

Integrate

READING & WRITING

**TEACHER'S GUIDE WITH
ANSWER KEY**

BASIC

4

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

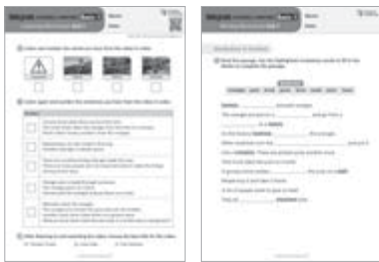
COMPONENTS



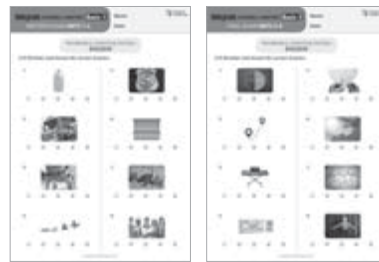
Student Book with CD-ROM



Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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



Mobile version



Desktop version

Integrate Viewer App



Class Booster

- Visit our homepage for additional information: www.compasspub.com/IRWBasic

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

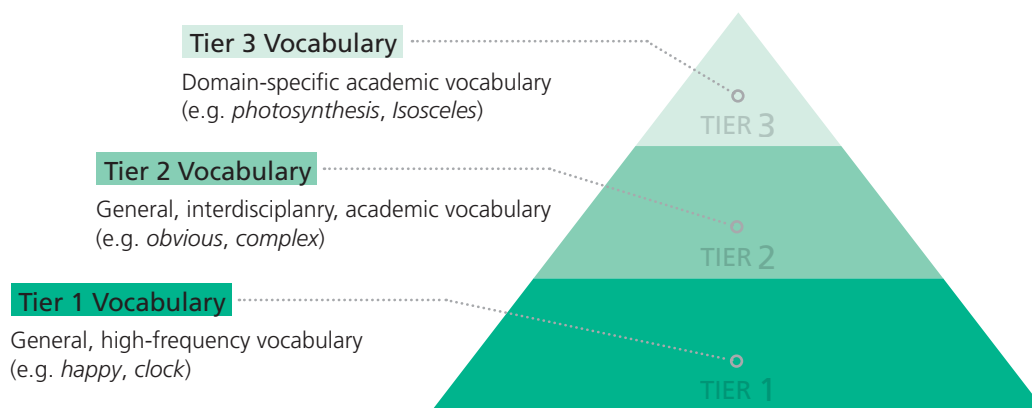
21st Century Skills

- 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)

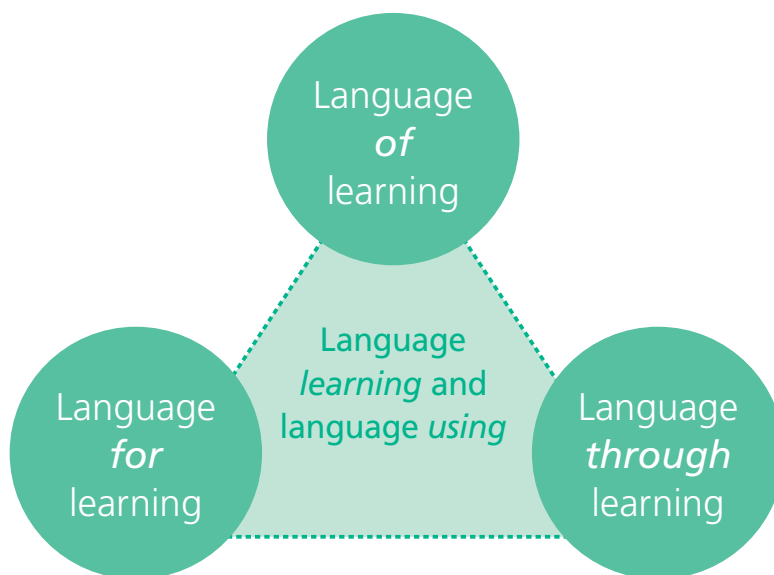
- Scaffolding, Preview, and Review

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	 <p>(UNIT 01) Nonfiction</p>	Title / Word Count	Food Deserts Lesson A [159W] Lesson B [159W]
		Topic	Some poor urban areas in the US do not have access to fresh food. This causes health problems for the citizens who live there. The government hasn't been able to fix the problems. Some citizens have a good solution.
		Academic Objective	Understand how civilian participation can help resolve problems in society.
		Reading Format	Traditional passage
		Structure	Present perfect tense: have / has
		Vocabulary	serious, unhealthy, poor, urban, grocery, business, cooperate Bonus: solve, desert
		Reading Skill	Cause and Effect Writing Skill Problem and Solution
		Integrate IT	QR Code Video
	 <p>(UNIT 02) Fiction</p>	Title / Word Count	The Farmers' Market Lesson A [152W] Lesson B [150W]
		Topic	A family grows their own vegetables and sell some of them at the local farmers' market.
		Academic Objective	Search for ways to resolve regional problems through citizen participation, and gain an attitude for participation.
		Reading Format	Journal
Structure		Future tense: will	
Vocabulary		rest, save, own, empty, kale, account, stall, permission Bonus: computer, homework	
Reading Skill		Scanning Writing Skill Sequencing	
Integrate IT		QR Code Video	
SCIENCE	 <p>(UNIT 03) Nonfiction</p>	Title / Word Count	Real-life Mummies Lesson A [158W] Lesson B [152W]
		Topic	Lake Natron in northern Tanzania is extremely salty and hot. Animals that get near the lake are cooked by the heat radiation near the lake's surface. The salt from the lake in the air then mummifies them.
		Academic Objective	Explain heat transfer through convection and identify real-life examples.
		Reading Format	Magazine article
		Structure	Infinitive: enough... to...
		Vocabulary	mummy, transfer, convection, mineral, algae, hot spring, preserve, burn Bonus: similar, dangerous
	 <p>(UNIT 04) Fiction</p>	Title / Word Count	Cookies Lesson A [145W] Lesson B [150W]
		Topic	Read a recipe for baking cookies with an explanation of how heat bakes food in an oven.
		Academic Objective	Explain heat transfer by conduction and convection and identify real-life examples of conduction and convection.
		Reading Format	Recipe
		Structure	Definite article: the
		Vocabulary	ingredient, utensil, directions, conduction, dough, stir, bake, scoop Bonus: metal, solid
Reading Skill	Classifying Writing Skill Sequencing		
Integrate IT	QR Code Video		

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 UNIT 05 Nonfiction	Title / Word Count	The Airbus A380	Lesson A [151W] Lesson B [152W]
		Topic	The Airbus A380 is one of the largest and fastest commercial airplanes ever created.	
		Academic Objective	Understand the relationship between distance, speed, and time.	
		Reading Format	Traditional passage	
		Structure	Preposition: between	
		Vocabulary	passenger, flight, calculate, average, equal, multiply, divide, route Bonus: distance, amount	
	Reading Skill	Identifying the Purpose	Writing Skill	Writing for an Audience
	Integrate IT	QR Code Video		
	 UNIT 06 Fiction	Title / Word Count	High-speed Trains	Lesson A [153W] Lesson B [150W]
		Topic	A tourist in France travels on the TGV and compares it to a friend's trip by car.	
		Academic Objective	Understand the relationship between multiplication and division and the principles of decimals.	
		Reading Format	Magazine article	
Structure		Simple past tense: went, arrived		
Vocabulary		arrive, total, calculator, comfortable, nap, long, gas, traffic Bonus: high-speed, trip		
Reading Skill	Making Connections	Writing Skill	Explaining	
Integrate IT	AR Images			
 UNIT 07 Nonfiction	Title / Word Count	United Team of Germany	Lesson A [159W] Lesson B [157W]	
	Topic	After World War II, Germany was split into two countries, but both of them were brought together during the 1956, 1960, and 1964 Winter and Summer Olympics.		
	Academic Objective	Understand the division between East and West Germany and how the Olympic Games brought them together.		
	Reading Format	Traditional passage		
	Structure	Preposition: in + year		
	Vocabulary	leader, united, flag, compete, separately, wall, cross, enter Bonus: difficult, medal		
Reading Skill	Making Connections	Writing Skill	Sequencing	
Integrate IT	QR Code Video			
 UNIT 08 Fiction	Title / Word Count	The Winter Games	Lesson A [151W] Lesson B [147W]	
	Topic	A child discusses his favorite Winter Olympic team sports—hockey, short track, and bobsled—and the importance of teamwork and sportsmanship.		
	Academic Objective	Understand the need for cooperation in a team and in sports.		
	Reading Format	Journal		
	Structure	Modal verb of necessity: have to		
	Vocabulary	upcoming, event, goalie, net, score, race, teamwork, peace Bonus: athlete, promote		
Reading Skill	Vocabulary in Context	Writing Skill	Summarizing	
Integrate IT	QR Code Video			

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Journal Entry	Read the chart, think about social problems where you live, write a journal entry, and give a presentation.	104
Science	Units 3-4 Review	Recipe	Look at the example recipe, choose your own idea, write a recipe, and give a presentation about your recipe.	108
Math	Units 5-6 Review	Journal Entry	Use the speed, time, and distance information, write a journal entry, and give a presentation.	112
Special Subject	Units 7-8 Review	Journal Entry	Organize ideas, summarize information, write about your favorite Olympic sports, and give a presentation.	116

HOW TO USE

UNIT STRUCTURE

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

UNIT INTRO PAGES

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

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



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

Preview questions help guide the students' focus.

LESSON A INTRO

Students cognize the academic objective with warm-up questions.

Learn the meaning of new vocabulary.

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



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

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

LESSON A PASSAGE

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

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

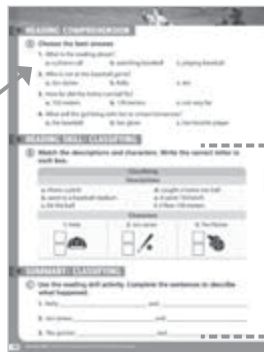


Infographics with captions provide visual support, additional information, and context.

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

LESSON A POST-READING

Comprehension questions ensure understanding.



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

LESSON B INTRO

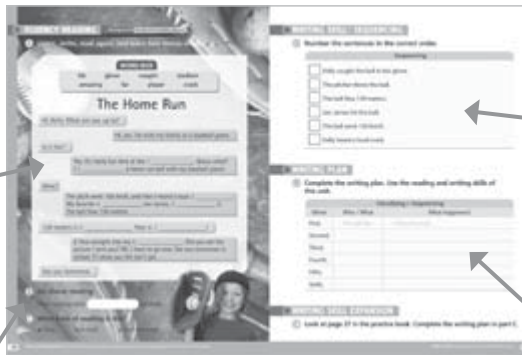


Warm-up questions help students recall information from Lesson A to activate prior knowledge.

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

LESSON B PASSAGE

LESSON B SKILL TRANSFERENCE



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

A graphic organizer gives students practice with a writing skill.

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

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

INTEGRATE IT

SELF-ASSESSMENT



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

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

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

REVIEW UNITS



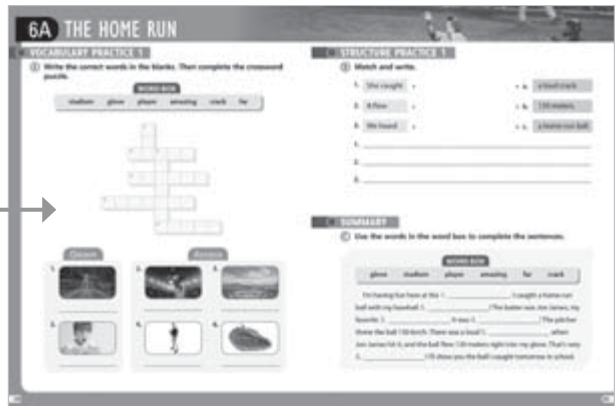
The review units utilize project-based learning and allow students to produce tangible outcomes and demonstrate linguistic competency and development.

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

PRACTICE BOOK

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

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



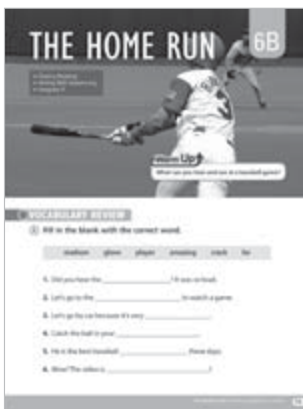
The grammar activities bolster the students' knowledge and ability to use the structure.

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



READING ACTIVITIES

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



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

APP

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

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



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



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



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

GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	<ul style="list-style-type: none"> 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. In addition, comprehension questions may also frequently ask students questions related to the academic concepts and objectives in each unit. 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. 	<ul style="list-style-type: none"> 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
Language Learning	<ul style="list-style-type: none"> The language learning objectives in each unit are based on content-specific language determined by the topic of each unit. In lesson A, the activities are intended to help students become familiar with the meaning of new words. In lesson B, the activities are intended to help students with using new words in context. 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. 	<ul style="list-style-type: none"> 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
Reading & Writing Skills Fluency Development	<ul style="list-style-type: none"> The reading and writing skill objectives and reading fluency development objectives in each unit are strategically chosen and placed within each unit. In lesson A, the reading skill activity helps students develop cognitive skills to use while reading about certain topics and with certain reading formats. In lesson B, the writing skill activity helps students develop cognitive skills to use while writing about information from the reading passage. 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. 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.) 	<ul style="list-style-type: none"> 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
IT Skills & Literacy	<ul style="list-style-type: none"> 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. Use the Integrate app, Class Booster, the premium CD, and others either with mobile devices or desktop computers at your own discretion. 	<ul style="list-style-type: none"> 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

GRADING RUBRIC

Area	Below Standard	Approaching Standard	At Standard
Academic Objective	<ul style="list-style-type: none"> • Student often struggles to understand both the academic concepts and the target English. • Student still needs to ask questions about the concepts and language to understand. 	<ul style="list-style-type: none"> • Student often struggles to understand either the academic concepts or the target English . • Student needs to ask questions about concepts or language to understand. 	<ul style="list-style-type: none"> • Student often understands both the academic concepts and the target English. • Student asks questions about concepts or language to clarify understanding.
Language Learning	<p>Student often struggles with and needs help to understand: problems-solutions, main idea & 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 & 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 & 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"> • Student often struggles to answer comprehension questions. • Student needs to asks questions to recall general information. • Student reading fluency is improving slowly & sporadically. 	<ul style="list-style-type: none"> • Student sometimes struggles to answer comprehension questions. • Student needs to asks questions to recall detailed information. • Student reading fluency is improving moderately. 	<ul style="list-style-type: none"> • Student rarely struggles to answer comprehension questions. • Student usually asks questions about questions for clarification. • Student reading fluency is improving rapidly & steadily.
IT Skills & Literacy	<ul style="list-style-type: none"> • 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. • Student doesn't understand that IT is used to access additional information. 	<ul style="list-style-type: none"> • Student sometimes struggles to understand the passage format or the context of the reading passage and needs to ask questions to understand. • Student sometimes understands that IT is used to access additional information. 	<ul style="list-style-type: none"> • Student understands the passage format and the context of the reading passage and asks clarification questions . • Student understands that IT is used to access additional information.

UNIT 01 FOOD DESERTS

UNIT SUMMARY

Unit 1: Social Studies / Nonfiction

Academic Objective: Understand how civilian participation can help resolve problems in society.

Academic Objective in Context: Citizens can solve problems in their community by working together.

UNIT INTRODUCTION

UNIT 01 Social Studies
Nonfiction

FOOD DESERTS

ACADEMIC OBJECTIVE

- Understand how civilian participation can help resolve problems in society.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Cause and Effect

LESSON B

- Fluency Reading
- Writing Skill: Problem and Solution
- 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. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

UNIT SUMMARY

Language Learning Objectives

New Words: serious, unhealthy, urban, poor, crop, business, cooperate grocery

Bonus Words: solve, desert

Structure Focus: Present Perfect Tense

Reading Format: Traditional passage



1. What is this place?
2. Is it easy or difficult to live here? Why?
3. Are places like this big or small?

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 is this place?

Sample answer: *This place is a desert.*

2. Is it easy or difficult to live here? Why?

Sample answer: *It is difficult to live here because it is very dry.*

3. Are places like this big or small?

Sample answer: *Places like this are big.*

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.

FOOD DESERTS

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Cause and Effect


Warm Up

What kind of food is for sale in convenience stores and vending machines?
Is it healthy to eat such food for a long time?


NEW WORDS

A Listen, repeat, match, then write.


WORD BOX	8 serious	3 unhealthy	2 poor	1 urban
	4 grocery	6 business	7 crop	5 cooperate

1. 


urban

2. 


poor

3. 


unhealthy

4. 


grocery

5. 


cooperate

6. 

business

7. 

crop

8. 

serious

10 Vocabulary: Learn the meaning of new words.

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

1. What kind of food is for sale in convenience stores and vending machines?

Sample answer: *Unhealthy snacks are for sale in convenience stores and vending machines.*

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

2. Is it healthy to eat such food for a long time?

Sample answer: *No, it is unhealthy to eat such food for a long time.*

Explain to the students that they will learn about food deserts and the problems they cause. Tell them that food deserts cause many problems for people in society and that there are citizens helping to solve these problems. Explain that students will learn new words related to food deserts and the people who are helping fix the problems.

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



STRUCTURE: PRESENT PERFECT TENSE

B Read.

- The government hasn't done anything.
- People have solved problems.

C Number in order then write.

- We (1) money (4) have (2) made (3)
- have (2) You (1) planted (3) crops (4)
- there (4) worked (3) hasn't (2) She (1)

- We have made money.
- You have planted crops.
- She hasn't worked there.

Academic Objective Question: How can citizens help solve problems in society?

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.

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

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 the structure in the students' minds.

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 your 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 their real lives. Ask them what other social problems exist in society. Ask them if they know anyone who is an active citizen. Ask them what they can do to help their community.

READING Background This reading is about citizens solving community problems.

A Listen and read along. < 03 >

Food Deserts

About 27 million people in the US have a serious problem. They cannot buy fresh food. The foods for sale in their neighborhoods are unhealthy. These people live in areas called "food deserts."

Most food deserts are in poor neighborhoods. People there don't have enough money. So, grocery stores don't want to open a business there.

Food deserts cause many social problems. The only thing to eat is fattening food. This causes health problems. Also, children can't focus in school.

One thing that can fix these problems is urban gardens. The government couldn't help. So, some citizens are solving the problem. People in the community volunteer and work together. They plant crops where they can. They cooperate, plant, grow, buy, sell, donate, and eat fresh food.

Being an active citizen is good. These citizens fixed the problems in food deserts. Their urban gardens helped solve the health problems. They also make money. You can help in your community, too.

12 Reading Format: Traditional passage

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

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

Review the title of the reading: Food Deserts. Ask the students why they think this is the title. Explain this is because people can't buy fresh food in these neighborhoods.

READING PASSAGE

PASSAGE DETAILS



Many poor urban areas have empty lots of land. People don't want to open businesses there. The city owns the land, but no one uses it.

Citizens ask the city to let them use the land. They plant a garden and take care of it. People can work there and earn money, or they can volunteer to help manage the garden.



The empty lot becomes an urban garden. People in the community work together. They have fresh food.

Academic Objective in Context: Citizens can solve problems in their community by working together.

13

Reading Format: Traditional passage

Academic Objective: Understand how civilian participation can help resolve problems in society.

Academic Objective in Context: Citizens can solve problems in their community by working together.

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to read the captions with each picture. Ask the class what the problem (food desert), solution (active citizens cooperating), and final result (urban gardens) is.

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 paragraph students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. Why is being an active citizen a good thing? Correct answer: a. You can solve community problems. Ask the students how people can be active citizens.

READING COMPREHENSION

A Choose the best answer.

- What is the main idea of this reading?
a. food safety b. healthy people **c. a solution to problems**
- What is the main problem in a food desert?
a. There's not enough food for everyone. b. There's no food.
c. There's not enough fresh food.
- Why is being an active citizen a good thing?
a. You can solve community problems. b. You can get more food.
c. You can make money.
- Why don't grocery stores want to open a business in poor urban areas?
a. There's no fresh food. **b. There are many social problems.**
c. They can't open a business.

READING SKILL: CAUSE AND EFFECT

B Match.

Cause	Effect
1. Poor urban areas have lots of social problems.	a. People have to eat unhealthy and fattening food.
2. There aren't enough fresh groceries to buy in the neighborhood.	b. They can't focus in school.
3. Children don't eat enough good food.	c. Grocery stores do not want to open a business there.

SUMMARY : CAUSE AND EFFECT

C Use the reading skill activity. Write the cause and then the effect together as one sentence using the word "so."

- Poor urban areas have lots of social problems** _____, so **grocery stores do not want to open a business there** _____.
- There aren't enough fresh groceries to buy in the neighborhood** _____, so **people have to eat unhealthy and fattening food** _____.
- Children don't eat enough good food** _____, so **they can't focus in school** _____.

14 Reading Skill: Link the causes and effects of urban food deserts.

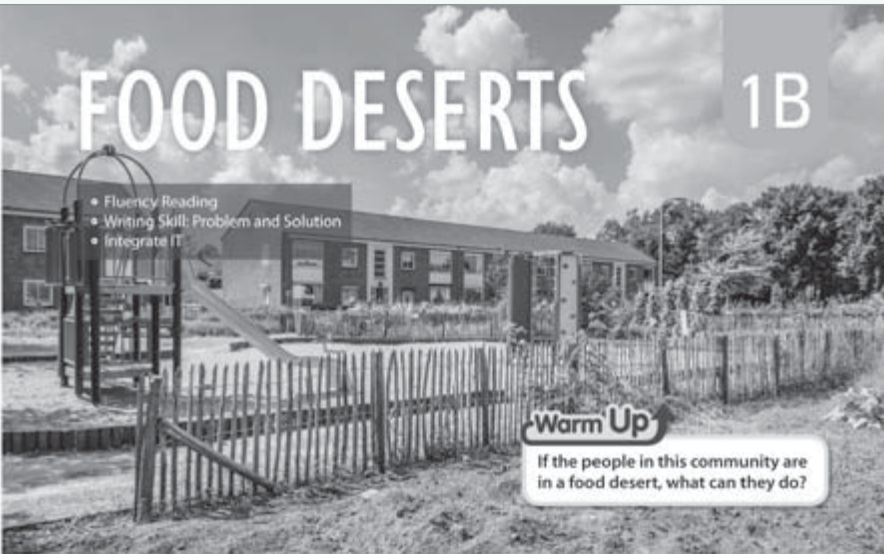
Reading Comprehension:

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 question number.

Reading Skill:

Explain to the students that *cause* is the reason why something happens and *effect* is the result of what happens because of the cause. Tell the students to match the causes to the appropriate results. Complete the activity together as a class.

Ask students to write the cause and the effect together as one sentence, using so. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.



VOCABULARY REVIEW

A Fill in the blank with the correct word.

unhealthy serious urban poor crops business cooperate groceries

- There are lots of tall buildings and people in urban areas.
- They grow crops on the farm.
- This is very serious, so please do not laugh.
- We all need to cooperate to solve this problem.
- I do volunteer work to help poor and homeless people.
- Eating too much fast food and drinking soft drinks is unhealthy.
- My mother doesn't work in an office; she has a small business.
- Let's go buy some groceries at the store.

Vocabulary Skill: Use the vocabulary in context. 15

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. If the people in this community are in a food desert, what can they do?

Sample answer: They can work together to plant a garden and grow fresh food.

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. 

Food Deserts

In the US, about 27 million people cannot buy fresh food. There are only unhealthy foods in their neighborhoods. This is a serious problem. This kind of area is a "food desert."

Most food deserts are in urban areas. A lot of the people who live there are poor. These people don't have money. New grocery stores don't open. Old grocery stores went out of business.

There are many social problems in food deserts. People can only buy fattening foods. This causes health problems. Also, children can't focus in school.

The government didn't solve the problem. So, some citizens took action. There was some land that was not being used. They asked the government if they could use the land. They planted urban gardens.

Now, many citizens volunteer and cooperate. They plant fresh crops so they have fresh foods. Some people set up their own business.

Being an active citizen is good. You can solve problems in your community.

- B Do sustained silent reading.

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

- C What kind of reading is this?

a. traditional b. e-mail c. 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 how citizens can solve the problems caused by food deserts by working together.* Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word and underline each word only once. Tell the students to listen and read along with the audio. Play audio **track 04**.

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

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

WRITING SKILL: PROBLEM AND SOLUTION

A Match.

Problem	Solution
1. Poor urban areas have lots of social problems. Grocery stores do not want to open a business there.	a. The fresh food from the urban gardens helps citizens to be healthier.
2. There aren't enough fresh groceries to buy in the neighborhood. Citizens have to eat unhealthy and fattening food.	b. The citizens who live in food deserts cooperate. They plant urban gardens and can even start their own business.
3. Eating fattening foods is unhealthy. Children can't concentrate in school.	c. Children eat the foods they helped grow in the urban gardens. They can focus better in school.

WRITING PLAN

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

Problems		Solution
Cause	Effect	
Poor urban areas have lots of social problems.	Grocery stores do not want to open a business there.	The fresh food from the urban gardens helps citizens to be healthier.
There aren't enough fresh groceries to buy in the neighborhood.	Citizens have to eat unhealthy and fattening food.	The citizens who live in food deserts cooperate. They plant urban gardens and can even start their own business.
Eating fattening foods is unhealthy.	Children can't concentrate in school.	Children eat the foods they helped grow in the urban gardens. They can focus better in school.

WRITING SKILL EXPANSION

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

Writing Skill: Write about the problems from the reading and solutions to those problems. 17

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that a *problem* is a challenge or trouble that the people face and a *solution* is how the problem can be solved. Tell them that they need to match each problem people are facing with the solution. 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: *cause* and *effect*. Tell the students that they will use that reading skill again to put the information from the writing skill activity in the correct category. 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 your 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 your 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.

“Grocery stores and other businesses don't want to open a store in poor neighborhoods. Why do you think that is the case?”

Think and answer the question above.

Inference (sample) [People don't have enough money to buy from grocery stores.](#)

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. If businesses do not want to open in poor neighborhoods, what can the citizens there do about it?
[They can help solve their own problems.](#)
2. Citizens can solve their own problems, but who else is supposed to help them?
[Other people and organizations can help them.](#)
3. Besides growing their own food, what else can people do to stay healthy?
[People can exercise to stay healthy.](#)

Explain to the students that they will now watch a video about how citizens can solve some of their own problems in poor neighborhoods. 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 don't have enough money to buy from grocery stores.*

Ask the students if they know what a QR code is. Point it out on the page. Explain how it works and demonstrate it if possible 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. unhealthy | | a. important |
| 2. serious | | b. a plant grown by farmers |
| 3. urban | | c. not having enough money to buy things you need |
| 4. poor | | d. to fix a problem |
| 5. crop | | e. an area of very dry land that does not have much life |
| 6. business | | f. relating to cities |
| 7. cooperate | | g. food that is bought or sold at a store |
| 8. grocery | | h. to work together |
| 9. solve | | i. a store, company, or factory that makes, buys, or sells goods or services for money |
| 10. desert | | j. bad for your body |

B Unscramble and write.

anything they done haven't

They haven't done anything.

C Think about yourself. Choose the best answer.

Academic Objective	Citizen participation can solve problems in society.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can identify cause and effect relationships in the things I read.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary
Writing Skill	I can write about problem and solution relationships.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary
Integrate IT	I can discuss and make inferences about social problems. 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. 19

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics 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, 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 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: Search for ways to resolve regional problems through citizen participation, and gain an attitude for participation.

Academic Objective in Context: Citizens can organize and participate in community events like a farmers' market.

UNIT INTRODUCTION



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

UNIT SUMMARY

Language Learning Objectives

New Words: stall, empty, own, save, permission, kale, account, rest

Bonus Words: computer, homework

Structure Focus: Future Tense

Reading Format: Journal



1. Where do you think this is?
2. Who comes to a place like this?
3. How does this kind of thing help a community?

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 where their family buys fruit and vegetables have to activate prior knowledge.

1. Where do you think this is?

Sample answer: *It is a farmers' market.*

2. Who comes to a place like this?

Sample answer: *People who want fresh food come to a place like this.*

3. How does this kind of thing help a community?

Sample answer: *People can buy fresh and healthy food from farmers.*

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 on page 22, and then ask them to close the book and recall each word from memory.

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

1. What are these people doing?

Sample answer: *They are selling fresh fruit and vegetables.*

2. Why are they doing it?

Sample answer: *They want people to eat fresh and healthy food.*

3. How do they feel?

Sample answer: *They feel good because they are making money and helping the community.*

Explain to the students that they will learn about being an active citizen and what a farmers' market is. Tell them that people can go to a farmers' market to buy fresh fruit and vegetables for a good price. Explain that students will learn new words related to the farmers' market.

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



2A

STRUCTURE: FUTURE TENSE

B Read.

- We will sell a lot.
- They will visit us.

C Number in order then write.

- We (1) money (4) will (2) get (3)
- I (1) buy (3) will (2) a notebook (4)
- eat (3) will (2) vegetables (3) You (1)

- We will get money.
- I will buy a notebook.
- You will eat vegetables.

Academic Objective Question: How can citizens participate in the community?

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.

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

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 the structure in the students' minds.

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 your 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 their real lives. Ask them where fresh fruit and vegetables comes from and where we can buy them. Ask students why buying from market stalls rather than buying from big businesses and supermarkets can help the community.

READING Background: This reading is about being an active citizen.

A Listen and read along. 04

The Farmers' Market

Name: Nicole
 Date: Tuesday, August 8th
 Class: English
 Topic: How are you an active citizen?

My family lives in the city, but we grow our own vegetables. We have an urban garden. There's an empty plot of land we use. The government owns that land. We asked the government for permission to use it.

We grow all kinds of vegetables there. We grow carrots, onions, tomatoes, potatoes, and kale. My family keeps some of the crops. This way, we can eat fresh food. We sell the rest of the vegetables at the farmers' market. My family has a stall there, and I help them.

My family lets me keep some of the money, too. I save the money in my bank account. I can save about three hundred dollars a year. I'm saving my money to buy a new computer. I will use it to help me with my homework.

This weekend, we will sell our vegetables at the farmers' market. I hope we sell a lot.

24 Reading Format: Journal

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. Tell students that journals are a way to record what a person has done or seen. Journals can include feelings and thoughts.

Review the title of the reading: The Farmers' Market. Ask the students why they think this is the title. Explain this is because farmers and people who have gardens can sell fruit and vegetables at this kind of market.

READING PASSAGE

PASSAGE DETAILS

Families can buy fresh, locally-grown food at the farmer's market. It's cheap and healthy, and the money stays in the community.

I am saving my money so I can buy a new computer. A new computer will help me a lot with my homework.

We asked the government's permission to use this empty plot of land to make an urban garden.

Academic Objective in Context: Citizens can organize and participate in community events like a farmers' market.

25

Reading Format: Journal

Academic Objective: Search for ways to resolve regional problems through citizen participation, and gain an attitude for participation.

Academic Objective in Context: Citizens can organize and participate in community events like a farmers' market.

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss how people can be active citizens by growing and selling crops at a farmers' market. Discuss why people should go shopping for food at a farmers' market. Talk about how Nicole is saving money and what she wants to buy. Draw a connection to the real world by discussing how students can save money and what they would buy.

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 students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. What do Nicole and her family do with the crops they grow? Correct answer: c. sell some and keep some. Ask the students where Nicole and her family sell their crops.

READING COMPREHENSION

A Choose the best answer.

1. What is the reading about?
a. being a farmer **b** being an active citizen c. being a student
2. Who gave permission to Nicole's family to use the empty land?
a the government b. Nicole's parents c. the people at the market
3. What do Nicole and her family do with the crops they grow?
a. sell all of them b. keep all of them **c** sell some and keep some
4. What does Nicole want to buy with the money she saves?
a. fresh crops **b** a new computer c. a stall at the market

READING SKILL: SCANNING

B Underline the five sentences that tell how Nicole's family participates in the farmers' market.

Scanning

My family and I have a stall at the farmers' market. It's usually busy and exciting. We grow our vegetables on an empty plot of land. It's very close to our house. We asked the government for permission to use it. When it's hot outside, I don't feel like taking care of the garden. We keep some of the crops and sell the rest. It's good to have fresh food, but I don't really like potatoes. I save some of the money we make in my bank account. I hope we sell a lot!

(Handwritten annotations: b, e, g, i under 'We grow our vegetables...'; a, c under 'I save some of the money...'; d, f, h under 'I hope we sell a lot!')

SUMMARY: SCANNING

C Use the reading skill activity. Write the sentences that you underlined.

1. My family and I have a stall at the farmers' market.
2. We grow our vegetables on an empty plot of land.
3. We asked the government for permission to use it.
4. We keep some of the crops and sell the rest.
5. I hope we sell a lot!

26 Reading Skill: Scan a paragraph for a specific kind of information and mark up the text.

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 *scanning* means reading a text quickly in order to find specific information. Tell the students to scan the text and underline the sentences that tell how Nicole's family participates in the farmers' market. Complete the activity together as a class.

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



VOCABULARY REVIEW

A Fill in the blank with the correct word.

rest saving own empty kale account stalls permission

1. My parents _____ **urban** _____ a small grocery store.
2. We are _____ **saving** _____ money for our kids to go to college.
3. Eat the _____ **saving** _____ of your vegetables, and you can have some cake.
4. _____ **Kale** _____ is a very healthy kind of cabbage.
5. I opened a bank _____ **account** _____ last year.
6. You need to ask _____ **permission** _____ before you go outside.
7. The _____ **stalls** _____ in this market sell all kinds of food.
8. The bottle is _____ **empty** _____. Did you drink all the milk?

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 students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

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

1. How does this place help the community?

Sample answer: *The vegetables are cheap and the money stays in the community.*

2. What's the difference between a supermarket and a farmers' market?

Sample answer: *A supermarket is more expensive and the food doesn't come from the community.*

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, circle the correct word, learn two bonus words, then read again. 07

The Farmers' Market

My family has an urban garden. That means we live in the city and grow vegetables. The government (saves / **owns**) a big, (**empty** / rest) plot of land. We got (account / **permission**) from the government to use it.

We grow different kinds of vegetables there. We grow carrots, (homework / **kale**), onions, potatoes, and tomatoes. We keep some of the crops, so there is fresh food at home. We sell the (**rest** / stall) at the farmers' market. My family has a(n) (account / **stall**) there. I help my family sell the crops there on the weekends.

I (**save** / own) some of the money that we make. I have a bank (stall / **account**). I save about three hundred dollars a year. Now I have about six hundred dollars in my account. I want to buy a new (account / **computer**). It will help me with my (**homework** / permission).

We will go to the market this weekend. Hopefully, we will sell a lot of vegetables.

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

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

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 citizens participating in a farmers' market.*

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 circle the words from the word box as they listen to the audio. Play audio **track 07**.

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

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

WRITING SKILL: SEQUENCING

A Number the sentences in the correct order.

Sequencing

- 5 Nicole will buy a computer with the money she saves.
- 1 Nicole's family asked the government for permission to use the plot of land.
- 4 Nicole saves the money she makes from selling vegetables at the farmers' market.
- 2 Nicole's family planted an urban garden on an empty plot of land to grow their own vegetables.
- 3 Nicole's family keeps some of the crops and sells the rest.

WRITING PLAN

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

Scanning + Sequencing

- 1. Underline the five sentences that tell how Nicole's family are active citizens.
- 2. Think about the order these events had to happen in.
- 3. Number the sentences in the correct order.

Nicole's family has a stall at the farmers' market. It's usually busy and exciting. Her family grows vegetables on an empty plot of land. It's very close to her house. Nicole's family asked the government for permission to use the land. Sometimes it's hot outside, so Nicole doesn't feel like working in the garden. Her family keeps some of the crops and sell the rest at the farmers' market. It's good to have fresh food, but she doesn't like potatoes that much. Nicole saves some of the money she makes in her bank account. She hopes to sell a lot.

WRITING SKILL EXPANSION

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

Writing Skill: Sequence the events that explain how Nicole and her family are active citizens.

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *sequencing* means putting things in the correct order from start to finish. Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will make them good storytellers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *scanning*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. After completing the 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 your 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 your 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 ways to help in a community. Can you name some of them?”

Think and answer the question above.

Inference (sample) Planting urban gardens helps a community.

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

Learn more about being an active citizen!



DISCUSSION

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

Think while you watch:

- How does being an active citizen help people in the community?
It can save money for everyone.
- What are three good things about being an active citizen?
It makes the community a better place, you can save money, and it feels good.
- What are some ways to be an active citizen?
You can vote, do work that needs to be done, and organize community events.

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

Explain to the students that they will now watch a video about how being an active citizen in your community is a good thing. 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: *Planting urban gardens helps a community.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible 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. stall | | a. a small area where things are displayed for sale |
| 2. empty | | b. to have or to possess something |
| 3. own | | c. not having anything inside |
| 4. save | | d. a type of cabbage that has wrinkled leaves |
| 5. permission | | e. to keep money instead of spending it |
| 6. kale | | f. the part that is left over when other parts are used |
| 7. account | | g. the right to do something that is given by someone else |
| 8. rest | | h. an electronic machine that can store and work with large amounts of information |
| 9. computer | | i. studying or activities that a student does at home |
| 10. homework | | j. a system showing the money that a person puts in or takes out, such as with a bank |

B Unscramble and write.

computer buy will I new a

I will buy a new computer.

C Think about yourself. Choose the best answer.

Academic Objective	Citizen participation creates problems for society.	True <input type="radio"/> False <input checked="" type="radio"/>
Reading Skill	I can scan the things I read for important information.	answers will vary
Writing Skill	I can sequence things in my writing.	answers will vary
Integrate IT	I can discuss and make inferences about active citizenship. I got <u>will vary</u> discussion questions correct in this unit.	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 rubrics 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 you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 3: Science / Nonfiction

Academic Objective: Explain heat transfer through convection and identify real-life examples.

Academic Objective in Context: Heat transfers through a gas or liquid called convection.

UNIT INTRODUCTION

(UNIT 03) Science Nonfiction

REAL-LIFE MUMMIES

ACADEMIC OBJECTIVE

- Explain heat transfer through convection and identify real-life examples.

LESSON A

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

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

UNIT SUMMARY

Language Learning Objectives

New Words: mineral, hot spring, mummy, algae, burn, convection, transfer, preserve

Bonus Words: similar, dangerous

Structure Focus: Infinitive

Reading Format: Magazine article



1. What animal do you see in this picture?
2. Does it look like it is alive?
3. How do you think it ended up this way?

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 mummies to activate prior knowledge.

1. What animal do you see in this picture?

Sample answer: *I see a frog.*

2. Does it look like it is alive?

Sample answer: *No, it looks dead.*

3. How do you think it ended up this way?

Sample answer: *It dried up.*

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 on page 34, and then ask them to close the book and recall each word from memory.

REAL-LIFE MUMMIES

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

Warm Up

Where is this place?
Do you see an animal in the picture?
What happened to this animal? How did it happen?

NEW WORDS

A Listen, repeat, match, then write.

WORD BOX	3 hot spring	1 mineral	2 mummy	4 algae
	7 convection	8 burn	6 transfer	5 preserve

- mineral
- mummy
- hot spring
- algae
- preserve
- transfer
- convection
- burn

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

1. Where is this place?

Sample answer: *It looks like a dried up lake.*

2. Do you see an animal in the picture?

Sample answer: *Yes, I see a bird.*

3. What happened to this animal? How did it happen?

Sample answer: *The bird is dead.*

Explain to the students that bird is dead but the body is preserved. Ask the students what scientists can do with these preserved animals. Ask them what else can be preserved. Examples include different types of food in jars and cans

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



3A

STRUCTURE: INFINITIVE

B Read.

- It's hot enough to boil water.
- The lake is deep enough to swim in.

C Match and write.

- The air is ~~enough to hurt~~ burn you.
- The water ~~hot enough to~~ enough to taste.
- It is dangerous ~~is salty~~ you.

- The air is hot enough to burn you.
- The water is salty enough to taste.
- It is dangerous enough to hurt you.

ACADEMIC OBJECTIVE QUESTION: What are the different ways that heat moves from one thing to another?

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.

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

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 the structure in the students' minds.

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 your 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 things that are acidic, neutral, and alkaline.

READING Background This reading is about heat and minerals.

A Listen and read along. 09

REAL-LIFE MUMMIES

Lake Natron is in Tanzania in Africa. The lake is nearby a volcano. The water in the lake comes from hot springs. This water is full of salty minerals. These minerals build up in the lake. The pH level can reach 10.5. That's enough to make the air burn your nose. Long ago, Egyptians used similar minerals to make mummies.

The pH scale shows examples of how acidic or how alkaline materials are. The most acidic materials are 0 on the scale. Humans can't even touch most acids of this strength. The most alkaline materials are 14 on the scale. It's also dangerous for humans to be exposed to this high an alkaline level. Halfway between 0 and 14, neutral pH is 7 on the scale. This means it's neither acidic nor alkaline. This is usually ideal for most living things.

36 Reading Format: Magazine article

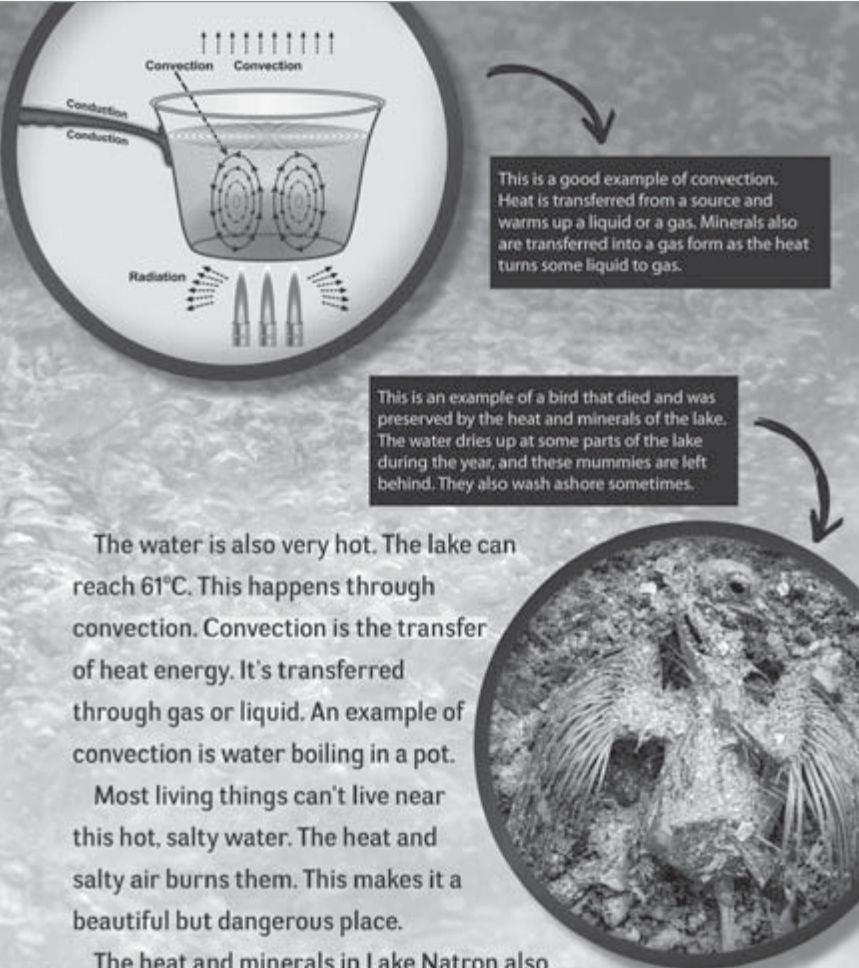
Introduce the background of the reading using the background information at the top of the page.

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

Review the title of the reading: Real-Life Mummies. Ask the students why they think this is the title. Explain this is because the article explains how the lake is full of salty minerals that can preserve dead animals.

READING PASSAGE

PASSAGE DETAILS



The diagram shows a pot on a stove with heat being applied. Labels include 'Convection' for the circular currents in the liquid, 'Conduction' for the heat passing through the pot's walls, and 'Radiation' for the heat from the stove. A text box explains that convection is a good example of heat transfer from a source that warms a liquid or gas, and that minerals can be transferred into a gas form as heat turns some liquid to gas.

The photograph shows a bird mummy, a preserved bird skeleton with some feathers, lying on a rocky surface. A text box explains that this is an example of a bird that died and was preserved by the heat and minerals of the lake. The water dries up at some parts of the lake during the year, and these mummies are left behind. They also wash ashore sometimes.

The water is also very hot. The lake can reach 61°C. This happens through convection. Convection is the transfer of heat energy. It's transferred through gas or liquid. An example of convection is water boiling in a pot.

Most living things can't live near this hot, salty water. The heat and salty air burns them. This makes it a beautiful but dangerous place.

The heat and minerals in Lake Natron also preserves things. Some algae, fish, and birds can live in or around the lake. Animals that die near the lake are preserved. They turn into real life mummies!

Academic Objective in Context: Heat transfer through a gas or liquid is called convection. 37

Reading Format: Magazine article

Academic Objective: Explain heat transfer through convection and identify real-life examples.

Academic Objective in Context: Heat transfers through a gas or liquid called convection.

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss the unique features of Lake Natron. Discuss how animals that die near the lake are preserved. Ask students to explain convection in their own words.

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 students should look in to find each correct answer.

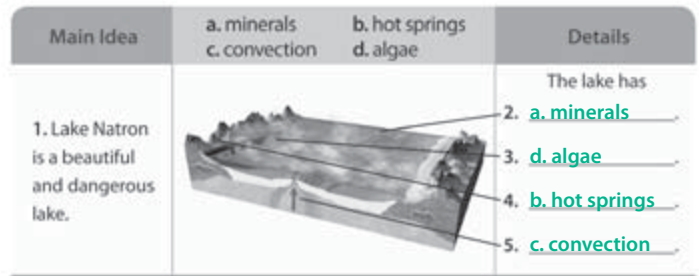
High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. The transfer of heat through gas or liquid is called _____. Correct answer: c. convection. Ask students to give an example of convection.

READING COMPREHENSION

- A Choose the best answer.**
- This reading is about _____.
a. a mummy in Egypt **b. a dangerous lake in Tanzania** c. beautiful places in Africa
 - The transfer of heat through gas or liquid is called _____.
a. core b. burning **c. convection**
 - The lake is full of salty _____.
a. minerals b. fish c. algae
 - Most animals that die near the lake are _____.
a. preserved b. alive c. birds

READING SKILL: MAIN IDEA AND SUPPORTING DETAILS

B Write the correct words in the diagram.



SUMMARY: MAIN IDEA AND SUPPORTING DETAILS

- C Use the reading skill activity. Write sentences to describe Lake Natron.**
- Lake Natron is a beautiful and dangerous lake.**
 - The lake has minerals.**
 - The lake has algae.**
 - The water in the lake comes from hot springs.**
 - The lake gets hot through convection.**

38 Reading Skill: Organize the main idea and details about Lake Natron.

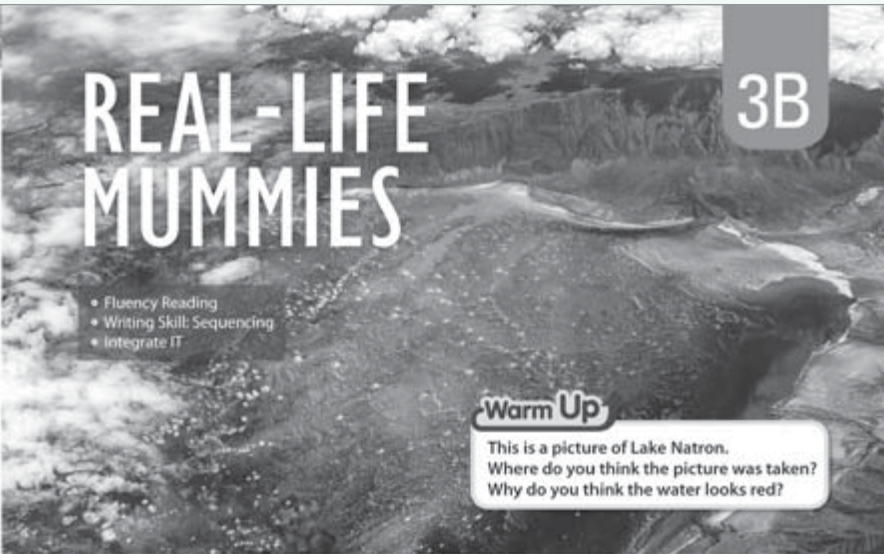
Reading Comprehension:

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 the *main idea* is what the text is about and *supporting details* are information that tells more about the main idea. Tell the students to write the correct words in the diagram. Complete the activity together as a class.

Ask students to use the words from the diagram to write sentences to describe Lake Natron in the summary section, and then randomly call students to read their answers.



VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. Salt is a(n) mineral / algae that we use to make our food taste better.
2. Sitting in a natural mummy / hot spring for a while can be good for you.
3. Put this fruit into the freezer to burn / preserve it until we are ready to eat it.
4. The oven cooks food by heating the air around it, which is a process known as convection / transfer.
5. In ancient Egypt, even pets were made into algae / mummies when they died.
6. Please burn / transfer the money into my bank account.
7. Don't cook the food too long or you will preserve / burn it.
8. The water is covered with different colored algae / hot springs.

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 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. Where do you think the picture was taken?

Sample answer: *The picture was taken from an airplane.*

2. Why do you think the water looks red?

Sample answer: *The lake is full of red algae.*

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. 10

WORD BOX

mummies	transfer	dangerous	convection	minerals
algae	hot springs	preserved	similar	burn

Real-life Mummies

Lake Natron is in Tanzania in Africa. It's a beautiful but 1. dangerous place. That's because the lake's water comes from natural 2. hot springs.

This water is full of alkaline 3. minerals. These minerals in the lake build up. The pH levels in the lake can reach over 10.5. That's high enough to 4. burn your nose. Ancient Egyptians used 5. similar minerals to make mummies.

The water is also very hot. It can reach 61°C. This happens through 6. convection. Convection is the 7. transfer of heat energy. Heat energy goes through a gas or liquid. The hot air in an oven uses convection to cook.

Few living things can live near the lake's alkaline, hot water. The heat and mineral-filled air burns them. Only some 8. algae and animals live in or near the lake.

Animals that die near Lake Natron are 9. preserved. They get preserved through convection. The minerals then turn them hard. They become real-life 10. mummies!

B Do choral reading.

Class reading time: times will vary seconds

C What kind of reading is this?

a. traditional b. magazine c. newspaper

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 heat and minerals and how animals are preserved.*

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

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

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

WRITING SKILL: SEQUENCING

A Look back at the story. Write the numbers.

a. An animal gets too close to the lake.	b. An animal is preserved as a mummy by the heat and minerals in the lake.	c. An animal dies and falls into the lake.	d. An animal washes ashore.	e. An animal is burned by the high heat through convection.
1	4	3	5	2

WRITING PLAN

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

Monitoring Details + Sequencing

Match the numbers and letters. Then explain how animals become mummies.

a. minerals	3	c. convection	1
b. algae	4	d. hot springs	2

Sequencing

First,	An animal gets too close to the lake.
Second,	An animal is burned by the high heat through convection.
Third,	An animal dies and falls into the lake.
Fourth,	An animal is preserved as a mummy by the heat and minerals in the lake.
Fifth,	An animal washes ashore.

WRITING SKILL EXPANSION

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

Writing Skill: Sequence the events that explain how animals become preserved in Lake Natron. 41

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *sequencing* means putting things in the correct order from start to finish. Tell them that they need to organize the information from the chart in this way. Explain that organizing information this way will help them to explain things better and make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *main ideas* 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. 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 your 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 your 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.

“Convection is the transfer of heat through a liquid or gas. What is needed for heat to be transferred?”

Think and answer the question above.

Inference (sample) A liquid or gas is needed for heat to be transferred.

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 are some examples of convection?
Steam and boiling water are examples of convection.
2. What are some examples of human-made convection?
The flame from the stove top and the electric heat source in an oven are examples of human-made convection.
3. What are some examples of natural convection?
The sun and a geyser are examples of natural convection.

Explain to the students that they will now watch a video about human-made and natural convection. 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 liquid or gas is needed for heat to be transferred.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible 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. mineral | | a. a dead body that is prepared for burial in the manner of the ancient Egyptians |
| 2. hot spring | | b. to destroy or damage something with fire or heat |
| 3. mummy | | c. to move something from one place to another |
| 4. algae | | d. able or likely to cause harm, injury, pain, etc. |
| 5. burn | | e. plants that do not have leaves or stems and that grow in water |
| 6. convection | | f. almost the same as something else |
| 7. transfer | | g. to keep something safe for a long time |
| 8. preserve | | h. a place where hot water flows out of the ground |
| 9. similar | | i. a substance like salt that is formed naturally underground |
| 10. dangerous | | j. a process in which the warmer parts of a gas or liquid move up while the colder parts move down |

B Unscramble and write.

is it to enough nose your burn hot

It is hot enough to burn your nose.

C Think about yourself. Choose the best answer.

Academic Objective	Convection is when heat is transferred through a gas or a liquid.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can identify the main idea and supporting details in the things I read.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary <input type="radio"/> answers will vary
Writing Skill	I can sequence things in my writing.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary <input type="radio"/> answers will vary
Integrate IT	I can discuss and make inferences about convection. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <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 rubrics 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 you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 4: Science / Fiction

Academic Objective: Explain heat transfer by conduction and convection. Identify real-life examples of conduction and convection.

Academic Objective in Context: Heat transfer through a solid is called conduction. Some metals conduct heat very quickly.

UNIT INTRODUCTION

UNIT 04 Science Fiction
COOKIES

ACADEMIC OBJECTIVE

- Explain heat transfer by conduction and convection. Identify real-life examples of conduction and convection.

LESSON A

- Reading Format: Recipe
- Comprehension
- Reading Skill: Classifying

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

UNIT SUMMARY

Language Learning Objectives

New Words: ingredient, utensil, directions, bake, conduction, stir, scoop, dough

Bonus Words: solid, metal

Structure Focus: Definite Article

Reading Format: Recipe



1. What do you see in the picture?
2. What do you need to make them?
3. How do you cook them?

45

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students about the things they know are baked to activate prior knowledge. Ask students what makes something a baked item. Ask them what other cooking methods they know about. Explain to the students that you need an oven to bake something.

1. What do you see in the picture?

Sample answer: *I see cookies.*

2. What do you need to make them?

Sample answer: *You need flour, milk, butter, eggs, and sugar.*

3. How do you cook them?

Sample answer: *You cook them in an oven.*

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 on page 46, and then ask them to close the book and recall each word from memory.

COOKIES

- Science / Fiction
- Comprehension
- Reading Skill: Classifying

Warm Up

What do you see in this picture?
How do you make these?
How long do you need to cook these for?

NEW WORDS

A Listen, repeat, match, then write.

WORD BOX

3 ingredient	1 utensil	2 directions	4 bake
7 conduction	5 stir	8 scoop	6 dough

1. utensil

2. directions

3. ingredient

4. bake

5. stir

6. dough

7. conduction

8. scoop

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 they see in the picture. Focus the attention of the students on the cookies and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: *I see cookies and a glass of milk.*

2. How do you make these?

Sample answer: *You mix all the ingredients to make dough. Then you bake them in the oven.*

3. How long do you need to cook these for?

Sample answer: *You need to cook these for 10 minutes.*

Explain to the students that they will read a recipe. Ask students what needs to be in a recipe. Brainstorm the ingredients needed to bake cookies. Brainstorm the utensils needed to bake cookies. Ask the students what they need to know before they start baking something. Tell the students that they will learn how to sequence directions in a recipe.

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



4A

STRUCTURE: DEFINITE ARTICLE

B Read.

- Heat the oven.
- Add the eggs.

C Match and write.

- Close the library.
- Don't the eggs in the bowl.
- Stir talk in door.

- Close the door.
- Don't talk in the library.
- Stir the eggs in the bowl.

ACADEMIC OBJECTIVE QUESTION: How is heat transferred through a solid object?

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.

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

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 the structure in the students' minds.

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 your 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 food that is cooked in the oven. Some examples include pizza, cake, etc.

READING Background: This reading is about baking.

A Listen and read along. (12)

Recipe 

Cookies

We are going to make cookies today. We need to get all the ingredients and utensils. Then we can follow the directions.

Cooking in an oven is called baking. Do you know how baking works? Ovens are heated by convection. Cookies are cooked on a pan. Pans are made of a certain kind of metal. Some solids get hot and give off heat. This is called conduction. Convection and conduction is how baking works.

<p>INGREDIENTS</p> <ul style="list-style-type: none"> • 2 ¼ cups of flour • ¾ cup of sugar • 2 eggs • ½ a stick of unsalted butter • 1 bag of chocolate chips • 1 teaspoon of vanilla • ¾ teaspoon of baking soda 	<p>UTENSILS</p> <ul style="list-style-type: none"> • bowls • a cup • a wooden spoon • a baking pan • oven mitts
---	---

Prep time: 15 minutes
Cook time: 10 minutes
Cool time: 10 minutes

48 Reading Format: Recipe

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 recipe. Bring some actual recipes with you or print a few examples from the Internet to show to the students. Tell the students that recipes show you how to make food. Explain that there is a list of ingredients and directions on how to make something. Ask the students if they have ever cooked something using a recipe. Remind the students that they should get their parents' permission before cooking anything in the kitchen.

Review the title of the reading: Recipe: Cookies. Ask the students why they think this is the title. Explain this is because this is a recipe (ingredients and directions) for baking cookies.

DIRECTIONS

- 1 Heat the oven to 175°C.
- 2 Mix the butter and sugar in a bowl.
- 3 Add the eggs and mix.
- 4 Stir the baking soda and vanilla.
- 5 Stir in the flour and chocolate chips.
- 6 Scoop some dough onto a spoon.
- 7 Drop large spoonfuls of dough onto the baking pan.
- 8 Bake for 10 minutes.
- 9 Use oven mitts to take the baking pan out of the oven.
- 10 Let the cookies cool for 10 minutes.

Eat with milk.

The ingredients are mixed together and scooped onto a pan for baking in the oven at 175°C. The oven heats the pan and bakes the cookies through a process called conduction.

Academic Objective In Context: Heat transfer through a solid is called conduction. Some metals conduct heat very quickly.

Reading Format: Recipe

Academic Objective: Explain heat transfer by conduction and convection. Identify real-life examples of conduction and convection.

Academic Objective in Context: Heat transfer through a solid is called conduction. Some metals conduct heat very quickly.

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the ingredients and utensils needed to bake cookies. Ask students to explain what convection and conduction are.

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 students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. The transfer of heat through a solid is called _____. Correct answer: b. conduction. Ask the students what the things we need in a recipe are called: ingredients and utensils.

READING COMPREHENSION

A Choose the best answer.

- This reading is about _____.
a. using ovens b. eating cookies **c. baking cookies**
- The transfer of heat through a solid is called _____.
a. baking **b. conduction** c. convection
- The steps we need to follow are called _____.
a. ingredients b. utensils **c. directions**
- The cookies need to bake for _____ minutes.
a. 10 b. 15 c. 175

READING SKILL: CLASSIFYING

B Write the correct letter in each box.

Classifying Parts		
a. flour, sugar, baking soda, chocolate chips	c. bake the cookies for about 10 minutes	e. heat the oven, mix, stir, then scoop
b. a wooden spoon, a pan, and oven mitts	d. bowls, a cup	f. butter, eggs, vanilla
Recipe		
1. ingredients	2. utensils	3. directions
<input type="checkbox"/> a <input type="checkbox"/> f	<input type="checkbox"/> b <input type="checkbox"/> d	<input type="checkbox"/> c <input type="checkbox"/> e

SUMMARY: CLASSIFYING

C Use the reading skill activity. Complete sentences to describe the recipe.

- The ingredients for making cookies are **flour, sugar, baking soda, chocolate chips, butter, eggs, vanilla**.
- The utensils for making cookies are **a wooden spoon, a pan, oven mitts, bowls, a cup**.
- The directions for making cookies are **heat the oven, mix, stir, then scoop. Bake the cookies for about 10 minutes.**

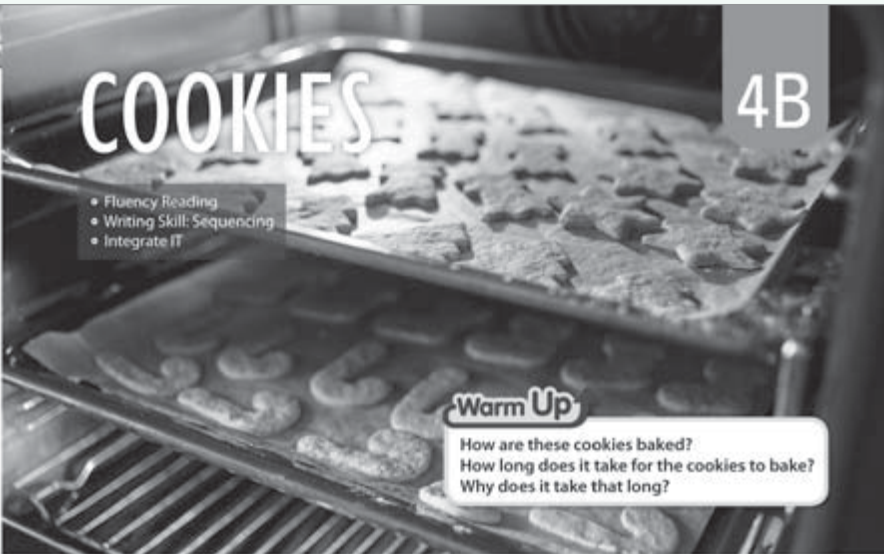
Reading Comprehension:

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

Reading Skill:

Explain to the students that *sequencing means* putting things in the correct order from start to finish. Tell the students to order the things you need to do to bake cookies from start to finish with numbers. Complete the activity together as a class.

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



VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

- Let's go to the grocery store to buy some ingredient / directions.
- Follow the conduction / directions in the recipe to cook dinner.
- We are going to bake / stir some bread.
- Use the right dough / utensils to mix the food.
- Put the directions / dough on the pan.
- Scoop / Utensil some of the ice cream with a spoon.
- The pan gets hot by conduction / baking.
- We stir / bake the flour and chocolate chips with a spoon.

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 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. How are these cookies baked?

Sample answer: *They are baked in an oven through conduction.*

2. How long does it take for the cookies to bake?

Sample answer: *It takes 10 minutes for the cookies to bake.*

3. Why does it take that long?

Sample answer: *The pan needs to get hot to bake the cookies.*

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				
scoop	dough	metal	ingredients	utensils
bake	directions	conduction	stir	solid

Cookies


Today, we are going to 1. bake cookies. Do you know how baking works? First, convection heats an oven. Then put the cookies on a pan. Put the pan in the oven. Some pans are made of 2. metal. Metals are a 3. solid. Some solids get hot and give off heat. This transfer of heat is called 4. conduction. Convection and conduction is how baking works. First, we need to get the 5. ingredients and 6. utensils. Then, we can follow the 7. recipe.

Directions: Heat the oven to 175°C. Mix the butter and sugar in a bowl. Add the eggs and mix. 8. Stir in the baking soda and vanilla. Next, stir in the flour and chocolate chips. 9. Scoop some 10. dough onto a spoon. Drop large spoonfuls of dough onto the baking sheet. Bake for 10 minutes. Use oven mitts to take the baking sheet out of the oven.

Let the cookies cool for 10 minutes. Eat with milk.

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

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



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

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

Sample answer: *It's about baking cookies.*






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

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

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

WRITING SKILL: SEQUENCING

A Look back at the story. Write the numbers.

a.	b.	c.	d.	e.
				
Scoop some dough with a spoon and drop it onto the pan.	Bake for 10 minutes, and then use oven mitts to take the pan out of the oven.	Heat the oven to 175°C.	Stir in the baking soda, vanilla, flour, and chocolate chips.	Mix the butter and sugar in a bowl. Then add the eggs and mix.
4	5	1	3	2

WRITING PLAN

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

Classifying + Sequencing	
First,	heat the oven to 175°C.
Second,	mix the butter and sugar in a bowl. Then add the eggs and mix.
Third,	stir in the baking soda, vanilla, flour, and chocolate chips.
Fourth,	scoop some dough with a spoon and drop it onto the pan.
Fifth,	bake for 10 minutes, and then use oven mitts to take the pan out of the oven.

WRITING SKILL EXPANSION

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

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *sequencing* means putting things in the correct order from start to finish. Tell them that they need to organize the information from the chart and put things together. Explain that synthesizing information in this way will make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *classifying*. 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 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 your 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 your 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.

“Conduction is the transfer of heat through a solid. Why do we need to heat the oven before we want to bake something?”

Think and answer the question above.

Inference (sample) The pan needs to be hot enough for the cookies to bake.

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:

- When should we turn on the oven and why?
We need to turn on the oven before we bake something because it takes time for the oven to heat up.
- What will happen to the inside of the cookie if it's not cooked enough?
There will be a big mess.
- What does preheating the oven help do?
The food will cook much faster.

Explain to the students that they will now look at and listen to video about why an oven needs to be preheated. 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 pan needs to be hot enough for the cookies to bake.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible 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. ingredient | | a. to mix something by making circular movements in it with a spoon or similar object |
| 2. utensil | | b. to make food by cooking it in an oven |
| 3. directions | | c. a hard substance that is a good conductor of electricity and heat |
| 4. bake | | d. something that tells someone what to do and how to do it |
| 5. conduction | | e. a device used for cooking tasks in the kitchen |
| 6. stir | | f. something that is not a gas or a liquid |
| 7. scoop | | g. a mixture of flour, water, and other things that is used to make food |
| 8. dough | | h. to pick something up and move it with a spoon or other tool |
| 9. solid | | i. one of the things used to make a food, product, etc. |
| 10. metal | | j. the movement of heat or electricity through something |

B Unscramble and write.

onto some dough pan scoop the

Scoop some dough into the pan.

C Think about yourself. Choose the best answer.

Academic Objective	Conduction is what we call cooking things in an oven.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can classify things I read about.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
Writing Skill	I can sequence things in my writing.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
Integrate IT	I can discuss and make inferences about conduction. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics 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 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 the relationship between distance, speed, and time.

Academic Objective in Context: Multiply speed by time to find distance.

UNIT INTRODUCTION

(UNIT 05) Math Nonfiction

THE AIRBUS A380

ACADEMIC OBJECTIVE

- Understand the relationship between distance, speed, and time.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Identifying the Purpose

LESSON B

- Fluency Reading
- Writing Skill: Writing for an Audience
- Integrate IT: QR Code Video

56

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: passenger, flight, calculate, average, equal, multiply, divide, route

Bonus Words: distance, amount

Structure Focus: Prepositions

Reading Format: Identifying the Purpose



1. What do you see in the picture?
2. Why do people come here?
3. Do you like flying? Why or why not?

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 they travel when they go to another country. Ask them how long it takes.

1. What do you see in the picture?

Sample answer: *I see airplanes.*

2. Why do people come here?

Sample answer: *People come here when they travel to other places.*

3. Do you like flying? Why or why not?

Sample answer: *Yes, I like flying because it's really fun to be in the sky.*

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 on page 58, and then ask them to close the book and recall each word from memory.


THE AIRBUS A380

- Math / Nonfiction
- Comprehension
- Reading Skill: Identifying the Purpose

Warm Up

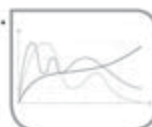







What do you see in this picture?
Where is the farthest you have traveled to?
Where do you want to fly to the most?

NEW WORDS

A Listen, repeat, match, then write. 

WORD BOX

5	passenger	4	flight	8	calculate	1	average
6	equal	2	multiply	3	divide	7	route

-  average
-  multiply
-  divide
-  flight
-  passenger
-  equal
-  route
-  calculate

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 plane and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: *I see a big airplane flying in the sky.*

2. Where is the farthest you have traveled to?

Sample answer: *The farthest I traveled to was Canada.*

3. Where do you want to travel to the most?

Sample answer: *I want to travel to Kenya the most.*

Explain to the students that they will read about the Airbus A380. Tell students that it is a very large plane that has two decks. Ask the students if they prefer to fly in a small plane or a large plane, and ask them to provide reasons for their answers.

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



5A

STRUCTURE: PREPOSITION

B Read.

1. Math class is between science and music.
2. People fly between New York and London.

C Number in order then write.

1. Seattle and (3) Olympia (4) I live (1) between (2)
2. 853 people (4) between (2) 525 and (3) It can carry (1)
3. 5:00 and (3) We eat (1) between (2) 7:00 (4)

1. I live between Seattle and Olympia.
2. It can carry between 525 and 853 people.
3. We eat between 5:00 and 7:00.

ACADEMIC OBJECTIVE Academic Objective Question: How can you find distance using speed and time?

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.

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

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 the structure in the students' minds.

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 your 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 ways to travel by air.

READING Background This reading is about the Airbus A380.


A Listen and read along.

The Airbus A380


On April 27th, 2005, the Airbus A380 took its first flight. People were very surprised. The A380 was huge. It was the largest passenger airplane ever.

The A380 is still the largest. It weighs about 573,794 kg. It can carry between 525 and 853 people. The A380 has four jet engines. Each is the size of a bus.

But the real question is: how fast can it go? The A380 has a top speed of 1,020 km/h. The average speed is about 900 km/h.



Airlines can choose how many seats to put in first class. There can be between eight and fourteen seats. Some first-class cabins also have showers and double beds!



The distance from the end of one wing to the other is 80 meters. That is 20 meters wider than the Boeing 747, the second biggest passenger plane. Many airports had to change their facilities because of the size of the A380.

60 Reading Format: Traditional passage

Ask the students to make connections between the contents of the passage and ways to travel by air.

Explain to the students that the reading format of this passage is a magazine article. Tell students that traditional passages give information about a topic. Tell students that most textbooks use traditional passages to teach a topic. In this case, it gives information about the Airbus A380 and teaches the relationship between time, speed, and distance.

Review the title of the reading: The Airbus A380. Ask the students why they think this is the title. Explain this is because the passage gives interesting information about the Airbus A380 and also about how to calculate time, speed, and distance.

READING PASSAGE

PASSAGE DETAILS



The route from London's Heathrow airport to JFK in New York is the busiest route in the world. More than 6,000 passengers fly that route every day.

How long would the A380 take to fly between New York and London, England? This is one of the most popular routes. The distance is 5,585 km. You can calculate the amount of time it takes. Distance is speed multiplied by time. So, time equals distance divided by speed. Then, if the A380 travels from New York to London at average speed, how long does it take?

Academic Objective in Context: Multiply speed by time to find distance. 61

Reading Format: Magazine article

Academic Objective: Understand the relationship between distance, speed, and time.

Academic Objective in Context: Multiply speed by time to find distance.

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss long-distance travel. Ask students about the relationship between time, speed, distance. Ask them what information they need in order to calculate the amount of time it takes to travel from one place to another.

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 students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. What is the fastest speed the Airbus A380 can go? Correct answer: b. 1,020 km/h. Ask the students what the average speed is.



READING COMPREHENSION

A Choose the best answer.

- This reading is about _____.
 - a. flying airplanes
 - b. flight routes
 - c. the world's largest airplane**
- What is the fastest speed the Airbus A380 can go?
 - a. 900 km/h
 - b. 1,020 km/h**
 - c. 5,585 km/h
- Which route is taken by the most people, according to the passage?
 - a. New York - London**
 - b. London - Paris
 - c. Dubai - New York
- Which one would you use to calculate the time a trip would take?
 - a. Speed X Time
 - b. Distance ÷ Speed**
 - c. Distance ÷ Time

READING SKILL: IDENTIFYING THE PURPOSE

B Answer the questions to find the purpose of the reading passage.

- What type of reading passage is this?
 - a. Poem
 - b. Traditional passage**
 - c. Advertisement
- What can you find in this reading passage?
 - a. Fun
 - b. Facts**
 - c. Opinions
- What is the purpose of this reading passage?
 - a. To make you have fun
 - b. To give you information**
 - c. To change how you think

SUMMARY: IDENTIFYING THE PURPOSE

C Use the reading skill activity. Use the questions and answers to write sentences about the purpose of the passage.

- The passage gives information about the Airbus A380.
- The passage describes how fast the Airbus A380 can go.
- The passage explains how to calculate time, distance, and speed.

62 Reading Skill: Identify the purpose of different types of reading passages.

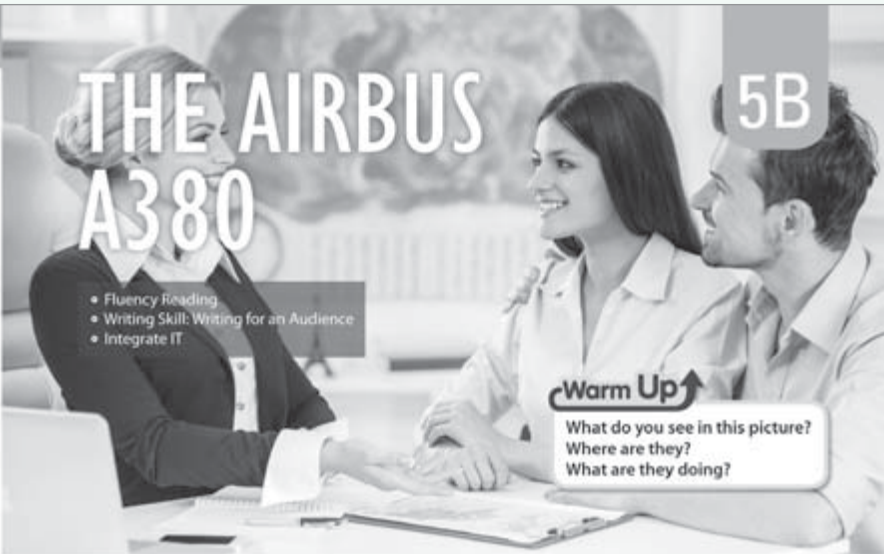
Reading Comprehension:

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 the purpose* means finding out the reason why an author writes something. Tell students to find out the reason the author wrote about the Airbus A380. 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 students to read their answers.



- Fluency Reading
- Writing Skill: Writing for an Audience
- Integrate IT

Warm Up

What do you see in this picture?
Where are they?
What are they doing?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

passengers flight calculate average equals multiply divide routes

- Let's divide the cake into twelve pieces.
- The average speed of traffic in London is 31.11 km/h.
- How much is the flight to Paris?
- Sixty seconds equals one minute.
- This small airplane can carry between six and eight passengers.
- If you multiply speed by time, you can find distance.
- One of the busiest routes in the world is Tokyo to Sapporo.
- You can calculate speed if you know the distance and time.

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 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 the picture?

Sample answer: *I see three people and two maps.*

2. Where are they?

Sample answer: *They are at an office.*

3. What are they doing?

Sample answer: *They are talking about flights.*

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? 14

A Listen, write, read again, and learn two bonus words. 14

WORD BOX

equals	distances	multiplied	routes	passenger
divided	average	calculate	flight	amount

The Airbus A380

The Airbus A380 is the world's largest 1. passenger airplane. Inside, it has twice the 2. amount of space for seats as a normal jumbo jet. This means the normal amount is 3. multiplied by two. The first 4. flight with passengers was exciting. It was on October 25th, 2007. It was from Sydney, Australia, to Singapore. It carried 471 people. The tickets were special. The money helped hospitals.

The A380 can fly long 5. distances. It has four strong engines. The fastest speed is 1,020 km/h. The 6. average speed is about 900 km/h.

The A380 flies many 7. routes. Many people fly between New York and London. The distance between New York and London is far. It is 5,585 km.

Imagine you are a passenger on the A380. You are flying from New York to London. The A380 is flying at average speed. Speed 8. equals distance 9. divided by time. Now, 10. calculate how long the flight would take.

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

C What kind of reading is this?
a. text message b. journal c. traditional

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

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

Sample answer: *It's about the Airbus A380.*

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

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

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

WRITING SKILL: WRITING FOR AN AUDIENCE

A Look back at the story. Complete the chart.

What is the purpose of the reading passage?	To give information
Who is the audience?	Students
What type of reading passage works the best for this?	Traditional passage

WRITING PLAN

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

Identifying the Purpose + Writing for an Audience	
What is the purpose of the reading passage?	To describe the Airbus A380 and explain speed, time, and distance
Who is the audience?	Students
What type of reading passage works best for this?	Traditional passage
Sentences to support the purpose:	
1.	On April 27 th , 2005, the Airbus A380 took its first flight.
2.	It weighs 573,794 kg.
3.	It can carry between 525 and 853 people.
4.	The A380 has a top speed of 1,020 km/h.
5.	The average speed is 900 km/h.

WRITING SKILL EXPANSION

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

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *writing for an audience* means writing in a certain way depending on who you are writing for. Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *identifying the purpose*. 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 your 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 your 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.

“It's roughly seven hours to fly from New York, USA, to London, UK. Faster airplanes could make the trip in even less time. Why do you think people prefer to travel by airplane?”

Think and answer the question above.

Inference (sample) *They want to save time.*

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:

- Do you think flying is the best way to travel? Why or why not?
Yes, because it's cheap, convenient, fast, and safe.
- How safe is traveling by airplane?
Flying is the safest way to travel.
- What can you do during a long flight?
You can relax.

Explain to the students that they will now watch a video about why people prefer to travel by airplane. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *They want to save time.*

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

SELF-ASSESSMENT

UNIT 05

A Match.

- | | | |
|--------------|--|--|
| 1. passenger | | a. the amount of space between two places or things |
| 2. flight | | b. how much of something there is |
| 3. calculate | | c. a number that is calculated by adding quantities together and then dividing the total by the number of quantities |
| 4. average | | d. a person who is traveling from one place to another in a vehicle and is not driving |
| 5. equal | | e. to calculate how many times one number contains another number |
| 6. multiply | | f. a journey on an airplane |
| 7. divide | | g. used to say that one amount or number is the same as another |
| 8. route | | h. a way that someone or something regularly travels along |
| 9. distance | | i. to find a number using mathematical processes |
| 10. amount | | j. to add a number to itself a certain number of times |

B Unscramble and write.

New York and distance the between 5,585 km London is

The distance between New York and London is 5,585 km.

C Think about yourself. Choose the best answer.

Academic Objective	There is a relationship between speed, distance, and time.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can understand the reason something is written.	<input type="radio"/> <input type="radio"/> <input type="radio"/> answers will vary
Writing Skill	I can write for different audiences.	<input type="radio"/> <input type="radio"/> <input type="radio"/> answers will vary
Integrate IT	I can discuss and make inferences about air travel. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> <input type="radio"/> <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 rubrics 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 you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 6: Math / Fiction

Academic Objective: Understand the relationship between multiplication and division and the principles of decimals.

Academic Objective in Context: Multiplication, division, and decimals can be used to measure exact amounts and for planning a trip.

UNIT INTRODUCTION

UNIT 06 Math Fiction

HIGH-SPEED TRAINS

ACADEMIC OBJECTIVE

- Understand the relationship between multiplication and division and the principles of decimals.

LESSON A

- Reading Format: Magazine article
- Comprehension
- Reading Skill: Making Connections

LESSON B

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

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

UNIT SUMMARY

Language Learning Objectives

New Words: total, calculator, comfortable, nap, long, gas, traffic

Bonus Words: high-speed, trip

Structure Focus: Simple Past Tense

Reading Format: Magazine article



1. What do you see?
2. Have you ever been on one?
3. How fast can it 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 how people can travel long distances on land.

1. What do you see?

Sample answer: *I see a high-speed train.*

2. Have you ever been on one?

Sample answer: *Yes, I went on one last year.*

3. How fast can it go?

Sample answer: *It can go very fast.*

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 on page 70, and then ask them to close the book and recall each word from memory.

HIGH-SPEED TRAINS

- Math / Fiction
- Comprehension
- Reading Skill: Making Connections

Warm Up

What do you see in this picture?
Do you know which countries you can find these in?
Why do people ride these?

NEW WORDS

A Listen, repeat, match, then write.

WORD BOX	4 arrive	7 total	2 calculator	1 comfortable
	6 nap	8 long	5 gas	3 traffic

- comfortable
- calculator
- traffic
- arrive
- arrive
- nap
- total
- long

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 train and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: *I see a high-speed train.*

2. Do you know which countries you can find these in?

Sample answer: *There are high-speed trains in Korea, Japan, and France.*

3. Why do people ride these?

Sample answer: *High-speed trains are very fast and comfortable.*

Explain to the students that they will learn about a high-speed train in France and how fast it can go. Ask them to recall information from unit 5 about how fast the Airbus A380 can go. Ask them to guess how fast a high-speed train can go.

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



6A

STRUCTURE: SIMPLE PAST TENSE

B Read.

- I went to France.
- I arrived in Marseille.

C Number in order then write.

- My friend (1) car (4) drove (2) his (3)
- at (3) left (2) The train (1) night (4)
- at (3) the library (4) studied (2) She (1)

- My friend drove his car.
- The train left at night.
- She studied at the library.

Academic Objective Question: How can you use multiplication, division, and decimals?

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.

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

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 the structure in the students' minds.

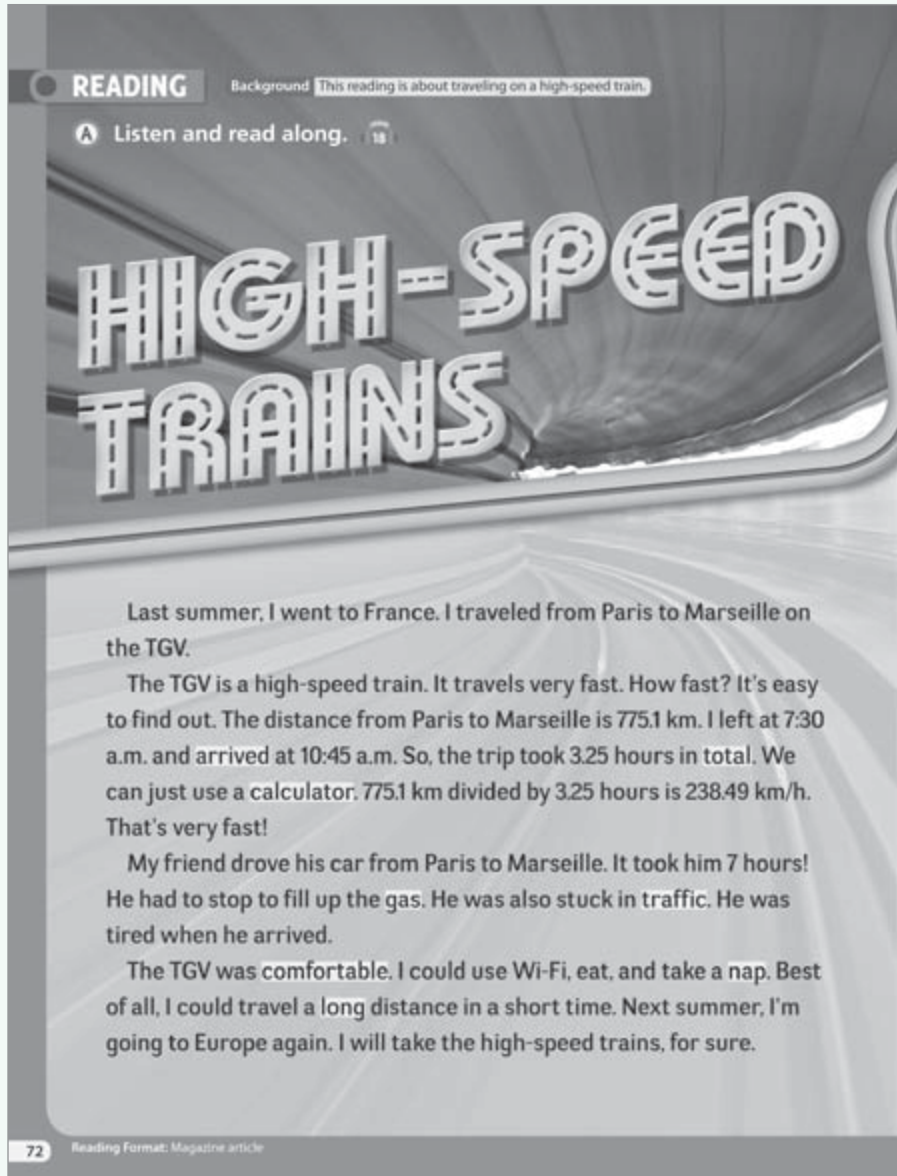
Complete the matching activity as a class and review the correct answers with the students.

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 your 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 types of trains.



READING Background This reading is about traveling on a high-speed train.

A Listen and read along. 

HIGH-SPEED TRAINS

Last summer, I went to France. I traveled from Paris to Marseille on the TGV.

The TGV is a high-speed train. It travels very fast. How fast? It's easy to find out. The distance from Paris to Marseille is 775.1 km. I left at 7:30 a.m. and arrived at 10:45 a.m. So, the trip took 3.25 hours in total. We can just use a calculator. 775.1 km divided by 3.25 hours is 238.49 km/h. That's very fast!

My friend drove his car from Paris to Marseille. It took him 7 hours! He had to stop to fill up the gas. He was also stuck in traffic. He was tired when he arrived.

The TGV was comfortable. I could use Wi-Fi, eat, and take a nap. Best of all, I could travel a long distance in a short time. Next summer, I'm going to Europe again. I will take the high-speed trains, for sure.

72 Reading Format: Magazine article

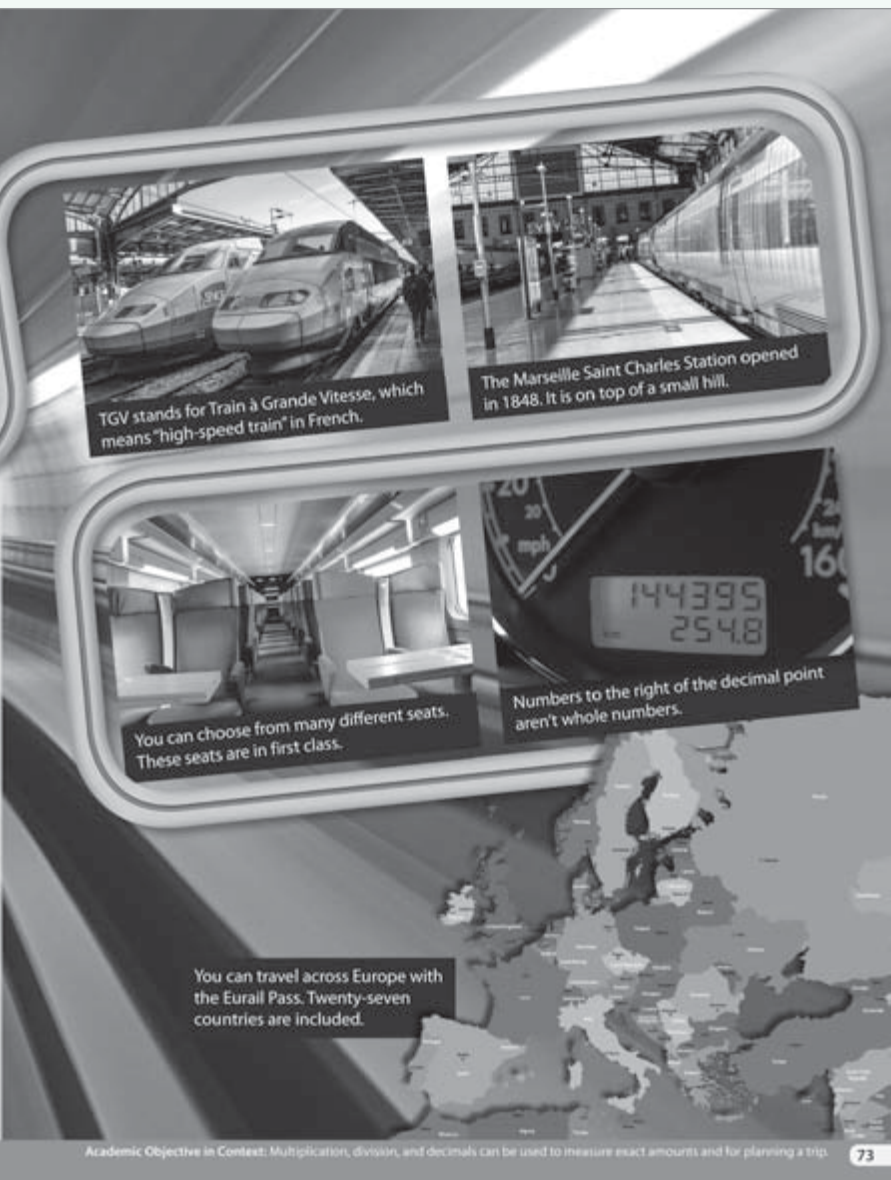
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a magazine article. Tell students that magazine articles can be about personal stories and experiences. Ask students what makes magazine articles interesting. For example, they are colorful and have a lot of interesting photos and diagrams.

Review the title of the reading: High-Speed Trains. Ask the students why they think this is the title. Explain this is because the passage is about a person's experience riding a high-speed train.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Magazine article

Academic Objective: Understand the relationship between multiplication and division and the principles of decimals.

Academic Objective in Context: Multiplication, division, and decimals can be used to measure exact amounts and for planning a trip.

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss the relationship between time, speed, and distance. Ask students if they have ever been on a high-speed train and if it was a comfortable trip. Ask students who have not been on one before if they would like to go on one.

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 students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. How did the writer get to Marseilles? Correct answer: b. By high-speed train. Ask how his friend got there. By car.

READING COMPREHENSION

A Choose the best answer.

- What is the reading about?
 - a. Traveling in France
 - b. Riding trains around Europe
 - c. Driving a car in the summer
- How did the writer get to Marseilles?
 - a. By car
 - b. By high-speed train
 - c. By bus
- How did the writer calculate the speed of the TGV?
 - a. Speed multiplied by time
 - b. Distance divided by time
 - c. Distance divided by speed
- Why does the writer want to travel around Europe on high-speed trains?
 - a. To save gas
 - b. To save money
 - c. To save time

READING SKILL: MAKING CONNECTIONS

B Complete the sentences using information about yourself.

- This story reminds me of the time when I answers will vary
- My story and this story are similar because answers will vary
- My story and this story are different because answers will vary

SUMMARY: MAKING CONNECTIONS

C Use the reading skill activity. Write the answers in full sentences.

- answers will vary
- answers will vary
- answers will vary

74 Reading Skill: Making Connections

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 *making connections* means thinking about their own real-life experiences that are similar or different to the information presented in the passage. Tell the students to complete the sentences with information about themselves. 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 students to read their answers.



HIGH-SPEED TRAINS

6B

- Fluency Reading
- Writing Skill: Explaining
- Integrate IT

Warm Up

What do you see in this picture?
What are trains like where you live?
Does your country have a high-speed train?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

arrive total calculator comfortable nap long gas traffic

- Allison likes to take a(n) nap for 20 minutes after lunch.
- The total cost of the books is \$36.25.
- My dad needs to fill up his car with gas.
- Can we use a(n) calculator for today's math quiz?
- My bed is calculator, so I can fall asleep quickly.
- We arrive at school at 8 a.m.
- Chris was late because the traffic was very bad.
- The long trip made Derek very tired.

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 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. Ask students to describe a train station in their country.

1. What do you see in this picture?

Sample answer: *I see trains at a train station. They are high-speed trains.*

2. What are trains like where you live?

Sample answer: *There are slow trains and fast trains. There are also subways.*

3. Does your country have a high-speed train?

Sample answer: *Yes, we have a high-speed train called KTX.*

Ask students to provide additional information by giving examples.

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

Level Tips

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

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

FLUENCY READING Background What is this reading about?

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

WORD BOX				
gas	total	high-speed	nap	calculator
arrived	long	comfortable	traffic	trip

High-Speed Trains

Last summer, I went to France. I traveled from Paris to Marseille on a(n) 1. high-speed train.

How fast did it go? I can use my 2. calculator to find the speed. The distance from Paris to Marseille is 775.1 km. The 3. total 4. trip time was 3.25 hours. The distance of 775.1 km divided by 3.25 hours equals 238.49 km/h. That is very fast!

I 5. arrived before my friend. He drove his car. He was tired because it took 7 hours. He had to stop many times to fill up the 6. gas. He was also tired because the 7. traffic was bad.

I enjoyed the trip because it was 8. comfortable. I could use Wi-Fi, eat food, and take a(n) 9. nap. I even watched a movie! And I could travel a(n) 10. long distance in a short time.

Next summer, I want to travel around Europe. I will take the high-speed trains to save time.

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

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

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 a high-speed train in France.*

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

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

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

WRITING SKILL: EXPLAINING

A Look back at the story. Complete the chart.

Idea from Story	Explanation
The TGV is very fast.	The distance is 775.1 km divided by 3.25 hours, which equals 238.49 km/hr.
The trip on the TGV was comfortable.	I could use Wi-Fi, eat food, and take a nap.
My friend drove and was tired.	It took 7 hours and traffic was bad.
I will take the high-speed train around Europe.	I want to save time.

WRITING PLAN

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

Making Connections + Explaining	
Idea from Story	Connecting Your Own Experience
answers will vary	answers will vary
answers will vary	answers will vary
answers will vary	answers will vary
Explain your own experience in sentences.	
1.	answers will vary
2.	answers will vary
3.	answers will vary
4.	answers will vary
5.	answers will vary

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 their student book to the practice book. Encourage students to write an additional sentence in their homework.

Writing Skill:

Introduce the writing skill to the students. Explain to the students that *explaining* means giving details to describe something. Tell the students to order the things that happened in the story from start to finish with numbers. Complete the activity together as a class.

Writing Plan:

Ask the students to recall the reading skill from this unit: *making connections*. 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 your 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 your 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.

“Flying on airplanes can be uncomfortable. Other methods of transportation may be comfortable but take a lot longer. Why do you think people prefer traveling by train?”

Think and answer the question above.
Inference (Sample) They can look outside while traveling by train.

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

Learn more about trains!



DISCUSSION

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

Think while you watch:

- How fast could early trains from the late 19th and early 20th centuries go?
They could go about 200 km/h.
- What kind of engines do modern, high-speed trains have?
They have electric engines.
- What do you think trains will be like in the future?
They will go very fast.

78 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 trains from the past, present, and future. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

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

Explain to the students that they will look at a special kind of picture called “AR,” which stands for *augmented reality*. Demonstrate it if possible using the *Integrate Viewer* app. Before looking at the images in detail, read each question in part C together as a class. Tell the students these questions will be answered as they view the AR images. 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. arrive | | a. a journey to a place |
| 2. total | | b. after everyone or everything is counted |
| 3. calculator | | c. a small machine used for doing math |
| 4. comfortable | | d. giving pleasant, relaxing feelings |
| 5. nap | | e. designed to go very quickly |
| 6. long | | f. stretching a great distance; not short |
| 7. gas | | g. a liquid used as fuel for engines |
| 8. traffic | | h. all the vehicles driving on a road |
| 9. high-speed | | i. a short sleep during the day |
| 10. trip | | j. to come to a place after traveling |

B Unscramble and write.

in arrived at I 10:45 a.m. Marseille

I arrived in Marseille at 10:45 a.m.

C Think about yourself. Choose the best answer.

Academic Objective	Numbers to the right of the decimals are not whole numbers.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can make connections between myself and what I read.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary <input type="radio"/> answers will vary
Writing Skill	I can write to explain ideas and information.	<input type="radio"/> answers will vary <input type="radio"/> answers will vary <input type="radio"/> answers will vary
Integrate IT	I can discuss and make inferences about trains. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <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 rubrics 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 you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 7: Physical Education / Nonfiction

Academic Objective: Understand the division between East and West Germany and how the Olympic Games brought them together.

Academic Objective in Context: The United Team of Germany helped bring East and West Germany together.

UNIT INTRODUCTION

(UNIT 07) Physical Education Nonfiction

UNITED TEAM OF GERMANY

ACADEMIC OBJECTIVE

- Understand the division between East and West Germany and how the Olympic Games brought them together.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Making Connections

LESSON B

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

80

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: leader, united, flag, compete, separately, wall, cross, enter

Bonus Words: difficulty, medal

Structure Focus: Preposition

Reading Format: Traditional passage



1. What do you see?
2. What do the rings mean?
3. How many Olympic sports can you name?

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 where the last Olympic Games were held to activate prior knowledge. Ask them why the Olympic Games are important. Explain to the students that the Olympic Games bring countries together.

1. What do you see?

Sample answer: *I see the Olympic rings.*

2. What do the rings mean?

Sample answer: *I think the rings mean cooperating together.*

3. How many Olympic sports can you name?

Sample answer: *Gymnastics, baseball, ice hockey, basketball, ice skating, etc.*

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 on page 82, and then ask them to close the book and recall each word from memory.

UNITED TEAM OF GERMANY

BRD
Bundesrepublik Deutschland

• Physical Education / Nonfiction
• Comprehension
• Reading Skill: Making Connections

Warm Up

What do you see in this picture?
Why do countries divide?
Can you name other countries that have divided?

NEW WORDS

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

WORD BOX 6 leader 1 united 8 flag 7 compete
3 separately 5 wall 4 cross 2 enter

1. united 2. enter 3. separately 4. cross
5. wall 6. leader 7. compete 8. flag

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 to describe the two flags in the picture. Focus the attention of the students on the map and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: I see two flags and the country of Germany divided into two colors.

2. Why do countries divide?

Sample answer: Two strong leaders don't agree with each other and start a war.

3. Can you name other countries that have divided?

Sample answer: North and South Korea are two countries that have divided.

Explain to the students that they will read about how a country was divided into two. Ask them if they know any other reasons why countries divide. Tell the students that they will learn about how the Olympic Games brought the two divided countries together. Tell the students that World War II started in 1939 (not in the reading).

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



STRUCTURE: PREPOSITION

B Read.

- World War II ended in 1945.
- The team competed in 1956.

C Match and write.

- The Berlin Wall entered the in 1939.
- Germany started Olympics in 1992.
- The war came down in 1989.

- The Berlin Wall came down in 1989.
- Germany entered the Olympics in 1992.
- The war started in 1939.

Academic Objective Question: What helped bring East Germany and West Germany together?

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.

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

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 the structure in the students' minds.

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 your 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 sports events in their country and with other countries.

READING Background This reading is about the Olympics.

A Listen and read along. 21

United Team of Germany



East Germany and West Germany agreed to add white Olympic rings to the flag.

Sports can bring people together. This happened with East Germany and West Germany.

Between 1945 and 1956, East Germany and West Germany competed against each other at the Olympic Games. Germany was divided into two countries at the end of World War II. They had different leaders and different ideas. It was a difficult time for the people.

In 1956, the two countries joined the Olympics as one team. It was called the United Team of Germany. They had to agree on a flag. They

84 Reading Format: Traditional passage

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

Explain to the students that the reading format of this passage is a magazine article. Tell the students that traditional passages give facts and information about a topic. Tell the students that they can learn about history from traditional passages. Ask them what historical events they have learned about by reading traditional passages.

Review the title of the reading: United Team of Germany. Ask the students why they think this is the title. Explain this is because the Olympics helped bring the divided country of Germany together.

READING PASSAGE

PASSAGE DETAILS



Black, red, and gold are important colors in German history. The Holy Roman Empire used a golden flag that had a black eagle with red claws.



There were many guard towers along the Berlin Wall. People were shot if they tried to cross it.

competed together again in 1960 and 1964.

After 1964, they competed in the Olympics as two separate teams. This is because the Berlin Wall divided the two countries. People could not cross over. So, it was too difficult to have one team.

In 1989, though, the Berlin Wall came down. East Germany and West Germany became one country. And they entered the 1992 Olympics as a one united team. They won lots of medals.

Academic Objective in Context: The United Team of Germany helped bring East and West Germany together.

85

Reading Format: Magazine article

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

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

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the timeline of East Germany and West Germany in the reading. Ask students how the reading explains why they were divided. Ask for details and information about how the Olympics brought the two Germanys together.

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 students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. How many times did the United Team of Germany compete in the Olympics? Correct answer: c. 3. Ask the students what years they competed together. 1956, 1960, 1964.

READING COMPREHENSION

A Choose the best answer.

1. What is the main idea of the reading?
 - a. The Berlin Wall divided East and West Germany.
 - b. World War II ended in 1945.
 - c. The Olympic games brought East and West Germany together.
2. Why was it a difficult time for the German people after World War II?
 - a. Germany had one leader.
 - b. Germany could not enter the Olympic Games.
 - c. Germany was divided.
3. How many times did the United Team of Germany compete in the Olympics?
 - a. 1
 - b. 2
 - c. 3
4. What happened after the Berlin Wall was taken down?
 - a. East and West Germany competed separately.
 - b. East and West Germany united.
 - c. East and West Germany stayed divided.

READING SKILL: MAKING CONNECTIONS

B Complete the sentences using information about your country.

1. This article makes me think about **answers will vary** (event from the past) because _____.
2. This article makes me think about **answers will vary** (event from today) because _____.
3. This article makes me think about the future because **answers will vary** _____.

SUMMARY: MAKING CONNECTIONS

C Use the reading skill activity. Write the answers in full sentences.

1. **answers will vary** _____
2. **answers will vary** _____
3. **answers will vary** _____

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 *making connections* means relating personal experiences or knowledge of the world to what happens in the passage. Ask the students to complete the sentences using information about their own country. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.



- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT

Warm Up

What do you see in this picture?
How do the Olympics bring people together?
Why do you think so?

VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. Can you help me paint my bedroom wall / leader.
2. The flag of Germany is red, yellow, and black.
3. The team was crossed / united by its desire to win the game.
4. My brother finishes school late, so we eat separately / crossed.
5. The leader / flag of the group makes the rules.
6. Brent entered / crossed the bridge in ten minutes.
7. We will compete / enter middle school next year.
8. Claire will cross / compete in the swimming race.

Vocabulary Skill: Use the vocabulary in context.

87

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What do you see in this picture?

Sample answer: *I see people from different countries. They are cheering for their teams.*

2. How do the Olympics bring people together?

Sample answer: *The Olympics bring people together through sports.*

3. Why do you think so?

Sample answer: *People have to cooperate when they play sports together.*

Ask students to provide additional information about how the Olympics bring people together 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? 22

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

entered	cross	leaders	medals	separately
completed	Wall	United	flag	difficult

United Team of Germany

The story of East Germany and West Germany shows the power of the Olympics.

Between 1945 and 1956, East Germany and West Germany

1. competed against each other at the Olympics. At the end of World War II, Germany was divided into two countries. They had different

2. leaders and different ideas. It was a(n) 3. difficult time for the people.

Then, the two countries competed as one team for a few years. They were called the 4. United Team of Germany. They had to agree on a(n) 5. flag together. They 6. entered the 1956, 1960, and 1964 Olympics.

After 1964, they competed 7. separately. This is because of the Berlin 8. Wall. People could not 9. cross over. So, it was too difficult to make a united team.

In 1989, the Berlin Wall was taken down. East Germany and West Germany became one country in 1990. So, Germany joined the 1992 Summer Olympics in Barcelona. They competed in twenty-six sports. They won eighty-two 10. medals.

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

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

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

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

Sample answer: *It's about East Germany and West Germany uniting as the United Team of Germany for the Olympic Games.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 22**.

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

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

WRITING SKILL: SEQUENCING

A Look back at the story. Number the events in order. Then write the year the event happened in.

Event	Year
2 World War II ended.	1945
4 Germany competed as the United Team of Germany.	1956, 1960, 1964
6 Germany competed in 26 sports and won 82 medals.	1990
5 The Berlin Wall was taken down.	1989
1 World War II started.	1939
3 Germany competed separately.	1945-1956

WRITING PLAN

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

Making Connections + Sequencing	
Idea from Story	Connection to another event and year
answers will vary	answers will vary
answers will vary	answers will vary
answers will vary	answers will vary
Write about the events in order. Include the years.	
answers will vary	
answers will vary	
answers will vary	
answers will vary	
answers will vary	

WRITING SKILL EXPANSION

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

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *sequencing* means putting events in order from start to finish. Tell them that they need to use the information from the reading and their own ideas to fill in the chart with the years. Explain that using sequencing in this way will make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *making connections*. 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. 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 your 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 your 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.

“The Olympics helped bring East and West Germany together. Can you think of other things that might help people who disagree to come together?”

Think and answer the question above.

Inference (sample) They work together after a natural disaster.

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 often do the Olympics happen?
The Olympics happen every four years.
- What is another example of how sports brings people together?
The Olympics helped bring East and West Germany together.
- How does music help people understand each other?
People can make and enjoy music together.

Explain to the students that they will now watch a video about how sports, music, and food can unite people. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *They work together after a natural disaster.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible 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. leader | | a. to go from one side to the other |
| 2. united | | b. not easy |
| 3. flag | | c. a piece of metal given as a prize at a special event |
| 4. compete | | d. to try to get or win something |
| 5. separately | | e. not together with someone or something else |
| 6. wall | | f. to go into or start something |
| 7. cross | | g. a powerful person who controls what other people do |
| 8. enter | | h. something made of brick, stone, etc. that divides two areas |
| 9. difficult | | i. joined together as a group by a common purpose, goal, idea, or feeling |
| 10. medal | | j. a piece of cloth with a special design used to represent a country or group |

B Unscramble and write.

in World War II 1945 ended

World War II ended in 1945.

C Think about yourself. Choose the best answer.

Academic Objective	East and West Germany were divided, but the Olympic Games helped bring them together.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can make connections between myself and what I read.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
Writing Skill	I can sequence things in my writing.	<input type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
Integrate IT	I can discuss and make inferences about things that bring countries together. 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 rubrics 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 you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 8: Physical Education / Fiction

Academic Objective: Understand the need for cooperation on a team and in sports.

Academic Objective in Context: Cooperation is important for a team to do well.

UNIT INTRODUCTION

UNIT 08 Physical Education
Fiction

THE WINTER GAMES

ACADEMIC OBJECTIVE

- Understand the need for cooperation on a team and in sports.

LESSON A

- Reading Format: Journal
- Comprehension
- Reading Skill: Vocabulary in Context

LESSON B

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

UNIT SUMMARY

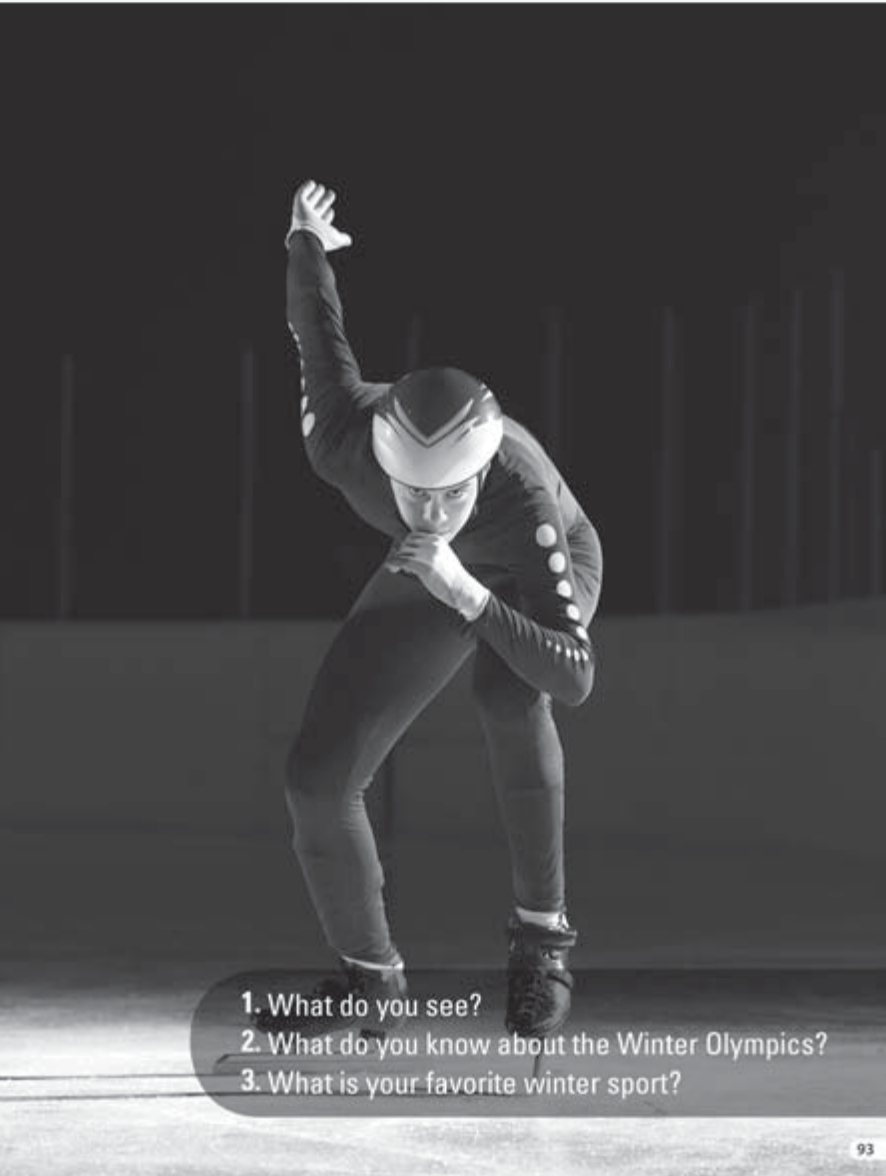
Language Learning Objectives

New Words: upcoming, event, goalie, net, score, race, peace, teamwork

Bonus Words: athlete, promote

Structure Focus: Modal Verbs of Necessity

Reading Format: Journal



1. What do you see?
2. What do you know about the Winter Olympics?
3. What is your favorite winter sport?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics and language learning points. Ask students what special musical or artistic talents they have to activate prior knowledge. Ask the students which flags they recognize. Remind the students that the Olympics bring people together. Tell the students that the goal of both the Summer and Winter Olympic Games is to build a peaceful world through sports.

1. What do you see?

Sample answer: *I see a stadium, snow, and lots of flags.*

2. What do you know about the Winter Olympics?

Sample answer: *The Winter Olympics happen every four years.*

3. What is your favorite winter sport?

Sample answer: *My favorite winter sport is figure skating.*

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 on page 94, and then ask them to close the book and recall each word from memory.

THE WINTER GAMES

- Physical Education / Fiction
- Comprehension
- Reading Skill: Vocabulary in Context

Warm Up

What team sport is this?
 What other team sports do you know about?
 Why is cooperation important on a team?

NEW WORDS

A Listen, repeat, match, then write.

WORD BOX	7 upcoming	1 event	6 goalie	3 net
	2 score	8 race	4 teamwork	5 peace

- event
- score
- net
- teamwork
- peace
- goalie
- upcoming
- race

94 Vocabulary: Learn the meaning of new words.

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

1. What team sport is this?

Sample answer: *This is ice hockey.*

2. What other team sports do you know about?

Sample answer: *I know a little about basketball and baseball.*

3. Why is cooperation important on a team?

Sample answer: *People have to work together to score points and win the game.*

Explain to the students that they will read a journal about the Winter Olympics. Ask students if they know where the last Winter Olympics was. Ask them if they know where the next one will be. Ask students what other Winter Olympic sports they know of. Brainstorm a few examples: skiing, snowboarding, short track, bobsled, etc.

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



8A

STRUCTURE: MODAL VERBS OF NECESSITY

B Read.

- The athletes have to cooperate.
- Everyone has to work together.

C Match and write.

- The team ~~have to try~~ to their best.
- He has ~~to~~ has to to win
- They ~~has~~ have to compete.

- The team has to win.
- He has to compete.
- They have to try their best.

Academic Objective Question: What does a team need to do to win?

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.

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

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 the structure in the students' minds.

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 your 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 what they know about their country's participation in the Winter Olympics.

READING Background This reading is about team sports in the Winter Olympics.

A Listen and read along.

The Winter Games

I'm excited about the upcoming Winter Olympic Games.

I like the team sports most. The athletes have to cooperate. Teamwork is very important. A team needs a good leader, but they can only win if they work together.

My favorite Winter Olympic sports event is ice hockey. Two teams play against each other in a game. Each team has five players and one goalie. The goalie has to defend the net. The team which scores the most goals wins the game.

Bobsled is fun to watch, too. There are two to four athletes on a team. The teammates sit together in a sled. The bobsled race is on ice. They go very fast. They have to wear helmets on their heads. The fastest team wins.

Do you know what the goal of the Olympics is? It's to promote peace. Sports can make the world a better place. Everyone has to work together.

96 Reading Format: Journal

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

Explain to the students that the reading format of this passage is a story. Examine the differences between a storybook and a comic book. Tell the students that stories are usually illustrated. Ask them if they read any stories on their own. Reinforce the difference between fiction and nonfiction.

Review the literary elements of a story with the students before reading. Ask the students what the topic for 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 Winter Olympics. Ask the students why they think this is the title. Explain this is because it's about the Winter Olympics.

READING PASSAGE

PASSAGE DETAILS

Countries spend lots of money building stadiums to impress the world. For example, Russia spent an estimated \$51 billion on the 2014 Sochi Games.

Canada has won the most gold medals for ice hockey. Its men's team has won nine times.

I also like short track relay races. There are four skaters on a team.

The Olympic Torch is passed onto the next nation to host the Games.

Academic Objective in Context: Cooperation is important for a team to do well. 97

Reading Format: Journal

Academic Objective: Understand the need for cooperation on a team and in sports.

Academic Objective in Context: Cooperation is important for a team to do well.

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 there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss what happens in the story. Ask students how the characters interacted and what they were talking about. Ask for details and information about what music the different characters like, etc.

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 students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. Where does the goalie stand? Correct answer: b. in front of the net. Ask the students how a team wins a hockey game.

READING COMPREHENSION

A Choose the best answer.

1. What is the reading about?
 - a. Team sports in the Winter Olympics
 - b. Famous athletes in the Winter Olympics
 - c. Countries competing in the Winter Olympics
2. Where does the goalie stand?
 - a. Behind the net
 - b. In front of the net
 - c. On top of the net
3. How many athletes are there on a bobsled team?
 - a. 4
 - b. 5
 - c. 6
4. What is the goal of the Olympics?
 - a. To show who the best athletes are
 - b. To promote competition
 - c. To bring peace to the world

READING SKILL: VOCABULARY IN CONTEXT

B Read underlined clues and find the meaning of the bolded word.

1. The goalie has to **defend** the net.
 - a. to make
 - b. to keep safe
 - c. to run away
2. I also like short track relay races. There are four skaters on one team.
 - a. where team members run different parts of the race
 - b. where team members don't have to cooperate
 - c. where each team member runs a different race
3. I really like team sports. The athletes have to cooperate. They can only win if they work together.
 - a. people who teach sports
 - b. people who do sports
 - c. people who watch sports
4. It's to promote peace. Sports can make the world a better place.
 - a. to say something is bad
 - b. to sell something for money
 - c. to make people know about something

SUMMARY: VOCABULARY IN CONTEXT

C Use the reading skill activity. Write what each word means in a sentence.

1. Defend means to keep safe. _____
2. Athletes are the people who do sports. _____
3. Relay is where team members run different parts of the race. _____
4. Promote means to make people know about something. _____

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 *vocabulary in context* means guessing what an unknown word means by looking for clues in and around the sentence. Tell the students to look at the underlined clues to guess what the bolded words mean. Complete the activity together as a class.

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



VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. Kick the ball into the race **net**.
2. My favorite team sports **event** / goalie at the Winter Olympics is ice hockey.
3. I wish for **nets** / **peace** so that there are no more wars in the world.
4. You must **race** / **score** ten points to win the game.
5. I need to study for the **upcoming** / event test next week.
6. Cathy is a fast runner, so she won the **race** / score.
7. Each hockey team has five players and one **goalie** / net.
8. **Teamwork** / event is very important when you work in a group.

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 students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

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

1. What do see in this picture?

Sample answer: *I see two teammates working together in a bobsled race.*

2. Why is teamwork important in sports?

Sample answer: *People need to cooperate and work together in order to win.*

3. Why is teamwork important in everyday life?

Sample answer: *We can't do everything alone. We need to work together to be successful.*

Ask students to provide additional information about winter team sports and give specific examples.

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

Level Tips

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

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

FLUENCY READING Background What is this reading about?

A Listen, write, read again, and learn two bonus words. (25)

WORD BOX

race	teamwork	goalie	athletes	events
promote	net	peace	upcoming	scores

The Winter Games

I'm excited about the 1. upcoming Winter Olympic Games. My favorite 2. events are the team sports. The 3. athletes have to cooperate. A team needs a good leader. But 4. teamwork is the most important. The team can only win if they work together.

My favorite winter sport is ice hockey. There are two teams in an ice hockey game. Each team has five players and one 5. goalie. The goalie has to defend the 6. net. The team who 7. scored the most goals wins the game. I will watch all the ice hockey games.

I also like short track relay 8. race. There are four skaters on one team. They have to take turns skating around a track. The fastest team wins the race.

Do you know what the goal of the Olympics is? It's to 9. promote 10. peace. Sports can make the world a better place. Why? Everyone has to work together.

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

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

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 team sports in the Winter Olympics.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 25**.

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

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

WRITING SKILL: SUMMARIZING

A Look back at the story. Take notes and complete the charts. Use the questions to help you.

Team sports	
Why does the writer like team sports?	
The athletes have to cooperate.	
Ice Hockey	Short Track Relay
How many players on a team? How do they win?	
6	4

WRITING PLAN

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

Vocabulary in Context + Summarizing	
Word	Meaning
athletes	people who do sports
goalie	the person who protects the net
relay	a race where team members run different parts
Summarize the important parts of the reading.	
1.	A team needs a good leader, but teamwork is the most important.
2.	My favorite winter sport is ice hockey.
3.	I also like short track relay.

WRITING SKILL EXPANSION

C Look at page 35 in the practice book. Complete the writing plan in part C.

Writing skill: Write a summary for some of the team sports from the reading. 101

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *summarizing* is using the important parts of a story to tell what the story is about. Students should look for the main ideas and use the information given on the page to fill in the chart. Explain that summarizing will help them write about the most important information in a story or passage.

Writing Plan:

Ask the students to recall the reading skill from this unit: *vocabulary in context*. 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. 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 your 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 your 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.

“Athletes have to learn to work together to help the team. What do you think makes someone a good team player?”

Think and answer the question above.

Inference (sample) A good team player is good at telling their team members that they are doing a good job.

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 player should you be if you want to be a good teammate?
You should be a "we" player.
2. Who is the leader of the team that the athletes should listen to?
The coach is the leader of the team.
3. What is something a good teammate does not do?
A good teammate doesn't blame others.

Explain to the students that they will now watch a video about what makes an athlete a good team player. 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 good team player is good at telling their team members that they are doing a good job.*

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Ask a student to demonstrate how it works, if possible, 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. upcoming | | a. a contest to see who is the fastest |
| 2. event | | b. pieces of string tied together and used as the goal in games |
| 3. goalie | | c. a planned activity or a special time when something happens |
| 4. net | | d. a person who is trained in or good at sports, games, or exercises that require physical skill and strength |
| 5. score | | e. when there is no war or fighting |
| 6. race | | f. happening soon |
| 7. peace | | g. to get points, goals, etc. in a game |
| 8. teamwork | | h. to make something more popular, well-known, etc. |
| 9. athlete | | i. cooperation between people in a group or team |
| 10. promote | | j. a player who defends the goal in a game |

B Unscramble and write.

together has everyone work to

Everyone has to work together.

C Think about yourself. Choose the best answer.

Academic Objective	Teamwork means being unkind to other team members.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can figure out the meaning of words by how they are used in a reading.	<input type="radio"/> answers will vary <input type="radio"/> vary
Writing Skill	I can summarize information in my writing.	<input type="radio"/> answers will vary <input type="radio"/> vary
Integrate IT	I can discuss and make inferences about winter sports. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/> 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 rubrics 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 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 problems which are not on the list that they are interested in and allow individuals to fill in the row of the chart labeled *Your own idea*.



UNIT 1-2 REVIEW

A Read the chart together as a class. Brainstorm possible ideas for a solution.

1. Type of Problem	Education	Litter	Your own idea: _____
2. Regional Area	Countryside	City	
3. What is the problem?	Students live very far away and cannot get to school easily.	There aren't enough trash cans in the city, so people throw their trash on the ground.	
4. Who is affected?	Children	Everyone; the environment	
5. How does it affect them?	Sometimes the children cannot go to school. It's very hard to get to school, especially in the winter time. The children are tired and sometimes get sick.	People throw trash everywhere. The city becomes dirty and smelly. It pollutes the environment. No one cleans up the trash, and it goes everywhere.	
6. Possible ideas for a solution	<ul style="list-style-type: none"> • Internet classrooms • Home school 	<ul style="list-style-type: none"> • Put more trash cans in the city • Start a volunteer clean up group 	

B SUMMARY

B Choose one problem from above and write about it. Choose one possible solution to the problem.

1. The type of problem I chose is about _____.
2. The problem happens in _____.
3. The main problem is that _____.
4. This problem mainly affects _____.
5. It affects them because _____.
6. One possible idea for a solution is _____.

Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Review units can be completed after completing the two units or as 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 have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

PROJECT-BASED LEARNING

CITIZEN JOURNAL

- C Use the information as a model. Write about a problem in your community. Give a presentation.

Include the following information in your writing: the name of your city or town, what the problem is, who it affects, how it affects them, possible ideas for a solution, and any other special or interesting information.

Name: _____

Topic: Active Citizenship

Class: English Class

Topic: Solving a Problem in My Community

TEACHING TIPS

Before presenting, check for mistakes in the students' writing.

Level Tips

Low-Level Students: Move around the room as students are completing the writing portion of the project and help correct their mistakes.

High-Level Students: Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 1 and 2. Discuss what kinds of jobs are covered in those units. Discuss where people work, what they do, etc. Prepare some additional information for the students. Discuss which jobs the students find interesting and why.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project.

You can prepare some pictures of the various roles for the students before class or ask them to find a picture on their own to complete the project as homework.

When the project is completed, allow the students to present their project. Projects can be included in a portfolio and/or displayed in the classroom.

TEACHING TIPS

UNIT 3-4 REVIEW LESSON

Level Tips

Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

High-Level Students: Ask students if they know how to cook or bake something other than cookies.

UNIT 3-4 REVIEW

A Read the chart together as a class. Add your own idea.

1. Name of Food	Cookies	Your own idea:
2. Ingredients	<ul style="list-style-type: none"> • 2 ¼ cups of flour • ¾ cup of sugar • 2 eggs • ½ a stick of unsalted butter • 1 bag of chocolate chips • 1 teaspoon of vanilla flavor • ¾ teaspoon of baking soda 	
3. Utensils	<ul style="list-style-type: none"> • bowls • a cup • a wooden spoon • a baking pan • oven mitts 	
4. Directions	<ol style="list-style-type: none"> 1. Heat the oven to 175°C. 2. Mix the butter and sugar in a bowl. 3. Add the eggs and mix. 4. Stir in the baking soda and vanilla. 5. Stir in the flour and chocolate chips. 6. Scoop some dough onto a spoon. 7. Drop large spoonfuls of dough onto the baking pan. 8. Bake for 10 minutes. 9. Use oven mitts to take the baking pan out of the oven. 10. Let the cookies cool for 10 minutes. 	
5. Cooking Time	<ul style="list-style-type: none"> • Prep time: 15 minutes • Cook time: 10 minutes • Cool time: 10 minutes 	<ul style="list-style-type: none"> • Prep time: _____ minutes • Cook time: _____ minutes • Cool time: _____ minutes

C SUMMARY

B Fill in the details about your recipe.

1. The recipe is for _____.
2. The ingredients we will need are _____.
3. The utensils we will need are _____.
5. The directions are _____.
6. The total time to cook is about _____ minutes.

108

Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit.

Review units can be completed after completing the two units or as 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 have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

PROJECT-BASED LEARNING

RECIPE

- C Use the cookie recipe as a model. Write your own recipe. Give a presentation.

Include the following information in your writing: the name of the food, ingredients, utensils, directions, and any other special, interesting information.

Ingredients

- _____
- _____
- _____
- _____
- _____

Utensils

- _____
- _____
- _____
- _____
- _____

Prep time _____

Cook time _____

Cool time _____

Directions

- _____
- _____
- _____
- _____
- _____

TEACHING TIPS

Before presenting, check for mistakes in the students' writing.

Level Tips

Low-Level Students: Move around the room as students are completing the writing portion of the project and help correct their mistakes.

High-Level Students: Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 3 and 4. Review the format of the project: recipe. Discuss what kinds of foods are covered in those units. Discuss what ingredients they need, what utensils they need, etc. Prepare some additional information for the students. Discuss which foods the students like baking and why.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project.

You can prepare some recipes for the students before class or ask them to find one on their own to complete the project as homework.

When the project is completed, allow the students to present their project. Projects can be included in a portfolio and/or displayed in the classroom.

TEACHING TIPS

UNIT 5-6 REVIEW LESSON

Level Tips

Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

High-Level Students: Ask students if they know information for any other types of transportation.



UNIT 5-6 REVIEW

A Look at Units 5-6. Use the information to complete the chart as a class. Use a calculator to help you find the answers.

Airbus A380	
Average Speed :	_____ km/h
Distance (km)	Time (hr)
	1.5
9,000	
	6
18,000	

TGV	
Average Speed :	_____ km/h
Distance (km)	Time (hr)
	1
3,200	10
	15
6,400	

SUMMARY

B Choose between the Airbus A380 and the TGV as your favorite way to travel.

- My favorite way to travel is _____.
- Reasons: a) _____
b) _____
c) _____
- Imagine you took a trip. Describe the speed of the plane/train, distance of the trip, and how long the trip took.
Speed: _____
Distance/Places: _____
Time: _____

Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Students can learn how to do simple research independently, but you should provide some guidance and structure for them. Review units can be completed after completing the two units or as 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 have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

PROJECT-BASED LEARNING

TRAVEL JOURNAL

- C Use the information from the summary to write a journal about a trip you took. Use your imagination. Give a presentation.

Include your favorite way to travel, three reasons why, the speed, distance, places, and travel times.



TEACHING TIPS

Before presenting, check for mistakes in the students' writing.

Level Tips

Low-Level Students: Move around the room as students are completing the writing portion of the project and help correct their mistakes.

High-Level Students: Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 5 and 6. Discuss the topics that are covered in those units. Review the format of the project: journal. Discuss the types of transportation, how fast they go, etc. Prepare some additional information for the students. Discuss what types of trips the students have taken and why they took them.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project. You can prepare some pictures of the various sports-related items for the students before class or ask them to find a picture on their own to complete the project as home work.

When the project is completed, allow the students to present their project. Projects can be included in a portfolio and/or displayed in the classroom.


TEACHING TIPS

UNIT 5-6 REVIEW LESSON

Level Tips

Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

High-Level Students: Ask students if there are any other team sports that they know. Allow them to write about those instead if they choose.



UNIT 7-8 REVIEW

A Think of two team sports from the Olympic Games. Complete the chart together as a class.

Team Sport		
Summer or Winter		
Number of players/ teammates		
What do they have to do?		
How do they win?		

B **SUMMARY**

B Choose one team sport from the chart and fill in the blanks.

1. I like to watch _____ during the _____ Olympics.
2. There are _____ players/teammates on each team.
3. They have to _____.
4. To win the game, _____.

Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Review units can be completed after completing the two units or as 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 have variation. Teachers should provide students with the tools and information that is necessary to complete the page. Complete an example of the project page so that students have an example to follow.

PROJECT-BASED LEARNING

OLYMPICS JOURNAL

- C Use the information from the summary to write a journal. Give a presentation.

Include the sport, how many players/teammates there are, what they do, and what they have to do to win the game. Explain why you like to watch this sport.



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 sports are covered in those units. Review the format of the project: journal. Review the format of the project: journal. Discuss the different winter sports, how many players there are, etc. Prepare some additional information for the students. Discuss what types of sports the students find interesting and why.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project.

When the project is completed, allow the students to present their project. Projects can be included in a portfolio and/or displayed in the classroom.

READING SPEED CHART

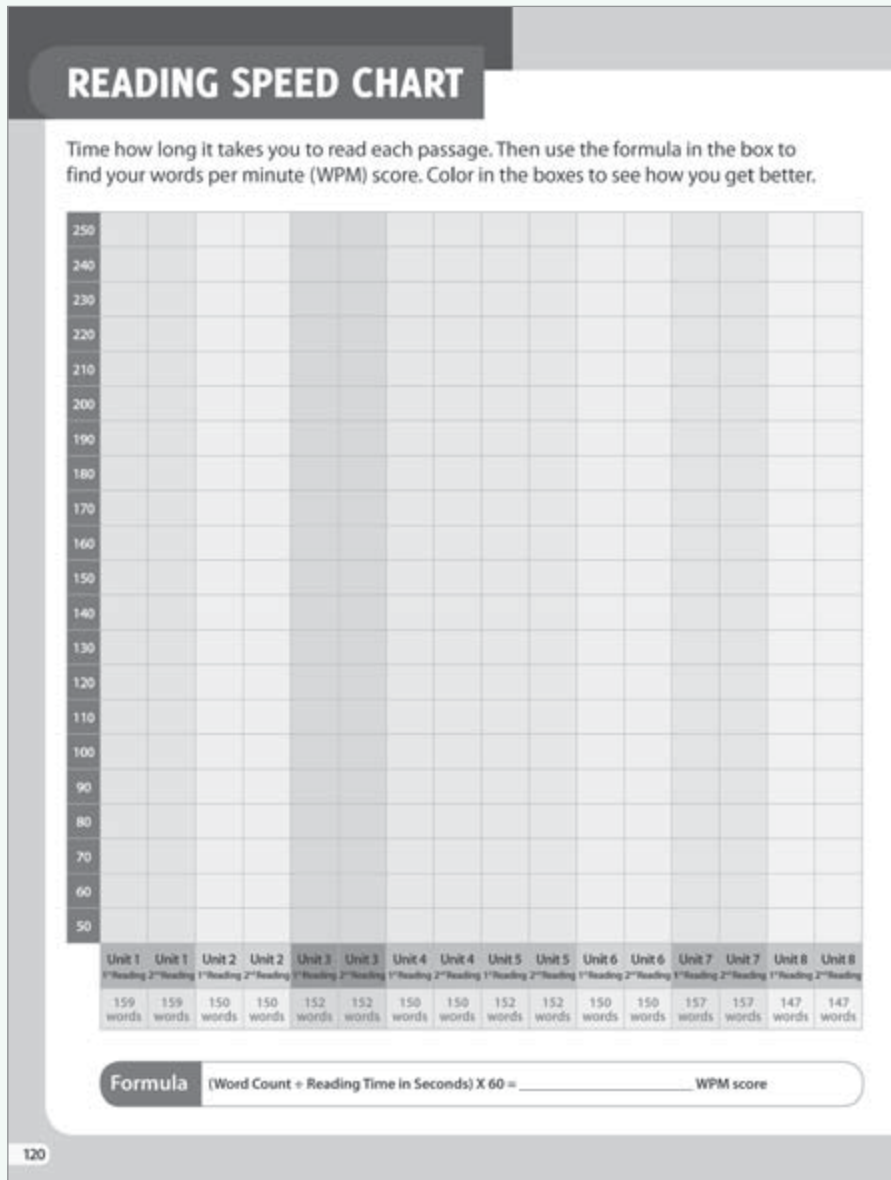
TEACHING TIPS

Level Tips

Low-Level Students: Track reading speed in class.

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

READING SPEED CHART



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 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 lots of new and unknown words and information. Reading speed and fluency should only be recorded with passages that the students know roughly 98 percent of the language and content of. 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.

