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Lesson 23



WORDS TO KNOW

High-Frequency Words

- house
- along
- together
- boy
- father
- again
- nothing
- began

Vocabulary Reader



Context Cards



COMMON CORE

RF.1.3g recognize and read irregularly spelled words



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Words to Know



- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the blue words.

1 **house**

They learned how to build a **house** for birds.



2 **along**

He rode carefully **along** the bike path.




3 **together**

The baby can clap her hands **together** now.



5 **father**

My **father** teaches me how to swim.



7 **nothing**

At first **nothing** fit, but he finished the puzzle.



4 **boy**

The **boy** teaches his sister to read.




6 **again**

We went out on the ice **again** to practice.



8 **began**

She **began** to take violin lessons.



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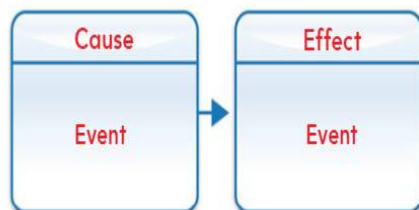


Read and Comprehend



TARGET SKILL

Cause and Effect Sometimes one story event causes another event to happen. The **cause** happens first. The **effect** is what happens next. As you read, ask yourself what happens and why. You can use a chart to help you understand events.



TARGET STRATEGY

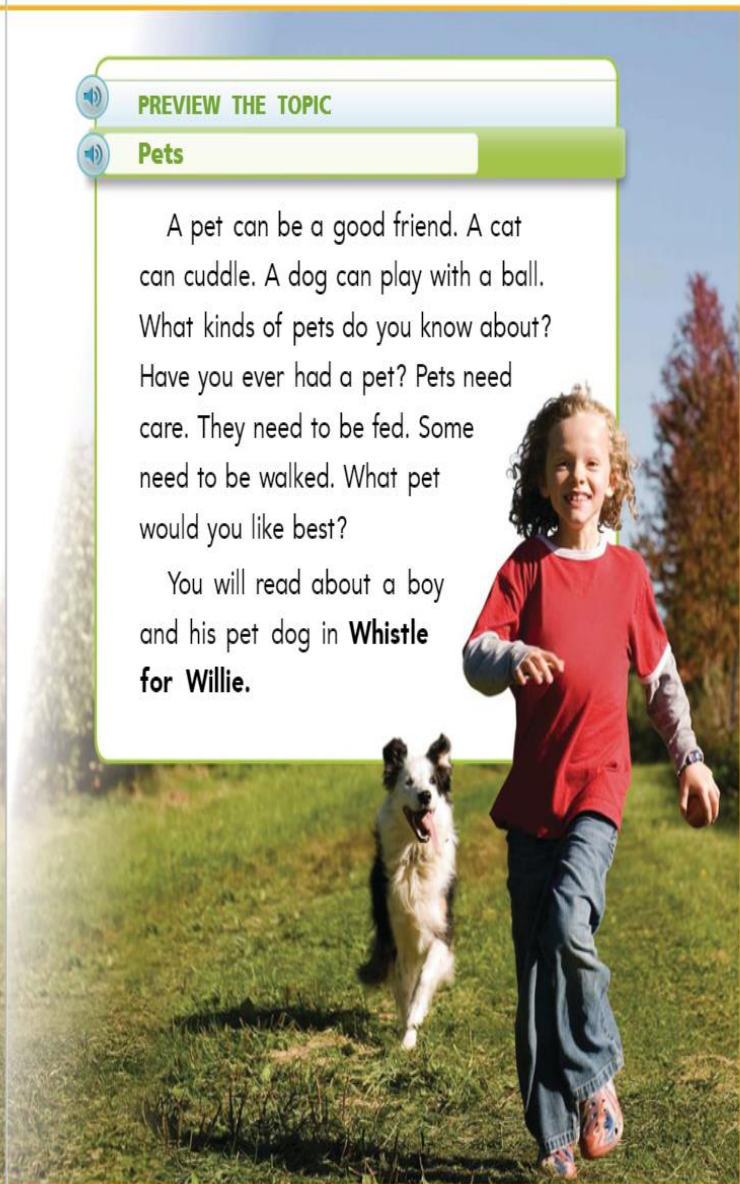
Monitor/Clarify If a part doesn't make sense, you can ask questions, reread, and use the pictures for help.

PREVIEW THE TOPIC

Pets

A pet can be a good friend. A cat can cuddle. A dog can play with a ball. What kinds of pets do you know about? Have you ever had a pet? Pets need care. They need to be fed. Some need to be walked. What pet would you like best?


You will read about a boy and his pet dog in **Whistle for Willie**.



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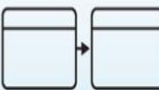
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ANCHOR TEXT



TARGET SKILL

Cause and Effect
Tell what happens and why.




GENRE

Realistic fiction is a story that could happen in real life. As you read, look for:

- ▶ events that could really happen
- ▶ characters who do things real people and animals do


COMMON CORE RL.1.3 describe characters, settings, and major events; RL.1.4 identify words and phrases that suggest feelings or appeal to senses; RL.1.10 read prose and poetry

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Meet the Author and Illustrator

Ezra Jack Keats

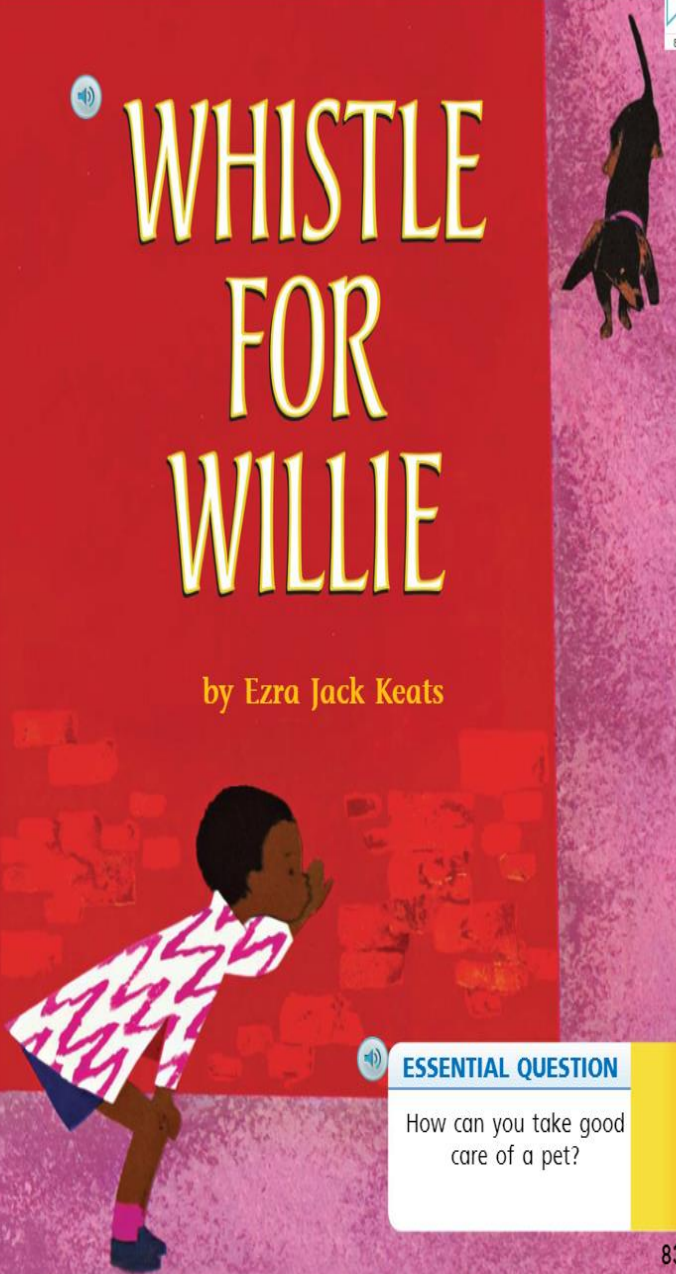
Ezra Jack Keats wrote and illustrated books for children. When Mr. Keats was a boy, he drew pictures on the kitchen table. His mother was so proud, she kept the art rather than wash the table.



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WHISTLE FOR WILLIE

by Ezra Jack Keats

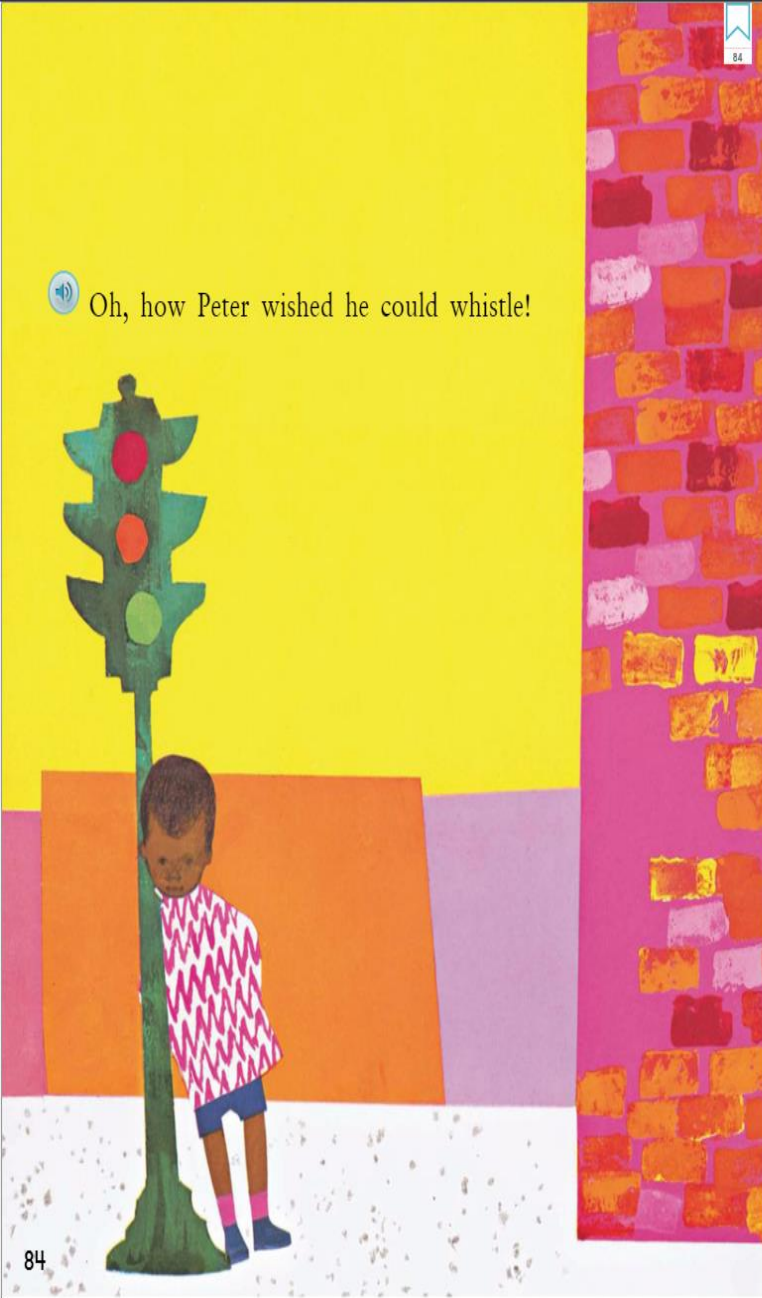


ESSENTIAL QUESTION

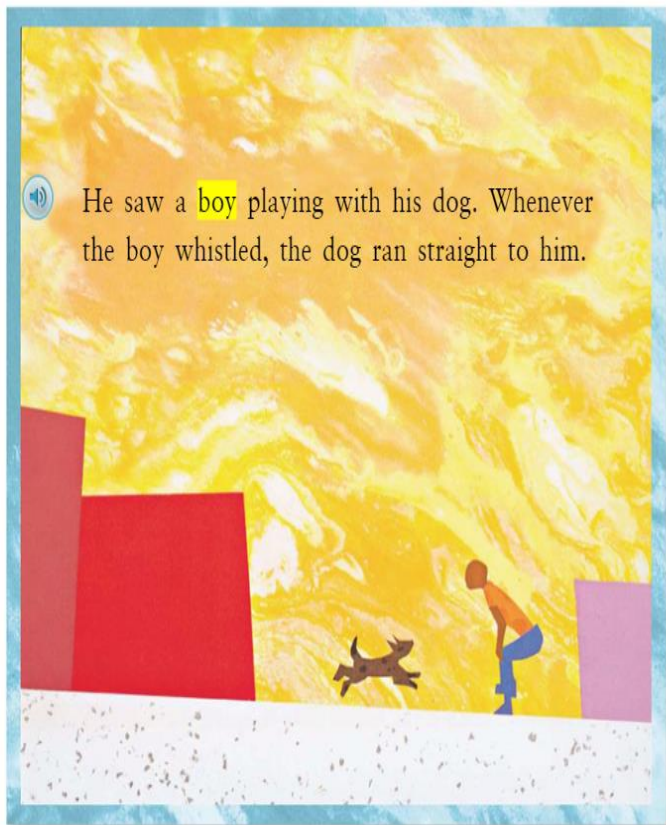
How can you take good care of a pet?

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Oh, how Peter wished he could whistle!



He saw a boy playing with his dog. Whenever the boy whistled, the dog ran straight to him.

ANALYZE THE TEXT

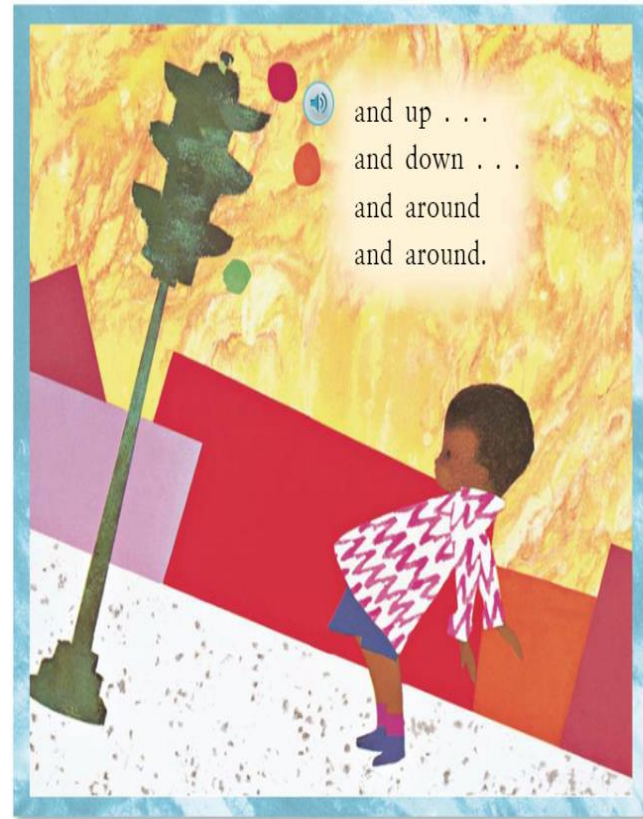
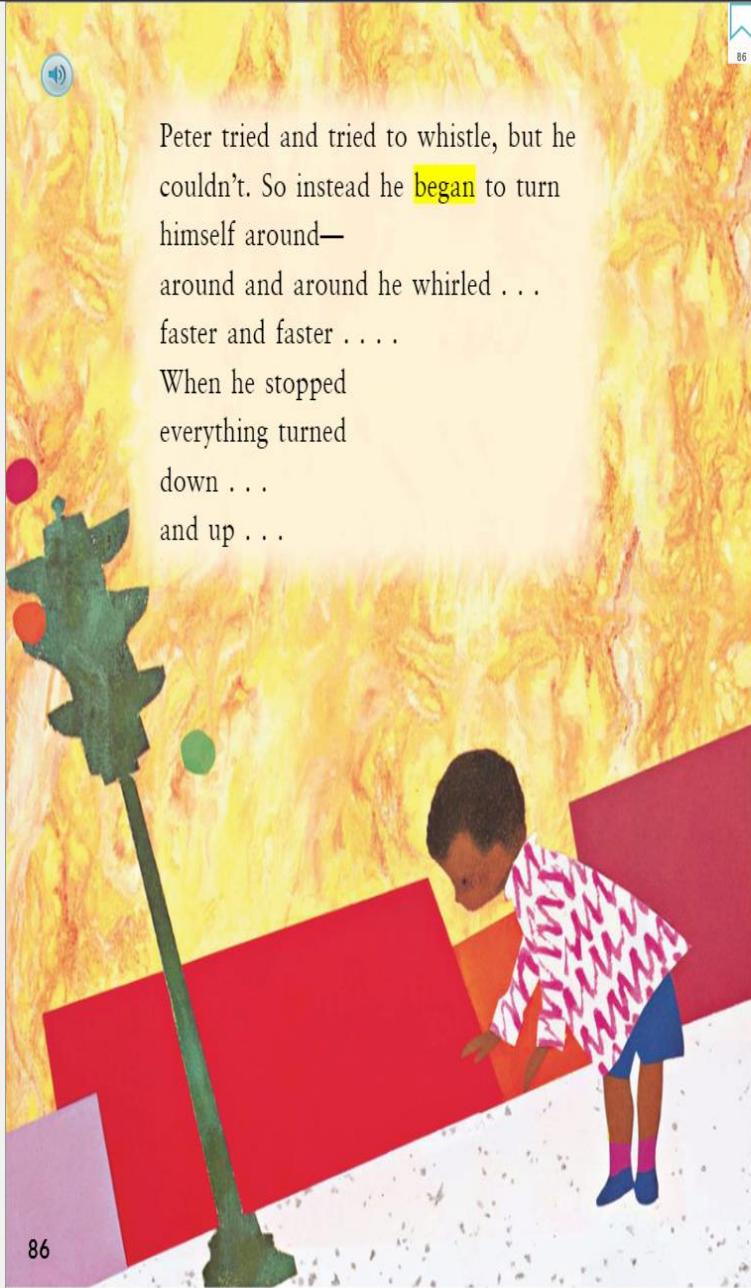
Cause and Effect What happens when the boy whistles?

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My Classes

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Lesson 23

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My Classes

Peter saw his dog, Willie, coming.
Quick as a wink, he hid in an empty
carton lying on the sidewalk.

ANALYZE THE TEXT

Figurative Language What
does *quick as a wink* mean?
Why do you think so?

“Wouldn’t it be funny if I whistled?” Peter
thought. “Willie would stop and look all
around to see who it was.”

Peter tried **again** to whistle—but still he
couldn’t. So Willie just walked on.



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My Classes

Peter got out of the carton and started home. On the way he took some colored chalks out of his pocket and drew a long, long line right up to his door.



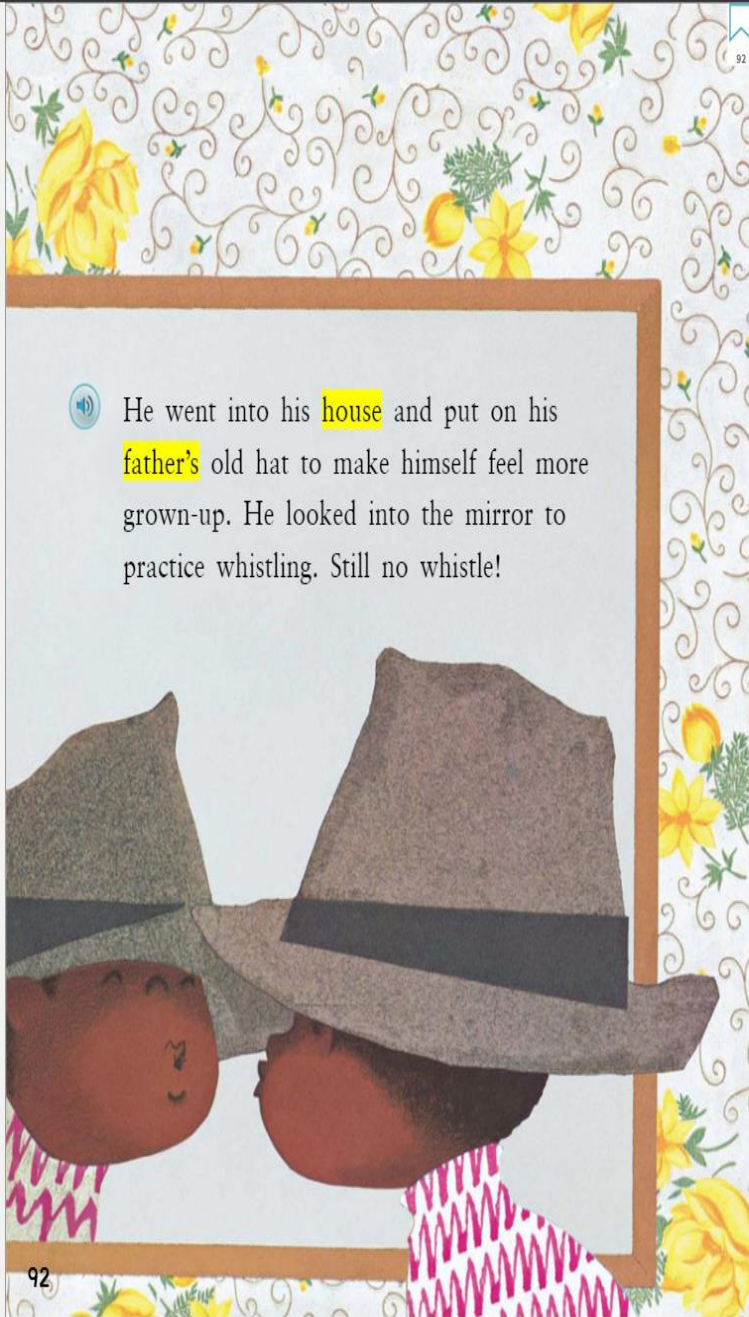
He stood there and tried to whistle again. He blew till his cheeks were tired. But **nothing** happened.



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My Classes



- When his mother saw what he was doing, Peter pretended that he was his father. He said, "I've come home early today, dear. Is Peter here?"
 - His mother answered, "Why no, he's outside with Willie."
"Well, I'll go out and look for them," said Peter.
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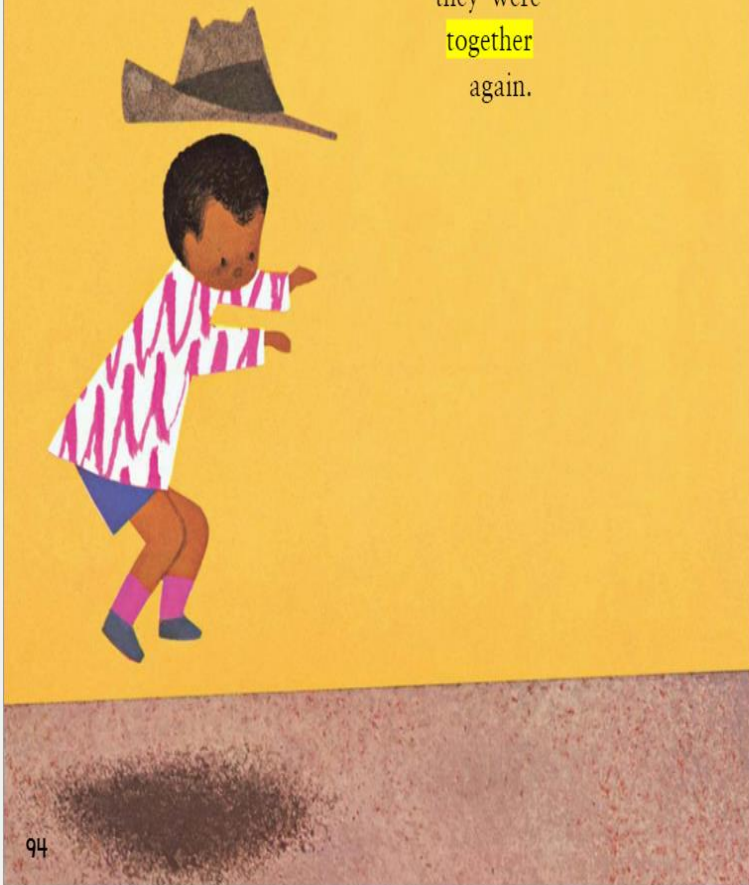
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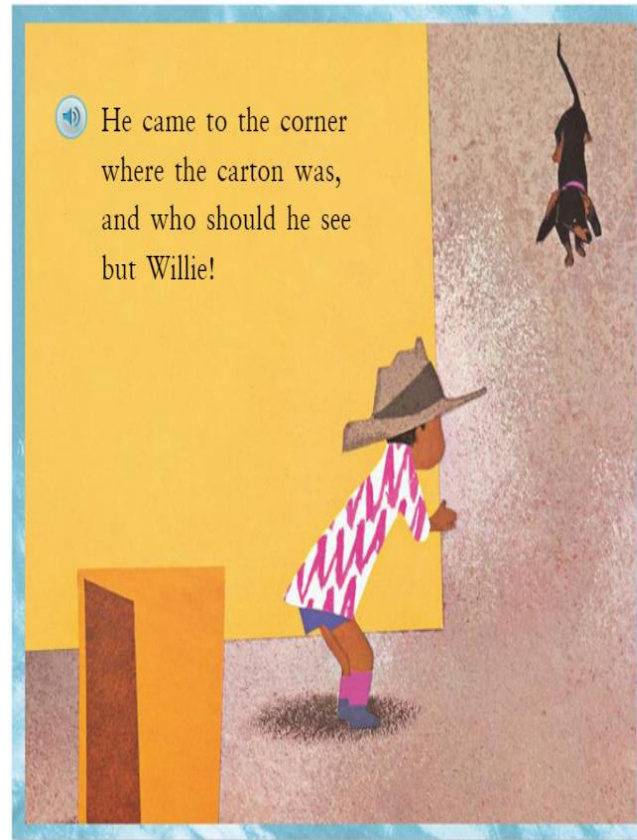
First he walked **along** a crack in the sidewalk. Then he tried to run away from his shadow.

He jumped off his shadow.

But when he landed they were **together** again.



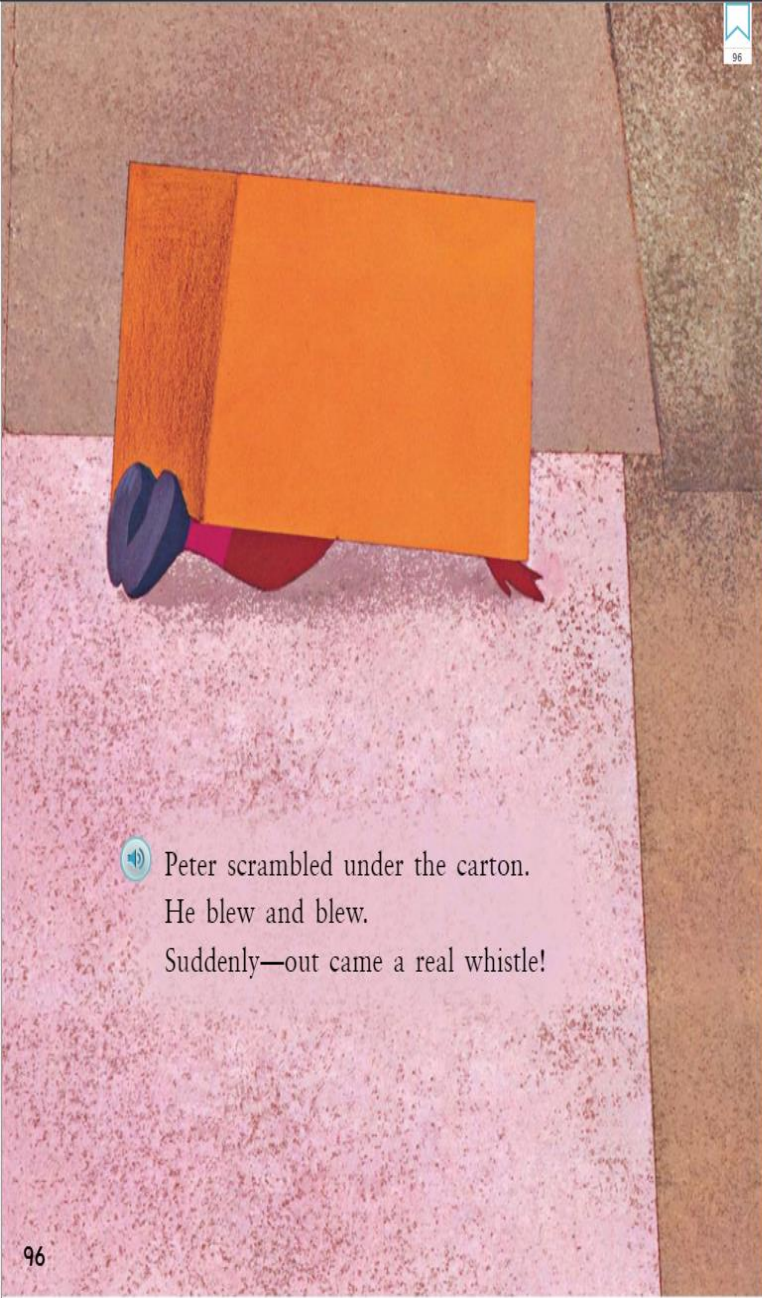
He came to the corner where the carton was, and who should he see but Willie!




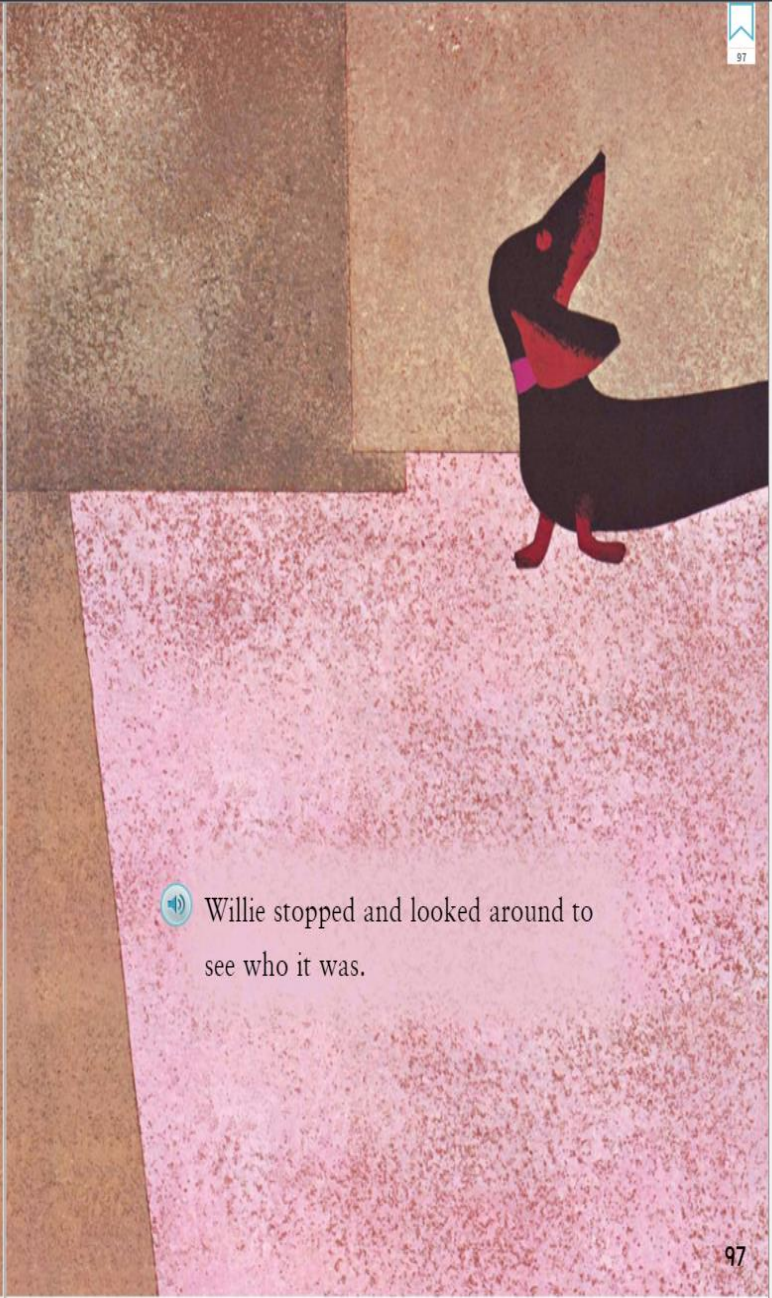
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 Peter scrambled under the carton.
He blew and blew.
Suddenly—out came a real whistle!



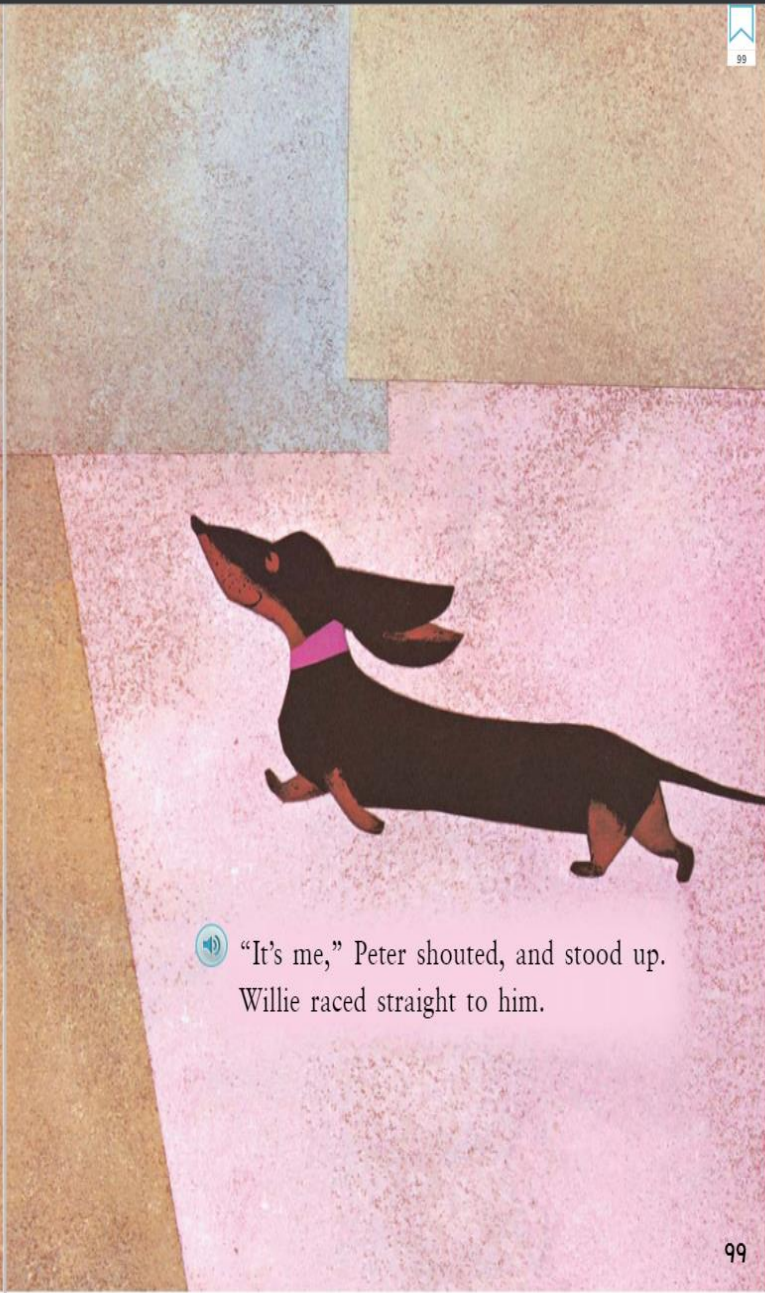
 Willie stopped and looked around to
see who it was.

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“It’s me,” Peter shouted, and stood up.
Willie raced straight to him.

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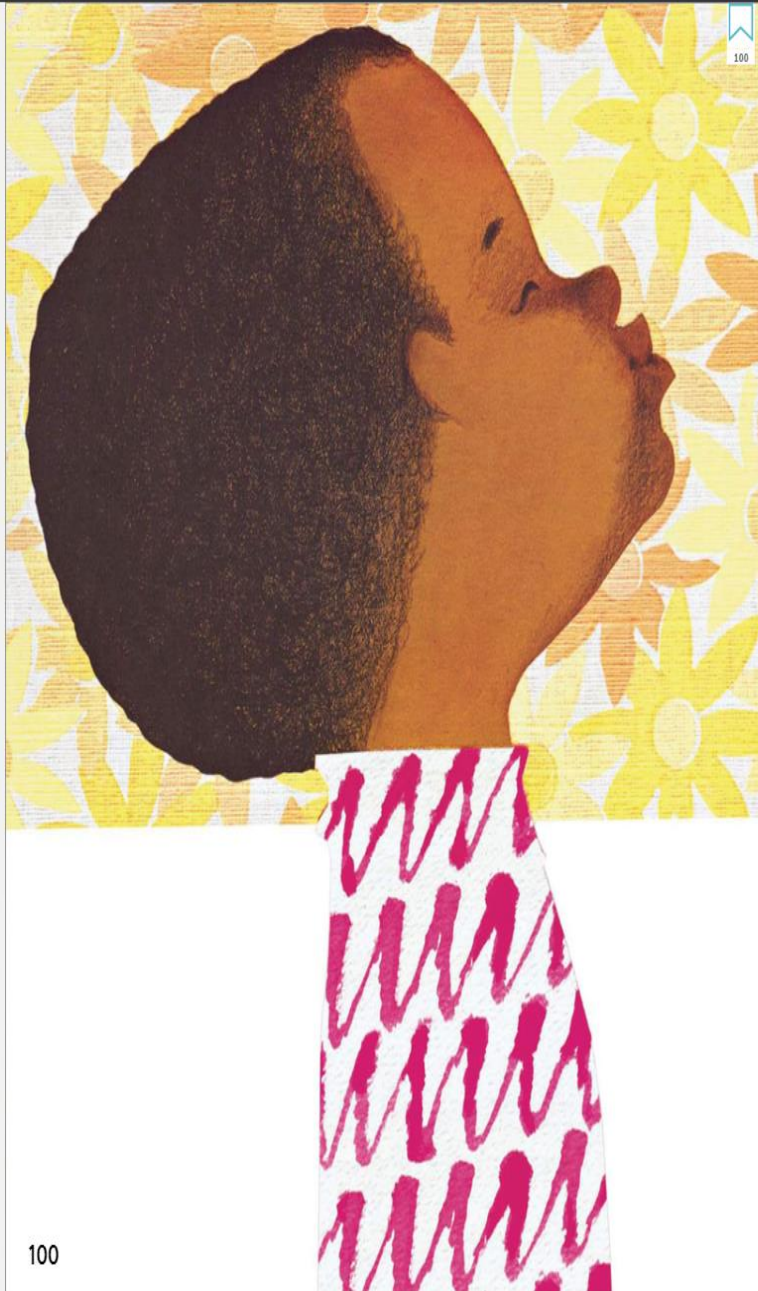
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Peter ran home to show his father and mother what he could do.
They loved Peter's whistling. So did Willie.

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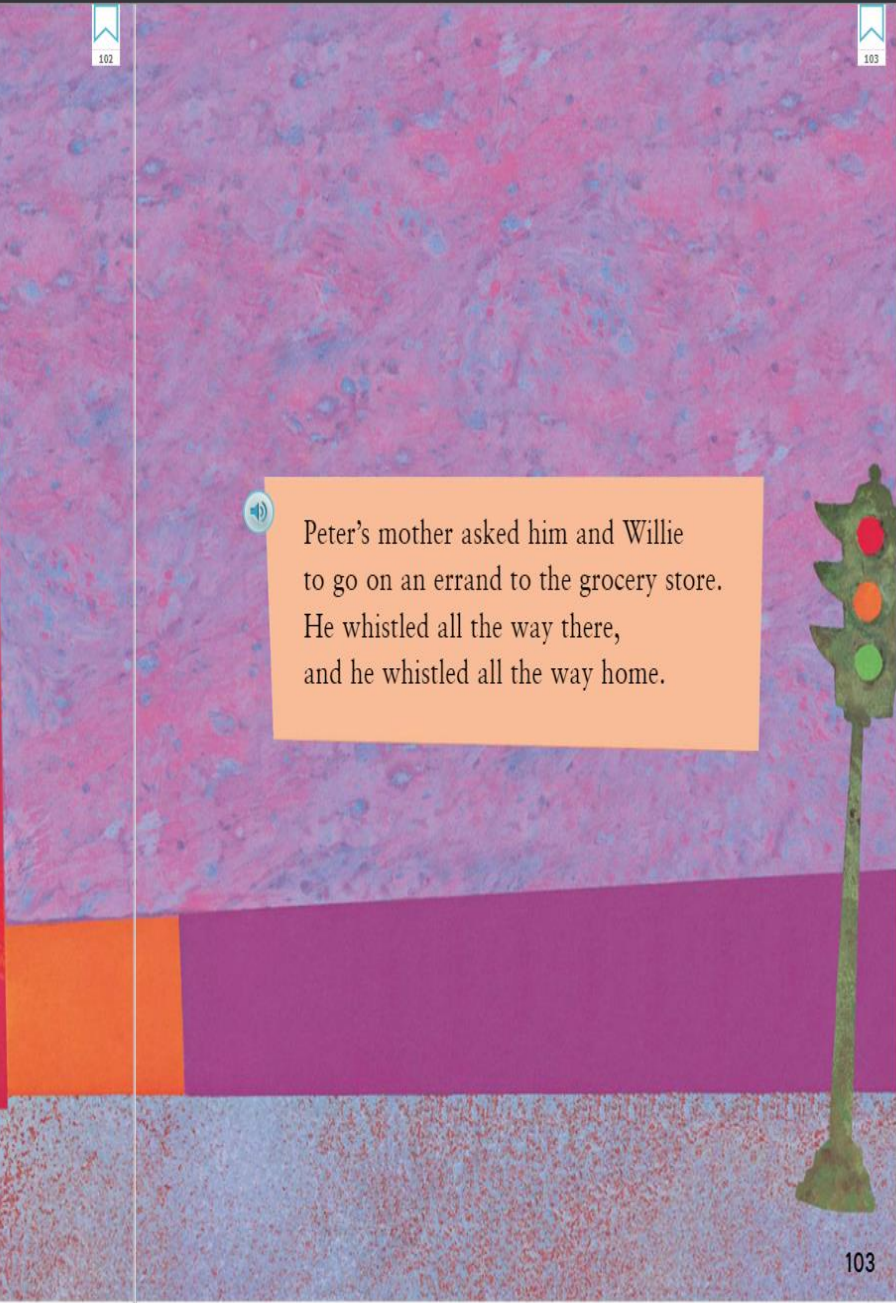
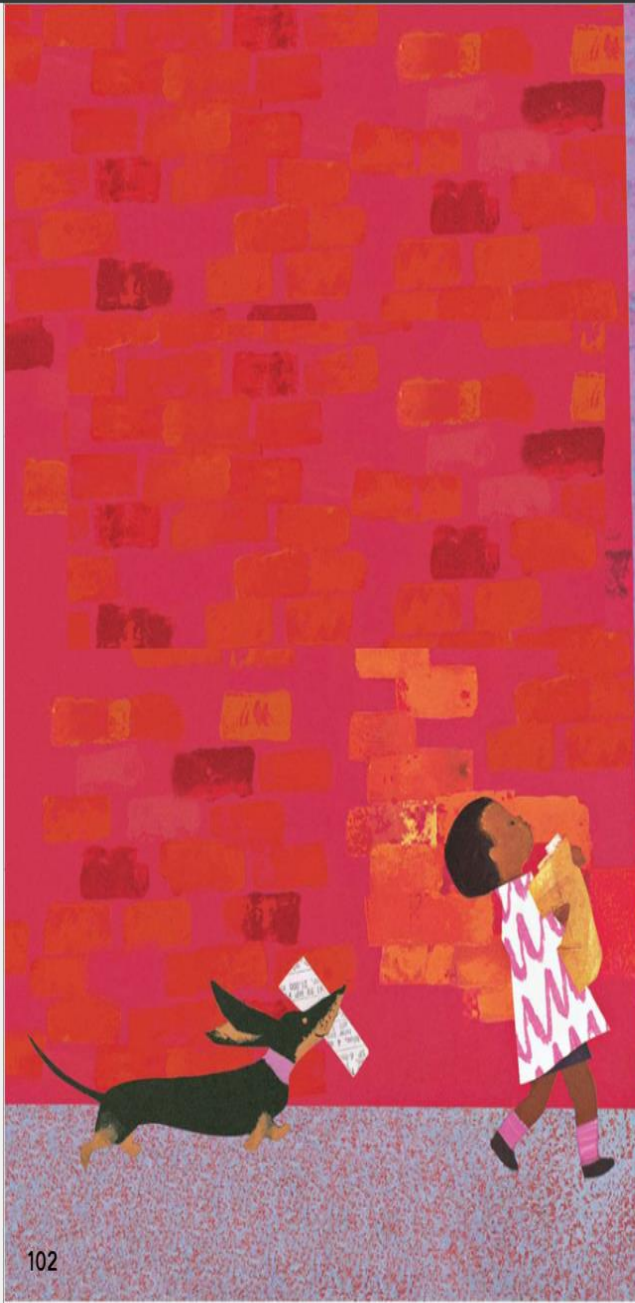
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Peter's mother asked him and Willie to go on an errand to the grocery store. He whistled all the way there, and he whistled all the way home.

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COMPREHENSION

Dig Deeper

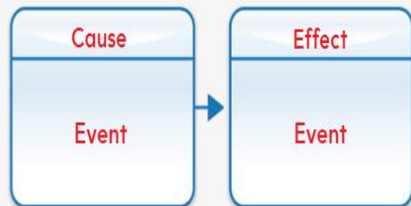


How to Analyze the Text

Use these pages to learn about Cause and Effect and Figurative Language. Then read **Whistle for Willie** again.

Cause and Effect

In **Whistle for Willie**, story events cause other events to happen. The **cause** is the reason why something else happens. The **effect** is what happens next. In the story, Peter keeps trying to whistle. This is the cause. What happens because he tries to whistle? Use a chart like this to show why important events happen.



CONCORD CODE RL.1.3 describe characters, settings, and major events; RL.1.4 identify words and phrases that suggest feelings or appeal to senses; L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts




Figurative Language

Authors often use words in interesting ways to help you picture what is happening. The story says that Peter **scrambled under** the carton when he sees Willie. These words help you know how Peter moves. He does not go under the carton slowly. He goes under very quickly. What other words does the author use in interesting ways?




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Read Together **Your Turn** 

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk **How can you take good care of a pet?** How does Peter take care of Willie? Use text evidence to help you explain. Talk about what you know about taking care of a pet. Tell your ideas clearly.



Classroom Conversation



Talk about these questions with your class.

- 1 What lesson can you learn from Peter?
- 2 Why does Peter want to learn to whistle?
- 3 Peter learns how to whistle. What have you learned how to do because you kept trying?

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WRITE ABOUT READING

Response What would Willie say if he could talk? What would he say happened? Write sentences that tell the story the way Willie would tell it.

Writing Tip

Use words like **First**, **next**, **then**, and **finally** to tell when things happen.

Go Digital

COMMON CORE RL.1.1 ask and answer questions about key details; RL.1.2 retell stories and demonstrate understanding of the message or lesson; RL.1.3 describe characters, settings, and major events; W.1.3 write narratives; SL.1.4 describe people, places, things, and events with details/express ideas and feelings clearly

Lesson 23
POETRY

Read Together

Pet Poems

This poem began as a folk song. Read it along with your class. Then sing it together.

Bingo

There was a farmer had a dog,
And Bingo was his name. O!
B - I - N - G - O,
B - I - N - G - O,
B - I - N - G - O,
And Bingo was his name. O!



GENRE

Poetry uses words to describe pictures and feelings. Listen for interesting words in each poem. Clap along with the rhythm, or beat.

TEXT FOCUS

Words **rhyme** if they have the same ending sound. Which poems use words that rhyme?

COMMON CORE RL.1.10 read prose and poetry; L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Can someone in your class read this poem in Spanish? Now read it again in English.

Caballito blanco, reblanco

Caballito blanco,
reblanco,
sácame de aquí,
llévame hasta el puerto
donde yo nací.

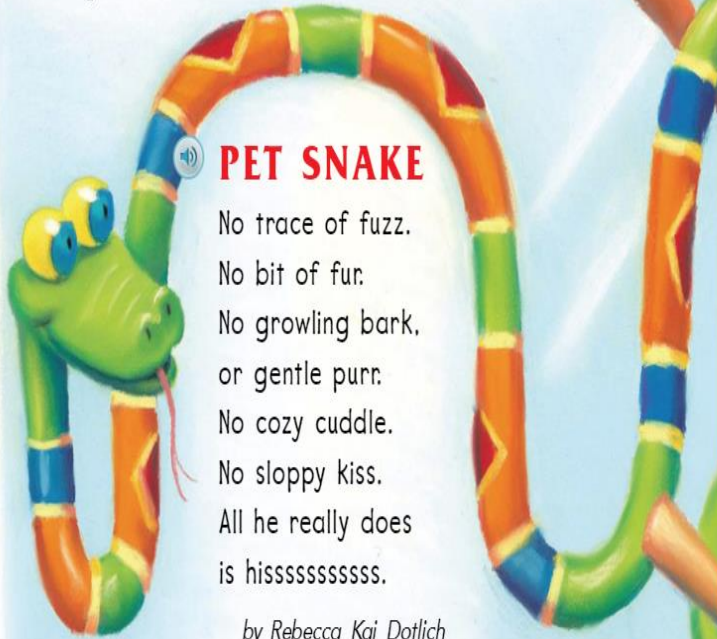
Little White Horse

Little horse
White as snow
Take me where
I long to go.
Take me to the port
By the sea
Where I was born
And long to be.

traditional folk poem

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What kind of pet would you like to have? Would you like a furry pet or a pet with scales?



PET SNAKE

No trace of fuzz.
 No bit of fur.
 No growling bark,
 or gentle purr.
 No cozy cuddle.
 No sloppy kiss.
 All he really does
 is hissssssssss.

by Rebecca Kai Dotlich

Write About a Pet

Write a poem about a pet. Use words with the same beginning sounds. Use some rhyming words, too.



Compare Texts



TEXT TO TEXT

Compare Pets How is Willie different from the pet snake in the poem? Write words that tell what Willie looks like and what he can do. Draw a picture.



TEXT TO SELF

Describe a Pet Find words in the poems that tell what the pets look like. Use some of these words and your own words to describe a pet you like.



TEXT TO WORLD

Research Pets Work with classmates. Use books and other sources to find out how to take care of a pet. Write steps.



COMMON CORE
 RL.1.3 describe characters, settings, and major events; RL.1.4 identify words and phrases that suggest feelings or appeal to senses;
 RL.1.9 compare and contrast adventures and experiences of characters; W.1.7 participate in shared research and writing projects;
 SL.1.4 describe people, places, things, and events with details/express ideas and feelings clearly

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COMMON CORE L.1.10 use personal, possessive, and indefinite pronouns

Grammar

Read Together Go Digital

Possessive Pronouns Some **pronouns** show that something belongs to someone. This kind of pronoun can come before a noun or at the end of a sentence.



This is **my** dog.
This dog is **mine**.

I am using **your** chalk.
The chalk is **yours**.

That is **his** shadow.
That shadow is **his**.

I am wearing **her** hat.
This hat is **hers**.

Try This!

Write the correct pronoun to finish each sentence.
Use another sheet of paper.



1. I have a dog. Little Cleo is _____.
mine mines
2. This is her dish. The dish is _____.
his hers
3. I whistle. Cleo hears _____ whistle.
my mine
4. She follows me to _____ house.
your yours
5. Cleo thinks your toys are _____ !
her hers

Grammar in Writing

When you proofread your writing, be sure you have used pronouns correctly.

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COMMON CORE W.1.3 write narratives; W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; L.1.1d use personal, possessive, and indefinite pronouns

Narrative Writing

Organization When you write sentences for a **story summary**, tell the important events in the order they happened.

Abby wrote a summary of **Whistle for Willie**. Later, she moved one sentence.



Revised Draft

Peter kept trying to whistle.
 He practiced in a mirror.
 He went into his house.

Writing Traits Checklist

- Organization** Did I tell the events in order?
- Do I need to add more important details?
- Did I use the correct pronouns?

Look for events in the correct order in Abby's final copy. Then revise your own writing. Use the Checklist.



Final Copy

Whistle for Willie

Peter kept trying to whistle.
 Then he went into his house.
 He practiced in a mirror.
 When Peter's mom saw him,
 he pretended to be his dad.
 Then Peter went outside.
 He saw Willie, so he hid
 under the carton.
 Finally, Peter whistled and
 Willie ran to him.
 Peter was so happy!

