



## What's in My Classroom?

A teacher and her students give clues about objects in their classroom. Readers guess each object and then turn the page to find the answer.

## Before You Read

- **Activate Prior Knowledge** Hold up the reader. Point to the title. Say *The name of the book is What's in My Classroom?* Help students think about what's in their own classroom by pointing to objects in the class and asking *What is it?*
- **Introduce the Strategy** Show Flashcards 20–34 one at a time, giving students a chance to name each object. Say *Good! You know what's in a classroom!*
- Draw a two-column chart on the board. Label one column **Colors and shapes** and the other column **What is it?** Say *Look and listen for colors and shapes in the book.* Point to the first column and say *Write the colors and shapes.* Point to the second column and say *Write what's in the classroom.*

## While You Read

- Read the book aloud to students. Stop after every few pages and ask questions to help students think about what they already know. Help them use this information to figure out each answer.
  - p. 3: *What is a circle? Draw a circle.*
  - p. 5: *What is yellow? Point to something yellow in the classroom.*
  - p. 7: *What is a rectangle? Draw a rectangle.*
- As you read, stop at the shapes and colors students know and write them in the **Colors and shapes** column of the chart. Have students guess the object. When students see and say the answer, say *Good! Yes! It is a (board).* After each object is revealed, write the answer in the **What is it?** column.

## After You Read

- Have students choose a different classroom object and write their own clues about the object. Give each student a chance to read his or her clues. Give the class time to guess the object.

## UNIT I READER

**Text Type** informational text

**Vocabulary** *board, classroom, clock, pencil*

**Grammar** *Yes/No questions with it's; What and How many*

**Reading Strategy** *Connect Text to Prior Knowledge*

**Resources** *Video Sc. II—Story Time; Flashcards 20–34*

## BE THE EXPERT

### Reading Strategy

**Connect Text to Prior Knowledge** Most readings will include words and ideas with which students are already familiar. This is called *prior knowledge*. Before students read, help them think of the things they know about the subject of the reading. While they read, point out words and ideas in the text that they are already familiar with. Applying prior knowledge helps students understand what they read.

### Teaching Tip

Teach students basic literacy ideas, such as:

- Every book has a title and an author. Point out the title and the author on the cover of the reader.
- Books are read from top to bottom, and books in English are read from left to right. Move your finger along the words of the reader as you read it so that students can see the left to right and top to bottom direction of your reading.
- The pages of a book are numbered. Point out the numbers at the bottom of each page of the reader.



## Where Are the Animals?

Where is the frog? Is it on a leaf? A flower? Come explore a mountain and its many animals.

## Before You Read

- **Activate Prior Knowledge** Show the cover of the reader. Point to the title and say *The name of the book is Where Are the Animals? Say A bird is an animal. A frog is an animal. What other animals do you know?*
- **Predict** Ask students to guess where the animals in the book are. Encourage and accept answers such as *in nature, in the sky, on trees, in mountains, on the grass, and so on.*
- **Introduce the Strategy** Say *When you read, picture the story in your mind. Use the words to draw a picture. This helps you understand the words.* On the board, write *A blue bird is in a green tree.* Say *Draw a picture of the sentence.* Give students a few minutes to draw their picture. Say *I ask a question. Use the words and your picture to answer.* Ask *What color is the bird?* (blue) Point to the words *blue bird* in the text. Say *The words and the picture tell you the color of the bird.* Repeat with the question *Where is the bird?*
- **Preteach** Draw a leaf on the board. Say *Leaf. The leaf is green.* Draw a tree next to it. Say *The leaf is on the tree.*

## While You Read

- Read the book aloud to students. Stop every few pages to ask questions such as the following:
  - p. 4: Say *Close your eyes.* Ask *Where are the birds?*
  - p. 8: Ask *Where is the butterfly?* Say *Describe the butterfly.*
  - p. 11: Ask *Where are the animals?* Have students say where the frogs, birds, and butterflies are. Have them use words that describe colors, numbers, and places.

## After You Read

- Form pairs. Have partners take turns asking and answering the questions on pp. 3, 5, 7, and 9.

## UNIT 2 READER

**Text Type** informational text

**Vocabulary** a bird, a tree, a flower, a frog, a butterfly, a mountain

**Grammar** to be; Where and in or on

**Reading Strategy** Visualize

**Resources** Video: Sc. II—Story Time

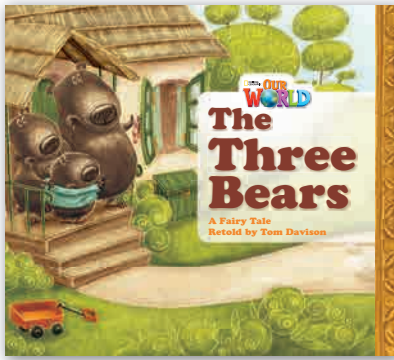
## BE THE EXPERT

### Reading Strategy

**Visualize** Encourage students to make pictures in their heads as they read or listen to a reading. Suggest they close their eyes and think about what they have read or heard. Encourage them to mentally draw what they “see” in their minds. Visualizing helps clarify information and engage students with the content. When students make pictures in their minds, they feel connected to the text.

### Text Background

The book is set in a tropical rain forest. Animals pictured include the red-eyed tree frog and scarlet macaws. The *heliconia* on page 6 is a flower that is related to bananas.



## The Three Bears

Three bears leave their house and go for a walk. What happens when a little girl comes into their house and discovers their food, their chairs, and their cozy beds?

## Before You Read

- **Activate prior knowledge** Hold up the Reader and point to the title. Say *The name of the book is The Three Bears. It's about a girl who walks into a house. The house is the three bears' house!*
- **Introduce the strategy** Say *Sometimes a story doesn't tell why something happens. We have to figure it out. First, we read what happens. Next, we think about what we know. Then we put it together. We understand why it happens.*
- Model using the strategy to make an inference. Point to p. 2 of the Reader and read the sentence aloud. Point to the picture and ask *Who's looking in the window?* (a little girl) *Why is she looking in the window?*
- **Think Aloud** Read the sentence aloud again and say *The story doesn't tell. I have to figure it out. The story tells that the bears are leaving. I know that people look in windows to see what's inside. I think the girl wants to go inside the house. Let's read to find out!*

## While You Read

- Read the book aloud to students. Stop every few pages and ask questions to help students think about what they already know.
  - p. 4: *What is Goldilocks doing?* (eating) *Where does Goldilocks eat Baby Bear's food?* (in the kitchen)
  - p. 6: *What is Goldilocks doing now?* (sleeping)
  - p. 9: *Where does Baby Bear find Goldilocks?* (in his bed)
- As you read, stop and ask questions to help students make inferences about the story. For example, ask *Why is Goldilocks eating Baby Bear's food? Why is she in bed?*

## After You Read

- Show students clues on pp. 4–6 that help them make inferences. Ask questions about each page. Have students answer in complete sentences. For example, point to the chair on p. 5 and then point to Goldilocks. Say *Is Goldilocks too big for the chair? Yes, she is. She's breaking the chair because she's too big for Baby Bear's chair.*

## UNIT 4 READER

**Text Type** fairy tale

**Reading Strategy** Make Inferences

**Vocabulary** kitchen, eating, living room, bedroom, sleeping, bed

**Grammar** Yes / No questions with *Is there . . . ?*;  
Present progressive: *He / She is + verb-ing*

**Resource** Video: Sc. II—Story Time

## BE THE EXPERT

### Reading Strategy

**Make Inferences** Readers often have to make inferences, or guesses, about a character and his or her actions. The reader has to “read between the lines.” A writer doesn't always say why something happens or why a character acts a certain way, but through pictures or other words, the reader makes an inference. Help students make inferences about characters by reminding them to ask questions such as *Why is he doing that? Why is he saying that?*

### Text Background

*The Three Bears* is a fairy tale first written by British author Robert Southey in the late 19th century. Fairy tales are a type of folktale that often contain magical beings, including talking animals. The oldest fairy tales were originally spoken aloud. Fairy tales often show how to deal with problems in life.



## The King's New Clothes

A tailor makes “magic” clothes for a king. But no one can see these “magic” clothes! Will the tailor trick the silly king?

## Before You Read

- **Build background** Hold up the cover of the book and say *The title of the story is The King's New Clothes.* Turn to p. 2 and point to the king. Explain *This is the king. He is wearing a crown.* Point to the crown and pantomime placing a crown on your head.
- **Introduce the strategy** Have students open their readers to p. 2. Call on a student to read what the king says. Ask *What does the king love?* (clothes) Point to the clothes in the picture and ask *What are those?* (Those are clothes.) Have students follow along as you read the dialogue on p. 3. Say *I wonder if the king is really smart. Does he know* (point to your head) *lots of things? Let's read to find out.*

## While You Read

- Read the book aloud. Stop every few pages to sum up the story and ask questions that require students to draw conclusions.
  - p. 5: Ask *What's the king wearing?* (a white T-shirt) Point to the picture of the jacket above the king's head on p. 4. Ask *What does the king think he's wearing?* (a magic jacket) *What do some people say?* (That jacket is beautiful.) *Is that true?* (no)
  - p. 7: Ask *Is the king wearing a new hat?* (no) Point to the boy speaking on p. 7 and ask *What does the boy say?* (That hat is beautiful.) *Look at his eye. He is winking* (wink at students) *at the other people. That's a clue. Does the boy see a hat?* (no)
  - p. 7: Point to the girl and ask *What does the girl say?* (What hat?) *Why is she laughing?* Act out laughing. (The king is not wearing a hat.)

## After You Read

- Form groups of four. Have each group count off. Say *Student 1, you are the king.* Say *Student 2, you are the girl.* Say *Students 3 and 4, you are the other people in the story.* Have each group role-play one of these scenes.

## UNIT 5 READER

**Text Type** folktale

**Vocabulary** a hat, a jacket, shoes, socks, a T-shirt

**Grammar** Present progressive: *am / are / is + verb-ing*; Questions with *that* and *those*

**Reading Strategy** Draw Conclusions

**Resources** Video: Sc. II—Story Time

## BE THE EXPERT

### Text Background

Versions of this folktale, about an emperor who is tricked by his tailor into believing that his clothes are beautiful and magical, have been told in many countries for many years. The version here is adapted from the story made famous by Danish author Hans Christian Andersen. His story has been translated into more than 100 languages and is loved throughout the world.

### Reading Strategy

**Draw Conclusions** Good readers combine what they know with words and pictures to figure out things the text doesn't directly state. Help students apply the strategy by presenting it like a math problem, such as  $A + B = ?$  Write details for *A* and *B*. The question mark (?) represents the conclusion. Encourage students to “add up” the details to draw a conclusion.



## The Toys

When a little girl leaves her room, what happens to her toys? Does her puppet stay on the shelf? Does her doll sit quietly on her bed? Or does something more interesting happen?

## Before You Read

- **Build background** Say *What is a fantasy? It's a story that isn't true. Some fantasies even have toys that talk!*
- **Introduce the strategy** Say *This story is about a doll. There are other toys, too. The story tells about where the other toys go.* Say *We're going to read the story. Then we're going to say what happened in the story.*
- **Predict** Say *A girl leaves her house. Her toys stay home. They do something amazing! What do you think they do?* Prompt as needed, asking *Do the toys stay on the shelf? Do they go to the closet? Do they play?* Record some predictions. Then ask *What do you think happens when the girl comes home?* Record more predictions. Then say *Let's read to find out.*

## While You Read

- Read the book aloud to students. Stop every few pages to ask questions that require students to summarize.
  - pp. 2–3: *Why do the toys say "Oh no?"* (They're out in the room, and the girl is home.)
  - pp. 4–7: *What do the toys do?* (They hide.)
  - pp. 10–11: *What does the girl see?* (a clean room)

## After You Read

- Draw a two-column chart with the headings **Toy** and **Where the Toy Goes**. Have students list each toy in the first column (car, robots, teddy bear, and so on) and list where the toys go in the second column (under the table, in the boxes, onto the dresser, and so on).
- Have students sum up the story. Ask *What does Doll do in this story?* (Doll cleans up the room. Doll makes the room neat. Doll puts away the toys.)

## UNIT 6 READER

**Text Type** fantasy

**Reading Strategy** Summarize

**Vocabulary** a ball, a car, a doll, a puppet, a robot, a teddy bear

**Grammar** Simple present of want: I / you / he, she; Questions with *this* and *these*

**Academic Language** main idea, summarize

**Resources** Video Sc. II—Story Time; Graphic Organizer: Two-column cart

## BE THE EXPERT

### Reading Strategy

**Summarize** Summarizing means retelling the most important parts of a story. Summarizing helps students understand and remember what they read. To summarize fiction, have students tell what happens at the beginning, middle, and end of a story. Students should use their own words to retell the story.

### Text Background

Fantasies are stories that are distinguished by personified (or “talking”) toys, animals, or objects. Many fantasies have perfectly realistic settings, although fantastic things happen in them. Although themes, points of view, and styles can all vary in fantasies, these stories often have a humorous tone or include humorous events.



## My Body, Your Body

Read as children and animals compare parts of their bodies. Are the girl's eyes like the frog's? Is the boy's mouth like the hippo's? Is the girl's hair like the llama's?

## Before You Read

- **Predict** Hold up the Reader. Say *Look at the title. Let's read it together. My Body, Your Body. What do you think this is about? Let's read to find out!*
- **Introduce the strategy** Say *We can tell how things are the same.* Point to your hair and say *I have hair.* Point to a student's hair and say *(Abdul) has hair. We both have hair.*
- Say *We can also tell how things are different. I have (brown) hair. (Abdul) has (black) hair. Our hair is different.*
- Draw a Venn diagram on the board with the labels **What the child says** and **What the animal says**. Say *Look and listen to what the children and animals say.* Point to the first circle and say *Write what the child says.* Point to the second circle and say *Write what the animal says.*

## While You Read

- Read the book aloud to students. Stop every few pages to ask questions and help students fill in the Venn diagram.
  - p. 4: *What color are the girl's eyes?* (brown)
  - p. 5: *What does the frog say?* (My eyes are red.)
- Add this information to the diagram. Continue with other pages in the book.

## After You Read

- Put students in pairs and have them compare their Venn diagrams and discuss any differences. Then complete the overlap part of the Venn diagram as a class. Ask *What do the children and animals both have?* Have students help you add things that are the same, such as two eyes, one head, and one body.

## UNIT 7 READER

**Text Type** nonfiction text

**Reading Strategy** Compare and Contrast

**Vocabulary** *an eye, a mouth, hair, long hair, an ear, a nose*

**Academic Language** *both, different, same*

**Grammar** Possessive adjectives; Ability with *can*

**Resources** Video Sc: II—Story Time;  
Graphic Organizer: Venn diagram

## BE THE EXPERT

### Reading Strategy

**Compare and Contrast** Students compare things to tell how they are alike; they contrast things to tell how they are different. Words such as *both, alike, and same* signal similarities. Words such as *but, however, and unlike* signal differences.

Help students grasp the concepts of *alike* and *different* by holding up two familiar classroom objects, such as a magazine and a book, and discussing ways they are similar and different.

### Text Background

*My Body, Your Body* is a nonfiction text. The purpose of a nonfiction text is to inform readers about a topic. Information in a nonfiction text may be organized into different sections with different headings. Nonfiction texts often include text features such as photos, drawings, tables, charts, diagrams, and other visual aids that help readers better understand the subject matter.



## Little Red Hen Is Cooking

Little Red Hen is making delicious food. Cat is watching, but he isn't helping. Will Little Red Hen share her food with Cat anyway?

### Before You Read

- **Activate prior knowledge** Act out cooking food. Pretend to put on an apron, take food out from cabinets, wash it, chop it, put it into a pot, and stir it on the stove. Ask *Is cooking hard work?* Allow time for responses, and then say *Yes, it is hard work.*
- **Introduce the strategy** Have students turn to the first page of the Reader. Work with them to complete an **I Read/I See/I Know** chart like the one below:

I Read/I See	I Know
(I read/I see) Hen is cooking soup. (I see) vegetables and things to make soup. (I read) Cat is not cooking. Cat is asking about the soup.	Hen has to use a lot of vegetables.

- Say *When you read, think about what you already know.* Ask *Does someone you know make soup or other food for you? Is it a lot of work?*

### While You Read

- Read the book aloud to students. Stop every few pages to ask questions that require students to connect to personal experience.
  - p. 3: Ask *Does Cat like soup? Do you like soup? Who makes soup for you?*
  - p. 6: Ask *Does Cat like cookies? Do you like cookies?*
  - p. 7: Ask *Does Cat help Hen? Do you help people? Tell me how.*

### After You Read

- Ask *What was the story about? Do you know someone like Hen? Do you know someone like Cat? Tell me about them.*
- Say *Let's tell a new story.* Open the book again. Read the first spread. Turn to p. 4 and say *Here is where the new story begins.* *Cat says "Yes, I can help you!" What happens next?* Guide students to predict that Cat will also help on p. 7 and that Hen and Cat will share the food at the end of the story.

## UNIT 8 READER

**Text Type** folktale

**Vocabulary** *soup, cookie, egg, chicken, milk, orange, orange juice, banana*

**Grammar** *like* with count and noncount nouns; Indefinite articles: *a, an*

**Reading Strategy** Connect Text to Personal Experience

**Resources** Flashcards I31–I47; Video Sc: II—Story Time

## BE THE EXPERT

### Reading Strategy

**Connect Text to Personal Experience** Strong personal connections enhance understanding. You can help students connect to personal experience by asking them to think of how characters remind them of people they know.

Ask students how actions remind them of things they've done or seen in real life. Even if students haven't done or seen what they read about, you can help them make personal connections by asking how they might feel or act in a similar situation.

### Text Background

Although this story is based on a folktale, it's not a typical folktale because it teaches a very clear lesson, something folktales don't usually do. This type of folktale is often brief, and even though it has characters, they are not developed. Instead, the stories teach a lesson in a straightforward, to-the-point way.



## Too Many Animals

When it starts to rain, a butterfly flies into a shed. One by one, more animals join the butterfly. How many animals go into the shed? And will they all fit?

## Before You Read

- Hold up Flashcards 35, 36, 150, and 153–156 and have students identify them. Write *shed* on the board. Write and say *Shed*. *A shed is a small house for things or animals.*
- **Predict** Line up the cards and say *In this story, it's raining. Where can the animals go?* (in the shed)
- **Introduce the strategy** Model a cause-and-effect relationship. Draw a person standing next to a house. Then draw a rain cloud and rain drops. Say *It's raining. He doesn't like to be in the rain.* Draw an arrow to show the person going into the house. Say *He goes in his house when it's raining.* Say *An effect is something that happens. A cause makes something happen. The rain makes him go in the house. The rain is the cause. He goes in the house. That's the effect.*
- Give students a T-chart organizer and label the columns **Cause** and **Effect**. Say *Let's read a story called Too Many Animals. We can talk about causes and effects.*

## While You Read

- Read the book aloud. Stop every few pages to ask questions, have students identify cause-and-effect patterns, and write answers in the chart.
  - p. 3: *It's raining. What does the rain make the animals do?* (go into the shed)
  - p. 6: *Two goats climb in. How many animals are in the shed?* (eight animals)
  - p. 11: *A cow walks in the shed. Are there too many animals now?* (yes)

## After You Read

- Check comprehension by asking questions. Ask *Why do the animals go into the shed?* (It's raining.) *What two animals go into the shed first?* (the butterfly and the frog) Say *The butterfly and frog fit in the shed. That does not cause a problem. Other animals go in. What happens?* (There are too many animals.) Ask *What happens when the cow goes in?* (The shed breaks.) Hold up a small stick and break it to demonstrate the meaning of *break*.

## UNIT 9 READER

**Text Type** folktale

**Vocabulary** *fly, frog, duck, swim, goat, climb, horse, cow*

**Grammar** Present progressive: *they are + verb-ing; want + infinitive*

**Reading Strategy** Identify Cause and Effect

**Resources** Flashcards 35, 36, 150, 153–156; Video Sc: II—Story Time; Graphic Organizer: T-chart

**Material** a small stick

## BE THE EXPERT

### Reading Strategy

**Identify Cause and Effect** To recognize cause and effect in stories, readers need to ask *What happened?* The answer is the effect. Then they need to ask *Why did that happen?* The answer is the cause.

Help students recognize causes and effects by providing organizers that make the relationships clear. In this story, for example, one cause—rain—has an important effect: it makes the animals enter the shed. Another cause-and-effect event involves the number of animals and the shed: because too many animals entered it, the shed broke apart.

Having students organize causes and effects into different columns as they read helps them see the important events of a story and understand why those events happen.

### Text Background

*Too Many Animals* is a folktale from Ukraine, a country in Eastern Europe. Folktales are stories that one generation passes down to the next generation. Many folktales offer a lesson about how people should act or behave. Like other folktales, *Too Many Animals* happens in a real-world setting but includes unrealistic events.