Teaching Resources

Unit Resources

- Reader+
- Posters, Unit 4
- Video, Unit 4
- Audio, Unit 4
- Teacher's Resource Book p. 123
- Picture Cards
- Assessment pp. 117–124

Selection Resources

- Audio, Unit 4
- Teacher's Resource Book p. 104
- Workbook pp. 81–105
- GO 06: 5 W Chart
- GO 08: T-Chart
- GO 12: Word Web
- Assessment pp. 55–66

Materials

■ Slips of paper

Unit Preview		
Pacing	3–4 days	Page
Unit Opener	How is life today different than it was a long time ago?	176
Build Unit Background	What do you know about Then and Now?	178
Build Unit Background	Sing about Then and Now	180
Word Study	Multiple- Meaning Words	182
© Common Core State Standards	RF2.3, RF2.4, RF2.4.a, RF2.4.b, SL.2.1, SL.2.6, L.2.4, RI _. 2.7	

Reading 1		
	Literature / Short Story Times Change	
Pacing	7–8 days	Page
Prepare to Read	Sight Words: friends, roads, very, letter	184
	Story Words: simple, email, board	184
	Phonics: Long a; ch, th	185
	Story Preview	186
	Reading Strategy: Draw Conclusions	
Reading Selection	Times Change	187
	Think It Over	193
	Reading Strategy Check: Draw Conclusions	
A Closer Look At	Changing Times	194
Grammar	Simple Past Tense: Regular Verbs	196
Writing	Write about your day	197
© Common	L.2.1, L.2.2.c, L.2.4, L.2.4.a,	
Core State Standards	RF.2.3, RF.2.3.a, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.10, SL.2.4, SL.2.6, W.2.5	
Assessment	Reading 1 Test	55
Technology	Pearson English Portal for Reader+, EXAMVIEW™ and more	

Informational Text Ice Cream Cones

7–8 days	Page
Sight Words; near, sure, good, other	198
Story Words: tasty, treat, waffle	198
Phonics: Long e	199
Story Preview Reading Strategy: Summarize	200
Ice Cream Cones	201
Think It Over Reading Strategy Check: Summarize	209
Past Be	210
Tell about your weekend	211
L.2.1, L.2.1.d, L.2.2.c, L.2.4, L.2.4.a, RF.2.3, RF.2.3.a, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.10, W.2.5	
Reading 2 Test	59
Pearson English Portal for Reader+, EXAMVIEW™ and more	

Reading 3

Biography Jane Goodall

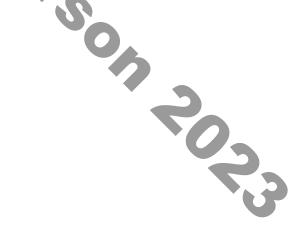
7–8 days	Page
Sight Words: animal, same, touch	212
Story Words: scientist, outdoors, legacy, protect	212
Phonics: Long <i>i</i> ; soft <i>g</i>	213
Story Preview	214
Reading Strategy: Ask Questions	
Jane Goodall	215
Think It Over	223
Reading Strategy Check: Ask Questions	
¥	

Past Tense: Irregular Verbs	224
Tell about the life of someone in your family	225
L.2.1, L.2.1.d, L.2.1.f, L.2.4, L.2.4.a, RF.2.3, RF.2.3.a, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.10, W.2.5	
Reading 3 Test	63

Pearson English Portal for Reader+, EXAMVIEW™ and more

Put It All Together

Put It All logether		
Pacing	3–4 days	Page
Projects	How is life today different than it was a long time ago? Projects: Write about school Interview an adult Teach how	226
Listening and Speaking Workshop	Skit	228
Writing Workshop	Write a Story	230
Fluency		233
© Common Core State Standards	L.2.2, L.2.3, RF.2.4, RF.2.4.a, RF.2.4.b, SL.2.6, W.2.3, W.2.5	
Assessment	Unit 4 Test	117
Technology	Pearson English Portal for Reader+, EXAMVIEW™ ar	nd more



Then and Now

Teaching Resources

- Teacher's Resource Book, pp. 93-94
- Unit Poster Video

For extra practice, use the various worksheets on Pearson English Portal.

View and Respond

Video Use the video to introduce the unit theme and to help build concept attainment. Tell children that the Unit 4 video is about how life has changed over time. Guide children to respond orally to the information presented.

Poster Help children derive meaning from environmental print by looking at the Unit 2 poster. Ask them questions about the unit theme and the photographs.

The Big Question Read the Big Question aloud to the class. Tell children they will be reading about how life today is different than it was long ago. Have them look at the pictures on pages 176–177 as you read the text on the page aloud.

SAY The Big Question is: How is life today different than it was a long time ago? Think about how life has changed in your community since you were very young.

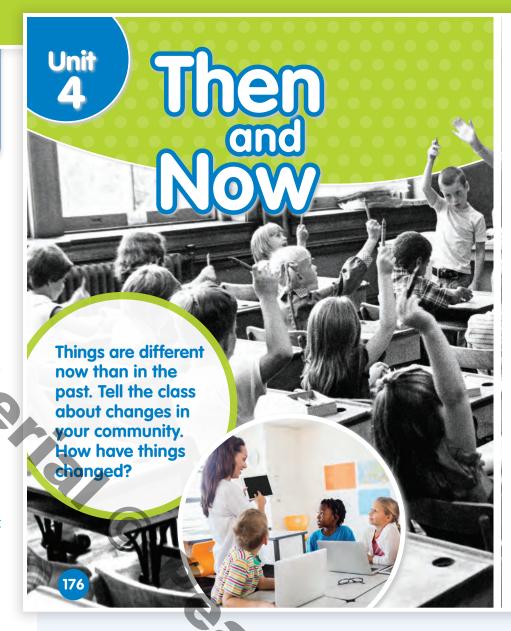
Draw a T-chart on the board with the columns labeled *In the Past* and *Now*. Ask students to copy the T-chart into their notebooks. Then have them talk about changes in their community. List children's suggestions in the chart. Tell the children to continue adding to their charts as they read the unit.

In the Past

We played ball on
Miller's Field.

Now mall where

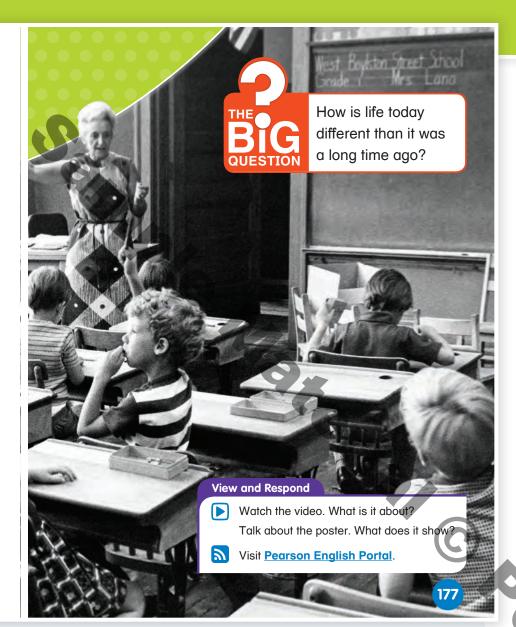
There is a mall where Miller's Field used to be.



EL Insights

Prior Knowledge

Prior knowledge includes knowledge about processes (reading, writing), content (science, math, social studies), topics (folk tales, electricity), and concepts (main idea, hypothesis). It also includes attitudes, such as motivation to learn, beliefs about the world, and awareness of our own interests and strengths. When discussing prior knowledge with your students, try to tap into all of these areas.



Fluency

Activity 1 Draw students' attention to the unit title *Then and Now*. Hold up the Unit 4 poster and say the following:

That was then, and this is now. Things are different now than in the past. We learn new things every day.

Write the sentences on the board. Have students echo-read each sentence.

Then and Now

Listening and Speaking Help children brainstorm words that identify things that are different today than they were in the past. Write their responses on the board and pronounce the words as you point to them.

Possible Responses clothing, cars, telephones, computers, video games, email

Talk about the Unit Theme If you have a puppet, use it to read the text on pages 176–177 aloud. Then lead a discussion about changes that have taken place in the community over the years.

Model Provide examples of changes in the community that have occurred in your lifetime. Examples might include the transformation of movie theaters into multiplex cinemas or the use of digital scanners in supermarkets, department stores, and libraries.

SAY Imagine that you were writing a letter to a friend and wanted to tell him or her about the changes in your community. What changes would you write about?

Writing Fluency Encourage children to brainstorm how they would like their community to be different a year from now. Then ask pairs of children to work together to list three new things they would like to see change in their community. Call on children to share their lists with the class.

Adapt the Activity Have children draw a picture of what their community might look like in the future based on the changes they wrote about.

Visual Literacy

Graphic Organizer Introduce the Big Question Unit 4 Worksheet and use it throughout the unit to help children connect the readings to the Big Question.

Build Unit Background

Teaching Resources

Audio

For extra practice, use the various worksheets on Pearson English Portal.

What Do You Know About Then and Now?

Unit Vocabulary Prereading supports such as pretaught topic-related vocabulary can improve children's understanding of the text. Pages 178–179 are linguistically accommodated to help children become familiar with social studies content. Matching the captions with the photos and using prior knowledge will help children understand the meaning of new words.

Tell children to look at the photos on pages 178–179. Have them share their ideas about what the photos show.

Display the Unit 4 poster. Refer to it periodically to provide visual references for language learned in this unit.

Words about the Unit As you point to each photo, read the caption aloud. Encourage children to read aloud with you.

Visual Literacy

Photographs Have children look at the photographs again on pages 178–179.

SAY Photographs or pictures can give you more information about what you read.

- Which one shows the older car? How can you tell? The upper left picture; it has an old fashioned shape.
- How does the newer car look? It is sleeker and faster-looking.

Encourage children to compare and contrast each pair of photographs on the pages and record their answers on a Venn diagram.

Build Unit Background

What Do You
Know about
Then and Now?

Use what you know to help you understand.





Cars today go much faster than cars from long ago.

In the past, people wrote hand-written letters to their friends. How do you write messages to your friends?





Common

Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T178–T183.

Teaching the standards: RF.2.3, RF.2.4, RF.2.4.a, SL.2.1, SL.2.6, L.2.4

Practicing the standards: RI.2.7, RF.2.4.b

Go to Pearson English Portal for additional standards correlations.

Fluency

Activity 2 Have students look at the photos and captions on this page. Tell them to listen as you read the sentences aloud at normal speed, twice. Have students follow along with their fingers underneath the text. Model the action. Read the sentences smoothly and move your finger underneath the text as you do so. Have students echo-read the sentences.

Long ago, the best way to cook food was on a stove. How else can you cook food today?





In the past, it took a long time to travel by horse and buggy. How do you travel now?

Before technology, kids used to play outdoor games more often. What games do you like to play now?

Your Turn

If you were born before there were video games, what would you do for fun Tell the class about it.



Build Unit Background

Adapt the Activity Have children talk about forms of transportation from the past that they are familiar with, such as a steam train or horse-drawn carriage. Write their suggestions on the board. To spark their imaginations, display a book from the classroom or school library about the history of transportation. Distribute drawing paper and ask children to draw two pictures: one illustrating the transportation method used in the past, and another illustrating a transportation method in use today. Ask children to write one sentence describing how the method of transportation has changed.

Display children's drawings in class and use them to discuss differences between life in the past and life today.

Build Discussion Direct attention to the bottom photos on page 179.

SAY Look at the games the children are playing.

- Which game probably gives you more exercise?
 hopscotch
- What needed to be invented before we could have video games? computers

Link to Social Studies

Research Ask pairs of children to use classroom resources and the internet to research games that children used to play long ago. Distribute copies of the Main Idea and Supporting Details chart. Ask children to write a sentence about the game they researched in the main idea box and some facts they learned in the details boxes.

Your Turn

If you have a puppet, use it to read the text in Your Turn and to model a personal response. Encourage children to use peer support to develop the background knowledge they need to comprehend increasingly challenging language.

Build Unit Background

Teaching Resources

Audio

For extra practice, use the various worksheets on Pearson English Portal.

Sing About Then and Now

Unit Background On pages 180–181, children will sing a song about then and now. The finger play exercise that accompanies the song is designed to increase comprehension and retention. It is also designed to model how children can talk about, act out, and identify ideas they are learning in this unit. Use the song and finger play to access prior knowledge and elicit opinions and ideas about children's experiences.

Then and Now

Song The song on these pages is sung to the tune of *Pop Goes the Weasel*. If you have a puppet, use it to read the song to the children. Have children join in to sing it with you.

Finger Play After children have learned the song, teach them the following finger play to go with the lyrics.

My grandma didn't have email. (Join your thumbs and raise your index fingers to make a square computer screen.)

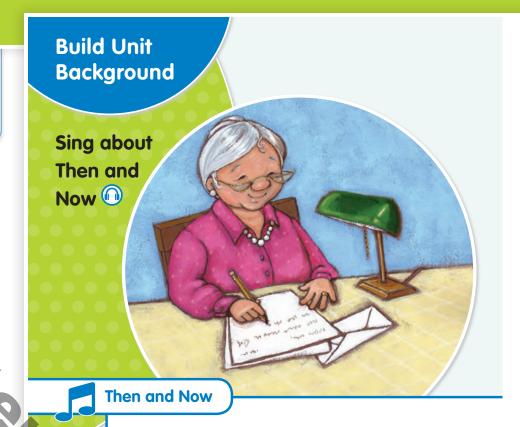
She didn't have a computer. (Have the children make the screen sign.)

She just wrote letters to all of her friends and popped them in a mailbox. (Mime writing a letter and putting it in a mailbox.)

Things have changed a lot since then. (Wave backwards, as if saying good-bye.)

We have many inventions. (Raise both hands and then point one of your fingers to your brain.)

Things will change again someday, and pop we're in the future. (Raise both hands as if in surprise and smile.)



My grandma didn't have email.

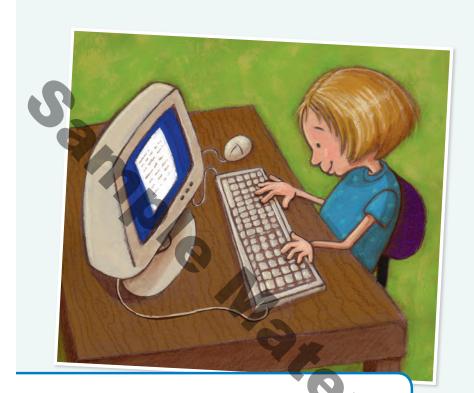
She didn't have a computer.

She just wrote letters to all of her friends and

popped them in a mailbox.

180

Differentiated Instruction		
Beginning	Pronounce words from the song lyrics aloud. Have children point to each word in their books and spell and say the words aloud.	
Early Intermediate	Have children use words or phrases to describe what is happening in each picture.	
Intermediate	Have children work with partners to write a caption for each of the pictures.	
Early Advanced/ Advanced	Have children look at the pictures on pages 180–181 and describe the differences between life then and now.	



Things have changed a lot since then.

We have many inventions.

Things will change again someday, and pop—we're in the future!

Build Unit Background

Study Skills

Internet Invite children to choose one invention mentioned in the song, and learn more about it. Help them research two facts about the invention on the internet. Call on volunteers to share their research with the class.

Develop an Awareness of CognatesHelp students develop an awareness of cognates.

English	Spanish	Haitian Creole
computer	computadora	konpitè
future	futuro	
inventions	inventos	envansyon

Oral Presentation Invite children to sing the song as a group. Encourage them to use the finger play to reinforce the words.

Visual Literacy

Illustrations Encourage children to describe what is happening in each illustration.

Activity

Personal Experience If you have a puppet, invite individuals to use it to answer the following questions:

- 1. What did you do for fun when you were very little?
- 2. What do you do for fun now?
- 3. How do you feel about these differences in your life?



Word Study

Teaching Resources

For extra practice, use the various worksheets on Pearson English Portal.

Multiple-Meaning Words

Read the text at the top of page 182 with the children. Help children understand that a multiple-meaning word is a word with more than one meaning.

Explain that the word *last* is an example of a multiple-meaning word. Read the sample sentences while children track the print. Have children point to the word *last* in each sentence.

Explain that *last* is an example of a multiple-meaning word.

Discuss the meaning of *last* in each sentence with children. Point out that the words around *last* can help children figure out its meaning.

SAY Let's talk about how the word last is used in these sentences.

- What does last mean in the first sentence? What words in the sentence helped you choose the correct meaning? through the game
- What does last mean in the second sentence?
 What words in the second sentence helped you choose the correct meaning? in line

Rule

Draw children's attention to the rule at the bottom of page 182.

SAY To figure out the correct meaning of a multiple-meaning word, always read the words and sentences around the word.

Word Study

Multiple-Meaning Words

A **multiple-meaning** word has more than one meaning.

The word *last* has more than one meaning.

Pam's water will last through the game.

The word *last* in this sentence means Pam will have water until the end of the game.

Sam was last in line in the cafeteria.

The word *last* in this sentence means Sam was at the end of the line.

Rule

Reading the words and sentences around a word can help you choose the correct meaning of a multiple-meaning word.





Differentiated Instruction		
Have children track the print while you read the rule on page 182 aloud.		
Ask children to read the text that explains the meaning of <i>last</i> in each sentence on page 182.		
Ask children to identify the words in each sentence that helped them understand the meaning of last.		
Ask pairs of children to identify a multiple-meaning word from a selection in this unit and write two sentences illustrating different meanings of the word.		

Word Study

Your Turn

Work with a partner. Take turns.

- Read each sentence aloud.
- Choose the correct meaning for the underlined word.
 - 1. That kind of bird is very rare.
 - a. a type of something
 - b. nice
 - 2. Sue lost the contest.
 - a. did not win
 - b. could not find
 - 3. I saw the bat fly through the trees
 - a. an animal that can be seen at nigh
 - b. an object used to hit a ball
 - 4. The feather is light.
 - a. not weighing much
 - b. an electric device





1. (a) a type of something 2. (a) did not win

Answer Key

Your Turn _

3. (a) an animal that can be seen at night

Have children work with partners.

the underlined word.

• Have them take turns reading each sentence

reading the text or identifying the correct

meaning of the word. Remind them to think about the meaning of the other words in the

• Help any pairs who are having difficulty

aloud and choosing the correct meaning of

4. (a) not weighing much

sentence.

Reteach Have children work in pairs to find an example of a multiple-meaning word in previous selections in this unit. Ask children to figure out the meaning of the word by carefully reading the other words and sentences around the word. Then have them check their answer by looking up the word in a dictionary.



Vocabulary

Teaching Resources

- Workbook, p. 81
- Picture CardsAudio

For extra practice, use the various worksheets on Pearson English Portal.

Words to Know

Sight Words

To help children develop basic and sight vocabulary used routinely in classrooms, help them understand the Sight Words. Write the word on the board. Point to the word and say it. Then have children say the word with you.

Story Words

Have students listen to the audio and say the words. Next, to reinforce language attainment, read through the Oral Vocabulary Routine.

Oral Vocabulary Routine

Define: Simple means easy to understand. **Expand:** It is **simple** to draw a picture. Ask: Can you teach me a simple song?

Define: An **email** is a message that a computer can send.

Expand: Email is a fast way to write to a friend. Ask: Do you get email from your friends?

Define: A **board** is a flat thing you write on at school.

Expand: Many teachers write on a **board**. Ask: Do your teachers write on a board in class?

Your Turn

If you have a puppet, use it to help children learn vocabulary used routinely in classroom materials. With the puppet, repeat children's sentences and correct them. Suggest that children draw pictures for their sentences.

Reading 1

Prepare to Read

These words will help you understand the reading.

Vocabulary ®

Words to Know

1. My friends and I cross two roads on our way to school.



Sight Words

Story Words

friends

roads

very

letter

simple

email

board

2. My dad is very helpful He shows me how to write a letter.



3. It is simple to write an email to our friend.



4. Long ago, children wrote on a board at school. They still do.





Your Turn

Pick one word from either box. Use the word in a sentence.



Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T184–T185. Teaching the standards: RI.2.4, RF.2.3, RF.2.3.a, L.2.4

Practicing the standards: L.2.4.a

Go to Pearson English Portal for additional standards correlations.

Differentiated Instruction Read aloud each of the Sight and Story Words as students follow along in their books. Read the words again out of order. Have children point to the word and spell it aloud.

Early Intermediate/ **Intermediate**

Beginning

Have children work with partners to choose one Sight Word and one Story Word and to use each word in a sentence.

Early Advanced/ Advanced

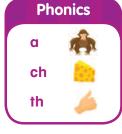
Have children write a caption with one Sight or Story Word for one of the photographs on page 184.

Phonics

Phonics ©

Long a; ch, th

Read the words aloud. Listen for the letter sounds.





Your Turn

Sound out the words. Point to the word for the picture.







snap

snail



185

WB

Teaching Resources

- Workbook, p. 82
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

Long a; ch, th

Tell children they will listen to and say the sounds of new words. This will help them pronounce English words in a way that is increasingly comprehensible.

Direct children's attention to the Letter Sounds poster and have a volunteer find the letters *a*, *ch*, and *th*. Tell children that they are going to learn about the sounds that these letters represent.

Phonemic Awareness Tell children that you are going to show them how to isolate a sound.

SAY Listen as I say pail. Which words have the same long a sound as pail? rain, pan, gray, sail, qum

Now listen as I say chick. Which of these words have the same beginning /ch/ sound as chick? cheese, sheep, chance, chalk, shot

Now listen as I say thick. Which word has the same beginning /th/ sound? tick, thin, top

Blending Write *p-ai-l* on the board. Run your hands from letter to letter, enunciating each sound. Then blend the whole word *pail*. Have children blend the word with you. Repeat with the following: *chick*, *thick*, *thin*, *spray*.

Your Turn

If you have a puppet, use it to review the letters and pictures in the Phonics box and to identify all the images on the page before children begin the exercises.

Story Preview

Teaching Resources

- Teacher's Resource Book, p. 104
- Workbook, pp. 83-84
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

Tell children that this story explains how some things have changed over time. It is nonfiction. Write the word *nonfiction* on the board and read it aloud. Point out that nonfiction selections are based on facts that can be proven to be true. Nonfiction stories give readers information about a subject. Ask children to brainstorm some nonfiction stories they have read recently and share what each was about.

More About the Big Question
Read the following Big Question to the class:
How did people live in the past and how do they
live today? Then have children look at the
photographs on page 186.

SAY Think about differences between life in the past and life today.

 How do people travel today? Is it easier to travel today? Is it faster? People travel in cars, buses, trains, or planes. It is both easier and faster to travel today.

Reading Strategy

Draw Conclusions If you have a puppet, use it to tell children that readers draw conclusions when they take small pieces of information about something in a story and use them to make a statement or conclusion about the story.

Read Aloud If you have a puppet, use it to read the question: What is this story about? Ask children to repeat after you as you read The story is about the past. It is also about the present.

Story Preview

Reading Tip

Read on your own or with a partner.

What is the story about?

The story is about the past.







Reading Strategy

Draw Conclusions

Stories don't always tell you everything. Use story clues to form your own idea. This is how you draw a conclusion.

186



Advanced

Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T186–T195.

Teaching the standards: RI.2.1, RI.2.2, RI.2.6, RI.2.7, RI.2.10, SL.2.4, SL.2.6

Practicing the standards: RI.2.3

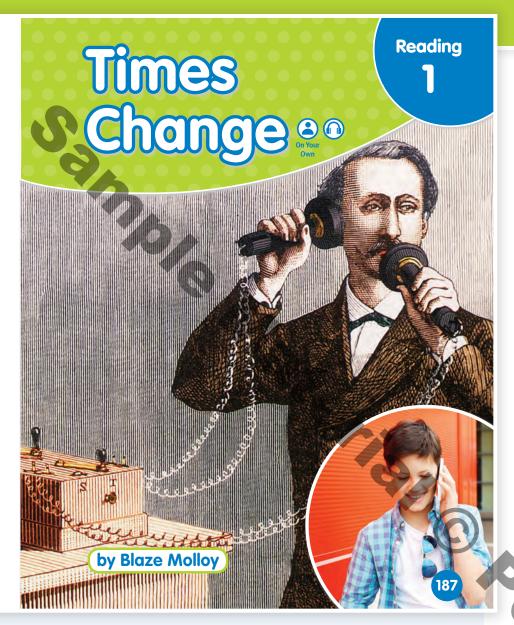
Go to Pearson English Portal for additional standards correlations.

Differentiated Instruction		
	Beginning	Have children point to the word <i>times</i> on page 187. Have them say and spell the word aloud. Then ask them to tell about some good times they've had.
	Early Intermediate/ Intermediate	Have children identify the details in each photograph that helped them identify when each photo was taken, today or long ago.
	Early Advanced/	Ask children to use the information they have

rest of the selection will be about.

already read about the story to predict what the

T186



Times Change

Preview

Title Read the title of the story as you track the print. Have children repeat the title after you.

SAY The word Times in the title refers to everything around you—the way people live, what they do, and what is going on in the world.

• What are some ways that times can change?

Possible Responses There are new inventions; things happen in the world; people start to like different things

Author Remind children that an author is the person who writes a story. Invite children to share the names of the authors of their favorite stories.

Visual Literacy

Images Have children point to the two images on the page and explain what is happening in each one. Ask them to identify which image shows an event in the past and which shows one today. Point out that the illustration of the event shows a man wearing old-fashioned clothing, and using an old-fashioned telephone, while the photo shows a modern boy using a modern cell phone. Encourage children to discuss how the images illustrate the title of the story.

Read Aloud The *On Your Own* icon indicates that the readings are decodable. Some suitable reading techniques would include the following:

- choral reading
- partner reading
- individual reading with the teacher or within a group
- teacher reading with opportunities for students to jump in

Play the Audio Another option is to have children listen to the audio. Pause the audio from time to time to ask questions.

Support Some children may need support from a partner or from you to read grade-appropriate content area text. Monitor children's reading and provide support as needed.

Encourage children to examine the photographs on these pages and identify details in each one. Brainstorm how the subject of the photographs is the same and different.

Reading Strategy

Draw Conclusions Distribute the T-Chart Worksheet. Explain that children will look for details that will help them draw conclusions about what is happening in the story.

From the Story My Conclusion

Read pages 188–189 with children. Then help children fill in the first box on the chart with the heading *From the Story*, and the second box with the heading *My Conclusion*.

SAY Let's use the information in this part of the story to start filling in the chart.

- What do you learn about in this part of the story? different ways to travel, such as a buggy, cars, or plane
- How and where do people travel in the photo on page 188? in a horse-drawn carriage on a bumpy road
- How and where do people travel in the photo on page 189? in planes and in cars on paved roads
- Based on information in the text and photographs, how do you think travel today is different from travel in the past? The way people travel today is safer and faster than in the past.

Guide children to fill in the rest of the chart with information from the story and their conclusions.



A long time ago, we drove on roads that had a lot of rocks and bumps. A horse led the way. We used a stick and a rope to tell the horse which way to go. We pulled the rope to say, "Stop!"





Differentiated Instruction		
Beginning	Have children point to the word <i>airplane</i> on page 189 and say the word aloud.	
Early Intermediate	Have children pantomime driving a horse-drawn carriage and piloting a plane. Then have other children identify the subject of each pantomime.	
Intermediate	Have children describe the differences between planes and horse-drawn carriages.	
Early Advanced/ Advanced	Ask pairs of children to tell each other the information on these pages in their own words.	



We drive on safe, paved roads today. We can get home fast when we drive.

An airplane can go very fast. We can pass time on a long plane ride. Sing a long song. Play a fun game. Take a quick nap. Wake up in Spain!





Understand Text Structure

Informational Text Review with children that this story gives them information about life today and in the past. They can find this information by carefully reading the story and looking for additional clues in the photographs.

SAY Think about what you learned in this part of the story by reading the words and looking at the photographs.

- What is the part of the story on page 188 mostly about? how people traveled in horse-drawn buggies long ago
- What is the part of the story on page 189 mostly about? how people travel today in planes and cars

Check Up Have children brainstorm the different kinds of things these two pages have compared.

Possible Responses ways of traveling; kinds of roads; speed of travel; safety; distances traveled

Linguistic Note

Exclamation Point Spanish speakers may be confused about the appearance of a single exclamation point at the end of a sentence, because in Spanish, an exclamation is framed by exclamation points. Guide children to recognize that in English, there may be times when they might not know they have read an exclamation until they reach the end punctuation mark. Tell children that as they read, they should be on the lookout for clues that will tell them that the sentence is an exclamation. For example, the sentence might be a command, or the sentence might show how excited the speaker is about something.

302

Comprehension Check
Compare and Contrast Have children
compare and contrast the photos on pages 190–191.
Read pages 190–191 with the children.

SAY Let's talk about what we've read and what we see in the photographs.

- What does the story tell you about the photograph on page 190? A mom and dad and their kids are playing a game called checkers.
 What does the story tell you about the
- What does the story tell you about the photograph on page 1912 Some kids are playing a video game.
- How are checkers and video games different?
 Checkers is a simple board game with game pieces. The video game uses electricity and has jumping animals and blinking lights.
- How are the people playing these two games the same? They are playing to win and to have fun.

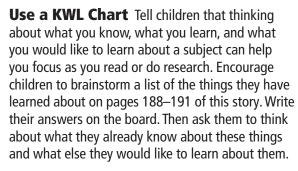


This mom and dad and kids play a game called checkers. It is a simple game with just a board and game pieces. This mom and dad and kids play to win.





Differentiated Instruction	
Beginning	Have children pantomime what is happening in one of the photographs on pages 190–191. Ask other children to identify the subject of the pantomime.
Early Intermediate/ Intermediate	Have children write a caption for each photograph.
Early Advanced/ Advanced	Encourage children to brainstorm some inventions from the past and the present that they would like to learn more about.



Point out that one way to keep this information organized is to use a KWL Chart.

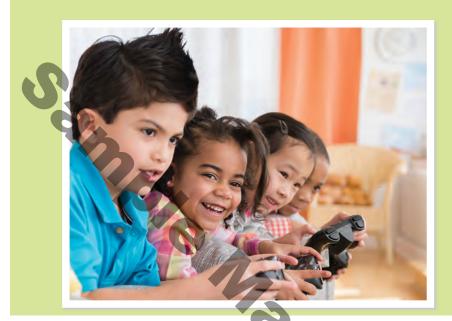
Distribute copies of the KWL Chart. Read each heading aloud to the class and have children echo your reading. Ask pairs of children to work together and choose one of the things they read about on pages 188–191 from the list on the board. Ask them to use the information from the story and the photographs to fill in each section of their charts. Call on pairs of children to share their completed graphic organizers with the class. Have an open discussion about the best ways to find out more information about these subjects. Encourage all children to share their ideas.

Drawing Have children draw a picture of the topic of their KWL Chart. Ask them to label it with information from their chart.

Scaffolding

Venn Diagram Distribute copies of the Venn Diagram Worksheet to children. Have pairs of children work together to fill in the diagram with information from this part of the story. Guide children to write *Both* in the overlapping section. Then have children label the left hand circle *Checkers* and the right hand circle *Video Games*.

Encourage them to add more details to each part of the diagram to show how checkers and video games are the same and different. Call on pairs of children to share their completed diagrams with the class.



A bunch of kids play this game. It has bells that ring and lights that shine. The kids use electricity to play this game. A plug goes in the wall. Kids play this game to win!





Phonics long a, ch, and th

Ask students to listen for the long *a, th,* and *ch* sounds as you read through the text on pages 190–191. Have them follow along and circle any words they hear with the sounds. Have students share their words.

Long a: play, game; ch: checkers, bunch; th: this, with, the

Comprehension Check

Draw Conclusions Have children use the photographs and the text to draw conclusions based on information in the story.

Read page 192 with the children.

SAY Think about the information in the photographs and the text on this page of the story.

- What is this part of the story mostly about? how people use letters and email to send messages
- How did the woman write and send letters in the past? She used a pen to write the letter; then she put a stamp on it and mailed it.
- What is another way we can send mail to our friends today? We send an email on a computer, tablet, or phone.
- From what you have read and seen in the photos, why do you think people use email today? Email is a faster and easier way to send a message to someone.

Sight Words Have children locate the Sight Words *letter* and *friend* in the text. Have children point to the photograph on page 192 that shows a *letter*. Then ask children who the letter "may take days to get to." a friend

Story Words Have children find the two sentences on page 192 that include the word *email*. Invite volunteers to read the sentences aloud. Then ask students to point to the story character who is sending the email.



This lady used a pen to write a letter. Next, she put a stamp on it. Then she put it in the mail.

We can still use stamps, but now we can send emails. A letter may take days to get to a friend. An email is fast. It takes less than a minute to get an email to a friend.

192

Differentiated Instruction	
Beginning	Have children describe what is happening in each photograph on page 192.
Early Intermediate/ Intermediate	Have children brainstorm the advantages and disadvantages of sending messages to a friend in an email instead of a letter.
Early Advanced/ Advanced	Have children in small groups predict what kind of games we'll be playing in the future.

Think It Over

Read the questions and say the answers. Use Sight Words and Story Words.

- 1. How did people travel in the past?
- 2. What kinds of games use electricity?
- 3. What is a quicker way of communicating with a friend?
- 4. How did airplanes and the internet change our lives?



Speaking Tip Point to photos when you ask questions bout the story.

Reading Strategy

Draw Conclusions

What conclusion did you draw?





Fluency

Activity 3 Prepare pieces of paper for each group of students. On each slip of paper is one of the page numbers of the story. Give a set to each group. Model drawing a slip of paper from the set, and say the number. Read each sentence from the page and have your group read it aloud after you. Then have each member draw a number and read until all pages have been read. Finally, have each group read the complete story aloud in chorus in their groups.

These questions follow Marzano taxonomy:

- 1. Remember (recall), 2. Understand (comprehend),
- 3. Break It Down (analyze), and 4. Apply (connect). By using analytical skills to respond to these questions, children can demonstrate reading and listening comprehension of increasingly complex English commensurate with content area and grade level needs.

If you have a puppet, use it to ask the questions. Then have children answer the questions as a class, in groups, or with a partner.

Answer Key

- 1. with a horse and buggy
- 2. video games
- 3. email
- **4.** We can get to places much faster on airplanes and use the internet to send email or get information quickly.

Have children use support from a partner to confirm their understanding. For additional speaking practice, suggest that partners ask each other questions using Sight Words and Story Words.

Reading Strategy

Draw Conclusions For the Reading Strategy question, tell children to review the T-charts they completed. Using inferential skills like drawing conclusions allows children to demonstrate and improve reading comprehension.

Possible Response Advances in technology have changed our lives so that we do things faster than in the past.



A Closer Look At...

Changing Times

The photos and text on these pages explain how communication and transportation systems change over time. This feature will extend vocabulary related to "Times Change."

Read pages 194-195 with the children.



More About the Big Question

Remind students of the reading Big Question.

SAY The reading Big Question was How did people live in the past and how do they live today?

- Have children discuss different kinds of transportation systems used in their communities today. Encourage them to identify the ways these systems are the same and different.
- Then ask them to identity the way the steam locomotive and the modern bullet train are the same and different.
- Have children share any information they have about television systems used in school or in their homes today.
- Invite children to compare these modern television systems with the black-and-white television pictured in the photograph on page 195.

Link to Math

Timeline Work with children to create a timeline of inventions on the board, beginning in 1810 and ending in the present. Ask children to identify the dates of the locomotive and black-and-white television. Write their answers on the board. Use the current year for the bullet train and wide-screen television. Help children use the timeline to answer questions, such as, "Was the black-and-white television invented before or after the locomotive?"

A CLOSER LOOK AT...

Changing Times ®

Locomotive ····

These people are riding on a steam locomotive from 1845.





Passengers

This is a bullet train in Japan. It carries passengers at very high speeds.



Differentiated Instruction

Beginning Have children identify which photograph illustrates an invention from the past and which shows an invention used today. Early Have children brainstorm a new caption for two of

Intermediate

Have children brainstorm a new caption for two o the photographs on pages 194–195.

Intermediate

Have children work in pairs to compare and contrast two of the inventions on pages 194–195, Ask them to record their answers on a Venn diagram.

Early Advanced/ Advanced

Have children describe to a partner what it would be like to ride on a steam locomotive or a bullet train.

A Closer Look At...

Television ·····

This family from the 1950s gathers around their black-and-white television.





Popular

Wide-screen televisions are popular today.

These pages use words and pictures to tell about how times have changed.

- Think of another invention that has changed the way people live.
- Find pictures of this invention and talk about them with the class.



Visual Literacy

Photographs and Captions Guide children to recognize that these pages use photographs and text to provide information about transportation and communications systems used in the past and today.

SAY Let's read the captions again and look at the pictures.

- How are the steam locomotive and the bullet train the same? How are they different? Both are trains that carry passengers. The steam locomotive was used long ago; the fast bullet train is used today.
- How are the black-and-white television and the wide-screen television the same and different?
 They are both televisions. One shows small black-and-white pictures; one shows large, color pictures. One was used long ago; one is used today.
- Did you find it helpful to see pictures of the different trains and televisions? Why or why not? Answers will vary.
- Why do you think the pictures of the steam locomotive and the television from the 1950s were in black and white? Possible Response Cameras used to only take blackand-white pictures.

Activity to Do

Help children expand and internalize their English vocabulary by retelling facts supported by pictures. If you have a puppet, use it to read the text in Activity to Do. Then have children complete the activity on their own or with a partner.

Oral Presentation Invite children to share their pictures with the class. Ask questions to give children practice speaking.



Grammar and Writing

Teaching Resources

- Workbook, pp. 85-86
- Assessment, pp. 55-58

For extra practice, use the various worksheets on Pearson English Portal.

Simple Past Tense: Regular Verbs

Tell children that we use past tense verbs to name actions that have already happened and are completed.

Direct children's attention to the instruction for forming the simple past tense for regular verbs.

SAY To form the simple past tense for regular verbs, we add -ed to the main verb.

Read the sentences aloud. Have children identify the past tense verb in each one. Have children say the sentences aloud.

Direct children's attention to the instruction for forming the negative past tense.

SAY We use did not or didn't plus the base form of a verb to form the negative past tense. Didn't is the same as did not. Didn't is a contraction.

Read the sentences aloud. Have children identify the past tense verb in each one. Remind them that in the negative past tense, the verb does not take *-ed* on the end. Have children say the sentences aloud.

Practice A

Model for children how to do the activity by doing the example with them. On the board write: *Mom* _____ (play) chess.

SAY How can we make play a past tense verb?

Once you elicit the correct response, write *played* in the blank.

Have children continue the activity, completing the sentences in their books. Check the answers with the class.

2. walked 3. opened 4. listened 5. called

Reading 1

Grammar and Writing

Simple Past Tense: Regular Verbs

Use the past tense to talk about events that happened in the past. Add *-ed* to a base verb to form the past tense.

The friends played checkers. He laughed.

We walked to school.

Use *did not* or *didn't* + the base form of the verb to form the negative past tense.



The boy did not laugh.

The team didn't play soccer.

Practice A

Add -ed to make the past tense. Complete the sentences.

1. Mom ____played ____ (play) chess.

2. Ken _____ (walk) to school.

3. Cam _____ (open) her book.

4. We _____ (listen) to the teacher.

5. The kids _____ (call) their friends.

196

(C)

Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T196-T197.

Teaching the standards: L.2.1, L.2.2.c Practicing the standards: W.2.5, L.2.2.c

Go to Pearson English Portal for additional standards correlations.



Practice B

Rewrite the sentences. Use *did not* or *didn't*. Write in your notebook.

- 1. She played a game. She didn't play a game.
- 2. Chen crossed the road.
- 3. He talked with his dad.
- 4. Rosa listened to me.
- 5. The kids laughed.

Apply

Get in a group. Talk about things that did not happen.

Example: A: I didn't walk to school.

B: I didn't talk to Nina.

Write

Write about your day.

I walked to school. I talked to my

friends. I listened to my teacher.

I didn't use the computer. I played

chess with Dad.





Differentiated Instruction	
Beginning	Read the sentences on page 196 and have children say the action words in each sentence.
Early Intermediate	Read the negative sentences on page 196. Have children say <i>didn't</i> or <i>did not</i> and the verb.
Intermediate	Have students create four new negative sentences from the example sentences at the top of page 196 by adding <i>didn't</i> .
Early Advanced/ Advanced	Have students work with partners. Have students compare what they did and didn't do last weekend.

Grammar and Writing

Practice B

Model the activity. Write the first sentence on the board: *She played a game*.

SAY What do we need to do to make this sentence negative? use did not or didn't with the main form of the verb

Write on the board: *She didn't play a game.* Tell children to do the rest of the activity, writing their sentences in their notebooks.

Tell children to exchange papers with a partner. Have them check each other's answers. Review the answers with the class.

- 2. Chen did not/didn't cross the road.
- 3. He did not/didn't talk with his dad.
- 4. Rosa did not/didn't listen to me.
- 5. The kids did not/didn't laugh

Apply

Tell children they will work in a group to talk about things that did not happen. They will use *did not* or *didn't* with the base form of a verb. Direct their attention to the examples, and read them aloud. Have group members listen carefully to each other and correct each other's mistakes to monitor understanding.

Write

Have children complete the activity on page 197 in their notebooks. You may wish to have children work in pairs or in small groups. Invite them to talk about their day before they write. Provide a list of appropriate regular verbs that they might wish to use to write about their day.



Vocabulary

Teaching Resources

- Workbook, p. 87
- Picture CardsAudio

For extra practice, use the various worksheets on Pearson English Portal.

Words to Know

Sight Words

To help children develop basic and sight vocabulary used routinely in classrooms, help them understand the Sight Words. Write the word on the board. Point to the word and say it. Then have children say the word with you.

Story Words

Have students listen to the audio and say the words. Next, to reinforce language attainment, read through the Oral Vocabulary Routine.

Oral Vocabulary Routine

Define: Something tasty tastes good. **Expand:** Vanilla ice cream is tasty. Ask: What food do you think is tasty?

Define: A **treat** is a snack or dessert that is usually

a reward.

Expand: Sweets are a **treat**.

Ask: What is your favorite **treat** to eat?

Define: A waffle is cooked cake dough with little

squares in it.

Expand: Some people eat a waffle in the

morning.

Ask: Do you prefer a regular cone or a waffle

cone?

Your Turn _____

If you have a puppet, use it to repeat children's sentences and correct them as needed.

Reading 2

Prepare to Read

These words will help you understand the reading.

Vocabulary ©

Words to Know

1. The ice cream truck is near where we live.



2. Chocolate **Sight Words** tastes good. How many other flavors are there? I'm not sure.

> 3. Ice cream is a tasty treat!

4. I love ice cream in a waffle cone.



Story Words

tasty treat waffle

near

good

other

sure



Your Turn

Pick one word from either box. Use the word in a sentence.



Common Core State Standards

For the full text of the standards, see Appendix A

The following standards apply to pages T198–T199. Teaching the standards: RI.2.4, RF.2.3, RF.2.3.a, L.2.4 Practicing the standards: L.2.4.a

Go to Pearson English Portal for additional standards correlations.



Phonics

Phonics ©

Long e

Read the words aloud. Listen

for the long e sound.



Your Turn

Sound out the words. Point to the word for the picture.









WB

Phonics

sheep ship beach

green grin



	Differentiated Instruction	
	Beginning	Read aloud the labels for the first row of pictures on p. 199 out of order. Have children point to the corresponding picture and spell the word aloud.
	Early Intermediate	Have pairs of children think of a rhyming word for each of the picture labels.
	Intermediate	Have children use two of the picture labels in sentences.
	Early Advanced/ Advanced	Have children write a two-line poem with rhyming pairs of words that have the long <i>e</i> sound.

Teaching Resources

- Workbook, p. 88
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

Long e

Remind children that letters stand for sounds and that they can listen for sounds in words. Tell children they are going to listen for the long *e* sound in words.

Phonemic Awareness Tell children you are going to say a word aloud to show them how to isolate a sound in the middle of a word.

SAY Listen as I say feet. I hear the long e sound in the middle of the word. Which words have the same middle sound as feet? sweet, head, meat, wet, seat, break

Blending Tell children that they are going to learn to blend words using the new sound they have just learned.

Write tr-ee on the board.

Run your hands from letter to letter, enunciating each sound. Then blend the whole word *tree*. Have children blend the word with you.

tr — ee

Repeat with the following words: feet, read, me.

Your Turn.

If you have a puppet, use it to identify all the images on the page. Then review the letter and picture in the Phonics box.

Story Preview

Teaching Resources

- Teacher's Resource Book, p. 104
- Workbook, pp. 89-90
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

Use prereading supports such as previewing the story to enhance children's comprehension. Explain to children that this story is about ice cream. It is a work of nonfiction—it tells about events that really happened. Have children think about other nonfiction stories that they enjoyed.

More About the Big Question
Read the following Big Question to the class:
How did the way we eat ice cream change? Have children look at the photographs on pages 200–201.

SAY Look at the pictures of the ice cream truck and the ice cream cones and think about what you know about ice cream.

- When do you like to eat ice cream?
- What's your favorite ice cream flavor?
- If you could find out one important fact about ice cream, what would it be?

Reading Strategy

Summarize Help children expand their reading skills by using strategies such as summarizing. If you have a puppet, use it to explain that summarizing makes it easier to understand and remember what you read.

Academic Vocabulary Academic vocabulary is a formal vocabulary used for schoolwork. To build academic language proficiency, encourage children to use words such as *summarize*.

Story Preview



The story is about ice cream.

Reading Strategy

Summarize

When you summarize, you tell only the most important ideas in a text. As you read, look for the most important ideas. Then summarize the reading.

200



Common Core State Standards

For the full text of the standards, see Appendix A.

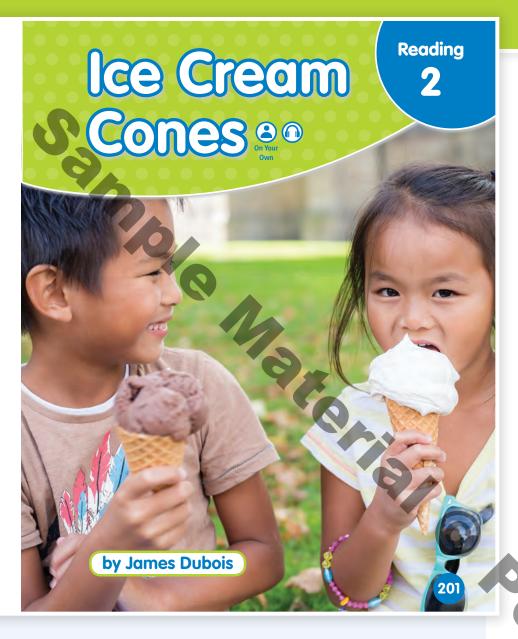
The following standards apply to pages T200-T209.

Teaching the standards: RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.10

Practicing the standards: RI.2.7

Go to Pearson English Portal for additional standards correlations.





Differentiated Instruction	
Beginning	Have children pronounce each word in the title as you point to it. Have children use gestures and pantomime to act out licking an ice cream cone.
Early Intermediate/ Intermediate	Have children read aloud the story title. Then have them use words or phrases to describe what they think about ice cream.
Early Advanced/ Advanced	Ask children to make up a new flavor for ice cream that they think kids would enjoy eating. Have them make up a new name for this flavor, too.

Ice Cream Cones

Read Aloud If you have a puppet, use it to read the question: What is the story about? Ask children to repeat after you as you read The story is about ice cream.

Preview

Title Read aloud the title of the story as you track the print. Have children repeat the title after you. Ask children to predict what they will learn about in this selection.

Author Point to the author's name and read it aloud. Explain to children that James Dubois is the person who wrote the story. Ask children to brainstorm questions they would like to ask Mr. Dubois if he visited their classroom.

Illustrator Point to the illustrator's name and read it aloud. Explain to children that an illustrator is the person who created the pictures for the story. Have children skim through the story and select their favorite images.

Read Aloud The *On Your Own* icon indicates that the readings are fully decodable. Should you wish to use these readings in class, some suitable techniques would include:

- choral reading
- partner reading
- individual reading with the teacher or within a group
- teacher reading with opportunities for students to jump in

Play the Audio Another option is to have children listen to the audio. Pause the audio from time to time to ask questions.



Teaching Resources

Audio

For extra practice, use the various worksheets on Pearson English Portal.

Invite children to look carefully at the photographs and review what they already learned about this selection. Encourage them to identify details in each photograph, such as the old cars and ferris wheel on page 203. Have an open discussion about when each photograph was taken—long ago or in the present. Make sure children support their ideas with information from the text and photos.

Reading Strategy

Summarize Distribute copies of the Sequence of Events Chart Worksheet. Review that children restate important details in their own words when they summarize a paragraph, a page, or an entire story.

Read pages 202-203 with children.

SAY Let's think about what we learn in this part of the story.

- How did people eat ice cream in the past? in a glass dish
- What happened in 1904? A big fair was held.
- Who visited the big fair in 1904? kids and adults
- Why did they eat ice cream at the fair? they were hot

Think about the important details in this part of the story. We can use these details to summarize what we read.

Guide children to fill in the Sequence of Events chart with the important events from page 203 of the story.

Encourage children to use the events on their chart to summarize this part of the story. Visitors ate ice cream at the big fair in 1904.

Tell children to use Sequence of Events Charts to record important events as they continue reading this selection. They can use the events recorded on their charts to help them sum up parts of the selection in their own words.



Ice cream is a tasty treat. We can sit in an ice cream shop on a hot night and eat this treat. Do you like to eat ice cream?

Today, we eat ice cream in cones. But in the past, ice cream came in a dish.





A big fair was held in 1904. The sun was bright and high in the clear, blue sky. A lot of kids and adults came to play and have fun. They were hot. They ate a lot of ice cream.





Differentiated Instruction	
Beginning	Have children point to the details in the photos that tell them it is the past.
Early Intermediate	Have pairs of children write captions for each photograph. Call on volunteers to read the captions aloud.
Intermediate	Have children identify details in the photograph on page 203 that tell them the fair happened in the past.
Early Advanced/ Advanced	Have children brainstorm a list of things they would do at the 1904 fair based on details in the photograph and the text.

Understand Text Structure

Punctuation Discuss end punctuation with children.

SAY All sentences end with punctuation marks that give readers important clues to help us read the sentences correctly. For example, when a sentence ends in a period, we pause at the end of the sentence before continuing to read. When a sentence ends in a question mark and asks a yes/no question, our voices go up at the end of the sentence.

- Look at the first sentence on page 202. What punctuation mark does it end with? a period
- When we read a sentence that ends with a period, what do we do before continuing to read? pause
- Look at the third sentence on page 202. How do we read it? Our voices go up at the end.

Check Up Have children tell when and where the events in the selection on page 203 take place. Have them identify clues in the text and the photograph to support their answers.

Accelerate Language Development

Rhyming Words Remind children that rhyming words are words with the same or similar sounds. Usually these sounds are the end sounds of the words. Share some examples of rhyming words: *kite*, *fight*, *bite*; *fee*, *see*, *pea*. Have children work with partners to find the rhyming words on pages 202–203. lot/hot; fun/sun, eat/treat Point out that though the end sounds of rhyming words are the same, their spellings are often different.



Comprehension Check

Problem/Solution Have children look for the problem and solution described in this part of the selection.

Read pages 204-205 with the children.

SAY Now think about the problem the ice cream man faced, and how the waffle man solved it.

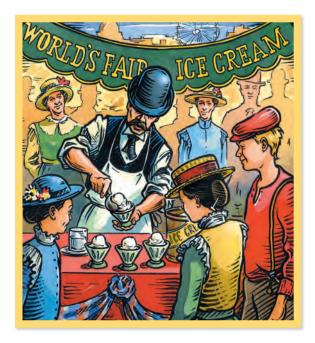
- Why did the ice cream man run out of ice cream dishes? So many people ate his ice cream that he ran out of dishes to put it in.
- Why was the ice cream man worried about his leftover ice cream? He wasn't sure if he could sell all of it.
- What problem would the ice cream man have if he didn't sell the leftover ice cream? It would melt.
- How did the waffle man help the ice cream man solve his problem? He put a scoop of ice cream into a cone-shaped waffle.

Visual Literacy

Draw children's attention to the use of illustrations on these pages instead of photographs.

SAY Let's look at the illustrations on these pages.

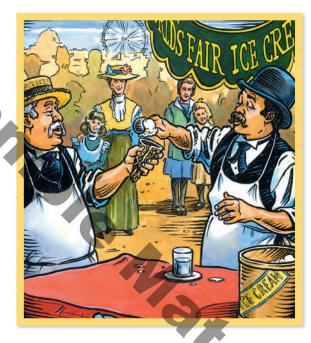
- How are the illustrations on these pages different from those earlier in the selection? This part of the story has drawings instead of photos.
- What does the picture on page 204 show you?
 The ice cream man putting ice cream into a dish.
- What does the picture on page 205 show you?
 The waffle man making a cone-shaped waffle for the ice cream.
- How do these story pictures help you better understand what is happening? They show you clearly what the story words describe.



An ice cream man put a scoop of ice cream in each dish. The ice cream tasted good. A lot of people ate it. The ice cream man ran out of dishes. But he had a lot of ice cream left to sell. He was not sure he could sell it all. The ice cream would melt if it didn't sell.



Differentiated Instruction	
Beginning	Have children point to each illustration and explain what is happening.
Early Intermediate/ Intermediate	Ask pairs of children to dramatize a scene in which the waffle seller decides to help the ice cream man. Invite children to present their dramatizations in class.
Early Advanced/ Advanced	Remind children about synonyms and antonyms. Have pairs of children identify two synonyms and two antonyms for <i>good</i> .



A waffle man was near the ice cream table. He came to help. He made a cone shape. Then the ice cream man put a scoop of ice cream in the cone. These men had made an ice cream cone!

Build Vocabulary

Fair Draw children's attention to the word *fair* in the illustration on page 205. Explain that *fair* has several meanings. The meaning intended on page 203 is an event with many shows and exhibits that draws a wide audience. Encourage children to talk about street fairs or school fairs they have attended. Then write the following sentences on the board:

The game was fair. Every child had a chance to play.

Read the sentences aloud and have children echo your reading. Discuss the meaning of *fair* in this context.

Scaffolding

Word Web Distribute copies of the Word Web to children. Ask pairs of children to work together to write words that describe ice cream in the outer circles of the web. Is ice cream cold? Sweet? Does it melt in your mouth? Help children spell any unfamiliar words. Call on pairs to share their completed Word Webs with the class. List the describing words children chose on the board.



Phonics long e

Ask students to listen for the long *e* sounds as you read through the text on pages 204–205. Have them follow along and clap when they hear words with the long *e* sound. Point out the different letter combinations that can make the long *e* sound. Review the pronunciation of the words with the students.



Comprehension Check

Summarize Read pages 206–207 with children. As you read together, remind children to pay careful attention to what happens in this part of the selection, since they will have to summarize what they read in their own words.

SAY As you read each page, describe what is happening in your own words. This will help you remember the most important information and summarize it.

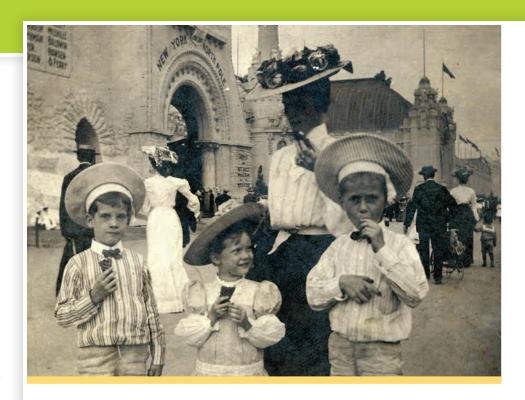
- Why did people like to eat ice cream cones at the fair? They could hold it in their hands; they didn't have to give back the dish; it was easy to eat.
- Why did kids like to eat ice cream cones? They
 could eat ice cream cones together outside. It
 tasted great.
- How would you summarize what your read in this part of the story in your own words? Ice cream cones were easier to eat. Kids ate them with each other outdoors.

Link to Social Studies

Research Ask small groups of children to find out more about the 1904 St. Louis World's Fair, also known as the 1904 Louisiana Purchase Exposition. Have them create posters for the fair with images and information about the event. Call on different groups to talk about their posters in class. Ask children to identify the research sources they found most helpful.

Accelerate Language Development

The Letter y Some children may be unfamiliar with the sound made by y when it comes at the end of the word, as in the words easy and tasty. Say these words aloud and ask children to listen carefully for the sound they hear at the end of each word. Then write the word on the board and circle the y as children pronounce each word. Elicit that the letter y at the end of these words makes the long e sound. Work with children to brainstorm other words that end in the long e sound spelled y. Examples include happy, funny, and daddy.



Folks liked to eat ice cream cones at the fair. They held ice cream cones in their hands. Ice cream cones were fun to eat. The kids and adults did not have to give a dish back to the ice cream man. Ice cream sure got easy to eat.



Differentiated Instruction	
Beginning	Have children pantomime different things they could do while enjoying ice cream together.
Early Intermediate/ Intermediate	Have children retell the story of how cones became a popular way to have ice cream.
Early Advanced/ Advanced	Ask children to imagine they could go back in time to 1904. What would they ask the first children who eat ice cream cones outdoors?



Kids ate ice cream cones with one another. They sat on a step and ate ice cream together. They picked the kind they liked best. Kids ate it up, and it tasted great. It is a treat a lot of kids like better than any other.

Visual Literacy

Photographs Ask children to look carefully at the photographs on pages 206–207. Have them identify details in each photo and point to the words in the story that describe these details. Ask children to tell how they know these photographs show scenes from the past.

Have pairs of children take turns summarizing what they have learned about ice cream cones in this part of the story. Remind children to use their own words to summarize these important details and events.

Flashcards Ask children to work in small groups to make flashcards for people, events, and things associated with the reading. They can either draw their pictures or cut pictures out from magazines. Then have them write the name of each picture on the back of the flashcard. Call on children to share their flashcards with the class.



Phonics long e

Have pairs of students preview the text on pages 206–207. Have them use what they learned about the letter combinations that make the long *e* sound to predict which words in the text contain the sound. Have them circle the words and check their predictions as you read the text aloud. Ask students if they found an *ea* word that does not have the long *e* sound (*great*).



Comprehension Check

Main Idea and Details Have children look for the main idea and details on this page of the selection.

Read page 208 with the children.

SAY Use the photograph and words on this page to help you find the main idea and supporting details.

- Where do kids today buy a lot of ice cream cones? from a truck
- What do the kids do when the truck stops? They line up to buy the ice cream.
- Why do kids still eat ice cream? It tastes good on a hot day.
- What sentence sums up the main idea of this page? Kids still buy a lot of ice cream cones.

Story Words Read aloud the last sentence on page 208 as children track the print. Ask them to point to the Story Word good at the end of the sentence. To reinforce the word's meaning, refer children to the photograph. Ask them how the photo supports the idea that kids still think ice cream is good.

Fluency

Activity 4 Prepare pieces of paper for each group of students. On each slip of paper is one of the page numbers of the story. Give a set to each group. Model drawing a slip of paper from the set, and say the page number. Read one sentence from the page and have your group read it aloud after you. Do this with each sentence on the page. Then have each member draw a number and read until all pages have been read. Finally, have each group read the complete story aloud in chorus in their groups.



Kids still buy a lot of ice cream cones. Kids get ice cream cones from a truck. The trucks drive near kids' homes. When the trucks stop, kids line up for ice cream.

Kids still eat this treat on a hot day. It still tastes good!



Differentiated Instruction	
Beginning	Have each child read aloud a sentence from the story that includes one of the Story or Sight words. Have children listen for the word and say it aloud.
Early Intermediate	Have children take turns pantomiming an event from the selection.
Intermediate	Have pairs of children take turns retelling the most important events in this selection to their partner.
Early Advanced/ Advanced	Have children write and illustrate their own stories about going to the big fair in 1904.

Think It Over

Read the questions and say the answers. Use Sight Words and Story Words. 1. How did people eat ice cream in the past?

- 2. What happened to the ice cream man's dishes at the fair in 1904?
- 3. How did the waffle man help the ice cream man?
- 4. How did the fair in 1904 change the way people eat ice cream?



Reading Strategy

Summarize

How did summarizing help you understand the story?





These comprehension questions follow Marzano taxonomy: 1. Remember (recall), 2. Understand (comprehend), 3. Break It Down (analyze), and 4. Apply *(connect)*. Encourage children to speak using content area vocabulary in context to help internalize new English words.

Have children answer the questions as a class, in groups, or with a partner.

Answer Key

- 1. in dishes
- 2. He ran out of dishes because so many people wanted ice cream.
- **3.** He took a waffle and shaped it into a cone that would hold the ice cream.
- **4.** Now eating ice cream in a cone is as common as eating ice cream in a dish.

Reading Strategy

Summarize Model how to summarize the story. Ask children to review their Sequence of Events charts and share their work.

Grammar and Writing

Teaching Resources

- Workbook, pp. 91–92
- Assessment, pp. 59-62

For extra practice, use the various worksheets on Pearson English Portal.

Past Be

Tell children that we use the past tense of the verb be to talk about the past,

Direct children's attention to the instruction for forming the past with *be*.

Write the following sentences on the board and read them aloud: *She is my student. She was my student.* Invite volunteers to the board to underline the *be* verb in each sentence. Then explain to children that we use the past tense of the verb *be* to talk about the past.

SAY We use was with I, he, she, it, and with one noun. We use was not or wasn't to make the negative past tense.

Read the sentences aloud. Have children identify the past tense verb in each one. Have children say the sentences aloud.

Then review the rule about using past *be* with *you* or a plural subject.

SAY We use were with you, we, they, and with more than one noun. We use weren't or were not to make the negative past tense.

Read the sentences aloud. Have children identify the past tense verb in each one. Have children say the sentences aloud.

Practice A

Model for children how to do the activity by doing the example with them. On the board write this: He ______ happy.

SAY Which word goes with He, was or were? Once you elicit the correct response, write was in the blank.

Have children continue the activity, completing the sentences in their books. Check the answers with the class.

2. were 3. was 4. were 5. was

Reading 2

Grammar and Writing

Past Be

Use the past tense of **be** to talk about the past. Use **was** with **I**, **he**, **she**, **it**, or to talk about one person or thing.

The waffle was tasty. I was hungry.

Use *were* with *you*, *we*, or *they*, or to talk about more than one person or thing.

We were very young. The children were happy.

Use *was not* or *were not* to make negative sentences.

Pablo was not sad. The kids weren't sleepy.

Complete the sentences. Add was or were.

1. He <u>was</u> happy.

Practice A

- 2. The waffles _____ good.
- 3. The game _____ fun.
- 4. We hungry.
- 5. She _____ not hurt.

210

Grammar Tip

If you don't understand the text in the boxes, ask your teacher or a classmate for help.



Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T210-T211.

Teaching the standards: L.2.1, L.2.2.c Practicing the standards: W.2.5, L.2.1.d

Go to Pearson English Portal for additional standards correlations.



Practice B

Rewrite the sentences. Use *wasn't* or *weren't*. Write in your notebook.

- 1. It was hot. It wasn't hot.
- 2. The ice cream was tasty.
- 3. They were happy.
- 4. We were hungry.
- 5. Silvia was at home.

Apply

Ask and answer questions about the past.

Example: A: Were you at home yesterday?

B: I wasn't at home. I was at school.

Write

Tell about your weekend.

I was at home. I was with my

family. My mom and I baked

cupcakes. The cupcakes were good.

We were happy.





Differentiated Instruction		
Beginning Read the sentences on page 210 and have chi point to the past tense form of the verb <i>be</i> in a sentence.		
Early Intermediate/ Intermediate	Have students say one sentence with the word weren't and one sentence with the word wasn't.	
Early Advanced/ Advanced	Have partners ask each other questions with <i>Were you</i> or <i>We were</i>	

Grammar and Writing

Practice B

Model the activity. Write the first sentence on the board: *It was hot*.

SAY What do we need to do to make this sentence negative? use was not or wasn't with the main form of the verb

Write on the board: *It wasn't hot*. Tell children to do the rest of the activity, writing the sentences in their notebooks. Tell children to exchange papers with a partner. Have them check each other's answers. Review the answers with the class.

- 2. The ice cream wasn't/was not tasty.
- 3. They weren't/were not happy.
- 4. We weren't/were not hungry.
- 5. Silvia wasn't/was not at home.

Apply

Tell children that they will ask and answer questions about the past. Direct their attention to the examples, and read them aloud. Have partners listen carefully to each other's questions and answers and correct their mistakes to monitor understanding. Encourage them to point out any mistakes in their partner's use of verbs, negatives, or contractions.

Write

Have children complete the activity on page 211. Remind children to use past *be* verbs to tell about things that have already happened. You may wish to have children work in pairs or in small groups. Invite them to talk, draw, and discuss pictures of things they did during the weekend before they write.

Help students develop an awareness of cognates.			
English	Spanish	Haitian Creole	
negative	negativo	negatif	
past	pasado	pase	

Vocabulary

Teaching Resources

- Workbook, p. 93
- Picture Cards Audio

For extra practice, use the various worksheets on Pearson English Portal.

Words to Know

Sight Words

To help children develop basic and sight vocabulary used routinely in classrooms, help them understand the Sight Words. Write the word on the board. Point to the word and say it. Then have children say the word with you.

Story Words

Have students listen to the audio and say the words. Next, to reinforce language attainment, read through the **Oral Vocabulary Routine**.

Oral Vocabulary Routine

Define: A **scientist** is someone who works in science.

Expand: The scientist discovered a new medicine. **Ask:** Would you like to be a scientist?

Define: The **outdoors** is outside, not inside. **Expand:** The children like to play outdoors. **Ask:** What do you like to do outdoors?

Define: A **legacy** is something handed down to

Expand: A person's legacy is how we remember

Ask: What would you like your legacy to be?

Define: To **protect** is to keep safe from harm or damage.

Expand: She wants to protect animals and the outdoors where they live.

Ask: Do you think it's important to protect animals? Why or why not?

Your Turn _

If you have a puppet, use it to repeat children's sentences, making any revisions to model correct language.

Reading 3

Prepare to Read

These words will help you understand the reading.

Sight Words

Story Words

animal

same

touch

scientist

outdoors

legacy

protect

Vocabulary Words to Know

 Jane Goodall is a scientist who studies animals, like chimpanzees.

2. She sat outdoors for a long time. One day, a chimpanzee touched her hand.



 Jane Goodall's legacy is the gift she gave us – knowing how animals are the same as people in many ways.

4. Now many people work to protect the homes of chimpanzees.

(C)

Your Turn

Pick one word from either box.
Use the word in a sentence.



Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T212–T213.

Teaching the standards: RI.2.4, RF.2.3, RF.2.3.a, L.2.4

Practicing the standards: L.2.4.a

Go to Pearson English Portal for additional standards correlations.

Differentiated Instruction Have students point to three illustrations on page 213 **Beginning** and say the word that describes that illustration. **Early** Ask children which words on the page end with the Intermediate soft *q* sound. Have children read the words aloud. **Intermediate** Have children work with partners to choose one Sight Word and one Story Word and use each word in a sentence. **Early Advanced/** Write the word *right* on the board. Have children work **Advanced** with partners to write words that rhyme with right.

Phonics

Phonics O

Long i; soft g

Read the words aloud. Listen to the letter sounds.





Your Turn Sound out the words. Point to the word for the picture.









WB

213

Teaching Resources

- Workbook, p. 94
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

Long i; soft g

Help children recognize the elements of the English sound system in the words presented on this page and in newly acquired vocabulary. Remind children that letters stand for sounds and that they can listen for sounds in words.

Phonemic Awareness Tell children you are going to show them how to isolate a long *i* sound.

SAY Listen as I say light. I hear the long i sound in the middle of the word. Which words have the same sound? tight, dry, sit, fry, kite, pit

Now listen as I say stage. I hear the soft g sound at the end of the word. Which words have the same ending sound? wage, large, rig, barge

Blending Tell children they are going to learn to blend words using the new sounds they have just learned.

Write *s-k-y* on the board.

Run your hands from letter to letter, enunciating each sound. Then blend the whole word *sky*. Have children blend the word with you. Repeat with the words *child*, *light*, *stage*.

Your Turn

If you have a puppet, use it to identify all the images before children begin the exercises. Then review the letters and pictures in the Phonics box.

Story Preview

Teaching Resources

- Teacher's Resource Book, p. 104
- Workbook, pp. 95-96
- Audio

For extra practice, use the various worksheets on Pearson English Portal.

Explain to children that this reading is about Jane Goodall. Point out that the reading is nonfiction, which means it uses provable facts to tell readers about real people, things, or events. Encourage children to brainstorm some examples of nonfiction selections that they have read.

More About the Big Question
Read the following Big Question to the class:
What important things did Jane Goodall do? Then
have children look at the pictures on pages 214–215.

SAY It will help you get ready for the reading if you think about how life today would be different if we did not take care of the environment and the animals that live there.

- What sorts of things do we do every day to help the environment and animals? recycle, plant trees and flowers, take shorter showers, protect the places where animals live, not buy products that hurt animals (fur coats etc.)
- How would your life be different if nobody cared about the environment? There would be more trash and pollution, the land would not look beautiful, there would be fewer animals, some animals would disappear completely

Have children share their responses with a partner to enhance comprehension.

Reading Strategy

Ask Questions If you have a puppet, use it to tell children that as they read, they will sometimes come across things that they don't understand. When this happens, they should ask questions with words such as *Who?*, *How?*, *When?*, *or Why?* They should look for the answer as they read the selection.

Story Preview

What is the story about?



The story is about Dr. Jane Goodall.

Reading Strategy

Ask Questions

Asking and answering questions as you read can help you understand the text better. Ask yourself questions as you read. Find the answers in the text.

214



Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T214–T223.

Teaching the standards: RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.10

Practicing the standards: RI.2.7

Go to Pearson English Portal for additional standards correlations.

Differentiated Instruction		
Beginning	Have children track the print as you read the captions on page 214 and the selection title on page 215. Then have children echo your reading.	
Early Intermediate	Have children say where Jane Goodall is and what she is doing in each photograph.	
Intermediate	Have children write a caption for each photograph. Invite children to share their captions in small groups.	
Early Advanced/ Advanced	Have children describe Jane Goodall based on the pictures on pages 214–215.	



Jane Goodall

Read Aloud If you have a puppet, use it to read the question: What is the story about? Ask children to repeat after you as you read The story is about Jane Goodall.

Preview

Title Read aloud the title of the story as you track the print. Have children repeat the title after you. Ask children to predict what the story will be about to expand reading skills.

Images Point to the pictures on pages 214–215 and encourage children to describe each one. Then ask children to look at the pictures in the story and point to their favorite. Encourage them to provide reasons for their opinions.

The *On Your Own* icon indicates that the readings are fully decodable. Should you wish to use these readings in class, some suitable reading techniques would include:

- choral reading
- partner reading
- individual reading with the teacher or within a group
- teacher reading with opportunities for students to jump in

Play the Audio Another option is to have children listen to the audio. Pause the audio from time to time to ask questions.

Encourage children to look at the pictures on pages 216–217. Have them predict what they think this part of the story will be about. Encourage them to use details from the pictures to support their answers.

Reading Strategy

Who, What, When, Where, Why Distribute copies of the 5 W chart. Read the question words in each box aloud while children track the print. Then read pages 216–217 with children.

Who	Jane Goodall
What	Jane Goodall is a famous scientist. She studies animals.
Where	
When	
Why	

SAY Let's use the information in this part of the selection to answer the five question words on the chart.

- Who is in these pictures? Jane Goodall
- What is this part of the selection about? Jane Goodall is a famous scientist. She studies animals.
- Where is Jane Goodall? in Africa
- When did she dream about studying animals? when she was a child
- Why do we now understand that people and animals are the same in many ways? because of Goodall's studies

Guide children to use their answers to the questions to fill in their charts to enhance comprehension. Tell them to add information to each box in the chart as they continue to read the selection.



Jane Goodall is a famous scientist. She studies animals. Because of her study of animals, we now understand that people and animals are the same in many ways.



Differentiated Instruction			
Read aloud the words <i>scientist, animals, same,</i> and <i>outdoors</i> on pages 216–217. Have children repeat the words and point to them on the page.			
Have children say the words on page 216 that tell what Jane Goodall's job is.			
Ask children to describe the picture on page 216 or 217.			
Have children say what kind of a child Jane Goodall was. Then have them say if they like people like her and explain why or why not.			



When Jane was a child, she loved to be outdoors. She read many books about animals. Her dream was to study animals in Africa.





Phonics soft g

Have students read the text silently on pages 216–217 and mentally note the word with the soft g sound. Then read the text aloud as the class follows along. Ask students to shout out the word with the soft g sound with you as you read. Point out that the g in Goodall is not soft, but hard. Also point out that the j in Jane also makes the soft g sound.

Understand Text Structure

Relate Illustration to Text Guide children to recognize that each picture provides additional information and helps them to draw inferences about the text.

- What does the picture on page 216 show?
 Jane Goodall with a baby chimpanzee
- What can you find out from the picture on page 217 that is not described in the text?
 It shows some of the different kinds of animals in Africa.

SAY Look at the picture on page 217. Do you think this is a good setting for animals? Explain. Yes. There are many animals. The animals look healthy. There is water for the animals. There are no people or buildings.

Check Up Have children look at the picture on page 216 and describe what kind of relationship they think Goodall has with the baby chimpanzee.

Possible Response: It shows that they are friends. It shows that she is very kind and gentle.

Accelerate Language Development

Cause and Effect Read aloud the sentence on page 216: Because of her study of animals, we now understand that people and animals are the same in many ways. Point out that this sentence shows a cause and effect relationship. The cause is her, Goodall's, study of animals. The effect is we now understand that people and animals are the same in many ways. Explain that words like because and so connect cause and effect. Have children write a sentence that accurately uses cause and effect. Invite volunteers to share their sentences with the class.

Comprehension Check

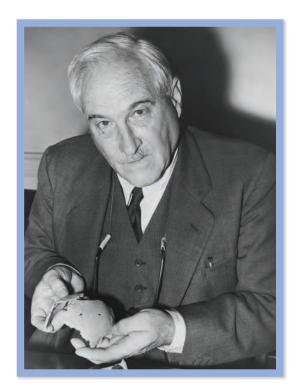
SAY One way to better understand what is happening on this page is to ask yourself the 5 W Questions, Who? What? Where? When? and Why? as you read the text and look at the pictures.

- Who is doing something on page 218?
 Dr. Louis Leakey
- What is he doing? studying a bone/skull
- Where is he doing it? inside, in his office or laboratory
- When is he doing it? a long time ago
- Why is he doing it? to learn something

Guide children to recognize that the picture on this page looks like a black-and-white picture, and that it shows an event that happened a long time ago.

Activity

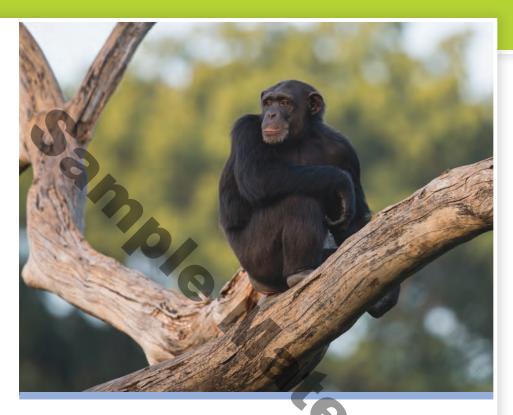
Flashcards Ask children to work in pairs to make flashcards for people/items/actions associated with this part of the selection. Possibilities include nouns, such as *Jane, ship, Dr. Louis Leakey, chimpanzees, work, animals, tree,* and *food,* and verbs such as *was, sailed, met, started, study, ran, gave up, act, sat, ate,* and *got.* They can either draw pictures or cut out pictures from magazines. Then have them write the name of each picture on the back of the flashcards. To expand and internalize vocabulary, have pairs of children exchange flashcards and then identify aloud the terms on the new set of cards.



At the age of 26, Jane sailed on a ship to Africa. There, Jane met Dr. Louis Leakey. Dr. Leakey studied chimpanzees. Dr. Leakey asked Jane to help him with his work.



Differentiated Instruction		
Beginning	Have children point to the name of the person Jane met in Africa. (Dr. Leakey)	
Early Intermediate	Ask children what Dr. Leakey did. (studied chimpanzees)	
Intermediate	Have students research Dr. Louis Leakey.	
Early Advanced/ Advanced	Have children discuss what it was probably like for Goodall when she first started to study chimpanzees. (frustrating) Also discuss what people sometimes have to be in order to succeed. (patient, creative)	



When Jane started to study chimpanzees, the animals ran away. She never gave up. Jane started to act like a chimpanzee. If the chimpanzees sat in a tree, she sat in a tree. If they ate some food, she ate the same food. She got closer and closer.

Sight Words

Animal Have children find the Sight Word animal on page 219. Read the sentence with this Sight Word aloud and have children echo your reading. Ask if animal refers to something specific or general. Guide children to see that the noun animal is used for all living creatures except people. Ask children what specific animal is being discussed here. (chimpanzees)

Write this sentence pair on the board:

We saw many different animals in Africa.

We saw animals like lions, zebras, elephants, giraffes, and ostriches.

Read the sentences aloud and have children repeat. Have volunteers identify the word *animals* in each sentence and explain how the word is used. (nonspecific, and as a lead-in to a specific list)

Practice Help children work in groups to reinforce their understanding of how words function as nouns. Give each group a noun from the reading (Jane Goodall, ship, Dr. Louis Leakey, chimpanzees, work, animals, tree, food). Then have each group use the noun in a sentence. Have children say their sentences aloud to the class. Ask children to identify the noun in each sentence.





Comprehension Check

Compare and Contrast Have children compare and contrast the information in the text and pictures on pages 220–221 to enhance and confirm understanding.

Read pages 220–221 with the children.

SAY Let's think about Jane Goodall's studies of chimpanzees and the many books she wrote about them.

- What would be different without her work? less understanding of these animals
- What is the same about the information and pictures on these two pages? Both pages talk about Dr. Goodall and chimpanzees and the way they behave.
- What is different about the information and pictures on these two pages? Page 220 talks about and shows the relationship between Goodall and the chimpanzees. Page 221 only talks about the relationships between chimpanzees. And Goodall is only in the picture on page 220.
- Look at page 221. What evidence is there that Dr. Goodall's legacy continues? her many books and people's better understanding of chimpanzees
- Look at the picture on page 221. What sentence on the page best describes the picture? They even make tools!
- What do you think people better understand about chimpanzees now? In many ways they are the same as us. They have families, they play, they fight, and they feel happy and sad.

Sight Words Ask children to locate the Sight Word *touch* in the text. Have children use the word *touch* in a sentence describing the photograph on the page.

Scaffolding

Compare and Contrast Ask pairs of children to fill in a Venn diagram comparing and contrasting the way they think people thought about chimpanzees before Dr. Goodall's work and after it. Have them think about how people treated animals in the past and now. Call on children to share their completed diagrams with the class.



One day, a chimpanzee and her daughter came to Jane. They touched her hand. It was a very happy day for Dr. Goodall.



Differentiated Instruction			
Beginning	Have children point to the animals in the photos. Then have them point to the word <i>animals</i> in the text.		
Early Intermediate/ Intermediate	Ask children how they think Goodall's relationship with the chimpanzees changed the day a chimpanzee and her daughter touched her hand.		
Early Advanced/ Advanced	Have children discuss what a <i>legacy</i> is. Have them describe and give examples of both good and bad legacies.		

Phonics long i

Have students listen as you read the text on pages 220–221. Have them write a list of the words that they hear that contain the long *i* sound. Invite students to share their list with the class. Encourage them to add words to the list as they read the rest of the text.



Jane wrote many books about chimpanzees. She said that these animals have families, they play, they fight, and they feel happy and sad. They even make tools! Because of her study, many people understand these animals better now.





Story Words

Outdoors Have children choose the Story Word that best describes the setting in the two pictures.

Have children create sentences with *outdoors* to describe each of the pictures.

Reading Strategy

Ask Questions Model how to ask and answer clarifying questions.

SAY When I read a story or nonfiction selection, I always have questions about what I'm learning.

- On page 216, I wondered how people and animals are the same in many ways.
- On page 221, I learned that they have families, they play, they fight, and they feel happy and sad.

Activity

Role-play Have children work in pairs to role-play the scene in the photograph on page 220. Explain that partners will play the chimpanzee mother and Dr. Goodall touching for the first time. Suggest that the children discuss how both the chimpanzee and Dr. Goodall felt at that moment.

Reteach

Have children summarize what they have learned about Dr. Jane Goodall. Remind them to use sequence words, such as *first, then, next,* and *last* in their summaries.

Comprehension Check

Draw Conclusions Have children draw conclusions about the information on page 222 based on the text and the picture. Read page 222 with children.

SAY Think about what you just read. Now take some time to study the photograph.

- What is this part of the selection about?
- Dr. Goodall's work and her legacy

 What bad thing happened to many of the chimpanzees? They lost their homes.
- How does Dr. Goodall's legacy live on? Scientists continue her work
- What is very important in helping the chimpanzees? protecting their homes

Scaffolding

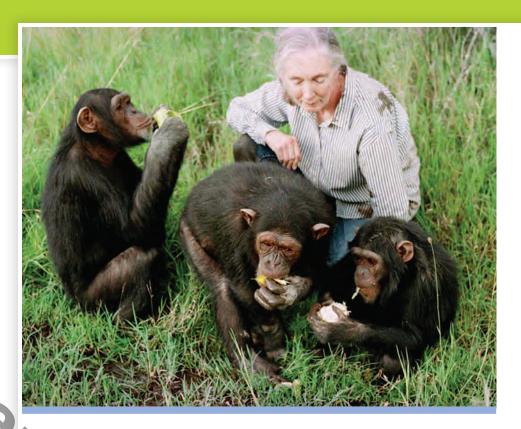
Sequence Ask children to retell the events on this page in time order to demonstrate comprehension. Guide them to use the sequencing words First, Then, and Today to put the following ideas in sequential order: her legacy lives on, many animals lost their homes, Dr. Goodall worked hard to help the animals.

Answer Key

First, many animals lost their homes. Then, Dr. Goodall worked hard to help the animals. Today, her legacy lives on.

Fluency

Activity 5 Prepare pieces of paper for each group of students. On each slip of paper is one of the page numbers of the story. Give a set to each group. Model drawing a slip of paper from the set, and say the page number. Read one sentence from the page and have your group read it aloud after you. Do this with each sentence on the page. Then have each member draw a number and read until all pages have been read. Finally, have each group read the complete story aloud in chorus in their groups.



Dr. Goodall works hard to help these animals. Many lost their homes. Her legacy lives on as many scientists study these animals and try to protect their homes.



Differentiated Instruction			
Beginning	Ask children to find and say aloud the question words on page 223.		
Early Intermediate	Have children work in pairs to read aloud and answer the questions on page 223.		
Intermediate	Ask pairs of children to work together and write three more questions and answers on index cards, based on the information in this selection.		
Early Advanced/ Advanced	Have children explain what Jane Goodall's legacy is.		

Think It Over

Read the questions and say the answers. Use Sight Words and Story Words.

- 1. What did Jane Goodall like to do when she was a child?
- 2. What did Jane Goodall do to get closer to the animals?
- 3. How are chimpanzees the same as people?
- 4. How are people helping chimpanzees now?



Reading Strategy

Ask Questions

How did asking and answering questions while you read help you understand the text better?





These questions follow Marzano taxonomy:

- 1. Remember (recall), 2. Understand (comprehend),
- 3. Break It Down (analyze), and 4. Apply (connect). By using analytical skills to respond to these questions, children can demonstrate reading and listening comprehension of increasingly complex English commensurate with content area and grade level needs.

If you have a puppet, use it to ask the questions. Then have children work together as a class, with partners, or individually to answer them.

Answer Key

- 1. She dreamed of studying animals in Africa.
- **2.** She sat in a tree and she ate the same food.
- 3. They have families, they play, they fight, and they feel happy and sad. They even make tools!
- **4.** Possible answers: They are studying them. They are protecting their homes.

Reading Strategy

Ask Questions: *Who, What, When, Where, Why* Model how to answer the 5 W Questions when reading.

SAY As I began reading the story, I looked for the answers to the 5 W Questions.

- When I asked **who** the selection was about, I saw the reading was about Jane Goodall.
- When I asked **what** the selection was about, saw the reading was about Jane Goodall's work with chimpanzees.
- When I asked where the selection took place, I saw that events took place in Africa.
- When I asked when Jane Goodall's fascination with animals began, I found that part of the reading was about her dreams as a child.
- When I asked why the events took place, I realized that Jane Goodall was a very special person who did many great things.

Grammar and Writing

Teaching Resources

- Workbook, pp. 97–98
- Assessment, pp. 63-66

For extra practice, use the various worksheets on Pearson English Portal.

Past Tense: Irregular Verbs

Help children understand that some verbs do not add *-ed* to make the past tense. These verbs are called irregular verbs.

Direct children's attention to the instruction for forming the past with irregular verbs.

SAY Not all past tense verbs can be formed by adding -ed. Those that are not formed this way are called irregular verbs. Irregular verbs do not follow any pattern. We have to remember the past form of irregular verbs.

Review the list of irregular verbs. Write some of the verb pairs onto index cards, one word per card. Divide the class into two groups. Give the present tense verbs to one group and the past tense verbs to the other. Have children in the present tense group take turns saying aloud their verbs. Have children with the matching past tense verb raise their hand when they hear their matching verb.

SAY Notice that we use the main form of the verb to form the negative past tense.

Read the sentences aloud. Have children identify the past tense verb in each one. Have children say the sentences aloud.

Practice A

Model for children how to do the activity by doing the example with them. On the board write this: *She* (know/knew) *about the flowers*. Tell them to help you circle the correct past tense irregular verb.

SAY *Which verb is in the past:* knew *or* know?

Once you elicit the correct response, circle *knew*.

Have children continue the activity, completing the sentences in their books. Check the answers with the class.

2. went 3. had 4. came 5. got

Reading 3

Grammar and Writing

Past Tense: Irregular Verbs

Do not add -ed to some verbs to form the past tense.

Base	Past	Base	Past	Base	Past
form	tense	form	tense	form	tense
come	→ came	go	→ went	see	→ saw
do	→ did	have	→ had	sit	→ sat
eat	→ ate	know	→ knew	stand	→ stood
get	→ got	leave	→ left	write	→ wrote

Use *did not* or *didn't* + the base form of the verb to form the negative past tense of irregular verbs.

I ate fruit.

I didn't eat fruit.

Practice A

Circle the past tense verb.

- 1. She (knew)know) about the flowers.
- 2. He (go/went) to the store yesterday.
- 3. She (have/had) a green notebook this morning.
- 4. You (come/came) to the United States in 2005.
- 5. The Riveras (get/got) a new car on Tuesday.



(C)

Common Core State Standards

For the full text of the standards, see Appendix A.

Grammar Tip

Remember!

verbs change back to the

base form after

Past tense

didn't.

The following standards apply to pages T224-T225.

Teaching the standards: L.2.1, L.2.1.d Practicing the standards: W.2.5, L.2.1.f

Go to Pearson English Portal for additional standards correlations.

Differentiated Instruction			
Beginning	Read the list of irregular verbs and have children say each verb after you.		
Early Intermediate/ Intermediate	Have children create two new sentences using verbs from the list of irregular verbs on page 224. Have them circle the verbs.		
Early Advanced/ Advanced	Have children write a survey with five questions for their classmates about what they did yesterday.		

Practice B

Rewrite the sentences. Use didn't. Write in your notebook.

- 1. We ate ice cream. We didn't eat ice cream.
- 2. They sat near me.
- 3. He wrote a story.
- 4. They left early.
- **5.** Li Jing saw her grandma.

Apply

Tell about something you did last summer.

Example: I went to Italy last summer. I ate pasta.

Write

Tell about the life of someone in your family.

Grandma was born in China in 1955. She had a flower store. She left China in 1978. She wrote letters to her friends.





Grammar and Writing

Practice B

Model the activity. Write the first sentence on the board: We ate ice cream.

SAY What do we need to do to make this sentence negative? use did not or didn't with the base form of the verb

Write on the board: We didn't eat ice cream. Tell children to do the rest of the activity, writing the sentences in their notebooks.

Tell children to exchange papers with a partner. Have them check each other's answers. Review the answers with the class.

- 2. They didn't/did not sit near me.
- 3. He didn't/did not write a story.
- 4. They didn't/did not leave early.
- 5. Li Jing didn't/did not see her grandma.

Apply

Have children tell about something they did this past summer. Ask them to use irregular verbs. Write on the board the list of irregular verbs shown on page 224. Have children take turns sharing ideas. Have them listen carefully to each other's sentences.

Write

Remind children that writers may use the past tense of irregular verbs to tell about things that happened in the past.

Have children complete the activity on page 225. You may wish to have children work in pairs or in small groups. Invite them to talk about the person in their family before they write. Provide a list of appropriate irregular verbs that they might wish to use to tell about the life of someone in their family.

Dovolon an Awaroness of Coon

Help students develop an awareness of cognates.				
English	Spanish	Haitian Creole		
remember	recordar			
forms	formas	fòm yo		
car	carro			
family	familia	fanmi		

Put It All Together

Teaching Resources

• Workbook, pp. 99–100

For extra practice, use the various worksheets on Pearson English Portal.

Projects

The Big Question
Evidence of Understanding Lead a
discussion about the Big Question and encourage
children to express their ideas and give concrete
examples from the readings or from their own lives.
Then focus children's attention on this unit's theme
in a way that can be answered and assessed in a
variety of modalities.

Written

Encourage children to use what they have learned about informational nonfiction as they write about school. Remind them that they can use interrogatives—questions—to focus the reader on the issues they will address, such as, What do kids today like most about school?

Oral

Model how to interview an adult by letting a child ask you questions about what school was like when you were young. Then brainstorm questions that the children might ask when they interview adults in their family.

Visual/Active

To begin, describe a game you played when you were young that isn't played much today. Ask children to bring the game they learned about from an adult to class. After they have practiced with partners, ask them to teach the game to the class.

Put It All Together



How is life today different than it was a long time ago? Talk about it.

Projects

Your teacher will help you choose one of these projects.

Written

Write about school.

What was school like in the past? What is school like today? Explain.



226



Common Core State Standards

For the full text of the standards, see Appendix A.

The following standards apply to pages T226-T233.

Teaching the standards: RF.2.4, RF.2.4.a, RF.2.4.b, W.2.3, W.2.5, SL.2.6, L.2.2, L.2.3

Practicing the standards: RF.2.4.c, L.2.1.f

Go to Pearson English Portal for additional standards correlations.



Put It All Together

Learning Checklist

Use the checklist as a reference of the key points learned in this unit as children do the activities in Putting It All Together.

Word Study and Phonics

- ✓ Multiple-Meaning Words
- **✓** Long *a*; *ch*, *th*
- **✓** Long *e*
- ✓ Long i; soft g

Strategies

- ✓ Draw Conclusions
- ✓ Summarize
- ✓ Ask Questions

Grammar

- ✓ Simple Past Tense: Regular Verbs
- ✓ Simple Past Tense: Be
- ✓ Simple Past Tense: Irregular Verbs

Writing

- ✓ Write about your day
- ✓ Tell about the life of someone in your family
 - Writing Workshop: Write a Story

V. Listenin⊾ ✓ Skit



Oral >

Interview an adult.

Ask an adult what school

was like when he or she





Listening & Speaking Workshop

Teaching Resources

• GO 08: T-Chart

For extra practice, use the various worksheets on Pearson English Portal.

Skit

Tell children they are going to plan and act out a skit. Explain that a skit is a short play. Tell children that a skit is less formal than a play. Explain that we use informal English when we speak with family members and friends. Advise them that they can use informal English as they prepare and perform their skit, but encourage them to use correct grammar as good practice toward improving their speaking skills.

By collaborating with their peers to prepare and perform a skit, children can demonstrate listening comprehension of increasingly complex spoken English.

Prepare

Tell children you will be assigning them to a group for the skit. Three children in each group will each take the role of an animal. Explain that one of the animals has a problem and the other two animals will help solve the problem. Copy the chart on the board and show children how to use the chart to plan their skits. Tell children to talk about what each animal will say and what props and costumes they will use in their skit.

Practice and Present

Tell children that by acting in their skit they are telling, or narrating, a story. Encourage them to narrate their story with increasing specificity and detail as they acquire more English.

Remind children that they need to pay close attention to their group members so that they know what to do and say, and when. Encourage them to use facial expressions and physical gestures to act their parts.

Put It All Together

Listening and Speaking Workshop



Plan and act out a skit.

1 Prepare

Work in groups. Three children in each group will play a different animal. One has a problem. The other two solve the problem. Plan your skit. List your ideas like this:

Who?	When and Where?
Diana the bird Tyler the cat Carson the squirrel	Saturday morning a tree on Mr. Yee's farm
Problem	Solution
Tyler is stuck in the tree. He can't get down.	Diana and Carson show Tyler how to get down from the tree.

Useful Language

- Continuous Listen and repeat.
- Who are the characters?
- When does the story happen?
- Where does the story happen?
- What is the problem in our story?
- What is the solution?
- What kinds of props do we need?
- What kinds of costumes do we need?

Decide what props and costumes you need. Bring them in.

Differentiated Instruction	
Beginning	Have children identify the problem and solution of their skit.
Early Intermediate	Have children discuss with a partner the characters, setting, problem, and solution of their skit.
Intermediate	Have children change roles and perform their skit for the class.
Early Advanced/ Advanced	Have children draw a picture of the scene from their skit. Ask children to discuss with a partner what their skit is about.

2 Practice and Present

Practice the skit with your props and costumes. When you are ready, perform your skit.

As you speak, do this:

- Pay attention to your group members so that you know when to speak.
- Use your face and body to act as your animal.

As you listen, do this:

- Look at each speaker's face and hands for clues about hidden ideas and information.
- Watch for actions and gestures you know.
 They will help you understand the story.

3 Evaluate

Ask yourself these questions:

- Did I perform my part of the skit well?
- How well did I listen?
 Which skits can I retell?

Listening Tip

When watching other groups' skits, listen for key words that help you understand the problem and solution in their stories.



use visuals such as costumes, scenery, and props as clues to meaning. They can also observe facial expressions, physical gestures, body language, and other nonverbal cues to help them figure out unfamiliar words. Children can also use verbal context clues (words and expressions they already know) to help them understand their classmates'

children understand spoken words, remind them to

Listening & Speaking Workshop

Review the points under As you listen. To help

Tell children that information and ideas can be implicit, or not directly stated. Using visuals and context clues can help children understand implicit ideas and information in increasingly complex spoken language.

Read the Listening Tip aloud. Elicit some phrases that might indicate a problem, such as *Oh*, *no!* Elicit some phrases that might indicate a solution, such as *Let's...* or *We should...*

Evaluate

skits.

To help children improve their listening and speaking skills, suggest that they monitor their oral language production and use self-corrective techniques. To this end, guide them to ask themselves the guestions in the Evaluate step.

Children can demonstrate listening comprehension by summarizing or retelling their classmates' skits. Encourage them to use their own words to tell the main ideas and most important details of one of the skits they saw.



Writing Workshop

Teaching Resources

• Workbook, pp. 101–102

For extra practice, use the various worksheets on Pearson English Portal.

Write a Story

In this workshop, children will review the features of stories and write their own story. To do this, they will follow the steps of the writing process.

Read the writing prompt aloud to children. Brainstorm a list of topic ideas with them to help them get started.

Prewrite

Explain to children that they will list information about their story in a chart. Copy Lee's chart on the board and show children how to fill it in. As you do so, explain that stories share the following features: characters (the people or animals in the story), setting (where and when the story happens), and plot (what happens to the characters). Tell children that, in their charts, they will break up the plot into two parts: the problem and how it is solved. Explain that, in order for a story to be interesting, it usually includes a problem (also called a conflict) that needs to be solved by the end of the story. To illustrate this point, ask children what the duckling's problem was in "The Ugly Duckling." Then ask them how the duckling's problem was solved.

Put It All Together

Writing Workshop

Write a Story

Write a story. Create some characters and tell what happens to them.

1 Prewrite Think about your story. List your ideas for the story in a graphic organizer.

Lee listed his ideas in this graphic organizer.

Who is in the story?	Where does it happen?
Jack, a dog Jack's owner, Milo Sally, a cat	in a neighborhood
What is the problem?	How is it solved?
Jack chased Sally and got lost.	Sally showed Jack how to get home.

Draft Use your graphic organizer to help you write a first draft. Use new words from the unit.



Differentiated Instruction	
Beginning	Have children identify the problem and solution in their story.
Early Intermediate	Have children read their story to a partner.
Intermediate	Have children explain to a partner how the problem was solved in their story.
Early Advanced/ Advanced	Have children draw a picture to illustrate their story. Tell children to share their picture with the class as they read their story.

Revise Read your draft. Use the Revising Checklist to correct errors. Then revise your draft.

Here is Lee's story.

Revising Checklist

- ✓ Do I tell what happens to the characters?
- Do my subjects and verbs agree?
- Do I use the connecting word and correctly?

Jack the Dog

Milo took Jack for a walk. Jack saw

Sally. Jack pulled his leash out of

Milo's hand and chased Sally down the

could not

road. He cannot catch her. When Jack

stopped, he was not near home. Sally

walked Jack home. "You sure are a good

friend," he told her. He wagged his tail.

Jack never chased cats again.



221

Writing Workshop

Draft

Review the instructions for writing a draft. Remind children to use content-based grade-level vocabulary. Using and reusing this vocabulary in meaningful ways in writing activities that build concept and language attainment will help children internalize new academic language.

Explain to children that a draft is a work in progress—it does not have to be perfect. Encourage them to get their ideas down on paper, without worrying about grammar and punctuation until they review their work.

Revise

Tell children that revising is an important part of the writing process. This is the time to go back and improve their draft. As children revise, have them check to make sure that their subjects agree with their verbs. To illustrate this idea, point out that the subject *he* agrees with the verb *was*, but not the verb *were*.

Tell children that they should also check to make sure they use the connecting word and correctly in their writing. As an example of correct usage, write this sentence from the student model on the board: Jack pulled his leash out of Milo's hand and chased Sally down the road. Tell children that they will use the Revising Checklist to correct their errors. Then have children revise their drafts.

Read aloud the Revising Checklist to children. Go over each point and how it applies to revising their story. Encourage children to read over their story at least three times, answering each of the questions in the checklist.

Have children look over Lee's story and compare their story to it.

SAY How well does Lee's story answer the questions in the Revising Checklist?

Writing Workshop

Teaching Resources

- Workbook, pp. 103-105
- Assessment, pp. 117-124

For extra practice, use the various worksheets on Pearson English Portal.

Edit

After children have revised their work, have them swap their stories with a partner. The pairs should evaluate each other's stories using the Editing Checklist.

To help children monitor written language production and employ self-corrective techniques, guide them to use the Editing Checklist to review and improve their writing. Instruct children to edit their drafts to make sure they have used regular and irregular verbs correctly. They should also check to see that they have used the possessive case (apostrophe -s) correctly.

Tell children they can strengthen their writing by using a variety of grade-appropriate sentence lengths and patterns and connecting words to combine phrases, clauses, and sentences.

Model for children how to provide constructive criticism and encouragement. Keep dictionaries nearby so children can check spelling.

Read the Spelling Tip aloud. Point out to the children that knowing and employing spelling patterns and rules can help them spell familiar and unfamiliar words with increasing accuracy as more English is acquired.

Publish

Increase children's oral language proficiency by having them read their stories aloud. Evaluate children's abilities to employ self-corrective techniques as they read aloud.

Put It All Together

- 4 Edit Trade papers with a partner to get feedback.
 Use the Editing Checklist.
- 5 Publish Make a clean copy of your final draft.
 Share it with the class.

Editing Checklist

- The sentences have different lengths and patterns.
- Regular and irregular verbs are used correctly.
- ✓ The possessive case (apostrophe -s) is used correctly.



For Each Reading...

- 1. Listen to the sentences.
- 2. Work in pairs. Take turns reading aloud for one minute. Count the number of words you read.



Jane Goodall is a famous scientist. She studies
animals. Because of her study of animals, we now
understand that people and animals are the same
25
in many ways.

When Jane was a child, she loved to be outdoors.
She read many books about animals. Her dream
47
was to study animals in Africa.
52

3. With your partner, find the words that slowed you down. Practice saying each word and then say the sentence each word is in. Then take turns reading the text again. Count the number of words you read.





Tell the children that in this lesson, they will take turns with a partner in reading out loud a short selection from one of the texts they read in the unit.

Sound and Sight Write the following unit sight and story words in large letters on different parts of the board: *scientist, animal, same, outdoors.* Point to one of the words and say it as students listen. Do this with all of the sight words a few times, repeating each word at least twice. Next, point to each word, say it, and have students repeat it. Finally, have students come up to the board, listen to the words you say, and point to the correct word each time.

Tracking Print Model an example of the procedure for students. Write the following on the board: *I like my school*. First, have students listen as you say the sentence. Next, demonstrate tracking each word with your finger as you repeat the sentence. Finally, say the sentence, track print with your finger, and have students say the sentence after you.

For Each Reading...

Listen Play the audio and have children listen to the sentences. Have children track the words with their finger as they listen.

Timed Reading Put students into pairs. Explain that one partner in each pair will read the passage aloud as the other partner listens, and that you will call time after exactly one minute. The partner who listens counts up the words read. Then the partners reverse roles. Have each student write down the number of words read. Model the procedure first if necessary.

Focused Problem Solving Point out to students that they can improve the number of words they read in one minute. First, have pairs identify words in the text that slowed them down and practice saying them, first in isolation and then within their sentences. Next, have students take turns tracking print as they read the sentences aloud, two or three times each. Finally, have them count up the number of words they read in one minute.