Before You Watch

• Play Scene 1: Introduction. Say This video is all about extreme weather. Ask Is it safe to be outside in extreme weather? What are some things you see and hear in extreme weather?

While You Watch

• Have students listen for the names of types of extreme weather. Pause the video at places where a certain type of weather (such as a blizzard, flood, or hurricane) is being discussed.

• Ask What words tell about (a blizzard)? In the outer circles, have students write words to describe a blizzard like snow, cold, and ice.

After You Watch

• Ask a student to read aloud the words in the outer circles of one of her word webs. Have other students in the class guess what type of weather she is describing. Continue until students have a chance to guess each type of extreme weather.

Zoom In

Vocabulary

• Play Scene 2: Vocabulary la, Scene 3: Vocabulary lb, or Scene 4: Vocabulary 2. Pause the video on images in frames. Have students name each type of weather, action, or object. Press Play to bring up the full-screen image or caption.

Grammar

• Write the following on the board.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s nice out.</td>
<td>I’m going to go ice fishing.</td>
</tr>
<tr>
<td>It’s windy.</td>
<td>I’m going to go flying.</td>
</tr>
<tr>
<td>It’s hot.</td>
<td>I’m going to go swimming.</td>
</tr>
<tr>
<td>It’s raining.</td>
<td>I’m going to go hiking.</td>
</tr>
</tbody>
</table>

• After each segment in Scene 6: Grammar 2, pause and point to related if statement. Ask students What problems are you solving in this segment?

Song

• Play Scene 7: Song and have students listen as they read. Divide the class into three groups. Assign each group a verse. Have the group sing along during their verse. Ask all students to sing the chorus. Play the segment again, with the audio off, and have students sing their verse to the beat.

Viewing

• Play Scene 8. Pause after each weather segment. Ask What would you do in (a heat wave)?

Meet the Explorer

• Say Tim Samaras wants to understand extreme weather so he can help protect people. Ask What is one way his work can help protect people?

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.

<table>
<thead>
<tr>
<th>Page</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>What problems does Lightning cause?</td>
<td>Evacuate a plan</td>
</tr>
<tr>
<td>7</td>
<td>What is the king’s solution to the trouble?</td>
<td>Fire shelter</td>
</tr>
<tr>
<td>8-9</td>
<td>What is the king’s new solution?</td>
<td>Storm shelter</td>
</tr>
<tr>
<td>10-11</td>
<td>What problem does the king’s new solution cause?</td>
<td>Build a shelter</td>
</tr>
</tbody>
</table>

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.

Story Time Video

• View Scene 10: Story Time: The Tale of Thunder and Lightning once with students.

• View Scene 10 again. Pause and ask questions such as What does Lightning do when he is angry? (He shoots fire and lightning from his horns.)

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.
Before You Watch

• Play Scene 1: Introduction. Say This video is about copycat animals. Ask What copycat animals do you know? What do these animals copy? How do they copy?

While You Watch

• Have students listen for and identify the names of animals in the video. Have them sort the names of the animals in a two-column chart with the headings Predators and Prey.
• Pause the video as necessary to allow students to identify the animals. Then ask Is this animal a predator? Is this animal prey? (Some animals may belong to both categories.)
• Ask students to tell more about the animals. Name a predator and ask questions such as What does this animal eat? Does it use camouflage? Does it imitate another animal? Name prey animals and ask How does this animal protect itself from predators?

After You Watch

• Have students add additional animals they know to the Predator and Prey columns. Pick pairs of animals that are predator and prey. Write each animal’s name on a note card. Have students match the predator to the correct prey. There may be more than one correct combination.

Zoom In

Vocabulary
• Play Scenes 2–4. Pause the video on images in frames. Ask students to identify the action or characteristic. Press Play to bring up the full-screen image and caption.
• Write frog, insect, and fish on the board. Assign an animal to each student. View Scene 5: Grammar I. Say Listen for your animal. Write about what your animal is like using as . . . as.

Song
• Have students write the following sentence frames. As they list each frame, say what the animal’s characteristic is like using as . . . as.

T-chart

• Write fish, frog, insect, species, predator, prey, poisonous, camouflage, stripe, spot, characteristic in front of the eyes, every day, a pretty frog can be a snake.

Viewing
• Play Scene 8. After viewing, ask students to identify the action or characteristic. Draw a T-chart on the board with the headings Cause and Effect.

While You Read

• Stop 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.

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.)

• 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 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.

Story Time

• View Story Time: How Tiger Got His Stripes once with students.
• View it again. Pause the video and ask questions such as Why is Tiger’s bright orange fur a problem? (His prey can see him.) What special power does the man have? (wisdom) What does the rope do to Tiger’s fur? (It makes black stripes on Tiger’s fur.)
Before You Watch

- Play Scene 1: Introduction. Say This video is all about musical instruments and styles of music. Ask Do you or does someone you know play a musical instrument? Which one?

While You Watch

- Draw a T-chart on the board with the headings Musical Instruments and Musical Styles. Read each heading aloud. Say Make a chart like this. Use it to sort the words you see and hear into these two groups.

- Ask What's the name of one musical instrument? (piano) What's an example of a musical style? (rock)

- Pause the video as necessary to allow students to identify and sort words. Call on students to use each word in a sentence describing what they see onscreen.

- Pause the video to ask students questions such as Have you ever played (the piano)? Students should respond Yes, I have or No, I haven't.

After You Watch

- Put students in pairs and have students read aloud their T-charts to their partner. Then play parts of the video with the audio off. Freeze frames and have pairs use their T-charts to write a sentence about what is happening in the video. Have pairs read their sentences aloud.

Zoom In

Vocabulary

- Play Scene 2: Vocabulary 1a. Scene 3: Vocabulary 1b, or Scene 4: Vocabulary 2. Pause the video on images in frames. Have students name each. Press Play to bring up the full-screen image and caption.

Grammar

- Play Scene 5: Grammar 1 or Scene 6: Grammar 2. pausing the video on each caption. Have students read it and tell how it explains or describes the image.

Song

- Play the chorus in Scene 7: Song: Music Is Fun and have students sing along. Say Have you ever listened to hip-hop? on the board. Erase hip-hop and ask What other styles of music could we sing about? (classical, pop, jazz, rock) Write these on the board. Have students sing the line four times, replacing hip-hop with each style.

Viewing

- After viewing Scene 8, say Name one new thing you learned. Write responses on the board.

- Play the segment again with the audio off. Have students tell about types of instruments and music.

Meet the Explorer

- Say Jack Johnson uses music to teach young people about the environment. Ask How can people use music to help others in their community?

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? What does the young man try to do? Who helps him, and how? What does the story end?

- 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 things 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. 1: What did the princess do to help her father? Par. 2: What is the king trying to do to help? Par. 3: What does the young man try to do? Who helps him, and how? Par. 4: Why does the king try to help his daughter? Par. 5: How does the princess smile? Par. 6: 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.

Story Time Video

- View Story Time: The Songbirds' Flute once with students.

- View Scene 10 again. Pause and ask questions such as What is the big problem in the story? (The princess is sad.) What does the king tell all the musicians? (He will give them gold if their music makes her smile.) What happens when the young man sings for the princess? (She smiles.)
Before You Watch
• Play Scene 1. Say This video is about space and space exploration. What’s one thing you know about space?

While You Watch
• Hand out two-column chart graphic organizers and draw one on the board with the headings Places in Space and Space Exploration.

After You Watch
• Ask students to read the words in their chart. For each word, have students take turns using the word in a sentence.

Zoom In
Vocabulary
• Play Scenes 2, 3, and 4. Pause at the images in each frame. Ask students to say the vocabulary word for each picture. Press Play to bring up the caption and check students’ answers.

Grammar
• Pause Scene 5 after the character says what he wants to be. Ask students to describe what the character wants to be, using the word may. Then have students write sentences telling about what they may or might want to be when they grow up.

Song
• Play Scene 7. Divide the class into five groups. Assign each group a verse from Deep in Outer Space. Have each group sing their verse along with the singer in the video. Sing the chorus as a class.

Viewing
• After students watch Scene 8, draw an outline of Earth. Say Imagine we’re astronauts. What might we see if we leave Earth? (the space station, stars, planets, comets, other galaxies)

Meet the Explorer
• Play Scene 9. Say Kevin Hand wants to find out if there’s life in the outer solar system. He’s searching for life in the ocean world of Jupiter’s moon, Europa. Ask Do you think there might be life on Europa or another ocean world? Why or why not?

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 wake up. Then I eat 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.

Text Background
Native American folktales, like this one, explain 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.

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• 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.

• Introduce the strategy Give students examples to help them understand what sequence of events means. Say Today I wake up. Then I eat 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.

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.

Story Time Video
• View Scene 10 again. Pause the video and ask questions such as How did the man and woman know that someone was stealing their corn? (They found it on the ground.) Why did the woman think the thief was a spirit dog? (Its paw prints were so big that it couldn’t be a normal dog.)

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.
Before You Watch

- Play the introduction to the video. Say, "This video is about art, culture, and community. What types of art are important in our culture? Where do you see art in our community?"

While You Watch

- Have students look and listen for words that tell about their family or culture. Have students make a T-chart. Have them label the columns Culture and Examples. In the first column, have them list words related to culture. Ask, "What words do you hear and see that are about culture?" (art, language, tradition, and so on) Have them leave the second column blank at this time.
- Pause the video as necessary to allow students to identify and list words.
- In the second column of their T-charts, have students add examples of the words they wrote in the first column. For example, next to art, they might write sculptures, paintings, or jewelry. Next to tradition, they may write family recipes or celebrations.

After You Watch

- 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 culture and community. We’ll stop often to ask questions."

Before You Read

- Have students find answers in 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)

Zoom In

- Play Scenes 2, 3, and 4. Pause the video after each word appears on screen and is defined. Ask a student to retell the meaning of the word in his own words. Or, have the student give an example of the word.
- Play Scenes 5 and 6 and have students write any -ing words they hear.
- Play Scene 7: Song. Divide the class into two groups and have the groups sing alternate lines.
- Say, "We’re going to watch some short videos now. Pause the video after each word appears on screen and is defined. Tell the meaning of the word in your own words."
- Say, "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 culture and community. We’ll stop often to ask questions."

While You Read

- Stop every few pages to allow students to ask questions about what they read. 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.

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 culture and community. We’ll stop often to ask questions."

While You Read

- Stop every few pages to allow students to ask questions about what they read. 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.

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.

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.
VIDEO

Vocabulary 1a ground, light, a leaf, roots, bacteria, a stem, adapt, tricks, survival
Vocabulary 1b a strategy, trap, digest, attract, stink, behavior
Vocabulary 2 a rose, a thorn, petals, a daisy, a vine
Grammar 1 the passive: simple present
Grammar 2 relative clauses with that
Song Plants Are All Around
Viewing amazing plants
Meet the Explorer Maria Fadiman
Story Time Two Brothers, Two Rewards
Resources Video Sc. 1–11: Graphic Organizer: Three-column chart; World map

Before You Watch
• Play the introduction to the video. Ask students to tell a partner one thing they know about plants.

While You Watch
• Give students a three-column chart organizer. Have them label the columns Parts of a Plant, Types of Plants, and Things Plants Do. Say Listen for words that fit in one of these categories. When you hear one, write the word in the correct place in the chart.
• Model by saying You’ll hear the word stem in the video. Where does stem go in the chart? (Parts of a plant) Play the video, pausing as necessary to have students identify and write vocabulary words. Explain to students that they might not be able to list every word in the chart.

After You Watch
• Review the chart with students. Ask questions using that, such as Is adapt a word that tells about plant behavior or parts of a plant? Encourage students to respond in a full sentence using that. (Adapt is a word that tells about plant behavior.)

Zoom In
Vocabulary
• Play Scenes 2, 3, and 4. Pause when each new picture comes onto the screen. Have students predict what the vocabulary word will be. Then continue the video and have students check their predictions.
• Play Scene 5: Grammar 1. Then write the sentence frame Some bugs are __________ plants. Have students complete the frame two different ways. (attracted to, eaten by)
• Play Scene 6: Grammar 2. Then write Pitcher plants are full of a sweet liquid. The liquid smells delicious. Have students combine the sentences using the word that. (Pitcher plants are full of a sweet liquid that smells delicious.)

Grammar
• Play Scene 7: Grammar 2. Then write the sentence frame Some bugs are ________ plants. Have students complete the frame two different ways. (attracted to, eaten by)
• Play Scene 6: Grammar 2. Then write Pitcher plants are full of a sweet liquid. The liquid smells delicious. Have students combine the sentences using the word that. (Pitcher plants are full of a sweet liquid that smells delicious.)

Song
• Play Scene 7: Song: Plants Are All Around. Have students sing along. Ask them to raise their hands when they hear a vocabulary word. When the song is over, challenge students to close their books and recall as many of the vocabulary words as they can.

Viewing
• Play Scene 8 once. Have students choose a plant and say what they learned about it. Replay the video to help students write more information.

Meet the Explorer
• Say Maria Fadiman says that her work is about the relationship between people and plants. Ask Why do you need plants? Why do they need you?

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?

Story Time Video
• Play Scene 10: Story Time: Two Brothers, Two Rewards. Ask students questions to help them compare the characters. Ask Why did the older brother break the sparrow’s wing? and Why didn’t the sparrow give the older brother the same seed it gave the younger brother?

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 did, 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 folklore, 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.
Before You Watch

- Play the introduction to the video. Say This video is all about volcanoes. Ask Is there a volcano in this country? What does a volcano look like?

While You Watch

- Write on the board the phrase: If a volcano erupts . . .
  - As students watch, have them listen for words that tell what happens when a volcano erupts. Have them list words and take notes about what people do when a volcano erupts.

After You Watch

- Have students look at the phrase on the board and the words in their list to write sentences. Remind students to use the word will followed by an action word. Call on students to share their sentences with the class.

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 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 predictions 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.
- Ask Do you think Popocatépetl and his army will defeat the Aztec’s enemy? p. 3: Do you think Popocatépetl and Iztaccíhuatl are two of the highest volcanoes in Mexico. According to a Mexican myth, Popocatépetl was once an Aztec warrior and Iztaccíhuatl was his lost love. But how did they become volcanoes?
- Ask What do you think Iztaccíhuatl and Popocatépetl become volcanoes?

Zoom In

Vocabulary

- As students watch Scenes 2–4, have them draw and label a volcano. Pause as necessary.
Grammar

- Play Scene 5. Stop after the first use of cause and effect. Ask If it looks too dangerous, what will happen? (The scientist will climb out quickly.) Play the next segment. Ask What will happen if melted rock rises to the volcano’s top? (It will erupt.)
- Play Scene 6. Ask Why did magma and ash explode out of the cone? (because of the eruption) Why were farms damaged? (because of the flooding)
Song

- Play Scene 7. Have students listen for words that compare a person and a volcano. Ask How is a volcano like you? What do you and a volcano do? (our energy builds up, we sleep, we are awake)
Viewing

- Play Scene 8 and have each student write a sentence about his favorite short video. Say Use one vocabulary word and because of in your sentence.
Meet the Explorer

- Say Patrick Meier works to help people hurt by storms and other emergencies. Ask How can you help others? (help classmates with homework, etc.)

Popocatépetl and Iztaccíhuatl: A Myth from Mexico

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

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 help 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 Aztec 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 Aztec’s greatest city. The city of Tenochtitlán covered 13 square kilometers (5 square miles) and was the home of more than 120,000 people.
Before You Watch

• Play the introduction to the video. Say This video is about taking care of the environment. Ask What does your family recycle? What things do you reuse?

While You Watch

• Give students a two-column chart graphic organizer. Have them label one column Vocabulary Words and the other Examples. As students watch, have them list vocabulary words they hear in the first column. Then tell them to list a few examples of each vocabulary word in the second column. For example, next to the vocabulary word glass, students might write the examples bottles and windows.

• Pause the video as necessary to allow students to list the words and examples in the correct columns.

After You Watch

• In pairs, have students name more examples of the vocabulary words. If there is time, have the pairs share their examples with the class.

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:

Before you move on:

What’s the problem with the hat? (There’s too much for one vest.) What’s the man’s solution? (Throw the cloth away.)

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.)

What’s the problem with the hat? (It’s old and worn.) What’s Joseph’s solution? (He reuses the cloth. He makes a bow tie out of the hat.)

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.

Story Time Video

• Play Story Time: The Tailor and His Coat: A Folktale from Russia. Say Imagine that you’re Joseph. When your coat gets old, what are other ways you can reuse and recycle the cloth? Write students’ ideas on the board.
Before You Watch

• Play Scene 1. Say This video tells about cool vacations. Where are cool places to go on vacation? Have you ever been on a cool vacation? Where did you go?

While You Watch

• Have students use a vocabulary log graphic organizer to take notes about the vocabulary words they hear. Say Write a vocabulary word on the left side. On the right side, write what each word means.

After You Watch

• Pair students. Say One partner reads the words in the right side of the chart. The other partner guesses the vocabulary word. Then the second partner chooses a new word and reads the words he wrote about it. Take turns until you’ve used all the words.

Zoom In

Vocabulary
• Play Scenes 2–4. Pause on each vocabulary frame. Ask Is this word an action, a person, a place, or a thing? Have students write action, person, place, or thing next to each word in their vocabulary log.

Grammar
• Play Scene 5. Pause when the if sentences appear. Ask What would you do if you (went to the beach)? What would you bring if you (went camping)?

• Play Scene 6. Ask Would you rather go on a photo safari or to the beach? Would the boy rather see an elephant or a lion? Then ask Which animal would you rather see? Pause the video as necessary.

Song
• Play Scene 7: Song. Give each student three index cards. Have them write three vocabulary words they hear in the song. Then replay the song. Say When you hear one of the words, hold up the card for that word.

Viewing
• Play the beginning of each segment and then pause the video. Have students predict what they’ll see at the airport, at the theme park, in the city, and so on. Then play the rest of each segment and have students check their predictions.

Meet the Explorer
• Say Joseph Lekuton is a teacher. Where is Joseph Lekuton from? According to Joseph Lekuton, who are the best teachers?

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.

Story Time Video
• Play Story Time: Amazing Beaches. After the video ask How are these beaches alike? How are they different? Which of these beaches would you rather visit? Why?