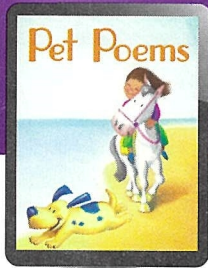
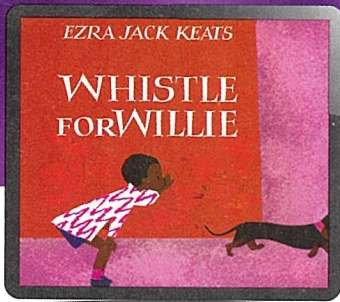


Lesson 23



Q LANGUAGE DETECTIVE

Talk About Words

Nouns are words that name people, animals, things, or places. Work with a partner. Find the blue words that are nouns. Use them in complete sentences. Add details to your sentences to tell more about the nouns.

Words to Know



- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the blue words.

1

house

They learned how to build a **house** for birds.



2

along

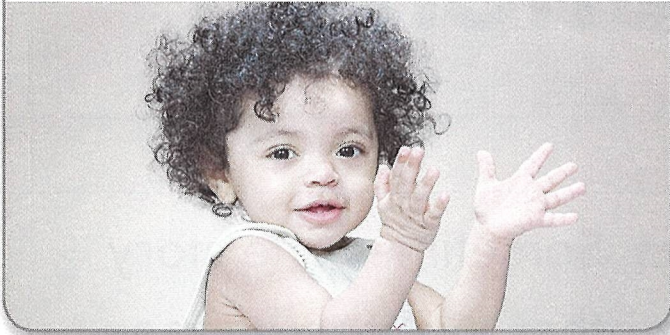
He rode carefully **along** the bike path.



3

together

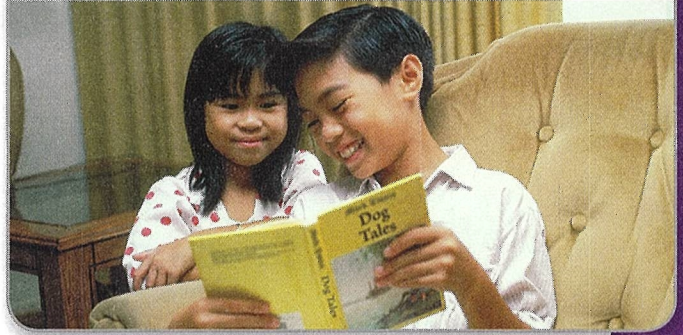
The baby can clap her hands **together** now.



4

boy

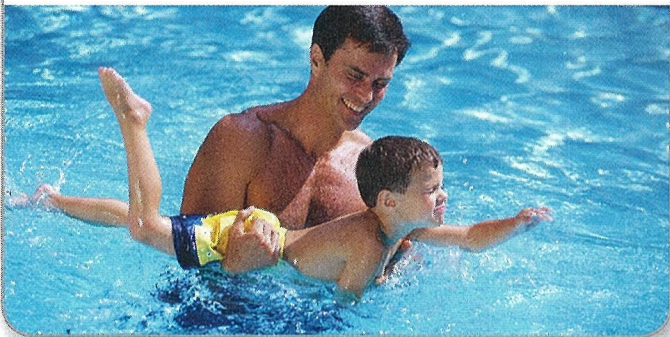
The **boy** teaches his sister to read.



5

father

My **father** teaches me how to swim.



6

again

We went out on the ice **again** to practice.



7

nothing

At first **nothing** fit, but he finished the puzzle.

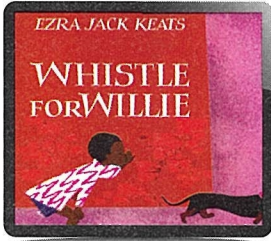


8

began

She **began** to take violin lessons.

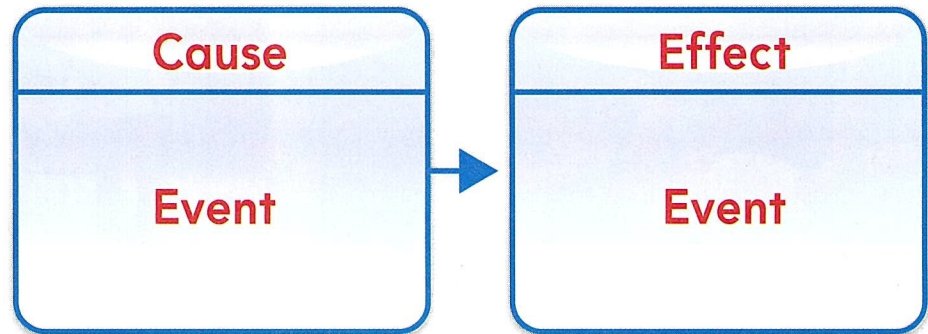




Read and Comprehend

✓ TARGET SKILL

Cause and Effect Sometimes one story event causes another event to happen. The **cause** happens first. The **effect** is what happens next. As you read, ask yourself what happens and why. You can use a chart to help you understand events.



✓ TARGET STRATEGY

Monitor/Clarify If a part doesn't make sense, you can ask questions, reread, and use the pictures for help.

PREVIEW THE TOPIC

Pets

A pet can be a good friend. A cat can cuddle. A dog can play with a ball. What kinds of pets do you know about? Have you ever had a pet? Pets need care. They need to be fed. Some need to be walked. You will read about a boy and his pet dog in **Whistle for Willie**.



Think | Pair | Share

What pet would you like best? Think about it. Finish the sentences. Share with a partner:

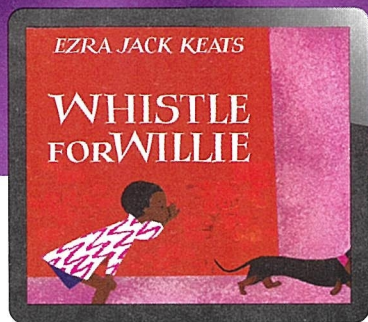
I would like ____ .

I would not like ____.

____ is better than ____.



ANCHOR TEXT



GENRE

Realistic fiction is a story that could happen in real life. As you read, look for:

- ▶ events that could really happen
- ▶ characters who do things real people and animals do

Meet the Author and Illustrator

Ezra Jack Keats

Ezra Jack Keats wrote and illustrated books for children. When Mr. Keats was a boy, he drew pictures on the kitchen table. His mother was so proud, she kept the art rather than wash the table.



WHISTLE FOR WILLIE

by Ezra Jack Keats



ESSENTIAL QUESTION

How can you take good care of a pet?

Oh, how Peter wished he could whistle!



He saw a boy playing with his dog. Whenever the boy whistled, the dog ran straight to him.

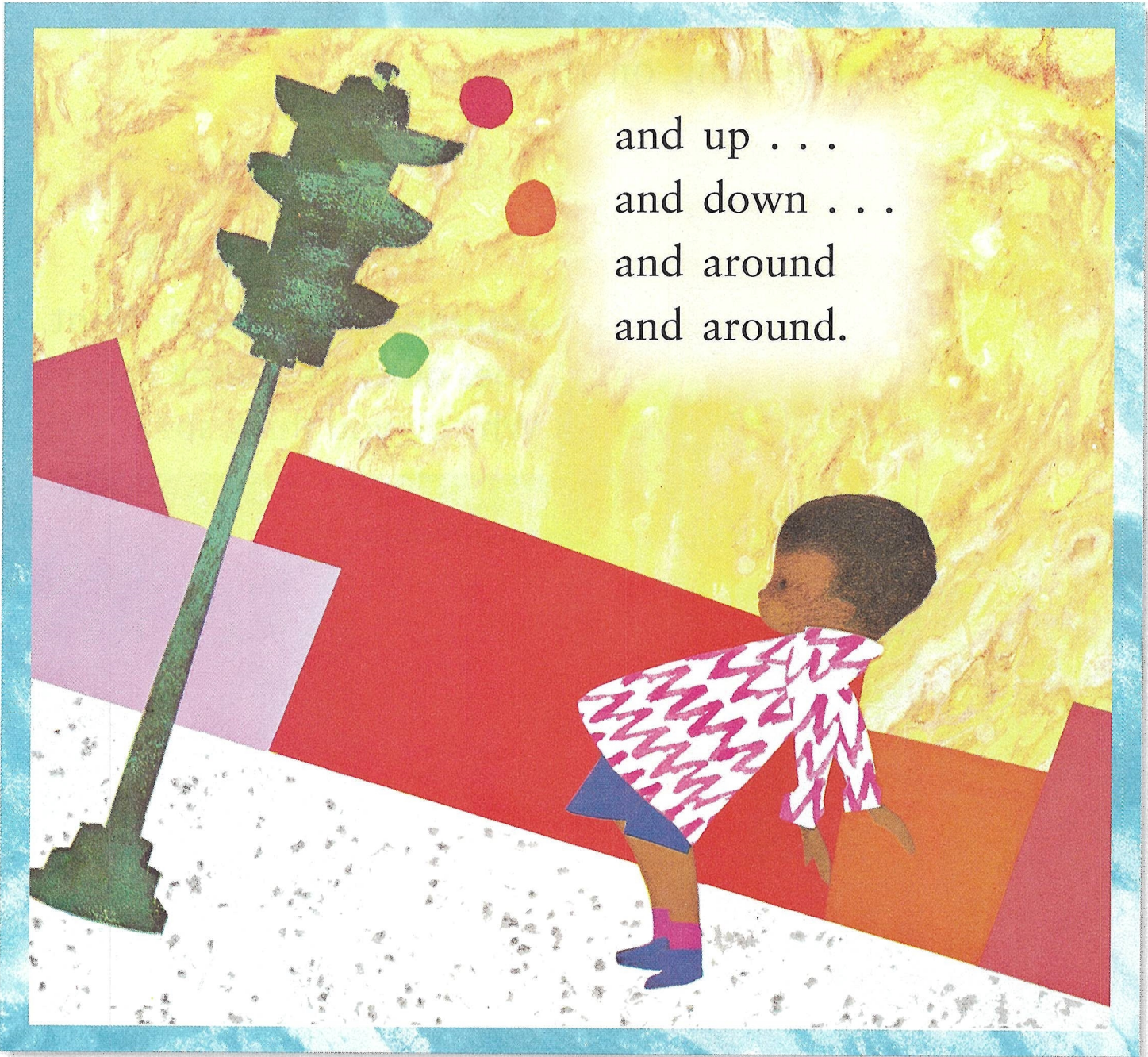


ANALYZE THE TEXT

Cause and Effect What happens when the boy whistles?

Peter tried and tried to whistle, but he couldn't. So instead he **began** to turn himself around—
around and around he whirled . . .
faster and faster
When he stopped
everything turned
down . . .
and up . . .



A child with dark skin and short hair, wearing a white dress with a pink and purple pattern and blue shoes, stands on a white speckled ground. To the left is a large, dark green, stylized tree with a long trunk. The background is a bright yellow, textured wall. Three colored circles (red, orange, green) are floating in the air. The scene is framed by a blue border.

and up . . .
and down . . .
and around
and around.

Peter saw his dog, Willie, coming.
Quick as a wink, he hid in an empty
carton lying on the sidewalk.

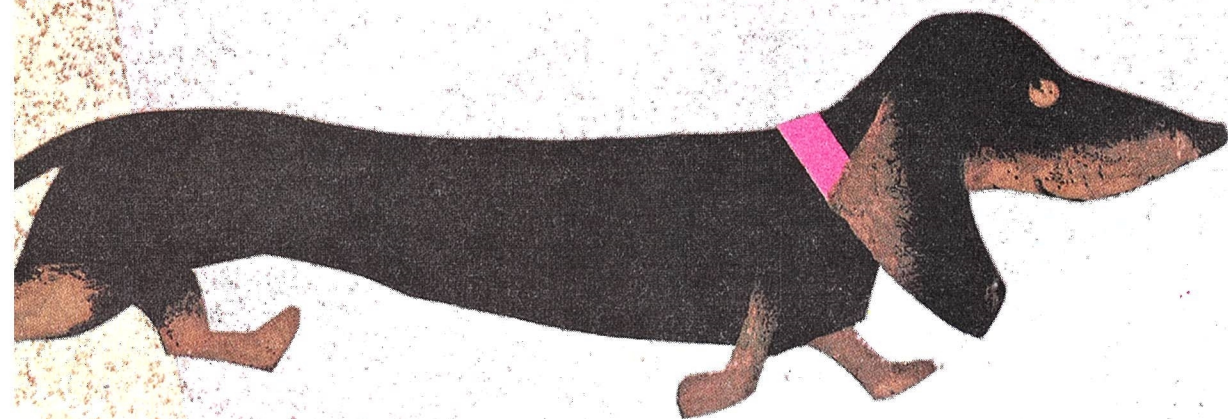
ANALYZE THE TEXT

Figurative Language What does **quick as a wink** mean? Why do you think so?



“Wouldn’t it be funny if I whistled?” Peter thought. “Willie would stop and look all around to see who it was.”

Peter tried **again** to whistle—but still he couldn’t. So Willie just walked on.

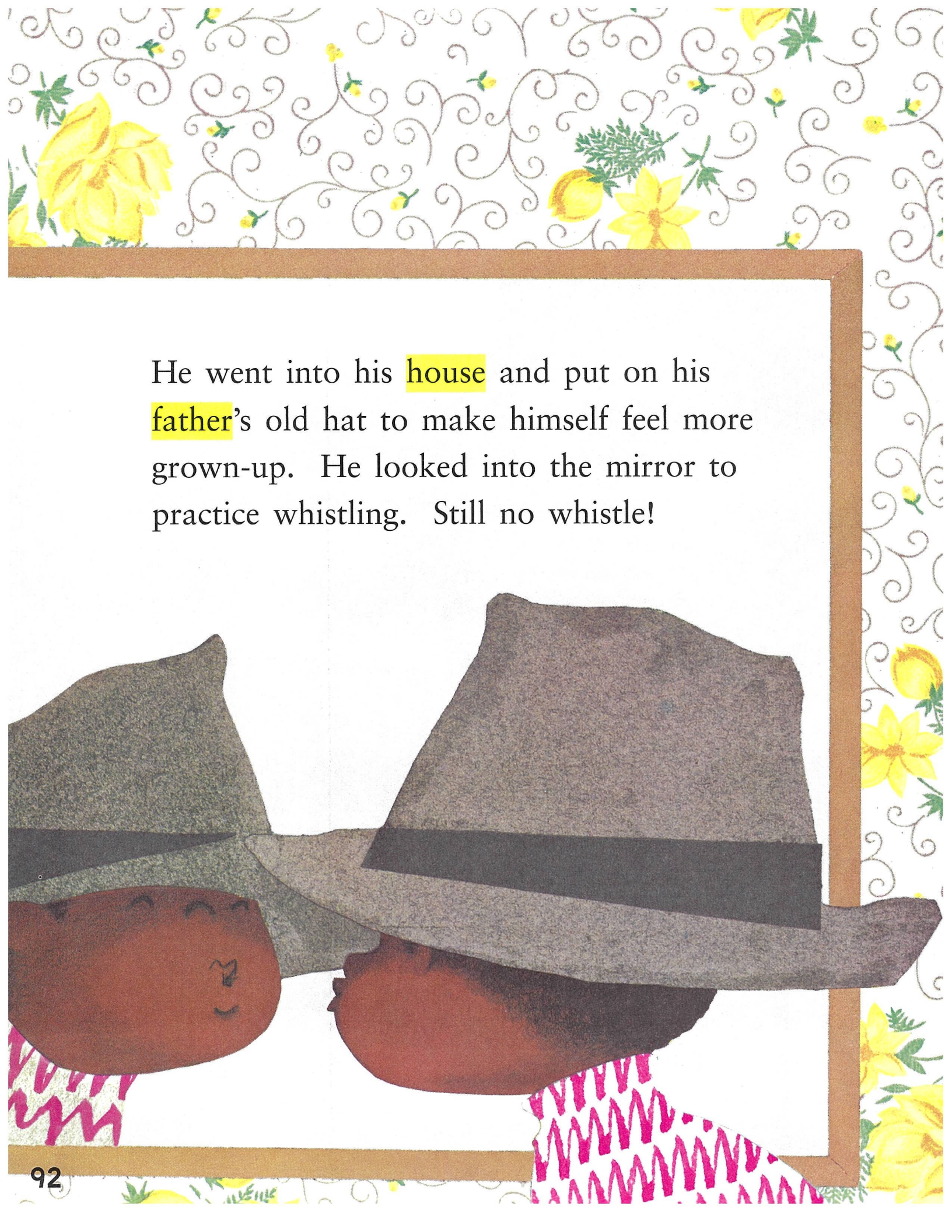


Peter got out of the carton and started home. On the way he took some colored chalks out of his pocket and drew a long, long line right up to his door.

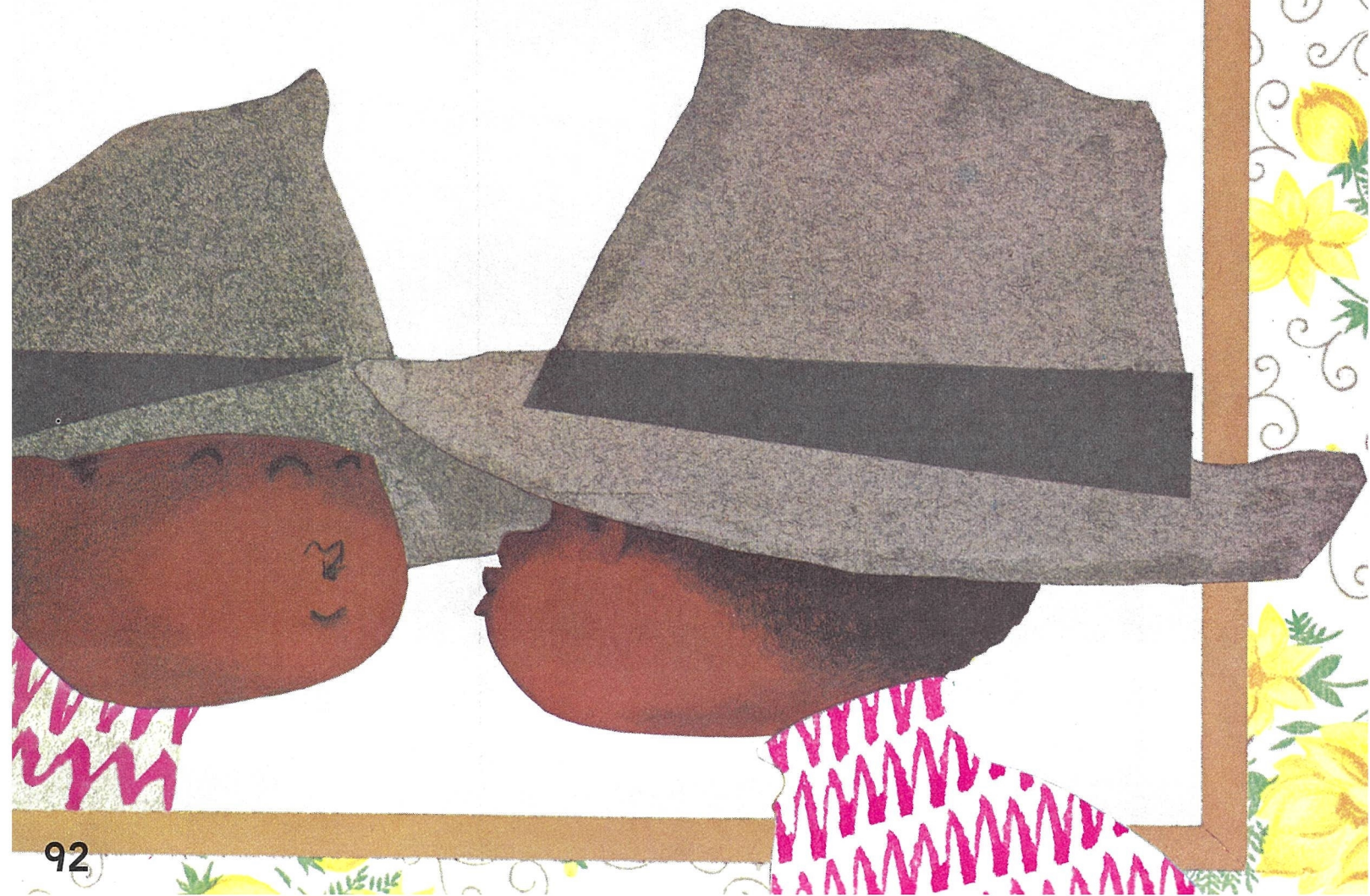


He stood there and tried to whistle again. He blew till his cheeks were tired. But **nothing** happened.





He went into his house and put on his father's old hat to make himself feel more grown-up. He looked into the mirror to practice whistling. Still no whistle!





When his mother saw what he was doing,
Peter pretended that he was his father.

He said, “I’ve come home early today, dear.
Is Peter here?”

His mother answered, “Why no, he’s outside
with Willie.”

“Well, I’ll go out and look for them,” said Peter.

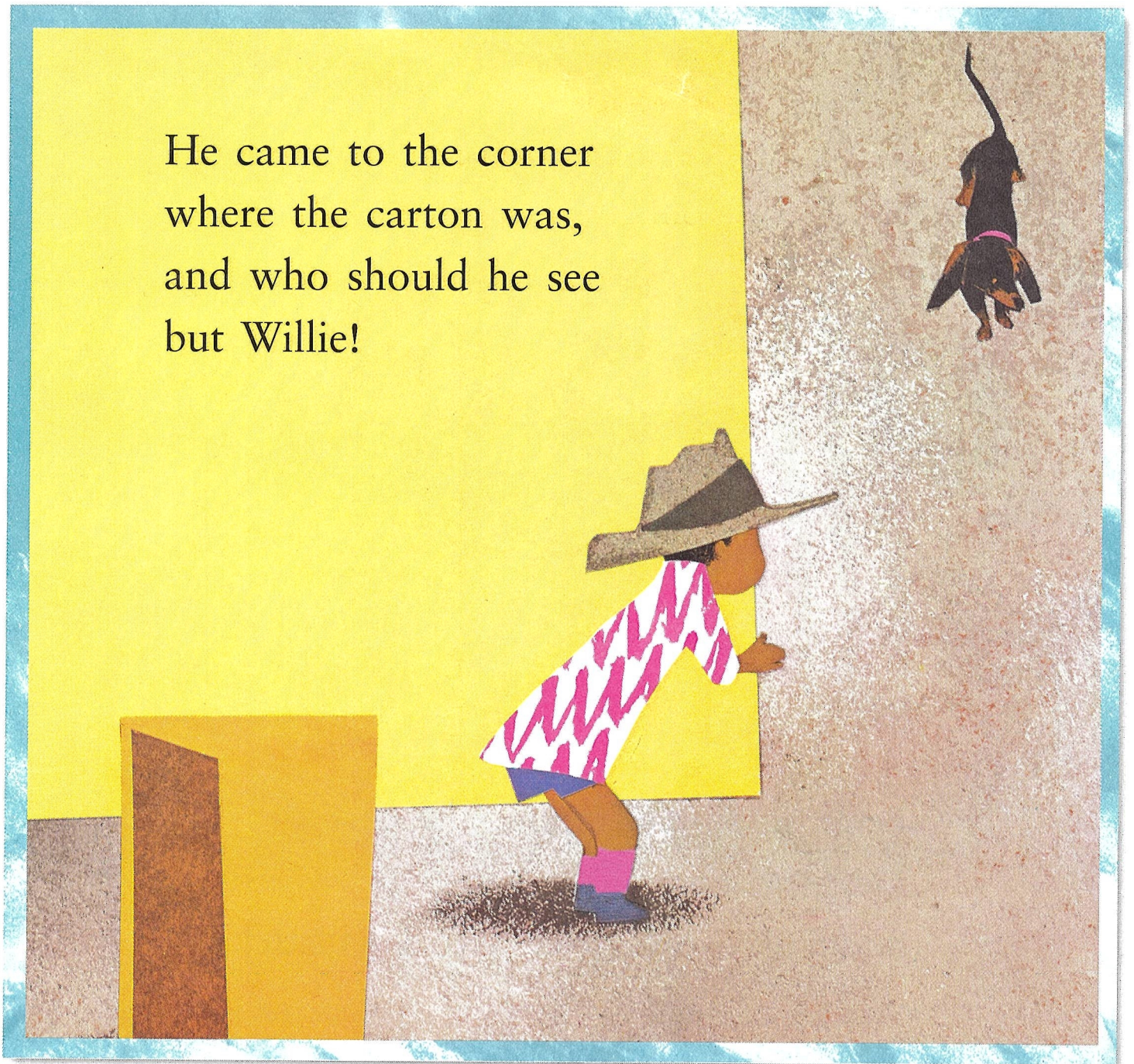
First he walked along a crack in the sidewalk. Then he tried to run away from his shadow.

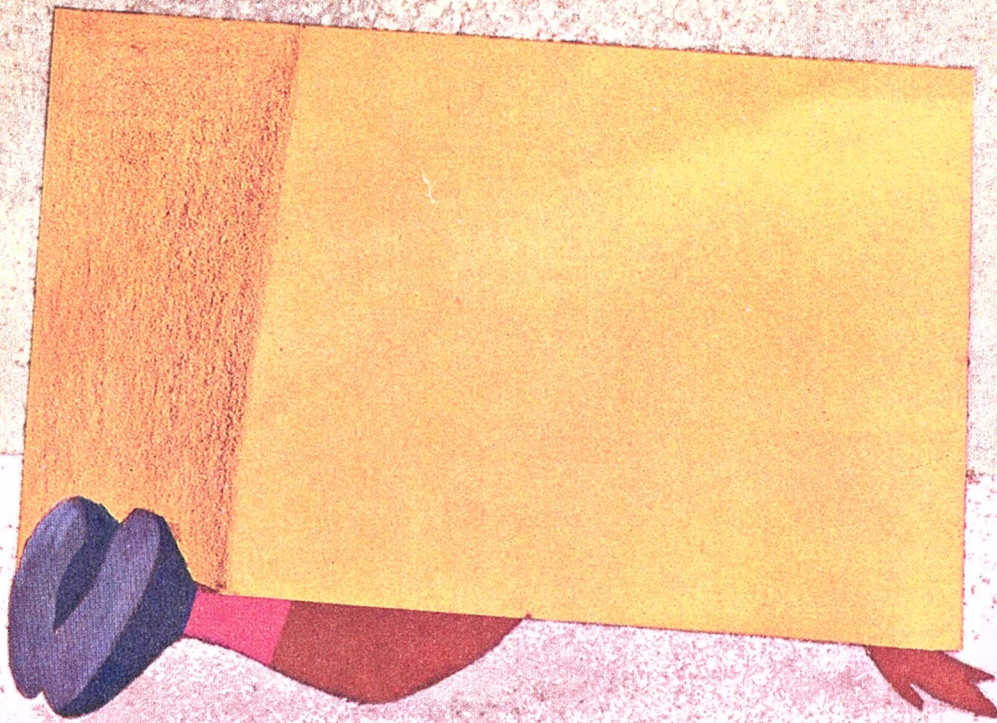
He jumped off his shadow.

But when he landed they were together again.



He came to the corner
where the carton was,
and who should he see
but Willie!





Peter scrambled under the carton.
He blew and blew.
Suddenly—out came a real whistle!



Willie stopped and looked around to see who it was.





“It’s me,” Peter shouted, and stood up.
Willie raced straight to him.



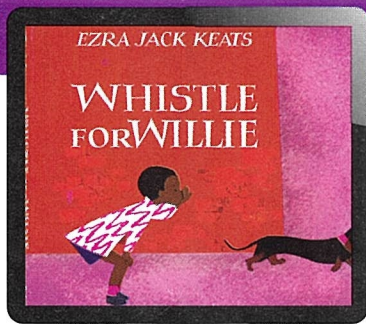


Peter ran home to show his father and mother what he could do.
They loved Peter's whistling. So did Willie.



Peter's mother asked him and Willie
to go on an errand to the grocery store.
He whistled all the way there,
and he whistled all the way home.





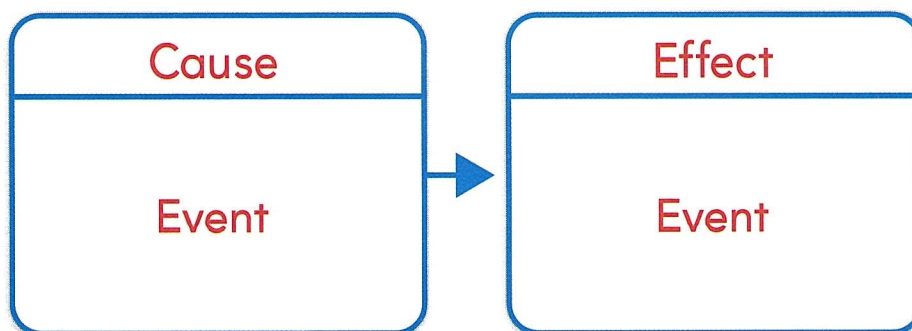
Dig Deeper

Read Together

Use Clues to Analyze the Text
Use these pages to learn about Cause and Effect and Figurative Language.
Then read *Whistle for Willie* again.

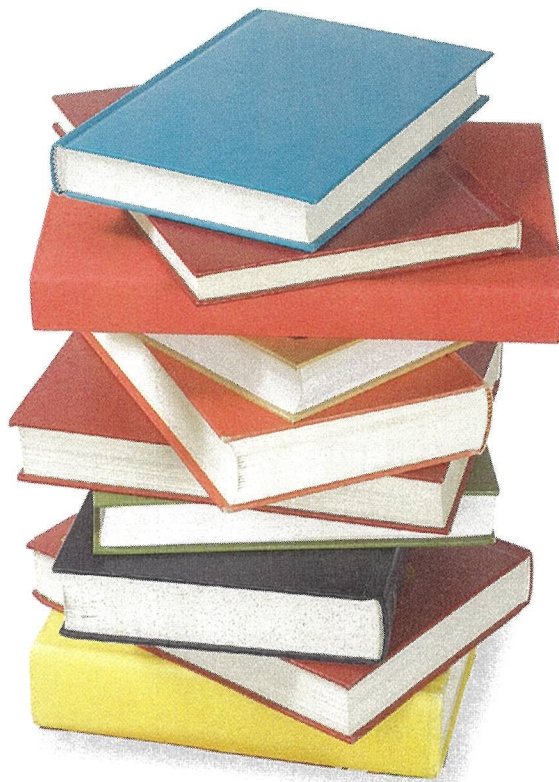
Cause and Effect

In *Whistle for Willie*, story events cause other events to happen. The **cause** is the reason why something else happens. The **effect** is what happens next. In the story, Peter keeps trying to whistle. This is the cause. What happens because he tries to whistle? Use a chart like this to show why important events happen.



Figurative Language

Authors often use words in interesting ways to help you picture what is happening. The story says that Peter **scrambled under** the carton when he sees Willie. These words help you know how Peter moves. He does not go under the carton slowly. He goes under very quickly. What other words does the author use in interesting ways?



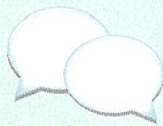


Your Turn

RETURN TO THE ESSENTIAL QUESTION



How can you take good care of a pet? How does Peter take care of Willie? Use text evidence to help you explain. Talk about what you know about taking care of a pet. Tell your ideas clearly.



Classroom Conversation

Talk about these questions with your class.

- 1 What lesson can you learn from Peter?
- 2 Why does Peter want to learn to whistle?
- 3 Peter learns how to whistle. What have you learned how to do because you kept trying?

Performance Task

WRITE ABOUT READING



Response What would Willie say if he could talk? What would he say happened? Write sentences that tell the story the way Willie would tell it.

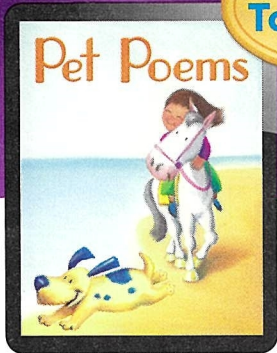


Writing Tip

Use words like **first**, **next**, **then**, and **finally** to tell when things happen.

POETRY

Read Together



✓ GENRE

Poetry uses words to describe pictures and feelings. Listen for interesting words in each poem. Clap along with the rhythm, or beat.

✓ TEXT FOCUS

Words **rhyme** if they have the same ending sound. Which poems use words that rhyme?

Pet Poems

This poem began as a folk song. Read it along with your class. Then sing it together.

Bingo

There was a farmer had a dog,

And Bingo was his name, O!

B - I - N - G - O,

B - I - N - G - O,

B - I - N - G - O,

And Bingo was his name, O!



Can someone in your class read this poem in Spanish? Now read it again in English.

Caballito blanco, reblanco

Caballito blanco,
reblanco,
sácame de aquí,
llévame hasta el puerto
donde yo nací.

Little White Horse

Little horse
White as snow
Take me where
I long to go.
Take me to the port
By the sea
Where I was born
And long to be.

traditional folk poem



What kind of pet would you like to have? Would you like a furry pet or a pet with scales?



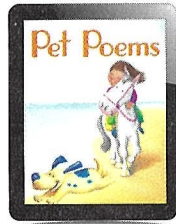
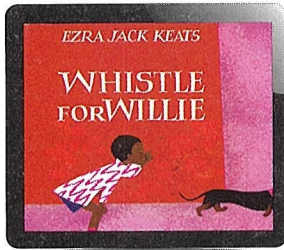
PET SNAKE

No trace of fuzz.
No bit of fur.
No growling bark,
or gentle purr.
No cozy cuddle.
No sloppy kiss.
All he really does
is hisssssssssss.

by Rebecca Kai Dotlich

Respond to Poetry

Write a pet poem. Use words with the same beginning sounds and rhyming words. Memorize a poem or song. Use your voice to show how it makes you feel.



Compare Texts



TEXT TO TEXT

Compare Pets How is Willie different from the pet snake in the poem? Write words that tell what Willie looks like and what he can do. Draw a picture.



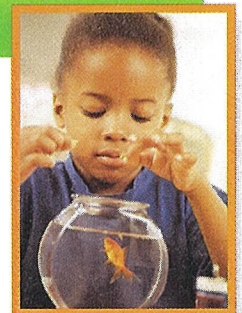
TEXT TO SELF

Describe a Pet Find words in the poems that tell what the pets look like. Use some of these words and your own words to describe a pet you like.



TEXT TO WORLD


Research Pets Work with classmates. Use books and other sources to find out how to take care of a pet. Write steps.



Grammar

Possessive Pronouns Some **pronouns** show that something belongs to someone. This kind of pronoun can come before a noun or at the end of a sentence.

Read Together



This is **my** dog.
This dog is **mine**.

I am using **your** chalk.
The chalk is **yours**.

That is **his** shadow.
That shadow is **his**.

I am wearing **her** hat.
This hat is **hers**.

Try This!

Write the correct pronoun to finish each sentence.
Use another sheet of paper.




1. I have a dog. Little Cleo is ?
mine mines
2. This is her dish. The dish is ?
his hers
3. I whistle. Cleo hears ? whistle.
my mine
4. She follows me to ? house.
your yours
5. Cleo thinks your toys are ?!
her hers

Connect Grammar to Writing

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

Narrative Writing



 **Organization** When you write sentences for a **story summary**, tell the important events in the order they happened.



Abby wrote a summary of **Whistle for Willie**. Later, she moved one sentence.




Revised Draft

Peter kept trying to whistle.

He practiced in a mirror.

He went into his house.

Writing Checklist

-  **Organization** Did I tell the events in order?
-  Do I need to add more important details?
-  Did I use the correct pronouns?

Look for events in the correct order in Abby's final copy. Then revise your own writing. Use the Checklist.



Final Copy

Whistle for Willie

Peter kept trying to whistle.
Then he went into his house.
He practiced in a mirror.
When Peter's mom saw him,
he pretended to be his dad.
Then Peter went outside.
He saw Willie, so he hid
under the carton.
Finally, Peter whistled and
Willie ran to him.
Peter was so happy!

