Scholastic Short Reads Sample

Wali Dâd the Good-Hearted

SHORT READS Fiction

Once there lived a poor old man named Wali Dâd. He had no relatives and lived by himself in a small hut on the outskirts of the town. He made his living by selling grass to use as fodder for horses. He only earned five halfpence a day, but he was content. Wali Dâd would spend four halfpennies on food and clothing, and save a halfpenny each day in a small earthen pot under the floor.

After many years, he decided to spend the money in some way. It never crossed his mind to use the money for himself. There was nothing he either wanted or needed.

Wali Dâd carried the money to town. He carefully bargained to purchase a beautiful brass bowl. He attached it to his cotton waistband and went to visit Bibek the travelling merchant. Bibek would be just the person to carry his gift.

Wali Dâd shared a drink of sweet tea with his friend, then presented Bibek with an unusual request. 'Bibek, you are well-travelled and have met many people. I would like to give this as a gift to the most honest and kind person you know.'

'How curious,' Bibek frowned. 'Why would you like to give such a gift to someone you have never met?'

'I would like you to tell the person that this gift is from someone who admires virtue instead of wealth,' stated Wali Dâd firmly. 'I do not wish to meet this person, or even know their name. I do not need to know if they are rich or poor. I do not need to know if they are male or female. Will you do this for me?'

Bibek nodded, lost deep in thought. 'Yes, I believe I could do this. In fact, I do have someone in mind—there is someone in Khaistan who is both very honest and kind.' He met Wali Dâd's eyes with a smile. 'This is surely a very nice task to undertake on my next trip. Thank you.'

Wali Dâd went home contented. A week passed by before Wali Dâd heard Bibek calling to him from outside his hut.

Based on an Indian folk tale

SCHOLASTIC

Box 4 • 750L Level 27

'Helloooo! Hellooo, Wali Dâd. Are you home?'

Wali Dâd was surprised to see Bibek, but even more surprised when he saw a camel loaded with fine silks tied to a post.

'What is this, Bibek? Did you come to show me a new camel that you have bought?'

Bibek shook his head and laughed. 'I was asked to bring this camel and these silks to you, with thanks for the beautiful bowl.'

'But I don't need a camel or fine silks. What would I do with them?' wondered Wali Dâd out aloud.

Wali Dâd crossed his arms and tipped his head slowly to one side, while Bibek waited patiently for him to make up his mind.

'Bibek,' said Wali Dâd finally, 'I believe I have another favour to ask of you. I would ask that you take this camel and these silks, and find someone who is brave and dedicated. I don't mind if it is an adult or a child. I don't care if it is a grandmother or an uncle. Will you do this for me, my friend?'

Bibek raised his eyebrows. 'This is a great challenge you have set me. I travel to Nekabad next. I will need to think as I make my long journey about who might deserve such a reward. I assume you still don't want them to know who you are, and you don't want to know who receives the gift?'

'No, indeed. I trust your judgement, Bibek. All they must know is that they have received this gift from someone who admires bravery and dedication over wealth.'

So, Bibek took the camel with the silks to Nekabad with him, and after much searching he found a young boy who was both brave and dedicated. The boy was greatly touched by the generous gift. He carefully removed the necklace he wore and placed it in Bibek's hands. It had a carefully carved piece of stone attached.

'Would you give this gift to the person who was so kind to me?' he asked. 'This camel and these silks will now allow me to buy medicine for my mother, and more food for our sheep.'

Bibek bowed low with tears in his eyes. 'I would be honoured to pass on your message and your gift.'

So, once again Bibek returned to Wali Dâd with a story to tell—and a gift. Wali Dâd turned the necklace over in his hands, admiring its workmanship.

'This is indeed a beautiful piece of carving. I believe that it should go to someone who brings joy to the lives of others,' said Wali Dâd. 'Would you help me find such a person, my good friend?'

Bibek sighed. 'You are that person, Wali Dâd. Why not keep the necklace yourself?'

Wali Dâd thought for a moment. 'Because—,' he said slowly, 'if I hold onto it, then it will only give one person joy. When you and I give it away, it brings me joy, as well as the person who receives it. The joy is doubled! Perhaps—,' Wali Dâd leaned closely towards Bibek and spoke in hushed tones, 'perhaps if I were to count your part in these journeys, we could even say the joy is trebled?'

Bibek roared with laughter. 'Your logic is sound, my friend. Very well, I will carry your gift back to Khaistan. I will be your bearer of good things for as long as these gifts keep going.'

It was Wali Dâd's turn to smile. 'Well, I had better start saving for another bowl then,' he said with a wink.

Bibek turned his horse south and, with the necklace safely tucked inside his pocket, he headed off on his next journey.

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Folk Tale

Ruby, Level 27, 750L

Origin of Text: India /Pakistan

Summary: Wali Dâd is poor, but one day he has saved enough coins to buy a special gift. He gives it to someone he has never met.

Themes: virtue, trust, repaying kindness

Text Features: title, dialogue, extended word (Hellooo)

Literature Focus: anaphora (I do not...), epithet (Wali Dâd the Good-Hearted), chain storytelling, persuasive character

Spelling:

- adding 's' to form plural of word ending in 'y': journeys
- plural forms of 'halfpenny': halfpence, halfpennies
- 'our' trigraph: favour, four, honoured, your, yourself

Vocabulary/Grammar/Punctuation:

- fodder (noun): dried straw/hay for livestock to eat
- virtue (noun): behaviour showing high moral standards
- modal verbs used to show degree of possibility: could, might, should, would, will
- abstract nouns: bravery, dedication, wealth, virtue, joy

Wali Dâd the Good-Hearted

Focus Question: How would you feel if someone you never met gave you a beautiful gift?

PREPARE & READ

- *Read the title. Ask students whether they think the story will be uplifting or sad and why.* (uplifting, because of the word 'good-hearted', which means kind)
- *Point out the illustrations. Ask students to predict whether Wali Dâd is rich.*
- *Ask students to read the card.*

READ CLOSELY

Key Events and Details

How does Wali Dâd obtain the brass bowl? *(saves halfpennies for long time, walks to town, bargains to buy it; takes a lot of effort)* What does he decide to do with it? *(takes to his friend, a merchant, and asks him to give it to kind, honest person)* 2–4

Cause and Effect

What happens when Bibek gives Wali Dâd's gift to someone in Khaistan? What does Wali Dâd want to do with the gift he receives? 8–10

> *. . . When Bibek gives the bowl to the kindest, most honest person he knows, the person gives a very expensive gift back to Wali Dâd: a camel loaded with silks. Wali Dâd asks Bibek to give it to someone else.*

Vocabulary

What does Wali Dâd admire? *(virtue: good qualities a person has)* Name the virtues Wali Dâd admires. *(honesty; kindness; bravery; dedication)* What virtues do you think he and Bibek have? *(kindness; generosity; trustworthiness)* 2–19

Compare and Contrast

How are the people who receive Wali Dâd's gifts different? *(one wealthy enough to give camel and silk; one is poor boy)* What do they have in common? *(appreciate gifts; kind; give in return)* What does this tell you about virtue? *(as Wali Dâd says, any person can have it: adult or child, male or female, rich or poor)* 7 10–16

Words and Phrases in Context

What words does Wali Dâd use to describe what he is doing? What will happen if all the people he is kind to are kind to others as well? 17

> *. . . Wali Dâd says he is trying to multiply joy, which means it doubles and triples because the giver, the receiver and the person who delivers the gifts are all happy. If the people Wali Dâd gives gifts to follow his example, and so do the people they give to, the joy will keep multiplying.*

Resolution

At first, Bibek doesn't understand why Wali Dâd wants to give someone he has never met a gift. How do you know he understands at the end? *(says will carry gifts as long as Wali Dâd has any to give)* 6 18 19

Scholastic Short Reads Sample

Wali Dâd the Good-Hearted

SHORT READS Fiction

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DISCUSS

These questions can be used for paired discussion. Ask students to use the text to support their reasoning. Then, ask them to share their conclusions with the group.

- How does the title set the mood of the story? *(good-hearted means kind; sets a positive mood before you start reading)* In what other ways is the title an important part of a story? *(can tell you facts about story, like character, setting, time; can entice you, make you want to read)*
- Discuss and give examples of what might happen if Wali Dâd were unkind instead. *(instead of joy multiplying, misery might have spread)*
- What are some messages readers could take from this story? *(be content; try to make others happy; let people know you admire the things that are good about them; spread joy)* Wali Dâd spreads joy by giving gifts. How else could you do this? *(do things for others; help; smile; say kind things)*

WRITE

Have students choose either one of the following options for writing, or do both.

- Imagine you are Bibek. Write a short scene where you are in the next town. Describe how you meet a kind person who you decide is the one you will give Wali Dâd's necklace to. *(hint: write 'I' for Bibek)* **(Information/Explanation)**
- How do you think Wali Dâd's idea could change the world? Give examples from the story and your own experiences to support your answer. **(Opinion)**

Extension Activity: Draw a square in the centre of a sheet of paper and label it 'Wali Dâd'. Ask yourself: 'If people keep spreading Wali Dâd's joy, how many people might be touched by his kindness?' Then, draw three lines radiating from the square, with a square at the end of each line, and three more lines from each square. Repeat until the drawing is full. *(endless)*

Scholastic Short Reads Sample

Scholastic Short Reads Sample

SHORT READS Non-fiction

Cyberbullying

Cyberbullying is using technology to try and harm others. Sometimes it is hard to recognise it is happening. Bullies may use formats like games or online chatting to attack others. Victims need to recognise what cyberbullying is ... and to know what they can do to stop it.

What does cyberbullying look like?

- hurtful online gossip or chat
- nasty messages, pictures or videos
- cruel texts or emails
- imitating someone else online
- cutting people out from social groups

What can you do if you are a being cyberbullied?

There are many ways you can get help from others. There are also practical things you can try to stop the bullying.

The first thing you can do is change your privacy settings on your phone or computer. Block the bully from sending things directly to you. If bullying happens on social media you can also take action. Contact the company and explain what is happening. Sometimes they can step in and shut down pages or accounts for you. Try not to respond to bullying by becoming a bully yourself. This could make things worse.

Talk to someone you trust. It might be a friend, teacher or parent. A bully knows it is easier to attack just one person or two people. As soon as you have support around you, often the bully becomes scared and backs away.

Keep a record of bullying that happens. Keep the mobile phone messages or print out conversations where bullying has happened. This makes it easier for police and other organisations to find out who is responsible. Even when you can't tell who is sending messages, police can trace the source of the messages.

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Scholastic Short Reads Sample

What can you do if you know someone who is being bullied?

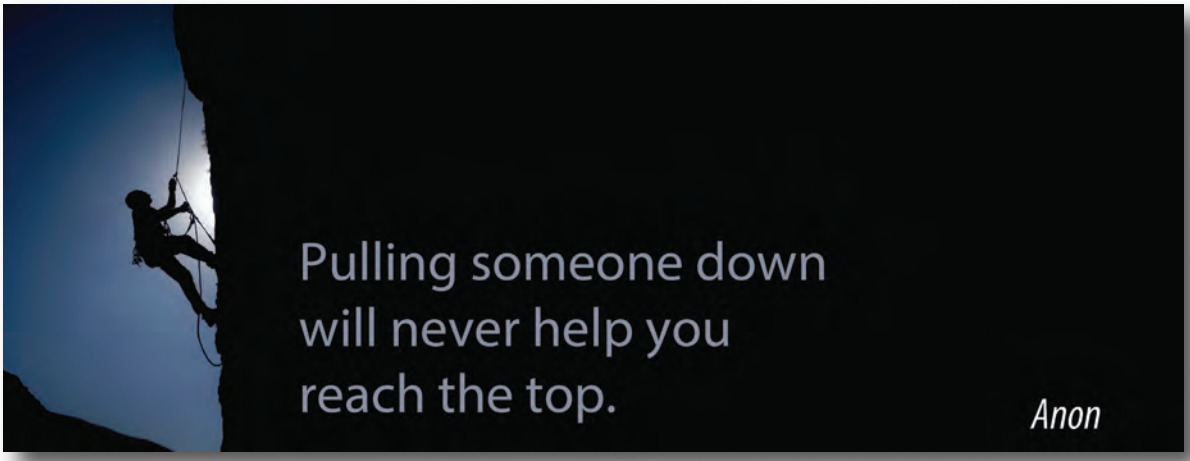
If you know someone being bullied it is important to act. Try talking to the person about what is happening. Let them know you are there if they need you. Don't join in the bullying by commenting on posts or images that hurt others. Refuse to forward or share posts that will injure others. Report the bullying to a trusted parent or teacher. If you are worried about doing this you could even report the bullying anonymously, so the person being bullied can start to get some help.

Are you a cyberbully?

People who use cyberbullying to attack others often have many problems in their own lives. Think about why you feel the need to pull others down to make yourself feel better.

Do you realise that cyberbullying leaves a digital footprint? Your digital footprint is the information you leave behind whenever you use the internet. This means that what you do now online may come back to haunt you for many years to come. Many employers check the online background of people they want to employ.

People need to be 'cyber smart' these days. Think before you post or message online. You are painting a picture of yourself that could be around for a long time!



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Essay

Ruby, Level 28, 780L

Text Type: Exposition

Summary: This essay describes forms of cyberbullying, the effects of cyberbullying, and how it can be prevented.

Themes/Ideas: recognise forms of cyberbullying and how cyberbullying affects victims; understand how to prevent cyberbullying

Text Features: bold and italicised text, subheadings

Vocabulary:

- ***anonymous:*** having an unidentified source/author
- ***block:*** (social media) can limit/stop another user from following you, sending you messages, or tagging you in photos
- ***blogs:*** personal websites through which people share experiences/opinions
- ***digital footprint:*** the trail of data created when someone uses the internet
- ***privacy settings:*** controls available on social networking sites that limit who can access your profile and what visitors can see
- ***social media:*** websites and applications that let users create and share content or take part in social networking

Cyberbullying

Focus Question: Why is cyberbullying a serious and growing problem?

PREPARE & READ

- *Ask what the word* cyber *might mean (as related to computers and technology).*
- *Discuss what "cyberbullying" is.*
- *Ask students to read the essay.*

READ CLOSELY

Key Ideas and Details

How is cyberbullying different from typical forms of bullying? What led to the development of this new form of bullying? 1 2

Author's Purpose/Intention

In the essay, the author addresses the reader directly and suggests that he or she might have been a cyberbully or a victim of cyberbullying. Who is likely the author's target audience? 3

Make Inferences

The author claims that it is important to do something if you know someone who is being bullied. Why is it important to do something? 4

> *. . . It could be important because the person being bullied may not be able to fix the problem on their own. The author also states that once a bully realises that someone has support, "often the bully becomes scared and backs away". Sometimes supporting the victim is enough to stop the bullying from happening.*

Words and Phrases in Context

The author includes an image with the phrase "You never get to the top by pulling others down". What does this phrase mean and why did they use it? 5 7

> *. . . I think it means that you shouldn't need to make others feel bad just to feel good about yourself. You can never be really happy (or feel "on top" and in control of your life) unless your happiness comes from inside you.*

Make Inferences

The text states that "many employers check the online background of people they want to employ". Why would this be a wise thing for employers to do these days? 6

Text Features

What features does the author use to format the essay? Why is it helpful to have the sections divided by headings and subheadings? 1–6

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Cyberbullying

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2
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There are many ways you can get help from others. There are also practical things you can try to stop the bullying.

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People who use cyberbullying to attack others often have many problems in their own lives. Think about why you feel the need to pull others down to make yourself feel better.

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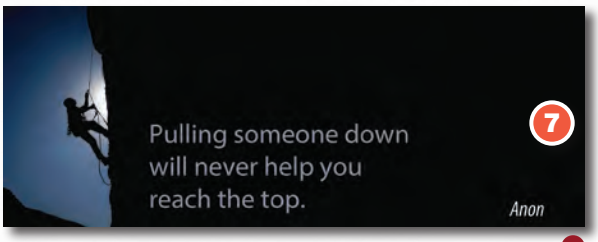

7

DISCUSS

These questions can be used for paired discussion. Ask students to use the text to support their reasoning. Then ask them to share their conclusions with the group.

- Think about the author's purpose for writing the essay. Why does the author separate the essay into sections with subheadings?
- The author warns that when you post/message online you are "painting a picture of yourself that could be around for a long time". What did the author mean by this?
- Digital footprints that children leave on the internet can stay with them even when they are adults. How could this be controlled? Should children be a certain age before they start using social media? Could this be monitored effectively?

WRITE

Have students choose either one of the following options for writing, or do both.

- Based on the information in the essay, create a list of "don'ts"—activities that should be avoided because they are considered to be cyberbullying. **(Information/Explanation)**
- Do you think that cyberbullying will become a bigger problem than traditional bullying? Why or why not? Write a well-developed opinion statement and support it with specific details from the text. **(Opinion)**

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