or**, and **but**.

Read Together

Compound Sentences

Sentence	Connecting Word	Sentence
Pig got on a train,	and	he went to the next town.
Is it fast,	or	is it slow?
The trip was long,	but	it was lots of fun.



Try This!

Read aloud each sentence with a partner. Decide if it is a compound sentence. Then write each compound sentence on a sheet of paper. Underline the two short sentences.

1. Pig got a map, and Goat helped him read it.
2. Is the bus on time, or is it late?
3. Pig and Goat ate a snack.
4. Pack your backpack, and bring the map.
5. They will take a train or a bus.
6. I like cars, but planes are faster.




Connect Grammar to Writing

When you revise your writing, use some compound sentences to make your writing more interesting.

Narrative Writing



 **Development** When you write **sentences about yourself**, help readers picture what you did. Use details that tell where and when.






Sam wrote about a trip he took. Later, he added words that tell where he was.

Revised Draft

My family went camping.
by a lake
We set up our new tent.
^

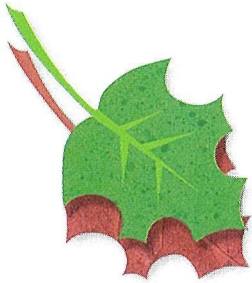
Writing Checklist

-  **Development** Do my sentences have details that tell where and when?
-  Did I write clear letters and use a space between words?
-  Does each sentence end with the correct mark?

Look in Sam's final copy for words that tell where and when. Then revise your own writing. Use the Checklist.



Final Copy



Our Camping Trip

My family went camping.

First, we set up our new tent by a lake.

The next day I was so happy because we rode in a canoe!
It was a great trip.

