

# Integrate

**READING & WRITING**

**TEACHER'S GUIDE WITH  
ANSWER KEY**

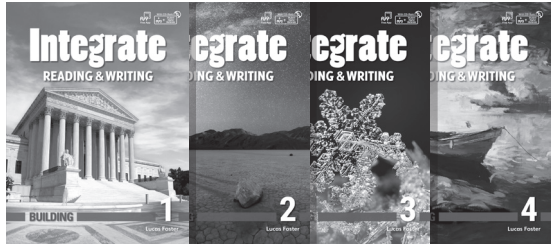
**BUILDING**

**4**

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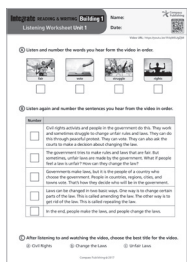
# COMPONENTS



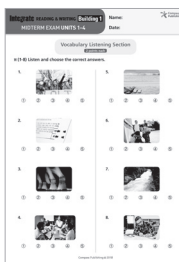
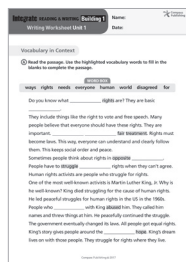
Student Book with CD-ROM



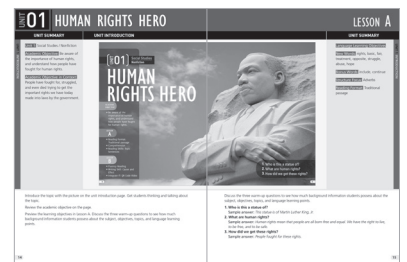
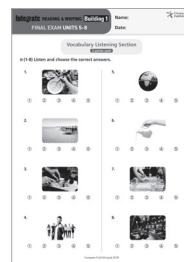
Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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

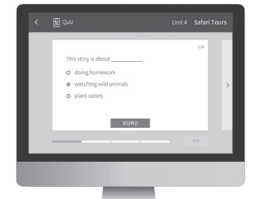
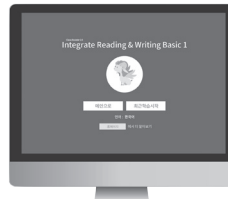


Mobile version



Desktop version

Integrate Viewer App



Class Booster

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

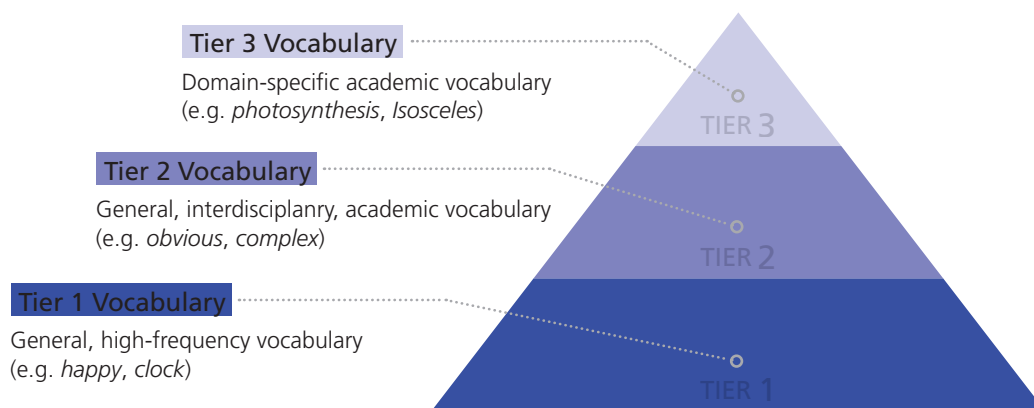
### 21<sup>st</sup> Century Skills

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

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

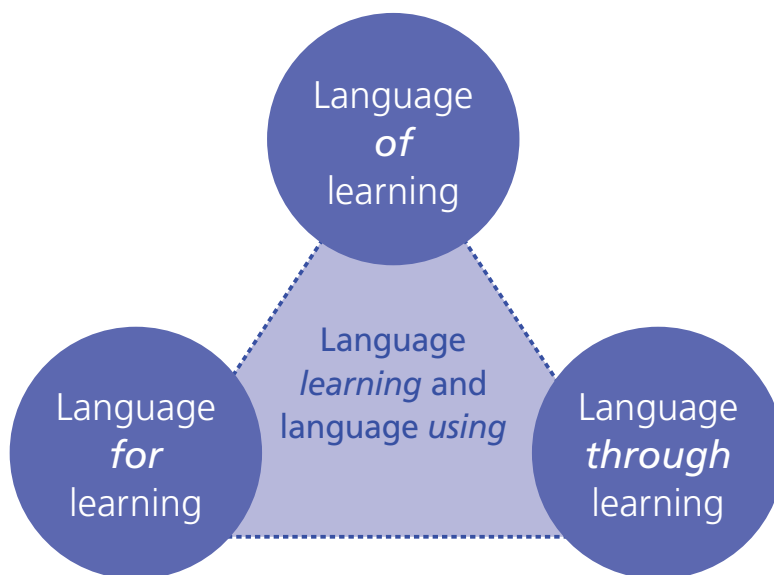
- Scaffolding, Preview, and Review

### Vocabulary Tiers



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

## Language Through Learning Pedagogy



### Language for learning

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

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

### Language of learning

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

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

### Language through learning

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

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

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

# SCOPE AND SEQUENCE

| TOPIC AREA     | UNIT/PAGE  | DETAILS            |   |
|----------------|--|--------------------|---|
| SOCIAL STUDIES |  (UNIT 01) Nonfiction   | Title / Word Count | <b>The Socratic Method</b> Lesson A [219W] Lesson B [205W]  |
|                |  | Topic              | The Socratic method is one of the best ways to have discussions about social topics like mass media. Learn about the Socratic method, the person who created it, and why it's useful. |
|                |  | Academic Objective | Learn about what the Socratic method is and when to use it.   |
|                |  | Reading Format     | Traditional passage   |
|                |  | Structure          | Adjectives with Suffixes: -ful / -ble   |
|                |  | Vocabulary         | ban, intelligent, philosopher, challenging, certain, confirm, rigorous, definite<br><b>Bonus:</b> ancient, appropriate  |
|                |  | Reading Skill      | Main Ideas <b>Writing Skill</b> Supporting Details  |
|                |  | Integrate IT       | QR Code Video   |
| SCIENCE        |  (UNIT 02) Fiction    | Title / Word Count | <b>The Debate Team</b> Lesson A [209W] Lesson B [214W]  |
|                |  | Topic              | Read about a school's debate team that debates an important issue for everyone at the school.   |
|                |  | Academic Objective | Understand and investigate social changes in daily life and also analyze their characteristics.   |
|                |  | Reading Format     | Blog  |
|                |  | Structure          | Modal Verbs: could, should, would   |
|                |  | Vocabulary         | administration, split, argument, education, definition, self-discipline, stationery, convince <b>Bonus:</b> recently, continue  |
|                |  | Reading Skill      | Main Idea and Supporting Details <b>Writing Skill</b> Using Examples  |
|                |  | Integrate IT       | QR Code Video   |
| SCIENCE        |  (UNIT 03) Nonfiction | Title / Word Count | <b>Power of the Future: Thorium</b> Lesson A [226W] Lesson B [221W]   |
|                |  | Topic              | The world desperately needs clean, reliable, safe, and sustainable energy. The element thorium and a machine called the molten salt reactor could meet these energy needs.            |
|                |  | Academic Objective | Learn about the new resources to generate energy, and understand different occupations work hard in the field of future nuclear energy.   |
|                |  | Reading Format     | Website   |
|                |  | Structure          | Modal Verbs of Possibility: could   |
|                |  | Vocabulary         | desperately, reliable, maintain, explode, nuclear, weapon, eliminate, prevent<br><b>Bonus:</b> abundant, malfunction  |
|                |  | Reading Skill      | Compare and Contrast <b>Writing Skill</b> Using Examples  |
|                |  | Integrate IT       | AR Images   |
| SCIENCE        |  (UNIT 04) Fiction    | Title / Word Count | <b>Pegasus Motors</b> Lesson A [219W] Lesson B [202W]   |
|                |  | Topic              | Read an advertisement in a magazine about a special new car that never needs to be refueled.  |
|                |  | Academic Objective | Know that energy is needed for living things and machines, and learn about the types of energy needed for them.   |
|                |  | Reading Format     | Magazine article  |
|                |  | Structure          | Modals of Obligation: must, have to   |
|                |  | Vocabulary         | depend, moment, transportation, efficiently, vehicle, announce, revolutionary, brilliant <b>Bonus:</b> communication, affordably  |
|                |  | Reading Skill      | Contrasting <b>Writing Skill</b> Adding Details   |
|                |  | Integrate IT       | QR Code Video   |

| TOPIC AREA         | UNIT/PAGE          | DETAILS  |  |
|--------------------|--------------------|--|--|
| MATH               | UNIT 05 Nonfiction | Title / Word Count   | Pi Day <span>Lesson A [212W]</span> <span>Lesson B [217W]</span>   |
|                    |                    | Topic  | Learn interesting information about the number pi and about Pi Day.  |
|                    | Academic Objective | Understand how to measure pi and the diameter of a circle, and understand what pi is.                                |  |
|                    | Reading Format     | Traditional passage  |  |
|                    | Structure          | Prepositions of Time: in, on, at   |  |
|                    | Vocabulary         | forever, symbol, circumference, diameter, equation, decimal, characteristic, gather <b>Bonus:</b> march, recognize   |  |
|                    | Reading Skill      | Vocabulary in Context <span>Writing Skill</span> Summarizing   |  |
|                    | Integrate IT       | QR Code Video  |  |
|                    | UNIT 06 Fiction    | Title / Word Count   | Pies for Pi Day <span>Lesson A [223W]</span> <span>Lesson B [193W]</span>  |
|                    |                    | Topic  | Read text messages between two classmates discussing how many pies are needed to feed the class for Pi Day.  |
|                    |                    | Academic Objective   | Understand the principles of fraction multiplication and how to calculate them.  |
|                    |                    | Reading Format   | Text message   |
| Structure          |                    | Present Continuous: walking, bringing, doing   |  |
| Vocabulary         |                    | miss, chore, figure out, fraction, slice, whole, per, quarter <b>Bonus:</b> prepare, pick up                         |  |
| Reading Skill      |                    | Scanning <span>Writing Skill</span> Literary Elements  |  |
| Integrate IT       |                    | QR Code Video  |  |
| UNIT 07 Nonfiction | Title / Word Count | Claude Monet <span>Lesson A [210W]</span> <span>Lesson B [218W]</span>   |  |
|                    | Topic              | Read about the life of Claude Monet and information about the art style called Impressionism which he helped create. |  |
|                    | Academic Objective | Understand and be able to explain various styles of art.   |  |
|                    | Reading Format     | Traditional passage  |  |
|                    | Structure          | Time Clauses and Phrases: when, while, during  |  |
|                    | Vocabulary         | considered, leading, figure, master, view, pass away, army, impression <b>Bonus:</b> style, movement                 |  |
|                    | Reading Skill      | Reading for Information <span>Writing Skill</span> Recording and Organizing Details                                  |  |
|                    | Integrate IT       | QR Code Video  |  |
| SPECIAL SUBJECT    | UNIT 08 Fiction    | Title / Word Count   | Optical Illusions <span>Lesson A [217W]</span> <span>Lesson B [203W]</span>  |
|                    |                    | Topic  | Read a student's journal about a trip to an art museum to get ideas for an art project. The student sees and learns about optical illusions and decides to do art project on them. |
|                    | Academic Objective | Understand the feelings and ideas behind different kinds of artwork and explain them.                                |  |
|                    | Reading Format     | Journal  |  |
|                    | Structure          | Linking Verbs: seems, looks  |  |
|                    | Vocabulary         | explain, appear, trick, dizzy, vase, confused, horizontal, interesting <b>Bonus:</b> illusion, pamphlet              |  |
|                    | Reading Skill      | Literary Elements <span>Writing Skill</span> Making Connections  |  |
|                    | Integrate IT       | QR Code Video  |  |

| SUBJECT         | REVIEW UNITS     | PROJECT TYPE | PROJECT DESCRIPTION  | PAGE |
|-----------------|------------------|--------------|--|------|
| Social Studies  | Units 1-2 Review | Debate       | Brainstorm, make a pros and cons list, and use the group's ideas to prepare your team's argument and a rebuttal against the other team. Have a debate. | 104  |
| Science         | Units 3-4 Review | Plan         | Prepare a plan about how to use thorium as an alternative energy source. Give a presentation.  | 108  |
| Math            | Units 5-6 Review | Text message | Use the information from the summary to write a text message conversation about planning a party. Give a presentation.                                 | 112  |
| Special Subject | Units 7-8 Review | Journal      | Use the information from the summary to write a journal about different styles of art. 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



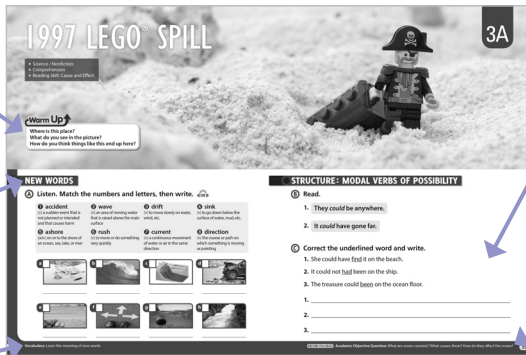
A clear overview summarizes what students will do throughout the unit.

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.

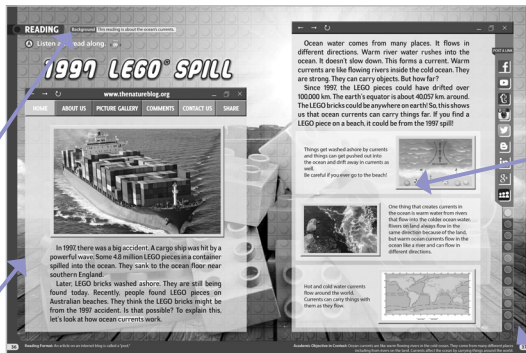
Key grammatical structures from the reading passage highlight authentic, practical use.

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



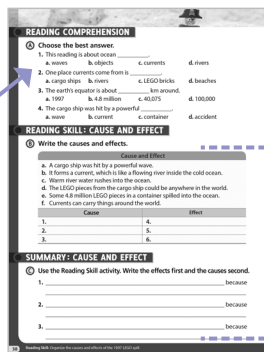
Background knowledge is provided to help activate the students' schemas.

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**

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

**VOCABULARY REVIEW**  
Circle the correct word.

- The coin will **sink** / **drift** in the water.
- The **shore** / **wave** we lay at the beach today.
- Don't **drift** / **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**

In 1997, 4.8 million LEGO bricks spilled into the ocean near southern England. They came from a ship that hit a rock and broke apart. The ship was full of a giant ship. The ship was full of a giant ship. LEGO pieces are still washing up on beaches today.

Australia, people also found LEGO pieces that washed ashore. Could these LEGO bricks be from the 1997 spill? To find the answer, we'll understand ocean currents. Ocean water flows in different directions. It comes from many places. Warm water moves into the ocean. It doesn't slow down when it hits a continent. This is a current. This is like a highway. Moving water inside the ocean. Current water is warm. Ocean water is cold.

Currents carry objects. How far do they go? The LEGO pieces from 1997 could have traveled over 10,000 km. Earth's equator is about 40,075 km around. The LEGO bricks could be anywhere! Things that float in the ocean can't always stay there. Sometimes currents carry them far away. Remember this: if you find something on a beach.

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

**WRITING SKILLS: SEQUENCING**  
Number the sentences in the correct order.

1. People found the LEGO pieces all over the world.
2. Currents carried the LEGO pieces.
3. A large ship was full of LEGO pieces.
4. The LEGO pieces started washing up on beaches.
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.

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.

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

## 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:** Ocean currents are streams of water that flow through the ocean like a river. What makes ocean currents flow?

Think and answer the question above.  
Inference

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

**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:**

|              |   |
|--------------|---|
| 1. accident  | a. in the course or path on which something is moving or passing                    |
| 2. wave      | b. to be more slowly or more, wind, etc.  |
| 3. sink      | c. to be more or do something any quantity  |
| 4. sink      | d. (of) a continuous movement of water or air in the same direction                 |
| 5. shore     | e. (of) a sudden event that is not planned or intended and that causes harm         |
| 6. current   | f. (of) an object that can hold something   |
| 7. sink      | g. to go down below the surface of water, mud, etc.                                 |
| 8. direction | h. (of) electricity, gas, and / or liquid moving continuously in the same direction |
| 9. container | i. (of) an object or the surface of an ocean, sea, lake, or river                   |
| 10. flow     | j. to go down below the surface of water that is raised above the level of the      |

**Unscramble and write:**  
- coast - They - amphibian - earth - sink - be

**Think about yourself. Choose the best answer.**

**Research:** Ocean currents can move things around the world.  True  False

**Reading:** Read and identify the cause and effects of ocean currents.

**Writing:** Write a paragraph about the events of the 1997 LEGO spill.

**Integrate:** Read, discuss and make inferences about ocean currents.

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

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

## REVIEW UNITS

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

**UNIT 3-4 REVIEW**

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

| Phase | Position | Time  | Height |
|-------|----------|-------|--------|
| High  | Full     | 12:00 | High   |
| Low   | New      | 6:00  | Low    |
| High  | First    | 12:00 | High   |
| Low   | Last     | 6:00  | Low    |

**SUMMARY**

1. Choose one case from the chart above and complete the sentences.
  1. Where is the moon on the side of \_\_\_\_\_?
  2. Height of the highest tide: The highest tide of it was \_\_\_\_\_.
  3. Where the moon is at highest tide: The moon is \_\_\_\_\_.
  4. Height of the lowest tide: The lowest tide of it is \_\_\_\_\_.
  5. Where the moon is at lowest tide: The moon is \_\_\_\_\_.

**TIDES RESEARCH BLOG**

Use the information from the research results chart to write a post. Give a presentation. Include the following information in your writing: Place, date, of each tide, where the moon is.

Tides of \_\_\_\_\_

I researched \_\_\_\_\_

You can see where the moon is with my drawing

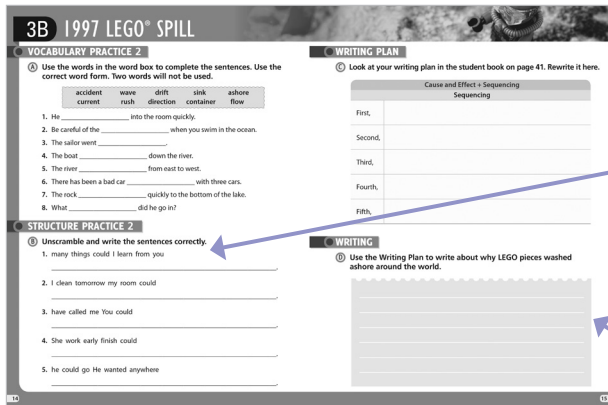
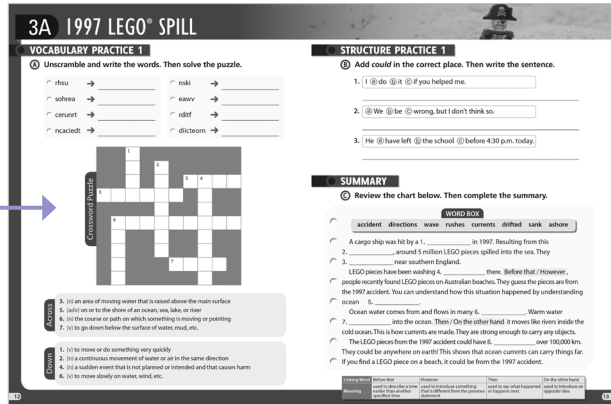
| Highest Tide | Lowest Tide |
|--------------|-------------|
|              |             |

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.

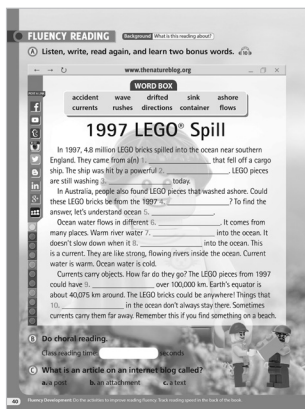


The grammar activities bolster the students' knowledge and ability to use the structure.

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.

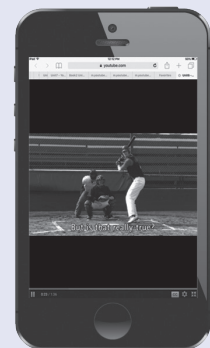
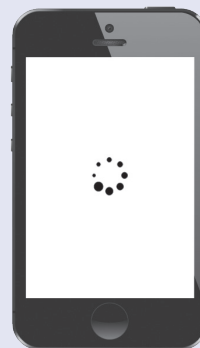
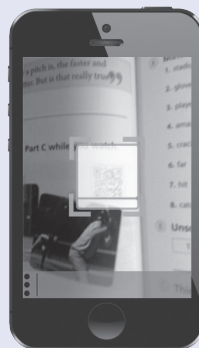
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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

# GRADING RUBRIC

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

## UNIT SUMMARY

**Unit 1:** Social Studies / Nonfiction

**Academic Objective:** Learn about what the Socratic method is and when to use it.

**Academic Objective in Context:** The Socratic method is a good way to debate ideas about mass media and other social issues.

## UNIT INTRODUCTION

The graphic features a background image of a classical building with columns and a pediment. In the foreground, there are large, leafy plants. Overlaid on the image is a dark grey box containing the text '(UNIT 01) Social Studies Nonfiction'. Below this, the title 'THE SOCRATIC METHOD' is written in large, white, sans-serif capital letters. Three white boxes with dark text are positioned on the left side of the graphic, each containing a list of objectives or lesson details.

**(UNIT 01) Social Studies Nonfiction**

# THE SOCRATIC METHOD

**ACADEMIC OBJECTIVE**

- Learn about what the Socratic method is and when to use it.

**LESSON A**

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Main Ideas

**LESSON B**

- Fluency Reading
- Writing Skill: Supporting 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

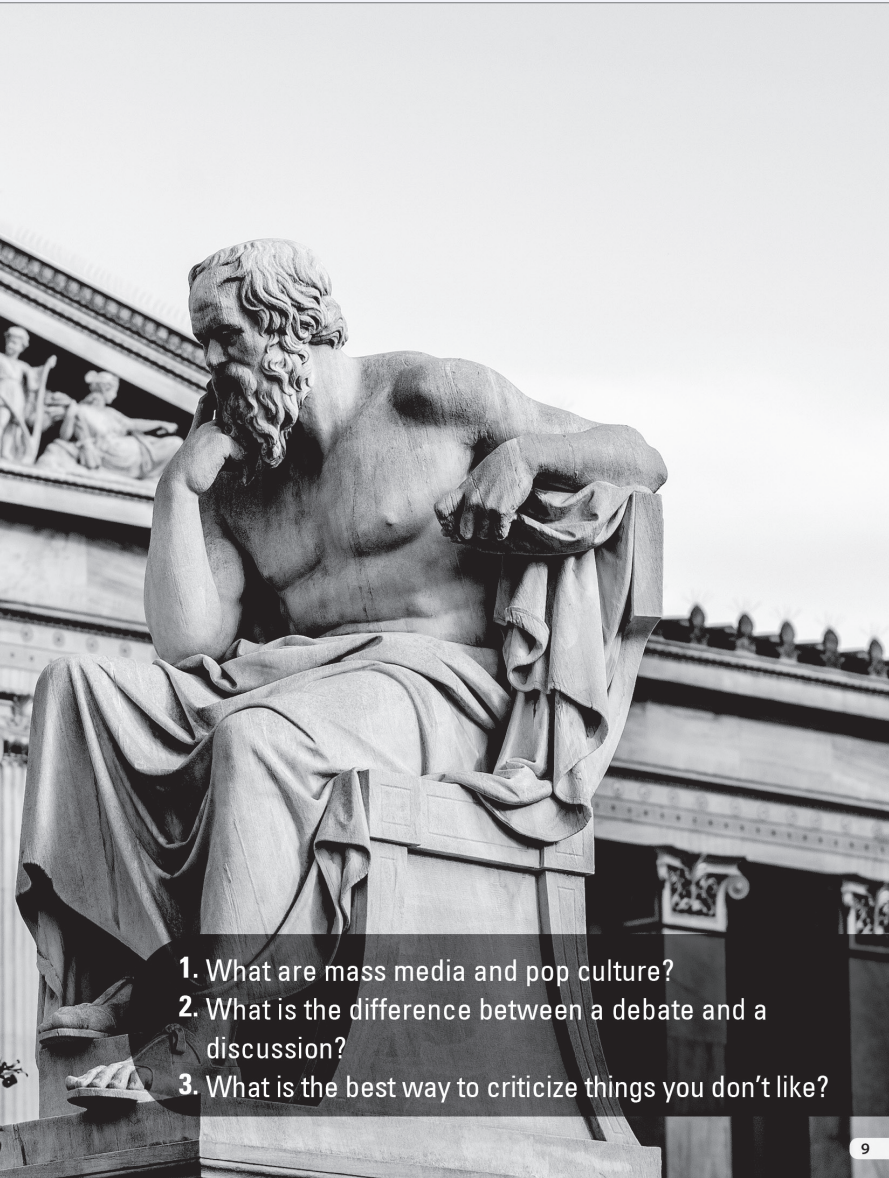
**Language Learning Objectives**

**New Words:** ban, intelligent, philosopher, challenging, certain, confirm, rigorous, definite

**Bonus Words:** ancient, appropriate

**Structure Focus:** Adjectives with Suffixes

**Reading Format:** Traditional passage



1. What are mass media and pop culture?
2. What is the difference between a debate and a discussion?
3. What is the best way to criticize things you don't like?

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 are mass media and pop culture?

*Sample answer: Mass media is the way people get information, such as TV, newspapers, and the Internet. Pop culture is what people are currently talking about and are interested in, such as movies, books, art, and music.*

### 2. What is the difference between a debate and a discussion?

*Sample answer: A debate is when you argue for different things, and a discussion is a conversation.*

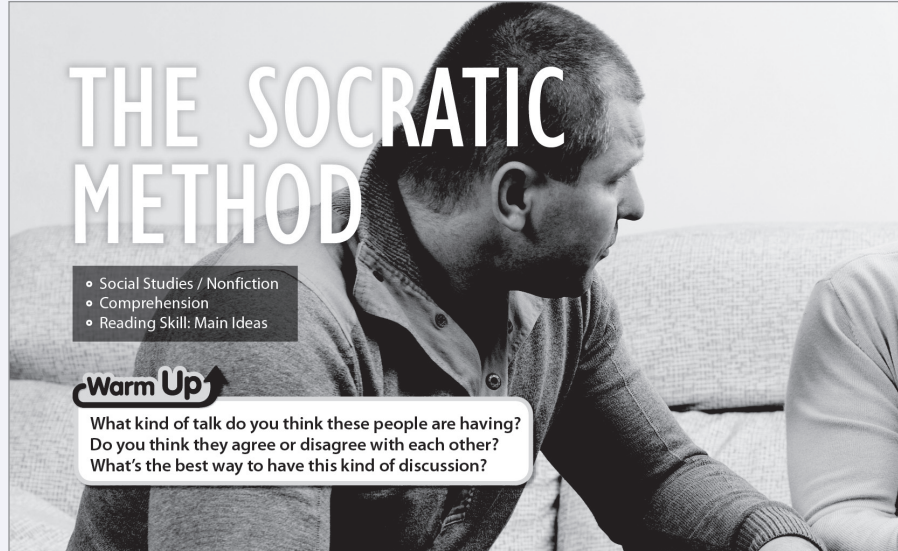
### 3. What is the best way to criticize things you don't like?

*Sample answer: I think the best way is to write a letter and post it in a newspaper.*

**Level Tips**

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

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



**NEW WORDS**

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

- |  |  |   |  |
|--|--|---|--|
| <b>1 ban</b><br>(v) to say that something cannot be used or done                               | <b>2 intelligent</b><br>(adj) easily able to learn and understand difficult things | <b>3 philosopher</b><br>(n) a person who studies ideas about knowledge, truth, the nature and meaning of life, etc. | <b>4 challenging</b><br>(adj) difficult in a way that usually makes us try harder            |
| <b>5 certain</b><br>(adj) used to refer to something or someone that is not named specifically | <b>6 confirm</b><br>(v) to cause someone to believe something more strongly        | <b>7 rigorous</b><br>(adj) done carefully and with a lot of attention to detail                                     | <b>8 definite</b><br>(adj) said or done in such a way that others know exactly what you mean |

|                                      |                                   |                                   |                                      |
|--------------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|
| <b>a 2</b><br><br><u>intelligent</u> | <b>b 1</b><br><br><u>ban</u>      | <b>c 6</b><br><br><u>confirm</u>  | <b>d 3</b><br><br><u>philosopher</u> |
| <b>e 4</b><br><br><u>challenging</u> | <b>f 7</b><br><br><u>rigorous</u> | <b>g 8</b><br><br><u>definite</u> | <b>h 5</b><br><br><u>certain</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 people's expressions and body language and ask them the warm up questions:

**1. What kind of talk do you think these people are having?**

Sample answer: *They look like they are having a serious talk.*

**2. Do you think they agree or disagree with each other?**

Sample answer: *I think they disagree with each other.*

**3. What's the best way to have this kind of discussion?**

Sample answer: *The best way is to let everyone have a chance to talk.*

Explain to the students that they will learn about the Greek philosopher Socrates. Tell them that he created a way to debate ideas and issues called the Socratic method. Explain that students will learn new words related to philosophy and the Socratic Method.

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





1A

### STRUCTURE: ADJECTIVES WITH SUFFIXES

#### B Read.

1. The method is *useful*.
2. The answer is not *debatable*.

#### C Unscramble and write.

1. puppy      The      playful      was      very
2. away      visible      is      from far      The smoke
3. were      The      useful      tools      really

1. The puppy was very playful.
2. The smoke is visible from far away.
3. The tools were really useful.

BEFORE YOU READ Academic Objective Question: What is a good way to debate ideas about mass media and other social issues?

11

### Level Tips

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

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

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

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

Read the structure together as a class.

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

Complete the 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 read the captions and describe the images in their own words.

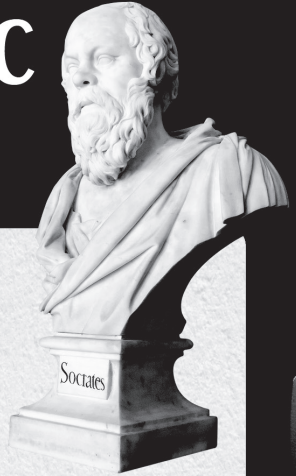
**High-Level Students:** Ask the students to make connections between the contents of the passage and a famous philosopher from their country. Ask the students to describe this philosopher and what their ideas were.

**READING**

**Background** This reading is about debating ideas.

**A** Listen and read along.

# The Socratic Method



It's good that we can all choose what kinds of mass media to use. We can enjoy news programs, movies, songs, and other media that we like. But what if someone wants to change something you like? What if they want to ban it? What if you disagree with things other people like? How would you debate these issues?

In ancient Greece, there was an intelligent philosopher named Socrates. He thought about the best ways to debate ideas. He created a system of discussion called the Socratic

Socrates lived in Greece from approximately 470 to 399 BCE. People think he is one of the most important thinkers and founders of Western philosophy. He and other philosophers debated ideas in places like the Acropolis.



12

**Reading Format:** A traditional passage that gives facts and information about a topic or idea is called an expository passage. A traditional passage that tries to make the reader agree or disagree with an opinion is called a persuasive passage.

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

Explain to the students that the reading format of this passage is a traditional passage. Tell the students that traditional passages which give facts and information about a topic or idea are called expository passages. Traditional passages that try to make readers agree or disagree with an opinion are called persuasive passages.

Review the title of the reading: The Socratic Method. Ask the students why they think this is the title. Explain this is because they will learn about the system that Socrates created for debating ideas.

## READING PASSAGE

## PASSAGE DETAILS

method. It's one of the best ways to debate an idea. It's done by asking and answering challenging questions about an idea. This helps us to understand why people have certain ideas.

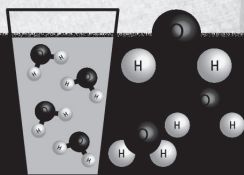
Although events and people can be used as examples while having a debate, the discussion should always be focused on the main idea that's being debated.

I cannot teach anybody anything, I can only make them think.

SOCRATES

People can confirm or change their beliefs after a rigorous debate. This is useful for questions that don't have a correct answer. Some questions have a definite, correct answer. For example, what is one plus one? The correct answer is two. That's not debatable. These questions usually come from science and math. However, social questions often don't have a correct answer. They only have better and worse answers. For example, what is appropriate music for children? It's up to people to think, discuss, debate, and decide for themselves. The Socratic method is one of the best ways to do that.

Water molecules are made of two hydrogen atoms and one oxygen atom. This is not a debatable point because it is a scientific fact.



Academic Objective in Context: The Socratic method is a good way to debate ideas about mass media and other social issues.

13

**Reading Format:** Traditional passage

**Academic Objective:** Learn about what the Socratic method is and when to use it.

**Academic Objective in Context:** The Socratic method is a good way to debate ideas about mass media and other social issues.

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 discuss the differences between social questions and questions that are not debatable. Ask them to give examples of each.

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. 2. What kinds of problems does the Socratic method work best with? Correct answer: c. social. Ask the students why it doesn't work well with math or science problems.

**READING COMPREHENSION**

**A Choose the best answer.**

1. What is the reading about?
  - a. how to debate
  - b. democracy
  - c. ancient Greece
  - d. philosophies
2. What kinds of problems does the Socratic method work best with?
  - a. math
  - b. science
  - c. social
  - d. media
3. What is NOT an example of mass media?
  - a. a song
  - b. a math problem
  - c. a movie
  - d. the news
4. Who was Socrates?
  - a. a musician
  - b. a math teacher
  - c. a scientist
  - d. a philosopher

**READING SKILL : MAIN IDEAS**

**B Match each main idea with the correct paragraph of the reading.**

| Idea Box  |  |  |
|---|--|--|
| a. We need ways to debate issues that people do not agree on.                                 |  |  |
| b. The Socratic method is one of the most effective ways to discuss and debate social issues. |  |  |
| c. The Socratic method was created in ancient Greece by a philosopher named Socrates.         |  |  |
| Paragraph   |  |  |
| Paragraph 1 <input type="text" value="a"/>  | Paragraph 2 <input type="text" value="c"/> | Paragraph 3 <input type="text" value="b"/> |

**SUMMARY : MAIN IDEAS**

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

1. We need ways to debate issues that people do not agree on.
2. The Socratic method was created in ancient Greece by a philosopher named Socrates.
3. The Socratic method is one the most effective ways to discuss and debate social issues.

14 Reading Skill: The main idea of a paragraph isn't always the first sentence of the paragraph. Connect the main ideas with the correct paragraph from the reading.

**Reading Comprehension:**

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

**Reading Skill:**

Explain to the students that a *main idea* is what the paragraph is about. Tell the students to select the correct main idea for each paragraph. Ask students to write the main ideas in the correct order. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

# THE SOCRATIC METHOD

# 1B

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

### Warm Up

How is the philosophy of Socrates used? How can the Socratic method be used in a debate or a discussion?

## VOCABULARY REVIEW

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

|                |                          |                         |                          |
|----------------|--------------------------|-------------------------|--------------------------|
| ban<br>certain | intelligent<br>confirmed | challenging<br>rigorous | philosophers<br>definite |
|----------------|--------------------------|-------------------------|--------------------------|

1. It is difficult and challenging to build a road through the mountains.
2. She's very intelligent and learns fast.
3. The recipe calls for certain ingredients.
4. We did a lot of rigorous exercise in P.E. class today, so I'm tired.
5. The teachers are debating whether to ban food in the library.
6. Confucius is one of the best-known Eastern philosophers.
7. His great acting confirmed my belief that he will be a big star.
8. There is a(n) definite answer to all of these math problems.

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. How is the philosophy of Socrates used?

Sample answer: *It is used to debate ideas and social issues.*

### 2. How can the Socratic method be used in a debate or discussion?

Sample answer: *It can be used by asking and answering challenging questions to find the best answers or solutions.*

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


Level Tips 

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

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

FLUENCY READING

Background What is this reading about?

A Listen. Underline the vocabulary words and two bonus words. Then read again.  04

## The Socratic Method

It's good that people are free to enjoy the mass media they prefer. But people have different opinions about what's appropriate. What if someone wanted to ban things you like? What if you could change media that other people like? What's the best way to discuss social issues like these?

One of the best ways to debate social issues is the Socratic method. It was developed by Socrates. Socrates was an intelligent philosopher. He lived in ancient Greece from about 470 to 399 BCE. People who have different ideas about a topic can use the Socratic method. To use the Socratic method, they have a discussion. They ask and answer challenging questions. This is called a debate. This helps people understand why others have certain ideas.

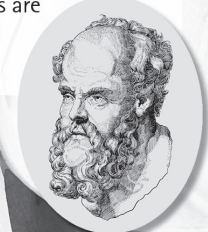
After a rigorous debate, people can change or confirm their ideas on a topic. Questions that come from science and math often have a definite correct answer. For example, the Earth orbits the Sun; this is a scientific fact and is not debatable. But social questions often don't have a definite answer. The Socratic method is helpful in these cases. It helps people decide which answers to social questions are better. It's one of the best ways to discuss, debate, and make decisions.

B Do sustained silent reading.

Class reading time: times will vary seconds

C What kind of traditional reading passage is this?

- a. expository
- b. persuasive
- c. Socratic



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

**Sample answer:** *It's about using the Socratic method to debate ideas.*

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: SUPPORTING DETAILS**

**A Write the letters in the correct places to complete the sentences.**

- |                       |                         |                     |
|-----------------------|-------------------------|---------------------|
| a. debate and discuss | b. asking and answering | c. better or worse  |
| d. change or ban      | e. mass media           | f. particular ideas |

- Different people enjoy different kinds of e.
- Some people may want to d things that others like.
- People have to a what should be done.
- These topics don't have a right or wrong answer, only c answers.
- It involves b questions about an idea to make people think about it.
- This way, people will understand why others have f.

**WRITING PLAN**

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

**Main Idea + Supporting Details**

Fill in the supporting details from the writing skill activity, and then match the main ideas with the correct supporting details.

| Main Idea   | Supporting Details   |   |
|---|--|---|
| 1. We need ways to debate issues that people do not agree on.                                 | a. Different people enjoy different kinds of mass media.                                   | d. Some people may want to debate and discuss things that others like.            |
| 2. The Socratic method was created in ancient Greece by a philosopher named Socrates.         | b. People have to change or ban what should be done.                                       | e. These topics don't have a right or wrong answer, only better or worse answers. |
| 3. The Socratic method is one of the most effective ways to discuss and debate social issues. | c. It involves asking and answering questions about an idea to make people think about it. | f. This way, people will understand why others have particular ideas.             |

**WRITING SKILL EXPANSION**

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

Writing Skill: Match the main ideas and details from the reading of the Socratic method.

**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 *supporting details* are specific facts, evidence, or ideas used to explain, describe, or expand the main idea. Tell them that they need to complete the sentences with the correct details.

**Writing Plan:**

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

**Level Tips**

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

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

INTEGRATE IT: QR CODE VIDEO

**A Preview.**

“There are many different types of mass media. What are some criticisms or debates about certain forms of mass media?”

Think and answer the question above.

Inference **(sample)** *Some people are worried that children watch too much TV.*

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

Learn more about the debate on mass media!

DISCUSSION

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

Think while you watch:

1. What are some examples of mass media?  
**Some examples are TV shows, websites, and newspapers.**
2. What is a good way to discuss or debate criticism of mass media?  
**A good way is to use the Socratic method.**
3. What are some commonly-debated mass media topics?  
**Some topics are which kinds of mass media is appropriate for children.**

Explain to the students that they will now watch a video about using the Socratic method to debate issues about mass media. 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:** *Some people are worried that children watch too much TV.*

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. ban          | • | a. (n) a person who studies ideas about knowledge, truth, the nature and meaning of life, etc. |
| 2. intelligent  | • | b. (adj) correct or right for some purpose or situation  |
| 3. philosopher  | • | c. (adj) used to refer to something or someone that is not named specifically                  |
| 4. challenging  | • | d. (v) to cause someone to believe something more strongly                                     |
| 5. certain      | • | e. (adj) easily able to learn and understand difficult things                                  |
| 6. confirm      | • | f. (adj) said or done in such a way that others know exactly what you mean                     |
| 7. rigorous     | • | g. (v) to say that something cannot be used or done  |
| 8. definite     | • | h. (adj) very old  |
| 9. ancient      | • | i. (adj) done carefully and with a lot of attention to detail                                  |
| 10. appropriate | • | j. (adj) difficult in a way that usually makes us try harder                                   |

B Unscramble and write.

things are debatable Some not

Some things are not debatable.

C Think about yourself. Choose the best answer.

|                           |   |   |
|---------------------------|---|---|
| <b>Academic Objective</b> | The Socratic method is a way to debate society's problems.  | <input checked="" type="radio"/> True <input type="radio"/> False |
| <b>Reading Skill</b>      | I can identify the main idea in each paragraph I read.  | <input type="radio"/> answers will vary <input type="radio"/>     |
| <b>Writing Skill</b>      | I can use supporting details to support the main ideas in my writing.   | <input type="radio"/> answers will vary <input type="radio"/>     |
| <b>Integrate IT</b>       | I can discuss and make inferences about mass media. 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 and investigate social changes in daily life and also analyze their characteristics.

**Academic Objective in Context:** We should take time to fairly think about, discuss, and debate social changes that affect people's daily lives before we make any changes.

## UNIT INTRODUCTION

(UNIT 02) Social Studies  
Fiction

# THE DEBATE TEAM

## ACADEMIC OBJECTIVE

- Understand and investigate social changes in daily life and also analyze their characteristics.

LESSON  
A

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

LESSON  
B

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

20

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

Review the academic objective on the page.

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

## UNIT SUMMARY

**Language Learning Objectives**

**New Words:** administration, split, argument, education, definition, self-discipline, stationary, convince

**Bonus Words:** recently, continue

**Structure Focus:** Modal Verbs

**Reading Format:** Blog



1. What is a debate?
2. Does your school have a debate team?
3. What should you do to prepare for a debate?

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 if they have ever talked in front of a big group of people to activate prior knowledge.

**1. What is a debate?**

Sample answer: *A debate is when people have a discussion about two different sides of an issue.*

**2. Does your school have a debate team?**

Sample answer: *No, we do not have one.*

**3. What should you do to prepare for a debate?**

Sample answer: *I think you should research the issue and get information.*

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.



NEW WORDS

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

- |   |   |  |  |
|---|---|--|--|
| 1 administration<br>(n) a group of people who manage the way a company, school, or other organization works | 2 split<br>(v) to separate or divide into parts or groups                           | 3 argument<br>(n) a statement or series of statements for or against something           | 4 education<br>(n) the action or process of teaching someone, especially in a school, college, or university |
| 5 definition<br>(n) the meaning of a word, phrase, etc.   | 6 self-discipline<br>(n) the ability to make yourself do things that should be done | 7 stationery<br>(n) things like paper and pencils, that are used for writing or studying | 8 convince<br>(v) to cause someone to agree with or believe that something is correct                        |

|  |   |   |   |
|--|---|---|---|
| a 2 <br>split           | b 8 <br>convince | c 5 <br>definition | d 7 <br>stationery     |
| e 6 <br>self-discipline | f 3 <br>argument | g 4 <br>education  | h 1 <br>administration |

22 Vocabulary: Learn the meaning of new words.

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

1. Where do you think this is?

Sample answer: I think this is a classroom.

2. What is the boy doing?

Sample answer: The boy is using his smartphone.

3. Does your school have rules about this?

Sample answer: Yes, we must keep our smartphones inside our school bags.

Explain to the students that they will learn about what a debate team is. Tell them that some schools have debate teams. During a debate, each side can express their opinion and reasons. Explain that students will learn new words related to debating.

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



2A

### STRUCTURE: MODAL VERBS

#### B Read.

1. It *could* rain later today.
2. If you studied harder, you *would* get a high score.

#### C Unscramble and write.

1. be a      There      could      next week      test

2. should      here      arrive      soon      They

3. She      help you      to      would      be able

1. There could be a test next week.
2. They should arrive here soon.
3. She would be able to help you.

BEFORE YOU READ Academic Objective Question: How should we deal with social changes that we want to introduce which will affect our daily lives?

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 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 the students to practice pronouncing the vocabulary words, assisting them when needed.

**High-Level Students:** Ask the students to make connections between the contents of the passage and rules in their school that students would want to debate. Ask students what the rule is and why they want to debate it.

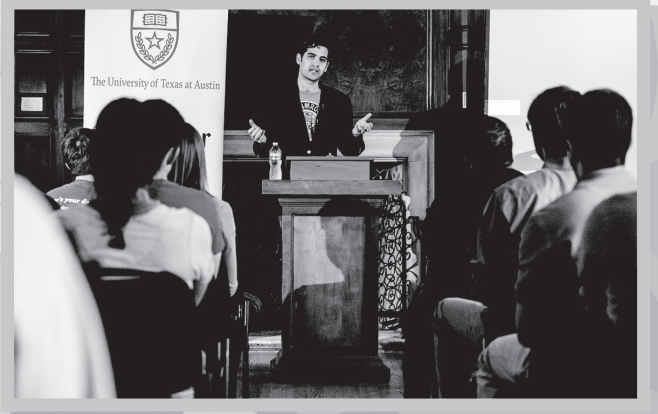
**READING** Background This reading is about debating changes.

A Listen and read along. 06

www.ourdebateam.com

HOME ABOUT US PICTURE GALLERY COMMENTS CONTACT US SHARE

# THE DEBATE TEAM



I am a member of the debate team at my school. Recently, we had an important debate. For a long time, there has been a ban on students using smartphones during class. The school administration has been considering changing this rule.

24 Reading Format: Blogs can be used like an online journal that can be shared with others. Using personal stories to communicate an idea, called an anecdote, on a blog can be a good way to communicate a point.

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 them that it is common for people to use blogs as online journals. Explain that when bloggers tell personal stories and experiences, these are called anecdotes.

Review the title of the reading: The Debate Team. Ask the students why they think this is the title. Explain this is because the reading is about a student describing the debate team at school.

## READING PASSAGE

## PASSAGE DETAILS

The administration was divided about this issue. They decided to ask the debate team to debate it. They split the team into two sides. I was on the side for changing the rules. The other side was for continuing the ban. We had one week to prepare our arguments.

Our side made several good points. First, we argued that students can use their smartphones for education. They can do research, find definitions, and use the calculator on their phones.

Second, changing the rule would be a good way to teach self-discipline. Only educational uses of smartphones are to be allowed in class. If students use their phone for non-educational purposes, their phones should be taken away.

Finally, changing the rules would make the teachers' job easier. They wouldn't have to collect and return phones every day. They also wouldn't need to wait for students to take out and put away various stationery items. Everything they need is on their phones.

Our side convinced some of the teachers to change their minds. The next week the administration voted on the issue. They decided to change the rules.

Academic Objective in Context: We should take time to fairly think about, discuss, and debate social changes that affect people's daily lives before we make any changes.

25

**Reading Format:** Blog

**Academic Objective:** Understand and investigate social changes in daily life and also analyze their characteristics.

**Academic Objective in Context:** We should take time to fairly think about, discuss, and debate social changes that affect people's daily lives before we make any changes.

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 describe what a school debate team is. Ask students to describe the writer's arguments and points that were used in the debate.

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. 4. What happened as a result of the debate? Correct answer: a. The administration was convinced. Ask the students what the students did.

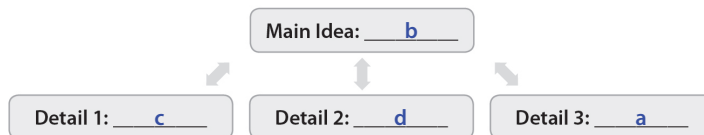
**READING COMPREHENSION**

- A Choose the best answer.**
- What is this reading about?  
a. teachers      b. social changes      **c. smartphones**      d. students
  - Who was considering changing a rule at the school?  
a. the parents      b. the students      c. the teachers      **d. the administration**
  - Which is NOT an argument for changing the rules in the reading?  
a. Students can study more easily.      b. Teachers will have an easier time.  
**c. Students should have more freedom.**      d. Students can learn self-discipline.
  - What happened as a result of the debate?  
**a. The administration was convinced.**      b. Nothing changed.  
c. The ban continued.      d. They had another debate.

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

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

- a. Changing the rules will make the teachers' job easier.
- b. Students should be allowed to use their smartphones in class because there are several benefits.
- c. Students can have an improved education by using their smartphones in class.
- d. Students can learn and practice self-discipline in their daily lives.



**SUMMARY: MAIN IDEA AND SUPPORTING DETAILS**

- C Use the reading skill activity. Write the main idea and the supporting details in the same order as in the reading.**
- Students should be allowed to use their smartphones in class because
- Main Idea: there are several benefits.
  - Detail 1: Students can have an improved education by using their smartphones in class.
  - Detail 2: Students can learn and practice self-discipline in their daily lives.
  - Detail 3: Changing the rules will make the teachers' job easier.

26 Reading Skill: The main idea of an argument should be supported by the details. Rewrite the argument made in the reading about the use of smartphones in class.

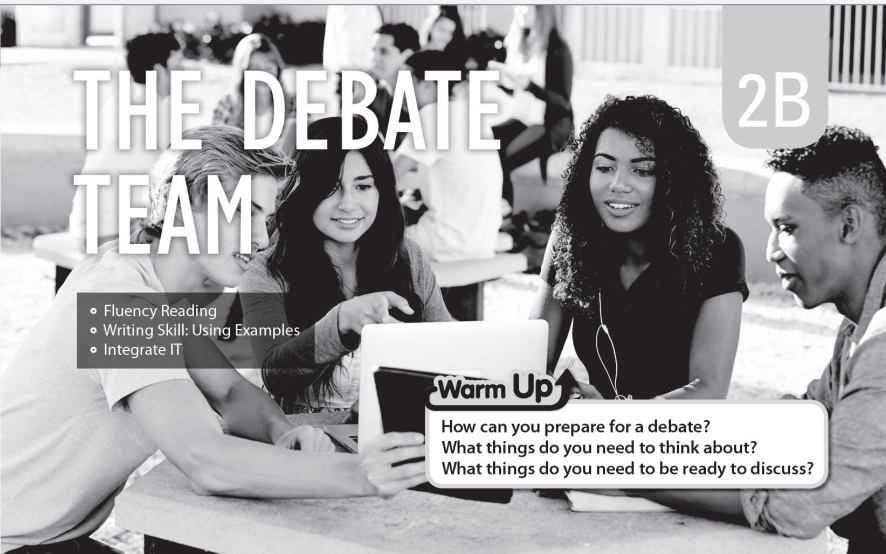
**Reading Comprehension:**

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. Tell the students to match the details from the passage. Ask students to write the complete sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.





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

### Warm Up

How can you prepare for a debate?  
 What things do you need to think about?  
 What things do you need to be ready to discuss?

### VOCABULARY REVIEW

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

|                               |                          |                         |                        |
|-------------------------------|--------------------------|-------------------------|------------------------|
| administration<br>definitions | split<br>self-discipline | arguments<br>stationery | education<br>convinced |
|-------------------------------|--------------------------|-------------------------|------------------------|

1. My brother and I decided to split the last cookie.
2. She learns the definitions of new words every week in school.
3. It takes a lot of self-discipline to stay away from my smartphone all day.
4. At first his mom didn't believe him, but eventually he convinced her.
5. The administration of the school decided to change the school uniform.
6. They presented their arguments about who the best basketball player is.
7. Let's go to the stationery store to buy a new notebook and some pencils.
8. Most parents believe that education is important to their children's future.

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 can you prepare for a debate?

Sample answer: *You can research the topic.*

#### 2. What things do you need to think about?

Sample answer: *You need to think about the things the other side might say.*

#### 3. What things do you need be ready to discuss?

Sample answer: *You need to be ready to discuss both sides.*


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

Level Tips

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

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

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

**A Listen. Underline the vocabulary words and two bonus words. Then read again.** 

www.ourdebatesteam.com

### The Debate Team

I'm a member of my school's debate team. We recently had a debate about an important topic. For a long time, there has been a ban on using smartphones during class. The school's administration was thinking about lifting the ban and changing the rules. However, they were divided over this issue. So they asked the debate team for help.

The debate team was split into two sides. I was on the side for changing the rules. The other side was for continuing the ban. We were given a week to prepare our arguments.

Our side made several strong arguments. First, students could use their smartphones to help with their education. Students can do research, find definitions, and use a calculator with their phones.

Also, changing the rules would teach students self-discipline. If any student uses their phone in class for non-educational reasons, it should be taken away. Students can easily learn why following rules is important.

Last, changing the rules would make the teachers' job easier. They wouldn't need to wait for students to get various stationery items. Everything students need is on their phones. Teachers wouldn't need to collect and return phones either.

We convinced some of the teachers to change their minds. A week later, the administration voted to change the rules.

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

**C What is a good way to communicate a point on a blog?**  
a. give main ideas    b. give details    c. give anecdotes

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

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

**Sample answer:** *It's about a school debate team helped change a school rule about smartphones.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word and underline each word only once. Play audio **track 07**.

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

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

**WRITING SKILL: USING EXAMPLES**

**A Match the correct example with the following details.**

| Examples   |   |
|--|---|
| a. Teachers won't have to spend time collecting and returning students' smartphones every day.       |   |
| b. Students would have their phones taken away if they get caught sending messages to their friends. |   |
| c. Students can use a single device to look up unknown words, do research, and use a calculator.     |   |
| Details  |   |
| 1. Students can have an improved education by using their smartphones in class.                      | c |
| 2. Students can learn and practice self-discipline in their daily lives.                             | b |
| 3. Changing the rules will make the teachers' job easier.  | a |

**WRITING PLAN**

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

| Main Idea and Supporting Details + Using Examples  |  |
|--|--|
| Main Idea  |  |
| Students should be allowed to use their smartphones in class because there are several benefits. |  |
| Supporting Details + Examples  |  |
| 1. Students can have an improved education by using their smartphones in class.                  |  |
| 2. Students can learn and practice self-discipline in their daily lives.                         |  |
| 3. Changing the rules will make the teachers' job easier.  |  |

**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 *using examples* make the supporting details clearer and give more information. Tell them to look back at the story and match the example with the supporting details. Explain that using examples in this way will make them stronger writers.

**Writing Plan:**

Ask the students to recall the reading skill from this unit: *main idea and supporting details*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary

**Level Tips**

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

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

INTEGRATE IT: QR CODE VIDEO

**A Preview.**

“There are a lot of places where the use of cell phones is banned. What are some of these places?”

Think and answer the question above.

Inference (sample) The use of cell phones is banned in the car while driving.

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

Learn more about cell phone bans!



DISCUSSION

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

Think while you watch:

1. Do you agree with banning the use of smartphones in certain places?  
Yes, I agree with this.
2. What are the main reasons for banning the use of smartphones in certain places?  
The main reasons are for safety and comfort.
3. Where is a place you would like to see the rules about smartphone use changed?  
I would like to see the rules of smartphone use change libraries.

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

**Sample answer:** *The use of cell phones is banned in the car while driving.*

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. administration  | • | a. (n) a statement or series of statements for or against something                              |
| 2. split           | • | b. (n) the meaning of a word, phrase, etc.   |
| 3. argument        | • | c. (n) things like paper and pencils, that are used for writing or studying                      |
| 4. education       | • | d. (v) to cause someone to agree with or believe that something is correct                       |
| 5. definition      | • | e. (v) to keep doing something the same way as before  |
| 6. self-discipline | • | f. (n) the ability to make yourself do things that should be done                                |
| 7. stationery      | • | g. (adv) not long ago  |
| 8. convince        | • | h. (n) a group of people who manage the way a company, school, or other organization works       |
| 9. recently        | • | i. (n) the action or process of teaching someone, especially in a school, college, or university |
| 10. continue       | • | j. (v) to separate or divide into parts or groups  |

B Unscramble and write.

could Students learn if more they used smartphones their

Students could learn more if they used their smartphones.

C Think about yourself. Choose the best answer.

|                           |  |   |
|---------------------------|--|---|
| <b>Academic Objective</b> | You don't need to discuss social changes that affect other people's daily lives.   | True <input type="radio"/> False <input checked="" type="radio"/> |
| <b>Reading Skill</b>      | I can identify the main idea and supporting details in the things I read.  | answers will vary <input type="radio"/>                           |
| <b>Writing Skill</b>      | I can write examples for supporting details.   | answers will vary <input type="radio"/>                           |
| <b>Integrate IT</b>       | I can discuss and make inferences about cell phone bans. I got <u>will vary</u> discussion questions correct in this unit. | answers will vary <input type="radio"/>                           |

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

Level Tips

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

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

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

## UNIT SUMMARY

**Unit 3:** Science / Nonfiction

**Academic Objective:** Learn about the new resources to generate energy, and understand different occupations work hard in the field of future nuclear energy.

**Academic Objective in Context:** Thorium could be a new energy resource for the future. Physicists, engineers, and technicians could make this a reality.

## UNIT INTRODUCTION

**(UNIT 03) Science Nonfiction**

# POWER OF THE FUTURE: THORIUM

**ACADEMIC OBJECTIVE**

- Learn about the new resources to generate energy, and understand different occupations work hard in the field of future nuclear energy.

**LESSON A**

- Reading Format: Website
- Comprehension
- Reading Skill: Compare and Contrast

**LESSON B**

- Fluency Reading
- Writing Skill: Using Examples
- Integrate IT: AR Images

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

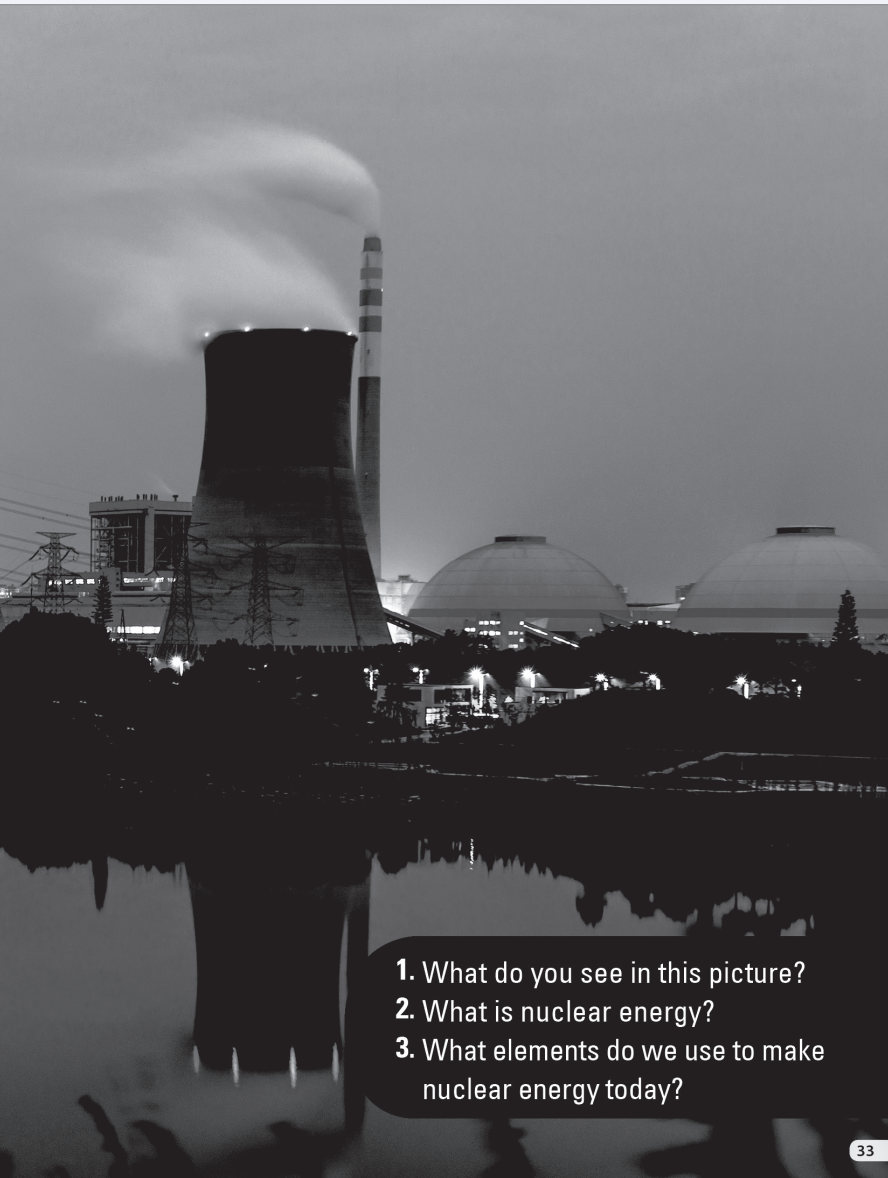
### Language Learning Objectives

**New Words:** desperately, reliable, maintain, explode, nuclear, weapon, eliminate, prevent

**Bonus Words:** abundant, malfunction

**Structure Focus:** Modal Verbs of Possibility

**Reading Format:** Website



1. What do you see in this picture?
2. What is nuclear energy?
3. What elements do we use to make nuclear energy today?

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 to name different source of energy to activate prior knowledge.

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

Sample answer: *I see a nuclear power plant.*

### 2. What is nuclear energy?

Sample answer: *Nuclear energy is energy from splitting uranium atoms.*

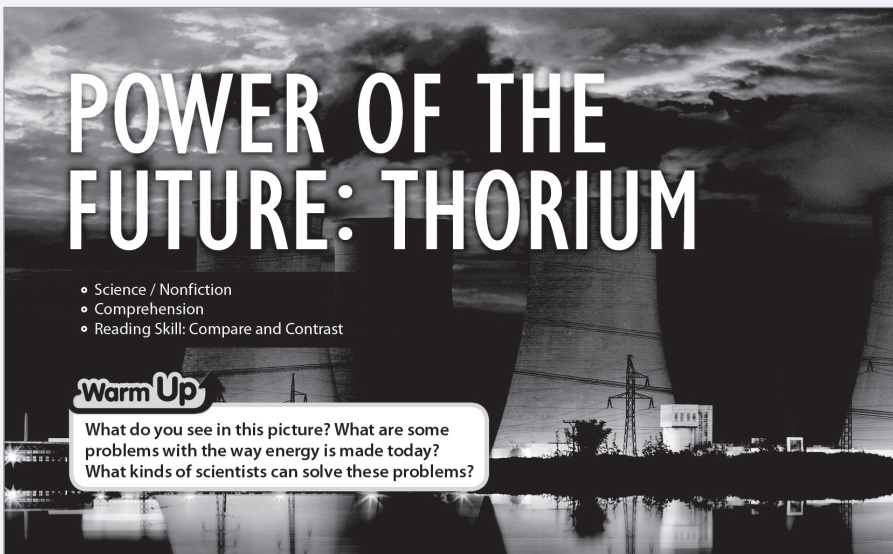
### 3. What elements do we use to make nuclear energy today?

Sample answer: *We need uranium.*

Level Tips

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

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



NEW WORDS

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

- 1 desperately (adv) done with all of your strength or energy and with little hope of succeeding
- 2 reliable (adj) able to be trusted to do or provide what is needed
- 3 maintain (v) to keep something working well by checking, making repairs, fixing problems, etc.
- 4 explode (v) to suddenly break apart in a violent way with parts flying outward
- 5 nuclear (adj) related to energy that is created when atoms are split apart or joined together
- 6 weapon (n) something such as a bomb, gun, or knife that is used for fighting
- 7 eliminate (v) to get rid of something that is not needed or wanted
- 8 prevent (v) to stop someone or something from doing something before it happens

|  |   |   |   |
|--|---|---|---|
| a 4  explode  | b 8  prevent     | c 5  nuclear | d 3  maintain  |
| e 2  reliable | f 1  desperately | g 6  weapon  | h 7  eliminate |

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 different bodily systems and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: I see nuclear power plants and smoke.

2. What are some problems with the way energy is made today?

Sample answer: It is harmful to the environment.

3. What kinds of scientists can solve these problems?

Sample answer: Intelligent scientists who care about the planet can solve these problems.

Tell that students that they will learn about different energy sources. Explain that they will learn the pros and cons of each type of energy source. Tell them that they will learn about thorium and salt reactors as an alternative option.

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





3A

### STRUCTURE: MODAL VERBS OF POSSIBILITY

#### B Read.

1. The element thorium *could* meet these energy needs.
2. The molten salt reactor *could* eliminate the dangers of accidents.

#### C Correct the underlined words and write.

1. This machine can makes lots of energy.
2. If they try, scientists of the future might will change things for the better.
3. Ask Jenny because she should knows the answer.
1. This machine could make lots of energy. \_\_\_\_\_
2. If they try, scientists of the future could change things for the better. \_\_\_\_\_
3. Ask Jenny because she could know the answer. \_\_\_\_\_

BEFORE YOU READ Academic Objective Question: What kinds of scientists work in the field of nuclear energy?

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 writing 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 read the captions and then describe the images.

**High-Level Students:** Ask the students to make connections between the contents of the passage and the real world. Ask students what the main source of energy is in their country. Ask them what they think about it. Ask them if they think there is a possibility of using thorium in their country. Ask for reasons.

**READING** Background This reading is about a new source of energy.

**A** Listen and read along.

## Power of the Future: Thorium

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Scientists of the next generation will work on solving the sustainable energy crisis.

The world desperately needs clean, reliable, safe, and sustainable energy. The element thorium and a machine called the molten salt reactor could meet these energy needs. But we need the hard work of physicists, engineers, and technicians to make it happen.

Current energy sources work but have problems. Fossil fuels like coal and oil are reliable but aren't clean or sustainable. Natural energy like wind and solar power is clean, safe, and sustainable but is not reliable. Nuclear power is reliable and sustainable, but dangerous.

36 Reading Format: You can find information and do research about careers on university websites, which end with .edu.

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 they can find information and do research on university websites. Explain that these kinds of websites usually end with .edu.

Review the title of the reading: Power of the Future: Thorium. Ask the students why they think this is the title. Explain this is because the passage is about a possible energy source called thorium.

## READING PASSAGE

## PASSAGE DETAILS

Thorium is element number 90 on the periodic table of elements. The molten salt reactor that uses thorium to create energy was invented by American nuclear physicist Alvin M. Weinberg (1915-2006) at the Oak Ridge National Laboratory.

Today's nuclear power plants use a machine called the light water reactor to create energy. If humans and machines don't maintain these reactors, they will explode. There have already been many incidents like this around the world. These reactors use the elements uranium or plutonium as fuel. These are dangerous elements and are used to make nuclear weapons.

Thorium and the molten salt reactor could eliminate the dangers of accidents and weapons. Thorium cannot be easily used to make weapons. It's clean and reliable. It's abundant throughout the world. It also creates about ninety times more energy than uranium. Molten salt reactors rely on physics, not humans or machines, to prevent malfunctions. If there was an accident, thorium and a molten salt reactor wouldn't explode. It would just stop working.

The next generation of scientists could make thorium energy a reality.

The molten salt reactor is a much safer design than the light water reactor. Light water reactors need to be constantly maintained by people and machines to keep the reactor cool; otherwise, they will explode. On the other hand, molten salt reactors are cool and use physics help to heat up the fuel inside. If there's ever a problem, the reactor would simply shut down and stop working.

Academic Objective in Context: Thorium could be a new energy resource for the future. Physicists, engineers, and technicians could make this a reality.

37

**Reading Format:** Website

**Academic Objective:** Learn about the new resources to generate energy, and understand different occupations work hard in the field of future nuclear energy.

**Academic Objective in Context:** Thorium could be a new energy resource for the future. Physicists, engineers, and technicians could make this a reality.

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 read the captions and describe the pictures in their own words. Ask students to describe each energy source mentioned in the passage. Ask students for their opinions on using thorium as an energy source.

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. 4. Energy from \_\_\_\_\_ is not clean and sustainable. Correct answer: c. oil and coal. Ask students what kind of energy is clean and sustainable.

**READING COMPREHENSION**

**A Choose the best answer.**

- This article is about \_\_\_\_\_.  
 a. nuclear energy                      b. nuclear weapons  
 c. fossil fuels                              d. natural energy
- \_\_\_\_\_ is dangerous and can be used to make nuclear weapons.  
 a. Thorium      b. Salt                      c. Uranium                      d. Physics
- The molten salt reactor relies on \_\_\_\_\_ to keep it running.  
 a. humans      b. machines                      c. physics                      d. wind
- Energy from \_\_\_\_\_ is not clean or sustainable.  
 a. plutonium      b. solar power                      c. oil and coal                      d. wind power

**READING SKILL: COMPARE AND CONTRAST**

**B Write the correct information in the chart.**

- Clean, reliable, safe, and sustainable
- Reliable, but not clean or sustainable
- Reliable, and sustainable, but dangerous
- Clean, safe, and sustainable, but not reliable

| Fossil Fuels | Natural Energy | Current Nuclear Energy | Thorium Nuclear Energy |
|--------------|----------------|------------------------|------------------------|
| b            | d              | c                      | a                      |

**SUMMARY: COMPARE AND CONTRAST**

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

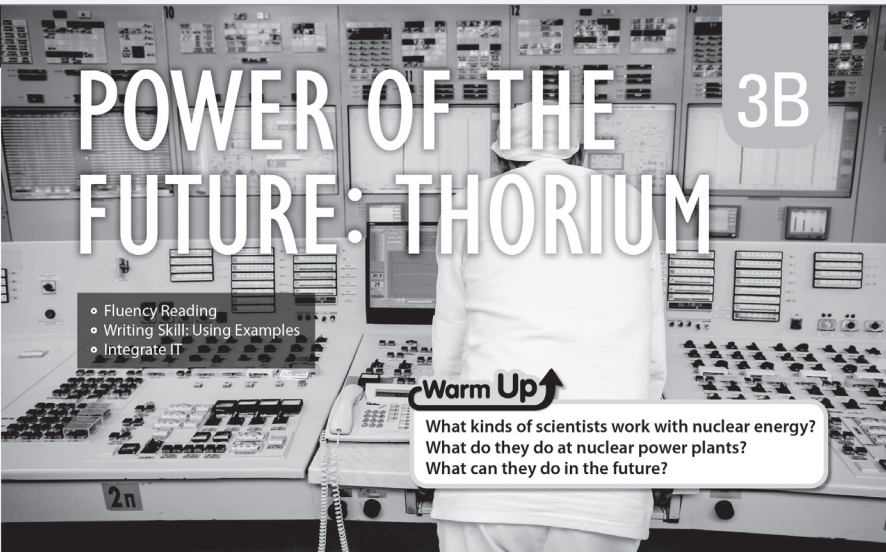
- Fossil fuels are reliable, but not clean or sustainable.
- Natural energy is clean, safe, and sustainable, but not reliable.
- Current nuclear energy is reliable and sustainable, but dangerous.
- Thorium nuclear energy is clean, reliable, safe, and sustainable.

**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 find the correct information from the reading. Complete the activity together as a class. Ask students to write sentences with the correct details in the summary section, and then randomly call students to read their answers.



### VOCABULARY REVIEW

#### A Choose the correct word to complete the sentence.

- Ancient human beings killed animals for food with simple \_\_\_\_\_.  
 a. weapons      b. explode      c. nuclear
- \_\_\_\_\_ the computer by deleting files. Then, you don't need to regularly scan for viruses.  
 a. Eliminate      b. Prevent       c. Maintain
- We can trust her to finish the work because she is \_\_\_\_\_.  
 a. nuclear       b. reliable      c. desperately
- The phone suddenly \_\_\_\_\_ while it was charging.  
 a. prevented       b. exploded      c. maintained
- People \_\_\_\_\_ ran away from the falling rocks.  
 a. explode      b. reliable       c. desperately
- \_\_\_\_\_ power plants make energy for millions of people.  
 a. Nuclear      b. Weapon      c. Prevent
- The medicine \_\_\_\_\_ my sickness.  
 a. eliminated      b. exploded      c. maintained
- Wear a helmet while skiing to \_\_\_\_\_ an injury to your head.  
 a. explode       b. prevent      c. maintain

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. What kinds of scientists work with nuclear energy?

Sample answer: *Physicists work with nuclear energy.*

#### 2. What do they do at nuclear power plants?

Sample answer: *They maintain the machines.*

#### 3. What can they do in the future?

Sample answer: *They can look for safer ways to make energy.*

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


## Level Tips

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

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

### FLUENCY READING

Background What is this reading about?

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

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#### WORD BOX

desperately reliable maintained explode nuclear  
weapons eliminated prevent abundant malfunctions

## Power of the Future: Thorium

The molten salt reactor and thorium could be the answer to the world's energy needs. However, we 1. desperately need hard work from physicists, engineers, and technicians to create clean, 2. reliable, safe, and sustainable energy sources.

Although many of today's energy sources work, they have serious problems. Fossil fuels aren't clean or sustainable. Natural energy isn't reliable, and 3. nuclear energy is dangerous.

Dangerous light water reactors are used in today's nuclear power plants. If they aren't 4. maintained by humans and machines, they will 5. explode. There have been many incidents like this throughout the world. For example, in 2011 in Fukushima, Japan, there was a serious accident. Humans and machines couldn't 6. prevent a reactor from exploding after a natural disaster. Today's reactors use uranium and plutonium. These dangerous elements are used to make nuclear 7. weapons.

Accidents and nuclear weapons could be 8. prevented by using thorium and the molten salt reactor. Thorium can't be turned into weapons. It's 9. abundant, and it's found in nearly every country on earth. It's clean, reliable, safe, and powerful. In fact, thorium can make about ninety times more energy than uranium. Also, molten salt reactors rely on physics to prevent 10. malfunctions. If an accident happens, molten salt reactors would simply stop working, not explode.

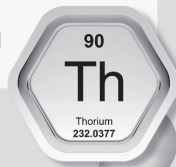
With thorium, the scientists of tomorrow could make safe and peaceful nuclear energy a reality.

B Do choral reading.

Class reading time: times will vary seconds

C What do university website addresses end with?

a. .com      b. .gov      c. .edu



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

**Sample answer:** *It's about using thorium to create safe and sustainable energy.*

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.



**Level Tips**

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

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

**INTEGRATE IT: AR IMAGES**

**A Preview.**

“Nuclear energy can be dangerous. What are some serious problems that it can cause?”

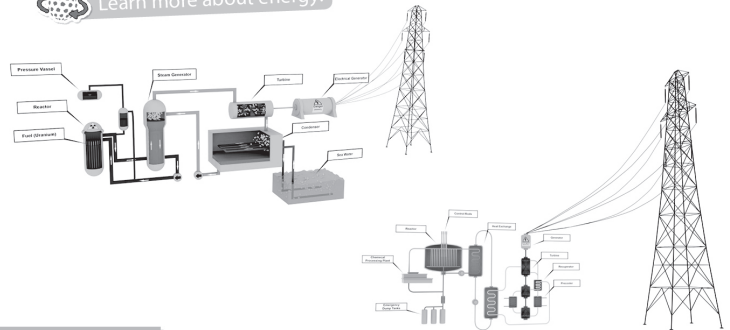
Think and answer the question above.

Inference **(sample)** A nuclear reactor could have a meltdown and cause damage.

**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 energy!



**DISCUSSION**

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

Think while you watch:

1. What are some jobs that are involved with nuclear energy?  
Some jobs are physicists, engineers, and technicians.
2. What kinds of problems are there with today's energy sources?  
There can be meltdowns, accidents, and damage.
3. How can some of these problems be solved?  
These problems can be solved by using a thorium-powered molten salt reactor.

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

**Sample answer:** *A nuclear reactor could have a meltdown and cause damage.*

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 03

A Match.

- |                 |   |  |
|-----------------|---|--|
| 1. desperately  | • | a. (adj) able to be trusted to do or provide what is needed                              |
| 2. reliable     | • | b. (v) to stop someone or something from doing something before it happens               |
| 3. maintain     | • | c. (adj) related to energy that is created when atoms are split apart or joined together |
| 4. explode      | • | d. (n) a failure to function or work properly  |
| 5. nuclear      | • | e. (v) to suddenly break apart in a violent way with parts flying outward                |
| 6. weapon       | • | f. (adv) done with all of your strength or energy and with little hope of succeeding     |
| 7. eliminate    | • | g. (n) something such as a bomb, gun, or knife that is used for fighting                 |
| 8. prevent      | • | h. (v) to keep something working well by checking, making repairs, fixing problems, etc. |
| 9. abundant     | • | i. (adj) existing or occurring in large amounts; having a lot of                         |
| 10. malfunction | • | j. (v) to get rid of something that is not needed or wanted                              |

B Unscramble and write.

needs these The molten salt reactor meet energy could

The molten salt reactor could meet these energy needs.

C Think about yourself. Choose the best answer.

|                           |   |   |
|---------------------------|---|---|
| <b>Academic Objective</b> | Thorium could be a new energy resource which is clean, reliable, safe, and sustainable.                           | <input checked="" type="radio"/> True <input type="radio"/> False |
| <b>Reading Skill</b>      | I can compare and contrast things I read about.   | <input type="radio"/> answers will vary <input type="radio"/>     |
| <b>Writing Skill</b>      | I can write examples for supporting details.  | <input type="radio"/> answers will vary <input type="radio"/>     |
| <b>Integrate IT</b>       | I can discuss and make inferences about energy. 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:** Know that energy is needed for living things and machines, and learn about the types of energy needed for them.

**Academic Objective in Context:** There are several sources of energy for transportation used today, including fossil fuels and others, but newer, cleaner, and more efficient energies are needed for the future.

## UNIT INTRODUCTION

(UNIT 04) Science Fiction

# PEGASUS MOTORS

## ACADEMIC OBJECTIVE

- Know that energy is needed for living things and machines, and learn about the types of energy needed for them.

## LESSON

### A

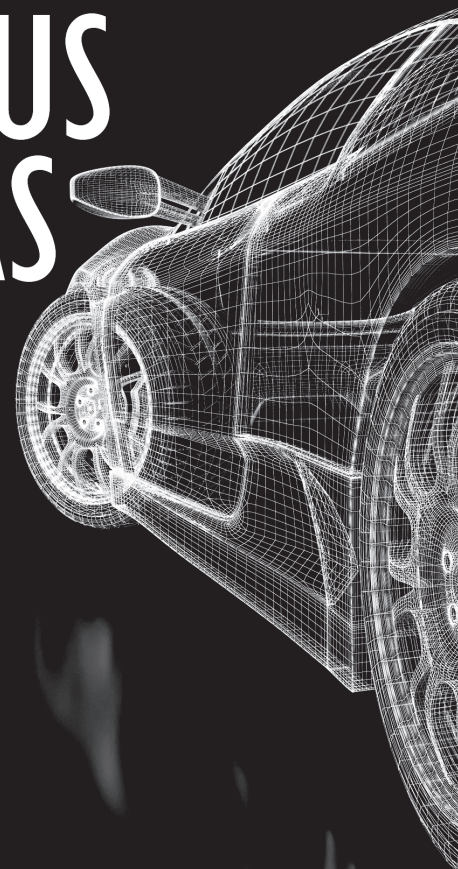
- Reading Format: Magazine article
- Comprehension
- Reading Skill: Contrasting

## LESSON

### B

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

44



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

Review the academic objective on the page.

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

## UNIT SUMMARY

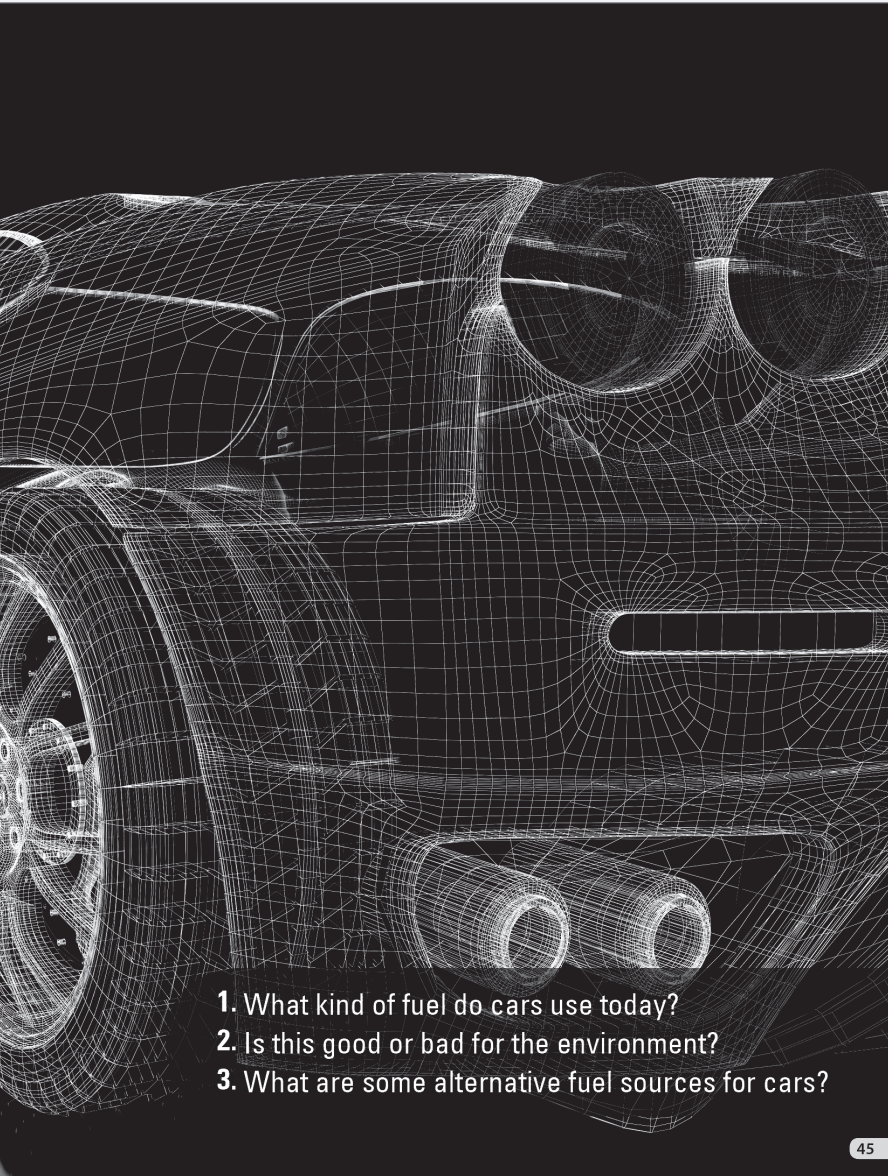
### Language Learning Objectives

**New Words:** depend, moment, transportation, efficiently, vehicle, announce, revolutionary, brilliant

**Bonus Words:** communication, affordably

**Structure Focus:** Modal of Obligation

**Reading Format:** Magazine article



1. What kind of fuel do cars use today?
2. Is this good or bad for the environment?
3. What are some alternative fuel sources for cars?

45

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 kind of fuel do cars use today?**

Sample answer: *Cars use fossil fuel.*

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

Sample answer: *This is bad for the environment.*

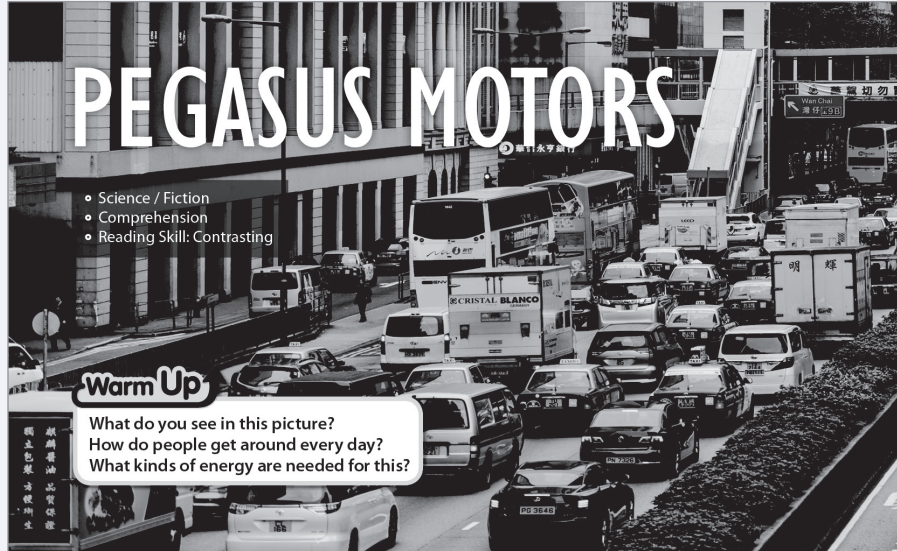
**3. What are some alternative fuel sources for cars?**

Sample answer: *Electricity is an alternative fuel source for cars.*

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.



NEW WORDS

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

- |   |  |   |  |
|---|--|---|--|
| <b>1 depend</b><br>(v) to need something for support, help, etc.                          | <b>2 moment</b><br>(n) an exact point in time                                | <b>3 transportation</b><br>(n) a system for moving people or things from one place to another | <b>4 efficiently</b><br>(adv) able to do what is wanted or needed without wasting energy, materials, or time |
| <b>5 vehicle</b><br>(n) a machine that carries people or things from one place to another | <b>6 announce</b><br>(v) to make something known in a public or official way | <b>7 revolutionary</b><br>(adj) relating to a great or complete change                        | <b>8 brilliant</b><br>(adj) very intelligent and smart   |

|   |  |   |  |
|---|--|---|--|
| <b>a 2</b><br><br><u>                    </u><br>moment         | <b>b 4</b><br><br><u>                    </u><br>efficiently | <b>c 6</b><br><br><u>                    </u><br>announce | <b>d 1</b><br><br><u>                    </u><br>depend        |
| <b>e 3</b><br><br><u>                    </u><br>transportation | <b>f 8</b><br><br><u>                    </u><br>brilliant   | <b>g 5</b><br><br><u>                    </u><br>vehicle  | <b>h 7</b><br><br><u>                    </u><br>revolutionary |

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students about what they see in the picture and whether it is good or bad for the environment. Focus the attention of the students on the picture and ask them the warm-up questions:

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

Sample answer: *I see a big traffic jam.*

**2. How do people get around every day?**

Sample answer: *People drive cars and take the bus to get around.*

**3. What kinds of energy are needed for this?**

Sample answer: *Fossil fuel energy is needed for this.*

Explain to the students that they will learn about what kinds of energy are being used for transportation in today's world. Tell them that they will learn what is needed in the future.

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



4A

### STRUCTURE: MODALS OF OBLIGATION

#### B Read.

1. We *must* stop polluting the environment.
2. You *have to* think of a better way to do this.

#### C Correct the underlined word and write.

1. You have close the door.
  2. You must to do your homework.
  3. You need ask for help.
1. You have to close the door. \_\_\_\_\_
  2. You must do your homework. \_\_\_\_\_
  3. You need to ask for help. \_\_\_\_\_

BEFORE YOU READ Academic Objective Question: What kinds of energy are used for transportation today? What is needed for the future?

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 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. Ask students to take turns reading paragraph by paragraph, assisting them with pronunciation when needed.

**High-Level Students:** Ask the students to make connections between the contents of the passage and what they know about transportation that uses alternative sources of fuel. Ask them what the pros and cons are for each type they mention.

**READING**

**Background** This reading is about transportation energy.

**A** Listen and read along.

# Pegasus Motors

People around the world depend on energy almost every moment of the day. We need energy for many things, like lighting, heating, communication, and transportation. Transportation is especially important in today's global economy. The energy for it must be created and consumed affordably, efficiently, and safely.

Today, the energy sources used for transportation are expensive to make and consume. They also pollute the environment. They add harmful gases, like carbon dioxide, into the earth's atmosphere. On top of this, they aren't efficient.



48

**Reading Format:** Advertisements in magazines communicate information and try to make you want to learn more about and buy a product.

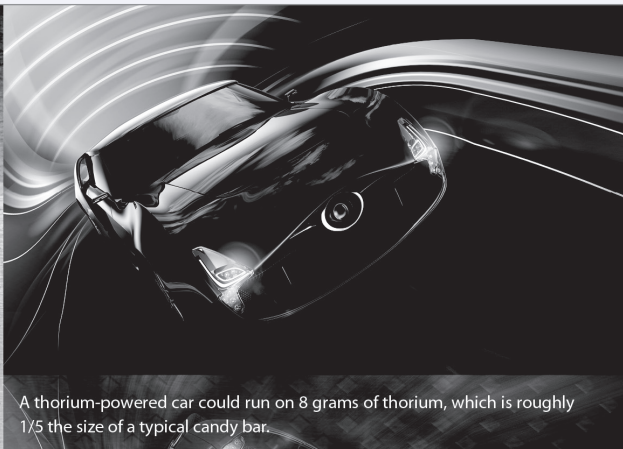
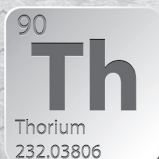
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a magazine article. Tell the students that they can find advertisements in magazines. Explain that advertisements can give information and try to make you want to learn more about the product that is being advertised. Bring examples of magazine advertisements and share them with the students.

Review the title of the reading: Pegasus Motors. Ask the students why they think this is the title. Explain this is because they will read about a car company called Pegasus Motors.

## READING PASSAGE

## PASSAGE DETAILS



A thorium-powered car could run on 8 grams of thorium, which is roughly 1/5 the size of a typical candy bar.

Hydrogen, electric, hybrid, and even solar cars are all available today. They are a good start to replace vehicles that rely on fossil fuels. But they are expensive, some still cause pollution, and they need to be refueled often. Furthermore, most of these cars will only last roughly ten years before they need to be replaced with a new car. None of these cars are a real solution to the problems. Better energy solutions for transportation are needed now.

Pegasus Motors is proud to announce a revolutionary new car. The car lasts one hundred years. It never needs to be refueled. The car's energy comes from the nuclear element thorium. It's affordable and doesn't cause any air pollution. The clear solution to improve our transportation energy needs is here now, thanks to the brilliant minds at Pegasus Motors.

**Academic Objective in Context:** There are several sources of energy for transportation used today, including fossil fuels and others, but newer, cleaner, and more efficient energies are needed for the future.

49

**Reading Format:** Magazine article

**Academic Objective:** Know that energy is needed for living things and machines, and learn about the types of energy needed for them.

**Academic Objective in Context:** There are several sources of energy for transportation used today, including fossil fuels and others, but newer, cleaner, and more efficient energies are needed for the future.

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 cons of today's transportation and the pros of using thorium.

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. 4. The thorium car \_\_\_\_\_ needs to be refueled. Correct answer: a. never. Ask the students why this is good for the environment.



**READING COMPREHENSION**

**A Choose the best answer.**

- This article is about \_\_\_\_\_.  
a. communication    b. transportation    **c. pollution**    d. economics
- Cars that are powered by \_\_\_\_\_ energy pollute the environment by putting harmful gases into the atmosphere.  
a. thorium    b. solar    **c. fossil fuel**    d. electric
- The thorium-powered car lasts \_\_\_\_\_.  
**a. 100 years**    b. 10 years    c. a few months    d. 100 days
- The thorium car \_\_\_\_\_ needs to be refueled.  
**a. never**    b. sometimes    c. often    d. always

**READING SKILL: CONTRASTING**

**B Write the correct information in the chart.**

| Fossil Fuel Cars | Nuclear Fuel Cars |
|------------------|-------------------|
| b, e, f          | a, c, d           |

**SUMMARY: CONTRASTING**

**C Use the reading skill activity. Write sentences to contrast the two types of cars.**

- Fossil fuels cars **environmentally bad, expensive, and inefficient.** \_\_\_\_\_
- Nuclear fuel cars **efficient, affordable, and environmentally good.** \_\_\_\_\_

**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 *contrasting* means finding the differences between two or more things. Tell the students to use information from the passage to complete the chart. Complete the activity together as a class. Ask students to write the sentences in the summary section. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.



# PEGASUS MOTORS 4B

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

### Warm Up

What kind of energy do most cars use today?  
 What are the problems most cars have today?  
 What kinds of energy are needed to fix this?

### VOCABULARY REVIEW

#### A Choose the correct word to complete the sentence.

- The teacher has something to \_\_\_\_\_ to the students.  
 a. depend      **b. announce**      c. moment
- She takes public \_\_\_\_\_ to work every day.  
 a. announce      b. moment      **c. transportation**
- The inventor was a(n) \_\_\_\_\_ person.  
**a. brilliant**      b. revolutionary      c. efficiently
- The puppy \_\_\_\_\_ on the family for food.  
**a. depends**      b. announces      c. moments
- You should use water \_\_\_\_\_ without wasting any.  
 a. brilliant      b. revolutionary      **c. efficiently**
- \_\_\_\_\_ are used by many people to get around.  
**a. Vehicles**      b. Transportations      c. Moments
- The new medicine is \_\_\_\_\_ and will help many people.  
 a. brilliant      **b. revolutionary**      c. efficiently
- The graduation was a special \_\_\_\_\_ for all of the students.  
**a. moment**      b. vehicle      c. transportation

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 kind of energy do most cars use today?

Sample answer: *Most cars today use fossil fuel energy.*

#### 2. What are the problems most cars have today?

Sample answer: *Some problems are pollution and expensive fuel.*

#### 3. What kinds of energy are needed to fix this?

Sample answer: *Cleaner and more reliable energy is needed.*

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


**Level Tips**

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

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

**FLUENCY READING**

Background What is this reading about?

**A Listen.** Underline the vocabulary words and two bonus words. Then read again. 

## Pegasus Motors

Everyone in the world depends on energy for communication, work, and life at home. Energy needed for transportation is one of the most important kinds of energy today. It needs to be affordably, efficiently, and safely created and consumed. However, today the energy used for transportation is expensive, harmful to the environment, and inefficient. Harmful gases like CO<sub>2</sub> are destroying the earth's atmosphere and causing global warming.

Today it's possible to buy some vehicles with other energy sources, like hydrogen, electric, hybrid, or solar. It's a good beginning to eliminate vehicles that rely on fossil fuels. But they have problems, too. They are expensive. Hybrid cars still cause pollution, and all need frequent refueling. Furthermore, most of them only last about ten years. After that, they need to be replaced. None of these cars are a real solution to what's needed.

We need better energy sources for transportation now. At this moment, Pegasus Motors is announcing a revolutionary new car. The brilliant scientists at Pegasus Motors have made a car that will change everything. The car's energy comes from thorium. It lasts one hundred years, it never needs to be refueled, it's affordable, and it's clean.

The future of transportation energy is here.

**B Do sustained silent reading.**

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

**C What communicates information and makes you want to learn more about buying a product?**

- a. magazines
- b. advertisements**
- c. websites

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 car company called Pegasus Motors.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word and underline each word only once. Play audio **track 13**.

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

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

**WRITING SKILL: ADDING DETAILS**

**A Write the correct information in the chart.**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a. They last for 100 years.</li> <li>b. They release harmful gases into the atmosphere.</li> <li>c. The energy they use is affordable to produce and consume.</li> </ul> | <ul style="list-style-type: none"> <li>d. They don't cause pollution.</li> <li>e. The energy they use is expensive to create and consume.</li> <li>f. They only last about 10 years.</li> </ul> |
|---|---|

| Fossil Fuel Cars | Nuclear Fuel Cars |
|------------------|-------------------|
| b, e, f          | a, c, d           |

**WRITING PLAN**

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

| Contrasting + Adding Details  |  |
|---|--|
| <ul style="list-style-type: none"> <li>a. efficient</li> <li>b. clean</li> <li>c. affordable</li> <li>d. dangerous</li> <li>e. expensive</li> <li>f. inefficient</li> </ul> | <ul style="list-style-type: none"> <li>1. They last for 100 years.</li> <li>2. They release harmful gases into the atmosphere.</li> <li>3. The energy they use is affordable to produce and consume.</li> <li>4. They don't cause pollution.</li> <li>5. The energy they use is expensive to create and consume.</li> <li>6. They only last about 10 years.</li> </ul> |
| Fossil Fuel Cars  | Nuclear Fuel Cars  |
| d, e, f<br>2, 5, 6  | a, b, c<br>1, 3, 4   |

**WRITING SKILL EXPANSION**

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

Writing Skill: Add details to explain the difference between fossil fuel cars and nuclear fuel cars. 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 including more information, including facts and/or opinions. Explain that writing more details in this way will make them good writers.

**Writing Plan:**

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

**Level Tips**

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

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

INTEGRATE IT: QR CODE VIDEO

**A Preview.**

“Today’s vehicles rely on fossil fuels, which pollute the environment. What will happen to the earth if humans continue to pollute the environment?”

Think and answer the question above.

Inference **(sample)** The people and the planet will both get sick.

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

Learn more about energy!

DISCUSSION

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

Think while you watch:

1. What are some different kinds of energy that cars use today?

**Most cars run on fossil fuels.**

2. What are some of the problems with these types of energy?

**Fossil fuels damage the ozone and make pollution.**

3. What are some types of energy that cars could use in the future?

**Cars in the future could use natural energy.**

Explain to the students that they will now watch a video about fossil fuels and other types of energy sources. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *The people and the planet will both get sick.*

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

SELF-ASSESSMENT

UNIT 04

A Match.

- |                   |   |   |
|-------------------|---|---|
| 1. depend         | • | a. (adj) relating to a great or complete change   |
| 2. moment         | • | b. (adv) able to do what is wanted or needed without wasting energy, materials, or time |
| 3. transportation | • | c. (n) the ways of sending information to people by using technology                    |
| 4. efficiently    | • | d. (v) to need something for support, help, etc.  |
| 5. vehicle        | • | e. (adv) in a way that is easy for someone to buy or pay for something                  |
| 6. announce       | • | f. (n) an exact point in time   |
| 7. revolutionary  | • | g. (n) a machine that carries people or things from one place to another                |
| 8. brilliant      | • | h. (n) a system for moving people or things from one place to another                   |
| 9. communication  | • | i. (adj) very intelligent and smart   |
| 10. affordably    | • | j. (v) to make something known in a public or official way                              |

B Unscramble and write.

must    make    cleaner    energy    We    sources

We must make cleaner energy sources.

C Think about yourself. Choose the best answer.

|                           |   |                     |  |
|---------------------------|---|---------------------|--|
| <b>Academic Objective</b> | Fossil fuels are good for the environment.  | True                | <input checked="" type="radio"/> False |
| <b>Reading Skill</b>      | I can contrast different things I read about.   | answers will vary ☺ |  |
| <b>Writing Skill</b>      | I can add details in my writing.  | answers will vary ☺ |  |
| <b>Integrate IT</b>       | I can discuss and make inferences about energy. I got <u>will vary</u> discussion questions correct in this unit. | answers will vary   |  |

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the 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 how to measure pi and the diameter of a circle, and understand what pi is.

**Academic Objective in Context:** Pi is a unique number used to find the size of a circle. Pi Day helps mark the importance and discovery of pi.

## UNIT INTRODUCTION

(UNIT 05) Math  
Nonfiction

# PI DAY

ACADEMIC OBJECTIVE

- Understand how to measure pi and the diameter of a circle, and understand what pi is.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Vocabulary in Context

LESSON B

- Fluency Reading
- Writing Skill: Summarizing
- 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

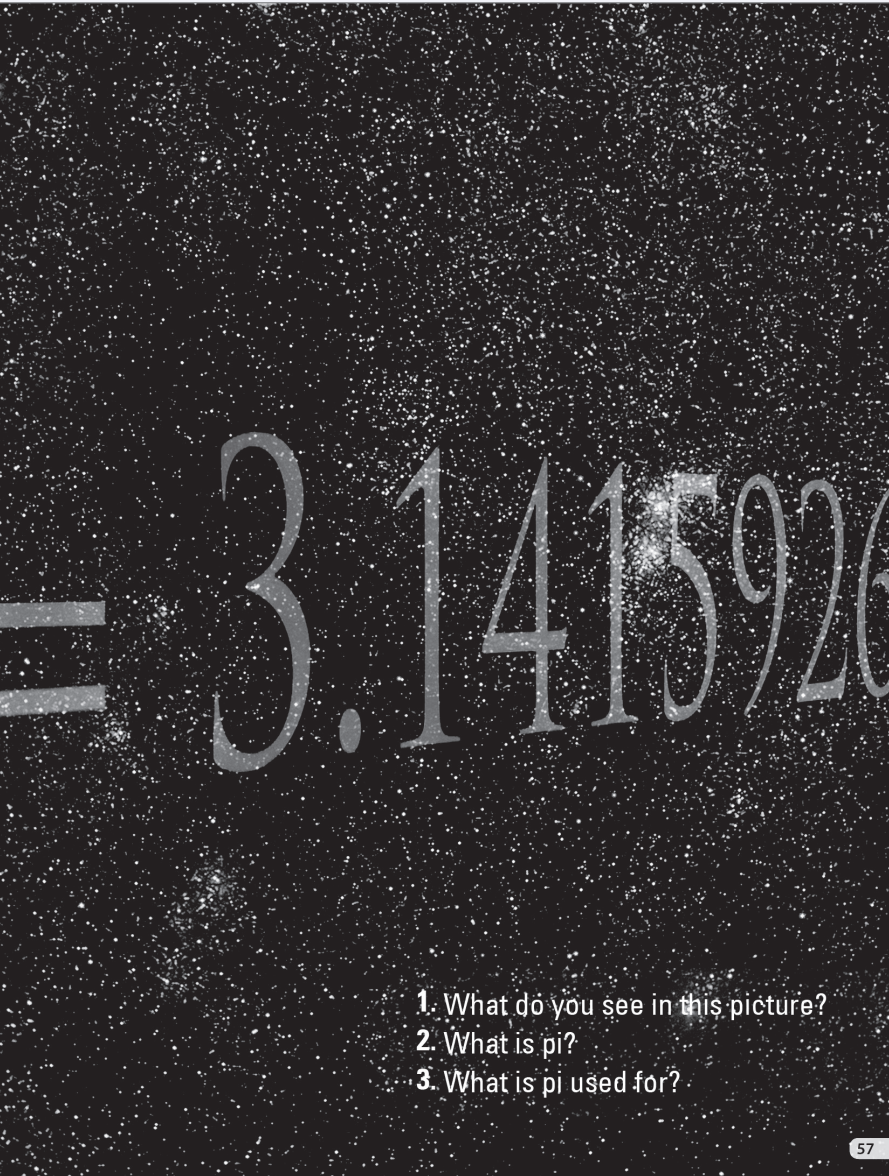
**Language Learning Objectives**

**New Words:** forever, symbol, circumference, diameter, equation, decimal, characteristic, gather

**Bonus Words:** march, recognize

**Structure Focus:** Prepositions of Time

**Reading Format:** Traditional passage



1. What do you see in this picture?
2. What is pi?
3. What is pi used for?

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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 if they have learned about pi in math class to activate prior knowledge.

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

Sample answer: *I see the symbol for pi and a series of numbers.*

**2. What is pi?**

Sample answer: *Pi is a very special number.*

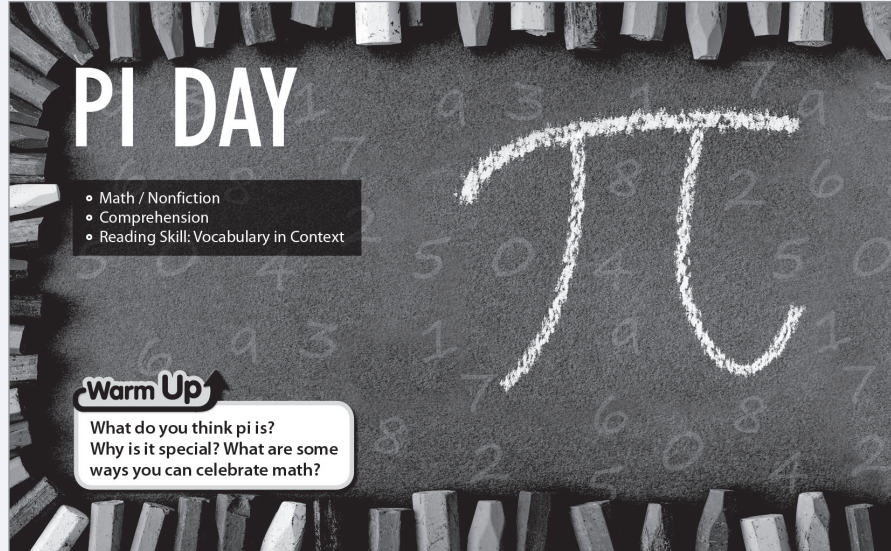
**3. What is pi used for?**

Sample answer: *Pi is used to find the size of a circle.*

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.




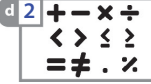


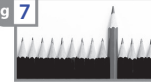

**High-Level Students:** After completing the new words activity on page 58, check the answers by giving students 1-2 minutes to memorize the new words on page 58, and then ask them to close the book and recall each word from memory.



NEW WORDS

A Listen. Match the numbers and letters, then write. 14

- 1 forever (adv) for an endless time; at all times
- 2 symbol (n) a letter, group of letters, character, or picture that is used instead of words
- 3 circumference (n) the length of a line that goes around a circle or other round shape
- 4 diameter (n) the distance through the center of something from one side to the other
- 5 equation (n) a statement that two expressions are equal (such as  $3 + 2 = 5$ )
- 6 decimal (n) a number that is written with a dot or period
- 7 characteristic (n) something special that makes one thing different from others
- 8 gather (v) to bring things together into a group

|   |   |   |   |
|---|---|---|---|
| a 8  | b 5  | c 1  | d 2  |
| gather  | equation  | forever   | symbol  |
| e 3  | f 4  | g 7  | h 6  |
| circumference   | diameter  | characteristic  | decimal   |

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

1. What do you think pi is?

Sample answer: *Pi is a very special number in math.*

2. Why is it special?

Sample answer: *It is a number that never ends.*

3. What are some ways you can celebrate math?

Sample answer: *I can go to special events that celebrate math.*

Explain to the students that they will learn about what pi is used for and why there is a special day to celebrate it.

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





5A

### STRUCTURE: PREPOSITIONS OF TIME

#### B Read.

1. I was born *in* 1998.
2. School starts *on* September 5<sup>th</sup> *at* 8 o'clock.

#### C Unscramble and write.

1. My      on      birthday      March 18<sup>th</sup>      is
2. party      3:14      at      The      starts
3. It was      celebrated      first      1988      in

1. My birthday is on March 18<sup>th</sup>.
2. The party starts at 3:14.
3. It was first celebrated in 1988.

BEFORE YOU READ Academic Objective Question: What is pi? What is it used for? Why is there a Pi Day?

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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 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 the students to take turns reading the passage paragraph by paragraph, assisting with numbers when needed.

**High-Level Students:** Ask the students to make connections between the contents of the passage and snowflakes they have seen in real life. Ask them where they saw the snowflake, when they saw it, and what it looked like. Ask them if they were able to see the shapes mentioned in the passage.

**READING**

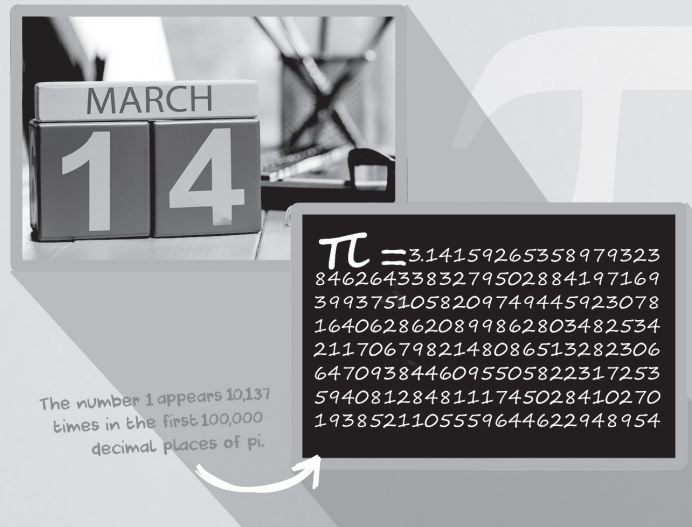
**Background** This reading is about a special number.

**A Listen and read along.**

# PI DAY

Pi is a unique number. It has a special place in math. Math and science lovers celebrate it on a certain day each year.

Pi is a number that goes on forever. People have calculated it to over ten trillion decimal places! This special number is represented by the symbol  $\pi$ . To keep the math simple, we say  $\pi$  equals 3.14.



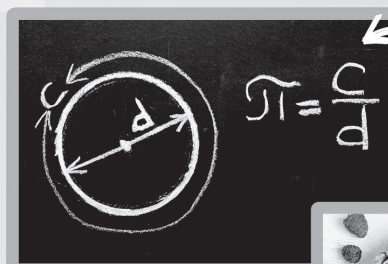
60 Reading Format: Traditional passages are often written to tell facts about a particular topic.

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

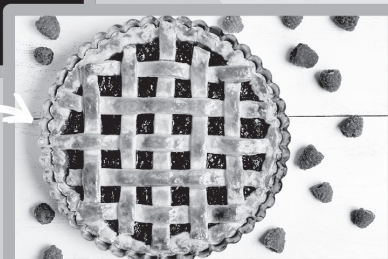
Explain to the students that the reading format of this passage is a traditional passage. Tell them that traditional passages are usually written to give facts about a particular topic or subject.

Review the title of the reading: Pi Day. Ask the students why they think this is the title. Explain this is because pi is celebrated on Pi Day.

## READING PASSAGE



The Greek letter  $\pi$  was chosen for pi by an English mathematician named William Jones in 1706.



The Internet is full of different recipes for Pi Day pies: fruit pies, chocolate pies, cream pies, breakfast pies, dessert pies, etc.

Pi is used to find the size of circles. It is equal to the circumference of a circle divided by the diameter. The equation is  $\pi = C \div d$ . Pi is the same value for every circle.

Because it is so special, someone thought of celebrating it. On March 14<sup>th</sup>, 1988, physicist Larry Shaw gathered his friends in San Francisco. They marched around in a circle and ate pies. In 2009, the US government recognized the day as National Pi Day.

Pi Day is celebrated in different ways. There are games in which people try to memorize as many decimal places as they can. There are pie-eating contests. Then, at 3:14 p.m., there are special events. For example, people get free pies at some parties.

Pi, or  $\pi$ , is not just a number. It's a number that never ends. This special characteristic is celebrated in fun ways on Pi Day.

**Academic Objective in Context:** Pi is a unique number used to find the size of a circle. Pi Day helps to mark the importance and discovery of pi.

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## PASSAGE DETAILS

**Reading Format:** Traditional passage

**Academic Objective:** Understand how to measure pi and the diameter of a circle, and understand what pi is.

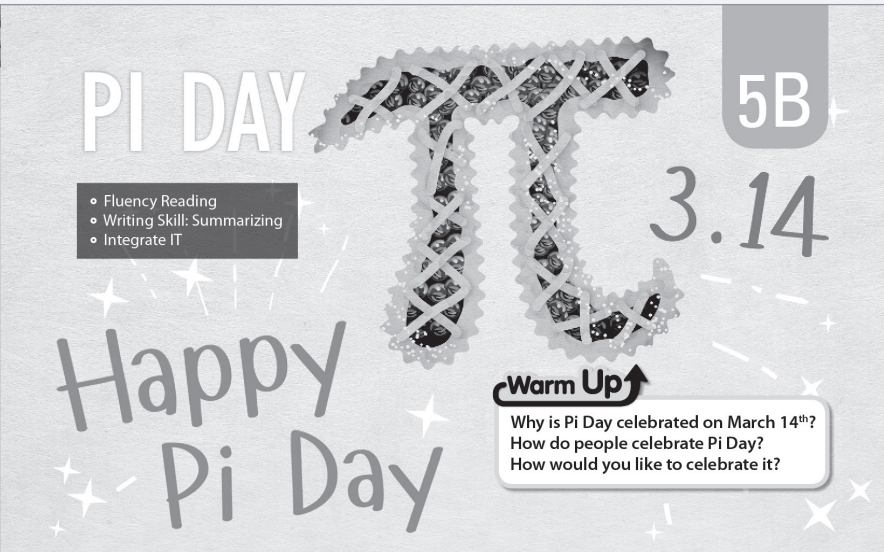
**Academic Objective in Context:** Pi is a unique number used to find the size of a circle. Pi Day helps mark the importance and discovery of pi.

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 read the captions and to discuss why Pi Day exists. Ask them if they know of any other days that celebrate math or science.

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.





### VOCABULARY REVIEW

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

|                     |                   |                                  |                      |
|---------------------|-------------------|----------------------------------|----------------------|
| forever<br>equation | symbol<br>decimal | circumference<br>characteristics | diameter<br>gathered |
|---------------------|-------------------|----------------------------------|----------------------|

- The symbol for "equal" is "=".
- The diameter is the length from one side of the circle to the other side.
- Elephants have very special characteristic.
- The number 3.14159 has five decimal places.
- This road is taking forever to build. It never seems to finish!
- Write the answer to the equation  $x = 5 \times 0$ .
- To find the circumference a circle, multiply the diameter by  $\pi$ .
- The teacher gathered the students in a circle for story time.

Vocabulary Skill: Use the vocabulary in context. **63**

### Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

**1. Why is Pi Day celebrated on March 14<sup>th</sup>?**

Sample answer: *March 14<sup>th</sup> is 3/14, which is the number for pi.*

**2. How do people celebrate Pi Day?**

Sample answer: *People eat pies to celebrate Pi Day.*

**3. How would you like to celebrate it?**

Sample answer: *I want to bake a pie and enter a pie-eating contest.*

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. 16

## Pi Day

Pi is a special number. It's a long number used to measure circles. It's so special that people celebrate it every year.

Pi is a unique number that goes on (equations / **forever**). It has over ten trillion (diameter / **decimal**) places. To keep it simple, people say pi equals 3.14.

This is how you calculate pi. You take the (**circumference** / equation) of a circle. Then you divide it by the (symbol / **diameter**). The (physicist / **symbol**) for pi is  $\pi$ . The (**equation** / gather) is  $\pi = C \div D$ . Pi is always the same. It doesn't matter how small or big the circle is.

The first Pi Day was celebrated on March 14<sup>th</sup>, 1988. A physicist named Larry Shaw wanted to celebrate pi on a certain day. Since pi is 3.14, he decided March 14<sup>th</sup> would be the perfect day. So he (decimal / **gathered**) his friends. They (**marched** / recognized) around in a circle and ate fruit pies. In 2009, the US government (**recognized** / gathered) March 14<sup>th</sup> as National Pi Day.

The day is celebrated in different ways. Some people try to memorize pi. Some people eat fruit pies. Some people eat pizzas. This is because pizza is also a type of pie.

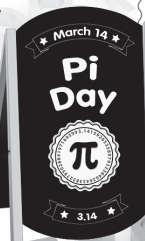
Pi is a very special number. It never ends. Every year, people celebrate this unique number and its special (**characteristics** / circumference) by having fun on Pi Day.

B Do popcorn reading.

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

C What can you often find in traditional passages?

- a. opinions    **b. facts**    c. questions



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 pi and celebrating it on Pi Day.*

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 correct words in 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: SUMMARIZING**

**A** Find two details that match each main idea. Write the letter for each detail.

| Details  |   |
|--|---|
| a. Trillions of decimal places                         | e. $\pi$ = circumference $\div$ diameter                |
| b. Pie-eating contests                                 | f. Marched around in a circle and ate pies with friends |
| c. To make the math simple, $\pi = 3.14$               | g. Always get the same value                            |
| d. Games to memorize as many decimal places as one can | h. Started by physicist Larry Shaw                      |

| Main Idea  | Details |   |
|--|---------|---|
| 1. Pi is a number that goes on forever.                              | a       | c |
| 2. Pi is used to calculate the size of circles.                      | e       | g |
| 3. The first Pi Day was celebrated on March 14 <sup>th</sup> , 1988. | f       | h |
| 4. Today, people celebrate Pi Day in many ways.                      | b       | d |

**WRITING PLAN**

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

| Vocabulary in Context + Summarizing   |  |
|---|--|
| <b>Main Idea 1:</b> Pi is a number that continues forever.  |  |
| <b>Details:</b> It has trillions of decimal places, so to make math simple, pi=3.14.                                |  |
| <b>Main Idea 2:</b> Pi is used to calculate the size of circles.  |  |
| <b>Details:</b> Pi=circumference/diameter and you always get the same value.  |  |
| <b>Main Idea 3:</b> The first Pi Day was celebrated on March 14th, 1988.  |  |
| <b>Details:</b> It was started by physicist Larry Shaw and he marched around in a circle and ate pies with friends. |  |
| <b>Main Idea 4:</b> Today, people celebrate Pi Day in many ways.  |  |
| <b>Details:</b> There are pie-eating contests and games to memorize as many decimal places as one can.              |  |

**WRITING SKILL EXPANSION**

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

Writing Skill: Summarize the main ideas and details of each paragraph in the passage. **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 *summarizing* means restating the main ideas in as few words as possible. Tell them to underline key words in the passage to help them summarize. Explain that summarizing in this way will make them strong writers.

**Writing Plan:**

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

“Pi is a discovery in math. It is used in math and science. What are some other discoveries in science or math?”

Think and answer the question above.

Inference **(sample)** An important discovery is the law of gravity.

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

Learn more about other math and science discoveries!

**DISCUSSION**

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

Think while you watch:

1. Would you like to celebrate Pi Day? Why or why not?  
**(Answers will vary)**
2. Why is it important to celebrate discoveries in science or math?  
**It's important because we should remember who discovered it.**
3. If you could make a national day, what would it be?  
**(Answers will vary)**

Explain to the students that they will now watch a video about discoveries in math and science. 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:** *An important discovery is the law of gravity.*

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. forever        |  | a. (n) the length of a line that goes around a circle or other round shape                                |
| 2. symbol         |  | b. (v) to publicly give special attention or notice to someone or something                               |
| 3. circumference  |  | c. (adv) for an endless time; at all times  |
| 4. diameter       |  | d. (v) to walk with regular steps as a group  |
| 5. equation       |  | e. (n) something special that makes one thing different from others                                       |
| 6. decimal        |  | f. (v) to bring things or people together into a group  |
| 7. characteristic |  | g. (n) a statement that two expressions are equal (such as $3 + 2 = 5$ )                                  |
| 8. gather         |  | h. (n) a number that is written with a dot or period  |
| 9. march          |  | i. (n) the distance through the center of something from one side to the other                            |
| 10. recognize     |  | j. (n) a letter, group of letters, character, or picture that is used instead of a word or group of words |

B Unscramble and write.

|      |    |     |                  |     |       |
|------|----|-----|------------------|-----|-------|
| born | on | was | 14 <sup>th</sup> | She | April |
|------|----|-----|------------------|-----|-------|

She was born on April 14<sup>th</sup>.

C Think about yourself. Choose the best answer.

|                           |   |  |  |
|---------------------------|---|--|--|
| <b>Academic Objective</b> | National Pi Day is celebrated every year on March 13 <sup>th</sup> .  | True   | <input checked="" type="radio"/> False |
| <b>Reading Skill</b>      | I can figure out the meaning of words by how they are used in a reading.  | <input checked="" type="radio"/> answers will vary |  |
| <b>Writing Skill</b>      | I can summarize information in my writing.  | <input checked="" type="radio"/> answers will vary |  |
| <b>Integrate IT</b>       | I can discuss and make inferences about math and science discoveries. I got <u>will vary</u> discussion questions correct in this unit. | <input checked="" type="radio"/> answers will vary |  |

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

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

Level Tips

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

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

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

## UNIT SUMMARY

**Unit 6:** Math / Fiction

**Academic Objective:** Understand the principles of fraction multiplication and how to calculate them.

**Academic Objective in Context:** Fractions are used in real life when there are parts of a whole such as in time, cooking, sewing, and making things.

## UNIT INTRODUCTION

**(UNIT 06) Math Fiction**

# PIES FOR PI DAY

**ACADEMIC OBJECTIVE**

- Understand the principles of fraction multiplication and how to calculate them.

**LESSON A**

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

**LESSON B**

- Fluency Reading
- Writing Skill: Literary Elements
- 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:** miss, chore, figure out, fraction, slice, whole, per, quarter

**Bonus Words:** prepare, pick up

**Structure Focus:** Present Continuous

**Reading Format:** Text message



1. What do you see in this picture?
2. Are the pies all the same size?
3. How many pieces would you need to cut each of the pies into to feed 36 people?

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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 things can be divided into pieces for sharing to activate prior knowledge.

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

Sample answer: *I see three pies.*

**2. Are the pies all the same size?**

Sample answer: *Yes, they are all the same size.*

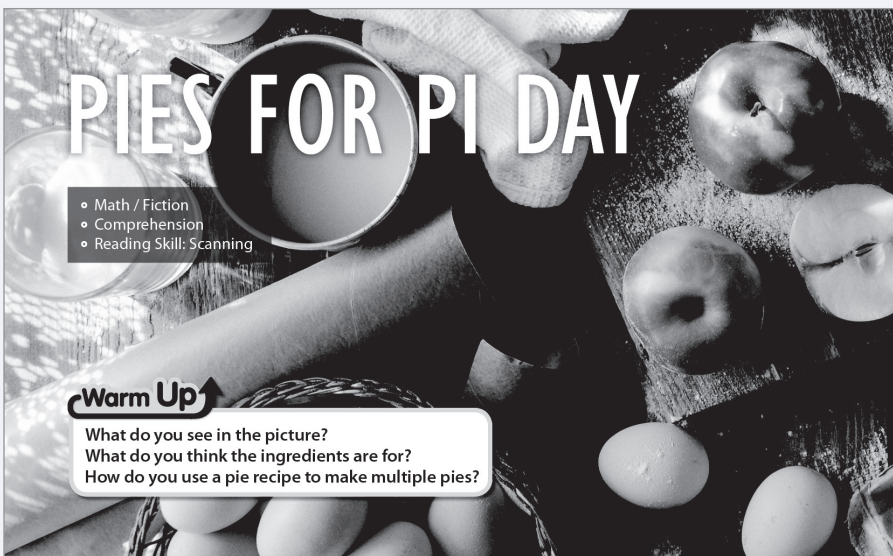
**3. How many pieces would you need to cut each of the pies into to feed 36 people?**

Sample answer: *You would need to cut each pie into 12 pieces.*

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.



**Warm Up**  
 What do you see in the picture?  
 What do you think the ingredients are for?  
 How do you use a pie recipe to make multiple pies?

NEW WORDS

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

- |  |   |   |  |
|--|---|---|--|
| <b>1 miss</b><br>(v) to not see or hear something                | <b>2 chore</b><br>(n) a small job that is done regularly, usually involving housework | <b>3 figure out</b><br>(v) to find an answer or solution for something, such as a problem | <b>4 fraction</b><br>(n) a number such as $\frac{1}{2}$ , or $\frac{3}{4}$ , which indicates that one number is being divided by another |
| <b>5 slice</b><br>(n) a piece that is cut from a pie, cake, etc. | <b>6 whole</b><br>(adj) having all the parts; not divided or cut into parts or pieces | <b>7 per</b><br>(prep) for each   | <b>8 quarter</b><br>(adj) equal or nearly equal in size, value, amount, etc., to one fourth of something                                 |

|                   |              |              |                |
|-------------------|--------------|--------------|----------------|
| <b>a 4</b>        | <b>b 2</b>   | <b>c 6</b>   | <b>d 5</b>     |
| <b>fraction</b>   | <b>chore</b> | <b>whole</b> | <b>slice</b>   |
| <b>e 3</b>        | <b>f 7</b>   | <b>g 1</b>   | <b>h 8</b>     |
| <b>figure out</b> | <b>per</b>   | <b>miss</b>  | <b>quarter</b> |

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

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

Sample answer: *I see eggs and apples.*

**2. What do you think the ingredients are for?**

Sample answer: *I think the ingredients are for pies.*

**3. How do you use a pie recipe to make multiple pies?**

Sample answer: *You will need to multiply the ingredients by the number of pies you want to make.*

Explain to the students that they will learn about ways people use fractions in real life. Tell them that they will read about using fractions to calculate how many pies will be needed for a Pi Day party.

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



6A

### STRUCTURE: PRESENT CONTINUOUS

#### B Read.

1. He *is walking* to school tomorrow.
2. I *'m doing* my homework later.

#### C Unscramble and write.

1. bringing    pies    I'm    apple
  2. apples    I'm    the store    buying    at
  3. dinner    eating    pizza    She's    for
1. *I'm bringing apple pies.*
  2. *I'm buying apples at the store.*
  3. *She's eating pizza for dinner.*

BEFORE YOU READ Academic Objective Question: What are some ways we use fractions in real life?

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 the students to role-play between Amy and Sam.

**High-Level Students:** Ask the students to make connections between the contents of the passage and a time that they used fractions to calculate something in real life. Ask them to describe the situation.

**READING** Background This reading is about making pies.

**A Listen and read along.**

The screenshot shows a text message thread on a smartphone. At the top, it says 'Carrier', '5:00 p.m.', and '412-0318 Amy'. The title of the conversation is 'Pies for Pi Day'. The messages are as follows:

- Amy: Sorry I missed your call. I was busy doing chores. What are you bringing for Pi Day?
- Sam: I'm bringing apple pies. (with a photo of a pie)
- Amy: How many are you bringing?
- Sam: That's what I want to talk to you about. I need to figure out how many pies I need to prepare. There are twenty-seven students, plus the teacher. I'm bad at math, so can you help me calculate how many pies I need to make?
- Amy: How many slices are there in a pie?
- Sam: I'm cutting each pie into eight slices.
- Amy: That means each person gets one eighth, and there are twenty-eight people. Now, one eighth multiplied by twenty-eight is 3.5, so you need three-and-a-half pies.

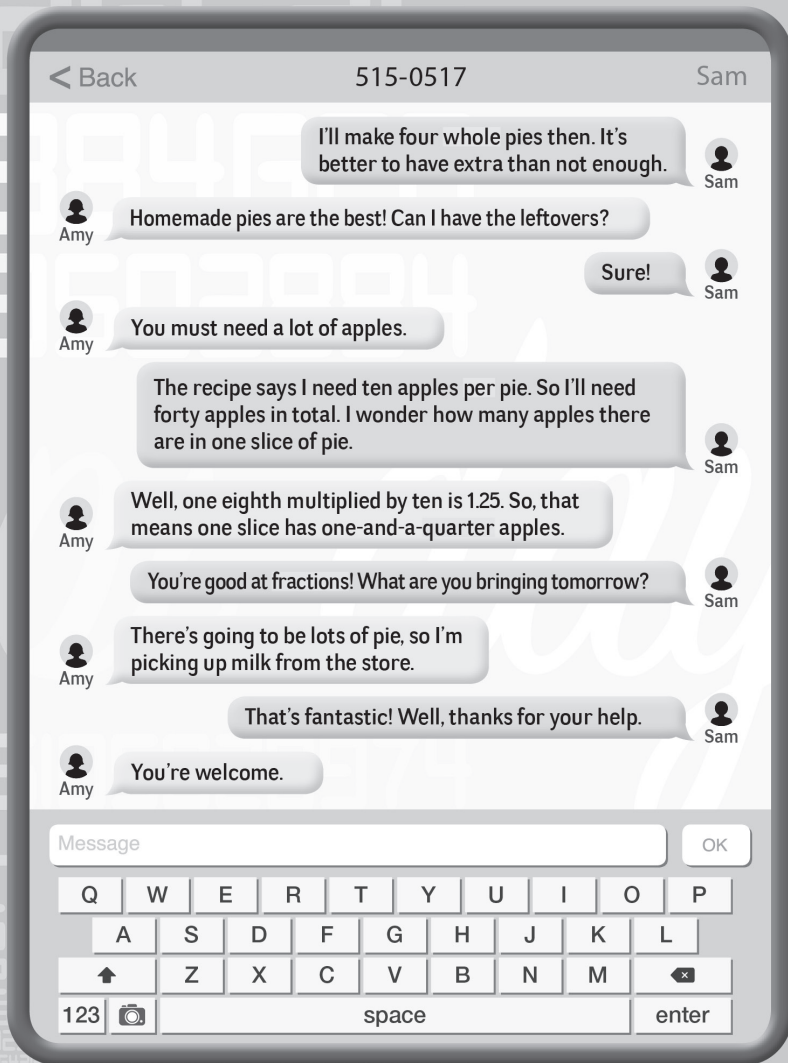
72 Reading Format: Text messages sent via SMS (Short Message Service) used to be limited to 160 characters per message.

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

Explain to the students that the reading format of this passage is a text message thread. Explain that text messages sent via SMS (short message service) used to be limited to 160 characters per message.

Review the title of the reading: Pies for Pi Day. Ask the students why they think this is the title. Explain this is because the text messages are about bringing pies to school for Pi Day.

## READING PASSAGE



Academic Objective in Context: Fractions are used in real life when there are parts of a whole, such as in time, cooking, sewing, and making things.

73

## PASSAGE DETAILS

**Reading Format:** Text message

**Academic Objective:** Understand the principles of fraction multiplication and how to calculate them.

**Academic Objective in Context:** Fractions are used in real life when there are parts of a whole such as in time, cooking, sewing, and making things.

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 the photo in the passage. Ask students to explain what the text messages were about. Ask them what the problem was and what the solution was.

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. 4. One pie contains \_\_\_\_\_ apples. Correct answer: b.10. Ask the students how many apples are in one slice.



**READING COMPREHENSION**

- A Choose the best answer.**
- This text message conversation is between two \_\_\_\_\_.  
a. teachers      b. mathematicians      c. bakers      **d. students**
  - Sam needs help \_\_\_\_\_.  
**a. calculating**      b. shopping      c. slicing      d. studying
  - Amy is good at \_\_\_\_\_.  
a. baking      b. art      **c. fractions**      d. cleaning
  - One pie contains \_\_\_\_\_ apples.  
a. 1.25      **b. 10**      c. 28      d. 40

**READING SKILL: SCANNING**

**B Scan the passage for the answers.**

|   |             |
|---|-------------|
| 1. How many people will there be at the class Pi Day party? | <b>28</b>   |
| 2. How many slices is Sam cutting each pie into?            | <b>8</b>    |
| 3. How many pies is Sam making?                             | <b>4</b>    |
| 4. How many apples does each pie have?                      | <b>10</b>   |
| 5. How many apples does Sam need to buy?                    | <b>40</b>   |
| 6. How many apples does one slice of pie have?              | <b>1.25</b> |
| 7. What is Amy bringing to go with the pies?                | <b>milk</b> |

**SUMMARY: SCANNING**

- C Use the reading skill activity. Write the information from the passage.**
- There will be 28 people at the Pi Day party.** \_\_\_\_\_
  - Sam is cutting each pie into 8 slices.** \_\_\_\_\_
  - Sam is making 4 pies.** \_\_\_\_\_
  - Each pie has 10 apples.** \_\_\_\_\_
  - Sam needs to buy 40 apples.** \_\_\_\_\_
  - Each slice has 1.25 apples.** \_\_\_\_\_
  - Amy is bringing milk to go with the pies.** \_\_\_\_\_

**Reading Comprehension:**

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

**Reading Skill:**

Explain to the students that *scanning* means reading a text quickly in order to find specific information. Tell the students to scan the text for the information needed. Complete the activity together as a class. Ask students to combine the details 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.



# PIES FOR PI DAY 6B

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

### Warm Up

What kind of pie is this?  
If you were bringing pies to your class and each pie had eight slices, how many pies would you need?

## VOCABULARY REVIEW

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

per figure out fractions missed quarters whole chores slices

1. I missed what you said. Can you say it again?
2. Lisa needs to finish her chores before she can watch TV.
3. Please cut the pie into ten slices.
4. The teacher taught us how to multiply fractions in math class.
5. Derek is using a calculator to figure out how much money he needs for the trip.
6. My cousin can eat a whole chicken by himself.
7. The movie tickets are \$7.50 per person.
8. The recipe says to cut the apples into four pieces, or quarters.

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

### 1. What kind of pie is this?

Sample answer: *I think it's a peach pie*

### 2. If you were bringing pies to your class and each had eight slices, how many pies would you need?

Sample answer: *I would need two pies because there are 15 people in my class.*

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

**C** How many characters did text messages used to be limited to?  
a. 160      b. 140      c. 125

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 making pies to bring to a party.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and circle the correct words in 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: LITERARY ELEMENTS**

**A** Look back at the story and complete the chart.

|        |                                 |
|--------|---------------------------------|
| Who?   | Sam and Amy                     |
| When?  | Pi Day party tomorrow           |
| Where? | In class                        |
| What?  | Talking about making apple pies |
| Why?   | Sam needs help calculating      |
| How?   | Multiplying fractions           |

**WRITING PLAN**

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

**Scanning + Literary Elements**

Scan the paragraph and cross out the sentences that do not belong.

Amy missed Sam's call. Amy and Sam are discussing how many pies are needed for tomorrow's Pi Day party. Sam just found out that the other class will be joining, so he needs help calculating how many pies he needs to prepare. The teacher's name is Mrs. McAdams. Sam needs ten apples per pie. Amy helps Sam calculate by multiplying fractions. She calculates that Sam will need to make eight pies. Amy will help Sam bake the pies. She will pick up apples from the store and be at his house in 30 minutes.

Use the information you scanned to summarize the passage in your own words.

**Amy and Sam are talking about how many pies are needed for tomorrow's Pi Day party. Amy is helping Sam calculate how many pies he needs to make. Amy will help Sam bake the pies.**

**WRITING SKILL EXPANSION**

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

**Level Tips**

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

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

**Writing Skill:**

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

**Writing Plan:**

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

**Level Tips**

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

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

**INTEGRATE IT: QR CODE VIDEO**

**A Preview.**

“We use fractions in real life for things like cooking. What are some examples of fractions we use in real life?”

Think and answer the question above.

Inference **(sample)** We use fractions when we cook.

**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. Why is it important to be able to calculate fractions?  
**It's important because we use them a lot in our daily lives.**
2. How are fractions used in real life?  
**We use them when we cook or prepare food.**
3. How have you used fractions?  
**(Answers will vary)**

Explain to the students that they will now watch a video about using fractions in our daily lives. Come to an agreement about the inference answer that you will write down as a class.

**Sample answer:** *We use fractions when we cook.*

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. miss       | • | a. (prep) for each   |
| 2. chore      | • | b. (v) to find an answer or solution for something, such as a problem  |
| 3. figure out | • | c. (adj) equal or nearly equal in size, value, amount, etc., to one fourth of something                            |
| 4. fraction   | • | d. (v) to make someone or something ready for some activity, purpose, use, etc.                                    |
| 5. slice      | • | e. (n) a number such as $\frac{1}{2}$ or $\frac{3}{4}$ which indicates that one number is being divided by another |
| 6. whole      | • | f. (n) a small job that is done regularly, usually involving housework   |
| 7. per        | • | g. (n) a piece that is cut from a pie, cake, etc.  |
| 8. quarter    | • | h. (v) to collect something from a different place   |
| 9. prepare    | • | i. (v) to not see or hear something  |
| 10. pick up   | • | j. (adj) having all the parts; not divided or cut into parts or pieces   |

B Unscramble and write.

cutting I'm slices into pie eight each

I'm cutting each pie into eight slices.

C Think about yourself. Choose the best answer.

|                           |  |   |
|---------------------------|--|---|
| <b>Academic Objective</b> | Fractions are used in food preparation to calculate the amount of food and ingredients needed.                       | <input checked="" type="radio"/> True <input type="radio"/> False |
| <b>Reading Skill</b>      | I can scan the things I read for important information.  | <input type="radio"/> answers will vary <input type="radio"/>     |
| <b>Writing Skill</b>      | I can write about the literary elements of a story.  | <input type="radio"/> answers will vary <input type="radio"/>     |
| <b>Integrate IT</b>       | I can discuss and make inferences about fractions. 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 7:** Art / Nonfiction

**Academic Objective:** Understand and be able to explain various styles of art.

**Academic Objective in Context:** Claude Monet is a famous artist who helped start the Impressionist movement.

## UNIT INTRODUCTION

**UNIT 07** Art Nonfiction

# CLAUDE MONET

**ACADEMIC OBJECTIVE**

- Understand and be able to explain various styles of art.

**LESSON A**

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Reading for Information

**LESSON B**

- Fluency Reading
- Writing Skill: Recording and Organizing Details
- 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

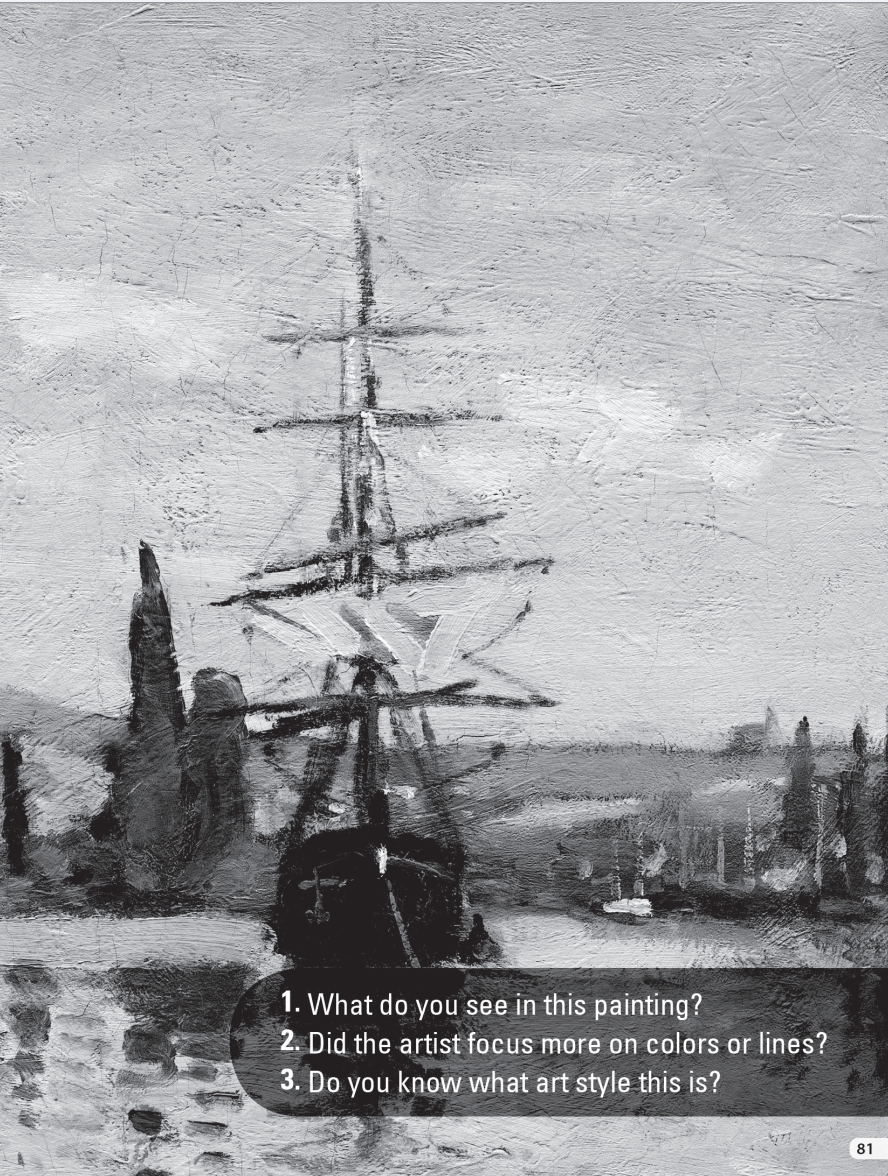
### Language Learning Objectives

**New Words:** consider, leading, figure, master, view, pass away, army, impression

**Bonus Words:** style, movement

**Structure Focus:** Time Clauses and Phrases

**Reading Format:** Traditional passage



1. What do you see in this painting?
2. Did the artist focus more on colors or lines?
3. Do you know what art style this is?

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 if they know any famous artists to activate prior knowledge.

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

Sample answer: *I see two ships and a blue sky.*

### 2. Did the artist focus more on colors or lines?

Sample answer: *I think the artist focused more on colors.*

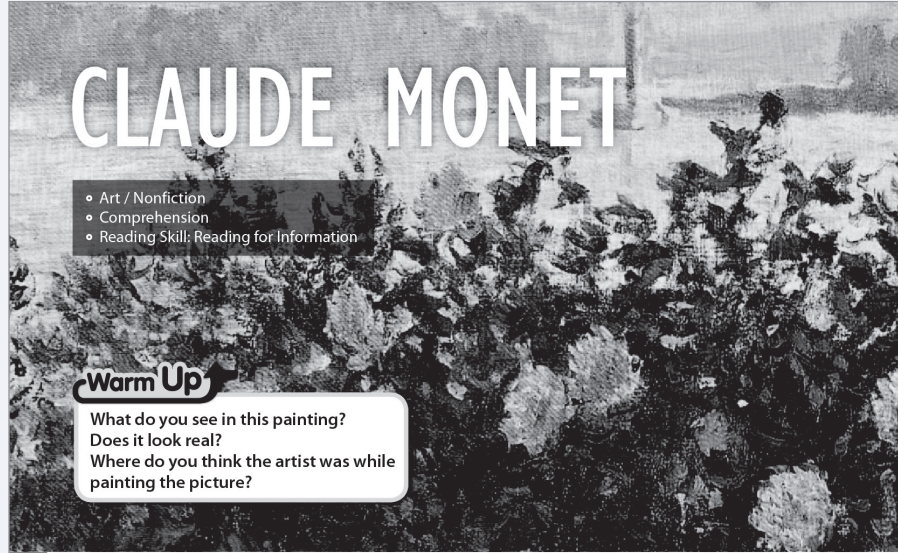
### 3. Do you know what art style this is?

Sample answer: *No, I don't know.*

**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.



**NEW WORDS**

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

- |   |  |   |   |
|---|--|---|---|
| <b>1 consider</b><br>(v) to have a certain opinion about someone or something | <b>2 leading</b><br>(adj) very important or most important | <b>3 figure</b><br>(n) a particular type of person, often someone important or famous | <b>4 master</b><br>(n) person who is very skilled at something                                  |
| <b>5 view</b><br>(v) to look at something carefully                           | <b>6 pass away</b><br>(v) to die                           | <b>7 army</b><br>(n) a particular country's fighting force                            | <b>8 impression</b><br>(n) the way that something seems, looks, or feels to a particular person |

|                                  |                                    |                                     |                                 |
|----------------------------------|------------------------------------|-------------------------------------|---------------------------------|
| <b>a 5</b><br><br><u>view</u>    | <b>b 6</b><br><br><u>pass away</u> | <b>c 1</b><br><br><u>consider</u>   | <b>d 3</b><br><br><u>figure</u> |
| <b>e 2</b><br><br><u>leading</u> | <b>f 7</b><br><br><u>army</u>      | <b>g 8</b><br><br><u>impression</u> | <b>h 4</b><br><br><u>master</u> |

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. What do you see in this painting?**

Sample answer: *I see flowers and a body of water.*

**2. Does it look real?**

Sample answer: *Yes, I think it looks real.*

**3. Where do you think the artist was while painting the picture?**

Sample answer: *I think the artist was outside in a garden.*

Explain to the students that they will read about a famous artist named Claude Monet. Tell them that they will learn about why he became famous and about an art movement that he started.

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





Claude Monet - Flowered Riverbank, Argenteuil 1877

### STRUCTURE: TIME CLAUSES AND PHRASES

#### B Read.

1. *When he was 16, he learned how to drive.*
2. They play soccer *during the day.*

#### C Correct the underlined word and write.

1. What she was young, she used to read a lot.
2. I will do my homework at I get home.
3. You don't need to wear sunglasses while the night time.
1. When she was young, she used to read a lot. \_\_\_\_\_
2. I will do my homework when I get home. \_\_\_\_\_
3. You don't need to wear sunglasses during the night time. \_\_\_\_\_

BEFORE YOU READ Academic Objective Question: Who is Claude Monet? What is he famous for? What is the Impressionist movement?

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 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 the students to describe the paintings in their own words.

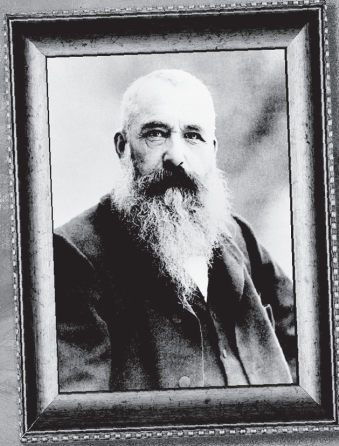
**High-Level Students:** Ask the students to make connections between the contents of the passage and their favorite types of paintings. Ask them to describe the features of the paintings.

READING

Background This reading is about a famous artist.

A Listen and read along.

# Claude Monet



Claude Monet is **considered** to be one of the greatest artists of all time. He is a **leading figure** of the Impressionist art style.

Born in 1840, Monet loved to draw as a child. He drew in his textbooks during class. As a teenager, he drew funny pictures of his teachers. He was so good that some people paid for his drawings.

However, as a young adult, Monet's life became difficult. When he was 17, his mother **passed away**. He joined the **army**, but he got very sick and left. Eventually, he decided to study art in Paris. As a poor artist, life was hard.

Still, Monet went on to become a **master** of light and color. In 1872, he painted *Impression, Sunrise*. Rather than focusing on detail, it gave the **impression** of the sun just rising.

84 Reading Format: The third person is the most common point of view used in traditional passages.

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

Explain to the students that the reading format of this passage is a traditional passage. Tell the students that passages are written in different points of views. Explain that most traditional passages are written in the third person.

Review the title of the reading: Claude Monet. Ask the students why they think this is the title. Explain this is because the passage talks about Claude Monet's life and his painting style.

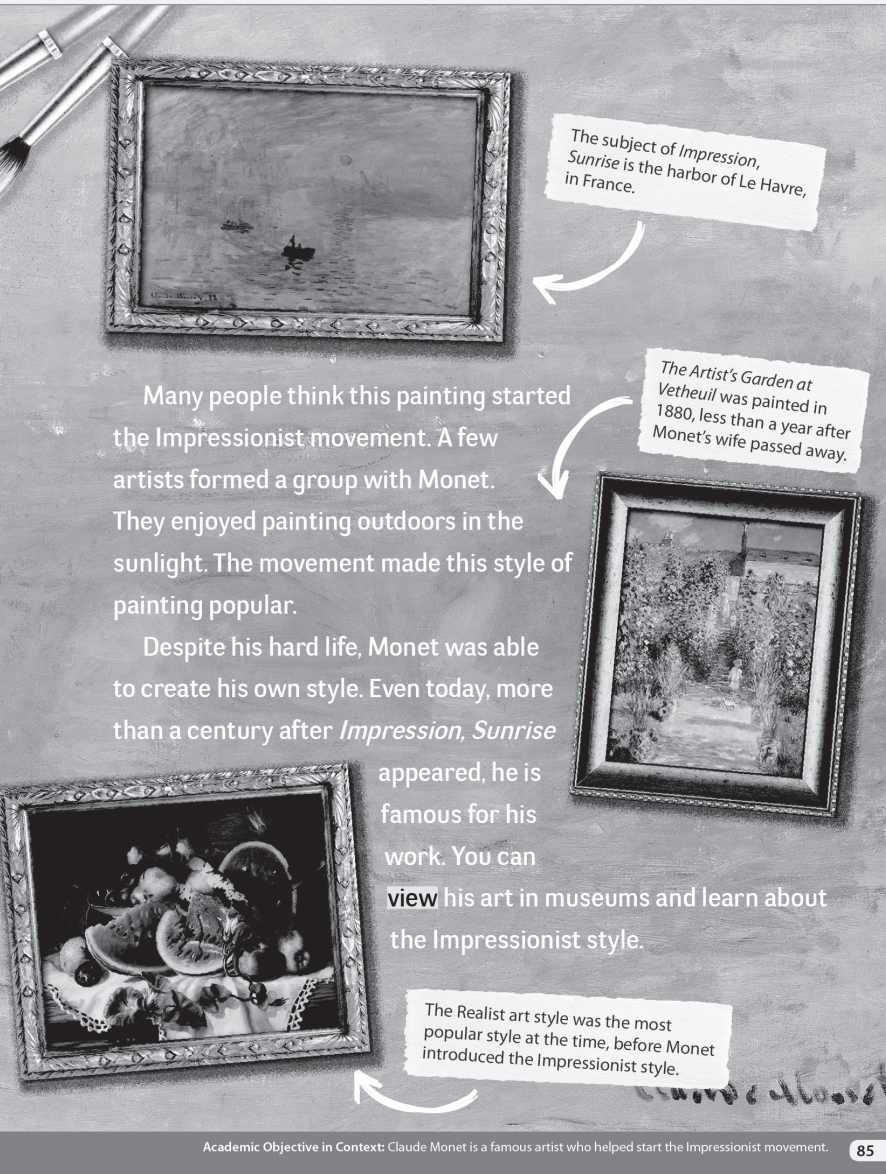
## READING PASSAGE

## PASSAGE DETAILS

**Reading Format:** Traditional Passage

**Academic Objective:** Understand and be able to explain various styles of art.

**Academic Objective in Context:** Claude Monet is a famous artist who helped start the Impressionist movement.



The subject of *Impression, Sunrise* is the harbor of Le Havre, in France.

Many people think this painting started the Impressionist movement. A few artists formed a group with Monet. They enjoyed painting outdoors in the sunlight. The movement made this style of painting popular.

Despite his hard life, Monet was able to create his own style. Even today, more than a century after *Impression, Sunrise* appeared, he is famous for his work. You can **view** his art in museums and learn about the Impressionist style.

The Artist's Garden at Vetheuil was painted in 1880, less than a year after Monet's wife passed away.

The Realist art style was the most popular style at the time, before Monet introduced the Impressionist style.

Academic Objective in Context: Claude Monet is a famous artist who helped start the Impressionist movement.

85

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 pictures in the passage. Ask students to discuss the differences between the Impressionist and Realist art styles.

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 does the passage describe Monet's life? Correct answer: a. difficult. Ask the students why his life seemed difficult.

**READING COMPREHENSION**

- A Choose the best answer.**
- What is this reading about?
    - a. art school
    - b. Monet's life and art
    - c. art museums
    - d. paintings
  - How does the passage describe Monet's life?
    - a. difficult
    - b. happy
    - c. easy
    - d. boring
  - What year was *Impression, Sunrise* painted in?
    - a. 1840
    - b. 1872
    - c. 1880
    - d. 1919
  - Where did Impressionist artists like to paint?
    - a. at home
    - b. in a dark room
    - c. in school
    - d. outside

**READING SKILL: READING FOR INFORMATION**

**B Match the correct answers to the questions.**

|  |                                     |                    |
|--|-------------------------------------|--------------------|
| 1. Who is Claude Monet?                        | <input checked="" type="checkbox"/> | a. as a child      |
| 2. When was Monet born?                        | <input checked="" type="checkbox"/> | b. in 1840         |
| 3. When did Monet develop a love for art?      | <input checked="" type="checkbox"/> | c. in Paris        |
| 4. Where did Monet study art?                  | <input checked="" type="checkbox"/> | d. Impressionism   |
| 5. What art style did Monet help make popular? | <input checked="" type="checkbox"/> | f. a French artist |

**SUMMARY: READING FOR INFORMATION**

- C Use the reading skill activity. Write the answers in complete sentences.**
- Claude Monet was a French artist.
  - Monet was born in 1840.
  - Monet developed a love for art when he was a child.
  - Monet studied art in Paris.
  - Monet helped make Impressionism popular.

**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 *reading for information* means looking for information and details while reading. Tell the students to match each question to its correct answer. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

# CLAUDE MONET

# 7B

- Fluency Reading
- Writing Skill: Recording and Organizing Details
- Integrate IT

### Warm Up

What kinds of colors are used in this painting?  
Is this an Impressionist painting?  
Why do you think so?

## VOCABULARY REVIEW

### A Choose the correct word to complete the sentence.

- My uncle joined the \_\_\_\_\_ and fought in the war.  
 a. army      b. movement      c. impression
- The president is an important \_\_\_\_\_ in our country.  
 a. army      b. impression       c. figure
- Albert Einstein is \_\_\_\_\_ to be a genius.  
 a. considered      b. pass away      c. leading
- Ian is a \_\_\_\_\_ expert on African bees.  
 a. figure       b. leading      c. impression
- Her grandfather \_\_\_\_\_ after a long illness.  
 a. mastered       b. passed away      c. considered
- The new teacher made a good \_\_\_\_\_ on the class.  
 a. army      b. style       c. impression
- He's a real \_\_\_\_\_ at painting.  
 a. army      b. leading       c. master
- You can \_\_\_\_\_ the works of many famous artists in the Louvre Museum in Paris.  
 a. view      b. figure      c. pass away

Vocabulary Skill: Use the vocabulary in context.

87

### Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

### 1. What kinds of colors are used in this painting?

Sample answer: *The colors that are used in the painting are not very bright.*

### 2. Is this an Impressionist painting?

Sample answer: *Yes, I think it is.*

### 3. Why do you think so?

Sample answer: *It is not focused on details, but on light and colors.*

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

Level Tips

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

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

FLUENCY READING

Background What is this reading about?

A Listen, write, read again, and learn two bonus words. 22

WORD BOX

|            |          |        |             |            |
|------------|----------|--------|-------------|------------|
| army       | figure   | style  | leading     | considered |
| impression | movement | master | passed away | view       |

Claude Monet

Claude Monet is an important 1. figure in the history of art. He is 2. considered one of the greatest painters of all time. Since he was a child, Monet loved to draw. He was able to draw comics of his teachers when he was in his teens. His drawings were so good that people would buy them. Life soon became difficult for Monet, though. His mother 3. passed away when he was 17. He spent a short time in the 4. army. Then, because of illness, he left and went to study to be an artist. Life was not easy as a poor artist. But Monet didn't give up his art. In 1872, he painted a picture that gave the 5. impression of the sun rising. He called it *Impression, Sunrise*. This gave rise to the name "Impressionist." Impressionist artists focused on light and color in their works. They liked to paint outdoors when there was sun. A group of artists, including Monet, got together to start the Impressionist 6. movement. This style of painting became popular as a result. Monet was a(n) 7. master his art and became a(n) 8. leading artist of his time even though he had a difficult life. He helped make the Impressionist art 9. rural famous. You can learn about his works and even 10. view his paintings in museums.



B Do sustained silent reading.

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

C What is the most common point of view in a traditional passage?

- a. first person
- b. second person
- c. third person**

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 famous French artist named Claude Monet.*

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: RECORDING AND ORGANIZING DETAILS**

**A** Look back at the story. Fill in the blanks to complete the facts about Impressionism.

a. Monet    b. outdoors    c. light and colors    d. sunlight

1. The Impressionist movement was started by \_\_\_\_\_ **a** \_\_\_\_\_.
2. Impressionists enjoyed painting \_\_\_\_\_ **b** \_\_\_\_\_ instead of inside a room.
3. Impressionists painted when there was lots of \_\_\_\_\_ **d** \_\_\_\_\_.
4. Impressionists focused more on \_\_\_\_\_ **c** \_\_\_\_\_ and less on lines and details in their paintings.

**WRITING PLAN**

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

Reading for Information + Recording and Organizing Details  
About Claude Monet

1. Claude Monet was a French artist.
2. Monet was born in 1840.
3. Monet developed a love for art when he was a child.
4. Monet studied art in Paris.
5. Monet helped make Impressionism popular.

About Impressionism

6. The Impressionist movement was started by Monet.
7. Impressionists enjoyed painting outdoors instead of inside a room.
8. Impressionists painted when there was lots of sunshine.
9. Impressionists focused more on light and colors and less on lines and details in their paintings.

**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 *recording and organizing details* means putting details and information in the correct parts of the passage. Explain that recording and organizing in this way will make them strong writers.

**Writing Plan:**

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

**Level Tips**

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

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

**INTEGRATE IT: QR CODE VIDEO**

**A Preview.**

“Impressionism is just one of many styles of painting. What are some other styles of painting?”

Think and answer the question above.

Inference (sample) Another style of painting is the Realist art style.

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

Learn more about art styles!

**DISCUSSION**

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

Think while you watch:

- How can painters make their paintings different?  
Painters can use different methods and tools.
- What are some things that make art styles different?  
The use of different colors and technique makes art styles different.
- What makes Impressionism different from other art styles?  
Impressionism focuses on soft colors and not on lines.

Explain to the students that they will now watch a video about other styles of painting and art. 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:** *Another style of painting is the Realist art style.*

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. consider   | • | a. (n) the way that something seems, looks, or feels to a particular person                     |
| 2. leading    | • | b. (v) to learn how to do or understand something very well                                     |
| 3. figure     | • | c. (n) a group of people with the same beliefs who work together to achieve something           |
| 4. master     | • | d. (v) to have a certain opinion about someone or something                                     |
| 5. view       | • | e. (n) a way of doing something that is typical of a particular person, group, place, or period |
| 6. pass away  | • | f. (n) a particular country's fighting force  |
| 7. army       | • | g. (v) to die   |
| 8. impression | • | h. (adj) very important or most important   |
| 9. style      | • | i. (v) to look at something carefully   |
| 10. movement  | • | j. (n) a particular type of person, often someone important or famous                           |

B Unscramble and write.

ate lunch while train riding We the

We ate lunch while riding the train.

C Think about yourself. Choose the best answer.

|                           |   |   |
|---------------------------|---|---|
| <b>Academic Objective</b> | Claude Monet is famous for an art style that focuses on details.  | True <input type="radio"/> False <input checked="" type="radio"/> |
| <b>Reading Skill</b>      | I can organize information that I read.   | answers will vary <input type="radio"/>                           |
| <b>Writing Skill</b>      | I can record and organize details in my writing.  | answers will vary <input type="radio"/>                           |
| <b>Integrate IT</b>       | I can discuss and make inferences about art styles. I got <u>will vary</u> discussion questions correct in this unit. | answers will vary <input type="radio"/>                           |

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the 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:** Art / Fiction

**Academic Objective:** Understand the feelings and ideas behind different kinds of artwork and explain them.

**Academic Objective in Context:** Optical illusions are a type of art that uses color, light, and patterns to create the appearance of something that is actually not there.

## UNIT INTRODUCTION

**(UNIT 08)** Art Fiction

# OPTICAL ILLUSIONS

**ACADEMIC OBJECTIVE**

- Understand the feelings and ideas behind different kinds of artwork and explain them.

**LESSON A**

- Reading Format: Journal
- Comprehension
- Reading Skill: Literary Elements

**LESSON B**

- Fluency Reading
- Writing Skill: Making Connections
- 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

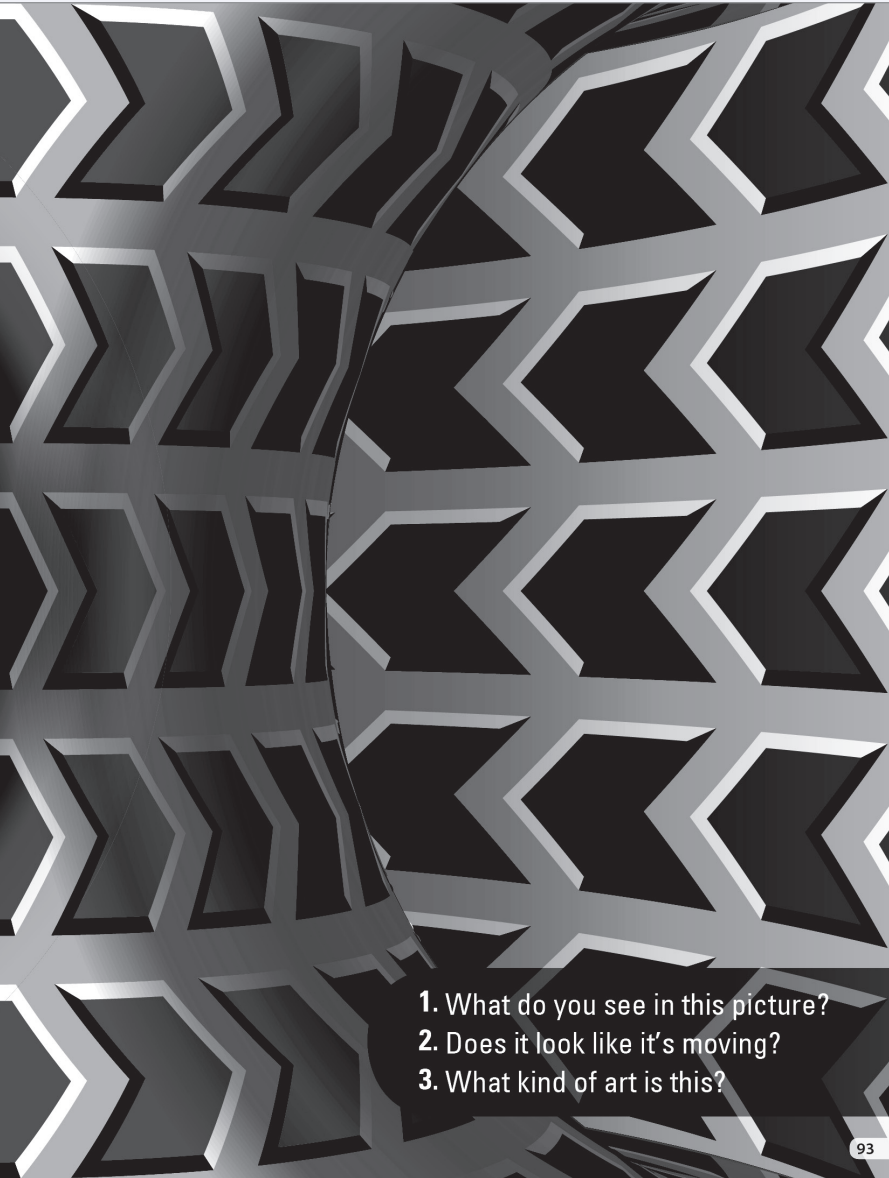
**Language Learning Objectives**

**New Words:** explain, appear, trick, dizzy, vase, confuse, horizontal, interesting

**Bonus Words:** illusion, pamphlet

**Structure Focus:** Linking Verbs

**Reading Format:** Journal



1. What do you see in this picture?
2. Does it look like it's moving?
3. What kind of art is this?

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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 to describe an optical illusion they have seen before to activate prior knowledge.

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

Sample answer: *I see arrows in different colors and going in different directions.*

**2. Does it look like it's moving?**

Sample answer: *Yes, it does.*

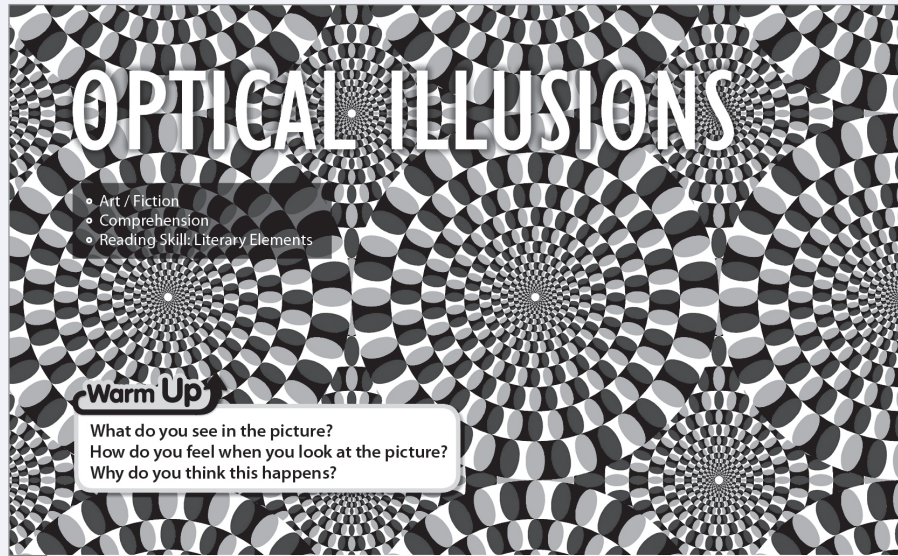
**3. What kind of art is this?**

Sample answer: *This is an optical illusion.*

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.



NEW WORDS

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

- |   |  |   |  |
|---|--|---|--|
| <b>1 explain</b><br>(v) to tell, show, or be the reason for or cause of something   | <b>2 appear</b><br>(v) to seem to be something                         | <b>3 trick</b><br>(v) to deceive                          | <b>4 dizzy</b><br>(adj) feeling that you are turning in circles and are going to fall                                |
| <b>5 vase</b><br>(n) a container that is used for holding flowers or for decoration | <b>6 confuse</b><br>(v) to cause someone to be unable to think clearly | <b>7 horizontal</b><br>(adj) positioned from side to side | <b>8 interesting</b><br>(adj) getting your attention and making you want to learn more about or do more of something |

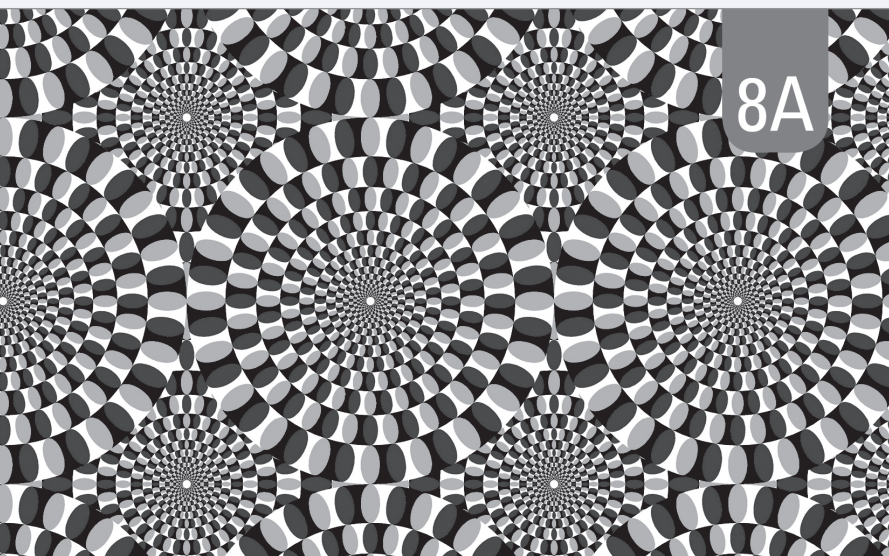
|   |  |   |   |
|---|--|---|---|
| <b>a 3</b><br><br><u>trick</u> | <b>b 6</b><br><br><u>confuse</u>    | <b>c 1</b><br><br><u>explain</u> | <b>d 8</b><br><br><u>interesting</u> |
| <b>e 5</b><br><br><u>vase</u>  | <b>f 7</b><br><br><u>horizontal</u> | <b>g 2</b><br><br><u>appear</u>  | <b>h 4</b><br><br><u>dizzy</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 circles spinning.*
- 2. How do you feel when you look at the picture?**  
Sample answer: *I feel a little dizzy.*
- 3. Why do you think this happens?**  
Sample answer: *My eyes are tricking my brain.*

Explain to the students that they will read optical illusions and how they can explain what they see and feel when they view art.

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



8A

### STRUCTURE: LINKING VERBS

#### B Read.

1. It seems to be moving.
2. It looks confusing.

#### C Correct the underlined word and write.

1. The cake taste good.
2. She look friendly.
3. They seems to be happy.

1. The cake tastes good. \_\_\_\_\_
2. She looks friendly. \_\_\_\_\_
3. They seem to be happy. \_\_\_\_\_

BEFORE YOU READ Academic Objective in Context: What are optical illusions? How can we explain what we see and how we feel about art?

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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 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 take turns reading the journal paragraph by paragraph, assisting with pronunciation when needed.

**High-Level Students:** Ask the students to make connections between the contents of the passage and a time they have helped someone in need. Ask them if they have ever volunteered or helped at school. Ask them why they did it and how they felt.

**READING**

**Background** This reading is about a type of art.

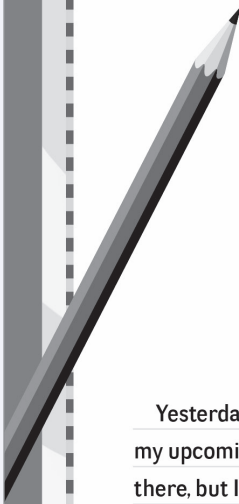
**A** Listen and read along.  24

# Optical Illusions

Name: *Mika*

Date: *April 22<sup>nd</sup>*

Topic: *Getting Ready for My Art Project*



Yesterday, I went to an art museum. I went there to get ideas for my upcoming art project. There were many different kinds of art there, but I enjoyed the optical illusions the most. I had never seen an optical illusion at the art museum before.

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 writing a journal is a good way to record things you have done in the past. Explain that journals can also be used to plan things for the future.

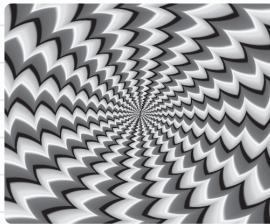
Review the title of the reading: Optical Illusions. Ask the students why they think this is the title. Explain this is because it is about the writer's experiences with optical illusions.

## READING PASSAGE

## PASSAGE DETAILS

I got a pamphlet at the museum. It explained that an illusion is something that looks different from what it actually is. Optical illusions use colors, lights, and patterns to trick our brains. We think we see things that aren't really there.

First, I looked at an optical illusion that appeared to be moving. My brain thought the image was spinning. Of course, it wasn't really moving. I felt a little bit dizzy.

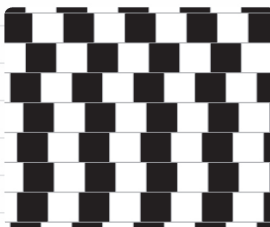


Next, I looked at an optical illusion that



seemed like it was two different images in one picture. It was an image of three vases side by side. In between each vase it looked like two people talking. I thought this was interesting.

Last, I saw an image that looked like it had slanted, horizontal lines. The horizontal lines were actually straight. I tried to focus my eyes, but the lines still looked slanted. This one confused me.



I got some good ideas for my art project by visiting the art museum. I enjoyed learning about optical illusions.

Academic Objective in Context: Optical illusions are a type of art that uses colors, light, and patterns to create the appearance of something that is not actually there.

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**Reading Format:** Journal

**Academic Objective:** Understand the feelings and ideas behind different kinds of artwork and explain them.

**Academic Objective in Context:** Optical illusions are a type of art that uses color, light, and patterns to create the appearance of something that is actually not 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 24**.

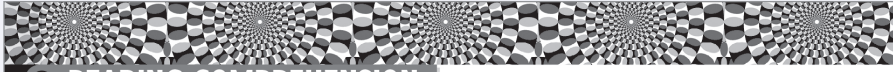
After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to describe what they see and to express their own feelings.

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

**Level Tips**

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

**High-Level Students:** Ask students follow-up questions to the comprehension questions, i.e. 2. Where did she learn about optical illusions from? Correct answer: b. a pamphlet. Ask the students what she learned about optical illusions.



**READING COMPREHENSION**

- A Choose the best answer.**
- Where did the writer go?  
a. a library      b. a website      c. a school      **d. an art museum**
  - Where did she learn about optical illusions from?  
a. an art project      **b. a pamphlet**  
c. a person at the museum      d. a class
  - Which is NOT a feeling the writer used to describe what she saw at the museum?  
a. dizzy      b. confused      c. interested      **d. boring**
  - What will probably be the topic of the writer's art project?  
**a. optical illusions**      b. artists  
c. colors      d. art museums

**READING SKILL: LITERARY ELEMENTS**

**B Look back at the story. Complete the chart.**

|   | a. the art museum<br>d. to get an idea for her art project | b. Mika | c. optical illusions<br>e. yesterday |
|---|--|---------|--------------------------------------|
| 1. Who is telling the story?                          |  |         | <b>b</b>                             |
| 2. Where did she go?                                  |  |         | <b>a</b>                             |
| 3. When did she go there?                             |  |         | <b>e</b>                             |
| 4. Why did she go there?                              |  |         | <b>d</b>                             |
| 5. What was the most interesting thing she saw there? |  |         | <b>c</b>                             |

**SUMMARY: LITERARY ELEMENTS**

- C Use the reading skill activity. Write sentences about the elements of the story.**
- Mika is telling the story.
  - She went to the art museum.
  - She went there yesterday.
  - She went there to get an idea for her art project.
  - The optical illusions were the most interesting things she saw there.

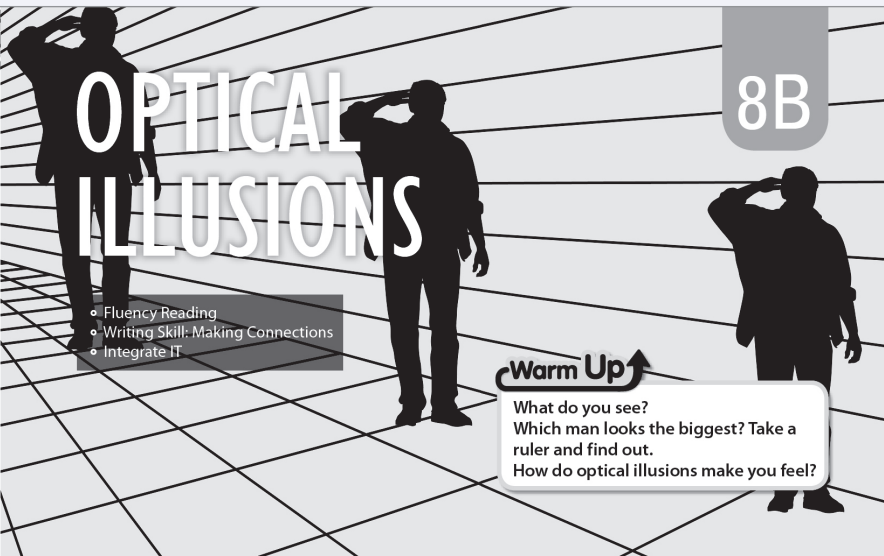
**Reading Comprehension:**

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 *literary elements* are the characters, places, and things that happen in a story. Tell the students to write the information in the correct boxes. 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.





8B

- Fluency Reading
- Writing Skill: Making Connections
- Integrate IT

### Warm Up

What do you see?  
Which man looks the biggest? Take a ruler and find out.  
How do optical illusions make you feel?

### VOCABULARY REVIEW

#### A Choose the correct word to complete the sentence.

- Can you put the flowers in the \_\_\_\_\_, please?  
a. shape                      b. horizontal                       c. vase
- I felt sick and \_\_\_\_\_, so I went to see the nurse.  
a. interesting                       b. dizzy                      c. trick
- The map is full of signs and symbols. I'm \_\_\_\_\_.  
a. explained                      b. appeared                       c. confused
- The movie was very \_\_\_\_\_ and made me want to learn more about space.  
 a. interesting                      b. horizontal                      c. dizzy
- The teacher \_\_\_\_\_ to the class how to do the project.  
 a. explained                      b. tricked                      c. appeared
- My brother \_\_\_\_\_ calm, but he was actually very scared.  
a. tricked                       b. appeared                      c. explained
- The \_\_\_\_\_ bar measures two feet from side to side.  
 a. horizontal                      b. interesting                      c. vase
- The salesman \_\_\_\_\_ me into buying an old phone that he said was the latest model.  
a. appeared                       b. tricked                      c. explained

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 three men in different sizes.*

#### 2. Which man looks the biggest?

Sample answer: *They are all the same size.*

#### 3. How do optical illusions make you feel?

Sample answer: *They make me feel a little dizzy, but I enjoy looking at them.*

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

|            |         |          |          |             |
|------------|---------|----------|----------|-------------|
| dizzy      | appears | pamphlet | vases    | illusions   |
| horizontal | trick   | confused | explains | interesting |

## Optical Illusions

Date: Monday, January 18<sup>th</sup>

Today, I started working on my art project. It's about optical 1. illusions. I got the idea by visiting an art museum yesterday. I will make a(n) 2. pamphlet that 3. explains that an illusion is something that is not really what it 4. appears to be.

Optical illusions 5. trick our brains. This happens because colors, lights, and patterns make things look different than they are. In the pamphlet, I will show three examples of optical illusions.

I will show an optical illusion that uses colors to trick our brains. The optical illusion looks like it's moving. It seems like the image is spinning. This might make people feel a little 6. dizzy.

The second image I will show looks like there are two images in one. There's a picture of three side-by-side 7. vases. But it looks like there are people talking in between the vases.

Finally, I will show 8. horizontal lines that look like they are slanted.

My classmates might feel 9. confused, so I will ask them to use a ruler. Then they can see that the lines are actually straight.

I hope that my classmates will think my project is 10. interesting. I hope they will learn more about optical illusions like I did at the museum.

B Do popcorn reading.

Class reading time: times will vary seconds

C What can you write about in your journal?

a. the past      b. the future       c. the past and the future

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 journal about an optical illusion art project.*

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

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

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

**WRITING SKILL: MAKING CONNECTIONS**

**A** Look back at the story. Complete the chart.

|   | Writer's Feeling | Your Feeling        |
|---|------------------|---------------------|
|  | dizzy            | (answers will vary) |
|  | interesting      | (answers will vary) |
|  | confused         | (answers will vary) |

**WRITING PLAN**

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

| Literary Elements                                  |              |                      |    |
|--|--------------|----------------------|----|
| a. the art museum                                  | b. Mika      | c. optical illusions |    |
| d. to get an idea for her art project              | e. yesterday |                      |    |
| Who is telling the story?                          |              |                      | b  |
| Where did she go?                                  |              |                      | a  |
| When did she go there?                             |              |                      | e  |
| Why did she go there?                              |              |                      | d  |
| What was the most interesting thing she saw there? |              |                      | c  |
| Making Connections                                 |              |                      |    |
| How did she feel about each image she saw?         | 1.           | 2.                   | 3. |
|  |              | (answers will vary)  |    |
| How do you feel about each image?                  | 1.           | 2.                   | 3. |

**WRITING SKILL EXPANSION**

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

**Level Tips**

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

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

**Writing Skill:**

Introduce the writing skill to the students. Tell them that *making connections* what you read to your own experiences and feelings. Explain that making connections will make their writing stronger and more detailed.

**Writing Plan:**

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

“Optical illusions are just one of many different kinds of art.  
What are some other kinds of art you can think of?”

Think and answer the question above.

Inference (sample) Some other kinds of art are sculptures and paintings.

#### 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:

- What are some ways to create art?  
We can create art with different shapes and colors.
- Where can we see art?  
We can see art in many places like in public places or in museums.
- Who can be an artist?  
Anyone can be an artist.

Explain to the students that they will now watch a video about the artists and the different kinds of art. 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:** *Some other kinds of art are sculptures and paintings.*

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. explain     |  | a. (v) to seem to be something  |
| 2. appear      |  | b. (v) to tell, show, or be the reason for or cause of something  |
| 3. trick       |  | c. (n) something that looks or seems different from what it actually is                                       |
| 4. dizzy       |  | d. (adj) getting your attention and making you want to learn more about or do more of something               |
| 5. vase        |  | e. (adj) feeling that you are turning in circles and are going to fall  |
| 6. confuse     |  | f. (n) a container that is used for holding flowers or for decoration   |
| 7. horizontal  |  | g. (v) to cause someone to be unable to think clearly   |
| 8. interesting |  | h. (v) to deceive   |
| 9. illusion    |  | i. (n) a small, thin book with no cover or only a paper cover that has information about a particular subject |
| 10. pamphlet   |  | j. (adj) positioned from side to side   |

B Unscramble and write.

picture like was seemed The it spinning

The picture seemed like it was spinning.

C Think about yourself. Choose the best answer.

|                           |  |   |
|---------------------------|--|---|
| <b>Academic Objective</b> | Learning about different kinds of art, such as optical illusions, can make people appreciate art more.         | True <input type="radio"/> False <input checked="" type="radio"/> |
| <b>Reading Skill</b>      | I can identify the literary elements of a story I read.  | answers will vary <input type="radio"/>                           |
| <b>Writing Skill</b>      | I can make connections between myself and what I write about.  | answers will vary <input type="radio"/>                           |
| <b>Integrate IT</b>       | I can discuss and make inferences about art. I got <u>will vary</u> discussion questions correct in this unit. | 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 think of another issue in school. Ask them to make a list of pros and cons. Then tell the students to choose a side and debate it.



### UNIT 1-2 REVIEW

**A** Work with a partner. Make a list of pros (good points) and cons (bad points) about people using smartphones while riding the subway, bus, or other kinds of public transportation.

| Pros  | Cons   |
|---|--|
| People can use GPS and map apps to find and check directions. | People don't pay attention to others around them and can cause injury to themselves or others. |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

### SUMMARY

**B** Divide the class into two equal halves. Share the pros and cons list. Write a summary below. Think about what the other side will try to say and prepare a rebuttal (an argument against what the other side might say).

We believe that people (should / should not) be allowed to use their smartphones while using public transportation. There are several reasons why.

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Rebuttal:

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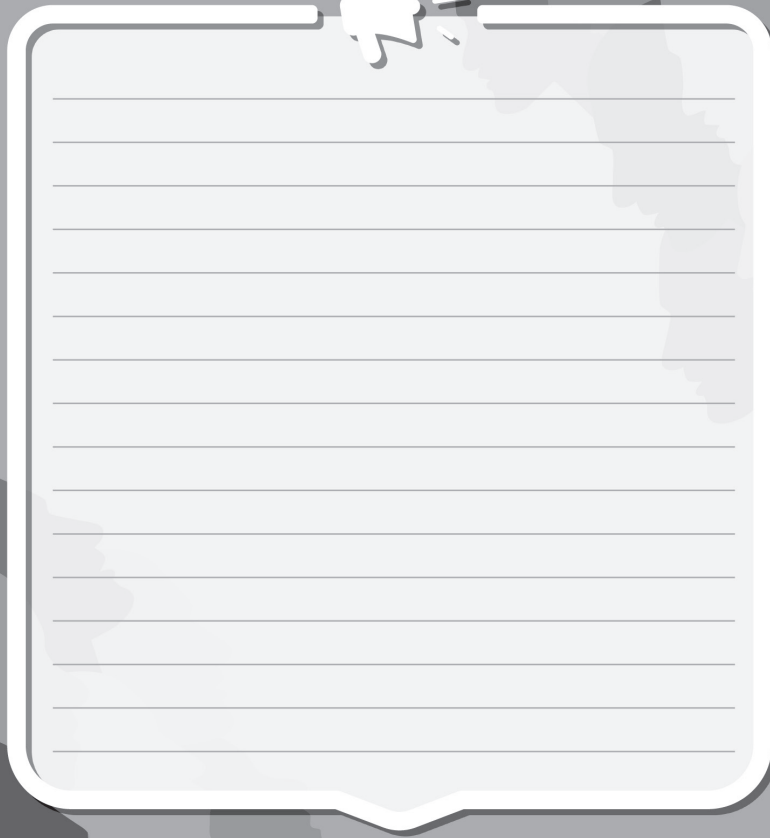
Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing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

## PROJECT-BASED LEARNING

### DEBATE SUMMARY

- C Use the information from the summary to write an argument. Have a debate.

Include all of the information from the summary.



## TEACHING TIPS

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

### Level Tips

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

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

Review the information in units 1 and 2. Discuss the components and function of a debate. Discuss what pros and cons means.

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

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

## TEACHING TIPS

## 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:** Tell students to choose another way to use thorium and to find information on it by researching on the Internet.



### UNIT 3-4 REVIEW

**A** Read the example in the chart together as a class. Think of another way to use thorium as an energy source. Fill out the chart to plan your ideas.

| Resource                                       | Cars  |  |
|--|---|--|
| 1. What is your idea?                          | Use thorium fuel to power cars  |  |
| 2. How does it help people?                    | People can save money and time by not having to refuel their cars.                                  |  |
| 3. How does it help the environment?           | Thorium doesn't cause harmful gases to be released into the air, so it helps reduce global warming. |  |
| 4. Who needs to help make your idea come true? | Physicists, engineers, mechanics, car companies   |  |

### SUMMARY

**B** Use your idea from the chart and answer the questions.

1. What is your idea?

\_\_\_\_\_

2. Who does it help, and how?

\_\_\_\_\_

3. How does it help the environment? What good things does it do? What bad things does it stop?

\_\_\_\_\_

4. Who needs to help make this idea come true?

\_\_\_\_\_

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

### ALTERNATIVE ENERGY PLAN

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

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

Alternative Energy Plan

Visualize your plan. Paste some photos that show what your plan would look like in action.

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## 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 different types of alternative energy. Discuss the reasons why we need alternative energy.

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

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

## TEACHING TIPS

## 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 imagine they have to prepare the food for a Pi Day celebration. Tell them include their calculations for the ingredients needed.



### UNIT 5-6 REVIEW

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

| Party Planning           |   |
|--------------------------|---|
| Why?                     | To celebrate Pi Day                                 |
| Who?                     | _____ will be at the party<br>_____ people in total |
| When?                    | _____   |
| Where?                   | _____   |
| What?                    | Foods: _____<br>Drinks: _____<br>Games: _____       |
| How much?<br>/ How many? | Foods: _____<br>Drinks: _____<br>Games: _____       |

### SUMMARY

**B Work with a partner. Choose one food or drink from above and complete the sentences.**

- Why:** We are planning a party to \_\_\_\_\_.
- Who:** There will be \_\_\_\_\_ people at the party. They are \_\_\_\_\_.
- When:** The party is on \_\_\_\_\_.
- Where:** The party is at \_\_\_\_\_.
- What:** I will bring \_\_\_\_\_, and my partner will bring \_\_\_\_\_.
- How many:** I need to bring \_\_\_\_\_ and my partner needs to bring \_\_\_\_\_.

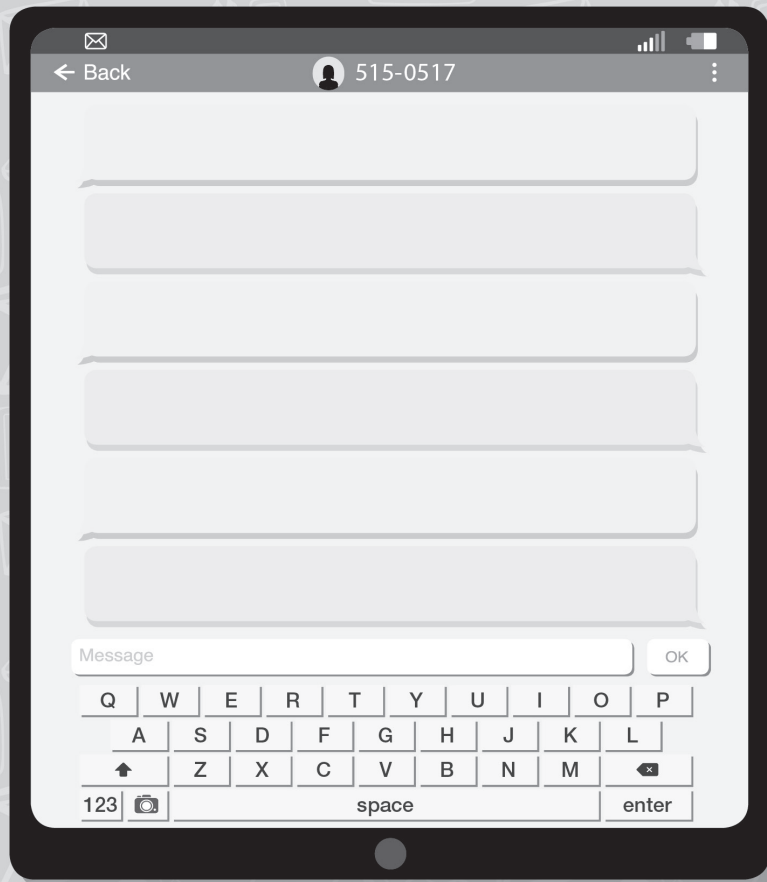
Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing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

### TEXT MESSAGE

- C Use the information from the summary to write text messages between you and your partner. Give a presentation.

Include all of the information from the summary. You can add extra information.



## 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 text messages are and how we use them.

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

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

## TEACHING TIPS

### Level Tips

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



**High-Level Students:** Ask students to think of another type of art and to add it to the chart in their notebooks.

## UNIT 5-6 REVIEW LESSON



### UNIT 7-8 REVIEW

**A** Discuss the two images as a class. Then complete the chart about yourself.

|                                    | A  | B   |
|------------------------------------|--|---|
|                                    |  |  |
| What kind or style of art is this? |  |   |
| What do you see?                   |  |   |
| How does it make you feel?         |  |   |

### SUMMARY

**B** Choose one image from above and fill in the details.

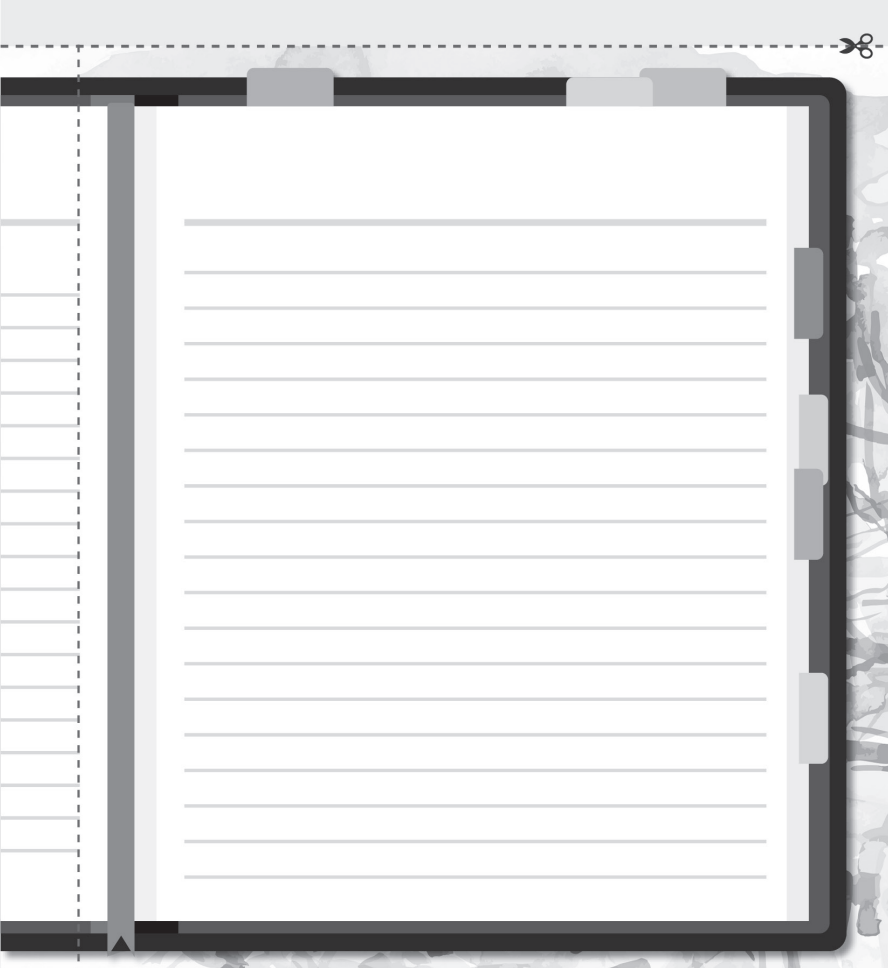
- Which:** I like image \_\_\_\_\_ very much.
- Kind/Style:** The image is a(n) \_\_\_\_\_.
- Description:** I see \_\_\_\_\_.
- Feeling:** It makes me feel \_\_\_\_\_.
- Why:** I feel \_\_\_\_\_ because \_\_\_\_\_.

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

### ART JOURNAL

- © Use the information in the summary as a model. Imagine that you saw the image at a museum. 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 7 and 8. Discuss different types of art and what these types of art make the students feel.

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

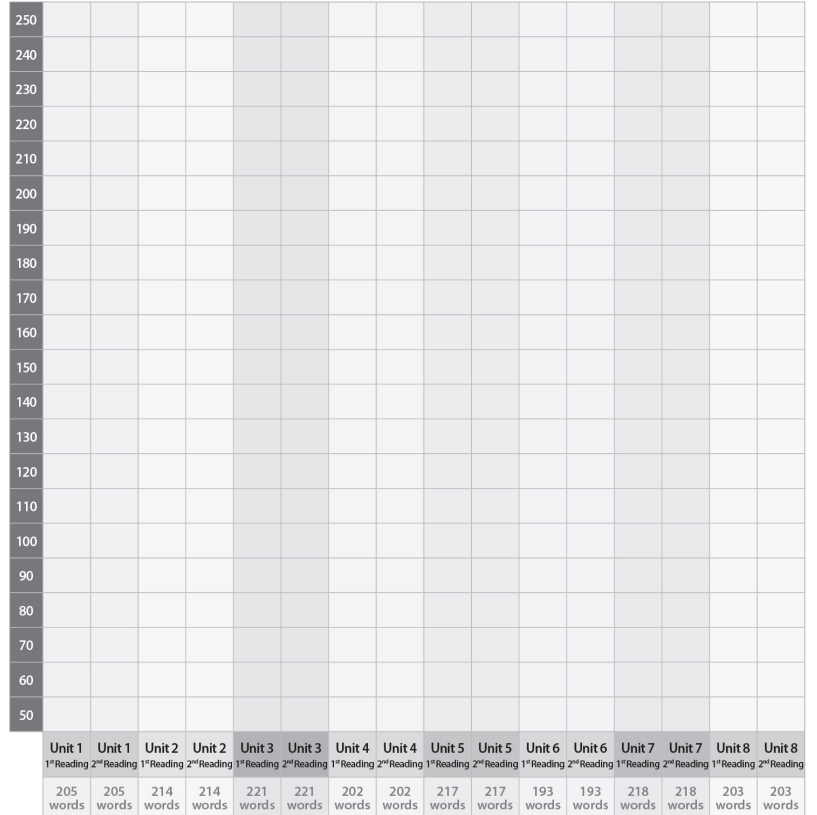
**Low-Level Students:** Track reading speed in class.

**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.



