

# Integrate

**READING & WRITING**

**TEACHER'S GUIDE WITH  
ANSWER KEY**

**BASIC**

**2**

# TABLE OF CONTENTS

SECTION	PAGE NUMBER
Components	3
Teacher Development	4-5
Scope and Sequence	6-7
How to Use	8-11
Grading Rubric	12-13
Unit 1 Teacher's Guide	14-25
Unit 2 Teacher's Guide	26-37
Unit 3 Teacher's Guide	38-49
Unit 4 Teacher's Guide	50-61
Unit 5 Teacher's Guide	62-73
Unit 6 Teacher's Guide	74-85
Unit 7 Teacher's Guide	86-97
Unit 8 Teacher's Guide	98-109
Review Unit 1-2 Teacher's Guide	110-111
Review Unit 3-4 Teacher's Guide	112-113
Review Unit 5-6 Teacher's Guide	114-115
Review Unit 7-8 Teacher's Guide	116-117
Reading Speed Chart Teacher's Guide	118
Language Through Learning Record	119

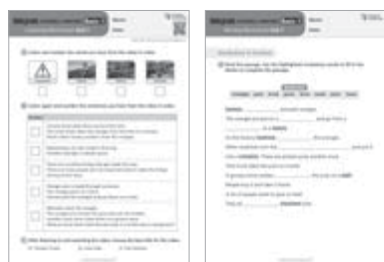
# COMPONENTS



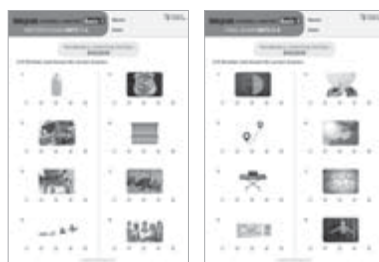
Student Book with CD-ROM



Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

- Wordlists 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

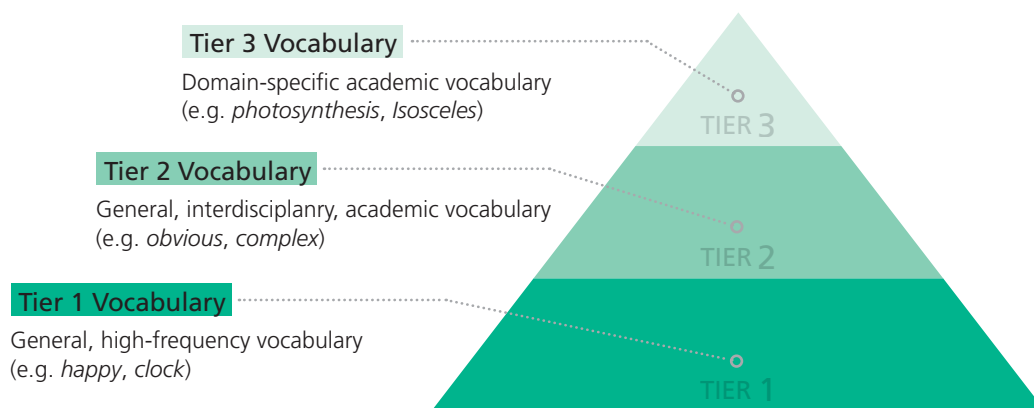
### 21<sup>st</sup> Century Skills

- 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)

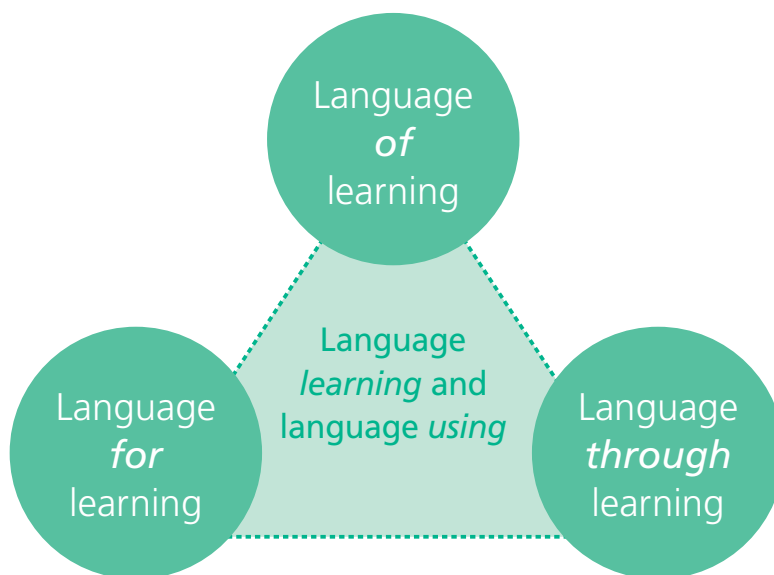
- Scaffolding, Preview, and Review

### 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>New Cities</b> Lesson A [125W] Lesson B [116W]		
		Topic	New eco-cities are environmentally friendly. Learn about how eco-cities are good for the environment.		
		Academic Objective	Understand that humans and the environment are related and affect each other.		
		Reading Format	Internet blog		
		Structure	Be verb: is, are		
		Vocabulary	environment, pollution, natural, reduce, recycle, limited <b>Bonus:</b> destroy, produce		
		Reading Skill	Main Idea and Supporting Details	<b>Writing Skill</b>	Contrasting
		Integrate IT	QR Code Video		
	 UNIT 02 Fiction	Title / Word Count	<b>My House</b> Lesson A [135W] Lesson B [124W]		
		Topic	A girl who lives in the desert writes a letter to her friend describing her house, which is made entirely of recycled bottles, sand, and clay.		
		Academic Objective	Understand the differences between life in cities and in rural areas.		
		Reading Format	Letter		
Structure		Comparative adjectives: stronger, colder, better			
Vocabulary		bottle, sand, tight, cover, repeat, row <b>Bonus:</b> clay, mud			
Reading Skill		Sequencing	<b>Writing Skill</b>	Main Idea and Supporting Details	
Integrate IT		QR Code Video			
SCIENCE	 UNIT 03 Nonfiction	Title / Word Count	<b>Ecosystems</b> Lesson A [125W] Lesson B [120W]		
		Topic	Producers, consumers, and decomposers are all essential parts of an ecosystem. They all need energy, and they all give one another energy.		
		Academic Objective	Understand the structure and function of an ecosystem.		
		Reading Format	Magazine article		
		Structure	Modals: Obligation & Necessity: need to		
		Vocabulary	ecosystem, producers, consumers, decomposers, waste, soil <b>Bonus:</b> energy, category		
		Reading Skill	Categorizing	<b>Writing Skill</b>	Sequencing
		Integrate IT	QR Code Video		
	 UNIT 04 Fiction	Title / Word Count	<b>Hard Workers</b> Lesson A [125W] Lesson B [118W]		
		Topic	Kids on a hiking trip observe termites doing their part in an ecosystem.		
		Academic Objective	Identify animals by observing their characteristics.		
		Reading Format	Comic strip		
Structure		Demonstrative pronouns: this, that, these, those			
Vocabulary		termites, nutrients, hike, busy, glad, grow <b>Bonus:</b> clean, hard			
Reading Skill		Main Idea and Supporting Details	<b>Writing Skill</b>	Categorizing	
Integrate IT		QR Code Video			

TOPIC AREA	UNIT/PAGE	DETAILS	
MATH	 <b>(UNIT 05)</b> Nonfiction	Title / Word Count	<b>F1 Speed</b> Lesson A [132W] Lesson B [128W]
		Topic	Light weight and aerodynamics help F1 cars and other vehicles go fast.
		Academic Objective	Understand units of weight in kilograms and express them using real-life examples.
		Reading Format	Magazine article
		Structure	Comparatives: faster, lighter
		Vocabulary	light, weigh, aerodynamic, spend, turn left/right, crash <b>Bonus:</b> reason, normal
		Reading Skill	Compare and Contrast <b>Writing Skill</b> Introduction and Conclusion
		Integrate IT	AR Images
	 <b>(UNIT 06)</b> Fiction	Title / Word Count	<b>The Car Race</b> Lesson A [129W] Lesson B [117W]
		Topic	A boy sends an e-mail to a friend to describe an auto race and describes the different parts of a race car.
Academic Objective		Express and compare units of speed in kilometers per hour.	
Reading Format		E-mail	
Structure		Adjectives: soft, big	
Vocabulary		tires, brakes, engine, parts, body, driver <b>Bonus:</b> excited, weekend	
Reading Skill		Identifying Details <b>Writing Skill</b> Main Idea	
Integrate IT		QR Code Video	
 <b>(UNIT 07)</b> Nonfiction	Title / Word Count	<b>Multicultural Countries</b> Lesson A [127W] Lesson B [111W]	
	Topic	Multicultural countries have many different kinds of people, unlike countries that have only one culture, language, and people.	
	Academic Objective	Understand that a multicultural country has different people, cultures, and traditions.	
	Reading Format	Traditional passage	
	Structure	Frequency adverbs: sometimes, often, occasionally	
	Vocabulary	country, culture, tradition, mix, move, accept <b>Bonus:</b> make, happen	
	Reading Skill	Compare and Contrast <b>Writing Skill</b> Synthesizing	
	Integrate IT	QR Code Video	
 <b>(UNIT 08)</b> Fiction	Title / Word Count	<b>The Birthday Party</b> Lesson A [127W] Lesson B [113W]	
	Topic	A boy goes to a birthday party at his neighbor's house and enjoys experiencing their cultural traditions.	
	Academic Objective	Learn to accept and appreciate other cultures.	
	Reading Format	Journal entry	
	Structure	Irregular past tense verbs: ate, hit, broke, went	
	Vocabulary	turn, delicious, chance, keep, break, band <b>Bonus:</b> stick, fall	
	Reading Skill	Classifying <b>Writing Skill</b> Cause and Effect	
	Integrate IT	QR Code Video	

MATH  
SPECIAL SUBJECT

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION
Social Studies	Units 1-2 Review	City Plan	Map out the food, energy, and water sources of an eco-friendly city, write a plan, and give a presentation about your plan for an eco-friendly city.
Science	Units 3-4 Review	Ecosystem Report	Choose a plant or animal, write a report about the ecosystem it lives in and what its role is, and give a presentation about it.
Math	Units 5-6 Review	E-mail	Use the information from either unit 5 or unit 6, write an email about race cars, and give a presentation about it.
Special Subject	Units 7-8 Review	Birthday Journal	Read details about birthday celebrations in some cultures, write a story about the traditions of your own culture, and give a presentation about your most recent birthday.

# 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.

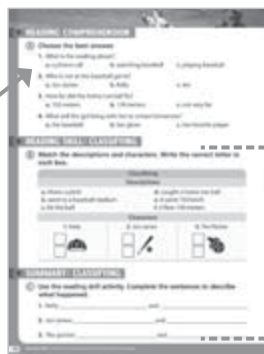


Infographics with captions provide visual support, additional information, and context.

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

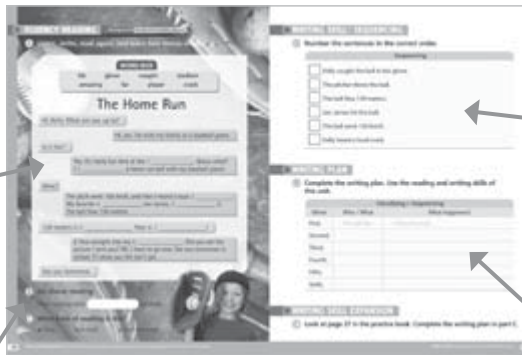


Warm-up questions help students recall information from Lesson A to activate prior knowledge.

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



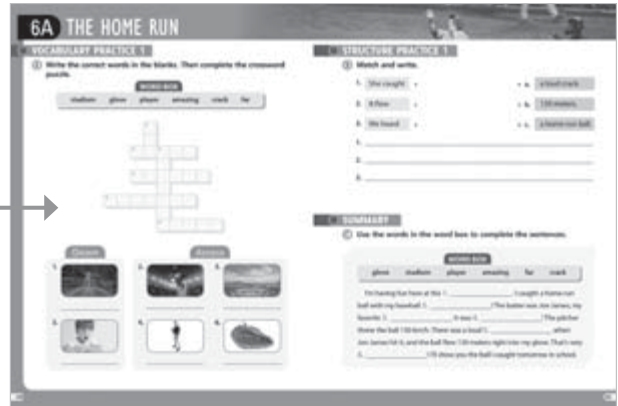
The review units utilize project-based learning and allow students to produce tangible outcomes and demonstrate linguistic competency and development.

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 Classbooster 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 01 NEW CITIES

## UNIT SUMMARY

**Unit 1:** Social Studies / Nonfiction

**Academic Objective:** Understand that humans and the environment are related and affect each other.

**Academic Objective in Context:** Human activities in cities can harm or help the environment.

## UNIT INTRODUCTION

**UNIT 01** Social Studies  
Nonfiction

# NEW CITIES

**ACADEMIC OBJECTIVE**

- Understand that humans and the environment are related and affect each other.

**LESSON A**

- Reading Format: Internet blog
- Comprehension
- Reading Skill: Main Idea and Supporting Details

**LESSON B**

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

8

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:** environment, pollution, natural, reduce recycle, limited

**Bonus Words:** worker, driver

**Structure Focus:** destroy, produce

**Reading Format:** Internet blog



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

**1. What do you see in this picture?**

Sample answer: *I see houses in a city.*

**2. How do cities change nature?**

Sample answer: *They make nature smaller.*

**3. How can we use nature to build cities?**

Sample answer: *We can have more parks in cities.*

**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 on page 10, and then ask them to close the book and recall each word from memory.

**NEW CITIES**

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

**Warm Up**

Which things in this picture are natural?  
Which things are human-made?  
Is this city design good or bad for the environment?

**NEW WORDS**

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

- environment  
environment
- pollution  
pollution
- natural  
natural
- reduce  
reduce
- recycle  
recycle
- limit  
limit

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 place they see in the picture. Focus the attention of the students on the elements of nature in the picture and then the human-made elements, and then ask them:

**1. Which things in this picture are natural?**

*Sample answer: The trees and river are natural.*

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

**2. Which things are human-made?**

*Sample answer: The buildings are human made.*

**3. Is this city design good or bad for the environment?**

*Sample answer: It looks good because there is a lot of nature in the city.*

Explain to the students that they will learn about how humans affect the environment when they build things. Tell them that there are new and different ways to build cities which are better for the environment. Explain that they will learn new words related to this topic.

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





1A

## STRUCTURE: BE VERB

## B Read.

- There is a new way.
- There are three major things.

## C Number in order then write.

- There ( 1 ) natural ( 4 ) is ( 2 ) a ( 3 ) way ( 5 )
- are ( 2 ) five ( 3 ) cities ( 5 ) major ( 4 ) There ( 1 )
- spaces ( 5 ) are ( 2 ) green ( 4 ) There ( 1 ) few ( 3 )

- There is a natural way.
- There are five major cities.
- There are few green spaces.

Academic Objective Question: What effect do human activities have on the environment in cities?

11

## 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 for additional reading practice and to solidify understanding of the passage.

**High-Level Students:** Ask the students to make connections between the contents of the passage and their real lives. Ask them if they know about any eco-cities. Ask them if they recycle at home or do other things to reduce waste.

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

**A Listen and read along.**

**CITY BLOG**

# NEW CITIES

HOME ABOUT US PICTURE GALLERY COMMENTS CONTACT US SHARE

Cities are bad for the environment. The homes of plants and animals are destroyed. The large amounts of energy people use causes pollution. Fortunately, there is a new way to build and run cities.

These new cities are called eco-cities. There are three major things that make an eco-city different. First, “eco” means “environment.” Eco-cities are built into the natural environment. So, the environment is not destroyed. Second, energy is made in natural ways. So are food and water. Finally, less waste is produced. Most waste is recycled.

Eco-cities do less harm to the environment. The natural environment stays within them. Pollution is limited. Waste is reduced. We should build eco-cities. This will help the environment. The world will be a better place for everyone.

12 Reading Format: Internet blog

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 blog. Tell the students that blogs are written by people on the Internet. Explain that blogs usually focus on certain subjects or topics. Ask them what they think the topic of this blog is about.

Review the title of the reading: “New Cities.” Ask the students why they think this is the title. Explain this is because these days there are new and different ways to build cities which are better for the environment.

**Need for green spaces in cities**  
Heavy use of fuel and cars in cities damages the environment and causes pollution. This situation can be improved by creating green areas.

**Creating a green space in an old city**  
The High Line is an old railway track that was turned into a park in Manhattan, New York City.

**Making environment-friendly energy**  
Solar panels on a city building use energy from sunlight to make clean energy for the building.

Post a Link

Academic Objective in Context: Human activities in cities can harm or help the environment. 13

**Reading Format:** Internet blog

**Academic Objective:** Understand that humans and the environment are related and affect each other.

**Academic Objective in Context:** Human activities in cities can harm or help the environment.

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 if the things in each picture are good for the environment and come from new cities, or if they are bad for the environment and come from older cities.

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. 4. What do eco-cities reduce? Correct answer: A. waste. Ask the students how waste is reduced in eco-cities.

**READING COMPREHENSION**

**A Choose the best answer.**

1. What is the reading about?  
 a. eco-cities      b. pollution      c. recycling
2. What is the meaning of "eco"?  
 a. city      b. waste       c. environment
3. What happens to the homes of animals when a new building is made?  
 a. They are limited.       b. They are destroyed.      c. They are moved.
4. What do eco-cities reduce?  
 a. waste      b. recycling      c. parks

**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. Eco-cities are built into the natural environment.
- b. Eco-cities produce water, food, and energy in natural ways.
- c. We should build eco-cities because they are good for the environment.
- d. Eco-cities reduce waste and recycle most waste.

Main Idea:   c   →

Detail 1:   a    
 Detail 2:   b    
 Detail 3:   d

**SUMMARY: MAIN IDEA AND SUPPORTING DETAILS**

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

1. Main idea: We should build eco-cities because they are good for the environment.
2. Detail 1: Eco-cities are built into the natural environment.
3. Detail 2: Eco-cities produce water, food, and energy in natural ways.
4. Detail 3: Eco-cities reduce waste and recycle most waste.

14 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. Don't throw bottles in the trash. Please reduce recycle them.
2. Driving cars harms the pollution environment.
3. If we ride bikes more often, we will limit / recycle air pollution.
4. Salad is a natural reduced food.
5. The factory makes a lot of pollution recycling.
6. Our class will recycle natural our trash.

Vocabulary Skill: Use the vocabulary in context.

15

### Level Tips

**Low-Level Students:** Tell the students to turn back to the new words 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 is this building in Sydney, Australia, an example of?**

Sample answer: *A building in an eco-city.*

**2. Is it good or bad for the environment? Why?**

Sample answer: *It's good for the environment because plants help clean the air.*

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.**

environment	produced	pollution	natural
reduce	recycle	limited	destroys

**New Cities**

More and more cities are being built. This harms the environment. Cities use a lot of land. This 1. destroys plants' and animals' homes. City people use a lot of energy. This causes 2. pollution.

But we can build eco-cities. There are three things that are special about eco-cities. First, they don't destroy the 3. environment. They make it a part of the city. Also, they use 4. natural ways to make food, water, and energy. Lastly, they 5. recycle most things. This way, they 6. reduce waste.

In eco-cities, there is nature all around us. There is 7. limited pollution. There is less waste 8. produced. This makes a cleaner environment. With eco-cities, the world will be a nicer place to live in.

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

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

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 new eco-cities which are good for the environment.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and write the correct vocabulary words and bonus words in the blanks.

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 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: CONTRASTING**

**A** Complete the chart.

Contrasting	
a. Bad for the environment d. Make lots of pollution	b. Good for the environment e. Produce a lot of waste
	c. Reduce waste f. Limit pollution
Old Cities	Eco-cities
Bad for the environment	Good for the environment
Produce a lot of waste	Reduce waste
Make lots of pollution	Limit pollution

**WRITING PLAN**

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

Main Idea and Supporting Details + Contrasting		
	a. Bad for the environment b. Destroy the environment c. Make lots of pollution d. Limit pollution	e. Good for the environment f. Reduce waste g. Produce a lot of waste h. Build into the environment
Main Idea and Details	Old Cities	Eco-cities
Main Idea	Bad for the environment	Good for the environment
Detail 1	Destroy the environment	Build into the environment
Detail 2	Produce a lot of waste	Reduce waste
Detail 3	Make lots of pollution	Limit pollution

**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 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 *contrasting* means thinking about how two similar things are different. Tell them that they need to write the information into the chart to think about how the old cities and eco-cities are different. 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: *Main Idea and Supporting Details*. Tell the students that they will use that reading skill again with the writing skill to compare the main idea and details of old cities and eco-cities. 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: QR CODE VIDEO

#### A Preview.

“In an eco-city, energy, food, and water are made in natural ways. What are some of the natural ways we can make energy?”

Think and answer the question above.

Inference (sample) We can make energy from the sun.

#### 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 does natural energy reduce pollution?  
It reduces pollution because it doesn't create waste.
- How is the energy made in each of these ways?  
Energy is made using what nature gives us.
- Will these ways of making energy produce more or less waste?  
They will produce less waste.

Remind students that in an eco-city, energy is created in natural ways. Explain to the students that they will now watch a video about how energy is created in natural ways. 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:** *We can make energy from the sun.*

Ask the students what the QR code is. Ask them to describe how it works. If possible, demonstrate it by 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 01

A Match.

- |                |   |                                                                                 |
|----------------|---|---------------------------------------------------------------------------------|
| 1. environment | • | a. coming from the earth; not made or caused by humans                          |
| 2. natural     | • | b. to stop something from getting bigger                                        |
| 3. pollution   | • | c. things that make air, land, and, water dirty and not safe to use             |
| 4. recycle     | • | d. to make something smaller or less                                            |
| 5. limit       | • | e. the world and its conditions in nature                                       |
| 6. reduce      | • | f. to cause the end of something; to damage something and make it stop existing |
| 7. destroy     | • | g. to make something new from something that was used before                    |
| 8. produce     | • | h. to make something exist or happen; to make something new                     |

B Unscramble and write.

way a There new is

There is a new way.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	People have an effect on nature and the environment.	<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.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Writing Skill</b>	I can contrast different things 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 eco-cities. 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 differences between life in cities and in rural areas.

**Academic Objective in Context:** People in cities and rural places live in different kinds of houses because the environments are different.

## UNIT INTRODUCTION

**UNIT 02** Social Studies Fiction

# MY SPECIAL HOUSE

**ACADEMIC OBJECTIVE**

- Understand the differences between life in cities and in rural areas.

**LESSON A**

- Letter
- Comprehension
- Reading Skill: Sequencing

**LESSON B**

- Fluency Reading
- Writing Skill: Main Idea and Supporting Details
- 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:** bottle, sand, tightly, cover, repeat, row

**Bonus Words:** clay, mud

**Structure Focus:** Comparative Adjectives

**Reading Format:** Letter



1. How are the bottles in this picture being used?
2. What are bottles like these made for?
3. Can you think of another use for them?

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 their houses are made of.

**1. How are the bottles in this picture being used?**

Sample answer: *They are being used as lights/lamps.*

**2. What are bottles like these made for?**

Sample answer: *They are made to hold something like juice.*

**3. Can you think of another use for them?**

Sample answer: *You can put soil inside them and plant a flower.*

**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 them to close the book and recall each word from memory.

**MY SPECIAL HOUSE**

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

**Warm Up**

What do you see in this picture?  
What is it made out of?  
Is this good or bad for the environment?

**NEW WORDS**

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

- bottle**
- sand**
- tightly**
- cover**
- repeat**
- row**

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 building they see in the picture. Focus the attention of the students on what the house is made out of and ask them the warm-up questions:

**1. What do you see in this picture?**

Sample answer: *I see a house.*

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

**2. What is it made out of?**

Sample answer: *It's made out of plastic bottles.*

**3. Is this good or bad for the environment?**

Sample answer: *It's good for the environment.*

Explain to the students that they will learn about a special house made of bottles.

Tell them that there are many different kinds of materials that can be used to build a house. Explain that students will learn about one special house in the desert.

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



2A

## STRUCTURE: COMPARATIVE ADJECTIVES

## B Read.

1. There are more than 9,000 bottles.
2. It is stronger than a brick house.

## C Number in order then write.

1. is ( 2 ) plastic ( 5 ) better ( 3 ) Glass ( 1 ) than ( 4 )
2. are ( 2 ) than ( 4 ) There ( 1 ) 3,000 bottles ( 5 ) more ( 4 )
3. It ( 1 ) than ( 4 ) colder ( 3 ) other places ( 5 ) is ( 3 )

1. Glass is better than plastic.
2. There are more than 3,000 bottles.
3. It is colder than other places.

Academic Objective Question: How is life in cities different from life in rural places?

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 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 the two characters.

**High-Level Students:** Ask the students to make connections between the contents of the passage and their real lives. Ask them where they live. Ask them about the environment and weather where they live. Ask them if they can think of any other kinds of special houses.

**READING** Background This reading is about a special house.

A Listen and read along.

# MY SPECIAL HOUSE

Dear Chris,

It's interesting to learn about your life in the city. My family built our own house. It's a special house. It's made out of old glass bottles.

Sand was packed tightly inside the bottles first. Next, we built short clay and mud walls for each side of the house. Then, we put a row of bottles on the walls. We covered the bottles with clay and mud. We repeated this many times. There are more than 9,000 bottles making up our house.

We live in the desert. In the daytime, it's very hot. At night, it's cold. The house is great for the desert. In the day, it stays cool inside. At night, it stays warm. The bottle house is strong. It's stronger than a house made of bricks.

Write back soon,

-Tiffany

24 Reading Format: Letter

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 letter. Tell the students that people write letters to their friends and family members to tell them things about their homes.

Review the title of the reading: "City Jobs." Ask the students why they think this is the title. Explain this is because they are going to read a letter about someone's special house.

## READING PASSAGE

## PASSAGE DETAILS



**Reading Format:** Letter

**Academic Objective:** Understand the differences between life in cities and in rural areas.

**Academic Objective in Context:** People in cities and rural places live in different kinds of houses because the environments are different.

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 parts of the house and the environment in the reading. Talk about them in detail. Discuss the special materials used to make the house and the different types of weather. Draw a connection to the real world by discussing other special houses.

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. a special house. Ask the students what the house is made out of and where Tiffany lives.






**READING COMPREHENSION**

**A Choose the best answer.**

1. What is the reading about?  
 a. the desert      **b** a special house      c. cities
2. Who is the letter to?  
**a** Chris      b. Tiffany      c. a family
3. What happens inside the house in the daytime?  
 a. It gets hot.      b. It stays warm.      **c** It stays cool.
4. What is inside the bottles?  
**a** sand      b. clay      c. mud

**READING SKILL: SEQUENCING**

**B Look at the process of building a bottle house. Write the steps in the correct order.**

a.	b.	c.	d.	e.
				
Build short walls with clay and mud.	Put the bottles on the wall.	Repeat this many times.	Cover the bottles with clay and mud.	Pack the bottles tightly with sand.
2	3	5	4	1

**SUMMARY: SEQUENCING**

**C Use the reading skill activity. Write sentences to describe the process.**

1. Step 1: Pack the bottles tightly with sand.
2. Step 2: Build short walls with clay and mud.
3. Step 3: Put the bottles on the wall.
4. Step 4: Cover the bottles with clay and mud.
5. Step 5: Repeat this many times.

26 Reading Skill: Sequence the steps in making a glass bottle house.

**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 steps for how the special house was made 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** Circle the correct word to complete the sentence.

1. It's very sunny outside today. Make sure you cover repeat your head.
2. All of the students lined up in sand / rows.
3. Fill up the sand bottles so we will have enough water to drink later.
4. If you don't know what to do, then cover repeat after me.
5. The beach has beautiful white sand bottles.
6. Close the windows tightly repeatedly so rain does not get in.

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. What is this house made of?

Sample answer: *It's made out of bottles, clay, and mud.*

#### 2. How was it built?

Sample answer: *People put sand inside of bottles and then put them in a row on a wall of clay and mud. They repeated this many times.*

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 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 two bonus words. Then read again.** 07

## My Special House

Dear Chris,

It's fun to learn about life in the city. My family lives in a special house. We built it ourselves. We used old glass bottles. The bottles were tightly packed with sand. They were put in a row on low walls. The low walls were made with mud and clay. The bottles were then covered with clay and mud. These steps were repeated many times. More than 9,000 bottles were used in our house.

Our house is in a desert. The desert has hot days and cold nights. The house is just right for this. During the day, it's cool inside. At night, it's warm. The house may not sound strong. But it's stronger than a brick house.

Write back soon,  
-Tiffany

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

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

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 a special house made of bottles.*

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 in the reading speed chart in the back of the book.

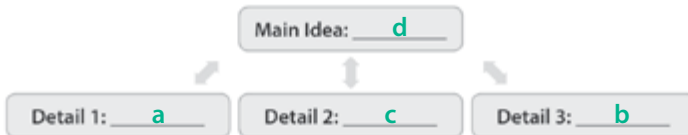
Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

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

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

**Idea Box**

a. Old glass bottles filled with sand is one example.  
 b. The bottles are held together with materials like clay, and the steps are repeated.  
 c. Low walls have to be built to put the bottles on top of.  
 d. Houses can be built using recycled materials.



**WRITING PLAN**

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

Sequencing + Main Idea and Supporting Details			
<b>Main Idea:</b>			
<b>Details:</b>	Detail 1: Old glass bottles filled with sand is one example.	Detail 2: Low walls have to be built to put the bottles on top of.	Detail 3: The bottles are held together with materials like clay, and the steps are repeated.
<b>Sequence:</b>	Step 1: a	Step 2: c	Step 3: b

**WRITING SKILL EXPANSION**

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

**Level Tip**

**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 *main idea and supporting details* means putting the information from the passage in an order that helps make things clearer. Tell the students that the main idea should always come first. Other ideas which support the main idea come next. 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 main idea and details 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.**

“Some houses are special. They are built in special ways because of the environment. What are some other kinds of special houses?”

Think and answer the question above.  
**Inference** (sample) Igloos are special houses.

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

Learn more about special houses!



**DISCUSSION**

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

Think while you watch:

- Why are these houses special?  
Because they are for people who live in special places.
- What are these houses made out of?  
They are made out of ice, wood, and other things.
- How do these houses make people who live in them feel?  
They feel comfortable.

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 other kinds of special houses. 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:** *Igloos are special houses.*

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 02

A Match.

- |            |                                                                                                |
|------------|------------------------------------------------------------------------------------------------|
| 1. bottle  | a. very small pieces of rock that cover beaches, deserts, etc.                                 |
| 2. sand    | b. to put something over, on top of, or in front of something else                             |
| 3. tightly | c. a straight line of things that are next to each other                                       |
| 4. cover   | d. soft, wet dirt                                                                              |
| 5. repeat  | e. a heavy, sticky, and wet material from the earth that becomes hard and strong when it dries |
| 6. row     | f. to do again                                                                                 |
| 7. clay    | g. not easy to move                                                                            |
| 8. mud     | h. a glass or plastic container that usually has no handle and holds liquid                    |

B Unscramble and write.

a    than    It    brick    is    house    stronger

It is stronger than a brick house.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Houses in different areas are built differently because of the different environments.	<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"/> answers will vary
<b>Writing Skill</b>	I can summarize the main idea and supporting details 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 special kinds of houses. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary

Self-Assessment: Demonstrate competency and knowledge that was learned. 31

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:** Understand the structure and function of an ecosystem.

**Academic Objective in Context:** All living things are either producers, consumers, or decomposers, and all of them are important parts of an ecosystem.

## UNIT INTRODUCTION

The unit introduction page features a background image of a forest canopy with sunlight filtering through the trees. The page includes the following text:

**(UNIT 03) Science Nonfiction**

# ECOSYSTEMS

**ACADEMIC OBJECTIVE**

- Understand the structure and function of an ecosystem.

**LESSON A**

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

**LESSON B**

- Fluency Reading
- Writing Skill: Sequencing
- 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:** producer, consumer, decomposer, waste, soil, ecosystem

**Bonus Words:** energy, category

**Structure Focus:** Modal verbs of obligation and necessity

**Reading Format:** Magazine article



1. Where do you think this is?
2. How do trees get energy?
3. What kinds of animals and plants live here?

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 they know about ecosystems to activate prior knowledge. Ask them how the different parts of an ecosystem help each other to live and grow.

**1. Where do you think this is?**

Sample answer: *I think it's in a forest.*

**2. How do trees get energy?**

Sample answer: *They get energy from the sun.*

**3. What kinds of plants and animals live here?**

Sample answer: *Grass, trees, squirrels, and birds live in forests.*

**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.

**ECOSYSTEMS**

- Science / Nonfiction
- Comprehension
- Reading Skill: Categorizing

**Warm Up**  
What do lions eat? What do zebras eat?

**NEW WORDS**

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

1. producer	2. consumer	3. decomposer
4. waste	5. soil	6. ecosystem

34 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 kinds of animals they see in the picture. Focus the attention of the students on the lion and ask them the warm-up questions:

**1. What do lions eat?**

**Sample answer:** *They eat meat.*

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

**2. What do zebras eat?**

**Sample answer:** *They eat plants.*

Explain to the students that they will learn about how plants and animals need each other to get energy and stay alive.

Brainstorm a few examples: *Zebras need to eat plants to get energy. Lions need to eat meat to get energy.*

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 with each other.
- Living things need to get energy.

#### C Match and write.

- |                       |  |              |  |                       |
|-----------------------|--|--------------|--|-----------------------|
| 1. Every living thing |  | to be with   |  | each other.           |
| 2. They all need      |  | needs to     |  | food energy.          |
| 3. One group          |  | needs to get |  | use the sun's energy. |

- Every living thing needs to get food energy.
- They all need to be with each other.
- One group needs to use the sun's energy.

Academic Objective Question: What is the structure and function of an ecosystem?

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.

**High-Level Students:** Ask the students to make connections between the contents of the passage and different types of ecosystems.

**READING**

Background: This reading is about nature.

A Listen and read along.

# ECOSYSTEMS

All living things need energy from food. They can be categorized by how they get energy. There are three categories.

The first is **producers**. All producers are plants. They make their own food. They do this using the sun's energy.

The second category is **consumers**.

One kind of consumer eats producers for energy. Another kind eats other consumers.

The third category is **decomposers**. They break dead things and **waste** down into **soil**. They get energy from these things. In turn, the soil helps producers make energy.




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 for this reading is.

Review the title of the reading: "Ecosystems." Ask the students why they think this is the title. Ask them if they can recall from unit 1 what "eco-" means. It means "environment." Ask if they know what "ecosystem" means. It means "environment system."


## READING PASSAGE

## PASSAGE DETAILS




Plants, from trees to bushes and grass, are producers. They make energy through a process called photosynthesis.


Each category of living things gives the others energy. They need each other to live. Together they make up an ecosystem. There are many kinds of ecosystems. They can be small, like a pond, or big, like a forest.



Plant-eating animals like zebras are consumers. They eat producers.



Meat-eating animals like lions are also consumers. They eat other consumers.



Termites, worms, and mushrooms are decomposers. They turn dead producers and consumers into soil to get energy from them.

Academic Objective in Context: All living things are either producers, consumers, or decomposers, and all of them are important parts of an ecosystem. 37

**Reading Format:** Magazine article

**Academic Objective:** Understand the structure and function of an ecosystem.

**Academic Objective in Context:** All living things are either producers, consumers, or decomposers, and all of them are important parts of an ecosystem.

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 producers, consumers, and decomposers. Ask them how each one depends on the others. Ask students what they think would happen if one of these three were removed from an ecosystem. It would stop working and the other two would have to move or die.

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 students should look in to find each correct answer.

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 1. This reading is about \_\_\_\_\_. Correct answer: b. ecosystems. Ask students to describe what an ecosystem is and how it functions.

**READING COMPREHENSION**

**A Choose the best answer.**

- This reading is about \_\_\_\_\_.  
a. the sun                      **b** ecosystems                      c. zebras
- All living things need \_\_\_\_\_.  
a. plants                      b. mushrooms                      **c** energy
- There are \_\_\_\_\_ different groups of living things in an ecosystem.  
a. one                      b. two                      **c** three
- Producers get food by \_\_\_\_\_.  
**a** making it                      b. eating consumers                      c. eating soil

**READING SKILL: CATEGORIZING**

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

	Categorizing		
a. Zebras and lions		b. Eat plants or animals	
c. Make their own		d. Break down waste and dead things	
e. Trees and flowers		f. Termites and mushrooms	
	Producers	Consumers	Decomposers
How they get energy to live	<b>c</b>	<b>b</b>	<b>d</b>
Some examples include	<b>e</b>	<b>a</b>	<b>f</b>

**SUMMARY: CATEGORIZING**

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

- Producers make their own energy. Some examples include trees and flowers.
- Consumers eat plants and animals for energy. Some examples include zebras and lions.
- Decomposers break down waste and dead things for energy. Some examples include termites and mushrooms, trees and flowers.

38 Reading Skill: Categorize living things by how they get energy.

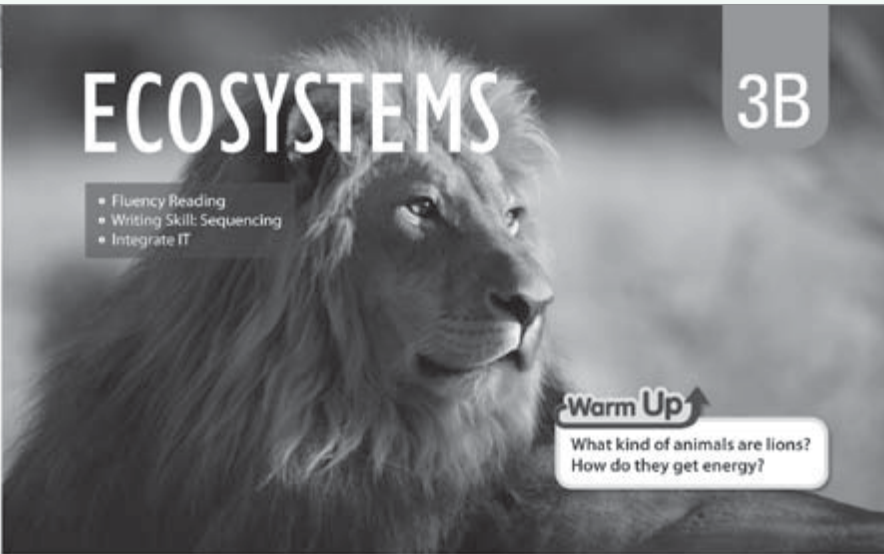
**Reading Comprehension:**

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.



### VOCABULARY REVIEW

A Fill in the blank with the correct word.

waste decomposers producers consumers ecosystem soil

1. Plants are producers because they make their own energy.
2. Lions are consumers because they get energy by eating other animals.
3. Worms are decomposers because they turn dead things into dirt.
4. All the living things in a(n) ecosystem give one another energy.
5. Most plants live in soil.
6. Waste gets turned into soil.

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. What kind of animals are lions?

Sample answer: *They are consumers.*

#### 2. How do they get energy?

Sample answer: *They are carnivores. They eat other consumers to get energy.*

They are carnivores. They eat other consumers to get energy.

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

producers	ecosystem	categories	soil
waste	decomposers	consumers	energy

## Ecosystems

All living things need food energy. They can be put into three

1. categories by how they get 2. energy.

The first group is 3. energy. They are all plants. Producers make their own food. They do this with the help of energy from the sun.

The second group is 4. consumers. They get energy in two ways. Some consumers eat producers. Others eat other consumers.

The third group is 5. decomposers. They get energy from dead things and 6. waste. They turn them into energy at the same time. The 7. Soil in turn gives producers energy.

All groups need each other to live. They need each other's energy. They are part of a(n) 8. ecosystem. There are different types of ecosystems. Examples are deserts and rivers.

B Do choral reading.

Class reading time: times will vary seconds

C What kind of reading is this?

a. magazine     b. e-mail     c. blog

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 ecosystems and the three kinds of living things that are in them.*

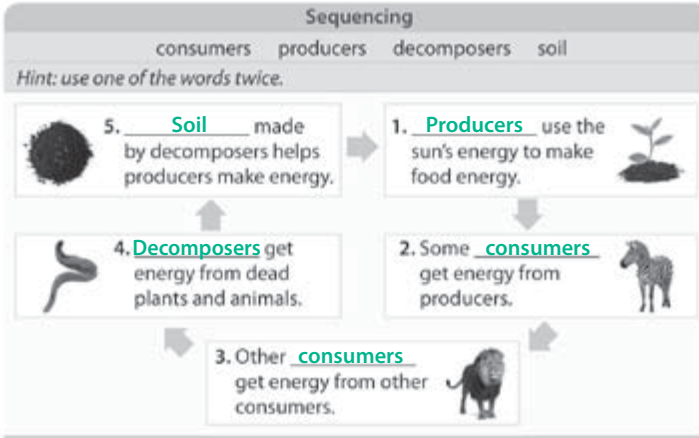
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 10**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time 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** Correctly label the diagram.



**WRITING PLAN**

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

**Categorizing + Sequencing**

When	Who	What
First,	producers	use the sun's energy to make food energy.
Second,	consumers	get energy from producers
Third,	consumers	get energy from other consumers
Fourth,	decomposers	get energy from dead plants and animals.
Fifth,	soil	made by decomposers helps producers make energy.

**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 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 *sequencing* means putting things in the correct order from start to finish. Tell the students to order the sequence of events that takes place in an ecosystem with numbers. Complete the activity together as a class.

**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 organized information about ecosystems. 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.

“There are many different types of ecosystems. What are some ecosystems you can think of?”

Think and answer the question above.

Inference (sample) A desert is type of ecosystem.

#### B View and discuss.



### DISCUSSION

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

Think while you watch:

1. What do all living things need?  
Air, food, water, shelter, and sunlight.
2. How can we categorize living things?  
By how they get energy.
3. What do we call the system in which energy is shared between the living things in it?  
We call it an ecosystem.

Explain to the students that they will now watch a video about different kinds of ecosystems. 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:** *A desert is a type of ecosystem.*

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. producer   |  | a. something that is left over or not wanted after something has been done or used         |
| 2. consumer   |  | b. the top layer of land on the earth in which plants grow                                 |
| 3. decomposer |  | c. someone or something that gets and uses something else                                  |
| 4. waste      |  | d. something that slowly destroys and breaks down dead plants and animals in a natural way |
| 5. soil       |  | e. someone or something that grows or makes something                                      |
| 6. ecosystem  |  | f. power that we can use and that comes from electricity, food, heat, etc.                 |
| 7. energy     |  | g. a group of things that are similar in some way                                          |
| 8. category   |  | h. everything, both living and nonliving, that exists in an environment                    |

B Unscramble and write.

need things living All energy

All living things need energy.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Plants and animals in an ecosystem need each other to share energy.	<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 sequence things in my writing.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
<b>Integrate IT</b>	I can make inferences about different kinds of ecosystems. 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:** Identify animals by observing their characteristics.

**Academic Objective in Context:** Plants and animals can be identified by observing how they look and what they do.

## UNIT INTRODUCTION

The image shows a unit introduction page for 'Hard Workers' from Unit 04: Science Fiction. The page features a background image of a savanna landscape with tall grass and scattered trees under a cloudy sky. A dark vertical bar on the left side contains the following text:

**(UNIT 04) Science Fiction**

# HARD WORKERS

**ACADEMIC OBJECTIVE**

- Identify animals by observing their characteristics.

**LESSON A**

- Reading Format: Comic strip
- Comprehension
- Reading Skill: Main Idea and Supporting Details

**LESSON B**

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

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.

Preview the learning objectives in Lesson A.

## UNIT SUMMARY

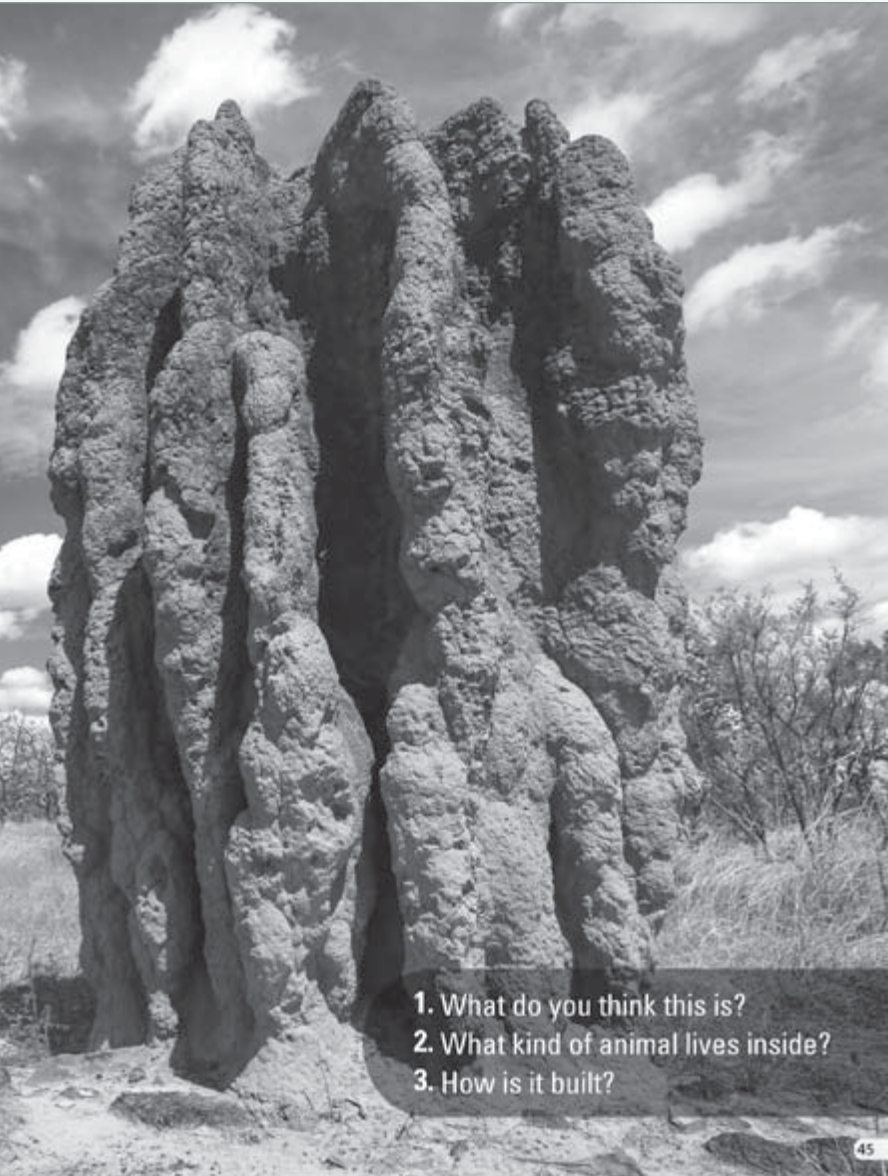
### Language Learning Objectives

**New Words:** termite, nutrient, glad, busy, hike, grow

**Bonus Words:** clean, hard

**Structure Focus:** Demonstrative Pronouns

**Reading Format:** Comic Strip



1. What do you think this is?
2. What kind of animal lives inside?
3. How is it built?

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 that they can see many special animals while hiking. Ask students if they've ever tried hiking.

### 1. What do you think this is?

Sample answer: *I think it's an old tree.*

### 2. What kind of animal lives inside?

Sample answer: *Bugs live inside.*

### 3. How is it built?

Sample answer: *Bugs make it.*

**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.

**HARD WORKERS**

- Science / Fiction
- Comprehension
- Reading Skill: Main Idea and Supporting Details

**Warm Up**

What is this place?  
What kinds of decomposers can you find here?

**NEW WORDS**

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

- termite
- nutrient
- glad
- busy
- hike
- grow

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 the people in the picture are doing. Focus the attention of the students on the environment and ask them the warm-up questions:

**1. What is this place?**

Sample answer: *It's a mountain.*

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

**2. What kinds of decomposers can you find here?**

Sample answer: *Mushrooms and worms.*

Explain to the students that they will read a story about a family who is hiking and finds some interesting decomposers. Ask students if they recall how we can classify different living things in an ecosystem. Brainstorm a few examples: *Producers are plants. They make their own energy.* Tell the students that they will learn about one special kind of decomposer in this unit.

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



4A

### STRUCTURE: DEMONSTRATIVE PRONOUNS

#### B Read.

- What are those?
- These are termites.

#### C Match and write.

- What at that?
- Look is this!
- Those are termites.

- What is that? \_\_\_\_\_
- Look at this! \_\_\_\_\_
- Those are termites. \_\_\_\_\_

Academic Objective Question: How can different types of plants or animals be identified?

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 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 outdoor activities where they might encounter ecosystems.

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

A Listen and read along.

# HARD WORKERS

Jenna is **hiking** with her family at Goldface Mountain.

What are those?

I don't know, but they look like ants.

Oh, these are termites.

Mom, look at this!

They sure are busy. What are they doing?

48 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. Bring some actual comic strips with you or print a few examples from the Internet to show to the students. Ask the students if they read comics or have in the past. Ask them what comics they read.

Before reading, explain to students that the phrase “24-7” means 24 hours a day and seven days a week. Explain that it means “always” or “all the time.”

Review the title of the reading: “Hard Workers.” Ask the students why they think this is the title. Explain this is because termites work hard.

## READING PASSAGE

## PASSAGE DETAILS

Well, termites are decomposers. Decomposers get energy by breaking down waste and dead plants and animals.

So, they are eating this old, dead tree?

Yes, and they add nutrients to the soil as they do so. Plants need the nutrients to grow.

Oh, so decomposers help plants grow when they live and clean them up when they die.

They sure do. They work 24-7.

Wow, they work really hard!

I'm glad I'm not a termite!

No, but you kind of look like one!

**HEY!!**

Academic Objective in Context: Plants and animals can be identified by observing how they look and what they do. 49

**Reading Format:** Comic Strip

**Academic Objective:** Identify animals by observing their characteristics.

**Academic Objective in Context:** Plants and animals can be identified by observing how they look and what they do.

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 family talked about while hiking. Ask students how the mother described and classified termites. Ask students about how herbivores, carnivores, and omnivores get their food. Ask them how producers, consumers, and decomposers 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. 2. The main character in the story is \_\_\_\_\_. Correct answer: c. Jenna. Ask the students which character in the story did not speak. (The father).

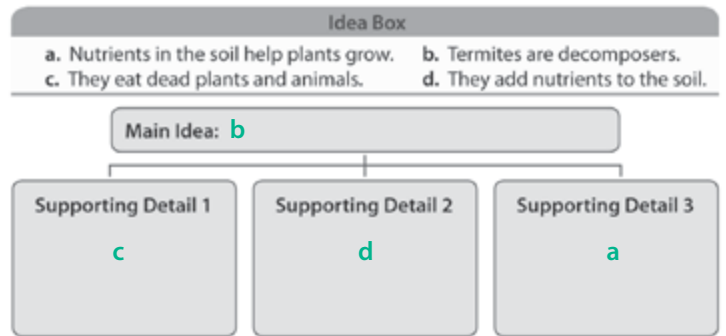
**READING COMPREHENSION**

**A Choose the best answer.**

- The family in the story is \_\_\_\_\_.  
a. working      **b. hiking**      c. eating
- The main character in the story is \_\_\_\_\_.  
a. a termite      b. a family      **c. Jenna**
- Termites work \_\_\_\_\_.  
**a. all the time**      b. 24.7 minutes a day      c. sometimes
- Termites help make \_\_\_\_\_.  
**a. nutrients**      b. dead plants      c. new plants

**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.**



**SUMMARY: MAIN IDEA AND SUPPORTING DETAILS**

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

- Termites are decomposers.** \_\_\_\_\_
- They eat dead plants and animals.** \_\_\_\_\_
- They add nutrients to the soil.** \_\_\_\_\_
- Nutrients in the soil help plants grow.** \_\_\_\_\_

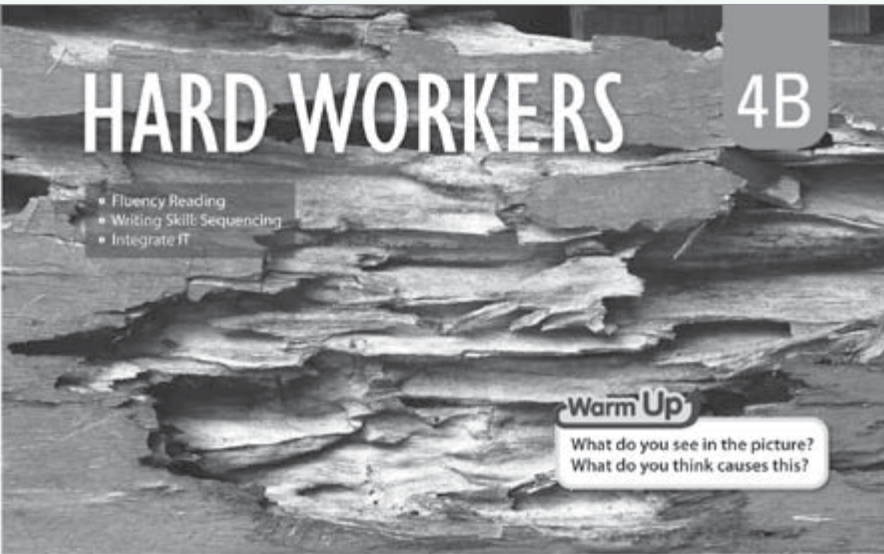
**Reading Comprehension:**

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 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 Fill in the blank with the correct word.

nutrients    termites    hiking    grow    glad    busy

1. \_\_\_\_\_ **Termites** \_\_\_\_\_ are small insects that look like ants.
2. Let's go \_\_\_\_\_ **hiking** \_\_\_\_\_ in the mountains.
3. My dad is really \_\_\_\_\_ **busy** \_\_\_\_\_ because he has lots of work to do.
4. The plant needs \_\_\_\_\_ **nutrients** \_\_\_\_\_ to live.
5. I'm \_\_\_\_\_ **glad** \_\_\_\_\_ I don't have any homework today.
6. The plant needs sunlight to \_\_\_\_\_ **grow** \_\_\_\_\_.

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 questions on the first page of Lesson B. Make a connection to the real world using the picture.

#### 1. What do you see in this picture?

Sample answer: *I see old wood that is falling apart.*

#### 2. What do you think causes this?

Sample answer: *I think termites cause this.*

Ask students to provide additional information about termites 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. 

#### WORD BOX

clean hiking nutrients termites grow busy glad hard

## Hard Workers

Jenna is 1. hiking on Goldface Mountain with her family.  
 "Hey, look at this!" said Jenna.  
 "Hmm, is this some kind of ant?" said Jenna's brother.  
 "Mom, what are these over here?" he asked.  
 "They are 2. termites," their mom answered.  
 "What are they 3. busy doing?"  
 "Termites are decomposers. They eat waste and dead things to get energy."  
 "Are they eating this dead tree, then?"  
 "Yes, they break it down. This makes 4. nutrients for the soil. Plants use the nutrients for energy."  
 "So, termites make soil rich for plants to 5. grow. Then they 6. clean them up when the plants are dead."  
 "They sure work 7. hard."  
 "Yes, they work around the clock, every day."  
 "Well, I'm 8. glad I'm not a termite!"

B Do sustained silent reading.

Class reading time: times will vary seconds

C What kind of reading is this?

a. journal    b. e-mail     c. comic strip

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 termites.*

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 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	
2	Termites start to eat the tree for energy.
1	A tree dies in the forest.
5	Plants start to grow in the new soil.
3	The tree gets broken down and turned into new soil.
4	Termites move on to a different dead plant or animal.

**WRITING PLAN**

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

Main Idea and Supporting Details + Sequencing	
Use sequencing sentences as examples to support the main idea and details.	
Main Idea	Termites are decomposers.
Detail 1	They eat dead plants and animals. For example, a tree dies in the forest.
Detail 2	Termites add nutrients to the soil. For example, termites start to eat the dead tree for energy.
Detail 3	Nutrients in the soil help plants grow.
Conclusion	Termites are decomposers.

**WRITING SKILL EXPANSION**

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

Writing Skill: Synthesize the information about who does what from the story.

**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 *sequencing* means putting things in the correct order from start to finish. Tell the students to order the steps for what termites do from start to finish with numbers. Explain that sequencing information 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 the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. 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**

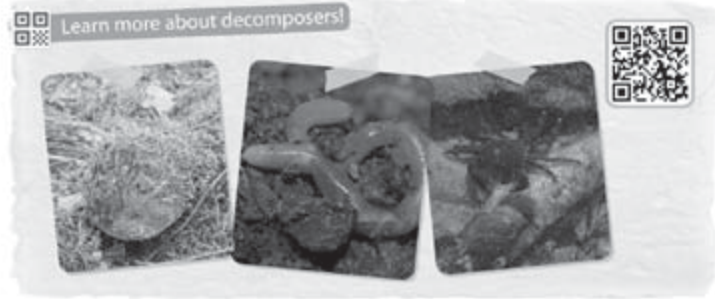
**A Preview.**

“Termites are decomposers. They break down dead trees into soil. What are some other kinds of decomposers, and what do they do?”

Think and answer the question above.

Inference (sample) Crabs are decomposers. They break down waste.

**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 do decomposers do?  
They break down dead plants and animals and waste.
2. How do they help the ecosystem?  
They clean things and create nutrients for new producers to grow.
3. What are some other kinds of decomposers besides termites?  
Moss, mushrooms, earthworms, and crabs.

Explain to the students that they will now watch a video about other kinds of decomposers from different kinds of ecosystems. 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:** *Crabs are decomposers. They break down waste.*

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 04

A Match.

- |             |   |                                                                     |
|-------------|---|---------------------------------------------------------------------|
| 1. termite  | → | e. a small, soft, white insect that lives in groups and eats wood   |
| 2. nutrient | → | c. something that animals, people, and plants need to live and grow |
| 3. busy     | → | a. doing something and not having time to do anything else          |
| 4. glad     | → | b. feeling happy                                                    |
| 5. hike     | → | d. to walk a long distance usually for exercise or fun              |
| 6. grow     | → | h. to become larger                                                 |
| 7. clean    | → | f. to make something not dirty                                      |
| 8. hard     | → | g. not easy                                                         |

B Unscramble and write.

termites These are

These are termites.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Plants and animals cannot be categorized based on their appearance and behavior in nature.	True <input type="radio"/> False <input checked="" type="radio"/>
<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 sequence things I read about.	answers will vary
<b>Integrate IT</b>	I can discuss and make inferences about decomposers. 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 5:** Math / Nonfiction

**Academic Objective:** Understand units of weight in kilograms and express them using real-life examples.

**Academic Objective in Context:** Cars that weigh less and have the proper strength can speed up and slow down faster than heavier cars.

## UNIT INTRODUCTION

The unit introduction page features a background image of a Formula 1 car in motion on a track. Overlaid on the image is a dark grey box containing the following text:

**(UNIT 05)** Math  
Nonfiction

# F1 SPEED

**ACADEMIC OBJECTIVE**

- Understand units of weight in kilograms and express them using real-life examples.

**LESSON A**

- Reading Format: Magazine article
- Comprehension
- Reading Skill: Compare and Contrast

**LESSON B**

- Fluency Reading
- Writing Skill: Introduction and Conclusion
- Integrate IT: AR Images

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.

Preview the learning objectives in Lesson A.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** light, weigh, aerodynamic, spend, turn, crash

**Bonus Words:** reason normal

**Structure Focus:** Comparatives

**Reading Format:** Magazine article



1. What kind of cars are these?
2. Why do they look special?
3. How much do you think these cars weigh?

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 how fast race cars go. Ask them how they can go so fast.

**1. What kinds of cars are these?**

Sample answer: *They are race cars.*

**2. Why do they look special?**

Sample answer: *They look special because they are made to go fast.*

**3. How much do you think these cars weigh?**

Sample answer: *Maybe about 1,000 kilograms.*

(Note that it's OK for students to guess incorrectly here. The point is to get them thinking about the weight of different vehicles.)

**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.







**F1 SPEED**

- Math / Nonfiction
- Comprehension
- Reading Skill: Compare and Contrast

**Warm Up**  
How fast do you think this car can go? Why?

**NEW WORDS**

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

1.  light	2.  weigh	3.  aerodynamic
4.  spend	5.  turn	6.  crash

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 car and ask them the warm-up questions:

**1. How fast do you think this car can go?**

**Sample answer:** *I think it can go more than 100 km/h.*

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

**2. Why?**

**Sample answer:** *Race cars are made to go very fast.*

Explain to the students that they will learn about how Formula 1 race cars go fast.

Tell them that there are many reasons why. Brainstorm a few examples: *The special engine. The weight of the car.*

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





5A

## STRUCTURE: COMPARATIVES

## B Read.

- Race cars are lighter than regular cars.
- They can go faster than normal cars.

## C Number in order then write.

- A race car ( 1 ) a normal car ( 4 ) lighter than ( 3 ) is ( 2 )
- can go ( 2 ) faster than ( 3 ) It ( 1 ) a regular car ( 4 )
- slower than ( 3 ) are ( 2 ) race cars ( 4 ) Regular cars ( 1 )

- A race car is lighter than a normal car.
- It can go faster than a regular car.
- Regular cars are slower than race cars.

Academic Objective Question: How does the weight of a car affect its speed?

59

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.

**High-Level Students:** Ask the students to make connections between the contents of the passage and other kinds of cars and vehicles.

**READING** Background This reading is about race cars.

A Listen and read along.



**F1 Speed**  
New Auto Magazine

PETRONAS BlackBerry

What makes F1 race cars fast? There are many reasons.

F1 race cars are **light**. And they carry only one person. They weigh about 702 kg. Normal cars weigh about 1,819 kg. Lighter cars can go faster.

F1 cars are also **aerodynamic**. They move through air easily. Race teams study aerodynamics. They spend millions of dollars a year on this. They want to make a winning race car. Then, they will win much more money.



F1 stands for Formula 1. A formula is a special mixture. F1 race cars use a special mixture of fuel. It's another thing that makes F1 cars fast.

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 for this reading is.

Review the title of the reading: "F1 Speed." Ask the students why they think this is the title. Explain this is because the article is about how F1 race cars can go so fast.

## READING PASSAGE

## PASSAGE DETAILS



F1 cars get to 300 km/h in about 9 seconds. Regular cars need 10 seconds to make 100 km/h. Being light, F1 cars can also slow down quickly. They must do this when they turn. Otherwise, they will crash.

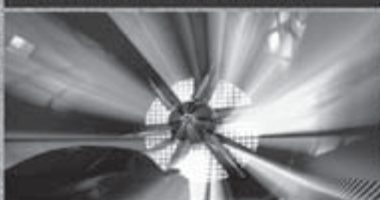
Aerodynamics and weight are important. Race teams need to get them right. Then, they'll have a winning car.



F1 race cars weigh around 702 kg, which is about the same weight as eight adult men. Regular cars weigh about 1,819 kg - about the same weight as twenty-one adult men.



Airplanes, jets, and spaceships are lightweight and have aerodynamic shapes to help them fly fast.



Scientists use wind tunnels to study and test aerodynamics. Regular cars, race cars, airplanes, and other vehicles are tested in there.



Race teams spend millions of dollars studying aerodynamics to try and design faster and better cars.

Academic Objective in Context: Cars that weigh less and have the proper strength can speed up and slow down faster than heavier cars.

61

**Reading Format:** Magazine article

**Academic Objective:** Understand units of weight in kilograms and express them using real-life examples.

**Academic Objective in Context:** Cars that weigh less and have the proper strength can speed up and slow down faster than heavier cars.

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. Take turns reading and discussing the captions below the pictures. Use the students' native language to do this if necessary. Call on students to discuss the differences between normal cars and F1 race cars. Discuss the factors and reasons for why F1 cars can go fast.

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. What is one thing that makes F1 race cars go fast? Correct answer: a. aerodynamics. Ask the students what other vehicles use aerodynamics to go fast.

READING COMPREHENSION

**A Choose the best answer.**

1. What is the reading about?  
a. money in car racing    **b** the design of race cars    c. the safety of race cars
2. How much do F1 race cars weigh?  
a. about 300 km/h    b. about 1,819 kg    **c** about 702 kg
3. What is one thing that makes F1 race cars go fast?  
**a** aerodynamics    b. money    c. people
4. How many seconds does it take for an F1 race car to get to 300 km/h?  
**a** 9    b. 10    c. millions

READING SKILL: COMPARE AND CONTRAST

**B What is true about regular cars and race cars? Write the letters in the chart.**

Compare and Contrast		
a. are lighter	b. are aerodynamic	c. are heavier
d. can carry only one person	e. are slower	
f. can carry more than one person	g. need 10 seconds to reach 100 km/h	
h. are faster	i. weigh less than 2,000 kg	

Regular Cars	Both	F1 Race Cars
1. <u>  c  </u>	5. <u>  b  </u>	7. <u>  a  </u>
2. <u>  e  </u>	6. <u>  i  </u>	8. <u>  d  </u>
3. <u>  f  </u>		9. <u>  h  </u>
4. <u>  g  </u>		

SUMMARY: COMPARE AND CONTRAST

**C Use the reading skill activity. Complete the sentences.**

1. F1 race cars **are faster and lighter than regular cars.**  
**They can carry only one person.**
2. Regular cars **are heavier, slower, and can carry more than one person. They need 10 seconds to reach 100 km/h.**
3. Both **are aerodynamic and weigh less than 2,000 kg.**

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 *compare and contrast* means thinking about how two similar things are the same and how they are different. Tell them that they need to write the correct letters in the chart to think in this way. Explain that some things are only true for regular cars or F1 race cars, and that these are the differences we need to contrast. Explain also that some things are true for both, and that these are the similarities we need to compare. Tell them that organizing information in this way will make them better readers. 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 Circle the correct word to complete the sentence.

1. Don't spend crash too much money.
2. I light weigh more than my little brother.
3. My backpack is aerodynamic light because there's nothing inside.
4. Airplanes have a(n) aerodynamic weigh design.
5. Go straight and turn crash left.
6. I lost the car racing game because I crashed turned my car.

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 question on the first page of Lesson B. Make a connection to the real world using the picture.

#### 1. What are some reasons why F1 cars go fast?

Sample answer: *They go fast because they are light. (Answers will vary.)*

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, underline the vocabulary words and two bonus words. Then read again. 

## F1 Speed

How do F1 cars go fast? There are a lot of reasons. F1 cars are light. Regular cars weigh around 1,819 kg. F1 cars weigh around 702 kg. Lighter cars are faster.

F1 cars have aerodynamic designs. They need this to win races. Race teams study this. They spend lots of money to learn. If they win, they will get more money.

Only one person can sit in a F1 car. This makes it lighter. In about 9 seconds, F1 cars can go 300 km/h. Normal cars go 100 km/h in about 10 seconds.

Light F1 cars can also slow down fast. They must slow down when they turn. If they don't, the car will crash.

Weight and aerodynamics are important. This is how F1 cars go fast.

- B** Do popcorn reading.

Class reading time: **times will vary** seconds

- C** What kind of reading is this?

a. journal    **b. magazine**    c. comic strip

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 race cars.*

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 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: INTRODUCTION AND CONCLUSION**

**A Complete the chart. Use the idea box.**

Idea Box	
a. F1 race cars and regular cars	b. F1 race cars
c. Regular cars	d. Both
e. This passage compared and contrasted F1 race cars and normal cars.	

comes at the start	1. Introduction	<ul style="list-style-type: none"> <li>Tells the main idea in the passage</li> <li>Gives the subject or topic of the passage</li> </ul> In this passage, we will compare and contrast <u>a</u>
comes in the middle	2. Body Paragraphs	<ul style="list-style-type: none"> <li>Explain the main ideas and details, with each main idea in a new paragraph</li> </ul> Idea 1: <u>b</u> Idea 2: <u>c</u> Idea 3: <u>d</u>
comes at the end	3. Conclusion	<ul style="list-style-type: none"> <li>Repeats the reading skill and subject or topic</li> </ul> <u>e</u>

**WRITING PLAN**

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

Compare and Contrast + Introduction and Conclusion		
1. Introduction	State main idea	In this passage, we will <b>compare and contrast F1 race cars and normal cars</b> .
2. Body Paragraphs	Contrast	Idea 1: <b>F1 cars are faster and lighter than normal cars.</b>
	Compare	Idea 2: <b>Regular cars are slower and heavier than race cars.</b>
3. Conclusion	Repeat main idea	<b>This passage compared and contrasted F1 race cars and normal cars.</b>

**WRITING SKILL EXPANSION**

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

**Level Tip**

**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 *introduction and conclusion* means how to start and finish writing a paragraph about a topic. Tell them that they need to explain the main idea, for the introduction and then repeat it for the conclusion. 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: *compare and contrast*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. 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. Tell the students to write with small, neat letters so that all of the information can fit into the chart.

## 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.


“Race cars can go fast because they are lightweight and aerodynamic. What are some other things that are aerodynamic?”

Think and answer the question above.

Inference (sample) Airplanes are aerodynamic.

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

\*See the last page of the practice book for larger images.

 Check out some other light, aerodynamic vehicles!



### DISCUSSION

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

Think while you watch:

- Why is being light important for F1 race cars?  
So that they can speed up and slow down quickly.
- What are some other things that help F1 cars go fast?  
Aerodynamics and light weight help F1 cars go fast.
- How are F1 race cars and regular cars the same? How are they different?  
Both of them are aerodynamic, but F1 cars are faster.

Explain to the students that they will now look at and listen to audio about the aerodynamic vehicles they see on the page. 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:** *Airplanes are aerodynamic.*

Explain to the students that they will look at a special kind of picture called *AR*, which stands for *augmented reality*. If possible, demonstrate it 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 05

A Match.

- |                |   |                                                                       |
|----------------|---|-----------------------------------------------------------------------|
| 1. light       | • | a. how heavy something is                                             |
| 2. weigh       | • | b. to use money or time to get something in return                    |
| 3. aerodynamic | • | c. to hit something hard and cause damage                             |
| 4. spend       | • | d. to move in a different direction                                   |
| 5. turn        | • | e. related to the movement of air and the way things move through air |
| 6. crash       | • | f. a fact that explains why something is the way it is                |
| 7. reason      | • | g. usual; not strange                                                 |
| 8. normal      | • | h. not heavy; having less weight than usual                           |

B Unscramble and write.

normal cars cars Race than are lighter

Race cars are lighter than normal cars.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	The weight of larger objects can be expressed in units called kilograms.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can compare and contrast things I read about.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary
<b>Writing Skill</b>	I can write an introduction and a conclusion.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary
<b>Integrate IT</b>	I can discuss and make inferences about aerodynamic vehicles. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> answers 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:** Express and compare units of speed in km/h.

**Academic Objective in Context:** Race cars can reach speeds over 369 km/h, compared to under 200 km/h for most normal cars.

## UNIT INTRODUCTION

**UNIT 06** Math Fiction

# THE CAR RACE

**ACADEMIC OBJECTIVE**

- Express and compare units of speed in km/h.

**LESSON A**

- Reading Format: E-mail
- Comprehension
- Reading Skill: Identifying Details

**LESSON B**

- Fluency Reading
- Writing Skill: Main Idea
- 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.

Preview the learning objectives in Lesson A.

## UNIT SUMMARY

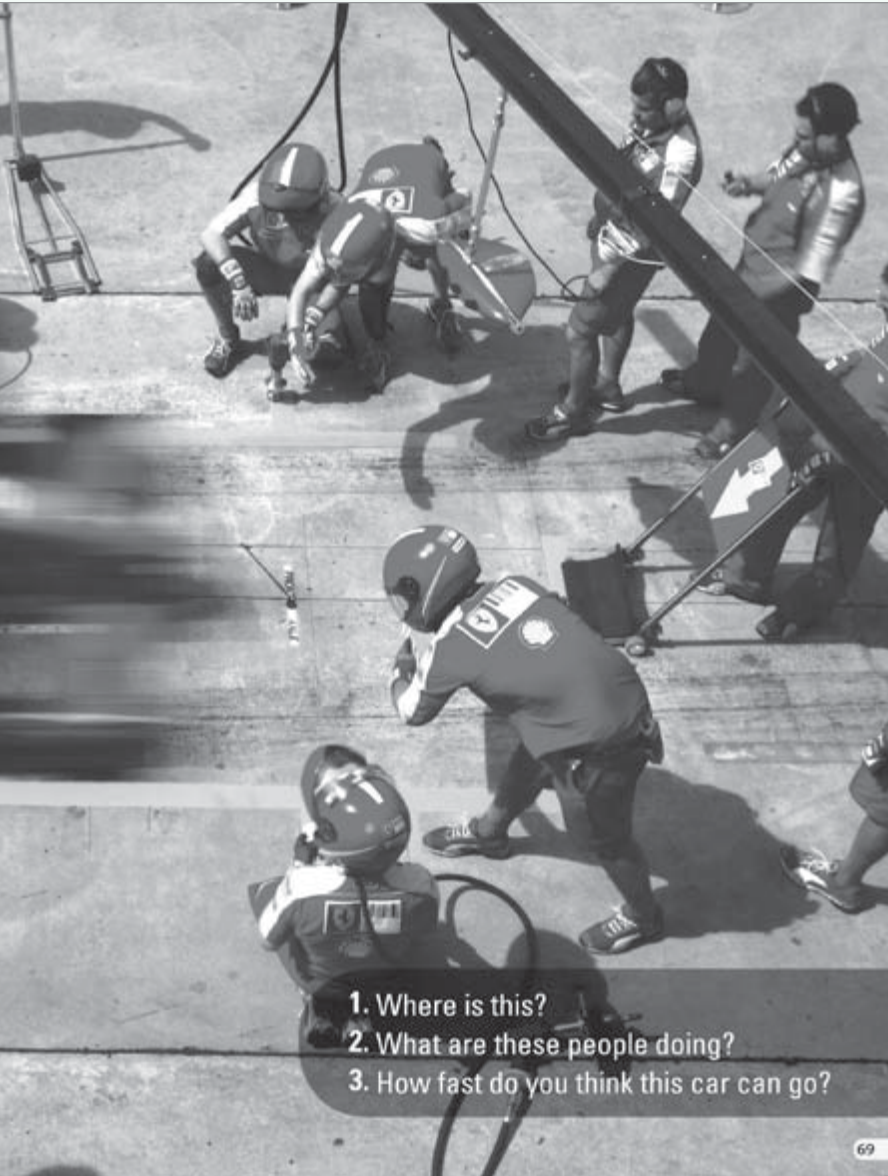
**Language Learning Objectives**

**New Words:** body, engine, driver, parts, brake, tire

**Bonus Words:** excited, weekend

**Structure Focus:** Adjectives

**Reading Format:** E-mail



1. Where is this?
2. What are these people doing?
3. How fast do you think this car can go?

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 car race.*

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

Sample answer: *They are going to fix the car. (Answers will vary.)*

**3. How fast do you think this car can go?**

Sample answer: *It can go 300 km/h.*

**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 CAR RACE**

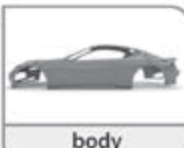





- Math / Fiction
- Comprehension
- Reading Skill: Identifying Details

**Warm Up**

What kind of cars are these?  
Why can they go fast?

**NEW WORDS**

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

-   
body  
body
-   
engine  
engine
-   
driver  
driver
-   
parts  
parts
-   
brake  
brake
-   
tire  
tire

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 cars and ask them the warm-up questions:

**1. What kind of cars are these?**

**Sample answer:** *These are F1 race cars.*

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

**2. Why can they go fast?**

**Sample answer:** *They can go fast because they are aerodynamic and light.*

Explain to the students that they will learn more about what makes a race car go fast.

Ask them to recall information from unit 5 about how race cars go fast. Ask them to think about the other things that make a car move.

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



### STRUCTURE: ADJECTIVES

#### B Read.

- The cars have a big engine.
- They have soft tires.

#### C Number in order then write.

- They ( 1 ) driver ( 4 ) have ( 2 ) a good ( 3 )
- have ( 2 ) good ( 3 ) They ( 1 ) parts ( 4 )
- tires ( 4 ) soft ( 3 ) have ( 2 ) They ( 1 )

- They have a good driver \_\_\_\_\_
- They have good parts \_\_\_\_\_
- They have soft tires \_\_\_\_\_

ACADEMIC OBJECTIVE QUESTION: How can we express units of 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 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.

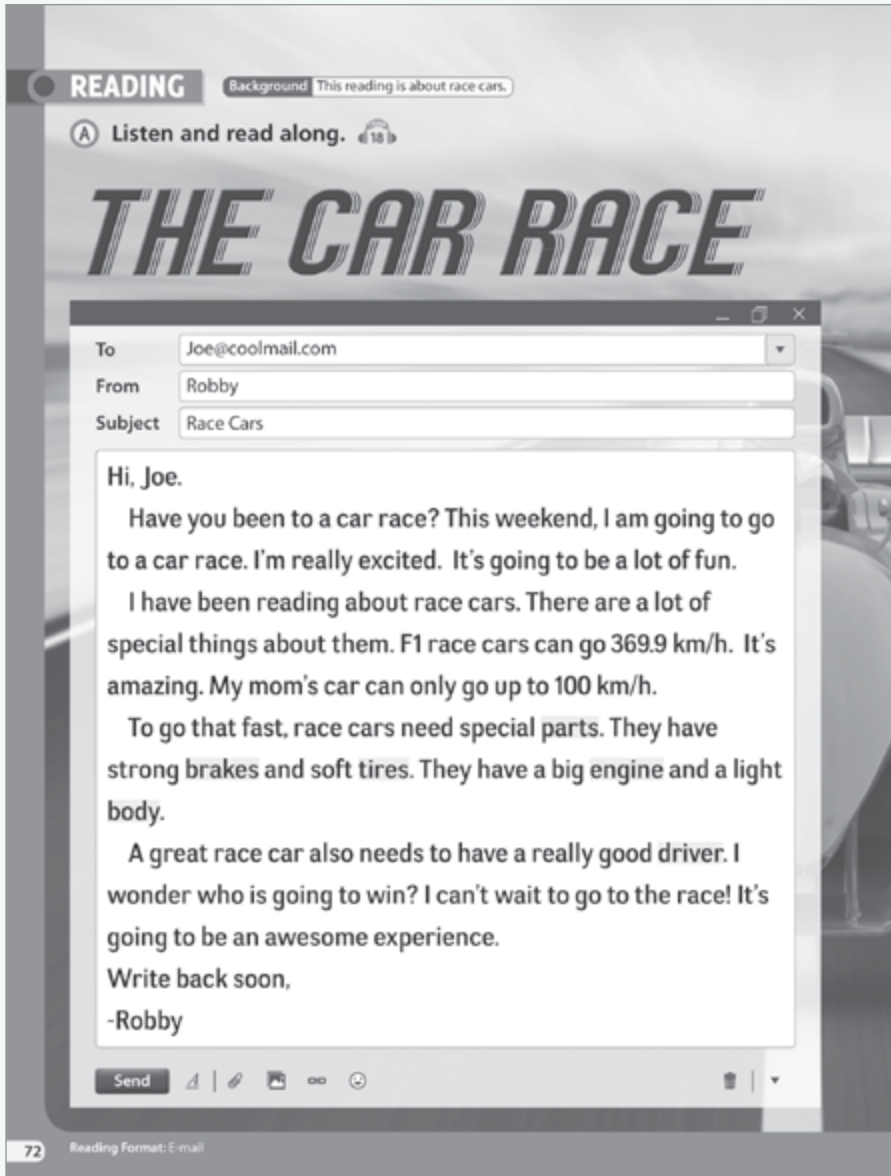
Complete the matching activity as a class and review the correct answers with the students.

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 the two characters.

**High-Level Students:** Ask the students to compare and contrast the information in the passage with a normal car.



**READING** Background This reading is about race cars.

A Listen and read along. 

# THE CAR RACE

To Joe@coolmail.com  
From Robby  
Subject Race Cars

Hi, Joe.

Have you been to a car race? This weekend, I am going to go to a car race. I'm really excited. It's going to be a lot of fun.

I have been reading about race cars. There are a lot of special things about them. F1 race cars can go 369.9 km/h. It's amazing. My mom's car can only go up to 100 km/h.

To go that fast, race cars need special parts. They have strong brakes and soft tires. They have a big engine and a light body.

A great race car also needs to have a really good driver. I wonder who is going to win? I can't wait to go to the race! It's going to be an awesome experience.

Write back soon,  
-Robby

72 Reading Format: E-mail

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 an e-mail between two friends. Tell the students that there are many ways to send and receive e-mails, including desktop computers, laptop computers, tablets, smartphones, and other mobile devices. Ask students if they have sent e-mails, who they sent them to, and what they use to send e-mails. Show them some real-life examples.

Review the title of the reading: "The Car Race." Ask the students why they think this is the title. Explain this is because the passage focuses on race cars and a car race.

## READING PASSAGE

## PASSAGE DETAILS

**Reading Format:** E-mail

**Academic Objective:** Express and compare units of speed in km/h.

**Academic Objective in Context:** Race cars can reach speeds over 369 km/h, compared to under 200 km/h for most normal cars.



Race cars have a lot of specially made parts that help them go faster than 350 km/h.



Race cars have to get new tires several times during the race.



Race cars have soft tires. The tires get worn down and need to be changed many times in a race.



Race car drivers can be famous if they drive well and win many races.

Academic Objective in Context: Race cars can reach speeds over 369 km/h, compared to under 200 km/h for most normal cars.

73

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 things and parts that make race cars go fast. Call on students to read the captions under the pictures and discuss them as a class.

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. What kind of parts do race cars have? Correct answer: b. special parts. Ask students to name some of those special parts.

**READING COMPREHENSION**

**A Choose the best answer.**

- Who wrote the e-mail?  
 a. Robby                      b. Joe                      c. a race car driver
- What is the e-mail about?  
 a. brakes                      b. car parts                      c. races
- What kinds of parts do race cars have?  
 a. big parts                      b. special parts                      c. soft parts
- How fast can race cars go?  
 a. 100 km/h                      b. 369.9 km/h                      c. 200 km/h

**READING SKILL: IDENTIFYING DETAILS**

**B Complete the details with the correct words.**

Main Idea	Details They have
Race cars have 1. <u>a</u> parts.	2. a <u>c</u> engine
	3. <u>e</u> tires
	4. a <u>d</u> body
	5. <u>b</u> brakes

a. special    b. strong    c. big    d. light    e. soft

**SUMMARY: IDENTIFYING DETAILS**

**C Use the reading skill activity. Write sentences to give the details.**

- Race cars have special parts.
- They have a big engine.
- They have soft tires.
- They have a light body.
- They have strong brakes.

74 Reading Skill: Identify the details that make the car parts special.

**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 *identifying details* means finding and matching special pieces of information with the right things. Tell the students to match the describing words with the correct parts of the race car from 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.





### VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. Race cars have a lighter **body** driver than regular cars.
2. The **engine** brake is what makes the car move.
3. **Brakes** Parts help cars slow down.
4. The brakes **tires** touch the road as a car moves.
5. A car has many **parts** drivers.
6. The body **driver** drives the car.

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 question on the first page of Lesson B. Make a connection to the real world using the picture.

#### 1. What is this team doing?

*Sample answer: They are changing the tires.*

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 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**

brakes tires excited driver weekend engine parts body

### The Car Race

To: Joe@coolmail.com  
From: Robby  
Subject: Race Cars






Hi, Joe.

I'm going to a car race this weekend. I am so 1. excited. It's going to be a lot of fun. I looked up information about race cars. They are really special. They can go 369.9 km/h! Did you know that? My mom's car only goes 100 km/h at the most.

Race cars have special 2. parts. These are needed for fast cars. Race cars have a light 3. body, but their 4. engine is big. They use soft 5. tires, but their 6. brakes are strong. An amazing car still needs a great 7. driver. I wonder who will win this 8. weekend?

I can't wait for race day to come! It's going to be a great experience. Write back soon.

-Robby

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

**C What kind of reading is this?**  
a. journal    **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 race cars.*

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 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: MAIN IDEA**

**A** Circle the main idea sentence, and then write it.

Main Idea
I am learning a lot about race cars. Did you know that they can go 369.9 kilometers per hour? My mom's car only goes 100 kilometers per hour. Race cars have special parts. They have strong brakes. They also have soft tires. They have a light body and a big engine. The cars are amazing, but they need a really good driver.
Main Idea: <u>Race cars have special parts.</u>
_____

**WRITING PLAN**

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

Identifying Details and Main Idea	
Main Idea	
	<u>Race cars have special parts.</u>
Details	
	<u>They have a big engine.</u>
	<u>They have soft tires.</u>
	<u>They have a light body.</u>
	<u>They have strong brakes.</u>
	<u>They have a good driver.</u>

**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 *main idea* means the big idea that all the other details and ideas in the reading support. Tell the students to read the short paragraph, find the main idea, circle it, and write it. Complete the activity together as a class. Talk about why this sentence is the main idea.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *identifying details*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into othe 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.

“There are a lot of parts in a race car that help it reach top speed. What are some of those parts?”

Think and answer the question above.

Inference (sample) Race cars have a big engine and strong brakes.

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



Check out how these parts work in a real car race!



### DISCUSSION

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

Think while you watch:

- How does the car slow down?  
The car slows down with brakes.
- How does the car go faster?  
The car goes faster with the engine.
- Who is driving the car?  
The driver is driving the car.

Explain to the students that they will now watch a video about race cars and car parts. 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:** *Race cars have a big engine and strong brakes. (Answers will vary.)*

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. driver  |  | a. a machine that changes energy into movement                                    |
| 2. brake   |  | b. something that is used for slowing or stopping something that moves            |
| 3. tire    |  | c. one of the pieces that makes or forms something, usually a whole               |
| 4. engine  |  | d. a person who drives a car, truck, or other vehicle                             |
| 5. part    |  | e. a rubber ring that usually contains air and fits around the wheel of a vehicle |
| 6. body    |  | f. Saturday and Sunday                                                            |
| 7. excited |  | g. full of energy about something                                                 |
| 8. weekend |  | h. the main part of a vehicle that does not include the engine, wheels, etc.      |

B Unscramble and write.

a engine have big They

They have a big engine.

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 identify the supporting details in the things I read.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary
<b>Writing Skill</b>	I can summarize the main idea of a topic 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 race cars. 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 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 7:** Ethics / Nonfiction

**Academic Objective:** Understand that a multicultural country has different people, cultures, and traditions.

**Academic Objective in Context:** Multicultural countries have many different kinds of people, unlike countries that have only one culture, language, and people.

## UNIT INTRODUCTION

The graphic features a background image of a diverse group of young people smiling and holding hands. Overlaid on this is a dark grey box containing text. At the top left of the box is '(UNIT 07)' and to its right is 'Ethics Nonfiction'. The main title 'MULTICULTURAL COUNTRIES' is written in large, bold, white capital letters. Below the title, the text 'ACADEMIC OBJECTIVE' is followed by a bullet point: 'Understand that a multicultural country has different people, cultures, and traditions.' This is followed by 'LESSON A' and a list of three bullet points: 'Reading Format: Traditional passage', 'Comprehension', and 'Reading Skill: Compare and Contrast'. Below that is 'LESSON B' and a list of three bullet points: 'Fluency Reading', 'Writing Skill: Synthesizing', and 'Integrate IT: QR Code Video'. The number '80' is in the bottom left corner of the graphic.

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:** country, tradition, culture, mix, move, accept

**Bonus Words:** make, happen

**Structure Focus:** Frequency Adverbs

**Reading Format:** Traditional passage



1. Are the people in this picture the same?
2. Do you think they like each other?
3. How are they different?

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 multicultural cities they know, to activate prior knowledge. Ask them how different people can get along with each other in the same country. Explain to the students that learning about other cultures and their traditions can help people understand each other better.

**1. Are the people in this picture the same?**

Sample answer: *No, they are different.*

**2. Do you think they like each other?**

Sample answer: *Yes, I think they like each other.*

**3. How are they different?**

Sample answer: *They are all different races. Some are male and some are female. (Answers will vary.)*

**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.

**MULTICULTURAL COUNTRIES**

- Ethics / Nonfiction
- Comprehension
- Reading Skill: Compare and Contrast

**Warm Up**

Where are these people from?  
How are they similar?  
How are they different?

**NEW WORDS**

**A Listen, repeat, then write.** (20)

- country**
- tradition**
- culture**
- mix**
- move**
- accept**

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 different people and ask them the warm-up questions:

**1. Where are these people from?**

**Sample answer:** *They are from different places.*

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

**2. How are they similar?**

**Sample answer:** *They are all around the same age. They are all wearing white T-shirts.*

**3. How are they different?**

**Sample answer:** *They are different races. They are from different countries. Some are men and some are women. (Answers will vary.)*

Explain to the students that they will read about countries that have a lot of different kinds of people in them. Ask students if they know any places like this. Answers can include cities or districts with a high population of foreigners within an ethnically homogenous country. Brainstorm a few examples. Tell the students that they will learn about countries with many different kinds of people and how they get along.





7A

### STRUCTURE: FREQUENCY ADVERBS

#### B Read.

- Sometimes a country has one culture.
- Sometimes there are many cultures.

#### C Match and write.

- Sometimes a country has many cultures.
- Often, countries only one with many cultures.
- There is occasionally start culture.

- Sometimes a country has many cultures.
- Often, countries start with many cultures.
- There is occasionally only one culture.

Academic Objective Question: What is a multicultural country?

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 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. Talk about the different countries discussed in the passage.

**High-Level Students:** Ask the students to make connections between the contents of the passage and regional areas in your country. Talk about different cultures and traditions.

### READING

Background This reading is about culture.

A Listen and read along. 

# Multicultural Countries



What is a multicultural country? Many things make culture. Food and music are culture. Ideas and traditions are culture. Language is culture. The way people look is culture. Each country has a different culture.

Sometimes a country has only one culture. Korea, Japan, and Iceland are examples. Sometimes a country has people from many cultures living together. There are different ways this can happen.

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 are often found in school textbooks and other kinds of reading that are written to teach people things.

Review the title of the reading: "Multicultural Countries." Ask the students what culture is made of. Discuss food, customs, traditions, style, clothes, music, dance, and other components of culture. Brainstorm a list of ideas on the board. You may want to use visual support through pictures or objects to help support the students' understanding.

## READING PASSAGE

## PASSAGE DETAILS



Sometimes a country was created with more than one culture. Canada, Belgium, and Uganda began this way. There are many others. Another way is when people move from other countries. Examples are Australia, Sweden, and Germany. Multicultural countries accept different cultures. So, what is a multicultural country? It's a country with different cultures. They live together and mix with one another.

Academic Objective in Context: Multicultural countries have many different kinds of people, unlike countries that have only one culture, language, and people.

85

**Reading Format:** Traditional Passage

**Academic Objective:** Understand that a multicultural country has different people, cultures, and traditions.

**Academic Objective in Context:** Multicultural countries have many different kinds of people, unlike countries that have only one culture, language, and people.

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 components of culture that are in the reading. Circle things from the brainstorming list you made that are in the reading, or add to your list things that were in the reading but that you couldn't think of before. Ask students how the reading describe some of these components from their own culture, and then from other cultures, if they can.

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 in the passage. 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. A multicultural country is a country with \_\_\_\_\_. Correct answer: b. many cultures. Ask the students which components of culture are mentioned in the reading.

**READING COMPREHENSION**

**A Choose the best answer.**

- A multicultural country is a country with \_\_\_\_\_.  
 a. one culture      **b**. many cultures      c. a new culture
- \_\_\_\_\_ is a multicultural country.  
 a. Iceland      b. Japan      **c**. Canada
- \_\_\_\_\_ is not a part of culture.  
 a. Language      b. Food      **c**. Nature
- Different cultures in a multicultural country \_\_\_\_\_.  
 a. try to be better than each other      **b**. accept each other      c. try to make a new culture

**READING SKILL: COMPARE AND CONTRAST**

**B What is true about cultures? Write the letters in the chart.**

Compare and Contrast		
a. There are different traditions.	d. People live in one country.	
b. People speak only one language.	e. People speak many languages.	
c. Everyone has the same traditions.	f. People celebrate holidays.	

One-culture Countries	Both	Multicultural Countries
1. <u>  c  </u>	3. <u>  d  </u>	5. <u>  a  </u>
2. <u>  b  </u>	4. <u>  f  </u>	6. <u>  e  </u>

**SUMMARY: COMPARE AND CONTRAST**

**C Use the reading skill activity. Complete the sentences.**

- One-culture countries have the same traditions.  
People speak only one language.
- Multicultural countries have different traditions.  
People speak many languages.
- Both Celebrate holidays.  
People live in one country.

86 Reading Skill: Compare and contrast facts about different kinds of countries.

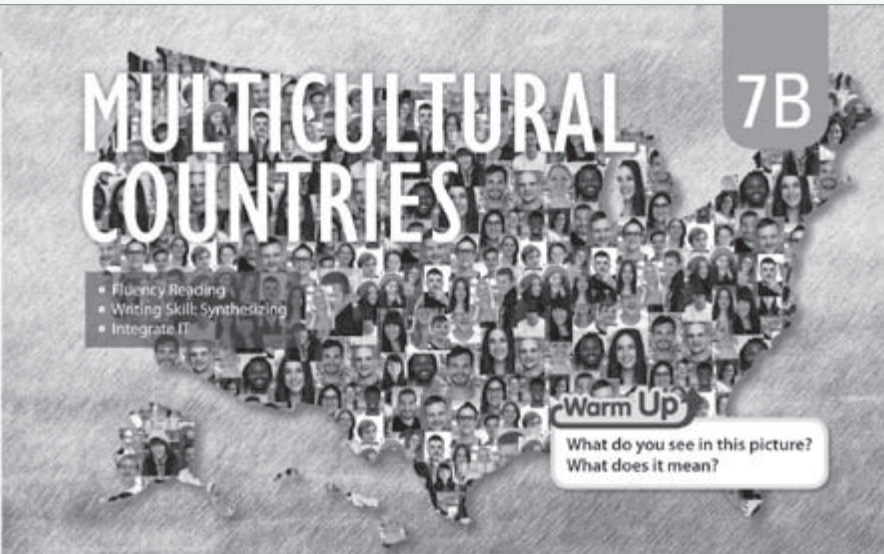
**Reading Comprehension:**

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 *compare and contrast* means thinking about how two similar things are the same and how they are different. Tell them that they need to write the correct letters in the chart to think in this way. Explain that some things are only true for one-culture countries, and other things are only true for multicultural countries, and that these are the differences we need to contrast. Also explain that some things are true for both, and that these are the similarities we need to compare. Tell them that organizing information in this way will make them better readers. 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.



### 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.

### VOCABULARY REVIEW

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

country    culture    tradition    move    accept    mix

1. We will move to a new house next week.
2. What country do you live in?
3. Boys and girls don't mix at my sister's school.
4. We do not shake hands in my culture. We bow.
5. Eating this special food on New Year's Day is a(n) tradition.
6. Please accept this gift.

Vocabulary Skill: Use the vocabulary in context.

87

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. What do you see in this picture?

Sample answer: *I see a map of the USA with people on it.*

#### 2. What does it mean?

Sample answer: *It means that the USA is a multicultural country with many different kinds of people living in it.*

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, underline the vocabulary words and two bonus words. Then read again. 

## Multicultural Countries

What makes a multicultural country? Culture is many things. It's food and music. It's language and ideas. It's traditions and how people dress. All of these things make culture.

Different countries have different cultures. Some countries have one culture. They include Korea, Japan, and Iceland.

Other countries have many cultures. This can happen in a number of ways. Many of these countries started with different cultures. Examples are Canada, Belgium, and Uganda. Others, like Australia, Sweden, and Germany, are different. Lots of people from other countries move there. These people bring their own cultures.

In multicultural countries, different cultures live together. They mix with each other. They accept each other.

- B** Do sustained silent reading.

Class reading time: **times will vary** seconds

- C** What kind of reading is this?

a. blog      b. e-mail      **c. traditional**

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 culture.*

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 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.**

Main Idea	Supporting Details
1. Countries with one culture	a. There are different traditions.
2. Multicultural countries	b. People speak different languages.
3. Both	c. All people speak the same language.
	d. People live in one country.
	e. There are the same traditions.
	f. People celebrate holidays.

**WRITING PLAN**

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

Compare and Contrast + Synthesizing	
Intro	I will compare and contrast <u>One-culture countries</u> and <u>multicultural countries</u> . There are many things that are different.
Main Idea	Supporting Details
1. Countries with one culture	Sometimes, some countries have only one culture. <u>In one-culture countries, all people speak the same language and have the same traditions.</u>
2. Multicultural countries	Sometimes, some countries have more than one culture. <u>In multicultural countries, people speak different languages and have different traditions.</u>
3. Both	Although there are differences, there are also similarities. <u>Both kinds of countries celebrate holidays.</u> <u>People live in one country.</u>

**WRITING SKILL EXPANSION**

**C Look at page 31 in the practice book. Complete the writing plan in part C.**

Writing Skill: Synthesize the information about different countries and cultures.

**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 things together in an organized and correct way. Tell them that they need to match the information about differences and similarities with the right places. 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: *compare* and *contrast*. Tell them that they will use that reading skill again to put the information from the writing skill activity into organized information about the reading. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all 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.**

“There are many things that can make a country multicultural. What are some of those things?”

Think and answer the question above.  
**Inference** (sample) People speaking many different languages.

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

Check out some multicultural countries!



**DISCUSSION**

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

Think while you watch:

1. What makes a country multicultural?  
Answers will vary.
2. How did Canada become a multicultural country?  
Answers will vary.
3. How did the USA and Germany become multicultural countries?  
Answers will vary.

90 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 cultures and countries. 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:** *People speaking many different languages.*

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. country   | → | a. to make something new by putting two or more different things together               |
| 2. culture   | → | b. to build, create, or produce something                                               |
| 3. tradition | → | c. an area of land that is controlled by a special group of people called a government  |
| 4. mix       | → | d. to take place; something that is done                                                |
| 5. move      | → | e. a way of doing something that has been used by the people in a group for a long time |
| 6. accept    | → | f. to let someone or something new into a place or group                                |
| 7. make      | → | g. to go to a different place to live                                                   |
| 8. happen    | → | h. the beliefs, customs, arts, etc. of a particular society, group, place, or time      |

B Unscramble and write.

one Sometimes have culture countries

Sometimes countries have one culture.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Only one kind of culture is allowed in a multicultural country.	<input checked="" type="radio"/> True <input type="radio"/> False
<b>Reading Skill</b>	I can compare and contrast 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 multicultural countries. 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 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:** Ethics / Fiction

**Academic Objective:** Learn to accept and appreciate other cultures.

**Academic Objective in Context:** People can learn about and enjoy other cultures in their community through participation in cultural traditions.

## UNIT INTRODUCTION

The graphic features a blurred background of people at a party. Overlaid on this is a dark grey box containing the following text:

(UNIT 08) Ethics Fiction

# THE BIRTHDAY PARTY

**ACADEMIC OBJECTIVE**

- Learn to accept and appreciate other cultures.

**LESSON A**

- Reading Format: Journal entry
- Comprehension
- Reading Skill: Classifying

**LESSON B**

- Fluency Reading
- Writing Skill: Cause and Effect
- 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.

Preview the learning objectives in Lesson A.

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** turn, delicious, chance, break, keep, band

**Bonus Words:** stick, fall

**Structure Focus:** Irregular past tense verbs

**Reading Format:** Journal entry



1. What do you see in this picture?
2. What do people do with this?
3. What culture does it come from?

93

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 they do on their birthdays. Ask them how people in other cultures celebrate birthdays. Explain to the students what is in the picture. Show a video from the Internet if possible.

**1. What do you see in the picture?**

Sample answer: *It's a piñata.*

**2. What do people do with this?**

Sample answer: *They play with it at a birthday party.*

**3. What culture does it come from?**

Sample answer: *It comes from Mexican culture.*

**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.

**THE BIRTHDAY PARTY**

- Ethics / Fiction
- Comprehension
- Reading Skill: Classifying

**Warm Up**  
 What is the girl doing? Why?  
 What do you do in your culture to celebrate birthdays?

**NEW WORDS**

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

-   
turn
-   
delicious
-   
chance
-   
break
-   
keep
-   
band

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 girl and the setting and ask them the warm-up questions:

**1. What do you do in your culture to celebrate birthdays?**

Sample answer: *We eat cake.*

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

**2. Who do you celebrate your birthday with in your culture?**

Sample answer: *I celebrate with my family and friends.*

Explain to the students that they will read a story about a boy who goes to his neighbor's birthday party. Ask students if they have been to a birthday party. Ask them what kind of food was there. Ask students what they did at the birthday party. Tell the students that the party in the story is a Mexican birthday party. Ask them if they know where Mexico is. Show them on a map. Talk about what language Mexicans speak and other components of Mexican culture.

Play audio **track 23** and ask students to say and write each word as they hear it.



8A

## STRUCTURE: IRREGULAR PAST TENSE VERBS

## B Read.

- I ate enchiladas.
- She hit the piñata.

## C Match and write.

- The ate friend's house.
- We piñata Mexican food.
- I went to my broke.

- The piñata broke.
- We ate Mexican food.
- I went to my friend's house.

Academic Objective Question: How can you learn about and experience other cultures?

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 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.

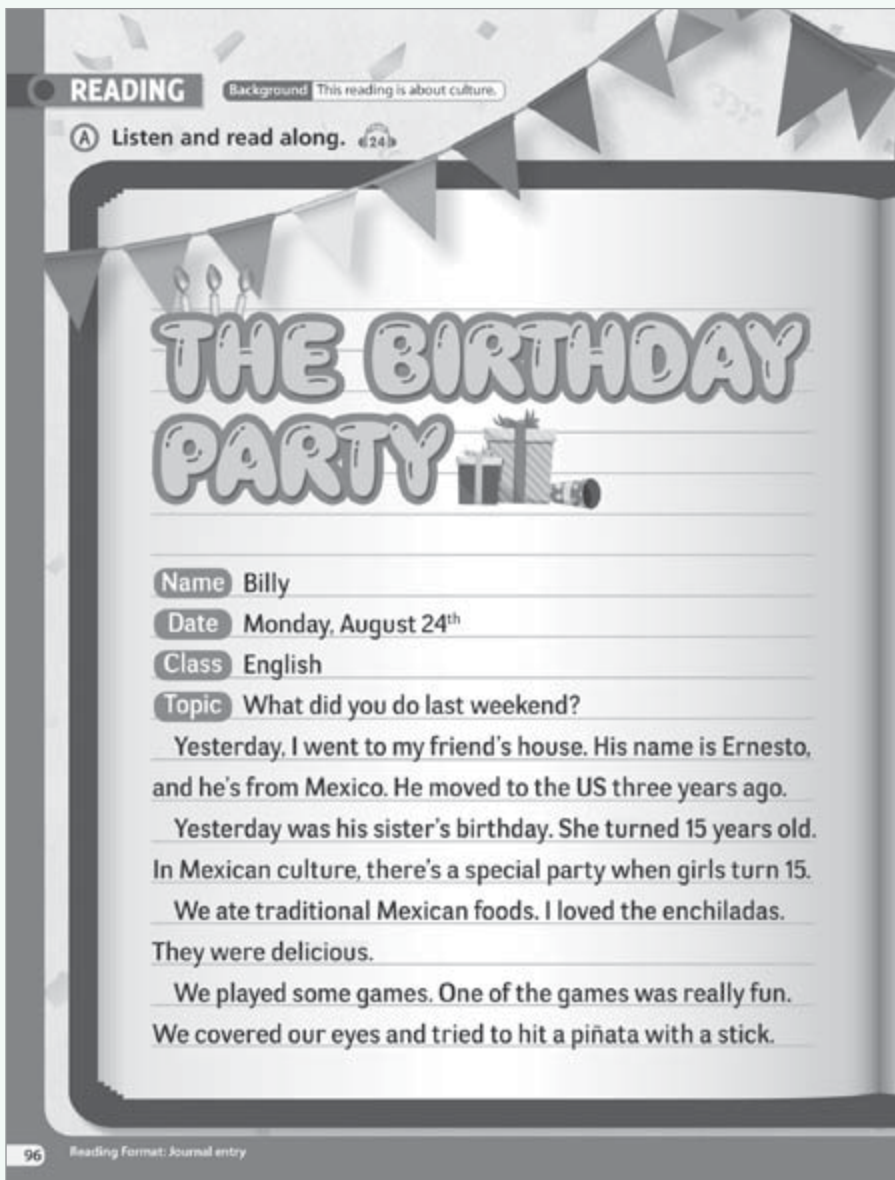
## TEACHING TIPS

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.

**High-Level Students:** Ask the students to make connections between the contents of the passage and any actual birthday parties they have had or attended.

## READING PASSAGE



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

**A** Listen and read along. 

# THE BIRTHDAY PARTY

**Name** Billy

**Date** Monday, August 24<sup>th</sup>

**Class** English

**Topic** What did you do last weekend?

Yesterday, I went to my friend's house. His name is Ernesto, and he's from Mexico. He moved to the US three years ago.

Yesterday was his sister's birthday. She turned 15 years old. In Mexican culture, there's a special party when girls turn 15.

We ate traditional Mexican foods. I loved the enchiladas. They were delicious.

We played some games. One of the games was really fun. We covered our eyes and tried to hit a piñata with a stick.

96 Reading Format: Journal entry

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 journal. Explain to the students what a journal is. Ask the students if they keep a journal. Explain that this isn't a real journal. 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.

Review the title of the reading: "The Birthday Party." Ask the students why they think this is the title. Explain this is because it's about a birthday party.

The music was fun and exciting. There was a band playing music called "Mariachi."

We hit the piñata at the party.

The enchiladas had meat, cheese, vegetables, and spicy sauce.

When Mexican girls turn 15, they have a special party called a quinceañera, which means "15" in Spanish.

Each person had one chance. When the piñata broke, lots of candy fell out. We all got to keep some.

There was a band playing music. The music was exciting, and people danced.

The party was a lot of fun. Ernesto's sister happily accepted gifts from everyone.

Academic Objective in Context: People can learn about and enjoy other cultures in their community through participation in cultural traditions.

97

**Reading Format:** Journal

**Academic Objective:** Learn to accept and appreciate other cultures.

**Academic Objective in Context:** People can learn about and enjoy other cultures in their community through participation in cultural traditions.

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 happened in the story. Ask students what they did at Ernesto's sister's birthday party. Ask for details and information about the activities, food, and music. Explain that it can be very fun to try the traditions of another culture.

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. Ernesto is from \_\_\_\_\_. Correct answer: c. Mexico. Ask the students where Ernesto lives now.

**READING COMPREHENSION**

**A Choose the best answer.**

- Ernesto is from \_\_\_\_\_.  
a. the US                      b. Canada                      c. Mexico
- It was \_\_\_\_\_ birthday party.  
a. Billy's                      b. Ernesto's                      c. Ernesto's sister's
- In Mexican culture, girls who turn \_\_\_\_\_ years old have a special birthday party.  
a. 3                      b. 15                      c. 21
- \_\_\_\_\_ was inside the piñata.  
a. A stick                      b. Candy                      c. An enchilada

**READING SKILL: CLASSIFYING**

**B Look at the parts of the story. Write the letters in the correct boxes.**

Classifying Mexican Traditions		
1. Food	2. Games	3. Music
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">b</div> <div style="border: 1px solid black; padding: 2px;">f</div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">d</div> <div style="border: 1px solid black; padding: 2px;">e</div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">a</div> <div style="border: 1px solid black; padding: 2px;">c</div> </div>
Descriptions		
a. exciting	d. really fun	
b. Mexican, like enchiladas	e. the kids got to keep some candy	
c. people danced	f. delicious	

**SUMMARY: CLASSIFYING**

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

- The food at the party was delicious, and Mexican.
- The games at the party were really fun, and kids got to keep candy.
- The music at the party was exciting, and people danced.

**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 details with the different things people did at the party. 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: Cause and Effect
- Integrate IT

### Warm Up

What are some special games you play at birthday parties?

### VOCABULARY REVIEW

A Fill in the blank with the correct word.

break    band    keep    delicious    turn    chance

1. Do not break any windows when you play baseball.
2. The chicken tastes delicious.
3. You can keep this toy in your room.
4. My sister plays the guitar in the school band.
5. The caterpillar will turn into a butterfly soon.
6. When will I have a chance to play the game?

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 special games you play at birthday parties?

Sample answer: *I play hide-and-seek with my friends at birthday parties.*

Ask a follow-up question about the picture to help activate prior knowledge about the story.

#### 2. What are the kids in the picture doing?

Sample answer: *They are playing with a piñata.*

Ask students to provide additional information by giving 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**

fell	broke	band	keep
delicious	turned	chance	stick

## The Birthday Party

I went to my friend Ernesto's house yesterday. He moved here three years ago from Mexico.

Yesterday, his sister 1. turned 15 years old. In Mexican culture, girls have a special party for this. Everyone came with gifts. Ernesto's sister accepted them happily.

We played some fun games. I loved to hit the piñata. We covered our eyes and hit it with a 2. stick. When we 3. hit the piñata, candy 4. fell out of it. All of us got to 5. keep some. Everyone had one 6. chance to play.

The food was traditional Mexican. And it was 7. delicious.

A 8. band played fast and happy music. People had fun dancing to it. It was a great party.

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

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

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 a birthday party.*

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 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** What are the causes and effects? Fill in the chart.

Cause and Effect	
Cause	Effect
1. Girls turn fifteen years old.	She has a special party.
2. Hit the piñata.	Candy falls out.
3. The band plays music.	People dance..

**WRITING PLAN**

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

Classifying + Cause and Effect		
Classifying	Cause	Effect
Birthday Party	Girl turns 15 years old	She has a special party.
Games	Hit the piñata	Candy falls out.
Music	The band plays music.	People dance.

**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 *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 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: *classifying*. Tell them that they will use that reading skill again to put the information from the writing skill activity into organized information about the reading. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all 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.

“There are different things that can make a cultural celebration like a birthday party special and fun. What are some of those things?”

Think and answer the question above.

Inference (sample) The games people play.

#### 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 kind of food do you eat at your birthday party?  
I eat cake and rice cakes at my birthday party.
2. Do you listen to any special music at your birthday party? If so, what?  
We listen to and sing the Happy Birthday song.
3. What kinds of games do you play at your birthday party?  
We play pin the tail on the donkey.

Explain to the students that they will now watch a video about birthday parties in different cultures. 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:** *The games people play.*

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 08

A Match.

- |              |   |   |                                                                                  |
|--------------|---|---|----------------------------------------------------------------------------------|
| 1. turn      | • | • | a. a turn to do something; an amount of time for something to be done            |
| 2. delicious | • | • | b. a group of musicians who play music together                                  |
| 3. chance    | • | • | c. to change into a different state or form                                      |
| 4. break     | • | • | d. to take something and not give it back                                        |
| 5. keep      | • | • | e. to come down quickly                                                          |
| 6. band      | • | • | f. a long, thin piece of wood, metal, plastic, etc. that is used to do something |
| 7. stick     | • | • | g. to separate something into pieces, usually in a sudden and strong way         |
| 8. fall      | • | • | h. very good to taste                                                            |

B Unscramble and write.

food    I    ate

I ate food.

C Think about yourself. Choose the best answer.

<b>Academic Objective</b>	Different cultures have different traditions.	<input checked="" type="radio"/> True	<input type="radio"/> False
<b>Reading Skill</b>	I can classify things I read about.	answers will vary	
<b>Writing Skill</b>	I can write about cause and effect relationships.	answers will vary	
<b>Integrate IT</b>	I can discuss and make inferences about cultural celebrations. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary	

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.

## TEACHING TIPS

## UNIT 1-2 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 categories that they could add to the chart and brainstorm the answers.



### UNIT 1-2 REVIEW

**A** Read the example in the chart together as a class. Think of eco-friendly resources you could plan in your city or a city near where you live. Fill out the chart to plan your ideas.

Resource	Example: Food	Energy	Food	Water
1. What is your idea?	Rooftop garden			
2. Where is it in the city?	Rooftops of apartment buildings			
3. How does it work?	People grow their own vegetables			
4. How is it eco-friendly?	People do not need to drive cars to the grocery store to buy vegetables			
5. Who makes it work?	Families who live in the apartment building.			

### SUMMARY

**B** Choose one idea from the chart and answer the questions.

1. What is your idea?

There is a plan to \_\_\_\_\_ in the city.

2. Where will it be in the city?

\_\_\_\_\_

3. How does it work?

\_\_\_\_\_

4. How is it eco-friendly?

\_\_\_\_\_

5. Who will make it work?

\_\_\_\_\_

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 working on the review unit. Review units can be completed after finishing the two units or for review prior to a test. The objective is to get students to use the information and language they have learned 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 are necessary to complete the page. Complete an example of the project page to show to students.

## PROJECT-BASED LEARNING

### ECO-FRIENDLY CITY PLAN

- C Use the information from the summary to make your city plan. Give a presentation.

Include additional details and explanations of your plan to help people understand.

#### City Plan

paste  
picture here

There is a plan to \_\_\_\_\_ in the city.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 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 cities are covered in those units. Discuss what people should do to help the environment, etc. Prepare some additional information for the students. Discuss ways to make clean energy, etc.

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 there are any animals which are not on the list that they are interested in and allow them to fill in the blank column.



### UNIT 3-4 REVIEW

**A** Read the chart together as a class. Then choose another member of an ecosystem to write about.

Animal	Lions	
Category	• Consumer - Carnivore	
Energy Source	• Other consumers like zebras and water buffalo	
Habitat	• African grasslands	
Description	• Big, strong, fast, light brown/tan fur	
Special Features	• Loud roar can be heard 8 km away; can see at night	

### SUMMARY

**B** Choose the plant or animal you wrote about in the chart and fill in the blanks.

- 1. Plant/Animal:** This is a(n) \_\_\_\_\_.
- 2. Category:** \_\_\_\_\_s are \_\_\_\_\_.  
They eat \_\_\_\_\_.
- 3. Energy source:** They get energy from \_\_\_\_\_  
like \_\_\_\_\_.
- 4. Habitat:** They live in \_\_\_\_\_.
- 5. Description:** \_\_\_\_\_s have \_\_\_\_\_.  
They are \_\_\_\_\_.
- 6. 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 working on the review unit.

Review units can be completed after finishing the two units or for 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 are necessary to complete the page.

Complete an example of the project page to show to students.



## PROJECT-BASED LEARNING

## TEACHING TIPS

### ECOSYSTEM REPORT

- C Use the information from the summary to write a report about a member of an ecosystem. Give a presentation.

Include the following information from the summary in your report.

This is a(n) \_\_\_\_\_

paste picture here

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: letter. Discuss what kinds of living things are covered in those units. Discuss where they live, what they eat, how they get energy, etc. Prepare some additional information for the students. Discuss which ecosystems 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 plants and animals in ecosystems 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 there are any famous race car drivers they know about.



## UNIT 5-6 REVIEW

**A Read the chart together as a class.**

Unit	5	6
Directions	Use what you learned in unit 5 to write an email about race cars. Think about the following questions: <ul style="list-style-type: none"> <li>• What are some of the things that make a race car go fast?</li> <li>• What other kinds of vehicles are F1 race cars similar to?</li> <li>• How fast can race cars go?</li> <li>• What do race teams get for winning?</li> <li>• How do they learn?</li> </ul>	Imagine you went to a F1 car race like the boy in unit 6. Write an email to describe what you saw at the race. Think about the following questions: <ul style="list-style-type: none"> <li>• What are the different parts of a race car?</li> <li>• What do they do?</li> <li>• What words can you use to describe the details of the parts you know?</li> <li>• Who drives the race car?</li> </ul>

**C SUMMARY**

**B Complete the summary using information from the chart.**

1. Introduction: \_\_\_\_\_
2. Main Idea: \_\_\_\_\_
3. Supporting idea and example 1:  
\_\_\_\_\_
4. Supporting idea and example 2:  
\_\_\_\_\_
5. Supporting idea and example 3:  
\_\_\_\_\_
6. Conclusion: \_\_\_\_\_

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 working on the review unit. Review units can be completed after finishing the two units or for 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 are necessary to complete the page. Complete an example of the project page to show to students.

## PROJECT-BASED LEARNING

## TEACHING TIPS

**EMAIL**

**C Use the information from units 5 and/or 6 to write an email to a friend. Give a presentation.**  
Include the following information in the directions to write the email.



The image shows a screenshot of an email composition interface. At the top, there is a header with the word "EMAIL" in a grey box. Below it, a task instruction reads: "C Use the information from units 5 and/or 6 to write an email to a friend. Give a presentation. Include the following information in the directions to write the email." The main area of the interface is a window with a title bar and a close button. Inside the window, there are three input fields labeled "To", "From", and "Subject". Below these fields is a large, empty text area for writing the email body. At the bottom of the window, there is a "Send" button and a row of icons for text formatting (bold, italic, underline, link, unlink, text color, background color) and a trash can icon.

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: e-mail. Discuss what makes race cars go fast, etc. Prepare some additional information for the students. Discuss which things the students find interesting and why. Allow students to work in pairs as e-mails are normally written back and forth to and from people.

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 race cars and car parts for the students before class, or ask them to find a picture on their own to complete the project as home work.

When the project 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 there are any birthday traditions from any other countries that they know about.



## UNIT 7-8 REVIEW

**A Read the chart together as a class.**

1. Culture	Mexican	American	Russian
2. Food	Enchiladas	Cake	Lunch and Dinner
3. Dance	Sad, slow, exciting	Many kinds	Many kinds
4. Music	Happy birthday song and Mariachi band	Happy birthday song and pop music	Accordion music
5. Games	Piñata	Pin the tail on the donkey	Pull the ears of the birthday boy/girl
6. Guests (Who comes)	Family and friends	Neighbors, family, and friends	Close friends and family only
7. Other		Give a small gift to people who come to your party	If a Russian survives a life threatening event, such as a dangerous car accident, for example, they celebrate that date as a second birthday

### **B SUMMARY**

**B Choose one culture from above and write about it.**

1. In \_\_\_\_\_ culture, there are some special birthday traditions.
2. They eat \_\_\_\_\_.
3. They do \_\_\_\_\_ dances.
4. They listen to \_\_\_\_\_.
5. They play games like \_\_\_\_\_.
6. Guests at the party include \_\_\_\_\_.
7. Also, \_\_\_\_\_.

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 working on the review unit. Review units can be completed after finishing the two units or for review prior to a test.

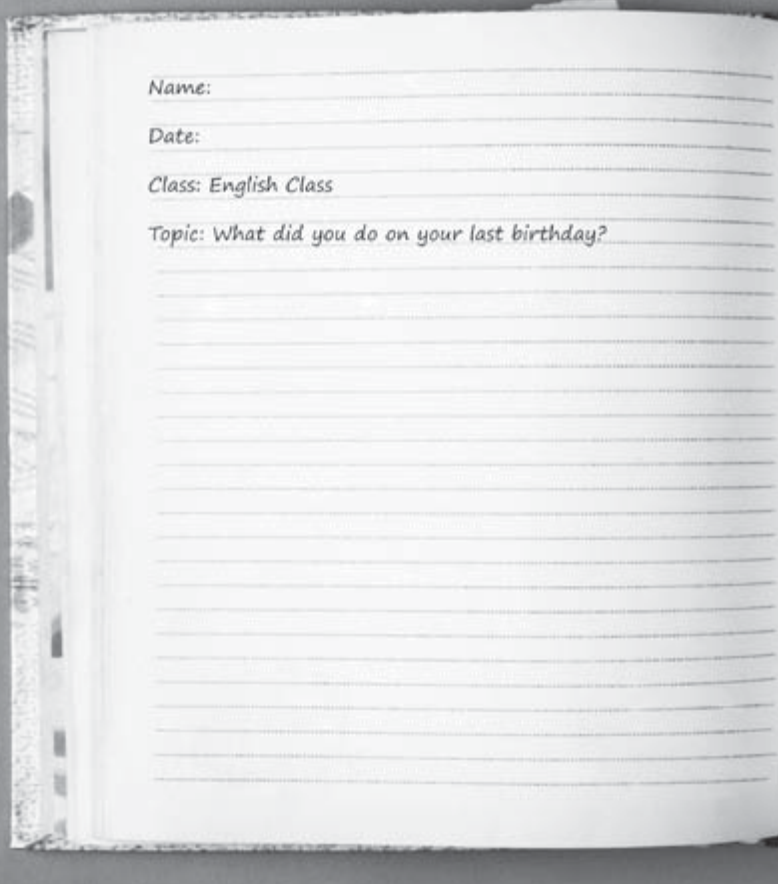
The objective is to get students to use the information and language they have learned, as well as new information, in a creative way to complete a project. Therefore, the outcome of each page will be varied. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page to show to students.

## PROJECT-BASED LEARNING

### BIRTHDAY JOURNAL

- C Use the information as a model. Write about your birthday party culture. Give a presentation.

Include the following information in your writing: the name of your culture, what special birthday food(s) you eat, special birthday music and dances, special birthday games, who comes to your party, and any other special, interesting information.



Name:

Date:

Class: English Class

Topic: What did you do on your last birthday?

## 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 cultures and cultural components are covered in those units. Review the format of the project: journal. Review the reading and writing skills the students learned in units 7 and 8. Discuss different countries, people, places, foods, music, traditions, and customs. Prepare some additional examples for the students. Discuss how to write about their last birthday.

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 projects are completed, allow the students to present them. Projects can be included in a portfolio and/or displayed in the classroom.

# READING SPEED CHART

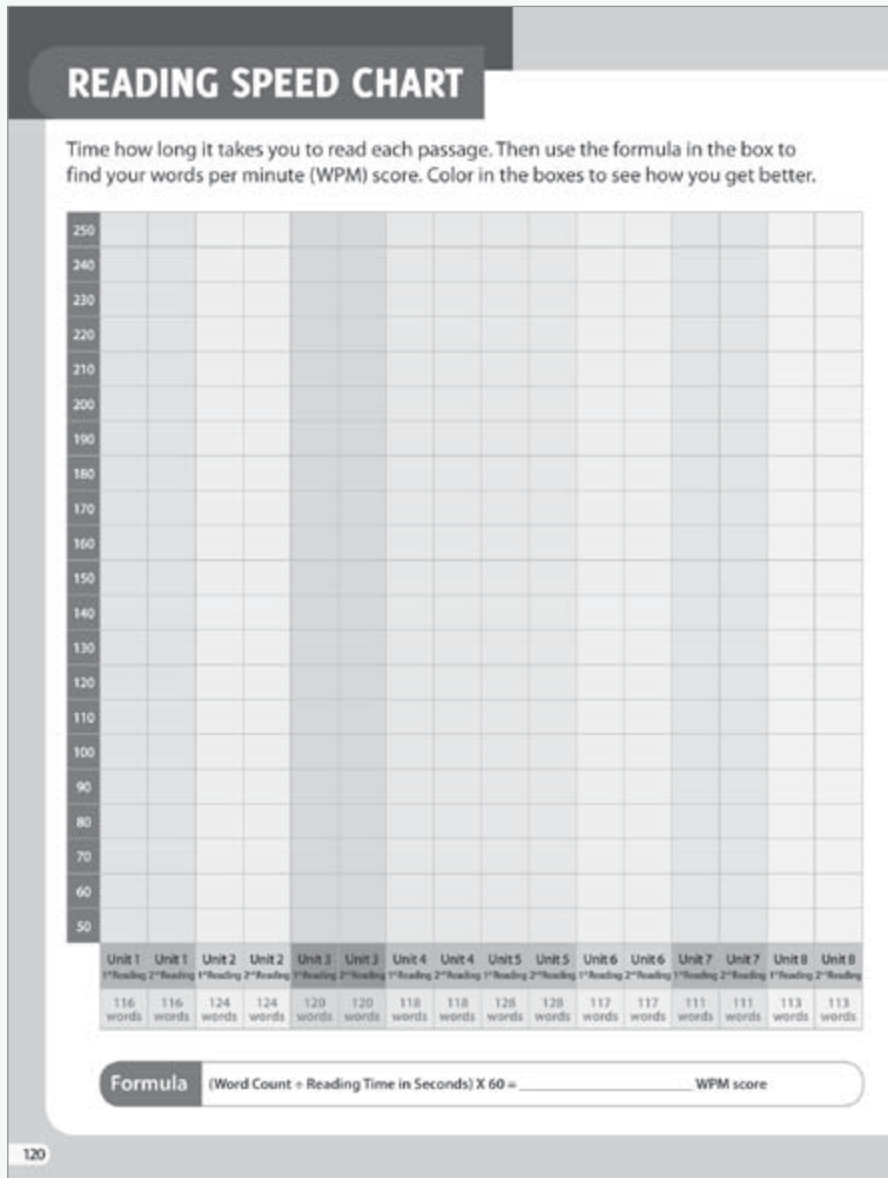
## TEACHING TIPS

## READING SPEED CHART

### Level Tips

**Low-Level Students:** Track reading speed in class.

**High-Level Students:** Allow the students to track individual reading speed as homework.



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.



