

Lesson
1

Objective: Identify the main idea and supporting details in different texts.

GSE: Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

Read It Right!

Main Idea and Supporting Details

Every text you read refers to something. This is called "topic"; that is, what the text is about. As you know, topic sentences explain the main point or idea about the topic in a paragraph or section of a text. Synthesizing the information provided by them will help you to formulate the main idea from the whole text.

The writer also provides details to support the main idea. They can be facts, statements, examples or quotes that clarify, explain, expand, describe, or illustrate the main idea. You may also identify the main idea through analyzing these supporting details, just ask yourself, "What is the idea that these details are supporting?" Answer that question and it will probably be the main idea.

Vocabulary

challenge	goal
climbing	healthy
concentrate	success
danger	surely

1 Look at the pictures, read the title, and identify the topic. Then, read the text.

Bouldering

Bouldering is an excellent option for people who want to learn how to climb. Since it has become very popular, there are many gyms everywhere that offer classes. These gyms have climbing walls with different routes, from easy ones, for beginners, to very complex and difficult ones, for experts.

The walls are made with wooden panels and there are "holds" made of plastic, bolted on the wall. These help you hold, using either feet or fingers. There are many colored holds, depending on the difficulty you want to reach.

For bouldering, you don't need a harness or a rope. The routes are usually near the ground and there is a thick crash pad to protect you in case you fall. So, it is very safe to practice and gradually progress by choosing different challenges.

In bouldering, the goal is not to reach the top of a route; it is to simply enjoy each success while you learn in a safe environment and have fun.

2 Fill in the chart with details from the text above. Copy complete sentences.

Paragraph 1 Which kind of routes are there? These gyms have climbing walls with different routes, from easy ones to very complex and difficult ones.	Paragraph 2 How can you choose difficulty level? There are many colored holds, depending on the difficulty you want to reach.
Paragraph 3 Is it safe to practice it? The routes are usually near the ground and there is a thick crash pad to protect you in case you fall.	Paragraph 4 What is the goal in bouldering? In bouldering, the goal is not to reach the top of a route; it is to simply enjoy each success while you learn in a safe environment.

3 Considering the details you wrote, check (✓) the sentence that best expresses the main idea of the text in Activity 1.

Bouldering is a very popular climbing technique.

Bouldering is offered in many different gyms.

Bouldering is a great option to learn how to climb.

Bouldering is practiced in a safe environment.

4 Read the text and underline topic sentences in each paragraph.

Bouldering is great for kids because they are natural climbers. It is an alternative healthy activity that appeals to their sense of adventure while helping them burn off excess energy. Some gyms offer classes for children. After a few of them, they can enjoy climbing time on their own.

If you are not a kid anymore, that's not a problem! You only need to wear comfortable clothes that allow you to move, chalk bags, and chalk. Why chalk? Because it helps you to keep fingers and palms dry. This is very important, so you don't slip. Rock climbing shoes are recommended but not necessary. You can use any flexible sneakers with anti-slip soles.

Bouldering can help everybody develop physical skills. It is also fabulous for your mind because you must plan and anticipate moves to reach your goal. What are you waiting for? Start practicing and you will surely love it!

5 Take into account the topic sentences and check (✓) the sentence that best expresses the main idea of the text in Activity 4.

Bouldering does not need expensive equipment.

Bouldering helps you develop physical and mental skills.

Bouldering can be practiced by adults and kids.

Bouldering is a sport that helps you plan and reach goals.

6 Match the word with its definition.

a climbing	d. when you achieve what you want or intend
b goal	e. something that tests strength, skill, or ability
c challenges	f. sport in which people move up using feet and hands
d success	b. something that you hope to achieve in the future

Reader's Coach

The main idea is not always stated explicitly in a text; sometimes you must infer it from the information in the text.

Main Idea and Supporting Details

Objective: Identify the main idea and supporting details in different texts.

GSE: Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

Activation of Knowledge

Ask students if they have ever tried climbing walls. Invite them to share details they know or experiences they have had related to that activity.

Development

Read It Right!

Activate Vocabulary Draw a mountain on the board with a stick figure starting to climb it. Write **climbing** near the figure and on the top write the word **goal** and ask students to infer the meaning. Draw some rocks along the path to the top and write the word **challenges** next to them, ask students to define **challenges**. Finally, erase the stick figure from the bottom and draw it on the top with a big smile, write the word **success** and have students tell you what it might mean.

1 Look at the pictures, read the title and identify the topic. Then, read the text.

Draw a web graphic organizer on the board and write *Main Idea* in the center. Invite volunteers to fill it in by using previous knowledge. Ask volunteers to read the information provided in the sidebar aloud and check comprehension by asking: *What is a topic sentence? What are supporting details?* Read instructions aloud and elicit the topic (bouldering). Before they start reading, have students scan the text to identify words in bold and, in case they are not familiar with them, encourage them to check their definitions in the Glossary at the end of their books. Finally, have them read the text.

2 Fill in the chart with details from the text above. Copy complete sentences.

Read questions aloud to ensure comprehension and have them complete the task. Check by drawing the chart on the board and inviting volunteers to fill it in.

3 Considering the details you wrote, check (✓) the sentence that best expresses the main idea of the text in Activity 1.

Have students analyze the details they wrote in the previous activity by asking: *What do all of them have in common?* (They all refer to the learning process for climbing while bouldering.) Then, tell them to check the main idea.

By Yourself

7 Read the article. Circle the topic sentences and underline one supporting detail in each paragraph. Possible answers

Amazing Info
Technical climbing difficulty is assessed with numbers and letters. 4c indicates the difficulty of a typical route. Broke Kaborou was the youngest person in the world to climb 5.14b when he was 11.

**ALEX HONNOLD:
ALONE ON THE WALL**

El Capitan is a very popular location for climbers in Yosemite National Park. It is a 3,000 ft vertical rock formation. Many climbers from all around the world have tried to climb it.

Alex Honnold is a very hardy climber. He lives in a van because he has less visiting places. He is a vegetarian and he doesn't drink alcohol. He also reads a lot. His favorite books are about environmentalism and economics. Between climbs, he runs to stay fit.

Only one man, Alex Honnold, has reached the top in a free, solo ascent.

Alex Honnold (a professional American rock climber) is famous for challenging danger as he free-solo climbs without a rope. On June 3, 2017, Alex was the first to achieve a free solo climb of El Capitan.

Alex Honnold has a unique quality. His mental ability to control fear Honnold explains: "When I am free-soloing, I know I'm in danger. Thinking about it does not help me in any way. So, I just let it go and concentrate." Alex Honnold is an excellent example on how human beings can achieve great things with strong determination and focus.

Word Power

8 Complete each series of synonyms using words from the box.

concentrate challenge climbing goal danger healthy success surely

a attend, focus, concentrate e threat, hazard, danger
 b ascending, going up, climbing f fit, lively, healthy
 c target, objective, goal g certainly, clearly, surely
 d triumph, victory, success h defiance, trial, challenge

Comprehension Check

9 Answer the questions.

a Who is Alex Honnold and why is he famous?
He is a professional American rock climber famous for challenging danger as he free-solo climbs without a rope.

b What has Alex Honnold done that other climbers hadn't?
He reached the top of El Capitan in a free solo ascent.

Comprehension Skills Practice

10 Work in pairs to classify the details you underlined in the text from Activity 7.

Description	It is a 3,000 ft. vertical rock formation.
Explanation	He is famous for challenging danger as he free-solo climbs without a rope.
Quote	"When I am free-soloing, I know I'm in danger. Thinking about it does not help me in any way. So, I just let it go and concentrate."
Example	He is a vegetarian and he doesn't drink alcohol.

11 Work in small teams. Fill in the graphic organizer to identify the main idea.

Topic Sentence 1: Only one man, Alex Honnold, has reached the top in a free and solo ascent.

Topic Sentence 2: Alex Honnold is a professional American rock climber.

Main Idea: Human beings can achieve great things with strong determination and focus.

Topic Sentence 3: Alex follows a very healthy life-style.

Topic Sentence 4: Alex Honnold has a unique quality: his mental ability to control fear.

Activate Vocabulary Say: *If I eat a balanced diet and work out every day, I will **surely** be very **healthy**.* Write **healthy** and **surely** on the board and elicit which other actions may contribute to have a **healthy** life.

4 Read the text and underline topic sentences in each paragraph. 1

Have students recall what a topic sentence is (a sentence that tells what a paragraph or section of a text talks about). Give them some time to read the text to identify topic sentences. Check orally.

5 Take into account the topic sentences and check (✓) the sentence that best expresses the main idea of the text in Activity 4.

Read aloud the information provided in the **Reader's Coach** box, and ask students: *Is the main idea in this text stated or unstated? (unstated) How can topic sentences help you find it?* (synthesizing the information they provide). Then, have them check the correct answer.

6 Match the word with its definition.

Have students perform the task to practice vocabulary words they have learned so far. Invite them to check their answers by looking at the Glossary at the end of their books.

By Yourself

Activate Vocabulary Draw a skull **danger** sign on the board and ask: *In which situations have you seen this sign?* Elicit answers from different students. Write the word **danger** on the board and have them define it. Then, close your eyes, join the tips of your index and thumb and say: *ohm*, open your eyes and ask students: *What do you think I was doing?* Accept different answers and then explain that you were meditating and when you meditate, you must **concentrate**. Write **concentrate** on the board and elicit other situations in which they should **concentrate** (answer a test, scoring a goal, etc.).

7 Read the article. Circle the topic sentences and underline one supporting detail in each paragraph.

Have students work individually on this task; monitor to identify struggling students.

Word Power

8 Complete each series of synonyms using words from the box.

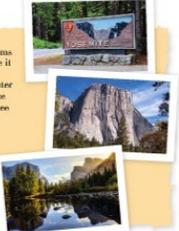
Elicit what a synonym is (a word with the same meaning as another word in the same language). Give students some minutes to complete the task to reinforce vocabulary words.

12 Read the following text.

Yosemite is a National Park in the United States. Beautiful mountains, glaciers, giant sequoia trees, waterfalls, lakes, and streams make this place worth visiting. But Yosemite is also famous because it is surrounded by dark mysteries and supernatural events.

In Yosemite stands El Capitan, a giant rock formation in the center of the park. It is a place where many adventurers go. However, since 1970 more than 50 climbers have died there, and people claim to see their ghosts around.

Another enigmatic place is Grouse Lake. Many visitors report a wailing sound coming from the lake. The first report was in 1857 from Mr. Clark, the first park ranger. He heard cries and thought it was a dog. The local native American (the who lived there told him that it wasn't a dog. It was the ghost of an Indian boy drowned in the lake many years before. The story goes that the ghost calls to the visitors and if anyone goes into the water after him, he will grab their feet and pull them down into the lake.



13 Check (✓) the best title for the passage above.

El Capitan, the Haunted Monolith

The Legends of Grouse Lake

Yosemite, Beauty and Mystery

14 Answer the questions.

a What is the main idea?

Yosemite is a beautiful place, but it is also mysterious.

b Is it stated or unstated?

stated

c What procedure did you follow to find it?

I first identified the topic sentences in each paragraph and then I knew what the main idea was. / After I read the examples given by the author as supporting details, I could perfectly identify the main idea.

Connecting Ideas

Would you like to practice climbing? If so, what would you do to learn and where would you like to go? If not, what are your reasons? In your notebook write some notes to answer these questions.

Comprehension Check

9 Answer the questions.

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

Comprehension Skills Practice

10 Work in pairs to classify the details you underlined in the text from Activity 7.

Organize the class into pairs. To promote tutoring, make sure to pair advanced students with the struggling students you identified while working in Activity 7. Monitor while they perform the task to provide help when required. You may use the Differentiated Instruction strategy when working on this activity.

11 Work in small teams. Fill in the graphic organizer to identify the main idea.

Organize the class into teams by joining two pairs together. Have them copy the topic sentences they identified while working on Activity 7; this way, they will visualize them together and be able to synthesize them easily to find the main idea. Invite teams to their answers.

12 Read the following text.

Give students some time to read the text in silence.

Use **Engaging Activity 5: Think-Pair-Share** to engage them more with the theme of the text. Ask students: *Do you believe in those supernatural stories?* After giving them time to think, have them discuss the question with their neighbor. See pages 124-125.

13 Check (✓) the best title for the passage above.

As a class, encourage students to choose an appropriate title for the passage they read. Explain that this title will give them a hint to answer the questions in the following activity.

14 Answer the questions.

Have students answer the questions individually so you can monitor and assess them. Make sure to identify students who are still having difficulties so you can design strategies to guide and support them in the future.

Connecting Ideas

Invite students to connect their own preferences with the texts by working on this activity.

Differentiated Instruction To approach interpersonal and verbal linguistic learners, organize the class into pairs. Have them perform a role-play in which one of them is Alex Honnold and the other an interviewer for an extreme sports program. Tell them they should include as many details from the text as they can in their interview. Invite pairs to present in front of the class.

Amazing Info

Read the information provided aloud. Explain to students that Brooke and her brother Shawn grew up in a family of world-champion climbers so they started to climb as soon as they could walk with their mother, Robyn Erbesfeld, as their coach. Ask students their opinion about practicing a sport from a very early age.

Final Reflection

Ask students to research ancient cultures that climbed for necessity, choose one and draw an illustration that clearly shows the reason why they did it. Invite them to show their drawings to the class encouraging them to explain details.

Cue Card
1

2

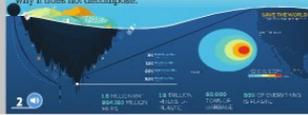
1 Look at the infographic, read the title, and share with your classmates what type of information you expect to find in the text. Then, read the text.

The Great Pacific Garbage Patch

In 1997 Charles Moore discovered a great mass of garbage in the middle of the Pacific Ocean. It is like a trash island located between California and Hawaii. It is called The Great Pacific Garbage Patch (GPGP).

Some people call it an island, but it is not possible to stand on it. It is a patch of plastic debris floating in the ocean. Scientists said that there is more than 70,000 tons of garbage. 94% of the patch is made from micro-plastics.

It is difficult to clean up the patch because it is formed by very small plastic particles. The micro-plastic is like string; it is everywhere. It cannot be wiped out. A great amount of the garbage found in the ocean is single-use plastic such as straws, plates, and cups; however, most of the plastic debris comes from fishing gear like nets, ropes, baskets, among others. This kind of plastic was designed to survive the marine environment, that is why it does not decompose.



Reader's Coach

When you link information you already know with information from texts, you can draw a conclusion.

2 Complete the table to answer the question. Possible answers

Is The Great Pacific Garbage Patch a problem?

What I Know	Cues from the Text	My Conclusion
There is a problem with plastic garbage in the ocean because it doesn't disintegrate.	In the ocean, there is too much single-use plastic such as straws, plates, and cups, as well as fishing gear like nets, ropes, and baskets, among other things.	This garbage is a problem because there is too much plastic in the ocean that does not disintegrate. It is polluting the water and killing sea animals.

Vocabulary

charity
discovered
fishing
jar
pollution
recycle
reduce
whale

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

3 Read the text and underline key ideas in each paragraph. Possible answers

Amazing Info

Did you know that there is a garbage patch bigger than France, Germany, and Spain combined floating in the Pacific Ocean? Scientists are trying to find a way of cleaning it up.

Plastic Pollution Is Affecting Sea Life

The GPGP is the largest mass of plastic debris in the oceans of the world. There are other patches since they are getting bigger and bigger. Scientists said that we have to change the way that we use and dispose of garbage. If we do not act soon, the effects will be devastating. In the past years, hundreds of whales, seals, turtles, and other sea animals have been found suffocated, or injured by plastics, mainly because plastic is mistaken for food by marine animals. Research coincides that the plastic pollution in the ocean could triple by 2050 unless we do something. Some organizations are trying to clean up the patches in the oceans. However, the problem will not stop if the flow of trash at sea is not stopped. The only way to stop the problem is to prevent plastic from reaching the ocean. The key factor is to change our consumption and disposal of plastic.



4 Considering the key ideas that you underlined in the text above, complete the graphic organizer below. Possible answers



5 Find words in the text that match the meanings.

fishing	the act of catching fish
discovered	to notice or to learn about something new
whales	very big mammals that live in the sea
pollution	materials or substances that contaminate the environment

Drawing conclusions

Objective: Draw conclusions from a text supporting them with information or reasons.

GSE: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Activation of Knowledge

Invite students to think about all the products they buy at the supermarket that are wrapped and generate trash. Let them share their ideas.

Development

Read It Right!

Activate Vocabulary Ask students: *What activities can you do in a river?* Elicit that **fishing** is one of them; point out that if they go **fishing** they would **discover** a lot of different fish.

1 Look at the infographic, read the title and share with your classmates what type of information you expect to find in the text. Then read the text. 2

Ask one volunteer to read the information provided in the sidebar aloud. To clarify, say: *If I read a tale where the author describes a smiling girl singing and dancing in the woods, what conclusion*

can you draw about her mood? (The girl is happy.) Then, elicit the meaning of the word *Infographic* (an image containing creative graphics and text including statistics about a certain subject). Ask students to read the title and then tell them to share their predictions with the class. Tell students to read the text individually and confirm their predictions.

2 Complete the table to answer the question.

Read instructions and the question aloud. Draw the table on the board and read the heading of the first column. Ask students: *What do you know about garbage in the ocean?* Ask them to share their previous knowledge and write their answers in the first column. Then, read the heading of the second column aloud and challenge them to find relevant information in the text they read, invite volunteers to write it in the second column. Finally, read the information provided in the **Reader's Coach** aloud and explain that they can draw a conclusion to answer the question by relating the information they already have in the first and second columns; encourage them to tell their ideas and write a class conclusion in the third column.

Activate Vocabulary Ask students: *Which is the biggest mammal?* Their answers would include **whales**, quiz them the kinds of **whales** they know, and tell them that sometimes **pollution** kills them. Show them a picture of polluted oceans and have them explain why **pollution** is a huge problem.

By Yourself

4 Read the article. Identify information about the words in the title.

REDUCE, REUSE, RECYCLE!

The word **recycle** is becoming more and more popular; however, there is a word that should be used before that one, **reduce**. This is the most important action if we want to positively impact our environment. Instead of recycling, we should learn to reduce our consumption of things. Think about what you really need; for example, do you need to buy a bottle of water or a cup of coffee every day? Or, should you use reusable bottles or cups? Do you really need to buy new clothes all the time?

Reuse is another extremely important word. If you need to buy something new,

what do you do with the old things? You can use old **jars** and bottles as containers. You can also donate what you do not need to **charity**.

Finally, think about **Recycle**. Separate the trash before using different trash cans. Use a special trash can for your organic waste so that it can be composted. Separate plastic, glass, paper, metal, and everything that can be recycled.

Taking care of the environment is our duty. Think before buying something new or disposing of any old objects.






Word Power

7 Complete the sentences using the words in bold from the previous texts.

a My mom uses old **jars** to keep food in the fridge.

b Most of the environmental effects of **fishing** are caused by fishermen who throw plastic garbage in the ocean.

c I always donate my old clothes to **charity**.

d When The Great Pacific Patch was **discovered**, scientists couldn't believe how big it was.

e Biologists have found plastic debris in **whales** beached all around the world.

f You should separate the trash if you want to **recycle** it.

g If we **reduce** the use of plastic, we will help the environment.

h We can reduce **pollution** by using biodegradable products.

Comprehension Check

8 Answer the questions about the text in Activity 6.

a What three actions can we do in order to help the environment?
reduce, reuse, and recycle

b What should we do if you want to recycle the trash?
We have to separate it in different trash cans.

Remember that you should consider your personal experience when drawing conclusions.

Comprehension Skills Practice

9 Work in pairs. Use cues from the text in Activity 6 to complete the graphic organizer.

Actions to Reduce Trash or Waste

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    graph LR
      A[First, don't buy things that you don't need.] --> B[Then, use reusable container, bring your own bags to shops.]
      B --> C[Finally, recycle old objects.]
  
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10 Work in pairs. Use previous knowledge and experiences to complete the table.

Reducing	Reusing	Recycling
If we reduce the consumption of unnecessary things, pollution, such as plastic pollution will be reduced, too.	If we use reusable containers and bring our reusable bags to the market, we won't generate unnecessary trash or waste.	There are many things that we dispose of that can be recycled. It is important to separate them in different trash cans.

11 Work in teams. Conclude how **reducing, reusing, and recycling** help the environment. Use the information that you wrote in Activities 9 and 10. *Possible answer:*

If we buy only what we need, if we reuse things, especially plastic objects, and if we recycle them, we will reduce pollution in the environment. And, it will help to stop the problem related to the garbage patch in the Pacific Ocean.

3 Read the text and underline key ideas in each paragraph.

Tell students to read the text individually and to underline the key information in each paragraph. Elicit some of their ideas to see if they coincide.

4 Considering the key ideas that you underlined in the text above, complete the graphic organizer below.

Draw students' attention to the graphic organizer and explain that the information may not be explicit but that they can find it by analyzing the key information they underlined in the previous activity. To check, draw the graphic organizer on the board and have volunteers write their answers

5 Find the words in the text that match the meanings.

Have students find the words for each meaning. Ask them to compare their answers in pairs. Elicit answers.

By Yourself

Activate Vocabulary Draw a **recycling** circle on the board and write *Reuse* and two *Rs*; ask students if they know the words. Once they tell what the *Rs* stand for, write them on the board (**recycle** and **reduce**). Then ask: *What can you recycle?* (paper, carton, glass) Draw a **jar** on the board and explain that **jars** may be **recycled** to **reduce** trash and waste. Finally, point to the word

Reuse and ask them what they would donate to **charity** that may be reused? If necessary, explain that **charity** is an organization that gives money, goods or help to other people.

6 Read the article. Identify information about the words in the title.

Ask students to read individually. While you monitor, pay close attention to identify struggling students. When they finish, make some comprehension questions like: *What should we do instead of recycling?* or *What can you do with old jars?*

Word Power

7 Complete the sentences using the words in bold from the previous texts.

Have students look for the answers in the previous texts. Closely monitor any struggling students you identified before. Check orally.

Comprehension Check

8 Answer the questions about the text in Activity 6.

To check students' comprehension of explicit information from the text they read, have them work individually in this activity. Once they have finished, elicit answers orally.

12 Read the following text.




School Recycling and Waste Disposal

Schools are one of the facilities that generate more garbage. However, if you want to reduce the generation of trash in your school, you can take some actions. Think about this: Do you need to buy water bottles every day (or any other plastic container)? Do you need to use straws to drink your beverages? Do you absolutely need to

use styrofoam plate or cups while you eat in the school cafeteria? Remember that single-use plastic products such as straws, plates, cups, etc., can end up as debris in the oceans and they pollute the environment.

Here are some ideas about what you should and shouldn't do if you want to take care of the planet.

Do's	Don'ts
Bring reusable containers to school. Bring a reusable water bottle.	Do not use styrofoam plates or cups. Do not throw trash on the floor.
Separate trash into recycled, and organic waste. Organic waste is compostable, so make sure it is in a special bin.	Do not mix the trash. Do not buy water bottles all the time.
Recycle and reuse school supplies. Recycle and reuse school uniforms.	Do not waste paper or cardboard. Do not use straws. Do not use new wrap paper for your gifts.

13 Think about the actions you take to reduce trash in your school. Is there any other action you should take? Complete the table with your ideas. Possible answers

Steps that I already follow to reduce trash	Steps that I should follow to reduce trash
<ul style="list-style-type: none"> 1. recycle my supplies. 2. reuse school uniforms. 3. use reusable water bottles. 	<ul style="list-style-type: none"> 1. should not use styrofoam plates or cups. 2. should not mix the trash. 3. should not buy water bottles.

14 Write your conclusion about the importance of reducing trash. Make sure to back it up with information from the poster and to consider your knowledge and experience. Possible answer

Sometimes, we don't realize how much trash we generate. Most of this garbage ends up in the ocean where it damages the environment and affects marine animals. The problem is getting bigger and bigger, and if we do not change our consumption habits, we will never stop the problem.

Connecting Ideas

Do you think that trash is a problem on our planet? Why? What can you do to reduce the generation of trash? Can the garbage patch be completely wiped out from the oceans? Why? In your notebook, write some notes to answer these questions.

Use **Engaging Activity 2: Thumbs Up / Thumbs Down** to energize students. Read the ideas from the text in Activity 13 and have students share their opinion with their thumbs up or down. See page 124-125.

13 Think about the actions you take to reduce trash in your school. Is there any other action you should take? Complete the table with your ideas.

Set groups of three. Tell students to write down their ideas to reduce trash and complete the table. Ask students to share their ideas with the class.

14 Write your conclusion about the importance of reducing trash. Make sure to back it up with information from the poster and to consider your knowledge and experience.

Tell students to get a conclusion. Give students some minutes to brainstorm and write down key words. Monitor students as they write their conclusion and help with vocabulary or grammar. In groups, students present their ideas to the whole class.

Connecting Ideas

Write the questions on the board. Ask them to work in pairs and write down some notes to answer the questions. Encourage students to share their notes with the whole class.

Differentiated Instruction To help musical intelligence development, ask students to get in teams and create *The Recycling Rap*. Ask them to write some lines to create a short rap song to promote the use of the three Rs. Monitor teams and help them with rhymes. If possible, visit rhymer.com for more ideas.

Amazing Info

Read aloud the information provided and then, ask: *Did you know that every hour, Americans throw away 2.5 million plastic bottles?* Explain that every day, each person living in the U.S. generates an average of 2 kilograms (about 4.4 pounds) of trash and encourage them to calculate how much trash they throw every day.

Final Reflection

Remind students of the importance of taking care of our planet. Ask them to work in groups and write down their conclusions after reading the texts in this lesson and create a plan to appeal young people to practice the three Rs: recycle, reduce, and reuse. Encourage them to promote it inside and outside the school. Students present their plans to the class. Ask class to vote for the best one.

Comprehension Skills Practice

9 Work in pairs. Use cues from the text in Activity 6 to complete the graphic organizer.

Organize students in pairs to complete the graphic organizer with cues from the text. Monitor students who have had problems answering.

10 Work in pairs. Use previous knowledge and experiences to complete the table.

Students will work with a different partner. Give them some minutes to complete the table and once they have finished set groups of four and let them compare answers. Check by drawing the table on the board and asking volunteers to write their answers.

11 Work in teams. Conclude how reducing, reusing, and recycling help the environment. Use the information that you wrote in Activities 9 and 10.

Organize the class into teams by joining two pairs together. Tell students to write down a conclusion that they will share with the class. Elicit all the conclusions. You may use the Differentiated Instruction strategy after working on this activity.

12 Read the following text.

Tell students to read the text individually. Ask some comprehension questions. Ask students to recall the ideas they should and shouldn't do if they want to take care of the planet.

Cue Card
2

Lesson

3

Objective: Understand the sequence of a text by identifying words that express the order in which events happen.

GSE: Can signal the sequence of actions or events using a limited range of linking words (e.g. *first, then, next, finally*), given prompts or a model.

Read It Right!

Sequence: Order of Events

Texts such as narrative texts (e.g. novels, stories, legends) or informative texts (e.g. news, journals) have a sequence. It refers to the order in which events happen. While you are reading those texts, you will find words that will help you identify and follow the order of events such as the **beginning, middle, and end**. This strategy will also help you to retell a text following the correct sequence, or to follow steps in the correct order.

Vocabulary

boring	disappoint
brave	empty
difficult	frightened
disappear	ready

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

1 Read the title of the text and look at the picture. What words do you think you will find in the story? Read it and check your ideas.

Prologue

One day, I was lying on my bed peacefully, thinking about how my mom forced me to go to school. I didn't like going to school; when I was there, I was just playing and wasting my time. I couldn't find the fun part of studying; for me, it was **boring**.

I was thinking about that when my mom came into my bedroom and said: "If you don't study, your life will be extremely complicated." After that, I remembered that I had never been good at studying; whenever I started reading a book, I found myself falling asleep on it before I had finished the first page. However, I did not want to **disappoint** my mom, so, the day after, I went to the library. Reading had to be part of my life. I had just decided that. I spent hours looking at the books, their covers, titles, and sizes; I decided to take a variety of them: with drawings and without, big and small, thick and thin, on Mathematics and Spanish and Biology, etcetera.

That day, at home, I started reading a book on Psychology, but I fell asleep by the second paragraph.



2 Using information from the text above, write what is happening in each picture. Possible answers:



The girl fell asleep. The girl's mom came. The girl is lying while she was in her room and she on her bed, she is reading a book. is talking with her. thinking about school.

3 Use the information you wrote in the previous activity, and discuss with your class what happened first, later, and in the end.

4 Read the text and underline words that express the order in which events happened.



Then, I woke up at dawn, feeling a strange tickle on my face. After that, I went to the mirror to check my face and I discovered that it was full of letters. Nevertheless, I was unable to make them **disappear**. Instead, I realized I had a large question mark on my forehead and a semicolon on my cheek, and I even had an exclamation point between my eyes. Suddenly, periods and commas began to appear everywhere. Next, the letters and signs seemed to be like little ants running all over my arms and legs.

The letters and punctuation marks gradually invaded all my body, covering my skin completely; later, not only was I feeling them on the epidermis, but also penetrating my muscles, invading my mouth, filling my lungs; I also noticed that my blood was infected, too... It was not red but black. It seemed that they had possessed every single particle of my body. It was a strange sensation, **difficult** to describe. Finally, I realized that I was becoming... the book.

Reader's Coach

There are words within a text that will help you to identify the order of events; that is, you can follow the sequences using those words; for example: *first, later, after, then, finally, in the past, I remember when, amongst others*.

5 Complete the summary of the text above.

The girl in the story fell asleep. Then, she woke up and felt something on her face. Next, she tried to clean up her face, but she couldn't. Suddenly, she had letters and punctuation marks all over her face. After that, the letters and punctuation marks invaded all her body. Finally, she became a book.

6 Find the antonyms for the following words in the texts you read.

a appear	<u>disappear</u>
b easy	<u>difficult</u>
c fun	<u>boring</u>
d be proud	<u>disappoint</u>

Sequence: Order of events

Objective: Understand the sequence of a text by identifying words that express the order in which events happen.

GSE: Can signal the sequence of actions or events using a limited range of linking words (e.g. *first, then, next, finally*), given prompts or a model.

Activation of Knowledge

Ask students about their favorite story. Let a volunteer narrate one to the whole class. Invite the class to identify what happened at the beginning, in the middle, and at the end.

Development

Read It Right!

Activate Vocabulary Ask students: *What is it like to watch a TV program you don't like?* Possible answers may include **boring**. Then tell students that if they do something that their parents don't want them to do, they may **disappoint** them. Elicit the meaning of both words.

1 Read the title of the text and look at the picture. What words do you think you will find in the story? Read it and check your ideas. 3

Ask volunteers to read the information provided in the sidebar aloud. Tell students to read the title and look at the picture. Ask: *Which words do you think you will find?* (boring, disappoint) Ask different volunteers to read the text aloud. Finally, confirm their predictions.

2 Using information from the text above, write what is happening in each picture.

Ask students to look at the pictures and try to scan the information from the previous text. Give them some minutes to write what is happening in each picture. Check orally.

3 Use the information you wrote in the previous activity, and discuss with your class what happened first, later, and in the end.

If possible, bring a soft ball into the class, throw it to a volunteer who wants to start narrating what they read using the information from the previous activity; then, tell him/her to throw it to another student who wants to continue and so on. Encourage them to use linkers.

Activate Vocabulary Ask students to describe what they call to something that is not easy to do, possible answer may

By Yourself

7 Read the title of the text and look at the picture. Discuss with a partner what you think it is about.

Amazing Info
Did you know that, on a rainy day of 1816, while she was with some friends such as Lord Byron, writing ghost stories, Mary Shelley came up with the idea of *Frankenstein*. She was only 21 years old!

The Ghost in the Cafeteria

Last Friday, I experienced my first spine chilling ghostly encounter! I had just finished my Math exam which was extremely easy for me; then, I went to the library. Instead of choosing a regular book, I found myself drawn to a book that had a paranormal drawing on it; it was dark and shadowy and had a young spooky girl carrying a lantern.

Afterwards, I found myself immersed in the story when I heard noises coming from the cafeteria, which is usually empty after lunch period. Next, I went to check it out; suddenly, I saw a whisk drop, then a pot lid, then many other things which were "floating" in the air! What was happening? I was just about ready to run away because I wasn't feeling very brave; then, I saw something gray moving behind the pots on the shelf. It was a frightening shadow; after that, I was petrified; I didn't want to look. Immediately after that, I heard a small mew, mew sound. Finally, I realized that my ghostly encounter was a tiny frightened kitten; when I saw it, its appearance wasn't spooky at all. I laughed and laughed with relief. Who would have thought?

Word Power

8 Go back to the previous texts and find synonyms for each word.

a prepared	ready	e challenging	difficult
b vanish	disappear	f scored	frightened
c courageous	brave	g unified	empty
d tedious	boring	h upset	disappoint

Comprehension Check

9 Answer the questions.

a Why did the boy think there was a ghost in the cafeteria?
because he thought the cafeteria was empty and he heard noises coming from it

b Who was making noises in the cafeteria?
a frightened little kitten

Comprehension Skills Practice

10 Work in pairs. Identify and write down the words that express the order in which events happened.
first, afterwards, next, immediately after that, finally

11 Work in small teams. Considering the words in the previous activity, fill in the graphic organizer with the sequence of the story.

Title of the story: The Ghost in the Cafeteria

Beginning
The boy went to the library after finishing his math exam. He was reading a horror book.

Middle
He heard noises coming from the cafeteria. He went there to check it out and saw that it was empty, its objects dropping by a spooky shadow.

End
The boy realized that the "ghost" was a little frightened kitten.

be **difficult**, and then elicit some activities that they consider to be **difficult** to be done. Quiz students what's the opposite of appear (**disappear**).

4 Read the text and underline words that express the order in which events happened. 3

Ask students to read the text and identify the linkers. Check orally. Invite them to share their opinion about this story.

5 Complete the summary of the text above.

Check the information provided in the **Reader's Coach** box and elicit from students in which part of the story they are more likely to be found (e.g.: *first*, in the beginning; *later*, in the middle; *finally*, at the end). Invite students to complete the summary individually. Offer help to struggling students guiding them to follow the sequence in the text in Activity 4. To check, invite several volunteers to help you reading the answers.

6 Find the antonyms for the following words in the texts you read.

Elicit what an antonym is (a word that means the opposite of another). Give students some minutes to perform the task. To check, write the words on the board and ask volunteers to write the answers.

By Yourself

Activate Vocabulary Before reading the text, elicit the meaning of the vocabulary words: **empty**, **ready**, **brave**, and **frightened**. If necessary, ask volunteers to find the words in the Glossary at the end of their books.

7 Read the title of the text, and look at the picture.

Discuss with a partner what you think it is about.

Invite students to read the title, look at the pictures and ask volunteers to describe them. Set pairs and let them share their opinions about the theme of the story. Give students some time to read the text individually while you monitor to identify struggling students.

Word Power

8 Go back to the previous texts and find synonyms for each word.

Elicit what a synonym is (a word that means the same as another). Have students work individually on this task. Set groups of three and suggest sharing answers.

Use **Engaging Activity 12: Find Your Match**. Practice synonyms and antonyms. Prepare cards of the synonyms studied in this lesson and follow instruction. See pages 124-125.

12 Read the following text and identify unknown words.

The Little Thief

I remember the day when I saw a thief in my bedroom; I was about to enjoy a succulent *baklava*. I hadn't even started yet when my mom called me. Then, I went downstairs and left my *baklava* on the desk. I helped my mom do some errands. After that, I went back to my room and... surprised! My *baklava* had disappeared! It was weird! I was sure I hadn't eaten it. Two days later, I had some tasty *basbousas* just next to my laptop. I went to the attic and when I came back... my *basbousas* had vanished! I realized there was a thief in my bedroom, and I was going to catch it.

Next, I found myself playing detective; I left a *kanafeh* on my desk. I hid behind the curtain and it was then that I saw him, a little chipmunk was standing near the window! It came into my room, went to my desk, and took the *kanafeh*. I had finally found the elusive robber! Nevertheless, I realized that the poor rodent was starving so we finally became friends. Now, my buddy knows that whenever it comes to my room, it will find something delightful to eat.



13 Draw some pictures that represent the sequence of the story above.



14 Retell the story about the thief using your own words.

Possible answer: One day, there was a girl who realized that her food had been disappearing from her room. She knew someone was stealing her food, but she didn't know who was it. So, she decided to catch the thief. Then, she put some food and waited for the thief to come. After that, she saw the thief, it was a squirrel. Next, she realized the squirrel was hungry. Finally, they became friends.

Connecting Ideas

Choose one of the stories from this lesson and tell how you would have acted if you had been in a similar situation. In your notebook, write some ideas. Then, share them with your class.

Comprehension Check

9 Answer the questions.

Set pair work and give students a couple of minutes to look back in the text for the answers. Check as a class.

Comprehension Skills Practice

10 Work in pairs. Identify and write down the words that express the order in which events happened.

Ask students to work with a different peer. Tell them to look for the linkers they identified in the text; check orally. You may use the Differentiated Instruction strategy after working on this activity.

11 Work in small teams. Considering the words in the previous activity, fill in the graphic organizer with the sequence of the story.

Ask students to work in groups of three. Tell them to complete the graphic organizer. Write the linkers on the board and ask three volunteers to complete with their answers.

12 Read the following text and identify unknown words.

Have students read the text. As they will probably identify as unknown *baklava*, *basbousas*, and *kanafeh*, explain that these words refer to Turkish desserts: *baklava* is a cake, *basbousa* is a

sweet syrup cake, and *kanafeh* is noodle-like pastry. Help students with any other unknown vocabulary.

13 Draw some pictures that represent the sequence of the story above.

Tell students to draw pictures to represent the order of events. When they finish, have them compare their drawings with a peer.

14 Retell the story about the thief using your own words.

Read the instructions aloud and have students work individually. Encourage them to use linkers for the sequence. Elicit some summaries.

Connecting Ideas

Students will connect their own thoughts and feelings with the texts by working on this activity. Ask the questions aloud and give them some time to write down their ideas while you monitor.

Differentiated Instruction To approach bodily-kinesthetic learners, write some linkers on strips of paper and paste them on the board. Explain students that you will start telling a story and they may continue it by standing up, grabbing one strip of paper and using that linker to carry on. Start the story and challenge students to continue it until all linkers are used.

Amazing Info

Read the information about Mary Shelley and Frankenstein. Tell them that she belonged to the Romantic era. Explain that Romanticism was an artistic movement that occurred at the end of the 18th century in which emotions were privileged as a reaction to the Industrial Revolution.

Final Reflection

Organize the class into teams of four. Ask each team to get a sheet of paper and to sit in a circle, tell them that you will give them the beginning of a story and they will take turns to continue writing it. Time one minute and clap to indicate that students must give the sheet to the person sitting to their left. Encourage them to use linkers to indicate the sequence of the story. Repeat the step until everybody within the teams had participated. At the end, invite teams to read the final versions of their stories and encourage the others to provide respectful feedback.

Cue Card
3

Lesson
4

1 Read the article below. In pairs, mention as much information as you can remember from the text.

What a Great Place!



I remember when I entered the building. It smelled like a new car; the floors and windows looked shiny. The first exhibition was about optical illusions made by international artists. I was very impressed. Everybody thought it was a fascinating museum. It became my favorite place immediately.

Townhall Museum is located in the center of Brighton, England. There, you can learn about history and art. According to the magazine *Architecture Today*, the Townhall Museum building takes advantage of natural light the best way in the country. A survey says that it is the museum that people visit the most in the city.

It is a modern building, and at the main door you can see a huge Greek sculpture. There are large green areas around the building. They look like the gardens of 18th century palaces. You will feel that you are in the past and the present at the same time.

They change their exhibits every two months! This is the perfect excuse to come frequently and see its absolutely amazing design. You will fall in love with its enormous halls, startling murals, and relaxing atmosphere. It's architecture at its best!

Objective: Write a web article about their favorite place.
GSE: Can write simple texts with appropriate paragraph breaks, given prompts or a model.

Write It Right!

Descriptive Article
Articles are one of the most common types of writing because they can appear in several kinds of publications, for instance, magazines, journals, newspapers, and websites. There are different types of articles, like *news*, *web*, or *clinical articles*. Their main purpose is to *inform*. However, the information presented depends on the target readers and on the type of publication. For example, articles in travel magazines mainly *describe* places so that the readers get interested in visiting them. In order to achieve this goal, this kind of article uses *vivid vocabulary* for the reader to create mental images of the place described. They also include real information, facts about the place, and opinions of people who have already visited it.

2 Underline the correct answer.

a What does the writer want to highlight about the museum?
its location its description its exhibitions

b What is the purpose of giving many characteristics about the museum?
to tell a story to talk about its importance
to create a positive mental image.

21

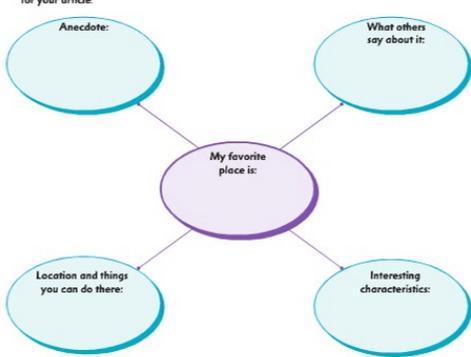
Lesson
4

3 Use the graphic organizer to brainstorm ideas for your article.

Amazing Info
The first regular online publications appeared in the 1990s, but they weren't as interactive as they are today. Nowadays, about two million articles are published online every day!

Prewriting

My favorite place is:







22

Descriptive Article

Objective: Write a web article about their favorite place.

GSE: Can write simple texts with appropriate paragraph breaks, given prompts or a model.

Activation of Knowledge

Arrange the class in pairs or teams of three. Write the following questions on the board and ask students to discuss them: *Do you have a favorite place? Do a lot of people know it or only you? Can you find information about it on a website or magazine?*

Development

Write It Right!

1 Read the article below. In pairs, mention as much information as you can remember from the text. 4

Ask students: *Do you read magazines? Have you ever read a travel magazine?* Read the information included in the sidebar and ask them to tell you the key words from the text. You can even show some articles from a travel magazine. Then, ask them if they usually read articles on the Internet. If they do, ask them to share what they are about. If they don't, encourage them to read articles because they are interesting, easy to read, and can

help them improve their vocabulary. Finally, assign three students a paragraph each from the model text to read out loud. Give students some time to perform the task.

2 Underline the correct answer.

Give students some time to answer the questions. Ask them to underline in the text the key words that let them know the answers or to mention other reasons for their choice.

Prewriting

3 Use the graphic organizer to brainstorm ideas for your article.

Draw students' attention to the pictures and ask them: *Is your favorite place similar to one of these?* Elicit answers from different students, encourage the one whose favorite place is not shown to share. Have them close their eyes for a moment and tell them to visualize that place: how it looks, how it smells, which sounds they can listen to, how the weather is, what they are doing there. When they open their eyes, give them some time to brainstorm information to fill in the graphic organizer. Mention that they should do some research for the *What others say about it* section. They can look for information online. In the other sections, they have to write whatever comes to their minds. They shouldn't pay a lot of attention to spelling or grammar mistakes at this point.

Draft

Useful Language

Intensifiers:

very
quite
a bit
absolutely
extremely

Adverbs to say how something happens:

quickly
immediately
locally
happily

Using -ed and -ing adjectives for descriptions of feelings and things:

I was shocked, amazed, bored, etc.

It was shocking, amazing, boring, etc.

Using senses for descriptions:

sense verbs: look, sound, feel, smell, taste

other sensory words: metallic, humid, hot, shiny

4 Draft your article.

Introduction

Tell an anecdote related to the place.

Middle

Mention the location and what you can do there.

Mention what others say about it.

Describe the place.

Conclusion

Emphasize some interesting characteristics about the place.

23

Revising

5 Exchange your article with a partner and use the table to check it.

Excellent	Good	Needs More Work
The text starts with an anecdote, and it includes some feelings.	The text starts with an anecdote, but it is not emotional at all.	There aren't any anecdotes.
There were at least two references made by other people about the place.	There was one reference by other people about the place.	There were no other references about the place by other people.
There are descriptions using at least two senses.	There are descriptions using only one sense.	There are no descriptions.
The text gave me a powerful mental image of the place.	The text gave me a mental image of the place.	The text didn't make me have a mental image about the place.

6 Give your classmate respectful feedback on how he or she could improve.

7 Take into account the feedback you received to rewrite your article.

24

Draft

4 Draft your article.

Ask some volunteers to read the phrases from the **Useful Language** box aloud and then ask everybody to find some of them in the text on page 19 (*very, absolutely, immediately, smelled, looked, impressed, fascinating, amazing, shiny*). Elicit the category they belong to and stress that those phrases have an important communicative function. Mention that there are different ways to organize an article but this time they should include the following elements organized in different paragraphs: *Introduction*: Tell an anecdote related to the place; *Middle*: Mention the location and what you can do there, mention what others say about it, and describe the place; *Conclusion*: Emphasize some interesting characteristics about the place. Give them some time to write a draft and remind them to use phrases from the **Useful Language** box. Monitor closely to check that they are following the structure and provide any help they may need.

Revising

5 Exchange your article with a partner and use the table to check it.

Ask students to exchange their books with a partner to revise

each other's article. Tell them to cross out the section of the rubric that expresses their opinion about the article they are revising.

6 Give your classmate respectful feedback on how he or she could improve.

Tell students to explain why they crossed out those sections. If there is an aspect that could be improved, they should give a few suggestions on how to do it better. Emphasize that they must be respectful. E.g.: *You could use more sense verbs to make the description more vivid. I think it would be a good idea to add some adverbs to say how something happens.*

7 Take into account the feedback you received to rewrite your article.

Tell students to go back to the Draft section to revise their texts individually and identify what they could change based on the suggestions they were given. Once they know how to improve the article, tell them to rewrite it.

Proofreading

8 Use the checklist to proofread your article.

Ask students to look at the **Proofreading Marks** box; explain that a common mistake is to miss a period at the end of sentences, so they can use this mark if they had that problem. You could prepare a mini-lesson about verbs of sense verbs, in

Proofreading Marks
If you want to insert a period, use this mark:  2. The name is empty.  3. The cat got her whiskers.  4. My the washin machine is broken.

Proofreading
8 Use the checklist to proofread your article.

Did I use some intensifiers?		
Did I use adverbs to say how something happens?		
Did I use adjectives to describe things and feelings?		
Did I use verbs of the senses or other sensory words?		
Did I use periods at the end of complete sentences?		
Did I skip one line to mark the division between two paragraphs?		

Publishing
9 Write the final version of your article. Be creative!

Writer's Coach
You can make your article more attractive if you add some pictures, especially when you describe something.

25

Differentiated Instruction To develop verbal-linguistic skills, ask students to give a speech about the place they wrote about. They can choose to read their text aloud or paraphrase it. Arrange the class into teams of five people, so everyone can have the opportunity to present the information. Stress the importance of reading aloud with good intonation and rhythm to convey the message.

Amazing Info

Share with students that the first online publications were made available in the 1970s and 1980s, but there were only a few. In the 1990s there were weekly publications, but the design was not very good. Nowadays, about two million articles are published online every day, aside from the large quantity of blogs, videos, news, and other publications that are uploaded, which gives giving us endless access to information.

Final Reflection

Organize the class into teams. Tell each team to choose one interesting place in their town and write an article describing it. Invite them to put all the articles together to create a travel magazine. Encourage them to give it a name and be creative with its design.

Cue Card 4

which you emphasize that they are followed by adjectives and not by adverbs. Finally, read the statements in the checklist and tell them that this tool is important because it will help them make sure they cover all the necessary aspects. Give them time to proofread their text and ask them to make sure all their sentences end with a period. Help struggling students by asking them to underline where they are using the different aspects of an article mentioned in the checklist and give them suggestions for improvement if necessary.

Publishing

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

Tell students to write the final version of their articles. Read the information included in the **Writer's Coach** box to encourage them to include pictures in their article. Have them write a final draft in their book. Remind them that a web publication must be visually attractive, so they are free to use some images in their article. When they are ready, tell them to exchange their text with a partner. You can use the Differentiated Instruction strategy after working on this activity.

Use **Engaging Activity 11: 3-2-1** to have students write three things they learned during this session. See pages 124-125.

Lesson 5

Objective: Understand procedural or instructional text by identifying words that express a sequence.

GSE: Can signal the sequence of actions or events using a limited range of linking words (e.g. "first," "then," "next"), given prompts or a model.

Read It Right!

Sequence: Steps in a Process

Procedural or instructional texts tell you how to make or do something. These texts include words such as: **first, second, third, firstly, secondly, thirdly, next, later, after that, afterwards, last, finally,** among others, that express the sequence of the steps or instructions. To follow the sequence of a procedural or instructional text, first you should identify and understand those key words.

Vocabulary

attach	inside
edge	moon
fit	towel
generally	tube

26

1 Look at the pictures, read the title and discuss with your class what kind of text it is. Then, read the text.

How to Make Recycled Paper

Materials:

- used paper (old newspaper, used wrapping paper, old coloring books, etc.)
- a big bowl of water
- blender
- a piece of non-sticking screen
- a flat tray, larger than the screen
- pieces of cloth or small towels
- iron or rolling pin

Procedure:

(First) tear the paper you want to recycle into very small bits, and soak it in the bowl of water for about 30 minutes.

(Second) place the soaked paper in a blender. Make sure you have a mixture of water and paper in the blender; blend the ingredients to make pulp. **(Third)** spread the mixture out over the screen. **(Fourth)** gently move the screen on top of a towel; press another towel on top, and iron it to remove excess water. **(Finally)** peel the paper off, and lay it on a flat surface until it dries completely. It generally takes from 12 to 24 hours to dry; it will depend on how thick and wet the paper is.

2 Circle the words in the text above that help organize the sequence of the steps.

3 Write numbers 1 to 5 to organize the sequence of the steps to make recycled paper.



4 Read the text and circle the words that show the sequence of the steps.

Make Recycled Notebooks

Materials:

- recycled paper
- scissors
- ball of yarn
- markers
- recycled cardboard
- three-hole punch
- stickers
- colored pencils

Procedure:

Once you have made your own recycled paper, you are ready to make your own recycled notebooks. **(First)** take 20 to 40 sheets of recycled paper, and punch holes into one of the edges of the paper. **(Next)** cut two pieces of cardboard for the cover and back of your notebook. Make sure the pieces of cardboard are approximately 0.5 cm larger than the paper; punch holes into one of the edges of the cardboard too. **(Then)** line up the cardboard and the sheets of paper. **(After that)** use the yarn to attach them. **(Finally)** decorate the cover of your notebook; you can use colored pencils, stickers, markers, photos, anything you want, but the most important thing is that you should use your imagination. Recycled notebooks can be the perfect gift for relatives or friends.

5

Reader's Coach

Some instructional texts use words such as: *first, second, third, etc.* while others use words such as: *first, then, after that, next, later.* Identifying these words will help you to understand the order in which steps or instructions should be followed.

5 Answer the questions about the text in Activity 4.

a Are the words that show the sequence of this text and the previous one similar or different? *They are different.*

b What words do you think make it easier to follow the sequence of steps or instructions? *Answers may vary.*

6 Match the words with their definitions.

a towel	d. to put together or to fasten
b iron	e. a piece of cloth that absorbs liquids or that dries things up
c edges	b. to press something with a heated flat object
d attach	e. the border of an object or area

37

Sequence: Steps in a Process

Objective: Understand procedural or instructional text by identifying words that express a sequence.

GSE: Can signal the sequence of actions or events using a limited range of linking words (e.g. "first," "then," "next"), given prompts or a model.

Activation of Knowledge

Ask students about their favorite recipe. Let a volunteer tell one to the whole class. Invite the class to identify the order of the steps to successfully carry out the procedure.

Development

Read It Right!

Activate Vocabulary Write *generally* and *towel* on the board and elicit their meaning from students. If necessary, suggest them to use the Glossary at the end of their books.

1 Look at the pictures, read the title and discuss with your class what kind of text it is. Then, read the text.

Invite volunteers to read the information provided in the sidebar. Then, have students to read the title and look at the pictures.

Ask: What kind of text is it? (Procedural or instructional). Tell volunteers to read the text aloud.

2 Circle the words in the text above that help organize the sequence of the steps.

Ask students to scan looking for the words that help them identify the sequence of the events. Check as a whole group.

3 Write numbers 1 to 5 to organize the sequence of the steps to make recycled paper.

Tell students to look carefully at the pictures to identify the order they need to follow to make recycled paper. Ask them to write 1-5 according to the sequence. If you identify any struggling students suggest them to reread the text. Check orally.

Activate Vocabulary Write the word *attach* on the board and tell students that it is when you join or put together. After that, write *edge* on the board and tell students that it is a line or border of an object or area and point to the edge of a table, desk or board.

4 Read the text and circle the words that show the sequence of the steps. 5

Check the information provided in the **Reader's Coach** and elicit from students in which part of the instructions they are more likely to be found (e.g.: *first or firstly*, in the beginning; *second(ly)*

By Yourself

7 Read the title. Then, think about what materials the text will mention. Read the text and check your ideas.

Amazing Info
In 2013, a truck driver from Utah built the largest homemade telescope in the world. The main lens weighs more than 400 kilograms, with a circumference of 1.77 meters. The whole structure stands about 10 meters tall!

How to Make a Small Telescope

Materials

- one 3 cm diameter magnifying glass
- two paper towel tubes
- duct tape
- black paint
- one 4 cm diameter magnifying glass
- corrugated cardboard
- cutter

Steps

First, cut one of the paper towel tubes apart, overlap it a little bit and tape it, so that it can fit inside the other tube. Then, take the biggest magnifying glass, and trace a circle on the corrugated cardboard; this circle has to be a little bit smaller than the glass. Next, cut the circle with a cutter, and put the glass in the cardboard.

Later, cut the ring around the glass to the size of the paper towel tube, so that you can glue it right into the tube. After that, glue or tape the magnifying glass into the larger paper towel tube. Repeat the procedure with the smaller magnifying glass. Finally, point your telescope; and, look at the moon and the stars!

Word Power

8 Label the pictures using the words in bold from the previous texts.

iron edge towel attach
tube telescope paper towel moon

Comprehension Check

9 Check (✓) the correct options.

a Characteristics of the tubes that you need to make a telescope:

- They have to be the same size
- One has to be a plastic tube
- One has to be bigger than the other one

b The magnifying glasses go into the...

- paper towel tubes
- corrugated cardboard
- duct tape

Comprehension Skills Practice

10 Work in pairs to order the steps to make a telescope.

11 In your notebook, write the steps in the correct order.

12 Work in small teams. Analyze the words that show the sequence of the previous text. What other words could you use instead of those?
Possible answers: First, second, third, fourth... afterwards, afterward.

or third(ly), in the middle; finally or last, at the end). Ask students to read the text and identify the words that help them to know the order of steps. Check orally.

5 Answer the questions about the text in Activity 4.

Ask a volunteer to read the questions aloud. Tell students to answer the questions with the information previously read and monitor struggling students while they answer. To check, invite two volunteers to help you read the answers.

6 Match the word with their definitions.

Elicit what a definition is (the explanation or description of a word). Give students some minutes to perform the task.

By Yourself

Activate Vocabulary Before reading the text, introduce the vocabulary words: **fit**, **tube**, **moon**, and **inside**. Since it is likely some students are familiar with the words, ask volunteers to find the words in the Glossary at the end of their books, read their definitions aloud, and use the words in sentences. Elicit some sentences using them.

7 Read the title. Then, think about what materials the text will mention. Read the text and check your ideas.

Invite students to read the title and ask volunteers to predict what

materials may be mentioned according to the title. Set up pairs and let them share their ideas about the possible answers. Give students some time to read the text individually and to confirm their predictions while you monitor to identify struggling students.

Word Power

8 Label the pictures using the words in bold from the previous texts.

Have students work individually on this task. Ask students to match the pictures to previous words in bold in the texts. Set up groups of three to compare answers. Check orally.

Comprehension Check

9 Check (✓) the correct options.

Have students work in pairs and give them a couple of minutes to look back in the text for the answers. Check as a class.

Comprehension Skills Practice

10 Work in pairs to order the steps to make a telescope.

Ask students to work with a different classmate. Tell them to look at the pictures and order them according to what they read while working in Activity 7. Check orally.

13 Read the following text.

How to Make a Glowing Bouncing Egg

Materials

- yellow highlighter
- black light
- glass bowl
- egg
- vinegar
- jar

Steps

Fifth, pour more vinegar until the egg is completely covered. Third, squeeze the container and see how the vinegar immediately changes color inside the bowl; keep squeezing the ink container until it's empty. First, carefully remove the ink container from the inside of the highlighter. Fourth, place the egg inside the jar with the mixture of ink and vinegar. Finally, take the egg out of the jar, turn the light off and use the black light to see it glow. And, it also bounces! Second, place the ink container into the bowl and pour some vinegar over it; make sure the container is completely covered with vinegar. Sixth, leave the egg in the jar for a week; after this time, you will see that the vinegar has completely dissolved the egg shell.



14 Answer the questions about the text above. Possible answers:

a Does the text follow a correct sequence? How do you know?
No, it doesn't. Because, the words that show the sequence do not follow the correct order.

b What would happen if you followed the steps in this order?
The experiment would not work. I would not get a glowing bouncing egg.

15 In your notebook, rewrite the steps to make a glowing bouncing egg in the correct order.

Connecting Ideas

Think about the last time you had to follow steps to carry out an experiment or to assemble an object, but you did not follow them in the correct order. What happened? In your notebook, create a mind map about the consequences of not following steps or instructions in the correct order.

11 In your notebook, write the steps in the correct order.

Have students write the steps without looking at the text. If necessary, pair struggling students with advanced ones to promote tutoring.

12 Work in small teams. Analyze the words that show the sequence of the previous text. What other words could you use instead of those ones?

Have students work in groups of four, ask them to check the sequence words in the text (*first, next, later, after that*), elicit some words, and write them on the board. Ask some volunteers to write the possible substitution for those words. (*firstly, second, third, fourth, afterwards*) Finally, have them use those words in the sequence they wrote in their notebooks. Invite volunteers to read their instructions aloud.

13 Read the following text.

Have students read the text individually. Help them with vocabulary doubts. Elicit some opinions about the glowing bouncing egg. You may use the Differentiated Instruction strategy after working on this activity.

14 Answer the questions about the text above.

Ask a volunteer to read the questions aloud. Tell students to work in pairs and answer the questions with the information previously read. Monitor struggling students while they answer. Check orally.

15 In your notebook, rewrite the steps to make a glowing bouncing egg in the correct order.

This activity is an opportunity to assess students. Invite them to write down the steps to make a glowing bouncing egg in their own words individually while you monitor to identify who still needs support and guidance to use sequence words. Ask volunteers to share their answers.

Use **Engaging Activity 8: Quick draw**. Say a sequence word and have students draw the step. See page 124-125.

Connecting Ideas

Read instructions and give students some time to create their mindmap while you monitor. Let them share what would happen if instructions are not followed in order with the whole class.

Differentiated Instruction To approach linguistic learners, bring a big dice to class and throw it. Tell students that they will have to retell the steps of making a glowing bouncing egg, but they will do it according to the number they get on the dice (e.g.: 2 = second, place the ink into the bowl; 5 = fifth, pour more vinegar, etc.). Repeat until everybody has participated.

Amazing Info

Read the information about a truck driver from Utah. Explain that by following instructions, this man was able to build and have a telescope which probably would have been hard to afford.

Final Reflection

If possible, ask students to do some research in advance to learn how to make slime. Organize the class into groups of four. Tell them that they will present the steps to do slime. If students are not able to find the steps, write them on the board. (1. Add 7 tablespoons of skim milk to a cup and add 1 tablespoon of vinegar to the milk. Gently stir the mixture until solids have formed. 2. Let the solids sink to the bottom of the mixture and then drain off the liquid using a filter (a coffee filter works best). Let the solids drain for a few minutes. 3. Add ¼ teaspoon of baking soda to the solids and knead together to form a slimy mixture from milk.) Give them some minutes to prepare their oral presentation and encourage them to use sequence words for the steps.



Lesson
6

1 Look at the picture, read the title, and think about the possible topic of the text. Then, read the text.

How the Hummingbird Saved the Forest (Part 1)
Native North American Legend



A great while ago, there was a huge forest that caught on fire. The terrible fire was consuming everything in its path. Bears, beavers, gorillas, tigers, deer, foxes, and many other animals were **afraid**, so they fled from their homes. In the sky, the birds were also flying in panic; all the animals **gathered** right by the river, where they felt **safe**. They stood hopeless, looking at the fire consuming their homes. Suddenly, the owl saw a little hummingbird that was going back to the forest, the hummingbird returned to drop some water on the fire.

"What are you doing?" asked the owl.

"I need to do something about this fire!" Replied the little hummingbird.

The hummingbird went to the river many times and always returned to the forest on fire; she flew up and down as fast as she could. The other animals were just looking at the hummingbird; they were **surprised**. There was the elephant that could have got much more water with its huge trunk, but nobody did anything.

Objective: To read and analyze titles to make predictions about the texts.

GSE: Can make basic predictions about factual text content from headings, titles or headlines.

Read It Right!

Predicting Outcomes
Making predictions before and during the reading will help you get a better understanding of the text. When you make predictions, you use elements from the text and your previous knowledge. Make sure you find evidence for your predictions based on key information while you are reading. Check for titles, subtitles, and key words to make predictions and to check them.

Your Predictions

Your Predictions	Were you right?	Why?
I thought the text was about a little bird who wanted to save the forest.	Yes	Because the text is about the topic I predicted.

3 Write what do you think will happen next based on what you have read so far.
Possible answer: The animals will not help the hummingbird, so the forest will be consumed by the fire.

Vocabulary
afraid sad
curious soft
gather sick
old surprised
Do you know what these words mean? If necessary, check the Glossary at the end of your book.

4 Continue reading the text and check your predictions.

How the Hummingbird Saved the Forest (Part 2)
Native North American Legend



"Are you crazy? What do you think you are doing? You can't do anything, you are too little, and the fire is too big. Your wings are too little, and your beak is too small, you can only carry a small drop of water. Soon the forest will be completely consumed; and if you don't stop doing this, you are going to die. Go save yourself!" said the raccoon.

"I'm doing the best I can. And, I believe that this is what all of us should do. This is my home and I will not give up on it," replied the little hummingbird.

When the other birds saw how hopeful the hummingbird was, they decided to join her; they went to the river, took some water, and dropped it on the fire. Little by little, other animals joined them. Mother Earth saw how desperately the little hummingbird desired to save her dear home, and she too decided to help; she brought the rain. The rain fell until the fire was out. And, this is how the little hummingbird saved the forest!

Amazing Info
There are many interesting legends about animals, for example, you can read about How the Zebra Got Its Stripes, How the Raven Stole the Sun, How the Turtle Got Its Shell, among others.

Reader's Coach
Besides titles and subtitles, there are other elements in the text that can help you make predictions, for example: images, key words, text format, and font (letters type). Analyze these elements before and during reading a text. Find information within the text as evidence for your predictions.

5 Think about the predictions you made about the text and answer the questions. Possible answers

a Where your predictions right? Yes.

b What evidence from the text supports your predictions? The hummingbird worked so hard, that her hope made other animals join her. Then, Mother Earth helped them too and the forest was saved.

6 Write a sentence using the words provided.

a afraid The raccoon was afraid, it didn't want to stay in the forest.

b safe All the animals were safe by the river.

c surprised Mother Earth was surprised when she saw the hummingbird trying to save the forest.

d gather After the rain, the animals gathered.

Predicting Outcomes

Objective: To read and analyze titles to make predictions about the texts.

GSE: Can make basic predictions about factual text content from headings, titles or headlines.

Activation of Knowledge

Say: *If you look through the window and see it's cloudy and black, what can you predict? (It's going to rain.)* Ask students: *Why?* (Because on previous occasions when they have seen the sky that way, it rained.) Explain that to make predictions we consider evidence (cloudy sky) and previous experience.

Development

Read It Right!

Activate Vocabulary Ask students: *How do you feel in a dark room?* Possible answers may include **afraid**. After that, ask students how they would feel if someone turned the light on. Answers may include **safe**. Then, ask students how they would feel if after entering that dark room and turning the light on, they discover that all their friends **gathered** there to prepare a birthday party (**surprised**).

1 Look at the picture, read the title, and think about the possible topic of the text. Then, read the text.

Ask volunteers to read the information provided in the sidebar aloud. Show students a picture of Little Red Riding Hood when the wolf is disguised on the bed. Ask students: *What evidence do you have? (That is not her grandma.) What can you predict? (The girl will be in danger.)* Tell students to read the title of the story aloud and look at the pictures. Ask: *What do you think the text is about? (a hummingbird)* Finally, ask different volunteers to read the text aloud.

2 Check the predictions you made in Activity 1 and complete the chart.

Ask students to complete *Your predictions* column with their ideas before reading. Then, tell them to complete the other two columns. Elicit students' answers and check orally.

3 Write what do you think will happen next based on what you have read so far.

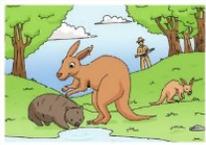
Ask students: *What do you think will happen next?* Let the group talk it over. Encourage students to identify images or key words on the text that may help them to make predictions. Elicit some answers and write them on the board.

By Yourself

- 7 Read the title and discuss with your class which events are most likely to happen in the text. Then read the text and check your predictions.

How the Kangaroo Got Her Pouch

Far away in the Australian grasslands, there was a kangaroo that had a baby kangaroo. The baby kangaroo was very curious, and he wandered off many times. One day, mom kangaroo saw a wombat; he was old and sick. He was hopeless and sad; so, she took him to drink water and to eat grass.



Suddenly, they heard a hunter who was chasing the wombat. The mom kangaroo wanted to save the wombat, but she also had to save her baby. The little kangaroo had wandered off; so, mom kangaroo

was running carrying the wombat in her mouth and trying to find her baby. She found her under a tree, and she didn't know what to do because she couldn't carry her baby and the wombat. However, she managed to carry the two of them in her mouth. She ran and ran until the hunter was gone. The wombat happened to be a magician in disguise. He realized how difficult it was for the mother kangaroo to keep her baby away from danger. So, she gave her a little pouch on her tummy, so that she could carry her baby all the time.



Word Power

- 8 Match the words to their antonyms.

a afraid	e indifferent	e curious	a brave
b safe	g healthy	f sad	h young
c surprised	b unprotected	g sick	c calm
d gather	d disperse	h old	f happy

33

Comprehension Check

- 9 Read the descriptions and write the name of the characters they correspond to.
- a He was little, he wandered off _____ baby kangaroo
b She helped the wombat _____ mom kangaroo
c He was old and sick _____ wombat

Comprehension Skills Practice

- 10 Work in pairs. Use the chart to describe the procedure you followed to make your prediction while working on Activity 7. Possible answers



- 11 Write down evidence from the text to support the predictions you wrote in the previous activity. Possible answers The kangaroos did not have a pouch in the first illustration. The wombat gave mom kangaroo a pouch because he knew that it was difficult for her to take care of her little baby all the time.

- 12 Work in small teams to answer the question. Possible answer

What elements helped you find evidence that support your predictions?
Key words, main ideas from the text.

34

4 Continue reading the text and check your predictions.

Ask students to read the text aloud, then, invite volunteers to check (✓) right predictions on the board.

5 Think about the predictions you made about the text and answer the questions.

Read the information provided in the **Reader's Coach** and elicit from students what other elements can help them make predictions. Ask a volunteer to read the questions aloud. Tell students to answer the questions with the information previously read and monitor struggling students while they answer. To check, invite two volunteers to help you reading the answers.

6 Write a sentence using the words provided.

Read the words aloud and give students some minutes to complete the task. To check, write the words on the board and ask volunteers to write their sentences. If possible, elicit some others randomly.

By Yourself

Activate Vocabulary Before reading the text, introduce the vocabulary words: **curious**, **sick**, **old**, and **sad**. Since it is likely some students are familiar with the words, invite volunteers to use mimicry to show their meaning to the class. If necessary, suggest them to use the Glossary to look up the definitions.

7 Read the title and discuss with your class which events are most likely to happen in the text. Then read the text and check your predictions.

Invite students to make predictions based on the title, encourage them to look at the pictures, and read the title. Tell students to confirm their predictions while you monitor to identify struggling students.

Word Power

8 Match the words with their antonyms.

Give students some minutes to perform the task. To check, write the words on the board and ask volunteers to write the answers.

Comprehension Check

9 Read the descriptions and write the name of the characters they correspond to.

Set up pair work and give students a couple of minutes to look back in the text for the answers. Check as a class.