

UNIT  
3

# Our Traditions

## Essential Question

**What makes a tradition?**

### Watch

“Our Traditions” to learn about foods and stories from different family traditions.



**TURN and TALK** What do you notice about these traditions?

PEARSON  
**realize**<sup>TM</sup>

Go ONLINE for  
all lessons.

 VIDEO

 AUDIO

 GAME

 ANNOTATE

 BOOK

 RESEARCH



## Reading Workshop



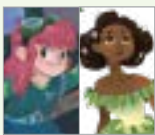
**Infographic: Traditional Tales**

**from *Fables*** ..... **Fable**  
by Arnold Lobel



**Infographic: The World of the Storyteller**

***The Legend of the Lady Slipper*** ..... **Legend**  
by Lise Lunge-Larsen and Margi Preus



**Infographic: Telling a Story**

***Interstellar Cinderella and Cendrillon: An Island Cinderella*** ..... **Folktale**  
by Deborah Underwood | Tracey Baptiste



**Infographic: The Wabanaki**

***The Abenaki*** ..... **Informational Text**  
by Joseph Bruchac



**Infographic: Traditional Foods**

***My Food, Your Food*** ..... **Realistic Fiction**  
by Lisa Bullard

## Reading-Writing Bridge



- Academic Vocabulary
- Read Like a Writer, Write for a Reader
- Spelling • Language and Conventions

**Traditional Tales**

## Writing Workshop



- Introduce and Immerse
- Develop Elements • Develop Structure
- Writer's Craft • Publish, Celebrate, and Assess

**Poetry**

## Project-Based Inquiry

**Write an Opinion Letter**

**Persuasive Text**

## Independent Reading



Follow these steps to help you figure out a word you don't know as you read independently.
















1. Sound out the word using what you know about letters and their sounds.
2. See if there is a base word that you know with an ending added to it.
3. Look at the words and sentences around the word for clues to its meaning. For example, see how clues in this sentence help you understand the word **moral**:

The **moral**, or lesson, of the story is “Be kind to others.”

4. When you think you know the word, reread the sentence with its meaning in mind. Does it make sense?



# My Reading Log

| Date | Book | Pages Read | Minutes Read | My Ratings  |
|------|------|------------|--------------|---|
|      |      |            |              |          |
|      |      |            |              |          |
|      |      |            |              |    |
|      |      |            |              |    |
|      |      |            |              |    |

## Unit Goals

In this unit, you will

- read traditional tales
- write a poem
- learn about traditions



**MY TURN**

**Color** the pictures to answer.

I know about different types of traditional tales and understand their elements.



I can use language to make connections between reading and writing.



I can use figurative language and sound devices to write poetry.



I can talk with others about what traditions are.



## Academic Vocabulary

communication culture purpose belief maintain

In this unit, you will read traditional stories from different cultures. You'll learn how a **culture** is created by people who share a common **purpose** and a **belief** system. People from the same culture often use the same language for **communication**. They may also enjoy traditional foods and wear traditional clothing and listen to traditional music. Why is it important to **maintain** traditions like these?



Use the Academic Vocabulary words to talk with your partner about traditions. The picture will help you.



# Traditional Tales

People have told stories for a very long time. These traditional tales were told to children, who told them to their children, who told them to their children, and so on.

A **fable** is a short story with a moral, or lesson. It usually has animal characters. In “The Tortoise and the Hare,” a speedy hare loses a race to a slow turtle.



**Folktales** and **fairy tales** usually have good characters and a bad character. Often at the end, the good characters live “happily ever after.” In “Sleeping Beauty,” a princess is woken from a spell by the kiss of a handsome prince.



A **legend** is an old story about a hero or an important event. Often the story is based on a real person or event. For example, Robin Hood really existed, but people created the story that he robbed from the rich to give to the poor.




## Weekly Question

**What lessons can we learn from traditional tales?**



Talk about the stories described here. Tell what you already know about these children's stories. What lesson can you learn from one of the traditional tales described on these pages?

 **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society. **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.



## Long i: i, ie, i\_e, igh, y

Long i can be spelled i, ie, i\_e, igh, and y. Decode, or read, each word below and listen for the long i vowel sound.

|                     |       |         |        |
|---------------------|-------|---------|--------|
| Long i spelled i:   | wild  | kind    | spider |
| Long i spelled ie:  | lie   | die     | tries  |
| Long i spelled i_e: | life  | white   | drive  |
| Long i spelled igh: | fight | tonight | bright |
| Long i spelled y:   | try   | why     | by     |



**TURN and TALK** Read these sentences with a

partner. Find the words with long i. Discuss the spellings for long i.

1. Why did the pilot fly so high across the night sky?
2. A spider tried to drop out of the light to sit beside Mike.

Both **ie** and **y** can spell long **i** or long **e**.



# Long i: i, ie, i\_e, igh, y



**MY TURN**

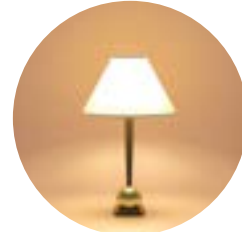
Underline the word that names the picture. Then read and write the word.



ever  
open  
iron



back  
bake  
bike



light  
late  
lot



fleas  
flies  
flows



dim  
dime  
dome



cry  
crow  
crawl



**MY TURN**

Write a sentence that contains two of the words you wrote above.

---



---

## My Words to Know

Some words are used often in texts. These words are called high-frequency words. You will have to remember these words. Often, you can't sound them out.



### MY TURN

Read the high-frequency words in the box. Write the correct words on the lines. Form the letters correctly as you write each word. Use connecting strokes to connect the letters.

eyes

earth

thought

1. The \_\_\_\_\_ here is soft and brown.
2. I have green \_\_\_\_\_ .
3. I \_\_\_\_\_ about the answer to your question.



### TURN and TALK

Work with a partner. Use the clues to identify the words.

They help you see.

You stand on it.

It's what your brain did yesterday.



# Rabbit's Kite

Rabbit's kite was stuck in a tree. Cat walked by. "Can I help, Rabbit?"

"I was flying my kite, and it got stuck," cried Rabbit.

"It's very high up," Cat thought. "But I think I can get it."

Cat went up the tree. He pulled the kite off the branch. The kite fell back to earth.

"Thank you!" said Rabbit. "The next time **you** need help, I will be there to help **you**!"

1. How does Cat help Rabbit?

---

---

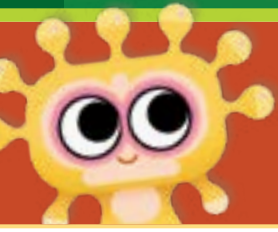
2. What does Rabbit say he will do? \_\_\_\_\_

---

3. Find and write three or more words that have the long i sound spelled **i**, **i\_e**, **ie**, **igh**, or **y**.

---

---



**My Learning Goal**

I can read fables and identify their themes.

**Spotlight on Genre**



**Traditional Tales: Fables**

**Traditional tales** have been told over and over for years. A **fable** is a traditional tale. It is short, often has animal characters, and ends with a **moral**, or lesson. The moral is the theme.

**Sour Grapes**

Fox spotted some grapes hanging over a branch. He jumped again and again but could not reach them. Then he said, “Those grapes are probably sour anyway.”

Moral: It is easy to say you don’t want something when you cannot have it.



Tell what happens in a fable you know. What is its moral? What makes it a fable?

# Fable Anchor Chart

## Purpose

To entertain and to teach a lesson

The story is short.

The setting may not be real.

The story ends with a lesson, or a moral.

Characters are usually animals that act like people.

The moral is the theme.

Fables

# Fables

## Preview Vocabulary

Look for these words as you read *Fables*.

rage

hopes

disappointments

alarmed

contentment

## First Read

**Read** to understand each fable.

**Look** at illustrations to help you understand the fables.

**Ask** such questions as **what** or **why** about confusing parts.

**Talk** about the fables with a partner.

### Meet *the* Author

**Arnold Lobel** is best known for writing the Frog and Toad books, but he won the Caldecott Medal for *Fables*. He and his wife Anita Lobel wrote some books together. Arnold Lobel wrote almost 100 children's books!





from **FABLES**

by Arnold Lobel



THE HEN AND THE APPLE TREE

THE FROGS AT THE  
RAINBOW'S END

THE MOUSE AT THE SEASHORE



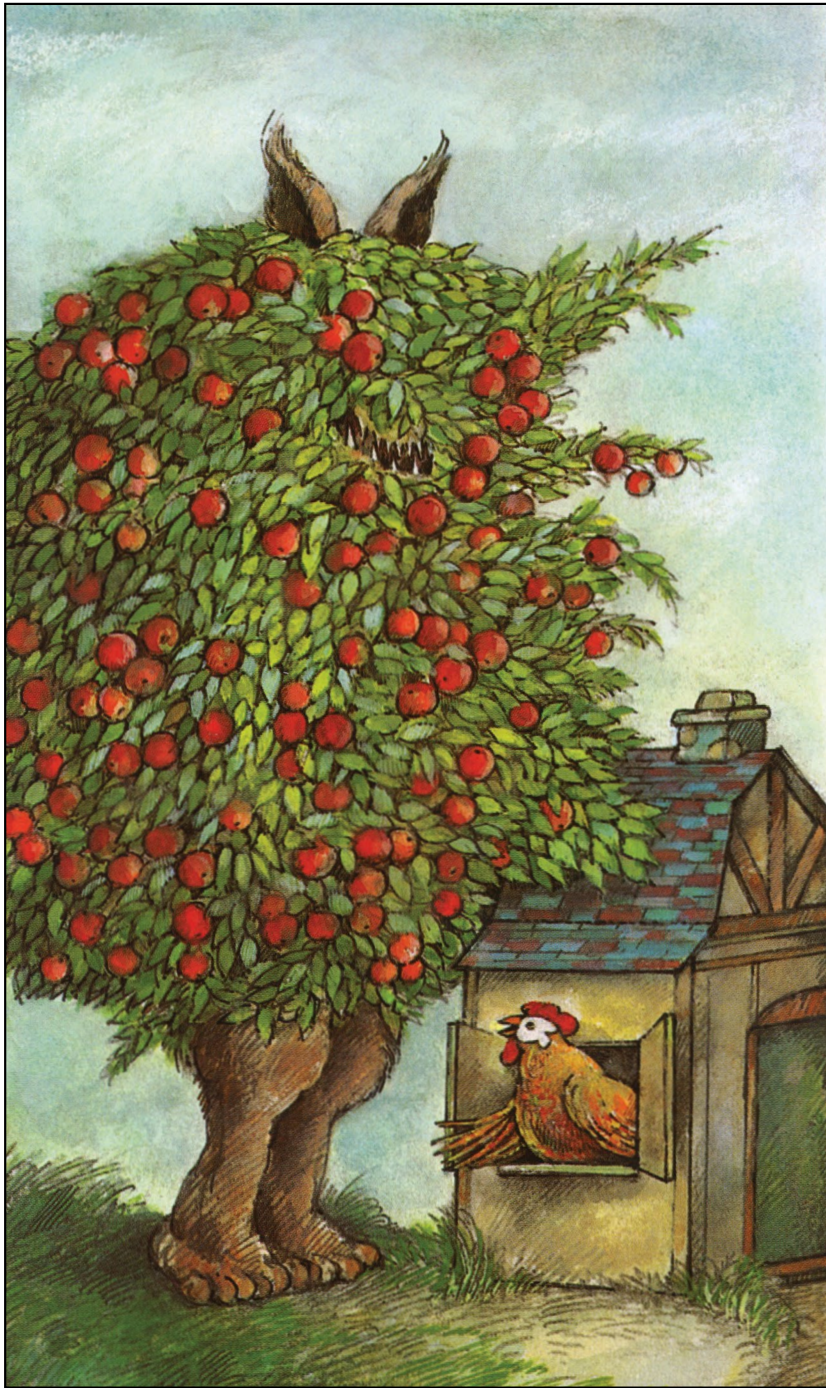
**AUDIO**

Audio with  
Highlighting



**ANNOTATE**





# THE HEN AND THE APPLE TREE

- 1 One October day, a Hen looked out her window. She saw an apple tree growing in her backyard.
- 2 “Now that is odd,” said the Hen. “I am certain that there was no tree standing in that spot yesterday.”
- 3 “There are some of us that grow fast,” said the tree.
- 4 The Hen looked at the bottom of the tree.
- 5 “I have never seen a tree,” she said, “that has ten furry toes.”
- 6 “There are some of us that do,” said the tree. “Hen, come outside and enjoy the cool shade of my leafy branches.”



## Determine Key Ideas

**Highlight** a detail that helps you understand a key idea about how the tree looks.



## Vocabulary in Context

Underline the word near **quiver** that has almost the same meaning.

- 7 The Hen looked at the top of the tree.
- 8 “I have never seen a tree,” she said, “that has two long, pointed ears.”
- 9 “There are some of us that have,” said the tree. “Hen, come outside and eat one of my delicious apples.”
- 10 “Come to think of it,” said the Hen, “I have never heard a tree speak from a mouth that is full of sharp teeth.”
- 11 “There are some of us that can,” said the tree. “Hen, come outside and rest your back against the bark of my trunk.”
- 12 “I have heard,” said the Hen, “that some of you trees lose all of your leaves at this time of the year.”
- 13 “Oh, yes,” said the tree, “there are some of us that will.” The tree began to quiver and shake. All of its leaves quickly dropped off.



- 14 The Hen was not surprised to see a large Wolf in the place where an apple tree had been standing just a moment before. She locked her shutters and slammed her window closed.
- 15 The Wolf knew that he had been outsmarted. He stormed away in a hungry rage.

16 *It is always difficult to pose as something that one is not.*



### Identify Theme

Underline the sentence that tells the theme, or lesson, of this fable. Then underline the sentence on this page that supports the theme.

**rage** strong anger



## THE FROGS AT THE RAINBOW'S END



CLOSE READ

### Determine Key Ideas

Highlight the sentence that tells the key idea about what Frog plans to do.

- 17 **A** Frog was swimming in a pond after a rainstorm. He saw a brilliant rainbow stretching across the sky.
- 18 “I have heard,” said the Frog, “there is a cave filled with gold at the place where the rainbow ends. I will find that cave and be the richest frog in the world!”
- 19 The Frog swam to the edge of the pond as fast as he could go. There he met another Frog.
- 20 “Where are you rushing to?” asked the second Frog.
- 21 “I am rushing to the place where the rainbow ends,” said the first Frog.
- 22 “There is a rumor,” said the second Frog, “that there is a cave filled with gold and diamonds at that place.”
- 23 “Then come with me,” said the first Frog. “We will be the two richest frogs in the world!”



## Identify Theme

Underline the theme of this fable. Then underline a sentence that tells the Frogs' highest hopes. Underline another sentence that tells why they were disappointed.

24 The two Frogs jumped out of the pond and ran through the meadow. There they met another Frog.

25 “What is the hurry?” asked the third Frog.

26 “We are running to the place where the rainbow ends,” said the two Frogs.

27 “I have been told,” said the third Frog, “there is a cave filled with gold and diamonds and pearls at that place.”

28 “Then come with us,” said the two Frogs. “We will be the three richest frogs in the world!”

29 The three Frogs ran for miles. Finally they came to the rainbow's end. There they saw a dark cave in the side of a hill.

30 “Gold! Diamonds! Pearls!” cried the Frogs, as they leaped into the cave.



31 A Snake lived inside. He was hungry and had been thinking about his supper. He swallowed the three Frogs in one quick gulp..

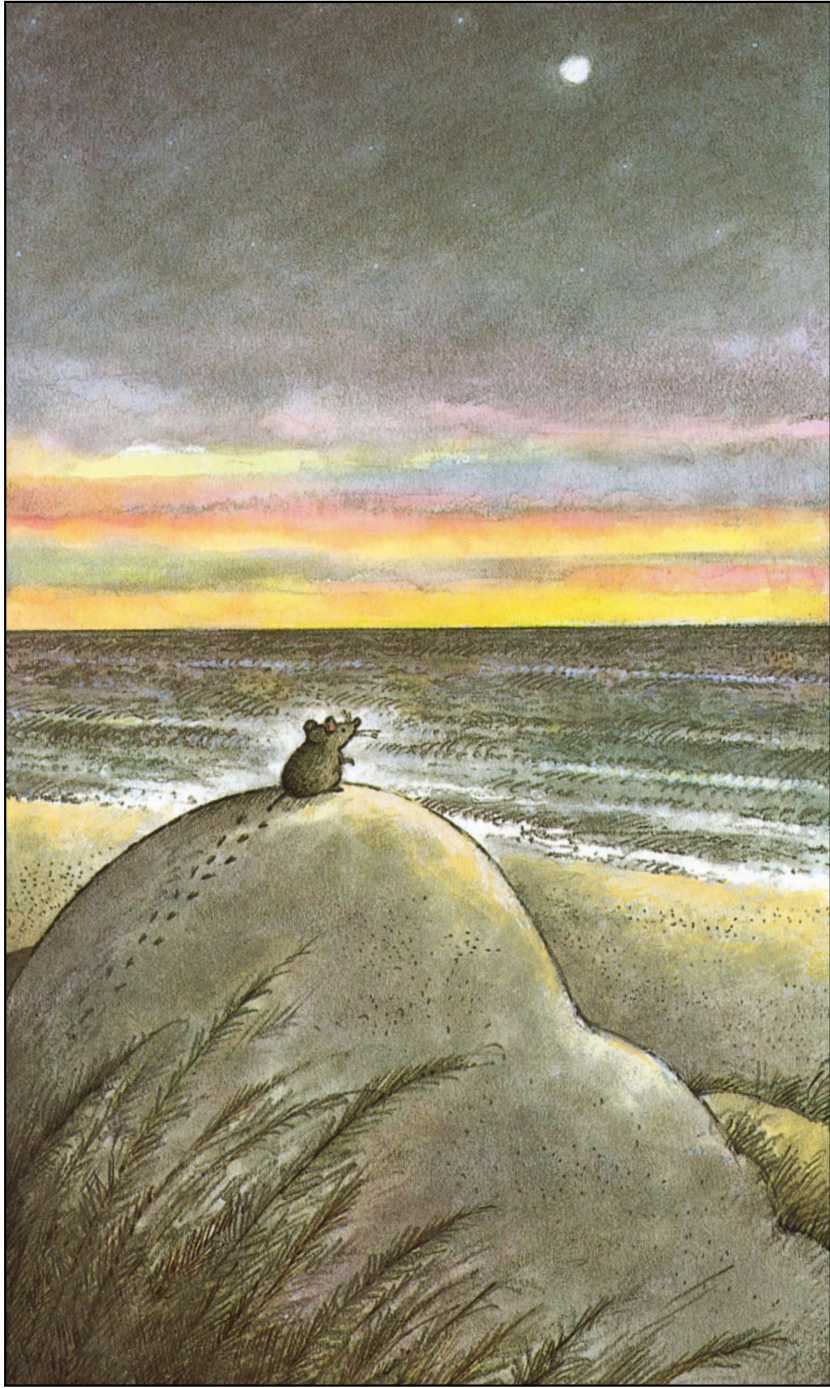
32 *The highest hopes may lead to the greatest disappointments.*



**hopes** things wanted in the future

**disappointments** feelings of not getting what you wanted





## THE MOUSE AT THE SEASHORE



### CLOSE READ

#### Determine Key Ideas

Highlight a key idea that explains why the parents are fearful.

**alarmed** felt fearful of danger

33 **A** Mouse told his mother and father that he was going on a trip to the seashore.

34 “We are very alarmed!” they cried. “The world is full of terrors. You must not go!”

35 “I have made my decision,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”

36 “Then we cannot stop you,” said Mother and Father Mouse, “but do be careful!”

37 The next day, in the first light of dawn, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear.

38 A Cat jumped out from behind a tree.

39 “I will eat you for lunch,” he said.

40 It was a narrow escape for the Mouse. He ran for his life, but he left a part of his tail in the mouth of the Cat.

41 By afternoon the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

42 At evening the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the beach, one after another. All the colors of the sunset filled the sky.

43 “How beautiful!” cried the Mouse.  
“I wish that Mother and Father were here to see this with me.”



## CLOSE READ

44 The moon and the stars began to appear over the ocean. The Mouse sat silently on the top of the hill. He was overwhelmed by a feeling of deep peace and contentment.

45 *All the miles of a hard road  
are worth a moment of true  
happiness.*



### Identify Theme

Underline this fable's theme. Then underline a sentence that supports the theme.

**contentment** feeling of happiness

## Develop Vocabulary



### MY TURN

In the chart, write a vocabulary word from the box that is related to a word in the first column.

rage hopes disappointments alarmed contentment

| Word      | Related Word |
|-----------|--------------|
| anger     | rage         |
| wishes    |              |
| happiness |              |
| surprised |              |
| mistakes  |              |



## Check for Understanding

**MY TURN**

Look back at the texts to answer the questions. Write the answers.

1. What makes these stories fables?

---

---

---



2. Why did the author include the sentence in italics at the end of each fable?

---

---

---

---

---

3. How are the Frogs in “The Frogs at the Rainbow’s End” and the Mouse in “The Mouse at the Seashore” alike? How are they different?

---

---

---

---



**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.10.C** Discuss the author’s use of print and graphic features to achieve specific purposes.

## Identify Theme

The **theme** is the message or meaning of a story. In a fable, the lesson or moral is the theme.



### MY TURN

Go to the Close Read notes with your teacher and determine theme using text evidence. Follow the directions to underline the texts. Use the text you underlined to complete the chart.

| Fable                            | Text I Underlined that Supports the Theme    | How It Helps Identify the Theme                                       |
|----------------------------------|--|---|
| "The Hen and the Apple Tree"     | "The Wolf knew that he had been outsmarted." | The Wolf knows he is not able to pose as something he is not: a tree. |
| "The Frogs at the Rainbow's End" |  |   |
| "The Mouse at the Seashore"      |  |   |



## Determine Key Ideas

Key ideas are the important ideas in a text. When you work to understand how key ideas are related and how well they explain a topic, you evaluate a text.



### MY TURN

Go back to the Close Read notes. Highlight details that help you determine key ideas. Determine how the ideas are related and how they explain the topic. Complete the chart.

| Details I Highlighted                                      | Key Idea  |
|--|---|
| <p>“I have never seen a tree that has ten furry toes.”</p> | <p>The tree looks like an animal that is pretending to be a tree.</p> |
|  |   |
|  |   |



## Reflect and Share

### Talk About It

Discuss the moral, or lesson, you learned from each of the fables. Which lesson do you think is the most important? Why? Use examples from the texts to support your response.

A fable always has a moral at the end.



### Follow Agreed-upon Rules for Discussions

When having a discussion, everyone should have a chance to talk about the topic.

- Take turns speaking. Say what you want to say and then let someone else speak.
- Listen actively to others.

Use these sentence starters to help you take your turn respectfully.

I'd like to say . . .  
That's a good point.  
I'd like to add that . . .

### Weekly Question

What lessons can we learn from traditional tales?

I can use language to make connections between reading and writing.

**My Learning Goal**



## Academic Vocabulary

**Related words** are words that are connected. They can look like words in other languages. They can share word parts. They can have the same or opposite meanings.



For each vocabulary word, write a word that is related to it. Share your words with the class or add them to the Word Wall.

| Word          | Related Word | How It Is Related      |
|---------------|--------------|------------------------|
| communication | communicate  | It shares a word part. |
| culture       |              |                        |
| purpose       |              |                        |
| belief        |              |                        |
| maintain      |              |                        |

# Read Like a Writer, Write for a Reader

Authors have a purpose. They include details that help them meet their purpose.

| Author's Purpose in "The Mouse at the Seashore"  | Details That Support That Purpose  |
|--|--|
| <p>To teach this moral: "All the miles of a <b>hard road</b> are worth a moment of <b>true happiness</b>."</p> | <p><u>Hard road</u>: "He had lost his way several times. He was bruised and bloodied. He was tired and frightened."<br/> <u>True happiness</u>: "He was overwhelmed by a feeling of deep peace and contentment."</p> |



**MY TURN**

Imagine you are writing a story. Your purpose is to teach this moral: **Good things come to those who wait.**

Write two details that support your purpose.

Waiting: \_\_\_\_\_

A good thing: \_\_\_\_\_

# Spell Words with Long i: i, ie, i\_e, igh, y



## MY TURN

Write words from the list that have the same long i spelling as each word below.

child

---



---

pie

---



---

five

---



---

right

---



---

my

---



---

### Spelling Words

try  
 tried  
 spy  
 spied  
 tonight  
 dimes  
 strike  
 spider  
 pirate  
 delight

### My Words to Know

earth  
 thought

Write a My Words to Know word to complete each sentence.

1. We dug a hole in the \_\_\_\_\_.
2. We \_\_\_\_\_ it would be fun to play a game.



## Verbs: Present Tense

**Verbs** can tell when actions happen. **Present tense verbs** tell what happens now. Present tense verbs with singular nouns and **he, she, and it** usually end in **s**. Present tense verbs with plural nouns and **I, you, we, and they** do not end in **s**.

Leo **runs**. I **walk**. Leo and Alice **jump**.

Some present tense verbs, such as **am, is, and are**, do not show action.

I **am** ready.

Ana **is** ready.

Mai and I **are** ready.



### MY TURN

Edit this draft by crossing out each incorrect verb and writing the correct word above.

Blue are my favorite color. Dad paint my bedroom blue.  
Three walls is done. It look great so far! Mom and I  
helps by staying out of the way. I is glad it will be  
finished soon!



I can use figurative language and sound devices to write poetry.

My  
Learning  
Goal



## Poetry

In a poem, the poet carefully chooses words to express thoughts and feelings. The words are arranged in lines. Sometimes the words at the ends of lines rhyme.

The poet wants to create pictures in the reader's mind. Sometimes the poet compares different things.

### A Red Apple

A ruby red apple  
hung high from a tree,  
So I shook a branch  
and loosened it free,

Compares the  
color red to a ruby

Then I took a bite  
and heard a sharp crunch.  
That juicy red apple  
made me a sweet lunch.

Words that rhyme

Words that describe  
sound and taste



## Generate Ideas

A poet chooses a topic to write about. Before beginning to write, the poet generates, or thinks of, ideas and feelings about the topic. Drawing is one way to generate ideas and feelings.



### MY TURN

Think of a topic for your poem. Draw two pictures that show what you might write about the topic.

Topic:

Drawing 1

Drawing 2



# Plan Your Poem

Poets plan what they will compose, or write, in their poems. Brainstorming is one way they generate ideas for writing. Poets develop their ideas by choosing words that give specific and relevant details.



## MY TURN

Generate and develop ideas for your poem. Write the topic. List thoughts or feelings you want to write about. List any words you might want to use, including rhyming words.

|  |   |
|--|---|
| <div style="border: 2px solid #90EE90; padding: 5px; display: inline-block;">Topic:</div>  |   |
| <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">Thoughts or Feelings</div> <div style="border: 1px solid #008080; height: 150px; margin-top: 5px;"></div> | <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">Words</div> <div style="border: 1px solid #008080; height: 150px; margin-top: 5px;"></div> |