Lesson 7 Recounting Stories



Retell or recount stories from around the world by telling key events in the order in which they happened.

Read When you recount a story, you are retelling the story in your own words. Be sure that you include the key details and events that happened in the beginning, middle, and end. Tell the events in the sequence, or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?

A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

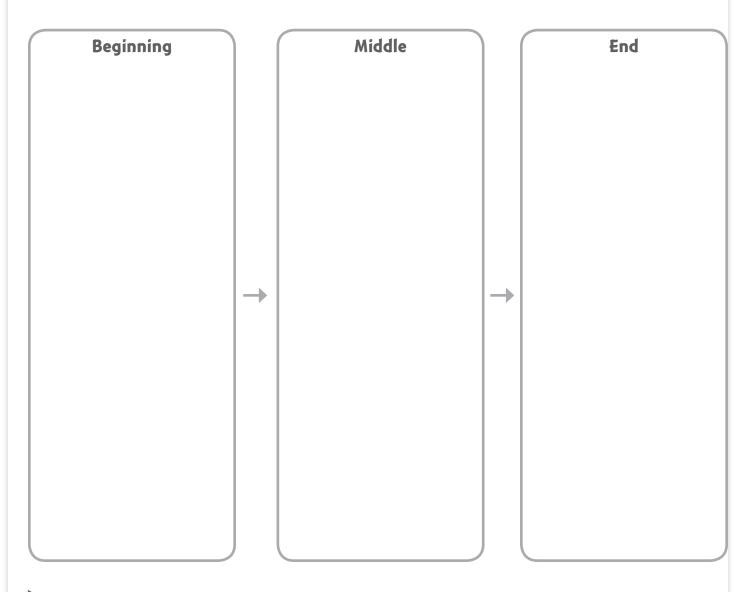
One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

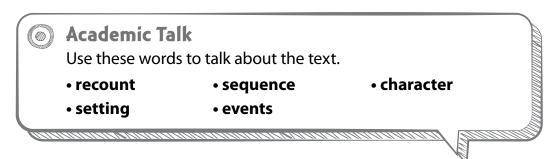
The children understood! From that day forward, they didn't argue (as much).



► Think The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.



Talk Using the key details in your chart, retell the story to your partner.



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Brother and Sister

a folktale from Korea

- Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.
- After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.
- 3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.
- The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.

Close Reader Habits

Underline the sentences that tell the key events.

Explore

How do you choose which details to include when you recount a story?



Think

1 Recount the folktale "Brother and Sister" by adding key details to the chart below.

To decide whether a detail is important, think about whether the story makes sense without it.

Beginning	A brother and sister grow and sell rice. They each get the same number of bags of rice.
Middle	Sister Brother
End	

Talk

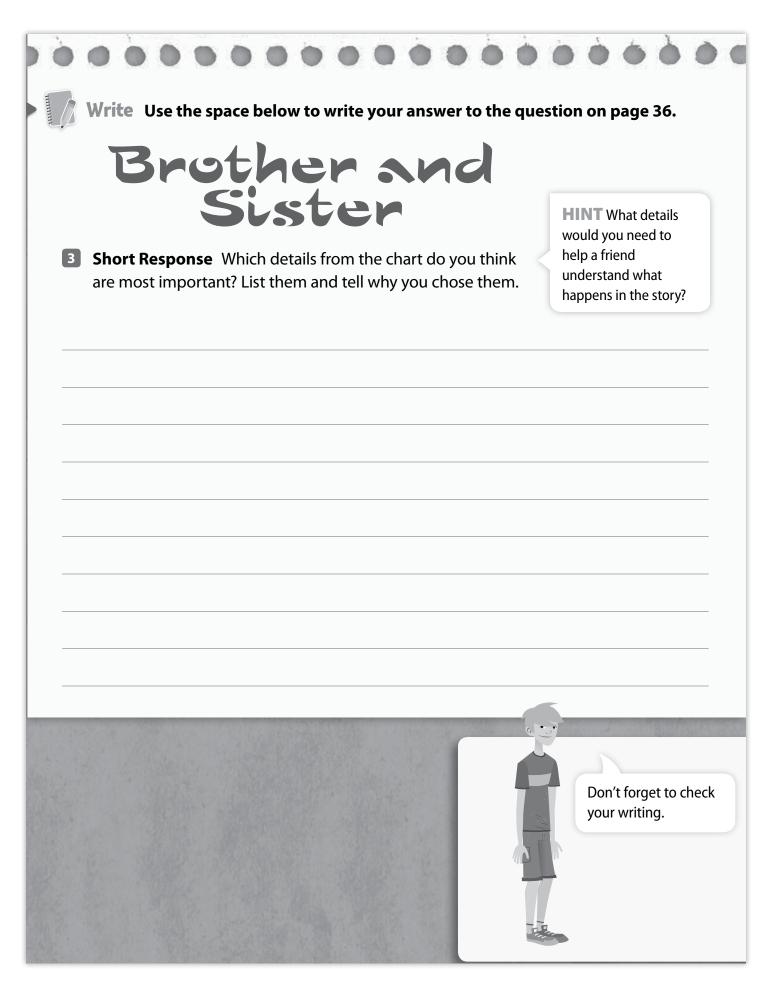
2 Using the details from your chart, take turns retelling the story with your partner.



Short Response Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 37 to write your answer.

HINT What details would you need to help a friend understand what happens in the story?





HOW THE BAT GOT WITH THE BAT

A CHEROKEE NATION TALE

- A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.
- 2 The bat wanted to play with the mammals, but the mammals laughed at her size. "You are too small," they said.
- 3 So the bat asked to play with the birds. The birds said, "You don't have wings, but we can make you some out of a drum." The birds stretched the skin of a drum into wings.
- The birds put the wings on the bat and said, "Flap your wings." The bat jumped off a tree and flapped her wings, but she didn't fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.
- The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.
- When the game was over, the mammals said, "Who is that superstar on your team?"
- 7 The birds said, "It is the bat. We gave her wings."
- 8 The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.



Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.

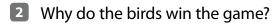
Think

Number the items to show the order of some events in the story.

____ The bat flies in a crazy, zigzag pattern.

____ The birds make wings for the bat.

The mammals do not let the bat play on their team.



- A The mammals cannot follow the bat's movements.
- **B** The mammals are surprised to see the bat on the team.
- **C** The mammals refuse to play against a bat.
- **D** The birds fly in a crazy, zigzag pattern.

Talk

Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.



4 Short Response In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 40 to write your answer.



When you get ready to recount a story, choose the most important details.

HINT Review the game in paragraphs 5 to 8.





Write Use the space below to write your answer to the question on page 39.

4	Short Response In your own words, recount what happens
	when the bat plays the game with the birds. Be sure to include
	the most important details from the story.

HINT Review the game in paragraphs 5 to 8.

□ Did you read the prom	npt carefully	y?
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- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- fuss
- disbelief



a folktale from Myanmar (Burma)

There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.

One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."

The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.

The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.

The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.



3

- The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.
- 7 The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.
- 8 "You three must be the ones I am looking for," he said.
- 9 The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!
- 10 They said nothing.
- Finally, the man said he would let them go if they promised never to tell tall tales again.
- 12 The brothers agreed, and they kept their promise.



•		ink Us se ques	se what you learned from reading the selection to respond to tions.
	1	Numb	er the items to show the order of some events in the story.
			Each brother told his make-believe story.
		7	Three brothers talked a rich traveler into playing a game.
		7	he rich man made them promise not to tell tall tales.
		7	he rich man told them a story.
		7	he rich man did not question the brothers' stories.
		7	he brothers realized they were trapped.
	2	This q	uestion has two parts. First, answer Part A. Then answer Part B.
		Part A	
		•	lid the three brothers want to play a game with the traveler?
		A	They wanted to see if he would believe their tall tales.
		B C	They wanted to trick him so they could have what he owned. They dicliked people who had more money than they did
		D	They were once the rich traveler's servents
		U	They were once the rich traveler's servants.
			s a sentence from paragraph 2 that supports the answer you for Part A.

- 3 Which is the **best** recounting of the third brother's story?
 - A He plays a trick on the fishermen. He pretends to be a big fish catching small ones.
 - He gets away from the fishermen by swimming in the river like a fish.
 - **C** He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.
 - He becomes a fish so that he can help the fishermen chase fish into their nets.
- Which is the **best** description of the brothers' problem at the end of the folktale?
 - The brothers think the rich man's story is the best of all the stories they have heard.
 - The rich man believes that the brothers are the runaway servants he is looking for.
 - The brothers promise never to tell tall tales again as they know they should not be doing that.
 - No matter how the brothers answer the rich man, they will have to become his servants.



- 5 Which **two** details could you leave out when recounting this story?
 - The brothers tell their tales throughout the countryside.
 - The brothers ask a rich traveler to play a game. В
 - A tiger spit one brother out after eating him. C
 - The rich man said nothing about the brothers' stories. D
 - Ε The rich man told a story about missing servants.
 - The brothers agreed not to tell any more tall tales.
- 6 Reread these sentences from paragraph 2.

The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.

What does the word doubt mean in this context?

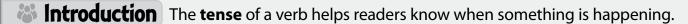
- Α dislike
- understand
- mistrust
- D enjoy



CETTETET	Write	
7	Short Response Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story.	
	Learning Target	
	lain why recounting the events in a story will help you lerstand it.	
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You had a strange dream last night. You were on a different planet. Write a story about what it might be like to live on that planet in the future.		
	e future, it	
	d be	
000		

Lesson 8 Simple Verb Tenses



• The **present tense** shows that something is happening *now*, or in the present.

I walk on the grass.

• The past tense shows that something happened before, or in the past. To form the past tense of most verbs, add -ed at the end.

In 1969, Neil Armstrong walked on the moon.

• The **future tense** shows what *is going to* happen in the future. To form the future tense, put will before the verb.

Maybe someday we will walk on Mars.

Look at the table below. Notice how the verbs change when the tense changes.

Present Tense	look	roam	discover
Past Tense	looked	roamed	discovered
Future Tense	will look	will roam	will discover

Guided Practice Write the correct tense of the verb to complete each sentence.

HINT Words and phrases such as in 1958, today, and *years from now* can help you decide which verb tense to use.

1 The NASA space program		in 1958.
	start	

2	In 1961, NASA		a capsule called <i>Freedom 7</i> .
		launch	

5	Years from now, we will	to other planet
		5.4.1.6.

Independent Practice

For numbers 1–4, choose the sentence in which the tense of the verb is correct.

- Our class visited Johnson Space Center next Wednesday.
 - В Our class will visited Johnson Space Center next Wednesday.
 - C Our class visit Johnson Space Center next Wednesday.
 - D Our class will visit Johnson Space Center next Wednesday.
- 2 Yesterday we learn about a space rover trip to Mars.
 - В Yesterday we learned about a space rover trip to Mars.
 - C Tomorrow we learned about a space rover trip to Mars.
 - D Yesterday we will learn about a space rover trip to Mars.
- Α The rover, named *Curiosity*, landed on Mars in August of 2012.
 - В The rover, named *Curiosity*, land on Mars in August of 2012.
 - C The rover, named *Curiosity*, will land on Mars in August of 2012.
 - D The rover, named *Curiosity*, will landed on Mars in August of 2012.
- Α Right now, videos from *Curiosity* show the surface of Mars.
 - В Right now, videos from *Curiosity* will showed the surface of Mars.
 - C In the future, videos from *Curiosity* showed the surface of Mars.
 - D In the future, videos from *Curiosity* show the surface of Mars.
- **Try It** Reread your story from Part 1. What verb tense did you use? Add a new chapter to your story. This time you are living there in the present.



You're a reporter for your school newspaper. Everyone is back in school. Write a newspaper article about what happened to close your school. Tell what your teachers and classmates will do now that school is open again.		
Our school has been closed		
Now that everyone is back		

Lesson 16

Subordinating Conjunctions and Complex Sentences

- Introduction Simple sentences can be combined using different kinds of conjunctions.
 - One way to combine simple sentences is to use a conjunction such as after, because, when, or while. When you combine two simple sentences with such conjunctions, you form a **complex sentence**.

simple sentence simple sentence Yasmin did not stay for the game although she loves soccer.

- In a complex sentence, the conjunction shows how the ideas in the two simple sentences go together.
- The conjunction can come at the beginning or in the middle of the sentence.

Conjunctions	When to Use	Examples
because	to explain or give a reason	Yasmin went home because she felt ill.
after, before, until, when, while	to show when things happen	She had a snack before she took a nap. When she woke up, she watched TV.
although, unless	to compare or to show an exception	She'll stay home Monday unless she feels better.

Guided Practice

Combine each pair of simple sentences to make a complex sentence. Use the conjunction in parentheses ().

HINT When you begin a sentence with a conjunction, use a comma after the first simple sentence.

Example: Before you play soccer, you should stretch.

The soccer players have fun. They practice. (while)

Kayla works hard. She wants to be a better player. (because)

Milo was on the team. He got hurt. (until)

Independent Practice

For numbers 1–4, first read the simple sentences. Then pick the choice that correctly combines the simple sentences into a complex sentence.

- The game had already begun. We arrived.
 - The game had already begun because we arrived.
 - Although the game had already begun, we arrived.
 - The game had already begun when we arrived.
 - The game had already begun while we arrived.
- 2 It started to rain. The game was not called off.
 - Although it started to rain, the game was not called off.
 - В Because it started to rain, the game was not called off.
 - It started to rain when the game was not called off.
 - **D** It started to rain unless the game was not called off.

- The Hawks won. They scored the most goals.
 - The Hawks won unless they scored the most goals.
 - В The Hawks won before they scored the most goals.
 - After the Hawks won, they scored the most goals.
 - The Hawks won because they scored the most goals.
- The game was over. We went out for pizza.
 - Α Until the game was over, we went out for pizza.
 - В After the game was over, we went out for pizza.
 - The game was over unless we went out for pizza.
 - The game was over because we went out for pizza.
- **Try It** Reread your newspaper article. Circle any conjunctions you used to combine sentences. If you didn't use any, find at least two sentences that you can combine. Combine them using the correct conjunction.





Grades 2-3 Independent Reading Support

Student At-Home Activity Packet 3

This At-Home Activity packet includes two supports for independent reading. These supports can be used alongside any reading the student does.

The **Word Learning Routine Bookmark** provides a reminder of concrete steps to discover the meaning of unknown words and phrases.

The **Reading BINGO** card offers a set of activities to support independent reading. The activities encourage the student to share reading with others, write in response to reading, and build curiosity about words and topics from their reading. Each time the student reads, they can choose one activity and mark the square. Once they mark five in a row they will get B-I-N-G-O!

Looking for reading materials? Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com www.storyplace.org www.uniteforliteracy.com www.storynory.com www.freekidsbooks.org en.childrenslibrary.org

> Flip to see the Grades 2-3 Independent Reading Supports included in this packet!





READING BIRGO



Directions: Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!



Find a new or unique place to read, like outside.



Search in a book to find words with these prefixes: un-, dis-, re-.



Use a whisper voice while you read.



Look at the cover of a book and write three questions you have before reading.



Read a book you've never read before.

Read a book that someone in your home picks out for you. Find one word you don't know the meaning of and ask someone what it means.

Read to someone who is older than you.

Tell a friend, family member, or teacher about a book you think they would like, too. Search in a book to find words that have a double final letter and have one syllable. Hint: words like cliff or buzz.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Re-read your favorite book.

Free Space Make a list of three facts you learned from a nonfiction book.

Read a fiction book and make a list of ways you are similar to and different from the main character.

Listen to someone read to you.

Search in a book to find compound words. Hint: these have two or more words joined together with a single meaning.

Make a timeline for a fiction story. Hint: A timeline is a short list of events in the order they happen.

Read to someone who is younger than you.

Read a fiction book using different voices for each character.

After reading, write or tell something that surprised you.

Write or tell someone about what you learned from a book. Read a book twice.
The second time
work on reading
smoothly and with
expression.

Read a nonfiction book.

Pick a word from a book and write two synonyms for the word.

2

Word Learning Routine



Say the Word or Phrase Aloud

- Circle the word or phrase that you find confusing.
- Read the sentence aloud.



Look Inside the Word or Phrase

- Try breaking the word into smaller parts.
- Look for familiar word parts, such as prefixes, suffixes, and root words.
- Can you figure out a meaning from the word parts you know?



Look Around the Word or Phrase

- Look in nearby words or sentences for clues about meaning.
- Think about the word or phrase in the context of the paragraph.



Look Beyond the Word or Phrase

 Look for the meaning in a dictionary, glossary, or thesaurus.



Check the Meaning



Ask yourself, "Does this meaning make sense in the sentence?"

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Ready Reading

Word Learning Routine Bookmark

Help your student learn new words while reading!

As the student reads with you or independently, they will likely encounter unknown words or phrases. Pausing to focus on these words can support comprehension and expands the student's vocabulary.

- Use the Word Learning Routine to give the student concrete ways to determine how to find the meanings of unknown words and phrases.
- Encourage the student to record new words they encounter on the back of the bookmark.
- Celebrate all the new words the student discovers!