

Be a Reading Detective!



Welcome, Reader!

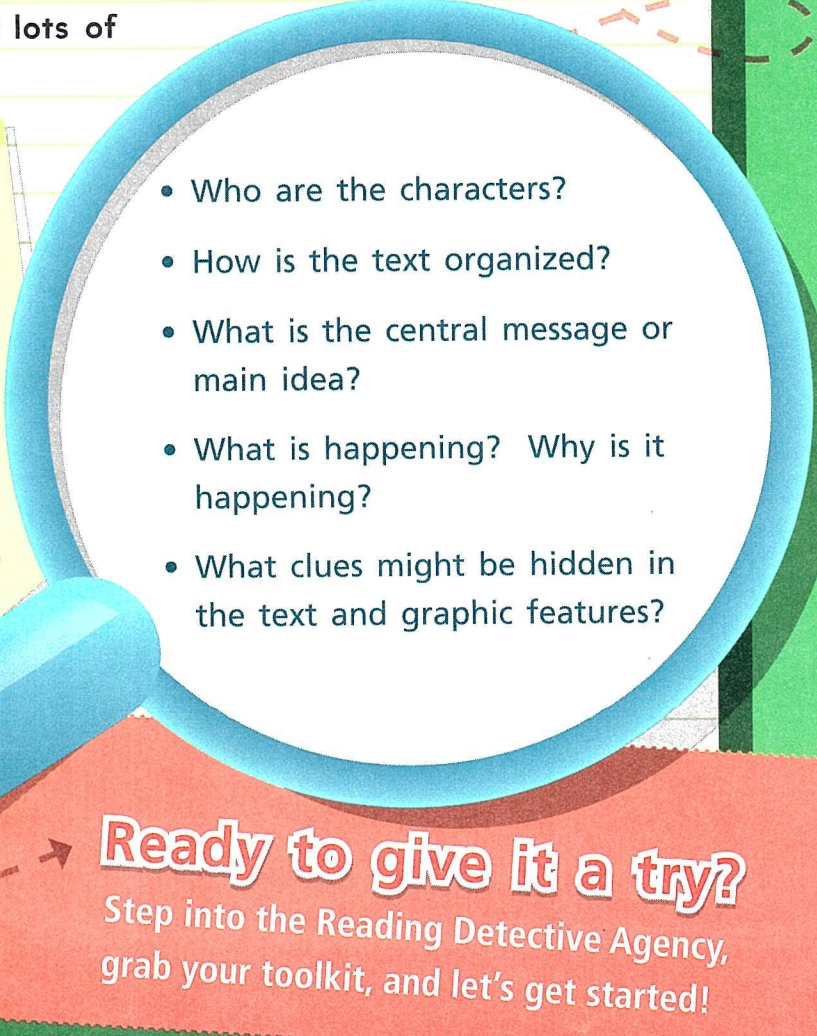
Your mission is to find clues in the texts you'll be reading. As a Reading Detective, you will need to read carefully to find evidence. Then you will draw inferences from the clues you gathered. Be sure to ask lots of questions as you read.



myNotebook

As you read, mark up the text. Save your work to **myNotebook**.

- Highlight details.
- Add notes and questions.
- Add new words to **myWordList**.

- 
- Who are the characters?
 - How is the text organized?
 - What is the central message or main idea?
 - What is happening? Why is it happening?
 - What clues might be hidden in the text and graphic features?

Ready to give it a try?

Step into the Reading Detective Agency, grab your toolkit, and let's get started!

UNIT 4

Natural Wonders



Stream to Start

“A tree draws its strength from the roots of the earth.”

from The Wizard in the Tree by Lloyd Alexander

Performance Task Preview

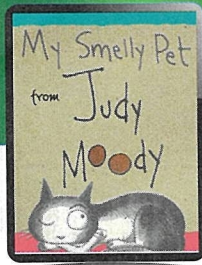
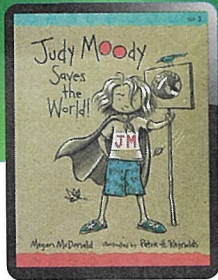
At the end of this unit, you will think about two of the texts you have read. Then you will write an opinion essay about the importance of scientific research.



Channel One News®

Lesson

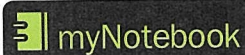
16



Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner. Chose two Vocabulary words. Use them in the same sentence. Share your sentences with the class.



Add new words to **myWordList**. Use them in your speaking and writing.

Vocabulary in Context

1 **recycle**

When people **recycle** old bottles, the glass can be used again.



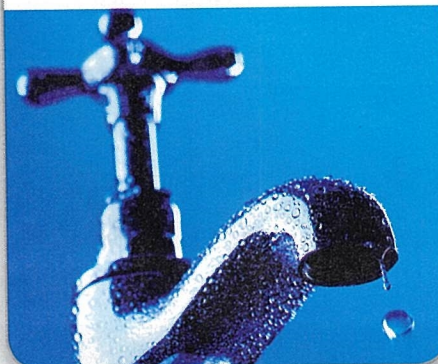
2 **project**

This garden is a neighborhood **project**. Many people work on it.



3 **dripping**

This faucet is **dripping** water. Each drop of water is wasted.



4 **carton**

A **carton**, or light cardboard container, can be recycled after use.



- ▶ Study each **Context Card**.
- ▶ Make up a new context sentence that uses two Vocabulary words.

5 **complicated**

One **complicated**, or difficult, part of recycling can be sorting plastic.



6 **pollution**

Noise **pollution**, or too many loud sounds, can be bad for our hearing.



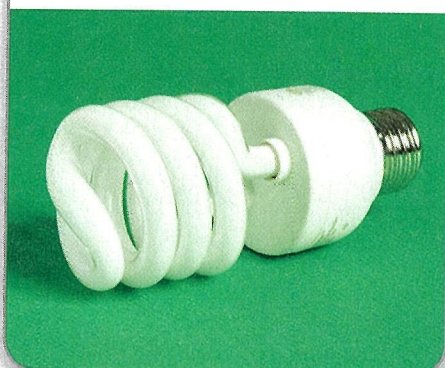
7 **rubbish**

The more **rubbish**, or trash, people make, the more room it takes up.



8 **hardly**

Some light bulbs use a lot of energy. This bulb uses **hardly** any energy.



9 **shade**

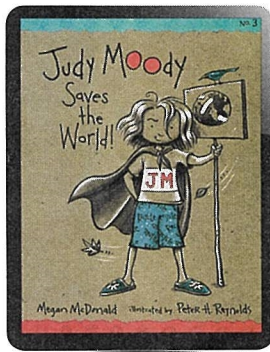
The **shade** from this tree keeps the house cool in the summer.



10 **global**

Air pollution is a **global** problem. It affects people all over the world.





Read and Comprehend

✓ TARGET SKILL

Story Structure Each main part of a story builds on earlier sections of the story. As you read *Judy Moody Saves the World!*, pay special attention to details about the characters, setting, and plot events in the **first chapter**. Then look to see how the **second chapter** uses those details to continue the story. Use a graphic organizer like this one to help you connect the characters, settings, and plot in each chapter.

Setting	Characters
<p>Plot</p> <p>Chapter 1</p> <p>Chapter 2</p>	

✓ TARGET STRATEGY

Monitor/Clarify As you read, **monitor** or note any story details that are unclear. Reread or read ahead to help you **clarify**, or understand, what happens.

PREVIEW THE TOPIC

Conservation

When people conserve, they are careful not to waste resources. These resources may be water, food, and fuel to heat homes. As the number of people on Earth has grown, conservation has become more important. Recycling and reusing materials are ways to conserve resources.

It can be difficult to find a balance between conservation and the things people need. In this story, Judy Moody has a plan for teaching her family to conserve. She finds out that her plan is not as simple as she thinks.

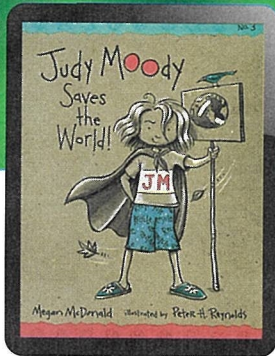


Talk About It

What do you know about recycling and conserving natural resources? Have you thought about what happens to metal, plastic, glass, and paper items when you recycle them? What else would you like to know about recycling? Share your ideas with your classmates. What did you learn from others?

Lesson 16

ANCHOR TEXT



✓ GENRE

Humorous fiction is a funny, imaginative story that may be realistic or unrealistic. As you read, look for:

- ▶ story events that are intended to be funny
- ▶ characters that behave in humorous ways
- ▶ a plot with a beginning, a middle, and an ending

MEET THE AUTHOR

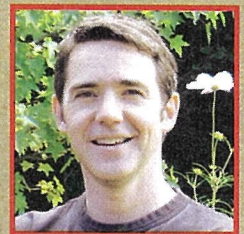
Megan McDonald



Once while Megan McDonald was visiting a school, some students asked her, “Are you ever in a bad mood?” This got her thinking about creating a character with lots of different moods. Judy Moody was born! Many of Judy Moody’s adventures actually happened to McDonald when she was a child.

MEET THE ILLUSTRATOR

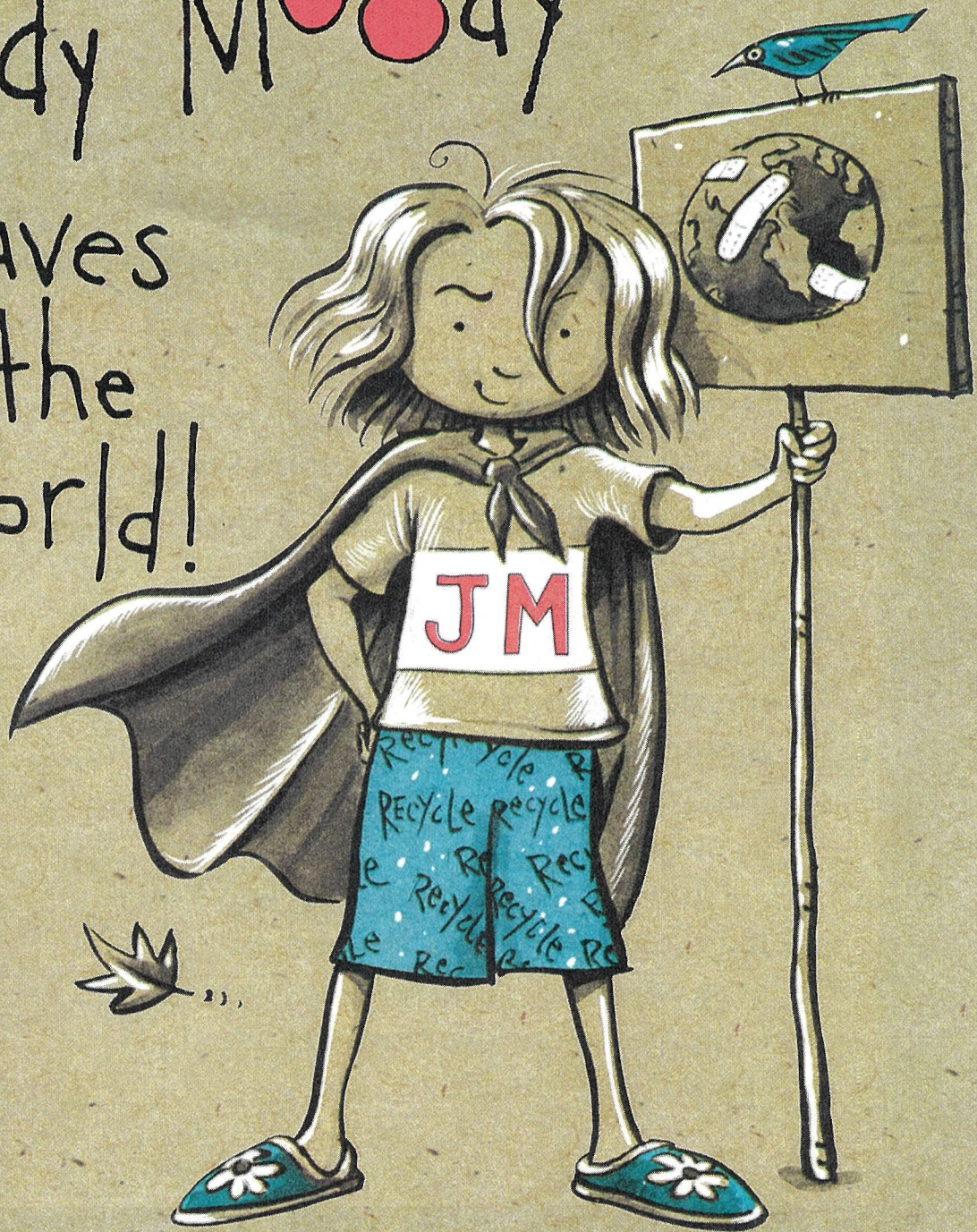
Peter H. Reynolds



Peter Reynolds and his twin brother started writing their own books when they were about seven. Reynolds has been drawing and telling stories ever since. After illustrating more than seven Judy Moody books, he feels like Judy Moody’s family is part of his own family.

Judy Moody

Saves the World!



by Megan McDonald
illustrated by Peter H. Reynolds

ESSENTIAL QUESTION

Why is it important
to take care of our
environment?

Batty for Banana Peels

“Science, everybody,” said Mr. Todd.
“Let’s continue our discussion of the environment. Rain forests everywhere are being cut down. When you take medicine or bounce a ball or pop a balloon, you’re using something that came from the rain forest. And right here at home, malls are replacing trees, animals are disappearing, and we’re running out of places to put all of our trash.

“Today, let’s come up with ways we can help save the earth. Sometimes it’s good to start small. Think of ways we can help at home. In our own families. And at school. Any ideas?”

"Don't leave lights on," said Hailey.

"Recycle your homework," said Frank.

"And cans and bottles and stuff," said Leo.

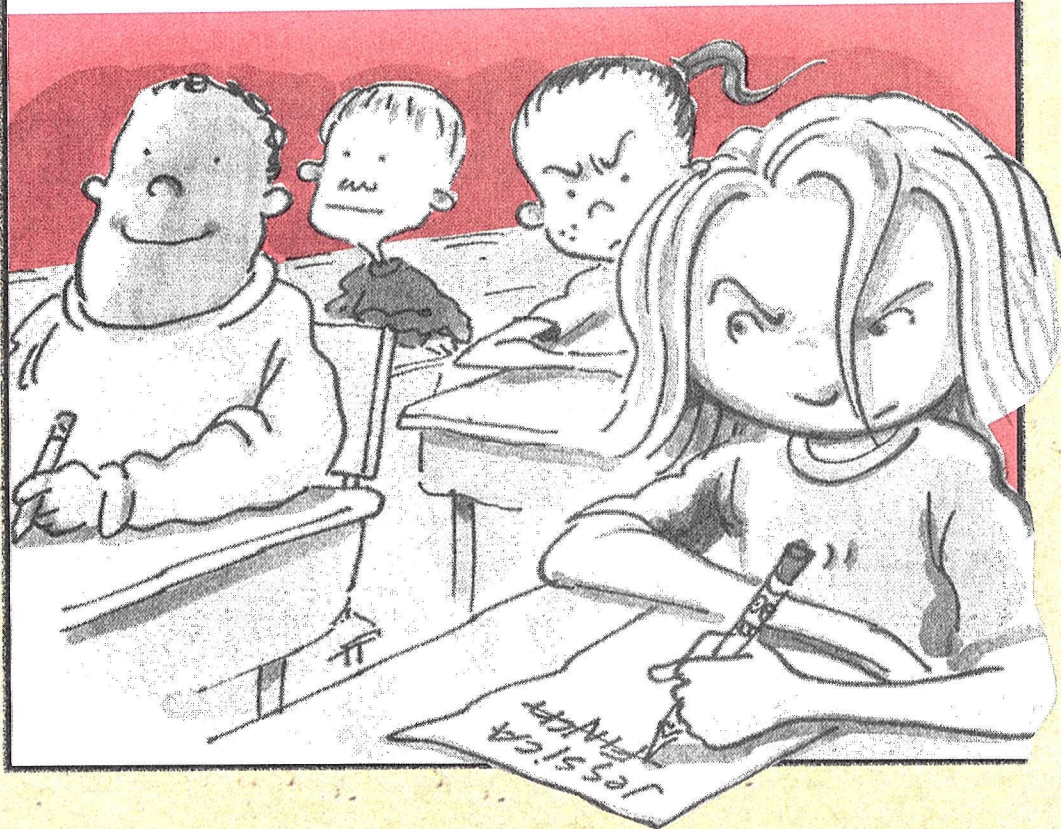
"Turn garbage into dirt," said Rocky.

"Yes," said Mr. Todd. "That's called composting."

Judy raised her hand, knocking her note to the floor. "Plant trees!"

"Don't be litterbugs," said Jessica Finch.

"I wasn't littering," said Judy, picking up the note. She crossed out the Finch in Jessica's name and changed it to Jessica Fink. Sheesh. Sometimes Jessica Fink Finch gave her the jitterbugs.



"Great!" said Mr. Todd. "These are all good ideas. Look around you—at home, in school, on the playground—not just in Science class. How can we help the planet? How can we make the world around us a better place? We can each do our part. All it takes is one person to make a difference."

One person! If all it took was one person, then she, Judy Moody, could save the world!

She knew just where to start. With a banana peel.

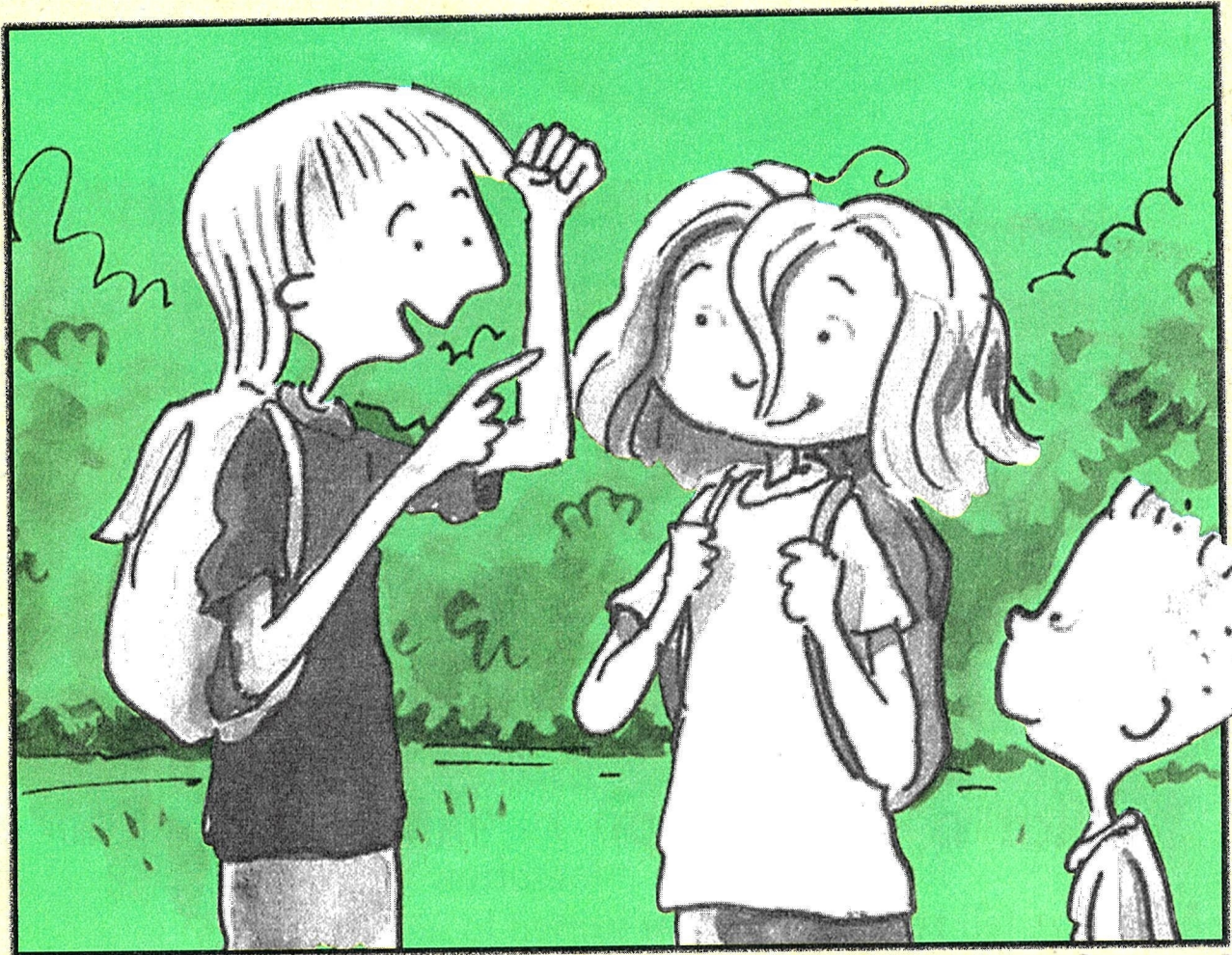


On the way home from school that afternoon, Judy asked Rocky, "Hey, can you come over and eat some bananas?"

"Sure," said Rocky. "What for?"

"Compost," said Judy.

"I'll eat two!" said Rocky.





In Judy's kitchen, Judy and Rocky each ate one and a half bananas. They fed the fourth and last one to Mouse, Judy's cat. Then Judy tossed all four banana peels into a bucket.

"Why don't we make a sign for the bucket that says TURN GARBAGE INTO DIRT," said Rocky.

"Rare!" said Judy. "Tomorrow we can tell Mr. Todd how we started to heal the world."

"Double cool," said Rocky.

"Wait just a minute," said Judy. "Why didn't I think of it before? HEAL THE WORLD! That's it!"

"What's it?"

"My Band-Aid. For the Crazy Strips contest! You'll see." Judy ran upstairs and came back with markers and some paper. At the kitchen table, Rocky made a sign for the compost bucket while Judy drew a picture of Earth with a Band-Aid on it. She wrote HEAL THE WORLD under the globe in her best not-in-cursive letters. Then she drew banana peels all around the world.

Stink came into the kitchen. "What are you drawing?" he asked Judy.

"Banana peels," said Judy.

"For the Crazy Strip Contest," Rocky said.

"And you thought bats were weird?" said Stink. "Bats aren't half as crazy as banana peels."



He looked at the empty bowl on the table. "Hey! Who ate the last banana?"

"Mouse!" said Judy. Judy and Rocky fell on the floor laughing.

"No way," said Stink.

"Just look at her whiskers," said Judy.

Stink got down on the floor, face to face with the cat. "Gross! Mouse has banana smoosh on her whiskers."

"Told you," said Judy.

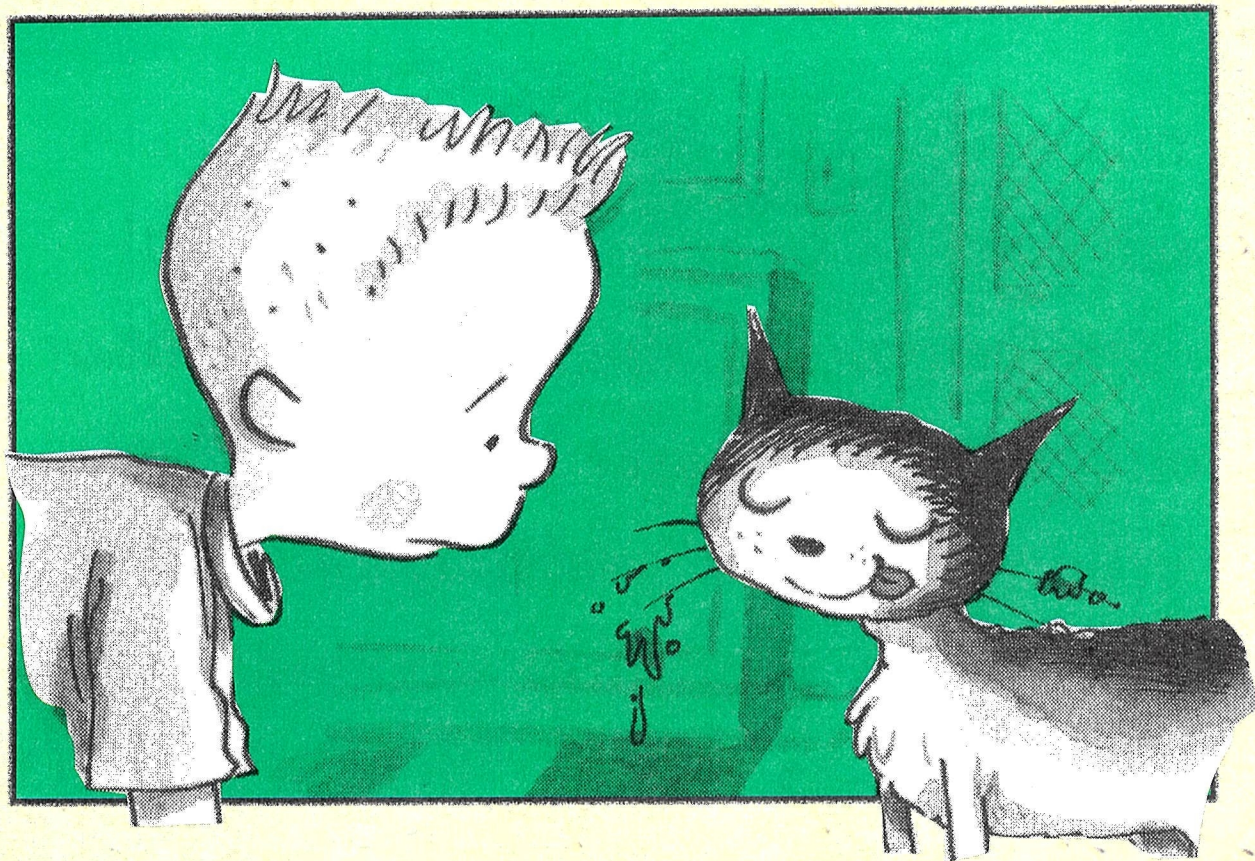
"I'm telling Mom you ate all the bananas," said Stink. "And you fed one to Mouse."

"Tell her it's all in the name of science," said Judy. "You'll see. From now on there are going to be a few changes around here."

"We're making compost," said Rocky. "See?" He held up his sign.

"It takes like a hundred years to turn garbage into dirt," said Stink.

"Stink, you're going to be dirt. Unless you make like a tree and leaf us alone."



A Mr. Rubbish Mood

It was still dark out when Judy woke up early the next morning. She found her flashlight and notebook. Then she tiptoed downstairs to the kitchen and started to save the world.

She hoped she could save the world before breakfast. Judy wondered if other people making the world a better place had to do it quietly, and in the dark, so their parents would not wake up.



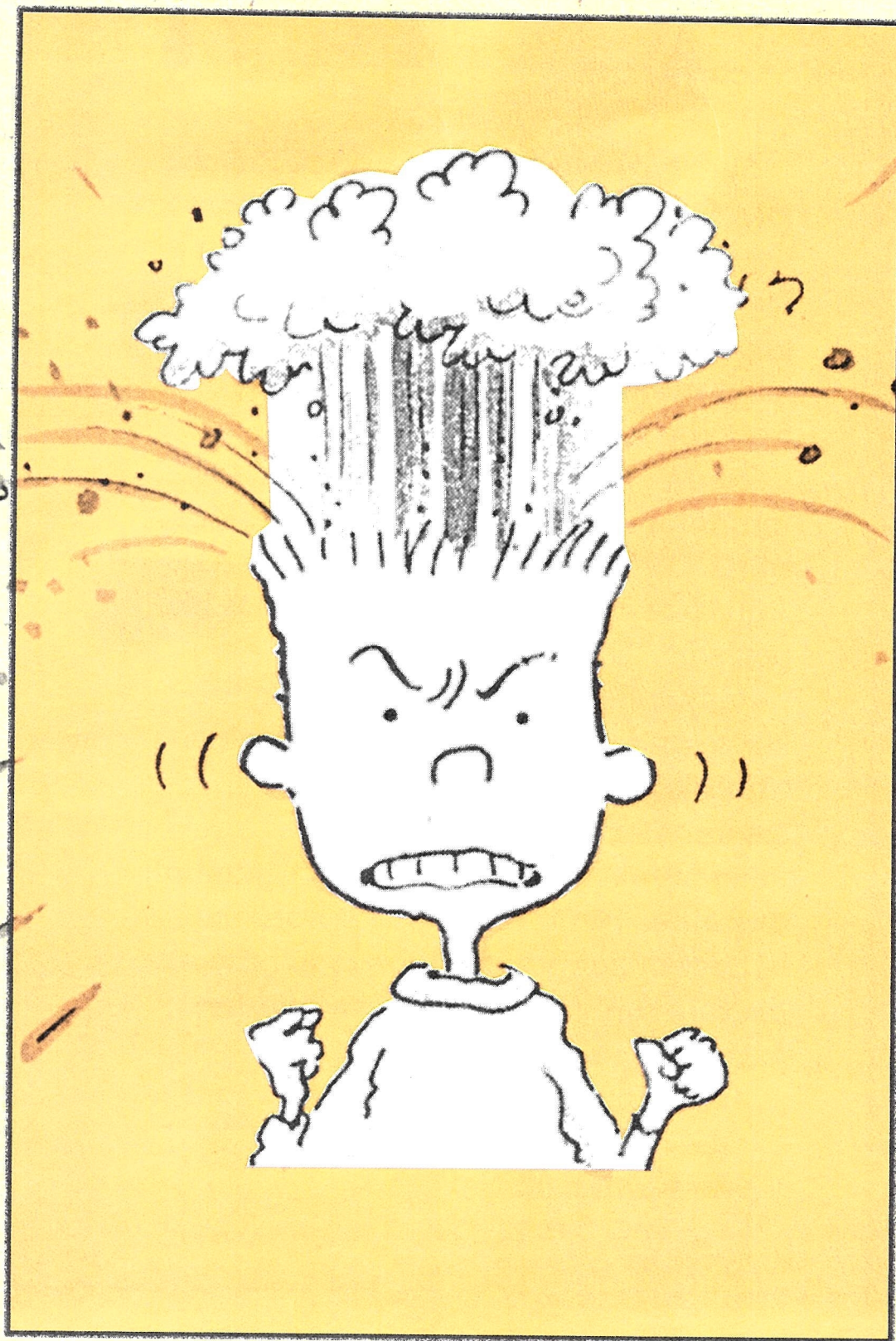
She, Judy Moody, was in a Mr. Rubbish mood. Mr. Rubbish was the Good Garbage Gremlin in Stink's comic book, who built his house out of French-fry cartons and pop bottles. He recycled everything, even lollipop sticks. And he never used anything from the rain forest.

Hmm . . . things that came from the rain forest. That would be a good place to start. Rubber came from the rain forest. And chocolate and spices and things like perfume. Even chewing gum.

Judy collected stuff from around the house and piled it on the kitchen table. Chocolate bars, brownie mix, vanilla ice cream. Her dad's coffee beans. The rubber toilet plunger. Gum from Stink's gumball machine. Her mom's lipstick from the bottom of her purse. She was so busy saving the rain forest that she didn't hear her family come into the kitchen.

"What in the world . . . ?" Mom said.

"Judy, why are you in the dark?" Dad asked, turning on the lights.



"Hey, my gumball machine!" Stink said.

Judy held out her arms to block the way. "We're not going to use this stuff anymore. It's all from the rain forest," she told them.

"Says who?" asked Stink.

"Says Mr. Rubbish. And Mr. Todd. They cut down way too many trees to grow coffee and give us makeup and chewing gum. Mr. Todd says the earth is our home. We have to take action to save it. We don't need all this stuff."

"I need gum!" yelled Stink. "Give me back my gum!"

"Stink! Don't yell. Haven't you ever heard of noise **pollution**?"

"Is my coffee in there?" Dad asked, rubbing his hair.

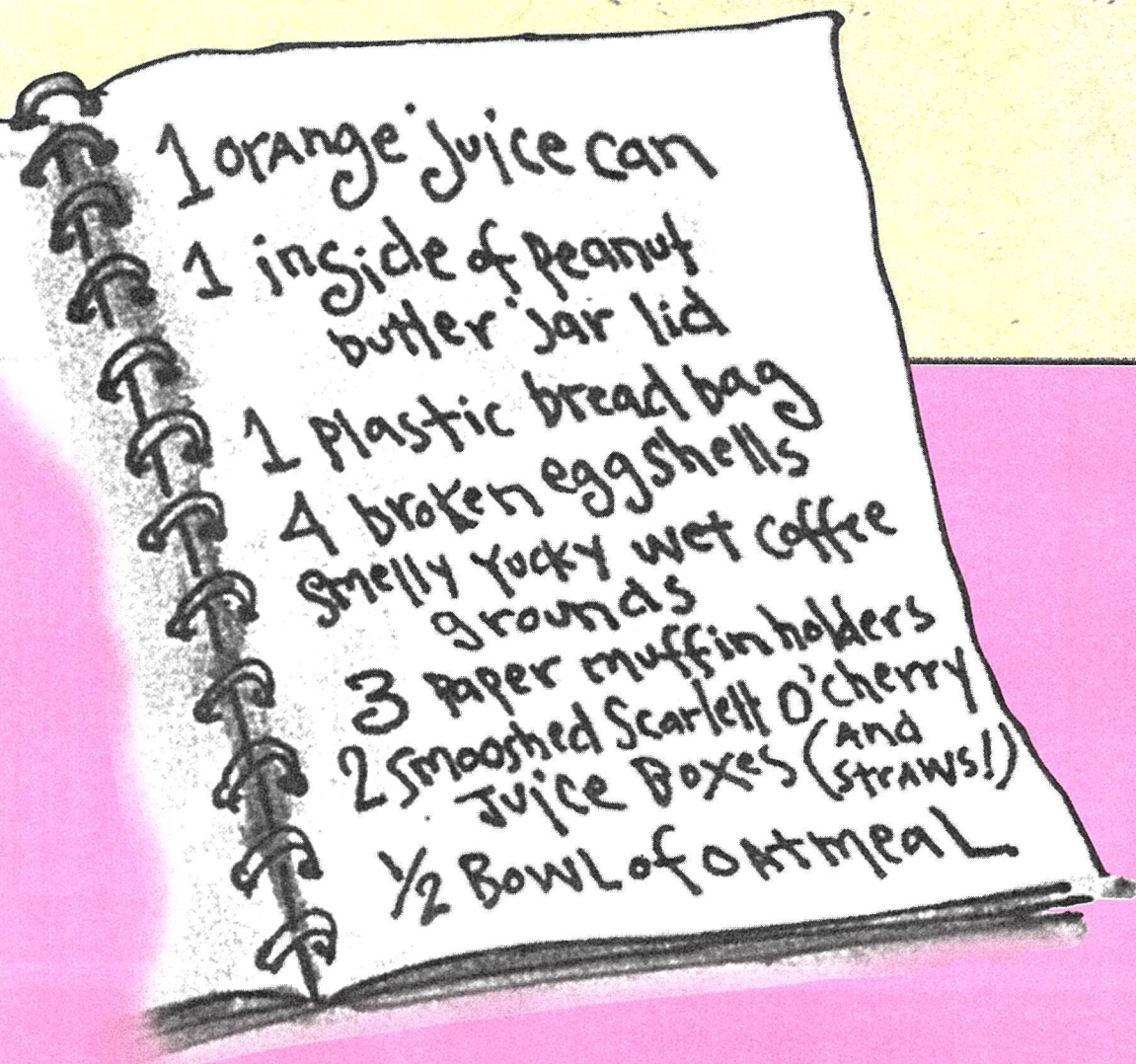
"Judy? Is that ice cream? It's **dripping** all over the table!" Mom carried the leaky **carton** over to the sink.

"ZZZZ-ZZZZZ!" Judy made the sound of a chain saw cutting down trees.

"She's batty," Stink said.

Dad put the brownie mix back in the cupboard. Mom took the toilet plunger off the kitchen table and headed for the bathroom.

Time for Plan B. **Project** R. E. C. Y. C. L. E.
She, Judy Moody, would show her family
just how much they hurt the planet. Every
time someone threw something away, she
would write it down. She got her notebook
and looked in the trash can. She wrote
down:



"Stink! You shouldn't throw gooey old oatmeal in the trash!" Judy said.

"Dad! Tell her to quit spying on me."

"I'm a Garbage Detective!" said Judy. "*Garbologist* to you. Mr. Todd says if you want to learn what to recycle, you have to get to know your garbage."

"Here," said Stink, sticking something wet and mushy under Judy's nose. "Get to know my apple core."

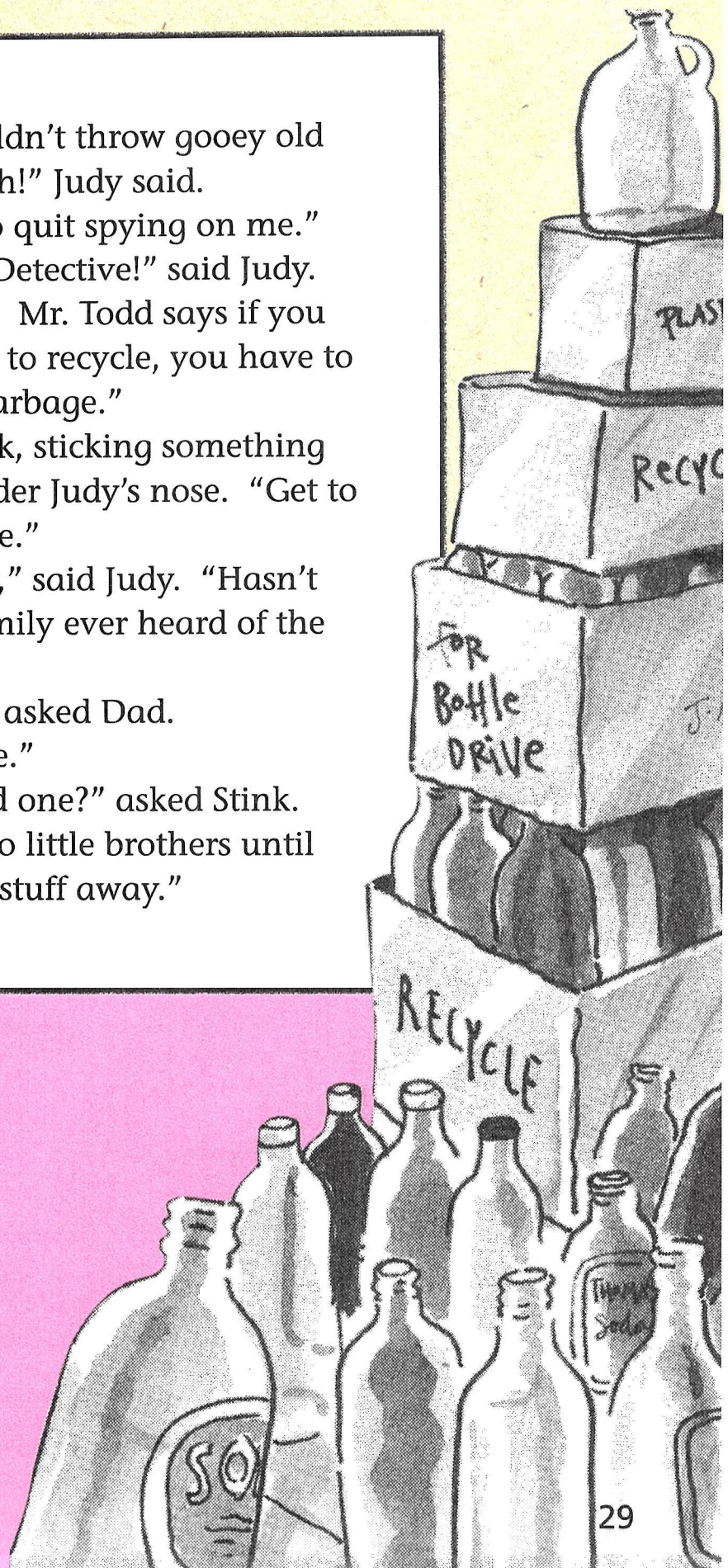
"Hardee-har-har," said Judy. "Hasn't anybody in this family ever heard of the Three R's?"

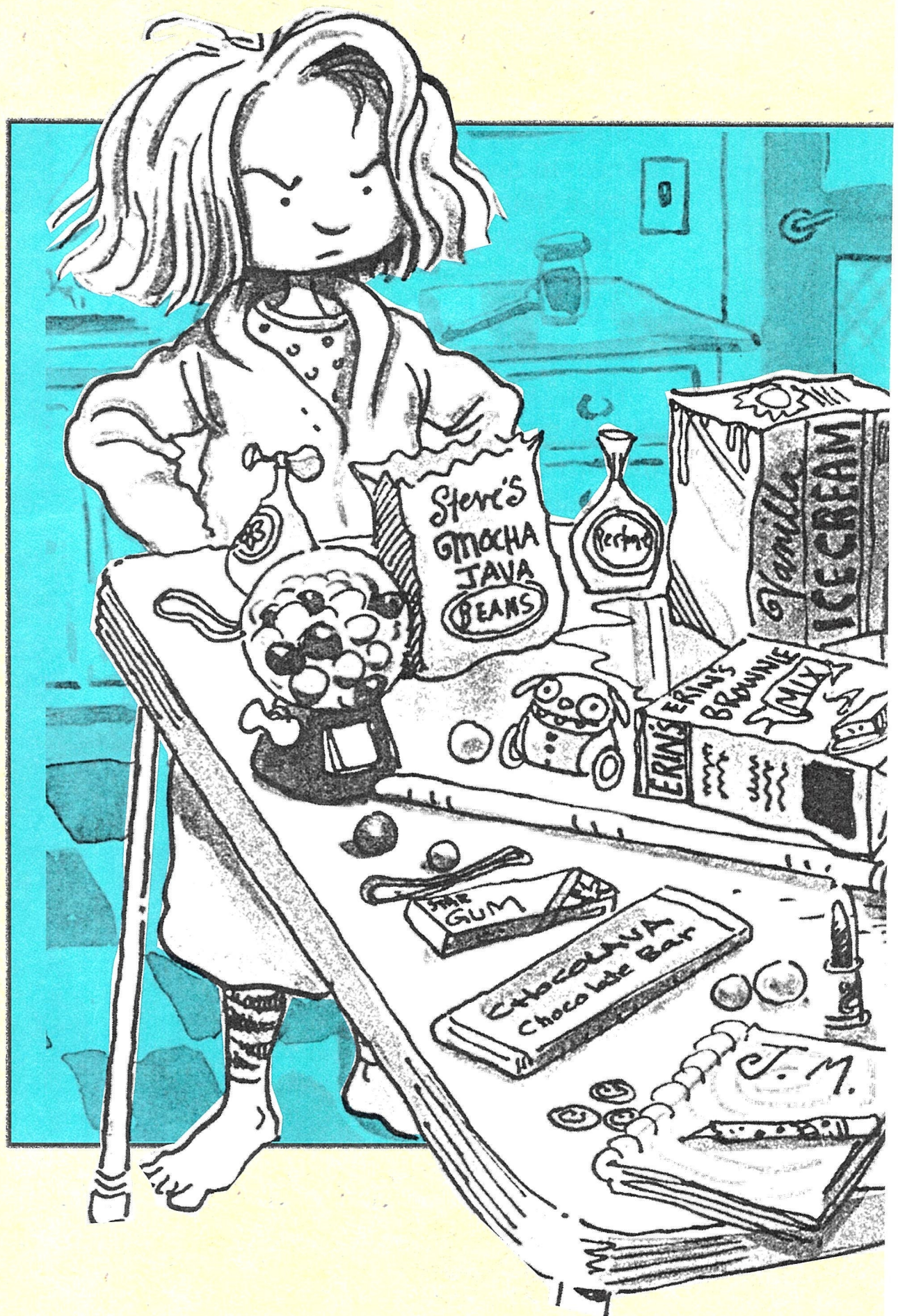
"The Three R's?" asked Dad.

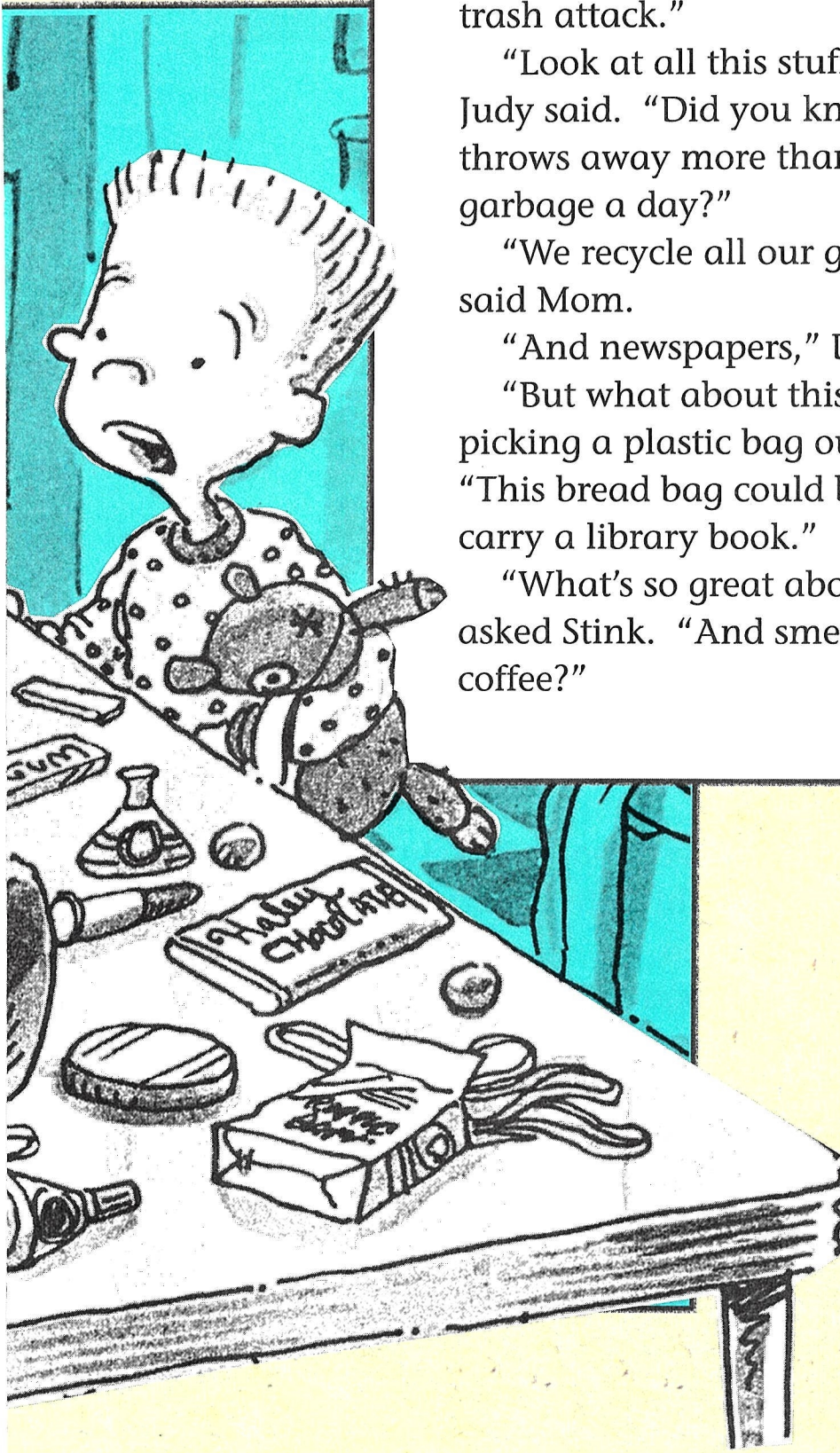
"Re-use. Re-cycle."

"What's the third one?" asked Stink.

"Re-fuse to talk to little brothers until they quit throwing stuff away."







"Mom! I'm not going to stop throwing stuff away just because Judy's having a trash attack."

"Look at all this stuff we throw away!" Judy said. "Did you know that one person throws away more than eight pounds of garbage a day?"

"We recycle all our glass and cans," said Mom.

"And newspapers," Dad said.

"But what about this?" said Judy, picking a plastic bag out of the trash. "This bread bag could be a purse! Or carry a library book."

"What's so great about eggshells?" asked Stink. "And smelly old ground-up coffee?"

ANALYZE THE TEXT

Story Structure What happened in the first chapter that leads to Judy's Mr. Rubbish mood in the second chapter?

"You can use them to feed plants. Or make compost." Just then, something in the trash caught her eye. A pile of Popsicle sticks? Judy pulled it out. "Hey! My Laura Ingalls Wilder log cabin I made in second grade!"

"It looks like a glue museum to me," said Stink.

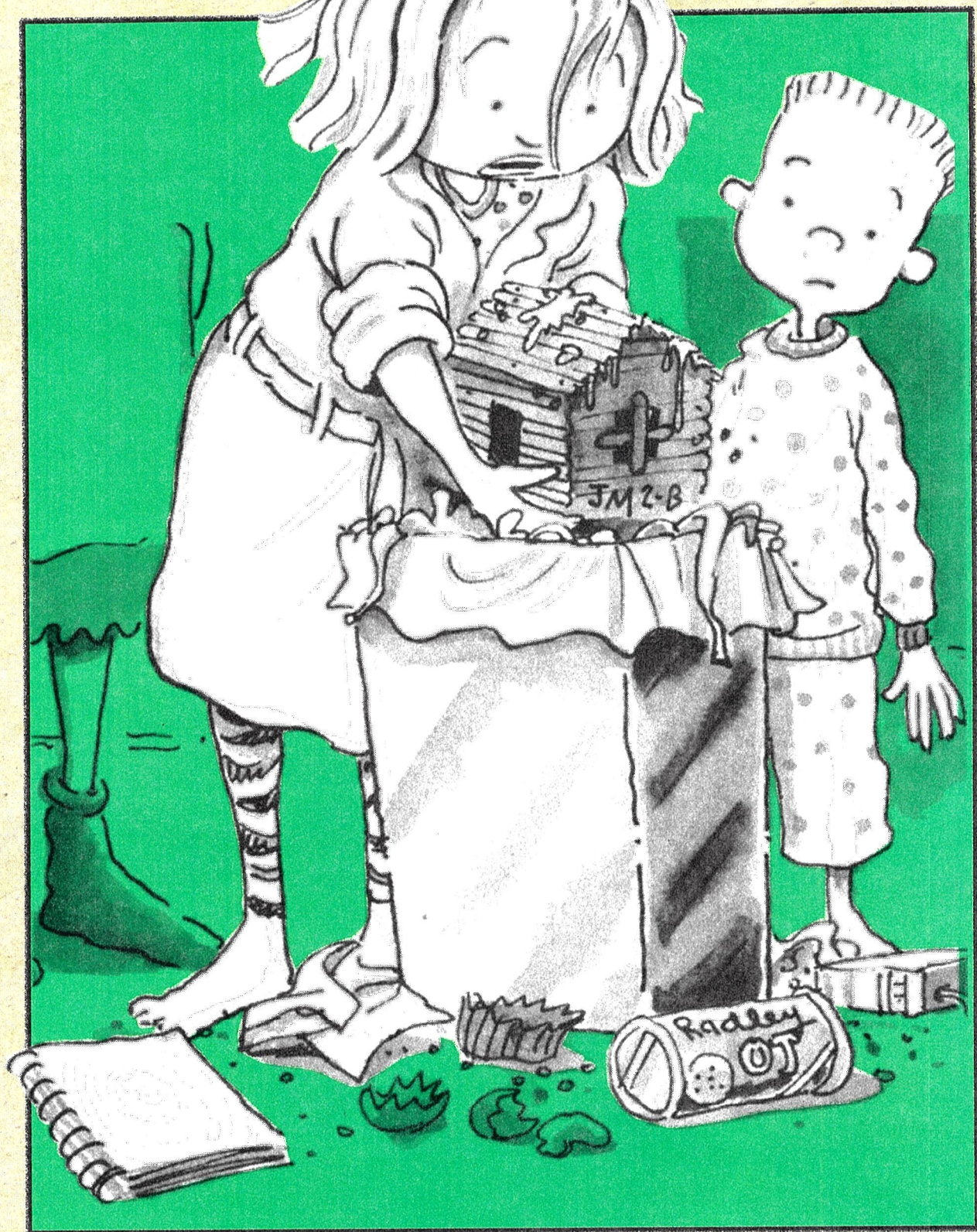
"I'm sorry, Judy," Mom said. "I should have asked first, but we can't save everything, honey."

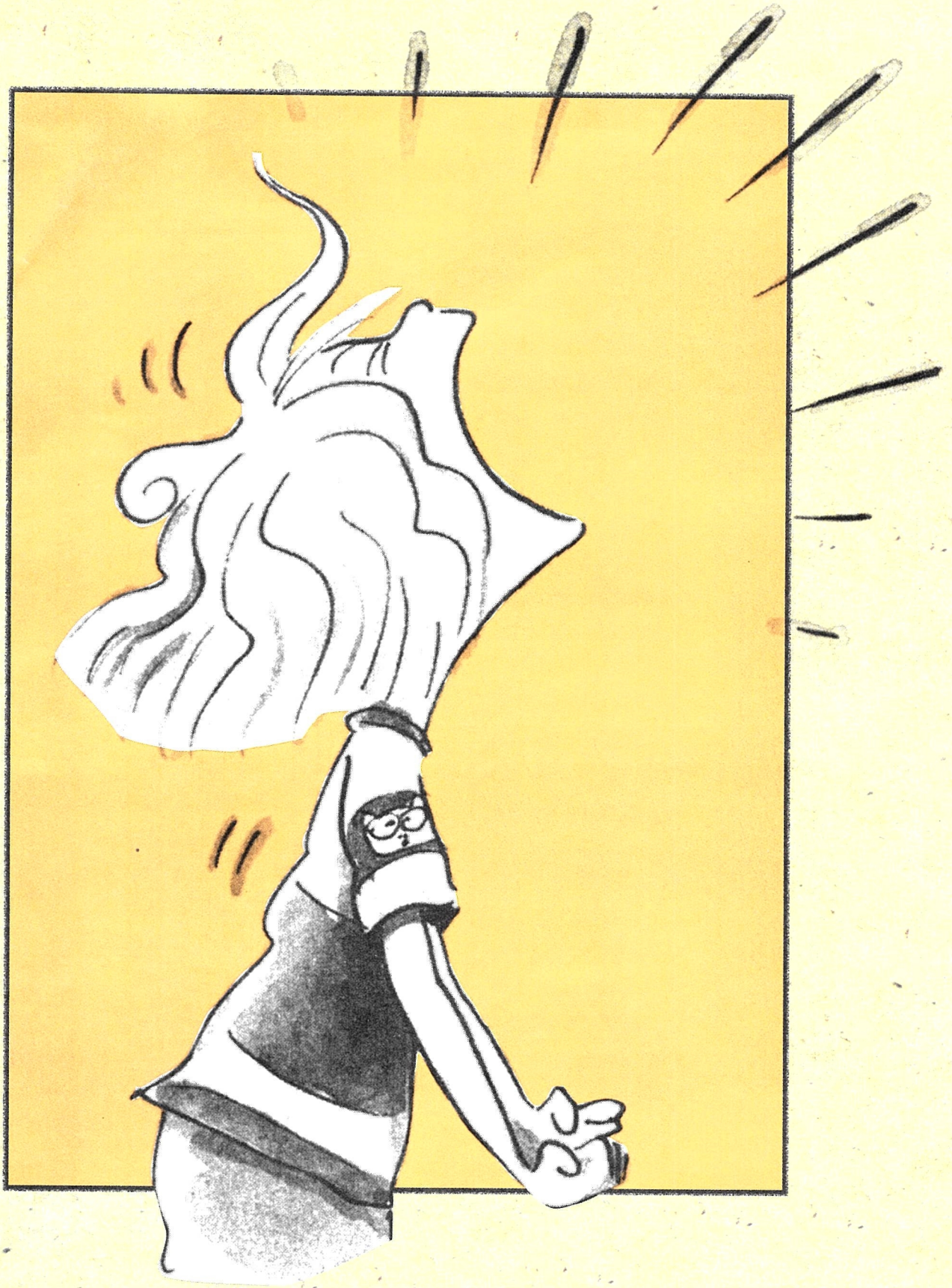
"Recycle it!" said Stink. "You could use it for kindling, to start a fire! Or break it down into toothpicks."

"Not funny, Stink."

"Judy, you're not even ready for school yet. Let's talk about this later," said Dad. "It's time to get dressed."

It was no use. Nobody listened to her. Judy trudged upstairs, feeling like a sloth without a tree.





"I won't wear lipstick today if it'll make you feel better," Mom called up the stairs.

"And I'll only drink half a cup of coffee," Dad said, but Judy could **hardly** hear him over the grinding of the rain forest coffee beans.

Her family sure knew how to ruin a perfectly good Mr. Rubbish mood. She put on her jeans and her Spotted Owl T-shirt. And to save water, she did not brush her teeth.

She clomped downstairs in a mad-at-your-whole-family mood.

"Here's your lunch," said Mom.

"Mom! It's in a paper bag!"

"What's wrong with that?" Stink asked.

"Don't you get it?" said Judy. "They cut down trees to make paper bags. Trees give **shade**. They help control **global** warming. We would die without trees. They make oxygen and help take dust and stuff out of the air."

"Dust!" said Mom. "Let's talk about cleaning your room if we're going to talk dust."

ANALYZE THE TEXT

Theme Who is more convincing in the story, Judy or her family? What might this tell you about the theme of the story?

"Mo-om!" How was she supposed to do important things like save trees if she couldn't even save her *family* tree? That did it. Judy went straight to the garage and dug out her Sleeping Beauty lunch box from kindergarten.

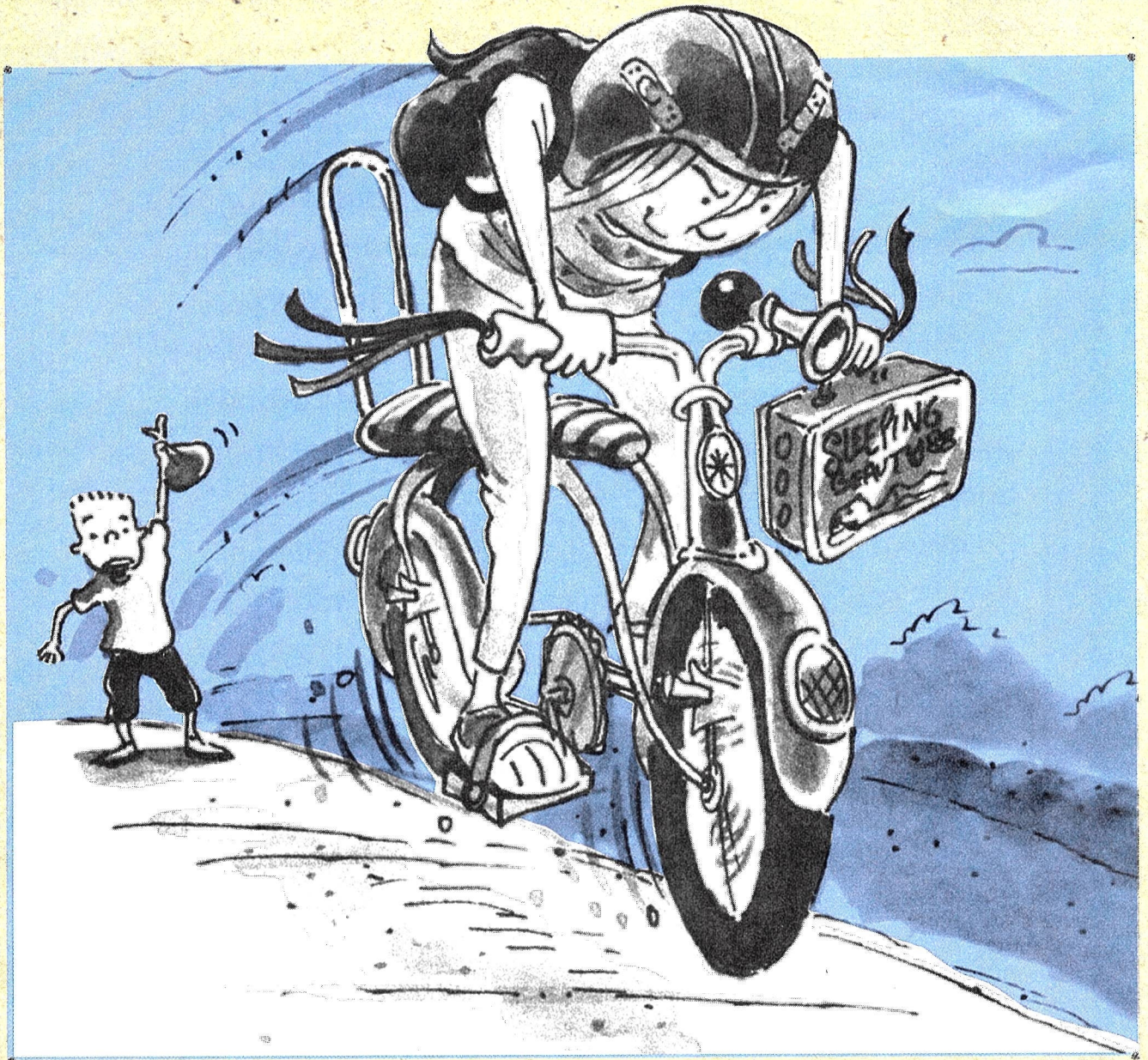
"Are you really going to take that baby lunch box on the bus? Where the whole world can see?" asked Stink.

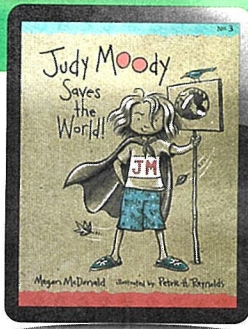
"I'm riding my bike today," said Judy.
"To save energy."

"See you at school, then." Stink waved his *paper-bag* lunch at her. If only she could recycle her little brother.

"Go ahead. Be a tree hater," called Judy.
"It's your funeral."

Making the world a better place sure was **complicated**.





Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Story Structure and Theme. Then read *Judy Moody Saves the World!* again to apply what you learned.

Story Structure

Fictional stories like *Judy Moody Saves the World!* have a **story structure**. The structure has characters, setting, and a plot. **Characters** are the people in the story. **Setting** is where and when the story takes place. **Plot** is the order of events in which characters solve a problem. In a story with chapters, the structure also builds from chapter to chapter.

As you reread the first chapter, "Batty for Banana Peels," you can use a story map to list text evidence about the setting, characters, events, and the plot. As you reread the second chapter, "A Mr. Rubbish Mood," use the story map to show how events are connected and how the problem is solved.

Setting	Characters
Plot	
Chapter 1 Chapter 2	

Theme

The **theme** of a story is its meaning. It is the big idea, message, or lesson that the author wants readers to understand. As you reread *Judy Moody Saves the World!*, think about the story's theme. Look for text evidence that shows what the author is trying to tell you about people through what the characters say, do, and think.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *Why is it important to take care of our environment?* As you talk, take turns exchanging ideas and connecting your own thoughts to your partner's. Use text evidence to support your ideas.



Classroom Conversation

Continue your discussion of *Judy Moody Saves the World!* by using text evidence to explain your answers to these questions:

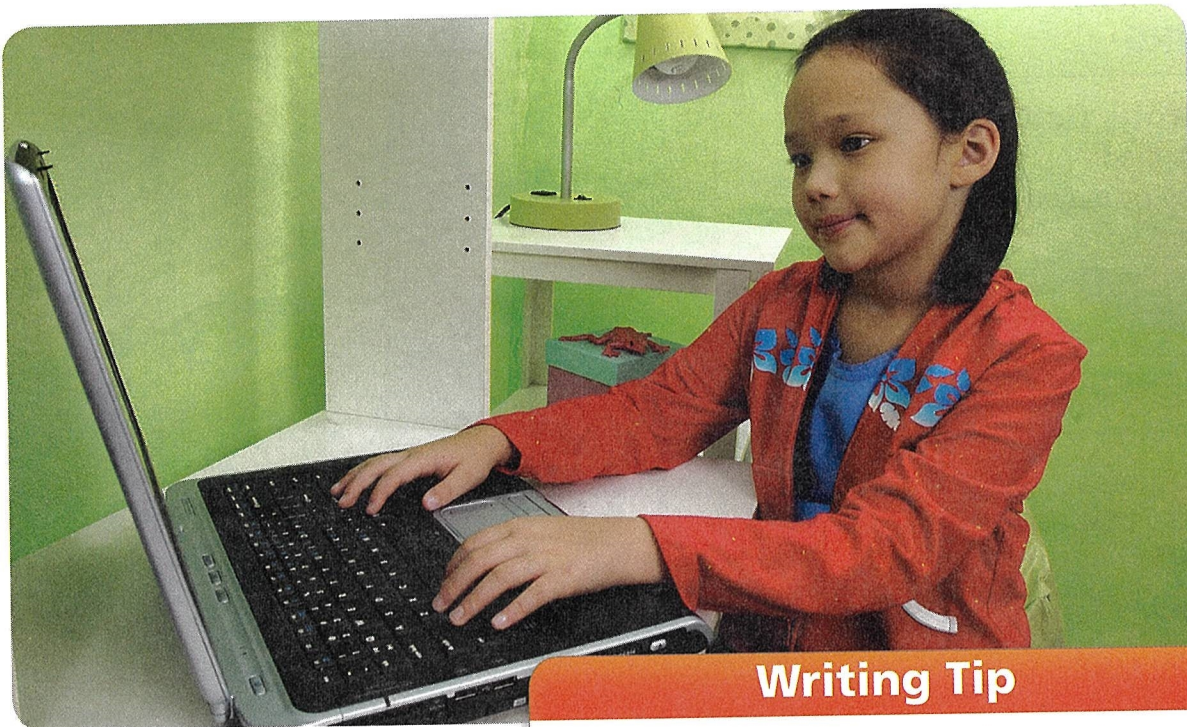
- 1 What is Judy Moody's problem? How does she try to solve it?
- 2 Judy seems to think that her family isn't trying to save the Earth. Do you agree?
- 3 What would you do to convince people to conserve and recycle? How do your ideas differ from Judy Moody's plan?

Performance Task

WRITE ABOUT READING



Response Saving the world isn't an easy job. Imagine that you are Judy's friend. What advice would you give her about her plans to protect the environment? Write your ideas in an e-mail to Judy. Be sure to use a proper e-mail format.

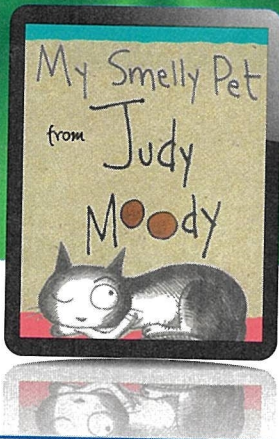


Writing Tip

State the purpose of your e-mail in the first sentence. Then write your ideas along with reasons to support them. Check that every sentence is complete.

Lesson 16

HUMOROUS FICTION



✓ GENRE

Humorous fiction is a funny, made-up story that may or may not seem realistic.

✓ TEXT FOCUS

Some authors write **series books** so that they can tell many different stories about the same characters.

My Smelly Pet
from

Judy
Moody

by Megan McDonald

illustrated by Peter H. Reynolds

For a collage about herself, Judy Moody needs to show her favorite pet. Judy's family has one pet, an old cat named Mouse. Judy said that Mouse can't be her *favorite* pet if she is their only pet. Her parents agree to take her to the pet store.

At the store, Judy finds a strange little plant. The store assistant explains that it is a Venus flytrap. Even though it is a plant, it eats insects such as flies and ants. Back at home, Judy and her little brother, Stink, feed the plant too much. Judy takes it to school the next day anyway, hoping that it will digest its meal in time for Share and Tell.



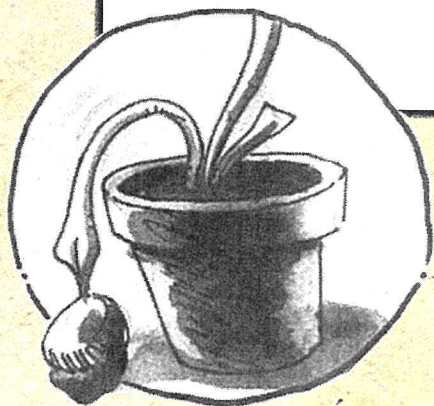
Tomorrow morning came. The jaws were still closed. Judy tried teasing it with a brand new ant. "Here you go," she said in her best squeaky baby voice. "You like ants, don't you?" The jaws did not open one tiny centimeter. The plant did not move one trigger hair.

Judy gave up. She carefully lodged the plant in the bottom of her backpack. She'd take it to school, stinky, smelly glob of hamburger and all.

On the bus, Judy showed Rocky her new pet. "I couldn't wait to show everybody how it eats. Now it won't even move. And it smells."

"Open Sesame!" said Rocky, trying some magic words. Nothing happened.

"Maybe," said Rocky, "the bus will bounce it open."





"Maybe," said Judy. But even the bouncing of the bus did not make her new pet open up.

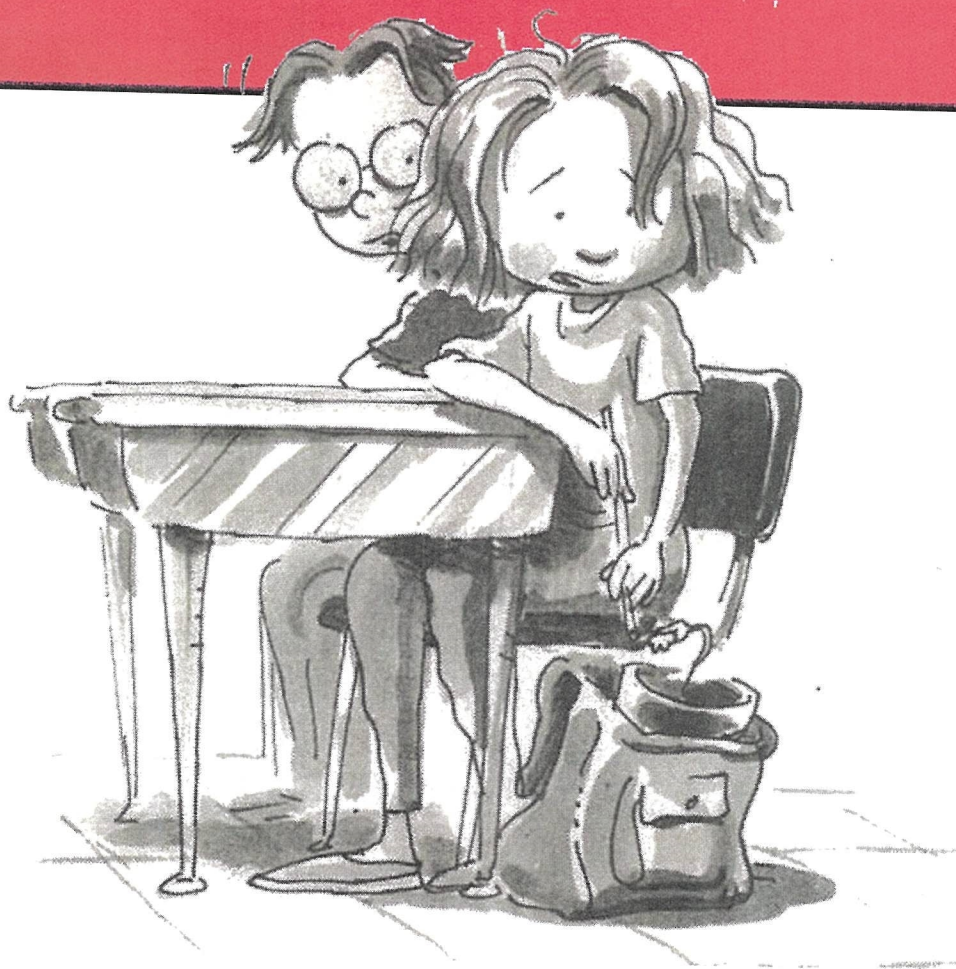
"If this thing dies, I'm stuck with Mouse for MY FAVORITE PET," Judy said.

Mr. Todd said first thing, "Okay, class, take out your Me collage folders. I'll pass around old magazines, and you can spend the next half-hour cutting out pictures for your collages. You still have over three weeks, but I'd like to see how everybody's doing."

Her Me collage folder! Judy had been so busy with her new pet, she had forgotten to bring her folder to school.

Judy Moody sneaked a peek at Frank Pearl's folder. He had cut out pictures of macaroni (favorite food?), ants (favorite pet?), and shoes. Shoes? Frank Pearl's best friend was a pair of shoes?





Judy looked down at the open backpack under her desk. The jaws were still closed. Now her whole backpack was smelly. Judy took the straw from her juice box and poked at the Venus flytrap. No luck. It would never open in time for Share and Tell!

"Well?" Frank asked.

"Well, what?"

"Are you going to come?"

"Where?"

"My birthday party. A week from Saturday. All the boys from our class are coming. And Adrian and Sandy from next door."



Judy Moody did not care if the president himself was coming. She sniffed her backpack. It stunk like a skunk!

"What's in your backpack?" Frank asked.

"None of your beeswax," Judy said.

"It smells like dead tuna fish!" Frank Pearl said. Judy hoped her Venus flytrap would come back to life and bite Frank Pearl before he ever had another birthday.

Mr. Todd came over. "Judy, you haven't cut out any pictures. Do you have your folder?"

"I did—I mean—it was—then—well—no," said Judy. "I got a new pet last night."

"Don't tell me," said Mr. Todd. "Your new pet ate your Me collage folder."

"Not exactly. But it did eat one dead fly and one live ant. And then a big glob of . . ."

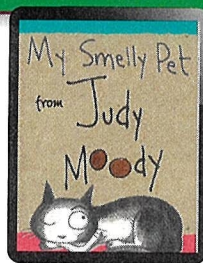
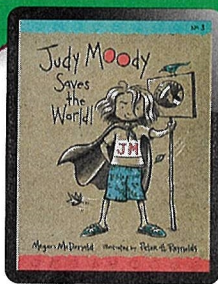


"Next time try to remember to bring your folder to school, Judy. And please, everyone, keep homework away from animals!"

"My new pet's not an animal, Mr. Todd," Judy said. "And it doesn't eat homework. Just bugs and raw hamburger." She pulled the Venus flytrap from her backpack. Judy could not believe her eyes! Its arm was no longer droopy. The stuck trap was now wide open, and her plant was looking hungry.

"It's MY FAVORITE PET," said Judy. "Meet Jaws!"





Compare Texts

TEXT TO TEXT

Compare Judy's Adventures The two Judy Moody stories you read are alike in some ways and different in other ways. With a partner, discuss the characters, the setting, the plot, and the theme of each story. Then list three similarities and three differences.



TEXT TO SELF

Talk About Helping In *Judy Moody Saves the World!*, Judy Moody reduces the use of rain forest products. Take turns in a group telling about something you might do to help the environment. Ask questions to learn more about each person's ideas.



TEXT TO WORLD

Connect to Social Studies Research rain forests around the world. Take notes about what is harming the rain forest and what is being done to help. Present the information to the class.



Grammar

What Are Adjectives and Articles? An **adjective** is a word that describes, or tells about, a noun. Some adjectives tell what kind. Some tell how many.

The words *a*, *an*, and *the* are called **articles**. They tell which noun. Use *a* and *an* with singular nouns. Use *an* before a noun that begins with a vowel. Use *the* with both singular and plural nouns. *The* is a definite article that tells about a specific, definite thing.

Adjectives
I recycle <u>old</u> cans.
A <u>plastic</u> bin holds the cans.
Articles
<u>The</u> bin is now full.
<u>A</u> truck will take the cans away.

Try This!

Work with a partner. Read each sentence aloud. Identify the adjective in each sentence. Identify any articles you see.

- 1 A loud noise awakened Tanya.
- 2 Giant bottles were singing in Tanya's room!
- 3 They were telling Tanya to recycle old bottles.
- 4 Today she will recycle fifty bottles.
- 5 She will put them in the blue bin.

You can make your writing smooth and clear if you combine some sentences. If two short sentences tell about one noun, try combining the sentences by moving an adjective.

Short Sentences



Our town has its own recycling bins.



The bins are green.

Longer, Smoother Sentence



Our town has its own green recycling bins.

Connect Grammar to Writing

As you revise your persuasive letter, try moving adjectives to combine sentences.

Opinion Writing

✓ Purpose In *Judy Moody Saves the World!*, Judy gives strong reasons for saving trees. When you write and revise your **persuasive letter**, be sure to introduce your topic and state your opinion clearly. Then give strong reasons that support your opinion.

Bianca wrote a letter persuading her neighbors to do more walking. Later, she changed some of her reasons to make them stronger.

Writing Checklist

✓ Purpose

Did I introduce the topic and give my opinion?

✓ Organization

Did I use correct letter form?

✓ Evidence

Did I give reasons that will persuade my audience?

✓ Elaboration

Did I use polite language?

Did I write in a positive tone?

✓ Conventions

Did I combine short, choppy sentences?

Did I use commas correctly?

Revised Draft

Dear Oak Hill Neighbors,

Let's take steps to become a healthier community. Walking steps!

~~If we walk more and drive less, we~~

~~will all be better off.~~ Walking may ^{it's great exercise}

take longer than driving, but ~~at least~~

^{that you can do all year round.}

~~you don't have to stop for traffic lights.~~

^{important} Another ^{reason} to walk is for cleaner

^{Car fumes hurt our lungs and heart.} air. ~~That is an important reason.~~

Final Copy

182 Foster Street
Bentley, MO 23456
April 8, 2014

Oak Hill Neighborhood Organization
15 Cherry Street
Bentley, MO 23456

Dear Oak Hill Neighbors,

Let's take steps to become a healthier community. Walking steps! Walking may take longer than driving, but it's great exercise that you can do all year round. Another important reason to walk is for cleaner air. Car fumes hurt our lungs and heart. Finally, walking is relaxing because you can chat with neighbors and enjoy being outside. Let's all walk more for a healthier, happier community.

Sincerely,
Bianca Romano

Reading as a Writer

Which sentence states Bianca's opinion? Are the reasons important? Where can you give stronger reasons in your letter?

I clearly stated my opinion. I gave strong reasons for my opinion. I also combined two short sentences.

