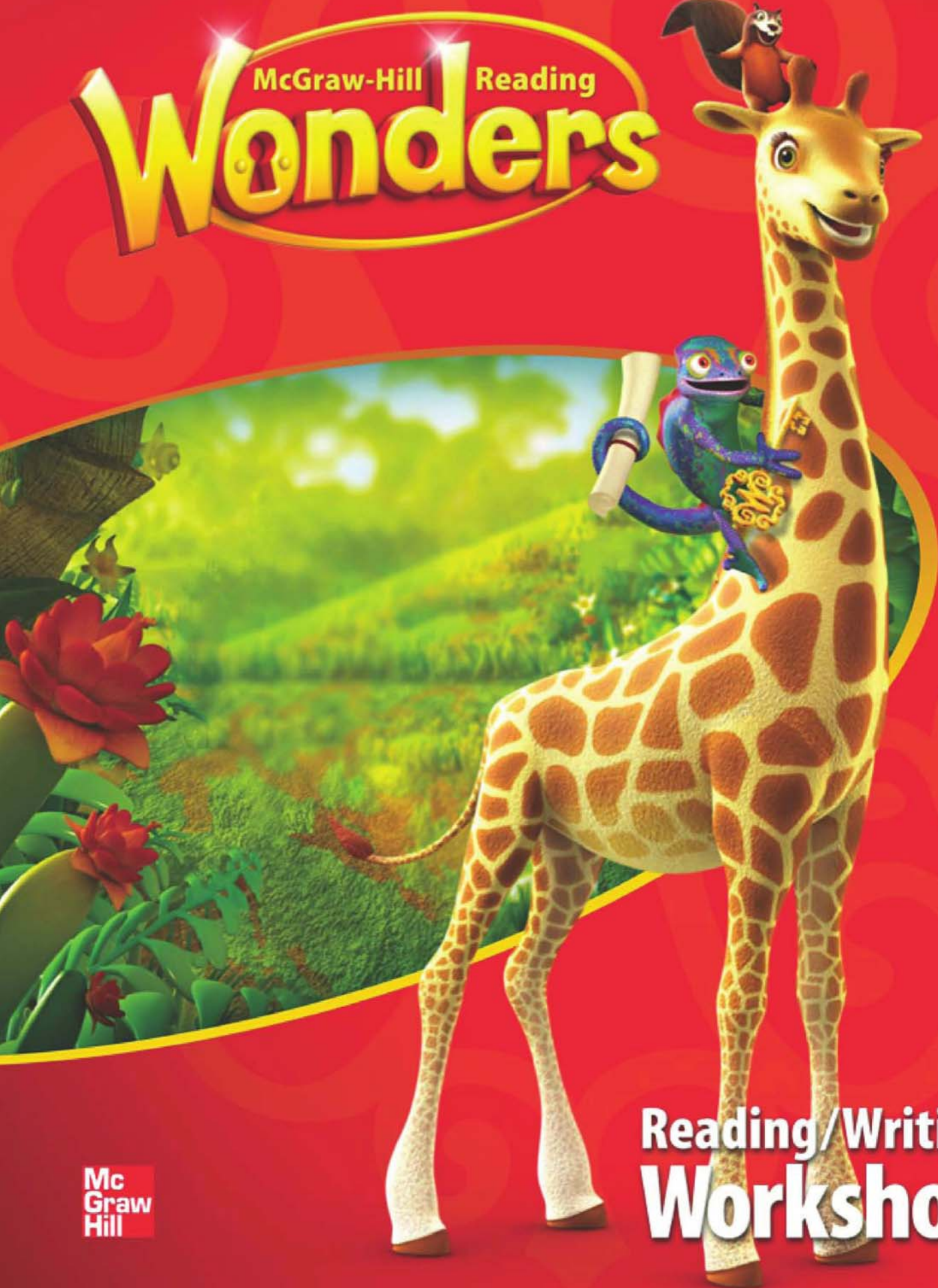


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# Unit 3

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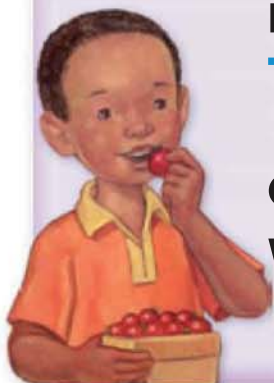
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# Unit 3



## The Big Idea

What can happen  
over time?





# Changes Over Time

## Changes, Changes

Little by little, day by day,  
Things grow and change in  
every way.

Trees get taller and touch the sky,  
Eggs hatch new birds who  
learn to fly.

A puppy born in spring is small,  
But he'll be bigger when it's fall.

I'm also growing, bit by bit,  
Just see—my clothes no  
longer fit!

—by George Samos

## Weekly Concept **What Time Is It?**

### Essential Question

How do we measure time?



**Go Digital!**

### Talk About It

What are these children learning to do?



# All About Time





**away**

Do all birds fly  
**away** in fall?



**now**

It's time for us  
to eat **now**.



**some**

**Some** kids like  
to wear a watch.



**today**

It is my birthday **today!**



**way**

A clock is one **way** to tell time.



**why**

**Why** is summer a fun season?

**Your Turn**



Say the sentence for each word.  
Then make up another sentence.

**Go Digital!** Use the online visual glossary

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# Long a

The ae spelling makes the long a sound in wake.



date

whale

shakes

wave

safe

plate

snake

game

grapes

trades

vase

brave

Dave gave Jane a plate of grapes.

Can the ants take the grapes?



## Your Turn

COLLABORATE



Look for these words with long a spelled a\_e in "Nate the Snake Is Late."

Nate      snake      late      make

wade      lake      wake      gaze

lane      gate      Tate



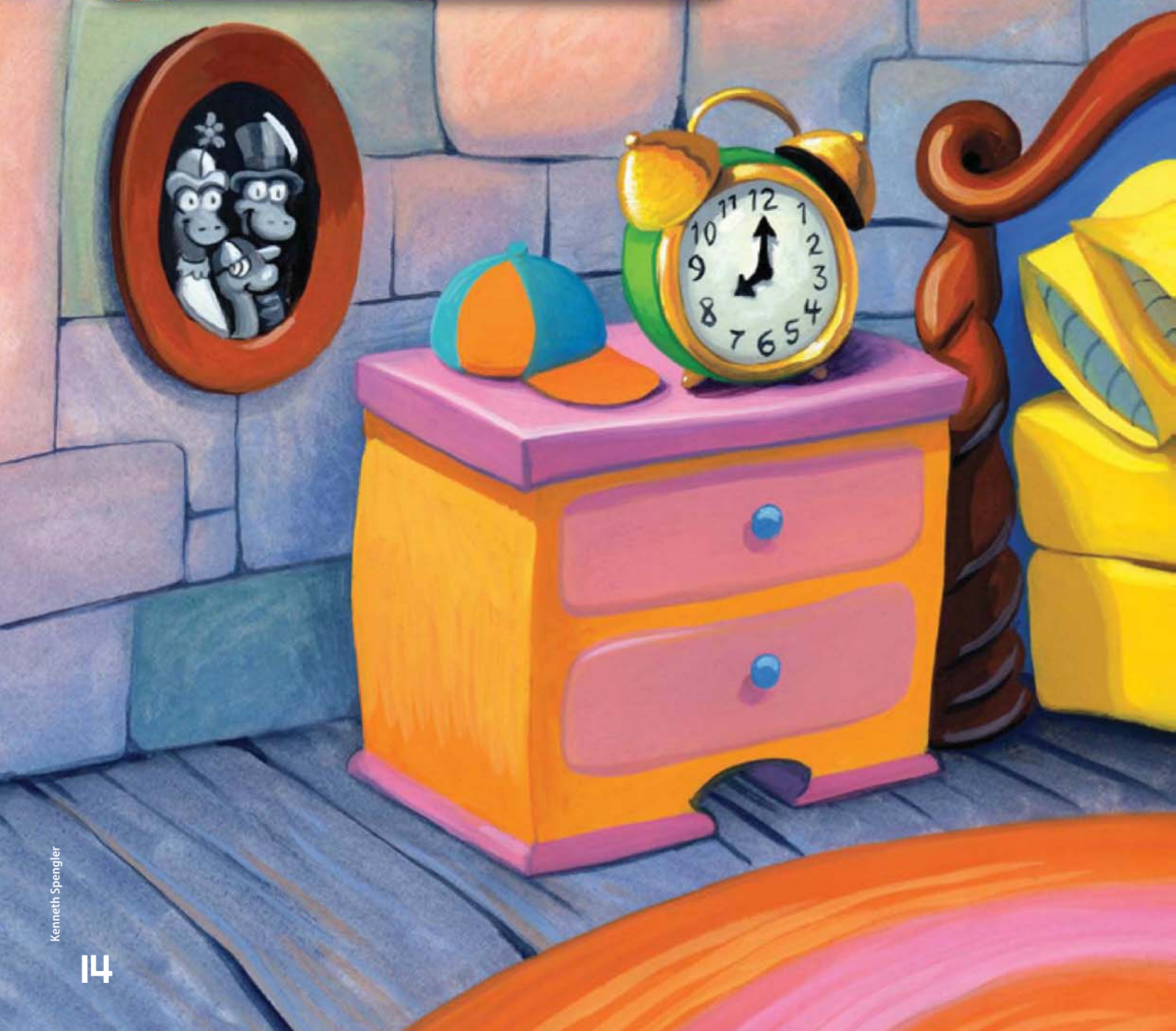
## Essential Question

How do we measure time?

Read about how Nate the snake keeps track of time.



*Go Digital!*





# Nate the Snake Is Late





It is 8 o'clock, and I can not be late.

I do not wish to make my pals wait.



I must be there at half past ten.  
But I have lots of time until then.



At last I am set and on my **way** there,  
But I think I still have **some** time to  
spare.



I wade in this lake as frogs  
hop **away**.

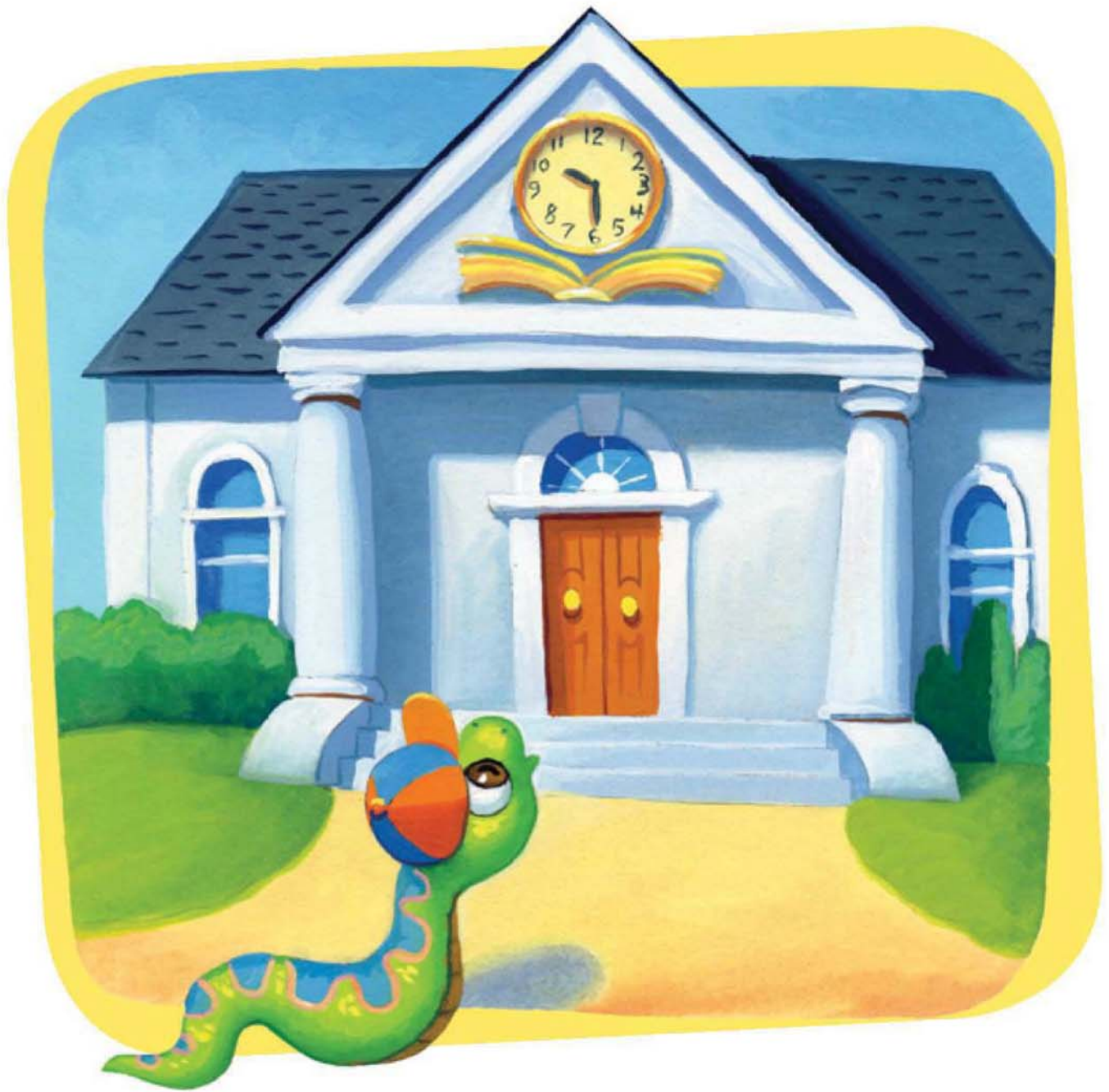
I do not think they wish to play!



The sun is hot, and I nap on a rock.  
Then I wake up and gaze at the clock.



Drats! It is 10 o'clock. Can it be?  
Will my pals still be there for me?



I dash up a lane and past the gate.

I am on my way, but am I late?





My six best pals sit with Miss Tate.

I tell them all **why** I am late.

They grin at me and then they say,  
“**Now** we can hear the story **today!**”

# Character, Setting, Plot

A **character** is a person or an animal in a story. The **setting** is where and when a story takes place.

The **plot** of a story is what happens at the beginning, middle, and end.



## Find Text Evidence

Find out what happens at the beginning of the story.

page 16

It is 8 o'clock, and I can not be late.

I do not wish to make my pals wait.



## Beginning

Nate wakes up at 8 o'clock.  
He does not want to be late.



## Middle

Nate does many things, such as wade in the lake. Then he takes a nap.



## End

Nate gets to the library late for story hour. But his friends wait for him.

## Your Turn

COLLABORATE



Talk about the plot of "Nate the Snake Is Late."

**Go Digital!** Use the interactive graphic organizer

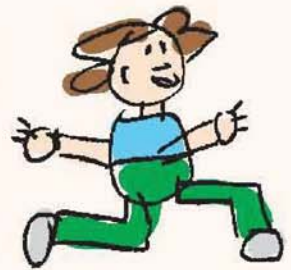


# Readers to...

**Word Choice** Kate wrote a poem. She used sensory details to tell how she looks, feels, and sounds when she's late.

## Kate's Poem

When I am late,  
I race, zoom, and dash.  
I huff and I puff  
As quick as a flash!



## Your Turn

COLLABORATE



Tell what sensory details Kate used in her poem.

# Writers



**Commas** You can use **commas** to separate three **verbs**. The words **race**, **zoom**, and **dash** are verbs, or action words.

I race, zoom, and dash.



## Your Turn

COLLABORATE



- Where did Kate place the commas?
- Write a poem. Use commas to separate three verbs.

## Weekly Concept **Watch It Grow!**



### Essential Question

How do plants change as they grow?



**Go Digital!**

(bkgd) Masterfile; (inset) Jonathan Kitchen/Photographer's Choice RF/Getty Images



### Talk About It

What does the boy see growing? How will it change?

**Ready,  
Set,  
Grow!**





**green**

Peas and beans are **green**.



**grow**

Plants get big when they **grow**.



**pretty**

The flowers are **pretty** colors.





should

Which seeds **should** I plant?



together

**Together** we can pull the weeds.



water

**Water** comes out of the hose.

## Your Turn

COLLABORATE



Say the sentence for each word.  
Then make up another sentence.

**Go Digital!** Use the online visual glossary

# Long i

The ie spelling makes the long i sound,  
as in bite.



likes

white

five

whines

wide

size

ripe

hide

time

drives

prize

shine

**Fine fine pumpkins are on a vine.**

**What size is the prize pumpkin?**



## Your Turn

COLLABORATE



Look for these words with long i spelled i\_e in "Time to Plant!"

**time      Mike      White      fine      five**

**shines      vines      like      while**

**bite      ripe      piles      yikes**



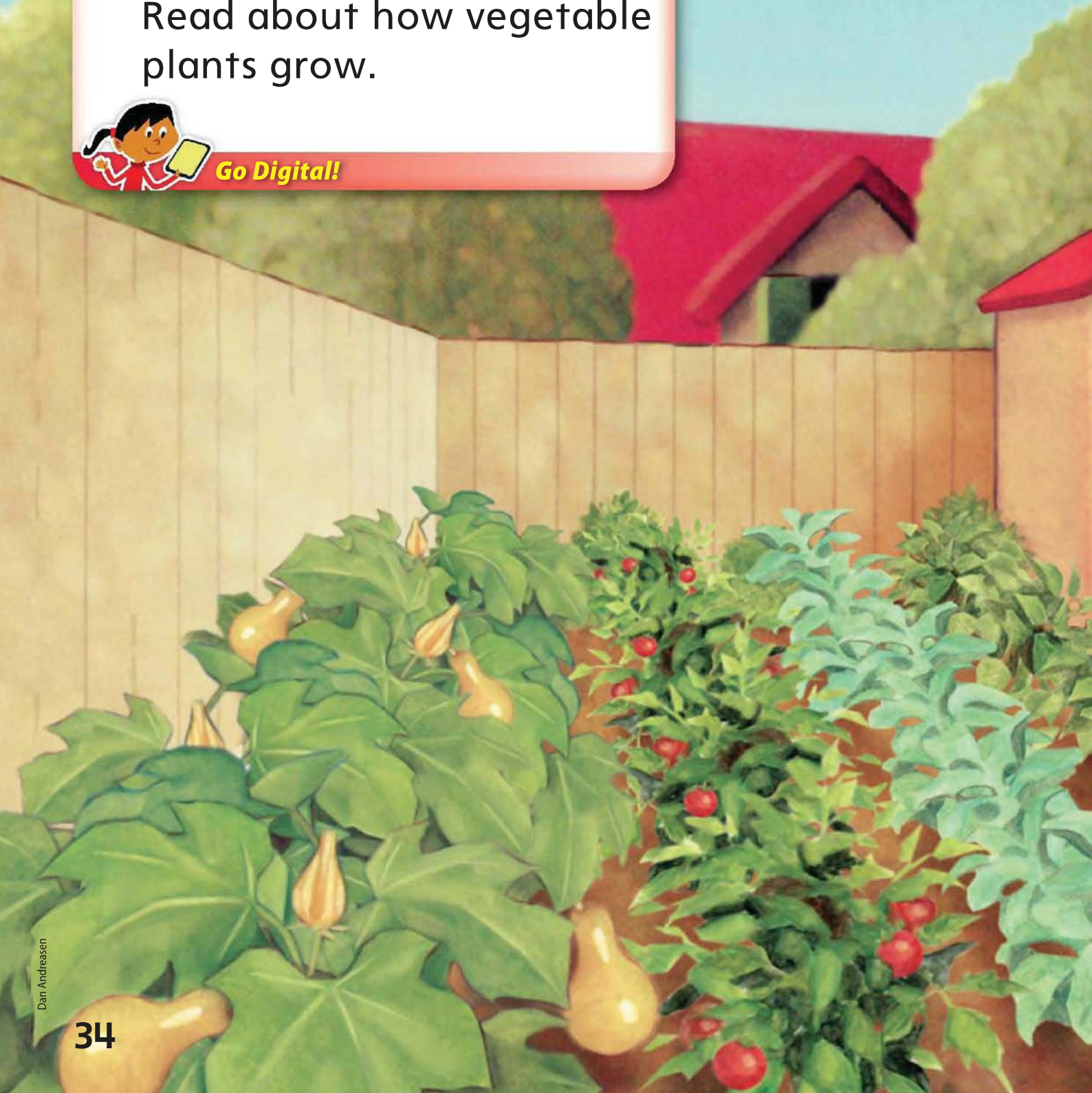
## Essential Question

How do plants change as they grow?

Read about how vegetable plants grow.



*Go Digital!*



# Time to Plant!



# Cast



Beth



Mike



Gramps



Dad



Mom



Miss  
White

Narrator

**Beth:** Dad, can we plant a garden?

**Dad:** Yes! That will be fine!

**Gramps:** We can plant vegetables.

**Mike:** Yum! Let's do it **together**.





**Mom:** Dad and I will dig.

**Mike:** I will drop in five seeds.

**Gramps:** I will set in **green** plants.

**Beth:** And I will get **water!**





**Narrator:** Days pass. The sun shines.  
Rain plinks and plunks.

**Beth:** I can spot buds on the vines!

**Dad:** Sun and water made  
them **grow**.



**Narrator:** Days pass. The sun shines.  
Rain drips and drops.

**Beth:** The vegetables got big!

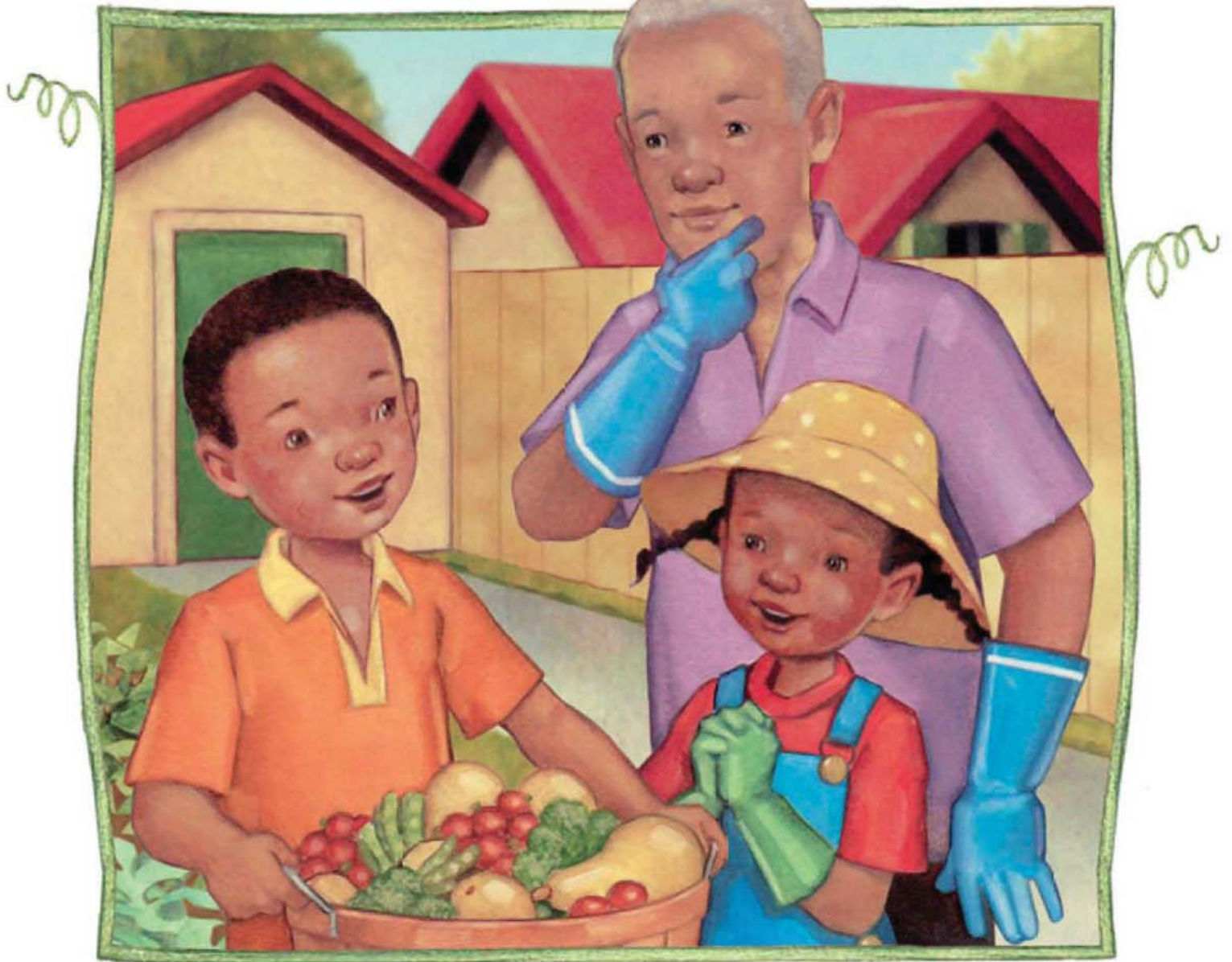
**Dad:** We **should** pick them.

**Mom:** Yes, it's time!



**Mike:** I like to munch while I pick.  
I will take a bite. Yum!

**Gramps:** Sun and water made  
them ripe.

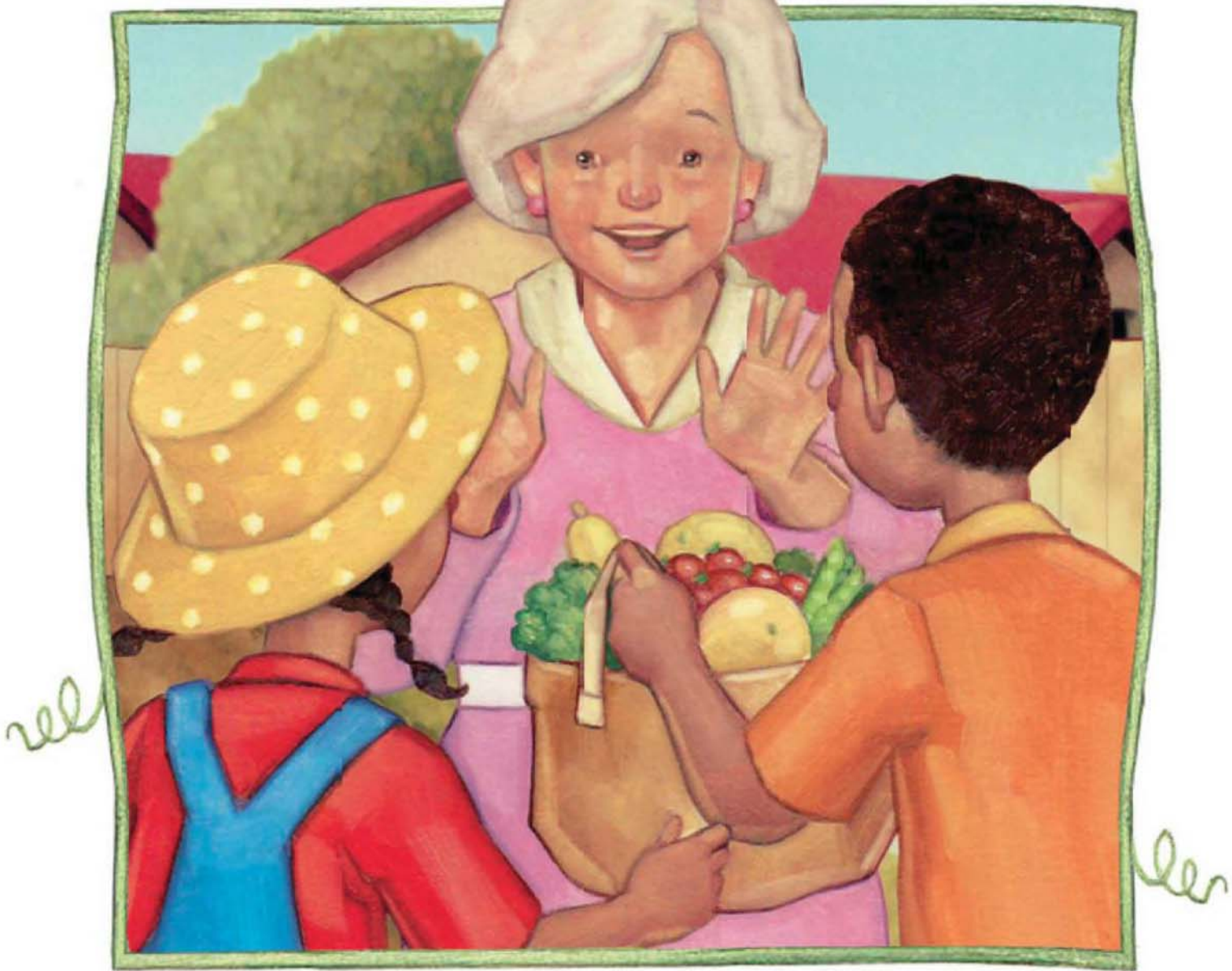


**Narrator:** They pick piles and piles.

**Beth:** Yikes! That's a lot!

**Mike:** We can't eat them all.

**Gramps:** I think I have a plan.



**Mike:** This bag is for you.

**Miss White:** They are such **pretty** vegetables! Thank you!

**Beth:** Sun and water made them grow.

# Sequence

Events in a story or a play happen in a certain order, or **sequence**. The events are the plot of the story.

## Find Text Evidence

Find the first thing that happens in "Time to Plant!"

page 37

**Beth:** Dad, can we plant a garden?

**Dad:** Yes! That will be fine!

**Gramps:** We can plant vegetables.

**Mike:** Yum! Let's do it **together**.





**First**

The family plants a garden.



**Next**

The plants get big and grow.



**Then**

The family picks the vegetables.



**Last**

They share their vegetables.



**Your Turn**



Talk about the plot of "Time to Plant!"

**Go Digital!** Use the interactive graphic organizer



# Readers to...

**Word Choice** Ike wrote what he thinks about a play. He picked just the right words to tell about it.

## Ike's Opinion

The play tells a happy story.

Kids tend a garden.

Kids share yummy vegetables.

It makes me smile!



## Your Turn



Tell which of Ike's words were good choices for his opinion.



# Writers



**Present-Tense Verbs** When a verb tells about one person or thing, it ends in **-s** or **-es**. When a verb tells about more than one, it does not end in **-s** or **-es**.

The play **tells** a happy story.

Kids **tend** a garden.



## Your Turn

COLLABORATE



- Find another sentence in Ike's writing that tells about more than one.
- Write what you think about a play, book, or movie. Use sentences that have verbs that end in **-s** or **-es**.

## Weekly Concept Tales Over Time

### Essential Question

What is a folktale?



*Go Digital!*



# Story Time



## Talk About It

What are these children acting out?



**any**

Do you have  
**any** fairy tales?



**from**

Gram read to us  
**from** her book.



**happy**

I am **happy** to  
be in the play.



**once**

**Once** upon a time there was a queen.



**so**

That story is **so** funny!



**upon**

Once **upon** a time there was a king.

**Your Turn**

Say the sentence for each word. Then make up another sentence.

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## Soft c and Soft g

The letter c can make the soft c sound you hear in race.

The letters g and dge can make the soft g sound you hear in age and edge.

face

place

space

nice

slices

cents

page

cage

stage

pledge

fudge

gem

Madge eats a big slice of fudge.

Gen likes to sing on a stage.



**Your Turn**



Look for these words with soft c and soft g in "The Nice Mitten."

nice

Lance

edge

mice

place

raced

hedgehog

space

trace



## Essential Question

What is a folktale?

Read the story of a little boy's lost mitten.



*Go Digital!*





An illustration for a children's book. A large, red, textured mitten is the central focus. Inside the mitten, a brown rabbit with long ears and a white muzzle is looking out. To the left, a grey mouse is peeking out from under the mitten. The background is a snowy landscape with a small evergreen tree in the distance. The title 'The Nice Mitten' is written in a white, stylized font with a yellow and white striped pattern on the letters, set against the red mitten.

# The Nice Mitten



**Once upon** a time, a boy named Lance went out to pick up sticks. His mom gave him nice red mittens in case his hands got cold.



“Take the mittens and keep them safe,” his mom said. But as Lance left, he ran fast and lost a mitten at the edge of the wide forest.

Five mice saw the mitten. “This is a nice place to rest,” they said.

**So** the **happy** mice went in and rested.





Then, a rabbit raced by. “This is a nice place for hiding,” she said. So the rabbit went in and hid. The mitten puffed up a bit.



Next, a hedgehog came sniffing by. “This is a nice place for taking a nap,” he said. So the hedgehog went in and slept. The mitten puffed up a bit more.

Just then, a big bear came by.  
“This is a nice place to get warm,”  
he said. So the big bear went in.  
The mitten puffed up **from** all  
the animals in it. It puffed up as  
much as a mitten can.





At last, a black cricket came by.  
“This is a nice place,” he said.

“We do not have **any** space,” said  
the animals in the mitten.

But the black cricket went in. And  
just as he did...



Rip! Snap! POP!

When Lance came back, there  
was not a trace of red mitten left.  
So sad!



# Cause and Effect

A **cause** is what makes something happen in a story.

An **effect** is the event that happens.

To find the cause and the effect, ask:  
What happened? Why did it happen?

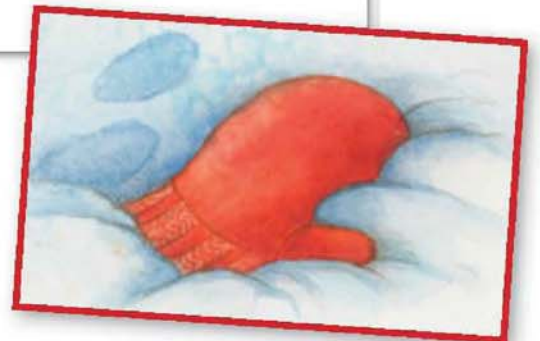


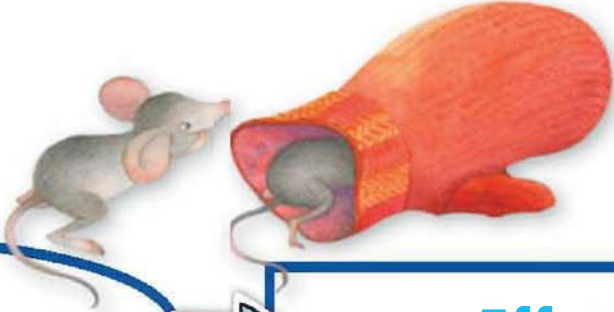
## Find Text Evidence

Find the causes and effects in the story.

page 57

“Take the mittens and keep them safe,” his mom said. But as Lance left, he ran fast and lost a mitten at the edge of the wide forest.





Cause

Effect

Lance ran fast.

He lost his mitten in the forest.

The animals wanted to rest.

The animals went inside the mitten.

Too many animals went in.

The mitten puffed up and got too big.

**Your Turn**



Talk about the cause and effect of story events in "The Nice Mitten."

*Go Digital! Use the interactive graphic organizer*



# Readers to...

**Word Choice** Page wrote a poem using strong verbs.

## Page's Poem

My mom baked a cake.

She mixed, baked, and sliced,

And served it nice and hot.

We will gobble it up on the spot!

## Your Turn

COLLABORATE



- Name the strong verbs in Page's poem.
- What strong verbs will you choose for your poem?

# Writers



**Past- and Future-Tense Verbs** Verbs that end in **-ed** tell about action in the past. Verbs with **will** tell about action in the future.

The verb **baked** is in the past.

The verb **will gobble** is in the future.

My mom **baked** a cake.

We **will gobble** it up.



## Your Turn

COLLABORATE



Find other verbs about the past in Page's poem.

## Weekly Concept **Now and Then**

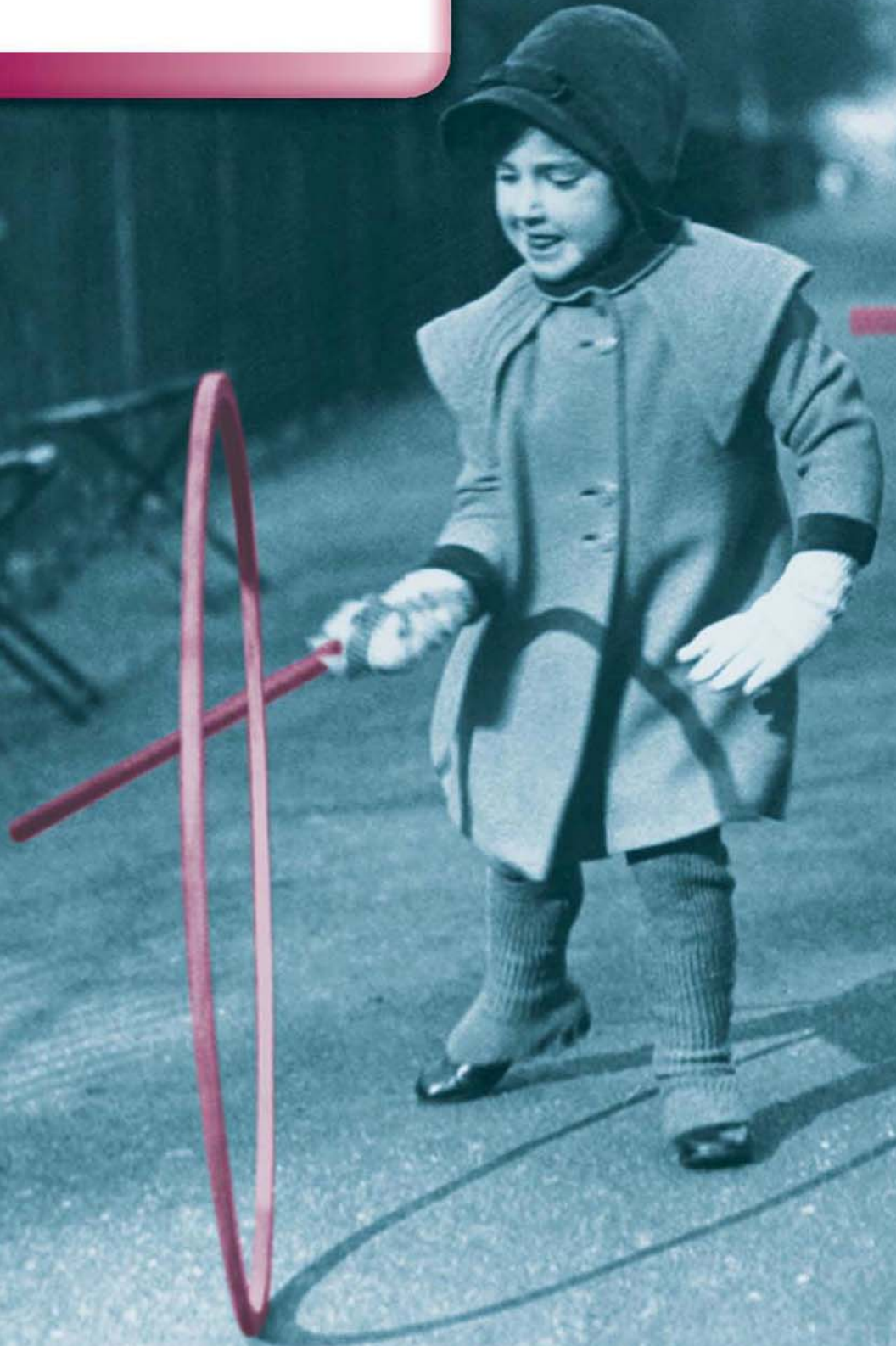


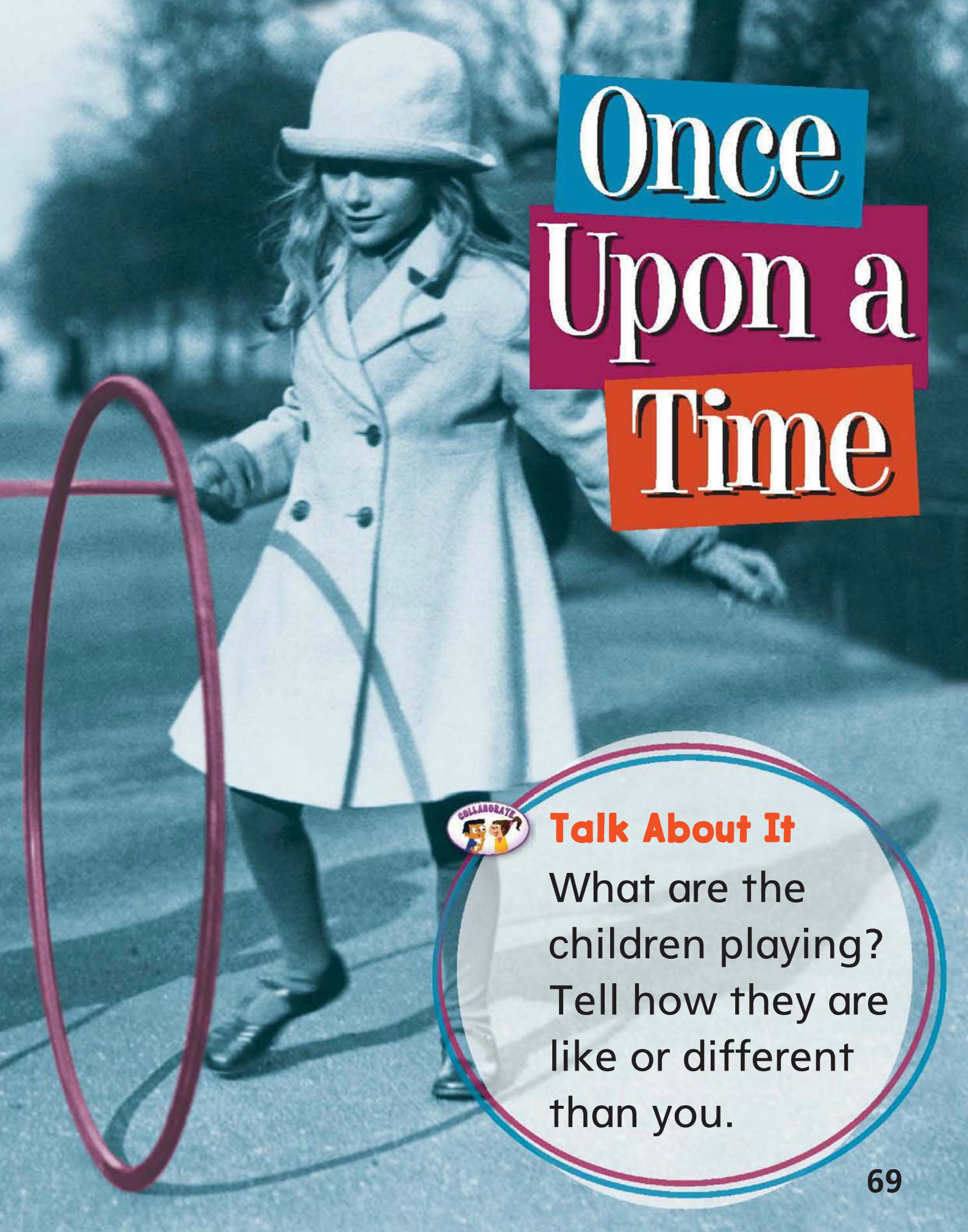
### Essential Question

How is life different than it was long ago?



**Go Digital!**



A young girl with long blonde hair, wearing a white wide-brimmed hat and a white double-breasted trench coat, is walking on a paved path. She is holding a large red hula hoop. The background is a blurred outdoor setting with trees and a fence.

# Once Upon a Time



## **Talk About It**

What are the children playing? Tell how they are like or different than you.



**ago**

Schools were  
small long **ago**.



**boy**

That **boy** likes  
to skate.



**girl**

This **girl** can  
ride a bike well.





how

**How** did kids play in the past?



old

**Old** homes were made of logs.



people

**People** went by horse and buggy.

**Your Turn**



Say the sentence for each word. Then make up another sentence.

**Go Digital!** Use the online visual glossary

(t) VisionsofAmerica/Joel Sohm/Photodisc/Getty Images; (c) Jupiterimages/Comstock Images/Getty Images; (b) Don Mason/Blend Images LLC; (r) Constance Bannister Corp/Archive Photos/Getty Images; (c) JSZ from Image Source/Alamy; (b) Design Pics Inc./Alamy

## Long o, u, e

The oe spelling makes the long o sound in **phoe**.

The ue spelling makes the long u sound in **use**.

The ee spelling makes the long e sound in **these**.



**bone**

**cute**

**Eve**

**drove**

**hoped**

**these**

**Steve**

**mule**

**stone**

**broke**

**voted**

**cubes**

Can Pete use this phone?

Zeke is Rose's cute mule.



### Your Turn

COLLABORATE



Look for these words with o\_e, u\_e,  
and e\_e in "Life at Home."

home

homes

pole

huge

use

stove

these

those



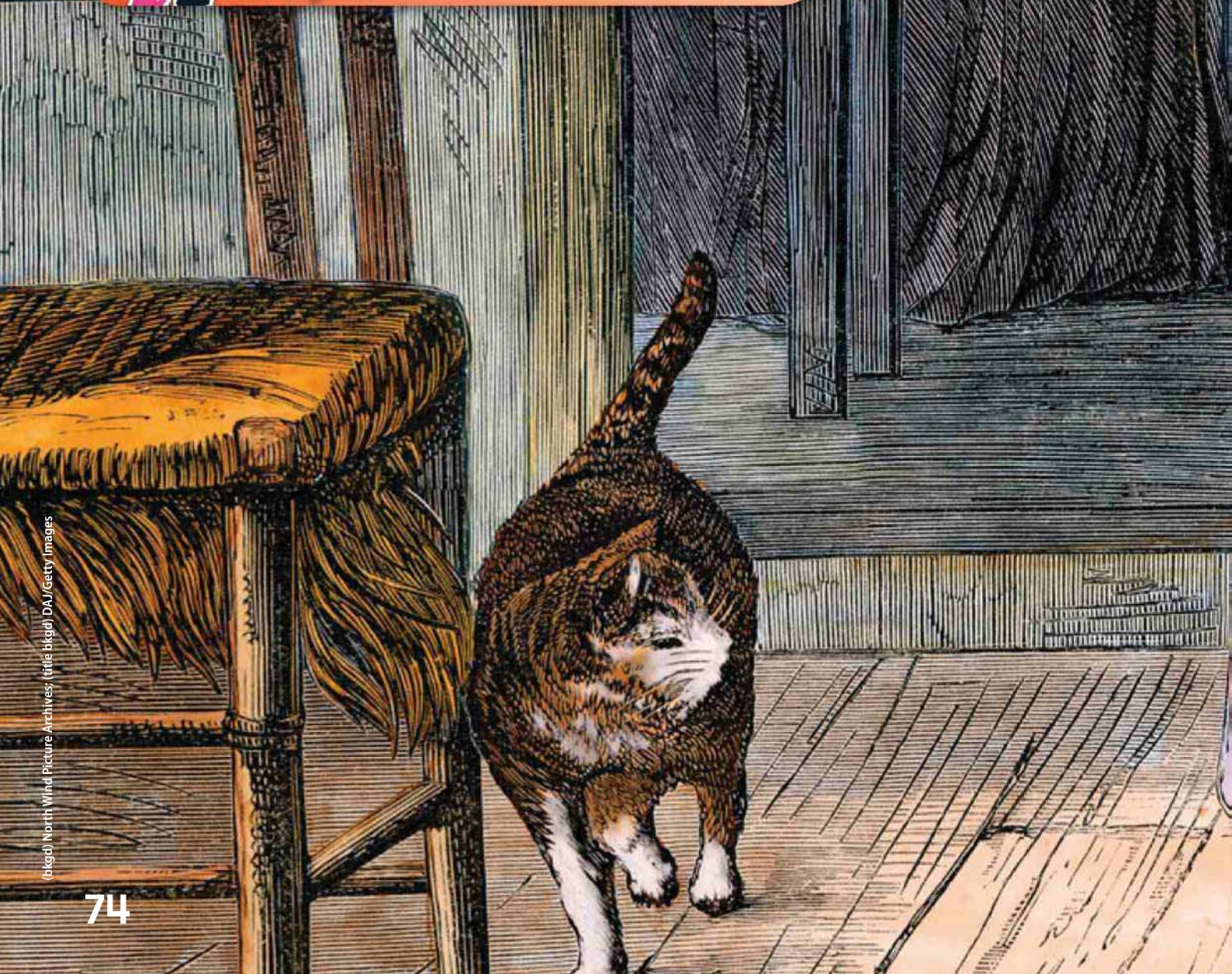
## Essential Question

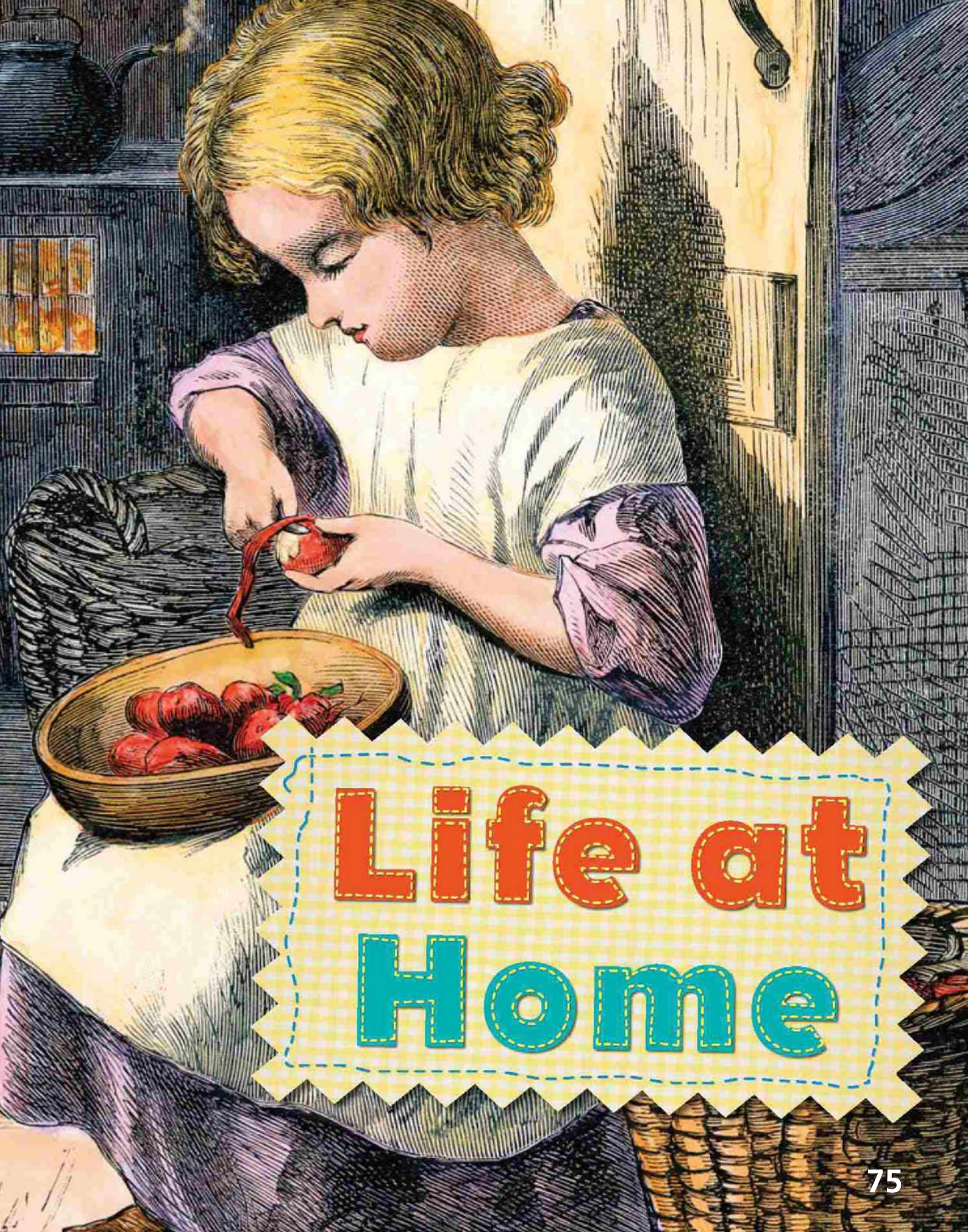
How is life different than it was long ago?

Read about how life at home is different today than it was long ago.



*Go Digital!*





**Life at  
Home**

Has home life changed  
a lot since long ago?

Yes, it has!



Long ago, many families cooked  
worked, and slept in one room.



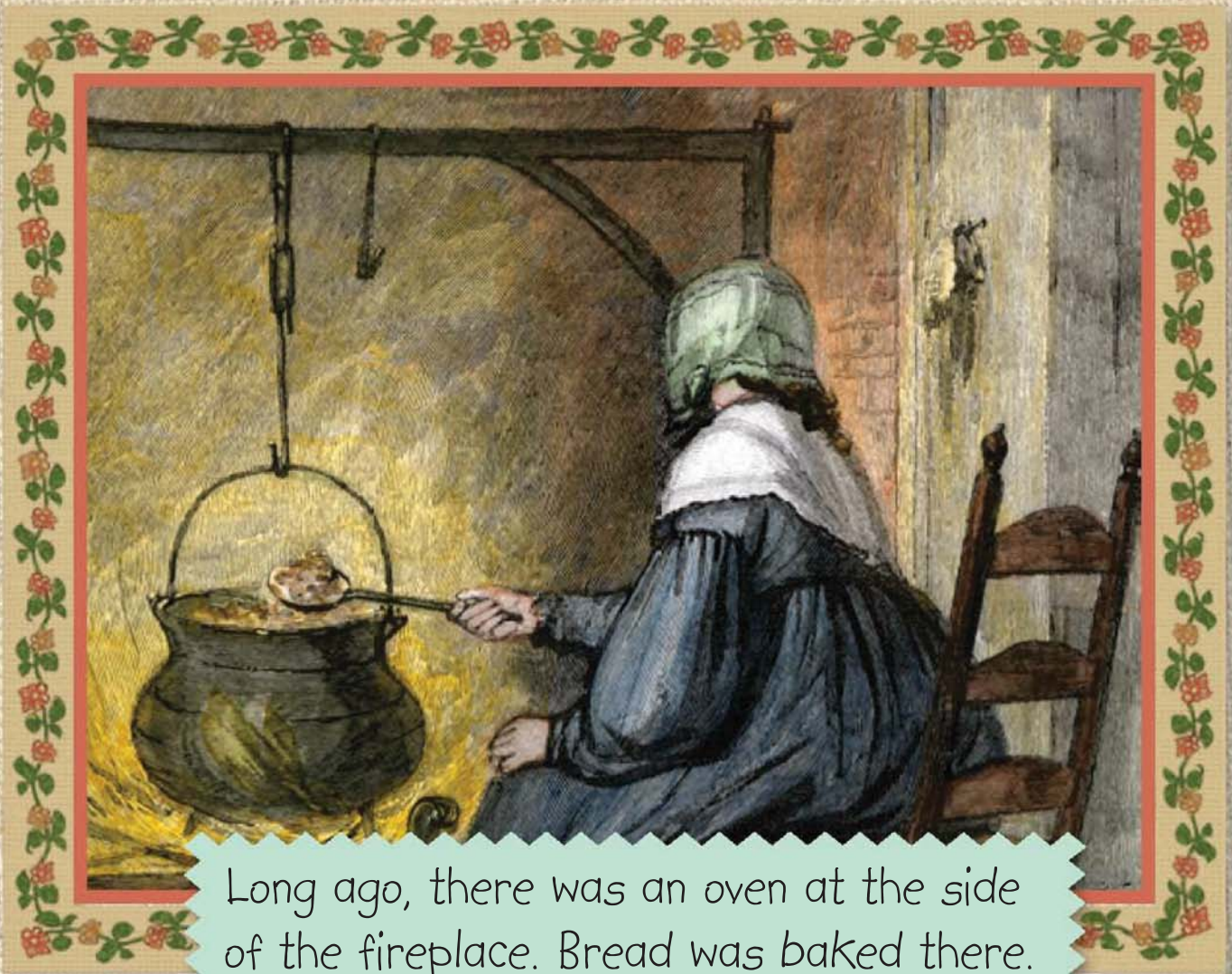
Today, families can live in large homes that have lots of space.

A long time ago, homes had just one room. **People** ate and slept in that same room.

Today, homes can have many rooms.

**How** did people cook and bake long ago?

A home had a brick fireplace with a pole. A huge pot hung on this pole. People cooked in this big pot.



Long ago, there was an oven at the side of the fireplace. Bread was baked there.





Today, stoves can use gas or electricity.

Now, we use a stove to cook and bake things. We still use pots. But these pots are not as big as that **old** pot!



Back then, kids helped out a lot.  
A **boy** helped his dad plant crops.  
A **girl** helped her mom inside the  
home. She made socks and caps.  
It takes a long time to make those  
things.

A spinning wheel was used  
to spin wool into yarn.





Today, people buy most of the things they need and want.

Now, we shop for things such as socks and caps. We shop for things to eat, as well.

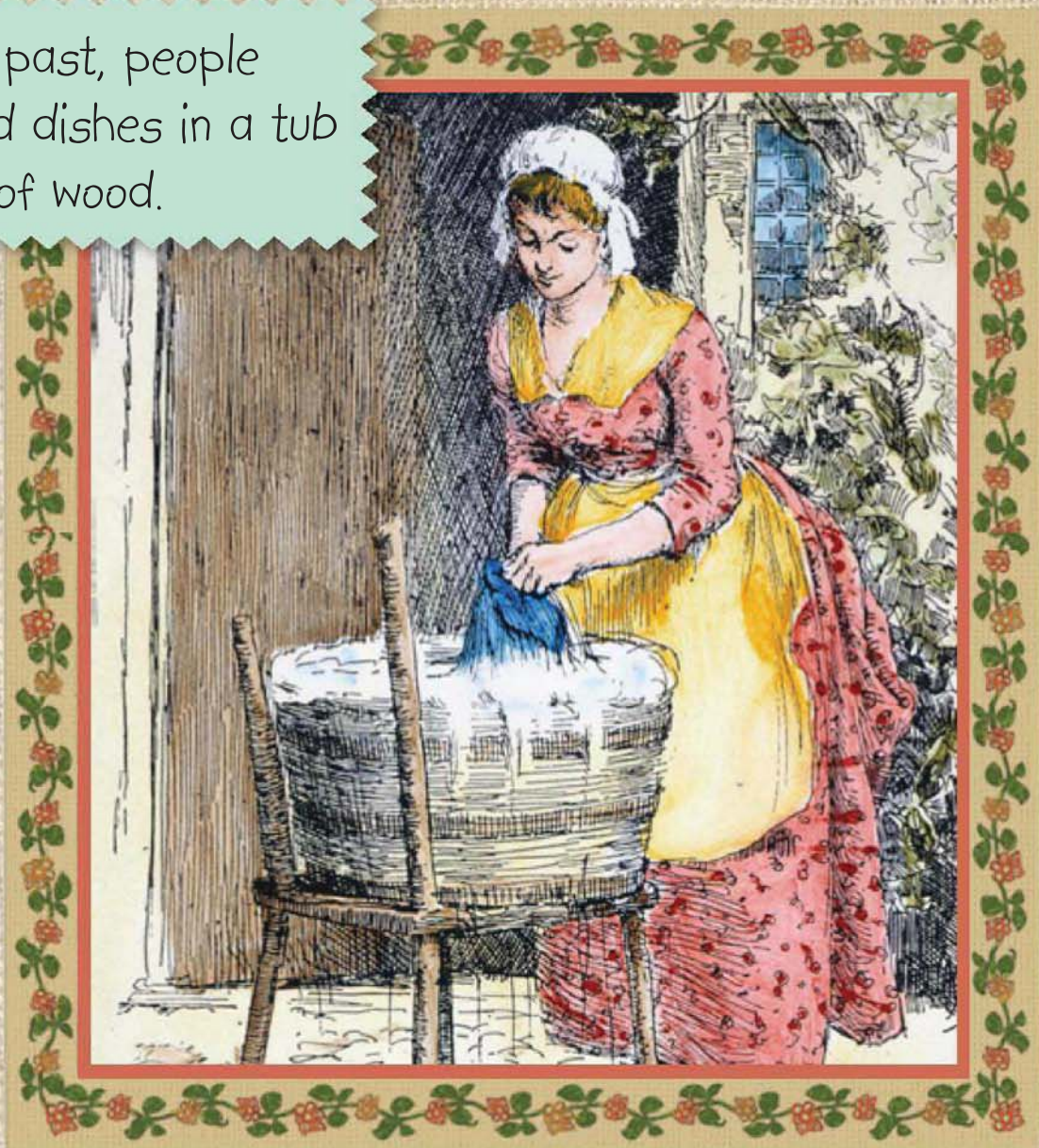


But kids still help out at home.

(t) Image Source/Corbis; (b) Thomas Northcut/Photodisc/Getty Images

Back then, people got water from a well. Then they filled up a big tub and washed things.

In the past, people washed dishes in a tub made of wood.



Now, people can wash things  
in a sink. We can wash dishes  
in a dishwasher, too.

Life is not as hard today as it  
was long ago!

Today, it's easy to  
wash dishes in a sink  
or dishwasher.



# Compare and Contrast

When you compare, you think about how things are alike.

When you contrast, you think about how things are different.



## Find Text Evidence

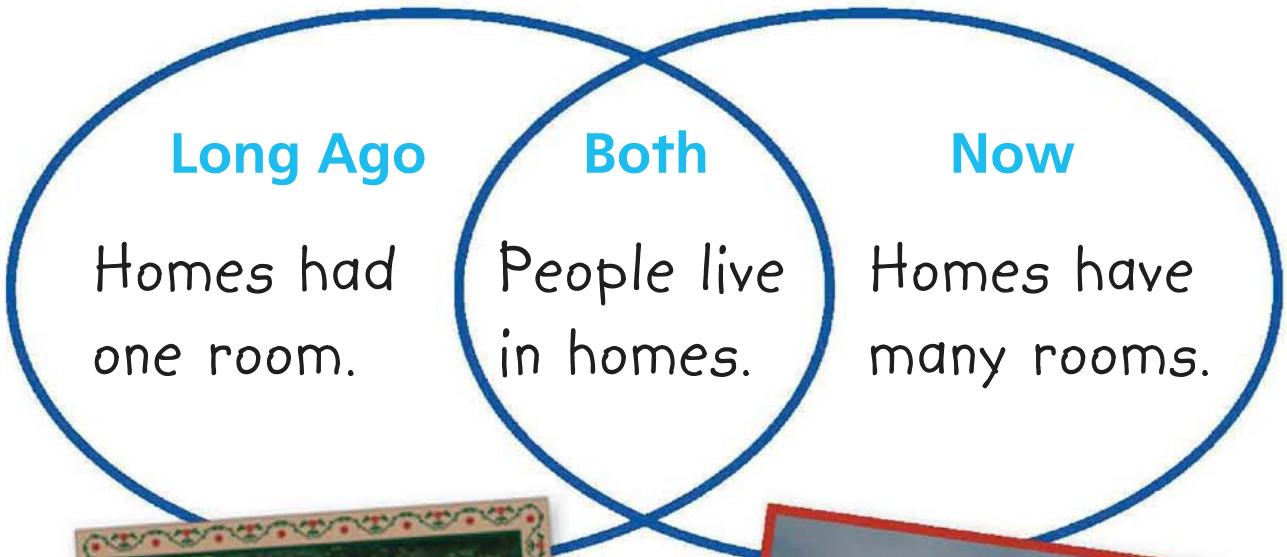
Find out how homes long ago and today are alike and different.

page 77

A long time ago, homes had just one room. **People** ate and slept in that same room.

Today, homes can have many rooms.





**Long Ago**

Homes had one room.

**Both**

People live in homes.

**Now**

Homes have many rooms.



**Your Turn**



Talk about how home life is alike and different in "Life at Home."

**Go Digital!** Use the interactive graphic organizer



# Readers to...

**Ideas** Pete had an idea about life today. He wrote his opinion.

## Pete's Journal Entry

I think computers are great.

Our computer at home is new.

Mom and I are using it to learn things and play games.

## Your Turn

COLLABORATE



- Tell about Pete's opinion and his reasons for it.
- Tell about your idea and your opinion about it.



# Writers



**Is and Are** Use **is** to tell about one thing. Use **are** to tell about more than one thing.

I think computers **are** great.

Our computer at home **is** new.



## Your Turn

COLLABORATE



- Find another sentence with **is** or **are** in Pete's entry.
- Write new sentences with **is** and **are**. Circle **is** and **are**.

## Weekly Concept From Farm to Table

### Essential Question

How do we get our food?



*Go Digital!*



# Food's Journey



## Talk About It

What happens to farm goods before you eat them?



**after**

Bread has a crust **after** it is baked.



**buy**

They **buy** oranges at the store.



**done**

They are **done** and ready to eat.



**every**

**Every** grape is plump and purple.



**soon**

They will go to the store **soon**.



**work**

Machines help do the **work**.

## Your Turn

Say the sentence for each word.  
Then make up another sentence.

**Go Digital!** Use the online visual glossary



oo, u

The letters oo and u can make the sound you hear in the middle of good and push.



cook

looking

pull

hood

foot

took

hooked

books

wool

put

stood

shook

Jake put on his wool coat.

He will pull up the hood.



### Your Turn

COLLABORATE



Look for these words with oo and u  
in "A Look at Breakfast."

look

good

put

full

cooked

pulled



## Essential Question

How do we get our food?

Read about where breakfast foods come from.



*Go Digital!*

# A Look at Breakfast





(bkgd) PhotoLink/Getty Images; The W. Gray-Hill Companies, Inc./Ken Cavanagh, photographer

Bread is good for breakfast. But this isn't bread yet. It is wheat. Flour will be made from the wheat.

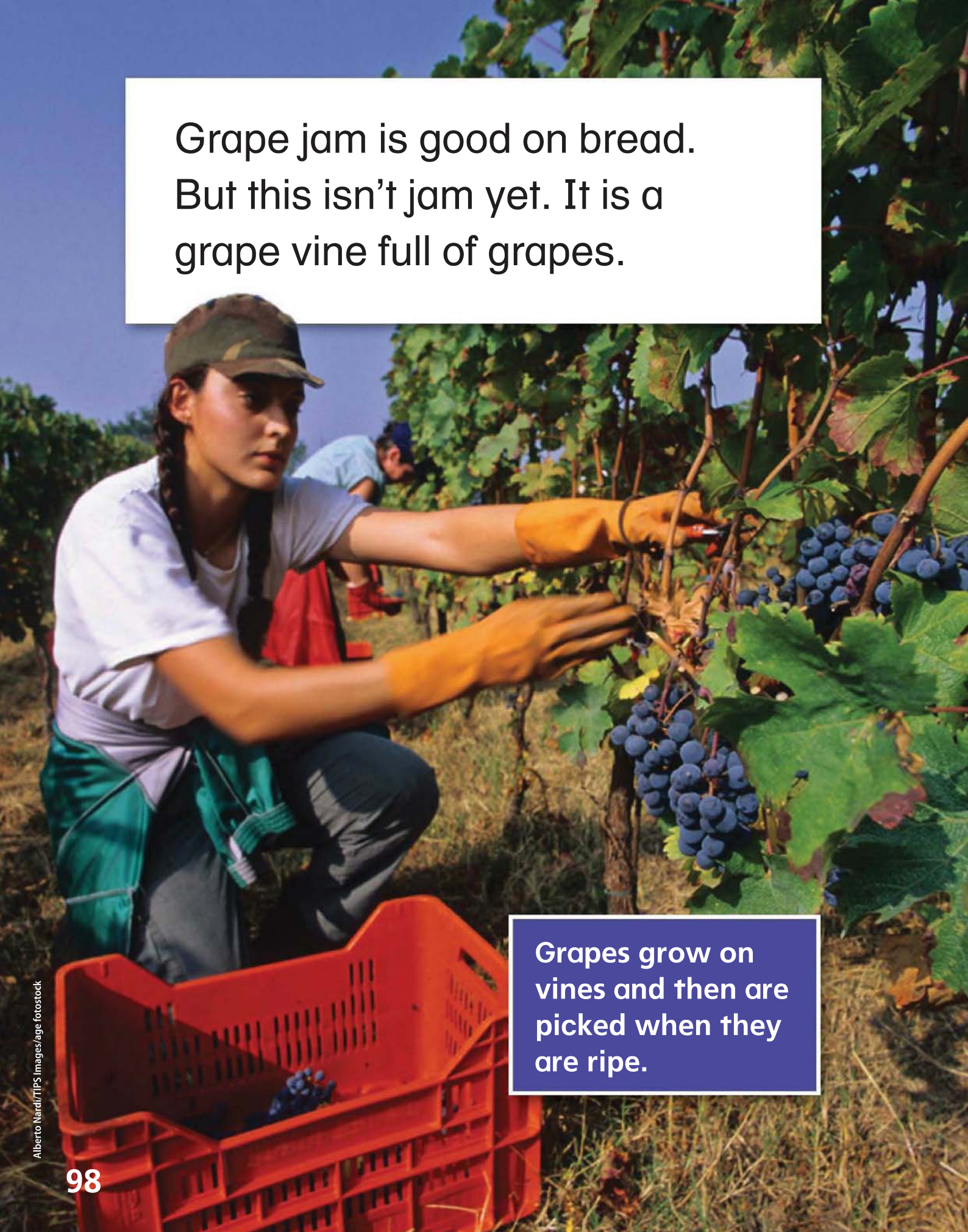


The wheat is crushed to make flour.



First, dough is made. Next, the dough is shaped and baked. Then, it is **done**. It is bread. Last, the bread is put in bags.





Grape jam is good on bread.  
But this isn't jam yet. It is a  
grape vine full of grapes.

Grapes grow on  
vines and then are  
picked when they  
are ripe.



Trucks take the grapes to a plant. **Every** grape is crushed to make mush. **After** that, the mush is cooked. Now, it is grape jam. Yum!



Orange juice is good for breakfast, too! Lots and lots of sun makes oranges big and ripe. They will taste good. **Soon**, the big, ripe oranges will get pulled down.





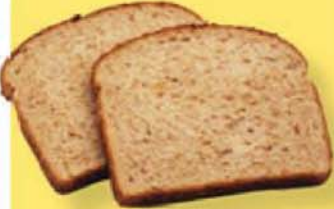


Trucks take piles and piles of oranges to a plant. Then, they get washed. Next, they get crushed. Big sacks get filled with juice.

The food is shipped in trucks to shops. It is stacked up. Now, it is for sale. People will **buy** it and bring it home. It will make a good breakfast!





It takes **work** to make food for breakfast.

<b>Food</b>	<b>Where It Comes From</b>	<b>How It Is Made</b>
<p>bread</p> 	<p>wheat</p>	<p>Wheat is crushed into flour.</p> <p>Dough is made.</p> <p>Dough is baked into bread.</p>
<p>grape jam</p> 	<p>grapes</p>	<p>Grapes are crushed to make mush.</p> <p>Mush is cooked into jam.</p>
<p>orange juice</p> 	<p>oranges</p>	<p>Oranges are crushed into juice.</p>

# Sequence

Authors often give information in **sequence**, or time order. Words such as **first**, **next**, **then**, and **last** help you understand the sequence.



## Find Text Evidence

Find the first thing that happens when flour is made into bread.

page 97

**First**, dough is made. Next, the dough is shaped and baked. Then, it is **done**. It is bread. Last, the bread is put in bags.



**First**

Dough is made.

**Next**

The dough is shaped and baked.

**Then**

It is done.

**Last**

The bread is put in bags.

## Your Turn

COLLABORATE



Talk about how other foods in “A Look at Breakfast” are made. Tell what happens in sequence.

**Go Digital!** Use the interactive graphic organizer



# Readers to...

**Ideas** Brook had an idea for a topic. She wrote about food.

## Brook's Opinion

Food is a fun topic. It isn't dull at all! There are lots and lots of fun facts. I didn't know how grape jam is made. Now I do!



## Your Turn

COLLABORATE



Tell what reasons Brook gave for her opinion.

# Writers



**Contractions with not** A contraction is a short way of writing two words. The contraction **isn't** is a short way of writing **is** and **not**. The apostrophe (') takes the place of the missing letter o.

It **isn't** dull at all!



## Your Turn

COLLABORATE



- Find another contraction in Brook's writing. What two words make the contraction?
- Write new sentences. Use contractions with **not**.

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