

My Community

The people in this community are working together.

Look at the picture.

1. Who do you see?
2. What are they doing?
3. Is there a mural (wall painting) in your school or community? Describe it.



CONNECT TO THE THEME



BIG Idea

People can work together to help their community.

MY GOALS for this unit



Reading

- Read historical fiction
- Use sequencing



Language Arts

- Read an opinion text
- Identify fact and opinion



Science

Describe animal groups



Social Studies

Recognize three types of government



Math

Use metric units of measurement



Music

Listen and sing



Art

Draw a cityscape



Writing

Write about your community

Use Prior Knowledge

Community Buildings

Cities and towns have community buildings. For example, there is often a public library, a post office, a police station, and a health clinic.

- A** Make a list of community buildings. What activities happen in each building?



Build Background

The Victoria Theatre & Concert Hall

You are going to read a story about the Victoria Theatre & Concert Hall. This is a historic place in Singapore, a country in Southeast Asia. The Victoria Theatre opened in 1862. People went there for town meetings and dances. It closed in 2010. After that, people worked on the building. They made the outside look like it did in the past. They made the inside look more modern. Today, many people enjoy plays and concerts at the theater.

- A** Discuss the questions.

1. When did the Victoria Theatre open?
2. What do they have at the Victoria Theatre now?



Reading Strategy

Sequence

A **sequence** is an order of events. The sequence in a story tells which events happen in the beginning, middle, and end of the story. Some words that give you information about the the story's sequence are:

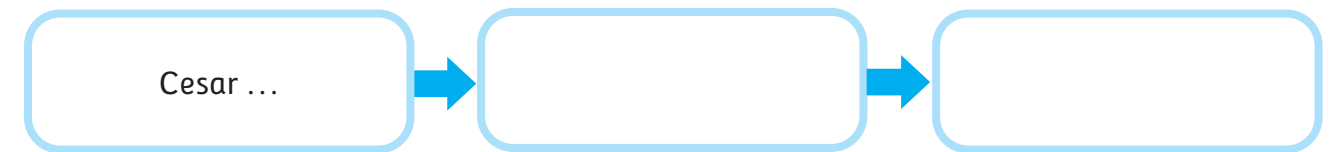
first **next** **then** **after that** **finally**

Try Out the Strategy

- A** Look at the pictures of Cesar. What does Cesar do after school?



- B** Copy the graphic organizer. Write the sentences in order.
- Cesar has a snack.
 - Cesar does his homework.
 - Cesar walks home.



- C** Write sentences about Cesar. Use sequencing words *First*, *Then*, and *After that*.
- D** What do you do after school? Write three sentences with sequencing words.

ACADEMIC VOCABULARY

sequence (verb)

Definition
to put actions or events in order

Example
You can sequence the events in a story.

Vocabulary in Context



Tutorial

The story *The Show Must Go On!* includes these words. Which words do you already know?

train station

The train is at the **train station**.

**fix**

My mother will **fix** the broken table.

**performed**

The students **performed** in a school play.

**stage**

The **stage** has red curtains.

**town hall**

Our community has meetings in the **town hall**.

**mayor**

The **mayor** is the leader of a town or city.

**community**

The people in my **community** are from many countries.

**local**

The **local** stores in my town are small.

**reporter**

The TV **reporter** gives the news.



Use the Vocabulary

- A** Answer the questions.
1. Which vocabulary words are people?
 2. Which vocabulary words show actions?
 3. Which vocabulary words are places?
 4. What is a **local** business in your **community**?

Develop Vocabulary

Multiple-meaning Words

Multiple-meaning words have more than one meaning. Use pictures and context (other words in the sentences) to find the word's meaning.

- A** Match the sentences to the correct meaning for the word *sign*.
1. Kasih and her mom walk to the front of the building. There's a large **sign** on the door. It says, "CLOSED FOR REPAIRS."
 2. Kasih writes, "The Show Must Go On! Help our local theater. Please donate." She **signs** it, "Thanks, Kasih."

a. **sign**, *verb*

to write your name on something

b. **sign**, *noun*

words or pictures that give information



Long Vowel i i_e, igh

A  Listen to the long **i** vowel sound. Repeat. Listen to the words. Repeat.



kite



night

B  Listen to words with the long **i** sound. Which letters are silent?

bike fire right light

C  Listen. Write the missing letters.

i_e igh



Eva: I l_____k_____ the n_____t sky.

Dan: Me too! Look! I see a l_____t. Do you think it's l_____tning?

Eva: Maybe, but it's so br_____t!

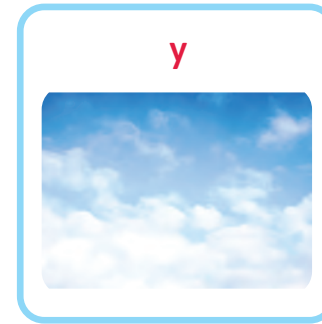
Dan: Yeah. It could be a f_____r_____.

Eva: It m_____t be a campf_____r_____.

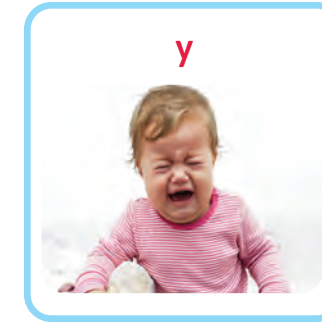
D  Practice the conversation in Activity C with a classmate.

Vowel y as Long i


A  Listen to the long **i** vowel sound. Repeat. Listen to the words. Repeat.



sky



cry

B  Listen. Choose the words with the long **i** sound.

1. Why did she cry?
2. The sky is sunny.
3. There's a fly by my chair.
4. Did the monkey try to touch the sky?

C  Listen. Put the letters in order. Write the word.




1. **p y s**



2. **f y l**



3. **y h s**

D  Ask a question. Use *why* and another word with the long **i** sound with **y**. Your classmate answers the question. Take turns.

Why is the spy shy?

The spy is shy because she doesn't know what to say.



TEXT GENRE Historical Fiction

The story *The Show Must Go On!* is historical fiction. It is an imaginary story (fiction). It also includes history, real events that happened in the past.

In historical there are:

- real events from history
- a mix of real and imaginary events
- real settings
- characters that seem real

Preview

To preview a text, look at the title and the pictures. Look at words in the pictures.

1. Read the title. What is a “show”?
2. Look at the pictures and the words in the pictures. What do they tell you about the story?
3. **Predict** What do you think the story is about?

ESSENTIAL QUESTION

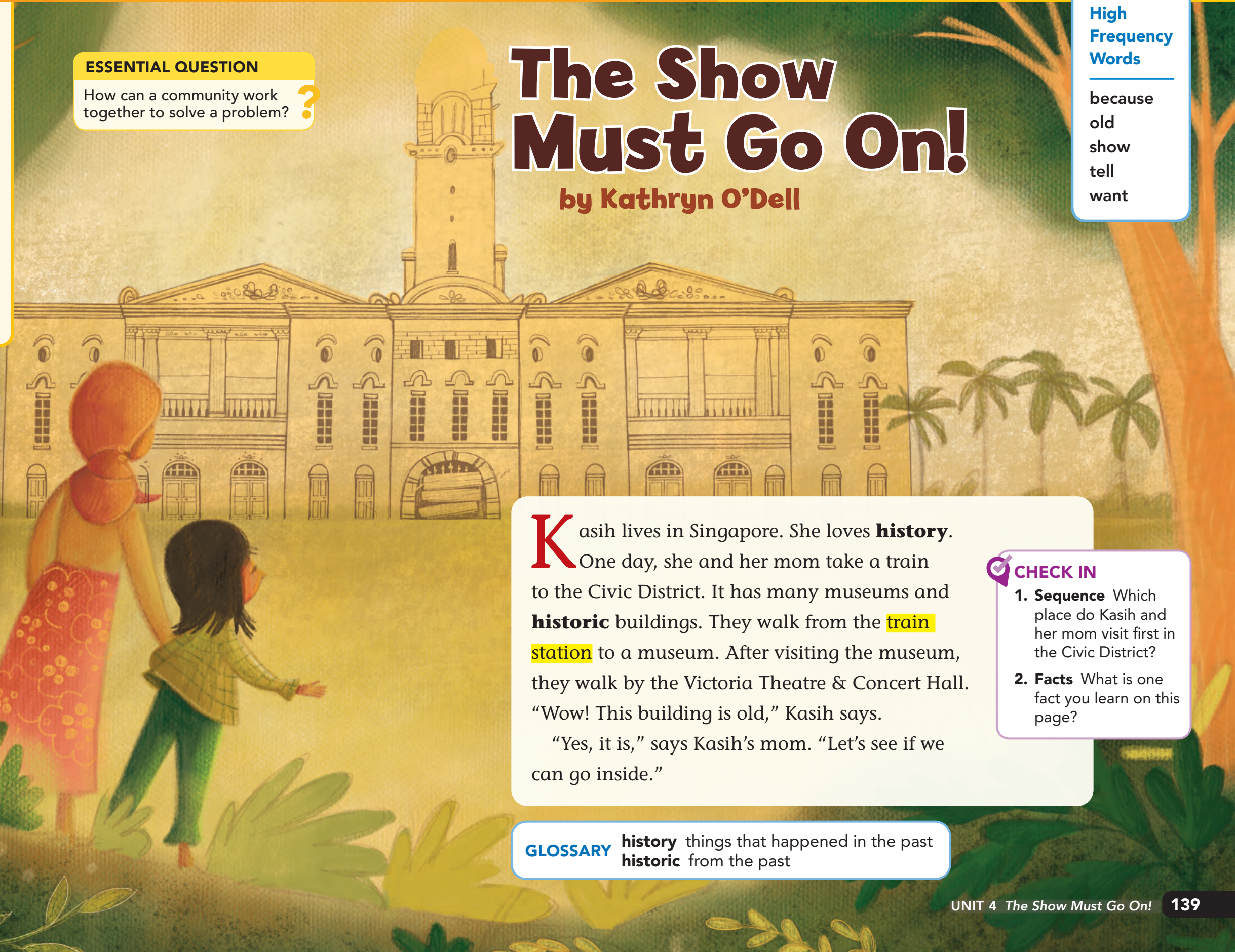
How can a community work together to solve a problem?

The Show Must Go On!

by Kathryn O'Dell

High Frequency Words

because
old
show
tell
want



Kasih lives in Singapore. She loves **history**. One day, she and her mom take a train to the Civic District. It has many museums and **historic** buildings. They walk from the **train station** to a museum. After visiting the museum, they walk by the Victoria Theatre & Concert Hall. “Wow! This building is old,” Kasih says.

“Yes, it is,” says Kasih’s mom. “Let’s see if we can go inside.”

CHECK IN

1. **Sequence** Which place do Kasih and her mom visit first in the Civic District?
2. **Facts** What is one fact you learn on this page?

GLOSSARY **history** things that happened in the past
historic from the past



Kasih and her mom walk to the front of the building. There's a large sign on the door. It reads, "CLOSED FOR **REPAIRS**."

"Oh, no!" Kasih says. "We can't go inside."

"Yes, but I'm glad they're going to **fix** the building," her mom says. "It's an **important** part of our history."

"That's true," Kasih agrees. "I want to learn more about it. Can we go to the library?"

"Sure," her mom says. "There is one close to here."

GLOSSARY **repairs** something you do to fix things that are broken
important has great meaning or value



At the library, Kasih reads about the Victoria Theatre. It opened in 1862. It was a **town hall**. People went there for town meetings. There were dances there, too. In 1883, the town hall moved, and the building became a theater. The concert hall was added in the early 1900s. Famous people **performed** on its **stage**. In the 1970s, the hall became the home of the Singapore **Symphony Orchestra**.

"The theater is so important to our **community**!" Kasih tells her mom.

GLOSSARY **symphony orchestra** a large group that plays classical music

CHECK IN

- Cause and effect** Why does Kasih go to the library?
- Sequence** Was the concert hall added before or after the town hall became a theater?

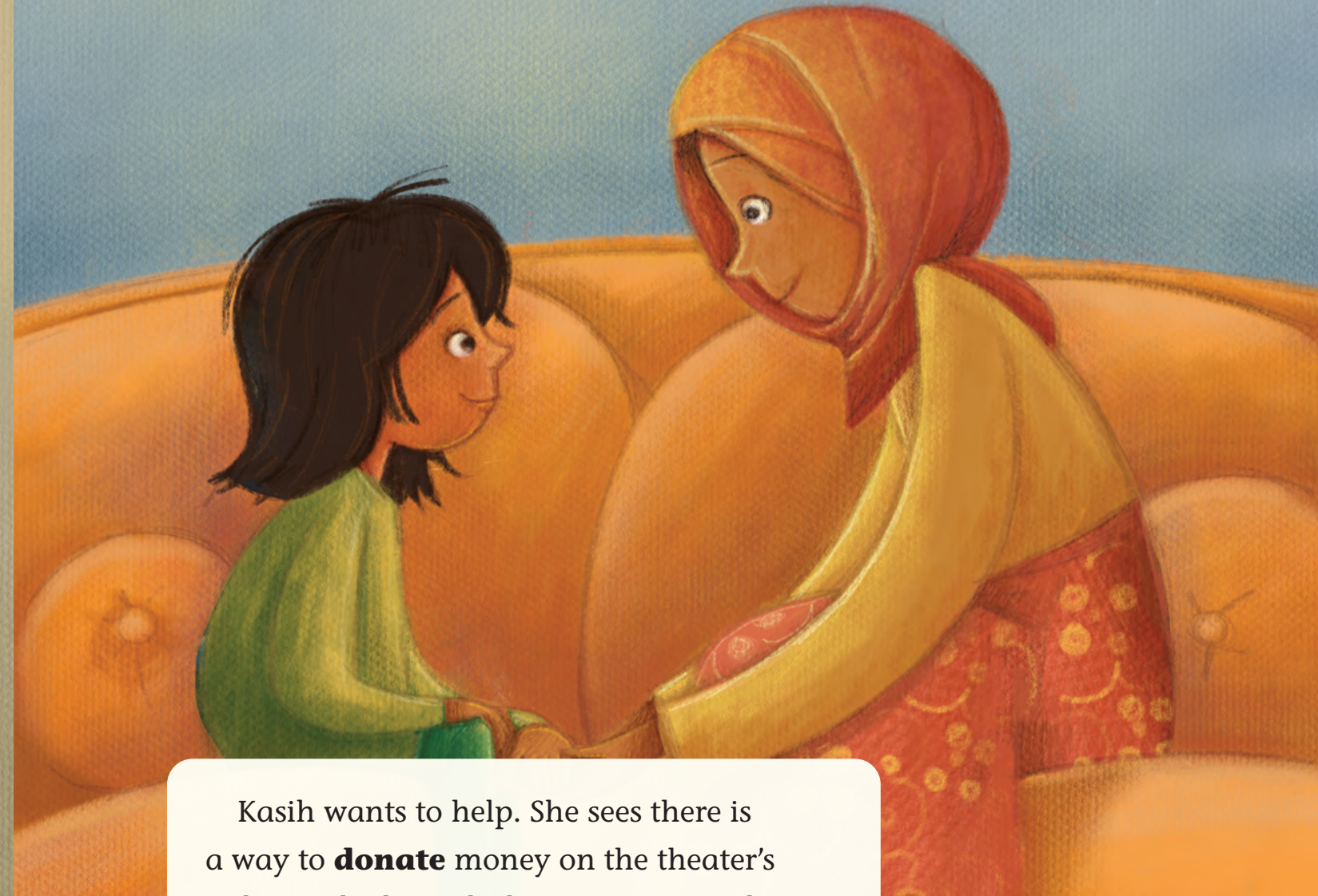
When Kasih gets home, she can't stop thinking about the theater. *When is it going to open again?* she thinks.

She does more research on her computer. She finds a lot of information. The plan is to **renovate** the building. They are going to make the outside of the building look like it did in the past. The inside is going to be more modern. They are going to improve the theater and concert hall. They are also going to add smaller rooms for music, dance, and theater practice. A **mayor approved** the plan.

It's very expensive to renovate the building. Some of the work is done, but they need more money.



GLOSSARY **renovate** to repair and improve a building
approve to allow something to happen



Kasih wants to help. She sees there is a way to **donate** money on the theater's website. She has a little extra money. She asks her mom, "Can I give some money to the Victoria Theatre & Concert Hall project?"

"Of course," her mom says. "I'll help you, and I'll give some money, too."

CHECK IN

- 1. Problem and solution** What is the problem with the project?
- 2. Sequence** What does Kasih do after she finds out about the problem?

GLOSSARY **donate** to give money to help a person or organization



Kasih feels good. *But it's only a little money*, she thinks. Then she has a great idea. She knows many people with a little money. *That's a lot of money!* she thinks.

She puts a picture of the Victoria Theatre on **social media**. She writes, "The Show Must Go On! Help our **local** theater. Please donate." She signs it, "Thanks, Kasih." She adds a **link** to the theater's website. She shows it to her friends. They share it with their friends and family.

GLOSSARY **social media** online communities where people share information
link a connection on the internet



Kasih has another great idea. She plans a sale to **raise** money. She asks her friends to help. They have the sale in a park near the theater. Kasih and her mom make and sell cakes. Her friends and their families sell other things, like jewelry and candles. They make money. They plan to donate it to the Victoria Theatre & Concert Hall.

CHECK IN

- Cause and effect** Why does Kasih have a sale?
- Make inferences** How do Kasih's friends feel about the theater?

GLOSSARY **raise** to collect money from others for a reason



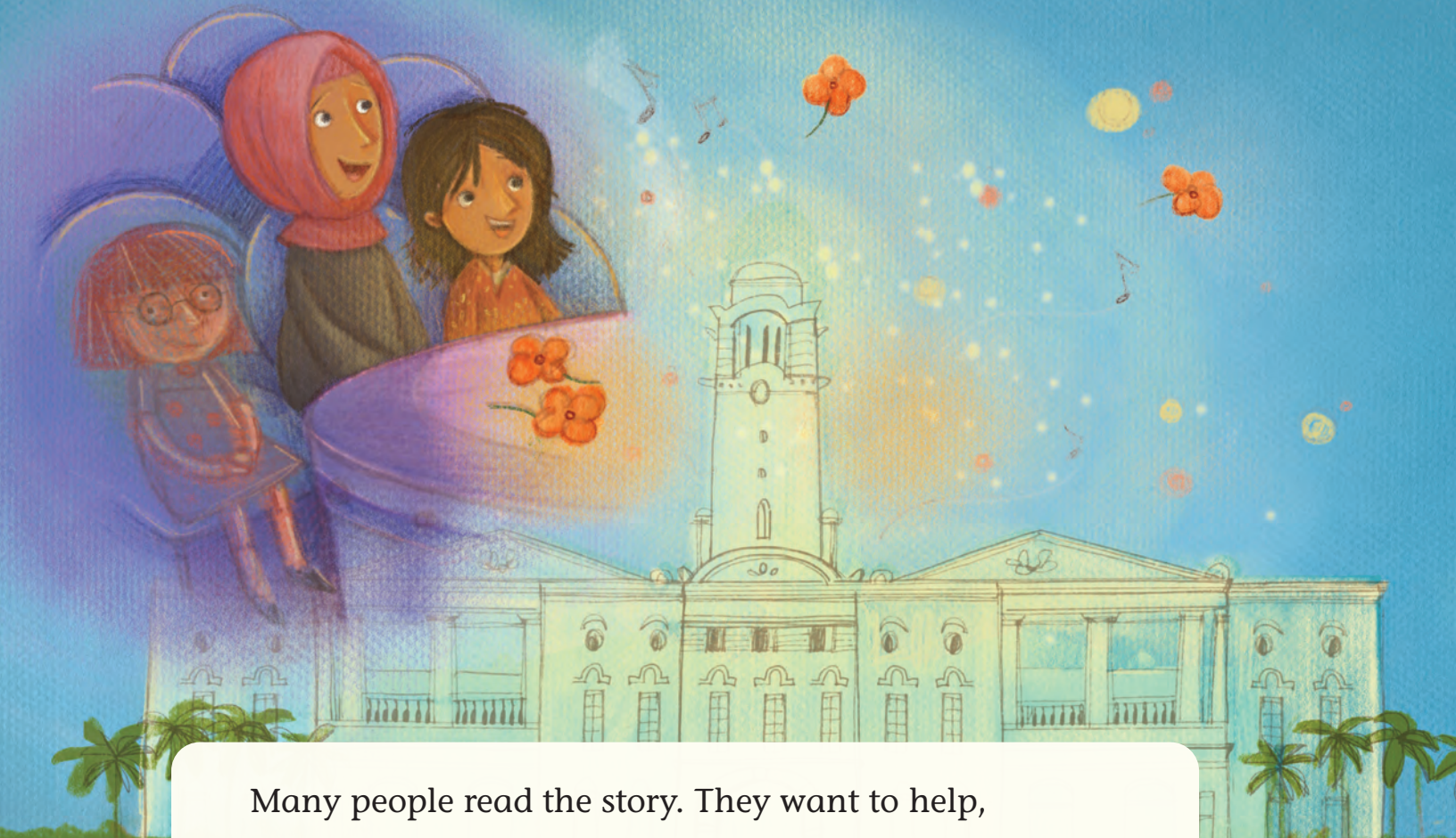
Just then a newspaper **reporter** comes by. She asks, “What’s going on here?”

Kasih runs over to the reporter. “We care about the Victoria Theatre & Concert Hall. We’re raising money to help finish the **renovation!**”

The reporter writes a story about Kasih and the theater. The next day, it is in the newspaper and online.

“This place is special because it’s old,” says Kasih in the story. “It is part of our history.”

GLOSSARY renovation the process of repairing and improving a building



Many people read the story. They want to help, too. More people donate money. The money pays for new **seats**. The money Kasih and her friends raise also pays for paint. **Builders** and painters donate time. They help fix the theater. After a few months, the theater opens.

Everyone is very happy. They can’t wait to see plays and go to concerts.

Kasih is excited. She and her mom go to a play. She has a new plan. She thinks, *Someday I’m going to act on this stage!*

GLOSSARY builders



seats

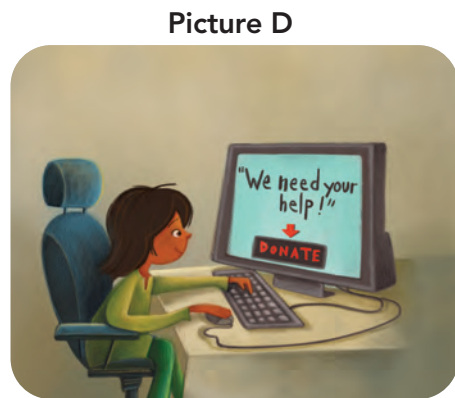


CHECK IN

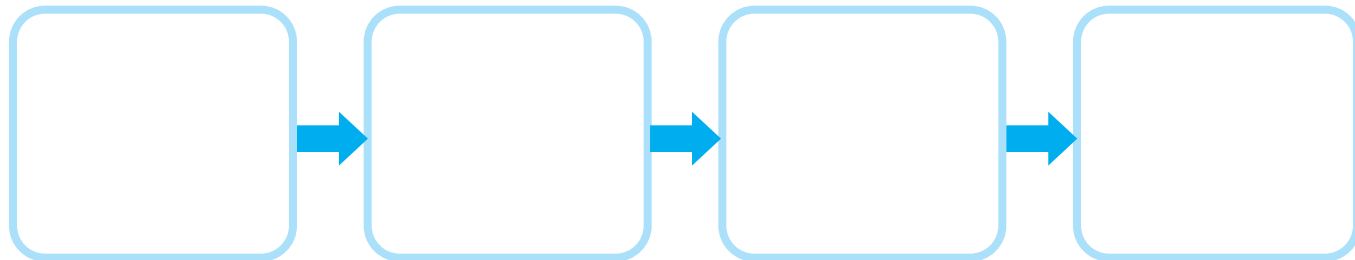
- 1. Sequence** What happens after the reporter writes a story about the theater?
- 2. Main idea and details** Is Kasih the only person who helps with the theater renovation project? Which words in the story support your answer?

Apply the Reading Strategy Sequence

- A** 👥 Look at the pictures from the story. What happens first? What happens next? What happens after that? What happens last?



- B** ✎ Copy the graphic organizer. Write notes about the sequence of events.



- C** 👥 Tell a classmate about each event in your sequence chart.
- D** ✎ Write a summary of the events. Use the notes from the graphic organizer. Use sequence words (*First, Then, Next, After that, Finally*).

Discuss the Reading

- A** 👥 Discuss the questions.
- 1. Revisit your prediction** Before you read the story, you made a prediction. What was correct? What was incorrect?
 - 2. Recall details** Kasih goes to the library. What does she learn about the Victoria Theatre & Concert Hall?
 - 3. Describe** What does Kasih post on social media? Who does she share it with?
 - 4. Use text features** Look at the picture and text on page 144. What does Kasih's post say?
 - 5. Problem-solution** What is the problem with the renovation? Who helps solve the problem?
 - 6. Characters** How does Kasih feel at the beginning of the story? How does she feel at the end?
 - 7. Assess** How does Kasih's plan help the community?
 - 8. Respond to the essential question** How can a community work together to solve a problem?


- B** ✎ **Making connections** Make a connection between the story and yourself.

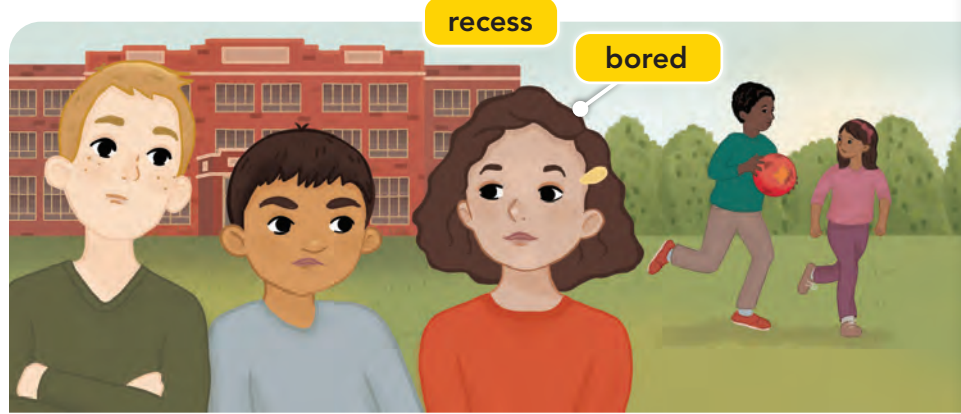
- What do you want to change in your school or community?
- Who can help you make this change?

Our local playground is old.
I want to change this.
I want to ...



Presentation

A  Listen to three students give a presentation. The presentation is about a change they made at their school.

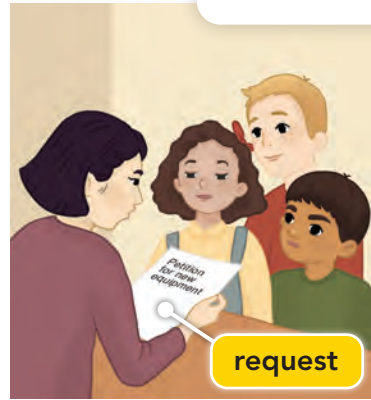
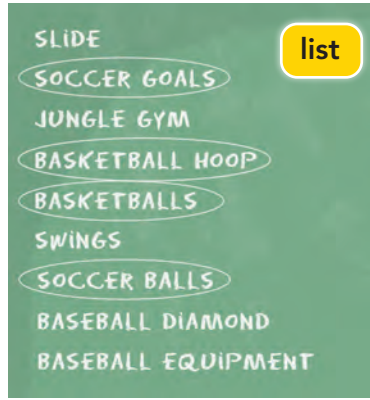


LISTENING STRATEGY
Sequence

Listen for sequencing words.


- first
- after that
- then
- next
- finally

These words help the listener understand the order of events.



B  Use the pictures. Retell the story.

Oral Language **Sequence**

A  Write the events in the correct sequence.


The students shared their ideas with the parents.
The school bought new playground equipment.
The students shared their ideas with the principal.
The students noticed a problem.
The students chose four ideas.
The students made a request.

1. The students noticed a problem.

B  Retell details using the language frames.

What happened first?

First, the students noticed a problem.

C  In the cafeteria, students must clean up before recess. Discuss the steps they should take. Write the steps down together. Present the steps to another group.

First, we pick up our trash.

Then, ...

- recycle paper and plastic
- put our trays away
- pick up our trash
- wipe the tables
- push in our chairs

LANGUAGE FRAMES 

What happened _____
(first / next / after that / at the end)?


First, _____.

Then what happened?

Then / Next / After that, _____.

Finally, _____.

Grammar in Action

A  Read the realistic fiction story.


Trees for a Community Park

Mateo lives near a park. The park doesn't have any trees. Mateo wants beautiful trees. He writes a letter to the mayor. The mayor listens to his idea.

Today, people in the community work together in the park. They **plant** new trees in the park. There are ten trees to plant. One person brings the trees in a truck. Men and women carry the trees from the truck to the park. Mateo plants one tree. Everyone claps for Mateo and his good idea. Then people **dig** holes in the **ground** for the trees. A man and woman put the trees in the ground. The children cover the holes with **dirt**.

After they plant the trees, the children play in the park. The parents and babies sit under the trees. They watch the children play. Mateo helped make his community better.



B  **Use the vocabulary** Look at the picture. Write three sentences. Use three of these words.

Words to Use

plant dig ground dirt


CULTURE NOTE

Many countries have a day to plant trees. In the United States, people plant trees on Arbor Day, the last Friday in April. In Japan, this day is called Midori Noni (Greenery Day). On Arbor Day in Namibia, a chosen Tree of the Year is planted around the country.

GRAMMAR

Singular Nouns and Plural Nouns

Use a singular noun for one person, place, or thing.
Use a plural noun for more than one person, place, or thing.

Add -s to make a noun plural.	flower 	flowers
For nouns that end in -s , -x , -ch , or -sh , add -es .	bus lunch	buses lunches
For nouns that end in -y , drop the -y and add -ies .	baby	babies

Some plural nouns are **irregular**.

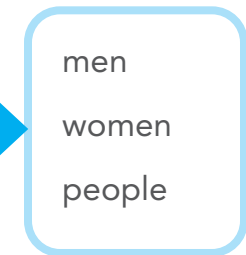
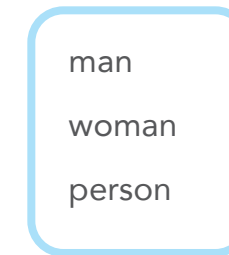
Other Irregular Nouns




child




children




A  Choose the correct answer.

1. One (child / children) plays on the playground.
2. Four (person / people) carry the trees to the park.
3. There are 20 (tree / trees) in the trucks.
4. Two (baby / babies) play in the grass.
5. One (woman / women) takes pictures of the trees.
6. There are four (park / parks) in our community.

B  What do you see in your community on the way to school? Write sentences. Use singular and plural nouns.

I see a park on the way to school. I see cars.
I see buildings. For example, I see the library.

C  Share your sentences. Write the nouns you hear. Write *S* for *singular* or *P* for *plural* next to the nouns.

Grammar in Action

A  Read the journal entry from a third grader in Venezuela.

Orinoco River Cleanup

Our school studies the Orinoco River in third grade. Yesterday, our class learned about the history of the Orinoco River. We can walk to the river from our school! Today, we are at the river to **clean up** trash. Partners share big **garbage bags**. We walk along the river and **pick up** garbage. A lot of the **waste** is plastic bottles. We find lots of plastic bags. There are also **plastic containers** and **straws**. Soon our bags are full. We tie the bags closed. We put them in a truck. Tomorrow, a driver will take the bags to the **recycling center** and **landfill**. Later, we will talk about other ways we can help keep our river clean.



B Use the vocabulary

1. Read and copy.
I put my garbage in the garbage bag.
 - Circle the words about trash.
2. Read and copy.
I put the plastic bags, straws, and plastic containers in different bags.
 - Circle the items the children find along the river.
3. Read and copy.
First, we stop at the recycling center. Then, we go to the landfill.
 - Circle the places where you bring trash.
4. Read and copy.
We need to clean up this trash. We need to pick up the plastic bottles and bags.
 - Circle the verbs that explain what you do with trash.

GRAMMAR

Adverbs of Time

Adverbs of time show when an event happened. They show the time of events.

now


soon

later

yesterday


today


tomorrow

A  Read the schedule. Choose the correct adverb of time to complete each sentence.


Tuesday	TODAY Wednesday	Thursday
<ul style="list-style-type: none"> • learn about the history of the Orinoco River • talk about cleaning up the environment 	<ul style="list-style-type: none"> • walk to the river • clean up at the river • walk back to school 	<ul style="list-style-type: none"> • take the garbage to the landfill

1. (Yesterday / Today), we learned about the history of the river.
2. (Now / Tomorrow), we are walking to the river.
3. (Today / Yesterday), we will clean up at the river.
4. (Soon / Tomorrow), we will walk back to school.
5. (Tomorrow / Now), a driver will take the garbage to the landfill.


B  Think of a cleanup activity you could do in your community. Write sentences. Use adverbs of time.

C  Share your sentences with a classmate. Write the adverbs of time you hear.

Opinion Article

A  Read the opinion article.

ESSENTIAL QUESTION

How can students learn about their community? 

School Trips: Learning about Community

School trips are a fun way for students to learn about our community. We need to learn about our local history and culture. We can learn about nature in our area, too. We can even find ways to improve our community. In my opinion, all classes should plan these three types of trips.

Students could have a class trip to explore history and culture. Most towns and cities have museums. Some are big and other are small. Big or small—we can learn about our communities in museums. It’s best to go to a museum during a local festival. Then you can also learn about our community’s traditions at the festival.

Students could go on a trip to explore nature. This can include a day of walking or hiking. We can go on a picnic, too. It’s a great way to learn about our area and how to take care of it. Nature trips include lakes, beaches, or mountains. It would be fun to stay overnight!

Finally, a class trip can be about helping the community. We could visit older people and read to them. Other community projects are cleaning up a beach or river.

I think the best way to learn about our community is through school trips.

High Frequency Words

- city
- school
- learn
- should
- need

CULTURE NOTE

In Korea, you see school groups at museums, temples, palaces, and folk villages. Primary school students take day trips to nearby places. Older students often travel to other cities. Where do you go on school trips?



B  **Talk about it**

1. What is the writer’s opinion about school trips?
2. What three types of field trips does the writer suggest?
3. Where does the writer suggest learning about a community’s traditions?
4. What does the writer say students can learn in nature?

TEXT ELEMENTS


Fact and Opinion


A **fact** is something that is true. An **opinion** is something that someone thinks or feels.

fact	opinion
The mayor works at the town hall.	The mayor is friendly.
Shanghai is a big city.	Shanghai is the best city.

A  Read the sentences. Which ones are facts? Which ones are opinions?

1. School trips are a fun way for students to learn about our community.
2. Most towns and cities have museums.
3. It’s best to go to a museum during a local festival.
4. It’s a great way to learn about our area and how to take care of it.
5. Nature trips include lakes, beaches, or mountains.

B  Find other examples of facts and opinions in *School Trips: Learning about Community*.

C  Choose a place for a school trip in your community. Write two facts and two opinions about the place.

The Tortum Waterfall is huge. It’s...
The waterfall is beautiful. I think...



Tools for Writing

Proper Nouns


Use **nouns** to name people, places, or things.

common nouns any person, place, or thing	proper nouns a <u>specific</u> person, place, or thing
a girl	Kasih
a town	Singapore
a street	Empress Place

Proper nouns always begin with capital letters. Proper nouns name things like titles of people, holidays, geographic names, and geographical places.


- **Mr. Allen**
- **Children’s Day**
- the **Fox Theater**
- **Mount Fuji**



- A**  Rewrite the sentences. Capitalize the proper nouns.
1. The ojos del salado mountains are in chile.
 2. My teacher’s name is ms. fernandez.
 3. We go to the movies on new year’s day.
 4. The manila city hall is near the museum.

- B**  Rewrite the paragraph. Capitalize the proper nouns.

On independence day, my family goes to phnom penh, cambodia’s capital city. We take the bus to independence monument. Sometimes our neighbor comes with us. His name is mr. san. We eat dinner together and wait for the fireworks.




- C**  Answer the questions. Use proper nouns.
1. What is your teacher’s name?
 2. What is your favorite place to visit in your community?
 3. What is your favorite holiday?
 4. What river, lake, or other place do you want to visit?

WORD STUDY


Suffixes -ful and -ly

A **suffix** is a letter or letters added to the end of a word. A suffix changes the meaning of a word.

-ful	-ly
-ful means <i>full of</i>	-ly means <i>in a certain way</i>
We will be careful not to get dirty at the farm!	The people at the farm are friendly .

- A**  Add the correct suffix, **-ful** or **-ly**, to change each word. Then say a sentence with the new word.
1. hope
 2. friend
 3. care
 4. real
 5. final
- B**   Complete each sentence with information about you and your life. Then share your answers with a classmate.
- I am hopeful that it will be sunny tomorrow.
1. I am hopeful that _____.
 2. _____ is friendly.
 3. I am careful when I _____.
 4. _____ is really fun to do.

Animal Groups

A  Read the informational text.

Animals That Work Together

Some animals live in groups. These groups can be big or small. Animals live in groups for different reasons. Animals can work together to find food. They can work together to **defend** themselves. They can also help each other when their environment changes.

- Female elephants live in groups called **herds**. A family has a mother, daughters, and sisters. Family and friends are important to elephants. They spend time with each other and they help each other. For example, elephant mothers and sisters take care of each other's babies. The older elephants also defend the babies from **danger**. They make a circle around the babies. This **protects** the babies from danger.



- A wolf group is called a **pack**. A pack has parents and young pups. The pack protects the pups. Wolf packs work together to find food. They search for food together. Then they make a circle around an animal and **attack**. Young wolves watch and learn.



ESSENTIAL QUESTION

Why do some animals live in groups?




B  **Use the vocabulary** Match the word and the definition.

- | | |
|------------|--|
| 1. attack | a. to fight an attacker to keep someone safe |
| 2. danger | b. to use violence to hurt another |
| 3. defend | c. an unsafe situation |
| 4. protect | d. to keep someone safe from being hurt |


C  **Discuss**

- Which animal lives in a pack?
- Which animal lives in a herd?
- How do elephant families help each other?
- Which animal makes a circle before it attacks?
- Which animal makes a circle to protect the babies?


D  **Making connections** What other animals live together? What do they do together?



Types of Government

A  Read the informational text.

ESSENTIAL QUESTION

What are some common types of government? 

Types of Government

A government is a system of rules and the people who make and administer them. There are several different types of government. These are three of them.



In a **monarchy**, there is one person in charge. This person is the king or queen of the country. They are born to be king or queen for life. Then the throne goes to someone else in the family.



In a **democracy**, the power is held by the whole population. There are elections and people vote for leaders to run the country. Elected representatives can make and change laws based on what the people want. In a democracy, "majority rules." In other words, the people with the most votes make the decisions.




In an **republic**, the power rests with individual citizens through the representatives who stand for those citizens. People can vote to make changes in their government. Elected representatives make laws based on a constitution. They protect the rights of the minority from the will of the majority.

A country's form of government can change. For example, Egypt was a monarchy and then became a democracy in 1952.

B  **Comprehension** Discuss the questions.

1. What is the definition of a government?
2. How many types of government are described in the text?
3. What types of government are in the text?
4. What does "majority rules" mean?


C  **Making connections** Look at the graphic organizer. What information can you add?

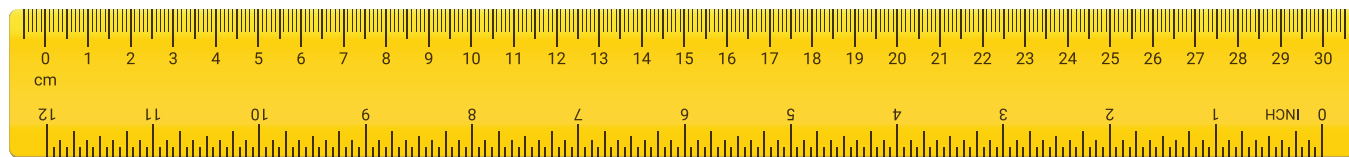
	monarchy	democracy	republic
Who runs the country?			citizens through elected representatives
How does a person become leader?	family has the position first		

CULTURE NOTE


The United Kingdom is the most famous monarchy in the world, but there are many others. Today there are over 40 monarchies in the world, including Spain, Saudi Arabia, Thailand, and Morocco. What other monarchies do you know?

Metric Units of Measurement

A  Read the informational text.



ESSENTIAL QUESTION


How can we measure using the metric system? 

We use units of length that are standard. In the metric system, the **meter** is a standard unit of length. Other metric units are smaller parts of a meter. They are in multiples of ten.


- 1 meter (m) = 10 decimeters (dm)
- 1 meter (m) = 100 centimeters (cm)
- 1 meter (m) = 1,000 millimeters (mm)

We can also use standard units to measure weight and volume. In the metric system, **gram** is the standard unit for **weight**, and **liter** is the standard unit for **volume**.

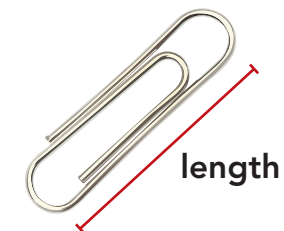
weight	volume
milligram	milliliter
centigram	centiliter
decigram	deciliter
gram	liter

B  Compare the measurements.

- Mara's box is 5 centimeters wide. David's box is 5 millimeters wide. Which is wider?
- A baby mouse is 2 centimeters long. A baby frog is 10 millimeters long. Which is longer?
- Louisa's sign is 85 centimeters tall. Paul's sign is 2 meters tall. Which is taller?

C  Look at the metric ruler. Identify a millimeter and a centimeter on the ruler. Then answer the questions.

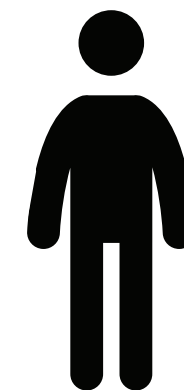
- You need to measure the length of a paper clip. Will you use meters, centimeters, or millimeters?



- You need to measure the width of a paper clip. Will you use meters, centimeters, or millimeters?




- You need to measure a person's height. Will you use meters, centimeters, or millimeters?




D Choose the unit of measurement for each sentence.

- To measure the volume of a bottle of water, I use (liters / centimeters).
- To measure how heavy my backpack is, I use (grams / deciliters).
- To measure how tall my friend is, I use (liters / meters).

E  **Making connections** Make a list of things in your classroom that you can measure. Will you use meters, centimeters, or millimeters?

Listen and Sing

- A**  Listen to the song. Then sing the song.

ESSENTIAL QUESTION

How can people help their community?

**In Our Community**


We're going to help out when we can
In our community,
In our community,
In our community.
We're going to help out when we can
In our community.
We're going to help our neighborhood.

We're going to help our neighborhood.
We're going to sweep up our streets.
We're going to plant some nice new trees.
We're going to build a new playground.
We're going to paint a great big mural.
We're going to have a lot of fun
In our community.



- B**  Answer the questions.

1. What words in the song repeat?
2. What actions are in the song?
3. How is a neighborhood a community?

- C**  **Making connections** What ideas does the song have? Which of the ideas can you do in your community? What other ideas can you add to the song?

Art in the Community

- A**  Read the informational text.

ESSENTIAL QUESTION

What can art tell us about a community?

**Cityscapes**


A **cityscape** is a type of painting. It shows how a city looks. This cityscape is by Roberto Gutierrez. He is a painter from Los Angeles. He makes paintings of the buildings in Los Angeles. It is one of the biggest cities in the world. Roberto grew up in Los Angeles. He loves to paint everyday life in his community. He uses **bright** colors and loose **lines**. He shows a **mood**. In this painting, we see a busy and happy community. The buildings look like they are moving or dancing.



Life in Downtown L.A.
Roberto Gutierrez
1993

- B** Draw a cityscape.

1. Choose a cityscape. What buildings will you include?
2. Use a pencil to sketch.
3. Next, add colors and lines. Use them to express a feeling.

- C**  **Making connections** Share your drawing with a classmate. Describe the cityscape. What mood does it have?

CULTURE NOTE

Many people think that Paris, France, is the best place to see art. Paris has more than 1,000 art galleries. Art is everywhere—museums, statues, monuments, fountains, and architecture. Where can you see art in your city?

Opinion Text Write About Your Community

Opinion texts tell what you think. This kind of writing has:

- an opinion, or point of view (**I think that / In my opinion,**)
- reasons and facts that support your opinion
- examples that support your opinion (**For example,**)
- a conclusion that summarizes your opinion

Write an opinion text about something you want to change in your community. Include your opinion and three reasons. Support your opinion with examples.

WRITING STRATEGY Give Reasons for Your Opinion

Think about your opinion. What are some reasons for your opinion? Think of an example for each reason.

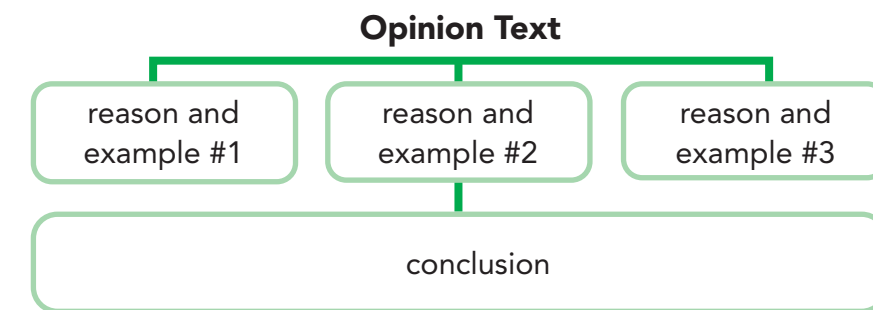
Student Model

A Park for My Neighborhood by Rashid Al Shehhi

My neighborhood is Deira, in Dubai. There is no park in my neighborhood now. I think that Deira needs a park. In my opinion, all neighborhoods need a park. People can exercise in a park. Exercise is important for children. It is important for adults. For example, children can exercise on a playground. Adults can run or walk in a park. Parks bring people together. For example, people can meet their friends at a park. Finally, a park is a good place for plants and animals. For example, the animals can live in the trees. We need a park in Deira soon.

Plan

- Use a graphic organizer to plan your opinion text.



Draft

- Use your ideas to write a draft. Include:
 - your opinion
 - reasons and facts that support your opinion
 - examples that support your opinion
 - a conclusion that summarizes your opinion

Revise

- A** Use the revision checklist to review your draft.
- B** Exchange drafts with a classmate. Give each other suggestions for making your drafts better.
- C** Revise your draft.

Revision Checklist

- I include my opinion in the essay.
- I include three reasons or facts.
- I include examples.
- I include a conclusion.

Edit

Use the editing checklist.

Editing Checklist


- I use capitalization correctly.
- I use punctuation correctly.
- I use singular and plural nouns correctly.
- I use common and proper nouns correctly.
- I use adverbs of time correctly.

Publish

- A** Rewrite a final copy of your opinion text in your best handwriting. You can also use a computer.
- B** Draw one or more pictures to illustrate your opinion text.
- C** Work with a classmate. Read your opinion text aloud to each other. Be sure to read with appropriate expression.
- D** Talk about each other's story. Tell your classmate:
 - the opinion
 - one reason or fact you remember
 - what you like best

**BIG Idea**


People can work together to help their community.

 What is one way people can work together in their community? Can one person make a change in their community? How?

**Dust Buddies**
VIEWING STRATEGY
Watch for the Problem and Solution

Watch for the problem the Dust Buddies have. The solution is how they solve the problem.

**Before Viewing**

 This is a story about a group of friends. They help each other solve a problem.


1. What tools do people use to clean?
2. What problems do you solve with your friends?
3. How do your classmates help each other?

During Viewing

 Watch the video. Look for answers to these questions.

1. Why do the Dust Buddies come out at the beginning?
2. What is the problem?
3. How do the Dust Buddies solve the problem?

After Viewing

 Answer the questions with a classmate. Share your answers with another pair.

1. Who are the characters?
2. What happens first, next, and last? Retell the story.
3. What do you think the Dust Buddies will do next?

USEFUL VOCABULARY 

buddy / buddies
 crackers
 dust
 maid
 paper clip
 plug
 rescue
 vacuum cleaner