

Integrate

READING & WRITING

**TEACHER'S GUIDE WITH
ANSWER KEY**

BUILDING

3

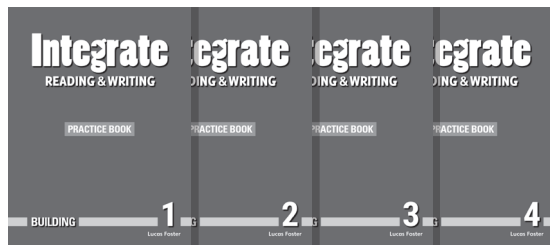
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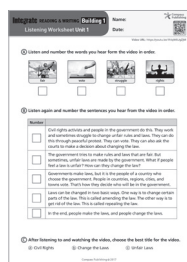
COMPONENTS



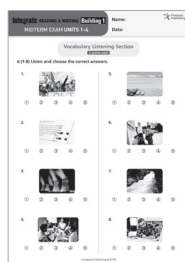
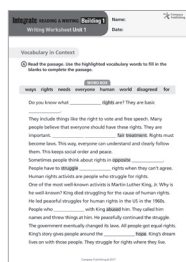
Student Book with CD-ROM



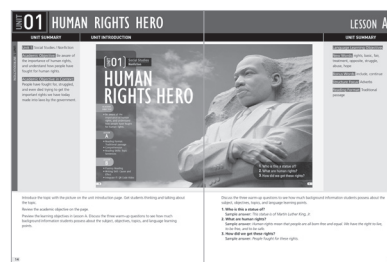
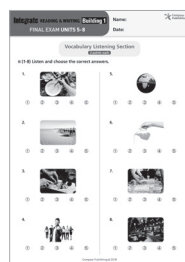
Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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

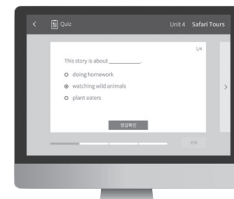
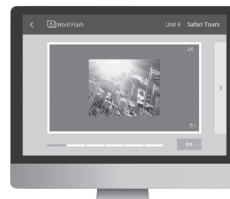
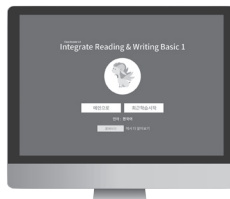


Mobile version



Desktop version

Integrate Viewer App



Class Booster

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

TEACHER DEVELOPMENT

Pedagogical Notes for Reference and Teacher's Development

Four-strand theory

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

Five-step SQ3R theory

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

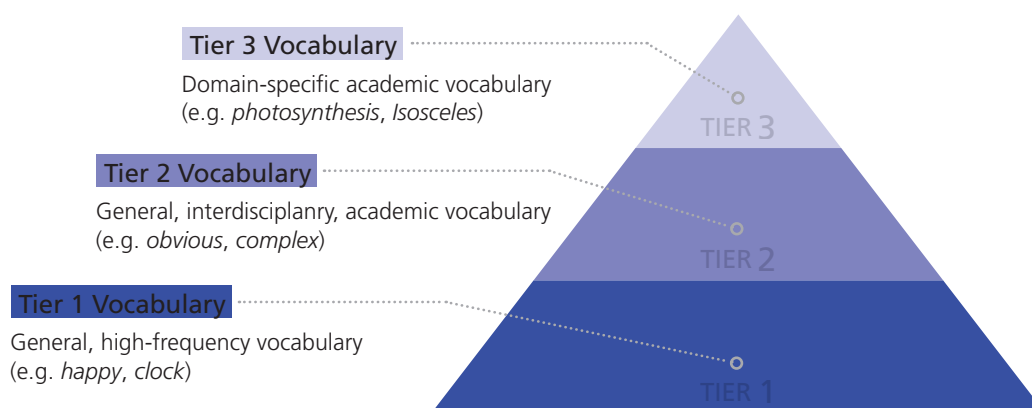
21st Century Skills

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

Contextual learning (as opposed to rote learning)

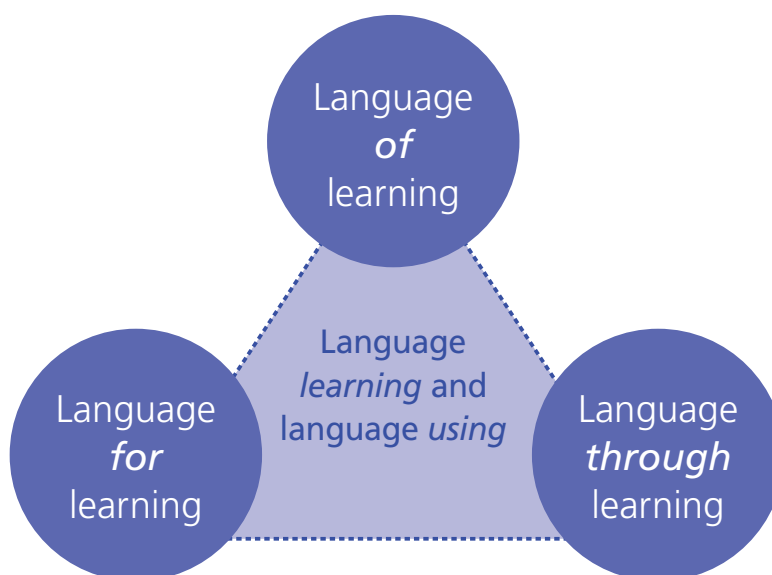
- Scaffolding, Preview, and Review

Vocabulary Tiers



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

Language Through Learning Pedagogy



Language for learning

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

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

Language of learning

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

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

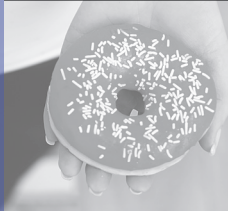
Language through learning

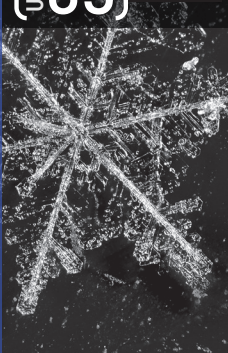
New, unanticipated language that comes up in the process of learning

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

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

SCOPE AND SEQUENCE

TOPIC AREA	UNIT/PAGE	DETAILS	
SOCIAL STUDIES	(UNIT 01) Nonfiction 	Title / Word Count	Lost Letters Lesson A [200W] Lesson B [197W]
		Topic	The English language has a long and interesting history that stretches all the way back to feudal times.
		Academic Objective	Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade and other events which led to societies mixing and interacting with one another.
		Reading Format	Traditional passage
		Structure	Simple Past Passive: was / were excluded
		Vocabulary	invasion, rune, replaced, migration, modern, represent, trade, ancient Bonus: drop, unique
		Reading Skill	Using Synonyms Writing Skill Cause and Effect
		Integrate IT	QR Code Video
	(UNIT 02) Fiction 	Title / Word Count	The Roman Empire Lesson A [204W] Lesson B [192W]
		Topic	As the Roman Empire expanded, it brought changes to countries under its control and laid the foundations for modern society.
		Academic Objective	Learn about the development and expansion of the Roman Empire.
		Reading Format	Journal
		Structure	Adverbs of Place, Time, and Manner: newly, around, slowly
		Vocabulary	foundation, structure, architecture, expand, advanced, establish, territory, official Bonus: ally, conquer
		Reading Skill	Monitoring Details Writing Skill Using Synonyms
		Integrate IT	QR Code Video
SCIENCE	(UNIT 03) Nonfiction 	Title / Word Count	Bodily Systems Lesson A [200W] Lesson B [191W]
		Topic	Muscles and bones work together and serve many important functions in the body.
		Academic Objective	Understand that bones and muscles are made up of tissues. Connected by tendons, they work together to give our bodies shape and enable us to move.
		Reading Format	Magazine article
		Structure	Equate Adjectives and Adverbs: as ... as
		Vocabulary	bodily, muscle, bone, skeleton, tissue, tendon, function, protect Bonus: diet, extremely
		Reading Skill	Monitoring Details Writing Skill Main Idea and Supporting Details
		Integrate IT	AR Image
	(UNIT 04) Fiction 	Title / Word Count	Nutrients Lesson A [203W] Lesson B [191W]
		Topic	Staying healthy involves making good decisions about your nutrition, getting regular exercise, and getting enough rest.
		Academic Objective	Learn how to maintain good health to keep bodily systems functioning properly.
		Reading Format	Presentation
		Structure	Adverbs of Frequency: usually, regularly, sometimes
		Vocabulary	information, requirement, decision, consistent, balance, option, vitamin, mineral Bonus: sustainable, equally
		Reading Skill	Making Inferences Writing Skill Organizing Information
		Integrate IT	QR Code Video

TOPIC AREA	UNIT/PAGE	DETAILS	
MATH	(UNIT 05) Nonfiction 	Title / Word Count	Shapes in Nature Lesson A [185W] Lesson B [187W]
		Topic	Snowflakes have complex geometric shapes because of the way they are formed.
		Academic Objective	Understand that snowflakes are made of ice crystals that form three-sided polygons, or triangles.
		Reading Format	Magazine article
		Structure	Plural count nouns without determiners: snowflakes, animals
		Vocabulary	crystal, hexagon, transform, stuck, complex, symmetrical, equilateral, isosceles Bonus: microscope, design
		Reading Skill	Reading for Information Writing Skill Recording and Organizing Facts
		Integrate IT	QR Code Video
	(UNIT 06) Fiction 	Title / Word Count	Paper Snowflakes Lesson A [200W] Lesson B [189W]
		Topic	A student makes paper snowflakes as a project in her math class.
		Academic Objective	Learn about how to make various shapes with given figures.
		Reading Format	Journal
		Structure	Verb-Preposition Collocations: learn about, fold down
		Vocabulary	geometry, season, identical, discuss, tough, third, carefully, pattern Bonus: instruction, unfold
		Reading Skill	Organizing Details Writing Skill Sequencing
		Integrate IT	QR Code Video
SPECIAL SUBJECT	(UNIT 07) Nonfiction 	Title / Word Count	Solar Bottle Light Bulb Lesson A [190W] Lesson B [203W]
		Topic	Plastic water bottles can be used to light the homes of people who don't have access to electricity.
		Academic Objective	Learn about and understand the characteristics of daily resources. Analyze the problems of people and find ways to enhance the quality of life.
		Reading Format	Website
		Structure	Adjectives and Adverbs: dark, great
		Vocabulary	dark, available, rural, afford, install, ceiling, roof, shine Bonus: bulb, destroy
		Reading Skill	Vocabulary in Context Writing Skill Summarizing
		Integrate IT	QR Code Video
	(UNIT 08) Fiction 	Title / Word Count	Career Profile Lesson A [202W] Lesson B [200W]
		Topic	A UN aid worker describes her job and why she chose to work in her field.
		Academic Objective	Learn the need for career path planning, and search and design the right career path for you.
		Reading Format	Website
		Structure	Present Perfect: has lived
		Vocabulary	aid, distribute, build, take care of, abroad, village, valuable, career Bonus: war, volunteer
		Reading Skill	Classifying Writing Skill Staying on Topic
		Integrate IT	QR Code Video

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Presentation	Study and use information about the Futhark alphabet to write and give a presentation.	104
Science	Units 3-4 Review	Presentation	Learn about a food pyramid. Fill in a template with information about your daily eating habits. Give a presentation.	108
Math	Units 5-6 Review	Journal	Use the information from the summary to write a journal. Design a snowflake and label the polygons. Give a presentation.	112
Special Subject	Units 7-8 Review	Volunteer Profile	Use the information from the summary to write a volunteer profile. Imagine that you have experience volunteering and write about it. Give a presentation.	116

HOW TO USE

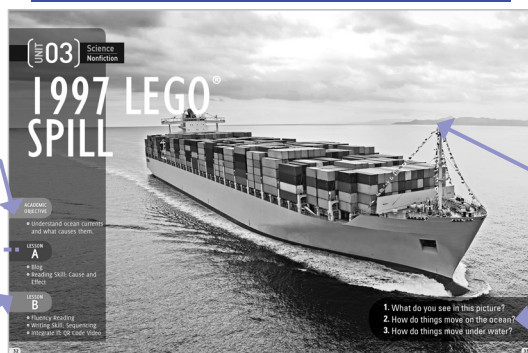
UNIT STRUCTURE

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

UNIT INTRO PAGES

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

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



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

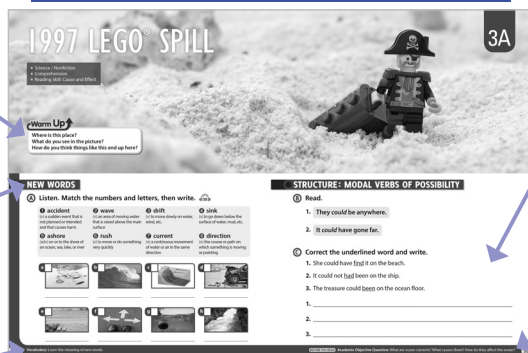
Preview questions help guide the students' focus.

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.



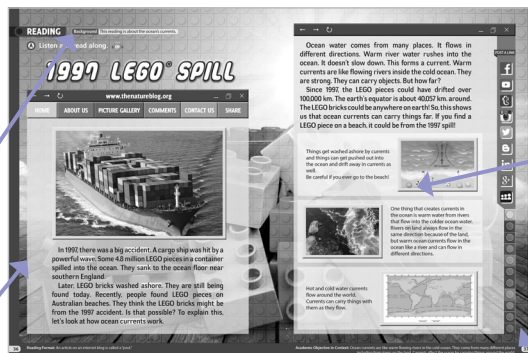
Key grammatical structures from the reading passage highlight authentic, practical use.

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.

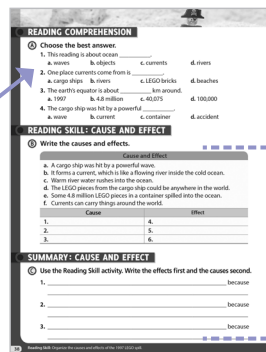


Infographics with captions provide visual support, additional information, and context.

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

LESSON A POST-READING

Comprehension questions ensure understanding.

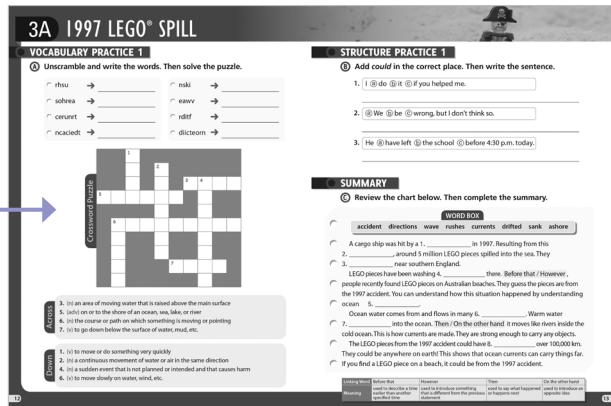


Students use a graphic organizer to practice a reading skill and summarize information from the passage.

PRACTICE BOOK

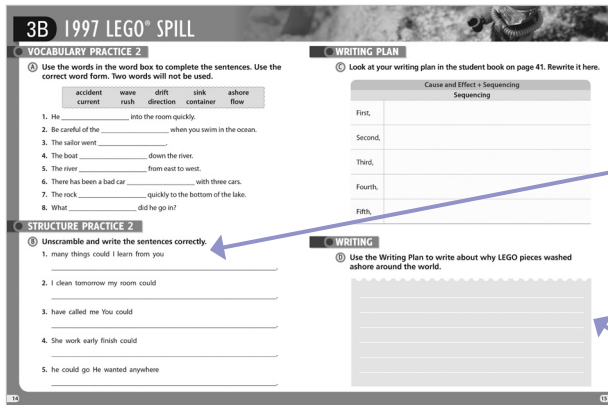
The practice book provides students ample opportunity to use vocabulary and grammar structures from the unit.

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



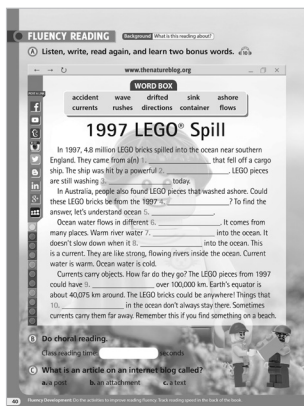
The grammar activities bolster the students' knowledge and ability to use the structure.

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



READING ACTIVITIES

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



- 1 **Sustained silent reading:** The teacher tells the students when to begin reading. Students read silently and individually until they have finished the passage.
- 2 **Popcorn reading:** The teacher or a student starts by reading between one and three sentences and then says "Popcorn to..." and calls a student's name. That student then reads between one and three sentences and then says "Popcorn to..." and calls another student's name. The process continues until each student has had a chance to read.
- 3 **Choral reading:** The teacher starts the activity at the same time with all the students. Students read aloud and in unison.

APP

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

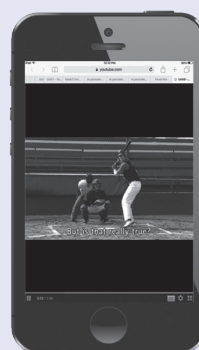
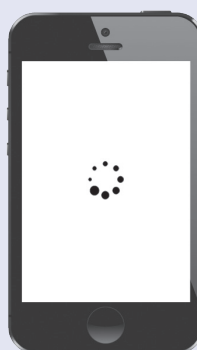
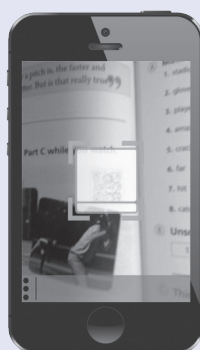
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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



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



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

GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	- 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, and Part C of the self-assessment page.
Language Learning	- The language learning objectives in each unit are based on content-specific language determined by the topic of each unit. - In lesson A, the activities are intended to help students become familiar with the meaning of new words. - In lesson B, the activities are intended to help students with using new words in context. - Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student.	Sections related to language learning are in the following places in every unit: the 1st and 2nd pages of Lesson A, the reading passages in Lesson A and B, the 1st page of Lesson B, and Parts A and B of the self-assessment page.
Reading & Writing Skills Fluency Development	- The reading and writing skill objectives and reading fluency development objectives in each unit are strategically chosen and placed within each unit. - In lesson A, the reading skill activity helps students develop cognitive skills to use while reading about certain topics and with certain reading formats. - In lesson B, the writing skill activity helps students develop cognitive skills to use while writing about information from the reading passage. - Reading and writing skills are combined and used in the writing plan in each unit so that students can transfer the cognitive skills they have developed and use them to independently complete a summarizing task. - Reading fluency skills are developed with the lesson B passage and tracked with the reading speed chart. (See page 119 of this Teacher's Guide for additional information.)	Reading and writing skills and fluency development are in the following places in every unit: the 5th page of Lesson A, the reading passages in Lesson B, the third page of Lesson B, and 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, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student sometimes struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student doesn't usually struggle with understanding: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.
Reading & Writing Skills Fluency Development	• Student often struggles to answer comprehension questions. • Student needs to asks questions to recall general information. • Student reading fluency is improving slowly and 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 and steadily.
IT Skills & Literacy	• Student often struggles to connect the passage format to the context of the reading passage and needs to ask questions about formats to understand context. • Student doesn't understand that IT is used to access additional information.	• 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.

UNIT 01 LOST LETTERS

UNIT SUMMARY

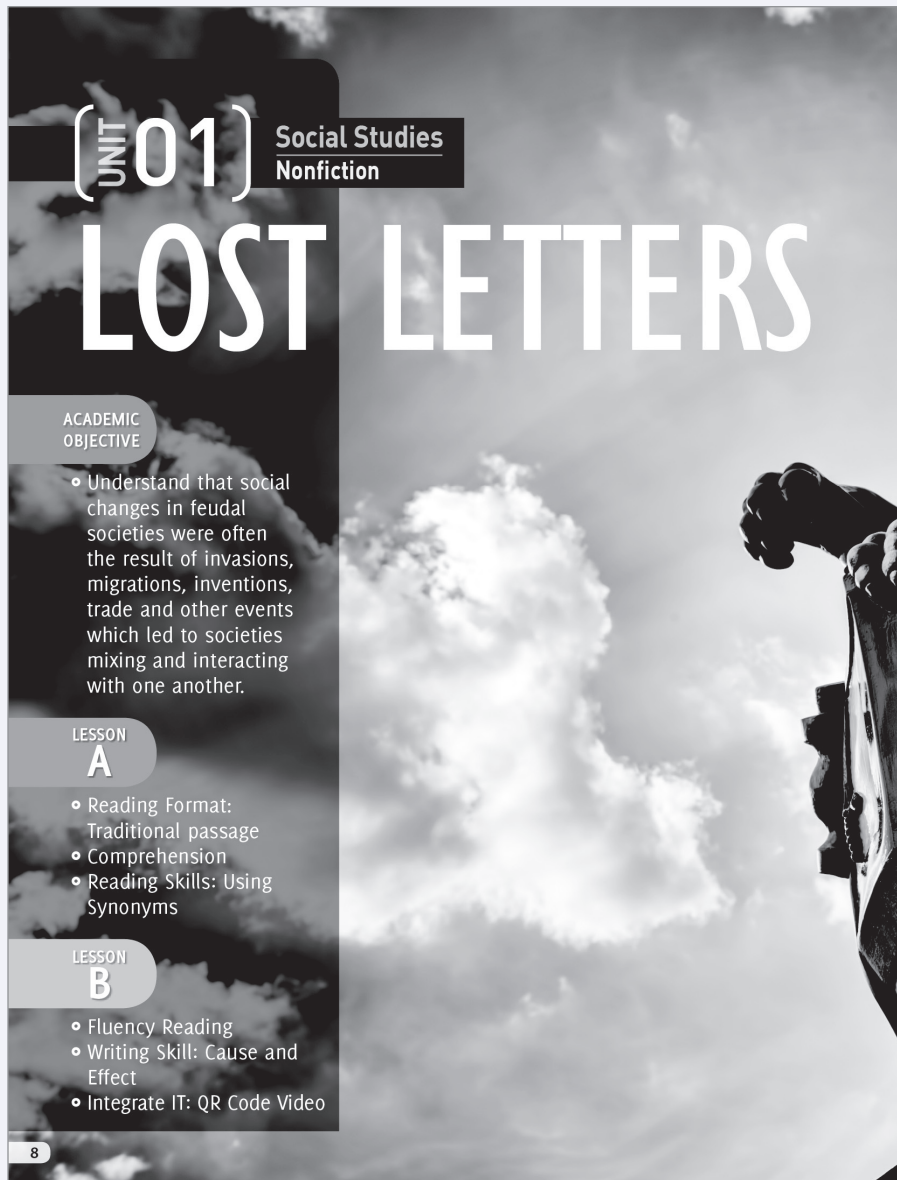
Unit 1: Social Studies / Nonfiction

Academic Objective: Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade, and other events which led to societies mixing and interacting with one another.

Academic Objective in Context:

Social changes in feudal societies were often the result of invasions, migrations, inventions, trade, and other events which led to societies mixing and interacting with one another.

UNIT INTRODUCTION

A graphic for the unit introduction featuring a cloudy sky background. On the right, a silhouette of a person's arm and hand is visible, holding a small object. The text is overlaid on the left side of the graphic.

(UNIT 01) Social Studies
Nonfiction

LOST LETTERS

ACADEMIC OBJECTIVE

- Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade and other events which led to societies mixing and interacting with one another.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skills: Using Synonyms

LESSON B

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT: QR Code Video

8

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: invasion, migration, replace, rune, modern, represent, trade, ancient

Bonus Words: drop, unique

Structure Focus: Simple Past
Passive

Reading Format: Traditional
passage



1. How do languages change over time?
2. Where does English come from?
3. How many letters are in the English alphabet today?

9

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

1. How do languages change over time?

Sample answer: *I think new words are made.*

2. Where does English come from?

Sample answer: *I think it comes from the United Kingdom.*

3. How many letters are in the English alphabet today?

Sample answer: *There are 26 letters in the English alphabet today.*

TEACHING TIPS

Level Tips

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

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

NEW WORDS

LOST LETTERS

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

Warm Up

How many of these countries do you know?
What languages do they speak?

NEW WORDS

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

1 invasion
(n) an attack

2 migration
(n) movement to another place to live

3 replace
(v) to switch or change to something else

4 rune
(n) a type of letter for reading and writing

5 modern
(adj) very new

6 represent
(v) to be a sign or symbol of something

7 trade
(n) the activity or process of buying, selling, or exchanging goods or services

8 ancient
(adj) very old



trade



invasion



replace



modern



migration



ancient



rune



represent

10 Vocabulary: Learn the meaning of new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students which part of the world this map is in. Focus the attention of the students on the map and ask them the warm up questions:

1. How many of these countries do you know?

Sample answer: *I know five of these countries.*

2. What languages do they speak?

Sample answer: *They speak many different languages, such as French, Spanish, German, Italian, and Swedish.*

Explain to the students that they will learn about the history of the English language. Tell them that the English language has changed a lot throughout history. Explain that students will learn new words related to history and how language changes over time.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



1A

STRUCTURE: SIMPLE PAST PASSIVE

B Read.

1. England *was invaded* by Western Europeans.
2. It *was excluded* from the alphabet.

C Unscramble and write.

1. attacked England the Vikings was by
 2. was created English alphabet The first
 3. were Goods between traded countries
1. England was attacked by the Vikings.
 2. The first English alphabet was created.
 3. Goods were traded between countries.

BEFORE YOU READ Academic Objective Question: What caused feudal societies to change and why? How was language changed by social change?

11

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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

TEACHING TIPS

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to look at the diagram and discuss the events on the timeline.

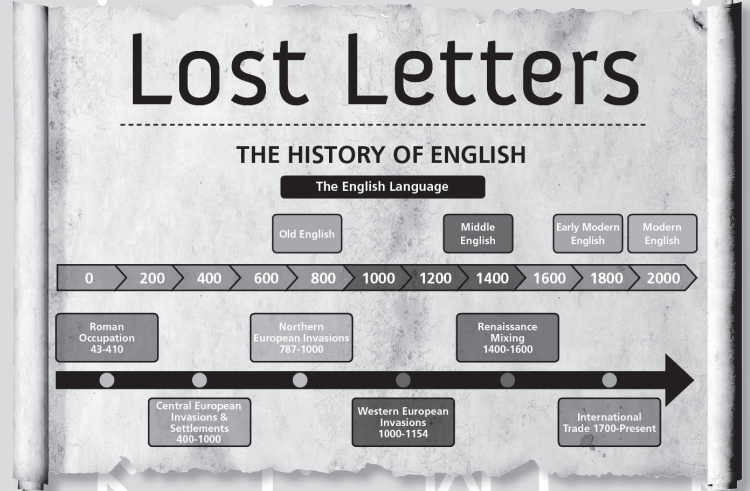
High-Level Students: Ask the students to make connections between the contents of the passage and their own language. Ask them if they know when the alphabet or writing system was created. Ask them to talk about how their own language changed over time.

READING PASSAGE

READING

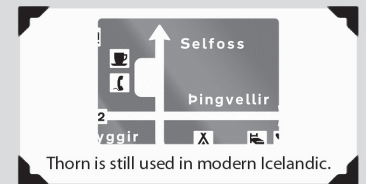
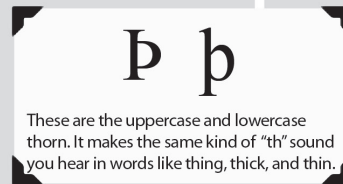
Background This reading is about the history of English.

A Listen and read along.



The English language has changed a lot over time. Invasions, migrations, and trade have changed it. English speakers mixed with non-English speakers. They borrowed words, adopted letters, and learned new sounds.

In 787, northern Europeans invaded modern-day England. People there spoke Old English. They created the first English alphabet, called Futhark. The letters are called runes. One of the runes is called thorn. It represents the sound *th*. But thorn looked too similar to the letter *p*, so it was later



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

Explain to the students that the reading format of this passage is a traditional passage. Tell the students that traditional passages are often found in history books. Tell them that traditional passages in history books often include a timeline to show the history of important events.

Review the title of the reading: Lost Letters. Ask the students why they think this is the title. Explain this is because they will learn about Old English and how it changed into modern English.

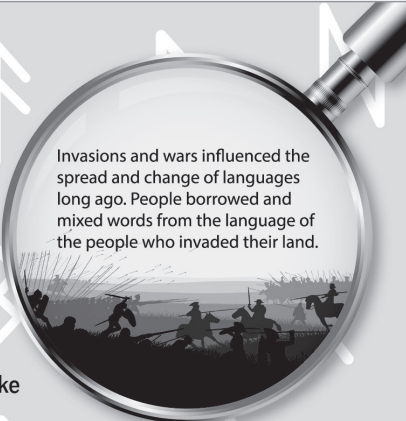
READING PASSAGE

replaced by the letters *th*. This is why today *t* and *h* have a unique sound when put together.

Around 1000, England was invaded by Western Europeans. From 1100 to 1500, Old English changed into Middle English. It used Latin letters. They look like today's alphabet.

From 1500 to 1800, the language changed into Early Modern English. It used twenty-seven alphabet letters. The 27th letter was the ampersand. All of the other letters represent sounds. But the ampersand represents the word *and*. However, being the only letter that represented a word, it was eventually dropped from the alphabet. The symbol is still used today, though. You can see it on any keyboard.

These and other events, occurring since ancient times, have resulted in today's Modern English.



Invasions and wars influenced the spread and change of languages long ago. People borrowed and mixed words from the language of the people who invaded their land.

th

English used to have a letter for the word *that*, which is the name of this Futhark rune. It was eventually dropped from the alphabet because it's a word, not a sound.

Ng

The letter *eng* was invented by a writer named Alexander Gill in 1619. *Eng* represents the sound *ng* as in *sing*. Gill wanted a faster way to write the sound. The word *singing* would've been written *sinjin*, for example. It was popular for a time but didn't actually save much time and was excluded from the alphabet.

&

Ampersand used to be the 27th letter of the alphabet. The word got its own letter because it was used so frequently.

Academic Objective in Context: Social changes in feudal societies were often the result of invasions, migrations, inventions, trade, and other events which led to societies mixing and interacting with one another.

13

PASSAGE DETAILS

Reading Format: Traditional passage

Academic Objective: Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade, and other events which led to societies mixing and interacting with one another.

Academic Objective in Context: Social changes in feudal societies were often the result of invasions, migrations, inventions, trade, and other events which led to societies mixing and interacting with one another.

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

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

Call students to read the captions with each picture. Ask the class to compare the English alphabet systems with the alphabet and letters of their own language.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. What was the name of the first English alphabet? Correct answer: a. Futhark. Ask the students what the letters were called.

READING COMPREHENSION

A Choose the best answer.

- What is this reading about?
a. Europeans **b. English** c. Old English d. thorn
- What is NOT something that changed the English language?
a. trade b. invasions c. migrations **d. keyboards**
- What was the name of the first English alphabet?
a. Futhark b. runes c. Latin d. Old English
- Which letter was once the 27th letter of the alphabet?
a. J b. P c. Tj **d. &**

READING SKILL: USING SYNONYMS

B Circle the synonyms of the vocabulary words.

Vocabulary Words							
invasion	migration	replace	rune	modern	represent	trade	ancient
Synonyms: Words or phrases that mean the same thing as the vocabulary words above.							
attack	change	locate	letter	old	present	exchange	special
travel	movement	change	number	new	mean	market	old
Use Synonyms							

- The ancient Futhark runes of Old English formed the first English alphabet.
- Trade, migrations, and invasions helped change languages.
- Middle English, which used Latin letters, replaced Old English.
- Early Modern English had a 27th letter that represented a word, not a sound.
- Today, people speak Modern English.

SUMMARY: USING SYNONYMS

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

- The old Futhark letters of Old English formed the first English alphabet.
- Change, movement, and attack helped change languages.
- Middle English, which used Latin letters, changed from Old English.
- Early Modern English had a 27th letter that meant a word, not a sound.
- Today, people speak new English.

Reading Comprehension:

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

Reading Skill:

Explain to the students that a *using synonyms* means using different words that have the same meaning. Tell the students to select the correct synonym for each word. Ask students to write the sentences by using the synonyms. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS

LOST LETTERS

1B

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT

Warm Up

How did invasions, trade, and migrations change English?
What other things have changed languages?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

invasion runes replaced migration modern represents traded ancient

1. The ancient book was written 2,000 years ago.
2. The migration happens every year in the winter, when the birds fly south for warmer weather.
3. We traded food at lunchtime. I gave my apple for her orange.
4. There was a(n) invasion of tiny insects. They were everywhere!
5. We couldn't read the old runes as they are very different from the modern alphabet.
6. I replaced the injured soccer player on the field.
7. My friend wants to buy a more modern phone because his is too old.
8. The president of a country represents all the people in their country.

Vocabulary Skill: Use the vocabulary in context.

15

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How did invasion, trade, and migrations change English?

Sample answer: *Different languages were mixed with each other.*

2. What other things have changed languages?

Sample answer: *Exchange of culture through media has changed languages.*

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

TEACHING TIPS

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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

FLUENCY READING

Background What is this reading about?

A Listen, write, read again, and learn two bonus words. 04

WORD BOX

invasions	runes	replaced	migration	modern
represented	trade	unique	ancient	dropped

Lost Letters

English is over 1,500 years old. It has changed gradually with time to become a(n) 1. unique language of its own. Did you know there used to be more than twenty-six letters in the alphabet? 2. Trade between countries and the 3. migration of people have changed the English language. 4. Invasions have changed it, too.

Northern Europeans started invading England around 787. At this time, Old English began to form. The first English alphabet, called Futhark, was made up of 5. runes. One of the runes, called thorn, 6. represented the sound *th*. It was eventually 7. replaced by the letters *th* because it looked like another letter.

Around 1000, England was invaded by Western Europeans. From about 1100 to 1500, the people of England spoke Middle English. They used Latin letters, which are like today's alphabet.

English slowly spread around the world. Transportation and technology got better over time. This means people who spoke English could travel farther. There was more international trade. English changed the languages in many places. English, too, was changed by the languages in those places.

From about 1500 to 1800, speakers of early 8. Modern English used an alphabet of twenty-seven letters. The twenty-seventh letter was the ampersand, which means *and*. Since it's a word and not a sound, it was 9. dropped from the alphabet. People still use it today, however, and you can see it on any modern computer keyboard.

Learning 10. ancient history can help you understand how English has changed to become the language it is today.

B Do sustained silent reading.

Class reading time: times will vary seconds

C How do history books often show the history of something?

a. pictures ☒ b. timelines c. movies

16

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

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

Sample answer: *It's about the change of the English language over time.*

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. Tell the students to listen and read along with the audio. Play audio **track 04**.

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

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

WRITING SKILL: CAUSE AND EFFECT

A Match.

Cause	Effect
1. Northern European <u>invasions</u> of England	a. led to Middle English, with Latin letters <u>replacing</u> the <u>runes</u> .
2. Western European <u>invasions</u> of England	b. was eventually dropped because it was the only letter representing a <u>word</u> .
3. Ampersand in the Early <u>Modern</u> English alphabet	c. helped shape the Modern English of today.
4. These <u>invasions</u> , as well as <u>migrations</u> and <u>trade</u>	d. brought Old English and the first English alphabet using <u>ancient</u> Futhark runes.

WRITING PLAN

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

Using Synonyms + Cause and Effect

WORD BOX

attacks movement change letters new mean exchange old

1. Northern European attacks of England brought Old English and the first English alphabet using old Futhark letters.
2. Western European invasions of England led to Middle English, with Latin letters changing to the letters.
3. Ampersand in the Early New English alphabet was eventually dropped because it was the only letter meaning a mean.
4. These invasions, as well as movement and exchange helped shape the Modern English of today.

WRITING SKILL EXPANSION

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

Writing Skill: Organize the causes and effects of how English has changed over time.

17

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Explain to the students that *cause* is the reason why something happens and *effect* is the result of what happens because of the cause. Tell them that they need to match each cause with its effect.

Writing Plan:

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

TEACHING TIPS

Level Tips

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

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

INTEGRATE IT SKILLS & DIGITAL LITERACY

INTEGRATE IT: QR CODE VIDEO

A Preview.

“People influence one another when they interact. What kinds of events in history could have influenced and changed language?”

Think and answer the question above.

Inference (sample) People moving to a new part of the world could have influenced language.

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



DISCUSSION

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

Think while you watch:

- How has trade helped spread English?
Trade allows people to travel and spread the English language.
- How has the internet helped spread English?
People from non-speaking English countries can access websites in English.
- How did invasions change English?
The military spread English when they took in strong people from different cultures.

Explain to the students that they will now watch a video about the Roman Empire. 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 moving to a new part of the world could have influenced language.*

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

SELF-ASSESSMENT

UNIT 01

A Match.

- | | |
|--------------|--|
| 1. invasion | a. (v) to be a sign or symbol of something |
| 2. migration | b. (v) to suddenly stop using |
| 3. replace | c. (n) the activity or process of buying, selling, or exchanging goods or services |
| 4. rune | d. (adj) unlike anything or anyone else |
| 5. modern | e. (v) to switch or change to something else |
| 6. represent | f. (adj) very new |
| 7. trade | g. (adj) very old |
| 8. ancient | h. (n) movement to another place to live there |
| 9. drop | i. (n) a type of letter for reading and writing |
| 10. unique | j. (n) an attack |

B Unscramble and write.

was	English	changed	trade	by
-----	---------	---------	-------	----

English was changed by trade.

C Think about yourself. Choose the best answer.

Academic Objective	Languages change over time.	☒ True ☐ False
Reading Skill	I can use synonyms to summarize something I read.	☐ answers will vary ☐ ☐
Writing Skill	I can write about cause and effect relationships.	☐ answers will vary ☐ ☐
Integrate IT	I can discuss and make inferences about language. I got <u>will vary</u> discussion questions correct in this unit.	☐ answers will vary ☐ ☐

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

19

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

Level Tips

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

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

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

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

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

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

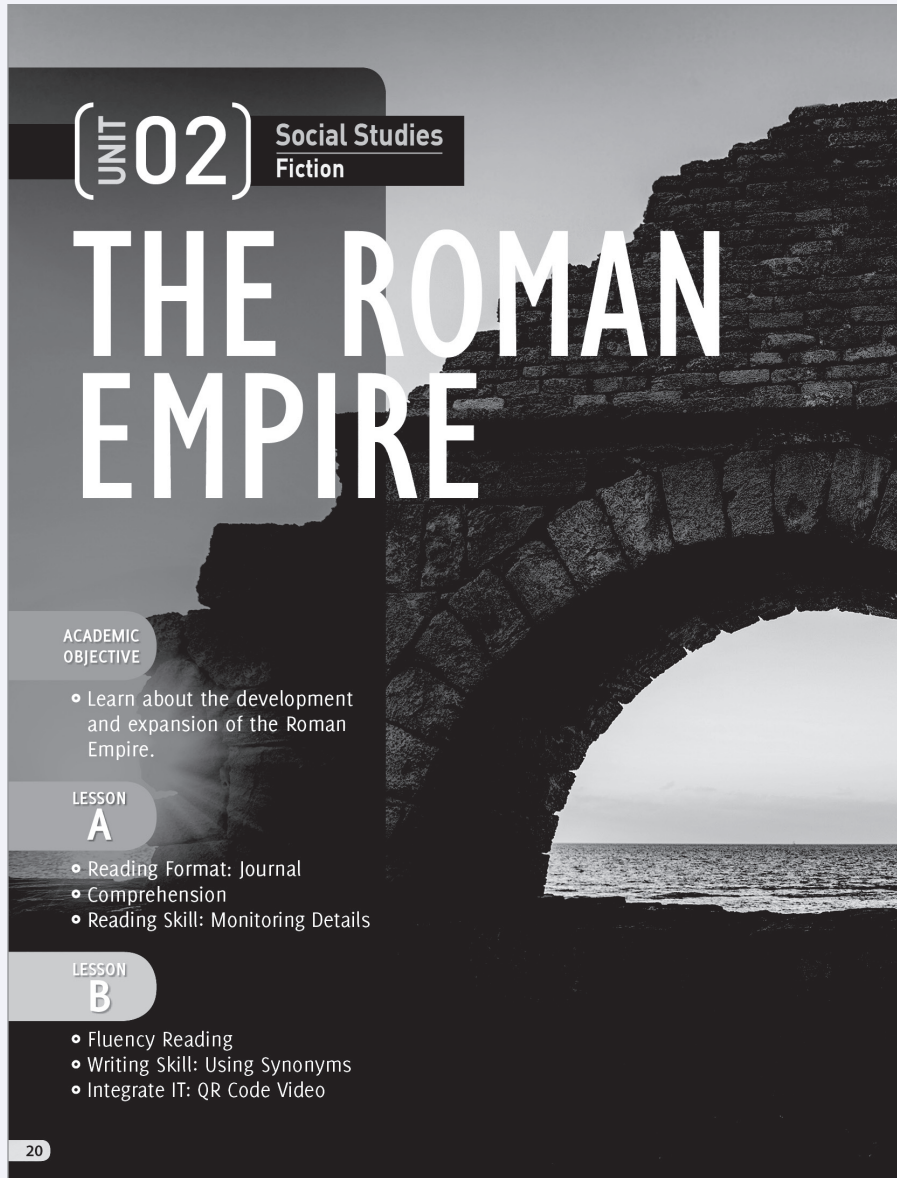
UNIT SUMMARY

Unit 2: Social Studies / Fiction

Academic Objective: Learn about the development and expansion of the Roman Empire.

Academic Objective in Context: The Roman Empire developed and expanded through a strong central government, a strong military, open architecture, and roads that connected people. This helped set the foundation for modern Western culture.

UNIT INTRODUCTION



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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: foundation, structure, architecture, expand, advanced, establish, territory, official

Bonus Words: ally, conquer

Structure Focus: Adverbs of Place, Time, and Manner

Reading Format: Journal



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

21

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students which countries are known to have high populations to activate prior knowledge.

1. What do you think this is?

Sample answer: *I think it is a watchtower or a bridge.*

2. Who made it?

Sample answer: *I think regular people made it.*

3. Why is it important?

Sample answer: *It is important because it is a piece of ancient history.*

TEACHING TIPS

Level Tips

Low-Level Students: After completing the new words activity on page 22, check the answers by asking students to read the words and spell them.

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

NEW WORDS

THE ROMAN EMPIRE

Warm Up

How big was the Roman Empire?
How did languages and culture spread?
How did the Roman Empire influence today's civilization?

NEW WORDS

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

1 foundation (n) something that provides support for something to come after	2 structure (n) the way that something is built, arranged, or organized	3 architecture (n) a method or style of creating a building	4 expand (v) to become bigger
5 advanced (adj) beyond the basic level	6 establish (v) to build, make, or create something that is meant to last for a long time	7 territory (n) an area of land that is controlled and defended by an individual or a group	8 official (adj) allowed or accepted by a government or organization with power

a 3 architecture	b 1 foundation	c 4 expand	d 2 structure
e 7 territory	f 5 advanced	g 8 official	h 6 establish

22 Vocabulary: Learn the meaning of new words.

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

1. How big was the Roman Empire?

Sample answer: *The Roman Empire was quite big.*

2. How did the languages and culture spread?

Sample answer: *I think languages and culture spread because of invasions and trade.*

3. How did the Roman Empire influence today's civilization?

Sample answer: *I think it influenced today's government and architecture.*

Explain to the students that they will learn about the Roman Empire and how it has influenced today's modern civilization. Tell them that the Roman Empire had new ideas of government, transportation, architecture, and culture. Ask students to recall how languages changed in Unit 1. Explain that students will learn new words related to history.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



2A

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.

STRUCTURE: ADVERBS OF PLACE, TIME, AND MANNER

B Read.

1. People moved *around*.
2. The languages *slowly* spread.

C Unscramble and write.

1. newly The city was built
2. was throughout dark The city
3. traveled We slowly on the road

1. The city was newly built.
2. The city was dark throughout.
3. We slowly traveled on the road.

BEFORE YOU READ Academic Objective Question: How did the Roman Empire develop and expand? Why is this important?

23

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

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

Read the structure together as a class.

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

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

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

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow the students to practice pronouncing the vocabulary words, assisting them when needed.

High-Level Students: Ask the students to make connections between the contents of the passage and their own experiences going to a history museum. Ask them what they saw and what they learned. Ask them to make comparisons with the Roman Empire with ancient civilization in their own countries.

READING

Background This reading is about western civilization.

A Listen and read along. 06

The Roman Empire



Name: Max

Date: May 5th

Class: History

Topic: Museum Visit

Today, I went to a history museum, where I learned a lot about the Roman Empire.

The Roman Empire was a multicultural civilization. It helped set the foundation for modern Western societies. The structure of the empire helped spread new ideas about government, transportation, architecture, and culture.

The Romans expanded their empire, and their way of life spread. They did this like no other civilization. The Roman military was strong and advanced. They conquered vast regions of land in a short time. Once an area was under their control, the Romans worked with the locals. They established a strong central government that allied itself with Rome.

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

Explain to the students that the reading format of this passage is a journal. Tell them that journals can be used to record important and interesting information and experiences. Ask the students which class this journal is written for and what the topic of journal is.

Review the title of the reading: The Roman Empire. Ask the students why they think this is the title. Explain this is because the reading is about the Roman Empire and how it has influenced modern civilization.

READING PASSAGE

PASSAGE DETAILS

Next, they built roads to connect new territories with the rest of the empire. The roads helped spread culture and technology. Different cultures and languages also spread throughout the empire. The first official language in the empire was Latin. Later, it was Greek. Other languages slowly spread as people moved around.

In newly-conquered areas, the Romans built cities. They created public spaces open to all people. These places included amphitheaters, forums, racetracks, markets, and public baths. Diverse groups of people learned Roman ways of life at these places.

Roman roads and public spaces were valuable. They shaped the Western culture we know today.



The Roman military had advanced weapons and styles of fighting.



Roman roads helped connect the empire together. People moved around the empire. Languages and cultures mixed.



A strong central government that included smart people like Cicero (above) and people from conquered territories, helped Rome maintain control of their its empire.



Roman architecture is still famous, and their ideas are still used today. The open public spaces helped spread ideas.

Academic Objective in Context: The Roman Empire developed and expanded through a strong central government, a strong military, open architecture, and roads that connected people. This helped set the foundation for modern Western culture.

25

Reading Format: Journal

Academic Objective: Learn about the development and expansion of the Roman Empire.

Academic Objective in Context:

The Roman Empire developed and expanded through a strong central government, a strong military, open architecture, and roads that connected people. This helped set the foundation for modern Western culture.

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

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

Call students to read the captions and look at the pictures. Discuss how the Roman Empire influenced Western civilization.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 4. How does the reading describe the Roman military? Correct answer: d. strong and advanced. Ask the students what the military did.



READING COMPREHENSION

A Choose the best answer.

- What is this reading about?
a. museums b. technology **c. Western civilization** d. militaries
- Why was the Roman Empire important?
a. They built a lot of cities. **b. They set the foundations for modern societies.**
c. They discovered new territories. d. They invented open spaces.
- What does the reading say about roads in the Roman Empire?
a. They helped connect people and spread ideas.
b. They helped give people jobs.
c. They helped create a strong government.
d. They were built by locals.
- How does the reading describe the Roman military?
a. interesting and new **b. open and valuable**
c. vast and strong **d. strong and advanced**

READING SKILL: MONITORING DETAILS

B Match the details from the story.

1. I learned about	a. very interesting.
2. It was	b. people moved around.
3. The Roman military	c. regions of land at once.
4. They conquered vast	d. roads.
5. Next, they built	e. the Roman Empire.
6. Languages slowly spread as	f. was strong and advanced.

SUMMARY: MONITORING DETAILS

C Use the reading skill activity. Write the sentences.

- I learned about the Roman Empire.
- It was very interesting.
- The Roman military was strong and advanced.
- They conquered vast regions of land at once.
- Next, they built roads.
- Languages slowly spread as people moved around.

Reading Comprehension:

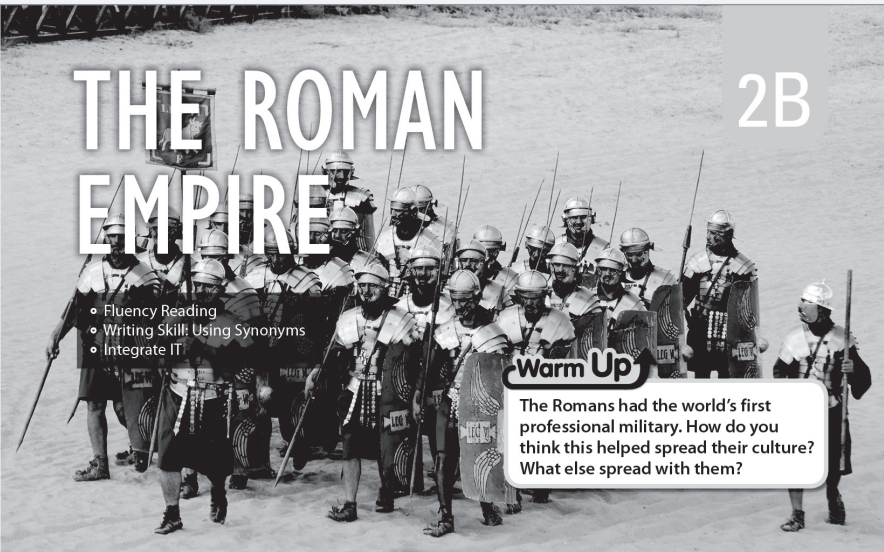
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *monitoring details* means paying attention and keeping track of details while reading. Tell the students to match the details from the passage. Ask students to write the complete sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS



VOCABULARY REVIEW

A Fill in the blank with the correct word.

official territory	structure established	advanced expanded	foundation architecture
-----------------------	--------------------------	----------------------	----------------------------

- The architecture of this building is really beautiful.
- The balloon expanded as she blew more air inside of it.
- The new computer is very advanced.
- The dog barks at anyone who comes near his territory.
- Please show your official ID card.
- Books have been the foundation of the modern education system.
- One teacher with many students is the structure of the classroom in most countries.
- The country established a new rule about paying taxes.

Vocabulary Skill: Use the vocabulary in context.

27

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How do you think this helped spread their culture?

Sample answer: *The military was strong and advanced, so they conquered many lands.*

2. What else spread with them?

Sample answer: *I think language and food also spread with them.*

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

TEACHING TIPS

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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

FLUENCY READING

Background What is this reading about?

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

WORD BOX

foundation	territories	allied	established	expanded
architecture	conquering	official	structure	advanced

The Roman Empire

I learned about the Roman Empire at the history museum today.

The 1. structure of the Roman Empire helped spread new ideas.

This helped make the 2. foundation for modern Western civilization.

The Roman military was well organized and strong. They had

3. advanced ways of fighting. They controlled

4. territories in Europe, Asia, and Africa. The Romans

5. expanded their empire and way of life. After

6. conquering a region, the Romans worked with the local people. To

keep control, they 7. established a strong central government there

that 8. allied with Rome.

Roads were then built. They connected the new territories with the

empire. Roads linked together the multicultural empire. Cultures and

languages spread throughout the empire. Latin, and later Greek, was the

9. official language in the empire. But other languages slowly

spread. They moved around with the people who spoke them.

The Romans built cities in newly-conquered territories. These cities

included special 10. architecture. They had open public spaces. People

shared and learned new things at amphitheaters, forums, racetracks, and

markets.

Roman roads and public spaces helped shape modern Western civilization.

B Do popcorn reading.

Class reading time: times will vary seconds

C What can we use a journal for?

a. writing stories ☒ b. recording experiences c. writing history

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 how the Roman Empire influenced modern civilization.*

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

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

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

WRITING SKILL: USING SYNONYMS

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

Vocabulary Words					
empire	interesting	military	region	build	move around

Synonyms: Words or phrases that mean the same thing as the vocabulary words above.

kingdom	challenging	army	territory	old	take over
city	fun	strong	building	create	migrate

Use Synonyms

- The empire lasted several hundred years.
- It was really interesting to learn about Roman history.
- The Roman military was highly advanced and crushed most other militaries.
- The Romans invaded and took control of vast regions at once.
- They established governments and built cities and roads to keep control.
- People moved around to different parts of the empire.

- The kingdom lasted several hundred years.
- It was really fun to learn about Roman history.
- The Roman army was highly advanced and crushed most other militaries.
- The Romans invaded and took control of vast territories at once.
- They established governments and created cities and roads to keep control.
- People migrated to different parts of the empire.

WRITING PLAN

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

Monitoring Details + Using Synonyms	
1. Learning about the	a. really strong and advanced.
2. The Romans had	b. Romans was interesting.
3. Their military was	c. the people who spoke them
4. They could conquer vast	d. spaces and roads.
5. They built cities with open	e. a strong empire.
6. Languages moved around along with	f. regions all at once.

WRITING SKILL EXPANSION

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

Writing Skill: Sequence the topics and details to explain how the Roman Empire spread across the world.

29

Level Tips

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

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

Writing Skill:

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

Writing Plan:

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

TEACHING TIPS

Level Tips

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

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

INTEGRATE IT SKILLS & DIGITAL LITERACY

INTEGRATE IT: QR CODE VIDEO

A Preview.

“The Romans established governments, cities, and road networks throughout their empire. What are some of the ways their society set the foundation for modern society?”

Think and answer the question above.

Inference (sample) Some other ways are establishing schools and universities.

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



DISCUSSION

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

Think while you watch:

- How did information spread in the Roman Empire?
Information spread with people traveling on the roads.
- How did the military help the empire grow?
They accepted the strongest people from different cultures.
- What are some similarities between the Romans and modern societies?
A similarity between the Romans and modern societies is leisure activities.

30

Integrate IT: Use the IT to think about and discuss the reading in a different way.

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

Sample answer: *Some other ways are establishing schools and universities.*

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

SELF-ASSESSMENT

UNIT 02

A Match.

- | | |
|-----------------|--|
| 1. foundation | a. (v) to become bigger |
| 2. structure | b. (v) to join a person or group to support them or get help from them |
| 3. architecture | c. (n) the way that something is built, arranged, or organized |
| 4. expand | d. (adj) allowed or accepted by a government or organization with power |
| 5. advanced | e. (v) to build, make, or create something that is meant to last for a long time |
| 6. establish | f. (adj) beyond the basic level |
| 7. territory | g. (v) to take control of a country, city, etc. through the use of force |
| 8. official | h. (n) a method or style of creating a building |
| 9. ally | i. (n) an area of land that is controlled and defended by an individual or a group |
| 10. conquer | j. (n) something that provides support for something to come after |

B Unscramble and write.

throughout	Different	spread	cultures	empire	the
------------	-----------	--------	----------	--------	-----

Different cultures spread throughout the empire.

C Think about yourself. Choose the best answer.

Academic Objective	The Roman Empire had very little influence on modern civilization.	True ☐ False ☒
Reading Skill	I can monitor the details in the things I read.	answers will vary ☐
Writing Skill	I can use synonyms in my writing.	answers will vary ☐
Integrate IT	I can discuss and make inferences about civilization. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary ☐

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

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

Level Tips

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

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

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

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

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

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

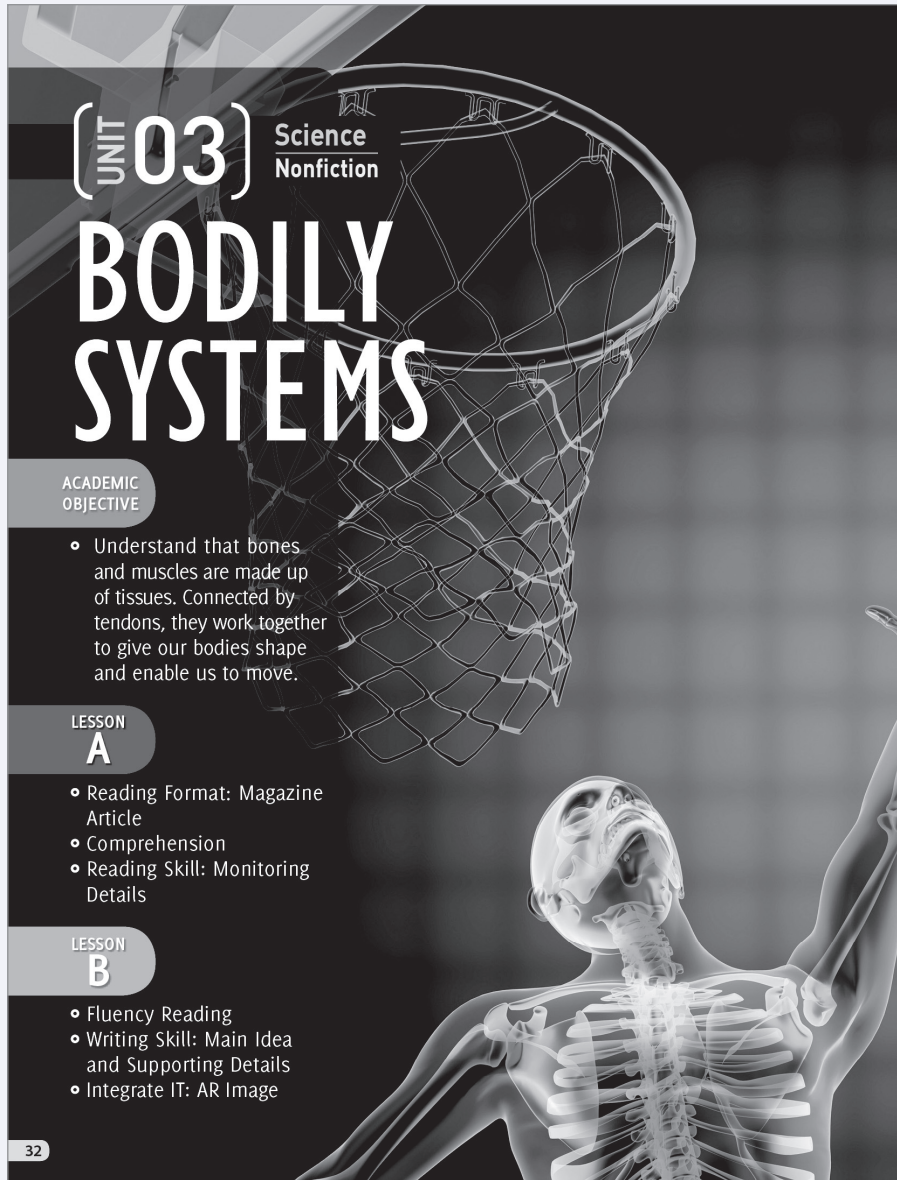
UNIT SUMMARY

Unit 3: Science / Nonfiction

Academic Objective: Understand that bones and muscles are made up of tissues. Connected by tendons, they work together to give our bodies shape and enable us to move.

Academic Objective in Context: Bones and muscles are made up of tissues. Connected by tendons, they work together to give our body shape and enable us to move.

UNIT INTRODUCTION



The graphic features a basketball hoop and net in the background. In the foreground, there is a stylized illustration of a human skeleton with a transparent head, looking upwards. The text is overlaid on the graphic.

(UNIT 03) Science Nonfiction

BODILY SYSTEMS

ACADEMIC OBJECTIVE

- Understand that bones and muscles are made up of tissues. Connected by tendons, they work together to give our bodies shape and enable us to move.

LESSON A

- Reading Format: Magazine Article
- Comprehension
- Reading Skill: Monitoring Details

LESSON B

- Fluency Reading
- Writing Skill: Main Idea and Supporting Details
- Integrate IT: AR Image

32

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: bodily, muscle, bone, skeleton, tissue, tendon, function, protect

Bonus Words: diet, extremely

Structure Focus: Equative Adjectives and Adverbs

Reading Format: Magazine article



1. What do you see in this picture?
2. What are our bones and muscles made of?
3. What do our muscles and bones do for us?

33

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

1. What do you see in this picture?

Sample answer: *I see two people playing basketball. I can see their bones.*

2. What are our bones and muscles made of?

Sample answer: *They are made up of tissue.*

3. What do our muscles and bones do for us?

Sample answer: *They give us our shape and help us move around.*

TEACHING TIPS

Level Tips

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

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

NEW WORDS

BODILY SYSTEMS

- Science / Nonfiction
- Comprehension
- Reading Skill: Monitoring Details

Warm Up

How many bodily systems do you see in the picture?
What are they called? What do they do?

NEW WORDS

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

1 **bodily**

(adj) related to the body

2 **muscle**

(n) a body tissue that can contract and produce movement

3 **bone**

(n) any one of the hard pieces that form the frame inside a person or animal's body

4 **skeleton**

(n) the structure of bones that supports the body of a person or animal

5 **tissue**

(n) the material that forms the parts in a plant or animal

6 **tendon**

(n) a tough piece of tissue in your body that connects a muscle to a bone

7 **function**

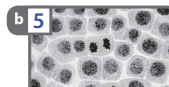
(n) the special purpose or activity for which a thing exists or is used

8 **protect**

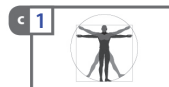
(v) to keep someone or something safe



skeleton



tissue



bodily



function



muscle



bone



protect



tendo

34

Vocabulary: Learn the meaning of new words.

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

1. How many bodily systems do you see in the picture?

Sample answer: *I see six bodily systems in the picture.*

2. What are they called?

Sample answer: *I don't know what they are all called, but I know the skeletal and muscular systems.*

3. What do they do?

Sample answer: *They both give us our shape and help us move.*

Tell students that the human body is very complex. Explain to the students that we have eleven bodily systems and that they will learn about two: the skeletal system and the muscular system. Tell them both systems give our bodies shape and help us move around. Explain that students will learn new words related to bodily systems.

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



3A

STRUCTURE: EQUATIVE ADJECTIVES AND ADVERBS

B Read.

1. Our bones are *as strong as* granite.
2. Twenty tons is *as heavy as* two and a half adult elephants.

C Correct the underlined word and write.

1. My bones are as stronger as rocks.
 2. I am as tallest than my brother.
 3. A truck is as heavier as a truck.
1. My bones are as strong as rocks.
 2. I am as tall as my brother.
 3. A truck is as heavy as a truck.

BEFORE YOU READ Academic Objective Question: What do our bones and muscles do? How do they work together?

35

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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

TEACHING TIPS

READING PASSAGE

Level Tips

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

High-Level Students: Ask the students to make connections between the contents of the passage and the real world. Ask them what they know about professional athletes. Ask them to discuss ways an athlete trains to better perform in their sport. Ask them to think of ways how athletes can make their skeletal and muscular systems stronger.

READING

Background This reading is about the human body.

A Listen and read along.

BODILY SYSTEMS

HEALTH MONTHLY MAGAZINE



The human body is complicated. It has many different parts that work together. These parts can be grouped into eleven basic bodily systems. The skeletal and muscular systems are two of them.

Our skeletal system is made up of our bones. Adult humans have 206 bones in their skeleton. But we are born with 270 bones. Some bones grow together as we get older and bigger. Our skeletal system is mostly made up of compact bone tissue, which is on the outside of our bones. It is hard and as strong as solid granite. Our skeletal system

36

Reading Format: People can subscribe to magazines, which means they pay a certain amount of money and automatically receive the magazine each time a new edition comes out.

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 people can subscribe to magazines. Explain that subscribing to a magazine mean they pay money to receive a new magazine each time a new edition comes out. Tell them that people can also subscribe to newspapers.

Review the title of the reading: Bodily Systems. Ask the students why they think this is the title. Explain this is because the passage is about the muscular and skeletal systems.

READING PASSAGE

PASSAGE DETAILS

Reading Format: Magazine article

Academic Objective: Understand that bones and muscles are made up of tissues. Connected by tendons, they work together to give our bodies shape and enable us to move.

Academic Objective in Context: Bones and muscles are made up of tissues. Connected by tendons, they work together to give our body shape and enable us to move.



The brain sends messages and controls the body. Messages are sent through the spinal cord, which is protected by our backbone.

gives our bodies shape. Bones also help with lots of important bodily functions. For example, our backbone protects our spinal cord, which carries messages between the brain to the rest of the body.

Another important bodily system is the muscular system. Humans have over 650 muscles, which make up 50 percent of our weight. Muscles and bones are connected by tissue called tendons. Muscles use tendons to pull on bones. This is how we can move. If a tendon is broken or torn, we can't move. Muscles hold the skeleton together. Muscles give our body shape, too.

Our muscular and skeletal systems are very important. They give our bodies shape and allow us to move. Eat a healthy diet and exercise so your muscles and bones will work well.



Did you know? If all 650-plus muscles pulled in the same direction at once, you could lift over twenty tons? Twenty tons is as heavy as two and a half adult elephants.

Academic Objective in Context: Bones and muscles are made up of tissues. Connected by tendons, they work together to give our body shape and enable us to move.

37

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 function and importance of our skeletal and muscular systems. Ask students why they think both systems depend on each other. Ask them to think about the skeletal and muscular systems of other animals and how those systems help them survive.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 4. Adults have ____ bones. Correct answer: c. 206. Ask students how many bones we are born with.

READING COMPREHENSION

A Choose the best answer.

- This article is about _____.
a. muscles b. granite c. bodily systems d. bones
- _____ give our body shape and enable us to move.
a. Muscles and bones b. Bones and tissue
c. The brain and tendons d. The spinal cord and backbone
- We could lift _____ if all our muscles pulled in the same direction.
a. 20 tons b. 600 pounds c. 270 tons d. bodily systems
- Adult humans have _____ bones.
a. 650 b. 270 c. 206 d. 6

READING SKILL: MONITORING DETAILS

B Write the correct information in the diagram.

Skeletal System	Muscular System
 - The bones of our skeletal system have a lot of <u>important</u> functions. - Our backbone <u>protects</u> our spinal cord.	 - Muscles allow us to <u>move</u>. - Muscles are attached to bones by <u>tendons</u>.

SUMMARY: MONITORING DETAILS

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

- The bones of our skeletal system have a lot of important functions.
- Our backbone protects our spinal cord.
- Muscles allow us to move.
- Muscles are attached to bones by tendons.

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 *monitoring details* means paying attention and keeping track of details while reading. Tell the students to match the details from the passage. Complete the activity together as a class. Ask students to write sentences with the correct details in the summary section, and then randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS

BODILY SYSTEMS

3B

- Fluency Reading
- Writing Skill: Main Idea and Supporting Details
- Integrate IT

Warm Up

What do our muscles, bones, and tendons do?
What are two things we can do to make sure we keep them working well?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- My brother fell off his bike and broke a _____ in his arm.
a. muscle ☒ b. bone c. skeleton
- The worker wears a hard hat to _____ his head.
☒ a. protect b. function c. tissue
- Stretching before exercise helps your _____, which connect your muscles and bones.
a. skeletons b. tissues ☒ c. tendons
- Humans have eleven basic _____ systems.
☒ a. bodily b. bone c. function
- Our _____ is mostly made up of bones.
a. muscles ☒ b. skeleton c. tissue
- The outside of our bones is made up of compact _____ which is hard, strong, and solid.
a. bones b. skeleton ☒ c. tissue
- The _____ in our bodies help hold the skeleton together.
a. tissues ☒ b. muscles c. bones
- Different bones have different _____ in the body.
a. muscles b. tissues ☒ c. functions

Vocabulary Skill: Use the vocabulary in context.

39

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What do our muscles, bones, and tendons do?

Sample answer: *Our muscles, bones, and tendons enable us to move.*

2. What are two things we can do to make sure we keep them working well?

Sample answer: *We can exercise and have a healthy diet.*

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

TEACHING TIPS

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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

FLUENCY READING

Background What is this reading about?

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

WORD BOX

muscles	diet	bones	bodily	skeleton
functions	tendons	tissue	extremely	protects

Bodily Systems

The human body has eleven basic 1. bodily systems. They work together to keep us alive. Our skeletal and muscular systems are two of them.

One important bodily system is the skeletal system. It is mostly made of compact bone 2. tissue. It makes up the outside part of our bones. It's solid, hard, and 3. extremely strong. Our 4. bones are as strong as solid granite. Humans are born with 270 bones. But adult humans have 206 bones. As we grow bigger, some bones grow together. Our bones give our bodies shape. They have lots of other important 5. functions. For example, our backbone 6. protects our spinal cord, which carries messages between the brain and body.

Another important bodily system is the muscular system. Humans have more than 650 7. muscles. They make up half our body weight. 8. Tendons connect muscles and bones. Tendons allow muscles to pull on bones. This is how we are able to move. Muscles also hold the 9. skeleton together. They also give the body shape.

Our muscular and skeletal systems have many important functions. They give our body shape and allow us to move. Be sure to eat a healthy 10. diet and get plenty of exercise. This will keep your muscles and bones working well.

B Do choral reading.

Class reading time: times will vary seconds

C How do you automatically get a new magazine edition?

- a. from a magazine ☒ b. with a subscription c. by reading an article

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

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

Sample answer: *It's about the skeletal system and the muscular system.*

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

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

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

WRITING SKILL: MAIN IDEA AND SUPPORTING DETAILS

A Fill in the words to complete the main ideas and details from the reading.

Main Idea	
Two of our eleven basic <u>bodily</u> systems are our <u>skeletal</u> system and our <u>muscular</u> system.	
Supporting Details	
The <u>bones</u> in our skeletal system have a lot of important <u>functions</u> .	The <u>muscles</u> in our muscular system allow us to move.
For example, our <u>backbone</u> protects our spinal cord.	Our muscles are attached to our bones by <u>tendons</u> .

WRITING PLAN

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

Monitoring Details + Main Idea and Supporting Details	
Main Idea	Two of our eleven basic bodily systems are our skeletal system and our muscular system.
Supporting Detail 1	The bones in our skeletal systems have a lot of important functions.
Supporting Detail 2	For example, our backbone protects our spinal cord.
Supporting Detail 3	The muscles in our muscular system allow us to move.
Supporting Detail 4	Our muscles are attached to our bones by tendons.

WRITING SKILL EXPANSION

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

Writing Skill: Write the main idea and supporting details from the reading on the skeletal and muscular systems.

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 the *main idea* is what the text is about, and a *supporting detail* is information that tells more about the main idea. Tell the students to write the correct words in the diagram. 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: *monitoring 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.

TEACHING TIPS

Level Tips

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

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

INTEGRATE IT SKILLS & DIGITAL LITERACY

INTEGRATE IT: AR IMAGE

A Preview.

"The human body has eleven basic bodily systems.
What are two of those systems?"

Think and answer the question above.

Inference (sample) *The human body has the muscular system and the skeletal system.*

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

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

Learn more about our bodily systems!



DISCUSSION

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

Think while you watch:

- How many bones are in an adult human's body?
There are 206 bones in an adult human's body.
- What makes up about half of our bodyweight?
Muscles make up about half our body weight.
- How are muscles and bones connected?
They are connected by tendons.

Explain to the students that they will now watch a video about the muscular system and skeletal system. 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 human body has the muscular system and the skeletal system.*

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

SELF-ASSESSMENT

UNIT 03

A Match.

- | | | |
|---------------|---|--|
| 1. bodily | • | a. (n) a tough piece of tissue in your body that connects a muscle to a bone |
| 2. muscle | • | b. (adj) to a very high amount or degree |
| 3. bone | • | c. (adj) related to the body |
| 4. skeleton | • | d. (v) to keep someone or something safe |
| 5. tissue | • | e. (n) the structure of bones that supports the body of a person or animal |
| 6. tendon | • | f. (n) a body tissue that can contract and produce movement |
| 7. function | • | g. (n) any one of the hard pieces that form the frame inside a person or animal's body |
| 8. protect | • | h. (n) the kind of and amount of food a person eats |
| 9. diet | • | i. (n) the special purpose or activity for which a thing exists or is used |
| 10. extremely | • | j. (n) the material that forms the parts in a plant or animal |

B Unscramble and write.

heavy elephants is as as and a half adult Twenty tons two

Twenty tons is as heavy as two and a half adult elephants.

C Think about yourself. Choose the best answer.

Academic Objective	The muscular and skeletal systems are the only two bodily systems.	True ☐ False ☒
Reading Skill	I can compare and contrast things I read about.	answers will vary ☐
Writing Skill	I can summarize a main idea and supporting details in my writing.	answers will vary ☐
Integrate IT	I can discuss and make inferences about bodily systems. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary ☐

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

43

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

Level Tips

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

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

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

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

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

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

UNIT SUMMARY

Unit 4: Science / Fiction

Academic Objective: Learn how to maintain good health to keep bodily systems functioning properly.

Academic Objective in Context: Having good nutrition, regular exercise, and enough sleep will keep your bodily systems healthy.

UNIT INTRODUCTION

The graphic features a grayscale background image of a hand holding a whole apple. Overlaid on this is a dark gray rectangular box containing text. At the top left of the box is the text '(UNIT 04)' in a large, white, sans-serif font. To its right, the words 'Science' and 'Fiction' are stacked vertically in a smaller, white, sans-serif font. Below this, the word 'NUTRIENTS' is written in a very large, bold, white, sans-serif font. Further down, the text 'ACADEMIC OBJECTIVE' is written in a small, white, sans-serif font. Below this, a bulleted list contains one item: '• Learn how to maintain good health to keep bodily systems functioning properly.' Below the list, the text 'LESSON A' is written in a small, white, sans-serif font, with the letter 'A' being significantly larger and bolder. Below this, another bulleted list contains three items: '• Reading Format: Presentation', '• Comprehension', and '• Reading Skill: Making Inferences'. Below this list, the text 'LESSON B' is written in a small, white, sans-serif font, with the letter 'B' being significantly larger and bolder. Below this, another bulleted list contains three items: '• Fluency Reading', '• Writing Skill: Organizing Information', and '• Integrate IT: QR Code Video'. At the bottom left of the dark gray box, the number '44' is written in a small, white, sans-serif font.

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

Review the academic objective on the page.

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

UNIT SUMMARY

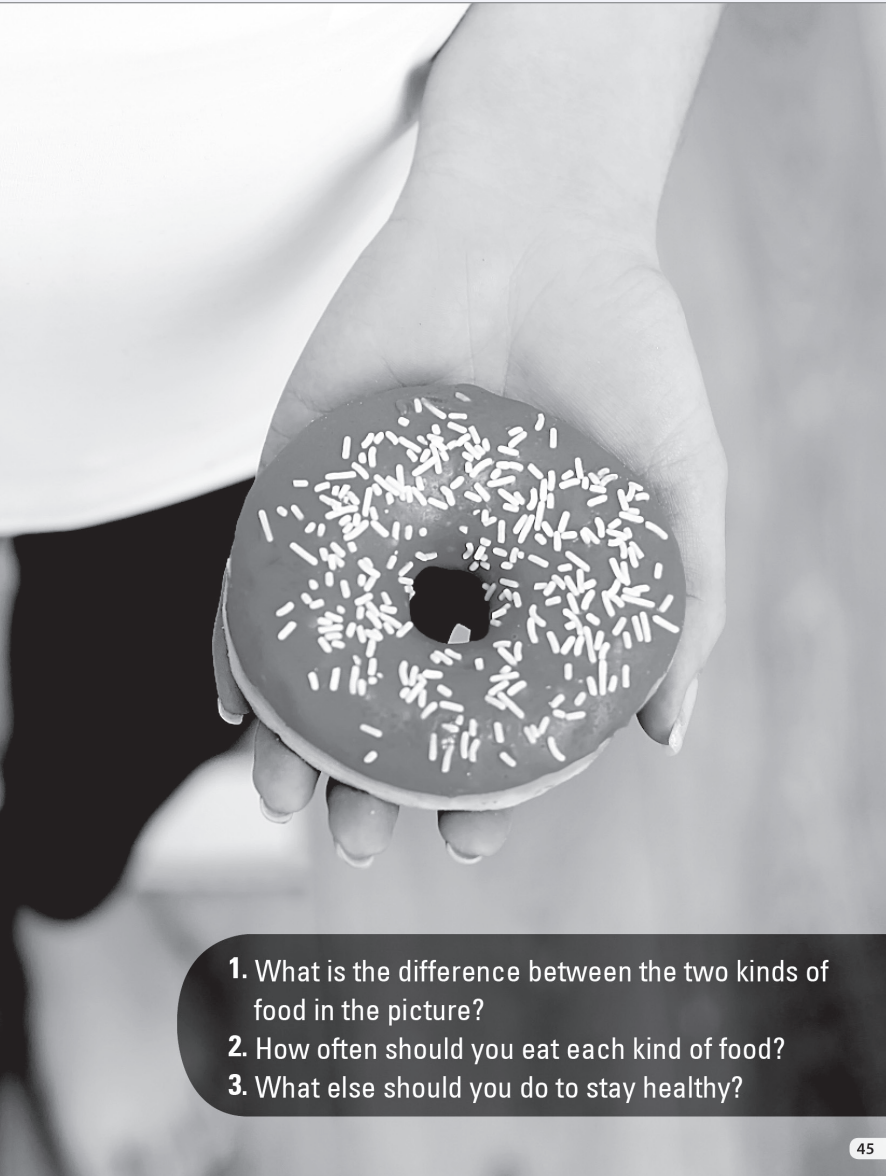
Language Learning Objectives

New Words: information, requirement, decision, consistent, balance, option, vitamin, mineral

Bonus Words: sustainable, equally

Structure Focus: Adverbs of Frequency

Reading Format: Presentation



1. What is the difference between the two kinds of food in the picture?
2. How often should you eat each kind of food?
3. What else should you do to stay healthy?

45

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

1. What is the difference between the two kinds of food in the picture?

Sample answer: *The apple is healthy, but the donut is unhealthy.*

2. How often should you eat each kind of food?

Sample answer: *You should eat healthy food often. You should sometimes eat unhealthy food.*

3. What else should you do to stay healthy?

Sample answer: *You should exercise regularly and sleep enough.*

Level Tips

Low-Level Students: After completing the new words activity on page 46, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 46, check the answers by giving students 1-2 minutes to memorize the new words on page 46, and then ask them to close the book and recall each word from memory.

NUTRIENTS

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

Warm Up

What kinds of foods are there on the left pan?
What kinds of foods are on the right pan?
What will happen if you normally eat one or the other?

NEW WORDS

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

1 information

(n) knowledge, facts, and details about a subject

2 requirement

(n) something that is needed or that must be done

3 decision

(n) a choice that you make about something after thinking about it

4 consistent

(adj) usually acting or behaving in the same way

5 balance

(n) different things that happen in equal or proper amounts

6 option

(n) something that may be chosen

7 vitamin

(n) a natural substance that is usually found in foods and is good for health

8 mineral

(n) a chemical substance that occurs naturally in certain foods and is good for health



requirement



vitamin



balance



decision



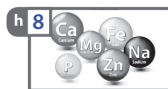
information



consistent



option



mineral

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

1. What kinds of foods are there on the left pan?

Sample answer: *Fruit and vegetables are on the left pan. These kinds of foods are good for us.*

2. What kinds of foods are there on the right pan?

Sample answer: *Chocolate, donuts, and candy are on the right. These kinds of foods are not good for us.*

3. What will happen if you normally eat one or the other?

Sample answer: *Your body gets healthier when you eat the foods on the left. You gain weight when you eat the foods on the right.*

Explain to the students that different kinds of foods contain different nutrients. Tell them that we need nutrients in order to be healthy. Tell them that fruit and vegetables have lots of nutrients. Explain that students will learn new words related to nutrients and health.

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

4A



STRUCTURE: ADVERBS OF FREQUENCY

B Read.

1. *I usually eat healthy food.*
2. *Sometimes they make the wrong choices.*

C Correct the underlined word and write. More than one answer is possible.

1. I have to go to school at 8 o'clock, so I sometimes wake up at 7.
 2. Never doing exercise three times per week is good for you.
 3. I always eat junk food, so I am very healthy.
1. I have to go to school at 8 o'clock, so I usually wake up at 7.
 2. Always doing exercise three times per week is good for you.
 3. I never eat junk food, so I am very healthy.

BEFORE YOU READ Academic Objective Question: How can you maintain good health and keep your bodily systems functioning properly?

47

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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

TEACHING TIPS

READING PASSAGE

Level Tips

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

High-Level Students: Ask the students to make connections between the contents of the passage and what they know about nutrients. Ask them if they know what different types of nutrients are in different types of food.

READING

Background This reading is about health and food.

A Listen and read along.

NUTRIENTS

Most people want to be healthy and look and feel good. They have some idea about what's good or bad for them. But they are confused by all the information out there about how to have a healthy lifestyle.

There are three equally important requirements for a healthy life: nutrition, exercise, and rest. Humans have complicated bodily systems. You need to eat healthy food to give your bodily systems energy. You need exercise to keep them strong. You need sleep to give them rest. You won't be healthy if you usually make unhealthy decisions about these things. Today I'm going to talk about one part of living a healthy life: nutrition.

Choices about nutrition, exercise, and sleep must be consistent and sustainable. Sometimes people say they are going on a diet to be healthy.

48

Reading Format: Presentations are filled with information for an audience, usually at work or school.

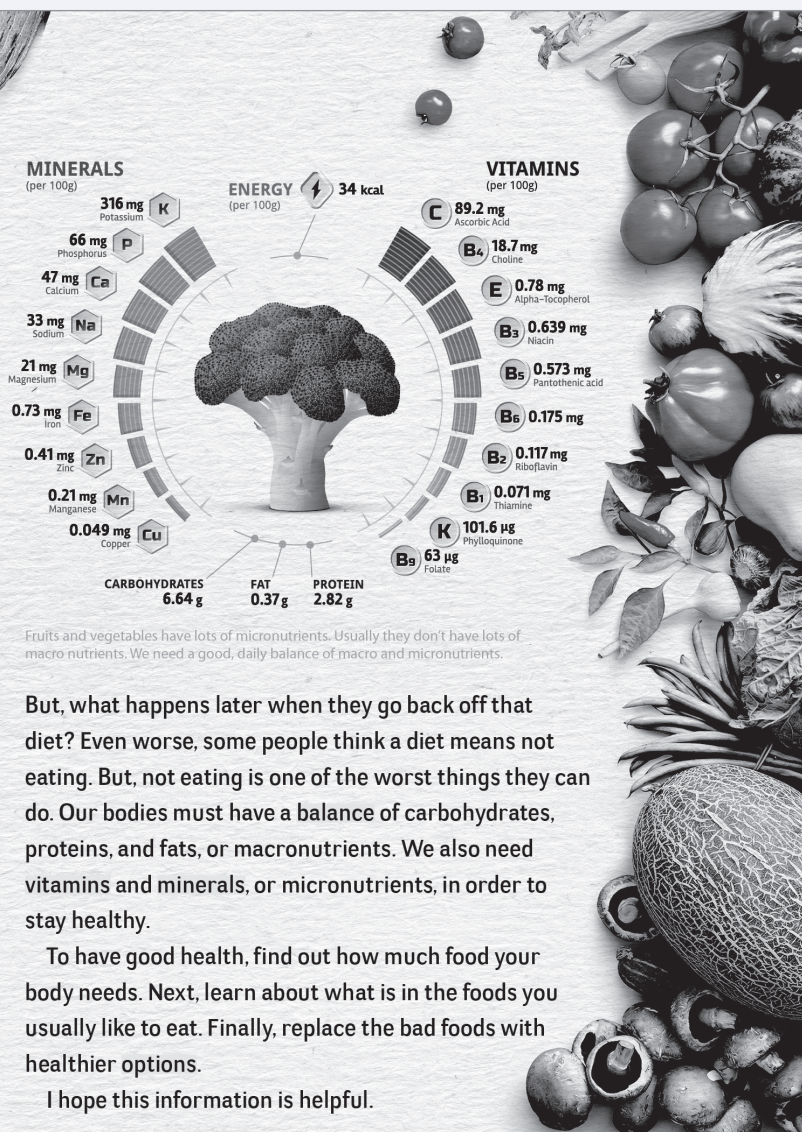
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that they will read a presentation. Tell them that presentations are filled with information for an audience. Tell them that we can usually see a presentation at work or at school.

Review the title of the reading: Nutrients. Ask the students why they think this is the title. Explain this is because they will read about the importance of nutrients.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Presentation

Academic Objective: Learn how to maintain good health to keep bodily systems functioning properly.

Academic Objective in Context: Having good nutrition, regular exercise, and enough sleep will keep your bodily systems healthy.

Academic Objective in Context: Having good nutrition, regular exercise, and enough sleep will keep your bodily systems healthy.

49

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

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the requirements for a healthy life. Ask them to discuss what nutrients are and where we can get them from.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. Protein, fats, and _____ are macronutrients. Correct answer: b. carbohydrates. Ask the students what micronutrients are.

READING COMPREHENSION

A Choose the best answer.

- This article is about _____.
a. food b. vitamins c. sleep d. exercise
- Proteins, fats, and _____ are macronutrients.
a. minerals b. carbohydrates c. vitamins d. foods
- There are _____ equally important requirements for a healthy life.
a. two b. three c. four d. five
- People have to make _____ and sustainable choices about their health.
a. confused b. helpful c. worse d. consistent

READING SKILL: MAKING INFERENCES

B Check (✓) the statements that are true.

- ☐ 1. Nutrition is the single most important requirement for good health.
- ☒ 2. Besides good nutrition, you must get regular exercise and enough rest to be healthy.
- ☒ 3. You should choose something, for example an exercise program, that you are able to continue doing regularly.
- ☐ 4. Going on a healthy diet to lose weight means avoiding all fats.
- ☒ 5. You need to eat all the different types of nutrients, even if you go on a diet.
- ☒ 6. Eating lots of fruit and vegetables provides a balance of the nutrients our bodies need.
- ☐ 7. Burgers and french fries are sources of macronutrients.
- ☐ 8. Milk, carrots, and oranges are rich in micronutrients.

SUMMARY: MAKING INFERENCES

C Use the reading skill activity. Write the sentences that you checked.

- Besides good nutrition, you must get regular exercise and enough rest to be healthy.
- You should choose something, for example an exercise program, that you are able to continue doing regularly.
- You need to eat all the different types of nutrients, even if you go on a diet.
- Eating lots of fruit and vegetables provides a balance of the nutrients our bodies need.

Reading Comprehension:

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

Reading Skill:

Explain to the students that *making inferences* means making educated guesses based on what we already know. Tell the students to make inferences using the information from the passage. Complete the activity together as a class. Ask students to write the sentences they have checked. 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

TEACHING TIPS

NUTRIENTS

4B

- Fluency Reading
- Writing Skill: Organizing Information
- Integrate IT

Warm Up

Are these foods healthy or not?
What do they have a lot of?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- The website has a lot of _____ about exercise.
a. requirements **b. information** c. decisions
- It's hard to think while I'm hungry. I can't make a(n) _____.
a. option **b. decision** c. information
- You can't go to the next level without passing the test. It's a(n) _____.
a. requirement b. decision c. option
- Oranges have a lot of _____ C in them.
a. information b. mineral **c. vitamin**
- Too much exercise or rest isn't good. You need to _____ both.
a. option b. consistent **c. balance**
- Iron and zinc are two important _____ that our bodies need.
a. minerals b. vitamins c. options
- She is very _____ with exercise. She works out every Wednesday.
a. consistent b. information c. decision
- The menu at this restaurant has several healthy _____.
a. decisions **b. options** c. requirements

Vocabulary Skill: Use the vocabulary in context.

51

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. Are these foods healthy or not?

Sample answer: *These foods are extremely healthy.*

2. What do they have a lot of?

Sample answer: *They have a lot of nutrients.*

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

TEACHING TIPS

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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

FLUENCY READING Background What is this reading about?

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

Nutrients

Most people want to look and feel good. There is a lot of (decision / information) about what's good and bad for health. But a lot of people don't know how to live a healthy life.

Nutrition, exercise, and rest are (requirements / options) for a healthy life. All three are (consistent / equally) important to our bodily systems. Healthy food gives your bodily systems energy. Regular exercise keeps them strong. Enough sleep gives them rest. You can only be healthy if you usually make healthy (options / decisions). Today I'm going to talk about one part of living a healthy life: nutrition.

You have to be (sustainable / consistent) in your choices of nutrition, exercise, and sleep. Going on a diet for health reasons is OK. But it isn't (sustainable / consistent). What happens when you stop? Some people think that not eating is a good way to lose weight. If you don't eat, you will lose muscle, get sick, and be tired. You must eat a healthy (requirement / balance) of macronutrients. These are carbohydrates, proteins, and fats. Micronutrients are also essential for health. These are (minerals / vitamins) like folic acid and (minerals / vitamins) like iron. So, learn what's in the foods you usually eat. Learn how much you should eat. Choose healthier (decisions / options) instead of bad foods.

I hope you learned from this discussion.

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

C What do presentations contain?
a. information **b.** stories **c.** directions

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

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

Sample answer: *It's a presentation on nutrients and staying healthy.*

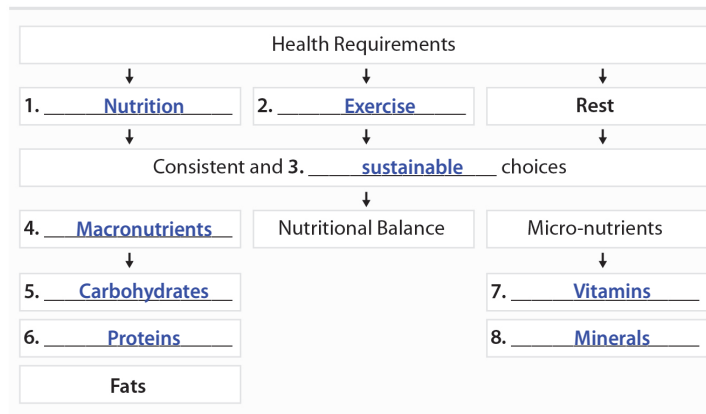
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and circle the correct words in the passage as they listen to the audio. Play audio **track 13**.

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

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

WRITING SKILL: ORGANIZING INFORMATION

A Complete the chart.



WRITING PLAN

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

Making Inferences + Organizing Information

- The three main requirements for health are nutrition, exercise, and rest, all of which are essential.
- Choices about these requirements must be consistent and sustainable.
- Macronutrients include carbohydrates, proteins, and fats.
- Macronutrients include vitamins and minerals.

WRITING SKILL EXPANSION

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

Writing Skill: Write the main idea and details about what our bodies need to be healthy.

53

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *organizing information* means putting the correct information in an outline. 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: *making inferences*. 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.

TEACHING TIPS

Level Tips

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

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

INTEGRATE IT SKILLS & DIGITAL LITERACY

INTEGRATE IT: QR CODE VIDEO

A Preview.

“There's an old saying that an apple a day keeps the doctor away. Why do you think that is?”

Think and answer the question above.

Inference (sample) An apple contains nutrients, so eating apples can keep you healthy.

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



DISCUSSION

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

Think while you watch:

1. What kinds of foods contain micronutrients.
Fruit and vegetables contain micronutrients.
2. What kinds of foods contain macronutrients.
Meats, nuts, grains, fish, and eggs contain macronutrients.
3. How is junk food bad for you?
Junk food contains too much of one thing and not enough of anything else.

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

Sample answer: *An apple contains nutrients, so eating apples can keep you healthy.*

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

SELF-ASSESSMENT

UNIT 04

A Match.

- | | |
|----------------|---|
| 1. information | a. (n) something that may be chosen |
| 2. requirement | b. (n) knowledge, facts, and details about a subject |
| 3. decision | c. (adj) usually acting or behaving in the same way |
| 4. consistent | d. (adv) in an equal or even manner |
| 5. balance | e. (v) a choice that you make about something after thinking about it |
| 6. option | f. (adj) able to last or continue for a long time |
| 7. vitamin | g. (n) something that is needed or that must be done |
| 8. mineral | h. (n) a chemical substance that occurs naturally in certain foods and is good for health |
| 9. sustainable | i. (n) different things being in equal or proper amounts |
| 10. equally | j. (n) a natural substance that is usually found in foods and is good for health |

B Unscramble and write.

exercise	need	You	regularly	to
----------	------	-----	-----------	----

You need to exercise regularly.

C Think about yourself. Choose the best answer.

Academic Objective

There are three main requirements for a healthy life.

True

False

Reading Skill

I can make inferences based on the information in a passage.

answers will vary

Writing Skill

I can organize information in my writing.

answers will vary

Integrate IT

I can discuss and make inferences about nutrition. I got will vary discussion questions correct in this unit.

answers will vary

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

55

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

Level Tips

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

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

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

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

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

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

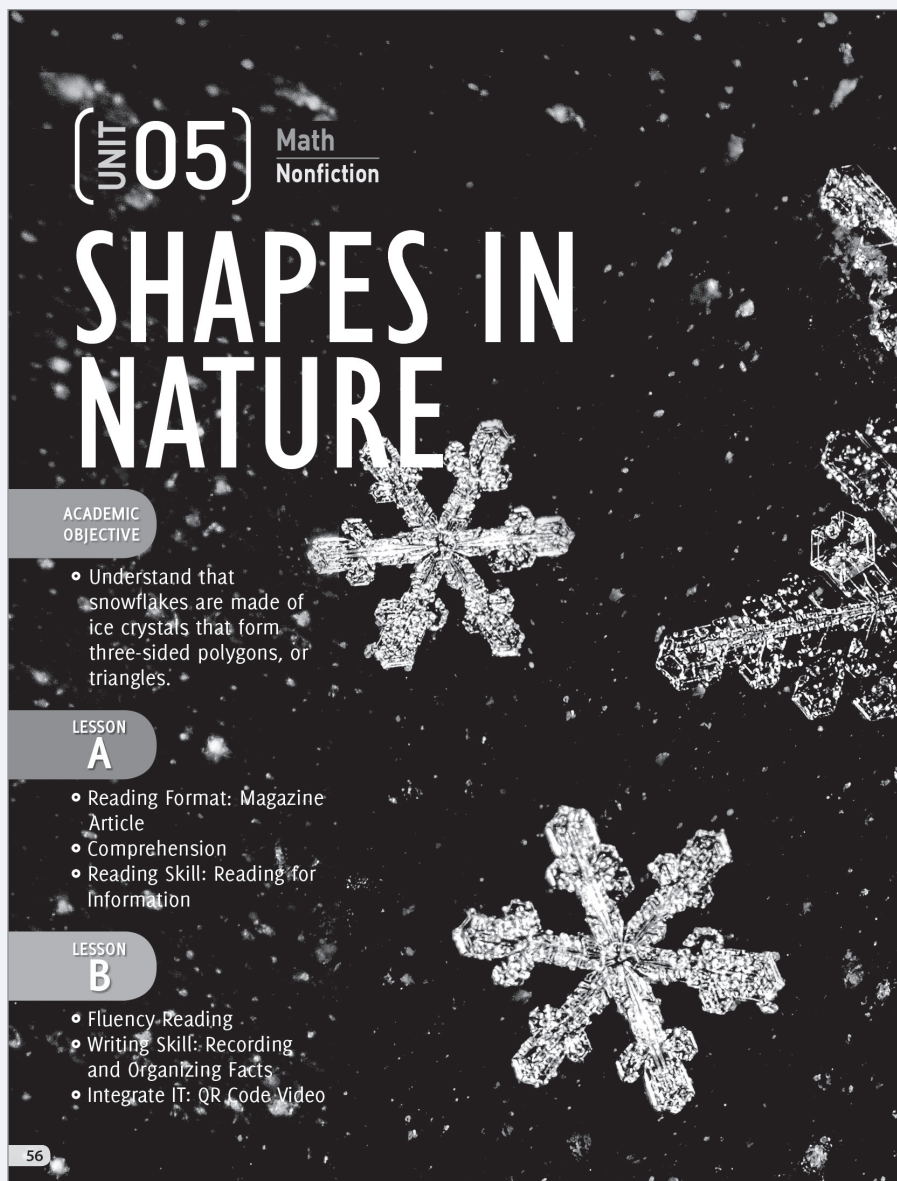
UNIT SUMMARY

Unit 5: Math / Nonfiction

Academic Objective: Understand that snowflakes are made of ice crystals that form three-sided polygons or triangles.

Academic Objective in Context: Snowflakes are made of ice crystals that form three-sided polygons or triangles.

UNIT INTRODUCTION



UNIT 05 Math Nonfiction

SHAPES IN NATURE

ACADEMIC OBJECTIVE

- Understand that snowflakes are made of ice crystals that form three-sided polygons, or triangles.

LESSON A

- Reading Format: Magazine Article
- Comprehension
- Reading Skill: Reading for Information

LESSON B

- Fluency Reading
- Writing Skill: Recording and Organizing Facts
- Integrate IT: QR Code Video

56

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: crystal, hexagon, transform, stuck, complex, symmetrical, equilateral, isosceles

Bonus Words: microscope, design

Structure Focus: Plural Count
Nouns without Determiners

Reading Format: Magazine article



1. What do you see in this picture?
2. What shapes do you see?
3. How do these form in nature?

57

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

1. What do you see in the picture?

Sample answer: *I see snowflakes.*

2. What shapes do you see?

Sample answer: *I see rectangles, squares, and triangles.*

3. How do these form in nature?

Sample answer: *These form in the clouds when the temperature is cold.*

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.

SHAPES IN NATURE

- Math / Nonfiction
- Comprehension
- Reading Skill: Reading for Information

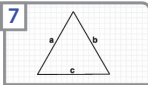
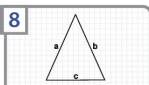
Warm Up

What is snow? What places on earth get snow? Have you ever looked closely at a snowflake? What did you see?

NEW WORDS

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

1 crystal (n) a small piece of a substance that has many sides and is formed when the substance turns into a solid	2 hexagon (n) a flat shape that has six angles and six sides	3 transform (v) to change in form, appearance, or structure	4 stuck (adj) difficult or impossible to move from a position
5 complex (adj) having parts that connect or go together in complicated ways	6 symmetrical (adj) having sides or halves that are the same	7 equilateral (adj) a triangle in which all three sides are the same length	8 isosceles (adj) a triangle in which two sides have the same length

a 3  transform	b 6  symmetrical	c 7  equilateral	d 2  hexagon
e 4  stuck	f 5  complex	g 1  crystal	h 8  isosceles

58 Vocabulary: Learn the meaning of new words.

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

1. What is snow?

Sample answer: *Snow is a soft, white, cold substance that falls from the sky in winter.*

2. What places on earth get snow?

Sample answer: *Places that have cold winters get snow.*

3. Have you ever looked closely at a snowflake? What did you see?

Sample answer: *Yes. I saw shapes and crystals.*

Explain to the students that they will learn about snowflakes and about the shapes and geometry of them. Tell the students that snowflakes are ice crystals. Tell them they will learn about how snowflakes form. Play audio **track 14** and ask students to say and write each word as they hear them.



5A

STRUCTURE: PLURAL COUNT NOUNS WITHOUT DETERMINERS

B Read.

1. *Snowflakes* grow as they fall.
2. Lots of *animals* are symmetrical.

C Unscramble and write.

1. structures have Snowflakes complex crystal
 2. Snowflakes one another are from different
 3. Triangles three-sided are polygons
1. *Snowflakes have complex crystal structures.*
 2. *Snowflakes are different from one another.*
 3. *Triangles are three-sided polygons.*

BEFORE YOU READ Academic Objective Question: What are snowflakes made of?

59

Level Tips

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

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

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

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

Read the structure together as a class.

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

Complete the 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

Level Tips

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

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

READING PASSAGE

READING

Background This reading is about the geometry of snowflakes.

A Listen and read along.

This month's winter special : THE GEOMETRY OF SNOWFLAKES

Shapes in Nature

In 1885, Wilson Bentley took the first photos of the structure of snowflakes. He took five thousand photos to study the beautiful crystal structures. He found that no two snowflakes are the same; they are all different.

Bentley used a microscope and a camera to take photos of snowflakes.

A snowflake is made of ice **crystals** that form in clouds. Some snowflakes are made of one ice crystal. Others are made of many ice crystals **stuck** together.

This type of snowflake has the largest ice crystals.

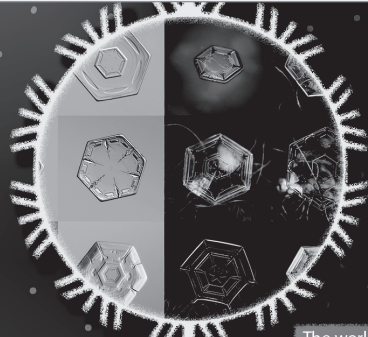
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a magazine article. Tell them that magazine articles provide interesting facts. Tell the students that most magazine articles are accompanied by images.

Review the title of the reading: Shapes in Nature. Ask the students why they think this is the title. Explain this is because snowflakes are formed in nature and have different shapes.

READING PASSAGE

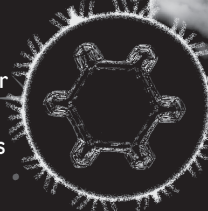
PASSAGE DETAILS



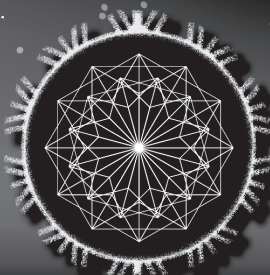
Each snowflake starts as a **hexagon**, a six-sided polygon. The snowflake grows bigger and bigger as it falls through cold air from clouds. The six corners of the snowflake grow arms. The arms **transform** into different shapes.

The world's largest snowflake was recorded in 1887 at almost 40 cm.

Clouds can have warmer parts and cooler parts. Different temperatures make snowflakes of different shapes. Drier weather creates snowflakes with simple shapes. Warm and wet weather produces snowflakes with more **complex** shapes.



Snowflakes have an amazing variety of shapes. Snowflakes are **symmetrical**. This means they have the same pattern on both halves. The patterns are made of different kinds of polygons.



You can see many triangles in a snowflake. Triangles are three-sided polygons. Snowflakes have right triangles, **equilateral** triangles, and **isosceles** triangles. It's amazing that a tiny snowflake can have such complex designs.

Academic Objective in Context: Snowflakes are made of ice crystals that form three-sided polygons or triangles.

61

Reading Format: Magazine article

Academic Objective: Understand that graphs give snowflakes are made of ice crystals that form three-sided polygons or triangles.

Academic Objective in Context: Snowflakes are made of ice crystals that form three-sided polygons or triangles.

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 how snowflakes are formed. Ask students to describe the different shapes from the passage.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. Wilson Bentley was the first person to _____ snowflakes. Correct answer: a. take photos of. Ask the students how many photos he took.

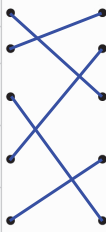
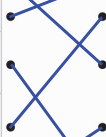
READING COMPREHENSION

A Choose the best answer.

- Snowflakes get bigger as _____.
a. it snows **b. they fall** c. it gets windy d. they get warmer
- Wilson Bentley was the first person to _____ snowflakes.
a. take photos of b. create
c. paint pictures of d. write a story about
- Snowflakes start as _____.
a. arms b. triangles **c. hexagons** d. circles
- The different shapes of snowflakes are caused by different _____.
a. photos b. corners c. seasons **d. temperatures**

READING SKILL: READING FOR INFORMATION

B Match the correct answers to the questions.

1. What are snowflakes?		a. no two snowflakes are the same
2. Why are snowflakes special?		b. warm and wet weather
3. What kind of weather makes simple snowflakes?		c. ice crystals
4. What kind of weather makes complex snowflakes?		d. hexagons and triangles
5. What kinds of polygons can you see in a snowflake?		e. drier weather

SUMMARY: READING FOR INFORMATION

C Use the reading skill activity. Write the answers in complete sentences.

- Snowflakes are ice crystals.
- Snowflakes are special because no two snowflakes are the same.
- Drier weather makes simple snowflakes.
- Warm and wet weather makes complex snowflakes.
- You can see hexagons and triangles in a snowflakes.

Reading Comprehension:

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

Reading Skill:

Explain to the students that *reading for information* means looking for important information as you read. Tell the students to match the answers to the questions. Complete the activity together as a class. Ask students to write the answers in complete 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

TEACHING TIPS

SHAPES IN NATURE

5B

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

Warm Up

What shapes do you see?
What makes snowflakes interesting?
Why do you think Wilson Bentley wanted to take photos of snowflakes?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

hexagon
stuck

isosceles
complex

symmetrical
transforms

crystal
equilateral

1. If you draw a line down the middle, you'll see that the star is symmetrical.
2. A(n) equilateral triangle has three equal sides.
3. The crystal shined and sparkled in the sunlight.
4. Water transforms into ice when the temperature goes below 0° Celsius.
5. The boy got chewing gum stuck in his hair.
6. Each cell in a beehive is a six-sided hexagon.
7. The streets in the city are so complex that I get lost easily.
8. A(n) isosceles triangle has two equal angles.

Vocabulary Skill: Use the vocabulary in context.

63

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What shapes do you see?

Sample answer: *I see triangles and hexagons.*

2. What makes snowflakes interesting?

Sample answer: *Each snowflake is unique.*

3. Why do you think Wilson Bentley wanted to take photos of snowflakes?

Sample answer: *I think he wanted to capture their beauty before they melted.*

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

TEACHING TIPS

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.

READING FLUENCY DEVELOPMENT & BONUS WORDS

FLUENCY READING

Background What is this reading about?

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

WORD BOX

equilateral	microscope	stuck	symmetrical	crystals
complex	hexagon	isosceles	designs	transform

Shapes in Nature

Wilson Bentley loved to look at beautiful snowflakes. Snowflakes are ice 1. crystals. He thought they were very beautiful. He was the first person to take photos of snowflakes. He first looked at snowflakes through a(n) 2. microscope. He discovered that snowflakes had 3. complex shapes. But the beautiful 4. designs were lost when the snowflakes melted. So, he wanted to take photos to remember the designs. Using a microscope with a camera, he took the first photo of a snowflake in 1885. He took five thousand snowflake photos. He liked to study the photos. He discovered that no two snowflakes are exactly the same. All snowflakes start as a(n) 5. hexagon. Snowflakes grow bigger and bigger as they move. The six corners of the hexagon grow arms. The arms 6. transform into different shapes. Some snowflakes are made of one ice crystal. Other snowflakes are made of many ice crystals that get 7. stuck together. Snowflakes are 8. symmetrical. This means they have the same pattern on both sides. The patterns are made of different kinds of polygons. You can see many triangles in a snowflake. Triangles are a three-sided polygon. Snowflakes have right triangles, 9. equilateral triangles with three equal sides, and 10. isosceles triangles with two equal sides.

B Do popcorn reading.

Class reading time: times will vary seconds

C Where can you find articles with interesting facts and images sold in stores?

a. e-mail b. journals c. magazines

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 snowflakes are formed and their unique shapes.*

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

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

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

WRITING SKILL: RECORDING AND ORGANIZING FACTS

A Look back at the story. Fill in the blanks to complete the facts about William Bentley.

- a. microscope b. five thousand c. snowflakes d. designs e. discovered
1. Bentley was interested in c .
 2. Bentley used a a and camera to take photos of snowflakes.
 3. Bentley wanted to take photos of snowflakes to remember their d .
 4. Bentley took b photos of snowflakes.
 5. Bentley e that no snowflakes were the same.

WRITING PLAN

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

Reading for Information + Recording and Organizing Facts Write five facts for each category.	
About snowflakes	About Wilson Bentley
Snowflakes are ice crystals.	Bentley was interested in snowflakes.
No two snowflakes are the same.	Bentley used a microscope and camera to take photos of snowflakes.
Drier weather makes simple snowflakes.	Bentley wanted to take photos of snowflakes to remember their designs.
Warm and wet weather makes complex snowflakes.	Bentley took five thousand photos of snowflakes.
You can see triangles and hexagons in a snowflake.	Bentley saw that no snowflakes were the same.

WRITING SKILL EXPANSION

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

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *recording and organizing details* means writing down the details and information in an outline. Explain that recording and organizing information in this way will help them become stronger writers.

Writing Plan:

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

TEACHING TIPS

Level Tips

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

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

INTEGRATE IT SKILLS & DIGITAL LITERACY

INTEGRATE IT: QR CODE VIDEO

A Preview.

“Snowflakes are naturally-formed crystals in the shape of polygons. What are the shapes of some other naturally-formed crystals?”

Think and answer the question above.

Inference (sample) Rectangles and squares are other shapes in crystals.

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



DISCUSSION

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

Think while you watch:

1. What do we need to see the shapes in crystals?
We need a microscope to see the shapes in crystals.
2. What are some other naturally-occurring crystals?
Salt and sugar are naturally-occurring crystals.
3. Do crystals form quickly or slowly?
Crystals form can form both quickly and slowly.

Explain to the students that they will now watch a video about crystals all around us. 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: Rectangles and squares are other shapes in crystals.

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

SELF-ASSESSMENT

UNIT 05

A Match.

- | | | |
|----------------|---|---|
| 1. crystal | • | a. (adj) difficult or impossible to move from a position |
| 2. hexagon | • | b. (n) the way something is made and arranged |
| 3. transform | • | c. (adj) having sides or halves that are the same |
| 4. stuck | • | d. (n) a device used for getting a larger view of very small objects |
| 5. complex | • | e. (adj) having parts that connect or go together in complicated ways |
| 6. symmetrical | • | f. (adj) a triangle in which two sides have the same length |
| 7. equilateral | • | g. (adj) a triangle in which all three sides are the same length |
| 8. isosceles | • | h. (n) to change in form, appearance, or structure |
| 9. microscope | • | i. (n) a small piece of a substance that has many sides and is formed when the substance turns into a solid |
| 10. design | • | j. (n) a flat shape that has six angles and six sides |

B Unscramble and write.

through	grow	Snowflakes	when	fall	cold	air	they
---------	------	------------	------	------	------	-----	------

Snowflakes grow when they fall through cold air.

C Think about yourself. Choose the best answer.

Academic Objective	Snowflakes are made up of a complex pattern of equilateral triangles.	True ☐ False ☒
Reading Skill	I can organize the information in the things I read.	answers will vary ☐
Writing Skill	I can record and organize facts in my writing.	answers will vary ☐
Integrate IT	I can discuss and make inferences about crystals. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary ☐

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

67

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

Level Tips

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

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

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

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

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

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

UNIT SUMMARY

Unit 6: Math / Fiction

Academic Objective: Learn about how to make various shapes with given figures.

Academic Objective in Context: You can make right, isosceles, and equilateral triangles, as well as hexagons, rectangles, and squares with triangles.

UNIT INTRODUCTION



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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: geometry, season, identical, discuss, tough, third, carefully, pattern

Bonus Words: instruction, unfold

Structure Focus: Verb-Preposition Collocation

Reading Format: Journal



1. What do you see in this picture?
2. How can you make one of these?
3. What shapes do you see in this picture?

69

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they learned in Unit 5 to activate prior knowledge.

1. What do you see in this picture?

Sample answer: *I see scissors and paper snowflakes on a blue table.*

2. How can you make one of these?

Sample answer: *You can make a paper snowflake with a piece of paper and a pair of scissors.*

3. What shapes do you see in this picture?

Sample answer: *I see triangles, circles, and stars.*

Level Tips

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

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



NEW WORDS

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

1 geometry

(n) a branch of mathematics that deals with lines, angles, surfaces, and solids

2 season

(n) one of the four periods (spring, summer, autumn, and winter) into which the year is commonly divided

3 identical

(adj) exactly the same

4 discuss

(v) to talk about something with another person or group

5 tough

(adj) requiring skill or caution; difficult to do

6 third

(n) one of three equal parts of something

7 carefully

(adv) with effort made to do something correctly, safely, or without causing damage

8 pattern

(n) a repeated form or design that is used to decorate something



discuss



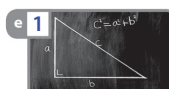
carefully



tough



identical



geometry



pattern



third



season

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

1. What are the people making?

Sample answer: *They are making paper snowflakes.*

2. What shapes do you see?

Sample answer: *I see triangles and squares.*

3. How can you make one of these?

Sample answer: *You can make one of these with a piece of paper and a pair of scissors.*

Explain to the students that they will learn how to make paper snowflakes by following instructions. Tell them that there is geometry involved. Tell the students that they will learn vocabulary related to instructions and geometry.

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



6A

● STRUCTURE: VERB-PREPOSITION COLLOCATIONS

● B Read.

1. *We learned about polygons.*
2. *Fold down the top half of the paper.*

● C Unscramble and write.

1.

off	corners	the	Cut	all
-----	---------	-----	-----	-----
2.

teacher	seasons	talked	The	about
---------	---------	--------	-----	-------
3.

They	box	opened	the	up
------	-----	--------	-----	----

1. Cut off all the corners.
2. The teacher talked about seasons.
3. They opened up the box.

BEFORE YOU READ Academic Objective Question: What kinds of geometric shapes can you make with triangles?

71

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow the students to explain the instructions for making a paper snowflake.

High-Level Students: Ask the students to make connections between the contents of the passage and a craft project they have recently done. Ask them to give basic instructions.

READING

Background This reading is about making paper snowflakes.

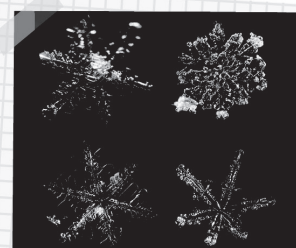
A Listen and read along.

Paper Snowflakes



We are studying geometry in math class. Today, we learned about the shapes in snowflakes. I was very interested because winter is my favorite season.

First, we looked at snowflakes through a microscope. We discussed the different shapes and sizes. The teacher told us that no two snowflakes are identical. I thought that was amazing.



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

Explain to the students that the reading format of this passage is a journal. Tell them that a journal is usually written in a notebook. Tell them that journals can be written for themselves or for homework.

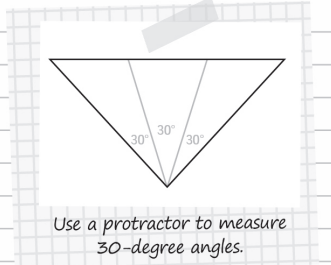
Review the title of the reading: Paper Snowflakes. Ask the students why they think this is the title. Explain this is because the journal is about a person learning about snowflakes in math class.

READING PASSAGE

PASSAGE DETAILS

After learning about snowflakes, we made paper snowflakes. The first part of the instructions was the same for everyone. First, we folded a square piece of paper into a right triangle. Then we folded the right triangle in half. This produced a smaller, isosceles triangle.

The next part was tough. We folded the triangle into thirds. After that, we cut off the corners sticking out of the base. This created another isosceles triangle. We opened up the triangle, and it became a twelve-sided polygon.



Use a pencil to draw the shapes so that you can erase the lines when you are done.

After that, we made our own unique designs. We folded the paper back up and drew polygons on it. Then we used scissors to carefully cut the lines we drew.



The last step was the exciting part. We unfolded our triangles and saw beautiful snowflakes. Each snowflake had a different pattern.

I really enjoyed the lesson. But most of all, I loved using what I learned to make something special.

Reading Format: Journal

Academic Objective: Learn about how to make various shapes with given figures.

Academic Objective in Context: You can make right, isosceles, and equilateral triangles, as well as hexagons, rectangles, and squares with triangles.

Academic Objective in Context: You can make right, isosceles, and equilateral triangles, as well as hexagons, rectangles, and squares with triangles.

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

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

Call students to describe the photos in the passage. Ask students to describe the steps for making paper snowflakes. Ask the students to think about the connection between making paper snowflakes and math class.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. The last step is to _____ the snowflake. Correct answer: a. unfold. Ask the students why this part is exciting.

READING COMPREHENSION

A Choose the best answer.

- The class studied _____ by looking at snowflakes.
a. P.E. b. geometry c. music **d. geography**
- The tough part of making paper snowflakes is to _____.
a. fold the triangle in thirds **b. fold a square**
c. draw the polygons d. carefully cut the lines
- The last step is to _____ the snowflake.
a. unfold b. cut c. fold d. color
- Each snowflake had a different _____.
a. pattern b. triangle c. line d. third

READING SKILL: ORGANIZING DETAILS

B Match.

1. Draw polygons		a. in half.
2. Fold the triangle		b. into thirds.
3. Cut off the corners to		c. make an isosceles triangle.
4. Fold a square piece of paper		d. and cut along the lines.
5. Fold the right triangle		e. into a right triangle.

SUMMARY: ORGANIZING DETAILS

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

- Fold a square piece of paper into a right triangle.
- Fold the right triangle in half.
- Fold the triangle into thirds.
- Cut off the corner to make an isosceles triangle.
- Draw polygons and cut along the lines.

Reading Comprehension:

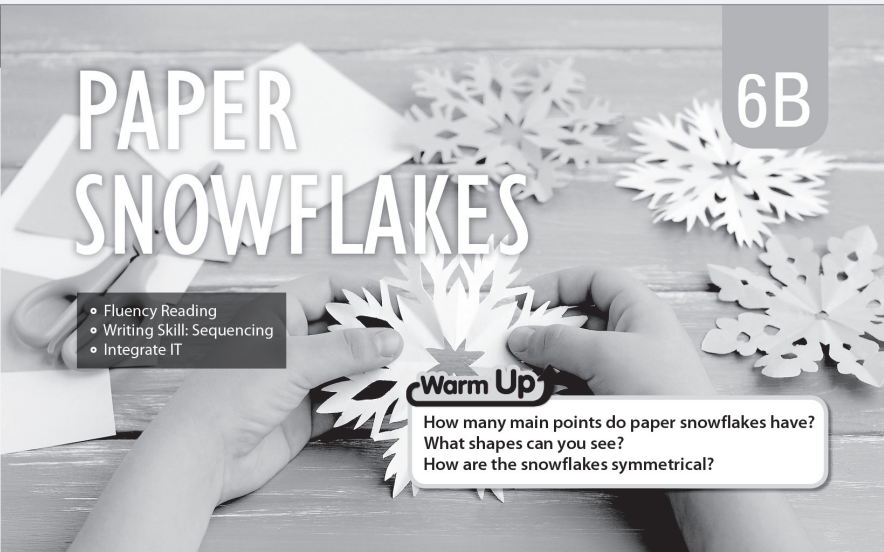
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *organizing details* means putting details together to better understand everything. Tell the students to write the sentences by matching the details in order. Complete the activity together as a class. Ask students to combine the details and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS



PAPER SNOWFLAKES

6B

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT

Warm Up

How many main points do paper snowflakes have?
What shapes can you see?
How are the snowflakes symmetrical?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

pattern
carefully

thirds
season

geometry
identical

discussed
tough

1. Cut each piece of wood into thirds so that there are three equal pieces.
2. This science project is tough. I need help with it.
3. We learned about polygons in geometry.
4. Spring is my favorite season because I like flowers and birds.
5. Len drew a beautiful pattern of triangles and hexagons.
6. The students discussed what to name the new class pet.
7. The two white houses are identical to each other.
8. Mary carefully opened the door so that nobody would hear.

Vocabulary Skill: Use the vocabulary in context.

75

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How many main points do paper snowflakes have?

Sample answer: *Paper snowflakes can have different numbers of main points.*

2. What shapes can you see?

Sample answer: *I can see triangles and stars.*

3. How are the snowflakes symmetrical?

Sample answer: *They have the same pattern on both sides.*

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

Level Tips

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

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

FLUENCY READING

Background What is this reading about?

A Listen, circle, read again, and learn two bonus words. 19

Paper Snowflakes

We studied the shape of snowflakes in our (geometry / tough) lesson. We looked at snowflakes under a microscope. We (unfolded / discussed) the different shapes we saw. The teacher said that each snowflake is unique. None are (tough / identical).

Then we made paper snowflakes. The (instructions / geometry) are as follows. The first part is the same for everyone. First, fold a square piece of paper into a right triangle. Then fold the right triangle in half. You get an isosceles triangle.

The next part is a little (tough / identical). Fold the triangle into (patterns / thirds). After that, cut off the corners to make an isosceles triangle. You should see a twelve-sided polygon when you open it.

In the next part, you make your own (season / pattern). Fold the paper back up. Draw different polygons on it. Then, using scissors, (discuss / carefully) cut the lines you have drawn.

Now we come to the exciting part. (Discuss / Unfold) the paper, and you will see a beautiful paper snowflake! You can decorate anything with paper snowflakes.

Snowflakes make winter a beautiful and fascinating (season / geometry)!

B Do choral reading.

Class reading time: times will vary seconds

C What do people write journals in?

a. notebooks b. newspapers c. menus

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

Sample answer: *It's about making a paper snowflake in geometry class.*

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and circle the correct words in the passage as they listen to the audio. Play audio **track 19**.

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

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

WRITING SKILL: SEQUENCING

A Look back at the story. Put the instructions in order.

- 4 Cut off the corners to make an isosceles triangle.
- 1 Fold a square piece of paper into a right triangle.
- 7 Draw polygons on the paper.
- 2 Fold the right triangle in half.
- 6 Fold the paper back up.
- 9 Unfold the paper to see the snowflake.
- 5 Open the triangle to see a twelve-sided polygon.
- 8 Cut the lines.
- 3 Fold the triangle into thirds.

WRITING PLAN

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

Organizing Details + Sequencing	
Write the instructions in order.	
First,	fold a square piece of paper into a right triangle.
	Fold the right triangle in half.
Next,	fold the triangle into thirds.
	Cut off the corners to make an isosceles triangle.
	Open the triangle to see a twelve-sided polygon.
Then,	fold the paper back up.
	Draw polygons on the paper.
	Cut the lines.
Finally,	unfold the paper to see the snowflake.

WRITING SKILL EXPANSION

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

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Explain to the students that *sequencing* means putting things in the correct order from start to finish. Tell the students to put the instructions in order from start to finish. Complete the activity together as a class.

Writing Plan:

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

Level Tips

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

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

INTEGRATE IT: QR CODE VIDEO

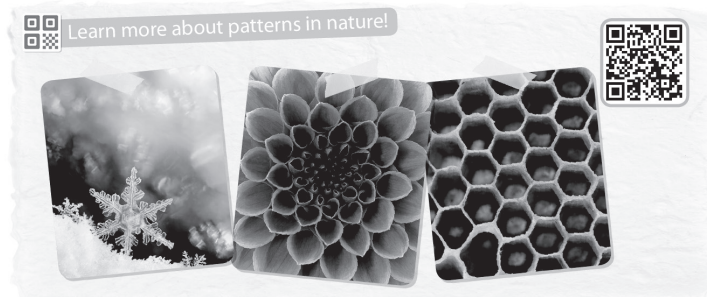
A Preview.

“Most solid objects in nature have geometric shapes. An example is the hexagons in honeycombs. What are the shapes of some other natural objects?”

Think and answer the question above.

Inference (sample) Bamboo branches are cylinders.

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



DISCUSSION

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

Think while you watch:

- What are some examples of shapes we see in nature?
There are hexagons in honeycombs, and there are circles and ovals in flowers.
- Although things form with the same shapes, are they all the same?
No, some may have different sizes or colors.
- Are all living or nonliving things formed with shapes?
Yes, they are.

Explain to the students that they will now watch a video about the patterns of shapes in nature. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *Bamboo branches are cylinders.*

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

SELF-ASSESSMENT

UNIT 06

A Match.

- | | | |
|----------------|--|---|
| 1. geometry | | a. (adj) exactly the same |
| 2. season | | b. (v) to talk about something with another person or group |
| 3. identical | | c. (n) a branch of mathematics that deals with lines, angles, surfaces, and solids |
| 4. discuss | | d. (n) one of the four periods (spring, summer, autumn, and winter) into which the year is commonly divided |
| 5. tough | | e. (n) one of three equal parts of something |
| 6. third | | f. (adv) with effort made to do something correctly, safely, or without causing damage |
| 7. carefully | | g. (v) a repeated form or design that is used to decorate something |
| 8. pattern | | h. (adj) requiring skill or caution; difficult to do |
| 9. instruction | | i. (n) a statement that describes how to do something |
| 10. unfold | | j. (v) to open (something) to spread or straighten out from a folded position |

B Unscramble and write.

different talked Then the shapes we about

Then we talked about the different shapes.

C Think about yourself. Choose the best answer.

Academic Objective	You cut various shapes of polygons to create paper snowflakes of different designs.	☒ True ☐ False
Reading Skill	I can organize the supporting details in the things I read.	☒ answers will vary ☐
Writing Skill	I can sequence things in my writing.	☒ answers will vary ☐
Integrate IT	I can discuss and make inferences about shapes. I got <u>will vary</u> discussion questions correct in this unit.	☒ answers will vary ☐

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

79

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

Level Tips

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

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

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

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

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

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

UNIT SUMMARY

Unit 7: Geography / Nonfiction

Academic Objective: Learn about and understand the characteristics of daily resources. Analyze the problems of people and find ways to enhance the quality of life.

Academic Objective in Context: Problems like lack of electricity are common in poor areas. Simple, cheap inventions like solar bottle light bulbs can help solve those problems.

UNIT INTRODUCTION

(UNIT 07) Geography Nonfiction

SOLAR BOTTLE LIGHT BULB

ACADEMIC OBJECTIVE

- Learn about and understand the characteristics of daily resources. Analyze the problems of people and find ways to enhance the quality of life.

LESSON A

- Reading Format: Website
- Comprehension
- Reading Skill: Vocabulary in Context

LESSON B

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

80

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: dark, available, rural, afford, install, ceiling, roof, shine

Bonus Words: bulb, destroy

Structure Focus: Adjectives & Adverbs

Reading Format: Website



1. What is this person holding?
2. What different things can you do with this?
3. What other things can you reuse?

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 recycling and reusing to activate prior knowledge.

1. What is this person holding?

Sample answer: *She's holding a plastic water bottle.*

2. What different things can you do with this?

Sample answer: *You can reuse it by filling it up with water and juice.*

3. What other things can you reuse?

Sample answer: *You can reuse plastic containers and paper.*

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.

SOLAR BOTTLE LIGHT BULB

- Geography / Nonfiction
- Comprehension
- Reading Skill: Vocabulary in Context

Warm Up

What do you see in the picture?
What happens when sunlight hits it?
What do you think it can be used for?

NEW WORDS

A Listen. Match the numbers and letters, then write.  20

- | | | | |
|--|---|---|--|
| 1 dark
(adj) having very little or no light | 2 available
(adj) easy or possible to get or use | 3 rural
(adj) of or relating to the country instead of the city | 4 afford
(v) to be able to pay for something |
| 5 install
(v) to make (a machine, a service) ready to be used in a certain place | 6 ceiling
(n) the inside surface at the top of a room | 7 roof
(n) the cover or top of a building, vehicle, etc. | 8 shine
(v) to give off light |

a 3  <u>rural</u>	b 2  <u>available</u>	c 5  <u>install</u>	d 8  <u>shine</u>
e 6  <u>ceiling</u>	f 1  <u>dark</u>	g 7  <u>roof</u>	h 4  <u>afford</u>

82 Vocabulary: Learn the meaning of new words.

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

1. Where do you see in the picture?

Sample answer: *I see two water bottles.*

2. What happens when sunlight hits it?

Sample answer: *The water seems to get brighter.*

3. What do you think it can be used for?

Sample answer: *I think it can be used as a light bulb or a flashlight.*

Explain to the students that they will read about how people can reuse water bottles to make light bulbs. Tell them that this is one way of solving one of the world's common problems in poorer areas.

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

7A



STRUCTURE: ADJECTIVES & ADVERBS

B Read.

1. The room is dark.
2. Everyone loved my great idea.

C Correct the underlined word and write.

1. The sky is brightly.
2. It was easily to put in the new lamp.
3. There was a loudly sound last night.

1. The sky is bright.
2. It was easy to put in the new lamp.
3. There was a loud sound last night.

BEFORE YOU READ Academic Objective Question: What are some problems in poor rural and urban areas? How can they be solved?

83

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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

Level Tips

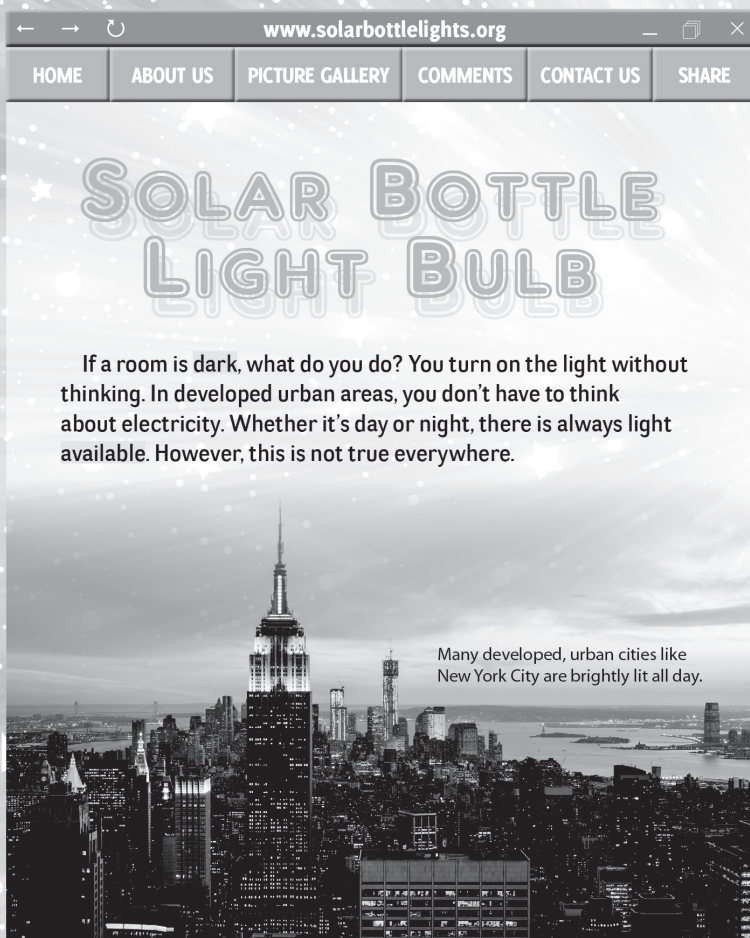
Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow the students to read the captions and describe the photos in their own words.

High-Level Students: Ask the students to make connections between the contents of the passage and what other comforts they have compared to those who live in poorer regions of the world. Ask them if they think about these comforts and conveniences often.

READING

Background This reading is about a simple invention.

A Listen and read along.



84

Reading Format: You can find online articles containing facts and/or opinions on websites.

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

Explain to the students that the reading format of this passage is a website. Tell the students they can find online articles on websites. Tell them that online articles contain either or both facts and opinions. Explain that a good place to start when searching for an online article is a search engine.

Review the title of the reading: Solar Bottle Light Bulb. Ask the students why they think this is the title. Explain this is because the passage talks about solar bottle light bulbs as a simple solution for bringing light to dark homes.

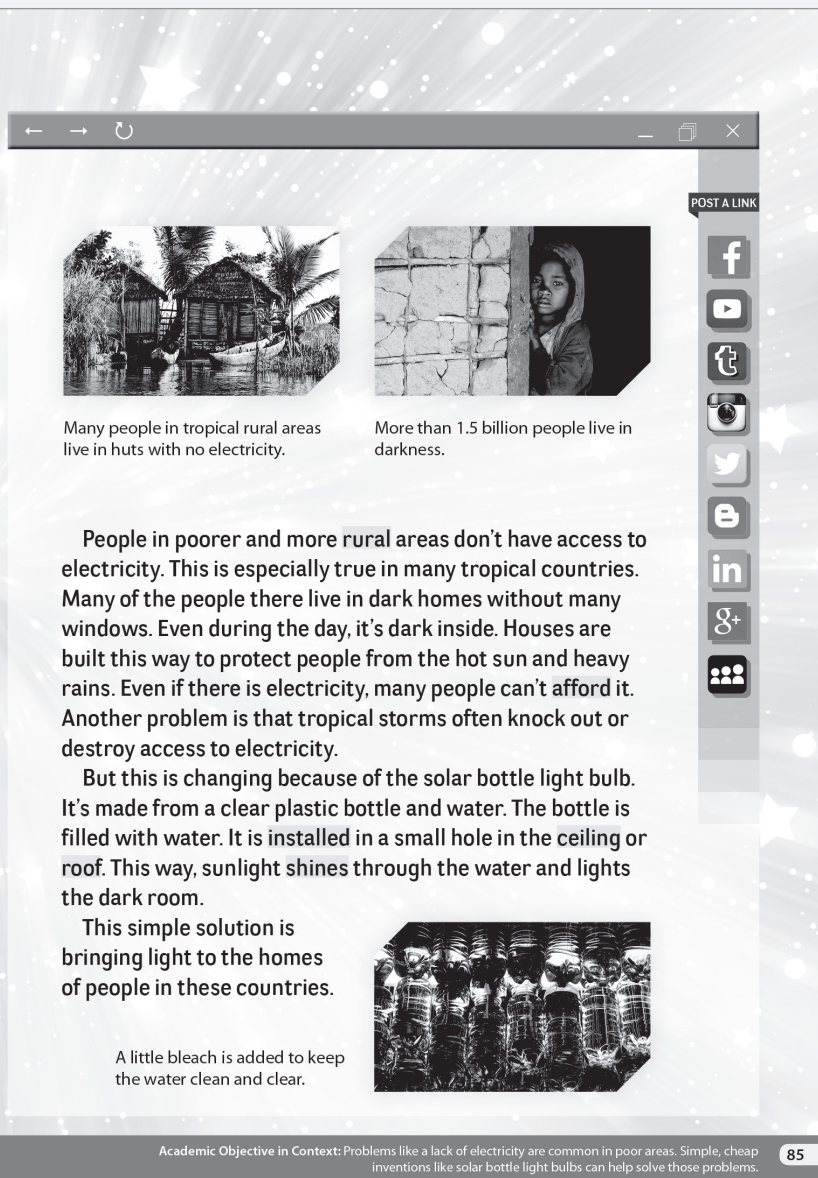
READING PASSAGE

PASSAGE DETAILS

Reading Format: Website

Academic Objective: Learn about and understand the characteristics of daily resources. Analyze the problems of people and find ways to enhance the quality of life.

Academic Objective in Context: Problems like lack of electricity are common in poor areas. Simple cheap inventions like solar bottle light bulbs can help solve those problems.



Many people in tropical rural areas live in huts with no electricity.

More than 1.5 billion people live in darkness.

People in poorer and more rural areas don't have access to electricity. This is especially true in many tropical countries. Many of the people there live in dark homes without many windows. Even during the day, it's dark inside. Houses are built this way to protect people from the hot sun and heavy rains. Even if there is electricity, many people can't afford it. Another problem is that tropical storms often knock out or destroy access to electricity.

But this is changing because of the solar bottle light bulb. It's made from a clear plastic bottle and water. The bottle is filled with water. It is installed in a small hole in the ceiling or roof. This way, sunlight shines through the water and lights the dark room.

This simple solution is bringing light to the homes of people in these countries.

A little bleach is added to keep the water clean and clear.

Academic Objective in Context: Problems like a lack of electricity are common in poor areas. Simple, cheap inventions like solar bottle light bulbs can help solve those problems.

85

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

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the benefits of exercise. Ask the students how often they exercise and how they feel after they do a physical activity.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 4. Where are the solar bottle light bulbs placed? Correct answer: a. on the ceiling or roof. Ask the students what shines through them.

READING COMPREHENSION

A Choose the best answer.

- What is the reading about?
 - a simple invention
 - a lack of water
 - work
 - pollution
- What problem can tropical storms cause, according to the reading?
 - no electricity
 - no food
 - no water
 - no school
- What is a solar bottle light bulb made with?
 - a wax candle and fire
 - a metal can and electricity
 - a plastic bottle and water
 - a clear cup and string
- Where are the solar bottle light bulbs placed?
 - on the ceiling or roof
 - through the window
 - inside the closet
 - beside the door

READING SKILL: VOCABULARY IN CONTEXT

B Read the underlined clues and find the meaning of the bolded word.

- In developed urban areas, you don't have to think about electricity.
 - poor, with no electricity
 - rich, with many buildings
- They need to protect themselves from the hot sun and heavy rains.
 - give danger
 - keep safe
- Another problem is that tropical storms often knock out or destroy access to electricity.
 - break
 - fix

SUMMARY: VOCABULARY IN CONTEXT

C Use the reading skill activity. Write what each word means in a sentence.

- Developed means rich, with many buildings.
- To protect means to keep safe.
- To knock out means to break.

Reading Comprehension:

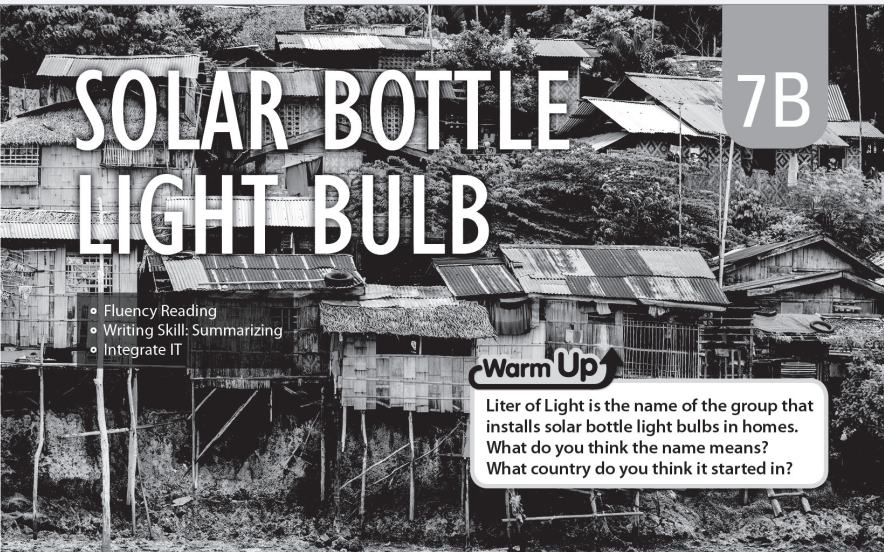
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

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. 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

TEACHING TIPS



- Fluency Reading
- Writing Skill: Summarizing
- Integrate IT

Warm Up

Liter of Light is the name of the group that installs solar bottle light bulbs in homes. What do you think the name means? What country do you think it started in?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- Can you _____ the light this way so that I can see?
a. shine b. afford c. install
- Our family owns a farm in a(n) _____ area which is difficult to get to.
a. rural b. roof c. available
- The repairman _____ the air conditioner in my room.
a. afforded b. shined c. installed
- Lucy can't _____ to buy a new car until next year.
a. install b. afford c. shine
- I'm not scared of _____ places.
a. available b. dark c. rural
- Dan needs a ladder to fix the light on the _____.
a. ceiling b. dark c. rural
- There are many _____ parking spots.
a. available b. afford c. ceiling
- There's a cat on the next-door neighbor's _____.
a. rural b. dark c. roof

Vocabulary Skill: Use the vocabulary in context.

87

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What do you think this group uses to make solar bottle light bulbs?

Sample answer: *I think this group uses one-liter bottles to make solar bottle light bulbs.*

2. What country do you think it started in?

Sample answer: *Maybe it started in a rural area in Indonesia.*

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

Level Tips

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

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

FLUENCY READING

Background What is this reading about?

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

www.solarbottlelights.org

WORD BOX

available	bulbs	shines	roof	afford
rural	destroyed	install	ceiling	dark

Solar Bottle Light Bulb

Liter of Light is a group of volunteers. They help people who don't have electricity. They 1. install solar bottle light 2. bulbs. They fill up a 1.5 liter plastic bottle with water. Then they put the bottle into a hole in the 3. ceiling or 4. roof. The sunlight 5. shines through the water and creates a light. This simple technology lights up 6. dark homes.

A man in Brazil invented the solar bottle light bulb. But a man in the Philippines started Liter of Light. This man's name is Illac Diaz. He likes to find ways to help people. Big storms 7. destroyed many 8. rural areas in his country. He saw that many people couldn't 9. afford electricity. They lived in dark homes even during the day. So, he wanted to make lighting 10. available for everyone.

In 2011, Diaz gathered a group of people in the Philippines. He called the group Liter of Light. They installed fifteen-thousand solar bottle light bulbs. After that, they went international. In one year, they helped people in over fifteen countries. They installed 350,000 solar bottle light bulbs. They have been in the news and won many awards. Now the UN also uses this technology.

B Do sustained silent reading.

Class reading time: times will vary seconds

C Where can you find online articles with facts or opinions?

a. in advertisements b. in newspapers c. on websites

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

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

Sample answer: *It's about a group called Liter of Light.*

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

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

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

WRITING SKILL: SUMMARIZING

A Look back at the story and underline the key words. Then complete the chart.

Paragraph 1	
Main Idea:	Liter of Light is a group of volunteers.
Details:	They help people by installing solar bottle light bulbs.
Paragraph 2	
Main Idea:	Illac Diaz started Liter of Light.
Details:	He wanted to make lighting available for everyone.
Paragraph 3	
Main Idea:	In 2011, Diaz formed the Liter of Light with a group of people in the Philippines.
Details:	In one year, they helped in over 15 countries and installed 350,000 solar bottle light bulbs.

WRITING PLAN

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

Vocabulary in Context + Summarizing	
Word	Meaning
volunteer	To volunteer means to help people without getting paid.
simple	Simple means easy.
gather	To gather means to bring together.
refugee	Refugee means a person who had to leave their home or country because of danger.

WRITING SKILL EXPANSION

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

Writing Skill: Summarize the main ideas of the reading about the solar bottle light bulb. 89

Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *summarizing* means restating the main ideas in as few words as possible. Tell them to underline key words in the passage to help them summarize. Explain that summarizing in this way will make them strong writers.

Writing Plan:

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

TEACHING TIPS

Level Tips

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

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

INTEGRATE IT SKILLS & DIGITAL LITERACY



INTEGRATE IT: QR CODE VIDEO

A Preview.

“One person's trash is another person's treasure.
What do you think this means?”

Think and answer the question above.

Inference (sample) It means we can reuse and recycle things that people throw away.

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



DISCUSSION

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

Think while you watch:

- What are the basic things humans need to survive?
The basic things are food, water, shelter, air, sleep, and the right temperature.
- What are some things we can reuse if we don't have what we need?
We can reuse tires and make them into sandals or shoes.
- What are other ways we can help people living in poor areas?
We can recycle and reuse things to help people.

Explain to the students that they will now watch a video about reusing something that people throw away to help people in need. 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: *It means we can reuse or recycle things that people throw away.*

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

SELF-ASSESSMENT

UNIT 07

A Match.

- | | |
|--------------|---|
| 1. dark | a. (v) to give off light |
| 2. available | b. (n) the inside surface at the top of a room |
| 3. rural | c. (v) to be able to pay for something |
| 4. afford | d. (adj) of or relating to the country instead of the city |
| 5. install | e. (n) an object, normally made of glass, that produces light |
| 6. ceiling | f. (adj) easy or possible to get or use |
| 7. roof | g. (v) to cause something to end or no longer exist |
| 8. shine | h. (adj) having very little or no light |
| 9. bulb | i. (v) to make (a machine, a service) ready to be used in a certain place |
| 10. destroy | j. (n) the cover or top of a building, vehicle, etc. |

B Unscramble and write.

is	great	a	but	invention	simple	This
----	-------	---	-----	-----------	--------	------

This is a simple but great invention.

C Think about yourself. Choose the best answer.

Academic Objective	A solar water bottle light bulb uses electricity.	True ☐ False ☒
Reading Skill	I can figure out the meaning of words by how they are used in a reading.	answers will vary ☐
Writing Skill	I can summarize information in my writing.	answers will vary ☐
Integrate IT	I can discuss and make inferences about reusing waste. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary ☐

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

91

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

Level Tips

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

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

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

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

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

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

UNIT SUMMARY

Unit 8: Geography / Fiction

Academic Objective: Learn the need for career path planning, and search and design the right career path for you.

Academic Objective in Context: One way to find the right career is to read other people's career profiles. They often tell what they do in their job and why they chose that career.

UNIT INTRODUCTION

The graphic features a large, dark, textured background with white, torn-paper-style borders. On the right, a woman with her arms crossed is visible. In the center, a woman is talking on a phone. At the bottom, a woman is shown from the chest up, looking thoughtful. The text 'UNIT 08' is in a large, bold, sans-serif font, with 'Geography Fiction' in a smaller font to its right. Below this, 'CAREER PROFILE' is written in a very large, bold, sans-serif font. To the left of the main text, there are three small, white, cloud-like shapes. At the bottom left, there is a small white box with the number '92'.

UNIT 08 Geography Fiction

CAREER PROFILE

ACADEMIC OBJECTIVE

- Learn the need for career path planning, and search and design the right career path for you.

LESSON A

- Reading Format: Website
- Comprehension
- Reading Skill: Classifying

LESSON B

- Fluency Reading
- Writing Skill: Staying on Topic
- Integrate IT: QR Code Video

92

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

Review the academic objective on the page.

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

UNIT SUMMARY

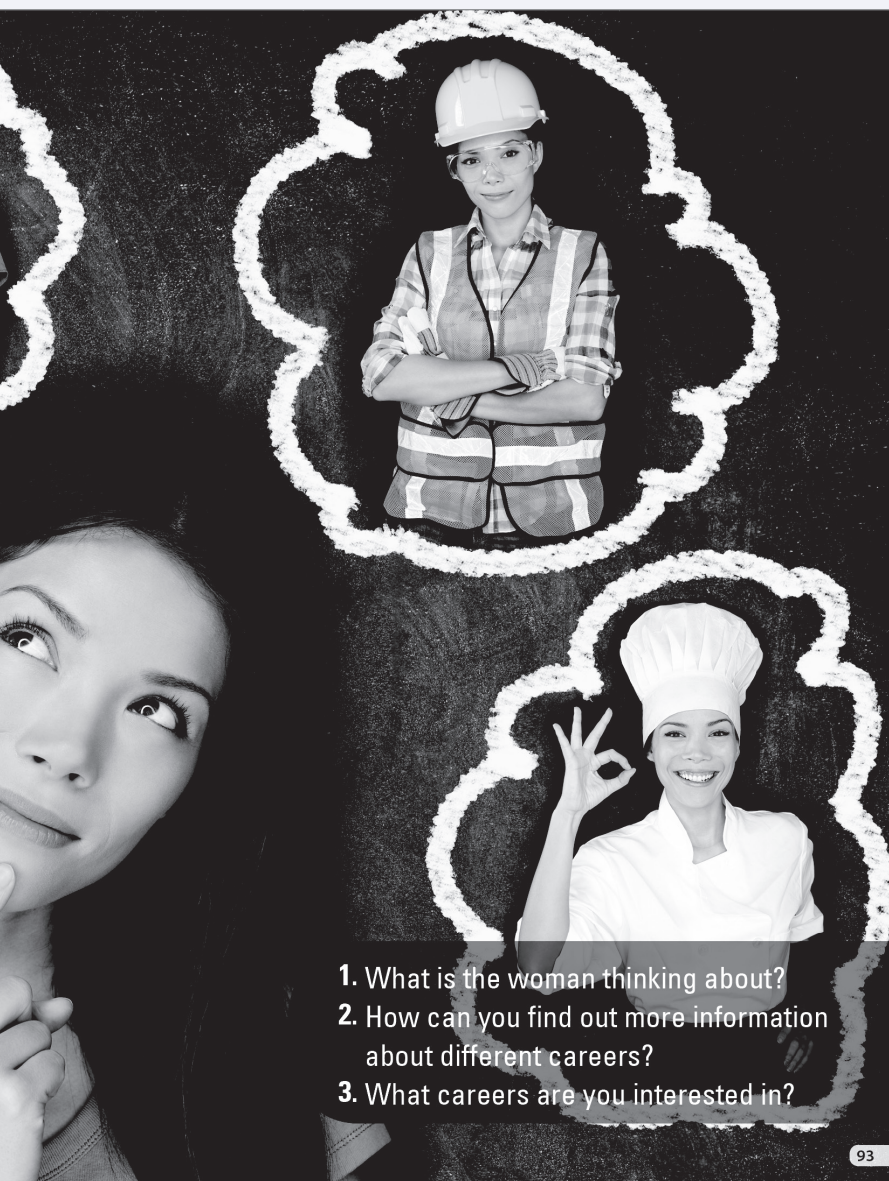
Language Learning Objectives

New Words: aid, distribute, build, take care of, abroad, village, valuable, career

Bonus Words: war, volunteer

Structure Focus: Present Perfect

Reading Format: Website



93

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics and language learning points. Ask students to think of as many careers as they can to activate prior knowledge.

1. What is this woman thinking about?

Sample answer: *She is thinking about different career paths.*

2. How can you find out more information about different careers?

Sample answer: *You can talk to your teacher or search the Internet.*

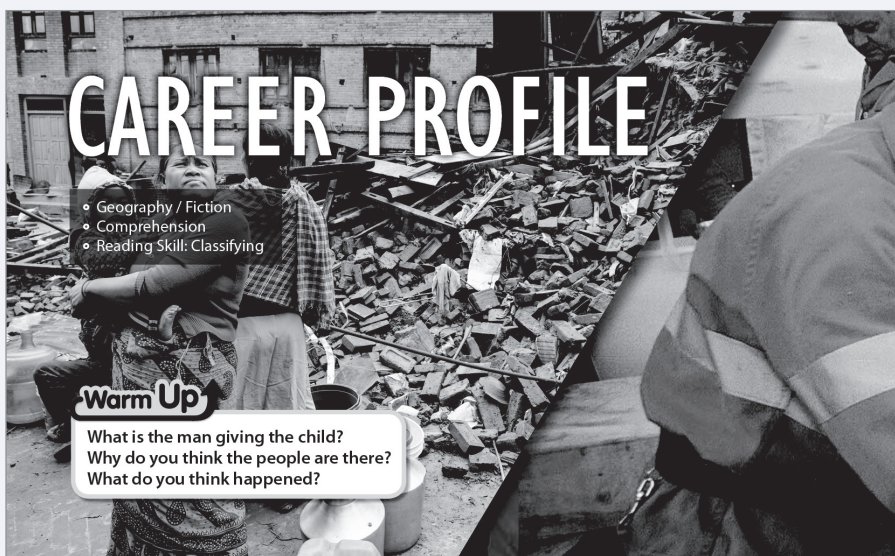
3. What careers are you interested in?

Sample answer: *I'm interested in becoming a doctor.*

Level Tips

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

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



- Geography / Fiction
- Comprehension
- Reading Skill: Classifying

Warm Up

What is the man giving the child?
Why do you think the people are there?
What do you think happened?

NEW WORDS

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

1 aid

(n) the act of helping someone, usually in an area where many people are suffering

2 distribute

(v) to give or deliver something to people

3 build

(v) to make something by putting together parts or materials

4 take care of

(phr.) to do the things that are needed to help or protect someone or something

5 abroad

(adv) in or to a foreign country

6 village

(n) a small town in the country

7 valuable

(adj) important and useful; limited in amount

8 career

(n) a job or profession that someone does for a long time



take care of



village



build



aid



career



abroad



distribute



valuable

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

1. What is the man giving the child?

Sample answer: *The man is giving the child some food.*

2. Why do you think the people are there?

Sample answer: *I think the people lost their homes.*

3. What do you think happened?

Sample answer: *I think there was a big storm or an earthquake.*

Explain to the students that they will read a career profile of an international aid worker. Tell them that an aid worker is someone who helps people. They usually help people in countries that are at war or have experienced a natural disaster.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



8A

STRUCTURE: PRESENT PERFECT

B Read.

1. *I've wanted to volunteer for a long time.*
2. *Megan has lived in France since she was six.*

C Correct the underlined word and write.

1. I've working all around the world.
2. He is been an aid worker for eight years.
3. You had studied all night, so get some rest.
1. I've worked all around the world.
2. He has been an aid worker for eight years.
3. You have studied all night, so get some rest.

BEFORE YOU READ Academic Objective in Context: What is a career? How can you find the right career for yourself?

95

Level Tips

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

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

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

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

Read the structure together as a class.

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

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

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

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to take turns reading the profile paragraph by paragraph, assisting when needed.

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

READING

Background This reading is about a job.

A Listen and read along.

www.careers4u.com

HOME ABOUT US PICTURE GALLERY COMMENTS CONTACT US SHARE

Career Profile

CAREER PROFILE: DANIELLE GREY, AID WORKER




Here, I'm teaching a Nepalese woman to read in English.

An underdeveloped area in South Africa

I'm an international aid worker for the UN. I've been an aid worker for eight years. I've worked all around the world. Right now, I'm working in India.

Aid workers work in underdeveloped areas. We also work in countries that are at war. We help sick people, distribute food, and build things. We also take care of children. It can be dangerous, but many people need our help.

96

Reading Format: A career profile highlights someone's career and can be a source of information to help you plan your own career path.

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 career profile on a website. Tell them that a career profile highlights a person's career and that it can be a good source of information when researching different career paths. Bring in other examples of career profiles to share with the students. Tell them that career profiles can be found in pamphlets and magazines as well.

Review the title of the reading: Career Profile. Ask the students why they think this is the title. Explain this is because it is a source of information for a career.

READING PASSAGE

PASSAGE DETAILS

Reading Format: Website

Academic Objective: Learn the need for career path planning, and search and design the right career path for you.

Academic Objective in Context:

One way to find the right career is to read other people's career profiles. They often tell what they do in their job and why they chose that career.

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A traditional Masai house in Kenya made of mud and wood

People often ask me why I became an aid worker. When I was in university, I wanted to experience living abroad. So, I volunteered in a village in Kenya for one year. The village didn't have running water or electricity. I helped build a water pump and install solar bottle light bulbs. Before that, I never thought about how much water or electricity I used. My experience in Kenya made me think about how valuable water and electricity are. It also made me want to help people. So, I decided to become an aid worker.

Helping people makes me happy. I see the smiles on people's faces. If you want to help people, become an aid worker. I suggest you volunteer first. Then you can see if you want to make it your career.

Two brothers who work as farmers in a village in Nepal

Academic Objective in Context: One way to find the right career is to read other people's career profiles. They often tell what they do in their job and why they chose that career.

97

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 Danielle's career profile. Ask the students what she did, where she went, and how she felt.

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

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. Where did Danielle live for one year? Correct answer: c. Kenya. Ask the students what she did in Kenya to help people.

READING COMPREHENSION

A Choose the best answer.

- What is this reading about?
a. friends b. a country **c. a career** d. school life
- What do aid workers do?
a. run businesses b. write travel blogs
c. fight in wars **d. help people**
- Where did Danielle live for one year?
a. India b. Nepal **c. Kenya** d. South Africa
- What did Danielle learn during her year abroad?
a. the best way to build a house b. how to cook African food
c. how to speak a new language **d. the importance of water and electricity**

READING SKILL: CLASSIFYING

B Write the letters of the information below in the correct box.

- | | |
|---|---------------------------------------|
| a. A person who works in underdeveloped countries | d. Helps sick people |
| b. Volunteer first | e. Lived abroad |
| c. Helping people makes her happy | f. Works in countries that are at war |

Questions	Answers
1. What does Danielle do?	a, d, f
2. Why did Danielle become an aid worker?	c, e
3. How can you become one according to Danielle?	b

SUMMARY: CLASSIFYING

C Use the reading skill activity. Write three sentences to answer each question.

- Danielle works in underdeveloped countries and countries that are at war, and helps sick people.
- Danielle became an aid worker because helping people makes her happy and she had lived abroad.
- You can become an aid worker by volunteering first.

Reading Comprehension:

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

Reading Skill:

Explain to the students that *classifying* means putting details and information in the correct categories or topics. Tell the students to write the details in the correct boxes. Complete the activity together as a class. Ask students to complete the summary. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS

CAREER PROFILE 8B

- Fluency Reading
- Writing Skill: Staying on Topic
- Integrate IT

Warm Up

What do you think has happened?
What kind of help do they need?
How does helping people make you feel?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

- The volunteers _____ medicine to hospitals.
a. built **b. distributed** c. take care of
- My father is from a small _____ in Nepal.
a. village b. abroad c. career
- The UN gives _____ to many people in underdeveloped areas by building homes, schools, and hospitals.
a. career b. valuable **c. aid**
- The mother _____ her baby by keeping him warm.
a. distributed b. built **c. took care of**
- James wants to make teaching his _____.
a. career b. aid c. village
- Olivia helped _____ a small house for her dog.
a. build b. distribute c. valuable
- Family is more _____ than money, so don't spend all your time working.
a. taken care of **b. valuable** c. distributed
- Gary is going to study _____ in France next year as an exchange student.
a. careers b. villages **c. abroad**

Vocabulary Skill: Use the vocabulary in context.

99

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What do you think has happened?

Sample answer: *I think there was a very big earthquake.*

2. What kind of help do they need?

Sample answer: *They need food and water. They also need people to help them build their homes.*

3. How does helping people make you feel?

Sample answer: *I feel good when I help people.*

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

Level Tips

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

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

FLUENCY READING

Background What is this reading about?

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

25

www.careers4u.com

WORD BOX

villages	build	war	volunteer	abroad
valuable	take care of	aid	career	distributed

Career Profile

I'm an international 1. aid worker for the UN. This has been my 2. career for the past eight years. I've worked in many places 3. abroad. I've been sent to underdeveloped areas and countries at 4. war. I've also been sent to natural disaster areas. Right now, I am in India. But let me tell you about the work I did in Nepal.

On April 25th, 2015, there was a big earthquake in Nepal. Nine thousand people lost their lives. Thousands of people were hurt. Eighty thousand people lost their homes. Many people were in trouble, and they needed aid workers. So, I went to Nepal.

We were very busy when we got to the 5. villages. We helped people 6. build new homes. We 7. distributed fresh water, food, and blankets. We also had to 8. take care of the children who had lost their parents. We helped the volunteer doctors, too.

As an aid worker, I have seen many sad and terrible things. But I have learned a(n) 9. valuable lesson. Helping people brings the world together. So, I really enjoy my work. If you are interested in this career, 10. volunteer first. If you like it, then become an aid worker.



B Do popcorn reading.

Class reading time: times will vary seconds

C What is an article with information about a person's job called?

- a. a career profile b. an e-mail c. a journal

100

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

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

Sample answer: *It's a career profile of an international aid worker.*

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

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

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

WRITING SKILL: STAYING ON TOPIC

- A** Cross out the sentences that are not on topic.

We were very busy when we got to the villages. I flew from India to Nepal. We helped people build new homes. We distributed fresh water, food, and blankets. I saw a dog looking for its owner. We also had to take care of the children who lost their parents. We helped the volunteer doctors, too. My name is Danielle Grey.

WRITING PLAN

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

Classifying + Staying on Topic

Put the letters in the correct box.

- We helped the volunteer doctors, too.
- On April 25th, 2015, there was a big earthquake.
- Eighty thousand people lost their homes.
- We were very busy when we got to the villages.
- We distributed fresh water, food, and blankets.
- Nine thousand people lost their lives.
- Thousands of people were hurt.

Earthquake in Nepal	Work in Nepal
b, c, f, g	a, d, e

Write the sentences related to the earthquake in Nepal.

On April 25th, 2015, there was a big earthquake. Eighty thousand people lost their homes. Nine thousand people lost their lives. Thousands of people were hurt.

WRITING SKILL EXPANSION

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

Writing skill: Stay on topic when writing to summarize information.

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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 *staying on topic* means only writing sentences that are related to the topic. Students should cross out the sentences that are off topic. Explain that after they have written something, they should read it and make sure all the sentences are on topic. This will help them become better writers.

Writing Plan:

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

TEACHING TIPS

Level Tips

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

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

INTEGRATE IT SKILLS & DIGITAL LITERACY

INTEGRATE IT: QR CODE VIDEO

(A) Preview.

“If you have to live in or travel to other countries a lot for work, what language would be helpful to learn?”

Think and answer the question above.

Inference (sample) I think English would be helpful to learn.

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



DISCUSSION

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

Think while you watch:

- What are some careers that are international?
Pilots, chefs, hotel receptionists, aid workers, and doctors are some careers that are international.
- Which language(s) do you think are needed for an international career?
English is a common way to communicate in an international career.
- What are some careers you are interested in that might cause you to live in another country?
(answers will vary)

Explain to the students that they will now watch a video about international careers. 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 English would be helpful to learn.*

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

SELF-ASSESSMENT

UNIT 08

A Match.

- | | | |
|-----------------|---|---|
| 1. aid | • | a. (n) a state or period of countries fighting |
| 2. distribute | • | b. (n) a job or profession that someone does for a long time |
| 3. build | • | c. (v) to make something by putting together parts or materials |
| 4. take care of | • | d. (phr) to do the things that are needed to help or protect someone or something |
| 5. abroad | • | e. (adj) important and useful; limited in amount |
| 6. village | • | f. (v) to provide help and not get paid for it |
| 7. valuable | • | g. (adv) in or to a foreign country |
| 8. career | • | h. (v) to give or deliver something to people |
| 9. war | • | i. (n) the act of helping someone, usually in an area where many people are suffering |
| 10. volunteer | • | j. (n) a small town in the country |

B Unscramble and write.

aid	I've	for	an	years	worker	eight	been
-----	------	-----	----	-------	--------	-------	------

I've been an aid worker for eight years.

C Think about yourself. Choose the best answer.

Academic Objective	An aid worker is a good career for people who don't like to travel.	True ☐ False ☒
Reading Skill	I can classify things I read about.	answers will vary ☐
Writing Skill	I can stay on topic when I write a paragraph.	answers will vary ☐
Integrate IT	I can discuss and make inferences about careers. I got <u>will vary</u> discussion questions correct in this unit.	answers will vary ☐

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

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

Level Tips

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

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

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

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

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

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

TEACHING TIPS

Level Tips

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

High-Level Students: Ask students to write a paragraph using the Futhark runes. Ask them to think about how this system was created and if there are any similarities to the current English alphabet.

UNIT 1-2 REVIEW LESSON



UNIT 1-2 REVIEW

- A** Study the Futhark runes together as a class. Learn their names, the sounds they make, and what they mean. Compare the sounds they make to English letters.

								Rune
Fehu [F]	Urus [U,V]	Thpurizas [Th/P]	Ansuz [A]	Raido [R]	Kanu [K,C]	Gebo [G]	Wunjo [W]	Name
feoff/own (wealth)	auochs (power)	thorn (troll/tor)	asir/ash (mouth)	ride (road)	ulcer (torch)	gift (talent)	win/vane (joy)	Sound(s)
								English name
Hagall [H]	Nyedlis [N]	Ice [I]	Jera [J]	Eywas [Ē,Ey,EI,Y]	Pertho [P]	Ælghiz [Z,X,Y,-R]	Sowuli [S]	
hail (havoc)	need (night, not)	ice (freeze)	year/yield (harvest)	yew (strength) (egis)	pear? (hidden) (game)	elk/reed (defence)	sol (sun)	
								
Teiwaz [T]	Berkana [B]	Ehwaz [E,Eh]	Mannaz [M]	Lagu [L]	Ingwaz [-Ing,I]	Dægaz [D]	Othala [O/Ω]	
tyr (warrior)	birch (birth)	horse (wheel/luck)	man (human)	lake (lagoon)	ing (living)	day (dawn)	heritage (estate)	

SUMMARY

- B** Use the Futhark runes to help you answer the following questions.
- How many runes are there in the Futhark alphabet? _____
 - Which rune is your favorite? _____
 - Why do you like that rune? _____
 - Write your name in English: _____
 - Write your English name in Futhark: _____
 - Write the following sentence in Futhark: "Hello, my name is _____."

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

PROJECT-BASED LEARNING

PRESENTATION

- C Use the information from above to write a presentation about the Futhark alphabet.

Include the following information in your writing: the different parts of each rune, your favorite one, why you like it, how to spell your name in Futhark, and how to introduce yourself in Futhark.

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

Level Tips

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

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

Review the information in units 1 and 2. Discuss what the components and functions of a presentation. Discuss the differences between the Futhark runes and the current English alphabet.

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

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

TEACHING TIPS

Level Tips

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

High-Level Students: Tell students that every country has their own food and nutrition guide. Ask students to compare their country's food pyramid to this food pyramid.

UNIT 3-4 REVIEW LESSON



UNIT 3-4 REVIEW

A Study the food pyramid.



SUMMARY

B Use the food pyramid to help you answer the following questions.

1. How many servings of vegetables should you have per day?

2. How many servings of fruits should you have per day?

3. How many servings of fish, meat, and eggs (protein) should you have per day?

4. How many servings of vegetables should you have per day?

5. How many servings of milk foods and grains should you have per day?

6. How many servings of fats, sweet, and salt should you have per day?

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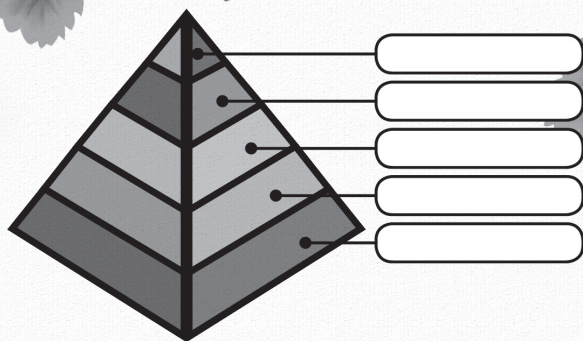
Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing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

PROJECT-BASED LEARNING

PRESENTATION

- C Use the information from the food pyramid to write a presentation about your daily eating habits.

Include the following information in your writing: how many servings of each type of food you have and some examples of each.



TEACHING TIPS

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

Level Tips

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

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

Review the information in units 3 and 4. Discuss how nutrients support the bodily systems, especially the skeletal system and the muscular system.

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

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

TEACHING TIPS

Level Tips

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

High-Level Students: Ask students to think about another craft project they have done and give basic instructions for what they had to do.

UNIT 5-6 REVIEW LESSON



UNIT 5-6 REVIEW

A Look at units 5-6. Make a paper snowflake and complete the instructions.

Part 1	Part 2
• Fold a piece of paper into a _____. • Fold the _____ in half to make an _____ triangle.	• Fold the triangle in _____. • _____ the corners with scissors. • Open up the triangle to see a twelve-sided _____.
Part 3	Part 4
• Fold the paper back up. • Draw polygons on it. What polygons did you draw? _____ _____ • Cut the lines.	• _____ the triangle to see a beautiful snowflake.

SUMMARY

B Summarize the information from the chart above.

1. I will explain _____.
2. First, _____.
3. In the second part, first _____.
Then _____.
Then _____.
4. In the third part, first _____.
Then _____.
I drew _____.
Last, _____.

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

PROJECT-BASED LEARNING

JOURNAL

- C Use the information from the summary to write a journal. Draw a picture of the snowflake you made and label the polygons. Give a presentation.

The journal template features a decorative border of snowflakes. A dashed line runs along the top and right edges, with a pair of scissors icon at the top right corner, indicating where to cut. The main area of the journal is filled with horizontal lines for writing. In the bottom right corner, there is a dashed rectangular box for drawing a snowflake.

TEACHING TIPS

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

Level Tips

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

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

Review the information in units 5 and 6. Discuss the shapes that are covered in those units. Discuss the purpose of a journal. Help students label the shapes.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project. You can prepare some pictures that can be attachments or ask the students to find a picture on their own to complete the project as home work.

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

TEACHING TIPS

UNIT 5-6 REVIEW LESSON

Level Tips

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

High-Level Students: Ask students to write about any volunteer activities they would like to do.

**UNIT 7-8 REVIEW**

A Read the chart as a class.

Different Types of Volunteering		
Who?	What?	How?
Tutor	Help students review what they studied in class and with their homework	Ask your teacher and he/she will match you with another student
Dog walker	Feed, clean, and spend time with dogs at an animal shelter	Contact an animal shelter and they will tell you what days volunteers can go
Buddy	Spend time with patients at a hospital by talking, reading, and drawing together	Use the internet to research volunteer programs at hospitals
Soup kitchen server	Help serve food to homeless people and help clean up	Look for community groups in your neighborhood and ask for information

SUMMARY

B If you were to volunteer, which job would you choose from the chart above? Summarize the information.

1. I would choose _____.
2. My work would include _____.
3. I would start by _____.

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

Review units can be completed after completing the two units or as review prior to a test.

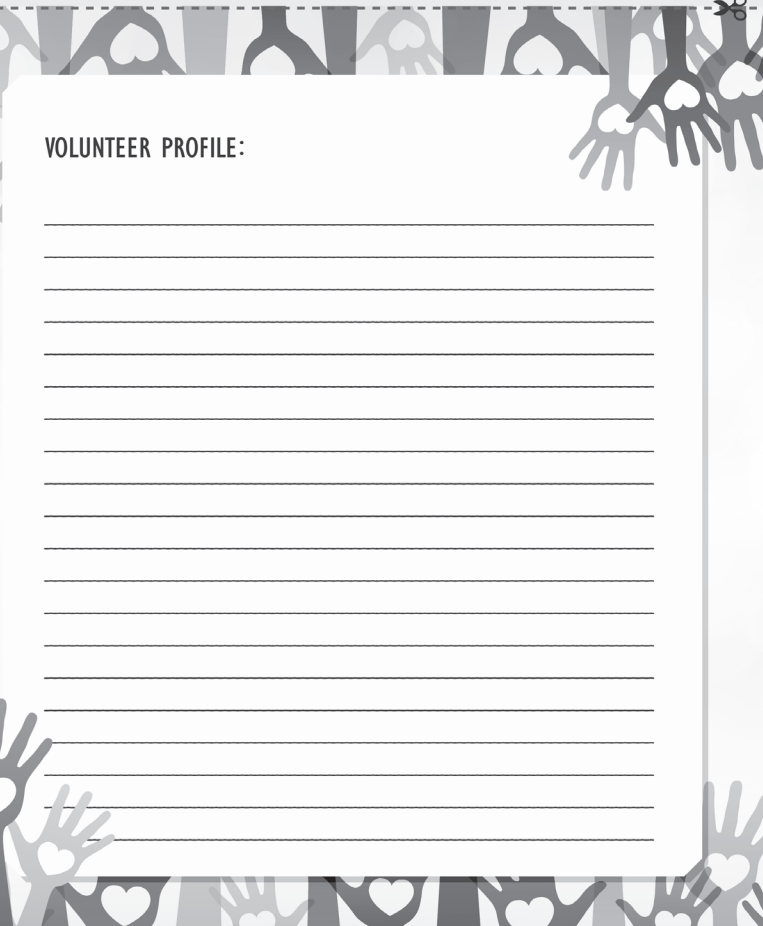
The objective is to get students to use the information and language they have learned, as well as new information, in a creative way to complete a project. Therefore, the outcome of each page will have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

PROJECT-BASED LEARNING

VOLUNTEER PROFILE

- C** Use the information from the summary to write a volunteer profile. Imagine that you have experience volunteering and write about it. Give a presentation.

VOLUNTEER PROFILE:



TEACHING TIPS

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

Level Tips

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

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

Review the information in units 7 and 8. Discuss what was included in the career profile and ask what should be included in a volunteer profile.

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

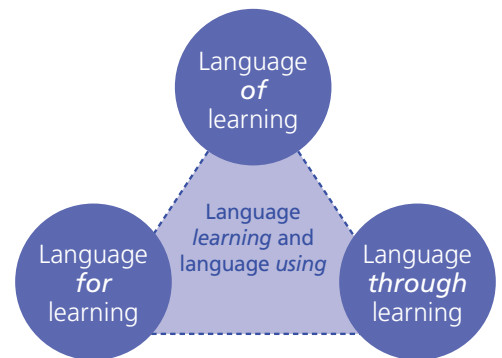
When the project is completed, allow the students to present their project. Projects can be included in a portfolio and/or displayed in the classroom.

LANGUAGE THROUGH LEARNING

LANGUAGE THROUGH LEARNING

NOTES

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

MEMO