

## Caring for Elephant Orphans

Elephants in Africa are in trouble. Some lose their land to people. Some lose their families to hunters. But there is a special place in Kenya where people take care of orphan elephants.

### Before You Read

- **Activate prior knowledge** Say *How do humans take care of whooping cranes that do not have moms?* (teach them to fly) Say *Humans also care for elephant babies that don't have mothers.*
- **Introduce the strategy** Say *A cause tells why something happens. An effect is what happens.* Say *My goldfish is hungry. I feed my goldfish.* Ask *Why do I feed my goldfish?* (because it's hungry) Write *Cause: My goldfish is hungry. Effect: I feed my goldfish.*
- Say *As we read, let's use charts to organize causes and effects.* Draw a two-column chart on the board. Label the columns **Cause** and **Effect** and draw an arrow from left to right between the two columns. Have students copy it.
- Say *As we read, we can write causes and effects in the chart.*

### While You Read

- As students read, ask the following questions. Then ask *Is this a cause? Is it an effect?*
  - p. 3: *What's the cause of the problem?* (Some people harm elephants.) *What is the effect of the problem?* (Baby elephants become orphans.)
  - p. 9: *Why do keepers sleep next to baby elephants?* (Elephants cry if they're alone. Cause.)
  - p. 11: *What's one reason elephants come back to visit keepers?* (They want to say hello. Cause.)

### After You Read

- Pair students. Say *Reread the story and find causes and effects. Write them in the charts.* Have partners share with the class.

## UNIT I READER

**Text Type** nonfiction

**Vocabulary** *help, protect, take care, cuddle, play with, clean, feed*

**Grammar** *before and after; adverbs of frequency*

**Reading Strategy** Cause and Effect

**Resources** Video: Sc. 9—Story Time; Graphic Organizer: Two-column chart

## BE THE EXPERT

### Our World in Context

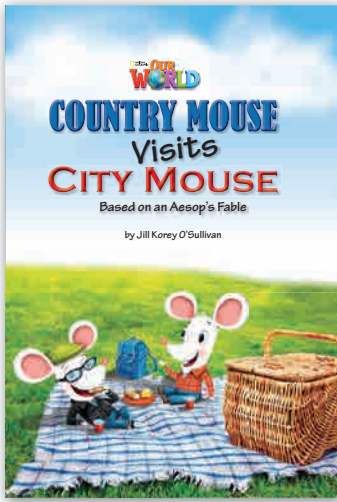
Asia and Africa are the only two continents with wild elephant populations. Elephants' big ears help them stay cool in these hot climates. African elephants are larger and have bigger ears than Asian elephants. For thousands of years, humans have used Asian elephants to help them travel, work, and move or lift heavy things. African elephants, though, are usually found only in the wild.

### Reading Strategy

**Cause and Effect** The relationship between causes and effects can be described with the word *because*. This word helps students see the connection between causes and effects, as in *Keepers sleep with elephants at night because \_\_\_\_\_*. (the elephants cry if they're left alone)

### Text Background

This reader focuses on Kenya, a country in East Africa. Most orphaned elephants come to Tsavo National Park in southern Kenya. These elephants usually live with their keepers at the orphanage for eight to ten years. When they are ready, the orphans join one of the elephant families living in the national park.



## Country Mouse Visits City Mouse

One day, City Mouse invites Country Mouse to visit him in the big city. Country Mouse arrives by train, and City Mouse takes his cousin on a tour of the city. The two mice go to many wonderful places in the city. What does Country Mouse think of the city? Does he miss his country home?

### Before You Read

- **Activate prior knowledge** Ask *What are some places you know? What things do you see in each place? How are these places like where you live? How are they different?*
- **Introduce the strategy** Show students a pencil and a pen. Say *When I compare two things, I tell how they're alike. The pencil and the pen are both long. Both are for writing.* Then say *When I contrast two things, I tell how they're different. The pencil is yellow. The pen is blue. The pencil has an eraser. The pen doesn't. I can sharpen the pencil. I can't sharpen the pen.*
- Point out the title of the Reader. Say *As we read the story, keep track of how the country and the city are alike and different.* Draw a Venn diagram on the board. Label one circle **Country** and the other **City**. Write **Both** where the circles overlap. Say *We'll use this graphic organizer to list ways the country and city are alike and different. We can also talk about how characters are alike and different. Look at the picture on the cover. How are the two characters alike? How are they different?*

### While You Read

- Stop after every few pages to compare and contrast the country and the city with students.
  - p. 7: *How is the library like Country Mouse's bookshelf at home? How's it different?*
  - p. 8: *How's the bread at the bakery different from the bread Country Mouse has at home?*
  - p.9: *What does Country Mouse say about the park? How's the park like Country Mouse's home?*

### After You Read

- After finishing the story, look at the completed Venn diagram with students. Have students use the different parts of the diagram to write a short summary of how the country and city are alike and different.

## UNIT 2 READER

**Text Type** fable

**Vocabulary** a train station, a museum, a library, a bakery, a park

**Grammar** Can for requests and offers

**Reading Strategy** Compare and Contrast

**Resources** Video: Sc. 9—Story Time; Graphic Organizer: Venn diagram; World Map

## BE THE EXPERT

### Our World in Context

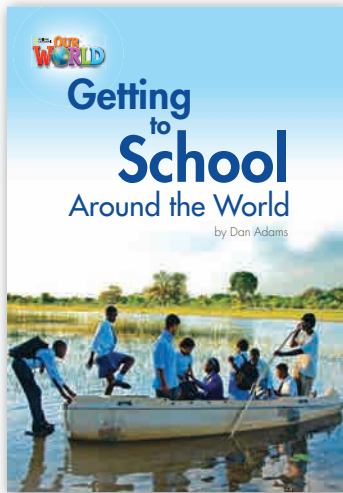
*Country Mouse Visits City Mouse* takes place in Paris. Paris is the largest city in France, as well as the country's capital. Located in the central-north area of France, Paris is home to more than two million people.

### Text Background

*Country Mouse Visits City Mouse* is based on a fable credited to Aesop, a legendary storyteller of ancient Greece. Many of Aesop's original fables end with a moral, or lesson. It's unclear whether Aesop the person ever actually existed.

### Reading Strategy

**Compare and Contrast** Comparing and contrasting details in a text helps students better understand parts of a story, such as characters and settings. As students read *Country Mouse Visits City Mouse*, have them look carefully for details describing each place and think about whether the details describe similarities or differences.



## Getting to School Around the World

How do you get to school? Do you take a bus? A boat? Do you ride a subway? A camel? Read about some of the different ways that children around the world get to school.

### Before You Read

- **Activate prior knowledge** Say *Think about how you get to school. What kind of transportation do you take? Are there lots of other people? Do you walk?*
- **Introduce the strategy** Say *I wanted to take the bus to the airport last week. The bus was very late. So, I took a taxi to the airport. Say I had a problem. What was the problem? (The bus was late.) A solution is the answer to a problem. My solution was to take a taxi.*
- Say *You're going to read about transportation all over the world. All of these students need to get to school, but in some places, transportation is hard. Draw a problem and solution two-column chart on the board. Say Copy this chart to help you record problems and solutions.*
- Say *A problem can be that people can't use one kind of transportation. So, the solution is to travel a different way.*

### While You Read

- To check students' understanding, stop to ask questions, such as the following, about problems and solutions:
  - p. 5: *Why don't children in Malaysia take the bus? How do they get to school?*
  - p. 6: *What is one problem with the roads in Tokyo? How do children get to school?*
  - p. 10: *Why is it difficult to travel by car or bus in some parts of Canada? How do Inuit children in Canada solve this problem?*

### After You Read

- Check that students have filled out their Problem and Solution charts. Explain that there can be more than one way to solve a problem. Ask *Can you think of other solutions to the problems in your chart? Write them next to the ones you wrote.*

## UNIT 3 READER

**Text Type** nonfiction

**Vocabulary** *airplane, (by) bus, helicopter, scooter, (a/by) subway*

**Grammar** *but as a contrast*

**Reading Strategy** Problem and Solution

**Resources** Video Sc. 9—Story Time; Graphic Organizer: Two-column chart

## BE THE EXPERT

### Reading Strategy

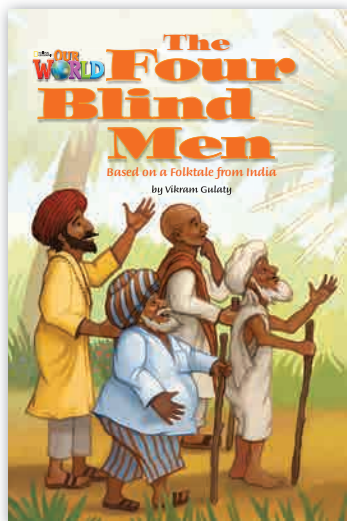
**Problem and Solution** Recognizing problems and solutions in a text helps students understand why events happen, or why people act a certain way. For every location they read about, ask students what problems people face. Problems might be presented as “difficulties” or “challenges.” Ask how the people solve their problems.

### Text Background

Nonfiction uses a variety of details, such as facts and examples, to provide information about a real place or person. In this text, details are used to compare and contrast how children get to school in different countries. Mongolia, Vietnam, Japan, Malaysia, and India are all in Asia. Mexico, the United States, and Canada are in North America. Kenya and Botswana are in Africa.

### Teaching Tip

Help students understand that the way people travel, dress, or eat is related to where they live. Where it's cold, people need warm clothes. Where there aren't good roads, people have to walk. These things are solutions to problems. Encourage students to think about reasons for differences between their culture and other cultures and about how people solve problems in different ways.



### The Four Blind Men

Four blind men are walking through the jungle. Suddenly, they hear a strange sound. What's in the jungle with them? Each man guesses something different. Who's right?

## Before You Read

- **Build background** Write the word *blind* on the board. Say *A person who is blind cannot see. Some people are born blind. Some people lose their eyesight because of a sickness or an accident.*
- **Introduce the strategy** Put a soft object and a hard object in a box. Say *We ask questions to learn.* Have a student come to the front of the class. Say *Close your eyes. Can you see?* (no)
- Then say *Keep your eyes closed. Pick one thing from the box I put in your hands. I'm going to close my eyes, too, so I can't see what you pick.* After the student has picked an object, turn away, open your eyes, and say *I want to learn about what you picked. I'm going to ask you questions.* Ask *How does it feel? Does it feel hard? Does it feel soft? Is it rough? Is it smooth?* Have the student answer. Then guess what the object is. Review with the class. Ask students to tell about the object.

## While You Read

- Pair students. Have them practice asking questions in the simple past. Remind students to ask *How was?* and *How were?* questions.
- p. 4: Say *The man feels something.* Write the following questions on the board and ask aloud: *What was it like? Was it short or long?* (long) *Was it weak or strong?* (strong)
- pp. 5, 6, 7: Have partners alternate asking and answering questions about each page. If they have difficulty, remind them to look at the questions on the board.

## After You Read

- Assign four groups p. 8, 9, 10, or 11. Have each group write two questions based on their page. Groups can read aloud their questions for other groups to answer.

## UNIT 4 READER

**Text Type** folktale

**Vocabulary** *beautiful, hard, loud, rough, sweet*

**Grammar** Sense verbs; *was / were*

**Reading Strategy** Ask Questions

**Resources** Video Sc. 9—Story Time

**Materials** box; small, soft object, such as a cotton ball; small, hard, rough object, such as a rock

## BE THE EXPERT

### Our World in Context

*The Four Blind Men* is a folktale from India. Much of traditional Indian literature is inspired by the ancient songs and writings of the Hindu religion. If possible, point out India on a world map.

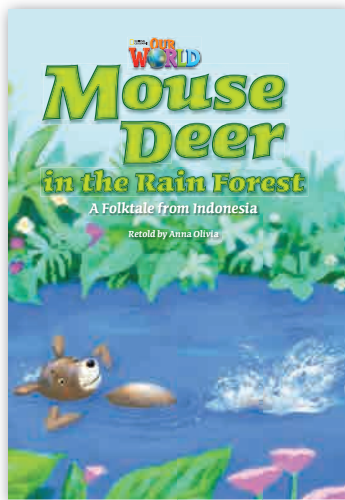
### Reading Strategy

**Ask Questions** Asking questions can help students stay interested in a text and help them monitor their understanding. Students can ask questions such as *What do I already know about this? Which words are new to me? Which sentences did I not understand? How does the picture help me better understand the words? What in the story reminds me of something in my life?*

### Text Background

A folktale is a very old story passed down from generation to generation. In the past, folktales were memorized by storytellers and shared orally. These made-up stories may include animal characters and often teach a lesson about life.





## Mouse Deer in the Rain Forest

Mouse Deer is swimming in the rain forest. Tiger is hungry and wants to eat Mouse Deer. Can Mouse Deer trick Tiger and get away from him?

## Before You Read

- **Build background** Say *Let's read a story about a small animal called a mouse deer that tricks a tiger. A trick makes someone believe something that is not true. Some people play tricks to make others laugh. Some people play tricks to get away with something.* Discuss a funny trick, like putting a fake fly on someone's desk. Say *A fake fly can surprise someone and make a person think it's real!* Ask students *Do you know any tricks? Have you ever tricked someone?*
- **Introduce the strategy** Explain *summarize* to students. Say *In this story, we're going to summarize. Summarize means to retell. When we summarize, we don't retell everything. We just retell the most important parts.*
- Draw a two-column chart with the headings **Who's in the Story** and **What Happened**. Under **What Happened** write the numbers 1–5. Point to the first column. Say *Write the two animals in the story.* Point to the second column. Say *Write the important things that happen in the story.*

## While You Read

- Stop after every few pages. Ask the following questions and have students use the answers to complete their charts.
  - p. 4: *Who are the main characters in the story?* (Mouse Deer and Tiger)
  - p. 6: *Why does Mouse Deer trick Tiger about the mud?* (because Tiger wants to eat him)
  - p. 7: *Why does Tiger chase Mouse Deer through the forest?* (because Tiger is hungry)
  - p. 10: *Why does Tiger run to the river and jump in?* (because the hornets are chasing him)

## After You Read

- Put students in pairs. Ask students to use their charts to summarize, or retell, how Mouse Deer tricked Tiger. Have students reread pp. 6–9 to review the story before summarizing.

## UNIT 5 READER

**Text Type** folktale

**Reading Strategy** Summarize

**Vocabulary** rain forest, mud, nest, island

**Grammar** *Why . . . ? Because . . . ;* Infinitive of purpose

**Resources** Video Sc. 9—Story Time;  
Graphic Organizer: Two-column chart

**Material** World Map

## BE THE EXPERT

### Reading Strategy

**Summarize** Demonstrate summarizing for the class. Discuss a familiar movie or story, such as *Cinderella*. Ask students to tell you the four to five most important things about the movie or story. Then use those details to model a summary for the class.

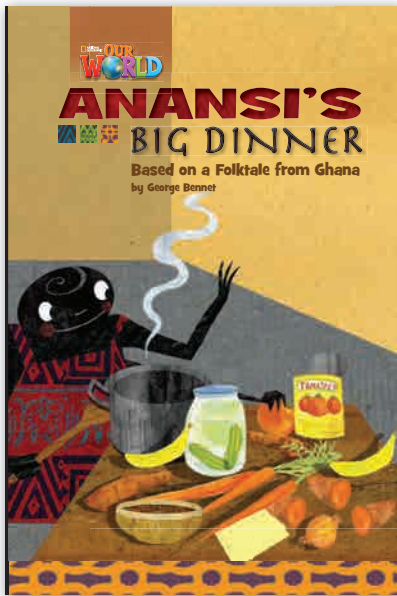
To help students summarize, have them underline key details in the reading. Ask students to focus on the basic questions of *Who, What, When, Where, Why, and How*. Emphasize that students should use their own words to summarize.

### Our World in Context

*Mouse Deer in the Rain Forest* is a folktale from Indonesia. A mouse deer is a small animal with brown fur and white spots and stripes. Mouse deer eat plants and are usually awake during the night. Mouse deer live in warm areas in Asia and parts of Africa.

### Text Background

Mouse Deer is a common character in many Indonesian folktales. Mouse Deer is usually a “trickster” character. Tricksters are smart and clever, and like to surprise and confuse other characters in the story.



### Anansi's Big Dinner

Anansi is cooking a big dinner, but he needs more food from the store. He asks Turtle to go to the store. Anansi promises to share his dinner with Turtle. But will he?

### Before You Read

- **Predict** Hold up the Reader and point to the cover. Say *This story is called Anansi's Big Dinner. What do you see in the picture?* (a spider, carrots, tomatoes, bananas, a spoon) *Who do you think Anansi is?* (the spider) *What do you think he's going to do in the story?* (cook or eat a big dinner)
- **Introduce the strategy** Say *Think about something you do in order. For example, think about how you put on your clothes. What do you put on first—your shoes or your socks?* (socks)
- Say *Some stories tell what happens first, second, next, and last.* Draw a flow chart on the board. Have students copy the chart. Label boxes with the numbers 1, 2, 3, 4, 5, 6.
- Say *As we read, we're going to fill in this chart. Let's write what happens first in the "1" box. (Anansi asks Turtle to buy food.) Next we write what happens in the "2" box. (2: Anansi asks for more food; 3: Anansi asks for more food again; 4: Anansi doesn't let Turtle in; 5: Turtle tells Anansi to hold the candles; 6: Turtle eats)*

### While You Read

- Stop every few pages to ask questions about the story. Add information to the flow chart together.
  - p. 3: *What does Anansi ask Turtle to do? What's Anansi doing?*
  - p. 5: *What happens when Turtle comes back with the food?*
  - p. 9: *What happens when Turtle comes back?*
  - p. 11: *How does Turtle trick Anansi?*

### After You Read

- Have students cut out each box in their flow charts. Cover or erase the flow chart on the board. Have partners mix up the boxes and use the information in each to arrange the boxes in the correct order. Finally, as a class, review the sequence of events.

## UNIT 6 READER

**Text Type** folktale

**Reading Strategy** Identify Sequence of Events

**Vocabulary** *bottle of (milk), bunch of (carrots), buy, can of (tomatoes), jar of (pickles), loaf of (bread), go(es) shopping*

**Grammar** *some and any; a few and a little*

**Resources** Video Sc. 9—Story Time; Graphic Organizer: Flow chart

**Material** scissors

## BE THE EXPERT

### Our World in Context

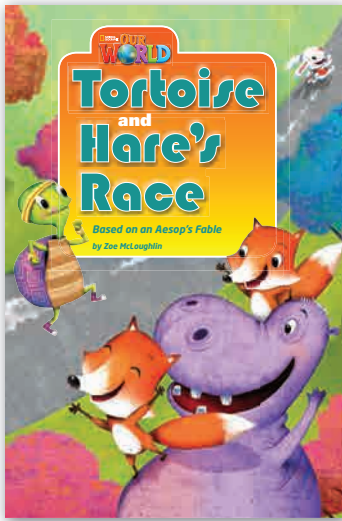
*Anansi's Big Dinner* is based on a folktale from Ghana, a country in Africa. Ghana is in the western part of Africa. There are more than 70 cultural groups in Ghana, each with its own language and traditions. English is the country's official language.

### Reading Strategy

**Identify Sequence of Events** The order in which events happen is called the sequence of events. Words such as *first, next, then, and now* give clues about the order of events. Writing down events helps students remember and retell a story. It also helps students check that they do not miss or skip any main events.

### Text Background

"Trickster tales" are a type of folktale. These folktales are common all over the world, especially in Native American and African traditions. The main character is often an animal with human-like qualities, such as Anansi. The trickster is clever and tricks other people to get his way. Sometimes, however, the trickster gets fooled, as in *Anansi's Big Dinner*.



## Tortoise and Hare's Race

**Summary** Tortoise exercises and eats well. Hare is lazy and eats lots of junk food. Hare thinks he's faster than Tortoise and challenges him to a race. Who will win the race?

## Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about the story. Say *Do you run in races or play sports? How do you get ready? Talk about what you do.*
- **Introduce the strategy** Give examples to help students understand how to make a connection with a personal experience. Ask a student about his favorite way to exercise. Then say *I like to (swim), too! I think (swimming) is fun, and it's good exercise.* Then say to the class *I know what (Antonio) is talking about because I made connections to something that I know about and do, too.*
- Say *As we read, we'll make charts to connect what happens in the story with what we know and do.* Draw a three-column chart on the board. Label the columns **What's in the Story**, **What I Know**, and **Connection to Me**. Have students copy the chart.
- Say *As we read, we'll stop to write what happens. Then we'll think about what we know about it. We'll try to connect the story to what we know and do.*

## While You Read

- Stop after every few pages to help students connect the story to what they know and do in their own lives.
  - p. 3: *What do you know about exercise? What do you know about junk food?*
  - p. 5: *How do you get ready for a game or race?*
  - p. 11: *What does Hare learn? What do you learn from your friends?*

## After You Read

- After finishing the story, pair students and have partners compare their charts. Remind students that their connections will be different. Have students pick one connection and tell a few sentences about it to their partner.

## UNIT 7 READER

**Text Type** fable

**Reading Strategy** Make Connections to Personal Experience

**Vocabulary** *a bone, eat junk food, get exercise, a muscle*

**Grammar** Simple past: Yes / No questions and short answers; *too* and *enough*

**Resources** Video Sc: 9—Story Time;  
Graphic Organizer: Three-column chart

## BE THE EXPERT

### Reading Strategy

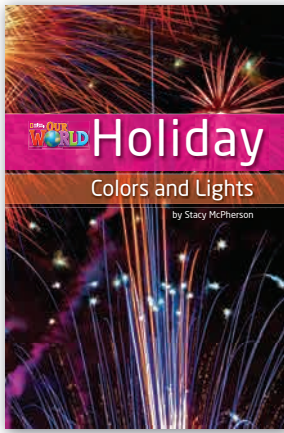
**Make Connections to Personal Experience**  
Personal experience can include both what students have done and what they've learned about a topic. Making connections to their own lives can help students better understand a story. Help students make connections in *Tortoise and Hare's Race* by stopping every few pages and asking questions about how students are the same as, or different from, the characters.

### Text Background

A fable is a story that teaches a lesson about how people should act. The characters in fables are usually animals that speak and act like humans. Just like humans, these animals have weaknesses, or bad habits. The purpose of a fable is for readers to learn from the animals' mistakes.

### Teaching Tip

For activities that require students to talk about personal experiences, explain that there's not one correct answer. Tell students that their answers should be different from their classmates'. Praise original responses, and ask for more than one response to the same question.



## Holiday Colors and Lights

Color and light play an important part in holiday celebrations around the world. Read about the different ways that color and light are used in holiday costumes, parades, and decorations around the world.

## Before You Read

- **Activate prior knowledge** Ask these questions to get students thinking about the topic: *What's your favorite color? Why do you like it? Where do you see this color? Do you see this color during holidays you celebrate? What holidays?*
- **Introduce the strategy** Give examples to help students understand what main ideas and details are. Say *The main idea in a text tells what the text is mostly about. The main idea is usually near the beginning of the text. Details come next in the text. Details give more information about the main idea.*
- Have a student read aloud the summary on the back of the book. Say *A summary usually tells the main idea of a text and gives important details.* Ask *What's the main idea in the summary?* (People around the world use color and light in celebrations.)
- Write **Main Idea** on the board. Beside it, write *Celebrations around the world*. Then draw a three-column chart. Label the first column **Celebration and Country**, the second column **Detail 1**, and the last column **Detail 2**. Say *As we read, we'll stop to identify details that support the main idea. As you look for details, think about what they tell about the main idea.*

## While You Read

- Stop after every few pages to help students identify details in the text. Ask the following questions:
  - p. 3: *What country does the first paragraph tell about? What details tell about celebrations in the country?*
  - p. 5: *What fact on page 5 tells how color or light is used in celebrations?*
  - p. 9: *How do Americans celebrate their country's birthday? How do these facts support the text's main idea?*

## After You Read

- Have students review the completed chart. Ask *How do all of the details support the main idea? How does identifying the main idea and details help you understand what you read?*

## UNIT 8 READER

**Text Type** nonfiction

**Vocabulary** *celebrate, a present, a lantern, a parade, dance, a costume, a party, fireworks, remember*

**Grammar** Simple past: regular verbs; Simple past: irregular verbs

**Reading Strategy** Identifying Main Ideas and Details

**Resources** Flashcards 138–154; Video Sc: 9—Story Time; Graphic Organizer: Three-column chart

## BE THE EXPERT

### Reading Strategy

**Identifying Main Ideas and Details** Identifying the main idea and details in informational text helps students focus on important facts and details, and understand how they relate to the main idea. Help students identify main ideas and supporting details in *Holiday Colors and Lights* by stopping every few pages and asking questions.

### Text Background

Informational text gives information about the arts, sciences, or social studies. Types of informational texts range from newspaper and magazine articles to digital information, and from nonfiction trade books to textbooks and reference materials.





## Coyote's Weekend

On Saturday, Rabbit sees Coyote having a picnic. On Sunday, Rabbit sees Coyote cooking fish. Can Rabbit trick Coyote to get Coyote's food?

## Before You Read

- **Activate prior knowledge** Hold up Flashcards I58 (go on a picnic), I67 (go fishing), and I68 (go hiking). Ask students *Do you like to go hiking? Do you like to go on picnics? Do you like to go fishing?* Say *A character in our story, named Coyote, likes to do these things on the weekend.* Then ask *Do you like to trick people? Do you know any tricks?* Say *Another character in our story, named Rabbit, likes to trick Coyote.*
- **Introduce the strategy** Say *As we read, we learn about the characters in the story.* Guide students to look for details about what Coyote and Rabbit look like, how they think, and what they like to do. Say *When we know about, or understand, Coyote and Rabbit, we can talk about how they're the same and different.*
- Have students draw two word webs, with Coyote in the center of one web, and Rabbit in the center of the other. As students read, have them write words and phrases in the outer circles that describe what each character does.

## While You Read

- Stop every few pages and ask questions to help students understand each character.
  - p. 5: *How does Coyote get his food? How does Rabbit get his food?*
  - p. 7: *Does Coyote work hard to get his food? How does he get fish?*
  - p. 11: *Does Rabbit catch his own fish?*

## After You Read

- After they finish reading the story, ask students to work with a partner and use their word webs to compare what Coyote and Rabbit each did and didn't do. Have students write down sentences to share with the class. Remind students to use *went* and *didn't go*.

## UNIT 9 READER

**Text Type** folktale

**Vocabulary** *go hiking, go on a picnic, go fishing, go swimming*

**Grammar** Simple past: *wh-* questions and negative; *go + verb + -ing*

**Reading Strategy** Understanding and Comparing Characters

**Resources** Flashcards I58, I67, I68; Video Sc: 9—Story Time; Graphic Organizer: Word web

## BE THE EXPERT

### Our World in Context

The Mayan people created one of the greatest ancient civilizations. The Maya lived in southern Mexico, Guatemala, and Northern Belize—much of what is now called Central America. The Maya constructed more than forty cities in these regions, and built large temples, pyramids, and palaces. Today, many descendants of the Maya people still live in Central America.

### Text Background

*Coyote's Weekend* is based on a Mayan folktale. People around the world use folktales to tell about their past or to teach an important lesson. Members of one generation pass down folktales to younger generations. The Mayan people drew symbols and pictures on paper made from the bark of fig trees. They made books using this paper to tell and pass down stories about their past.

### Reading Strategy

**Understanding and Comparing Characters** Understanding characters helps students to compare and contrast them. Students learn about characters by paying attention to character traits—how the characters look, think, and act. Help students understand and compare Coyote and Rabbit by asking questions about what they do to get food.