Integrate Reading & Writing

TEACHER'S GUIDE WITH ANSWER KEY

3

TABLE OF CONTENTS

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

COMPONENTS



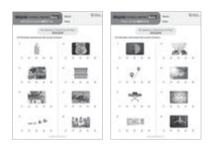
Student Book with CD-ROM



Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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



Mobile version



Desktop version

Integrate Viewer App







Class Booster

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

TEACHER DEVELOPMENT

Pedagogical Notes for Reference and Teacher's Development

Four-strand theory

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

Five-step SQ3R theory

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

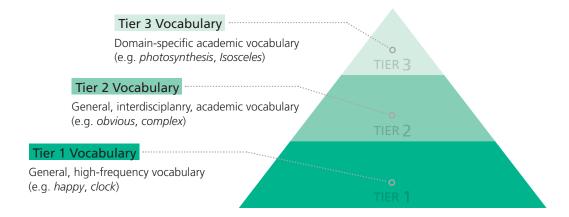
21st Century Skills

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

Contextual learning (as opposed to rote learning)

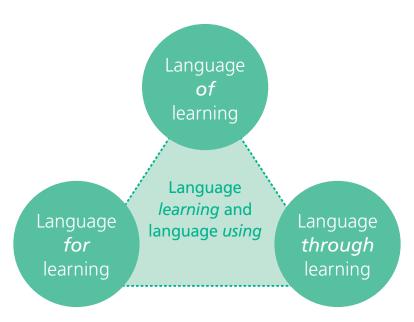
Scaffolding, Preview, and Review

Vocabulary Tiers



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

Language Through Learning Pedagogy



Language for learning

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

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

Language of learning

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

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

Language through learning

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

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

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

SCOPE AND SEQUENCE

TOPIC AREA	UNIT/PAGE		DETAILS			
1000	Nonfiction	Title / Word Count	Litter Lesson A [145W] Lesson	B [143W]		
	(SUI) Nonniction	Topic	Learn about the reasons why litt	ering is bad and hur	ts everyone.	
S		Academic Objective	Citizens pay taxes to the government the taxes. Citizens' behavior and the government makes.			
		Reading Format	Website			
		Structure	Present tense conjugation: decid	e / decides, cost / co	osts	
	, mr	Vocabulary	government, society, tax, law, litt Bonus: cost, decide	er, expensive, surpr	ise, improve	
LES MAN		Reading Skill	Main Idea and Supporting Details	Writing Skill	Cause and Effect	
		Integrate IT	QR Code Video		,	
	Fiction	Title / Word Count	Service Day Lesson A [145W]	Lesson B [143W]		
	(SUZ) Fiction	Topic	Kids have a day of service at scho	ool and work in the c	community.	
SOCIAL STUDIES		Academic Objective	Citizens can help make their con volunteer work.	nmunities better pla	ces by doing	
		Reading Format	Journal			
		Structure	Past tense: did, didn't			
		Vocabulary	town, community, service, plant, Bonus: outside, return	wear, glove, earn, p	roud	
		Reading	Literary Elements	Writing Skill	l Sequencing	
		Integrate IT	QR Code Video			
	Nonfiction	Title / Word Count	Volcanoes Lesson A [144W] [esson B [143W]		
		Topic	Learn how volcanoes are formed, what they are made of, and how they erupt			
		Academic Objective	Volcanoes are formed when the plates in the earth's crust push against or pull away from each other.			
		Reading Format	Magazine article			
		Structure	Prepositions of place: between, o	n		
5	All Contracts	Vocabulary	layer, slab, against, lava, erupt, f	low, squeeze, melt E	Bonus: plate, landform	
		Reading Skill	Identifying Details	Writing Skill	Sequencing	
		Integrate IT	AR Image			
	(E) Fiction	Title / Word Count	Mauna Loa	Lesson B [131W]		
	(504)	Торіс	A girl writes an e-mail to her frie visiting Mauna Loa, and how the			
Cantain Crak	alos Mountain Vi	Academic Objective	Volcanic rocks are formed when rocks.	lava cools. Volcanic	rocks are called basalt	
Mau	na Loa	Reading Format	E-mail			
13	.677 ft	Structure	Future tense: going to			
	O Pahala	Vocabulary	massive, countless, contain, seve Bonus: high, most	eral, eventually, bend	d, form, active	
	Not shelled	Reading Skill	Sequencing	Writing Skill	Jsing Synonyms	
		Integrate IT	QR Code Video			

Title / Word Topic Academic Ol Reading For Structur Vocabul	bjective ormat	RC Paper Airplanes Learn how to fold a paper a can let you control an airple Understand right, acute, a activities. Website Imperatives: fold, bend, m.	airplane using triangles. ane with your smartphor	See how a new invention ne.
Academic Ol Reading For Structure Vocabul	bjective ormat	can let you control an airpl Understand right, acute, a activities. Website	ane with your smartphor	ne.
Reading For Structure Vocabul	ormat	activities. Website	nd obtuse triangles thro	ough various classifying
Structu Vocabul	ire			
Vocabul		Imporatives, fold bond m		
	ary	imperatives. rotu, benu, m	ake	
	-	invent, control, fold, half, c	pen, corner, middle, ed	ge Bonus: middle, half
Reading S	Skill	Scanning	Writing Skill	Adding Details
Integrate	e IT	QR Code Video		
Reading S Integrate Title / Word Topic	Count	The Airplane Contest	esson A [140W] Lesson E	[132W]
Topic		Read a journal written abou	ut a paper airplane conte	est in a math class.
Academic Ol	bjective	Know and express the rela	ationships between 1 cm	, 1 mm, and 1 m.
Reading Fo	ormat	Journal		
Structu	ire	Superlatives: farthest, sho	rtest	
Vocabul	ary	try, centimeter, millimeter Bonus: surprised, unhapp		show, follow
Reading 9	Skill	Identifying Details	Writing Skill	Cause and Effect
Integrate	e IT	QR Code Video		
Nonfiction Title / Word	l Count	The World of Music Less	son A [141W] Lesson B	[125W]
Topic	:	Learn about musical genre	es.	
Academic Ol	bjective	Distinguish between types	of music and learn abou	ut the feelings they create.
Reading Fo	ormat	Traditional passage		
Structu	ire	Adjective & Adverb forms:	loud / loudly, sad / sadly	У
Vocabul	ary	rock, musician, rap, classi relaxed	cal, instrument, jazz, rh	ythm, lyrics Bonus: feeling,
Reading S	Skill	Classifying	Writing Skill	Descriptive Writing
Integrate	e IT	QR Code Video		
Fiction Title / Word	Count	Music Festival Lesson A	[146W] Lesson B [133W	V]
Topic	:	Read posts on an online m	essage board about an	upcoming musical festival.
Academic Ol	bjective	Understand discussions al	bout social events and h	ow to express feelings.
Reading Fo	ormat	Online forum		
Structu	ire	Gerund: playing, singing, c	Irumming	
Vocabul	ary	festival, fan, extra, ticket, p	performance, calm, drea	am Bonus: member, huge
Reading S	Skill	Using Synonyms	Writing Skill	Staying on Topic
Integrate	e IT	QR Code Video		

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

HOW TO USE

UNIT STRUCTURE

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

UNIT INTRO PAGES

A clear overview summarizes what students will do throughout

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



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

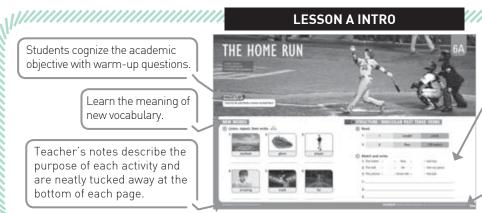
Preview questions help guide the students' focus.

LESSON A INTRO

Students cognize the academic objective with warm-up questions.

> Learn the meaning of new vocabulary.

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



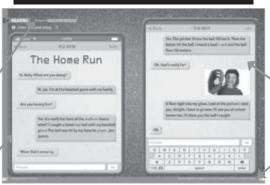
Key grammatical structures from the reading passage highlight authentic, practical use.

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

LESSON A PASSAGE

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

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



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

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

LESSON A POST-READING

Comprehension questions ensure understanding.



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

LESSON B INTRO

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



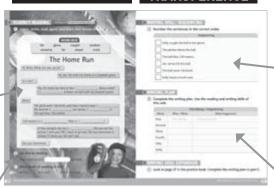
The vocabulary review requires students to demonstrate their knowledge of the meaning and use of each word.

LESSON B PASSAGE

LESSON B SKILL TRANSFERENCE

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

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



A graphic organizer gives students practice with a writing skill.

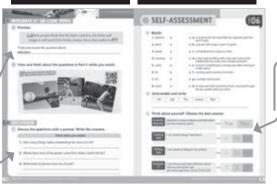
The reading and writing skills practiced in each unit are transferred to develop a writing plan. This bridges the classroom and home by linking the student and practice books.

INTEGRATE IT

SELF-ASSESSMENT

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

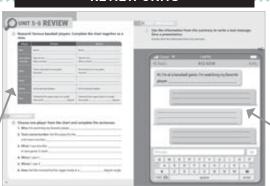
After viewing the IT content, students discuss the questions with a partner and write their answers on the page.



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

REVIEW UNITS

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

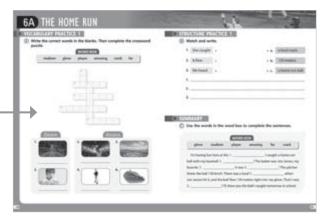


The detachable project templates can be customized and used to create a portfolio.

PRACTICE BOOK

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

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





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

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

READING ACTIVITIES

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



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



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

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





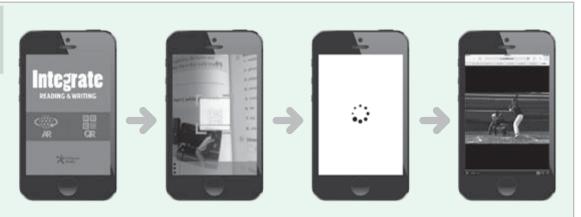
View the multimedia contents on the IT pages of each unit on a mobile device by downloading our free app. Search for "Integrate Viewer" in the Apple App Store or the Google Play Store.





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





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

GRADING RUBRIC

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

GRADING RUBRIC

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

₹01 LITTER

UNIT SUMMARY

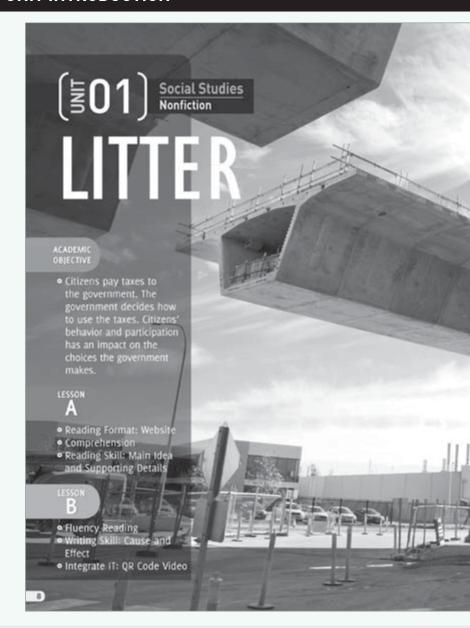
UNIT INTRODUCTION

Unit 1: Social Studies / Nonfiction

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

Academic Objective in Context:

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

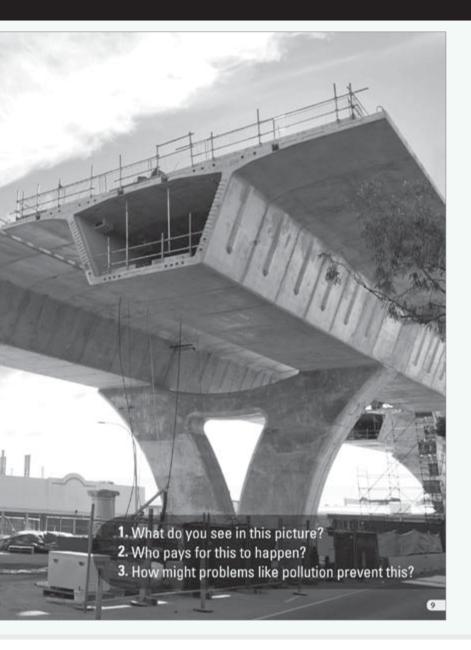


Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: cost, decide

Structure Focus: Present tense conjugation

Reading Format: Website

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

1. Where do you see in this picture?

Sample answer: I see a bridge being built.

2. Who pays for this to happen?

Sample answer: The government pays for this to happen.

3. How might problems like pollution prevent this?

Sample answer: If the government has to spend a lot of money to clean up pollution, they won't have enough money for other things.

≥01 LESSON A

TEACHING TIPS

NEW WORDS



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

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



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

1. What is the person in this picture doing?

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

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

2. Why is he doing it?de?

Sample answer: It is his job.

3. Does he get paid to do it?

Sample answer: Yes, he does.

4. Who pays him?

Sample answer: The government probably pays him.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



1.	Littering		g costs		everyone		lots of money.			
2.	The government		The government		decid	des	howt	0	use t	axes.
Nu	mber in	order th	nen write							
1.	Litter	(1)	environme	ent (4)	pollutes	(2)	the	(3)		
2.	hurts	(2)	lt	(1)	animals	(4)	the	(3)		
3.	taxes	(4)	pays	(2)	her	(3)	She	(1)		
1.	Litter poll	utes the	environm	nent.						

Level Tips

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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

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

≥01 LESSON A

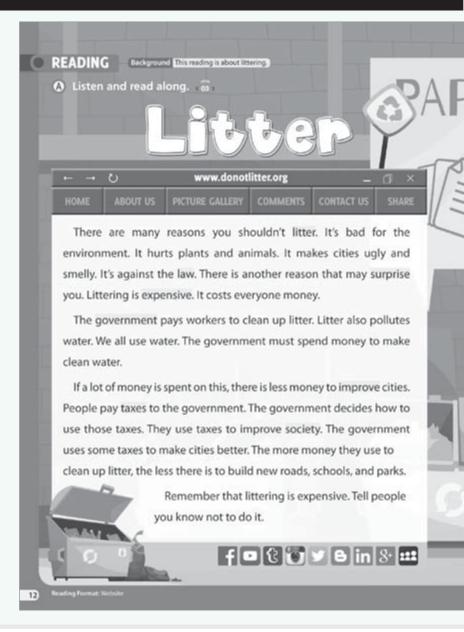
TEACHING TIPS

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 for additional reading practice and to solidify understanding of the passage.

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

READING PASSAGE



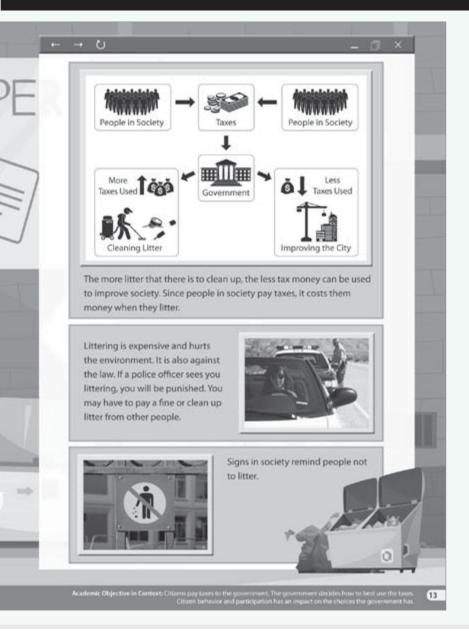
Introduce the background of the reading using the background information at the top of the page.

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Website

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

Academic Objective in Context:

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

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

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

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

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

EO1 LESSON A

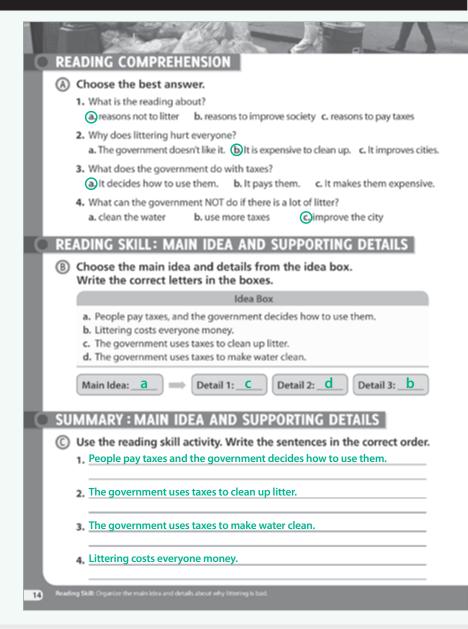
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 1. What is the reading about? Correct answer: a. reasons not to liter. Ask the students to name some of those reasons.



Reading Comprehension:

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

Reading Skill:

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS



Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What do you see in this picture?

Sample answer: A person throwing money away.

2. What do you think it means?

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

3. How can you stop it?

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

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

EO1 LESSON B

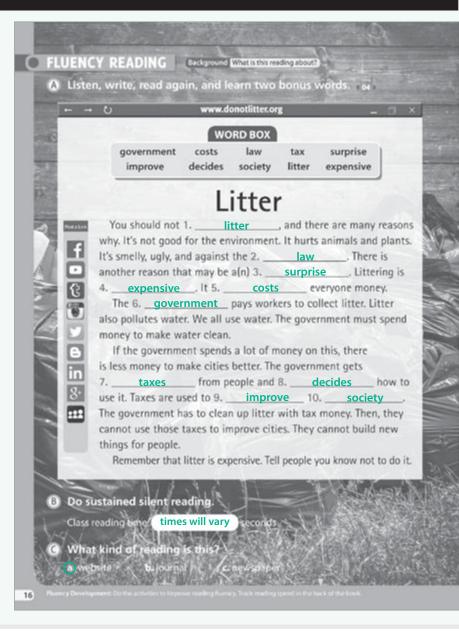
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about littering, the government, and taxes.

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

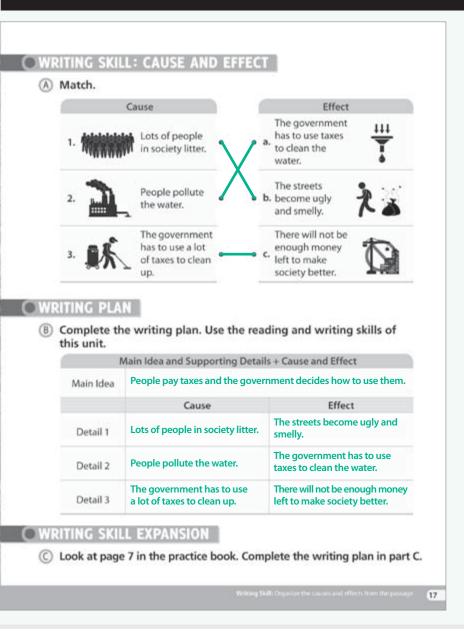
Tell the students to listen and read along with the audio. Play audio track 04.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Level Tip

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

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

Writing Skill:

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

Writing Plan:

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

EO1 LESSON B

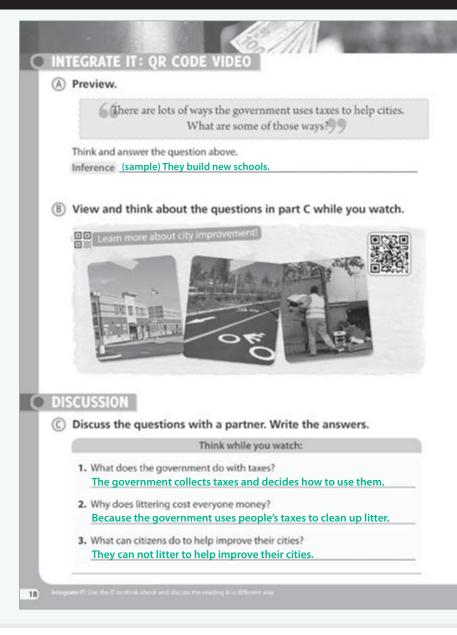
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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



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

Sample answer: They build new schools.

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT (A) Match. a. an amount of money that a government requires 1. government people to pay and that is used to pay for the things 2. society done by the government 3. tax b. costing a lot of money c. people who live in organized communities with the 4. law same laws, traditions, and values 5. litter d. to make something better e. things that have been thrown away on the ground in a 6. expensive public place 7. improve f. something unexpected g. the group of people who make decisions for a country 8. surprise h. the price of something 9. cost i. to think about something and make a choice 10. decide the system or set of rules made by the government for people in an area to follow B Unscramble and write. government The government uses taxes C Think about yourself. Choose the best answer. The government's job is to improve people's lives, and people can help by not breaking the law. I can identify the main idea and answers will vary supporting details in the things I read. I can write about cause and effect answers will vary relationships. I can discuss and make inferences about the government. I got will vary answers will vary discussion questions correct in this unit.

TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level 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.

19

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

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

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

SERVICE DAY

UNIT SUMMARY

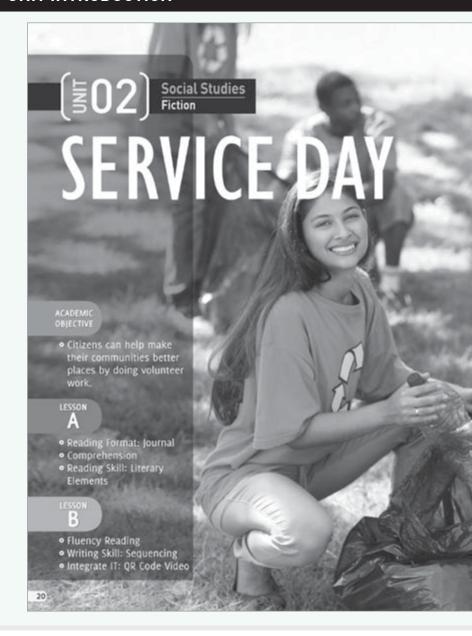
UNIT INTRODUCTION

Unit 2: Social Studies / Fiction

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

Academic Objective in Context:

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

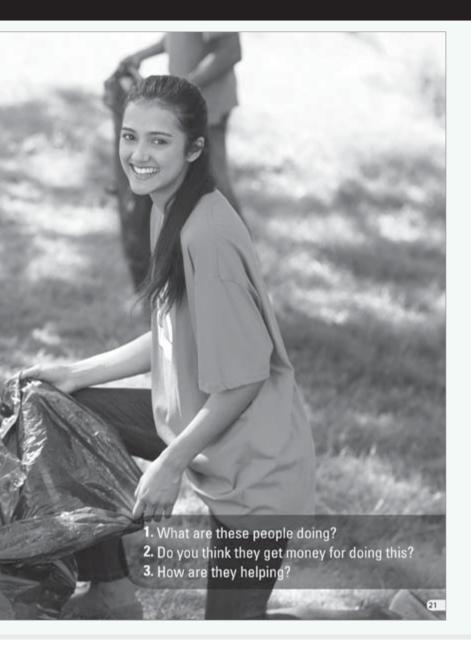


Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: outside, return

Structure Focus: Past tense

Reading Format: Journal

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

1. What are these people doing?

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

2. Do you think they get money for doing this?

Sample answer: No, they don't get money for doing this.

3. How are they helping?

Sample answer: They are doing community service for free.

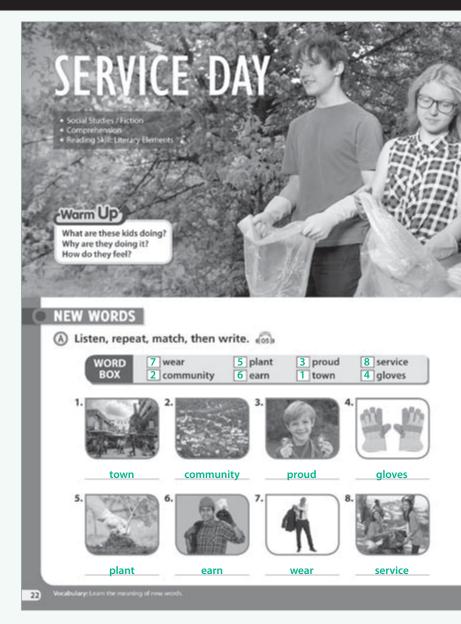
TEACHING TIPS

NEW WORDS



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

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



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

1. What are these kids doing?

Sample answer: They are cleaning up trash.

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

2. Why are they doing it?

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

3. How do they feel?

Sample answer: They look like they feel happy.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



1.	We		did		something		special.	
2.	We		didn't		stay		at school.	
Numb	er in o	rder th	en write					
1. Th	ney	(1)	home	(4)	didn't	(2)	go	(3)
2. di	dn't	(2)	We	(1)	class	(4)	have	(3)
3. be	est	(4)	did	(2)	your	(3)	You	(1)
1. <u>The</u>	y didn't	go ho	me.					

Level Tips

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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

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



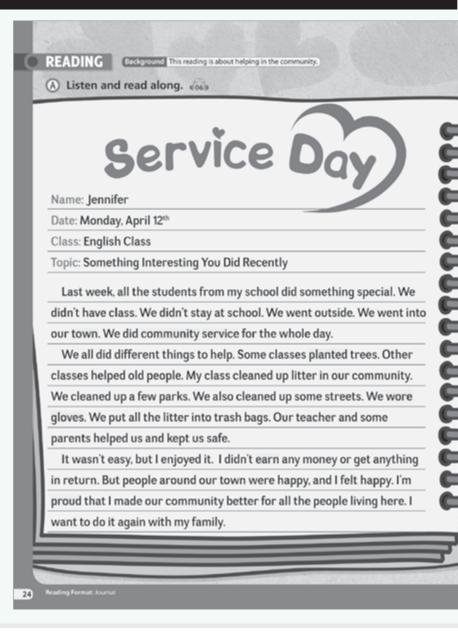
TEACHING TIPS

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. Talk about how the character felt and why.

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

READING PASSAGE



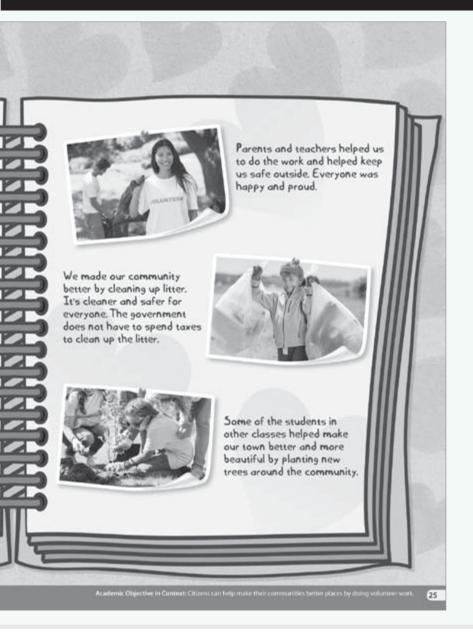
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a journal. Tell the students that a journal is where people write down their experiences, feelings, and thoughts about their lives.

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Journal

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

Academic Objective in Context:

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

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

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

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

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



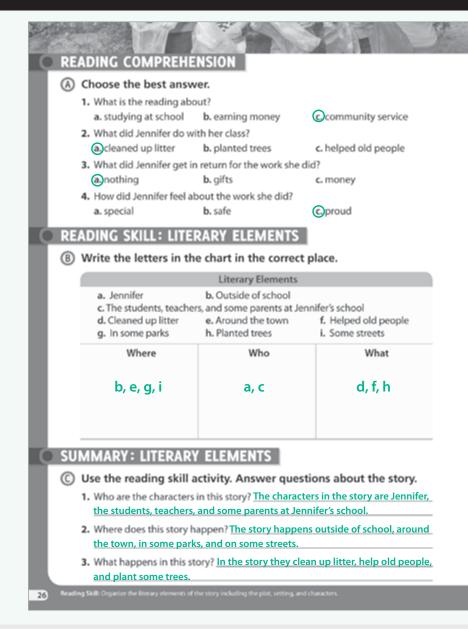
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

Explain to the students that *literary elements* are the characters, places, and things that happen in a story. Tell them that they need to organize the information from the chart in this way. Complete the activity together as a class.

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

Level Tips

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

TEACHING TIPS

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



O VOCABULARY REVIEW

- (A) Circle the correct word to complete the sentence.
 - 1. Please give me those gloves service .
 - 2. I live in a small town plant.
 - 3. I feel service proud that I helped people.
 - 4. I can earn wear some money if I do my chores.
 - 5. We will plant) wear trees this weekend.
 - 6. My sister does volunteer service town every weekend.
 - 7. People help out to make the proud community a better place.
 - 8. It's sunny today, so earn wear a hat.

Vocatiolary Skills the die vocationry in connect.

Quickly review the learning objectives of Lesson B.

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

1. What are these people doing?

Sample answer: They are cleaning up trash from the street.

2. How does this help the community?

Sample answer: It helps by keeping the community clean.

3. What else can people do to help?

Sample answer: They can help old people.

Ask students to provide additional information by giving examples.

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

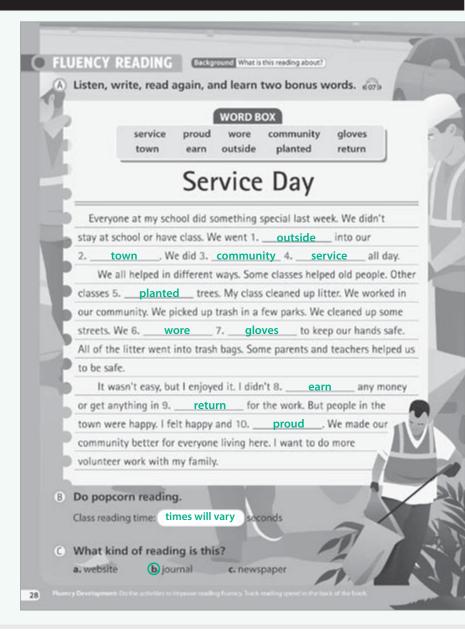
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about community services.

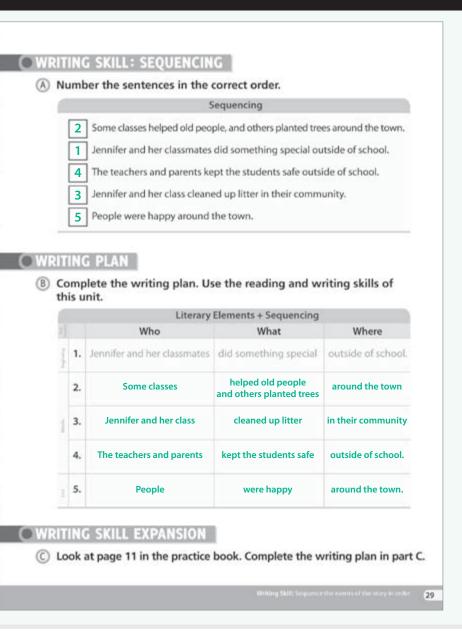
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 07**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



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 order the things that happened in the story from start to finish with numbers. Complete the activity together as a class.

Writing Plan:

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

E02 LESSON B

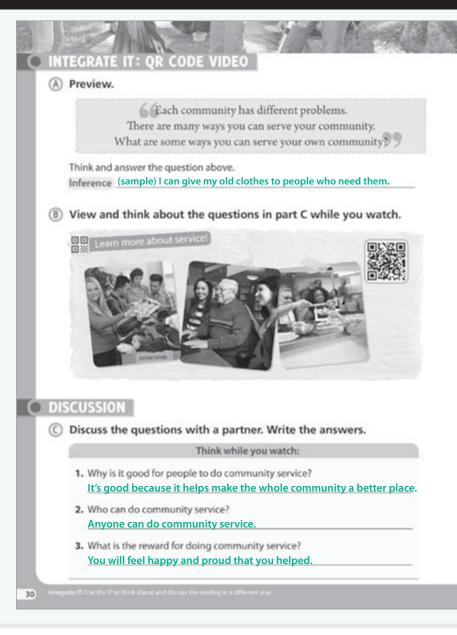
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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



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

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

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT (A) Match. 1. town a. to put a seed or a plant into the ground to grow b. work done for your community, government, etc. 2. proud c. a place where people live that is larger than a village 3. gloves but smaller than a city d. a good and happy feeling because of something you 4. community have done or are related to 5. earn e. to get something valuable for work that you have done 6. plant f. to put something on your body and use it as clothing 7. wear g. coverings for hands with separate parts for each finger h. something you get or take in exchange for something 8. service you did for someone else 9. outside an area around or near something j. a group of people who live in the same area 10. return (B) Unscramble and write. cleaned park the We cleaned the parked. C Think about yourself. Choose the best answer. People can help their communities by volunteering to break the law. True I can identify the literary elements of a answers will vary story I read. I can sequence things in my writing. answers will vary I can discuss and make inferences about answers will vary community service. I got __will vary discussion questions correct in this unit.

TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

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

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

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

31

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.

SOLUTION VOLCANOES

UNIT SUMMARY

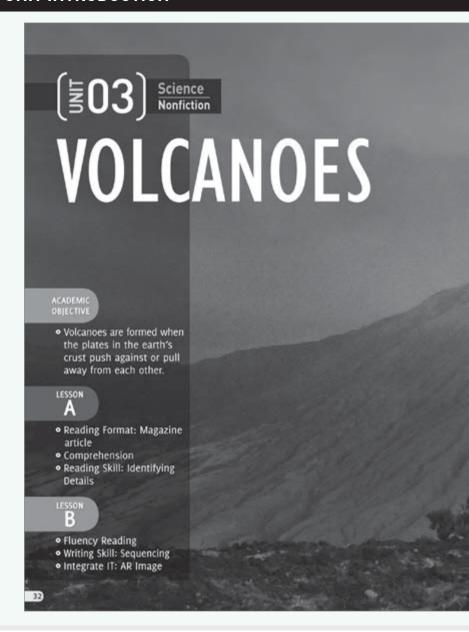
UNIT INTRODUCTION

Unit 3: Science / Nonfiction

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

Academic Objective in Context:

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



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

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: plate, landform

Structure Focus: Prepositions of Place

Reading Format: Magazine article

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

1. What is happening in this picture?

Sample answer: A volcano is erupting.

2. Why does this happen?

Sample answer: It happens when lava comes to the earth's surface.

3. What happens to the area around the volcano?

Sample answer: It gets destroyed.

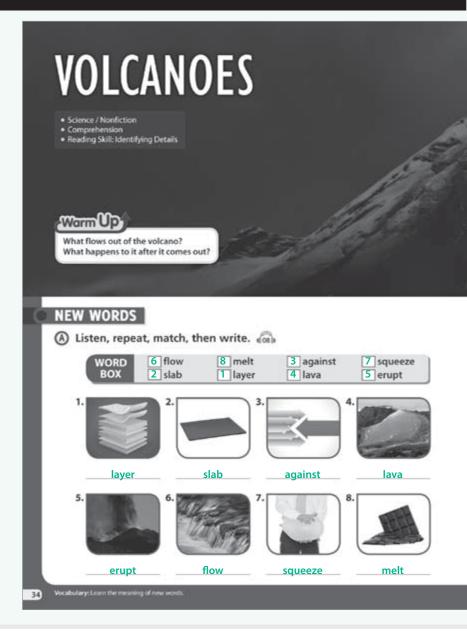


NEW WORDS



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

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



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

1. What flows out of the volcano?

Sample answer: Lava flows out of the volcano.

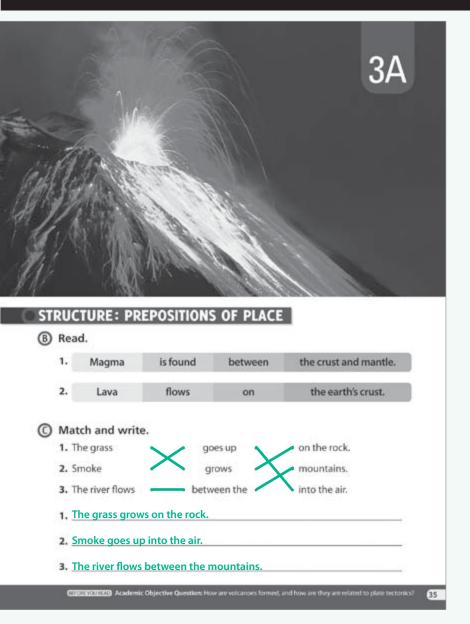
2. What happens to it after it comes out?

Sample answer: It slowly cools down and turns into rock.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS





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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

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

EO3 LESSON A

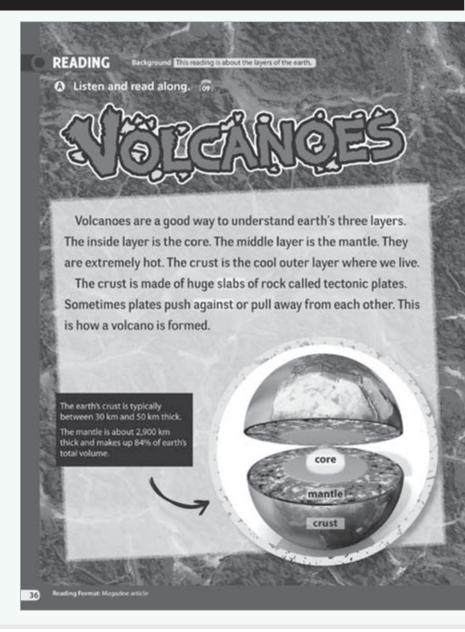
TEACHING TIPS

READING PASSAGE



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

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



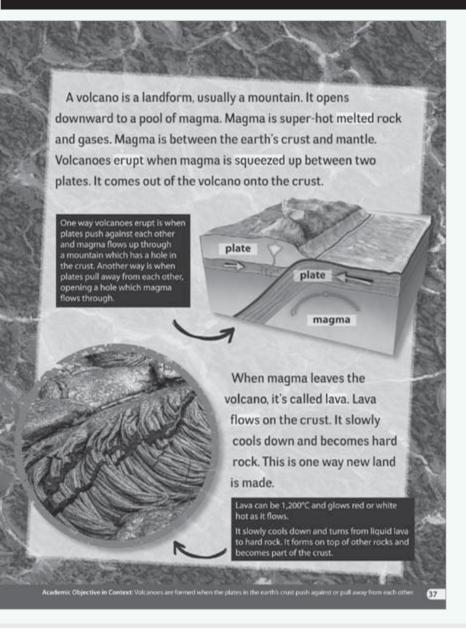
Introduce the background of the reading using the background information at the top of the page.

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Magazine article

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

Academic Objective in Context:

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

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

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

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

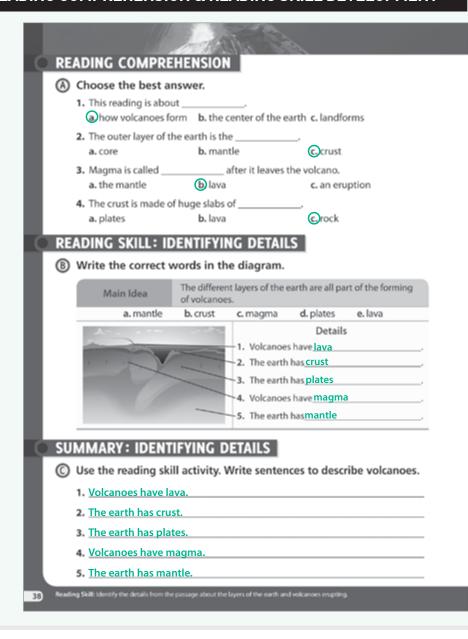


READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW



TEACHING TIPS

Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How are volcanoes formed?

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

2. What makes them erupt?

Sample answer: Volcanoes erupt when lava squeezes through the earth's crust.

Ask students to provide additional information by giving examples.

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

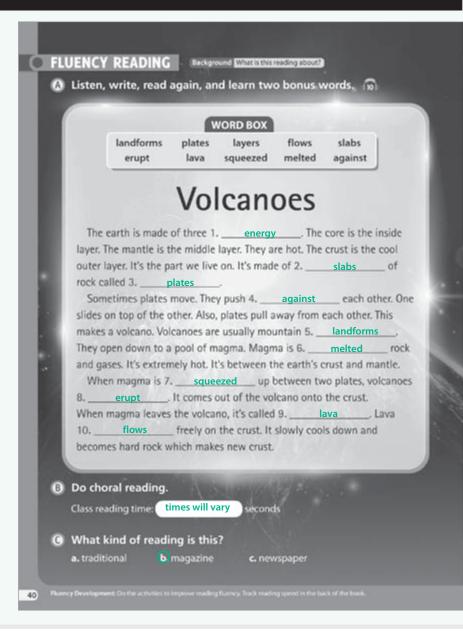


READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about volcanoes.

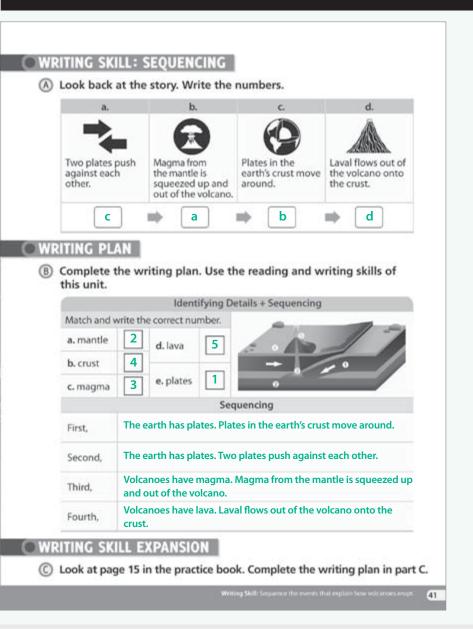
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 10**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Level Tip

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

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

Writing Skill:

Introduce the writing skill to the students. Explain to the students that *sequencing* means putting things in the correct order from start to finish. Tell the students to order the way volcanoes form and erupt from start to finish with numbers. Complete the activity together as a class. Explain that organizing information in this way can help make them better writers.

Writing Plan:

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

EO3 LESSON B

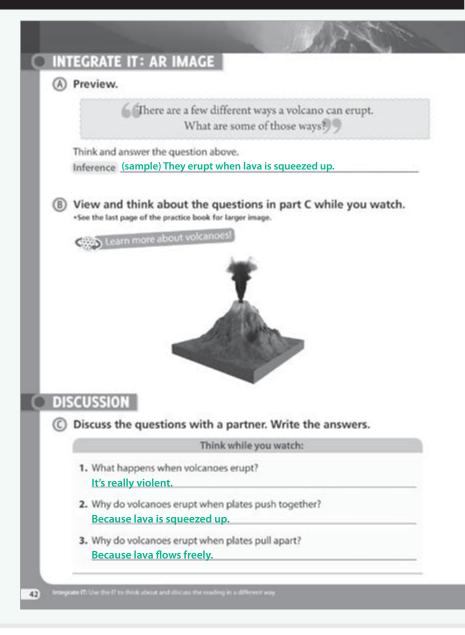
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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



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

Sample answer: They erupt when lava is squeezed up.

Explain to the students that they will look at a special kind of picture called "AR," which stands for augmented reality. Demonstrate it if possible using the *Integrate Viewer* app. Before looking at the images in detail, read each question in part C together as a class. Tell the students these questions will be answered as they view the AR pictures. Use the desktop version in your class if you can't use a mobile device. Use before class to gain familiarity. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT (A) Match. 1. layer a. a thick, flat piece of a hard material b. melted rock from a volcano 2. slab c. to change from a solid to a liquid, usually from heating 3. against d. to press something together very tightly on all sides 4. lava something large that is spread over the top area of 5. flow something else f. a very big part of the earth's surface which moves, 6. erupt causing volcanic eruptions where it meets another one 7. squeeze g. moving in the opposite direction 8. melt h. a sudden, violent explosion 9. plate I. a natural part of the earth's surface 10. landform j. to move steadily and continuously in one direction B Unscramble and write. is between crust and the earth's magma mantle The magma is between earth's crust and mantle. C Think about yourself. Choose the best answer. Volcanoes are formed when the plates in the earth's crust push against or pull away from each other. I can identify the supporting details in the answers will vary things I read. I can sequence things in my writing. answers will vary I can discuss and make inferences about volcanoes. I got <u>will vary</u> discussion questions correct in this unit. answers will vary

TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

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

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

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

43

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.

SO4 MAUNA LOA

UNIT SUMMARY

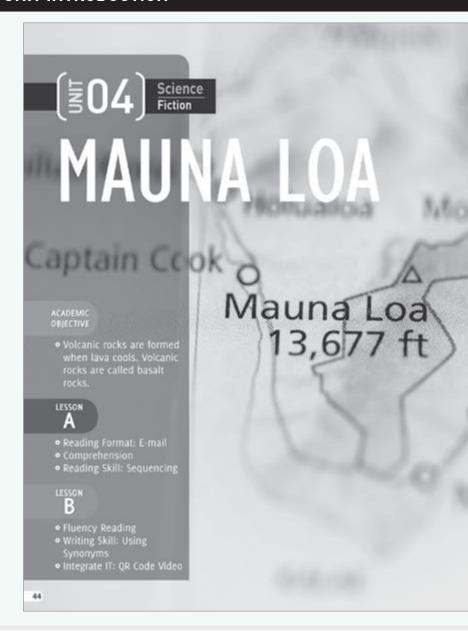
UNIT INTRODUCTION

Unit 4: Science / Fiction

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

Academic Objective in Context:

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

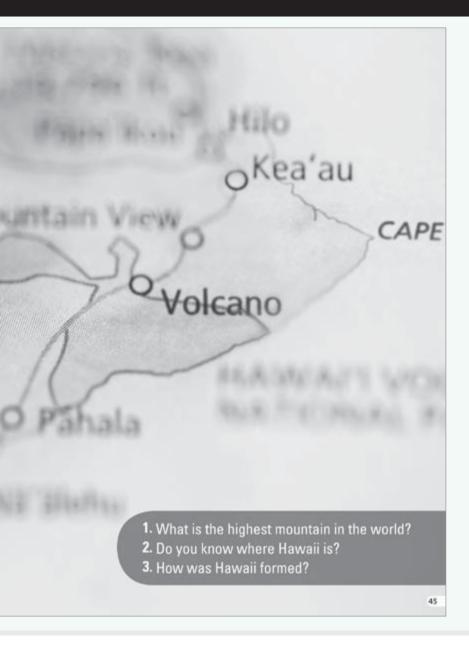


Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: high, most

Structure Focus: Future tense

Reading Format: E-mail

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

1. What is the highest mountain in the world?

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

2. Do you know where Hawaii is?

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

3. How was Hawaii formed?

Sample answer: I'm not sure, but maybe by volcanoes.

EO4 LESSON A

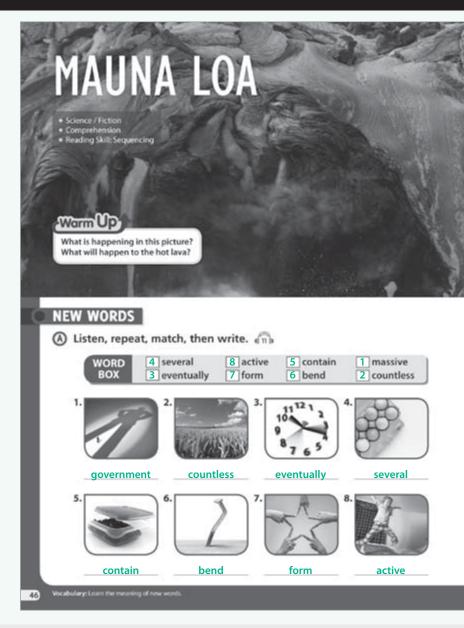
TEACHING TIPS

NEW WORDS



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

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



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

1. What is happening in this picture?

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

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

2. What will happen to the hot lava?

Sample answer: It will cool and become hard.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



Level Tips

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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

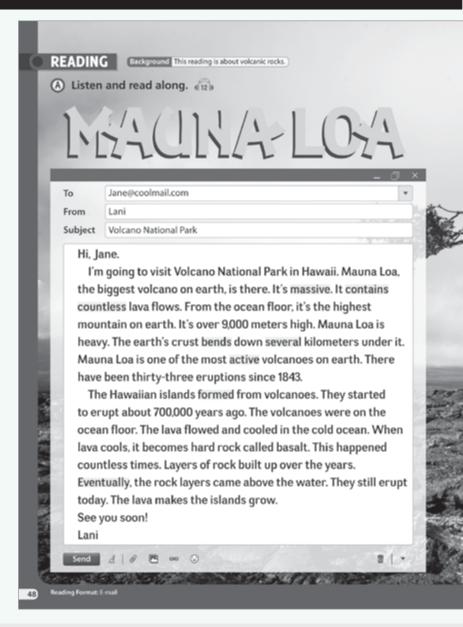
Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown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

READING PASSAGE



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

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



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

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

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: E-mail

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

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

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

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to read the captions under the pictures and discuss how volcanic rock is formed.

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

EO4 LESSON A

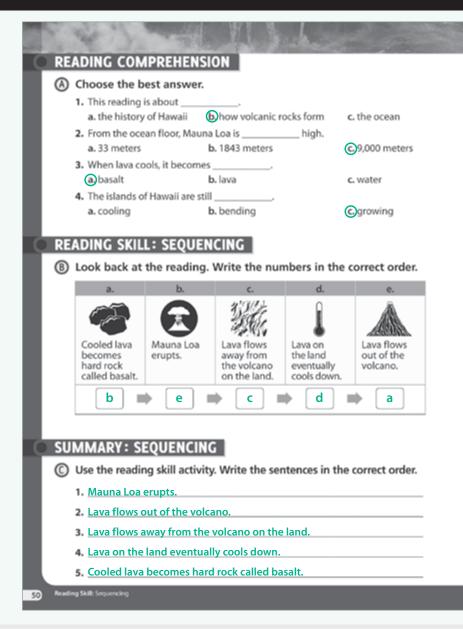
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e.
4. The islands of Hawaii are still
_______. Correct answer: c. growing. Ask the students how the islands are growing.



Reading Comprehension:

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

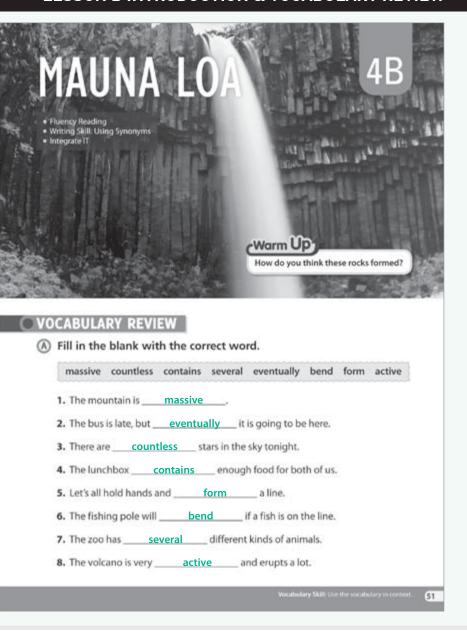
Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS



Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. How do you think these rocks formed?

Sample answer: They were formed by volcanoes.

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

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

EO4 LESSON B

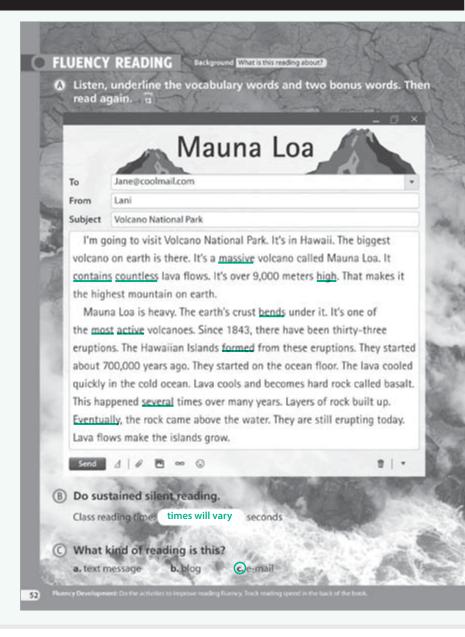
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about a volcano in Hawaii.

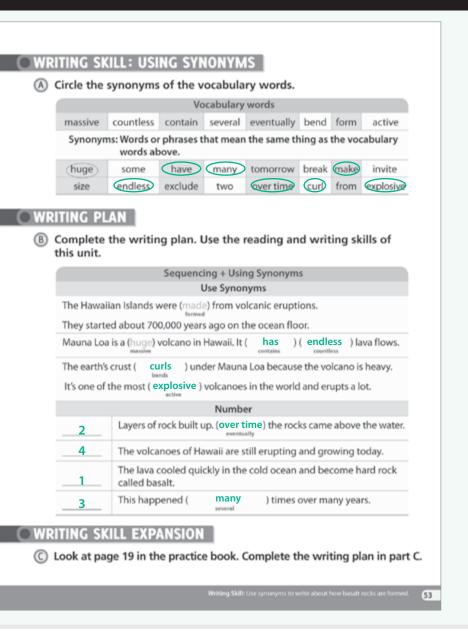
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and underline the vocabulary words in the passage as they listen to the audio. Play audio **track 13**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



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

Writing Plan:

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

EO4 LESSON B

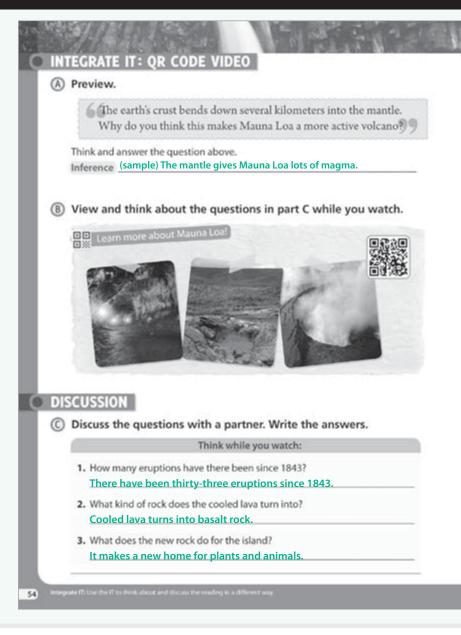
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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



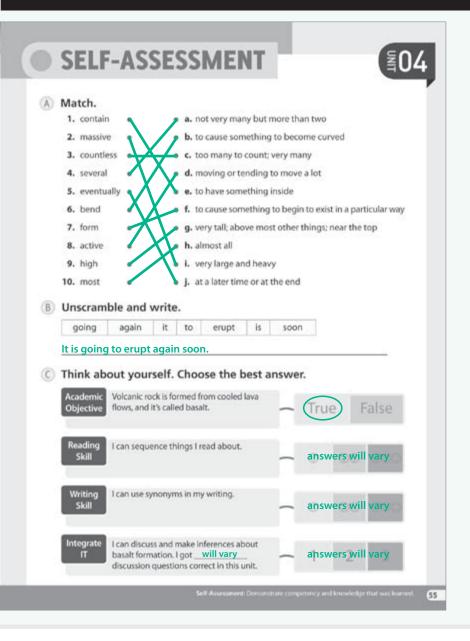
Explain to the students that they will now watch a video about Mauna Loa. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: The mantle gives Mauna Loa a lot of magma.

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

SELF-ASSESSMENT & UNIT WRAP-UP

TEACHING TIPS



Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

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.

\delta 05

15 RC PAPER AIRPLANES

UNIT SUMMARY

UNIT INTRODUCTION

Unit 5: Math / Nonfiction

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

Academic Objective in Context:

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

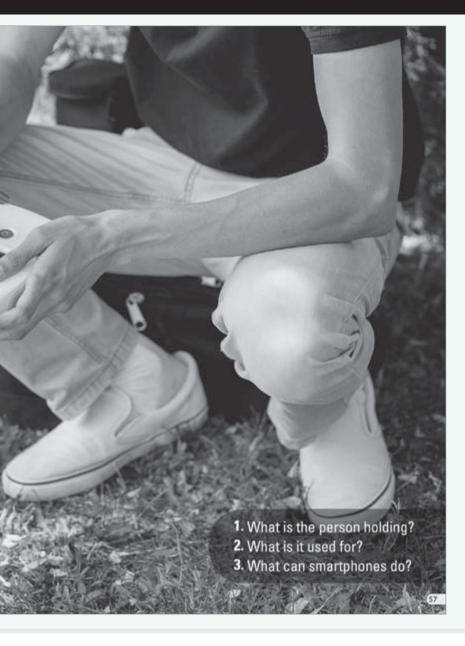


Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: middle, half

Structure Focus: Imperatives

Reading Format: Website

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what remote controls do. Ask them if they have ever seen or played with a remote-controlled vehicle.

1. What is the person holding?

Sample answer: They are holding a remote control.

2. What is it used for?

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

3. What can smartphones do?

Sample answer: Smartphones can be used as remote controls, too.



NEW WORDS

Level Tips

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

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



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

1. What do you see in this picture?

Sample answer: I see a boy playing.

2. What is the boy holding?

Sample answer: He is holding a paper airplane.

3. Have you ever played with something like this?

Sample answer: Yes, I have. / No, I haven't.

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

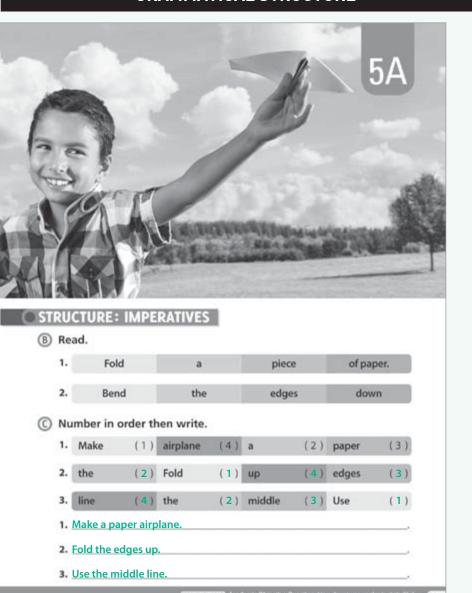
GRAMMATICAL STRUCTURE

Level Tip

TEACHING TIPS

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

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



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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

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

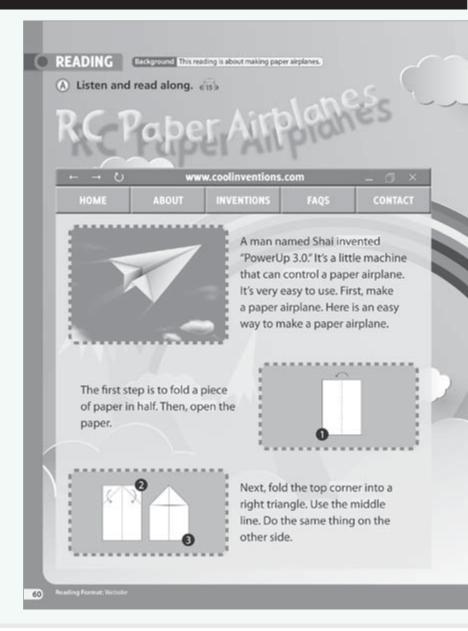


READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to make a paper airplane following the directions from the reading.

High-Level Students: Ask the students to make their own set of instructions for a different kind of airplane using the language from the reading.



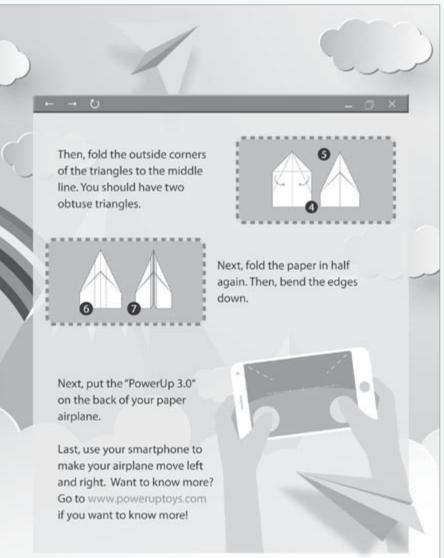
Introduce the background of the reading using the background information at the top of the page.

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Website

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

Academic Objective in Context:
We can use right, acute, and obtus

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

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

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

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

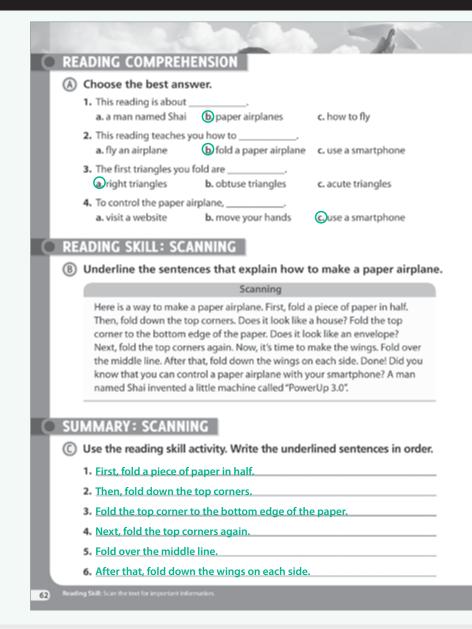


READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. This reading teaches you how to ______. Correct answer: b. fold a paper airplane. Ask the students how many steps there are to make a paper airplane.



Reading Comprehension:

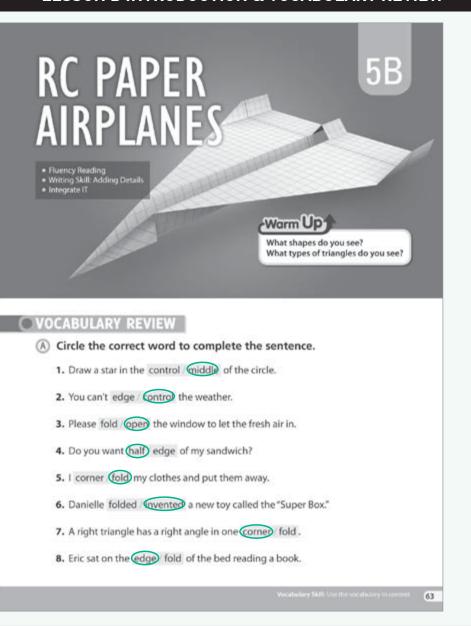
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask the students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW



TEACHING TIP

Level Tip

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

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

Quickly review the learning objectives of Lesson B.

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

1. What shapes do you see?

Sample answer: I see triangles.

2. What types of triangles do you see?

Sample answer: I see obtuse triangles.

Ask students to provide additional information by giving examples.

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

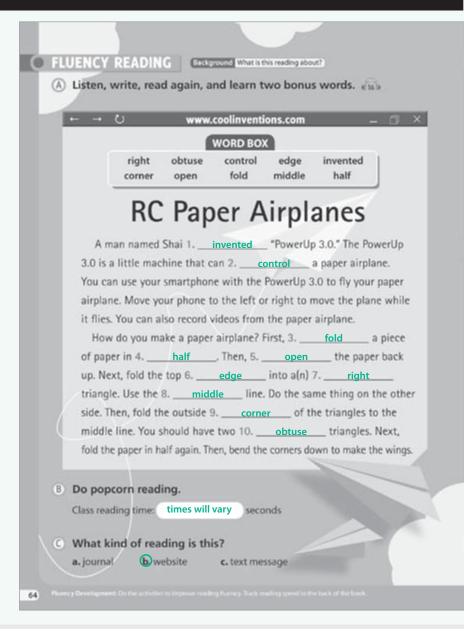


READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about paper airplanes.

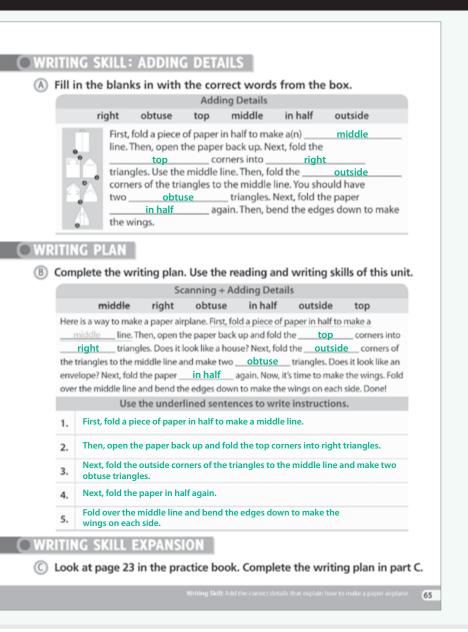
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 16**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Level Tips

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *adding details* means explaining something more clearly and carefully. Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

Writing Plan:

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

EO5 LESSON B

TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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

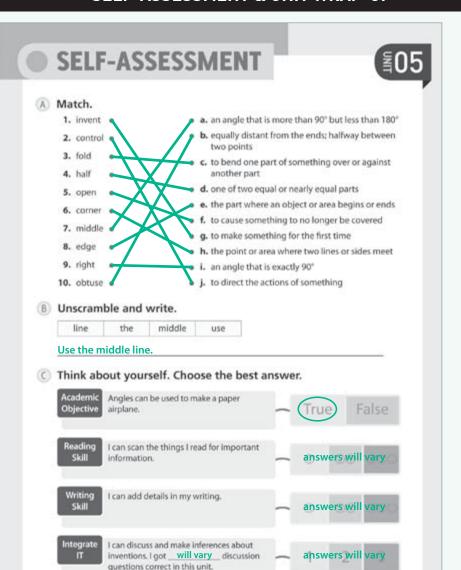


Explain to the students that they will now watch a video about inventions. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *The smartphone is an invention.*

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

SELF-ASSESSMENT & UNIT WRAP-UP



TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

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

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

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

67

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

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

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

06 THE AIRPLANE CONTEST

UNIT SUMMARY

UNIT INTRODUCTION

Unit 6: Math / Fiction

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

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



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

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: surprised, unhappy

Structure Focus: Superlatives

Reading Format: Journal

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what designs and shapes are good for paper airplanes.

1. What's happening in the picture?

Sample answer: People are throwing paper airplanes.

2. What can help a paper airplane go far?

Sample answer: The right shapes and a good design can help a paper airplane go far.

3. What shapes do you see in the paper airplanes?

Sample answer: I see a lot of triangles.

EO6 LESSON A

TEACHING TIPS

NEW WORDS



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

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



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

1. What do you see in this picture?

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

2. What do you use this for?

Sample answer: We use it to measure things.

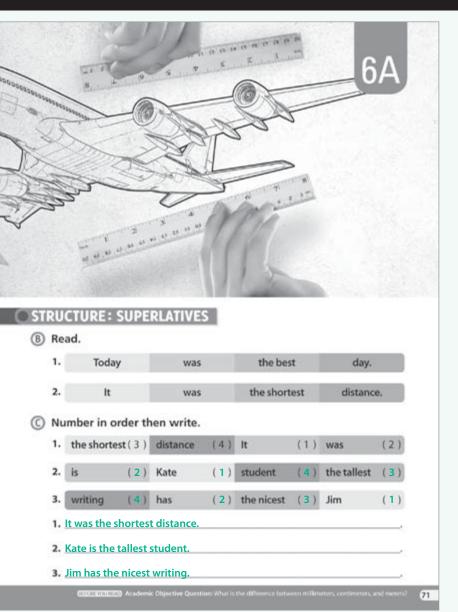
3. Why is it necessary to use this?

Sample answer: We need it to check the length/angle of things.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS





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

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

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

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

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

EO6 LESSON A

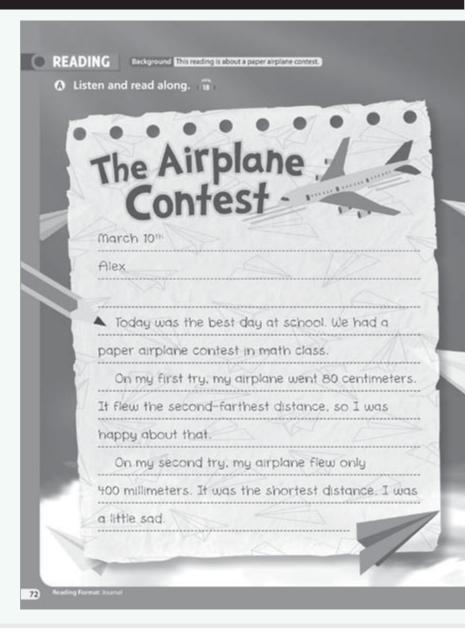
TEACHING TIPS

READING PASSAGE



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

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



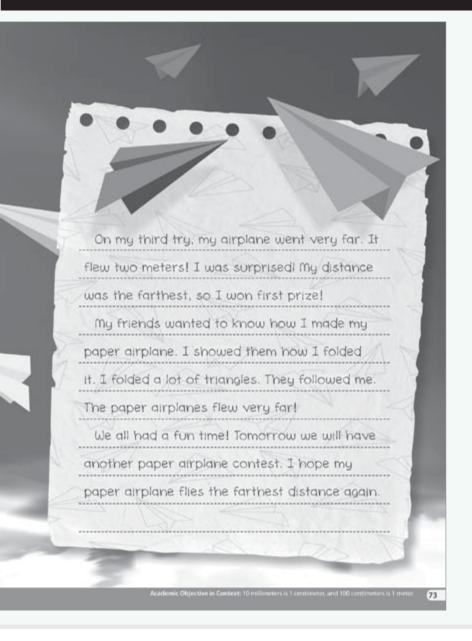
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a journal. Tell the students that a journal is where people write down their experiences, feelings, and thoughts about their life.

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Journal

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

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

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

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

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

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

EO6 LESSON A

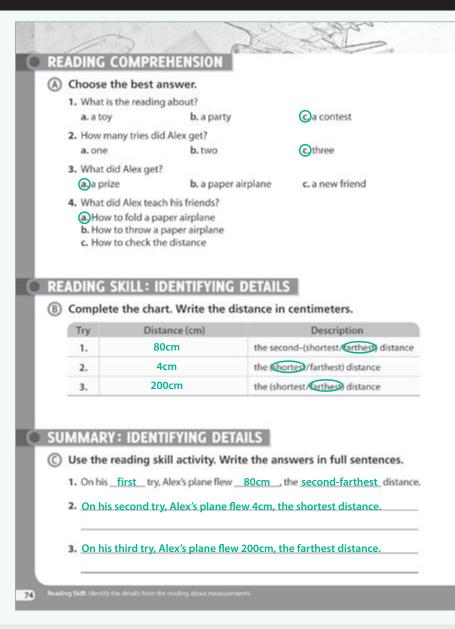
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. How many tries did Alex get? Correct answer: c. three. Ask the students how far the farthest distance was.



Reading Comprehension:

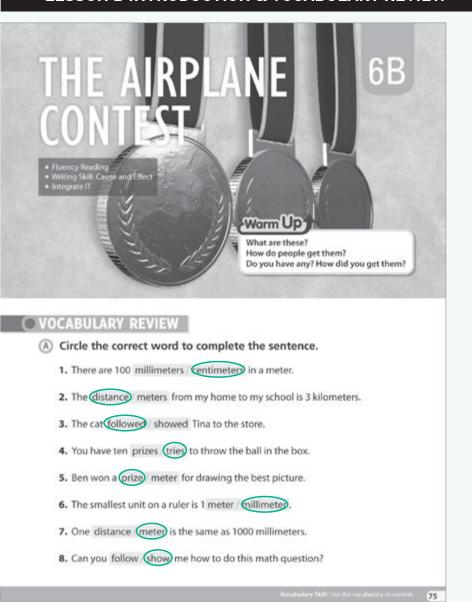
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW



Level Tip

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

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

Quickly review the learning objectives of Lesson B.

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

1. What are these?

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

2. How do people get them?

Sample answer: By winning a contest

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

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

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

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



READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about a paper airplane contest.

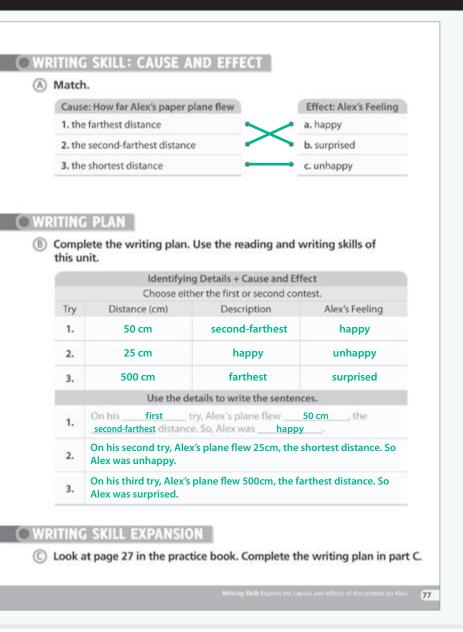
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 19**.

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



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

Writing Plan:

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

EO6 LESSON B

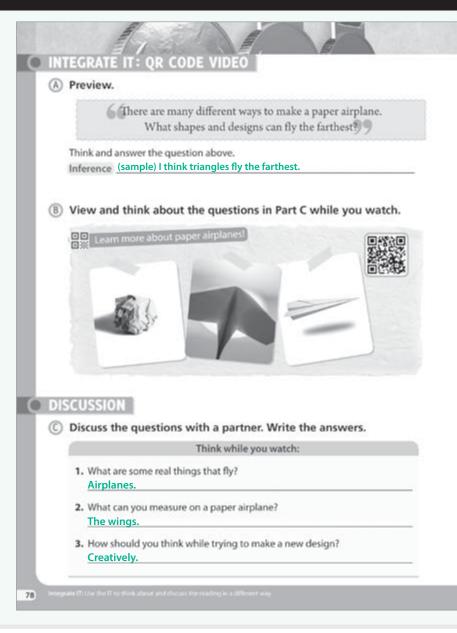
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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



Explain to the students that they will now watch a video about paper airplanes. 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 triangles fly the farthest.*

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT (A) Match. a. a length equal to 1/100 of a meter 1. try b. something that is won in a contest or given as an 2. centimeter 3. millimeter c. the feeling that people get when something unexpected or unusual happens 4. distance d. sad; not happy 5. meter e. an opportunity to do something 6. prize f. the basic metric unit of length 7. show g. a length equal to 1/1000 of a meter h. to do the same thing as someone else 8. follow i. to teach someone how to do something by 9. surprised letting that person see you do it 10. unhappy j. the amount of space between two places or B Unscramble and write. it distance shortest It was the shortest distance. C Think about yourself. Choose the best answer. Millimeters are smaller than centimeters, and centimeters are smaller than meters. I can identify the supporting details in the answers will vary things I read. I can write about cause and effect answers will vary relationships. I can discuss and make inferences about paper airplanes. I got _will vary answers will vary discussion questions correct in this unit.

TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level 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.

79

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

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

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

THE WORLD OF MUSIC

UNIT SUMMARY

UNIT INTRODUCTION

Unit 7: Music / Nonfiction

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

Academic Objective in Context:

Different types of music can communicate different kinds of feelings.



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

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: feeling, relaxed

Structure Focus: Adjectives and Adverbs

Reading Format: Traditional passage

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what types of music they know and like to activate prior knowledge. Ask them how different kinds of music sound and what instruments are used to play them. Ask the warm-up questions:

1. What are these musical instruments?

Sample answer: They are guitars.

2. How do you play them?

Sample answer: You play them with your hands.

3. Do you like the sound each one makes? Why?

Sample answer: Yes, I do. They sound good. I No, I don't. They are too loud.

507 LESSON A

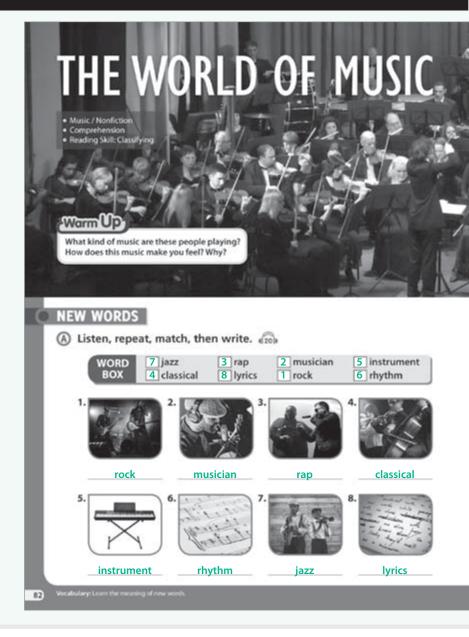
TEACHING TIPS

NEW WORDS



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

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



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

1. What kind of music are these people playing?

Sample answer: They are playing classical music.

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

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

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

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

GRAMMATICAL STRUCTURE

TEACHING TIPS



STRUCTURE: ADJECTIVE & ADVERB FORMS (B) Read. Rock music loud. sounds Rock musicians sing loudly. Match and write. 1. Rap quickly. 2. Rappers quick. 3. Rock are loud. 1. Rap is quick 2. Rappers speak quickly. 3. Rock guitars are loud

Level Tips

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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

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

≥07 LESSON A

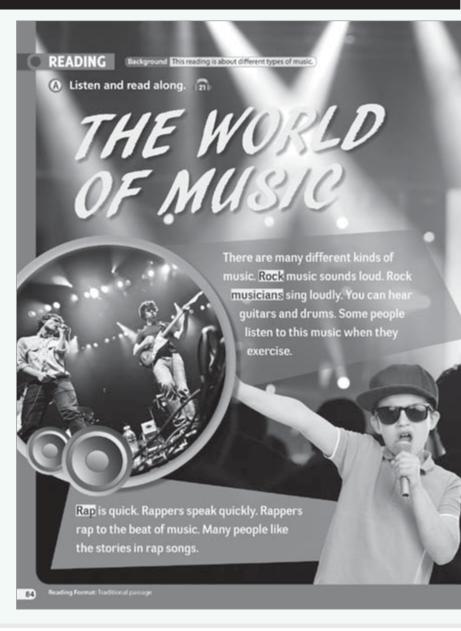
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to discuss what instruments they know and like.

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



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

Explain to the students that the reading format of this passage is a traditional passage. Tell the students that traditional passages are often found in school textbooks and other kinds of reading that are written to teach people things.

Ask the students what the topic for this reading is.

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

READING PASSAGE



PASSAGE DETAILS

Reading Format: Magazine article

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

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

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

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

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

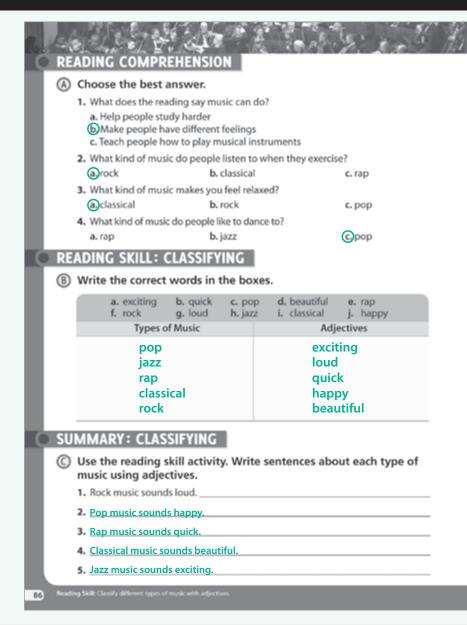


READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

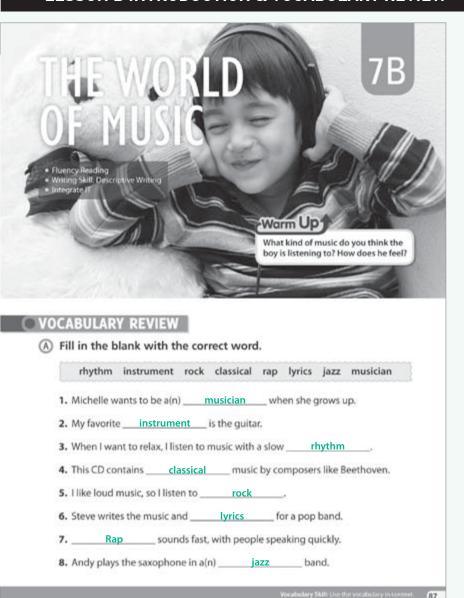
Reading Skill:

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

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

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS



Level Tips

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

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

Quickly review the learning objectives of Lesson B.

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

1. What kind of music do you think the boy is listening to?

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

2. How does he feel?

Sample answer: He feels happy.

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

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

E07 LESSON B

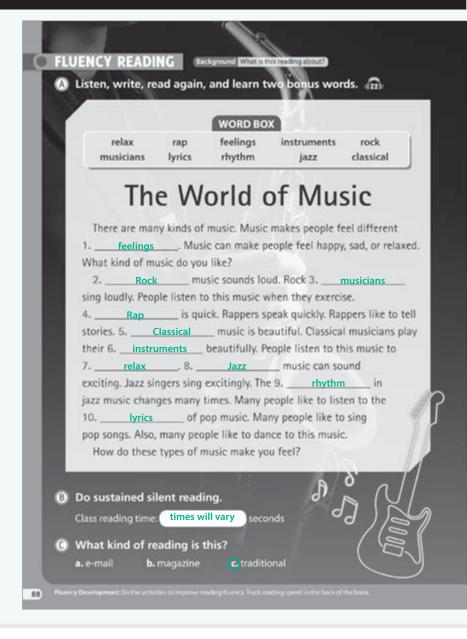
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about music.

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

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



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

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



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

Writing Skill:

WRITING SKILL EXPANSION

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

89

Writing Plan:

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

EO7 LESSON B

TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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

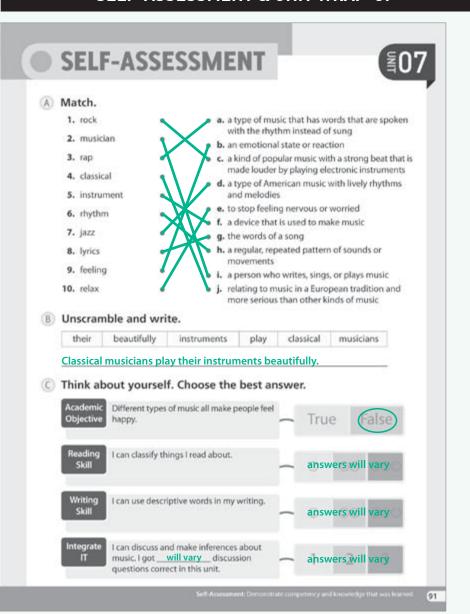


Explain to the students that they will now watch a video about music. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: Classical music would be good to listen to while studying.

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

SELF-ASSESSMENT & UNIT WRAP-UP



TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

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

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

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

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

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

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

SOS MUSIC FESTIVAL

UNIT SUMMARY

UNIT INTRODUCTION

Unit 8: Music / Fiction

Academic Objective: Music Festival

Academic Objective in Context:

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

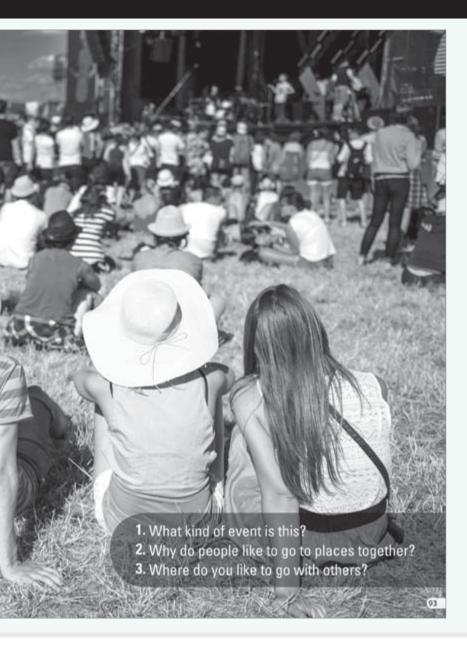


Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

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

LESSON A

UNIT SUMMARY



Language Learning Objectives

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

Bonus Words: member, huge

Structure Focus: Gerund

Reading Format: Online forum

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

1. What kind of event is this?

Sample answer: It looks like a concert.

2. Why do people like to go to places together?

Sample answer: To relax and enjoy music.

3. Where do you like to go with others?

Sample answer: I like to go to the park.

EO8 LESSON A

TEACHING TIPS

NEW WORDS



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

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



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

1. What do you see in this picture?

Sample answer: I see a musical performance.

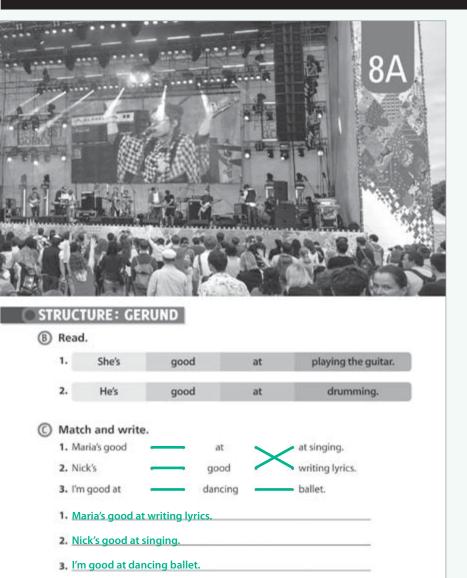
Ask a follow-up question to establish background knowledge and give attention to details.

2. Why do people like to watch people singing and playing musical instruments? Sample answer: It makes them feel good.

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

GRAMMATICAL STRUCTURE

TEACHING TIPS





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

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

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

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

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

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

EO8 LESSON A

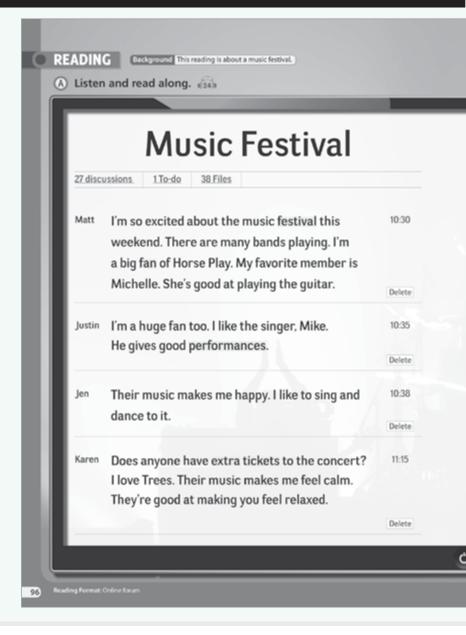
TEACHING TIPS

READING PASSAGE



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

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



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

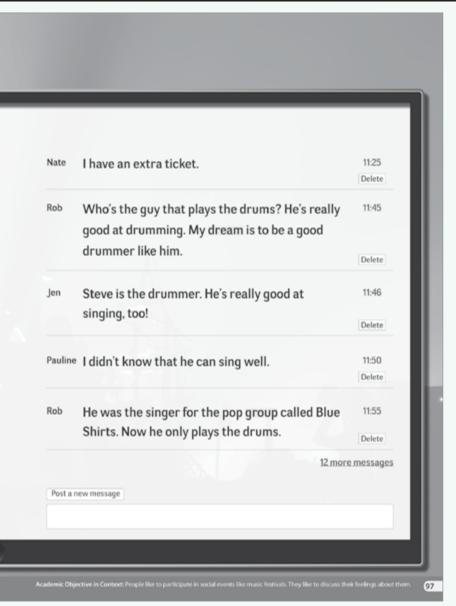
Explain to the students that the reading format of this passage is an online forum. Explain that an online forum is a sort of group message board where people can leave messages for each other. It's not always instant, so it's more like a combination of an e-mail and a text message, and usually a large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

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

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

READING PASSAGE

PASSAGE DETAILS



Reading Format: Online forum

Academic Objective: Understand discussions about social events and how to express feelings.

Academic Objective in Context:

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

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

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

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

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

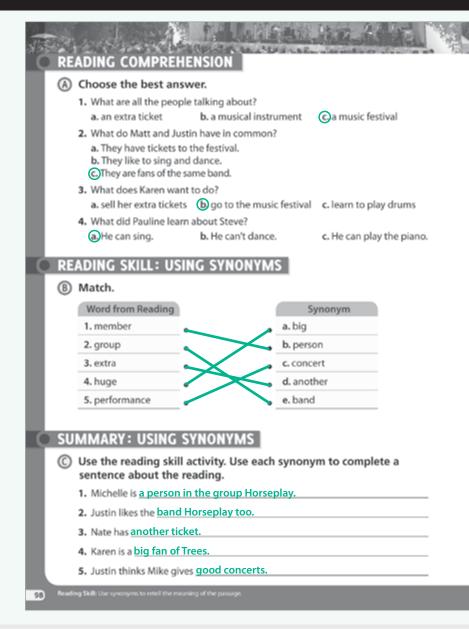


READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

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

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



Reading Comprehension:

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

Reading Skill:

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

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



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. Where are these people?

Sample answer: They are at a music festival.

2. What are they doing?

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

3. How do they feel?

Sample answer: They are excited.

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

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

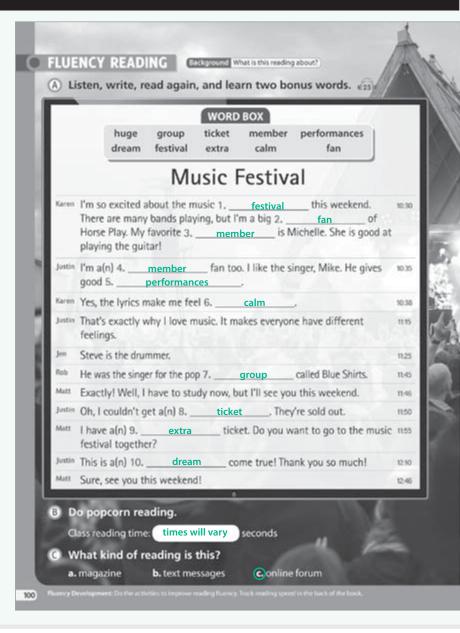


READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

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

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



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

Sample answer: It's about a music festival.

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

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

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

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



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: STAYING ON TOPIC

A Cross out the sentences that are not on topic.

Topic: My Favorite Band

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

WRITING PLAN

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

Using Synonymns + Staying on Topic

Look at the underlined words in the writing skill passage. Write a synonym for each underlined word.

huge performances member extra group

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

1. My favorite group is Horse Play.

2. My favorite member of the group is Michelle.

3. She gives great performances.

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

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

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

Writing Skill:

Introduce the writing skill to the students. Tell them that *staying on topic* is important to help them make other people understand their writing. Sometimes we want to include information that might seem important but really isn't, so they need to keep the main idea in mind and stay on topic to be good writers.

101

Writing Plan:

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

EO8 LESSON B

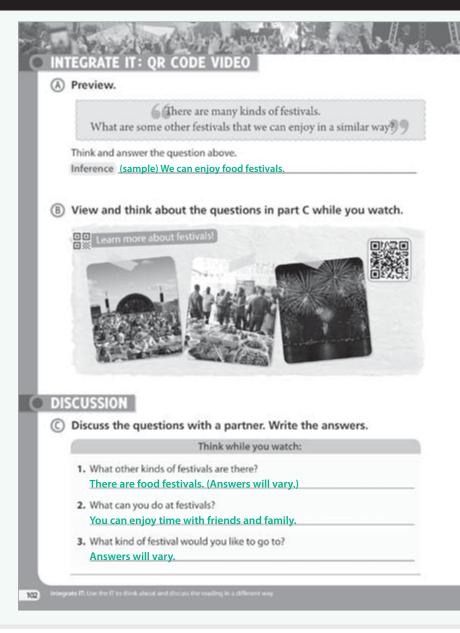
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

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

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



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

Sample answer: We can enjoy food festivals.

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

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. festival a. a person who likes and admires someone or something in a very enthusiastic way 2. fan b. not angry, upset, excited, etc. c. a piece of small paper that allows you to see a show, 3. extra participate in an event, travel on a vehicle, etc. 4. ticket d. someone or something that belongs to or is a part of a group or an organization 5. performance e. more than is usual or necessary a special time or event when people gather to 6. calm celebrate something 7. dream g. very large; very great in size, amount, or degree h. something that you have really wanted to do, be, 8. group or have for a long time something a person or group does to entertain 9. member an audience 10. huge a number of musicians who play together regularly B Unscramble and write. drumming really good he's He's really good at drumming C Think about yourself. Choose the best answer. People can have and express feelings at rue social events. I can identify synonyms in things I read. answers will vary I can stay on topic in my writing answers will vary I can discuss and make inferences about festivals. I got will vary discussion answers will vary questions correct in this unit.

TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

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

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

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

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

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

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

₹1-2 REVIEW

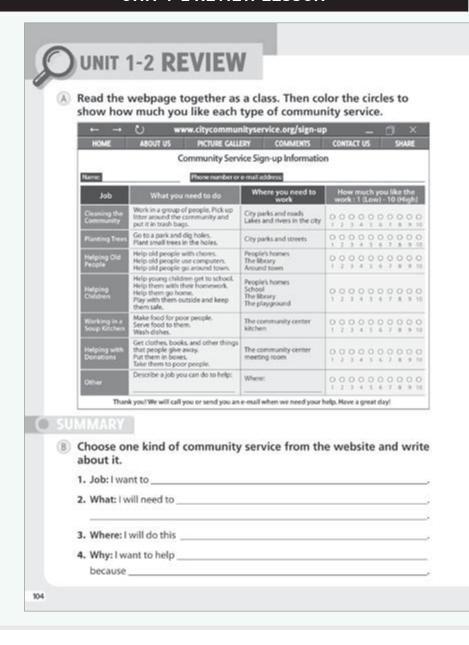
TEACHING TIPS

UNIT 1-2 REVIEW LESSON

Level Tips

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

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



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

PROJECT-BASED LEARNING

TEACHING TIPS



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



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

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

Review the information in units 1 and 2. Review the format of the project: report. Discuss what kinds of community service are covered in those units. Discuss what people can do to help, where they can help, etc. Prepare some additional information for the students. Discuss which kinds of service the students find interesting and why.

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

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

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

3-4 REVIEW

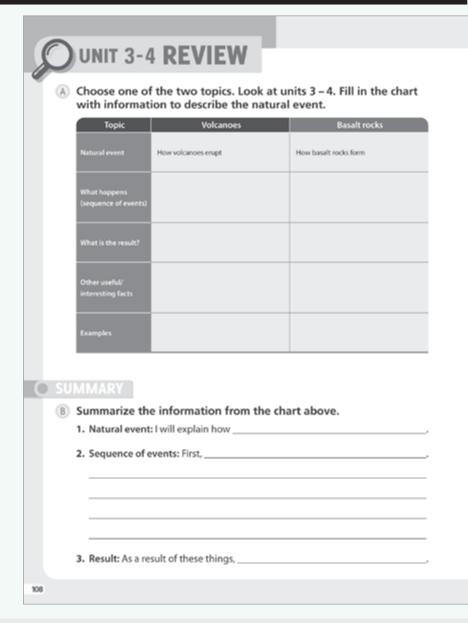
TEACHING TIPS

UNIT 3-4 REVIEW LESSON

Level Tips

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

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



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

PROJECT-BASED LEARNING

TEACHING TIPS

Use the information from the summary to write a magazine article. Use the facts and examples from the chart in activity A to make your article more interesting. Give a presentation.

Include the following information in your writing: the topic, the natural event, how it



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



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

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

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

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

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

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

5-6 REVIEW

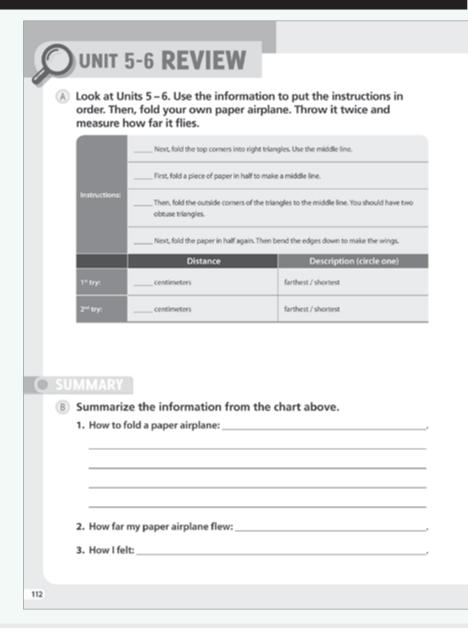
TEACHING TIPS

UNIT 5-6 REVIEW LESSON



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

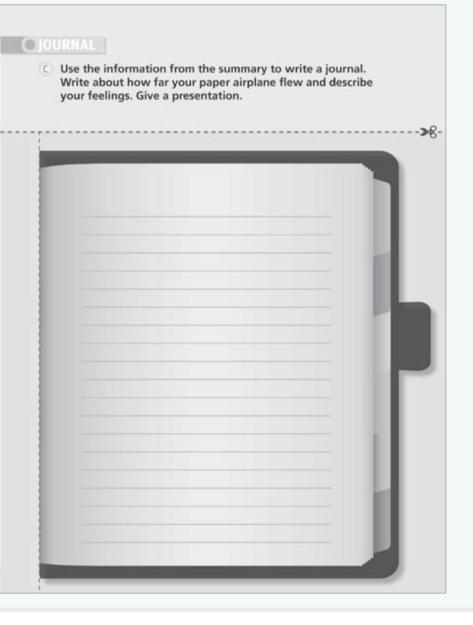
High-Level Students: Ask students if they know how to make any other type of object by folding paper.



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

PROJECT-BASED LEARNING

TEACHING TIPS



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

Level Tips

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

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

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

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

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

₹7-8 REVIEW

TEACHING TIPS

UNIT 7-8 REVIEW LESSON



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

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



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

PROJECT-BASED LEARNING MESSAGE BOARD Use the information from the summary to write a post on a message board. Give a presentation. Find and paste a picture of your favorite band or group you like the most. MESSAGE BOARD Who is your favorite music band or group? Leave a post! Post a new message.

TEACHING TIPS

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



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

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

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

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

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

READING SPEED CHART

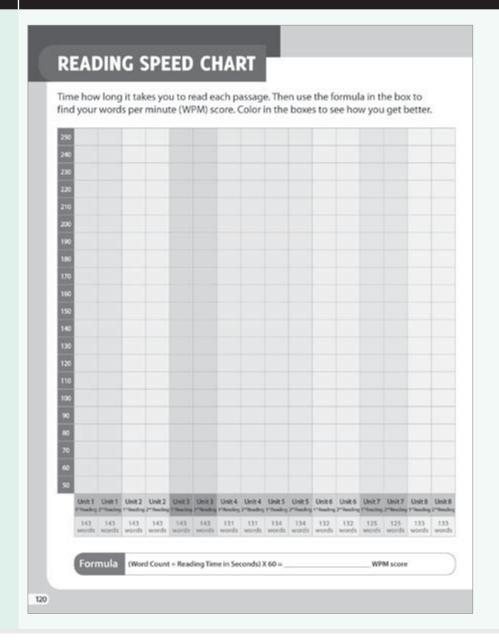
TEACHING TIPS

READING SPEED CHART



Low-Level Students: Track reading speed in class.

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

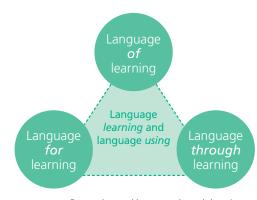


The reading speed chart is designed to track reading speed and fluency development. There are two columns per unit. Students can track their reading speed as a class and then again for the same reading independently. The reading speed chart is intended to be completed with the passage in Lesson B after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

LANGUAGE THROUGH LEARNING

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



*see page 5 to understand language through learning

MEMO