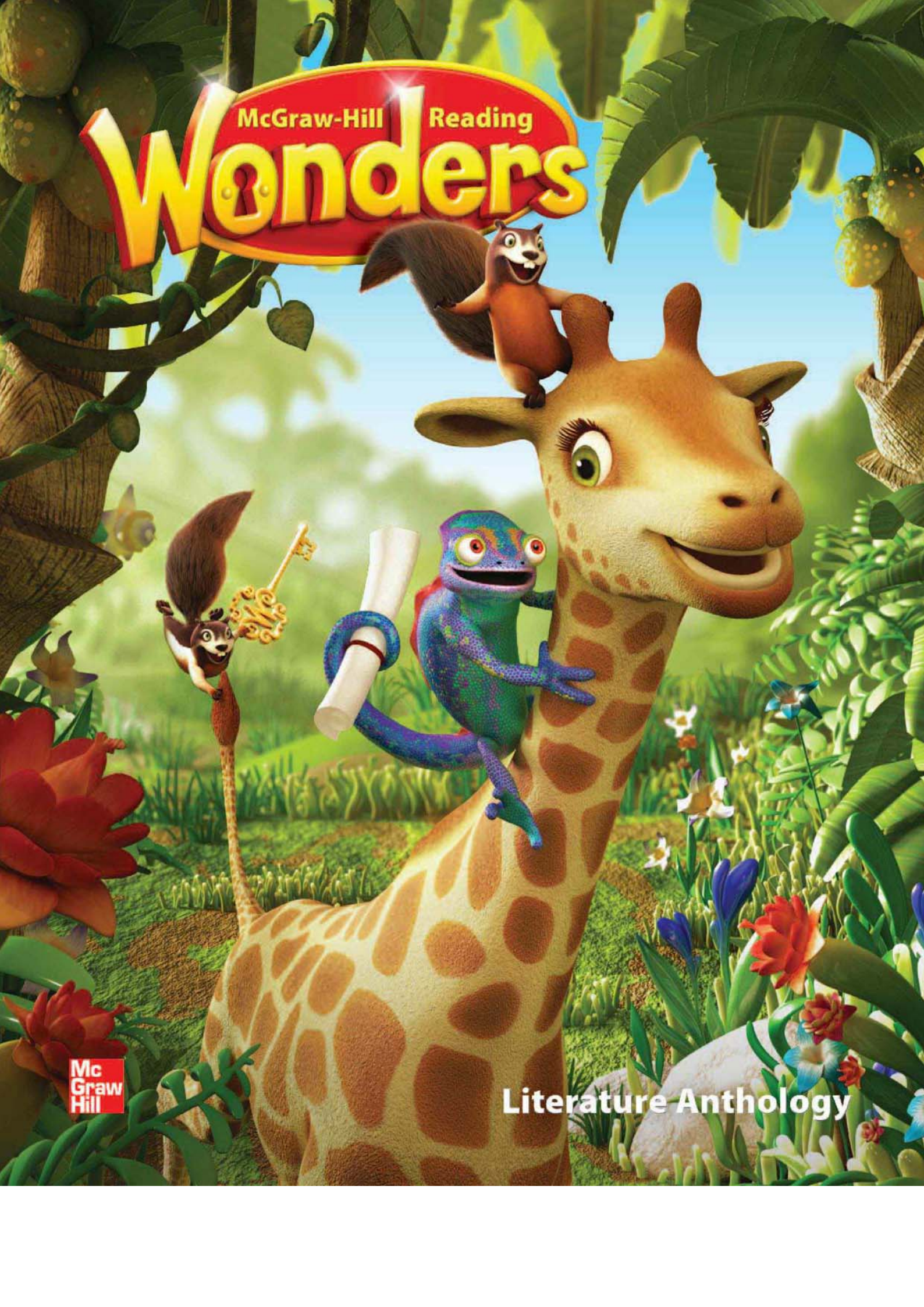


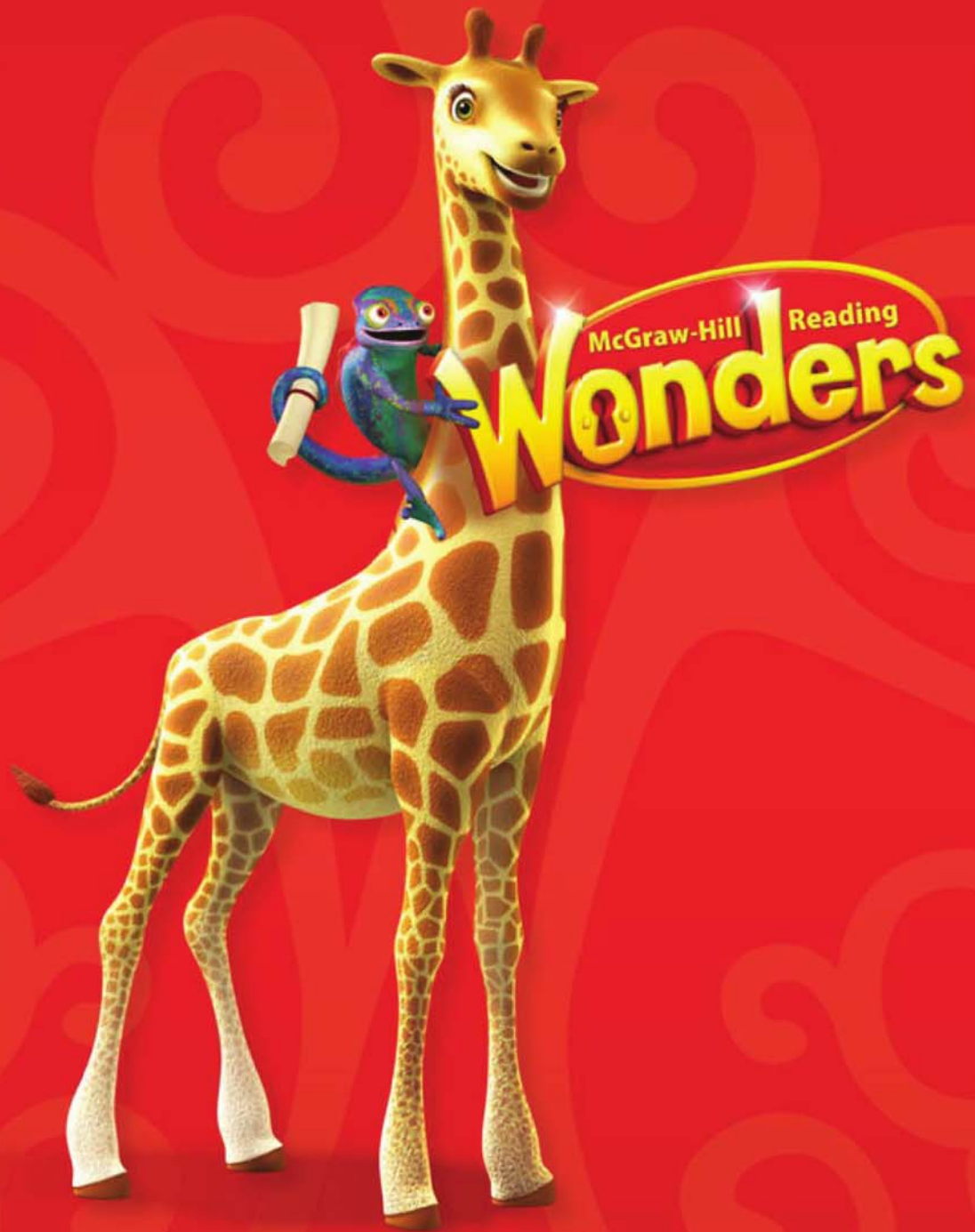
McGraw-Hill Reading

Wonders



Mc
Graw
Hill

Literature Anthology



**Mc
Graw
Hill** Education

Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

Cover and Title Pages: Nathan Love

www.mheonline.com/readingwonders

The McGraw-Hill Companies



Copyright © 2014 The McGraw-Hill Companies, Inc.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
Two Penn Plaza
New York, New York 10121

ISBN: 978-0-02-119531-2
MHID: 0-02-119531-5

Printed in the United States of America.

1 2 3 4 5 6 7 8 9 DOW 17 16 15 14 13 12

A



McGraw-Hill Reading
Wonders

A Reading/Language Arts Program

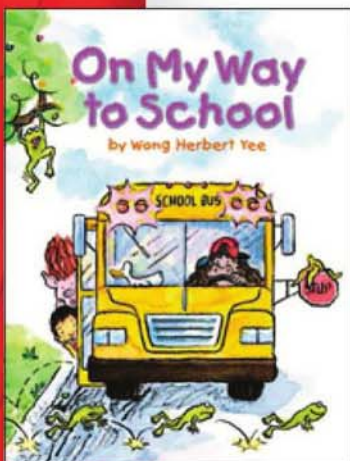
Program Authors

Diane August	Jan Hasbrouck
Donald R. Bear	Margaret Kilgo
Janice A. Dole	Jay McTighe
Jana Echevarria	Scott G. Paris
Douglas Fisher	Timothy Shanahan
David Francis	Josefina V. Tinajero
Vicki Gibson	



Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

Changes Over Time



WEEK 1 WHAT TIME IS IT?

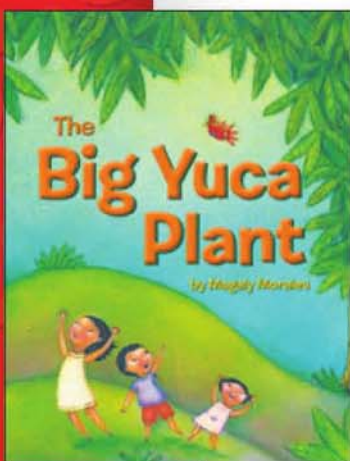
SOCIAL STUDIES



On My Way to School Fantasy 6
by Wong Herbert Yee



It's About Time Nonfiction 24



WEEK 2 WATCH IT GROW!

SCIENCE



The Big Yuca Plant Drama 28
by Magaly Morales



How Plants Grow Nonfiction 46



Go Digital! <http://connected.mcgraw-hill.com/>

WEEK 3 TALES OVER TIME

SOCIAL STUDIES

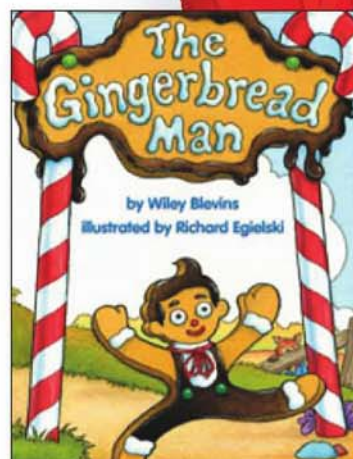


The Gingerbread Man Folktale50

by Wiley Blevins; illustrated by Richard Egelski



Mother Goose Rhymes Poetry68



WEEK 4 NOW AND THEN

SOCIAL STUDIES

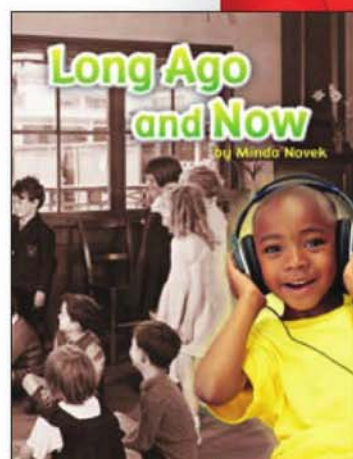


Long Ago and Now Nonfiction74

by Minda Novek



From Horse to Plane Nonfiction90



WEEK 5 FROM FARM TO TABLE

SOCIAL STUDIES

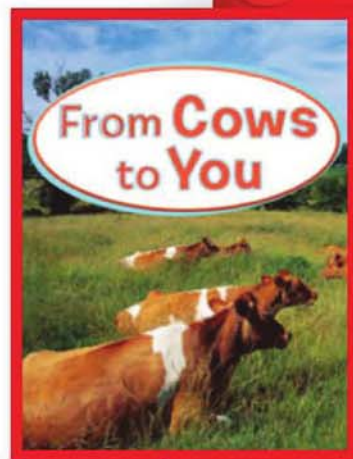


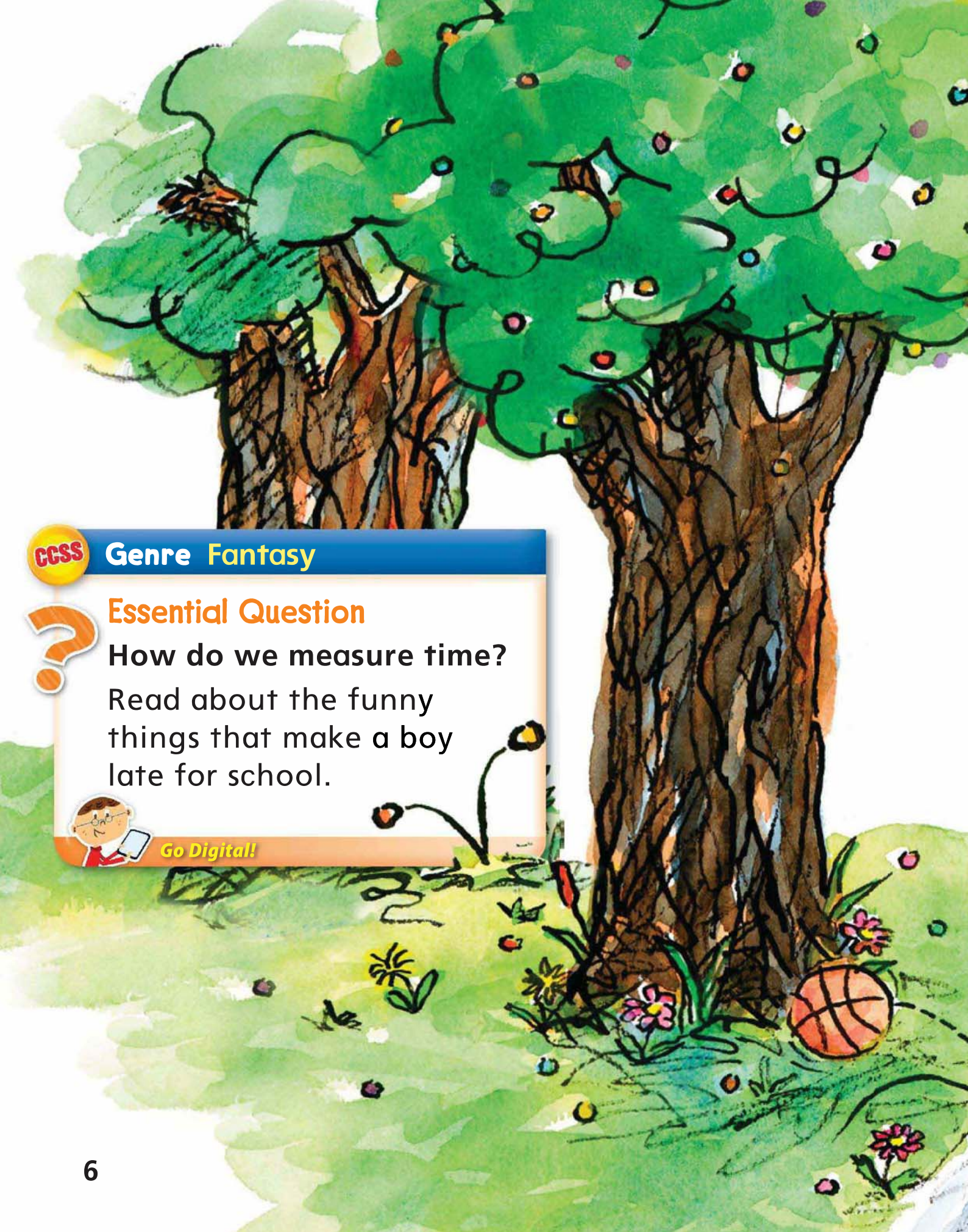
From Cows to You Nonfiction94



A Food Chart Nonfiction102

Glossary104





CCSS Genre **Fantasy**



Essential Question

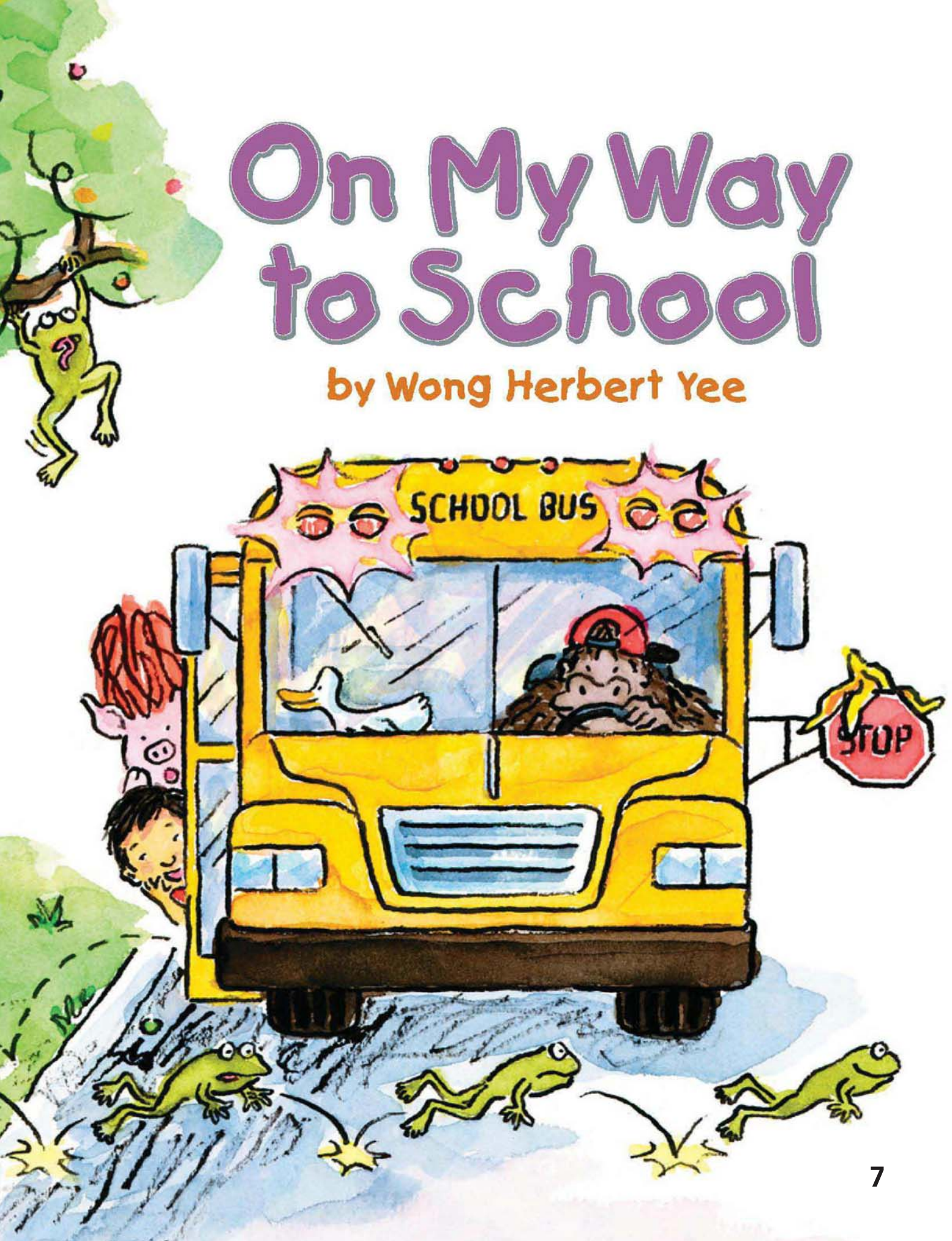
How do we measure time?
Read about the funny things that make a boy late for school.



Go Digital!

On My Way to School

by Wong Herbert Yee





On my **way** to school **today**,
a pig asks me to come and play.



It's not just a pig.
It's a pig in a wig!
We run for the bus,
just the two of us.

Pig and I run fast, fast, fast!
We get on the bus at last.
Huff, puff! The bus zips **away**.
Pig makes me late for school today!



On my way to school, we pass
a trash truck that ran out of gas.
On top of that truck,
sit two apes and a duck!





Apes and a duck hop in the bus.
They sit down with the rest of us.



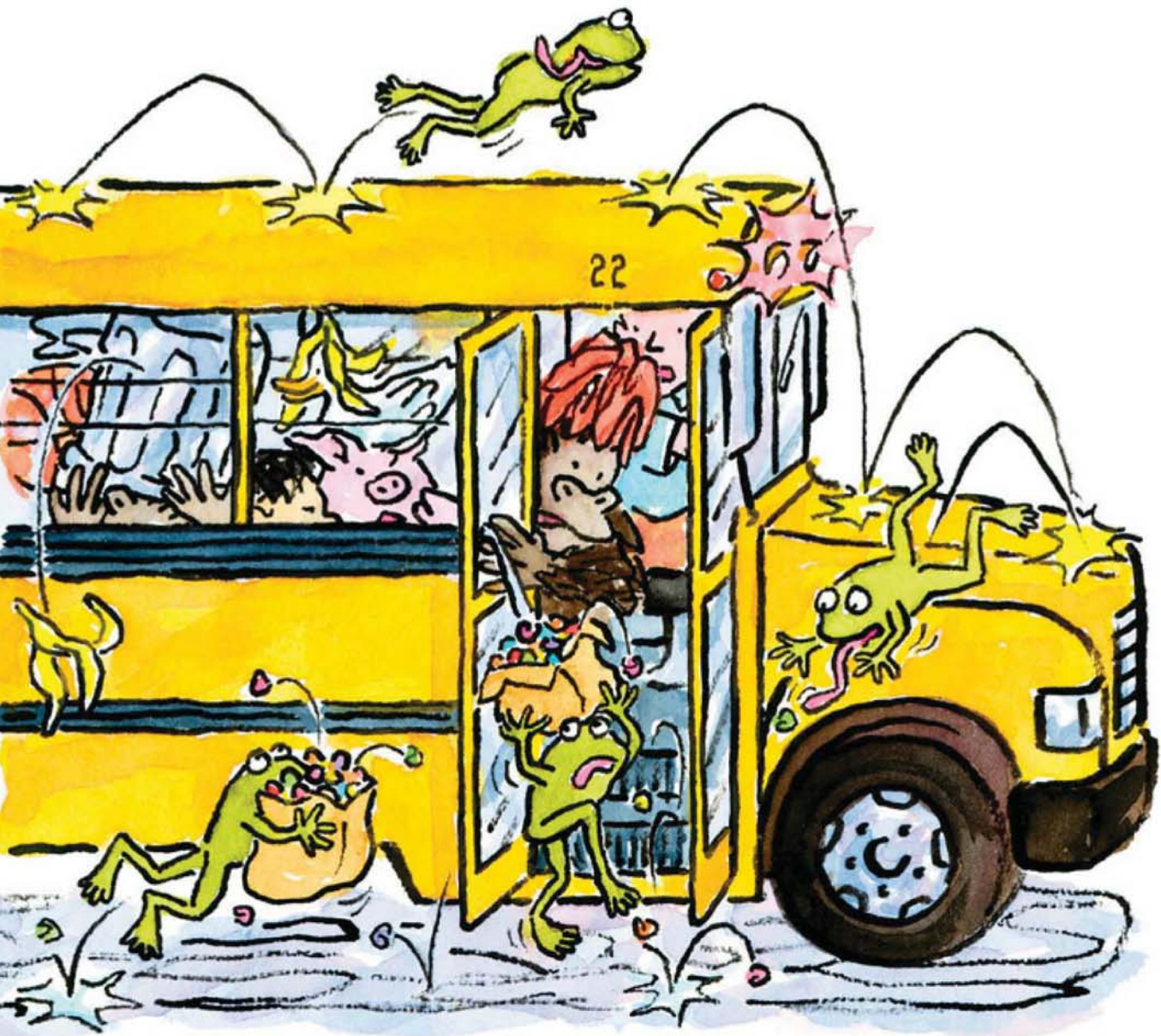
Slip, flip! The bus zips away.
Apes make me late for school today!



On my way to school, I see
some frogs in a gumdrop tree.



Plip, plop! The gumdrops drop.
Two frogs cut. Two frogs mop.



Frogs hop in the bus.
They sit down with the rest of us.
Hip! Hop! The bus zips away.
Frogs make me late for school today!



Here we go, just one last stop.
Frogs hop in the lake. Plip, plop!

Duck is off to get some gas.
Apes fish and nap in the grass.



Tick, tock! The bus zips away.
It looks like I am late today!

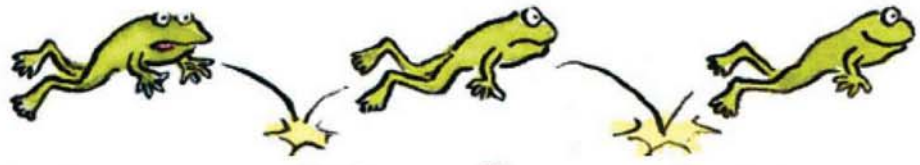




Now the bus drops me off at school.
I see crocodile slink out of the pool!



I think it slid under the gate.
And that, Miss Blake, is **why** I am late!



Meet Wong Herbert Yee

Wong Herbert Yee says,
“No bus picked me up at the corner.
I walked a mile to get to school!
When I write, I use things that
really happened. My imagination
fills in the rest. Remember what
you see, read, and hear. You may
write a funny story, too!”



Author's Purpose

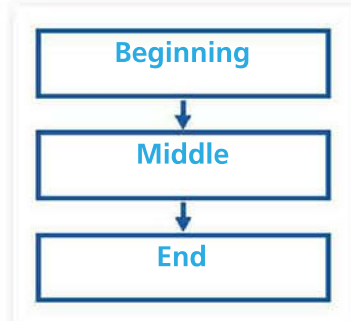
Wong Herbert Yee wanted to write a funny story about getting to school. Draw how you get to school. Write about it.



Respond to Reading

Retell

Use your own words to retell *On My Way to School*.



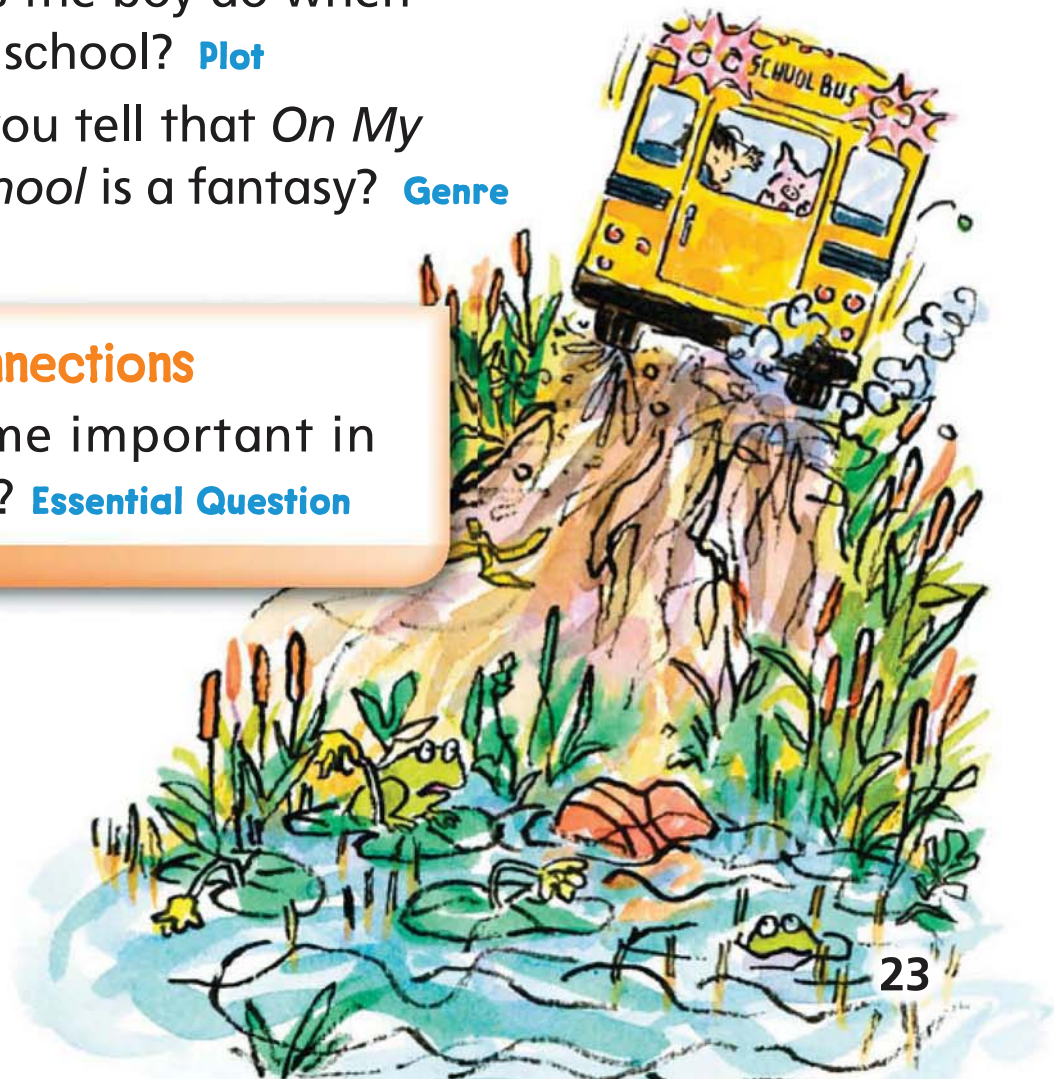
Text Evidence

1. What makes the boy late in the beginning? **Plot**
2. What does the boy do when he gets to school? **Plot**
3. How can you tell that *On My Way to School* is a fantasy? **Genre**



Make Connections

How is time important in this story? **Essential Question**



Compare Texts

Read about ways we can tell the time.

It's About Time!

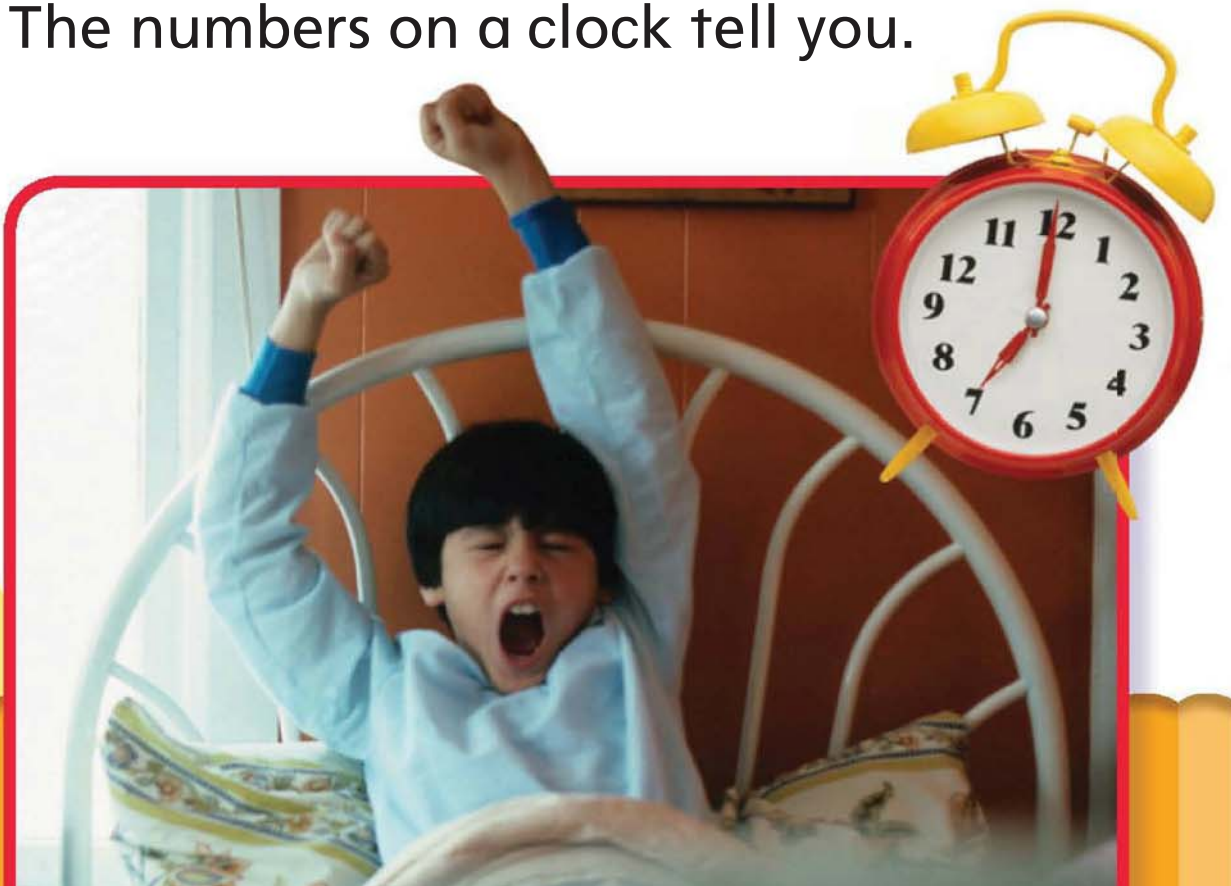
Beep, beep, beep!

An alarm **clock** wakes you up.

It's time for school!

How do you know what time it is?

The numbers on a clock tell you.

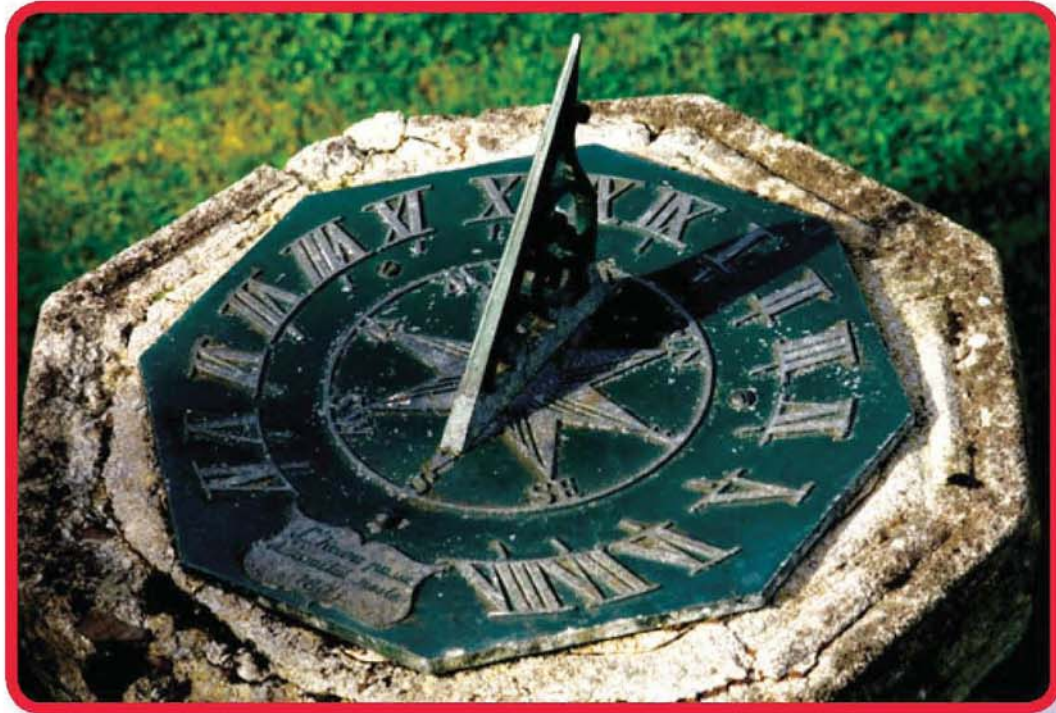


Some clocks have faces with hands.
The hands point to the numbers.
Some clocks have just numbers.



All clocks tell the **hour** and **minute**.
There are 60 minutes in an hour.
There are 60 **seconds** in a minute.





Long ago, people didn't have clocks. They used the sun to tell time instead. Tools like **sundials** helped them. The sun's **shadow** showed the hour. But people had to guess the minutes. What time is this sundial showing?



Then people made clocks!
It was easy to see the
hour and minutes.
There were big clocks
and little clocks.



Today watches, phones,
and computers tell the
time, too. We always know
the time!

Make Connections



What might help the boy in
On My Way to School get to
school on time? **Essential Question**



Essential Question

How do plants change as they grow?

Read about a girl whose plant grows too much.



Go Digital!





The
**Big Yuca
Plant**

by Magaly Morales

Meet The Characters



Narrator



Paco



Lola



Ana



Dad



Mom



Pig



Cat



Rat



Narrator A girl is planting.



Paco Hello, Sis. What plant is that?



Lola It is a yuca. It should **grow** a root that we can eat.



Paco Yum! Can we help you?



Lola Yes. Ana can help me dig.
You can get the plant **water**.



Paco The sun will shine and the
plant will grow.



Ana Grow, plant, grow!



Narrator Many days pass.



Dad Look at the size of that plant.



Mom Yes, it is **green** and **pretty**.
But it is as big as we are!



Lola

My yuca did grow!
It is time to pull it up.



Narrator

She tugs and tugs.



Lola

I can't get it. It is too big!



Paco

I will help. I will grab you.
You grab the plant.



Lola

This plant is stuck!



Ana

I can tug. Come up, yuca!



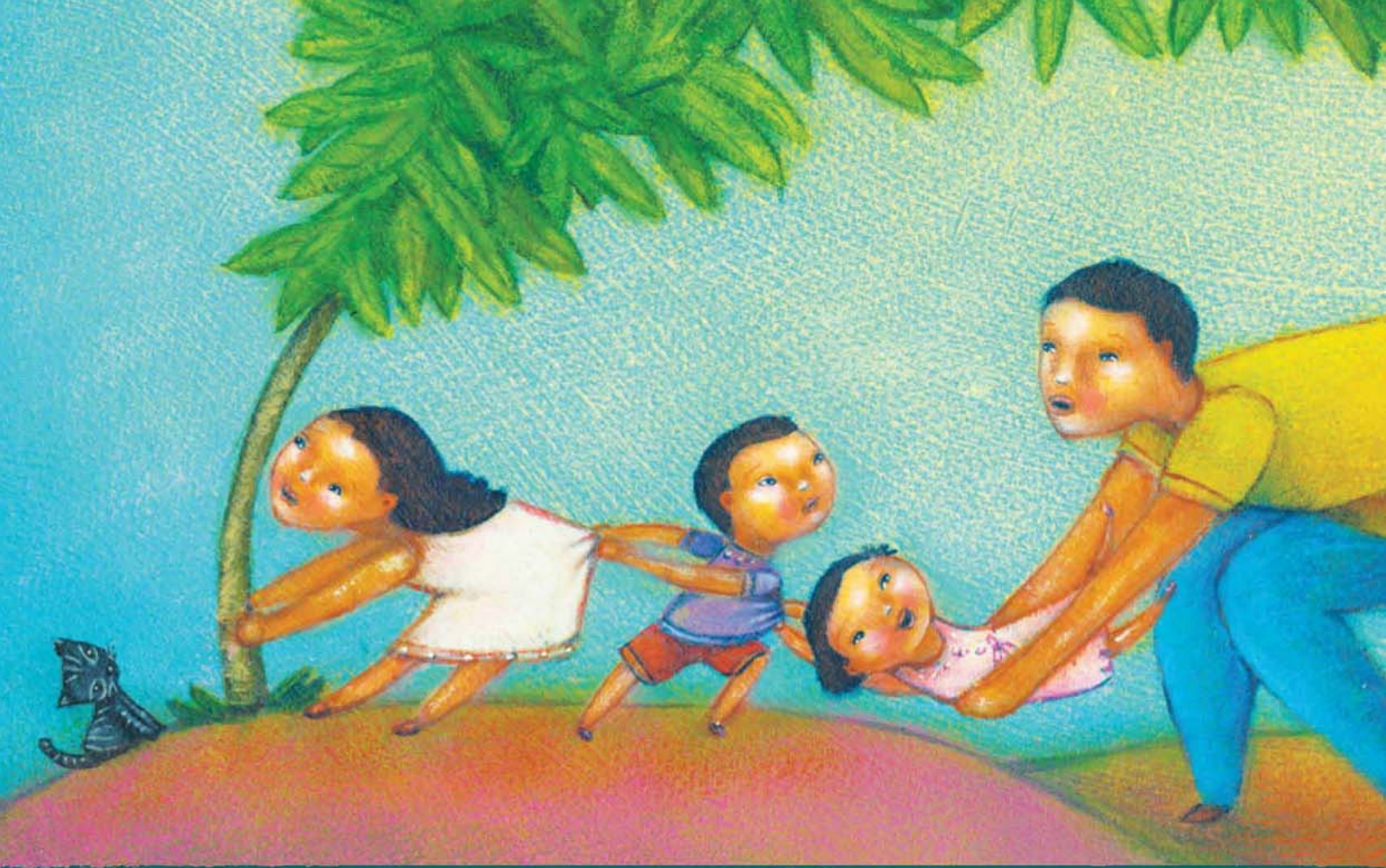
Dad

That is quite a plant!
Let us help.



Narrator

Mom and Dad tug. But the
plant does not come up.



Paco There are five of us pulling.
But the yuca is still stuck.



Lola Who can we ask for help?



Mom Ask Pig. Pig is big. She can tug.



Lola Pig, can you help?



Pig Yes, I will help. I will tug Mom.



Mom And I will tug Dad.



Dad And I will tug Ana.



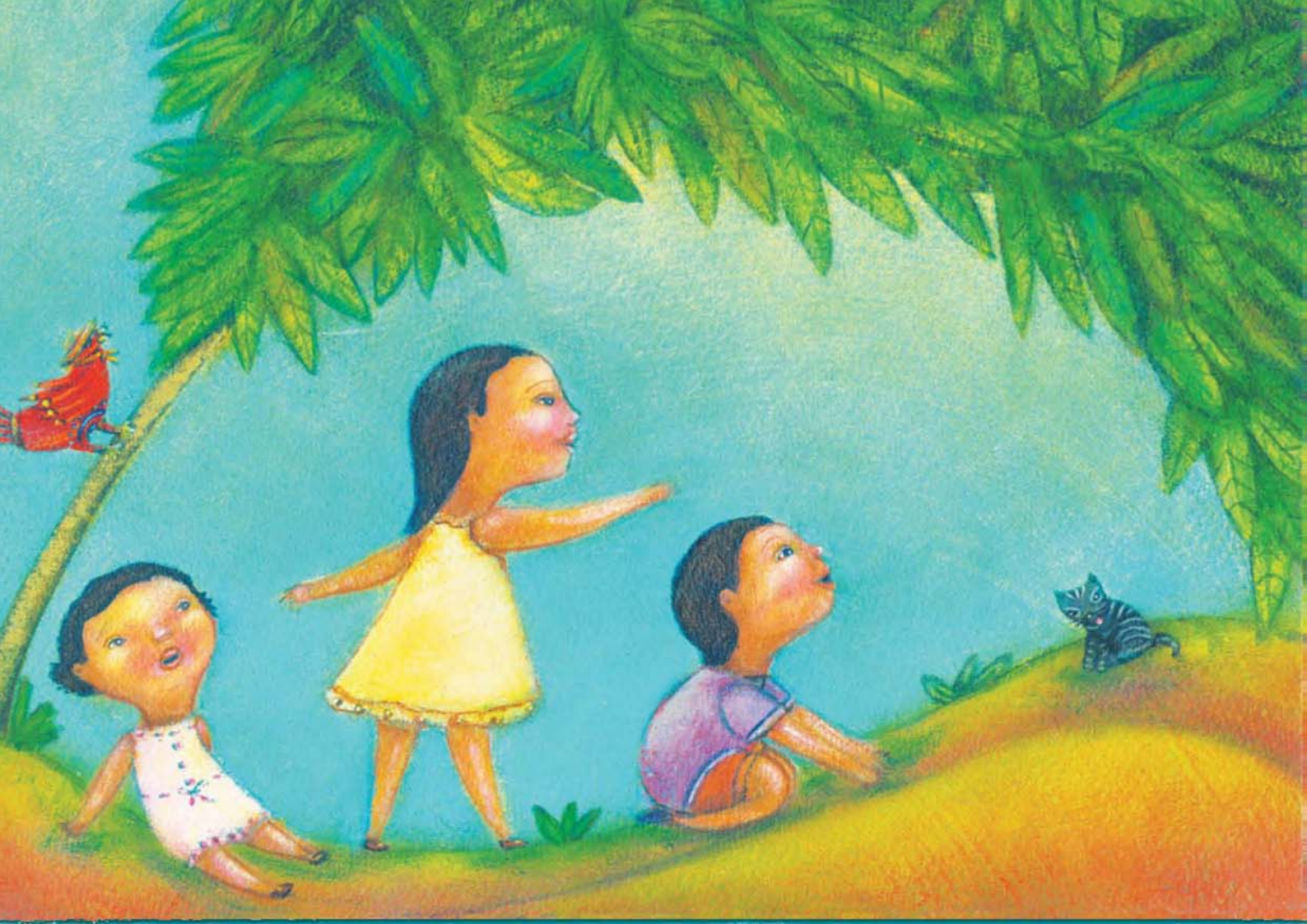
Ana And I will tug Paco.



Paco And I will tug Lola.



Lola And I will tug the yuca plant.



Narrator

But the plant does not move a bit.



Ana

This plant can't be picked.



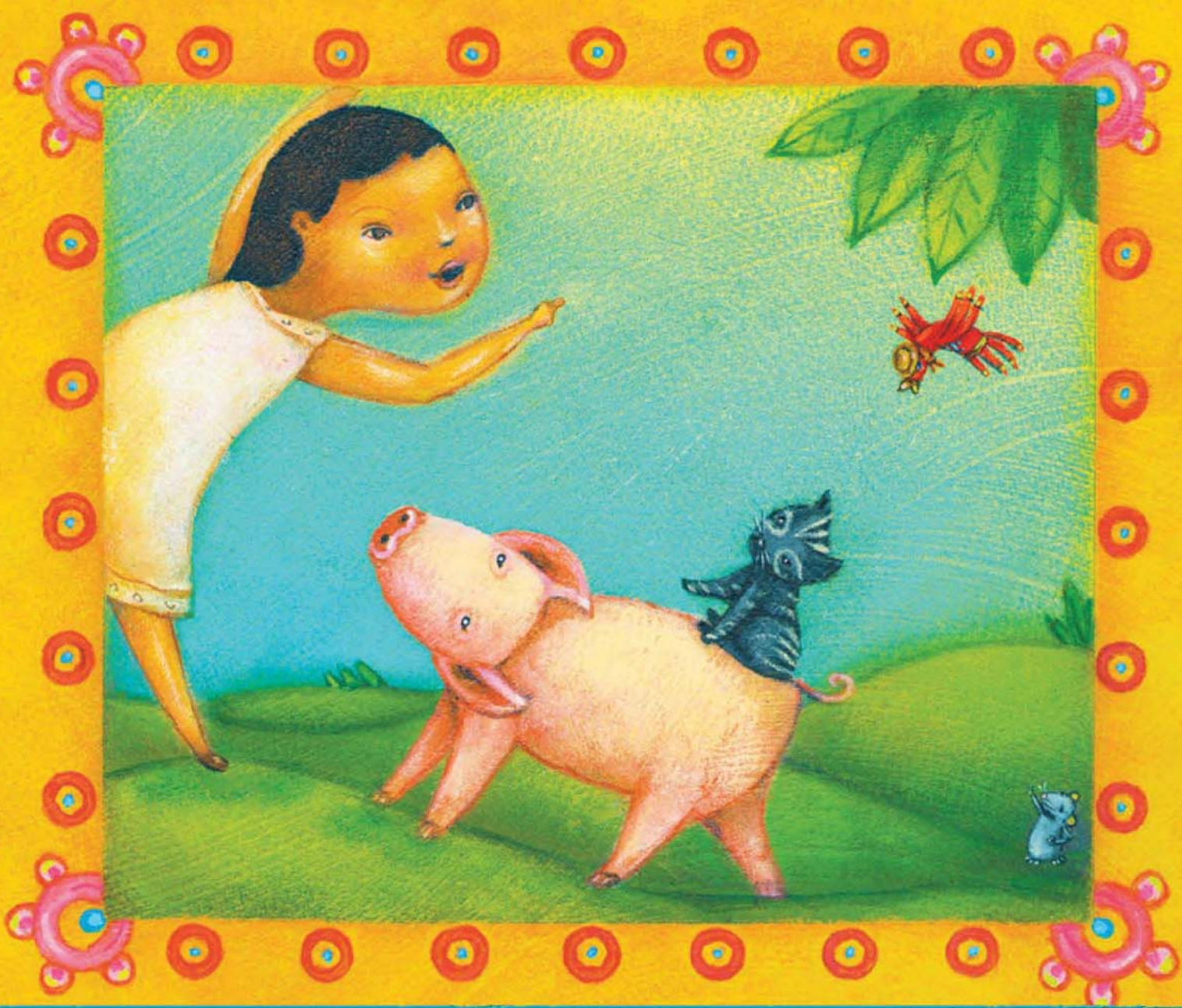
Lola

Yes, it can! There must be a way. We can ask Cat.



Paco

Cat, will you help?



Cat But I am not big like Pig.



Lola You can still help. **Together** we can get the yuca out.



Cat I will do my best.



Narrator

They all tug. But the plant is still stuck.



Lola

Should we ask that rat to help?



Paco

A rat? A rat is little. He can't help.



Rat

Yes, I can.



Rat

Take this vine. Tie it to the plant. We all must tug on the vine.



Lola

Yes, do as Rat said!



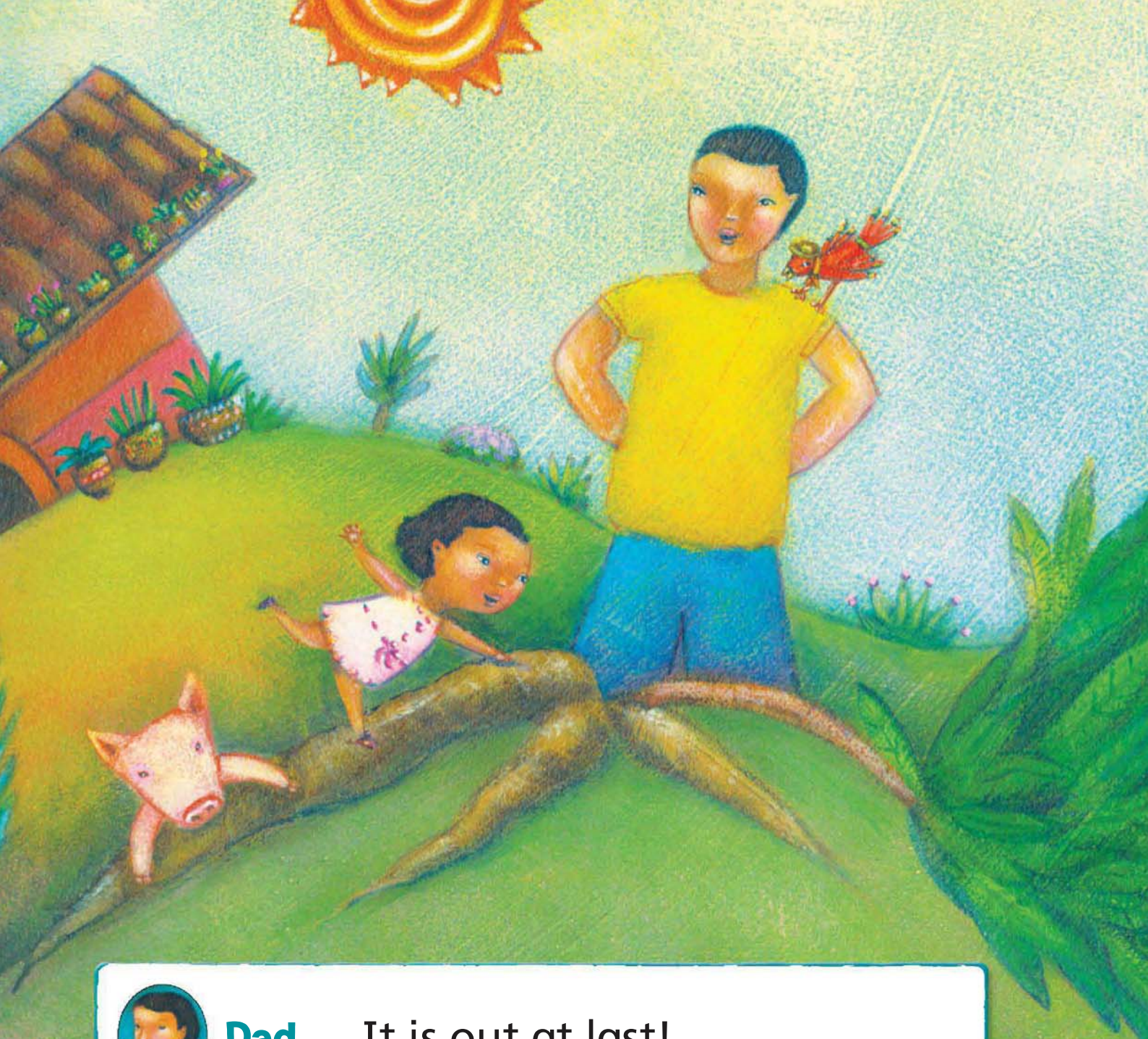
Narrator

They get in a line.



Lola

Grab the vine and tug!



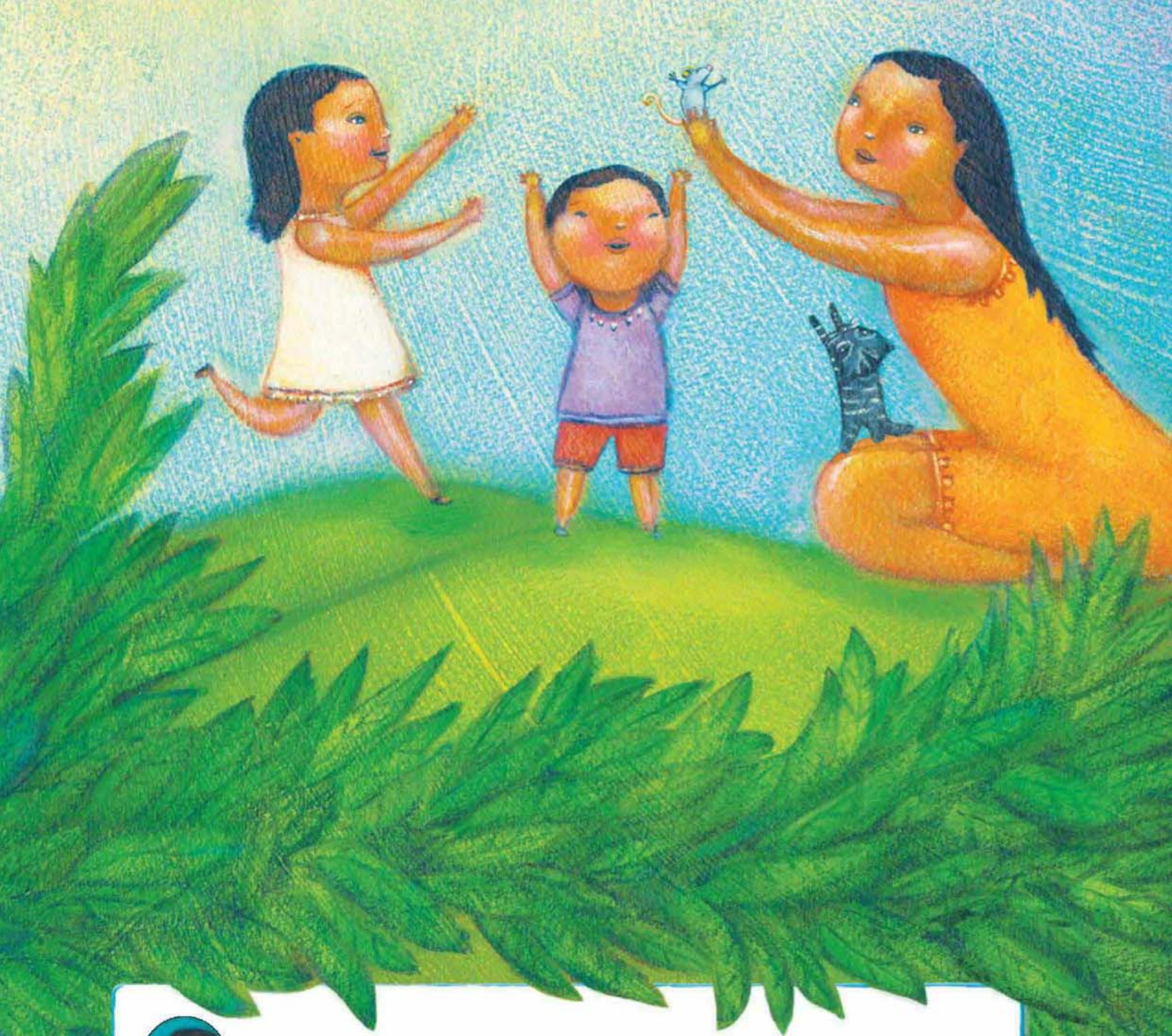
Dad It is out at last!



Ana What a fine yuca.



Pig It could win a prize.



Mom We all must thank Rat.



Lola You are little, but you are wise.

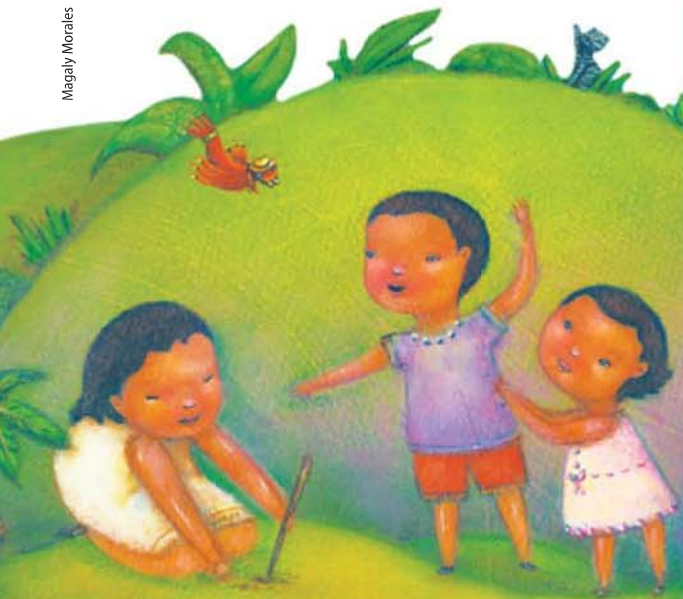
All Thank you!

About Magaly Morales



Magaly Morales says, "In my family, we are very close. We all help each other. When I need something, I know I can count on my family, just as Lola counts on hers. Together we are stronger and smarter than when we are by ourselves."

Magaly Morales



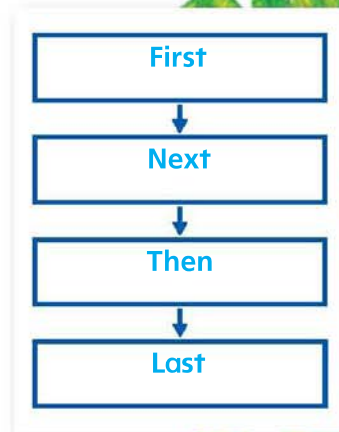
Author's Purpose

Magaly Morales likes to draw people helping each other. Draw yourself helping a friend or someone in your family. Write about your picture.

Respond to Reading

Retell

Use your own words to retell *The Big Yuca Plant*. Tell what happens in order.



Text Evidence

1. How do Paco and Ana help Lola in the beginning?
Character, Setting, Plot
2. What happens after Lola tries to pull up the plant? **Character, Plot**
3. How can you tell that *The Big Yuca Plant* is a play? **Genre**

Make Connections

How is Lola's yuca like a plant you have seen?

Essential Question

Compare Texts

Read about how plants grow and change.

How Plants Grow



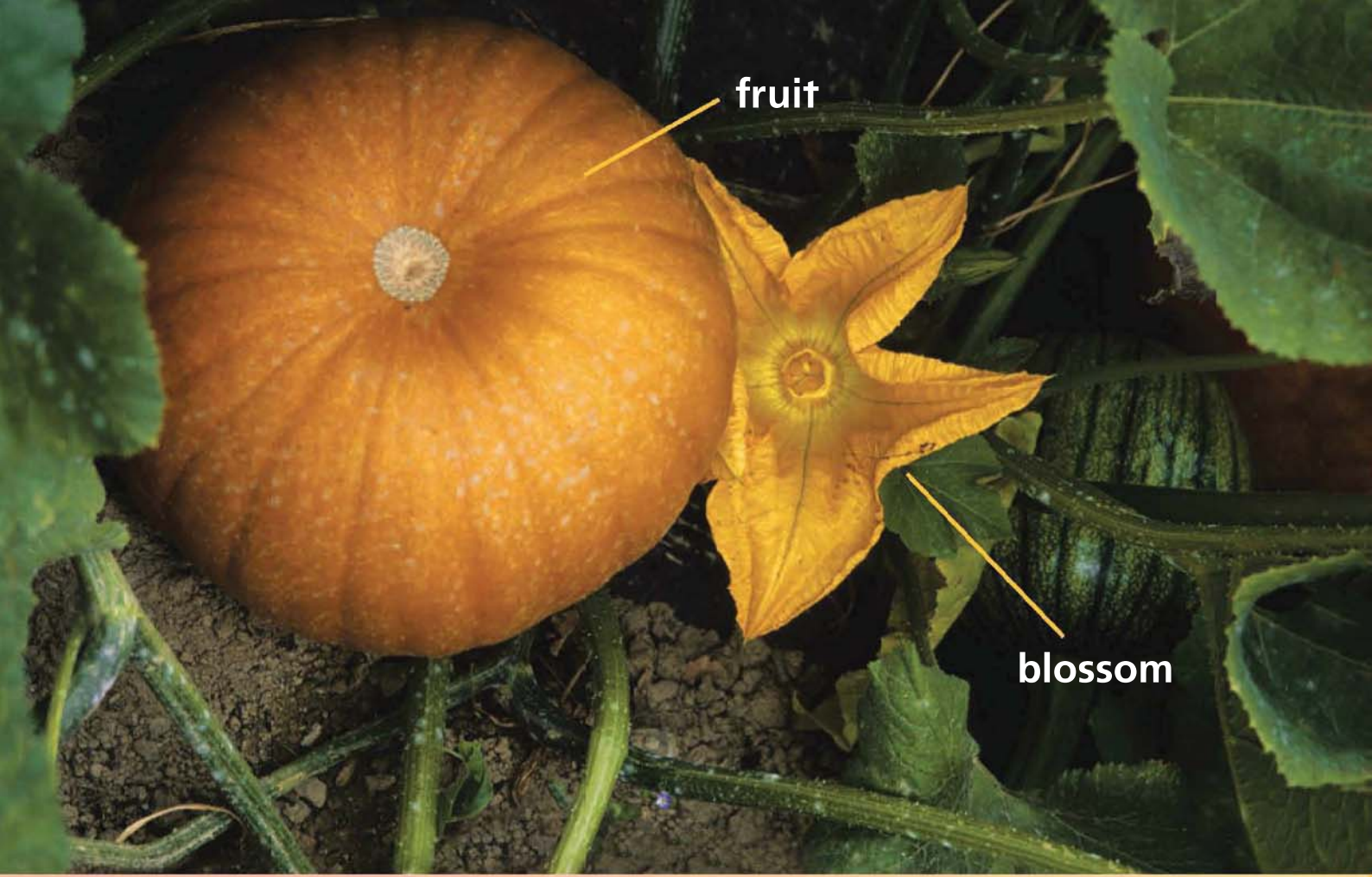
These are
all seeds.

A plant's life begins as a **seed**. Inside the seed is a little, new plant.

When the seed is planted, a **root** grows down in the soil. The root holds the seed in the soil. It takes in water, too.

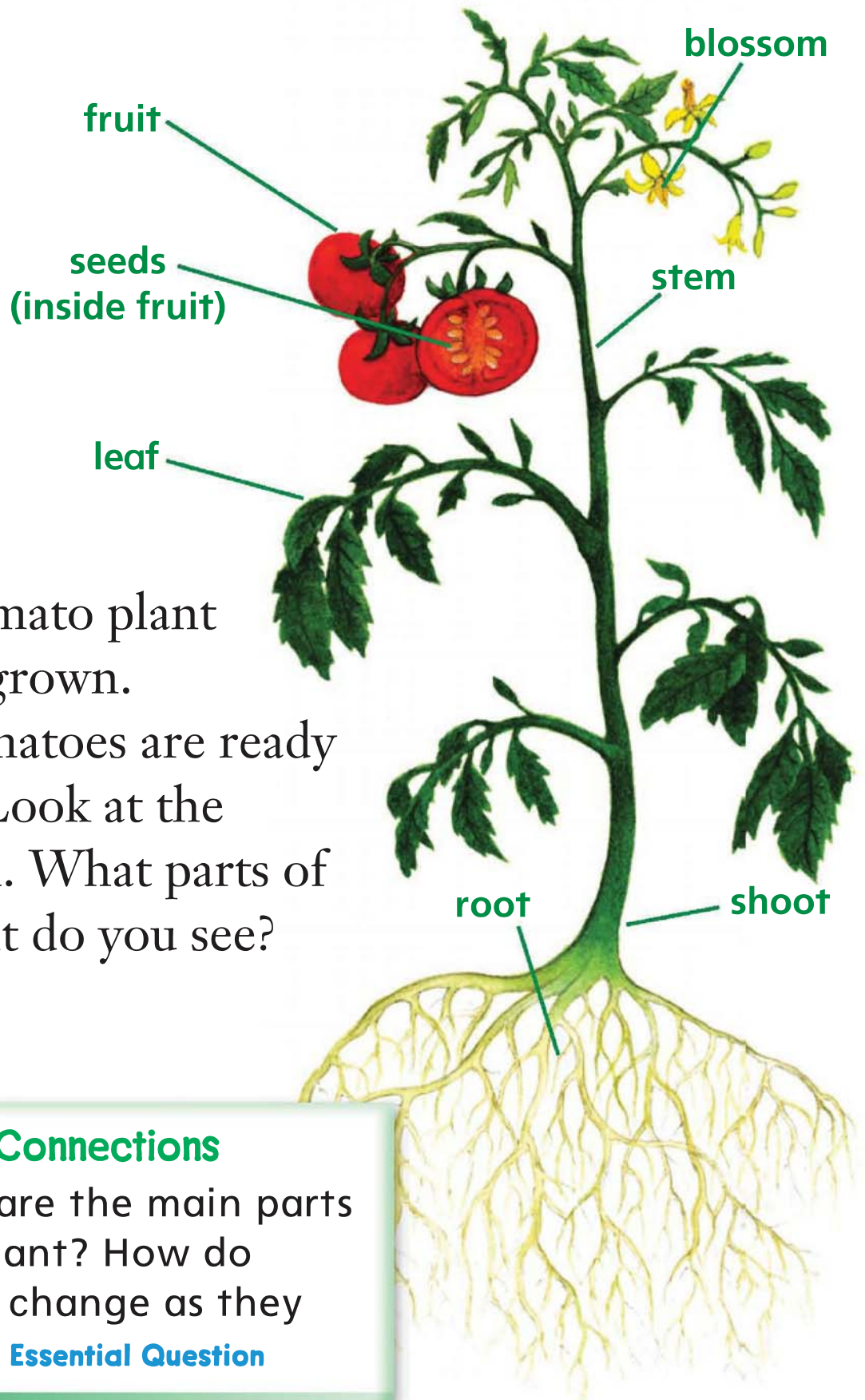
The stem grows up from the seed.
When it pops out of the soil, it is called a **sprout**. Green leaves grow on the stem.
The leaves have a big job. They make food for the plant to live. The leaves use water, sunlight, and air to make food.





Over time, blossoms pop up on the plant. These blossoms are the plant's flowers. They can grow into a fruit such as this pumpkin. Many fruits can grow on one plant vine.

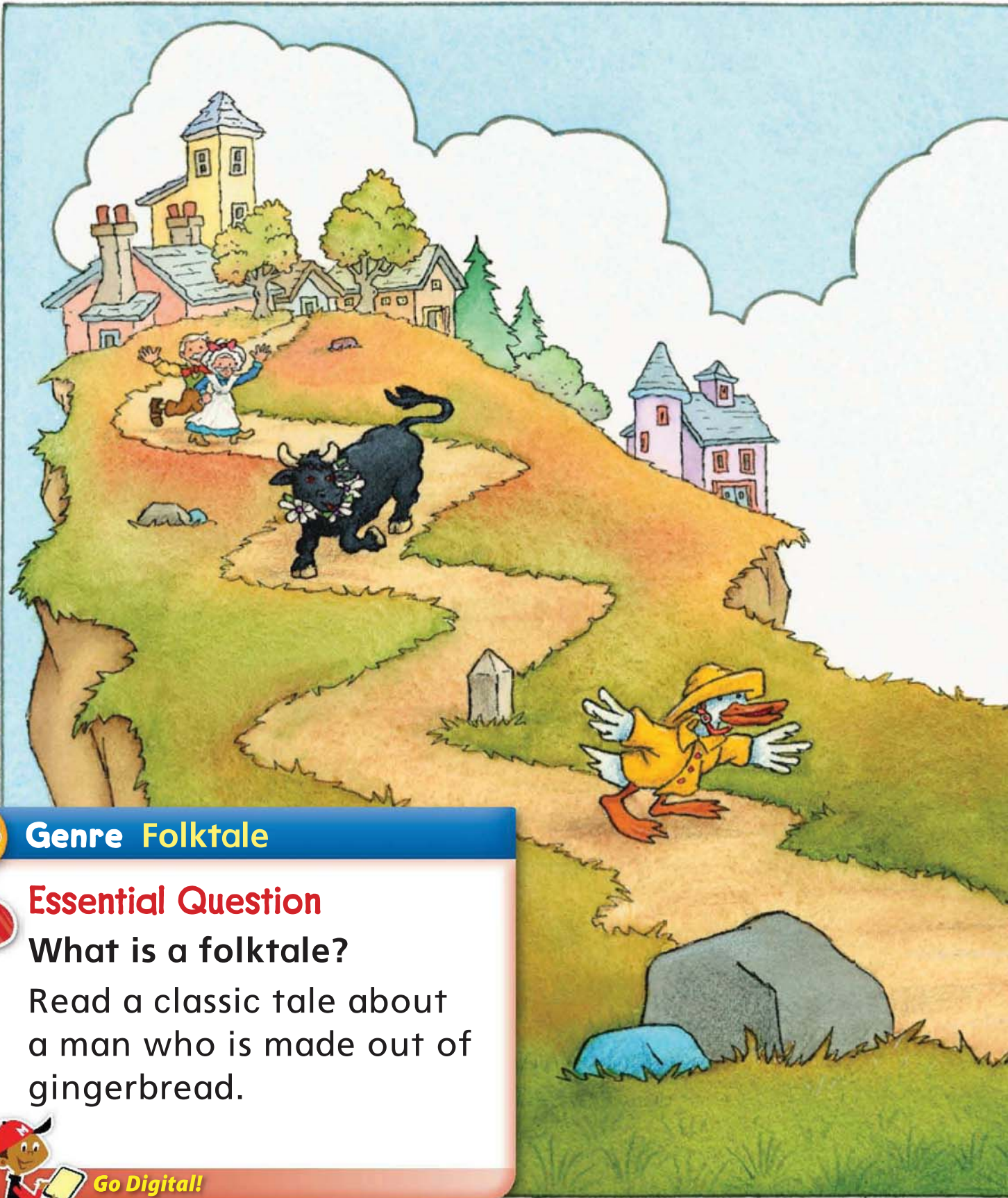
Inside the fruit are seeds. These seeds can be used to grow new plants.



This tomato plant is fully grown. The tomatoes are ready to eat! Look at the diagram. What parts of the plant do you see?

Make Connections

What are the main parts of a plant? How do plants change as they grow? **Essential Question**



CCSS

Genre **Folktale**

Essential Question

What is a folktale?

Read a classic tale about a man who is made out of gingerbread.



Go Digital!

The Gingerbread Man

by Wiley Blevins
illustrated by Richard Egelski



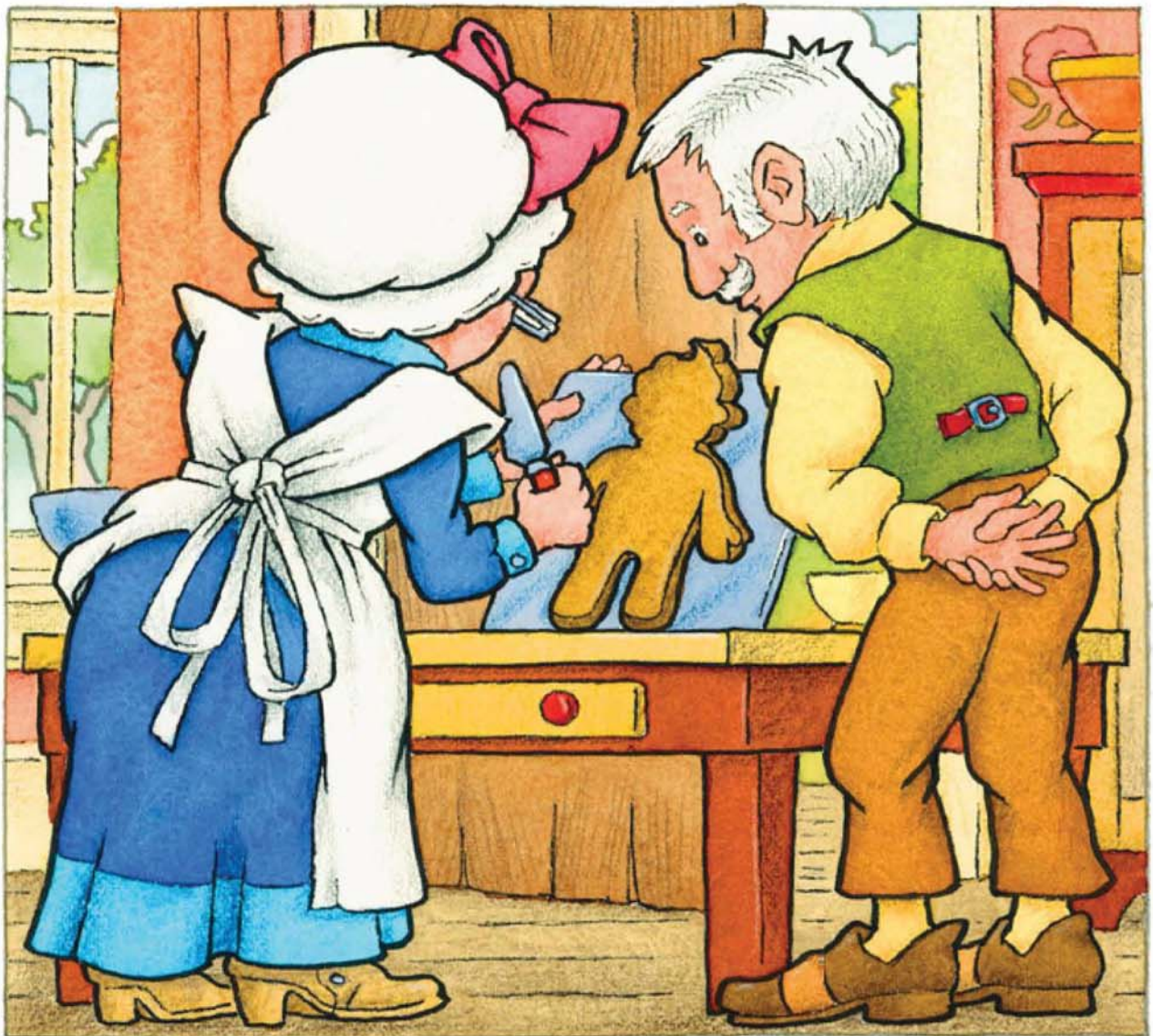


Once upon a time there lived a little Gram and a little Gramps. They had a **happy** life. Except for one big thing. They did not have **any** grandkids.

“I will make a grandson out of gingerbread,” said Gram.

“That will be nice,” said Gramps.

So Gram made a little gingerbread man. Then she placed him in the oven to bake.





At last, it was time to take him out. Gram set him down. She gave him a happy face. She gave him pants made of fudge icing.



Just as she finished, the Gingerbread Man jumped up. Like magic! He looked at Gram and Gramps and smiled. Then he ran away.

Gram and Gramps raced after him.

“Run, run, run as fast as you can. You can’t catch me. I’m the Gingerbread Man,” the little man sang.

Gram and Gramps did not catch him.





The Gingerbread Man ran on and on.
He ran until he met a black cow.

“Stop!” yelled the black cow. “You
smell good. I will eat you up. Yum!”

“I ran **from** Gram and Gramps,” the
Gingerbread Man sang. “I can run
from you, too. Yes, I can, can, can!”



The Gingerbread Man ran and ran.
And the cow did not catch him.
Next, the Gingerbread Man met a
white duck.



“Do not run so fast,” said the duck.
“I am hungry. You will make a nice
snack. Yum, yum!”

“I ran from the cow and Gram and Gramps,” yelled the Gingerbread Man. “And I can run from you, too. Yes, I can, can, can!”

And the duck did not catch him.



The Gingerbread Man ran on and on and on. He passed a red fox.

“Run, run, run just as fast as you can. You can’t catch me, I’m the Gingerbread Man,” he sang.

“I do not wish to catch you,” said the fox. “I just wish to be a friend.”





The Gingerbread Man and the fox ran on until they came to the edge of a big lake.

“But I can’t swim,” said the Gingerbread Man. “What will I do?”



“Jump on my back,” said the red fox.
“I will help.”

So, the Gingerbread Man jumped on top of the red fox. The red fox swam and swam and swam.



“Oh, no,” said the red fox. “My back is sinking. Jump on my head. Quick! If not, you will get wet.”

The Gingerbread Man jumped on the fox’s head. The fox tossed the Gingerbread Man up in the air.

“Oh, no!” yelled the Gingerbread Man.
And then the fox ate him up.

“Run, run, run as fast as you can,”
said the fox. “This is the last of that
Gingerbread Man.”



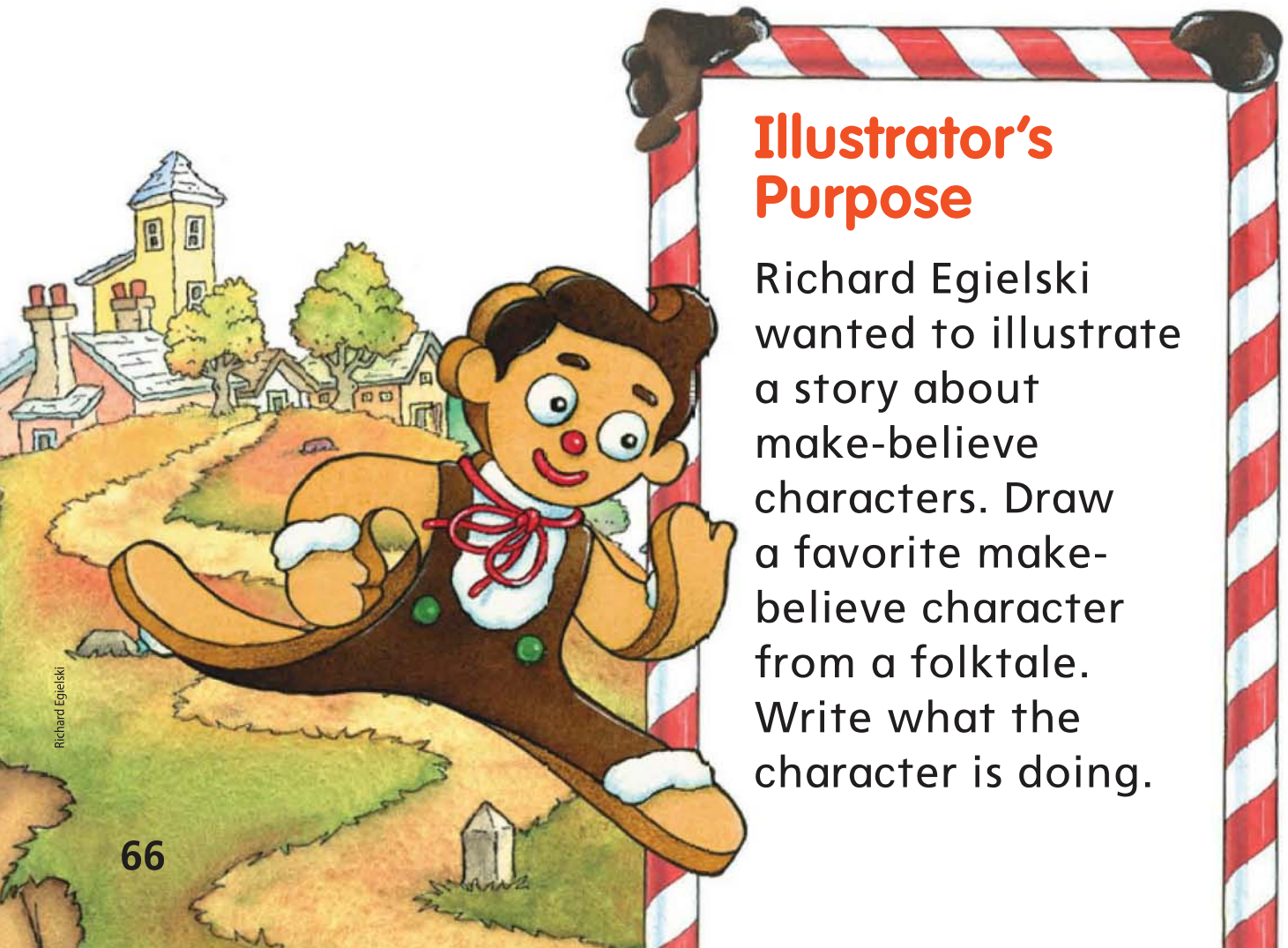
Meet the Illustrator

Richard Egielski has enjoyed drawing since he was a boy. Now he loves to draw pictures for stories he writes and stories that other people write. He likes to illustrate stories about real people as well as make-believe characters.



Illustrator's Purpose

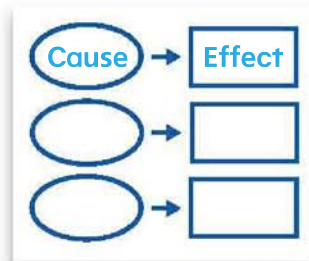
Richard Egielski wanted to illustrate a story about make-believe characters. Draw a favorite make-believe character from a folktale. Write what the character is doing.



Respond to Reading

Retell

Use your own words to retell *The Gingerbread Man*.



Text Evidence

1. Why did Gram and Gramps run after the Gingerbread Man? Why did the others run after him? **Cause and Effect**
2. Why does the Gingerbread Man get on the fox's back? What happens because of this? **Cause and Effect**
3. How can you tell that *The Gingerbread Man* is a folktale? **Genre**



Make Connections

How is *The Gingerbread Man* like another folktale you know?

Essential Question



 Compare Texts

Read some favorite rhymes from long ago.

*Go Digital!* Read Together

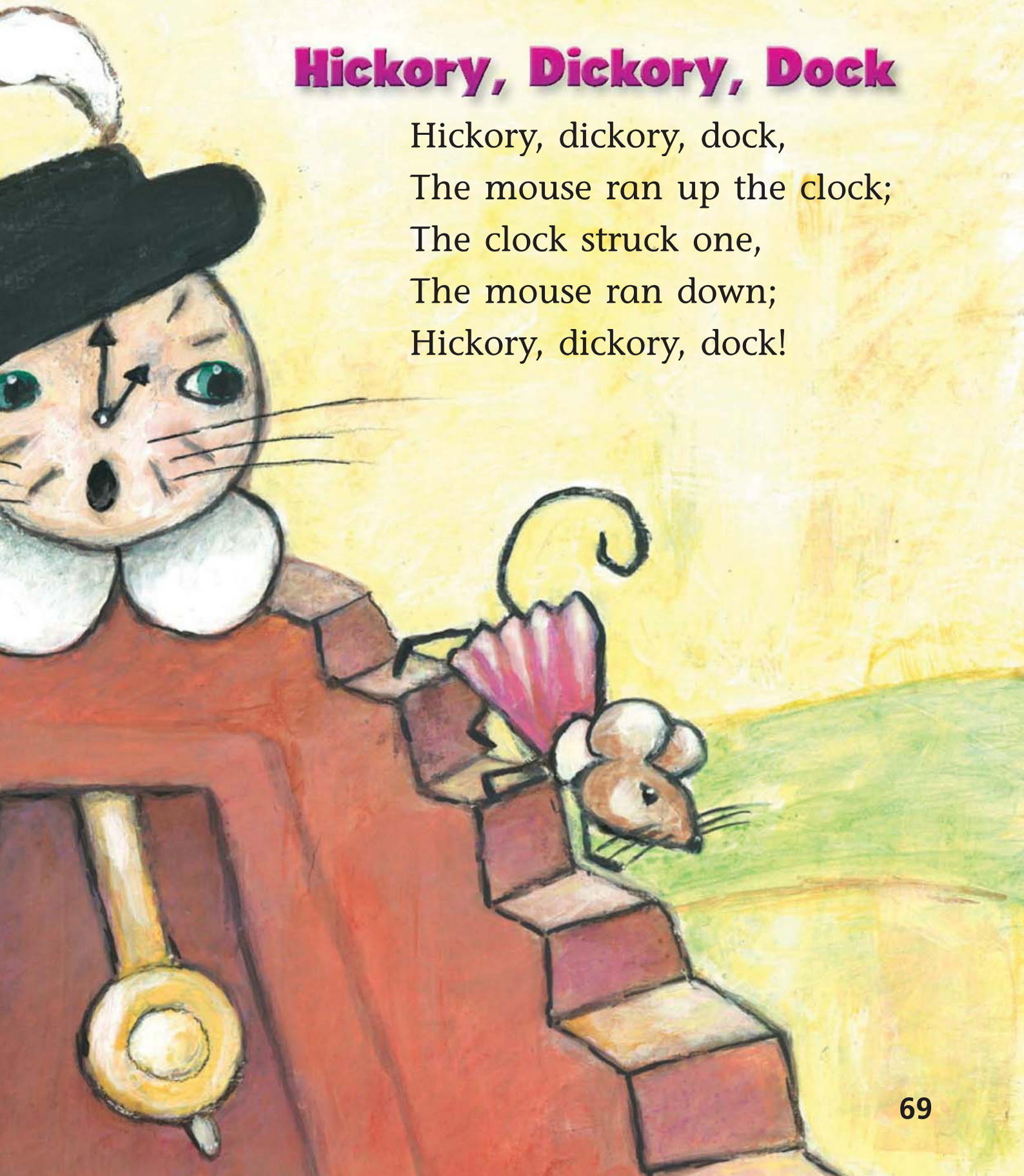
Mother Goose Rhymes

Children have been enjoying Mother Goose rhymes for a very long time. Your grandparents and their grandparents might have enjoyed the same rhymes that you enjoy today!



Hickory, Dickory, Dock

Hickory, dickory, dock,
The mouse ran up the clock;
The clock struck one,
The mouse ran down;
Hickory, dickory, dock!





Higglety, Pigglety, Pop!

Higglety, pigglety, pop!
The dog has eaten the mop.
The pig's in a hurry.
The cat's in a flurry.
Higglety, pigglety, pop!





Hey! Diddle, Diddle

Hey! diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

Star Light

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might
Have the wish I wish tonight.



Make Connections



How is a nursery rhyme like a folktale?

Essential Question



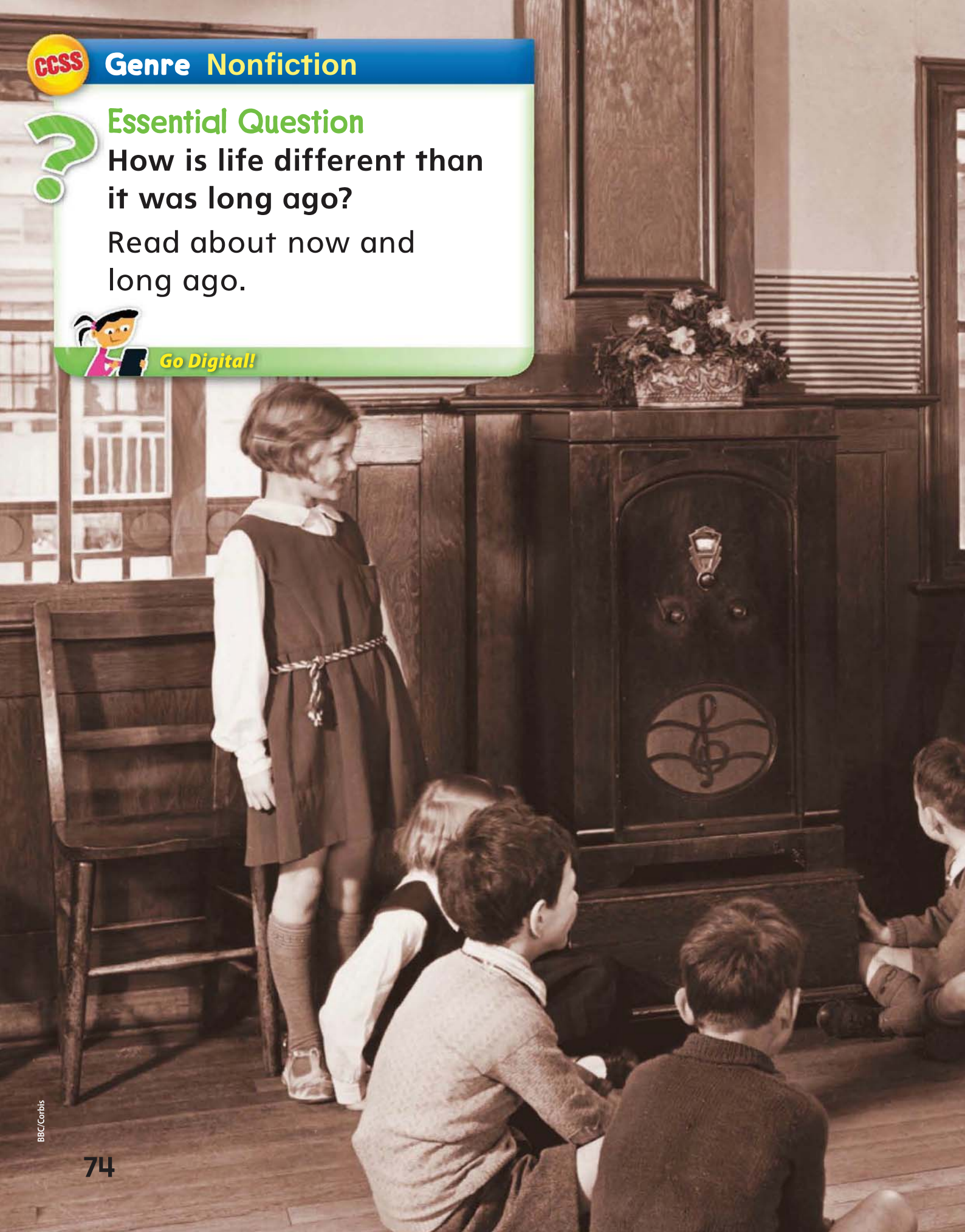
Essential Question

How is life different than it was long ago?

Read about now and long ago.



Go Digital!



Long Ago and Now

by Minda Novek



What was life like long ago?
In some ways it was the same as
today. But in many ways it was not.

Today, we ride in a car. It is a fast
way to go. It is fun to take a trip
with Mom and Dad.





Long ago, **people** rode in wagons.
It could take a long time to get
places.



These days, we have many things to help us at home. This is **how** food is kept fresh. This **boy** can get a snack at any time.

In **old** times, people kept things cold in a box filled with ice. Men drove trucks filled with ice to people's homes. This man uses tongs to lift a block of ice.



Today we can get water at home.
This **girl** can clean up and take a
drink at a sink.





Long ago, people used to get water at a pump. This girl pumps water while this boy takes a drink.

These days, we have machines that help us. This is how we get clothes clean. This boy likes to help.





(t) Fred Morley/Hulton Archive/Getty Images; (r) Redmond/Corbis

Long ago, getting clothes clean was not as much fun! People had to fill a tub with suds and scrub a lot! Then they hung pants and tops on a line and let the sun finish the job.



What do kids today have in common with kids long ago?

Back then, kids went to school just like us. But lots of schools had just one teacher. Big kids and little kids were in the same class.



Today, kids attend class one grade at a time. Which grade are you in?



Kids have always liked to play.
Some games have not changed
since long ago.

Back then, kids liked baseball and
circle games, and skating.



Kids still like these old-time games today. Which one do you like best?



About Minda Novek

When **Minda Novek** was a little girl, she was already interested in how people lived long ago. She also likes to write about kids today who live in different lands. Minda uses photos for all these projects, so you can learn about real people.



Author's Purpose

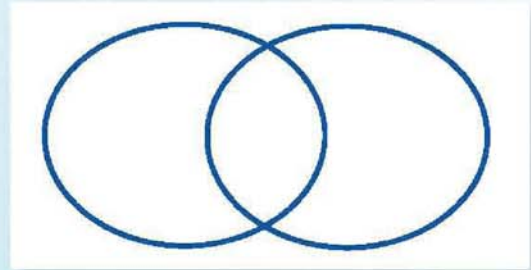
Minda Novek wanted to compare life long ago with life today. Draw a picture of something long ago and a picture of something today. Write about each picture.



Respond to Reading

Retell

Use your own words to retell *Long Ago and Now*.



Text Evidence

1. What are some things that make life at home easier today than it was long ago?

Compare and Contrast

2. In what ways are children long ago like children today? In what ways are they different?

Compare and Contrast

3. How can you tell that *Long Ago and Now* is nonfiction? **Genre**

Make Connections



What would it be like to go to a one-room school house? **Essential Question**



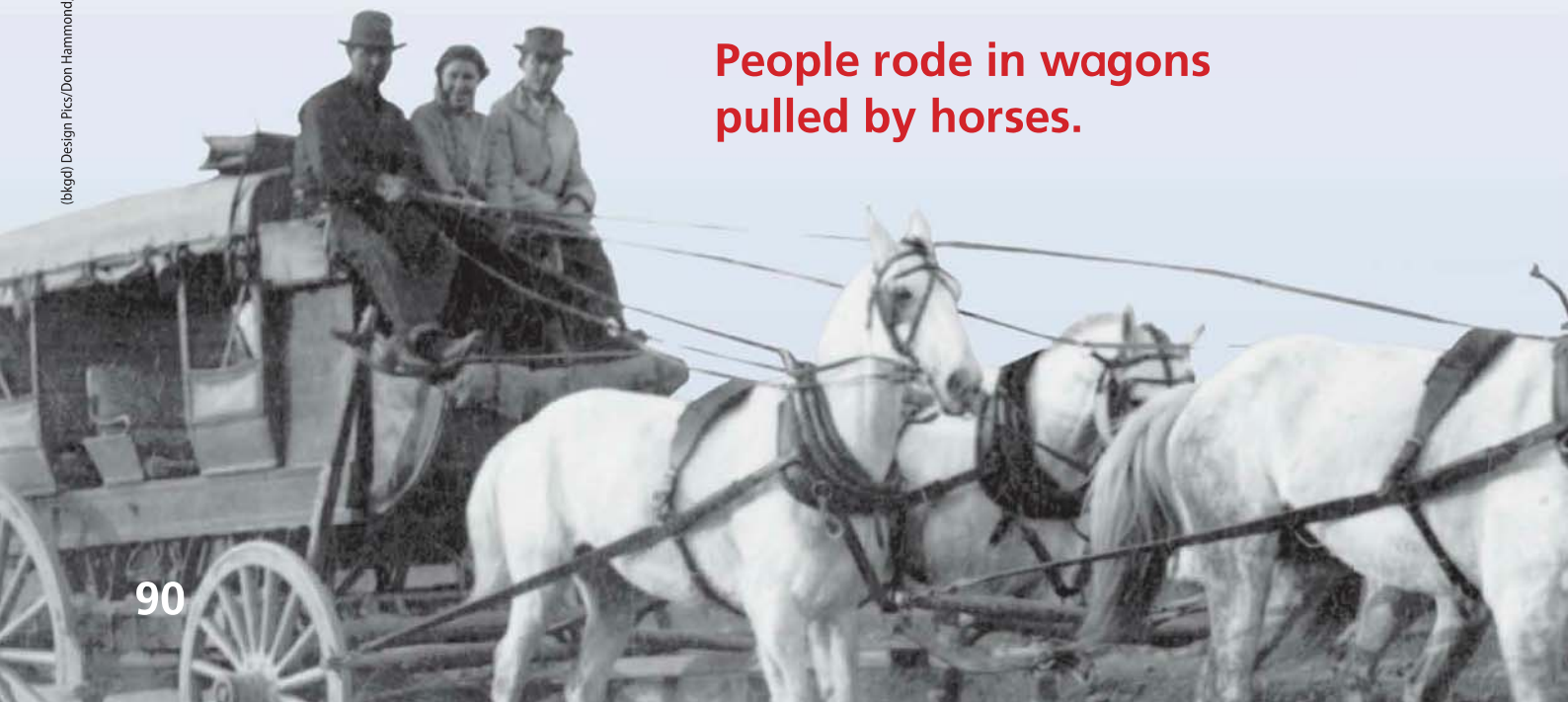
Compare Texts

Read about how transportation has changed.

From Horse to Plane

People today can go places in cars, planes, and trains. Long ago there were not as many kinds of **transportation**. Before **engines**, people had to walk or use horses.

People rode in wagons pulled by horses.





Trains go on rails to and from stations.

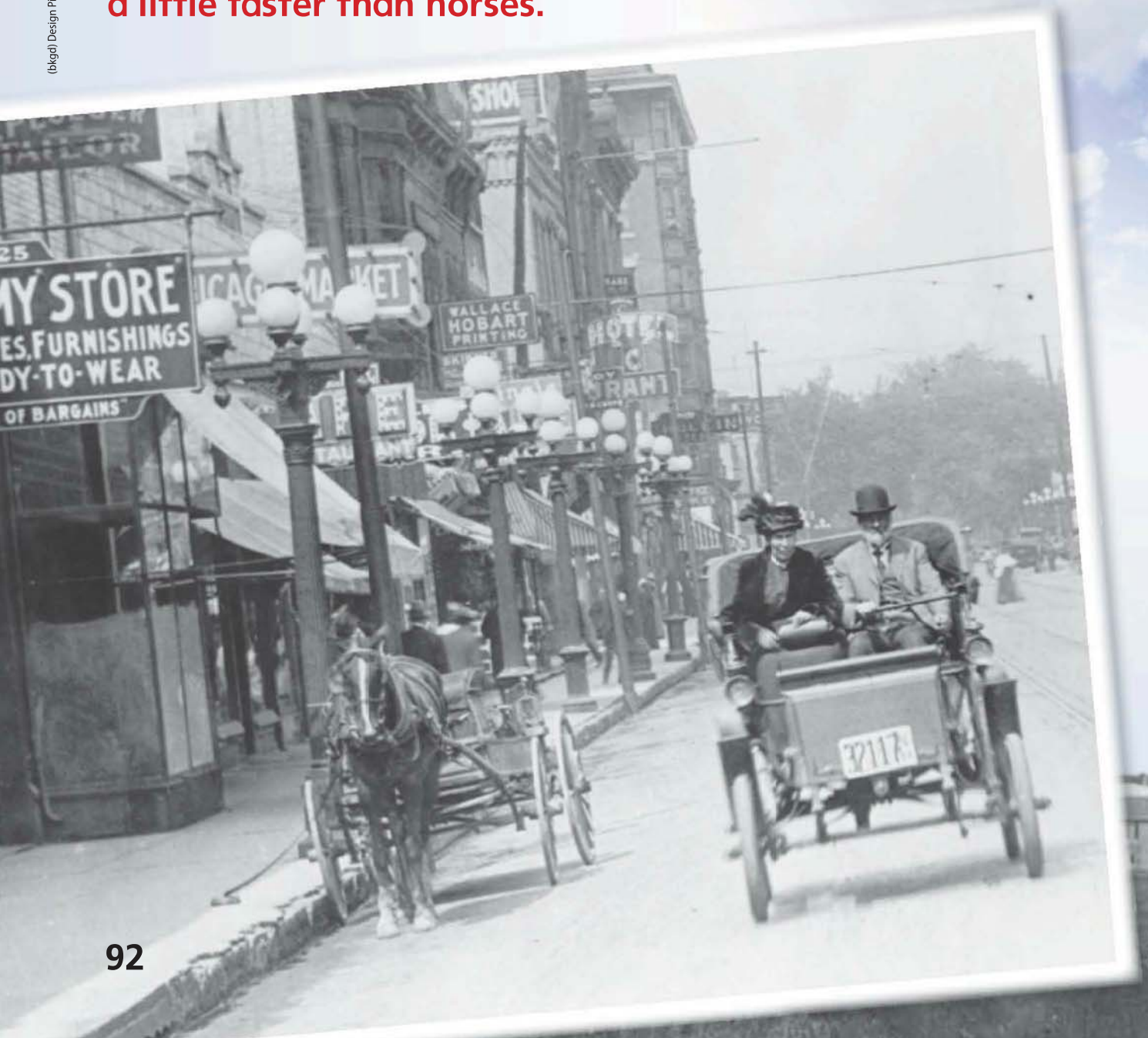
Then the train was **invented**. Steam engines made them go. Now people could go places much faster. It used to take days to go a hundred miles. After the train was invented, it might take hours.



Years later, cars were invented.
The first cars did not go very fast.
Cars today can go faster. People
like to ride in cars. They can
go where they want.

**The first cars were only
a little faster than horses.**

(bkgd) Design Pics/Don Hammond; (b) Corbis





**The first airplanes
could not go far.**

Soon, there was a faster way to go. The airplane was invented. Airplanes can go over mountains and oceans. Today we can go across the world in a day. That could take years long ago!

Make Connections



What transportation do you use? How is it different from long ago?

Essential Question

 Essential Question

How do we get our food?

Read about how we get milk.

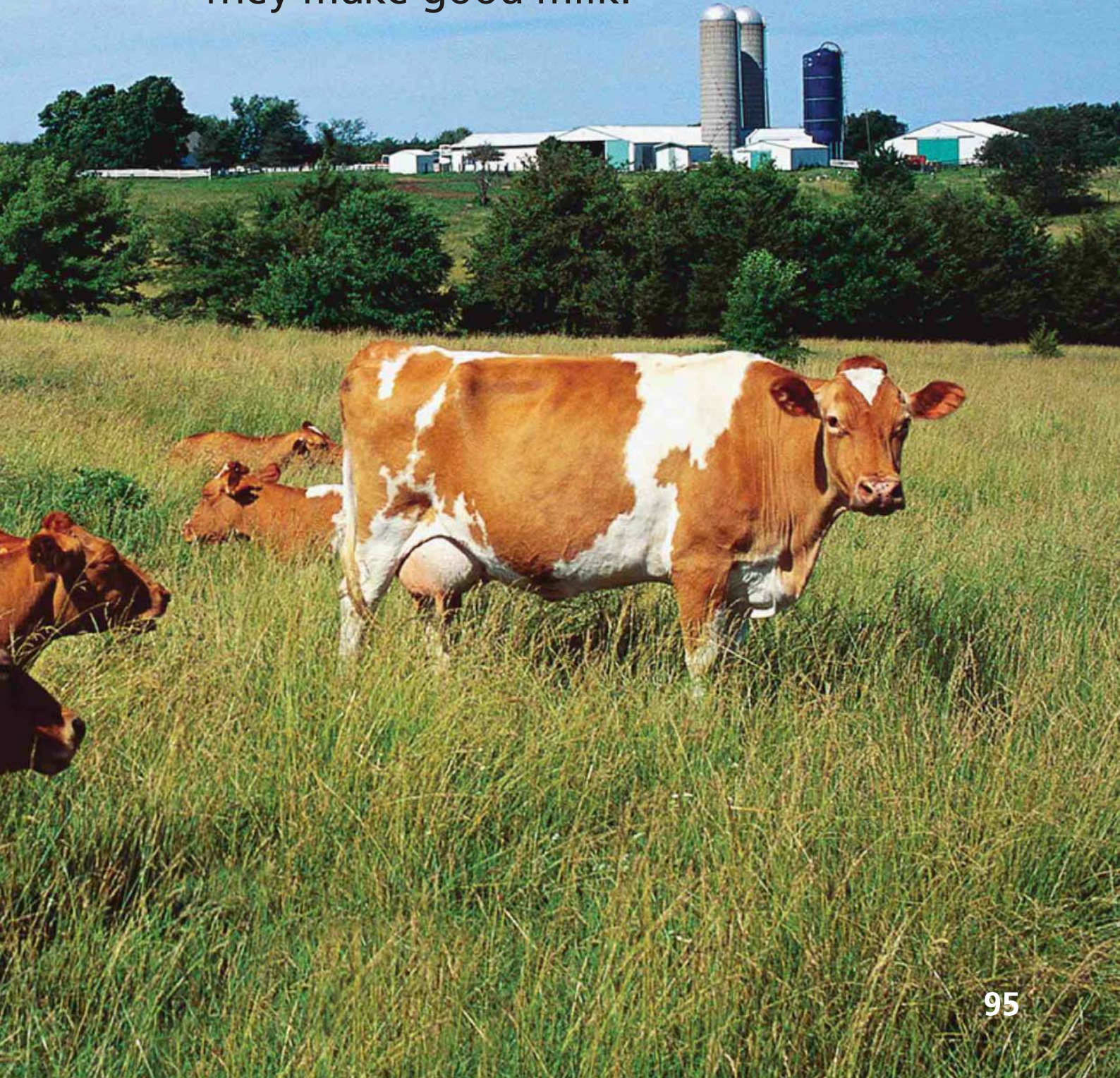


Go Digital!

From Cows to You

Look at these dairy cows. They make the milk we drink. In spring and summer, these cows graze on green grass.

In winter, the cows move into the warm barn. The farmer gives them hay to eat. If cows eat good food, they make good milk.



Being a dairy farmer is hard **work**.
Cows must be milked **every** morning
and every evening.

On small farms,
farmers milk the
cows by hand.



On big farms,
farmers use milking
machines.



The milk goes into a big tank. The tank keeps the milk cold. Cold milk will not spoil. **Soon**, a milk truck takes the cow's milk to a dairy.

At the dairy, the milk is cooked. Bringing it to a boil will kill bad germs. Then, it is quickly cooled. When that's **done**, machines put all the milk into cartons or jugs.

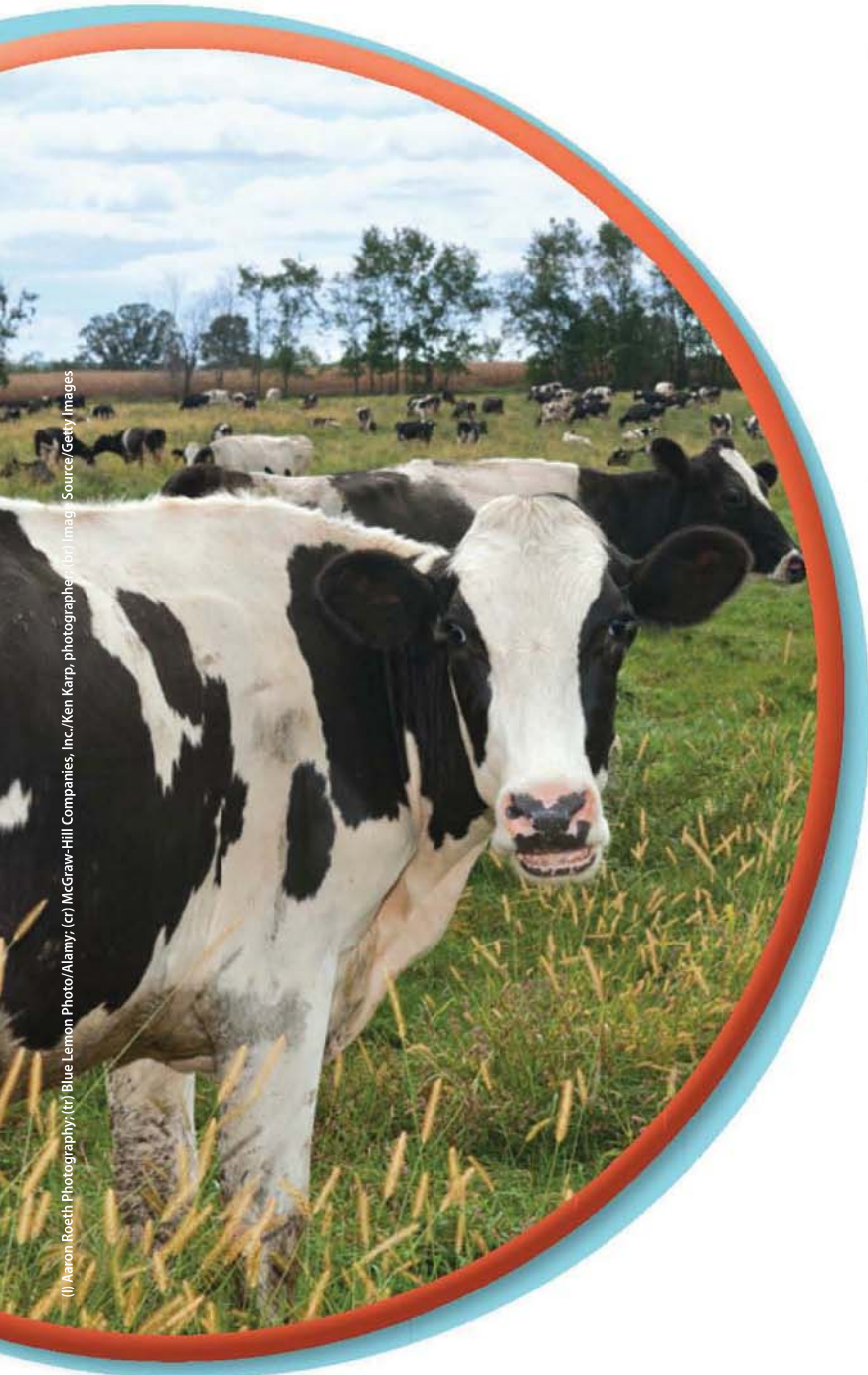


After that, cartons and jugs full of milk get sent to stores. They are put in the dairy case. Look at all the kinds of milk we can **buy**.

Who will drink the milk? You!



Some milk is made into other good food. Dairy products make our bodies strong and healthy. Thank you, cows!



(l) Aaron Roeth Photography; (r) Blue Lemon Photo/Alamy; (c) McGraw-Hill Companies, Inc./Ken Karp; photographer (b) Imag Source/Getty Images



Milk is cooked with other things to make cheese.



Butter comes from milk.



Ice cream is made from milk and then frozen.

Fun Facts



- Most cows give enough milk every day to fill 90 glasses.
- Some farmers say that cows give more milk when there's music playing.

Respond to Reading

1. What happens after the cows are milked? **Sequence**
2. What must happen before the milk goes to stores? **Sequence**
3. How do you know that *From Cows to You* is nonfiction? **Genre**
4. What other foods do we get from a farm? **Essential Question**

Compare Texts

Learn how to
use a food chart.

Read
Together



A Food Chart

Dairy is one food group. The other food groups are grains, fruits, vegetables, and protein. A healthy diet must have food from every group.

Do you eat food from every group? This chart can help you find out.



Five Food Groups

Dairy



milk



cheese



butter

Grains



bread



cereal



pasta

Fruits



apples



bananas



oranges

Vegetables



lettuce



carrots



broccoli

Protein



egg



nuts



meat

What are two proteins?

Name one grain that you eat.

What dairy food do you eat most?

Make Connections



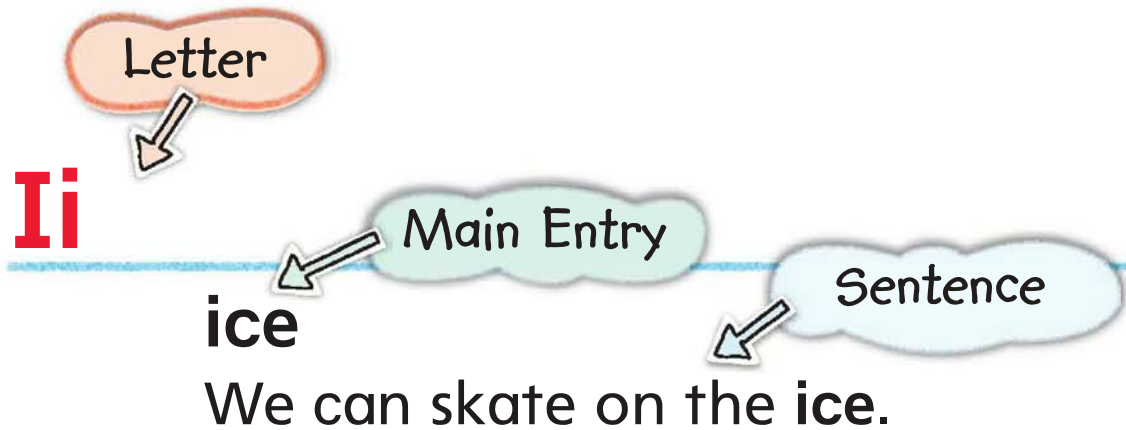
Which foods on the chart come from animals? Which foods come from plants? **Essential Question**



Glossary

What is a Glossary? A glossary can help you find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. Sometimes there is a picture to help you.

Sample Entry



Bb**boy**

The **boy** has red hair.

**buy**

We **buy** food at a store.



Cc

COW

This cow is black and white.



Ff

face

My face was just painted.



Gg

girl

The **girl** can jump rope.



green

The leaf is **green**.



Hh

happy

He smiles when he is **happy**.



home

Our **home** is very nice.



Ii**ice**

We can skate on the ice.

**Ll****lake**

The lake looks blue.



line

Our class is in a line.



Oo

old

The car is very old.



Pp

plant

The **plant** is in dirt.



Ww

work

They **work** together.



McGraw-Hill Reading Wonders

CCSS Reading/Language Arts Program



www.mheonline.com/readingwonders



**Mc
Graw
Hill** Education



978-0-02-119531-2
MHID: 0-02-119531-5

9 780021 195312 99701

EAN

1.3