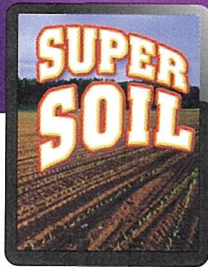
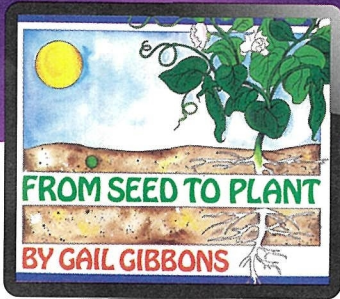


# Lesson 25



## Q LANGUAGE DETECTIVE

### Talk About Words

**Nouns** are words that name people, places, animals, or things.

Work with a partner. Find the Vocabulary words that are nouns. What are your clues? Use the nouns in new sentences.

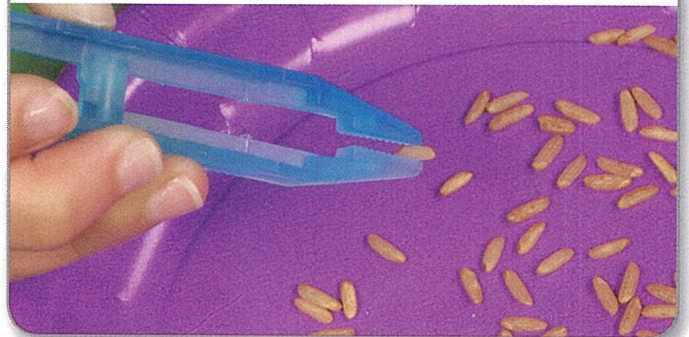
# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Place the Vocabulary words in alphabetical order.

1

## grain

It is hard to pick up only one small **grain** of rice.



2

## pod

A **pod**, or shell, protects peas as they grow.



3

**soak**

The children **soak** the soil with water to help the seeds grow.



4

**soften**

The boiling water will **soften** the noodles.



5

**root**

The **root** of this plant goes deep into the soil.



6

**shoot**

We planted seeds in the ground. Later, we saw a **shoot** begin to grow.



7

**nutrition**

Eating vegetables is a good way to get the **nutrition** that your body needs.

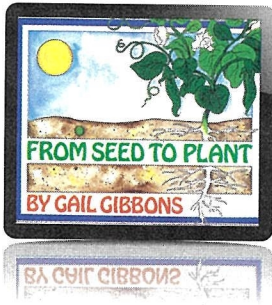


8

**tasty**

I ate the whole apple because it was so **tasty**!





# Read and Comprehend

## ✓ TARGET SKILL

**Text and Graphic Features** An author often includes text and graphic features to help the reader understand more about the text. Labels are an example of a **text feature**. Pictures, charts, and diagrams are examples of **graphic features**.

You can use a chart like the one below to list the types of features you find in a selection. Then you can tell why you think the author used each one.

Text or Graphic Feature	Page Number	Purpose

## ✓ TARGET STRATEGY

**Monitor/Clarify** Stop and think when you don't understand something. Find text evidence to help you figure out what doesn't make sense.

## PREVIEW THE TOPIC

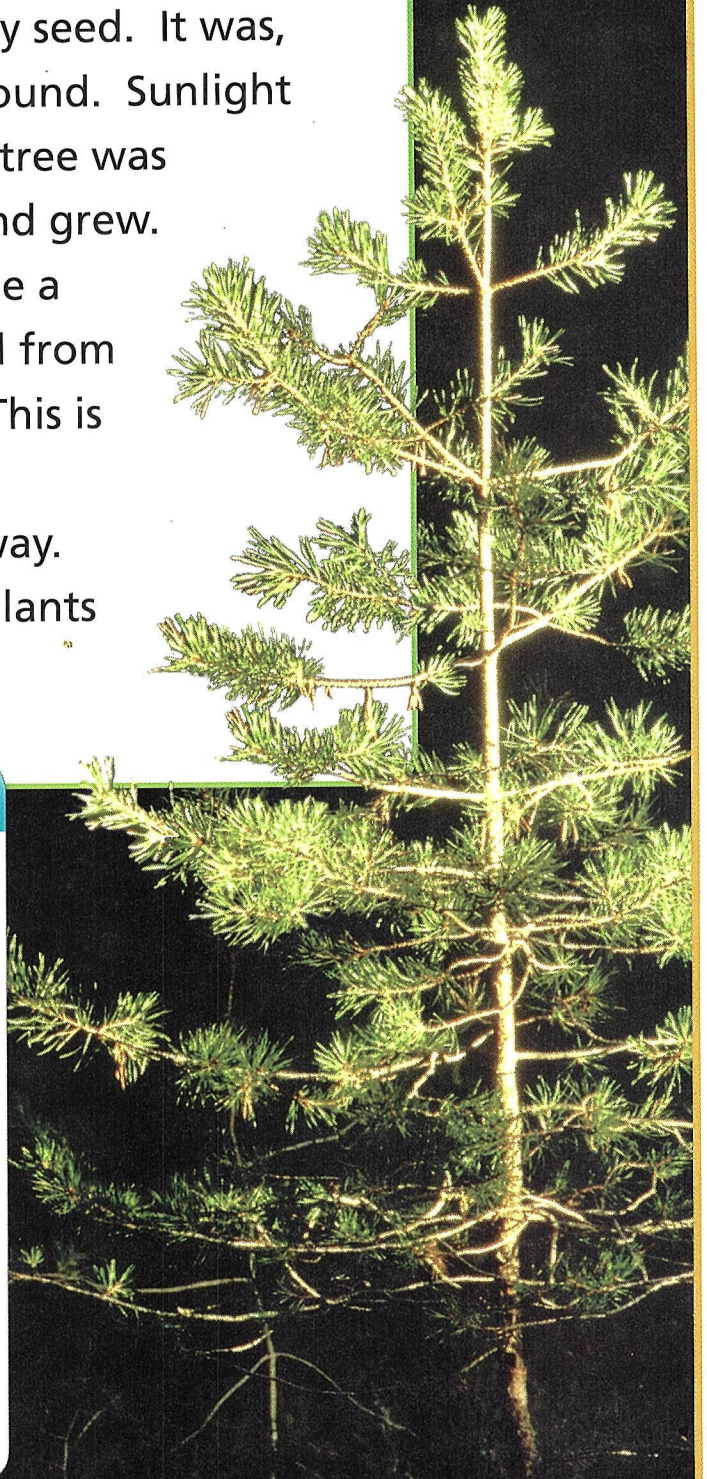
### Life Cycles

When you look up at a giant tree, it is hard to imagine that it was once a tiny seed. It was, though! The seed was in the ground. Sunlight and rain helped it to grow. The tree was small at first, but then it grew and grew. After years of growing, it became a full-grown tree. When seeds fall from the tree, more trees will grow. This is the tree's life cycle.

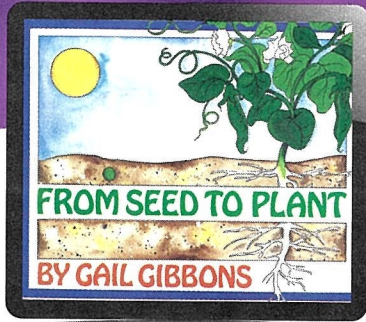
Many plants grow this same way. You will read more about how plants grow in *From Seed to Plant*.

#### Think Draw Pair Share

Think about what you just read. What do you think the stages of the life cycle of a tree look like? Draw a picture of the different stages. Share your drawings with a partner. Then share your drawings with the class. How are the drawings alike? How are they different?



# ANCHOR TEXT



BY GAIL GIBBONS

## MEET THE AUTHOR AND ILLUSTRATOR

### Gail Gibbons



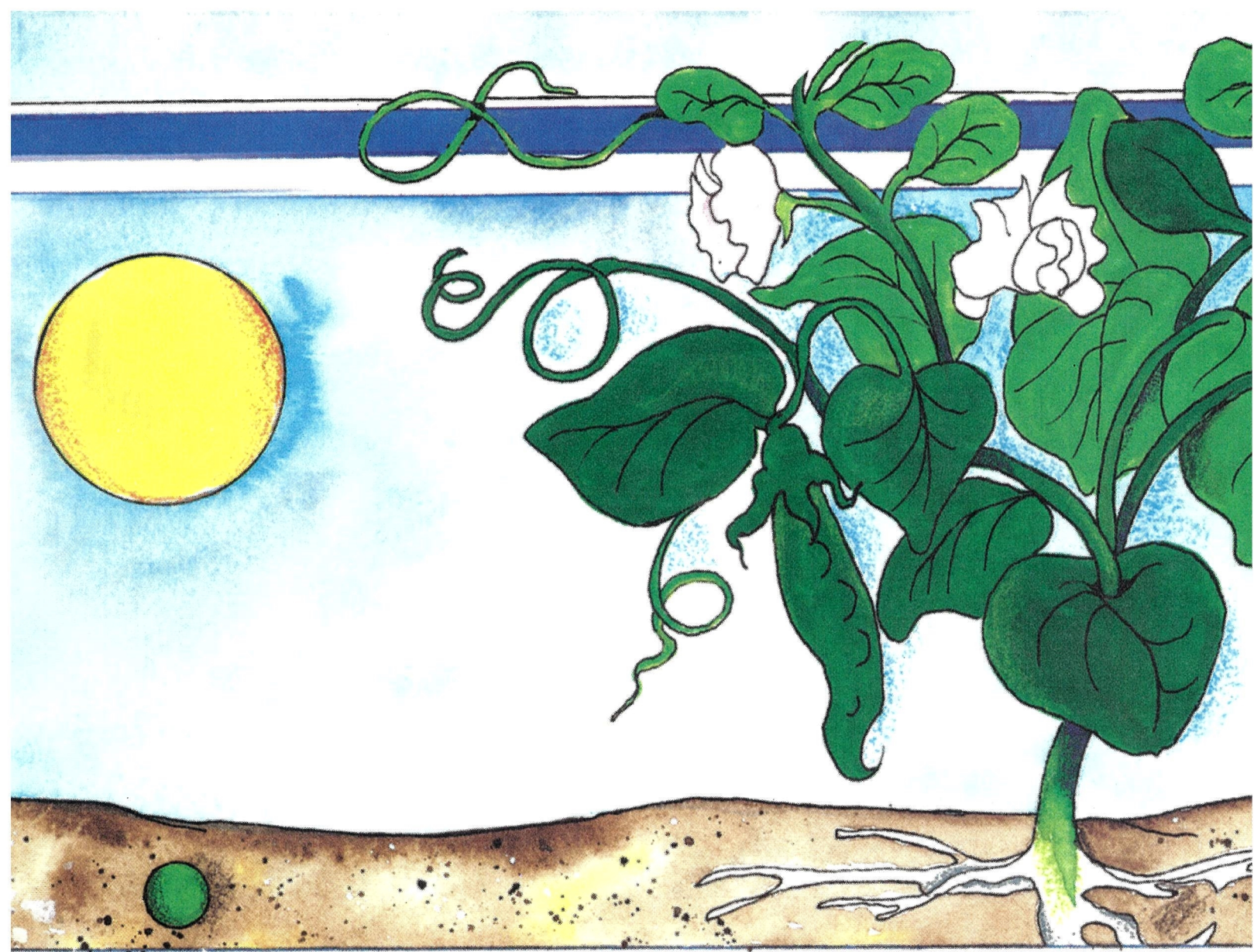
Gail Gibbons was a very curious child. Her parents say that she always asked a lot of questions. She

also loved to draw and paint. One of her first jobs was doing artwork for a children's television show. After that she wrote her first book. Since then she has written more than 135 informational books! She loves her job because she still likes to ask questions. She finds the answers and then writes about them in her books.

#### GENRE

**Informational text** gives facts about a topic. As you read, look for:

- ▶ pictures and labels
- ▶ facts and details
- ▶ diagrams that help explain the topic

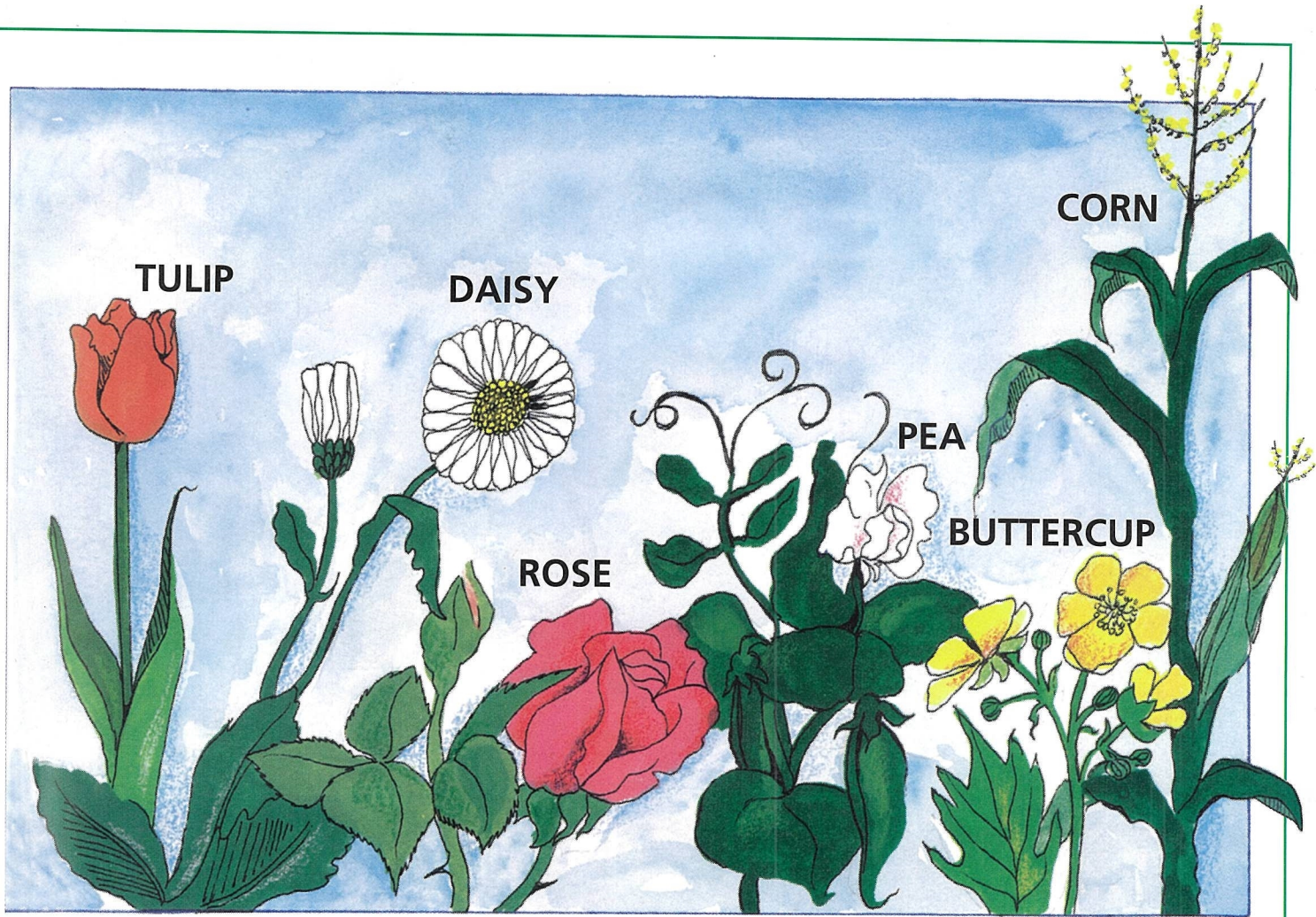


# FROM SEED TO PLANT

by Gail Gibbons

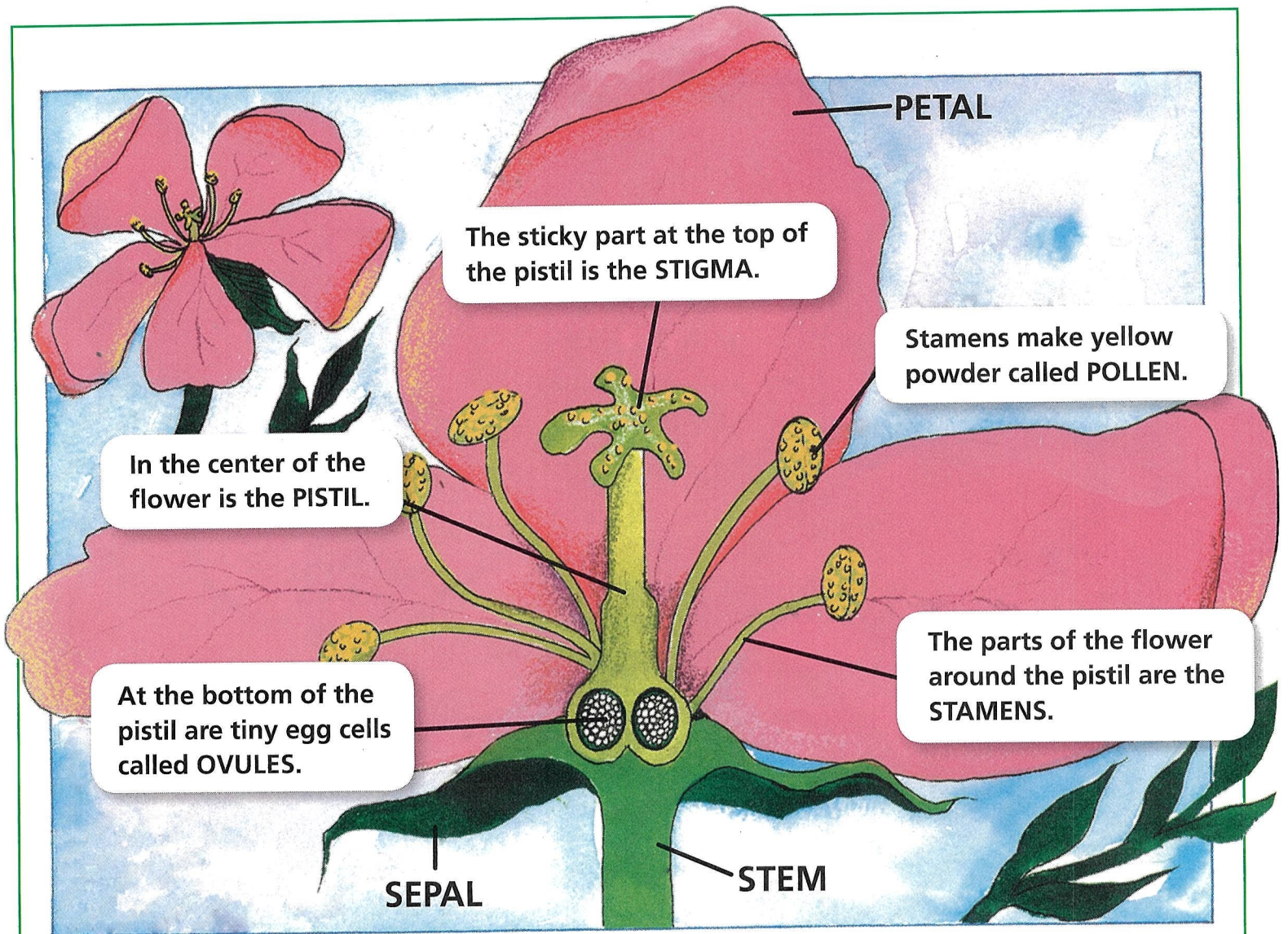
## ESSENTIAL QUESTION

How do plants grow  
and change?



Most plants make seeds. A seed contains the beginning of a new plant. Seeds are different shapes, sizes and colors. All seeds grow into the same kind of plant that made them.

Many plants grow flowers. Flowers are where most seeds begin.



A flower is made up of many parts.

### ANALYZE THE TEXT

**Text and Graphic Features** How does the diagram of the flower help you better understand the information on this page?

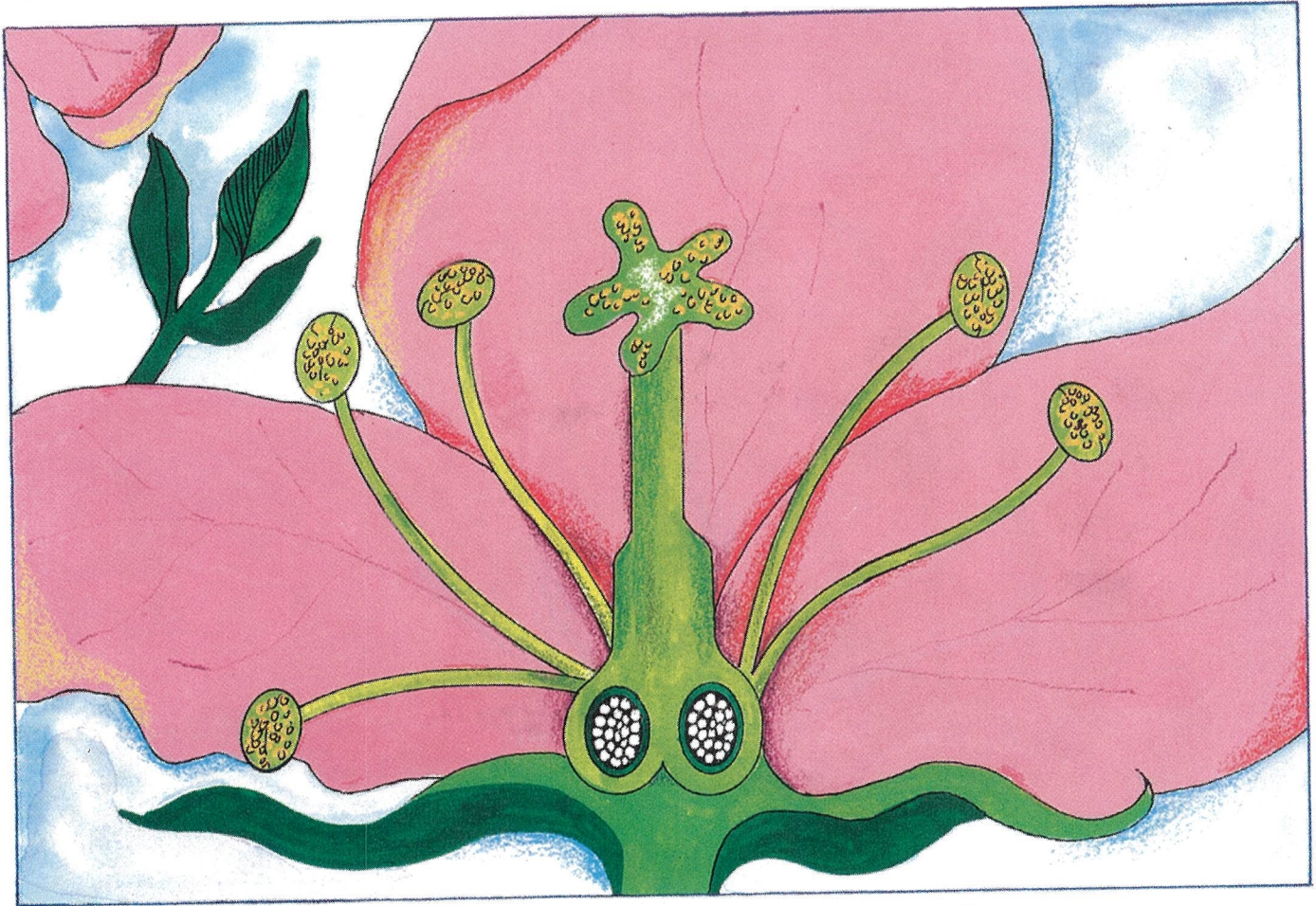




Before a seed can begin to grow, a **grain** of pollen from the stamen must land on the stigma at the top of the pistil of a flower like itself. This is called pollination.

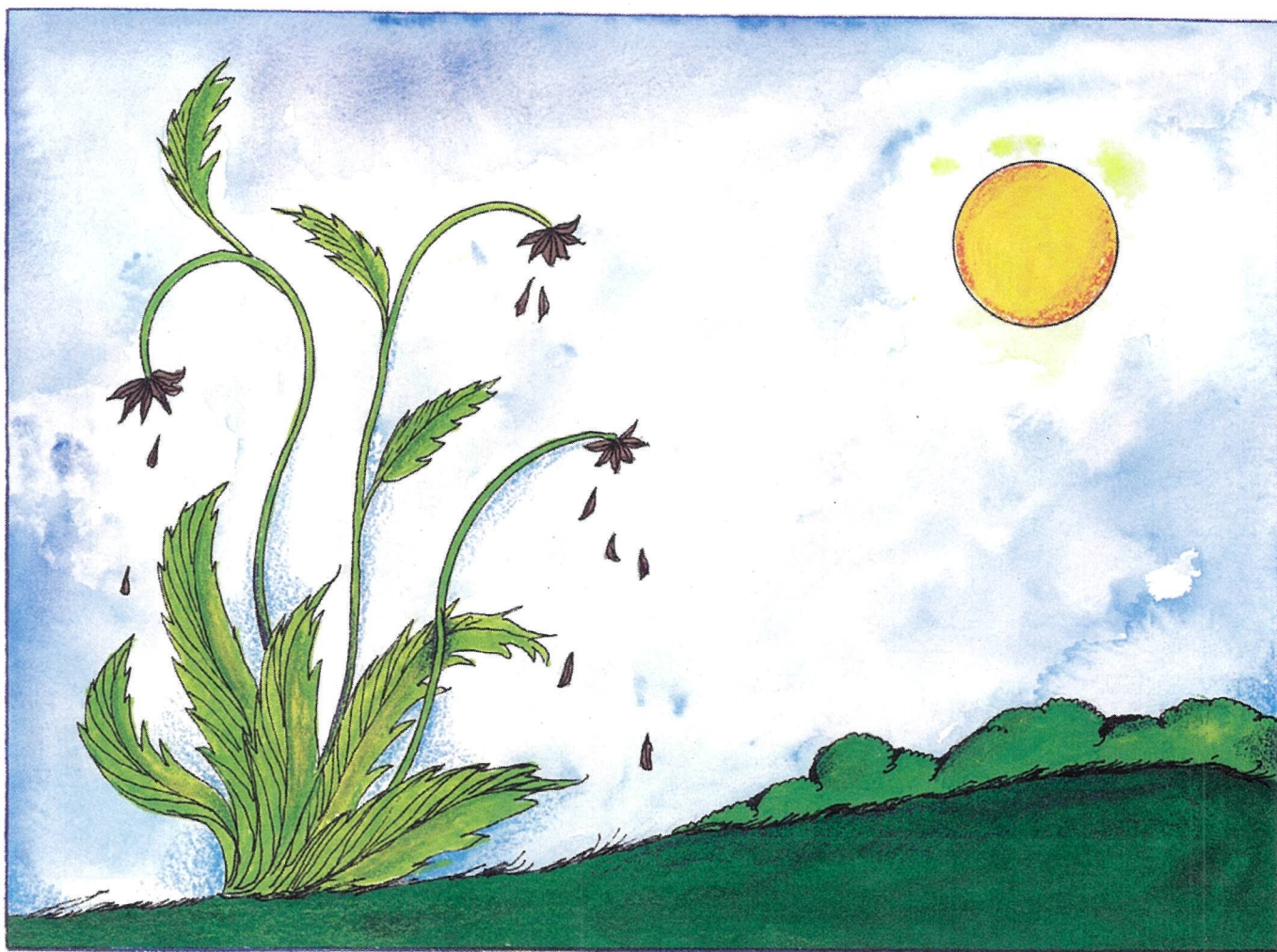
Pollination happens in different ways. Often, wind blows pollen from flower to flower.

Bees, other insects and hummingbirds help pollinate, too. While they visit flowers for their sweet juice, called nectar, pollen rubs onto their bodies. Then they carry the pollen to another flower where it comes off onto its pistil.



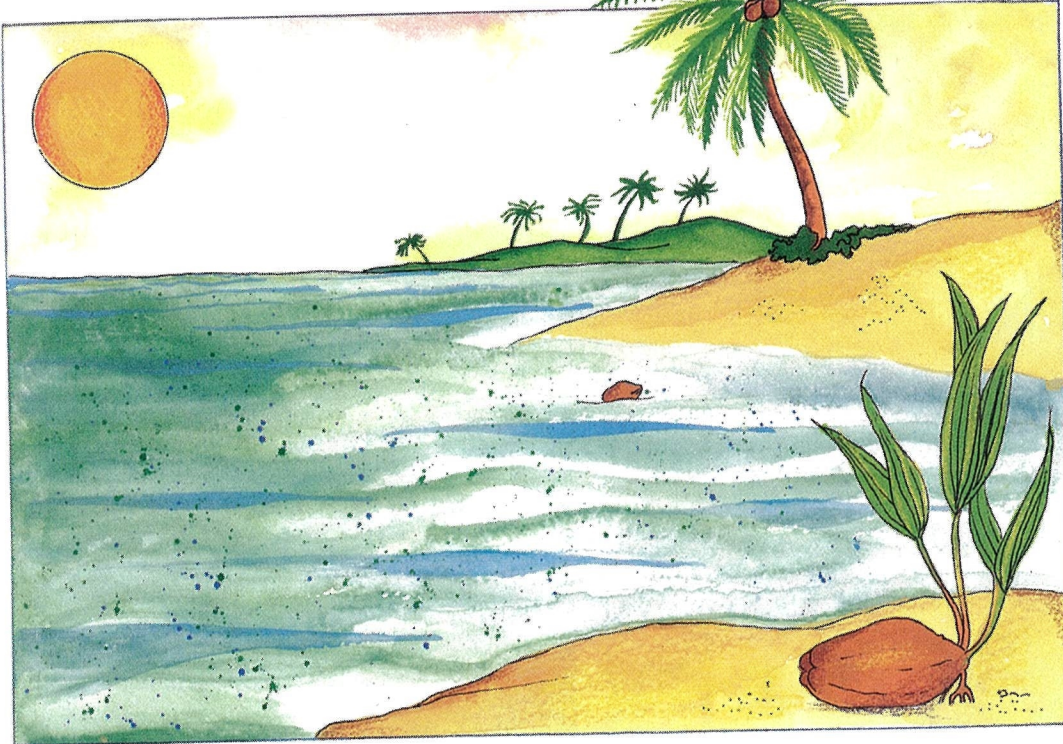
If a pollen grain from a flower lands on the pistil of the same kind of flower, it grows a long tube through the pistil into an ovule. This is the beginning of a seed.

The seeds grow inside the flower, even as the flower begins to die. As the seeds become bigger, a fruit or **pod** grows around them. The fruit or pod protects the seeds.

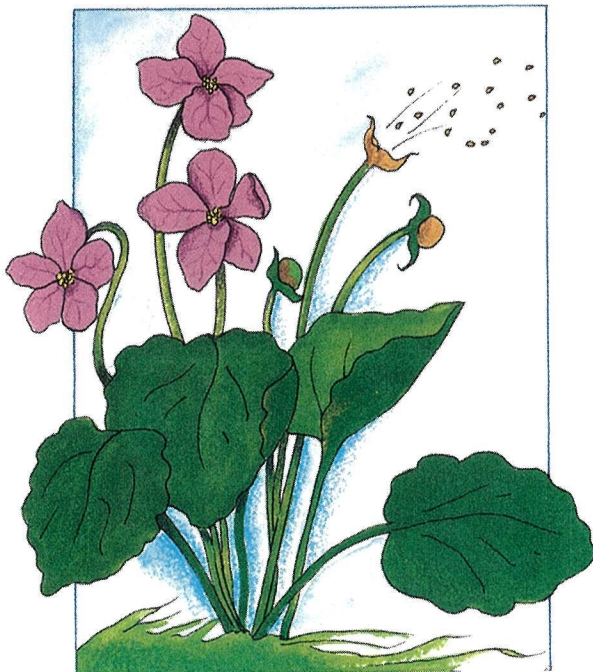


When the fruit or pod ripens, it breaks open.  
The seeds are ready to become new plants.

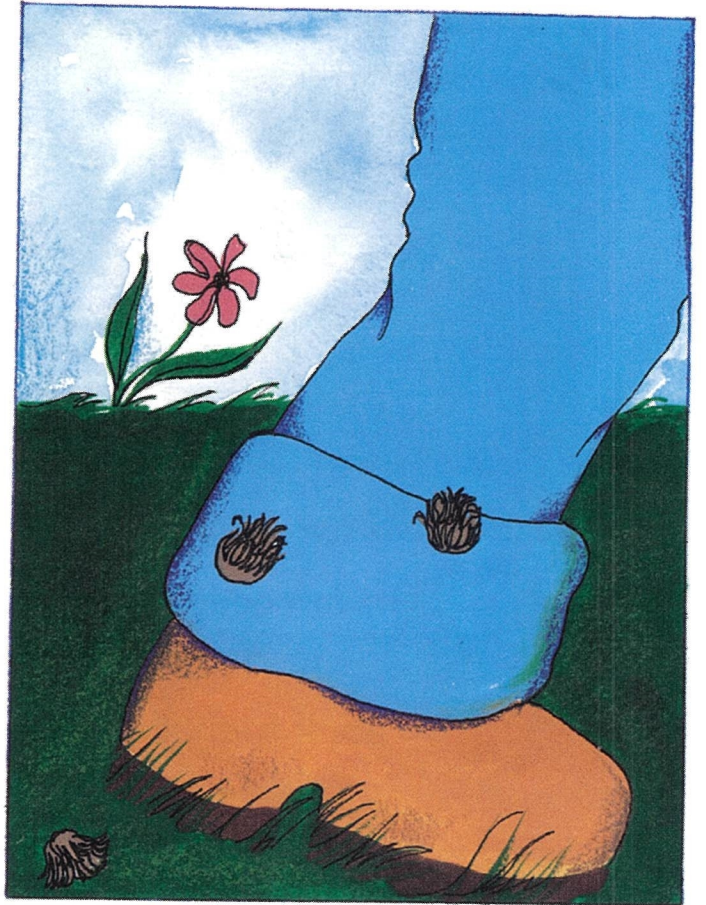
Some seeds fall to the ground around the base of the plant where they will grow. Some pods or fruits open and the seeds pop out. Sometimes, when birds eat berries, they drop the seeds.



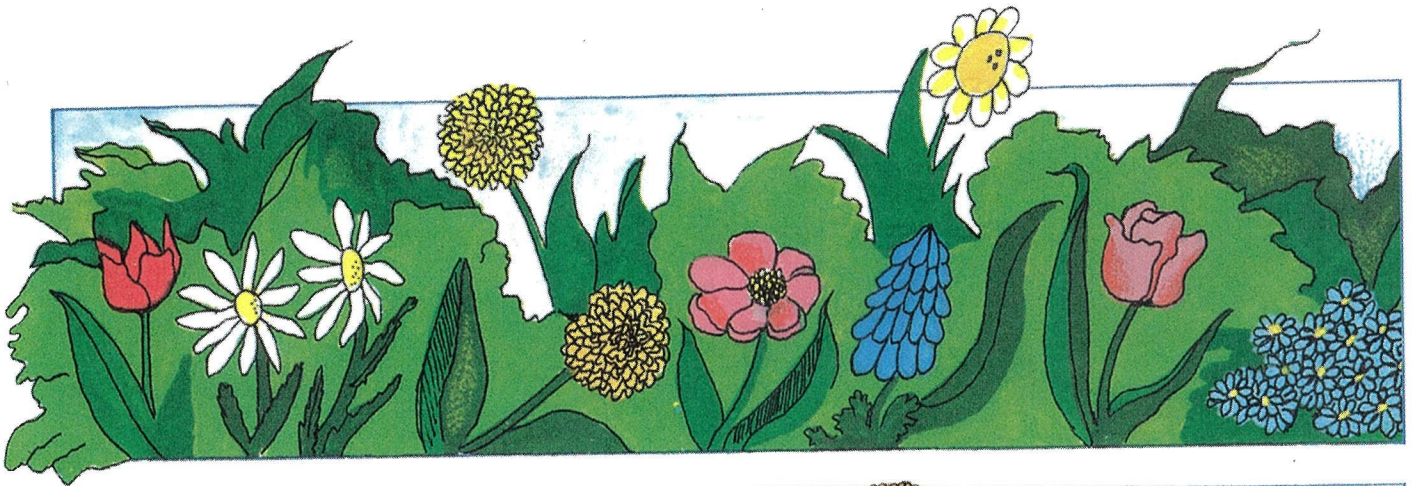
Other seeds fall into streams, ponds, rivers or the ocean. There, they travel on the water until they stick to dirt along a shore.



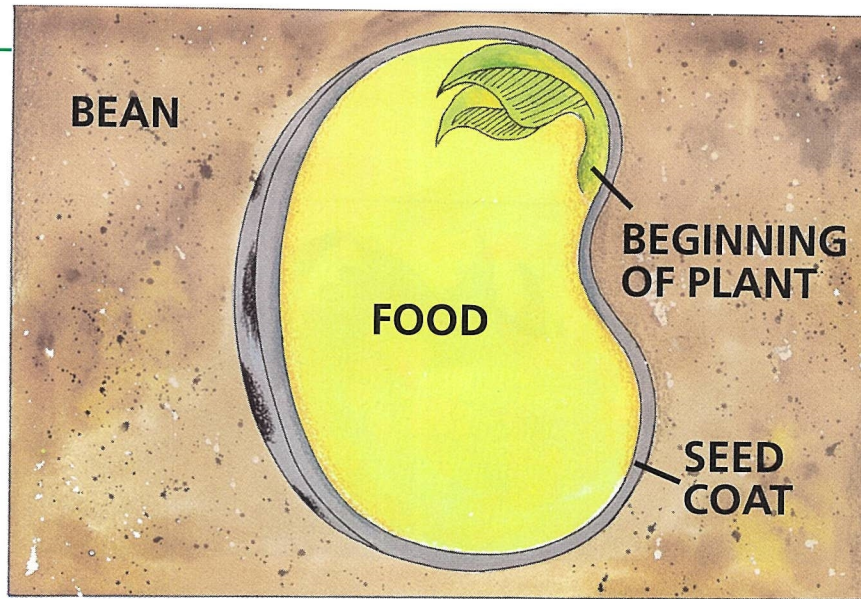
The wind scatters seeds. Some seeds have fluff on them that lets them float to the ground like tiny parachutes. Others have wings that spin as they fall.



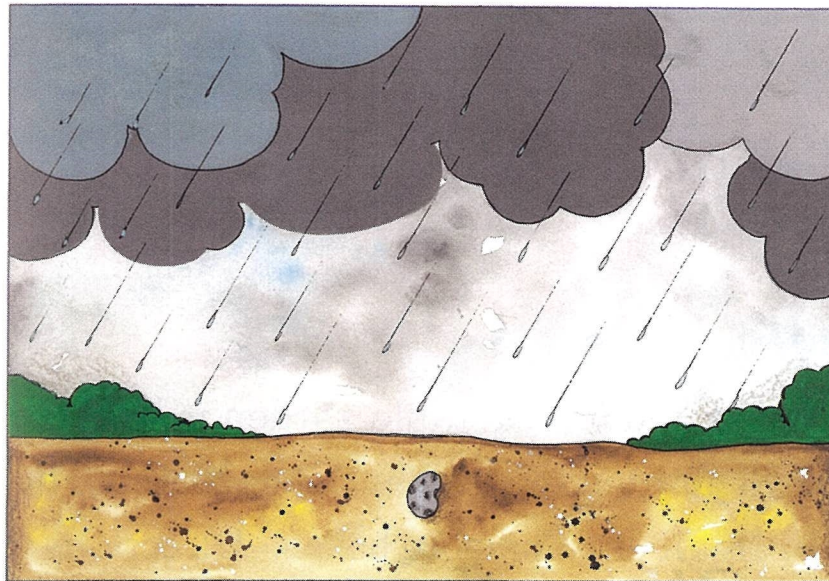
Animals help scatter seeds, too. They hide acorns and nuts in the ground. Some seeds have hooks that stick to the fur of animals or people's clothes. Later, they drop off onto the ground.



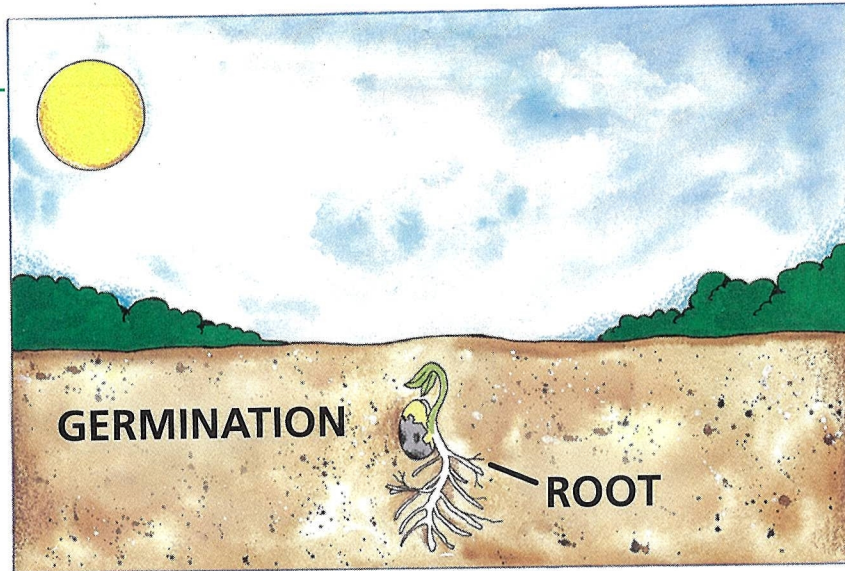
A flower bed or vegetable garden is beautiful!  
Seeds are planted to grow in the gardens. The seeds  
come in small envelopes or boxes. Directions explain  
how to plant the seeds and care for the plants.



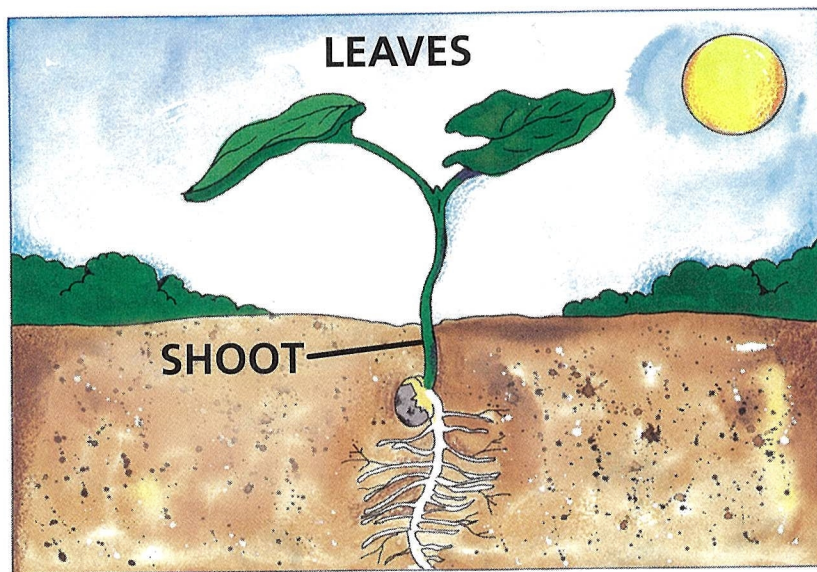
The beginning of a plant is curled up inside each seed. Food is stored inside the seed, too. The seed has a seed coat on the outside to protect it.



A seed will not sprout until certain things happen. First it must be on or in the soil. Then it needs rain to **soak** the seed and **soften** its seed coat.

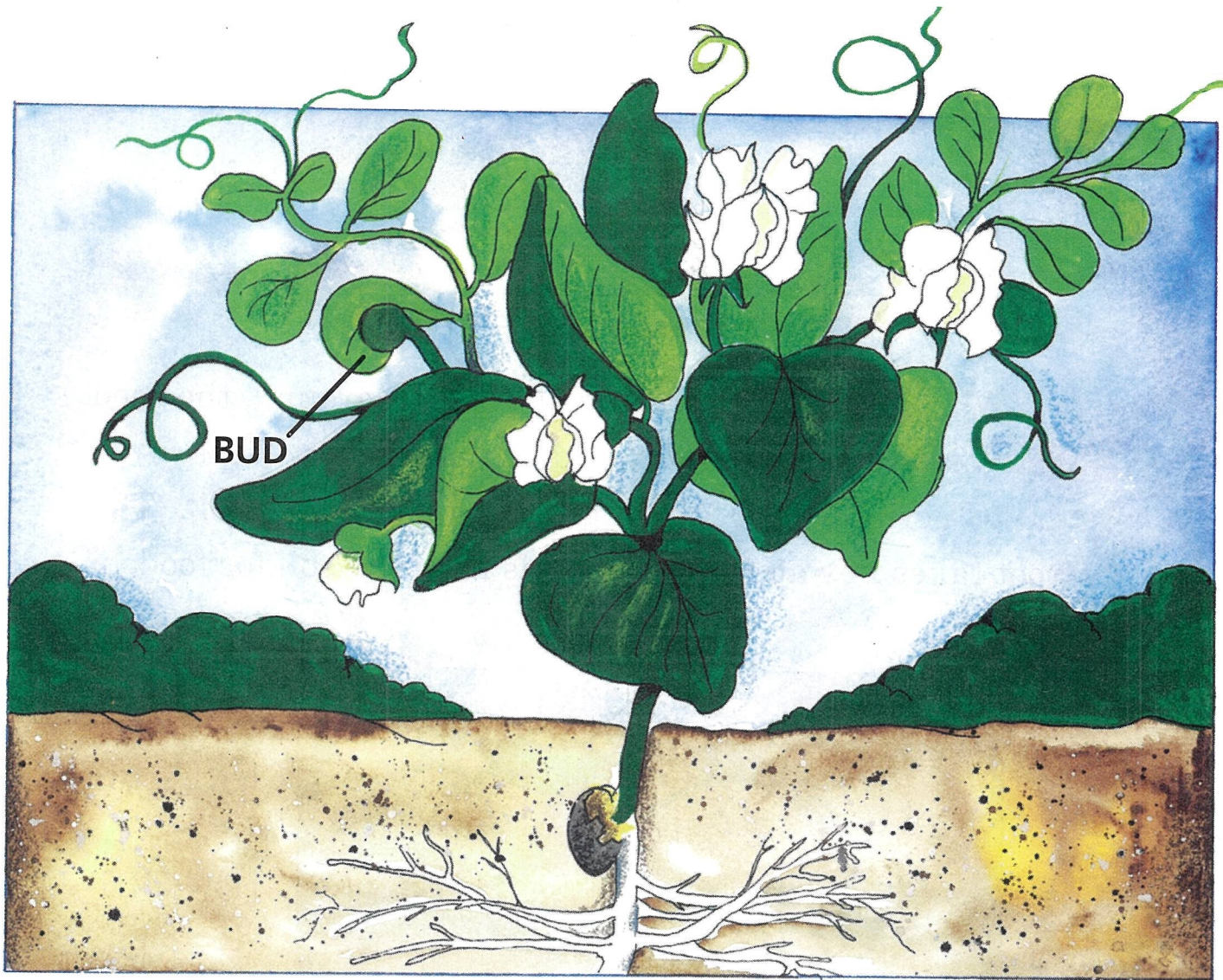


When the sun shines and warms the ground, the seed coat breaks open and the seed begins to grow. This is called germination. A **root** grows down into the soil. The root takes in water and minerals from the soil for food.



Up grows a **shoot**. Green leaves grow up from the shoot toward the sun. The plant grows bigger and bigger. The leaves make food for the plant from the water and minerals in the soil, the sunlight, and the air all around the plant.





Finally, the plant is full-grown. Buds on the plant open into flowers where new seeds will grow.



Many of the foods people eat are seeds, fruits and pods. They are full of **nutrition**, vitamins and minerals and . . . they are **tasty**, too!

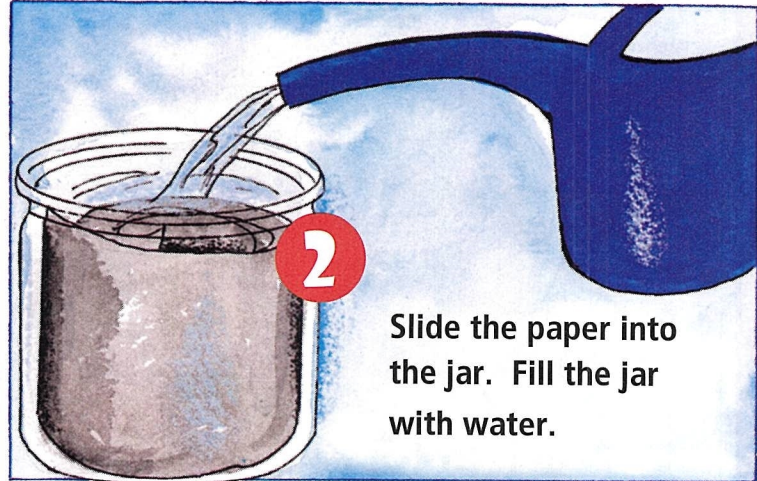
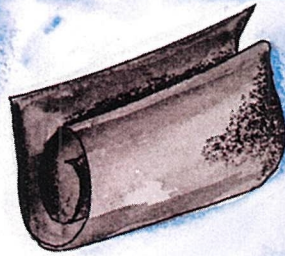
# A "FROM SEED TO PLANT" PROJECT

## HOW TO RAISE BEAN PLANTS



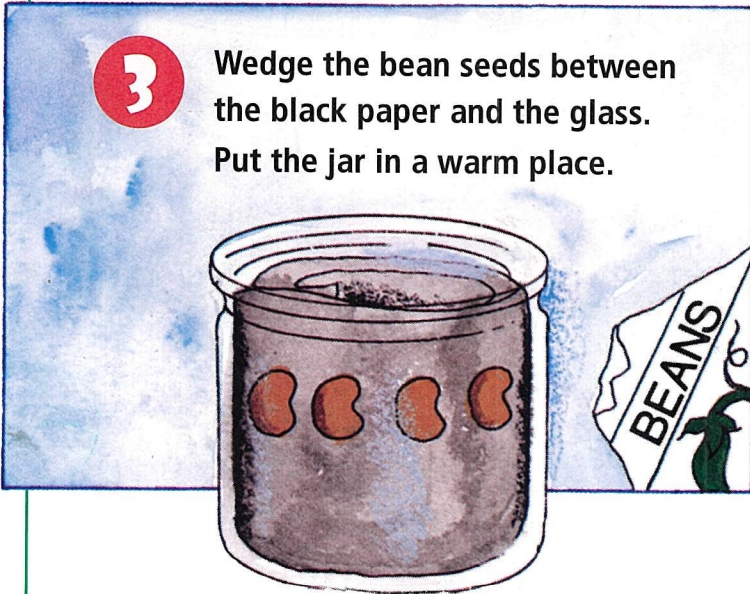
1

Find a clean glass jar. Take a piece of black construction paper and roll it up.



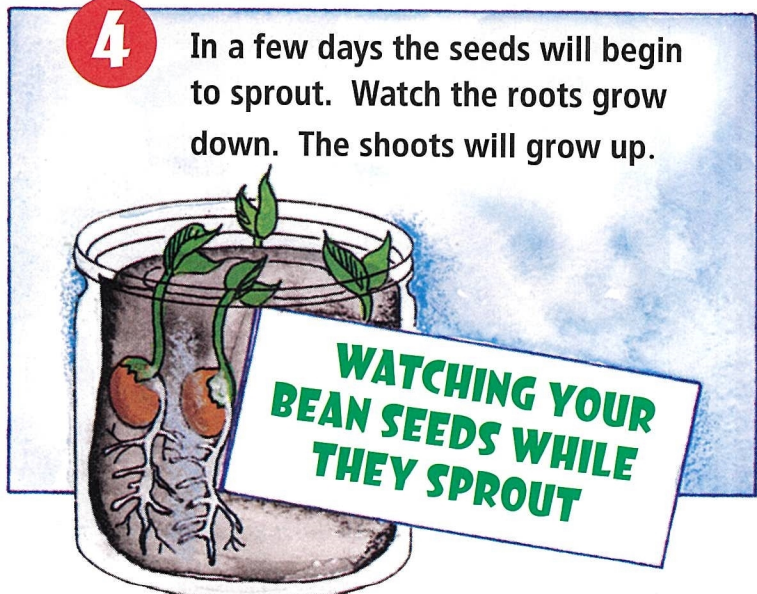
2

Slide the paper into the jar. Fill the jar with water.



3

Wedge the bean seeds between the black paper and the glass. Put the jar in a warm place.



4

In a few days the seeds will begin to sprout. Watch the roots grow down. The shoots will grow up.

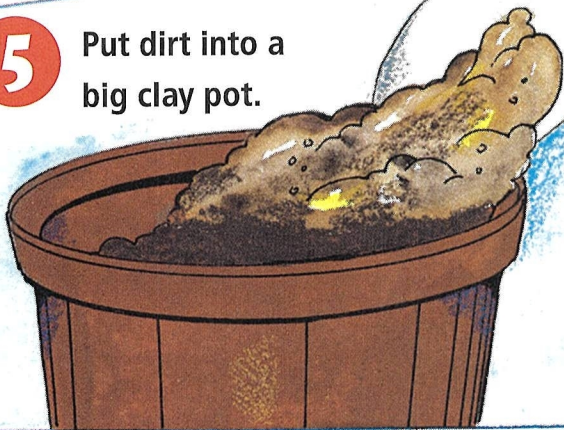
WATCHING YOUR BEAN SEEDS WHILE THEY SPROUT

### ANALYZE THE TEXT

**Cause and Effect** What causes the beans to sprout in the glass container?

## CARING FOR YOUR BEAN PLANTS

- 5** Put dirt into a big clay pot.

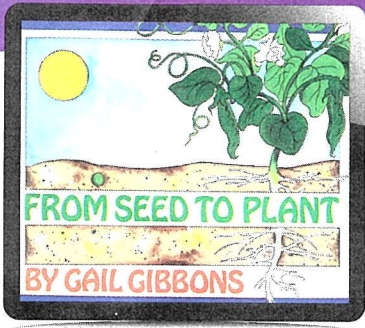


- 7** Water them . . . and watch them grow!



- 6** Carefully remove the small plants from the glass jar. Place them in the soil, covering them up to the base of their shoots.





# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Text and Graphic Features and Cause and Effect. Then read *From Seed to Plant* again. Use what you learn to understand it better.

### Text and Graphic Features

In *From Seed to Plant*, you read about how plants grow. The selection has text and graphic features that can help you understand more about the text. The pictures and diagrams are **graphic features** that help you better understand the topic. The labels on the diagrams are **text features** that show different parts of the diagram.

As you read, use a chart to list text and graphic features. Then list how each makes the text clear.

Text or Graphic Feature	Page Number	Purpose

## Cause and Effect

Sometimes one event makes another happen. For example, sunlight and water fall on a young plant. As a result, it grows. The plant getting sun and water is the **cause**. The plant growing is the **effect**. As you read, think about how one event causes another to happen as a plant grows. Think about why the events must happen in order.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



**How do plants grow and change?** Share your ideas with a partner. Talk about evidence from the text and pictures in *From Seed to Plant*. Think about what the labels and pictures help you understand. Use complete sentences.



### Classroom Conversation

Now talk about these questions with the class.

- 1 What information is found only in the pictures?
- 2 How are the plants that grow in a garden different from the plants that grow in nature? Use text evidence in your answer.
- 3 What are some ways that animals help new plants grow?

## Performance Task

### WRITE ABOUT READING .....



**Response** Think about what a seed needs to grow. How do the soil, water, and sun work together to help the seed begin to grow? Write a few sentences to explain. Include text evidence from the selection's words and pictures in your sentences.



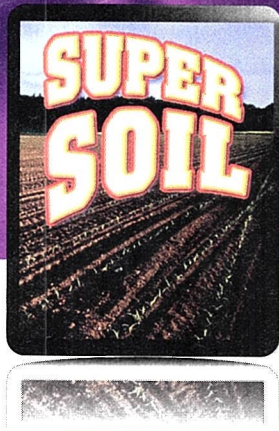
### Writing Tip

Make sure all the verbs in your sentences tell about the same time frame.



## Lesson 25

### INFORMATIONAL TEXT



# SUPER SOIL

#### GENRE

**Informational text** gives facts about a topic. This is a science text.

#### TEXT FOCUS

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

Soil contains many things. When insects, leaves, and twigs die and break down in the soil, they become humus. Tiny bits of broken rock are also found in soil. Soil holds water and air, too. The amount of humus, rock, air, and water in soil differs from place to place.



If someone promised to give you good soil for growing crops, what kind of soil would you be fortunate enough to get? Soil with lots of humus is best for growing crops.

All plants need water. They take water in through roots that grow underneath the ground. They need just the right amount of water for sprouting new growth. Too little water is harmful to plants and may cause drooping leaves.



**Corn is an important crop in the United States. To grow, it needs soil with lots of humus.**



Deserts are places that get little rain. There is not much humus in desert soil either. Most desert plants have shallow roots. The roots spread out just below the ground to catch rain water. Cactus plants store water in their stems. A creosote bush has waxy leaves that do not lose water in the hot sun. These plants grow well in dry desert soil. Many cactus plants have beautiful flowers. After the flowers have blossomed, they produce many tiny seeds.

## Kinds of Soil

### Topsoil

- has a lot of humus
- is dark in color
- is best for plant growth



### Clay Soil

- is made of tiny clay pieces
- is sticky when wet
- is brown, red, or yellow

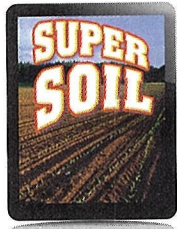
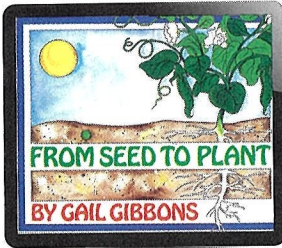


### Sandy Soil

- has a lot of weathered rock
- feels gritty
- is tan or light brown

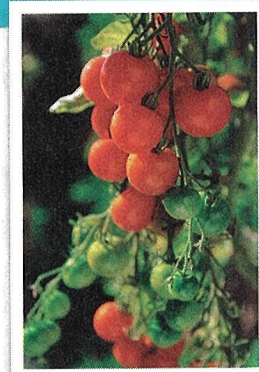


# Compare Texts



## TEXT TO TEXT

**Discuss Text and Graphic Features** With a partner, look at the text features and graphic features in *From Seed to Plant* and *Super Soil*. List the features in each selection and talk about how they are the same and different.



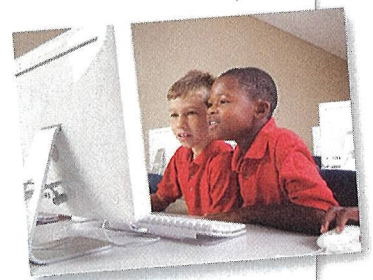
## TEXT TO SELF

**Talk About Gardens** What fruits and vegetables did you see in the pictures in *From Seed to Plant*? What would you like to plant if you had your own garden? Talk about it with a partner.



## TEXT TO WORLD

**Connect to Science** With a small group, research the kinds of plants that grow in your state. Make a poster to show your work and share it with the class.



# Grammar

**More Irregular Action Verbs** The **verbs** *say*, *eat*, *give*, and *take* tell what is happening now. Do not add *-ed* to these verbs to tell what happened in the past. Instead, use *said*, *ate*, *gave*, and *took*.

What Is Happening Now	What Happened in the Past
We <b>say</b> the plant names each day.	We <b>said</b> the plant names yesterday.
I <b>eat</b> beans this summer.	I <b>ate</b> beans last summer.
They always <b>give</b> vegetables to friends.	They <b>gave</b> vegetables to friends last night.
I <b>take</b> apples from a tree.	I <b>took</b> apples from a tree.

## Try This!

**Work with a partner. Write each sentence with the correct verb. Then read each sentence aloud.**

- 1 I (taked, took) a pepper to make soup.
- 2 We (ate, eated) a harvest feast.
- 3 She (gived, gave) me a tour of the garden.
- 4 He (said, sayed) we could pick tomatoes.

When you write, make sure the verbs in your sentences all tell about the same time.

**Incorrect: past, present**



Yesterday, Kiley **looked** out her window.



She **sees** crows eating her corn.

**Correct: past, past**



Yesterday, Kiley **looked** out her window.  
She **saw** crows eating her corn.

**Connect Grammar to Writing**

When you revise your research report, check all the verbs to make sure they tell about the same time.

# Informative Writing



**✓ Elaboration** When you write a **research report**, make sure you write the information and facts in your own words.

Rosa wrote a draft of her research report. Later, she revised her draft to put everything in her own words. She also revised to include a definition for a word that might be new to her readers.

## Revised Draft

Giraffes are wild animals. They live in dry, grassy parts of Africa. **Giraffes are the world's tallest** ~~The giraffe is the tallest mammal animal!~~ ~~on earth.~~ They grow to about 18 feet tall. They have long necks. **Two small horns grow on top of** and spots all over their bodies. **their heads.** Giraffes eat the leaves of **Acacia trees are trees whose** acacia trees. **leaves hold a lot of water.**

## Writing Process Checklist

### Prewrite

### Draft

### ▶ Revise

- Do the details in each paragraph connect to the main idea?
- Did I use facts and include definitions?
- Did I write what I found in my research in my own words?

### Edit

### Publish and Share

# Giraffes

by Rosa Marquez

Giraffes are wild animals. They live in dry, grassy parts of Africa.

Giraffes are the world's tallest animal! They grow to about 18 feet tall. They have long necks and spots all over their bodies. Two small horns grow on top of their heads.

Giraffes eat the leaves of acacia trees. Acacia trees are trees whose leaves hold a lot of water. The water from these leaves helps giraffes go for a long time without drinking. You can visit giraffes in person at most zoos.

## Reading as a Writer

How did adding a definition to her writing help you understand Rosa's report? Where can you add a definition to help your readers?

I revised my report so that all my information was in my own words.

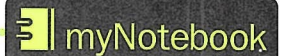




## Write a Response to Literature

**TASK** Look back at *Gloria Who Might Be My Best Friend* and *Half-Chicken*. Think about how the author of each story shows that Julian and Half-Chicken are good friends to others. Write a response to literature for your classmates. In your writing, use examples from the two stories to explain what it means to be a good friend.

### PLAN



**Gather Information** Talk with a partner about *Gloria Who Might Be My Best Friend* and *Half-Chicken*. What makes a good friend? Are Julian and Half-Chicken good friends to others?

Use the tools in your eBook to remember details about Julian and Half-Chicken.

Then list details about each character in a chart.

- What things does Julian do that show he's a good friend?
- What things does Half-Chicken do that show he's a good friend?

Julian	Half-Chicken
• • •	• • •

**Write Your Response Essay** Use the information below to help you organize your essay.

Write your draft in myWriteSmart.

### Main Idea Sentence

Start with a strong topic sentence that explains what you feel it means to be a good friend. This sentence should be interesting and get the reader's attention.



### Details

Tell why Julian and Half-Chicken are good friends to others. Use adjectives to help you tell what each character is like. Support your ideas with examples from each story. Use your chart to help you.



### Conclusion

Give your paragraph a strong conclusion sentence that explains again why you feel Julian and Half-Chicken are good friends to others.

## 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 paragraph have a main idea sentence?
- Do all of my details support the main idea?
- Did I write about things that happened in the stories that show that Julian and Half-Chicken would make a good friend?
- Did I use adjectives to describe what each character is like?

## PRESENT

**Share** Write or type a copy of your essay. Pick a way to share.

- Read your paragraph to your classmates.
- Combine your essay with others to make a class book about friendship.

