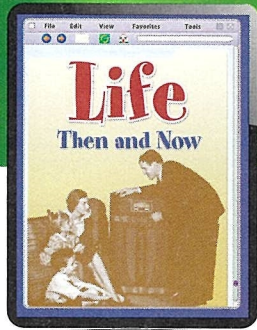
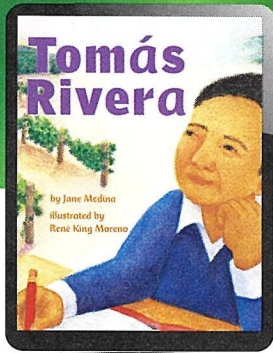


Lesson

19



Q LANGUAGE DETECTIVE

Talk About Words
Work with a partner. Choose one of the sentences on the **Context Cards**. Take out the yellow word. Put in a word that means the same or almost the same thing. Tell how the sentences are the same and different.

Words to Know

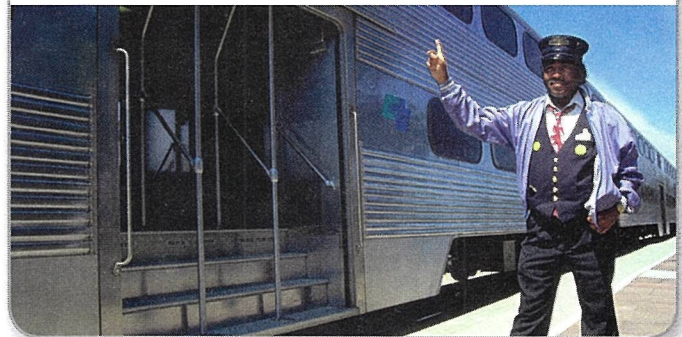


- ▶ Read each **Context Card**.
- ▶ Use a blue word to tell a story about a picture.

1

work

People go to **work** every day.



2

great

She did a **great** job baking this cake!



3

talk

He likes to **talk** with customers at his job.



4

paper

This artist does his work on **paper**.



5

were

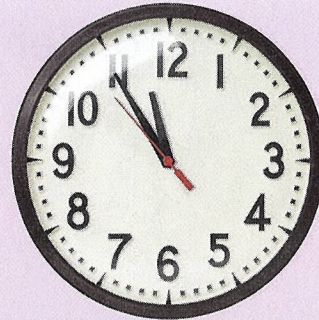
The farmers **were** very busy today.



6

soon

Soon it will be time to go to lunch.



7

laugh

A silly clown makes everyone **laugh**.

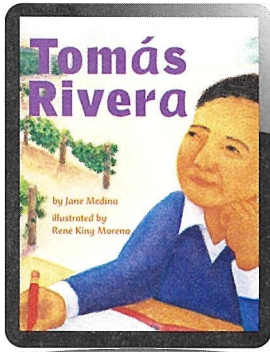


8

done

He goes home when the work is **done**.



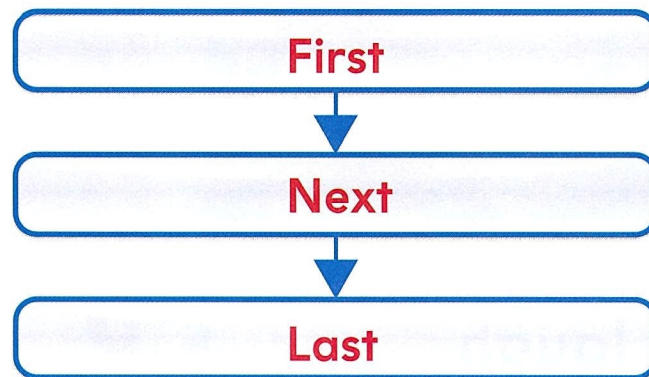


Read and Comprehend



✓ TARGET SKILL

Sequence of Events The order of events in a selection is called the **sequence of events**. In many selections, the events are told in time order. As you read, think about what happens **first**, **next**, and **last**. You can use a flow chart to tell the order of events.



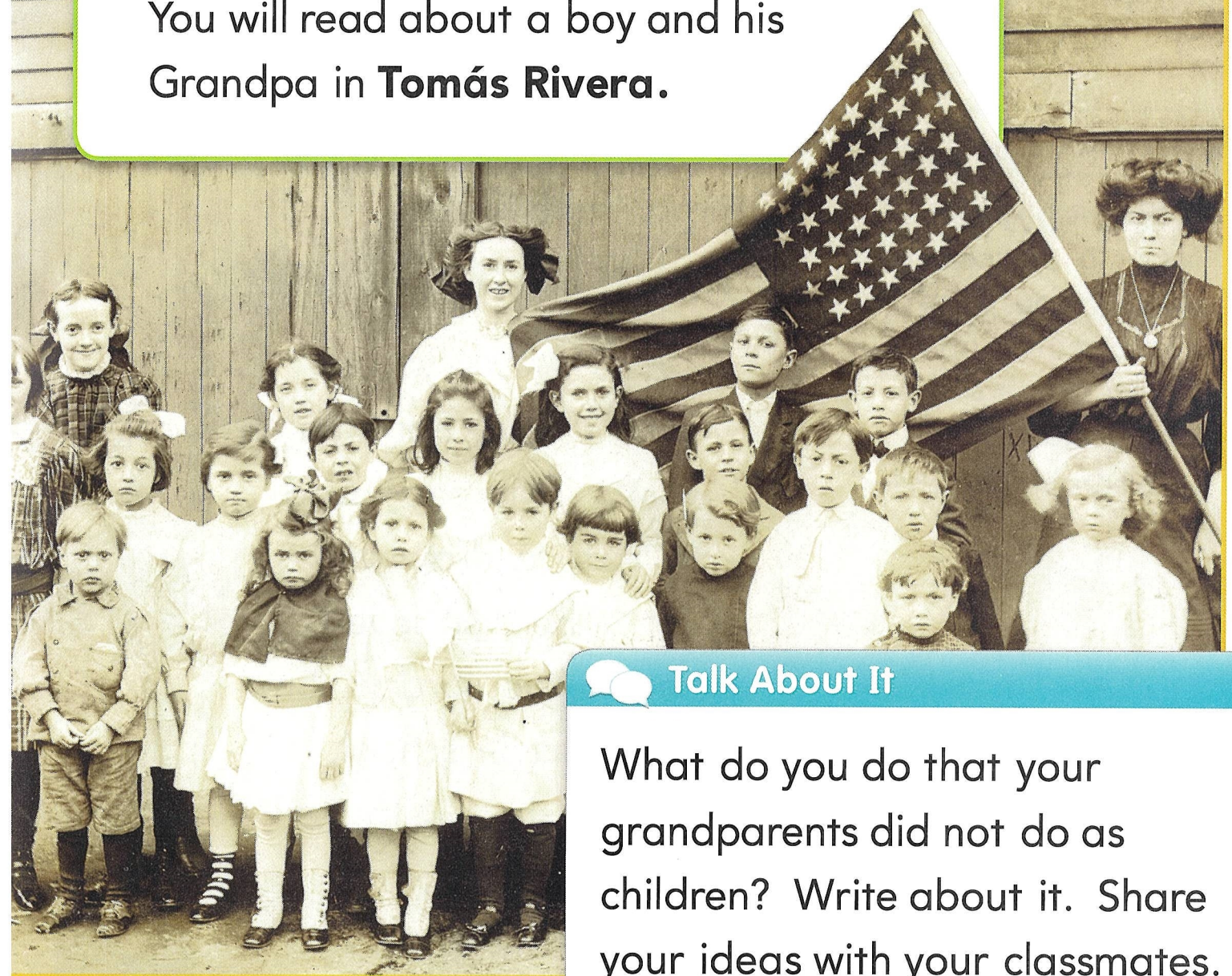
✓ TARGET STRATEGY

Monitor/Clarify If some parts or words don't make sense, you can ask questions, reread, and use the pictures for help.

History

People did many things long ago that we still do today. They went to school. They worked. Families had fun.

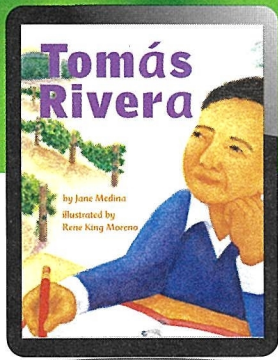
Today we also do new things that people did not know about long ago. You will read about a boy and his Grandpa in **Tomás Rivera**.



Talk About It

What do you do that your grandparents did not do as children? Write about it. Share your ideas with your classmates.

ANCHOR TEXT



GENRE

A **biography** tells about a person's life. As you read, look for:

- ▶ information about why the person is important
- ▶ events in time order

Meet the Author

Jane Medina



Jane Medina is both a teacher and a writer, just like Tomás Rivera. She began writing when she was a teenager. Since then, she has written books of poems in Spanish and English.

Meet the Illustrator

René King Moreno

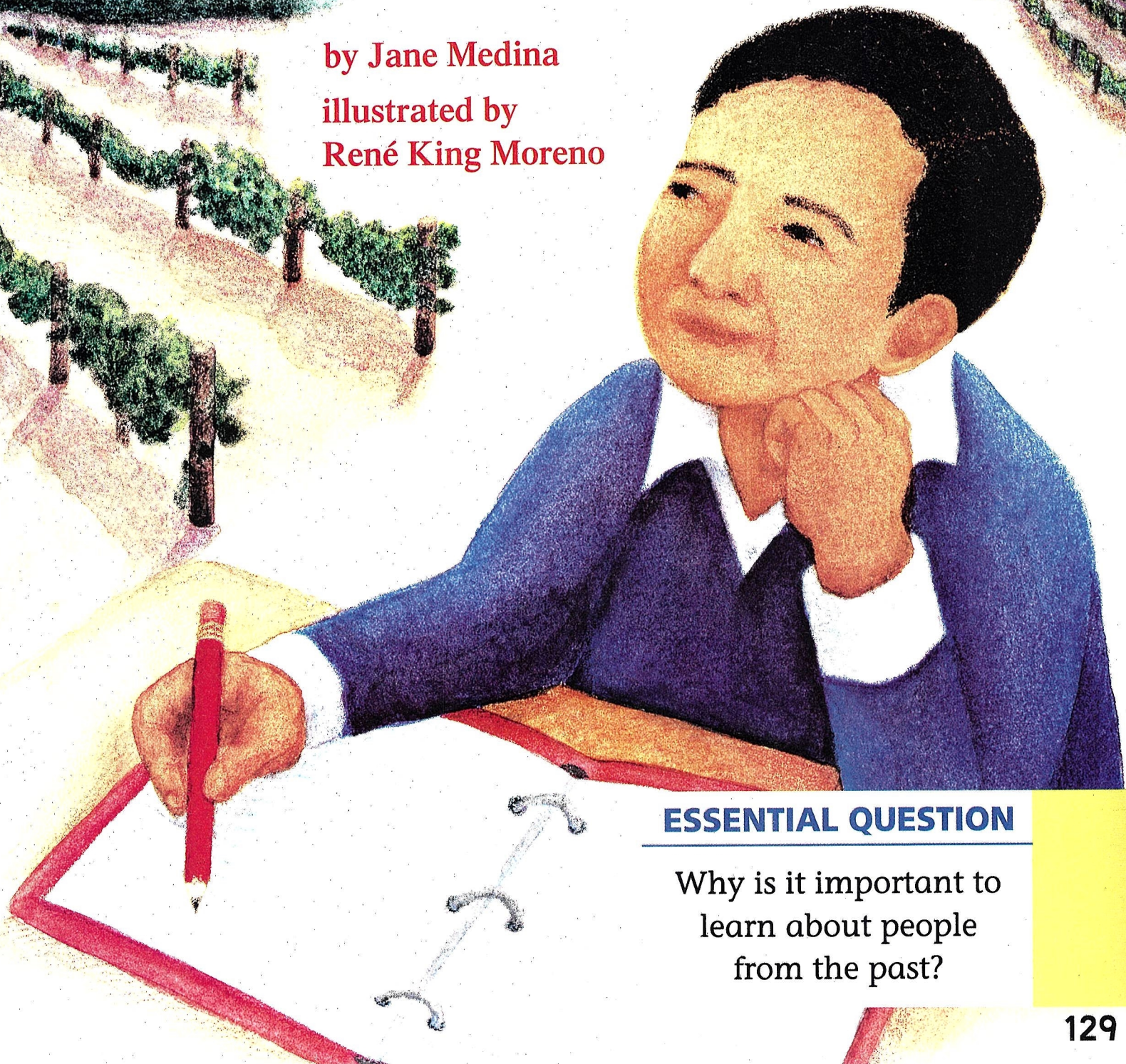


As a young girl, René King Moreno loved to draw and paint. She also loved going to the library. She studied art in school, and now she illustrates children's books.



Tomás Rivera

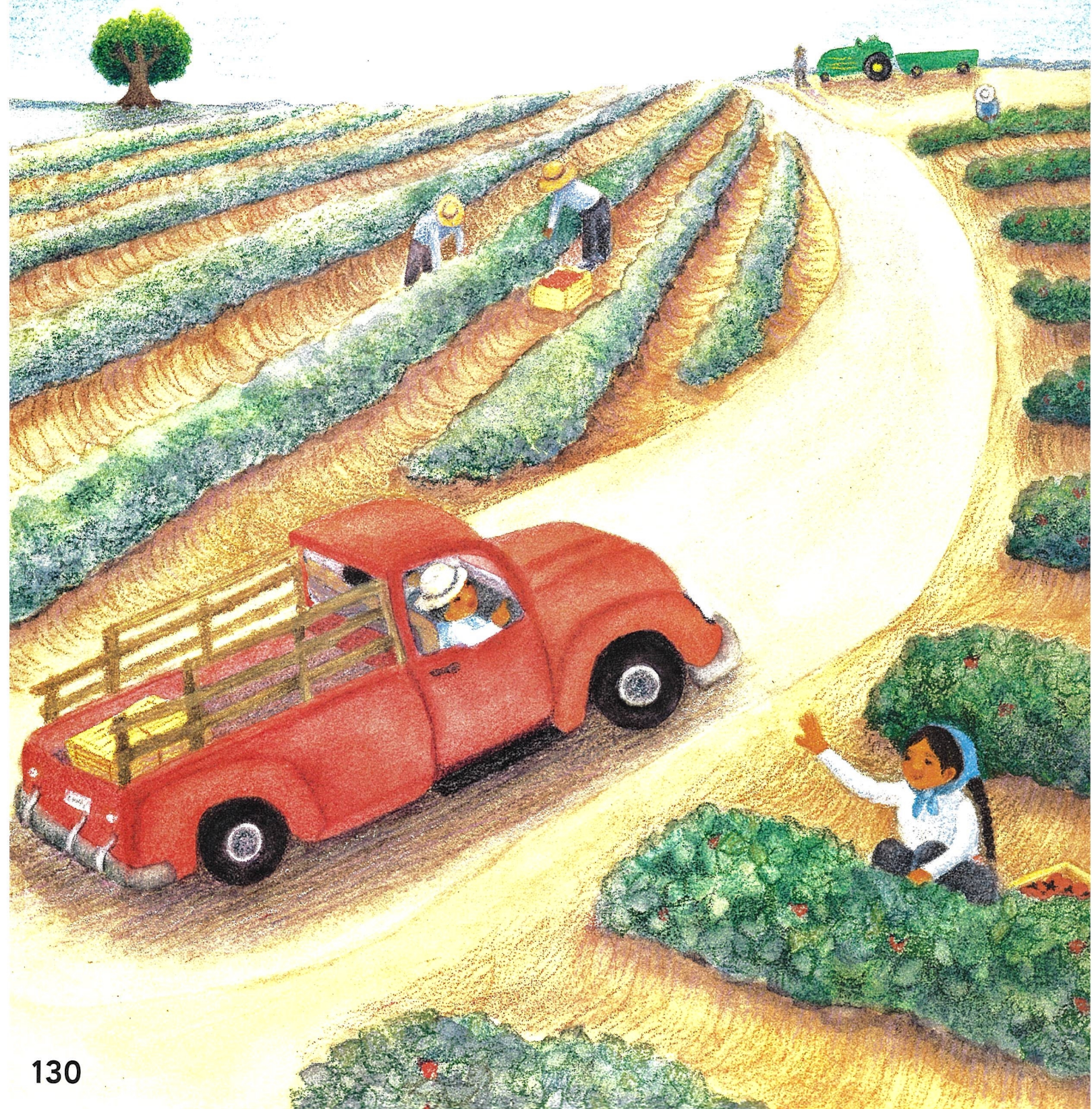
by Jane Medina
illustrated by
René King Moreno



ESSENTIAL QUESTION

Why is it important to learn about people from the past?

Tomás Rivera was born in Texas.
Tomás and his family went from
place to place picking crops.

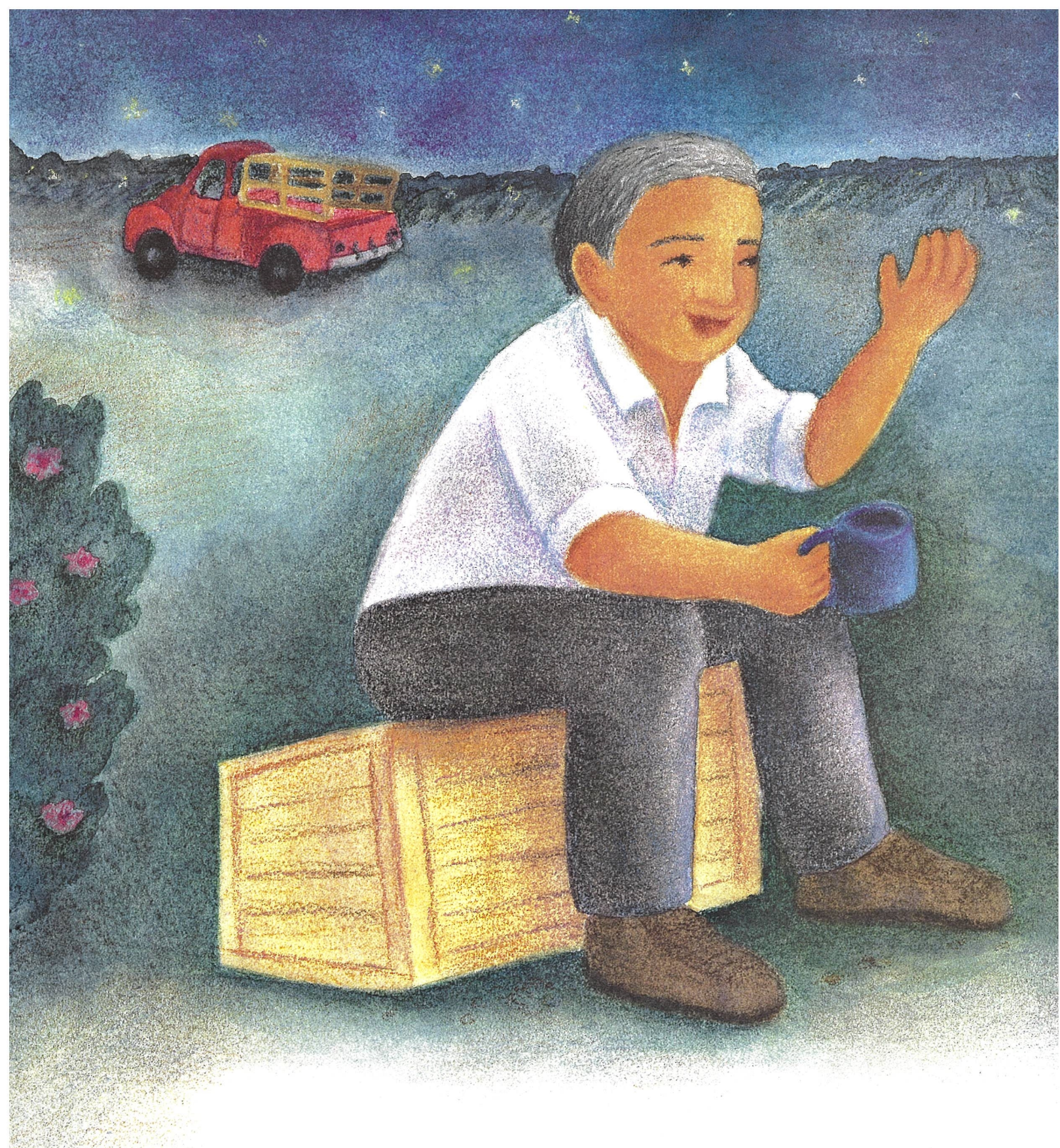


Tomás helped pick crops all day. It was a lot of **work**. When the work was **done**, Tomás would **talk** with his Grandpa.

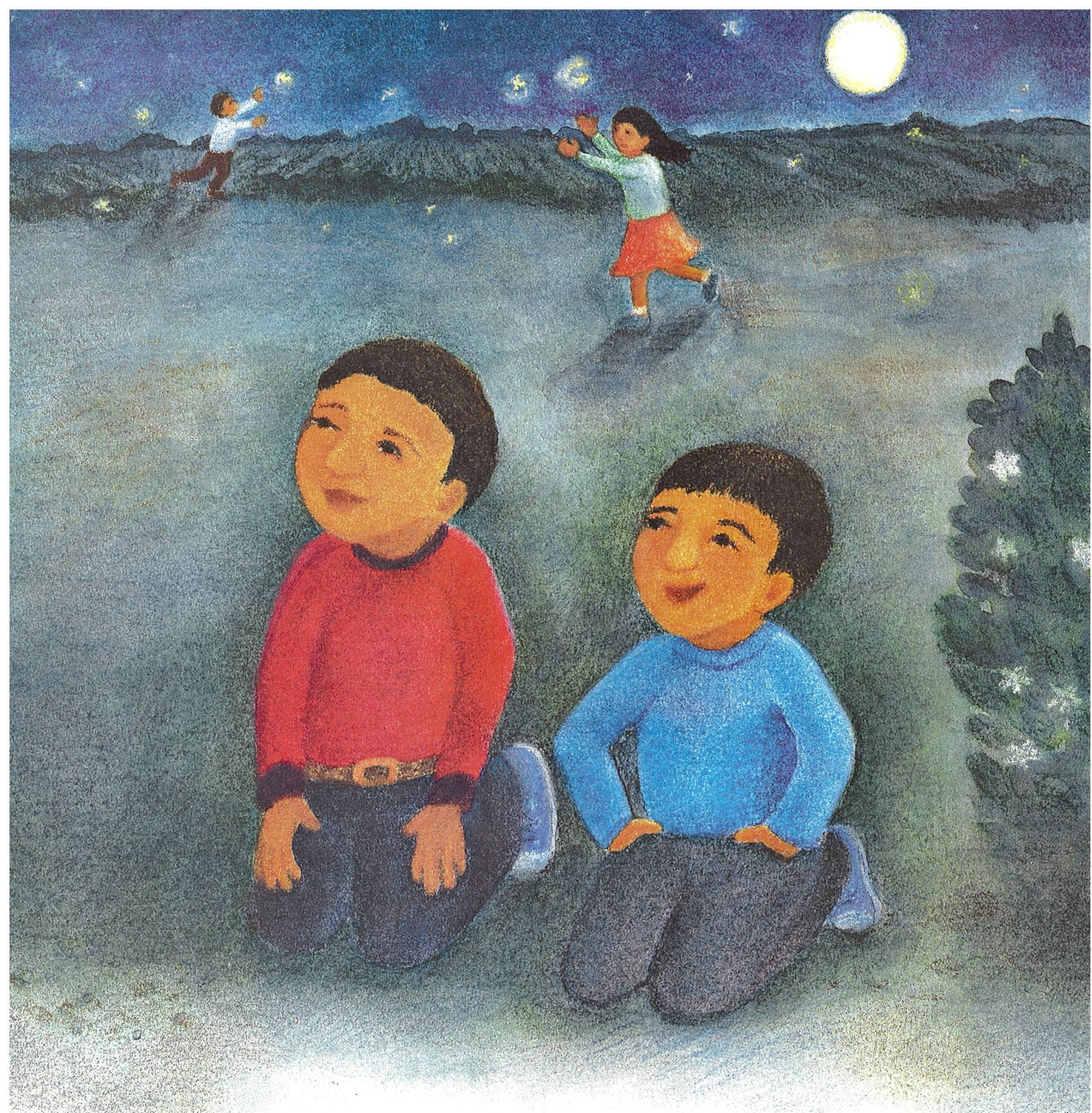


ANALYZE THE TEXT

Sequence of Events When do Grandpa and Tomás work? What happens after work?



"Come quick!" Grandpa called.
"It's time for stories!"



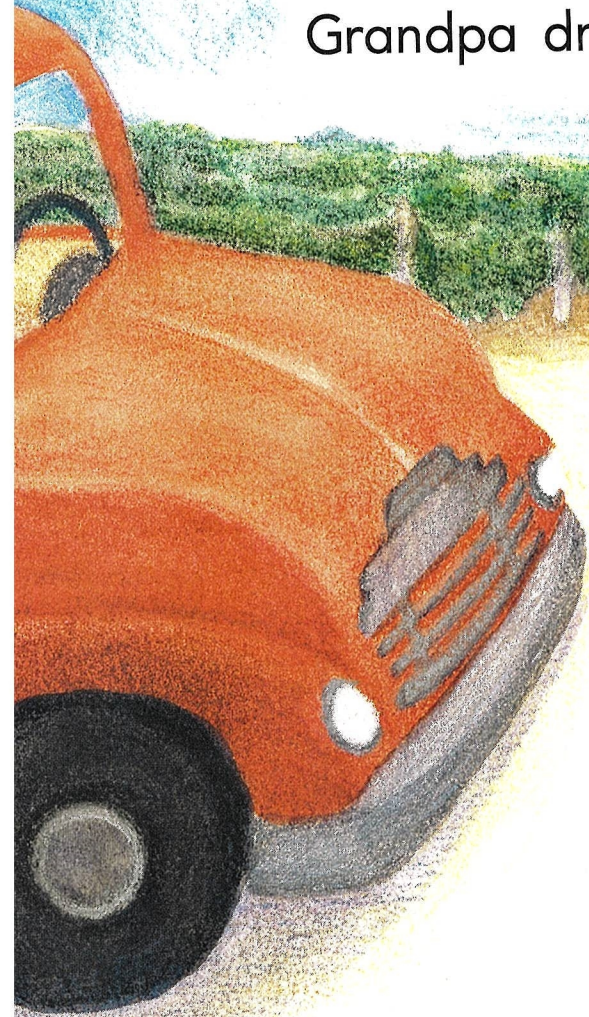
“You tell the best stories!”
Tomás said. “I wish I could
tell **great** stories, too.”



The next day, Grandpa said, "We can get lots of stories for you, Tomás."

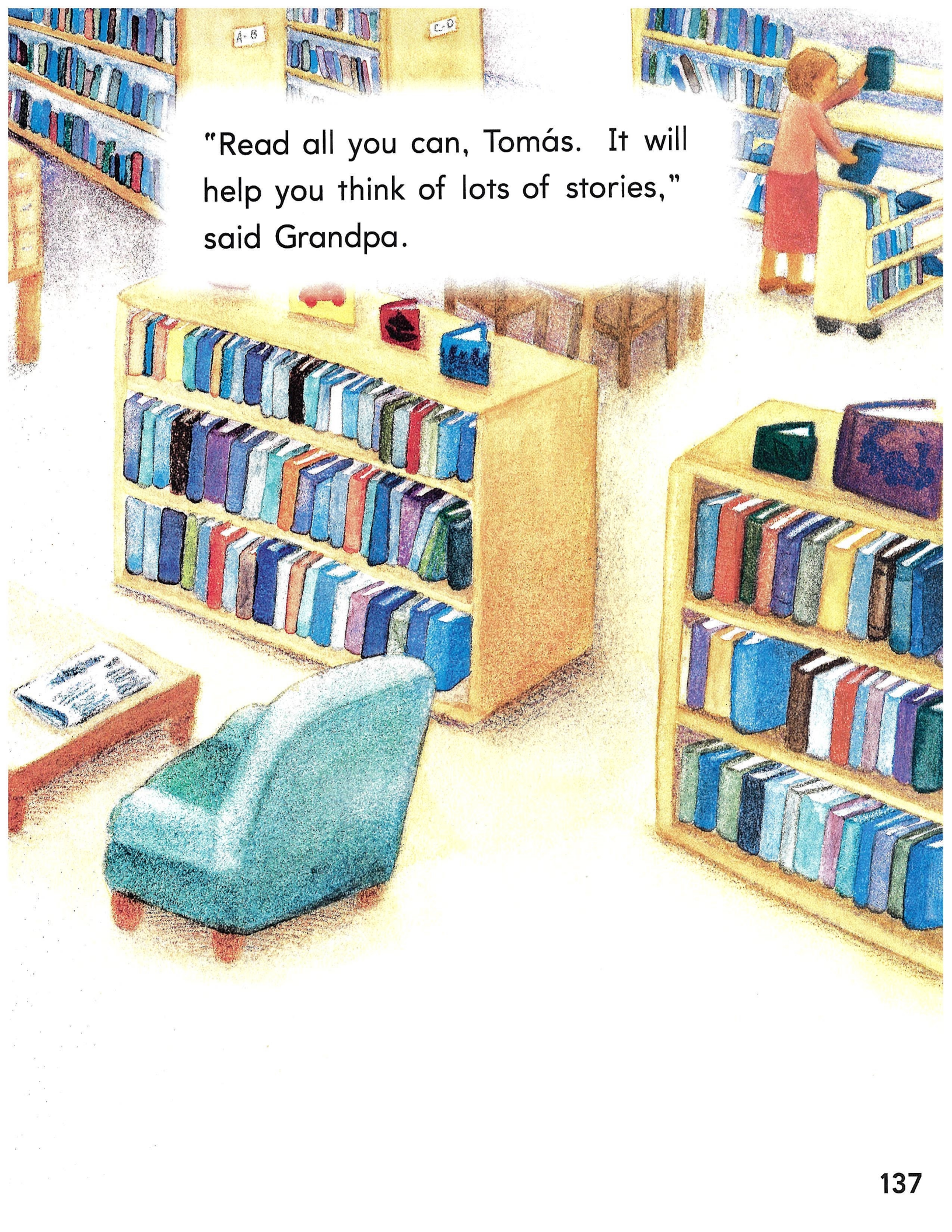
"When?" asked Tomás.

"Quick, hop in!" Grandpa said with a wink.
"I will show you!"
Grandpa drove the truck up the road.



"This is a library," said Grandpa.
"Look at all the books!" gasped Tomás.



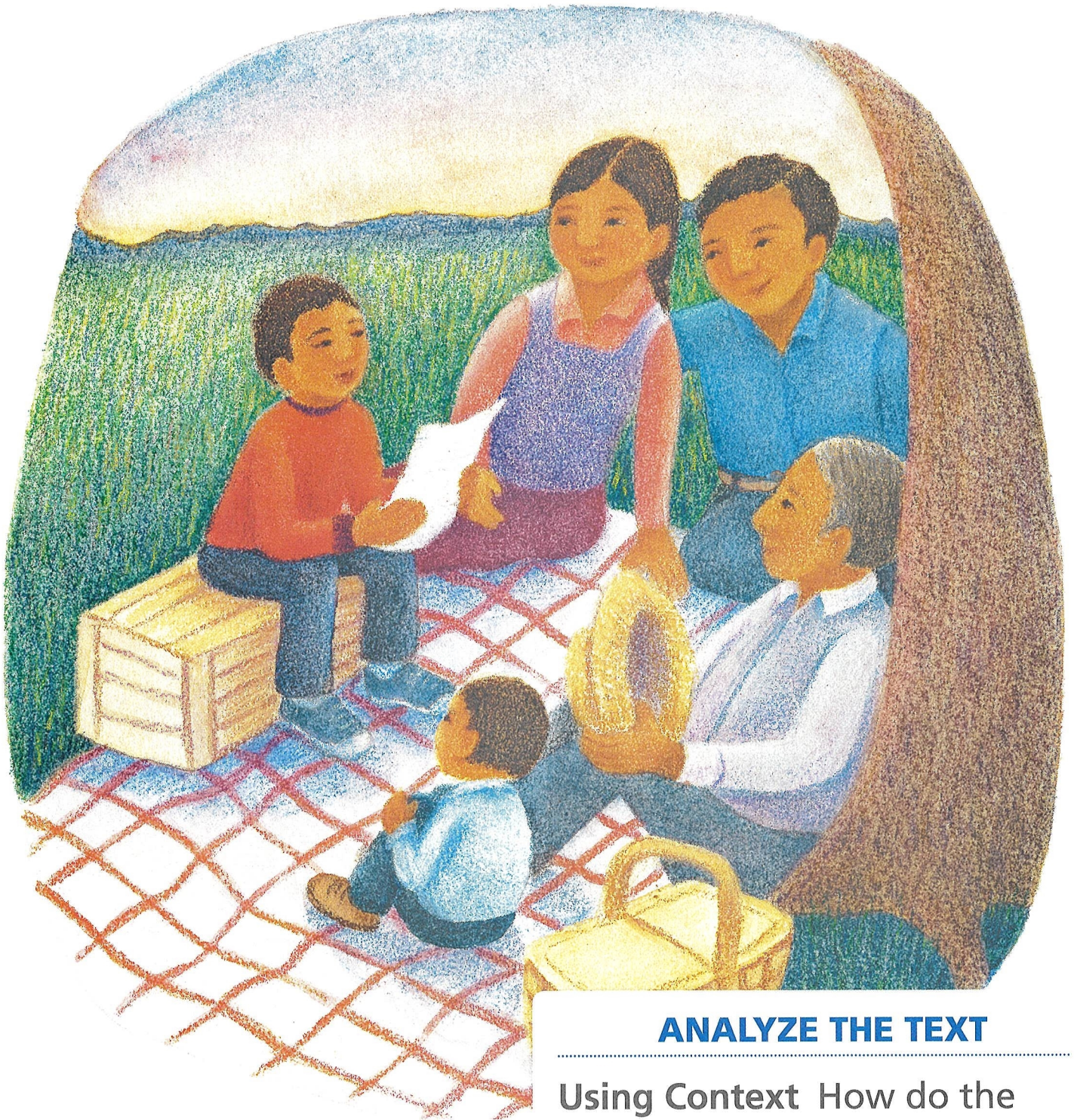


"Read all you can, Tomás. It will help you think of lots of stories," said Grandpa.



There **were** lots of books for Tomás to read. Some were funny and made him **laugh**. He read about boats, trains, and cars. He dreamed of space. **Soon** Tomás was thinking of his own stories.

Tomás began telling his stories.
Then he wrote them on **paper**.



ANALYZE THE TEXT

Using Context How do the sentences and the picture help you know the word **paper**?



When he was a grown-up, Tomás got a job as a teacher. He still wrote stories.

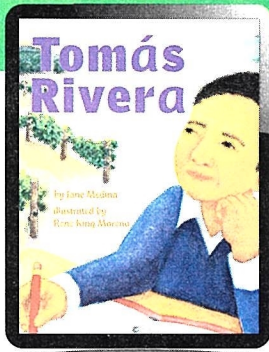
Tomás Rivera's stories tell about people picking crops, just as his family did. Lots of people read his books.





Now his name is on a big library.
Many people go to the library.
They get books, just as Tomás did.





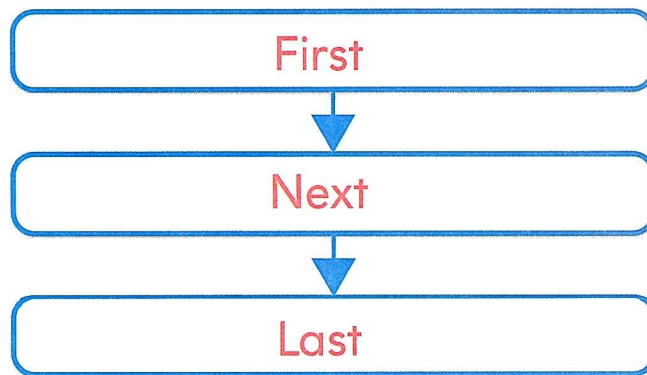
Dig Deeper



Use Clues to Analyze the Text
Use these pages to learn about Sequence of Events and Using Context. Then read Tomás Rivera again.

Sequence of Events

Tomás Rivera tells about what happens to a real person. The order in which events happen is the **sequence of events**. When the story begins, Tomás is a child. What important events happen before Tomás becomes a writer? You can use a chart to show how events are connected.



Using Context

When you don't know what a word means, you can read the other words in the sentence to help you figure it out. You can also look at the pictures.

In the story, it says the family was picking **crops**. You can use the word **picking** and the picture of the farmer's field as text evidence to figure out that **crops** means "food that a farmer grows."

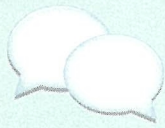


Your Turn

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

Why is it important to learn about people from the past? Think about the selection. Take turns with your partner telling the events in order. Use text evidence. Add your ideas to what your partner says.



Classroom Conversation

Now talk about these questions with your class.

- 1 How did Tomás get ideas for the stories he wrote?
- 2 What did Tomás learn from his Grandpa?
- 3 What did you learn about the past from this selection?

Performance Task

WRITE ABOUT READING



Response Write sentences that tell what Tomás is like. Begin with a sentence that tells your main idea. Next, write sentences to describe Tomás. Use facts and text evidence for ideas. Write a closing sentence.



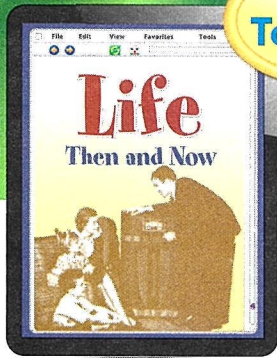
Writing Tip

A closing sentence comes at the end. It gives your writing a nice ending.

Lesson 19

INFORMATIONAL TEXT

Read
Together



✓ GENRE

Informational text gives facts about a topic. This online encyclopedia entry was written to give true information.

✓ TEXT FOCUS

A **chart** is a drawing that lists information in a clear way. It can show words or pictures or both. What information do you learn from the chart on page 150?

File Edit View Favorites

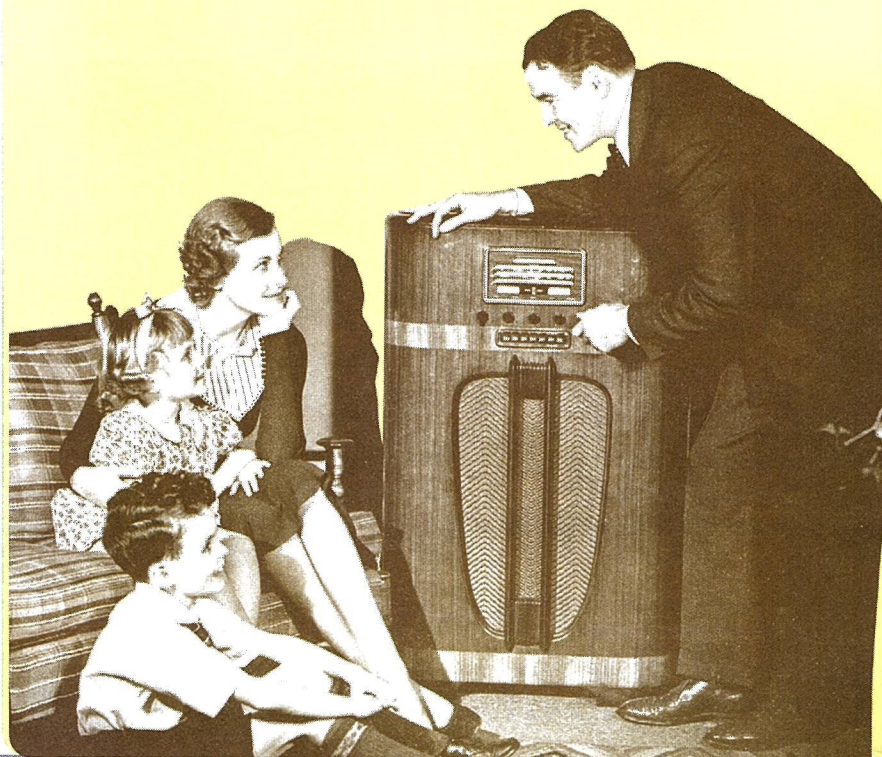


Life

Then and Now

The way people live changes over time. Today families live differently than in the past.

In the past, many jobs were done by hand. Now people have machines to help them do work.



Family Life

In the past, people wrote letters on paper and sent them by mail. Now people can send messages right away. They talk on cell phones or send e-mails by computer.

In the past, families listened to radio programs. Now families watch TV programs and movies.

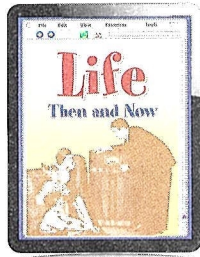
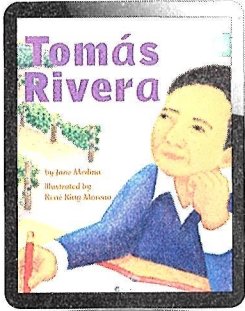


Family Life

We use many of the same kinds of things that people used in the past.

Then	Now
	
	
	

Think about the future. Soon families may do things in a whole new way!

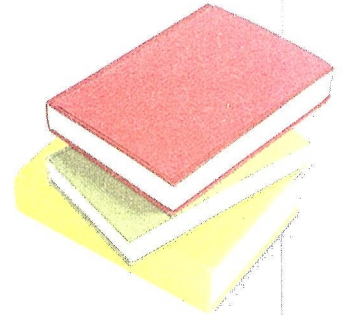


Compare Texts

Read Together

TEXT TO TEXT

Recognize Purpose Were the selections written to give information or to make you laugh? How do you know? What things did you learn?



TEXT TO SELF

Connect to Social Studies Tell about a job you would like to have. Speak clearly and stay on topic.



TEXT TO WORLD



Think About It What information did you learn from **Life Then and Now**? How has life changed? Do you think the new things are better? Tell why or why not.



Grammar

Verbs and Time Verbs can tell what is happening now, in the past, or in the future. Verbs with **will** or **going to** tell about the future.

Read Together

Now	In the Future
 <p data-bbox="302 1213 685 1264">I read a book.</p>	 <p data-bbox="802 1213 1295 1264">I will read a book.</p>
 <p data-bbox="240 1692 750 1743">Ana writes a story.</p>	 <p data-bbox="857 1692 1263 1822">Ana is going to write a story.</p>

Try This!

Read each sentence with a partner. Find the sentences that tell about the future. Then rewrite the other sentences to tell about the future. Use another sheet of paper.


1. I will go to the library.
2. I am going to find books.
3. I buy some books at the store.
4. My dad is going to read them to me.
5. I write a poem.

Connect Grammar to Writing

When you revise your writing, you can use **will** or **going to** in sentences to tell about the future.

Narrative Writing

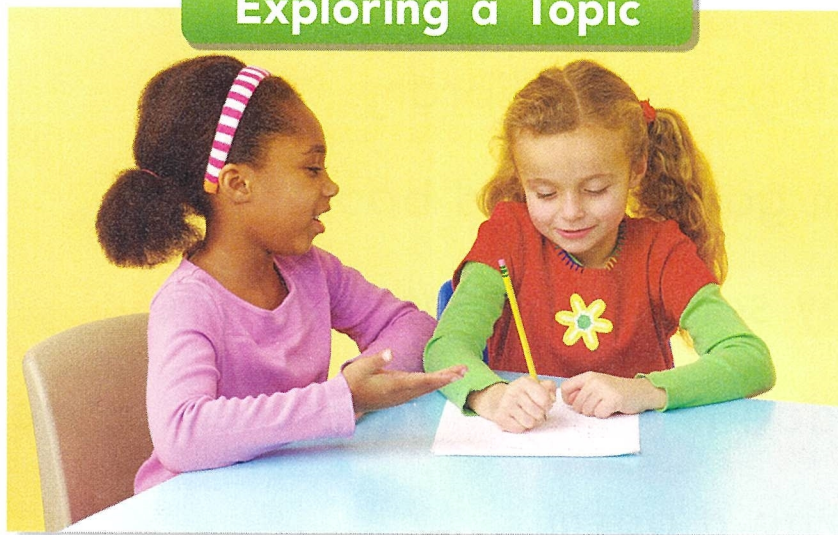


 **Organization** Before you write a **personal narrative**, you need to plan what to say.






Ava told her story to Zoe. That helped Ava choose events and details for her story.

Exploring a Topic



Prewriting Checklist

-  Did I choose an interesting topic?
-  Are the events in my flow chart in order?
-  Do my details tell who, what, where, and when?

Look at the details Ava put in her chart.
Plan your own story using a flow chart.
Write sentences or notes in order to tell
about events. Use the Checklist.



Planning Chart

First

bus to city



Next

saw dinosaur



Last

apples in park

