

Integrate

READING & WRITING

**TEACHER'S GUIDE WITH
ANSWER KEY**

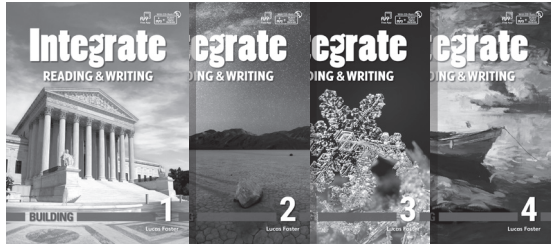
BUILDING

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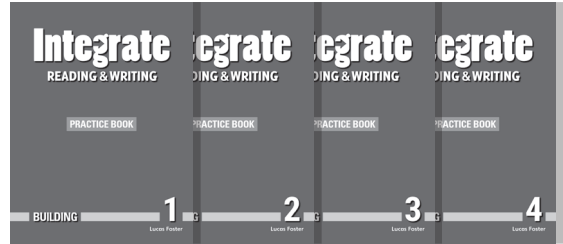
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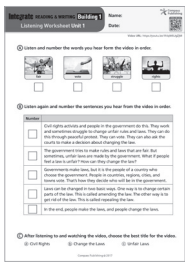
COMPONENTS



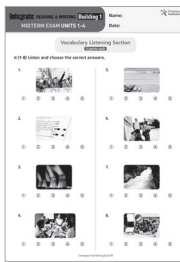
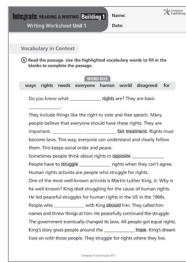
Student Book with CD-ROM



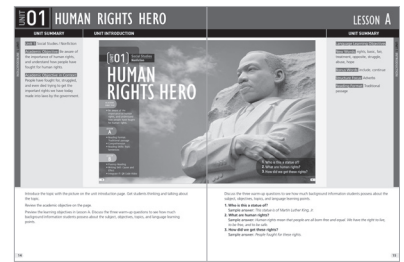
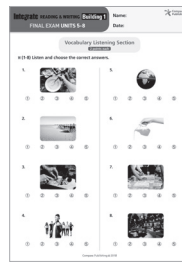
Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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

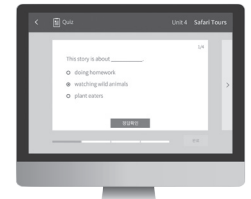
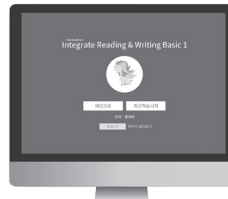


Mobile version



Desktop version

Integrate Viewer App



Class Booster

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

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

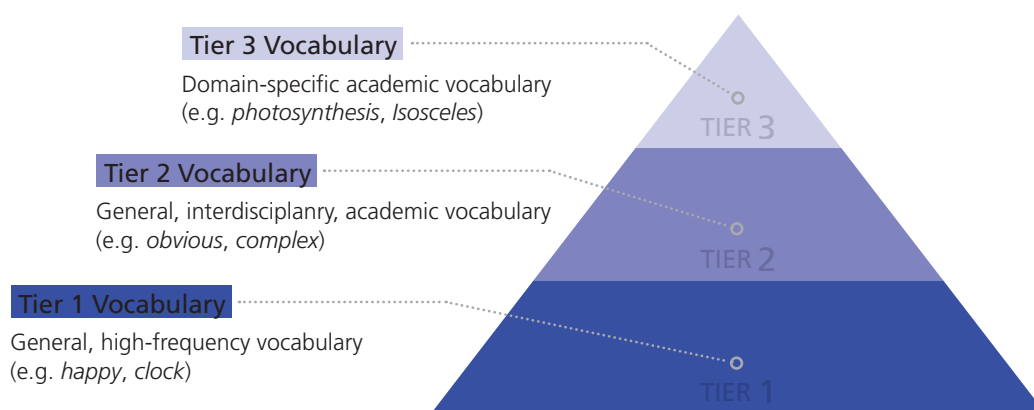
21st Century Skills

- 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)

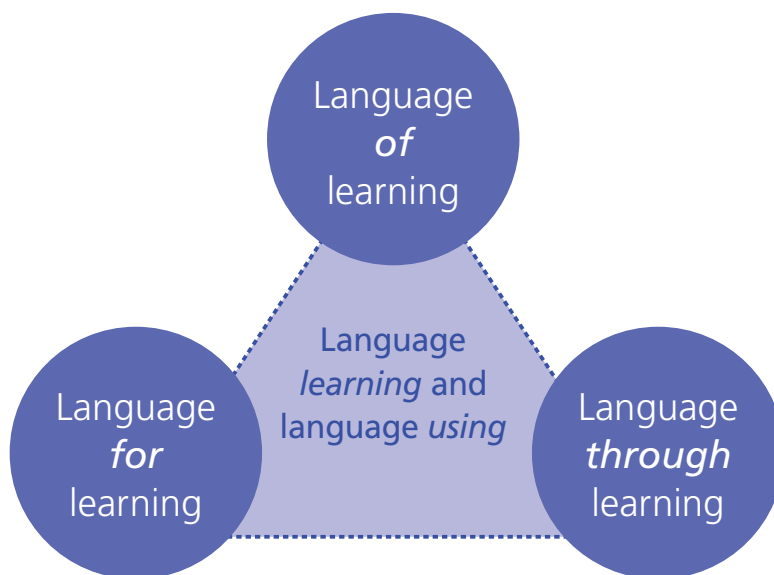
- Scaffolding, Preview, and Review

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	 UNIT 01 Nonfiction	Title / Word Count	Human Rights Hero Lesson A [175W] Lesson B [160W]		
		Topic	It's important to understand how we got human rights and the laws that protect them. Learn about struggles for human rights.		
		Academic Objective	Be aware of the importance of human rights, and understand how people have fought for human rights.		
		Reading Format	Traditional Passage		
		Structure	Adverbs: clearly, peacefully		
		Vocabulary	rights, basic, fair, treatment, opposite, struggle, abuse, hope Bonus: include, continue		
		Reading Skill	Topic Sentences Writing Skill Cause and Effect		
		Integrate IT	QR Code Video		
		SCIENCE	 UNIT 02 Fiction	Title / Word Count	Class Constitution Lesson A [181W] Lesson B [148W]
				Topic	Students spend the first day of school with their teacher deciding what rules should be in place and make a class constitution.
Academic Objective	Understand the importance, meaning, and role of a constitution.				
Reading Format	E-mail				
Structure	Phrasal Verbs: write down, put up				
Vocabulary	rule, conflict, debate, opinion, individual, ballot, collect, constitution Bonus: share, vote				
Reading Skill	Sequencing Writing Skill Topics and Details				
Integrate IT	QR Code Video				
SCIENCE	 UNIT 03 Nonfiction			Title / Word Count	1997 LEGO® Spill Lesson A [180W] Lesson B [172W]
				Topic	In 1997, millions of LEGO® bricks spilled into the ocean as a cargo ship was travelling near southern England.
		Academic Objective	Understand ocean currents and what causes them.		
		Reading Format	Blog		
		Structure	Modal Verbs of Possibility: could / couldn't		
		Vocabulary	accident, wave, drift, sink, ashore, current, rush, direction Bonus: container, flow		
		Reading Skill	Cause and Effect Writing Skill Sequencing		
		Integrate IT	QR Code Video		
		SCIENCE	 UNIT 04 Fiction	Title / Word Count	Tidal Turbines Lesson A [185W] Lesson B [177W]
				Topic	A student wins a science fair with an excellent idea for an alternative, clean energy source.
Academic Objective	Discuss and analyze data and information regarding tidal phenomena.				
Reading Format	Traditional Passage				
Structure	Superlative Adjectives: earliest, strongest				
Vocabulary	tide, turbine, generate, electricity, gravity, station, source, create Bonus: orbit, axis				
Reading Skill	Scanning Writing Skill Adding Details				
Integrate IT	QR Code Video				

TOPIC AREA	UNIT/PAGE	DETAILS			
MATH	 UNIT 05 Nonfiction	Title / Word Count	Baking Cakes	Lesson A [164W] Lesson B [163W]	
		Topic	Learn how to follow a recipe, including measuring the ingredients, to make a cake.		
		Academic Objective	Understand units for measuring volume, and express some using real-life examples.		
		Reading Format	Recipe		
		Structure	Adverbial Clauses: before / after		
		Vocabulary	wash, baking powder, sauce, smooth, pour, batter, decorate, cut Bonus: enjoy, cool		
		Reading Skill	Sequencing	Writing Skill	Using Imperatives
		Integrate IT	QR Code Video		
SPECIAL SUBJECT	 UNIT 06 Fiction	Title / Word Count	Party Planning	Lesson A [188W] Lesson B [170W]	
		Topic	Read an e-mail about planning a birthday party which includes calculations of both multiplication and division.		
		Academic Objective	Understand the relationship between multiplication and division, and use examples from daily life.		
		Reading Format	E-mail		
		Structure	Infinitives: I'd like to		
		Vocabulary	plan, bring, balloon, invite, guest, order, piece, liter Bonus: busy, bakery		
		Reading Skill	Organizing Details	Writing Skill	Synthesizing
		Integrate IT	QR Code Video		
SPECIAL SUBJECT	 UNIT 07 Nonfiction	Title / Word Count	Welcome to South America	Lesson A [177W] Lesson B [158W]	
		Topic	Read a profile of South America with a focus on its geography.		
		Academic Objective	Understand how to use maps to get information about continents, oceans, and countries.		
		Reading Format	Magazine Article		
		Structure	Definite Article: the		
		Vocabulary	continent, hemisphere, landscape, diverse, grassland, wetland, desert, mountain range Bonus: flat, point		
		Reading Skill	Interpreting Visual Information	Writing Skill	Monitoring Details
		Integrate IT	AR Images		
SPECIAL SUBJECT	 UNIT 08 Fiction	Title / Word Count	Visiting Brazil	Lesson A [178W] Lesson B [167W]	
		Topic	Read an interview with a girl from a multicultural family who visits her mother's hometown in Brazil.		
		Academic Objective	Understand that social diversity is important and that we can learn things from different people and places.		
		Reading Format	Interview		
		Structure	Ability: be able to		
		Vocabulary	visit, hometown, outdoor, delicacy, positive, energetic, understand, eager Bonus: enormous, southeast		
		Reading Skill	Making Inferences	Writing Skill	Giving Reasons
		Integrate IT	QR Code Video		

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Announcement	Use information from a survey and summary to write an announcement. Give a presentation.	104
Science	Units 3-4 Review	Blog Post	Use the information from a research results chart to write a post. Give a presentation.	108
Math	Units 5-6 Review	E-mail	Imagine you are planning a party. Use information from a summary to finish an e-mail to a friend. Give a presentation.	112
Special Subject	Units 7-8 Review	Interview	Imagine you went to a place you choose. Pretend you are being interviewed about the visit 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



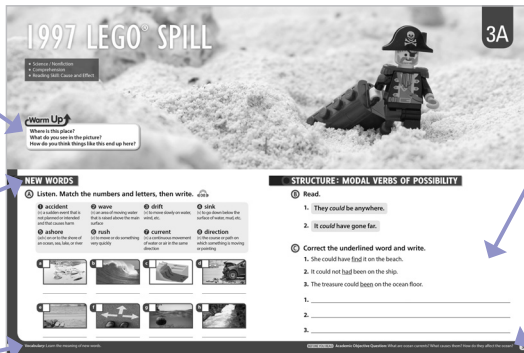
A clear overview summarizes what students will do throughout the unit.

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

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

Preview questions help guide the students' focus.

LESSON A INTRO



Students cognize the academic objective with warm-up questions.

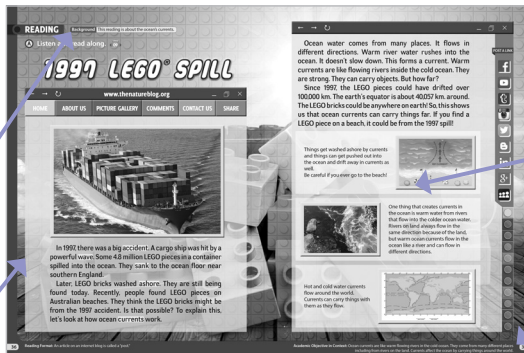
Key grammatical structures from the reading passage highlight authentic, practical use.

Learn the meaning of new vocabulary.

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

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

LESSON A PASSAGE



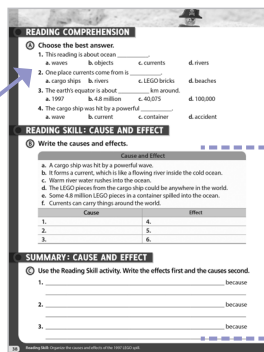
Background knowledge is provided to help activate the students' schemas.

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

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

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.

1997 LEGO Spill 3B

VOCABULARY REVIEW

Circle the correct word.

- The coin will **sink** / **drift** in the water.
- The **shore** / **wave** we lay at the beach today.
- Don't **drift** / **drift**. Take your time and think.
- Ocean **currents** / **directions** come from many different places.
- Many interesting things wash **shore** / **drift** at the beach.
- Be careful or you will have an **accident** / **shore**.
- The boat is going to **drift** / **direction** down the river.
- It's hard to tell which **direction** / **drift** you are going in on the ocean.

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

LESSON B PASSAGE

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.

1997 LEGO Spill

FLUENCY READING

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

VOCABULARY BOOK

accident waves drifted sink ashore currents waves directions containers flows

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

LESSON B SKILL TRANSFERENCE

A graphic organizer gives students practice with a writing skill.

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

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

INTEGRATE IT: QR CODE VIDEO

PREVIEW

01 ocean currents are streams of water that flow through the ocean like a river. What makes ocean currents flow?

Think and answer the question above.

DISCUSSION

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

- What makes a current?
- Are currents warm or cold?
- What can currents do?

SELF-ASSESSMENT

03

01 Match.

1. accident	• (1) in the course or path on which something is moving or passing
2. wave	• (2) to move slowly or wobble, wick, etc.
3. sink	• (3) to move or do something very quickly
4. sink	• (4) a continuous movement of water or air in the same direction
5. ashore	• (5) a sudden event that is not planned or intended and that causes harm
6. current	• (6) an object that can hold something
7. sink	• (7) to go down below the surface of water, mud, etc.
8. direction	• (8) (of electricity, gas, and / or liquid) moving continuously in the same direction
9. container	• (9) to be on or in the base of an ocean, sea, lake, or river
10. flow	• (10) an amount of flowing water that is raised above the level of land

02 Unscramble and write.

03 Think about yourself. Choose the best answer.

04 Ocean currents can move things around themselves.

05 Read and identify the cause and effects of ocean currents.

06 Write.

07 Read and make inferences about ocean currents.

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

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

REVIEW UNITS

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

UNIT 3-4 REVIEW

01 Read the information on tides together as a class. Look at the pin. Draw the moon in the correct position.

02

SUMMARY

03 Choose one case from the chart above and complete the sentences.

- Where is the moon on the side of _____?
- Height of the highest tide: The highest tide of it was _____.
- Where the moon is at highest tide: The moon is _____.
- Height of the lowest tide: The lowest tide of it is _____.
- Where the moon is at lowest tide: The moon is _____.

TIDES RESEARCH BLOG

04 Use the information from the research results chart to write a post. Give a presentation.

I researched _____

You can see where the moon is with my drawing.

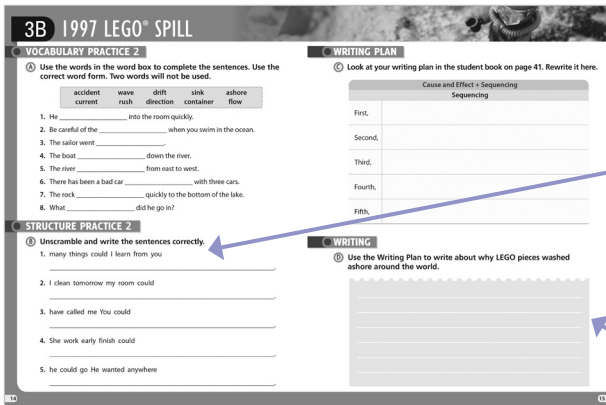
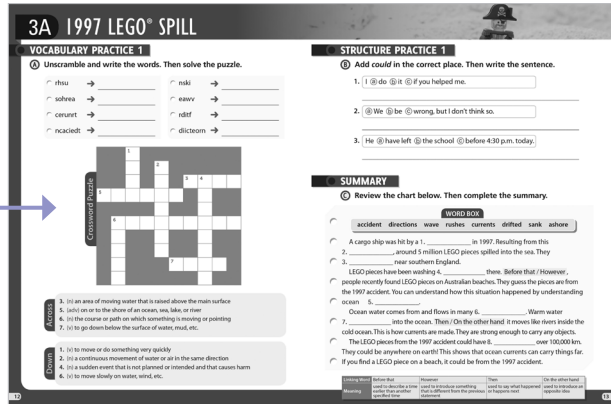
Highest Tide	Lowest Tide
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The detachable project templates can be customized and used to create a portfolio.

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.

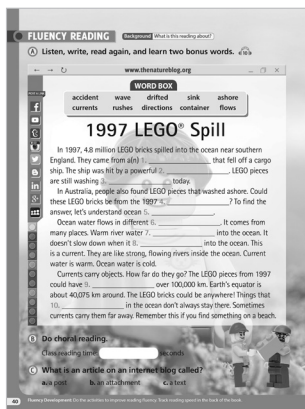


The grammar activities bolster the students' knowledge and ability to use the structure.

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.

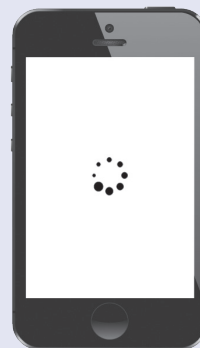
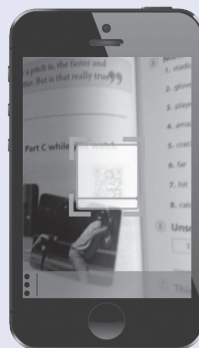
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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, and 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, and 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 third page of Lesson B, and 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	Student often struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student sometimes struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student doesn't usually struggle with understanding: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.
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 and 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 and steadily.
IT Skills & Literacy	<ul style="list-style-type: none"> • Student often struggles to connect the passage format to 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 SUMMARY

Unit 1: Social Studies / Nonfiction

Academic Objective: Be aware of the importance of human rights, and understand how people have fought for human rights.

Academic Objective in Context: People have fought for, struggled, and even died trying to get the important rights we have today made into laws by the government.

UNIT INTRODUCTION

(UNIT 01) Social Studies
Nonfiction

HUMAN RIGHTS HERO

ACADEMIC OBJECTIVE

- Be aware of the importance of human rights, and understand how people have fought for human rights.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skills: Topic Sentences

LESSON B

- Fluency Reading
- Writing Skill: Cause and Effect
- 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

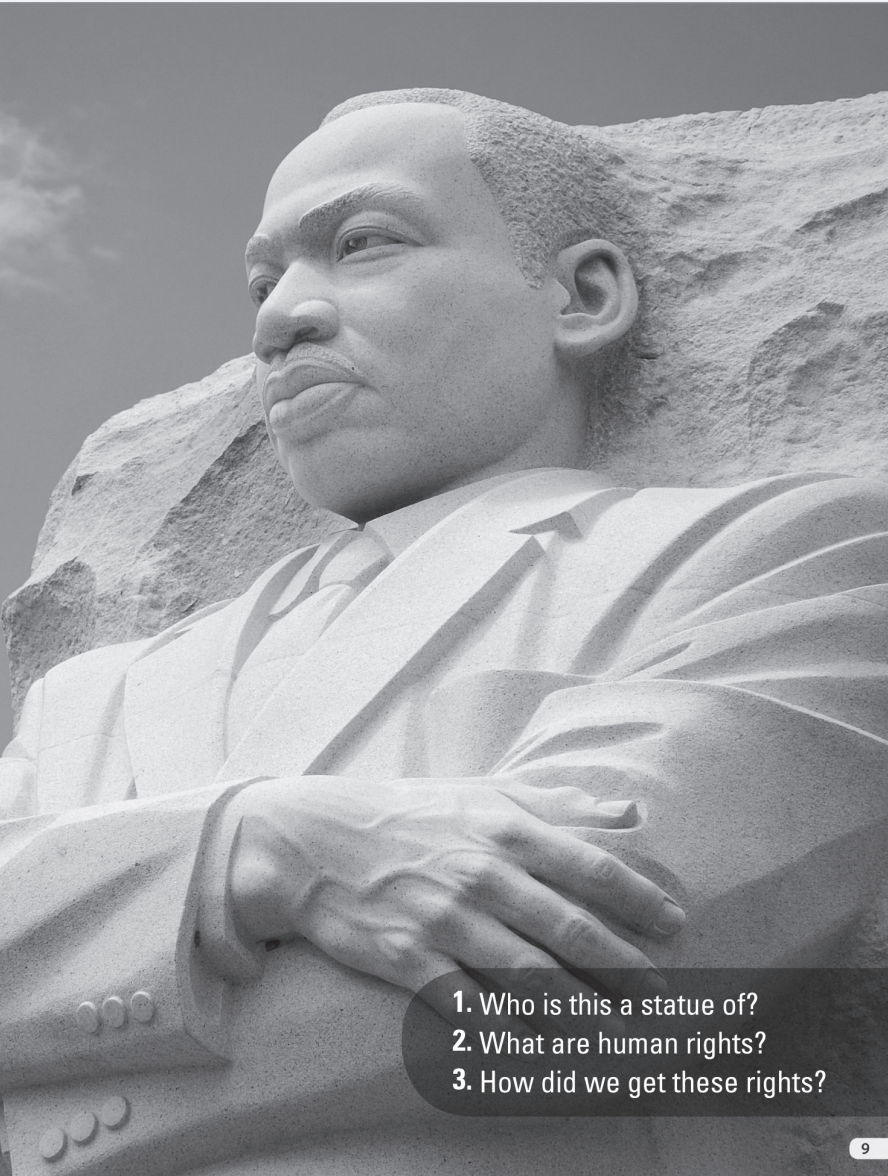
Language Learning Objectives

New Words: rights, basic, fair, treatment, opposite, struggle, abuse, hope

Bonus Words: include, continue

Structure Focus: Adverbs

Reading Format: Traditional passage



1. Who is this a statue of?
2. What are human rights?
3. How did we get these rights?

9

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

1. Who is this a statue of?

Sample answer: *This statue is of Martin Luther King, Jr.*

2. What are human rights?

Sample answer: *Human rights mean that people are all born free and equal. We have the right to live, to be free, and to be safe.*

3. How did we get these rights?

Sample answer: *People fought for these rights.*

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.

HUMAN RIGHTS HERO

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Topic Sentences

Warm Up

Why is there a large statue of Martin Luther King, Jr.?
 What did he do that was good?
 Who are there statues of where you live?

NEW WORDS

A Listen. Match the numbers and letters, then write.

- | | | | |
|--|---|--|---|
| 1 rights
(n) a list of the laws about what a citizen is allowed to do and will be protected from | 2 basic
(adj) relating to the most important part of something | 3 fair
(adj) what is thought to be the right or acceptable way to do something | 4 treatment
(n) the way that a person thinks about and acts toward someone or something |
| 5 opposite
(adj) completely different | 6 struggle
(v) to try very hard to do, get, or deal with something that is very difficult | 7 abuse
(v) to treat someone or something in a bad or harmful way | 8 hope
(n) the feeling of wanting something to happen and thinking that it could happen |

a 8  <u>hope</u>	b 5  <u>opposites</u>	c 7  <u>abuse</u>	d 1  <u>rights</u>
e 3  <u>treatment</u>	f 4  <u>treatment</u>	g 2  <u>basic</u>	h 6  <u>struggle</u>

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 are the basic human rights. Focus the attention of the students on these rights and ask them the warm-up questions:

1. Why is there a large statue of Martin Luther King, Jr.?

Sample answer: *He is a hero and people want to remember him.*

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

2. What did he do that was good?

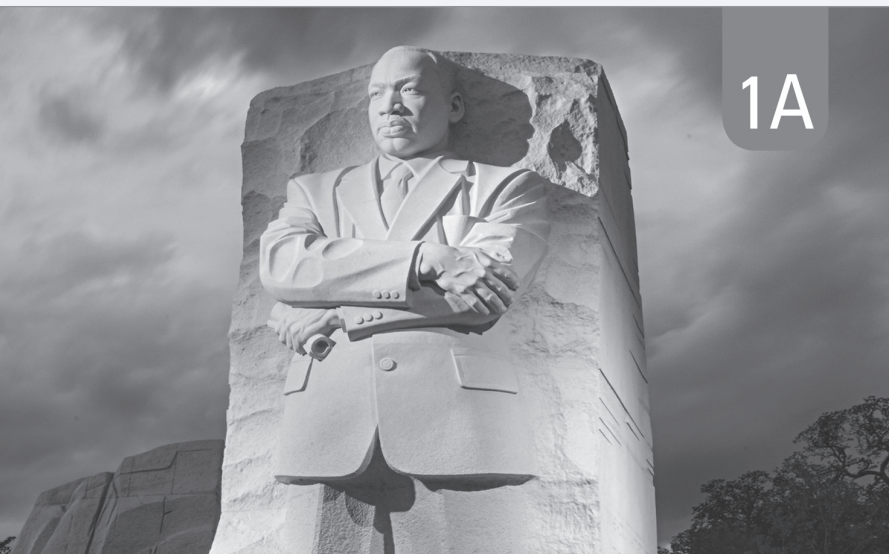
Sample answer: *He fought for human rights.*

3. Who are there statues of where you live?

Sample answer: *There is a statue of King Sejong in Seoul.*

Explain to the students that they will learn about human rights and human rights activists. Tell them that they will learn about a hero whose story gives people around the world hope. Explain that students will learn new words related to human rights and the people who are helping make the world a better place.

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



1A

STRUCTURE: ADVERBS

B Read.

1. They can *clearly understand* the law.
2. He fights *peacefully* for free speech.

C Unscramble and write.

1. the law eventually changed The government

2. easily lesson understood the She

3. people together live peacefully The

1. The government eventually changed the law.
2. She easily understood the lesson.
3. The people live peacefully together.

BEFORE YOU READ Academic Objective Question: How have people in the past helped give us the freedoms and human rights we all have today?

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 human rights activists in their country. Ask them what the human rights activists fought for. Ask them if they know any countries that don't allow their citizens to have human rights. Ask them what they can do to help.

READING

Background This reading is about human rights.

A Listen and read along.



Human Rights Hero

Do you know what human rights are? They are basic rights. They include things like the right to vote and free speech. Many



people believe that everyone should have these rights. They are important. Everyone needs fair treatment. Rights must become laws. This way, everyone can understand and clearly follow them. This keeps social order and peace.

Sometimes people think about rights in opposite ways. People have to struggle for rights when they can't agree. Human rights activists are people who

struggle for rights. One of the most well-known activists is

Martin Luther King, Jr. is known around the world as one of the greatest human rights activists who ever lived. His famous speech, "I have a dream," helped give people hope for a better future.



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: Human Rights Hero. Ask the students why they think this is the title. Explain this is because Martin Luther King, Jr. was a human rights hero.

READING PASSAGE

Martin Luther King, Jr. Why is he well-known? King died struggling for the cause of human rights. He led peaceful struggles for human rights in the US in the 1960s. People who disagreed with King abused him. They called him names and threw things at him. He peacefully continued the struggle. The government eventually changed its laws. All people got equal rights.

King's story gives people around the world hope. King's dream lives on with those people. They struggle for rights where they live.

The US government is broken up into three different groups called branches. When a law needs to be made, followed, and understood, these three branches work together. The branches are the legislative, the executive, and the judicial branches.



Academic Objective in Context: People have fought for, struggled, and even died trying to get the important rights we have today made into laws by the government.

13

PASSAGE DETAILS

Reading Format: Traditional passage

Academic Objective: Be aware of the importance of human rights, and understand how people have fought for human rights.

Academic Objective in Context: People have fought for, struggled, and even died trying to get the important rights we have today made into laws by the government.

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 three different branches of the US government are: legislative, executive, and judicial. Ask them to explain what each branch does by looking at the pictures.

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. What is NOT a reason why human rights must become laws? Correct answer: d. so people can disagree. Ask the students who makes the laws.

READING COMPREHENSION

- A Choose the best answer.**
- What is the reading about?
a. free speech **b. human rights** c. governments d. voting
 - What are people who struggle for human rights called?
a. actors b. strugglers c. righters **d. activists**
 - What is NOT a reason why human rights must become laws?
a. so society will be peaceful b. so people can follow them
c. so people can understand them **d. so people can disagree**
 - How does King's dream live on?
a. People have hope to struggle for rights.
b. People have all the rights they need.
c. People don't have to struggle anymore.
d. People aren't abused anymore.

READING SKILL: TOPIC SENTENCES

B Write the letters in order in the spaces below that match the topic of each paragraph.

- All people deserve fair treatment.
- Martin Luther King, Jr.'s story gives people hope.
- People have different views about human rights.
- Martin Luther King, Jr. fought for equal rights for all people.

The first paragraph's topic sentence	1.	a
The second paragraph's topic sentence	2.	c
The third paragraph's topic sentence	3.	d
The fourth paragraph's topic sentence	4.	b

SUMMARY : TOPIC SENTENCES

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

- All people deserve fair treatment.
- People have different views about human rights.
- Martin Luther King, Jr. fought for equal rights for all people.
- Martin Luther King, Jr.'s story gives people hope.

14 Reading Skill: Write the topic sentences from the reading about human rights.

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 a topic sentence is a sentence that summarizes the main idea of a paragraph. Tell the students to match topic sentences to each paragraph.

Ask students to write the sentences in correct order. 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.

rights abuse basic treatment fair struggle hope opposite

1. Food, water, and shelter are the **basic** things we need to live.
2. The team still has **hope** that they can win the game.
3. It's not **fair** if you go in front of everyone waiting in line.
4. Please don't **abuse** the puppy; be gentle and nice.
5. Sometimes we need to **struggle** when things aren't easy.
6. The teacher's **treatment** of the students was very good.
7. Everyone should have equal **rights**.
8. We can't agree because we think in **opposite** ways.

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 question on the first page of Lesson B.

1. Are there any holidays to remember human rights activists in your country?

Sample answer: *On May 18, we remember the people who fought for democracy.*

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, read again, and learn two bonus words.  04

Human Rights Hero

Human (rights / treatment) are (fair / basic) rights. An example is the right to have (fair / basic) (hope / treatment). Another example is free speech. Many people think everyone should have human rights. Everyone needs fair treatment. So human rights are important. They must become laws. All people can understand and follow laws. Laws help keep society orderly and peaceful.

Sometimes people think in (opposite / fair) ways about rights. People (hope / struggle) for rights when they can't agree. Human rights activists struggle for rights.

Martin Luther King, Jr. is one of the most well-known activists. He lived in the US in the 1960s. He died fighting peacefully for human rights. He led important struggles for human rights. King was (included / abused) by people who disagreed with him. Yet he (continued / struggled) to struggle for human rights peacefully. The government changed its laws to (include / abuse) everyone because of King. All people got equal rights.

King's story gives people everywhere (treatment / hope). His dream lives on. People struggle for rights where they live.



B Do sustained silent reading.

Class reading time: times will vary seconds

C Where are traditional passages often found?

- a. school books
- b. magazines
- c. newspapers

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 Martin Luther King, Jr. fought for human rights.*

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: CAUSE AND EFFECT

A Write the letters in the correct place to complete the chart below.

- a. Laws are needed to protect human rights.
- b. People want to fight for human rights.
- c. People have different views about human rights.
- d. The government changed the laws to give all people equal rights.
- e. Martin Luther King, Jr. fought for equal rights for all people.
- f. Martin Luther King Jr.'s story gives people hope.
- g. People have to fight for equal rights.
- h. All people deserve fair treatment.

Cause		⇒	Effect	
1.	h	⇒	2.	a
3.	c	⇒	4.	g
5.	e	⇒	6.	d
6.	f	⇒	8.	b

WRITING PLAN

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

Topic Sentences + Cause and Effect	
Cause (Topic 1):	All people deserve fair treatment.
Effect:	Laws are needed to protect human rights.
Cause (Topic 2):	People have different views about human rights.
Effect:	People have to fight for equal rights.
Cause (Topic 3):	Martin Luther King, Jr. fought for equal rights for all people.
Effect:	The government changed the laws to give all people equal rights.
Cause (Topic 4):	Martin Luther King, Jr.'s story gives people hope.
Effect:	People want to fight for human rights.

WRITING SKILL EXPANSION

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

Writing Skill: Explain the cause and effect relationships in Martin Luther King, Jr.'s story. 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 the students that cause is the reason why something happens and effect is the result of what happens because of the cause. Tell them that they need to match each cause with its effect. 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: topic sentences. 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.

“What if people feel a law is unfair? How can they change the law?”

Think and answer the question above.

Inference (sample) They can work together to get rid of a law.

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

Learn more about human rights!

DISCUSSION

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

Think while you watch:

1. What are people who struggle for rights called?
They are called civil rights activists.
2. Who makes laws?
Governments make laws.
3. Who changes laws or removes them?
Civil rights activists and the government can change or remove laws.

Explain to the students that they will now watch a video about who makes the laws and how laws can be changed. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *They can work together to get rid of a law.*

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. rights | • | a. (adj) what is thought to be the right or acceptable way to do something |
| 2. basic | • | b. (v) to keep doing something; not stop |
| 3. fair | • | c. (adj) completely different |
| 4. treatment | • | d. (v) to treat someone or something in a bad or harmful way |
| 5. opposite | • | e. (n) the feeling of wanting something to happen and thinking that it could happen |
| 6. struggle | • | f. (n) a list of the laws about what a citizen is allowed to do and will be protected from |
| 7. abuse | • | g. (v) to be a part of a group or a whole |
| 8. hope | • | h. (n) the way that a person thinks about and acts toward someone or something |
| 9. include | • | i. (v) to try very hard to do, get, or deal something that is very difficult |
| 10. continue | • | j. (adj) relating to the most important part of something |

B Unscramble and write.

fairly should be treated All people

All people should be treated fairly.

C Think about yourself. Choose the best answer.

Academic Objective	People in the past struggled to help give us the human rights we have today.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can identify topic sentences in the the things I read.	<input type="radio"/> answers will vary <input type="radio"/>
Writing Skill	I can write about cause and effect relationships.	<input type="radio"/> answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about human rights. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <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 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: Understand the importance, meaning, and role of a constitution.

Academic Objective in Context: The meaning and role of a constitution is for a group of people to clearly understand and follow the rules that everyone agrees on.

UNIT INTRODUCTION

(UNIT 02) Social Studies Fiction

CLASS CONSTITUTION

ACADEMIC OBJECTIVE

- Understand the importance, meaning, and role of a constitution.

LESSON A

- Reading Format: E-mail
- Comprehension
- Reading Skill: Sequencing

LESSON B

- Fluency Reading
- Writing Skill: Topics and Details
- Integrate IT: QR Code Video

20

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

Review the academic objective on the page.

Preview the learning objectives in Lesson A. 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: rule, conflict, debate, opinion, individual, collect, ballot, constitution

Bonus Words: share, vote

Structure Focus: Phrasal Verbs

Reading Format: E-mail



1. What do you think this piece of paper is?
2. Who made it?
3. Why is it important?

21

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what basic laws of their country they know about to activate prior knowledge.

1. What do you think this piece of paper is?

Sample answer: *It is the constitution of a country.*

2. Who made it?

Sample answer: *A group of people who made the USA into a country.*

3. Why is it important?

Sample answer: *It contains all the rules and laws of the country.*

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.

CLASS CONSTITUTION

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

Warm Up

What are constitutions? How are they made? How do we use them?

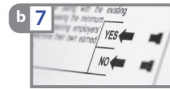
NEW WORDS

A Listen. Match the numbers and letters, then write. 05

- | | | | |
|--|---|--|--|
| 1 rule
(n) a written statement that lists what is or isn't allowed in a place or situation | 2 conflict
(n) feelings or opinions that disagree with one another | 3 debate
(v) to discuss between people when they express different ideas about something | 4 opinion
(n) a belief, judgment, or way of thinking about something |
| 5 individual
(adj) about one member of a larger group | 6 collect
(v) to get things from different places and bring them together | 7 ballot
(n) a ticket or piece of paper used to vote in an election | 8 constitution
(n) a paper that lists a system of laws or rules that a group of people must follow |



opinion



ballot



conflict



collect



rule



debate



individual



constitution

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what the basic rules and laws of a country may be. Focus the attention of the students on these rules and laws and ask them the warm-up questions:

1. What are constitutions?

Sample answer: *Constitutions are the rules and laws of a country.*

2. How are they made?

Sample answer: *A group of important people debate and agree on the constitutions.*

3. How do we use them?

Sample answer: *We use them by following the laws that the constitution contains.*

Explain to the students that they will learn about a class working together to agree on the rules of the classroom. Tell them that it is not just countries that have constitutions; groups, like a school or classroom, can also have a constitution. Explain that students will learn new words related to the making of rules. Play audio **track 05** and ask students to say and write each word as they hear them.



2A

STRUCTURE: PHRASAL VERBS

B Read.

1. She **wrote down** the words on the board.
2. We **put up** the poster on the wall.

C Unscramble and write.

1.

wrote down	all	the ideas	The	students
------------	-----	-----------	-----	----------

2.

She	the wall	on	the picture	put up
-----	----------	----	-------------	--------

3.

votes	the	counted up	all	We
-------	-----	------------	-----	----

1. **The students wrote down all the ideas.** _____.
2. **She put up the picture on the wall.** _____.
3. **We counted up all the votes.** _____.

BEFORE YOU READ Academic Objective Question: What is the meaning and role of a constitution?

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. Allow students to role-play different characters.

High-Level Students: Ask the students to make connections between the contents of the passage and their own experiences with classroom rules.

READING

Background This reading is about making rules.

A Listen and read along. 

Class Constitution

To Pete12345@supergreatmail.com

From Nate

Subject Class Constitution

Dear Pete,

Today was the first day of class. My new teacher, Ms. Diggs, told us that we should make the class rules.

First, we all shared our ideas about rules. There were lots of great ideas. Ms. Diggs wrote them on the board. Some of the ideas were similar, but others were in conflict. There were too many suggestions.


Next, Ms. Diggs put us into different teams. Each team chose ten rules. We debated our opinions. Sometimes we agreed, but other times we couldn't. Ms. Diggs erased the rules that we agreed weren't needed. There were still fifteen rules left.

We each voted for the ten best rules. Everyone went back to their individual desk. We took out a piece of paper and wrote down the fifteen rules. Ms. Diggs collected everyone's ballot. We counted up the votes.

The ten rules that got the most votes became our class constitution. Ms. Diggs printed it on a special piece of paper. She put it up on the wall. We can all see and remember it easily.

How was your first day of school?

-Nate

Send     

24

Reading Format: The subject of an e-mail lets the reader know what an e-mail is about before they open it.

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

Explain to the students that the reading format of this passage is an e-mail. Ask the students what the subject of this e-mail is. Explain to them that the subject is like a title; it explains to the reader what the e-mail is about.

Review the title of the reading: Class Constitution. Ask the students why they think this is the title. Explain this is because the class voted for the best rules that became the class constitution.

READING PASSAGE

PASSAGE DETAILS



Reading Format: E-mail

Academic Objective: Understand the importance, meaning, and role of a constitution.

Academic Objective in Context: The meaning and role of a constitution is for a group of people to clearly understand and follow the rules that everyone agrees on.

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 the steps the class took to make their class constitution using the pictures. Discuss with the students why the teacher put the students into different teams. Ask them why they think having a class constitution is a good idea.

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 did the teams do? Correct answer: d. debate. Ask the students what the students in the teams debated.

READING COMPREHENSION

- A Choose the best answer.**
1. What is the reading about?
a. debate class b. class voting **C** class rules d. class work
 2. What did the teams do?
a. make the rules b. vote c. share ideas **D** debate
 3. What did Ms. Diggs print on a special piece of paper?
A the class constitution b. all the ideas
c. the voting ballots d. the names of the students
 4. Who was the e-mail sent to?
a. Ms. Diggs b. the class c. Nate **D** Pete

READING SKILL: SEQUENCING

B Write the letters in the correct order.

a.	b.	c.	d.	e.
The class constitution was printed on a special piece of paper and posted in the classroom.	Students were put into different teams and had a debate to decide on the fifteen best rules.	Students shared many ideas about the class rules. Ms. Diggs wrote down all the ideas on the board.	Students wrote down the fifteen rules and voted for the ten best rules.	The class counted the ballots to see which rules got the most votes and would be included in the constitution.
5	2	1	3	4

SUMMARY: SEQUENCING

- C Use the reading skill activity. Write the events in order.**
1. Students shared many ideas about the class rules. Ms. Diggs wrote down all the ideas on the board.
 2. Students were put into different teams and had a debate to decide on the fifteen best rules.
 3. Students wrote down the fifteen rules and voted for the ten best rules.
 4. The class counted the ballots to see which rules got the most votes and would be included in the constitution.
 5. The class constitution was printed on a special piece of paper and posted in the classroom.

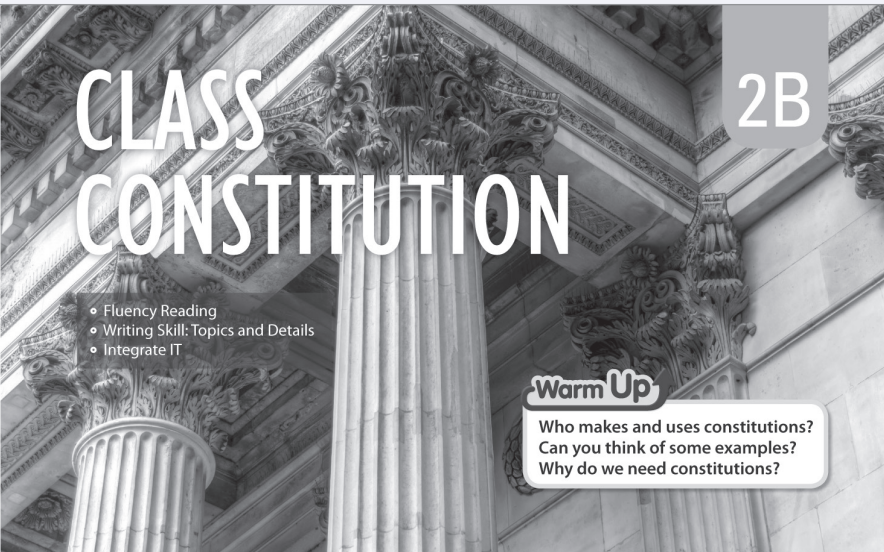
Reading Comprehension:

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 put the events in the correct order. 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.



CLASS CONSTITUTION

2B

- Fluency Reading
- Writing Skill: Topics and Details
- Integrate IT

Warm Up

Who makes and uses constitutions?
Can you think of some examples?
Why do we need constitutions?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

rules debate opinion conflicts collect individual ballot constitution

1. I like to collect coins from different countries.
2. Please follow the rules and don't talk in the library.
3. What is your opinion about this idea? Do you like it?
4. This is your individual seat, so you don't have to share it.
5. Let's debate the three different ideas.
6. Write your votes on the ballot.
7. The dog and cat always have conflicts.
8. Most countries have a(n) constitution.

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. Who makes and uses constitutions?

Sample answer: *A group of leaders makes and uses constitutions.*

2. Can you think of some examples?

Sample answer: *The government of a country makes and uses constitutions.*

3. Why do we need constitutions?

Sample answer: *We need constitutions to keep everyone happy and safe.*

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, read again, and learn two bonus words.

Class Constitution

To: Pete12345@supergreatmail.com
 From: Nate
 Subject: Class Constitution

Today was the first day of class with my new teacher. Ms. Diggs told us that we should make some class (constitution / rules). We all (shared / collected) our ideas about rules first. Many great ideas were suggested. Ms. Diggs wrote them on the board. Some of the ideas were in (collected / conflict), while others were similar.

After that, Ms. Diggs put us into teams. The teams all chose ten rules. Then, we (debated / voted) our (conflicts / opinions). We couldn't agree sometimes, but other times we did. The rules that we agreed we didn't need were erased. We had fifteen rules left.

Everyone went to their (individual / ballot) desk after the debate. We each wrote the fifteen rules on our papers. Then we (collected / voted) to choose the ten best rules. Ms. Diggs (debated / collected) everyone's (constitution / ballot). We counted up the votes and chose the ten rules that got the most votes. They became our class (opinion / constitution).

-Nate

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

C What is the subject of this e-mail?
 a. Class Voting **b. Class Constitution** c. Pete12345

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 students making their own class constitution.*

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. 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: TOPICS AND DETAILS

A Write the letters in the correct place to complete the chart below.

- a. Everyone counted up the top ten most popular rules and made their class constitution.
- b. Ms. Diggs put the students into teams and had a debate.
- c. The students shared all their ideas for rules.
- d. Students wrote down the ballot and voted.

Topics	⇒	Details
1. Brainstorming	⇒	c
2. Debating	⇒	b
3. Voting	⇒	d
4. Counting	⇒	a

WRITING PLAN

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

Sequencing + Topics and Details	
1.	The first thing the class did was brainstorm _____. The students shared all their ideas for rules. _____.
2.	Next, the students debated. Ms. Diggs put the students into teams and had a debate.
3.	Then the students voted. Students wrote down the ballot and voted.
4.	Last, the students counted. Everyone counted up the top ten most popular rules and made their class constitution.

WRITING SKILL EXPANSION

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

Level Tips 

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that the topic and details 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.

“Groups make constitutions for themselves. The rules are for everyone in the group to follow. What kinds of groups do you think make and use constitutions?”

Think and answer the question above.

Inference (sample) Companies make and use constitutions.

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

Learn more about constitutions!

DISCUSSION

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

Think while you watch:

1. Why do we need constitutions?
People need rules to follow.
2. Who makes a constitution?
Both big and small groups make constitutions.
3. How can people make a constitution?
They can decide on the rules together.

Explain to the students that they will now watch a video about the kinds of groups that make and follow constitutions. 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: *Companies make and use constitutions.*

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. rule | — | a. (n) a written statement that lists what is or isn't allowed in a place or situation |
| 2. conflict | — | b. (n) a belief, judgment, or way of thinking about something |
| 3. debate | — | c. (n) feelings or opinions that disagree with one another |
| 4. opinion | — | d. (v) to discuss between people when they express different ideas about something |
| 5. individual | — | e. (n) a ticket or piece of paper used to vote in an election |
| 6. collect | — | f. (v) to make a choice for or against something |
| 7. ballot | — | g. (v) to get things from different places and bring them together |
| 8. constitution | — | h. (v) to tell someone about your feelings, thoughts, etc. |
| 9. share | — | i. (n) a paper that lists a system of laws or rules that a group of people must follow |
| 10. vote | — | j. (adj) about one member of a larger group |

B Unscramble and write.

wrote down rules the of We all paper on a piece

We wrote down all of the rules on a piece of paper.

C Think about yourself. Choose the best answer.

Academic Objective	Constitutions are like posters for putting up on the wall of a classroom.	True <input type="radio"/> False <input checked="" type="radio"/>
Reading Skill	I can sequence things I read about.	answers will vary <input type="radio"/>
Writing Skill	I can organize topics and details in my writing.	answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about constitutions. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary <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.

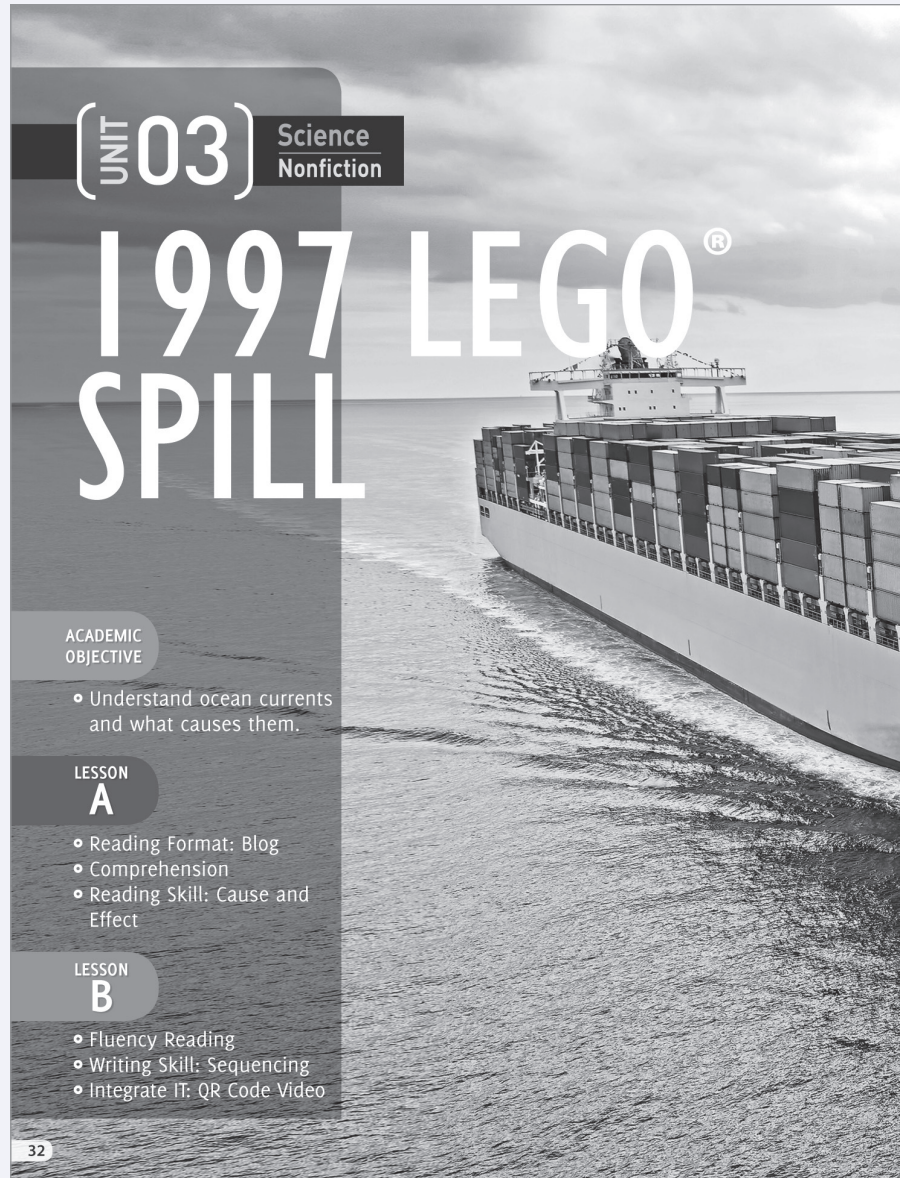
UNIT SUMMARY

Unit 3: Science / Nonfiction

Academic Objective: Understand ocean currents and what causes them.

Academic Objective in Context: Ocean currents are like warm flowing rivers in the cold ocean. They come from many different places, including from rivers on the land. Currents affect the ocean by carrying things around the world.

UNIT INTRODUCTION



(UNIT 03) Science
Nonfiction

1997 LEGO® SPILL

ACADEMIC OBJECTIVE

- Understand ocean currents and what causes them.

LESSON A

- Reading Format: Blog
- Comprehension
- Reading Skill: Cause and Effect

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: accident, wave, drift, sink, ashore, current, rush, direction

Bonus Words: container, flow

Structure Focus: Modal Verbs of Possibility

Reading Format: Blog



1. What do you see in this picture?
2. How do things move on the ocean?
3. How do things move under water?

33

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about how things travel in the ocean to activate prior knowledge.

1. What do you see in this picture?

Sample answer: *I see a big ship in the ocean.*

2. How do things move on the ocean?

Sample answer: *The wind moves things on the ocean.*

3. How do things move under water?

Sample answer: *Ocean waves move things under water.*

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.



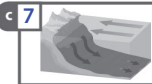





High-Level Students: After completing the new words activity on page 34, check the answers by giving students 1-2 minutes to memorize the new words on page 34, and then ask them to close the book and recall each word from memory.



NEW WORDS

A Listen. Match the numbers and letters, then write.  08

- | | | | |
|--|--|---|---|
| 1 accident
(n) a sudden event that is not planned or intended and that causes harm | 2 wave
(n) an area of moving water that is raised above the main surface | 3 drift
(v) to move slowly on water, wind, etc. | 4 sink
(v) to go down below the surface of water, mud, etc. |
| 5 ashore
(adv) on or to the shore of an ocean, sea, lake, or river | 6 rush
(v) to move or do something very quickly | 7 current
(n) a continuous movement of water or air in the same direction | 8 direction
(n) the course or path on which something is moving or pointing |

a 4  _____ <u>sink</u> _____	b 2  _____ <u>wave</u> _____	c 7  _____ <u>current</u> _____	d 1  _____ <u>accident</u> _____
e 5  _____ <u>ashore</u> _____	f 8  _____ <u>direction</u> _____	g 3  _____ <u>drift</u> _____	h 6  _____ <u>rush</u> _____

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 LEGO toy in the sand and ask them the warm-up questions:

1. Where is this place?

Sample answer: *It looks like a beach.*

2. What do you see in the picture?

Sample answer: *I see a LEGO toy.*

3. How do you think things like this end up here?

Sample answer: *Ocean waves bring things to shore.*

Explain to the students that a cargo ship is a big ship with containers used to transport things from one country to another. Ask students what kinds of things can go in these containers. Ask them why cargo ships are used.

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



3A

STRUCTURE: MODAL VERBS OF POSSIBILITY

B Read.

1. They could be anywhere.
2. It could have gone far.

C Correct the underlined word and write.

1. She could have find it on the beach.
 2. It could not had been on the ship.
 3. The treasure could been on the ocean floor.
1. She could have found it on the beach. _____
 2. It could not have been the ship. _____
 3. The treasure could be on the ocean floor. _____

BEFORE YOU READ Academic Objective Question: What are ocean currents? What causes them? How do they affect the ocean?

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 other things that have traveled long distances in the ocean that they have heard about.


READING Background This reading is about the ocean's currents.

A Listen and read along. 09

1997 LEGO® SPILL

www.thenatureblog.org

HOME ABOUT US PICTURE GALLERY COMMENTS CONTACT US SHARE



In 1997, there was a big accident. A cargo ship was hit by a powerful wave. Some 4.8 million LEGO pieces in a container spilled into the ocean. They sank to the ocean floor near southern England.

Later, LEGO bricks washed ashore. They are still being found today. Recently, people found LEGO pieces on Australian beaches. They think the LEGO bricks might be from the 1997 accident. Is that possible? To explain this, let's look at how ocean currents work.

36 Reading Format: An article on an internet blog is called a "post."

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

Explain to the students that the reading format of this passage is a blog. Tell the students that a blog is a place on the Internet where people can write about things they are interested in. Tell them that an article on an Internet blog is called a post. Explain that the top bar under the blog address is the menu. Ask the students what they see in the menu.

Review the title of the reading: 1997 LEGO Spill. Ask the students why they think this is the title. Explain this is because the article is about a big accident in 1997. Millions of LEGO pieces spilled into the ocean from a cargo ship.

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. 4. The cargo ship was hit by a powerful _____. Correct answer: a. wave. Ask students to explain what happened next.

READING COMPREHENSION

A Choose the best answer.

- This reading is about ocean _____.
a. waves b. objects **c. currents** d. rivers
- One place currents come from is _____.
a. cargo ships **b. rivers** c. LEGO bricks d. beaches
- The earth's equator is about _____ km around.
a. 1997 b. 4.8 million **c. 40,075** d. 100,000
- The cargo ship was hit by a powerful _____.
a. wave b. current c. container d. accident

READING SKILL: CAUSE AND EFFECT

B Write the letters in the correct place to complete the chart.

- A cargo ship was hit by a powerful wave.
- A current forms which is like a flowing river inside the cold ocean.
- Warm river water rushes into the ocean.
- The LEGO pieces from the cargo ship could be anywhere in the world.
- Some 4.8 million LEGO pieces in a container spilled into the ocean.
- Currents can carry things around the world.

	Cause	⇒	Effect
1.	a	⇒	4.
2.	c	⇒	5.
3.	f	⇒	6.

SUMMARY: CAUSE AND EFFECT

C Use the reading skill activity. Write the effects first and the causes second.

- Some 4.8 million LEGO pieces in a container spilled into the ocean
because a cargo ship was hit by a powerful wave.
- A current forms which is like a flowing river inside the cold ocean
because warm river water rushes into the ocean.
- The LEGO pieces from the cargo ship could be anywhere in the world
because currents can carry things around the world.

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 *cause* is the reason why something happens and *effect* is the result of what happens because of the cause. Tell them that they need to match each cause with its effect. Tell the students to write the correct letters in the diagram. Complete the activity together as a class.

Ask students to write sentences connecting the effect to the cause with because in the summary section, and then randomly call students to read their answers.



- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT

Warm Up

How do things that sink to the ocean floor move around?
How far can they go?

VOCABULARY REVIEW

A Circle the correct word.

1. The coin will sink / drift in the water.
2. The ashore / waves are big at the beach today.
3. Don't sink / rush. Take your time and think.
4. Ocean currents / directions come from many different places.
5. Many interesting things wash ashore / drift at the beach.
6. Be careful or you will have an accident / ashore.
7. The boat is going to drift / direction down the river.
8. It's hard to tell which direction / drift you are going in on the ocean.

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. How do things that sink to the ocean floor move around?

Sample answer: *Currents can carry objects around.*

2. How far can they go?

Sample answer: *They can go all around the world.*

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.

The screenshot shows a browser window at www.thenatureblog.org. A 'WORD BOX' contains the following words: accident, wave, drifted, sink, ashore, currents, rushes, directions, container, flows. The article title is '1997 LEGO® Spill'. The text contains 10 numbered blanks for students to fill in using the words from the word box.

B Do choral reading.

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

C What is an article on an internet blog called?

- a. a post
- b. an attachment
- c. a text

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 1997 LEGO spill and ocean currents.*

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 Write the letters in the correct order.

a.	b.	c.	d.	e.
People in Australia found LEGO pieces on beaches there.	Currents carried the LEGO pieces all over the world.	A cargo ship was hit by a powerful wave.	The LEGO pieces started washing up on the beaches of southern England.	4.8 million LEGO pieces spilled into the ocean.
5	4	1	3	2

WRITING PLAN

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

Cause and Effect + Sequencing	
Sequencing	
First,	A cargo ship was hit by a powerful wave.
Second,	4.8 million LEGO pieces spilled into the ocean.
Third,	The LEGO pieces started washing up on the beaches of southern England.
Fourth,	Currents carried the LEGO pieces all over the world.
Fifth,	People in Australia found LEGO pieces on beaches there.

WRITING SKILL EXPANSION

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

Writing Skill: Sequencing the events that explain how the 1997 LEGO spill happened. 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 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: *cause and effect*. 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.

“Ocean currents are streams of water that flow through the ocean like a river. What makes ocean currents flow?”

Think and answer the question above.

Inference (sample) Very strong winds can make ocean currents flow.

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

 Learn more about currents!



DISCUSSION

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

Think while you watch:

- What makes a current?
Strong winds, hot and cold temperatures, rivers, and the saltiness all make ocean currents flow.
- Are currents warm or cold?
Currents are changed by hot and cold water.
- What can currents do?
Currents can pick up and move sand, dirt, rocks, and other things.

Explain to the students that they will now watch a video about ocean currents, what makes them flow, and the two different kinds. 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: *Very strong winds can make currents flow.*

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. accident | • | a. (n) the course or path on which something is moving or pointing |
| 2. wave | • | b. (v) to move slowly on water, wind, etc. |
| 3. drift | • | c. (v) to move or do something very quickly |
| 4. sink | • | d. (n) a continuous movement of water or air in the same direction |
| 5. ashore | • | e. (n) a sudden event that is not planned or intended and that causes harm |
| 6. current | • | f. (n) an object that can hold something |
| 7. rush | • | g. (v) to go down below the surface of water, mud, etc. |
| 8. direction | • | h. (v) electricity, gas, and / or liquid moving continuously in the same direction |
| 9. container | • | i. (adv) on or to the shore of an ocean, sea, lake, or river |
| 10. flow | • | j. (n) an area of moving water that is raised above the main surface |

B Unscramble and write.

could They anywhere earth on be

They could be anywhere on earth.

C Think about yourself. Choose the best answer.

Academic Objective	Ocean currents can move things around the world.	<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"/>
Writing Skill	I can sequence things in my writing.	<input type="radio"/> answers will vary	<input type="radio"/>
Integrate IT	I can discuss and make inferences about ocean currents. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary	<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 4: Science / Fiction

Academic Objective: Discuss and analyze data and information regarding tidal phenomena.

Academic Objective in Context: Ocean tides are the movement of water levels caused by the effects of the Sun and Moon's gravity on the Earth. We can generate lots of power from tides with power stations that have turbines.

UNIT INTRODUCTION

(UNIT 04) Science Fiction

TIDAL TURBINES

ACADEMIC OBJECTIVE

- Discuss and analyze data and information regarding tidal phenomena.

LESSON A

- Reading Format: Traditional Passage
- Comprehension
- Reading Skill: Scanning

LESSON B

- Fluency Reading
- Writing Skill: Adding Details
- 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

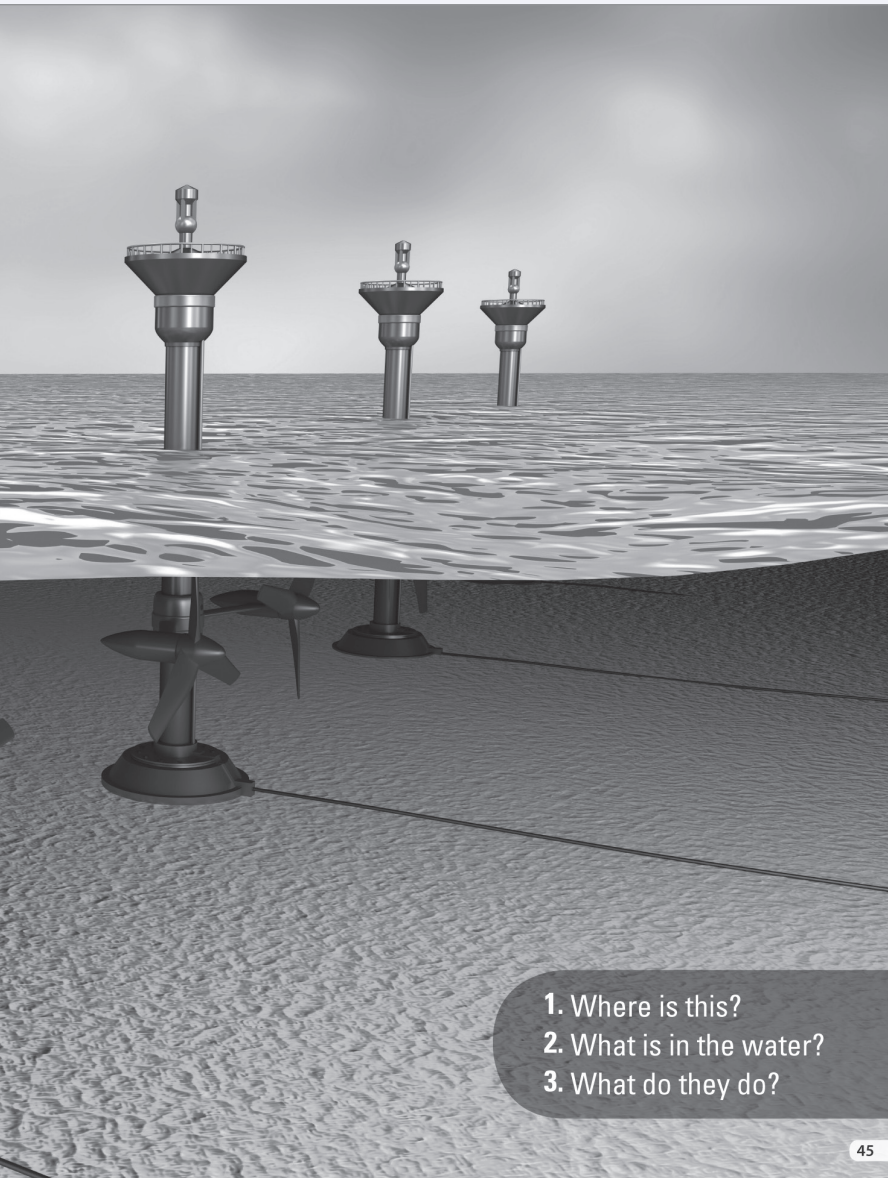
Language Learning Objectives

New Words: tide, turbine, generate, electricity, gravity, station, source, create

Bonus Words: orbit, axis

Structure Focus: Superlative Adjectives

Reading Format: Traditional passage



1. Where is this?
2. What is in the water?
3. What do they do?

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 tides to activate prior knowledge.

1. Where is this?

Sample answer: *This looks like somewhere in the ocean.*

2. What is in the water?

Sample answer: *What is in the water?*

3. What do they do?

Sample answer: *The fans spin to make power.*

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.

TIDAL TURBINES

- Science / Fiction
- Comprehension
- Reading Skill: Scanning

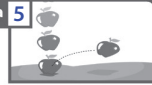




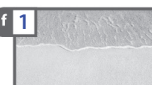


Warm Up

What are these things called?
 What do they do?
 Is this good or bad for the environment?

NEW WORDS

A Listen. Match the numbers and letters, then write.

<p>1 tide (n) the regular up and down movement of the water level of the ocean that is caused by the pull of the Sun and the Moon on the Earth</p>	<p>2 turbine (n) an engine with a part similar to a fan that spins when pressure from water, steam, or air pushes it</p>	<p>3 generate (v) to make something happen</p>	<p>4 electricity (n) a form of energy that is carried through wires and is used to operate machines, lights, etc.</p>
<p>5 gravity (n) the natural force that causes things to move towards each other</p>	<p>6 station (n) a place where a special kind of work is done</p>	<p>7 source (n) someone or something that provides what is wanted or needed</p>	<p>8 create (v) to make or cause something to exist</p>

<p>a 5  _____ gravity _____</p>	<p>b 4  _____ electricity _____</p>	<p>c 8  _____ create _____</p>	<p>d 3  _____ generate _____</p>
<p>e 7  _____ source _____</p>	<p>f 1  _____ tide _____</p>	<p>g 6  _____ station _____</p>	<p>h 2  _____ turbine _____</p>

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 about the location of where this picture was taken. Focus the attention of the students on the natural resources and ask them the warm-up questions:

1. What are these things called?

Sample answer: *These are called wind turbines.*

2. What do they do?

Sample answer: *They make power from the wind.*

3. Is it good or bad for the environment?

Sample answer: *I think these are good for the environment because it's natural energy.*

Explain to the students that wind turbines use wind to make electricity. The wind turns the fan, which spins something inside, and the generator creates electricity. Tell the students that there is a lot of wind on top of mountains.

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



4A

STRUCTURE: SUPERLATIVE ADJECTIVES

B Read.

1. It's the world's *earliest* tidal power station.
2. It's the *biggest* in the world.

C Correct the underlined word and write.

1. It makes the more power in the world.
 2. It's one of the most cleanest sources of energy.
 3. This is the stronger one of all.
1. It makes the most power in the world. _____
 2. It's one of the cleanest. _____
 3. This is the strongest one of all. _____

BEFORE YOU READ Academic Objective Question: What are the ocean's tides? How could they be used to help us?

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.

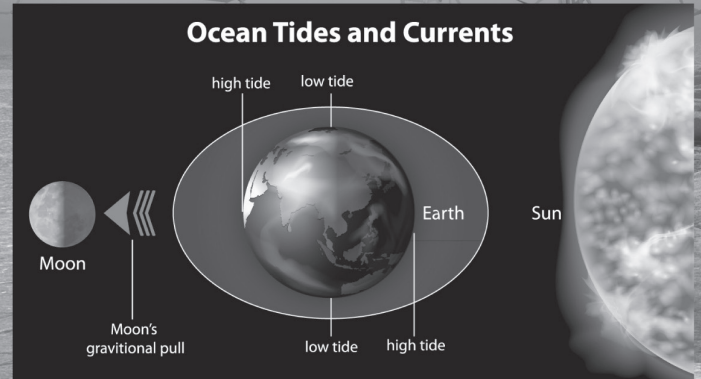
High-Level Students: Ask the students to make connections between the contents of the passage and other ways electricity is made.

READING

Background This reading is about the ocean's movement.

A Listen and read along.

Tidal Turbines



Tides are the rise and fall of ocean water levels. The Sun and the Moon cause tides. The Earth spins on an axis. The Earth orbits the Sun. The Moon orbits the Earth. They both pull on the Earth. Gravity pulls everything on the Earth. This includes ocean water.

The Moon is closer to the Earth than the Sun. Since the Moon is closer, its pull is stronger. It has a stronger effect on the Earth's tides. Tides move a few times each day.

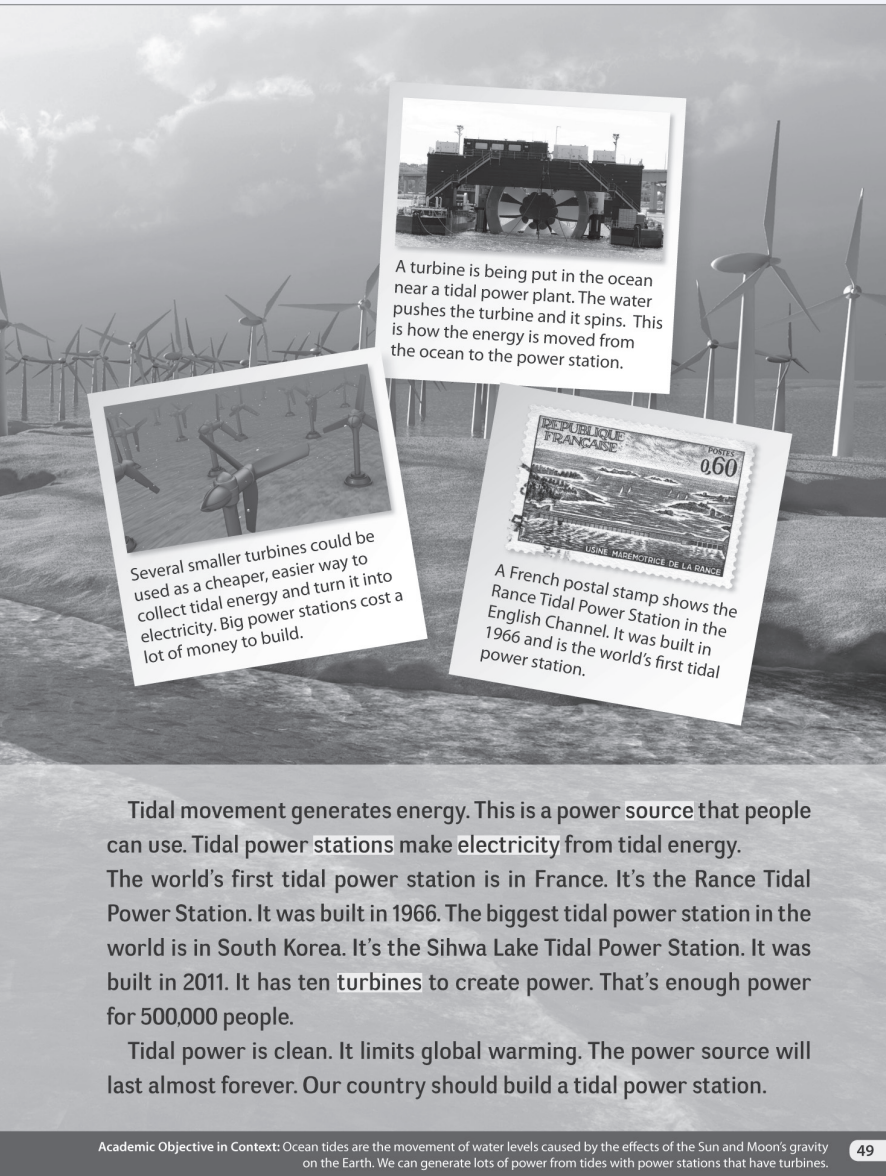
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that they will read a traditional passage. Ask students what kind of passage is used for a school paper or project. Brainstorm reasons why a traditional passage is used for school papers and projects. Tell the students that they will learn how to scan for specific information about tidal turbines.

Review the title of the reading: Tidal Turbines. Ask the students why they think this is the title. Explain this is because the tides turn the turbines to create electricity.

READING PASSAGE

PASSAGE DETAILS



A turbine is being put in the ocean near a tidal power plant. The water pushes the turbine and it spins. This is how the energy is moved from the ocean to the power station.

Several smaller turbines could be used as a cheaper, easier way to collect tidal energy and turn it into electricity. Big power stations cost a lot of money to build.

A French postal stamp shows the Rance Tidal Power Station in the English Channel. It was built in 1966 and is the world's first tidal power station.

Tidal movement generates energy. This is a power source that people can use. Tidal power stations make electricity from tidal energy. The world's first tidal power station is in France. It's the Rance Tidal Power Station. It was built in 1966. The biggest tidal power station in the world is in South Korea. It's the Sihwa Lake Tidal Power Station. It was built in 2011. It has ten turbines to create power. That's enough power for 500,000 people.

Tidal power is clean. It limits global warming. The power source will last almost forever. Our country should build a tidal power station.

Academic Objective in Context: Ocean tides are the movement of water levels caused by the effects of the Sun and Moon's gravity on the Earth. We can generate lots of power from tides with power stations that have turbines.

Reading Format: Traditional passage

Academic Objective: Discuss and analyze data and information regarding tidal phenomena.

Academic Objective in Context: Ocean tides are the movement of water levels caused by the effects of the Sun and Moon's gravity on the Earth. We can generate lots of power from tides with power stations that have turbines.

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 ways in which tides can generate electricity. Ask students to explain what turbines 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 biggest tidal power station in the world is _____. Correct answer: b. in South Korea. Ask the students which year it was built in.

READING COMPREHENSION

A Choose the best answer.

1. This reading is about ocean _____.
 a. waves b. gravity c. currents d. tides
2. _____ pulls on everything.
 a. The Moon b. The Sun c. Gravity d. The Earth
3. The biggest tidal power station in the world is _____.
 a. in France b. in South Korea c. on the Moon d. on the Sun
4. Power stations turn energy from tides into _____.
 a. electricity b. gravity c. turbines d. sources

READING SKILL: SCANNING

B Scan the paragraph. Underline the sentences that explain tides and tidal energy.

The Earth orbits the Sun while spinning on its axis. Tides are caused by the pull of the Moon's gravity. The Sun is further away from the Earth than the Moon. When one side of the Earth comes closest to the Moon in a day, high tides occur on this side. As this side moves away from the Moon, the tides go out. The movement of tides creates energy. This energy can be captured and used. France built the first tidal power station in the world. South Korea has the largest station. The advantage of this energy is tidal is clean and does not run out.

SUMMARY: SCANNING

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

1. Tides are caused by the pull of the Moon's gravity.
2. When one side of the Earth comes closest to the Moon in a day, high tides occur on this side.
3. As this side moves away from the Moon, the tides go out.
4. The movement of tides creates energy.
5. This energy can be captured and used.
6. The advantage of this energy is tidal is clean and does not run out.

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:

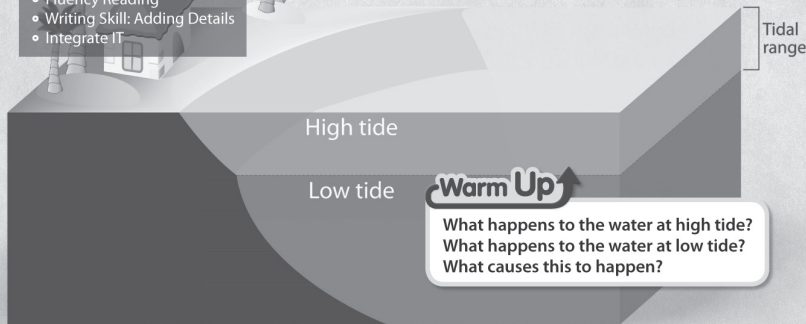
Explain to the students that scanning means reading a text quickly in order to find specific information. Tell the students to scan the text for information about tides and tidal energy. Complete the activity together as a class.

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.

TIDAL TURBINES 4B

- Fluency Reading
- Writing Skill: Adding Details
- Integrate IT

OCEAN TIDES



VOCABULARY REVIEW

A Circle the correct word.

1. The jet has four gravity / turbine engines.
2. The gravity / tide on the earth is the reason why things fall to the ground.
3. The light won't turn on without tides / electricity.
4. We need to create / electricity new energy sources.
5. The power tides / station gives many homes power.
6. The water is getting higher because the turbine / tide is coming in.
7. The broken fan is the source / generate of the noise.
8. The sun sources / generates a lot of energy.

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. What happens to the water at high tide?

Sample answer: *The water level goes up.*

2. What happens to water at low tide?

Sample answer: *The water level goes down.*

3. What causes this to happen?

Sample answer: *The moon's gravity causes tides.*

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

generate	stations	tides	gravity	orbits
axis	turbines	electricity	source	creates

Tidal Turbines

I believe we can get cheap energy from the Earth's 1. gravity. This is because tides occur when ocean water moves closer to, or farther from, the shore. Tides are the rise and fall of the ocean's water levels.

Tides happen because the Sun and the Moon both pull on the Earth. The Earth 2. orbits the Sun. The Moon orbits the Earth. The Earth spins on a(n) 3. axis. 4. Gravity pulls on everything.

These forces together make tides move in and out a few times daily. All this movement 5. creates energy.

In some places, it's used as a clean energy 6. source. Tidal power reduces pollution. It helps limit global warming. Tidal power 7. stations turn energy from tides into 8. electricity.

The Rance Tidal Power Station in France is the world's first tidal power station. The Sihwa Lake Tidal Power Station in South Korea is the world's biggest. It has ten 9. turbines. They can 10. generate 553 gigawatts of electricity each year. That's enough power for 500,000 people.

Tidal energy is cheap and clean. We should build a tidal power station, too.

B Do sustained silent reading.

Class reading time: times will vary seconds

C What can traditional passages be used for?

- a. school books
- b. school projects**
- c. school newspapers

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 using tides and turbines to generate electricity.*

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**.

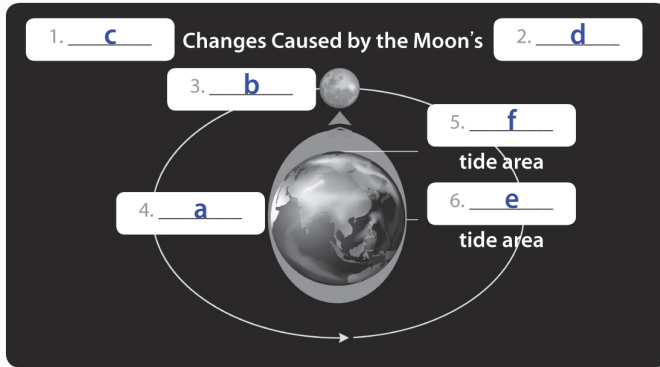
After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

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

WRITING SKILL: ADDING DETAILS

A Write the correct letters in the diagram.

- a. the Earth b. the Moon c. tide d. gravity e. high f. low



WRITING PLAN

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

Scanning + Adding Details

1. Tide changes are caused by the Moon's 2. gravity.
 The 3. Moon orbits the 4. Earth.
 The 5. low tide areas are the parts of the ocean that are closest to and farthest from the Moon. The 6. high tide areas are the parts of the ocean that are in between the closest and farthest parts of the Earth to the Moon.

WRITING SKILL EXPANSION

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

Writing Skill: Monitor and add the details about how tides occur. Explain how tidal turbines generate power.

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 adding details means writing the correct information in the sentence. Tell them that they need to organize the information from the chart and put things together. Explain that adding details in this way will make them good writers.

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 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

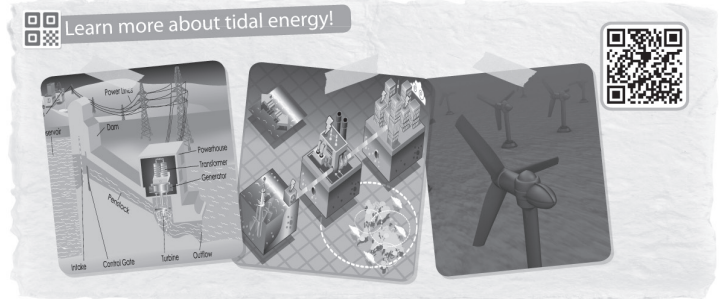
A Preview the quote from the video. Answer the inference question.

“We can use the strong natural forces of the tides to generate electricity.”

Inference question What is the natural force that is the source of our energy?

(sample) Gravity is the natural force.

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. How do we get electricity from the ocean?
We can use the strong natural forces of the tides to generate electricity.
2. When do the turbines spin the most?
The turbines spin the most when the tides move.
3. How can we collect more energy from the ocean?
We can collect more energy with turbines.

Explain to the students that they will now watch a video about tides and using the power of tides to generate electricity. 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: Gravity is the natural force.

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. tide | | a. (n) a form of energy that is carried through wires and is used to operate machines, lights, etc. |
| 2. turbine | | b. (n) a place where a special kind of work is done |
| 3. generate | | c. (v) to make or cause something to exist |
| 4. electricity | | d. (n) an engine with a part similar to a fan that spins when pressure from water, steam, or air pushes it |
| 5. gravity | | e. (v) to make something happen |
| 6. station | | f. (n) the imaginary straight line that something (such as the Earth) turns around |
| 7. source | | g. (n) the natural force that causes things to move towards each other |
| 8. create | | h. (n) the curved path that something follows as it goes around another thing |
| 9. orbit | | i. (n) the regular up and down movement of the water level of the ocean that is caused by the pull of the Sun and the Moon on the Earth |
| 10. axis | | j. (n) someone or something that provides what is wanted or needed |

B Unscramble and write.

is the That in the world power station biggest

That is the biggest power station in the world.

C Think about yourself. Choose the best answer.

Academic Objective	Ocean tides are the movement of water levels caused by the effects of the Sun's and Moon's gravity.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can scan the things I read for important information.	<input type="radio"/> answers will vary <input checked="" type="radio"/>
Writing Skill	I can add details in my writing.	<input type="radio"/> answers will vary <input checked="" type="radio"/>
Integrate IT	I can discuss and make inferences about ocean tides. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input checked="" type="radio"/>

Self-Assessment: Demonstrate competency and knowledge that was learned. 55

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 units for measuring volume and express some using real-life examples.

Academic Objective in Context: Some common units of volume used in cooking are milliliters, grams, and liters.

UNIT INTRODUCTION

(UNIT 05) Math
Nonfiction

BAKING CAKES

ACADEMIC
OBJECTIVE

- Understand units for measuring of volume and express some using real-life examples.

LESSON
A

- Reading Format: Recipe
- Comprehension
- Reading Skill: Sequencing

LESSON
B

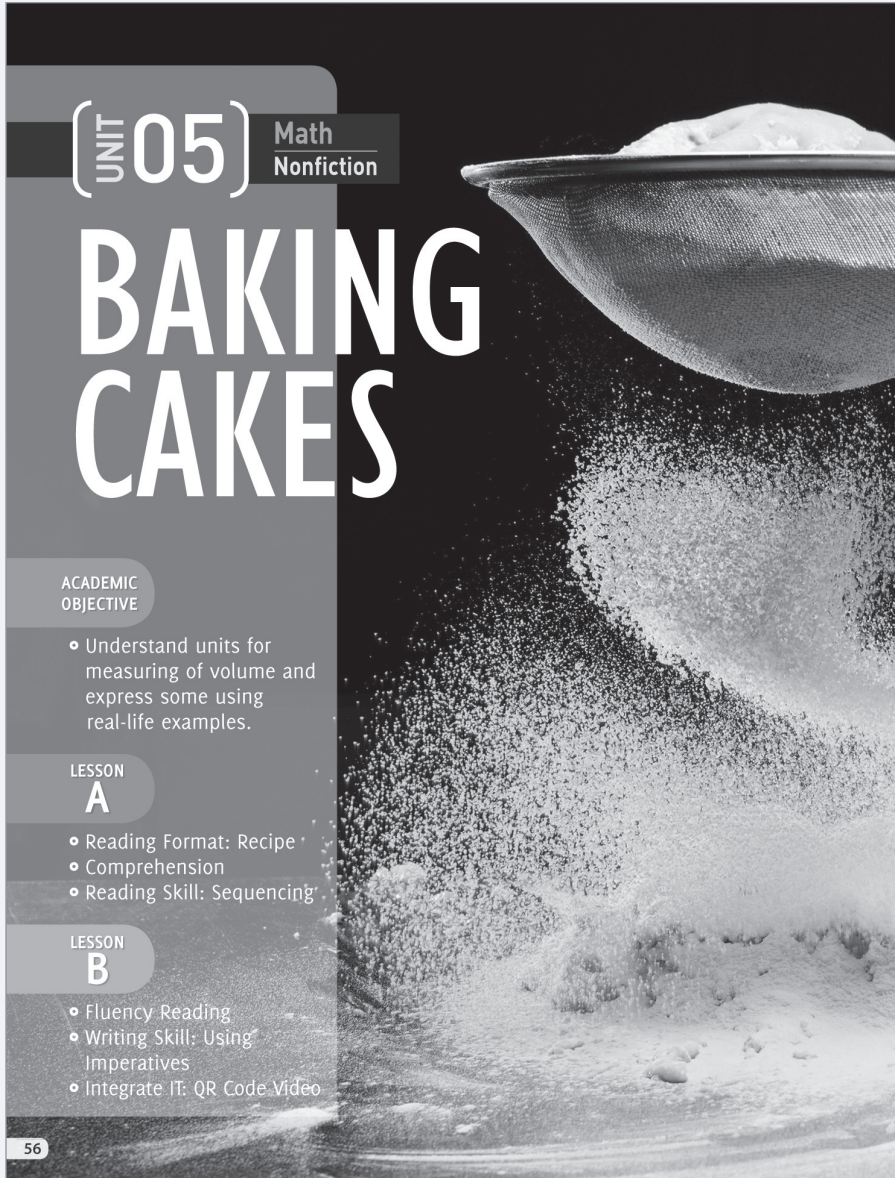
- Fluency Reading
- Writing Skill: Using Imperatives
- Integrate IT: QR Code Video

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: wash, baking powder, sauce, batter, smooth, pour, decorate, cut

Bonus Words: cool, enjoy

Structure Focus: Adverbial Clauses

Reading Format: Recipe



1. What do you see in this picture?
2. Why do chefs need to measure things?
3. Have you ever cooked anything?

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 if they have baked anything before.

1. What do you see in the picture?

Sample answer: *I see a person sprinkling flour on some dough.*

2. Why do chefs need to measure things?

Sample answer: *Chefs need to measure things when they follow a recipe.*

3. Have you ever cooked anything?

Sample answer: *Yes, I like to cook pasta.*

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.

BAKING CAKES

- Math / Nonfiction
- Comprehension
- Reading Skill: Sequencing









Warm Up

What do you see in the picture?
 What special days do we eat this on?
 What do you need to make this?

NEW WORDS

A Listen. Match the numbers and letters, then write.

- | | | | |
|---|---|--|--|
| 1 wash
(v) to clean with water and usually soap | 2 baking powder
(n) a white powder used to make baked food light and fluffy | 3 sauce
(n) a thick liquid that is eaten on food to add flavor to it | 4 batter
(n) a mixture of flour and liquid before it is cooked and eaten |
| 5 smooth
(adj) not having any lumps | 6 pour
(v) to fill a container with a liquid | 7 decorate
(v) to make something look nice by putting other things on it | 8 cut
(v) to open or divide something with a sharp tool |

a 4 	b 6 	c 2 	d 7 
<u> batter </u>	<u> pour </u>	<u> baking powder </u>	<u> decorate </u>
e 5 	f 1 	g 8 	h 3 
<u> smooth </u>	<u> wash </u>	<u> cut </u>	<u> sauce </u>

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 cake and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: *I see a white cake with colorful candles.*

2. What special days do we eat this on?

Sample answer: *We eat cake on birthdays.*

3. What do you need to make this?

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

Explain to the students that they will read a recipe for baking a cake. Ask the students what other recipes they have read or used. Ask them what information is needed in a recipe.

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



5A

STRUCTURE: ADVERBIAL CLAUSES

B Read.

1. Eat dinner *before* you have the cake.
2. Have the cake *after* you eat dinner.

C Unscramble and write.

1. your hands before Wash you start

2. after you take Dry a shower your hair

3. before Brush going your teeth to bed

1. Wash your hands before you start.
2. Dry your hair after you take a shower.
3. Brush your teeth before going to bed.

BEFORE YOU READ Academic Objective Question: Why do we need to measure ingredients when following a recipe? Do you know the units of measurement for volume?

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 a recipe they have used or read before.

READING

Background This reading is about a recipe for baking a cake.

A Listen and read along.

Baking Cakes

This is a recipe for a cake. Wash your hands before you start. Get the ingredients ready.

You will need:

- 240 ml of sugar
- 120 g of butter
- 2 eggs
- 360 ml of flour
- 8 ml of baking powder
- 120 ml of milk
- 450 ml of chocolate sauce
- a little salt

Use fresh ingredients to make the best cake.

Set the oven to 175°C.

Ask a parent to help you.

Ovens in the United States use Fahrenheit, but ovens in other countries usually use Celsius.

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 they are 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: Baking Cakes. Ask the students why they think this is the title. Explain this is because it is a recipe for baking a cake.

READING PASSAGE

Get a bowl. Use a spoon to mix the sugar and butter together. Add the eggs to the bowl and mix. Then slowly add the flour. Add the baking powder after the flour. Mix in the salt. Add in the milk. Mix the batter until it is smooth.

You can use a whisk or a spoon to mix the ingredients together.

Pour everything into a cake pan. Put the cake pan into the oven. Ask a parent before you open the oven. Bake the cake for 40 minutes.

The cake pan should be half to three-quarters full.

Add candles to make a birthday cake.

Cool the cake, and then decorate it after. The chocolate sauce will make the cake look nice. It will also taste good. Cut the cake and enjoy.

Academic Objective in Context: Some common units of volume used in cooking are milliliters, grams, and liters.

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PASSAGE DETAILS

Reading Format: Recipe

Academic Objective: Understand units for measuring volume and express some using real-life examples.

Academic Objective in Context: Some common units of volume used in cooking are milliliters, grams, and liters.

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 the ingredients needed to bake a cake. Ask the students to explain the steps for baking a cake.

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. 1. You need to _____ before you start. Correct answer: b. wash your hands. Ask the students what the next step is.

READING COMPREHENSION

A Choose the best answer.

1. This reading is about how to _____.
 - a. celebrate a birthday
 - b. use an oven
 - c. make a cake
 - d. make an oven
2. You need to _____ before you start.
 - a. cool the cake
 - b. wash your hands
 - c. buy a birthday present
 - d. mix the sugar and butter
3. _____ after it is smooth.
 - a. Pour the batter in the cake pan
 - b. Turn the oven on
 - c. Wash your hands
 - d. Decorate the cake
4. Decorate the cake with _____ to make it look and taste nice.
 - a. baking powder
 - b. butter
 - c. chocolate sauce
 - d. salt

READING SKILL: SEQUENCING

B Number the instructions in order (1-7). Then match each instruction to its picture.

- 6 Bake the cake.
- 4 Mix the batter.
- 1 Wash your hands.
- 7 Decorate the cake.
- 3 Set the oven.
- 5 Pour the batter into a cake pan.
- 2 Get the ingredients ready.



SUMMARY: SEQUENCING

C Use the reading skill activity. Write the instructions in order.

1. Wash your hands. _____
2. Get the ingredients ready. _____
3. Set the oven. _____
4. Mix the batter. _____
5. Pour the batter into a cake pan. _____
6. Bake the cake. _____
7. Decorate the cake. _____

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 events in order from start to finish. Tell students to put the directions on how to bake a cake in order. 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.

BAKING CAKES

5B

- Fluency Reading
- Writing Skill: Using Imperatives
- Integrate IT

Warm Up

What is the man looking at?
What do you think the man is baking?
Why do people follow recipes?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

wash baking powder sauce batter smooth pour decorate cut

1. After the cake has cooled, I will decorate it with fruit.
2. Add 10 ml of baking powder to make the bread light and fluffy.
3. You need eggs, flour, and milk to make the batter.
4. Helen made tomato sauce to put on top of the pasta.
5. Please cut the cake into six pieces.
6. The chocolate milkshake was thick and smooth.
7. My brother's job is to wash the dishes after dinner.
8. Pour the milk into the bowl slowly.

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 is the man looking at?

Sample answer: *The man is looking at a recipe on his tablet.*

2. What do you think the man is baking?

Sample answer: *I think he is baking a cake.*

3. Why do people follow recipes?

Sample answer: *People follow recipes when they don't know how to cook or bake something.*

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

- | | | | | |
|------|----------|------|--------|---------------|
| pour | enjoy | cut | sauce | batter |
| cool | decorate | wash | smooth | baking powder |

Baking Cakes

This is a recipe for a berry cake. Get the ingredients ready. You will need: 220 ml of sugar, 120 g of butter, 2 eggs, 360 ml of flour, 8 ml of baking powder, 120 ml of milk, 450 ml of strawberry sauce, 1 cup of blueberries, and a little salt. Set the oven to 180°C. Ask a parent to help you.

1. Wash the blueberries in cold water. Dry the blueberries. Get a bowl and a big spoon. Mix the sugar and butter together. Add the eggs to the bowl and mix. Mix in the salt and 2. baking powder. Add the flour and the milk. Mix the 3. batter until it is
4. smooth. Add the blueberries. Mix gently.
5. Pour the batter into a cake pan. Put the cake pan into the oven. Bake the cake for 45 minutes. Take the cake out and
6. cool it. Pour the strawberry 7. sauce on top of the cake. 8. Decorate the cake with blueberries.
9. cut the cake and 10. enjoy.

B Do popcorn reading.

Class reading time: times will vary seconds



C What are recipes used for?

- a. to make friends b. to learn a language **C** to cook food

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

Sample answer: *It's a recipe for baking a cake.*

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: USING IMPERATIVES

A Look back at the story. Write instructions using the pictures.








1.  <u>Get the ingredients ready.</u>	5.  <u>Mix the batter until it's smooth.</u>
2.  <u>Set the oven to 180C.</u>	6.  <u>Pour the batter into a cake pan.</u>
3.  <u>Wash the blueberries.</u>	7.  <u>Bake the cake for 45 minutes.</u>
4.  <u>Dry the blueberries.</u>	8.  <u>Decorate the cake with blueberries.</u>

WRITING PLAN

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

Sequencing + Using Imperatives

Match the picture to the word in the instruction then number in order (1-7).

						
---	---	---	---	---	---	---

a. bake b. wash c. mix d. decorate f. cut g. pour h. ask

Use the words to write instructions for a recipe.

1. Ask a parent to help you.
2. Cut the butter.
3. Wash the strawberries.
4. Mix the batter.
5. Pour the batter into a cake pan.
6. Bake the cake.
7. Decorate the cake.

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 *using imperatives* means writing instructions. Imperatives are used to tell someone what to do. Tell them that they need to complete the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

Writing Plan:

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

“We can use measurements of volume for cooking. What are some other situations in which we need to measure volume?”

Think and answer the question above.

Inference (sample) We measure volume when we take medicine.

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

Learn more about volume.

DISCUSSION

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

Think while you watch:

1. Why do we need to measure things when baking?
We can have good results when we measure things.
2. What are some other things we can use to measure volume?
We can use measuring cups and spoons.
3. What are some units for measuring volume?
Milliliters and liters are some units for measuring volume.

Explain to the students that they will now watch a video about when and why we use volume to measure something. 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:

Sample answer: *We measure volume when we take medicine.*

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. wash | • | a. (v) to have a good time |
| 2. baking powder | • | b. (v) to make something look nice by putting other things on it |
| 3. sauce | • | c. (v) to make something a little cold, not hot |
| 4. batter | • | d. (n) a mixture of flour and liquid before it is cooked and eaten |
| 5. smooth | • | e. (v) to open or divide something with a sharp tool |
| 6. pour | • | f. (v) to clean with water and usually soap |
| 7. decorate | • | g. (n) a white powder used to make baked food light and fluffy |
| 8. cut | • | h. (adj) not having any lumps |
| 9. cool | • | i. (n) a thick liquid that is eaten with food to add flavor to it |
| 10. enjoy | • | j. (v) to fill a container with a liquid |

B Unscramble and write.

it	cake	the	cool	Decorate	after	is
----	------	-----	------	----------	-------	----

Decorate the cake after it is cool.

C Think about yourself. Choose the best answer.

Academic Objective	Measurements of volume show how heavy something is.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can sequence things I read about.	<input checked="" type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
Writing Skill	I can use imperatives appropriately in my writing.	<input checked="" type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>
Integrate IT	I can discuss and make inferences about volume. I got <u>will vary</u> discussion questions correct in this unit.	<input checked="" type="radio"/> answers will vary <input type="radio"/> <input type="radio"/>

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 use examples of daily life.

Academic Objective in Context: We use multiplication and division in daily life to calculate amounts that we have or that we need for something.

UNIT INTRODUCTION

(UNIT 06) Math Fiction

PARTY PLANNING

ACADEMIC OBJECTIVE

- Understand the relationship between multiplication and division and use examples from daily life.

LESSON A

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

LESSON B

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

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

Review the academic objective on the page.

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: plan, bring, balloon, invite, guest, order, piece, liter

Bonus Words: busy, bakery

Structure Focus: Infinitive

Reading Format: E-mail



1. Where is this?
2. What are these people doing?
3. How do people use math when planning a party?

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 what you need to think about before having a party to activate prior knowledge.

1. Where is this?

Sample answer: *I think this is a park.*

2. What are these people doing?

Sample answer: *These people are having a party outside.*

3. How do people use math when planning a party?

Sample answer: *People use math to calculate how much food they need at a party.*

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.



NEW WORDS

A Listen. Match the numbers and letters, then write. 17

- | | | | |
|--|---|--|---|
| <p>1 plan
(v) to think about and organize something before it happens</p> | <p>2 bring
(v) to come with something or someone to a place</p> | <p>3 balloon
(n) a thin rubber bag that becomes larger when it is filled with air</p> | <p>4 invite
(v) to ask someone to go somewhere or do something</p> |
| <p>5 guest
(n) a person who is asked to visit or stay at a place or event</p> | <p>6 order
(v) to ask for and buy something from a restaurant or store</p> | <p>7 piece
(n) an amount that is cut from a larger section of something</p> | <p>8 liter
(v) a unit for measuring volume; 1,000 milliliters</p> |

<p>a 5  _____</p> <p>_____ guest _____</p>	<p>b 2  _____</p> <p>_____ bring _____</p>	<p>c 7  _____</p> <p>_____ piece _____</p>	<p>d 1  _____</p> <p>_____ plan _____</p>
<p>e 3  _____</p> <p>_____ balloon _____</p>	<p>f 8  _____</p> <p>_____ liter _____</p>	<p>g 6  _____</p> <p>_____ order _____</p>	<p>h 4  _____</p> <p>_____ invite _____</p>

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 picture and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: I see tables, chairs, balloons, food, and drinks.

2. What do you need to do to plan a party?

Sample answer: You need to invite people and prepare food and drinks.

Explain to the students that they will learn about what goes into planning a party. Ask them why they think planning is important. Ask them when was the last time they planned something and what it was that they had planned.

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



6A

STRUCTURE: INFINITIVE

B Read.

- I'd like to *have* a birthday party.
- I'd like to *order* some food.

C Unscramble and write.

- like I'd TV to watch
- candy like to I'd buy
- I'd like you your teeth to brush

- I'd like to watch TV.
- I'd like to buy candy.
- I'd like you to brush your teeth.

BEFORE YOU READ Academic Objective Question: What do we use multiplication and division for in daily life?

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Level Tips 

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

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

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 e-mails that they have written.

READING

Background This reading is about a recipe for baking a cake.

A Listen and read along.

Party Planning

To: adam_p@mmail.com

From: Rita

Subject: Grandpa's Birthday

Hi, Adam.

Grandpa's birthday is in two weeks. I'd like to plan a big birthday party. I'd like to make it special because he is turning 80 years old. I will be very busy planning. Do you want to help me?

We can have the party in the park. We can bring tables and chairs. We can also bring balloons to decorate the party.

I'd like to invite twenty-eight guests. I have made a list of their names. Five people can sit at one table, so we need six tables. I will order pizza. One pizza has ten pieces. Each person can have two pieces. That means we need fifty-six pieces. I will order six pizzas.

I will buy juice. One bottle is 1 liter. Each person probably drinks 250 ml. That means one bottle for four people. So, I need to buy seven bottles.

David will get our favorite bakery to bake a special birthday cake. We can cut one cake into eight pieces. How many cakes do you think we need? Four or five cakes?

Check out the attachments. These are some of my ideas. E-mail me back!

-Rita

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Reading Format: You can "attach" pictures to an e-mail. You click the attach button and select the pictures you want to send with your e-mail.

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

Explain to the students that the reading format of this passage is an e-mail. Tell them that you can add photos and images to e-mails. These are called attachments. Ask them what else can be added as attachments. Ask them what the benefit is for being able to attach media to an e-mail.

Review the title of the reading: Party Planning. Ask the students why they think this is the title. Explain this is because the e-mail is about planning a birthday party.

READING PASSAGE

PASSAGE DETAILS

Reading Format: E-mail

Academic Objective: Understand the relationship between multiplication and division and use examples of daily life.

Academic Objective in Context: Understand the relationship between multiplication and division and use examples of daily life.



Let's have lots of colorful balloons.



Five people can sit at a table. We need six tables.



We need at least four cakes. I want to give this one to my grandpa.



My grandpa likes vegetables, but I like meat. How many different kinds of pizza should we order?

Academic Objective in Context: We use multiplication and division in daily life to calculate amounts that we have or that we need for something.

73

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

After the track is finished, ask the students if 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 things that need to be prepared for the birthday party. Ask them how multiplication and division was used in planning the party.

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. Rita wants to have the party at _____. Correct answer: c. the park. Ask what they have to bring.

READING COMPREHENSION

A Choose the best answer.

- The e-mail is about _____.
 - a. baking a birthday cake
 - b. planning a birthday party
 - c. inviting people to a birthday party
 - d. buying a birthday present
- Rita is asking Adam _____.
 - a. to help her plan a party
 - b. to bake the cake
 - c. to buy the balloons
 - d. to order the pizza
- Rita wants to have the party at _____.
 - a. a pizza shop
 - b. her home
 - c. the park
 - d. David's house
- If everyone eats one piece, Rita will need to have at least _____ cakes.
 - a. two
 - b. three
 - c. four
 - d. five

READING SKILL: ORGANIZING DETAILS

B Scan the reading. Fill in the blanks with the correct details.

Rita's plan for Grandpa's 80 th birthday party	
Guests	<u>28</u> people to invite
Tables and chairs	<u>5</u> people to sit at each table
Food	Each pizza to cut into <u>10</u> pieces, each person to eat <u>2</u> piece(s)
Drink	<u>4</u> people to share one liter of juice
Cake	Each cake to cut into eight pieces

SUMMARY: ORGANIZING DETAILS

C Use the reading skill activity. Complete the sentences with information about Rita's plan.

- Rita will invite 28 guests.
- Five people will sit at each table.
- Each pizza will be cut into 10 pieces, and each person will eat 2 pieces.
- Four people will share 1 liter(s) of juice.
- Each cake will be cut into 8 piece(s).

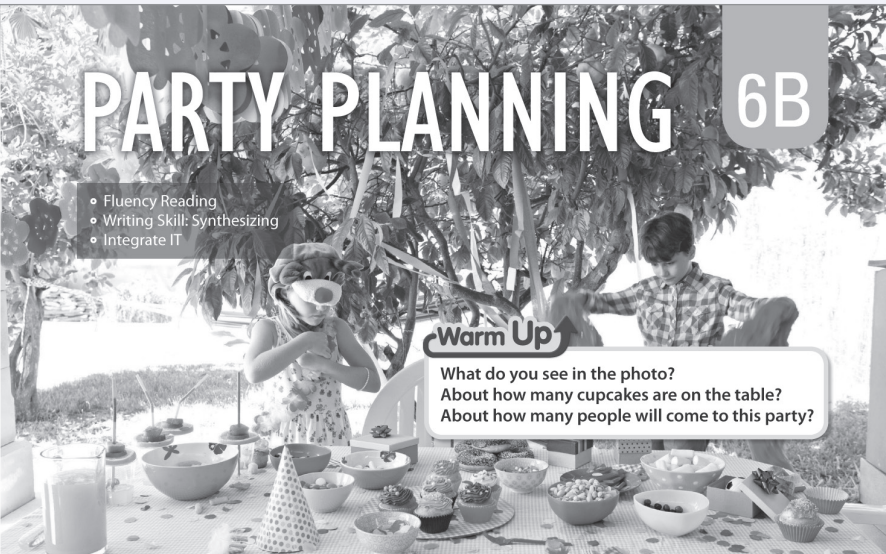
Reading Comprehension:

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 *organizing information* means putting details into categories to better understand everything. Tell the students to complete the chart by organizing the information from the passage. 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: Synthesizing
- Integrate IT

Warm Up

What do you see in the photo?
About how many cupcakes are on the table?
About how many people will come to this party?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

plan bring balloon invited guests ordered piece liter

1. Robert invited me to his birthday party on Saturday.
2. Mr. Sampson drank one liter of water after exercising.
3. You must bring your notebook, pencil, and eraser to class.
4. Julia asked her guests what they wanted to eat at her dinner party.
5. May I have a(n) piece of the chocolate cake, please?
6. My parents ordered a big box of cookies, chocolate, and candy for the party.
7. Derek bought a red balloon for his little sister.
8. Katherine's job is to plan the music for school concert.

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 birthday party they have been to.

1. What do you see in this picture?

Sample answer: *I see a boy and girl setting up a table for a party.*

2. About how many cupcakes are on the table?

Sample answer: *There are about seven cupcakes.*

3. About how many people will come to this party?

Sample answer: *I think five people will come to this party.*

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.

order	bring	liter	bakery	guests
balloons	invite	plan	pieces	busy

Party Planning

To: adam_p@mmail.com
 From: Rita
 Subject: Grandpa's Birthday

Hi, Adam.
 Thank you for helping me 1. plan Grandpa's birthday party. Grandpa was very happy. Everyone had a great time. It was a sunny and warm day. It was a perfect day to have a party in the park.
 Grandma's birthday is next month. Can you help me again? We can have the party at my house. There will be twenty-eight 2. guests (the same as Grandpa's party). Can you help me 3. invite Grandma's friends? I will give you their phone numbers. I will invite the family.
 Grandma likes the color purple. I'd like to decorate the room with purple 4. balloons. We can ask the guests to 5. bring purple flowers for Grandma. If everyone brings five flowers, we will have 140 flowers! She will be very happy! David will be 6. busy, so he can't bake the birthday cake. So, I will 7. order cakes from the 8. bakery. If I buy four cakes, I can cut each cake into seven 9. pieces. We will also need seven 10. liters of juice for everyone. What do you think?
 -Rita

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

C What do we call pictures that are sent with an e-mail?
 a. e-mails b. cancels **C. attachments**

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 planning a birthday party.*

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

A Fill in the details from the story.

Rita's plan for her grandpa's 80th birthday party		Total needed
Guests to invite	28 people	
Tables and chairs to bring	<u>28</u> guests ÷ <u>5</u> guest(s) per table	<u>6</u> tables <u>28</u> chairs
Flowers to bring	<u>28</u> guests × <u>5</u> flower(s) per person	<u>140</u> flowers
Cake to order	<u>28</u> guests × <u>1</u> piece(s) per person = <u>28</u> pieces ÷ <u>7</u> pieces per cake	<u>4</u> cakes
Juice to buy	<u>28</u> guests ÷ <u>4</u> guest(s) per bottle	<u>7</u> bottles

WRITING PLAN

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

Organizing Details + Synthesizing		
What they will do	How many	Who / What
They will invite	28	guests.
They will bring	<u>6</u>	tables.
They will bring	28	<u>chairs</u> .
Guests will <u>bring</u>	<u>5</u>	<u>flowers</u> .
They will order	<u>4</u>	<u>cakes</u> .
They will buy	<u>7</u>	bottles <u>of juice</u> .

WRITING SKILL EXPANSION

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

Writing Skill: Write sentences to synthesize the information about Rita's plan for her grandfather's party.

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 synthesizing means pulling together the most important parts of the passage to present new information. Tell the students to complete the chart with numbers from the passage. Complete the activity together as a class.

Writing Plan:

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

“We use multiplication and division for many things in our everyday lives, like planning a party. What are other daily activities that we need them for?”

Think and answer the question above.

Inference (sample) We use multiplication and division when sharing candy.

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

 Learn more about using multiplication and division.



DISCUSSION

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

Think while you watch:

- How do we use multiplication and division for planning a party?
We use them to calculate.
- What are some other things we use them for?
We use them for planning things on a calendar.
- What are some things you use them for in your life?
I use them for shopping.

Explain to the students that they will now watch a video about how we use multiplication and division in our daily lives. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *We use multiplication and division when sharing candy.*

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 06

A Match.

- | | | |
|------------|---|---|
| 1. plan | • | a. (n) a person who is asked to visit or stay at a place or event |
| 2. bring | • | b. (n) a unit for measuring volume; 1,000 milliliters |
| 3. balloon | • | c. (adj) full of activity or work |
| 4. invite | • | d. (v) to ask for and buy something from a restaurant or store |
| 5. guest | • | e. (v) to think about and organize something before it happens |
| 6. order | • | f. (v) to ask someone to go somewhere or to do something |
| 7. piece | • | g. (n) place where bread, cakes, cookies, and other baked foods are made and sold |
| 8. liter | • | h. (v) to come with something or someone to a place |
| 9. busy | • | i. (n) a thin rubber bag that becomes larger when it is filled with air |
| 10. bakery | • | j. (n) an amount that is cut from a larger section of something |

B Unscramble and write.

birthday | I'd | plan | the | party | to | like

I'd like to plan the birthday party.

C Think about yourself. Choose the best answer.

Academic Objective	Multiplication and division are not useful for daily life.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can organize the supporting details in the things I read.	<input type="radio"/> answers will vary <input checked="" type="radio"/>
Writing Skill	I can synthesize different kinds of information in my writing.	<input type="radio"/> answers will vary <input checked="" type="radio"/>
Integrate IT	I can discuss and make inferences about multiplication and division. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input checked="" 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 7: Geography / Nonfiction

Academic Objective: Understand how to use maps to get information about continents, oceans, and countries.

Academic Objective in Context: Maps provide information about the landscapes and places around the world. Use maps to get information on continents, oceans, and countries.

UNIT INTRODUCTION

(UNIT 07) Geography Nonfiction

WELCOME TO SOUTH AMERICA

ACADEMIC OBJECTIVE

- Understand how to use maps to get information about continents, oceans, and countries.

LESSON A

- Reading Format: Magazine Article
- Comprehension
- Reading Skill: Interpreting Visual Information

LESSON B

- Fluency Reading
- Writing Skill: Identifying Details
- Integrate IT: AR Images

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: continent, hemisphere, landscape, diverse, grassland, wetland, desert, mountain range

Bonus Words: flat, point

Structure Focus: Definite Article

Reading Format: Magazine article



1. What is this place?
2. Where is it?
3. How can you find out where a place is located?

81

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about South America to activate prior knowledge. Ask them to name as many countries in South America as they can.

1. What is this place?

Sample answer: *It looks like an ancient place.*

2. Where is it?

Sample answer: *I think it's in Peru, a country in South America.*

3. How can you find out where a place is located?

Sample answer: *I can look at a map to find where a place is located.*

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.

WELCOME TO SOUTH AMERICA

- Geography / Nonfiction
- Comprehension
- Reading Skill: Interpreting Visual Information

Warm Up

Where is South America?
 What countries are in South America?
 What do you know about South America?

NEW WORDS

A Listen. Match the numbers and letters, then write.

- | | | | |
|---|--|--|---|
| 1 continent
(n) one of the large areas of land on the earth | 2 hemisphere
(n) a half of the earth | 3 landscape
(n) all the features of an area of land | 4 diverse
(adj) made up of things or people different from each other |
| 5 grassland
(n) land covered with grass and plants but not with bushes or trees | 6 wetland
(n) an area of land that is covered with low water | 7 desert
(n) an area of very dry and very hot land covered with sand | 8 mountain range
(n) a group of mountains in the same area |

a 2 	b 7 	c 5 	d 4 
<u>hemisphere</u>	<u>desert</u>	<u>grassland</u>	<u>diverse</u>
e 8 	f 1 	g 3 	h 6 
<u>mountain range</u>	<u>continent</u>	<u>landscape</u>	<u>wetland</u>

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students to describe the countries in the picture. Focus the attention of the students on the map and ask them the warm-up questions:

1. Where is South America?

Sample answer: *It is on the southern part of the American continent.*

2. What countries are in South America?

Sample answer: *Brazil, Peru, Chile, Argentina, etc. are countries in South America.*

3. What do you know about South America?

Sample answer: *I know that the Amazon Rainforest is in South America.*

Explain to the students that they will read about the landscape of South America. Show the students where South America is on a map or globe. Tell them that because South America is a big continent, there are different landscapes and temperatures.

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



STRUCTURE: DEFINITE ARTICLE

B Read.

1. *The Pacific Ocean is on the west of South America.*
2. *The Amazon is a rainforest.*

C Correct the underlined word and write.

1. An Amazon River is the world's second-longest river.
 2. That is a Atacama Desert.
 3. Most of South America is in some Southern Hemisphere.
1. The Amazon River is the world's second-longest river.
 2. That is the Atacama Desert.
 3. Most of South America is in the Southern Hemisphere.

BEFORE YOU READ Academic Objective Question: What information can you get from maps?

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.

High-Level Students: Ask the students to make connections between the contents of the passage and the landscape of their country.

READING

Background This reading is about South America.

A Listen and read along. 21

WELCOME TO SOUTH AMERICA

South America is one of the seven continents on our planet. It is the fourth largest continent. The Atlantic Ocean is to the east of South America. And the Pacific Ocean is to the west.

Most of South America is in the Southern Hemisphere. Spring and summer are from September to February.

Fall and winter are from March to August.

The landscape of South America is diverse. Most people know about the Amazon rainforest. But there are also flat grasslands and soft wetlands. There are also many mountains and deserts.



84 Reading Format: A magazine is published regularly and contains different types of articles.

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 there are many types of magazines for different purposes and different audiences. Explain that magazines are published regularly on a weekly, biweekly, monthly, quarterly, and even yearly basis. Tell them that there are many different types of articles in a magazine.

READING PASSAGE

PASSAGE DETAILS

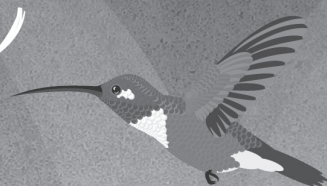
Reading Format: Traditional passage

Academic Objective: Understand how to use maps to get information about continents, oceans, and countries.

Academic Objective in Context: Maps provide information about the landscapes and places around the world. Use maps to get information on continents, oceans, and countries.



There are millions of species living in the Amazon rainforest.



The Amazon River is the world's second-longest river. It runs through Brazil, Venezuela, Colombia, Peru, Bolivia, and Ecuador. It is 6,840 km long.

The Andes is the longest mountain range in the world. It is located on the west of South America. It stretches from north to south. The highest point is Mount Aconcagua in Argentina. It is 6,962 m high.

The Andes Mountains go from Venezuela to Chile. They cross through Ecuador, Peru, and Bolivia.



The Atacama Desert is the second-driest place on the planet. It only gets 1 mm

of rain each year. It is located in northern Chile.



Some parts of the Atacama Desert do not even get one drop of rain.

Academic Objective in Context: Maps provide information about the landscapes and places around the world. Use maps to get information on continents, oceans, and countries.

85

Review the title of the reading: Welcome to South America. Ask the students why they think this is the title. Explain this is because the passage introduces South America.

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 different landscapes of South America. Ask the students where they would like to travel to or learn more about. Ask them to explain their reasons.

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 comprehensions questions, i.e. 2. Which country does the Amazon River run through? Correct answer: c. Brazil. Ask the students what other countries the Amazon River runs through.

READING COMPREHENSION

A Choose the best answer.

1. What is this reading about?
 a. South America b. the Amazon River c. landscapes d. culture
2. Which country does the Amazon River run through?
 a. Chile b. Argentina c. Brazil d. Paraguay
3. What is special about the Andes mountain range?
 a. It has the highest mountain. b. It's the longest mountain range.
 c. It goes from west to east. d. It's 6,840 km long.
4. Where is the Atacama Desert located?
 a. Peru b. Argentina c. Bolivia d. Chile

READING SKILL: INTERPRETING VISUAL INFORMATION

B Find the names of the places on the maps and fill in the blanks.



1. The Amazon River is the world's second-longest river.
2. The Pacific Ocean is to the west of South America.
3. The Atlantic Ocean is to the east of South America.
4. The Atacama Desert is the second-driest place on Earth.
5. The Andes is the longest mountain range in the world.

SUMMARY: INTERPRETING VISUAL INFORMATION

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

1. The Amazon River is the world's second-longest river.
2. The Pacific Ocean is to the west of South America.
3. The Atlantic Ocean is to the east of South America.
4. The Atacama Desert is the second-driest place on Earth.
5. The Andes is the longest mountain range in the world.

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 *interpreting visual information* means using pictures, diagrams, graphs, and maps to get more information. Ask the students to complete the sentences using the map. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

WELCOME TO SOUTH AMERICA

7B

- Fluency Reading
- Writing Skill: Identifying Details
- Integrate IT

Warm Up

What do you see in this picture?
What kind of landscape is this?
Where in South America do you think this place is?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- The Himalayas are a _____ that has more than 100 mountains.
a. grassland **b. mountain range** c. desert
- Turtles, fish, and ducks are some animals that live in _____.
a. wetlands b. landscapes c. continents
- North America is in the Northern _____.
a. Continent **b. Hemisphere** c. Desert
- Antarctica is the coldest _____ in the world.
a. hemisphere b. grassland **c. continent**
- The animal life in the Amazon rainforest is _____.
a. diverse b. wetland c. landscape
- It does not rain much in the _____.
a. wetland b. grassland **c. desert**
- I like to paint pictures of _____ with mountains, trees, and lakes.
a. hemispheres **b. landscapes** c. deserts
- You can see zebras, lions, and elephants in the _____ of Africa.
a. grasslands b. mountain ranges c. wetlands

Vocabulary Skill: Use the vocabulary in context.

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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 grass, a tree, the sky, and clouds.*

2. What kind of landscape is this?

Sample answer: *It looks like a grassland.*

3. Where in South America do you think this place is?

Sample answer: *I think it's in Paraguay.*

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

diverse	Hemisphere	desert	flat	mountain range
point	continent	landscape	grassland	wetland

South America

South America is the fourth-largest 1. continent. The Atlantic Ocean is on the east. And the Pacific Ocean is on the west. Most of South America is in the Southern 2. Hemisphere. Spring and summer are from September to February. Fall and winter are from March to August. The 3. landscape of South America is 4. diverse. It is not just the Amazon rainforest. The Pantanal is the world's largest 5. wetland. It rains a lot every year. It covers Brazil, Bolivia, and Paraguay. The Pampas is a 6. grassland. It is mostly 7. flat with no mountains. Cows and horses eat plants here. The Andes Mountains is the longest 8. mountain range in the world. It is located on the west. It stretches from north to south. The highest 9. point is Mount Aconcagua in Argentina. It is 6,962 m high. The Atacama 10. Desert is the second-driest place on the planet. It only gets 1 mm of rain each year. It is located in northern Chile.

B Do sustained silent reading.

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

C How often are magazines published?

- a. sometimes
- b. always
- c. regularly

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 landscape of South America.*

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: IDENTIFYING DETAILS

A Look back at the story. Add each detail into its topic box.

1. The Pantanal g i	2. The Pampas a c	3. The Andes b d h	4. The Atacama Desert e f
-------------------------------	-----------------------------	---------------------------------	-------------------------------------

- | | |
|---|--|
| a. It is mostly flat.
b. Mount Aconcagua is its highest point.
c. Cows and horses eat plants here.
d. It is 6,962 m high.
e. It is found in northern Chile. | f. There is hardly any rain here.
g. It stretches across Brazil, Bolivia, and Paraguay.
h. It stretches from the north to the south of the continent.
i. It receives a lot of rain. |
|---|--|

WRITING PLAN

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

Interpreting Visual Information + Identifying Details
Look at the map. Write sentences about what you see on the map. Give details.



- The Pantanal stretches across Brazil, Bolivia, and Paraguay. There is hardly any rain here.
- The Pampas is in Argentina. It is mostly flat. Cows and horses eat plants here.
- The Andes is in Argentina. It is to the south of the continent. Mt. Aconcagua is its highest point at 6,962 m.
- The Atacama is found in northern Chile. There is hardly any rain.

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 *identifying details* means writing details and information to support the main idea and topic sentences. Tell them to look back at the story and complete the chart. 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: *interpreting visual information*. 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: AR IMAGES

A Preview.

“These days, people usually use digital GPS maps in their cars to help them get where they need to go. What are some other reasons people use maps?”

Think and answer the question above.

Inference (sample) People use maps when they travel to somewhere new.

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

*See the last page of the practice book for larger image.

 Learn more about maps!



DISCUSSION

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

Think while you watch:

1. What is the difference between a map and a GPS?
A map is a diagram, while a GPS is a device.
2. Why do we need different kinds of maps?
Different kinds of maps show different things.
3. Who uses these different kinds of maps?
History, geography, and political students use these different kinds of maps.

Explain to the students that they will now watch a video about different kinds of maps. 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 use maps when they travel to somewhere new.*

Explain to the students that they will look at a special kind of picture called “AR,” which stands for *augmented reality*. Demonstrate it if possible using the *Integrate Viewer* app. Before looking at the images in detail, read each question in part C together as a class. Tell the students these questions will be answered as they view the AR pictures. 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. continent | | a. (n) a group of mountains in the same area |
| 2. hemisphere | | b. (n) a specific position, location, or place |
| 3. landscape | | c. (n) all the features of an area of land |
| 4. diverse | | d. (adj) having a smooth, even surface |
| 5. grassland | | e. (n) land covered with grass and plants but not with bushes or trees |
| 6. wetland | | f. (n) an area of land that is covered with low water |
| 7. desert | | g. (n) an area of very dry and very hot land covered with sand |
| 8. mountain range | | h. (n) one of the large areas of land on earth |
| 9. flat | | i. (adj) made up of things or people different from each other |
| 10. point | | j. (n) a half of the earth |

B Unscramble and write.

the rainforest know people about Most Amazon

Most people know about the Amazon rainforest.

C Think about yourself. Choose the best answer.

Academic Objective	South America is in the Northern Hemisphere.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can understand visual information and how it is related to a reading.	<input checked="" type="radio"/> answers will vary <input type="radio"/>
Writing Skill	I can identify supporting details and use them in my writing.	<input checked="" type="radio"/> answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about maps. I got <u>will vary</u> discussion questions correct in this unit.	<input checked="" type="radio"/> answers will vary <input type="radio"/>

Self-Assessment: Demonstrate competency and knowledge that was learned. 91

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

Level Tips

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

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

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

UNIT SUMMARY

Unit 8: Geography Fiction

Academic Objective: Understand that social diversity is important and that we can learn things from different people and places.

Academic Objective in Context: Understanding other people, places, and cultures is fun and we can learn things from each other.

UNIT INTRODUCTION

(UNIT 08) Geography Fiction

VISITING BRAZIL

ACADEMIC OBJECTIVE

- Understand that social diversity is important and that we can learn things from different people and places.

LESSON

A

- Reading Format: Interview
- Comprehension
- Reading Skill: Making Inferences

LESSON

B

- Fluency Reading
- Writing Skill: Giving Reasons
- Integrate IT: QR Code Video

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

Review the academic objective on the page.

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: visit, hometown, outdoor, delicacy, positive, energetic, understand, eager

Bonus Words: enormous, southeast

Structure Focus: Ability

Reading Format: Interview



1. Where is Brazil?
2. What language do people in Brazil speak?
3. What are some popular things in Brazil?

93

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics and language learning points. Ask students what they know about Brazil to activate prior knowledge. Show the students where Brazil is on the map. Remind the students what they learned about the landscape in Brazil in Unit 7.

1. Where is Brazil?

Sample answer: *Brazil is in South America.*

2. What language do people in Brazil speak?

Sample answer: *Brazilians speak Portuguese.*

3. What are some popular things in Brazil?

Sample answer: *Soccer and jiu-jitsu are popular in Brazil.*

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.



- Geography / Fiction
- Comprehension
- Reading Skill: Making Inferences

Warm Up

What do you see in the picture?
 What do you know about this place?
 Would you like to visit here one day?

NEW WORDS

A Listen. Match the numbers and letters, then write. 23

- | | | | |
|---|---|---|--|
| 1 visit
(v) to go somewhere to spend time | 2 hometown
(n) the city or town where you were born or grew up | 3 outdoor
(adj) located outside a building | 4 delicacy
(n) a special food that people like to eat |
| 5 positive
(adj) thinking about the good things about someone or something | 6 energetic
(adj) having or showing a lot of energy | 7 understand
(v) to know how someone thinks, feels, or behaves | 8 eager
(adj) to be very excited and interested |

a 3 	b 7 	c 5 	d 6 
outdoor	understand	positive	energetic
e 1 	f 8 	g 2 	h 4 
visit	eager	upcoming	delicacy

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 cityscape and natural setting and ask them the warm-up questions:

1. What do you see in the picture?

Sample answer: I see lots of buildings, the sea, mountains, and a big statue.

2. What do you know about this place?

Sample answer: I know that it is the capital city of Brazil.

3. Would you like to visit here one day?

Sample answer: Yes, I would like to visit one this place day.

Explain to the students that they will read an interview with someone who has traveled to Brazil. They will learn about what she learned and experienced.

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



8A

STRUCTURE: ABILITY

B Read.

1. I was able to speak Portuguese.
2. They were able to visit many places.

C Correct the underlined word and write.

1. Greg am able to work.
 2. I am able for help.
 3. She was abled to do well.
1. Greg is able to work. _____
 2. I am able to help. _____
 3. She was able to do well. _____

BEFORE YOU READ Academic Objective in Context: What is good about understanding and learning about other people, places, and cultures?

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Level Tips 

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

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

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 their own culture.

READING

Background This reading is an interview with a person who visited Brazil.

A Listen and read along.

VISITING BRAZIL



Please tell me about yourself.
My name's Carla. I'm 11 years old. I come from a multicultural family. My father is Danish, and my mother is Brazilian. We live in the US.

Have you ever visited your parents' countries?
We visited my mother's hometown in southeast Brazil last summer.

How did you communicate with your family in Brazil?

My mother taught me Portuguese. So, I was able to communicate with my family.



Brazil has bands called samba bands, and the drums are called bateria.



We ate lots of barbeque and a special soup called feijoada.

What did you like most about the trip?

I loved the enormous outdoor market. I danced to live music and tried many delicacies. I was able to learn about my mother's culture.



Brazilian outdoor markets are called feiras. They don't just sell things there; people dance, eat, and have fun.

Introduce the background of the reading using the background information at the top of the page. Explain to the students that the reading format of this passage is an interview. An interview is when someone asks a question and another person answers. Tell the students that an interview is a good way to learn about someone and their experiences.

READING PASSAGE

Brazilians love sports. They really like soccer and Brazilian jiu jitsu. Brazil hosted the 2016 Summer Olympics.



What did you learn about Brazilian culture?

Brazilians are very positive and energetic people. I learned that we should always enjoy life.

Why is it important to learn about different cultures?

Other cultures can be beautiful, and we can learn from each other. Then we'll be able to understand each other more.

Do you have any plans to visit Denmark?

Yes, we'll visit Denmark next summer. I'm eager to learn about my father's culture.



Denmark is a country in Northern Europe.

Academic Objective in Context: Understanding other people, places, and cultures is fun and we can learn things from each other.

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PASSAGE DETAILS

Reading Format: Interview

Academic Objective: Understand that social diversity is important and that we can learn things from different people and places.

Academic Objective in Context: Understanding other people, places, and cultures is fun and we can learn things from each other.

Review the title of the reading: Visiting Brazil. Ask the students why they think this is the title. Explain this is because it's about a girl who visited Brazil.

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 Carla experienced in Brazil. Ask the students to discuss what she liked the most and why. Ask them why they think traveling and learning about other cultures is important.

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 did Carla go last summer? Correct answer: a. Brazil. Ask the students where in Brazil she visited.

READING COMPREHENSION

A Choose the best answer.

- What is the reading about?
 - a. studying languages
 - c. visiting another country**
 - b. going to Denmark
 - d. learning about geography
- Where did Carla go last summer?
 - a. Brazil**
 - b. her hometown
 - c. Denmark
 - d. the US
- What did Carla learn from her trip?
 - a. how to play instruments
 - c. a lot about Brazilian culture**
 - b. the importance of dancing
 - d. how to cook Brazilian food
- Why is learning about different cultures important?
 - a. to understand people**
 - b. to practice languages
 - c. to travel more
 - d. to be energetic

READING SKILL: MAKING INFERENCES

B Read each sentence and match it to an inference you can make.

1. My mother taught me Portuguese.		a. I think Carla is energetic and likes to try new things.
2. I danced to live music and tried many delicacies.		b. I think Carla likes to learn about different cultures.
3. I learned that we should always enjoy life.		c. I think Carla travels a lot.
4. Every culture is beautiful, and we can learn from each other.		d. I think Carla and her mother speak in Portuguese.

SUMMARY: MAKING INFERENCES

C Use the reading skill activity. Write sentences to explain what you think about Carla.

- I think Carla is energetic and likes to try new things.** _____
- I think Carla likes to learn about different cultures.** _____
- I think Carla travels a lot.** _____
- I think Carla and her mother speak in Portuguese.** _____

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 inferences* means making educated guesses based on what we already know. Tell the students to make inferences for each sentence. 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.

VISITING BRAZIL 8B

- Fluency Reading
- Writing Skill: Giving Reasons
- Integrate IT



Warm Up
Compare this flag with your country's flag. What is similar? What is different?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- I _____ how you feel because I also lost my dog.
a. visit **b. understand** c. eager
- This fish cake is a _____ in my country.
a. delicacy b. hometown c. positive
- John wants to _____ our home next Sunday.
a. understand b. eager **c. visit**
- In the summer, Danielle goes to the _____ swimming pool.
a. outdoor b. hometown c. energetic
- The _____ children played outside all day and didn't get tired.
a. energetic b. positive c. outdoor
- I am _____ to play video games after I finish my homework.
a. understand **b. eager** c. positive
- My _____ is São Paulo, but now I live in Chicago.
a. hometown b. delicacy c. outdoor
- My father is always happy because he is a(n) _____ person.
a. positive b. understand c. eager

Vocabulary Skill: Use the vocabulary in context.

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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. Compare this flag with your country's flag. What is similar?

Sample answer: *Both flags have blue and white.*

2. What is different?

Sample answer: *The design is very different, and my country's flag doesn't have writing on it.*

Ask students to provide additional information about their country's flag.

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

positive	hometown	enormous	understand	delicacies
energetic	eager	visited	outdoor	southeast

Visiting Brazil

Please tell me about yourself.

My name's Carla. I'm 11 years old. I live in the US. My father is from Denmark, and my mother is from Brazil.

Have you ever 1. visited your parents' countries?

Last year, we visited my mother's 2. hometown. She is from São Paulo in Brazil.

What is São Paulo like?

It's a(n) 3. enormous city located in the 4. southeast of Brazil. It's a very multicultural city with people from all over the world.

How was the food?

I tried many 5. delicacies at the 6. outdoor market. My favorite was the chicken heart.

What did you learn about Brazilian culture?

Brazilians are very 7. positive and 8. energetic people. I learned that we should always enjoy life.

Why is it important to learn about different cultures?

Every culture is beautiful, and we can learn from each other. Then, we'll be able to 9. understand each other more.

Do you have any plans to visit Denmark?

Yes, we'll visit Denmark next summer. I'm 10. eager to learn about my father's culture.

B Do popcorn reading.

Class reading time: times will vary seconds

C What is an article with questions and answers about someone called?

a. a blog **b.** an interview c. an advertisement

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

Sample answer: *It's an interview with a girl who visited Brazil.*

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: GIVING REASONS

A Look back at the story. Give reasons for each inference.

1. I think the weather in São Paulo is warm because _____
there is an enormous outdoor market.
2. I think Carla can speak Portuguese because _____
her mother taught her Portuguese.
3. I think Carla has family in Denmark because _____
her father is Danish and they will visit next summer.

WRITING PLAN

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

Making Inferences + Giving Reasons

1. Does Carla like Brazil?
 2. What kind of people live in São Paulo?
 3. What kind of food do Brazilian people like?
1. I think Carla **likes Brazil** _____
because **she was able to learn about her mother's culture.**
 2. I think São Paulo **is a lively and exciting city** _____
because **it's a multicultural city.**
 3. I think Brazilian people like to eat **outside** _____
because **they have a big outdoor market.**

WRITING SKILL EXPANSION

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

Level Tips

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

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from 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 *giving* reasons means explaining and supporting your topic sentences and main idea. Students should look back at the story to give reasons for their inferences. Explain that giving reasons will help them become good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *making inferences*. 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 quote from the video. Answer the inference question.

“There are several ways that people from different countries can try to understand each other's cultures.”

Inference question What are some ways that people from different countries can try to understand each other's cultures?

(sample) They can teach each other their languages.

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

 Learn more about Brazil!



DISCUSSION

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

Think while you watch:

1. What kind of food is popular where you are from?

Answers will vary.

2. What are some sports that are popular where you are from?

Answers will vary.

3. What kind of music and dance are popular where you are from?

Answers will vary.

Explain to the students that they will now watch a video about the culture of Brazil. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *They can teach each other their languages.*

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. visit | • | a. (adj) very big in size or number |
| 2. hometown | • | b. (adj) the direction between south and east |
| 3. outdoor | • | c. (adj) to be very excited and interested |
| 4. delicacy | • | d. (n) a special food that people like to eat |
| 5. positive | • | e. (adj) having or showing a lot of energy |
| 6. energetic | • | f. (adj) thinking about the good things about someone or something |
| 7. understand | • | g. (adj) located outside a building |
| 8. eager | • | h. (v) to know how someone thinks, feels, or behaves |
| 9. enormous | • | i. (v) to go somewhere to spend time |
| 10. southeast | • | j. (n) the city or town where you were born or grew up |

B Unscramble and write.

culture learn I to was able about my mother's

I was able to learn about my mother's culture.

C Think about yourself. Choose the best answer.

Academic Objective	Social diversity and respecting other cultures isn't important.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can make reasonable inferences related to the things I read.	<input type="radio"/> answers will vary <input type="radio"/>
Writing Skill	I can give reasons to explain things in my writing.	<input type="radio"/> answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about culture. I got <u>will vary</u> discussion questions correct in this unit.	<input type="radio"/> answers will vary <input type="radio"/>

Self-Assessment: Demonstrate competency and knowledge that was learned. 103

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the 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 to explain why each rule is important.



UNIT 1-2 REVIEW

A Read the example together as a class. Find a problem in your class and share opinions. Then make a rule you all agreed on.

Steps	Example	Case 1	Case 2	Case 3	
1	Problem	Lots of gum on the ground.	Latecomers to class	Eating snacks in class	
2	Rule Idea 1	Hire more street cleaners. → <u> 2 </u> people agree on idea 1.	→ <u> </u> people agree on idea 1.	→ <u> </u> people agree on idea 1.	→ <u> </u> people agree on idea 1.
	Rule Idea 2	Fine the person who throw gum 10 dollars for each piece of gum. → <u> 5 </u> people agree on idea 2.	→ <u> </u> people agree on idea 2.	→ <u> </u> people agree on idea 2.	→ <u> </u> people agree on idea 2.
	Rule Idea 3	Make the person who threw gum clean all gum in the school. → <u> 4 </u> people agree on idea 3.	→ <u> </u> people agree on idea 3.	→ <u> </u> people agree on idea 3.	→ <u> </u> people agree on idea 3.
	Rule Idea 4	Prohibit bringing any type of snacks in to school. → <u> 1 </u> people agree on idea 4.	→ <u> </u> people agree on idea 4.	→ <u> </u> people agree on idea 4.	→ <u> </u> people agree on idea 4.
3	The rule we agree on	Fine the person who threw gum 10 dollars for each piece of gum.			
4	Effectiveness of new rule	Less gum in the school.			

SUMMARY

B Choose one case from the chart above and complete the sentences.

1. What is the problem? _____.
2. Rule Idea 1: people agreed that _____.
3. Rule Idea 2: people agreed that _____.
4. Rule Idea 3: people agreed that _____.
5. Rule Idea 4: people agreed that _____.
6. The Chosen Rule: Rule Idea was chosen by us because it got the largest amounts of ballots.
7. Effectiveness of new rule: We expect that this rule will make _____.

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

CLASS RULE ANNOUNCEMENT

- C Use the information from the survey and summary to write an e-mail. Give a presentation.

Include the following information in your writing: problem, suggested opinion, chosen rule, effectiveness.

To _____

From _____

Subject _____

Dear _____,

How are you? I heard you caught a cold. I hope you feel better soon. While you were absent, we made a new rule about _____. I would like to let you know about this rule and how it was decided on. _____

Have a nice day!
Best wishes,

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 rights, rules, laws, and constitutions are. Discuss why it is important to have all these in groups and countries, and how they are made or changed.

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.

TEACHING TIPS

Level Tips

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

High-Level Students: Ask students to research another body of water that has low tides and high tides.

UNIT 3-4 REVIEW LESSON



UNIT 3-4 REVIEW

A Read the information on tides together as a class. Look at the pin. Draw the moon in the correct position.

		Example: Yellow Sea	The English Channel	The Gulf of Mexico
Highest Tide	Height	869 cm	774 cm	942 cm
	Place of the moon			
Lowest Tide	Height	59 cm	68 cm	100 cm
	Place of the moon			

SUMMARY

B Choose one case from the chart above and complete the sentences.

- Where:** I researched the tides of _____.
- Height of the highest tide:** The highest tide of it was _____.
- Where the moon is at highest tide:** The moon is _____.
- Height of the lowest tide:** The lowest tide of it is _____.
- Where the moon is at lowest tide:** The moon 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, 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

TIDES RESEARCH BLOG

- C** Use the information from the research results chart to write a post. Give a presentation.

Include the following information in your writing: Place, details of each tides, where the moon is.

Tides of _____

I researched _____

You can see where the moon is with my drawing.

<i>Highest Tide</i>	<i>Lowest Tide</i>

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. Discuss what causes tides to go up and down. Discuss what tides can do and what they can be used for.

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 moon for the students before class and ask them to draw pictures 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 to look up a recipe for their favorite food.



UNIT 5-6 REVIEW

A Read the e-mail together as a class.

To:

Subject:

Hi, best friend!

You asked me to find out how my grandmother made her banana cake. Well, here it is. You need to mix 240 ml of sugar with 120 g of butter. Then add 2 eggs and 4 bananas. Mix well. After that, slowly mix in 480 ml of flour, 5 mL of baking powder, and 2.5 ml of salt. Pour the batter into a cake pan. Bake the cake for 30 minutes at 190°C.

Remember to set the oven before you make the batter.

Cool the cake and then decorate it. You can use 300 ml of any sauce that you like to go with banana cakes.

E-mail me back if you need help making the cake.

Harry

B SUMMARY

B Use the information from above to complete the recipe.

1. Oven temperature: _____.

2. Ingredients:

- _____
- _____
- _____
- _____
- _____
- _____

3. Steps:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

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

PARTY PLANNING REQUEST E-MAIL

- C Imagine you are planning a party. Use the information from the summary to finish the e-mail to a friend. Give a presentation.

To: _____@zmail.com

Subject: Party Planning Help

Hi _____,

Thank you for _____. I need your help to plan for a party this weekend. I want to make banana cakes for _____ guests. I need the following ingredients:

Thank you so much!

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: e-mail. Discuss the purpose of the subject of an e-mail and the benefits of attachments.

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 that can be attachments or ask the students 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 to research another area in South America that is not in the reading passage.



UNIT 7-8 REVIEW

A Look at Units 7-8. Complete the chart as a class.

Places in South America	What is it?	What is special about it?
The Amazon		• •
The Andes		• •
The Atacama		• •
The Pampas		• •
The Pantanal		• •

SUMMARY

B Choose one place from the chart and complete the sentences.

- Where:** I chose _____ in South America.
- What:** It is _____.
- Why:** I want to go there because _____
_____.
- What to see or do:** There _____
_____.

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 are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

PROJECT-BASED LEARNING

SOUTH AMERICAN VISIT INTERVIEW

- C Imagine you want to visit a place you chose. You are being interviewed about it. Give a presentation.

Please tell me about yourself.

Where do you want to go in South America?

What kind of place is it?

Why do you want to go there?

What will you see and do there?

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 the different landscapes of South America and what they learned from the interview. Review the format of the project: interview. Tell the students to use their own thoughts and feelings.

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

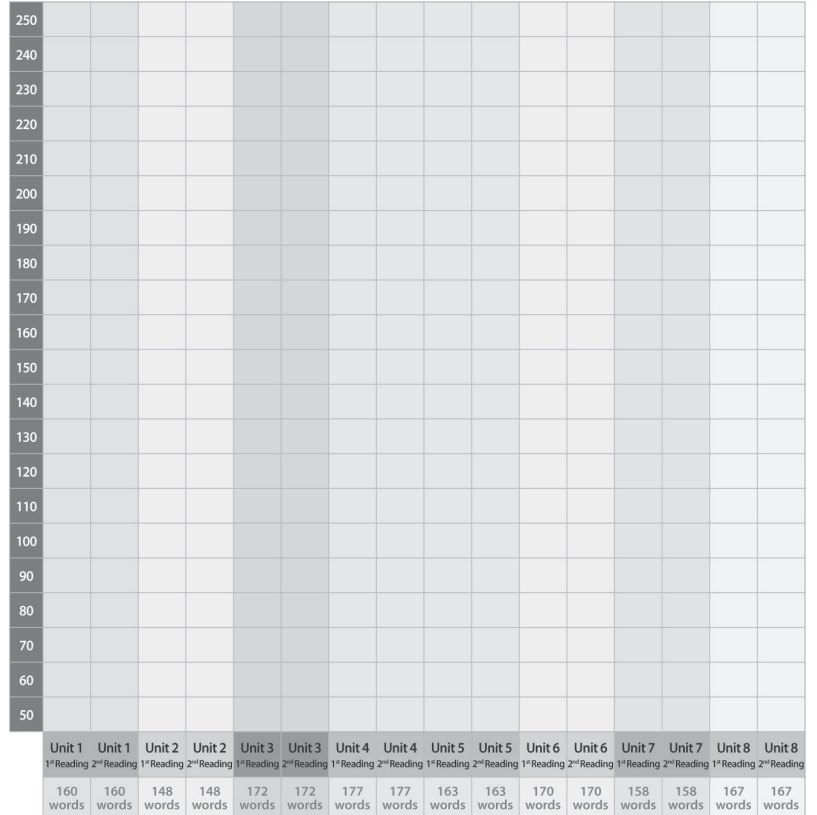
Low-Level Students: Track reading speed in class.

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

READING SPEED CHART

READING SPEED CHART

Time how long it takes you to read each passage. Then use the formula in the box to find your words per minute (WPM) score. Color in the boxes to see how you get better.



Formula (Word Count ÷ Reading Time in Seconds) X 60 = _____ WPM score

120

The reading speed chart is designed to track reading speed and fluency development. There are two columns per unit. Students can track their reading speed 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.

