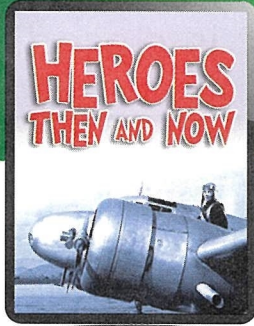
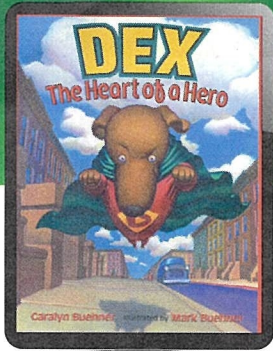


# Lesson

# 20



## Q LANGUAGE DETECTIVE

### Talk About Words

**Verbs** are words that name actions. Work with a partner. Find the Vocabulary words that are verbs. What are your clues? Use the verbs in new sentences.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Tell a story about two pictures. Use the Vocabulary words.

1

## depended

The dog **depended** on its owner for food and water.



2

## sore

The dog hurt its paw. The paw is **sore**.

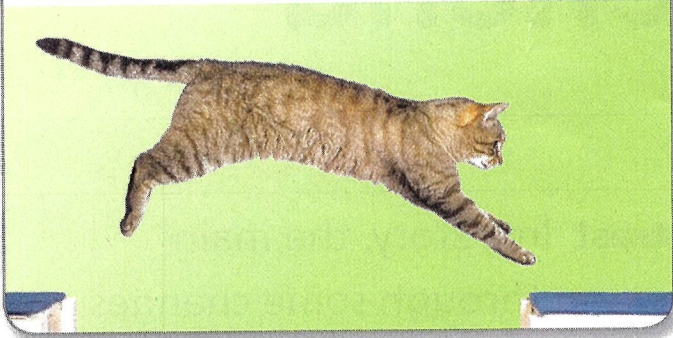




3

**sprang**

The cat saw the food. She **sprang** toward her dish.



4

**studied**

Before getting a puppy, the girl **studied** a book about dog care.



5

**gazing**

This dog is **gazing**, or looking closely, at a squirrel.



6

**hero**

This dog is a **hero**. It saved the boy from getting hurt.



7

**exercise**

A dog needs **exercise** every day. This dog wants to run fast.



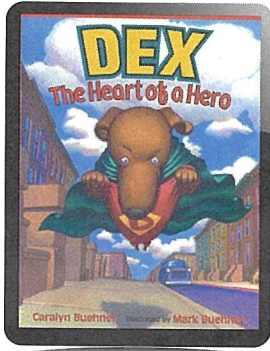
8

**overlooked**

They **overlooked**, or didn't see, where the dog was hiding.





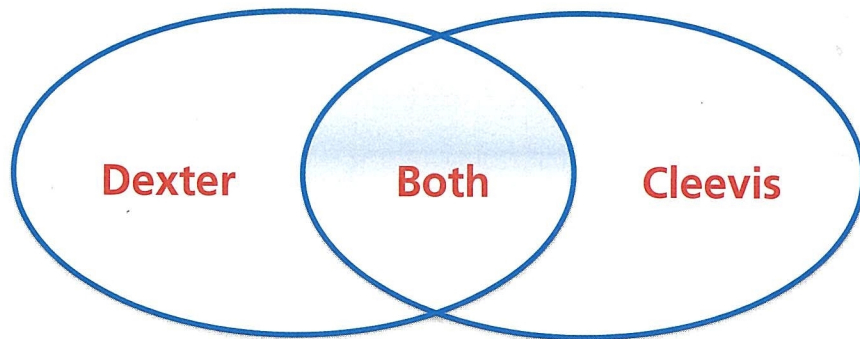


# Read and Comprehend

## ✓ TARGET SKILL

**Compare and Contrast** In a story, the main characters will often go through some changes from the beginning to the end of a story. They grow and change because of the things that happen to them.

As you read *Dex: The Heart of a Hero*, you can compare and contrast to tell how Dex changes. You can use a diagram like the one below to **compare** things that are the same and **contrast** things that are different. Use the words and pictures in the story as text evidence for your ideas.



## ✓ TARGET STRATEGY

**Monitor/Clarify** If you don't understand why something is happening, stop and think. Find text evidence to figure out what doesn't make sense.



## PREVIEW THE TOPIC

### What Heroes Do

A hero is someone who has done something brave or good to help others. You may know of some famous heroes from history. For example, Martin Luther King, Jr. was a hero who helped change unfair laws. Not all heroes are famous. Most people feel that firefighters and police officers are heroes. The person who takes care of you or who teaches you might be a hero.

You will read about a dog that wants to be a hero in *Dex: The Heart of a Hero*.



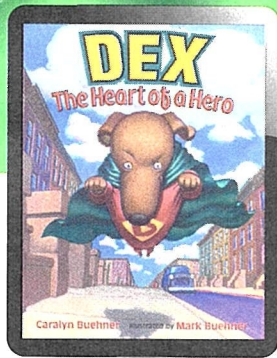
 **Think** | **Write** | **Pair** | **Share**

Think about who your hero is. It could be a family member, friend, or even someone famous. Write a few sentences about your hero to share with a partner. Then share your sentences with the class.



## Lesson 20

# ANCHOR TEXT



### GENRE

A **fantasy** is a story that could not happen in real life. As you read, look for:

- ▶ events that could not really happen
- ▶ characters that are not found in real life

### MEET THE AUTHOR

## Caralyn Buehner

As the mother of nine children, Caralyn Buehner squeezes in time for writing whenever she can. Once, while waiting for her sons' karate class to end, she started writing "Dexter was a little dog" on a pad. That's how the story of *Dex* began.

### MEET THE ILLUSTRATOR

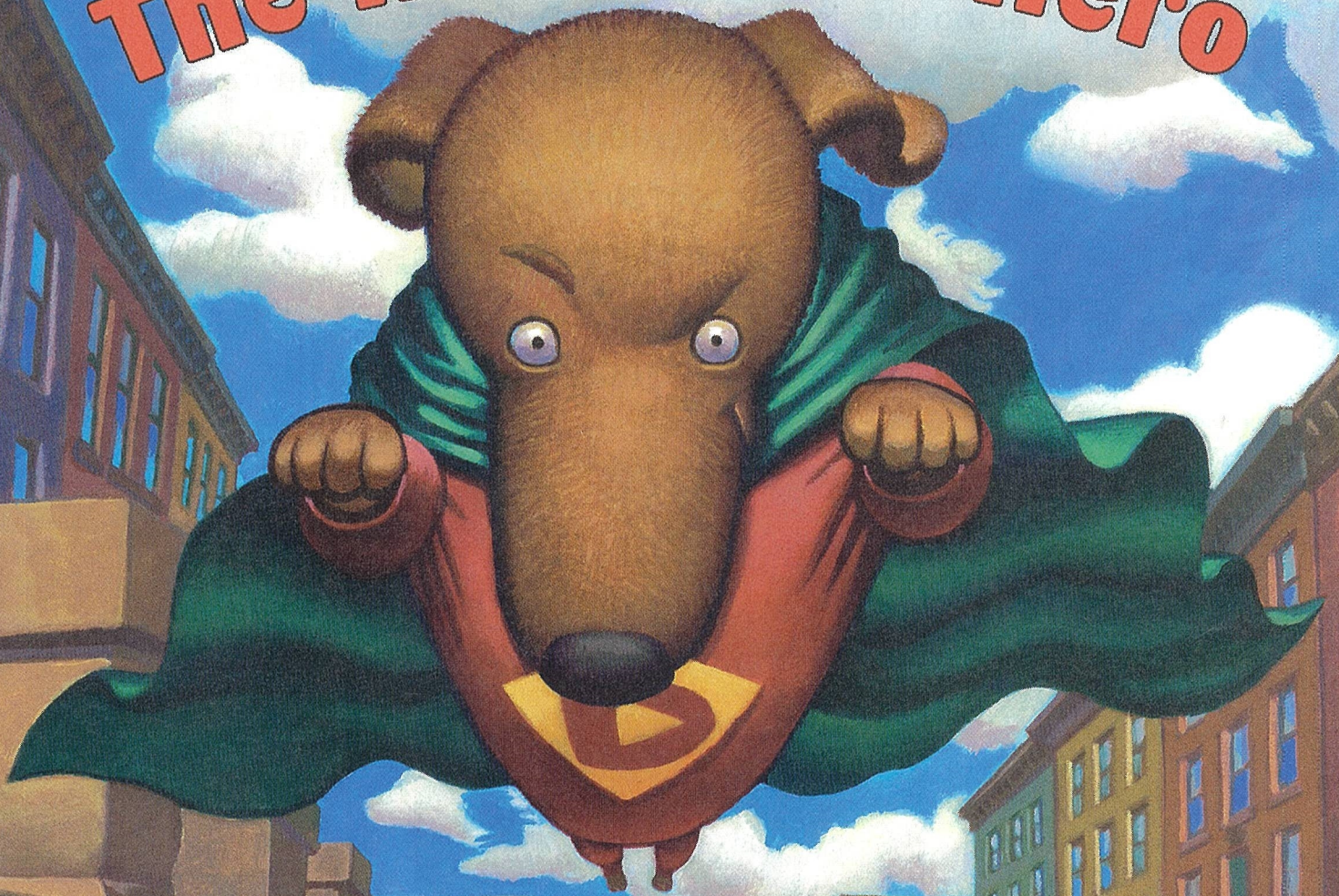
## Mark Buehner

As you read *Dex*, look carefully at the pictures. Mark Buehner likes to hide bunnies, dinosaurs, cats, and mice in his drawings. In case you're wondering, Mr. Buehner is Caralyn Buehner's husband, and their last name is pronounced *Bee-ner*.



# DEX

## The Heart of a Hero



by **Caralyn Buehner**  
illustrated by **Mark Buehner**

### ESSENTIAL QUESTION

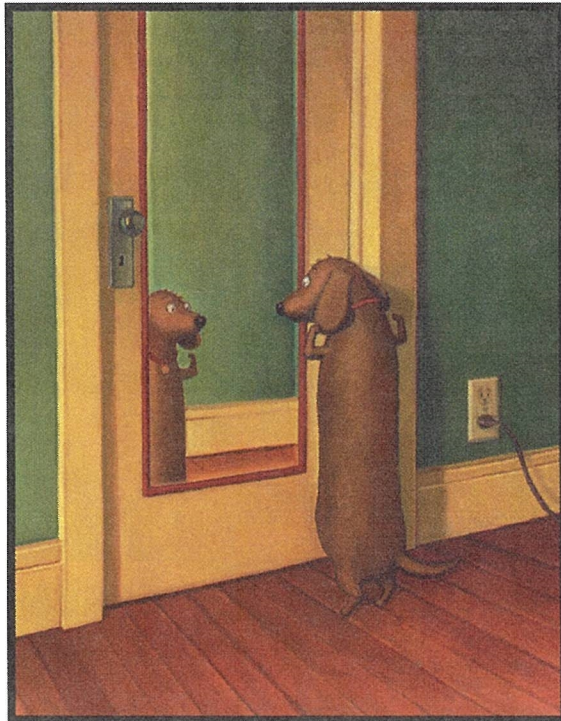
What makes someone  
a hero?



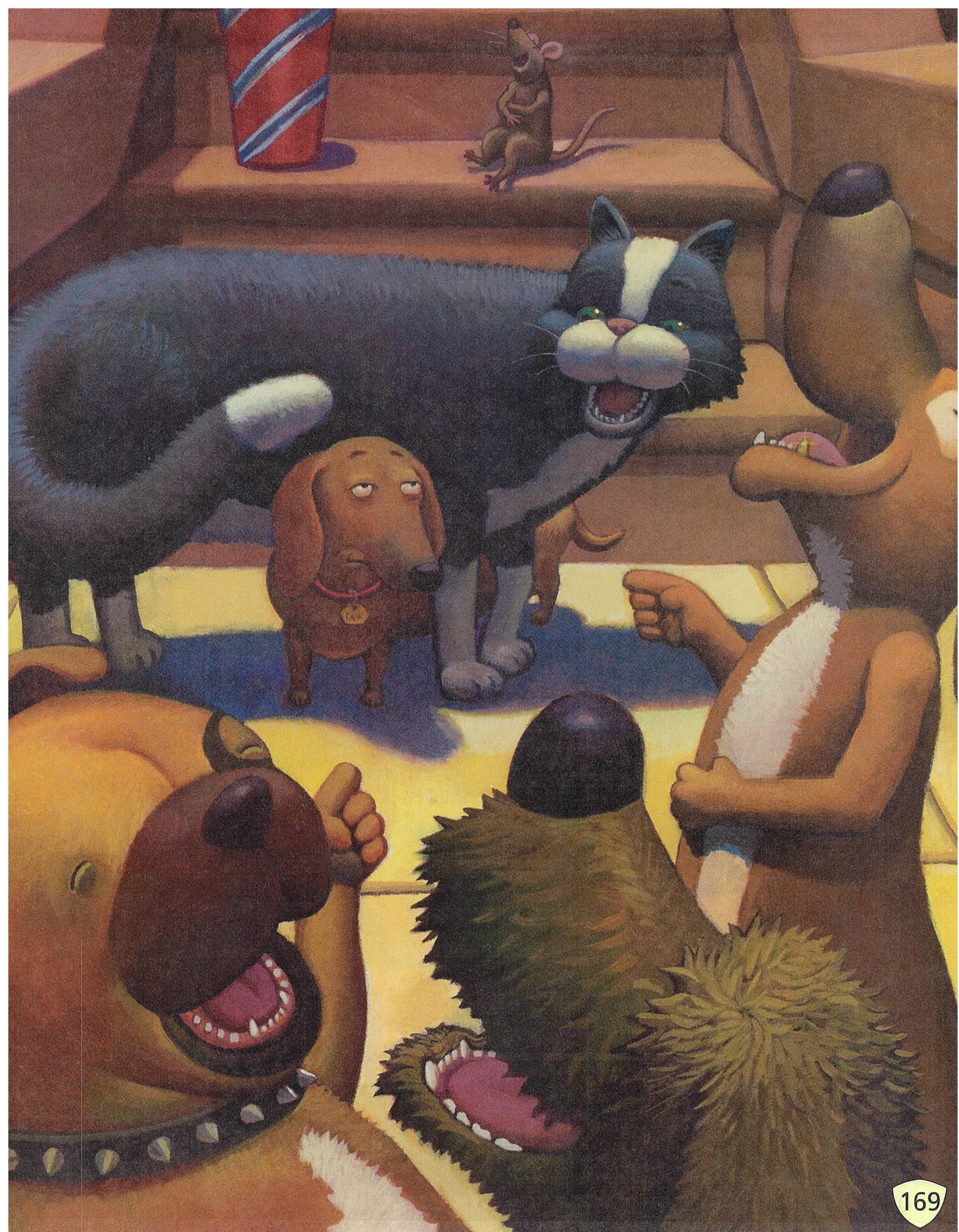


exter was a little dog. His legs were little, his tail was little, his body was little. He looked like a plump sausage sitting on four little meatballs.

Being the size that he was, Dex was often overlooked. The other dogs grew tired of waiting for Dex to catch up when they played chase, and after a while they forgot to invite him at all. No one really seemed to notice him, except when Cleevis, the tomcat, demonstrated how he could stand right over Dex and not even ruffle his fur.









Yes, everything about Dex was little—except for his dreams. He wanted to be a **HERO**. He could just see it.

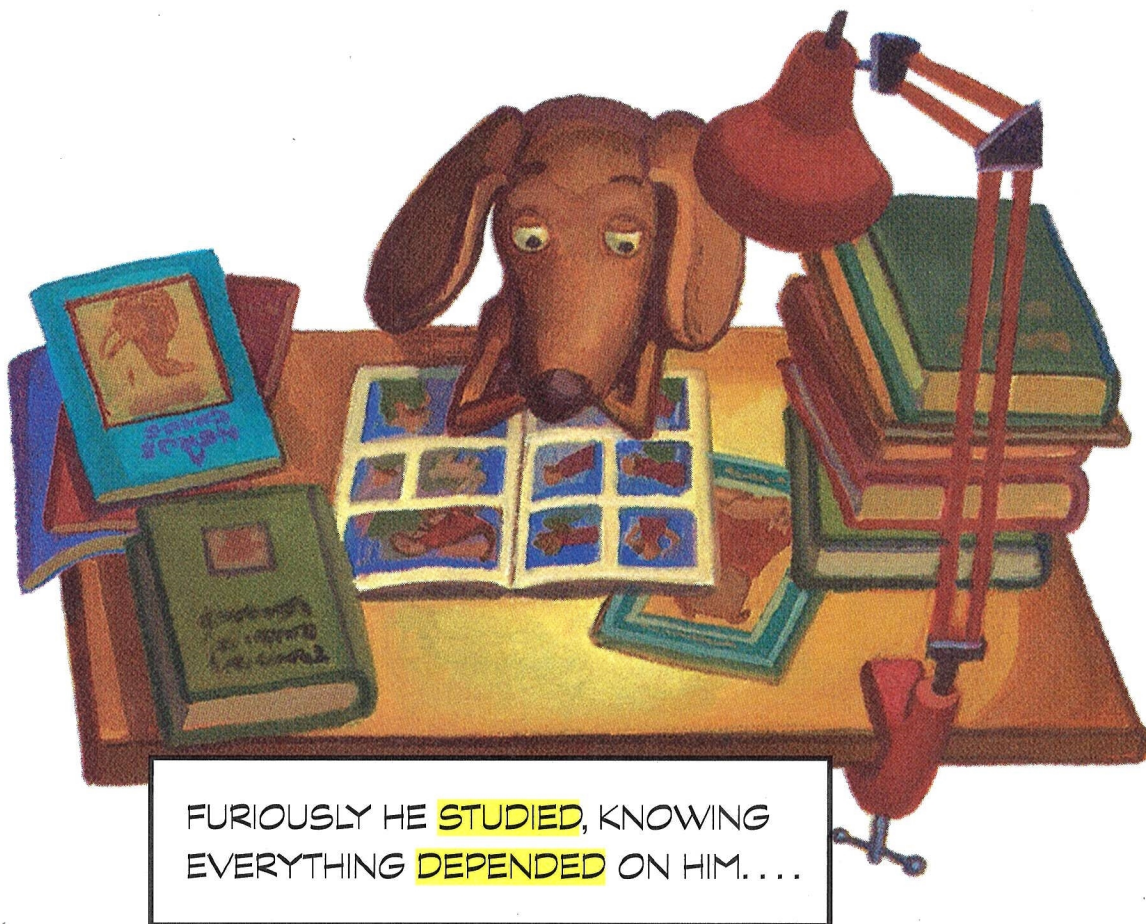


THE MIGHTY DEX FLEW  
UP INTO THE DARK AND  
STARRY NIGHT....



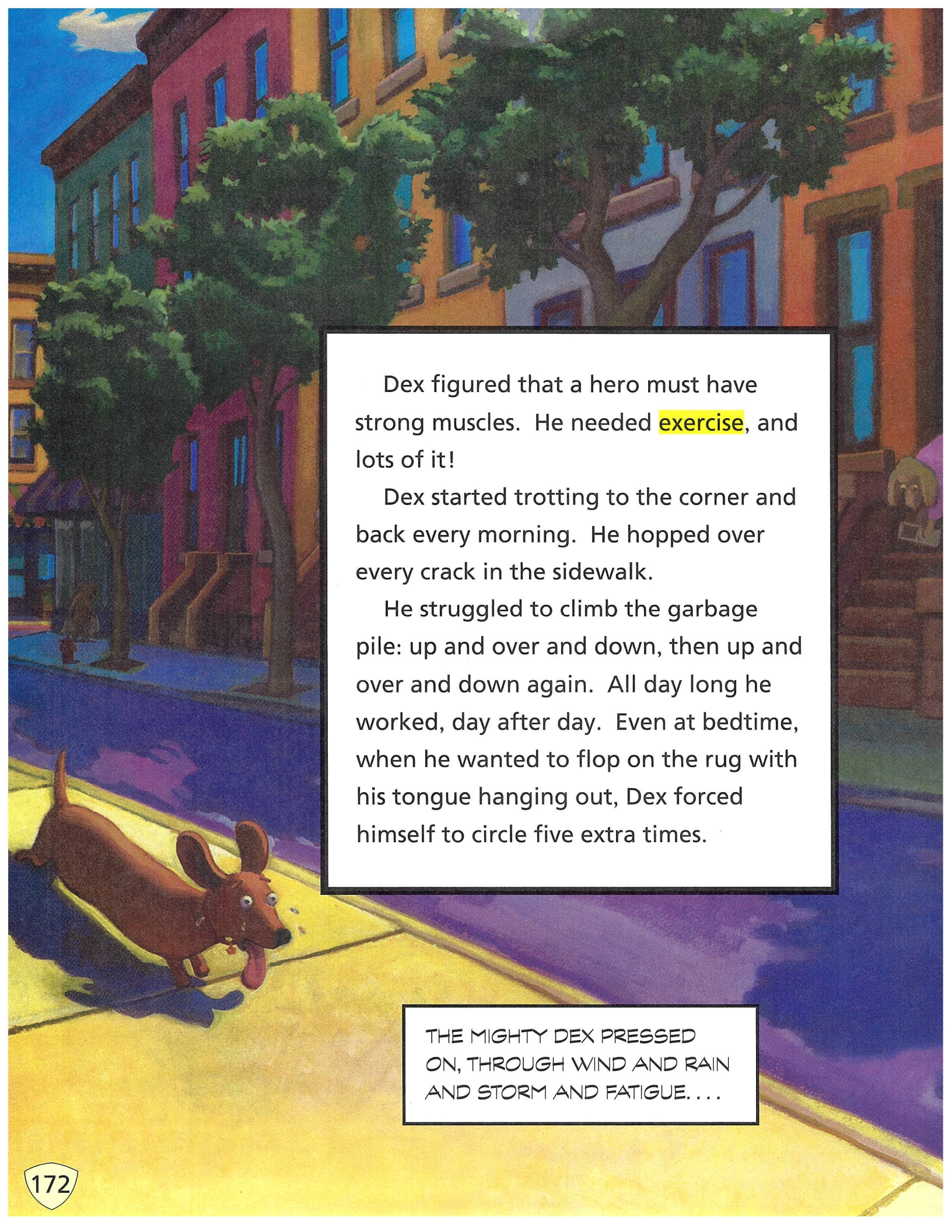
But *wanting* and *being* are two different things. Dex lived on dreams until one day, after crawling out from under Cleavis yet again, he decided there had to be more to life than **gazing** at the underside of a cat. There had to be more to *him*. If he *could* be a hero, he *would*!

So Dex started training. He read every superhero comic book he could find. He watched every hero movie ever made. He went to the library.



FURIOUSLY HE **STUDIED**, KNOWING EVERYTHING **DEPENDED** ON HIM. . . .





Dex figured that a hero must have strong muscles. He needed **exercise**, and lots of it!

Dex started trotting to the corner and back every morning. He hopped over every crack in the sidewalk.

He struggled to climb the garbage pile: up and over and down, then up and over and down again. All day long he worked, day after day. Even at bedtime, when he wanted to flop on the rug with his tongue hanging out, Dex forced himself to circle five extra times.

THE MIGHTY DEX PRESSED ON, THROUGH WIND AND RAIN AND STORM AND FATIGUE. . . .

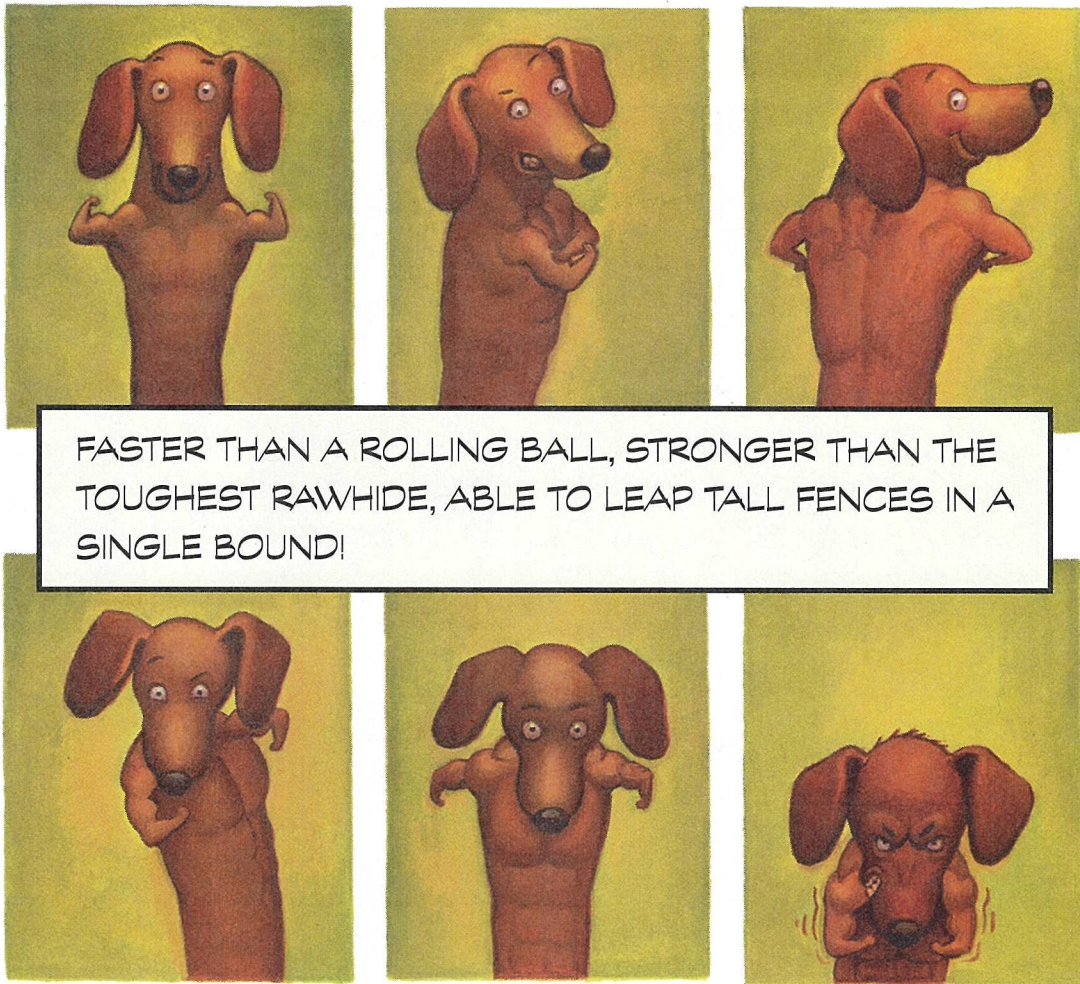


When it got easier to run to the corner and back, Dex did it again, and then again. Then he dragged a sock filled with sand as he ran, and then two socks. When Cleevis was bored and stood in the middle of the sidewalk to block his way, Dex dropped to the ground and slid right under him. He was too busy to be bothered by Cleevis.



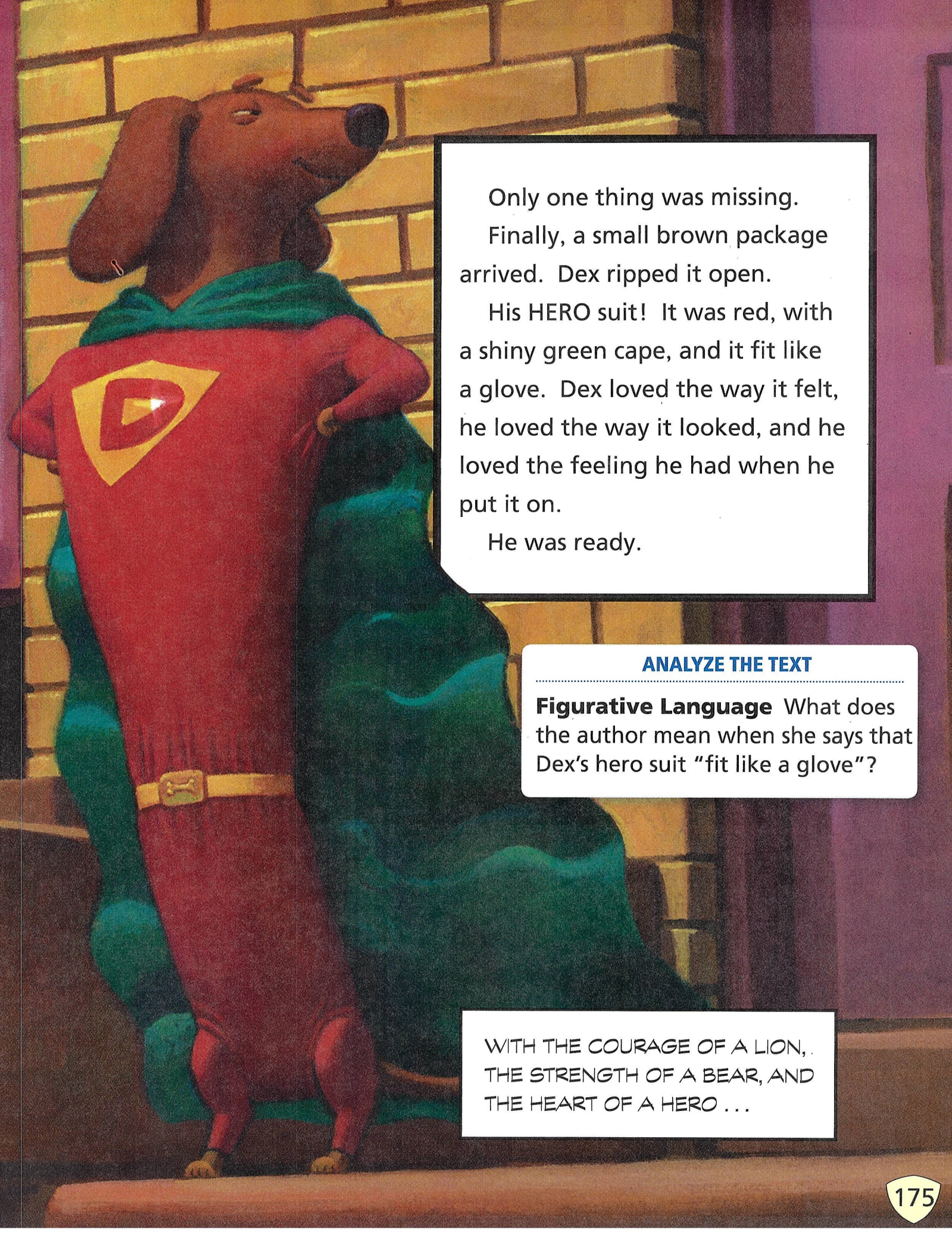


Dex was tired; he was **sore**. He was working so hard that he almost forgot what he was working for. But one night, as he dragged himself to bed after his last set of push-ups, Dex stopped in front of the mirror and flexed. He could feel them! He could see them! Muscles!



Now Dex didn't "take" the stairs—he skimmed them! He leaped over hydrants; he vaulted up curbs. He could jump over the garbage mountain without touching the top! He could run like the wind; he felt as if his legs had springs!





Only one thing was missing.  
Finally, a small brown package arrived. Dex ripped it open.

His HERO suit! It was red, with a shiny green cape, and it fit like a glove. Dex loved the way it felt, he loved the way it looked, and he loved the feeling he had when he put it on.

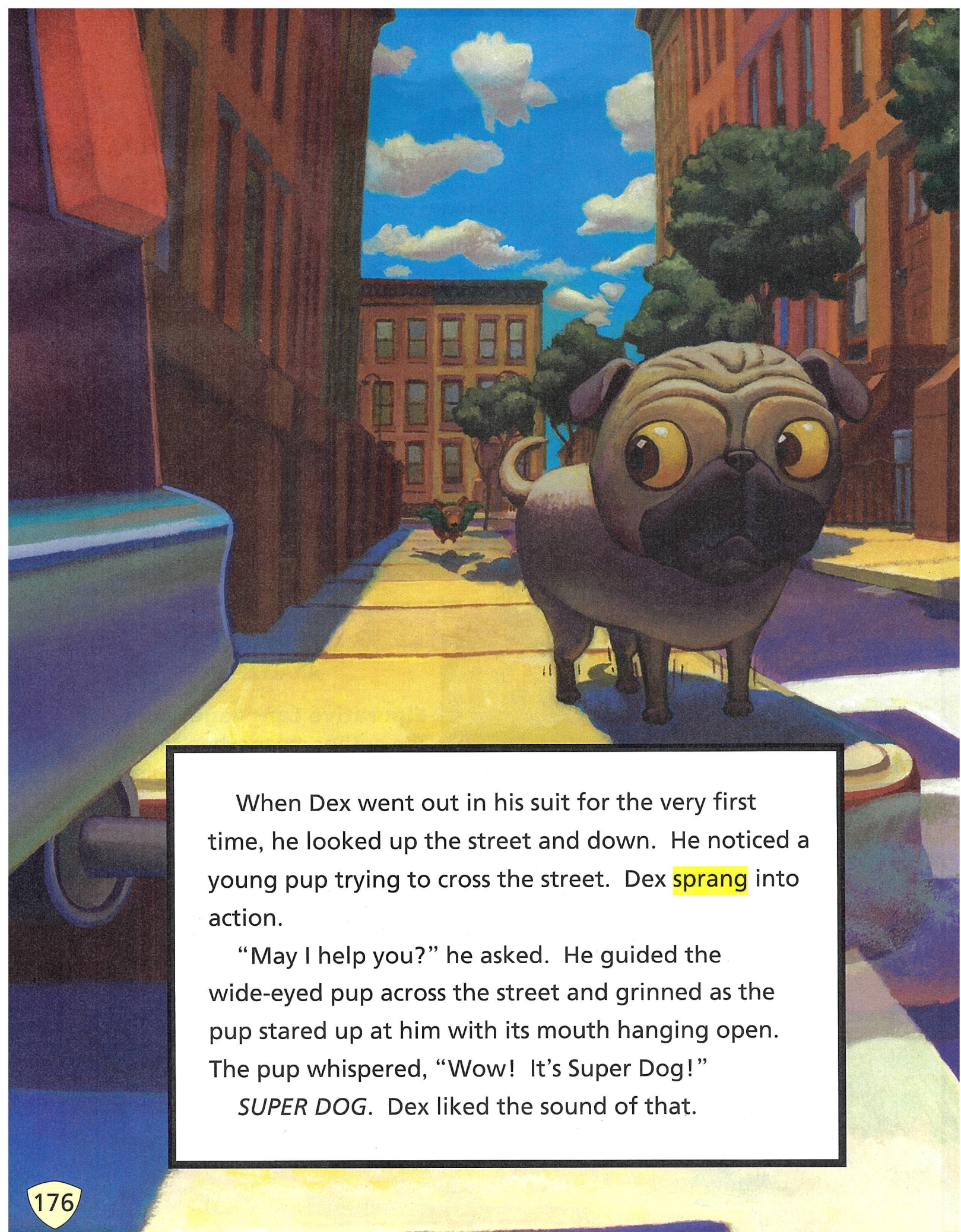
He was ready.

#### ANALYZE THE TEXT

**Figurative Language** What does the author mean when she says that Dex's hero suit "fit like a glove"?

WITH THE COURAGE OF A LION,  
THE STRENGTH OF A BEAR, AND  
THE HEART OF A HERO . . .





When Dex went out in his suit for the very first time, he looked up the street and down. He noticed a young pup trying to cross the street. Dex **sprang** into action.

“May I help you?” he asked. He guided the wide-eyed pup across the street and grinned as the pup stared up at him with its mouth hanging open. The pup whispered, “Wow! It’s Super Dog!”

*SUPER DOG.* Dex liked the sound of that.



Of course, when Cleevis saw Dex, he just had to comment.

“Hey Dex, where’s the party?”

Dex was so busy that he was able to ignore Cleevis—for the most part. The only time his face ever got red was when Cleevis yelled, “Where’d you get that dress-up?” Dex had to wonder if Cleevis saw anything but the suit. Didn’t he understand that the suit was just a way to let people know he was there to help?

THE SUN GLINTED OFF OF HIS EMERALD CAPE AS SUPER DOG RACED TO THE RESCUE. . . .

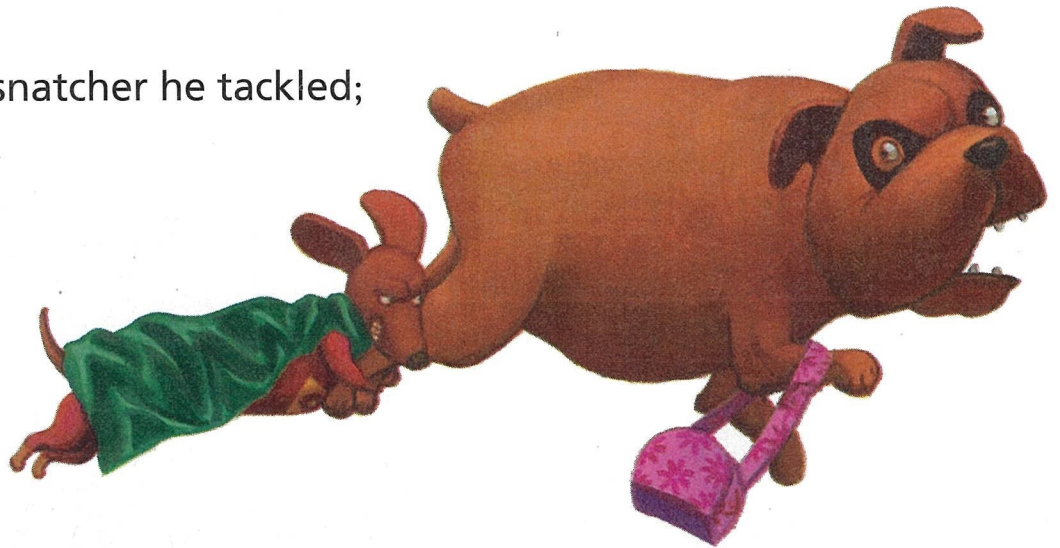






There was a mouse he  
saved from a sewer,

a purse snatcher he tackled;



he fixed his neighbor's  
sprinkler;

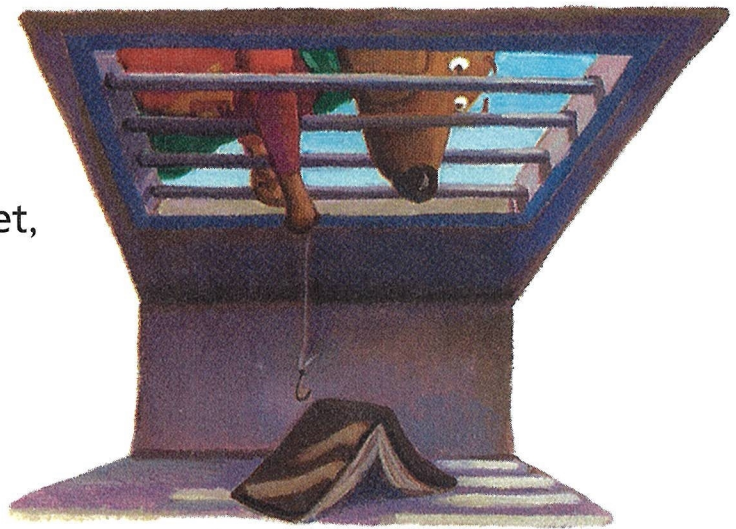






he found a lost kitten, pulled a  
rat away from a live wire,

tracked down a lost wallet,  
put out a trash fire,

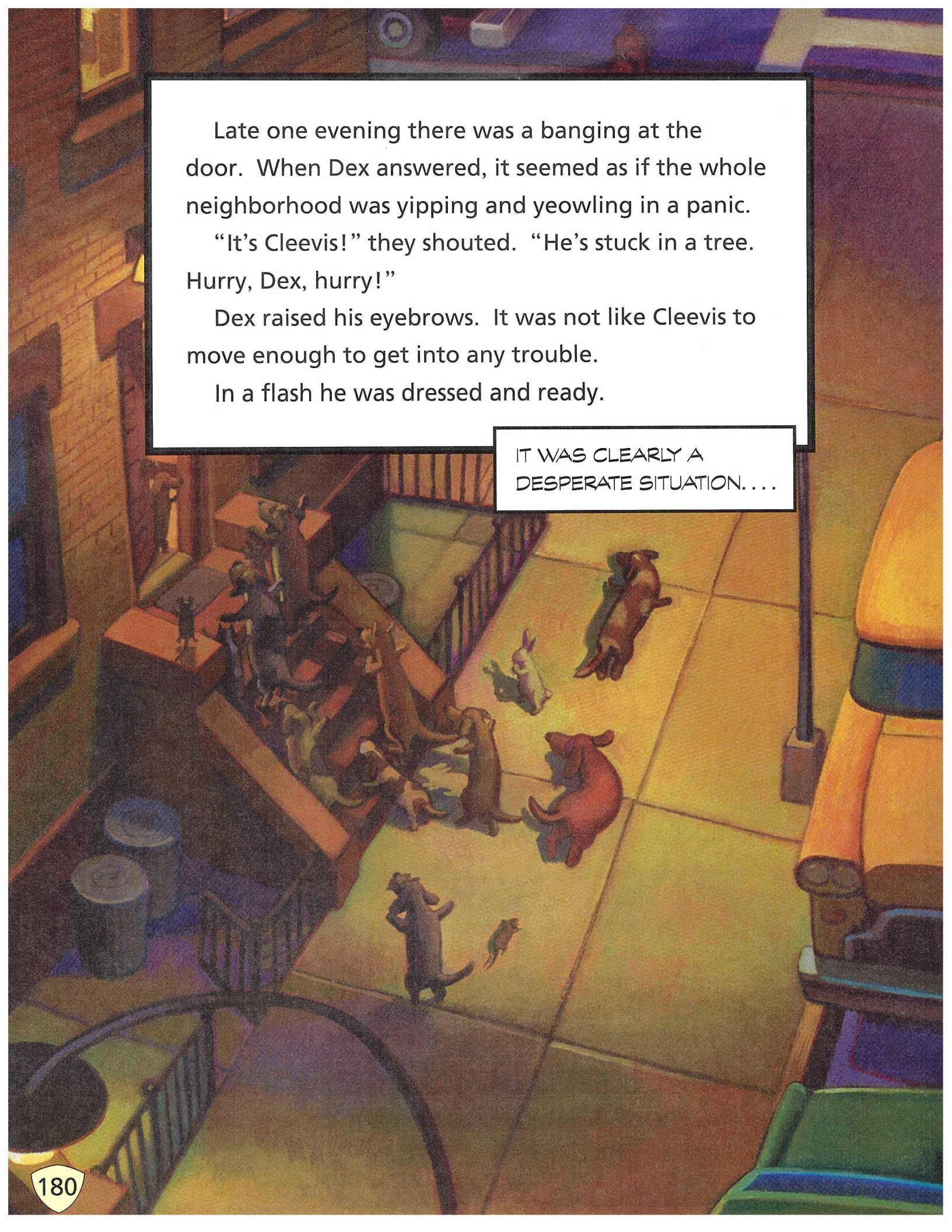


and organized a neighborhood  
cleanup day.



It seemed that now, whenever anyone needed help,  
they turned to Dex, and Dex had never been happier.





Late one evening there was a banging at the door. When Dex answered, it seemed as if the whole neighborhood was yipping and yeowling in a panic.

“It’s Cleevis!” they shouted. “He’s stuck in a tree. Hurry, Dex, hurry!”

Dex raised his eyebrows. It was not like Cleevis to move enough to get into any trouble.

In a flash he was dressed and ready.

IT WAS CLEARLY A  
DESPERATE SITUATION....



As he got closer, Dex could see Cleevis. He had been chasing a squirrel to the top of the tree, but had slipped and was hanging by one claw from a slender branch.

He was yeowling for all he was worth.

“I’m slipping!” Cleevis screeched. “Help me!”

Dex looked desperately around for something to climb on. There were no boxes or ladders, not even any trash cans. Then Dex looked at the crowd.





“Quick, everybody!” Dex shouted. “I’ve got an idea!” Dex leaped onto the end of the teeter-totter facing the tree, pushing it to the ground.

“Everybody on the other end! One! Two! Three!!!!”

All the animals jumped together on the other end of the teeter-totter, catapulting Dex into the air. He soared over the crowd, his ears and cape streaming out behind him. . . .

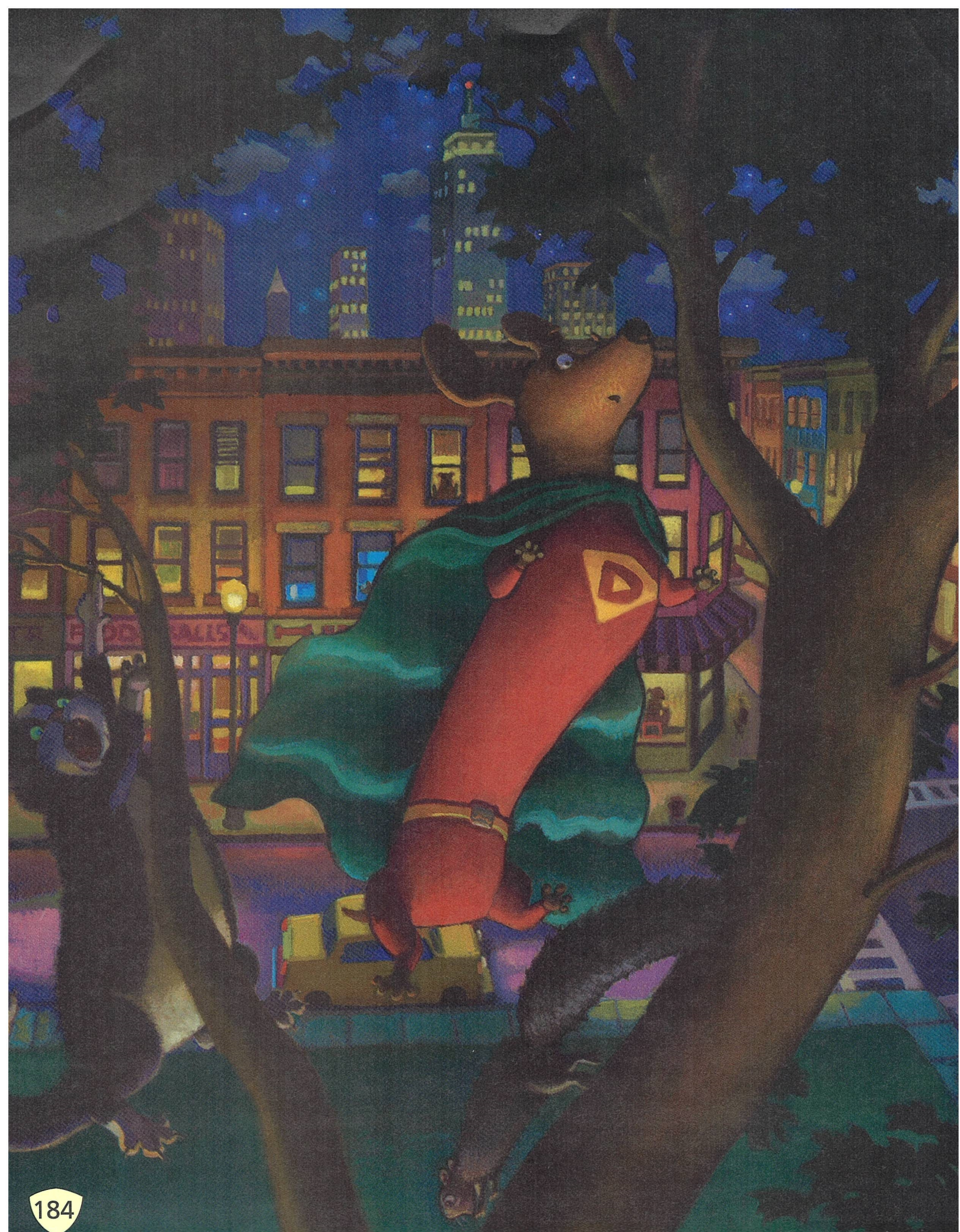




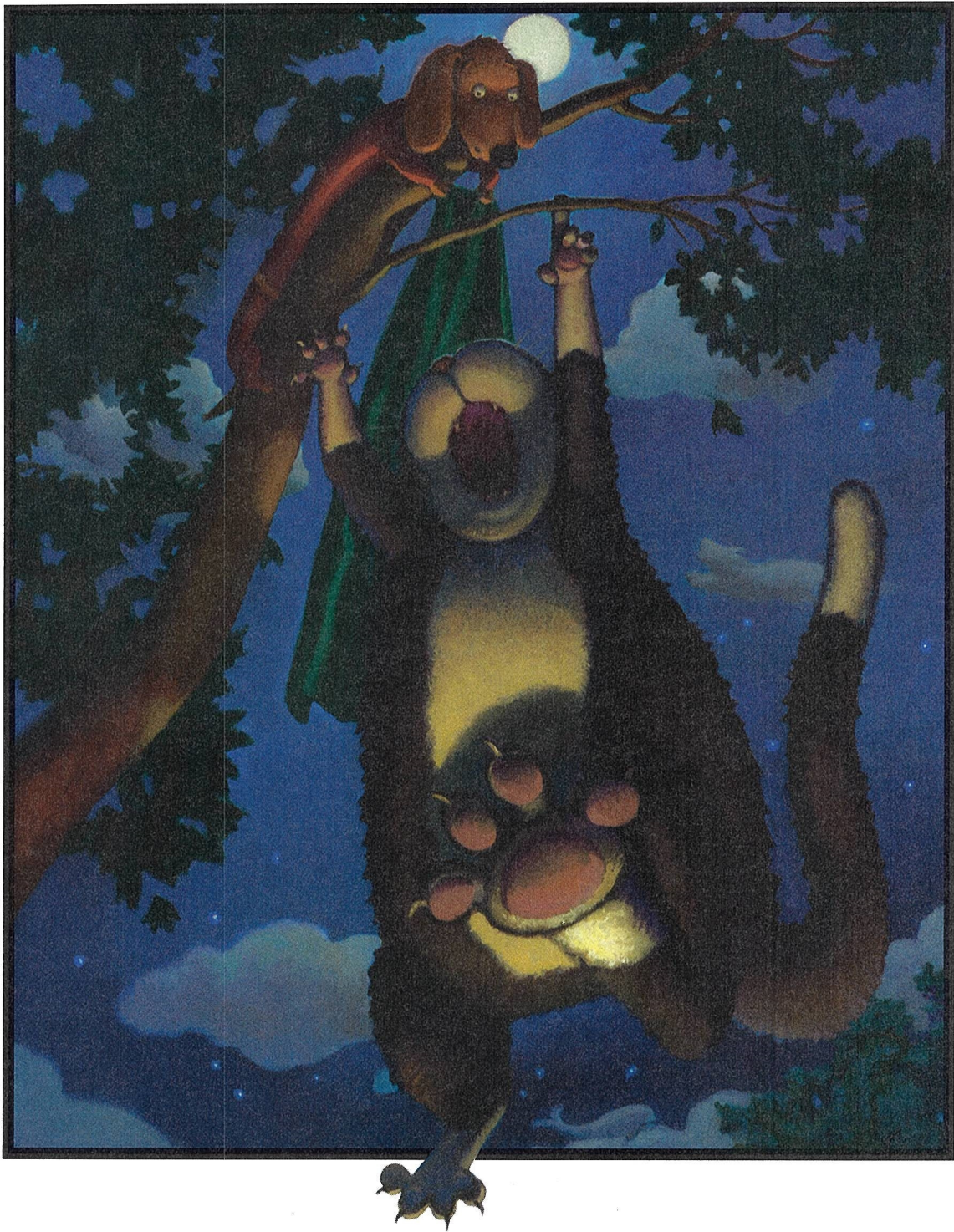


THE MIGHTY DEX FLEW UP INTO  
THE DARK AND STARRY NIGHT....









Dex scrambled onto the branch next to Cleevis. Quickly he pulled off his cape and tied its four corners onto the screeching cat.

“Jump!” Dex shouted. “Jump, Cleevis!”

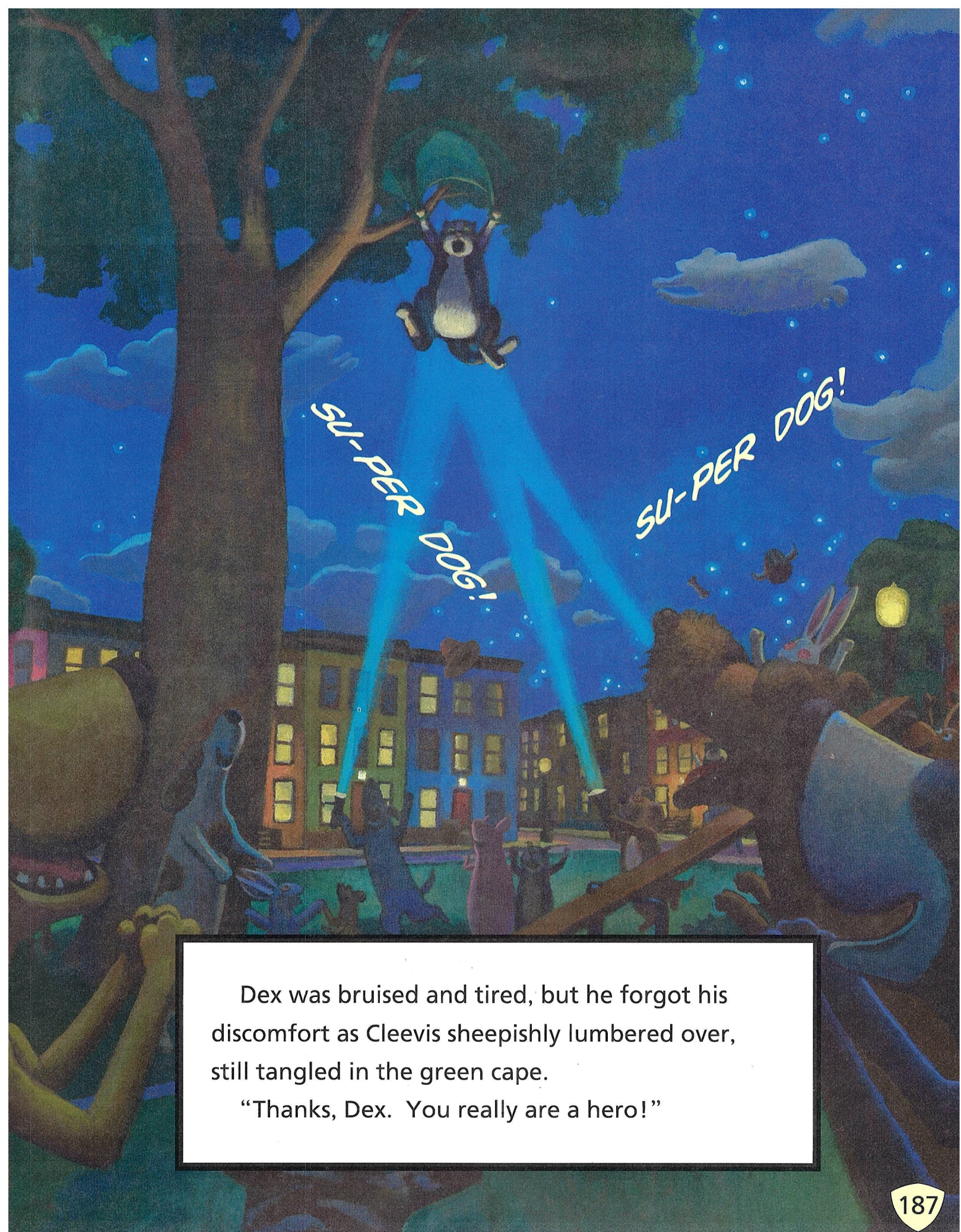




SU-PER DOG!  
SU-PER DOG!

With an ear-piercing shriek, Cleevis let go. The billowing cape caught the air and parachuted the big cat to the ground. Dex backed up and slid to the ground amidst the cheers of the crowd.





Dex was bruised and tired, but he forgot his discomfort as Clevis sheepishly lumbered over, still tangled in the green cape.

“Thanks, Dex. You really are a hero!”



Dex didn't think he could feel any better, but he did—just a little—the next day, when Cleevis sidled up next to him and whispered, “Say, Dex, could I be your partner?”

Dex looked the big tomcat up and down. It would take a *lot* of work to turn Cleevis into a hero. He could hardly wait.

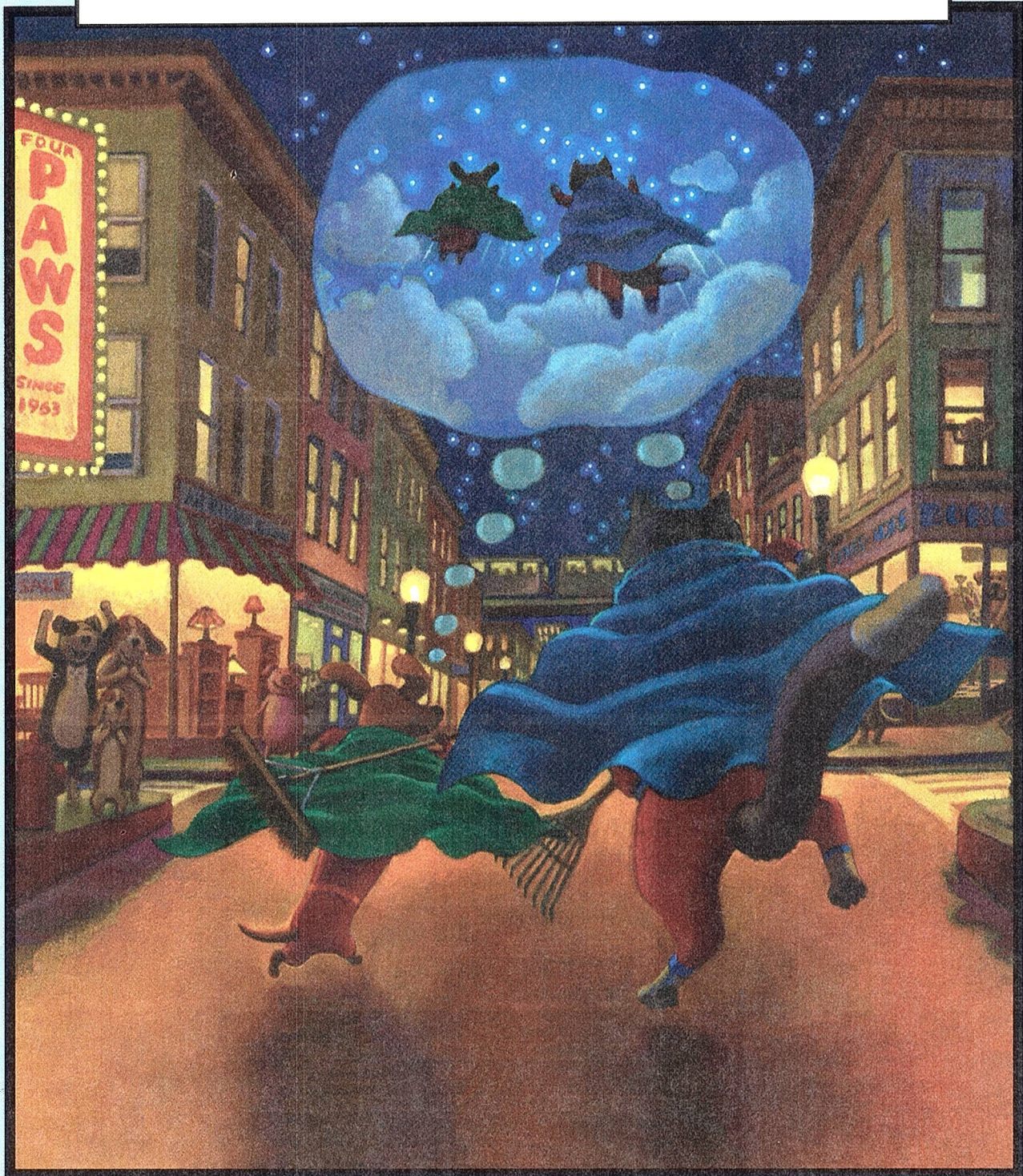
“Sure,” said Dex with a grin. “Sure.”

#### ANALYZE THE TEXT

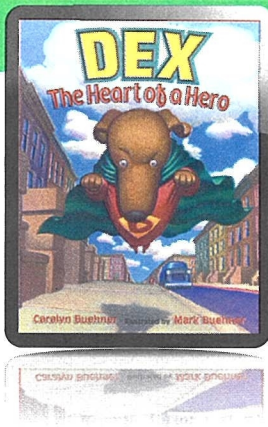
**Compare and Contrast** How has Cleevis changed by the end of the story?



WITH TWICE THE BRAINS AND TRIPLE THE BRAWN, OUR HEROES FORGE ON, EVER READY TO LEND A HELPING PAW!







# Dig Deeper

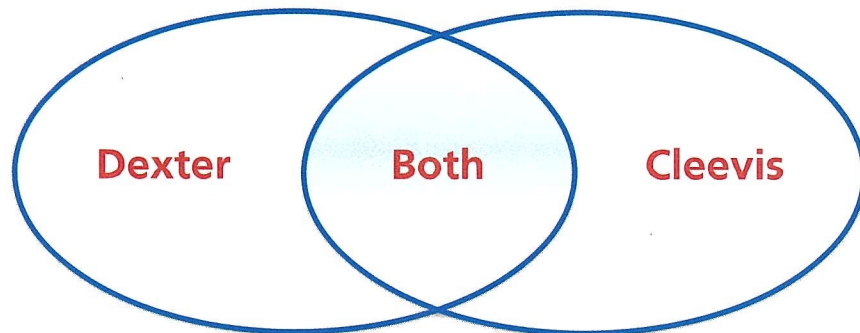
## Use Clues to Analyze the Text

Use these pages to learn about Comparing and Contrasting and Figurative Language. Then read *Dex: The Heart of a Hero* again. Use what you learn to understand it better.

### Compare and Contrast

In *Dex: The Heart of a Hero*, some of the characters change during the story. You can **compare** the characters' thoughts and feelings at the beginning and the end of the story by telling how they are the same. You can **contrast** by telling how they are different.

Words and pictures from the story are clues about how the characters change. Use a diagram like this for the beginning of the story and another for the end. Show how the characters changed.





## Figurative Language

Authors sometimes tell how two things are the same using the word *like* or *as*. This is called a **simile**. A simile helps readers picture story details in their mind. For example, *The dog ran as fast as lightning* is a simile. The dog can't really run as fast as lightning, but the simile helps the reader understand that the dog is running fast. Look for examples of similes as you reread *Dex: The Heart of a Hero*.





# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**What makes someone a hero?** Discuss with a partner. Find text evidence from *Dex: The Heart of a Hero* to support your ideas. Speak one at a time. Add your own ideas to what your partner says.



### Classroom Conversation

Now talk about these questions with the class.

- 1 How does Dex and Clevis's friendship change from the beginning to the end of the story?
- 2 Why is Dex happy that Clevis wants to be his partner at the end of the story?
- 3 Think of other superhero stories you know. How is Dex like the superheroes in those stories?

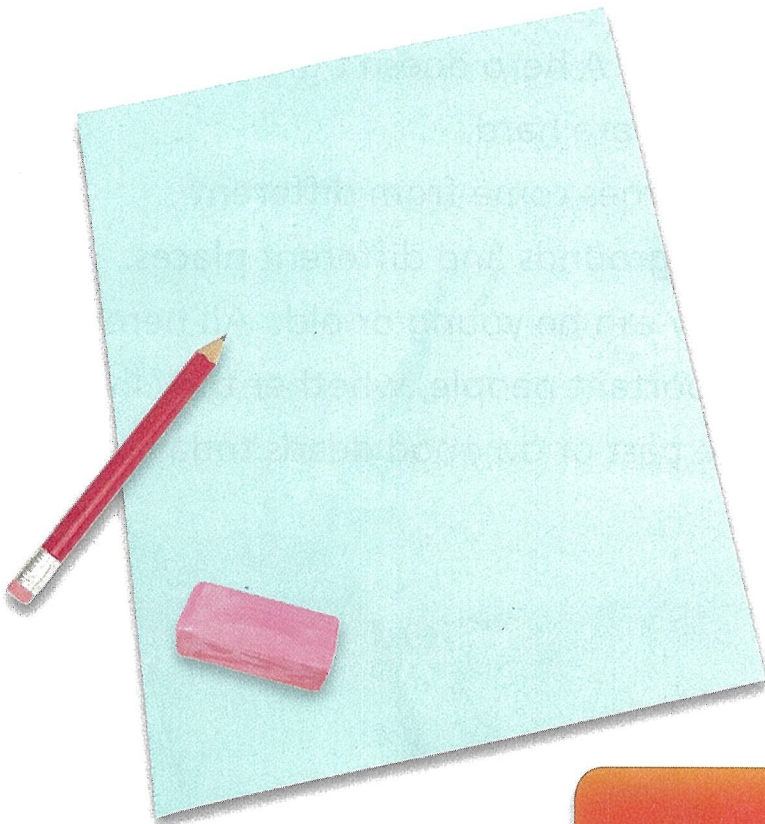


## Performance Task

### WRITE ABOUT READING .....



**Response** Think about how Dex helped Clevis. Would you have helped someone who had been mean to you in the past? Write a paragraph to share your opinion.



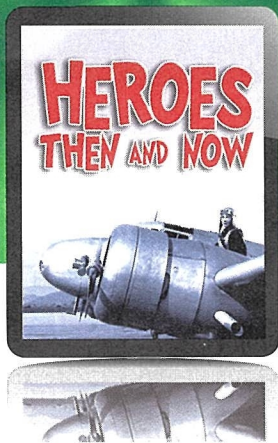
### Writing Tip

Use linking words, such as *so* or *because*, to connect reasons with your ideas.



## Lesson 20

### INFORMATIONAL TEXT



# HEROES THEN AND NOW

#### GENRE

**Informational text** gives facts about a topic.

#### TEXT FOCUS

A **chart** is a drawing that lists information in a clear way.

What makes a hero? A hero does something brave or works hard to help others. A hero doesn't give up when things are hard.

Heroes come from different backgrounds and different places. They can be young or old. All heroes are important people, whether they lived in the past or do good deeds today.





**Then**

**Now**

**These heroes reached for the stars.**

### **Amelia Earhart**

Amelia Earhart became the first woman pilot to fly across the Atlantic Ocean.

Amelia studied hard before flying. She spent time with other pilots, gazing at maps and weather charts.

### **Ellen Ochoa**

Ellen Ochoa became the first Hispanic woman to travel in space.

Exercise is important to prepare for space flights. Ellen exercises until her muscles are sore.





Then

Now

**The heroes in this chart helped others.**

### Sacagawea

Sacagawea was a Native American woman who lived over 200 years ago. She helped a group of early American explorers.

Sacagawea helped the explorers find food and learn about the land. She helped them talk to Native Americans that they met.



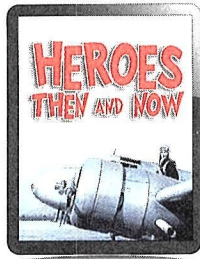
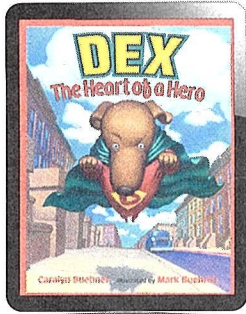
### Earl Morse

Earl Morse had an idea to honor veterans. Veterans are men and women who have been in the military. Some veterans were in the military during times of war.

Morse helped to start a group that helps pay for veterans to travel to Washington, D.C. There the veterans can see memorials and monuments that honor them.



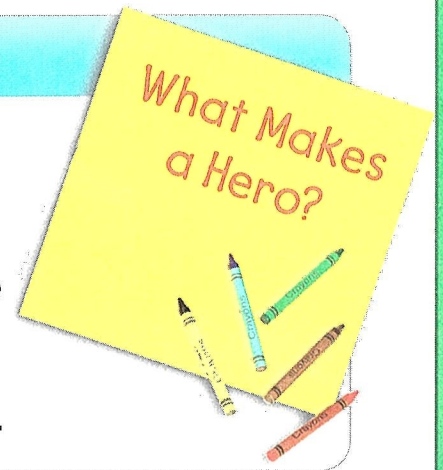




# Compare Texts

## TEXT TO TEXT

**Discuss Heroes** Think about Dex and the heroes in *Heroes Then and Now*. What makes them heroes? In a small group, make a poster to show your ideas. Include words and pictures. Present the poster to the class.



## TEXT TO SELF

**Share a Story** Think of a time when you felt the way Dex does at the beginning of *Dex: The Heart of a Hero*. What did you do? Tell a partner.



## TEXT TO WORLD

**Talk About Dog Heroes** What does Dex do to help the other animals? What are some ways dogs can help in your community? Share your ideas with the class.





# Grammar

**Commas in a Series** When there are three or more **nouns** in a sentence, separate them with **commas** and the word *and*. Also use commas and the word *and* when there are three or more **verbs** in a sentence.

Series of Nouns	Series of Verbs
The dogs, cats, and birds saw Dex.	He jumped, hopped, and climbed.
My sister, my brother, and I want to be heroes.	We stretch, flex, and train our muscles.

## Try This!

**Read the sentences aloud with a partner. Tell where to add commas to make the sentences correct. Then write the sentences correctly.**

- 1 The cat scratched howled and hissed.
- 2 Dex helped boys girls and animals.
- 3 He studied ran and practiced.



Short, choppy sentences can be combined. This will make your writing smoother.

### Short, Choppy Sentences



The dog leaped over boxes.

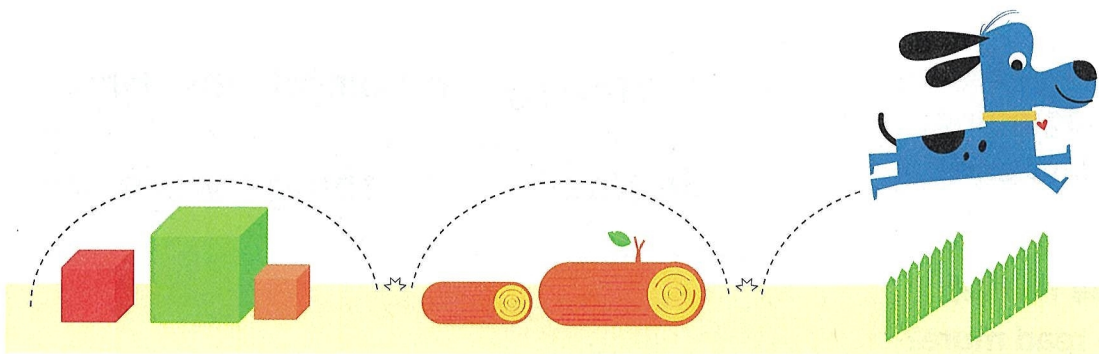


The dog leaped over logs.



The dog leaped over fences.

### Smoother Sentence with Commas



The dog leaped over boxes, logs, and fences.

## Connect Grammar to Writing

When you revise your story, try combining some short sentences.



# Narrative Writing



**✓ Organization** A good **story** starts with a strong beginning. If the beginning of your story is interesting, it makes your readers want to read more.

Julie wrote a draft of a story about a girl and her special pet. Later, she revised the story's beginning.

## Revised Draft

Layla had a pet hamster named

Sparky. Sparky was not like any other hamster. **He could do something no other hamster could do.**

Sparky was small and brown. **Layla thought he was amazing.** He knew when things were wrong.

## Writing Process Checklist

### Prewrite

### Draft

### ▶ Revise

- Does my story have a beginning, middle, and end?
- Does the beginning make the reader want to read more?
- Did I include interesting details?
- Did I tell how the problem is solved?

### Edit

### Publish and Share



# Sparky and the Giant

by Julie Martine

Layla had a pet hamster named Sparky. Sparky was not like any other hamster. He could do something no other hamster could do.

Sparky was small and brown. Layla thought he was amazing. He knew when things were wrong.

One day Layla and Sparky were walking in the park. Sparky started making noise and running around in Layla's pocket.

"What's up, Sparky?" Layla said as she gently patted her pocket.

## Reading as a Writer

How does Julie make her beginning more interesting?  
How can your beginning be more interesting?

I made the beginning more interesting.

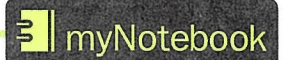




## Write a Story

**TASK** Look back at *My Name Is Gabriela* and *Heroes Then and Now*. Gabriela Mistral and Amelia Earhart took adventures around the same time in history. Imagine you lived at that time and went on an adventure together. Write a story telling about your adventure to share with your classmates. Use information from both texts to help you.

### PLAN



**Gather Information** Talk with a partner about *My Name Is Gabriela* and *Heroes Then and Now*. What things about each woman can you put into your story?

Use the tools in your eBook to remember details about Gabriela Mistral and Amelia Earhart.

Then write ideas for your story in a story map.

- Who are the other characters in your story?
- What adventure will you take and where?
- What is the problem?
- How will your story end?

Characters	Setting
Plot	



**Write Your Story** Use the information below to help you organize your story.

Write your draft in myWriteSmart.

### Beginning

Write an interesting beginning. Use your story map for ideas. Describe how you meet Gabriela and Amelia, and introduce the problem. Use pronouns correctly.



### Middle

Tell about the important events in order. Leave out any events that don't help tell the story.



### Ending

Give the story a strong ending. The ending should answer these questions for the reader:

- How do the characters solve the problem?
- How do the characters feel when the story ends?



## REVISE



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

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

- Does my story have a beginning that will get the reader's attention?
- Did I include details from the texts to show what Gabriela and Amelia are like?
- Do the characters face a problem and solve it?
- Did I use pronouns correctly?

## PRESENT

**Share** Write or type a copy of your story. Add pictures. Pick a way to share.

- Read your story to classmates.
- Ask classmates to help you act out your story.

