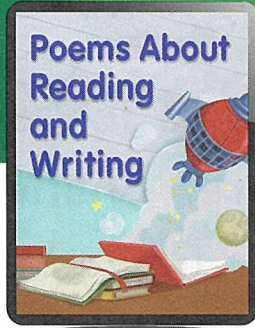
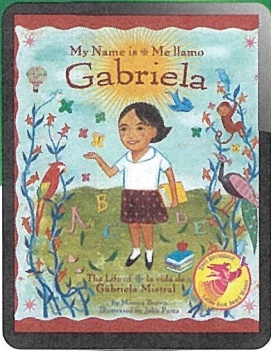


Lesson

18



Q LANGUAGE DETECTIVE

Talk About Words A verb's tense tells if something happened in the past, is happening now, or will happen in the future. Work with a partner. Find the Vocabulary words that are verbs. Then say the sentence again with the verb in a different tense.

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one in the card.

1

accepted

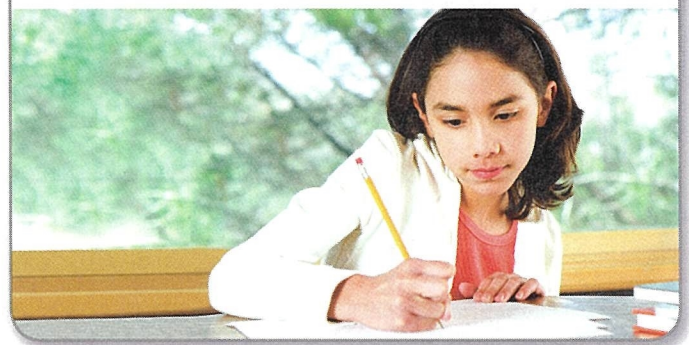
The student gave the teacher an apple. She **accepted** it.



2

express

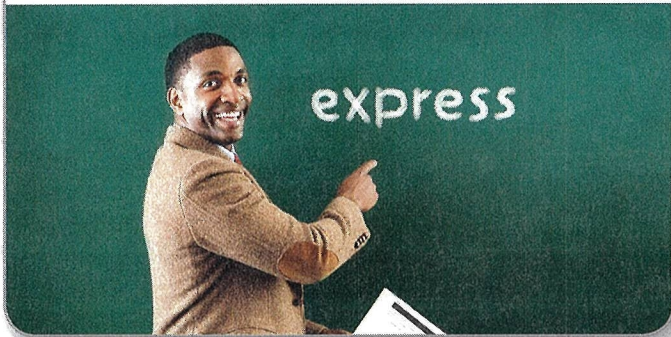
You can **express** your ideas by writing a story.



3

taught

This teacher **taught** his class a new word.



4

grand

A **grand** award is a top prize in a contest.



5

pretend

This girl is not a real doctor. She is a **pretend** doctor.



6

prize

The best speller received first **prize** in the spelling bee.



7

wonder

The children **wonder** when the caterpillar will become a butterfly.

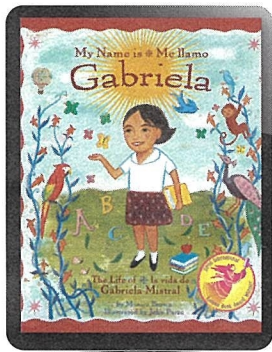


8

fluttering

The butterfly is **fluttering** its wings as it flies. The wings move quickly.





Read and Comprehend

✓ TARGET SKILL

Understanding Characters *My Name Is Gabriela* is a true story that tells about the poet Gabriela Mistral. Pay attention to what Gabriela says and does. Use these clues and other text evidence to understand Gabriela and why the author wrote about her. You can write details in a chart like this.

Character	Words, Thoughts, Actions	Trait

✓ TARGET STRATEGY

Analyze/Evaluate To analyze as you read, think about the author's words and story events. Then evaluate, or decide, how the words and events help you understand what is important in the text.

PREVIEW THE TOPIC

Reading and Writing

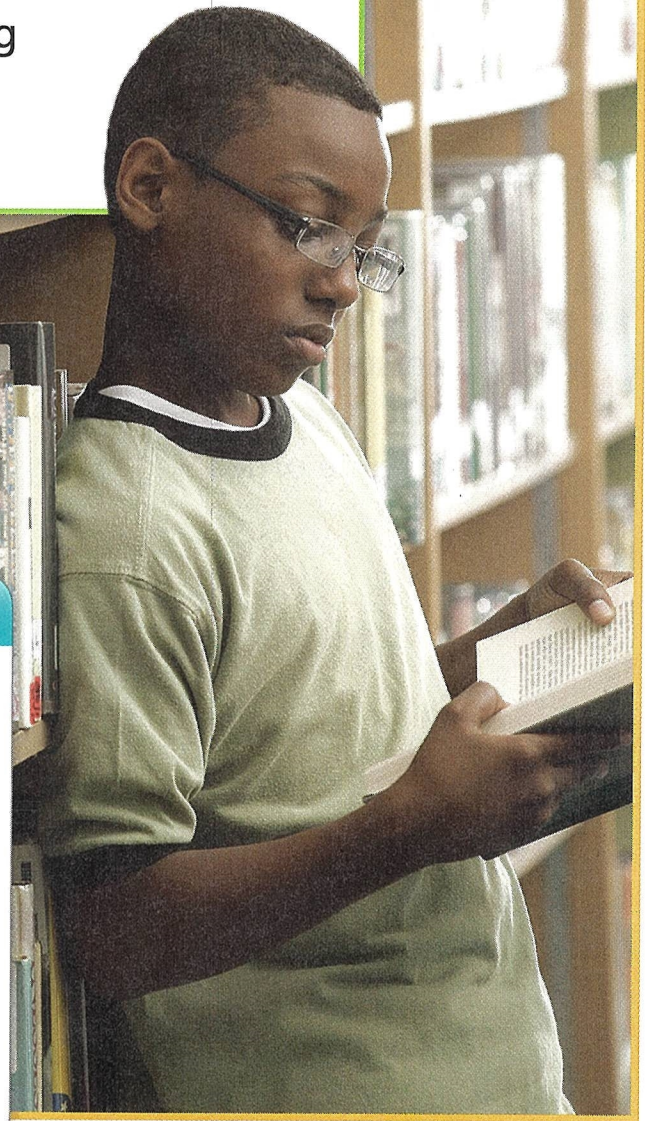
People have been reading and writing for thousands of years. Writing is a way to record information. We can still read things that were written long ago. Some of your favorite books might be very old. Some day in the future, people may read what you write today!

In *My Name Is Gabriela*, you will read about Gabriela Mistral. She was a poet who knew that reading and writing are important.



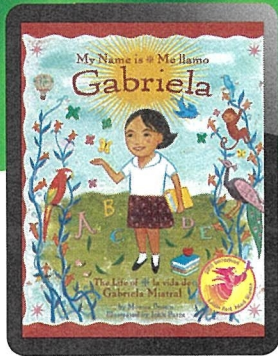
Think Write Pair Share

How do you feel about reading and writing poetry? Make a list of words that describe your feelings. Share your list with a partner. Take turns speaking. Do you have any words that are the same? Share your list with the class.



Lesson 18

ANCHOR TEXT



✓ GENRE

A **biography** tells about events in a person's life. As you read, look for:

- ▶ information about why a person is important
- ▶ events in time order

MEET THE AUTHOR

Monica Brown

Monica Brown's daughters think it's pretty cool to have a mom who's an author. At book signings, "They'll walk up and announce that it was their Mommy who wrote this book," Ms. Brown says. The family lives in Arizona, not far from the Grand Canyon.



MEET THE ILLUSTRATOR

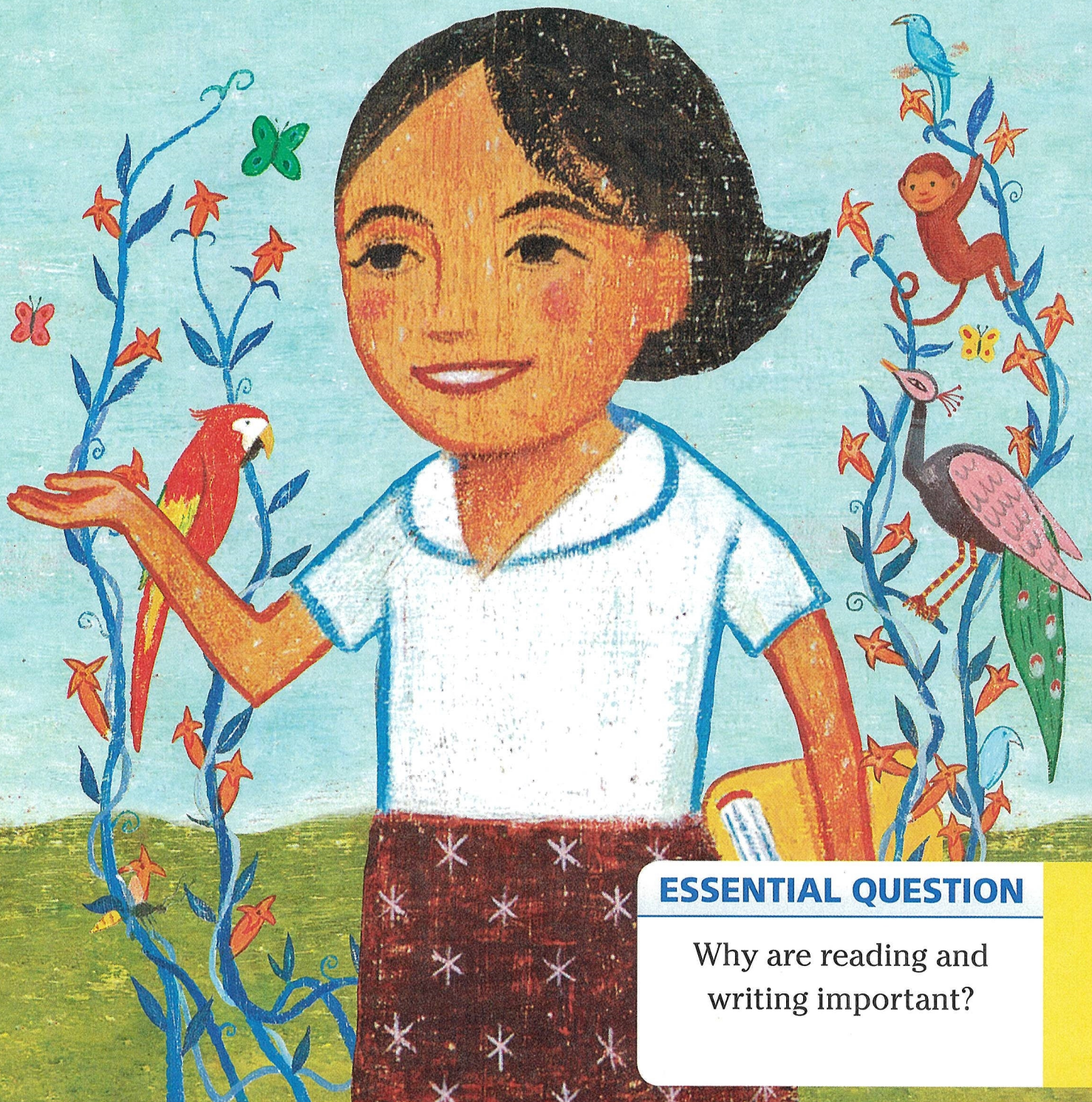
John Parra

John Parra grew up in California in a home filled with Mexican art, food, and traditions. Today, Mr. Parra's colorful artwork can be seen in galleries, on posters and CD covers, and in the pages of children's books.



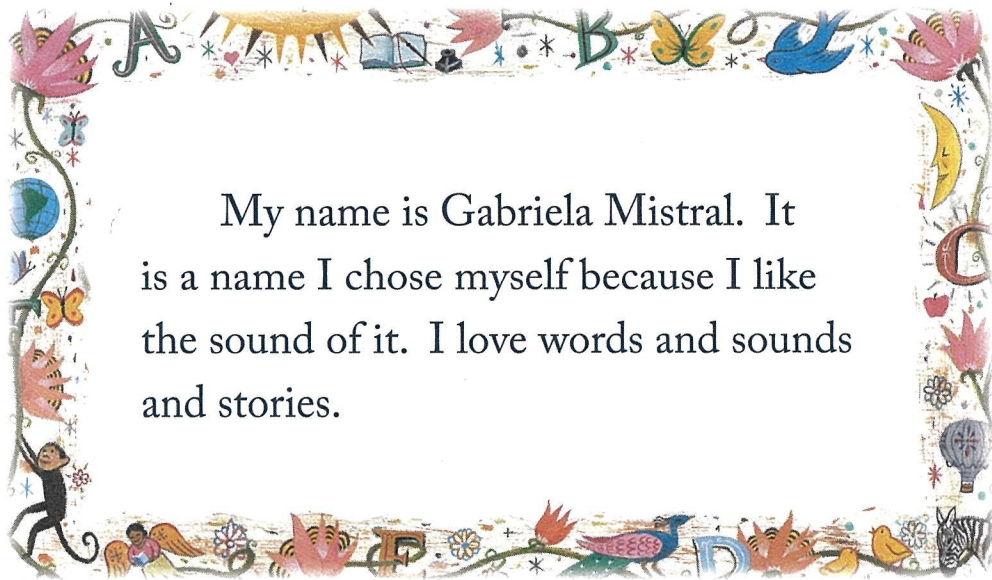
My Name is Gabriela

by Monica Brown illustrated by John Parra



ESSENTIAL QUESTION

Why are reading and writing important?

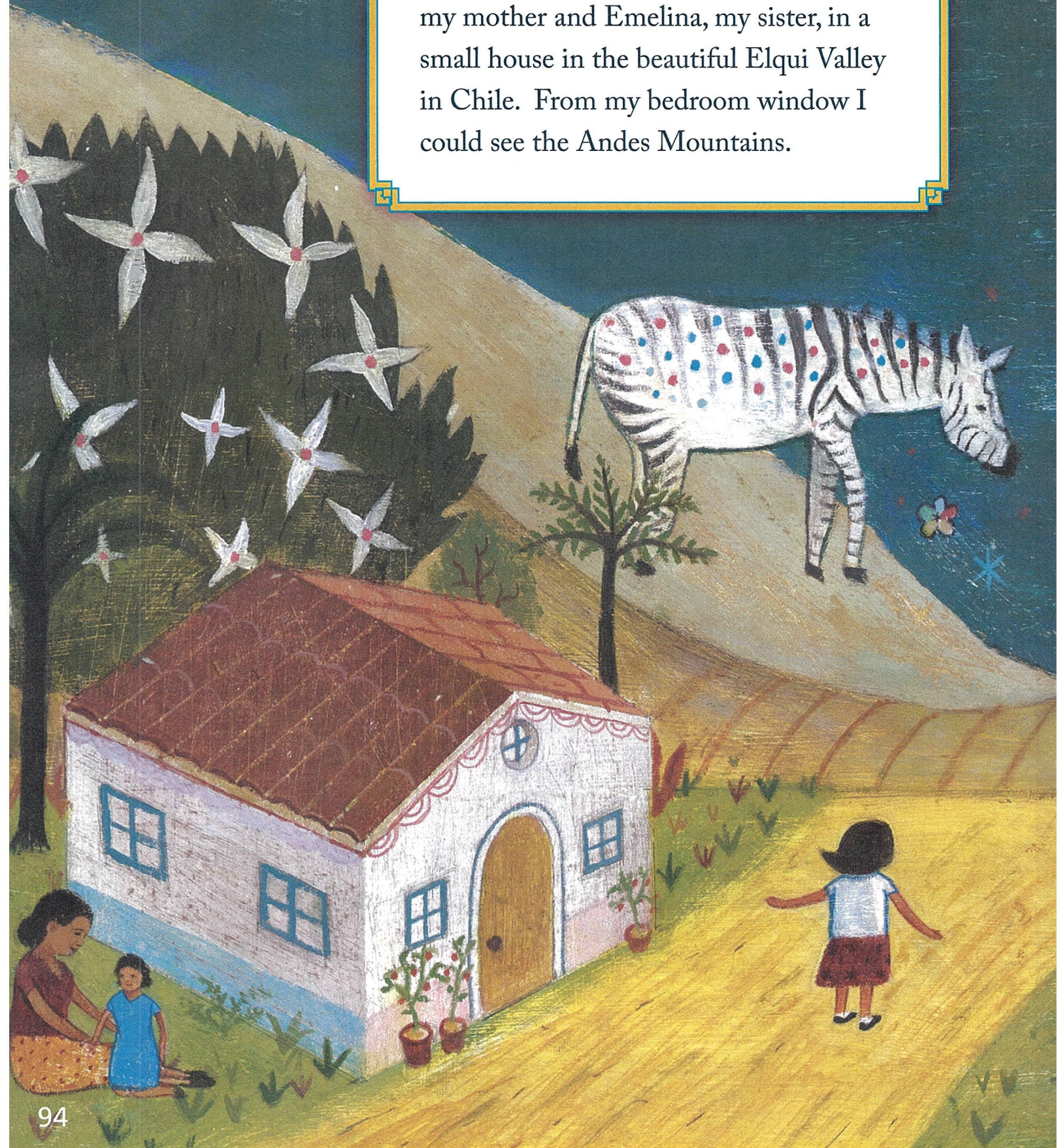


My name is Gabriela Mistral. It is a name I chose myself because I like the sound of it. I love words and sounds and stories.

GABRIELA MISTRAL




When I was a little girl, I lived with my mother and Emelina, my sister, in a small house in the beautiful Elqui Valley in Chile. From my bedroom window I could see the Andes Mountains.





When I couldn't sleep I would look up at the mountains and wonder what could be beyond them. Zebras with polka dots? Rainbow-colored flowers? Angels reading books?



I loved words—I liked the sounds they made rolling

off my tongue and I liked the

way they could **express** how I felt.

When I saw a butterfly **fluttering**, I noticed the way

the words *fluttering* butterfly sounded together—like a poem.

I taught myself to read so that I could read other people's words and stories. I read stories about princes and princesses, about monsters, and about birds and flowers.

ANALYZE THE TEXT

Author's Word Choice

What words does the author use to tell how Gabriela feels about words?



I also liked to write poems, sing songs, and tell stories using the words that I knew. I told stories about happy times and sad times, about mothers and babies and little children.







I liked to play school with the children of my village. I pretended to be the teacher, and my friends, Sofía, Ana, and Pedro, were my pupils.

Pedro would always say that I was mean because I made him write his ABCs until he knew all the letters of the alphabet. But I told him that the alphabet is important. How else would he create words and tell his stories without it?



In our pretend class we sang songs like:

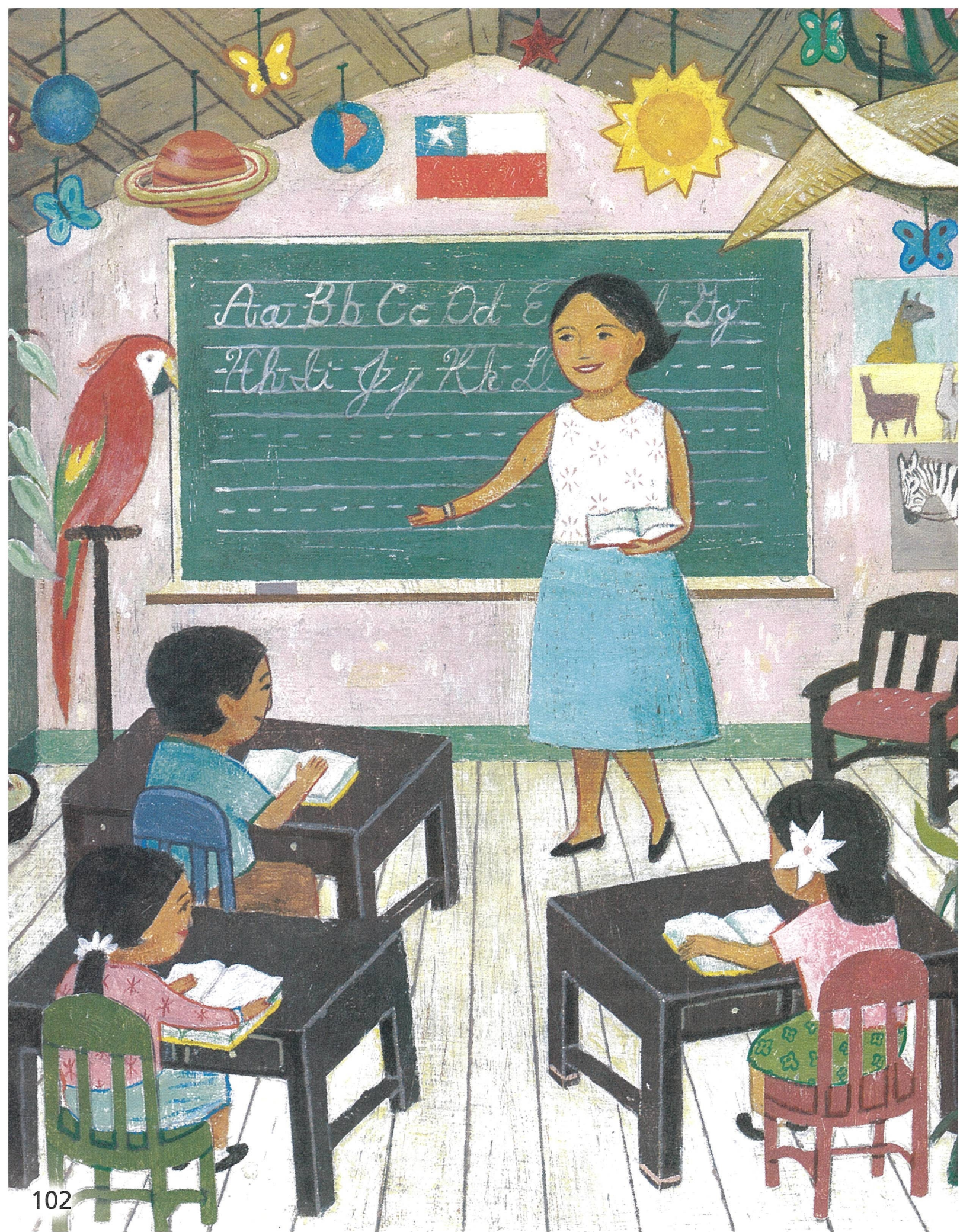
The baby chicks are saying,

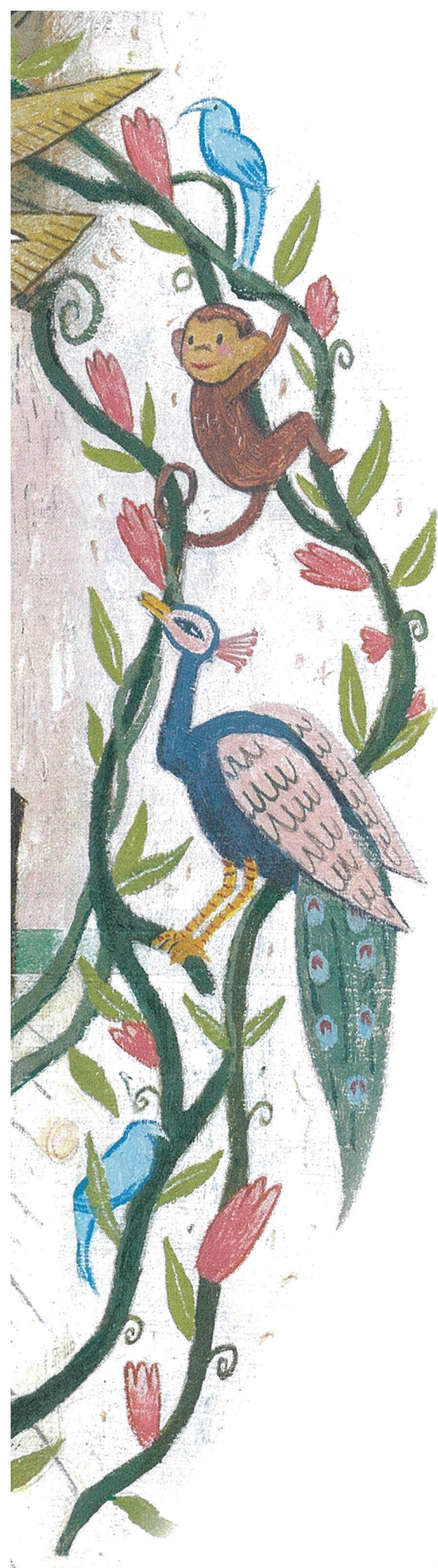
Peep, peep, peep.

It means they're cold and hungry.

It means they need some sleep.

That was Sofia's favorite song. During recess we had fun, running and chasing and laughing and playing.





When I grew up I became a real teacher and writer. I taught the children of Chile, and many of my students became teachers themselves.

I still wrote poems—happy poems, sad poems, stories of mothers and children. But I also wrote poems about animals—about parrots and peacocks and even rats!

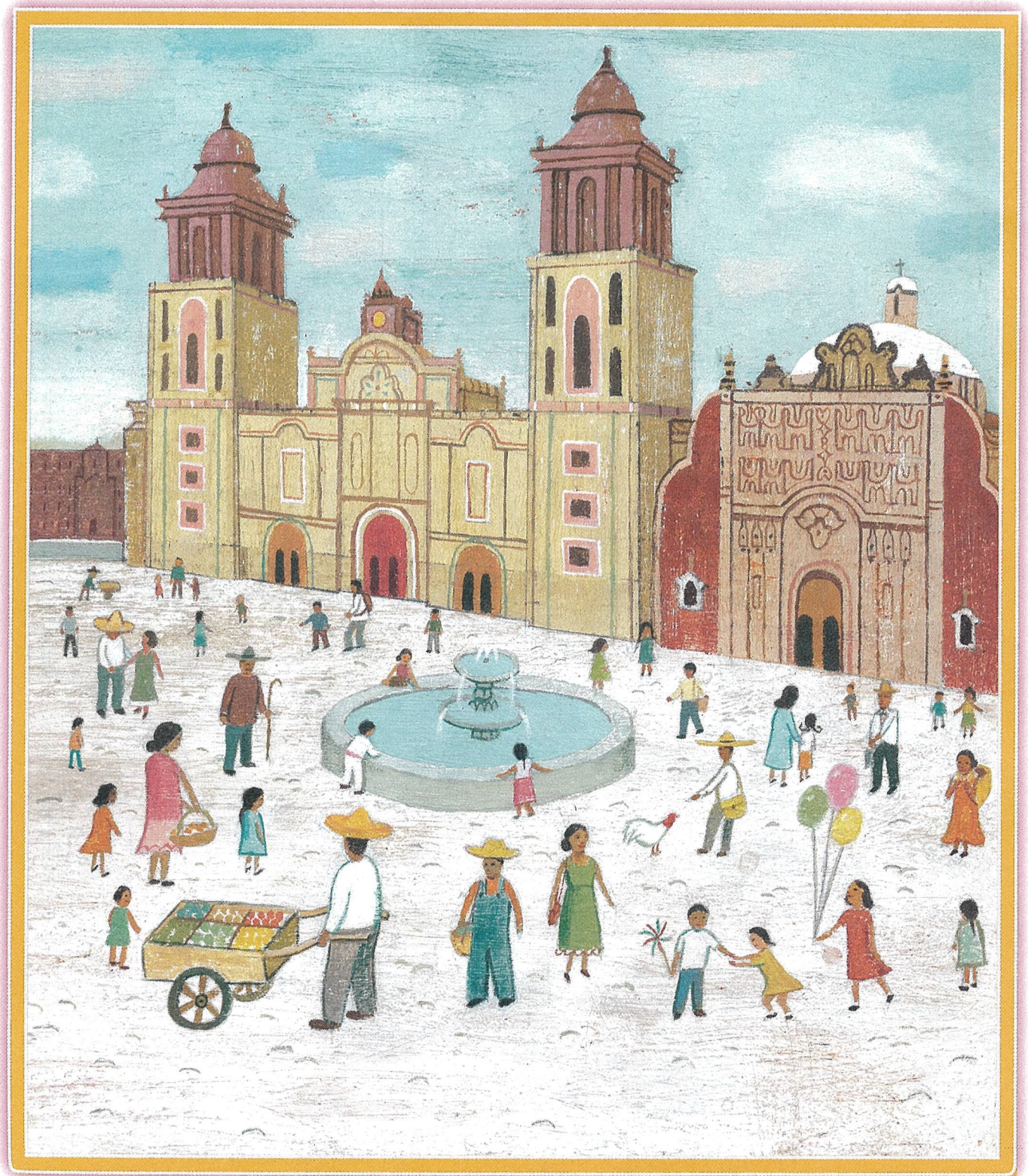
ANALYZE THE TEXT

Understanding Characters What does the author want you to know about how Gabriela feels about teaching and learning? How do you know?

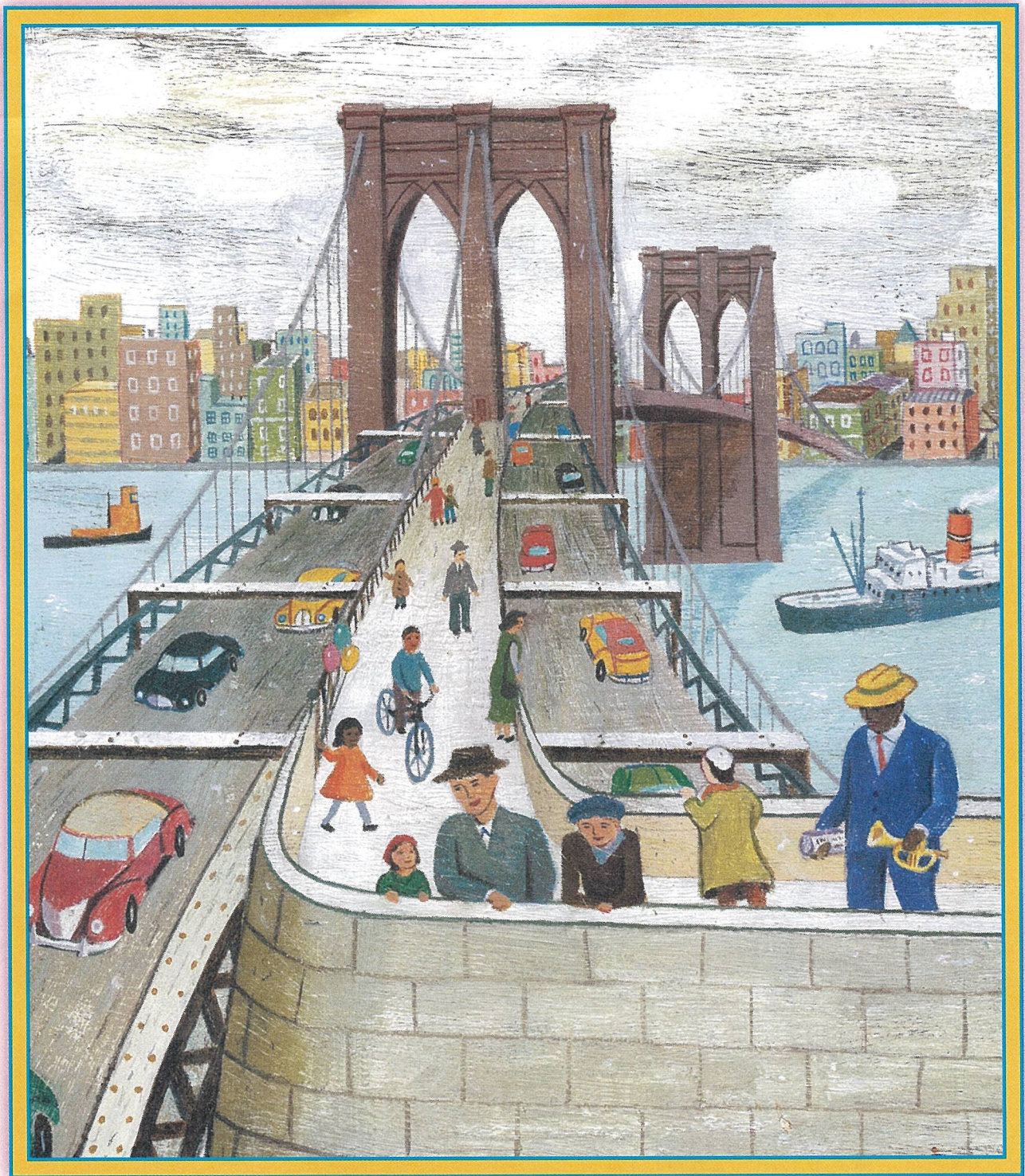


I also traveled to far away places. I never saw zebras with polka dots or rainbow-colored flowers, but I met wonderful children and their teachers.

I traveled to Europe—to France and Italy.



I traveled to Mexico.




I traveled to the United States.
Everywhere I went, I wrote and taught and met
teachers. I saw how all over the world, people wanted
their children to learn.



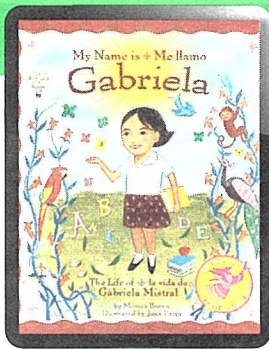
My stories traveled the world with me. People liked to read my happy stories, my sad stories, my stories of women and children, my stories of parrots and peacocks, of old lions and of the fisherfolk, who slept in the sand and dreamt of the sea.





And because people from all over the world loved my stories so, I was given a very special prize—the Nobel Prize for Literature.

When I accepted the grand award, I thought of the beautiful mountains outside of my window in Chile, of my mother and sister, of the children of my village, and of all the stories that still need to be told.



Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Understanding Characters and Author's Word Choice. Then read *My Name Is Gabriela* again. Use what you learn to understand it better.

Understanding Characters

My Name Is Gabriela is a biography that tells about a poet named Gabriela. In a biography, the author gives details to help the reader understand what the person is like. You can use a chart like the one below to show details about Gabriela. The text evidence you write can help you figure out why she is important.

Character	Words, Thoughts, Actions	Trait

Author's Word Choice

An author chooses strong words to help tell about places, characters, and things. Words and phrases can help the reader picture what the author is telling about. For example, an author might use the words *tiny* and *colorful* to tell about a butterfly. As you read, look for words that tell how things look, feel, and sound.



Your Turn

RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

Why are reading and writing important? Talk to a partner about your ideas. Look back at *My Name Is Gabriela* for text evidence to support what you say. Be sure to ask questions if you need more information about what your partner says.



Classroom Conversation

Now talk about these questions with the class.

- 1 What events in this biography explain how Gabriela became important?
- 2 How did Gabriela get ideas for her stories?
- 3 Why do you think the author wrote about Gabriela? Use text evidence to help you answer.

Performance Task

WRITE ABOUT READING



Response How would you describe Gabriela?
Write a paragraph telling what she is like.
Use text evidence from the words and
pictures to help you.

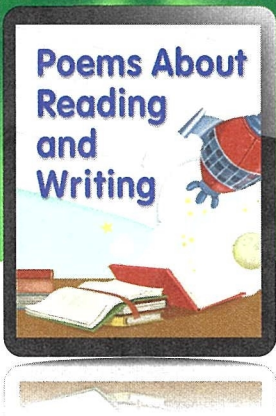


Writing Tip

Make sure that each sentence has a verb with the correct ending to match its subject.

Lesson 18

POETRY



✓ GENRE

Poetry uses the sound of words to show pictures and feelings.

✓ TEXT FOCUS

Rhythm is a pattern of beats, like music. The words and phrases in poetry can give it rhythm and meaning.

Poems About Reading and Writing

When you read a poem, do you pretend to be in the poem? When you write a poem, do you express wonder about things? These poems are about reading and writing.

Share the Adventure

Pages and pages
A seesaw of ideas—
Share the adventure

Fiction, nonfiction:
Door to our past and future
Swinging back and forth

WHAM! The book slams shut,
But we read it together
With our minds open

*by Patricia and
Fredrick McKissack*



The Period

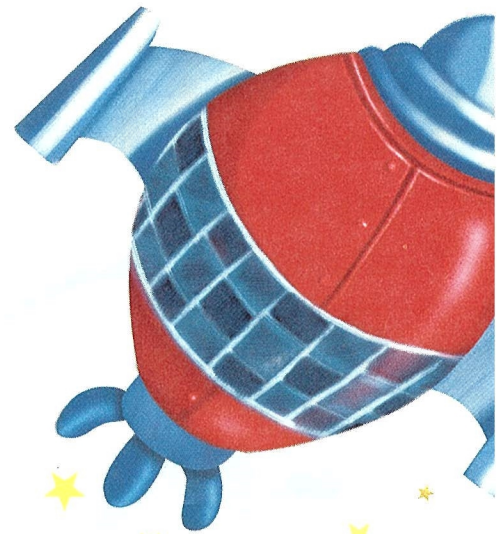
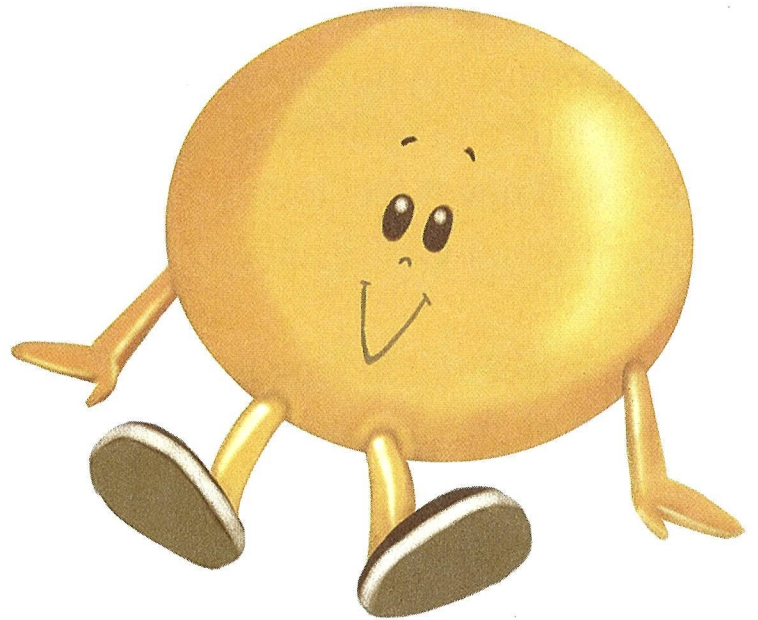
Fat little period, round as a ball,
You'd think it would roll,
But it doesn't
At all.

Where it stops,
There it plops,
There it stubbornly stays,
At the end of a sentence
For days and days.

"Get out of my way!"
Cries the sentence. "Beware!"
But the period seems not to hear
or to care.

Like a stone in the road,
It won't budge, it won't bend.
If it spoke, it would say to a sentence,
"The end."

by Richard Armour



Keep a Poem in Your Pocket

Keep a poem in your pocket
and a picture in your head
and you'll never feel lonely
at night when you're in bed.

The little poem will sing to you
the little picture bring to you
a dozen dreams to dance to you
at night when you're in bed.

So—

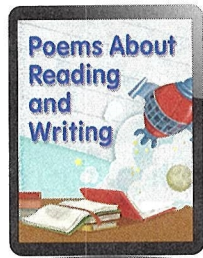
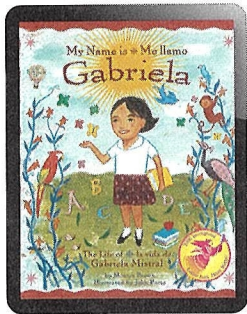
Keep a picture in your pocket
and a poem in your head
and you'll never feel lonely
at night when you're in bed.

by Beatrice Schenk de Regniers



Write a Poem

Write a poem about your favorite book. Think about how you can use rhythm, rhyme, and repetition to make your poem fun to read. Share your poem with a partner. Talk about how the words add rhythm and meaning.



Compare Texts

TEXT TO TEXT

Connect to Poetry Gabriela Mistral loved to read and write. Look back at the poems you just read. Which poem do you think Gabriela would have liked the best? Write a few sentences to give your opinion. Give reasons using text evidence from *My Name Is Gabriela*.



TEXT TO SELF

Tell a Story How does Gabriela help people learn? How has a teacher made a difference in your life? Tell a partner. Use facts and details to tell what happened.



TEXT TO WORLD

Find Facts Gabriela grew up in Chile. Use the index of a reference book to look up information about Chile. Make two fact cards with information you learned.

Chile is over 4,000 kilometers long from north to south.

Grammar

The Verb *be* The **verbs** *am*, *is*, and *are* tell about something that is happening now. The verbs *was* and *were* tell about something that happened in the **past**. Use *am*, *is*, or *was* if the sentence tells about one noun. Use *are* or *were* if the sentence tells about more than one.

Now	In the Past
I am tired.	I was awake last night.
Ann is a teacher.	Ann was a teacher last year, too.
The boys are in Chile.	The boys were in Mexico last week.

Try This!

Choose the correct verb to complete each sentence. Then write the sentence correctly.

- 1 Gabriela (is, are) famous.
- 2 Her students (was, were) grateful.
- 3 Her books (is, are) easy to find.
- 4 My grandfather (was, were) a big fan.

You can combine sentences that have the same subject and verb. This will make your writing smoother.

Short, Chippy Sentences



The boy is a good reader.



The boy is a good writer.

Smoother Sentence



The boy is a good reader and writer.

Connect Grammar to Writing

When you revise your paragraph that describes, try combining sentences with the same subject and verb.

Narrative Writing



✓ Elaboration You can use sense words to tell how things look, feel, smell, sound, and taste.

Alice wrote a draft of a **description**. She wanted to tell about her favorite place. Later, she added sense words to make her description come alive.

Revised Draft

My family goes to Long Beach almost every summer. I love it at the beach. I like walking on the ^{soft, hot} sand. I love to listen to the ^{pounding} waves hit the shore. The many smells ^{spicy} of food make me hungry. My brother usually buys me ^{a big, cool} an ice cream cone. ^{It always tastes delicious!}

Writing Checklist

- ✓ Purpose**
Did I make the readers feel like they are there?
- ✓ Organization**
Did I start by telling what I am describing?
- ✓ Elaboration**
Did I use sense words to tell more?
- ✓ Conventions**
Have I combined ideas and sentences when I can?

Our Summers at Long Beach

by Alice O'Brien

My family goes to Long Beach almost every summer. I love it at the beach. I like walking on the soft, hot sand. I love to listen to the pounding waves hit the shore. The many smells of spicy food make me hungry. My brother usually buys me a big, cool ice cream cone. It always tastes delicious!

Reading as a Writer

Which sense words did Alice add? What sense words can you add to your story?

I used sense words to tell the reader more about how things look, feel, smell, taste, and sound.

