

TABLE OF CONTENTS

Introduction	3
Format of Books	4
Suggestions for Use	8
Annotated Answer Key and Extension Activities	9

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Georgia Standards of Excellence

ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

THEME: Tales Around the World

1 Introduction

Read, or have students read, the instructional text. Work through the example as a class. Students should look closely at the illustration and decide what it shows. Using the sentences following the illustration, students should understand the actions that people in the picture will take.

2 Focused Instruction

Title: The Smiling Rabbit

Genre: Folktale

Lexile® Measure: 580L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

backfired, gestured, jaguar, patiently


ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LESSON 5 Explaining Characters' Actions

1 Introduction THEME: » Tales Around the World

Every story is about the characters and what they do. When you read, pay attention to how the characters act. What do they do? Why do they act the way that they do? How do their actions affect the other characters? Answering these questions will help you understand the characters and the story.

Look at the illustration. Think about what Daniel and his father are doing.



Finish the sequence of events by filling in the sentences.

- Daniel and his father are **walking to school**.
- They see that Ortega's grocery store is closed.
- But the lights **are on**.
- Daniel sees someone inside the store who shouldn't be there.
- Daniel **tells his father what he sees**.

4S UNIT 1 Key Ideas and Details in Literary Text

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2 Focused Instruction Lesson 5

Read the first part of the story. Then answer the questions.

The Smiling Rabbit
a Mexican folktale

- There once lived a very poor old woman and a very poor old man. These two did not have much, but they did have a jaguar and a rabbit. One day they grew very, very hungry. They decided they were going to have to make rabbit stew, because they did not have anything else. Well, the rabbit was not about to be made into stew! So he called the jaguar over. The jaguar came over smiling, and said, "You are going to be stew, rabbit!"
- "No," said the rabbit, "they are boiling water to make hot chocolate! Yum! If you rest quietly in my cage, you might get some chocolate. But if I stay in here, I will get the chocolate!"
- The jaguar could not stand it, so he opened the rabbit's cage and let himself inside. The rabbit stepped out. "I will go get the owners," the rabbit said. The jaguar waited patiently, but the rabbit did not come back.

Think About It 🐰

What actions does the rabbit take in the story? Look for details that tell what the rabbit says and does.

First, the rabbit calls **the jaguar to his cage**.

Then he tells the jaguar their owners are making **hot chocolate**.

Next, the rabbit **tricks the jaguar into letting him out of the cage**.

He tells the jaguar he will get the owners but **he leaves and does not come back**.

The actions the rabbit takes show that he is **a trickster; clever; good at fooling others**.

UNIT 1 Key Ideas and Details in Literary Text **47**

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2 Focused Instruction Lesson 5

Continue reading the story. Then answer the question.

4 Finally, the jaguar left the cage. He went looking for the rabbit. He found the rabbit in a cave. He asked the rabbit what was going on. But the rabbit said, "I am sorry. I do not know you. You must have me confused with someone else."
 5 "So you are not the one who tricked me?" said the jaguar.
 6 "No!" said the rabbit. "But, listen, I need your help. I have to run and get my friend. Can you hold up this wall for me?" The rabbit gestured to a wall he had been leaning against. The jaguar agreed, and the crafty rabbit ran away. Soon, the jaguar realized he had been tricked again—because the wall was not falling down!
 7 The jaguar ran after the rabbit. "Come here!" he yelled. "Come to me!" Finally, he found the rabbit, who was dangling from a vine. The jaguar went to pull on the vine to pull the rabbit down, but that plan really backfired! The rabbit flew up into the sky and escaped for good!
 8 The rabbit had flown as high as the moon, and if you look closely, you can still see him there.

A CLOSER LOOK
 How does the author describe the rabbit? Underline a sentence in paragraph 6 that tells what the author thinks about the rabbit and his actions.

What does the rabbit do each time he talks to the jaguar?
 A He tricks him.
 B He asks for help.
 C He offers him a treat.
 D He gets him into trouble.

DISCUSS IT
 What kind of characters are the rabbit and the jaguar? What do their actions tell you about their personalities? Discuss these questions with another student.

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A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Speaking/Listening Activity

Have students discuss pets they have. Have them share information about how they care for their pets.

3 Guided Practice Lesson 5

Read the poem. Then answer the questions.

The City Mouse and the Country Mouse
 by Jean de La Fontaine

1 A City Mouse, with ways polite,
 2 A Country Mouse invited
 3 To sup with him and spend the night.
 4 Said Country Mouse: "De-lighted!"
 5 In truth it proved a royal treat,
 6 With everything that's good to eat.
 7 Alas! When they had just begun
 8 To gobble their dinner,
 9 A knock was heard that made them run.
 10 The City Mouse seemed thinner.
 11 And as they scampered and turned tail,
 12 He saw the Country Mouse grow pale.
 13 The knocking ceased. A false alarm!
 14 The City Mouse grew braver.
 15 "Come back!" he cried. "No, no! The farm,
 16 Where I'll not quake or quaver,
 17 Suits me," replied the Country Mouse.
 18 "You're welcome to your city house."

A CLOSER LOOK
 What do the City Mouse and the Country Mouse do in this poem? Circle details in the poem that show their actions.

Where are Country Mouse and City Mouse eating dinner?
 1 What does City Mouse do at the beginning of the poem?
 A He visits the Country Mouse in the country.
 B He invites the Country Mouse to his city house.
 C He scampers outside with the Country Mouse.
 D He is curious about who is at the door.

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Guided Practice

Title: The City Mouse and the Country Mouse

Genre: Poetry

Lexile® Measure: N/A

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary

alas, ceased, polite, quake, quaver

ELL Support

Talk about verbs with students. A verb can be a main verb or it can be a linking verb. Have them find verbs in the poem, identifying the main verbs. Then have students identify the linking verbs.

Media/Research Activity

Compare city settings with rural settings. If your area has both, have students look for local examples. Otherwise, find examples of major metropolitan areas and rural farm areas and discuss the differences between living in either place.

4 Independent Practice

Title: A Happy Day

Genre: Fable

Lexile® Measure: 610L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

exclaimed, relish, ridges, tread

3 Guided Practice Lesson 5

What does the poet say about the dinner?

2 Why is the Country Mouse delighted to visit the City Mouse?
He wants to eat good food. He knows the food will be a treat.

What does the knock mean?

3 Part A
 How do the Country Mouse and City Mouse feel when they hear a knock?
 A They are afraid.
 B They are hungry.
 C They are curious.
 D They are delighted.

Part B
 What line from the poem best supports the answer to Part A?
 A "Said Country Mouse: 'De-lighted!'"
 B "A knock was heard that made them run."
 C "The City Mouse seemed thinner."
 D "'Suits me,' replied the Country Mouse."

What does the Country Mouse say about his own home?

4 Why does the Country Mouse decide to go home at the end of the poem?
The Country Mouse is scared, and he doesn't want to stay somewhere that makes him "quake or quaver."

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4 Independent Practice Lesson 5

Read the passage. Then answer the questions.

adapted from A Happy Day
 by Elizabeth Davis Leavitt

1 Billy was off for a walk. He had kissed his mother good-bye, and now, with his little lunch-basket in his hand, he was running down to the gate when somebody said, "Good morning, Billy! Where are you going?"

2 He looked around. There sat a grasshopper on a blade of grass.

3 "Good morning, Grasshopper," said Billy. "I'm going for a walk."

4 "I should like to go with you," said the grasshopper. "May I?"

5 "Of course!" answered Billy. "Shall we run a race?"

6 They were off like the wind, but the grasshopper hopped such big hops, he had to wait for Billy to catch up after each hop.

7 "Stop running!" he called out as he sat waiting. "You might tread on this ant."

8 When Billy came up, he saw an ant trying to pull a piece of bread to the door of her house. How hard the ant was working! Up hill and down hill, for ridges of earth in the road seemed like great hills to the little ant.

9 "Why don't you help the ant, Billy?" asked the grasshopper.

10 "That's so!" said Billy. "I will!" He brought a green leaf and said, "Now Mrs. Ant, if you will pull the bread on this leaf, I will help you to get it to your home."

11 "O, thank you!" said the ant. "My babies are very hungry." So she put the bread on the leaf and sat down beside it and Billy drew the leaf to the little hill of sand that he knew was the ant's house.

12 "Thank you!" said the ant. "You are very kind, little boy!"

13 "You are welcome," said Billy, and he and the grasshopper went on their way.

14 Suddenly, they stopped. There, on the edge of the road, was a tiny baby bird. It was trying to fly, but it was too little. Its wings were not strong enough.

15 "I believe I'll take it home," said Billy.


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4 Independent Practice Lesson 5

16 "O, Billy," exclaimed the grasshopper, "Don't you hear its mother calling to it? There she is on that branch, flapping her wings and calling. She wants it in the nest again, but she does not know how to get it there. Why don't you put it in the nest for her?"

17 "That's so!" said Billy. "I will!"

18 So they hunted in the bushes and found the nest, low enough for Billy to reach. There were two other little baby birds in it. When Billy put in the little bird that had fallen, they all began to chirp, "Peep! Peep! Peep!" That meant "Thank you!" Then the mother bird hopped around so gladly and said, "Thank you, little boy; you are very kind!"



19 "You are welcome," replied Billy, and he and the grasshopper went on their way.

20 Pretty soon they grew hungry. They sat down and opened the lunch-basket. While they were eating, a little squirrel hopped out of a tree. He watched them with bright little eyes.

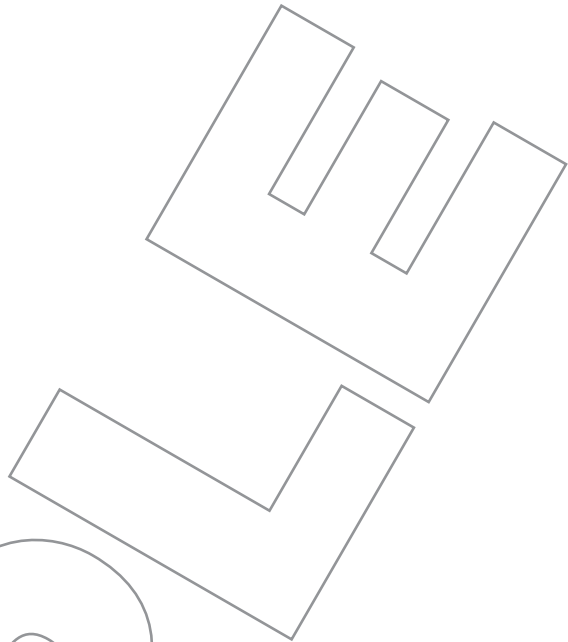
21 "Why don't you give him a nut?" asked the grasshopper.

22 "That's so!" said Billy. "I will!"

23 So he threw a nut on the grass. The squirrel ate it with so much relish that Billy threw him another and another. When everything was gone, the squirrel said, "Thank you, little boy. You are very kind!"

24 "You are welcome," said Billy, and for some reason he felt very happy.

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Writing Activity
 Have students write about a time they were able to help someone. What did they do to help? How did it make them feel?

4 Independent Practice Lesson 5

1 How does the grasshopper help Billy?
 A He tells him where to go.
 B He goes with him on his walk.
 C He tells him how to help others.
 D He waits for Billy to catch up to him.

2 What does Billy do for each animal he meets?
 A He gives each animal food.
 B He helps each animal go somewhere.
 C He does something kind for each animal.
 D He does something that scares each animal.

3 What do the grasshopper's actions tell you about him?
 He wants to help others. He wants to help Billy do the right thing.

4 Why does Billy feel happy at the end of the story?
 He feels happy because he has learned how to be kind. He feels happy because he helped others.

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4 Independent Practice Answer Analysis

- Choice C is correct because during their walk the grasshopper suggests ways that Billy can help others. Choice A is not true because the grasshopper does not tell Billy where he should go. Choices B and D are true, but they do not show how the grasshopper helps Billy.
- Choice C is correct. Billy does a kind deed for each animal to help them in some way. Billy only gave food to the squirrel, so choice A is not true. He helps the ant and the bird go somewhere, but not the squirrel. So choice B is not true. Choice D is not true. Billy does not scare any animal.
- Answers should discuss how the grasshopper encourages Billy to help others. This shows that he thinks it is good to help others and wants Billy to learn to do the same.
- Answers should discuss how Billy feels happy because he has helped others. He was able to do something good for three animals and this makes him feel good.