

Integrate

READING & WRITING

**TEACHER'S GUIDE WITH
ANSWER KEY**

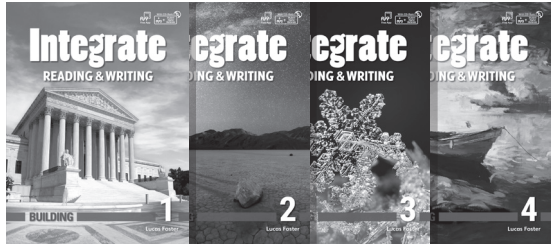
BUILDING

2

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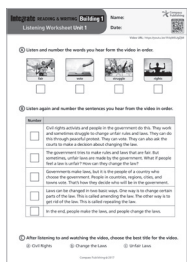
COMPONENTS



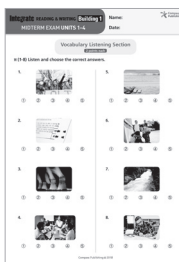
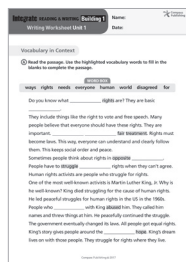
Student Book with CD-ROM



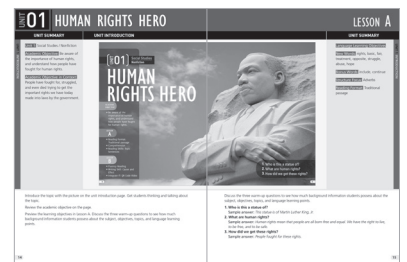
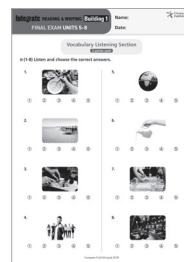
Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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

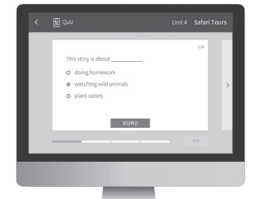
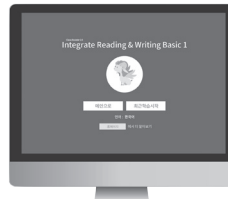


Mobile version



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

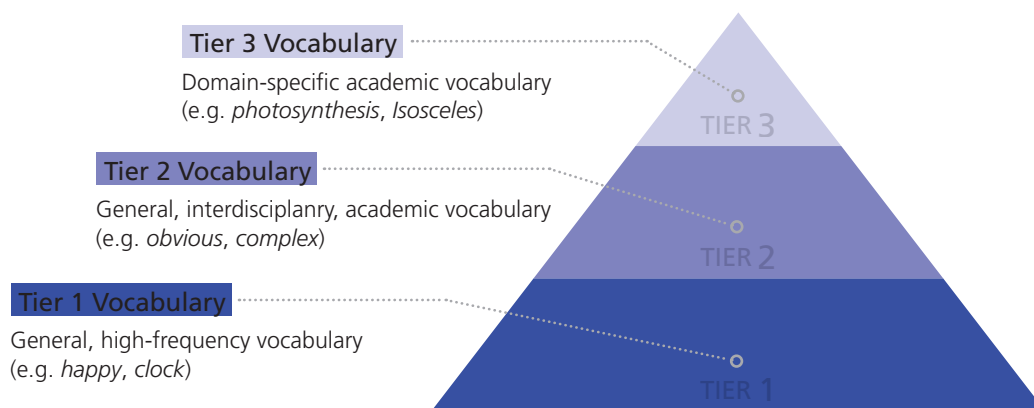
21st Century Skills

- 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)

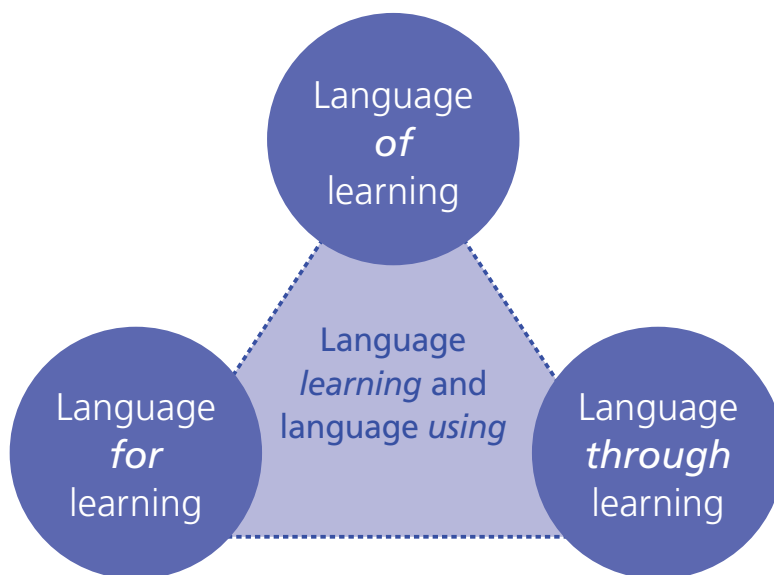
- Scaffolding, Preview, and Review

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		Title / Word Count	Understanding Cultures Lesson A [183W] Lesson B [182W]
		Topic	Tattoos are looked down on in many cultures. But for others, they are a very important and special part of the culture. Use history to learn about, understand, and see things from a different cultural perspective.
		Academic Objective	Understand that each country and region has different groups of people with their own unique cultures and traditions.
		Reading Format	Website
		Structure	Time expressions: today, a few hundred years ago
		Vocabulary	native, population, ethnic, minority, unique, particular, detail, impressive Bonus: pattern, fact
		Reading Skill	Using Synonyms Writing Skill Adding Details
		Integrate IT	QR Code Video
		Title / Word Count	Travel to India Lesson A [208W] Lesson B [170W]
		Topic	A friend sends an e-mail to another friend about his plans to travel to India. The e-mail includes facts, including demographic comparisons to other countries like Korea and Japan.
		Academic Objective	Understand that the populations of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.
		Reading Format	E-mail
		Structure	Adverbial phrases: recently, currently
		Vocabulary	support, fascinating, expect, pass, born, adult, shrink, crisis Bonus: currently, actually
		Reading Skill	Organizing Details Writing Skill Compare and Contrast
		Integrate IT	QR Code Video
SCIENCE		Title / Word Count	Wandering Rocks of Death Valley Lesson A [201W] Lesson B [195W]
		Topic	How do these rocks, some weighing hundreds of pounds, seem to move themselves across the floor of Death Valley?
		Academic Objective	Understand that changes in the seasons cause both obvious and puzzling changes to the earth's surface.
		Reading Format	Blog
		Structure	Prepositional phrases of movement: along, across, behind
		Vocabulary	climate, century, trail, sheet, overnight, solve, scrape, skate Bonus: mysterious, powerful
		Reading Skill	Cause and Effect Writing Skill Sequencing
		Integrate IT	QR Code Video
		Title / Word Count	Space Colony Lesson A [188W] Lesson B [184W]
		Topic	What would be needed to sustain life somewhere else in our solar system besides Earth? Learn about a likely candidate that could possibly support life.
		Academic Objective	Understand that the earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.
		Reading Format	Magazine article
		Structure	Modals of possibility: may, could
		Vocabulary	solar system, sustain, surface, appropriate, condition, atmosphere, essential, suitable Bonus: colony, survive
		Reading Skill	Compare and Contrast Writing Skill Adding Details
		Integrate IT	AR Images

TOPIC AREA	UNIT/PAGE	DETAILS	
MATH	 (UNIT 05) Nonfiction	Title / Word Count	The Rise of E-books Lesson A [207W] Lesson B [165W]
		Topic	What is an e-book? What are the advantages? Data and a line graph present the increase in e-book sales and decrease in print books sales in the US.
		Academic Objective	Understand that graphs give data and information in graphic form that you can use to analyze and draw conclusions.
		Reading Format	Traditional passage
		Structure	Gerund & Infinitive: be + adjective (for someone) to + verb
		Vocabulary	device, carry, text, brightness, screen, increase, expert, predict Bonus: thin, rise
	Reading Skill	Interpreting Data Writing Skill Drawing Conclusions	
	Integrate IT	QR Code Video	
	 (UNIT 06) Fiction	Title / Word Count	Book Genres Lesson A [186W] Lesson B [192W]
		Topic	A journal describes surveying classmates on their favorite book genres and favorite fantasy books, with results presented in a bar graph and pie chart.
		Academic Objective	Understand that survey results are often displayed in a bar graph or pie chart.
		Reading Format	Journal
Structure		Conjunctions: but	
Vocabulary		survey, choice, puzzling, result, bar graph, pie chart, series, tie Bonus: fantasy, technology	
Reading Skill	Analyzing Data Writing Skill Evaluating Findings		
Integrate IT	QR Code Video		
 (UNIT 07) Nonfiction	Title / Word Count	Excellent Exercise Lesson A [200W] Lesson B [174W]	
	Topic	Exercise has both physical and mental characteristics. We can learn about them both and plan an exercise in the right way.	
	Academic Objective	Learn how exercise is important for your physical and mental health.	
	Reading Format	Website	
	Structure	Comparative adjectives: the more... , the more...	
	Vocabulary	benefit, sick, heart, pump, blood, brain, memory, stress Bonus: alone, stairs	
Reading Skill	Main Idea and Supporting Details Writing Skill Using Synonyms		
Integrate IT	QR Code: Video		
 (UNIT 08) Fiction	Title / Word Count	Healthy Habits Lesson A [190W] Lesson B [180W]	
	Topic	A presentation describes healthy habits and how to keep them.	
	Academic Objective	Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.	
	Reading Format	Presentation	
	Structure	Adverbs of Frequency: often, sometimes	
	Vocabulary	habit, list, occasionally, polite, floss, dentist, sneeze, elbow Bonus: junk food, break	
Reading Skill	Organizing Details Writing Skill Writing About Frequency		
Integrate IT	QR Code Video		

MATH

SPECIAL SUBJECT

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	E-mail	Imagine you will travel to the country and city you choose from the summary. Use the information from the summary to write an e-mail. Give a presentation.	104
Science	Units 3-4 Review	Magazine Article	Write a magazine article to summarize the events that cause the rocks of Death Valley to move.	108
Math	Units 5-6 Review	Journal	Imagine you are writing a journal for homework. Use the information from the summary and evaluate your findings. Draw a bar graph of the results. Include an idea for a second survey you would do to find out more. Give a presentation.	112
Special Subject	Units 7-8 Review	Presentation	Use the information from the summary to prepare a presentation. Present three of your good habits and what you do to keep them. 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



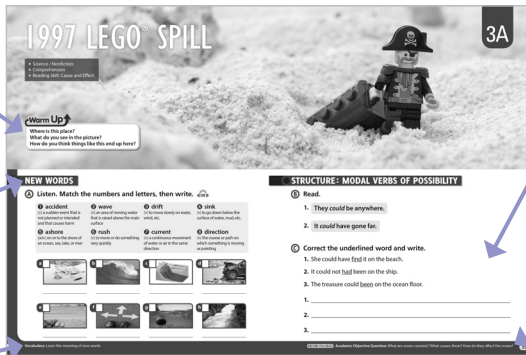
A clear overview summarizes what students will do throughout the unit.

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.

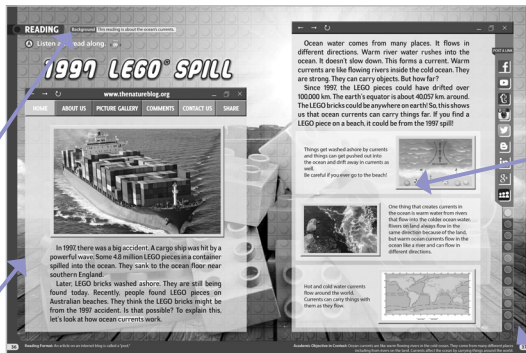
Key grammatical structures from the reading passage highlight authentic, practical use.

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



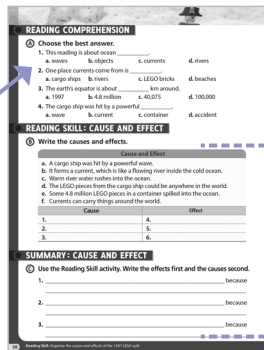
Background knowledge is provided to help activate the students' schemas.

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** / **waves** are big at the beach today.
- Don't **drift** / **take**. 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

WRITING SKILLS: SEQUENCING

Number the sentences in the correct order.

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

WRITING PLAN

Use your reading and writing skills from this unit to complete the writing plan.

	Cause and Effect / Sequencing
First,	
Second,	
Third,	
Fourth,	
Fifth,	

WRITING SKILL EXPANSION

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

A graphic organizer gives students practice with a writing skill.

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

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

INTEGRATE IT

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

INTEGRATE IT: QR CODE VIDEO

PREVIEW

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

Think and answer the question above.

DISCUSSION

Discuss the questions with a partner. Write the answers.

1. What makes a current?
2. Are currents warm or cold?
3. What can currents do?

SELF-ASSESSMENT

Match, Write, and Think about yourself.

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

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

TIDES RESEARCH BLOG

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.

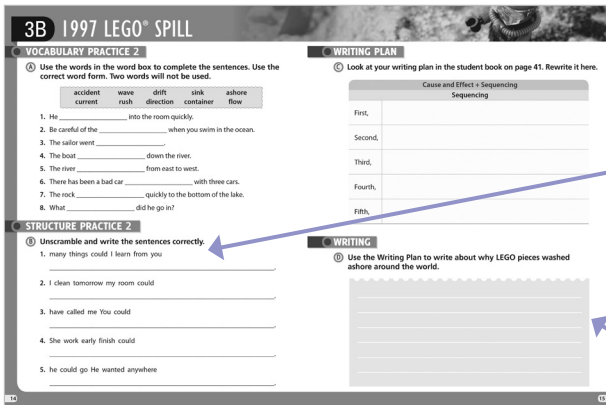
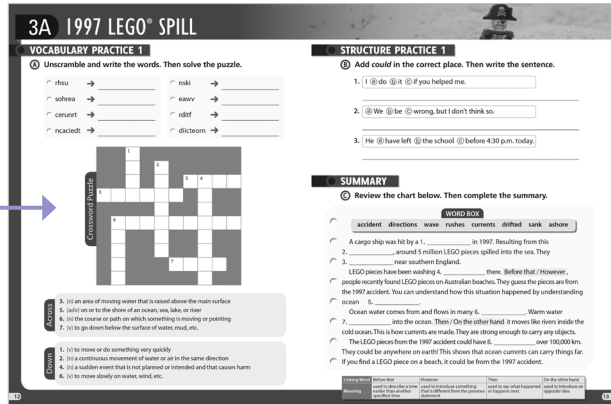
Highest Tide	Lowest Tide

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.

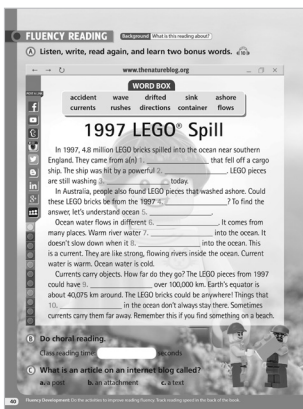


The grammar activities bolster the students' knowledge and ability to use the structure.

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.

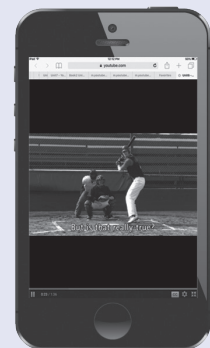
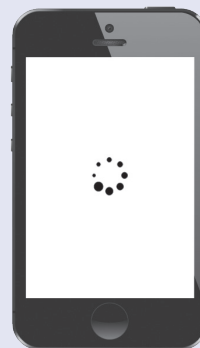
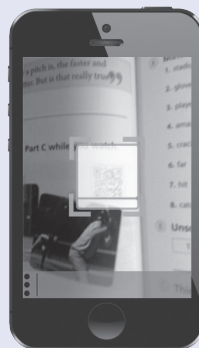
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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: Understand that each country and region has different groups of people with their own unique cultures and traditions.

Academic Objective in Context: Understanding minority cultures helps us to appreciate and accept cultural diversity.

UNIT INTRODUCTION

(UNIT 01) Social Studies
Nonfiction

UNDERSTANDING CULTURES

ACADEMIC OBJECTIVE

- Understand that each country and region has different groups of people with their own unique culture and traditions.

LESSON A

- Reading Format: Website
- Comprehension
- Reading Skills: Using Synonyms

LESSON B

- Fluency Reading
- Writing Skill: Adding Details
- 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: native, population, ethnic, minority, unique, particular, detail, impressive

Bonus Words: pattern, fact

Structure Focus: Time Expressions

Reading Format: Website



1. What do you see in this picture?
2. Where does this come from?
3. What does it mean?

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. What do you see in this picture?

Sample answer: *I see a wood carving of a man with a painted face.*

2. Where does this come from?

Sample answer: *I think it comes from New Zealand.*

3. What does it mean?

Sample answer: *I think it is used as a symbol for protection.*

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.

UNDERSTANDING CULTURES

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Using Synonyms









Warm Up

What kinds of cultures and traditions are there in your country?
Are the people in different parts of a country the same or different?
How are they different? How are they the same?

NEW WORDS

A Listen. Match the numbers and letters, then write. 02

- | | | | |
|--|--|---|---|
| 1 native
(adj) born in a certain place | 2 population
(n) the number of people who live in a place | 3 ethnic
(adj) about races or large groups of people who have the same customs, religion, origin, etc. | 4 minority
(n) a group that is the smaller part of a larger group |
| 5 unique
(adj) special and unlike anything or anyone else | 6 particular
(adj) used to point to one person or thing and no others | 7 detail
(n) a small part of something | 8 impressive
(adj) deserving attention, admiration, or respect; making a good impression |

a 3 	b 7 	c 5 	d 2 
ethnic	detail	unique	population
e 1 	f 4 	g 8 	h 6 
native	minority	impressive	particular

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students why they think different cultures exist. Focus the attention of the students on the picture and ask them the warm-up questions:

1. What kinds of cultures and traditions are there in your country?

Sample answer: *We celebrate the lunar new year. We get together as a family and eat a big meal.*

2. Are the people in different parts of a country the same or different?

Sample answer: *People are the same.*

3. How are they different? How are they the same?

Sample answer: *They all speak the same language.*

Explain to the students that they will learn about understanding different cultures and why it's important. Tell them that they will learn about the native people of New Zealand. Explain that students will learn new words related to traditions and the importance of learning about different cultures. Play audio track 02 and ask students to say and write each word as they hear them.



1A

STRUCTURE: TIME EXPRESSIONS

B Read.

- Europeans came to North America *a few hundred years ago*.
- Today*, we have different ideas.

C Unscramble and write.

- past, had different people In the ideas
- paper She wrote the last week
- Today, together enjoy people different cultures

- In the past, people had different ideas.
- She wrote the paper last week.
- Today, people enjoy different cultures together.

BEFORE YOU READ Academic Objective Question: Why is it important to understand minority cultures?

11

Level Tips

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

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 unique tradition found in their culture. Ask them what the tradition is, what it means, and how and when it's honored.


READING Background This reading is about other cultures.

A Listen and read along. 03

Understanding Cultures

www.cometonz.co.nz

HOME ABOUT US PICTURE GALLERY COMMENTS CONTACT US SHARE



New Zealand is a great country with an interesting culture. The native people there are the Maori people. A few hundred years ago, Europeans came to New Zealand. Before that, the Maori were the only people living on the land. Today, Maori people make up 15 percent of New Zealand's population. They are a cultural and ethnic minority in New Zealand.

People who don't understand cultural tattoos may feel scared. But people who do understand can have an open mind and enjoy and embrace cultural diversity. Why is it important for different people to be able to understand each other and accept differences?

12 Reading Format: Travel websites have readings called articles about the things you can do and see in different places.

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 website. Tell the students that travel websites have articles that tell you all the things you can see and do in different cities and countries.

Review the title of the reading: Understanding Cultures. Ask the students why they think this is the title. Explain this is because they will learn about a minority culture.

READING PASSAGE

PASSAGE DETAILS

The Maori people have unique traditions. One particular tradition is easy to notice. They get tattoos. The tattoos are a kind of art. It's called body art. It's an important part of Maori culture. The tattoos have lots of details, shapes, and patterns. They are very beautiful. They are impressive. But even more impressive is the fact that each Maori tattoo is different. No two tattoos are the same.

Tattoos have become popular around the world. There are many different styles of tattoos. The word *tattoo* may have come from the original native Maori word *tautau*. Many people don't understand the meaning of tattoos. They mean different things to different people in different places. It's good to understand the history of things.

Maori tattoo culture is a big and important part of New Zealand. It is something people in New Zealand are proud of and can be seen in many places and on many things from New Zealand.

- Coins with tattoos show that tattoos are a part of New Zealand's national culture.
- Both tattoos and wood carvings show the unique details in Maori art.
- Stamps featuring Maori tattoos show how detailed and special the designs are.
- The Maori have their own national flag.
- Members of national teams from New Zealand often have tattoos and do a cultural dance called the *Hakka* at the beginning of a game.

Academic Objective In Context: Understanding minority cultures helps us to appreciate and accept cultural diversity. 13

Reading Format: Website

Academic Objective: Understand that each country and region has different groups of people with their own unique cultures and traditions.

Academic Objective in Context: Understanding minority cultures helps us to appreciate and accept cultural diversity.

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 to compare the traditions from the passage to traditions in their own culture.

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

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers 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 true about Maori tattoo culture? Correct answer: d. They do it to scare people. Ask the students how Maori tattoos can be considered art.

READING COMPREHENSION

A Choose the best answer.

1. What is this reading mainly about?
 - a. European culture
 - b. Maori culture
 - c. New Zealand
 - d. history
2. Who are the people who lived in New Zealand first?
 - a. the Maori
 - b. Europeans
 - c. travelers
 - d. tautaus
3. What is NOT true about Maori tattoo culture?
 - a. It's a form of art.
 - b. It's important to them.
 - c. All the tattoos are different.
 - d. They do it to scare people.
4. How does the reading tell us we can better understand other cultures?
 - a. by traveling
 - b. by understanding history
 - c. by making different friends
 - d. by doing what other people do

READING SKILL: USING SYNONYMS

B Circle the synonyms of the vocabulary words.

Vocabulary Words							
native	ethnic	minority	population	unique	particular	details	impressive
Synonyms: Words or phrases that mean the same thing as the vocabulary words above							
original	cultural	smaller	world	common	all	parts	great
new	national	bigger	people	special	specific	words	bad
Use Synonyms							

1. The native population of New Zealand are the Maori.
2. The Maori are a minority ethnic group in New Zealand.
3. The Maori people have unique traditions.
4. One particular Maori tradition is to have tattoos.
5. Maori tattoos are impressive, with lots of details.

SUMMARY : USING SYNONYMS

C Use the reading skill activity. Rewrite the sentences using synonyms.

1. The original population of New Zealand are the Maori.
2. The Maori are a smaller ethnic group in New Zealand.
3. The Maori people have special traditions.
4. One specific Maori tradition is to have tattoos.
5. Maori tattoos are great, with lots of parts.

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 *using synonyms* means using different words that have the same meaning. Tell the students to select the correct synonym for each word.

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

UNDERSTANDING CULTURES 1B

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

Warm Up

Tattoos are popular in other cultures and with many people, too. Why do you think that is?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

population native ethnic minority details impressive unique particular

1. The town has a small population of only twenty-two people.
2. The design of your shirt is very unique. I've never seen anything like it before.
3. This particular song is my favorite one by this singer.
4. The game was very impressive! I really enjoyed watching it.
5. Minority groups may be smaller, but they need to be understood.
6. The native people have been in America the longest.
7. The painting has lots of details. It must have taken a long time to finish.
8. Every ethnic group has its own culture.

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. Why do you think that is?

Sample answer: *It is a form of art. People can express themselves and their cultures through art.*

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.

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

C What are readings on travel websites called?
a. posts **b. articles** c. entries

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

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

Sample answer: *It's about the Maori in New Zealand and their tattoo culture.*

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: ADDING DETAILS

A Match.

1. The native population of New Zealand are the Maori.		a. They make up about 15 percent of the total population.
2. The Maori are a minority ethnic group in New Zealand.		b. These traditions are a big part of New Zealand's culture.
3. The Maori people have unique traditions.		c. Tattooing is an important part of their culture.
4. One particular Maori tradition is to have tattoos.		d. Europeans came later.
5. Maori tattoos are impressive and have lots of detail.		e. In fact, every Maori tattoo is different.

WRITING PLAN

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

Using Synonyms + Adding Details

1. The (original) (people) of New Zealand are the Maori people.
native population

Detail: **Europeans came later.**

2. They are a (smaller) (cultural) group in New Zealand.
minority ethnic

Detail: **They make up about 15 percent of the total population.**

3. The Maori people have (special) traditions.
unique

Detail: **These traditions are a big part of New Zealand's culture.**

4. One (specific) tradition is easy to see. They get tattoos.
particular

Detail: **Tattooing is an important part of their culture.**

5. The tattoos are (great), with lots of (parts).
impressive details

Detail: **In fact, every Maori tattoo is different.**

WRITING SKILL EXPANSION

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

Writing Skill: Add details to support the topic sentences about the Maori.

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 *adding details* means writing additional and useful information in the sentence. Tell them that they need to match the information with the correct details.

Writing Plan:

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

“Maori tattoo designs are on the national money and stamps, and are also found in other places. How do you think the non-Maori citizens of New Zealand feel about these tattoos?”

Think and answer the question above.

Inference (sample) They probably feel that the tattoos are interesting.

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



DISCUSSION

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

Think while you watch:

1. What are some examples we can see of Maori culture in New Zealand?
Tattoos are very important to Maori culture.
2. Why is understanding other cultures important?
It will help improve human society.
3. How can we learn about other different cultures?
We can learn by sharing ideas and learning about different traditions.

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

Sample answer: *They probably feel that the tattoos are interesting.*

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. native | • | a. (adj) special and unlike anything or anyone else |
| 2. population | • | b. (adj) used to point to one person or thing and no others |
| 3. ethnic | • | c. (n) a true piece of information; something that actually exists or happens |
| 4. minority | • | d. (adj) deserving attention, admiration, or respect; making a good impression |
| 5. unique | • | e. (adj) about races or large groups of people who have the same customs, religion, origin, etc. |
| 6. particular | • | f. (n) the number of people who live in a place |
| 7. detail | • | g. (n) a repeated design or shape that is often used to decorate something |
| 8. impressive | • | h. (n) a small part of something |
| 9. pattern | • | i. (adj) born in a certain place |
| 10. fact | • | j. (n) a group that is the smaller part of a larger group |

B Unscramble and write.

Europeans to came New Zealand hundred a years few ago

Europeans came to New Zealand a few hundred years ago.

C Think about yourself. Choose the best answer.

Academic Objective	We can learn about different groups of people and their unique cultures and traditions by learning history.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can identify synonyms in things I read.	<input type="radio"/> answers will vary <input type="radio"/>
Writing Skill	I can add details 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"/>

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 assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 2: Social Studies / Fiction

Academic Objective: Understand that the populations of some countries are growing while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

Academic Objective in Context: The population of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

UNIT INTRODUCTION

UNIT 02 Social Studies Fiction

TRAVEL TO INDIA

ACADEMIC OBJECTIVE

- Understand that the populations of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

LESSON A

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

LESSON B

- Fluency Reading
- Writing Skill: Compare and Contrast
- Integrate IT: QR Code Video

The population of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

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

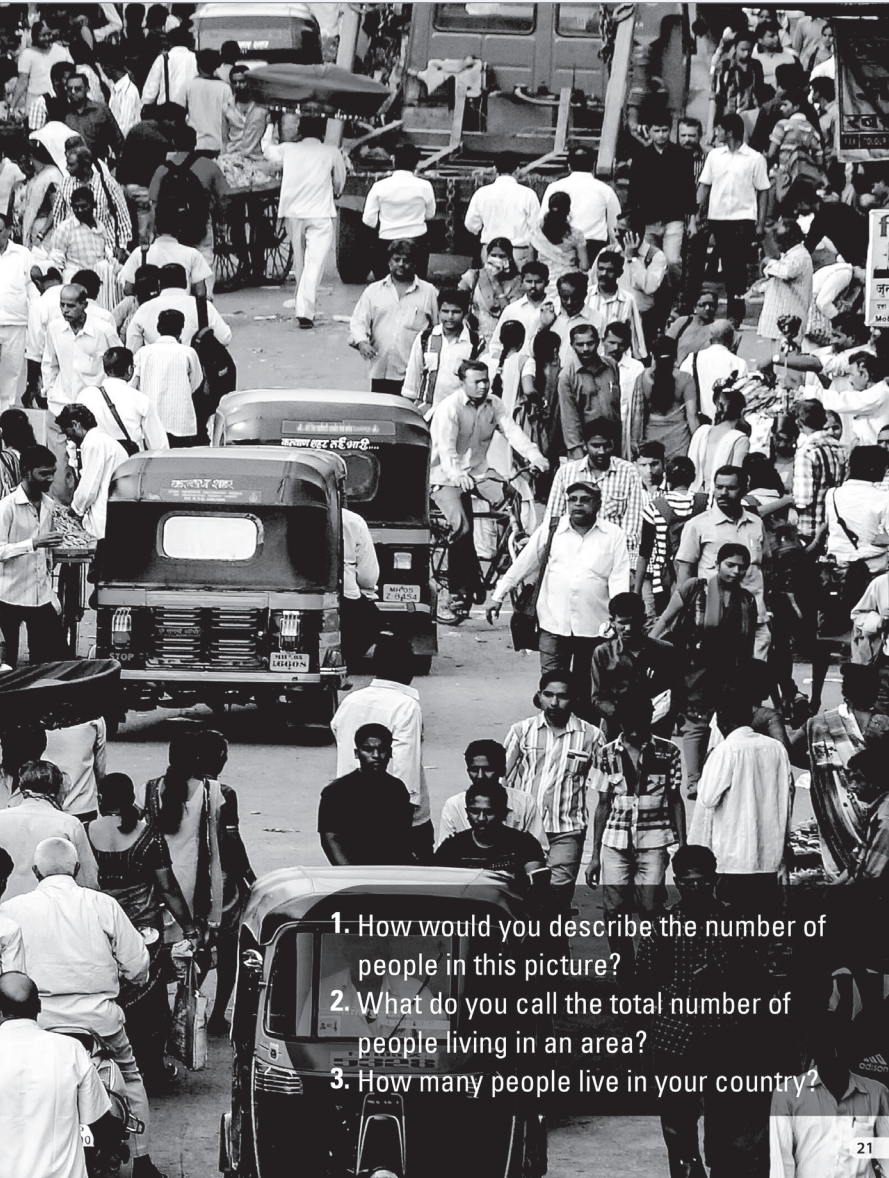
Language Learning Objectives

New Words: support, fascinating, expect, pass, born, adult, shrink, crisis

Bonus Words: currently, actually

Structure Focus: Adverbs

Reading Format: E-mail



1. How would you describe the number of people in this picture?
2. What do you call the total number of people living in an area?
3. How many people live in your country?

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 which countries are known to have high populations to activate prior knowledge.

1. How would you describe the number of people in this picture?

Sample answer: *There are many people in the picture. It looks very crowded.*

2. What do you call the total number of people living in an area?

Sample answer: *The total number of people living in an area is called a population.*

3. How many people live in your country?

Sample answer: *I think there are around 50 million people.*

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.

TRAVEL TO INDIA

- Social Studies / Fiction
- Comprehension
- Reading Skill: Organizing Details

Warm Up

Which country is this building in?
How many people do you think live there?
What is the population of your country?

NEW WORDS

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

- | | | | |
|--|---|--|--|
| 1 fascinating
(adj) very interesting | 2 born
(adj) brought into life through the process of birth | 3 expect
(v) to think that something will probably happen | 4 pass
(v) to go beyond a number or amount |
| 5 adult
(n) a fully grown person | 6 shrink
(v) to become smaller in amount, size, or value | 7 crisis
(n) a difficult or dangerous situation that needs serious attention and action to fix | 8 support
(v) to give help or provide what is needed to someone or something |

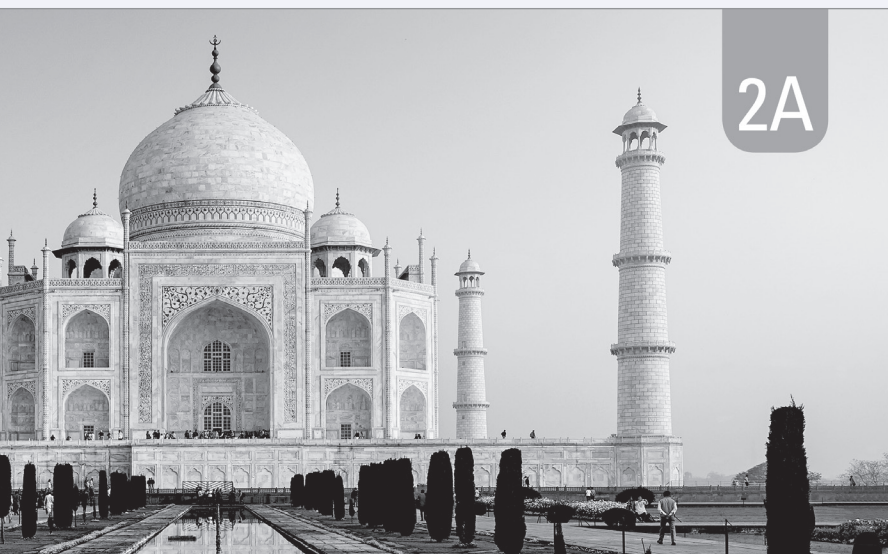
a 2  <u>born</u>	b 1  <u>fascinating</u>	c 6  <u>shrink</u>	d 5  <u>adult</u>
e 3  <u>expect</u>	f 4  <u>pass</u>	g 8  <u>support</u>	h 7  <u>crisis</u>

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

- 1. Which country is this building in?**
Sample answer: *I think this building is in India.*
- 2. How many people do you think live here?**
Sample answer: *I think a billion people live here.*
- 3. What is the population of your country?**
Sample answer: *I think the population is around 50 million.*

Explain to the students that they will learn about India and get more information about the population of India. Tell them that many countries are having population problems. Some are growing too quickly and some aren't growing quickly enough.

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



2A

STRUCTURE : ADVERBS

B Read.

1. *Recently*, I have learned a lot about India.
2. I am *currently* reading about other countries.

C Unscramble and write.

1. the law eventually changed The government

2. She easily understood rules the

3. people together live peacefully The

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

BEFORE YOU READ Academic Objective Question: What is the pattern of population growth in different countries, and why are cities often densely populated?

23

Level Tips

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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds.

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

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

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

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

READING Background This reading is about population.

A Listen and read along.

Travel to India

To: nate@supergreatmail.com
 From: Pete
 Subject: Travel to India

Hi, Nate.

This December, I will travel to India with my family. I've been reading a lot about the country recently. It's a fascinating place. Here are some interesting facts about India.

Many people know that China is currently the most populated country in the world. It has roughly 1.3 billion people. Did you know that India is not far behind, with about 1.2 billion people? In fact, more people are born in India every year than in China. People expect its population to pass China's soon.

India's population is growing. But the populations in other crowded countries, like Japan and South Korea, are actually shrinking. The working adults are supporting the old people of these countries. They are also having fewer children. So, there will be fewer adults to support the elderly in the future. It's a crisis.

India has a different population problem. The cities are overpopulated. Most people in India are younger than 35. I will have plenty of chances to meet people.

India also has the most wild tigers in the world. I hope I can see one while traveling there. Furthermore, India makes the most new movies in the world every year. I plan to go to the movies there. I'm really excited to go.

-Pete

24 Reading Format: The subject line of an e-mail lets the person reading it know the topic before they start reading.

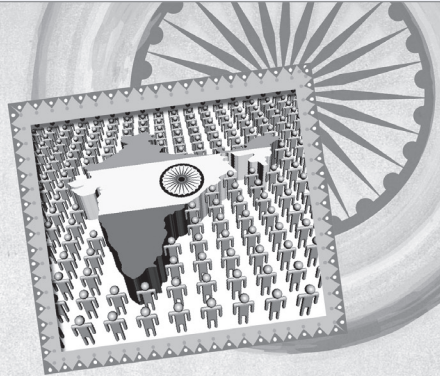
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is an e-mail. Tell them that the subject line lets the person reading the e-mail know what the topic is before they start reading. Ask the students what the subject line of this e-mail is.

Review the title of the reading: Travel to India. Ask the students why they think this is the title. Explain this is because the reading is about traveling to India.

READING PASSAGE

India has a population of about 1,200,000,000 people, which is second highest in the world. Its population continues to grow. Many people expect it to become the most populated country in the world.



India has the most wild tigers in the world. In fact, it has more wild tigers than the next ten countries combined.

Henna tattoos are popular in India. They last about three weeks before they disappear. Indians get them to celebrate special occasions like weddings.



Indian cities are very crowded.

Academic Objective in Context: The populations of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

25

PASSAGE DETAILS

Reading Format: E-mail

Academic Objective: Understand that the populations of some countries are growing while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

Academic Objective in Context: The population of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

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 read the captions and look at the pictures. Discuss any new information about India they have learned today. Ask the students if they have any other questions about India.

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. Which country's population is expected to pass China's population soon? Correct answer: c. India. Ask the students what the current population of India is.







READING COMPREHENSION

A Choose the best answer.

1. What is the reading mainly about?
a. tigers **b. populations** c. China d. December
2. Which country's population is expected to pass China's population soon?
a. Japan b. South Korea **c. India** d. China
3. What is happening to the population of Japan?
a. It's shrinking. b. It's growing.
c. It's staying the same. d. They are moving to China.
4. How old are most people in India?
a. older b. younger c. older than 35 **d. younger than 35**

READING SKILL: ORGANIZING DETAILS

B Match.

1. China currently has		a. a population of 1.2 billion.
2. India currently has		b. currently the most populated country in the world.
3. China is		c. currently growing fast.
4. India's population is		d. a population of 1.3 billion.
5. India has		e. are overpopulated.
6. Indian cities		f. the most wild tigers in the world.

SUMMARY: ORGANIZING DETAILS

C Use the reading skill activity. Write the sentences.

1. China currently has a population of 1.3 billion.
2. India currently has a population of 1.2 billion.
3. China is currently the most populated country in the world.
4. India's population is currently growing fast.
5. India has the most wild tigers in the world.
6. Indian cities are overpopulated.

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 details means matching details to the correct topic helps you better understand everything. Tell the students to match the details to the topic.

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.



TRAVEL TO INDIA 2B

- Fluency Reading
- Writing Skill: Compare and Contrast
- Integrate IT

Warm Up

Henna tattoos are made by staining the skin with dyes. How are they different from other kinds of tattoos?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

support fascinating expect pass born adults shrinks crisis

1. Last night, my new baby brother was born.
2. Bring your umbrella. The news says they expect it will rain.
3. Most students are children, but adults can always learn too.
4. The balloon shrinks when I let the air out of it.
5. I have collected \$95 in donations, and I think I can pass the \$100 target next week.
6. Learning about space is fascinating.
7. Please tell me if there's anything I can do to support you.
8. There's a big crisis, so we need your help right away!

Vocabulary Skill: Use the vocabulary in context.

27

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How are they different from other kinds of tattoos?

Sample answer: *Henna tattoos wash off after some time. Ink tattoos are permanent.*

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. 07

Travel to India

To: nate@supergreatmail.com
 From: Pete
 Subject: Travel to India

Hi, Nate.

I will travel to India with my family in December. Recently, I have learned about India. It's a(n) (shrinking / **ascinating**) country. I've learned a lot of interesting facts about it. India (actually / **currently**) has about 1.2 billion people. It is the world's second-most populated country, after China. But more babies are (**born** / expected) in India each year than in China. Its population is (**expected** / supported) to (**pass** / shrink) China's soon.

In contrast, other crowded countries like Japan and South Korea have (expecting / **shrinking**) populations. Their people are having fewer children. There will be fewer working (crises / **adults**) to (**support** / fascinate) the old people. It's (currently / **actually**) a (**crisis** / support).

India's population problem is different. Its cities are overpopulated. However, most Indians are younger than 35. So, I'll get to meet a lot of young people.

In addition to having lots of people, India has the most wild tigers in the world. It also makes more new movies each year than any other countries. I hope to see a wild tiger and watch a movie there. It'll be an exciting trip!
 -Pete

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

C What do you look at quickly know what the topic of an e-mail is?
 a. the subject b. the message c. the sender

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 the population of India.*

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

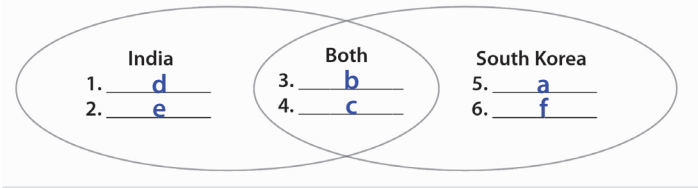
After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

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

WRITING SKILL: COMPARE AND CONTRAST

A Complete the chart.

- a. a shrinking population b. population problems c. crowded cities
- d. a growing population e. a younger population
- f. fewer working adults supporting the elderly



WRITING PLAN

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

Organizing Details + Compare and Contrast	
Place	What
India has	a growing population
	a younger population
South Korea has	a shrinking population
	fewer working adults supporting the elderly
Both have	population problems
	crowded cities

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 compare means finding how things are the same or similar and contrast means finding how things are different. Explain that organizing information in this way will make them better writers.

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 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.

“In most countries, cities are densely populated. Why do you think that is?”

Think and answer the question above.

Inference (sample) Many people move to the city to work.

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

Learn more about populations!

DISCUSSION

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

Think while you watch:

1. What kinds of jobs do people have in cities?
People work in offices, restaurants, and stores.
2. Why are cities more convenient?
Cities have public transportation.
3. How do people travel in cities?
They travel by subway, buses, and taxis.

Explain to the students that they will now watch a video about populations in cities. 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: *Many people move to the city to work.*

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. support | • | a. (v) to go beyond a number or amount |
| 2. fascinating | • | b. (adv) used to refer to what is real |
| 3. expect | • | c. (v) to become smaller in amount, size, or value |
| 4. pass | • | d. (adj) very interesting |
| 5. born | • | e. (adv) existing or happening now |
| 6. adult | • | f. (n) a difficult or dangerous situation that needs serious attention and action to fix |
| 7. shrink | • | g. (v) to think that something will probably happen |
| 8. crisis | • | h. (adj) brought into life through the process of birth |
| 9. currently | • | i. (v) to give help or provide what is needed to someone or something |
| 10. actually | • | j. (n) a fully grown person |

B Unscramble and write.

currently has the China population highest world the in

China currently has the highest population in the world.

C Think about yourself. Choose the best answer.

Academic Objective	India's population is shrinking.	True	False
Reading Skill	I can organize the supporting details in the things I read.	answers will vary	☺
Writing Skill	I can compare and contrast different things in my writing.	answers will vary	☺
Integrate IT	I can discuss and make inferences about populations. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary	☺

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

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

Level Tips

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

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

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class.

Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 3: Science / Nonfiction

Academic Objective: Understand that changes in the seasons cause both obvious and puzzling changes to the Earth's surface.

Academic Objective in Context: Changes in the seasons cause both obvious and puzzling changes to the Earth's surface.

UNIT INTRODUCTION

(UNIT 03) Science
Nonfiction

WANDERING ROCKS OF DEATH VALLEY

ACADEMIC OBJECTIVE

- Understand that changes in the seasons cause both obvious and puzzling changes to the Earth's surface.

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: Prepositions of Movement

Reading Format: Blog



1. Where is this?
2. How is the weather in this place?
3. How do you think the rock in the picture moved?

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. Where is this?

Sample answer: *It looks like a desert.*

2. How is the weather in this place?

Sample answer: *It doesn't seem to be hot.*

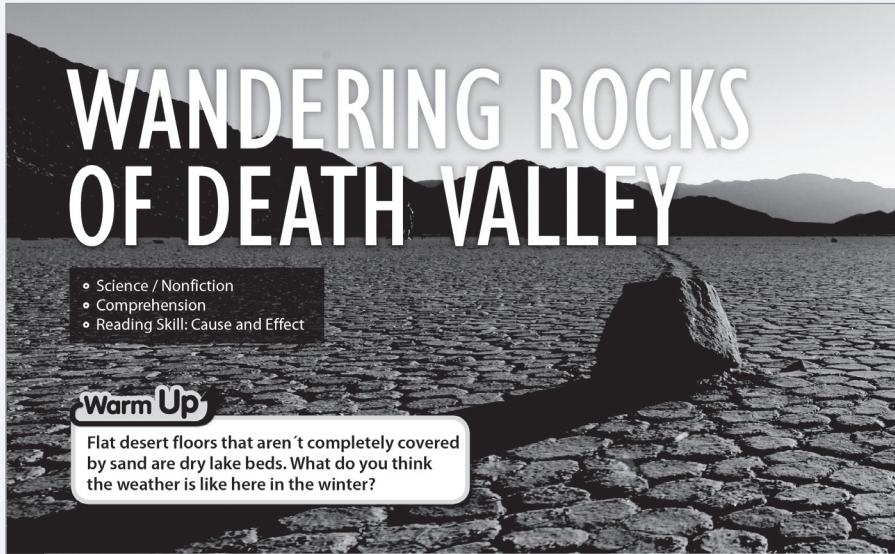
3. How do think the rock in the picture moved?

Sample answer: *I think strong winds pushed the rock.*

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. 

- | | | | |
|---|---|---|--|
| 1 climate
(n) temperature and weather patterns in a place | 2 century
(n) a period of one hundred years | 3 trail
(n) the marks left on the ground by a moving object | 4 sheet
(n) a thin layer of something |
| 5 solve
(v) to figure out and answer | 6 scrape
(v) to scratch or grind a surface | 7 skate
(v) to glide across the top of a surface | 8 overnight
(adv) during a period of one night |

a 3  <u> </u> trail	b 1  <u> </u> climate	c 6  <u> </u> scrape	d 7  <u> </u> skate
e 2  <u> </u> century	f 5  <u> </u> solve	g 8  <u> </u> overnight	h 4  <u> </u> sheet

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

1. What do you think the weather is like here in the winter?

Sample answer: I think it is very hot, even in the winter.

Tell that students that there are many mysterious events that happen in nature, but they can usually be explained. Explain to the students that temperatures in a desert can go from very low to very high in a short time.

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



3A

STRUCTURE: PREPOSITIONAL PHRASES OF MOVEMENT

B Read.

1. They skate *along* the ice and leave a trail *behind* them.
2. In Canada, winds blow large rocks *across* the snow in the winter.

C Correct the underlined word and write.

1. People saw lights flying behind the sky.
 2. How can rocks move down the desert floor?
 3. They skate under the ice.
1. People saw lights flying in the sky. _____
 2. How can rocks move across the desert floor? _____
 3. They skate on the ice. _____

BEFORE YOU READ Academic Objective Question: How does seasonal change affect the earth's surface?

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 what they already know about deserts.

READING

Background This reading is about the earth's climate changes.

A Listen and read along.

The screenshot shows a browser window with the URL www.thenatureblog.org. The navigation menu includes HOME, ABOUT US, PICTURE GALLERY, COMMENTS, CONTACT US, and SHARE. The main heading is "Wandering Rocks of Death Valley". Below the heading is a photograph of a desert landscape with sand dunes and mountains in the background. The text below the photo reads: "Death Valley is one of the lowest, hottest places in the world. It's an amazing desert in the western US. But something mysterious happens there sometimes. Rocks as heavy as 180 kg can move up to 450 m across the desert floor. How does this happen? The climate doesn't explain this. For centuries, people noticed that huge rocks moved overnight. No one saw them move. There were no footprints in the sand. There were no signs of human activity around anywhere. Trails were left behind by the moving rocks. So, what moved the rocks?"

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 the Internet was first called a weblog. Writers would post about their experiences, opinions, etc.

Review the title of the reading: Wandering Rocks of Death Valley. Ask the students why they think this is the title. Explain this is because the passage is about heavy rocks that move across the desert floor.

READING PASSAGE

PASSAGE DETAILS

The hottest temperature ever recorded in Death Valley was 57°C in 1913. When the sun sets the temperature starts to quickly fall.

As the temperature continues to fall in the night, ice starts to form on the desert floor. The coldest temperature ever recorded in Death Valley was -9°C, also in 1913.

Powerful winds blow the heavy rocks across the ice, leaving behind mysterious-looking trails on the desert floor.

Scientists couldn't understand how the rocks moved. For years, people saw strange lights in the night sky. Did the lights move the rocks? Finally, a scientist solved the mystery. Deserts are hot in the day, but they get very cold at night. In winter, the ground freezes. On the desert floor, thin sheets of ice form. Not many plants grow in the desert. Powerful winds blow heavy rocks across the ice in the bare desert. The rocks scrape the desert floor as they skate along the ice. A trail is left behind. It's a simple answer to an old mystery. The climate explains a lot, after all.

Academic Objective in Context: Changes in the seasons cause both obvious and puzzling changes to the earth's surface. 37

Reading Format: Blog

Academic Objective: Understand that changes in the seasons cause both obvious and puzzling changes on the Earth's surface.

Academic Objective in Context: Changes in the seasons cause both obvious and puzzling changes to the Earth's surface.

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

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

Call students to discuss how the temperatures change in Death Valley. Ask students to explain how the rocks move across the desert.

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 _____ helps us understand how the rocks move. Correct answer: b. climate. Ask students to describe the climate.

READING COMPREHENSION

A Choose the best answer.

- Rocks in Death Valley move because of _____.
a. people b. flying lights **C** wind and ice d. heat and trails
- People have noticed the movement of the rocks _____.
a. since 1913 b. overnight **C** for centuries d. for years
- The _____ helps us understand how the rocks move.
a. wind **B** climate c. ice d. lights
- The rocks move _____.
a. in the winter b. on hot days c. when it snows **D** on windy nights

READING SKILL: CAUSE AND EFFECT

B Write the causes and effects.

- They leave a trail behind them.
- The temperature falls at night, and it gets very cold.
- Powerful winds blow.
- Ice forms on the freezing desert floor.
- The heavy rocks scrape the desert floor as they move.
- Heavy rocks skate across the desert floor.

	Cause	⇒	Effect
1.	b	⇒	d
2.	c	⇒	f
3.	e	⇒	a

SUMMARY: CAUSE AND EFFECT

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

- Ice forms on the freezing desert floor** _____
because **the temperature falls at night, and it gets very cold.** _____
- Heavy rocks skate across the desert floor** _____
because **powerful winds blow.** _____
- They leave a trail behind them** _____
because **the heavy rocks scrape the desert floor as they move.** _____

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 chart. 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.

WANDERING ROCKS OF DEATH VALLEY 3B

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT

Warm Up

How does the desert temperature change throughout the year?
How does this affect the landscape?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- Give me a _____ of paper, please.
a. trail b. sheet c. skate
- The _____ has been getting hotter every year.
a. century b. overnight c. climate
- The math problem is too difficult to _____.
a. scrape b. solve c. skate
- My bike wheels left a _____ in the mud.
 a. trail b. overnight c. skate
- We can _____ at the ice rink this weekend.
 a. skate b. scrape c. sheet
- This picture has been in my family for _____.
a. overnight b. climates c. centuries
- The boy fell off his bike and _____ his knee.
a. skated b. solved c. scraped
- The clothes dried _____.
 a. overnight b. century c. sheet

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 does the desert temperature change throughout the year?

Sample answer: *Desert temperatures change a lot.*

2. How does this affect the landscape?

Sample answer: *Hills of sand are created by the wind.*

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.

www.thenatureblog.org

WORD BOX

solved trails scrape skate sheets
centuries climate powerful overnight mysterious

Wandering Rocks of Death Valley

POST A LINE

Death Valley desert is in the western US. It's one of the lowest, hottest places in the world. But something strange happens there. Huge 180 kg rocks move over 450 m across the desert floor. 1. Climate change didn't seem to explain this.


For 2. centuries, people noticed that huge rocks moved 3. overnight. No one ever saw them move. There were no footprints. There were no signs of activity in the sand. There were only 4. trails left behind by the rocks. If people didn't move the rocks, what did? People saw strange lights in the night sky. Some people wondered if the lights were moving the rocks. Scientists couldn't understand how the rocks moved.

Finally, a scientist 5. solved what happened. Deserts are very hot in the day. But at night they get cold. In winter, winds blow and the ground freezes. Thin 6. sheets of ice form on the desert floor. Few plants can grow in the desert. 7. Powerful winds blow large rocks across the ice. Heavy rocks 8. scrape the desert floor. They 9. skate along the ice and leave a trail behind them.

It's a simple answer to an old, 10. mysterious question. The climate actually explains a lot.

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

C What were blogs originally called?
a. web records b. blocks **C weblogs**



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

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

Sample answer: *It's about heavy rocks that move across Death Valley because of the climate.*

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 Number the sentences in the correct order.

- 1 The sun sets in Death Valley.
- 3 Ice forms on the freezing desert floor.
- 2 The temperature falls, and it gets cold.
- 4 Powerful winds blow, and heavy rocks skate across the desert floor.
- 6 The sun rises, and the ice melts.
- 5 The heavy rocks scrape the desert floor, and they leave a trail behind them.

WRITING PLAN

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

Cause and Effect + Sequencing		
When	Cause	Effect
First,	when <u>the sun sets in Death Valley</u>	<u>the temperature falls, and it gets cold.</u>
Then,	when <u>ice forms on the freezing desert floor</u>	<u>powerful winds blow, and heavy rocks skate across the desert floor.</u>
As they move,	<u>the heavy rocks scrape the desert floor</u>	and <u>leave a trail behind them.</u>
In the morning,	<u>the sun rises</u>	and <u>the ice melts.</u>

WRITING SKILL EXPANSION

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

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that sequencing means putting things in the correct order from start to finish. Tell them that they need to organize the information from the chart 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.

“Deserts are dry. But the rocks skate along sheets of ice. What is needed for ice to form?”

Think and answer the question above.

Inference **(sample)** Freezing temperatures are needed for the ice to form.

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

Learn more about deserts!

DISCUSSION

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

Think while you watch:

1. What happens to the temperature in the desert at night?
The temperature drops to freezing.
2. How do the rocks move?
The rocks move on the ice because of strong winds.
3. How far do the rocks move?
The rocks can move up to 100 meters.

Explain to the students that they will now watch a video about Death Valley and the climate. 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: *Freezing temperatures are needed for the ice to form.*

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. climate | | a. (adj) secret, unclear, or unknown |
| 2. century | | b. (v) to glide across the top of a surface |
| 3. trail | | c. (n) a period of one hundred years |
| 4. sheet | | d. (n) the marks left on the ground by a moving object |
| 5. solve | | e. (adj) strong |
| 6. scrape | | f. (n) temperature and weather patterns in a place |
| 7. skate | | g. (v) to figure out and answer |
| 8. overnight | | h. (n) a thin layer of something |
| 9. mysterious | | i. (v) to scratch or grind a surface |
| 10. powerful | | j. (adv) during a period of one night |

B Unscramble and write.

skate The across rocks ice the

The rocks skate across the ice.

C Think about yourself. Choose the best answer.

Academic Objective	Changes in the seasons cause both obvious and puzzling changes to the earth's surface.	<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 the climate. 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: Understand that the Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

Academic Objective in Context: Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

UNIT INTRODUCTION

(UNIT 04) Science Fiction

SPACE COLONY

ACADEMIC OBJECTIVE

- Understand that the Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

LESSON A

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

LESSON B

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

44

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

Review the academic objective on the page.

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: solar system, sustain, condition, appropriate, atmosphere, essential, suitable, surface

Bonus Words: colony, survive

Structure Focus: Modals

Reading Format: Magazine article



1. Where do you think this is?
2. Why is the tree inside of a building?
3. How can people survive here?

45

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

1. Where do you think this is?

Sample answer: *I think this is on another planet.*

2. Why is the tree inside of a building?

Sample answer: *Trees make oxygen and they need oxygen in the building.*

3. How can people survive here?

Sample answer: *They live inside the buildings.*

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.

SPACE COLONY

- Science / Fiction
- Comprehension
- Reading Skill: Compare and Contrast

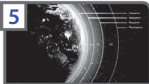



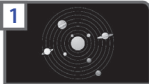



Warm Up

Why might humans need to leave Earth?
 What would be different about living somewhere else?
 What other things would we need?

NEW WORDS

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

- | | | | |
|---|---|--|--|
| 1 solar system
(n) a sun and the planets that move around it | 2 sustain
(v) to provide what is needed for someone or something to continue to exist | 3 condition
(n) the situation in which someone or something exists | 4 appropriate
(adj) correct or right for some purpose or situation |
| 5 atmosphere
(n) a mass of gases that surround a planet or star | 6 essential
(adj) extremely important and needed | 7 suitable
(adj) having what is right or needed for something | 8 surface
(n) an outside part or layer of something |

a 5  _____ atmosphere _____	b 8  _____ surface _____	c 7  _____ suitable _____	d 6  _____ essential _____
e 1  _____ solar system _____	f 4  _____ appropriate _____	g 2  _____ sustain _____	h 3  _____ condition _____

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 picture and ask them the warm-up questions:

1. Why might humans need to leave Earth?

Sample answer: *Humans might need to leave Earth because of overpopulation.*

2. What would be different about living somewhere else?

Sample answer: *The air and landscape would be different.*

3. What other things would we need?

Sample answer: *We would need food and water.*

Explain to the students that a colony is an area people go to and make a new home. These people live and work together. Discuss the possibilities of living on other planets.

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

4A



● STRUCTURE: MODALS

Ⓑ Read.

1. We *could* go somewhere else.
2. He *may* need to go home early.

Ⓒ Correct the underlined word and write.

1. There would be life on another planet.
 2. They shouldn't fix the problem, but they don't have to.
 3. We say need to use your tools.
1. There may be life on another planet. _____
 2. They should fix the problem, but they don't have to. _____
 3. We may need to use your tools. _____

BEFORE YOU READ Academic Objective Question: What makes Earth suitable for humans to live on?

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.

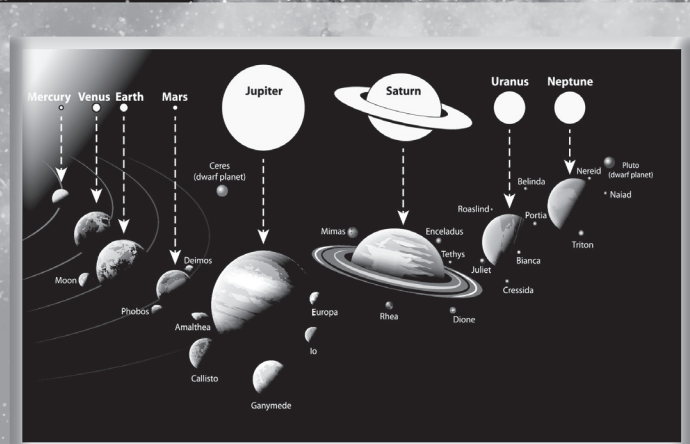
High-Level Students: Ask the students to make connections between the contents of the passage and other ways electricity is made.

READING

Background This reading is about space.

A Listen and read along.

Space Colony



Where could humans go if we had to leave Earth? Our solar system is huge. We don't know that much about it. There's no other place, besides Earth, that can naturally sustain human life. Living things on Earth need air, water, food, shelter, light, and nutrients to survive. We also need other conditions, like appropriate temperatures. The Earth is surrounded by a layer of gases called the atmosphere. It's essential to life on Earth. It provides many things we need to live. One example is the air we breathe.

48 Reading Format: The text by the pictures in a magazine article are called captions. They give additional information about what's in the picture.

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

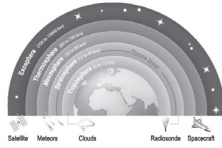
Explain to the students that they will read a magazine article. Tell them that the text by the pictures in a magazine article is called a caption. Explain that captions give the readers additional information.

Review the title of the reading: Space Colony. Ask the students why they think this is the title. Explain this is because they will read about living another planet.

READING PASSAGE

PASSAGE DETAILS

Earth's atmosphere has five layers. The layers are all a certain distance from the Earth. Each layer gets colder the farther away from Earth's surface it is. Different things happen in each layer. The atmosphere also protects us from harmful UV rays from the Sun.



Reading Format: Traditional passage

Academic Objective: Understand that the Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

Academic Objective in Context: Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

There is another place in our solar system where some of these things exist. It's a moon of the planet Jupiter, called Europa. Its conditions could be suitable for humans. Europa's atmosphere is made up of mostly oxygen. Scientists also believe Europa's surface has water.

Of course, it's not perfect. The highest temperature on Europa is -160°C . No human can survive that. There are other problems, too. But a space colony may allow us to survive there. Scientists are studying Europa. They want to find out if there's life there. They want to learn if humans could survive there.



Europa is one of Jupiter's sixty-seven moons. But it is special because it may be suitable for human life.

Buildings inside the domes would probably look different than those on Earth.



People would need to build space colonies to make living conditions suitable to sustain life from Earth. Domes like these ones could protect people from cold temperatures and other problems.



Academic Objective in Context: Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

49

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 Earth can sustain human life. Ask students to explain what the atmosphere is.

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

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which 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. _____ is a place that might be able to sustain human life. Correct answer: d. Europa. Ask the students what Europa is.

READING COMPREHENSION

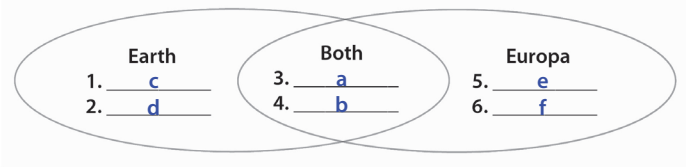
(A) Choose the best answer.

- The _____ is a layer of gases around the Earth.
 - solar system
 - temperature
 - atmosphere
 - oxygen
- _____ is a place that might be able to sustain human life.
 - The Sun
 - Jupiter
 - The solar system
 - Europa
- _____ would be a problem for humans on Europa.
 - The temperature
 - Oxygen
 - Water
 - Sunlight
- Scientists on Earth are _____ other planets and moons.
 - studying
 - going to
 - thinking about
 - surviving on

READING SKILL: COMPARE AND CONTRAST

(B) What do Earth, Europa, and both have? Fill in the chart.

- | | |
|-------------------------------|-------------------------|
| a. an atmosphere with oxygen | b. water |
| c. suitable temperatures | d. human and other life |
| e. some unsuitable conditions | f. unknown life |



SUMMARY: COMPARE AND CONTRAST

(C) Use the reading skill activity. Write the sentences to compare and contrast.

- Earth has suitable temperatures and human and other life.
- Europa has some unsuitable conditions and unknown life.
- Both have an atmosphere with oxygen and water.

Reading Comprehension:

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

Reading Skill:

Explain to the students that compare means finding how things are the same or similar and contrast means finding how things are different. Tell the students to compare and contrast the Earth with Europa. 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.

SPACE COLONY

4B

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

Warm Up

What might life be like in a space colony?
What might humans need to do to live in it?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- Some _____ have more than one sun.
 a. solar systems b. surfaces c. atmospheres
- Don't touch the _____ of the stove. It's very hot!
 a. condition b. surface c. atmosphere
- Be sure you wear _____ clothes to the beach.
 a. appropriate b. essential c. sustain
- The satellite orbits inside the Earth's _____.
 a. solar system b. condition c. atmosphere
- It is _____ that you drink enough water each day.
 a. appropriate b. suitable c. essential
- This jacket is _____ for a windy day like today.
 a. suitable b. condition c. surface
- The weather _____ in Antarctica are extreme.
 a. surfaces b. conditions c. essentials
- Energy from the Sun _____ life on Earth.
 a. atmosphere b. condition c. sustains

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 might life be like in a space colony?

Sample answer: *Life might be interesting and exciting.*

2. What would humans need to live in it?

Sample answer: *They would need food, water, and air.*

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

Level Tips

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

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

FLUENCY READING

Background What is this reading about?

A Listen, write, read again, and learn two bonus words. 13

WORD BOX

- | | | | | |
|---------|------------|-----------|--------------|------------|
| colony | conditions | sustain | solar system | survive |
| surface | suitable | essential | appropriate | atmosphere |

Space Colony

We live in a huge 1. solar system. But what if humans needed to leave Earth? Where could we go? Nowhere else can naturally 2. sustain human life.

The 3. atmosphere is a layer of gases that surround Earth. It's 4. essential for life on Earth. All living things need air, water, food, shelter, and light. Without even one of those things, life would end. The atmosphere gives us all of these things. For example, the air we breathe and 5. suitable temperatures. There is no place like Earth.

However, another place has some of these things. It's a moon of Jupiter called Europa. 6. Conditions there could be 7. suitable for humans. Europa's atmosphere is mostly oxygen. Scientists also think it has water.

However, Europa has some problems for humans. For example, -160°C is its highest temperature. Europa's atmosphere is also much thinner than Earth's atmosphere. That means harmful UV rays hit its 8. surface. Both of these conditions would instantly kill humans. However, a space 9. colony could help us 10. survive. Scientists on Earth are studying Europa. They want to learn if life exists there and how humans could survive there.

B Do sustained silent reading.

Class reading time: times will vary seconds

C What do picture captions do?

- a. provide meaning b. highlight pictures **C** explain things

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 possibility of living in a space colony on Europa.*

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 Match.

Place	What
1. Earth has	a. water. Europa is smaller but has more water than Earth.
2. Europa has	b. suitable temperatures. Its average temperature is about 16°C.
3. Both have	c. some unsuitable conditions. The temperature there never rises above -160°C.
	d. human life. It has about 7 billion people.
	e. an atmosphere with oxygen. Oxygen is necessary for life as we know it.
	f. less life. In fact, scientists aren't sure if life exists there at all.

WRITING PLAN

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

Compare and Contrast + Adding Details		
Place	Has What?	Additional Details
Earth has	suitable temperatures	Its average temperature is about 16°C.
	human life	It has about 7 billion people.
Europa has	some unsuitable conditions	The temperature there never rises above -160°C.
	less life	In fact, scientists aren't sure if life exists there at all.
Both have	water	Europa is smaller but has more water than Earth.
	an atmosphere with oxygen	Oxygen is necessary for life as we know it.

WRITING SKILL EXPANSION

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

Writing Skill: Add details to support the topics about Earth and Europa. 53

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 additional and useful 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: *compare and contrast*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information 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: AR IMAGE

A Preview.

“On Earth, life exists wherever there's water. Why do you think scientists believe that life could exist on Europa?”

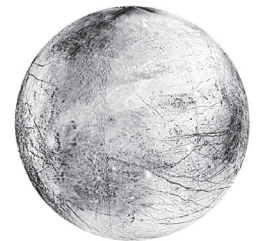
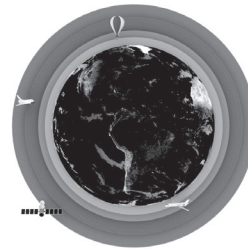
Think and answer the question above.

Inference **(sample)** There is water on Europa.

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 Europa!



DISCUSSION

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

Think while you watch:

1. What do Earth and Europa have in common?
They both have water and oxygen.
2. What are some problems humans would face on Europa?
The temperatures are too extreme and the UV rays are too strong.
3. What would humans need to do to live on Europa?
Humans would need to build structures for shelter.

Explain to the students that they will now look at and listen to video about the Earth and Europa. 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: *There is water on Europa.*

Explain to the students that they will look at a special kind of picture called “AR,” which stands for *augmented reality*. Demonstrate it if possible using the *Integrate Viewer* app. Before looking at the images in detail, read each question in part C together as a class. Tell the students these questions will be answered as they view the AR images. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 04

A Match.

- | | |
|-----------------|---|
| 1. solar system | a. (n) the situation in which someone or something exists |
| 2. sustain | b. (v) to continue to live |
| 3. condition | c. (n) an outside part or layer of something |
| 4. appropriate | d. (n) an area that is controlled by people who are usually from somewhere far away |
| 5. atmosphere | e. (v) to provide what is needed for someone or something to continue to exist |
| 6. essential | f. (n) a mass of gases that surround a planet or star |
| 7. suitable | g. (adj) having what is right or needed for something |
| 8. surface | h. (n) a sun and the planets that move around it |
| 9. colony | i. (adj) extremely important and needed |
| 10. survive | j. (adj) correct or right for some purpose or situation |

B Unscramble and write.

go else could We somewhere

We could go somewhere else.

C Think about yourself. Choose the best answer.

Academic Objective	Earth is surrounded by a layer of gases called the atmosphere, which is essential to life on Earth.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can compare and contrast things I read about.	<input type="radio"/> answers will vary <input type="radio"/>
Writing Skill	I can add details in my writing.	<input type="radio"/> answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about the atmosphere. 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. 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 that graphs give mathematical data and information in graphic form that you can use to analyze and draw conclusions.

Academic Objective in Context:

Graphs give data and information in graphic forms that you can use to analyze and draw conclusions.

UNIT INTRODUCTION

(UNIT 05) Math Nonfiction

THE RISE OF E-BOOKS

ACADEMIC OBJECTIVE

- Understand that graphs give mathematical data and information in graphic form that you can use to analyze and draw conclusions.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Interpreting Data

LESSON B

- Fluency Reading
- Writing Skill: Drawing Conclusions
- 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: device, carry, text, brightness, screen, increase, expert, predict

Bonus Words: thin, rise

Structure Focus: Gerunds & Infinitives

Reading Format: Traditional passage



1. What do you see in this picture?
2. Which one is newer?
3. Which one do you like better?

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 read an e-book before to activate prior knowledge.

1. What do you see in the picture?

Sample answer: *I see an e-book reading device on top of books.*

2. Which one is newer?

Sample answer: *The e-book reader is newer.*

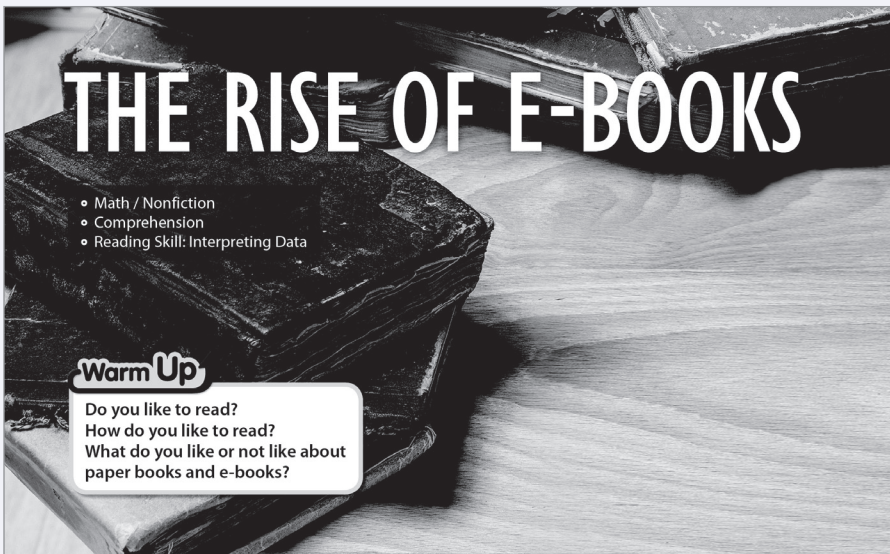
3. Which one do you like better?

Sample answer: *I prefer the e-book reader.*

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.



NEW WORDS

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

- | | | | |
|---|--|--|--|
| 1 device
(n) a machine that can do something special | 2 carry
(v) to move something by holding it | 3 text
(n) the words that make up reading material like a book or magazine | 4 brightness
(n) the level of light that is made |
| 5 screen
(n) the flat part on a machine that shows the images or text | 6 increase
(v) to become larger or greater in size, amount, number, etc. | 7 expert
(n) a person who has a special skill or knowledge about a subject | 8 predict
(v) to say that something will or might happen in the future |

a 6  <u> increase </u>	b 7  <u> pour </u>	c 5  <u> baking powder </u>	d 4  <u> decorate </u>
e 2  <u> smooth </u>	f 8  <u> wash </u>	g 3  <u> cut </u>	h 1  <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 picture and ask them the warm-up questions:

1. Do you like to read?

Sample answer: *I like to read mystery stories.*

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

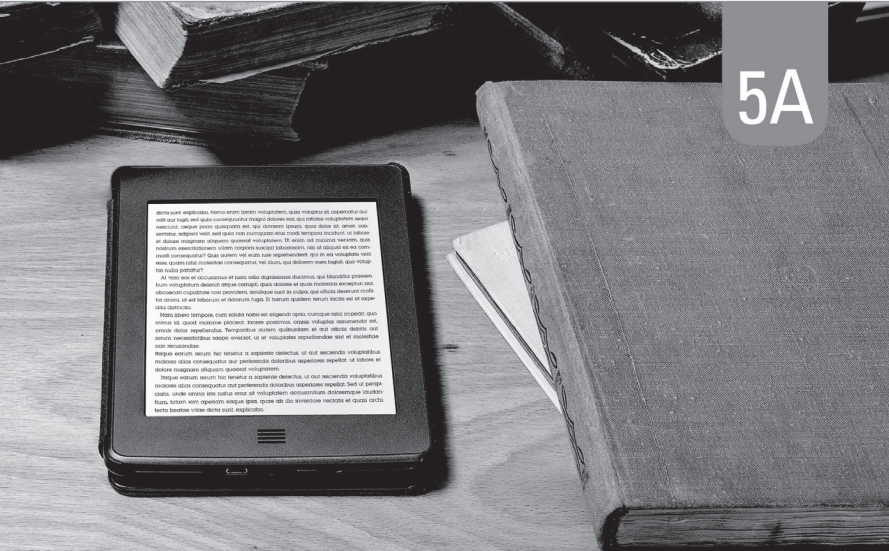
2. How do you like to read?

Sample answer: *I like to read paper books.*

3. What do you like or not like about paper books and e-books?

Sample answer: *I like to touch the paper pages. I don't like the touching the screen.*

Explain to the students that they will read about the popularity of paper books and e-books. If possible, bring an e-book reading device to class to show the students what it looks like and how it works. Play audio **track 14** and ask students to say and write each word as they hear them.



5A

STRUCTURE: GERUNDS & INFINITIVES

B Read.

1. It is difficult *to use*.
2. Games are fun *to play* with friends.

C Unscramble and write.

1.

The bag	comfortable	carry	to	is
---------	-------------	-------	----	----
2.

easy	drive	is	The car	to
------	-------	----	---------	----
3.

follow	to	These recipes	hard	are
--------	----	---------------	------	-----

1. The bag is comfortable to carry.
2. The car is easy to drive.
3. These recipes are hard to follow.

BEFORE YOU READ Academic Objective Question: What are graphs used for?

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 other devices that make life more convenient.

READING Background This reading is about e-books.

A Listen and read along.

THE RISE OF E-BOOKS

E-book means electronic book. You can use a device called an e-book reader to read e-books. E-books are popular for many reasons.

First, they are cheaper. On average, e-books are about eight percent cheaper than paper books.

Second, they are faster and easier to buy. You don't have to go to a bookstore. You can pay for and download the books from the Internet.

Third, you can carry e-books easily. An e-reader can hold thousands of e-books and remain thin and light.

Finally, an e-book is comfortable to read. You can change the size of the text. You can also change the brightness of the screen.

There are many different sizes of e-book readers.

You only need the Internet, a computer, and a credit card to buy e-books.

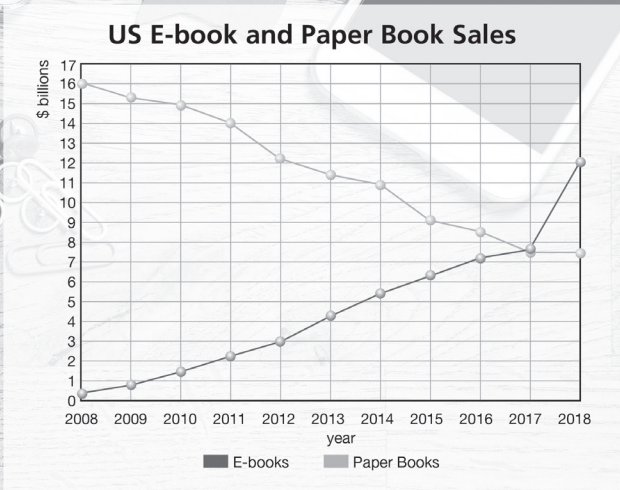
E-book readers can hold millions of pages without becoming thick or heavy.

60 Reading Format: Traditional passages sometimes include graphs that give mathematical data and information.

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 them that traditional passages sometimes include visuals, such as pictures or graphs. Graphs give the readers mathematical data and information.

Review the title of the reading: The Rise of E-books. Ask the students why they think this is the title. Explain this is because e-books are becoming more and more popular.



E-book sales in the US are increasing every year. In contrast, paper book sales have been going down. In 2012, e-book sales were \$3.04 billion in the US. Paper book sales were \$11.9 billion. In 2014, e-book sales climbed to \$5.7 billion. Paper book sales fell to \$10 billion.

Some experts say that e-books will sell more than paper books. They predict this will happen in the US by 2018. Experts say that e-book sales will rise to \$12.8 billion. On the other hand, paper book sales will shrink to \$7.9 billion. These numbers show that e-books are becoming more popular.

Academic Objective in Context: Graphs give data and information in graphic form that you can use to analyze and draw conclusions from.

Reading Format: Traditional passage

Academic Objective: Understand that graphs give mathematical data and information in graphic form that you can use to analyze and draw conclusions.

Academic Objective in Context: Graphs give data and information in graphic forms that you can use to analyze and draw conclusions.

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 advantages of e-books.

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. Paper book sales in the US are _____ each year. Correct answer: c. going down. Ask the students why this may be.

READING COMPREHENSION

A Choose the best answer.

1. E-book is short for _____ book.
a. energy **b. electronic** c. electricity d. expert
2. You can change the _____ of an e-book reader's screen.
a. weight b. size **c. brightness** d. price
3. Paper book sales in the US are _____ each year.
a. increasing b. staying the same
c. going down d. going up and down
4. Experts predict that by 2018, e-books will sell _____ paper books in the US.
a. less than b. the same amount as
c. more than d. twice as much as

READING SKILL: INTERPRETING DATA

B Look at the graph in the reading. Then read each sentence and write T for true or F for false.

1. T E-book sales were less than \$0.5 billion in 2008.
2. F In 2014, \$4.5 billion dollars' worth of e-books were sold.
3. F It is estimated that both e-book and paper book sales will be about \$10 billion in 2017.
4. T E-book sales are estimated to be close to \$13 billion in 2018.

SUMMARY: INTERPRETING DATA

C Use the reading skill activity. Rewrite the false sentences to make them true. Then write two more true sentences about the graph.

1. In 2014, \$5.7 billion dollars' worth of e-books were sold.
2. It is estimated that both e-book and paper book sales will be about \$8 billion in 2017.
3. In 2015, paper book sales fell to \$9 billion.
4. It is estimated that paper books sales will be \$7.9 billion in 2018.

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 data* means looking at data and understand what it is. Tell students to read each sentence and determine if it is true or false. 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.

THE RISE OF E-BOOKS

5B

- Fluency Reading
- Writing Skill: Drawing Conclusions
- Integrate IT

Warm Up

Why do you think people like to read e-books?
What are some bad points about e-books?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

carry predict brightness device text expert screen increasing

- The world's population is increasing every year.
- The scientists predict the volcano will erupt soon.
- The magazine text is so small that it is very difficult to read.
- Josh likes to watch movies on a big screen.
- My uncle is a(n) expert on dinosaurs. He knows everything about them.
- Please help me carry the groceries inside.
- The brightness of the screen started to hurt my eyes.
- You can use this device to check the weight of fruit and vegetables.

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. Why do you think people like to read e-books?

Sample answer: *E-books are light and you can have hundreds of books on one device.*

2. What are some bad points about e-books?

Sample answer: *They need power to work.*

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.  16

WORD BOX

experts	rise	text	predict	brightness
carry	screen	device	thin	increasing

The Rise of E-books

E-books, or electronic books, are becoming popular. There are many reasons for this. E-books are read on an electronic 1. device. These e-book readers are easy to 2. carry around. They are 3. thin and light. They weigh between 5 and 7 ounces.

Furthermore, you can make e-books more comfortable to read. You can make the 4. text bigger or smaller. Also, you can change the 5. brightness if the 6. screen is too bright or too dark.

In the US, e-books sales are 7. increasing. In 2012, \$3.04 billion worth of e-books were sold. Their sales rose to \$5.7 billion in 2014. Paper book sales are going down in the US. In 2012, \$11.9 billion worth of paper books were sold. In 2014, \$10 billion worth of paper books were sold.

8. Experts say that e-book sales will 9. rise more quickly. They will sell more than paper books. Experts 10. predict this will happen in the US in 2018. E-book sales will be \$12.8 billion. Paper book sales will be just \$7.9 billion.

B Do popcorn reading.

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

C What is something that traditional passages can include to give data and information?

- a. a photo b. a paragraph **C. a graph**



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 e-books becoming more popular than paper books.*

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: DRAWING CONCLUSIONS

A Match.

1. In 2008, e-book sales were lower than \$0.5 billion, while paper books sales were worth \$16 billion.		a. E-book sales catch up with paper book sales.
2. In 2013, \$4.5 billion worth of e-books were sold, compared with paper books' \$10.8 billion.		b. Paper book sales are falling each year, while e-books are becoming more popular.
3. It is estimated that both e-book and paper book sales will be about \$8 billion in 2017.		c. E-books finally get ahead of paper books in sales.
4. E-book sales are estimated to be close to \$13 billion in 2018, and paper book sales less than \$8 billion.		d. E-books sold very little compared with paper books that year.

WRITING PLAN

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

Interpreting Data + Drawing Conclusions

Look at the graph and complete the chart.

Year	Paper Book Sales	E-Book Sales
2008	\$ <u>16</u> billion	\$ <u>0.5</u> billion
2013	\$ <u>10.8</u> billion	\$ <u>4.5</u> billion
2017	\$ <u>8</u> billion	\$ <u>8</u> billion
2018	\$ <u>7.9</u> billion	\$ <u>13</u> billion

Write sentences about the graph.

1.	In 2008, e-books sales were lower than \$0.5 billion, while paper book sales were \$16 billion.
2.	In 2013, \$4.5 billion worth of e-books were sold, compared with paper books' \$10.8 billion. This means paper book sales are falling, while e-books are becoming more popular.
3.	It's estimated that both sales will be about \$8 billion in 2017. This means e-books are catching up.
4.	E-book sales are estimated to be close to \$13 billion in 2018, and paper book sales less than \$8 billion. This means e-books will finally get ahead in sales.

WRITING SKILL EXPANSION

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

Writing Skill: Draw conclusions from the data on a graph about e-book and paper book sales. **65**

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 *drawing conclusions* means using details and information to make a judgment. 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: *interpreting data*. 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.

“Graphs can be useful to see and learn about the history of something. How can this help people make decisions about the future?”

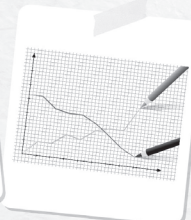
Think and answer the question above.

Inference (sample) We can see the trend and predict the future.

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



Learn more about graphs!



DISCUSSION

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

Think while you watch:

1. If a line graph shows amounts getting bigger, what can we expect will happen next?
We can expect that it will continue to grow.
2. If a line graph shows the sales of something increasing and another decreasing, which one will very likely be more popular in the future?
The one that is increasing will be more popular.
3. If a line graph shows something is getting smaller and smaller, what can we expect to happen?
We can expect it will become less popular.

Explain to the students that they will now watch a video about using graphs and how the data can help people make decisions. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *We can see the trend and predict the future.*

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. device | • | a. (v) to say that something will or might happen in the future |
| 2. carry | • | b. (n) a person who has a special skill or knowledge about a subject |
| 3. text | • | c. (n) the flat part on a machine that shows the images or text |
| 4. brightness | • | d. (v) to become higher or extend upward |
| 5. screen | • | e. (n) the words that make up reading material like a book or magazine |
| 6. increase | • | f. (adj) having a small distance between the top and bottom or front and back surfaces; not thick |
| 7. expert | • | g. (v) to move something by holding it |
| 8. predict | • | h. (n) a machine that can do something special |
| 9. thin | • | i. (v) to become larger or greater in size, amount, number, etc. |
| 10. rise | • | j. (n) the amount of light that is made |

B Unscramble and write.

e-book is read An comfortable to

An e-book is comfortable to read.

C Think about yourself. Choose the best answer.

Academic Objective	Graphs present information in the form of a diagram.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can interpret information on a bar graph and a pie chart along with what I read.	<input checked="" type="radio"/> answers will vary <input type="radio"/>
Writing Skill	I can draw conclusions from information given in a graph and include them in my writing.	<input checked="" type="radio"/> answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about graphs. I got <u>will vary</u> discussion questions correct in this unit.	<input checked="" 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 6: Math / Fiction

Academic Objective: Understand that survey results are often displayed in a bar graph or pie chart.

Academic Objective in Context: Survey results are often displayed in a bar graph or pie chart.

UNIT INTRODUCTION

The unit introduction page features a black and white photograph of a young woman with long blonde hair, wearing a dark jacket and a necklace, looking at a book in a library. The page is overlaid with text and graphics. At the top left, it says 'UNIT 06' in a stylized font, followed by 'Math Fiction' in a smaller font. The main title 'BOOK GENRES' is written in large, bold, white letters across the center. Below the title, there are three sections: 'ACADEMIC OBJECTIVE', 'LESSON A', and 'LESSON B', each with a list of learning objectives. The page number '68' is visible in the bottom left corner.

UNIT 06 Math Fiction

BOOK GENRES

ACADEMIC OBJECTIVE

- Understand that survey results are often displayed in a bar graph or pie chart.

LESSON A

- Reading Format: Journal
- Comprehension
- Reading Skill: Analyzing Data

LESSON B

- Fluency Reading
- Writing Skill: Evaluating Findings
- Integrate IT: QR Code Video

68

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

Review the academic objective on the page.

Preview the learning objectives in Lesson A. 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: survey, choice, puzzling, result, bar graph, pie chart, series, tie

Bonus Words: fantasy, technology

Structure Focus: Conjunctions

Reading Format: Journal



1. Where are these people?
2. What are they doing?
3. What are some of your favorite books?

69

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students where they get books from to read to activate prior knowledge.

1. Where are these people?

Sample answer: *They are in a bookstore.*

2. What are they doing?

Sample answer: *They are reading books.*

3. What are some of your favorite books?

Sample answer: *I like the Harry Potter series.*

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.

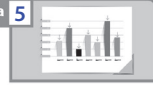
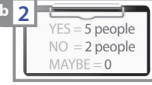






High-Level Students: After completing the new words activity on page 70, check the answers by giving students 1-2 minutes to memorize the new words on page 70, and then ask them to close the book and recall each word from memory.



NEW WORDS

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

<p>1 survey (n) an activity in which people are asked questions to gather information about what most people do or think about something</p>	<p>2 choice (n) one of the things that you can choose</p>	<p>3 puzzling (adj) difficult to solve or understand</p>	<p>4 result (n) the final count or score of something</p>
<p>5 bar graph (n) a graph or chart that uses narrow columns of different heights to show different amounts</p>	<p>6 pie chart (n) a circle that is divided into parts to show the size of the different amounts</p>	<p>7 series (n) a set of books, articles, or stories that have the same group of characters or the same subject</p>	<p>8 tie (v) to have the same score in a game or contest</p>

<p>a 5  bar graph</p>	<p>b 2  result</p>	<p>c 7  pie chart</p>	<p>d 1  puzzling</p>
<p>e 3  choice</p>	<p>f 8  series</p>	<p>g 6  survey</p>	<p>h 4  tie</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 are these children doing?

Sample answer: They are reading books.

2. Why do people like to read?

Sample answer: Reading is fun. We can also learn new information by reading.

3. What kind of books do you like to read? Why?

Sample answer: I like to read comic books because they make me laugh.

Explain to the students that they will learn about different book genres and how surveys work. They will also learn about two different types of graphs.

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



6A

STRUCTURE: CONJUNCTIONS

B Read.

- I liked the book, *but* it was too long.
- Dennis ate a big lunch, *but* he was still hungry.

C Unscramble and write.

- slow is He smart, but
- you I called, asleep were but
- everyone, She asked answered but only I

- He is smart, but slow.* _____.
- I called, but you were asleep.* _____.
- She asked everyone, but only I answered.* _____.

BEFORE YOU READ Academic Objective Question: How are the results of a survey usually displayed?

71

Level Tips

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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds.

Complete the 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 any surveys they have done or taken.

READING

Background This reading is about the different book types.

A Listen and read along.

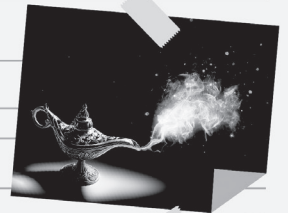
Book Genres

Dan
April 8th

Today in math class, I did a survey. I asked everyone: "What kind of stories do you like to read?"

The choices were:

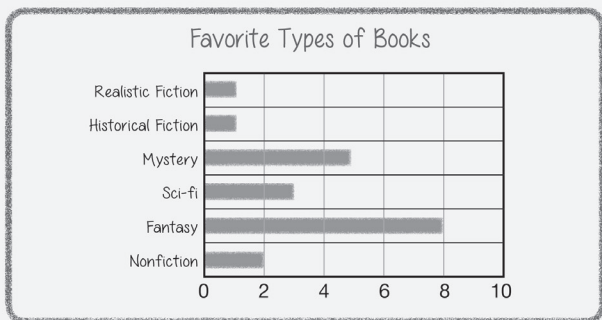
1. Nonfiction stories, which have facts and information.
2. Fantasy stories which have magic.
3. Science fiction stories about science and technology.
4. Mystery stories, which have puzzling events.
5. Historical fiction stories taking place in the past. They might have real people and places, but the stories are not real.
6. Realistic fiction stories with made-up characters. The stories could happen in real life, but they aren't real.



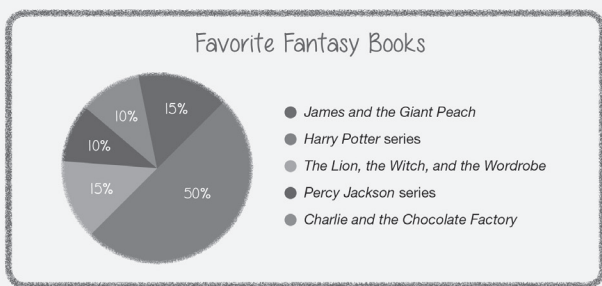
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a journal. Tell them that a journal is a record of someone's thoughts, feelings, and memories. Explain that journals can be written in a notebook or on a computer. Some journals have photographs, pictures, and drawings.

Review the title of the reading: Book Genres. Ask the students why they think this is the title. Explain this is because the journal describes different kinds of stories and books.



The results gave me an idea. I did another survey. This time, the question was: "Which fantasy book is your favorite?" I drew a pie chart with the results.



The Harry Potter series took first place. James and the Giant Peach got three votes. The Lion, the Witch, and the Wardrobe also got three votes. So, they tied for second place.

It was interesting to learn what my classmates like to read!

Academic Objective in Context: Survey results are often displayed in a bar graph or pie chart.

Reading Format: Journal

Academic Objective: Understand that survey results are often displayed in a bar graph or pie chart.

Academic Objective in Context: Survey results are often displayed in a bar graph or pie chart.

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 describe what the two graphs are showing. Discuss why graphs are good at showing survey results.

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. Dan made a _____ for his first survey. Correct answer: a. bar graph. Ask what he made for his second survey.



READING COMPREHENSION

- A Choose the best answer.**
- This reading is about Dan's _____.
a. fantasy book b. favorite book c. magic stories **d. math class**
 - The students could choose from _____ kinds of stories.
a. three b. five **c. six** d. ten
 - Dan made a _____ for his first survey.
a. bar graph b. pie chart c. line graph d. table
 - The *Harry Potter* series got _____.
a. the fewest votes b. three votes c. 15 percent of the votes **d. the most votes**

READING SKILL: ANALYZING DATA

- B Look at the graph and complete the sentences.**



- Mystery stories got _____ **five** _____ votes.
- _____ **Nonfiction** _____ got two votes.
- The third-most popular type of story is _____ **sci-fi** _____.
- _____ **Realistic** _____ and _____ **historical** _____ fiction got the fewest votes.

SUMMARY: ANALYZING DATA

- C Use the reading skill activity. Write the sentences in order from the least popular book type to the most popular.**
- Realistic and historical fiction got the fewest votes.** _____
 - Nonfiction got two votes.** _____
 - The third most popular type of story is sci-fi.** _____
 - Mystery stories got five votes.** _____

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 *analyzing data* means looking at a graph and coming to conclusions. Tell the students to complete the sentences by looking at the data displayed in the graphs. 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.

BOOK GENRES

6B

- Fluency Reading
- Writing Skill: Evaluating Findings
- Integrate IT

Warm Up

What books do you see in the picture?
Have you seen the movies? What are some other books that were made into movies?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

series bar graph survey tied results choices pie chart puzzling

1. Many **puzzling** events happened in the mystery movie.
2. The **results** of Amy's test were not good.
3. There were many different **choices** we could make.
4. There are ten books in this **series**.
5. A **pie chart** makes a circle when all the parts are put together.
6. Nobody scored any points, so the teams **tied**.
7. This long rectangle on the **bar graph** shows how many hours people spend on the computer every day.
8. Diana did a **survey** of how many books her friends read in a week.

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.

1. What books do you see in this picture?

Sample answer: *I see the Harry Potter series.*

2. Have you seen the movies?

Sample answer: *Yes, I have seen them all.*

3. What are some other books that were made into movies?

Sample answer: *The Lord of the Rings series was made into movies.*

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.

series	results	pie chart	surveys	fantasy
choices	tied	technology	bar graph	puzzling

Book Genres

Today in math class, I did two 1. surveys. First, I asked the class what kind of story they liked to read. I gave them six 2. choices to choose from:

1. Nonfiction with facts and information.
2. 3. Fantasy stories about magic.
3. Science fiction stories about science and 4. technology.
4. Mystery stories about 5. puzzling events.
5. Historical fiction taking place in the past.
6. Realistic fiction with made-up characters.

I drew a 6. pie chart using the 7. results of my survey. The most popular was fantasy. It got eight votes. The second-most popular was mystery. It got five votes. Science fiction got three votes. Nonfiction got two votes. Realistic fiction and historical fiction were the least popular. They both got one vote each.

Next, I asked which fantasy book was their favorite. I put the results in a 8. bar graph. The *Harry Potter* 9. series took up half of the circle. Two books 10. tied for second place. One is *James and the Giant Peach*, which got 15 percent. The other was *The Lion, the Witch, and the Wardrobe*, which also got 15 percent.

It was fun to find out what the class likes to read!

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

C Why do people write journals?
 a. to record memories
 b. to study for a test
 c. to sell to a website

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

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

Sample answer: *It's about a survey on favorite types of stories.*

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**.

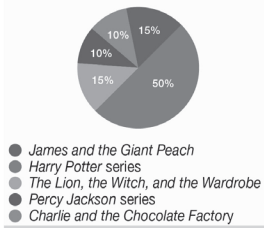
After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

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

WRITING SKILL: EVALUATING FINDINGS

A Read each sentence and look at the pie chart. Write T for true and F for false.

Favorite Fantasy Books



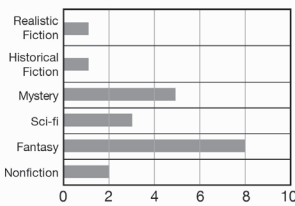
1. F The *Percy Jackson* series is the most popular.
2. T The *Harry Potter* series got 50 percent.
3. F *James and the Giant Peach* is the least popular.
4. F *Charlie and the Chocolate Factory* got more votes than *The Lion, the Witch, and the Wardrobe*.
5. T *James and the Giant Peach* got 15 percent. *The Lion, the Witch, and the Wardrobe* also got 15 percent.

WRITING PLAN

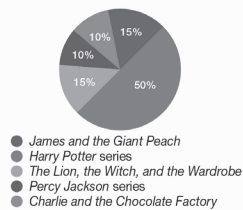
B Complete the writing plan. Use the reading and writing skills of this unit.

Analyzing Data + Evaluating Findings

Favorite Kinds of Stories



Favorite Fantasy Books



Use the graphs to write sentences about the students in this class.

The most popular kind of story is 1. fantasy, with 2. eight votes. 3. Nonfiction, 4. realistic, and 5. historical fiction, all got 6. two votes or fewer, making them the least popular kinds of stories. The most popular fantasy book is 7. the Harry Potter series, with 8. 50 percent of the votes.

WRITING SKILL EXPANSION

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

Writing Skill: Evaluate the findings in the data about what people like to read. 77

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 evaluating findings means looking at data and results and deciding if they are important or not. This is useful when deciding what results were important to a survey or a study. Tell the students to look at the data and determine if each sentence that describes a finding is true or not.

Writing Plan:

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

“The information collected in surveys and shown in graphs is called data. How do you think companies decide which books should be made into movies?”

Think and answer the question above.

Inference (sample) Books are made into movies if a book gets very popular.

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



DISCUSSION

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

Think while you watch:

1. What are some books that have become movies?
The Harry Potter series became movies.
2. What do companies think about before they decide to turn a book into a movie?
If the books have sold well, then the movies will be popular.
3. What kinds of books usually become movies?
Popular and successful books become movies.

Explain to the students that they will now watch a video about how companies use graphs to determine what is popular. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *Books are made into movies if a book gets very popular.*

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. survey | • | • | a. (adj) difficult to solve or understand |
| 2. choice | • | • | b. (v) to have the same score in a game or contest |
| 3. puzzling | • | • | c. (n) an activity in which people are asked questions to gather information about what most people do or think about something |
| 4. result | • | • | d. (n) the use of science to invent useful things or to solve problems |
| 5. bar graph | • | • | e. (n) a book, movie, etc. that tells a story about things that happen in an imaginary world |
| 6. pie chart | • | • | f. (n) a set of books, articles, or stories that have the same group of characters or the same subject |
| 7. series | • | • | g. (n) a circle that is divided into parts to show the size of the different amounts |
| 8. tie | • | • | h. (n) one of the things that you can choose |
| 9. fantasy | • | • | i. (n) a graph or chart that uses narrow columns of different heights to show different amounts |
| 10. technology | • | • | j. (n) the final count or score of something |

B Unscramble and write.

They might real people and places, the stories have but real are not

They might have real people and places, but the stories are not real.

C Think about yourself. Choose the best answer.

Academic Objective	Graphs are created before a survey is done to predict the results.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can analyze data presented in a graph along with what I read.	<input type="radio"/> answers will vary <input type="radio"/>
Writing Skill	I can evaluate findings from a graph and write about them.	<input type="radio"/> answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about making books and movies. 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. 79

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: Learn how exercise is important for your physical and mental health.

Academic Objective in Context: Exercise is important for your physical and mental health.

UNIT INTRODUCTION

(UNIT 07) Physical Education
Nonfiction

EXCELLENT EXERCISE

ACADEMIC OBJECTIVE

- Learn how exercise is important for your physical and mental health.

LESSON A

- Reading Format: Website
- Comprehension
- Reading Skill: Main Idea and Supporting Details

LESSON B

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

80

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

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

Bonus Words: flat, point

Structure Focus: Comparative Adjectives

Reading Format: Website



1. What is this person doing?
2. Is it good for your health?
3. What do you like to do for exercise?

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 exercise and health to activate prior knowledge.

1. What is this person doing?

Sample answer: *He's mountain biking.*

2. Is it good for your health?

Sample answer: *Yes. He is exercising.*

3. What do you like to do for exercise?

Sample answer: *I like to play soccer with my friends.*

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.

EXCELLENT EXERCISE

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

Warm Up

What are these people doing?
Why is it important?
How often do you do this?



NEW WORDS

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

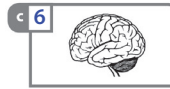
- | | | | |
|--|---|--|---|
| 1 benefit
(n) a good or helpful result or effect | 2 sick
(adj) affected by illness or disease; when you are not healthy | 3 heart
(n) the organ in your chest that pumps blood through your body | 4 pump
(v) to move something, like air or blood, by beating or an up-and-down motion |
| 5 blood
(n) a red liquid that flows through people's and animals' bodies | 6 brain
(n) the organ in your head that controls your body movements and thoughts | 7 memory
(n) the power of remembering what has been learned | 8 stress
(n) the strong feeling of worry caused by problems in life, school, work, etc. |



sick



stress



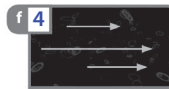
brain



benefit



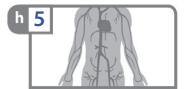
heart



pump



memory



blood

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

1. Where are these people doing?

Sample answer: *They are running.*

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

2. Why is it important?

Sample answer: *Running is good for your body.*

3. How often do you do this?

Sample answer: *I run once a week on the weekend.*

Explain to the students that they will read about the benefits of exercise. Tell them that they will learn about the human body.

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



7A

STRUCTURE: COMPARATIVE ADJECTIVES

B Read.

1. *The more you walk, the stronger your legs get.*
2. *The more you study, the smarter you get.*

C Correct the underlined word and write.

1. A more you exercise, the healthier you become.
 2. The many you smile, the better you feel.
 3. The more you exercise, the more strong you get.
1. The more you exercise, the healthier you become. _____
 2. The more you smile, the better you feel. _____
 3. The more you exercise, the stronger you get. _____

BEFORE YOU READ Academic Objective Question: Why is exercise important?

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 what other benefits exercise has on the body.


READING Background This reading is about exercise.

A Listen and read along. 21

Excellent Exercise

www.thebenefitsofexercise.com

HOME BENEFITS PLANNING FAQs CONTACT US



Being active is very important, but do you know why? There are many benefits to exercise. It is good for your mind and body in many ways.

- ✓ Exercise makes your body stronger. You need a strong body so you don't get sick easily.
- ✓ Exercise is good for your heart. Your heart pumps blood around your body. The more you exercise, the stronger your heart is.

84 Reading Format: You can research information on the Internet by searching for websites that deal with a particular topic.

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 website. Tell the students they can search for information using the Internet. Explain what a search engine is and how to search for particular topics.

Review the title of the reading: Excellent Exercise. Ask the students why they think this is the title. Explain this is because the passage talks about the benefits of exercise.

Exercise helps you keep a healthy weight. A healthy weight is important so you don't get sick.

Exercise helps your brain work better. When you exercise, more blood goes through your brain. The more blood that goes through your brain, the better your memory gets.

Exercise makes you happier. Exercise is a great way to reduce stress. It gives you more energy to do things that make you happy. The more things you do, the better you sleep.

There's a kind of exercise out there for everyone. You can do it alone or with others. You can ride your bike or climb the stairs. You can learn a new team sport. You will meet people and make friends!

Exercise makes you strong, healthy, and happy. And it's fun to exercise. So don't forget to exercise!

Academic Objective in Context: Exercise is important for your physical and mental health.

Reading Format: Website

Academic Objective: Learn how exercise is important for your physical and mental health.

Academic Objective in Context: Exercise is important for your physical and mental health.

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 benefits of exercise. Ask the students how often they exercise and how they feel after they do a physical activity.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. What happens to your brain when you exercise? Correct answer: b. It gets more blood. Ask the students why this is a good thing.

READING COMPREHENSION

A Choose the best answer.

1. What is this reading about?
 - a. the healthiest food
 - c. the benefits of exercise**
 - b. the best time to exercise
 - d. the way to exercise properly
2. How does exercise help us not get sick?
 - a. By helping us makes friends.
 - c. By keeping our body strong.**
 - b. By making us eat more.
 - d. By going to school.
3. What happens to your brain when you exercise?
 - a. It gets less blood.
 - b. It gets more blood.**
 - c. It feels stress.
 - d. It has less energy.
4. What is one way to get rid of stress mentioned in the passage?
 - a. memorizing
 - b. talking
 - c. eating
 - d. exercising**

READING SKILL: MAIN IDEA AND SUPPORTING DETAILS

B Check (✓) the details that are true.

Main Idea: Exercise has many health benefits.

Supporting Details:

1. Exercise helps you keep a healthy weight.
2. Exercise reduces stress and makes you happier.
3. Exercise gives you more energy and keeps you awake all night.
4. Exercise makes you tired and makes you get sick more easily.
5. Exercise makes you stronger so you get sick less often.
6. Exercise helps your brain and your memory.
7. Exercise makes your heart work better at pumping blood.
8. Exercise helps your brain and makes your memory better.

SUMMARY: MAIN IDEA AND SUPPORTING DETAILS

C Use the reading skill activity. Write the main idea and true supporting details.

1. Exercise has many health benefits.
2. Exercise helps you keep a healthy weight.
3. Exercise reduces stress and makes you happier.
4. Exercise makes you stronger so you get sick less often.
5. Exercise helps your brain and your memory.
6. Exercise helps your brain and makes your memory better.

Reading Comprehension:

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

Reading Skill:

Explain to the students that main idea and supporting details means determining what the message of the passage is about and which information makes the message stronger. Ask the students to find the details that support the main idea. Allow students enough time to write all the answers in the summary section, and then randomly call students to read their answers.



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

Warm Up

What kind of exercise is this?
Name other types of exercise that you like to do. Why do you like doing them?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- This machine _____ air into a bicycle tire.
 a. pumps b. stresses c. sick
- She knows a lot of things because she has a good _____.
 a. memory b. heart c. stress
- The doctor took some _____ from Lisa's arm with a needle.
 a. blood b. stress c. heart
- Your _____ is located in your chest.
 a. memory b. brain c. heart
- Reading has many _____, such as improving your vocabulary.
 a. pumps b. benefits c. stress
- My father has a lot of _____ from his work.
 a. heart b. stress c. brain
- Thoughts and feelings are formed in your _____.
 a. brain b. sick c. pump
- Brett was _____, so he went to see his doctor.
 a. heart b. sick c. benefit

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 kind of exercise is this?

Sample answer: *This is a sport called soccer.*

2. Name other types of exercise you like to do.

Sample answer: *I like to walk, play basketball, and swim.*

3. Why do you like doing them?

Sample answer: *They are fun and they make me feel good.*

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. 122

www.thebenefitsofexercise.com

WORD BOX

stress	sick	blood	alone	benefits
brain	memory	stairs	heart	pumps

Excellent Exercise

Why do you need to exercise? Exercise has many 1. benefits.

- * Exercise makes you physically strong. Being strong helps you stay healthy.
- * Exercise helps your 2. heart. Your heart 3. pumps 4. blood throughout your body. The more you exercise, the better your heart can pump blood.
- * Exercise helps keep your weight down. A healthy weight is important so you don't get 5. sick.
- * Exercise makes you smarter. When you exercise, more blood goes to your 6. brain. The more blood to your brain, the better your 7. memory gets.
- * Exercise makes you feel happy. It is a good way to reduce 8. stress. Exercise gives you more energy to do your favorite activities. The more active you are, the better you sleep.

You can exercise 9. alone. You can ride a bike instead of driving. You can take the 10. stairs instead of the elevator.

You can also exercise with friends. You can play sports or play on the playground. You can play games like hide-and-seek. There is a kind of exercise out there for every one of us!

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

C Where can we find information on the Internet?
a. an e-mail b. a textbook **c. a website**

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

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

Sample answer: *It's about why exercise is good for your health.*

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

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

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

WRITING SKILL: USING SYNONYMS

A Match the words from the reading with words that have the same meaning.

Words in the Passage	Synonyms
1. brain	a. cheerful
2. happy	b. cut down
3. healthy	c. function
4. help	d. good
5. reduce	e. ill
6. sick	f. improve
7. strong	g. mind

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit. Use synonyms from above to replace words from the reading.

Main Idea and Supporting Details + Using Synonyms

Main Idea:

Supporting Details:

- Exercise helps you keep a good weight.
- Exercise cuts down stress and makes you more cheerful.
- Exercise improves your brain and makes your memory better.
- Exercise makes you stronger so you get ill less often.
- Exercise helps your mind and memory.
- (Answers will vary)

WRITING SKILL EXPANSION

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

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *using synonyms* means using different words that have the same meaning to add variety to your writing. Tell them to look back at the story and match the synonyms. Explain that using synonyms in this way will make them better writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *main idea* and *supporting details*. Tell them that they will use that reading skill again to put the information from the writing skill activity 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.

“There are many different ways to get exercise. What do you think is meant by saying that there’s a kind of exercise out there for everyone?”

Think and answer the question above.

Inference (sample) You can exercise alone or with friends.

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

Learn more about exercise!

DISCUSSION

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

Think while you watch:

1. How does exercise benefit you?
It helps your body and mind.
2. How can you meet new people when you exercise?
You can join a group activity and meet new people.
3. What are some different types of exercise?
You can go on a bike ride, play basketball, or go hiking.

Explain to the students that they will now watch a video about exercising alone or in a group. 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: *You can exercise alone or with friends.*

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

SELF-ASSESSMENT

UNIT 07

A Match.

- | | | |
|------------|---|---|
| 1. benefit | • | a. (v) to move something, like air or blood, by beating or an up-and-down motion |
| 2. sick | • | b. (n) the strong feeling of worry caused by problems in life, school, work, etc. |
| 3. heart | • | c. (adv) without anyone or anything else |
| 4. pump | • | d. (n) a good or helpful result or effect |
| 5. blood | • | e. (n) the organ in your head that controls your body movements and thoughts |
| 6. brain | • | f. (n) a red liquid that flows through people's and animals' bodies |
| 7. memory | • | g. (n) a series of steps that go from one level or floor to another |
| 8. stress | • | h. (adj) affected by illness or disease; when you are not healthy |
| 9. alone | • | i. (n) the organ in your chest that pumps blood through your body |
| 10. stairs | • | j. (n) the power of remembering what has been learned |

B Unscramble and write.

more The you exercise, the your heart stronger gets

The more you exercise, the stronger your heart gets.

C Think about yourself. Choose the best answer.

Academic Objective	Exercise has many health benefits.	True	False
Reading Skill	I can identify the main idea and supporting details in the things I read.	answers will vary	☺
Writing Skill	I can use synonyms in my writing.	answers will vary	☺
Integrate IT	I can discuss and make inferences about exercise. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary	

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: Physical Education / Fiction

Academic Objective: Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

Academic Objective in Context: Healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

UNIT INTRODUCTION

(UNIT 08) Physical Education
Fiction

HEALTHY HABITS

ACADEMIC OBJECTIVE

- Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

LESSON A

- Reading Format: Presentation
- Comprehension
- Reading Skill: Organizing Details

LESSON B

- Fluency Reading
- Writing Skill: Writing About Frequency
- 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: habit, list, occasionally, polite, floss, dentist, sneeze, elbow

Bonus Words: junk food, break

Structure Focus: Adverbs of Frequency

Reading Format: Presentation



1. What is this person doing?
2. Why is it important to do this?
3. What are some other good things you should do regularly?

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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 kinds of exercises they do regularly to activate prior knowledge.

1. What is this person doing?

Sample answer: *This person exercising at a gym.*

2. Why is it important to do this?

Sample answer: *This makes your muscles and body stronger.*

3. What are some other good things you should do regularly?

Sample answer: *You should eat healthy meals and get enough sleep.*

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.



- Physical Education / Fiction
- Comprehension
- Reading Skill: Organizing Details

Warm Up

What do you see in the picture?
What is the message of this picture?
Do you agree or disagree? Why?

NEW WORDS

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

- | | | | |
|--|---|--|--|
| 1 habit
(n) something that a person does often in a regular and repeated way | 2 list
(n) a series of names, words, numbers, etc., that are usually written down | 3 occasionally
(adv) sometimes, but not often | 4 polite
(adj) having good manners or respect for other people |
| 5 floss
(v) to clean between your teeth with a special string | 6 dentist
(n) a person whose job is to take care of teeth | 7 sneeze
(v) to suddenly and unexpectedly force air out of your nose and mouth | 8 elbow
(n) the part of your arm that bends |

a 4 <u>polite</u>	b 8 <u>elbow</u>	c 6 <u>dentist</u>	d 1 <u>habit</u>
e 3 <u>occasionally</u>	f 2 <u>list</u>	g 7 <u>sneeze</u>	h 5 <u>floss</u>

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 picture and ask them the warm-up questions:

1. What do you see in the picture?

Sample answer: *I see a hamburger and an apple.*

2. What is the message of this picture?

Sample answer: *The message is that you should eat healthy food.*

3. Do you agree or disagree? Why?

Sample answer: *I agree because fast food is not healthy.*

Explain to the students that they will read about healthy habits. Tell them that habits are things that people do regularly, sometimes without thinking.

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



8A

STRUCTURE: ADVERBS OF FREQUENCY

B Read.

1. I eat vegetables *often*.
2. Pete *sometimes* walks to school.

C Correct the underlined word and write.

1. I ride my bicycle regular.
 2. She does always her homework.
 3. Doctors wash frequently their hands.
1. I ride my bicycle regularly.
 2. She always does her homework.
 3. Doctors frequently wash their hands.

BEFORE YOU READ Academic Objective in Context: Why are healthy habits important 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 their own good habits. Ask them to explain what they do to keep these good habits.

READING

A Listen and read along 24

HEALTHY HABITS

A Presentation by Luke Doyle

Good habits are important for living a healthy life. Bad habits are difficult to break. So, it's important to live a life of good, healthy habits. That's why I have made a list of healthy habits and how to keep them.

Habit 1: Eat healthy.
How? Eat a variety of fruit and vegetables and drink water often. Eat junk food, like chips and cookies, only occasionally.

96 Reading Format: A presentation is when you show, explain, or teach something to a group of people.

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 presentation. Tell them that a presentation is when you show, explain, or teach a topic to a group of people. You can prepare pictures, photos, or diagrams. You can make a poster to show what you want to present.

Review the title of the reading: Healthy Habits. Ask the students why they think this is the title. Explain this is because it's presentation on good habits to have in your life.

READING PASSAGE

PASSAGE DETAILS



Habit 2: Always be polite and kind.
How? I say “please,” and “thank you,” frequently, and I always share with my friends. I help people when they need help before they ask.



Habit 3: Stay active and exercise often.
How? I walk to school, and I take the stairs. I play outside with my friends. I never play video games for more than one hour.



Habit 4: Take good care of my teeth.
How? I brush and floss my teeth every night, and I visit the dentist regularly.



Habit 5: Do the “sleeve sneeze,” when you’ve caught a cold.
How? I always sneeze into the inside of my elbow. Do not spread germs to others.

With these good habits, it’s easy to stay healthy.

Reading Format: Presentation

Academic Objective: Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

Academic Objective in Context: Healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

Academic Objective in Context: Healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

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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 Luke’s habits and what he does for each one. Ask them why each habit is considered a healthy habit.

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. How will Luke be polite? Correct answer: a. He will share with his friends. Ask the students what else he can do to be polite.

READING COMPREHENSION

- A Choose the best answer.**
- What is this presentation about?
 - a. how to break bad habits
 - b. how to have healthy habits
 - c. good habits vs. bad habits
 - d. healthy eating habits**
 - How will Luke be polite?
 - a. He will share with his friends.**
 - b. He will not eat junk food.
 - c. He will use the stairs.
 - d. He will go to the dentist.
 - Why will Luke walk to school?
 - a. So he will have healthy eating habits.
 - b. So he will take care of his teeth.
 - c. So he will get exercise often.**
 - d. So he will not play video games.
 - What is the "sleeve sneeze"?
 - a. when you sneeze into your knee
 - b. when you sneeze into the air
 - c. when you sneeze into your hands
 - d. when you sneeze into your elbow**

READING SKILL: ORGANIZING DETAILS

B Match.

Good Habits	Details
1. Eat healthy.	a. Brush and floss teeth.
2. Be polite and kind.	b. Sneeze into your elbow.
3. Be active.	c. Play outside.
4. Take care of teeth.	d. Do not eat junk food often.
5. Do the "sleeve sneeze."	h. Say "please," and help others.

SUMMARY: ORGANIZING DETAILS

- C Use the reading skill activity. Write sentences about how to keep healthy habits.**
- Eat healthily by not eating junk food often.
 - Be polite and kind by saying "please" and help others.
 - Be active by playing outside.
 - Take care of teeth by brushing and flossing.
 - Do the "sleeve sneeze" by sneezing into your elbow.

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 details* means putting details together to better understand everything. Tell the students to match the details together. 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.

HEALTHY HABITS

8B

- Fluency Reading
- Writing Skill: Writing About Frequency
- Integrate IT

Warm Up

What do you see?
Why is this a bad habit?
What are your bad habits?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- _____ people have good manners.
a. List b. Habit **C. Polite**
- My mother gave me a _____ of things I need to buy.
a. habit **b. list** c. floss
- The _____ examined Rick's teeth.
a. floss **b. dentist** c. habit
- Marissa hurt her _____, so she needs to see a doctor.
a. elbow b. floss c. habit
- I have a bad _____ of biting my nails.
a. habit b. list c. polite
- Please cover your mouth when you _____.
a. occasionally b. elbow **C. sneeze**
- I'm very busy, so I only go to the movies _____.
a. occasionally b. sneeze c. list
- I have some food stuck in my teeth, so I need to _____.
a. floss b. dentist c. sneeze

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. What do you see?

Sample answer: *I see a person biting her nails.*

2. I see a person biting her nails.

Sample answer: *Nails can be dirty and she can hurt her fingers.*

3. What are your bad habits?

Sample answer: *I am always late for school.*

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

- | | | | | |
|-----------|--------|---------|--------|--------------|
| junk food | habits | dentist | elbow | occasionally |
| list | floss | polite | sneeze | break |

Healthy Habits

I have some healthy 1. habits and some bad habits. The first 2. list includes healthy habits I want to have. The second list includes bad habits I want to 3. break.

My healthy habits:

- I will have healthy eating habits. I will eat lots of fruit and vegetables. I will drink water often. I will 4. occasionally eat 5. junk food.
- I will always be 6. polite. I will say "please," and "thank you," frequently. I will always share with my friends. I will help people when they need my help.
- I will exercise often. I will walk to school and use the stairs. I will play outside with my friends. I will never play video games for more than one hour.
- I will take care of my teeth. I will brush and 7. floss my teeth every night. I will go to the 8. dentist every six months.
- I will always 9. sneeze into the inside of my 10. elbow.

My bad habits:

- I always bite my nails.
- I am sometimes late for school.
- I usually go to bed late.

B Do popcorn reading.

Class reading time: times will vary seconds

C Why do people give presentations?

- a. to tell a story b. to find a problem **C** to give information

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 presentation about healthy habits.*

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 why people give presentations. Briefly discuss it and circle the correct answer.

WRITING SKILL: WRITING ABOUT FREQUENCY

A Look back at the story. Complete the chart by checking (✓) how often Luke does each activity.

	Always	Frequently / Regularly / Often	Sometimes / Occasionally	Never
Drink water		✓		
Eat junk food			✓	
Be polite	✓			
Share with friends	✓			
Exercise		✓		
Brush and floss	✓			
Visit the dentist			✓	

WRITING PLAN

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

Organizing Details + Writing About Frequency	
Write about how Luke keeps his healthy habits and how often he does these.	
Habit	What to Do and How Often
1. Eat healthy	I'll occasionally eat junk food.
2. Be polite	I'll always share with my friends.
3. Exercise	I'll exercise often.
4. Take care of teeth	I'll brush and floss every night.
5. Sleeve sneeze	I'll always sneeze into my elbow.

WRITING SKILL EXPANSION

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

Writing skill: Write about the frequency of daily activities related to healthy habits. 101

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *writing* about *frequency* means including adverbs and time expressions to describe how often an activity is done. Students should look back at the story to determine the frequency of each activity. Explain that giving reasons will help them become strong writers.

Writing Plan:

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

“Bad habits are often easy to start doing but difficult to stop. What are some good ways to break bad habits?”

Think and answer the question above.

Inference **(sample)** *You can make a promise to break a bad habit with a friend.*

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



DISCUSSION

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

Think while you watch:

1. What are some ways to remind yourself to break a habit?
You can write a note to remind yourself.
2. How can you avoid repeating bad habits?
You can replace a bad habit with a good one.
3. How can you keep healthy habits?
You can make them a part of your daily life.

Explain to the students that they will now watch a video about the importance of good, healthy habits and how to break bad habits. 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: *You can make a promise to break a bad habit with a friend.*

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. habit |  | a. (adj) having good manners or respect for other people |
| 2. list |  | b. (v) to clean between your teeth with a special string |
| 3. occasionally |  | c. (n) food that is not good for your health because it contains high amounts of fat or sugar |
| 4. polite |  | d. (n) something that a person does often in a regular and repeated way |
| 5. floss |  | e. (n) a series of names, words, numbers, etc., that are usually written down |
| 6. dentist |  | f. (n) the part of your arm that bends |
| 7. sneeze |  | g. (v) to stop doing something that you regularly do or stop a pattern of behavior |
| 8. elbow |  | h. (n) a person whose job is to take care of teeth |
| 9. junk food |  | i. (adv) sometimes, but not often |
| 10. break |  | j. (v) to suddenly force air out of your nose and mouth |

B Unscramble and write.

occasionally junk food eat I will

I will occasionally eat junk food.

C Think about yourself. Choose the best answer.

Academic Objective	Healthy habits in daily life are important to keep us healthy.	<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 type="radio"/>
Writing Skill	I can explain and give information about the frequency of things in my writing.	<input type="radio"/> answers will vary <input type="radio"/>
Integrate IT	I can discuss and make inferences about habits. 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 give additional information and details on the three interesting facts.



UNIT 1-2 REVIEW

A Complete the chart together as a class. Do research about three other countries and cities, preferably in different continents. Record the information you find. Summarize the information.

Continent	Name of Country	Population	Biggest City	Population of City
North America	USA	325 million people	New York City	8.41 million people

SUMMARY

B Choose one country from the chart above. Find three more interesting facts or details about the country, city, and the people that live there. Then answer the questions.

1. What is the name of the country? _____.
2. What continent is that country in? _____.
3. What is the population of the country? _____.
4. What is the biggest city in that country? _____.
5. What is the population of the biggest city? _____.
6. Interesting fact 1: _____.
7. Interesting fact 2: _____.
8. Interesting fact 3: _____.

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.

TEACHING TIPS

UNIT 3-4 REVIEW LESSON

Level Tips

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

High-Level Students: Ask students to research another natural phenomenon caused by climate.



UNIT 3-4 REVIEW

A Review unit 3 together as a class. Sequence the events that cause the rocks of Death Valley to move.

Sequencing

- The sun sets in Death Valley.
- Ice forms on the freezing desert floor.
- The temperature drops, and it gets cold.
- Powerful winds blow.
- The rocks skate across the desert floor.
- The sun rises.
- The ice melts.
- The heavy rocks scrape the desert floor.
- The rocks leave a trail behind them.

SUMMARY

B Write the events in order.

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

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

MAGAZINE ARTICLE

- C Write a magazine article to summarize the events that cause some rocks in Death Valley to move.



Title: _____

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 happens with the climate in Death Valley and how the mystery of the moving rocks was solved.

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 Death Valley 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 do a second survey on the most popular books or series.



UNIT 5-6 REVIEW

A Complete the survey by asking your classmates what their favorite kind of story is. Color in a box for each student.

	Individual Students' Favorite Kind of Story										Total
Realistic Fiction											
Historical Fiction											
Mystery											
Sci-fi											
Fantasy											
Nonfiction											

B SUMMARY

B Look at the information above. Analyze the data and answer the questions.

- How many students took the survey? _____
- How many students voted for:
 - Realistic fiction? _____
 - Historical fiction? _____
 - Mystery fiction? _____
 - Sci-fi? _____
 - Fantasy? _____
 - Nonfiction? _____
- Did any the kinds of stories tie? Yes / No
 - If yes, which ones? _____
 - If yes, how many students voted for each one? _____
- Which story type got the most votes? _____
- Which story type got the fewest votes? _____

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

JOURNAL

- C Imagine you are writing a journal for homework. Use the information from the summary and evaluate your findings. Draw a bar graph of the results. Include an idea for a second survey you would do to find out more. Give a presentation.

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. Discuss what a bar graph is and what a pie chart is. Talk about the functions of both types of diagrams.

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 another bar graph and also show them a pie chart.

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 write about their bad habits and how they can break them.



UNIT 7-8 REVIEW

A Discuss the chart together as a class. Then mark a check (✓) for how often you do each habit.

	Always	Frequently / Regularly / Often	Sometimes / Occasionally	Never
Drink water				
Eat junk food				
Be polite				
Share with friends				
Exercise				
Brush and floss teeth				
Visit the dentist				
Do a "sneeze sneeze"				
Walk to school				
Use the stairs				
Bite your nails				
Go to bed late				

SUMMARY

B Choose three habits from above and write sentences about how often you do them.

- _____
- _____
- _____

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

PRESENTATION

- C Use the information from the summary to prepare a presentation. Present three of your good habits and what you do to keep them. Give a presentation.

_____ 's Class Presentation

Habit 1: _____

How? _____

paste picture here

Habit 2: _____

How? _____

paste picture here

Habit 3: _____

How? _____

paste picture here

TEACHING TIPS

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

Level Tips

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

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

Review the information in units 7 and 8. Discuss the different good habits mentioned in the passage. Discuss the bad habits and how they can be fixed.

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

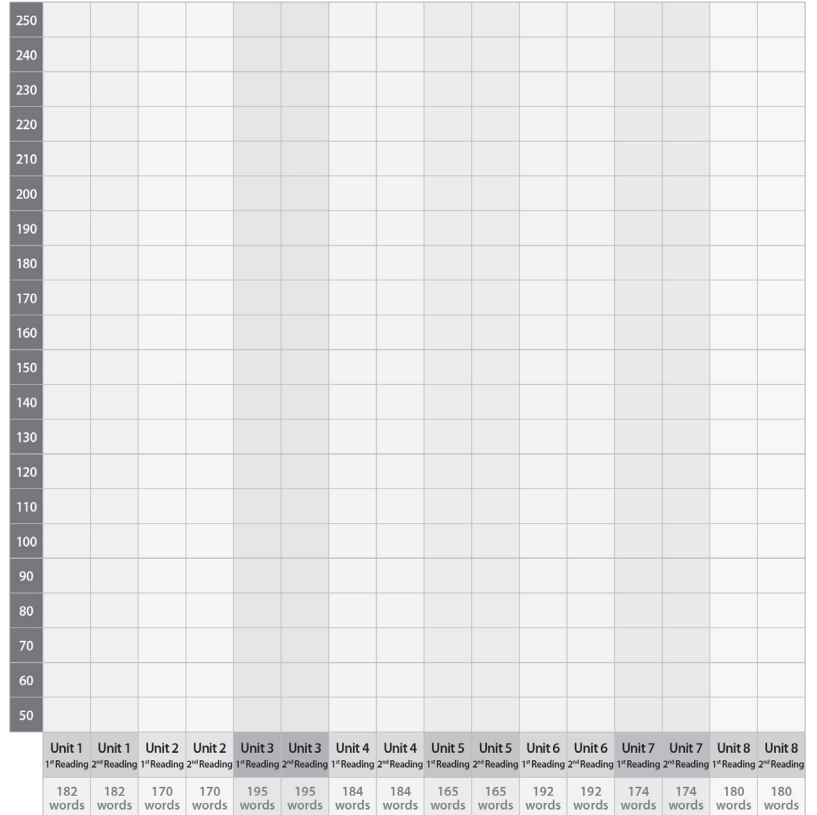
Low-Level Students: Track reading speed in class.

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 $(\text{Word Count} \div \text{Reading Time in Seconds}) \times 60 = \text{WPM score}$

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.

