

## Unit 5

# Everything Changes

### Unit at a Glance

- ▶ **Language Focus:** Engage in Discussion, Make Comparisons
- ▶ **Reading Strategy:** Visualize
- ▶ **Phonics Focus:** Vowel Sounds and Spellings: *air, are, ear*; Silent consonants: *gn, kn*
- ▶ **Topic:** Changes in Nature

## BIG Question

Why is nature always changing?

ONTARIO, CANADA  
Brother and sister looking at a maple leaf in autumn through magnifying glasses

### Share What You Know



Do It!


- 1 **Draw** a picture of your favorite time of year. Work with a partner.
- 2 **Share** your picture with the class.
- 3 **Place** all of the pictures in order of the seasons. Work with the whole class.



## Engage in Discussion


Listen and read along.


## Day and Night


 I think day is better than night.


 **Why do** you think so?

 Because it is bright.

 I think night is better than day.

 Why do you think so?

 It's hard to say!  
I like planet Mars—  
I love all the stars!

 And I love the Milky Way!  
I guess I like **both** night  
and day.

Words  
to Know

both

do

why

Dialogue 

## Science Vocabulary

## Key Words

The **moon**  
and **stars**  
come out at  
night.



Day **begins**.

The sun moves  
high in the  
sky. **Shadows**  
get short.



What changes  
happen on **Earth**  
every **day**?



The sun  
moves lower  
in the sky.  
Shadows get  
long.



The sun sets.

Day **ends**.  
**Night** begins.



## Talk Together

What do you see during the day? How is it different from what you can see at night?

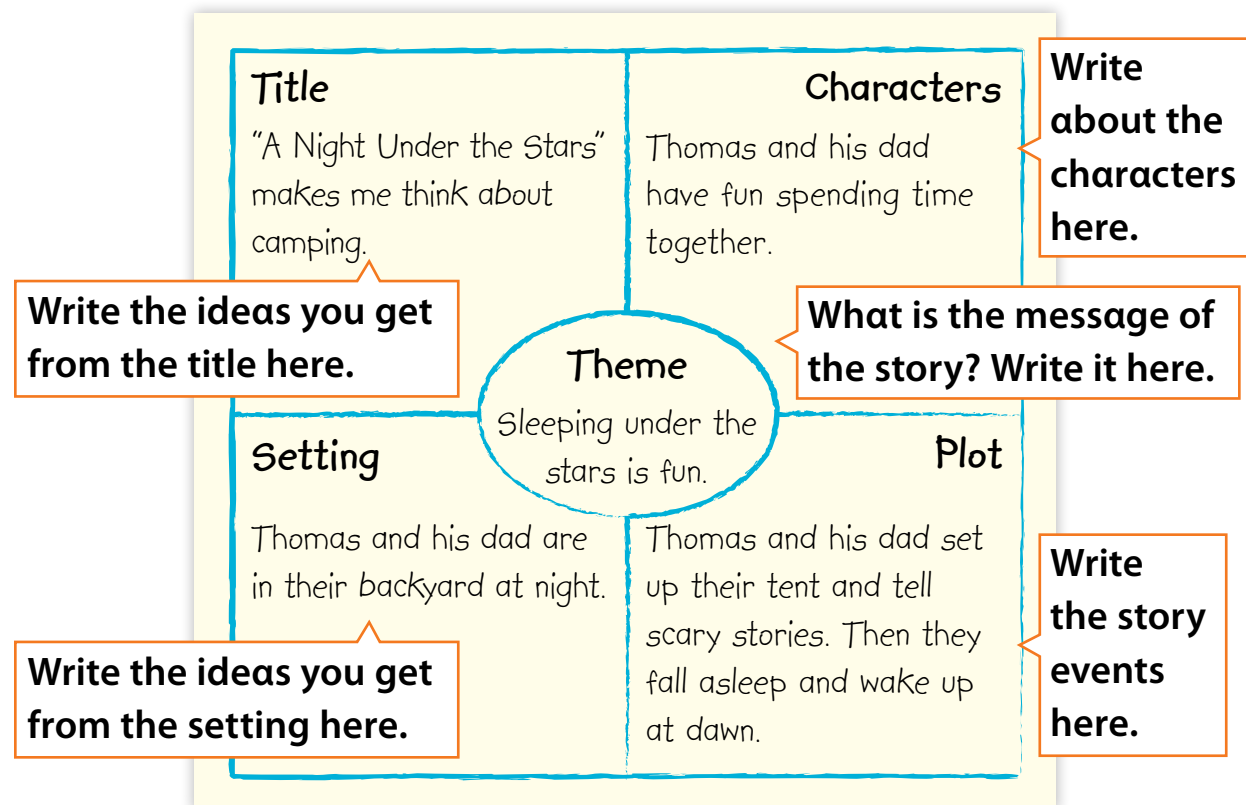
## Theme

The **theme** of a story is its main message. Look for clues about the theme of the story below.

### A Night Under the Stars



Theme Chart



### Talk Together

Tell your partner about your favorite story. Write the details in a theme chart. Work together to find the theme of the story.

## More Key Words

### appear

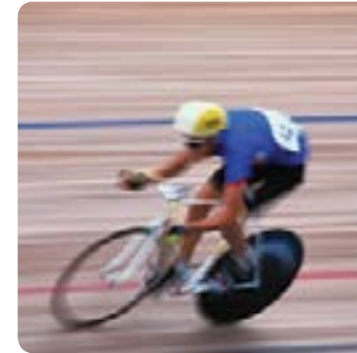
verb



The whale **appears** above the water.

### motion

noun



The man is in **motion**.

### observe

verb



He **observes** the insect.

### pattern

noun



Orange, gray, and blue tiles make a **pattern** on this floor.

### repeat

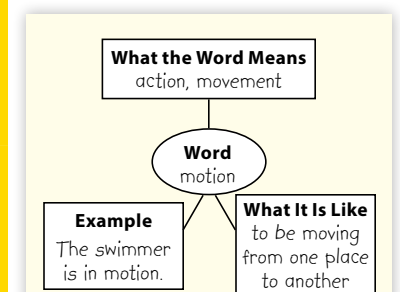
verb



She has to **repeat** what she said because her teacher did not hear her.

### Talk Together

Make an Expanded Meaning Map for each **Key Word**. Compare your maps with a partner's.



## Learn to Visualize

As you read, try to **visualize**, or form pictures in your mind. Look for words that tell how things look, taste, smell, feel, and sound.



Try to **visualize** what Thomas does.

### How to Visualize



1. As you read, look for words that describe how things look, taste, smell, feel, and sound.

I read \_\_\_\_\_.



2. Use the words to create pictures in your mind.




I think it \_\_\_\_\_  
like \_\_\_\_\_.



3. Draw the picture. Show how you see things in your mind.

I draw \_\_\_\_\_.

### Language Frames

-  I read \_\_\_\_\_.
-  I think it \_\_\_\_\_  
like \_\_\_\_\_.
-  I draw \_\_\_\_\_.

### Talk Together

Read Carmen's story. Read the sample visualization. Then use **Language Frames** to tell a partner how you visualized things in the story.

### Story

## Playtime in the Park

My friend Thomas likes to play in the park every **day** after school. He loves to play on the swings. The **motion** of his legs and body make him go really high.

Thomas always notices things. He **observes** how the park changes from spring to summer. As time goes on, he notices a **pattern**.

In spring, tulips **appear** in the green grass. Thomas calls me and asks, "Why are you inside? Don't you want to come out and play?" I run outside. We play tag and hide-and-peek.

In summer, the grass is still green, but the tulips are gone. We try to **repeat** the games we play in spring, but we get too hot. Then we lie in the **shadow** of a large oak tree.

"Is there anything else we can do?" he asks.

"I know," I say. "Let's run through the sprinklers!" Then we play until it is almost **night**.



### Sample Visualization

"I read about Thomas playing on a swing in the park.

I think it feels like the wind is rushing past him as he swings through the air.

I draw a boy smiling as he swings on the swing."

◀ = A good place to visualize

## 🔊 Vowel Sounds and Spellings: *air, are, ear*



chair



hare



bear

### Listen and Learn

🔊 Listen to each group of words. Choose the two words in each group with the vowel sound you hear in the word *air*.

- |          |       |       |
|----------|-------|-------|
| 1. fair  | fur   | flare |
| 2. scare | bear  | bar   |
| 3. hair  | her   | bare  |
| 4. were  | wear  | rare  |
| 5. flair | fly   | flare |
| 6. star  | stare | stair |

### Talk Together

🔊 Listen and read. Find the words with the vowel patterns *air, are, or ear*.

### Over to You

#### The Pattern of Night and Day

The day ends. The sun is low in the sky. Shadows get long. The air feels cool. Twinkling stars appear in the dark sky. The moon rises slowly over the hills. It lights up the ground.

A hare hops along. It feeds on both grasses and plants. A fox stares into the darkness. A pair of mice dare to rush from bush to bush. They have to take care. An owl is looking for food. It will swoop down if it sees motion.

What do other animals do? Bees are quiet in their hives. A bear snores in its den. A mare sleeps in the barn. A dog curls up at the foot of a bed.

Slowly, the moon disappears from the sky. The sun begins to rise. Birds wake up to the new day. This pattern of day and night will repeat over and over.



#### Work with a partner.

Find words with the vowel patterns *air, are, and ear*. Sort the words by their vowel patterns. Then use one of each in a sentence of your own.

◀ Read "The Pattern of Night and Day" with a partner. Practice reading words with the vowel patterns *air, are, or ear*.

## Read a Story

### Genre

**Realistic fiction** is a made-up story that seems like it could really happen.

### Characters

Characters are the people in a story.

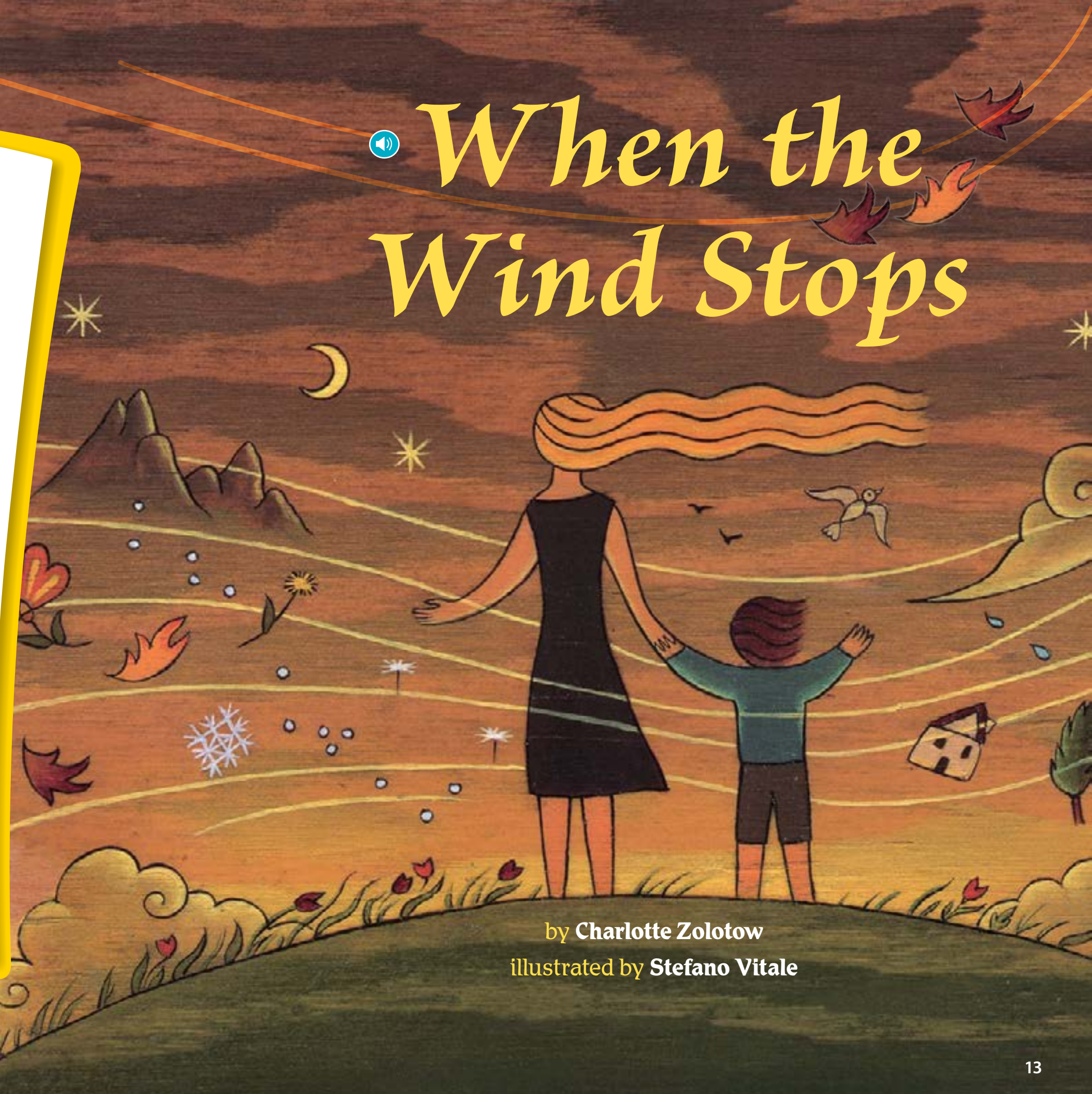


mother



boy

# When the Wind Stops

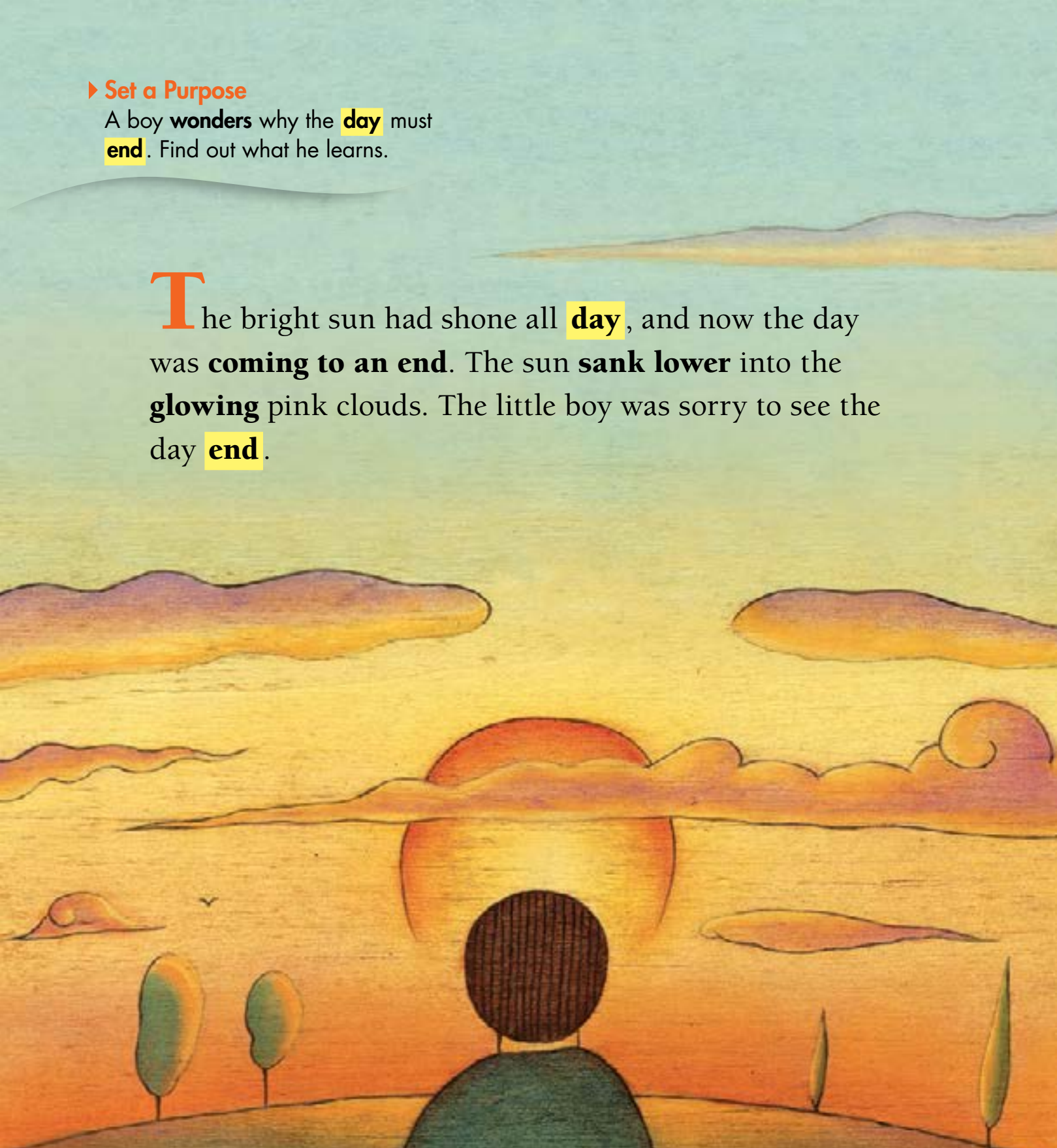


by Charlotte Zolotow  
illustrated by Stefano Vitale

► **Set a Purpose**

A boy **wonders** why the **day** must **end**. Find out what he learns.

**T**he bright sun had shone all **day**, and now the day was **coming to an end**. The sun **sank lower** into the **glowing** pink clouds. The little boy was sorry to see the day **end**.



**wonders** thinks about  
**coming to an end** almost over  
**sank lower** went down  
**glowing** bright



Later, his mother came to say good **night**.  
“Why does the **day** have to **end**?” he asked her.  
“So night can **begin**,” she said. “Look.”  
Through the window, the little boy could see a **pale sliver of moon** in the **darkening sky** behind the branches of the pear tree.

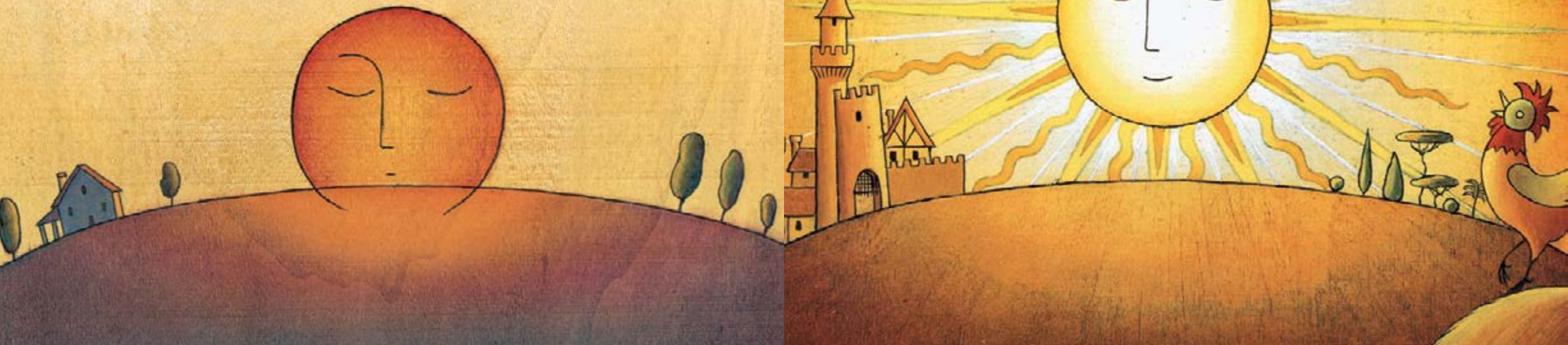
**a pale sliver of moon** some of the moon  
**darkening sky** sky that was getting darker

“But where does the sun go when the **day ends**?” the little boy asked.

“The day **doesn’t** end,” said his mother. “It **begins somewhere else**. The sun will be shining there, when **night** begins here. Nothing ends.”

“Nothing?” the little boy asked.

“Nothing,” his mother said. “It begins in another place or in a different way.”



**doesn't** does not  
**somewhere else** in another  
place

### ► Before You Continue

1. **Explain** What does the boy learn about day and **night**?
2. **Visualize** Picture the boy and his mother talking about the end of the **day**. Where are they? What do you see?



► **Predict**

Look at the pictures. What questions will the little boy ask next?

**T**he little boy lay in bed, and his mother sat beside him.

“Where does the wind go when it stops?” he asked.

“It **blows away** to make the trees **dance** somewhere else.”



**blows away** goes to another place  
**dance** move and shake



“Where does the **dandelion fluff** go when it blows away?”

“It carries the seeds of new dandelions to someone’s **lawn.**”

“Where does the mountain go after the top?”

“It goes down to where it becomes the **valley.**”

**dandelion fluff** soft, white part of a dandelion flower ►

**lawn** grass

**valley** low place between the mountains





“Where does the rain go when a storm **is over**?”  
“It goes into clouds to make other storms.”

is over **ends**



“Where do clouds go when they move across the sky?”  
“They go to **make shade** somewhere else.”

make shade make **shadows**

► **Before You Continue**

1. **Confirm Prediction** What did the boy ask? Was your prediction correct?
2. **Visualize** Think about trees “dancing.” What else do you see, hear, and feel when you read about the wind blowing?

► **Predict**

Look at the pictures. What part of nature will the boy learn about next?

“**W**hat about the leaves when they **turn color and fall?**”

“They go into the ground to become part of new trees with new leaves.”

**turn color and fall** change colors and fall off the trees



“But when the leaves fall, that is the end of something!” the little boy said. “It is the end of autumn.”

“Yes,” his mother said. “The end of autumn is when the winter **begins.**”

“And the end of winter . . . ?” the little boy asked.  
“The end of winter, when the snow **melts** and birds come back, is the beginning of spring,” his mother said.  
The little boy smiled.



**melts** turns into water



“It really does go on and on,” he said. “Nothing **ends**.”

He looked out at the sky. The sun was gone completely and the **lovely** pink clouds had **disappeared**. The sky was dark and purple-black, and high above the branches of the pear tree shone a thin **moon**.

**lovely** pretty  
**disappeared** gone; left



“Today is over,” his mother said, “and it’s time for sleep. Tomorrow morning, when you wake, the **moon** will be **beginning** a **night** far away, and the sun will be here to begin a new **day**.” ❖

#### ► Before You Continue

1. **Confirm Prediction** What does the boy learn about nature? Was your prediction correct?
2. **Character** How does the boy feel about what he has learned? How can you tell?

## Meet the Author

# Charlotte Zolotow

AWARD  
WINNER

CHARLOTTE ZOLOTOW (1915–2013) was the author of over 70 picture books for children and a lifelong champion of honest, true-to-life literature for young readers. Zolotow’s work offered even the youngest children a realistic but compassionate view of topics like anger, envy and death. Her long and distinguished career as a writer and an editor was based on expressing her sense of what the experience of childhood was like, from the child’s point of view. She said, “I remember actually thinking, when I was a child, that I would remember things that had happened, things that seem important to me but seemed to go unnoticed by the adults around me.”

### Writing Tip

Charlotte Zolotow used details such as “lovely pink clouds” and “purple-black” sky to help you see and feel what is happening in the story. Write your own sentence about nature. Be sure to use a lot of details!

## Talk About It

1. Name one thing in the story that is **realistic**. Read that part of the story aloud and then talk about it.

\_\_\_\_\_ could happen in real life.

2. The boy's mother says, "Nothing **ends**." What does she mean? **Discuss** your ideas with a partner.

I think \_\_\_\_\_ because \_\_\_\_\_.

I don't think \_\_\_\_\_ because \_\_\_\_\_.

3. Pretend you are the boy. What do you see from your window before you go to bed? Use words and pictures from the story to create a picture in your mind. Tell a partner what you see, hear, and smell.

I see \_\_\_\_\_.

I hear \_\_\_\_\_.

I smell \_\_\_\_\_.



## Write About It

Find your favorite part of the story. Write a sentence telling why you like the part. Tell how it makes you feel.

Today we read \_\_\_\_\_.

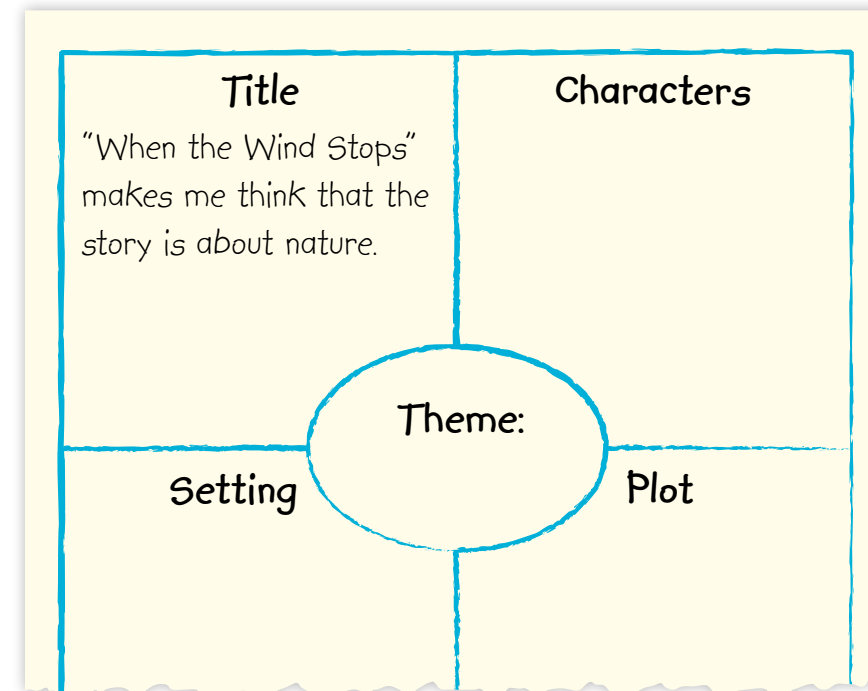
I like \_\_\_\_\_ because \_\_\_\_\_.

It makes me feel \_\_\_\_\_.

## Theme

What is the theme of "When the Wind Stops"?

### Theme Chart



Now use your theme chart. Tell your partner about the theme of "When the Wind Stops."

The theme of the story is \_\_\_\_\_.

## Fluency

Practice reading with the correct expression.

Rate your reading.

## Antonyms

**Antonyms** are words with opposite meanings. Look at the pictures below. Read the antonyms. Then compare their meanings.



**begin**: When something starts, it **begins**.

**Day begins** at sunrise.



**end**: When something stops, it **ends**.

**Day ends** at sunset.

### Try It Together

Read the passage from "When the Wind Stops." Then answer the questions.

Later, his mother came to say good night. "Why does the **day** have to **end**?" he asked her. "So night can begin," she said. "Look."

1. Find an antonym for **day**. Use it in a sentence.
2. Find an antonym for **end**. Use it in a sentence.



# Day and Night

by Glen Phelan



▲ Earth spins on an imaginary line. It is called an axis. This diagram shows how.

**planet** world  
**stand still** not move  
**imaginary** pretend

**Making Connections** Now read this article to find out why some changes in nature happen.

**Genre** A **science article** is nonfiction. It can tell how something in nature works. It might also have an **experiment** you can try to see how things work.

## Around and Around

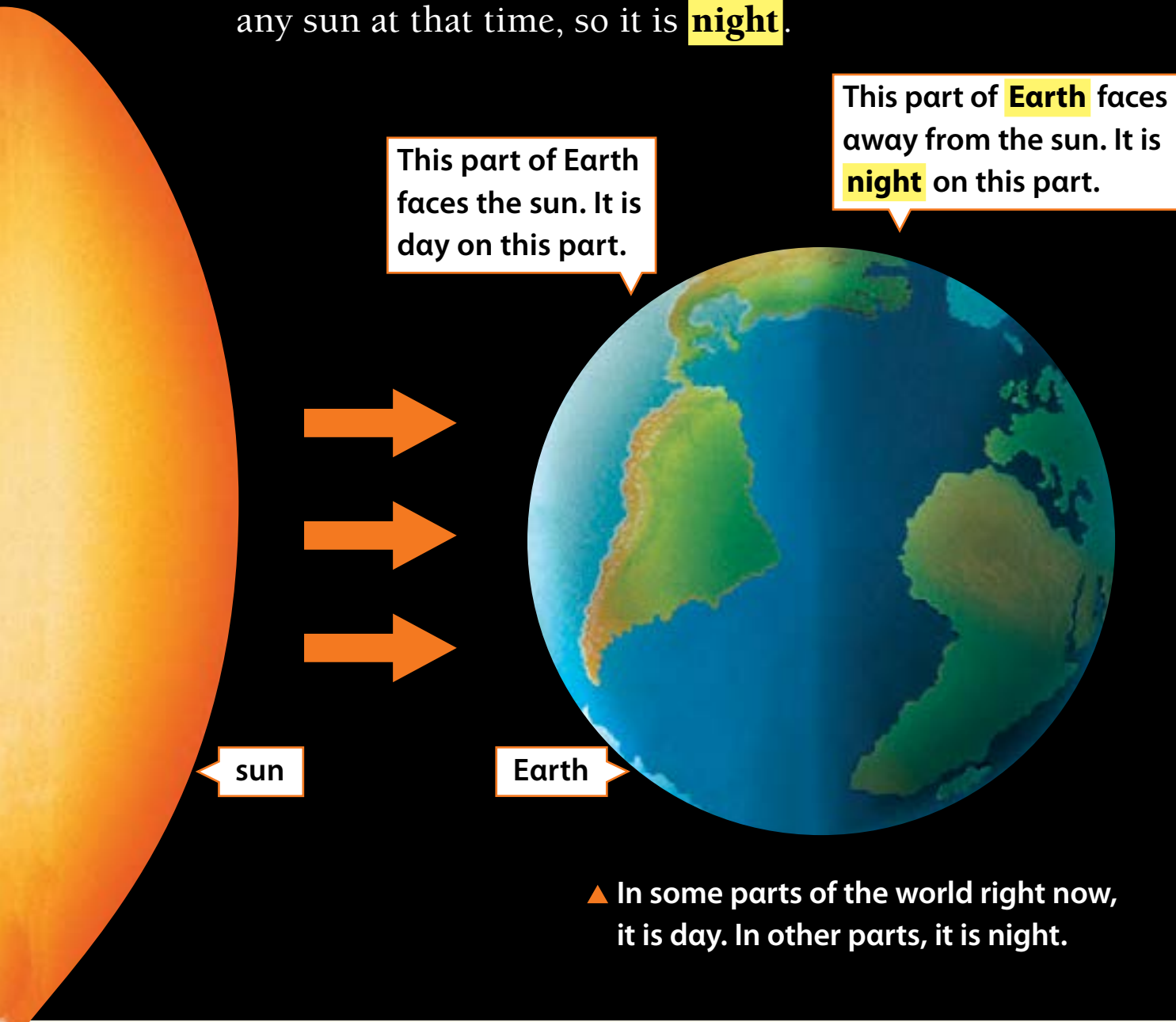
The **planet** we live on seems to **stand still**, yet **Earth** is always moving. It rotates, or spins, around and around. You cannot feel Earth rotate because you are moving along with it.

### Before You Continue

1. **Use Text Features** How does the diagram help you understand the way **Earth** spins?
2. **Clarify** Why does it seem like Earth is standing still even though the planet is really moving?

## Earth and the Sun

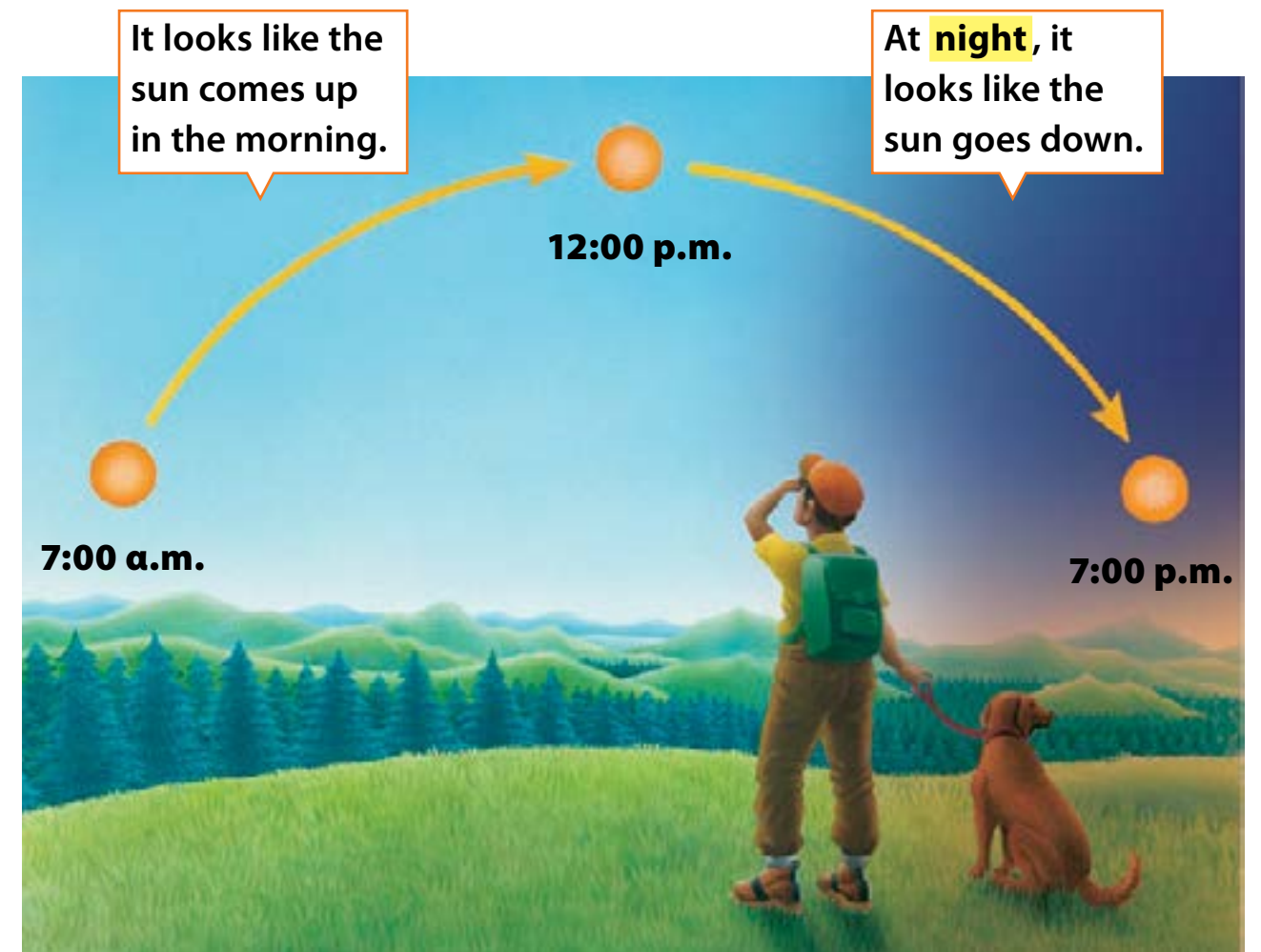
Because **Earth** spins, only one part can **face** the sun at a time. When the sun reaches the part facing it, it makes day. The other part of Earth **doesn't** get any sun at that time, so it is **night**.



**face** turn toward  
**doesn't** does not

## Sunrise and Sunset

From **Earth**, it looks like the sun moves across the sky. But the sun does not move. Earth moves. When Earth starts to face the sun, the sun looks like it **rises** into the sky. When Earth starts to turn away from the sun, the sun looks like it goes down.



▲ As **Earth** spins, it looks like the sun moves across the sky.

**Sunrise** When the Sun Comes Up  
**Sunset** When the Sun Goes Down  
**rises** goes up

### ► Before You Continue

1. **Visualize** Point to a spot on land in the diagram. Move your finger up. Describe how the sky looks at that time.
2. **Explain** Why does it look like the sun is moving down in the sky at sunset?



## From Day to Night: An Experiment

Try this experiment to see how day turns to **night**.

You will need:

- a partner
- a flashlight
- a ball

1. PARTNER 1 holds the ball.
2. PARTNER 2 shines the flashlight on the ball.
3. PARTNER 2 asks someone to turn off the classroom lights.
4. PARTNER 1 slowly rotates the ball as PARTNER 2 shines the light on it.



PARTNER 1

PARTNER 2

## What Happens?

Light shines on different parts of the ball as it turns. Now pretend the ball is **Earth** and the flashlight is the sun. When one part of Earth faces the sun, it is daytime. When it turns away from the sun, it is **night**. So when day **begins** on your side of the world, night begins for someone on the other side! ❖



In China, it is **night**. But in the United States, it is day.

### ► Before You Continue

1. **Clarify** How does the experiment help you understand day and night?
2. **Use Text Features** What helps you know what to do in the experiment?

## Compare Author's Purpose

The authors of "When the Wind Stops" and "Day and Night" both had more than one reason for writing. **Compare and explain their purposes** to complete the chart.

Comparison Chart

Charlotte Zolotow	Glen Phelan
<ul style="list-style-type: none"> <li>• to tell about patterns in nature</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• to explain how day becomes night</li> <li>•</li> <li>•</li> </ul>

Write more reasons for writing from "When the Wind Stops" here.

Write more reasons for writing from "Day and Night" here.


### Talk Together

What is another **pattern** from the world of nature? Draw a series of pictures to show one of the cycles in nature. Explain your pictures to the class. Use **Key Words**.

## Kinds of Sentences

A group of words that tells a complete thought is a sentence. There are four **different kinds of sentences**.

### Grammar Rules Kinds of Sentences

<ul style="list-style-type: none"> <li>• A <b>statement</b> tells something. It ends with a <b>period</b>.</li> </ul>	It is morning. The day is just beginning.
<ul style="list-style-type: none"> <li>• A <b>question</b> asks something. It ends with a <b>question mark</b>.</li> </ul>	Where did the moon and stars go?
<ul style="list-style-type: none"> <li>• An <b>exclamation</b> shows strong feeling. It ends with an <b>exclamation mark</b>.</li> </ul>	What a great day! 
<ul style="list-style-type: none"> <li>• A <b>command</b> tells someone to do something. It ends with a <b>period</b>.</li> </ul>	Make your bed, please.

### Read Kinds of Sentences

Read this passage. Find two different kinds of sentences. Then make up your own sentence.

The little boy lay in bed, and his mother sat beside him. "Where does the wind go when it stops?" he asked. "It blows away to make the trees dance somewhere else."

### Write Kinds of Sentences

Pretend you are looking out a window at the world. Write two different kinds of sentences about what you see. Read your sentences to a partner.

## Make Comparisons

Listen and sing.

Words  
to Know

and

but

different

have

### Autumn and Winter

Song  

Both autumn **and** winter **have** weather that's colder than summer and spring, when warm days are long. In autumn it's chilly, **but** in winter it's snowy. In fall, leaves are falling. In winter, they're gone.

I love fall and winter because they are **different**. In winter we sled, but in autumn, we run. Both autumn and winter have one thing in common: Both seasons are favorites for all kinds of fun.

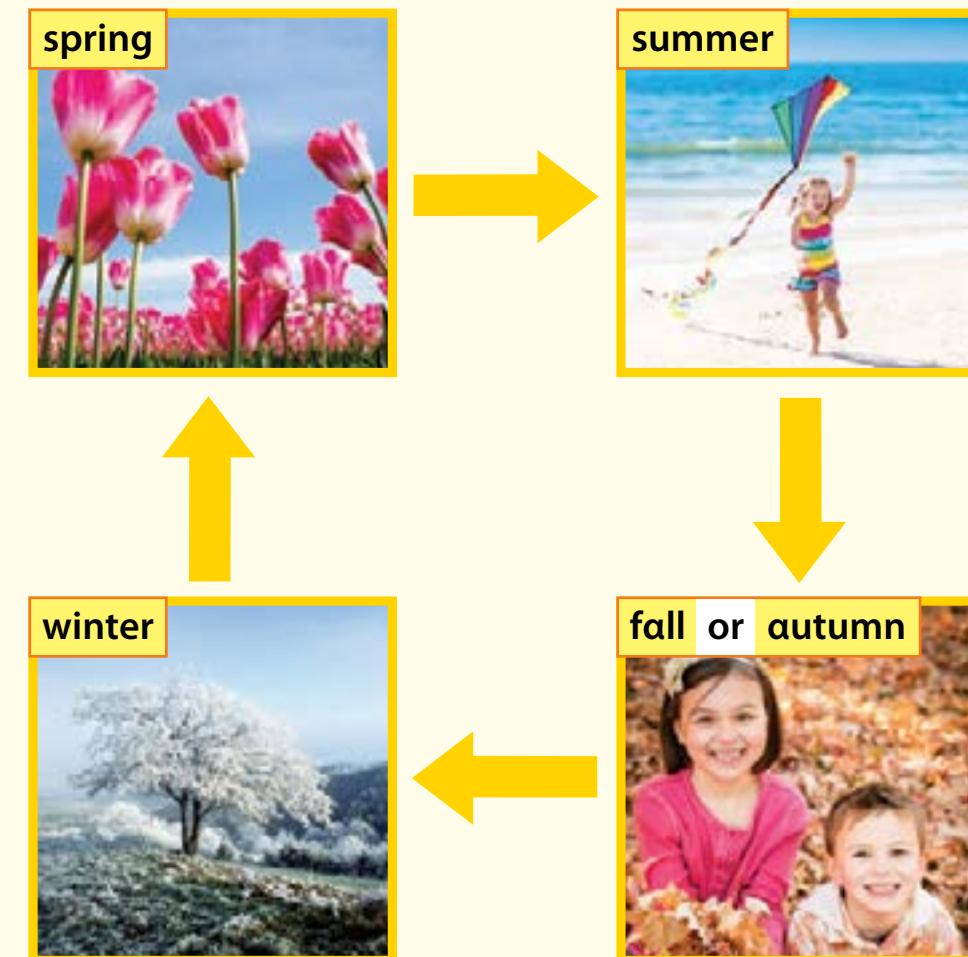
Tune: "Cockles and Mussels"



## Science Vocabulary

### Key Words

**Weather** and temperature change with the **seasons**.







### Talk Together

Look at the photos. What happens in each season? What changes with each season?

## Compare and Contrast

To **compare**, look for how things are alike. To **contrast**, look for how things are different. Compare and contrast the animals below.

### Comparison Chart

	Summer	Winter
Brown Bears		
Wolves		

Write or show facts about the animals here.

Look for how the animals are alike and different.

### Talk Together

With your partner, choose two picture cards. Talk about what is the same and what is different. Together, fill in a comparison chart.



## Academic Vocabulary

### More Key Words

#### affect

verb



The hot sun **affects** ice cream. It makes ice cream melt.

#### explain

verb



She **explains** the math problem to her student.

#### happen

verb



They watch what **happens** in the game.

#### measure

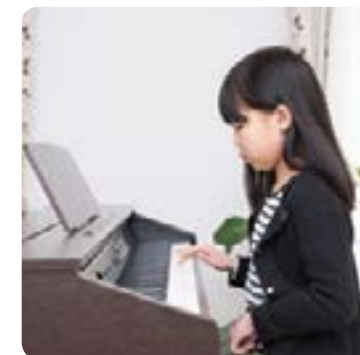
verb



He **measures** the doorway to see how big it is.

#### reason

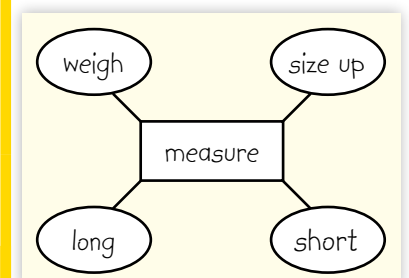
noun



Hard work and practice are the **reasons** she is a good musician.

### Talk Together

Make a Word Web of examples for each **Key Word**. Compare your webs with a partner's.



## Learn to Visualize

As you read, try to **visualize**, or form pictures in your mind.

I love autumn. I hike in the woods. I see red, yellow, and orange leaves on the trees.



I love summer. We swim at a white sandy beach. The ocean is green and blue.



Try to **visualize** what Abby and Leon are talking about.

### How to Visualize



1. As you read, look for words that describe how things look, sound, smell, taste, and feel.

I read \_\_\_\_\_.



2. Use the words to create pictures in your mind.




I see \_\_\_\_\_.



3. Draw the picture. Ask yourself: *How does this help me understand what I read?*

I draw \_\_\_\_\_ . Now I understand \_\_\_\_\_ .

### Language Frames

-  I read \_\_\_\_\_ .
-  I see \_\_\_\_\_ .
-  I draw \_\_\_\_\_ .
- Now I understand \_\_\_\_\_ .

### Talk Together

Read the letter that Leon writes to Abby. Read the sample visualization. Then use **Language Frames** to tell a partner how you visualized things in the letter.

#### Letter

July 15, 2019

Dear Abby,

The **reason** I am writing is to tell you about my vacation. We are staying in the same beach town we stayed in last **winter**, but it is very different in **summer**. Let me **explain**. On summer mornings, crowds of people flock to the beach to swim. When that **happens**, it's hard to find room to put down a towel!

In winter, clouds often block the sun. The sky is not blue. It is gray. This **affects** the number of tourists who come to the beach. I think the beach looks prettier when there are just a few people.

The two **seasons** at the beach are alike in one way. During both seasons, we buy food at the local market and have fresh fish to cook and eat. I like both seasons at the beach. I wish you were here in summer!

Your friend,  
Leon



#### Sample Visualization

"I read about Leon's vacation at the beach.

I see a sunny, crowded beach.

I draw a white beach crowded with swimmers. Now I understand why it is hard for Leon to find a place to put his towel."

◀ = A good place to visualize

## Silent Consonants: gn, kn



gnome



knee

### Listen and Learn

Listen to each sentence. Choose the word with the silent letter *g* or *k* that best completes the sentence.

1. The \_\_\_\_\_ told us to stop.      2. He is able to tie a strong \_\_\_\_\_.



- know
- sign
- knock

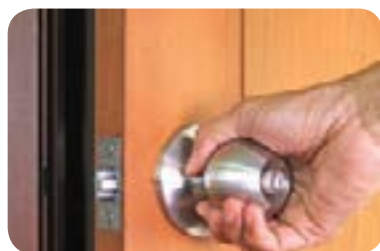


- knife
- gnat
- knot

3. The paper has pretty \_\_\_\_\_.      4. Turn the \_\_\_\_\_ and open the door.



- knits
- signs
- designs



- knob
- kneel
- knew

### Talk Together

Listen and read. Find the words with silent letters *g* or *k*.

### Over to You

#### Which Season Is Best?

Which season do you like best? Do you know? In summer, it's nice and warm. Everything is green. You can go swimming. You can play in the park. But maybe you live where it gets really hot. Maybe you don't like all that heat. Then you might like a different season.

In some places, snow can cover your yard in winter. People can ski and ice-skate. That's fun. But winter can get very cold. A cold wind can feel like the cut of a knife. Other places get a lot of rain in winter. All that rain or snow might make you gnash your teeth. In that case, you might like spring or autumn. They are not too hot or too cold. Spring means new buds on trees. It means cute birds in nests. Falling leaves are a sign that it's autumn.

Weather can affect your mood. Do you know which season makes you feel the happiest?

#### Work with a partner.

Find the words with silent *g* or silent *k*. Take turns using the words in oral sentences.

Read "Which Season Is Best?" with a partner. Practice reading words with silent letters *g* and *k*.

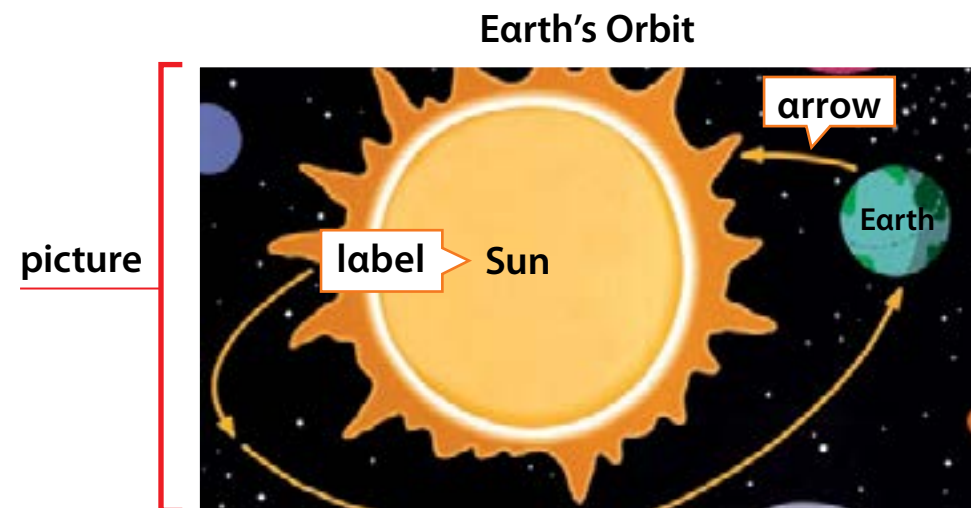
## Read a Poem

### Genre

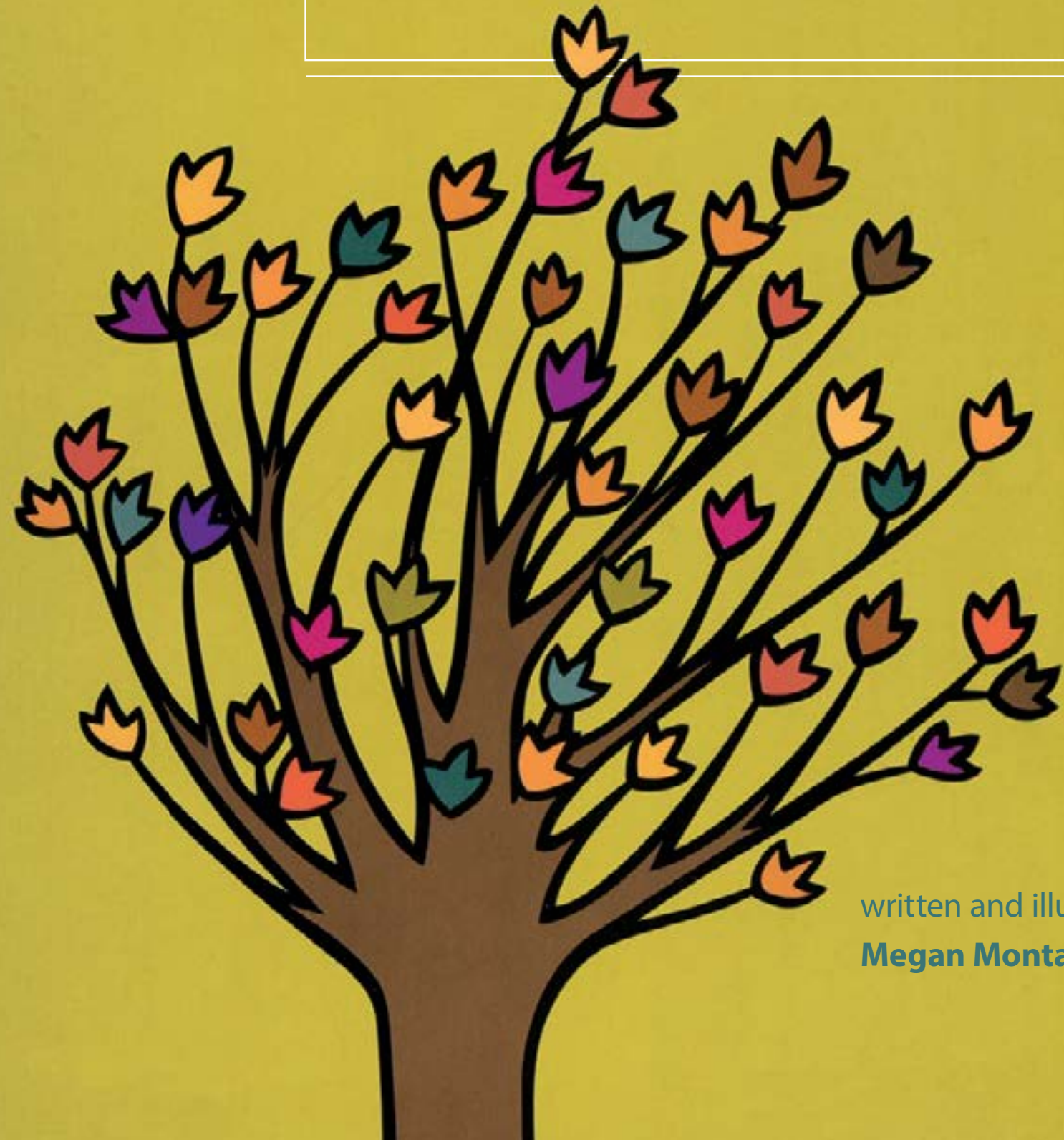
A **poem** uses words in a special way to tell about ideas. This poem gives facts about the seasons.

### Text Features

A **diagram** uses pictures, arrows, and labels to show how something works.



## What Makes the Seasons?



written and illustrated by  
**Megan Montague Cash**

► **Set a Purpose**

Find out what **happens** when the **seasons** change.



The day began with sprinkling rain  
**tapping at the windowpane.**

Rain has turned the sky to gray.

Our snowman friend has gone away.

Fresh green leaves are peeking out.

What makes this their time to **sprout**?

**tapping at the windowpane** hitting against  
the window  
**sprout** begin to grow

**Spring's mild weather** wakes the seeds,  
bringing **showers** each seed needs.

Spring was here but couldn't stay.

Spring left on a **summer** day.



**mild** warm and wet  
**wakes the seeds** gets the seeds ready to grow  
**showers** rain





Plants that once were **hardly there**  
now have flowers everywhere.

Each tree and weed and lima bean  
shows its favorite **shade** of green.

**hardly there** very small  
**shade** kind



**what's the reason** why do the  
plants grow tall

### ► Before You Continue

1. **Details** What **happens** in **spring**?  
What happens in **summer**? How can  
you **measure** the changes?
2. **Visualize** Look at the pictures. Tell how  
summer feels, looks, and smells.

► **Predict**

What will **happen** when the **summer** is over?



But when the **summer** days are done,  
the **autumn** days have just begun.

The sun **grows dim**, the wind blows cold.

Green leaves turn to red and gold.

The colored leaves **dance all around**.

But why do leaves fall to the ground?

**grows dim** is not as bright  
**dance all around** move in  
the wind

In all the leaves on all the trees  
are **teeny tree food factories**.

Leaves use sun to make the food.

When there's less sun, leaves **come unglued**.



**teeny tree food factories** small parts that  
make food for the tree  
**come unglued** fall from the tree



The **weather** brought a change last night.

**Winter** turned the world to white.

Puffy flakes swirled high and low.

Snow makes **flurries**. What makes snow?

In chilly clouds the raindrops **freeze**.

**It's one of winter's recipes.**

**flurries** snowflakes that blow around in the wind

**freeze** turn cold and hard

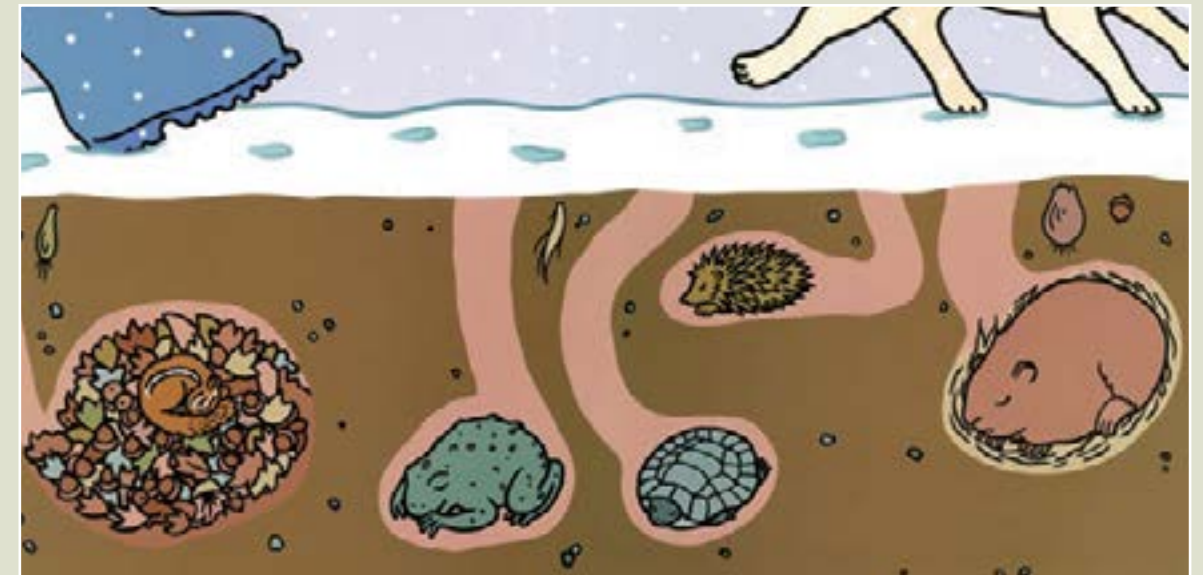
**It's one of winter's recipes.** It is something that **happens** in **winter**.

**Winter** is a time for sleep.

Trees are resting. Seeds will keep.

Many **creatures** sleep and wait.

**Winter's** time to **hibernate**.



**creatures** animals and insects

**Winter's** Winter is

**hibernate** sleep until **spring** comes again

### ► Before You Continue

1. **Confirm Prediction** What **happens** in the poem when **summer** is over? Was your prediction correct?
2. **Visualize** Think about the snowflakes. Which words in the poem help you picture and feel them?

► **Predict**

Look at the diagram below. What causes the seasons to change?

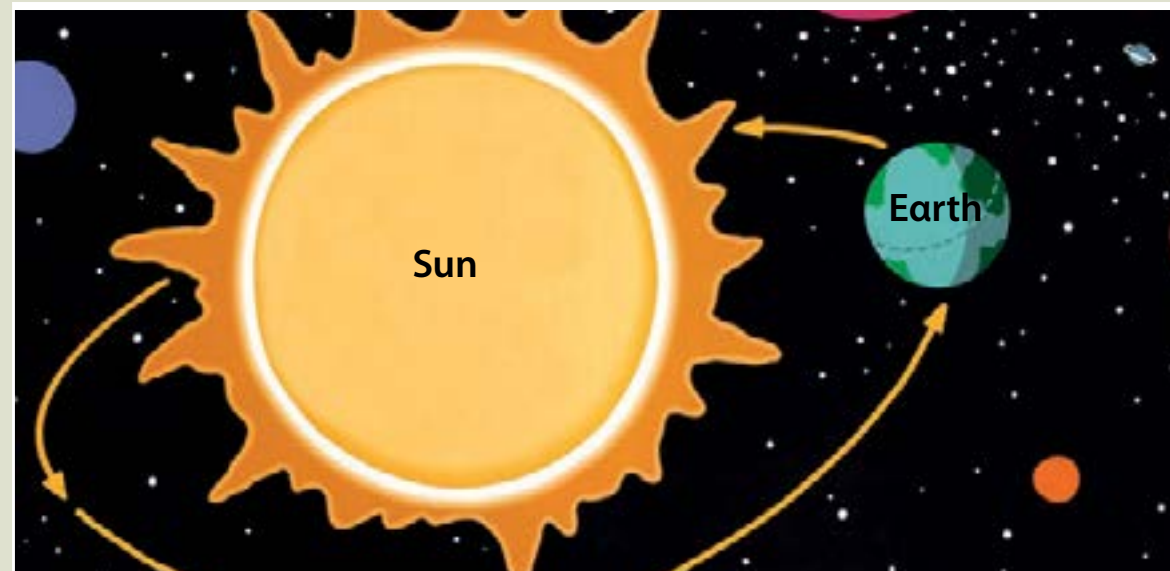
But what **controls** the **season's** change?

And what makes **weather** rearrange?

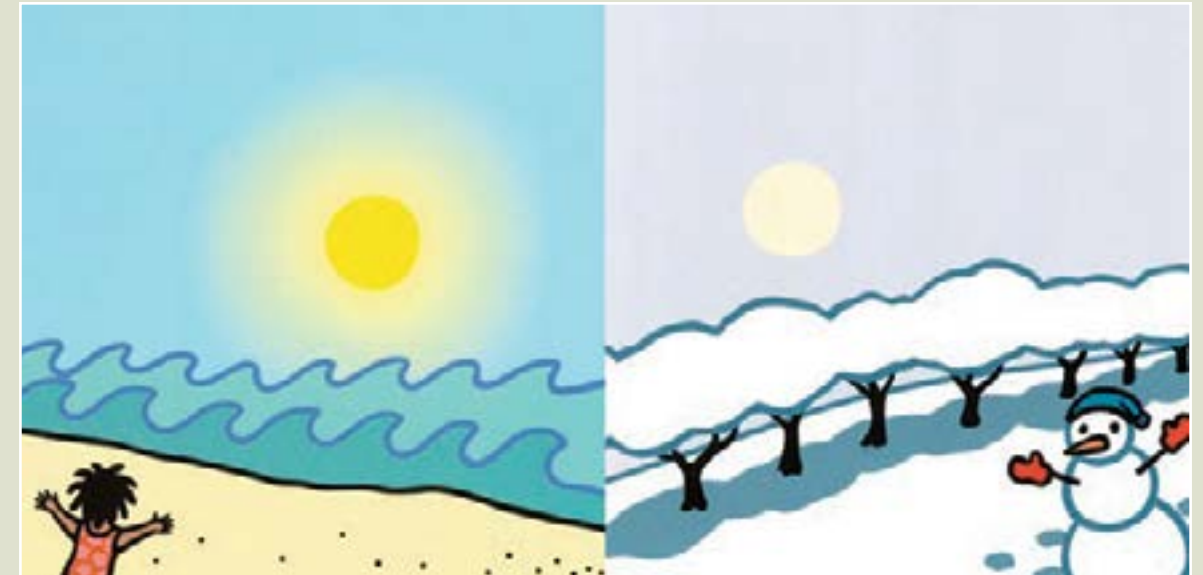
Earth's yearly trip around the sun

**affects** the seasons one by one.

Earth's Orbit



▲ Earth takes a whole year to move around the sun.



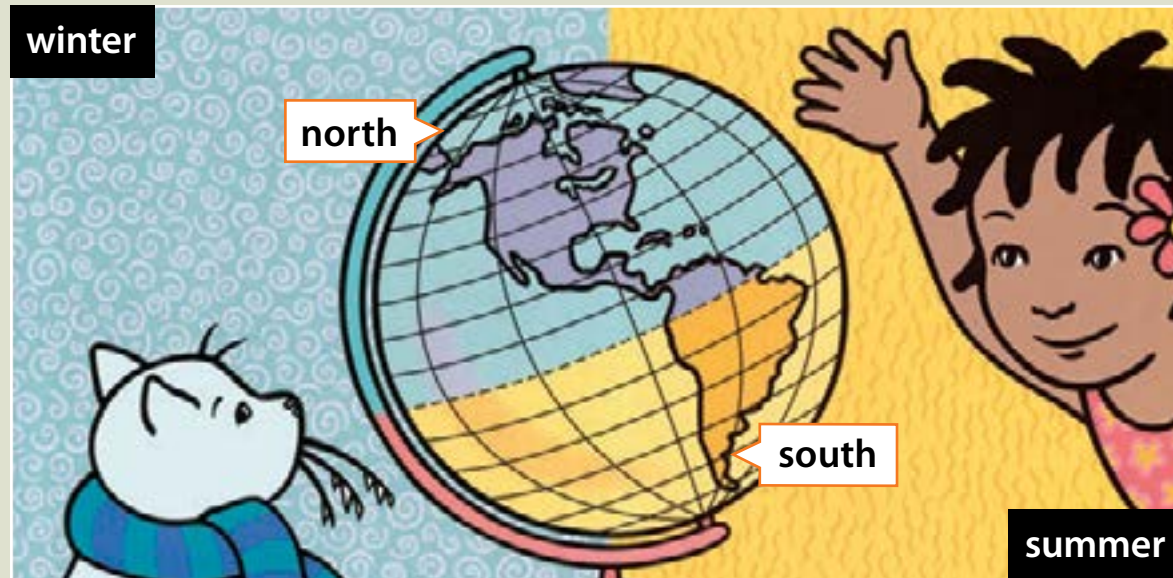
In **summer** when the days are long the sun shines down both hot and strong.

While **winter** has the shortest days — less time for Earth to get **warm rays**.

**controls** makes; causes  
**rearrange** change from **season** to season  
**Orbit** Path Around the Sun

**warm rays** sunshine

## Earth's Hemispheres



But when you have a **summer** day,  
it's **winter** half the world away.

If summer **blossoms** open wide,  
it's winter on Earth's other side.

**Earth's Hemispheres** The Two Main  
Parts of Earth  
**half the world away** on the other  
side of Earth  
**blossoms** flowers

**Seasons** change four times a year.

When each one ends, **the next one's here**.

Enjoying changes one by one  
makes the seasons so much fun. ❖



**the next one's here** another  
**season** begins

### ► Before You Continue

1. **Confirm Prediction** What causes the seasons to change?
2. **Make Comparisons** Find words in the poem about how **summer** and **winter** are different. Describe each season to a partner.

## Talk About It

1. **Poems** use words in an interesting way. Find your favorite lines in the poem. What do you find interesting about them?

I like it when the author says, "\_\_\_\_\_."  
It is interesting because \_\_\_\_\_.

2. **Compare** the **weather** in **spring** and **summer**. How is it alike? How is it different? Give examples from the text.

Spring and summer are alike because \_\_\_\_\_.  
They are different because spring weather is \_\_\_\_\_, but  
summer weather is \_\_\_\_\_.

3. Tell about a **season**. Use words from the poem to help a partner picture it. Have a partner guess the season.

In this season, I see \_\_\_\_\_. I hear \_\_\_\_\_.  
The season is \_\_\_\_\_.



## Write About It

Work with a partner to write a poem about your favorite season. Tell how the season looks, sounds, feels, smells, and tastes.

**Autumn** looks \_\_\_\_\_.

It sounds \_\_\_\_\_.

It smells \_\_\_\_\_.

## Compare and Contrast

Think about the ideas in "What Makes the Seasons?" How are the **seasons** alike? How are they different?

### Comparison Chart

	Spring	Summer	Fall	Winter
Leaves	sprout			
Raindrops	fall			
Snow	melts			
Days	get longer			

Now use your comparison chart. Tell your partner how the seasons are alike and different in "What Makes the Seasons?"

Spring and summer are alike because \_\_\_\_\_.  
Winter and spring are different because \_\_\_\_\_.

## Fluency

Practice reading with the correct intonation. Rate your reading.

## Multiple-Meaning Words

Some words have **more than one meaning**. You can use other words near the word to figure out the right meaning.

**Fall** is a multiple-meaning word. Look at these examples.



In the **fall**, the leaves change colors.

**Meaning:** the season before winter



Be careful not to **fall**!

**Meaning:** to trip or slip

### Try It Together

Read this passage. Then answer the questions.

In the **spring**, my family always plants a garden. First, we put the seeds in the ground. After a while, new plants **spring** up from the dirt!

1. What does **spring** mean in the first sentence?
2. What does **spring** mean in the third sentence: "a season" or "grow quickly"?



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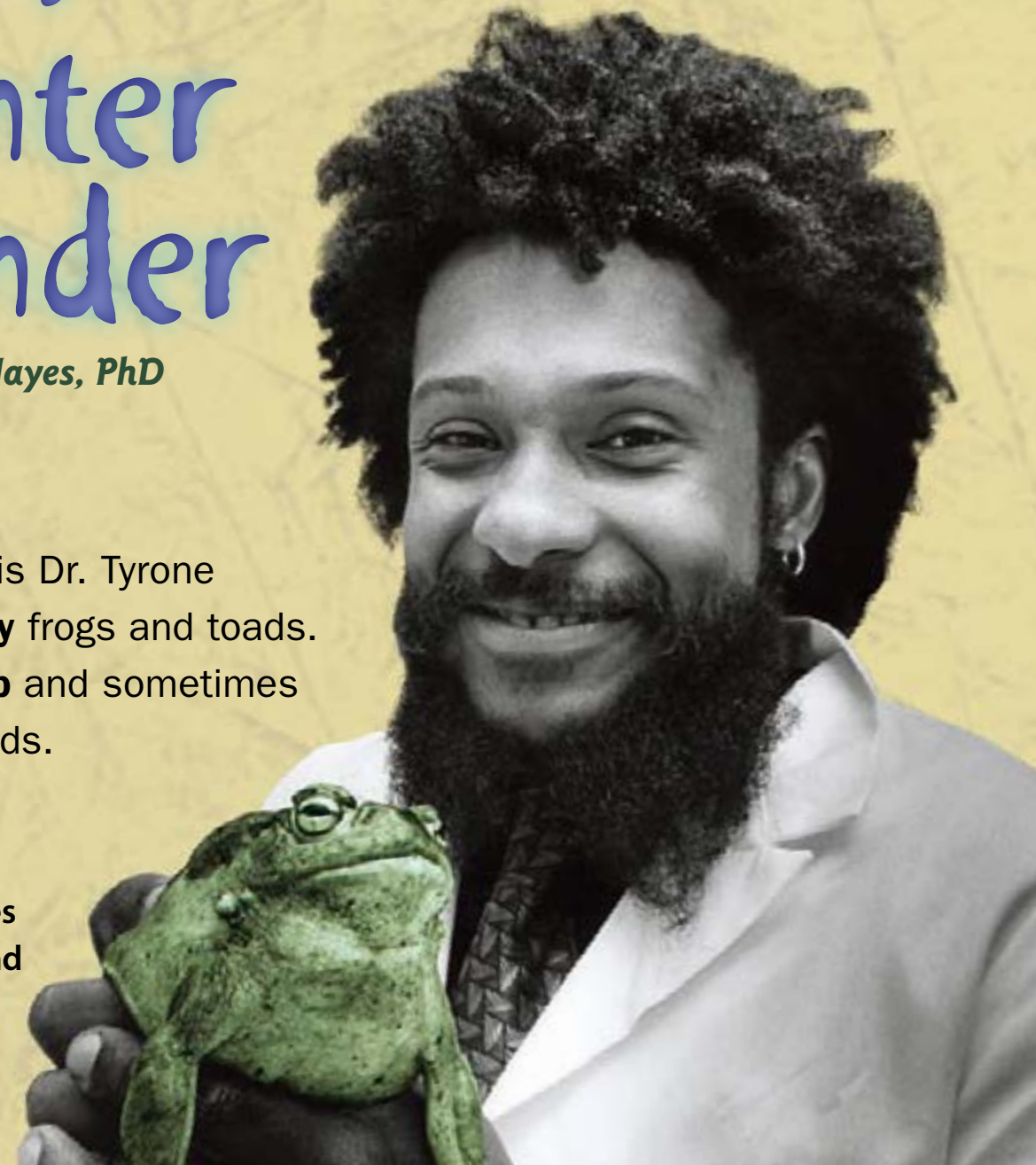


# A Winter Wonder

by Tyrone Hayes, PhD

Hi! My name is Dr. Tyrone Hayes. I **study** frogs and toads. I work in a **lab** and sometimes in muddy ponds.

Dr. Tyrone Hayes studies frogs and toads. ▶



**Making Connections** Read about an amazing change that **happens** to some frogs each **winter**.

**Genre** A **science article** is nonfiction. It can **explain** something about nature.

**study** learn about  
**lab** special room where scientists work ▶



### ▶ Before You Continue

1. **Visualize** What do you think Dr. Hayes feels, smells, and hears when he is at work?
2. **Make Inferences** How do you think Dr. Hayes feels about his work? **Explain**.

We know that **weather** changes with each **season**. Did you know that some frogs change with the seasons, too?

**Winter** can be a hard season for frogs. It's so cold that many ponds **freeze**. Insects that frogs eat can be hard to find, too.

But winter is no problem for the North American wood frog! It has **an unusual** way to survive the **harsh** winter. Each winter, the wood frog lets its body freeze. Then it sleeps all winter long.

In the cold winter, many ponds freeze.



▲ A North American wood frog freezes each **winter**.

**freeze** turn to hard ice  
**an unusual** a very different  
**harsh** long and cold

Soon the warm **spring** comes. That's when the frog wakes up! **Its body thaws**. Then it hops away until **winter** comes again.

This **unique** frog is **truly amazing**! ❖

In the **spring**, the wood frog wakes up again. ▶



In the warm spring, ponds are filled with life.

**Its body thaws.** The ice on its body melts.  
**unique** special  
**truly amazing** very surprising

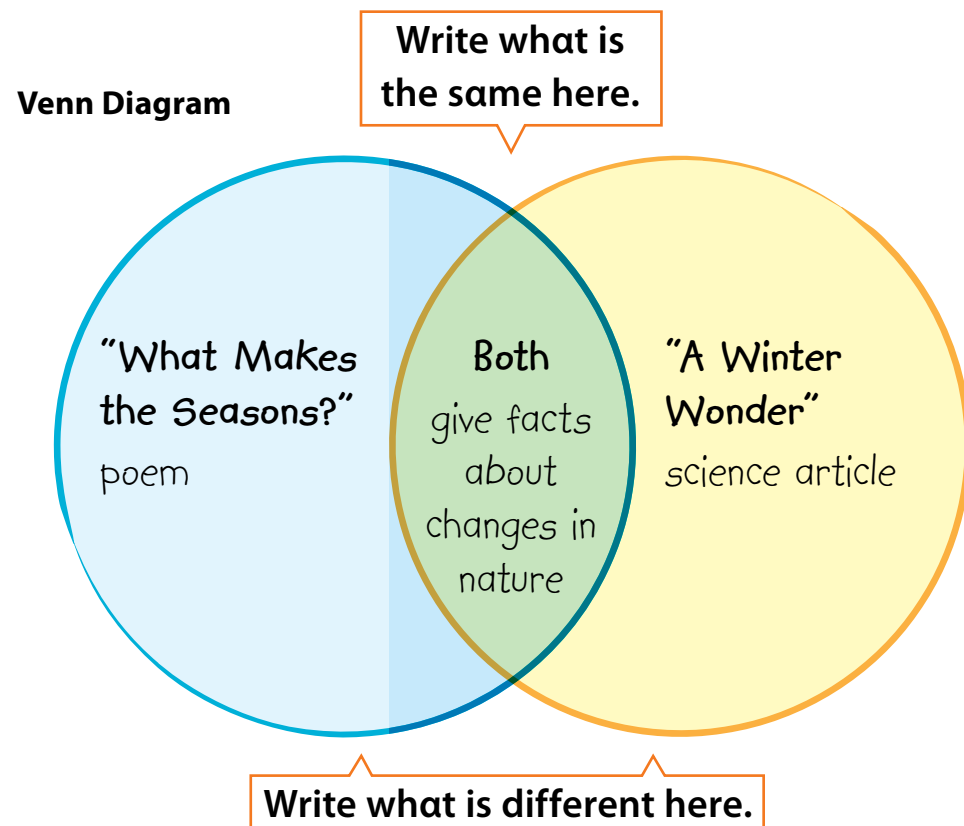
► **Before You Continue**

1. **Make Comparisons** Look at the photos on pages 64–65. Tell how the pictures are the same and how they are different.
2. **Main Idea** What is so unusual about the wood frog?



## Compare Genres

"What Makes the Seasons?" is a poem. "A Winter Wonder" is a science article. How are the two texts the same? How are they different? Work with a partner to complete the Venn diagram.



### Talk Together

Why is nature always changing? Take turns choosing picture cards with a partner. Use **Key Words** to **explain** what **happens** during the **season** on the card you picked.

## Questions

You can ask **questions** to get information. All questions begin with a capital letter and end with a question mark.

### Grammar Rules Questions

	Question	Answer
<ul style="list-style-type: none"> <li>Some questions ask for a "yes" or "no" answer.</li> </ul>	<u>Is</u> it spring yet?	Yes, it is.
	<u>Is</u> the plant growing?	Yes.
<ul style="list-style-type: none"> <li>Some questions ask for more information.</li> </ul>	<u>Who</u> can tell me about the seasons?	The teacher can tell you about the seasons.
	<u>When</u> will autumn end?	Autumn will end in November.
<ul style="list-style-type: none"> <li>A question can start with <b>who</b>, <b>when</b>, <b>where</b>, <b>what</b>, or <b>how</b>.</li> </ul>	<u>Where</u> can we go this summer?	We can go to the beach this summer.

### Read Questions

Read these sentences. Name the sentences that ask questions. How do you know?

Why is this a growing season?  
 Plants grow tall, but what's the reason?  
 Plants grow best in summer light,  
 when days are long and warm and bright.

### Write Questions

Write two questions about seasons. Ask a partner your questions.

## Writing Project

# Write as an Observer

## Write a Comparison

What are the seasons like where you live? Write a few paragraphs to compare or contrast two seasons. Work with your classmates to create a book of seasons.

## Study a Model

When you compare, you tell how two things are the same. When you contrast, you tell how they are different. Read Andy's comparison of his two favorite seasons.

### My Favorite Seasons

By Andy Halliday

I live near Dallas, Texas. My favorite seasons here are fall and spring.

The temperature during both seasons is great. It's usually in the 70s. That's not too hot and not too cold. It's perfect!

The weather during spring is a little different from the weather in fall. In spring, we get storms, with lots of wind, thunder, and lightning. Once in a while, there's even a tornado!

In the fall, we don't get storms or tornadoes. We get football, though. That's just as exciting!

Details are organized to show how the seasons are the same and different.

The **topic sentence** tells the two things you are comparing or contrasting.

**Special words** help you signal what is the same or different.

## Prewrite

1. **Choose a Topic** Which seasons will you write about? Talk with a partner to make your choice.

### Language Frames

#### Tell Your Ideas

My favorite \_\_\_\_\_ are \_\_\_\_\_.

The two \_\_\_\_\_ are alike because they both \_\_\_\_\_.

The \_\_\_\_\_ are different because \_\_\_\_\_.

#### Respond to Ideas

Why are \_\_\_\_\_ and \_\_\_\_\_ your favorite \_\_\_\_\_?

What other things are alike?

You said \_\_\_\_\_ and \_\_\_\_\_ are alike, but I think they're different because \_\_\_\_\_.

2. **Gather Information** Think of all the ways the two seasons are alike and different. Make notes to gather details.
3. **Get Organized** Put your ideas in a comparison chart.

### Comparison Chart

	Fall	Spring
Temperature	in the 70s	in the 70s
Weather	thunderstorms	sunny weather
Sports	football	volleyball

## Draft

Use your comparison chart to write your draft.

- Write a topic sentence that tells the two things you are comparing.
- Arrange your details so that the comparison is clear. You can tell about one season first, and then the other. You can also put details about the same things together, like Andy did.

## Writing Project, *continued*

### Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the main details. Next, talk about ways to make your writing better.

#### Language Frames

##### Retell

The \_\_\_\_\_ you compared are \_\_\_\_\_ and \_\_\_\_\_.

The \_\_\_\_\_ are alike because \_\_\_\_\_.

The \_\_\_\_\_ are different because \_\_\_\_\_.

##### Make Suggestions

I'm still not sure why you say \_\_\_\_\_ and \_\_\_\_\_ are alike.

Can you add more details?

The order you put the details in doesn't seem to make sense.

Try moving \_\_\_\_\_ to \_\_\_\_\_.

- 2. Make Changes** Think about your draft and your partner's ideas. Then use revision marks to make your changes.

- Do you include enough details? Add more if you need them.

In spring, we get storms. <sup>with lots of wind, thunder, and lightning.</sup>

- Make sure the comparison is clear. Check the order of your details.

The temperature during both seasons is great. It's usually in the 70s. We get tornadoes in the spring, though.

Move this to next paragraph.

### Punctuation Tip

- When you write about temperature, do not use an apostrophe.

70s, not 70's

### Edit and Proofread

Work with a partner to edit and proofread your comparison. Be sure you use the correct end marks for different kinds of sentences. Use revision marks to show your changes.

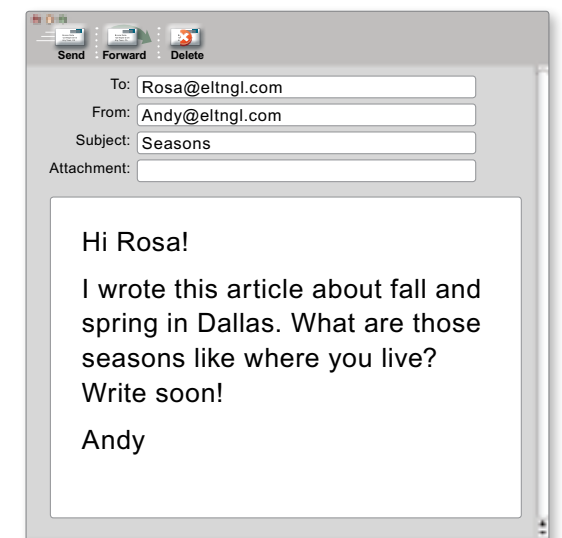
### Present

**On Your Own** Make a final copy of your comparison. Read it aloud to your class. See if they agree with how you described the seasons.

#### Presentation Tips

If you are the speaker...	If you are the listener...
Stress comparison words such as <i>both</i> , <i>alike</i> , and <i>also</i> .	Summarize how the two subjects are alike and different.
If your listeners don't agree with your comparison, give more details or examples.	Is it clear how the subjects are alike or different? If not, ask questions.

**With a Group** Collect names of friends and family members who live in other cities or states. Send them your comparisons. Ask them to write back and tell you how similar or different their own seasons are to yours. Share what you find out.



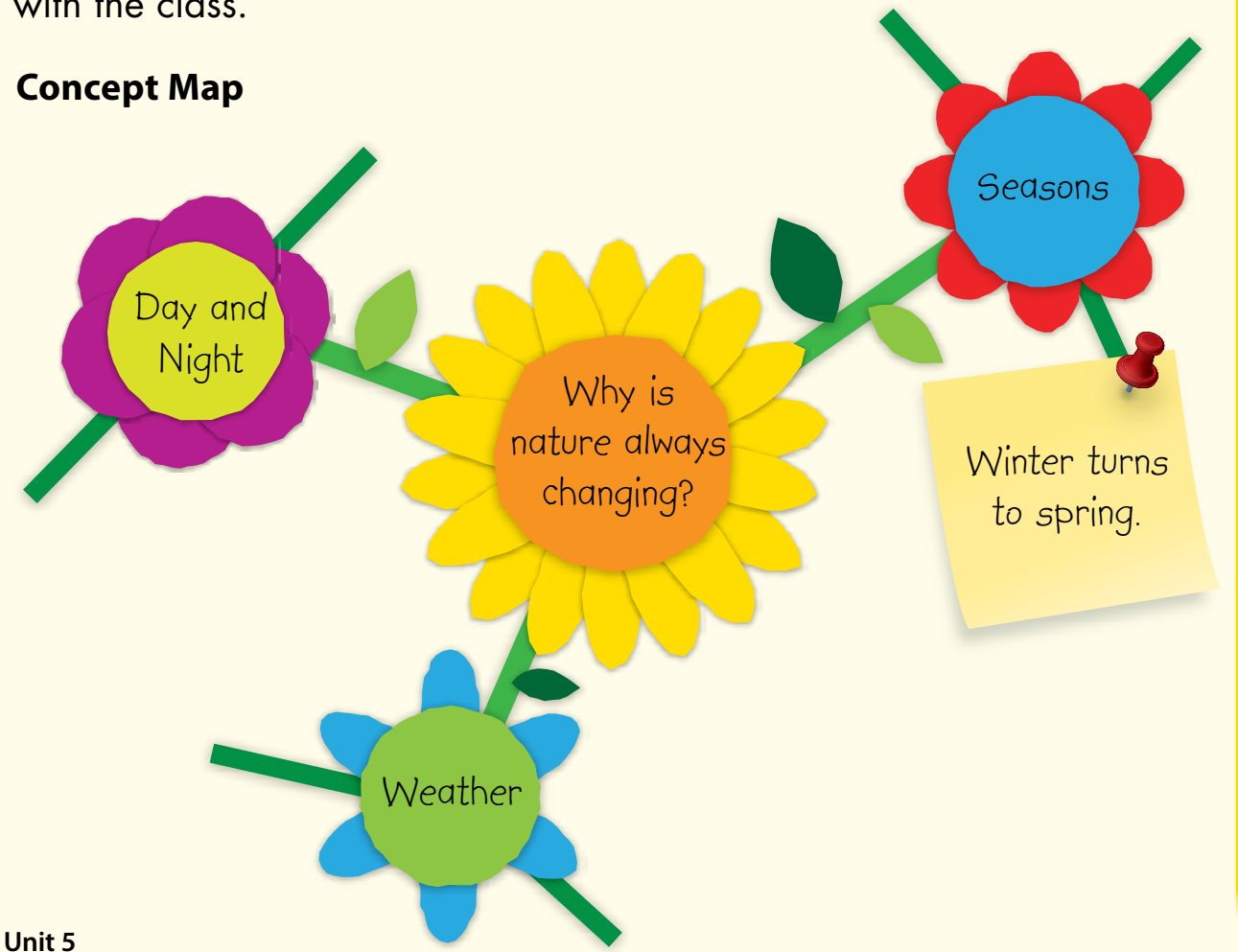


**?**  
**BIG Question** Why is nature always changing?

**Talk Together**

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

**Concept Map**



**Share Your Ideas**

Choose one of these ways to share your ideas about the **Big Question**.

**Write It!**

**Draw a Cartoon**

Show what happens during the four seasons. Use one box for each season. Write what happens in each box. Share your cartoon with the class.

It is hot in summer.

**Talk About It!**

**Discuss Nature Topics**

On scraps of paper, write ways that nature changes. Put the topics in a box or hat. Take turns choosing topics and discussing them with a partner. Be sure to listen to your partner and speak clearly.

**Do It!**

**Perform a Mime**

Work with classmates to create a mime about a way that nature changes. Perform your skit for the class. Have classmates guess what you are miming.

**Write It!**

**Write a Nature Log**

Write about changes in nature that you see in the morning, in the middle of day, and at night. Write them in your log. Share with the class.