

Read Right!

LEVEL

B

Teacher's
Edition



 Pearson

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Lesson
1

Objective: Understand the main idea and details in a text.
GSE: Can understand the main idea in a short, simple picture story.

Read It Right!

Main Idea and Details

The **main idea** is the most important idea of a paragraph. Usually, you can find main ideas at the beginning or at the end of the paragraphs. To find the main idea, ask yourself: *What is the paragraph about?*

Details give you more information about the main idea. To identify details, ask yourself: *What is the evidence? What are the reasons? Which examples are there?*

Vocabulary

birth	mouth
fish	world

Do you know what these words mean? If necessary, check the Glossary at the end of your book.

1 Read the paragraph about whales.

Whales Are Wonderful Animals!

Whales are different from other sea creatures. They are not fish. They are mammals. A baby whale is called a calf. A calf grows inside its mother until its birth. Mommy whale feeds its babies with milk. She also takes care of them for almost a year. All this happens underwater.

2 Check (✓) the correct answers.

a Which sentence from the paragraph tells the main idea?

Whales are different from other sea creatures.

Mommy whale feeds its babies with milk.

She also takes care of them for almost a year.

b Which sentences give details?

They are mammals.

They are not fish.

They are different.

By Yourself

3 Look at the pictures. Then, read the article.

Reader's Coach

Pictures can help you identify the main idea in a paragraph. What can you see in the pictures?

The Great Blue Whale

The blue whale is the largest animal in the world. A baby is 2,000 kilograms at birth. An adult is more than 130,000 kilograms. That's heavier than three trucks!

The blue whale eats a lot, but its food is very small. They eat animals called krill. They swallow a lot of water while eating, so they use their tongue to push the water out of their mouth and then eat the krill.

Comprehension Check

4 Circle the word that best completes each sentence.

a The blue whale is the *strongest* / largest animal in the world.

b An adult is *lighter* / heavier than three trucks.

c Blue whales eat food that is small / enormous.

Main Idea and Details

Objective: Understand the main idea and details in a text.

GSE: Can understand the main idea in a short, simple picture story.

Activation of Knowledge

Ask students if they know what a whale is. Have them give you ideas and details about whales.

Development

Read It Right!

Activate Vocabulary Before reading the paragraph about whales, introduce the vocabulary words **fish** and **birth**. Have students look at the picture in their books and point to the **fish**. Say: *We can see small fish swimming around the whale and its baby.* Then, explain that **birth** is the process and the time when a (human or animal) baby is born. Say: *They started a family with the birth of their first son.* Write the two words on the board and elicit a few examples from students.

Use **Engaging Activity 15: Three Column Charts or KWL** to activate prior knowledge on whales. See pages 86–87.

1 Read the paragraph about whales.

Write *Main Idea* and *Details* on the board and elicit previous knowledge. Ask volunteers to read aloud the information provided in the sidebar and guide them to paraphrase it (the main idea indicates what a text is about and supporting details may explain or give examples). Then, draw students' attention to the title of the text and the illustration, and encourage them to describe what they see. Ask different volunteers to read the text aloud.

2 Check (✓) the correct answers.

Have students go back to the text in order to answer the questions. Check answers orally.

By Yourself

Activate Vocabulary Before reading the text on page 7, introduce the vocabulary words **world** and **mouth**. Since it is likely some students are familiar with both words, ask volunteers to locate the words in the Glossary at the end of their books, read their definitions aloud and use the words in sentences.

3 Look at the pictures. Then, read the article. 1

Read the information provided in the **Reader's Coach** box. Invite students to look at the pictures and ask volunteers to describe them (four whales in different sizes and a big whale

Amazing Info
Between 5 million and 13 million tons of plastic are thrown into the world's oceans every year, affecting the health and living conditions of sea creatures.

Comprehension Skills Practice

5 Work in pairs to complete the table.

	Picture Description	Main Idea
Paragraph 1	A blue whale is compared in size with other animals.	The blue whale is the largest animal in the world.
Paragraph 2	A blue whale is eating.	The blue whale eats a lot. Its food is very small.

6 Work in small teams to complete the graphic organizer with details.

Main Idea:
Blue whales' food is very small.

- Detail 1: They eat animals called krill.
- Detail 2: They swallow a lot of water with the krill.
- Detail 3: They release the water and keep the krill inside their mouth.

Word Power

7 Complete the paragraph using words from the box.

mouth world birth fish

Blue whales look like fish but they are mammals. They give birth every two to three years. They use their mouth to eat underwater and are the largest animal in the world.

Connecting Ideas

Do you like whales? Why or why not? Work in small teams to share your preferences.

eating). Ask: *What might this article be about?* (blue whale's size / blue whale's food). Give students some time to read the article individually while you monitor to identify struggling students.

Comprehension Check

4 Circle the word that best completes each sentence.

Have students use explicit information provided on the text to answer. Check orally.

Comprehension Skills Practice

5 Work in pairs to complete the table.

Have students practice the skill by using the information from the illustrations. Organize the class into pairs, making sure struggling students you identified while working on Activity 3 are paired with advanced students. Give them some time to complete the table while you monitor to provide help if required.

6 Work in small teams to complete the graphic organizer with details.

Organize the class into small teams. Explain to students that now that they have identified the main idea in each of the paragraphs,

they will identify supporting details in the second paragraph. Check by drawing the graphic organizer on the board and asking volunteers from different teams to write down the main idea and details. Now that students have identified the main idea and supporting details, you can use the Differentiated Instruction strategy to reinforce the skill.

Word Power

7 Complete the paragraph using words from the box.

Read the paragraph aloud to check understanding. Then, have students work individually on this task. Monitor to identify students who may need to use the Glossary at the end of the book and suggest them to do it. Check orally.

Connecting Ideas

Students will connect their own thoughts and feelings with the texts by working on this activity. Ask the questions aloud and invite one volunteer to model the answer. Then, organize the class into teams and give them some time to share their preferences while you monitor inviting them to speak in English all the time.

Differentiated Instruction To approach musical learners, organize the class into small teams and invite them to create a song about the blue whale. Encourage them to use the main idea as the chorus and the supporting details as the stanzas.

Amazing Info

Share with students that human-made pollution has terrible effects on whales' environment. Tell them that between 5 million and 13 million tons (more than the combined weight of every single blue whale on Earth) of plastic are thrown into the world's oceans every year, affecting their health and living conditions.

Final Reflection

Ask students to brainstorm different ways in which they can help avoid plastic pollution. Invite them to create a poster including their ideas and to paste it where students from other classes might see it.

Cue Card

1

Lesson
2

1 Read the story "The Math Test."

THE MATH TEST
(Part 1)

Sara had a Math test the next day. She was in her room with Ray, her dog. Mom could hear Ray barking and a bouncing ball. Mom told Sara, "Remember that you have an exam tomorrow. You have to study." Sara said she was studying, but the sound of the ball bouncing didn't stop.

After some time, Mom could hear some beeping sounds coming out from Sara's room. Her mother asked, "Are you ready for your test tomorrow?" Sara smiled and said, "Hmm... Yes, I am."

At the end of the day, Sara opened her Math notebook. But she fell asleep immediately. The next day at school, Mr. Davis gave the test to the class.



2 Answer the questions. Give reasons for your answers.

a What do you think Sara was doing with Ray?
She was playing with Ray.

b Why do you think there were beeping sounds coming out from Sara's room? *She was playing video games.*

c Do you think Sara studied for the exam? *No.*

Objective: Draw conclusions and find evidence that supports them.

GSE: Can understand short, simple illustrated narratives about everyday activities.

Read It Right!

Drawing Conclusions

You can know what happened in a story, how the characters were feeling, or even the ending by collecting the evidence and looking for clues in the text. This means that you **draw conclusions** based on what you know and the clues in the story.

When you can't find explicit information in a text:

1. look for clues
2. think of different possibilities
3. draw conclusions using your own ideas and all the evidence.

Vocabulary

class	study
sad	test

Lesson
2

3 Read the next part of Sara's story.

THE MATH TEST
(Part 2)

Sara got the test. Additions, subtractions, multiplications, and problems. She read it many times. She turned to Ali. Ali was concentrated on her test solving all the math operations. Sara couldn't stop moving her foot. She played with her pencil. She read the test again and again. "This is difficult!" she thought.

"One more minute to finish," said Mr. Davis. Sara looked at the test again. She couldn't solve the operations. Mr. Davis picked up the tests.

Ali was relaxed and had a big smile on her face. She looked at Sara and said, "Sara, you look sad. How did you do on the test?" Sara was worried.



Amazing Info

Japanese kids have a unique method to do math operations. At the end of the lesson, ask your teacher to show you how they subtract these two numbers.

$$\begin{array}{r} 21 \\ -4 \\ \hline 17 \end{array}$$

By Yourself

3 Read the next part of Sara's story.

THE MATH TEST
(Part 2)

Sara got the test. Additions, subtractions, multiplications, and problems. She read it many times. She turned to Ali. Ali was concentrated on her test solving all the math operations. Sara couldn't stop moving her foot. She played with her pencil. She read the test again and again. "This is difficult!" she thought.

"One more minute to finish," said Mr. Davis. Sara looked at the test again. She couldn't solve the operations. Mr. Davis picked up the tests.

Ali was relaxed and had a big smile on her face. She looked at Sara and said, "Sara, you look sad. How did you do on the test?" Sara was worried.

Comprehension Check

4 Choose the option that best completes the sentence according to the story.

a During the test, Sara was ...

nervous.	<input checked="" type="radio"/>
concentrated.	<input type="radio"/>
tired.	<input type="radio"/>

b Ali...

didn't know the answers.	<input type="radio"/>
studied for the test.	<input checked="" type="radio"/>
was very nervous.	<input type="radio"/>

c Sara's result on the test was ...

good.	<input type="radio"/>
excellent.	<input type="radio"/>
bad.	<input checked="" type="radio"/>

Reader's Coach

Information or evidence in a text can help you draw your conclusions. What helps you know that Sara was not relaxed during the test?

Drawing Conclusions

Objective: Draw conclusions and find evidence that supports them.

GSE: Can understand short, simple illustrated narratives about everyday activities.

Activation of Knowledge

Ask students if they like tests and what they like about them.

Development

Read It Right!

Activate Vocabulary Before reading the first part of the story, draw students' attention to the three vocabulary words (**test, study, class**) and elicit their meanings from students. To help them with the task, write three sentences on the board, leaving a word out in each sentence. Have volunteers complete the sentences by using the vocabulary words that best fit.

1 Read the story "The Math Test." 2

Show students a picture of a child wearing warm or snow clothes. Ask them: *Why do you think he or she is wearing jacket, scarf, etc.?* Elicit answer: *Because he or she is cold.* Explain that sometimes you can know why something is happening by using

other information that you have. Tell them that this is called drawing conclusions. Then, draw their attention to the sidebar and read the explanation. Pause after each sentence you read to check understanding. Exemplify the strategy by telling them that they drew conclusions before because they knew the child was cold thanks to the clothes he or she was wearing. Finally, read the story aloud to students. As you read, try to make different voices and act out the situations.

2 Answer the questions. Give reasons for your answers.

Read the questions aloud and clarify any doubts. Then have students answer the questions. Have students compare their answers in pairs. Finally, check their answers orally.

By Yourself

Activate Vocabulary Before reading the second part of the story, introduce the vocabulary word **sad**. Say: *Thomas is sad because his dog died yesterday* (and mime a sad face). Write the word on the board. Have some students use it in different sentences.

3 Read the next part of Sara's story. 2

Review what happened in the first part of the story, and have students tell you about it. Ask them to make predictions of what they think will happen next. You can ask them questions such as: *Will Sara get a good grade? Will she be happy with the result?*

Comprehension Skills Practice

5 Look at the pictures. Work in pairs and say what is happening. Give reasons for your answers. Answers may vary.



6 Work in small teams. Read the evidence and write a conclusion using the clues.

Evidence Roy was barking and there was a bouncing ball noise.	Conclusion Sara was playing with Fay.
Evidence Sara couldn't stop moving her foot.	Conclusion She was nervous.
Evidence Alli had a big smile on her face.	Conclusion She did well on the test.

Word Power

7 Read the words in the box and make a drawing, in your notebook, for each of them.

test sad class study

Connecting Ideas

Did Sara's story remind you of a time when this happened to you? What happened? Why?

6 Work in small teams. Read the evidence and write a conclusion using the clues.

Organize the class into small teams. Draw the graphic organizer on the board. Then, write the three pieces of evidence, read them to the class, and ask students to tell you what happened to Sara based on the information they have. Have them write the answer and check with the whole class by writing it on the board.

Word Power

7 Read the words in the box and make a drawing, in your notebook, for each of them.

Read the words and check their meaning with students. Ask them to look for the words in the texts and then, have them make a drawing for each word. Ask them to share their drawings with a classmate.

Connecting Ideas

Read the questions and ask students to think of a time when something similar happened to them (that they didn't study for a test or that they got distracted during the test). Have them share their answers in pairs and then invite some pairs to say their answers.

Differentiated Instruction To approach verbal-linguistic learners, ask students to work in pairs to act out the second part of the story. Invite some pairs to the front to present their stories.

Amazing Info

Do a simple subtraction on the board with students. Then, tell them that in other parts of the world, math operations are done differently. You can show them how subtractions are done in Japan where children do not subtract numbers higher than 10. For example, in the subtraction $21 - 4$, they can't subtract 4 to 1 in the units, so they put a 10 above the 1 and they say: $10 - 4 + 1 = 7$. They subtract one to the tens, and they put the result:

$$\begin{array}{r} 1 \ 10 \\ 21 \\ - 4 \\ \hline 17 \end{array}$$

Final Reflection

Ask students to think of different studying techniques. Maybe they can study with a classmate, with their parents, alone, or make a graphic organizer, a summary, a mind map, etc. Ask them to make a drawing of the different ways they can think of.

Cue Card
2

Then, ask students to read the next part of the story. Monitor and help when needed. Then, read the information provided in the **Reader's Coach** box. Read the question and invite students to go back to the text to find the evidence that lets them know that Sara was nervous during the test. Listen to their answers.

Comprehension Check

4 Choose the option that best completes the sentence according to the story.

Once they have finished reading, ask students to choose the correct option. Check orally. You can use the Differentiated Instruction strategy.

Use **Engaging Activity 19: Snowball Fight** to energize the class as they review content. See pages 86-87.

Comprehension Skills Practice

5 Look at the pictures. Work in pairs and say what is happening. Give reasons for your answers.

Tell students that they are going to draw conclusions using pictures, the same way they did it at the beginning of the lesson. Pair students and ask them to observe the pictures and to draw conclusions of what is happening. After a few minutes, listen to their answers.

Lesson
3

Objective: Find the order in which different events happen in a story or in a process.

GSE: Can understand basic factual statements relating to pictures or simple texts.

Read It Right!

Sequence: Order of Events

When you count, you follow an order. One number goes after the other, that is a sequence of numbers. The events that happen in a story follow a logical sequence; that is called a **sequence of events**. The sequence in a text can help you better understand what the text is about.

To know the sequence in a story:

1. Look for the different events in the text.
2. See what happened first, second, third, etc.
3. Look for sequencing words such as: *first, then, finally*.

Vocabulary

answer	leave
buy	send

12

1 Read the text about Steve Jobs.



Steve Jobs was very intelligent. He liked computers. He had a friend. His name was Steve Wozniak. They lived in California. First, they made computers together in their garage. Then, they opened a computer company. In 1986, the sales were bad. Steve Jobs **left** the company. He **bought** an animation company. It produced very famous movies. Children enjoyed the movies a lot. In 1997, Jobs returned to his computer company. He made computers, smartphones, and tablets. Steve Jobs died in 2011. He was 86 years old.

2 Number the events from the text in the correct order.

2. Steve Jobs left his company.
5. He died.
4. He made computers, smartphones, and tablets.
1. The friends made computers in their garage in California.
3. Jobs' animation company made very popular movies.

By Yourself

Amazing Info

Over seven billion (7,000,000,000) cell phones are in use around the world today. And the global population is around 7.5 billion. Do the math!

3 Read the text about cell phones.

How Do Cell Phones Work?

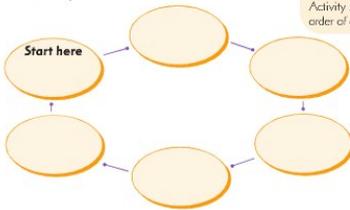
Cell phones work with radio waves. When you drop a rock in the water, waves go out. A cell phone **sends** radio waves, like the water waves. Imagine that you call your mother. First, you dial the phone. Second, your phone produces radio waves. Third, the radio waves look for an antenna in a cell tower. Next, the cell tower sends waves to look for your mother's phone. Then, the waves get to your mother's phone. Finally, your mother **answers** the phone.



There are cell towers in many places. That is why the calls get to your mother. It doesn't matter where she is!

Comprehension Check

4 How do cell phones work? Draw the sequence in the spaces below.



Reader's Coach

There are words that help you understand the order of events. What words in the text from Activity 3 helped you know the order of events?

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Sequence: Order of Events

Objective: Find the order in which different events happen in a story or in a process.

GSE: Can understand basic factual statements relating to pictures or simple texts.

Activation of Knowledge

Ask students if their parents give them permission to use a smartphone or not. Ask them why.

Development

Read It Right!

Activate Vocabulary Before reading the text, show students pictures from magazines or the Internet that represent the vocabulary words (**leave** and **buy**). Then, have them mime the meaning of each word. Ask volunteers to look up their definitions in the Glossary and read them aloud.

1 Read the text about Steve Jobs.

Invite students to look at the sidebar and read the explanation to them. Pause to check comprehension. Then, ask them if they have a computer at home. Tell them that there are many different types of

computers invented by different people. Continue saying that Steve Jobs has been one of the most famous men that created different computers, smartphones, etc. Then, have them read the text. Monitor as they read to help students.

2 Number the events from the text in the correct order.

Ask students to read the sentences in the exercise and to number them from 1 to 5. Then, have different students read each sentence in the right order. Correct if necessary.

By Yourself

Activate Vocabulary Repeat the same procedure with the new vocabulary words (**send** and **answer**), showing students pictures from magazines or the Internet that represent these verbs. Also, have them mime the meaning of each word.

3 Read the text about cell phones. 3

Ask students if their parents have a cell phone. Ask them if they know how cell phones work. Draw their attention to the illustration of the cell tower; ask them if they know what it is. Listen to their answers and then explain that a cell tower is used to transmit information; point to the illustration and say: *A cell tower uses radio waves (point to the waves) to send information.* Ask them: *Do you think a cell tower helps communicate between cell phones?* Have them read the text and, after they have finished

Comprehension Skills Practice

5 Before going to school, what do you do first, second, third? Write your answers and then compare them with a classmate. Are they similar?

6 Work in teams of three. Think of the things that you do every day at school. What do you do when you arrive? What do you do next? Draw the activities that you normally do. Then, present them to the class.

Word Power

7 Match the words to their meaning.

send	to cause something to go from one place to another
leave	to go away from someone or something
answer	to get something by paying money
buy	a reaction to a question, letter, or phone call

Connecting Ideas

Think of what you did last weekend. Share what you did following the order of the events as they happened.

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reading, ask them the question again: *So, do cell towers help to communicate between cell phones?* Listen to their answers.

Comprehension Check

4 How do cell phones work? Draw the sequence in the spaces below.

Read the **Reader's Coach** box and listen to their answers. Now, ask them to tell you how a cell phone works. Do not correct them if they say the sequence is in disorder, the objective is to make sure that they identified the events. As they tell you the events, count them with your fingers. Then, ask them to make a drawing for every step in the sequence. This time ask them to put them in order. Check with the whole class.

Use **Engaging Activity 1: Stand Up / Sit Down** to check that students understand the sequence on how cell phones work. See pages 86-87.

Comprehension Skills Practice

5 Before going to school, what do you do first, second, third? Write your answers and then compare them with a classmate. Are they similar?

Tell students what you do before going to school. For example: *First, I take a shower. Then, I get dressed and have breakfast. Next, I brush my teeth. Finally, I come to school.* Ask them to

write the things they do before going to school. Monitor as they work. Have them compare their answers and then, invite some students to read their sentences. You can use the Differentiated Instruction strategy to keep practicing the skill.

6 Work in teams of three. Think of the things that you do every day at school. What do you do when you arrive? What do you do next? Draw the activities that you normally do. Then, present them to the class.

Have them reflect on their routines after they arrive at school. Do they sing? Do they draw? What time is their break? Then, ask them to make a drawing with the activities they normally do at school. Have some teams present their drawings to the rest of the class. Encourage them to use words like: *first, second, third, etc.*

Word Power

7 Match the words to their meaning.

Draw students' attention to the words on the left; have them read them. Then, read the meanings on the right column. Answer the first word with them; then, have them finish the exercise. Check with the whole class.

Connecting Ideas

Read the instructions to students and ask them to think of what they did last weekend. Ask them to think of what they did *first, second, next, etc.* Listen to their answers.

Differentiated Instruction To approach bodily-kinesthetic learners, organize the class in teams of three. Tell them that they have 3 minutes to make a long sequence of all the different things they do before going to school, but this time they have to act out every situation. Have the teams share their sequences to see which one is the longest.

Amazing Info

Tell students that there are over seven billion cell phones in operation around the world. And the estimated global population is 7.5 billion; this means that about 93% of the world population have a cell phone.

Final Reflection

Ask students to interview a teacher from another classroom and ask him or her about different events in his or her life. They can ask questions such as: *Where were you born? Where did you grow up? Did you move? Where did you study college? Where did you study before that?* Then, have them report to the rest of the class what they learned about the teacher by presenting the different events in the order that occurred.

Cue Card
3

Lesson

4

1 Read this personal e-mail and complete the sentences.

New message

To: _____

Subject: _____

Hallo, Bryan,

How are you? I am very good, and I am very happy to be your pen pal!

I will tell you about myself. I live in Mexico with my mother and my two brothers. My favorite subject is Science. I think that doing experiments is fun. What is your favorite subject?

I like skating, dancing, and playing video games. My mother doesn't like that I play video games, but I love it! What do you like doing?

I have a dog. His name is Ruso. Do you have a dog? Please, tell me about you.

Your friend,
Ale



Objective: Write a personal e-mail to a pen pal.

GSE: Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model.

Write It Right!

Personal E-mail to a Pen Pal

When you write a personal e-mail to a pen pal, you write about things that you do, things that you like, and you ask your pen pal about his or her life.

Remember to:

- greet your pen pal and close your e-mail with your name
- describe what you like and what you do
- ask your pen pal about him or her

Amazing Info

There have been pen pals writing to each other for almost 80 years. And they have done it the old-fashioned way: using a pen and some paper.

a. Bryan receives the e-mail.

b. Ale writes the e-mail.

c. Ale likes Science class.

d. Ruso is her dog.

Prewriting

2 Write a list of things that you would like to tell a pen pal.



Draft

Useful Language

Greetings
Hello,
Hi,
Dear _____

About your family
I have _____ brothers / sisters.
I don't have any brothers / sisters.
I live with _____.

Likes and dislikes
I like playing video games.
I don't like vegetables.

School
My favorite subject is _____.

Asking questions
What do you like doing?
Do you have a pet?
Do you like Science?
What's your favorite color?

Closing the mail
Your friend,
Cheers,
Love,

3 Draft your e-mail.

Greeting

What you like and what you do

Asking questions

Closing

Personal E-mail to a Pen Pal

Objective: Write a personal e-mail to a pen pal.

GSE: Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model.

Activation of Knowledge

Ask students if they know what a pen pal is.

Development

Write It Right!

1 Read this personal e-mail and complete the sentences.

4

Ask students if they have a lot of friends. Then, tell them that you have a lot of friends and some of your friends live far and you have never seen them. Explain that you can have friends in any part of the world and maybe never see them in your life, that these friends are called: "pen pals." Write *pen pal* on the board and say that pen pals are friends with whom you keep contact through e-mail. Ask them if they would like to have a pen pal and tell them that they can learn a lot by having a pen pal; that

they can learn about their pen pal's country, customs, life, etc. Ask one student to read the information on the sidebar, review the "Remember" points with them to make sure they understand the instructions. Finally, have students read the e-mail and complete the sentences. Check with the whole class.

Prewriting

2 Write a list of things that you would like to tell a pen pal.

Ask students to think of what they would like to say about themselves to a pen pal. They can use the photos as suggestions. Then, ask them to write notes on what they want to say. Encourage them to write anything they would like to share. Monitor as they work to help them when needed.

Draft

3 Draft your e-mail.

Tell students they are going to write an e-mail to a pen pal. Ask some students to read the words and expressions in the **Useful Language** box aloud. Then, ask them to go back to the e-mail they read before and to find some of those words and expressions. Next, read aloud the four prompts they should use as a guide to write their draft. Remind them that they should use the ideas they wrote in Activity 2. Tell them to write complete sentences and to

Revising

4 Work in pairs. Check your partner's e-mail with the checklist below.

Excellent	Yes	No
I greeted my pen pal		
I asked how he or she is		
I wrote about myself		
I said what I like doing		
I asked questions to my pen pal		
I closed the e-mail		
I wrote my name		

Proofreading Marks
If you need to use a capital letter, put three lines under the letter:
monika

Proofreading

5 Use the checklist to proofread your e-mail.

Did I capitalize proper names?		
Did I use a question mark at the end each question?		
Did I use a period to end each sentence?		

Publishing

6 Write the final version of your e-mail. Don't forget to write about yourself and to ask questions!

Writer's Coach
You may also ask questions about your pen pal's family

letters: for example, in proper nouns (names, countries, days of the week, months, etc.), at the beginning of a sentence, or after a period. Then, read each of the statements in the checklist aloud to check comprehension and give students some time to proofread their text encouraging them to use the capitalization mark appropriately. Monitor to identify struggling students; help them individually.

Publishing

6 Write the final version of your e-mail. Don't forget to write about yourself and to ask questions!

Explain to students that they are going to write the final version of their e-mail in their notebooks. Encourage them to share information about themselves. Read the **Writer's Coach** box to give them more ideas. Then, you can use the Differentiated Instruction strategy.

Differentiated Instruction To approach intrapersonal learners, ask students to reflect on what they wrote in their e-mail and to tell you if they are satisfied with what they shared with their pen pal.

Amazing Info

Share with students that people have had pen pals for many years; that in the past, people wrote letters on paper and mailed them to the person's address. Explain how the postal service works and how letters are delivered.

Final Reflection

Write two e-mails on large pieces of paper and cut up all the different parts of the e-mails. Divide the class into two teams, assign each team an e-mail by giving each member a part of the e-mail. Then, ask them to put up on the wall the e-mail in order. Check their answers.

Cue Card 4

include some of the expressions from the **Useful Language** box. Monitor as they work to help them when needed.

Revising

4 Work in pairs. Check your partner's e-mail with the checklist below.

Read the rubric with the class and make sure they understand what they have to evaluate. Have them go through their draft and check the rubric according to what they included in their draft and what they didn't. Then, ask them to work in pairs and to exchange books. They have to double-check that their classmate's work covers the points in the rubric. Have them share their evaluations. Finally, ask students to go back to the Draft section and add any information they were missing considering what their classmate observed.

Use **Engaging Activity 20: Vote with Your Feet** to review the parts of a letter to a pen pal. See pages 86-87.

Proofreading

5 Use the checklist to proofread your e-mail.

Draw students' attention to the proofreading mark in the box; explain that this mark is used to show that a letter needs to be capitalized. Review with students the most common uses of capital

Lesson
5

Objective: Understand the steps in a process to create or make something.

GSE: Can follow basic instructions for making something, if supported by pictures.

Read It Right!

Sequence: Steps in a Process

When you want to do something, like registering for an online game or baking a cake, you have to follow a number of steps. These steps will help you complete the process and get what you want.

To identify the steps in a process:

1. Read all the actions described.
2. Identify the order of the steps. Look for clue words that can help you; for example: *first, next, then, last*.
3. Confirm that the process is complete after following the steps you identified.

Vocabulary

bread	paper
cheese	scissors

1 Read how to make a delicious sandwich.

There are many types of sandwiches. Today, we will make a delicious cucumber sandwich.

Ingredients:

- Two slices of bread
- Small pieces of cucumber
- Cream cheese



Directions:

1. First, take one slice of bread.
2. Next, put some cream cheese on it.
3. Then, put the pieces of cucumber on the cheese.
4. Last, cover the cucumber and cheese with the other slice of bread.

Your sandwich is ready. Enjoy it!

2 Put the pictures on how to make a cucumber sandwich in the correct order. Write numbers 1 to 4.



By Yourself

3 Read how to make a snake bookmark.

Amazing Info

We use bookmarks to mark the place in a book in which we stop reading. Bookmarks can be made of plastic, paper, silk, or even metal.

A bookmark helps you know what page you are reading in a book. You are going to make a snake bookmark for the next book you read.

Materials:

- Scissors
- Colored pencils
- Pencil
- Cardboard paper

Steps to make your bookmark:

1. First, use the pencil to draw a snake on the paper.
2. Then, color the snake.
3. Next, draw the snake's eyes, mouth, and skin.
4. Last, cut out the snake carefully.

You have a new bookmark! Use it for your next book.



Comprehension Check

4 Write Yes or No.

- a You have to draw a snake before you cut it. **Yes**
- b You cut the snake, then you color it. **No**
- c The last step to make the bookmark is to use it. **No**
- d You need a pencil for the first step. **Yes**

Reader's Coach

When you want to make something, it is important that you follow all the steps. When making the bookmark, what happens if you don't cut the snake?

Sequence: Steps in a Process

Objective: Understand the steps in a process to create or make something.

GSE: Can follow basic instructions for making something, if supported by pictures.

Activation of Knowledge

Ask students if they have ever made a cake. Ask them if they followed the steps to make it and what ingredients they used.

Development

Read It Right!

Activate Vocabulary Before reading the text, introduce the two vocabulary words in it. Ask a couple of questions that students can answer using the words; for example: *Do you know what you need to make French toast? For breakfast, I can spread butter and jam on it, what is it? (bread).* Now say: *You put it inside a tortilla and make a quesadilla, what is it? (cheese).*

1 Read how to make a delicious sandwich. 5

Tell students that the day before you tried to bake a cake. Tell them that you didn't follow all the steps and the cake was horrible.

Say that you forgot to add the eggs and sugar and your cake was a disaster. Continue saying that when you bake a cake, it is very important to follow all the steps in the process, because if you don't follow them, things will not happen as planned or expected. Draw their attention to the sidebar. Read the information to students emphasizing the steps and making sure that they all understand them. Then, ask them to read how to make a sandwich.

2 Put the pictures on how to make a cucumber sandwich in the correct order. Write numbers 1 to 4.

After students have finished reading, draw their attention to the drawings. Review the actions by miming: *put, take, cover*, etc. Then, ask them to number the drawings in the correct order. Check with the whole class.

By Yourself

Activate Vocabulary Follow the same strategy to introduce the rest of the vocabulary words. Say: *What do people need for cutting hair? (scissors).* *We can recycle it and save some trees. (paper).*

3 Read how to make a snake bookmark.

Explain to students what a bookmark is; if possible, show one to the class. Then, tell them that they are going to read the steps to make a snake bookmark. Have the materials used for the

Comprehension Skills Practice

5 What can you do with these ingredients: bread, peanut butter, and jelly? Write the steps to make a different sandwich. Use clue words to put them in order.

Possible answers



First, take one slice of bread.
Next, put some peanut butter on it.
Then, put jelly on the other slice.
Last, put the two slices together.

6 Work in teams of three. Draw steps on how to make anything you want using cardboard, colored pencils, glue, and scissors. Then, exchange books with another team and tell them to follow the steps to make what you drew.

Word Power

7 Match the words to their definitions.

- a You use these to cut things. — cheese
- b You can write or draw on this. — paper
- c A food made from milk. — scissors
- d We use this to make a sandwich. — bread

Connecting Ideas

Do you like cooking? Painting?
Or maybe science experiments?
Think of a time when you cooked
or painted something, what steps
did you have to follow? Share it
with a classmate.

6 Work in teams of three. Draw steps on how to make anything you want using cardboard, colored pencils, glue, and scissors. Then, exchange books with another team and tell them to follow the steps to make what you drew.

Organize the class into teams of three. Give each team a set of cardboard, colored pencils, glue, and scissors, and review with students the names of the materials. First, have them think of something they can do with these materials. Tell them it can be anything they want (a mask, an animal, a car, etc.). Then, in the space provided, they have to draw the steps to make it. Finally, have teams exchange their books and explain that they will use the materials and follow the drawings to make what the steps indicate.

Word Power

7 Match the words to their definitions.

Ask students to read the definitions and have them find the word each definition refers to. Check their answers with the whole class. Review the words once more.

Connecting Ideas

Ask students about what they like doing. Ask them if they like cooking, painting, or doing science experiments. Listen to their answers. Then, ask them to think of a time when they cooked or painted something and if they had to follow any steps. Have them work in pairs to share their experiences.

Differentiated Instruction To approach bodily-kinesthetic learners, tell students that they are going to do a dance based on the steps to do a bookmark. Ask them to stand up and tell them the steps, if possible, to some musical rhythm and acting them out: 1) First, draw a beautiful snake. 2) Then, color it all the way. 3) The mouth and the eyes don't forget to make. 4) Next, cut, cut, cut, cut all away!

Amazing Info

Tell students that there are many types of bookmarks. That they can be made of paper, plastic, wood, delicate fabrics such as silk, or even different metals such as silver. Collecting bookmarks is still a popular hobby.

Final Reflection

Make a fruit salad. Ask students to bring to the class different sliced or chopped fruit such as apple, pineapple, watermelon, cantaloupe, etc. Have them bring bowls and spoons. Divide the class into teams, give a certain amount of each fruit to each team. Then, tell them the following steps: 1) First, take the bowl. 2) Then, pour some watermelon and pineapple. 3) Next, add the apple and cantaloupe. 4) Finally, using a spoon, mix all the ingredients.

Cue Card
5

bookmark ready to show them to students and to make sure they understand the words. Ask them to read the steps.

Comprehension Check

4 Write Yes or No.

Review with students the steps to make a bookmark. Then, ask them to read the sentences and to decide if the sentence is correct or not by writing *Yes* or *No*. When they have finished, have them look at the **Reader's Coach** box, read it, and discuss as a class what happens if they don't cut out the snake. Would they have a bookmark? Would it work?

Use **Engaging Activity 2: Thumbs Up / Thumbs Down** to review how to make a bookmark. See pages 86-87.

Comprehension Skills Practice

5 What can you do with these ingredients: bread, peanut butter, and jelly? Write the steps to make a different sandwich. Use clue words to put them in order.

Ask students what other types of sandwiches they like or they eat. Have them write the steps to make a peanut butter and jelly sandwich. Monitor as they work and help when necessary. Check the steps with the whole class; different options may be possible. Now that students have practiced the skill, you may use the Differentiated Instruction activity and have some fun together.

Lesson
6

1 Read the first part of the story "Our Teacher's Pet."

OUR TEACHER'S PET

Last week, Mr. Johnson was very sad. He couldn't find Ben, his cat. Ben went out to explore in the neighborhood, but he never came back.

Mr. Johnson spent that afternoon looking for Ben. He posted messages and photos, but nobody had information about the cat.

Yesterday, Robin found a cat. The cat looks exactly like Ben. Ben is white. This cat is white. Ben has blue eyes. Robin's cat has blue eyes, too. Ben has a dark spot in the back. Robin's cat, too!

Robin told the class about the cat she found. Everybody is sure that it is Ben. Today, we want to surprise Mr. Johnson.



Objective: Use written and visual information in a text to make predictions of what will happen next.

GSE: Can understand short, simple descriptions of objects, people, and animals if supported by pictures.

Read It Right!

Predicting Outcomes

An outcome is something that will happen next in a situation. When you read a text, the author gives you information that can help you know the outcome or final result before you read it. If you read carefully, you can **predict the outcome** of a story!

To predict an outcome, you can:

- pay attention to all the details, including pictures, as you read the story.
- think of all the possibilities of what can happen next.
- ask yourself: What would the character do?

Vocabulary

catch	dark
classroom	pet

2 Check (✓) the best answer.

a The surprise for Mr. Johnson can be that...

the class will give him the cat that Robin found.

they will get Mr. Johnson a new cat.

b The class will take...

the cat to Mr. Johnson's house.

the cat to school.

Lesson
6

3 Read the second part of the story "Our Teacher's Pet." As you read, answer the questions and continue reading.

Amazing Info

There are places where you can find lost dogs and cats. These are called "shelters." If you feel that you are ready to take care of a pet, you can adopt one from a shelter.

By Yourself

Robin brought Ben to school. We put him in a special box at the back of the class. We heard Mr. Johnson's voice. Suddenly, the box moved! Ben wanted to get out! The box opened.

a What do you think happened next? *Possible answer: Ben got/jumped out of the box.*

Ben jumped out of the box! Everybody ran after it. We tried to catch him. But we couldn't. Ben jumped up and down all around the classroom. Then, we saw Mr. Johnson at the door.

b What do you think Mr. Johnson said? *Possible answer: You found Ben!*

"What is happening here?" he asked. At the same time, Ben meowed.

c What do you think Mr. Johnson did? *Possible answer: He carried Ben.*

"What? Ben?" said Mr. Johnson. He carried Ben. He kissed him and hugged him. He turned to us and said: "Thank you, children. Thank you very much."



Reader's Coach

When you read a story, you can think about what has happened so far to predict what will happen next. What in the text helped you make your predictions?

Comprehension Check

4 Answer True or False.

a Ben was in the back of the classroom. True

b Mr. Johnson hugged his students. False

c The children ran after the cat to catch him. True

d Ben jumped into Mr. Johnson's arms. False

Predicting Outcomes

Objective: Use written and visual information in a text to make predictions of what will happen next.

GSE: Can understand short, simple descriptions of objects, people and animals if supported by pictures.

Activation of Knowledge

Ask students if they like animals. Tell them that some animals can be pets.

Development

Read It Right!

Activate Vocabulary Explain that **pets** are animals that you have at home, like a dog, a cat, a fish, etc. Then, tell them that you have a beautiful dog with **dark** eyes. Ask them who in the class has dark eyes as well.

1 Read the first part of the story "Our Teacher's Pet."

6

Show students pictures of a bathing suit, a pair of sunglasses, and a towel. Tell them you are going to go on vacation and that you are packing all those things in your bag. Ask them: *Where do you think I am going?* If they guess correctly, explain that they made

a prediction by analyzing the information they had. Then, draw their attention to the sidebar and read the definition of Predicting Outcomes. Next, read the title of the story "Our Teacher's Pet" and have them look at the picture. Ask: *What do you think the story is about? Who are the characters in the story?* Listen to their answers and then have them read the story.

2 Check (✓) the best answer.

Have students answer the questions and, once they have finished, check answers with the whole class. Ask students to explain how they were able to predict what will happen.

By Yourself

Activate Vocabulary Bring a ball to the classroom and tell students: *I brought a ball to the **classroom**, point to the classroom and write **classroom** on the board. Then, say: We will play "Catch" with it. Write **catch** on the board. Tell them that you will throw the ball and they have to catch it as they say words from the reading; for example: cat, Robin, Mr. Johnson, class, etc.*

3 Read the second part of the story "Our Teacher's Pet." As you read, answer the questions and continue reading.

6

Tell them you are going to read the next part of the story aloud, they will follow the reading and will answer some questions as

Comprehension Skills Practice

5 Look at the pictures. What do you think happens at the end? Draw it on the empty spaces. Then, compare your drawings with a classmate. *Answers may vary.*




6 Work in small teams. Write a short story. Read your story to another team without reading the ending. Can they predict what happens at the end?



Word Power

7 Complete the sentences with a word from the box.

a We lost the game because Mike couldn't catch the ball.

b Miss Suarez decorates the classroom with posters.

c My mother got me a pet. It's a beautiful puppy!

d He doesn't have blue eyes; he has dark eyes.

pet
 catch
 dark
 classroom

Connecting Ideas

Think of the class work you have done so far. What results do you think you will get at the end of the year? What grades will you have? Why?

you read. Pause at every question, read it and have students write their predictions. At the end, check with students if their predictions were right or not. You can use the Differentiated Instruction strategy after this activity.

Comprehension Check

4 Answer True or False.

After students have finished reading, ask them to answer *True* or *False* giving reasons for their answers. Check with the whole class. Then, have them look at the **Reader's Coach** box, read the information, and ask students to discuss their answers in pairs. Check their answers as a whole class.

Comprehension Skills Practice

5 Look at the pictures. What do you think happens at the end? Draw it on the empty spaces. Then, compare your drawings with a classmate.

Have students look at the pictures. As a class, ask them to describe each of them, to think what happens at the end and to draw the ending. Check their answers and ask them why they thought the story would end the way they put it.

Use **Engaging Activity 9: Gallery Walk** for students to show the predictions they drew. See pages 86-87.

6 Work in small teams. Write a short story. Read your story to another team without reading the ending. Can they predict what happens at the end?

Organize the class into small teams. Have them think of a story and to write it down. Then, ask them to work with another team, to read their stories without saying the ending. The objective is that the other team predicts the ending. Monitor as they work and help struggling teams. Once they have finished, ask the class how the activity went, if they were able to predict the ending, how they did it, etc. If students cannot think of a story to write, tell them that they can write a different version of a story they already know.

Word Power

7 Complete the sentences with a word from the box.

Review with students the words in the box. Check that they understand the meanings. Then, have them complete the sentences. Monitor as they work; check answers with the whole class.

Connecting Ideas

Tell students that we can also predict things in our lives. Say, for example, that you have been eating healthy and exercising, so you can predict that you will feel better and healthier. Have them think of their performance in the school year so far and predict their final grade.

Differentiated Instruction To approach visual-spatial learners, ask students to get in pairs, to choose a prediction from the story in Activity 3, and to make a drawing about it. Then, have them share their drawings with the rest of the class.

Amazing Info

Tell students that Mr. Johnson was very lucky to have found Ben, but that many times people do not find their pets and they end up in a shelter. Tell them about dogs and cats' shelters and how people can adopt pets in these places.

Final Reflection

Tell students they are going to make a pet survey in the class. Give each student a piece of paper, ask them to divide it into two columns and have them write on the first column the following questions: 1. *Do you have a pet?* 2. *What kind of pet do you have?* 3. *If you don't have a pet, do you want to have one?* Then, ask them to stand up and ask the rest of the class the questions as they write the answers on the second column. Finally, have them get in pairs to count the results of the survey and report them to the rest. For example: *Ten students have a pet. Five have a dog. Three have a cat. One has a turtle. One has a hamster.*

Cue Card
6