

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 5

Watch Us Grow



Stream to Start

“As things grow, they also change.”

— Anonymous

Performance Task Preview

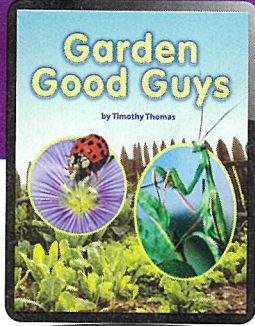
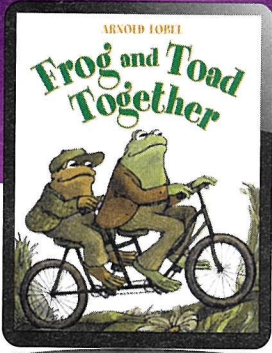
At the end of this unit, you will write a story. The characters will be animals from two of the texts you read! In your story, you will use details from the texts.



Channel One News®

Lesson

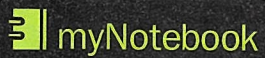
21



Q LANGUAGE DETECTIVE

Talk About Words

Work with a partner. Take turns asking and answering questions about the photos. Use the blue words in your questions and answers.



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

few

There are only a **few** trees here.



2

night

The buds open in the day and close at **night**.



3

loudly

The bird sang **loudly** in the tree.



4

window

The big tree is very close to the **window**.



5

noise

I heard a **noise** in the garden.



6

story

He tells a **story** about planting trees.



7

shall

We **shall** pick apples today.

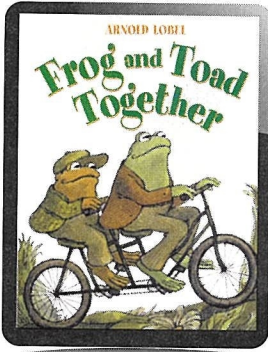


8

world

My garden is the best place in the **world**.

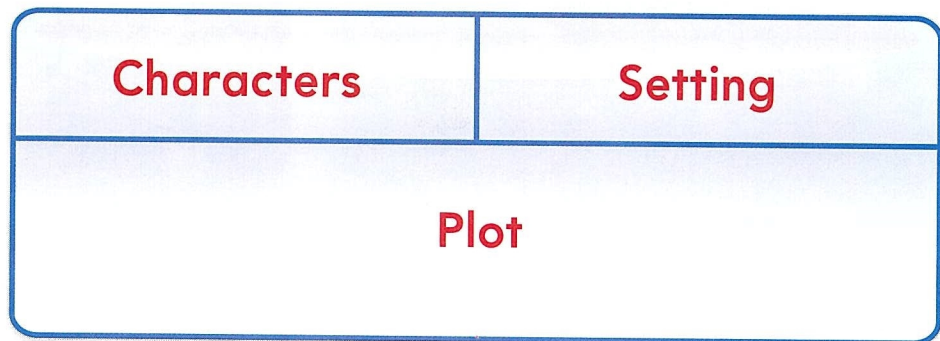




Read and Comprehend

✓ TARGET SKILL

Story Structure The parts of a story work together. **Characters** are the people and animals. The **setting** is when and where a story takes place. Events make up the **plot**. The plot is often about a problem and how characters solve it. A story map can help you tell about the different parts.



✓ TARGET STRATEGY

Analyze/Evaluate Tell how you think and feel about the story. Use text evidence to tell why.

PREVIEW THE TOPIC

Gardens

To make a garden grow, start with seeds. Plant them in the soil. Then, make sure they have enough water and sunlight. Soon, the seeds will start to grow. Tiny plants will pop up. After that, you will have big plants with flowers or vegetables.

You will read a story about a character named Toad who plants seeds in **The Garden**.

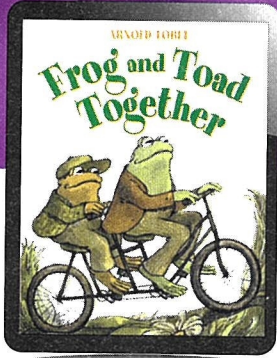
Talk About It

What do you know about growing plants? What would you like to know? Share your ideas. Listen carefully. What did you learn from others?



Lesson 21

ANCHOR TEXT



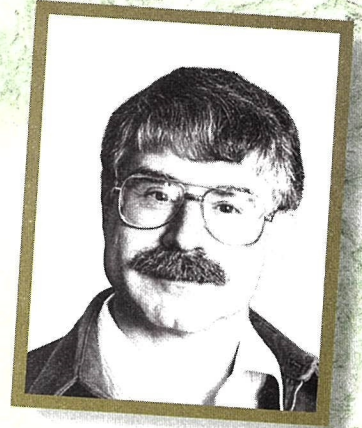
GENRE

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

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

Meet the Author
and Illustrator

Arnold Lobel



Arnold Lobel started drawing when he was a child. When he grew up, he wrote and illustrated almost 100 books for children. His books won many awards. Frog and Toad have even been in a Broadway musical!

The Garden

from Frog and Toad Together

by Arnold Lobel



ESSENTIAL QUESTION

What grows in
a garden?

Frog was in his garden.

Toad came walking by.

"What a fine garden you have, Frog,"
he said.

"Yes," said Frog. "It is very nice,
but it was hard work."

"I wish I had a garden," said Toad.

"Here are some flower seeds.

Plant them in the ground," said Frog,

"and soon you will have a garden."

"How soon?" asked Toad.

"Quite soon," said Frog.

Toad ran home.



He planted the flower seeds.

“Now seeds,” said Toad, “start growing.”

Toad walked up and down a few times.

The seeds did not start to grow.

Toad put his head
close to the ground
and said **loudly**,
“Now seeds, start growing!”
Toad looked at the ground again.
The seeds did not start to grow.





Toad put his head
very close to the ground
and shouted,

“NOW SEEDS, START GROWING!”

Frog came running up the path.

“What is all this **noise**?” he asked.

“My seeds will not grow,” said Toad.

“You are shouting too much,” said Frog.

“These poor seeds are afraid to grow.”

“My seeds are afraid to grow?” asked Toad.

ANALYZE THE TEXT

Repetition What words are repeated on these pages? Why?

"Of course," said Frog.

"Leave them alone for a few days.

Let the sun shine on them,

let the rain fall on them.

Soon your seeds will start to grow."



That **night**

Toad looked out of his **window**.

"Drat!" said Toad.

"My seeds have not
started to grow.

They must be afraid of the dark."

Toad went out to his garden
with some candles.

"I will read the seeds a **story**,"
said Toad.

"Then they will not be afraid."

Toad read a long story to his seeds.

ANALYZE THE TEXT

Story Structure What is
Toad's problem? How is he
trying to solve it?



All the next day
Toad sang songs
to his seeds.



And all the next day
Toad read poems
to his seeds.

And all the next day
Toad played music
for his seeds.



Toad looked at the ground.

The seeds still did not
start to grow.

“What shall I do?” cried Toad.

“These must be
the most frightened seeds
in the whole world!”



Then Toad felt very tired,
and he fell asleep.



"Toad, Toad, wake up," said Frog.

"Look at your garden!"

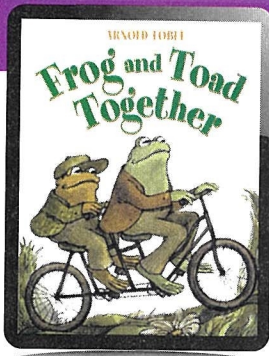
Toad looked at his garden.

Little green plants were coming up
out of the ground.

“At last,” shouted Toad,
“my seeds have stopped
being afraid to grow!”
“And now you will have
a nice garden too,” said Frog.

“Yes,” said Toad,
“but you were right, Frog.
It was very hard work.”





Dig Deeper



Use Clues to Analyze the Text
Use these pages to learn about Story Structure and Repetition. Then read *The Garden* again.

Story Structure

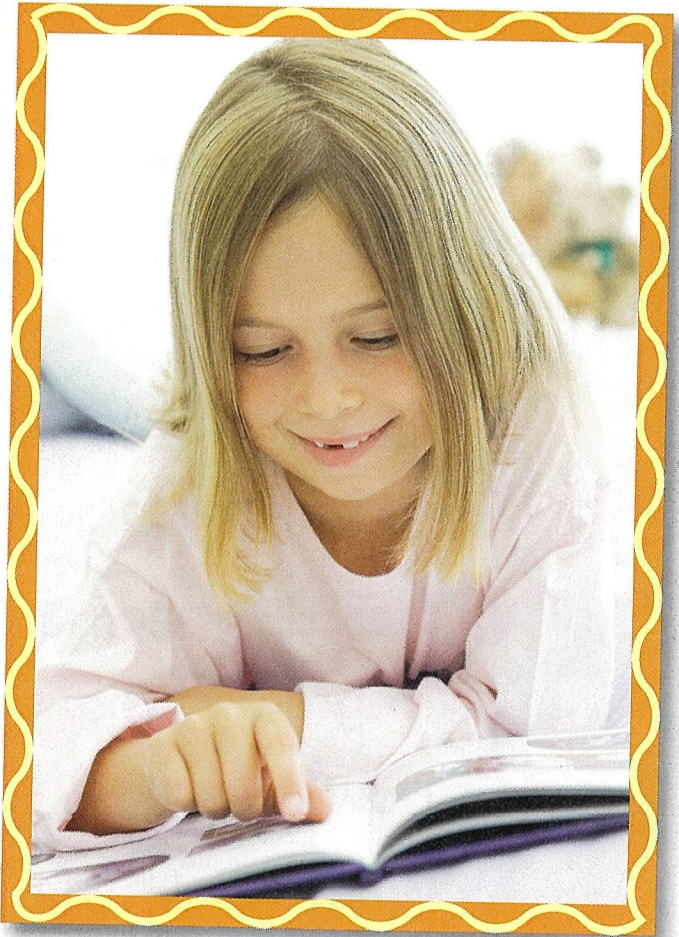
Frog and Toad are the **characters** in **The Garden**. What kind of place is the **setting** of this story? Does the story happen during the day, at night, or both? Think about the problem Toad has and how it is solved. Use a story map to write text evidence about the characters, setting, and important events.

Characters	Setting
Plot	

Repetition

Authors sometimes use the same words or same kind of event over and over in a story. This is called **repetition**. This can make the story fun to read. It can also help you understand what is important in the story.

Look at page 24.
What does Toad do over and over? Why do you think the author uses the words **all the next day** more than once?



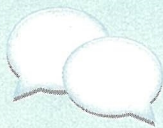


Your Turn

RETURN TO THE ESSENTIAL QUESTION



What grows in a garden?
Talk with a small group.
Then talk about the problem Toad has when he tries to grow his garden. How is it solved? Use details from text evidence to explain your ideas and feelings clearly.



Classroom Conversation

Talk about these questions with your class.

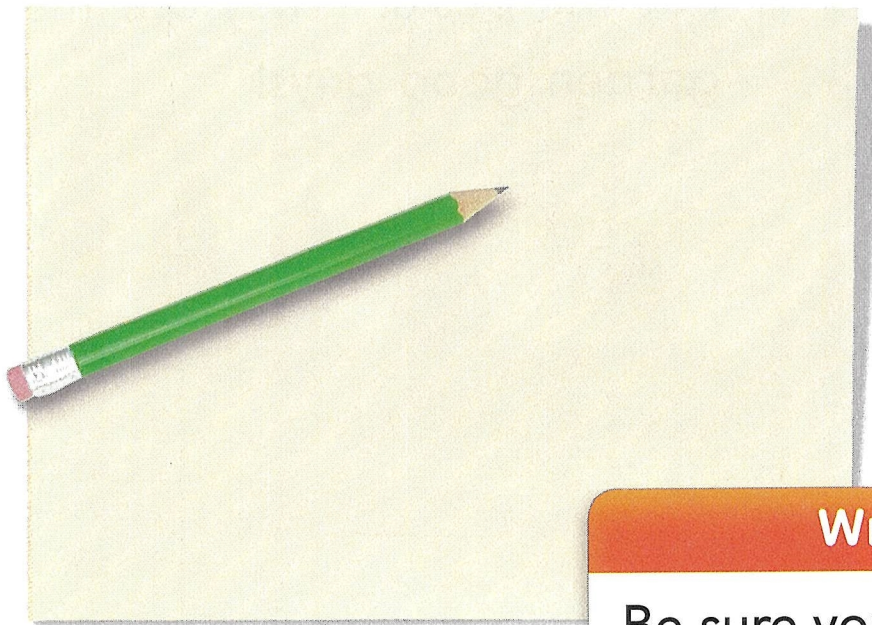
- 1 Describe what Toad does to get his seeds to grow. What really makes them grow?
- 2 How does Frog help Toad?
- 3 What would you plant in a garden? How would you take care of the garden?

Performance Task

WRITE ABOUT READING



Response Write a book report about **The Garden**. Begin by telling the name of the story and what it is mainly about. Then tell what you like about it. Give reasons why. Tell what you don't like. Give reasons why.



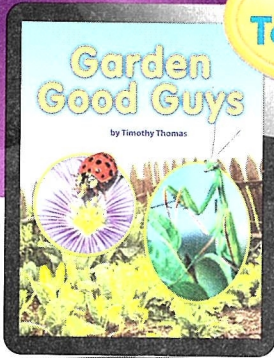
Writing Tip

Be sure you write the word **I** with a capital letter.

Lesson 21

INFORMATIONAL TEXT

Read
Together



✓ GENRE

Informational text gives facts about a topic. Find facts about insects that help gardens in this selection.

✓ TEXT FOCUS

Labels are words that tell more about the pictures in a text. They can name parts of the picture or the whole picture. Look for labels. What information do they give?

Garden Good Guys

by Timothy Thomas

If you have a garden, you should know about bugs. Some bugs are pests that eat the plants. Other bugs eat the pests. They are the garden good guys!



If you want a healthy garden, make sure you have **ladybugs**. Ladybugs eat tiny bugs that snack on garden plants.

You may not think a **praying mantis** is as pretty as a ladybug, but it is a good garden friend. A praying mantis hunts and eats many garden pests.



ladybug



praying mantis



big-eyed bug

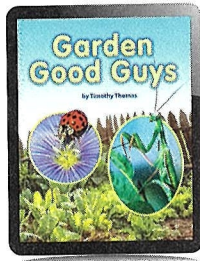
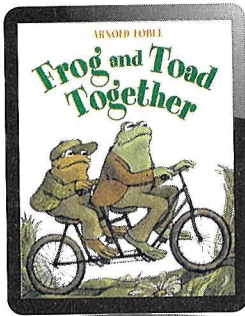
The **big-eyed bug** is tiny. Can you guess how it got its name? Big-eyed bugs eat bugs that harm vegetables.

The **dragonfly** has a long thin body, large eyes, and two sets of wings. Dragonflies are good for gardens and good for you, too. They eat garden pests and mosquitoes!



wing

dragonfly



Compare Texts



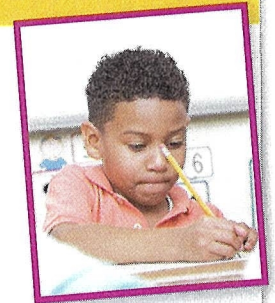
TEXT TO TEXT

Compare Gardens Think about the gardens in both selections. What helps each garden grow?



TEXT TO SELF

Connect to Experiences Think about how Toad cared for his garden. Write about something you have cared for.



TEXT TO WORLD

Think and Share Tell a partner why people should help plants grow. Take turns speaking. Listen to each other.



Grammar

Subject Pronouns Words that can take the place of nouns are called **pronouns**. The pronouns **he**, **she**, and **it** name one. The pronouns **we** and **they** name more than one.

Read
Together

Ben watered the tree.
He watered the tree.

The tree grew.
It grew.

Birds loved the tree.
They loved the tree.

Lily fed the birds.
She fed the birds.

Try This!

Choose the correct pronoun to name each picture. Write it on a sheet of paper. Then say a sentence to a partner about each picture. Use the pronoun.

1.



she he

2.



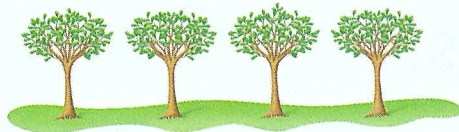
they it

3.



it we

4.



they she

5.




we he

Connect Grammar to Writing

When you proofread your writing, be sure you have used pronouns correctly.

Narrative Writing






 **Development** **Dialogue** shows the exact words characters say. Niki wrote about what Frog and Toad did next in the story. Then she added words that told what they said.



Revised Draft

“May I pick some flowers?”
asked Frog. Toad said, “Yes!”
^ Frog and Toad both wanted
to pick flowers.

Writing Checklist

-  **Development** Did I write the exact words characters say?
-  Did I use time-order words to tell when events happen?
-  Did I use pronouns correctly?

Look for story events and the exact words Frog and Toad say in Niki's final copy. Then revise your own writing. Use the Checklist.



Final Copy

Picking Flowers

Frog really liked Toad's new garden. "May I pick some flowers?" asked Frog. Toad said, "Yes!" Frog and Toad both wanted to pick flowers. First, they found a nice flower vase. Then they went outside and picked all kinds of flowers. "Frog, you are a good friend. Thank you for helping me grow my flowers," said Toad.

