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# Before We Read

## MY LEARNING GOALS

I can

- tell what I know about fire.
- identify the parts of a story.

## Fire

Fire is one of man's greatest discoveries. Many people tell stories about how man discovered fire. These stories were told aloud. They were passed down from parent to child. These stories teach a lesson about how people act or how something in nature came to be. How do you think fire came to be?



# Before We Read

## Understanding Parts of a Story

Every **folktale** teaches a lesson. The story has a central idea, or **theme**. The **theme** is what the author wants you to learn from the story. The **characters** are the people in the story. You can find the theme by paying attention to what the characters say and do. A **narrator** is someone who tells the story. The **plot** is the events in the story. They help tell the reason why the characters do something. The **setting** is where and when the story takes place.

Fill in the chart by answering the questions.

Parts of a Story	
Who tells the story?	
Who are the people in the story?	
What is the setting?	
What are the events in the story?	

**MY LEARNING GOALS**

I can

- read and understand a folktale.
- tell about the characters and the plot.

**Coyote Brings Fire**

an American Indian folktale

Long ago, people suffered during the cold winters because they could not stay warm. Coyote was determined to help the people of the village. He knew that on a faraway mountaintop three Fire Beings kept fire to themselves. They would not share the fire with anyone.

Coyote traveled to the mountaintop and watched how the Fire Beings protected their fire. Coyote returned to the village and created a plan. He asked his friends to help with his plan.



Circle the sentence that tells what the Fire Beings protected.



Who are the characters in the story?

The main character is \_\_\_\_\_.



# Let's Read

Coyote and his friends woke well before dawn. Then they traveled to the mountain. Coyote watched as the Fire Beings changed the morning guard for the fire. Then he waited. When he saw a chance to come near the fire, he ran in and grabbed a burning stick from the heart of the fire.



**Highlight** the words that mean the same as “the middle of the fire.”



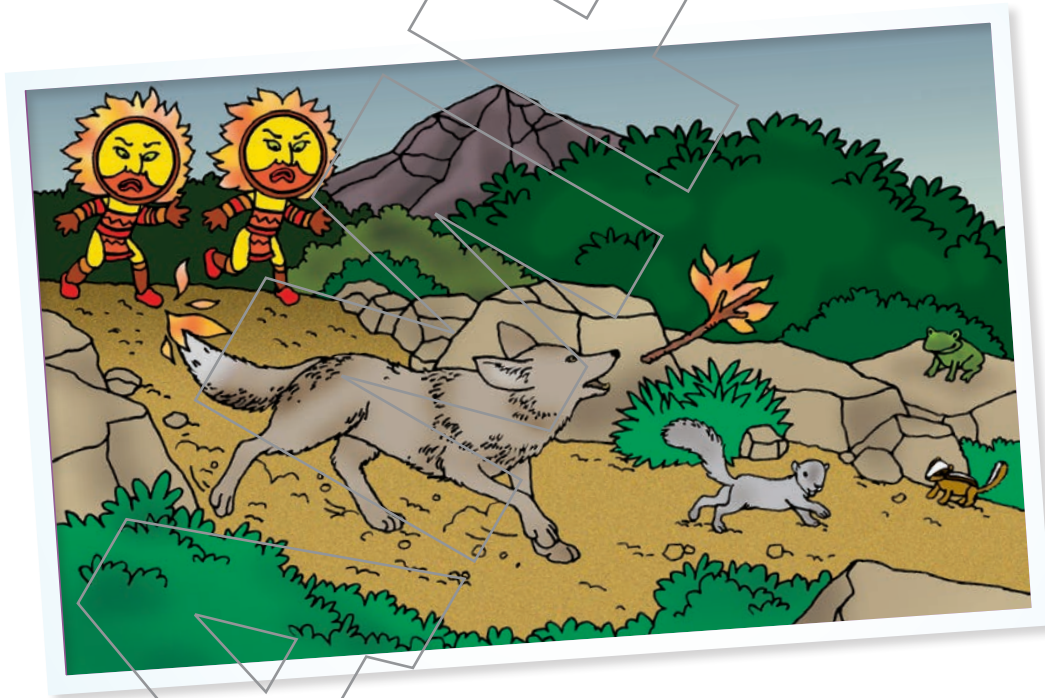
When and where did the events take place?

The events took place \_\_\_\_\_.





The Fire Beings were surprised. But they immediately chased Coyote. One Fire Being touched the tip of Coyote's tail and it turned white. Coyote yelped, and tossed the fire into the air. Squirrel caught the fire on his back. This caused his tail to arch as it still does today. Squirrel saw the Fire Beings behind him. So he threw the fire to Chipmunk. One Fire Being got close enough to scratch Chipmunk. This left the white stripes on Chipmunk's back that we still see today. Chipmunk threw the fire to Frog. One Fire Being grabbed Frog's tail. Frog leaped away but left his tail behind. As the Fire Beings came closer to Frog, he hurled the fire onto Wood.



Underline the sentence that tells how Coyote was changed.



Which of these animals have you seen?

I have seen \_\_\_\_\_.



# Let's Read

The Fire Beings begged Wood to let the fire go. But Wood would not let the fire go. The Fire Beings knew they could not get the fire. They decided to return home. The Fire Beings did not expect anyone to get the fire. They believed that if they could not get the fire from Wood, then the people would not be able to get the fire either.

But Coyote did recover the fire. He carried Wood to the village and showed the people how to rub two sticks together. The people had fire and never suffered from winter cold again. Coyote became a hero.



Circle the reason why the Fire Beings returned home.



What is the story explaining?

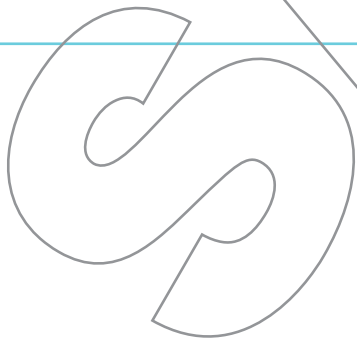
The story is explaining \_\_\_\_\_.



## Show What You Know

Fill in the chart with information from the story you just read.

Parts of a Story	
Who is telling the story?	
Who are the characters?	
What is the setting?	
What is the plot?	







# Let's Read

## What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

1. Who is telling the story?
  - A an unknown speaker
  - B the people
  - C Coyote
  - D the Fire Beings
2. Why does Coyote make his plan after he watches the Fire Beings on the mountaintop?
  - A He wants to ask the people of the village for advice.
  - B He needs to know how the Fire Beings guard the fire.
  - C He is not sure how many Fire Beings live on the mountaintop.
  - D He does not have time to plan before he goes to the mountain.
3. Which best tells about Coyote?
  - A silly
  - B scared
  - C brave
  - D strong
4. The Fire Beings chase after Coyote because they want \_\_\_\_\_.
  - A to turn his tail white
  - B the stick of fire back
  - C him off the mountain
  - D help watching over the fire



# Listen and Discuss

## MY LEARNING GOALS

I can

- listen to and understand a folktale about a spider.
- use language to tell about the characters and their plan.

Listen to a folktale about Spider and her friends. While you listen the second time, take notes on the table below.

<p><b>Characters</b> (Who is in the story?)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p><b>Events</b> (What was the problem?)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p><b>Setting</b> (Where and when did the events take place?)</p>	
<p><b>Solution</b> (What was the outcome of the story?)</p>	

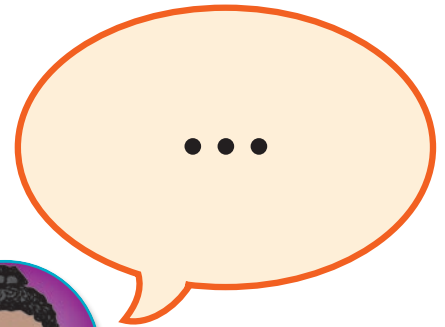
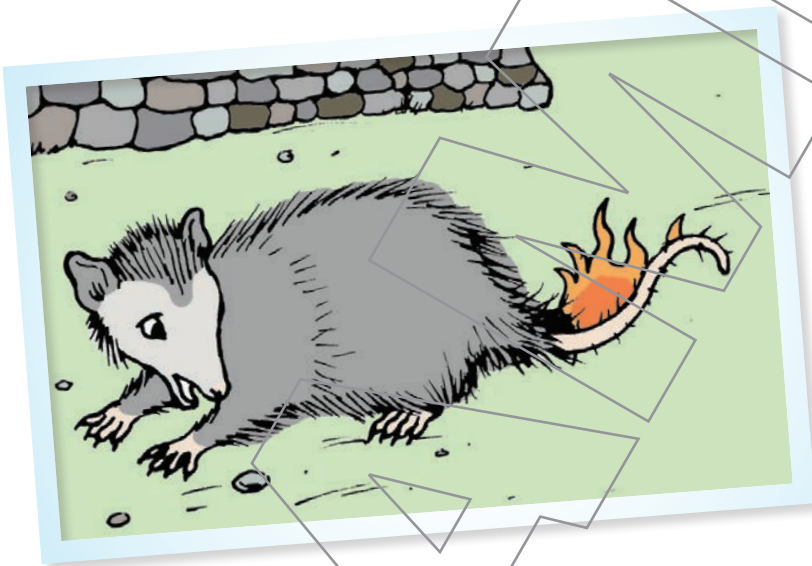
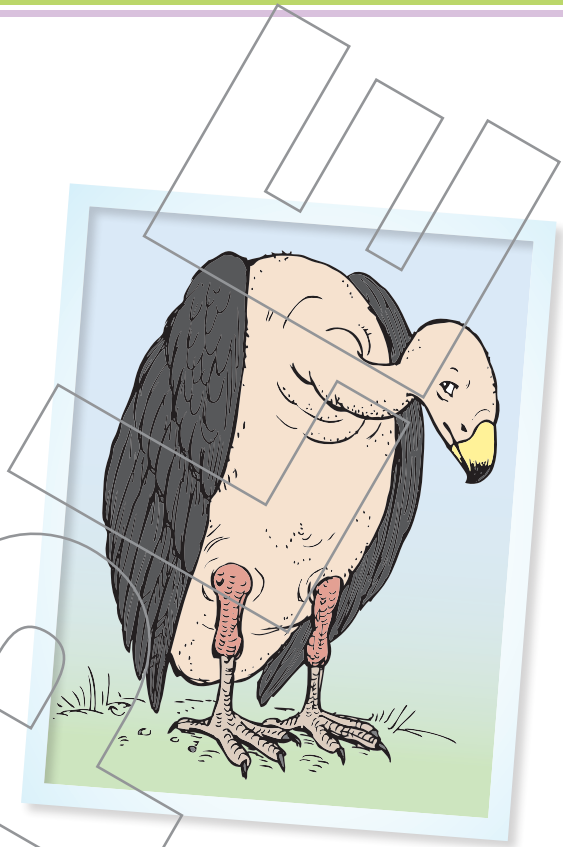


SPEAKING

# Listen and Discuss



What was Spider's plan to get the light?



# Learning About Language

## MY LEARNING GOALS

I can

- identify the past tense of a verb.
- form and use irregular verbs.

## Verbs

The **present tense** of a verb tells what is happening right now. The **past tense** of a verb tells about something that has already happened.

**Present Tense**      Tell me a story!

**Past Tense**        My father **told** me a story last night.

**Irregular verbs** have a different spelling to tell the past tense.

Present Tense	Past Tense
become	became
do	did
get	got
run	ran
throw	threw

Present Tense	Past Tense
catch	caught
drink	drank
go	went
see	saw
wake	woke

Present Tense	Past Tense
come	came
find	found
know	knew
tell	told

Read the sentences from the passage. Circle the irregular verb in the past tense. Use the irregular verb list above if needed.

1. He ( know    knew ) that on a faraway mountaintop three Fire Beings kept fire to themselves.
2. He ( run    ran ) in and grabbed a burning stick from the heart of the fire.
3. Squirrel ( caught    catch ) the fire on his back.
4. Squirrel ( see    saw ) the Fire Beings behind him.
5. So he ( threw    throw ) the fire to Chipmunk.



# Learning About Language

Match the present tense verb to its irregular past tense in the column to the right.

1. wake

came

2. do

woke

3. come

drank

4. drink

did



Now use the irregular verb form to tell what you did yesterday. Fill in the circle of the correct verb form.

1. I \_\_\_\_\_ up early in the morning.       wake       woke

2. I \_\_\_\_\_ orange juice for breakfast.       drank       drink

3. I \_\_\_\_\_ home right after school.       came       come

4. I \_\_\_\_\_ my homework before dinner.       do       did

Write your own sentence using the irregular verb given.

1. become \_\_\_\_\_  
\_\_\_\_\_



# Write About It

## MY LEARNING GOALS

I can

- write a retelling of a story.
- use the past tense in my writing.

**Retelling stories** helps you understand what you have read.

Think about the folktales you have read and heard. Choose one of the stories. Retell the story in your own words.

## Plan My Writing

<b>Beginning of the story</b>		
Who are the main characters?	Where did it take place?	How did it begin?
<b>Middle of the story</b>		
What do the characters do?		
<b>End of the story</b>		
What do the characters do at the end?		



# Write About It

## In the beginning

Here is how \_\_\_\_\_ got its

\_\_\_\_\_.

It happened like this. \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_ went to

\_\_\_\_\_.

## In the middle

Then \_\_\_\_\_.

After that, \_\_\_\_\_

\_\_\_\_\_.

## At the end

That is how \_\_\_\_\_

came to have \_\_\_\_\_.

# New Places, New Faces, New Things



## Lesson 7

Putting Down Roots tells you how to start a garden.

## Lesson 8

All Kinds of Weather tells you about the different types of weather in the United States.



## Lesson 9

A Place for Yuki tells you about an exchange student who visits the United States.