

**A** Scan the story. Answer the questions. Then listen and read.

- 1 What is the title? \_\_\_\_\_
- 2 What is the setting? \_\_\_\_\_
- 3 Who are the characters? \_\_\_\_\_

**Don't Move**

A strong wind blew through the trees and our tent shook like a sail. Mom and I were the only two people out on the forest trail that night. I felt very alone. I wished we were at home and I was sleeping in my own bed.

“Camping out here will be worth it, Suzie,” Mom said with a smile. “We’ll get some amazing butterfly photos in the morning.”

Just then, from outside the thin walls of the tent, I heard a grunting noise. I jumped. It was some kind of animal. The creature started moving around the tent. One moment, the grunting was next to our heads. Then, it was by our feet.

“What is it?” I whispered.

“It’s looking for food. Stay close,” said Mom. “And don’t move.”



**B** Read and write *True* or *False*.

- 1 Mom and Suzie are sleeping in a hut on a mountain. False
- 2 It is a calm and peaceful night. \_\_\_\_\_
- 3 Mom and Suzie are in the forest to take butterfly photos. \_\_\_\_\_
- 4 They hear a grunting sound from outside the tent. \_\_\_\_\_
- 5 The creature moves around the tent. \_\_\_\_\_

## C Read, think, and write.

## Cause

- 1 A strong wind blew.
- 2 \_\_\_\_\_
- 3 Suzie heard a grunting noise.
- 4 \_\_\_\_\_

## Effect

- ▶ \_\_\_\_\_
- ▶ Suzie felt very alone.
- ▶ \_\_\_\_\_
- ▶ The creature moved around the tent.

## D Put the events in order.

- The creature started moving around the tent.
- 1 A strong wind blew through the trees and our tent shook like a sail.
- Just then, from outside the thin walls of the tent, I heard a grunting noise.
- "Camping out here will be worth it, Suzie," Mom said with a smile.
- "It's looking for food. Stay close," said Mom. "And don't move."

## My Reading Journal

What do you think happens next? Write.

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Listen and unscramble. Then find more words ending with *st* and beginning with *tr* in the reading.

Phonics *-st and tr-*

- |         |                         |         |       |
|---------|-------------------------|---------|-------|
| 1 staf  | _____ <i>fast</i> _____ | 5 ashtr | _____ |
| 2 aintr | _____                   | 6 tseb  | _____ |
| 3 enst  | _____                   | 7 tirfs | _____ |
| 4 avtre | _____                   | 8 uret  | _____ |



**A** Scan the reading. Answer the questions. Then listen and read.

- 1 Which city is close to the forest? \_\_\_\_\_
- 2 What is the species of butterfly? \_\_\_\_\_
- 3 How far do some of the butterflies travel? \_\_\_\_\_

### The Monarch Butterfly's Journey

Every fall, in the mountains about 97 km. northwest of Mexico City, something amazing happens. Millions of monarch butterflies arrive at the same small part of the forest. Some monarch butterflies travel more than 4,000 km. from North America to escape the winter and to mate.

Every year in this forest, there are so many butterflies that the trees turn orange. Branches bend under the weight. In spring, the forest fills with the fluttering of tiny wings, as the monarchs get ready to make the long journey back home.

This part of the forest is now a UNESCO World Heritage Site. Scientists believe this place is important for the planet and for the monarch butterfly species. People take care of this forest. The trees here cannot be cut down.

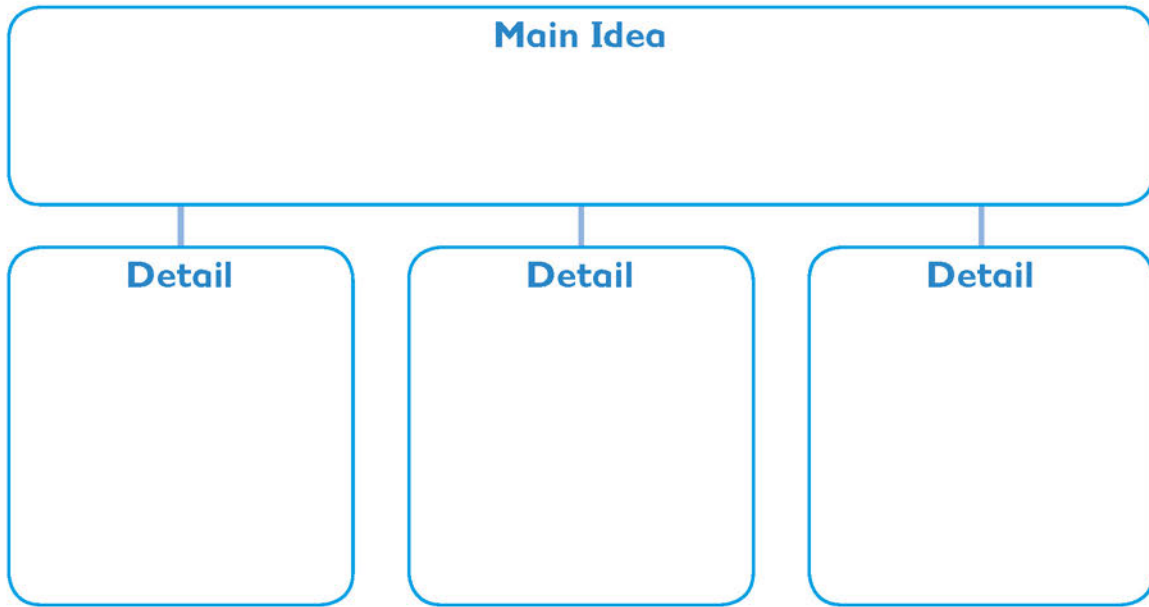


Every fall, monarch butterflies travel south.

**B** Read and answer.

- 1 When do the monarch butterflies arrive in Mexico?  
The butterflies arrive in Mexico every fall.
- 2 Where do the monarch butterflies travel from?  
 \_\_\_\_\_
- 3 How far is the forest from Mexico City?  
 \_\_\_\_\_
- 4 What happens to the trees because of the butterflies?  
 \_\_\_\_\_
- 5 When do the monarchs start their journey back home?  
 \_\_\_\_\_

C Think and write. What is the main idea? What are the details?



D Read and write *Fact* or *Opinion*.

- 1 The monarch butterflies are the most beautiful in the world. Opinion
- 2 Millions of monarch butterflies migrate to Mexico each year: \_\_\_\_\_
- 3 It really is so amazing to see the butterflies. \_\_\_\_\_
- 4 Some monarch butterflies travel more than 4,000 km. \_\_\_\_\_
- 5 The forest is protected. \_\_\_\_\_

### My Reading Journal

What's one thing you learned from the reading?

\_\_\_\_\_



Listen and complete with *nd* and *ng*. Then find more words ending with *nd* and *ng* in the reading.

#### Phonics *-nd* and *-ng*

1 se n d

3 sta \_\_\_

5 thi \_\_\_

7 stro \_\_\_

2 fi \_\_\_

4 wro \_\_\_

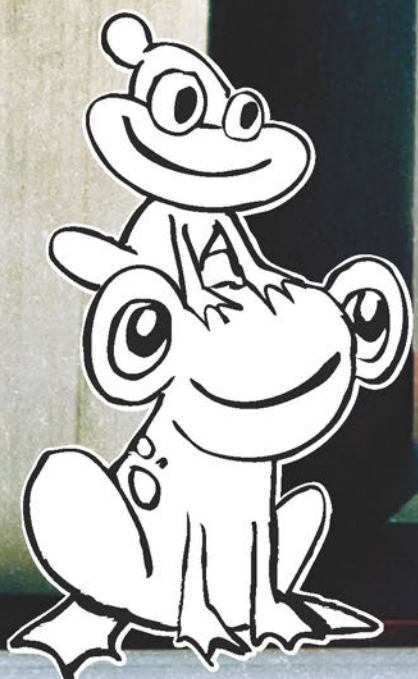
6 si \_\_\_

8 sou \_\_\_

UNIT

1

# I Love Reading



## Question Starts



- A** Think about the picture. Then brainstorm questions. Write a list.

Who

What

Where

When

Why

How

- B** Look at your list from **A**. Which questions seem the most interesting? Discuss them with the class.

What book is she reading?

Where is she?

- C** What new ideas or questions do you have now? Talk about your ideas with your partner.

How many books are there in the whole world?

Is there a country in the world without a library?

- D** Think and discuss. How does reading take us to other times and places?

- E** Look quickly at the story on the next page, but don't read all the words. Answer the questions.

1 How does Alice feel?

\_\_\_\_\_

2 What kind of animal does she see?

\_\_\_\_\_

Now read **The Beginning of Alice's Adventures**



# The Beginning of Alice's Adventures



Alice sat by the river. Her sister read a novel. Alice was bored and hot. She felt sleepy, and she wondered what to do.



What do you think  
*Goodness me!* means?

Suddenly, a rabbit ran past her. The rabbit was white with pink eyes. He wore a yellow waistcoat.

“Goodness me!” said Alice. “What’s that? A rabbit in a waistcoat!” She was very surprised. “Rabbits don’t wear waistcoats!”





Lewis Carroll wrote *Alice's Adventures in Wonderland* in 1865. Today, it's in more than 170 languages!

The rabbit stopped and took a watch out of his pocket.  
"Oh dear, oh dear, I'm going to be late," he said. The rabbit ran off.

### Words in Context

 Find these words in the reading. What do you think they mean?

sleepy    chased    fell    shelves    corner





Alice got up, quickly, and chased after him.

The rabbit jumped down a very big hole. Alice jumped in after him.



Alice fell—down, down, down—for a very long time.

As she fell, Alice could see shelves of interesting books and things on the sides of the hole.

“I wonder if I’m near the center of the Earth,” she said.

Down, down, down.

“I might go right through the Earth and end up in New Zealand,” said Alice. She knew all about the geography of the Earth from school.

Imagine you fell through the Earth. Where would you land?

 center

 centre



Then, suddenly—*thump!* Alice landed at the bottom of the hole. She saw the White Rabbit run around the corner.

Alice ran after him as fast as she could.



Alice came to a room full of doors. But where was the White Rabbit? She couldn't see him, and all the doors were locked.

Then Alice saw a little golden key on a table. She picked it up. "I wonder which door this key opens?"

This was just the beginning of Alice's exciting adventures in Wonderland. But she didn't know that!

Did the adventure really happen, or did Alice imagine it?

## Explore the Reading

A Read and number. Put the events in order.

- Alice came to a room full of doors and found a little golden key.
- Alice fell down the hole. She fell for a long time.
- Alice sat by the river with her sister.
- The rabbit jumped down a large hole. Alice jumped in, too.
- Alice landed at the bottom of the hole.
- A white rabbit ran past Alice.

B Look and write. How do they feel?

worried

bored

surprised

interested



surprised



C Think and discuss. Do you have a big imagination like Alice?  
What do you imagine?

Yes, I do. Sometimes, I imagine ...

- A** Read quickly. Don't read all the words. Write three important pieces of information. Then discuss.

Then, Alice saw a little door about 38 cm. high. She tried the little golden key in the lock, and it fit! She was very happy!

Alice opened the door carefully. It led into a lovely garden. She really wanted to explore the garden and look at the beautiful flowers ... but she couldn't get her head through the door. "Oh, no, I can't go into the garden. I'm too big!" she said sadly.



38 centimeters  
= 15 inches

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

When we **skim**, we look at the reading quickly and don't read every word. We look for important information, important words, at titles, and at captions to understand the main idea.

- B** Skim *Learning and Your Brain* on the next page. What is it about? Check (✓).

- 1 The size of the brain.
- 2 The different parts of the brain we use when we learn.
- 3 What the brain looks like.
- 4 What the imagination is.

- C** Think and discuss. What do you know about the brain? What does the brain do?

The brain is ...

It can ...

Now read **Learning and Your Brain**

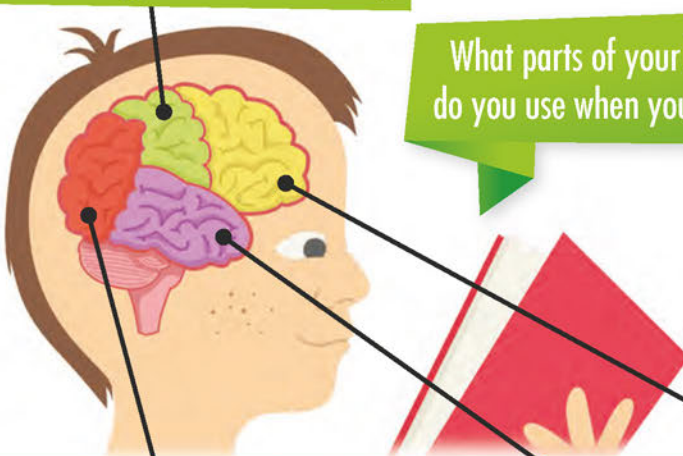


# Learning and Your Brain



## The Lobes of the Brain

### Tasting and Touching

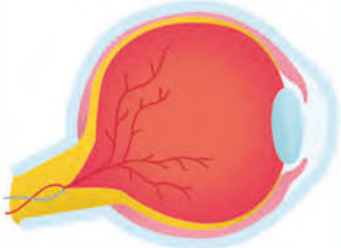


Your brain works hard all day. There are four lobes, or parts, of the brain. They do different things, but they all work together.

What parts of your brain do you use when you read?

Labels help you understand different parts of a picture.

### Seeing



### Hearing



### Speaking



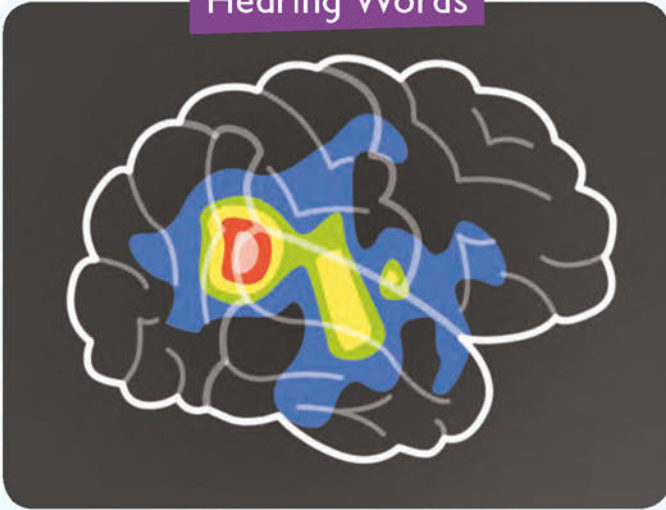
Part of your brain helps you understand what you taste and touch. Can you find it? Another part of your brain helps you see. Can you find it?

When your teacher reads to you, part of your brain helps you hear the words. It also works when you read silently. Can you find it? Part of your brain helps you speak. It also helps you understand what you are reading. Can you find it?

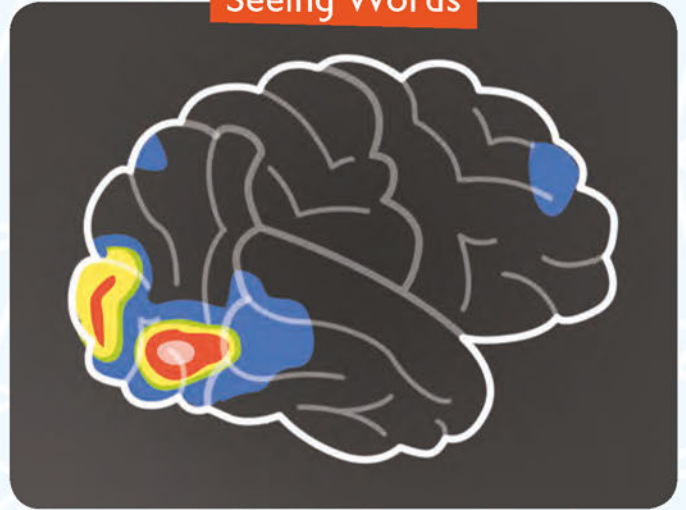
When you do different things, the lobes of your brain work together like a team. Using the different parts makes them stronger. Reading is a good way to exercise your brain and give it a workout.



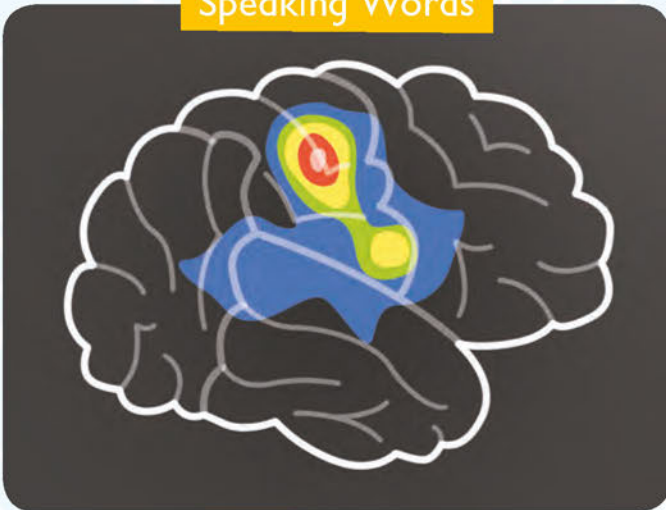
Hearing Words



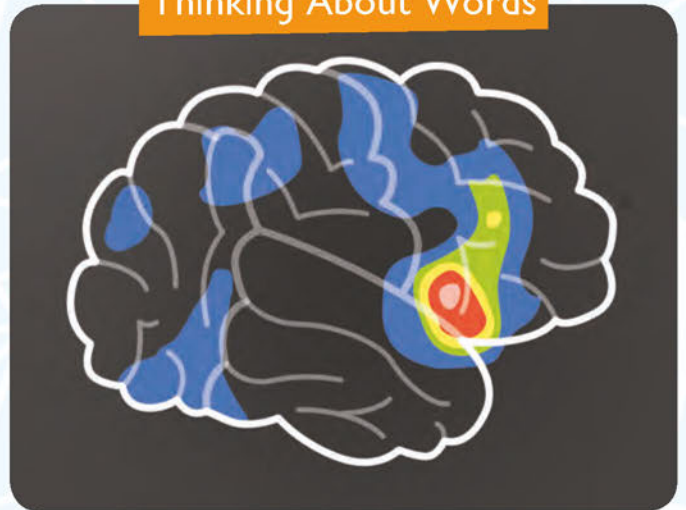
Seeing Words



Speaking Words



Thinking About Words



Scientists use a special machine to see which parts of the brain we use at different times. During each activity, the red areas show the parts we're using the most, the blue areas show the parts we're using a little bit, and the black areas show parts we aren't using much at all.

### Words in Context

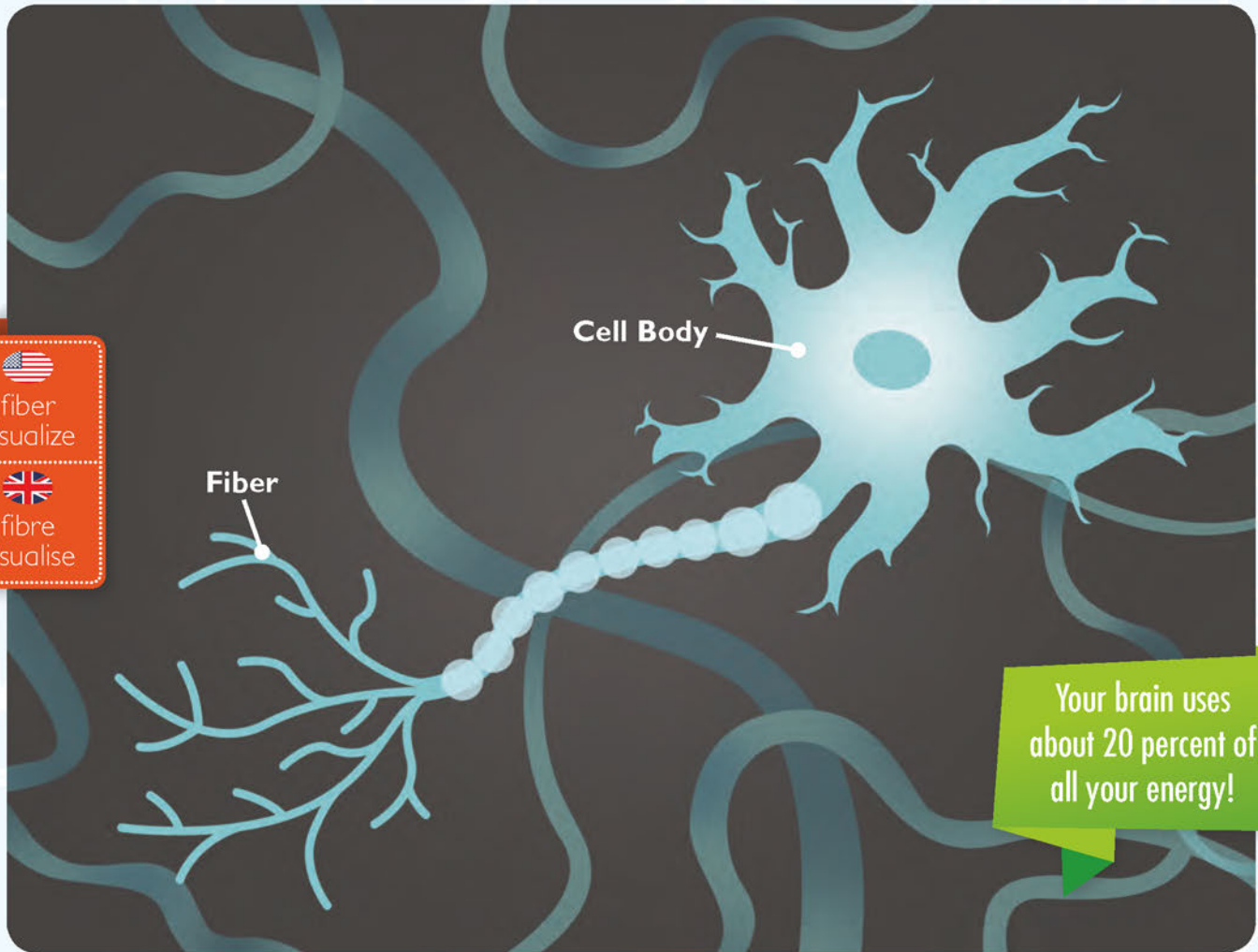


Find these words in the reading. What do you think they mean?

lobes    workout    cells    fibers  
messages    connecting    creative



## Neurons Make Connections



Your brain is made up of billions of special cells called neurons. Each neuron has a body with fibers that look like the branches of a tree. These fibers join together, connecting neurons so they can send each other messages or information.

The more you read, the stronger these connections become.

## Reading Helps Your Imagination

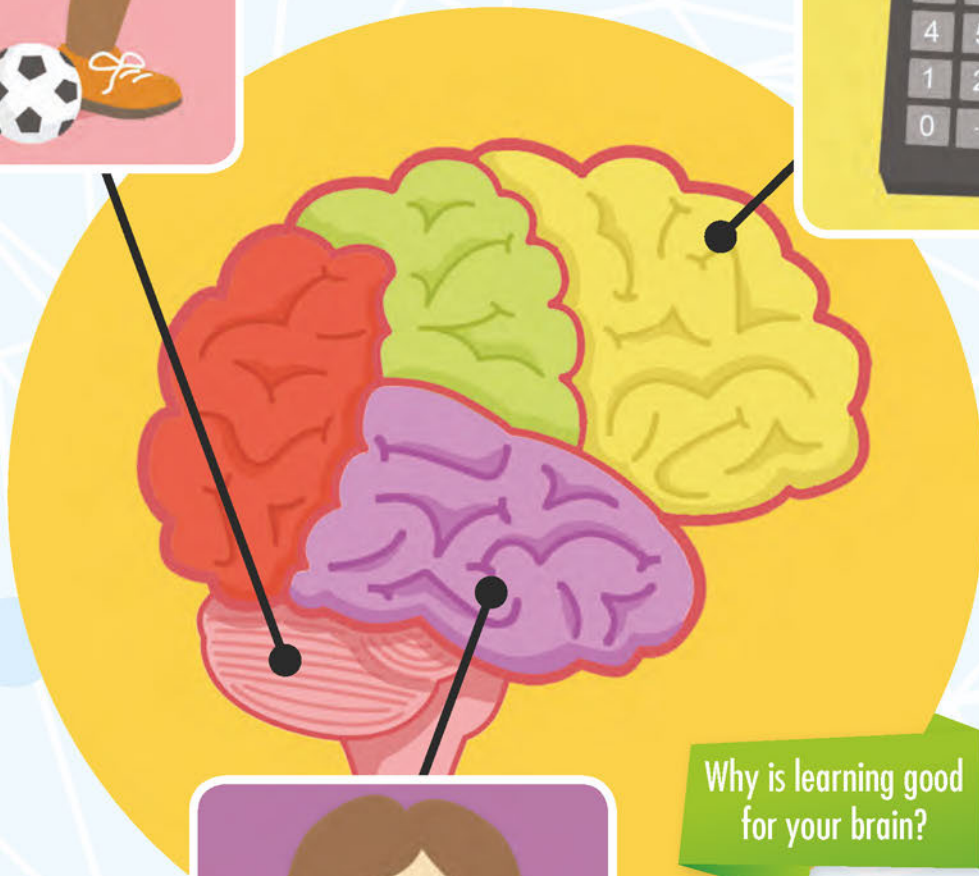
When you read, your brain helps you visualize, or imagine, what the story might look like. Scientists think reading improves the imagination because it makes the connections in our brains stronger. This makes us more creative.

## Your Brain and Other Subjects

In P.E., you run and kick a ball. Goal! You use this part of your brain.



How much is  $1 + 1 + 1 + 1 + 1$ ? What about  $10 - 1$ ? How about  $2 \times 2$ ? This part of the brain helps you solve math problems.



When you listen to music, this part of your brain is working.



Why is learning good for your brain?

Keep reading and learning to keep your brain in good shape.

## Explore the Reading

**A** Write *True* or *False*. Say the page where you found the answer.

- 1 The brain is made up of billions of special cells called imagination cells. \_\_\_\_\_
- 2 Your brain uses 20 percent of your body's energy! \_\_\_\_\_
- 3 To help you read, different parts of the brain work together. \_\_\_\_\_
- 4 Scientists think reading improves your imagination. \_\_\_\_\_
- 5 Reading and learning don't keep your brain in good shape. \_\_\_\_\_

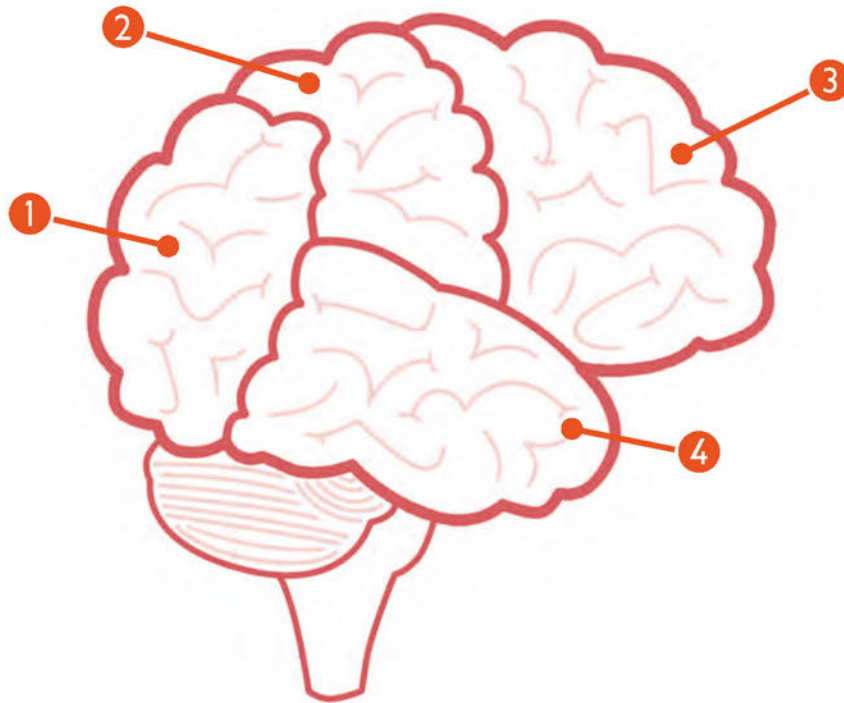
**B** Read and color the parts of the brain.

**purple** = You listen to music.

**red** = You see words.

**yellow** = You speak.

**green** = You taste an apple.



**C** Think and discuss. Do you give your brain a good workout?

Yes, I read ...

 Listen and write. Then check your answers.

**Spelling Pattern** -er

1 c \_\_\_\_\_ 2 w \_\_\_\_\_ 3 a \_\_\_\_\_ 4 f \_\_\_\_\_ 5 r \_\_\_\_\_

Now find more words ending with *er* in the reading.

## Why is reading important?

- A** What different types of things do we read? Why do we read them? Complete the table.

What We Read ...	And Why We Read It!
<i>The Beginning of Alice's Adventures</i>	for fun
<i>Learning and Your Brain</i>	for information

- B** Think and write. Why is it important to read different things?

## Reasons to Read

*You can learn new facts.*

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- C** Discuss your ideas. Then share with your class. Do a Numbered Heads Together routine.

I think it's important because ...

## My Reading Journal

Did you like the fiction or the nonfiction reading better? Why? Write.

I liked the \_\_\_\_\_ reading better, because \_\_\_\_\_.

Color the rabbits to rate the unit. Then write a short review.



I thought this unit was \_\_\_\_\_