

# Integrate

READING & WRITING

TEACHER'S GUIDE WITH  
ANSWER KEY

BASIC

1

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# COMPONENTS



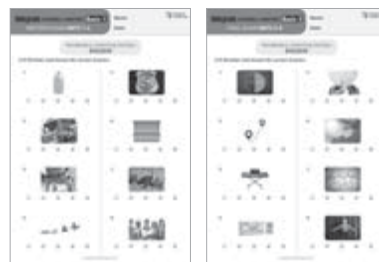
Student Book with CD-ROM



Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

- Word lists and more supplementary materials are available on the homepage.



Mobile version



Desktop version

**Integrate Viewer App**



**Class Booster**

- Visit our homepage for additional information: [www.compasspub.com/IRWBasic](http://www.compasspub.com/IRWBasic)

# TEACHER DEVELOPMENT

## Pedagogical Notes for Reference and Teacher's Development

### Four-strand theory

- Intensive reading → Reading fluency development
- Input → Output
- Linked skills: Reading → Listening → Writing → Speaking

### Five-step SQ3R theory

- Survey, Question, Read, Recite, and Review
- Improved vocabulary retention, reading comprehension, and fluency

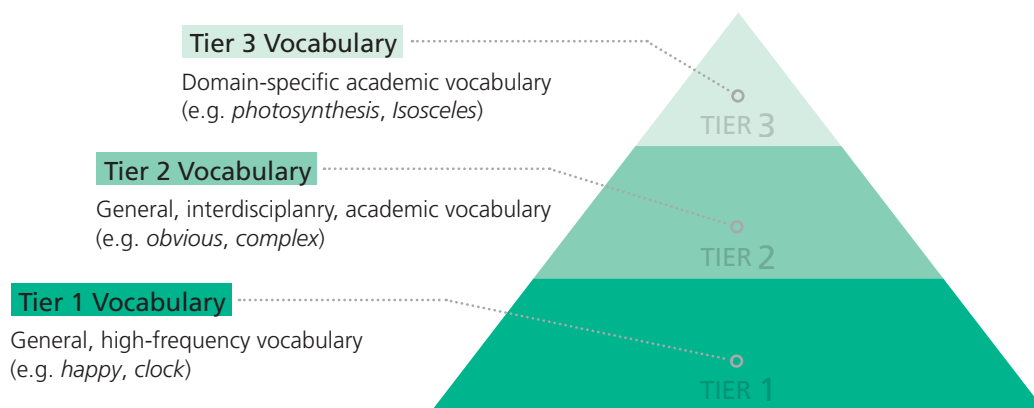
### 21<sup>st</sup> Century Skills

- The four Cs (Critical thinking, Communication, Collaboration, Creativity)
- Real-world passage formats
- Digital literacy
- Media literacy
- Visual literacy
- IT skills

### Contextual learning (as opposed to rote learning)

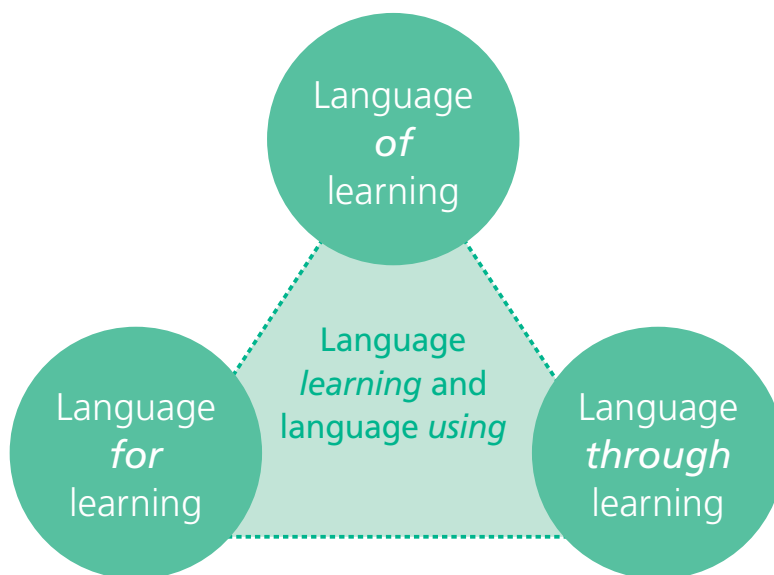
- Scaffolding, Preview, and Review

### Vocabulary Tiers



*Integrate Reading & Writing* covers a range of different types of vocabulary. The new words in each unit can be classified into one of the three vocabulary tiers from the chart above. Oftentimes, the higher the vocabulary tier a word is in, the more attention must be given to the word based on its frequency and the cognitive ability and language of the learners. Be mindful of the school subject in each unit and which words you may need additional preparation for before instruction.

## Language Through Learning Pedagogy



### Language for learning

Social language needed for routine tasks in an English-language learning environment

- For understanding instructions
- For asking questions
- For working in groups
- For having discussions

### Language of learning

New, key vocabulary and language related to the subject, theme, or topic

- Content-specific language, new words e.g. *carnivore*, *herbivore*, *omnivore*

### Language through learning

New, unanticipated language that comes up in the process of learning

- Needs to be captured and recycled to become part of learner's lexicon
- Encourage students to ask about unknown words or language and things they are curious about

\* Use page 120 to record and recycle language through learning.

# SCOPE AND SEQUENCE

TOPIC AREA	UNIT/PAGE	DETAILS	
SOCIAL STUDIES	 (UNIT 01) Nonfiction	Title / Word Count	<b>Farm to Store</b> Lesson A [128W] Lesson B [105W]
		Topic	Orange juice is made through a process that includes workers in many different places.
		Academic Objective	Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.
		Reading Format	Traditional passage
		Structure	Prepositions of Place: into, on
		Vocabulary	farmer, factory, machine, container, shelf, important <b>Bonus:</b> worker, driver
		Reading Skill	Sequencing <b>Writing Skill</b> Synthesizing
		Integrate IT	QR Code Video
	 (UNIT 02) Fiction	Title / Word Count	<b>City Jobs</b> Lesson A [100W] Lesson B [105W]
		Topic	Vehicles turn into robots and help do the jobs of public servants.
Academic Objective		Understand the role of workers and public servants in society.	
Reading Format		Comic strip	
Structure		Present Simple and Conjugations: work, works	
Vocabulary		city, job, police officer, firefighter, doctor, street cleaner <b>Bonus:</b> injured, safe	
Reading Skill		Classifying <b>Writing Skill</b> Literary Elements	
Integrate IT		QR Code Video	
 (UNIT 03) Nonfiction	Title / Word Count	<b>Giraffes</b> Lesson A [114W] Lesson B [107W]	
	Topic	Animals like giraffes look unique and special. The way they look is related to the way they live.	
	Academic Objective	Examine the relationship between an animal's appearance and behavior.	
	Reading Format	Magazine article	
	Structure	Modal Verbs of Obligation & Necessity: need to	
	Vocabulary	herbivore, carnivore, attack, neck, tongue, special <b>Bonus:</b> omnivore, difficult	
	Reading Skill	Categorizing <b>Writing Skill</b> Cause and Effect	
	Integrate IT	QR Code Video	
 (UNIT 04) Fiction	Title / Word Count	<b>Safari Tours</b> Lesson A [113W] Lesson B [108W]	
	Topic	A boy goes on a safari tour and learns how to classify animals through a fun activity.	
	Academic Objective	Understand that animals can be classified by observing the way they live.	
	Reading Format	Postcard	
	Structure	Future Tense: will	
	Vocabulary	badge, become, national, range, describe, reward <b>Bonus:</b> find, around	
	Reading Skill	Sequencing <b>Writing Skill</b> Synthesizing	
	Integrate IT	AR Images	

TOPIC AREA	UNIT/PAGE	DETAILS	
MATH	 <b>(UNIT 05)</b> Nonfiction	<b>Title / Word Count</b>	<b>Pitching Power</b> Lesson A [108W] Lesson B [106W]
		<b>Topic</b>	Professional athletes like baseball pitchers use angles to create speed and power.
		<b>Academic Objective</b>	Examine the measurement of angles.
		<b>Reading Format</b>	Magazine article
		<b>Structure</b>	Irregular Past Tense Verbs: threw, made
		<b>Vocabulary</b>	angle, twist, throw, wide, speed, spring <b>Bonus:</b> power, history
		<b>Reading Skill</b>	Sequencing <b>Writing Skill</b> Cause and Effect
		<b>Integrate IT</b>	QR Code Video
	 <b>(UNIT 06)</b> Fiction	<b>Title / Word Count</b>	<b>The Home Run</b> Lesson A [114W] Lesson B [107W]
		<b>Topic</b>	A girl sends a text to her friend about a baseball game.
<b>Academic Objective</b>		Compare measurements of length and speed, and express them in meters and km/h.	
<b>Reading Format</b>		Text message	
<b>Structure</b>		Irregular Past Tense Verbs: flew, caught	
<b>Vocabulary</b>		stadium, glove, player, amazing, crack, far <b>Bonus:</b> hit, catch	
<b>Reading Skill</b>		Classifying <b>Writing Skill</b> Sequencing	
<b>Integrate IT</b>		QR Code Video	
 <b>(UNIT 07)</b> Nonfiction	<b>Title / Word Count</b>	<b>A Special Dance</b> Lesson A [118W] Lesson B [104W]	
	<b>Topic</b>	Dance can be used to express oneself to music. Break dancing is an internationally recognized dance phenomenon.	
	<b>Academic Objective</b>	Learn about how people dance and use diverse expressions that match music to express themselves.	
	<b>Reading Format</b>	Magazine article	
	<b>Structure</b>	Modals: Ability	
	<b>Vocabulary</b>	excited, international, creative, competition, communicate, popular <b>Bonus:</b> express, traditional	
	<b>Reading Skill</b>	Main Idea and Supporting Details <b>Writing Skill</b> Using Examples	
	<b>Integrate IT</b>	QR Code Video	
 <b>(UNIT 08)</b> Fiction	<b>Title / Word Count</b>	<b>Talent Show</b> Lesson A [112W] Lesson B [101W]	
	<b>Topic</b>	A team comes up with a clever way for one member with a disability to participate in a dance competition.	
	<b>Academic Objective</b>	Understand that everyone has different talents that can be expressed at school events.	
	<b>Reading Format</b>	Story	
	<b>Structure</b>	Future Tense: will	
	<b>Vocabulary</b>	talent, member, wheelchair, spin, practice, only <b>Bonus:</b> copy, compete	
	<b>Reading Skill</b>	Sequencing <b>Writing Skill</b> Story Mapping	
	<b>Integrate IT</b>	QR Code Video	

# SPECIAL SUBJECT

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION
Social Studies	Units 1-2 Review	Job Report	Do a survey, write a summary, and give a presentation about the jobs you and your classmates are interested in.
Science	Units 3-4 Review	Animal Postcard	Analyze information, write a postcard, and give a presentation about the wild animal you are most interested in.
Math	Units 5-6 Review	Text Message	Research information about an athlete, write a text about them, and give a presentation.
Special Subject	Units 7-8 Review	Dance Story	Read details about other cultures, write a story about traditional dance from another country, and give a presentation.

# HOW TO USE

## UNIT STRUCTURE

Units are divided into two lessons, A and B, so that students have more time to learn, practice, and demonstrate competency.

### UNIT INTRO PAGES

A clear overview summarizes what students will do throughout the unit.

Officially recognized academic standards and objectives give a clear purpose to each unit.



A big, captivating, impactful image helps stimulate the students' minds and get them thinking about the topic of the unit.

Preview questions help guide the students' focus.

### LESSON A INTRO

Students cognize the academic objective with warm-up questions.

Learn the meaning of new vocabulary.

Teacher's notes describe the purpose of each activity and are neatly tucked away at the bottom of each page.



Key grammatical structures from the reading passage highlight authentic, practical use.

The academic question in each unit helps students to approach the reading passage in a more purposeful way.

### LESSON A PASSAGE

Background knowledge is provided to help activate the students' schemas.

Reading passages are formatted in realistic ways to provide context and meaning.

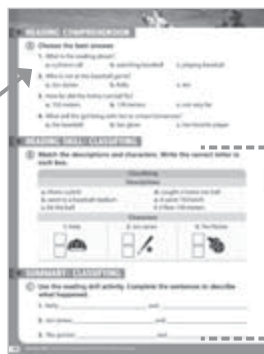


Infographics with captions provide visual support, additional information, and context.

The academic objective in context is reviewed immediately after the reading.

### LESSON A POST-READING

Comprehension questions ensure understanding.



Students use a graphic organizer to practice a reading skill and summarize information from the passage.



## LESSON B INTRO

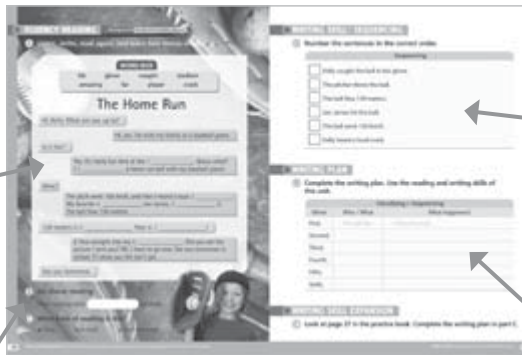


Warm-up questions help students recall information from Lesson A to activate prior knowledge.

The vocabulary review requires students to demonstrate their knowledge of the meaning and use of each word.

## LESSON B PASSAGE

## LESSON B SKILL TRANSFERENCE



Activities get students to recall the background of the reading and specify information about the passage format. Students also learn two bonus words from context.

A graphic organizer gives students practice with a writing skill.

Lesson B passages develop reading speed and fluency through a variety of activities, and progress is tracked in the back of the book.

The reading and writing skills practiced in each unit are transferred to develop a writing plan. This bridges the classroom and home by linking the student and practice books.

## INTEGRATE IT

## SELF-ASSESSMENT



Engaging IT content teaches students modern literacy. Questions ask students to make inferences before viewing the IT content.

A self-assessment checklist helps students and teachers to track learning.

After viewing the IT content, students discuss the questions with a partner and write their answers on the page.

## REVIEW UNITS



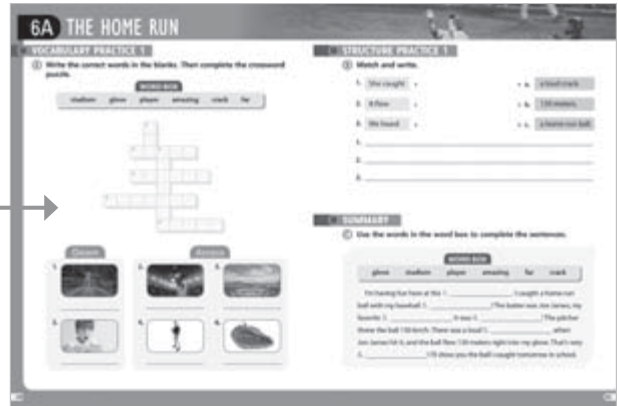
The review units utilize project-based learning and allow students to produce tangible outcomes and demonstrate linguistic competency and development.

The detachable project templates can be customized and used to create a portfolio.

## PRACTICE BOOK

The practice book provides students ample opportunity to use vocabulary and grammar structures from the unit.

The vocabulary practice activities strengthen students' vocabulary acquisition, comprehension, and fluency.



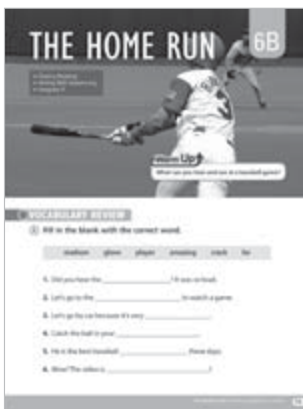
The grammar activities bolster the students' knowledge and ability to use the structure.

The writing plan links the student book with the practice book and the classroom with the home. Students practice the skills they have learned throughout the unit and use them to summarize the unit contents.



## READING ACTIVITIES

Use one of the following reading activities suggested on the Lesson B passage page to reread the passage, practice reading speed, and develop fluency in a fun way.



- 1 Sustained silent reading:** The teacher tells the students when to begin reading. Students read silently and individually until they have finished the passage.
- 2 Popcorn reading:** The teacher or a student starts by reading between one and three sentences and then says "Popcorn to..." and calls a student's name. That student then reads between one and three sentences and then says "Popcorn to..." and calls another student's name. The process continues until each student has had a chance to read.
- 3 Choral reading:** The teacher starts the activity at the same time with all the students. Students read aloud and in unison.

## APP

In addition to our free Class Booster app, *Integrate Reading & Writing* offers an additional free mobile app that is intended for use with the IT page in the student book.

Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



View the multimedia contents on the IT pages of each unit on a mobile device by downloading our free app. Search for “Integrate Viewer” in the Apple App Store or the Google Play Store.



For units with AR images, simply open the app, select the AR viewer, and point your mobile device’s camera at the target image.



For units with QR codes, simply open the app, select the QR code scanner, and point your mobile device’s camera at the target QR code.

# GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	<ul style="list-style-type: none"> <li>The academic objective in each unit is based on actual learning standards and is related to the academic subject area. Students should complete each unit with a significant level of understanding of the academic concept in each unit and in English.</li> <li>In addition, comprehension questions may also frequently ask students questions related to the academic concepts and objectives in each unit.</li> <li>Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student.</li> </ul>	<ul style="list-style-type: none"> <li>Sections related to the academic objective are in the following places in every unit: the unit introduction page, the 2nd page of Lesson A, the 4th page of Lesson A, Part C of the self-assessment page</li> </ul>
Language Learning	<ul style="list-style-type: none"> <li>The language learning objectives in each unit are based on content-specific language determined by the topic of each unit.</li> <li>In lesson A, the activities are intended to help students become familiar with the meaning of new words.</li> <li>In lesson B, the activities are intended to help students with using new words in context.</li> <li>Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student.</li> </ul>	<ul style="list-style-type: none"> <li>Sections related to language learning are in the following places in every unit: the 1st and 2nd pages of Lesson A, the reading passages in Lesson A and B, the 1st page of Lesson B, Parts A and B of the self-assessment page</li> </ul>
Reading & Writing Skills Fluency Development	<ul style="list-style-type: none"> <li>The reading and writing skill objectives and reading fluency development objectives in each unit are strategically chosen and placed within each unit.</li> <li>In lesson A, the reading skill activity helps students develop cognitive skills to use while reading about certain topics and with certain reading formats.</li> <li>In lesson B, the writing skill activity helps students develop cognitive skills to use while writing about information from the reading passage.</li> <li>Reading and writing skills are combined and used in the writing plan in each unit so that students can transfer the cognitive skills they have developed and use them to independently complete a summarizing task.</li> <li>Reading fluency skills are developed with the lesson B passage and tracked with the reading speed chart. (See page 119 of this Teacher's Guide for additional information.)</li> </ul>	<ul style="list-style-type: none"> <li>Reading and writing skills and fluency development are in the following places in every unit: the 5th page of Lesson A, the reading passages in Lesson B, the 3rd page of Lesson B, Part C of the self-assessment page</li> </ul>
IT Skills & Literacy	<ul style="list-style-type: none"> <li>IT skills and literacy are increasingly important for teaching modern students. The level of emphasis a teacher wants to place on this area of assessment depends on the access to IT in the classroom, the ability of the students to use it, and the teacher's preference.</li> <li>Use the Integrate app, Class Booster, the premium CD, and others either with mobile devices or desktop computers at your own discretion.</li> </ul>	<ul style="list-style-type: none"> <li>IT skills and literacy are in the following places in every unit: the 4th page of Lesson B and Part C of the self-assessment page</li> </ul>

# GRADING RUBRIC

Area	Below Standard	Approaching Standard	At Standard
Academic Objective	<ul style="list-style-type: none"> <li>• Student often struggles to understand both the academic concepts and the target English.</li> <li>• Student still needs to ask questions about the concepts and language to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Student often struggles to understand either the academic concepts or the target English .</li> <li>• Student needs to ask questions about concepts or language to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Student often understands both the academic concepts and the target English.</li> <li>• Student asks questions about concepts or language to clarify understanding.</li> </ul>
Language Learning	<p>Student often struggles with and needs help to understand: problems-solutions, main idea &amp; supporting details, decode multisyllabic words, distinguish genres, identify literary elements, use graphic organizers to sort information.</p>	<p>Student sometimes struggles with and needs help to understand: problems-solutions, main idea &amp; supporting details, decode multisyllabic words, distinguish genres, identify literary elements, use graphic organizers to sort information.</p>	<p>Student doesn't usually struggle with understanding: problems-solutions, main idea &amp; supporting details, decode multisyllabic words, distinguish genres, identify literary elements, use graphic organizers to sort information.</p>
Reading & Writing Skills Fluency Development	<ul style="list-style-type: none"> <li>• Student often struggles to answer comprehension questions.</li> <li>• Student needs to asks questions to recall general information.</li> <li>• Student reading fluency is improving slowly &amp; sporadically.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes struggles to answer comprehension questions.</li> <li>• Student needs to asks questions to recall detailed information.</li> <li>• Student reading fluency is improving moderately.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely struggles to answer comprehension questions.</li> <li>• Student usually asks questions about questions for clarification.</li> <li>• Student reading fluency is improving rapidly &amp; steadily.</li> </ul>
IT Skills & Literacy	<ul style="list-style-type: none"> <li>• Student often struggles to connect the passage format as the context of the reading passage and needs to ask questions about formats to understand context.</li> <li>• Student doesn't understand that IT is used to access additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes struggles to understand the passage format or the context of the reading passage and needs to ask questions to understand.</li> <li>• Student sometimes understands that IT is used to access additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student understands the passage format and the context of the reading passage and asks clarification questions .</li> <li>• Student understands that IT is used to access additional information.</li> </ul>

## UNIT SUMMARY

**Unit 1:** Social Studies / Nonfiction

**Academic Objective:** Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions

**Academic Objective in Context:** Various people in different places work to make a single product like orange juice.

## UNIT INTRODUCTION

**UNIT 01** Social Studies  
Nonfiction

# FARM TO STORE

**ACADEMIC OBJECTIVE**

- Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.

**LESSON A**

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Sequencing

**LESSON B**

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT: QR Code Video

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Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** farmer, factory, machine, container, shelf, important

**Bonus Words:** worker, driver

**Structure Focus:** Prepositions of Place: into, on

**Reading Format:** Traditional passage



1. Where do you think this picture was taken?
2. Where do oranges come from?
3. What things can be made from oranges?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

**1. Where do you think this picture was taken?**

Sample answer: *This was taken in a grocery store.*

**2. Where do oranges come from?**

Sample answer: *Oranges come from farms.*

**3. What things can be made from oranges?**

Sample answer: *Orange juice can be made from oranges.*

Level Tips

**Low-Level Students:** After completing the new words activity on page 10, check the answers by asking students to read the words and spell them.

**High-Level Students:** After completing the new words activity on page 10, check the answers by giving students 1-2 minutes to memorize the new words, and then ask them to close the book and recall each word from memory.

**FARM TO STORE**

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Sequencing

**Warm Up**

Where does the food we buy come from?  
How does it get to the store?

**NEW WORDS**

**A** Listen, repeat, then write. **02**

- farmer
- factory
- machine
- container
- shelf
- important

10 Vocabulary: Learn the meaning of new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what kind of food products they see in the picture. Focus the attention of the students on these products and ask them the warm-up questions:

**1. Where does the food we buy come from?**

Sample answer: *It comes from farms.*

For the second question, ask students to make an inference or guess.

**2. How does it get to the store?**

Sample answer: *It gets to the store by truck.*

Explain to the students that they will learn about how orange juice is made from start to finish.

Tell them that there are many different people and places involved in the production process. Explain that students will learn new words related to the people, places, and things involved in the process of making orange juice.

Play audio **track 02** and ask students to say and write each word as they hear it.





1A

## STRUCTURE: PREPOSITIONS OF PLACE

## B Read.

- Machines put the juice into containers.
- A woman puts the juice on a shelf.

## C Match and write.

- A machine are put on a truck.
- Store workers put the juice on shelves.
- The oranges puts the juice into containers.

- A machine puts the juice into containers.
- Store workers put the juice on shelves.
- The oranges are put on a truck.

ACADEMIC OBJECTIVE Academic Objective Question: What kinds of people and places are involved in making and using a product?

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## Level Tips

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and their real lives. Ask them if they've ever visited or seen any of the places mentioned in the passage. Ask them if they know anyone who does one of the jobs detailed in the passage. Ask them if they drink orange juice at home, etc.

**READING** Background: This reading is about jobs.

**A Listen and read along.** 03

# Farm to Store

Do you buy orange juice from stores? Do you know how it is made?

First, farmers grow the oranges. Then, they pick them. The oranges are put on a truck. A truck driver takes them away.

From the farm, they go to a factory. Factory workers check the oranges. They put them on a machine. The oranges are turned into juice. The juice goes to another machine. It is put into containers.

12 Reading Format: Traditional passage

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a traditional passage. Tell the students that traditional passages can typically be found in school textbooks.

Review the title of the reading: "Farm to Store." Ask the students why they think this is the title. Explain this is because the process of making and selling orange juice starts on the farm and ends at the store.

## READING PASSAGE

## PASSAGE DETAILS

The containers of juice are put onto a truck. The truck takes them to stores.

A grocery store worker puts the juice on a shelf. Finally, people buy and drink it.

Many people work to give us food. They all have important jobs.



A farmer grows and picks oranges on a farm.



A truck driver takes the oranges from the farm to the factory.



Workers check the oranges at the factory before machines make the juice.



Orange juice is put on the shelf at the grocery store for people to buy.

Academic Objective in Context: Various people in different places work to make a single product like orange juice.

13

**Reading Format:** Traditional passage

**Academic Objective:** Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.

**Academic Objective in Context:** Various people in different places work to make a single product like orange juice.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 03**.

After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary.

Call on students to read the captions with each picture. Ask the class at which part of the process each picture happens: in the beginning (on the farm), middle (on the truck, at the factory), or end (at the store).

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which paragraph contains the correct answer.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 3. How many different places does the reading talk about? Correct answer: c. 3. Ask the students to name those places.

**READING COMPREHENSION**

**A Choose the best answer.**

1. What is the reading about?  
 a. jobs                      b. farming                      c. trucks
2. Who checks the oranges before they become juice?  
 a. truck drivers              b. factory workers              c. grocery store workers
3. How many different places does the reading talk about?  
 a. 1                              b. 2                              c. 3
4. How many different workers help make orange juice in the reading?  
 a. 4                              b. 5                              c. 7

**READING SKILL: SEQUENCING**

**B Number the sentences in the correct order.**

Sequencing

- 4 Orange juice is taken to the store.
- 2 Oranges are taken from the farm to the factory.
- 1 Oranges are grown and picked.
- 3 Oranges are checked and made into juice.
- 5 Containers of orange juice are put on the shelf.

**SUMMARY: SEQUENCING**

**C Use the reading skill activity. Write the sentences in the correct order.**

1. Oranges are grown and picked. \_\_\_\_\_
2. Oranges are taken from the farm to the factory. \_\_\_\_\_
3. Oranges are checked and made into the juice. \_\_\_\_\_
4. Orange juice is taken to the store. \_\_\_\_\_
5. Containers of orange juice are put on the shelf. \_\_\_\_\_

14 Reading Skill: Sequence the process of making orange juice.

**Reading Comprehension:**

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *sequencing* means putting things in the correct order from start to finish. Tell the students to order the people, places, and events from start to finish with numbers. Complete the activity together as a class.

Ask students to write the sentences in order. After allowing students enough time to write all the answers in the summary section, randomly call on students to read their answers.



### VOCABULARY REVIEW

A Fill in the blank with the correct word.

farmer factory machine important container shelf

1. Please put the books on the shelf.
2. Cars are made in a(n) factory.
3. My father is a(n) farmer. He grows corn.
4. My friends are important to me. They make me happy.
5. Put the food in a(n) container, and put it in the fridge.
6. A machine can do work much faster than a person.

Vocabulary Skill: Use the vocabulary in context.

15

### Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B.

#### 1. Who makes juice?

Sample answer: *Factory workers make juice.*

#### 2. Where do they make it?

Sample answer: *Oranges come from farms, and they make the juice at the factory.*

Complete the vocabulary review as a class or individually and then check the answers together as a class.

## Level Tips

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about?

**A Listen, underline the vocabulary words, and learn two bonus words. Then read again.** 04

## Farm to Store

Orange juice is made in a process. It all starts on the farm. That is where farmers grow oranges. Then they pick them. A truck driver takes the fruit to a factory. Factory workers check the oranges. They put them on machines. The oranges are made into juice. The juice is put into containers. A truck driver brings the juice to stores. Grocery store workers put it on shelves. People come and buy the juice. Finally, they drink it.

Many things are made like this. Tomato sauce and baked beans are some examples. This process involves many different people. All of them have important jobs.

**B Do sustained silent reading.**  
Class reading time: **times will vary** seconds

**C What kind of reading is this?**  
 a. traditional     b. e-mail     c. blog

16 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about the jobs, places, and process of making orange juice.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word. Tell the students to listen and read along with the audio. Play audio **track 04**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: SYNTHESIZING**

**A Match.**

Who	What
1. Farmers	a. They take the oranges from the farm to the factory.
2. Truck drivers	b. They grow the oranges.
3. Factory workers	c. They check the oranges.
	d. They pick the oranges.
	e. They use machines to make orange juice.
	f. They take the orange juice from the factory to the store.

**WRITING PLAN**

**B Complete the writing plan. Use the reading and writing skills of this unit. Replace "they" with the job.**

Sequencing + Synthesizing		
When	Who	What
First,	farmers	grow the oranges.
Second,	farmers	pick the oranges.
Third,	truck drivers	take the oranges from the farm to the factory.
Fourth,	factory workers	check the oranges.
Fifth,	factory workers	use machines to make orange juice.
Sixth,	truck drivers	take the orange juice from the factory to the store.

**WRITING SKILL EXPANSION**

**C Look at page 7 in the practice book. Complete the writing plan in part C.**

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Tell them that synthesizing means putting things together in an organized and correct way. Tell them that they need to match each job title with the work that person does. Explain that organizing information in this way will make them good writers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *sequencing*. Tell the students that they will use that reading skill again to put the information from the writing skill activity in the correct order. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all of the information can fit into the chart. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

## Level Tips

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

### INTEGRATE IT: QR CODE VIDEO

#### A Preview.

“Orange juice is made through a process. What are some other foods that are made in a similar way to orange juice?”

Think and answer the question above.

Inference (sample) Tomato sauce is made in a similar way to orange juice.

#### B View and think about the questions in part C while you watch.

 Learn more about making orange juice!




### DISCUSSION

#### C Discuss the questions with a partner. Write the answers.

Think while you watch:

- How many different places are part of the process?  
There are three places that are a part of the process.
- How many different workers are part of the process?  
There are five different people who are part of the process.
- What turns the oranges into juice?  
Machines in a factory turn the oranges into juice.

Explain to the students that they will now watch a video about how orange juice is made. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *Tomato sauce is made in similar way to orange juice.*

Ask the students if they know what a QR code is. Point it out on the page. Explain how it works and demonstrate it using the *Integrate Viewer* app if possible. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.



SELF-ASSESSMENT

UNIT 01

A Match.

- |              |  |   |
|--------------|--|---|
| 1. factory   |  | a. a person who works on a farm                             |
| 2. farmer    |  | b. a building or group of buildings where products are made |
| 3. machine   |  | c. an object, like a box, that can hold things              |
| 4. container |  | d. having serious meaning or being needed                   |
| 5. shelf     |  | e. a flat area from the wall which you can put objects on   |
| 6. important |  | f. a piece of equipment that uses energy to do work         |
| 7. worker    |  | g. a person who drives a car, truck, or other vehicle       |
| 8. driver    |  | h. a person who does work to earn money                     |

B Unscramble and write.

into the juice containers Machines put

Machines put juice into the containers.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Several different places and people work to make a single product like orange juice.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can sequence things I read about.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Writing Skill</b>	I can synthesize different kinds of information in my writing.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Integrate IT</b>	I can discuss and make inferences about how things are made. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>

Self-Assessment: Demonstrate competency and knowledge that was learned. 19

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none at all, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.

## UNIT SUMMARY

**Unit 2:** Social Studies / Fiction

**Academic Objective:** Understand the role of workers and public servants in society.

**Academic Objective in Context:** Public servants help citizens in different ways by keeping society safe and orderly.

## UNIT INTRODUCTION

The graphic features a silhouette of a construction worker in a hard hat against a background of a cloudy sky. The text is overlaid on a dark, semi-transparent rectangular area.

**(UNIT 02) Social Studies Fiction**

# CITY JOBS

**ACADEMIC OBJECTIVE**

- Understand the role of workers and public servants in society.

**LESSON A**

- Reading Format: Comic strip
- Comprehension
- Reading Skill: Classifying

**LESSON B**

- Fluency Reading
- Writing Skill: Literary Elements
- Integrate IT: QR Code Video

20

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** job, city, police officer, firefighter, doctor, street cleaner

**Bonus Words:** safe, injured

**Structure Focus:** Third person conjugations

**Reading Format:** Comic strip



1. What are these people doing?
2. How do they help people?
3. How do they travel from place to place?

21

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what jobs their family members have to activate prior knowledge.

**1. What are these people doing?**

Sample answer: *They are putting out a fire.*

**2. How do they help people?**

Sample answer: *They help people by protecting them from fires.*

**3. How do they travel from place to place?**

Sample answer: *They travel from place to place in fire trucks.*

**Level Tips**

**Low-Level Students:** After completing the new words activity on page 22, check the answers by asking students to read the words and spell them.


**High-Level Students:** After completing the new words activity on page 22, check the answers by giving students 1-2 minutes to memorize the new words, and then ask ask them to close the book and recall each word from memory.







**CITY JOBS**

- Social Studies / Fiction
- Comprehension
- Reading Skill: Classifying

**Warm Up**  
What do these people do at work?

**NEW WORDS**

**A Listen, repeat, then write.** 

-  **job**
-  **city**
-  **police officer**
-  **firefighter**
-  **doctor**
-  **street cleaner**

22 Vocabulary: Learn the meaning of new words.

Use the picture to activate students’ prior knowledge about the topic of the unit. Ask the students what kind of jobs they see in the picture. Focus the attention of the students on the jobs and vehicles and ask them the warm-up questions:

**1. What do these people do at work?**

**Sample answer:** *They help people.*

Ask a follow-up question to establish background knowledge and give attention to details.

**2. How do police officers help people?**

**Sample answer:** *They catch bad people.*

Explain to the students that they will learn about what public servants do and how they help people. Tell them that there are many different jobs that people do and that they need to use transportation to do those jobs. Explain that students will learn new words related to the people, places, and things involved in doing these jobs.

Play audio **track 05** and ask students to say and write each word as they hear it.

2A


**STRUCTURE : PRESENT SIMPLE AND CONJUGATIONS**
**B Read.**

- They work with police officers.
- She works with firefighters.

**C Match and write.**

- We work with people.
- He works with police officers.
- I work with firefighters.

- We work with police officers.
- He works with firefighters.
- I work with people in the city.

**ACADEMIC OBJECTIVE QUESTION:** What kinds of jobs help people in society and how do they help them?

23

**Level Tips**

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of in each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and their real lives. Ask them where the police station, fire station, hospital, or waste removal facilities are in their neighborhood. Ask them if they know any people who do these or other civil service jobs.

**READING** Background This reading is about jobs.

**A** Listen and read along.

# City Jobs

24 Reading Format: Comic strip

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a comic strip. Tell the students that comic strips can be found in a variety of reading formats including comic books, newspapers, etc.

Review the title of the reading: "City Jobs." Ask the students why they think this is the title. Explain this is because more public servants are needed in cities than in small towns or villages.

## READING PASSAGE

## PASSAGE DETAILS



Academic Objective in Context: Public servants help citizens in different ways by keeping society safe and orderly.

25

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 06**.

After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary.

Call on students to discuss the unique dangers associated with each job from the reading. Talk about them in detail. Discuss the special capabilities of each vehicle associated with each job. Draw a connection to the real world by discussing other civil service jobs.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which parts of the reading contain the correct answers.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 1. What is the story about? Correct answer: b. jobs. Ask the students to name those jobs.

**READING COMPREHENSION**

**A Choose the best answer.**

1. What is the story about?  
a. toys                      **b**. jobs                      c. movies
2. Who is telling this story?  
**a**. the police car              b. the ambulance              c. the fire truck
3. Who does the ambulance Carbot work with?  
a. firefighters              b. street cleaners              **c**. doctors
4. What do the Carbots all do?  
**a**. important jobs              b. clean up the streets              c. ask for help

**READING SKILL: CLASSIFYING**

**B Match the descriptions and characters. Write the correct letter in each box.**

Classifying	
Descriptions	Characters
a. works with doctors	e. cleans the streets
b. works with police officers	f. catches criminals
c. works with street cleaners	g. helps sick people
d. works with firefighters	h. puts out fires
1. police car <input type="text" value="b"/> <input type="text" value="f"/>	2. fire truck <input type="text" value="d"/> <input type="text" value="h"/>
3. ambulance <input type="text" value="a"/> <input type="text" value="g"/>	4. garbage truck <input type="text" value="c"/> <input type="text" value="a"/>

**SUMMARY: CLASSIFYING**

**C Use the reading skill activity. Complete the sentences to describe the jobs.**

1. The police car works with police officers and catches criminals.
2. The fire truck works with firefighters and puts out fires.
3. The ambulance works with doctors and helps sick people.
4. The garbage truck works with street cleaners and cleans the streets.

**Reading Comprehension:**

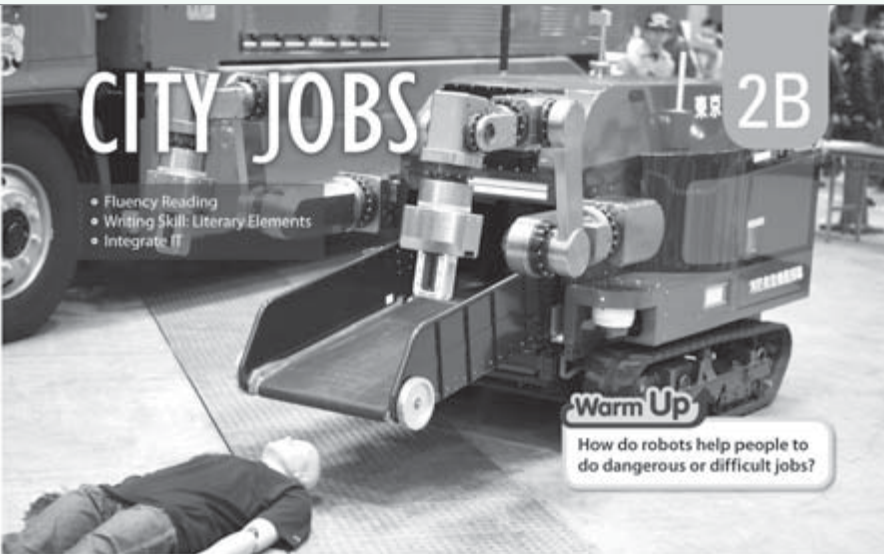
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *classifying* means dividing and matching up different pieces of information that have something in common. Tell the students to match the robots, the people they work with, and the work they do. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call on students to read their answers.





- Fluency Reading
- Writing Skill: Literary Elements
- Integrate IT

**Warm Up**  
How do robots help people to do dangerous or difficult jobs?

### VOCABULARY REVIEW

**A** Fill in the blank with the correct word.

job city police officers firefighters doctor street cleaners

1. My mother works in the city as a teacher.
2. Where does your father work? What is his job?
3. Police officers catch criminals and help good people.
4. Street cleaners pick up trash around the city.
5. I hurt my leg. I need to go see a doctor.
6. Firefighters save people from burning buildings.

Vocabulary Skill: Use the vocabulary in context. 27

### Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

### 1. How do robots help people?

**Sample answer:** *They help humans do dangerous and difficult work.*

Ask students to provide additional information by giving examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

**Level Tips**

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about?

**A Listen, write, read again, and learn two bonus words.** (07)

police officers	safe	firefighters	city
doctors	jobs	street cleaners	injured

### City Jobs

We are the Carbots. We all do work. We work in the 1. city together with people. When people need us, we help them. I am the police car, and I catch criminals. I work with 2. police officers.

She is the ambulance, and she helps 3. injured and sick people. She works with 4. doctors. He is the fire truck, and he puts out fires. He works with 5. firefighters.

He is the garbage truck, and he cleans up the streets. He works with 6. street cleaners. We make the city a clean and

7. safe place to live. We help people in the city every day. Our 8. jobs are important.

**B Do popcorn reading.**  
Class reading time: times will vary seconds

**C What kind of reading is this?**  
a. e-mail    **b. comic strip**    c. blog

28 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about city jobs that help people.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 07**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: LITERARY ELEMENTS**

**A** Write the letters in the chart in the correct place.

Literary Elements		
a. Helps injured people d. Catches criminals g. Puts out fires	b. In the city e. The fire truck h. The garbage truck	c. The police car f. The ambulance i. Cleans the streets
Where	Who	What
b	c e f	a d g i

**WRITING PLAN**

**B** Complete the writing plan. Use the reading and writing skills of this unit.

Classifying + Literary Elements		
Who	What	Where
The police car	catches criminals and works with police officers	in the city.
The fire truck	puts out fires and works with firefighters	in the city.
The ambulance	helps injured people and works with doctors	in the city.
The garbage truck	cleans the streets and works with street cleaners	in the city.

**WRITING SKILL EXPANSION**

**C** Look at page 11 in the practice book. Complete the writing plan in part C.

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Tell them that literary elements are the characters, places, and things that happen in a story. Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will make them good storytellers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *classifying*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. After completing the chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Tell the students to write with small, neat letters so that all of the information can fit into the chart. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

**Level Tips**

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

**INTEGRATE IT: QR CODE VIDEO**


**A Preview.**

“Robots help people do many different kinds of jobs. What are some jobs that robots help people do?”

Think and answer the question above.

Inference (sample) Robots help people build things.

**B View and think about the questions in part C while you watch.**



**DISCUSSION**

**C Discuss the questions with a partner. Write the answers.**

Think while you watch:

- Why do people use robots at work?  
To help people do jobs.
- What kinds of jobs do robots do?  
They help people do dangerous jobs or to work faster.
- Where do some robots work?  
Some robots work in factories.

30 Integrate IT: Use the IT to think about and discuss the reading in a different way.

Explain to the students that they will now watch a video about how and why robots help people in the real world do jobs. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *Robots help people build things.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. If possible, demonstrate using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 02

A Match.

- |                   |   |  |
|-------------------|---|--|
| 1. job            | • | a. a person who works to help sick and injured people                              |
| 2. city           | • | b. a person who works on a team to put out fires                                   |
| 3. police officer | • | c. a person who works to catch bad people and help keep people safe                |
| 4. firefighter    | • | d. a place where people live and work that is larger or more important than a town |
| 5. doctor         | • | e. work that a person does to get money  |
| 6. street cleaner | • | f. hurt on one's body  |
| 7. safe           | • | g. not able to be hurt; not in danger  |
| 8. injured        | • | h. a person whose job it is to clean the street and pick up trash                  |

B Unscramble and write.

with police works She officers

She works with police officers.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	People who work city jobs don't help people.	True <input type="radio"/> False <input checked="" type="radio"/>
<b>Reading Skill</b>	I can classify things I read about.	answers will vary
<b>Writing Skill</b>	I can write about the literary elements of a story.	answers will vary
<b>Integrate IT</b>	I can discuss and make inferences about different kinds of jobs. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.

## UNIT SUMMARY

**Unit 3:** Science / Nonfiction

**Academic Objective:** Examine the relationship between an animal's appearance and behavior.

**Academic Objective in Context:** Giraffes have body features that help them eat from trees and escape from predators.

## UNIT INTRODUCTION

The unit introduction page features a black and white photograph of a savanna landscape with rolling hills and a large acacia tree in the foreground. Overlaid on the image is a dark grey box containing the following text:

**(UNIT 03) Science Nonfiction**

# GIRAFFES

**ACADEMIC OBJECTIVE**

- Examine the relationship between an animal's appearance and behavior.

**LESSON A**

- Reading Format: Magazine article
- Comprehension
- Reading Skill: Categorizing

**LESSON B**

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT: QR Code Video

32

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** herbivore, carnivore, special, neck, tongue, attack

**Bonus Words:** difficult, omnivore

**Bonus Words:** Modal verbs of obligation and necessity

**Structure Focus:** Third person conjugations

**Reading Format:** Magazine article



1. What do giraffes look like?
2. What do giraffes eat?
3. How does a giraffe's body help it to eat?

33

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what special-looking animals they know to activate prior knowledge. Ask them how the special features of an animal's body help it to survive in the wild.

**1. What do giraffes look like?**

Sample answer: *Giraffes are tall.*

**2. What do giraffes eat?**

Sample answer: *Giraffes eat plants.*

**3. How does a giraffe's body help it to eat?**

Sample answer: *They are tall so they can eat leaves from tall trees.*

**Level Tips**

**Low-Level Students:** After completing the new words activity on page 34, check the answers by asking students to read the words and spell them.

**High-Level Students:** After completing the new words activity on page 34, check the answers by giving students 1-2 minutes to memorize the new words, and then ask them to close the book and recall each word from memory.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what kind of plants and animals they see in the picture. Focus the attention of the students on the giraffes and ask them the warm-up questions:

**1. What do giraffes eat?**

**Sample answer:** *They eat leaves and grass.*

Ask a follow-up question to establish background knowledge and give attention to details.

**2. How do their bodies help them eat?**

**Sample answer:** *They have long mouths for eating plants.*

Explain to the students that they will learn about how an animal's body helps it to stay alive.

Tell them that there are many different animals that have different special features. Brainstorm a few examples: *Elephants have trunks. Lions have sharp teeth.* Tell the students that they will learn about how a giraffe's special body features help it to survive.

Play audio **track 08** and ask students to say and write each word as they hear it.





3A

**STRUCTURE : MODAL VERBS OF OBLIGATION & NECESSITY**
**B Read.**

- They need to be tall.
- They need to be fast.

**C Number in order then write.**

- Giraffes ( 1 ) tall ( 4 ) need to ( 2 ) be ( 3 )
- need to ( 2 ) Lions ( 1 ) meat ( 4 ) eat ( 3 )
- fast ( 4 ) need to ( 2 ) run ( 3 ) They ( 1 )

- Giraffes need to be tall.
- Lions need to eat meat.
- They need to run fast.

**CHALLENGE** Academic Objective Question: What is the relationship between an animal's appearance and lifestyle?

35

**Level Tips**

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and other wild animals that have special features. Some examples include an elephant, an octopus, etc.

**READING** Background This reading is about giraffes.

A Listen and read along.

# Giraffes

Giraffes are special animals. How are they special? Giraffes are herbivores. Herbivores are plant-eating animals. Giraffes eat leaves and branches from trees. They need to be tall, so they have long necks.

Giraffes also have a long tongue. It can grow to 50 cm. It helps giraffes eat from trees.

A giraffe's neck can grow up to 1.8 meters. That's as tall as an adult man.

Some animals attack and eat giraffes. They are carnivores or meat-eating animals. Giraffes need to be fast. Their long legs help them run away.

Lions are carnivores and will attack and eat a giraffe that cannot run away.

36 Reading Format: Magazine article

Introduce the background of the reading using the background information at the top of the page

Explain to the students that the reading format of this passage is a magazine article. Tell the students that magazines are usually about one topic. Some common topics are sports, health, fitness, and science. Inside a magazine there are articles that focus on a specific topic. Ask the students what the topic of this reading is.

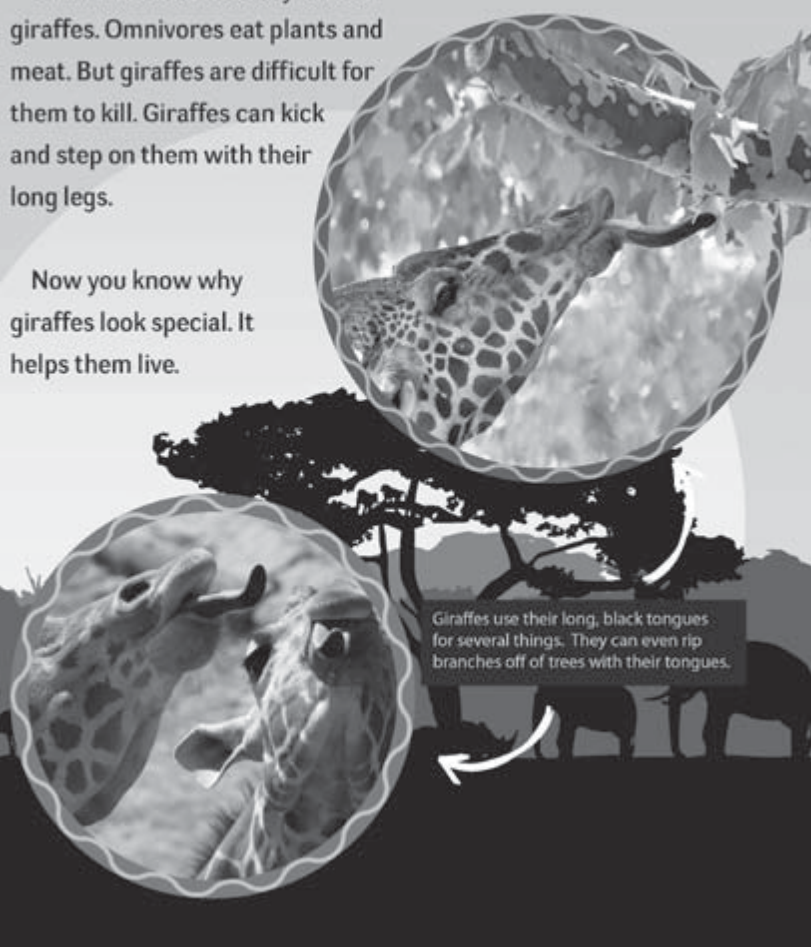
Review the title of the reading: "Giraffes." Ask the students why they think this is the title. Explain this is because the article focuses on how a giraffe's body helps it survive.

## READING PASSAGE

## PASSAGE DETAILS

Omnivores don't usually attack giraffes. Omnivores eat plants and meat. But giraffes are difficult for them to kill. Giraffes can kick and step on them with their long legs.

Now you know why giraffes look special. It helps them live.



Giraffes use their long, black tongues for several things. They can even rip branches off of trees with their tongues.

Academic Objective in Context: Giraffes have body features that help them eat from trees and escape from predators.

37

**Reading Format:** Magazine article

**Academic Objective:** Examine the relationship between an animal's appearance and behavior.

**Academic Objective in Context:** Giraffes have body features that help them eat from trees and escape from predators.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 09**.

After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary.

Call on students to discuss the unique features of a giraffe's body. Ask them how each feature helps a giraffe to survive and do different things. Ask students about how giraffes get their food, what kind of food they eat, what category of animal they are, which other animals try to attack them, and how giraffes defend themselves.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which parts of the reading contain the correct answers.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 1. This reading is about \_\_\_\_\_. Correct answer: a. the way giraffes look. Ask students to describe how giraffes look.

**READING COMPREHENSION**

**A Choose the best answer.**

- This reading is about \_\_\_\_\_.  
 a. the way giraffes look     b. how long giraffes live     c. giraffes eating meat
- Giraffes have a long neck \_\_\_\_\_.  
 a. to keep food in     b. to reach food     c. to make loud noises
- Giraffes have long legs \_\_\_\_\_.  
 a. to kick fruit off trees     b. to run fast     c. for no special reason
- A giraffe's neck can grow up to \_\_\_\_\_.  
 a. 5 centimeters     b. 1.8 meters     c. 50 centimeters

**READING SKILL: CATEGORIZING**

**B Write the description under the right category.**

Categorizing	
Herbivores	Carnivores
a. eat plants	b. attack other animals
d. run away from attackers	c. eat meat

**SUMMARY: CATEGORIZING**

**C Use the reading skill activity. Complete the sentences with the correct information.**

- Herbivores eat plants.
- Herbivores run away from attackers.
- Carnivores attack other animals.
- Carnivores eat meat.

38 Reading Skill: Categorize herbivores and carnivores based on their behavior and lifestyle.

**Reading Comprehension:**

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *categorizing* is a way of organizing information. Explain that it means separating things that are different into separate groups called *categories* and organizing pieces of information according to their common categories. Tell the students to write the descriptions under the right category. Complete the activity together as a class.

Ask students to use the descriptions to complete the sentences in the summary section, and then randomly call on students to read their answers.

## GIRAFFES

3B

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT

## Warm Up

Why do giraffes need to be tall and fast?

## VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. Animals that only eat plants are called herbivores special.
2. Lions are attack carnivores because they only eat meat.
3. Giraffes have long necks herbivores because they eat leaves from trees.
4. Giraffes run away from animals that carnivore attack them.
5. Giraffes have a very long tongue necks It can be as long as 50 cm.
6. Giraffes are herbivore special There are no other animals like them.

Vocabulary Skill: Use the vocabulary in context. 39

## Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

### 1. Why do giraffes need to be tall and fast?

**Sample answer:** *They need to be tall to get food. They need to be fast to run away from attackers.*

Ask students to provide additional information by giving examples.


Complete the vocabulary review as a class or individually and then check the answers together as a class.

## Level Tips

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about?

**A Listen, write, read again, and learn two bonus words.** 

**WORD BOX**

special	herbivores	omnivores	carnivores
neck	attack	tongue	difficult

## Giraffes

Giraffes look 1. special. Why do they look the way they do? Giraffes need to eat plants. They are 2. herbivores. They eat tree leaves and branches. Their long 3. neck helps them get to food. Their long 4. tongue helps them get food, too.

Some animals attack giraffes. They are 5. carnivores. They eat meat only. Giraffes need to run when they see them. Their long legs help them run fast.

6. Omnivores eat plants and animals. But they don't 7. attack giraffes. Giraffes are big and 8. difficult to kill. They can kick and step on animals that attack them.

Giraffes need to be tall and fast. Their special look helps them live.

**B Do choral reading.**  
Class reading time: times will vary seconds

**C What kind of reading is this?**  
a. traditional     b. magazine    c. blog

40 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about giraffes and how they look and live.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 10**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: CAUSE AND EFFECT**

**A** Complete the writing skill chart.

Cause	Effect
1. Giraffes need to eat leaves from trees.	They have a <u>long neck</u> .
2. Carnivores attack giraffes.	Carnivores need to <u>run fast</u> .
3. Giraffes need to be tall and fast.	This is why they look <u>special</u> .

**WRITING PLAN**

**B** Complete the writing plan. Use the reading and writing skills of this unit.

Categorizing + Cause and Effect		
a. Giraffes are herbivores.	d. They have long legs.	
b. They need to eat leaves from trees.	e. Giraffes need to run away from attackers.	
c. Lions are carnivores.	f. They have long necks.	
Categorizing	Cause	Effect
Giraffes are herbivores.	They need to eat leaves from trees.	They have long necks.
Lions are carnivores.	Giraffes need to run away from attackers.	They have long legs.

**WRITING SKILL EXPANSION**

**C** Look at page 15 in the practice book. Complete the writing plan in part C.

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Tell them that *cause* and *effect* means the reason for something (cause) and what happens as a result (effect). Tell them that they need to organize the information from the chart in this way. Explain that organizing information this way will help them to explain things better and make them good writers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *categorizing*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all of the information can fit into the chart. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

## Level Tips

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

### INTEGRATE IT: QR CODE VIDEO

#### A Preview.

“Giraffes can run over 60 km/h. Lions can run over 80 km/h.  
What can a giraffe do if it is attacked by a lion?”

Think and answer the question above.

Inference (sample) They can kick a lion.

#### B View and think about the questions in part C while you watch.

 Learn more about giraffes!




### DISCUSSION

#### C Discuss the questions with a partner. Write the answers.

Think while you watch:

1. Why do giraffes need to run fast?

To get away from attackers.

2. Why do giraffes need to be tall?

They need to be tall so they can eat leaves from trees.

3. What can giraffes do with their long legs?

They can run fast, and they can kick a lion.

Explain to the students that they will now watch a video about giraffes, how they live, and why they look special. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *They can kick a lion.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. If possible demonstrate it, using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.



SELF-ASSESSMENT

UNIT 03

A Match.

- |              |  |  |
|--------------|--|--|
| 1. herbivore |  | a. an animal that eats meat  |
| 2. carnivore |  | b. different from what is normal or usual  |
| 3. special   |  | c. an animal that only eats plants   |
| 4. neck      |  | d. the soft, movable part in the mouth that is used for tasting and eating food and in human beings for speaking |
| 5. tongue    |  | e. to try to destroy or hurt something   |
| 6. attack    |  | f. part of the body between the head and the shoulders   |
| 7. difficult |  | g. an animal that eats both plants and other animals   |
| 8. omnivore  |  | h. not easy  |

B Unscramble and write.

be to Giraffes need tall

Giraffes need to be tall.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Animals look special because of how they live.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can categorize things I read about.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Writing Skill</b>	I can write about cause and effect relationships.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Integrate IT</b>	I can make inferences about how animals live. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>

Self-Assessment: Demonstrate competency and knowledge that was learned. 43

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.

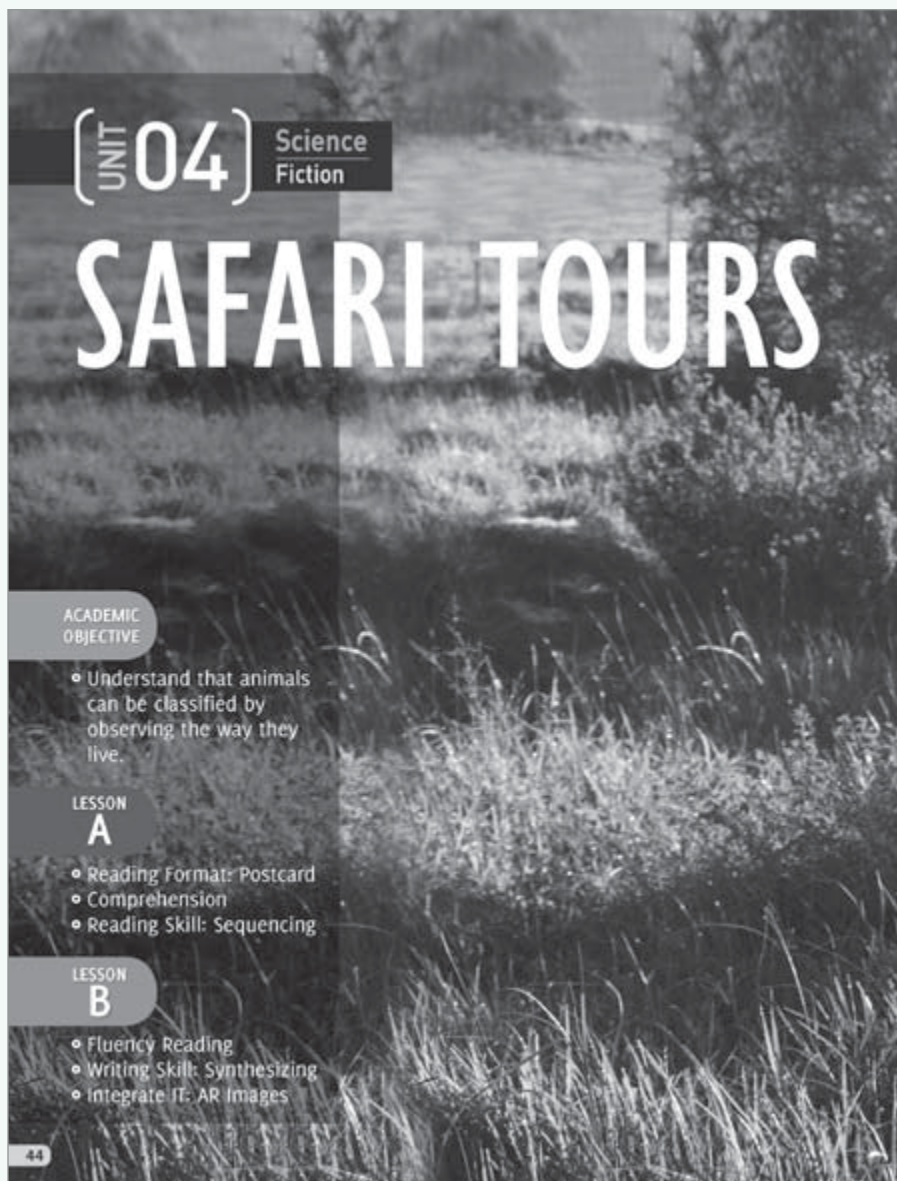
## UNIT SUMMARY

**Unit 4:** Science / Fiction

**Academic Objective:** Understand that animals can be classified by observing how they live.

**Academic Objective in Context:** Understand that animals can be classified by observing how they live.

## UNIT INTRODUCTION



The image shows a unit introduction page for 'Safari Tours'. It features a background image of a savanna landscape with tall grass and a path. The page includes the following text:

**(UNIT 04) Science Fiction**

# SAFARI TOURS

**ACADEMIC OBJECTIVE**

- Understand that animals can be classified by observing the way they live.

**LESSON A**

- Reading Format: Postcard
- Comprehension
- Reading Skill: Sequencing

**LESSON B**

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT: AR Images

44

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** national, ranger, describe, reward, badge, become

**Bonus Words:** find, around

**Structure Focus:** Future tense

**Reading Format:** Postcard



1. What part of the world do lions live in?
2. What kind of animal is a lion?
3. Where can you see lions living in the wild?

45

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what special-looking animals they know to activate prior knowledge. Ask them how the special features of an animal's body help it to survive in the wild. Explain to the students what a safari is and what a tour is. Ask students if they've ever traveled to another place.

**1. What part of the world do lions live in?**

Sample answer: *Lions live in Africa.*

**2. What kind of animal is a lion?**

Sample answer: *Lions are carnivores.*

**3. Where can you see lions living in the wild?**

Sample answer: *Lions live in grasslands.*

Level Tips

**Low-Level Students:** After completing the new words activity on page 46, check the answers by asking students to read the words and spell them.

**High-Level Students:** After completing the new words activity on page 46, check the answers by giving students 1-2 minutes to memorize the new words, and then ask them to close the book and recall each word from memory.

**SAFARI TOURS**

- Science / Fiction
- Comprehension
- Reading Skill: Sequencing

**Warm Up**

What is a safari?  
What can people do on a safari?

**NEW WORDS**

A Listen, repeat, then write.

- national
- ranger
- describe
- reward
- badge
- become

46 Vocabulary: Learn the meaning of new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what kind of jobs they see in the picture. Focus the attention of the students on the jobs and vehicles and ask them the warm-up questions:

**1. What is a safari?**

**Sample answer:** *It's an adventure to look at wild animals where they live.*

Ask a follow-up question to establish background knowledge and give attention to details.

**2. What can people do on a safari?**

**Sample answer:** *They can take pictures of the animals they see.*

Explain to the students that they will read a story about a boy who goes on a safari tour with his family. Ask students if they recall how certain special features of animals make them different. Brainstorm a few examples: *Elephants have trunks. They use them to eat plants and drink water.* Tell the students that they will learn how to classify different animals based on what they eat.

Play audio **track 11** and ask students to say and write each word as they hear it.



4A

### STRUCTURE: FUTURE TENSE

**B** Read.

1. We will become rangers.
2. I will show you.

**C** Number in order then write.

1. I ( 1 ) a picture ( 4 ) will ( 2 ) take ( 3 )
2. will ( 2 ) They ( 1 ) their names ( 4 ) write ( 3 )
3. around ( 4 ) will ( 2 ) show us ( 3 ) The ranger ( 1 )

1. The will take a picture.
2. The will write their names.
3. The ranger will show us around.

Academic Objective Question: How can we categorize animals?

47

### Level Tips

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of in each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and other wild animals that have special features. Some examples include an elephant, an octopus, etc.

**READING** Background This reading is about animals.

A Listen and read along.

# SAFARI TOURS

Hi, Antonio.

I'm on a safari with my family. We're in the Serengeti National Park. A safari ranger shows us around. We ride around in a jeep.

The ranger gave us a camera. This is what we have to do. We take pictures of animals we see. We put the pictures on a worksheet. We write the animals' names. We describe what they look like.

We need to find ten different animals. There must be carnivores, herbivores, and omnivores.

There's a reward when we finish the worksheet. We will become junior park rangers. We will get a special badge. I will show you my badge when I get home.

See you soon,  
Paul

48 Reading Format: Postcard

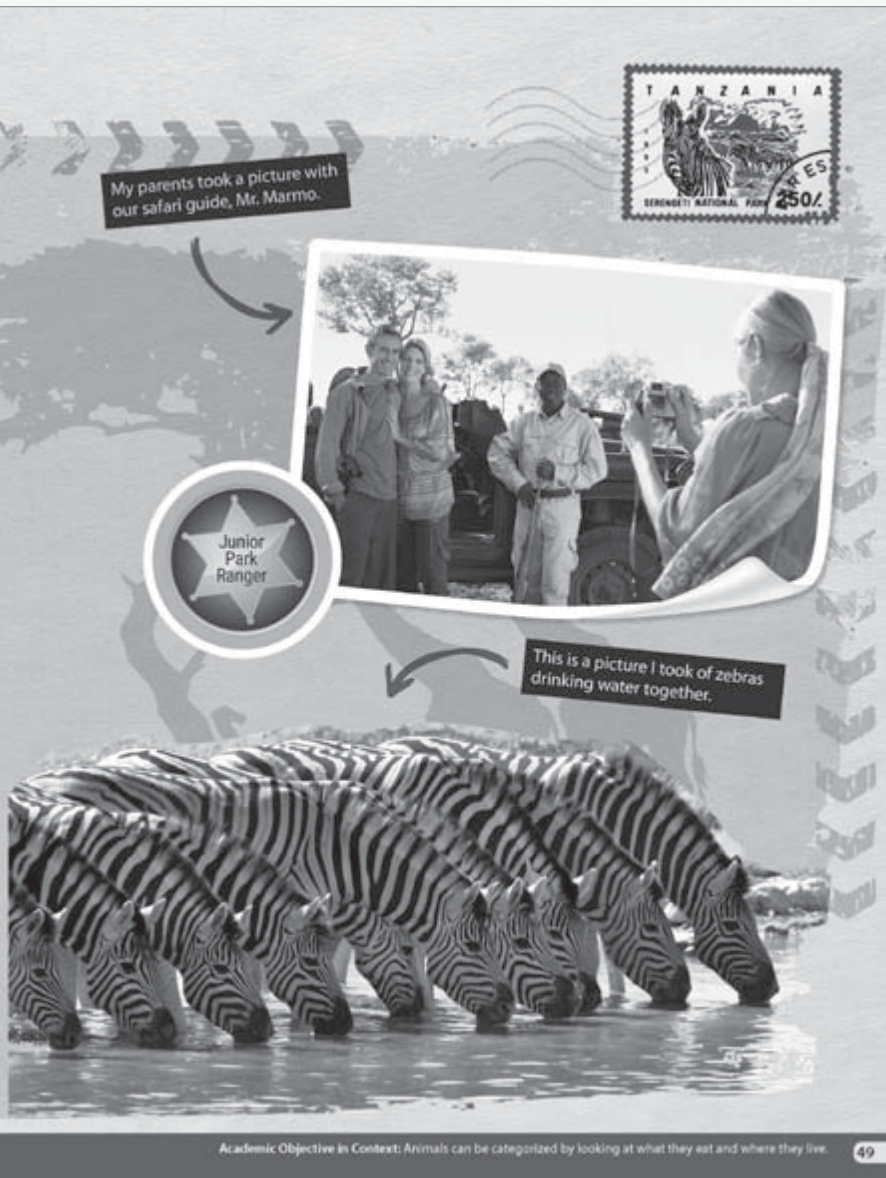
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a postcard. Bring some actual postcards with you or print a few examples from the Internet to show to the students. Tell the students that postcards are usually sent by someone who is on vacation to their friends and family. Explain that a postcard is two-sided. One side is for people to write on, and the other has pictures to show the place where the sender of the postcard is. Explain to the students that you can guess where the sender is because of the pictures. Ask the students where they think the sender is. (He is in the Serengeti National Park.) Bring a map to show the students where this is.

Review the title of the reading: "Safari Tours." Ask the students why they think this is the title. Explain this is because the writer is on a safari tour with his family.

## READING PASSAGE

## PASSAGE DETAILS



**Reading Format:** Postcard

**Academic Objective:** Understand that animals can be classified by observing how they live.

**Academic Objective in Context:** Animals can be categorized by looking at what they eat and where they live.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 12**.

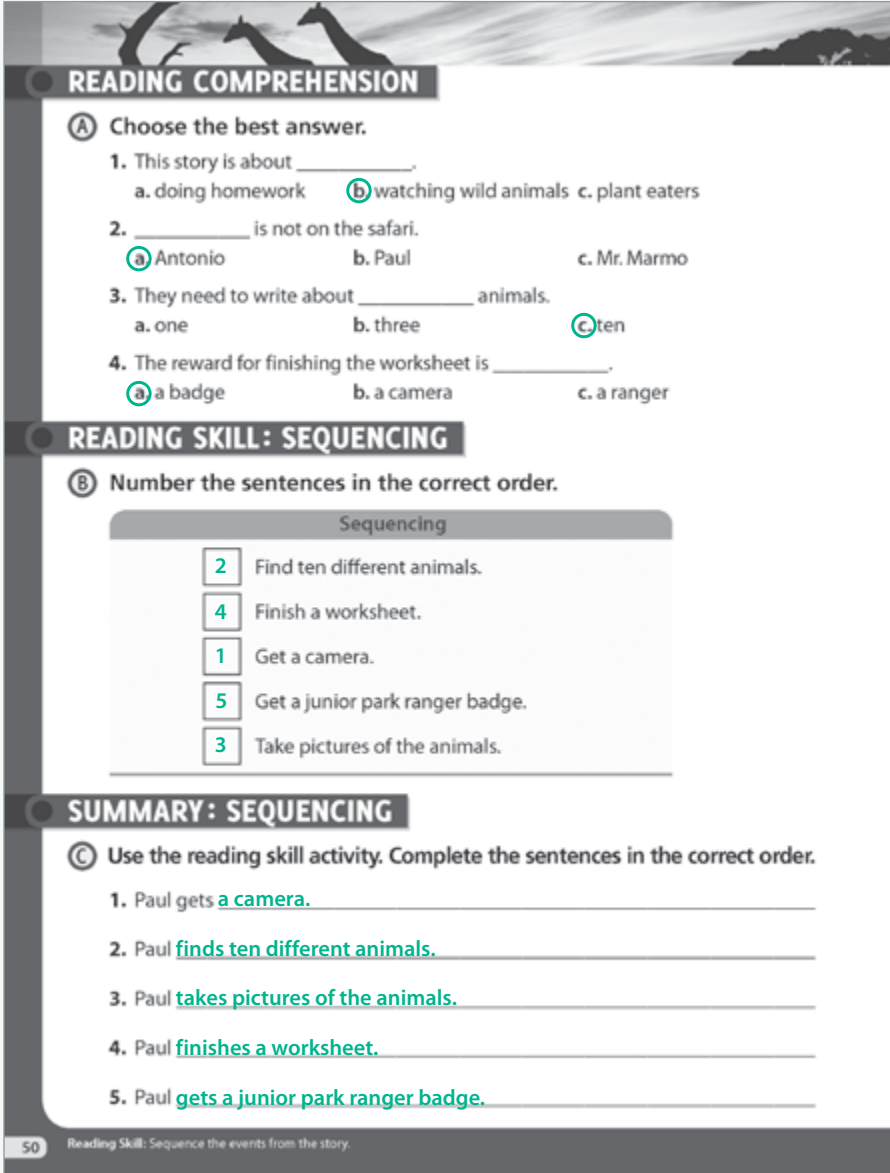
After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary. Call on students to discuss the things that the boy did while on the safari tour. Ask students how he described and classified the animals he had to find. Ask students about how herbivores, carnivores, and omnivores get their food.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which parts of the reading contain the correct answers.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 3. They need to write about \_\_\_\_\_ different animals. Correct answer: c. ten. Ask the students how many categories of animals there are. Three: herbivores, carnivores, omnivores.



**READING COMPREHENSION**

**A Choose the best answer.**

- This story is about \_\_\_\_\_.  
a. doing homework    **b**. watching wild animals    c. plant eaters
- \_\_\_\_\_ is not on the safari.  
**a**. Antonio    b. Paul    c. Mr. Marmo
- They need to write about \_\_\_\_\_ animals.  
a. one    b. three    **c**. ten
- The reward for finishing the worksheet is \_\_\_\_\_.  
**a**. a badge    b. a camera    c. a ranger

**READING SKILL: SEQUENCING**

**B Number the sentences in the correct order.**

Sequencing	
2	Find ten different animals.
4	Finish a worksheet.
1	Get a camera.
5	Get a junior park ranger badge.
3	Take pictures of the animals.

**SUMMARY: SEQUENCING**

**C Use the reading skill activity. Complete the sentences in the correct order.**

- Paul gets **a camera**.
- Paul **finds ten different animals**.
- Paul **takes pictures of the animals**.
- Paul **finishes a worksheet**.
- Paul **gets a junior park ranger badge**.

50 Reading Skill: Sequence the events from the story.

**Reading Comprehension:**

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *sequencing* means putting things in the correct order from start to finish. Tell the students to order the things Paul needs to do on the safari from start to finish with numbers. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call on students to read their answers.





- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT

### Warm Up

What are the people in this picture doing?

## VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. My little brother did a good job, so my mom gave him a reward ranger.
2. Please become describe your family and tell me what they look like.
3. I want to reward become a doctor when I grow up.
4. This is the biggest national badge park in the country.
5. The ranger national helps take care of the park and keep animals safe.
6. Police officers wear a badge reward on their shirt.

Vocabulary Skill: Use the vocabulary in context. 51

## Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

### 1. What are the people in this picture doing?

**Sample answer:** *They are on a safari. They are taking pictures of zebras in the wild.*

Ask students to provide additional information about safaris and give specific examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about? 

**A Listen, write, read again, and learn two bonus words.** 

describe	find	National	around
ranger	badge	reward	become

## Safari Tours

Hi, Antonio.

I'm in the Serengeti 1. National Park. I'm with my family.

We're on a safari. Mr. Marmo takes us 2. around. He is a safari

3. ranger. He drives a jeep.

Mr. Marmo gave us a camera. He asked us to 4. find

ten different animals. We need to find three kinds of animals. They are

carnivores, herbivores, and omnivores. We take pictures of them for a

worksheet. We name the animals and 5. describe them.

If we finish, we will 6. become junior park rangers. This is our

7. reward. Mr. Marmo will give us a(n) 8. badge for

this. I will show you my badge when we meet.

See you soon,

Paul

**B Do sustained silent reading.**

Class reading time: times will vary seconds.

**C What kind of reading is this?**

a. postcard     b. comic     c. blog

52 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about wild animals.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 13**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: SYNTHESIZING**

**A Match.**

Who	What
1. Paul	a. gives a special badge to the kids.
	b. goes on a safari with his family.
	c. gives a camera to the kids.
	d. becomes a junior park ranger.
2. Mr. Marmo	e. finishes a worksheet.
	f. shows the family around the park in a jeep.

**WRITING PLAN**

**B Complete the writing plan. Use the reading and writing skills of this unit.**

Sequencing + Synthesizing		
When	Who	What
First,	Paul	goes on a safari with his family.
Second,	Mr. Marmo	gives a camera to the kids.
Third,	Mr. Marmo	shows the family around the park in a jeep.
Fourth,	Paul	finishes a worksheet.
Fifth,	Mr. Marmo	gives a special badge to the kids.
Sixth,	Paul	becomes a junior park ranger.

**WRITING SKILL EXPANSION**

**C Look at page 19 in the practice book. Complete the writing plan in part C.**

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from the student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Tell them that *synthesizing* means putting different things together in an organized way to make something new. Tell them that they need to organize the information from the chart and put things together. Explain that synthesizing information in this way will make them good writers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *sequencing*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all of the information can fit into the chart. After completing the writing plan chart, have the students record that information into their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

**Level Tips**

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

**INTEGRATE IT: AR IMAGES**

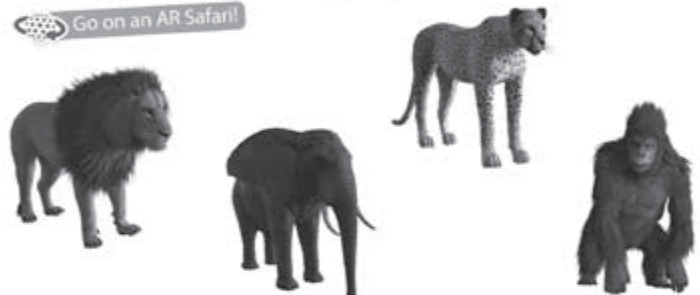
**A Preview.**

“Lions are carnivores. Gorillas are herbivores. Can you think of one more example of each kind of animal?”

Think and answer the question above.  
**Inference** (sample) *They can kick a lion.*

**B View and think about the questions in part C while you watch.**  
 \*See the last page of the practice book for larger images.

Go on an AR Safari!



**DISCUSSION**

**C Discuss the questions with a partner. Write the answers.**

Think while you watch:

- How many animals do you see?  
*I see four animals.*
- Describe your favorite animal.  
*Answers will vary.*
- Where does your favorite animal live? What does it eat? What type of animal is it?  
*Answers will vary.*

54 Integrate IT: Use the IT to think about and discuss the reading in a different way.

Explain to the students that they will now look at pictures of animals. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *Elephants are herbivores and cheetahs are carnivores.*

Explain to the students that they will look at a special kind of picture called AR, which stands for augmented reality. Demonstrate it if possible using the *Integrate Viewer* app. Before looking at the images in detail, read each question in part C together as a class. Tell the students these questions will be answered as they view the AR pictures. Use the desktop version in your class if you can't use a mobile device. Use before class to gain familiarity. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 04

A Match.

- |             |  |  |
|-------------|--|--|
| 1. national |  | a. a person who works to protect parts of a forest                             |
| 2. ranger   |  | b. something that is given for something that is done                          |
| 3. describe |  | c. in a circle   |
| 4. reward   |  | d. to see or learn something   |
| 5. badge    |  | e. of or relating to a whole country or nation                                 |
| 6. become   |  | f. to change into something  |
| 7. find     |  | g. a small object that is worn on the clothes of a person to show who they are |
| 8. around   |  | h. to tell what something or someone is like                                   |

B Unscramble and write.

will rangers become We

We will become rangers.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Animals can be categorized by looking at what they eat and how they live.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can sequence things I read about.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Writing Skill</b>	I can synthesize different kinds of information in my writing.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Integrate IT</b>	I can discuss and make inferences about different kinds of animals. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.

## UNIT SUMMARY

**Unit 5:** Math / Nonfiction

**Academic Objective:** Examine the measurement of angles.

**Academic Objective in Context:**

Baseball players create angles of 40 - 60° to generate the power needed to throw fast pitches.

## UNIT INTRODUCTION

**(UNIT 05)** Math  
Nonfiction

# PITCHING POWER

**ACADEMIC OBJECTIVE**

- Examine the measurement of angles.

**LESSON A**

- Reading Format: Magazine article
- Comprehension
- Reading Skill: Sequencing

**LESSON B**

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT: QR Code Video

56

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

## UNIT SUMMARY

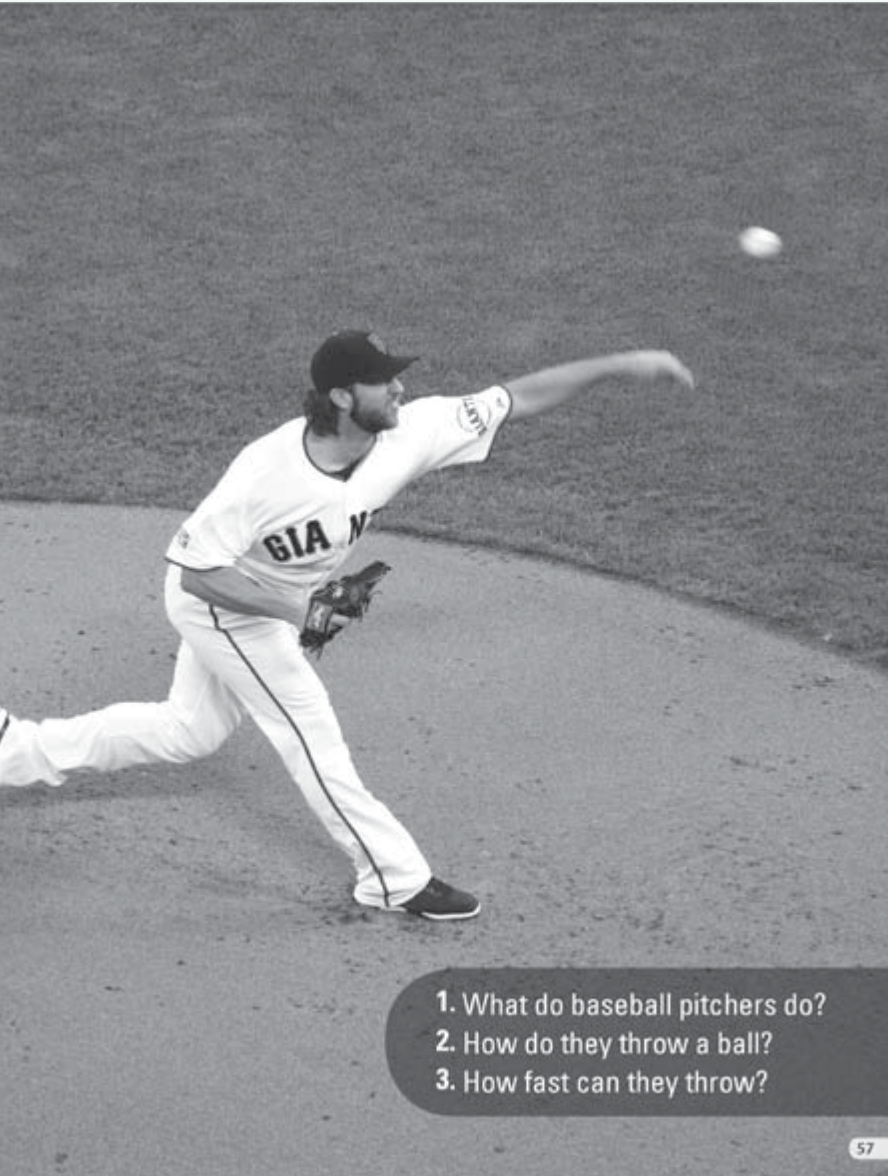
**Language Learning Objectives**

**New Words:** angle, throw, twist, spring, speed, wide

**Bonus Words:** power, history

**Structure Focus:** Irregular past tense verbs

**Reading Format:** Magazine article



1. What do baseball pitchers do?
2. How do they throw a ball?
3. How fast can they throw?

57

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what baseball players need to do well. Ask them how they can do each of these things.

**1. What do baseball pitchers do?**

Sample answer: *They throw the ball.*

**2. How do they throw a ball?**

Sample answer: *They throw the ball hard and fast.*

**3. How fast can they throw?**

Sample answer: *Very fast. Over 100 kilometers per hour.*

Level Tips 

**Low-Level Students:** After completing the new words activity on page 58, check the answers by asking students to read the words and spell them.

**High-Level Students:** After completing the new words activity on page 58, check the answers by giving students 1-2 minutes to memorize the new words, and then ask them to close the book and recall each word from memory.



**PITCHING POWER**

- Math / Nonfiction
- Comprehension
- Reading Skill: Sequencing

**Warm Up**  
How do pitchers throw the ball so fast?

**NEW WORDS**

**A Listen, repeat, then write.**  14

1.  twist twist	2.  throw throw	3.  spring spring
4.  angle angle	5.  speed speed	6.  wide wide

58 Vocabulary: Learn the meaning of new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what they see in the picture. Focus the attention of the students on the player and ask them the warm-up questions:

**1. How do pitchers throw the ball so fast?**

Sample answer: *They twist their body.*

Ask a follow-up question to establish background knowledge and give attention to details.

**2. What do batters do before they hit the ball?**

Sample answer: *They also twist their body.*

Explain to the students that they will learn about how baseball players can throw a baseball fast.

Tell them that pitchers make many movements before they throw the ball. Brainstorm a few examples: *They turn their shoulder back. They take a big step forward.* Tell the students that they will learn about how players make angles with their bodies and how this helps them to play better.

Play audio **track 14** and ask students to say and write each word as they hear it.





5A

**STRUCTURE: IRREGULAR PAST TENSE VERBS**
**B Read.**

- He made history.
- He threw a pitch.

**C Match and write.**

- He threw ~~ball~~ went fast.
- He ~~made~~ fastest pitch.
- The ~~the~~ history.

- He threw the fastest pitch.
- He made history.
- The ball went fast.

Academic Objective Question: How do baseball players use angles to help them play?

59

**Level Tip**

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and other fast pitchers in your region.

**READING** Background This reading is about baseball.


A Listen and read along. 15

# Pitching Power

It was September 24<sup>th</sup>, 2010. Aroldis Chapman made history that day. He threw the fastest pitch ever in an MLB\* game. The ball went 169.1 km/h. That's really fast! How did he do it? He did it with angles.

Before they throw, players twist their upper body. This builds up power. Think of springs. Springs build up power when pushed down. Then they bounce back.

Twisting makes an angle between the hip and shoulder. The



Pitchers twist their upper body to build up power before they throw the ball.

\* MLB = Major League Baseball

60 Reading Format: Magazine article

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a magazine article. Tell the students that magazines are usually about one topic. Ask them if they can recall the topic from unit 3. Some common topics are sports, health, fitness, and science. Inside a magazine there are articles that focus on a specific topic. Ask the students what the topic of this reading is.

Review the title of the reading: "Pitching Power." Ask the students why they think this is the title. Explain this is because the article focuses on how a baseball pitcher makes the power needed to throw the ball fast.

## READING PASSAGE

## PASSAGE DETAILS

**Reading Format:** Magazine article

**Academic Objective:** Examine the measurement of angles.

**Academic Objective in Context:** Baseball players create angles of  $40 - 60^\circ$  to generate the power needed to throw fast pitches.

Most pitchers twist their bodies to form a  $40 - 60^\circ$  angle between their back shoulder and front hip before they throw by twisting their upper body. The average pitch speed in 2015 was 148 km/h.



wider the angle, the more the power. Power turns into speed.

Most baseball players make angles around  $40$  to  $60^\circ$ . Chapman makes a  $65^\circ$  angle. This helped him throw his 169.1 km/h pitch.

Academic Objective in Context: Baseball players create angles of  $40 - 60^\circ$  to generate the power needed to throw fast pitches.

61

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 15**.

After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary. Call on students to discuss the movements a pitcher makes with their body to throw the ball fast. Discuss how angles are created and used to make speed and power.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which parts of the reading contain the correct answers.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 4. How fast is the fastest pitch ever in MLB history? Correct answer: a. 169.1 km/h. Ask the students when that happened.

**READING COMPREHENSION**

**A Choose the best answer.**

1. What is the reading about?  
 a. angles in sports      b. exercise and health      c. springs and power
2. Why do pitchers twist their upper body before they throw the ball?  
 a. for style      b. for power      c. for safety
3. How wide is the angle between shoulders and hips for most baseball players?  
 a. 30 to 40°      b. 40 to 60°      c. 60 to 65°
4. How fast is the fastest pitch ever in MLB history?  
 a. 169.1 km/h      b. 65 km/h      c. 148 km/h

**READING SKILL: SEQUENCING**

**B Number the sentences in the correct order.**

Sequencing

4	The ball went 169.1 km/h.
1	He twisted his shoulder back 65°.
5	Aroldis Chapman turned his upper body.
3	He threw the ball.

**SUMMARY: SEQUENCING**

**C Use the reading skill activity. Write the sentences in the correct order.**

1. Aroldis Chapman turned his upper body.
2. He twisted his shoulder back 65°.
3. He threw the ball.
4. The ball went 169.1 km/h.

62 Reading Skill: Sequence the events that lead to the fastest pitch ever.

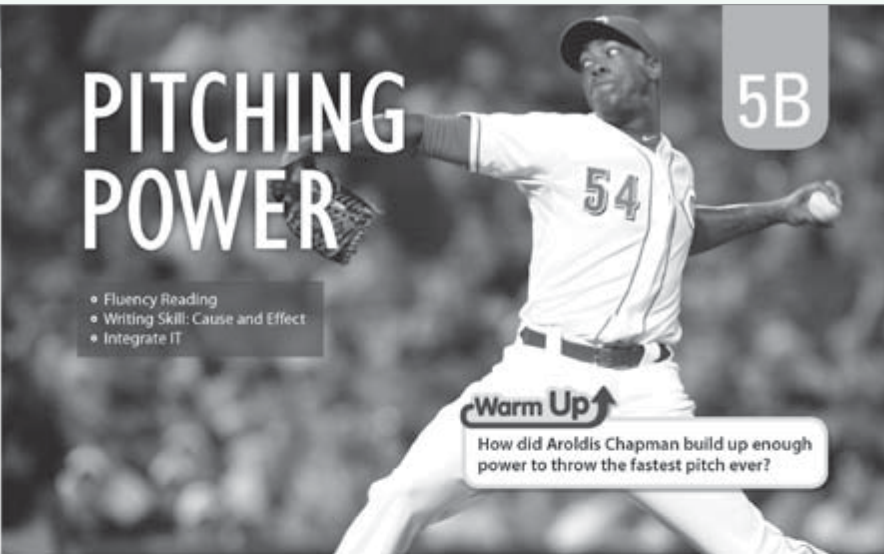
**Reading Comprehension:**

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *sequencing* means putting things in the correct order from start to finish. Tell the students to order the things Aroldis Chapman did to throw the fastest pitch ever from start to finish with numbers. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call on students to read their answers.



### VOCABULARY REVIEW

A Fill in the blank with the correct word.

twist   throw   springs   angle   speed   wide

1. \_\_\_\_\_ **Throw** \_\_\_\_\_ the ball as far as you can.
2. The street is very \_\_\_\_\_ **wide** \_\_\_\_\_.
3. He ran at top \_\_\_\_\_ **speed** \_\_\_\_\_ to win the race.
4. The \_\_\_\_\_ **angle** \_\_\_\_\_ between the two sides is 90°.
5. There are many \_\_\_\_\_ **springs** \_\_\_\_\_ that bounce.
6. \_\_\_\_\_ **Twist** \_\_\_\_\_ the rope around the tree a few times.

Vocabulary Skill: Use the vocabulary in context. 63

### Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture. Tell students that this picture on page 63 shows Aroldis Chapman throwing a pitch. Ask them to look at his posture.

### 1. How did Aroldis Chapman build up enough power to throw the fastest pitch ever?

**Sample answer:** *He twisted his body and made an angle.*

Ask students to provide additional information by giving examples.


Complete the vocabulary review as a class or individually and then check the answers together as a class.

## Level Tips

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about?

**A** Listen, write, read again, and learn two bonus words. 

**WORD BOX**

angles	threw	twist	wider
speed	springs	power	history

## Pitching Power

1. National was made on September 24<sup>th</sup>, 2010. It happened in an MLB game. A man 2. threw the fastest pitch ever. It was an amazing 169.1 km/h. The man was Aroldis Chapman. How did it happen? The answer is 3. angles. To make fast throws, players 4. twist their shoulders. An angle forms between the shoulder and hip. This gives the body power. This is like when 5. springs are pushed down. 6. Power builds up in them. A 7. Wider angle gives more power. Power becomes 8. speed. Most pitchers make 40 to 60° angles. Chapman makes 65°. This is why he throws fast. This is how he made the fastest pitch.

**B** Do popcorn reading.  
Class reading time: times will vary seconds

**C** What kind of reading is this?  
a. traditional    **b. magazine**    c. blog

64 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about baseball.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 16**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: CAUSE AND EFFECT**

**A Match the cause with the correct effect.**

Cause	Effect
1. Aroldis Chapman twisted his shoulder back 65° and threw.	a. Power builds up in the body.
2. Players twist their upper body before they throw the ball.	b. The ball went 169.1 km/h.

**WRITING PLAN**

**B Complete the writing plan. Use the reading and writing skills of this unit.**

Sequencing + Cause and Effect	
Cause	Effect
1. <b>Players twist their upper body before they throw the ball.</b>	2. <b>Power builds up in the body.</b>
3. <b>Aroldis Chapman twisted his shoulder back 65° and threw.</b>	4. <b>The ball went 169.1 km/h.</b>

**WRITING SKILL EXPANSION**

**C Look at page 23 in the practice book. Complete the writing plan in part C.**

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from the student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Tell them that *cause* and *effect* means the reason for something (cause) and what happens as a result (effect). Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *sequencing*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all of the information can fit into the chart. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

## Level Tips

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

### INTEGRATE IT: QR CODE VIDEO


#### A Preview.

“Aroldis Chapman made history on September 24<sup>th</sup>, 2010. He threw a pitch that went over 169 km/h. How did he do that?”

Think and answer the question above.

Inference (sample) He twisted his body and made an angle.

#### B View and think about the questions in part C while you watch.

 Learn more about Aroldis Chapman!



### DISCUSSION

#### C Discuss the questions with a partner. Write the answers.

Think while you watch:

1. What do players do with their upper body before they throw the ball?  
They twist their shoulder back.
2. How wide is the angle most pitchers make?  
Between 40 and 60 degrees.
3. What does the power that pitchers create turn into?  
Power turns into speed.

Explain to the students that they will now watch a video about how pitchers throw a ball fast. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *He twisted his shoulder back and made an angle.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. If possible, demonstrate it using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.



SELF-ASSESSMENT

UNIT 05

A Match.

- |            |  |  |
|------------|--|--|
| 1. angle   |  | a. the shape formed when two lines or surfaces come together                                       |
| 2. throw   |  | b. to bend or turn   |
| 3. twist   |  | c. a twisted piece of metal that can be pressed down or stretched and return to its original shape |
| 4. spring  |  | d. to cause something to move out of your hand and through the air                                 |
| 5. speed   |  | e. having a big space from one side to the other   |
| 6. wide    |  | f. things that happened in the past  |
| 7. power   |  | g. energy that can be collected and used to do something   |
| 8. history |  | h. the rate of distance and time at which something moves  |

B Unscramble and write.

pitch a threw He

He threw a pitch.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Angles are measured in degrees.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can sequence things I read about.	<input type="radio"/> answers will vary <input type="radio"/> will vary <input type="radio"/> will vary
<b>Writing Skill</b>	I can write about cause and effect relationships.	<input type="radio"/> answers will vary <input type="radio"/> will vary <input type="radio"/> will vary
<b>Integrate IT</b>	I can discuss and make inferences about how players build up pitching power. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> will vary <input type="radio"/> will vary

Self-Assessment: Demonstrate competency and knowledge that was learned. 67

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley faces, and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.

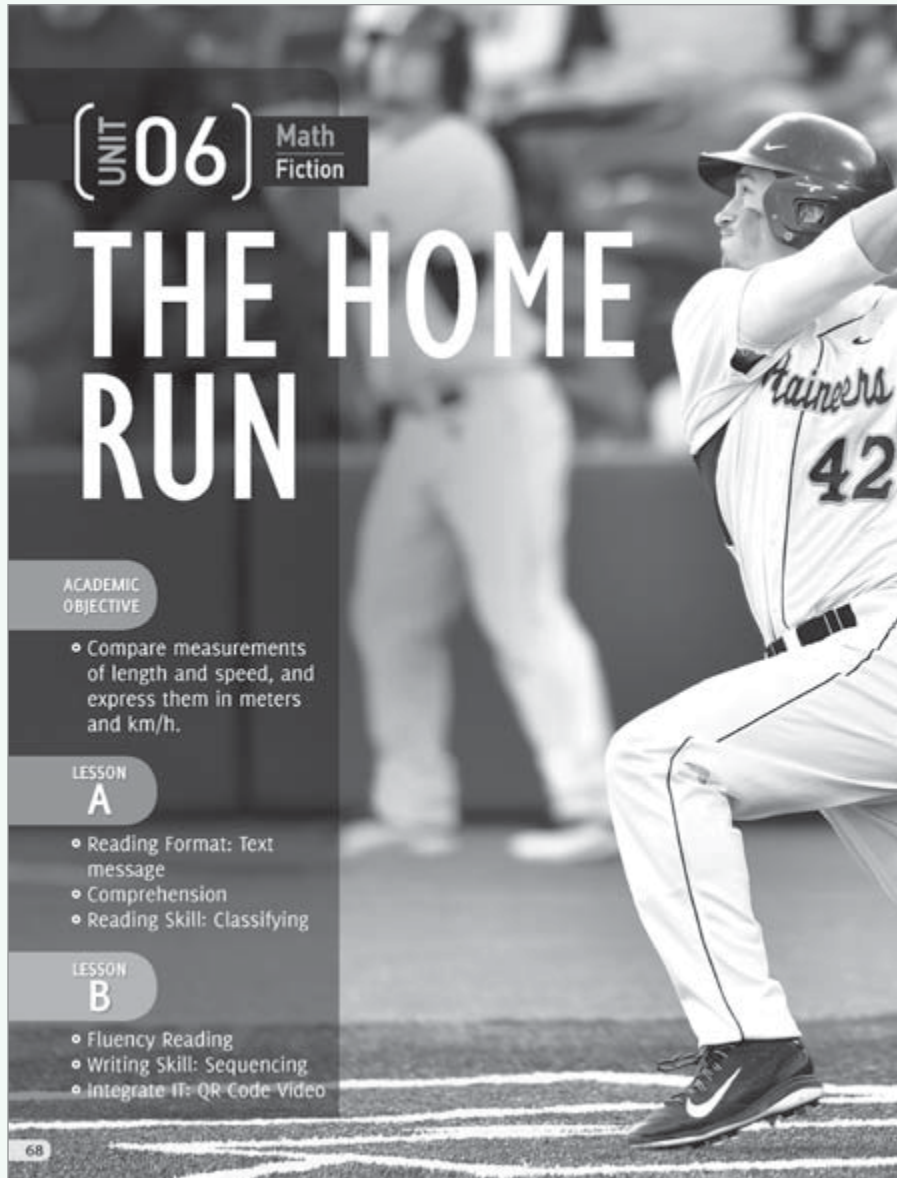
## UNIT SUMMARY

Unit 6: Math / Fiction

**Academic Objective:** Compare measurements of length and speed, and express them in meters and km/h.

**Academic Objective in Context:** We can measure speed in units of km/h and length in meters.

## UNIT INTRODUCTION



(UNIT 06) Math Fiction

# THE HOME RUN

**ACADEMIC OBJECTIVE**

- Compare measurements of length and speed, and express them in meters and km/h.

**LESSON A**

- Reading Format: Text message
- Comprehension
- Reading Skill: Classifying

**LESSON B**

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT: QR Code Video

68

Introduce the topic with the picture on the unit introduction page. get students thinking and talking about the topic.

Review the academic objective on the page.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** stadium, glove, player, amazing, crack, far

**Bonus Words:** hit, catch

**Structure Focus:** Irregular past tense verbs

**Reading Format:** Text message



1. Where is this?
2. What do you think just happened?
3. Have you ever been to a sports game?

69

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students where baseball games are played and what the players and people watching do during the game.

**1. Where is this?**

Sample answer: *It's at a baseball game.*

**2. What do you think just happened?**

Sample answer: *The player hit the ball.*

**3. Have you ever been to a sports game?**

Sample answer: *Yes, I have. / No, I haven't. But I have seen one on TV.*

Level Tips

**Low-Level Students:** After completing the new words activity on page 70, check the answers by asking students to read the words and spell them.

**High-Level Students:** After completing the new words activity on page 70, check the answers by giving students 1-2 minutes to memorize the new words, and then ask them to close the book and recall each word from memory.







**THE HOME RUN**

- Math / Fiction
- Comprehension
- Reading Skill: Classifying

**Warm Up**  
How far do you think a home run ball flies?

**NEW WORDS**

**A Listen, repeat, then write.** 17

-   
stadium
-   
glove
-   
player
-   
amazing
-   
crack
-   
far

70 Vocabulary: Learn the meaning of new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what they see in the picture. Focus the attention of the students on the players and ask them the warm-up questions:

**1. How far do you think a home run ball flies?**

Sample answer: *It probably flies more than 100 meters.*

Ask a follow-up question to establish background knowledge and give attention to details.

**2. How many tries does a batter have to hit the ball?**

Sample answer: *They get three tries.*

Explain to the students that they will learn about how fast and how far a baseball travels during different parts of a game.

Ask them to recall information from unit 5 about how fast the fastest pitch ever was. Ask them to guess how fast the average pitch is. Ask them to guess how far a home run ball flies.

Play audio **track 17** and ask students to say and write each word as they hear it.



6A

**STRUCTURE: IRREGULAR PAST TENSE VERBS**
**B Read.**

- I caught a ball.
- It flew 139 meters.

**C Match and write.**

- The batter flew ball fast.
- The ball hit into my glove.
- The pitcher threw the the ball.

- The batter hit the ball.
- The ball flew into my glove.
- The pitcher threw the ball fast.

Academic Objective Question: How can we measure and express length and speed?

71

**Level Tips**

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of in each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

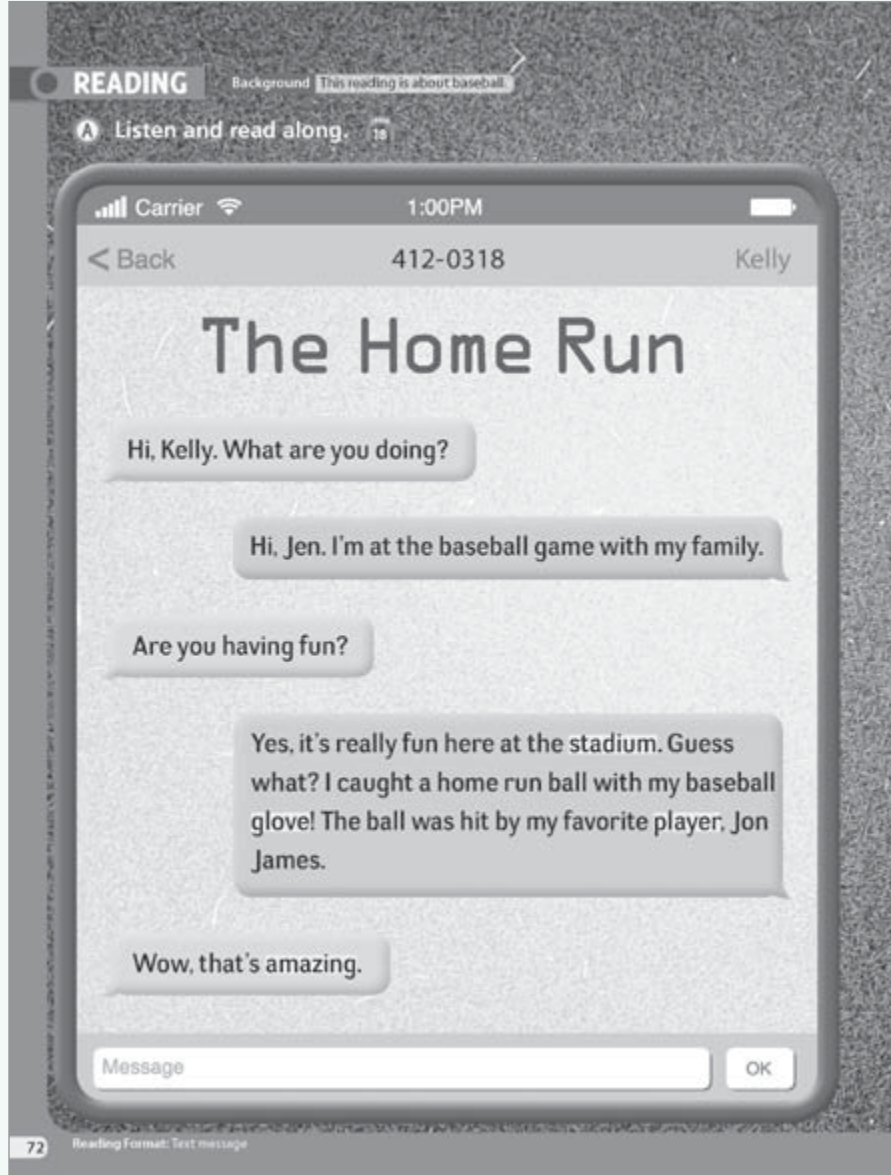
Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

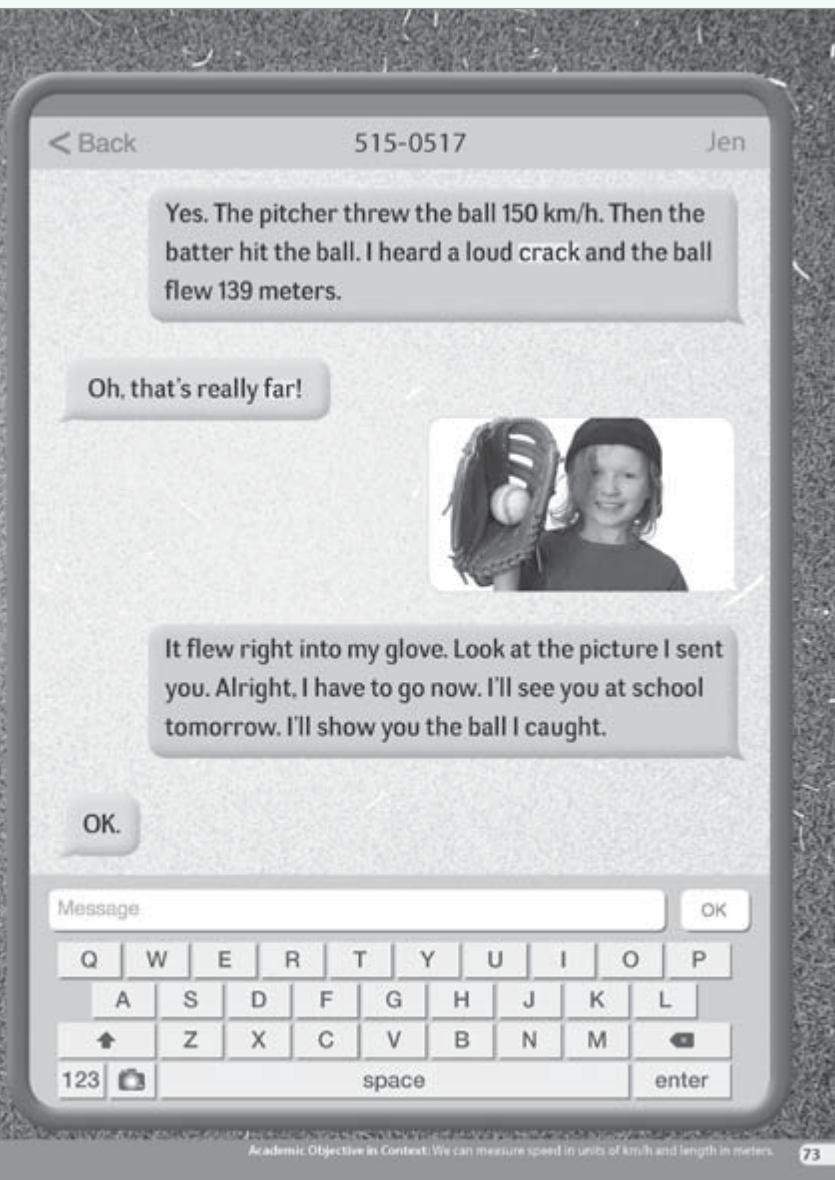
**High-Level Students:** Ask the students to make connections between the contents of the passage and other baseball players.



Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a text message conversation between two friends. Tell the students that there are many ways to send and receive text messages including SMS and messaging apps. Note that text messages can be sent and received using mobile devices and computers. Ask students if they have sent messages, what they use to send messages, and who they usually message. Ask them to guess how the messages on pages 72-73 are being sent. (They are being sent via smartphone.)

Review the title of the reading: "The Home Run." Ask the students why they think this is the title. Explain this is because the passage focuses on how far and fast a home run ball goes.



**Reading Format:** Text message

**Academic Objective:** Compare measurements of length and speed, and express them in meters and km/h.

**Academic Objective in Context:** We can measure speed in units of km/h and length in meters.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 18**.

After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary.

Call on students to discuss the movements a pitcher makes with their body to throw the ball fast. Discuss how angles are created and used to make speed and power.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which parts of the reading contain the correct answers.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 3. How far did the home run ball fly? Correct answer: b. 139 meters. Ask if the stadium is longer or shorter than 139 meters.

**READING COMPREHENSION**

**A Choose the best answer.**

1. What is the reading about?  
a. a phone call      **b** watching baseball      c. playing baseball
2. Who is not at the baseball game?  
a. Jon James      b. Kelly      **c** Jen
3. How far did the home run ball fly?  
a. 150 meters      **b** 139 meters      c. not very far
4. What will the girl bring with her to school tomorrow?  
**a** the baseball      b. her glove      c. her favorite player

**READING SKILL: CLASSIFYING**

**B Match the descriptions and characters. Write the correct letter in each box.**

Classifying		
Descriptions		
a. threw a pitch		d. caught a home run ball
b. went to a baseball stadium		e. it went 150 km/h
c. hit the ball		f. it flew 139 meters
Characters		
1. Kelly	2. Jon James	3. The Pitcher
<input type="checkbox"/> b <input type="checkbox"/> d	<input type="checkbox"/> c <input type="checkbox"/> f	<input type="checkbox"/> a <input type="checkbox"/> c

**SUMMARY: CLASSIFYING**

**C Use the reading skill activity. Complete the sentences to describe what happened.**

1. Kelly went to the baseball stadium and caught a home run ball.
2. Jon James hit the ball and it went 139 meters.
3. The pitcher threw a pitch and it went 150 km/h.

74 Reading Skill: Classify the characters by what they did at the game.

**Reading Comprehension:**

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *classifying* means dividing and matching up different pieces of information that have something in common. Tell the students to match the characters with the descriptions of what they did in the story. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call on students to read their answers.



# THE HOME RUN

6B

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT

### Warm Up

What can you hear and see at a baseball game?

### VOCABULARY REVIEW

A Fill in the blank with the correct word.

stadium   glove   player   amazing   crack   far

1. Did you hear the crack? It was so loud.
2. Let's go to the stadium to watch a game.
3. Let's go by car because it's very far.
4. Catch the ball in your glove.
5. He is the best baseball player these days.
6. Wow! The video is amazing!

Vocabulary Skill: Use the vocabulary in context. 75

### Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture. Tell students that this picture on page 75 shows a batter hitting a baseball.

### 1. What can you hear and see at a baseball game?

**Sample answer:** *You can hear the crack of the bat when a batter hits the ball. You can see players throwing and running.*

Ask students to provide additional information by giving examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

## Level Tips

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about?

**A** Listen, write, read again, and learn two bonus words.

WORD BOX				
hit	glove	caught	stadium	
amazing	far	player	crack	

### The Home Run

Hi, Kelly. What are you up to?

Hi, Jen. I'm with my family at a baseball game.

Is it fun?

Yes, it's really fun here at the 1. stadium. Guess what? I 2. caught a home run ball with my baseball glove!

Wow!

The pitch went 150 km/h, and then I heard a loud 3. crack. My favorite 4. player, Jon James, 5. hit it. The ball flew 139 meters.

139 meters is 6. far. That is 7. amazing!

It flew straight into my 8. glove. Did you see the picture I sent you? OK, I have to go now. See you tomorrow in school. I'll show you the ball I got.

See you tomorrow.

**B** Do choral reading.  
Class reading time: times will vary seconds

**C** What kind of reading is this?  
a. blog      b. e-mail      **c. text message**

76 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about baseball.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 19**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: SEQUENCING**

**A** Number the sentences in the correct order.

Sequencing	
6	Kelly caught the ball in her glove.
1	The pitcher threw the ball.
5	The ball flew 139 meters.
3	Jon James hit the ball.
2	The ball went 150 km/h.
4	Kelly heard a loud crack.

**WRITING PLAN**

**B** Complete the writing plan. Use the reading and writing skills of this unit.

Classifying + Sequencing		
When	Who / What	What happened
First,	the pitcher	threw the ball.
Second,	The ball	went 150 km/h.
Third,	Jon James	hit the ball.
Fourth,	Kelly	heard a loud crack.
Fifth,	The ball	flew 139 meters.
Sixth,	Kelly	caught the ball in her glove.

**WRITING SKILL EXPANSION**

**C** Look at page 27 in the practice book. Complete the writing plan in part C.

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from the student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Explain to the students that sequencing means putting things in the correct order from start to finish. Tell the students to order the things that happened in the story from start to finish with numbers. Complete the activity together as a class.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *classifying*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all of the information can fit into the chart. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

## Level Tips

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

### INTEGRATE IT: QR CODE VIDEO

#### A Preview.

“Many people think that the faster a pitch is, the faster and longer it will travel if it's hit by a batter. But is that really true?”

Think and answer the question above.

Inference **(sample)** *I don't think this is true.*

#### B View and think about the questions in Part C while you watch.



### DISCUSSION

#### C Discuss the questions with a partner. Write the answers.

Think while you watch:

- How many things make a baseball go far when it is hit?  
**They twist their shoulder back.**
- Where does most of the power come from when a ball is hit far?  
**Between 40 and 60 degrees.**
- What kinds of pitches have lots of spin?  
**Power turns into speed.**

Explain to the students that they will now watch a video about how batters make the ball go far when they hit it. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *I think it's true. / I don't think it's true.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. If possible, demonstrate it using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 06

A Match.

- |            |  |   |
|------------|--|---|
| 1. stadium |  | a. a covering for the hand that has separate parts for each finger                                |
| 2. glove   |  | b. a person who plays a sport or game   |
| 3. player  |  | c. a long distance in space or time   |
| 4. amazing |  | d. a very large building with a big open area in the middle that has many rows of seats around it |
| 5. crack   |  | e. to touch something in a strong way after moving at a high speed                                |
| 6. far     |  | f. causing great surprise or wonder   |
| 7. hit     |  | g. a sudden loud sound  |
| 8. catch   |  | h. to stop and hold something that is moving through the air, usually with your hand              |

B Unscramble and write.

139 ball The meters flew

The ball flew 139 meters.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Kilometers measure distance and kilometers per hour measure speed.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can classify things I read about.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary
<b>Writing Skill</b>	I can sequence things in my writing.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary
<b>Integrate IT</b>	I can discuss and make inferences about distance and speed. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley face; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.

## UNIT SUMMARY

**Unit 7:** Music / Nonfiction

**Academic Objective:** Learn about how people dance and use diverse expressions that match music to express themselves.

**Academic Objective in Context:** Break dancers express themselves with music and dance in creative and exciting ways.

## UNIT INTRODUCTION

**UNIT 07** Music Nonfiction

# A SPECIAL DANCE

**ACADEMIC OBJECTIVE**

- Learn about how people dance and use diverse expressions that match music to express themselves.

**LESSON A**

- Reading Format: Magazine article
- Comprehension
- Reading Skill: Main Idea and Supporting Details

**LESSON B**

- Fluency Reading
- Writing Skill: Using Examples
- Integrate IT: QR Code Video

80

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

## UNIT SUMMARY

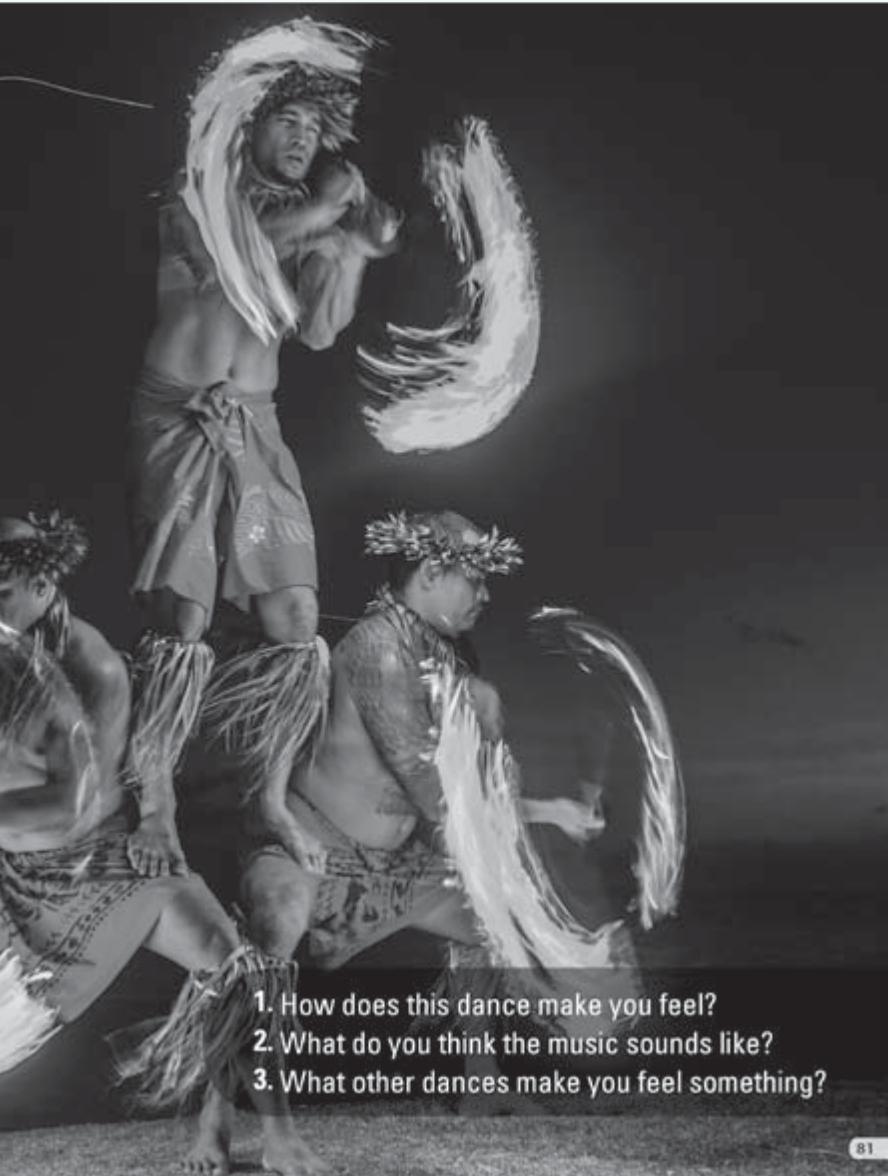
**Language Learning Objectives**

**New Words:** excited, international, creative, communicate, competition, popular

**Bonus Words:** express, traditional

**Structure Focus:** Modal verbs of ability

**Reading Format:** Magazine article



1. How does this dance make you feel?
2. What do you think the music sounds like?
3. What other dances make you feel something?

81

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what special dances they know to activate prior knowledge. Ask them how people can express their feelings other than through language. Explain to the students that dance and music are one way people can express their feelings without words.

**1. How does this dance make you feel?**

Sample answer: *It makes me feel excited.*

**2. What do you think the music sounds like?**

Sample answer: *I think it sounds exciting.*

**3. What other dances make you feel something?**

Sample answer: *Pop music dances make me feel happy.*

**Level Tips**

**Low-Level Students:** After completing the new words activity on page 82, check the answers by asking students to read the words and spell them.


**High-Level Students:** After completing the new words activity on page 82, check the answers by giving students 1-2 minutes to memorize the new words, and then ask them to close the book and recall each word from memory.







**A SPECIAL DANCE**

- Music / Nonfiction
- Comprehension
- Reading Skill: Main Idea and Supporting Details

**Warm Up**  
Have you seen break dancing?  
How do the dancers move?

**NEW WORDS**

**A Listen, repeat, then write.** 

-  excited
-  creative
-  popular
-  international
-  competition
-  communicate

82 Vocabulary: Learn the meaning of new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what the people in the picture are doing. Focus the attention of the students on the people and ask them the warm-up questions:

**1. Have you seen break dancing?**

**Sample answer:** *Yes, I have seen it. / No, I have not seen it.*

Ask a follow-up question to establish background knowledge and give attention to details.

**2. How do the dancers move?**

**Sample answer:** *They move in an exciting way.*

Explain to the students that they will read about how dance and music can communicate feelings. Ask students if they know any dances. Ask them what kinds of music they like. Ask students how they feel when they see or do the dances they know, and how they feel when they hear or play the music they know. Brainstorm a few examples: *Classical music and ballet can be sad.* Tell the students that they will learn about one exciting dance in particular, which is called break dancing.

Play audio **track 20** and ask students to say and write each word as they hear it.





7A

### STRUCTURE: MODAL VERBS OF ABILITY

#### B Read.

- We can learn things about people.
- They can't speak the same language.

#### C Number in order then write.

- |    |       |       |     |       |      |       |         |       |
|----|-------|-------|-----|-------|------|-------|---------|-------|
| 1. | speak | ( 3 ) | can | ( 2 ) | They | ( 1 ) | English | ( 4 ) |
|----|-------|-------|-----|-------|------|-------|---------|-------|
- |    |       |       |           |       |       |       |     |       |
|----|-------|-------|-----------|-------|-------|-------|-----|-------|
| 2. | can't | ( 2 ) | very well | ( 4 ) | dance | ( 3 ) | She | ( 1 ) |
|----|-------|-------|-----------|-------|-------|-------|-----|-------|
- |    |   |       |      |       |     |       |             |       |
|----|---|-------|------|-------|-----|-------|-------------|-------|
| 3. | I | ( 1 ) | show | ( 3 ) | can | ( 2 ) | my feelings | ( 4 ) |
|----|---|-------|------|-------|-----|-------|-------------|-------|

- They can speak English.
- She can't dance very well.
- I can show my feelings.

Academic Objective Question: What are some different ways people express themselves to music?

83

### Level Tips

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of in each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening and reading the audio, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and special dances from your local region.

**READING** Background This reading is about dancing and music.

**A Listen and read along.**

# A SPECIAL DANCE

People around the world like music. They dance to music. People dance in different ways. We can learn about people by how they dance. Dancers show feelings in their dance. They can look happy, sad, or excited.

All countries have traditional dances and music. These are special to each country. But there's a dance that is popular around the world. The dance is exciting and creative. It's break dancing.

A ballet dancer expresses sadness in a dance performance.

A woman performs a traditional Mexican dance at a cultural celebration.

84 Reading Format: Magazine article

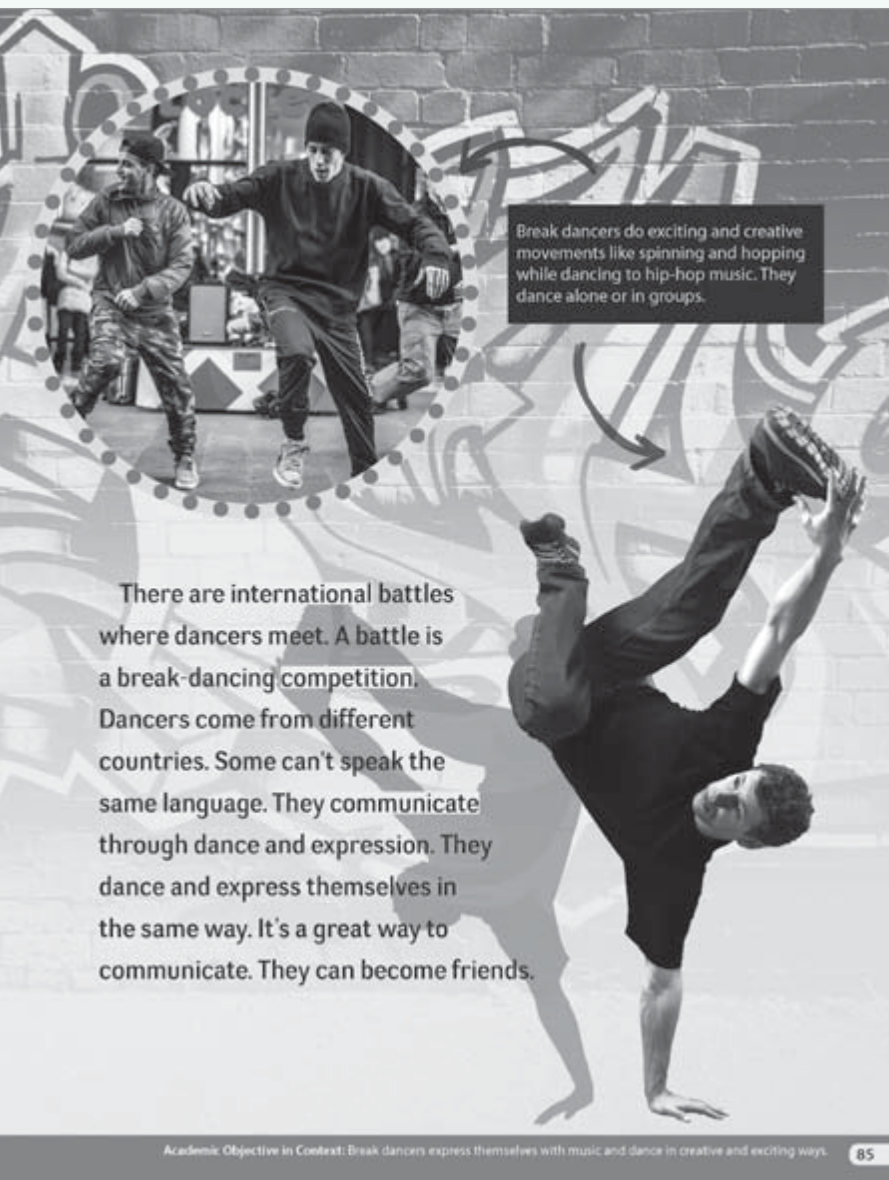
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a magazine article. Tell the students that magazines are usually about one topic. Ask them if they can recall the topic from units 3 and 5. Some common topics are sports, health, fitness, and science. Bring some actual magazines to class with you (even if they are in the students' native language) or you can show digital examples of online magazine articles.

Inside a magazine there are articles that focus on a specific topic. Ask the students what the topic of this reading is.

## READING PASSAGE

## PASSAGE DETAILS



**Reading Format:** Magazine article

**Academic Objective:** Learn about how people dance and use diverse expressions that match music to express themselves.

**Academic Objective in Context:** Break dancers express themselves with music and dance in creative and exciting ways.

There are international battles where dancers meet. A battle is a break-dancing competition. Dancers come from different countries. Some can't speak the same language. They communicate through dance and expression. They dance and express themselves in the same way. It's a great way to communicate. They can become friends.

Academic Objective in Context: Break dancers express themselves with music and dance in creative and exciting ways.

85

Review the title of the reading: "A Special Dance." Ask the students why they think this is the title. Explain this is because break dancing is a very special dance.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 21**.

After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary.

Call on students to discuss the different types of dances that are in the reading. Ask students how the reading describes break dancing. Ask for details and information about what makes break dancing special.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which parts of the reading contain the correct answers.

**High-Level Students:** Ask students follow-up questions to the comprehensions questions, i.e. 1. The reading is about \_\_\_\_\_. Correct answer: c. types of dance. Ask the students which different types of dance are mentioned in the reading. Three: ballet, traditional Mexican dance, break dancing.

**READING COMPREHENSION**

**A Choose the best answer.**

- This reading is about \_\_\_\_\_.  
 a. different countries      b. types of music      **c. types of dance**
- We can learn \_\_\_\_\_ by the way they dance.  
**a. how people feel**      b. what language they speak      c. how old they are
- People like break dancing because it's \_\_\_\_\_.  
 a. happy, sad, or exciting      b. easy      **c. creative and exciting**
- Dancers who don't speak the same language can communicate with \_\_\_\_\_.  
 a. language      **b. expressions**      c. music

**READING SKILL: MAIN IDEA AND SUPPORTING DETAILS**

**B Choose the main idea and details from the idea box. Write the correct letters in the boxes.**

Idea Box

- a. Break dancers move in exciting ways to express themselves.
- b. People who can't speak the same language can communicate by dancing.
- c. People can express themselves with dance.
- d. Dancers can look happy, sad, or excited to show their feelings.

Main Idea:   c   →

Detail 1:   d  

Detail 2:   a  

Detail 3:   b

**SUMMARY: MAIN IDEA AND DETAILS**

**C Use the reading skill activity. Write the correct sentences.**

- Main Idea: People can express themselves with dance.
- Detail 1: Dancers can look happy, sad, or excited to show their feelings.
- Detail 2: Break dancers move in exciting ways to express themselves.
- Detail 3: People who can't speak the same language can communicate by dancing.

86 Reading Skill: Organize the main idea and details from the reading.

**Reading Comprehension:**

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *main idea and supporting details* means putting the information from the passage in an order that helps make things clearer for the reader. Tell the students that the main idea should always come first. Other ideas which support the main idea come next. Ask the students to put the supporting ideas in the same order as they read them in the passage. Ask students to complete the summary. After allowing students enough time to write all the answers in the summary section, randomly call on students to read their answers.



### VOCABULARY REVIEW

**A** Circle the correct word to complete the sentence.

1. We are communicating creative by e-mail.
2. The movie is excited popular with people of all ages.
3. I feel popular excited when I watch the dance.
4. She is a very popular creative artist who expresses her art beautifully.
5. He is an international excited student from another country.
6. Are you ready for the competition international tomorrow?

Vocabulary Skill: Use the vocabulary in context. 87

### Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocab review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

#### 1. What do you think about break dancing?

Sample answer: *I think it's great.*

#### 2. How does it make you feel? Why?

Sample answer: *It makes me feel excited because the dancers are creative.*

Ask students to provide additional information about break dancing and give specific examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

**Level Tips**

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about?

A Listen, write, read again, and learn two bonus words. 22

WORD BOX			
excited	international	creative	traditional
competitions	communicate	popular	express

## A Special Dance

Music is 1. popular. People around the world like it. They also like dancing. There are different ways to dance. How people dance can tell us things. Dancers 2. express feelings when they dance. They can be sad, happy, or 3. excited.

There are many kinds of 4. traditional dances and music. They are different in every country. But one kind of dance is 5. popular everywhere. It's break dancing. It's 6. creative, and it's exciting.

Many dancers meet at international battles. Battles are break-dancing 7. competitions. Not all the dancers speak the same language. But they can express themselves through dance. It's a fun way to 8. communicate with each other.

B Do sustained silent reading.  
Class reading time: times will vary seconds

C What kind of reading is this?  
a. traditional    **b. magazine**    c. blog

88 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about dancing and music.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 22**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: USING EXAMPLES**

**A** Complete the chart using information from the reading or your own ideas.

Using Examples
Examples
Detail 1. Dancers show feelings when they dance. For example, they can look <u>happy</u> or <u>bad</u> to show a <u>good</u> or <u>bad</u> feeling.
↓
Detail 2. All countries have traditional dances and music that are special to them. For example, <u>the fan dance</u> is a traditional dance in <u>Korea</u> that people do at cultural events.
↓
Detail 3. Break dancing is popular because it is exciting. For example, there are international <u>competitions</u> called battles.

**WRITING PLAN**

**B** Complete the writing plan. Use the reading and writing skills of this unit.

Main Idea and Supporting Details + Using Examples		
Main Idea	Detail	Example
People like to express themselves with dance.	1.	
	2.	Answers will vary
	3.	

**WRITING SKILL EXPANSION**

**C** Look at page 31 in the practice book. Complete the writing plan in part C.

Writing Skill: Add examples to help the supporting details from the reading. 89

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from the student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Tell them that using examples means using something which is real and specific to help readers understand clearly. Tell them that they need to use the information from the reading and their own ideas to fill in the chart. The things they fill in are examples. Explain that using examples in this way will make them good writers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *main idea and supporting details*. Tell them that they will use that reading skill again to put the information from the writing skill activity the writing plan chart. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all of the information can fit into the chart. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

## Level Tips

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

### INTEGRATE IT: QR CODE VIDEO

#### A Preview.

“Break dancing competitions are a battle for space. The dancer who is better wins. What can dancers do to show that they are the best?”

Think and answer the question above.

Inference (sample) They can be the most creative.

#### B View and think about the questions in part C while you watch.



### DISCUSSION

#### C Discuss the questions with a partner. Write the answers.

Think while you watch:

1. What is a break dancing competition called?  
Break dancing competitions are called battles.
2. What can dancers show us with their expressions?  
They can show us how funny they are.
3. How can dancers communicate without talking?  
They can use expressions.

Explain to the students that they will now look at pictures of break dancing while listening to audio. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *They can be the most creative.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. If possible, demonstrate it using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.



SELF-ASSESSMENT

UNIT 07

A Match.

- |                  |   |   |
|------------------|---|---|
| 1. excited       | • | a. to give or get information by speaking, listening, reading, writing, or moving your body |
| 2. international | • | b. enjoyed, liked, or well known by many people   |
| 3. creative      | • | c. related to the ways of thinking or acting in the past                                    |
| 4. communicate   | • | d. to show what you are thinking or feeling   |
| 5. competition   | • | e. being able to think of new ideas   |
| 6. popular       | • | f. a game or event in which people try to win against others                                |
| 7. express       | • | g. involving two or more countries  |
| 8. traditional   | • | h. very happy about something and full of energy  |

B Unscramble and write.

things can about We people learn

We can learn things about people.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	People can express themselves by dancing.	<input checked="" type="radio"/> True	<input type="radio"/> False
<b>Reading Skill</b>	I can identify the main idea and supporting details in the things I read.	answers will vary	
<b>Writing Skill</b>	I can write examples for supporting details.	answers will vary	
<b>Integrate IT</b>	I can discuss and make inferences about music and dance. I got <u>will vary</u> discussion questions correct in this unit.	1 2 3 answers will vary	

Self-Assessment: Demonstrates competency and knowledge that was learned. 91

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.

## UNIT SUMMARY

**Unit 8:** Music / Fiction

**Academic Objective:** Understand that everyone has different talents that can be expressed at school events.

**Academic Objective in Context:** We can find ways to let everyone play a part in artistic and musical shows or other events.

## UNIT INTRODUCTION

**UNIT 08** Music Fiction

# TALENT SHOW

ACADEMIC OBJECTIVE

- Understand that everyone has different talents that can be expressed at school events.

LESSON A

- Reading Format: Story
- Comprehension
- Reading Skill: Sequencing

LESSON B

- Fluency Reading
- Writing Skill: Story Mapping
- Integrate IT: QR Code Video

92

Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** talent, wheelchair, member, only, spin, practice

**Bonus Words:** copy, compete

**Structure Focus:** Future tense

**Reading Format:** Story



1. Where is the man?
2. Have you or your friends been in a show?
3. Are you scared to be in a show?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics and language learning points. Ask students what special musical or artistic talents they have, to activate prior knowledge. Ask them how people can show their unique talents to others. Explain to the students that what makes us different is what makes us special and that unique differences between people is not always a bad thing.

### 1. Where is the man?

Sample answer: *The man is playing drums at a show.*

### 2. Have you or your friends been in a show?

Sample answer: *Yes, I have. / No, I haven't.*

### 3. Are you scared to be in a show?

Sample answer: *Yes, I am. / No, I'm not.*

**Level Tips**

**Low-Level Students:** After completing the new words activity on page 94, check the answers by asking students to read the words and spell them.


**High-Level Students:** After completing the new words activity on page 94, check the answers by giving students 1-2 minutes to memorize the new words, and then ask them to close the book and recall each word from memory.







**TALENT SHOW**

- Music / Fiction
- Comprehension
- Reading Skill: Sequencing

**Warm Up**  
What kind of music or talent events does your school have?

**NEW WORDS**

**A Listen, repeat, then write.** 

-  talent  
talent
-  member  
member
-  wheelchair  
wheelchair
-  spin  
spin
-  practice  
practice
-  only  
only

94 Vocabulary: Learn the meaning of new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what the people in the picture are doing. Focus the attention of the students on the silhouettes and the setting and ask them the warm-up questions:

**1. What kind of music or talent event does your school have?**

*Sample answer: My school has a dancing talent show.*

Ask a follow-up question to establish background knowledge and give attention to details.

**2. Who were the winners last time there was a show?**

*Sample answer: My friend sang a song and won.*

Explain to the students that they will read a story about a boy with a special talent. Ask students if they know any dances. Ask them what kinds of music they like. Ask students if they know of any people who have special or unique talents or tell them about a few such people if they don't know any. Brainstorm a few examples: *Ludwig van Beethoven was deaf.* Tell the students that they will learn about a boy with a special talent.

Play audio **track 23** and ask students to say and write each word as they hear it.



8A

### STRUCTURE: FUTURE TENSE

#### B Read.

- We will dance.
- All students will compete.

#### C Number in order then write.

- take part ( 3 ) All of the students ( 1 ) will ( 2 )
- We ( 1 ) sing a song ( 3 ) will ( 2 )
- will ( 2 ) win the competition ( 3 ) They ( 1 )

- All of the students will take part.
- We will sing a song.
- They will win the competition.

**ACADEMIC OBJECTIVE** Academic Objective in Context: Understand that everyone has different musical and artistic talents that can be expressed at school events.

95

### Level Tips

**Low-Level Students:** Use the free downloadable worksheet for additional practice with the structure before reading.

**High-Level Students:** Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

This section of in each unit is meant to highlight a key grammatical structure that is covered in the reading passages.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize students with the structure.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use the students' native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

**Level Tips**

**Low-Level Students:** After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and talent shows in your local region.


**READING** Background This reading is about dancing and music.

A Listen and read along.


# TALENT SHOW




There is a talent competition at school next week. All fourth grade students at our school will compete.



We will dance in teams. Our teacher, Mr. Crabtree, put together the teams.



One of our team members, Travis, can't walk. He uses a wheelchair.



Travis felt sad. He can't use his legs. So, he can't dance.



But our team had a good idea.



Travis can spin around in his wheelchair!

96 Reading Format: Story

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a story. Examine the differences between a storybook and a comic book. Tell the students that stories are usually illustrated. Ask them if they read any stories on their own. Reinforce the difference between fiction and nonfiction.

Review the literary elements of a story with the students before reading. Ask the students what the topic of this story is, where the setting is, and who the characters are before reading. Use the illustrations to help.

## READING PASSAGE

## PASSAGE DETAILS



Now he can dance with us.



We have been practicing a lot. Our dance looks great.



Travis is the only student at school with a wheelchair.



Other teams can't copy our dance. We are special.

We're happy and excited about the dance competition!



Academic Objective in Context: We can find ways to let everyone play a part in artistic and musical shows or other events. 97

**Reading Format:** Story

**Academic Objective:** Understand that everyone has different talents that can be expressed at school events.

**Academic Objective in Context:** We can find ways to let everyone play a part in artistic and musical shows or other events.

Review the title of the reading: "Talent Show." Ask the students why they think this is the title. Explain this is because it's about a school talent show.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 24**.

After the track is finished, ask the students if they circled any unknown words. Review the meaning of those words and how they are used in the passage. Use the students' native language to do this if necessary.

Call on students to discuss what the problem in the story is. Ask students how the characters solved this problem. Ask for details and information about what makes Travis special. Explain that it's important to find ways to include everyone. One day we may be different from others. We should treat other people how we would like to be treated. Unique talents can be a strength if we can think of a creative way to use them.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

**Level Tips**

**Low-Level Students:** While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers. Offer guidance and assistance as needed, such as pointing out which parts of the reading contain the correct answers.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 2. Travis felt sad because he \_\_\_\_\_. Correct answer: c. can't dance. Ask the students why he can't dance. He can't dance because he can't use his legs.






**READING COMPREHENSION**

**A Choose the best answer.**

- There is a \_\_\_\_\_ at school next week.  
 a. dance competition    b. dance practice    c. good idea
- Travis felt sad because he \_\_\_\_\_.  
 a. can't practice    b. can't dance     c. can't use his legs
- Travis's team has been \_\_\_\_\_ a lot for the competition.  
 a. sad     b. practicing    c. travelling
- Travis's team is \_\_\_\_\_ because other teams can't dance like them.  
 a. special    b. sad    c. the best

**READING SKILL: SEQUENCING**

**B Look at the parts of the story. Write the steps in the order of the story.**

a.	b.	c.	d.	e.
				
Mr. Crabtree put together the teams.	Our team had an idea to help Travis be in the dance.	There will be a talent competition.	We're excited about the dance competition!	Travis was sad because he uses a wheelchair and can't dance.
2	4	1	5	3

**SUMMARY: SEQUENCING**

**C Use the reading skill activity. Write the sentences in the correct order.**

- There will be a talent competition.
- Mr. Crabtree put together the teams.
- Travis was sad because he uses a wheelchair and can't dance.
- Our team had an idea to help Travis be in the dance.
- We're excited about the dance competition.

98 Reading Skill: Sequence the events from the story.

**Reading Comprehension:**

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

**Reading Skill:**

Explain to the students that *sequencing* means putting things in the correct order from start to finish. Tell the students to order the things that happened in the story from start to finish with numbers. Complete the activity together as a class.

Ask students to complete the summary. After allowing students enough time to write all the answers in the summary section, randomly call on students to read their answers.





### VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. Our team has five members wheelchairs.
2. The break dancer spins practices on his head.
3. There is a(n) only talent show on TV tonight.
4. We need to spin practice a lot to do well.
5. I hurt my leg and need a wheelchair member to move around.
6. This is the talent only bus that can take me home.

Vocabulary Skill: Use the vocabulary in context. 99

### Level Tips

**Low-Level Students:** Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

**High-Level Students:** Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call on students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

#### 1. What are some ways you can show your special talents?

**Sample answer:** *I can show my special talents through music, dance, and art.*

Ask students to provide additional information about unique and special talents and give specific examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

## Level Tips

**Low-Level Students:** Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

**High-Level Students:** Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.

**FLUENCY READING** Background What is this reading about?

**A Listen, write, read again, and learn two bonus words.** 25

**WORD BOX**

talent	member	copy	wheelchair
spin	compete	only	practice

## Talent Show

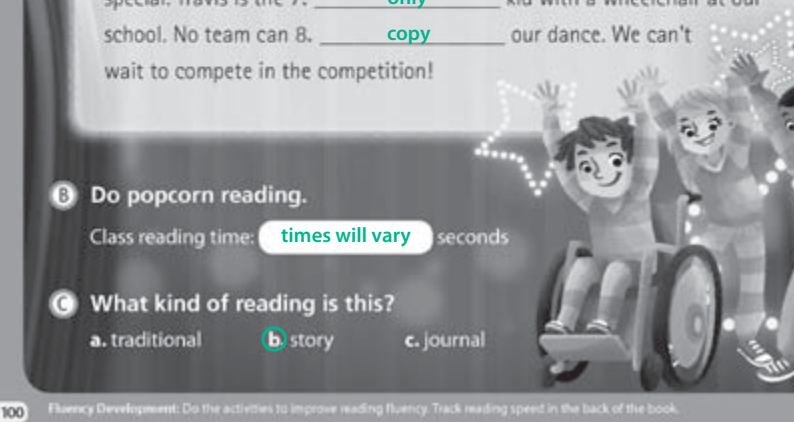
Next week, our school will have a(n) 1. talent competition. Every fourth grade student will 2. compete in it. We will dance as teams. Mr. Crabtree chose the teams.

Our team 3. member Travis uses a(n) 4. wheelchair. He can't walk, so he can't dance with his legs. Travis was sad about this. But we had an idea. Travis can dance in his wheelchair! He can 5. spin around.

We 6. practice hard together. We have a great dance. It is special. Travis is the 7. only kid with a wheelchair at our school. No team can 8. copy our dance. We can't wait to compete in the competition!

**B Do popcorn reading.**  
Class reading time: times will vary seconds

**C What kind of reading is this?**  
a. traditional    **b. story**    c. journal



100 Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

Read the background question at the top of the page. Ask students if they remember what the reading is about.

**Sample answer:** *It's about dancing and music.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 25**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

**WRITING SKILL: STORY MAPPING**

**A** Complete the chart using information from the story.

Story Mapping				
a. Travis and his team members b. A talent competition c. Travis can't dance with his team because he uses a wheelchair. d. An elementary school e. His team members had an idea: Travis can spin around in his wheelchair in the dance.				
Setting <u>  d  </u>	Characters <u>  a  </u>	Theme <u>  b  </u>	Problem <u>  c  </u>	Solution <u>  e  </u>

**WRITING PLAN**

**B** Complete the writing plan. Use the reading and writing skills of this unit.

Sequencing + Story Mapping		
When	Part of Story	
Beginning	The story is about a talent competition.	(theme)
Middle	It happens at an elementary school.	(setting)
	The characters are Travis and his team members.	(characters)
	The problem is that Travis can't dance with his team because he uses a wheelchair.	(problem)
End	But his team members had an idea: Travis can spin around in his wheelchair in the dance.	(solution)

**WRITING SKILL EXPANSION**

**C** Look at page 35 in the practice book. Complete the writing plan in part C.

**Level Tips**

**Low-Level Students:** Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

**High-Level Students:** Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from the student book to the practice book. Encourage students to write an additional sentence in their homework.

**Writing Skill:**

Introduce the writing skill to the students. Tell them that *story mapping* is similar to the skill they learned in Unit 2 Lesson B: *literary elements*, which are the characters, setting, and story plot. Explain that *story mapping* is the same but also includes more information about the plot. *Story mapping* explains the problem in the story and the solution. Students should use the information given on the page to fill in the chart. Explain that story mapping will make them good storytellers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *sequencing*. Tell them that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use the students' native language as necessary.

## Level Tips

**Low-Level Students:** Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in the students' native language to promote and support deeper understanding.

**High-Level Students:** Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

### INTEGRATE IT: QR CODE VIDEO

#### A Preview.

“People who are in wheelchairs often have strong arms. Besides dancing, what are some other things people in wheelchairs can do?”

Think and answer the question above.

Inference (sample) They can play basketball.

#### B View and think about the questions in part C while you watch.

Check out some other talents people have!



### DISCUSSION

#### C Discuss the questions with a partner. Write the answers.

Think while you watch:

- How do our differences make us special?  
We all have different talents.
- What can we do with people who have different talents?  
We can do something special that no one else can copy.
- What other things can people in wheelchairs do?  
They can be good at drumming, juggling, and racing.

Explain to the students that they will now look at pictures related to the topic while listening to audio. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *They can play basketball.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. If possible, ask a student to demonstrate how it works using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 08

A Match.

- |               |  |   |
|---------------|--|---|
| 1. talent     |  | a. someone who is part of a group   |
| 2. member     |  | b. the ability to do something well or special                                    |
| 3. wheelchair |  | c. to do something again and again to become better at it                         |
| 4. spin       |  | d. to cause something to turn around  |
| 5. only       |  | e. to make something look the same or similar to something else                   |
| 6. practice   |  | f. a chair with wheels that is used by people who cannot walk to move             |
| 7. copy       |  | g. to try to get or win something that other people are also trying to get or win |
| 8. compete    |  | h. alone, with no others of the same kind   |

B Unscramble and write.

dance We will

We will dance.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	People have different musical and artistic talents that can be expressed at different kinds of events.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can sequence things I read about.	<input type="radio"/> answers will vary <input type="radio"/>
<b>Writing Skill</b>	I can organize the elements of a story in my writing.	<input type="radio"/> answers will vary <input type="radio"/>
<b>Integrate IT</b>	I can discuss and make inferences about talents that people have and how and where they express them. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/>

Self-Assessment: Demonstrate competency and knowledge that was learned. 103

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

**Low-Level Students:** Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

**High-Level Students:** Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct, they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve, and allows you to align your assessment as the teacher with the students' understanding of their own performance.



## PROJECT-BASED LEARNING

### JOB REPORT

- C Use the information from the survey and summary to write a report. Give a presentation.**

Color the graph to show the number of classmates who like each job. Present the result to your class. Then tell your class about your chosen future job.

	Farmer	Factory Worker	Truck Driver	Grocery Store Worker	Firefighter	Police Officer	Street Cleaner	Doctor / Nurse	Other
20									
19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									

### My Future Job

Hi, my name is \_\_\_\_\_  
I would like to talk to you about my future job. When I grow up,  
I want to be a(n) \_\_\_\_\_

paste  
picture here

## TEACHING TIPS

Before presenting, check for mistakes in the students' writing.

### Level Tips

**Low-Level Students:** Move around the room as students are completing the writing portion of the project and help correct their mistakes.

**High-Level Students:** Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 1 and 2. Discuss what kinds of jobs are covered in those units. Discuss where people work, what they do, etc. Prepare some additional information for the students. Discuss which jobs the students find interesting and why.

Show the students an example of a completed project page. Explain the goal of the project and the tasks they need to do to complete it.

You can prepare some pictures of the various jobs for the students before class or ask them to find a picture on their own to complete the project as homework.

When the projects are completed, allow the students to present them. Projects can be included in a portfolio and/or displayed in the classroom.

## TEACHING TIPS

## UNIT 3-4 REVIEW LESSON

### Level Tips

**Low-Level Students:** Replay the contents from the IT pages to help activate prior knowledge.

**High-Level Students:** Ask students if they know any animals that have special features which help them live.



### UNIT 3-4 REVIEW

**A Read the chart together as a class.**

Animal	Lion	Cheetah	Elephant	Gorilla
Category	Carnivore	Carnivore	Herbivore	Herbivore
Favorite Foods	Zebras, buffalo, wild boar, deer	Antelopes and gazelles	Leaves, grass, and fruit	Leaves, grass, and fruit
Habitat	African grasslands	African grasslands	Asian and African grasslands	African forests
Life Span	10-20 years	10-15 years	60-70 years	35-40 years
Height and Weight	1.2 m and 190 kg	94 cm and 72 kg	2.7-3.3 m and 2,700-6,000 kg	1.7m and 200 kg
Description	Big, strong, fast, light brown/tan fur	Slim, very fast, light brown/tan fur	Big, tall, heavy, gray	Big, strong, black fur
Special Features	Loud roar can be heard 8 km away, can see at night	~2,000 black spots on fur, top speed of 120 km/h	Long nose, big ears	Thumbs on their hands and feet

### C SUMMARY

**B Choose one animal from the chart and fill in the blanks.**

- Animal:** This is a(n) \_\_\_\_\_.
- Category:** \_\_\_\_\_s are \_\_\_\_\_s, and that means they eat \_\_\_\_\_.
- Favorite Foods:** They like to eat \_\_\_\_\_.
- Habitat:** They live in \_\_\_\_\_.
- Life Span:** They can live between \_\_\_\_\_ and \_\_\_\_\_ years.
- Height and Weight:** They are about \_\_\_\_\_ tall and weigh about \_\_\_\_\_ kg.
- Description:** \_\_\_\_\_s have \_\_\_\_\_.  
They are \_\_\_\_\_.
- Special features:** Some special things about \_\_\_\_\_s are that they \_\_\_\_\_.

108

Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit.

Review units can be completed after finishing the two units or review prior to a test.

The objective is to get students to use the information and language they have learned, as well as additional information, in a creative way to complete a project. Therefore, the outcome of each page will be varied.

Teachers should provide students with the tools and information that is necessary to complete the page.

Complete an example of the project page to show to students.



## PROJECT-BASED LEARNING

### ANIMAL POSTCARD

- C Use the information from the summary to write a postcard. Give a presentation.

Include the following information in your writing: the animal's name, category, favorite foods, habitat, life span, height and weight, description, and special features.

Dear \_\_\_\_\_,

Today I went on a safari. Look at the picture!

This is a(n) \_\_\_\_\_

I hope you enjoyed learning about my new favorite animal.

Have a good day!

From \_\_\_\_\_

paste picture here

## TEACHING TIPS

Before presenting, check for mistakes in the students' writing.

### Level Tips

**Low-Level Students:** Move around the room as students are completing the writing portion of the project and help correct their mistakes.

**High-Level Students:** Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 3 and 4. Review the format of the project: postcard. Discuss what kinds of animals are covered in those units. Discuss where they live, what they eat, etc. Prepare some additional information for the students. Discuss which animals the students find interesting and why.

Show the students an example of a completed project page. Explain the goal of the project and the tasks they need to do to complete it. You can prepare some pictures of the various animals for the students before class or ask them to find a picture on their own to complete the project as homework.

When the projects are completed, allow the students to present them. Projects can be included in a portfolio and/or displayed in the classroom.

## TEACHING TIPS

## UNIT 5-6 REVIEW LESSON

### Level Tips

**Low-Level Students:** Replay the contents from the IT pages to help activate prior knowledge.

**High-Level Students:** Ask students if they know any famous athletes who are from other countries or who play other sports.



### UNIT 5-6 REVIEW

**A Research famous baseball players. Complete the chart together as a class.**

Player	Pitcher	Batter
Who	Name: _____	Name: _____
Team Name / Number	Plays for the _____ Wears number _____	Plays for the _____ Wears number _____
What	Threw a fast pitch in one game How fast? _____	Hit a home run in one game How far? _____
When	_____	_____
Where	At the baseball stadium	At the baseball stadium
How	Twisted his/her upper body at an angle How wide? _____ degrees	Twisted his/her upper body at an angle How wide? _____ degrees

### SUMMARY

**B Choose one player from the chart and complete the sentences.**

- Who:** I'm watching my favorite player, \_\_\_\_\_.
- Team name/number:** He/She plays for the \_\_\_\_\_ and wears number \_\_\_\_\_.
- What:** I saw him/her \_\_\_\_\_ in one game. It went \_\_\_\_\_.
- When:** I saw it \_\_\_\_\_.
- Where:** I saw it \_\_\_\_\_.
- How:** He/She twisted his/her upper body at a \_\_\_\_\_ degree angle.

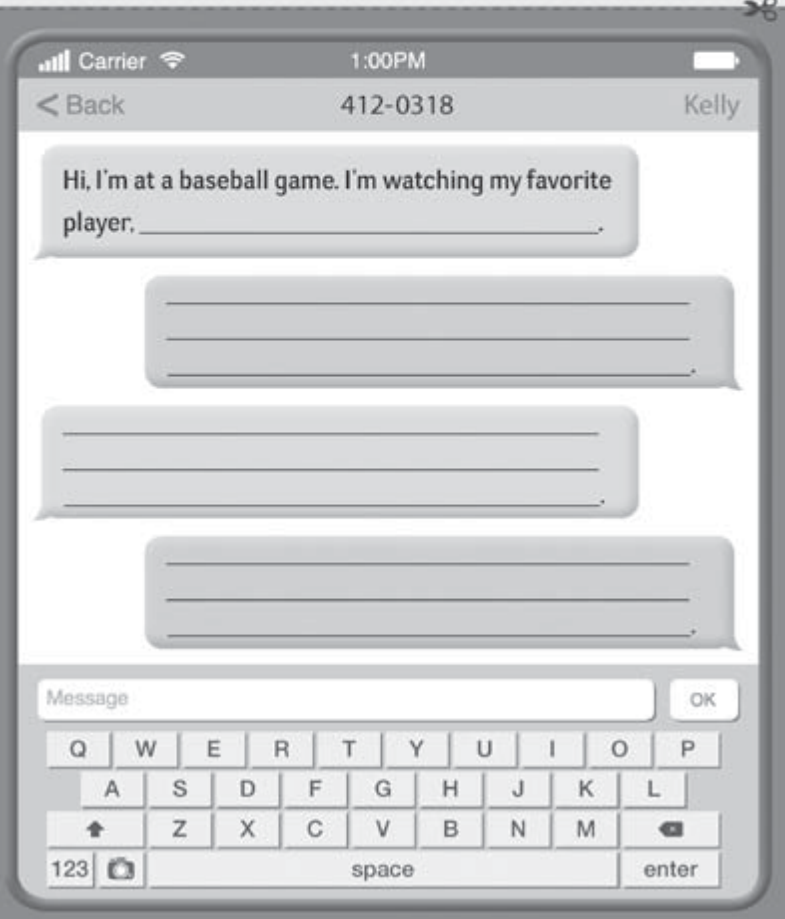
Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Students can learn how to do simple research independently, but you should provide some guidance and structure for them. Review units can be completed after finishing the two units or review prior to a test. The objective is to get students to use the information and language they have learned, and new information they research on their own, in a creative way to complete a project. Therefore, the outcome of each page will be varied. Teachers should provide students with the tools and information that is necessary to complete the page. Complete an example of the project page to show to students.

## PROJECT-BASED LEARNING

### TEXT MESSAGE

- C Use the information from the summary to write a text message. Give a presentation.

Include all of the information from the summary.



## TEACHING TIPS

Before presenting, check for mistakes in the students' writing.

### Level Tips

**Low-Level Students:** Move around the room as students are completing the writing portion of the project and help correct their mistakes.

**High-Level Students:** Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 5 and 6. Discuss the topics that are covered in those units. Review the format of the project: text message. Discuss what players do, how they do it, etc. Prepare some additional information for the students. Discuss which things the students find interesting and why. Allow students to work in pairs as text messages are normally written and read by more than one person.

Show the students an example of a completed project page. Explain the goal of the project and the tasks they need to do to complete it. You can prepare some pictures of the various sports-related items for the students before class or ask them to find a picture on their own to complete the project as homework.

When the project is completed, allow the students to present them. Projects can be included in a portfolio and/or displayed in the classroom.


## TEACHING TIPS

## UNIT 5-6 REVIEW LESSON

### Level Tips




**Low-Level Students:** Replay the contents from the IT pages to help activate prior knowledge.

**High-Level Students:** Ask students if there are any other dances that they know. Allow them to write about those instead if they choose.



## UNIT 7-8 REVIEW

**A Read the chart together as a class.**

Dance	Ballet	Break Dancing	Folklorico, Mexican Folk Dance
Expression	Sad, slow, exciting	Exciting, creative, strong	Happy, fun, exciting
Country/region	Russia	USA	Mexico
Name of character	Sera	Travis	Maricela
Where	School talent show	Break dancing battle	Family party
			

**B SUMMARY**

**B Choose one dance from the chart and fill in the blanks.**

1. **Name of dance:** This is a story about a dance called \_\_\_\_\_.
2. **Expression:** The dance is \_\_\_\_\_.
3. **Which country/region:** People in/from \_\_\_\_\_ do this dance.
4. **Character:** \_\_\_\_\_ likes to do this dance.
5. **Where:** \_\_\_\_\_ will do the dance at a \_\_\_\_\_.
6. **With whom:** He/She will dance with \_\_\_\_\_.

116

Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit.

Review units can be completed after finishing the two units or review prior to a test.

The objective is to get students to use the information and language they have learned, as well as new information, in a creative way to complete a project. Therefore, the outcome of each page will be varied.

Teachers should provide students with the tools and information that is necessary to complete the page.

Complete an example of the project page to show to students.

## PROJECT-BASED LEARNING

### DANCE STORY

- C Use the information from the summary to write a story.  
Give a presentation.

Include all of the information from the summary. Draw or paste pictures to illustrate your story.

This is a story about a dance called \_\_\_\_\_.

The dance is \_\_\_\_\_.

People in/from \_\_\_\_\_ do this dance.

\_\_\_\_\_ likes to do this dance.  
He/She thinks it is a beautiful dance.

\_\_\_\_\_ will do the dance at a \_\_\_\_\_.  
He/She will dance with \_\_\_\_\_. They hope people will like their dance. They are really excited about the day.

## TEACHING TIPS

Before presenting, check for mistakes in the students' writing.

### Level Tips

**Low-Level Students:** Move around the room as students are completing the writing portion of the project and help correct their mistakes.

**High-Level Students:** Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 7 and 8. Discuss what kinds of dances are covered in those units. Review the format of the project: story. Review the story mapping skills the students learned in unit 8. Discuss the plot, setting, characters, problem and solution. Prepare some additional examples for the students. Discuss how to create a new story.

Show the students an example of a completed project page. Explain the goal of the project and the tasks they need to do to complete it.

When the project is completed, allow the students to present them. Projects can be included in a portfolio and/or displayed in the classroom.

# READING SPEED CHART

## TEACHING TIPS

### Level Tips

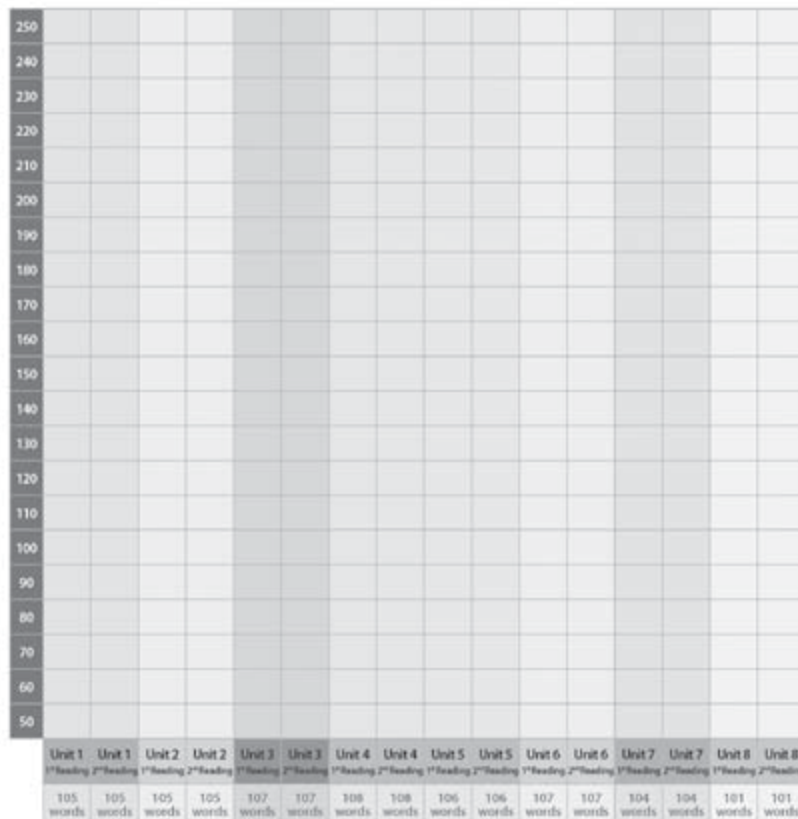
**Low-Level Students:** Track reading speed in class.

**High-Level Students:** Allow the students to track individual reading speed as homework.

## READING SPEED CHART

### READING SPEED CHART

Time how long it takes you to read each passage. Then use the formula in the box to find your words per minute (WPM) score. Color in the boxes to see how you get better.



**Formula** (Word Count ÷ Reading Time in Seconds) X 60 = \_\_\_\_\_ WPM score

120

The reading speed chart is designed to track reading speed and fluency development. There are two columns per unit. Students can track their reading speed first as a class and then again for the same reading independently. The reading speed chart is intended to be completed with the passage in lesson B after all of the reading activities have been completed. Do not use the reading speed chart with lesson A passages, as students will encounter too many new and unknown words and information. Reading speed and fluency should only be recorded with passages that consist almost entirely of familiar language and content (roughly 98 percent). Therefore, only use this chart with the passages in lesson B. The reading passage in lesson B is written to be slightly shorter and slightly easier than the passage in lesson A. Sometimes new or alternative information is introduced to prevent too much redundancy.



