

# *Trailblazer*



# spark

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### **Trailblazer on the Cover** **Adélie penguins hide in an iceberg tunnel**

**Description:** Adélie penguin chicks hide in a tunnel system carved into an iceberg.

**Location:** Antarctica

**Trailblazer Facts:** Adélie penguins blaze trails where very few living things can—in one of the coldest and most remote places on Earth. They are excellent swimmers and live at sea in the winter. At just nine weeks old, Adélie penguins dive into the sea and start hunting for food on their own.

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# *Trailblazer*

Cheryl Pelteret

# Scope and Sequence



1

## Which people are important to us?

pages 2-23

2

## Why is the weather important?

pages 24-47

### ▶ Trails to Explore

### Curricular Connection

### Multiple Literacies

### New Words

### Phonics

### Reading

### ▶ Grammar

### Listening

### Speaking

### Writing

### ▶ Critical Thinking

### Project

Family  
Brothers and Sisters  
Being a Good Friend

Social Studies

**VISUAL** Explain the message in an image.  
**GLOBAL** Describe what families enjoy doing together.  
**SOCIAL** Explain the value of sharing.  
**TEXTUAL** Main Idea and Details; Text-to-Self Connection  
**MEDIA** Support an opinion using information from different types of media.

bunk beds, shelf, fridge, roof, balcony, internet, laptop, oven, shower, wash, hide, message  
afraid, bored, careful, glad, kind, clever, mean, naughty, serious, worried, messy, tidy  
hobbies, miss

*ow* and *ou*  
*au* and *ai*

Nonfiction: Our home moves with us!  
Genre: Photo Essay  
Fiction: Dad's Clever Idea  
Genre: Realistic Fiction

People, Places, and Things  
Your Things

Descriptions of Family Activities  
Strategy: Listen for Gist  
Opinions about Sharing Things  
Strategy: Listen for Attitudes

Use Polite Language

Genre: Descriptive Text (people)  
Strategy: Use Words that Describe People

Quiz about being a good friend  
Video: All About Friends

Make a Friendship Tree

Weather around the World  
Feelings about Weather  
Living with Changing Weather

Earth Science

**VISUAL** Use information in an image to imagine others' feelings.  
**GLOBAL** Identify how weather affects people in different parts of the world.  
**SOCIAL** Identify different perspectives.  
**TEXTUAL** Categorize; Predict from Pictures  
**MEDIA** Compare processes depicted in different types of media.

dry, frozen, wet, lightning, storm, thunder, lake, mountain, river, waterfall, fire, melt, shine, sky, waves, blow, coat, light, strong, surprised, tired, warm, building, sailing  
ice, pipe

S Blends: *sc, sn, st*  
S Blends: *sk, sp, sw*

Nonfiction: What's the weather like?  
Genre: Magazine Article  
Fiction: The Sun and The Wind  
Genre: Fable

Questions with *How often*  
*Be* with *-ing*

Interview about the Weather in a City  
Strategy: Listen for Topics  
Podcast about a Windy Place  
Strategy: Listen for Key Words

Ask Questions

Genre: Descriptive Text (weather)  
Strategy: Use *And* and *But*

Diagram of the water cycle  
Video: Finding Water

Make a Poster about Water

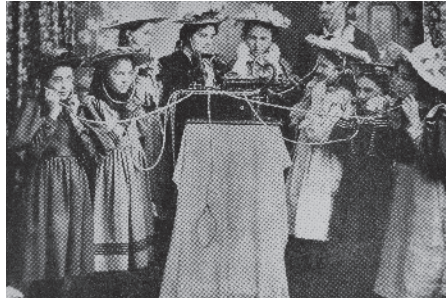


**Trailblazer** *IN ACTION*

**AGUSTINA BESADA**  
Unplasticize the World

Episode 1  
**A New Interest**  
Skills Review Units 1 and 2





3

### What's good about being outdoors?

pages 48–69

4

### What can we learn from the past?

pages 70–93

5

### What do we celebrate?

pages 94–115

Getting Out  
Away from Home  
The Great Outdoors

Social Studies

**VISUAL** Compare opinions about activities in an image.

**GLOBAL** Identify ways people can appreciate nature.

**SOCIAL** Recognize the benefits of working together.

**TEXTUAL** Sequence of Events; Scan for Information

**MEDIA** Draw conclusions using information from different types of media.

bat, bridge, cave, shell, rock, field, hill, road, village, map, leaves, log  
go kayaking, laugh, ride a horse, tent, go camping, countryside, stars, blueberries, ice cream, pie, beautiful, island  
high, rope

*ck and ch*  
*ng and n*

Fiction: Our Class Trip  
Genre: Quest  
Nonfiction: Why summer camp is for you!  
Genre: Persuasive Article

*Was and Were*  
*Like and Go with -ing*

Conversation about a Summer Camp Activity  
Strategy: Listen for Reasons  
Podcast about Summer Activities  
Strategy: Listen for Specific Information

Make Suggestions

Genre: Trip Report  
Strategy: Use Sequence Words

Photo of a field trip  
Video: Learning Outdoors

Go on a Nature Hunt

Things from the Past  
Life in the Past  
Learning about the Past

Social Studies

**VISUAL** Use information from an image to build knowledge and ideas.

**GLOBAL** Recognize the importance of inventions to society.

**SOCIAL** Explain the value of belonging to a group or organization

**TEXTUAL** Visualize; Beginning, Middle, Ending

**MEDIA** Identify different types of media for finding information.

alphabet, bowling, honey, toothbrush, toothpaste, ink, makeup, medicine, ship, umbrella, socks, sunglasses  
care for, dream, sleep, mat, floor, drop, fish, help, sew, board game, oil, soap  
archaeologist, coin

*nk and ng*  
*ear and are*

Nonfiction: Life in Egypt Long Ago  
Genre: Historical Article  
Fiction: Was it a dream?  
Genre: Fantasy Story

Regular Verbs in the Past  
Questions with Regular Verbs in the Past

Podcast about Things from the Past  
Strategy: Listen for Solutions  
Conversation about the Romans  
Strategy: Listen for Details

Use Past Time Expressions

Genre: Historical Text  
Strategy: Use Commas

Infographic about ways to explore the past  
Video: Everyday Life in the Past

Make a factfile about the Past

Special People  
Special Days  
Memories

Social Studies

**VISUAL** Use details in an image to support an opinion.

**GLOBAL** Identify how festivals bring people together.

**SOCIAL** Recognize and explain others' emotions

**TEXTUAL** Make Inferences; Compare and Contrast

**MEDIA** Connect information in different types of media to own experiences.

party, present, sleepover, pajamas, pillow fight, invite, cake, cupboard, milkshake, pasta, important, lucky  
clean, dress up, decorations, celebrate, festival, envelope, feast, fireworks, money, noise, band, costume  
cry, walk

*R Blends: gr, pr, tr*  
*R Blends: br, dr, fr*

Fiction: Anton's Birthday  
Genre: Realistic Fiction  
Nonfiction: Happy New Year!  
Genre: Social Studies Article

Irregular Verbs in the Past  
Questions with Irregular Verbs in the Past

Conversations at a Family Event  
Strategy: Listen for an Address  
Podcast about a Carnival Celebration  
Strategy: Listen for Likes and Dislikes

Make Invitations

Genre: Diary Entry  
Strategy: Use Exclamation Points

Photo of a kindergarten graduation  
Video: My First Day at School

Create a Memory Wheel

# Scope and Sequence



6

## What does an artist do?

pages 116–139

7

## What is a community?

pages 140–161

### ▶ Trails to Explore

### Curricular Connection

### Multiple Literacies

### New Words

### Phonics

### Reading

### ▶ Grammar

### Listening

### Speaking

### Writing

### ▶ Critical Thinking

### Project

Anyone Can Be an Artist  
How to Make Art  
Art Is for Everyone

Art

**VISUAL** Explain own feelings about the content of an image.

**GLOBAL** Appreciate similarities and differences in people.

**SOCIAL** Recognize the benefits of pursuing own interests.

**TEXTUAL** Predict from Titles and Pictures; Identify Steps in a Process

**MEDIA** Identify points in one type of media using information from another.

face, painting, front, middle, side, half, bottom, top, famous, artist, accident, good at fingers, knees, neck, shoulders, smile, line, above, below, shape, circle, glasses, lovely local, walkway

R-controlled Vowels: *ar, ur*  
R-controlled Vowels: *ir, or*

Fiction: People laughed at Picasso, Too.  
Genre: Realistic Fiction  
Nonfiction: How to Draw a Cartoon Character  
Genre: How-to Article

Asking and Talking about Time  
Asking and Talking about Place

Podcast about Frida Kahlo  
Strategy: Listen for Numbers  
Conversation about Pictures  
Strategy: Listen for Reactions

Describe a Picture

Genre: Instructional Text  
Strategy: Use Location Words

Infographic about public art  
Video: Flower Lane

Make a Class Wall Painting

Things a Community Needs  
People in the Community  
Helping the Community

Social Studies

**VISUAL** Draw conclusions using information in an image.

**GLOBAL** Identify ways people help communities.

**SOCIAL** Identify ways people work together to solve problems.

**TEXTUAL** Author's Purpose; Setting

**MEDIA** Compare how successfully different types of media communicate ideas.

drive, truck, comic, newspaper, notebook, writer, page, cover, lend, borrow, near, nurse meet, community center, grocery store, post office, bus driver, photographer, firefighter, ladder, police station, police officer, seat belt, sign tile, tire

Endings *-ge* and *-dge*  
*ph* and Unvoiced *th*

Nonfiction: The Library in a Truck  
Genre: Information Article  
Fiction: A Busy Day for Nomsa  
Genre: Realistic Fiction

*Had* and *There was, There were*  
*Wh-* Questions in the Past

Podcast about a Nurse's Job  
Strategy: Listen for Speaker Intention  
Podcast about Community Superheroes  
Strategy: Listen for the Speaker

Ask to Repeat

Genre: Profile  
Strategy: Use Correct Subject-Verb Agreement

Photo of a playground design  
Video: Working Together

Design an Obstacle Course



**Trailblazer** *IN ACTION*

**AGUSTINA BESADA**  
Unplastic the World

Episode 3  
**Adventure at Sea**  
Skills Review Units 5 and 6



8

## What can we learn from animals?

pages 162–185

Animal Helpers  
Animals Working Together  
Sharing Our Planet

Social Studies

**VISUAL** Explain what is surprising about an image.

**GLOBAL** Identify how people appreciate animals.

**SOCIAL** Explain the benefits of working together.

**TEXTUAL** Cause and Effect; Evaluate

**MEDIA** Identify the main message in different types of media.

hear, see, smell, dolphin, lamb, rat, donkey, tail, look for, rescue, cute, feed  
burn, fall, pull, shout, steal, stop, first, last, show, hold, copy, sneeze  
chase, hunt

Silent letters *b, h, w*  
*ai* and Short Vowel *a*

Nonfiction: Animals that Help  
Genre: Science Article  
Nonfiction: Coyote Brings Fire to the Village  
Genre: Folktale

Comparing Two Things  
Comparing More than Two Things

Newscast about a Special Horse  
Strategy: Listen for Descriptions  
Podcast about Animals that Work Together  
Strategy: Listen for Similarities

Express Opinions

Genre: Captions  
Strategy: Use Key Words

Photo of a leopard in Mumbai, India  
Video: Sharing Our World with Animals

Make a Card Game

9

## How do we learn things?

pages 186–207

What We Do Well  
Lessons We Learn  
Trips We Take

Social Studies

**VISUAL** Compare information in an image with own experiences.

**GLOBAL** Recognize the positive effects of learning about ourselves and the world.

**SOCIAL** Appreciate that people have different interests and talents.

**TEXTUAL** Summarize; Ask Questions

**MEDIA** Compare how information in different types of media relates to own context.

chess, volleyball, add, score, skate, smart, test, count, brilliant, difficult, ballet, practice  
business person, camera, quickly, eat well, serve, work hard, sell, buy, bring, safe, relax, stretch  
entrance, virtual reality

Endings *-st* and *-nt*  
Endings *-ey* and *-ly*

Fiction: My “Fantastic” Cousin, Bea  
Genre: Poetry  
Nonfiction: What do we learn at school?  
Genre: Social Studies Article

*Could* and *Couldn’t*  
Adverbs

Podcast about Making Dreams Come True  
Strategy: Listen for Sequence  
Newscast about Yoga Classes  
Strategy: Listen and Predict

Talk about Abilities

Genre: Opinion  
Strategy: Give Reasons

Photo of a field trip to a national park  
Video: A Special Class Trip

Make a “How-to” Video

10

## What’s great about food?

pages 208–231

Learning about Food  
Making Food  
Choosing Our Food

Social Studies

**VISUAL** Connect and compare an image with own and others’ experiences.

**GLOBAL** Explain how food habits impact the world.

**SOCIAL** Explain why people are motivated to do things.

**TEXTUAL** Categorize; Take Notes

**MEDIA** Examine own ideas using information from different types of media.

lemonade, noodles, pancakes, soup, strawberry, tomato, burger, salad, cup, tea, spoon, tasty  
bowl, glass, plate, flour, hungry, thirsty, menu, waiter, curry, sauce, chef, cooking variety, vitamin

*L* Blends: *bl, cl, sl*  
*L* Blends: *fl, gl, pl*

Nonfiction: Fantastic Food Facts  
Genre: Quiz  
Fiction: Opening Night  
Genre: Comic Book Story

*How many...?*  
*How much...?*

Interview about a Special School  
Strategy: Listen for Introductions  
Newscast about a Young Chef  
Strategy: Listen for Examples

Ask for Things

Genre: Poetry  
Strategy: Brainstorm Ideas

Infographic about choosing our food  
Video: Where does our food come from?

Design a Menu

Episode 4  
**Discovery in the Sea**  
Skills Review Units 7 and 8

Episode 5  
**Unplastify in Action**  
Skills Review Units 9 and 10





1

# Which people are important to us?

## LOOK

1. Describe the photo.
2. What do you think the children do together every day?
3. **VISUAL LITERACY** What does the photo tell you about brothers and sisters? Tell a friend.

## LISTEN

1. Look at the photo. Imagine the sounds you can hear. Share your ideas.
2. Listen. What sounds can you hear? 🎧 1.1

## WATCH

1. Watch the video. ▶ 1.1
2. Watch the video again. What do you see? ▶ 1.1



Brothers and their  
sister pose for a photo

# Trails

## in This Unit



### Family

- **READ** about a different kind of home.
- **LISTEN** to children talk about things they do as a family.
- **TALK** politely with friends and family.



### Brothers and Sisters

- **READ** a story about sharing a room.
- **LISTEN** to children talk about brothers and sisters.
- **WRITE** about someone special.



### Being a Good Friend

- **STUDY** a quiz about being a good friend.
- **WATCH** a video about friends.
- **CREATE** a friendship tree with pictures.



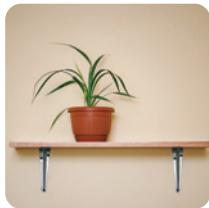
# Family

## Vocabulary

**A** **NEW WORDS** Listen and look. 🎧 1.2  
Listen and say. 🎧 1.3



bunk beds



shelf



fridge



roof

balcony



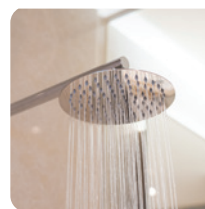
internet



laptop



oven



shower



wash

**B** Match.

- |                                    |           |
|------------------------------------|-----------|
| 1. It's in the bathroom.           | a. roof   |
| 2. You cook food in it.            | b. laptop |
| 3. You can look at websites on it. | c. shower |
| 4. It's on a house.                | d. fridge |
| 5. It keeps food cold.             | e. oven   |

**C** Complete the sentences.

1. I use the \_\_\_\_\_ to look at websites.
2. We \_\_\_\_\_ our clothes in cold water.
3. My books are on a \_\_\_\_\_.
4. My sister and I sleep in \_\_\_\_\_.
5. We grow flowers on the \_\_\_\_\_ of our apartment.

balcony  
bunk beds  
internet  
shelf  
wash

**D** Work with a friend. Describe where you live. Use three or more of the new words.

My house has a red roof and a balcony. I don't have bunk beds.

## Phonics ow and ou

**E** Listen and say. 🔊 1.4



shower



house

**F** Listen and say. Circle the ow sound in each word. 🔊 1.5

1.



mouse

2.



cow

3.



mouth

4.



town

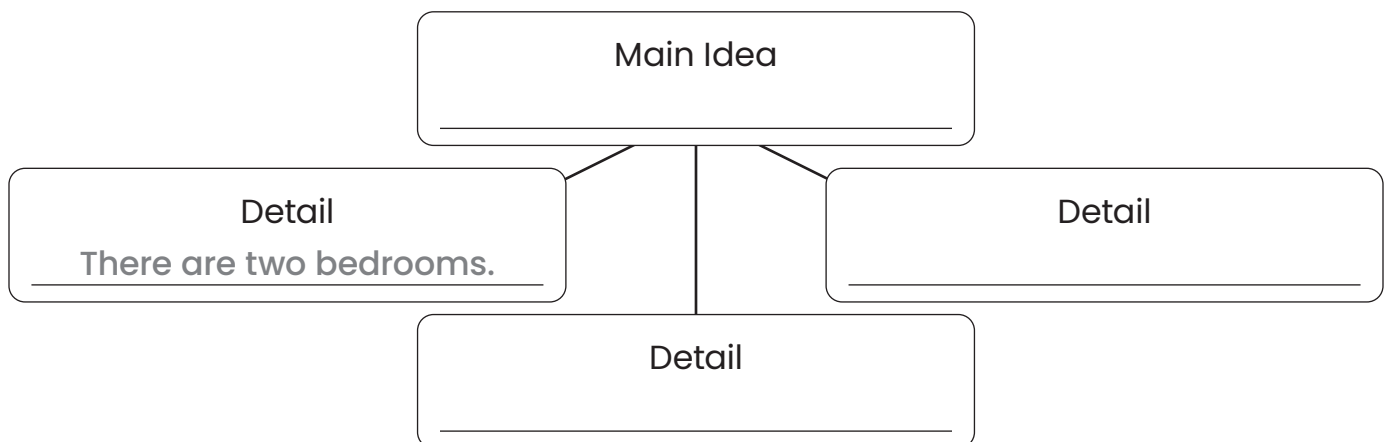
## Reading Strategy

### Main Idea and Details

When you read, look for the main idea in the first sentences. Details tell us more about the main idea.

**G** Read. Complete the chart.

I live in a house. There are two bedrooms. The kitchen is downstairs. We don't have a yard, but we have a balcony.



**PREVIEW** Look at the photos in the photo essay on the next page. What is special about this family's home? Share your ideas with a friend.





**Genre** Photo Essay

**Reading Strategy** As you read, think about the main idea and details.

# Our home *moves* with us!

1.6

It's 2011. The Giffords have three children. Their names are Niall (9), Mairén (6), and Siobhan (4). The family's home has a **roof**, a door, and windows. It doesn't have a **balcony**, and their home isn't a house. Their home is a boat. It moves on water. The Giffords move with the boat—it takes them around the world.





Downstairs, there's a living room and a small kitchen. There's a **fridge** and an **oven**. There's no space for a washing machine, so the Giffords **wash** their clothes in a bucket! The kids do boat-schooling at a big table. They use books, **laptops**, and the **internet**. There's no TV on the boat!



There are three bedrooms. Niall has a **bunk bed**. He has a guitar. Mairenn shares her room with her sister.

The girls love Harry Potter movies. They watch them on the laptop on family movie nights.

The kids have games and a lot of books on the **shelf**. They love reading, drawing, and writing.

There are two bathrooms. The **shower** has cold water! For the Giffords, it's not important to have a hot shower. Family is important. Together, they travel in their boat. They learn about other countries. But it's also important to have friends. They meet up with friends on other boats.



Now it's 2023. Niall and Mairenn want to go to college. The kids' life on the boat is over, and a new life begins for them.



## Comprehension

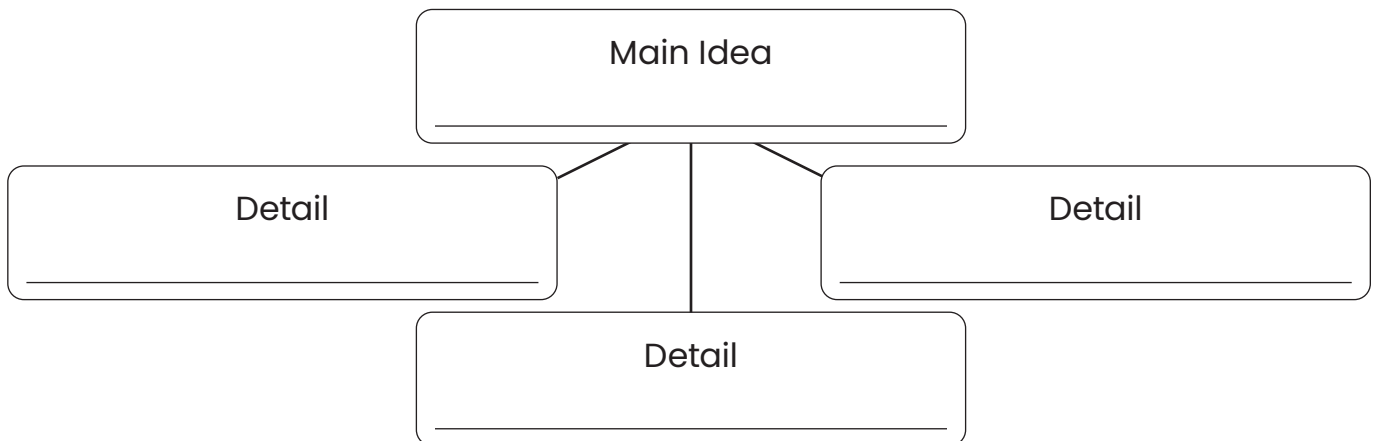
**A** Think about the photo essay. Would you like to live on a boat with your family? Share your ideas with a friend.

**B** What do the Giffords have on their boat? Check (✓).

- |                                  |                                 |                                 |  |
|----------------------------------|---------------------------------|---------------------------------|--|
| <input type="checkbox"/> balcony | <input type="checkbox"/> fridge | <input type="checkbox"/> guitar | <input type="checkbox"/> the internet    |
| <input type="checkbox"/> laptop  | <input type="checkbox"/> oven   | <input type="checkbox"/> roof   | <input type="checkbox"/> two hot showers |

**C** **TEXTUAL LITERACY** **Main Idea and Details** Complete the chart.

A special home!	Spaces on the boat.
Things the Giffords do.	Things the Giffords have.



**D** Check (✓) two features of a photo essay.

- |                          |                                  |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | Photos help to give information. |
| <input type="checkbox"/> | It's a children's story.         |
| <input type="checkbox"/> | The information is true.         |

**E** **GLOBAL LITERACY** What do the Giffords like doing together?

**F** What questions do you have for the Gifford children? Share your questions with a friend.

The Giffords' boat, *Totem*, sailing at sea





# Grammar

- A** Listen and read. Underline *him*, *her*, and *them*. Circle the people these words describe. 🔊 1.7

I have a brother. Look at him!  
He loves me. I love him!  
We have a sister. Look at her!  
She loves us. We love her!  
My mom and dad. Look at them!  
They love us. We love them!



## People, Places, and Things 🔊 1.2

**Sara** has two brothers. **She** has two brothers.  
Sara likes to play with **her brothers**. Sara likes to play with **them**.  
This is **Sara's scooter**. **It** is pink and white.

- B** Read. Complete the new sentences.

~~he~~ her it she them they

- Niall has a guitar. He plays \_\_\_\_\_ on the boat.
- The children have books. \_\_\_\_\_ put \_\_\_\_\_ on the shelf.
- This is Mairen's sister. \_\_\_\_\_ shares a room with \_\_\_\_\_.

- C** Work with a friend. Play Tic-Tac-Toe. Choose a word and make a sentence.

I	him	it
you	them	she
we	us	me

She is my sister.

- D** **GRAMMAR IN USE** Read the first paragraph of the photo essay. Circle two words that replace words for people and a thing.

## Listening

**A** Look at the photo. What is this family doing?

**B NEW WORDS** Listen and read. 🔊 1.8  
Listen and say. 🔊 1.9

hide message

**C** Listen. Number the photos in order. 🔊 1.10



A family enjoys time together

**D LISTEN FOR GIST** Listen again. What are all the conversations about? Check (✓) the correct answer. 🔊 1.10

- ☐ family games
- ☐ favorite family movies
- ☐ things families do together

### Listening Strategy

When you listen for gist, you listen to understand the main idea.

**E GLOBAL LITERACY** What do the speakers in **C** and **D** enjoy doing? Which of the activities do you like? Why?

**F** Work with a friend. Talk about an activity you do with your family. Why is this activity important to you and them?

Every Friday, we...

On the weekend, my mom...



# Speaking

**A** **USE POLITE LANGUAGE** Listen and read.  
Complete the conversations. 🔊 1.11

please      sorry      Sure!  
thank you      You're welcome!



Mom, <sup>1</sup> \_\_\_\_\_ for making lunch!

<sup>2</sup> \_\_\_\_\_



Can you help me, <sup>3</sup> \_\_\_\_\_?

<sup>4</sup> \_\_\_\_\_



Do you have a pencil for me, please?

No, <sup>5</sup> \_\_\_\_\_.

## Speaking Tip

Use words like *please* and *thank you* so that you don't sound rude when you speak.

**B** Match. Then listen and check. 🔊 1.12

1. Do you know where my school bag is?
2. I have a present for you.
3. Thank you for sharing your pizza!
4. Would you like some candy?
5. Can I use the internet, please?

- a. Sure.
- b. No, sorry.
- c. Yes, please!
- d. Thank you.
- e. You're welcome!

**C** Practice the conversations in **B** with a friend.  
Then change some of the words to make new conversations.

**D** Practice the conversations with another friend.  
Can you reply without looking at your book?



**Which people  
are important  
to US?**

Think about ways your family is important to you. Write an answer to the question.

# Brothers and Sisters

## Vocabulary

**A NEW WORDS** Listen and look. 🔊 1.13  
Listen and say. 🔊 1.14



afraid



bored



careful



glad

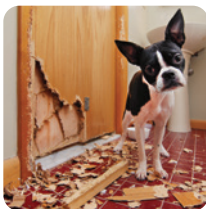
kind



clever



mean



naughty



serious



worried

**B** Match the opposites.

- |          |            |
|----------|------------|
| 1. glad  | a. naughty |
| 2. brave | b. quiet   |
| 3. good  | c. unhappy |
| 4. loud  | d. kind    |
| 5. mean  | e. afraid  |

**C** Circle the correct words.

- Good job! You're very **serious** / **clever**!
- Please be **careful** / **bored** on your bike!
- I can't find my school bag! I'm **kind** / **worried**.
- Sam isn't laughing. Why is he so **serious** / **glad**?
- I'm **clever** / **bored**. Let's play something!



**D** Read and draw.

1. I can't climb that big tree.  
I'm afraid!



2. I have nice friends!  
I'm glad.



## Phonics *au* and *ai*

**E** Listen and say. 🔊 1.15



**August**



**naughty**



**afraid**



**train**

**F** Listen and say. Circle the one that sounds different. 🔊 1.16

- |         |       |          |           |
|---------|-------|----------|-----------|
| 1. rain | paint | daughter | snail     |
| 2. wait | sauce | pause    | astronaut |

## Reading Strategy

### Text-to-Self Connection

When you read a story, think about things that are similar to your own life.

**G** Look at the picture and read. What connections can you make to your own life?



**PREVIEW** Look at the girls in the realistic fiction story on the next page. Are they sisters or friends? Share your ideas with a friend.





**Genre** Realistic Fiction

**Reading Strategy** As you read, think about things that are similar in your life.



## Dad's Clever Idea 1.17

**1** I'm Amari. This is my room. Well, it's not only mine. That's the problem. I share it with my little sister, Imani. Her friends play in our room. They are so **naughty**! They take my dolls, and they play with them without asking. "That's not **kind**. It's **mean**. They're my dolls. You need to ask first," I say. But Imani and her friends think it's funny. "Oh, come on, Amari!" they say.



**2** Another day, Imani is **bored**, so she draws pictures—in my school book. I am NOT happy!



**3** I run to my parents. "I don't want to share a room with Imani!" I tell them. "I'm **serious**!" My mom looks **worried**. She says, "But we don't have another bedroom." Then my dad says, "I have an idea." Now I'm worried. Dad's ideas aren't always great.



**4** But this time, he has a very **clever** idea! He makes some shelves in our room. "This side of the room is yours," says Dad, "and that side is Imani's!"





- 5 Imani wants to help me move my things. "Be **careful**! That's my favorite picture," I say. "It's okay. I can carry it..."



- 7 That night, the room is quiet. I can't see Imani, and I'm sad. Then Imani says, "Where are you, Amari? I'm **afraid**."

- 6 Crash! "Go to your side. This side is **MINE**!" I say.



- 8 Now I have a clever idea. I move some books from one of the shelves. "Imani! Look! I'm here. This side is mine, and that side is yours, but this bedroom is ours, and I'm **glad** we share it!"

## Comprehension

**A** Think about the realistic fiction story. Do you like Dad's idea? Why?

**B** Circle the correct answers.

1. At the beginning, Amari **wants** / **doesn't want** to share a room with her sister.
2. Imani and her friends **ask** / **don't ask** before taking Amari's dolls.
3. Imani draws in Amari's school book, because she is **clever** / **bored**.
4. **Amari** / **Mom** is worried about Dad's idea.
5. At the end, the girls are **glad** / **sad** that they still share a room.



**C** **TEXTUAL LITERACY Text-to-Self Connection** Are there any parts of the story that are similar to your life? Share your ideas with a friend.

**D** Read about realistic fiction stories. Circle the correct word.

Realistic fiction stories are about people, things, and places from everyday life. The events in the story **can** / **can't** happen in real life.

**E** **SOCIAL LITERACY** What do both Amari and Imani enjoy about sharing a bedroom? How could they enjoy it even more? Share ideas with a friend.



They like sleeping in the same bedroom. It makes them feel safe.

They could have five bedroom rules.

**F** Describe your room. Do your sisters, brothers, or friends play there? Do you like that? Why? Tell a friend.



# Grammar

**A** Listen and read. Circle the words that show who things belong to. 🎧 1.18



## Your Things 🎧 1.3

This is Amari's room. It's **her** room. This room is **hers**.

Is this **your** doll? No, this is Imani's doll, but the dollhouse is **mine**.

**B** Circle the correct words.

1. Is this **your** / **yours** pen?
2. Yes, it's **my** / **mine**.
3. They're with **theirs** / **their** parents.
4. That isn't **John's** / **Johns** bag.
5. That's Carlos and **his** / **he** sister.

**C** Work with a friend. Play a game. Put some things on the desk. Point to an object and guess who it belongs to.

Is this Pablo's pen?

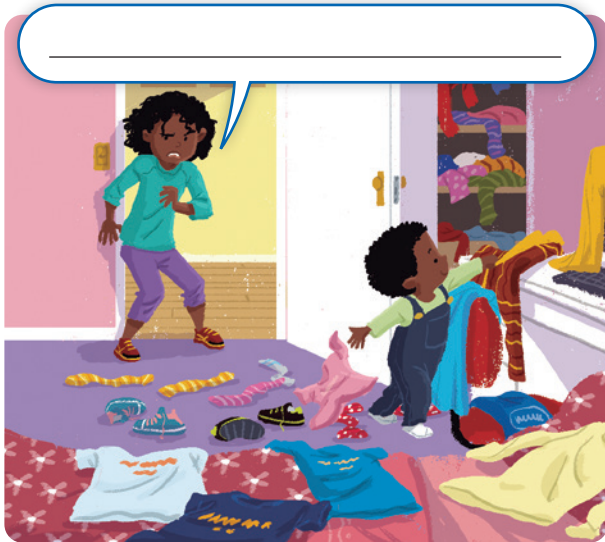
Yes, it's his pen.

**D** **GRAMMAR IN USE** Read the last sentence of the realistic fiction story again. Circle the words that show who things belong to.

# Listening

**A** Look at the pictures. Complete the speech bubbles.

I feel angry.      I feel bored.      I feel glad.



**B NEW WORDS** Listen and read. 🔊 1.19 Listen and say. 🔊 1.20

messy      tidy

**C** Listen. Circle *True* or *False*. 🔊 1.21

- |   |      |       |
|---|------|-------|
| 1. Ethan doesn't want to share a room.        | True | False |
| 2. Amelie's brothers and sisters aren't tidy. | True | False |
| 3. Noah gets bored with his brother.          | True | False |

**D LISTEN FOR ATTITUDES** Listen again. Match. 🔊 1.21

- |   |                                   |
|---|-----------------------------------|
| 1. Ethan is glad because he             | a. isn't careful with his things. |
| 2. Amelie isn't happy because she       | b. doesn't share a room.          |
| 3. Noah isn't happy because his brother | c. doesn't like a messy room.     |

## Listening Strategy

When you listen for attitudes, think about how the speakers feel.

**E SOCIAL LITERACY** What things do you share with your brothers and sisters, or friends? How does it feel to share? Compare with a friend.

**F** What can you say to someone if something is important to you, and you don't want to share it? Tell a friend.



## Writing

**A** Look at the photo. Describe one of the children to a friend.

**B** **USE WORDS THAT DESCRIBE PEOPLE**

Read the text. Underline the words that describe people.

My best friend's name is José. He's tall, and he has dark hair. He has dark eyes, too. He is very clever and funny!



**Genre** Descriptive Text (people)

A description of a person describes what they look like and what they are like.

**Writing Strategy** Use words that describe people to explain what they look like and what they are like.

**C** Use the underlined words in **B** to complete the chart.

What does he look like?

tall

What is he like?

**D** Write a description of someone special. Use the writing model to help you. Remember to plan, draft, review, and revise your work. Work with a friend to check your writing.



**Which people are important to us?**

Think about the people you live with and the things you do together. Write a new answer to the question.

# Being a Good Friend

## Critical Thinking

**A** Read and circle Yes or No. Compare with a friend.

A good friend...

- |                                 |     |    |
|---------------------------------|-----|----|
| 1. likes the same things as me. | Yes | No |
| 2. shares things with me.       | Yes | No |
| 3. is the same age as me.       | Yes | No |
| 4. is careful with my things.   | Yes | No |
| 5. lives near me.               | Yes | No |

**B** Do the quiz. Read each situation and decide what to say. Compare your answers with a friend.

**C** Circle the answers in the quiz that show a good friend.

**D** **NEW WORDS** Listen and read. 🎧 1.22  
Listen and say. 🎧 1.23

hobbies miss

**E** Watch the video. What do friends do together?  
Check (✓) the activities you see. ▶ 1.4

- |                |                          |                     |                          |
|----------------|--------------------------|---------------------|--------------------------|
| They cook.     | <input type="checkbox"/> | They play outside.  | <input type="checkbox"/> |
| They are loud. | <input type="checkbox"/> | They send messages. | <input type="checkbox"/> |
| They watch TV. | <input type="checkbox"/> |                     |                          |

**F** Watch the video again. What is the same for all friends? ▶ 1.4

**G** **MEDIA LITERACY** Think about the quiz and the video. Do you agree with the sentence? Why?  
*A friend is the same as me.*

# START HERE



5

A classmate wants to use one of your crayons.

No! It's mine.

Sure! But be careful with it.