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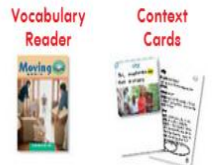
# Lesson 25



**WORDS TO KNOW**  
High-Frequency Words

- city
- myself
- school
- party
- seven
- buy
- please
- family

Vocabulary Reader    Context Cards



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


160 **Go Digital**

## Words to Know



- ▶ Read each **Context Card**.
- ▶ Use a blue word to tell about something you did.

1 **city**  
They moved to the **city** from the country.




2 **myself**  
I took the box into the house all by **myself**.



3 **school**  
He met many new friends at **school**.



5 **seven**  
She will bring **seven** apples to school.



7 **please**  
"Please play with us," they said.




4 **party**  
They had a **party** for their new classmate.




6 **buy**  
She will **buy** a plant for her friend.



8 **family**  
They invited the **family** to come in.



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# Read and Comprehend

**Read Together** **Go Digital**

**TARGET SKILL**

**Understanding Characters** Remember that you can learn a lot about what story **characters** are like from their words and actions. Use what the characters say and do as clues. Figure out how they feel and why they act the way they do. You can list the clues, or text evidence, on a chart.

Words	Actions	Feelings

**TARGET STRATEGY**

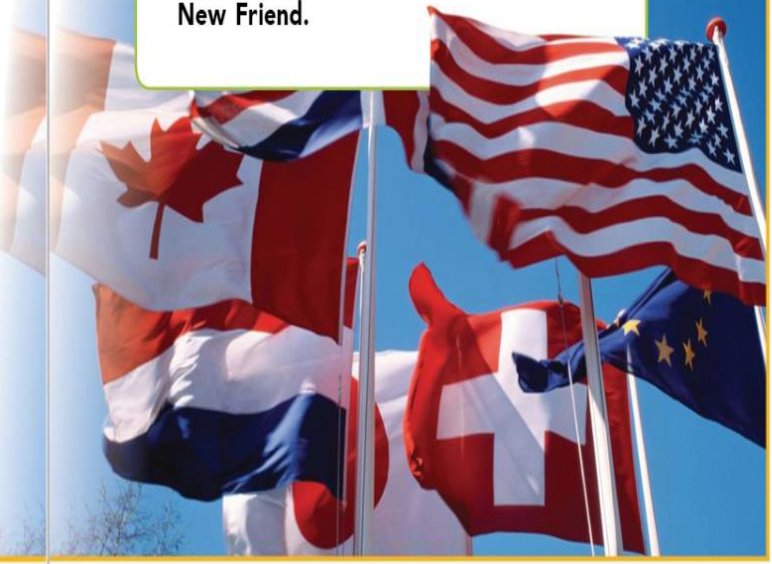
**Summarize** Stop to tell about the important events as you read.

**PREVIEW THE TOPIC**

**Learning About Our Country**

We live in the United States of America. People have come to this country from all over the world. You learn about our country at school. You can read books about our country, too. What do you know about our country?

You will read about a boy who moves to the United States in **The New Friend**.



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**Lesson 25**

**ANCHOR TEXT**



**Meet the Author**  
**María Puncel**

María Puncel lives in Spain. She writes her books in Spanish. Many of them have been translated into English, including *El Amigo Nuevo*

**TARGET SKILL**

**Understanding Characters** Tell about characters' words, actions, and feelings.

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**GENRE**

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

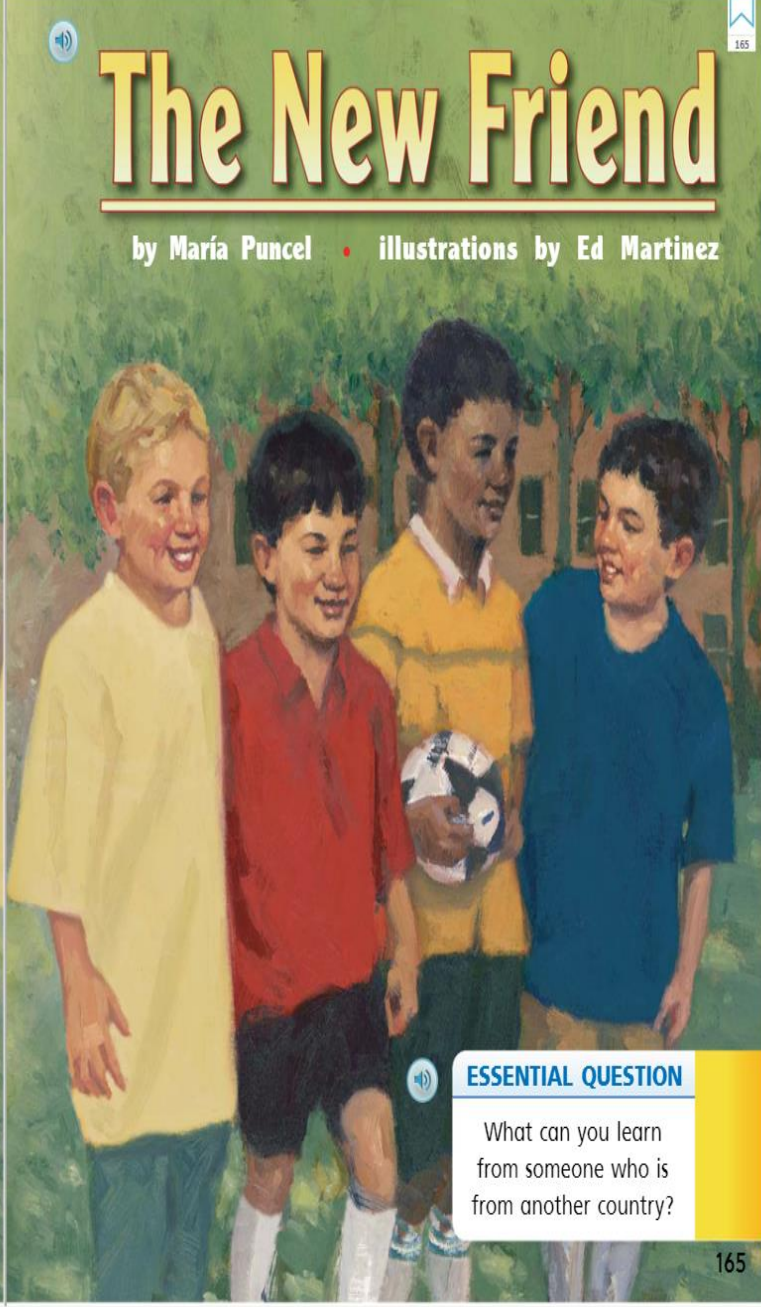
- ▶ characters who act like real people
- ▶ events that could really happen

**COMMON CORE** RL.1.3 describe characters, settings, and major events; RL.1.6 identify who is telling the story; RL.1.10 read prose and poetry

**Meet the Illustrator**  
**Ed Martinez**



Ed Martinez grew up with a painter in the family. His father was an artist! As a boy, Mr. Martinez got started by drawing horses. Now he draws pictures for magazines and books.



**The New Friend**

by **María Puncel** • illustrations by **Ed Martinez**

**ESSENTIAL QUESTION**

What can you learn from someone who is from another country?

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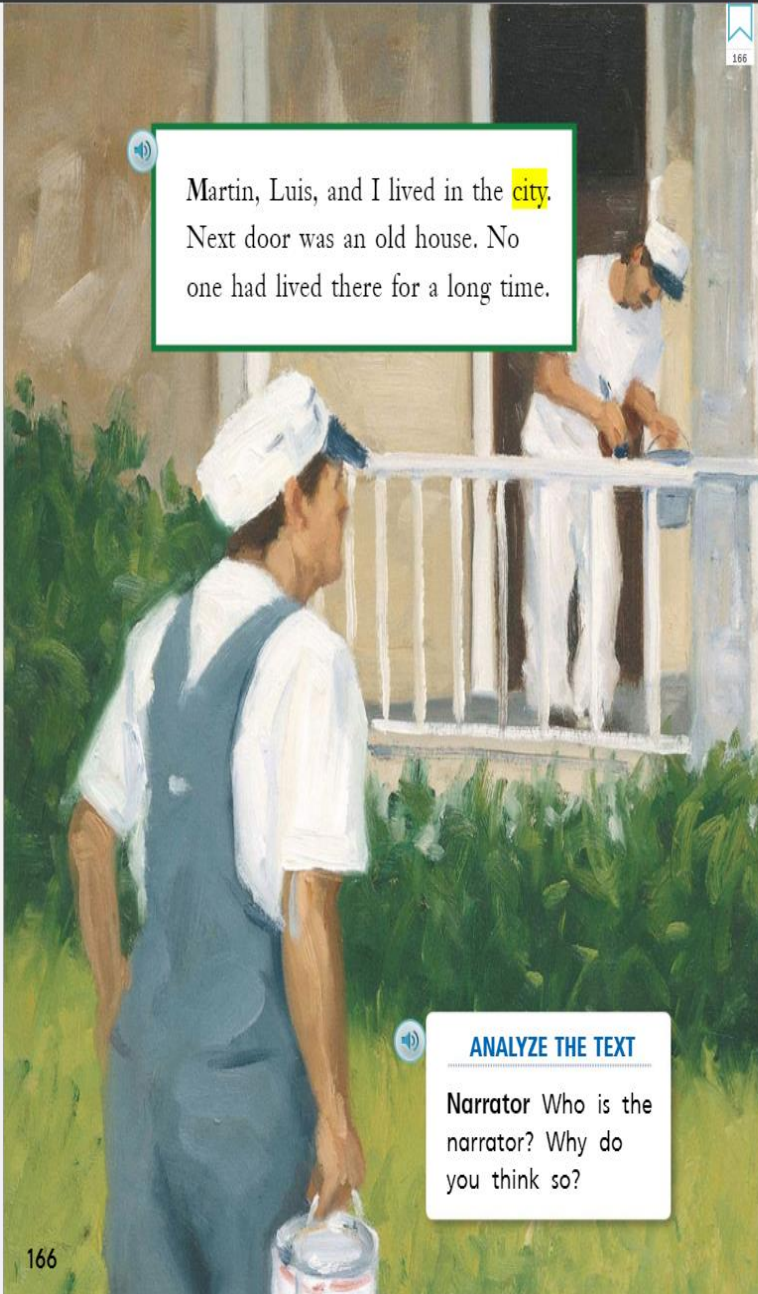
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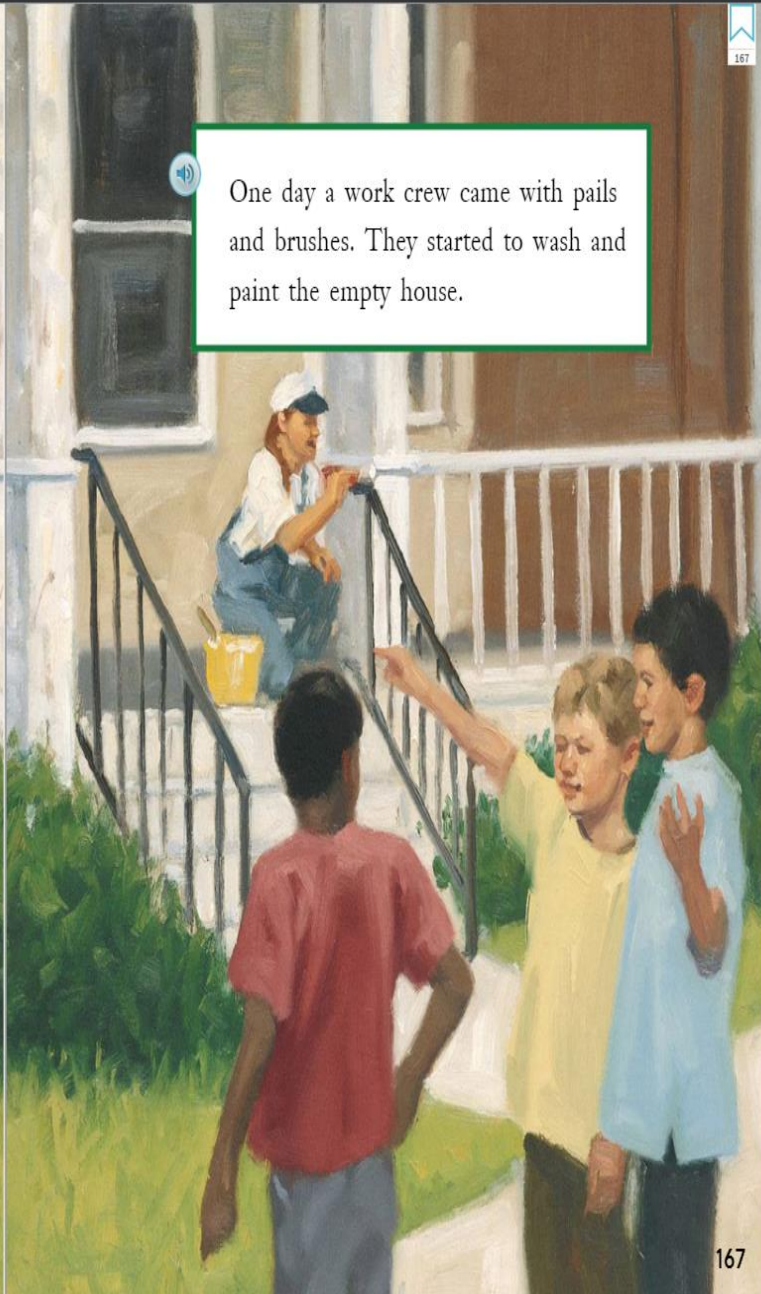
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Martin, Luis, and I lived in the city. Next door was an old house. No one had lived there for a long time.

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One day a work crew came with pails and brushes. They started to wash and paint the empty house.

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**ANALYZE THE TEXT**  
 Narrator Who is the narrator? Why do you think so?

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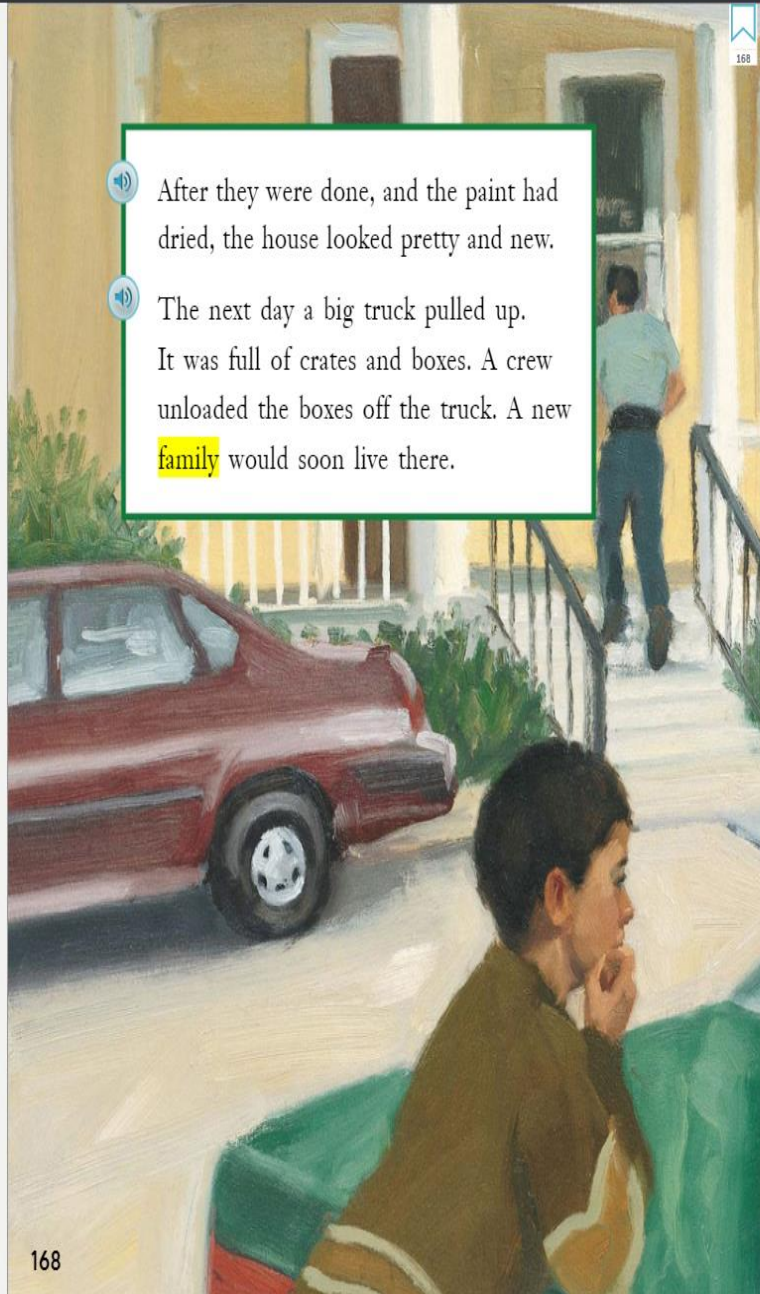
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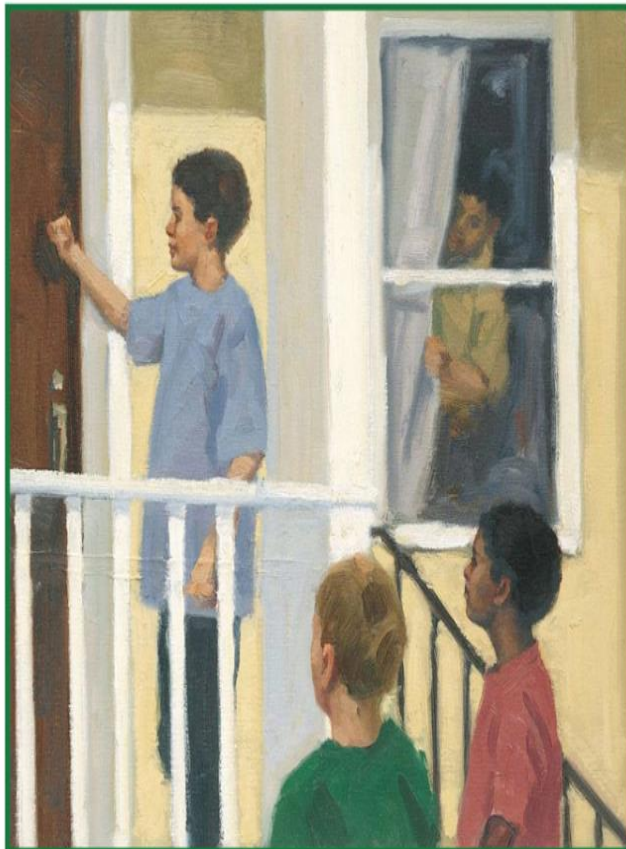
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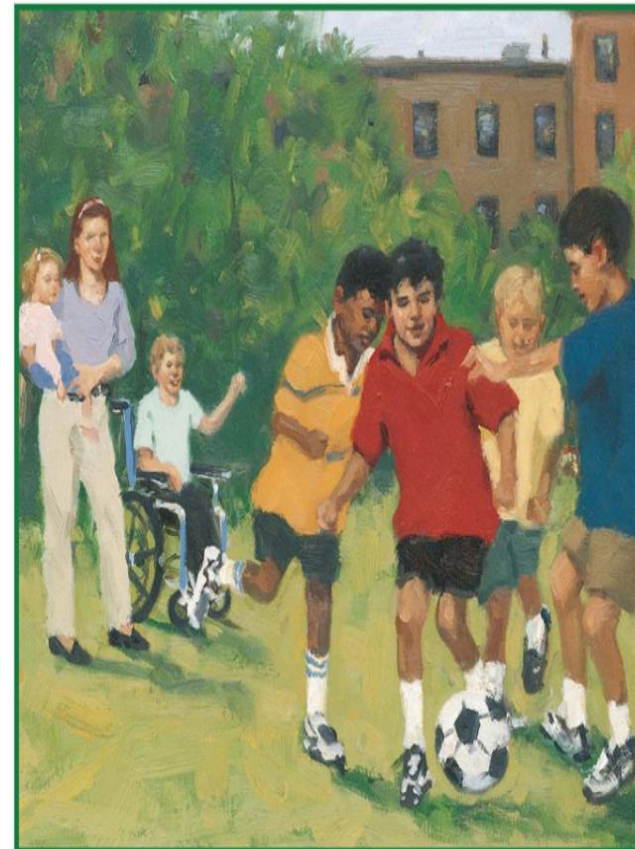
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Today Luis went over to the house next door. He met a boy called Makoto. Then we all met Makoto. Makoto was **seven** years old—just like us.



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Before long, we found out that Makoto played soccer. He could keep running and running. He was good at learning things, too. He learned all of our names by the end of the game.



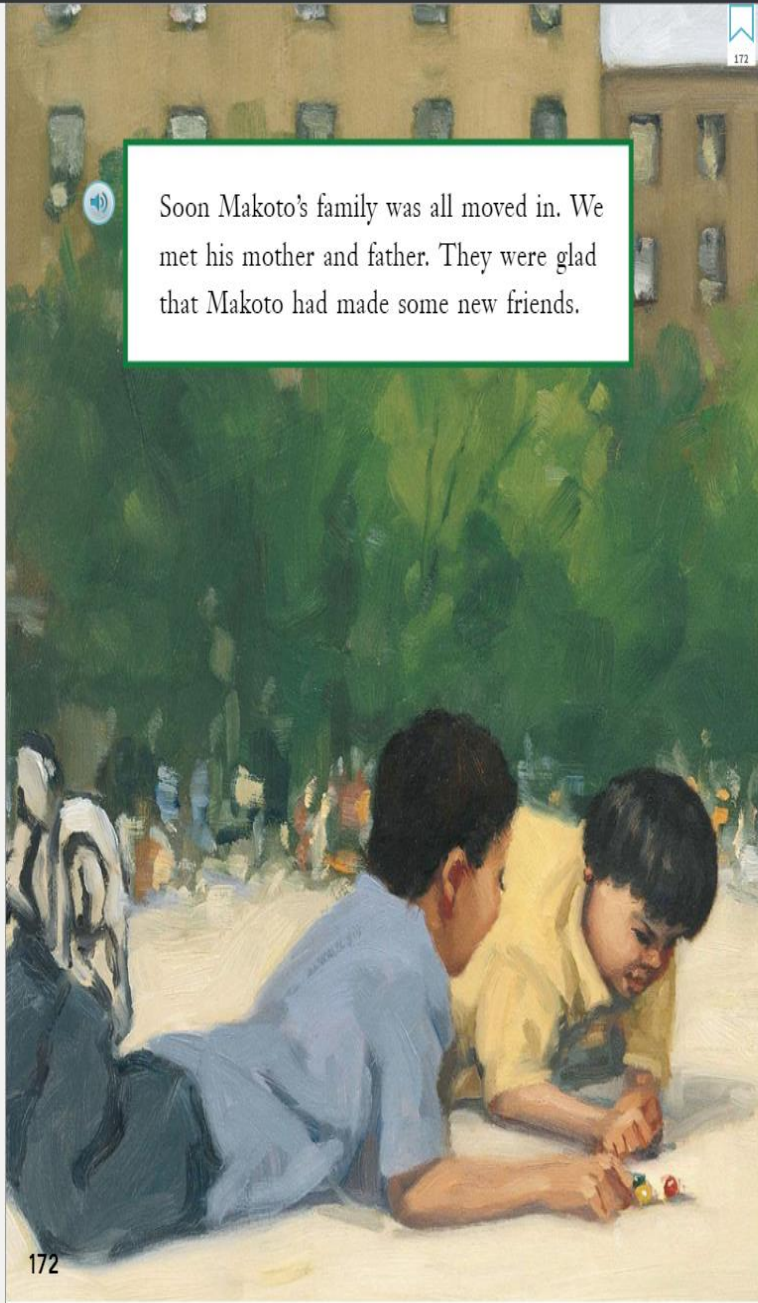
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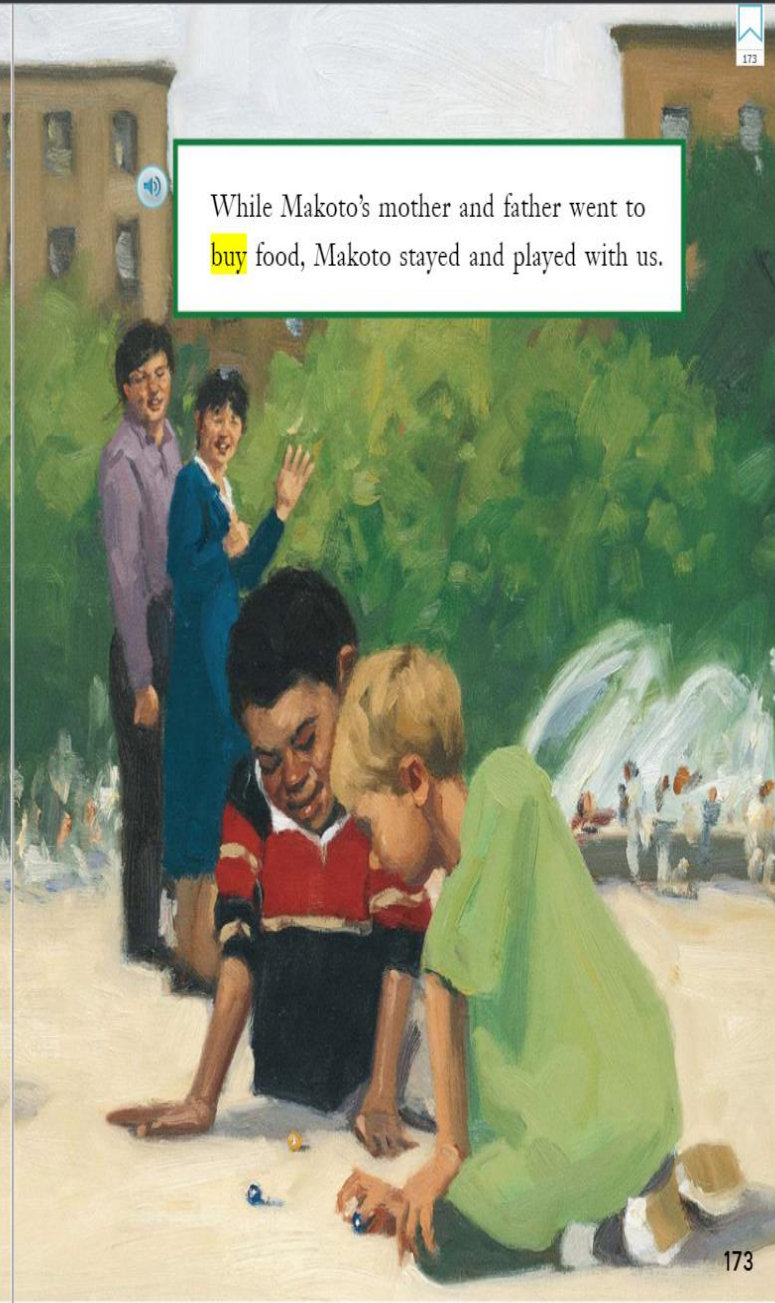
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Soon Makoto's family was all moved in. We met his mother and father. They were glad that Makoto had made some new friends.



While Makoto's mother and father went to buy food, Makoto stayed and played with us.

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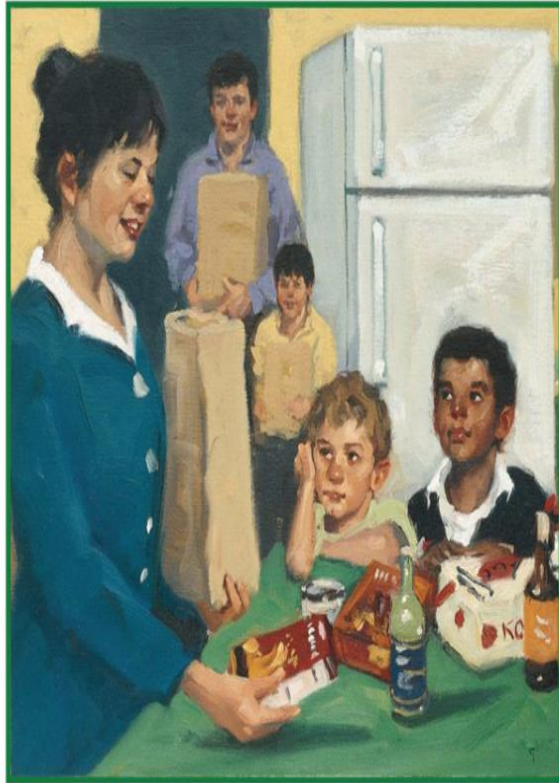
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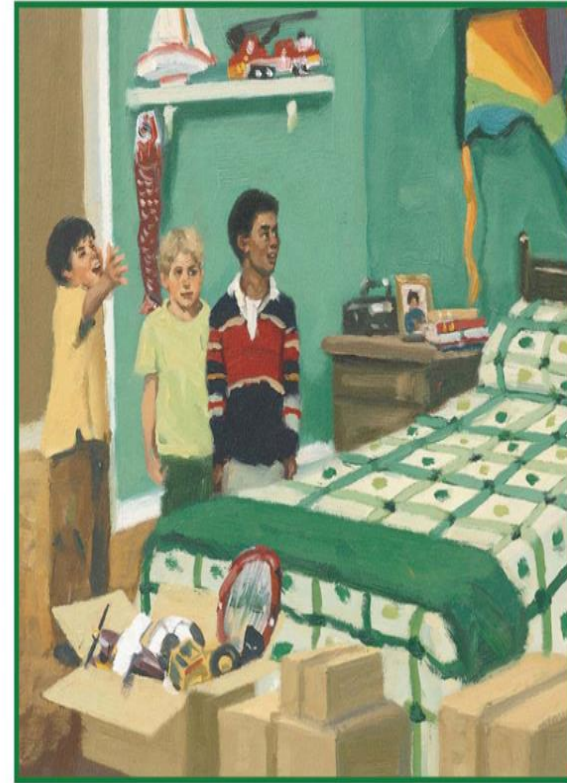
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- When Makoto's mother and father rejoined us, Martin, Makoto, and I helped them carry the bags into the house.
- Makoto said he would show us around his house. Then we went up to look at Makoto's room.



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- Makoto still had a lot of boxes to unpack. He had some nice toys and kites. He said that on the next windy day, we could bring his kites outside and fly them. He said I could fly a kite by myself.



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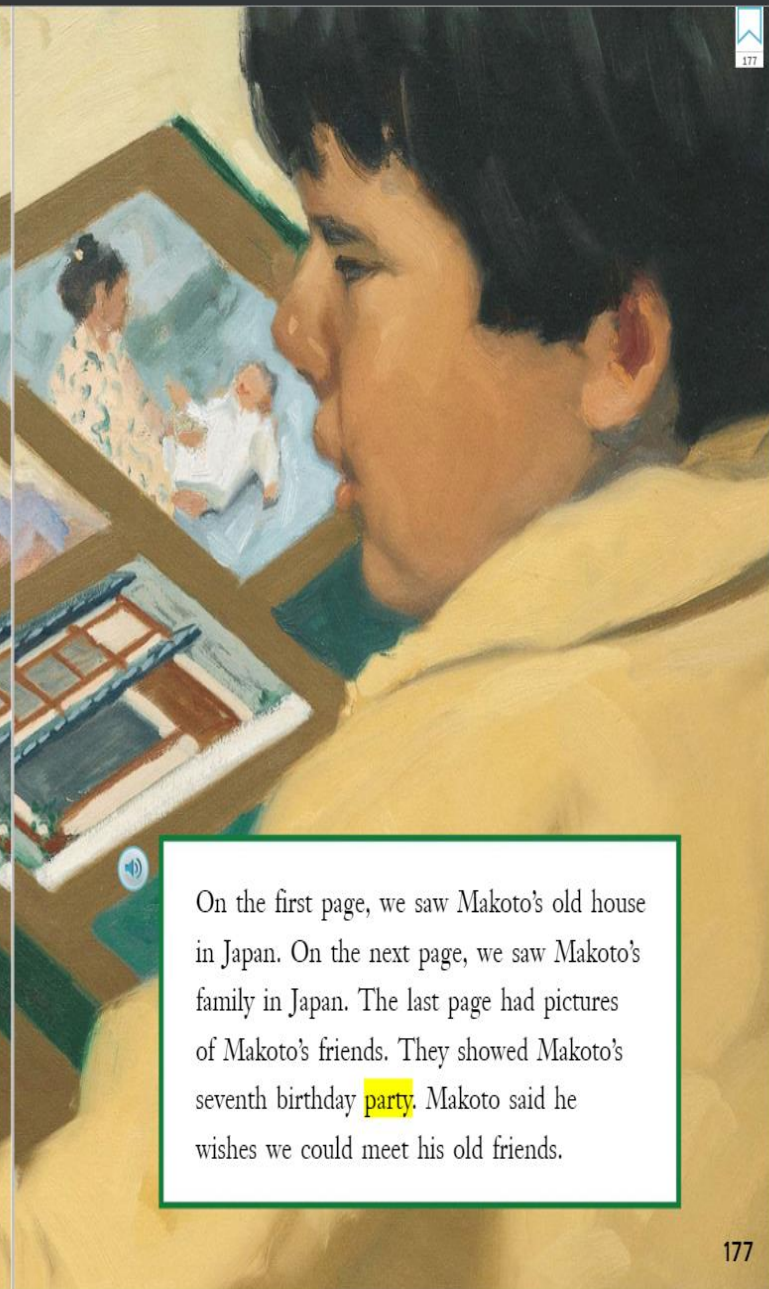
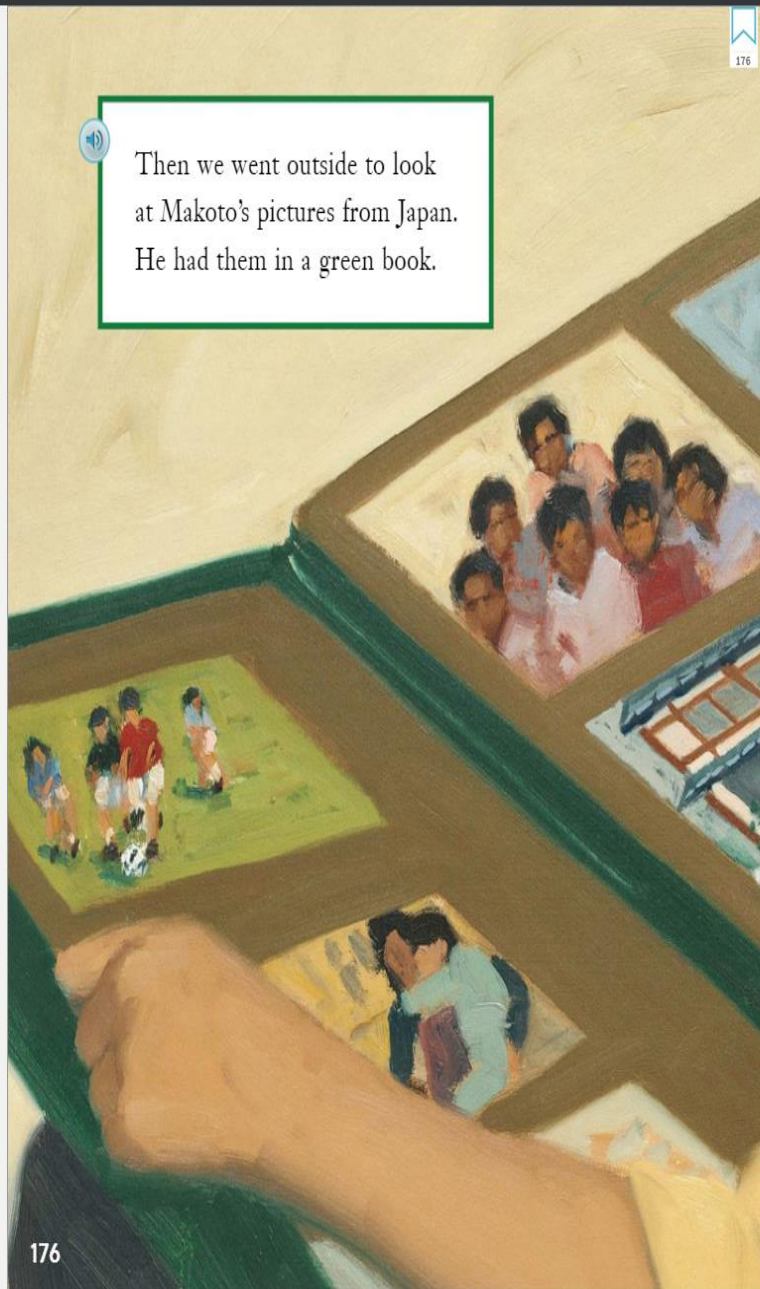
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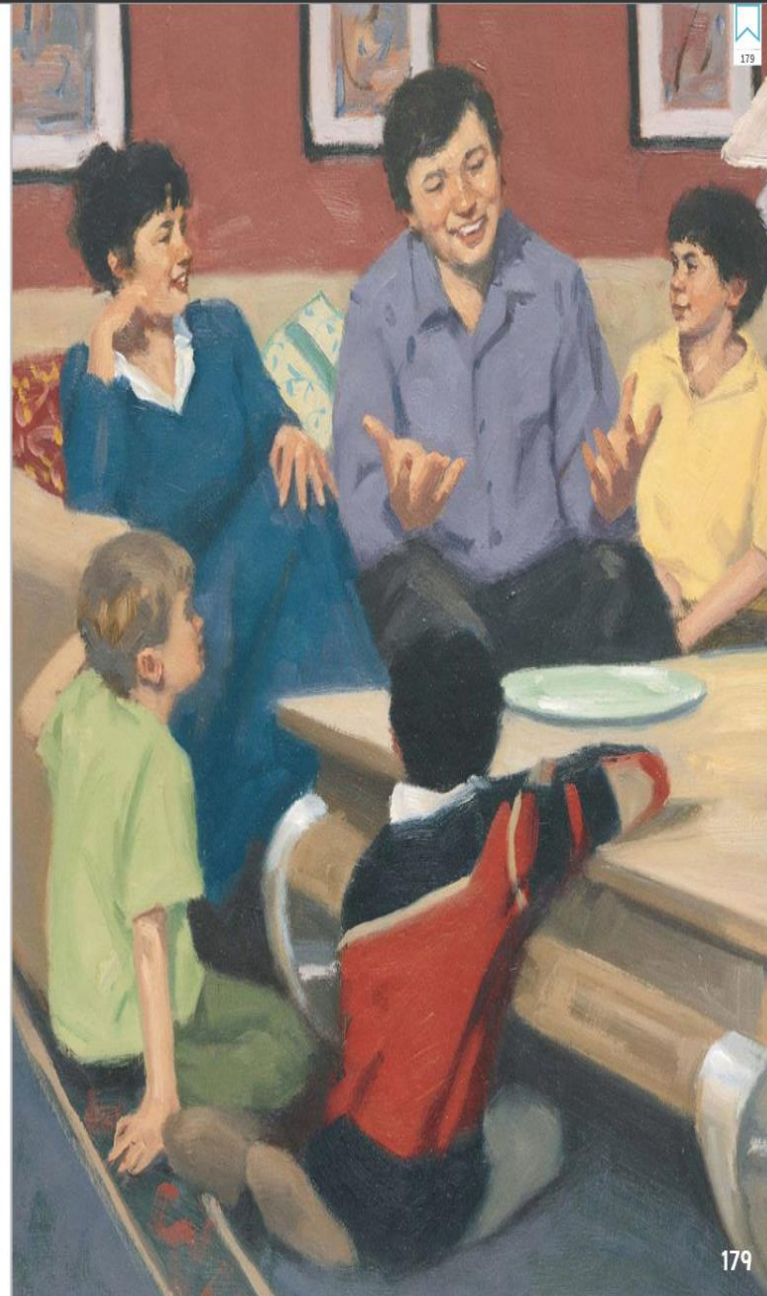
At the end of the day, Makoto's mother and father repaid us for helping—with cookies! We said "please" and "thank you" and ate up.



Makoto's father said he had a new job in the city. Makoto would be going to our school. We were all glad about that!

**ANALYZE THE TEXT**

**Understanding Characters**  
 What are Makoto's parents like? Use text evidence and the pictures.

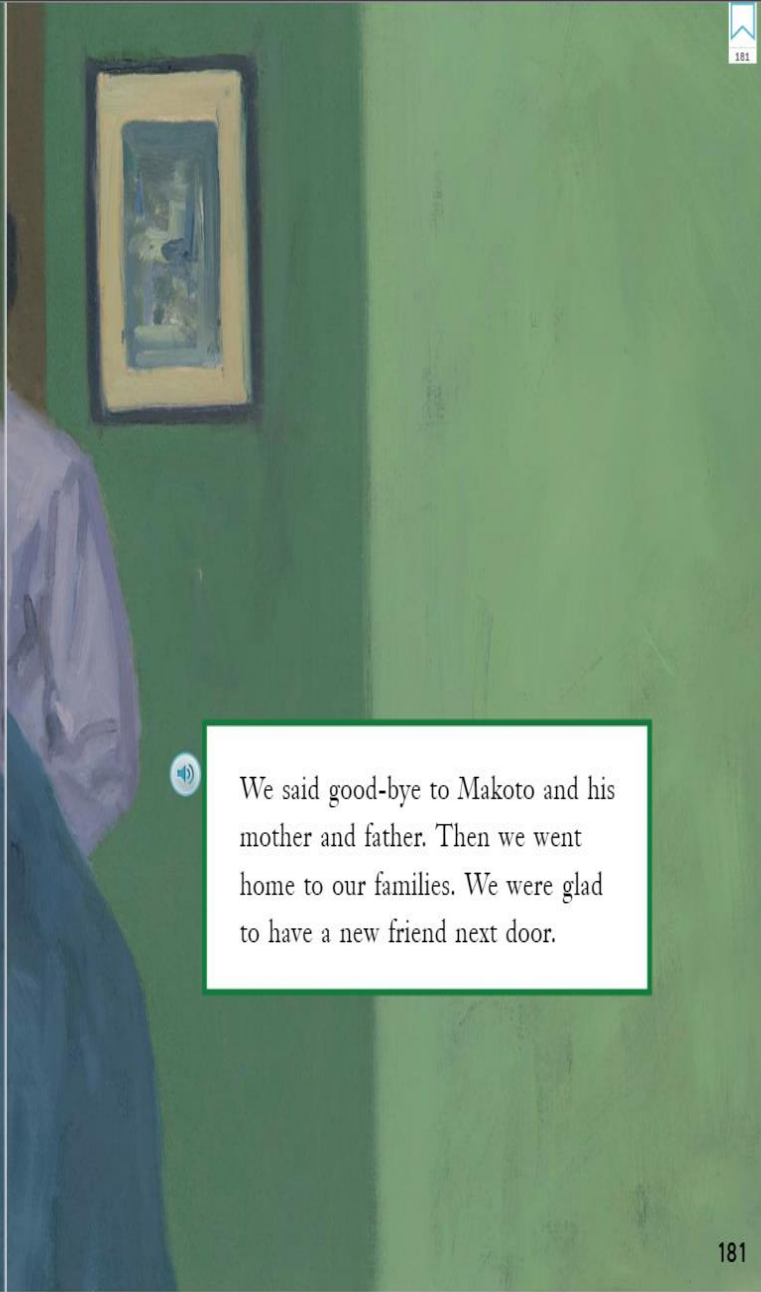


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We said good-bye to Makoto and his mother and father. Then we went home to our families. We were glad to have a new friend next door.

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### COMPREHENSION

## Dig Deeper



### How to Analyze the Text

Use these pages to learn about Understanding Characters and the Narrator. Then read **The New Friend** again.

### Understanding Characters

You read about a **character** named Makoto in **The New Friend**. Think about what Makoto says and does in the story. You can use these clues, or text evidence, to figure out how he feels and what he is like. List clues about Makoto and the other characters to help you understand them better. Use a chart like this one.

Words	Actions	Feelings

**COMMON CORE** RL.1.3 describe characters, settings, and major events; RL.1.6 identify who is telling the story; RL.1.7 use illustrations and details to describe characters, setting, or events




### Narrator

Sometimes a character tells the story. This character is the **narrator**. The narrator may use words like **I**, **me**, and **we**.

Which character in **The New Friend** do you think is telling the story? Why do you think so? Look for text evidence in the words and pictures to help you figure it out.




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**Read Together** **Your Turn** 

**RETURN TO THE ESSENTIAL QUESTION**

**Turn and Talk** **What can you learn from someone who is from another country?**



What do you think the boys in the story will learn from Makoto? Describe how the boys and Makoto feel about each other. Use text evidence.



**Classroom Conversation**

Talk about these questions with your class.

- 1 How do you think Makoto feels about moving to a new place?
- 2 What are Makoto's new friends like?
- 3 How would you make a new friend feel welcome?

**WRITE ABOUT READING**

**Response** Read pages 170–171 again. What do you learn about Makoto? Use evidence from the words and pictures in the story for more clues about what Makoto is like. Write sentences to tell your opinion of Makoto. Give reasons.

**Writing Tip**


Your last sentence should be a nice ending. It can tell your opinion again.

**Go Digital**

**EDUCATOR CODE** RL.1.1 ask and answer questions about key details; RL.1.3 describe characters, settings, and major events; RL.1.7 use illustrations and details to describe characters, setting, or events; W.1.1 write opinion pieces; SL.1.4 describe people, places, things, and events with details; express ideas and feelings clearly

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Lesson 25  
INFORMATIONAL  
TEXT



Read Together

GENRE

**Informational text** gives facts about a topic. It can be a newspaper, magazine, or textbook. Read to find facts about symbols of our country.

TEXT FOCUS

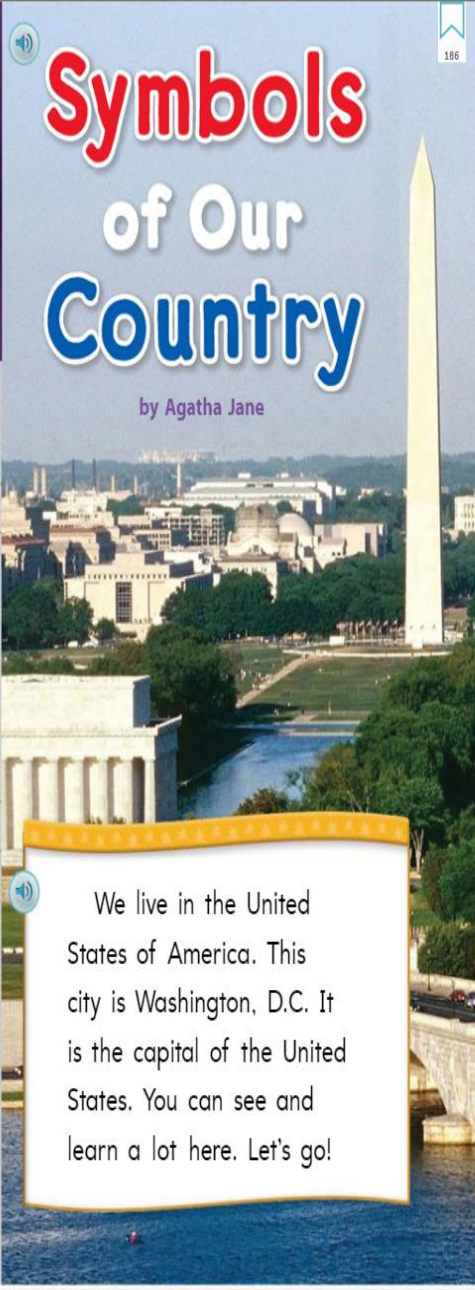
**Headings** are titles for different parts of a selection. They tell what the section is about. What headings do you see in this selection? What information do they give?

**COMMON CORE** RI.1.5 know and use text features to locate facts or information; RI.1.10 read informational texts



# Symbols of Our Country

by Agatha Jane



We live in the United States of America. This city is Washington, D.C. It is the capital of the United States. You can see and learn a lot here. Let's go!



## American Flag

The flag is a symbol of the United States. The red and white stripes stand for the first thirteen states. The stars stand for each state that is part of the United States now.

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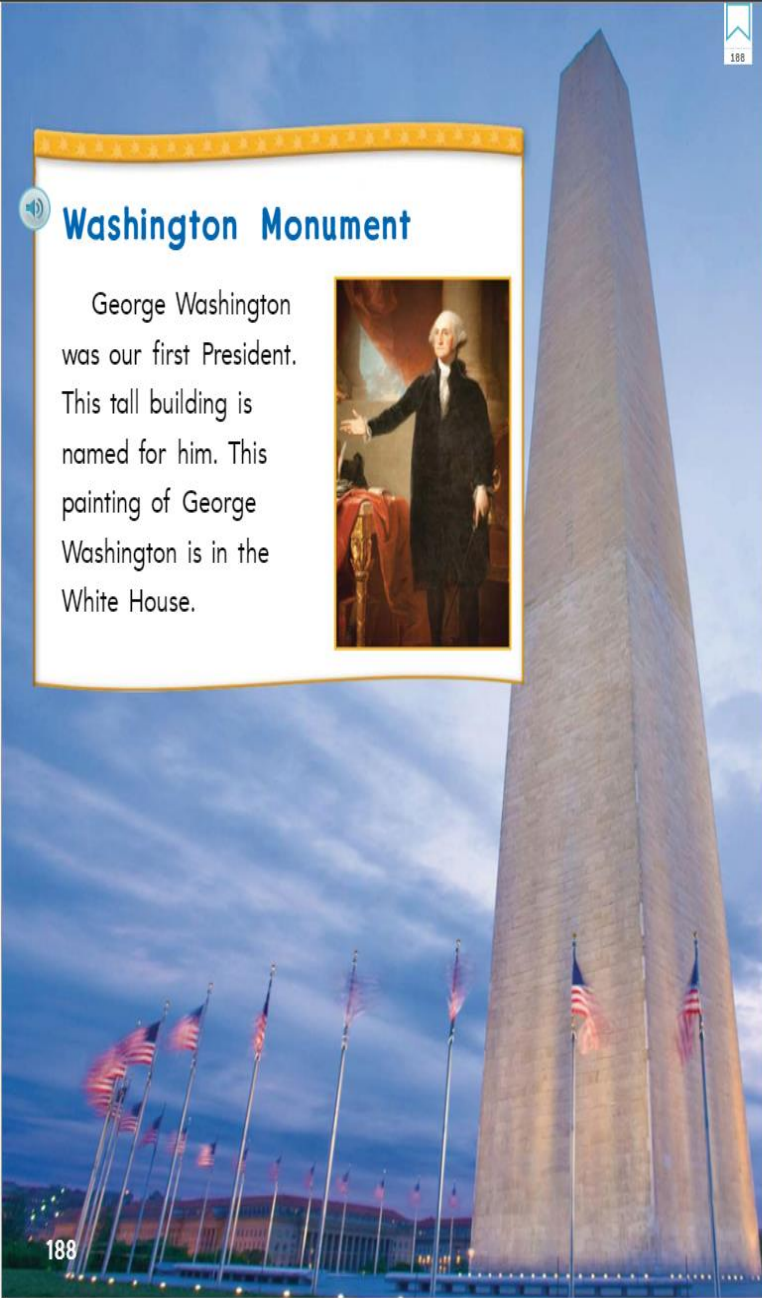
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### Washington Monument

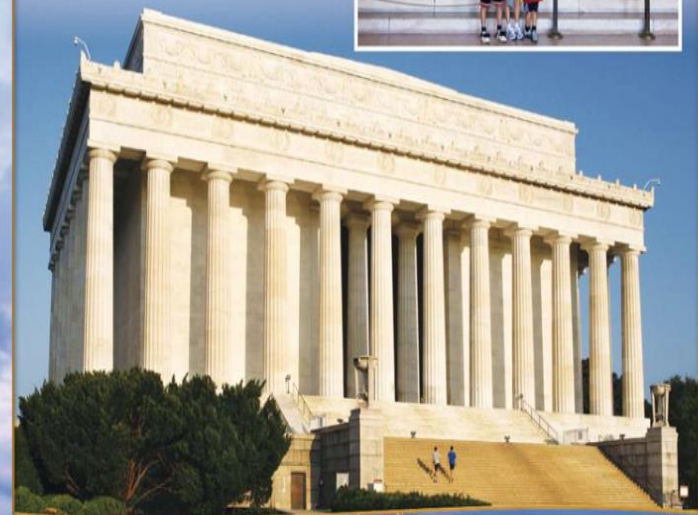
George Washington was our first President. This tall building is named for him. This painting of George Washington is in the White House.



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### Lincoln Memorial

Abraham Lincoln was our sixteenth President. You can see his statue at the Lincoln Memorial.



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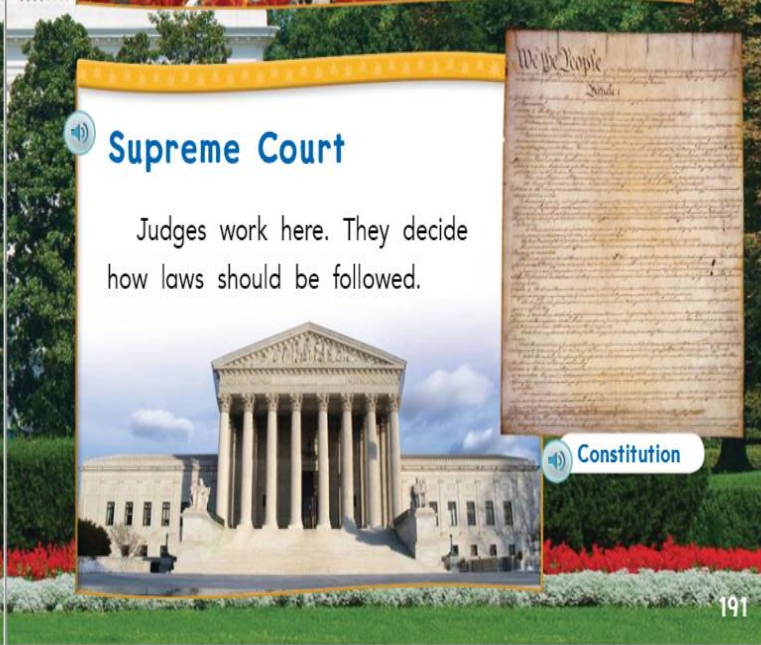
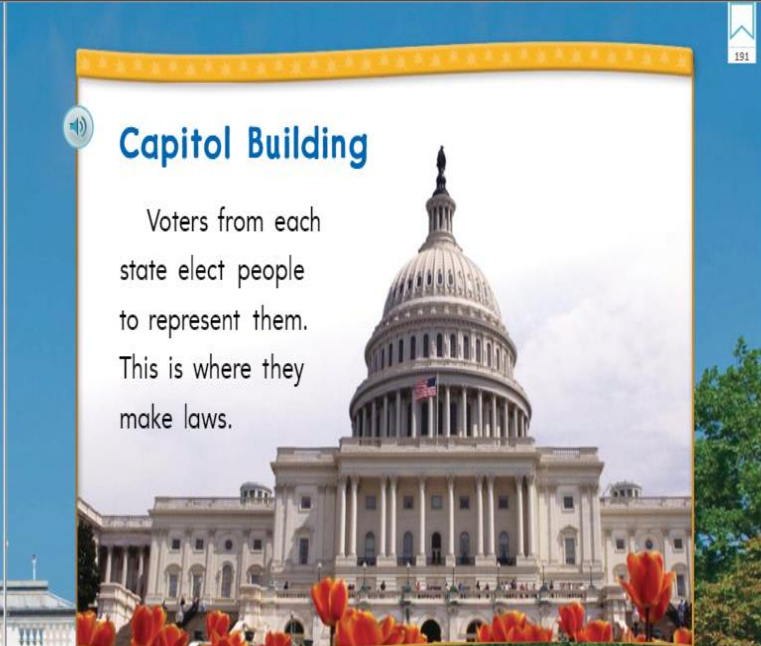
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## White House

The President works and lives here. People from all states vote for the person they want to be President.




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## Capitol Building

Voters from each state elect people to represent them. This is where they make laws.

## Supreme Court

Judges work here. They decide how laws should be followed.



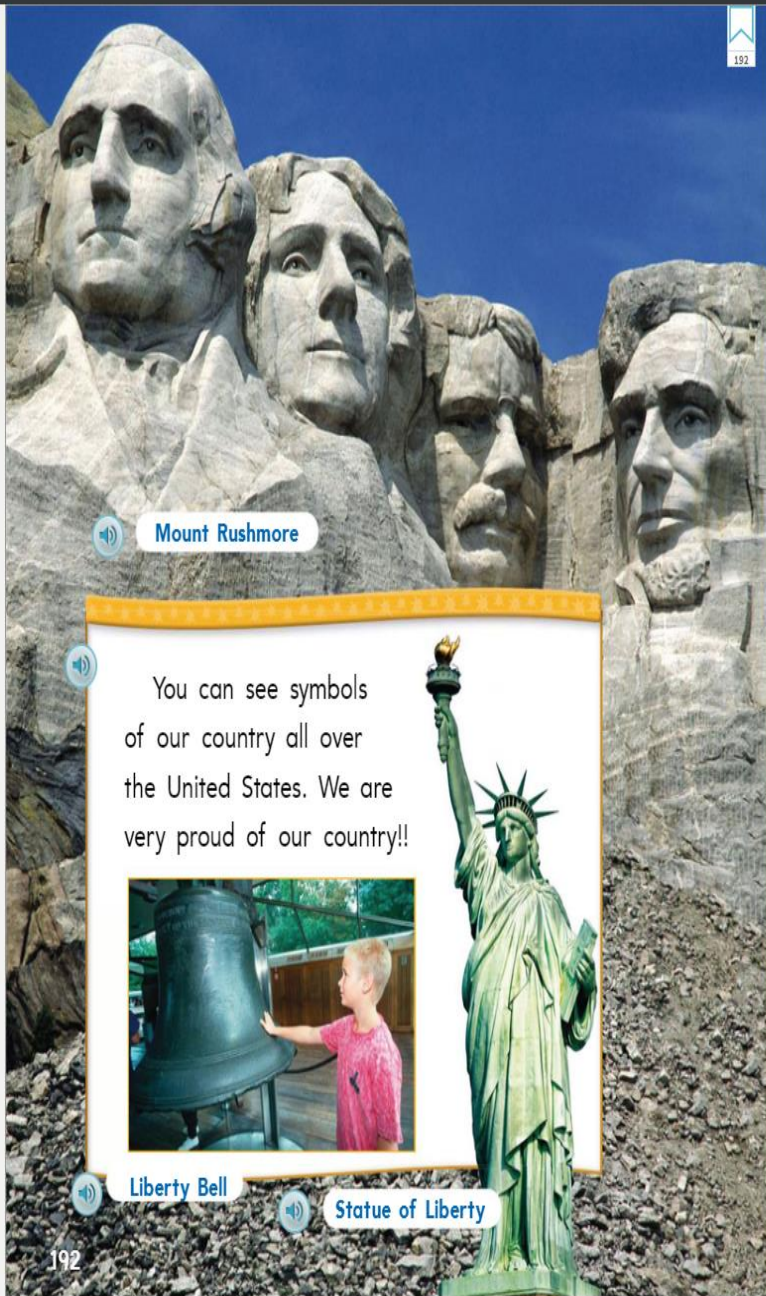
### Constitution



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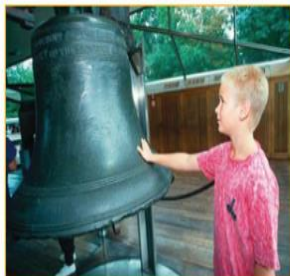
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Mount Rushmore

You can see symbols of our country all over the United States. We are very proud of our country!!



Liberty Bell



Statue of Liberty

## Compare Texts

**Read Together**

**TEXT TO TEXT**

**Look it Up** What country is Makoto's family from? Find out about that country's flag. Find out about other symbols of that country.



**TEXT TO SELF**

**Describe a Symbol** What American symbol do you like best? Tell what it looks like. Give reasons why you like it.



**TEXT TO WORLD**

**Connect to Social Studies** What changes happen when people move to a new country? What stays the same? Talk with a group.



**Go Digital**

**COMMON CORE** RI.1.1 ask and answer questions about key details; RI.1.3 describe the connection between individuals, events, ideas, or information in a text; SL.1.1b build on others' talk in conversations by responding to others' comments; SL.1.4 describe people, places, things, and events with details; express ideas and feelings clearly

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**COMMON CORE** RF.1.3b decode regularly spelled one-syllable words; L.1.1d use personal, possessive, and indefinite pronouns; L.1.2d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

# Grammar



**Contractions** A **contraction** is a short way of writing two words. This mark ( ' ) takes the place of missing letters. It is called an **apostrophe**



**It is** a very big truck!

**It's** a very big truck!

**He is** helping his dad.

**He's** helping his dad.

This box **is not** too heavy.

This box **isn't** too heavy.

I **do not** know what is in it.

I **don't** know what is in it.

## Try This!

Read each sentence. Write the contraction for the underlined words. Use another sheet of paper.



1. I am happy to meet a new friend.

2. Today he is moving next door.

3. Jamal is not finished unpacking.

4. I do not know what games he likes.

5. His toys are not on the shelves yet.



## Grammar in Writing

When you proofread your writing, be sure you have written contractions 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.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences

Reading-Writing Workshop: **Revise**

# Narrative Writing

**✓ Sentence Fluency** A good **story** usually has some short sentences and some long ones. Deval drafted a story about two friends. Later, he made a long sentence by joining two short sentences with **and**.



**Revised Draft**

Burt picked a bunch of apples, **and** He packed them up.

- Revising Checklist**
- Did I write some short and long sentences?
  - Does my story have a beginning, a middle, and an ending?
  - Did I write the exact words a character says?
  - Did I use time-order words?

Find short and long sentences in Deval's story. Use the Checklist to revise your own draft.

**Final Copy**

## Best Friends

Burt and Al lived in a beehive. They were best friends. They both flew fast. They both liked apples. Then Al moved south where there were no apples. Al called Burt. "I'm so sad," he said. Soon they had an idea. Burt picked a bunch of apples, and he packed them up. Then he got on a jet. When Burt got to Al's house, Al was so happy! The friends had juicy apples to celebrate.

