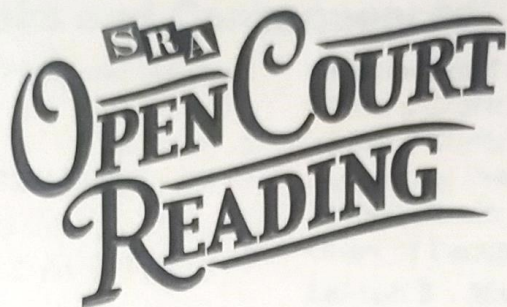


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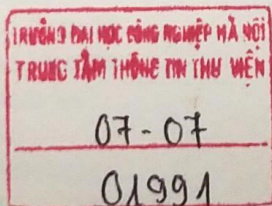




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Level 4

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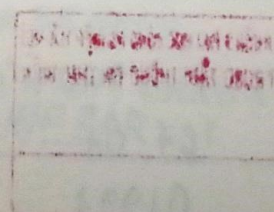
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UNIT 1**Risks and Consequences • Lesson 1** *Mrs. Frisby and the Crow***Cause and Effect**

Focus Cause-and-effect relationships help readers understand why events happen in a certain way.

- ▶ A **cause** is why something happens.
- ▶ The **effect** is what happens as a result.
- ▶ Writers use signal words and phrases to identify **cause-and-effect** relationships. These words, which include *because, so, if, then, thus, since, for, and therefore*, help readers know what happens and why it happens.

Identify

Look through “Mrs. Frisby and the Crow” for examples of cause-and-effect relationships. For each example, write the event that is the cause and the event that is the effect.

Answers will vary. Possible answers are shown.

1. Cause: **The crow sat on the fence to remove the string tangled around his foot.**

Effect: **The string accidentally caught on the fence, and the crow became tied to it.**

2. Cause: **Mrs. Frisby helps the crow become untied from the fence.**

Effect: **The crow saves Mrs. Frisby from being attacked by Dragon the cat.**

UNIT 1 Risks and Consequences • **Lesson 1** *Mrs. Frisby and the Crow***Cause and Effect****Practice**

Rewrite each pair of sentences as one sentence showing the cause-and-effect relationship. **Answers will vary. Possible answers are shown.**

3. I could not eat dinner. I ate all the apples.

I could not eat dinner, because I ate all the apples.

4. Scruffy bit me. I've been afraid of dogs.

Since Scruffy bit me, I've been afraid of dogs.

5. I could not find my shoes. I was late.

I could not find my shoes, so I was late.

6. Rachel and Jose put in too much sugar. The recipe did not work.

Because Rachel and Jose put in too much sugar, the recipe did not work.

Apply

Think about a machine you see every day. Write down how you think it works, using cause-and-effect signal words.

Answers will vary.

UNIT 1 Risks and Consequences • **Lesson 1** *Mrs. Frisby and the Crow***Nouns**

Nouns are words that name persons, places, things, or ideas.

Rule

- ▶ A **common noun** names *any* person, place, thing, or idea.
- ▶ A **proper noun** names a *particular* person, place, thing, or idea. A proper noun always begins with a capital letter.
- ▶ A **concrete noun** names something we can touch or see.
- ▶ An **abstract noun** names something we cannot touch or see, such as an idea or emotion.

Example

- ▶ student, school, chalkboard
- ▶ Mr. Stewart, New York City, Empire State Building
- ▶ farmer, water, crow
- ▶ friendship, honesty, happiness

Try It!

Read this paragraph. Write **C** over each common noun.
Write **P** over each proper noun.

P Maryann lived in P Venice, P Italy, for two years. C Venice is a P city C
 in northern Italy. The family had to move because her father C
 was asked to do a C job for his P company. Maryann also visited C
P Great Britain, P France, P Spain, and many other countries in C
P Europe.

Practice

Read this paragraph. Look at the words in bold type. Underline the words in bold type that are concrete nouns. Circle the words in bold type that are abstract nouns.

Robert heard laughter as he walked into the kitchen. His mother and brother were baking granola. The smell coming from the oven was wonderful. Robert's stomach growled as he waited for the granola to be done. When the granola was finally ready, Robert showed his happiness by eating three bars!

Proofread

Read this paragraph. Write the correct lowercase or capital letter above any incorrect ones. Underline the proper nouns. Circle the abstract nouns.

In 2000, the olympics were held in Australia. Athletes from the United states and many other Countries played many different sports. Teamwork was important during the olympics. Many people felt excitement when they watched their favorite Athletes try to win a Medal.

UNIT I**Risks and Consequences • Lesson I Mrs. Frisby and the Crow****Point of View****Rule**

- ▶ In every story you read, a narrator tells the story. If the narrator takes part in the story's action, the story is written from a first-person point of view. The narrator uses pronouns such as *I, me, my, we, us, and our* to tell the story.
- ▶ If the narrator is an outside observer of the story, the story is written from a third-person point of view. This narrator does *not* take part in the action. The pronouns *he, she, they, them, and their* are used to tell the story.

Example

- ▶ It was as if that tree were calling to me, begging me to climb.
- ▶ He imagined that the tree was calling to him, begging him to climb it.

Try It!

In each sentence, circle the word or words that tell you the point of view. Then write the point of view.

1. Mr. Milston was the best of our neighbors.

first-person point of view

2. It was my idea, but Jason took the credit.

first-person point of view

3. He felt the kitten clinging to him, sinking every tiny claw into his leg.

third-person point of view

4. She peeked around the corner, hoping no one would hear her.

third-person point of view

Practice

Read the following passage. Then answer the questions about the point of view.

Stefan's palms were cold and sweaty all at once. Why had he ever agreed to do this? Surely the talent show could survive without him. Right now he wasn't sure *he'd* survive. Signing up to audition was one thing. Actually auditioning was another. How would he ever make it across the stage with these shaking knees? He fumbled and almost dropped the drumsticks in his hands. Stefan imagined the headlines: "Drummer with No Rhythm Auditions for Talent Show."

5. In what point of view is this passage written?

third-person point of view

6. What words tell you the point of view?

his, he, him

7. What words reveal the character's thoughts and feelings?

palms were cold and sweaty, wasn't sure he'd survive, shaking knees, fumbled and almost dropped the drumsticks, "headlines"

Now rewrite the above passage using a different point of view.

Answers will vary, but passage should be written from a first-person point of view. Students may use a separate sheet of paper if they need more room to write.

UNIT 1 Risks and Consequences • Lesson 2 *Toto*

Compare and Contrast

Focus Comparing and contrasting helps explain how people, events or things are alike or how they are different.

- ▶ To **compare** means telling how two or more things, events, or characters are alike.
- ▶ To **contrast** means telling how two or more things, events, or characters are different.

Identify

Look through “Toto.” Find ways the author compares and contrasts Toto and Suku. Fill in the Venn diagram below with examples from the story. In the left circle, describe Suku. In the right circle, describe Toto. In the middle circle, describe how they are the same.

Answers will vary. Possible answers are shown.

