

The Tale of Thunder and Lightning

Long ago, Thunder was a mother sheep and Lightning was her son. When Lightning became angry, he shot bolts of lightning from his horns. This made Thunder yell at him, which shook the ground. Because they caused so much trouble, the king made Thunder and Lightning leave Earth. But that didn't stop the trouble they caused.

Before You Read

- **Preteach** Introduce folktales. Say *Folktales are stories that are passed down over time. They are usually told aloud. What stories have people in your family told you?* Listen to several students' responses. Then say *Folktales might explain something about the world.*
- **Introduce the strategy** Give students examples to help them understand problems and solutions. Say *I have a problem. I am very thirsty. What should I do? What could be a solution?* (drink water) Ask a student to name a problem. Call on another student to offer a solution.
- Guide the conversation toward problems about extreme weather. For example, say *I am very scared. There is lightning! What should I do?* (find shelter) Continue asking questions about problems with extreme weather and have students suggest solutions.
- Draw a T-chart on the board with the headings **Problems** and **Solutions**. Say *As we read the story, let's use this chart to keep track of the problems and solutions in the story.*

While You Read

- Stop after every few pages to identify problems and solutions.
 - p. 4: *What problems does Lightning cause?*
 - p. 7: *What is the king's solution to the trouble Thunder and Lightning are causing?*
 - pp. 8–9: *What is the king's new solution?*
 - pp. 10–11: *What problem does the king's new solution cause?*

After You Read

- Say *Imagine you are the king. Can you think of other solutions to the problems caused by Thunder and Lightning?* Have students work in small groups to think of other solutions to the problems in the story. Ask groups to share their answers with the class.

UNIT I READER

Text Type folktale

Reading Strategy Identify Problems and Solutions

Vocabulary *thunder, lightning, a shelter, an emergency, drop, a tropical storm*

Grammar make future predictions and plans with *be going to*

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

BE THE EXPERT

Our World in Context

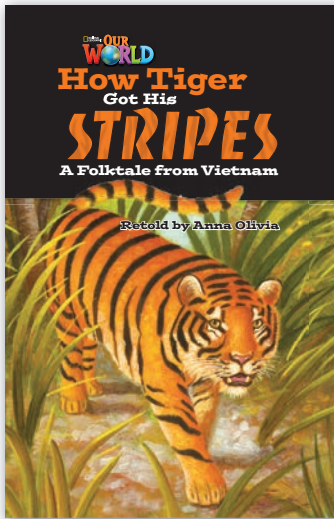
Worldwide, there are 100 lightning strikes every second. Central Africa receives the most lightning strikes of any region in the world.

Reading Strategy

Identify Problems and Solutions Identifying problems and solutions helps students understand the situations in a story. Identifying problems and solutions also helps students understand the plot and how the events in the story are connected. It can also help students understand the characters in a story. The problems a character causes or the ways he solves problems can give insight into the character.

Text Background

This folktale takes place in Nigeria, a country in western Africa. It has a climate that includes both wet and dry regions. The rainy season is usually longest in the southern part of the country, where it can last from March to November. The rainy season is shorter in the northern regions. The far north has a dry climate with little rain.



How Tiger Got His Stripes

Many years ago Tiger's fur was all orange. But one day Tiger was tricked by a man, and that trick led to Tiger's fur getting stripes. What was the man's trick?

Before You Read

- **Build background** Say *A trick is an action that surprises or confuses someone. A leaf insect tricks its predators.* Ask *What other animals use tricks?* (butterfly fish, mimic octopus) Say *We're going to read a story about a man who tricks a tiger.*
- **Introduce the strategy** Say *We'll read about causes and effects. A cause tells why something happens. A cause happens first. An effect is something that happens after the cause.* Give an example from the unit. Say *Some frogs have stripes. The stripes tell predators that the frog is poisonous. The predators don't eat the frog.* Identify the cause and effect. Say *Predators don't eat the frog. This is an effect. What causes this effect?* (The stripes make predators think the frog is poisonous.)
- Say *As we read, let's use a T-chart to organize causes and effects.* Draw a T-chart on the board with the headings **Cause** and **Effect**.

While You Read

- Stop after every few pages to ask questions to help students think about causes and effects. For each answer students give, ask *Is this a cause? Is this an effect?* Add their responses to the chart.
 - p. 3: *Why is it difficult for Tiger to catch his prey?* (Animals see his bright orange fur.) (Effect: Tiger can't catch his prey. Cause: Animals see his bright fur.)
 - p. 10: *What does the rope do to Tiger's fur?* (It gives him stripes.) (Cause: Tiger is tied with rope. Effect: The rope gives him stripes.)
 - p. 11: *Why does Tiger love his stripes?* (They make him hard to see.) (Cause: Tiger is hard to see. Effect: He loves his stripes.)

After You Read

- Read aloud an effect from the story. Have students identify the cause. Ask pairs of students to identify other causes and effects.

UNIT 2 READER

Text Type folktale

Reading Strategy Identify Cause and Effect

Vocabulary *a stripe, hunt, prey, defend, attack, escape, camouflage, hide, predator, a spot, resemble, an insect*

Grammar compare using *as . . . as*; check understanding by using tag questions

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

BE THE EXPERT

Reading Strategy

Identify Cause and Effect Identifying cause-and-effect relationships helps students understand why certain events happen in a text. Help students identify cause-and-effect relationships by looking for words that signal cause and effect, such as *because, why, cause, and so*.

Text Background

How Tiger Got His Stripes is a folktale from Vietnam, a country in Southeast Asia. If possible, show students Vietnam on a world map.

Much of Vietnam's land includes dense forests, but the rich soil near the Red River is used for farming. In the past, farming was very important to Vietnam's economy. Water buffalo, which were first trained to help farmers thousands of years ago, are still used by Vietnamese farmers to plow fields.

While Vietnam once had a large tiger population, today there are very few tigers left due to illegal hunting and destruction of their habitat. Many people are now working to protect tigers in Vietnam so that the tigers do not become extinct.



The Songbirds' Flute

There was once an unhappy princess. Her father, the king, held a concert. He promised great riches to the musician who could make his daughter smile. One man sang so beautifully that the princess smiled. But he did not want gold. He only wanted the princess's love. Will he win it?

Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about the main ideas of the story. Ask *Does listening to music make you feel happy?*
- **Introduce the strategy** Say *Today we'll learn about summarizing.* Provide examples to help students understand how to summarize. Say *When you summarize, you tell what a story is about. You include only the most important parts of the story, such as the main events.* Summarize a familiar fairy tale or folktale for students.
- Say *As we read let's take notes on the most important ideas in each part of the story.* Assign partners. Hand out a Storyboard graphic organizer to each pair. On the board, write *First, Second, Third, Fourth, Fifth, and Finally.* Say *Look at the back cover of the reader.* Read the summary aloud. Have students rephrase the summary in their own words.
- Say *As we read, think about the most important thing or things that happen. Write these ideas on the lines of the storyboard.*

While You Read

- Stop after every few pages. Ask questions to help students think about story events to summarize.
 - Par. 3: *Who are the main characters in the story so far? What problems do they have?*
 - Par. 7: *How does the king try to help his daughter? What makes the princess smile? What does the princess tell the young man?*
 - Par. 11: *What does the young man try to do? Who helps him, and how? How does the story end?*

After You Read

- Have pairs combine their notes and write a short summary of the story. Call on students to read their summaries aloud.

UNIT 3 READER

Text Type folktale

Reading Strategy Summarize

Vocabulary a concert, perform, practice, a guitar, a drum, rhythm, a melody, a violin, a flute, a note

Grammar use present perfect with *ever* and *never*; make comparisons with adverbs (*more/less . . . than; as . . . as*)

Resources Video Sc. 10; World map; Graphic Organizer: Storyboard

BE THE EXPERT

Our World in Context

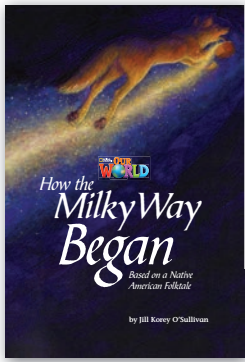
The Songbirds' Flute is a folktale from Guatemala, a country in Central America. Central America is located between the continents of North America and South America. Show students Guatemala on the world map.

Reading Strategy

Summarize Summarizing a story helps students check their understanding and helps them remember the most important ideas and events in a story. As students summarize, remind them to use their own words to retell the key ideas.

Text Background

A folktale is a traditional story passed down from one generation to the next through the oral tradition. Folktales include universal or timeless themes. *The Songbirds' Flute* shows the importance of music and teaches that love is more important than money.



How the Milky Way Began

Long ago people told stories to explain how the universe began. The Cherokee people of North America believed that there was only a moon in the sky, with no stars to keep it company. What story did the Cherokee tell about how the Milky Way began?

Before You Read

- **Predict** Say *We're going to read a folktale. Folktales are often stories about things that happen in the natural world, such as thunder and lightning. Some folktales are about the beginning of something, such as the moon and stars. This folktale is a Native American folktale about how stars appeared in the night sky. How do you think the folktale might tell that stars got in the sky?* List a few student predictions on the board.
- **Introduce the strategy** Give students examples to help them understand what sequence of events means. Say *Today I woke up. Then I ate breakfast. I (drove) to school. And now I'm teaching this class. That is the sequence of events of my day. It's the order that things happened.*
- Say *As we read the story, we'll use a storyboard to keep track of the sequence of events.* Give students a storyboard graphic organizer.

While You Read

- Stop as you read to ask students questions about the main events. Have students list the main events and write answers to each question in their storyboard organizer.
 - p. 5: *What do the man and woman find on the ground of the storehouse?*
 - p. 7: *What do the man and woman see when they hide in the storehouse?*
 - p. 8: *What do they find in the morning? What does the woman think it is?*
 - p. 9: *What did the man carry to the storehouse when he heard a noise there?*
 - p. 10: *What does the spirit dog do when the man shouts "Go away"?*
 - p. 11: *What does the corn turn into?*

After You Read

- Put students in groups of three. Assign students to be the characters of the woman, the man, and the dog. Have each group act out the story according to the events in the storyboard.

UNIT 4 READER

Text Type folktale

Reading Strategy Identify Sequence of Events

Vocabulary *the universe, a comet, a galaxy, a planet, a journey*

Grammar discuss possibility using *may* and *might*; use indefinite pronouns (*everyone, someone, anyone, no one*)

Resources Video Sc. 10; Graphic Organizer: Storyboard

BE THE EXPERT

Our World in Context

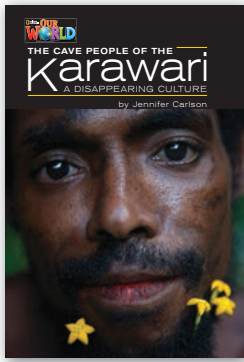
How the Milky Way Began is a folktale told by the Cherokee people. Before European settlers came to North America, the Cherokees lived in what are the present-day American states of Georgia, Tennessee, North Carolina, and South Carolina. If possible, use a map of the United States to point out these four states to students.

Reading Strategy

Identify Sequence of Events Identifying the sequence of events in a story can help students understand a story. It can also help students identify causes, effects, problems, and solutions. While reading, ask questions after every few pages to check students' understanding of the story and the sequence of events. After students have read the entire story, have them briefly summarize the story events in their own words.

Text Background

Originally, Native American folktales were passed down orally. A storyteller might tell a story around a fire at night, adding repetition and rhythm to help listeners remember the story. Many Native American folktales, like this one, explain how things on Earth and in nature came to be.



The Cave People of the Karawari: A Disappearing Culture

Deep in the jungles of Papua New Guinea live people called the Meakambut. They have lived on the land for generations. But today there are barely fifty Meakambut left. Read to learn about how they are trying to preserve their culture and community.

Before You Read

- **Activate prior knowledge** Ask students *What parts of your culture are you proud of? How do we protect our cultural traditions?* (We share them. We pass them down. We hold on to them.) Say *Today we'll read about a group of people who are trying to protect their culture.*
- **Introduce the strategy** Explain that asking questions is a useful reading strategy. Say *Asking questions helps you understand what you're reading. It also helps you find out more about a topic.*
- Say *As we read, let's use a chart to keep track of our questions.* Draw a two-column chart on the board and give students the two-column chart graphic organizer. Label the columns **Questions** and **Answers**. Have students look at the cover of the reader. Say *I have a question about the title. Why is the culture of the cave people disappearing?* Write that question in the **Questions** column. Say *We'll see if we can find the answer to that question as we read.*
- Say *As we read, think of questions you have about the topic. We'll stop often to ask questions.*

While You Read

- Stop after every few pages to allow students to ask questions about the reader. Add students' questions to the chart. For additional support, provide question words and topics as prompts:
 - p. 2: *Why?* (caves)
 - p. 6: *What?* (eat)
 - p. 9: *What?* (get sick)
 - p. 10: *How?* (help the Meakambut)

After You Read

- After finishing the Reader, have students look at the questions in the first column of the chart. For each question, ask *What's one possible answer?* Have students find answers in the reader. Discuss the questions and confirm correct answers. If students ask a question not answered in the reader, help them use the library or online resources to find the answer.

UNIT 5 READER

Text Type nonfiction

Reading Strategy Ask Questions

Vocabulary *a community, culture, the future, a generation, handcrafted, pass down, proud, a tradition*

Grammar use gerunds as subjects, use gerunds as objects

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

BE THE EXPERT

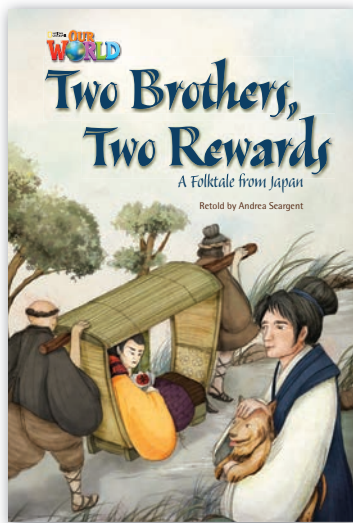
Our World in Context

The Cave People of the Karawari: A Disappearing Culture is about the Meakambut, seminomadic people living in Papua New Guinea. Papua New Guinea is an island country near Australia in the Pacific Ocean.

Papua New Guinea is made up of the eastern half of the island of New Guinea, as well as 600 other islands. About 800 languages are spoken in Papua New Guinea.

Reading Strategy

Ask Questions Encourage students to ask questions when they don't understand something they read, or when they want to know more about something they read. Asking questions helps students be active readers.



Two Brothers, Two Rewards

Two brothers in Japan have different goals and personalities. The younger brother helps a sparrow with a broken wing and is richly rewarded. The older brother becomes jealous and wants to receive the same reward—but things don't go as he hopes they will.

Before You Read

- Say *Imagine you see a hurt bird. What do you do?* Have students respond with their ideas. Write some of them on the board. Then say *People do different things because people think and feel differently.*
- **Introduce the strategy** Say *Every story has characters. The characters are the people in the story.* Ask students to name some characters from books they have read or from movies and television shows they have seen. Then say *You can learn about characters by seeing what they do and say in a story. The characters in this story are brothers. When you read the story, think about how the brothers are the same and how they are different.*

While You Read

- Draw a Venn diagram on the board, and give out copies of the graphic organizer to students. Label one circle **Older Brother** and the other one **Younger Brother**. Say *As we read this story, we'll write about each brother in the correct circle. When we finish, we'll write about how the brothers are the same.* Stop after every few pages and ask questions that help students compare the characters:
 - p. 1: *What's important to the older brother? What's important to the younger brother?*
 - p. 7: *What words can you use to describe the younger brother? What words can you use to describe the older brother?*
 - p. 8: *What reward does the younger brother get? What reward does the older brother get?*

After You Read

- Review the characteristics that students listed in their diagrams. Ask *Are the brothers alike at all? If so, how? How are they different? Which brother would you want to have as a friend?*

UNIT 6 READER

Text Type folktale

Reading Strategy Understand and Compare Characters

Vocabulary *ground, a vine, trap, digest, roots*

Grammar use the passive voice in the present tense, use relative clauses with *that*

Resources Video Sc. 10; Graphic Organizer: Venn diagram

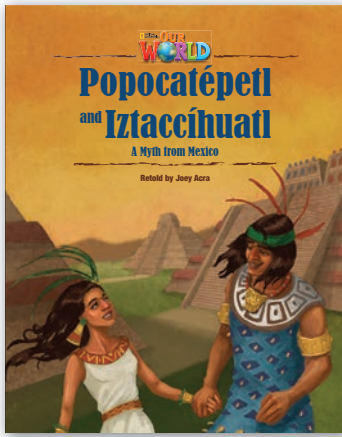
BE THE EXPERT

Reading Strategy

Understand and Compare Characters The people or animals in a story are the story's characters. To understand a story, students must understand what the characters do and think. By making lists of words to describe the characters and by talking about what they do, students can learn more about the characters' motivations and personalities. Students might also compare how other people react or respond to the characters.

Text Background

This story is a folktale from Japan, an island country located on the eastern coast of Asia. If possible, show students Japan on a world map. Some folktales, like this one, try to explain why the world is the way it is today. Folktales often have morals or lessons, too. After students read *Two Brothers, Two Rewards*, ask them to identify the lesson in the story.



Popocatepetl and Iztaccíhuatl: A Myth from Mexico

Popocatepetl and Iztaccíhuatl are two of the highest volcanoes in Mexico. According to a Mexican myth, Popocatepetl was once an Aztec warrior and Iztaccíhuatl was his lost love. But how did they become volcanoes?

Before You Read

- **Activate prior knowledge** Have students read the title of the story on the cover. Have them read the summary of the story on the back cover. Ask *Have you ever seen a volcano erupt in a movie or on television? Tell about it.*
- **Introduce the strategy** To help students understand the word *prediction*, give them examples. Say *Imagine that a cat is sitting next to a bowl of water. There's a fish swimming in the water. The cat is watching the fish. What do you think will happen next?* (The cat will try to catch the fish.) *Yes, I think so too. I predict that the cat will try to catch the fish.*
- **Predict** Say *Let's make predictions as we read. We can use a storyboard to write our predictions.* Draw a storyboard on the board and give students a copy of the storyboard graphic organizer. Say *As we read, we'll stop to make predictions about what will happen next.*

While You Read

- Stop after every two pages to make predictions together about what will happen next. Tell students to write their prediction in a new box on their storyboard. Remind students to write their predictions in order as they read. Call on students to share some of their predictions with the class.
 - p. 3: *Do you think Popocatepetl and his army will defeat the Aztec's enemy?*
 - p. 5: *What do you think Iztaccíhuatl will do now that Popocatepetl is dead?*
 - p. 7: *What do you think Popocatepetl will do now that Iztaccíhuatl is dead?*
 - p. 9: *How do you think Iztaccíhuatl and Popocatepetl become volcanoes?*

After You Read

- After you finish the story, have students look at the predictions they wrote in their storyboards. For each prediction, ask *Was your prediction correct?* Tell them to put a check in the box if their prediction was correct. If their prediction was wrong, ask them to write a sentence about what did happen in the story.

UNIT 7 READER

Text Type myth

Reading Strategy Make Predictions

Vocabulary *active, ash, crater, create, deep, dormant, erupt, explode, gas, heat, inside, melted, steam, surface, volcano*

Grammar use first conditional
(if + present tense, will + verb)

Resources Video Sc: 10; Graphic Organizer: Storyboard

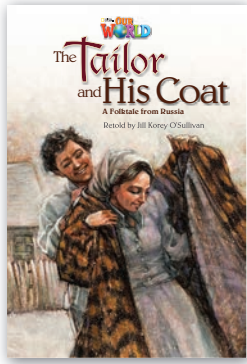
BE THE EXPERT

Reading Strategy

Make Predictions Making predictions requires students to look for clues and pay attention to what has already happened in a text. While stories may have unexpected events, often there are hints or clues in a story about what will happen. These might include the title, details about characters, and pictures. Students can make predictions about characters' actions, reactions, what will happen next, solutions to a problem, and so on. Making predictions helps keep students engaged in a text. Have students check their predictions as they read and confirm or revise them. Remind students that revising predictions is part of the process, and incorrect predictions are not mistakes.

Text Background

The Aztecs were a people who lived in present-day central and southern Mexico during the 15th and early 16th centuries. It's possible that this story takes place in Tenochtitlán, the Aztecs' greatest city. The city of Tenochtitlán covered 13 square kilometers (5 square miles) and was the home of more than 120,000 people.



The Tailor and His Coat: A Folktale from Russia

Joseph dreams of making a coat as beautiful as a butterfly's wings. One day Joseph's father, a tailor, makes a vest with some beautiful cloth. Joseph uses the extra cloth to make his coat. Joseph wears his coat for many years. But what does he do with the coat when it becomes too worn to wear?

Before You Read

- **Activate prior knowledge** Ask *Do you have a favorite item, such as a piece of clothing or a backpack? What will you do with it when it gets old, or you don't need it anymore?*
- **Introduce the strategy** Tell students that a *problem* is something that is difficult to deal with, and a *solution* is something that ends, or solves, the problem. Say *I have a problem. I need to drive to school, but my car isn't working. How can I solve the problem?* (take the bus or train, ask someone for a ride, take a taxi) Point out that there may be several solutions for one problem.
- Say *As we read the story, we'll look for problems the characters need to solve.* Draw a two-column chart on the board with columns labeled **Problem** and **Solution**. Say *As we read, we'll stop to write the problems and solutions.*

While You Read

- Stop after every few pages to identify problems and solutions. Add them to the chart. Ask:
 - pp. 3–4: *What does Joseph's father say about the cloth?* (There's too much for one vest.) *What's the man's solution?* (Throw the cloth away.) *What is Joseph's father's solution?* (Give the cloth to Joseph.)
 - p. 6: *What's Joseph's problem?* (His coat is old and worn.) *What's his solution?* (He reuses the cloth. He makes a hat out of the coat.)
 - p. 8: *What's the problem with the hat?* (It's old and worn.) *What's Joseph's solution?* (He recycles the cloth. He makes a bow tie out of the hat.)
 - pp. 10–11: *What happens to Joseph's bow tie?* (It's lost.) *What does Joseph do?* (He tells stories about the beautiful coat, hat, and bow tie.)

After You Read

- After finishing the story, review the problem-and-solution chart on the board. Point to a problem and ask *Can you think of another solution to this problem?* Talk about whether the solutions that characters chose were good ones.

UNIT 8 READER

Text Type folktale

Reading Strategy Identify Problems and Solutions

Vocabulary *throw away, trash, tools, reuse, recycle, a landfill, reduce, environment*

Grammar use passive voice with modal verbs in the present tense; use clauses with *when*

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

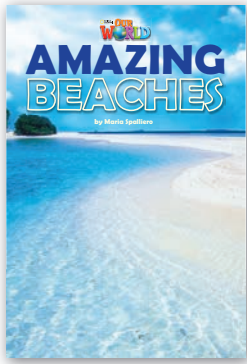
BE THE EXPERT

Reading Strategy

Identify Problems and Solutions Identifying problems and solutions in a text helps students better understand a story. When students think about how a character solves a problem, it helps them understand the character better. As students read, have them look for the different characters' solutions, as well as other solutions that could have happened. Ask students to tell what they learn about a character based on the solution he chooses.

Text Background

This story is a folktale from Russia, the largest country in the world. Russia covers a large part of eastern Europe and northern Asia. Though Russia is so large that its climate varies, much of the country suffers harsh, cold winters. In *The Tailor and His Coat*, Joseph makes a warm coat to protect himself, and later his wife, from the cold winter.



Amazing Beaches

There are so many different types of beaches in the world. Some have white sand, some have pink sand, and some even have black sand! Some beaches are crowded with people, and others have almost no people but many unusual animals. Come visit some of the amazing beaches of the world.

Before You Read

- Say *I'm sitting in the sand. I'm wearing a bathing suit and sunglasses. I'm relaxing! Where am I?* (the beach) Say *Today we'll read about beaches.*
- **Introduce the strategy** Say *The book Amazing Beaches has information about beaches. When you read for information, you look for the main, or most important, ideas. The main idea is often in the first sentence in a paragraph. You also look for details that support, or tell more about, the main ideas. You'll find details in the other sentences in the paragraphs.* Draw a T-chart on the board. Write the heading **Main Idea** at the top of the left column and the heading **Details** at the top of the right column.

While You Read

- Stop after every few pages to help students identify the main idea and details in the section. Wait to fill out the T-chart until after you have read the entire book. As you read, ask students the following questions and write their responses on the board next to the chart.
 - pp. 3–5: *What is one way that beaches are different?* (They have different types and colors of sand.)
 - pp. 7–9: *What are the different beach activities described on these pages?* (swimming, sunbathing, water sports, snorkeling)

After You Read

- Ask *After reading this book, do you think that all beaches are the same or different?* (different) *What do you think the main idea of the book is?* (Beaches look different and can be used for different activities.) Write this in the **Main Idea** column of the T-chart on the board. Ask *What details tell more about the main idea?* Have students call out details they learned from the reading. Write responses in the **Details** column.

UNIT 9 READER

Text Type informational nonfiction

Reading Strategy Understand Main Idea and Details

Vocabulary *a beach, a guide, a hotel, a passport, relax, souvenir, sunglasses, a tour, wildlife*

Grammar talk about actions using the second conditional (*if* + past tense, *would* + verb); express preferences using *would rather*

Resources Video Sc: I0; Graphic Organizer: T-chart

BE THE EXPERT

Our World in Context

Surfing, a popular beach sport, was originally invented by people in Polynesia—islands located in the central and southern Pacific Ocean. On some islands, nearly everyone surfed, even the kings! Today surfing is a popular sport at beaches all over the world.

Reading Strategy

Understanding Main Idea and Details The main idea of a text is its most important idea. In nonfiction, everything in the passage should relate to that idea. The main idea of a paragraph is often (but not always) stated in the first sentence. The main idea of a longer text is often (but again, not always) referred to in the title. By identifying the main idea of a passage, students can better understand the author's ideas that follow. Details are pieces of information that help explain or support the main idea. Details might be facts or opinions. By identifying details, students can better understand a text.

Text Background

This reader is nonfiction, so it tells about real beaches all over the world. Its main purpose is to give information about different kinds of beaches and beach activities.