

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**.
- ▶ Make up a new sentence that uses one of the Vocabulary words.

1

knot

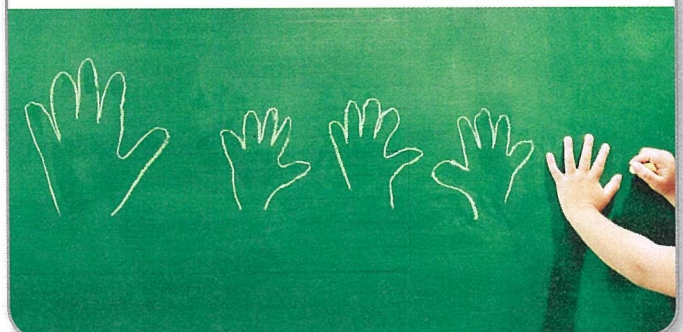
The boy showed how a strong **knot** in a rope can hold things together.



2

copy

You can **copy** the outline of your hand by tracing over it onto a chalkboard.



3

planning

They are **planning** to fly their kite at the park today.



4

lonely

She misses her friend who moved to another town. She is **lonely**.



5

heavily

It was raining **heavily**. The umbrella kept them from getting soaking wet.



6

seriously

The boy takes playing chess **seriously**. He does not laugh or joke around.



7

answered

When the phone rang, she **answered** it and said hello.

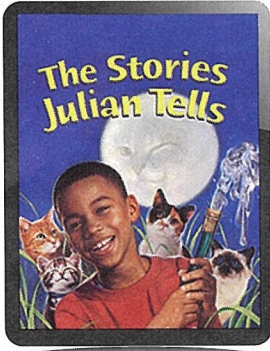


8

guessed

The boy hid his eyes. He **guessed** that his friend was hiding behind a big tree.





Read and Comprehend

✓ TARGET SKILL

Understanding Characters Julian is the main character in *Gloria Who Might Be My Best Friend*. He talks, acts, and thinks like a real person. You can use clues in the words and pictures to figure out what the characters are like and why they act the way they do. List story clues, or text evidence, in a chart like this one.

Character	What Happens	Words, Thoughts, Actions

✓ TARGET STRATEGY

Question Ask questions about what you are reading. Look for text evidence to answer your questions.

PREVIEW THE TOPIC

Following Directions

Directions tell you how to do things. Following directions helps you do things the right way. If you don't follow directions, you might have a problem. Think about what might happen if you didn't follow the directions for making cookies. The cookies probably wouldn't taste very good!

When do you follow directions?

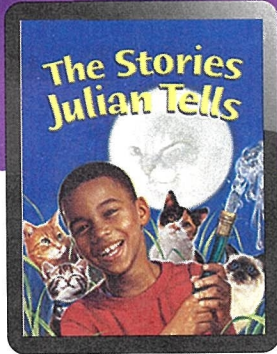
Julian and Gloria in *Gloria Who Might Be My Best Friend* follow directions to make a special kite together.



Think | Pair | Share

Think about something simple to do, such as putting on a jacket. Give your partner directions for the task with at least three steps. Then follow the directions your partner has for you. Share what you learned with the class.

ANCHOR TEXT



GENRE

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

- ▶ a setting that could be a real place
- ▶ characters who act like real people
- ▶ story events that could really happen



MEET THE AUTHOR

**ANN
CAMERON**

Sitting in a restaurant eating ice cream

is Ann Cameron's favorite way to write. She has written many books about Julian and Gloria, including *Julian's Glorious Summer* and *Gloria's Way*.



MEET THE ILLUSTRATOR

MIKE REED

Mike Reed makes his home in Minnesota.

There he teaches college art classes for students who want to learn how to use a computer to create artwork.

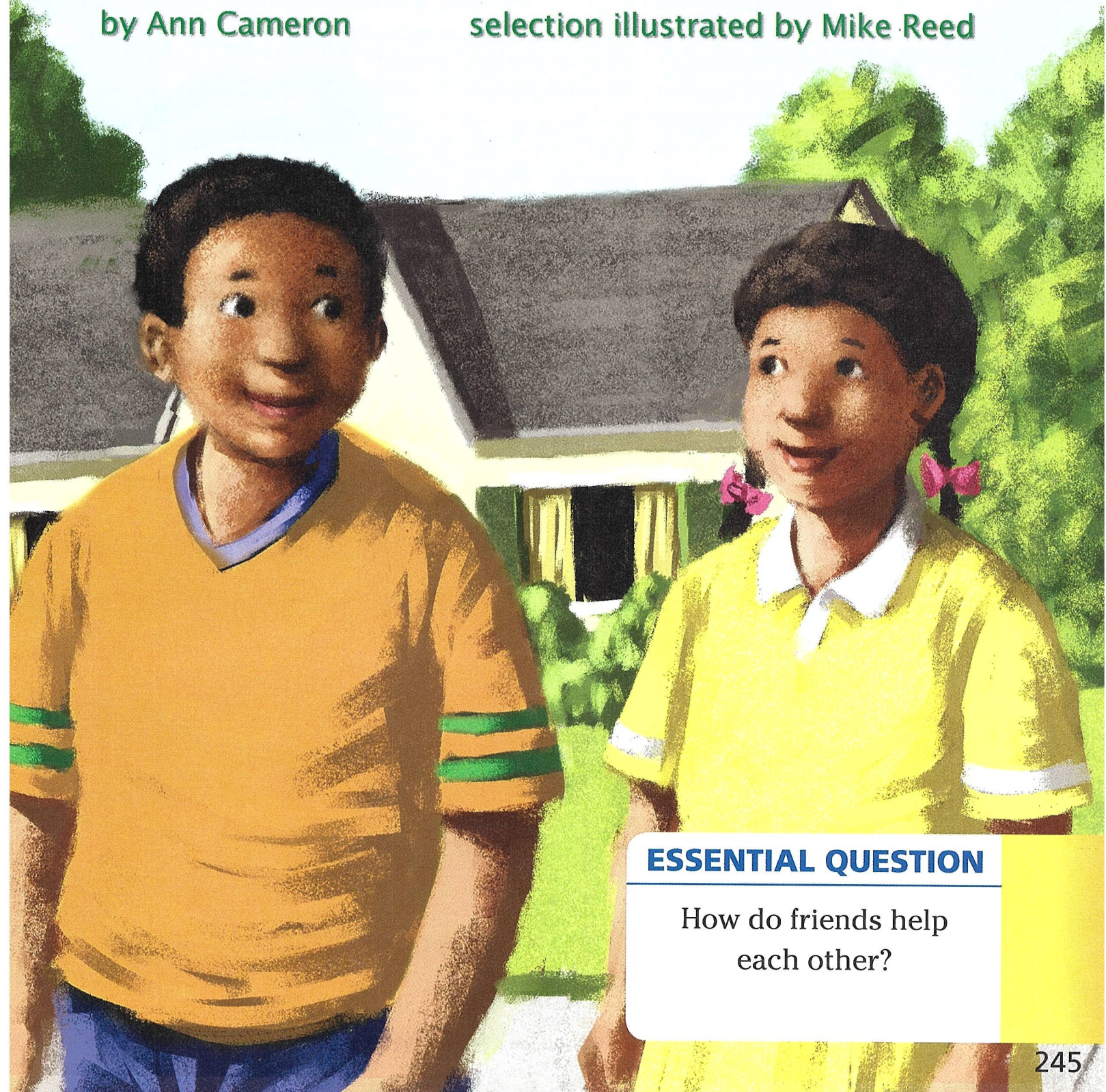
Gloria

Who Might Be My Best Friend

From **THE STORIES JULIAN TELLS**

by Ann Cameron

selection illustrated by Mike Reed



ESSENTIAL QUESTION

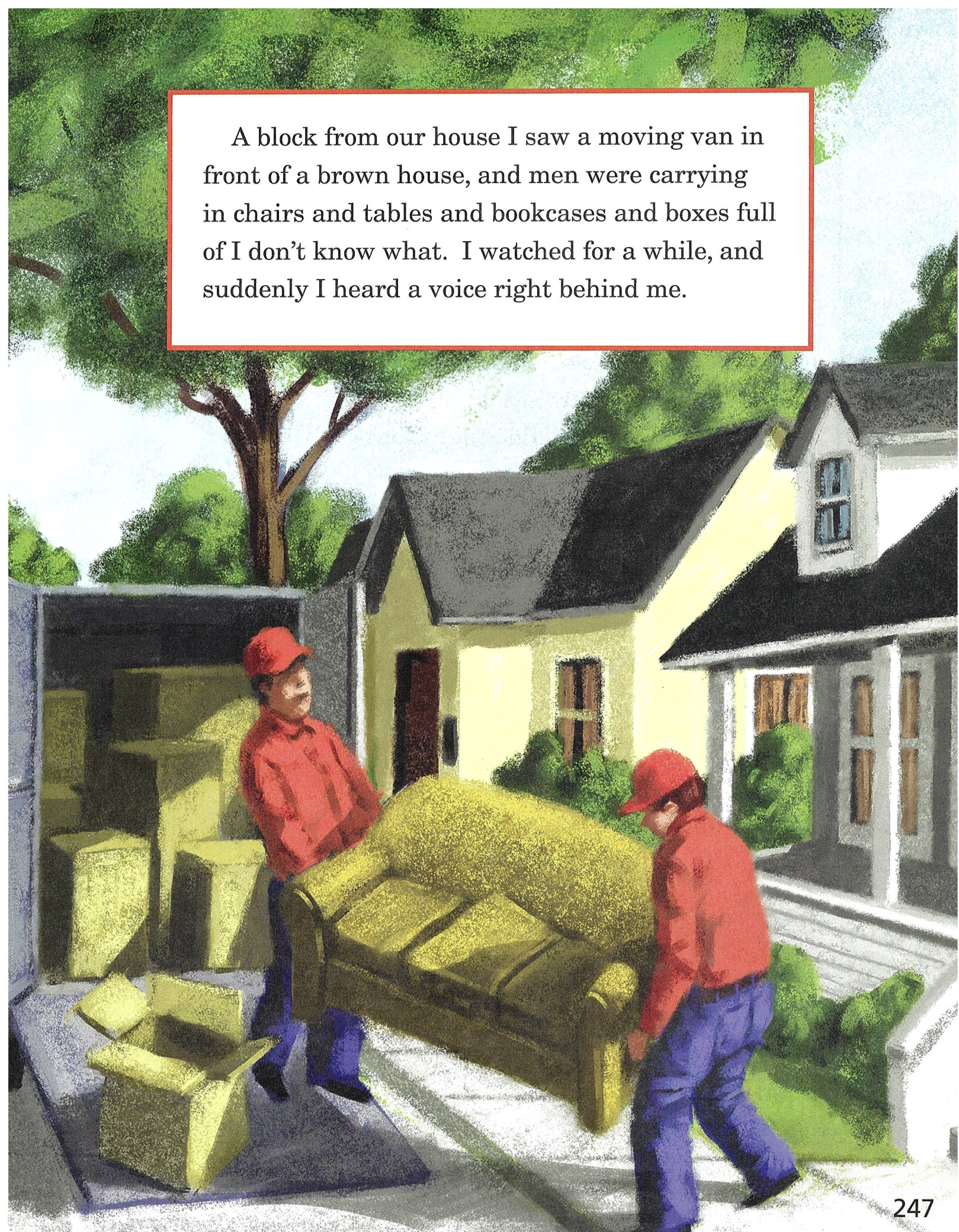
How do friends help each other?

If you have a girl for a friend, people find out and tease you. That's why I didn't want a girl for a friend—not until this summer, when I met Gloria.

It happened one afternoon when I was walking down the street by myself. My mother was visiting a friend of hers, and Huey was visiting a friend of his. Huey's friend is five and so I think he is too young to play with. And there aren't any kids just my age. I was walking down the street feeling **lonely**.



A block from our house I saw a moving van in front of a brown house, and men were carrying in chairs and tables and bookcases and boxes full of I don't know what. I watched for a while, and suddenly I heard a voice right behind me.





“Who are you?”

I turned around and there was a girl in a yellow dress. She looked the same age as me. She had curly hair that was braided into two pigtails with red ribbons at the ends.

“I’m Julian,” I said. “Who are you?”

“I’m Gloria,” she said. “I come from Newport. Do you know where Newport is?”

I wasn’t sure, but I didn’t tell Gloria. “It’s a town on the ocean,” I said.

“Right,” Gloria said. “Can you turn a cartwheel?”

She turned sideways herself and did two cartwheels on the grass.

I had never tried a cartwheel before, but I tried to **copy** Gloria. My hands went down in the grass, my feet went up in the air, and—I fell over.

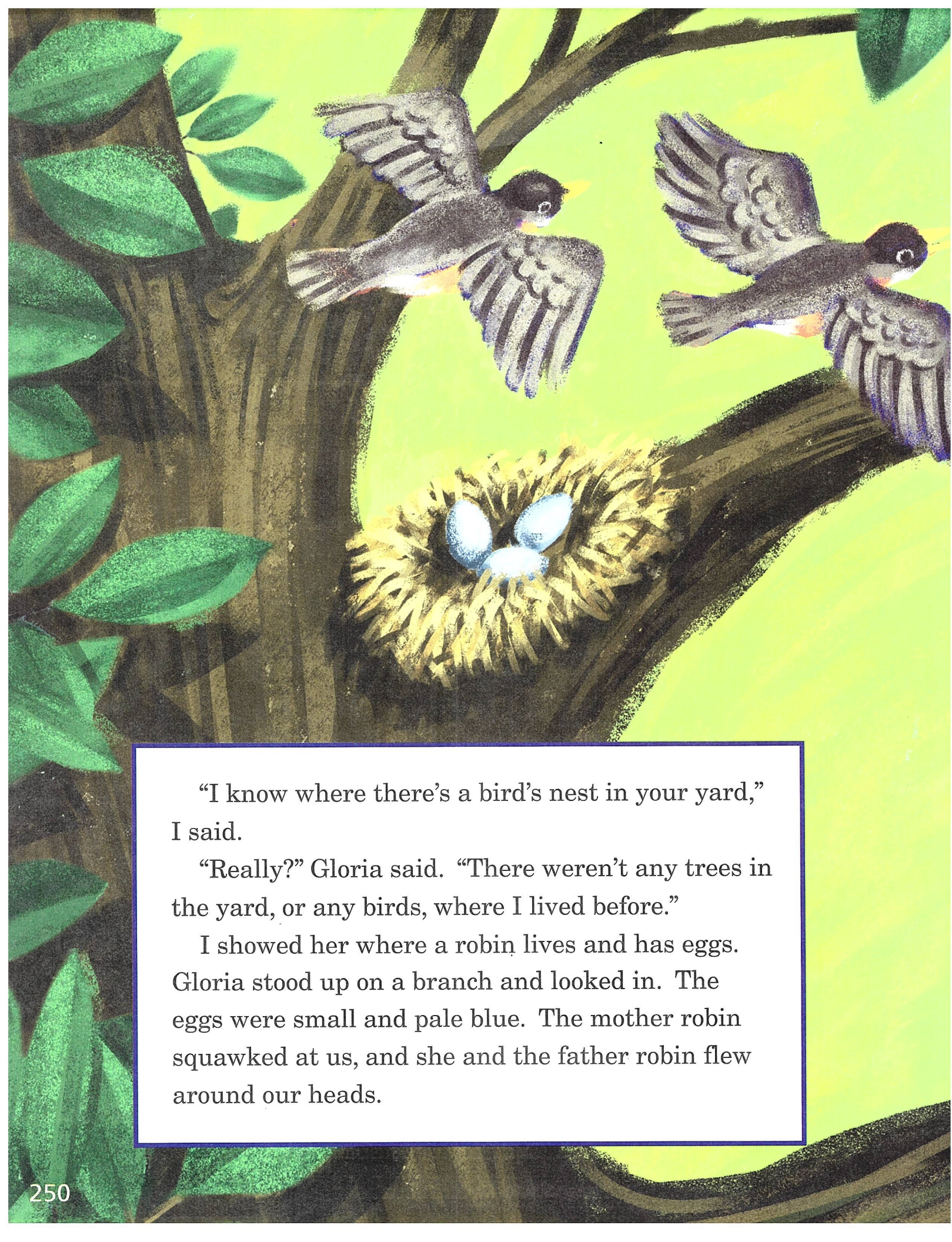
I looked at Gloria to see if she was laughing at me. If she was laughing at me, I was going to go home and forget about her.

But she just looked at me very **seriously** and said, "It takes practice," and then I liked her.

ANALYZE THE TEXT

Understanding Characters What do you learn about Gloria from what she says and does after Julian does a cartwheel?

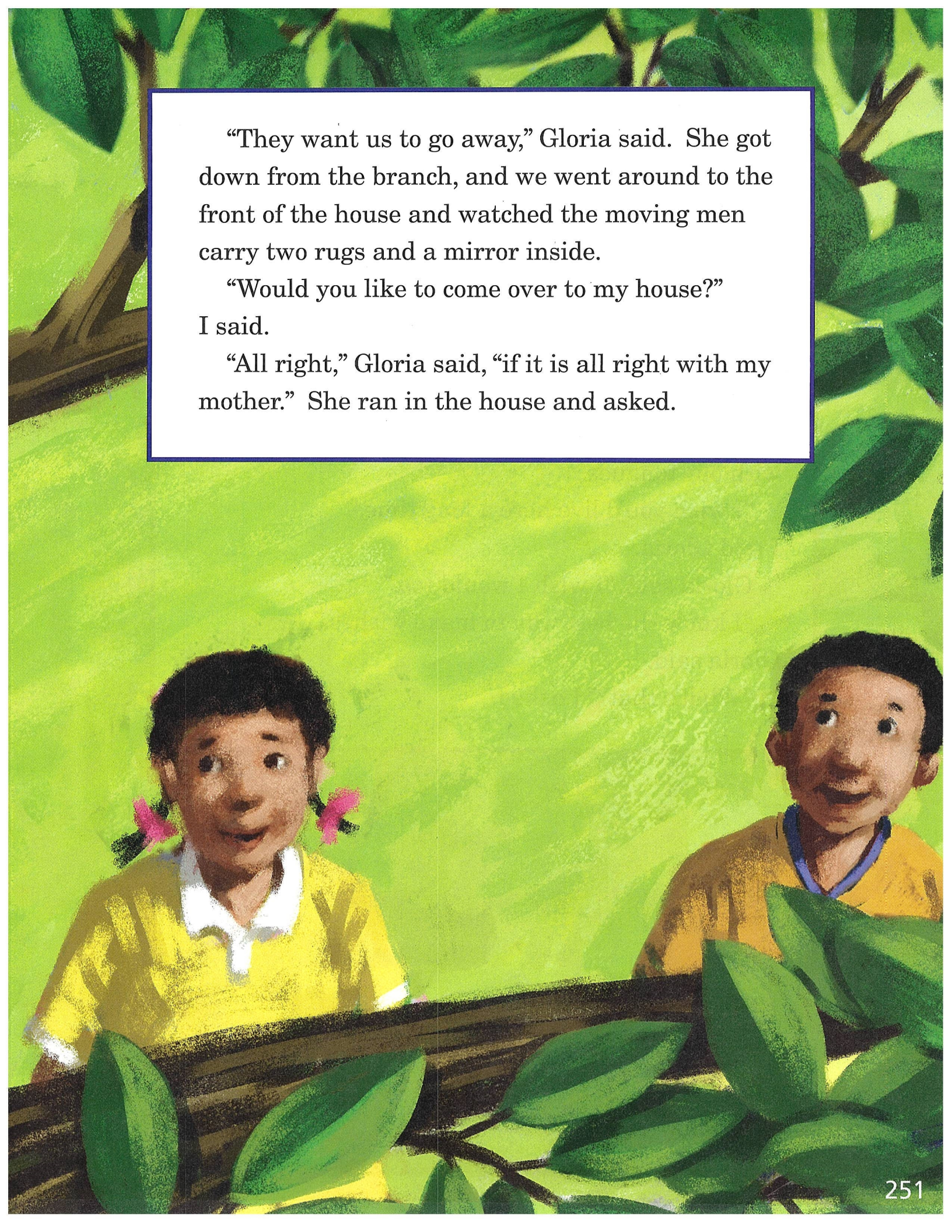




“I know where there’s a bird’s nest in your yard,” I said.

“Really?” Gloria said. “There weren’t any trees in the yard, or any birds, where I lived before.”

I showed her where a robin lives and has eggs. Gloria stood up on a branch and looked in. The eggs were small and pale blue. The mother robin squawked at us, and she and the father robin flew around our heads.



“They want us to go away,” Gloria said. She got down from the branch, and we went around to the front of the house and watched the moving men carry two rugs and a mirror inside.

“Would you like to come over to my house?”
I said.

“All right,” Gloria said, “if it is all right with my mother.” She ran in the house and asked.



It was all right, so Gloria and I went to my house, and I showed her my room and my games and my rock collection, and then I made strawberry punch and we sat at the kitchen table and drank it.

“You have a red mustache on your mouth,” Gloria said.

“You have a red mustache on your mouth, too,” I said.

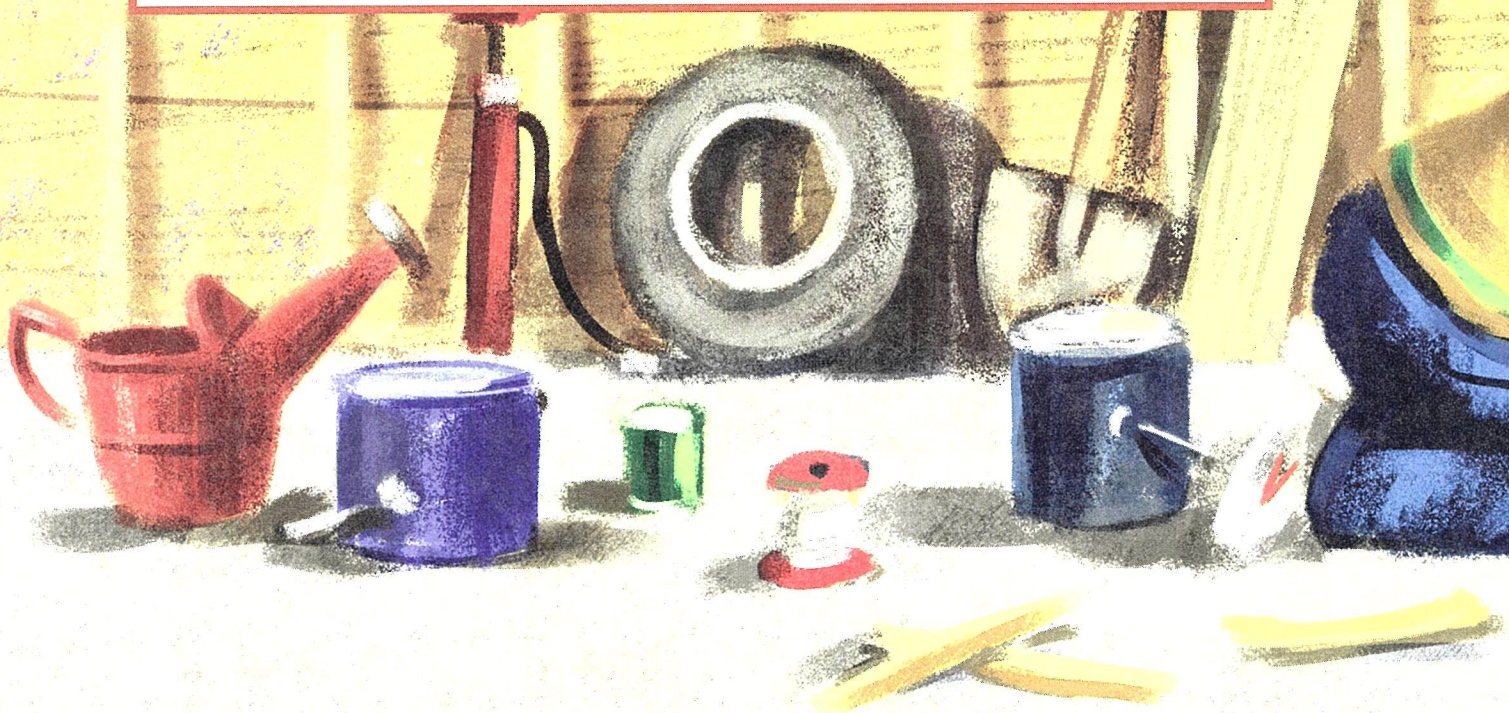
Gloria giggled, and we licked off the mustaches with our tongues.

“I wish you’d live here a long time,” I told Gloria.

Gloria said, “I wish I would too.”

“I know the best way to make wishes,” Gloria said.

“What’s that?” I asked.



“First you make a kite. Do you know how to make one?”

“Yes,” I said, “I know how.” I know how to make good kites because my father taught me. We make them out of two crossed sticks and folded newspaper.

“All right,” Gloria said, “that’s the first part of making wishes that come true. So let’s make a kite.”

We went out into the garage and spread out sticks and newspaper and made a kite. I fastened on the kite string and went to the closet and got rags for the tail.



“Do you have some paper and two pencils?”
Gloria asked. “Because now we make the wishes.”

I didn’t know what she was **planning**, but I went
in the house and got pencils and paper.

“All right,” Gloria said. “Every wish you want
to have come true you write on a long thin piece of
paper. You don’t tell me your wishes, and I don’t
tell you mine. If you tell, your wishes don’t come
true. Also, if you look at the other person’s wishes,
your wishes don’t come true.”



Gloria sat down on the garage floor and started writing her wishes. I wanted to see what they were—but I went to the other side of the garage and wrote my own wishes instead. I wrote:

1. I wish I could see the catalog cats.
2. I wish the fig tree would be the tallest in town.
3. I wish I'd be a great soccer player.
4. I wish I could ride in an airplane.
5. I wish Gloria would stay here and be my best friend.



I folded my five wishes in my fist and went over to Gloria.

“How many wishes did you make?” Gloria asked.

“Five,” I said. “How many did you make?”

“Two,” Gloria said.

I wondered what they were.

“Now we put the wishes on the tail of the kite,” Gloria said. “Every time we tie one piece of rag on the tail, we fasten a wish in the **knot**. You can put yours in first.”

I fastened mine in, and then Gloria fastened in hers, and we carried the kite into the yard.



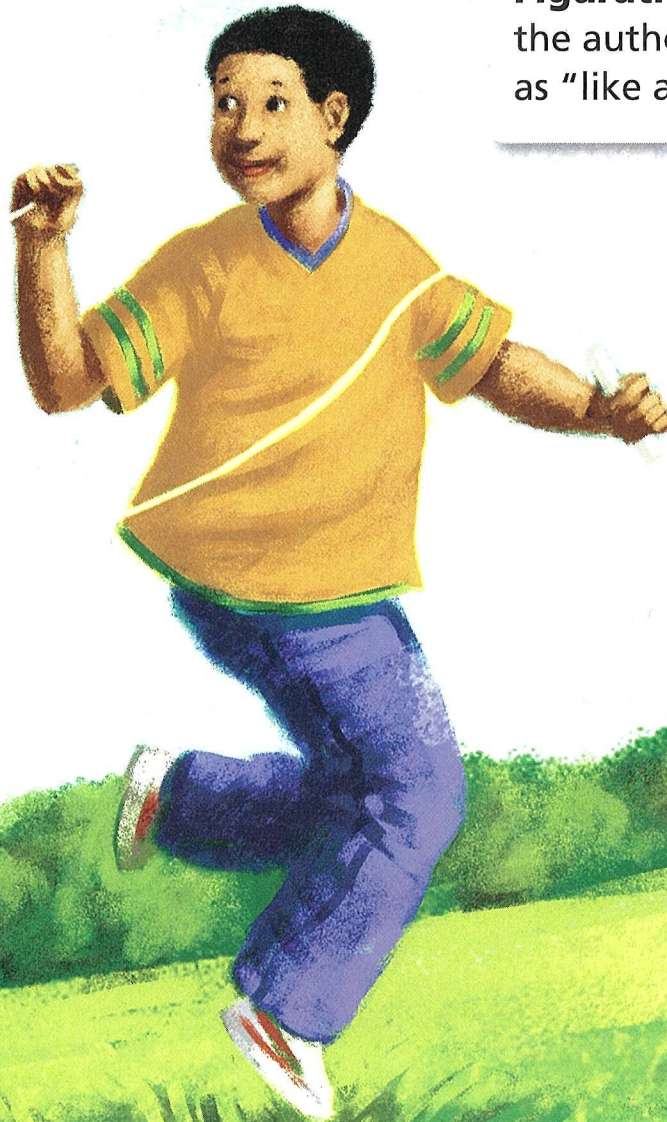
“You hold the tail,” I told Gloria, “and I’ll pull.”

We ran through the back yard with the kite, passed the garden and the fig tree, and went into the open field beyond our yard.

The kite started to rise. The tail jerked **heavily** like a long white snake. In a minute the kite passed the roof of my house and was climbing toward the sun.

ANALYZE THE TEXT

Figurative Language Why does the author describe the kite’s tail as “like a long white snake”?



We stood in the open field, looking up at it. I was wishing I would get my wishes.

“I know it’s going to work!” Gloria said.

“How do you know?”

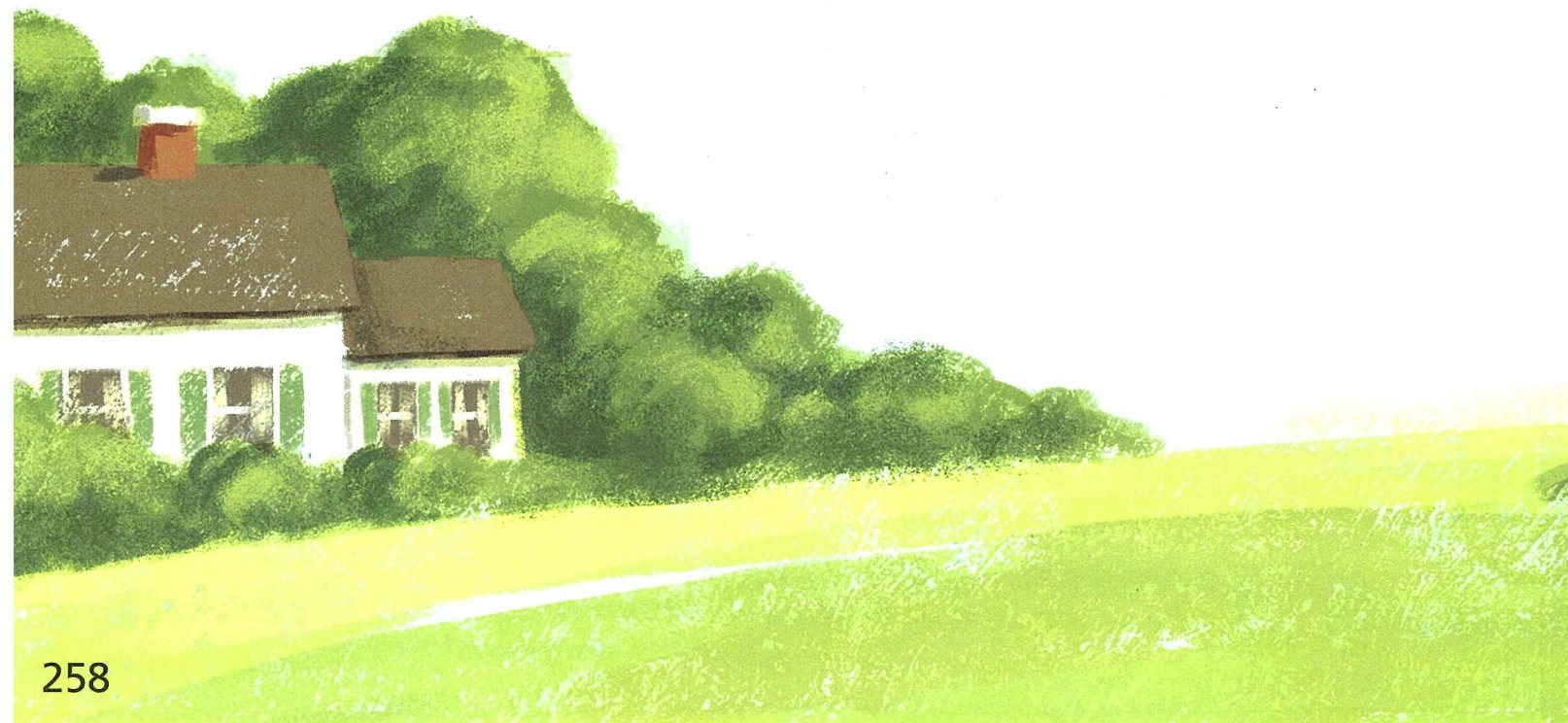
“When we take the kite down,” Gloria told me, “there shouldn’t be one wish in the tail. When the wind takes all your wishes, that’s when you know it’s going to work.”

The kite stayed up for a long time. We both held the string. The kite looked like a tiny black spot in the sun, and my neck got stiff from looking at it.

“Shall we pull it in?” I asked.

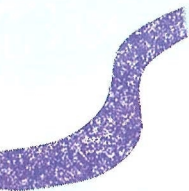
“All right,” Gloria said.

We drew the string in more and more until, like a tired bird, the kite fell at our feet.









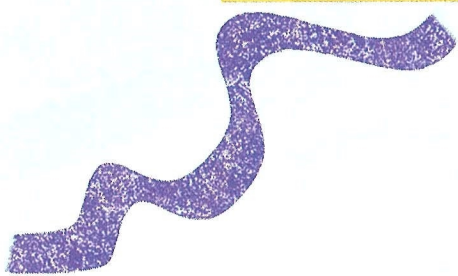
We looked at the tail. All our wishes were gone. Probably they were still flying higher and higher in the wind.

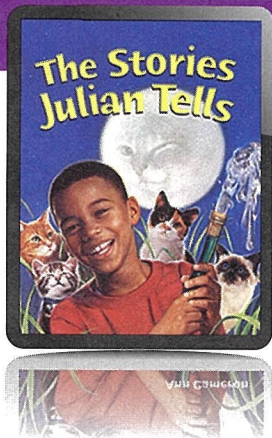
Maybe I would see the catalog cats and get to be a good soccer player and have a ride in an airplane and the tallest fig tree in town. And Gloria would be my best friend.

“Gloria,” I said, “did you wish we would be friends?”

“You’re not supposed to ask me that!”
Gloria said.

“I’m sorry,” I **answered**. But inside I was smiling. I **guessed** one thing Gloria wished for. I was pretty sure we would be friends.





Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Understanding Characters and Figurative Language. Then read *Gloria Who Might Be My Best Friend* again. Use what you learn to understand it better.

Understanding Characters

Gloria Who Might Be My Best Friend is a story about Julian and his new friend, Gloria. Think about what the characters do, think, and say when things happen in the story. For example, Julian invites Gloria to his house after he meets her. This helps you understand that Julian wants a friend.

As you read, look for text evidence about the characters. List ideas in a chart like this one.

Character	What Happens	Words, Thoughts, Actions

Figurative Language

Authors sometimes tell how two things are the same using the word *like* or *as*. Sentences that compare using *like* or *as* are called **similes**. Similes help readers to picture story details in their mind. For example, an author may say the moon is like a big, white ball. This helps the reader picture what the moon looks like.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



How do friends help each other? Share your ideas with a small group using text evidence from *Gloria Who Might Be My Best Friend*. Take turns speaking. Use complete sentences when it is your turn to talk.



Classroom Conversation

Now talk about these questions with the class.

- 1 How does Julian change because of his new friendship?
- 2 How can you tell that Julian and Gloria are going to be friends? Use text evidence to explain.
- 3 What might Julian do the next time a girl wants to be his friend?

Performance Task

WRITE ABOUT READING



Response Is Gloria a good friend? Why or why not? Write a paragraph to tell what you think. Use text evidence from the story to explain your answer.



Writing Tip

Use adjectives to help describe things in your paragraph.

Lesson 22

INFORMATIONAL TEXT



How to Make a Kite

by Joanna Korba

Can you feel lonely flying a kite? If you answered no, you guessed right!

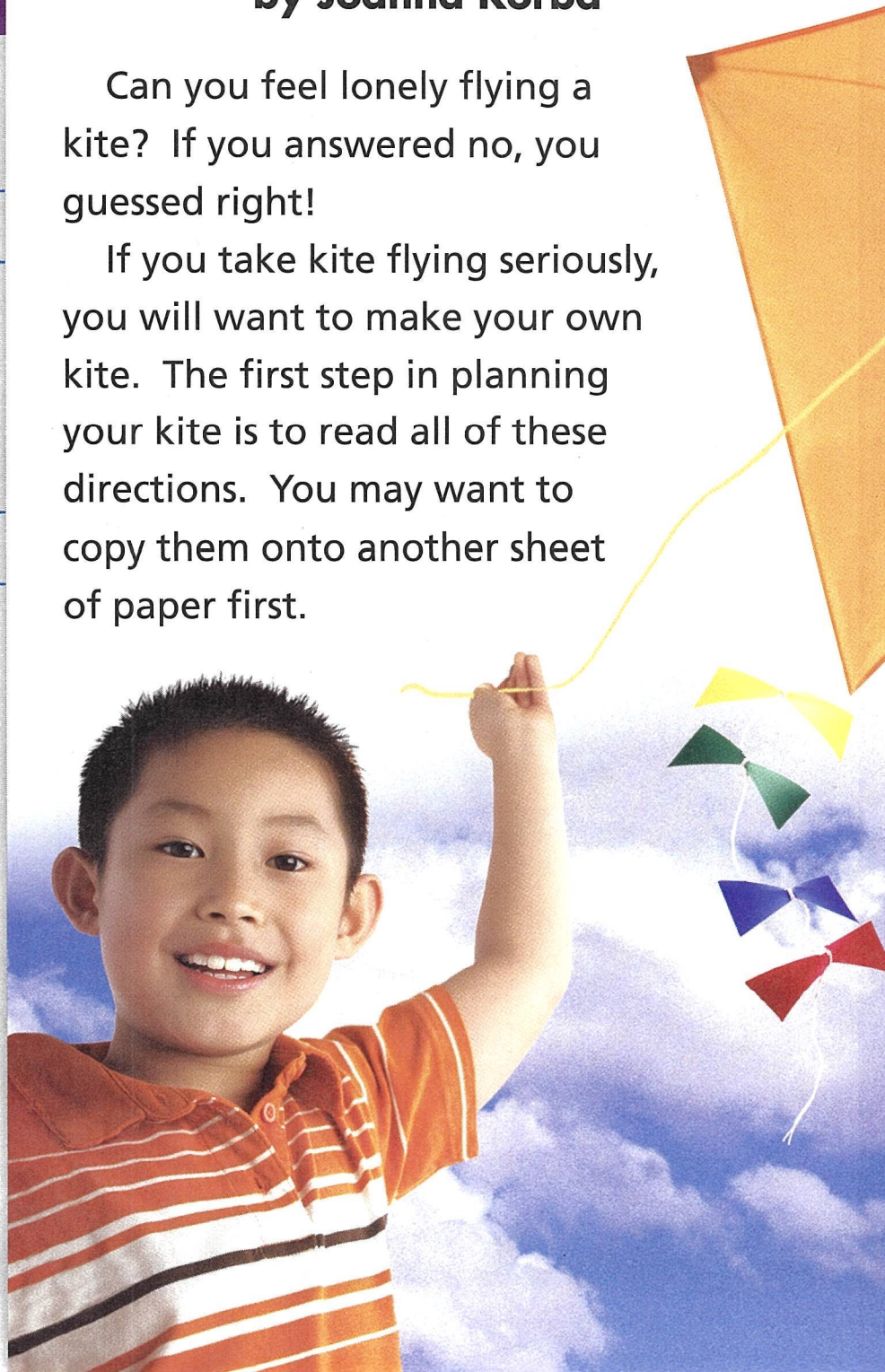
If you take kite flying seriously, you will want to make your own kite. The first step in planning your kite is to read all of these directions. You may want to copy them onto another sheet of paper first.

✓ GENRE

Informational text gives facts about a topic. This is from a how-to book.

✓ TEXT FOCUS

Directions tell how to do or make something step-by-step.



Directions

Materials

2 sticks with small cuts on both ends



24 inches

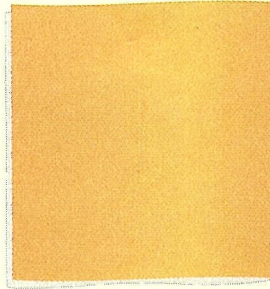


18 inches

string



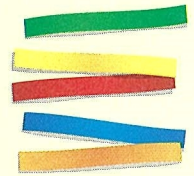
colored paper



glue and scissors

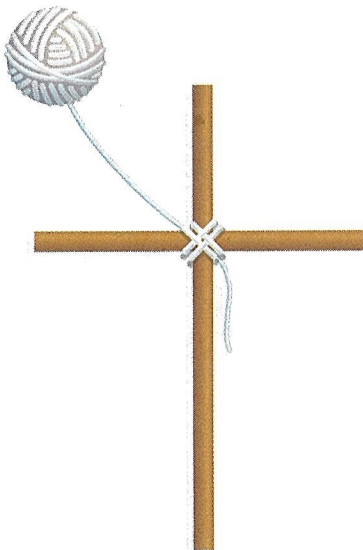


5 pieces of ribbon

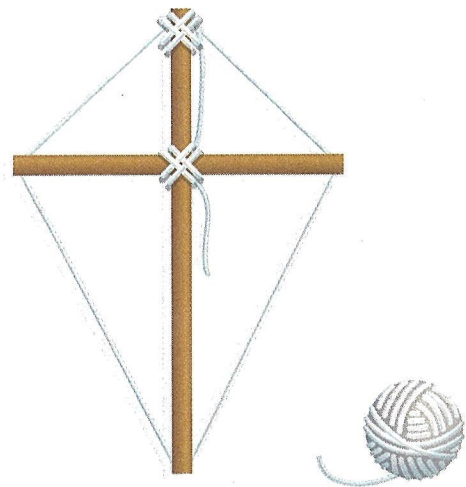


What to Do

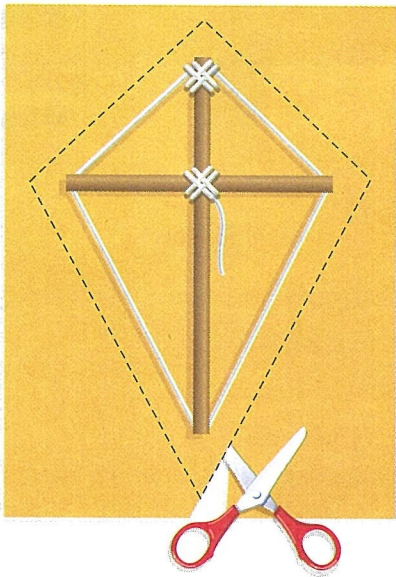
- 1 First, make a cross with the sticks. Tie a string around the middle.



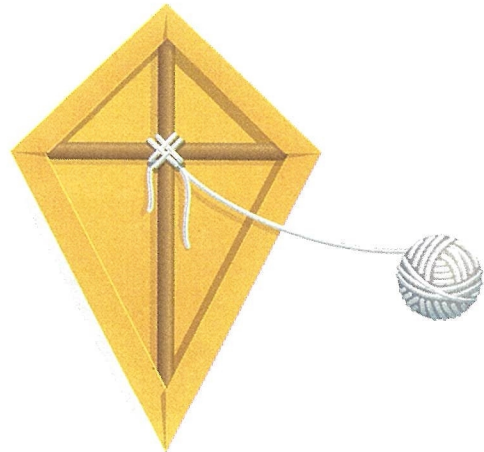
- 2 Run string around the edge to make a frame. Tie it tightly at the top end. Then cut the string.



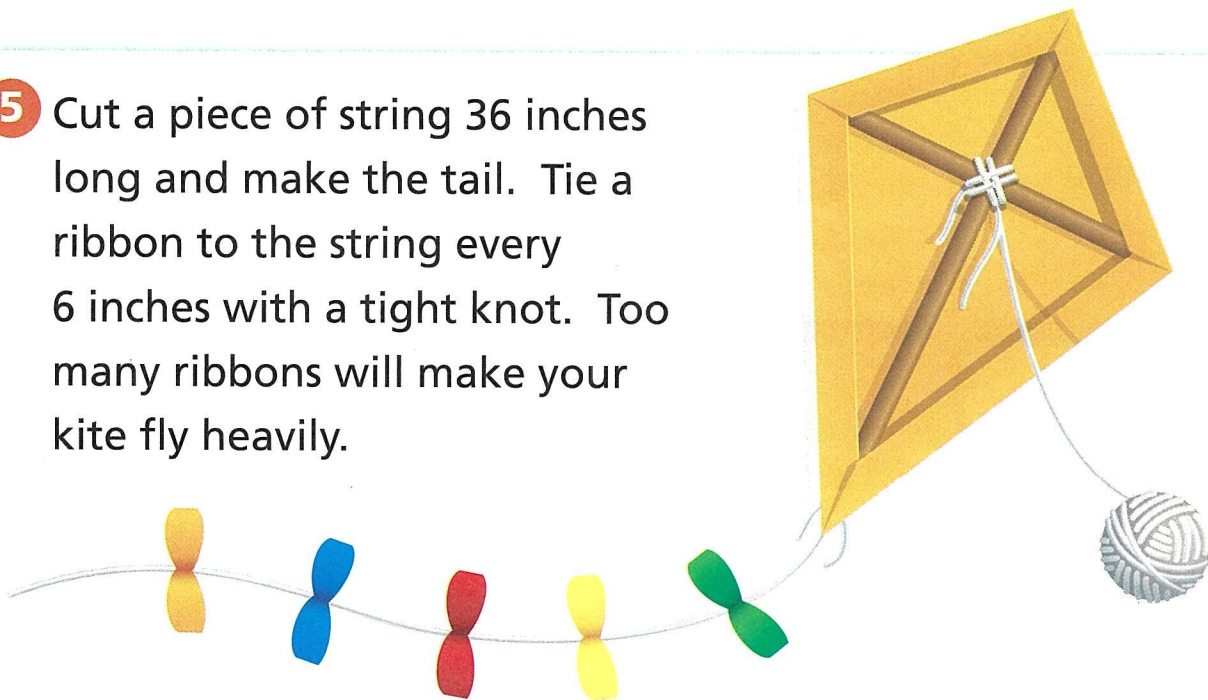
- 3** Lay the kite frame on the paper. Cut the paper so that it is slightly larger than the kite frame.

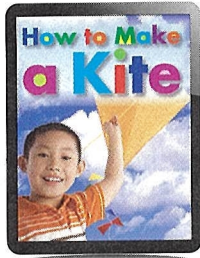
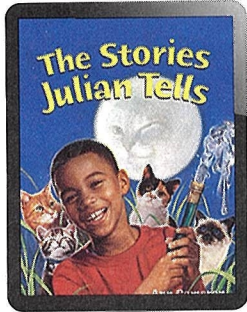


- 4** Fold the paper over the kite frame. Glue it down. Then tie a long string to the middle of the frame.



- 5** Cut a piece of string 36 inches long and make the tail. Tie a ribbon to the string every 6 inches with a tight knot. Too many ribbons will make your kite fly heavily.

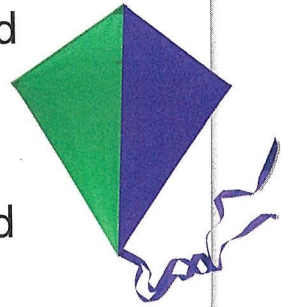




Compare Texts

TEXT TO TEXT

Talk About Directions Look back at how Gloria and Julian make their kite in the story. Then look at the directions for making a kite in *How to Make a Kite*. Which would be more helpful if you wanted to make a kite? Share your ideas with a partner.



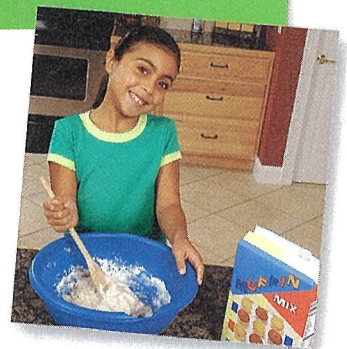
TEXT TO SELF

Talk About Making Friends What does Julian do to make Gloria his friend? What do you do when trying to make a new friend? Share your ideas with a partner.



TEXT TO WORLD

Connect to Social Studies Think of something you know how to make. Tell the directions to a partner. Have your partner ask questions to better understand the steps. Then ask your partner to retell the directions.



Grammar

Using Adjectives Add *-er* to **adjectives** to compare two people, animals, places, or things. Add *-est* to compare more than two people, animals, places, or things.

Comparing Two

Lee is **taller** than Kim.
Maine is **smaller** than
Florida.

Comparing More Than Two

Lee is the **tallest** boy in
class.
Rhode Island is the
smallest state.

Try This!

Work with a partner to choose the correct adjective for each sentence.

Then read the sentences aloud.

- 1 I am (older, oldest) than my friend.
- 2 Main Street is the (longer, longest) street in town.
- 3 A kite flies (higher, highest) than a paper plane.
- 4 Gloria can do the (faster, fastest) cartwheels of all.

In your writing, use adjectives that compare to tell more about nouns. Add *-er* or *-est* to adjectives to compare two or more people, animals, places, or things.

Sentence That Does Not Tell Enough

Florian has a **new** kite.



Sentences That Tell More

Florian has a **newer** kite than Meg has.

Dan has the **newest** kite on the block.

Connect Grammar to Writing

When you revise your paragraphs that compare and contrast, add *-er* or *-est* to adjectives to tell your reader more.

Informative Writing



Evidence When you write to **compare and contrast**, connect details to the main idea.

Leo wrote a draft to compare and contrast himself with his cousin. Later, he revised his draft to be sure his details connect to the main idea of each paragraph.

Revised Draft

My cousin Anthony and I are like twins. We are both the same age. We are about the same height. Anthony wears glasses, but I don't. I love scary movies, and so does he. We both like writing stories.

Even though we are alike in many ways, we are also different.

Writing Checklist

Purpose
Did I show ways in which people can be different?

Evidence
Do the details in each paragraph connect to the main idea?

Elaboration
Did I use transition words?

Conventions
Did I use spelling patterns and rules to spell words correctly?

My Cousin and Me

by Leo Saint-Clair

My cousin Anthony and I are like twins. We are both the same age. We are about the same height. I love scary movies, and so does he. We both like writing stories.

Even though we are alike in many ways, we are also different. Anthony wears glasses, but I don't. He's a great swimmer. I play chess. He loves loud music, and I love animals. Even with our differences, we always have fun together!

Reading as a Writer

What did Leo move to make sure his details connect to the right paragraph's main idea? Are your details in the right paragraph?

I put details in one paragraph to compare and details in the other to contrast.

