

OXFORD

KATHLEEN KAMPA • CHARLES VILINA



Blue Dot

Student Book

with Online Practice

OXFORD
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Student Book

Scope and Sequence

UNIT	READING	VIDEO	LISTENING
MODULE 1 DIVERSITY			
1 Page 8 What can diversity do for a community?	The City of Bean Poem Strategy Drawing Conclusions Vocabulary spot, separate, shocked, flip-flops, ancient, treasure, lock, reveal, secretly, wise	Many Skills Make a Community Conversation Strategy Activating Prior Knowledge Vocabulary architect, plumber, electrician, receptionist, interpreter, garbage collector, chef, joy	Bridges Across Generations Conversations Strategy Listening for Details Vocabulary childhood, fan, modern, audience, generations, digital
2 Page 18 Why is diversity in nature important?	The Life of a Pond Nature Magazine Article Strategy Identifying the Author's Purpose Vocabulary countryside, surface, bottom, clear, hidden, mosquito, litter, chemical, crop, wildlife	The Wolves of Yellowstone Nature Documentary Strategy Identifying Cause and Effect Vocabulary ecosystem, elk, coyote, riverbank, weak, antelope, eagle, official	The Heirloom Gardens Conversation Strategy Making Inferences Vocabulary heirloom, valuable, squash, survive, moist, nutrient
3 Page 28 Why is diversity of thinking in groups important?	Thinking About Everyone! Interview Strategy Paraphrasing Vocabulary benefit, category, stereotype, unfair, media, brand, open-minded, unique, confident, solution	Many Brains on the Job Animated Explainer Strategy Giving a Personal Response Vocabulary senses, rotate, imagination, skip, middle, strength, flexibility, backward	The Best Plan of Action Classroom Discussion Strategy Identifying Facts and Opinions Vocabulary gift, range, pollinator garden, labyrinth, bench, exercise
MODULE 2 RESILIENCE			
4 Page 42 How does resilience help nature?	Survivors in Nature Fact Files Strategy Identifying Problems and Solutions Vocabulary extreme, threat, wildfire, huddle, predator, drought, cocoon, curl, detach, raft	Rainforests of the Ocean Nature Documentary Strategy Summarizing Vocabulary coral, skeleton, seaweed, fertilizer, parrotfish, bleached, delay, damage	Amazing Animals Informal Presentations Strategy Comparing and Contrasting Vocabulary reptile, amphibian, wiggle, identical, original, stork
5 Page 52 How can resilience help people?	Try, Try Again! Mini-biographies Strategy Identifying the Main Idea and Details Vocabulary telescope, astronomy, comet, professional, expedition, cliff, poisonous, war, biology, prison	Artists Who Didn't Give Up Webinar Strategy Asking Questions Vocabulary persevere, percussion, vibration, record, album, mental, art gallery, scholarship	Teamwork Saves a Community Podcast Strategy Identifying Reasons Vocabulary monsoon, rise, recede, rush, soaked, property
6 Page 62 How can people build their resilience?	The Resilience Expedition Choose-your-own Adventure Strategy Visualizing the Setting Vocabulary silver, artifact, valley, inflatable, kayak, current, zigzag, canyon, enthusiastic, discouraged	Doing Your Best, Step by Step Profile Videos Strategy Identifying Feelings Vocabulary disappointed, satisfied, embarrassed, match, miss, gymnast, ankle, cast	Outside Your Comfort Zone Conversations Strategy Listening for Likes and Dislikes Vocabulary tough, silly, frustrating, hobby, rescue animal, badminton
MODULE 3 CREATIVITY			
7 Page 76 How can people express their creativity?	The World of Storytelling Report with Timeline Strategy Categorizing and Classifying Vocabulary poetry, hieroglyph, papyrus, carve, camel, recite, leather, sway, expression, kora	Creativity in Daily Life Explainer Strategy Rewatching for New Information Vocabulary spark, staircase, check out, escalator, keyboard, roller coaster, performance, hemisphere	Creative Hobbies Classroom Conversations Strategy Identifying Facts and Opinions Vocabulary collage, knit, scarf, doodle, coding, brick
8 Page 86 How can we create something new?	Cooking Something New Panel Story Strategy Understanding Characters Vocabulary chop, mix, ingredient, lettuce, lime, avocado, combine, recipe, flavor, spicy	This Plus That Makes a Dance Video Call Strategy Identifying Sensory Clues Vocabulary choreographer, inspire, movement, leap, diamond, stage, capoeira, martial art	Musical Journeys Conversation Strategy Identifying Descriptive Words Vocabulary rhythm, collection, electronic, traditional, composer, merge
9 Page 96 What can creativity help people do?	Ata's Jog Blog Blog Strategy Comparing and Contrasting Vocabulary sustainable, impact, mushroom, durable, resist, decompose, resources, sweat, landfill, pouch	The Recycled Orchestra of Cateura Report Strategy Stopping and Clarifying Vocabulary talented, fork, cello, saxophone, conduct, orchestra, go viral, perform	Bright Sparks Informal Presentations Strategy Identifying Biographical Information Vocabulary provide, invention, improvement, cane, vibrate, destination

GRAMMAR	SPEAKING	WRITING	REVIEW
Take Action pp. 38–39			
PREDICTIONS WITH WILL Future statements and questions Share what you have, and life <i>will</i> be better. We <i>will</i> all live together as they do someday. Will they be as wise as their children? I think they <i>will</i> use the keys to reveal the treasure.	Listening Respectfully and Offering Suggestions It's raining outside. <i>Let's</i> watch a movie! That's a good suggestion, but why don't we play a board game <i>instead</i> ?	WRITING STUDY Coordinating Conjunctions I like action movies, <i>but</i> my brother likes comedies. We can eat curry, <i>or</i> we can eat tacos. Practice using coordinating conjunctions. (Workbook page 9)	Connect Connect Poster 1 and page 17 Review Workbook page 10
FIRST CONDITIONAL Future statements and questions If you watch these plants and animals, you <i>will</i> see how they need each other. There <i>will</i> be no food for frogs if you take away the insects.	Asking About Quantity How <i>many</i> games did you find in the closet? Twenty! How <i>much</i> time do you have? I have a lot of time this weekend ... let's play them all!	WORD STUDY The Suffixes -ant and -ent, -ance and -ence It's <i>important</i> to plant many kinds of seeds. The gardener talked about the <i>importance</i> of diversity. Practice using suffixes to turn adjectives into nouns. (Workbook page 18)	Connect Connect Poster 2 and page 27 Review Workbook page 19
VERBS FOLLOWED BY INFINITIVES Simple present and future statements and questions How can we <i>learn to recognize</i> stereotypes? We <i>will begin to see</i> how every other person is special.	Active Listening to Reach Agreements A fitness course <i>would be good</i> at school. It <i>sounds like</i> exercise <i>is important</i> to you. Could we ... ? That's <i>interesting</i> . Tell me more!	WRITING Persuasive Essay Write a persuasive essay about doing exercise outdoors. (Workbook page 27)	Connect Connect Poster 3 and page 37 Review Workbook page 28
Take Action pp. 72–73			
VERBS FOLLOWED BY GERUNDS Simple present and future statements The catfish <i>will keep walking</i> up to one kilometer. The plant <i>avoids drying out</i> by curling up into a brown ball.	Adding More Information with That or Which Geckos are reptiles <i>that</i> can regrow their tails. It's an amazing plant <i>which</i> can survive without water for years.	WRITING STUDY Complex Sentences with Because, Since, As <i>Since</i> the ocean water is too warm, the coral turns white. Practice writing complex sentences with <i>because, since, and as</i> . (Workbook page 36)	Connect Connect Poster 4 and page 51 Review Workbook page 37
INDEFINITE PRONOUNS Simple present and simple past statements She could do <i>anything</i> she wanted. <i>Everyone</i> wanted to see the forests replanted. Each time, she found <i>something</i> to study.	Expressing Wishes and Hopes I <i>wish</i> I could play percussion like Evelyn Glennie. I <i>hope</i> to become an architect like Zaha Hadid.	WORD STUDY Synonyms Resilient people don't give up when they meet <i>obstacles</i> in their path. These <i>problems</i> just make them stronger. Practice using synonyms. (Workbook page 45)	Connect Connect Poster 5 and page 61 Review Workbook page 46
PRESENT CONTINUOUS FOR FUTURE PLANS Present continuous statements and questions At 12:00 p.m., I'm <i>heading up</i> the mountain. In <i>three days</i> , I'm <i>crossing</i> the second bridge.	Giving Reasons I like walking in the forest. I <i>can see so many plants and animals there</i> . I like walking too, but I prefer playing in the park <i>because all my friends are there</i> .	WRITING News Story Write a news story about an animal rescue. (Workbook page 54)	Connect Connect Poster 6 and page 71 Review Workbook page 55
Take Action pp. 106–107			
COMPARATIVE AND SUPERLATIVE ADVERBS Simple present statements and questions Many people think hieroglyphs show emotions <i>better</i> than written words. Which poet tells stories <i>the best</i> ?	Asking and Answering Questions About Hobbies I <i>enjoy</i> making models at home. What kind of models <i>do you make</i> ? I <i>make</i> model airplanes.	WRITING STUDY Prepositional Phrases of Location She wrote her beautiful poems <i>on clay tablets</i> . Light shines <i>on the puppets</i> behind a screen. Practice using prepositional phrases of location. (Workbook page 63)	Connect Connect Poster 7 and page 85 Review Workbook page 64
OFFERS WITH SHALL AND WILL Future statements and questions Shall I show you around? I'll cook the meat with cinnamon.	Describing with the Senses What does the clarinet <i>sound like</i> in "The Carnival of the Animals"? It <i>sounds like</i> a rooster!	WRITING STUDY Antonyms The electronic music is <i>modern</i> , but the folk song from Senegal is <i>traditional</i> . Practice using antonyms. (Workbook page 72)	Connect Connect Poster 8 and page 95 Review Workbook page 73
NEGATIVE INDEFINITE PRONOUNS Simple present statements Nobody likes to wear smelly running clothes. Great! There's <i>nothing</i> to put in landfills when the materials decompose!	Talking About Needs (Questions and Answers) What <i>do people need to</i> take part in a charity run? They <i>need</i> light clothes and good running shoes. They <i>also need</i> water and snacks.	WRITING Compare and Contrast Report Write a compare and contrast report about improving your school. (Workbook page 81)	Connect Connect Poster 9 and page 105 Review Workbook page 82



UNIT	READING	VIDEO	LISTENING
MODULE 4 COMPETITION			
10 Page 110 What can friendly competition do?	Keeping up with Rawinia Realistic Fiction Strategy Identifying Conflict and Resolution Vocabulary rose, backyard, bulb, chuckle, respect, knowledge, experience, hesitate, native, buzz	Beyond the Finish Line Conversation Strategy Drawing Conclusions Vocabulary compete, athletics, represent, encourage, support, training, friendship, fair	The Egg Drop Challenge Radio Report Strategy Visualizing Vocabulary structure, raw, pyramid, tape, parachute, height
11 Page 120 When can competition happen among living things?	Journal of a Wildlife Expert Journal Strategy Reading for Detail Vocabulary species, chick, battle, bother, flip, force, territory, defend, hummingbird, daws	A Quiet Competition Explainer Strategy Using a KWL Chart Vocabulary fool, incredible, bumblebee, moth, beetle, block, perfume, smell	Bili and Zahra Fable Strategy Identifying the Plot Vocabulary plenty, head, skip, wobble, oasis, spring
12 Page 130 What effects can competition have?	Determined Dandara Realistic Fiction Strategy Making Predictions Vocabulary determined, reach, goal, jump rope, indoor, electric guitar, headphones, impatient, assignment, applaud	Being a Good Sport Kids' Show Strategy Identifying Mood and Feelings Vocabulary react, beat, brag, rewind, good sport, opponent, congratulations, opportunity	Decisions, Decisions Discussion Strategy Activating Prior Knowledge Vocabulary basket, package, symbol, deforestation, organic, quality
MODULE 5 DISCOVERY			
13 Page 144 What can discovery help us understand?	Another Ice Age Discovery Newspaper Article Strategy Skimming Vocabulary preserved, frost, region, climate, giant, examine, sharp, human, rapidly, adapt	Uncovering Ancient Civilizations Documentary Strategy Note-taking Vocabulary archeologist, civilization, tomb, first aid, surgery, advanced, complex, decade	Drilling into the Past Online Call Strategy Identifying Steps in a Process Vocabulary drill, layer, cylinder, temperature, dust, bubble
14 Page 154 What can motivate people to make discoveries?	The Healing Power of Nature Play Strategy Making Inferences Vocabulary sore, throat, snail, tutor, treat, nerves, unusual, gel, rub, medicine	Feeding the Planet Kids' Show Strategy Summarizing Vocabulary face, alternative, source, affordable, nutritious, peel, bug, roast	Self-Discoveries Podcast Strategy Identifying Problems and Solutions Vocabulary response, headache, focus, suggest, struggle, lively
15 Page 164 What can happen when we make discoveries?	Eyes on Our Universe Infographics Strategy Reading Infographics Vocabulary eclipse, universe, magnify, allow, black hole, light pollution, billion, light year, center, exoplanet	Discoveries Under the Ocean Explainer Strategy Identifying Names and Dates Vocabulary century, mystery, geologist, extend, prove, theory, earthquake, submarine	The Wonder of Rainforests Guided Tour Strategy Categorizing and Classifying Vocabulary observation, furry, identify, croak, huge, rotten
MODULE 6 SUSTAINABILITY			
16 Page 178 Why is sustainability important?	The Goose that Laid the Golden Eggs Fable Strategy Understanding Metaphor Vocabulary professor, ecology, knock, speech, fable, wisdom, demand, greedy, pure, mistreat	Farming for the Future Explainer Strategy Asking Questions Vocabulary method, exotic, local, pesticide, get rid of, harvest, drip, vertical	Slow Fashion Guided Tour Strategy Identifying Key Words Vocabulary label, fabric, dye, process, weave, cheap
17 Page 188 How can we sustain the things we value?	Our Commitment to Education Pledge Strategy Scanning Vocabulary commitment, pledge, administrator, staff, treat, fellow, viewpoint, inclusive, honestly, challenge	Celebrating Our World's Cultures Documentary Strategy Making Personal Connections Vocabulary folk, costume, spread, gentle, niece, nephew, calligraphy, character	Peace on the Savannah Story Strategy Identifying Characters Vocabulary savannah, discussion, concern, voice, shallow, equity
18 Page 198 How can people help the sustainability of the planet?	The Reuse-It Team Realistic Fiction Strategy Sequencing Events Vocabulary tear, mend, patch, thread, upcycle, repurpose, reusable, button, wobbly, secondhand	A Picture Paints 1,000 Words Explainer Strategy Recalling Emotions and Thoughts Vocabulary breathtaking, loss, documentary, photographer, biologist, NGO, endangered, responsibility	Save Our Planet! Report Strategy The five Ws and How Vocabulary rally, activist, indigenous, achieve, single-use, amateur

GRAMMAR

SPEAKING

WRITING

REVIEW

Take Action pp. 140–141

ORDER OF ADJECTIVES Simple present and simple past statements <i>Rawinia pointed to two large crescent-shaped white snowdrop gardens, and a cute tiny heart-shaped red tulip garden in the center.</i>	Giving Advice with Commands <i>I need extra energy for today's soccer game. Eat an apple or a banana. They're very healthy snacks. That's a good idea. Thanks!</i>	WRITING STUDY Compound Predicates <i>Rawinia dug holes around her backyard and planted spring bulbs.</i> Practice joining compound predicates with <i>and</i> , <i>or</i> , and <i>but</i> . (Workbook page 90)	Connect Connect Poster 10 and page 119 Review Workbook page 91
TAG QUESTIONS Simple present and simple past questions <i>Birds and squirrels don't fight, do they? Yes, they do! There wasn't enough food, was there? No, there wasn't.</i>	Describing an Event <i>Last Saturday afternoon, we were playing soccer in the park. Suddenly, big, dark clouds filled the sky... Oh no! Was there a storm?</i>	WORD STUDY The Prefix un- <i>It's much faster to unzip a jacket than to unbutton it. It was unkind of me to laugh. I'm sorry!</i> Practice using the prefix <i>un-</i> . (Workbook page 99)	Connect Connect Poster 11 and page 129 Review Workbook page 100
USED TO Simple past statements and questions <i>I used to play in a band. I stopped when I was 19. Didn't you use to play with your friends more? You didn't use to fall asleep in class.</i>	Polite Requests Using Could <i>Excuse me. Could you tell me how to get to the lunchroom? I'm new here. It's close by. I'll take you there.</i>	WRITING Fictional Story Write a fictional story. (Workbook page 108)	Connect Connect Poster 12 and page 139 Review Workbook page 109

Take Action pp. 174–175

PRESENT PERFECT Present perfect statements: regular and irregular verbs <i>A miner has discovered a well-preserved baby mammoth. The people of Tr'ondëk Hwëch'in have named the baby mammoth "Nun cho ga."</i>	Sharing Interesting Facts <i>Did you know that 170 pharaohs ruled ancient Egypt? I didn't know that! I also heard that many of their tombs contain valuable artifacts.</i>	WRITING STUDY Modal Verbs of Possibility <i>Astronomers may discover new planets in our galaxy. Biologists might find new plants in our Earth's rainforests. Practice using modals of possibility <i>may</i>, <i>might</i>, and <i>could</i>. (Workbook page 117)</i>	Connect Connect Poster 13 and page 153 Review Workbook page 118
MUST, MUST NOT, HAVE TO, DON'T HAVE TO Simple present and simple past statements and questions <i>I must tell everyone about this! I don't have to eat a bird's egg, do I?</i>	Showing Concern for Another Person <i>You look worried. What's the matter? I left my notebook at home. Don't worry. I have an extra one that you can use.</i>	WORD STUDY Phrasal Verbs with Take <i>On January 1st we took down last year's calendar and put up this year's. Practice using phrasal verbs with <i>take</i>. (Workbook page 126)</i>	Connect Connect Poster 14 and page 163 Review Workbook page 127
PRESENT PERFECT WITH EVER AND NEVER Present perfect questions and answers <i>Have you ever looked at the sky and wondered, "What's out there?" Astronomers have never stopped wondering about the universe.</i>	Asking Questions About Past Events <i>I went to a very interesting museum last week. Really? Where did you go? To the Natural History Museum. Cool. Who did you go with?</i>	WRITING Research Report Write a research report. (Workbook page 135)	Connect Connect Poster 15 and page 173 Review Workbook page 136

Take Action pp. 208–209

PRESENT PERFECT WITH ALREADY, JUST, AND YET Present perfect statements and questions <i>I've just finished my work. I've already written two speeches. I haven't told you my secret yet.</i>	Asking and Answering Questions with Have to <i>What do we have to do to protect our planet for future generations? We have to stop using plastics that pollute our oceans.</i>	WRITING STUDY Regular and Irregular Verbs in the Present Perfect <i>I've just finished my homework. Rhea has already written two speeches. Practice using regular and irregular verbs in the present perfect. (Workbook page 144)</i>	Connect Connect Poster 16 and page 187 Review Workbook page 145
PRESENT PERFECT WITH FOR AND SINCE Present perfect statements and questions <i>The school has been committed to sustainability for a long time. The students have worked on their pledge since September.</i>	Making Pledges <i>We students pledge to follow classroom rules. Yes! And we promise to keep our desks organized.</i>	WORD STUDY Words with the Prefix dis- <i>Max dislikes eating spinach, but he knows it's good for him. Practice using the prefix <i>dis-</i>. (Workbook page 153)</i>	Connect Connect Poster 17 and page 197 Review Workbook page 154
PRESENT PERFECT AND SIMPLE PAST Present perfect and simple past statements and questions <i>The Reuse-It Team repaired a lot this month. They've changed the way people think about their old things.</i>	Talking About Similarities and Differences <i>We're both wearing sneakers to school. That's true. But my sneakers are purple, and yours are orange.</i>	WRITING How-to Speech Write a How-to speech. (Workbook page 162)	Connect Connect Poster 18 and page 207 Review Workbook page 163

Units 1-3

Diversity





A  Watch the video.

B Look at the pictures.  See-Think-Wonder

C What are your ideas about diversity?

D  **CPT Time** Explore: Diversity

 Concept Portfolio

 Reflect

1

What can diversity do for a community?



Investigation 1

- A** >>> **CPT Time** Strategy: Drawing Conclusions • Vocabulary 1
- B** Think and discuss! What can we learn from people who are different from us?
- C** Look at the pictures and the title below. > See-Think-Wonder <
- D** 🎧 1 Read the poem. How did the children change the city of Bean?

The City of Bean

Long, long ago in the city of Bean
There lived three colors: Orange, Purple, and Green.
They were easy to spot, for right from the start
These colors decided to live far apart.

The Greens lived in Greenville, on one side of Bean.
The Oranges in Orangetown (you see what I mean).
The Purples in Purpleton, far from the others.
You may ask, what made them such separate colors?

There was only one thing, as strange as it seems,
That divided the Purples and Oranges and Greens.
Dear reader, you may be quite shocked to discover
That every color disliked every other!

"The Greens are too quiet!" "The Purples, too tall!"
"The Oranges too short, their ears too small."
"The Greens fry their eggs when boiling is better."
"The Purples wear flip-flops in all kinds of weather!"

In the center of Bean was an ancient old box
That carried a treasure, held tight by three locks.
Each color had a key, but they needed all three
To reveal the treasure for all to see.



The box remained locked, a very sad fate,
While the colors refused to cooperate.
They sat on their keys in their separate places,
Holding their heads up with serious faces.



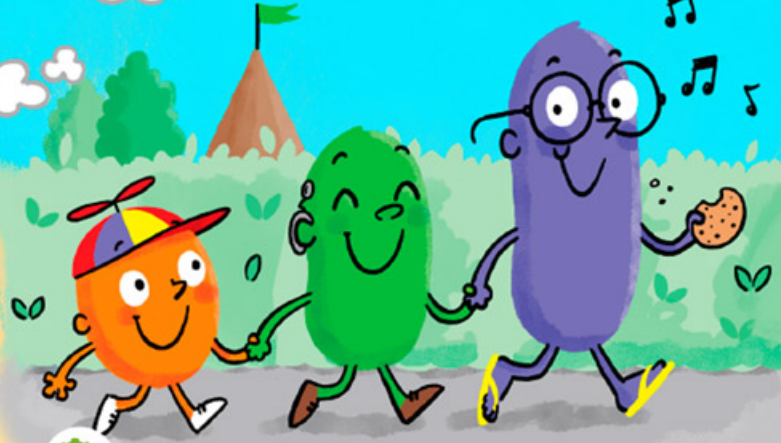
Draw a conclusion. Why was the box still locked?

And then, one day, in the city of Bean,
Oliver Orange and Gwendolyn Green,
With Pamela Purple, as brave as can be,
Changed the course of history!

These curious children met secretly
To see all the places they wanted to see,
To learn from each other, to walk hand-in-hand,
To grow and discover and understand.

They started in Greenville, the home of the Greens!
They moved on to Orangetown, so much to be seen!
They walked on to Purpleton, shouting "Hooray!"
The children experienced the happiest day!

They ate new food and learned new games,
Discovered new music, new customs, new names.
They made many friends among each color,
And felt so connected to one another.



Draw a conclusion. Why did the children want to tell others about their day?

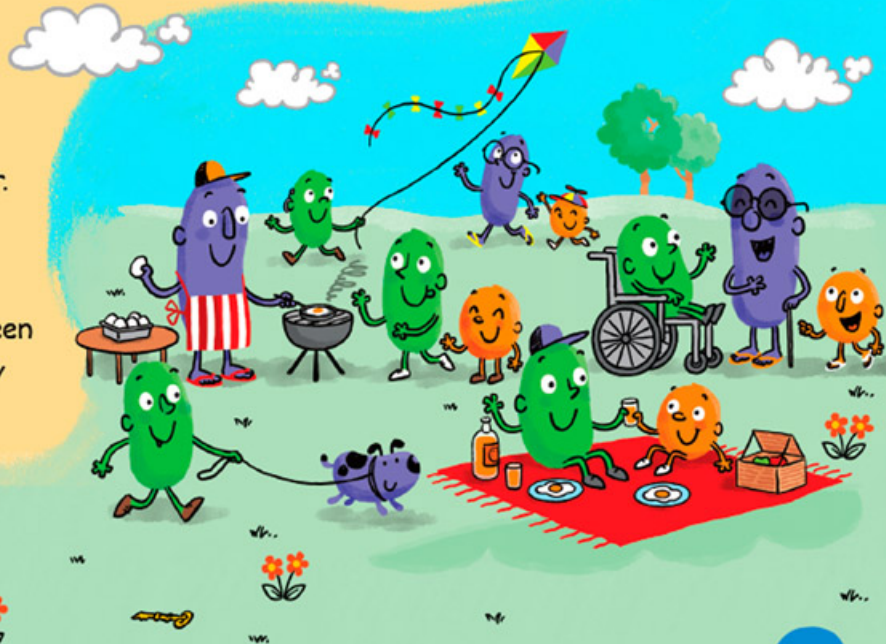
The kids hurried home with so much to say
To their friends and families about their day.
They talked of belonging, of feeling as ONE,
Of working together to get so much done!

It didn't take long for the colors to see
That their children were wise, as THEY ought to be.
And so the next day they all went to the box
With three keys in hand to open the locks.



They pulled the lid open, and to their surprise
A note in an envelope lay deep inside.
"YOU are the treasure when you come together.
Share what you have, and life will be better."

And so ends the tale of the city of Bean,
Where the colors of Orange and Purple and Green
Live together as friends, and I hope we can say
We will ALL live together as they do someday!



**A Circle True or False.**

- | | | |
|--|------|-------|
| 1 At first, the three colors lived close together in Bean. | True | False |
| 2 Some colors didn't like how other colors cooked or dressed. | True | False |
| 3 It was brave for the three children to visit all the colors. | True | False |
| 4 The three children visited Greenville last. | True | False |
| 5 The colors needed only one key to open the three locks. | True | False |
| 6 The colors agreed with the words on the note. | True | False |

B Correct the false statements from A.

C Draw a conclusion for each question. Discuss with a partner and write.

- Why didn't the colors like each other in the beginning?
- Why did the children have to meet secretly?
- What was the real treasure in the ancient box?

Glossary

spot



separate



shocked



flip-flops



ancient



treasure



lock



reveal



secretly



wise

D How do the colors in the city of Bean change in the poem? Organize the sentences into **before** and **after**. Write the numbers.

- | | |
|--|--|
| <p>1 They won't share the keys to open the box.</p> <p>2 They discover new music and new customs.</p> <p>3 They don't like the way the other colors dress.</p> <p>4 They come together and share what they have.</p> | <p>5 They eat new food and learn new games.</p> <p>6 They feel that the other colors are too different.</p> <p>7 They don't like the way the other colors cook.</p> <p>8 They work together to get so much done.</p> |
|--|--|

Before

1 _____

After

E Do you think Oliver, Gwendolyn, and Pamela were surprised about the message in the box? Were YOU surprised? Why? / Why not? **Think-Pair-Share**

F **CPT Time** Expand

G **Listen. Discuss.** [Connect Poster](#)

What did diversity do for the City of Bean?

It gave the colors a chance to learn from each other.



What can diversity do for your community?

For our community, diversity can ...



H **CPT Time** Grammar

Grammar: Predictions with Will

A prediction is something you believe about the future. It is not a fact. Use **will** to make predictions.

Share what you have, and life **will** be better.

We **will** all live together as they do someday.

Will they be as wise as their children?

I think they **will** use the keys to reveal the treasure.





Many Skills Make a Community



A >>> **CPT Time** Strategy: Activating Prior Knowledge • Vocabulary 2

B Think and discuss! What knowledge and skills do people have in your community?

C Look at the picture and title above. > See-Think-Wonder <

D ⚙️ Tell your partner what you already know about hospitals.

E ▶ Watch the video. Who does Nancy's mom talk about?

F ▶ Watch again. Write the letters.

1 Architects ... e

2 Plumbers and electricians ... _____

3 Interpreters ... _____

4 Volunteers ... _____

5 Garbage collectors ... _____

a bring joy by spending time with patients.

b help people who don't speak the language.

c set up the water and electricity supply.

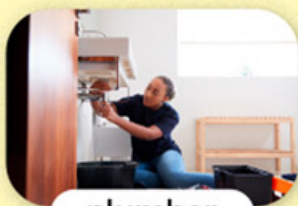
d get rid of hospital waste safely.

✓ design the new hospital.

Glossary



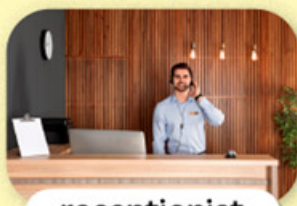
architect



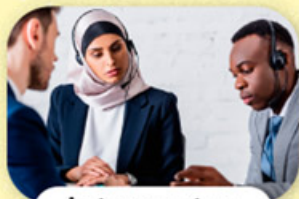
plumber



electrician



receptionist



interpreter



garbage collector



chef



joy

- G** What people with special knowledge and skills does a community need? Write.
Some people do both!

~~volunteer~~ ~~plumber~~ cleaner receptionist architect painter chef doctor nurse
builder garbage collector designer carpet installer interpreter electrician

HOSPITAL	
To build a hospital	To work in a hospital
plumber	volunteer

- H** Which job in **G** do you think is the most important? ➤ **Think-Pair-Share** ➤
- I** How are the parts of your body similar to jobs in a community? ➤ **Circle of Viewpoints** ➤
- J** ➤➤ **CPT Time** Expand
- K** 🔊 5 **Listen. Discuss.** ➤ **Connect Poster**

What does diversity of knowledge and skills do for a hospital community?

A community of people working together with different knowledge and skills allows them to build a hospital.



What does diversity of knowledge and skills do for your school community?

It helps our school in many ways. For example, ...





A >>> **CPT Time** Strategy: Listening for Details • Vocabulary 3

B Think and discuss! What could you teach someone in a nursing home? What could you learn from that person?

C Look at the picture and title above. > See-Think-Wonder <

D >> 6 Listen to the conversations. Why do you think the children will want to come again soon?

Note: In Japan, people often add the suffix *-san* to the end of first or last names to show respect, especially to adults. Students add the suffix *-sensei* to their teacher's name.

E >> 6 Listen again. Complete the sentences.

- The students are visiting a _____ in Tokyo, Japan.
- In the game of ayatori, Endo-san puts a _____ around her hands.
- In Mori-san's joke, basketball players get their _____ from New Jersey.
- Mori-san and Taiki both use a _____ to move around.
- Mori-san holds Ayame's _____ to record the singing.
- The students' visits make the older people feel _____ and happy.

Glossary >> 7



childhood



fan



modern



audience



generations



digital

F What do their words tell us? You can write the sentences more than once.

We learn from each other.

We share interests.

We support each other.

We feel connected.

We feel like a family.

We understand each other.

"Endo-san played ayatori in her childhood, and I play it, too."

"Endo-san made a butterfly. Then I showed her how to make a fan."



Ria

We share interests.

We feel connected.

"Mori-san and I like basketball. He wants to watch me play and cheer me on!"



Taiki

"Let's sing along with the students! It makes us feel like one big family."



Fuji-san

"Here's your phone, Ayame. I learned more about digital technology from you!"



Mori-san

G How were your grandparents' childhoods similar to and different from yours?

Same and Different

H CPT Time Expand
I Listen. Discuss. Connect Poster

What did bringing together people of different ages do for the nursing home?

Bringing together people of different ages helped them learn from each other.



How do people of different ages help you and your community?

Older people in my community ...




A >> CPT Time Speaking
Speaking: Listening Respectfully and Offering Suggestions

Listen to and recognize other people's suggestions before offering alternative ideas.

That's an interesting idea, but it might be better to ...

That's a good suggestion, but would you mind if we ... instead?



It's raining outside.
Let's watch a movie!

OK. What game do
you want to play?



That's a good
suggestion, but
why don't we
play a board
game instead?

B Practice listening respectfully before offering suggestions.

- 1 Your friend suggests taking a walk. You suggest riding your bikes.
- 2 Your friend suggests eating grapes for a snack. You suggest eating cherries.

Writing Study: Coordinating Conjunctions

Use the coordinating conjunctions **and**, **but**, **or**, and **so** to connect two sentences of the same importance. The first sentence ends in a comma, followed by the conjunction.

And connects two similar sentences.

I get up at 6:30, **and** I go to school at 7:30.

But connects sentences that contrast.

I like action movies, **but** my brother likes comedies.

Or connects two choices.

We can eat curry, **or** we can eat tacos.

So connects a cause with an effect.

I was really tired last night, **so** I went to bed early.

C Write the coordinating conjunction.

- 1 I might read before going to bed, _____ I might watch television.
- 2 Sara didn't feel well this morning, _____ she stayed home from school.
- 3 Tomas played soccer for two hours, _____ he wasn't tired.
- 4 My aunt is a doctor, _____ my uncle is a doctor, too.



What can diversity do for a community?

Investigation 1



Investigation 2



Investigation 3



Big Idea



Now that I know this, ...



More ideas? >> Concept Portfolio

>> CPT Time Reflect



2

Why is diversity in nature important?



Investigation 1

- A** >>> **CPT Time** Strategy: Identifying the Author's Purpose • Vocabulary 1
- B** Think and discuss! What animals live in or near water?
- C** Look at the pictures and title below. > See-Think-Wonder <
- D** 🔊 10 Read the article. Why is every plant and animal in a pond important?

dragonfly



The Life of a Pond

thistle



It's a beautiful day in the countryside. You and your friend find the perfect spot for a picnic, next to a pond. You sit on a thistle ... ouch! Your friend laughs! Then, as you eat your lunch, dragonflies fly over the pink water lilies on the pond's surface. A deer comes by to drink water. It's a picture of peace and quiet ... or is it?

A pond may seem quiet, but look closely. You will discover a diverse community of plants and animals bursting with energy and activity. If you watch these plants and animals throughout the year, you will see how they need each other to live.

water lilies



What is the author's purpose in the first paragraph?

ducklings



tadpoles



Because ponds are such diverse communities, there is enough food for all the animals living there. In the spring, baby frogs, called tadpoles, eat algae and other underwater plants. Fish eat the tadpoles. Ducks and other birds eat the fish. Ducklings eat snails and insects in the pond.

What is the author's purpose in this paragraph?

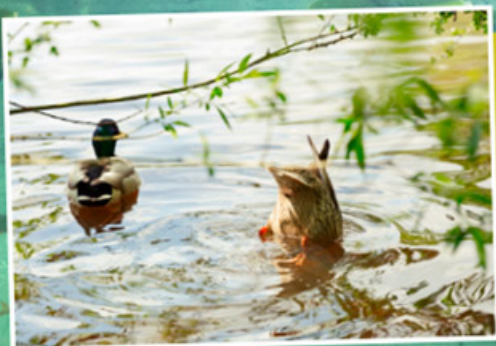


As summer begins, mosquitoes and other insects come to the pond water. Birds, bats, dragonflies, and young frogs eat these insects. Snakes and big fish eat the frogs. Large birds eat the fish and snakes. Deer and beavers come by to eat the water lily leaves. And many animals drink the clear pond water.

Besides providing food, the variety of pond plants help in other ways. Ducks build their nests in the cattails, hidden from other animals. Fish hide from birds under the water lily leaves. Frogs dive under floating algae to hide from snakes.



cattails



In the fall, the pond continues to give animals the food they need. Plants drop their seeds for birds to eat. Some seeds are hidden in berries, which other animals eat. Young insects eat dead plants in the pond. Water birds dive down to eat these insects.

Before the cold months of winter, dragonflies lay their eggs on pond plants just under the water. The eggs are safe there until they hatch in the spring. Frogs dig deep in the mud under the bottom of the pond, where they hibernate safely until spring.



Every plant and animal is important in the pond. For example, if you take away algae from a pond, there will be no food for insects. If you take away the insects, there will be no food for frogs. If you take away the frogs, there will be no food for big fish. Pond life stays healthy through its diversity.

One way to protect our ponds' diversity is to keep them clean. Too much litter, such as plastic and cans, gets into ponds, hurting many plants and animals. Also, chemicals that some farmers use on their crops can get into ponds, killing insects, fish, and other wildlife.

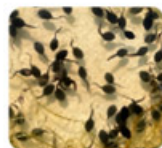
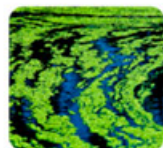
The next time you're sitting beside a pond, think of the amazing number of plants and animals that live there. Let's work together to protect our ponds!



What is the author's purpose in the last two paragraphs?



A Look at the photos. Then complete the sentences.



Biodiversity provides both food and safety for the animals that live in a pond. In the spring, baby frogs, or ¹ _____, eat fresh green ² _____. The adult frogs also hide from snakes under it. Baby ³ _____ eat snails and then return to their nest hidden in the ⁴ _____. When summer arrives, young frogs eat ⁵ _____ and other insects. A ⁶ _____ will eat them, too. Deer and beavers stop by to eat the ⁷ _____. The fish that hide under these leaves must find a new place!

B What is the purpose of each sentence? Write E (to entertain), I (to inform), or P (to persuade). Discuss with a partner.

- Let's work together to protect our ponds! _____
- You sit on a thistle ... ouch! Your friend laughs! _____
- Young insects eat dead plants in the pond. _____

C What is the overall purpose of the entire text? Circle.

to entertain

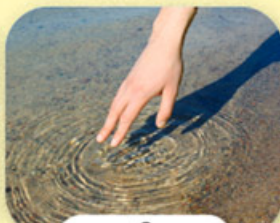
to inform

to persuade

Glossary



countryside



surface



bottom



clear



hidden



mosquito



litter



chemical



crop



wildlife