



Welcome, Reader!

Your help is needed to find clues in texts. As a **Reading Detective**, you will need to ask a lot of **questions** to understand what you are reading.

You also need to read carefully to find **evidence**, or **clues**, to figure things out.

myNotebook

As you read, mark up the text. Save your work to **myNotebook**.

- Highlight details.
- Add notes and questions.
- Add new words to **myWordList**.

- Ask questions that start with *who*, *what*, *where*, *why*, and *how*.
- Figure out the meanings of words you do not know.
- Look for clues in the author's words, the pictures, and the captions.

Let's do it!

UNIT 4

Heroes and Helpers



Stream to Start

“To be afraid and to be brave is the best kind of courage of all.”

— Alice Dalgliesh

Performance Task Preview

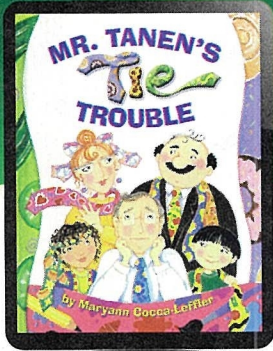
At the end of this unit, you will think about two of the texts you have read. Then you will use information from the texts to write a story about an adventure you take!



Channel One News®

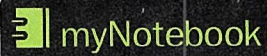
Lesson

16



LANGUAGE DETECTIVE

Talk About Words
Work with a partner.
Use the Vocabulary words in new sentences that tell about the photos.
Write the sentences.



Add new words to **myWordList**. Use them in your speaking and writing.

Vocabulary in Context

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

1

received

The boys **received** some money for raking leaves in the yard.



2

account

The girl opened a bank **account** with the money from her allowance.



3

budget

A **budget** is a plan for how you should spend your money.

My budget for the Field Trip
 I have \$11.
 I will spend \$4 on lunch.
 I will spend \$5 on souvenirs.
 I will spend \$2 on a snack.

4

disappointed

He was **disappointed**, or sad, that he would not be able to buy the book.



5

chuckled

Her dad **chuckled** when he saw her tiny piggy bank.



6

staring

The girl was **staring** at the money. Should she save it or spend it?



7

repeated

The car wash was such a big success that the class **repeated** it in May.

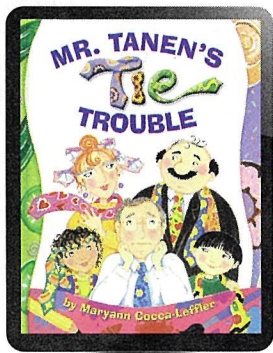


8

fund

The players got new shirts by raising money for the team **fund**.





Read and Comprehend

✓ TARGET SKILL

Story Structure The characters, setting, and plot of a story make up the **story structure**. The **setting** is where and when the story takes place. The **characters** are the people in the story. The **plot** is what happens in the story.

As you read *Mr. Tanen's Tie Trouble*, think about what the important events are. You can use a story map like the one below to show the main parts of the story.

Characters	Setting
Plot	

✓ TARGET STRATEGY

Infer/Predict Use clues, or text evidence, to figure out more about story parts.

PREVIEW THE TOPIC

Helping Others

There are many ways to help other people. Holding the door for someone is one small way to help a person. Visiting someone who is sick can help make him or her feel better. Taking care of family pets or doing chores can help out at home. Helping others makes them feel good, and it can make you feel good, too!

You will read about a principal who helps his school in *Mr. Tanen's Tie Trouble*.

Think Pair Share

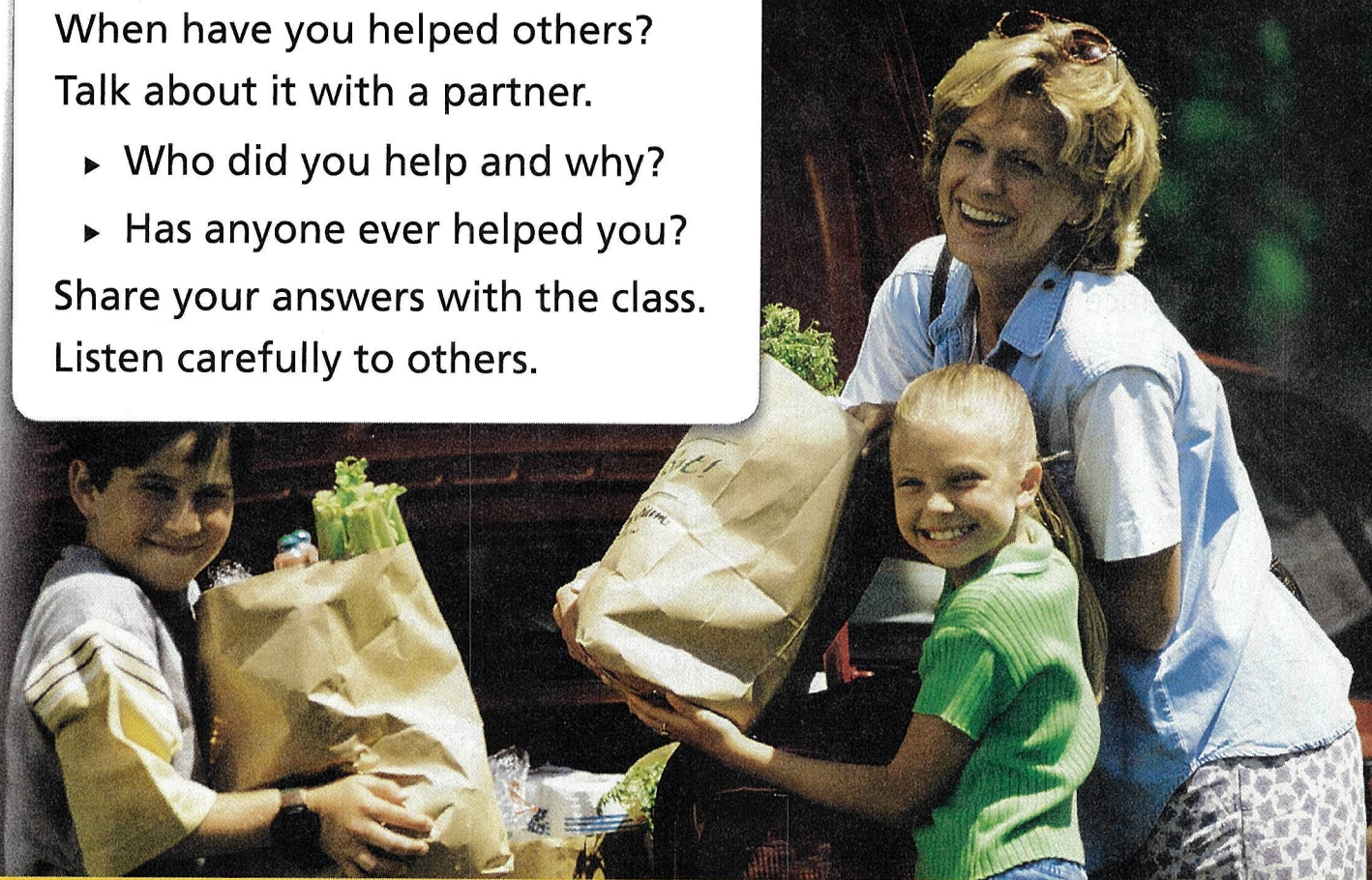
When have you helped others?

Talk about it with a partner.

- ▶ Who did you help and why?
- ▶ Has anyone ever helped you?

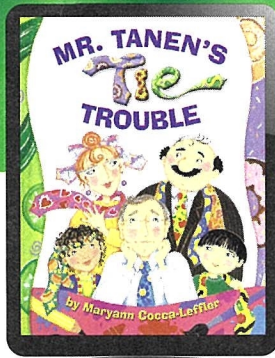
Share your answers with the class.

Listen carefully to others.



Lesson 16

ANCHOR TEXT



MEET THE AUTHOR AND ILLUSTRATOR

Maryann Cocca-Leffler

Many of Maryann
Cocca-Leffler's books

are based on her own life. *Clams All Year* is about the time she went clam digging with her grandpa following a big storm. She wrote *Jack's Talent* after a boy said during a school visit that he had no talent for anything. The tie-loving Mr. Tanen was the principal at an elementary school that the author's two daughters attended.

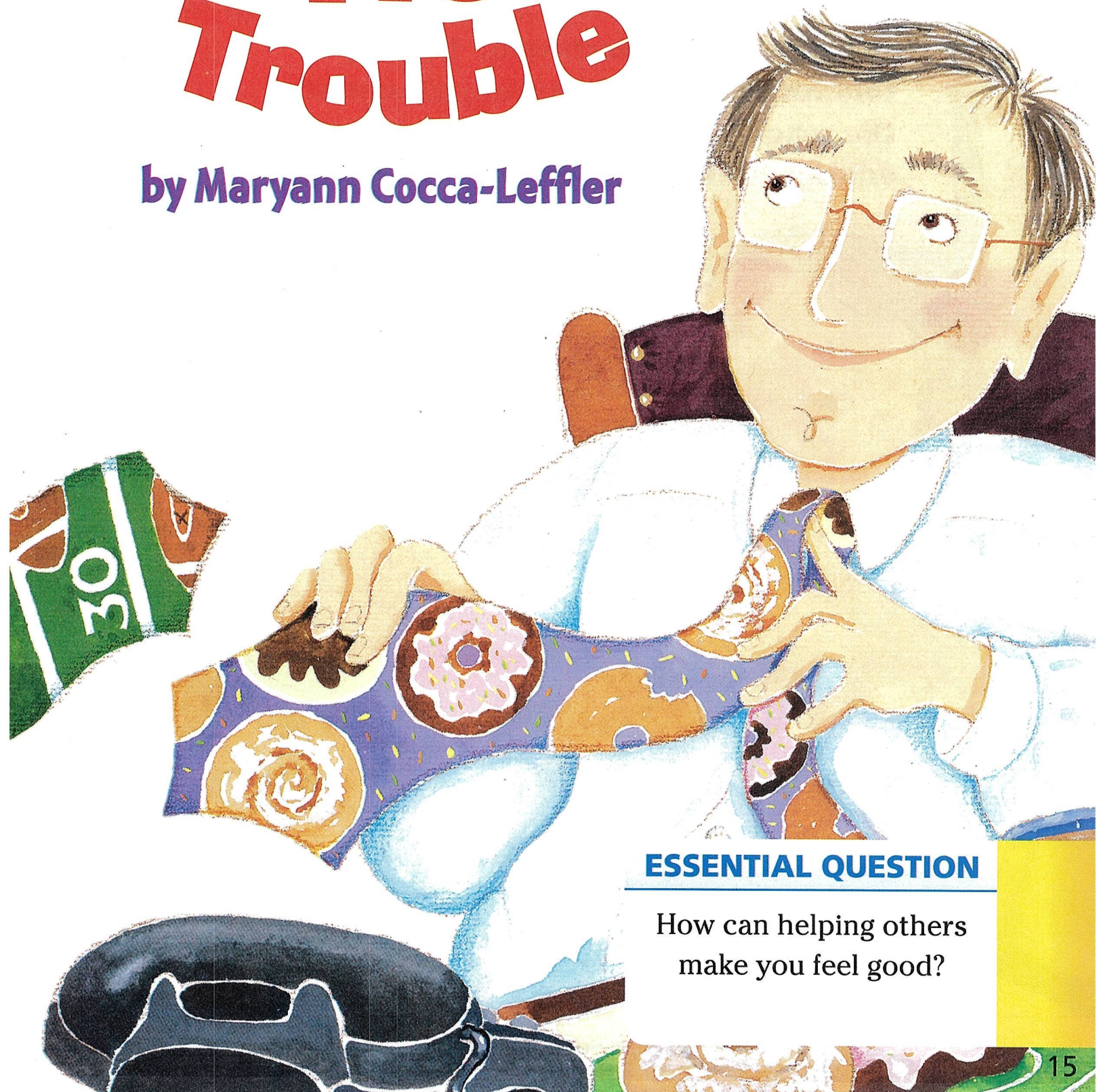
✓ GENRE

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

- ▶ characters who act like real people
- ▶ a setting that could be a real place

Mr. Tanen's Tie Trouble

by Maryann Cocca-Leffler

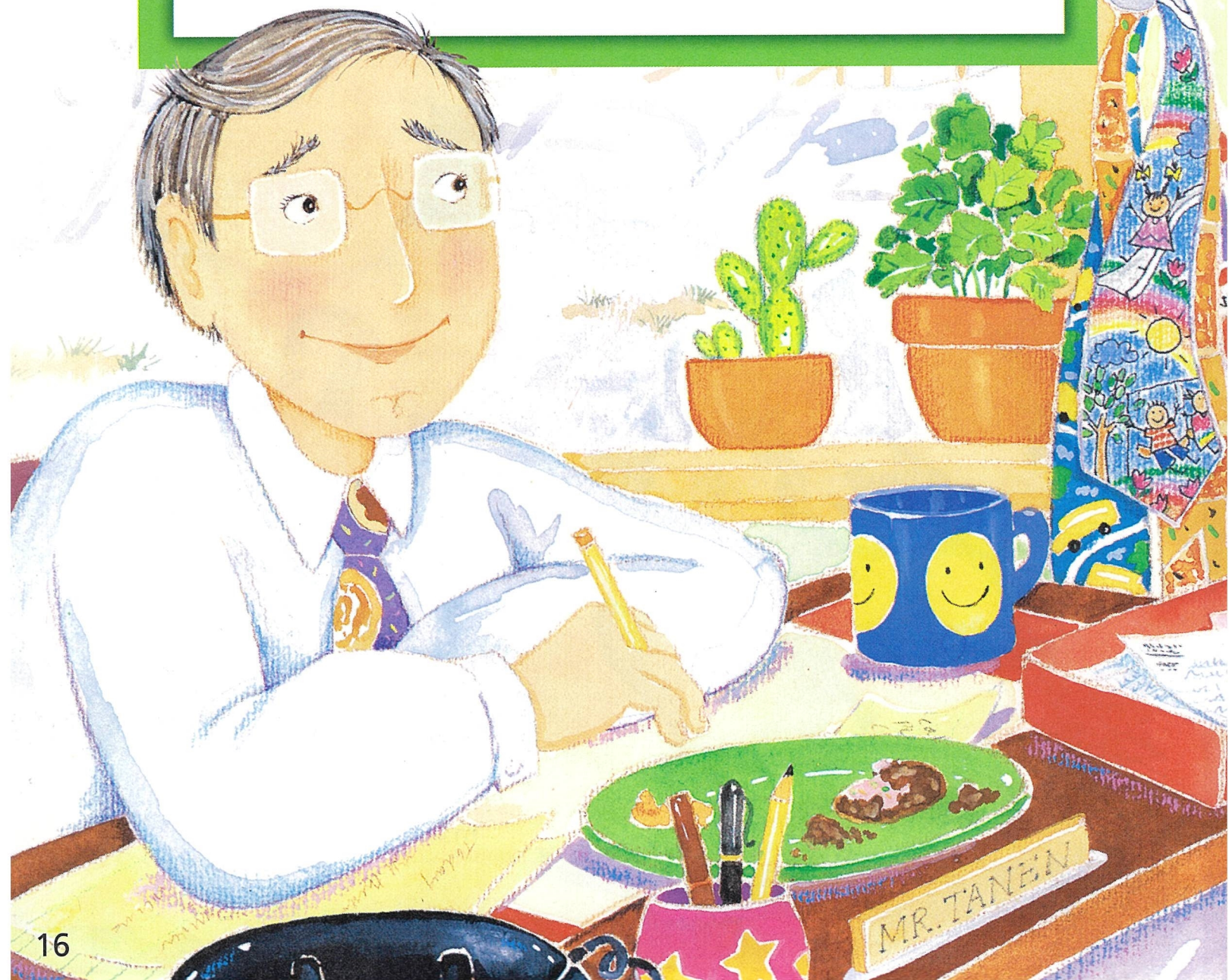


ESSENTIAL QUESTION

How can helping others
make you feel good?

Mr. Tanen loves being the principal of the Lynnhurst School. He also loves ties. In fact, he has almost one thousand crazy ties!

When Mr. Tanen returned from winter vacation, he **received a call from Mr. Apple at the School Department. Mr. Apple told him that because many things at the school had to be fixed, there wasn't enough money left for a new playground.**



Mr. Tanen sadly hung up the phone and gazed out at the broken-down playground. He heard a *clink-clank*. He looked up to see Kaylee and Alex lugging in a big jar filled with money.

“Here it is! \$148.29 for the playground fund!” said Kaylee proudly.

“New playground, here we come!” cheered Alex. Mr. Tanen didn’t know what to say.



After school, Mr. Tanen sat in his office **staring** at the jar. He sighed. "Now I'm in a real pickle! This is not enough money for a playground. The kids will be so **disappointed.**"

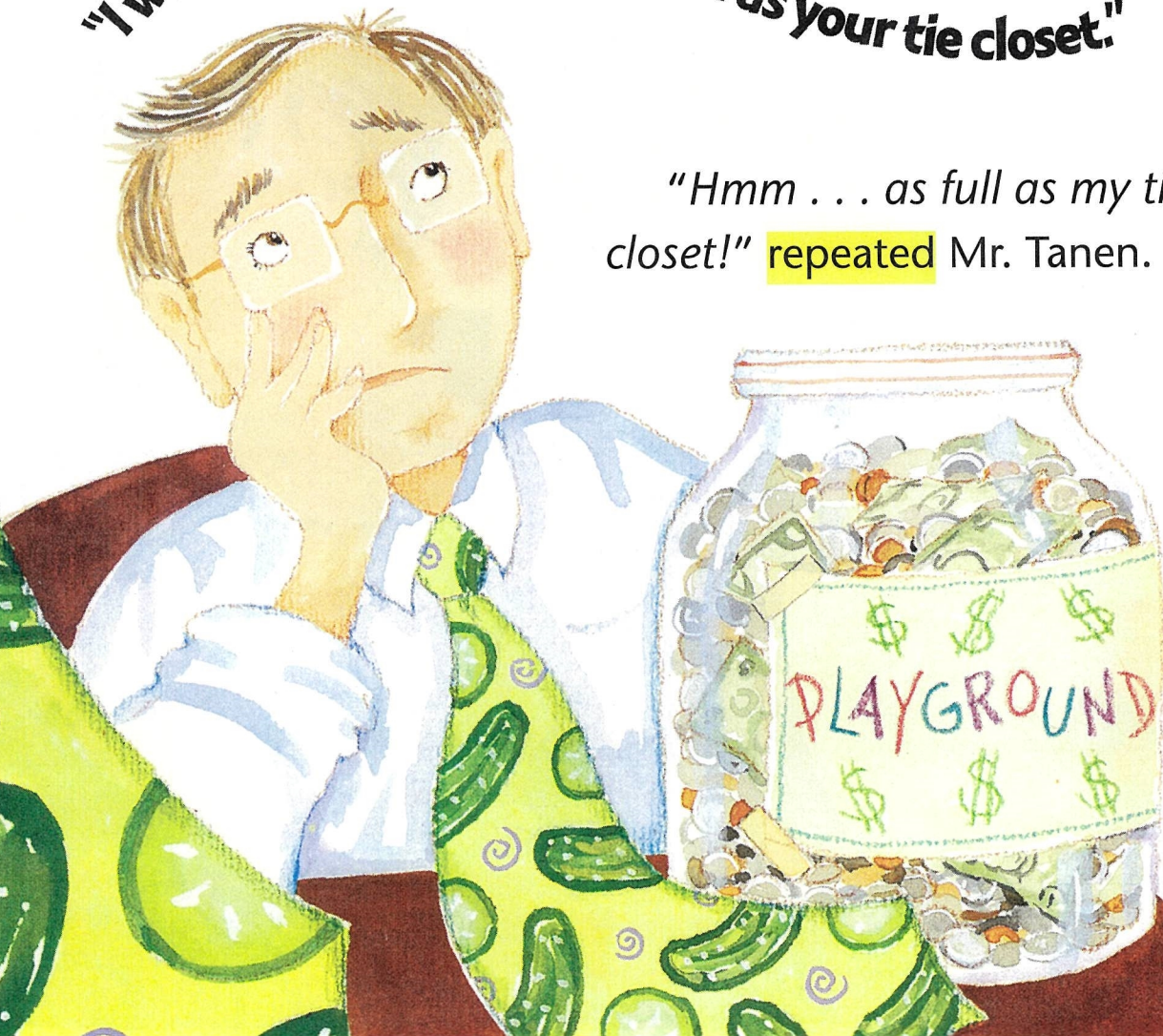
Mr. Apple's words floated around in his head:

"The playground will have to wait."

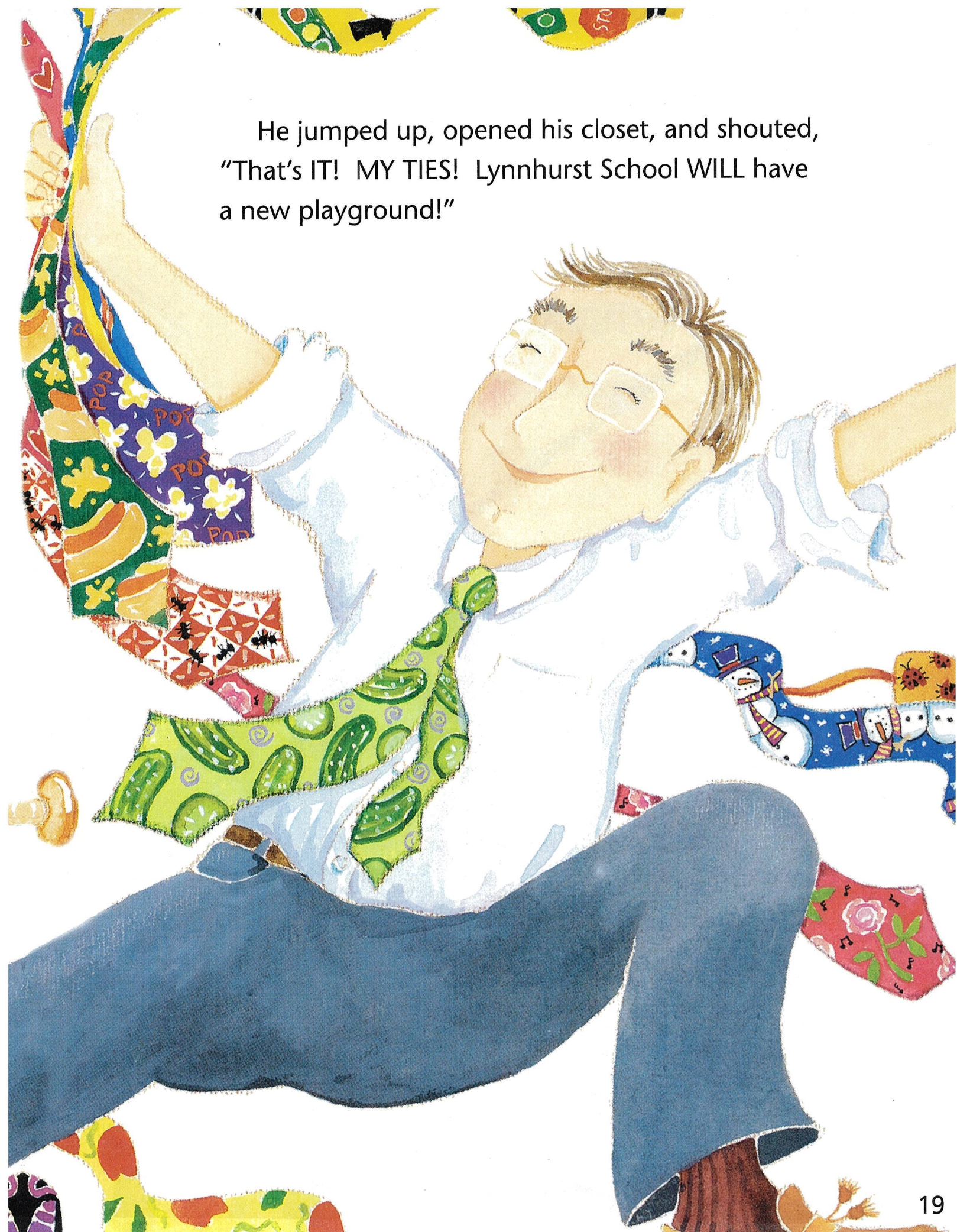
"You'll think of something."

"I wish our **account was as full as your tie closet."**

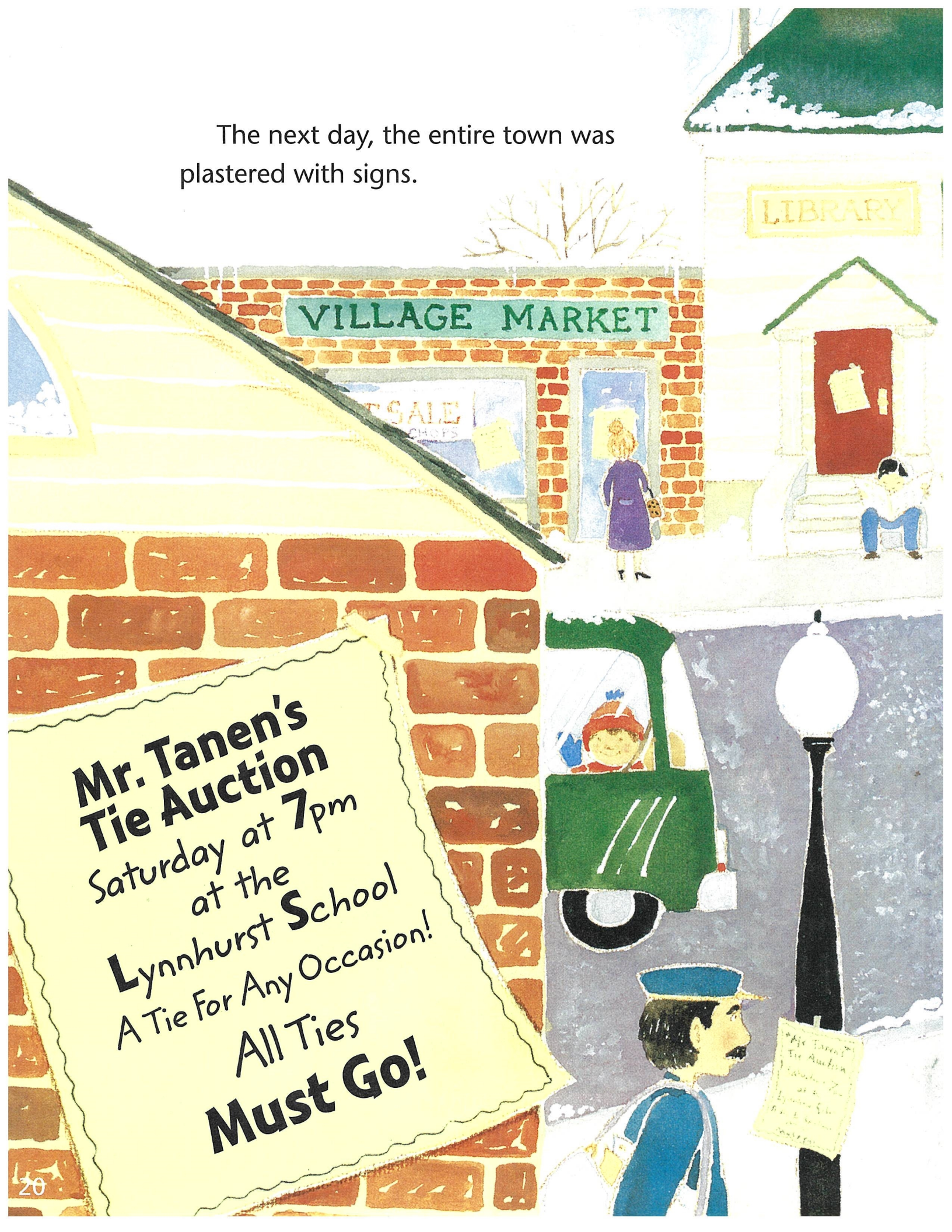
"Hmm . . . *as full as my tie closet!*" **repeated** Mr. Tanen.



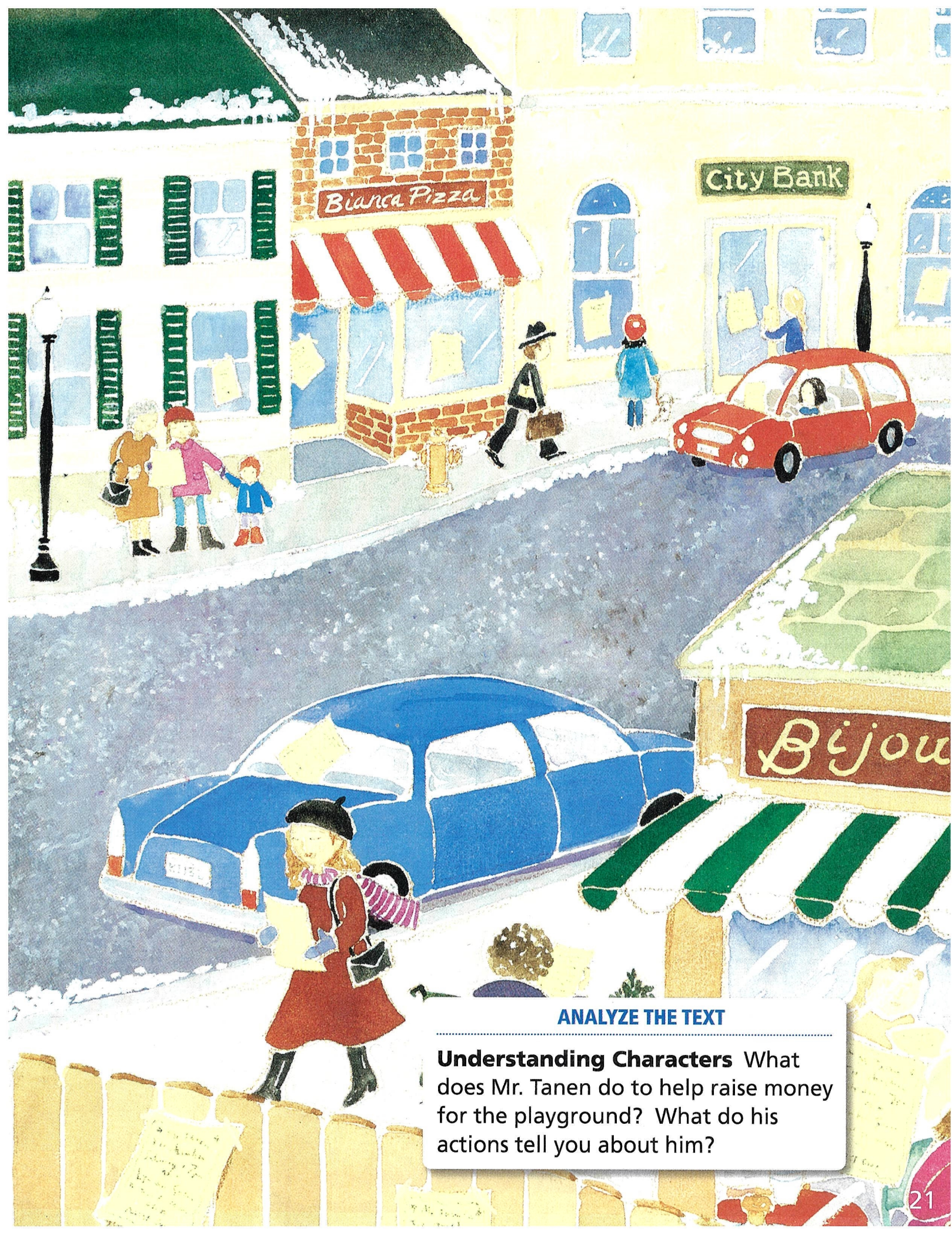
He jumped up, opened his closet, and shouted,
"That's IT! MY TIES! Lynnhurst School WILL have
a new playground!"



The next day, the entire town was plastered with signs.



**Mr. Tanen's
Tie Auction**
Saturday at 7pm
at the
Lynnhurst School
A Tie For Any Occasion!
All Ties
Must Go!



ANALYZE THE TEXT

Understanding Characters What does Mr. Tanen do to help raise money for the playground? What do his actions tell you about him?

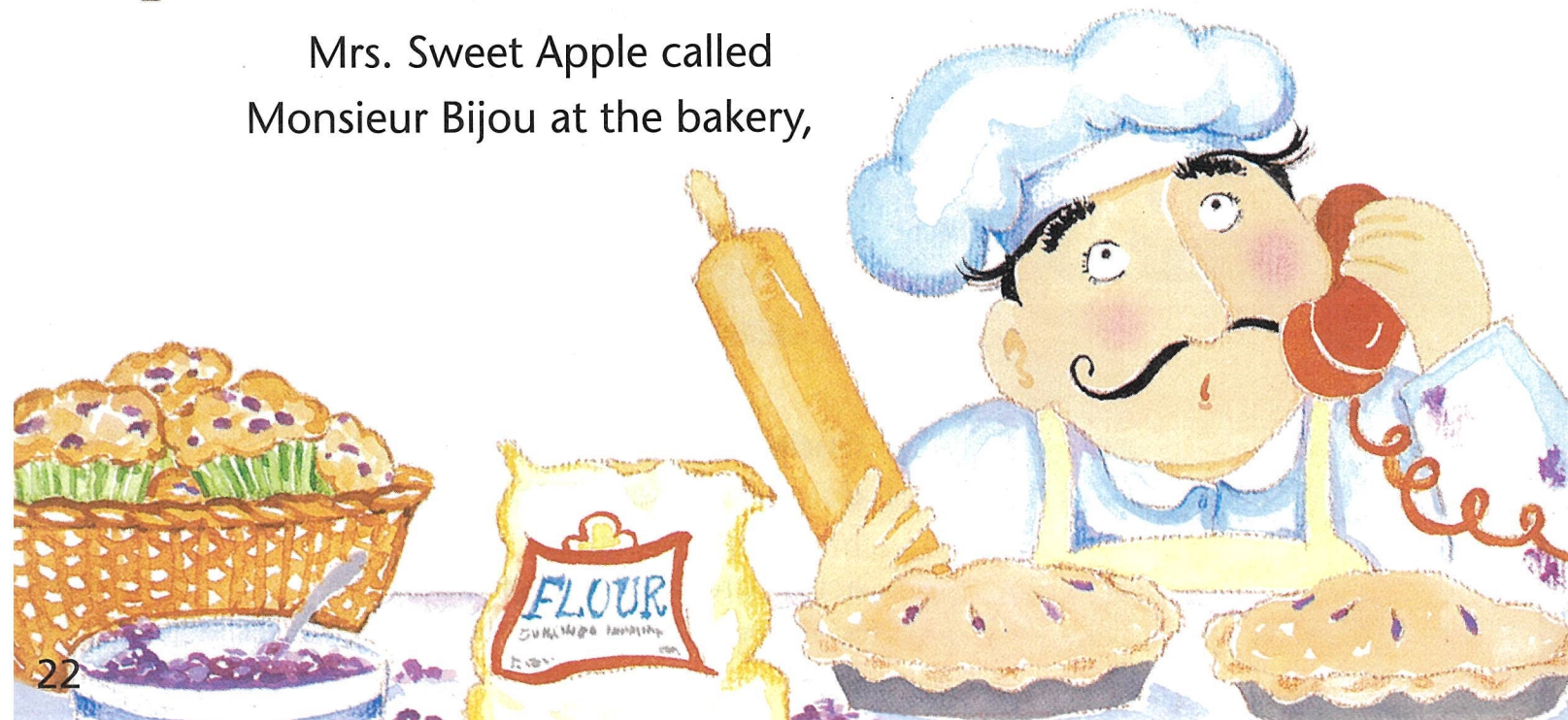
Mrs. Sweet Apple noticed the sign on the grocery store window. She called her husband, Mr. Apple.

“Why is Mr. Tanen selling all his ties? Has he gone crazy?”

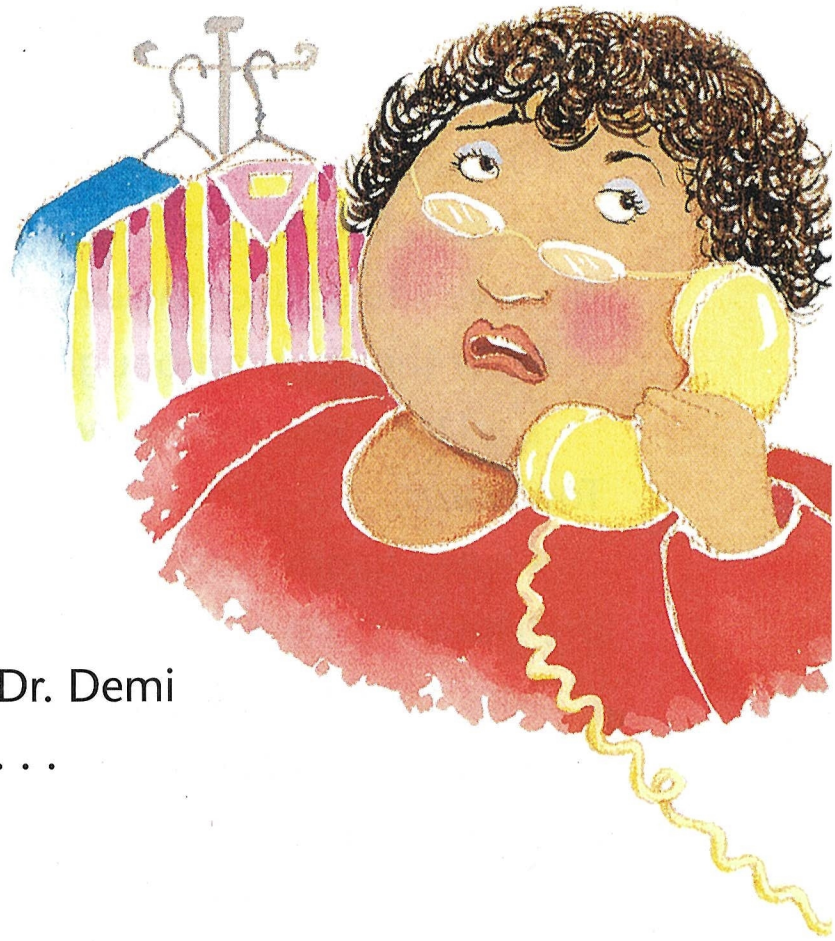


Mr. Apple told her about the school budget and the playground money. The town was buzzing all day . . .

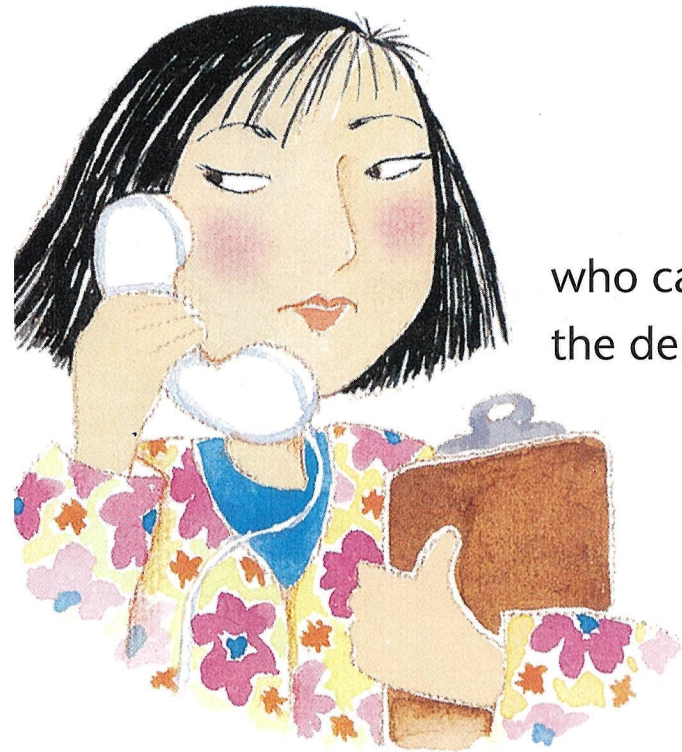
Mrs. Sweet Apple called Monsieur Bijou at the bakery,



who called Cleo at
the cleaners,



who called Dr. Demi
the dentist . . .



It went on and on, until even
Zack, the night watchman at the
zoo, got the word:

“Mr. Tanen is selling his ties!”



On Saturday, the whole town showed up for the auction. Monsieur Bijou started the bidding. "I'll give you \$50 for the Doughnut and Danish Tie!"

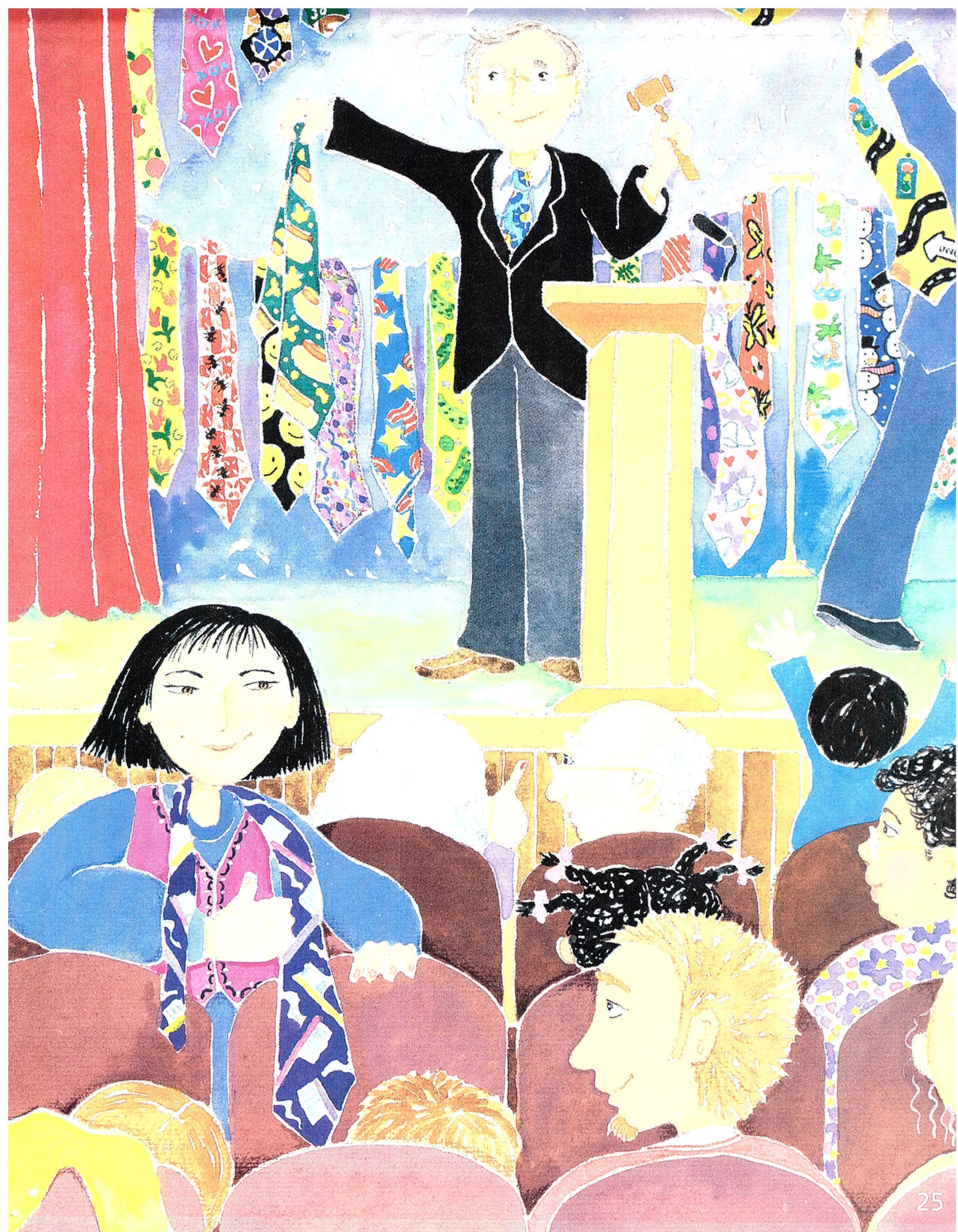
Lolly the librarian bought the Book Tie.

Dr. Demi was the proud owner of the Toothbrush Tie.

Kaylee handed over her entire piggy bank for the Hot Dog Tie.

Mrs. Sweet Apple just had to have the Wedding Bells Tie, and of course, Mr. Apple **chuckled** as he paid quite a bit of cash for the Crabapple Tie.





The auction was a huge success! Every tie was sold, except one. Mr. Tanen couldn't part with his beloved Blue Ribbon Tie. It was a present from Mr. Apple for being a great principal. He looked out at a sea of townspeople, all wearing his ties.



“Thank you all. I have always taught my students, ‘The more you give, the more you get.’ With this money, the Lynnhurst School will have a new playground!”

Mr. Tanen swallowed hard. “My ties now belong to the town. Wear them proudly.”



And throughout the spring,
that's just what everyone did.

But sometimes Mr. Tanen would forget his closet was empty. He would open it to get a tie, and with a tinge of sadness, he would remember. He only had one tie—and he was wearing it. Then he'd look outside at the playground being built.

"You have to give to get," he thought.

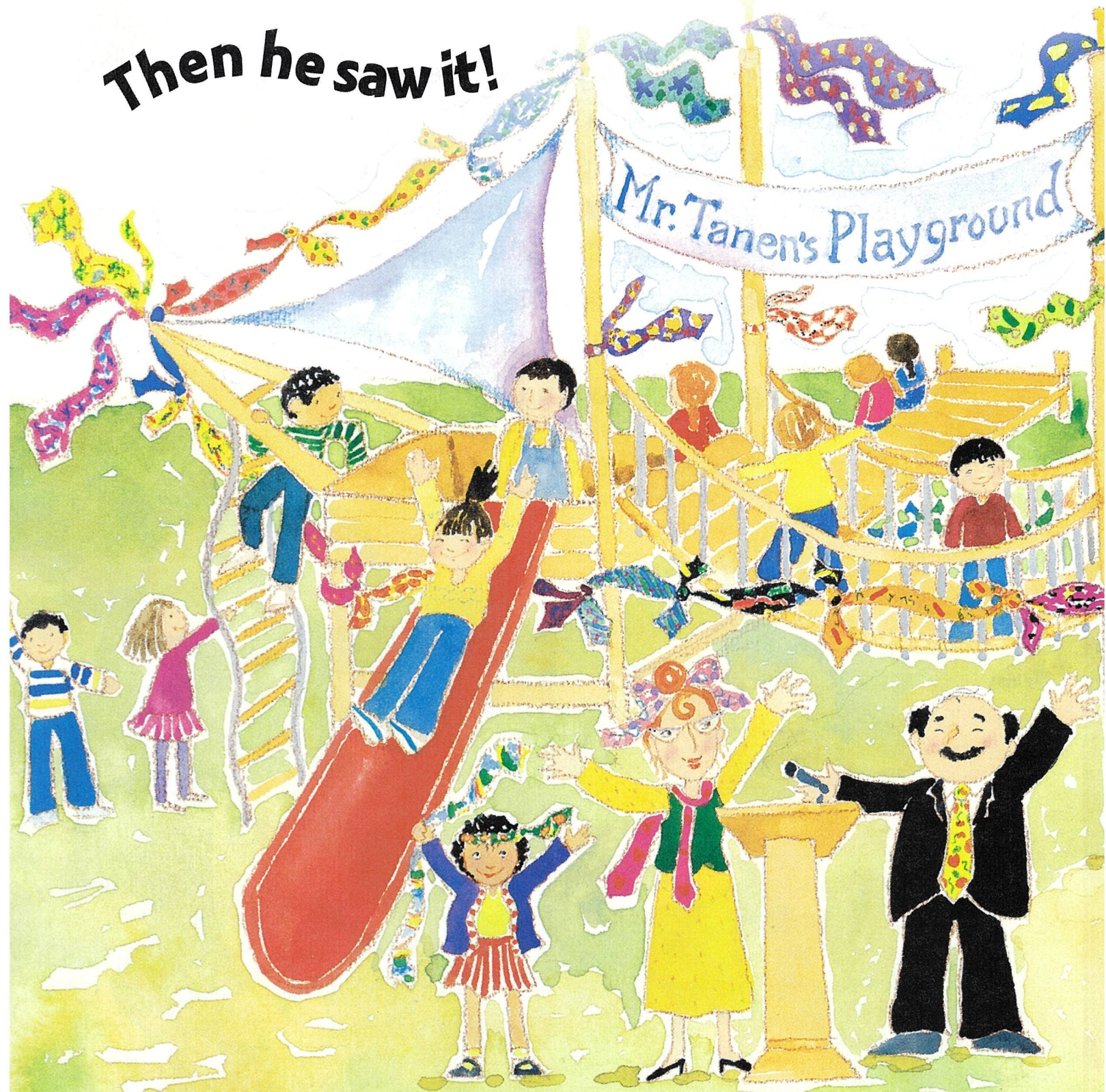


Soon it was Opening Day at the new playground. Mr. Tanen had invited the whole town to the ribbon-cutting ceremony. He tucked his speech in his pocket, grabbed his special scissors, and adjusted his tie. He wished he had on his official Ribbon-Cutting Tie.

The schoolyard was overflowing with people. Mr. Tanen made his way through the crowd.



Then he saw it!

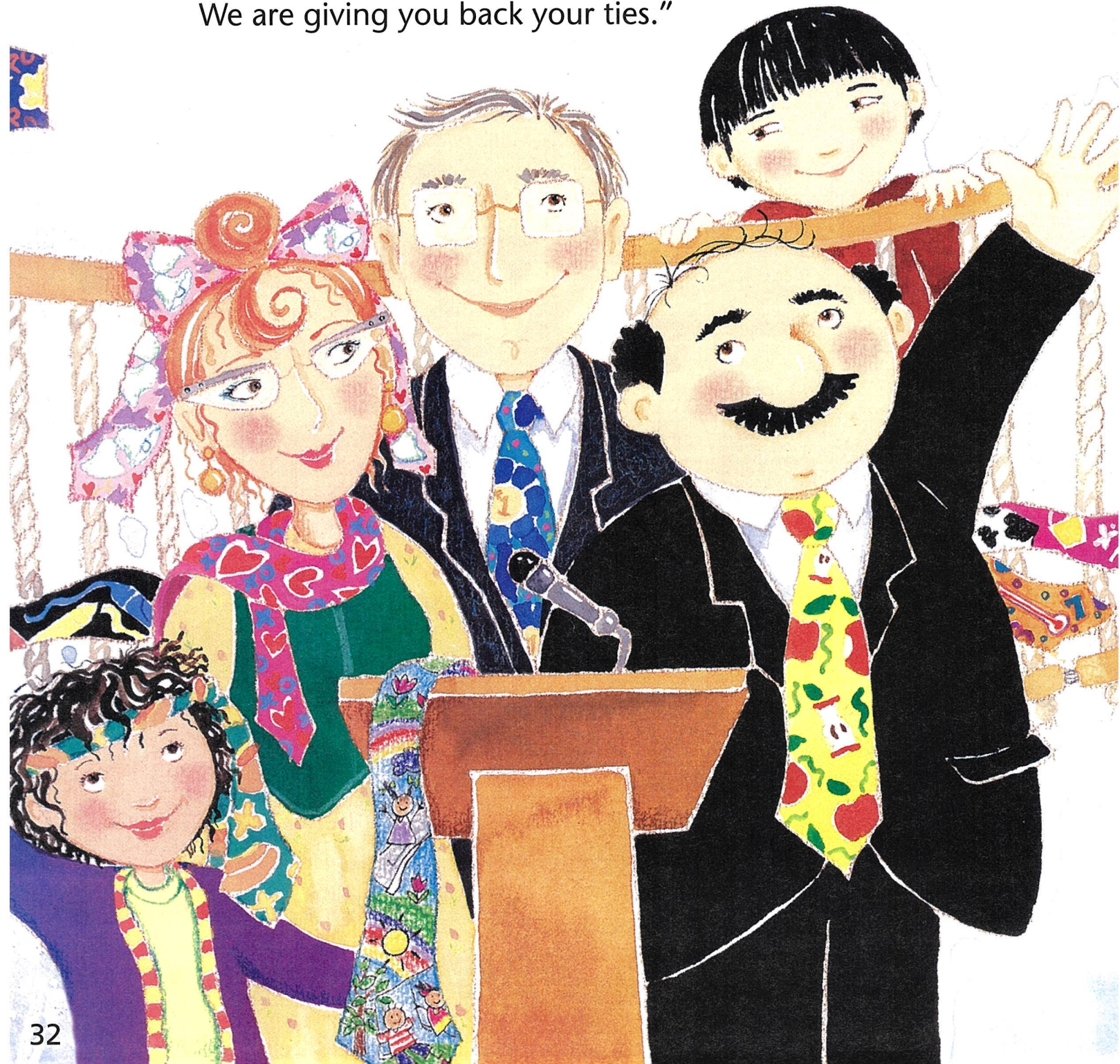


The playground was tied in a giant ribbon
made from Mr. Tanen's ties!



Mrs. Sweet Apple and Mr. Apple were at the microphone.

"Mr. Tanen, you have taught us all, 'The more you give, the more you get,'" said Mrs. Sweet Apple. "You have given us a playground. We are giving you back your ties."





With that, Mr. Apple untied
the tie ribbon and announced:
"Mr. Tanen's Playground is

NOW OPEN!"



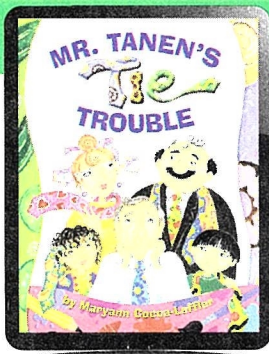


Mr. Tanen and his ties were
together again!

He slipped on his Swing and Slide
Tie and smiled.

ANALYZE THE TEXT

Story Structure What problem does Mr. Tanen have after he sells his ties? How does the ending solve Mr. Tanen's problem?



Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Story Structure and Understanding Characters. Then read *Mr. Tanen's Tie Trouble* again. Use what you learn to understand it better.

Story Structure

In *Mr. Tanen's Tie Trouble*, you read a story about a principal who has to solve a problem. Who are the characters? Where does the story take place?

Think about how the beginning of the story tells the problem that the characters have. How is the problem solved at the end? Use a story map to help you describe the **characters**, **setting**, and **plot** of *Mr. Tanen's Tie Trouble*.

Characters	Setting
Plot	

Understanding Characters

The way that **characters** act when they have a problem tells you more about them. Think about how the people in the town try to help Mr. Tanen and the school. Many people come to the auction and buy Mr. Tanen's ties. This text evidence shows that they want to help raise money for the playground. Understanding how characters think, act, and feel helps you to better understand why things happen in the story.



Your Turn

RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How can helping others make you feel good? Talk with a partner.

Use text evidence from *Mr. Tanen's Tie Trouble* to tell your ideas. Also talk about times that you have helped others. Take turns listening and speaking. Use respectful ways to take your turn speaking.



Classroom Conversation

Now talk about these questions with the class.

- 1 What decision do the characters make that helps Mr. Tanen solve his problem?
- 2 Why do the people in the town give Mr. Tanen his ties back?
- 3 How does Mr. Tanen feel when the people in the town give him back his ties? How do you know?

Performance Task

WRITE ABOUT READING



Response How do you think the people in the town feel about Mr. Tanen? Write a few sentences to explain your ideas. Use the words and pictures in the story as text evidence to support your opinion.



Writing Tip

Remember to start each proper noun with a capital letter.

Lesson 16

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic.

✓ TEXT FOCUS

A **caption** tells more about a photo.

The Jefferson Daily News

November 5

Club Helps in Many Ways

by Ben Watts

The Helping Hands Club is one of the best clubs at Jefferson Elementary School. The children in this club volunteer their time to help other people and the community. Last month they gathered items to recycle from home and school. Many items, such as water bottles and juice containers, were placed in recycle bins. Some other items were used in the art classroom.

The club's sponsor, Mrs. Waters, was proud of all who helped. "Students created beautiful artwork from cloth and paper scraps. The club's hard work gave these items a new purpose," she said.



Art made from scraps

The Helping Hands Club has done many more things to help the community. They cleaned up the park and playground and collected food for the food bank. They had a bake sale to raise money for the animal shelter. Club members even decorated posters for bike safety week.

Malik is one of the members of the club. He told how the club helped someone he knew. "The Helping Hands Club helped my neighbor, Mrs. Dodge," he said. "She is 80 years old and lives alone. Our parents brought her hot food, and we pulled weeds in her yard. She was so happy and thankful, and she gave us all lemonade. Helping her made me feel happy, too!"

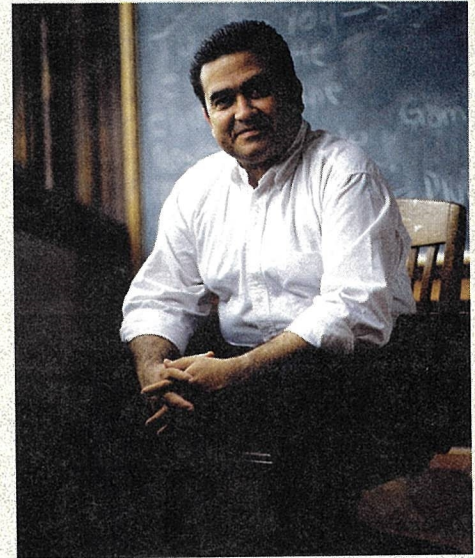


The club holds a bake sale to help animals.



The club helps to clean up the park.

The Helping Hands Club would like to invite you to a meeting. You can find out what the club is all about and how you can participate. You can even share your own ideas! "This club helps in many ways," said Principal Ramirez. "It is a great club to join!"



Principal Ramirez tells about the club.

What:

Helping Hands Club Meeting

When:

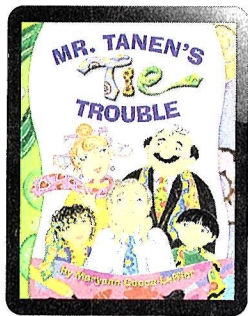
December 1

Time:

3:30 p.m.

Where:

*Mrs. Waters's classroom,
Room 107*



Compare Texts

TEXT TO TEXT

Compare and Contrast Imagine that Mr. Tanen is the principal at Jefferson Elementary School. Would he think that the Helping Hands Club is a good club to join? Explain your thoughts to a partner. Use text evidence from both selections to help you answer.



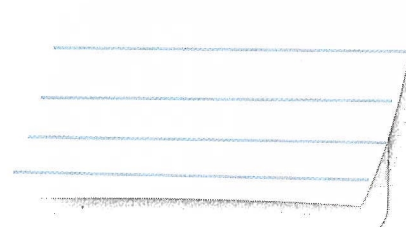
TEXT TO SELF

Write a Description Which of Mr. Tanen's ties do you like the best? Write a few sentences describing the tie you like. Then tell when a person might wear the tie.



TEXT TO WORLD

Connect to Science Think about what you might see, hear, or feel at Mr. Tanen's playground. Write a poem about it. Use describing words.



Grammar

Pronouns A **pronoun** can take the place of a noun. To replace a **noun** that is the subject of a sentence, use the pronoun *I, he, she, it, we, or they*. To replace a noun that comes after a **verb**, use the pronoun *me, him, her, it, us, or them*. **Reflexive pronouns**, such as *myself, himself, herself, themselves, and ourselves*, are also used after verbs.

Nouns	Pronouns
The <u>children</u> want a new playground.	<u>They</u> want a new playground.
Mr. <u>Tanen</u> likes ties.	<u>He</u> likes ties.
My mother helped the <u>principal</u> .	My mother helped <u>him</u> .
Our family bought ties for <u>our family</u> .	Our family bought ties for <u>ourselves</u> .

Try This!

Name the pronouns that can replace the underlined words. Then rewrite the sentences using the pronouns.

- 1 Lou and Kim sat on the swings.
- 2 I like the slide.
- 3 My brother plays by my brother in the sand.

When you write, try not to use the same nouns over and over again. Use pronouns or reflexive pronouns to take the place of repeated nouns. This will make your writing better.



Sentences with Repeated Subjects

The two girls counted the money. The two girls hoped they had raised enough.

Better Sentences

The two girls counted the money. They hoped they had raised enough.

Connect Grammar to Writing

When you revise your story paragraph, look for repeated nouns. Use pronouns to take their place.

Narrative Writing



✓ Elaboration Use details when you write a **story**.

Details help your reader picture what the story is about.

Ahmed drafted a one-paragraph story about a little boy who helped his mother. Later, he added some details to make his story more interesting.

Revised Draft

Omar wanted to help his
She had been sick for a week.
mother. [^]He came home early
playing with his friends in
one day from [^]the park. His
mother was sitting at the ^{kitchen} table.
[^]
He wanted to do something to
help. First, he began to rinse
the dishes.

Writing Checklist

- ✓ Organization**
Did I include a beginning, a middle, and an end?
- ✓ Development**
Do my words tell what the characters are feeling?
- ✓ Elaboration**
Did I add details to tell the reader more?
- ✓ Conventions**
Did I use spelling patterns to help me spell words?

Omar's Gift

by Ahmed Hakin

Omar wanted to help his mother. She had been sick for a week. He came home early one day from playing with his friends in the park. His mother was sitting at the kitchen table. He wanted to do something to help. First, he began to rinse the dishes. After that, he put them in the dishwasher. His mother looked at him and said, "You are a good son, Omar." She smiled at him. Omar knew that he had just given his mother a gift. It was a gift that made them both happy.

Reading as a Writer

How do the details that Ahmed added tell his readers more? Where can you add details to your story?

I added details to my final paper to make it more interesting.

