

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.

**Words
 to Know**



- ▶ Read each **Context Card**.
- ▶ Use a blue word to tell about something you did.

1

city

They moved to the **city** from the country.



2

myself

I took the box into the house all by **myself**.



3

school

He met many new friends at **school**.



4

party

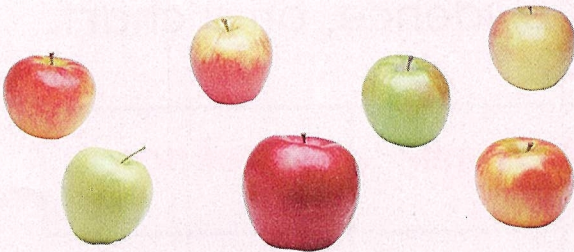
They had a **party** for their new classmate.



5

seven

She will bring **seven** apples to school.



6

buy

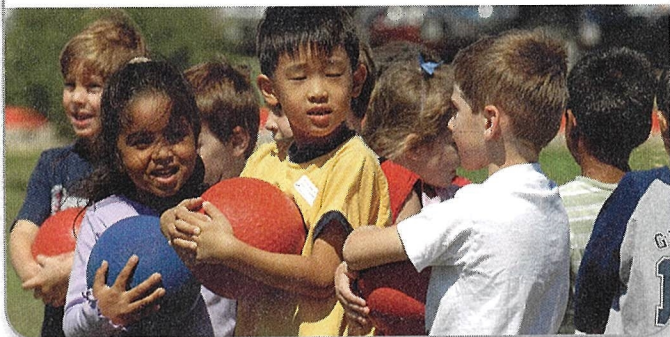
She will **buy** a plant for her friend.



7

please

"**Please** play with us," they said.

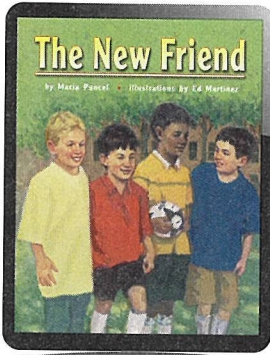


8

family

They invited the **family** to come in.





Read and Comprehend



TARGET SKILL

Understanding Characters Remember that you can learn a lot about what story **characters** are like from their words and actions. Use what the characters say and do as clues. Figure out how they feel and why they act the way they do. You can list the clues, or text evidence, on a chart.

Words	Actions	Feelings

TARGET STRATEGY

Summarize Stop to tell about the important events as you read.

PREVIEW THE TOPIC

Learning About Our Country

We live in the United States of America. People have come to this country from all over the world. You learn about our country at school. You can read books about our country, too.

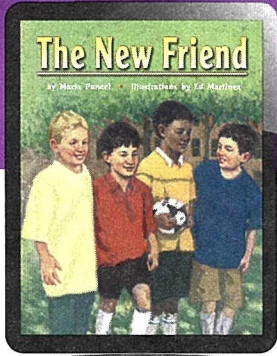
You will read about a boy who moves to the United States in **The New Friend**.



 Think | Write | Pair | Share

What do you know about our country? Think about it. Complete the sentence: Our country is _____. Share with a partner. Act out what you know.

ANCHOR TEXT



GENRE

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

- ▶ characters who act like real people
- ▶ events that could really happen

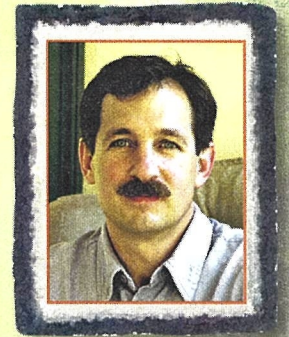
Meet the Author

María Puncel

María Puncel lives in Spain. She writes her books in Spanish. Many of them have been translated into English, including *El Amigo Nuevo*.

Meet the Illustrator

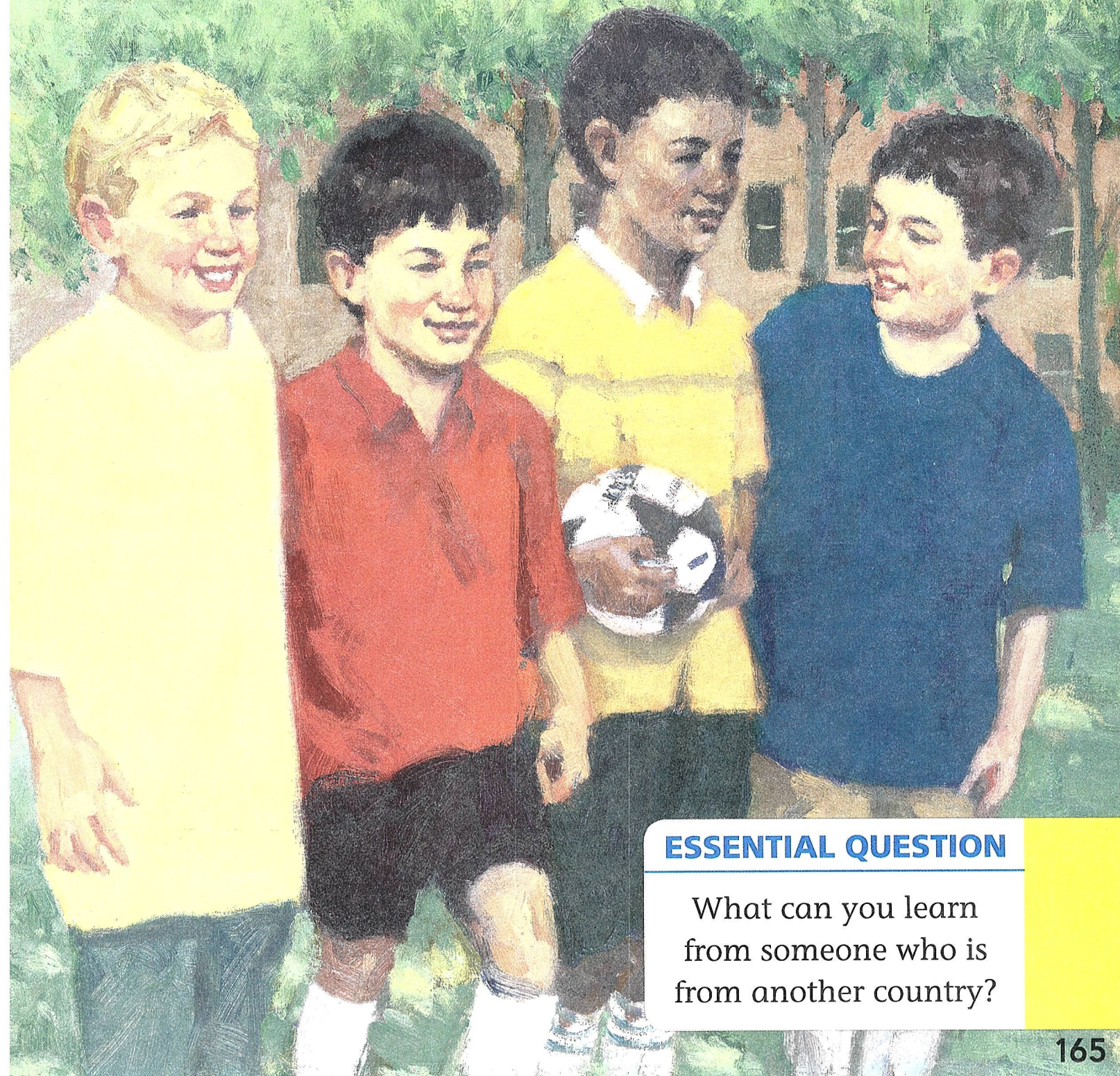
Ed Martinez



Ed Martinez grew up with a painter in the family. His father was an artist! As a boy, Mr. Martinez got started by drawing horses. Now he draws pictures for magazines and books.

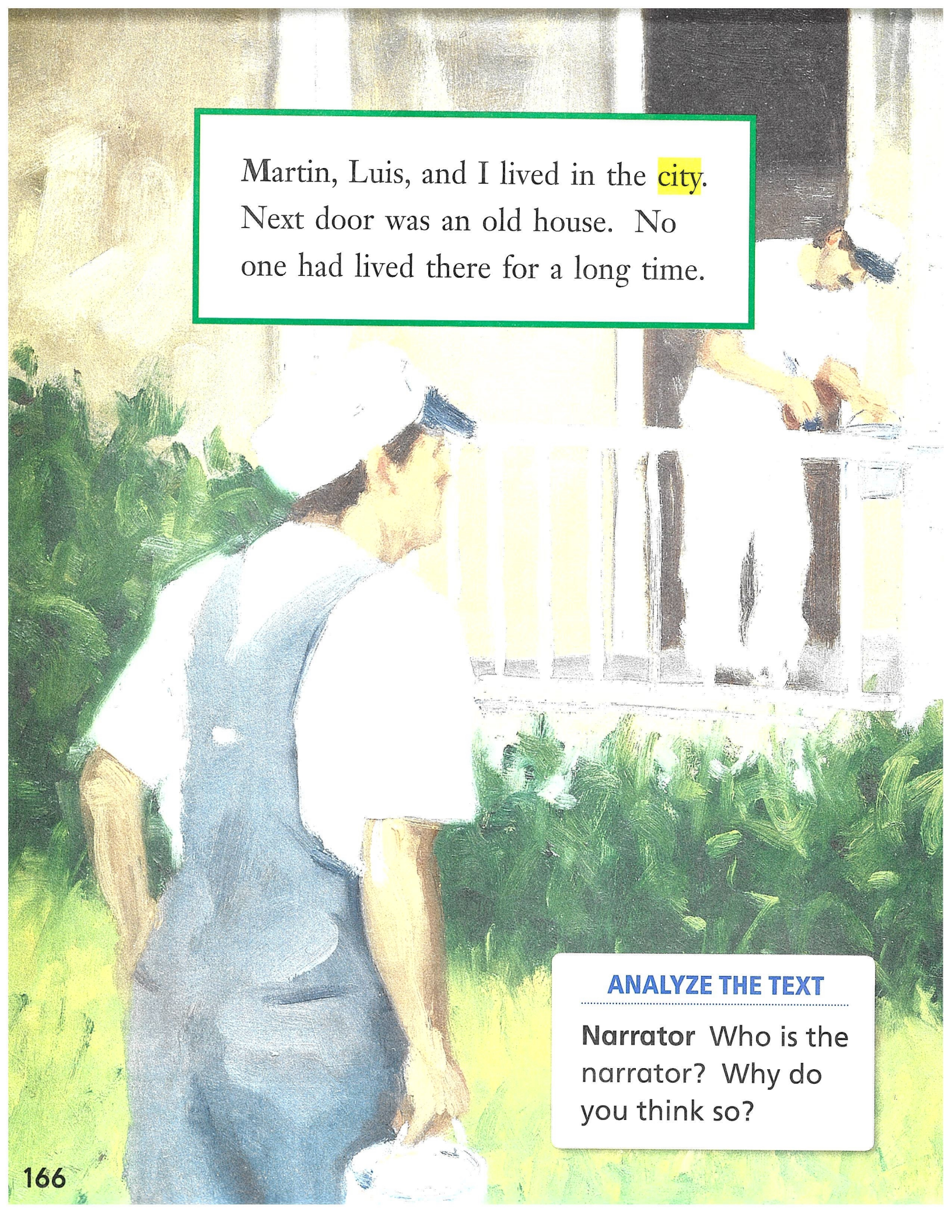
The New Friend

by María Puncel • illustrations by Ed Martinez



ESSENTIAL QUESTION

What can you learn from someone who is from another country?

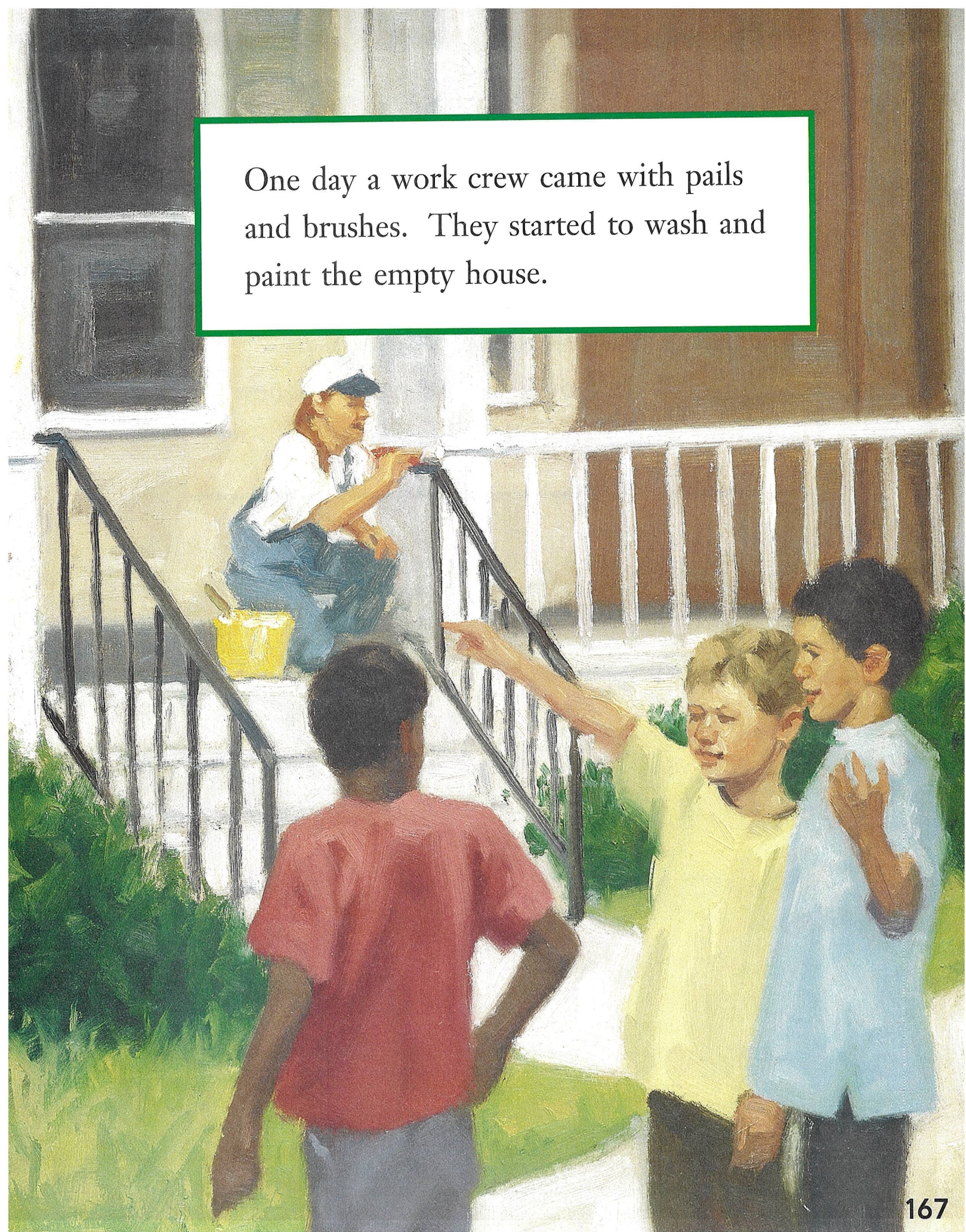


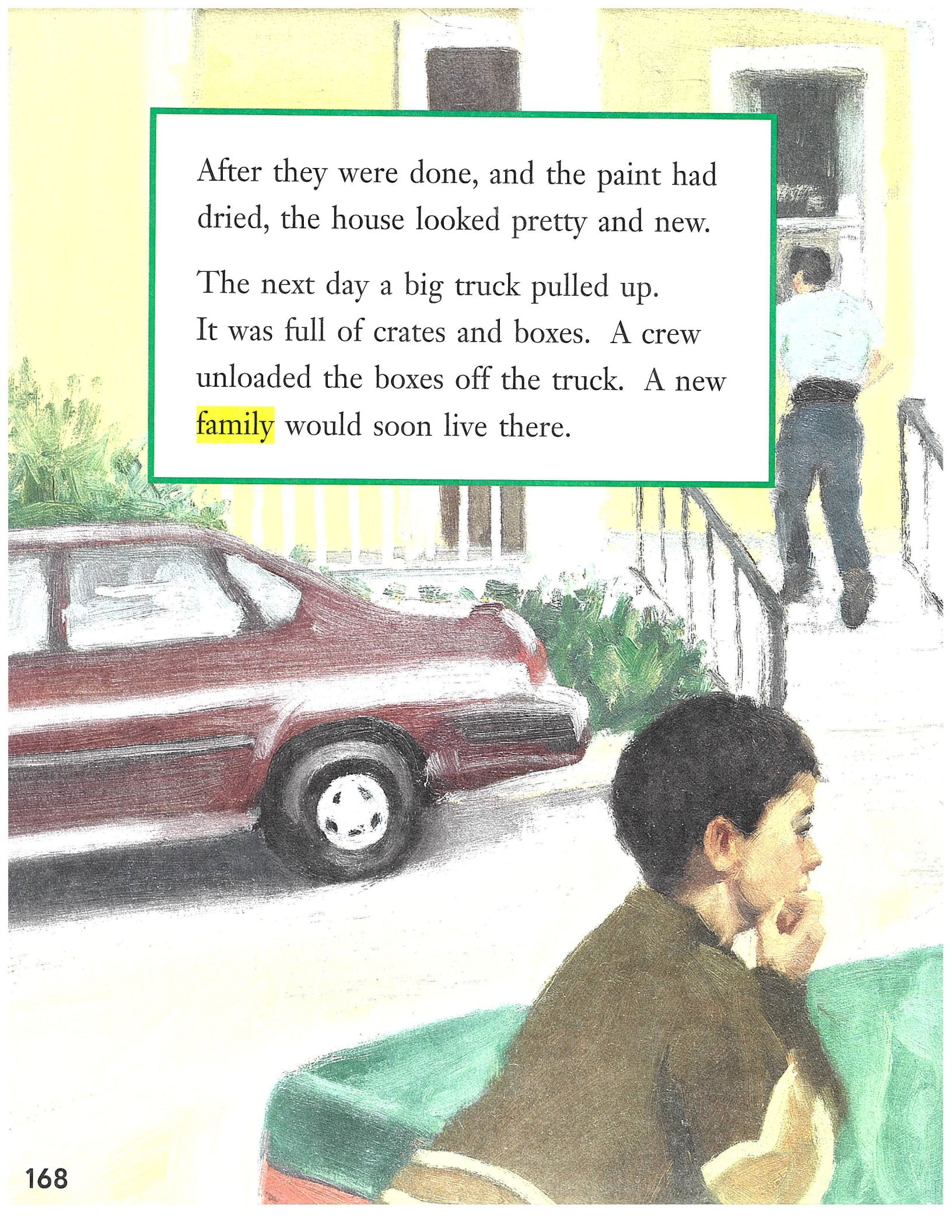
Martin, Luis, and I lived in the city.
Next door was an old house. No
one had lived there for a long time.

ANALYZE THE TEXT

Narrator Who is the narrator? Why do you think so?

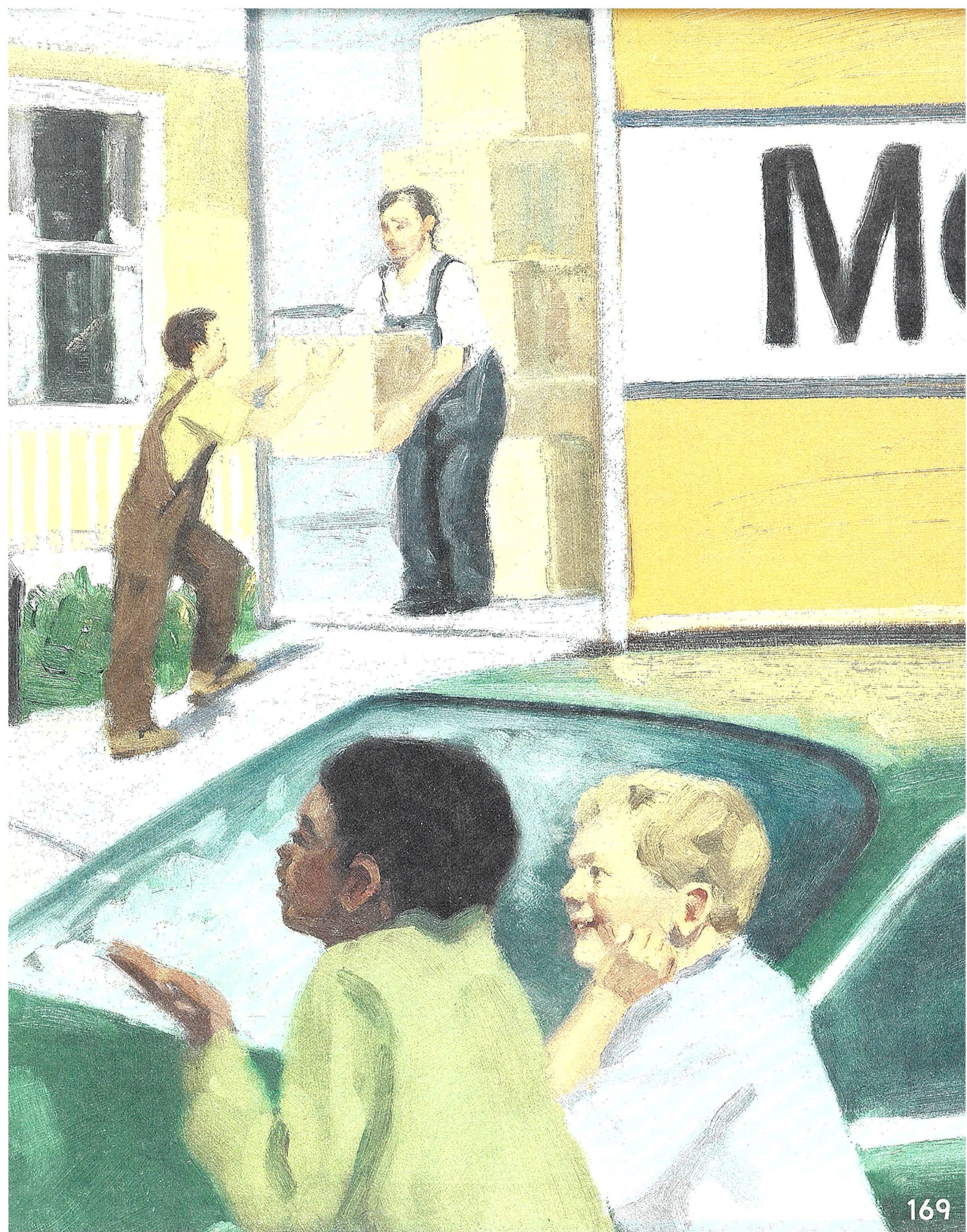
One day a work crew came with pails and brushes. They started to wash and paint the empty house.



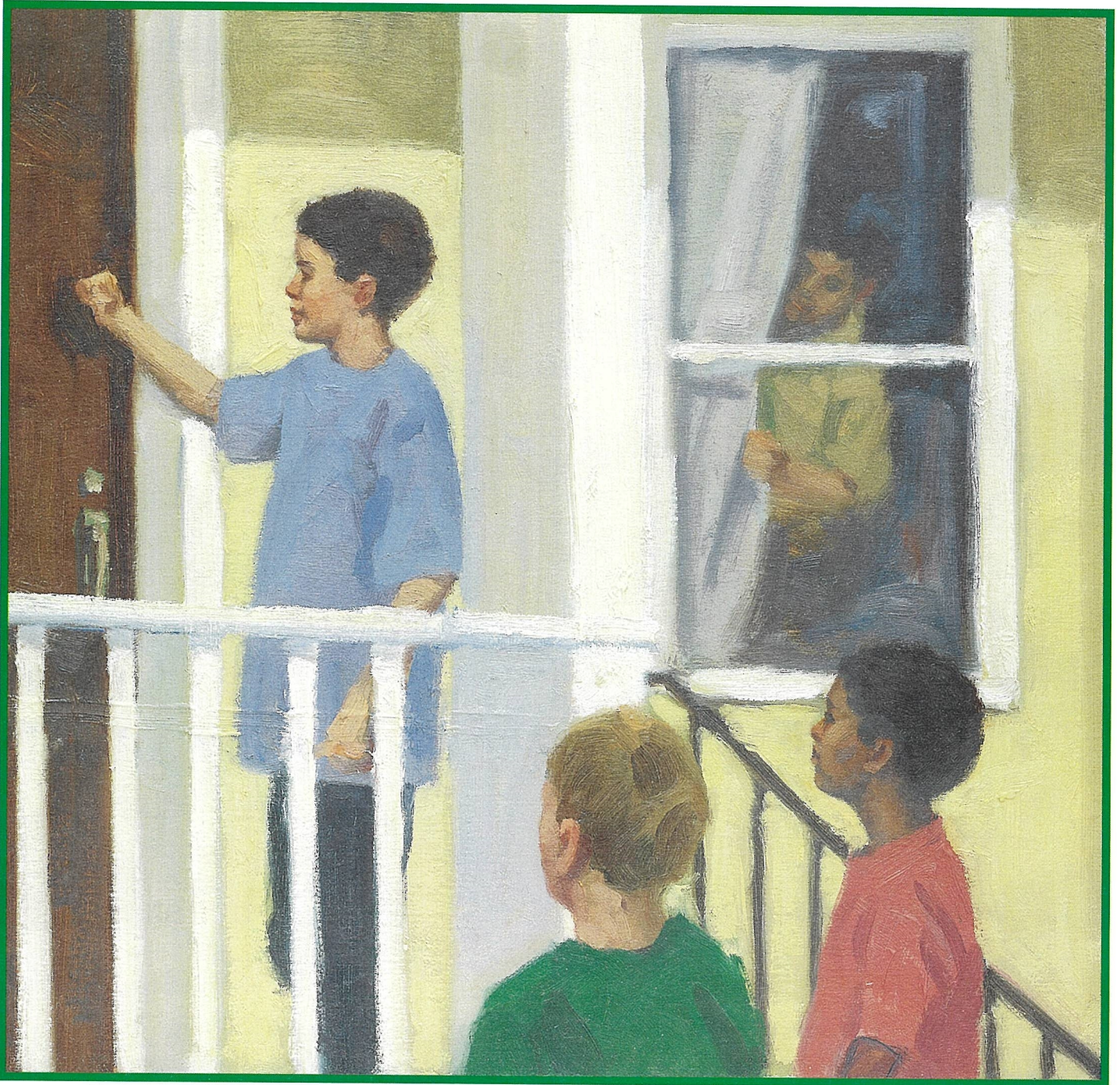
A painting of a house with a red car and a person walking up stairs. The house is yellow with a dark doorway. A red car is parked in front. A person in a light blue shirt and dark pants is walking up a set of stairs. In the foreground, a young boy with dark hair is sitting on a green couch, looking towards the right.

After they were done, and the paint had dried, the house looked pretty and new.

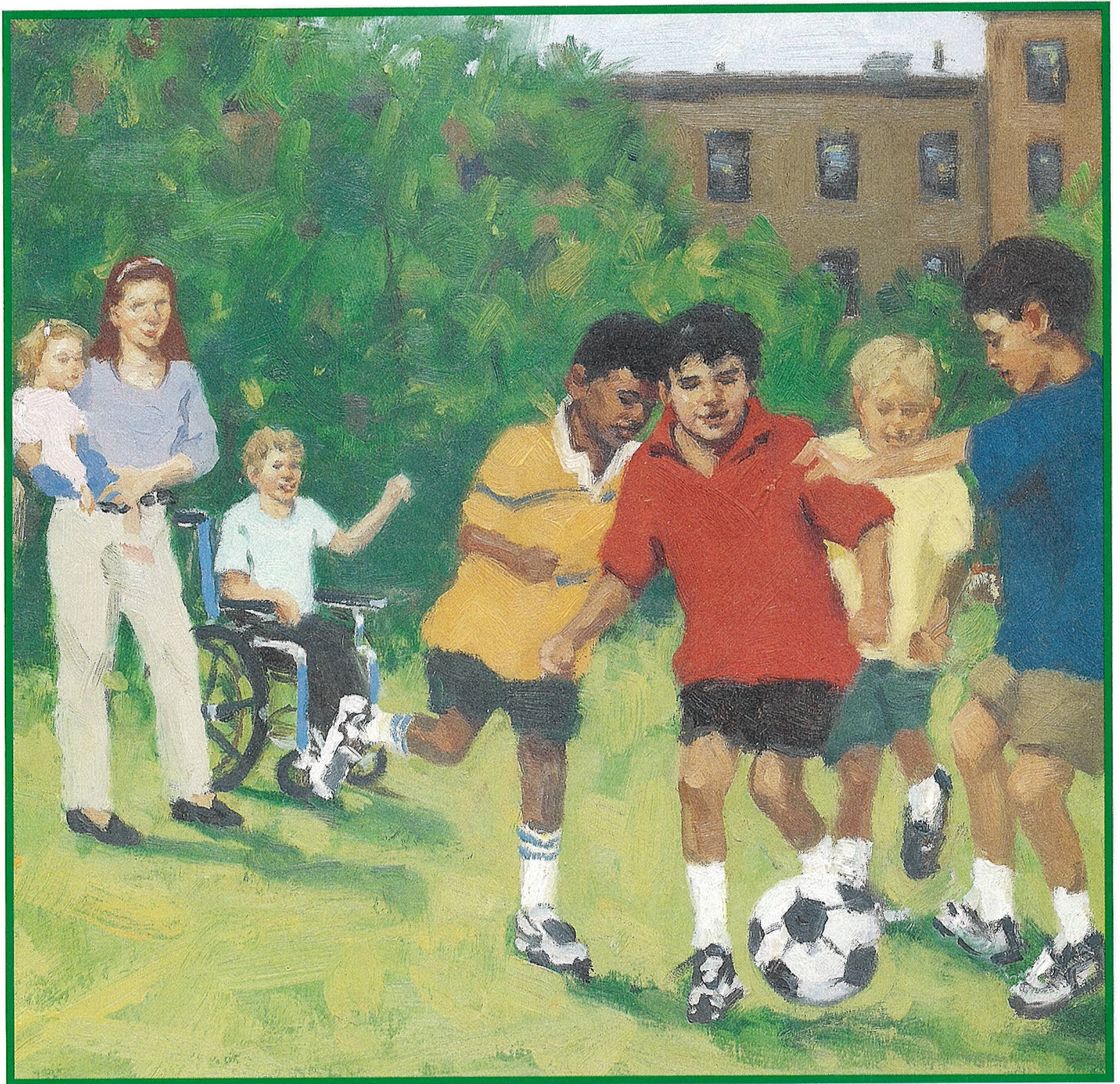
The next day a big truck pulled up. It was full of crates and boxes. A crew unloaded the boxes off the truck. A new family would soon live there.

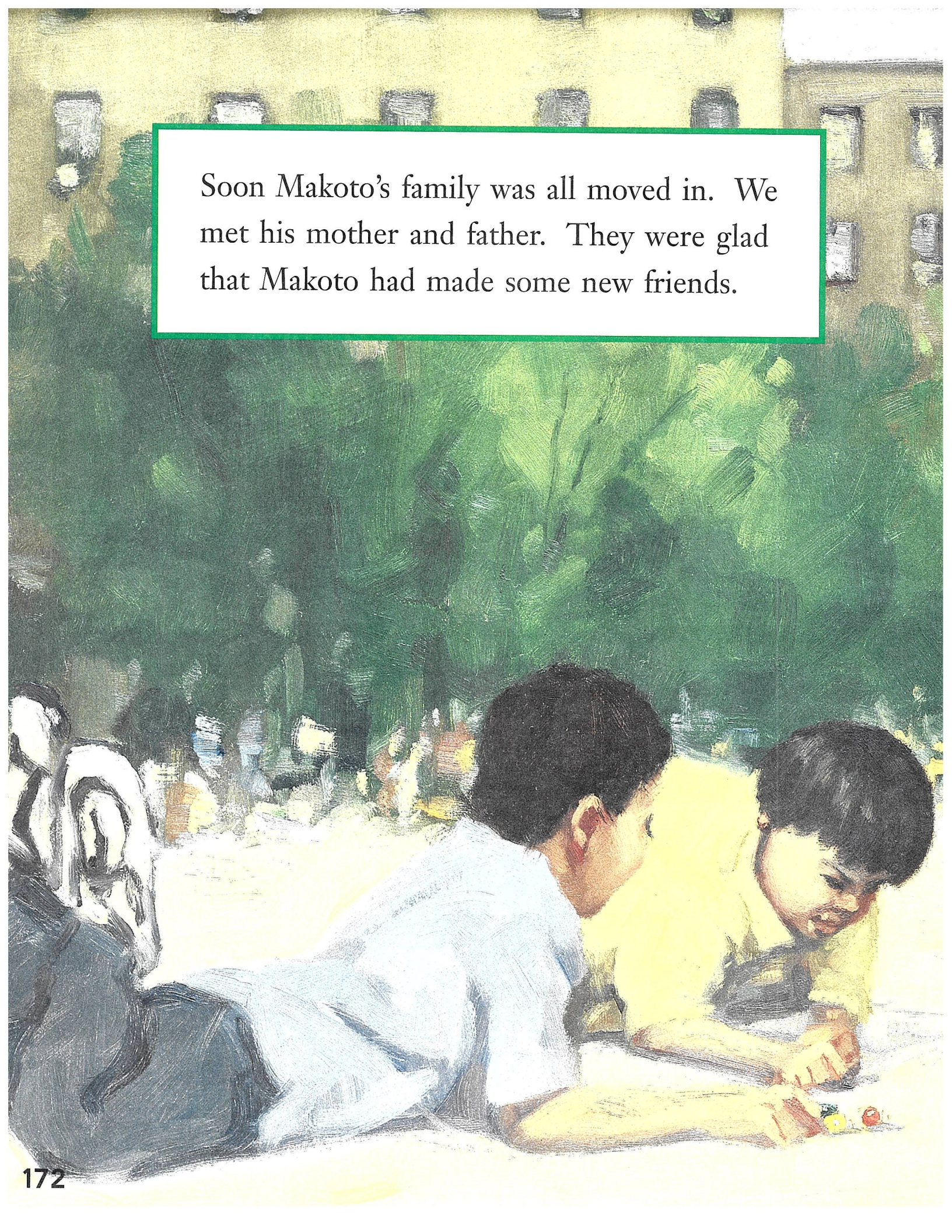


Today Luis went over to the house next door. He met a boy called Makoto. Then we all met Makoto. Makoto was **seven** years old—just like us.



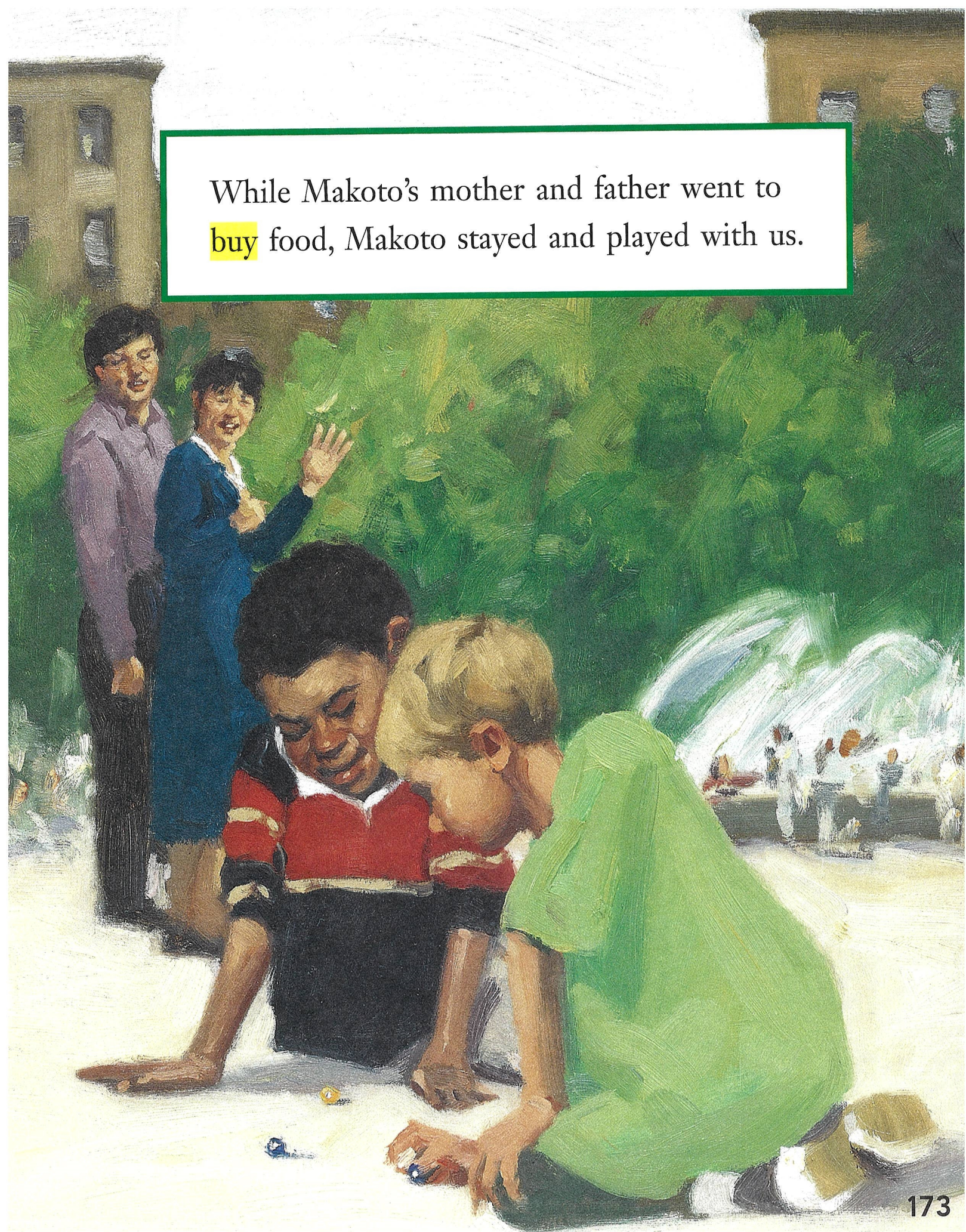
Before long, we found out that Makoto played soccer. He could keep running and running. He was good at learning things, too. He learned all of our names by the end of the game.





Soon Makoto's family was all moved in. We met his mother and father. They were glad that Makoto had made some new friends.

While Makoto's mother and father went to buy food, Makoto stayed and played with us.

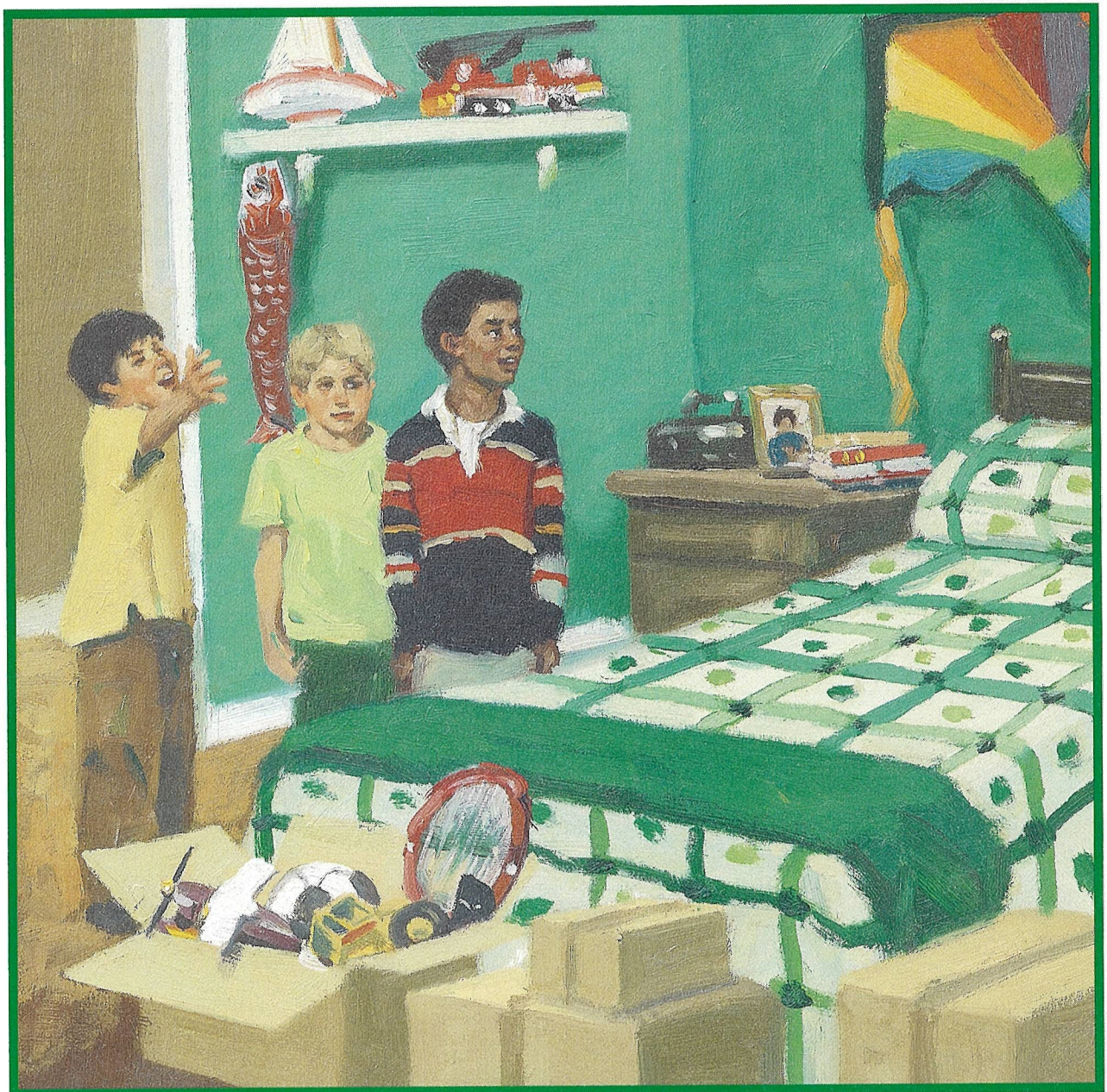


When Makoto's mother and father rejoined us, Martin, Makoto, and I helped them carry the bags into the house.

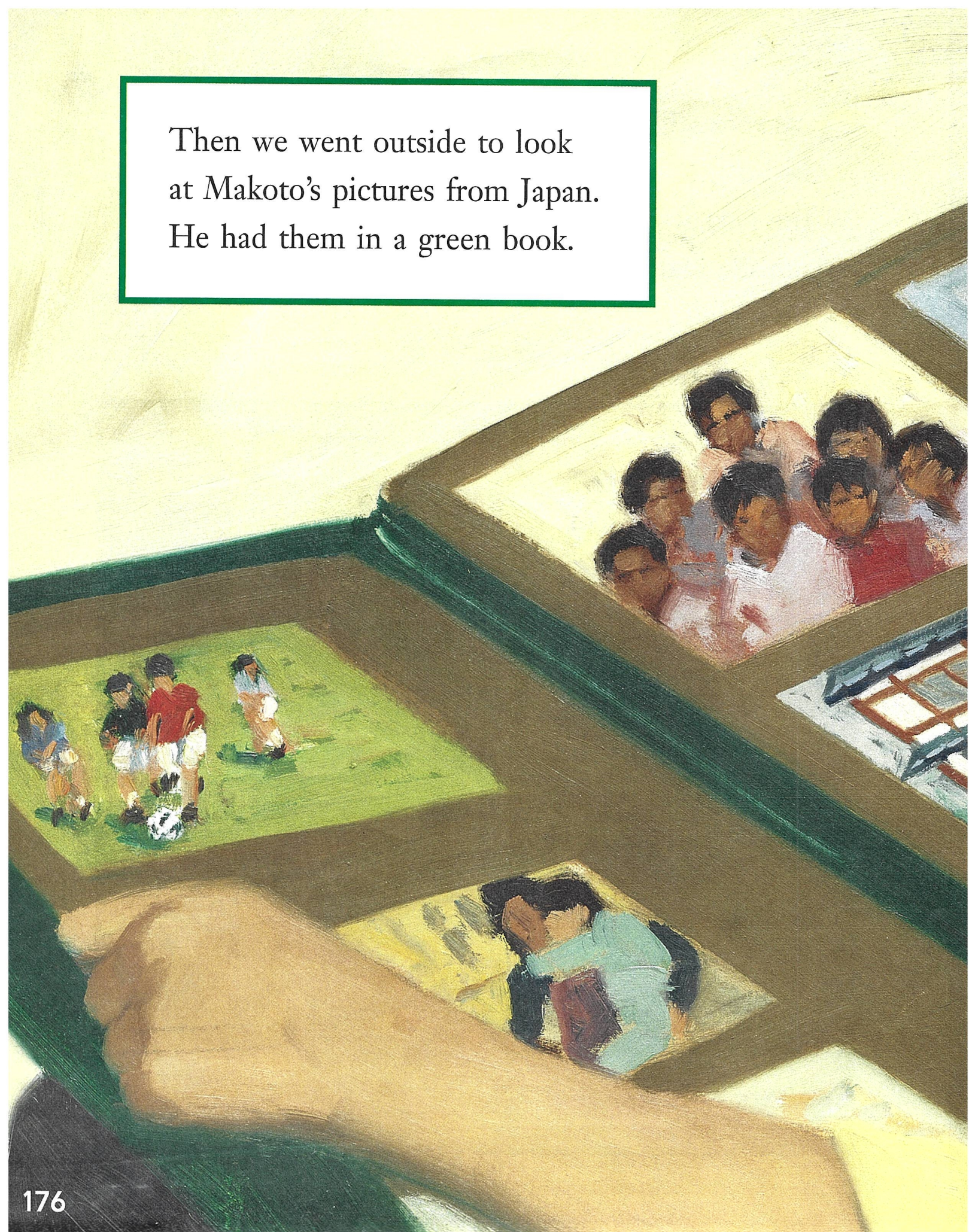
Makoto said he would show us around his house. Then we went up to look at Makoto's room.

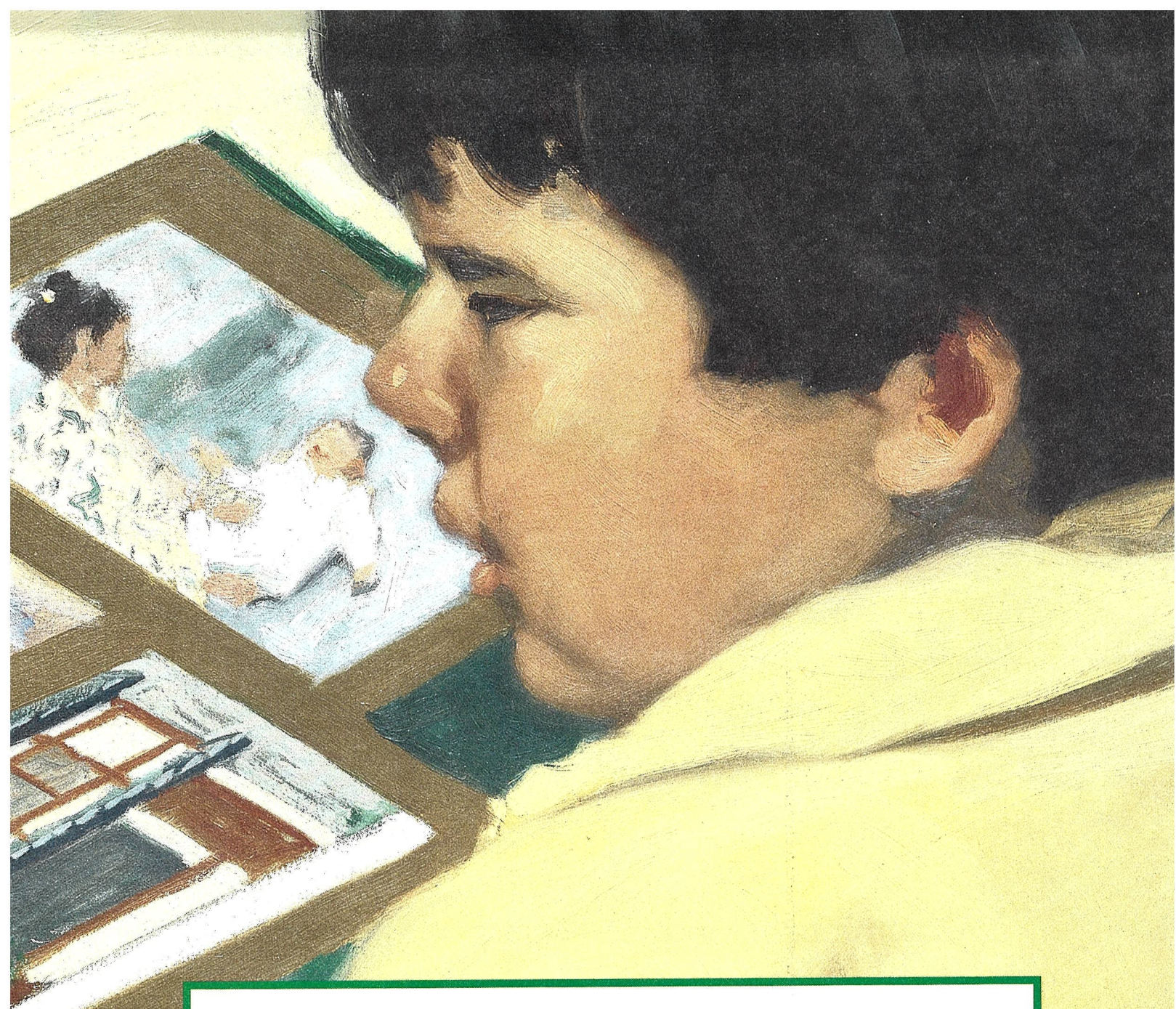


Makoto still had a lot of boxes to unpack. He had some nice toys and kites. He said that on the next windy day, we could bring his kites outside and fly them. He said I could fly a kite by myself.



Then we went outside to look
at Makoto's pictures from Japan.
He had them in a green book.





On the first page, we saw Makoto's old house in Japan. On the next page, we saw Makoto's family in Japan. The last page had pictures of Makoto's friends. They showed Makoto's seventh birthday party. Makoto said he wishes we could meet his old friends.

At the end of the day, Makoto's mother and father repaid us for helping—with cookies! We said “please” and “thank you” and ate up.



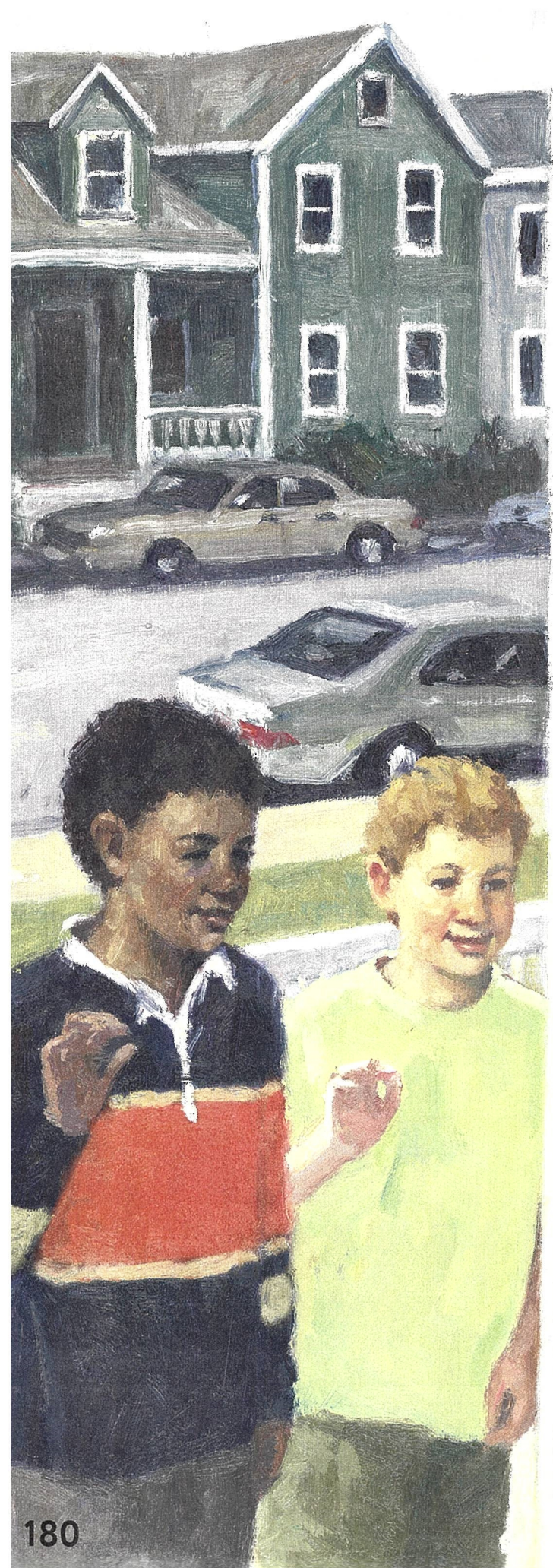
Makoto's father said he had a new job in the city. Makoto would be going to our school. We were all glad about that!

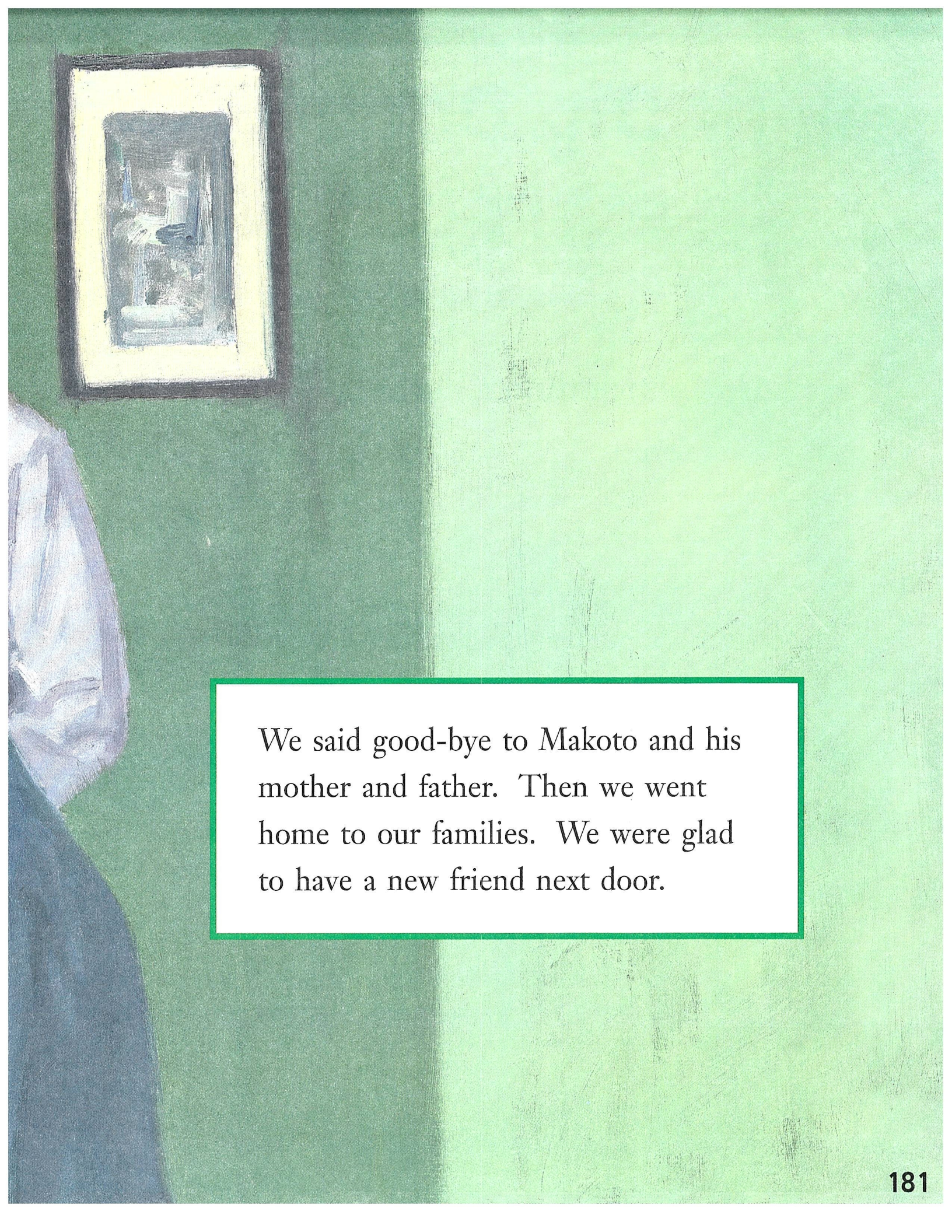
ANALYZE THE TEXT

Understanding Characters

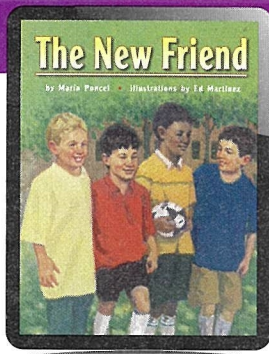
What are Makoto's parents like? Use text evidence and the pictures.





The background is a painting of a green wall. On the left side, there is a dark green vertical stripe. In the upper left corner, there is a small, dark-framed picture hanging on the wall. The picture inside the frame is abstract and somewhat blurry, showing some light and dark tones. On the far left edge, there is a partial view of a person's shoulder and arm, wearing a light-colored, possibly white, shirt. The overall style is painterly and textured.

We said good-bye to Makoto and his mother and father. Then we went home to our families. We were glad to have a new friend next door.



Dig Deeper



Use Clues to Analyze the Text

Use these pages to learn about Understanding Characters and the Narrator. Then read *The New Friend* again.

Understanding Characters

You read about a **character** named Makoto in *The New Friend*. Think about what Makoto says and does in the story. You can use these clues, or text evidence, to figure out how he feels and what he is like. List clues about Makoto and the other characters to help you understand them better. Use a chart like this one.

Words	Actions	Feelings

Narrator

Sometimes a character tells the story. This character is the **narrator**. The narrator may use words like **I**, **me**, and **we**.

Which character in **The New Friend** do you think is telling the story? Why do you think so? Look for text evidence in the words and pictures to help you figure it out.





Your Turn

RETURN TO THE ESSENTIAL QUESTION



What can you learn from someone who is from another country?

What do you think the boys in the story will learn from Makoto?

Describe how the boys and Makoto feel about each other. Use text evidence.



Classroom Conversation

Talk about these questions with your class.

- 1 How do you think Makoto feels about moving to a new place?
- 2 What are Makoto's new friends like?
- 3 How would you make a new friend feel welcome?

Performance Task

WRITE ABOUT READING



Response Read pages 170–171 again. What do you learn about Makoto? Use evidence from the words and pictures in the story for more clues about what Makoto is like. Write sentences to tell your opinion of Makoto. Give reasons.

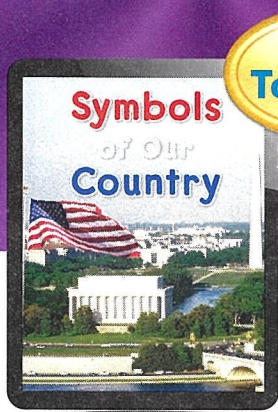


Writing Tip

Your last sentence should be a nice ending. It can tell your opinion again.

Lesson 25

INFORMATIONAL TEXT



Read
Together

Symbols of Our Country

by Agatha Jane

✓ GENRE

Informational text gives facts about a topic. It can be a newspaper, magazine, or textbook. Read to find facts about symbols of our country.

✓ TEXT FOCUS

Headings are titles for different parts of a selection. They tell what the section is about. What headings do you see in this selection? What information do they give?

We live in the United States of America. This city is Washington, D.C. It is the capital of the United States. You can see and learn a lot here. Let's go!



American Flag

The flag is a symbol of the United States. The red and white stripes stand for the first thirteen states. The stars stand for each state that is part of the United States now.

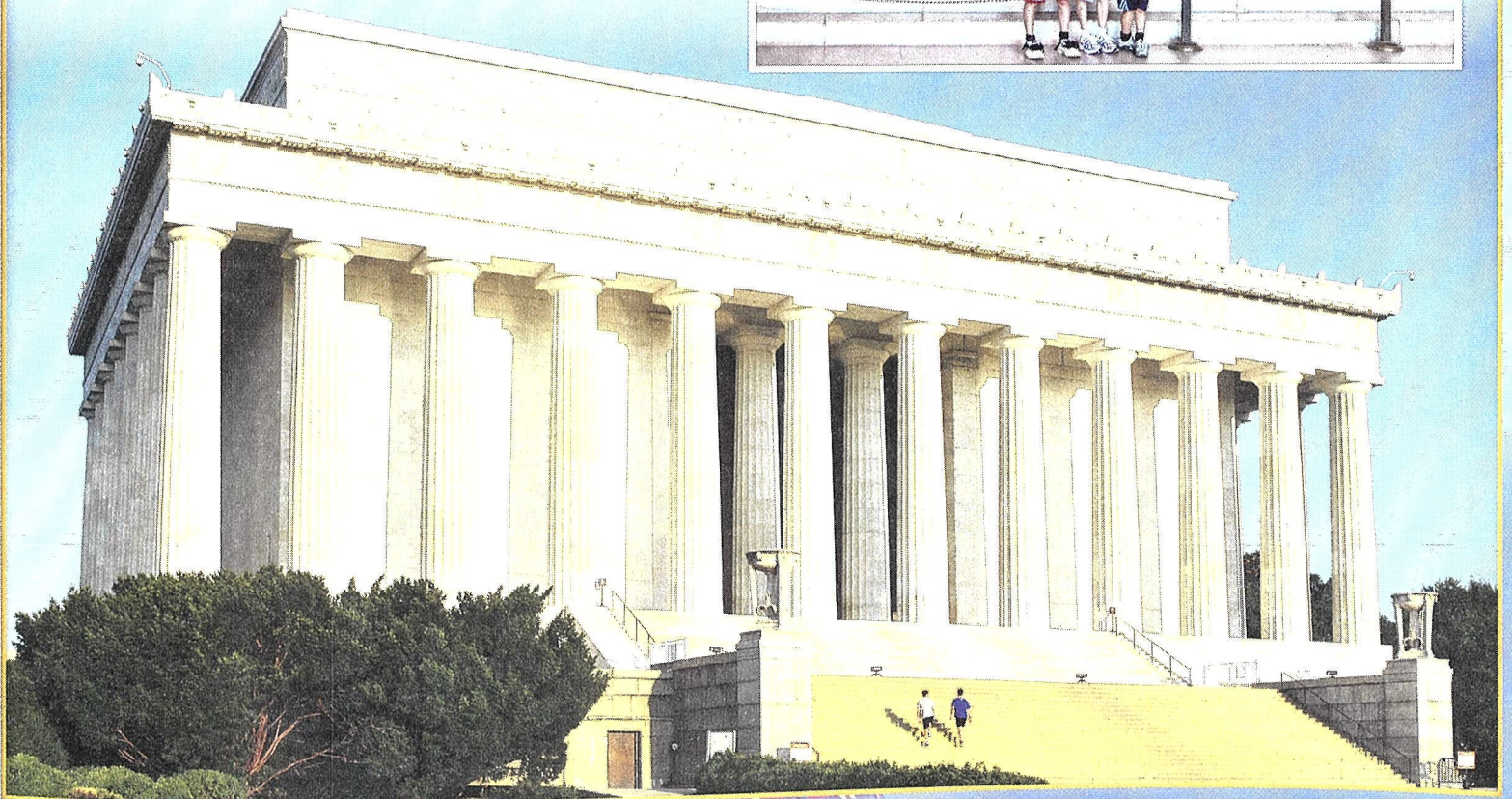
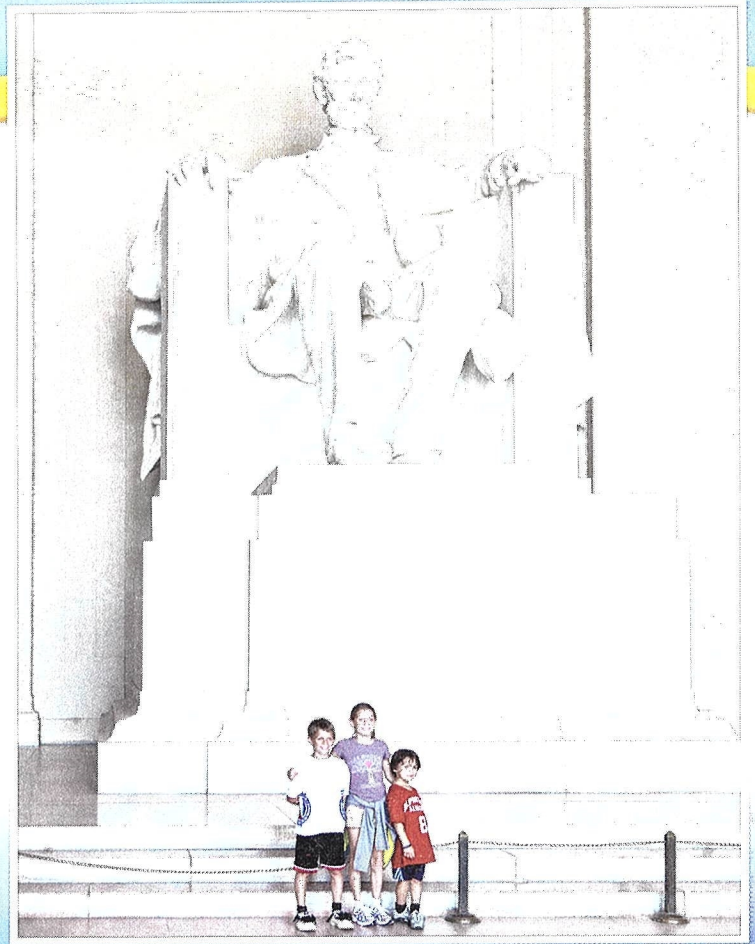
Washington Monument

George Washington was our first President. This tall building is named for him. This painting of George Washington is in the White House.



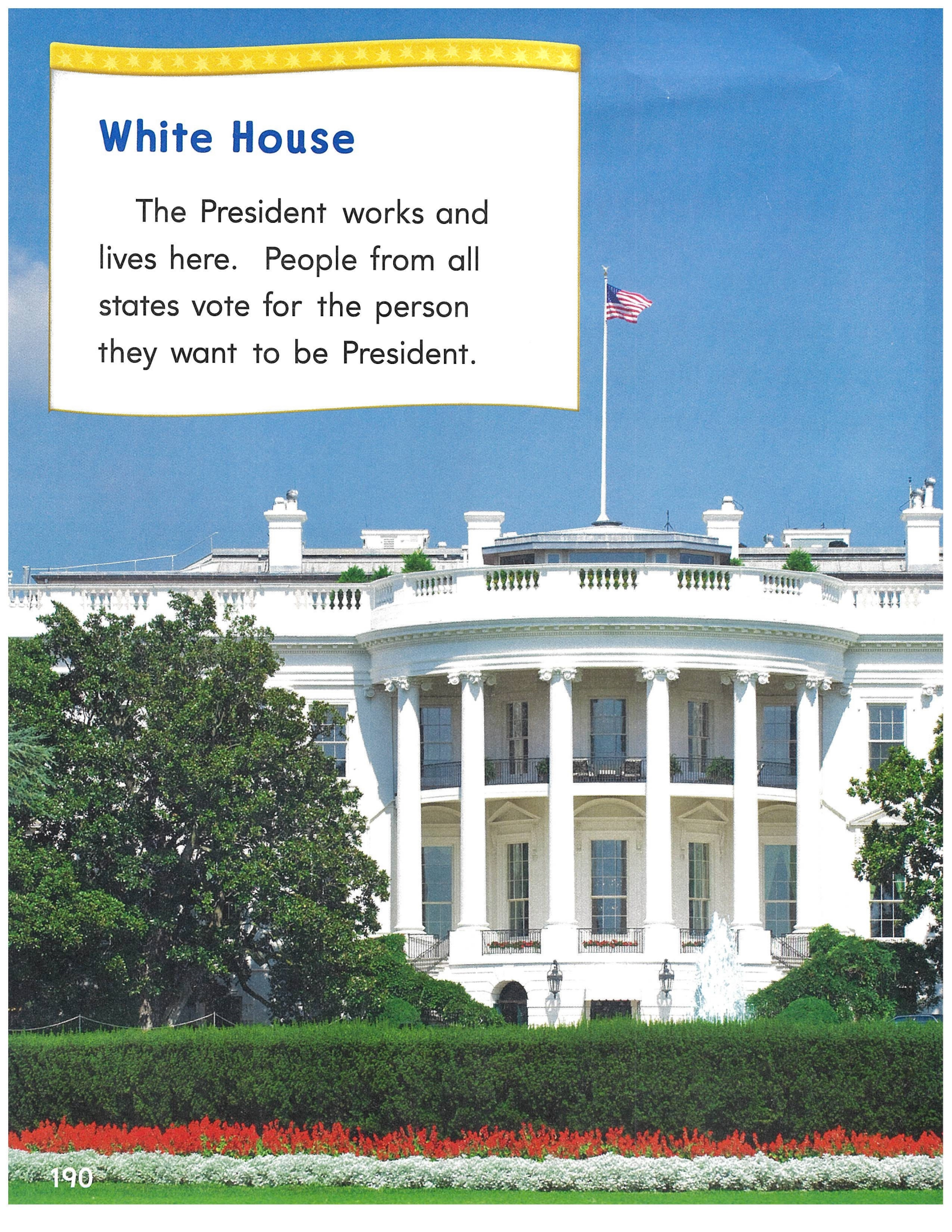
Lincoln Memorial

Abraham Lincoln was our sixteenth President. You can see his statue at the Lincoln Memorial.



White House

The President works and lives here. People from all states vote for the person they want to be President.



Capitol Building

Voters from each state elect people to represent them. This is where they make laws.



Supreme Court

Judges work here. They decide how laws should be followed.



Constitution

The background of the page is a large photograph of the Mount Rushmore National Memorial, showing the four massive granite faces of George Washington, John Adams, Thomas Jefferson, and Abraham Lincoln carved into the rock face under a clear blue sky.

Mount Rushmore

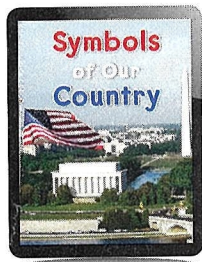
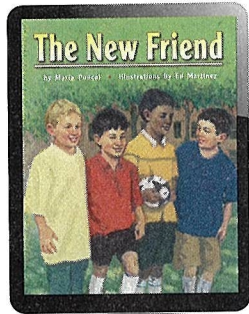
You can see symbols of our country all over the United States. We are very proud of our country!



Liberty Bell



Statue of Liberty



Compare Texts



TEXT TO TEXT

Look It Up What country is Makoto's family from? Find out about that country's flag. Find out about other symbols of that country.



TEXT TO SELF

Describe a Symbol What American symbol do you like best? Tell what it looks like. Give reasons why you like it.



TEXT TO WORLD

Connect to Social Studies What changes happen when people move to a new country? What stays the same? Talk with a group.



Grammar

Contractions A **contraction** is a short way of writing two words. This mark (') takes the place of missing letters. It is called an **apostrophe**.



It is a very big truck!

It's a very big truck!

He is helping his dad.

He's helping his dad.

This box **is not** too heavy.

This box **isn't** too heavy.

I **do not** know what is in it.

I **don't** know what is in it.

Try This!

Read each sentence. Write the contraction for the underlined words. Use another sheet of paper.




1. I am happy to meet a new friend.
2. Today he is moving next door.
3. Jamal is not finished unpacking.
4. I do not know what games he likes.
5. His toys are not on the shelves yet.

Connect Grammar to Writing

When you proofread your writing, be sure you have written contractions correctly.

Narrative Writing







 **Conventions** A good **story** usually has some short sentences and some long ones. Deval drafted a story about two friends. Later, he made a long sentence by joining two short sentences with **and**.



Revised Draft

Burt picked a bunch of
apples, ^{and} ~~he~~ packed them up.

Revising Checklist

-  Did I write some short and long sentences?
-  Does my story have a beginning, a middle, and an ending?
-  Did I write the exact words a character says?
-  Did I use time-order words?

Find short and long sentences in Deval's story. Use the Checklist to revise your own draft.



Final Copy



Best Friends

Burt and Al lived in a beehive. They were best friends. They both flew fast. They both liked apples. Then Al moved south where there were no apples. Al called Burt. "I'm so sad," he said. Soon they had an idea. Burt picked a bunch of apples, and he packed them up. Then he got on a jet. When Burt got to Al's house, Al was so happy! The friends had juicy apples to celebrate.

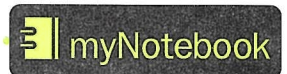


Write a Story



TASK Look at **Garden Good Guys** and **Amazing Animals**. Then write a story to share with classmates. Use animals from both texts as your characters.

PLAN



Gather Information Talk with a group about the two texts. Tell facts about the animals. Tell what they might do in a make-believe story.

Use the tools in your eBook to remember facts about the animals.

Write your story ideas on a story map.

- Pick an animal from each text for your characters.
- Describe them. Use facts and your imagination.
- Describe the setting.
- What is the problem?
How will it be solved?

Characters	Setting
Plot	

Write Your Story Use your story map for ideas. Follow these steps.

Write your draft in myWriteSmart.

Beginning

Begin your story. Where are the characters? What is the problem? Write dialogue to tell what the characters say. Use these sentences for ideas.

Once upon a time, there was a _____
and a _____.

One day, _____. "____!" said _____.

Middle

Tell what happens next. How do the characters try to solve the problem? Make your story exciting! Use time-order words to tell when events happen. Use pronouns so you don't say characters' names too much.

Next, _____ and _____.

Then, they _____!

Ending

Tell how the problem is solved. Then write a sentence to end your story. Here are ideas.

- Tell the lesson the characters learned.
- Tell how they feel about each other.

REVISE



Review Your Draft Read your writing and make it better. Use the Checklist.

Ask a partner to read your draft. Talk about how you can make it better.

- Did I tell a story about animals from the two texts? Does my story have facts from the texts?
- Does my story have a beginning, middle, and ending?
- Did I use time-order words?
- Did I use pronouns for variety?
- Did I use quotation marks (" ") around the words characters say?

PRESENT

Share Make a final copy of your story. Add pictures. Pick a way to share.

- Make your story into a book.
- Read your story to a group.



Duck and
Dragonfly's
Big Trip