

### Art Class

The students are making a poster in art class. What do they need in order to make it? Will the teacher like it?

## UNIT I READER

**Text Type** fiction

**Reading Strategy** Connect Reading to Personal Experience

**Vocabulary** *drawing, coloring, scissors, cutting, glue, gluing, markers, writing*

**Grammar** Present progressive, first person plural; Questions with *Are there . . . ?* and short answers

**Resources** Flashcards 35, 37, 39, 42, 45; Video Sc. II; Graphic Organizer: Word web

## Before You Read

- **Activate prior knowledge** Hold up the Reader. Point to the title. Say *The name of this story is Art Class*. Ask *What do you do in art class? What do you do to make an art project?*
- **Introduce the strategy** Say *We'll read about what other students do in art class. Let's think about what we do in class*. Show Flashcards 35 (color), 37 (cut), 39 (glue), 42 (a marker), and 45 (scissors), one at a time. Have students call out the words. Say *Good! These are all things that we use to make art in class*.
- Hand out word web graphic organizers. In the middle, have students write **What We Do in Art Class**. Ask students to fill in the ovals with things the children in the story do. Have students make a check mark next to words in the web that name things they do in their own class.

## While You Read

- Read the book aloud to students. Stop after every few pages and ask questions to help students connect the story to their personal experience.
  - p. 3: *What do you use crayons for?* (coloring and drawing)
  - p. 7: *What do you use to cut out pictures?* (scissors)
  - p. 8: *Are there any markers in our classroom?* (Yes, there are./ No, there aren't.)

## After You Read

- Have students imagine that they're going to make a poster called We Love English Class. Ask *What will you draw on the poster? What will you use to make the poster?*

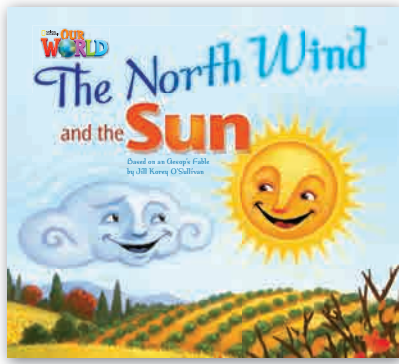
## BE THE EXPERT

### Reading Strategy

**Connect Reading to Personal Experience** Many stories include activities and actions that students do now or did in the past. Stories might also introduce an activity that students want to do. As students read, have them connect activities in the story to their own experiences. Point out an action in the story and ask *Do you do this, too? When?*

### Teaching Tip

Help students use pictures and photos to understand a text. For example, have students point to a word in the text. Then ask them to point to a part of a picture or photo that shows the meaning of the word.



## The North Wind and the Sun

The North Wind and the Sun see a man wearing a coat. Is the North Wind strong enough to blow the man's coat off? Can the Sun make the man take off his coat?

### Before You Read

- **Activate prior knowledge** Ask *Who has a coat today?* Choose one student and ask *When do you wear your coat?* If no one has a coat, ask *Why do people wear coats?*
- **Predict** Tell students that, in this fable, the Sun and the North Wind want to play a game. They want to make a man take off his coat. Say *The sun can make it hot outside. What can the wind do?* (make it windy outside) Write *North Wind* and *Sun* on the board. *Who do you think wins the game?* Have students raise their hands if they think the North Wind wins the game. Write down the number of votes. Have students raise their hands if they think the Sun wins. Write down that number of votes. Say *Now let's read this story and learn how the game ends!*

### While You Read

- Stop every few pages to help students understand what the words and pictures mean. Ask questions and help students figure out the answers.
  - p. 3: *What do the Sun and the North Wind want to do?*
  - p. 4: *What makes the leaves fly?*
  - p. 9: *What does the Sun do?*
  - p. 11: *Do you think the Sun is very smart?*

### After You Read

- Have students find the statement "It is a cold day." on p. 2 of the reader. Then have them find the statement "It is sunny and hot." on p. 8. Divide the class into two groups and assign one statement to each group. Say *Think about what a cold or hot day looks like. Draw a picture of what you see in your mind.* Have students share their completed pictures with the class and discuss similarities and differences.

## UNIT 2 READER

**Text Type** fable

**Reading Strategy** Visualize

**Vocabulary** *cold, boots, jeans, a sweater, a coat, windy, sunny, hot*

**Grammar** Imperatives

**Resources** Video Sc. II—Story Time

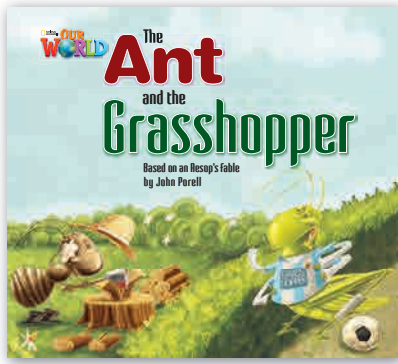
### BE THE EXPERT

#### Reading Strategy

**Visualize** Explain that to *visualize* means to see a picture in your mind. Before students read, tell them to close their eyes as you read a page of the story to them. Ask what the words make them see. Then have students read the page on their own. Ask how the pictures match what they visualized with their eyes closed. What things do the words help them see, or see better? (for example, the man taking off his coat)

#### Text Background

This story is based on a fable by the Greek writer Aesop. Fables usually teach a lesson. In the original fable, the Sun and the North Wind want to see who has more power. The fable teaches that persuasion (the Sun's heat) is more powerful than force (the wind).



## The Ant and the Grasshopper

Grasshopper is playing. He wants his friend, Ant, to play too. But Ant is working. Ant is getting ready for winter. Grasshopper doesn't like to work. He doesn't get ready for winter. What happens to Grasshopper when winter comes?

### Before You Read

- Ask questions to help students start thinking about the main ideas in the story. Ask *Do you like to play? What do you like to do when you play?* After students answer, say *We play, but we work, too. We work hard in school. It's fun to play. It's also good to work hard. Now we'll read a story about animals that work and play.*
- **Introduce the strategy** Say *Asking questions about a story helps us understand what's happening in the story. We can look for answers to our questions.* Model how to ask questions. Have students look at the cover of the reader. Ask *Who likes to work?* (Ant) *Who likes to play?* (Grasshopper) *How do you know?* (Ant is cutting wood. Grasshopper is playing soccer.)
- Say *As we read, we'll sometimes stop to ask questions about the story. Then we'll look at the text and pictures to try to find answers to our questions.*

### While You Read

- Pause after students read p. 2 and model asking questions as you read. Say *I have a question about this page. Why is Ant working in his yard? The book says it's spring. Let's look at the picture. I see! Ant grows food in his yard. He works so he can eat the food later.*
- Pause after students read p. 4 and ask *What's Ant doing now?* (cutting wood) *What questions do you have about this page?* Give students time to ask questions.
- Pause after students read p. 9 and ask *Does Grasshopper like to work?* After students answer, say *This makes me ask another question. Is it good to work? Does Grasshopper need to work?*

### After You Read

- Ask students to look again at the pictures in the book. Then say *You asked questions when you read. Did the pictures answer your questions? Tell me.* Call on several students to tell what the pictures told about the story.

## UNIT 3 READER

**Text Type** fable

**Reading Strategy** Ask Questions

**Vocabulary** *play basketball, play baseball, play soccer, bounce a ball, throw a ball, catch a ball*

**Grammar** *like + infinitive; Let's*

**Resources** Video Sc. II—Story Time

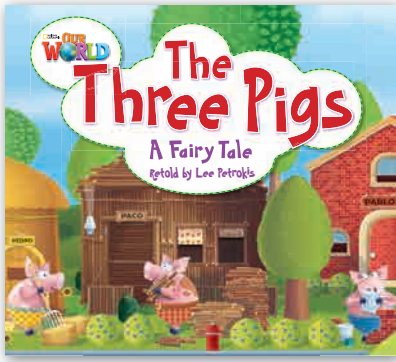
### BE THE EXPERT

#### Reading Strategy

**Ask Questions** Students become active readers by asking questions while they read. Students can take notes to remember their questions about the story. When they finish reading, they can see which of their questions were answered later in the story. They can also do research to find answers to their questions.

#### Text Background

This story is based on a fable by the Greek writer Aesop. Fables usually teach a lesson. Consider asking students if they learned a lesson from the story. Have them briefly describe the lesson they learned.



## The Three Pigs

The three pigs are in their houses. The wolf is hungry. He wants the three pigs for lunch! Will the three pigs be safe in their houses? Read and find out.

## Before You Read

- **Build background** Tell students that the story is about three pigs and a wolf. Then have them open their books to the Glossary on p. 16. Hold up the book and point to each object as you name it. Say *One pig lives in a house made of straw. One lives in a house made of sticks. The third lives in a house made of bricks.* Ask students *What's your house made of?*
- **Introduce the strategy** Explain that all stories have a beginning, a middle, and an end. Say *Think about what happens first, next, and last in the story. This will help you understand and remember what you read.*
- Say *As we read The Three Pigs, we'll stop and talk about what happens.*

## While You Read

- Stop after every few pages to review the sequence of events. Ask these questions:
  - p. 5: *Where does the wolf go first? What does he do there?*
  - p. 7: *Where does the wolf go next? What does he do there?*
  - p. 9: *Where does the wolf go last? What does he do there?*
  - p. 11: *How does the story end?*

## After You Read

- With the book closed, have students retell the story to a partner. For additional support, provide these sentence stems: *First, the wolf \_\_\_\_\_.* *Next he \_\_\_\_\_.* *Then he \_\_\_\_\_.* *At the end of the story, \_\_\_\_\_.* Have partners reread the story to make sure they remember all the important events and can tell them in the correct order.

## UNIT 4 READER

**Text Type** fairy tale

**Reading Strategy** Identify Sequence of Events

**Vocabulary** *armchair, window, door, fireplace*

**Grammar** Prepositions of place

**Resource** Video Sc. II—Story Time

## BE THE EXPERT

### Reading Strategy

#### Identify Sequence of Events

Understanding the sequence, or order, of events is an important skill. Give students practice talking about and completing the steps in a process. For example, have them explain how to make a sandwich, or how to build a shoebox house. Introduce students to words that signal sequence such as *first, second, third, next, then, and finally.* Encourage students to look for these words when they read and to use them when they speak.

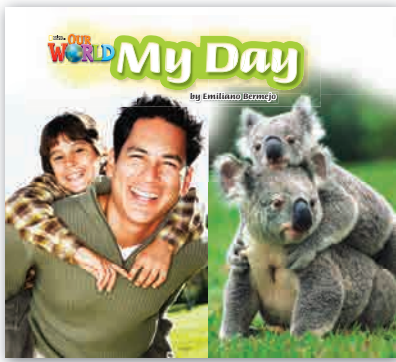
### Text Background

This story is based on the classic tale *The Three Little Pigs*, which has been told and retold for generations. Printed versions of the story have circulated since the mid-1800s, although scholars believe the story was created long before that. Today people around the world know the tale of the two unwise pigs and the hardworking pig who beats the wolf.

### Our World in Context

Fairy tales and folktales are traditional stories. Many were shared orally by storytellers before they were written down in books. The tales often teach important lessons, or morals. Many folktales feature animal and human characters. Have students share fairy tales and folktales they know. Discuss the characters and the lessons these stories teach.





## My Day

In this book, children and animals compare what they do every day. Does an elephant take a shower the same way that a boy does? Do monkeys do homework the same way the children do? Read and find out!

## Before You Read

- **Activate prior knowledge** Hold up the reader. Point to the title and say *The name of the book is My Day*. Help students think about their daily routines by asking questions such as *What time do you get up on (Mondays)? Do you go to school every day?*
- **Introduce the strategy** Help students understand the strategy by asking them to compare two things, such as two games, animals, or foods. Ask questions such as *How are they the same?* Help them contrast by asking questions such as *How are they different?*
- Say *As we read the story, think about how the children and animals are the same. Think about how they're different, too.*
- Hand out Venn diagram organizers and draw one on the board. Label one circle **Children**, the other circle **Animals**, and the overlap **Both**. Have students copy the chart. Point to the overlap and say *Write how the children and animals are the same*. Point to the first circle and say *Write how children are different*. Point to the second circle and say *Write how animals are different*.

## While You Read

- Read the book aloud. As you read, stop and ask questions to have students compare and contrast the animals and people in the story. Give students time to fill in their diagrams.
  - pp. 2–3: *What is the boy doing? What's the elephant doing? Do they both take showers? How are the showers different?*
  - pp. 6–7: *Look at the photos. What are the children and horses doing? Read the sentences. What is different about what the children and the horses do?*
  - pp. 8–9: *What do the photos show? Do both families spend time together?*
  - pp. 10–11: *How are people and bats different?*

## After You Read

- Put students in pairs. Have students review their diagrams and discuss any differences. As a class, discuss the similarities and differences between the children and animals they read about.

## UNIT 5 READER

**Text Type** informational text

**Vocabulary** *at night, brush my teeth, eat breakfast, eat dinner, get dressed, get up, go to bed, go to school, play with friends*

**Grammar** Adverbs of frequency

**Reading Strategy** Compare and Contrast

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

## BE THE EXPERT

### Reading Strategy

**Compare and Contrast** When we compare, we identify how two things are alike. When we contrast, we identify how two things are different. Be sure students understand that we can compare and contrast animals, people, places, and other things. Explain that words that give clues about similarities include *same, too,* and *both*. Words that signal differences include *but, don't,* and *different*.

### Text Background

Informational texts provide factual information. They are designed to inform the reader about real people, things, places, and events in the world. Many informational texts include graphs, charts, maps, or photos to help explain and support the information in the text.



## Hare Is Scared

Hare is scared! There's a monster in his house! Can Monkey and Elephant help him?

## Before You Read

- **Activate prior knowledge** Hold up the reader. Point to the hare on the cover. Say *A hare is an animal like a rabbit.* Have students describe a hare or rabbit. (big ears, strong legs, can jump) Say *Hare is crying. Hare is scared! Let's read to find out why Hare is scared.*
- **Introduce the strategy** Draw a word web on the board. Write *angry, happy, sad, scared,* and *hungry* in the outer circles of the word web. Read them aloud. Say *These words are all feelings.* Write *feelings* in the center circle. Say *I can use one word to tell about these words.*
- Say *When we tell about a story, we don't tell about every sentence. We tell about the most important things. After we read, we'll tell about this story in one sentence!*

## While You Read

- Read *Hare Is Scared* aloud to students as they follow along. Pause after every few pages to ask questions about the main ideas:
  - pp. 2–3: *Look at the picture of Hare. How does Hare feel?* (Hare is happy.)
  - pp. 4–5: *How does Hare feel now? What does he do?* (Hare is scared. He's crying.)
  - pp. 6–7: *What happens after Monkey tries to help?* (Hare and Monkey are scared and go to Elephant.)
  - pp. 10–11: *What makes Hare happy?* (Mouse comes out. Elephant is scared and runs away.)
- Ask *Who in the story is scared of a monster?* (Hare and Monkey) *Who's scared of a mouse?* (Elephant)

## After You Read

- Say *Now we'll tell about the story in one sentence. I start the sentence and you finish it. Monster scared Hare and Monkey, and Mouse scared \_\_\_\_\_.* Pause. If no students answer, break the sentence into chunks: repeat the beginning, pause, and say *and Mouse scared \_\_\_\_\_.* Pause for students to answer. (Elephant) Say *Let's say the whole sentence together: Monster scared Hare and Monkey, and Mouse scared Elephant.*

## UNIT 6 READER

**Text Type** folktale

**Vocabulary** *angry, crying, feelings, happy, hungry, sad, scared*

**Grammar** *He/She looks; How are you?* with answers *I'm + adjective*; regular and irregular plurals

**Reading Strategy** Summarize

**Resources** Video Sc. II—Story Time; Graphic Organizer: Word web

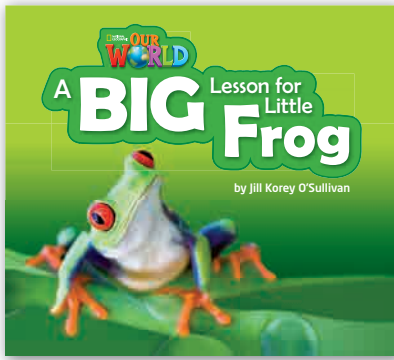
## BE THE EXPERT

### Reading Strategy

**Summarize** A summary is a shortened retelling of an original text. Summarizing helps readers identify the main idea of a passage or story. When they summarize, readers choose and tell the most important parts of a reading. Summarizing is an important way to help students remember a text.

### Text Background

Folktales are stories that people in a culture tell over and over again. Many folktales include talking animals and fantastic situations. Folktales are “living” stories. Over time, the storytellers may add to a folktale, or change the details in a folktale to appeal to a particular audience.



## A Big Lesson for Little Frog

Little Frog is sad. He can't swing through the trees like Monkey or fly like Parrot. He wants to do what they can do. Can Giraffe help Little Frog see that he's special, too?

### Before You Read

- **Activate prior knowledge** Say *Animals are awesome. Tell me about some awesome animals you know.* Then ask *Can a frog hop?* (Yes, it can.) *Let's find out what Little Frog learns in this story.*
- **Introduce the strategy** Say *Asking questions about a story can help us understand it better. Before we read, we can ask questions about what the story is about. As we read, we can ask questions about things we don't understand.*

Write *who, what, when, where, why, and how* on the board. Say *We can use these words to ask questions.* Model. Point to the back cover of the reader and read the summary aloud. Say *I have a question. What are all the things Little Frog can do? Let's read to find out!* Say *As we read, we'll stop and ask questions. Then we'll read again to find answers.*

### While You Read

- Read the book aloud to students. As you read, stop and model asking questions. Then have students ask and write questions about the page.
  - p. 3: Say *I have a question. What is this animal? Let me read the page again. The animal's name is Parrot. It's a parrot!*
  - p. 5: Say *I have another question. What can giraffes do? I read the page again. A giraffe can eat leaves high in a tree!*
  - p. 9: Say *What can Little Frog do with his tongue? I read the part of the page that has the word tongue. Little Frog can catch bugs with his tongue.*

### After You Read

- After reading the story, list students' questions on the board. Put students in small groups and have them work together to answer three questions they have. Have groups share their questions and answers with the class.

## UNIT 7 READER

**Text Type** fable

**Vocabulary** *a monkey, swing, a parrot, a giraffe, hop*

**Grammar** *can and can't for ability*

**Reading Strategy** Ask Questions

**Resource** Video Sc. II—Story Time

### BE THE EXPERT

#### Reading Strategy

**Ask Questions** Asking questions before reading helps students prepare for the text. Students can use the title, visuals, and book covers to ask questions about what will happen in the story, such as "What is the lesson Little Frog learns?"

Asking questions during reading helps students stay engaged. In addition to asking about unfamiliar vocabulary and characters' actions, students can ask questions that go beyond simple comprehension. For example, students can ask why a character acted the way she did or ask questions about parts of the plot. Asking questions can help students understand characters' motivation, make predictions, and develop a deeper understanding of a text.

#### Text Background

*A Big Lesson for Little Frog* is a modern-day fable. Fables are fictional stories in which animals and other creatures talk and have other human characteristics. Fables often present a problem and lead to a solution and a moral lesson.



## What Jobs Do They Do?

Every day while you're at school, other people work. Read clues about some of the jobs people do. Can you guess each job?

## Before You Read

- **Predict** Hold up the book so that students can see the cover. Have a student read the title. Point to the objects on the cover and ask *What do you see?* (something a nurse or doctor listens with, a dog, a firefighter's hat, food) Say *The pictures tell us about this book. What jobs do the pictures tell about?* (doctor/nurse, vet, firefighter, chef)
- **Introduce the strategy** Say *Let's look at page 3.* Ask *What do you see?* (a dog, a cat, an X-ray) Say *The photos help us understand the words.* Hand out two-column charts to students and draw one on the board with the headings **Pictures** and **Job**. Say *As we read, we're going to stop to list the photos and tell what job they show.*

## While You Read

- Read the book aloud to students. Stop after every few pages to ask questions that focus on using the photos to understand the text. Have students complete their two-column charts as you read through the text.
  - p. 4: Ask *What does the photo show?* Model an answer. *The photo shows a vet looking at a dog's ears. The words say a vet helps take care of animals. The photo helps me understand the words. It shows me one way a vet cares for animals.*
  - p. 7: Ask *What job do the photos show?*
  - p. 9: Ask *What do the photos tell you about the job of a doctor?*

## After You Read

- Form pairs. Have students take turns pointing to and identifying the photos on pp. 3, 5, 7, and 9 and asking and answering *What does this person do?*

## UNIT 8 READER

**Text Type** informational text

**Vocabulary** a vet, a chef, a firefighter, a doctor

**Content Vocabulary** stethoscope

**Grammar** Simple present: *Wh* questions and answers

**Reading Strategy** Using Visuals to Support Comprehension

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

## BE THE EXPERT

### Reading Strategy

#### Using Visuals to Support Comprehension

Encourage students to use visuals before, during, and after they read. Before they read, students can preview visuals and use them to predict and to activate prior knowledge. While reading, students can use visuals both to help learn new words and to confirm the meaning of known words. After reading, students can use visuals to summarize, or as aids to summarizing. Students can also use them to locate and review specific information.

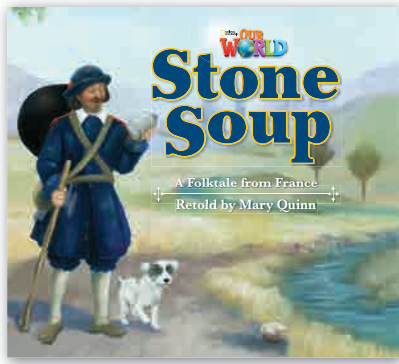
### Text Background

Informational texts take many forms. This book has a pattern that repeats similar clues with questions. The reader finds the answers in words, photos, and labels. The text also uses the same rhyme pattern (*abcb*) throughout, giving a sing-song repetition to the text.

### Teaching Tip

**Fluency** Model pausing at punctuation marks while reading aloud. Pause briefly for commas. Pause a little longer for periods. Then have partners take turns reading passages aloud to each other, pausing appropriately for commas and periods.





## Stone Soup

The soldier is hungry. He has only a pot, a stone, and some water. But he has an idea. Can he make soup with a stone and some water?

## Before You Read

- **Activate prior knowledge** Draw a word web on the board. Write *soup* in the center circle and read it aloud. Say *This story is about soup. What is soup? What can you put in soup?* Write students' responses in the outer circles of the web. Hold up Flashcards 171, 173, 174, and 183, if students have difficulty thinking of possibilities.
- **Introduce the strategy** Point to the book cover and say *This book is about a soldier. He has a problem. His problem is that he has nothing to eat!* Show p. 2 and read the text on the page. Then rub your stomach and look hungry; open your hands wide to show that you have no food. Then say *Let's read to find out how the soldier solves his problem.*

## While You Read

- Distribute copies of the word web graphic organizer. Have students write the word *soup* in the center. Say *Read the story. Look for the things the soldier puts into the soup. Write those things in the circles.* Read the book aloud to students. Stop every few pages to ask the following questions:
  - p. 3: *What did the soldier put in the pot?* (water and a stone)
  - p. 5: *What did the soldier ask for?* (carrots)
  - p. 10: *How did the soldier make soup from a stone?* (He used the vegetables from the people.)

## After You Read

- Ask *What foods does the soldier put into the soup?* (corn, tomatoes, beans, carrots)
- Say *The soldier has a problem. He's hungry. He has no food and no money. How does he solve his problem?* (He pretends to make soup from a stone, and then he says he needs other things. People give him other foods. The other foods make the soup taste good.)

## UNIT 9 READER

**Text Type** folktale

**Vocabulary** *carrots, beans, corn, tomatoes*

**Academic Language** *problem, solution, solve*

**Content Vocabulary** *soldier*

**Grammar** Polite requests with *may*

**Reading Strategy** Identifying Problems and Solutions

**Resources** Video Sc. II—Story Time; Flashcards 171, 173, 174, 183; Graphic Organizer: Word web

## BE THE EXPERT

### Text Background

This story is a European folktale that has been told and retold for many years. Many folktales, such as *Cinderella* or *Snow White*, include elements of magic, but *Stone Soup* is an example of a realistic folktale. The characters, the setting, and the situation are all drawn from reality. There's no evidence that the events described in the story ever took place, but they could have happened.

### Reading Strategy

**Identifying Problems and Solutions** Problems and solutions are central to fiction. The characters in a story almost always have a problem that needs to be solved. The problem in this story, for example, is that the soldier is hungry and has no food or money. Most stories also have a solution. In this case, the solution to the problem is that the soldier cleverly gets the villagers to feed him. By identifying the problem in the story and then reading to find the solution, students increase their comprehension of the story and their general understanding of story structure.