UNIT 1

My Neighborhood

Essential Question

What is a neighborhood?

Watch

"Welcome to My Neighborhood" See what you can learn about a neighborhood.



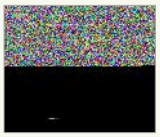
TURN and TALK What can you see in a neighborhood?

SAVVAS realize

Go ONLINE for all lessons.

- VIDEO
- AUDIO
- GAME
- ANNOTATE
- BOOK
- RESEARCH

Reading Workshop



Infographic: Neighbor to Neighbor

The Blackout ..... **Realistic Fiction**
by Zetta Elliott



Infographic: What Is in a Neighborhood?

***from* Henry on Wheels** ..... **Realistic Fiction**
by B.B. Bourne

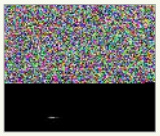
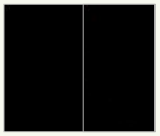


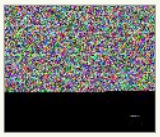
Diagram: Traffic Signals

Look Both Ways! ..... **Informational Text**
by Janet Klausner



Infographic: Neighborhood Activities

Garden Party *and* Click, Clack, Click! ..... **Realistic Fiction**
by Charles R. Smith Jr. | F. Isabel Campoy



Infographic: Kinds of Neighborhoods

Making a Map ..... **Procedural Text**
by Gary Miller



Reading-Writing Bridge

- Academic Vocabulary
- Read Like a Writer, Write for a Reader
- Spelling • Language and Conventions



Writing Workshop

- Writing Club • Digital Tools We Can Use Together
- Making and Responding to Suggestions
- Asking and Answering Questions • Publish and Celebrate

Project-Based Inquiry

- Inquire • Research • Collaborate

Independent Reading



In this unit, you will read books with your teacher. You will also select, or choose, books to read on your own.

How to Find a Just-Right Book:

Select a book. Open to any page. Start reading.

Put one finger up for each word you do not know. Use the chart below.

0–1	**The book is too easy.**
2–3	**The book is just right.**
4	**The book is okay to try.**
5 or more	**The book is too hard.**

Should you read the book? Yes No

My Reading Log

Date	Book	Pages Read	Minutes Read	My Ratings
				
				
				
				
				

You may wish to use a Reader's Notebook to record and respond to your reading.

Unit Goals

In this unit, you will

- read realistic fiction
- write a story
- learn about neighborhoods

MY TURN **Color** the pictures to answer.

I can read realistic fiction.		
I can make and use words to read and write realistic fiction.		
I can write a story.		
I understand what a neighborhood is.		

Academic Vocabulary

type	group	settle	various

In this unit, you will learn about **various types** of neighborhoods where **groups** of people live. These people choose to **settle** in a neighborhood.



Complete the chart with a check mark.

	I know the word	I don't know the word
type		
group		
settle		
various		

Read Together

Neighbor to Neighbor

TURN and TALK Sometimes we want to learn more about interesting topics, so we ask questions for informal inquiry. What questions do you have about the information here?

Little Libraries

Some neighborhoods have free outdoor libraries. Anyone can borrow a book from the box.



Colorful Meals

Some neighbors help people get healthy food. Children make colorful placemats.



Weekly Question

WEEK 1

How can neighbors help each other?

Furry Friends

Some dogs sit with children who are learning to read. You can train your dog to help too!



Read Together

My Learning Goal

I can read realistic fiction.

SPOTLIGHT ON GENRE



Realistic Fiction

Realistic fiction is a made-up story that could happen in real life. It has characters, or the people in the story.

Game Over

Characters

Jan asks Max to play.

Max runs out with his toy.

"What a throw!" Jan says.

"Oh no!" says Max.
"The toy is on the roof!"



Talk about what makes the characters in "Game Over" seem real.

Realistic Fiction Anchor Chart

Characters



Setting



Events that seem real



The Blackout

Preview Vocabulary

You will read these words in *The Blackout*.

check	**quiet**	**listen**	**mutters**

Read

Read to learn about the characters.

Look at the pictures to help you understand what is happening in the story.

Ask about what the characters do.

Talk about the story with a partner.

Meet the Author



Zetta Elliott used to be afraid of the dark. She still keeps lots of candles and batteries at home, just in case there is a blackout near her home.

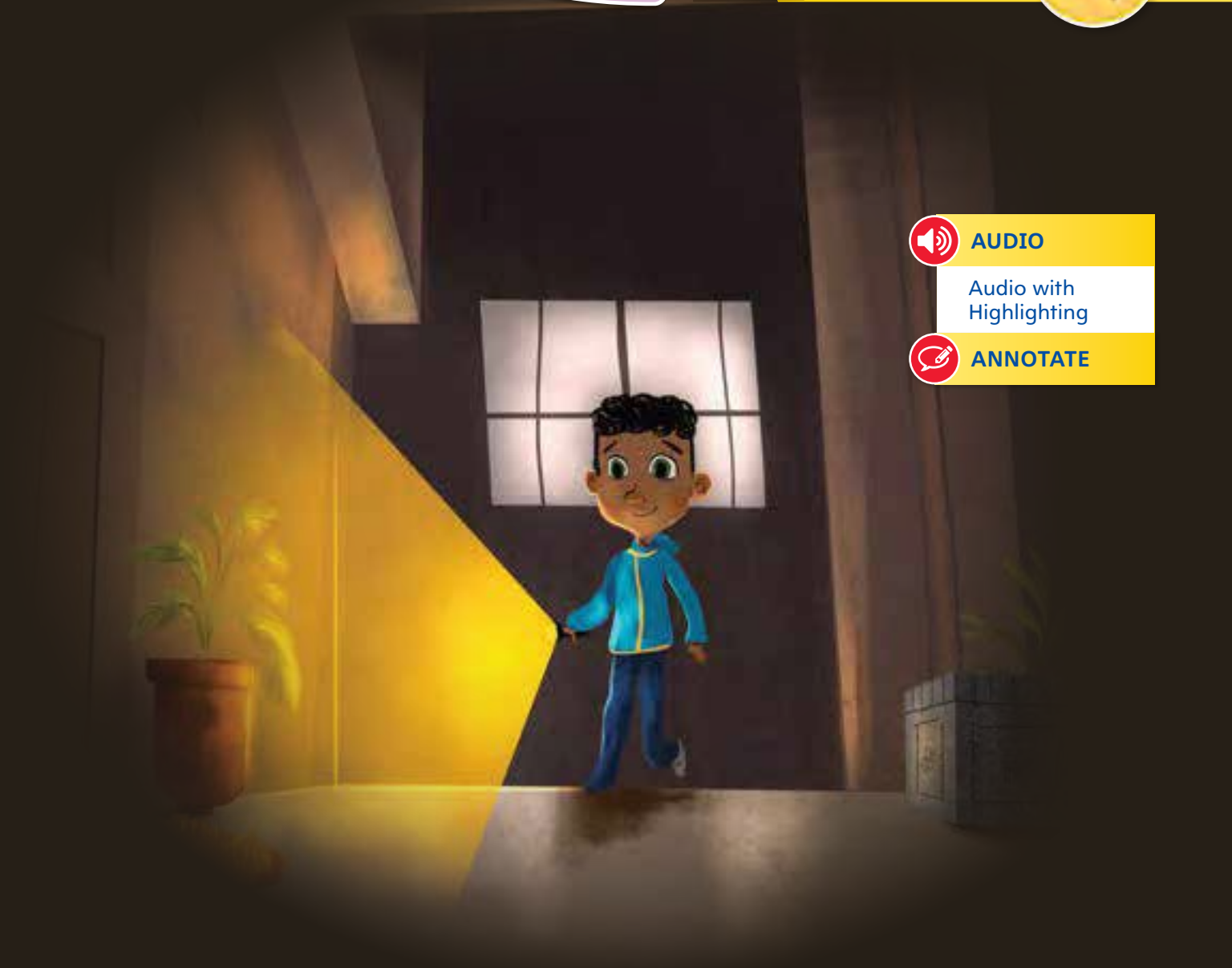
Read Together

Genre Realistic Fiction

AUDIO

Audio with Highlighting

ANNOTATE



The Blackout

written by Zetta Elliott • illustrated by Maxime Lebrun

The lights went out
during the storm.

Everything went quiet.



“I will check on Mr. Stevens,” Mama says.



“I will check on Martha and Todd,” Papa says.



“I will check on Mrs. Johnson,”
I say.



CLOSE READ

Underline the words that tell what the boy says.

I go upstairs with my flashlight.



Mrs. Johnson's radio was always on.

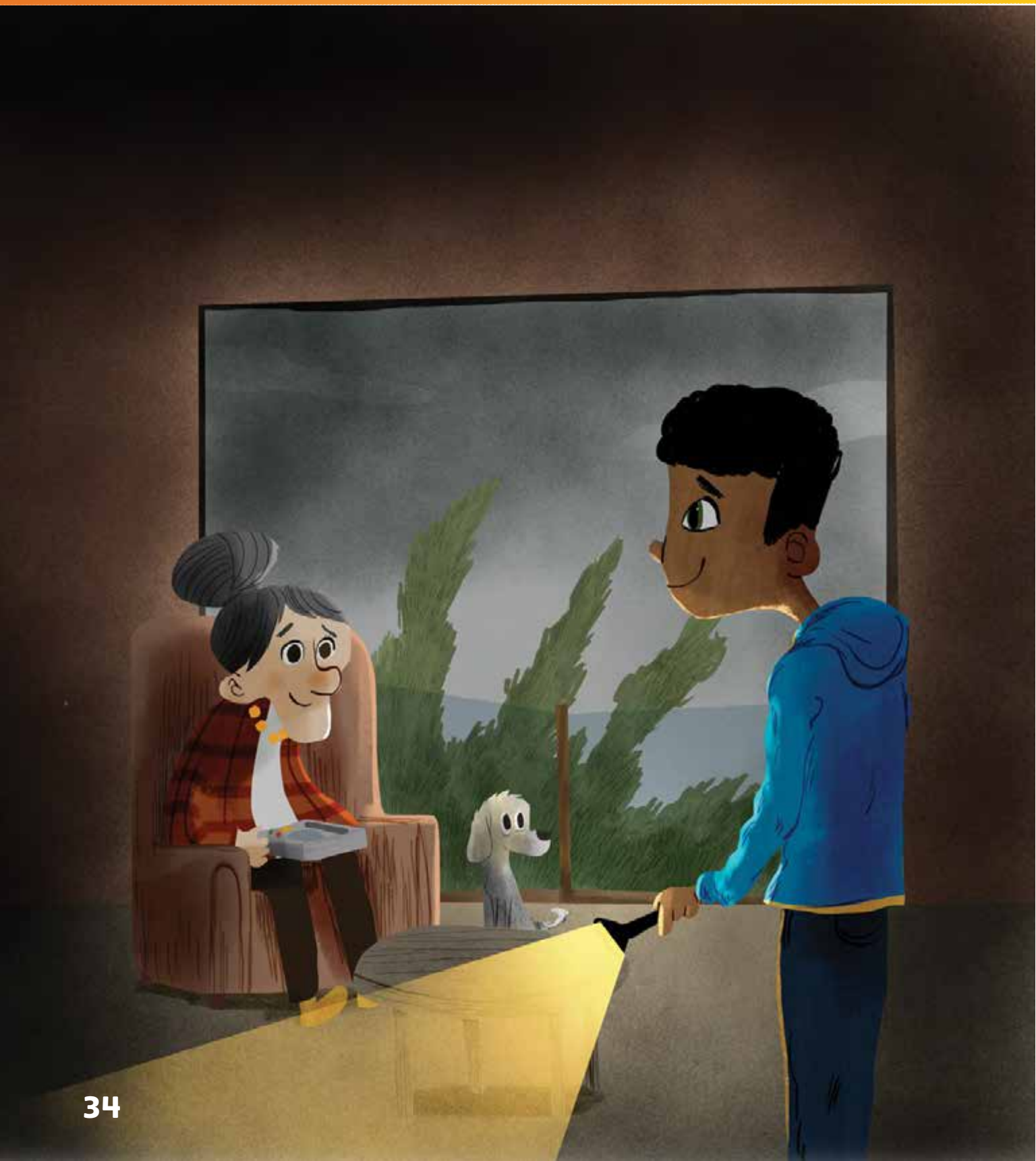
But now it is silent.



VOCABULARY IN CONTEXT

Underline the words that help you figure out what **silent** means.

“I need a battery,”
Mrs. Johnson mutters.



I give her my battery.



CLOSE READ

How would you describe the boy?
Highlight the details that help you.

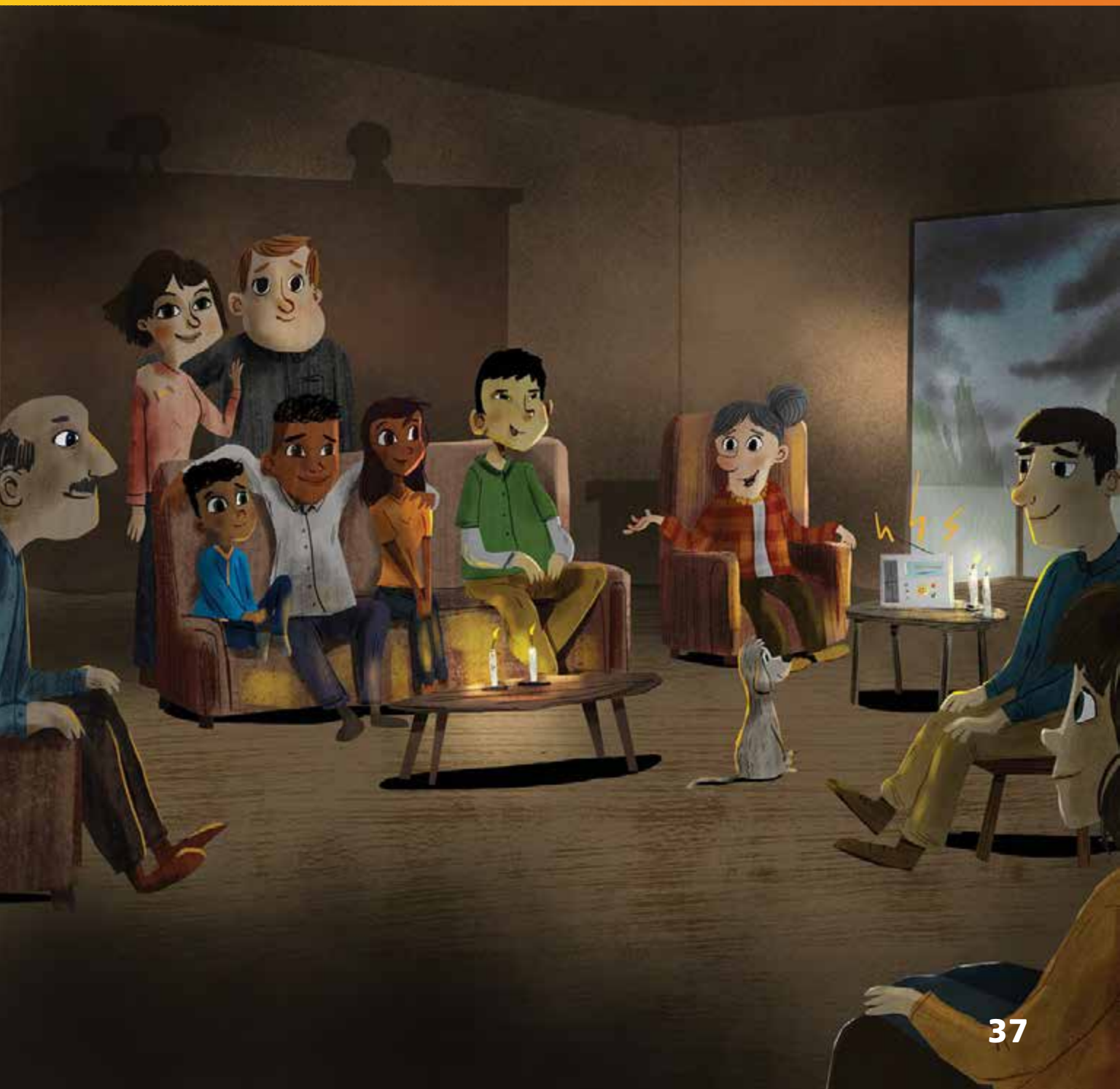
Mrs. Johnson puts my battery in her radio.

It works!



Everyone comes.

We all listen until the lights come back on.



Develop Vocabulary

MY TURN Underline the word that completes each sentence.

1. We (check / mutters) on our friends when the lights go out.

2. The room is too (quiet / listen).

3. Mrs. Johnson (check / mutters) in the dark.

4. We (quiet / listen) to the radio together.



Check for Understanding



Write the answers to the questions. You can look back at the text.

1. How do you know this text is realistic fiction?

2. How does the author describe the characters?

3. How can you describe Mrs. Johnson? Use text evidence.

Read Together

Describe a Character

A **character** is a person or animal in a story. When we describe a character, we tell what he or she looks like. We tell what the character says or does. Like real people, characters do things for a reason.

MY TURN Describe the main character. Look back at the text. Use the pictures too.

Character



What He Says

What He Does

TURN and TALK Describe the reason the boy goes upstairs.

Use Text Evidence

Text evidence is the details that support an idea about the text. Text evidence helps readers describe characters and the reasons for their actions.



Draw the main character of *The Blackout*. Look back at the text.

Read Together

Reflect and Share

Talk About It

Retell what happens in *The Blackout*. What are other ways to help neighbors that you have read about?

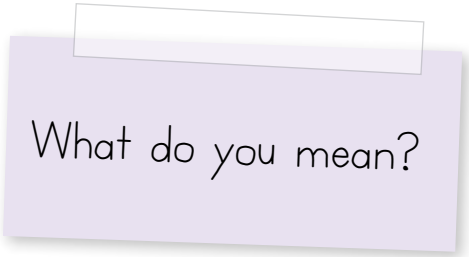


Retell a Text

When retelling a text, it is important to:

- Tell about the events in your own words.
- Maintain, or keep, the same meaning as the text.

Use the words on the note to help you.



Now retell the text.

Weekly Question

How can neighbors help each other?

I can make and use words to read and write realistic fiction.

My Learning Goal



Academic Vocabulary

Related words can have the same word part.



Write each word from the box with its related word.

type	group	settle	various

settled

settle

grouped

typical

variety

Read Together

Read Like a Writer, Write for a Reader

A **first-person text** is a story told by a character in the story. First-person texts use words such as **I**, **me**, **my**, and **we**.

I go upstairs with my flashlight.

The author uses these words to help readers understand that the story is a first-person text.



What do you picture in your mind when you think about the first-person text *The Blackout?*



Write a sentence about something that happened to you. Use a word that shows it is a first-person text.

Spell Short a Words

The short **a** sound is often spelled **a**.

MY TURN Read and spell the words.

Spelling Words			
am	at	mat	sat

Short a

am

My Words to Know	
I	see



Read Together

Nouns

A **noun** names a person, animal, or thing.

Our **neighbor** brings his **cat** and a **flashlight**.

(person) (animal) (thing)

MY TURN Edit the sentences by writing the best noun from the box.

radio	boy	dog



1. The boy can help.
2. He grabs a _____ .
3. He helps the _____ .

My Learning Goal

I can write a story.

Meet the Author

An **author** is the person who writes a book.

MY TURN Read about the author. Underline the author's name. Highlight the information that tells about the author.

Wes has been writing since he was a kid. He likes to write about animals.

TURN and TALK Talk with a partner about what authors do.

Read Together

What Good Writers Do

MY TURN Draw a line from each Writing Workshop step to the picture that shows what to do.

Plan

Write

Get Help from Others

Revise and Edit

Publish and Celebrate











Writing Club

Writing Club is a group that shares ideas about writing. Your Writing Club will help you be a better writer.

Writing Club Expectations

Do . . .

- relate, or tell, about your experience writing.
- express your needs and feelings about writing.

Don't . . .

- be shy. Teamwork leads to great results!
- make unhelpful comments.

MY TURN Introduce yourself to your Writing Club. Tell about what you like to write about.

Read Together

What Is in a Neighborhood?

MY TURN Underline the name of each neighborhood place.

Houses

A family can live here.



Apartment

Lots of people can live here.



Weekly Question

WEEK 2

What can I see in a neighborhood?

Store

People can buy food here.



Park

Kids can play here.



Read Together

Middle Sounds

SEE and SAY Say each picture name. Listen to the middle sound as you name each picture.



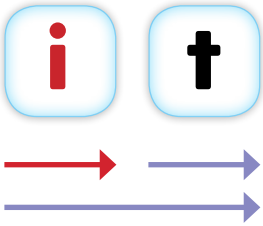


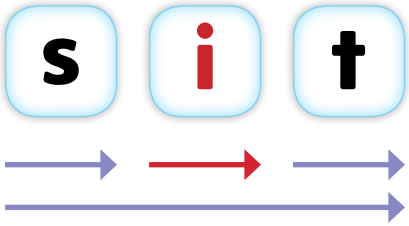


Short i

Short **i** is often spelled **i**, as in **pin**.

MY TURN Read these words.





Short i

TURN and TALK Read these sentences with a partner.

Tim can sit.

Can Tim sit?

MY TURN Say each picture name. Write the letter **i** to finish the word. Say the picture name again.



T i m



s i t



p i n



s i p

Read Together

Short i

MY TURN Write the letter **i** to finish the words. Read the sentence.



T m can s t .

Say the sound for each letter. Then blend the sounds to read the words.



MY TURN Write a sentence about Tim.

Tim

Alliteration

SEE and SAY Sometimes groups of words begin with the same initial sound. Say the picture names. Tell the sound that is the same in each picture name.





Cc, Pp, Nn

The letter **c** makes the **k** sound in **cat**.
The letter **p** makes the **p** sound in **pin**.
The letter **n** makes the **n** sound in **nap**.

MY TURN Read each word.

c	a	n
n	a	p

Read Together

My Words to Know

Some words you must remember and practice.

MY TURN Read these words.

we	do	the	one	like

MY TURN Complete the sentences with words from the box. Read the sentences.

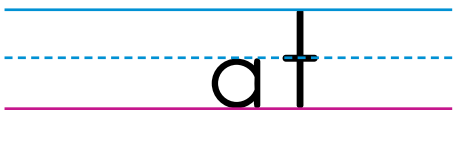
1. I like the pan.
2. I tap _____ .
3. _____ we tap _____ pan?
4. _____ can tap and tap.

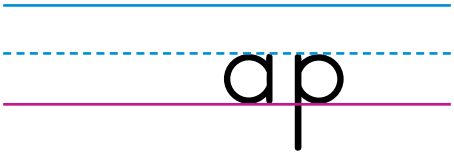
Cc, Pp, Nn

TURN and TALK Read these words with a partner.

	**can**	**pan**	**man**
	**it**	**pit**	**sit**
	**in**	**pin**	**tin**
	**map**	**tap**	**cap**

MY TURN Write **c**, **p**, or **n** to finish the words.

1. We  the .

2. The cat can .

TURN and TALK Read the sentences.

Read Together

Cc, Pp, Nn

MY TURN Say each picture name. Write **c**, **p**, or **n** to complete the words. Then read the words.



ma p



an



pi



at

MY TURN Write a sentence about one of the pictures.

Tip the Cat

We can see one cat.

We can see one pan.



AUDIO

Audio with Highlighting

ANNOTATE

Read the story. Highlight the four words with the **k** sound spelled **c**.

We can pat Tip the cat.

Tip can sit in the pan.



Underline the four words with the short **i** sound.