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# Lesson 27



**WORDS TO KNOW**  
High-Frequency Words

different  
near  
enough  
stories  
high  
always  
once  
happy

Vocabulary Reader    Context Cards



COMMON CORE    RF.1.3g recognize and read irregularly spelled words

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## Words to Know

Read Together

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a blue word.

1 **different**

These friends help sort things in **different** bins.




2 **near**

The girl helps plant flowers **near** the porch.



3 **enough**

Is there **enough** paint for everyone?




5 **high**

The girl helped him swing **high**!



7 **once**

The boys cleaned up **once** they were done.



4 **stories**

They read silly **stories** to each other.



6 **always**

She **always** helps her brother tie his shoes.

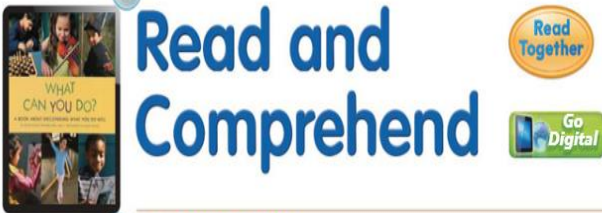


8 **happy**

She was **happy** to help wash the dog.



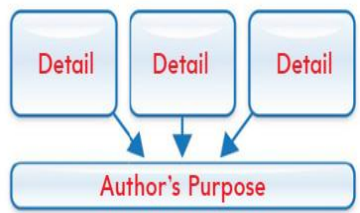
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# Read and Comprehend

**TARGET SKILL**

**Author's Purpose** Authors may write to make you laugh or to give information. An author's reason for writing is called the **author's purpose**. As you read, use important details to help you figure out what the authors want you to learn. List the details in a chart.



**TARGET STRATEGY**


**Analyze/Evaluate** Tell what you think and feel about the selection. Give text evidence to tell why.

## PREVIEW THE TOPIC

### Trying Hard

Learning something new can be hard work. Learning to ride a bike takes practice. Learning to snap your fingers does, too. Not many people can do it the first time they try. What can you do now because you kept trying?

In **What Can You Do?** you will find out what different children can do. Find out how they learn new things.



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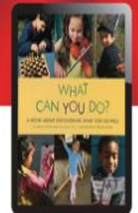
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**Lesson 27**

# ANCHOR TEXT



**Meet the Author and Photographer**  
**Shelley Rotner**



Shelley Rotner is both an author and an award-winning photographer. She has taken photographs of children from around the world.

**TARGET SKILL**

**Author's Purpose** Find details the authors use to explain their topic.



**GENRE**

**Informational text** gives facts about a topic. Look for:

- ▶ information and facts in the words
- ▶ photographs that show the real world

**COMMON CORE** **RI.1.4** ask and answer questions to determine or clarify the meaning of words and phrases; **RI.1.8** identify the reasons an author gives to support points; **RI.1.10** read informational texts; **L.1.4a** use sentence-level context as a cue to the meaning of a word or phrase

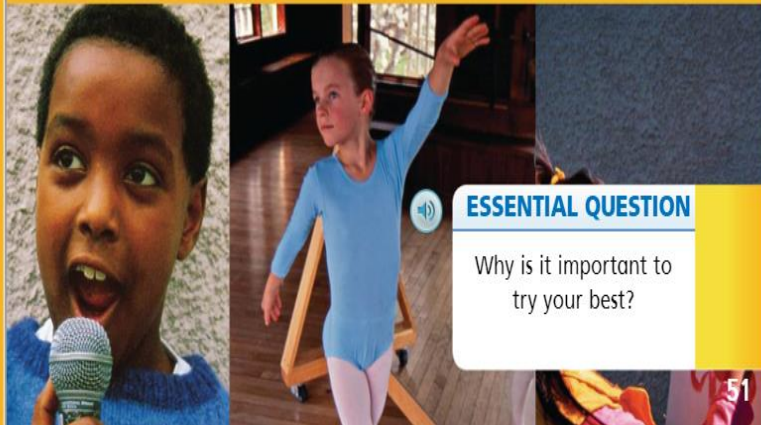
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# WHAT CAN YOU DO?

A BOOK ABOUT DISCOVERING WHAT YOU DO WELL

BY SHELLEY ROTNER AND SHEILA KELLY, ED.D.  
 PHOTOGRAPHS BY SHELLEY ROTNER



**ESSENTIAL QUESTION**

Why is it important to try your best?

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"I know a boy who can draw very well and a girl who can climb very high."

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"We are all good at doing something. We're always learning new things as we get older."



**ANALYZE THE TEXT**

**Author's Purpose** Why do you think the authors wrote this selection? What details help you know?

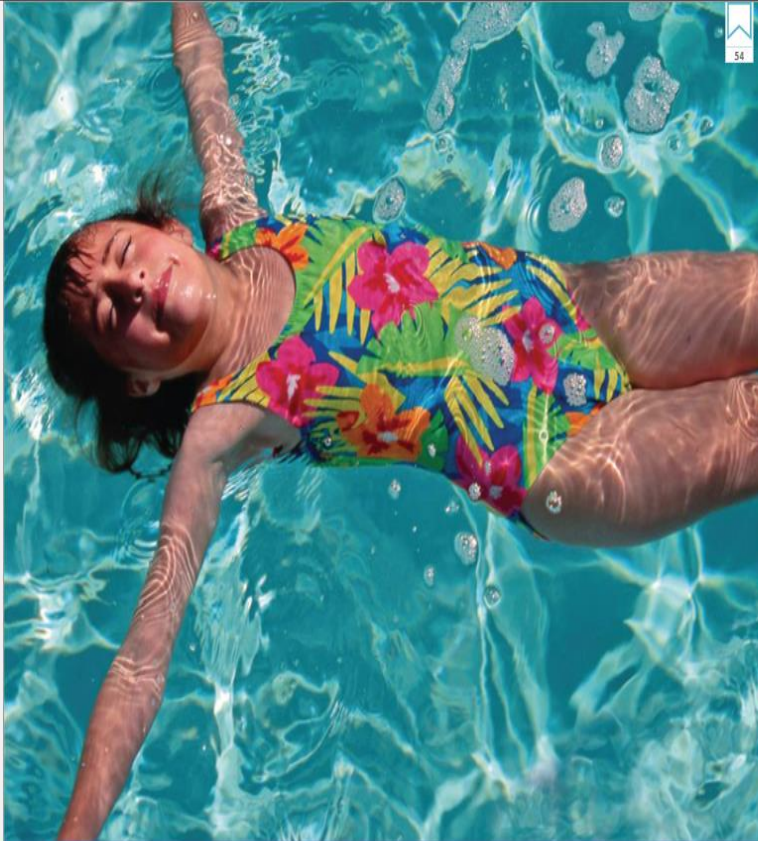
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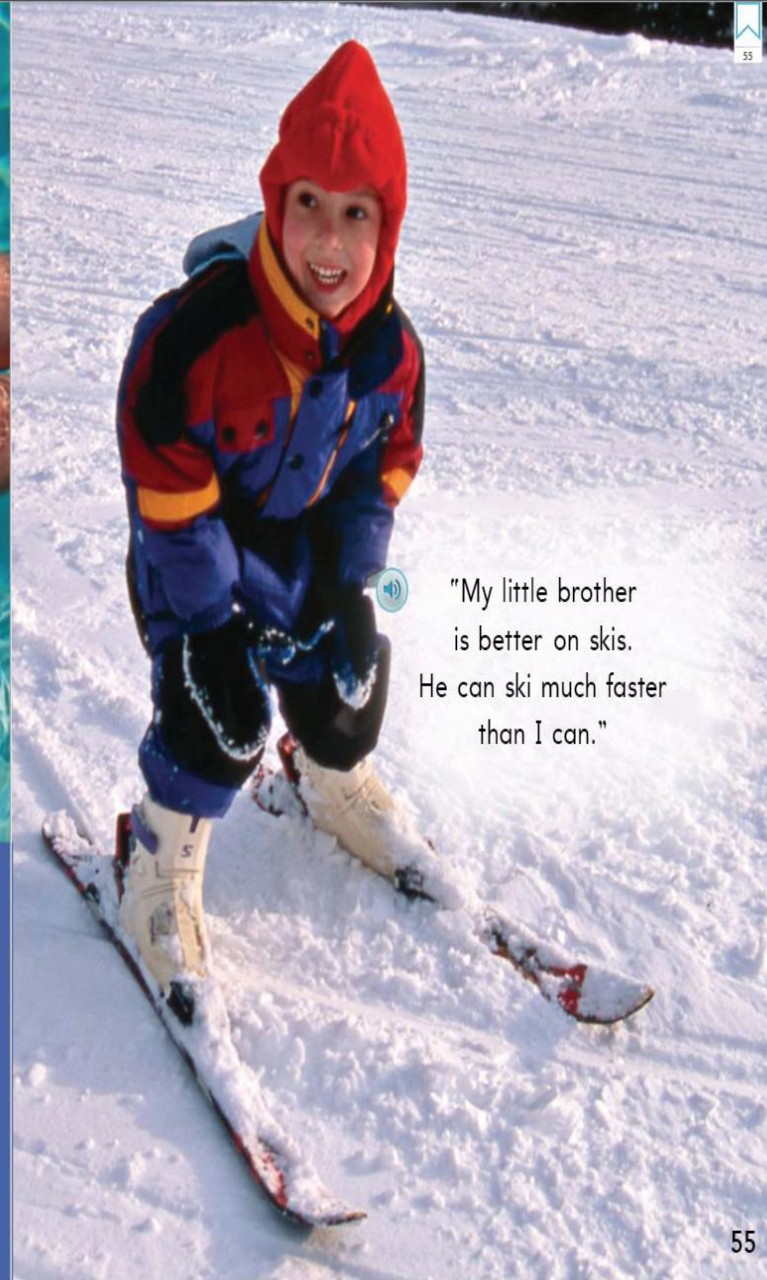
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"I like to swim  
and learned how to float.  
I had to practice.  
Once I learned, I  
felt like I could float for hours!"



"My little brother  
is better on skis.  
He can ski much faster  
than I can."

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We're happy when we do something well, whatever that might be.



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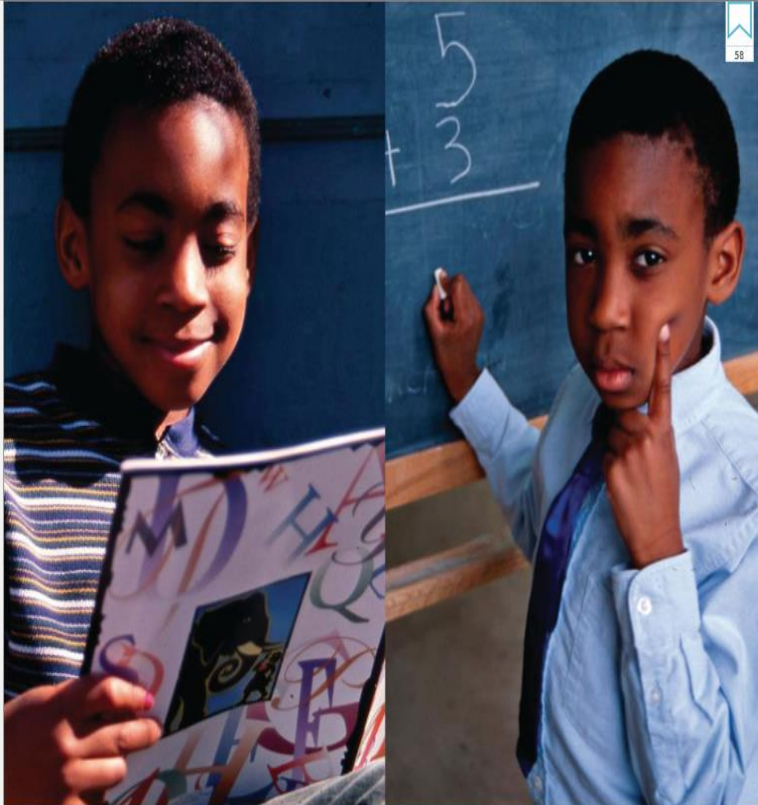
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"Reading is easy for me,  
but math is much harder.  
I'd like to be better at math, though."



"I can't read very well yet.  
I wish I could."



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It can take a long time  
to be good at something.  
If we practice, things get  
easier and easier to do.

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Marie knows how to spell, and Jill prints well. Gene is really good at anything that has to do with computers.

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"I haven't discovered what I'm good at yet."

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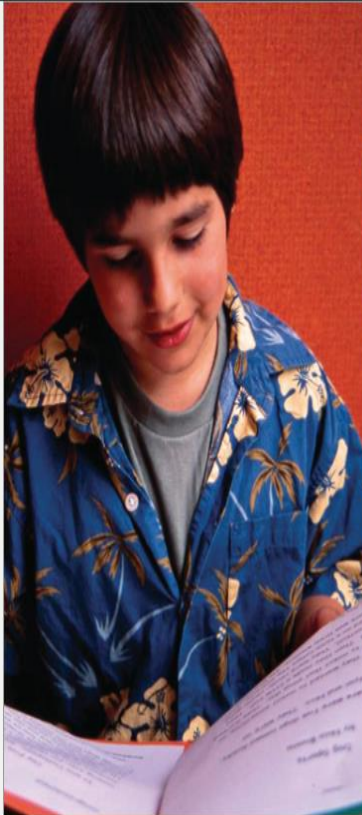
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🔊 Nathan writes funny **stories** about science.  
 Some of the funniest ones are  
 about a baby robot!  
 Beth likes to build.  
 The biggest tower she ever built  
 was taller than she is!

🔊 "I made the soccer team this year.  
 I hope I play well **enough** to score a goal."  
 "I see lots of things in the park.  
 I look **near** and far.  
 Things look much closer  
 through my binoculars!"

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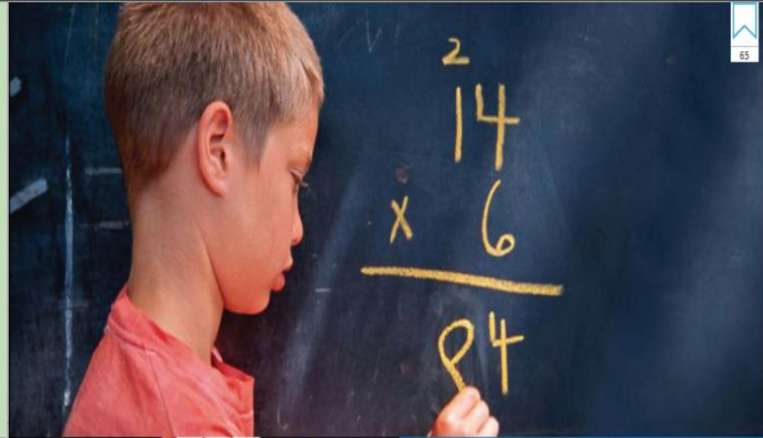
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We all like to do what we do best.  
When things are hard,  
we need help to learn.  
We might say, "I don't get it."  
We're good at **different** things.

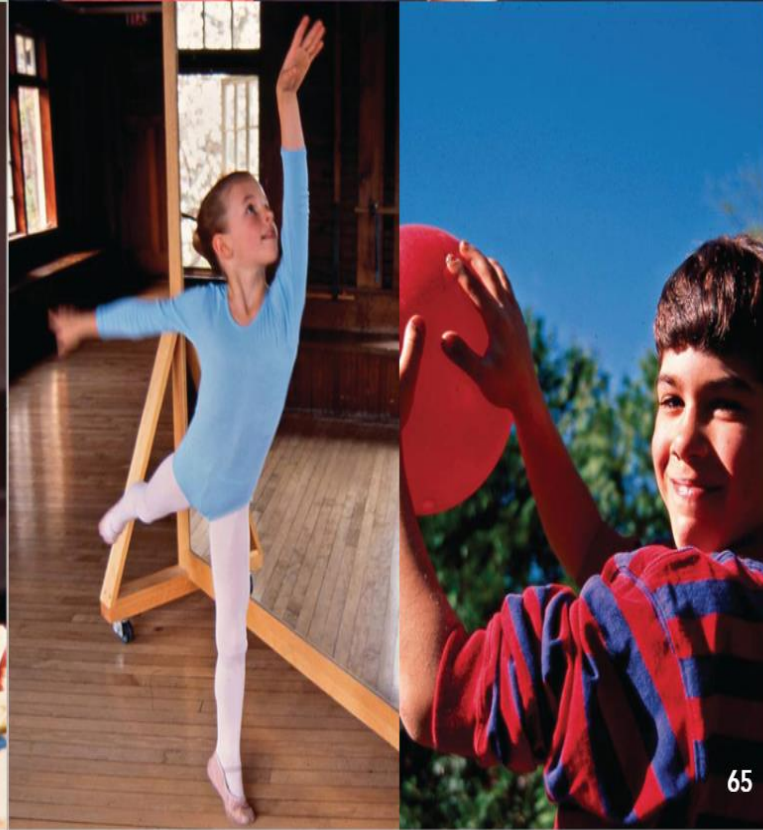
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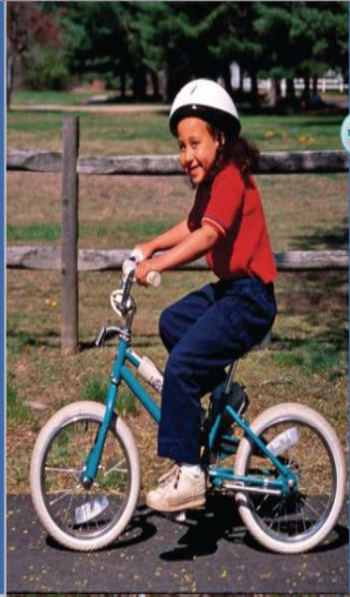
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"I feed the baby myself now. When she gets bigger, she will not need help."  
"I can fix my brother's wagon. I'm younger than my brother, but I'm good at fixing things."

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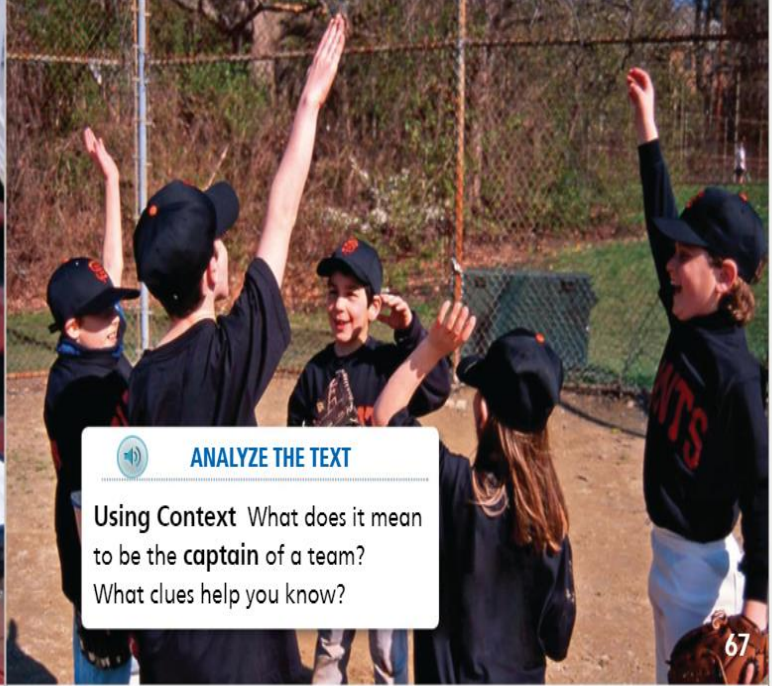


"I got my training wheels off earlier than I thought I would. I felt very proud!"  
"The kids made me captain of our team. That was one of the happiest days of my life."

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**ANALYZE THE TEXT**  
Using Context What does it mean to be the captain of a team?  
What clues help you know?

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We have schoolwork, acting, singing,  
dancing, playing games, or sports!  
We all have something we do well.

**What can you do?**

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## COMPREHENSION

# Dig Deeper

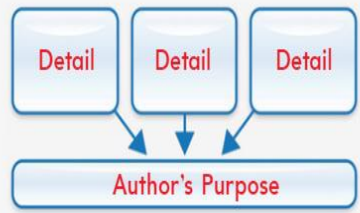


### How to Analyze the Text

Use these pages to learn about Author's Purpose and Using Context. Then read **What Can You Do?** again.

### Author's Purpose

Authors write for different reasons. In **What Can You Do?** the authors give information. Why do you think the authors wrote the selection? What did they want you to learn? Look for details and text evidence in the selection that help explain the topic. You can use a chart to list details and the authors' purpose.



**COMMON CORE** RI.1.4 ask and answer questions to determine or clarify the meaning of words and phrases; RI.1.8 identify the reasons an author gives to support points; L.1.4a use sentence-level context as a clue to the meaning of a word or phrase



### Using Context

When you don't know what a word means, read the sentence again. Ask and answer these questions.

- What clues do I find in the words?
- What clues do I see in the pictures?

In the selection, a girl learns to **float**. You can use the word **swim** and the picture of the girl in water to figure out that **float** means "to rest on the top of the water."



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# Your Turn



## RETURN TO THE ESSENTIAL QUESTION



**Why is it important to try your best?** Take turns with a partner. Tell what you learned about trying hard from the photos and words in **What Can You Do?** Add your ideas to what your partner says.

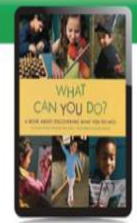


### Classroom Conversation

Talk about these questions with your class.

- 1 What can the children in the selection do?
- 2 How did the children learn how to do new things?
- 3 Which things from the selection would you like to learn? How will you get started?

## WRITE ABOUT READING



**Response** Write about a time you learned to do something new. Tell what you learned and how you learned it. How did you feel when you knew that you could do it? Draw a picture to go with your sentences.



### Writing Tip

Use words to tell about feelings to make your sentences clearer.



**COMMON CORE** RI.1.1 ask and answer questions about key details; RI.1.7 use illustrations and details to describe key ideas; W.1.2 write informative/explanatory texts; W.1.8 recall information from experiences or gather information from sources to answer a question; SL.1.1b build on others' talk in conversations by responding to others' comments

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**FABLE**

**Read Together**

**GENRE**

A **fable** is a short story in which a character learns a lesson.

**TEXT FOCUS**

In a fable, a character learns a **story lesson**. This lesson is sometimes called a moral. What lesson can you learn from this fable?

**COMMON CORE**  
 RL.1.2 retell stories and demonstrate understanding of the message or lesson;  
 RL.1.10 read prose and poetry

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**Readers' Theater**

**The Wind and the Sun**  
 an Aesop's fable

**Cast**

- Narrator
- Wind
- Sun
- Traveler

**Narrator** Sometimes stories teach a lesson. In this story, Wind and Sun have different ideas about who is stronger.

**Wind** I am stronger.

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**Sun** No, I am stronger.

**Wind** That's enough bragging. Let's have a contest. I know I will win.

**Sun** I'll be happy to have a contest.

**Wind** Okay. I see a traveler coming near. Whoever gets the traveler to take off that coat is stronger.

**Narrator** First Wind began to blow very hard. Once Wind started, it did not stop.

**Traveler** That wind is always so cold. I need to wrap my coat tight around me.

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**Narrator** Then Sun began to shine from high up in the sky. It was shining gently. The air got warmer and warmer.

**Traveler** Now it's nice and warm. I can take off my heavy coat.

**Narrator** The moral is: "It is better to use kindness instead of force."



## Compare Texts



### TEXT TO TEXT

**Compare Characters** Talk with a group. How are the Wind and the Sun like the children in **What Can You Do?**



### TEXT TO SELF

**Write About Yourself** Write sentences that tell what you do best. Use adjectives to describe what you do. Draw a picture to show what you mean.



### TEXT TO WORLD

**Connect to Social Studies** Think of a person you know who tries hard. Write to explain how that person does his or her best.



**COMMON CORE** RI.1.9 identify similarities in and differences between texts on the same topic; W.1.2 write informative/explanatory texts; L.1.1f use frequently occurring adjectives; L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences



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**COMMON CORE** L.1.1g use frequently occurring conjunctions; L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences; L.1.2b use end punctuation for sentences

# Grammar

Read Together 

**Kinds of Sentences** Different kinds of sentences have different jobs. Every sentence begins with a capital letter and ends with an end mark.



A **statement** tells something.

She is in a play.

A **question** asks something.

Would you like to be in a play?

An **exclamation** shows a strong feeling.

I love acting in plays!

A **command** tells someone to do something.

Be quiet during the play.

## Try This!

Read each sentence aloud to yourself.  
Write it correctly on a sheet of paper.

1. Emma can climb so high
2. did Jamal learn to ski
3. my friend builds things?
4. do your best work



Write these compound sentences.  
Add words to tell more.

5. Put \_\_\_ paint on your brush, and paint a picture of \_\_\_.
6. I ran \_\_\_, and I jumped so \_\_\_!

## Grammar in Writing

When you revise your writing, use different kinds of sentences to make it interesting.

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**COMMON CORE** W.1.1 write opinion pieces; W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; L.1.1g use frequently occurring conjunctions; L.1.2d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

# Opinion Writing

**✓ Sentence Fluency** Good **opinion sentences** give reasons. Sometimes you can explain a reason by using the word **because**.



Raul wrote an opinion about skiing. Then he added words to explain his first reason.

### Revised Draft

because you can go fast  
It is exciting.

### Writing Traits Checklist

- ✓ Sentence Fluency** Did I use the word because to explain one reason?
- ✓** Does my topic sentence tell my opinion?
- ✓** Did I retell my main idea at the end?
- ✓** Did I check my spelling with a dictionary?

What words does Raul use to explain why skiing is exciting? Now revise your sentences. Use the Checklist.



### Final Copy

## Fun on Skis

Skiing is so much fun!  
It is exciting because you can go fast.  
I also like jumping over big piles of snow.  
I am glad that I learned how to ski.

