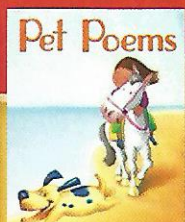
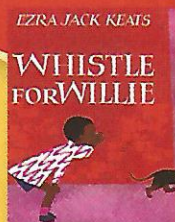


Lesson 23

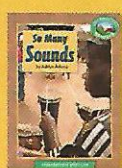


WORDS TO KNOW

HIGH-FREQUENCY WORDS

house
along
together
boy
father
again
nothing
began

Vocabulary
Reader



Context
Cards



Words to Know

Read
Together

- Read each **Context Card**.
- Ask a question that uses one of the blue words.

1

house

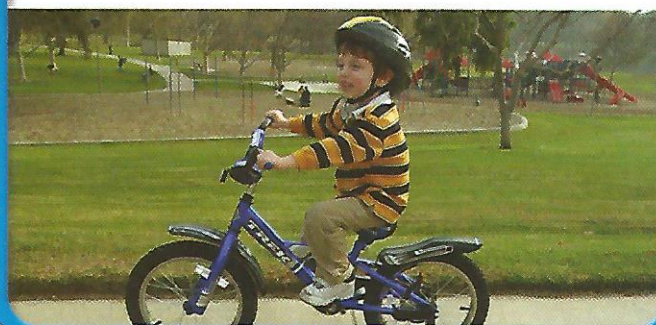
They learned how to build a **house** for birds.



2

along

He rode carefully **along** the bike path.



3

together

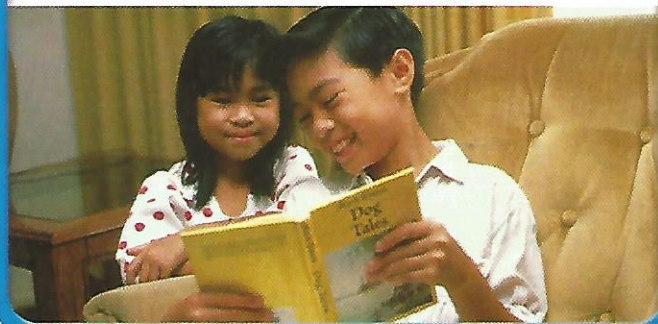
The baby can clap her hands **together** now.



4

boy

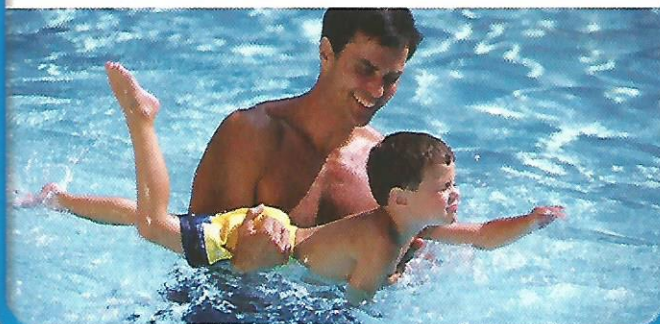
The **boy** teaches his sister to read.



5

father

My **father** teaches me how to swim.



6

again

We went out on the ice **again** to practice.



7

nothing

At first **nothing** fit, but he finished the puzzle.



8

began

She **began** to take violin lessons.



Background

Read
Together



WORDS TO KNOW

Puppy Training

A boy and his father were teaching their puppy to walk on a leash. They walked together along a path.

Suddenly the leash dropped, and the puppy began to run. Nothing could stop her. The boy whistled again and again. At last, the puppy came to him. They all walked back to the house.



- What pets do you like?
- What would you teach a pet to do?

Comprehension

Read
Together

✓ TARGET SKILL Cause and Effect

Sometimes one story event causes another event to happen. The **cause** happens first. It is the reason why something else happens. The **effect** is what happens next. Good readers think about:

What happened?

Why did it happen?

Cause: The light turned red.
What is the effect?



As you read **Whistle for Willie**, think about what happens when Peter tries to whistle.

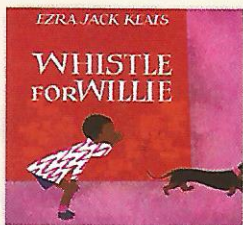
What happens?	Why?

JOURNEYS
DIGITAL

Powered by
DESTINATION Reading®

Comprehension Activities: Lesson 23

Main Selection



WORDS TO KNOW

house father
along again
together nothing
boy began



TARGET SKILL

Cause and Effect Tell what happens and why.



TARGET STRATEGY

Monitor/Clarify Find ways to figure out what doesn't make sense.

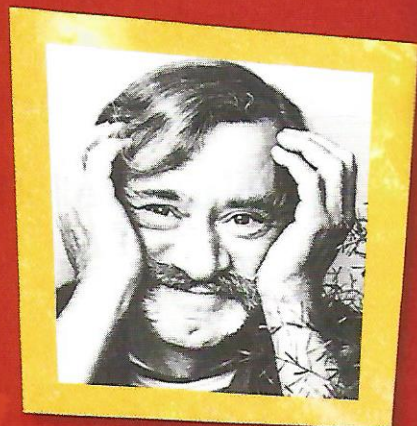
GENRE

Realistic fiction is a story that could happen in real life.

Meet the Author and Illustrator

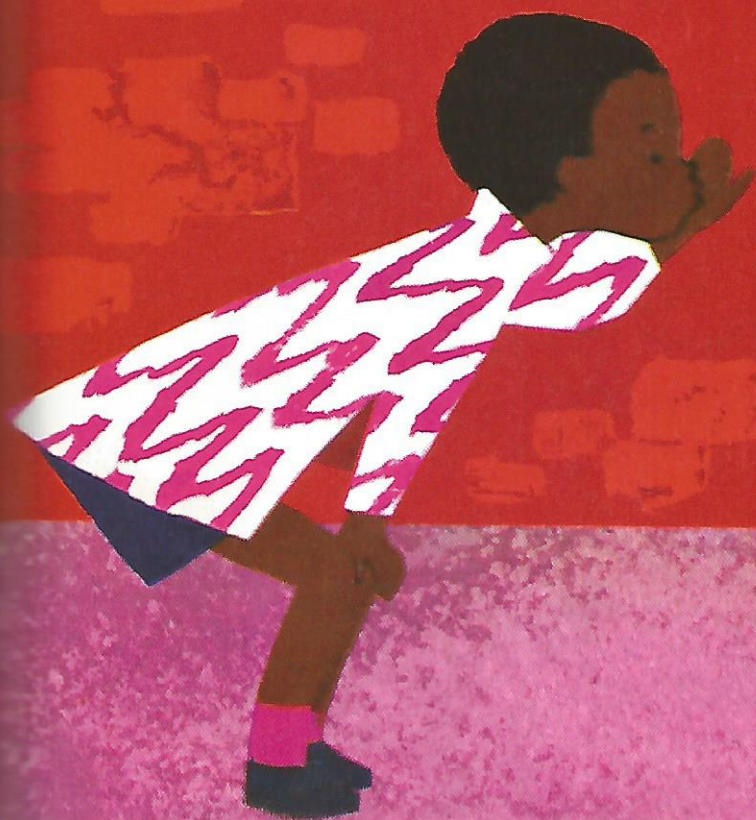
Ezra Jack Keats

Ezra Jack Keats wrote and illustrated books for children. When Mr. Keats was a boy, he drew pictures on the kitchen table. His mother was so proud, she kept the art rather than wash the table.



WHISTLE FOR WILLIE

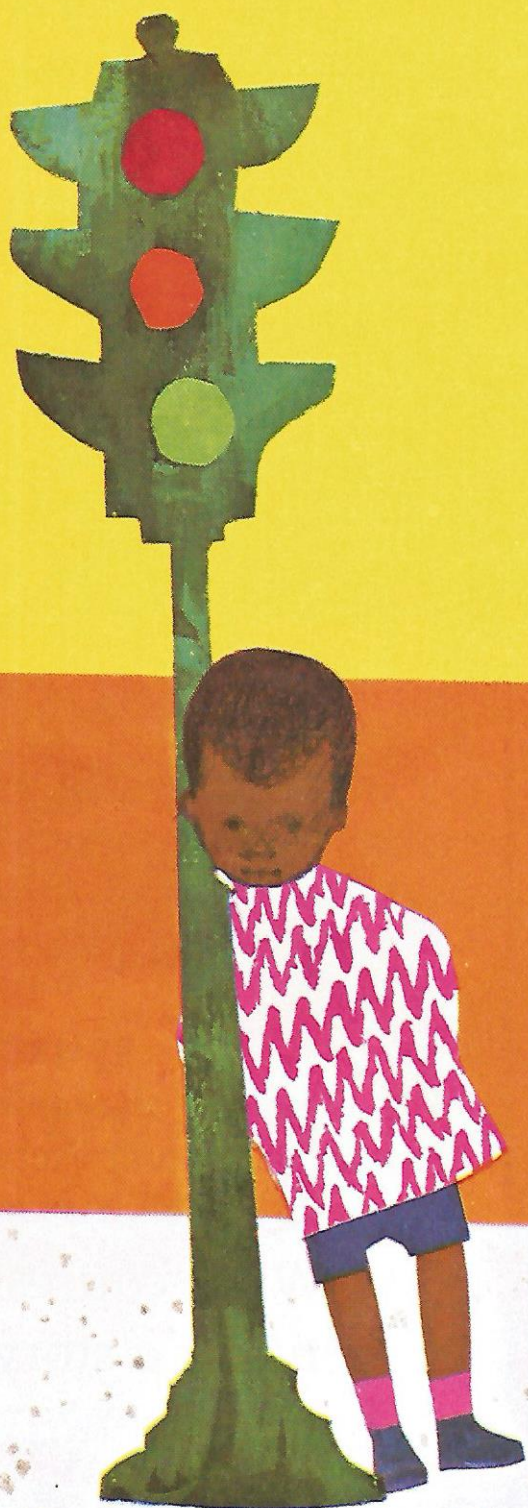
by Ezra Jack Keats



Essential Question

What causes
events in a story to
happen?

Oh, how Peter wished he could whistle!

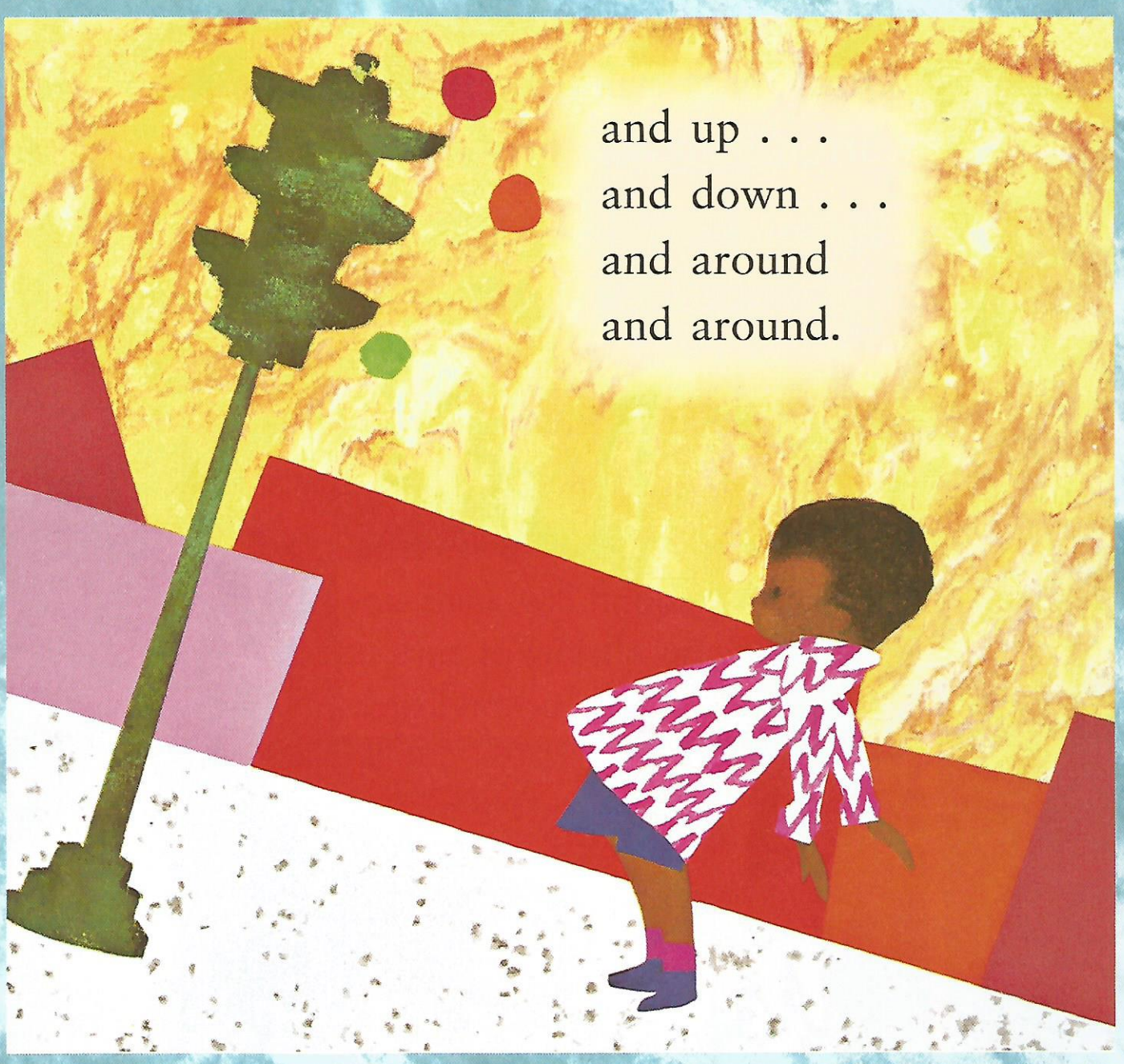


He saw a boy playing with his dog. Whenever the boy whistled, the dog ran straight to him.



Peter tried and tried to whistle, but he
couldn't. So instead he **began** to turn
himself around—
around and around he whirled . . .
faster and faster
When he stopped
everything turned
down . . .
and up . . .



An illustration of a young child with dark skin and curly hair, wearing a white shirt with pink zig-zag patterns and blue pants, standing on a white speckled ground. The child is looking up at a green traffic light on a pole. The background is a large, textured yellow area with three colored dots (red, orange, green) floating near the traffic light. The entire scene is framed by a blue border.

and up . . .
and down . . .
and around
and around.

Peter saw his dog, Willie, coming.
Quick as a wink, he hid in an empty
carton lying on the sidewalk.



“Wouldn’t it be funny if I whistled?” Peter thought. “Willie would stop and look all around to see who it was.”

Peter tried **again** to whistle—but still he couldn’t. So Willie just walked on.



STOP AND THINK

Cause and Effect What do you think will happen if Peter tries to whistle again? Read to find out.



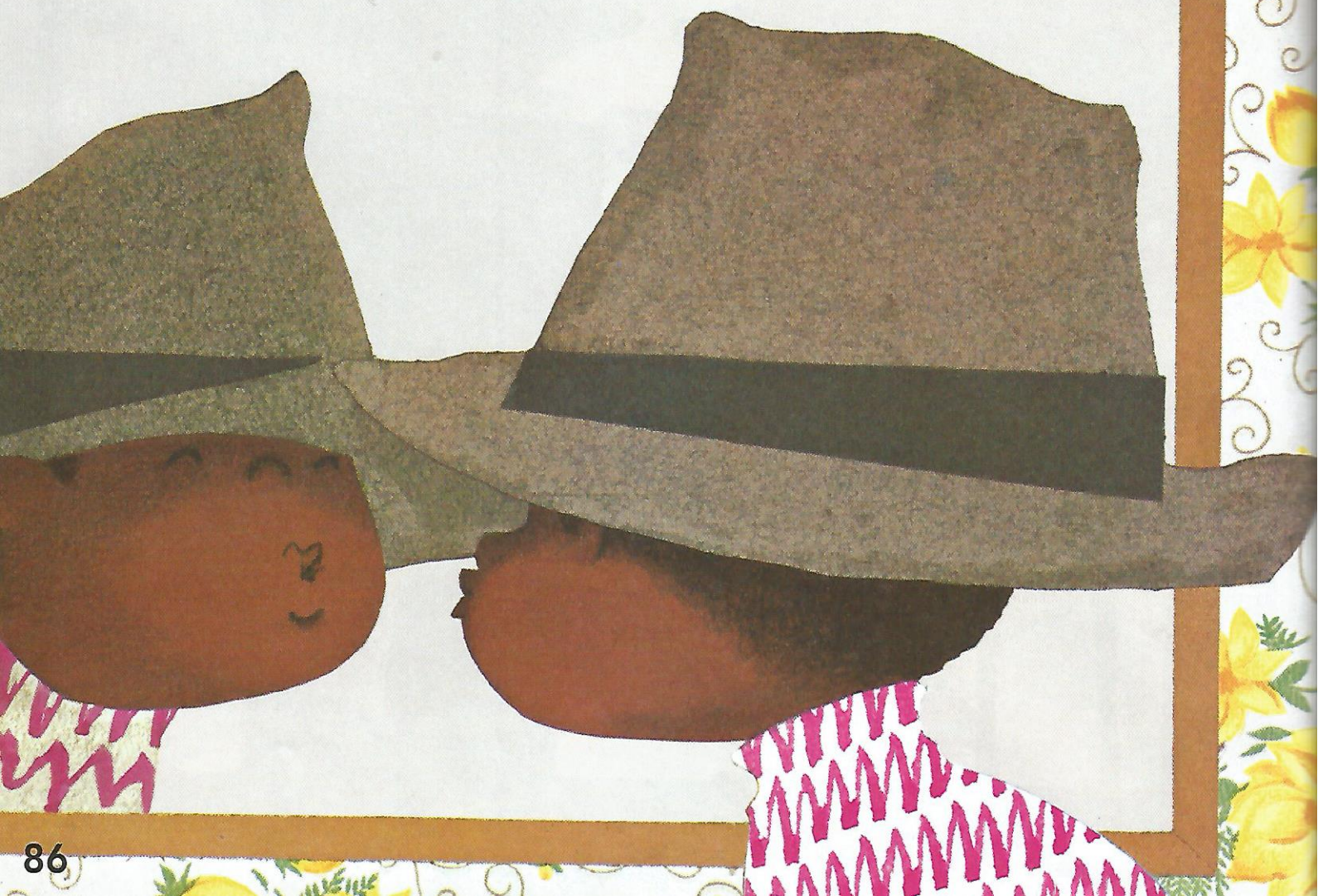
Peter got out of the carton and started home.
On the way he took some colored chalks out
of his pocket and drew a long, long line
right up to his door.



He stood there and tried to whistle again. He blew till his cheeks were tired. But **nothing** happened.



He went into his house and put on his father's old hat to make himself feel more grown-up. He looked into the mirror to practice whistling. Still no whistle!





When his mother saw what he was doing,
Peter pretended that he was his father.

He said, "I've come home early today, dear.
Is Peter here?"

His mother answered, "Why no, he's outside
with Willie."

"Well, I'll go out and look for them," said Peter.

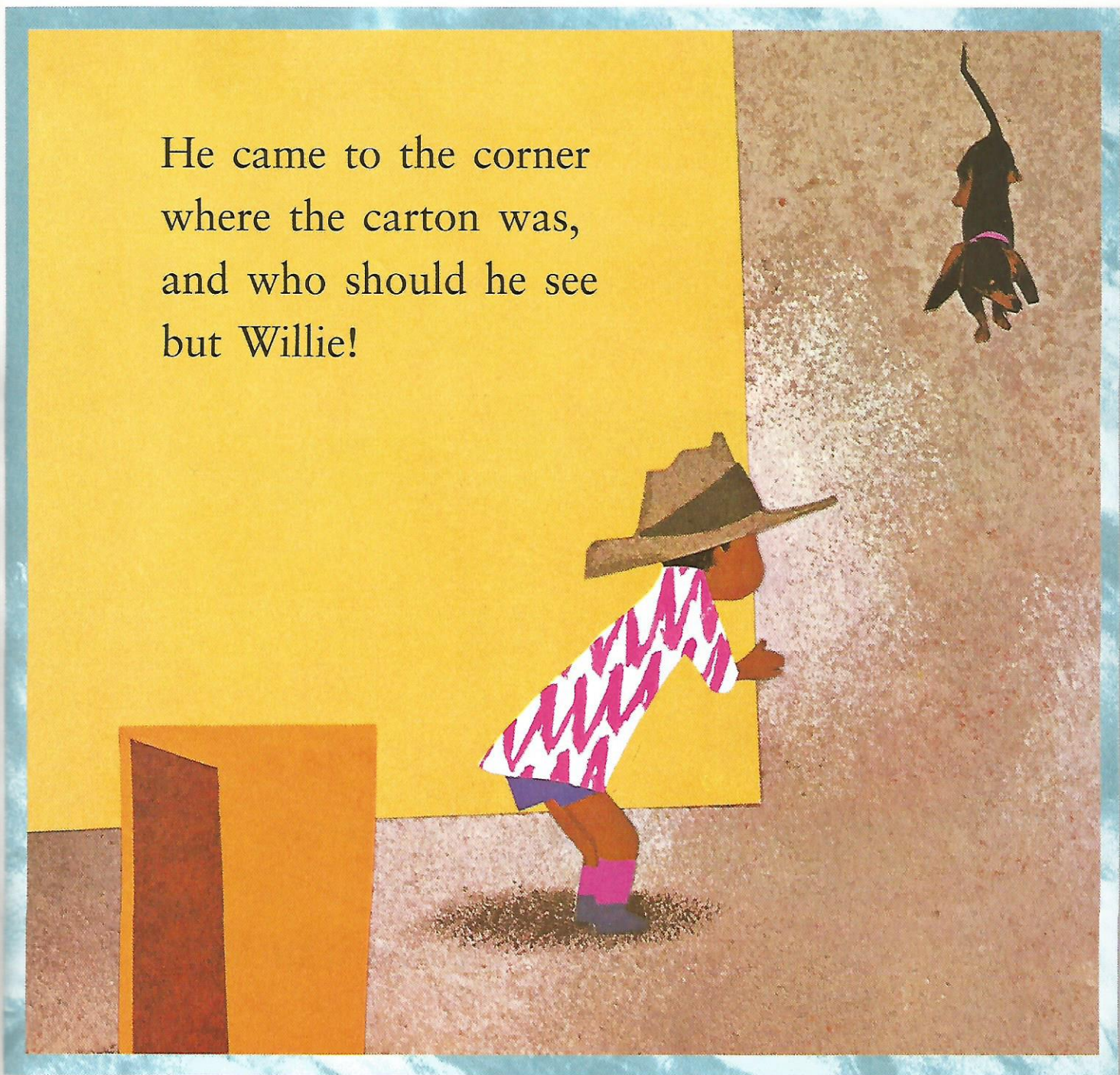
First he walked along a crack in the sidewalk. Then he tried to run away from his shadow.

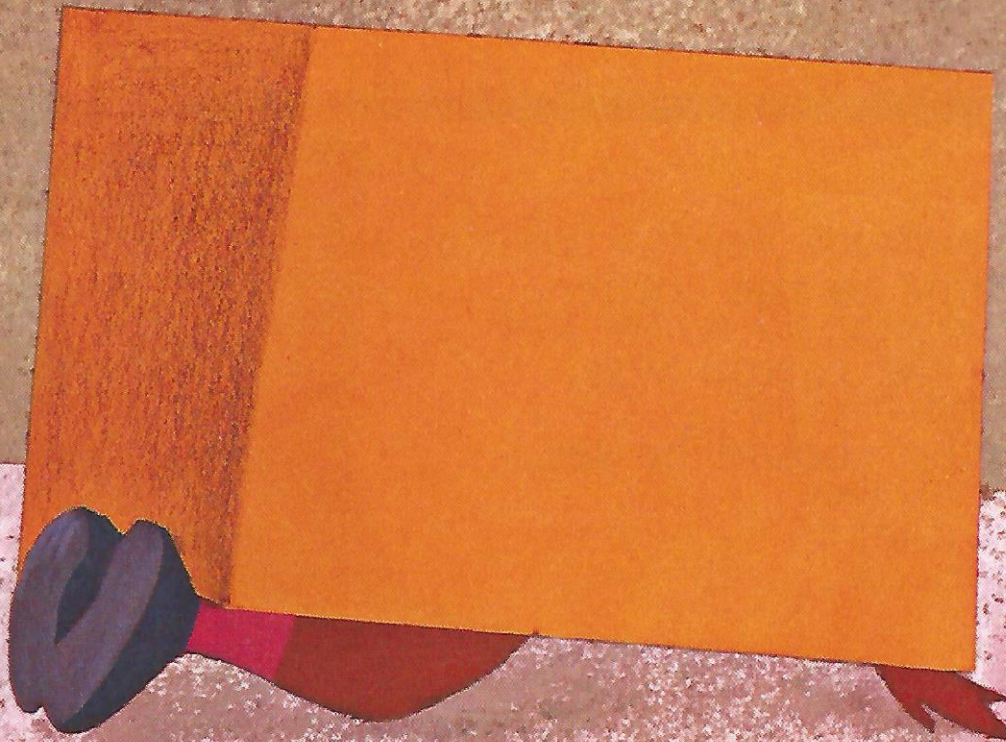
He jumped off his shadow.

But when he landed
they were
together
again.



He came to the corner
where the carton was,
and who should he see
but Willie!





Peter scrambled under the carton.
He blew and blew.
Suddenly—out came a real whistle!

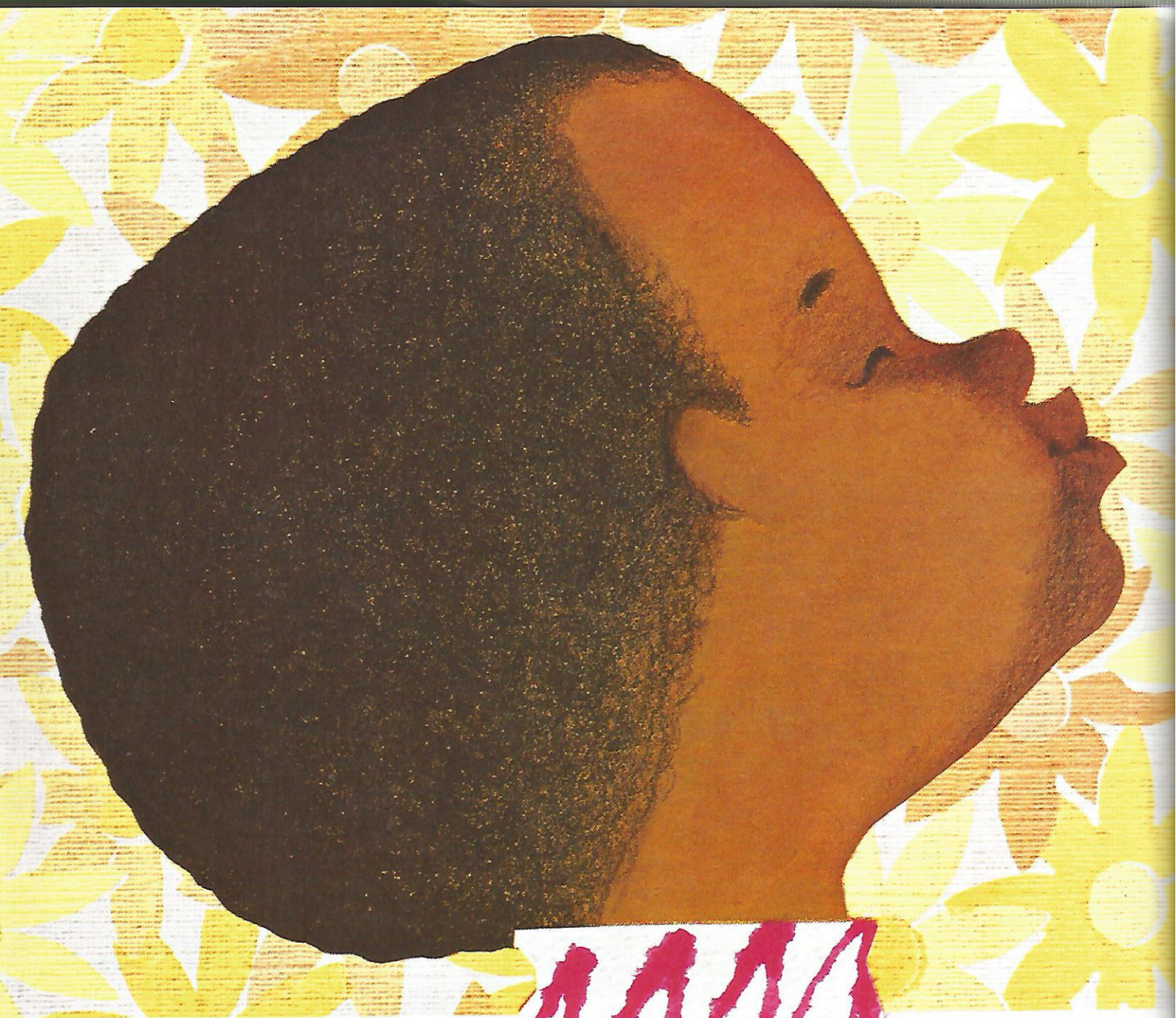


Willie stopped and looked around to
see who it was.





“It’s me,” Peter shouted, and stood up.
Willie raced straight to him.





Peter ran home to show his father and mother what he could do.
They loved Peter's whistling. So did Willie.

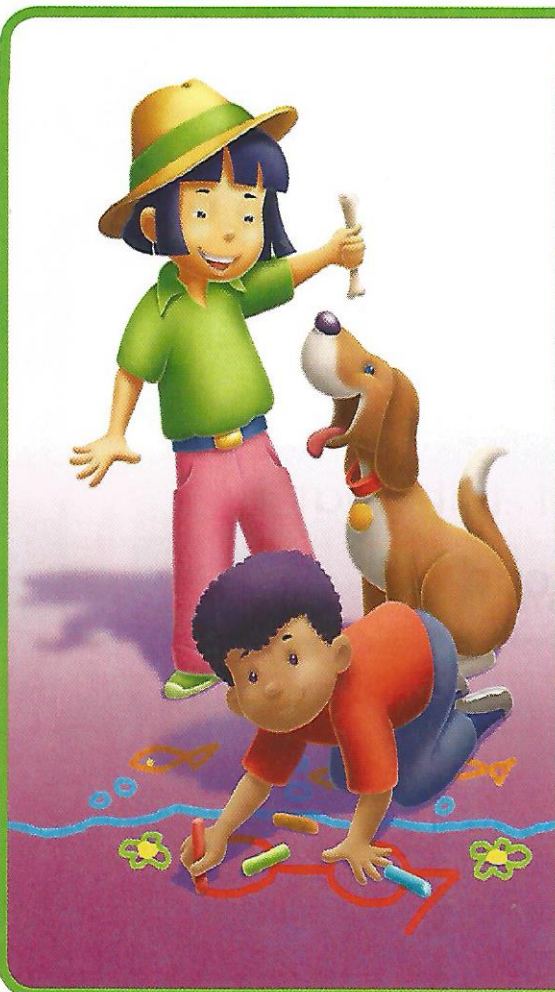
Peter's mother asked him and Willie
to go on an errand to the grocery store.
He whistled all the way there,
and he whistled all the way home.



Grammar

Read
Together

Possessive Pronouns Some **pronouns** show that something belongs to someone. This kind of pronoun can come before a noun or at the end of a sentence.



This is **my** dog.
This dog is **mine**.

I am using **your** chalk.
The chalk is **yours**.

That is **his** shadow.
That shadow is **his**.

I am wearing **her** hat.
This hat is **hers**.

Try This!

Write the correct pronoun
to finish each sentence.
Use another sheet of paper.



1. I have a dog. Little Cleo is ?.
mine mines
2. This is her dish. The dish is ?.
his hers
3. I whistle. Cleo hears ? whistle.
my mine
4. She follows me to ? house.
your they
5. Cleo loves the fish that are ?!
your yours

Grammar in Writing

When you proofread your writing, be sure
you have used pronouns correctly.