

The Mirror

Tae Hyun buys a mirror for his wife as a present. No one in his family has ever seen a mirror before. When the family members look in the mirror, they think they're seeing other people. Will they figure out that they're looking at their own reflections?

Before You Read

- **Build background** Say *You're going to read a folktale about people who lived in a Korean village a long time ago. Before about 1870, people who lived in villages usually did not have things made of glass. The people in this story have never before looked into a mirror. Imagine what it would be like to look into a mirror for the first time. Ask What would you see if you looked into the mirror right now?* Have students describe their "mirror images."
- **Introduce the strategy** Say *We can understand a story better by keeping track of the things that happen. By putting events in the order, or sequence, that they happen, we can see how events may be connected.*
- Say *As we read the story, let's use a flow chart to keep track of the events that happen.* Give students a copy of the flow chart organizer. Then draw a flow chart on the board. Say *As you read, write events from the story in the flow chart, in the order that they happen.*

While You Read

- Stop after every page or two for students to write an event in the flow chart.
 - p. 2: Model writing the first event in the box of the flow chart:
Tae Hyun buys a mirror.
 - p. 5: Ask *What does Sun Hee do when she looks in the mirror?*
 - p. 6: Ask *Who looks in the mirror? What does she see?*

After You Read

- Assign partners. Say *Compare your flow chart with your partner's. See if you left out any important events.*

UNIT I READER

Text Type folktale

Reading Strategy Understand Sequence of Events

Vocabulary *cuter, older, stronger, taller, younger*

Grammar comparatives with *-er*

Resources Video Sc. 10; World Map; Graphic Organizer: Flow chart

BE THE EXPERT

Our World in Context

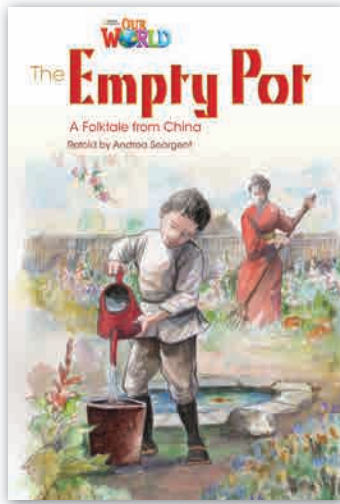
Long before glass mirrors were first made in factories, some ancient cultures had mirrors. Ancient Greeks and Aztecs used a material called *obsidian*, which came from volcanoes, to see their reflections.

Reading Strategy

Understand Sequence of Events Be sure students understand that a flow chart should show events in the correct order. If students have difficulty choosing events for a flow chart, suggest they begin by choosing one event from each page of the book. Then they can decide which of the events are the most important.

Text Background

This story takes place in Korea. In Korean culture, people are expected to respect their elders and those with authority in the family. This story shows how some family members worried about where they stood with the person with power in the family, Tae Hyun.



The Empty Pot

A boy named Cheng is a wonderful gardener. The emperor gives a seed to each gardener in the village, telling them that the person who grows the most beautiful plant will become the next emperor. Young Cheng takes good care of his seed. But will he win the contest?

Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about main ideas in the story. Say *Did you ever grow a plant? What did you need to do to help the plant grow? Did you ever enter a contest? Tell about it.*
- **Introduce the strategy** Give students examples to help them understand the word *prediction*. Say *Is it going to rain later? Hmmm. The sky doesn't look dark. I don't see many clouds. I predict it won't rain today.*
- Say *As we read the story, let's use a chart to keep track of our predictions.* Draw a two-column chart on the board. Label one column **My prediction** and the other column **What actually happens**. Say *Look at the picture on the cover of this reader. What do you predict this reader will be about?*
- Say *As we read, we will sometimes stop to make predictions about what will happen next. Look for clues in the text to help you make these predictions.*

While You Read

- Stop after every few pages to make predictions together about what will happen next.
 - p. 5: *What do you think Cheng will do?*
 - p. 9: *Do you think Cheng will take his pot to the palace? What do you think will happen there?*
 - p. 10: *What do you think the emperor will say?*

After You Read

- After finishing the story, look at the predictions in the first column of the chart. For each prediction, ask *Was that prediction right?* Next to each prediction, have students write *correct* or write what actually happened.

UNIT 2 READER

Text Type folktale

Reading Strategy Make Predictions

Vocabulary *a cucumber, an onion, a pumpkin, dig, grow, plant, water, weed, every day*

Grammar talk about obligation with *have to + verb*

Resources Video Sc. 10; Graphic Organizer: Two-column chart; World Map

BE THE EXPERT

Our World in Context

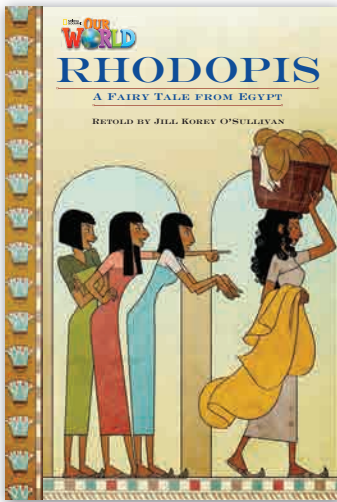
The Empty Pot is a folktale from China, one of the largest countries in the world. China is on the eastern part of the continent of Asia. If possible, show students China on a world map.

Reading Strategy

Make Predictions Making predictions helps students to be active readers. Help students make predictions while reading *The Empty Pot* by stopping every few pages and asking questions about what might happen next.

Text Background

The story takes place in ancient China. Chinese civilization, which started over 4000 years ago, is one of the oldest in the world. Emperors ruled China for more than 2000 years, starting in 221 BCE.



Rhodopis

Rhodopis is a good and kind servant. But the other servants are cruel and make her do all of the chores. One day, the pharaoh invites everyone to a party. The other servants say Rhodopis can't go, but a magic slipper helps Rhodopis meet the pharaoh.

Before You Read

- **Activate prior knowledge** Ask *Do you know of a fairy tale about a girl who does chores and is treated badly?* Students may know *Cinderella* or a similar story. If so, ask *What happens to the girl in the story?* (She meets a prince.)
- **Introduce the strategy** Define *problem* and *solution*. For *problem*, give an example of a problem that happened in class. For example, say *In class, we started a project. We ran out of glue. Another teacher gave us some glue. The problem was running out of glue. The solution was the teacher giving us some glue.*
- Say *We are going to read a story about a girl named Rhodopis.* Show the book cover and point to the name.
- On the board, draw a T-chart labeled **Problems** and **Solutions**. Give students a copy of the T-chart organizer. Say *Let's list the problems that Rhodopis has as we read about them. We are going to write them in the Problems column. Next to each problem, let's write its solution in the Solutions column.*

While You Read

- Read aloud p. 2. Say *What problem does Rhodopis have? It says that the other servants make her do all the chores. I write that under Problems.* Write *She had to do all of the chores* on the chart.
- Have students complete their T-charts as they read. Ask questions such as (p. 6) *Rhodopis looks sad. What's the problem?* (She can't go to the party.) Pause while students write the problem in their charts. Say *Let's look for the solution as we read.* Pause during the reading to check whether students can find solutions to the problems they identified.

After You Read

- Place students in pairs. Have them compare the lists of problems and solutions in their charts. Explain that some of the problems may have more than one possible solution.

UNIT 3 READER

Text Type fairy tale

Reading Strategy Identify Problems and Solutions

Vocabulary *chores, wash, difficult, important, things, make, modern*

Academic Vocabulary *problem, solution*

Grammar contrast with *but*, comparatives with *more + adjective*

Resources Video Sc. 10; Graphic Organizer: T-chart; World Map

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Our World in Context

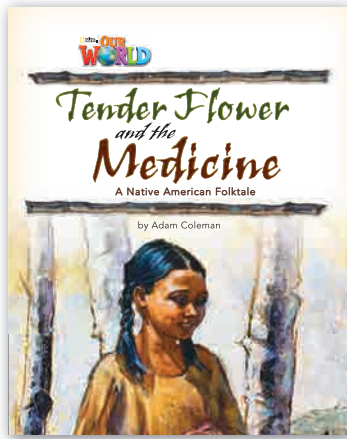
Rhodopis is set in ancient Egypt. Egypt is in northeast Africa. If possible, show students Egypt on a map. Egypt is one of the oldest civilizations in the world. In ancient times, Egypt was ruled by pharaohs, who were worshipped as gods.

Text Background

Rhodopis is a "Cinderella story." Cinderella stories appear worldwide. There are more than 500 versions of the story in Europe alone! In some versions, the shoe or "slipper" is glass, but in others it is gold or silver.

Reading Strategy

Identify Problems and Solutions Many stories are written around one or more problems that the main character has to solve. Students can better understand the events when they are looking for problems and solutions. As you read with students, point out problems, and have them try to find the solutions in the story.



Tender Flower and the Medicine

During a cold, snowy winter, young Tender Flower is the only person in her village who does not become sick. To get medicine, Tender Flower and her dog must go to the village on the other side of the forest. Will they make it through the ice and snow?

Before You Read

- **Activate prior knowledge** Ask *Did you ever help a sick family member?* Have students explain what they did to help. Say *This story is about a girl who helps sick people in her family and in her village. To help them, she has to walk in bad weather.* Then ask *Did you ever walk very far in bad weather? Why?*
- **Introduce the strategy** Say *When you make a prediction, you say what you think will happen.* Have students look at the cover of their reader. Ask *How do you think the girl is going to help the sick people?* Make a list of students' predictions on the board.
- Say *As you read, check to see if the predictions on the board are correct. Also, we will make more predictions as we read the story. Use the pictures and the text to make predictions as we read.*

While You Read

- Stop after every two or three pages to make predictions as a class about what will happen next.
 - p. 5: *Will Tender Flower get the medicine?*
 - p. 9: *Will Tender Flower make it home?*
 - p. 10: *What will happen to the people when they get the medicine?*

After You Read

- Review the predictions on the board. Compare students' predictions with what actually happened.

UNIT 4 READER

Text Type folktale

Reading Strategy Make Predictions

Vocabulary *a cough, a sneeze, have a fever, a headache, a stomachache, a cut, medicine, a bruise*

Grammar talk about oneself, using reflexive pronouns

Resources Video Sc. 10; World Map

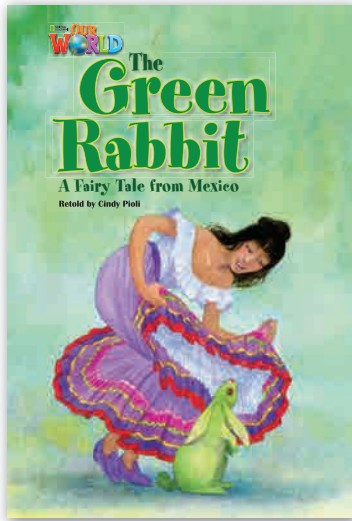
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Reading Strategy

Making Predictions Making predictions helps to keep students interested in the story. Students will want to continue reading to see if their predictions are correct. As you read the story, have students make predictions about what will happen with Tender Flower and the people in her village.

Text Background

The source of this folktale is the Ojibwa people. The traditional home of the Ojibwa is the region of North America from Lake Huron to the Great Plains, along what is now the border between the United States and Canada. The Ojibwa hunted and fished for food. They also grew wild rice. They made homes called *wigwams* out of tree bark.



The Green Rabbit

One day, a beautiful young woman named Marisol is followed home by a green rabbit. But later that night, the rabbit turns into a handsome prince. The prince is under a spell. Only someone who truly loves him can break the spell. Marisol must pass tests to prove her love. Will she pass the tests?

Before You Read

- **Activate prior knowledge** Say *Fairy tales are stories that often include some sort of magic. What stories with magic do you know?* Discuss the stories and the examples of magic in them.
- **Introduce the strategy** Say *When you summarize a story, you tell just the main, or most important, ideas.* Model summarizing a story students have recently read or are familiar with. Explain that a summary doesn't include everything that happens and that it can be just a few sentences.
- Give out Storyboard graphic organizers. Say *Every few pages, stop reading and summarize what you read in one of the boxes of this chart.*

While You Read

- As you read the story, stop after every few pages so students have time to summarize those pages of the story.
 - p. 4: *Who are the most important characters? Why is the prince a rabbit during the day?*
 - p. 6: *What does the King tell Marisol that she must do?*
 - p. 8: *What two tests does Marisol have to pass?*
- Read the story a second time, without pausing, to allow students to check the summaries they wrote in their Storyboard organizers.

After You Read

- After you finish the story, have students choose the four or five most important things that happened in the story. Say *Use the information in your Storyboard organizer to write a paragraph that summarizes the story.*

UNIT 5 READER

Text Type fairy tale

Reading Strategy Summarize

Vocabulary *pretty, amazing, wonderful, handsome, great, popular, a movie, interesting*

Grammar using superlatives with *-est* and *most*

Resources Video Sc. 10; Graphic Organizer: Storyboard

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Reading Strategy

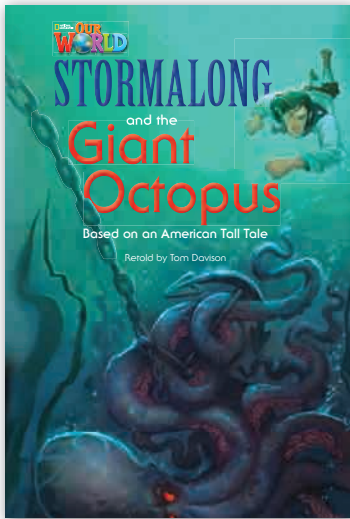
Summarize Summarizing helps students remember the most important parts of a story. Make sure students understand that a summary is short and should include only main ideas; it does not include details. Help students evaluate whether information is important enough to include in their summaries.

Text Background

The Green Rabbit is a fairy tale. Fairy tales often include characters who are royalty, such as a king, a queen, or a princess. They also often include some form of magic. They sometimes teach lessons.

Teaching Tip

Students can remember a story better if they act it out. Help students to list the scenes in a story by asking such questions as *What happened first? Then what happened? When was it most exciting? How did it end?* Then have students choose which scene or scenes they want to act out. Encourage students to create their own dialogue for the scenes.



Stormalong and the Giant Octopus

Alfred B. Stormalong is a giant man who is the captain of a giant sailing ship. One day while Stormy and his crew are catching fish in the Atlantic, something in the ocean pulls on the ship's anchor and won't let go. What will Stormy do?

Before You Read

- **Activate prior knowledge** Ask students questions to help them start thinking about the story. Say *Were you ever on a boat? Did you see any animals in the water?*
- **Introduce the strategy** *To predict means to guess about something that will happen in the future.* Give students an example such as *I see dark clouds in the sky. I see lightning. I hear thunder. I predict it's going to rain.* Say *When you make predictions while reading a story, you use clues to guess what's going to happen next in the story.*
- Say *As we read the story, let's write predictions in a chart.* Draw a three-column chart on the board. Label the columns **My prediction**, **Clues**, and **What happened**. Say *Look at the picture on the cover. Read the title. Use the picture and title to make a prediction. What do you think this story will be about?*

While You Read

- Stop after every few pages to make predictions together about what will happen next.
 - pp. 4–5: *What kind of adventure do you think Stormy and his crew will have?*
 - p. 8: *What do you think is pulling on the chain of the ship's anchor?*
 - p. 9: *Do you think Stormy will get the anchor free? What clues make you think so?*

After You Read

- After finishing the story, have students review their predictions and clues in the first and second columns of the chart. For each prediction, ask *Was your prediction right? If so, write yes. If not, write what actually happened.* Have students write their responses in the third column of the chart.

UNIT 6 READER

Text Type tall tale

Reading Strategy Making Predictions

Vocabulary a sea turtle, a whale, fish, a shark, an octopus, a creature

Grammar make predictions with *will* and *won't*

Resources Video Sc. 10; World Map; Graphic Organizer: Three-column chart

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Our World in Context

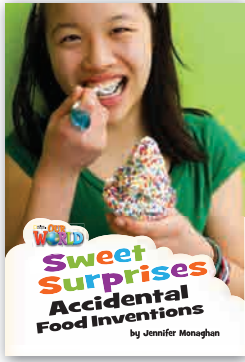
The tall tale *Stormalong and the Giant Octopus* originally comes from New England. The New England region is located in the northeastern United States and includes the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. If possible, show students New England on a world map.

Reading Strategy

Making Predictions Making predictions involves using story clues and personal experience to figure out what will happen next. This helps students become active readers. Help students make predictions while reading. Stop after every few pages and have students write statements about what might happen next.

Text Background

Stormalong and the Giant Octopus is an American tall tale. Tall tales are stories about the amazing adventures of famous heroes who are usually not real. These heroes have larger-than-life characteristics and perform amazing and often impossible acts.



Sweet Surprises: Accidental Food Inventions

Some inventions, like the television or the car, are the result of planning and hard work. Other inventions are created by accident. Some of the most popular snacks and desserts that we enjoy today were invented this way.

Before You Read

- **Brainstorm** Have students list snacks and sweets that they enjoy. Say *Tell me about your favorite snack or dessert. Is it sweet or salty?* Then say *You're going to read about some popular snacks and desserts. They were all made by accident. The person didn't try to invent them. They just happened!*
- **Introduce the strategy** Write the words *cause* and *effect* on the board. Draw an arrow from *cause* to *effect*. Say *A cause makes something happen. The effect is what happens as a result of the cause.*
- Point to *effect*. Say *To find the effect, ask "What happened?"* Point to *cause*. Say *To find the cause, ask "Why did it happen?"*
- Show students a piece of chalk. Drop it and hold up the broken pieces. Ask *What happened?* (The chalk broke.) *Why?* (You dropped it.) Write *The chalk broke because I dropped it.* Write *effect* under *The chalk broke* and *cause* under *I dropped it.*
- Write a two-column chart on the board with the headings **What Happened (Effect)** and **Why It Happened (Cause)**. Say *As we read, we'll stop to write what happens and why it happens.*

While You Read

- Stop every few pages to help students identify and write causes and effects. Point out that the answer to a *why* question is a cause.
 - p. 4: *Why did Ruth Wakefield put the broken pieces of a chocolate bar into her cookie dough?*
 - p. 8: *What happened when Frank Epperson left a drink with a stick in it out in the cold?*

After You Read

- After finishing the text, have students write two questions using the sentence frames:
 - Why _____?
 - What happened when _____?Collect their questions and read them aloud to the class, calling on individual students to answer them.

UNIT 7 READER

Text Type nonfiction

Reading Strategy Identify Cause and Effect

Vocabulary *an invention, invent, use, a problem, a solution, put, creativity, idea*

Grammar describe past habits with *used to + verb*; generalize using *you*

Content Vocabulary *dessert*

Resources Video Sc. 10; Graphic Organizer: Two-column chart

Material piece of chalk

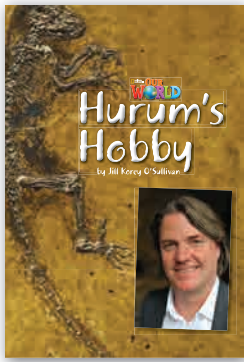
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Reading Strategy

Cause and Effect Understanding cause and effect helps students know how events are related. Point out that some texts include words to signal cause–effect relationships, such as *because, as a result, and so*. Point out the word *so* in the last sentence on p. 8.

Text Background

The reader *Sweet Surprises: Accidental Food Inventions* is a nonfiction text that gives true, real-life examples of inventions created by accident. Like many nonfiction texts, it includes a lot of information and facts. To help organize and present the information, nonfiction texts often use text features such as headings, photos, and pictures.



Hurum's Hobby

Many kids have a hobby. Some kids leave their hobby behind as they grow up, but others turn their hobby into the work they do as an adult. Jørn Hurum turned his hobby of collecting fossils into a career that he loves.

Before You Read

- **Activate Prior Knowledge** Tell students about hobbies that you had as a child. Say whether or not you still do them. Then, ask *What's your favorite hobby? Do you think you could do this hobby as a job when you grow up? Why, or why not?* Get responses from several students.
- **Introduce the Strategy** Say *Asking questions can help you understand what you read.* Read aloud the summary on the back cover. *The text mentions Jørn Hurum's hobby. What is his hobby? I'll read the text to find out.*
- Say *As we read, let's use a chart to write questions about the text.* Draw a two-column chart on the board with the headings **Question** and **Answer**. *I'll write my question in the first column.* Write *What is Jørn Hurum's hobby?* under **Question**.
- Say *As we read, we'll stop to ask questions about what we read. Then we'll look for answers to our questions as we continue reading. We'll write these answers in the chart.*

While You Read

- Stop after every few pages to ask students what questions they have about the text. Remind students that a question can begin with *who*, *what*, *when*, *where*, *why*, and *how*. Pause after p. 4 and say *Let's ask a question with who. Who read a book about fossils?* Write the question in the chart. Say *Let's ask another question using what.* Call on students to ask questions with *what*, such as *What's a fossil?* Write students' questions in the question column. Say *You'll answer these questions after we finish reading.*

After You Read

- After finishing the biography, have students look at the questions in the first column of the chart. For each question, ask *Was that question answered in the text? What was the answer?* Call on students to say the answers. Have students write the responses in the right-hand column of their charts.

UNIT 8 READER

Text Type biography

Reading Strategy Ask Questions

Vocabulary *enjoy, collect, a bug, a fossil, alone, a dinosaur*

Grammar Describing people with *who*

Resources Video Sc. 10; Graphic Organizer: Two-column chart; World Map

BE THE EXPERT

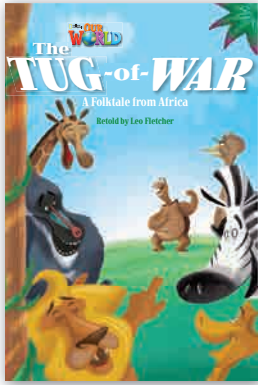
Reading Strategy

Ask Questions Asking questions during reading is a way of engaging with the text. When students are interested, their questions show that they want to know more. (*Where did he go to school? What did he have to study to become a paleontologist?*)

Asking questions about unfamiliar words or difficult paragraphs can help students check their understanding. (*What is a paleontologist?*) Asking questions after reading can help students confirm their understanding.

Text Background

Hurum's Hobby is a biography. In a biography, an author tells the true story of another person's life. Tell students that when they read a biography, they will learn such things as when and where the person was born, what his childhood was like, what kind of schools he went to, what he was interested in as he was growing up, what work he did as an adult, and why he is important. Ask students which of these topics is in Hurum's biography.



The Tug-of-War

One morning, the animals in the jungle have an argument. Some say Elephant is the strongest animal in the jungle. Others say Hippo is the strongest. When Turtle says that he is the strongest, the other animals laugh at him. Can Turtle prove that he is right?

Before You Read

- **Activate Prior Knowledge** Ask students the following questions. *Have you ever played a game called tug-of-war? How is the game played? How does a person or a team win the game? How do players move in a game of tug-of-war?* Act it out if necessary.
- **Introduce the Strategy** Review the meaning of *prediction*. Say *When you make a prediction, you make a guess about what is going to happen. You look for clues that help you make a good guess. For example, look at the picture on the cover of this reader. Ask What do you think this story will be about? Your guess is a prediction.*
- Have students use a two-column chart to keep track of predictions. Have students write **What I predict** at the top of the first column and **Was I correct?** at the top of the second.
- Say *As we read, we will sometimes stop to make predictions about what will happen next. Look for clues in the text to help you make these predictions.*

While You Read

- Stop after every few pages to make predictions together about what will happen next. Ask these questions and allow time for students to write their predictions in their charts.
 - p. 5: *How will Turtle prove he is stronger?*
 - p. 7: *Who will win, Elephant or Hippo? Why?*
 - p. 10: *Will the animals find out about Turtle's trick? Why or why not?*

After You Read

- After finishing the story, ask students to fill in the second column with “yes” and “no” answers. For “no” answers, have students write what actually happened.

UNIT 9 READER

Text Type folktale

Reading Strategy Make Predictions

Vocabulary *push, pull, forward, backward, a force, fall over, a swing, balance, happen*

Grammar show cause and effect with double comparatives; use defining relative clauses with *which*

Resources Video Sc. 10; Graphic Organizer: Two-column chart, World Map

BE THE EXPERT

Reading Strategy

Make Predictions Making a prediction means making a guess about what will happen in a story. Tell students to look for clues in as many places as they can when making predictions. They should use what they knew before reading the story, what they have already read in the story, and what they see in the pictures.

When predicting what will happen next, students need to think about the characters' personalities. Making predictions encourages students to be active readers and engage with the text they are reading.

Text Background

This story is a type of folktale known as a trickster tale. In trickster tales, one person or animal is tricked by a smaller, smarter person or animal. In this African folktale, the large animals are often not very smart and may not even realize they have been tricked. Ask students to identify the trickster in the story (Turtle) and who is tricked (Hippo and Elephant).