

Lesson
1

Objective: Identify the main idea and supporting details.

CSE: Can understand the main ideas in short, simple stories on familiar topics.

Read It Right!

Main Ideas and Details

The **main idea** is the most important thought of a paragraph or text. To find the main idea, ask yourself: *What is being said about the person(s), thing(s), or idea (topic)?* Sometimes, the main idea is stated clearly, that is, it appears in the text. But other times, the main idea is unstated and has to be inferred from all the sentences and ideas in the text.

Main ideas always have supporting details. In a fiction story, these **details** give more information about the plot, the characters, or the setting. In a non-fiction text, they give specific information and examples.

Vocabulary

breeze improve sand seashells shore surf

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

1 Read the text below. In teams, discuss what you think the main idea is.

Dear Emily,

I'm writing this postcard from the beach. I'm having so much fun! This is the best summer vacation ever! It's sunny and hot. I thought the ocean water was going to be warm, too, but it is actually a little cool. I can still swim for hours every day. I never get tired. I've improved my swimming a lot in just a few days. I also jump the waves with my little brother on the shore, and sometimes we make sand castles—he brings water in his bucket and I help him make the castle. Yesterday I collected pretty little seashells and made a bracelet with them. I'll make one for you. Tomorrow we'll go water skiing because my dad loves water sports. I can't wait, I'm sure it will be an adventure.

It's really wonderful here. See you soon!

Love, Samia

2 Check (✓) what "shore" means.

large body of salt water with waves

where mountain and water come together

where water and sand come together

3 Answer the questions to analyze details given in the text.

a What activities did Samia do at the beach?

She swam for hours every day. She jumped the waves with her little brother on the shore. She helped her brother make sand castles. She collected seashells and made a bracelet. She went water skiing.

b Which expressions does she use to express how she feels at the beach?

I'm having so much fun! This is the best summer vacation ever! I never get tired, I can't wait. It's really wonderful here. (Accept any other valid answer.)

Reader's Coach

If you cannot find the main idea of a text, the title will usually guide you. You can also look for repeated words or ideas.

4 What do you think is the main idea of the text?

Possible answer: Samia is having a really good time at the beach.

By Yourself

5 Look at the pictures and read the text.

The Beach

People usually go to the beach during the summer because of the nice weather. Imagine the beautiful and peaceful landscapes. The beach seems like a very relaxing place. Experts say that the beach is good for our health because there are many ways to relax there. The beach's relaxing properties are related mainly to the senses. Let's see. You can look at the blue color of the ocean. You can listen to the waves and feel the breeze. You can smell the ocean. You can feel the warm sand on your feet. You can sit on the sand and rest all day. All these simple activities can relax you. In addition, at the beach you can do sports. Sports are relaxing, too. For example, you can run on the sand or swim in the ocean. You can surf or just jump the waves with your family. If you need to relax, the beach can be a very good place to visit.



Main Ideas and Details

Objective: Identify the main idea and supporting details.

CSE: Can understand the main ideas in short, simple stories on familiar topics.

Activation of Knowledge

Ask students what they know about beaches and if they like them.

Development

Read It Right!

Activate Vocabulary Ask students what activities they cannot do very well. Ask: *How can you do them better?* (practice more) So, if you practice more you can **improve**. (Write **improve** on the board.) Say: *I was not a good skater and practice every day to **improve** my skating.* Elicit a few examples. Show students the picture in the text. Ask what they can find on a beach and point to the pictures of **seashells** and **sand**. Then say: *There are some **seashells** on the **sand**.*

1 Read the text below. In teams, discuss what you think the main idea is.

Draw a mind map on the board and write *Main Idea* in the main

circle. Ask students: *Do you think the topic could be the main idea? And the title? And a summary?* and encourage them to share previous knowledge. Encourage them to think about texts or stories they have already read to answer the questions and have them share their examples. Complete the mind map with *topic*, *title*, and *summary* and have students copy it. Ask volunteers to read the information provided in the sidebar aloud and check comprehension by asking: *What can you ask yourself to find the main idea? What can supporting details do in a text?* Read the text aloud and encourage students to review the Glossary. Give them time to discuss what they think the main idea is. Check orally.

2 Check (✓) what "shore" means.

Tell students that sometimes they can infer the meaning of a word by checking the context. Have them reread the sentence where the word *shore* appears and choose the correct option.

3 Answer the questions to analyze details given in the text.

Have students list the activities that Samia did at the beach and then the expressions she uses to express how she feels.

4 What do you think is the main idea of the text?

Have students think about the main idea of the text. Use the information provided in the **Reader's Coach** box to have them reflect on the idea that Samia repeats certain words to show her

Amazing Info
Beach tourism goes hand in hand with warm or hot weather but there are plenty of beaches with year-round cold weather, as in England or Sweden, these beaches are usually not visited by many tourists.

Comprehension Check

6 Answer the questions in your notebook.

- Why do people usually go to the beach during the summer?
because of the nice, warm, sunny weather
- What are three relaxing elements you can find at the beach?
blue color of the ocean, sound of the waves and breeze, smell of the ocean, warm sand
- What is the importance of the title?
It tells you about the place the text is going to be about.

Comprehension Skills Practice

7 Work in small teams to answer the questions.

- Which sentence gives the idea of the first paragraph of "The Beach"?
 - The beach is better in the summer
 - Beaches always have beautiful landscapes
 - The beach seems like a very relaxing place
 - Exercising can truly relax you
- Which sentence is not a supporting detail for the main idea?
 - The beach is good for your health
 - It is better to go to the beach in the summer
 - The sound of the waves can be relaxing
 - You should not go to the beach in the winter
- Is the main idea in "The Beach" stated or unstated?
stated
- What is the main idea of "The Beach"?
If you need to relax, the beach can be a very good place.

Remember that the main idea is the most important thought of a paragraph.

8 Work in pairs. Reread "The Beach" and answer the question by completing the table.

What helps people relax at the beach?	
nice weather	feel the breeze
beautiful landscapes	smell the ocean
peace	feel the warm sand on your feet
look at the blue color of the ocean	rest on the sand
listen to the waves	do sports

Word Power

9 Match each word to its meaning by writing the letters on the lines provided.

- improve b the land along the edge of a body of water
- shore e the very tiny, loose pieces of rock that cover beaches, deserts, etc.
- sand f to ride on waves standing on a special board
- seashells d the hard, empty shell of a small sea creature (such as a clam)
- breeze a to be better at something or to make something better
- surf c a gentle wind

Connecting Ideas

In your notebook, write a short postcard to a friend about (choose one):

- a fun trip you took
- activities that make you feel relaxed

Make sure your main idea is clear. Include supporting details.



feelings. Ask students to compare their answers with a partner. Elicit some of their ideas to see if they coincide.

By Yourself

Activate Vocabulary Tell students that there is always a beautiful **breeze** (mime a **breeze** moving your hair) at a beach and write the word on the board. Draw a picture of a beach on the board, point the land along the ocean, and say: *This is the shore*. Then, draw a surfboard and an ocean wave and say: *This is used to surf on the waves*. Write the words **shore** and **surf** on the board and elicit some examples from students.

5 Look at the pictures and read the text. 1

Students will work individually. Remind them to check the Glossary and help them with any other unknown vocabulary. Monitor to check and identify struggling students.

Comprehension Check

6 Answer the questions in your notebook.

Have students look for the answers in the text. Closely monitor the struggling students you identified before (if any). Check orally.

Comprehension Skills Practice

7 Work in small teams to answer the questions.

Have students practice the skill in groups by answering different types of questions. Encourage the least advanced students to recall words from the text to express their ideas and to listen to the most advanced students. You may use the Differentiated Instruction strategy when working on this activity.

Use **Engaging Activity 14: True-False Sorts** to energize students. See pages 100-101.

8 Work in pairs. Reread "The Beach" and answer the question by completing the table.

Explain to students that they will now complete a table with supporting details. Explain that we are all different and that some people take more time to process or find the necessary information. To make sure students participate, encourage them to take turns giving their answers.

Word Power

9 Match each word to its meaning by writing the letters on the lines provided.

Suggest students complete the activity using only their memory or by rereading the text. Have them use the Glossary to check their answers.

Connecting Ideas

Invite students to connect their own experiences with the texts by working on this activity. Encourage them to include a clear main idea (stated or unstated), and to include as many fun details as they can. If possible, encourage them to make a drawing to accompany the text. Remind them the drawing should either illustrate the main idea or one or several supporting details.

Differentiated Instruction To develop interpersonal intelligence, have students cooperate in Activity 7. Form groups of students with different levels of English and encourage them to help each other choose and discuss the answer, not just to say the answer and not let others participate. Have students tutor each other.

Amazing Info

Ask students if they like beaches and what they do there. Have a couple of students read the information out loud while the rest follow along in their books.

Final Reflection

Remind students that not all beaches have hot weather all year round. Invite students to research the weather of some beaches in different countries and create a comparative table. Suggest that they include the northern and southern hemispheres, and hot and cold weather. In small groups, have them talk about which beaches they would like to visit and why.

Cue Card

1

Lesson

2

Objective: Learn how to draw conclusions

GSE: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts

Read It Right!

Drawing Conclusions

A **conclusion** is an opinion you reach after taking into consideration all the information you have. To draw conclusions, it is important that you collect information. This information is called *evidence or clues*. You can use the evidence to explain how you came to a conclusion. So, **drawing a conclusion** is like playing detective. You need to look for as many clues as possible to solve a mystery. If you do not collect all the important information, you might come to the wrong conclusion. To draw conclusions check all the information and details in the story.

Vocabulary

centuries	mark
changed	too many
fresh	wet

1 Look at the pictures and read the title. In small groups, discuss what you think the text is about.

A Necessary Invention

Some inventions are created by accident while others are created as a solution to a problem.

Some **centuries** ago, people had to eat everything on the same day they bought it. Then they realized ice kept food **fresh** for several hours, even one whole day, so they started using ice and cold temperatures to keep food fresh.

People froze food especially in the winter because there was not much to hunt, fish, or collect. This means there was not much fresh food in the markets. Richer people had cool rooms at home. Others put ice in boxes or just kept ice around the food.

Nowadays we have an invention that solves this problem. What invention do you think it is?




2 Look for words in the text that fit the following definitions.

- a periods of 100 years centuries
- b recently picked produce or prepared food, not frozen fresh

Reader's Coach

You can use your own experiences and knowledge to draw a conclusion. For example, What happens to food if you leave it out for a long time?

Drawing Conclusions

Objective: Learn how to draw conclusions.

GSE: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Activation of Knowledge

Ask students what inventions they think are the most important to man. Write their answers on the board.

Use **Engaging Activity 18: Sentence of the Day** to avoid a lot of bustle at the beginning of a class and help students with a quick review of grammar, spelling and / or punctuation. See pages 100-101.

Development

Read It Right!

Activate Vocabulary Ask students what you call 100 years. If no one knows, write **century** on the board. Elicit some sentences. Elicit where they keep meat and vegetables, so they don't go bad quickly (refrigerator). Then say: *Refrigerators help keep food **fresh** longer.* Write **fresh** on the board and elicit some sentences to check comprehension.

3 Answer the questions to draw conclusions about the text.

a What was the problem people had during the winter some centuries ago?
Possible answers: There was not much fresh food to hunt, fish, or collect. There was not much food in the markets.

b What was the solution people found to that problem?
Possible answer: They found a way to keep food fresh for a few hours or days.

c How do you keep food fresh for several days at home?
in the fridge.

By Yourself

4 Look at the pictures and discuss in pairs what problem the invention described in the text solved. Then read the text.

A Story About How Humans Started to Write

This story happened a long time ago in a faraway country. People lived in nature happily—they spoke to each other, but they didn't write anything because writing didn't exist. They worked the land and had animals. First, they lived in little towns, and then the towns started to grow. Sometimes they had too many vegetables or too many animals, so they decided to sell or exchange the extra food and animals.



One day, a man didn't remember how many cows he had sold and he started making marks on wet pieces of clay with a stick. The marks were drawings. If he sold three cows, he drew three cows.



After some time, another person changed this because he didn't want to make so many drawings. He used lines to mean 1 and circles to mean 10. This way he could count! So, for 23 bananas, he wrote OO III and then drew just one banana.






Amazing Info
In 1968, Spencer Silver invented a weak adhesive that everybody thought useless, but Arthur Fry used it to create little pieces of paper that could be stuck on books without damaging pages: post-its were born.

Comprehension Check

5 Answer the questions.

a What is the story about?
Possible answers: The beginning of writing. The invention / creation of writing. How people started writing because they needed to keep records. Accept any valid answer.

b What problems does the story describe?
Towns grew and people started selling extra vegetables and animals to other people in town. So, they probably sold a lot some days. It was easy to forget. So, they needed a way to keep a record and remember.

c What would you do if there were no paper or pens available? What natural elements from the environment would you use to write?
Answers will vary.

Comprehension Skills Practice

6 Check (✓) the correct option.

a At the beginning of the story...	b Why did people start "writing"?
<input type="radio"/> only written words existed	<input type="radio"/> to do drawings on clay
<input checked="" type="radio"/> only spoken words existed	<input type="radio"/> because they wanted a change
<input type="radio"/> written and spoken words existed	<input type="radio"/> to record things from nature
<input type="radio"/> there were no existing words	<input checked="" type="radio"/> to remember what they said

7 Work in pairs. Reread the text to answer the questions.

a Why did people write on wet clay and not on dry clay?
Because wet clay is easier to mark. They didn't have pens, so they could not easily mark dry clay.

b Why did they change the way they recorded their sales or exchanges?
Because it was faster and easier to write less.

c Was the invention of writing an accident or a solution to a problem?
Try to guide them to answer "solution to a problem of memory or of record keeping," but the main objective is making them infer, so accept any valid answer based on clues and reasoning.

You discussed this question after rereading the text; did your conclusion change? Discuss

1 Look at the pictures and read the title. In small groups, discuss what you think the text is about.

Have students look at the pictures and read the title only. Ask: *What do you think the text is about?* Have them discuss the topic and their reasoning. Read the information provided in the sidebar aloud and check comprehension by asking: *How can you draw conclusions? What do you need to draw conclusions?* Read the text aloud. After reading, have another discussion about what they think the invention is.

2 Look for words in the text that fit the following definitions. Remind students that it is important to read the definitions of unknown words in English, not just have the translation in Spanish. Have them read the definitions and write the words.

3 Answer the questions to draw conclusions about the text. Read the information provided the **Reader's Coach** box to help students answer the questions. Explain that these questions will help them dig deeper into the details. Check orally.

By Yourself

Activate Vocabulary Show a picture of someone making pottery with wet clay. Say: *People use **wet** clay to make pots.* Write **wet** on the board. Elicit some sentences. Ask who can eat 100 tacos in one meal. (no one) Say: *Yes, that's **too many**.*

Write and elicit more examples for **too many**. Show a picture of yourself as a child and ask: *Do I look the same now?* (no) Explain: *People **change** as they grow up.* Write and elicit some examples. Draw students' attention to the pictures in the text and have them infer the meaning of **marks**.

4 Look at the pictures and discuss in pairs what problem the invention described in the text solved. Then read the text. 2

Students will work in pairs. Tell them to only look at the pictures and discuss what problem they think the invention described solved. Ask them to write down their conclusions, as they will go back to them in Activity 7c. Then have them read the text. Remind them to check the Glossary and help them with any other unknown vocabulary.

Comprehension Check

5 Answer the questions. Have students reread the text if necessary to answer the questions. Check orally. Help any struggling students, as drawing conclusions might be a difficult strategy for some of them.

8 Answer the question.
How did you record your experiences before you learned how to write?
Possible answers: by memory, drawing, keeping mementos or souvenirs, etc.

9 Read the conclusion and write clues. Check the text and use your own experience.

Details from the Text	What I Know	My Experience	Conclusion
People didn't write. It started as a very simple system.	Possible answers: If writing changed once, it can change more times. There are always new inventions; now instead of words we sometimes use emojis.	Answers will vary.	Drawings were the beginning of the writing system we use today.

Word Power

10 Complete the texts by writing a suitable word from the box on the lines provided.

too many centuries wet marks changed fresh

a Many centuries ago, people sometimes had too many vegetables that were going bad, so they decided to start selling or exchanging them. They didn't know how to fresh them fresh at first.

b Writing changed the world. People could finally record information. How did they do it? They used wet clay and made marks on it. Then they let it dry. Very imaginative, don't you think?

Connecting Ideas
Choose one of the inventions in the texts and write a short evaluation. Do you think it was a good invention? Why? Use the information in the texts and your own experience in your conclusions.

Comprehension Skills Practice

6 Check (✓) the correct option.

Have students work individually to check the correct option. Check orally and monitor closely struggling students.

7 Work in pairs. Reread the text to answer the questions.

Explain that now students are going to draw some conclusions by considering the information in the text and their own experience. If necessary, redirect them to the **Reader's Coach** box. Remind them that we are all different and that some people take more time to process or find the necessary information. To make sure both partners participate, encourage them to take turns giving their answers to each question.

8 Answer the question.

Remind students of the importance of their own experience and have them think about how they recorded their experiences some years ago before they could write. Accept any valid answer and discuss the different styles of students' strategies. You may use the Differentiated Instruction strategy when working on this activity.

9 Read the conclusion and write clues. Check the text and use your own experience.

Explain that now students will need to put everything they learned

together to explain the conclusion stated in the last box. Check orally and discuss any issue that is still proving difficult for them.

Word Power

10 Complete the texts by writing a suitable word from the box on the lines provided.

Suggest students to complete the activity without looking back at the text. Have them use the Glossary again to check their answers.

Connecting Ideas

Have students discuss if the inventions in the texts were good or not and why. Depending on the level, they can do this as a class or in small groups. Emphasize that they need to think as if they were back in that time, not today (further explain that technology is so advanced nowadays that anything old seems a little useless). Encourage them to use information from the text and their own experience in their reasoning.

Differentiated Instruction For Activity 8, record the prewriting strategy used and the number of students that used it on the board. Then encourage students to create a graph with the information. If your students are advanced, allow them to choose the kind of graph. If not, show them how to create a bar graph and enter the data you wrote on the board into their graphs in their notebooks. This activity will help develop their logical-mathematical intelligence.

Amazing Info

Remind students that not all inventions were planned and that some of them happened by accident. Call on a couple of students to read the information out loud.

Final Reflection

Have students research another invention created by accident and describe what happened in one or two paragraphs in their notebooks. Ask them to decide how important the invention was.

Cue Card
2

Lesson

3

Objective: Recognize time expressions and words that indicate the order of events

GSE: Can understand the correct sequence of events in a simple story or dialogue

Read It Right!**Order of Events**

In some texts, such as biographies, historical texts or instructions, it is important to know what happens first and what happens last, or what happens before (or after) something else

The **order of events** can be presented with sequence words, like *first, next, then, or finally*. You can also look for other words or expressions that indicate time, like *before, after, during, in the morning / afternoon, last night*. You can look for days of the week, months, or years

Vocabulary

born pay a fine
breaking the law third
dream wrong

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

- 1 Read the text below. In teams, discuss why you think dates are important in this text.

Rosa Parks: A Short Biography



Rosa Parks was born in the United States on February 4th, 1913 and died on October 24th, 2005. She was an important woman in African-American history in the United States.

At that time, black people—they had different schools, churches, restaurants, toilets, etc. Their lives were considered not very important. This is called racism.

Rosa helped change that situation. She took the bus every day. Seats at the front of the bus were for white people and seats at the back, for black people. One day, Rosa sat in the front. Then a white man wanted to sit in the front, but she did not give him her seat. Next the bus driver called the police. In the end, the police took Rosa and she had to **pay a fine for breaking the law**. She thought the law was **wrong** and decided to fight for the rights of black people all of her adult life.

She is a symbol of freedom and equality. People remember her on December 1st each year.



3

- 2 Check (✓) the correct option. Use the context to help you answer.

In the text, **pay a fine** means pay money...

- as a punishment
 so the police let you go
 to everybody in the bus

- 3 Complete the table with time words or expressions from the text.

Dates	Sequence	Expressions with <i>that</i>
February 4th, 1913	one day	At that time
October 24th, 2005	then	That day
	next	
	at the end	

- 4 Check (✓) the correct answer.

The expressions *At that time* and *That day* refer to the...

- present past future

By Yourself

- 5 Work in small teams to share what you know about Martin Luther King. Then read the text.

The Same Fight, the Same Dream

Martin Luther King, Jr. was an African-American man. He fought for the rights of all people, especially black people. He never used violence, but the police arrested him several times in his life. He was **born** in the United States, on January 15th, 1929 (some years after Rosa Parks).

He was so intelligent that he finished school two years early, so he went to university at only 15 years old. He studied two degrees and then got a doctor's degree.

The last years of his life were important. In 1963, he talked in front of thousands of people in Washington. He said he had a **dream** that everyone was equal. Then, in 1964, he received the Nobel Peace Prize. That same year, racial segregation was prohibited by law. Four years later, in 1968, Dr. King was assassinated.

The third Monday of January is Martin Luther King, Jr.'s Day.



Give them time to discuss why they think dates are important in this text. After reading, write the words *rights, degree, racial segregation, and prohibition* on the board. Have a class discussion to make sure they understand the words and concepts.

- 2 Check (✓) the correct option. Use the context to help you answer.

Ask students to check the correct option. They might know the word *fine* as an adjective, so use the expression to remind them that words may not only have different meanings but also different grammatical categories.

- 3 Complete the table with time words or expressions from the text.

Ask students to complete the table. Check orally. If your students are advanced, direct their attention to the expression *at that time* and how it expresses a moment in the past, but also a comparison with the present (something that happened in the past no longer happens). If they are not advanced, explain the difference between *this* (usually something closer in time or space) and *that* (usually something at a distance in time or space).

- 4 Check (✓) the correct answer.

Have students check the correct answer. Discuss as a class so you can identify any problems or struggling students.

Order of Events

Objective: Recognize time expressions and words that indicate the order of events.

GSE: Can understand the correct sequence of events in a simple story or dialogue.

Activation of Knowledge

Elicit what students know about racism and segregation. Ask for examples.

Development

Read It Right!

Activate Vocabulary Ask students what happens if a driver goes through a red light. Say: *When you don't follow traffic rules, you **break the law** and have to **pay a fine**.* Write and elicit examples. Ask if it is right to break the law (no). Then tell them it is **wrong** or incorrect. Write and elicit more examples.

- 1 Read the text below. In teams, discuss why you think dates are important in this text. 3

To activate previous knowledge, ask: *Why are dates important in a text?* Read the information provided in the sidebar. Check comprehension by having volunteers say some sentences.

Amazing life
The apartheid system in South Africa separated people according to race and skin color and was enforced by law. Nelson Mandela was an important South African human rights activist who fought against it.

Comprehension Check

6 Answer the questions.

a What did Martin Luther King dedicate his life to?
Possible answers: To fight for the rights of people, especially African-Americans. To fight for equality. To make laws against black people disappear.

b Did Martin Luther King use violence in his fight?
No, he didn't.

c What was Martin's dream?
that all people were equal by law

d When did his dream come true?
in 1964

Comprehension Skills Practice

7 In pairs, complete the time line with important facts from the text about Martin Luther King's life and his fight for equal rights.

8 Underline the mistake in each sentence and correct it.

a Rosa Parks died before Martin Luther King ^{after}
b Martin Luther King started university in 1950 ¹⁹⁴⁴

Reader's Coach
The order of events can also be presented in pictures. A text can have the picture of the protagonist as a child, as a teenager, and then as an adult.

9 Reread the text. Choose three events from Martin Luther King's life and draw them in disorder.

10 Work in pairs. Exchange books and order the events your partner drew.

Word Power

11 Use the context to complete the sentences with the words in the box.

breaking the law pay a fine wrong born dream third

a If you run a red light, you will have to pay a fine.

b My parents say I am a Christmas present. I was born on December 24th.

c I got a bronze medal because I was third in the race.

d You are breaking the law if you steal something.

e Last night I had a terrible dream. It was really a nightmare.

f I got 99 on my test. I only had one answer wrong.

Connecting Ideas
In your notebook, make a list of facts you learned about the defense of human rights. Include time words and expressions. Read it to a friend and discuss.

Use **Engaging Activity 6: Quick Writes** to give students an opportunity for reflection after the reading. Prepare a question about the text for students to answer on paper. See pages 100-101.

By Yourself

Activate Vocabulary Say the date of your birthday and indicate that you were **born** on that day. Elicit dates of birth from some students and encourage them to use the word. Tell students that sometimes, when we sleep, we see images, which are called **dreams**. Finally, elicit the ordinal numbers to check the word **third**.

5 Work in small teams to share what you know about Martin Luther King. Then read the text.

Ask students to share in pairs any information they have on Martin Luther King. Have them read the text. Remind them to check the Glossary and help them with any other unknown vocabulary. You may use the Differentiated Instruction strategy after working on this activity.

Comprehension Check

6 Answer the questions.

Read the questions aloud and have students answer by looking for

the answers in the text. Check orally.

Comprehension Skills Practice

7 In pairs, complete the time line with important facts from the text about Martin Luther King's life and his fight for equal rights.

Have students complete the dates and information in pairs. The time line will help them not only review the information but also see dates, and what comes before and after, and to start thinking about the time between events.

8 Underline the mistake in each sentence and correct it.

Have students identify the time mistakes in each sentence and correct them. Check orally and monitor students that might have problems with time relations between events and how to express them.

9 Reread the text. Choose three events from Martin Luther King's life and draw them in disorder.

Read the information in the **Reader's Coach** box and give them time to draw. Monitor to make sure events are not in order.

10 Work in pairs. Exchange books and order the events your partner drew.

Have them work in pairs to order the events their partner chose.

Word Power**11 Use the context to complete the sentences with the words in the box.**

Suggest students complete the activity using only what they remember or by rereading the text. Have them use the Glossary to check their answers.

Connecting Ideas

Invite students to create a list of facts they learned about the defense of human rights. If possible, pair the most advanced students with the least advanced and give them some time to discuss before they write. Encourage them to use time expressions and words.

Differentiated Instruction To develop musical-rhythmic intelligence, have students create a song about the stories in the texts or about human rights in general. Form groups of students with different levels of English and encourage them to help each other. Have volunteers perform the song in class.

Amazing Info

Write the word *apartheid* on the board and ask if students have ever heard of it. Explain that it was a system that discriminated against people that did not have white skin.

Final Reflection

Invite students to research human rights activists and create a brief biography. They can research Nelson Mandela.

Cue Card
3

Lesson

4

Objective: Write a diary entry to narrate an event.

GSE: Can write a short, simple text on a familiar topic, if guided by questions.

Write It Right!**Diary Entry**

Short stories, novels, diaries, biographies, memoirs, songs, plays, and poems often use this format. The stories they tell can be true or fictitious, in prose or verse, and writers use them to entertain, amuse, reflect about an issue, teach a lesson, or simply excite a reader's emotions.

A diary is a book in which you write down the things that happen to you each day. When writing a diary entry, you can be totally honest about thoughts, feelings, and opinions because you are the only one intended to read it.

Some common conventions when writing diary entries are:

- to write the date at the top of each entry
- to write to it as though it is a person

18

1 Read the diary entry below and answer the questions.**April 25th, 2019**

I feel very tired but incredibly happy today. The school took us on a field trip to an archaeological site. It was really interesting to learn about ancient civilizations. But most of all, it was great going there with my classmates. It all started with the ride from school to the site. It was incredible! We were singing songs when suddenly the bus stopped. There was a cow in the road. I had never seen one so close before. Eventually, we arrived at the site and a guide took us through. He explained fascinating details about how life used to be in that place. After that, we ate our lunch. At the end, we went to the site museum where we could admire pottery, jewelry, and some other items. The saddest part was when we had to come back. It was an awesome trip!

a What does the diary entry narrate?

a school trip

b Which tense is used the most?

past tense

c Which words did the author use to convey that it was a great experience?
Possible answers: interesting, incredible, beautiful, fascinating, awesome

Diary Entry

Objective: Write a diary entry to narrate an event.

GSE: Can write a short, simple text on a familiar topic, if guided by questions.

Activation of Knowledge

Ask students: *Who writes in a diary?* and encourage them to answer by raising their hands. Encourage students who do it to share their experiences; ask: *How long have you been doing it? How does it make you feel?*

Development**Write It Right!****1 Read the diary entry below and answer the questions.**

4

Ask volunteers to read the information provided in the sidebar aloud and check comprehension by asking: *Which conventions should you follow when writing a diary entry?* Read the diary entry aloud and give students some time to answer the questions individually. Check orally.

Use **Engaging Activity 8: Quick Draw** to help students remember what they have just read, identify the main idea and supporting details. See pages 100-101.

Prewriting

2 Use the topics in the mind map to brainstorm ideas for your writing.

19

Amazing Info

Anne Frank was a Jewish girl who lived during World War II and kept a diary of what happened to her. It has been published in many different languages.

Draft

Useful Language

Saying when something happened:
It all started...
After that...
Minutes later...
Meanwhile...
Eventually...
At the end...

Making your story interesting:
Suddenly...
At that moment...
All of a sudden...

Using adjectives and adverbs for descriptions:
It was amazing / incredible / wonderful / so unexpected...
I felt so scared / worried / nervous / frightened...

Using intensifiers:
incredibly happy
absolutely overjoyed
completely miserable
totally overwhelming

Don't forget to indicate when each event happened!

3 Draft your diary entry.

Date: _____

Start with a general description of the event:

Describe what happened (make sure to include an interesting anecdote):

Give a brief conclusion:

20

Prewriting

2 Use the topics in the mind map to brainstorm ideas for your writing.

Draw students' attention to the titles in the mind map. Encourage them to write examples for the three categories without worrying about making mistakes (they can use the ideas suggested in the pictures). Once they are ready, they should decide which the most interesting is.

Draft

3 Draft your diary entry.

Invite students to read the words and expressions included in the **Useful Language** box in silence and have them identify some in the text on page 18. (*It all started*, *eventually*, *suddenly*, *incredibly happy*, etc.). Then, guide them to write their draft by reading each of the instructions aloud. Suggest them to check the model provided in Activity 1 and monitor to offer help if required.

Revising

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

Organize the class into pairs and have them exchange their books

to revise each other's diary entry. Explain that they must cross out the section of the table that expresses their opinion about the diary entry 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 needs more work in their classmates' diary entry and provide a respectful suggestion on how he or she may improve it; e.g.: *Include more expressions to say when something happened*. 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 diary entry.

Draw students' attention to the **Proofreading Marks** box; explain that this mark is used to delete information they no longer want to include. If you consider it necessary, prepare a mini-lesson on the use of simple past and past progressive so your students can check their texts. Then, read each of the statements in the checklist aloud to check comprehension and give students some time to proofread their text.

Revising

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

Excellent	Good	Needs More Work
The event is identified in the first lines	The event is not identified until the end of the text	The event is not identified
The sequence of events is clearly understood	The sequence of events is not very clear	The sequence of events cannot be followed
The story included an interesting anecdote	The story included an anecdote, but it wasn't interesting	The story didn't include an interesting anecdote
The narration connected with me and aroused emotions in me	The narration didn't connect with me, but it aroused emotions in me	The narration didn't connect with me and it didn't arouse emotions in me
The importance of the event for the author was clearly stated in the conclusion	The importance of the event for the author was not clear in the conclusion	There was no conclusion

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

Proofreading Marks
If you want to delete something from the texts you write, use this mark: 

Proofreading

6 Use the checklist to proofread your diary entry.

Did I use phrases to specify when something happened?		
Did I use appropriate language to make my story interesting?		
Did I use adjectives, adverbs, and intensifiers for descriptions?		
Did I check spelling using a dictionary?		

Publishing

7 Write the final version of your diary entry. Be creative!

Writer's Coach
Graphic material may add more meaning to your diary entry. You may include a beautiful drawing or simply a doodle.

Publishing

7 Write the final version of your diary entry. Be creative!

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

Differentiated Instruction To approach visual learners, suggest students illustrate the sequence of events narrated in their diary entry to decorate it.

Amazing Info

Mention that throughout history, some personal diaries have had an impact on people around the world like *The Diary of Anne Frank*. Invite them to share information about any other they know.

Final Reflection

Tell students to research about another famous diary and write some lines explaining why it is important.

Cue Card
4

Lesson

5

Objective: Recognize steps in a process.

GSE: Can follow a simple series of written instructions to carry out a task.

Read It Right!

Sequence: Steps in a Process

A **process** is a series of actions that follow a specific order to get a particular result. These actions done in order are called **steps**. Take, for example, an instruction sheet to put together a toy. Usually, there is an explanation of each step. Sometimes, there are also pictures with numbers. So, pictures—not only words—can be important in a sequence of steps.

Think about these two simple steps: put on socks, put on shoes. What order do you follow: socks then shoes, or shoes then socks? See? Even for a simple process, it is important to follow the correct order. Why? Because by following the correct order we achieve the desired result without any problems.

Vocabulary

choose movie
further myself
kicked quickly

1 Read the text and, in small groups, paraphrase the sequence to create a stop motion animation movie.

Stop Motion Animation: Procedure

Movies can be made in different ways. One of them is stop motion animation. Stop motion animation movies are special because they have no real people in them, these are only objects. But how is this possible? Let's check the steps to create a stop motion movie.

First, **choose** the objects. For example, toy figures. Second, put the figures in their initial position. Third, take a picture. Fourth, move the figures to another position. Then, repeat steps three and four as many times as you want. Finally, put all the pictures in order on a computer.

You need special software to create the movie. The software will create a video that shows the pictures very **quickly**. So quickly that it looks like the objects are really moving.



2 Write sentences with the words from the box.

movie choose quickly

Answers will vary.

Amazing Info

Stop motion was the technique used when animation began. Now technology and computers make animation more complex but also faster. Computers allow more special effects in animation movies.

Sequence: Steps in a Process

Objective: Recognize steps in a process.

GSE: Can follow a simple series of written instructions to carry out a task.

Activation of Knowledge

Ask students if they know how they make animated films. Write their ideas on the board.

Development

Read It Right!

Activate Vocabulary Write the word **movies** on the board and share which your favorite movie is. Then, ask students to share which are theirs. Tell students that another word for select is **choose**. Elicit examples. Say: *I usually eat **quickly**.* (Mime the activity.) Ask if they know a word that means the same thing (fast).

1 Read the text and, in small groups, paraphrase the sequence to create a stop motion animation movie.

Have students discuss how useful instructions are when assembling a toy. Read the information provided in the sidebar aloud and

3 Check (✓) the correct option.

a What is the first step?

- Take a picture
- Move the objects
- Choose some objects
- Choose the computer software

b What is the last step?

- Put the pictures on the computer
- Put the objects in their initial position
- Take pictures of all movements
- Move the objects several times

4 Without looking at the text, order the sentences using numbers.

3. Third, take a picture
5. Then, repeat steps three and four as many times as you want
2. Second, put the figures in their initial position
4. Fourth, move the figures to another position
6. Finally, put all the pictures in order on a computer
1. First, choose the objects. For example, toy figures

Reader's Coach

When following (or writing) steps, look for clue sequence words like *first*, *second*, *next*, *finally*, or numbers (1, 2, 3, 4...). These will indicate the correct order to follow.

By Yourself

5 Read the text and draw the steps that Leyla followed to create her stop motion animation.

My Own Little Stop Motion Notebook

"Look, Dylan! I made a little movie... in my notebook!" said Leyla, excited. She showed him. There were little doodles on the edge of the page—it was her with a ball at her feet. She flipped the pages... and the drawing started moving. The drawing **kicked** the ball as the pages turned.

"Wow! How did you do that?" asked Dylan.

"First, I drew myself with the ball in front of me, looking to the right. Second, I moved my right leg back, and left the ball in the exact same place. Third, my leg came back to the initial position again, and left the ball in the same place. Fourth, leg forward touching the ball, and the ball moves a little. Fifth, leg up, ball a little further away in the air. Sixth, leg back to normal, ball a little further up in the air. Last, I just continued drawing the ball bouncing up and down."

"I want to do one, too!" said Dylan.

22

Answers will vary.

Comprehension Check

6 Answer the questions.

a What is the story about?
A girl that tells a boy how she made a little stop motion movie in her notebook.

b How many steps do Leyla's instructions have? six

c What's special about the last step in the sequence?
The last step is not one step but the repetition of several steps.

d What does Dylan want to do at the end?
He wants to make a stop motion sequence in his notebook.

Comprehension Skills Practice

7 Circle the correct option.

a What words can you use to introduce the first step in a sequence?
Then Next **First** Second

b What words can you use in the middle of a sequence?
Finally Last **Then** Next

c What words can you use to introduce the last step in a sequence?
Next **Last** Then **Finally**

23

check comprehension by asking: *Why is it important to follow the instruction steps in the right order?* Explain the word *steps*, as it is key for this lesson's topic. Draw a flight of stairs on the board and use it as a visual metaphor to explain. Read the text and then ask them to paraphrase the sequence in the text. Explain that they should think about the steps and use their own words to say them again.

2 Write sentences with words from the box.

Have students mimic what the words mean first. Then have them write one sentence for each word. Check orally.

3 Check (✓) the correct option.

Have students read the questions and possible answers. Ask them to check the correct option without looking at the text.

4 Without looking at the text, order the sentences using numbers.

Suggest that students use the information provided in the **Reader's Coach** box to work on this activity. Explain that some sequencing words are ordinal numbers (if necessary, indicate the difference between cardinal and ordinal numbers).

By Yourself

Activate Vocabulary Help students understand the new

words by using mimicry and drawings. For **kicked**, kick the air. For **myself**, draw a picture of yourself on the board and say: *This is me, I drew myself.* For **further**, call on two students to stand near each other and ask one of them to move further to the right / left, away from the other; say: *They are moving further.*

5 Read the text and draw the steps that Leyla followed to create her stop motion animation. 5

Have students read the text and draw the steps that the protagonist followed to create her stop motion animation. You may use the Differentiated Instruction strategy when working on this activity.

Comprehension Check

6 Answer the questions.

Have students reread the text if necessary to answer the questions. Regarding question **c**, help them understand that, when you just repeat one or two steps several times, you don't need to repeat the same sentence over and over. You can just say: *repeat steps so and so*. Check orally.

Use **Engaging Activity 19: Snowball Fight** to energize students if they seem tired. See pages 100-101.

8 Without looking at the text in Activity 5, order the sentences using sequencing words.

Fourth, _____ leg forward touching the ball, and the ball moves a little.
 Second, _____ I moved my right leg back, and left the ball in the exact same place.
 Fifth, _____ leg up, ball a little further away in the air.
 First, _____ I drew myself with the ball in front of me, looking to the right.
 Sixth, _____ leg back to normal, ball a little further up in the air.
 Third, _____ my leg came back to the initial position again, and left the ball in the same place.
 Last, _____ I just continued drawing how the ball bounced up and down.

9 Write the instructions given in the text from Activity 1 in disorder.

10 Exchange books with a classmate and order the sentences.

Word Power

11 Match each word to its meaning by writing the letters on the lines provided.

a kicked	b. the person who is speaking or writing
b myself	d. a film made to be shown at the movie theater or on television
c farther	a. the act of hitting a ball with a foot
d movie	e. decide what to do; select
e choose	f. done or happening in a short amount of time
f quickly	c. more distant

Connecting Ideas

In your notebook, write a text about the last time you followed some instructions. Did the instructions help you achieve the desired result? How did you feel as you followed them?

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Comprehension Skills Practice

7 Circle the correct option.

Have students circle the right answers to review the sequence words. You may want to monitor them as they work in case there are some struggling students. If so, have them think about the ordinal numbers in their own language (as you previously told them).

8 Without looking at the text in Activity 5, order the sentences using sequencing words.

Have students read the steps and order them by writing the sequence words. Have them check their answers in pairs.

9 Write the instructions given in the text from Activity 1 in disorder.

Tell students to paraphrase the instructions without using numbers or sequence words. Stress that they should write them in disorder because a classmate will have to order the steps later. Since they should paraphrase, help them with any new vocabulary.

10 Exchange books with a classmate and order the sentences.

Now ask students to exchange books with a classmate and order the sentences with the appropriate sequence words. You may want to time them and see who finishes first (and has the right order).

Word Power

11 Match each word to its meaning by writing the letters on the lines provided.

Suggest students complete the activity without looking back at the text. Have them use the Glossary again to check their answers.

Connecting Ideas

Have students discuss the last time they followed instructions. Maybe they were assembling a toy or helping a family member assemble some furniture. Invite some of them to share their experiences as inspiration for the rest of the class. Have them write a text about how the instructions helped them achieve the desired result and about how they felt as they followed them.

Differentiated Instruction For those students who are not very confident with their drawing skills, you can allow them to do a first draft in their notebooks and do the final draft in the book when they are ready (as the book is more definitive). This will help students that have not yet fully developed their visual-spatial intelligence. If time allows, let them create their own stop motion movie and share it with the rest of the class.

Amazing Info

Ask students if they know what stop motion in movies is. Explain that it is a technique that makes objects or drawings seem to move.

Final Reflection

Have them research other more modern animation techniques and write a simple sequence of the steps involved.

Cue Card 5

Lesson

6

Objective: Learn how to predict outcomes.

CSE: Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic.

Read It Right!

Predicting Outcomes

To make **predictions** means to say what happens next. Predictions are based on information—inventing a new ending using your imagination is not a prediction. To make predictions, you can find clues in pictures, titles, or the text itself and use information you already know.

In addition, it is useful to ask yourself these questions:

- What is the story about?
- What do I know about the topic?
- What kind of text is it?
- Is it a fantasy or a realistic story?

Don't forget that making predictions is a strategy we use mostly with fictional texts.

Vocabulary

footprint loudly
guide suddenly
leave wild

1 Look at the picture and predict what the story will be about. Then read the title and the first part of the text.

Where Are You? 6

Pete the penguin lived with his parents, Patrick and Pam. Every morning, Patrick walked several kilometers to go to the ocean shore and fish for the family's lunch. One morning, he looked at the sky and decided to leave earlier than usual.



2 Answer the questions about the text in Activity 1.

Text clue

- Why did Patrick want to leave earlier than usual?
- To come back home before the snow storm started.

Picture clue

- What did Patrick see in the sky?
- Possible answers: clouds, snow, that a storm was coming.
- Who do you think gets lost?
- Pam and Pete. Because in the picture some of their footprints are erased.

Title clue

- Does someone get lost? How do you know?
- Yes. Because the title is "Where Are You?" That is a question you usually ask when someone is lost.

What I know

- Where do penguins live?
- In the South Pole or Antarctica.

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3 Read the second part of the text and confirm your predictions.

Where Are You? (continued)

Patrick hurried through the snow because he wanted to get back before the storm started. He arrived at the ocean shore safely—no storm there. After a couple of hours, he walked back home with a bucket full of fish. **Suddenly**, he felt snow on his face and started running.

At home, the storm was already terrible, and Pam and Pete were very afraid. They decided to follow Patrick's footprints in the snow. But they could not find them. They walked and walked but saw no marks. After a few minutes, they could not see anything. But while they were in the middle of the storm, Patrick found his way back, he entered their home, and saw nobody there.

4 Reflect upon your predictions.

a Were my predictions correct?

Answers will vary.

b If your answer was No, check (✓) the reason that explains why.

I didn't use all the clues

I didn't use the correct clues

Reader's Coach

To make a good prediction, it is very useful to know the meaning of all the words and understand what is happening in the story. Use the Glossary in the book or a dictionary and ask your teacher or classmates for the meaning of any unknown words.

By Yourself

5 Answer the question and complete the before-reading prediction chart about the text in Activity 6 by classifying the type of clues you used.

What is the story about? Answers will vary.

Clues		Previous Knowledge
Picture	Title	What I know
The pictures show a lion and a jeep.	The title mentions a lion.	Wild animals and jeeps are typical of a safari.

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Predicting Outcomes

Objective: Learn how to predict outcomes.

CSE: Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic.

Activation of Knowledge

Ask students if they try to imagine how a story or movie will end as they are reading or watching it. Elicit what they use to predict what will happen. Write their ideas on the board.

Development

Read It Right!

Activate Vocabulary Walk towards the door and say: *I'm leaving.* Go back and elicit what **leave** means.

1 Look at the pictures and predict what the story will be about. Then read the title and the first part of the text.

6

Have students look only at the picture and describe it. Then ask: *What do you think the text is about? Why?* Ask volunteers to share their predictions and then discuss their reasons. Listening to advanced students will help struggling students better understand

the topic. Read the information provided in the sidebar aloud and check comprehension by asking: *What two types of clues do you need to combine in predictions? Is a prediction a guess? Why?* Read the title and the first part of the text aloud. You may use the Differentiated Instruction strategy when working on this activity.

2 Answer the questions about the text in Activity 1.

Remind students of the different types of clues by reading the chart titles. Have them answer the questions individually.

Activate Vocabulary Tell students using mimicry: *Yesterday, I was in the kitchen, when suddenly some footprints appeared.* Elicit the meaning of **suddenly** (something that happens quickly that you don't know will happen) and **footprints** (marks made by a foot).

3 Read the second part of the text and confirm your predictions. 6

Have students read the second part of the text individually so they can confirm the predictions they recorded in Activity 2.

4 Reflect upon your predictions.

Have students evaluate their reasoning process by answering the questions.

Use **Engaging Activity 2: Thumbs Up / Thumbs Down** to check students understanding of story and maintain energy

6 Read the text and confirm your predictions in pairs.

Amazing Info

Penguins are always associated with the South Pole, but they also live in temperate or warmer areas. You can find penguins in the Galapagos islands and around the Equator.

July 31st

Dear Mary:

We are finally in Kenya for our safari vacation! I can't wait to see all the animals running wild and free. I hope they don't get angry when they see us.

August 1st

The safari was so amazing that we are going to go back tomorrow! Our guide was

My New Friend, The Lion



the best because he helped us be safe at all times. He asked us to be careful and keep our arms inside the jeep when two lions walked very close to us because we were all taking pictures with our arms outside the jeep! But it was all fine in the end. ☺

August 2nd

We didn't learn our lesson yesterday and today we took lots of pictures again. But suddenly, a lion started roaring very loudly and running toward our jeep! We were all very quiet. After a few seconds, the lion was in front of me, except now he was quiet. I was afraid but I also wanted to take a picture of him...



Comprehension Check

- 7 Answer the questions about the text.**
- What is the text about? *Possible answers: About a safari vacation in Kenya. About a lion that gets angry at people taking pictures of him. About not being careful. Accept any valid answer.*
 - Where are the animals? *They are free in nature.*
 - What did the guide do the first day? *He helped the people in the jeep be safe when a lion came towards them because they all had their arms out of the jeep to take pictures.*
 - List five new words you learned in the text. Write down their grammatical category and meaning. Follow the model of the Glossary in this book.

8 Read the situation and answer the question by making a prediction about yourself.

The lion is in front of you. He is not roaring anymore. You are afraid but you want to take a picture. What would you do in that situation?

Answers will vary.

9 Complete the chart with the clues from Activity 6.

Clues		Previous Knowledge	
Text	Picture	Title	What I know
My Prediction:			

Word Power

10 Match each word to its meaning by writing the letters on the lines provided.

a suddenly	e a person who shows and explains interesting things in a place
b wild	f to go away
c footprint	d making a strong sound
d loudly	a happening very quickly in a way that is usually not expected
e guide	c a mark made by a foot or shoe
f leave	b living in nature without human control or care

Connecting Ideas

Write a paragraph describing something unexpected that happened to you

level with this activity. Prepare some statements or questions to do activity. See pages 100-101.

By Yourself

Activate Vocabulary Elicit where lions live. Say: *Lions are wild animals.* Elicit examples of others. Tell them people who visit Africa need a **guide** to take them to the animals. Help them infer **loudly** when they read the text. Elicit examples.

5 Answer the question and complete the before-reading prediction chart about the text in Activity 6 by classifying the type of clues you used.

Read the information provided in the **Reader's Coach** box so students may consider it while working on this activity. Have students look at the pictures and read the title to predict and write what the story will be about. Ask them to complete the before-reading prediction chart.

6 Read the text and confirm your predictions in pairs.

Have students read the text so they can confirm the predictions in Activity 5. If time allows, discuss the different meanings of the word *fine*: In Lesson 3 it was a noun and here it is an adjective.

Comprehension Check

7 Answer the questions about the text.

Have students answer the questions. Suggest to reread the text. Check orally.

Comprehension Skills Practice

8 Read the situation and answer the question by making a prediction about yourself.

Have students think about what they would do in such a situation and make a prediction about themselves. Have them share their answers orally.

9 Complete the chart with the clues from Activity 6.

To practice predicting an outcome, have students complete the chart with all the clues they can find so they can then answer the question based on those clues.

Word Power

10 Match each word to its meaning by writing the letters on the lines provided.

Suggest students match the words without looking at the Glossary. Then ask them to use the Glossary in pairs to check their answers.

Connecting Ideas

Have students describe something unexpected that happened to them in which they didn't know what was going to happen next. For struggling students, you may tell a story yourself as a model. Ask them to write the situation.

Differentiated Instruction For Activity 1, have students work in groups to make a prediction chart in their notebooks and complete it as a group:

Before Reading (Predict)	Why (Use Clues)	After Reading (Confirm)

In their groups, combine students with stronger interpersonal intelligence and students with a stronger intrapersonal intelligence. To further develop the skill, you can use this activity with any text you are working on in class.

Amazing Info

Elicit where penguins live. Have them read the information and encourage students to find out where they can find them on the planet.

Final Reflection

Invite students to research other areas or countries in which penguins live, or countries where you can go on a safari. Have them create a chart and share it in class.

Cue Card
6

Lesson 7

Objective: Learn how to identify cause and effect relationships

GSE: Can recognize the use of "because" to signal the relationship between an action and a reason or explanation

Read It Right!

Cause and Effect

Events and actions are connected to each other through different types of relationships. One of these relationships between events is called a cause-effect relationship. The **cause** is why something happens—there is always a reason for an event to happen. The **effect** (or consequence) is what happened as a result. Cause-effect relationships can be identified by clue words but sometimes they can be inferred from the text. Some clue words that can help you identify a cause-effect relationship are: *so, because, since, as a result*

Vocabulary

big	inside
fast	machines
garden	stomachache

1 In pairs, discuss if you agree with the title and why. Then read the text.

COMPUTERS ARE GREAT HELPERS



Computers help people in different professions and activities. For example, students use computers because typing is faster than writing on paper. Hospitals have big machines that are really computers. With these machines, we can see many things that our eyes can't see, like the **inside** of our bodies. **So**, with computers, doctors can do their jobs better.

Computers also help us at home. Have you used a cell phone? Cell phones can do many things; they are small computers. With them, we can communicate through messages, voice, and video. **As a result** if you have a cell phone, you can talk to people that live in a different country. And finally, **since** computers work very fast, we can do things faster, too.




2 Look for the opposites of these words in the text and write them down.

a small - big b outside - inside c slow - fast

3 Circle the cause and effect words in the text. Compare with a classmate.

Cause and Effect

Objective: Learn how to identify cause and effect relationships.

GSE: Can recognize the use of "because" to signal the relationship between an action and a reason or explanation.

Activation of Knowledge

Ask students what people use computers for. Write their ideas on the board.

Development

Read It Right!

Activate Vocabulary Elicit the meaning of **big**. Call on a student to draw a picture on the board. Use a picture to show the meaning of **inside**. Elicit examples. Elicit the opposite of slow (**fast**). Ask for some examples.

1 In pairs, discuss if you agree with the title and why. Then read the text.

Have students read the title and discuss if they agree with it and why. Have them look at the pictures and guess how computers are helping people in each picture. Read the information provided in the sidebar aloud and check comprehension by asking: *What is*