Integrate Reading & Writing

TEACHER'S GUIDE WITH ANSWER KEY

4

TABLE OF CONTENTS

SECTION	PAGE NUMBER
Components	3
Teacher Development	4-5
Scope and Sequence	6-7
How to Use	8-11
Grading Rubric	12-13
Unit 1 Teacher's Guide	14-25
Unit 2 Teacher's Guide	26-37
Unit 3 Teacher's Guide	38-49
Unit 4 Teacher's Guide	50-61
Unit 5 Teacher's Guide	62-73
Unit 6 Teacher's Guide	74-85
Unit 7 Teacher's Guide	86-97
Unit 8 Teacher's Guide	98-109
Review Unit 1-2 Teacher's Guide	110-111
Review Unit 3-4 Teacher's Guide	112-113
Review Unit 5-6 Teacher's Guide	114-115
Review Unit 7-8 Teacher's Guide	116-117
Reading Speed Chart Teacher's Guide	118
Language Through Learning Record	119

COMPONENTS



Student Book with CD-ROM



Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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



Mobile version



Desktop version





Class Booster

Integrate Viewer App

• 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

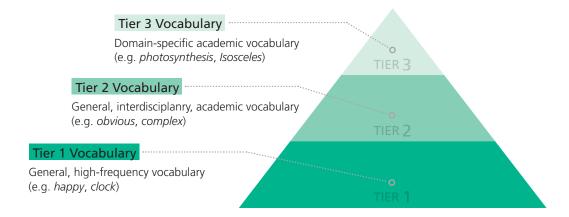
21st Century Skills

- 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)

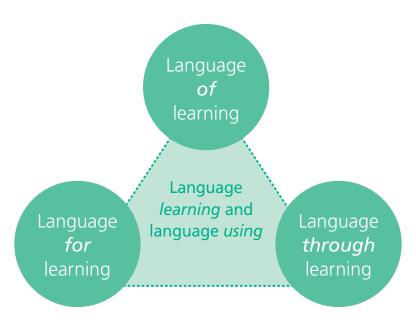
Scaffolding, Preview, and Review

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.

TOPI

S	COP	EAN	D SE	QUE	NCE
IC AREA	UNIT/PAGE		DETA	AILS	
150	(E01) Nonfiction	Title / Word Count	Food Deserts Lesson A [159W]	
	(SU I J.	Some poor urban areas in the US do not have access to fresh food. This causes health problems for the citizens who live there. The government hasn't been able to fix the problems. Some citizens have a good solution.			
		Academic Objective	Understand how civilian pa	rticipation can help res	olve problems in society.
9		Reading Format	Traditional passage		
	244	Structure	Present perfect tense: have	e / has	
\geq		Vocabulary	serious, unhealthy, poor, un Bonus: solve, desert	rban, grocery, business	, cooperate
	450 Bac	Reading Skill	Cause and Effect	Writing Skill	Problem and Solution
10		Integrate IT	QR Code Video		
	(${102}$) Fiction	Title / Word Count	The Farmers' Market Le	esson A [152W] (Lesson E	[150W]
SOCIAL STUDIES	(SUZ)	Торіс	A family grows their own ve farmers' market.	egetables and sell som	e of them at the local
		Academic Objective	Search for ways to resolve and gain an attitude for par	9 ,	ugh citizen participation,
THE REAL PROPERTY.		Reading Format	Journal		
		Structure	Future tense: will		
	488	Vocabulary	rest, save, own, empty, kale, a	<u> </u>	·
		Reading Skill	Scanning	Writing Skill	Sequencing
	S Charles	Integrate IT	QR Code Video		
	Solution Solution	Title / Word Count		on A [158W] Lesson B	
		Lake Natron in northern Tanzania is extremely salty and hot. Animals that get near the lake are cooked by the heat radiation near the lake's surface. The salt from the lake in the air then mummifies them.			
		Academic Objective	Explain heat transfer throu	gh convection and ident	tify real-life examples.
	10-10	Reading Format	Magazine article		
		Structure	Infinitive: enough to		
SCIENCE	7	Vocabulary	mummy, transfer, convecti Bonus: similar, dangerous	on, mineral, algae, hot	spring, preserve, burn
		Reading Skill	Main Idea and Supporting [Details Writing St	Sequencing
S H H H		Integrate IT	QR Code Video		
Z	EQ4 Fiction	Title / Word Count		Lesson B [150W]	
	(304)	Topic	Read a recipe for baking co in an oven.	ookies with an explanati	on of how heat bakes food
		Academic Objective	Explain heat transfer by conexamples of conduction and		n and identify real-life
		Reading Format	Recipe		
		Structure	Definite article: the		
		Vocabulary	ingredient, utensil, directio Bonus: metal, solid	•	·
	14.00	Reading Skill	Classifying	Writing SI	Sequencing
	The second second	Integrate IT	QR Code Video		

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Integrate IT QR Code Video			Integrate IT	QR Code Video			

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

HOW TO USE

UNIT STRUCTURE

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

UNIT INTRO PAGES

A clear overview summarizes what students will do throughout

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



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

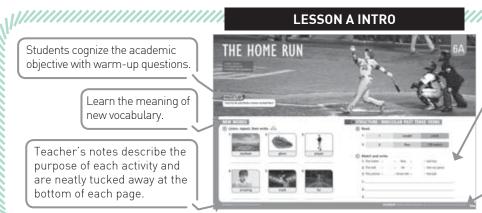
Preview questions help guide the students' focus.

LESSON A INTRO

Students cognize the academic objective with warm-up questions.

> Learn the meaning of new vocabulary.

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



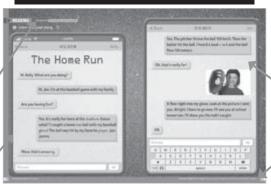
Key grammatical structures from the reading passage highlight authentic, practical use.

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

LESSON A PASSAGE

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

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



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

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

LESSON A POST-READING

Comprehension questions ensure understanding.



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

LESSON B INTRO

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



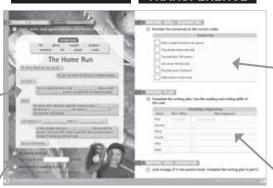
The vocabulary review requires students to demonstrate their knowledge of the meaning and use of each word.

LESSON B PASSAGE

LESSON B SKILL TRANSFERENCE

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

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



A graphic organizer gives students practice with a writing skill.

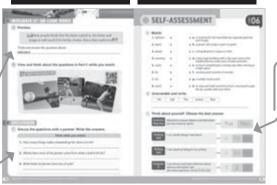
The reading and writing skills practiced in each unit are transferred to develop a writing plan. This bridges the classroom and home by linking the student and practice books.

INTEGRATE IT

SELF-ASSESSMENT

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

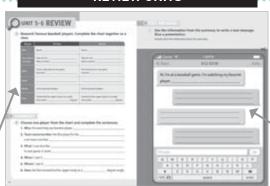
After viewing the IT content, students discuss the questions with a partner and write their answers on the page.



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

REVIEW UNITS

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

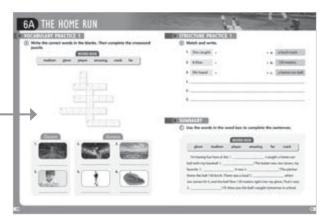


The detachable project templates can be customized and used to create a portfolio.

PRACTICE BOOK

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

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





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

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

READING ACTIVITIES

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



- **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.



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

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





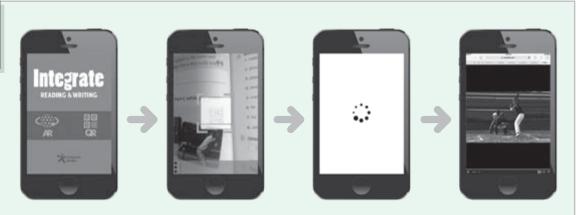
View the multimedia contents on the IT pages of each unit on a mobile device by downloading our free app. Search for "Integrate Viewer" in the Apple App Store or the Google Play Store.





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





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

GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	 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 selfassessment 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 selfassessment 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.

501 FOOD DESERTS

UNIT SUMMARY

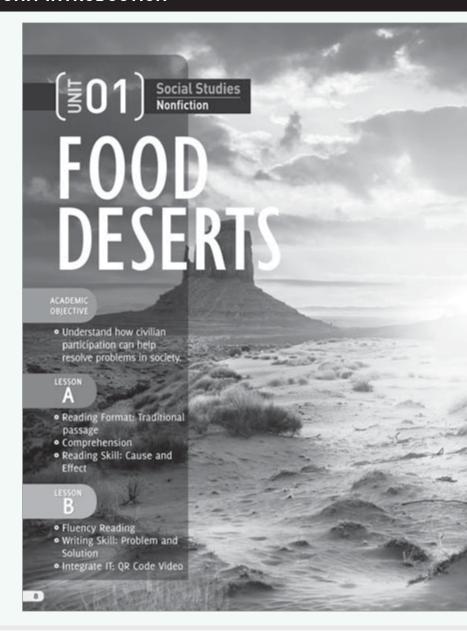
UNIT INTRODUCTION

Unit 1: Social Studies / Nonfiction

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

Academic Objective in Context:

Citizens can solve problems in their community by working together.



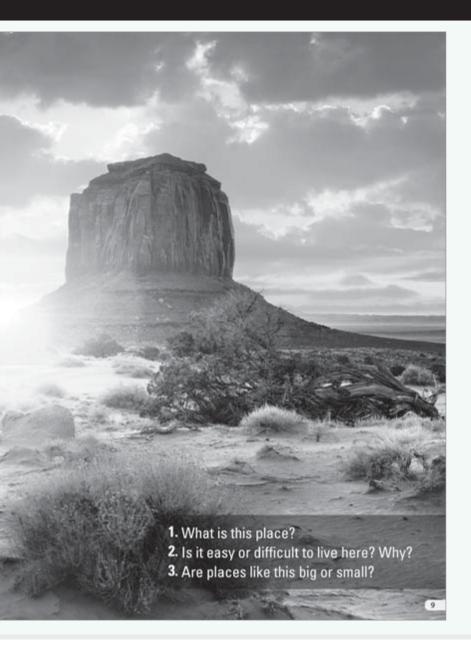
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: solve, desert

Structure Focus: Present Perfect Tense

Reading Format: Traditional passage

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

1. What is this place?

Sample answer: This place is a desert.

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

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

3. Are places like this big or small?

Sample answer: Places like this are big.

≥01 LESSON A

TEACHING TIPS

NEW WORDS



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

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



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

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

Sample answer: *Unhealthy snacks are for sale in convenience stores and vending machines.* For the second question, ask students to make an inference or guess.

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

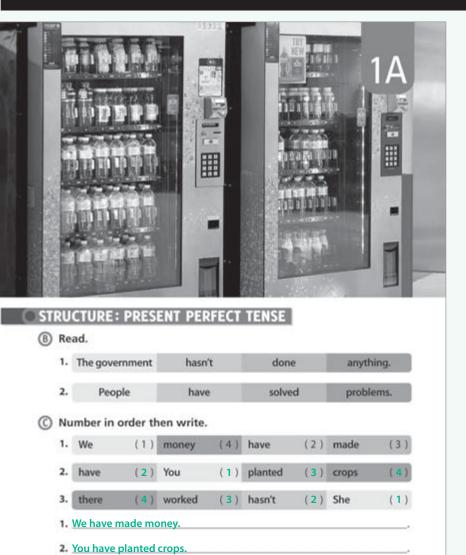
Sample answer: No, it is unhealthy to eat such food for a long time.

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

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

GRAMMATICAL STRUCTURE

TEACHING 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. She hasn't worked there.

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.

TEACHING TIPS

READING PASSAGE



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

High-Level Students: Ask the students to make connections between the contents of the passage and their real lives. Ask them what other social problems exist in society. Ask them if they know anyone who is an active citizen. Ask them what they can do to help their community.



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

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Traditional passage

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

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

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 03.**

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

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

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

EO1 LESSON A

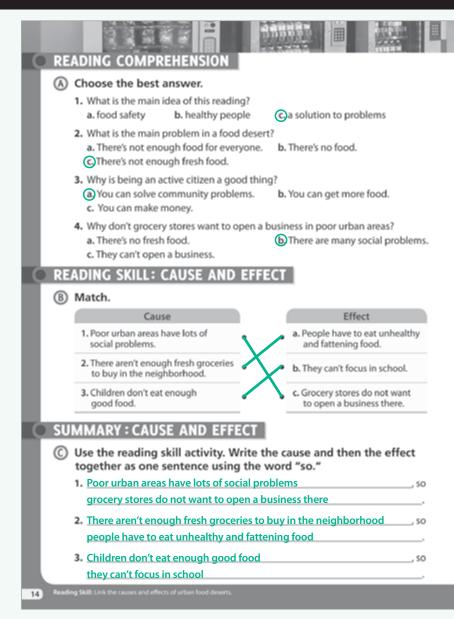
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

Warm Up If the people in this community are in a food desert, what can they do? OCABULARY REVIEW (A) Fill in the blank with the correct word. unhealthy serious urban poor crops business cooperate groceries 1. There are lots of tall buildings and people in 2. They grow crops on the farm. serious , so please do not laugh. 4. We all need to cooperate to solve this problem. 5. I do volunteer work to help and homeless people. poor 6. Eating too much fast food and drinking soft drinks is 7. My mother doesn't work in an office; she has a small 8. Let's go buy some groceries

TEACHING TIPS



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

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

Quickly review the learning objectives of Lesson B.

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

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

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

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

EO1 LESSON B

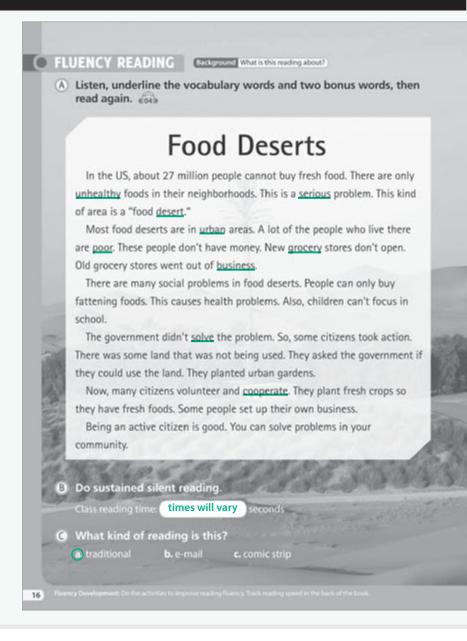
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

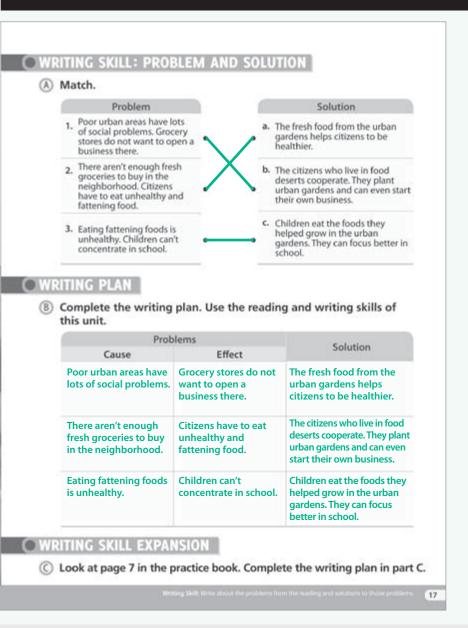
Sample answer: It's about how citizens can solve the problems caused by food deserts by working together. Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word and underline each word only once. Tell the students to listen and read along with the audio. Play audio **track 04**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

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 a *problem* is a challenge or trouble that the people face and a *solution* is how the problem can be solved. Tell them that they need to match each problem people are facing with the solution. Explain that organizing information in this way will make them good writers.

Writing Plan:

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

EO1 LESSON B

TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.



Explain to the students that they will now watch a video about how citizens can solve some of their own problems in poor neighborhoods. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: People don't have enough money to buy from grocery stores.

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. unhealthy a. important b. a plant grown by farmers 2. serious not having enough money to buy things you need 3. urban d, to fix a problem 4. poor e. an area of very dry land that does not have much life 5. crop relating to cities 6. business g. food that is bought or sold at a store 7. cooperate h. to work together 8. grocery a store, company, or factory that makes, buys, or sells 9. solve goods or services for money 10. desert j. bad for your body B Unscramble and write. anything they done haven't They haven't done anything C Think about yourself. Choose the best answer. Citizen participation can solve problems rue in society. I can identify cause and effect answers will vary relationships in the things I read. I can write about problem and solution answers will vary relationships. I can discuss and make inferences about social problems, I got will vary answers will vary discussion questions correct in this unit. 19

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.

Level Tip

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.

102 THE FARMERS' MARKET

UNIT SUMMARY

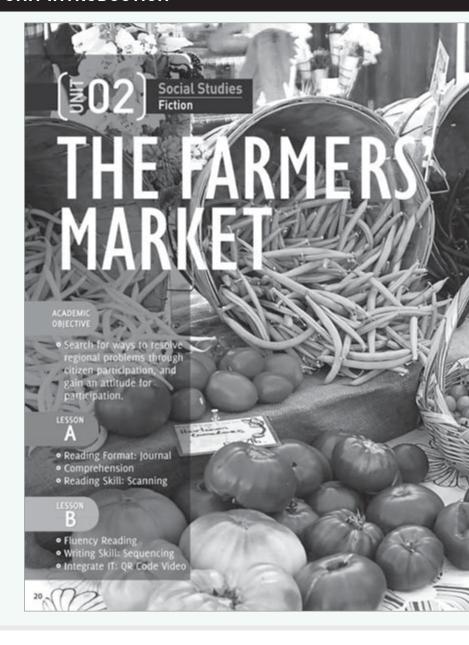
UNIT INTRODUCTION

Unit 2: Social Studies / Fiction

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

Academic Objective in Context:

Citizens can organize and participate in community events like a farmers' market.



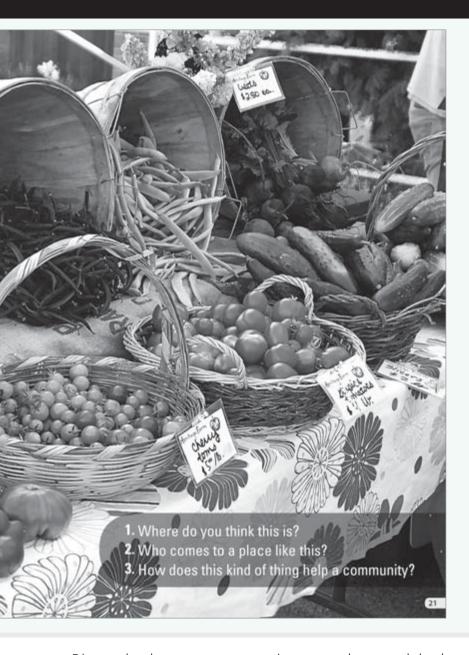
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: computer, homework

Structure Focus: Future Tense

Reading Format: Journal

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what where their family buys fruit and vegetables have to activate prior knowledge.

1. Where do you think this is?

Sample answer: It is a farmers' market.

2. Who comes to a place like this?

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

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

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

TEACHING TIPS

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 kind of food products they see in the picture. Focus the attention of the students on where fresh and healthy food come from and ask them the warm-up questions:

1. What are these people doing?

Sample answer: They are selling fresh fruit and vegetables.

2. Why are they doing it?

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

3. How do they feel?

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

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

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



1.								
	We		will		sell		a lot.	3
2.	They	1	will		visit		us.	
) Nur	nber in or	der th	en write.					
1.	We	(1)	money	(4)	will	(2)	get	(3)
2.	1	(1)	buy	(3)	will	(2)	a notebook	(4)
3.	eat	(3)	will	(2)	vegetables	(3)	You	(1)
1. <u>V</u>	Ve will get 1	noney	<i>i</i> .					
2. [will buy a r	otebo	ook.					

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.



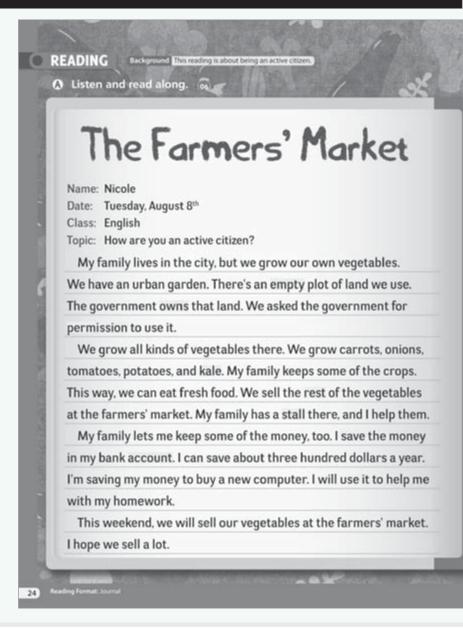
TEACHING TIPS

READING PASSAGE



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

High-Level Students: Ask the students to make connections between the contents of the passage and their real lives. Ask them where fresh fruit and vegetables comes from and where we can buy them. Ask students why buying from market stalls rather than buying from big businesses and supermarkets can help the community.



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

Explain to the students that the reading format of this passage is a journal. Tell students that journals are a way to record what a person has done or seen. Journals can include feelings and thoughts.

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Journal

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

Academic Objective in Context:

Citizens can organize and participate in community events like a farmers' market.

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

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

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

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



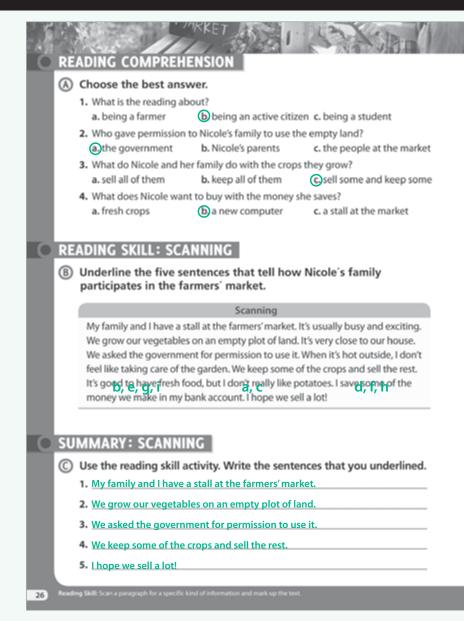
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

-Warm Up Where is this? How does this place help the community? What's the difference between a super market and a farmers' market? O VOCABULARY REVIEW (A) Fill in the blank with the correct word. empty kale stalls permission account 1. My parents_ urban a small grocery store. saving money for our kids to go to college. of your vegetables, and you can have some cake. saving is a very healthy kind of cabbage. 5. I opened a bank ___ account 6. You need to ask____ permission before you go outside. stalls in this market sell all kinds of food. empty . Did you drink all the milk? 8. The bottle is 27

TEACHING TIPS

Level Tip

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

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

Quickly review the learning objectives of Lesson B.

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

- 1. How does this place help the community?
 - Sample answer: The vegetables are cheap and the money stays in the community.
- 2. What's the difference between a supermarket and a farmers' market?
 - Sample answer: A supermarket is more expensive and the food doesn't come from the community.

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



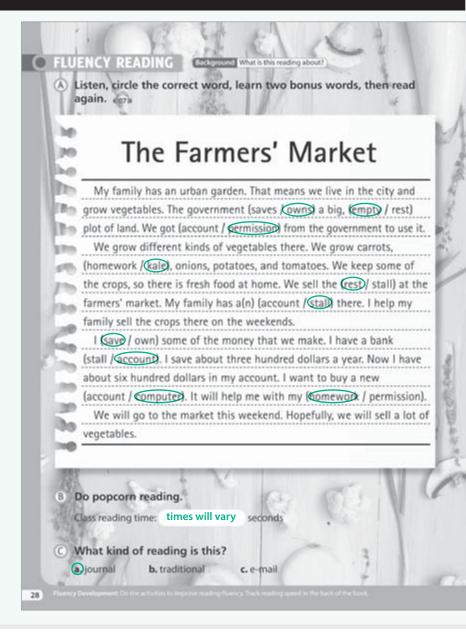
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about citizens participating in a farmers' market.

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

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING 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: SEQUENCING

(A) Number the sentences in the correct order.

Sequencing

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

WRITING PLAN

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

Scanning + Sequencing

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

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

WRITING SKILL EXPANSION

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

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

Writing Skill:

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

29

Writing Plan:

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

EO2 LESSON B

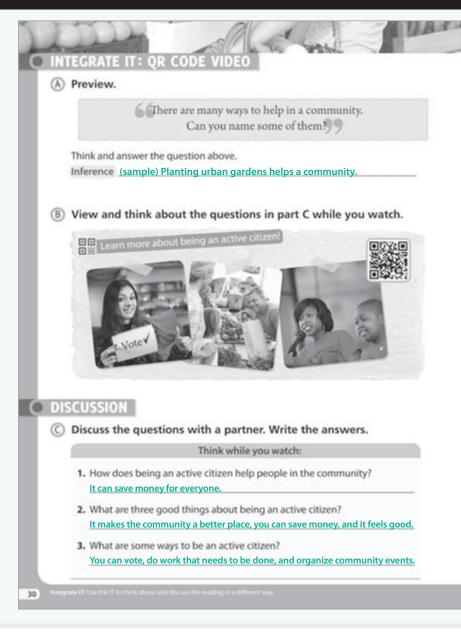
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.

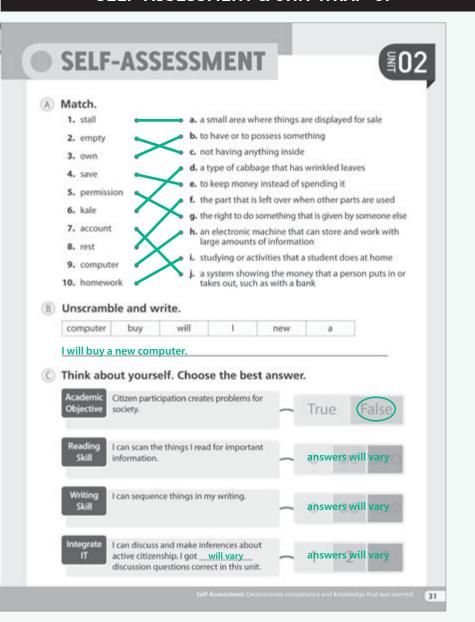


Explain to the students that they will now watch a video about how being an active citizen in your community is a good thing. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: Planting urban gardens helps a community.

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

SELF-ASSESSMENT & UNIT 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.

Level Tip

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.

ECOSYSTEM

UNIT SUMMARY

UNIT INTRODUCTION

Unit 3: Science / Nonfiction

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

Academic Objective in Context:

Heat transfers through a gas or liquid called convection.



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

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: similar, dangerous

Structure Focus: Infinitive

Reading Format: Magazine article

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

1. What animal do you see in this picture?

Sample answer: I see a frog.

2. Does it look like it is alive?

Sample answer: No, it looks dead.

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

Sample answer: It dried up.

EO3 LESSON A

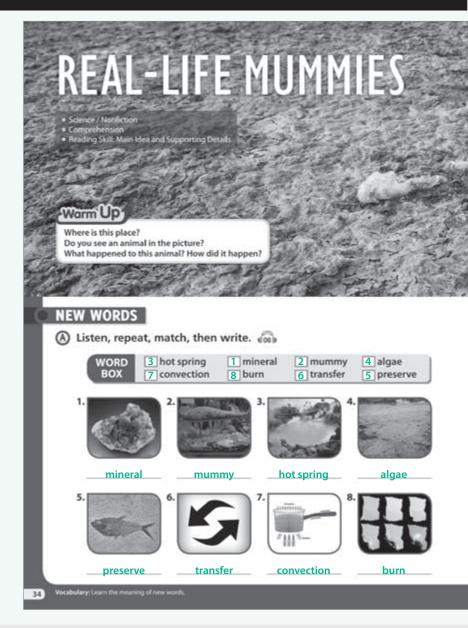
TEACHING TIPS

NEW WORDS



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.



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

1. Where is this place?

Sample answer: It looks likes a dried up lake.

2. Do you see an animal in the picture?

Sample answer: Yes, I see a bird.

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

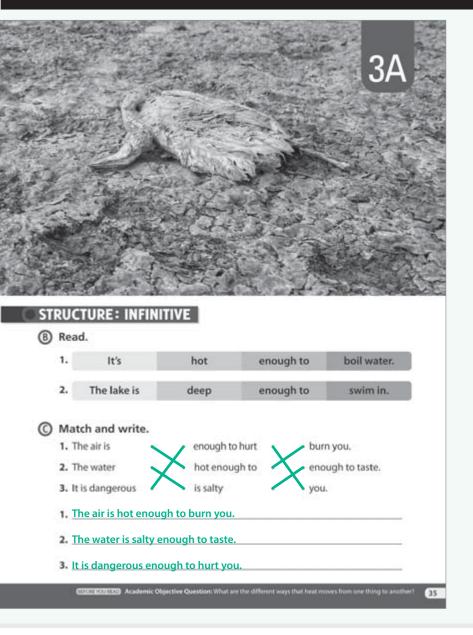
Sample answer: The bird is dead.

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

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

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.

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.

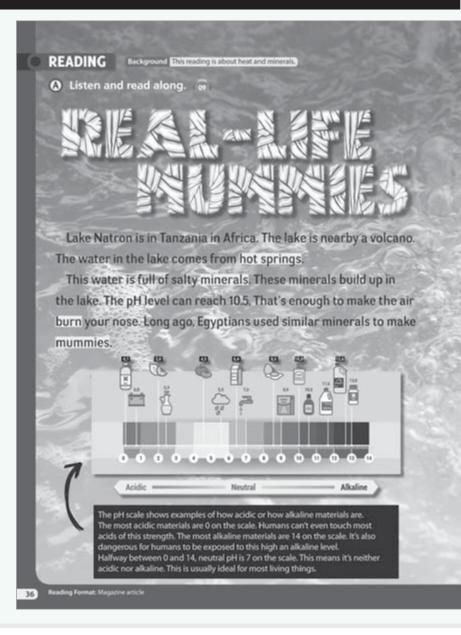
Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown 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



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

High-Level Students: Ask the students to make connections between the contents of the passage and things that are acidic, neutral, and alkaline.

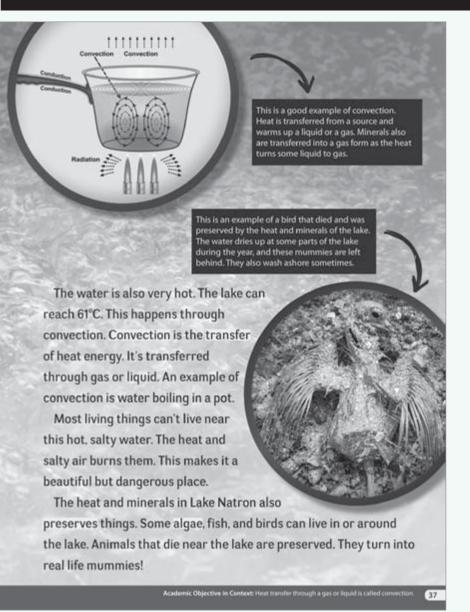


Introduce the background of the reading using the background information at the top of the page.

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

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

READING PASSAGE



PASSAGE DETAILS

Reading Format: Magazine article

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

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

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

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

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

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



READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

Warm Up This is a picture of Lake Natron. Where do you think the picture was taken? Why do you think the water looks red? OCABULARY REVIEW A Circle the correct word to complete the sentence. 1. Salt is a(n) minera / algae that we use to make our food taste better. 2. Sitting in a natural mummy oot spring for a while can be good for you. 3. Put this fruit into the freezer to burn / preserve it until we are ready to eat it. 4. The oven cooks food by heating the air around it, which is a process known as convection / transfer. 5. In ancient Egypt, even pets were made into algae (nummie) when they died. 6. Please burn ransfer the money into my bank account. 7. Don't cook the food too long or you will preserve burn it. 8. The water is covered with different colored algae / hot springs.

TEACHING TIPS

Level Tip

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

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

Quickly review the learning objectives of Lesson B.

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

1. Where do you think the picture was taken?

Sample answer: The picture was taken from an airplane.

2. Why do you think the water looks red?

Sample answer: The lake is full of red algae.

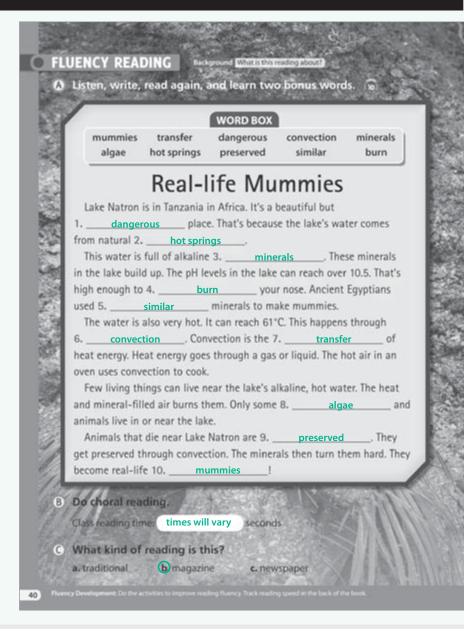
Complete the vocabulary review as a class or individually and then check the answers together as a class.

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about heat and minerals and how animals are preserved.

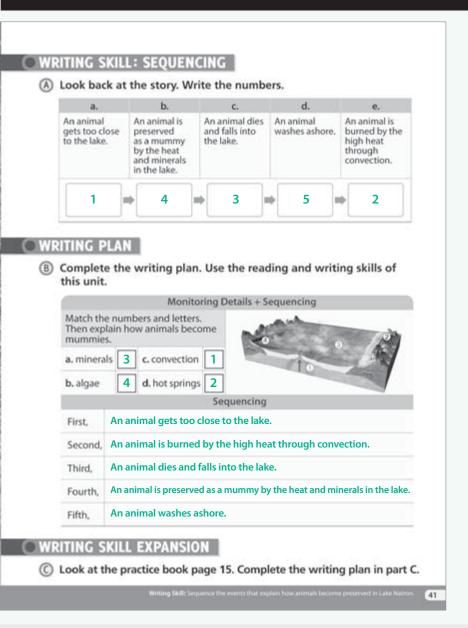
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 10**.

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

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

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

Writing Plan:

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

EO3 LESSON B

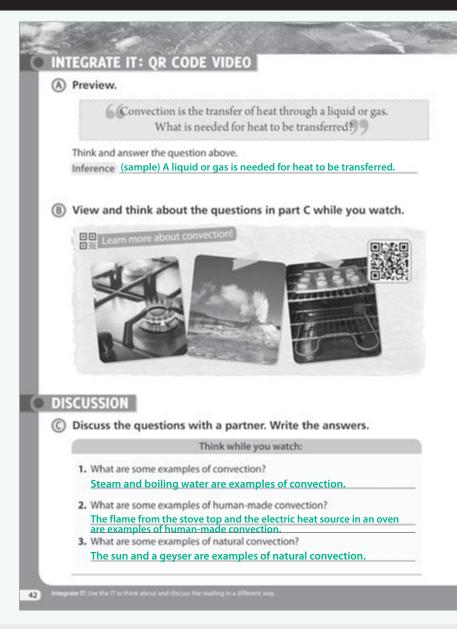
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.



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

Sample answer: A liquid or gas is needed for heat to be transferred.

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. mineral a dead body that is prepared for burial in the manner of the ancient Egyptians 2. hot spring b. to destroy or damage something with fire or heat 3. mummy c. to move something from one place to another d. able or likely to cause harm, injury, pain, etc. 4. algae e. plants that do not have leaves or stems and that grow 5. burn f. almost the same as something else 6. convection g. to keep something safe for a long time 7. transfer h. a place where hot water flows out of the ground 8. preserve i. a substance like salt that is formed naturally underground 9. similar a process in which the warmer parts of a gas or liquid 10. dangerous move up while the colder parts move down B Unscramble and write. it to enough nose burn hot vour It is hot enough to burn your nose. C Think about yourself. Choose the best answer. Convection is when heat is transferred through a gas or a liquid. I can identify the main idea and supporting answers will vary details in the things I read. I can sequence things in my writing. answers will vary I can discuss and make inferences about answers will vary convection. I got will vary discussion questions correct in this unit. 43

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.

Level Tips

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

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

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

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

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

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

EQUIPMENT COOKIES

UNIT SUMMARY

UNIT INTRODUCTION

Unit 4: Science / Fiction

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

Academic Objective in Context:

Heat transfer through a solid is called conduction. Some metals conduct heat very quickly.



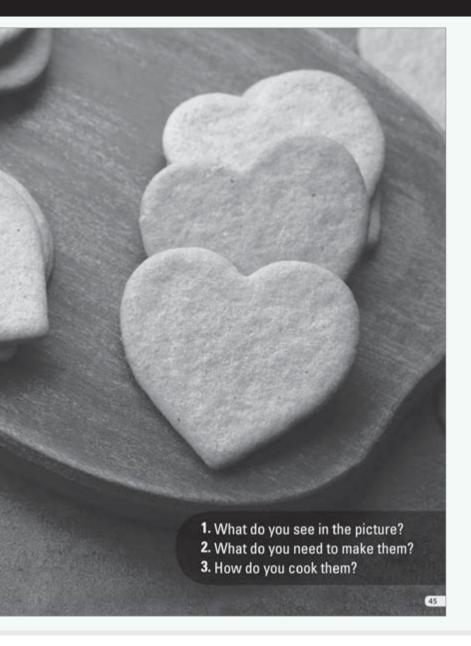
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: solid, metal

Structure Focus: Definite Article

Reading Format: Recipe

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

1. What do you see in the picture?

Sample answer: I see cookies.

2. What do you need to make them?

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

3. How do you cook them?

Sample answer: You cook them in an oven.

EO4 LESSON A

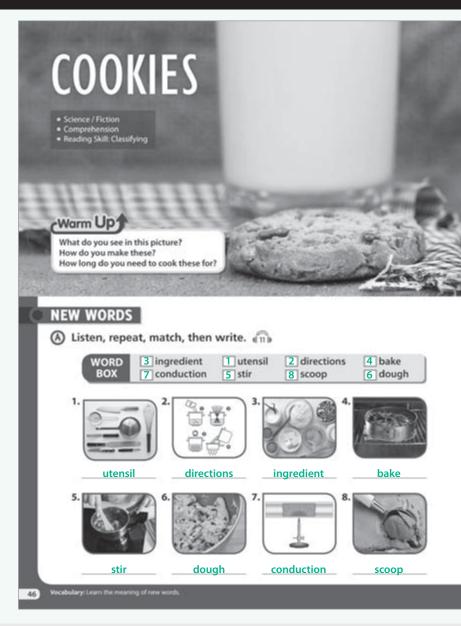
TEACHING TIPS

NEW WORDS



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.



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

1. What do you see in this picture?

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

2. How do you make these?

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

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

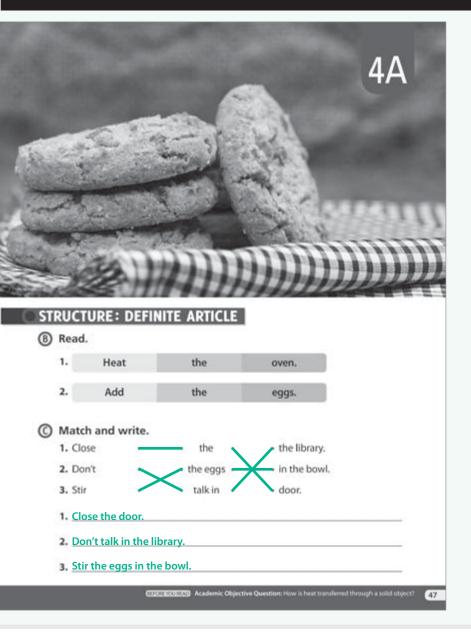
Sample answer: You need to cook these for 10 minutes.

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

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

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.

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.

EO4 LESSON A

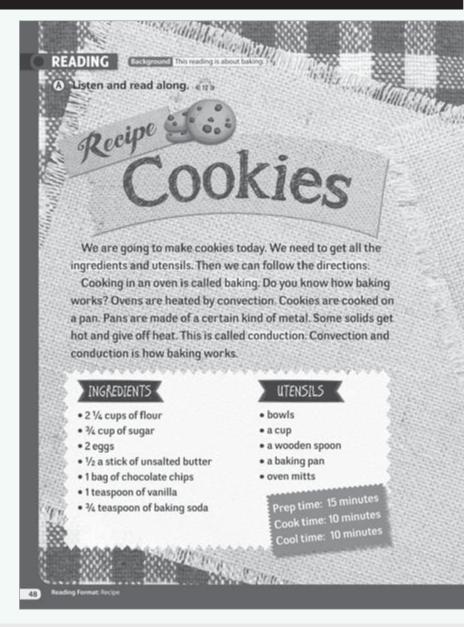
TEACHING TIPS

READING PASSAGE



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

High-Level Students: Ask the students to make connections between the contents of the passage and other food that is cooked in the oven. Some examples include pizza, cake, etc.



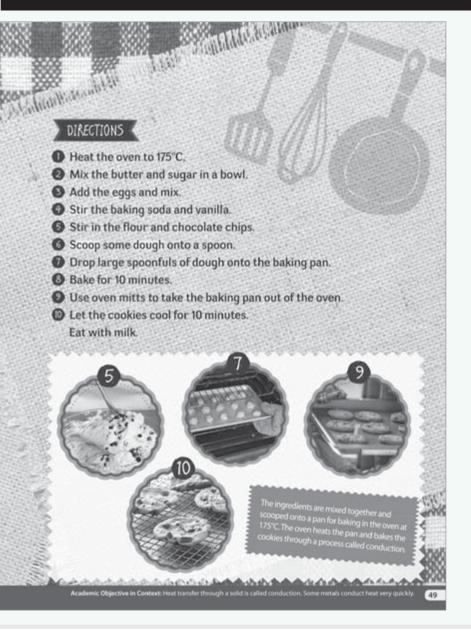
Introduce the background of the reading using the background information at the top of the page.

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Recipe

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

Academic Objective in Context:

Heat transfer through a solid is called conduction. Some metals conduct heat very quickly.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 12**.

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

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

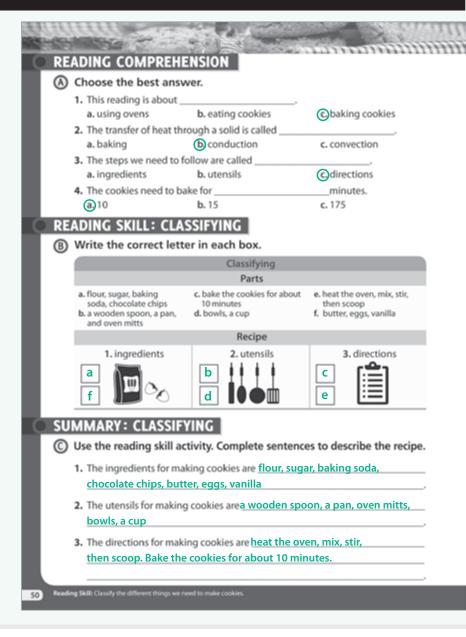


READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

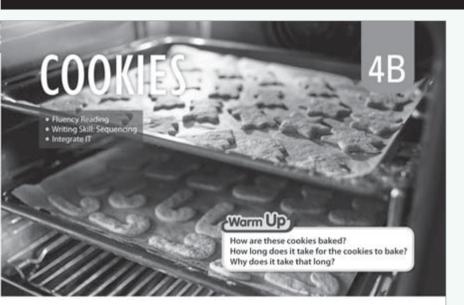
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW



O VOCABULARY REVIEW

- A Circle the correct word to complete the sentence.
 - 1. Let's go to the grocery store to buy some agredient directions.
 - 2. Follow the conduction / directions in the recipe to cook dinner.
 - 3. We are going to bake stir some bread.
 - 4. Use the right dough utensile to mix the food.
 - 5. Put the directions dough on the pan.
 - 6. Scoop Utensil some of the ice cream with a spoon.
 - 7. The pan gets hot by conduction / baking .
 - 8. We stir bake the flour and chocolate chips with a spoon.

Vocabulary Skill: Use the vocabulary in context.

E1.

TEACHING TIPS



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

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

Quickly review the learning objectives of Lesson B.

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

1. How are these cookies baked?

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

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

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

3. Why does it take that long?

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

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

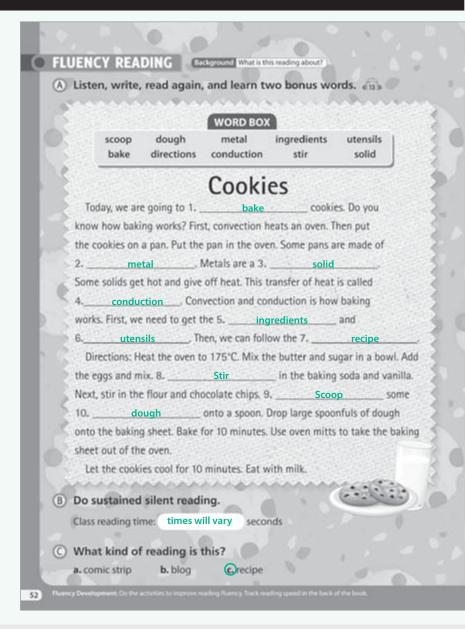


READING FLUENCY DEVELOPMENT & BONUS WORDS



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.



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

Sample answer: It's about baking cookies.

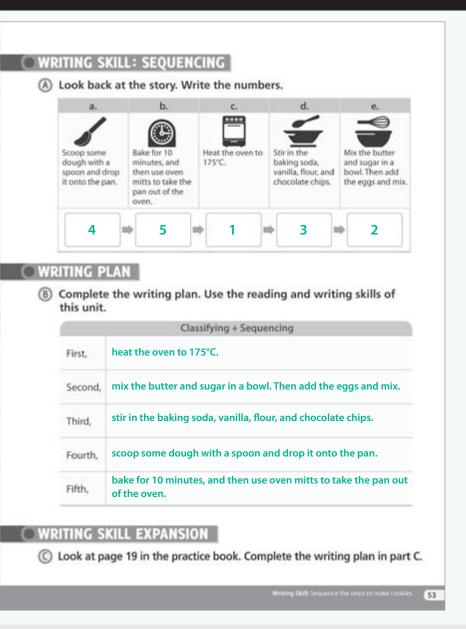
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 13**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

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

Writing Plan:

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

EO4 LESSON B

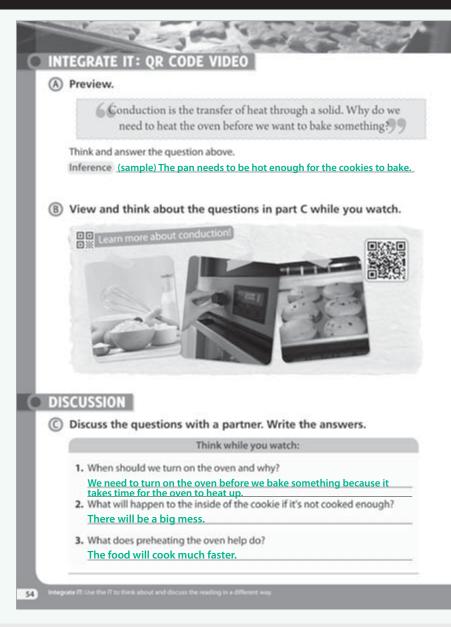
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.



Explain to the students that they will now look at and listen to video about why an oven needs to be preheated. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: The pan needs to be hot enough for the cookies to bake.

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. ingredient a. to mix something by making circular movements in it with a spoon or similar object 2. utensil b. to make food by cooking it in an oven 3. directions c. a hard substance that is a good conductor of electricity and heat 4. bake d. something that tells someone what to do and how to do it 5. conduction e. a device used for cooking tasks in the kitchen f. something that is not a gas or a liquid 6. stir g. a mixture of flour, water, and other things that is used to 7. scoop 8. dough h. to pick something up and move it with a spoon or other 9. solid i. one of the things used to make a food, product, etc. 10, metal j. the movement of heat or electricity through something (B) Unscramble and write. some dough onto pan scoop Scoop some dough into the pan C Think about yourself. Choose the best answer. Conduction is what we call cooking things in an oven. I can classify things I read about. answers will vary I can sequence things in my writing. answers will vary I can discuss and make inferences about conduction. I got will vary discussion answers will vary questions correct in this unit.

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.

Level Tip

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 AIRBUS A380

UNIT SUMMARY

UNIT INTRODUCTION

Unit 5: Math / Nonfiction

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

Academic Objective in Context:

Multiply speed by time to find distance.



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

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: distance, amount

Structure Focus: Prepositions

Reading Format: Identifying the Purpose

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students how they travel when they go to another country. Ask them how long it takes.

1. What do you see in the picture?

Sample answer: I see airplanes.

2. Why do people come here?

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

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

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

≥05 LESSON A

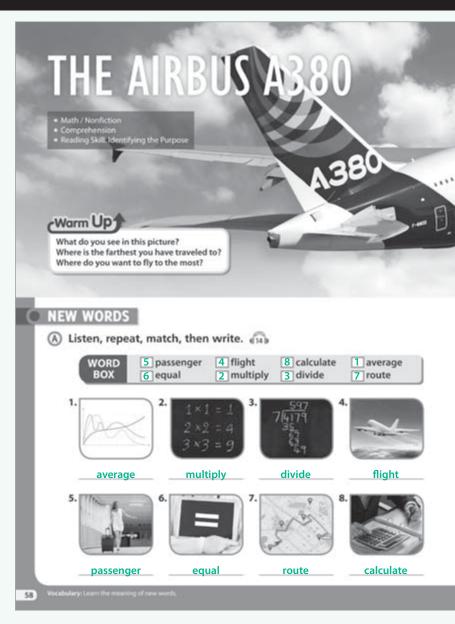
TEACHING TIPS

NEW WORDS

Level Tips

Low-Level Students: After completing the new words activity on page 58, check the answers by asking students to read the words and spell them.

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



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 player and ask them the warm-up questions:

- 1. What do you see in this picture?
 - Sample answer: I see a big airplane flying in the sky.
- 2. Where is the farthest you have traveled to?
 - Sample answer: The farthest I traveled to was Canada.
- 3. Where do you want to travel to the most?
 - Sample answer: I want to travel to Kenya the most.

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

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

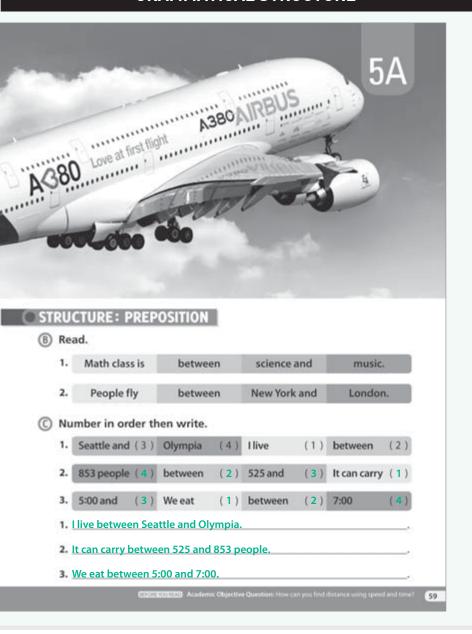
GRAMMATICAL STRUCTURE



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

TEACHING TIPS

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.

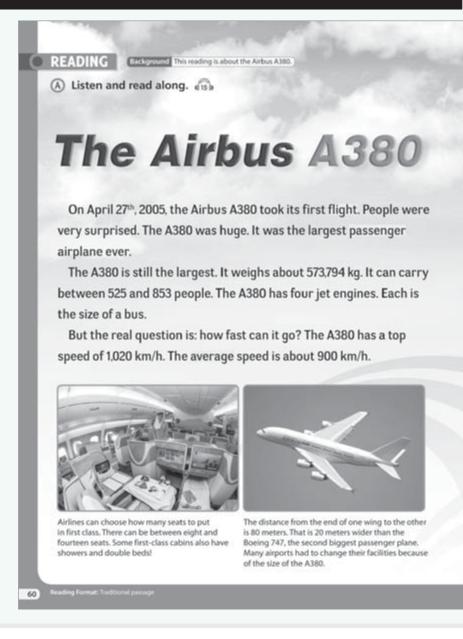


READING PASSAGE



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

High-Level Students: Ask the students to make connections between the contents of the passage and ways to travel by air.



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

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

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

READING PASSAGE

PASSAGE DETAILS

Reading Format: Magazine article

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

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







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

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

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

61

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

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

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

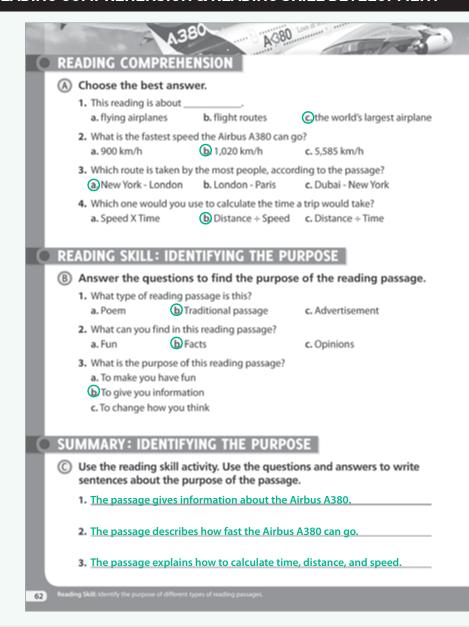


READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

Explain to the students that *identifying the purpose* means finding out the reason why an author writes something. Tell students to find out the reason the author wrote about the Airbus A380. Complete the activity together as a class.

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

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.

TEACHING TIPS

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.

6. If you ______ multiply _____ speed by time, you can find distance.
 7. One of the busiest ______ in the world is Tokyo to Sapporo.
 8. You can _____ calculate _____ speed if you know the distance and time.

the cake into twelve pieces.

one minute.

speed of traffic in London is 31.11 km/h.

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

1. What do you see in the picture?

Sample answer: I see three people and two maps.

2. Where are they?

Sample answer: They are at an office.

3. What are they doing?

divide

average

flight

eguals

5. This small airplane can carry between six and eight _

1. Let's

3. How much is the _

4. Sixty seconds

Sample answer: They are talking about flights.

Ask students to provide additional information by giving examples.

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



READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about the Airbus A380.

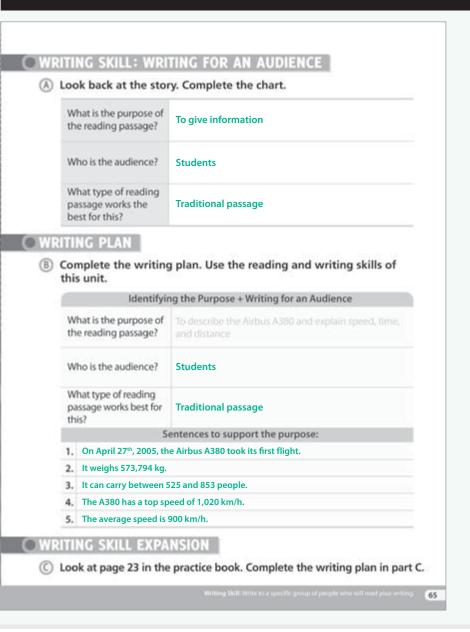
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 16**.

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

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

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

Writing Plan:

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

EO5 LESSON B

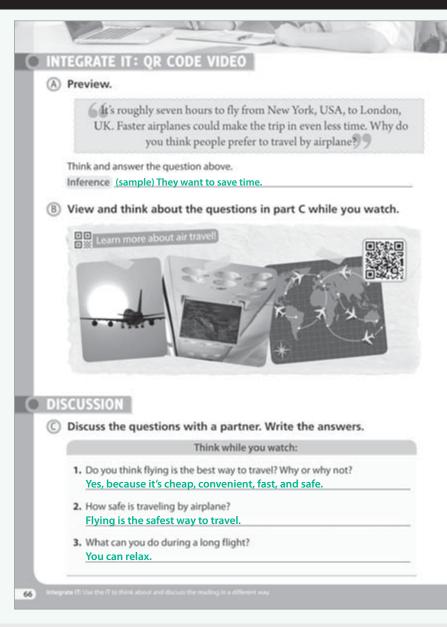
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.



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

Sample answer: They want to save time.

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. passenger a. the amount of space between two places or things 2. flight b. how much of something there is a number that is calculated by adding quantities together and then dividing the total by the 3. calculate number of quantities 4. average a person who is traveling from one place to another in a vehicle and is not driving 5. equal to calculate how many times one number 6. multiply contains another number f. a journey on an airplane 7. divide g. used to say that one amount or number is the same as another 8. route a way that someone or something regularly travels along 9. distance i. to find a number using mathematical processes 10, amount to add a number to itself a certain number of times B Unscramble and write. New York and distance the between 5,585 km London The distance between New York and London is 5,585 km C Think about yourself. Choose the best answer. There is a relationship between speed. distance, and time. I can understand the reason something is answers will vary written. I can write for different audiences. answers will vary I can discuss and make inferences about air travel. I got will vary discussion answers will vary questions correct in this unit. 67

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.

Level Tip

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.

06 HIGH-SPEED TRAINS

UNIT SUMMARY

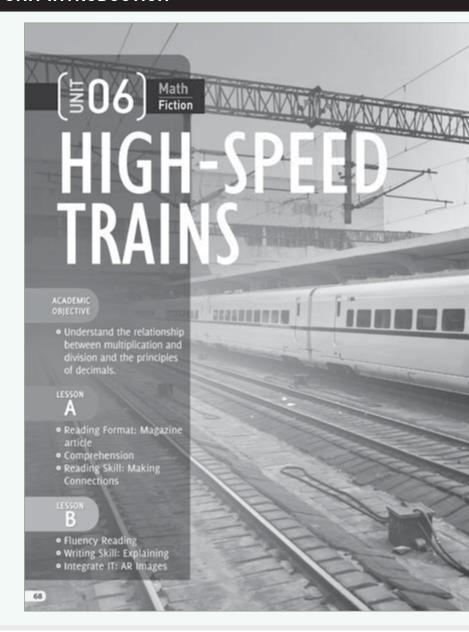
UNIT INTRODUCTION

Unit 6: Math / Fiction

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

Academic Objective in Context:

Multiplication, division, and decimals can be used to measure exact amounts and for planning a trip.



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

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: high-speed, trip

Structure Focus: Simple Past Tense

Reading Format: Magazine article

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students how people can travel long distances on land.

1. What do you see?

Sample answer: I see a high-speed train.

2. Have you ever been on one?

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

3. How fast can it go?

Sample answer: It can go very fast.

EO6 LESSON A

TEACHING TIPS

NEW WORDS

Level Tips

Low-Level Students: After completing the new words activity on page 70, check the answers by asking students to read the words and spell them.

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



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

1. What do you see in this picture?

Sample answer: I see a high-speed train.

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

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

3. Why do people ride these?

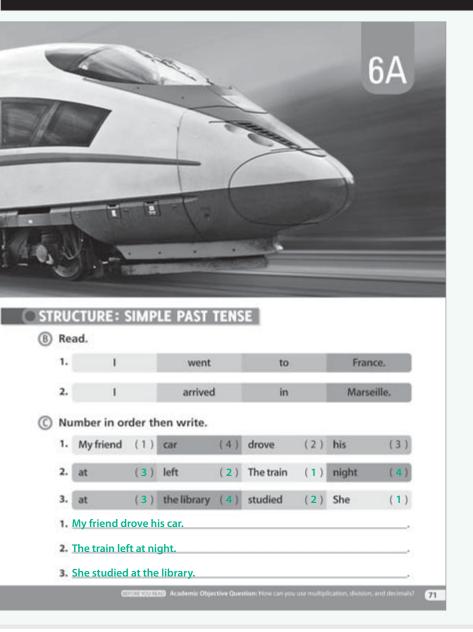
Sample answer: High-speed trains are very fast and comfortable.

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

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

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.

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.

EO6 LESSON A

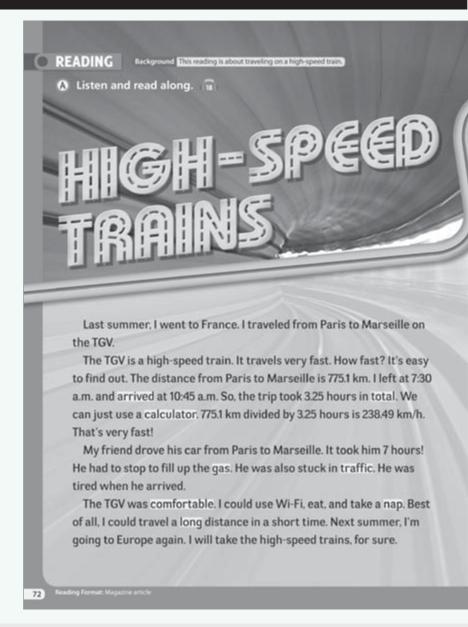
TEACHING TIPS

READING PASSAGE



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

High-Level Students: Ask the students to make connections between the contents of the passage and other types of trains.



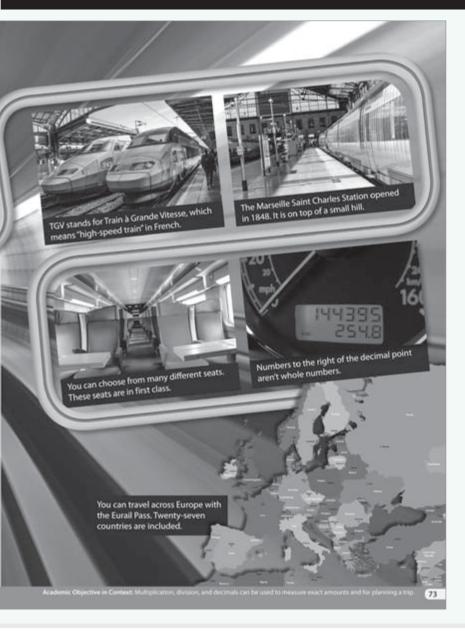
Introduce the background of the reading using the background information at the top of the page.

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Magazine article

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

Academic Objective in Context:

Multiplication, division, and decimals can be used to measure exact amounts and for planning a trip.

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

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

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

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

E06 LESSON A

TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT



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

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



Reading Comprehension:

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

Reading Skill:

Explain to the students that *making connections* means thinking about their own real-life experiences that are similar or different to the information presented in the passage. Tell the students to complete the sentences with information about themselves. Complete the activity together as a class. Ask students to combine this information and complete the sentences. After allowing students enough time

to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

HIGH-SPEE 6B What are trains like where you live? Does your country have a high-speed train? O VOCABULARY REVIEW (A) Fill in the blank with the correct word. total calculator comfortable Allison likes to take a(n) for 20 minutes after lunch. cost of the books is \$36.25. total 3. My dad needs to fill up his car with ____ 4. Can we use a(n) <u>calculator</u> for today's math quiz? 5. My bed is <u>calculator</u>, so I can fall asleep quickly. _at school at 8 a.m. arrive traffic was very bad. 7. Chris was late because the ____ long trip made Derek very tired.

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 describe a train station in their country.

1. What do you see in this picture?

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

2. What are trains like where you live?

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

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

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

Ask students to provide additional information by giving examples.

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

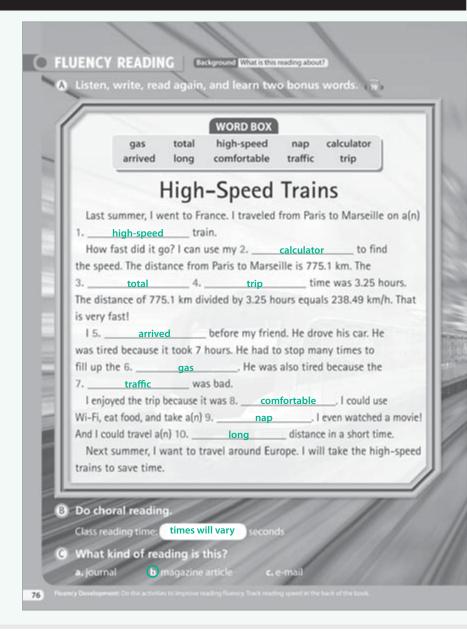
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about a high-speed train in France.

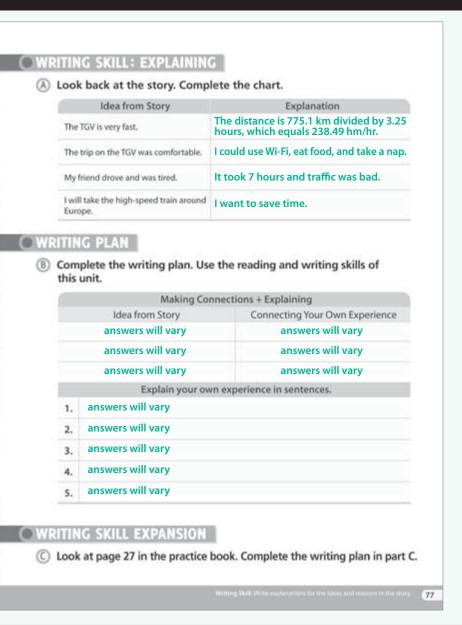
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 19**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

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

Writing Plan:

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

EO6 LESSON B

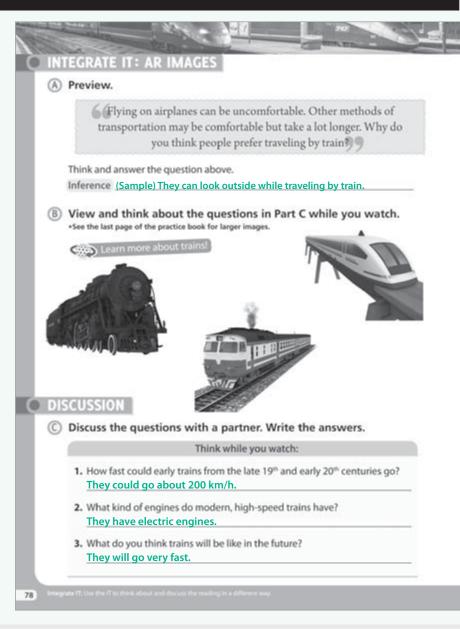
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.



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

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

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. arrive a journey to a place after everyone or everything is counted 3. calculator a small machine used for doing math 4. comfortable d. giving pleasant, relaxing feelings e. designed to go very quickly 5. nap 6. long f. stretching a great distance; not short g. a liquid used as fuel for engines 7. gas 8. traffic h. all the vehicles driving on a road i. a short sleep during the day 9. high-speed to come to a place after traveling 10, trip B Unscramble and write. arrived 10:45 Marseille I arrived in Marseille at 10:45 a.m. C Think about yourself. Choose the best answer. Numbers to the right of the decimals are not whole numbers. I can make connections between myself answers will vary and what I read. I can write to explain ideas and information. answers will vary I can discuss and make inferences about trains. I got will vary discussion answers will vary questions correct in this unit.

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.

Level Tips

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

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

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

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

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

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

\$07

7 UNITED TEAM OF GERMANY

UNIT SUMMARY

UNIT INTRODUCTION

Unit 7: Physical Education / Nonfiction

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

Academic Objective in Context:

The United Team of Germany helped bring East and West Germany together.



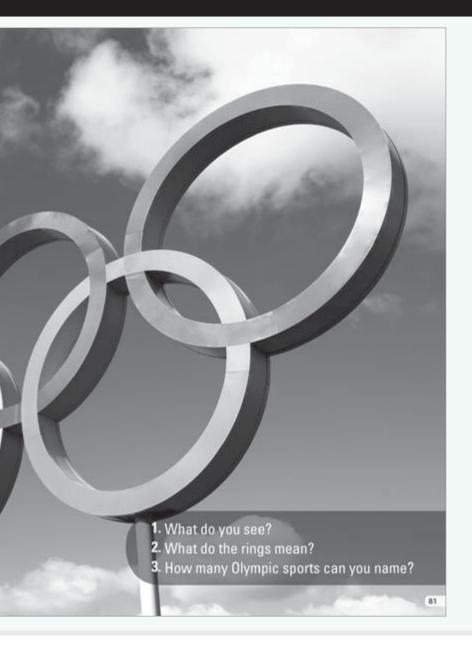
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: difficulty, medal

Structure Focus: Preposition

Reading Format: Traditional passage

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students where the last Olympic Games were held to activate prior knowledge. Ask them why the Olympic Games are important. Explain to the students that the Olympic Games bring countries together.

1. What do you see?

Sample answer: I see the Olympic rings.

2. What do the rings mean?

Sample answer: I think the rings mean cooperating together.

3. How many Olympic sports can you name?

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

EO7 LESSON A

TEACHING TIPS

NEW WORDS

Level Tips

Low-Level Students: After completing the new words activity on page 82, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 82, check the answers by giving students 1-2 minutes to memorize the new words on page 82, and then ask them to close the book and recall each word from memory.



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

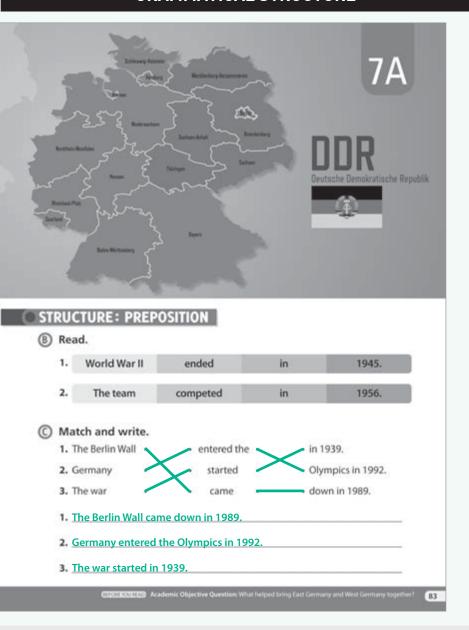
- 1. What do you see in this picture?
 - Sample answer: I see two flags and the country of Germany divided into two colors.
- 2. Why do countries divide?
 - Sample answer: Two strong leaders don't agree with each other and start a war.
- 3. Can you name other countries that have divided?
 - Sample answer: North and South Korea are two countries that have divided.

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

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

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.

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.

≥07 LESSON A

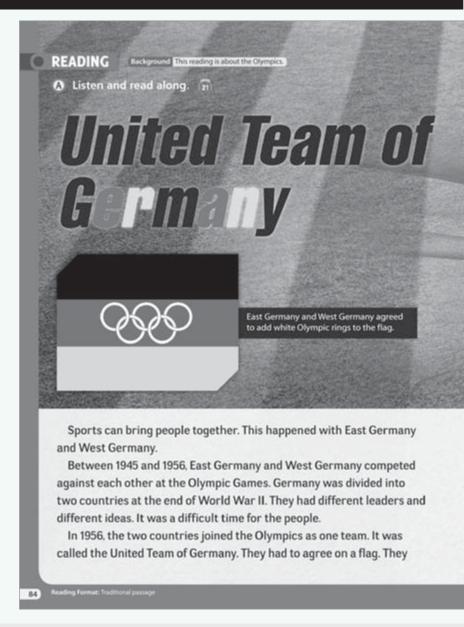
TEACHING TIPS

READING PASSAGE



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

High-Level Students: Ask the students to make connections between the contents of the passage and sports events in their country and with other countries.



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

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Magazine article

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

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

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

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

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



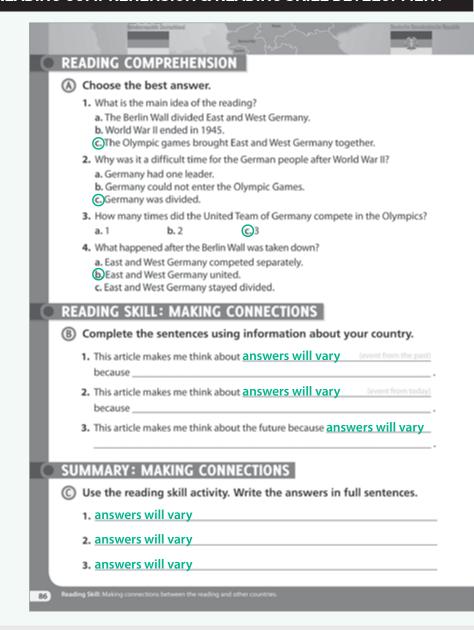
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT



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

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



Reading Comprehension:

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

Reading Skill:

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

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 vocab review on this page.

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

Quickly review the learning objectives of Lesson B.

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

1. What do you see in this picture?

8. Claire will cross compete in the swimming race.

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

2. How do the Olympics bring people together?

Sample answer: The Olympics bring people together through sports.

3. Why do you think so?

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

Ask students to provide additional information about how the Olympics bring people together and give specific examples.

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

TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

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

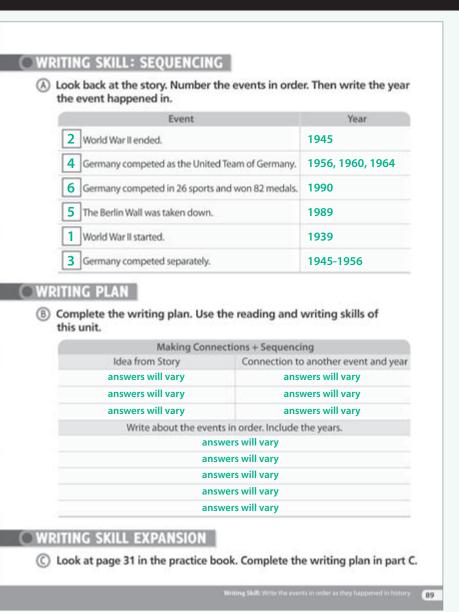
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 22**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

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

Writing Plan:

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

E07 LESSON B

TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.



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

Sample answer: They work together after a natural disaster.

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. leader a. to go from one side to the other 2. united c. a piece of metal given as a prize at a special event 3. flag d. to try to get or win something 4. compete not together with someone or something else f. to go into or start something 5. separately g. a powerful person who controls what other 6. wall people do 7. cross h. something made of brick, stone, etc. that divides two areas 8. enter joined together as a group by a common purpose, goal, idea, or feeling 9. difficult a piece of cloth with a special design used to 10. medal represent a country or group B Unscramble and write. World War II 1945 ended World War II ended in 1945. Think about yourself. Choose the best answer. East and West Germany were divided, but the Olympic Games helped bring them together. I can make connections between myself answers will vary and what I read. I can sequence things in my writing. answers will vary I can discuss and make inferences about things that bring countries together. I got will vary answers will vary discussion questions correct in this unit.

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.

Level Tip

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.

108 THE WINTER GAMES

UNIT SUMMARY

UNIT INTRODUCTION

Unit 8: Physical Education / Fiction

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

Academic Objective in Context:

Cooperation is important for a team to do well.



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

Review the academic objective on the page.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: athlete, promote

Structure Focus: Modal Verbs of Necessity

Reading Format: Journal

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

1. What do you see?

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

2. What do you know about the Winter Olympics?

Sample answer: The Winter Olympics happen every four years.

3. What is your favorite winter sport?

Sample answer: My favorite winter sport is figure skating.

EO8 LESSON A

TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 94, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 94, check the answers by giving students 1-2 minutes to memorize the new words on page 94, and then ask them to close the book and recall each word from memory.



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

1. What team sport is this?

Sample answer: This is ice hockey.

2. What other team sports do you know about?

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

3. Why is cooperation important on a team?

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

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

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



) Rea	ıd.			
1.	The athletes	have	to	cooperate.
2.	Everyone	has	to	work together
1. 7	tch and write. The team	have to try		heir best.
1. 7	The team	have to try		Market of
1. 7 2. F 3. 7	The team	to has	>	heir best.

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.

EO8 LESSON A

TEACHING TIPS

READING PASSAGE



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

High-Level Students: Ask the students to make connections between the contents of the passage and what they know about their country's participation in the Winter Olympics.



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

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

Review the literary elements of a story with the students before reading. Ask the students what the topic for this story is, where the setting is, and who the characters are before reading. Use the illustrations to help.

Review the title of the reading: The Winter Olympics. Ask the students why they think this is the title. Explain this is because it's about the Winter Olympics.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Journal

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

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

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

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

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

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



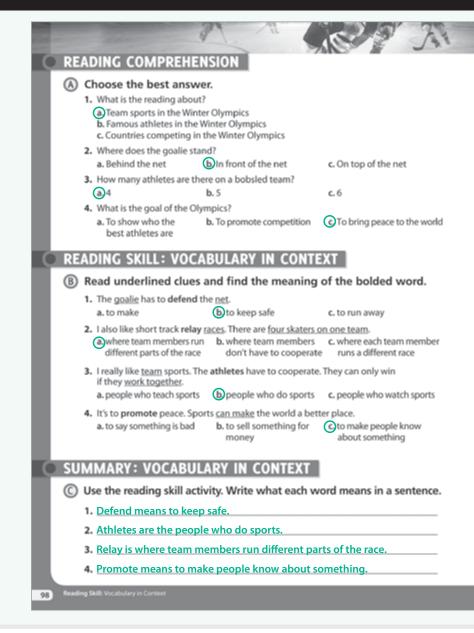
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

THE WINTER -Warm Up What do you see in this picture? Why is teamwork important in sports? Why is teamwork important in everyday life? O VOCABULARY REVIEW A Circle the correct word to complete the sentence. 1. Kick the ball into the race (net). 2. My favorite team sports eventy goalie at the Winter Olympics is ice hockey. 3. I wish for nets peace so that there are no more wars in the world. 4. You must race core ten points to win the game. 5. I need to study for the upcoming / event test next week. 6. Cathy is a fast runner, so she won the race score. 7. Each hockey team has five players and one goalig/ net. 8. (eamwork) event is very important when you work in a group.

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

1. What do see in this picture?

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

2. Why is teamwork important in sports?

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

3. Why is teamwork important in everyday life?

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

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

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



TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about team sports in the Winter Olympics.

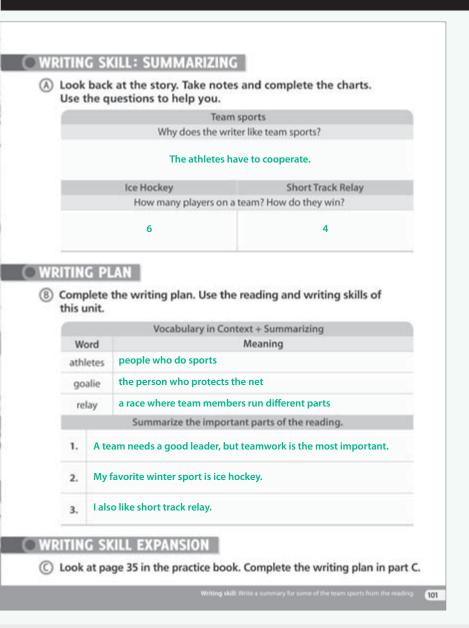
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 25**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

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

Writing Plan:

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

EO8 LESSON B

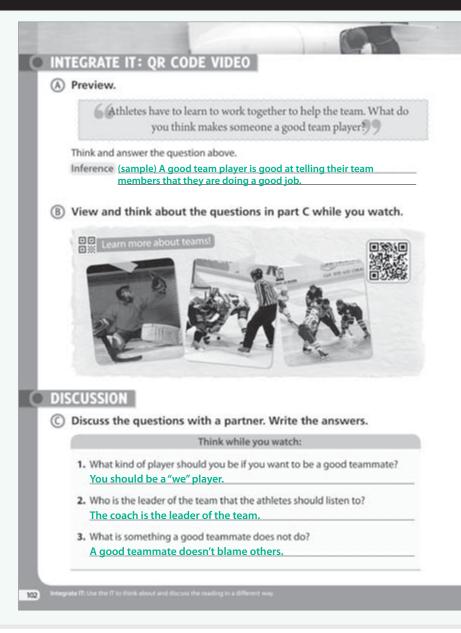
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

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.



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

Sample answer: A good team player is good at telling their team members that they are doing a good job. Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Ask a student to demonstrate how it works, if possible, using the Integrate Viewer app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. upcoming a. a contest to see who is the fastest b. pieces of string tied together and used as the 2. event goal in games 3. goalie a planned activity or a special time when something happens 4. net a person who is trained in or good at sports, games, 5. score or exercises that require physical skill and strength e. when there is no war or fighting 6. race f. happening soon 7. peace g. to get points, goals, etc. in a game 8. teamwork h. to make something more popular, well-known, etc. 9. athlete cooperation between people in a group or team 10. promote j. a player who defends the goal in a game B) Unscramble and write. everyone together has work to Everyone has to work together. C Think about yourself. Choose the best answer. Teamwork means being unkind to other team members. I can figure out the meaning of words by answers will vary how they are used in a reading. I can summarize information in my answers will vary writing. I can discuss and make inferences about winter sports. I got ____will vary answers will vary discussion questions correct in this unit.

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.

Level Tip

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.

103

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.

₹1-2 REVIEW

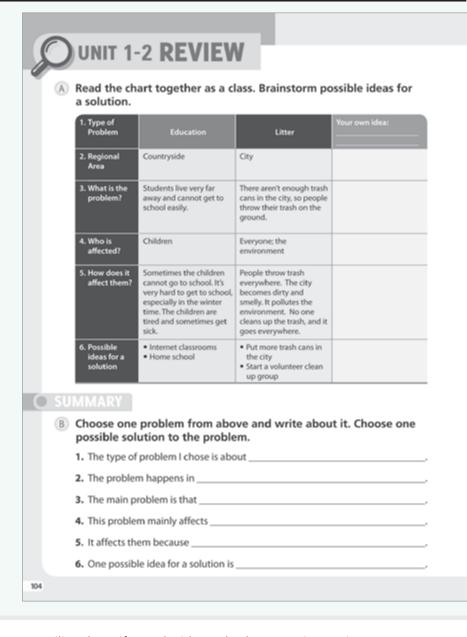
TEACHING TIPS

UNIT 1-2 REVIEW LESSON

Level Tips

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

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



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

	Use the information as a model. Write about a problem in your community. Give a presentation. Include the following information in your writing: the name of your city or town, what the
	problem is, who it affects, how it affects them, possible ideas for a solution, and any other special or interesting information.
	Name:
1	Topic: Active Citizenship
i	Class: English Class
	Topic: Solving a Problem in My Community
1	
	3
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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. Discuss what kinds of jobs are covered in those units. Discuss where people work, what they do, etc. Prepare some additional information for the students. Discuss which jobs the students find interesting and why.

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

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

3-4 REVIEW

TEACHING TIPS

UNIT 3-4 REVIEW LESSON

Level Tips

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

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



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

variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

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

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

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

\$5-6 REVIEW

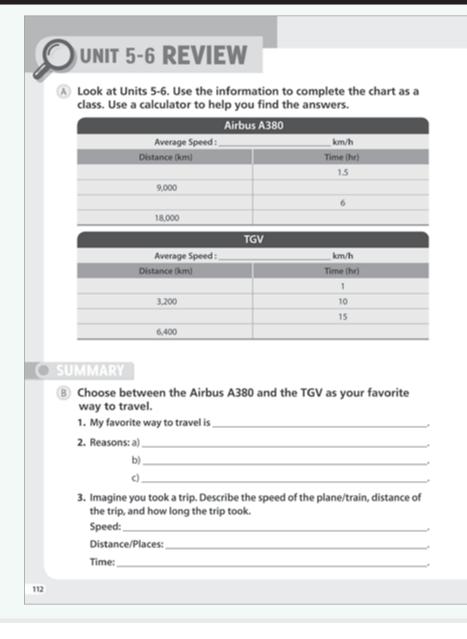
TEACHING TIPS

UNIT 5-6 REVIEW LESSON

Level Tips

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

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



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

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

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

₹7-8 REVIEW

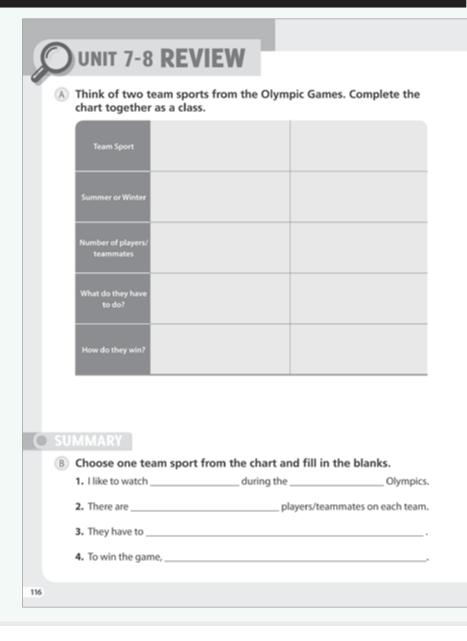
TEACHING TIPS

UNIT 5-6 REVIEW LESSON



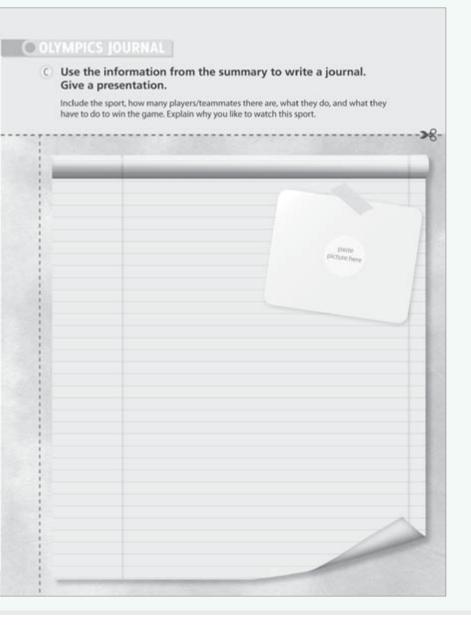
Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

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



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

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 7 and 8. Discuss what kinds of sports are covered in those units. Review the format of the project: journal. Review the format of the project: journal. Discuss the different winter sports, how many players there are, etc. Prepare some additional information for the students. Discuss what types of sports the students find interesting and why.

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

READING SPEED CHART

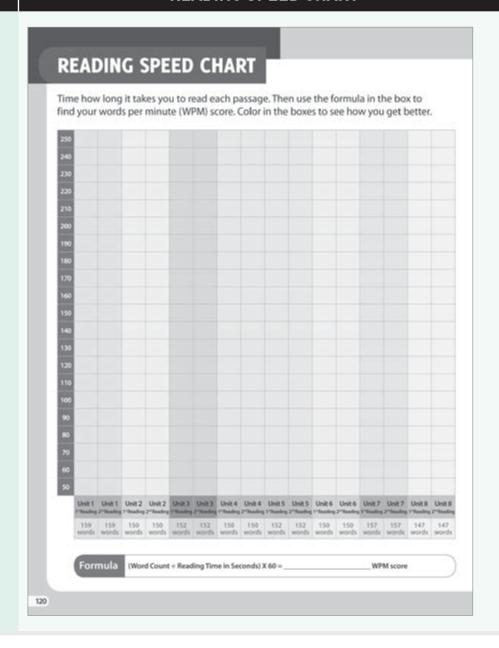
TEACHING TIPS

READING SPEED CHART



Low-Level Students: Track reading speed in class.

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

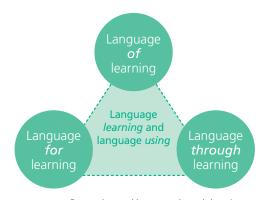


The reading speed chart is designed to track reading speed and fluency development. There are two columns per unit. Students can track their reading speed as a class and then again for the same reading independently. The reading speed chart is intended to be completed with the passage in lesson B after all of the reading activities have been completed. Do not use the reading speed chart with lesson A passages, as students will encounter lots of new and unknown words and information. Reading speed and fluency should only be recorded with passages that the students know roughly 98 percent of the language and content of. Therefore, only use this chart with the passages in lesson B. The reading passage in lesson B is written to be slightly shorter and slightly easier than the passage in lesson A. Sometimes new or alternative information is introduced to prevent too much redundancy.

LANGUAGE THROUGH LEARNING

LANGUAGE THROUGH LEARNING	N	OTES
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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

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