

Unit 3

Unit at a Glance

- ▶ **Language Focus:** Ask for and Give Information; Define and Explain
- ▶ **Reading Strategy:** Ask Questions
- ▶ **Phonics Focus:** Long e spelled ie, ey; Vowel Sounds and Spellings: or, ore
- ▶ **Topic:** Water

Water for Everyone

 **BIG Question** Where do we get water?

TOKYO, JAPAN
People sprinkling recycled waste water on the streets of Ginza to cool down the summer heat

Share What You Know



Do It!

- 1 **Think** of ways that people use water.
- 2 **Act out** one idea. Work with a group. Have the class guess what you are doing.
- 3 **Make** a poster showing your group's idea of how people use water.



Ask for and Give Information

Listen and sing.

Rain and Clouds

There **are** clouds out, dear Rudi,
dear Rudi, dear Rudi.
It may rain now, dear Rudi,
and what is the rain?

It is water, dear Lupe,
dear Lupe, dear Lupe.
It is water, dear Lupe,
that water is rain.

But what are **those** clouds,
dear Rudi, dear Rudi?
But what are those clouds,
dear Rudi, those clouds?

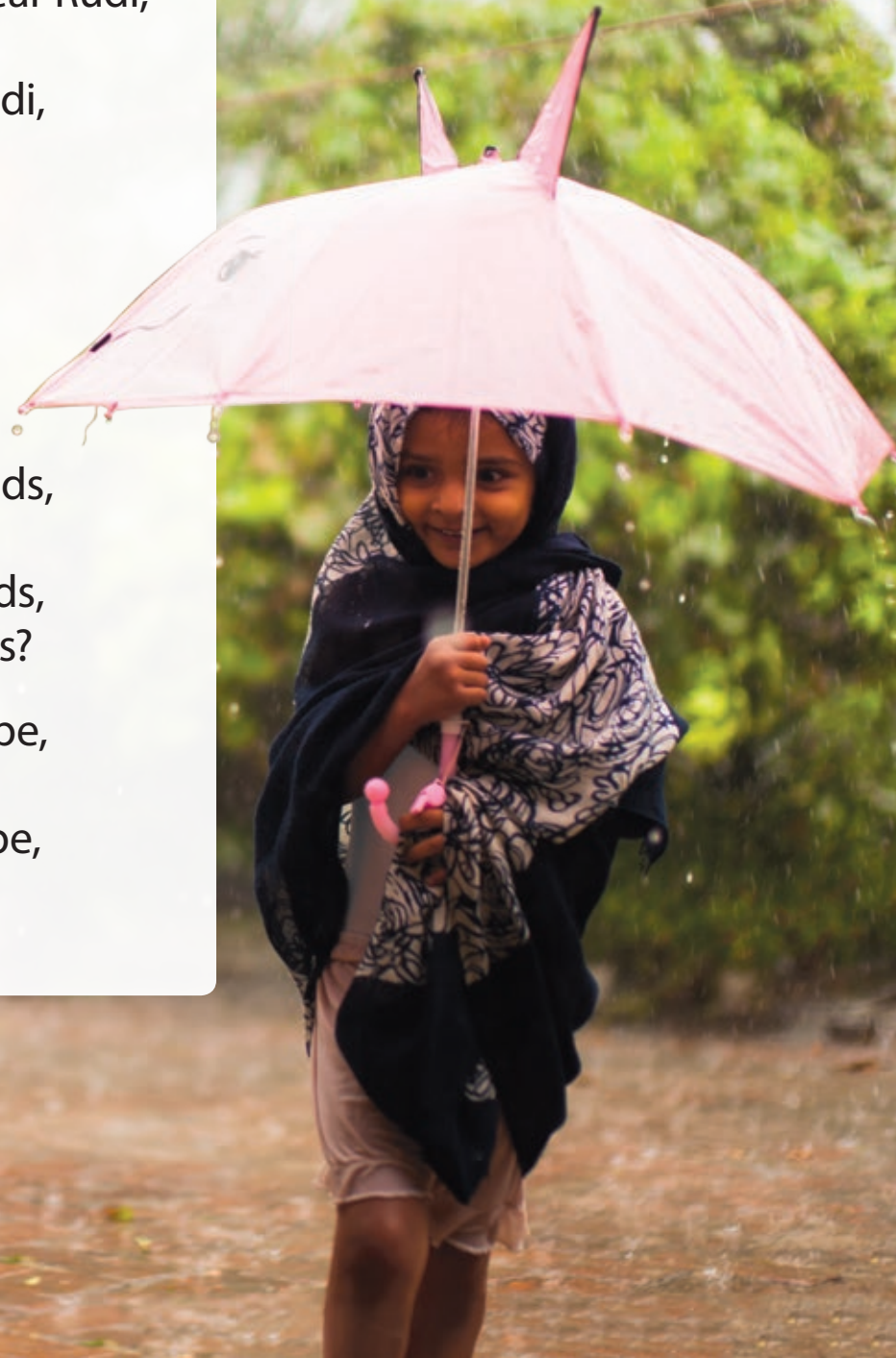
They are water, dear Lupe,
dear Lupe, dear Lupe.
Drops of water, dear Lupe,
together make clouds.

Tune: "There's a Hole in the Bucket"

Words to Know

are
that
they
those

Song  



Science Vocabulary

Key Words

Look at the diagram about water.



Water falls from the sky as rain. It rises into the sky as water vapor.

Talk Together

Look at the arrows on the diagram. Where does water come from? Where does it go?

Problem and Solution

A story's plot is built around a **problem**. The characters try to **solve** the problem. Use a chart to show how things work out.

Problem-and-Solution Chart

Write the problem here.

Problem:
Rudi and Lupe cannot play outside.



Write what the characters do to solve the problem here.

Event 1:
They run inside.



Event 2:
They find a game.



Write how the characters solve the problem here.

Solution:
Rudi and Lupe play inside.



Talk Together

Tell your partner how you solved a problem. Together, fill out a problem-and-solution chart.

More Key Words

absorb

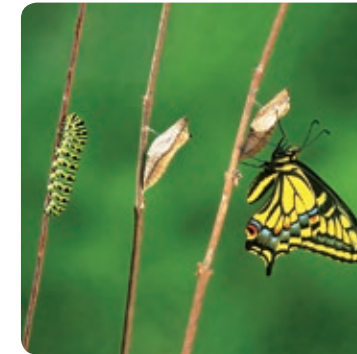
verb



The mop **absorbs** the water.

become

verb



A caterpillar **becomes** a butterfly.

carry

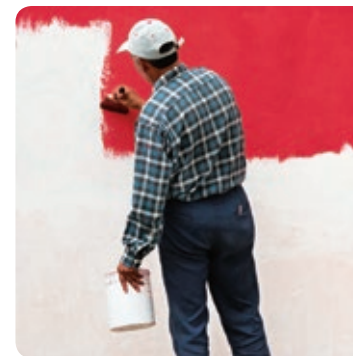
verb



The friends **carry** their boat to the water.

change

verb



He **changes** the color of the wall from white to red.

rise

verb



The tall buildings **rise** high up into the sky.

Talk Together

Work with a partner. Use **Key Words** to ask and answer questions.

What happens when a sponge **absorbs** water?

It **becomes** wet.

Ask Questions

As you read, **ask questions**. You can find the answers to some questions in the story. Read to find the answers. This will help you understand the story better.

This picture shows me writing a description. It is about how water gets from a little **lake** to the big **ocean**.



Look at Lupe's picture. **Ask yourself questions** about it. Then read what she wrote. Find the answers to your questions.

How to Ask Questions



1. Ask a question.

I wonder _____.



2. Look for the answer. You might find the answer in the text. Or you might have to think and search.

I read _____ . So _____ .



3. Think about the answer. Read on and ask more questions.

Now I wonder _____ .

Language Frames

- ? I wonder _____ .
- 👁️ I read _____ .
So _____ .
- 💭 Now I wonder _____ .

Talk Together

Read Lupe's description. Read the sample question. Then use **Language Frames** to tell a partner your questions.

Description

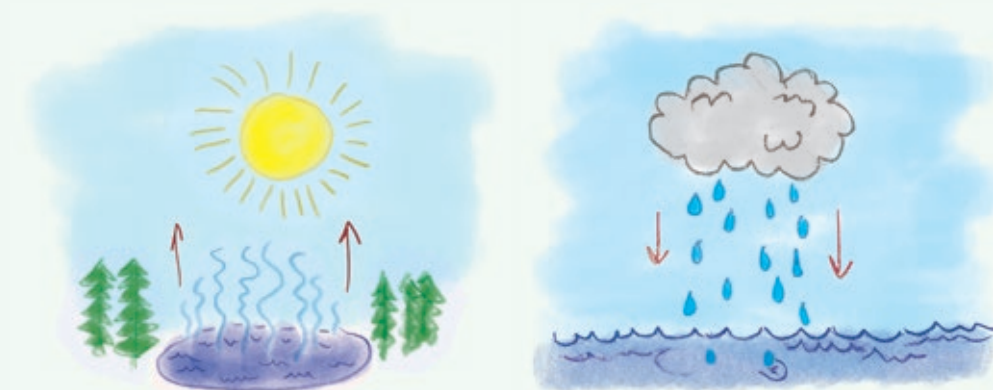
The Little Lake and the Ocean

The little **lake** has lots of water. Miles away, there is a problem at the **ocean**. Its water level is falling. One day, it gets hot at the lake. The heat makes drops of water **change**. They turn into gas called water vapor.

Then warm air starts to **carry** the vapor. It **rises** high up in the **sky**. When the warm air meets cold air, it forms a **cloud**. Winds carry the cloud to the sea. The cloud **absorbs** more water from the air. It grows heavy with water droplets. What will the cloud do with all those droplets? It starts to **rain**! That is how the little lake brings water to the ocean.

Sample Question

"I wonder what's going to happen to the lake.
I read that it gets hot.
So water turns to vapor.
Now I wonder where the vapor will go."

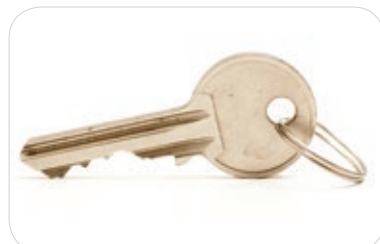


◀ = A good place to ask questions

Long e spelled ie, ey



chief



key

Listen and Learn

- Listen to the long e vowel sound in the picture words. Choose the words that have the same long e vowel sound as the picture words.



held chase hockey



brick brief bled



cake niece vest



valley west tent

Talk Together

- Listen and read. Find the words with the long e vowel sound spelled *ie* or *ey*.

Over to You

Where Does Rain Come From?

It's raining. Those big raindrops slide down your window. They splash in the fields. They splash into lakes and oceans. They make puddles in your yard. Where does that rain come from?

The key to rain is heat from the sun. The sun heats up the water in the puddles. It heats up the water in lakes and oceans. The sun's heat turns some of the water into a gas. The water goes up into the sky. It gets cold and makes clouds. The clouds get too heavy. Then it rains. Water falls back to Earth as rain. Some rain falls on fields. Some falls into the oceans and lakes.

The rain shower is brief. The sun comes out. It shines on the water in the puddles, lakes, and oceans. The water heats up. What do you think happens next?

Work with a partner.

Take turns. Point to a long e word in the passage. Your partner says the word.

Practice reading words with the long e vowel sound by reading "Where Does Rain Come From?" with a partner.

FROG BRINGS RAIN

Read a Story

Genre

A **traditional tale** is a very old story. It often tells how something in nature came to be. This tale is from the Diné, or Navajo, people in Arizona and New Mexico, USA.

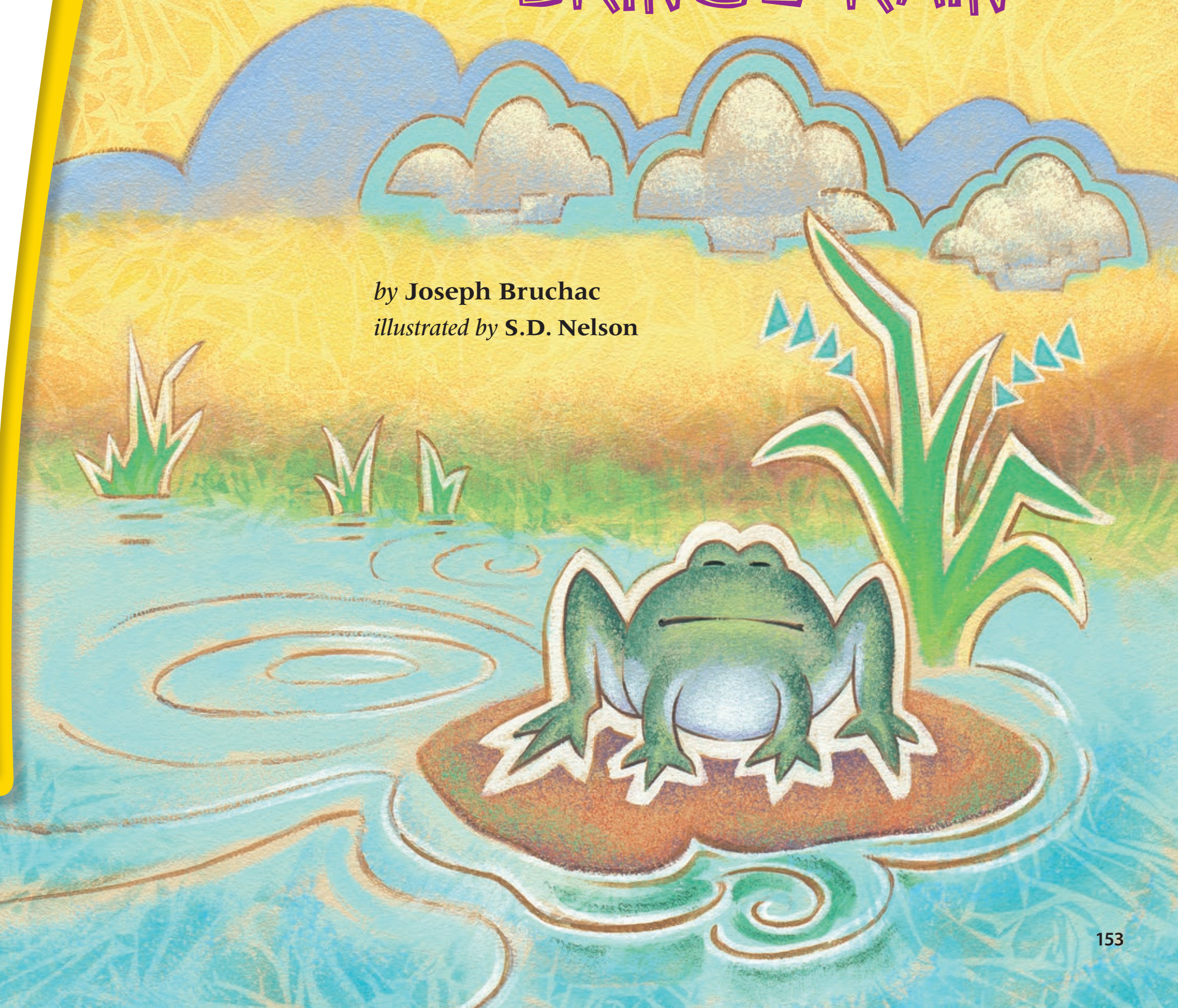
Setting

The setting is where and when a story happens.



This story happens when a fire starts and comes toward people's homes.

by Joseph Bruchac
illustrated by S.D. Nelson



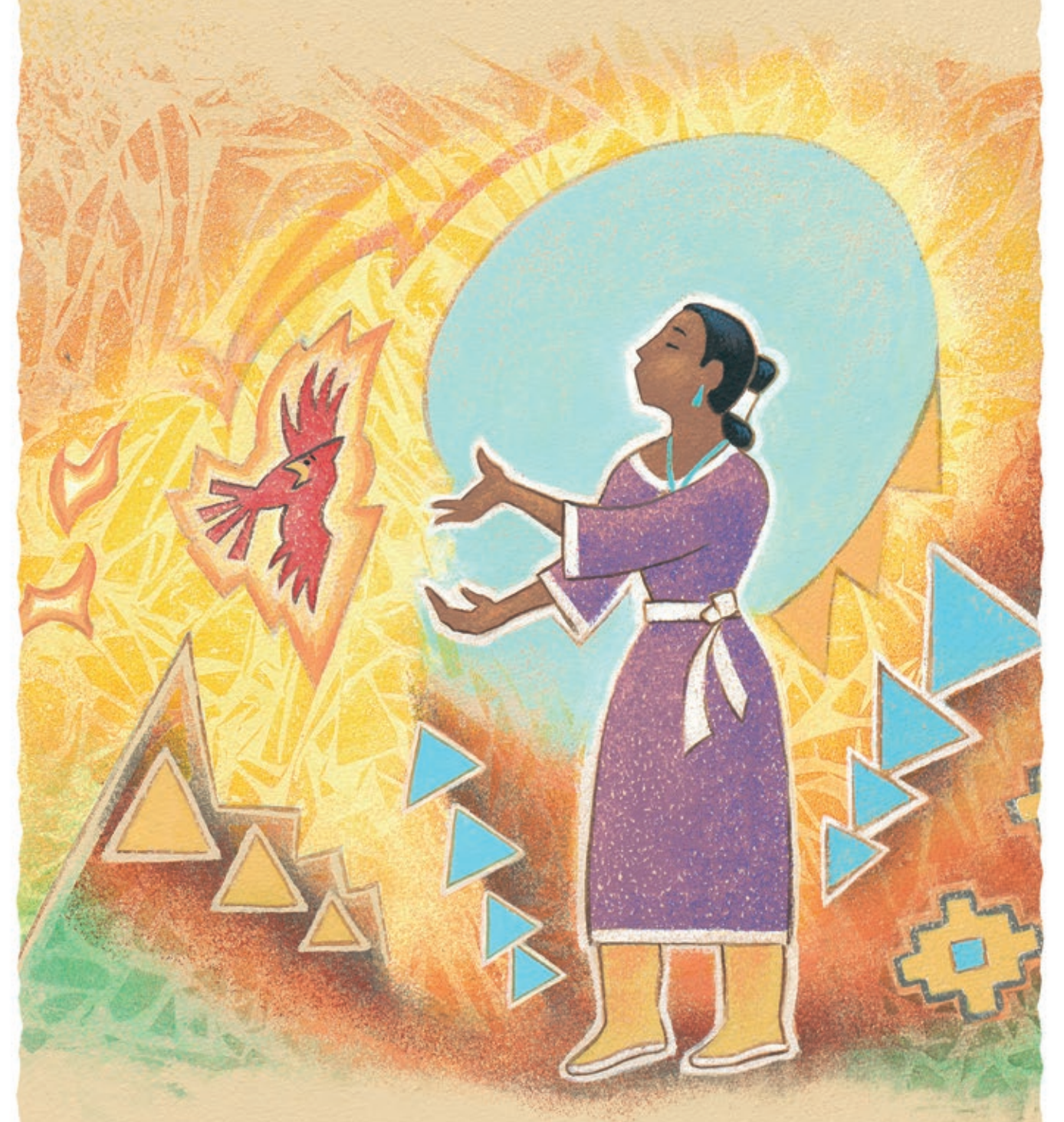
► **Set a Purpose**

Find out what this Diné tale explains about nature.



Long ago Fire **escaped and spread** down the mountain toward the homes of the First People.

escaped and spread
started and moved



Cardinal flew to First Woman.
“Look,” he said. “Fire is coming. I flew too close.
It turned my feathers red.”



“What can we do?” First Woman asked.
“Water will **put out** Fire,” First Man said.

put out stop



First Woman made a bottle **of reeds and clay**.
She filled it with Water.
“Who will take this to Fire?” she asked.

of reeds and clay
with plants and mud

► **Before You Continue**

1. **Setting** Where and when does this story happen? How do you know?
2. **Problem/Solution** What is the problem in this story? How does First Woman try to solve it?

► **Predict**

Who will First Woman find to **carry** Water to Fire?



Mockingbird, Nighthawk, and Canary could not do it. But Robin **carried** Water to Fire. She flew so close, her chest turned red. Water **spilled from** the bottle, but **not enough** to put out Fire.

spilled from fell out of
not enough she needed more Water



First Woman asked the **Hunting People**.
“Who will take Water to Fire?”
Bear and Bobcat, Wolf and Mountain Lion
would not help.

Hunting People Land Animals



First Woman asked the **Water People**.
“Who will take Water to Fire?”
Snail in his **spring** said he was too slow.

Otter and Beaver, Muskrat and Mink said
their river needed Water. Without it, their
home would **go dry**. Then all would be **desert**.

Water People River Animals
spring small river

go dry have no more Water
desert a land with very little
water and few plants

► **Before You Continue**

1. **Confirm Prediction** Was your prediction about who would **carry** water correct? Explain.
2. **Ask Questions** Think about this part of the story. Ask a question about what you might find out in the next part.

► **Predict**

Will fire reach the village?



Finally First Woman asked Frog in his **swamp**.
Frog soaked up Water from the swamp **with his coat**. Then White Crane **carried** him over Fire.

swamp very wet land
with his coat by pulling the water up into his skin



Frog **shed** the water.
On the north side of the mountain, it fell as black **rain**. On the south side of the mountain, it was blue rain.

shed dropped



On the east side, it fell as white **rain**. On the west side, it was yellow rain.

Water put out Fire. Then Frog and Crane **returned** home.

returned went back

hung stayed

Clouds of four colors **hung** over the land. Black clouds hung over the north, white clouds over the east, blue clouds over the south, and yellow clouds over the west.



To this day, Frog **remains** in his swamp. With his song, “Harrumph, Harrumph,” he calls those **clouds** to bring **rain** back to the land. ❖

To this day Even now
remains still lives

► **Before You Continue**

1. **Confirm Prediction** Was your prediction correct? Explain.
2. **Problem/Solution** Do Frog and Crane help solve the problem in the story? How?

Meet the Author

JOSEPH BRUCHAC



As a child, Joseph Bruchac lived with his grandparents in a small town. When the local farmers told tales, Mr. Bruchac loved to listen!

Today, Mr. Bruchac tells stories from his own Native American heritage. He knows that storytellers must also be good listeners. “We have two ears and only one mouth,” he says. “We need to listen at least twice as much as we speak.”



Joseph Bruchac still lives in his grandparents’ house near the mountains.

Writing Tip

Reread page 154 of “Frog Brings Rain.” It is a good beginning because it makes you want to read more. You want to know if the fire burns the homes. Think about a story you can tell. Write a good beginning. Surprise your readers or make them curious.

Talk About It

1. "Frog Brings Rain" is a **traditional tale**. It tells how something happened. What does it tell about?

"Frog Brings Rain" tells how the first ____ happened.

2. Who would not **carry** Water to Fire? **Give information** about them.

____ would not carry Water to Fire because ____.

3. **Ask a question** about one of the pictures in the story. Then reread the text to answer your question.

My question is: ____? The text says ____.

Write About It

Write a question about the story. Have a partner write the answer.

Change places and take turns writing questions and answers.

Question: Why did ____?

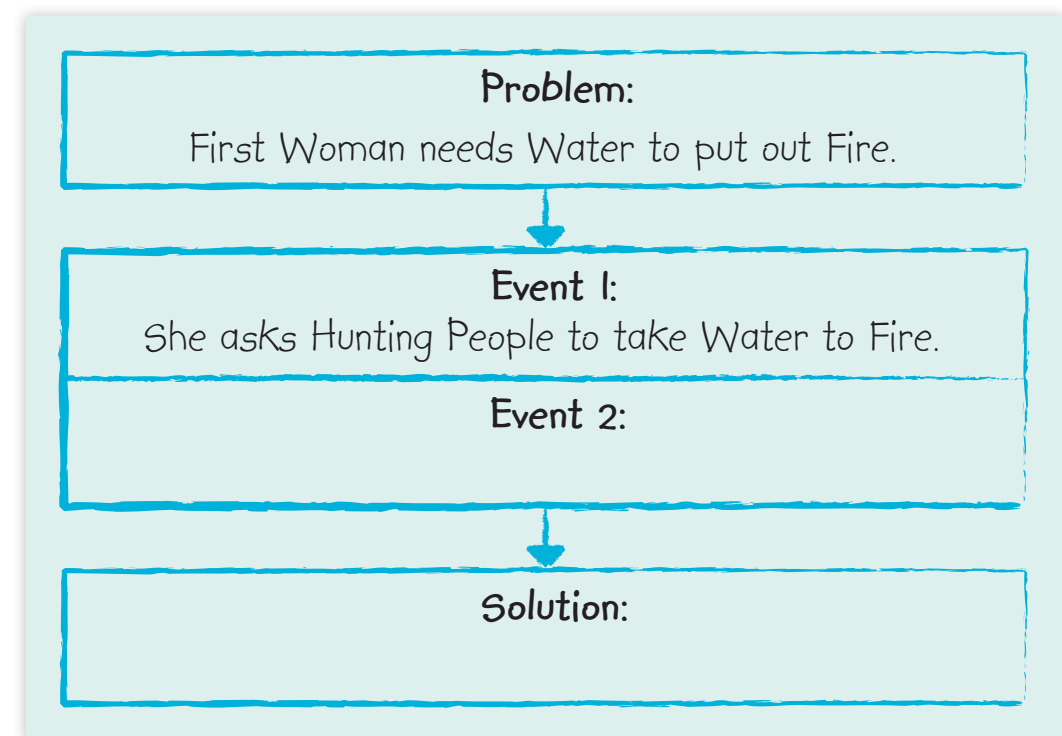
Answer: It ____ because ____.



Problem and Solution

How do the characters solve a problem in "Frog Brings Rain"?

Problem-and-Solution Chart



Now use your problem-and-solution chart. Tell a partner how First Woman and Frog solve the problem in "Frog Brings Rain."

The problem is ____.
First Woman asks ____.
Then she asks ____.
____ and ____ solve the problem by ____.

Fluency

Practice reading with the correct expression. Rate your reading.

Multiple-Meaning Words

Some words have **more than one meaning**. You can use the words near the word to figure out the correct meaning.

Change has more than one meaning. Read these examples.



In the fall, leaves **change** color from green to red.
Meaning: become different



He puts a few dollars and some **change** on the table.
Meaning: coins

Try It Together

Read these sentences. Then follow the directions.

First Woman asks Snail in his **spring** to take Water to Fire. But Snail is too slow. Then, Frog **springs** up from his swamp. He will take Water to Fire.

1. Look at the first sentence. What does **spring** mean?
2. Look at the second sentence. What words help you understand the meaning of **springs**?

Make Rain

by Mimi Mortezaei

Making Connections You read a tale about how **rain** came to be. Now read the scientific explanation.

Genre A **science experiment** gives steps to show how something happens in nature.

Do an experiment to see how rain forms. You will need: a glass jar, hot water, a plate, and ice cubes.



- 1 Have your teacher pour two inches of hot water into the jar.

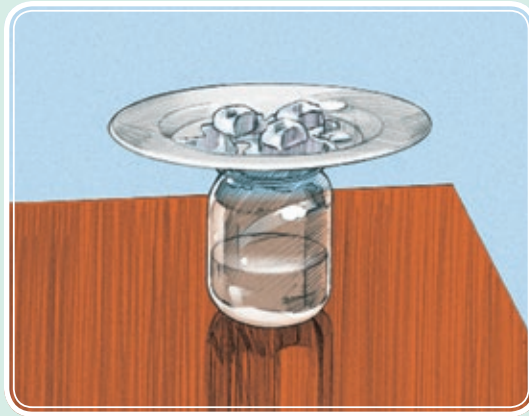


- 2 Cover the jar with a plate. Wait five minutes.



► Before You Continue

1. **Details** What materials do you need for this experiment?
2. **Predict** What do you think you'll read about next? What will you find out?



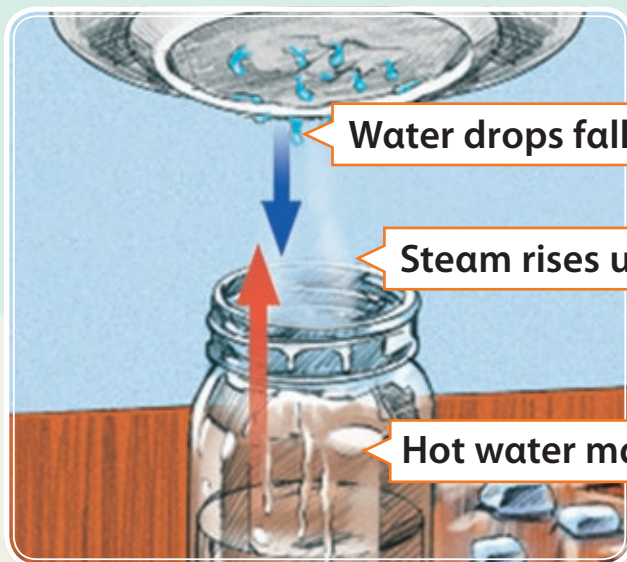
- 3 Put ice cubes on the plate. Wait 15 minutes.



- 4 Watch for drops of water to fall like **rain**!

What happens in the jar?

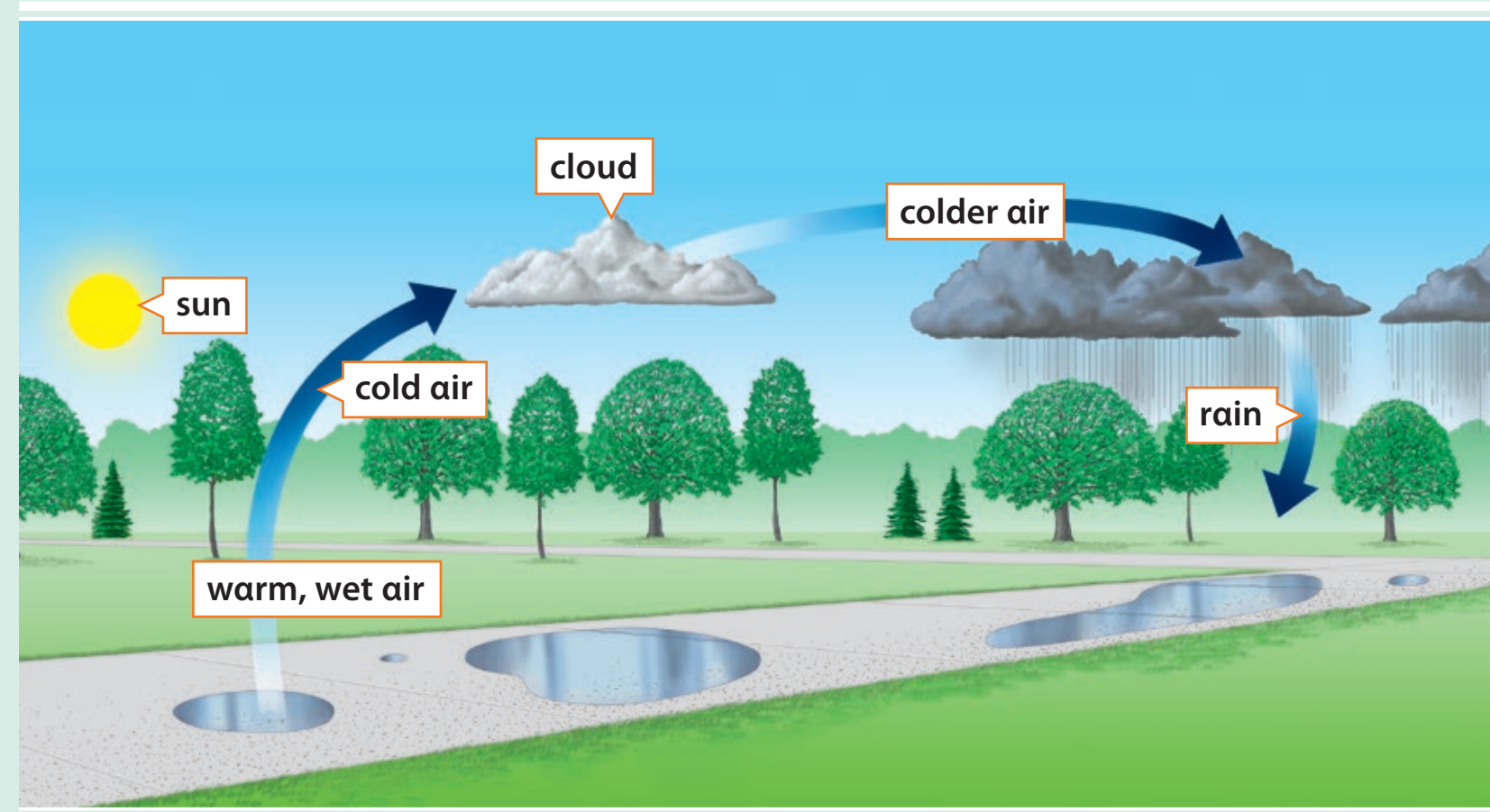
Hot water makes warm, wet air called steam. Steam **rises** up to the cold plate. The cold air **changes** the warm steam into water. Then heavy drops of water fall.



What happens in the sky?

The sun heats the water. The warm, wet air **rises** up into the **sky**. If the warm, wet air meets the cold air, **rain clouds** form. When the clouds have enough water, the drops fall to the ground as rain. ❖

How Rain Forms



▲ Look at the illustration above. It shows what happens when warm air meets cold air.

► Before You Continue

1. **Explain** Use your own words to tell how rain forms.
2. **Use Text Features** Look at the illustration. What do the arrows show?

Compare Explanations

An explanation helps you understand how things work. How are the explanations in “Frog Brings Rain” and “Make Rain” different?

Comparison Chart

How Is Rain Made?	
Traditional Tale Explanation	Science Experiment Explanation
<ul style="list-style-type: none"> • Frog carries water. • • 	<ul style="list-style-type: none"> • Warm, wet air rises. • •

Write the explanation from “Frog Brings Rain” here.

Write the explanation from “Make Rain” here.

Talk Together

Where does water come from? Choose one explanation of how **rain** is made. Draw a picture. Then use **Key Words** to label your picture.

Adjectives and Articles

Adjectives tell more about a noun. **Articles** come before a noun or an adjective.

Grammar Rules Adjectives and Articles

Adjectives can tell about

- size
- shape
- color

A **small** bird takes Water.

She carries the **round** bottle.

Her feathers turn **red**.

- Use **a** if the next word starts with a **consonant**.

A slow snail will not help.

- Use **an** if the next word starts with a **vowel or silent h**.

An otter in the river will not help.

- Use **the** to tell about something specific.

Frog is **the** animal that says he will help.

Read Articles and Adjectives

Read this passage. Find the articles and adjectives.

Frog soaked up Water from a small swamp. He looked big and round. Frog shed black rain on the tall mountain.

Use Articles and Adjectives

Pretend you are First Woman. Write two sentences that tell what Fire looks like. Use articles and adjectives.

Define and Explain

Listen and sing.

What Is a Pump?

A pump is a machine.
We keep it nice and clean.
With valves and pipes and
other parts,
This pump is a machine.

It has a job to do.
It **does** it well for you.
It gets fresh water from the
ground
And brings it up to you.

Water from the ground.
Yes, water from the ground.
Because this pump can
do its job,
There's water all
around!

Tune: "The Farmer in the Dell"

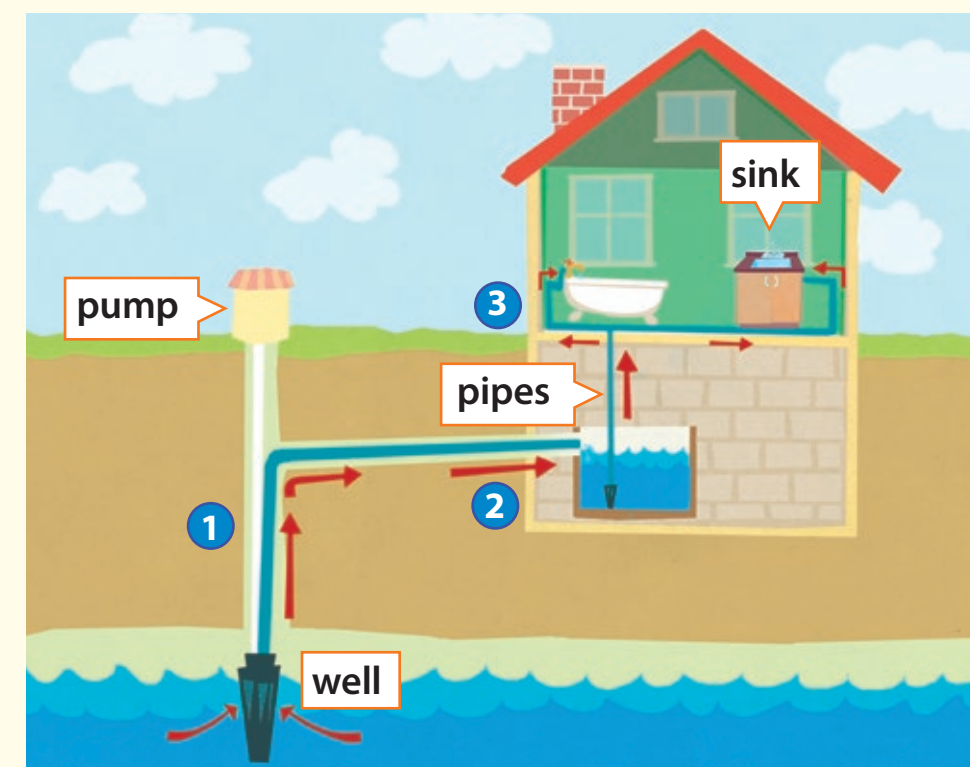
Words to Know

because
does
this

Song  

Key Words

How does water get from under the ground to the house in this picture?



- 1 A **pump** is a **machine**. It **draws** water up from **wells**.
- 2 **Inventions** like a water filter clean the water. Now it is safe to drink.
- 3 **Pipes** carry water to places at home, like the **sink**.

Talk Together

Look at the diagram on this page. What happens to the water? Where does it go? How does it get there?

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Use a chart to show cause-and-effect relationships.

Cause-and-Effect Chart

Cause:



Write why something happens here.

Effect:



Write what happens here.

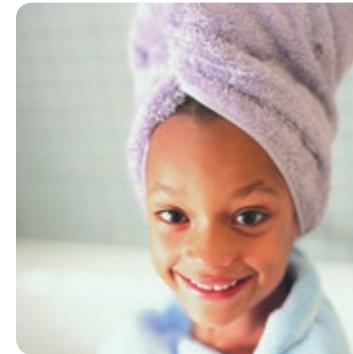
Talk Together

Tell a partner about what happened because of an action you took. Together, make a cause-and-effect chart.

More Key Words

clean

adjective



The child is **clean** after her bath.

healthy

adjective



Eating fruit helps you stay **healthy**.

provide

verb



A water fountain **provides** water to drink.

require

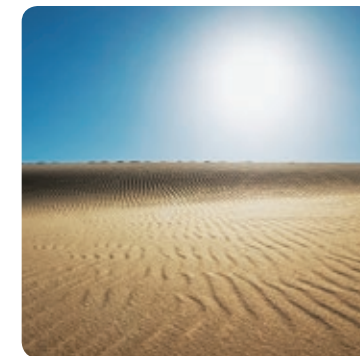
verb



The seesaw **requires** two people.

source

noun



The sun is a **source** of heat and light.

Talk Together

Tell a partner what a **Key Word** means. Then your partner uses the word in a sentence.

"Require" means to need something.

I require food and water.

Ask Questions

As you read, **ask questions**. You can find the answers to some questions in your head. Think to come up with answers. This will help you understand the text better.



Ask yourself questions about the text. Use what you know to figure out the answers.

How to Ask Questions

1. Ask a question.
2. Think about what you already know. Think about what the author tells you.
3. Think about the answer. Read on and ask more questions.

I wonder _____ .
 I know _____ . The author tells me _____ .
 So _____ . Now I wonder _____ .

Language Frames

- ? I wonder _____ .
- ☁ I know _____ . The author tells me _____ .
- 🧩 So _____ . Now I wonder _____ .

Talk Together

Read Ella's essay. Read the sample question. Then use **Language Frames** to tell a partner your questions.

Essay

My Wonderful Waterer

My friend Will just got a kitten. Will wants his kitten to have fresh, **clean** water because he wants Fluffy to stay **healthy**. Will's sister, Sadie, crawls on the floor. She might get into Fluffy's bowl or knock it over!

Today I sketched my idea for an **invention**. I **required** several things to make it. First, I collected the things. Then, I asked my mother to help.



Mom and I decided to make this Wonderful Waterer! It **provides** a **source** of water for the kitten. It should have a good effect on Fluffy's health—and keep Sadie dry, too. I hope that Will loves it. He says he already does!

Sample Question

"I wonder what will happen if Sadie spills the water.
 I know that little kids get into things they shouldn't. The author tells me that Sadie crawls on the floor.
 So Will is worried that Sadie will get into the water. Now I wonder what Will is going to do."

◀ = A good place to ask questions

Vowel Sounds and Spellings: or, ore



corn



shore

Listen and Learn

Listen to each sentence. Choose the word with the same vowel sound as *or* or *ore* that best finishes the sentence.

1. The man planted a field of _____.



- worn
- corn
- more

2. We will shop in that new _____.



- store
- sport
- stork

3. The _____ on that rose will hurt your finger.



- short
- tore
- thorn

4. Marco wants to know the _____ of the ball game.



- snore
- score
- storm

Talk Together

Listen and read. Find the words with the vowel sound you hear in *or* or *ore*.

Over to You

Making Life Better

It is hard to find water in some places. Some people in those places have a special chore. They have to find fresh water. Each morning, they go and get water. Sometimes, they walk many miles. Then they carry the water back to their homes. It is hard work. It takes up a lot of their time.

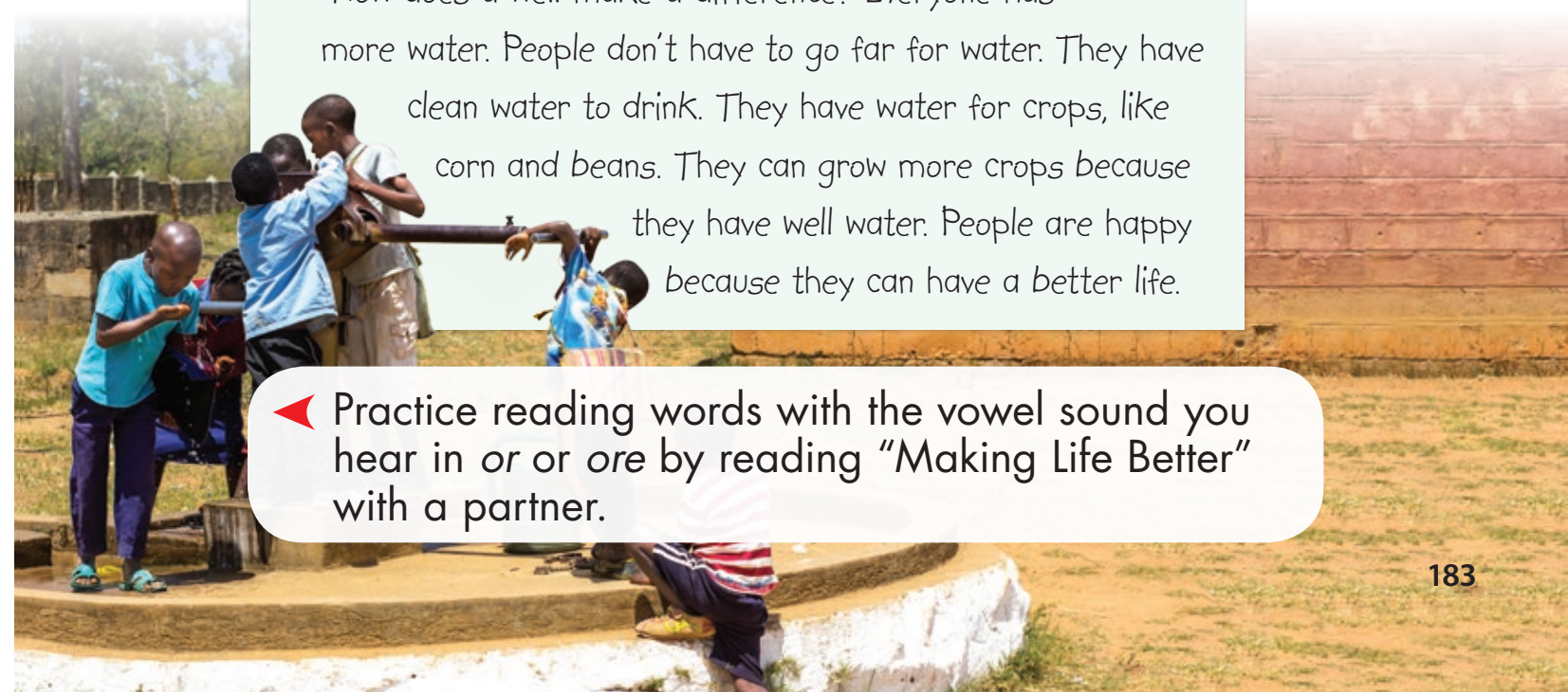
But many places are getting new wells. These wells help people. The wells are drilled near people's homes. Machines dig deep into the ground to find fresh water. Then a pump is put into the hole. People use the pump to draw water up from the well.

How does a well make a difference? Everyone has more water. People don't have to go far for water. They have clean water to drink. They have water for crops, like corn and beans. They can grow more crops because they have well water. People are happy because they can have a better life.

Work with a partner.

Take turns. Pick a word with the vowel sound you hear in the word *or* from the passage. Make up new sentences using the word. Then choose another word.

Practice reading words with the vowel sound you hear in *or* or *ore* by reading "Making Life Better" with a partner.



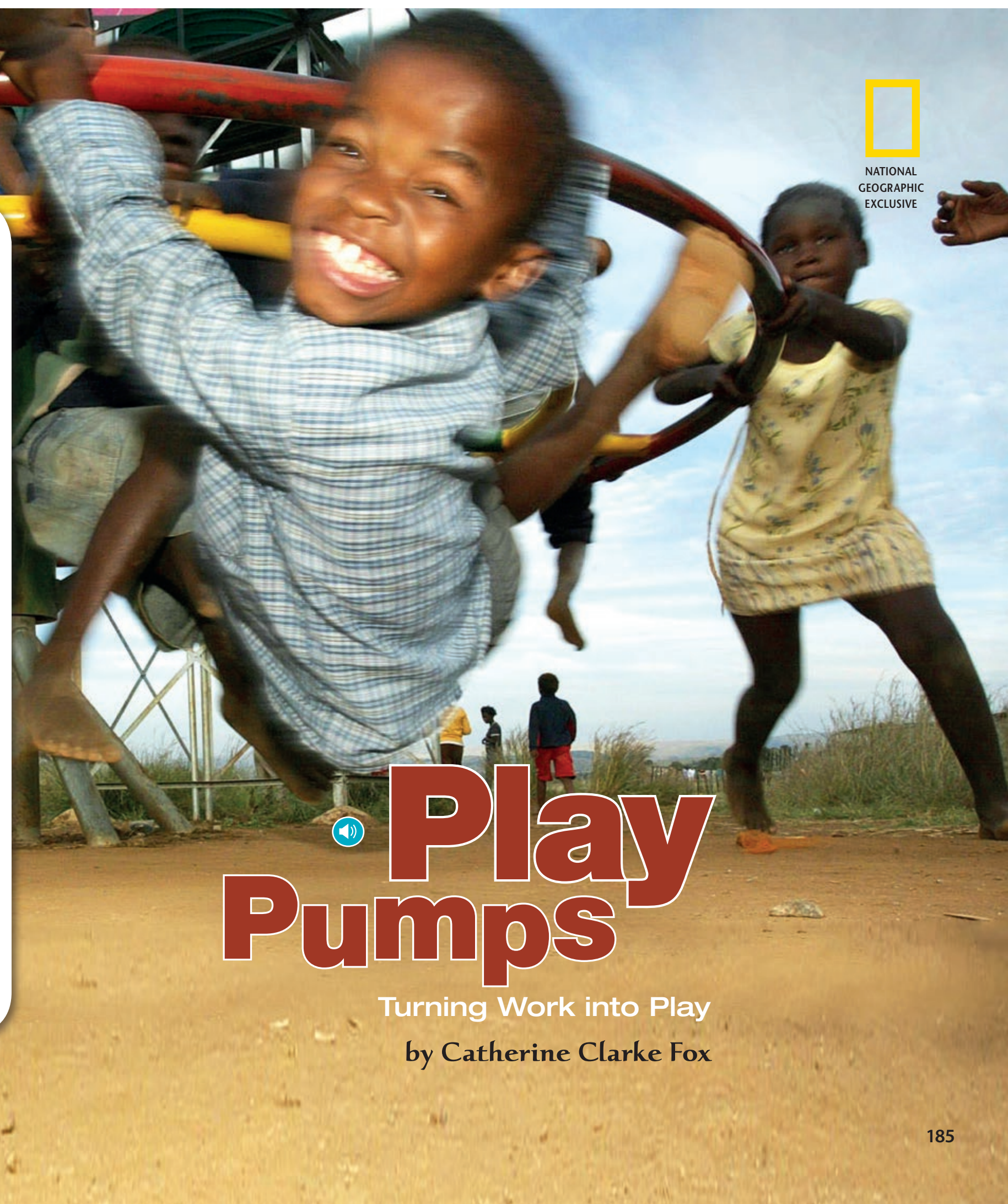
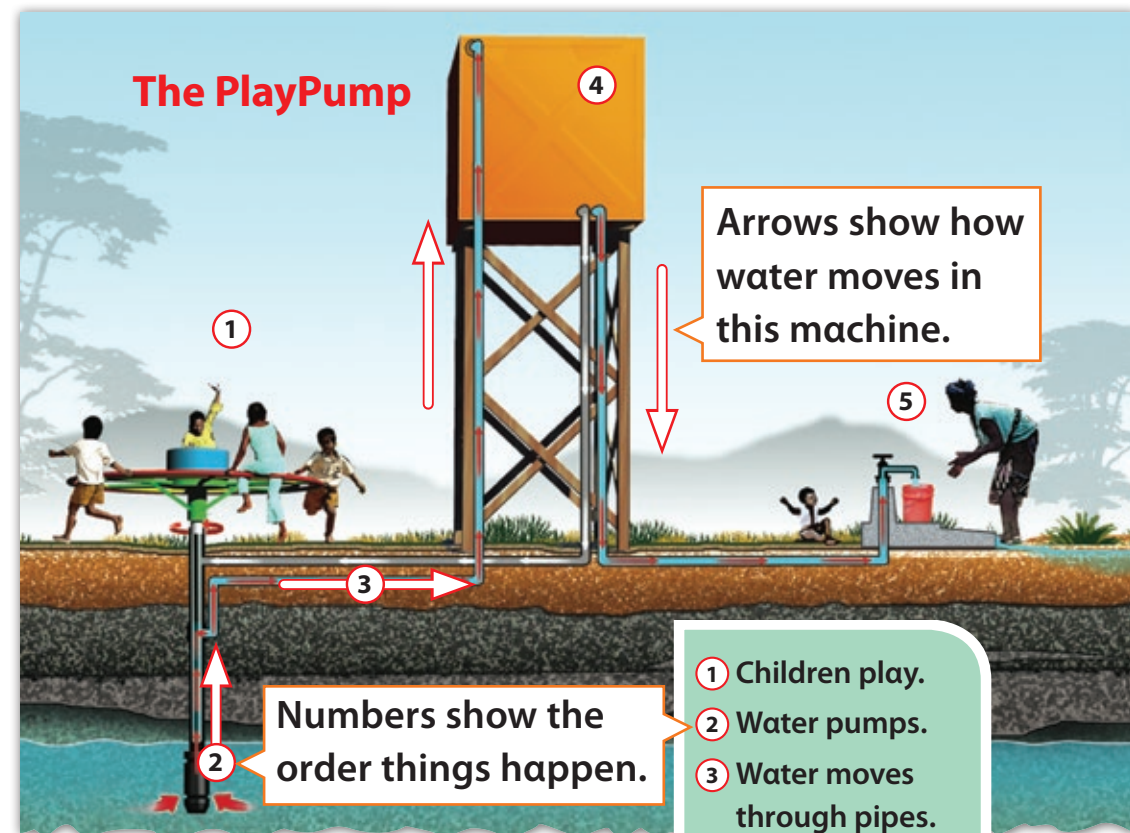
Read a Magazine Article

Genre

A **magazine article** is nonfiction. It can tell about real people, places, and events.

Text Features

A **diagram** can show how something works.



Play Pumps

Turning Work into Play

by Catherine Clarke Fox

► **Set a Purpose**

Find out how a new **invention** helps many people.

Our Water, Our Life

Everyone needs water. We use water to drink, cook, and clean.

People in some countries use a lot of water every day. Homes have **sinks** and **showers**.



◀ You can get a drink from a drinking fountain.

Schools and parks have drinking fountains.

Some people even swim in pools full of water. It helps them **cool off** and have fun.

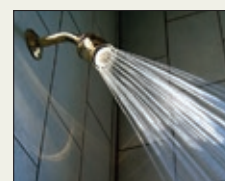
▼ Water is fun to play in and keeps kids cool.



◀ sink

▲ This boy uses water to wash his hands.

showers **pipes** from which water comes through ▶



cool off not be too hot

► **Before You Continue**

1. **Ask Questions** What do you know about water? What is the author saying about water on these pages?
2. **Compare** How are **sinks**, showers, and drinking fountains the same?

The World Needs Water

All people need water to survive. In some parts of the world, **clean** water can be hard to find.

In some rural places, people must walk far to get water from **wells**. Then they have to carry the water home.

Luckily, a new **invention** is making a big change for many people. The PlayPump is bringing water to many of these rural communities.



▲ These women carry clean water home.

Luckily, It is good that

► Before You Continue

1. **Details** How do some people in rural places get their water home?
2. **Cause/Effect** Why do you think someone invented the PlayPump?

A Wonderful Invention

For some kids, the PlayPump is the first **merry-go-round** they've ever seen. They give it a push. Then they jump on. They go for their first ride. Soon, smiles **break out** on their faces.

▼ Children play on a PlayPump.



merry-go-round
playground ride
break out show



▲ The PlayPump is like a merry-go-round. It is great fun.

The fun of **whirling** in a circle is just part of what makes the PlayPump special. This **incredible invention** changes kids' playtime. It also changes people's lives.

whirling turning
incredible unusual and amazing

► Before You Continue

- 1. Ask Questions** The author says this merry-go-round changes people's lives. What questions do you want to ask her about it?
- 2. Cause/Effect** What makes the PlayPump merry-go-round move?

Work Is Play

The PlayPump turns work into play. As the merry-go-round **spins**, it **pumps clean** water. The water comes up from deep underground. It goes into a huge **water tank**.

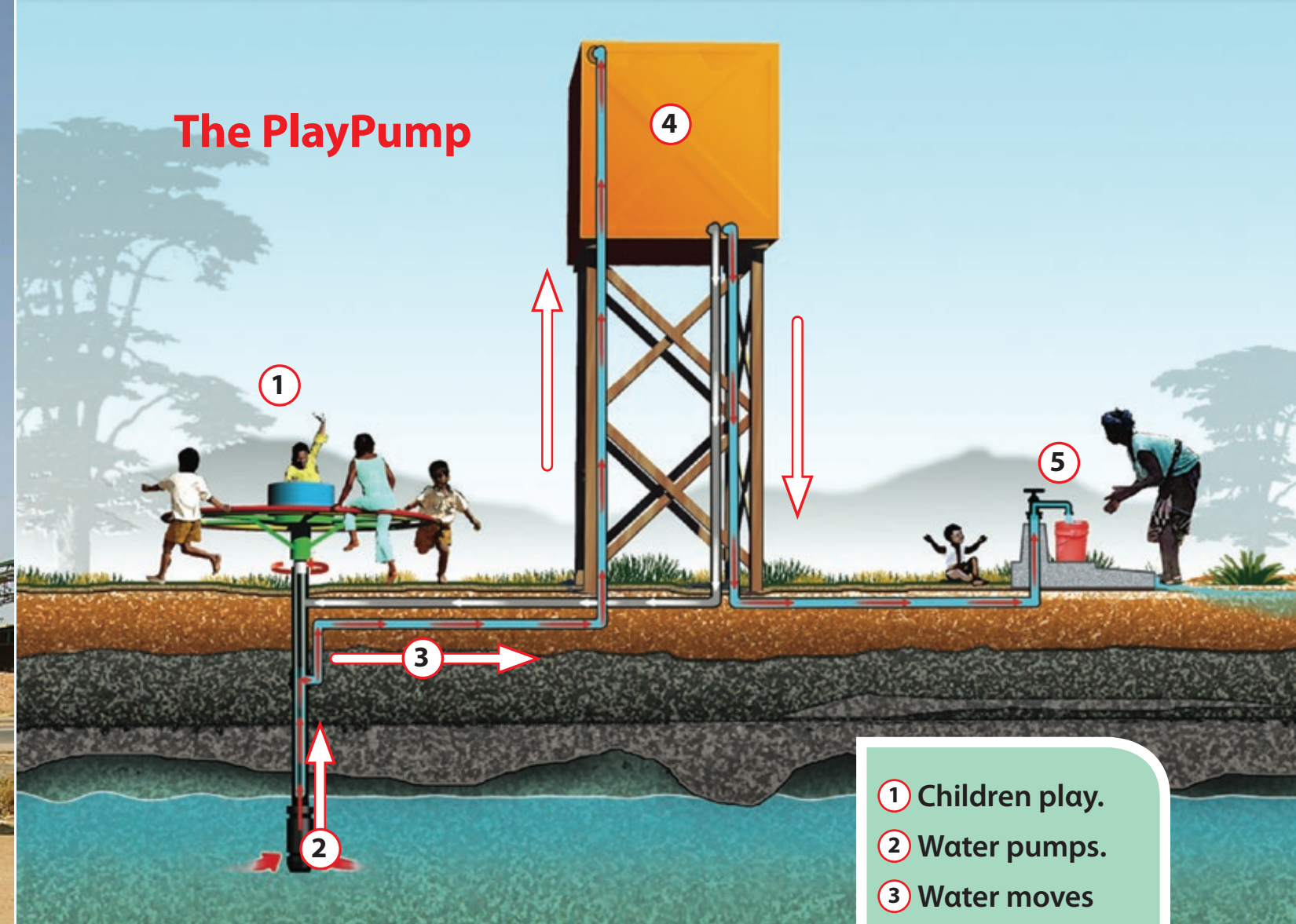


▲ The children help pump up water as they play.

spins turns
pumps brings up
water tank something that holds water ▶



The PlayPump



- 1 Children play.
- 2 Water pumps.
- 3 Water moves through **pipes**.
- 4 Water goes to the tank.
- 5 People get water from a faucet.

The tank holds **a supply of** water for everyone in the community. When people need water, they can just **turn on a faucet**.

a supply of some
turn on a faucet get
water from a **pipe**

▶ Before You Continue

1. **Cause/Effect** What causes the water to start pumping out of the ground?
2. **Use Text Features** Look at the diagram. Where does the water go after it is pumped out of the ground?

Changing a Community

Thanks to PlayPumps, it is quick and easy for people to get water. People don't have to walk a long way to find it.

▼ These students wash their hands at a faucet.



Thanks to Because of



▲ Children in class at a school in Africa.

The **pumps** are also places where kids and **adults** like to **visit**. PlayPumps are often **set up** near schools. This makes it easy for kids to play on them before and after class.

adults men and women
visit spend time together
set up put

► Before You Continue

1. **Cause/Effect** Why do PlayPumps make people happy?
2. **Ask Questions** Ask a question about the heading for this section. As you reread the text, look for the answer to your question.

Water for Millions

PlayPumps are made in South Africa. Today, there are more than 1,200 PlayPumps in use. They bring water to almost **two million** people.

PlayPump Locations

PlayPumps can be found in five African countries.



▲ Children playing by sitting on the rotating **pump**.

The idea is clever, but simple.
Kids play. Water pumps. ❖

The idea is clever, but simple. It is a smart plan that is easy to understand.

► Before You Continue

1. **Details** How many PlayPumps are in use?
2. **Use Text Features** How does the map on page 196 help you understand the text?

Talk About It

1. What **invention** does the **magazine article** tell about? Tell the name of the **machine** and one thing you learned about it.

The name of the machine is _____. I learned _____.

2. **Define** the word invention. **Explain** what the invention in the article does.

Invention means _____. In the article, the invention _____.

3. **Ask a question** about the **pump**. Find sentences that tell the answer.

My question about the pump is _____. I found the answer _____.

Write About It

Write sentences telling how the PlayPump helps **provide** people with water. Tell why this is an important invention.

The pumps _____.

This is important because _____.



Cause and Effect

What causes things to happen in “PlayPumps”?

Cause-and-Effect Chart

Cause:



Kids ride on the PlayPump and turn the wheel.

Effect:



Now use your cause-and-effect chart. Tell a partner about more causes and effects in “PlayPumps.”

_____. So _____.

Fluency

Practice reading with the correct intonation. Rate your reading.

Suffixes

A **suffix** is a word part that you add to the end of a word. This can change the word's meaning.

The suffix **-y** can change a noun to an adjective.

health + **y** = **healthy**

Drinking water is good for your health. It is a **healthy** thing to do.

The suffix **-ion** can change a verb to a noun.

invent + **ion** = **invention**

People invent many things. The PlayPump is one **invention**.



Try It Together

Read these sentences. Then follow the directions.

This water is not safe to drink. It is full of **dirt**. How do people **act** when it rains?

1. Add **-y** to the word **dirt**. What new word does it make?
2. Add **-ion** to the word **act**. What new word does it make?



NATIONAL
GEOGRAPHIC
EXCLUSIVE

Making Connections Now read about someone who cares about an important water **source** in the United States.

Genre A **profile** briefly describes a person. It tells what the person does and cares about.

The Mighty Colorado

BY MIMI MORTEZAI

Where do you get your water? You may get it from the Colorado River. The Colorado **provides** water to **thirty million** people in the United States. It gives them water to drink. It helps them stay **clean**. It even helps them grow **crops**.

thirty million very many
crops food

► Before You Continue

1. **Ask Questions** What is one question you have about the Colorado River? How will you find the answer?
2. **Details** Name things that people do with the water **provided** by the river.

Jon Waterman knows a lot about the Colorado River. He is a National Geographic Explorer. He rode down the entire river. Sometimes, though, he had to stop and walk. Why? Parts of the river **had dried up**. One reason was **droughts** and warmer temperatures on Earth. Another reason was that people had used too much of the river's water.



▲ Jon Waterman explores the Colorado River.

The Colorado River is 1,450 miles long. ▶



▲ Without rain, rivers dry up.

Mr. Waterman says the Colorado River needs our help. We must change the way we use water. **Otherwise**, there will be less water every year. We need the river so we can survive. The river needs us, too! ❖

▲ Sometimes Mr. Waterman rides down the river.

had dried up were without water
droughts months or years without rain

Otherwise If we don't

▶ **Before You Continue**

1. **Cause/Effect** Why did parts of the river dry up?
2. **Use Text Features** Look at the map. Name three states that the Colorado River runs through.

Compare Information

Both “PlayPumps” and “The Mighty Colorado” tell how people get water. How are these ways different? Work with a partner to complete the chart.

Comparison Chart

How People Get Water	
“PlayPumps”	“The Mighty Colorado”
<ul style="list-style-type: none"> • Kids play. • • 	<ul style="list-style-type: none"> •

Write how people get water in “PlayPumps” here.

Write how people get water in “The Mighty Colorado” here.

Talk Together

Where does water come from? Look at the pictures in “Playpumps” and “The Mighty Colorado.” Then use **Key Words** to tell a partner how people get **clean** water.

Adverbs

Adverbs tell about actions. An adverb can tell **how** or **when**.

Grammar Rules Adverbs

- Many **adverbs** tell how something happens. These adverbs usually end in **-ly**.

Kids play **happily** on the PlayPump.



Water moves **quickly** from the well to the tank.

- Some **adverbs** tell when something happens.



Soon the tank is full.

People have clean water **now**.

Read Adverbs

Read these sentences from “PlayPumps.” Find the adverbs that tell how and when.

Luckily, a new invention is making a big change for many people.

Today, there are more than 1,200 PlayPumps in use.



Use Adverbs



Write two sentences about PlayPumps. Tell how they work. Use adverbs that tell how and when. Then share your sentences with a partner.

Writing Project

Write as a Storyteller

Write a Folk Tale

Where do rivers come from? What can stop the rain? Write a folk tale about water. Turn your folk tale into a picture book to share.

Study a Model

A folk tale is an old story that people have told for many years. Some folk tales tell how something came to be.

The Lonely Ocean

by Latisha Grant

Ocean was very lonely. People said her waves were too strong. So no one came near her.

One day, Ocean had a great idea! That night, she pushed pretty shells and rocks up onto the sand. The next morning, a girl saw the gifts. "Look!" she shouted. People ran to see what Ocean had left!

Soon Ocean had a lot of visitors. She wasn't lonely anymore!

Latisha uses words that sound like her.

The **problem** gets the story started.



The **events** tell what happens.



The **solution** tells how the problem is solved.

Prewrite

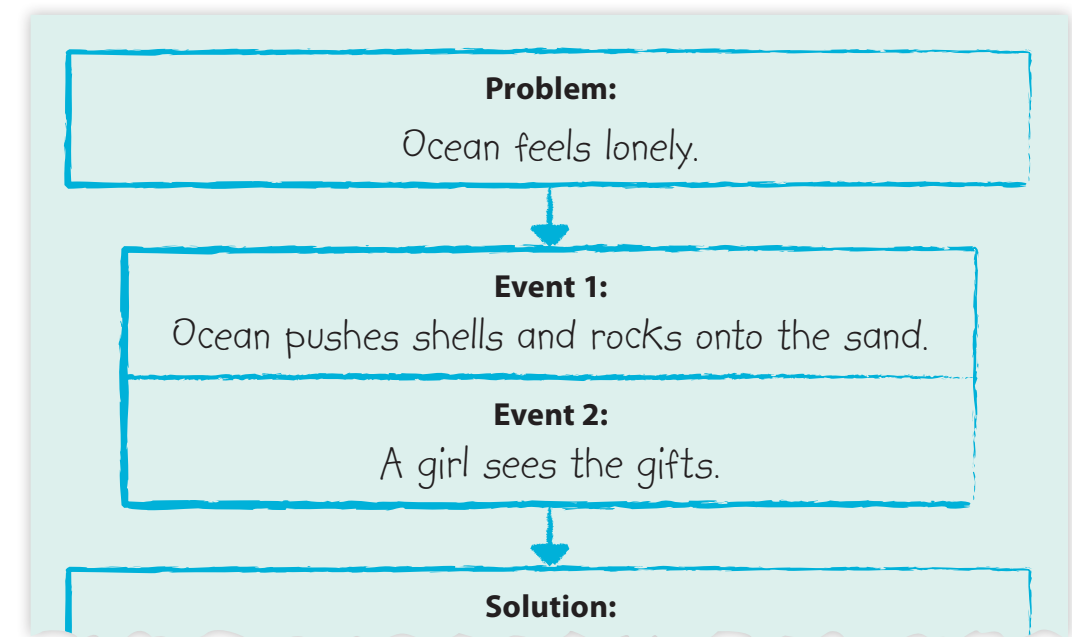
1. **Choose a Topic** Talk with a partner. Write questions you have about water. Choose a story idea.

Why is water _____?

_____ sounds interesting. Tell me more.

2. **Get Organized** Use a problem-and-solution chart to organize your ideas.

Problem-and-Solution Chart



Draft

Use your chart to write a draft of your folk tale.

- Describe the problem.
- Write a sentence about each event.
- Tell what the solution is.

Writing Project, *continued*

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner retells your story. Next, talk about ways to make your writing better.

Your folk tale is about _____.

The sentence about _____ doesn't really sound like you.

- 2. Make Changes** Think about your partner's ideas. Then use revision marks to make your changes.

- Describe the problem clearly. Add details.

Ocean was very lonely. People said her waves were too strong. ^{So no one came near her.} ^

- Change words and sentences that don't sound like you.

~~One day, Ocean had a great idea!~~

~~Then Ocean thought of something.~~ ^

Edit and Proofread

Work with a partner to edit and proofread your folk tale. Use adjectives when you need them. Also check that you use articles correctly.

Present

On Your Own Turn your folk tale into a picture book! Put a few sentences on each page. Add pictures. Then read your story to your classmates.

Presentation Tips

If you are the speaker...	If you are the listener...
Change your voice to match the actions in the story.	Picture the events that the reader describes.
Point to pictures in your book as you tell what is going on in the story.	Does the story sound like a folk tale to you? Why or why not?

With a Group Take turns reading your picture books to younger students. Make sure they all can see your pictures as you read!



Spelling Tip

- ✓ Adding **-ly** turns many adjectives into adverbs. They tell how something happens.

soft + ly = softly

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Keep a Water Log

Think about how you used water today. When did you use it? How did you use it? Write about each time.

This morning: I used water to brush my teeth.
At lunch: I washed my hands.

Talk About It!

Give an Interview

What ways do people get water? Think of questions to ask. Ask a partner your questions. Be sure to listen carefully to the answers. Then switch roles.

Do It!

Act Out the Water Cycle

Make up movements to show how rain is made in clouds. Use sounds and props. Perform the mime for the class.



Write It!

Write a Letter

Write a short letter to a rain cloud. Tell the cloud why it is important. Tell how it helps you. Be sure to include the date, a greeting, and a closing. Share your letter with a classmate.



?
BIG
Question

Where do we get water?

Talk Together

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map

