

Lesson  
1

**Objective:** Identify main idea and supporting details.  
**GSE:** Can understand the main idea in simple informational texts, if supported by pictures

**Read It Right!**

**Main Idea and Details**  
When you read a story, ask yourself: *What's the main idea?* The **main idea** is what the story is about. Sometimes the main idea is stated in the first or last sentence of a paragraph. Other times you have to figure it out.

The sentences in the story that give more information about the main idea are called **supporting details**. For example, if you find details about the same topic, they will probably lead you to the main idea of the text. Ask yourself: *What is this text mostly about?*

**Vocabulary**

alive	guitar
celebrate	set
dish	visit

Do you know what these words mean? (Some sound like Spanish.) You can check the Glossary at the end of your book.

**1 Read the story below. Discuss in pairs what the main idea and the supporting details are.**

**THE BEST TIME OF THE YEAR**

"How exciting! It's November 1st!" says Lupita.  
"We have been waiting so long for this day," adds Maria.  
"You look really nice in that long dress! And the flowers on your head are so lovely," says Lupita.  
"This is my favorite celebration. What about you? What are you going to wear?" Maria asks.  
"Well, it's my first time visiting the other world. I will put on a white dress. I just hope my family will remember me," replies Lupita.  
"I'm sure they will," says Maria. "You haven't been away that long. Me, on the other hand..."  
Maria seems sad, but she doesn't want to spoil Lupita's good day. One of her favorite parts of today's celebration is eating the **dishes** she liked when she was still **alive**. Will there be tamales?



**2 Circle the correct definition according to the text.**

a olive  **not dead**  animated   
b dish  plate  **food prepared in a particular way**

**3 Check (✓) the sentence that expresses the main idea of the story.**

Lupita likes the flowers on Maria's head   
Maria will eat tamales   
Both girls are excited about the upcoming celebration   
They both wear dresses

**4 Write two supporting details that give more information about the main idea.**

Possible answer: Maria has been waiting for this day. It's Lupita's first time.  
 She wonders if her family will remember her. Maria doesn't want to spoil.  
 Lupita's first celebration in the other world.

**By Yourself**

**5 Read the article about the Day of the Dead. Do the following activities:**

a Circle the main idea.  
b Underline the supporting details.

**Day of the Dead**

By Jose Diaz

**On November 1st and 2nd we celebrate the Day of the Dead, or *Día de Muertos*. In Mexico it's a very important tradition. On the first day, the spirits of children come to visit us. On the second day, the spirits of adults return.**

**My family sets up a beautiful altar or *ofrenda*. We decorate it with photos of my grandparents and great-grandparents. I like to put candies and flowers on the altar. My mom cooks some special dishes. I like *pan de muerto*. They sell it in most bakeries near my house.**

**My family also goes to the cemetery. We clean and decorate the graves of our loved ones. My dad takes his guitar and we sing. My mom brings some food and we drink hot chocolate. Even my dog comes with us. He likes to sit with me and play with sticks.**



**Reader's Coach**

You can identify the main idea from the title of the story and the illustrations around the text. What do they tell you about the main idea?

## Main Idea and Details

**Objective:** Identify main idea and supporting details.

**GSE:** Can understand the main idea in simple informational texts, if supported by pictures.

### Activation of Knowledge

Write the word *parties* on the board. Have pairs talk about the kind of parties they like going to and the clothes they wear when they go to the parties they like.

### Development

#### Read It Right!

**Activate Vocabulary** Ask students what parties they **celebrate** with their family and what special **dishes** they eat at those parties. Write on the board the word **alive**, give some examples of things done at celebrations that make you feel **alive**: *Eating delicious dishes makes me feel alive.* Guide students to mention actions that make them feel **alive**.

**1 Read the story below. Discuss in pairs what the main idea and the supporting details are.**

Write on the board: *Main Idea and Supporting Details*; elicit previous knowledge. Explain to students that to identify the main

idea and supporting details in a text, they should read carefully the whole text. Ask volunteers to read aloud the information provided in the sidebar and invite them to paraphrase it. Draw students' attention to the words in bold (*dishes/alive*) on "The Best Time of the Year" and encourage them to use the Glossary to find their definitions.

Organize the class into pairs and give them some time to read the text to identify the main idea and supporting details. Suggest them to use the information provided in the **Reader's Coach** box to do it.

**2 Circle the correct definition according to the text.**

Explain to students that there are some words, like *dish*, which may have more than one meaning. Encourage them to use the information provided on the text to answer.

**3 Check (✓) the sentence that expresses the main idea of the story.**

Have students check the correct answer and ask them if it was the same information they identified while working on Activity 1.

**4 Write two supporting details that give more information about the main idea.**

Give students some time to write details from the text they read. Make sure they realize that details give more information about the main idea.

**Checking Comprehension**

**6 Answer the questions.**

a Who is the author of this text? What is he describing?  
*José Díaz is the author. He's describing what happens on the Day of the Dead.*

b List the places mentioned in the text.  
 Mexico, houses, stores, cemetery

**Comprehension Skills Practice**

**7 Check (✓) the sentence that expresses the main idea of the...**

a first paragraph

Adults come on the second day

On the first day, the spirits of children return

The Day of the Dead is a special holiday celebrated in Mexico

It happens on November 1st and 2nd

b second paragraph

Families create beautiful altars, called *ofrendas*

The altars have photos of dead people

Most bakeries in Mexico sell *pan de muerto*

There are candles and flowers on the altars

**8 Use your own words to write the main idea of the article.**  
*Possible answer: How people celebrate the Day of the Dead in Mexico.*

**Amazing Info**  
 Mexican communities in the United States celebrate the Day of the Dead. Missoula, Montana has a parade with skeletal celebrants on stilts, while in Oakland, California, they have a festival with Aztec dancers, Mexican music, and crafts.

**9 Work in pairs. Reread the third paragraph of the article on page 7 to complete the graphic organizer.**

**Main Idea**  
 a Possible answer: what people do in the cemetery

**Supporting Details**  
 b clean and decorate graves

**Supporting Details**  
 c sing, eat and drink

**Word Power**

**10 Complete the sentences using words from the box.**

alive dishes set guitar celebrate visit

a My sister plays the piano, but not the guitar.

b Mom cooks chicken and potato dishes for the altar.

c How do you celebrate the Day of the Dead?

d We went to visit my aunt to help her with her *ofrenda*.

e I will set up the table for the whole family.

f Are the people we remember on the Day of the Dead alive?

**Connecting Ideas**  
 Draw a poster showing the main idea of the first story "The Best Time of the Year." How do you imagine Lupita and Mario?

## By Yourself

**Activate Vocabulary** Write on the board: *Day of the Dead*. Brainstorm students' ideas regarding this celebration. Write some key words or phrases on the board; for example: **set** an *ofrenda*, **play a guitar**, **visit** a cemetery, **celebrate** dead people. Guide students to activate their previous knowledge about the topic of the text they will read later.

## 5 Read the article about the Day of the Dead. Do the following activities. 1

Students will work individually to identify the main idea and supporting details on the article. Monitor the activity and help students when needed.

## Comprehension Check

### 6 Answer the questions.

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

Use **Engaging Activity 9: Response Cards** to have students draw their own conclusions about what kind of party the girls in the story are going to attend. See pages 100-101.

## Comprehension Skills Practice

### 7 Check (✓) the sentence that expresses the main idea of the...

Have students practice the skill by identifying the main idea in each paragraph. Ask advanced students to use their own words to express them; this will help to model what they will do in Activity 9.

### 8 Use your own words to write the main idea of the article.

Explain to students that now that they have identified the main idea in each paragraph, they may use that information to write the main idea of the article. You may also work this activity as a whole class: Ask one volunteer to come to the board and ask him or her to write the main idea by using the suggestions their classmates express aloud.

### 9 Work in pairs. Reread the third paragraph of the article on page 7 to complete the graphic organizer.

Organize the class into pairs. Use the tutoring strategy with struggling students you identified while working on Activity 5 when you paired them with advanced students. To highlight both contributions, check by asking advanced students in each pair to say the main idea and struggling students to act out the supporting details. You may use the Differentiated Instruction strategy after working on this activity.

## Word Power

**10 Complete the sentences using words from the box.**

Suggest to students to check the information provided in the Glossary to work on this activity.

## Connecting Ideas

Invite students to connect their own experiences with the texts by working on this activity. Encourage them to include as many details as they can when drawing their posters and ask them to present them in front of the class.

**Differentiated Instruction** To approach interpersonal and verbal-linguistic learners, organize the class into pairs and have them prepare a short interview about the Day of the Dead in Mexico. Tell them to include questions to ask for the main idea and supporting details from the article they read on page 7.

## Amazing Info

Explain that Mexico is not the only country that celebrates their dead. Share with students the following examples: In Malaysia, people celebrate their dead with a day of dancing; in Japan, there is a Buddhist holiday in which families gather to decorate the graves of their beloved ones and to release lanterns to guide their spirits; in Bali, people believe that one night a year ancestral spirits return to their homes, and they organize huge feasts in their honor.

## Final Reflection

Invite students to look for information about some other ways in which people celebrate death around the world and create a comparative chart.

## Cue Card

1

Lesson 2

**Objective:** Form an opinion about a text.

**GSE:** Can understand information about someone's personal details in a simple paragraph or short text.

Read It Right!

**Drawing Conclusions**

When you read a story or an article, you use the information in the text plus the things you already know to make judgments. In other words, you find clues in the text. Then, you match these clues to the things you are familiar with and finally you **draw a conclusion**.

The clues in the text will help you form a new idea. Clues can be words, dates, or descriptions. A key question to ask is: *What do I already know about this topic?*

Vocabulary

deaf

dentist

goal

Do you know what these words mean? You can check the Glossary at the end of your book.

hockey

light

team

**1 Read the story below. Discuss in teams which conclusion can be drawn about who won the game.**

**A Very Important Game**

It's a tie and we have two minutes left. This is not the final, but our pass to the State Championship.

"Vare!" Terry yells my name, then she passes me the ball. It's so light it bounces between the legs of two defenders who try to hit it, but I'm much faster. Actually, they don't expect me in front of them.

There! I have the ball! I run and move my stick from one side to the other.

"Vare! Just shoot!" my teammates shout.



I look at the goalie and swing as hard as I can. Suddenly, I taste blood. I guess I have just bitten my lip.

"Goal!" my parents roar from the stands. I'm surrounded by girls hugging me. I'm lifted up and cheered. I've scored! Ouch! My lip hurts!

2

**2 Write T for true and F for false. If false, correct the statement.**

a. If you don't carry many books, your backpack is light. T

b. In soccer you make baskets in basketball you score goals. F *It's the other way around.*

**3 Check (✓) the sport that the girls are playing.**

soccer

ice hockey

football

golf



## Drawing Conclusions

**Objective:** Form an opinion about a text.

**GSE:** Can understand information about someone's personal details in a simple paragraph or short text.

## Activation of Knowledge

Have pairs make a list of different sports. Write the names of sports on the board. Have students say which of them are played in teams. Motivate them to mention their favorite sport(s).

## Development

## Read It Right!

**Activate Vocabulary** Mime playing different sports for students to guess. Write on the board the words *basketball* and *tennis*. Ask them to mention the sport in which players have to score **goals**, and the sports in which players use a **light** ball.

**1 Read the story below. Discuss in teams which conclusion can be drawn about who won the game.** 2

Write on the board: "A Very Important Game". Have students look at the picture. Ask them what they think the text will be about. Explain that we usually draw conclusions when we match

4 Complete the chart to answer the question.

Clues	Why did Vera bite her lips?	My Conclusion
<b>When did she bite her lips?</b> <b>What does this tell us?</b> She bit her lips before scoring. She was nervous or concentrated.	<b>When you are nervous or concentrated, what do you do? (e.g., bite your nails)</b> Answers may vary. I bite my nails. I sweat. I scratch my head.	<b>I think Vera bit her lips because...</b> She was very excited and concentrated.

**By Yourself**

5 Read the article about Jim Kyte. Discuss why Jim is inspiring.

### An Inspiring Hockey Player

Jim Kyte grew up in a family of five boys and one girl. His dad was deaf and never imagined his five sons would be deaf, too. However, he decided to raise them in normal schools. Jim didn't want to go to a special school for disabled kids, so he read his teachers' lips and got good grades.

He thought he was going to be a dentist, like his father. In high school, he was part of the hockey team and started dreaming. Could a deaf boy play in the NHL? Jim was a big man, so many teams would want him. But what about his problem?

He wore hearing aids and learned to guess his teammates' movements. He became a professional hockey player and the first deaf player in the League. He had many disadvantages, but he became an inspiration to many others who struggle with disabilities.




**Reader's Coach**  
When drawing a conclusion from a text, always make sure to support it using the clues you identified.

**Amazing Info**  
In the Deaflympics deaf or hard of hearing athletes from all over the world get together to compete in their respective sports. To qualify for the games, athletes must have a hearing loss of at least 55 decibels.

**Comprehension Check**

6 Check (✓) the correct answers.

a What was Jim's problem?

- Jim was deaf
- Jim had four brothers
- Jim wanted to be a dentist
- Jim wanted to play hockey

b How did Jim overcome his problem?

- Jim studied Medicine
- Jim became a professional hockey player
- Jim worked really hard
- Jim talked to his father



**Comprehension Skills Practice**

7 Circle what is **not** mentioned in the text.  
 (Jim's sister is not deaf) Jim has four deaf brothers.

8 Answer the question.  
 What does the description of Jim at school tell you about him?  
 He was a good student and worked really hard.

9 Check (✓) the sentence that completes the phrase.  
 You can conclude from this article that...

- there are now more disabled people in the NHL
- high school hockey is not important
- hockey is not a good sport for disabled people
- Jim and his family are all deaf

what we are reading with what we already know. Ask volunteers to read the information in the sidebar and give examples of clues they might find in the text.

Point to the words in bold (*light / goal*) on the text "A Very Important Game." Have some volunteers define the words. Then, organize the class into teams and have them read the text aloud and discuss who won the game. Monitor to check their conclusions.

## 2 Write T for true and F for false. If false, correct the statement.

Discuss together the possible meanings of *light*. Elicit the opposite: *heavy*, when light refers to weight. Talk about other sports where people score *goals*. Then, give them some time to perform the task. Check orally.

## 3 Check (✓) the sport that the girls are playing.

Have students check the correct answer. Ask them if they used the same information they identified while working with the word *goal*.

## 4 Complete the chart to answer the question.

Divide the class into pairs. Ask them to complete the chart by discussing and answering the questions. Have some pairs share their answers as a whole class.

## By Yourself

**Activate Vocabulary** Explain to students the meaning of *deaf*. Talk with them about the fact that some people are born deaf, while others lose their hearing later in life. However, this condition does not prevent them from becoming professionals like dentist, hockey players. Tell them that some deaf people ever play in team sports.

## 5 Read the article about Jim Kyte. Discuss why Jim is inspiring.

Point to the **Reader's Coach** box and tell students to look at the pictures. Then, have students read the text. In pairs, ask them to discuss and draw some conclusions about Jim Kyte's inspirational story. After a while, invite pairs to share their conclusions encouraging them to use clues from the story for support.

## Comprehension Check

### 6 Check (✓) the correct answers.

Have students choose the correct answer. Check as a class.

Use **Engaging Activity 5: Think-Pair-Share** to help students to pause and think about what they have just read. See pages 100-101.

**10** Work in pairs. Think about the first story. What happened in the Final Game? Look at the picture and write down your conclusion.

Possible answer: They won the Championship.  
They are very happy.



**Word Power**

**11** Match the columns.

a deaf	— e ... a team sport
b goal	— g ... opposite of heavy
c dentist	— d group of people that compete
d team	— a not able to hear
e hockey	— f ... someone who repairs teeth
g light	— b make a point in a game like soccer

**Remember to always consider your personal experience when drawing conclusions!**

**Connecting Ideas**

In your notebook, write a short story about a sport you like. Imagine you are in a very important game. What happens? Do you win or lose? Do you score the final point? How do you feel?

them the girls from the first story went to the Final Game of the Championship. Ask them to write three or four sentences of what they think happened by looking at the picture.

### Word Power

#### 11 Match the columns.

Suggest students match the words to their meanings. Then have them use the Glossary to check their answers.

### Connecting Ideas

Brainstorm some sports students like. Have them think of an important game in one of those sports. Ask them to write a short story. Divide the class into trios. Ask them to read their stories to each other.

**Differentiated Instruction** To approach bodily-kinesthetic learners, ask the trios in the last activity to choose one of their stories. Ask them to mime the story so that the rest of the class can draw conclusions about what sport they are playing and what happened.

### Amazing Info

Tell students the Deaflympics are games similar to the Olympic Games. These games are different from hearing competitions in the manner in which they are officiated. For example, the football referees wave a flag instead of blowing a whistle, and spectators wave using both hands instead of cheering or clapping.

### Final Reflection

Invite students to research about some other sports men and women who have a disability have become professional players in.

### Cue Card

2

## Comprehension Skills Practice

### 7 Circle what is not mentioned in the text.

Have students practice the skill by drawing conclusions of what is not explicitly mentioned in the text. Ask advanced students to underline the part in the text where they can find the answer to this activity.

### 8 Answer the question.

Read with students the sentences that talk about Jim at school. Brainstorm some ideas of what this tells us about Jim's personality. Point out how they are drawing conclusions by using the existing information and what they know about good students to answer this question.

### 9 Check (✓) the sentence that completes the phrase.

Ask students to answer this question individually. Then pair them up to compare answers. Have each pair give evidence of their conclusion by using words from the text to support their answer. Ask two or three pairs to share their conclusions. You may use the Differentiated Instruction strategy after working on this activity.

### 10 Work in pairs. Think about the first story. What happened in the Final Game? Look at the picture and write down your conclusion.

Divide the class into pairs. Have them look at the picture. Tell

## Lesson

## 3

Objective: Identify the order of events in a text.

**CSE:** Can identify cue words to establish the order of events in a story and to consider if it would have ended differently if the events had been in a different order.

## Read It Right!

## Order of Events

When you read a story, it helps to think about the **order of events**. You can ask yourself: *What happened first? What happened after that? What happened last?* You can look for dates. Also, pay attention to words such as: *first, then, next, and finally.*

Sometimes numbers are used to show a sequence. Picture clues can also help you understand the order of events.

## Vocabulary

alarm clock sitting room  
computer text messages  
screen video games

Do you know what these words mean? You can check the Glossary at the end of your book.

- 1 Read the article below. Circle the first event in the sequence.

**One of the First VIDEO GAMES**



Do you like video games? Do you know that your grandparents probably never played a video game in their childhood? In 1961, there were no video games. That year, three young men in a very important university in the United States were working with a new computer. What about creating a game to play?

First, they decided they wanted a game with two players. Then they gave it a name: *Spacewar!* Two spaceships had to fire missiles at each other on the screen. After that, they wrote the rules of the game. Finally, they added some things to make it more interesting, like some sounds and stars in the background.

*Spacewar!* was a success. It showed that computers can do many things.

- 2 Write the words from the box in the right place.

screen video game computer



- 3 Check (✓) what happened last.

They came up with a name   
They set up the rules   
They talked about the kind of game they wanted   
They added some features



- 4 Answer the question.

What happened after they decided what the game was going to be about?

*They wrote the rules of the game.*

## By Yourself

- 5 Read the story. Circle the last event in the story.

**OUTER SPACE ADVENTURE**



"What now? We have no more power!" cried Tessa.

Very early in the morning, after my alarm clock went off, I got a text message from the control station. "Meteor shower approaching. Go back to Mars."

I grabbed a cup of hot chocolate and sat behind the control panel.

"Tessa, where are you?"

"I'm here. I've just had a shower. Is that a storm? We should stay here. Jupiter is big enough to cover us."

"We need to go, but I think Saturn is closer."

Bad choices. Saturn was further away than Mars. Halfway through, an alarm went off. No more fuel!

"I'll send an SOS."

"Jack, we don't have a lot of oxygen left."

"Let's wear our masks and relax in the sitting room. Look! Another spaceship is near. They will come and get us."

When they finally arrived, we felt relieved. But I felt scared too. My boss wouldn't be happy. She had said Mars, right?

**Reader's Choice**  
Identify sequence words in the text to help you see the order of events.

## Order of Events

**Objective:** Identify the order of events in a text.

**CSE:** Can identify cue words to establish the order of events in a story and to consider if it would have ended differently if events had been in different order.

## Activation of Knowledge

Guide students to say what they know about video games; for example: *What video games do you know? What is your favorite videogame? Why? Why do people play video games?*

## Development

## Read It Right!

**Activate Vocabulary** Brainstorm vocabulary related to video games. Use board drawings to elicit words like **computer**, **screen**, and **video games**. Guide them to mention the relationship among these words: **video games** can be played in a **computer** or in different consoles; **video games** need a **screen** to be played.

- 1 Read the article below. Circle the first event in the sequence.

Write on the board: *Order of Events*. Invite volunteers to read

aloud the information provided in the sidebar. Ask students to name one of their favorite video games. Have them explain how they play the video game. Point out they are describing the order of a sequence and ask them what may happen if they don't follow it (the procedure cannot be done appropriately). Explain them that in most texts, they will find a sequence.

Elicit from students if they know the first video game invented. Show the picture on the page and elicit some ideas about the first video game. Have students scan the text to tell you what its name is. Finally, have them read the article and circle the first event.

- 2 Write the words from the box in the right place.

Read the three words in the box. Ask students to identify them and label the picture. Ask students which other devices use the same words. For example, we use screen for phones and tablets. *Video games* can be played in phones and devices like consoles.

- 3 Check (✓) what happened last.

Have students point to the underlined words in the text and identify the last event. Ask them to check the right box. Check their answers as a class.

- 4 Answer the question.

Divide the class into pairs. Ask them to answer the question. Check as a whole class.

**Comprehension Check**

**6 Find the mistakes in the sentences and correct them.**

a Jack's boss said they should go to Jupiter  
...not Jupiter but Mars

b They ran out of hot chocolate in their way to Saturn  
...not hot chocolate but fuel

**Amazing Info**  
Spacewar! was not the only video game created in the 60s, but it was one of the first ones to simulate the games we know today.

**Comprehension Skills Practice**

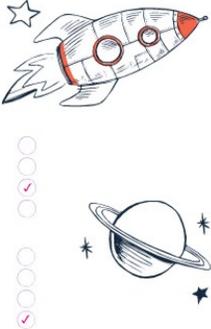
**7 Order the sentences from 1 to 5.**

4 They ran out of power  
1 Jack received a message  
5 They were rescued  
3 Tess talked to Jack  
2 Jack had hot chocolate

**8 Check (✓) what happened...**

a before the oxygen ran out  
They went to Jupiter  
They talked about what to do  
They were found by another spaceship  
They went to Mars

b after Jack received the message  
He went to find Tess  
He sat down  
He drank something  
All of the above



**9 Work in pairs to complete the graphic organizer.**



**Word Power**

**10 Circle the odd one out.**

a alarm clock	bed	closet	car
b keyboard	screen	baseball	mouse
c smartphone	sandwich	computer	tablet
d sitting room	garden	bathroom	kitchen
e text message	e-mail	phone call	control
f video recorder	board game	video game	card game

**Connecting Ideas**

Look at the order of events

- Jack got a message
- Jack had hot chocolate
- Jack talked to Tess

What will happen if Jack decides to go to Mars now and not to Jupiter? Write the ending of the story  
Answers will vary.



### By Yourself

**Activate Vocabulary** Direct students' attention to the words in bold in the text. Guide students to say their ideas regarding those words. Ask questions like: *What is an **alarm clock**? Who has an **alarm clock**? Where can you read **text messages**? What is a **sitting room**? Where can you find **sitting rooms**?*

### 5 Read the story. Circle the last event in the story. 3

Read the information from the **Reader's Coach** box and encourage students to underline the words that show the sequence. Then, have them work individually to find the last event. Monitor to check and identify struggling students.

### Comprehension Check

#### 6 Find the mistakes in the sentences and correct them.

Have students read the two sentences and identify the mistakes. Ask them to correct them and rewrite them using the right information. Check as a class.

Use **Engaging Activity 10: A-Z Topic Summary** to help students to summarize the story they have just read. See pages 100-101.

### Comprehension Skills Practice

#### 7 Order the sentences from 1 to 5.

Read the sentences with students. Have them work individually and order the sentences from 1 to 5. Monitor and see which students are struggling. Pair up strong and weak students, and ask them to compare their answers. Check as a class.

#### 8 Check (✓) what happened...

Write on the board the words *before* and *after*. Ask students what happened before the last event of the story. Ask them what happened after the first event in the story. Have students check the correct answer, paying attention to the words *before* and *after*. Check as a class. You may use the Differentiated Instruction strategy after working on this activity.

#### 9 Work in pairs to complete the graphic organizer.

Organize the class in pairs. Point to the three sentences in the box. Tell students they have to fill in the boxes with the right sentence. Monitor and help where needed.

### Word Power

#### 10 Circle the odd one out.

Read the first set of words. Ask students what the words have in common. Tell them three of them are found in bedrooms, but one

is not. Have them circle the word *car*. Repeat with the second set of words. Again, point out that three words are related to *computers*, but one isn't. Have students complete the rest of the exercise. Help where needed.

### Connecting Ideas

Read the instructions with students. Divide the class into small groups. Ask them to write how the story would have changed if Jack had gone to Mars, and not Jupiter. Ask some groups to read their story out loud. Encourage students to use time linkers.

**Differentiated Instruction** To approach logical-mathematical learners, have students prepare a flow chart with a short sequence of events from a movie or TV program related to space. Ask them to prepare a poster with the flow chart and display it on the walls without writing the title of the movie. Can they recognize each other's movies or TV programs?

### Amazing Info

Explain students that *Spacewar!* showed how much computers can do. Space travel, however, is very expensive and it remains an unfulfilled dream. But science-fiction movies and books help us to see how living in outer space could look like.

### Final Reflection

Divide the class into small groups. Ask them to create their own video game. Have them include the name of the game, how to play it, and some rules. Trace the steps they need to accomplish this task.

Cue Card  
3

Lesson

4

**Objective:** Understand the characteristics of a tall tale to write one.

**CSE:** Can write simple sentences about what other people are/were doing.

Write It Right!

**Tall Tale**

A tall tale is a fictional story. However, it's different to a normal story because it **exaggerates** the truth.

These stories started before there were movies and TV shows. After a long day of work, people would sit around the fire to tell each other funny tales about heroes with the same job as them, who had super strength or courage.

A tall tale always has a superhuman main character with a specific job, a problem solved in a funny way, and exaggerated details to make things seem bigger than they really are.

Amazing Info

Pecos Bill is the character of one of the most popular tall tales. He is a cowboy hero with superhuman abilities.

**1 Read the tall tale and answer the questions.**

Harold Lifesaver Saves the Day!

Harold Lifesaver was the strongest and bravest lifeguard in Acapulco Beach. Everyone loved to tell stories about him.

One day, Tony and Lydia were on vacation. Suddenly, the waves grew higher and higher and the sky turned dark. A woman blew a whistle and raised a red flag signaling no more swimming for the day. A storm was coming! Tony and Lydia started crying. Yes, it was childish, but they were on holiday and wanted to swim! Then Harold Lifesaver appeared from nowhere.

"Harold to the rescue!" he said. He was as strong as a whale and as brave as a swordfish! He ran to the beach and blew as hard as he could, like the Big Bad Wolf in the "Three Little Pigs." The clouds moved away and the waves calmed down. When he raised his hand, the sun shone again.

Everyone cheered. Harold had saved the day!

**a** Who is the superhuman main character?  
Harold Lifesaver

**b** How is the problem solved?  
Harold blows like the Big Bad Wolf.

**c** What is the exaggeration in this story?  
Harold blows away a storm.

## Tall Tale

**Objective:** Understand the characteristics of a tall tale to write one.

**CSE:** Can write simple sentences about what other people are/were doing.

### Activation of Knowledge

Ask students if they have heard about Pecos Bill or Johnny Appleseed or Pancho Lopez. Tell students that, in the past, people would gather around the fire to tell each other stories that grew with time. The more exaggerated, the more entertaining they were.

### Development

#### Write It Right!

**1 Read the tall tale and answer the questions.** 4

Have students read the information from the sidebar and find the three things that characterize a tall tale. Write them down on the board. Then ask them to read the story of Harold Lifesaver. Answer the three questions as a class.

Use **Engaging Activity 8: Quick Draw** to help students visualize the funny and exaggerated details of the story. See pages 100-101.

**Prewriting**

2 Work in pairs. Use the table to help you brainstorm ideas for your tall tale.



Title	
Character	Harold Lifesaver
Setting	Acapulco Beach
Problem	<ul style="list-style-type: none"> <li>Possible answers: There is a shark. There are jellyfish. The sea is polluted.</li> </ul>
Funny Solution	<ul style="list-style-type: none"> <li>Possible answers: Harold befriends the shark and asks him to go to a different beach. Harold collects all the jellyfish and puts them away. Harold cleans the ocean with a broom.</li> </ul>
Exaggerations	<ul style="list-style-type: none"> <li>Possible answers: Harold is as fast as a shark and as smart as a dolphin.</li> <li>The shark could talk. There were millions of jellyfish.</li> </ul>

19

**Draft**

**Useful Language**

**Making your story interesting:**  
 Suddenly...  
 Then...  
 All at once...  
**Talking about a solution:**  
 In the end...  
 Finally...  
 At the end of the day...

**Using adjectives and adverbs for exaggeration:**  
 He was the strongest / bravest / smartest.  
 It was the most frightening / most terrifying...  
**Comparing:**  
 ...as fast as a...  
 ...as smart as a...  
 ...as brave as a...  
 ...as strong as a...

3 Draft your tall tale.

Title: \_\_\_\_\_

b Start your story like in the example and set the scene:  
 Harold Lifesaver was the strongest and bravest lifeguard in Acapulco Beach. Everyone loved to tell stories about him.  
 One day...

c Describe the problem:



d Describe the solution:

20

**Prewriting**

2 Work in pairs. Use the table to brainstorm ideas for your tall tale.

Organize the class into pairs and explain students that they will write their own tall tale. Their main character will be Harold Lifesaver and the setting will be Acapulco Beach. Point to the pictures on the page and ask them to choose one of them as the problem. Then, have them find a solution. Remind students that their tall tales should be funny. They can include some exaggerations for their tale.

**Draft**

3 Draft your tall tale.

Invite students to read the words and expressions included in the **Useful Language** box in silence and choose the ones they think would be useful for their tall tales. Have them write some sentences that will point to the exaggerations they included in their brainstorm session. Once you are sure they understood, guide them to write their draft by reading each of the instructions aloud. Give them some time to write in each of the sections while you monitor to provide any help they may need. Encourage them to go back to the model provided in Activity 1 while they work.

**Revising**

4 Work in pairs. Exchange your diary entries and use the table to revise them.

Organize the class into pairs, have them exchange their books to revise each other's tall tales. Explain that they must cross out the section of the table that expresses their opinion about the tall tale they are revising.

5 Give your classmate respectful feedback on how he or she may improve.

Encourage students to choose the aspect that they consider that needs more work in their classmates' tall tale and provide a respectful suggestion on how he or she may improve it; e.g.: *You could have a funnier way of solving the problem.* Finally, ask students to go back to the Draft section and revise their texts individually by considering the suggestions they received.

**Proofreading**

6 Use the checklist to proofread your tall tale.

Draw students' attention to the **Proofreading Marks** box; explain that this mark is used to delete information they no longer want to include. Then, read each of the statements in the checklist aloud to check comprehension. Give students some time to proofread their text encouraging them to use the delete mark appropriately. Monitor to identify struggling students and offer

**Revising**

4 Work in pairs. Exchange your diary entries and use the table to revise them.

Excellent	Good	Needs More Work
The main character is superhuman and fun.	The main character is superhuman.	The main character is a normal person.
There is a problem linked to the main character's job.	It is unclear how the problem is linked to the main character's job.	There is no problem.
The problem is solved in a funny way with the help of superhuman powers.	The problem is solved in a funny way.	The problem is not solved.
Three to four exaggerated details were included.	One or two exaggerated details were included.	There are no exaggerated details.

5 Give your classmate respectful feedback on how he or she may improve.

✓  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Proofreading Marks**  
If you want to delete something from a text, use this mark: 

**Proofreading**

6 Use the checklist to proofread your tall tale.

	☺	☹
Did I use words and expressions to make my story interesting?		
Did I use appropriate language to talk about a solution?		
Did I use adjectives and adverbs for exaggeration?		
Did I use appropriate expressions to compare?		

**Publishing**

7 Write the final version of your tall tale. Be creative!

**Writer's Coach**  
Stories need illustrations. Don't forget to draw Harold Lifesaver saving the day!

individualized feedback. If you consider it necessary, review some irregular past tense verbs to help students polish their work.

### Publishing

#### 7 Write the final version of your tall tale. Be creative!

Explain that now students will create the final version of their tall tale using the tools and materials they wish. Read the information provided in the **Writer's Coach** box to encourage them to include illustrations. You may use the Differentiated Instruction strategy after working on this activity.

**Differentiated Instruction** To approach environmental-naturalist learners, suggest students to create a small add next to their tall tale with three suggestions of how to keep the sea clean.

### Amazing Info

Explain to students that tall tales started in the American West when people were colonizing new territories. Although some of the legends might have been based in some truth, they grew with time and became comical.

### Final Reflection

Tell students to watch one movie about one of the following tall tales: Johnny Appleseed, Pecos Bill, or David Crockett.

**Cue Card**  
4

## Lesson

## 5

## 1 Read the recipe below. Identify the number of steps.

Breakfast is the most important meal of the day. It gives you energy for school. When you feel tired, you cannot study well. So, here is a delicious recipe you can make.

**French Toast**



**Preparation**

1. Beat the egg with the vanilla and the cinnamon.
2. Add the milk and stir.
3. Dip the bread inside the egg mixture.
4. Put the bread on a hot pan with a little oil or butter.
5. Turn the bread over.
6. When it's brown on both sides, serve.
7. Put some honey on top. You can add different toppings, such as strawberries, bananas, butter, or berries.

**Ingredients**

- 1 egg
- 1 teaspoon vanilla
- 1/2 teaspoon cinnamon
- 1/4 cup milk
- 4 slices of bread
- honey

**Objective:** Understand simple instructions in a text.

**GSE:** Can follow the sequence of events in a short text on a familiar topic.

### Read It Right!

**Sequence: Steps in a Process**

A how-to article tells you how to make something. It can help you bake a cake, build a plane, or fix a bicycle. These articles use **steps**. Sometimes the writer uses numbers or words like *first*, *next*, *then*, and *last*.

Stories may also show the steps in a process. Look for key words to see the order of events. You can make a chart to show this process.

### Vocabulary

add                      serve  
honey                  turn on  
prepare                video

Do you know what these words mean? Some sound like Spanish. You can check the Glossary at the end of your book.

## 2 Complete with a word from the box.

add    honey    serves

Bees make honey. I like to add it to my yogurt. My mom serves it in a bowl!

## Sequence: Steps in a Process

**Objective:** Understand simple instructions in a text.

**GSE:** Can follow the sequence of events in a short text on a familiar topic.

### Activation of Knowledge

Have pairs make a list of the different food they usually have for breakfast. Elicit answers from the class and write students' ideas on the board. Guide them to realize how different or similar their breakfasts are.

### Development

### Read It Right!

**Activate Vocabulary** Write on the board the words **add** and **serve**. Have some volunteers to mime the activities. Make sure students understand the meaning of those words. Tell them that those words are common in recipes. Then, write on the board the word **honey**. Elicit information about that word asking: *What animal produces honey?*

## 1 Read the recipe below. Identify the number of steps.

Ask students what they do when they want to bake a cake or fix a

**3 Check (✓) what might happen if you miss step 4.**

It won't cook

It won't have any flavor

It won't look nice

It won't have any fruit

**Reader's Coach**  
If you miss a step, the result will be different! What will happen if you forget to add the milk?

**4 Answer the question.**  
Which step shows when the food is ready to eat?  
step 4

**By Yourself**

**5 Read the report. Identify the number of steps you must follow to make a YouTube video.**

**School Project**

To: Mrs. Kilmer  
From: Vince Jones  
Objective: To make a YouTube video  
Process:  
First, I thought about what my video would be about. I decided to show how to **prepare** French toast for breakfast.  
Then I asked my dad for his smartphone. He said yes. I prepared the table with all the ingredients. My mom showed me how to **turn on** the stove.  
Next, I needed a cameraman. My older brother offered to help. He began recording. I **spoke loud** and clear. I made the mixture. My mom had to help me to cook the bread because I had some problems to flip them over.  
Finally, my brother was about to start filming the **video** and to upload it, but there was a problem.  
Result: Mrs. Kilmer, you will not believe this. My dog ate the French toast!

There are four steps.

5

**Comprehension Check**

**6 Check (✓) the sentence that tells the main point of the story.**

Vince's dog

How to make a YouTube video

Vince's family

How to make French toast

**Amazing Info**  
Some children have become famous and rich because of the videos they upload on YouTube. The top kid YouTube stars under 12 years old reach millions of subscribers. They upload music videos, toy reviews, and funny adventures.

**7 Answer the questions.**

a Who did Vince write to?  
to Mrs. Kilmer

b Why did he write her?  
to explain her the procedure he followed to make his Youtube video

c What did Vince's dog do?  
He ate the French toast.

**Comprehension Skills Practice**

**8 Complete the steps to make a YouTube video.**  
**How to Make a YouTube Video**

film   upload   decide

a First, decide what the film will be about  
Then, ask for a smartphone

b Next, film your video

c Finally, upload your video to YouTube

Remember that it is useful to look for key words to see the order of events.

bicycle. Point to the sidebar and read together the characteristics of a how-to-article. Write on the board the way to identify a process: *using numbers or sequence words.*

Ask students what they had for breakfast. Have students analyze the text. Elicit information regarding its structure: *What sections can you find? What kind of text is it? What information does it provide?* Point to the photograph and have students tell you who has tried French Toast. Elicit how to make it. Invite students to read the recipe and encourage them to tell how many steps there are in the text.

**2 Complete with a word from the box.**

Read the words from the box and have students complete the sentences. Check as a class.

**3 Check (✓) what might happen if you miss step 4.**

Have a volunteer read step 4 in the recipe. Then have students read steps 3 and 5 without 4; ask what might happen. Have students check the right answer. Ask the question in the **Reader's Coach** box and elicit the answer.

**4 Answer the question.**

Read the question with students and divide them into pairs. Have them answer the question together. Check as a class.

**By Yourself**

**Activate Vocabulary** Write on the board the words **prepare** and **turn on**. Elicit some synonyms for those words. Then, ask students if they have ever seen a **video** of someone preparing a dish. Make sure students understand the meaning of the vocabulary words (**prepare**, **turn on**, and **video**).

**5 Read the report. Identify the number of steps you must follow to make a YouTube video. 5**

Ask students to identify and tell you the sequence words in a text. Write on the board the words *first*, *next*, *then*, and *last*. Have students read the text and underline the sequence words they find; monitor and help struggling students. Point to the words in the text if they are having trouble identifying the steps. Ask students to count the number of steps which are defined by the clue words. Check as a class. You may use the Differentiated Instruction strategy after working on this activity.

**Comprehension Check**

**6 Check (✓) the sentence that tells the main point of the story.**

Have students check the main idea of the report. Check orally.

**9 Work in small groups. Imagine you will make your own YouTube video. Complete the chart.**  
Answer one card.

What will the video be about? Start with: How to ...	
What will you use to film it? A camera? A smartphone? A computer?	
Where will you film it? Who will be in it?	
How long will it be? Five minutes? Ten minutes?	

**Word Power**

**10 Circle the right word.**

This is an easy breakfast you can prepare / upload yourself. I saw it in a calendar / video. You only need a toaster. Put some slices of bread inside. Don't forget to turn on / disconnect the toaster. When the bread is ready, put it on a plate. Spread on some honey / oil. You can add / dip butter if you want to. Serve! Put with fruit on the side. Yummy! Enjoy!

**Connecting Ideas**

In your notebook, write how to prepare a snack you like. Write four to six steps. Share it with a friend. Does it sound easy or difficult?

## 7 Answer the questions.

Divide the class into pairs; have students answer the questions and monitor their work. Check as a class.

Use **Engaging Activity 4: Response Cards** to promote students' creativity. Invite small groups to write a different ending for the report on their response card. See pages 100-101.

## Comprehension Skills Practice

### 8 Complete the steps to make a YouTube video.

Point to the box with the three key words and ask students to complete the steps using them. Read the answers with the class.

### 9 Work in small groups. Imagine you will make your own YouTube video. Complete the chart.

Organize the class into small groups. Have each pair imagine they will create their own YouTube video. Ask them to complete the chart and when they finish, ask them to join another pair. Have them share their ideas. Then, regroup pairs again and have them share their charts. Have the class vote for the most interesting idea.

## Word Power

### 10 Circle the right word.

Suggest students to use the information provided in the Glossary to work on this activity.

## Connecting Ideas

Brainstorm with the class easy snacks they like, such as sandwiches, nachos, or quesadillas. Ask each student to write how to prepare a snack using from four to six steps. Give them the choice of using numbers or clue words to write the sequence. Divide the class into pairs. Have them share their recipes and decide if they are easy or difficult to make.

**Differentiated Instruction** To approach bodily-kinesthetic and interpersonal learners, divide the class into small groups. Ask them to act out Vince's report. Have them take a different role—dad, mom, older brother, Vince, dog—and perform the story. One of them can even be the teacher and decide what to do about Vince's grade.

## Amazing Info

Explain that many children are becoming famous and rich because of their YouTube videos. They have probably seen some of them. You can mention and watch some videos from Ryan ToysReview, Seven Awesome Kids, and EthanGamer.

## Final Reflection

Invite students to find the best breakfasts recipes in the world. Some interesting countries are Venezuela, Turkey, Scotland, Mexico, and Israel. Have them compare and vote for their favorite.

## Cue Card 5

**Lesson**

**6**

**Objective:** Use the title and pictures to predict what a text will be about.

**GSE:** Can follow simple stories with basic dialogue and simple narrative.

**Read It Right!**

**Sequence: Predicting Outcomes**

When you read a text, you can use the title, the pictures, or your background knowledge to guess what the text will be about. This is called a **prediction**. This strategy prepares you to read and understand a story.

A good reader asks this question: *What do I think will happen next?* Sometimes our predictions are wrong. No problem! You can make **new predictions** based on the new information you receive in the text.

**Vocabulary**

bat	pack
bug	theater
desert	trip

Do you know what these words mean? You can check the Glossary at the end of your book.

**1 Look at the pictures and read the title. In teams, predict what the story will be about.**

**A SCAVENGER HUNT?**

By Irene Thomas

Thomas and Grace opened the package fast. It was from uncle Fred who was taking them on vacation next week.

"A soda straw?" asked Thomas in surprise when he opened the box.

"Popcorn?" laughed Grace.

"There's also a lily pad and a pearl!" said Thomas.

"Is this a joke? Uncle Fred said he would send some clues about our trip. Last year he sent a postcard with a beach and we went to Los Cabos! But now? Is this a scavenger hunt?"

"I guess we will find out next Monday," said Thomas looking at the calendar.

"Oh, no! That's too long for me! I guess we will go to the movies and drink soda, eat popcorn, wear pearls, and watch a movie about a lily pad. What do you think?"

"No clue. Just remember to pack your inhaler!" Thomas reminded her.



**2 Write a word from the text that corresponds to each of the following definitions.**

a put things inside a suitcase — pack

b a journey or excursion — trip

**3 Check (✓) your opinion.**

a I think uncle Fred is ...

sick

fun

b I think this because ...

*Possible answer: He sent fun clues.*

**Reader's Coach**

You can make predictions by looking at the illustrations. What do they tell you?

**4 Answer the question to elaborate a prediction.**

Where do you think the twins will go? Why do you think that?

*Answers may vary.*

**By Yourself**

**5 Read the rest of the story. Check (✓) if your predictions were right.**

**A SCAVENGER HUNT?**

Part 2

"Is this a scavenger hunt, uncle Fred?" asked Grace. They were wearing hiking shoes and their backpacks. That morning they have traveled to a place in New Mexico.

"These are the Carlsbad Caverns," said uncle Fred and they went in. "Do you see the different shapes of rocks? They have nicknames. That one is a soda straw! And this is called popcorn!"

"This one looks like a lily pad!"

"And these round rocks are like pearls!"

"Let's go back now. We want to be at the outside theater by sunset."

"Why?" Thomas asked.

"Because thousands and thousands of bats will go out to hunt bugs in the desert and we don't want to miss the show. It will be amazing and noisy!"

Suddenly, Grace cried.

"I need my inhaler!"

Uncle Fred and Thomas looked but couldn't find it in her backpack. Then, Thomas remembered mom had put a small red bag in his own bag. Everything would be fine!



My predictions were:  right  wrong *Answers may vary.*

## Sequence: Predicting Outcomes

**Objective:** Use the title and pictures to predict what a text will be about.

**GSE:** Can follow simple stories with basic dialogue and simple narrative.

### Activation of Knowledge

Divide the class into pairs. Have students talk about what they usually do on vacations. Encourage them to mention the places they have visited. Ask questions like: *What places have you been to? Have you ever seen a cave?*

### Development

#### Read It Right!

**Activate Vocabulary** Write on the board the words **trip** and **pack**. Elicit key ideas regarding the meaning of those words. Then, ask students to talk about the things they usually **pack** when they go on a **trip**.

**1 Look at the pictures and read the title. In teams, predict what the story will be about.** 6 

Write on the board: *Spiderman saves Batman*. Ask questions to

help students make predictions about; for example: *Do you think this might be a title of a book, a novel, or a comic? What do you think the text is about?* Explain they are making predictions based on the title and their previous knowledge of superheroes. Read the information in the sidebar and ask students the key question to make a prediction.

Have students look at the pictures. Then, read the title and explain a scavenger hunt is a game in which you collect different objects. Organize the class into teams and have them share impressions to predict what the story will be about. Invite teams to share their answers encouraging them to give reasons.

**2 Write a word from the text that corresponds to each of the following definitions.**

Have some volunteers read the definitions. Ask them to find in the text the words that are being described.

**3 Check (✓) your opinion.**

Have students check their opinion. Ask some students to share their answers for a and b. Allow all kinds of answers as this is a free exercise.

**4 Answer the question to elaborate a prediction.**

Review their predictions from Activity 1. Ask: *Were they right? With the new information from the text, what will happen next?*

**Amazing Info**  
Carlsbad Caverns National Park is in New Mexico. It is a collection of 120 caverns. The Big Room is the park's main attraction because it is the largest cave chamber in America. It is the size of seven football fields!

**Comprehension Check**

6 Check (✓) the correct answer.

a What do the nicknames like "pearl" and "popcorn" show?  
 the types of animals in the cave   
 the shapes of the rocks   
 the places in their holiday   
 the caverns in the mountains

b Where was the inhaler?  
 in Thomas' backpack   
 in Grace's backpack   
 in uncle Fred's backpack   
 in none of the places above




**Comprehension Skills Practice**

7 According to the text, make more predictions.

What will Thomas and Grace see in the open theater?	What will Thomas and Grace hear in the open theater?	What will Thomas and Grace feel in the open theater?
thousands of bats flying	wings, people talking, lots of noise	excitement, surprise

**8 Work in pairs. Look at the pictures and make more predictions.**




a What do you think happened at the end of the day?  
 Grace fell down and scraped her knee.

b What do you think Thomas is thinking?  
 Possible answers: He had a good day. He liked the bats.

**Word Power**

9 Check (✓) the correct definition according to the context of the story.

a trip  vacation  a fall  
 b bat  equipment for baseball  a nocturnal animal  
 c desert  dry and waterless land  a flock of birds  
 d bug  insects  bacteria  
 e theater  a cinema  an outdoor area for performances  
 f pack  put things inside a bag  store in ice

**Connecting Ideas**

Imagine you are Grace or Thomas. Write a postcard to your mom about your trip with uncle Fred. Include your adventure in the caves and add a new place you will visit tomorrow.

Motivate students to answer the questions. When they finish, have some volunteers read their answers.

**By Yourself**

**Activate Vocabulary** Write on the board the words *theater*, *bat*, *bug*, and *desert*. Call out a word and have students point to the corresponding picture in the text. Say: *In those places, you will probably find bugs.* Elicit the meaning of *bug* (insect).

**5 Read the rest of the story. Check (✓) if your predictions were right. 6**

Read the information in the **Reader's Coach** box and elicit different answers for the question. Then have students read the text and share if their predictions were right or not. You may use the Differentiated Instruction strategy after working on this activity.

**Comprehension Check**

**6 Check (✓) the correct answer.**

Have students read the questions and check the answers. Monitor the activity and identify the struggling students. Check as a class, but before giving the right answer, have students read the sentence that gives evidence for their answer.

Use **Engaging Activity 15: Three-column Chart** to have students reflect on the information they already know and be able to make predictions about where they think Thomas and Grace are going. See pages 100-101.

**Comprehension Skills Practice**

**7 According to the text, make more predictions.**

Divide the class into trios. Have students complete the chart. Motivate some groups to share their answers. Guide students to reflect on the part of the text they used to make predictions, and about the ideas that come from their previous knowledge of bats and shows.

**8 Work in pairs. Look at the pictures and make more predictions.**

Organize the class into pairs. Try to match shy students with outgoing students to have more balance in their predictions. Tell students the pictures show what happened at the end of the day. Have students answer the two questions while you monitor. Check orally.

## Word Power

## 9 Check (✓) the correct definition according to the context of the story.

Tell students that some words have more than one meaning. Point to the first word and read both definitions. Have students go back to the text and see what the word means in the text. Check as a class.

## Connecting Ideas

Draw on the board a postcard. Tell students one side should have an illustration of Carlsbad Caverns. On the other side, they should write a short note to their parents telling them some things about their trip and adding one new place they will soon visit. Have students exchange postcards to read each other's work.

**Differentiated Instruction** To approach bodily-kinesthetic and environmental-naturalist learners, divide the class into small teams. Have them prepare a scavenger hunt in an open area like the playground. Things to find can include rocks, leaves, and even insects.

## Amazing Info

Explain that Carlsbad Caverns have a special scavenger hunt organized for kids in which they can explore their chambers to see different stalactites and other interesting rock formations. Add that, during the summer, bat flight can be seen in the amphitheater.

## Final Reflection

Invite students to research about a national park near their area. What can they do there? What can they see?

## Cue Card

6

## Lesson

7

Objective: Identify the relation of cause and effect in a text

GSE: Can identify key information in short, simple, factual texts

## Read It Right!

## Cause and Effect

Many stories and articles are based on events. It's important to think about these events and what caused them. There are **two key questions**: *What happened?* and *Why?*

When you answer the first question, you will know the **effect**. When you answer the second question, you will know the **cause**.

## Vocabulary

dangerous	parking lot
field	storm
jar	towel

Do you know what these words mean? You can check the Glossary at the end of your book.

## 1 Read the text. Write down what the experiment is about.

## Clean Up Your Mess!

You have just spilled water on the table. Again! Mom is not happy. You need to clean your mess! What do you use to absorb water? Let's try this experiment.

## You need

- a tall jar
- masking tape
- water
- paper towels
- facial tissues
- a hand towel
- notebook and pen

## Procedure

- Fill the jar with  $\frac{3}{4}$  of water. Mark the water level with masking tape.
- Place the paper towels inside the jar until they absorb the water.
- Remove the paper towels and mark the water level left.
- Repeat the two previous steps with the facial tissues and the hand towel.
- Make notes. Which material absorbed more water?

## Results

The hand towel absorbed more water.  
Why? Because it's thicker. Paper towels and facial tissues have a fiber called "cellulose" that helps to absorb. The hand towel has an additional fiber: cotton, and so it absorbs better. Now you know what to use or not to use to clean fast.

The experiment is about **what material absorbs more water.**

## Cause and Effect

**Objective:** Identify the relation of cause and effect in a text.

**GSE:** Can identify key information in short, simple, factual texts.

## Activation of Knowledge

Spill some water on a table and ask: *What happened? How can I clean the table? Do you have to help your parents / family members to clean your house? Why?* Elicit different answers.

## Development

## Read It Right!

**Activate Vocabulary** Use realia or board drawings to teach or recycle the following vocabulary: **jar**, **towel**. Ask some volunteers to come to the front. Call out a word and ask the student to point to the corresponding object or picture. Repeat the procedure with another student.

## 1 Read the text. Write down what the experiment is about.

Throw a pencil to the air and make it land on the floor. Ask students: *What happened?* Guide them to say: *The pencil fell.* Then, ask: *Why did it happen?* Students should answer: *Because of gravity.* Tell students the pencil fell (effect) because of gravity (cause). Read the information provided in the sidebar to reinforce this idea.