

# Wonders

**GLOBAL  
EDITION**



**Mc  
Graw  
Hill**



# Authentic US English Language Arts Textbook

Internationally Building Strong Readers, Writers, Critical Thinkers, and Problem Solvers with 21st Century Competencies

## Student Book with QR Audio



## Practice Book



## Digital Teacher's Edition



## Student Book Package



## COMPONENTS

**Student Book Package**  
(Student Book with QR Audio + Practice Book)  
Grade K.1~K.10

**Student Book**  
(Student Book with QR Audio)  
Grade 1.1~1.6 / 2.1~2.6 / 3.1~3.6  
Grade 4.1~4.2 / 5.1~5.2 / 6.1~6.2  
(3 units per volume)

**Practice Book**  
Grade 1.1~1.6 / 2.1~2.6 / 3.1~3.6  
Grade 4.1~4.2 / 5.1~5.2 / 6.1~6.2  
(3 units per volume)

**Digital Teacher's Edition**  
**Digital Teaching Resources**

# Key Features

1

## Effective and Well-Structured Scaffolding

Each learning task is carefully scaffolded to support teachers in delivering effective lessons and to help students master new concepts step by step.

2

## Well-Designed Genre Writing Lesson

Students practice writing in various genres through writing exercises that are linked to the text.

3

## Two Reading Texts

Students read two texts on the same theme to apply what they've learned and build their reading stamina.

# Wonders

4

## Enhanced Vocabulary and Grammar Lessons

Enhanced vocabulary and grammar lessons help students better understand the structure and meaning of sentences, leading to improved comprehension of the text.

5

## Digital Resources

A range of materials for both in-person and remote classes enriches students' learning and provides teachers with comprehensive tools.

6

## Concise and Easy-to-Use Teacher's Edition

The Teacher's Edition comes complete with answers and concise, useful teaching tips for teachers' convenience in lesson preparation.

## Effective and Well-Structured Scaffolding

Detailed guidance on questions, instructions, evidence presentation, and teaching tips makes it easier for teachers to deliver lessons and helps students understand and master new concepts.

**Weekly Concept** Tales Over Time

**Essential Question** What is a folktale?

**Talk** about the characters in folktales. Use the pictures and words to help you.

Ugly Duckling Swan

Three Little Pigs Wolf

**Write** the names of some characters you know.

Folktale Characters

**Starting the Week**

Scaffolded activities help students build background knowledge by discussing and writing about their experiences related to the weekly concept.

**Talk About It**  
What are these children acting out?

**COMPREHENSION STRATEGY**

**Make, Confirm, Revise Predictions**

Use what you read in the story to help you predict, or guess, what might happen next. As you read, check to see if your predictions are correct. If they are not correct, revise, or change, your predictions.

**FIND TEXT EVIDENCE**  
On page 50 of "The Boy Who Cried Wolf," I made a prediction about the boy's actions and what he will do next.

**GENRE STUDY** FABLE

**Beginning, Middle, End**

"The Boy Who Cried Wolf" is a fable. A fable is a made-up story that teaches a lesson. It has a beginning, middle, and end. It often has animals that act like humans.

**FIND TEXT EVIDENCE**  
I can use what I read to tell that "The Boy Who Cried Wolf" is a fable. It is a made-up story that has a beginning, middle, and end.

**SHARED READ**

**Readers to Writers**  
When you read a fable, ask yourself: *What happens in the beginning? In the middle? In the end?* A graphic organizer can help you organize and understand the story's events.

**Begin, Middle, End**  
In the beginning of the fable, we meet a shepherd boy and learn how he feels about his job.

**Your Turn** Tell what happens in the middle and at the end of the fable. What is important about the ending that makes it a fable?

**After Reading**  
With step-by-step guidance, students learn in-depth strategies and skills to unlock a text.

## Two Reading Texts

Two texts on the same theme help students expand and apply their knowledge while building reading stamina.

**SHARED READ**

**TAKE NOTES**  
Use the title and illustrations to write a prediction about what happens in the story.

As you read, make note of:  
**Interesting Words** \_\_\_\_\_  
**Key Details** \_\_\_\_\_

**Essential Question**  
What can we see in the sky?  
Read about what two girls learn when they look at the nighttime sky.

Josie and Ling were good friends. Ling was happy Josie was her **neighbor**. Josie was happy Ling lived **nearby**, too.

Josie and Ling couldn't wait for the school day to end. They planned a sleepover at Josie's house. They were going to sleep in a tent in Josie's backyard.

As the class was leaving, Mr. Cortes said, "Your weekend homework is to look at the **nighttime** sky and explain what you saw on Monday." The class **grumbled**. "Why the unhappy sounds?" Mr. Cortes asked. "It will be fun looking at the sky at night."

**FICTION**

**FIND TEXT EVIDENCE**  
**Read** Paragraphs 1 and 2  
**Point of View**  
Circle pronouns that tell about Josie and Ling. **Underline** why they cannot wait for school to end.

**Reread** Paragraph 3  
**Draw a box** around the details on the weekend homework. How does the class respond when they get homework?

**Author's Craft**  
How does the author show that Mr. Cortes feels differently from the class about the homework?

**Shared Read**  
Various genres, such as fantasy, biographies, folktales, and expository texts, are presented with engaging illustrations and photographs.

Student Book - Grade 2 Unit 3

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As you read, make note of:  
**Interesting Words** \_\_\_\_\_  
**Key Details** \_\_\_\_\_

**Essential Question**  
What can we see in the sky?  
Read about the daytime and nighttime skies.

**The Sun**  
The Sun is actually a star. Like all stars, it is a huge ball of hot gases. The Sun is much larger than the Earth. It is the Earth's **closest** star, but there are many stars in the sky. In fact, there are too many stars in the sky to count! We cannot see them during the day because the Sun's light makes our sky too bright.

**Hello, Sun . . . Goodbye, Sun**  
If you watched the Sun all day, it would look like it moves across the sky. But the Sun does not move. Even though you cannot feel it, Earth is turning. It makes one full turn in 24 hours, or one day. For about half of those hours, the place where you live **faces** the Sun. It is daytime. The rest of the time, your home is not facing the Sun. Then it is dark.

When the Sun is shining on your home, it is daytime. Then the Earth turns. When your home faces away from the Sun, it is nighttime.

**EXPOSITORY TEXT**

**FIND TEXT EVIDENCE**  
**Read** Paragraph 1  
**Underline** the sentence that explains why we cannot see stars during the day.

**Paragraph 2**  
**Does the Sun move across the sky? Underline** the text evidence. Write the answer.

Look at the photo of Earth. Which half of the globe in the picture is enjoying daylight? Is it left or right?

**Talk** with a partner about things we can see in the sky. Use the details in the text and the photos to support your ideas.

**Paired Read**  
Readings on the same topic in different genres help build vocabulary and critical thinking skills.

## Well-Designed Genre Writing Lesson

Students practice writing based on their readings and learn various writing techniques. From Grade 2, a step-by-step writing process (Plan, Draft, Revise, Edit, and Publish) is systematically implemented.

### Write About the Text

I answered the questions: Which activity seems most challenging for Jack? How does this change?

**Student Model: Informative Text**

Jack can not write a word.  
Jack can not reach up.  
I see that Jack is too short.

**Clues**  
I used evidence from the story's words and...

**Grammar**  
A sentence begins with a capital letter.

**Focus on an Event**  
I wrote about when Jack got help.

**Your Turn**  
How do Jack's feelings about school change? Use text evidence to support your answer.

### GK-G1: Write About the Text

Students practice writing briefly about what they recall about the Shared Read with the help of student models.

## Enhanced Vocabulary and Grammar Lessons

Reinforced vocabulary and grammar lessons enable students to grasp sentence structure and meaning more effectively, resulting in better text comprehension.

### VOCABULARY

**aside** *adv.* out of the way  
The people moved **aside** to watch the penguins walk by.  
Make some space on your desk. Move your books **aside**.

**beat** *n.* the regular pattern of sounds in music  
Listen to the **beat** of the drums.  
Make your own sentence. "I \_\_\_\_\_ to the **beat** of the music."

**chance** *n.* a time when you get to do something  
The concert was a **chance** to show her singing skills.  
If you had the **chance** to travel anywhere, where would you go?

**costumes** *n.* special clothes worn at certain times or events  
They wore fancy **costumes** to go to the dance.  
When do you wear **costumes**?

### SHARED READ

**crowd** *n.* a large group of people in one place  
The **crowd** at the concert listened to the live music.  
Do you like to be in a **crowd** of people? Why or why not?

**culture** *n.* the way of life of a group of people  
At Lunar New Year, we celebrate our **culture**.  
What makes your **culture** special? How is it different from others?

**fair** *adj.* agreeing with what is thought to be right or treating people in an equal way  
Mom cut the cake so we all got our **fair** share.  
Do you speak up when you think something is not **fair**?

**invited** *v.* asked someone to go somewhere or to do something  
I **invited** some friends to my birthday party.

### Vocabulary

Images, definitions, sample sentences, and vocabulary application questions work together to help students enhance their understanding and retention of new vocabulary.

Student Book - Grade 2 Unit 1

### GENRE WRITING

**Plan: Choose Your Topic**  
Write realistic fiction about a character in a family. Show how the character's feelings change. Use your ideas from page 35. Complete these sentences to help you get started.

My characters are \_\_\_\_\_  
At the beginning of the story, \_\_\_\_\_  
In the middle, \_\_\_\_\_  
At the end, \_\_\_\_\_

**Quick Tip**  
Your audience, or readers, may include your classmates or family. Think about how to make your ideas interesting and fun for them to read.

### REALISTIC FICTION

**Plan: Organization**  
Develop Sequence Authors think about the order, or sequence, of events in a story. Read the chart below. Write *first, next, and last* to show the sequence of events.

_____ the backyard gate is open. Annie's puppy is gone!
_____ Mom and Dad help look for Daisy. They hear a bark.
_____ they see Annie's friend Gina. She is holding the puppy! "Daisy wanted to visit my yard," Gina laughs.

**Quick Tip**  
Some words and phrases help show that the story is moving from one part to the next. You can use words like *first, later, then, after that, when, finally, and in the end*.

**Plan** In your writer's notebook, make a chart like the one above. Fill it in with details about what happens at the beginning, middle, and end of your story.

### GRAMMAR

**Subjects**  
• The **subject** of a sentence tells what or whom the sentence is about.  
• A **complete subject** is all the words in a subject.

**FIND TEXT EVIDENCE**  
Underline the subject.  
Peter opened the box.

**Your Turn**  
A. Underline the complete subjects.  
1. Peter and Nokomis walked inside.  
2. Dream catchers catch bad dreams.  
3. He fell asleep quickly.  
4. The class learned about Peter's culture.  
B. Write a sentence about something your family does together. Underline the subject.

**Quick Tip**  
A complete subject can be one word, more than one word, or a compound subject joined by *and*.

**Predicates**  
• **Predicates** tell what the subject is or does.  
• Predicates can be more than one word.

**FIND TEXT EVIDENCE**  
Underline the predicate.  
String was woven and twisted around the hoop.

**Your Turn**  
A. Underline the predicates.  
1. Peter showed his classmate the dream catcher.  
2. His grandmother smiled and nodded her head.  
3. He fell asleep.  
4. Peter was proud of his culture.  
B. Write a sentence about a family tradition. Underline the predicate.

**Quick Tip**  
Two predicates joined by *and* form a compound predicate.

**G2-G6: Genre Writing**  
Students learn to write long, independent pieces in a variety of genres by working through the steps of the writing process (Plan, Draft, Revise, Edit, and Publish).

**Grammar**  
Students gain a thorough understanding of grammar concepts and their application through activities closely connected to the Shared Read.

The Practice Book strengthens students' grasp of key learning objectives from the Student Book through engaging and diverse activities, reinforcing what they have learned.

The annotated answers and concise, practical teaching tips in the Teacher's Edition simplify lesson preparation for teachers, enhancing the overall learning experience for students.

### Weekly Concept

**Weekly Concept: Make New Friends**

**Essential Question:** How can we get along with new friends?

Look and circle. Then write your idea.

1. eat help

2. run play

What can you do with a new friend?

3. help share

4. share teach

### Phonics

A. Say the name of each picture. Write the letters.

1. MOP

2. MOON

3. JA

4. ILK

5. UFFIN

6. RA

7. ITTEN

8. BROO

9. RA

### Comprehension Check-up

A. Read and check.

1. I can see the map.

2. I can see the chair.

B. Circle and write.

1. Can I see \_\_\_\_\_? Sam Max

2. I can \_\_\_\_\_ Sam. see map

C. Read and check.

1. Who needs help?

2. Who can help?

D. Look, read, and check.

1.  I can see Max.  I can see the map.

2.  I can see Max?  I can see Sam.  I can see the map.

### Respond to Reading

Circle and write the words that answer the questions about "Six Kids." Write the page numbers.

**Questions**      **Answers**      **Evidence**

1. Who goes out? → Six kids go out. Page(s): 48

2. What do the six kids do on the hill? → Six kids dig. Page(s): 50

3. What do the very blue six kids do? → The very blue six kids dip like dip. Page(s): 54

Work with a partner to ask and answer the questions above.

### Genre Study

Fantasy is a genre. A fantasy is a made-up story. It has characters, a setting, or events that could not happen in real life.

Reread to find out what makes this a fantasy.

Share how you know it is a fantasy.

Write two events from the story that show it is a fantasy.

What Happens	Why It Could Not Happen in Real Life
The kids are wearing shoes.	Chickens do not wear shoes.
The kids dig a hole with shovels.	Chickens are not able to use tools like a shovel.

Guided Practice / Practice

Guide students to write two things that happen in the story. Then write how it is not something that could happen in real life. Say: In the box on the left, we need to answer the question, "What happens?" by writing in two things that happen in the story. What can we write in this box? (The kids dig a hole with shovels. The kids pick blueberries and have buckets.) In the box on the right, we need to answer the prompt, "Why it could not happen in real life?" (Depending on which event they chose, students should be able to write in something that the characters did that could not happen in real life.)

### Explain

Have students look at page 57.

Say: There is a word in this part of the page that we saw last week. Who can read the word? (Genre)

Remember, genre is a type or kind of something. In this case, it's talking about a type or kind of story. Let's say that word together. Genre.

Say: The story, "Six Kids," is what we call fantasy. Let's read about fantasy together.

Read with students from the top of page 57.

### Model

Reread "Six Kids" and share how you know it is a fantasy.

Say: On pages 48-49, we see that the six kids, who are baby chicks, and who are wearing shoes, leave their home with different items. This is not something baby chicks can do in real life. Model filling in information into the graphic organizer by writing what happens and why it could not happen in real life.

### Grammar

A. Circle the noun that names a thing. Underline the noun that names a person.

1. I can play the drum.

2. We like to play with marbles.

3. The girl sees the boy.

4. The boy has books.

5. The girl can see the map.

B. Use the nouns in the box to make sentences.

chair	boy
apple	map

1. The \_\_\_\_\_ has a ball. (person)

2. Pam likes an \_\_\_\_\_. (thing)

3. I sit on a \_\_\_\_\_. (thing)

4. We look at the \_\_\_\_\_. (thing)

5. The \_\_\_\_\_ reads a book. (person)

### Write About the Text

Let's read Hector's writing again.

A. Grammar: Nouns

Nouns are the names of things. Circle the two nouns in Hector's writing.

Hector's Model

The marbles are round.

The mop is long.

B. Writing Trait: Ideas (Clues)

The photos in the story helped Hector learn about the marbles and the mop. Circle the marbles and the mop.

C. Writing Trait: Word Choice (Describing Words)

Circle the two words that Hector used to describe the marbles and the mop.

Hector's Model

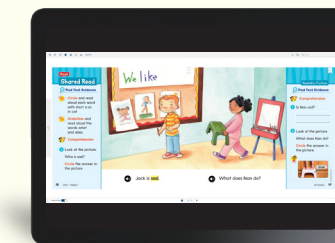
The marbles are round.

The mop is long.

D. What else is long? Add one more sentence to Hector's writing.

My Sentence

## Digital Teaching Resources



Student eBook



Classroom PPT

## Digital Teacher Resources

- Student eBook
- Classroom PPT
- Vocabulary List
- Vocabulary Test
- Flash Cards
- Assessment
- Dictation Worksheets
- MP3 Audio Files
- Weekly Opener Video
- Build Background Video or Image
- Category Word Cards
- Language Development Practice
- Workstation Activity Cards
- Graphic Organizers
- Visual Vocabulary Cards
- Interactive Games for Phonics, Vocabulary and Grammar
- Differentiated Genre Passage
- Differentiated Text
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