



Key Words

A. Listen and read.



The Sleepover

My friend is **bilingual**, So she's easy to **understand**.

We had a **sleepover**, And she spoke Spanish with her aunt.

We **giggled** and played games Until her mother called us in.



We helped her make **dessert**, And I got some upon my chin.

The **ingredients** were fruits That I never ate before.

It was so very good That I had to ask for more!



B. Listen. Point to the pictures.















- **1.** Do you know someone who is **bilingual**?
- 2. Do you ever have a sleepover?
- **3.** What activities do you do at a friend's house?

Before You Read

Main idea

The **main idea** is what a story or a poem is about. The main idea of the poem The Sleepover is: Two friends have fun at a sleepover.



Details

Details are information that helps you understand the main idea. In the poem, these details tell you how the friends had fun.

- They giggled.
- They played games.
- They made dessert.
- The friend wanted more dessert.

Abu Comes to Visit is realistic fiction. The characters in this story do and say things that real people do and say.



Look Ahead

A. Look at the pictures in **Abu Comes to Visit**.

- **1.** Who is in the story?
- 2. Where does the story happen?

While You Read

- A. Think about the questions.
 - 1. How does Andrea feel about the sleepover?
 - **2.** Why doesn't Josie understand the word Abu?



3. Why does Josie want to learn Spanish?



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Abu Comes to Visit

Andrea opened the front door with a big smile. Today was her first **sleepover** with Josie.



She was so excited!

"Mmm. It smells really good. Who's cooking?" asked Josie immediately.

"It's my Abu," Andrea said.

"Your what?" Josie asked. She didn't **understand**. "What's an Abu?"

Andrea **giggled**. "Abu is short for Abuela. It means grandma in Spanish."

"Your grandma is here right now?" asked Josie.

"Yeah. She came from Puerto Rico yesterday," Andrea answered.







After You Read

Detail

Review

A. Reread Abu Comes for a Visit. Use the stickers to answer the questions.

1. What is the main idea of the story?

2. What are the details that support the main idea?

Main Idea

Detail



Detail



Talk About



- 1. Say what the story is about.
- 2. Give more information about the main idea.
- 3. Say what Andrea promises Josie.

Reflect

- 1. How does Josie feel about hearing Spanish at the beginning of the story?
- 2. How does she feel about hearing Spanish at the end of the story?

Relate To



- **A.** Think about being bilingual.
 - 1. What is fun about being bilingual?
 - 2. What is hard about being bilingual?
 - 3. What other languages do you want to learn?



Hola



Starters for You

- I like being bilingual because...
- Being bilingual can be hard because . . .
- I want to learn . . .





Nouns

Nouns are words that name people, animals, places, or things.

My **class** went to the **library**.

My friend **Mía** read a **storybook**.

A. Read and underline the nouns.

My class had a baseball game. We played in our neighborhood park. Our families came to watch. My cousins came and cheered for me. Some people sang songs. Two students kept score. My team lost, but we had fun!



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Compound Nouns

Compound nouns are two nouns written as one word.

backpack	baseball	classroom	flashcard
homework	notebook	playground	textbook

- **C.** Underline the compound nouns.
 - 1. The children grabbed their backpacks.
 - 2. The teacher used flashcards.
 - 3. We did our homework after school.
 - **4.** We played soccer on the playground.
- **D.** Write a word to complete each compound noun.

1. Our class	
2. Julio's note	is green.
3. Josie plays base	after school.

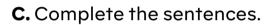
Listening and Speaking

Listen to Learn



- A. Listen to the conversation.
- **B.** Choose the words you hear.
 - bilingual
- ingredients
- understand dessert







1.	We have the	to make dinner.
2.	My father is He can speak both Spanish and English.	
3.		ges.

Communicate

A. Ask and answer questions.

Are you bilingual? Yes. I speak . . .

No. I only speak . . .



Learn About Language

A. Read the text.



Language helps us communicate with each other. We learn language from our parents. We also learn language at school. Speaking more than one language is useful. You can make new friends when you speak more than one language.

B. Write a sentence about how being bilingual can help you.

Writing

CHAPTER CHALLENGE

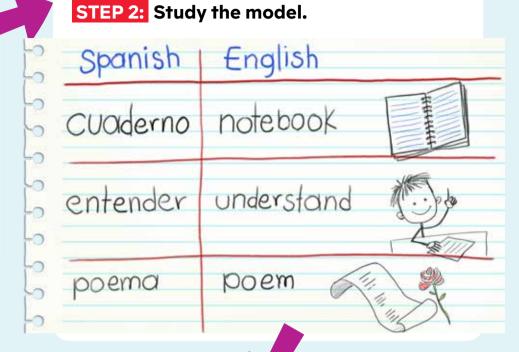
You will create a bilingual picture dictionary.



Follow the Steps

STEP 1: Think about Spanish and English word pairs.

 What words do you know in Spanish and English?



STEP 3: Plan your writing.

- What 3 word pairs will you choose?
- What pictures will you draw?

Meet the Challenge

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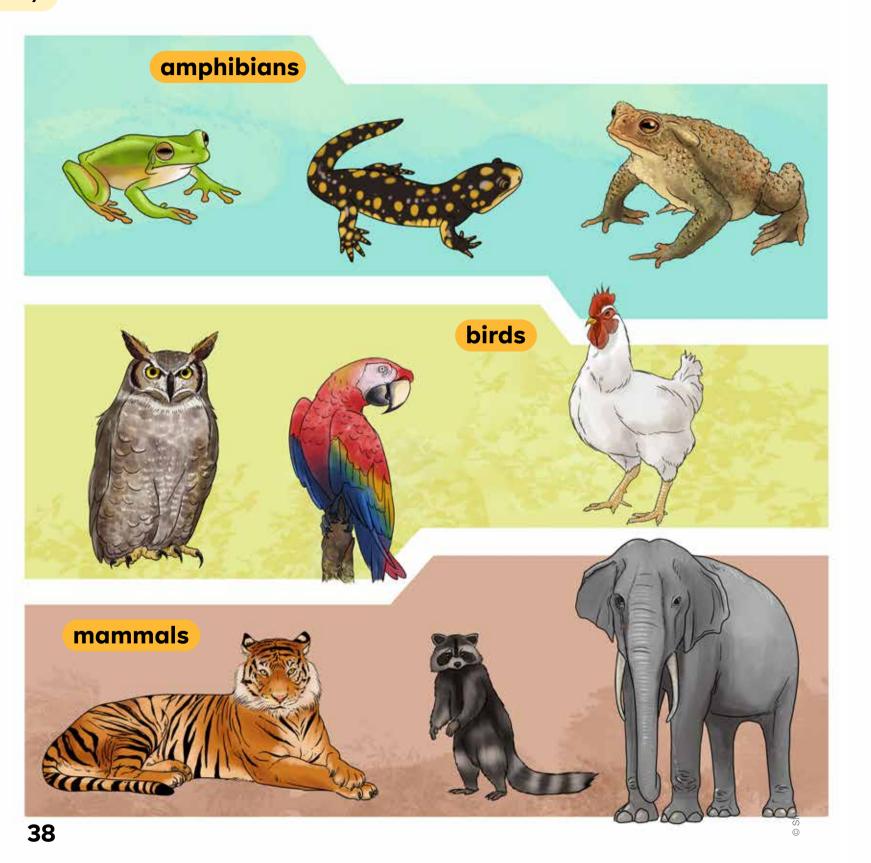
B. Share your picture dictionary with a friend.

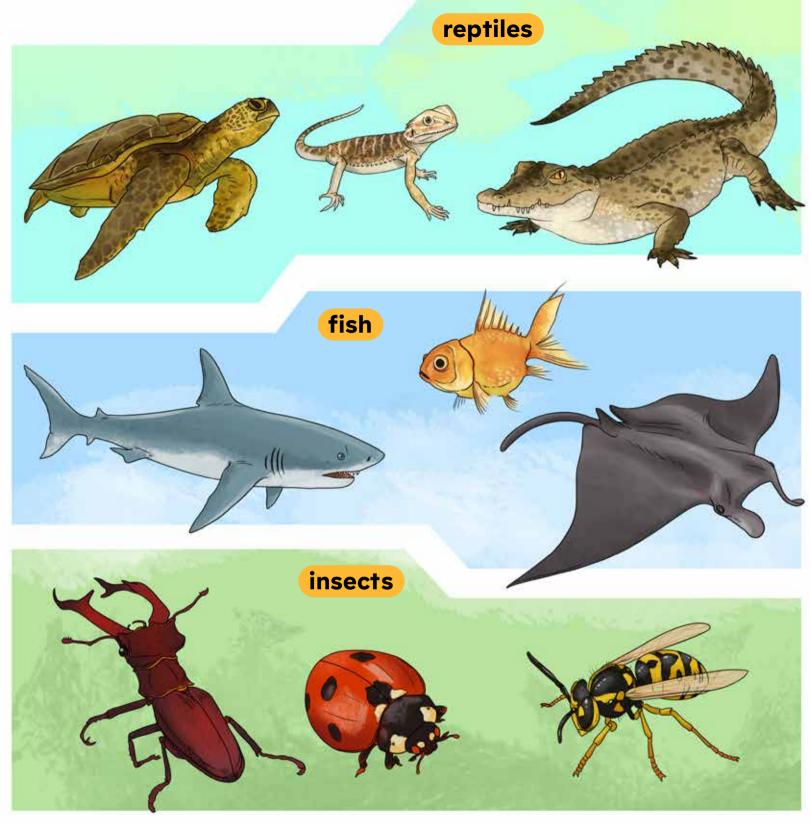


Vocabulary

We classify animals into groups.

A. Listen. Point to the words.





Talk to a Friend

- **1.** Say what **reptiles** you can name.
- 2. Say what **mammals** you can name.

A. Listen and read.

Lagartijo Pensativo



I watched him slowly **crawl**Up the **smooth**, shady wall.

As he got to the top, He stretched his neck tall.

Sun on his **skin**, **Crests** in the air,

Lagartijo Común Did not have a care.

And he started to think
Of his cousins **extinct**.

¡Dinosaurios grandes! The thought made him blink.

Such creatures **unique**. Lost! So to speak.

Then children laughed; he was Away with a streak!



B. Listen. Point to the pictures.













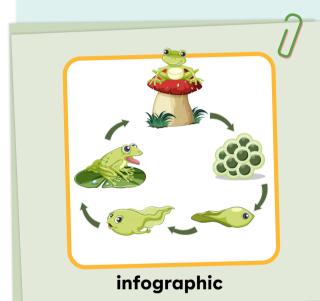


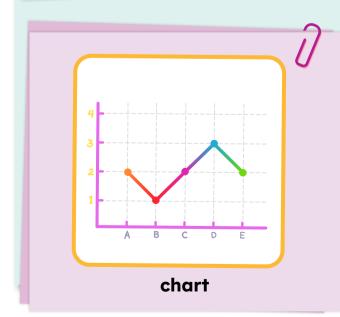
- **1.** Say what other animals **crawl**.
- 2. Say what is **unique** about you.
- **3.** Say what is **unique** about where you live.

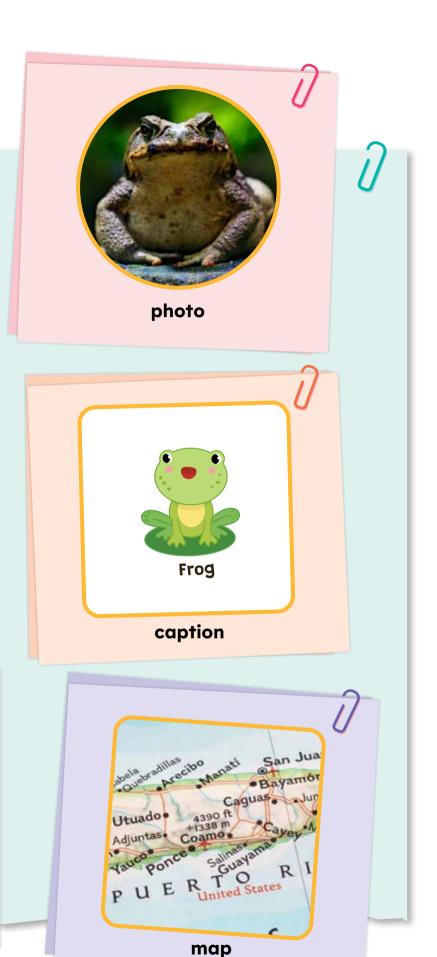
Before You Read

Information Texts

Information texts teach us facts about diffent topics. **Text features** are elements that help us understand the information.









Look Ahead

A. Look at the pictures in My Favorite Animal Is Ugly!

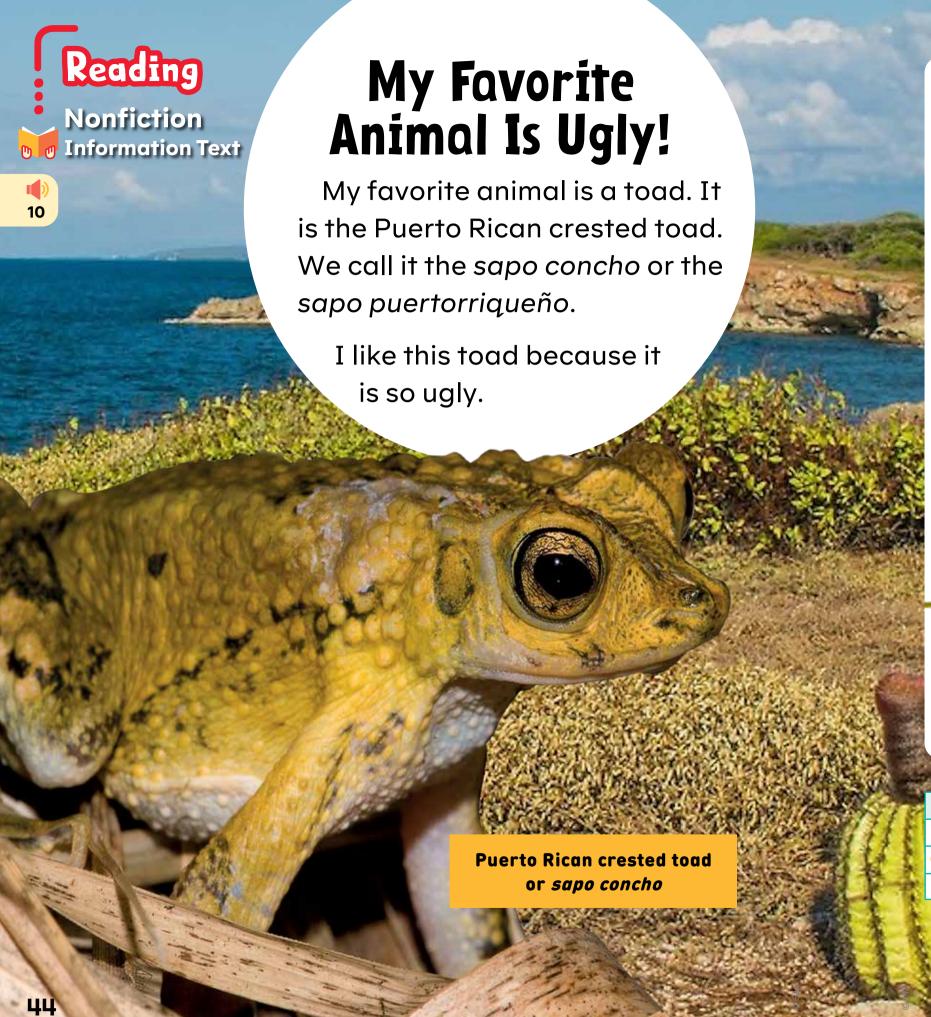
- 1. What will you learn about?
- 2. Which pictures have captions?

While You Read

A. Think about the questions.



- **1.** What other animals are unique to Puerto Rico?
- 2. How many words in the presentation are the same or similar in Spanish and English?
- 3. How do these words help you understand the information text?



Toads and frogs are not the same.

Frogs or *ranas* have long legs and like to hop.

The sapo concho has short legs and has to **crawl** around.

Frogs have **smooth skin**, but toads have dry **skin**.

The sapo concho has **skin** that feels like sand.

It is not very pretty.

A tree frog

	Territoria de la companya della companya della companya de la companya della comp
Frogs	Toads
long legs	short legs
smooth skin	dry, rough skin
hop	crawl

A common toad

Stop and Think
What are some
differences
between toads
and froas?



Size

An adult Puerto
Rican crested toad
is about the size of
four quarters, or four
pesetas, side-by-side.
That's about four and
a half inches.



0.9 inches







Sound

The male sapo concho makes a funny sound. He makes this sound to call females. Female toads like the sound that male toads make.



A Fast Grower

The sapo concho leaves home when it is 18. That's right! Just like some humans. But wait! This toad becomes 18 toad years old (a grown-up) in only 18 days! That means it has a birthday every day for 18 days. ¿Cómo es posible?



Stop and Think Why should we protect the sapo concho?

A Rare Toad

The Puerto Rican crested toad is special. It only lives in some areas of Puerto Rico. It used to live in Virgen Gorda, but scientists think it is **extinct** there.

Our Responsibility

Why are these ugly toads so *importante*? This toad is important because it is **unique**. There aren't many of them around anymore. Some crested toads live in the south of Puerto Rico in the Guánica Forest.

We must learn about the sapo concho.

We must protect them!

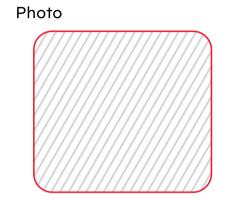


After You Read

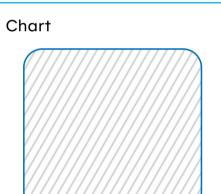
Review

• A. Reread My Favorite Animal Is Ugly! Place the text features from the information text next to the word that names it in the chart.

Text Features used in My Favorite Animal Is Ugly!



Infographic



Мар



A. Use your chart.

- 1. Say what the difference is between a photo and an infographic.
- 2. Say what information the caption gives us that is not in the photo.

Reflect

A. How many Spanish words did you read in My Favorite Animal Is Ugly?

1. Which words in English did they help you understand?



- A. Think about how cognates help us share information.
 - 1. What differences do you notice between the Spanish and English cognates in the text?
 - 2. What similarities do you notice?
 - **3.** What other cognates do you know?



Starters for You

- One difference is . . .
- One similarity is . . .
- I know . . .



Irregular Plural Nouns

We make most nouns in English plural by adding -s or -es to the end. But some nouns do not follow this rule. These nouns have irregular plural forms. Here are some common irregular nouns and their patterns.

toad	toad s
inch	inch es

Common	Irregular	Plural No	ouns		
child	children	foot	feet	person	people
man	men	tooth	teeth	fish	fish
woman	women	shelf	shelves	sheep	sheep

A. Read and underline the irregular plural nouns.

My family visited the Arecibo Lighthouse. Many people go there every year. We saw many kinds of fish in the ocean. Then we went to



the mini zoo. We saw parrots, donkeys, and sheep. A lot of children were in the pool swimming and playing games. Some men were playing music on a radio. My mom sat with her feet in the water, and my sister and I played with a beach ball.

Possessive Nouns

A possessive noun shows that something belongs to that noun:

Veronica's bike is red.



Mía's family lives there.

The **children's** teacher is Mrs. Sánchez.

Luis's brother is in third grade.

Frogs' eggs are shiny.

- **B.** Underline the correct form of the possessive noun.
 - 1. The zoo has (peoples' / people's) favorite animals.
- 2. The (chicken's / chickens') nests are empty.
- 3. The (shelve's / shelves') boards are broken.
- 4. (Dylan's / Dylans') hair is like a crest.

C. Write the possessive form of the noun in parentheses.

1.	Female to	oads like the male		- (toads) cal
2.	The sapo		 (concho) legs are	e short.
3.	A		 (reptile) skin has scales.	

Listening and Speaking Listen to Learn

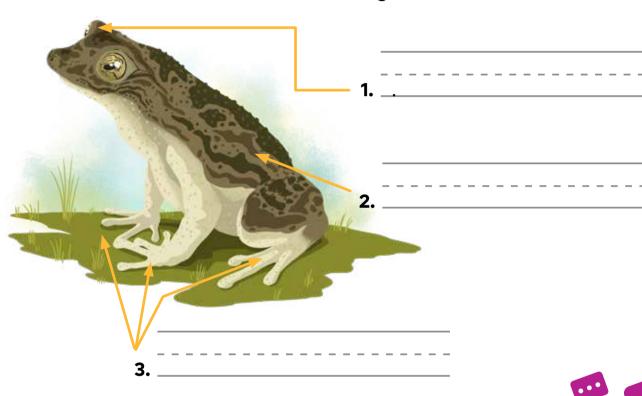
A. Listen to the conversation.



B. Circle the words you hear.

- crawl •
- extinct
- legs
- skin

C. Use the words in **B** to label the crested frog.



Communicate

A. Ask and answer questions.

What are your favorite Spanish-English word pairs?

My favorite word pairs are . . .

How can you learn new Spanish-English word pairs?

I can learn new word pairs by . . .

Learn About Social Studies

A. Read the text.



Social studies teaches us about people from different countries. We learn about their cultures. We learn about their languages. Sometimes we learn words in those languages that are similar to words in our language. For example, when we learn about how lemons came to Spain through the Middle East, we might learn where the word came from, too. The word for lemon, *limón*, comes from the Arabic word *laymūn*.

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B. What words do you know that come from other languages? In your notebook, write a borrowed word and the language it comes from.

Writing

CHAPTER CHALLENGE

You will research something uniquely Puerto Rican and share the information with your class.

There are many special things about Puerto Rico. There are animals that only live in Puerto Rico. There are foods that are only eaten in Puerto Rico. There are holidays that are only celebrated in Puerto Rico. There are unique places in Puerto Rico. There are special words for each of these.

Follow the Steps

STEP 1: Think about something unique to Puerto Rico.

- What are some special animals in Puerto Rico?
- What are some special foods in Puerto Rico?
- What are some special celebrations in Puerto Rico?

STEP 3: Plan your writing.

- What topic do you want to learn more about?
- Where can you find information about it?
- What picture will you use?

STEP 2: Study the model.

- How is the topic unique to Puerto Rico?
- What words are similar?
- How do the picture and caption support the text?



Boricua — A State of Mind

Borinquén is the local name for Puerto Rico. It comes from the Taíno word Borikén. Boricua is also a unique way of living in Puerto Rico. It is joyful and carefree. It is the celebrations, music, and food of Puerto Rico. Boricua are the Puerto Rican people.

Meet the Challenge

- **A.** Choose a topic. Research your topic. Write 3–4 sentences about your topic. Find a picture for your topic and write a caption for it.
- B. Share your research with a friend.





Key Words



A. Listen and read.

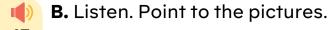
The Storm

The **lightning** flashed. The thunder crashed. Suddenly, the house went dark!

I was **alone** In my own home When in walked my brother Mark,

Flashlight **shining**, Perfect timing, To **repair** the broken lights.

I was **jealous** of him, **Stomping** right in, So late on a stormy night!

















- **1.** Say how feel when you are **alone**.
- 2. Say what makes you feel **jealous**.
- **3.** Name something that you can **repair**.

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Before You Read

Creation Myth

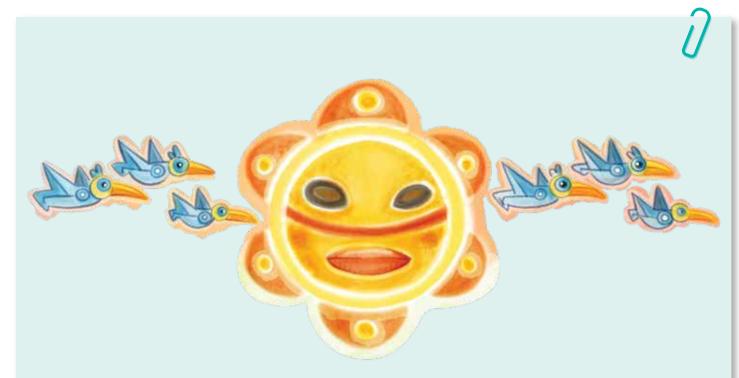
Creation myth are fiction stories about how something began. First Fire is a Cherokee creation myth. It is a story about the beginning of fire.



Story elements make up a story. They are the characters, the setting, and the plot. The characters are the people or animals in the story. The setting is the place and time when the story happens. And the plot is what happens in the story.

To understand a story, you need to identify the story elements. As you read or listen to a story, ask yourself the questions in the chart.

Story	Questions	Name of the story: First Fire
Characters	Who is in the story?	Water Spideranimals
Setting	Where does the story happen? When does the story happen?	on the land near a riverin the winter
Plot	What happens in the story?	 It is cold. There is a storm. Lightning causes a fire nearby. Water Spider swims across the river and brings fire to the animals.



Look Ahead

- A. Look at the pictures in In the Beginning.
 - 1. Who are the characters in the story?
 - 2. What is the setting?

While You Read



- A. Think about the questions.
 - 1. Who are the Taino gods in the story?
 - 2. What do the gods do?
 - **a.** Which god is the mother of the world?
 - **b.** Which god makes the day and night?
 - c. Which god makes the plants, animals, and the first man?
 - **d.** Which god makes earthquakes and storms?



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In the Beginning

by **Gylmaris Lugo and Devora Manier**Illustrated by **Ludvila**



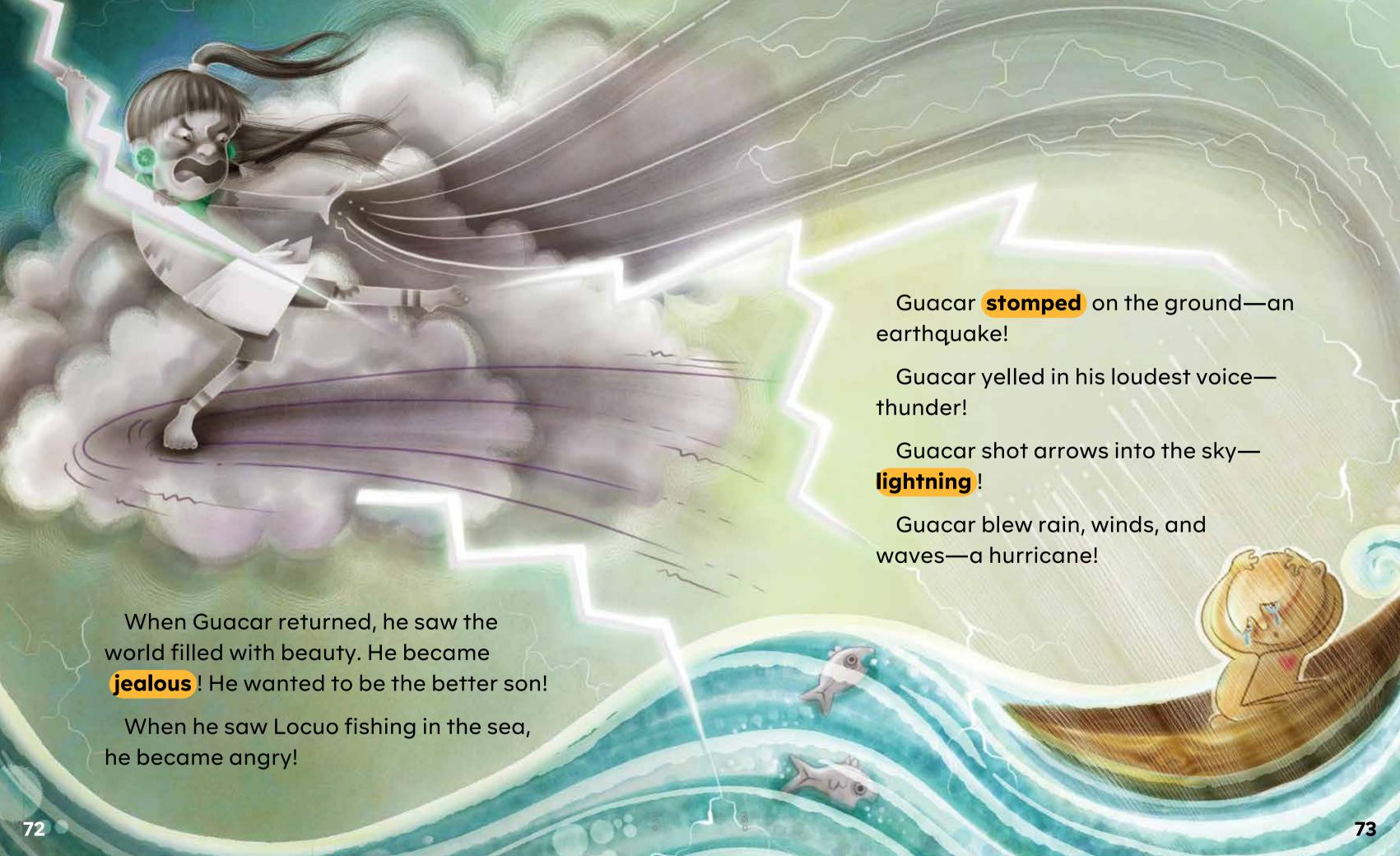
Before there was anything, there was Atabey. She was the mother of everything. Atabey made sons so she wouldn't be **alone**. She named her first son, Yucajú, and she called her second son, Guacar.

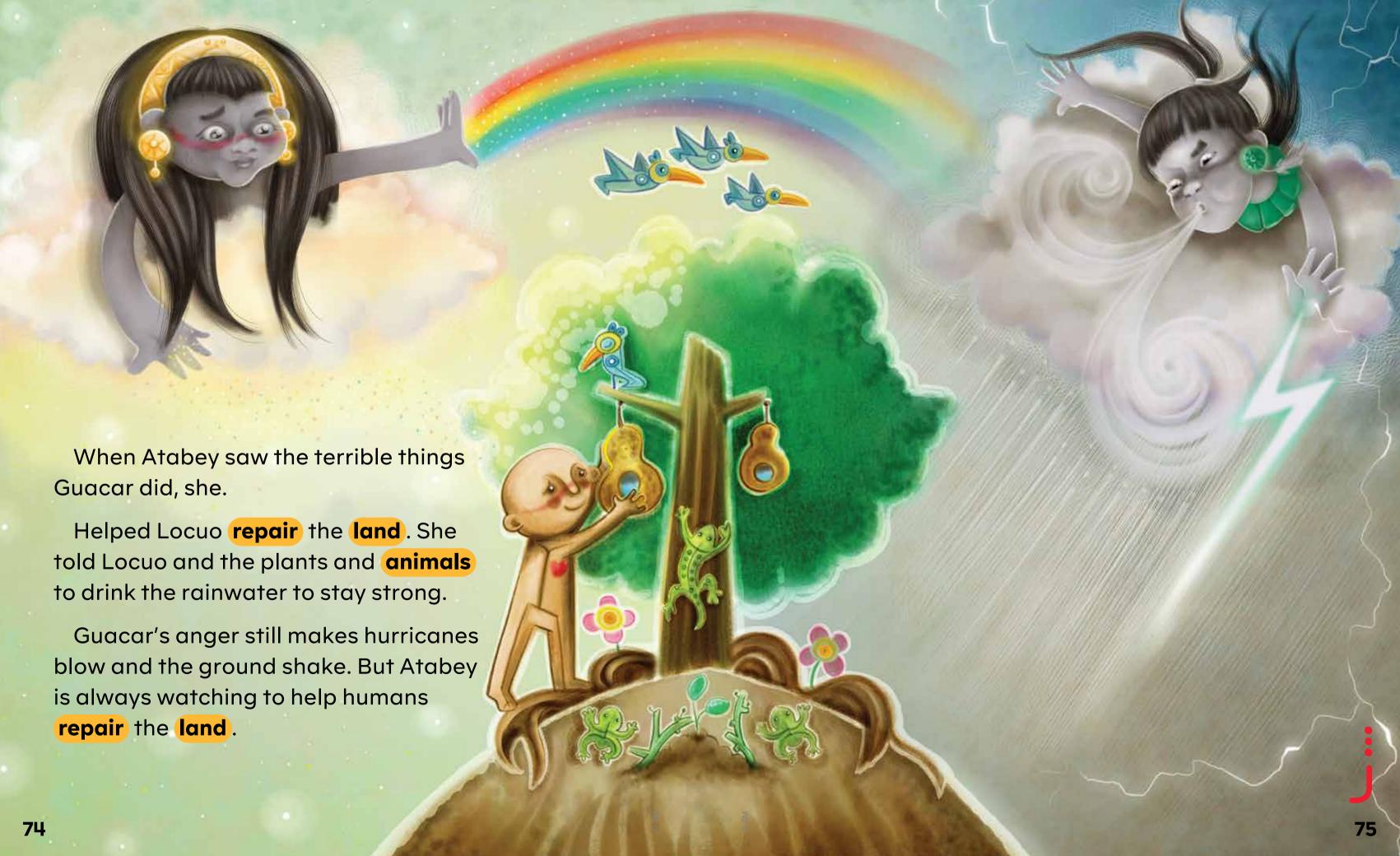
Atabey was happy with her children. But she wanted to fill the world with beauty. She asked her sons to help.

Guacar went away to think. He wanted his plan to be better than his brother's. Yucajú started working right away. He wanted to make his mother happy.













Review

A. Reread **In the Beginning**. Place the story elements in the correct box.

Characters	Plot
Setting	



3. What happens in the story?

Reflect

- A. Discuss the questions with a friend.
 - 1. How are the brothers Yucajú and Guacar different?
 - **2.** How do you think Locuo feels when Guacar gets angry?
 - **3.** How do you think Locuo feels when Atabey brings out the rainbow?





- A. Think about our indigenous culture.
 - **1.** Look at the three Taíno symbols. What do you think they represent?
 - 2. Do you know words from the Taíno language?
 - **3.** What do you like about the Taíno culture?



Starters for You

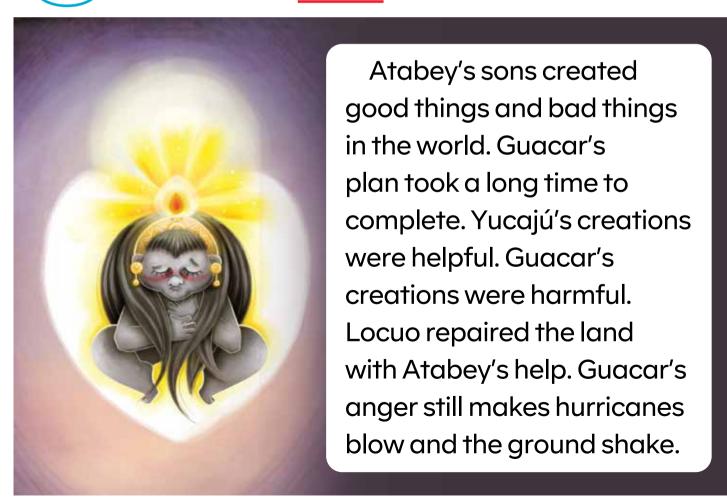
- One Taíno symbol is . . .
- One word that comes from the Taíno language is . . .
- What I like about the Taíno culture is . . .

Pronouns

Nouns are words that name people, animals, places, or things.



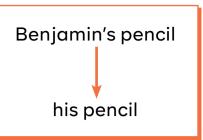
A. Circle the possessive nouns. Underline the noun that is owned.



Possessive Adjectives

- Possessive adjectives also show ownership.
- Possessive adjectives replace possessive nouns.

I	my	we	our
you	your	you	your
you she	her	they	their
he	his		
i†	its		



- **B.** Circle the correct possessive adjective to replace the bolded possessive noun(s).
 - 1. Mara's bicycle has a flat tire.
 - a. Its
- b. She c. Her
- 2. Javier's dad helped him with his homework.
 - a. His
- b. Him c. Its
- 3. Omar and Maria sent Omar and Maria's aunt a letter.
 - a. his
- b. her c. their
- 4. The **book's** pages are torn.
 - a. It's
- **b.** Its
- c. His
- C. Write the correct form of the possessive noun or adjective for the noun or pronoun in parentheses.

_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_

1. (She) _____story is about a water spider.

_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_

2. Is (Alma) _____ mom the teacher?

		-		_		_		_	_	_	_				
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3. (I) _____ maracas are like Taíno maracas.



-Listening and Speaking

Listen to Learn



A. Listen to the presentation.

B. Choose the correct answer.



a. yautia and yuca

- **b.** maracas and güiros
- **c.** canoes and hammocks
- 2. What are two Taino inventions?
 - **a.** yautia and yuca

- **b.** maracas and güiros
- **c.** canoes and hammocks
- 3. What are two Taino foods?
 - **a.** yautia and yuca

- **b.** maracas and güiros
- **c.** canoes and hammocks
- C. Complete the sentences.
 - 1. A goddess fell in love with a _____
 - _____
 - **2.** Juracán was _______.

Communicate

A. Ask and answer questions.



What other Taino myths do you know?

How has Taino culture affected Puerto Rican culture?

Taíno culture has . . .

Learn About Geography

A. Read the text.



Before Europeans came to the Western Hemisphere, the Taíno people lived on most of the islands in the Caribbean Sea and the western Atlantic Ocean all the way north to Florida. The Caribbean Sea begins below the Yucatán Peninsula in Mexico in the northeast and stretches all the way down to South America. It is bordered by the Greater and Lesser Antilles islands in the north and east.

B. In your notebook, write the names of the countries where the Taíno people lived.

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CHAPTER CHALLENGE

You will develop a creation myth.



Follow the Steps

STEP 1: Think about a creation myth.

- What do you want to explain in a creation myth?
- What story can you say about its beginning?

STEP 3: Plan your writing.

- Choose a subject for your creation myth.
- Choose characters for your myth.
- Decide the plot of your myth.

STEP 2: Study the model.

- What is the creation myth about?
- What happens in the myth?
- Why does it happen?



How the Sand at Vieques Turned Black

The sand at Vieques used to be white. But pirates made big fires on the beach. When the ships came close to see what was on fire, the pirates attacked them to steal their gold! This happened many, many times for many, many years. And the sand on the beach was burned black.

Meet the Challenge

- **A.** Write your creation myth in your notebook.
- **B.** Share your creation myth with a friend.





Key Words



A. Listen and read.

Tittle



In a special **field**, where our dreams take flight,

we **cultivate** happiness day and night.

Sometimes, darkness finds its way in,

but we scatter it with a grin.

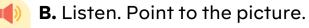
The **moon**, with its changing phases, helps **illuminate** our adventurous spaces.





It's a **blessing** to have day and night:

Bright sun, warm rain, cool night...moonlight.















विश्वी o Friend

- 1. Say what **phase of the moon** you saw last night.
- **2.** Say how you can **illuminate** a dark space.
- **3.** Say what people **cultivate** in your area.

Before You Read



Drama

A **drama** is a story that people act out for an audience. Sometimes we call it a play.

The people who perform plays are actors.

The space where they act is a **stage**.



Look Ahead

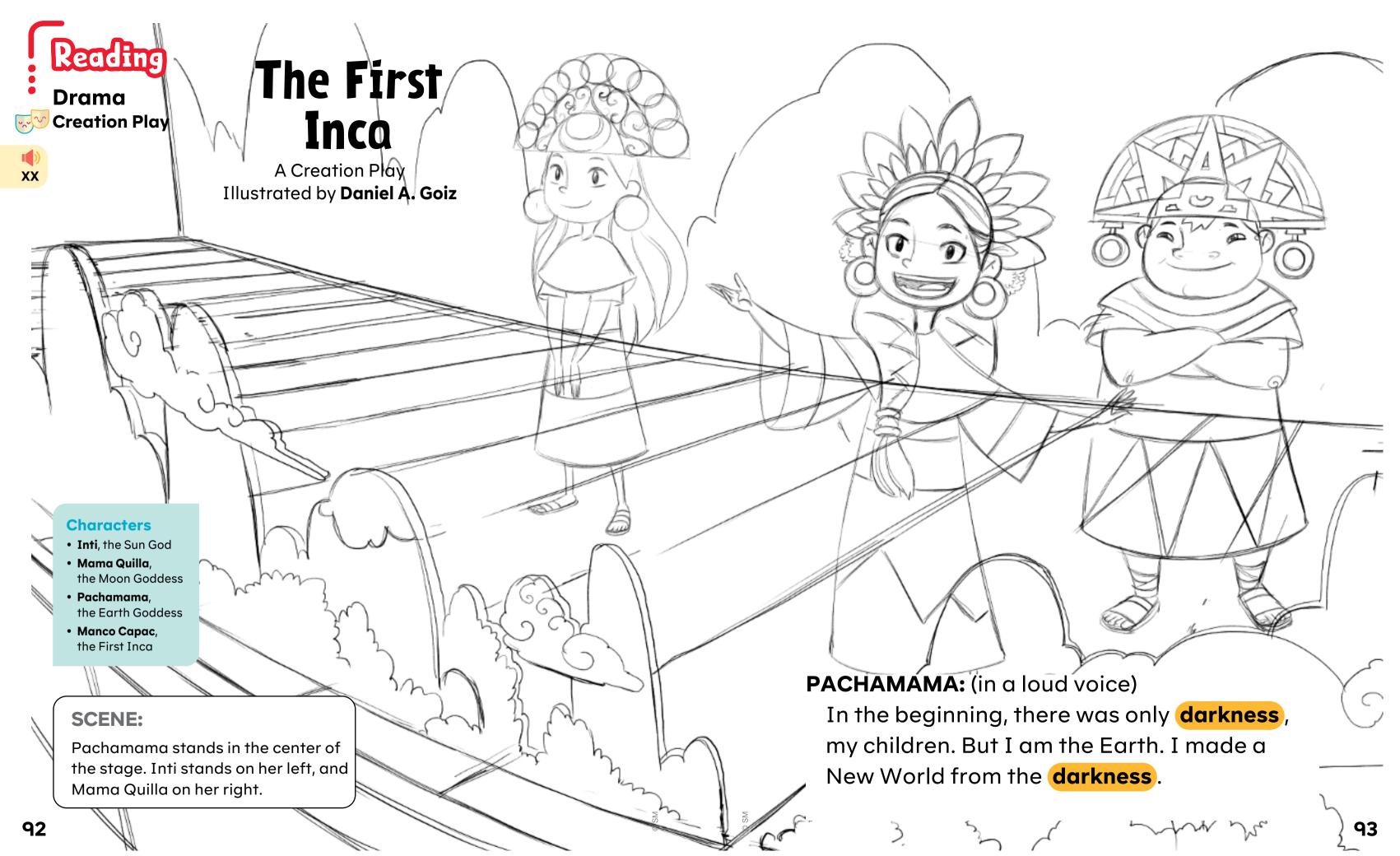
A. Look at the pictures in the play **The First Inca**.

- 1. Who are the characters in the play?
- 2. What do you think the story is about?

While You Read

A. Think about the questions.

- **1.** How is Pachamama the same or different to Atabey?
- 2. How is Manco Capac the same or different from Locuo?
- 3. What would you like to happen next in the story of the First Inca?



Stop and Think

Why are the Sun and the Moon important to the World?



INTI: (steps forward, shining) I am Inti, the Sun God. I bring warm light from the East. I push the darkness away.



MAMA QUILLA: (steps forward, glows) I am Mama Quilla, the Moon Goddess. I illuminate the night. I bring a gentle light to the world from the West.

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MANCO CAPAC: (in wonder) Great Gods, what is my purpose in this New World?

PACHAMAMA: You, Manco Capac, will be the First Inca. You will rule this land.
You will obey Inti and Mama Quilla. And you will guide our people with knowledge and kindness.



INTI: (raising his hands) Manco
Capac, I give you the power to bring life to Earth. Plant the seeds, cultivate the fields, and let the people do well.

MAMA QUILLA:

(extending her hands)
And with the **phases**of the moon, I give
you the ability to
understand the cycles
of life.



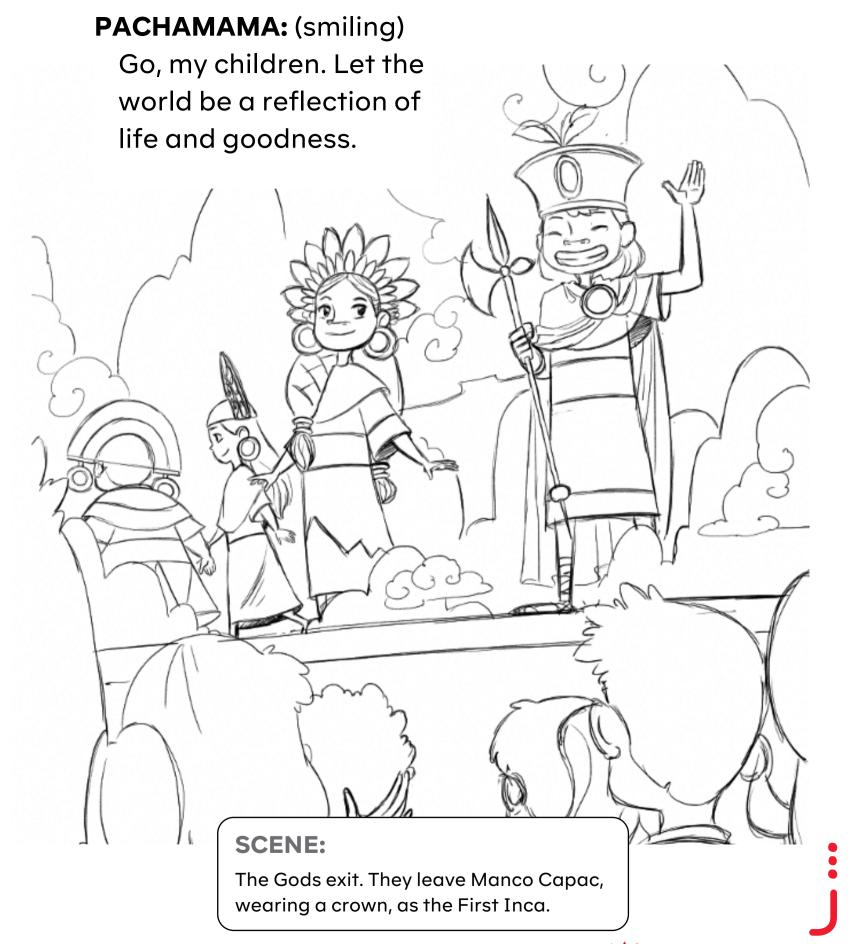
PACHAMAMA:

Manco Capac, your
World will be good.
There will be night
and day. There will
be sunlight and
moonlight.



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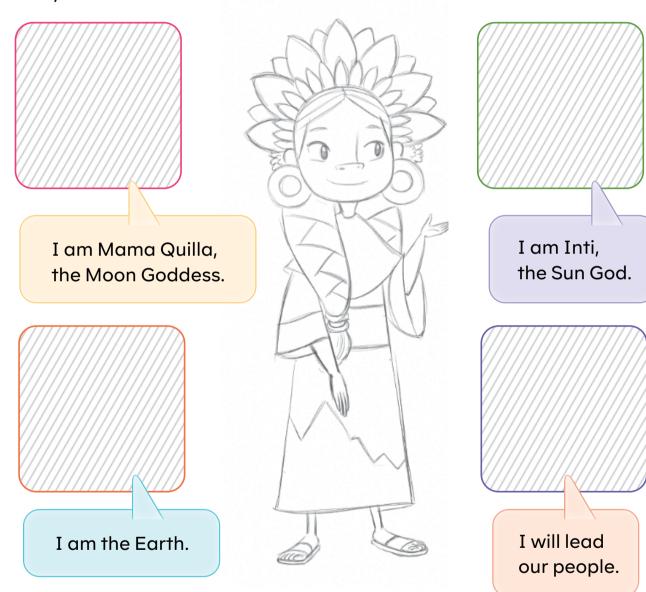




After You Read

Review

- A. Reread The First Inca.
 - **1.** Use the stickers to match the characters with what they said.

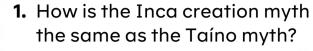


Talk About

- A. Take turns to tell the story to a friend.
 - 1. Say who is in the story.
 - 2. Say what each character says.

Reflect

A. Discuss the questions with a friend.



2. How is the Inca myth different from the Taino myth?



Relate To

- **B.** Act out the play **The First Inca**.
 - 1. Which character will you be?
 - 2. Which part of the play (scene) will you act out?
 - 3. What will everybody do?



Starters for You

- I will be ...
- Let's act out the scene where . . .
- You can...

Grammar

Verb to be

To be is a special kind of verb. It does not describe an action like other verbs. **To be** helps us talk about who someone is, what something is, how we feel, or where we are. It has many different forms. We can use it in the present tense and the past tense.

These are the forms of the verb **to be** in the present tense: **am, is, are**.

These are the forms of the verb **to be** in the past tense: **was, were**.

()

A. Listen and read.

There is a puppet show in my town this week.
The puppets are characters in a fairy tale. There is a princess, and there



is a dragon in the show. There are other animals, too. Yesterday, the puppet show actors were at our school. I was excited to see the show. I want to be a puppet show actor when I grow up. I am a good story teller. My show will be fun.

B. Underline the different forms of the verb to be.

Was and were

Machu Picchu **was** an ancient Inca city.

Manco Capac **was** the First Inca.

The llamas **were** in the field.

We **were** happy to see the new play.



C. Match the sentence to what to be tells us.

- 1. The animal was a llama.
- 2. We were excited to learn about the Incas.
- **3.** Pachamama was the Earth.
- **4.** Inti was on the stage in the play.
- **5.** The students were on the playground.

- a. who someone is
- **b.** what something is
- c. where someone is
- **d.** where something is
- e. what someone feels

- **D.** Cross out the incorrect verb.
 - 1. The Incas (was / were) from Machu Picchu.
 - 2. Manco Capac (was / were) happy to lead his people.
 - 3. Inti and Mama Quilla (was / were) gods.
 - **4.** I (was / were) at the play yesterday.
 - **5.** My classmates (was / were) in Grade 1 last year.

Listen to Learn



A. Listen to the conversation.







- **B.** Answer the questions.
 - 1. What is the brother doing?
 - 2. Who are they?
 - **3.** What are they learning about?

Communicate

A. Ask and answer questions.

Where were the characters in the story?

They were ...

What happened in the story?

First, . . .

Then,...



Learn about Drama

A. Read the text.

In drama class, students read and watch plays and sometimes act them out. They learn to retell stories by acting out the roles of

B. Write the words to complete the sentences.



the story characters. In a play, the **actors** are storytellers. They tell their story on a **stage** for an **audience**. Each **scene** is a part of the story. A play is fun to watch. We can learn a lot from a play. It is fun to act in a play. We can learn to tell stories and teach others about different people and cultures.

0	actors o audience	o scene	Stage	
1.	. Thew	vere Inti and Mo	ama Quilla in the play.	
2.	. Thele	earned the story	of the First Inca.	
3.	3. The Inca Gods walked and talked on the			
4.	. My favorite	_ _ _ was when Pac	chamama creates the World.	

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CHAPTER You will create and act CHALLENGE out a creation story.

A play tells a story with actions and words.

We can tell a story with a play. To create a play, we need to know what story we want to tell. Like with any other story we need to know:

- who is in our story (the characters),
- where our story happens (the setting),
- what happens in our story (the plot).

When we tell a story as a play, we write the dialogue. The dialogue is the words characters / actors say. And, we write stage directions. The directions tell the actors what to do.

Enjoy writing your play!

Follow the Steps

STEP 2: Study

the model.

STEP 1: Think of a story you want to act out.

- What happens in the story?
- Who is in the story?
- Where does the story happen?



Characters

- Parrot
- Hummingbird



Parrot: I want to be colorful like you.

Hummingbird: You need to fly into the sunlight. Color is a blessing from Mother Sun.

Parrot: You were right. Now I am colorful, too.

Hummingbird: Mother Sun was kind. She made you beautiful.

STEP 3: Plan your writing.

- What event from the story will you act out?
- What will the characters do?
- What will the characters say?

Meet the Challenge

- **A.** Write your play in your notebook or workbook.
- **B.** Act out your play with your friends.

