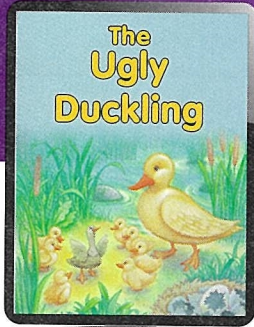
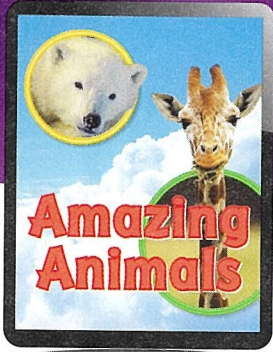


# Lesson 22



## Q LANGUAGE DETECTIVE

**Talk About Words**  
Work with a partner.  
Use the blue words in  
complete sentences to  
tell about something  
you did.

# Words to Know



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

1

## learning

This baby giraffe is **learning** how to walk.



2

## begins

The lion cub **begins** to get stronger.





3

**until**

These owls can't fly  
**until** they are older.



4

**eight**

The **eight** little swans  
go for a swim.



5

**young**

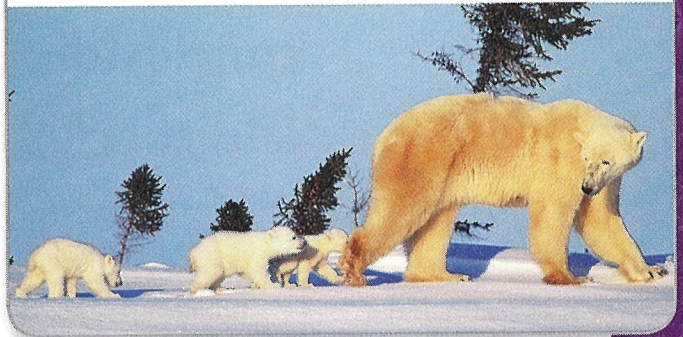
The **young** hippo will  
be very big soon.



6

**follow**

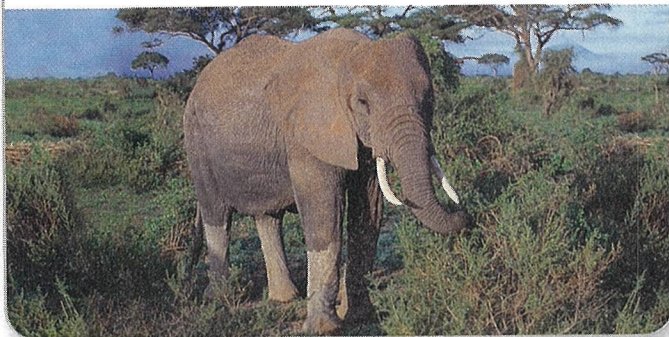
The bear cubs **follow**  
their mother.



7

**years**

An elephant can live  
for seventy **years**.



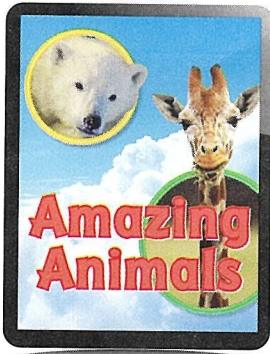
8

**baby**

This **baby** panda is  
eating plants.





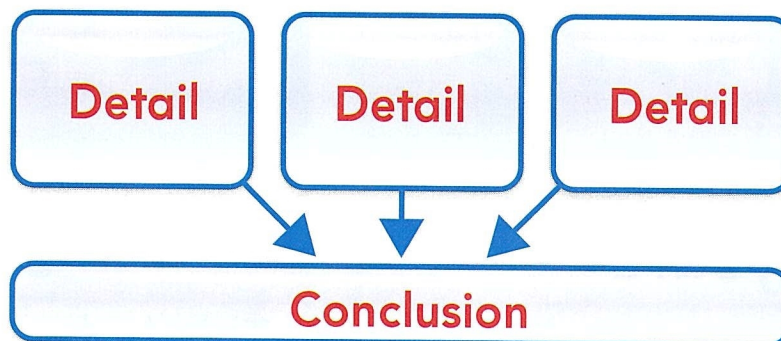


# Read and Comprehend



## ✓ TARGET SKILL

**Conclusions** Sometimes authors do not tell all the details. Readers must use text evidence from the words and pictures and think about what they already know to make a smart guess about what the author does not tell. This smart guess is a **conclusion**. Use a chart to write details and conclusions about what you read.



## ✓ TARGET STRATEGY

**Visualize** As you read, picture in your mind what is happening to help you understand.



## PREVIEW THE TOPIC

### Animals

Animals have special body parts that help them do amazing things. Kangaroos have strong legs that help them jump very far. Some monkeys can use their tails to hang from branches. Anteaters have long noses they use to grab insects under the dirt. You will read more interesting facts about animals in **Amazing Animals**.



Think Write Pair Share

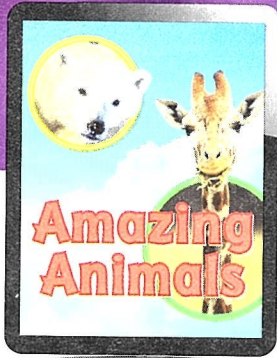
Think about an amazing animal. Why is it amazing? Complete the sentence:

\_\_\_ is amazing because \_\_\_.

Share with a partner. Act out what makes the animal amazing.



# ANCHOR TEXT



 **GENRE**

**Informational text** gives facts. As you read, look for:

- ▶ information and facts in the words
- ▶ photos that show real animals

## Meet the Author

# Gwendolyn Hooks

Gwendolyn Hooks wrote this story because she loves animals. "This story is about wild animals," she explains.

"I don't own any wild animals, but I do have a pet cat."







# Amazing Animals

by  
Gwendolyn  
Hooks

## ESSENTIAL QUESTION

Why do some animals  
have spots or stripes?

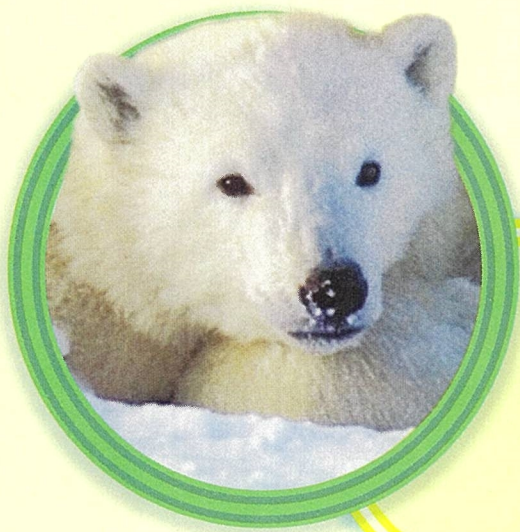




**Big eyes,**



**long beak,**



**thick fur,**

**big squeak!**



Animals get a lot of help as they grow up. Let's find out about **eight** amazing animals.



# Polar Bear

A polar bear has thick fur. Each hair is like a tube. The hair has no color, like glass. The sun makes it look white.

How does thick, white fur help?

## ANALYZE THE TEXT

**Conclusions** How do you think the color of their fur helps polar bears?

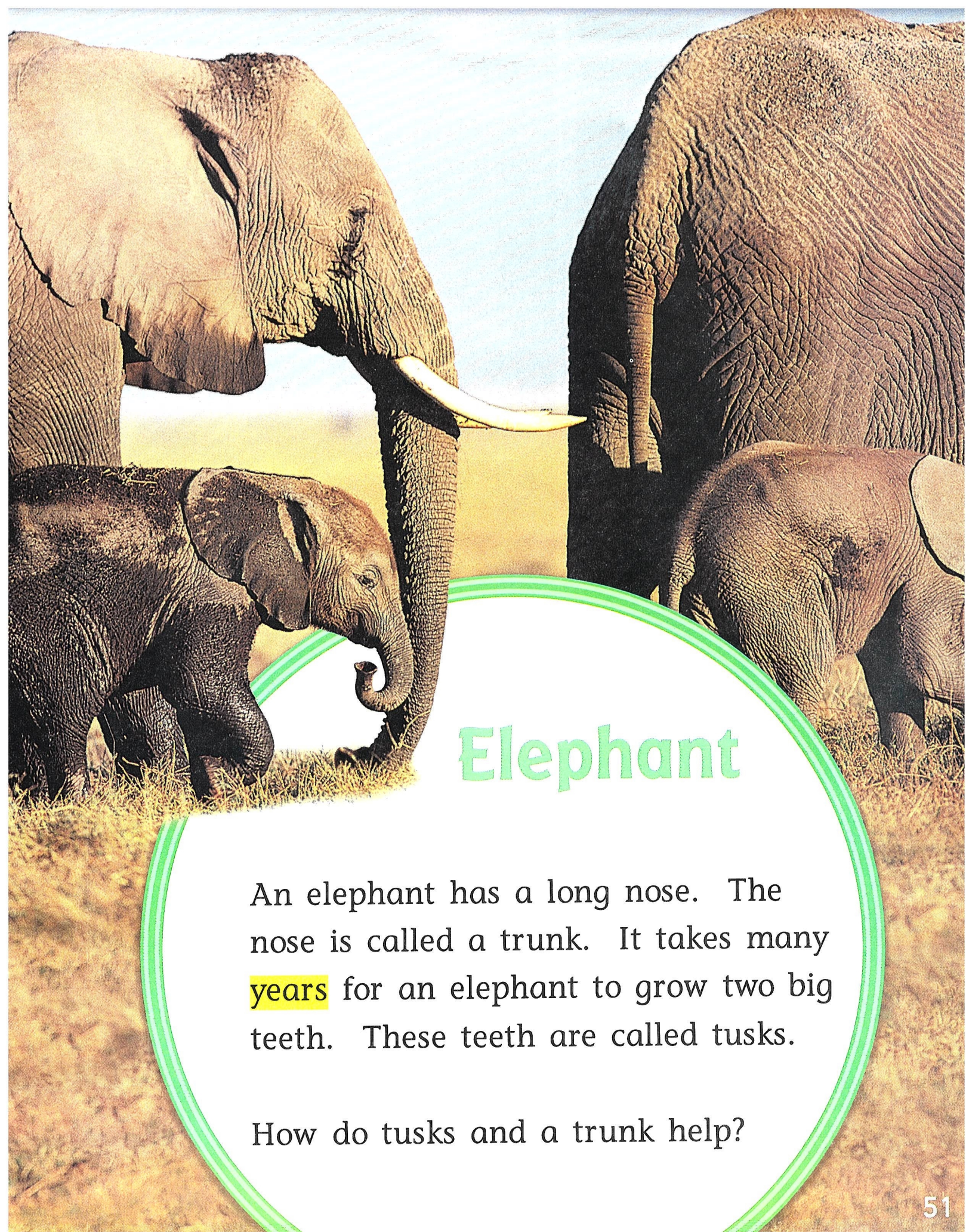




Thick fur helps polar bears stay warm. The color of their fur looks the same as snow. This helps them hide.

Where does this cute **young** polar bear like to hide?





# Elephant

An elephant has a long nose. The nose is called a trunk. It takes many **years** for an elephant to grow two big teeth. These teeth are called tusks.

How do tusks and a trunk help?



## ANALYZE THE TEXT

Using Context What are tusks? How do elephants use their tusks?



Elephants use their tusks to scrape bark off trees. Then they eat the bark. These elephants are **learning** to use their trunks to get water.

Sometimes they will spray water at a friend!



# Camel

Some camels have one hump.  
Some have two. All camels  
have two rows of eyelashes.

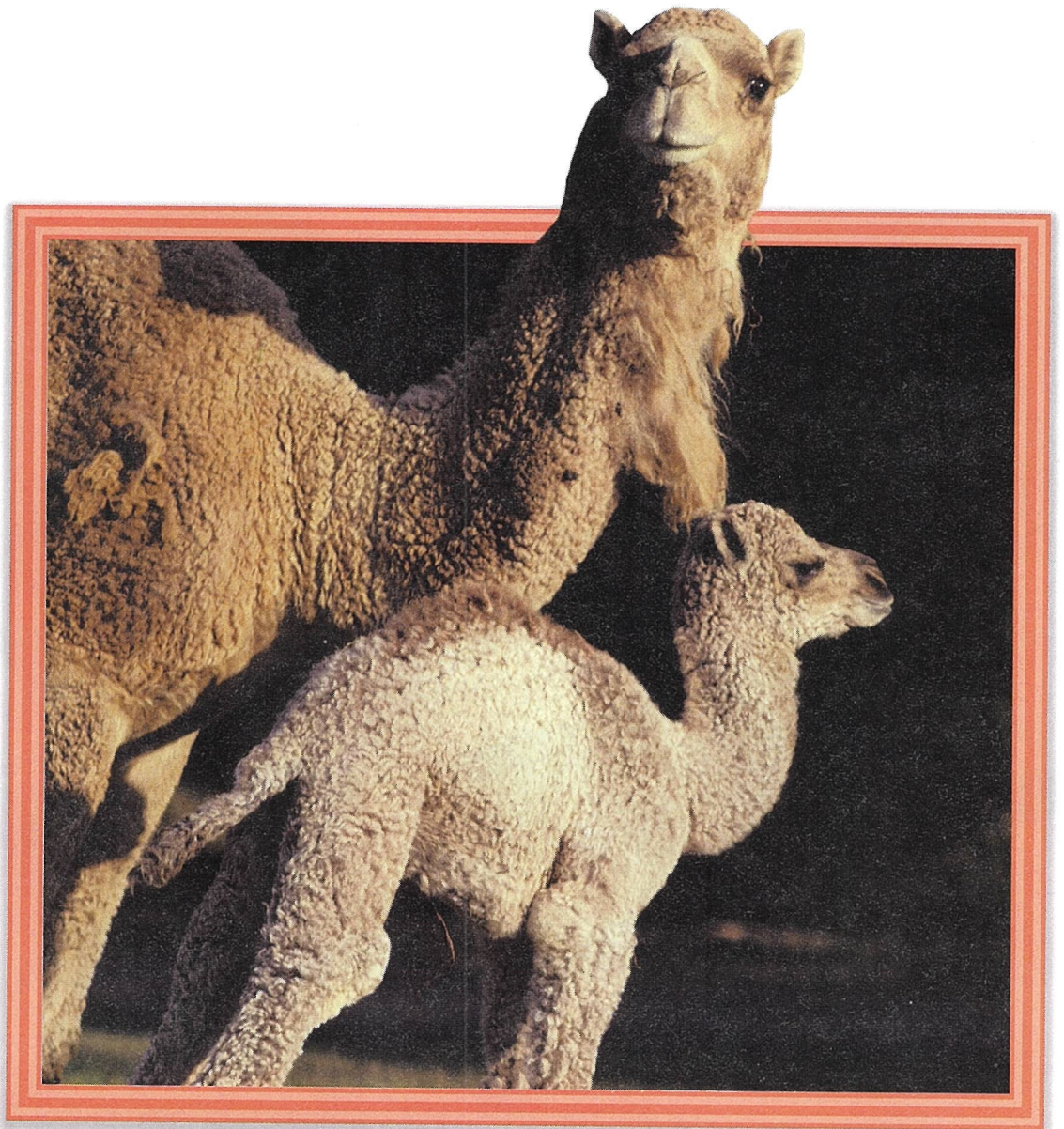
How do humps and thick  
eyelashes help?





A camel's hump has fat inside. On long trips, a camel's body uses the fat for food. A camel's eyelashes keep out the desert sand.

This **baby** camel will **follow** his mother when the herd goes from place to place.





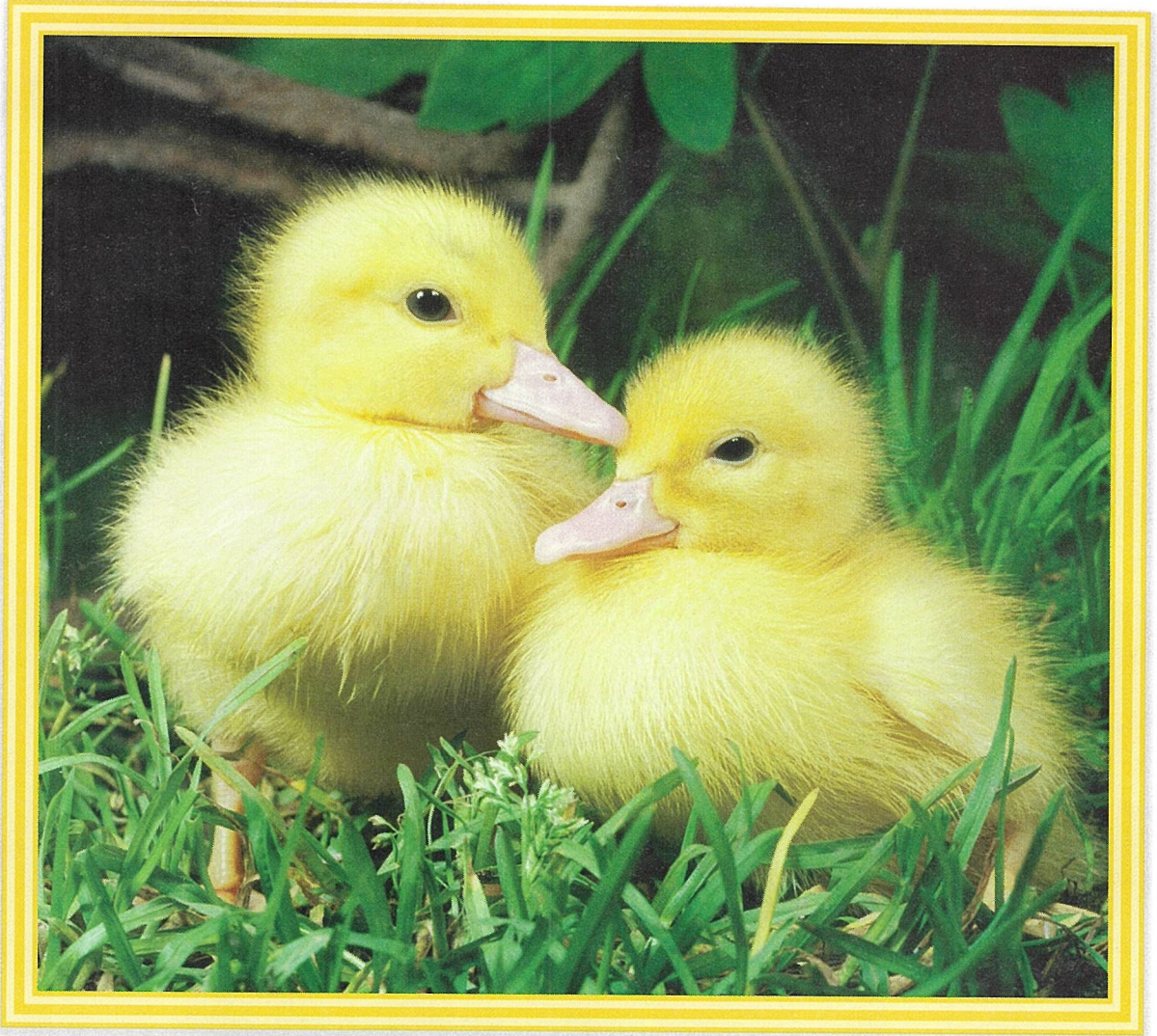
# Duck

A duck is a bird. It has two feet, and each foot has three toes. A duck has a beak, too.

How do feet and a beak help?







Ducks use their feet to swim in the water or walk on land. They use their beaks to eat plants and bugs.

Look! This duck uses her beak to clean her friend.



A giraffe with a long neck and brown spots is reaching up to eat leaves from a tree. The giraffe's neck is the central focus, extending from the bottom right towards the top center. The tree's branches and leaves are at the top of the frame. The background is a blurred savanna landscape under a blue sky with light clouds. A large, white, circular graphic with a gold border is positioned on the left side of the page, containing text.

# Giraffe

A giraffe has spots. A giraffe has a long neck.

How do spots and a long neck help?





A giraffe's spots help it hide. A giraffe's long neck helps it reach the leaves of trees.

This giraffe's long neck helps her reach her baby. She gives him a big kiss!



# Porcupine

A porcupine has soft quills when it is born. The quills get sharp in a day or two.

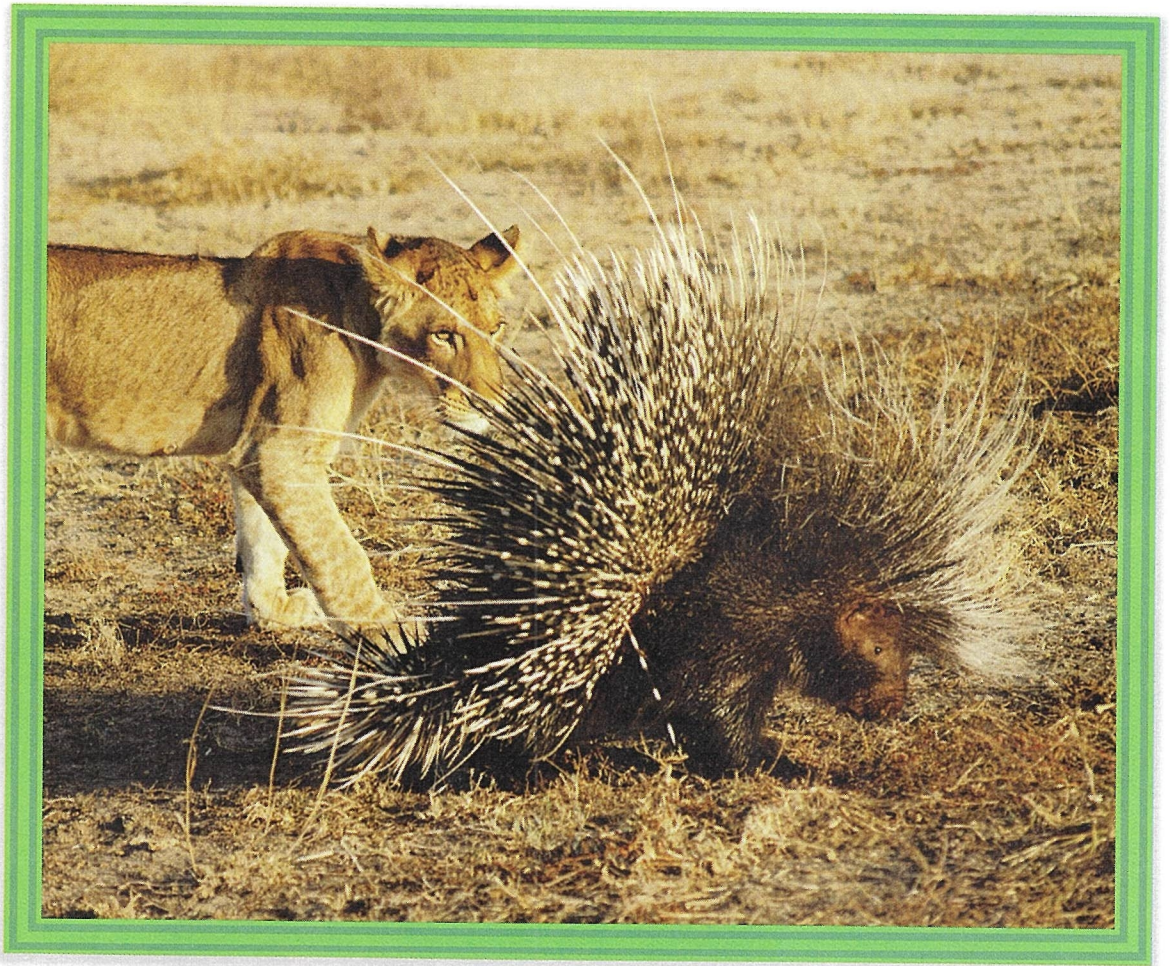
How do quills help?





Quills help keep a porcupine safe. If an animal **begins** to come too close, the porcupine backs into it. The sharp quills hurt!

Quills tell this cub to stay away!





# Turtle

A turtle has a shell that is very hard.

How does a hard shell help?



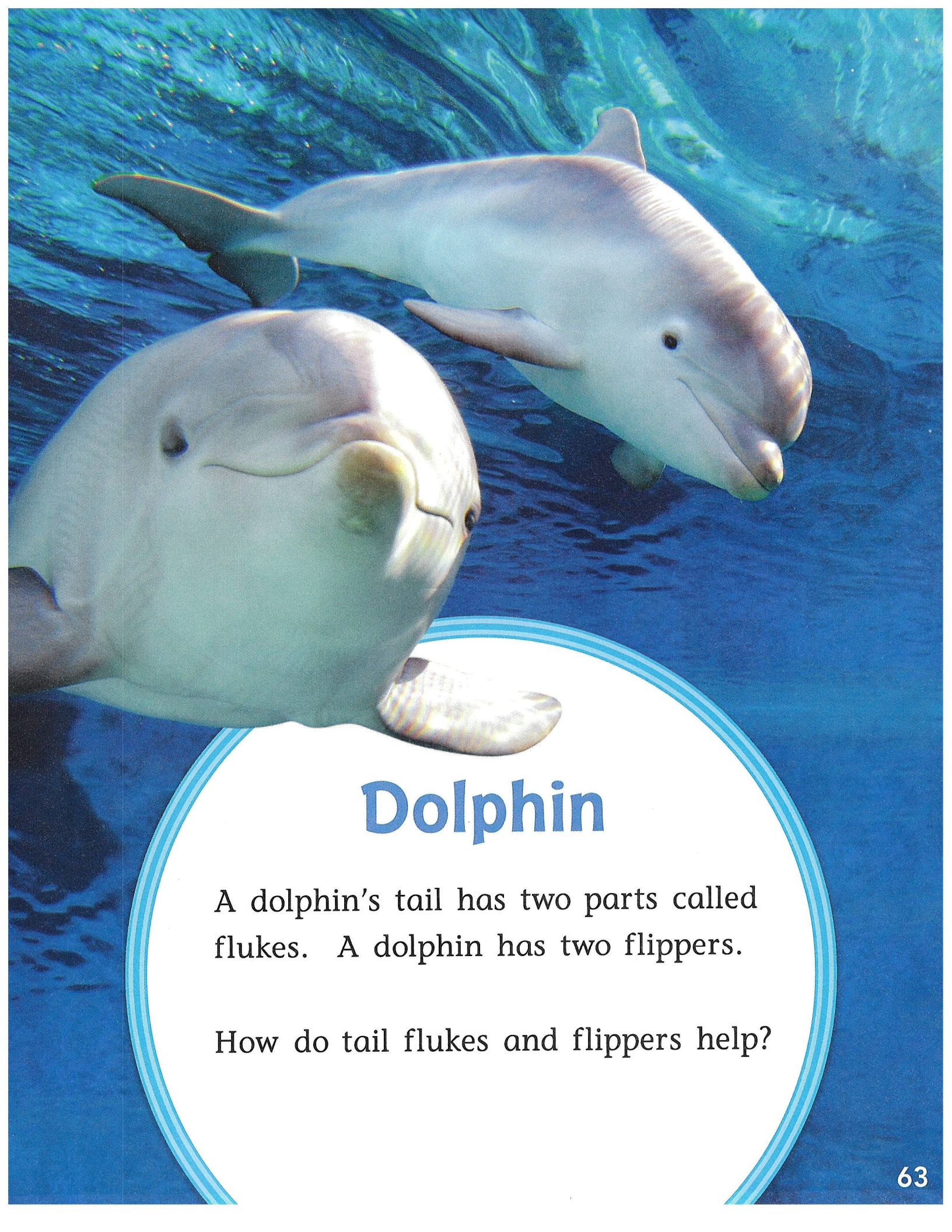


A turtle can hide inside its shell from an animal that may hurt it. The turtle waits **until** the animal goes away. Then the turtle comes back out.

You're safe now, turtle!





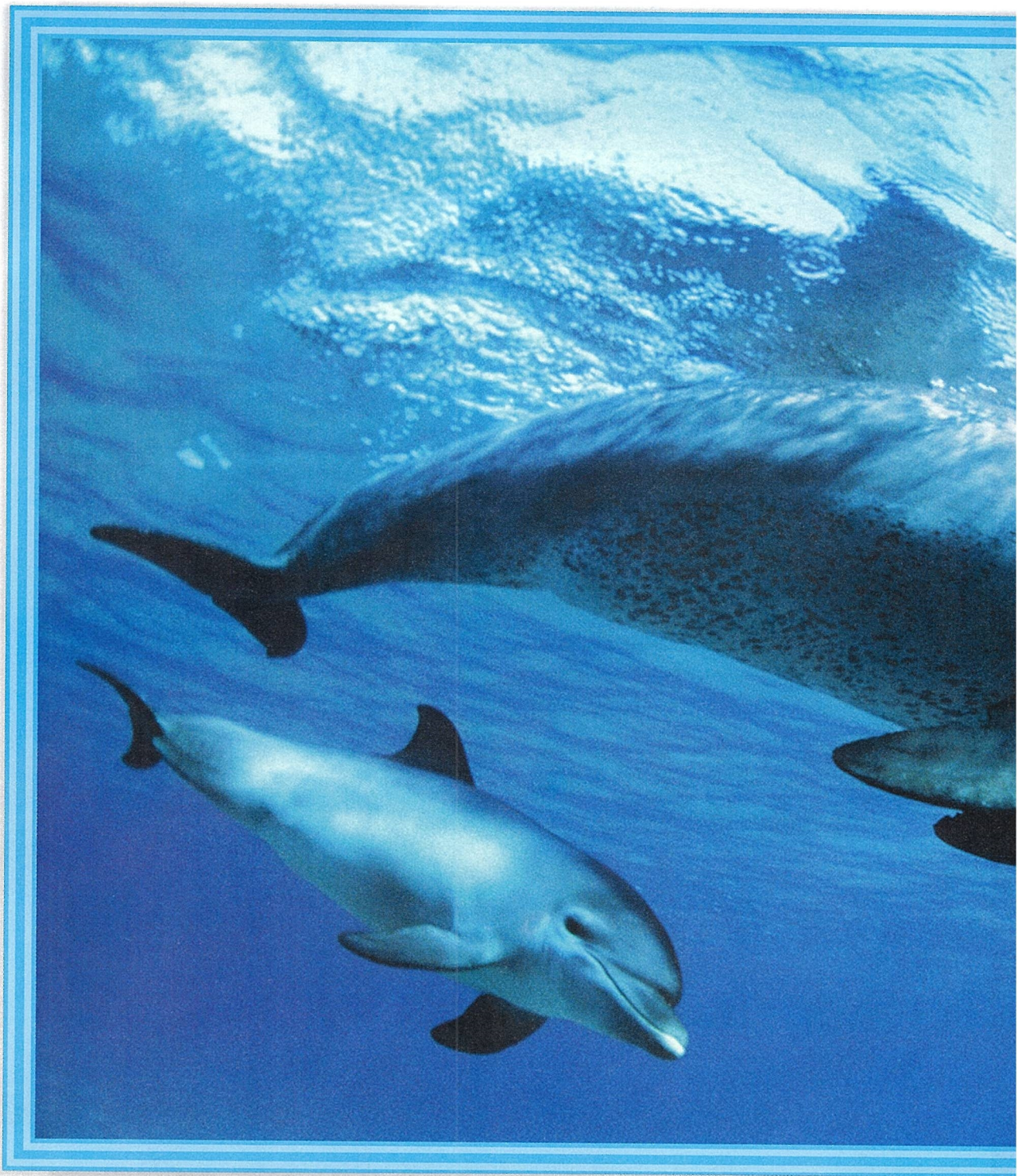


# Dolphin

A dolphin's tail has two parts called flukes. A dolphin has two flippers.

How do tail flukes and flippers help?







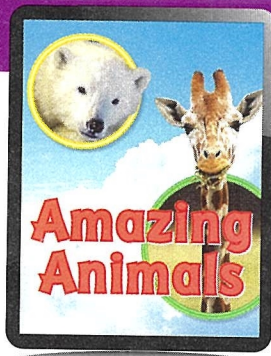


A dolphin flips its tail flukes up and down to swim fast. It uses its flippers to turn to the left or right.

These two dolphins swim away fast.  
Who will be first?

Have fun, dolphins!





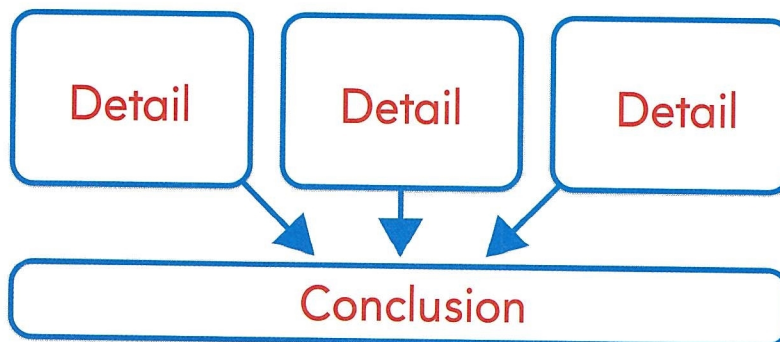
# Dig Deeper

Read Together

Use Clues to Analyze the Text  
Use these pages to learn about  
Conclusions and Using Context. Then  
read *Amazing Animals* again.

## Conclusions

Use text evidence from *Amazing Animals* to draw **conclusions** about what the author does not say. The author does not tell you what it is like where polar bears live. What do the pictures show? Which words help you? What else do you know about polar bears? Use a chart to write your conclusions.

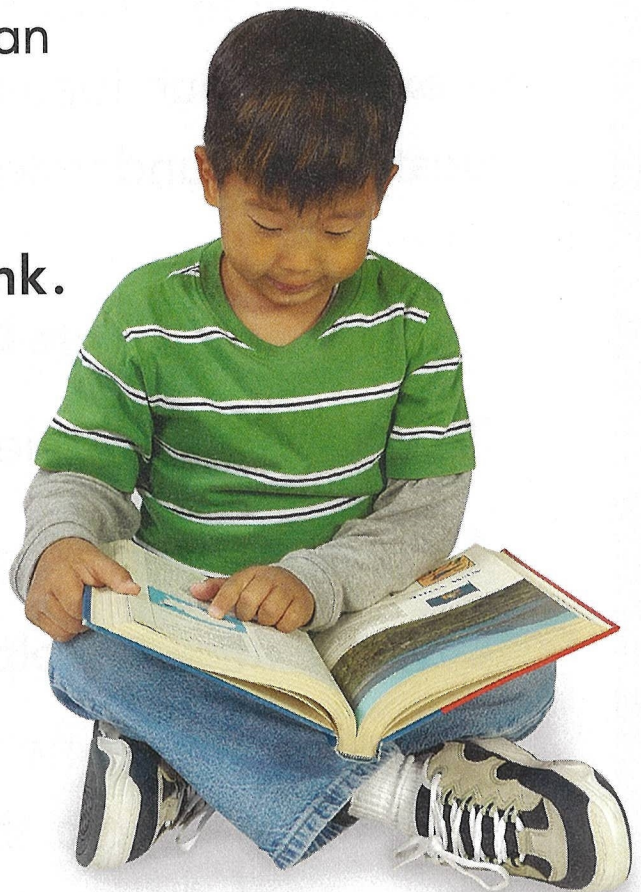




## Using Context

An author may use words you do not know. Read the other words in the sentence and look at the picture to help you figure out the word.

What does **trunk** mean in the selection? The words **long nose** and the picture of the elephants are clues that tell you the **trunk** is the long part of an elephant's face. Another good clue is the sentence **The nose is called a trunk.**



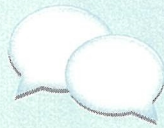


# Your Turn

## RETURN TO THE ESSENTIAL QUESTION

### Turn and Talk

Why do some animals have spots or stripes? Talk about how and why some animals in **Amazing Animals** hide. Use text evidence to explain your ideas clearly. Ask questions to understand your partner's ideas.



### Classroom Conversation

Talk about these questions with your class.

- 1 How do some animals stay safe?
- 2 How does a dolphin's tail help it live?
- 3 Tell about some parts other animals have that help them. How do your hands help you?

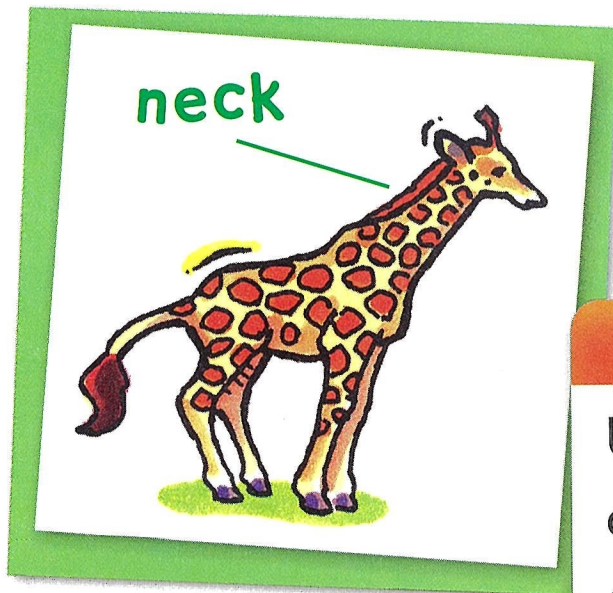


## Performance Task

### WRITE ABOUT READING .....



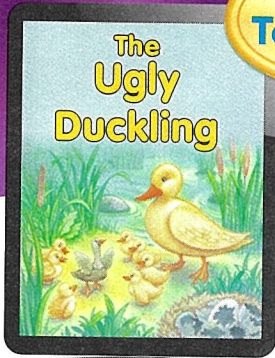
**Response** Which is the most amazing animal in **Amazing Animals**? Draw a picture of it and label its body parts. Use text evidence to write reasons why the animal is amazing. Tell how special body parts help that animal.



#### Writing Tip

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



Read  
Together

# The Ugly Duckling

Once upon a time, a duck sat on eight eggs. One day, all but one of the eggs hatched. The ducks waited until the last baby bird came out. He was big and gray. The other ducks thought he was ugly.

## ✓ GENRE

A **folktale** is an old story that has been told for many years. Sometimes it teaches a lesson.

## ✓ TEXT FOCUS

Many tales have **storytelling phrases**. Sometimes stories begin with **once upon a time**. Sometimes they end with **happily ever after**. What do these words mean in this story?





Each day the ducklings would follow Mother Duck. They were learning to be ducks. The other ducks did not want to play with the ugly duckling. He felt sad. One day he left.

Winter soon came. A farmer found the ugly duckling. "I must take you home before it begins to snow," he said.



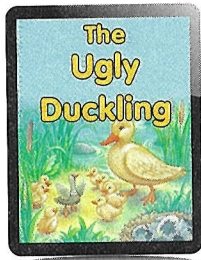
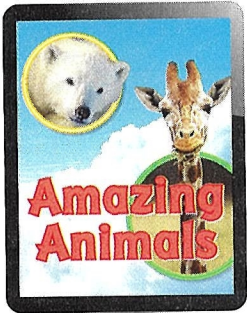


When spring came, the farmer took the duckling to a pond. The duckling saw himself in the water. He felt like many years had passed. He had changed!

Now he knew he was not an ugly duckling. He was a young swan. He and the other swans lived happily ever after.







# Compare Texts



## TEXT TO TEXT

**Compare Selections** Which selection is true? Which is make-believe? Tell a small group how you know. Use text evidence to help you explain.



## TEXT TO SELF

**Think About Characters** How does the duckling in **The Ugly Duckling** change in the story? Tell how you have changed since you were a baby.



## TEXT TO WORLD

**Connect to Science** Pick an animal. How does it grow? Use books and other sources to find out.





# Grammar



**The Pronouns I and Me** Use **I** in the subject of a sentence and **me** in the predicate. Name yourself last when you talk about yourself and others.

## Correct

**Sara and I** like baby animals.

## Not Correct

**I and Sara** like baby animals.

**Me and Sara** like baby animals.



## Correct

The puppy licks **Jill and me**.

## Not Correct

The puppy licks **me and Jill**.

The puppy licks **Jill and I**.

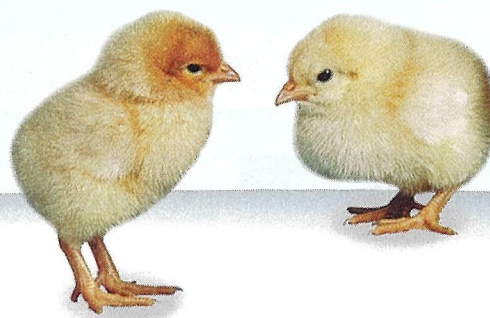




## Try This!

Write the correct words to finish each sentence. Use another sheet of paper. Read your sentences to a partner.

1. \_\_\_\_\_<sup>?</sup> saw a piglet.  
Dad and I    I and Dad
2. The chicks looked at \_\_\_\_\_<sup>?</sup>.  
Jake and me    me and Jake
3. \_\_\_\_\_<sup>?</sup> fed one kitten.  
I and Ana    Ana and I
4. The cubs ran from \_\_\_\_\_<sup>?</sup>.  
Liz and I    Liz and me




## Connect Grammar to Writing

When you proofread your writing, be sure to use the pronouns **I** and **me** correctly. Remember to capitalize **I**.



# Narrative Writing



 **Development** Good **story sentences** have exact verbs that help readers picture what the story characters are doing.







Troy wrote about a baby bird. Later, he changed **went** to a more exact verb.

## Revised Draft

Then Jay <sup>flew</sup> ~~went~~ into the air.

## Writing Checklist

-  **Development** Do my sentences have exact verbs?
-  Did I tell what happened in order?
-  Do I need to delete any words?
-  Does my last sentence tell the ending?



Look for story events and exact verbs in Troy's final copy. Then revise your writing. Use the Checklist.



Final Copy



## Flying Lesson

Jay stood quietly by the nest.

First, he watched his mom.

Then Jay flew into the air.

He sailed high above the garden.

Jay soared all the way home.

