Your community is where you live with your family. It is where you play with your friends and go to school.
Listening and Speaking

You will talk about what children do in different communities. In the Listening and Speaking Workshop, you will play a descriptive guessing game.

Writing

You will practice descriptive writing. In the Writing Workshop, you will write a description of an event.

Quick Write

Think of another community you have visited. Write three sentences comparing that community to your community.

In this unit, you will learn these ELPS:


Writing: 5.A, 5.C (1, 2, 3), 5.D (1, 2, 3), 5.E, 5.G (2)

For the full text of the ELPS, visit LongmanCornerstone.com
What do you know about communities?

Words to Know
Listen and repeat. Use these words to talk about people who work in your community.

- bus driver
- police officer
- mail carrier
- teacher

Practice
Work with a partner. Look up these words in a dictionary. Then ask and answer questions.

| teaches us | protects us | brings us mail | drives a bus |

Example:  
A: What does a police officer do?  
B: A police officer protects us.

Write
Read the question. Write your response in your notebook.

What do you want to be when you grow up?
Make Connections

Copy the sentences into your notebook and complete them.

1. Some police officers work at the ____ , and others work outside.

2. We go to ____ every day, and so do our teachers, the principal, and the rest of the staff.

3. We can give our mail to a mail carrier, or we can take it to the ____.

4. You can catch a bus at a bus station or at a ____.

What about you?

Talk with a partner. Talk about other jobs in your community. Where do the people who do those jobs work? What do they do?
My family and I live in a small town in the Andes. The Andes are mountains in Chile. There is no school in my town. I go to a school in another town. It is thirty miles away! The ride to school is long, but I love living in the mountains.

My family and I live in a suburb. The suburb is near a big city in Illinois. A suburb has many houses. My friends and I take the yellow bus to go to school. In the afternoon, we do our homework. Then all the children play outside.
I live in a big city called Shanghai. Shanghai is in China. My family lives in a tall apartment building. My sister and I take the bus to go to school. The city is busy in the morning.

I am from South Africa. I live on my family’s farm. We grow strawberries. There are other farms near us. All the children get together in the morning to go to school. We help around the farm, too.

What about you?
1. What kind of community do you live in?
Cool Hector is a poem about a boy going around his neighborhood.

**Words in Context**

1. This bike is **so neat**!

2. There are a lot of people on the **street**.

---

**Key Words**

*neat*

*street*

*luck*

*flower*

*mail*
3 What luck! The ball is in my glove!

4 I give my grandmother a flower.

5 The mail carrier delivers the mail every afternoon.

**Practice**

Create a vocabulary notebook.
- Divide your page into three columns: the new words, their definitions, and drawings of the words when possible.
- Test yourself by covering one of the columns.

**Make Connections**

Hector likes to talk to people in his community. What do you like to do in your community? Why? Discuss. Use some of the key words as you speak.
I have a list of new words. The first item on my list is communities.

You can purchase a book at a bookstore.

Practice

Write the sentences in your notebook. Choose an academic word to complete each sentence.

1. We go to the post office to ____ stamps for our mail.

2. I have a list of things to do today. The first ____ on my list is to walk my dog.

Apply

Write the answers in your notebook. Use the academic words. Then ask and answer with a partner.

1. What is one item your family usually buys at the store?

2. Do you usually get books from the library, or do you purchase them?
Short Vowels

The vowels are a, e, i, o, and u. The other letters are called consonants. The words in the chart have short vowels. Listen. Then read each word aloud.

can  bed  sit  top  bus

Rule

A word may have a short vowel when:
• the word has just one vowel.
• the word has a consonant before and after the vowel.

```
c a t       p u p
C V C       C V C
```

Practice

Work with a partner. Take turns.

• Read the sentences.
• Find the words with the CVC pattern.

1. Gus drives the bus.
2. The cat is big.
3. The girls sit on the bed.
4. Do not pick up the pup.
Hector skips along the street.
He thinks, “This city is SO neat!”
To lots of people on his way, he says, “¡Hola! How’s your day?”
When Hector walks right by the park, a big, black dog begins to bark. Hector sees a disk fly by. He catches it on his first try.

Hector goes into the store, picks out an orange and then one more. He sees a pretty flower to buy. Hector’s really quite a guy!
Hector sees the mail truck.  
“Oh!” he says aloud. “What luck!”  
Ms. Rodriguez drops some mail.  
Hector’s there. He does not fail.

Hector likes to ride the bus,  
so he hops the Number Ten with Gus.  
Gus lets Hector close the door.  
(Hector did it once before.)
Hector buys something to eat, choosing something cool and sweet. Then he gives his mom the ice. Hector’s really very nice.

ice  frozen food made from fruit

**Reading Strategy**

**Understand Character**

Looking for clues can help you learn about a character.

- What clues help you learn what Hector is like?
- How did looking for clues help you learn about Hector?

**Think It Over**

1. **Recall**  What items does Hector purchase?
2. **Comprehend**  How does Hector help people in his community?
3. **Analyze**  How do you think people feel about Hector?
Understand Character

A character is a person in a story or poem. You can learn about characters by what they say or do.

Practice

Read each sentence. Then choose the word that tells what Hector is like.

a. helpful  
b. busy  
c. nice  
d. friendly

1. ___ Hector says “¡Hola!” to people.

2. ___ Hector walks by a park, goes to a store, and rides the bus.

3. ___ Hector picks up the mail.

4. ___ Hector gives his mom the ice.
Hector says “¡Hola!” to people he meets. Hector is friendly.

Hector _______. Hector is _______.

Hector _______. Hector is _______.

Hector _______. Hector is _______.

Copy this Character Web. Tell what Hector does.
Tell what Hector is like. The first one is done for you.

1. Which actions tell you that Hector is helpful?

2. How do you know that Hector likes to be busy?

3. How do you know that Hector is happy?

Retell the poem to a partner.
You can refer to the pictures as you speak.

Extension
Utilize What do you like to do in your community? Create a picture that shows what you like to do. Share your drawing.
**Grammar**

**Simple Present: be Verbs**

The *be* verb tells what something is or is like.

- He *is* Hector.
- We *are* at school.

This chart shows the different forms of *be*. On the right are contractions, or short forms, of the subject and *be*.

<table>
<thead>
<tr>
<th>Subject</th>
<th>be</th>
<th>Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>I’m</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>You’re</td>
</tr>
<tr>
<td>He / She / It</td>
<td>is</td>
<td>He’s / She’s / It’s</td>
</tr>
<tr>
<td>We / They</td>
<td>are</td>
<td>We’re / They’re</td>
</tr>
</tbody>
</table>

To make **negative sentences**, add *not* after *be*.

- **Affirmative**: Hector *is* there.
- **Negative**: Hector *is not* there.

To make **Yes-No** and **Wh-questions**, put the *be* verb before the subject.

- **Is** Hector there?  Yes, he *is*.
- **Where is** Hector? He *is* at the park.
Add the correct form of *be*. Write the sentences.

**Example:** The flower is pretty.

1. You ____ quite a guy.
2. The dogs ____ neat.
3. We ____ in the park.
4. Where ____ the mail?
5. ____ your mom and dad nice?

**Apply**

Work with a partner. Ask and answer the questions. Use *be* verbs in your answers.

**Example:** A: How old are you?

B: I’m eight years old.

- How old are you?
- What is your name?
- When is your birthday?
- Where are your pencils?
- Is your notebook new?
- Are you from Mexico?
- Who is our teacher?
- What are the other students’ names?

**Grammar Check ✓**

Name some *be* verbs.
Describe a Person

When you describe a person, you can say what the person looks like, or you can focus on the person’s actions.

Writing Prompt

Write a paragraph describing a person. Tell about the person’s actions. Say what these actions show about the person. Be sure to use be verbs correctly.

1 Prewrite

Choose a person to write about. Think about this person’s actions. What do the person’s actions tell you about him or her? List your ideas in a T-chart.

A student named Maria listed her ideas like this:

<table>
<thead>
<tr>
<th>MY MOTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HER ACTIONS</td>
</tr>
<tr>
<td>smiles a lot</td>
</tr>
<tr>
<td>visits our neighbor</td>
</tr>
<tr>
<td>spends time with me</td>
</tr>
</tbody>
</table>

2 Draft

Use your T-chart to help you write a first draft.

- Keep in mind your purpose—to describe a person.
- Tell what the person’s actions show about him or her.
3. Revise
Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

4. Edit
Check your work for errors. Use the Peer Review Checklist on page 402.

5. Publish
Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Maria’s description:

Maria Gonzalez

My mother is friendly. She says hi to people and smiles at them.
Our neighbor, Mrs. King, lives alone. My mother visits her every afternoon. Mrs. King says my mother is the kindest woman she knows. My mother spends a lot of time with me. She and I talk a lot. She is very patient and loving. She’s a great mom!
Making Friends is a story about two new children in a school.

Words in Context

1. Which **dessert** would you like to eat?

2. Meg likes to run with her **friend**, Tom. What do you like to do with a friend?

Key Words

dessert
friend
fold
mix
Yuki likes to **fold** paper. She makes paper birds.

Juan can **mix** things. He helps his grandfather cook.

**Practice**

Make flashcards to help you memorize the words.
- Write a key word on the front.
- On the back, write the meaning.

**Make Connections**

Families may visit a new place. Do you remember a time when you were in a new place? Describe how you felt. Use some of the key words as you speak.

**Speaking Skills**

If you don’t know how to say something, ask your teacher for help.
Our art teacher shows us how to create fun things.

When it is time to clean up, our teacher gives everyone a task. I have to put away the books.

**Practice**

Write the sentences in your notebook. Choose an academic word to complete each sentence.

1. My mother can ____ beautiful pictures on the computer.

2. Tomorrow we are going to do a group project. My ____ is to bring a newspaper to school.

**Apply**

Write the answers in your notebook. Use the academic words. Then ask and answer with a partner.

1. Where do you create art? At home? At school? At other places?

2. What tasks do you enjoy? What tasks do you not enjoy?
Long Vowels with Silent e

Each vowel can stand for more than one sound. Listen. Then read each word aloud.

<table>
<thead>
<tr>
<th>a</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>hate</td>
<td>hid</td>
<td>hop</td>
</tr>
<tr>
<td>can</td>
<td>cane</td>
<td>lick</td>
<td>note</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hide</td>
<td></td>
</tr>
</tbody>
</table>

- The words in the gray boxes have short vowels.
- The words in the white boxes have long vowels.
- Listen again. Which vowels say their own names?

**Rule**

The vowel is long when it is followed by a consonant and the letter e. The letter e is silent.

**Short Vowel**

- m a d
- C V C

**Long Vowel**

- m a d e
- C V C e

**Practice**

Work with a partner. Take turns.

- Write two new CVCe words for each vowel: a, i, o, and u.
- Read the words to a partner.
Making Friends

by Dan Ahearn
illustrated by Laurie Keller

To preview means to look at the pages before you read.

- Read the title.
- Look at the illustrations.
- Try to predict what the text is about.

Listen as your teacher models the reading strategy.
The girls and boys in Miss Jones’s class are from many different countries. But every family does fun things. Girls and boys can teach these fun things to friends.

Kate teaches a song to Juan. Juan tells a story to Kate. Maria shows Ben how to play a game. Most of the girls and boys are smiling. They are having fun.

But Hana and Carlos are sad.

different  not like something or someone else
Hana just came to this school. She is from Japan. Hana does not have a friend yet.

Carlos just came here. He is from Mexico. Carlos does not have a friend yet.

Miss Jones tells Carlos to sit by Hana. She asks Hana to teach a fun thing to Carlos. Hana says she can make paper animals. Her mother showed her how. Carlos thinks that is a fun thing to do.
Hana takes out some paper. She makes a paper crane. A crane is a bird. Carlos asks Hana to show him how to make a paper crane. Hana shows him how to fold the paper. Carlos makes a paper crane, too.

Now what can Carlos do? Carlos can make a dessert. But he needs his mother to help. He will teach Hana how to make a dessert.
Hana goes to Carlos’s house. His mother gives Carlos the things he needs. He mixes them. Carlos shows Hana how to make the dessert. Hana mixes the things, too.

His mother cooks the dessert. Carlos and Hana watch. It is fun making dessert! Soon, the dessert is ready. Hana tastes the dessert. It is so good!

At school, they will show other girls and boys what they learned.

**Reading Skill**

The word *show* is a basic sight word. Sight words are words you see a lot when you read.
Hana shows the dessert they made. Carlos showed her how to make the dessert.

Carlos shows a paper crane he made. Hana showed him how to make the paper crane.

The other girls and boys taste the dessert. They make paper cranes. Carlos and Hana show them how.

Hana and Carlos can do new things. All of the girls and boys can do new things, too. Hana and Carlos now have many friends.

**Reading Strategy**

**Preview**

- Did previewing help you predict what the story would be about?
- How else did previewing help you understand the story?

**Think It Over**

1. **Recall**  What task does the teacher give Hana?
2. **Comprehend**  What do Hana and Carlos have in common?
3. **Analyze**  Why are Hana and Carlos happy at the end of the story?
Sequence of Events

Events are things that happen in a story. Events happen in a certain order. This order is called the sequence.

Practice

Read these events from Making Friends. Write the events in the order that they happen in the story.

- Carlos and Hana are sad.
- Carlos shows Hana how to make a dessert.
- Carlos and Hana share what they learned with the other girls and boys.
- Carlos and Hana watch Carlos’s mother cook the dessert.
- Hana shows Carlos how to make a paper bird.
- Hana goes to Carlos’s house.
Use a Sequence Chart

A Sequence Chart can help you think about events in the order that they happen.

**Practice**

Copy the chart. Answer the questions.

1. Which event should be in box 3?
   a. Hana and Carlos are sad.
   b. Hana shows Carlos how to make a dessert.
   c. Hana and Carlos have fun with their new friends.
   d. Carlos shows Hana how to make a dessert.

2. Add a new box at the end. Choose an event to add.
   a. Hana and Carlos are sad.
   b. Hana and Carlos become friends with the other girls and boys.
   c. Carlos’s mother cooks the dessert.
   d. Carlos needs his mother’s help.

**Apply**

Retell the story to a partner. Use some of the key words as you speak.

**Extension**

Utilize Think of something you know how to make. Teach a partner how to make it. Then switch roles and follow your partner’s directions.
Simple Present

Verbs in the simple present tell what usually happens. They change form to agree with the subject of the sentence.

Hana goes to school.  I go to school.

This chart shows the two forms of present verbs. If the subject is he, she, or it, add -s or -es to the verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You / We / They</td>
<td>fold</td>
<td>mix</td>
</tr>
<tr>
<td>He / She / It</td>
<td>folds</td>
<td>mixes</td>
</tr>
</tbody>
</table>

To make negative sentences, add do not or does not before the plain form of the verb.

Affirmative  Negative
She smiles.  She does not smile.

do not = don’t

does not = doesn’t

To make questions, use do or does before the subject.

Does Carlos help his mother?  Yes, he does.

Do you help your mother?  Yes, I do.
**Practice**

Circle the correct form of the verb. Write the sentences.

**Example:** Carlos (mix, mixes) things.

1. The teacher (ask, asks) questions.
2. I (fold, folds) the paper in half.
3. Hana (create, creates) a new tradition.
4. Her **friend** does not (smile, smiles).
5. Do your friends (like, likes) **dessert**?

**Apply**

Work with a partner. Ask and answer the questions. Use the simple present in your answers.

**Example:** A: Do you walk to school?
        B: Yes, I walk to school.

• Do you walk to school?
• Do your friends live near you?
• Does your father fix things?
• Do you like cold weather?
• Does your mother watch television?
• Do you help at home?
• Does your teacher smile a lot?
• Do you like dessert?

**Grammar Check ✔**

Make a sentence using the **simple present**.
Describe a Summer Day

When you describe an event, you tell who is there and what they do.

**Writing Prompt**

Write a paragraph describing a typical summer day. Tell about who you are with and what you do. Be sure to use the simple present correctly.

**Prewrite**

Choose a typical summer day to write about. Who are you with? What things do you do? List your ideas in a graphic organizer.

A student named Margarita listed her ideas like this:

*My Summer Days*

- Abuela, Liliana, and I go to the park.
- Liliana and I play. Abuela sits and watches us.
- The ice cream truck comes. We buy ice cream.

**Draft**

Use your graphic organizer to help you write a first draft.

- Keep in mind your purpose—to describe.
- Include details about people and actions.
3 Revise
Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

4 Edit
Check your work for errors. Use the Peer Review Checklist on page 402.

5 Publish
Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Margarita’s description:

Margarita Hernandez

In the summer I go to the park near my apartment. My sister, Liliana, and I play. Our grandmother, Abuela, sits on a bench and watches us. Later, the ice cream truck arrives. Liliana and I race to be first. I ask for chocolate. Liliana’s favorite is strawberry. As we walk home, I smell flowers and grass. I love these summer days.
In *My Family*, a girl describes her family. She tells what her family does together.

**Words in Context**

1. I like to **celebrate** my birthday. It makes me feel special.

2. Many children are in one place. These children make a **crowd**.

3. We like to **have company** for dinner.
The **weekend** is Saturday and Sunday. We do not have school. We work in the community garden.

All the family **gathers** around to hear Grandmother sing.

**Practice**

Make flashcards to help you memorize the words.
- Write a word on the front.
- On the back, write a sentence, but leave a blank where the key word should be.

**Make Connections**

In the story *My Family*, a girl tells what she likes to do with her family. Describe what you like to do with your family. Use some of the key words as you speak.
Academic Words

Words in Context

My family likes to contribute old books to the town library.

Every month, the lunch menu at our school is similar to the month before.

Practice

Write the sentences in your notebook. Choose an academic word to complete each sentence.

1. Everyone in the class has to _____ something to the party. I’m going to bring juice.

2. Pink is _____ to the color red, but pink is lighter.

Apply

Write the answers in your notebook. Use the academic words. Then ask and answer with a partner.

1. When it is time to clean up the classroom, how do you contribute?

2. How are you similar to a family member or another important person in your life?
Use a Dictionary

Read this dictionary entry.

gath • er (gathər) verb  1 to bring or come together <gather your things>.  2 to gain little by little <gather speed>.  3 to come to a conclusion <gather that you are going>.  
gathered, gathering.

Practice

Work with a partner.

• The entry for gather has more than one meaning.
• Find the meaning that makes sense in each sentence.

1. Anna started to gather speed on her bike.

2. Gather your books together.

3. I gather that this reading is about a family.
My family likes to **celebrate**. We like to be together.

Monday through Friday, everyone is busy. We go to school. We go to work. We do homework. We do **chores**.

But on the **weekend**, we get together. And whenever my family gets together, we always have a good time.

**chores** jobs that you have to do often
I live in Bay City, Texas, with my parents and my brother. My grandparents live in Bay City, too. My aunts and uncles live in Matagorda. On some weekends, we drive to Matagorda to visit them. On other weekends, they drive to Bay City to visit us.

I like it when we get together. We talk, laugh, and play games. There is plenty of food to eat. There is plenty of noise! You can tell that everyone is happy to be together.

plenty  a lot
Sometimes, we celebrate a special day. Today we celebrate my grandmother’s birthday. We all work together to plan her party.

My mother bakes a cake, and my cousins and I put up **streamers**. We each have a gift to give to my grandmother.

We sing the birthday song. My grandfather smiles. He sings, too.

---

**streamers**  long, thin colored paper
There are a lot of **candles** on my grandmother’s cake! We watch her blow out the candles. We ask her what she wished for, but she will not say.

My grandmother has fun at her birthday party. She is happy to have the family together.

I think I know what she wished for. Her wish is to have many more family **celebrations**.

candles  sticks of wax that burn and give light

**Before You Go On**
How does the family show their love for the grandmother?
Sometimes, friends join our family celebrations. *Company* gathers in our yard. Neighbors, friends, and family come over. There is a big *crowd*.

Everyone brings something to the party. There is plenty of food. Dad cooks. Mom makes *salad*. We drink *lemonade*. We eat dessert.

We laugh and talk. We play games and have fun. You can tell that we are having a good time. I like to see everyone together.

---

**salad**  a dish of raw leafy vegetables  
**lemonade**  a sweet drink made from lemon juice
At last, the party is over. The neighbors go home. Our friends go home, too. The aunts, uncles, and cousins say goodbye. My grandmother and grandfather say good night.

Now it is quiet. But next weekend, we will have another celebration. We will see the whole family together again.

**Think It Over**

1. **Recall** Where does the family have celebrations?
2. **Comprehend** How do friends and family members contribute to the parties?
3. **Analyze** How do friends and family members feel about each other? Give examples.

**Make Connections**

- How is your family similar to the one in the story?
- How is your family different from the one in the story?
- How did making connections help you understand the story?
Grandmother
She is my mother’s mother.

Grandfather
He is my mother’s father.

Aunt
She is my uncle’s wife.

Uncle
He is my mother’s brother.

Mother
This is my mother.

Amelia
Hi! I’m Amelia. This is my family tree.

Cousin
He is my aunt and uncle’s son.
Grandmother
She is my father’s mother.

Grandfather
He is my father’s father.

Father
This is my father.

Brother
This is my brother.

Sister
This is my sister.

Activity to Do

These two pages use words and pictures to tell you about family trees.

• Think about your family.
• Make a family tree using pictures and words.
• Post your family tree in your classroom.
Make Connections

Your family may be like another family. It may be different. You can ask yourself questions to learn about families.

- How are my family celebrations similar to the celebrations in the story?
- How are my family celebrations different from the celebrations in the story?

Practice

Look back at the story. Answer the questions.

1. What do the aunts and uncles do at family celebrations?
2. How does the family celebrate the grandmother’s birthday?
3. What does the family do when company comes over?
Use a T-Chart

You can use a T-chart to show how things are alike and different.

**Practice**  
Copy this chart. Answer the questions below. Tell about the family in the story. Tell about your own family.

<table>
<thead>
<tr>
<th>Story Family</th>
<th>Your Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They get together on the <strong>weekend</strong>.</td>
<td>1.</td>
</tr>
<tr>
<td>2. Her aunts, uncles, cousins...</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

1. When do you get together?
2. Who comes to the celebrations?
3. What do different family members do?
4. What do you do with family and friends?

**Apply**

Summarize the story for a partner.

**Extension**

**Utilize** Think of a special thing you do with your family. Describe this to a partner. Tell who is there. Tell what you do.
Nouns: Singular and Plural

A **singular noun** names one person, place, or thing.

A **plural noun** names two or more people, places, or things.

<table>
<thead>
<tr>
<th>most nouns, add <strong>-s</strong></th>
<th>crowd → crowds</th>
</tr>
</thead>
<tbody>
<tr>
<td>nouns ending in <strong>-s, -ch, -sh, or -x</strong>, add <strong>-es</strong></td>
<td>dress → dresses, wish → wishes</td>
</tr>
<tr>
<td>nouns ending in vowel + consonant + <strong>-y</strong>, change <strong>-y</strong> if <strong>-i</strong> and add <strong>-es</strong></td>
<td>family → families, baby → babies</td>
</tr>
<tr>
<td>irregular nouns, <strong>look them up in the dictionary</strong></td>
<td>child → children, person → people</td>
</tr>
</tbody>
</table>

Before nouns for specific people, places, or things, use **the**.

Let’s sing **the** birthday song.

Before a non-specific person, place, or thing, use **a** or **an**.

Use **an** before words that begin with a **vowel** or a **vowel sound**.

I have **a** banana. My sister has **an** orange.

Use **this** or **that** with singular verbs. Use **these** or **those** with plural verbs.

**This** cake is delicious. **That** cake is old.

**These** cakes are delicious. **Those** cakes are old.
Practice

Choose the correct form of the noun. Write the sentences.

Example: I see many (person, people) in the park.
I see many people in the park.

1. Are they your (aunt, aunts)?
2. We have a (party, parties) today.
3. Look at all the (box, boxes)!
4. You have an (hour, hours) to play.
5. Grandfather has a (smile, smiles) on his face.

Apply

Work with a partner. Ask and answer the questions. Use singular and plural nouns in your answers.

Example: A: How many pencils do you have?
B: I have two pencils.

• How many pencils do you have?
• What do you have in your backpack?
• How many people are in this room?
• What do you have in your room at home?
• How many children are there in your family?
• What do you have on your desk?

Grammar Check ✔

Name three plural nouns and three singular nouns.
Describe a Family Celebration

There are many ways to describe events. One way is to describe everything you remember about a special event.

Writing Prompt
Write a paragraph describing a family celebration. Tell about who is there and what everyone does. Be sure to use singular and plural nouns correctly.

1 Prewrite
Choose a family celebration to write about. Who is there? What does everyone do to prepare? List your ideas in a word web.

A student named Yuki listed his ideas like this:

- flowers
- balloons
- cake
- candles

Grandpa’s Birthday

2 Draft
Use your word web to help you write a first draft.
- Keep in mind your purpose—to describe.
- Include details about the people and what they do.
3 **Revise**
Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

4 **Edit**
Check your work for errors. Use the Peer Review Checklist on page 402.

5 **Publish**
Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Hideo’s description of a family celebration:

---

**Hideo Furuya**

Every year, we have a birthday party for my grandfather. The whole family works together. My cousins put flowers around the house. My aunts make a beautiful cake. My sisters put candles on the cake. My brothers put up balloons in the living room. Then we hide. We hear my grandfather’s feet on the front porch. When he opens the door, we yell, “Surprise!”

---

**Writing Checklist**

**Ideas**

- ✔ I included interesting details.
- ✔ I expressed my ideas clearly.

**Conventions**

- ✔ I used verbs in the present tense correctly.
Link the Readings

Copy the chart into your notebook. Read the words in the top row.

- For *Cool Hector*, put an X under the words that remind you of the selection.
- Repeat the same activity for the other readings.

<table>
<thead>
<tr>
<th></th>
<th>Informational text</th>
<th>Literature</th>
<th>Being nice to neighbors</th>
<th>Planning a party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cool Hector</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Making Friends</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>My Family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion

1. How are Hector and Hana similar?
2. In the story *Making Friends*, how do Carlos and Hana get to know their classmates?
3. In the story *My Family*, how do the family members and friends contribute to the celebrations?

What are some ways that communities are alike and different?

Listening Skills

If someone is speaking too quickly, you can ask “Can you speak more slowly, please?”
Projects

Your teacher will help you choose one of these projects.

<table>
<thead>
<tr>
<th>Written</th>
<th>Oral</th>
<th>Visual/Active</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lists</strong></td>
<td><strong>Conversation</strong></td>
<td><strong>Postcards</strong></td>
</tr>
<tr>
<td>List three things you like about your community and three things that you wish you could change.</td>
<td>Talk with someone who moved from one community to another. How are the places alike and different?</td>
<td>Make a postcard that shows the community in <em>Cool Hector</em>. Make a postcard that shows your community.</td>
</tr>
<tr>
<td><strong>Letters</strong></td>
<td><strong>Town Song</strong></td>
<td><strong>Comic Strip</strong></td>
</tr>
<tr>
<td>Write letters between you and a character in one of the stories. Tell each other about your communities.</td>
<td>Write new words to <em>The Wheels on the Bus</em> to create the song <em>The People in Our Town</em>. Teach others to sing it.</td>
<td>Find out about a community in another country. Create a comic strip that shows what children do there.</td>
</tr>
</tbody>
</table>

Further Reading

*My Home*, Margaret Lo

This Penguin Young Reader® is a collection of stories, fun activities, and fascinating facts about different homes around the world.

*Uptown*, Bryan Collier

A young person from Harlem takes readers on a tour of his neighborhood. He describes what life is like in his New York City community.
Play a Description Guessing Game

You are going to describe a place in the community. Then you will listen as your classmates talk about a place in the community.

**1 Prepare**

A. Choose a place in your community. You will describe this place, but you won’t name it. Your classmates will guess the place.

B. Close your eyes. Visualize the place you are going to describe. Write down some details.

This place is in the city. There are many animals in this place. The animals are not pets like dogs or cats. I go to this place on the weekend with my family. I usually visit the area with the pandas. What is the name of this place?

**2 Practice**

Practice your presentation five times or more. Practice in front of your family or friends. If possible, record your presentation. Then listen to yourself. How do you sound? Record yourself again and try to improve.
3 Present

As you speak, do the following:
- Don’t be nervous. Have fun.
- Describe a place in the community. Ask your classmates to guess what place you are describing.

As you listen, do the following:
- Listen quietly to your classmates. Don’t call out any guesses. Wait until your classmates ask for them.
- If you don’t understand something a speaker says, you can say, “Excuse me. Could you repeat that, please?”

4 Evaluate

After you speak, answer these questions:
- Did you understand the game rules?
- Did you choose good description words?

After you listen, answer these questions:
- Did you understand the speaker?
- Did you guess the place?
Describe an Event

Writing Prompt
Write an essay describing an event. Describe what happened in the order that it happened. Include specific words and vivid details.

1 Prewrite
Review the writing you have done for this unit. Now choose a topic. Think of an event that was interesting. List the details of the event in a graphic organizer.

A student named David listed his ideas like this:

- My dog, Murphy, is lonely in the house.
- I create the "Chilly Dog" and put it on Murphy.
- The Chilly Dog leaks.

2 Draft
Use your graphic organizer to write a first draft.

- Keep in mind your purpose—to describe an event.
- Include details that help the reader create a mental picture.

Listening Skills
Writing an essay is a process. Listen carefully to your teacher’s instructions and requests.
3 Revise

Read your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

Here is how David revised his essay:

David Mendez

The Chilly Dog

Every summer my dog, Murphy, stays inside because of the heat. He gets lonely, and I feel bad. But this year I can make the “Chilly Dog.”

First, I cut holes in an old vest. Next, I put plastic bags full of ice into the holes. Then I put the vest on Murphy.

Murphy is happy. But then the ice begins to melt. Water leaks out of the bags. My invention does not work so well after all. Murphy does not mind. He is a good dog.

Revised to correct plural form.

Revised to correct verb agreement.
4 **Edit**
Check your work for errors. Trade papers with a partner. Use the Peer Review Checklist.

5 **Publish**
Make a clean copy of your final draft. Share it with the class.

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**Peer Review Checklist**

- ✔ The details of the event are in order.
- ✔ The writing is interesting.
- ✔ Pronouns and verbs agree.

---

**Spelling Tip**

Add -es to 3rd person singular verbs in the simple present if the verb ends in -s, -ch, -sh, or -x. If the verb ends in y, change y to i, then add -es.
Listen to the sentences. Pay attention to the groups of words. Read aloud.

1. Hector likes to visit many places in his community.
2. New friends can teach each other new things.
3. Many families like to celebrate special days together.

Work in pairs. Take turns reading the passage below aloud for one minute. Count the number of words you read.

Making Friends tells about a classroom of children from all over the world. The teacher wants them to teach each other something fun. Hana is from Japan and Carlos is from Mexico. They are sad because they don’t know anyone yet.

In class, Hana shows Carlos how to make a bird from paper. Carlos folds paper and makes a crane. Carlos wants to show Hana how to make a dessert at his house. Hana and Carlos make a good dessert.

With your partner, find the words that slowed you down.

• Practice saying each word and then say the sentence each word is in.
• Then take turns reading the text again. Count the number of words you read.
Taking Tests

You will often take tests that help show what you know. Follow these tips to improve your test-taking skills.

Coaching Corner

Answering Test Questions

• Sometimes you will answer test questions that are based on reading selections. At other times, you will use a picture or a chart to help you answer a question.

• Before you answer a question based on a picture, read the question carefully. Be sure you understand what the question is asking. Study the picture closely before you choose an answer.

• When questions are based on a reading selection, first read the selection, then read the questions. After you choose an answer, review the reading passage again to make sure your answer is correct.

Practice

Read the following test sample. Study the tips in the box.
Read and answer the question below.

1  This is a _____.
   A  turtle  
   B  clock  
   C  flower  
   D  baseball

Tip
✔ Study the picture to find the answer.

Read the selection. Then answer the questions.

Station #39

Each year our class takes a field trip to visit the fire station. We all climb inside the fire truck and explore. Rick pretends to turn on the siren. Jesse tries on a firefighter’s hat. Rosa plays with the fire station’s dog. Chris slides down the fire pole. Then, the fire chief tells us about fire safety. We always enjoy our visit to the fire station!

2  Who is Jesse?
   A  the fire chief  
   B  a dog  
   C  the author  
   D  a student in the class

Tips
✔ To answer Question 2, look for the people doing the action in most of the sentences.
✔ Think about the meaning of each of the answer choices. Which one makes sense?

3  In the first sentence, the word takes means —
   F  goes on  
   G  plans  
   H  grabs  
   J  walks to