

CAMBRIDGE

Cambridge
**Primary
Reading**
Anthologies

2



Better
Learning

Cambridge
**Primary
Reading**
Anthologies **2**

Student's Book
with Online Audio

 **CAMBRIDGE**
UNIVERSITY PRESS

Scope and Sequence

Unit 1 What is in my neighborhood?			
	Genre	Key Words	Reading Strategy
Fiction <i>The Walking Fish</i>	Realistic Fiction	catch, grow, neighbor, feather, breathe, save	Identifying Headings
Nonfiction <i>The Grandmas Go to School</i>	Feature Story (Human Interest)	town, young, close (v), study (v), excited, grandchildren	Predicting from Pictures
Unit 2 Why are celebrations important?			
Fiction <i>Eva's Birthday Parade</i>	Poetry	road, sky, laugh (v), join, parade, swing (v)	Identifying Setting
Nonfiction <i>Have a Green Birthday Party!</i>	How-To Text on Being Eco-Friendly	take care of, invite (v), trash (n), decorate, plastic, wrapping paper	Comparing and Contrasting
Unit 3 Why is food important?			
Fiction <i>The Case of the Missing Recipe</i>	Detective Story/ Mystery/Play	contest, recipe, win, find, thief, clue	Identifying Characters
Nonfiction <i>Food and Water for All: Helping Insects and Birds</i>	How-To Text on Protecting Nature	pots, balcony, attract, thirsty, fill, flap (n)	Annotating
Unit 4 How does our planet change?			
Fiction <i>The Surfing Geckos</i>	Adventure Story	stick (v), peek (v), crawl (v), rock (n), curious, clever	Summarizing
Nonfiction <i>An Exploding Volcano!</i>	Instructional Text on a Craft	explode, lava, fold (v), teaspoon, pour, drop (n)	Sequencing

Unit 5 What is music?

	Genre	Key Words	Reading Strategy
Fiction <i>The Boy Who Wanted a Drum</i>	Traditional Indian Folktale	drum, money, hit, take, give, band	Identifying Theme
Nonfiction <i>Let's Make Music, Maestro</i>	Informational Text on Music	pipes, blow (v), note (n), string (n), low/high, vibrate	Rereading a Text

Unit 6 What do we know about dinosaurs?

Fiction <i>Dinner for a Very Picky Dinosaur</i>	Comic	worried, tasty, picky, rude, dessert, herbivore	Identifying Beginning, Middle, and End
Nonfiction <i>Interview with a Paleontologist</i>	Expert Interview	bone, sand, cover (v), skeleton, heavy, beak	Identifying Main Idea and Details

Unit 7 Why is free time important?

Fiction <i>Free-Time Poetry</i>	Poetry	spin/spun, design (v), hike (n), dough, explore, audience	Making Text-to-Self Connections
Nonfiction <i>Help! I'm Bored!</i>	Entertainment Blog	indoors/outdoors, add, stir, pop, remove, guess (v)	Summarizing

Unit 8 What is a hero?

Fiction <i>Heidi and the Giant</i>	Fairy Tale	destroy, dangerous, build, brave, promise (v), innocent	Predicting from Pictures
Nonfiction <i>What Type of Hero Are You?</i>	Personality Quiz	solve, forget, athlete, chores, kind (adj), calm	Using Captions

Unit 9 How do inventions change our lives?

Fiction <i>Isabella's Inventions</i>	Fantasy	tools, wire (n), parachute (n), loud, springs, fall (v)	Understanding the Meaning of Words in Context
Nonfiction <i>How to Become an Inventor</i>	How-to Text on Creativity	invent, mistake (n), light (n), turn off, tie (v), drive (v)	Identifying Fact and Opinion

I

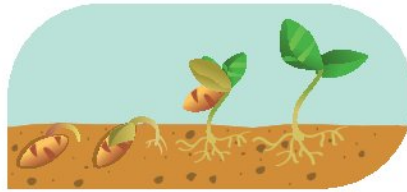
What is in my neighborhood?

Key Words

1  Preview the Key Words.



catch



grow



neighbor



feather



breathe




save

2 Circle the correct Key Word.

- a Nina is my **neighbor** / **feather**. She lives next to me!
- b This T-shirt is small for you. You **save** / **grow** quickly!
- c When I run, I **save** / **breathe** fast.
- d My favorite birds are parrots. I love their colorful **neighbors** / **feathers**.
- e I can **grow** / **catch** a ball. Can you?
- f A firefighter can **breathe** / **save** people from a fire.

Pre-reading

3  Read the title and look at the pictures on pages 5–9. Circle your predictions.

- 1 How many children are looking for an animal? a two b three c four
- 2 Where does the animal live? a in the ground b in a tree c in water
- 3 What animal do the children catch? a a fish b a dog c something else

4  Listen and read.

The Walking Fish

By Kim Milne • Illustrated by José de Santiago Torices

Mateo and Carmen are friends. They love playing in their neighborhood. It has lots of canals.

Today, they are looking for tadpoles, or baby frogs.

“I can’t see any tadpoles here!” says Carmen.

“Keep looking,” says Mateo.

Suddenly, Carmen says, “Look! There’s something moving over there!”

Mateo gets his net. He catches something and puts it into a bucket of water.

“What is it?” asks Carmen.

“I don’t know,” says Mateo. “But look! It’s amazing! Let’s take it home.”



When they get home, Mateo's dad is in the garden.

"Dad! Look!" says Mateo.

His dad looks in the bucket and smiles.

"It's an axolotl!"

"What's that?" Carmen asks.

"It's a type of salamander.

It's also called a 'walking fish.'"

They look at it again.

"It only has three legs!"

"But don't worry," Dad says, "the leg will **grow** back again."

"It can grow a new leg?" asks Carmen, surprised.

"Yes, it can! It takes about 40 days."

Mateo's grandmother walks into the garden.

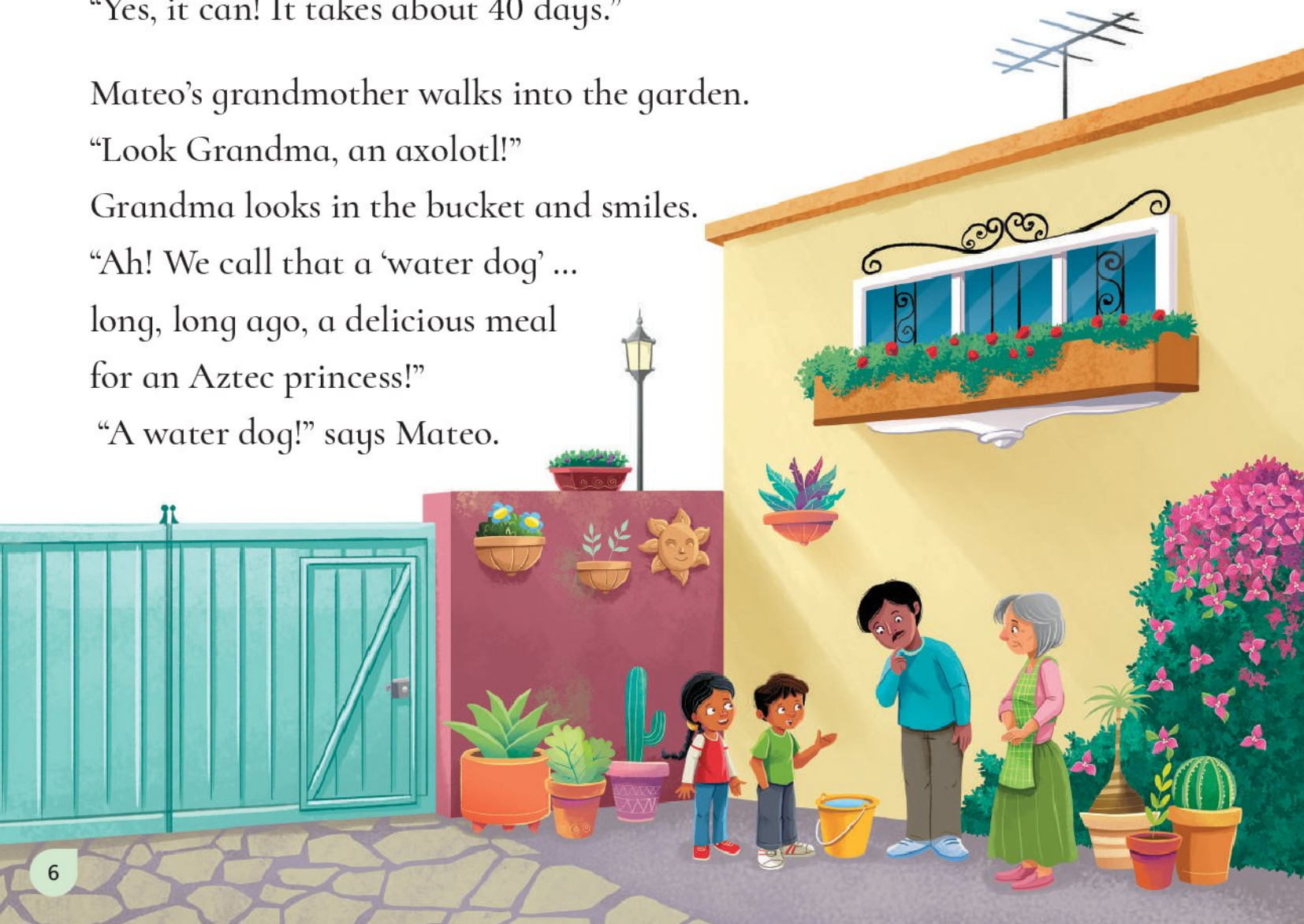
"Look Grandma, an axolotl!"

Grandma looks in the bucket and smiles.

"Ah! We call that a 'water dog' ...

long, long ago, a delicious meal for an Aztec princess!"

"A water dog!" says Mateo.



Mateo's **neighbors** hear about the axolotl. They want to see it.

"Look, it's smiling," says a neighbor.

"What is on its head? They look like **feathers**," says another neighbor.

"They're not feathers. They help it **breathe**," Mateo's dad tells him.

"Can I touch it?" asks a young boy.

"No! It's not a toy," says Mateo.

"I think it looks like Toothless in the movie *How to Train Your Dragon*," says a girl.

"Can it really grow a new leg?" asks an old woman.

All the neighbors love Mateo's new pet.





Later that day, a man wearing a white lab coat arrives at Mateo's house. Mateo's father opens the door.

"Hi, I'm Pablo from the university. I study axolotls."

"Is there a problem?" Mateo's father asks. He is worried.

"No, of course not," Pablo answers.

Mateo shows Pablo the axolotl.

"It's a big one," Pablo says. "Do you know that axolotls are endangered? That means there are not many of them."

Mateo feels sad. "How can I help?" he asks.

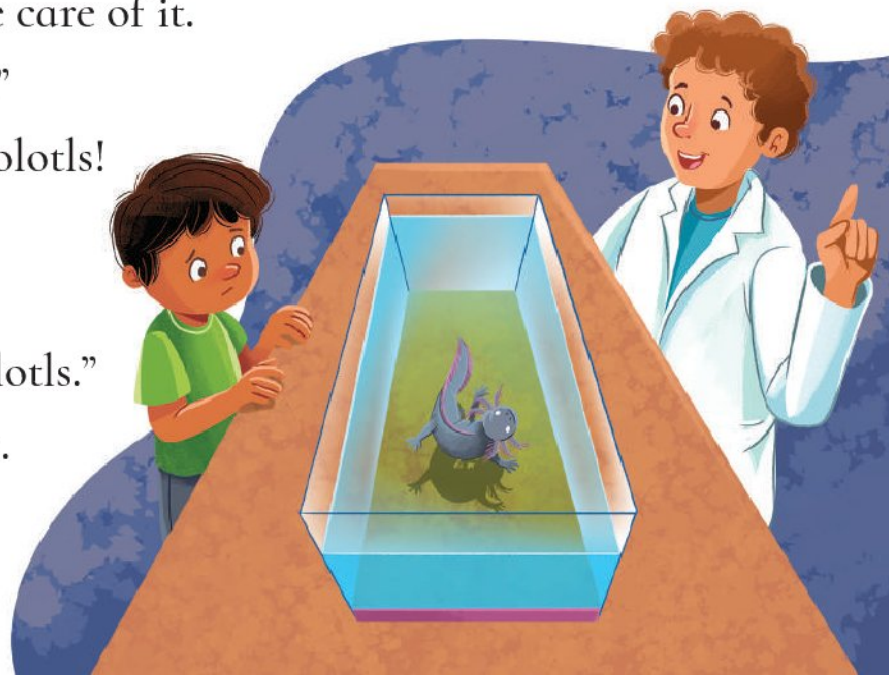
"Let me take the axolotl back to the university. We have a special program for axolotls there. We can take care of it.

We can help it to have babies!"

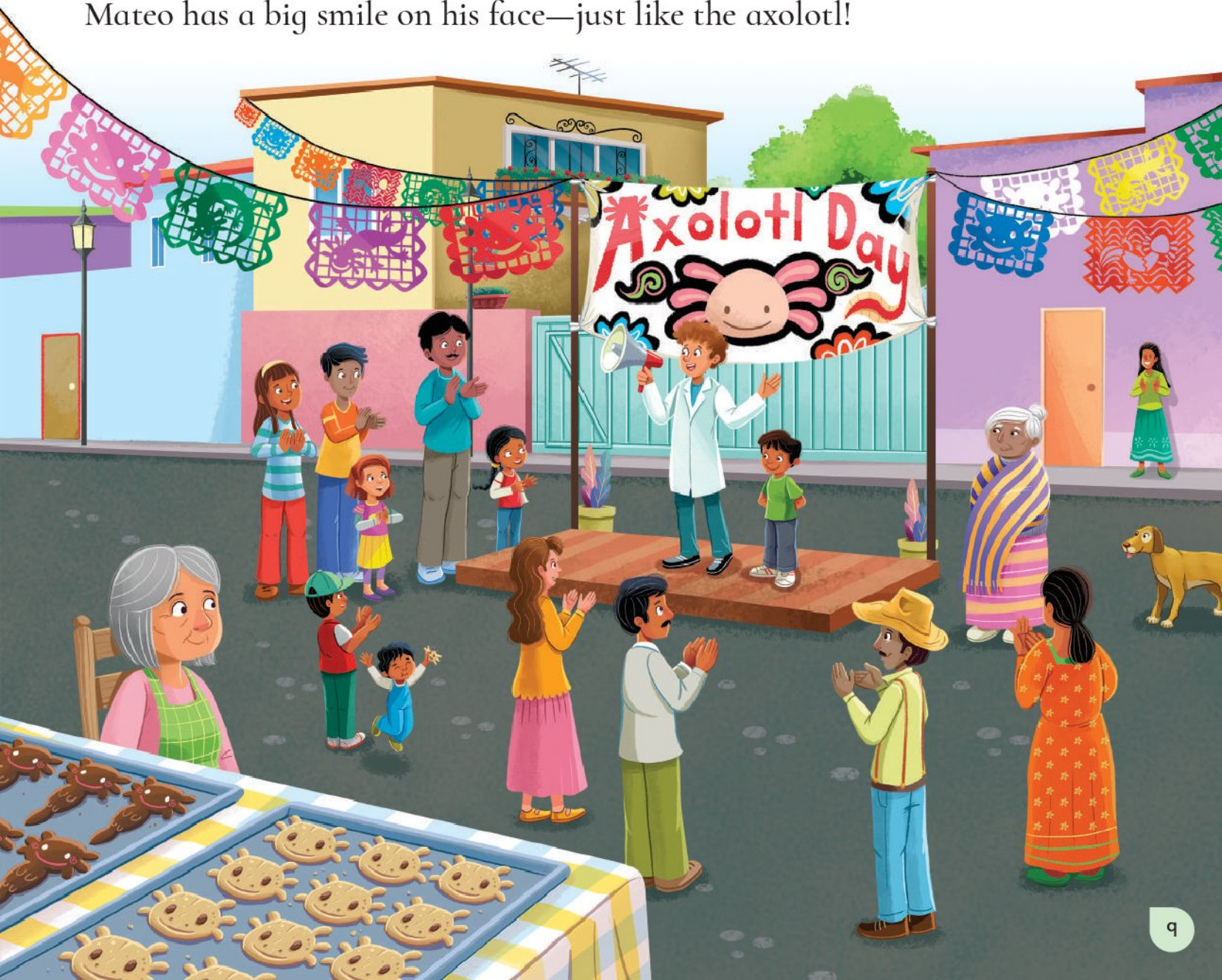
"OK," Mateo agrees. "Baby axolotls! How cute!"

"Then, let's teach your family and friends to protect the axolotls."

Mateo and Pablo make a plan.



The next week in Mateo's neighborhood, it's Axolotl Day!
The neighbors decorate the street. Mateo's grandmother makes special cookies. They are the shape of axolotls! They taste delicious.
Pablo is talking to Mateo's family and the neighbors. He's explaining how to protect the axolotl.
Mateo hears his name.
"Let's all thank Mateo. He **saved** an axolotl!"
Everyone is clapping.
Mateo speaks up, "Thanks to Carmen, too! She helped me."
Mateo has a big smile on his face—just like the axolotl!



Key Words

1 Complete the puzzle with Key Words and three extra words from the text. Use the pictures and letters to help you.

What is the secret Key Word? _____

Comprehension

2 Circle *T* (true) or *F* (false).

- a Mateo and Carmen are friends. T F
- b They are looking for baby frogs. T F
- c The axolotl has two legs. T F
- d The axolotl has feathers on its head. T F
- e The leg can grow back in 40 days. T F
- f Pablo takes the axolotl to school. T F

3 Write the names.

- | | | | |
|-------|------------------|---------------------|-------|
| Mateo | Mateo and Carmen | Mateo's grandmother | Pablo |
|-------|------------------|---------------------|-------|

- a Who finds the axolotl? _____
- b Who says the axolotl is "not a toy"? _____
- c Who studies axolotls? _____
- d Who makes special cookies? _____

4 Look at Activity 3 on page 4. Do any of your answers change?