Integrate READING & WRITING

TEACHER'S GUIDE WITH ANSWER KEY





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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

• Wordlists and more supplementary materials are available on the homepage.



• Visit our homepage for additional information: <u>www.compasspub.com/IRWBasic</u>

TEACHER DEVELOPMENT

Pedagogical Notes for Reference and Teacher's Development

Four-strand theory

- Intensive reading → Reading fluency development
- Input → Output
- Linked skills: Reading → Listening → Writing → Speaking

Five-step SQ3R theory

- Survey, Question, Read, Recite, and Review
- Improved vocabulary retention, reading comprehension, and fluency

21st Century Skills

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

Contextual learning (as opposed to rote learning)

• Scaffolding, Preview, and Review

Vocabulary Tiers



Integrate Reading & Writing covers a range of different types of vocabulary. The new words in each unit can be classified into one of the three vocabulary tiers from the chart above. Oftentimes, the higher the vocabulary tier a word is in, the more attention must be given to the word based onits 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					
		Title / Word Count	Litter Lesson A [145W] Lesso	on B [143W]				
		Торіс	Learn about the reasons why lit	tering is bad and h	urts eve	eryone.		
S		Academic Objective	the government makes.					
Q	TUTT	Reading Format	Website					
$\overline{\mathbf{O}}$	The second	Structure	Structure Present tense conjugation: decide / decides, cost / costs government, society, tax, law, litter, expensive, surprise, improve					
SOCIAL	T (T	Vocabulary	rprise, i	mprove				
		Reading Skill	Main Idea and Supporting Detai	ls Writing S	kill	Cause and Effect		
		Integrate IT	QR Code Video					
		Title / Word Count	Service Day Lesson A [145W]	Lesson B [143W]				
-		Торіс	Kids have a day of service at sch	nool and work in th	ie comn	nunity.		
STUDIES		Academic Objective	Citizens can help make their co volunteer work.	mmunities better	olaces b	by doing		
		Reading Format	Journal					
		Structure	Past tense: did, didn't					
5	Vocabulary Vocabulary town, community, service Bonus: outside, return		town, community, service, plant Bonus: outside, return	, wear, glove, earn	, proud			
	AND AND A	Reading	Literary Elements	Writing S	kill	Sequencing		
		Integrate IT	QR Code Video					
		Title / Word Count	Volcanoes Lesson A [144W] Lesson B [143W]					
		Торіс	Learn how volcanoes are formed, what they are made of, and how they					
		Academic Objective	Volcanoes are formed when the plates in the earth's crust push agains pull away from each other.					
		Reading Format	Magazine article					
		Structure	Prepositions of place: between,	on				
5	AN CONTENS	Vocabulary	layer, slab, against, lava, erupt,	flow, squeeze, me	lt Bonu s	s: plate, landform		
\cap	- Annon	Reading Skill	Identifying Details	Writing Skill	Seque	encing		
		Integrate IT	AR Image					
	E04 Fiction	Title / Word Count	Mauna Loa Lesson A [140W]	Lesson B [131W]				
N	(504)	Торіс	A girl writes an e-mail to her fri visiting Mauna Loa, and how the			e Hawaiian Islands,		
irri	aloa Mountain Vi	Academic Objective	Volcanic rocks are formed when rocks.	n lava cools. Volcar	nic rock	s are called basalt		
Mau	na Loa	Reading Format	E-mail					
13	na Loa ,677 ft	Structure	Future tense: going to					
	S o Pshata	Vocabulary	massive, countless, contain, sev Bonus: high, most	veral, eventually, b	end, for	m, active		
	Auto destination	Reading Skill	Sequencing	Writing Skill	Using	j Synonyms		
		Integrate IT	QR Code Video					

TOPIC AREA UNIT/PAGE DETAILS Image: Determinant of the structure investion of the structure invest of the structure investor of the structure invest of the structure invest of the structu	
Topic Learn how to fold a paper airplane using triangles. See how a can let you control an airplane with your smartphone. Academic Objective Understand right, acute, and obtuse triangles through variou activities. Reading Format Website Structure Imperatives: fold, bend, make	
Academic Objective activities. Reading Format Website Structure Imperatives: fold, bend, make	us classifying
Structure Imperatives: fold, bend, make	
Vershularre invest earter feld helf earer earner middle eder Denve	
Vocabulary invent, control, fold, half, open, corner, middle, edge Bonus: Reading Skill Scapping Writing Skill Adding D	
Reading Skill Scapping Writing Skill Adding	middle, half
Reading Skill Scalining Winnig Skill Adding L	Details
Integrate IT QR Code Video	
Title / Word Count The Airplane Contest Lesson A [140W] Lesson B [132W]	
Title / Word Count The Airplane Contest Lesson A [140W] Lesson B [132W] Topic Read a journal written about a paper airplane contest in a mate	th class.
Academic Objective Know and express the relationships between 1 cm, 1 mm, and	nd 1 m.
Reading Format Journal	
Structure Superlatives: farthest, shortest	
Vocabulary try, centimeter, millimeter, distance, meter, prize, show, follo Bonus: surprised, unhappy	.0W
Reading Skill Identifying Details Writing Skill Cause ar	nd Effect
Integrate IT QR Code Video	
Title / Word Count The World of Music Lesson A [141W] Lesson B [125W]	
Interview Interview <t< th=""><th></th></t<>	
Academic Objective Distinguish between types of music and learn about the feeling	ings they create.
Reading Format Traditional passage	
Structure Adjective & Adverb forms: loud / loudly, sad / sadly	
Vocabulary rock, musician, rap, classical, instrument, jazz, rhythm, lyrics relaxed	:s Bonus: feeling,
Reading Skill Classifying Writing Skill Descript	tive Writing
Integrate IT QR Code Video	
Title / Word Count Music Festival Lesson A [146W] Lesson B [133W]	
Fiction Fiction Topic Read posts on an online message board about an upcoming	musical festival.
Academic Objective Understand discussions about social events and how to expression	ress feelings.
Reading Format Online forum	
Structure Gerund: playing, singing, drumming	
Vocabulary festival, fan, extra, ticket, performance, calm, dream Bonus:	: member, huge
Reading Skill Using Synonyms Writing Skill Staying of	on Topic
Integrate IT QR Code Video	

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Web Page	Read a webpage, fill out a form, and give a presentation about the community service you are interested in.	104
Science	Units 3-4 Review	Science Magazine Article	Analyze information, write a magazine article, and give a presentation about volcanoes.	108
Math	Units 5-6 Review	Journal Entry	Follow the instructions and information in the chart. Write a journal entry and give a presentation.	112
Special Subject	Units 7-8 Review	Online Message Board	Read about musical genres, write a post on a message board, and give a presentation.	116

HOWTOUSE

UNIT STRUCTURE

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





PRACTICE BOOK

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



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.

- **Sustained silent reading:** The teacher tells the students when to begin reading. Students read silently and individually until they have finished the passage.
- **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.

Choral reading: The teacher starts the activity at the same time with all the students. Students read aloud and in unison.

APP

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

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





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



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



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

GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	 The academic objective in each unit is based on actual learning standards and is related to the academic subject area. Students should complete each unit with a significant level of understanding of the academic concept in each unit and in English. In addition, comprehension questions may also frequently ask students questions related to the academic concepts and objectives in each unit. Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student. 	• Sections related to the academic objective are in the following places in every unit: the unit introduction page, the 2nd page of Lesson A, the 4th page of Lesson A, Part C of the self-assessment page
Language Learning	 The language learning objectives in each unit are based on content-specific language determined by the topic of each unit. In lesson A, the activities are intended to help students become familiar with the meaning of new words. In lesson B, the activities are intended to help students with using new words in context. Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student. 	• Sections related to language learning are in the following places in every unit: the 1st and 2nd pages of Lesson A, the reading passages in Lesson A and B, the 1st page of Lesson B, Parts A and B of the self- assessment page
Reading & Writing Skills Fluency Development	 The reading and writing skill objectives and reading fluency development objectives in each unit are strategically chosen and placed within each unit. In lesson A, the reading skill activity helps students develop cognitive skills to use while reading about certain topics and with certain reading formats. In lesson B, the writing skill activity helps students develop cognitive skills to use while writing about information from the reading passage. Reading and writing skills are combined and used in the writing plan in each unit so that students can transfer the cognitive skills they have developed and use them to independently complete a summarizing task. Reading fluency skills are developed with the lesson B passage and tracked with the reading speed chart. (See page 119 of this Teacher's Guide for additional information.) 	• Reading and writing skills and fluency development are in the following places in every unit: the 5th page of Lesson A, the reading passages in Lesson B, the 3rd page of Lesson B, Part C of the self-assessment page
IT Skills & Literacy	 IT skills and literacy are increasingly important for teaching modern students. The level of emphasis a teacher wants to place on this area of assessment depends on the access to IT in the classroom, the ability of the students to use it, and the teacher's preference. Use the Integrate app, Class Booster, the premium CD, and others either with mobile devices or desktop computers at your own discretion. 	• IT skills and literacy are in the following places in every unit: the 4th page of Lesson B and Part C of the self-assessment page

GRADING RUBRIC

Area	Below Standard	Approaching Standard	At Standard
Academic Objective	 Student often struggles to understand both the academic concepts and the target English. Student still needs to ask questions about the concepts and language to understand. 	 Student often struggles to understand either the academic concepts or the target English . Student needs to ask questions about concepts or language to understand. 	 Student often understands both the academic concepts and the target English. Student asks questions about concepts or language to clarify understanding.
Language Learning	Student often struggles with and needs help to understand: problems-solutions, main idea & supporting details, decode multisyllabic words, distinguish genres, identify literary elements, use graphic organizers to sort information.	Student sometimes struggles with and needs help to understand: problems-solutions, main idea & supporting details, decode multisyllabic words, distinguish genres, identify literary elements, use graphic organizers to sort information.	Student doesn't usually struggle with understanding: problems-solutions, main idea & supporting details, decode multisyllabic words, distinguish genres, identify literary elements, use graphic organizers to sort information.
Reading & Writing Skills Fluency Development	 Student often struggles to answer comprehension questions. Student needs to asks questions to recall general information. Student reading fluency is improving slowly & sporadically. 	 Student sometimes struggles to answer comprehension questions. Student needs to asks questions to recall detailed information. Student reading fluency is improving moderately. 	 Student rarely struggles to answer comprehension questions. Student usually asks questions about questions for clarification. Student reading fluency is improving rapidly & steadily.
IT Skills & Literacy	 Student often struggles to connect the passage format as the context of the reading passage and needs to ask questions about formats to understand context. Student doesn't understand that IT is used to access additional information. 	 Student sometimes struggles to understand the passage format or the context of the reading passage and needs to ask questions to understand. Student sometimes understands that IT is used to access additional information. 	 Student understands the passage format and the context of the reading passage and asks clarification questions . Student understands that IT is used to access additional information.

EQ1

UNIT SUMMARY

Unit 1: Social Studies / Nonfiction

Academic Objective: Citizens pay taxes to the government. The government decides how to use the taxes. Citizens' behavior and participation has an impact on the choices the government makes.

Academic Objective in Context:

Citizens pay taxes to the government. The government decides how to best use the taxes. Citizen behavior and participation has an impact on the choices the government has.

UNIT INTRODUCTION



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

Review the academic objective on the page. Preview the learning objectives in Lesson A.

LESSON A

UNIT SUMMARY

Language Learning Objectives

New Words: government, society, tax, law, litter, expensive, surprise, improve

Bonus Words: cost, decide

Structure Focus: Present tense conjugation

Reading Format: Website

What do you see in this picture?
 Who pays for this to happen?
 How might problems like pollution prevent this?

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 jobs their family members have to activate prior knowledge.

- **1. Where do you see in this picture?** Sample answer: *I see a bridge being built.*
- 2. Who pays for this to happen? Sample answer: The government pays for this to happen.
- **3. How might problems like pollution prevent this? Sample answer**: If the government has to spend a lot of money to clean up pollution, they won't have enough money for other things.

EACHING TIPS

NEW WORDS



Low-Level Students: After

completing the new words activity on page 10, check the answers by asking students to read the word 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.



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 trash and the street cleaner and ask the warm up questions:

1. What is the person in this picture doing?

Sample answer: He is cleaning up trash on the street.

For the following questions, ask students to make an inference or guess.

2. Why is he doing it?de?

Sample answer: It is his job.

3. Does he get paid to do it? Sample answer: Yes, he does.

4. Who pays him?

Sample answer: The government probably pays him.

Explain to the students that they will learn about how taxes are used to take care of cities and how littering and pollution cost everyone money. Play audio **track 02** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE

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TEACHING TIPS

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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



Level Tip

Low-Level Students: After

listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class for additional reading practice and to solidify understanding of the passage.

High-Level Students: Ask the students to make connections between the content of the passage and their real lives. Ask them if they've ever visited or seen trash on the street or in places it's not supposed to be. Ask them what they think about this.

READING PASSAGE



There are many reasons you shouldn't litter. It's bad for the environment. It hurts plants and animals. It makes cities ugly and smelly. It's against the law. There is another reason that may surprise you. Littering is expensive. It costs everyone money.

The government pays workers to clean up litter. Litter also pollutes water. We all use water. The government must spend money to make clean water.

If a lot of money is spent on this, there is less money to improve cities. People pay taxes to the government. The government decides how to use those taxes. They use taxes to improve society. The government uses some taxes to make cities better. The more money they use to clean up litter, the less there is to build new roads, schools, and parks.

> Remember that littering is expensive. Tell people you know not to do it.

> > f 🗖 🕻 🗑 🛩 🕒 in 🖇 🎫

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

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Explain to the students that the reading format of this passage is a website. Tell the students that websites are places on the Internet where they can find information and read about a topic. Tell them that the government also has websites to help citizens learn things.

Review the title of the reading: Litter. Ask the students why they think this is the title. Explain this is because the reading is about how litter effects society.

READING PASSAGE



PASSAGE DETAILS

Reading Format: Website

Academic Objective: Citizens pay taxes to the government. The government decides how to use the taxes. Citizens' behavior and participation has an impact on the choices the government makes.

Academic Objective in Context:

Citizens pay taxes to the government. The government decides how to best use the taxes. Citizen behavior and participation has an impact on the choices the government has.

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 read the captions with each picture. Review the flow chart to help illustrate how citizen behavior is related to the choices the government has when making decisions about how to spend taxes. After looking at the pictures and captions, ask students to think of some other negative behaviors that cost the government money. Some examples are crime and pollution.

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. 1. What is the reading about? Correct answer: a. reasons not to liter. Ask the students to name some of those reasons.

READING COMPREHENSION & READING SKILL DEVELOPMENT



Reading Comprehension:

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

Reading Skill:

Explain to the students that *main idea* and *supporting details* means putting the information from the passage in an order that helps make things clearer for the reader. Tell the students that the main idea should always come first. Other ideas which support the main idea come next. Ask the students to put the supporting ideas in the same order as they read them in the passage. Ask students to complete the summary. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



TEACHING TIPS

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What do you see in this picture?

Sample answer: A person throwing money away.

2. What do you think it means?

Sample answer: It means there are things people do that are wasteful.

3. How can you stop it?

Sample answer: By not doing wasteful or harmful things which cost everyone money.

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

EO1 LESSON

TEACHING 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.

READING FLUENCY DEVELOPMENT & BONUS WORDS



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 littering, the government, and taxes.

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

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.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



WRITING PLAN

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

1	Main Idea and Supporting Detail	s + Cause and Effect
Main Idea	People pay taxes and the gover	nment decides how to use them.
	Cause	Effect
Detail 1	Lots of people in society litter.	The streets become ugly and smelly.
Detail 2	People pollute the water.	The government has to use taxes to clean the water.
Detail 3	The government has to use a lot of taxes to clean up.	There will not be enough money left to make society better.

WRITING SKILL EXPANSION

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

Level Tip

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

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

Writing Skill:

Writing Skill: Introduce the writing skill to the students. Tell them that *cause* and *effect* means the reason for something (cause) and what happens as a result (effect). Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

17

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 in the correct order. Tell the students to write with small, neat letters so that all of the information can fit into the plan. 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.

BO1 LESSON

TEACHING TIPS

UNIT 1 LESSON B

Level Tipý

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 SKILLS & DIGITAL LITERACY



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

Sample answer: They build new schools.

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 WRAP-UP

JEL	F-ASSE	33111				E	U
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1. gove	rnment •				a governme		
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3. tax			ng a lot of m				
4. law			le who live i laws, tradit		zed commu	nities with th	е
5. litter			ake somethi				
6. expe	nsive	• e. thing	s that have		own away o	n the ground	in a
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		peop	le in an area	to follow	N		
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				to follow	N		
uses	government	the	le in an area taxes	to follow	N		
uses		the		to follow	N	3×	
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TEACHING TIPS

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.



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

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

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

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

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

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

SERVICE DAY

UNIT SUMMARY

UNIT INTRODUCTION

Unit 2: Social Studies / Fiction

Academic Objective: Citizens can help make their communities better places by doing volunteer work.

Academic Objective in Context: Citizens can help make their communities better places by doing volunteer work.



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.

LESSON A

UNIT SUMMARY

Language Learning Objectives

New Words: town, community, service, plant, wear, glove, earn, proud

Bonus Words: outside, return

Structure Focus: Past tense

Reading Format: Journal

- 1. What are these people doing?
- 2. Do you think they get money for doing this?
- 3. How are they helping?

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 jobs their family members have to activate prior knowledge.

1. What are these people doing?

Sample answer: They are cleaning up trash in the park.

- 2. Do you think they get money for doing this? Sample answer: No, they don't get money for doing this.
- 3. How are they helping? Sample answer: They are doing community service for free.



NEW WORDS

Low-Level Students: After

completing the new words activity on page 22, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 22, check the answers by giving students 1-2 minutes to memorize the new words on page 22, and then ask them to close the book and recall each word from memory.



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

1. What are these kids doing?

Sample answer: They are cleaning up trash.

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

2. Why are they doing it?

Sample answer: They are trying to help clean up their town.

3. How do they feel?

Sample answer: They look like they feel happy.

Explain to the students that they will learn about what community service is and how it helps people. Tell them that there are many different kinds of community service that people can do. Explain that students will learn new words related to some things involved in doing community service. Play audio **track 05** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE



didn't

(4)

(1) class

(2) your

didn't

stay

(2) go

(3) You

have

(4)

We

O Number in order then write.

They didn't go home.
 We didn't have class.
 You did your best.

(1) home

(2) We

(4) did

2.

2. didn't

1. They

3. best

TEACHING TIPS

Level Tip

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.

at school.

(3)

(3)

(1)

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

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



Level Tipý

Low-Level Students: After

listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Talk about how the character felt and why.

High-Level Students: Ask the students to make connections between the content of the passage and their real lives. Ask them if they have ever seen or done community service. Ask them what kinds of things can be done to help others in the community.

READING PASSAGE

ľ	Service Day
	Name: Jennifer
	Date: Monday, April 12th
	Class: English Class
	Topic: Something Interesting You Did Recently
	Last week, all the students from my school did something special. We
	didn't have class. We didn't stay at school. We went outside. We went int
	our town. We did community service for the whole day.
	We all did different things to help. Some classes planted trees. Other
	classes helped old people. My class cleaned up litter in our community.
	We cleaned up a few parks. We also cleaned up some streets. We wore
	gloves. We put all the litter into trash bags. Our teacher and some
	parents helped us and kept us safe.
l	It wasn't easy, but I enjoyed it. I didn't earn any money or get anything
l	in return. But people around our town were happy, and I felt happy. I'm
I	proud that I made our community better for all the people living here. I
	want to do it again with my family.

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 the students that a journal is where people write down their experiences, feelings, and thoughts about their lives.

Review the title of the reading: Service Day. Ask the students why they think this is the title. Explain this is about doing community service on a special day.

READING PASSAGE



PASSAGE DETAILS

Reading Format: Journal

Academic Objective: Citizens can help make their communities better places by doing volunteer work.

Academic Objective in Context:

Citizens can help make their communities better places by doing volunteer work.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 06**.

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

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

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



Level Tipş

Low-Level Students: While

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

High-Level Students: Ask

students follow-up questions to the comprehension questions, i.e. 1. What is the reading about? Correct answer: c. community service. Ask the students to list some different community service jobs.

READING COMPREHENSION & READING SKILL DEVELOPMENT

A Choose the best	answer.	
1. What is the read	ing about?	
a. studying at sc	hool b. earning money	community service
2. What did Jennife	er do with her class?	
a.cleaned up litt	ter b. planted trees	c. helped old people
What did Jennife	er get in return for the work sh	e did?
a.nothing	b. gifts	c. money
How did Jennife	r feel about the work she did?	
a. special	b. safe	c.proud
READING SKILL:	LITERARY ELEMENTS	S
B Write the letters	s in the chart in the corre	ct place.
	Literary Element	s
a. Jennifer	b. Outside of school	
c. The students, d. Cleaned up lit	teachers, and some parents at tter e. Around the town	Jennifer's school f. Helped old people
g. In some park		i. Some streets
Where	Who	What
b, e, g, i	a, c	d, f, h
SUMMARY: LITE	RARY ELEMENTS	
0		estions about the stor
© Use the reading	skill activity. Answer qu	
C Use the reading 1. Who are the cha		acters in the story are Jen
C Use the reading 1. Who are the cha the students, tea	skill activity. Answer qu racters in this story? The chara	acters in the story are Jen Jennifer's school.
 Use the reading Who are the cha the students, tea Where does this 	skill activity. Answer qu racters in this story? <u>The chara</u> achers, and some parents at .	acters in the story are Jen Jennifer's school. Dens outside of school, are

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 them that they need to organize the information from the chart in this way. Complete the activity together as a class.

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

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



TEACHING TIPS

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 are these people doing? Sample answer:** *They are cleaning up trash from the street.*
- 2. How does this help the community? Sample answer: It helps by keeping the community clean.
- 3. What else can people do to help?

Sample answer: They can help old people.

Ask students to provide additional information by giving examples.

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



TEACHING 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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

	service town	proud earn	WORD E wore outside	OX commun plante		0000
		Ser	vice	Day	/	
Everyo	ne at my sch	nool did so	omething	special las	t week. We	didn't
stay at so	chool or have	e class. W	e went 1.	outsic	e into	our
	. W					
	all helped in					
	plante	2010				
	nunity. We p					
)	Ve 6. W					
to be safe	e litter went	into trash	0ays. 501	ne parents	and teach	ers neiped u
	e. asn't easy, bu	it Leniove	d it. I did	n't 8.	earn	any money
	ything in 9.			1.0.01		
	re happy. I fe	12.575				
	ity better for					
voluntee	r work with	my family				
Do popo	orn reading	g.	1			
Class read	ing time: ti	mes will v	vary sec	onds	-	X
				100		
	nd of readi			\sim	1001	

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 community services.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS

WRITING SKILL: SEQUENCING

A Number the sentences in the correct order.

	Sequencing
2	Some classes helped old people, and others planted trees around the town.
1	Jennifer and her classmates did something special outside of school.
4	The teachers and parents kept the students safe outside of school.
3	Jennifer and her class cleaned up litter in their community.
5	People were happy around the town.

WRITING PLAN

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

ß		Literary	Elements + Sequencing	
		Who	What	Where
ļ	1.	Jennifer and her classmates	did something special	outside of school.
	2.	Some classes	helped old people and others planted trees	around the town
1	3.	Jennifer and her class	cleaned up litter	in their community
	4.	The teachers and parents	kept the students safe	outside of school.
I	5.	People	were happy	around the town.

WRITING SKILL EXPANSION

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

Level Tip

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

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from 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 *sequencing* means putting things in the correct order from start to finish. Tell the students to order the things that happened in the story from start to finish with numbers. Complete the activity together as a class.

29

Writing Plan:

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

BO2 LESSON

TEACHING TIPS

UNIT 2 LESSON B

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 SKILLS & DIGITAL LITERACY



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

Sample answer: I can give my old clothes to people who need them.

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 WRAP-UP

N IV	latch.	
	1. town	a. to put a seed or a plant into the ground to grow
	* proud	b. work done for your community, government, etc.
	3. gloves	c. a place where people live that is larger than a village but smaller than a city
	4. community	d. a good and happy feeling because of something you
	5. earn	have done or are related to
	Columb	e. to get something valuable for work that you have done
		 f. to put something on your body and use it as clothing g. coverings for hands with separate parts for each finger
	242224300 8 8 80 8	h. something you get or take in exchange for something
		you did for someone else
		 an area around or near something a group of people who live in the same area
Ē	park cleaned we	the
		the
	park cleaned we	
] ע ד ס	park cleaned we Ve cleaned the parked. hink about yourself. Ch Academic People can help their	communities by
Ц 2 т 0	park cleaned we Ve cleaned the parked. hink about yourself. Ch	communities by
Ц 2 т 0	park cleaned we Ve cleaned the parked. hink about yourself. Ch Academic Dbjective People can help their volunteering to break	communities by Commun
] ⊻ Т ©	park cleaned we Ve cleaned the parked. hink about yourself. Ch Academic Objective People can help their volunteering to break Reading I can identify the liter	r communities by k the law True False
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Ц 2 т 0	park cleaned we Ve cleaned the parked.	roose the best answer. r communities by k the law True False rary elements of a answers will vary
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Ц 2 т 0	park cleaned we Ve cleaned the parked. Ve cleaned the parked. hink about yourself. Ch Academic Dbjective People can help their volunteering to break Reading Skill I can identify the liter story I read. Writing I can sequence thing.	rary elements of a answers will vary
U V C) T C)	park cleaned we Ve cleaned the parked. Ve cleaned the parked. hink about yourself. Ch Academic Dbjective People can help their volunteering to break Reading Skill I can identify the liter story I read. Writing I can sequence thing.	noose the best answer. r communities by k the law True Falso rary elements of a answers will vary is in my writing answers will vary ke inferences about

TEACHING TIPS

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.



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.

VOLCANOES

UNIT SUMMARY

UNIT INTRODUCTION

Unit 3: Science / Nonfiction

Academic Objective: Volcanoes are formed when the plates in the earth's crust push against or pull away from each other.

Academic Objective in Context: Volcanoes are formed when the plates in the earth's crust push against or pull away from each other.



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.

LESSON A

UNIT SUMMARY

Language Learning Objectives

New Words: layer, slab, against, lava, erupt, flow, squeeze, melt

Bonus Words: plate, landform

Structure Focus: Prepositions of Place

Reading Format: Magazine article

What is happening in this picture?
 Why does this happen?

3. What happens to the area around the volcano?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about volcanoes, the earth's surface, and the layers of the earth. Ask them how land forms and moves around.

1. What is happening in this picture?

Sample answer: A volcano is erupting.

- 2. Why does this happen? Sample answer: It happens when lava comes to the earth's surface.
- **3. What happens to the area around the volcano?** Sample answer: *It gets destroyed.*



Level Tip

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



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

- 1. What flows out of the volcano? Sample answer: Lava flows out of the volcano.
- 2. What happens to it after it comes out? Sample answer: It slowly cools down and turns into rock.

Explain to the students that they will learn about how and why volcanoes erupt and how volcanic rock is formed. Ask students what they know about volcanoes. Ask them about any volcanoes that are near your country or region. Play audio **track 08** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE



TEACHING TIPS

Level Tip

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.

3. The river flows between the mountains

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

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

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



Low-Level Students: After

listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Ask the students what the three layers of the earth are, along with other basic comprehension questions.

High-Level Students: Ask the students to recall facts from the passage, such as how thick the mantle is.

READING PASSAGE



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

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

Review the title of the reading: Volcanoes. Ask the students why they think this is the title. Explain this is because the article focuses on how volcanoes form and erupt.

READING PASSAGE



PASSAGE DETAILS

Reading Format: Magazine article

Academic Objective: Volcanoes are formed when the plates in the earth's crust push against or pull away from each other.

Academic Objective in Context:

Volcanoes are formed when the plates in the earth's crust push against or pull away from each other.

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

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the unique features of volcanoes. Ask them how volcanoes form and erupt. Ask students about the layers of the earth and how some of them contribute to volcanic eruptions.

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



Level Tips

Low-Level Students: While

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

High-Level Students: Ask

students follow-up questions to the comprehension questions, i.e. 1. This reading is about _____. Correct answer: a. how volcanoes form. Ask students to describe some of the basic features of a volcano.

READING COMPREHENSION & READING SKILL DEVELOPMENT



Reading Comprehension:

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

Reading Skill:

Explain to the students that *identifying details* means finding and matching special pieces of information with the right things. Tell the students to match the different parts of a volcano and of the earth. Complete the activity together as a class.

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

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



TEACHING TIPS

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How are volcanoes formed?

Sample answer: Volcanoes are formed when plates in the earth's crust push against or pull away from each other.

2. What makes them erupt?

Sample answer: *Volcanoes erupt when lava squeezes through the earth's crust.* Ask students to provide additional information by giving examples.

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

ECSON E

TEACHING 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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

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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 volcanoes.

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.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Level Tip🏹

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

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from 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 *sequencing* means putting things in the correct order from start to finish. Tell the students to order the way volcanoes form and erupt from start to finish with numbers. Complete the activity together as a class. Explain that organizing information in this way can help make them better writers.

Writing Plan:

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

TFSSO

TEACHING TIPS

UNIT 3 LESSON B

Level Tip

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 SKILLS & DIGITAL LITERACY



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

Sample answer: They erupt when lava is squeezed up.

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 guestion in part C together as a class. Tell the students these guestions will be answered as they view the AR pictures. Use the desktop version in your class if you can't use a mobile device. Use before class to gain familiarity. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP

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	2. slab			o b. n	nelted ro	ock from a v	olcano					
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	4. lava)	$\langle \rangle$	• d. te	o press s	omething	togethe	r very t	ightly	on a	ll sid	es
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TEACHING TIPS

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.



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.

J4 MAUNA LOA

UNIT SUMMARY

UNIT INTRODUCTION



Unit 4: Science / Fiction

Academic Objective: Volcanic rocks are formed when lava cools. Volcanic rocks are called basalt rocks.

Academic Objective in Context: Volcanic rocks are formed when lava cools. Volcanic rocks are called basalt rocks.



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.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: massive, countless, contain, several, eventually, bend, form, active

Bonus Words: high, most

Structure Focus: Future tense

Reading Format: <mark>E-mail</mark>

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about volcanoes to activate prior knowledge. Ask them how volcanoes form and erupt, and what happens during an eruption. Explain to the students that Mauna Loa is a massive volcano in Hawaii. Ask students if they've ever traveled to a place like this.

1. What is the highest mountain in the world?

Sample answer: Mount Everest is the highest mountain in the world.

- 2. Do you know where Hawaii is? Sample answer: Yes, I do. / No, I don't.
- 3. How was Hawaii formed? Sample answer: I'm not sure, but maybe by volcanoes.



Level Tip

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



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 lava and ask them the warm-up questions:

1. What is happening in this picture?

Sample answer: A volcano is erupting. / Lava is flowing.

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

2. What will happen to the hot lava?

Sample answer: It will cool and become hard.

Explain to the students that they will read an e-mail written by a girl who is going on a vacation to Hawaii. Ask students if they recall the features of a volcano. Brainstorm a few examples: Volcanoes form when plates push against or pull away from each other. Tell the students that they will learn how volcanoes form rocks and new land when they erupt. Play audio **track 11** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE



visit

erupt

going to

going to

to go

is going

going to

1.

Lam

2. The volcano is

C Match and write.

 We are going

2. The lava

3. The land is

We are going to go on vacation.
 The lava is going to become rock.

3. The land is going to shake.

Hawaii.

again soon.

on vacation.

to become rock.

shake.

nic Objective Question: How is volcar

TEACHING TIPS

Level Tip

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

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

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

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

Read the structure together as a class.

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

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

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



Level Tips

Low-Level Students: After

listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the content of the passage and places they have traveled to.

READING PASSAGE

M	SACK/A-LOSA
То	Jane@coolmail.com
From	Lani
Subject	Volcano National Park
Mau have Th to en ocea lava coun	y. The earth's crust bends down several kilometers under it. na Loa is one of the most active volcanoes on earth. There been thirty-three eruptions since 1843. e Hawaiian islands formed from volcanoes. They started upt about 700,000 years ago. The volcanoes were on the n floor. The lava flowed and cooled in the cold ocean. When cools, it becomes hard rock called basalt. This happened ttless times. Layers of rock built up over the years. tually, the rock layers came above the water. They still erupt y. The lava makes the islands grow. you soon!

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

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

Ask the students where they think the sender is going: Hawaii. Bring a map to show the students where this is.

Review the title of the reading: Mauna Loa. Ask the students why they think this is the title. Explain this is because Mauna Loa is a volcano in Hawaii.

READING PASSAGE



PASSAGE DETAILS

Reading Format: <mark>E-mail</mark>

Academic Objective: Volcanic rocks are formed when lava cools. Volcanic rocks are called basalt rocks.

Academic Objective in Context:

Volcanic rocks are formed when lava cools. Volcanic rocks are called basalt rocks.

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 read the captions under the pictures and discuss how volcanic rock is formed.

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 Tip🏹

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 islands of Hawaii are still _______. Correct answer: c. growing. Ask the students how the islands are growing.

READING COMPREHENSION & READING SKILL DEVELOPMENT



Reading Comprehension:

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

Reading Skill:

Explain to the students that *sequencing* means putting things in the correct order from start to finish. Tell the students to order the way basalt rocks form from start to finish. Complete the activity together as a class.

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

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How do you think these rocks formed?

Sample answer: They were formed by volcanoes.

Ask students to provide additional information about volcanoes, Mauna Loa, and Hawaii, and to give specific examples and information.

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

EC4 LESSON

TEACHING 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.

READING FLUENCY DEVELOPMENT & BONUS WORDS



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 volcano in Hawaii.

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 underline the vocabulary words in the passage as they listen to the audio. Play audio **track 13**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



	Use Synonyms
The Hawa	iian Islands were (made) from volcanic eruptions.
They start	ed about 700,000 years ago on the ocean floor.
Mauna Lo	a is a (huge) volcano in Hawaii. It (has contains) (endless) lava flows.
The earth' It's one of	s crust (curls) under Mauna Loa because the volcano is heavy. the most (explosive) volcanoes in the world and erupts a lot.
	Number
2	Layers of rock built up. (over time) the rocks came above the water.
4	The volcanoes of Hawaii are still erupting and growing today.
1	The lava cooled quickly in the cold ocean and become hard rock called basalt.
3	This happened (many several) times over many years.

WRITING SKILL EXPANSION

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

Level Tip

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *using synonyms* means understanding and using different words to say the same thing. Tell them that they need to choose the words that mean the same as the vocabulary words. Explain that knowing how to use words in this way will make them good writers.

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Writing Plan:

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

EO4 LESSON

TEACHING TIPS

UNIT 4 LESSON B

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 SKILLS & DIGITAL LITERACY



Explain to the students that they will now watch a video about Mauna Loa. 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 mantle gives Mauna Loa a lot of magma.

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 WRAP-UP



TEACHING TIPS

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.



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.

BOD RC PAPER AIRPLANES

UNIT SUMMARY

UNIT INTRODUCTION

Unit 5: Math / Nonfiction

Academic Objective: Understand right, acute, and obtuse triangles through various classifying activities.

Academic Objective in Context:

We can use right, acute, and obtuse angles to make paper airplanes.



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.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: invent, control, fold, half, open, corner, middle, edge

Bonus Words: middle, half

Structure Focus: Imperatives

Reading Format: Website

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 remote controls do. Ask them if they have ever seen or played with a remote-controlled vehicle.

1. What is the person holding?

Sample answer: They are holding a remote control.

2. What is it used for?

Sample answer: It's used to drive a small vehicle.

3. What can smartphones do? Sample answer: *Smartphones can be used as remote controls, too.*



Low-Level Students: After

High-Level Students: After

completing the new words activity on page 58, check the answers by asking students to read the words

completing the new words activity

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

on page 58, check the answers

Level Tip

and spell them.

memory.

NEW WORDS



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

- **1. What do you see in this picture?** Sample answer: *I see a boy playing.*
- 2. What is the boy holding? Sample answer: *He is holding a paper airplane.*
- 3. Have you ever played with something like this?
- Sample answer: Yes, I have. / No, I haven't.

Explain to the students that they will learn about how to use angles to make paper airplanes. Tell them that there's even a way they can use their smartphones to fly and control the plane. Play audio **track 14** and ask students to say and write each word as they hear them.

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GRAMMATICAL STRUCTURE

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TEACHING TIPS

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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



READING 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 website. Tell the students that websites are places on the Internet where they can find information and read about a topic. Tell them that some people have websites for hobbies and fun. Explain that even websites that are made for fun can be used to read and learn about things.

Review the title of the reading: RC Paper Airplanes. Ask the students why they think this is the title. Explain this is because the article focuses on how to make a remote-controlled paper airplane.

READING PASSAGE



PASSAGE DETAILS

Reading Format: Website

Academic Objective: Understand right, acute, and obtuse triangles through various classifying activities.

Academic Objective in Context:

We can use right, acute, and obtuse angles to make paper airplanes.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 15**.

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

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 Tip🏹

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. This reading teaches you how to ______. Correct answer: b. fold a paper airplane. Ask the students how many steps there are to make a paper airplane.

READING COMPREHENSION & READING SKILL DEVELOPMENT

- KE	EADING COMPREHENSION	
A	Choose the best answer. This reading is about	
	a. a man named Shai b paper airplanes c. how to fly	
	 This reading teaches you how to a. fly an airplane b fold a paper airplane c. use a smart 	phone
	3. The first triangles you fold are	
	a)right triangles b. obtuse triangles c. acute triangle 4. To control the paper airplane,	gles
	a. visit a website b. move your hands Cuse a smart	phone
) RE	EADING SKILL: SCANNING	
B) Underline the sentences that explain how to make a pa	per airp
	Scanning	
	corner to the bottom edge of the paper. Does it look like an enve Next, fold the top corners again. Now, it's time to make the wings the middle line. After that, fold down the wings on each side. Dor know that you can control a paper airplane with your smartphon named Shai invented a little machine called "PowerUp 3.0".	. Fold ov ne! Did y
) SU	JMMARY: SCANNING	
O) Use the reading skill activity. Write the underlined sentence	ces in or
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	2. Then, fold down the top corners.	
0	 Then, fold down the top corners. Fold the top corner to the bottom edge of the paper. Next, fold the top corners again. 	
0	 Then, fold down the top corners. Fold the top corner to the bottom edge of the paper. 	

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 the 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* is reading and finding only certain kinds of words or sentences. Tell the students to read the paragraph on the page and find only sentences that explain how to make a paper airplane. Complete the activity together as a class.

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

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



TEACHING TIPS

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture. Ask students to look carefully at the different kinds of triangles on the plane.

1. What shapes do you see?

Sample answer: I see triangles.

2. What types of triangles do you see?

Sample answer: I see obtuse triangles.

Ask students to provide additional information by giving examples.

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

ECS LESSON

TEACHING 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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

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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 paper airplanes.

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

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS

WRITING SKILL: ADDING DETAILS

) Fill in th	ne blan	ks in with		rrect word ing Details	s from the	box.
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	trian corne two	fold a piece of Then, open ti top gles. Use the ers of the tria obtu: in half vings.	he pape co middle ingles to se	r back up. No orners into line. Then, fo the middle triangles.	ext, fold the <u>right</u> old the line. You sho Next, fold th	outside ould have

WRITING PLAN

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

Scanning + Adding Details obtuse in half middle right outside top Here is a way to make a paper airplane. First, fold a piece of paper in half to make a _ line. Then, open the paper back up and fold the _____top _ corners into right triangles. Does it look like a house? Next, fold the outside corners of the triangles to the middle line and make two _____obtuse ____ triangles. Does it look like an envelope? Next, fold the paper _____in half ____ again. Now, it's time to make the wings. Fold over the middle line and bend the edges down to make the wings on each side. Done! Use the underlined sentences to write instructions. First, fold a piece of paper in half to make a middle line. 1.

- 2. Then, open the paper back up and fold the top corners into right triangles.
- 3. Next, fold the outside corners of the triangles to the middle line and make two obtuse triangles.
- 4 Next, fold the paper in half again.
- 5. Fold over the middle line and bend the edges down to make the wings on each side.

WRITING SKILL EXPANSION

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

Level Tip

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

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from 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 explaining something more clearly and carefully. Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

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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 paper airplanes. Complete the chart and review as a class. Tell the students to write with small, neat letters so that all of the information can fit into the chart. After completing the writing plan chart, have the students record that information into their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary.

ESSON

TEACHING 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 SKILLS & DIGITAL LITERACY



Explain to the students that they will now watch a video about inventions. 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 smartphone is an invention.

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 WRAP-UP



TEACHING TIPS

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.



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.

EXAMPLANE CONTEST

UNIT SUMMARY

UNIT INTRODUCTION

Unit 6: Math / Fiction

Academic Objective: Know and express the relationships between 1 cm, 1 mm, and 1 m.

Academic Objective in Context: 10 millimeters is 1 centimeter, and 100 centimeters is 1 meter.



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.

LESSON A



Language Learning Objectives

New Words: try, centimeter, millimeter, distance, meter, prize, show, follow

Bonus Words: surprised, unhappy

Structure Focus: Superlatives

Reading Format: Journal

 ze, appy

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 designs and shapes are good for paper airplanes.

1. What's happening in the picture?

Sample answer: People are throwing paper airplanes.

- 2. What can help a paper airplane go far? Sample answer: The right shapes and a good design can help a paper airplane go far.
- **3. What shapes do you see in the paper airplanes?** Sample answer: *I see a lot of triangles.*



NEW WORDS

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.



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 triangle and ask them the warm-up questions:

1. What do you see in this picture?

Sample answer: It's a kind of ruler. / It's a triangle.

- 2. What do you use this for? Sample answer: We use it to measure things.
- **3. Why is it necessary to use this?** Sample answer: We need it to check the length/angle of things.

Explain to the students that they will learn about how to measure and compare distances. Ask them to recall information from unit 5 about how to fold a paper airplane. Ask them to guess how far the average paper airplane flies. Play audio **track 17** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE

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TEACHING TIPS

Level Tips

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

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

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

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way. Read the structure together as a class. Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

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



Level Tips

Low-Level Students: After

listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Measure the height of the tallest and shortest students in class.

High-Level Students: Measure the height of the tallest and shortest students in class. Measure the height of all the students in the class. Find the average height of the class.

READING PASSAGE

 READING
 Background This reading is about a paper airplane contest: A Listen and read along. The Airplane Contest March 10th Alex Today was the best day at school. We had a paper airplane contest in math class. On my first try, my airplane went 80 centimeters. It flew the second-farthest distance, so I was happy about that. On my second try, my airplane flew only 400 millimeters. It was the shortest distance. I was a little sad. 72

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 the students that a journal is where people write down their experiences, feelings, and thoughts about their life.

Review the title of the reading: The Airplane Contest. Ask the students why they think this is the title. Explain this is because the passage focuses on a paper airplane contest at school in math class.

READING PASSAGE

On my third try, my airplane went very far. It flew two meters! I was surprised! My distance was the farthest, so I won first prize! My friends wanted to know how I made my paper airplane. I showed them how I folded It. I folded a lot of triangles. They followed me The paper airplanes flew very far! We all had a fun time! Tomorrow we will have another paper airplane contest. I hope my paper airplane flies the farthest distance again 73

PASSAGE DETAILS

Reading Format: Journal

Academic Objective: Know and express the relationships between 1 cm, 1 mm, and 1 m.

Academic Objective in Context:

10 millimeters is 1 centimeter, and 100 centimeters is 1 meter.

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

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

Call students to discuss the distances discussed in the passage and the results of the airplane contest.

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 Tip

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 many tries did Alex get? Correct answer: c. three. Ask the students how far the farthest distance was.

READING COMPREHENSION & READING SKILL DEVELOPMENT



Reading Comprehension:

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

Reading Skill:

Explain to the students that *identifying details* means finding and matching special pieces of information with the right things. Tell the students to match the measurement with the correct description of the distance. Complete the activity together as a class.

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

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



Level Tipo

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

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

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture. Ask students how they can get a medal.

1. What are these?

Sample answer: They are first, second, and third place medals.

2. How do people get them?

Sample answer: By winning a contest

3. Do you have any? How did you get them?

Sample answer: No, I don't. / Yes, I do. I won a competition.

Ask students to provide additional information by giving examples of how to win medals.

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

ECC LESSON

TEACHING 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.

READING FLUENCY DEVELOPMENT & BONUS WORDS



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 paper airplane contest.

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

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



	Identifyir	ng Details + Cause and Eff	ect		
	Choose eit	ther the first or second con	test.		
Try	Distance (cm)	Description	Alex's Feeling		
1.	50 cm	second-farthest	happy		
2.	25 cm	happy	unhappy		
3.	500 cm	farthest	surprised		
	Use the d	letails to write the sentend	es.		
1.		try, Alex's plane flew ce. So, Alex washappy			
2.	On his second try, Alex's plane flew 25cm, the shortest distance. So Alex was unhappy.				
3.	On his third try, Alex's Alex was surprised.	plane flew 500cm, the fa	rthest distance. So		

WRITING SKILL EXPANSION

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

Level Tip

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

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from 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 *cause* and *effect* means the reason for something (cause) and what happens as a result (effect). Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

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Writing Plan:

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

06 I F S S ()

TEACHING TIPS

UNIT 6 LESSON B

Level Tip

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 SKILLS & DIGITAL LITERACY



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

Sample answer: *I think triangles fly the farthest.*

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 WRAP-UP



TEACHING TIPS

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.



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.

THE WORLD OF MUSIC

UNIT SUMMARY

UNIT INTRODUCTION

Unit 7: Music / Nonfiction

Academic Objective: Distinguish between types of music and learn about the feelings they create.

Academic Objective in Context:

Different types of music can communicate different kinds of feelings.



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.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: rock, musician, rap, classical, instrument, jazz, rhythm, lyrics

Bonus Words: feeling, relaxed

Structure Focus: Adjectives and Adverbs

Reading Format: Traditional passage

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 types of music they know and like to activate prior knowledge. Ask them how different kinds of music sound and what instruments are used to play them. Ask the warm-up questions:

- **1. What are these musical instruments?** Sample answer: *They are guitars.*
- 2. How do you play them? Sample answer: You play them with your hands.
- 3. Do you like the sound each one makes? Why? Sample answer: Yes, I do. They sound good. I No, I don't. They are too loud.

EACHING TIPS

NEW WORDS



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.



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

1. What kind of music are these people playing?

Sample answer: They are playing classical music.

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

2. How does this music make you feel? Why?

Sample answer: It makes me feel relaxed. I like the sound of the violin.

Explain to the students that they will read about how different music and instruments can make us feel. Ask students if they know any other kinds of music and how it makes them feel. Ask them what kinds of music they like. Ask students how they feel when they hear or play the music they know. Brainstorm a few examples: Rock music is fast and exciting. Tell the students that they will learn about some different kinds of music. Play audio **track 20** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE



STRUCTURE: ADJECTIVE & ADVERB FORMS



TEACHING TIPS

Level Tip

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

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

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

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

Read the structure together as a class.

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

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

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



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 discuss what instruments they know and like.

High-Level Students: Ask the students to make connections between the content of the passage and their favorite musical genres and artists.

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

Ask the students what the topic for this reading is.

Review the title of the reading: The World of Music. Ask the students why they think this is the title. Explain this is because the reading is about different kinds of music and musical instruments.

READING PASSAGE

Classical music is beautiful. Classical musicians play their **instruments** beautifully. You can hear the piano and violins. People listen to this music to relax.



azz music can sound exciting. Jazz singers sing excitingly. The rhythm in jazz music changes often. You can hear saxophones and trumpets.

Pop songs can have happy <u>vrics</u>. Pop singers sing happily. Other pop songs sound sad. You can hear different musical instruments. Many people like to dance to pop music.

With so many kinds of music, there's something for everyone. Which one is your favorite?

Academic Objective in Context: Different types of music can communicate different kinds of feelings.
85

PASSAGE DETAILS

Reading Format: Magazine article

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

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

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 21**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the different types of music that are in the reading. Ask students how the reading describes each kind of music, the musicians, and the musical instruments. Ask for details and information about what makes each kind of music different.

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 Tip🏹

Low-Level Students: While

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

High-Level Students: Ask

students follow-up questions to the comprehension questions, i.e. 1. What does the reading say music can do? Correct answer: b. Make people have different feelings. Ask the students to name some of those feelings.

READING COMPREHENSION & READING SKILL DEVELOPMENT

READING COMPR	EHENSION			S. Lol
(A) Choose the best a	answer.			
1. What does the rea	ding say music (can do?		
a. Help people stu Make people ha c. Teach people ha	ve different feel		iments	
2. What kind of musi	c do people liste	en to wh	en they exercise	?
arock	b. clas	sical		c. rap
What kind of musi	,		1?	
a.classical	b. rock			c.pop
What kind of music				<u>_</u>
a. rap	b. jazz			c.pop
READING SKILL: C	LASSIFYIN	G		
Write the correct	words in the	boxes		
a. exciting f. rock	g. loud h	. pop . jazz	 d. beautiful i. classical 	e. rap j. happy
Types o	f Music		Adje	ctives
рор			exciti	ing
jazz			loud	
rap classi	e a l		quick	
rock	cai		happ beau	
TOCK			Deau	
SUMMARY: CLAS	SIFYING			
© Use the reading s music using adject		Write se	entences abou	ut each type of
1. Rock music sound	s loud			
2. Pop music sounds	s happy.			
3. Rap music sounds	s quick.			
4. Classical music so	unds beautiful.			
5. Jazz music sound	s exciting.			
86 Reading Skill: Classify different types of	music with adjectives.			

Reading Comprehension:

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

Reading Skill:

Explain to the students that *classifying* means dividing and matching up different pieces of information that have something in common. Tell the students to match the types of music with the correct describing word according to the reading passage. Complete the activity together as a class.

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

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



Level Tipダ

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 music do you think the boy is listening to?

Sample answer: I think he's listening to pop.

2. How does he feel?

Sample answer: He feels happy.

Ask students to provide additional information about music, musical instruments, and musicians. Ask for their opinions and when they listen to different kinds of music and how it makes them feel.

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

ECT LESSON

TEACHING 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.

READING FLUENCY DEVELOPMENT & BONUS WORDS



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 music.

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.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

WRITING SKILL: DESCRIPTIVE WRITING

A Think about the story. Describe each type of music.

		Descriptive Writing	
	Type of Music	How it Sounds	How it is Played / Sung
1.	rock	loud	loudly
2.	rap	quick	quickly
3.	classical	beautiful	beautifully
4.	jazz	exciting	excitingly
5.	рор	happy	happily

WRITING PLAN

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

1.	Rock music sounds loud Rock musicians sing loudly
2.	Rap music sounds quick. Rappers speak quickly.
3.	Classical music sounds beautiful. Classical musicians play beautifully.
4.	Jazz music sounds exciting. Jazz musicians play excitingly.
5.	Pop music sounds happy. Pop singers sing happily.

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

TEACHING TIPS

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 *descriptive writing* means writing to explain and describe things clearly to help readers understand. Tell them that they need to use the information from the reading and describing words to describe how each type of music sounds and how it's played. Explain that writing in this way will make them good writers.

89

Writing Plan:

Ask the students to recall the reading skill from this unit: *classifying*. Tell them that they will use that reading skill again to put the information from the writing skill activity into organized information about the reading. Complete the chart and review as a class. 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.

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TEACHING TIPS

UNIT 7 LESSON B

Level Tip

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 SKILLS & DIGITAL LITERACY



Explain to the students that they will now watch a video about music. 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: Classical music would be good to listen to while studying.

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 WRAP-UP

SELL	-A2252	SMENT			≦ 07
Match.					
1. rock					hat are spoken
2. musician		14 I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.		stead of sung	
3. rap	X	 b. an emotion c. a kind of po 			ong beat that is
4. classical					ic instruments
 instrume 		d. a type of Ar and melodi		music with li	vely rhythms
	nit 💦	 e. to stop feel 		yous or worrie	ed
6. rhythm		• f. a device that			
7. jazz		• g. the words o	f a song	3	
8. lyrics	17	 h. a regular, re movements 	-	pattern of so	unds or
9. feeling	1/	i. a person wi	87	s, sings, or pl	avs music
10. relax		0.0		a European I	-54 B.S.S. 82
		more seriou	is than	other kinds o	fmusic
Unscramb	le and write.				
their	beautifully in:	struments play	clas	ssical mu	sicians
Classical m	usicians play th	eir instruments b	ooutifi	ully	
		s - 1976 as 57			
Think abo	ut yourself. Ch	noose the best a	nswe	r.	
Academic	Different types of mu	usic all make people fee	ù - 1		\bigcirc
Objective	happy.		-	True	False
	can classify things I	read about.			
Skill				answers	vill vary
-					
Writing Skill	can use descriptive	words in my writing.		answers	villvary
				answers	Vill Vary
Integrate	can discuss and ma	ka infaranses about			
	music. I got <u>will v</u>		_	answers	vill vary
	questions correct in				

TEACHING TIPS

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.



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.

BOB MUSIC FESTIVAL

UNIT SUMMARY

UNIT INTRODUCTION



Academic Objective: Music Festival

Academic Objective in Context:

People like to participate in social events like music festivals. They like to discuss their feelings about them.



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.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: festival, fan, extra, ticket, performance, calm, dream

Bonus Words: member, huge

Structure Focus: Gerund

Reading Format: Online forum

go to places together? go with others? 03

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what special musical or artistic talents they have, to activate prior knowledge. Ask them how people can show their unique talents to others. Explain to the students that we can go to festivals to watch people perform their special talents.

- 1. What kind of event is this?
 - Sample answer: It looks like a concert.
- 2. Why do people like to go to places together? Sample answer: To relax and enjoy music.
- 3. Where do you like to go with others? Sample answer: I like to go to the park.



Low-Level Students: After

completing the new words activity on page 94, check the answers by asking students to read the words

Level Tip

and spell them.

NEW WORDS



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

1. What do you see in this picture?

Sample answer: I see a musical performance.

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

2. Why do people like to watch people singing and playing musical instruments?

Sample answer: It makes them feel good.

Explain to the students that they will read a series of messages being exchanged by a group of people on the Internet. The people are talking about a music festival. They are talking about their favorite musicians and why they like them as well as what they do well. Play audio **track 23** and ask students to say and write each word as they hear 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.

GRAMMATICAL STRUCTURE



TEACHING TIPS

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.

3. I'm good at dancing ballet.

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

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

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



Level Tips

Low-Level Students: After

listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role play different characters.

High-Level Students: Ask the students to make connections between the content of the passage and the kinds of music, musicians, and groups they like. Have a student write a message on a sticky note, read it to the class, and then post it on the board. Allow a few students to respond by writing a reply on another sticky note, reading their reply, and then posting it on the board. Allow this to continue to demonstrate how an online forum works.

READING PASSAGE

	Music Festival			
27 discu	ussions 1To-do 38 Files			
Matt	Matt I'm so excited about the music festival this weekend. There are many bands playing. I'm a big fan of Horse Play. My favorite member is Michelle. She's good at playing the guitar.			
	5	Delete		
Justin	I'm a huge fan too. I like the singer, Mike. He gives good performances.	10:35 Delete		
Jen	Their music makes me happy. I like to sing and			
	dance to it.	Delete		
Karen	Does anyone have extra tickets to the concert? I love Trees. Their music makes me feel calm. They're good at making you feel relaxed.	11:15		

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

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Explain to the students that the reading format of this passage is an online forum. Explain that an online forum is a sort of group message board where people can leave messages for each other. It's not always instant, so it's more like a combination of an e-mail and a text message, and usually a large group of people participate in the forum. They each respond to each other.

Review the literary elements of an online discussion forum with the students before reading. Ask the students what the topic of the discussion is, where the setting is, and who the characters are before reading. Use the design to help.

Review the title of the reading: Music Festival. Ask the students why they think this is the title. Explain this is about a music festival

Academic Objective: Understate discussions about social events at how to express feelings. Nate I have an extra ticket. 1125	READING PASSAGE			PASSAGE DETAILS
Nate I have an extra ticket. I have an extra ticket. 1125 Delete Delete Rob Who's the guy that plays the drums? He's really Itaf good at drumming. My dream is to be a good drummer like him. Delete Jen Steve is the drummer. He's really good at Steve is the drummer. He's really good at indication Delete Pauloe I didn't know that he can sing well. 1150 Delete Rob He was the singer for the pop group called Blue 1155 Shirts. Now he only plays the drums. Delete				Reading Format: Online forum
Nate I have an extra ticket. I have an extra ticket. Delete Who's the guy that plays the drums? He's really 11:45 good at drumming. My dream is to be a good drummer like him. Delete Jen Steve is the drummer. He's really good at 11:46 singing, too! Delete Pauline I didn't know that he can sing well. 11:50 Delete Shirts. Now he only plays the drums. Delete 12more messages				Academic Objective: Understar discussions about social events a how to express feelings.
who's the guy that plays the drums? He's really good at drumming. My dream is to be a good drummer like him. Itelete Jen Steve is the drummer. He's really good at singing, too! Itelete Pauline I didn't know that he can sing well. Itelete Rob He was the singer for the pop group called Blue Shirts. Now he only plays the drums. Itelete I2more messages I2more messages	Nate	I have an extra ticket.		Academic Objective in Contex People like to participate in socia events like music festivals. They l
singing, too! Pauline I didn't know that he can sing well. Rob He was the singer for the pop group called Blue 11:55 Shirts. Now he only plays the drums. 12 more messages	Rob	good at drumming. My dream is to be a good		to discuss their feelings about th
Delete Rob He was the singer for the pop group called Blue 11:55 Shirts. Now he only plays the drums. Delete 12 more messages	en			
Shirts. Now he only plays the drums. Delete 12 more messages	auline	I didn't know that he can sing well.		
	₹ob			
Post a new message		12 more	messages	
	Post a ne	ew message		
		ctive in Context: People like to participate in social events like music festivals. They like to discuss the		

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 24**.

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

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

Ask the students to recall the academic objective question from the second page of Lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary. **UNIT 8 LESSON A**



Level Tips

Low-Level Students: While

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

High-Level Students: Ask

students follow-up questions to the comprehension questions, i.e. 1. What are all the people talking about? Correct answer: c. a music festival. Ask the students to name some of the music groups mentioned in the online forum.

READING COMPREHENSION & READING SKILL DEVELOPMENT



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:

Tell them that *using synonyms* means understanding and using different words to say the same thing. Tell them that they need to choose the words that mean the same thing as the vocabulary words. Explain that knowing how to use words in this way will make them better readers. 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.

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW



TEACHING TIPS

Level Tipダ

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. Where are these people?

Sample answer: They are at a music festival.

2. What are they doing?

Sample answer: They are watching a performance and taking pictures.

3. How do they feel?

Sample answer: They are excited.

Ask students to provide additional information about musical performances and festivals and to give specific examples.

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

ESSON E

TEACHING TIPS

Level Tip🏹

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.

READING FLUENCY DEVELOPMENT & BONUS WORDS



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 music festival.

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.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS

WRITING SKILL: STAYING ON TOPIC

A Cross out the sentences that are not on topic.

Topic: My Favorite Band

My favorite <u>band</u> is Horse Play. My name is Matt. My favorite <u>person</u> of the group is Michelle. She is good at playing the guitar. She gives great <u>concerts</u>. This weekend, I will watch them play at a music festival. Wednesday is my favorite day of the week. I have band practice on Wednesday. I play the drums. I have <u>another</u> ticket, so I will go to the festival with my new friend Justin. He is a <u>big</u> fan of Horse Play, too. Justin likes the singer, Mike. Mike likes the color green. We both like Horse Play because their music makes us feel happy. We like to sing with them at their concerts. My sister is good at singing. Justin and I are very excited about this weekend!

WRITING PLAN

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

Using Synonymns + Staying on Topic Look at the underlined words in the writing skill passage. Write a synonym for each underlined word. huge performances member extra group

Use the synonyms to rewrite only the sentences that are on topic from the reading.

1. My favorite group is Horse Play.

2. My favorite member of the group is Michelle.

3. She gives great performances.

4. I have an extra ticket, so I will go to the festival with my new friend Justin.

5. He is a huge fan of Horse Play, too.

• WRITING SKILL EXPANSION

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

Level Tip🏹

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

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from 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 *staying on topic* is important to help them make other people understand their writing. Sometimes we want to include information that might seem important but really isn't, so they need to keep the main idea in mind and stay on topic to be good writers.

101

Writing Plan:

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

I FSSO **08**

TEACHING 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 SKILLS & DIGITAL LITERACY



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

Sample answer: We can enjoy food festivals.

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 WRAP-UP

Blotch	
Match.	
 festival a. a person who likes and admires some something in a very enthusiastic way 	one or
 fan b. not angry, upset, excited, etc. 	
 extra a piece of small paper that allows you to participate in an event, travel on a vehic 	
4. ticket d. someone or something that belongs	
5. performance part of a group or an organization e. more than is usual or necessary	
6. calm f. a special time or event when people g	ather to
7. dream g, very large; very great in size, amount,	or degree
8. group h. something that you have really wante	d to do, be,
 group or have for a long time member something a person or group does to 	entertain
an audience j. a number of musicians who play togeth	at manufacture
Unscramble and write.	erregulariy
really good he's drumming at	
He's really good at drumming.	14
Think about yourself. Choose the best answer.	
Academic People can have and express feelings at Objective social events.	False
Reading L can identify synonyms in things L read	
Reading Skill I can identify synonyms in things I read.	ill vary
skill answers w	ill vary
Skill answers w Writing Skill I can stay on topic in my writing. answers w	
Skill answers w	

TEACHING TIPS

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.



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.

EXAMPLE 1-2 REVIEW

TEACHING TIPS

UNIT 1-2 REVIEW LESSON

Level Tip

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

High-Level Students: Ask students if there are any jobs which are not on the list that they are interested in and allow individuals to fill in the row of the chart labeled other.

	U www.citycommu	nityservice.org/sign-u	• – 🗇 ×
HOME	ABOUT US PICTURE GALL	and the second se	CONTACT US SHARE
	100 m	vice Sign-up Informatio	n
Name:	Phone number or		11
doL	What you need to do	Where you need to work	How much you like the work : 1 (Low) - 10 (High)
Cleaning the Community	Work in a group of people. Pick up litter around the community and put it in trash bags.	City parks and roads Lakes and rivers in the city	00000000000
Planting Trees	Go to a park and dig holes. Plant small trees in the holes.	City parks and streets	000000000000000000000000000000000000000
Helping Old People	Help old people with chores. Help old people use computers. Help old people go around town.	People's homes The library Around town	000000000000000000000000000000000000000
Helping Children	Help young children get to school. Help them with their homework. Help them go home. Play with them outside and keep them sale.	People's homes School The library The playground	
Working in a Soup Kitchen	Make food for poor people. Serve food to them, Wash dishes.	The community center kitchen	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Helping with Donations	Get clothes, books, and other things that people give away. Put them in boxes. Take them to poor people.	The community center meeting room	
Other	Describe a job you can do to help:	Where:	00000000000
Than	k you! We will call you or send you an	e-mail when we need your l	help. Have a great day!
MMARY	k you'We will call you or send you an ne kind of community		
1. Job: I wa	nt to		
2. What: I w	vill need to		
3. Where: I	will do this		
	ant to help		
Why: I was a second se			

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 for review prior to a test. The objective is to get students to use the information and language they have learned in a creative way to complete a project. Therefore, the outcome of each page will 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.

COMMUNITY SERVICE REPORT

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

Present your plan to your class. Talk about the community service you are most interested in doing. Find and paste a picture that shows the kind of service you write about.

	- 0 ×
Community Service	
Hi, my name is	
I want to help in my community. I will do community service. Let me tell you about what I will do	pane picture here

TEACHING TIPS

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



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. Review the format of the project: report. Discuss what kinds of community service are covered in those units. Discuss what people can do to help, where they can help, etc. Prepare some additional information for the students. Discuss which kinds of service the students find interesting and why.

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

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

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

REVIEW

TEACHING TIPS

UNIT 3-4 REVIEW LESSON

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Level Tip

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

High-Level Students: Ask students if there are any other natural events they know about and the causes and effects of the event.

Ø	UNIT 3-4	REVIEW	
A		the two topics. Look at un ion to describe the natural	
	Topic	Volcanoes	Basalt rocks
	Natural event	How volcanoes erupt	How basalt rocks form
	What happens (sequence of events)		
	What is the result?		
	Other useful/ interesting facts		
	Examples		
	MMARY		
в		e information from the cha : I will explain how	
		vents: First,	
	3. Result: As a re	sult of these things,	
108			

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

C Use the information from the summary to write a magazine article. Use the facts and examples from the chart in activity

A to make your article more interesting. Give a presentation.

SCIENCE MAGAZINE ARTICLE

		7		
	Paste Picture here			
	See.			
-		-		
				1
		_	paster plcture here:	
			Sec. 1	_
		- 5		-

TEACHING TIPS

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

Level Tip

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

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

Review the information in units 3 and 4. Review the format of the project: magazine article. Discuss how and why volcanoes form and erupt. Discuss the effects this has on the environment, etc. Prepare some additional information for the students. Discuss where volcanoes are found.

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

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

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

15-6 REVIEW

TEACHING TIPS

UNIT 5-6 REVIEW LESSON

Level Tip

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

High-Level Students: Ask students if they know how to make any other type of object by folding paper.

measure	en, fold your own paper airpla now far it flies. 	
	Next, fold the top corners into right triar	ngles. Use the middle line.
	First, fold a piece of paper in half to mak	e a middle line.
Instructions: Then, fold the outside corners of the triangles to the middle line. You s obtuse triangles.		ngles to the middle line. You should have tw
	Next, fold the paper in half again. Then	cend the edges down to make the wings.
	Distance	Description (circle one)
1" try:	centimeters	farthest / shortest
2 nd try:	centimeters	farthest / shortest
JMMARY		shart share
JMMARY Summariz	ze the information from the	
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JMMARY Summariz	ze the information from the	
JMMARY Summariz	ze the information from the	
JMMARY Summariz	ze the information from the	

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 for review prior to a test. The objective is to get students to use the information and language they have learned, and new information they research on their own, in a creative way to complete a project. Therefore, the outcome of each page will 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.

JOURNAL

C Use the information from the summary to write a journal. Write about how far your paper airplane flew and describe your feelings. Give a presentation.

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TEACHING TIPS

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

Level Tip

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

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

Review the information in units 5 and 6. Discuss the topics that are covered in those units. Review the format of the project: journal. Discuss how to make a paper airplane, how to measure the distance, etc. Prepare some additional information for the students. Discuss which things the students find interesting and why. Allow students to work in pairs and make a paper airplane. Then have a contest and record the results on the project pages.

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 projects. Projects can be included in a portfolio and/or displayed in the classroom.

Z7-8 REVIEW

TEACHING TIPS

UNIT 7-8 REVIEW LESSON

Level Tip

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

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

		two rows together as a class. Then nation to complete the chart.	
	Type of Music	Description	Feeling
	Country	Sing slowly; sad stories	Sad
	Electronic	Fast beat; electronic instruments; dance music	Нарру
	Rock		
- 1	Rap		
Í	Classical		
Í			
1			
) SUM		ic band or group that you like and d / group: My favorite band / group is	
	. Name of band		
1		:: is a	group / band
1	. Type of music	:: is a music is	

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

MESSAGE BOARD

C Use the information from the summary to write a post on a message board. Give a presentation.

Find and paste a picture of your favorite band or group you like the most.

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TEACHING TIPS

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

Level Tip

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

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

Review the information in units 7 and 8. Discuss what kinds of music are covered in those units. Review the format of the project: message board. Have students discuss their favorite kinds of music, instruments, and musicians and why. Allow students to respond to each other. Have them work in groups to complete the online message board project.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project. You can prepare some pictures of their favorite musicians or have them complete the project with pictures as homework.

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

READING SPEED CHART

TEACHING TIPS

READING SPEED CHART

Level Tips

Low-Level Students: Track reading speed in class.

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

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.



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 in units where the students know roughly 98 percent of the language and content of the units. 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.

LANGUAGE THROUGH LEARNING

LANGUAGE THROUGH LEARNING		NOTES	
	0		0
	0		0

Use this page to record unknown, unanticipated words and language that students encounter throughout this book. Record the words in the Language Through Learning column and add any relevant notes to the Notes column, such as the date, page number, whether the student asked the teacher, or vice versa. This will help you to plan for future lessons by better anticipating which language points you may need to prepare for. Use the language noted on this page wherever possible in future lessons to help expand the students' command of and ability to use language acquired through learning.



*see page 5 to understand language through learning

LANGUAGE THROUGH LEARNING


