

### Teaching Resources

#### Unit Resources

- Reader+
- Posters, Unit 2
- Video, Unit 2
- Audio, Unit 2
- Teacher's Resource Book, pp. 14–25, p. 90
- Assessment, pp. 113–121

#### Selection Resources

- Audio, Unit 2
- Teacher's Resource Book, p. 98
- Workbook, pp. 41–78
- GO 2: Venn Diagram
- GO 4: Sequence of Events Chart
- GO 6: 5 W Chart
- GO 9: T-Chart
- GO 12: 3-Column Chart
- GO 13: Word Web
- Assessment, pp. 41–52

#### Materials

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- Markers
- Index cards

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# Meeting Challenges

## Teaching Resources

- Teacher’s Resource Book, p. 90
- Posters • Video

For extra practice, use the various worksheets in your Digital Resources.

## View and Respond

**Poster** Tell students the theme of this unit is about challenges people face and how they meet those challenges. Have students look at the poster. Ask questions about the unit theme and the photographs. Elicit titles of the readings. Ask students what they think each one may be about. Point out the descriptions of the Listening and Speaking and Writing tasks.

**Video** For a warm-up activity, have students watch and listen to the video to build concept and language attainment. Encourage students not to worry if they don’t understand everything they hear. Before watching the video, ask this preview question:

- What are three jobs the video talks about?  
The video talks about crossing guards, 911 workers, and police officers.

**More About the Big Question** Lead students in a discussion about meeting challenges. Tell them that they meet challenges when they learn a new thing, such as riding a bike. They also meet challenges when they do something difficult like making a friend.

**SAY:** *The Big Question is How can people meet challenges? Think about your own life.*

- What challenge have you faced?
- What did you do to meet the challenge?

Have students make a Three-Column chart to help them identify the challenges in this unit’s readings. As students complete each reading, have them add details from the reading to their chart.


The Rabbit and the Lion	The Contest	Fresh Food in Strange Places

Unit 2

Meeting Challenges


Solving problems and trying new things can be a challenge. People work hard to meet challenges.

Reading 1  
Play




The Rabbit and the Lion

Reading 2  
Fable



The Contest

Reading 3  
Social Studies



Fresh Food in Strange Places

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UNIT 2

## EL Insights

### Encourage Native Language Literacy

Research shows that native language literacy supports English literacy. Encourage your students’ caregivers to help their children develop native language literacy skills by providing appropriate reading materials and writing activities. Stress the benefits of being bilingual for success in school.



**THE BIG QUESTION**

All of us have challenges at times. How can people meet challenges?

**Listening and Speaking**

You will talk about any challenges you face and what you do to meet those challenges. In the Listening and Speaking Workshop, you will perform a skit.

**Writing**

You will practice narrative writing. In the Writing Workshop, you will write a story.

**Quick Write**

Make a list of three challenges students face at the beginning of each school year.

**View and Respond**

Talk about the poster for this unit. Then watch and listen to the video and answer the questions at [Pearson English Portal](#).

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## Fluency

**Activity 1** Introduce the unit title and hold up the unit poster. Say:

*A challenge is a problem,  
something hard to do,  
like finding a solution,  
or learning something new.*

Repeat. Write the phrases on the board. Read the phrases, pointing to each word as you say it. Have students repeat in chorus.

## Visual Literacy

**Graphic Organizer** Introduce the Big Question Unit 2 Worksheet and use it throughout the unit to help students connect the readings to the Big Question.

## Scaffolding: Prepare for Quick Write

Explain to students that writing a step-by-step plan can help them meet a challenge. Write the following on the board and have the class help you fill in the steps:

*First, I will \_\_\_\_\_*

*Then, I will \_\_\_\_\_*

*On the day of (the play), I will \_\_\_\_\_*

## Quick Write

Have students make their lists and share them in small groups or pairs. They can brainstorm ways to meet these challenges. Then have a class discussion.

**Video Extension** Have students watch and listen to the video again to reinforce concept and language attainment. Ask further comprehension questions, such as the following:

- What kinds of everyday tasks are challenging for Sianagh? Why?  
*Tasks like tying shoes or zipping a coat are challenging for Sianagh because she has only one arm.*
- How did Sianagh do in the rock climbing competition in Austria?  
*She didn't beat her personal best on the first climb, but she succeeded on the second one.*



# Build Unit Vocabulary

## Teaching Resources

- Audio

For extra practice, use the various worksheets in your Digital Resources.

## What do you know about meeting challenges?

Use the unit vocabulary lessons to help students learn basic vocabulary heard during classroom instruction and interactions.

In this lesson, students identify some terms used to discuss meeting challenges.

## Words to Know

Say each of the words in the section aloud, then have students repeat them with you. Have students point to the correct icon as they say each term. Also, have students listen to the audio and say the words.

### Practice

Have students work in pairs to complete the activity. Encourage students to discuss their own ideas and prior experiences with training to do things and meeting challenges. Have them use single words or short phrases to express their ideas.

### Write

Read the question aloud. Have students write their responses in their notebooks.

## Visual Literacy

**Illustrations and Labels** Have students look at the illustrations and labels.

**SAY:** Use what you see in the pictures and labels to help complete the sentences.

**Adapt the Activity** Encourage students to share the skills they learn, practice, study, train, and rehearse to do well. Hold a Show and Tell day where students present their personal skills to the class. Guide students to understand that when they learned each of these skills, they met a challenge.

## Build Unit Vocabulary

## What do you know about meeting challenges?

## Words to Know

Listen and repeat. Use these words to talk about meeting challenges.



practice



study



rehearse



train

### Practice

Work with a partner. Look up these words in a dictionary. Then ask and answer questions.

a race   a test   a school play   a piano lesson

**Example:** A: What are you training for?

B: I'm training for a race.

### Write

Read the question. Write your response in your notebook.

What is something you practice, train, rehearse, or study for?

Write two or three sentences about it.

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## Common Core State Standards

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

The following standards apply to pages T68–T71.

**Teaching the standards:** L.3.4, L.3.4.d, L.3.5.b, L.3.6, SL.3.1, SL.3.4, SL.3.6

**Practicing the standards:** RI.3.7, SL.3.1.c

Go to your **Digital Resources** for additional standards correlations.

## Differentiated Instruction

### Beginning

Say the word *challenges* and have students repeat the word after you say it. Then pantomime different challenges that students will understand.

### Early Intermediate/Intermediate

Have students write a short paragraph to explain why acting in a play might be thought of as a challenge for many people.

### Early Advanced/Advanced

Pair students together to write a short story about a character who experiences a personal challenge.

## Make Connections

Copy the sentences into your notebook and complete them.



perform before an audience



get good grades



win or get a medal



act in a play

1. I like to run. I train after school every day.  
I want to \_\_\_\_\_ in a race this year.
2. I'm in the school play this year. It's my first time  
to \_\_\_\_\_. It's fun!
3. I practice the piano every day. Soon I can  
\_\_\_\_\_!
4. I ask a lot of questions in class, so I learn a lot.  
I study hard, too, so I usually \_\_\_\_\_.

### What about you?

Talk with a partner about some of the challenges you have at school and at home. How do you meet these challenges? Who can help you?

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## Make Connections

Read the captions aloud and have the class repeat them as they examine the pictures. Give the following explanations of each caption:

**perform before an audience** make music using a musical instrument in front of an audience

**get good grades** do well at schoolwork

**win or get a medal** earn a prize for being the best in a contest

**act in a play** speak in a story told on stage in front of an audience

Explain to students that in the first example, the word *perform* is used as a verb or action word.

**SAY:** These words describe different challenges that people meet. Use these words under the pictures to complete the sentences in the Make Connections section.

### Answer Key

1. win or get a medal
2. act in a play
3. perform before an audience
4. get good grades

Have students discuss their prior experiences with meeting challenges at home and school.

## What About You

Have students discuss the questions with a partner to further reinforce and develop unit vocabulary.

**Writing Captions** Ask students to create their own captions for each picture in the Make Connections section. Have them use the sentence stem:

My \_\_\_\_\_ help(s) me \_\_\_\_\_.

Encourage students to draw pictures to go along with the action they have included in their captions. Display the captions and pictures in the classroom.

**Possible Responses:** My music teacher helps me learn piano. My coach helps me win a ribbon. My art teacher helps me draw.

# Build Unit Background

## Teaching Resources

- Audio

For extra practice, use the various worksheets in your Digital Resources.

## Kids' Stories from around the World

These mini-autobiographies are designed to increase comprehension and model how students can talk and write about meeting their own challenges. Use the exercises below to elicit students' prior knowledge, opinions, and ideas to help them share their own experiences.

**Comprehension Check** Read the mini-autobiographies. Have students answer the following questions:

### Pedro

1. Where does Pedro live?  
*Pedro lives in Costa Rica.*
2. What is Pedro's challenge?  
*Some people want to cut down the trees in the rain forest where he lives.*
3. How do Pedro and his parents meet this challenge?  
*They teach people about the animals in the rain forest.*

### Abebe

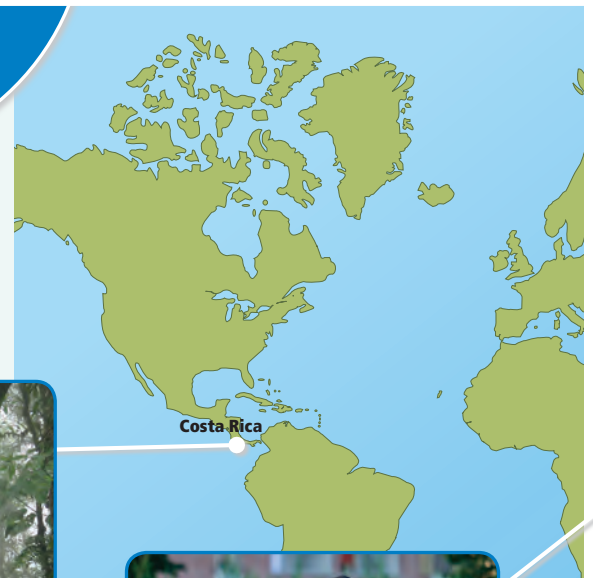
1. Where does Abebe live?  
*Abebe lives in Ethiopia.*
2. What is Abebe's challenge?  
*He wants to be a great runner.*
3. What does Abebe do to meet his challenge?  
*He trains hard, before and after school.*

## Link to Social Studies

**Map Skills** Have students follow the lines from the photos of each child's challenge to the location on the map. Say the name of each location and have students repeat the locations aloud.

## Build Unit Background

### Kids' Stories from around the World



**Pedro**

In Costa Rica, we have many rain forests. Our rain forests are in danger. Some people want to cut down the trees. Then the animals will not have homes. My parents and I try to help. We teach people about the animals in the rain forest.



**Abebe**

I live in Ethiopia. I want to be a good runner. Each morning, I train before I go to school. Each afternoon, I train after school. Then I go home and do my homework. If I train hard, I can be a great runner.

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UNIT 2

## Fluency

**Activity 2** Form four groups of students. In a box or bag, place pieces of paper with numbers 1 through 4, each of which refers to one of the stories in this section.

Pretend you are a student in one of the groups. Model choosing one of the numbers and say, *I have 3. I will read paragraph 3.* Have the members of your group look at text 3 and listen as you read the full text. Then read the sentences one by one, having your group repeat. Have all of the groups take turns choosing a number and doing this activity.

# Build Unit Background



Yuna

I practice *tae kwon do* three times a week. *Tae kwon do* is a martial art from Korea. It is hard, but I like it. We learn to kick. We learn to move fast. If I practice, I can become strong.



Krishna

I live in India. Every day after school, I do my homework. Then I go to see my chess coach. I play chess with her for two hours. If I work hard, I can enter a chess contest.

## What about you?

1. What do you challenge yourself to do, either every day or a few times a week?
2. How did you meet a big challenge in your life? Share your story.

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## Krishna

1. Where does Krishna live?  
*Krishna lives in India.*
2. What is a challenge for Krishna?  
*Playing chess for two hours every day after school is a challenge for him.*
3. What will Krishna do if he works hard?  
*He will enter a chess contest.*

## Yuna

1. What country does Yuna come from?  
*Yuna comes from Korea.*
2. What challenge does Yuna face?  
*Yuna is learning *tae kwon do*.*
3. How does Yuna meet this challenge?  
*She practices three times a week.*

## Study Skills



**Personal Thesaurus** Invite students to write a list of five new words they find difficult. Have students discuss these words with their partner. Have partners tell one another synonyms they know and also look up the words in a thesaurus. Then have students add these words to their personal thesaurus.

## What About You

1. Have students talk about challenges they have faced. Discuss different responses to challenges.
2. Ask students to talk about meeting a big challenge. Remind students to be respectful and listen to their classmates.

**Writing Fluency** Have students write a story about meeting a challenge using the mini-autobiographies on pages 70–71 as a model. Have students present their stories in small groups.

## Sharing Language and Culture

**Games** Some students might not be familiar with the game of chess. Explain that chess is a game with rules. Invite students to share games from their own cultures. Encourage students to think about how they learned the rules to their favorite games.



# Key Words

## Teaching Resources

- Workbook, p. 41
- Audio

For extra practice, use the various worksheets in your Digital Resources.

## Words in Context

Have students listen to the audio and say the words. Next, to reinforce language attainment, read through the **Oral Vocabulary Routine**. Then have students find the numbered circles for each key word and its corresponding numbered photo.

### Oral Vocabulary Routine

**Define:** Dinner is the last meal of the day.

**Expand:** The family eats **dinner** every night at 6:00.

**Ask:** What is your favorite **dinner**?

**Define:** A **well** is a hole in the ground with water in it.

**Expand:** They dug a very deep **well** before they found water.

**Ask:** Do you wish you still had to fetch water from a **well**?

**Define:** **Roars** means to yell a loud, deep cry.

**Expand:** The lion **roars** very loud.

**Ask:** A lion **roars**. Do you ever roar?

**Define:** A **reflection** is a mirror image of something.

**Expand:** When you look in a mirror, you see your **reflection**.

**Ask:** Have you ever seen your **reflection** in water?

## Reading 1 Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: Context, phonics
- Reading strategy: Identify events in a plot
- Text type: Literature (play)

#### Grammar

Possessive nouns and pronouns

#### Writing

Write a plot summary

These words will help you understand the reading.

### Key Words

dinner  
well  
roars  
reflection

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## Key Words

In *The Rabbit and the Lion*, a smart rabbit plays a trick on a proud lion.

### Words in Context

1 All around the world, people eat different foods for **dinner**.



2 In some places, people get water from a **well**. A **well** is a deep hole in the ground.



## Common Core State Standards

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

The following standards apply to pages T72–T75.

**Teaching the standards:** RL.3.4, RF.3.3, RF.3.4.c, L.3.4, L.3.4.a, L.3.5.b, L.3.6, SL.3.1

**Practicing the standards:** SL.3.1.c, SL.3.6

Go to your **Digital Resources** for additional standards correlations.

3 Different animals make different noises. A duck quacks. A horse neighs. A lion **roars**!



4 The **reflection** in this lake is very clear. You can see the mountains, trees, and clouds in the water.



## Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, draw a picture of the word.

## Make Connections

What is your favorite animal?  
Why is it your favorite? Discuss.

## Speaking Skills

If you don't know the exact English word to use, explain your idea with words you know.



READING 1

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## Study Skills

**Dictionary** Have students look up the definitions for the key words in the dictionary. Have them copy the definitions into their notebooks.

## Practice

Read the instructions aloud. Make sure students understand the task. Have them work individually or in pairs to complete the task.

## Make Connections

You may assign these exercises as a class discussion, a small group discussion, or as a partner activity.

**Writing Fluency** Invite a class discussion by having students share their animal of choice and why they chose that animal. Encourage students to be creative in their answers. Have students act out being their animal using gestures and words. Then have students write about their choices.

## Link to Science

**A seeing eye dog—almost** Being a seeing-eye dog for a blind person is a very difficult job and demands a lot of training. Some dogs don't graduate from seeing-eye dog school because they don't pass their exams! Because each dog takes so long to train, a person may wait years to get one.

## Develop an Awareness of Cognates

Help students develop an awareness of cognates.

English	Spanish	Haitian Creole
lion	león	lyon
identify	identificar	identifye
analyze	analizar	analize
phrase	frase	fraz

## Fluency

**Activity 3** Read these conversations. Have students repeat.

Conversation 1: (a) *I like to eat meat for dinner.*

(b) *You do? I always eat vegetables with rice for dinner.*

Conversation 2: (a) *I carry water from the well every day.*

(b) *That's hard work. Does anyone help you?*

Conversation 3: (a) *Who roars louder—a lion or a tiger?*

(b) *I think they might sound the same.*

Write the sentences on the board. In pairs, students take turns reading the sentences, three times each.

# Academic Words

## Teaching Resources

- Workbook, pp. 42–43
- Audio

For extra practice, use the various worksheets in your Digital Resources.

## Words in Context

Introduce the Academic Words by using the Oral Vocabulary Routine.

### Oral Vocabulary Routine

**Define:** Students read aloud the definition of **focus**.

**Expand:** It is important to **focus** when you do your homework.

**Ask:** Why is it important to **focus** when you take a test?

**Define:** Students read aloud the definition for **identify**.

**Expand:** A tree expert can **identify** many different types of leaves.

**Ask:** Can you **identify** different kinds of plants?

Alternatively, have students listen to the audio.

### Practice

Have students use an Academic Word to complete each of the practice sentences.

### Answer Key

1. identify 2. focus

### Apply

Have students write their answers in their notebooks, using the academic words. Then have partners ask and answer the questions. Remind them to listen carefully and correct each other's mistakes. During this activity, monitor students' oral language production and use of self-corrective techniques.

## Reading 1

These words will help you talk about the reading.

### Academic Words

**focus**  
pay attention to  
**identify**  
tell what something is



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UNIT 2

## Academic Words

### Words in Context

When I take a test, I **focus** on the easy questions first.

My dad can **identify** different kinds of airplanes by their shape.

### Practice

Choose an academic word to complete each sentence. Write your answers in the blank.

1. I can \_\_\_\_\_ different kinds of birds by the colors of their feathers.
2. Hanna can't watch TV now. She has to \_\_\_\_\_ on her homework.

### Apply

Ask and answer with a partner.

1. Can you **focus** on your homework and listen to music at the same time?
2. How can you **identify** something that is cooking in the kitchen before you see it?

# Phonics

## Long Vowel Pairs

Long vowel sounds can be spelled with two vowels together making a pair. Listen. Then read each word aloud.



Long o Pairs		Long u Pairs	
road	foe	blue	fruit

### Rule

When two vowels are together, the first vowel says its name.

- The letters **oa** or **oe** usually have the long **o** sound.
- The letters **ue** or **ui** usually have the long **u** sound.

### Practice

Work with a partner. Take turns sounding out the words in the box.

clue	toad	woe	foam	fruit	suit
doe	true	loan	toe	cue	soak

- List the words from the box that have the long o sound.
- List the words from the box that have the long u sound.



READING 1

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## Long Vowel Pairs

Use the phonics lessons to help students distinguish sounds of English with increasing ease, and to learn relationships between sounds and letters.

Help students understand that the combination of two vowels can have a different sound than when the same vowels stand alone. Refer to examples from the previous lesson such as *keep*, *day*, and *pie*.

### Rule

Read the words in the box aloud. Review the rule about long vowel pairs.

**SAY:** *When two vowels are together, the first vowel says its name.*

- The letters oa or oe usually have the long /ō/ sound, like in road or foe.*
- The letters ue or ui usually have the long /ū/ sound, like in blue or fruit.*

Write the following words on the board and ask students to read them with you:

clue	woe	soap	coat
toast	sue	suit	glue

### Practice

Have students work in pairs. Make sure they take turns and that they follow all steps.

### Answer Key

- toad, woe, foam, doe, loan, toe, soak
- clue, fruit, suit, true, cue



# Reading 1

## Teaching Resources

- Teacher's Resource Book, p. 98
- Workbook, pp. 44–46
- GO 06: 5 W Chart • Audio

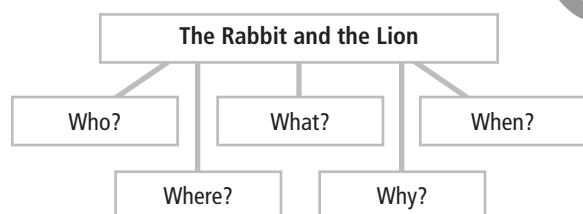
For extra practice, use the various worksheets in your Digital Resources.

## The Rabbit and the Lion

**More About the Big Question** The Big Question for this selection focuses on how quick thinking can sometimes overcome physical strength to meet a challenge.

**SAY:** *We are going to read about how Rabbit meets a challenge by quick thinking.*

Have students use a 5 W Chart to take notes as they read to keep track of the events in the story.



**Play the Audio** Have students listen to the audio. After students have listened, ask what the selection was about.

Next, play some or all of the audio again and ask students to listen for intonation patterns in statements and questions. Make sure that students understand that statements and *Wh-* questions have falling intonation at the end. *Yes-No* questions have rising intonation at the end.

## Reading Strategy

**Identify Events in a Plot** Tell students that the events are the individual things that happen in a story. A plot is all of the events that happen in a story. Model the reading strategy by reading the first two paragraphs aloud. Do a *think aloud* to demonstrate how to perform the reading strategy.

**SAY:** *Think of our school day as a story:*

- *Reading class would be one event in the plot.*
- *Recess would be another event in the plot.*

## Reading 1

Literature  
Play

### More About



Sometimes, a character meets a challenge with quick thinking. How can thinking be helpful?



**Listen to the Audio.**  
Listen for the general meaning.  
Use the pictures to help you understand the selection.

### Reading Strategy

#### Identify Events in a Plot

As you read, think about the important events.

- Lion catches Rabbit.
- Rabbit tries to save himself. How?

Listen as your teacher models the reading strategy.

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UNIT 2

# The Rabbit and the Lion

by Ed Vuong

illustrated by Tim Haggerty

### Characters

Narrator

Rabbit

Lion

characters people or animals in a play or story

narrator person who tells a story



## Common Core State Standards

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

The following standards apply to pages T76–T79.

**Teaching the standards:** RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10

**Practicing the standards:** RL.3.4, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Go to your **Digital Resources** for additional standards correlations.

**Narrator:** Rabbit is smart. But one night his **foe**, Lion, catches him.

**Rabbit:** Help!

**Lion:** I have you now, Rabbit! I am going to eat you for **dinner**!

**Rabbit:** I am too small. You need a big animal to eat.

**Lion:** Yes. But you are just the right size for a **snack**.

**Rabbit:** Who are you to go around eating rabbits?

**Lion:** I am king of this forest!

**Rabbit:** Look at the lion in the **well**. He says he is king!

foe enemy

snack small bit of food to eat



## Before You Go On

How does Rabbit change Lion's **focus** so he is thinking about himself and not about Rabbit?

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**Understand Text Structure** Draw students' attention to the genre label. Tell them that in a play, different speakers play the roles of the characters in the story.

**Read Aloud** Have students turn to page 77. Assign roles to three students to read aloud. Take frequent breaks to discuss the action of the play and assess student understanding.

**Build Vocabulary** Help students learn the definitions of the boldfaced words.

- Invite a volunteer to read aloud the words and their definitions.
- Have students add the words to their personal thesaurus.

**Antonyms** Tell students that sometimes we can understand a word better by finding its opposite, or antonym.

For example, the antonym of *up* is *down*. Together, find the antonym of *foe*. **friend**

## Before You Go On

Have students work with partners. Have them discuss what Rabbit says to Lion. Help them understand the expression, *who are you to go around ...?* Make sure they understand Rabbit is challenging Lion's authority by asking this. Explain that this makes Lion feel defensive, so he becomes more vulnerable to Rabbit's trick.

## Phonics Long Vowel Pairs

Remind students that when two vowels are together the first vowel *usually* says its name. There are always exceptions to this rule. For example, the Sight Word *you* has two vowels but not the long *o* sound. Ask students to put their thumb up when they hear a long *o* sound as you read page 77 aloud.

# Reading 1

## Comprehension Check

**Identify Events in a Plot** Before reading these pages, discuss what has happened in the play so far.

**SAY:** *What have we learned so far about the events of the plot of this play?*

- *What is the first event that happens? Lion catches Rabbit.*
- *What does Rabbit tell Lion after he is caught? He tells him that the lion in the well says he is king.*
- *What event do you think will happen next? Lion will look into the well.*

Guide students to understand that the answers to these questions are the events in the plot.

**Build Vocabulary** Help students learn the definitions of the boldfaced words.

- Show examples of **fake** around the classroom, such as fake money in the math center.
- Have two volunteers demonstrate **echo**.

**Academic Word** Write the following definition and context sentences on the board for students:

**response** *answer in words or action*

*Rabbit tells Lion there is another lion in the well.  
Lion's **response** is to jump into the well.*

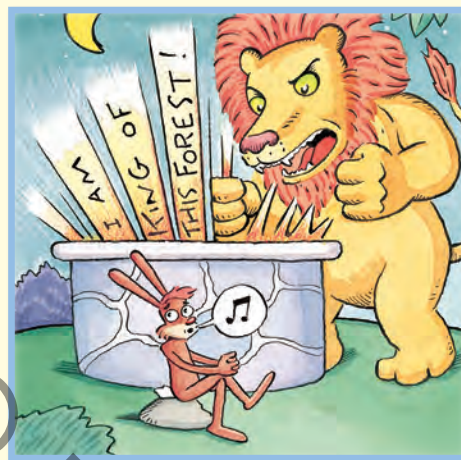
Tell students that when they answer a question, they give a response.

**Link to Art** You may also wish to have students present this play as a puppet show. Students can make simple Lion and Rabbit puppets using paper plates and markers. For an example, see *How to Make Puppets* on Student Edition page 344.

**Narrator:** Lion looks into the well. He sees a lion in the water.  
**Rabbit:** Ha! Ha! He thinks his own **reflection** is another lion!  
**Narrator:** Lion **roars** at his own reflection in the water in the well.  
**Lion:** You are a **fake**! I AM KING OF THIS FOREST!  
**Narrator:** But a strange voice comes back out of the well.  
**Voice:** I AM KING OF THIS FOREST!  
**Rabbit:** Hee! Hee! It is this silly king's own voice. It is an **echo**.

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**fake** someone who is not what they seem to be  
**echo** sound you hear again



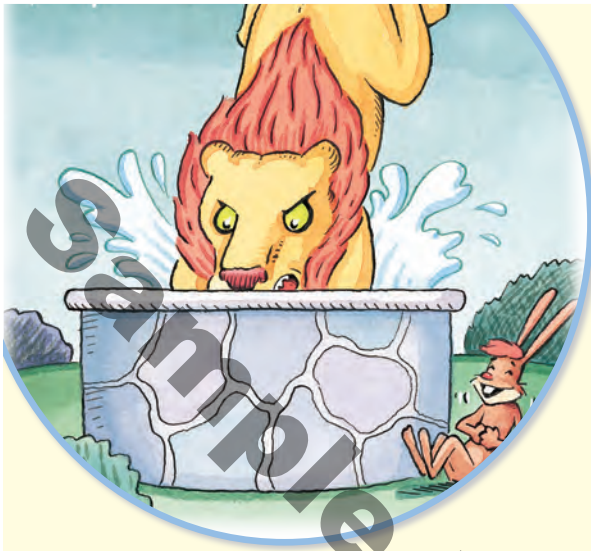
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## Fluency

**Activity 4** Have students practice expression and intonation using lines from the play *The Rabbit and the Lion*. Have students listen as you read each character's lines (beginning with the Rabbit's line *Help!*, and ending with the Lion's line *I am king of this forest!*). Students, in chorus, repeat after you. Next, read and have students repeat as you run your finger under the text, which is written on the board.

If possible, record groups of students reading to use as an informal assessment of progress.

**Activity 5** For instructions on this activity, go to page 128 of the Teacher's Resource Book.



## Reading Skill

Ask your classmates or your teacher if you do not understand a word, phrase, or language structure.

- Lion:** Fake! You will be sorry for this!
- Narrator:** Lion jumps into the well. But the other lion is gone!
- Lion:** Where are you? Come out!
- Rabbit:** I guess I am king of this forest tonight. See you tomorrow, Lion.



## Think It Over

### Reading Strategy

#### Identify Events in a Plot

- What does Rabbit tell Lion?
- What does Lion do?
- How did **identifying** the events help you see how Rabbit saves himself?

1. **Recall** What does Lion want to do to Rabbit?
2. **Comprehend** Lion cannot **identify** himself in his reflection. Who does he think is in the well?
3. **Analyze** What happens when Lion roars into the well? Why does this make him more angry?

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## Linguistic Note

**The Meaning of King** Some students may have difficulty understanding the meaning of the expression, "king of the forest." Explain the difference between the figurative (metaphorical) and literal meaning of "king of the forest."

## Fluency

**Read With Expression** Tell students that reading a play is a great chance to use their voices to show feelings.

**SAY:** *Lion sounds very different from Rabbit.*

- *How do you think Lion sounds?*
- *How do you think Rabbit sounds?*
- *How do you think the Narrator sounds?*

Invite students to read the passage again using their character voices.

## Reading Strategy

**Identify Events in a Plot** Have students complete their 5 W Chart with details from the reading. Have them use the chart to help them identify the events of the plot.

Review the Reading Strategy questions with students:

- *What does Rabbit tell Lion? Rabbit tells Lion there is another lion in the well.*
- *What does Lion do? Lion jumps into the well.*
- *How did identifying the events help you see how Rabbit saves himself? Responses will vary.*

## Think It Over

You may assign this activity as a class discussion, partner activity, or individual writing assignment.

## Answer Key

1. Lion catches Rabbit, and he says he is going to eat him for dinner.
2. He thinks it's another lion.
3. Lion hears an echo of his own words: "I am king of the forest." He becomes angrier because he thinks another lion is trying to take his place.



# Learning Strategies

## Teaching Resources

- Workbook, p. 47
- GO 04: Sequence of Events Chart

For extra practice, use the various worksheets in your Digital Resources.

## Events in a Plot

Tell students the exercises on these pages will help them better understand and retain the content of the reading selection.

Have volunteers share events from the story.

**SAY:** *When you list all the events that happen in a story, you tell the plot.*

Have volunteers orally list the main events in the story in sequence. Once students have finished, tell them that they just retold the story together.

### Practice

Have students call out both Rabbit and Lion's character traits as you write them on the board. Have students refer to this list as they complete the Practice activity.

You may assign the Practice activity as a class discussion, small group discussion, partner activity, or individual writing assignment.

### Answer Key

- |           |                                  |
|-----------|----------------------------------|
| 1. Rabbit | 4. Rabbit (tricks Lion)          |
| 2. Lion   | 5. Rabbit (tricks Lion)          |
| 3. Lion   | 6. Narrator (Rabbit tricks Lion) |

**Academic Word** Write the definition and context sentence on the board:

**convinces** *makes someone believe something is true*

Rabbit **convinces** Lion that his reflection is another lion.

## Reading 1

# Learning Strategies

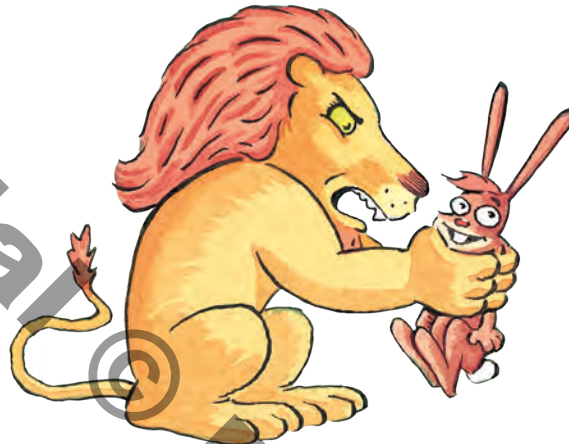
## Events in a Plot

**Events** are the things that happen in a play. The events make up the plot. The **plot** is the main story of a play.

### Practice

Read these lines from the play. Tell who says each line. Then tell which events show how Rabbit tricks Lion.

1. Help!
2. But you are just the right size for a snack.
3. I am king of this forest!
4. Look at the lion in the well. He says he is king!
5. Ha! Ha! He thinks his own **reflection** is another lion!
6. Lion jumps into the **well**.



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## Common Core State Standards

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

The following standards apply to pages T80–T85.

**Teaching the standards:** RL.3.2, W.3.3, W.3.4, W.3.5, W.3.10, L.3.1, L.3.2, L.3.2.d

**Practicing the standards:** SL.3.1.c, SL.3.6

Go to your **Digital Resources** for additional standards correlations.

## Sharing Language and Culture

**Storytelling** Storytelling is a powerful device used in all cultures to teach values, explain beliefs, and pass on cultural traditions. In the play *The Rabbit and the Lion*, the characters demonstrate how quick thinking can sometimes overcome physical strength. Hold a storytelling day and invite students to share their favorite stories from their own families or cultures. The stories may include fairy tales, myths, folktales, legends, and fables.

## Use a Sequence Chart

In this play, the events happen in a certain order. One event makes the next one happen.

### Practice



Answer the questions. Write your answers in the Sequence Chart.

- Which is the best sentence for Number 3 in the chart?
  - Lion jumps into the well.
  - Rabbit thinks the reflection in the well is another lion.
  - Lion thinks his reflection in the well is another lion.
- Which is the best sentence for Number 6 in the chart?
  - Lion jumps into the well to fight his reflection.
  - Rabbit says that Lion is king of this forest.
  - Lion says that Rabbit is king of this forest.

1	Lion catches Rabbit. Lion says that he is going to eat Rabbit.
2	Rabbit says there is another lion in the well.
3	
4	Lion <b>roars</b> and shouts at the reflection in the well.
5	An echo from the well comes back out at Lion.
6	



### Apply

Retell the play to a partner.  
Refer to the pictures as you speak.

### Extension

Write a shorter version of the play that shows how the characters solved a problem. Present your skit to the class.

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## Use a Sequence Chart

Point out how the events in the story happen in a sequence, in order. Quickly review sequence by asking the following questions. As students answer the questions, refer to an empty Sequence Chart to show which item would go first in the chart.

- Which happens first: Lion catches Rabbit or Lion jumps into the well? **Lion catches Rabbit.**
- Which happens first: Lion sees his reflection or Lion says, "I am going to eat you for dinner"? **Lion says, "I am going to eat you for dinner."**
- Which happens first: Rabbit says, "I am too small," or Lion hears an echo? **Rabbit says, "I am too small."**

### Practice

Have students answer the questions and fill in the third and sixth boxes.

### Answer Key

- Lion thinks his reflection in the well is another lion.
- Lion jumps into the well to fight his reflection.

### Apply

Tell students that retelling a selection helps readers organize their thoughts on what they have read. Have students do the activity with a partner.

### Extension

Ask students to work in pairs to make up a skit or short play. Say, *How did Rabbit solve his problem?* Have them practice the skits and present them to the class. Invite student viewers to identify the problem and the solution in each of the skits.

**Link to Social Studies** Have students work in groups to use their social studies books to find timelines or sections of text that involve sequences of dates and historical events. Have them share what they found with their classmates.

## Teaching Resources

- Workbook, p. 48

For extra practice, use the various worksheets in your Digital Resources.

## Pronouns and Possessive Nouns

Help students understand that pronouns, such as *I*, *you*, *he*, *she*, and *they*, take the place of nouns. Draw students' attention to the chart on page 82 of their books. Ask them what kinds of pronouns are in the chart. (subject pronouns and object pronouns)

Call on students to read the text and charts on page 82 aloud. As they do, explain the text section by section.

Write these sentences on the board: *Carla is here.* and *She is here.*

**SAY:** *A pronoun must match the noun it replaces. Use she or her for a female, he or him for a male, and they or them for a plural.*

Write the following sentences and choices on the board. Include the underscore. Have volunteers choose the correct pronoun.

Nathan likes stories. (He/They) **He**

Theresa has a rabbit. (It/She) **She**

The teacher gives Nathan and Theresa some markers. (him/them) **them**

Review the chart on page 82 showing possessive pronouns and nouns. Explain that we use possessive nouns and pronouns to show ownership. Explain that students should use 's with nouns to show ownership or belonging. Point out that for plural nouns ending in -s, only the apostrophe is added. Tell students apostrophes are never used with possessive pronouns.

Guide students to comprehend English language structures used routinely in written classroom materials by having them make possessives using the nouns in the sentences on the board. Help students form the possessives using both possessive nouns and pronouns. For example:

Nathan's stories → his stories

The teacher's markers → her markers

**SAY:** *Sometimes we ask a question about ownership or belonging. To make a question we use whose before the noun.*

## Reading 1

## Grammar

### Pronouns and Possessives

A pronoun takes the place of a noun. Here are two types of personal pronouns.

Subject Pronouns		Object Pronouns	
I	it	me	it
you	we	you	us
he/she	they	him/her	them

A pronoun must match the noun it replaces in gender and number. The replaced noun is called the **antecedent**.

**Mario** is hungry. **He** wants dinner. **Mario and Ana** like sushi. **They** eat it a lot.

### Possessives

Use **possessive pronouns** or **possessive nouns** to show ownership. For plural nouns ending in -s, just add an apostrophe.

Possessive Pronouns		Possessive Nouns
mine	its	the lion's reflection
yours	ours	the king's voice
his	theirs	the students' questions
hers		

### Whose

To ask a question about possession, use *whose*.

Whose pencil is this? → It's mine.

### Differentiated Instruction

#### Beginning

Point to a student's desk or another object that belongs to the student. Say, "[student name]'s desk" and have the group repeat. Then have students point to their own desks and say, "my desk." Repeat activity with other students and familiar objects, using different possessive pronouns.

#### Early Intermediate

Have students draw a picture that shows a person or people and something they possess. Have students write a caption for their picture using a possessive noun or pronoun.

#### Intermediate

Have pairs of students role play a scene in which one student would like to borrow a pencil from another student. Help students use pronouns correctly.

#### Early Advanced/Advanced

Have students write a short paragraph that includes at least two possessive nouns and two possessive pronouns.

## Practice A

Write the pronouns for each noun.

Object Pronoun	Possessive Pronoun
1. George <u>him</u>	_____
2. my friends _____	_____
3. my parents and I _____	_____
4. Isabel _____	_____



## Practice B

Change the underlined nouns into pronouns.  
Write the sentences in your notebook.

1. This book is interesting. It is interesting.
2. Karen invited Jade and me to her party.
3. The students have a new teacher.
4. Ana and I like fairy tales.
5. Bruce is my brother.

## Apply

Work with a partner. Ask and answer the questions.  
Use possessive nouns and pronouns in your answers.

Example: A: Whose pen is this? B: It's mine.

- Whose books are those?
- Whose backpack is that?
- Whose eraser is that?
- Whose desk is that over there?
- Whose picture is that on the wall?



## Grammar Check

Name some  
possessive pronouns.

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## Practice A

Have students complete the Practice A activity.  
When they are finished, check that they have  
written the pronouns correctly. Discuss any  
pronouns that students find difficult.

## Answer Key

1. his
2. them/mine
3. us/ours
4. her/hers

## Practice B

Have students complete the activity. Make sure  
they have completed their sentences correctly.

## Answer Key

2. Karen invited us to her party.
3. They have a new teacher.
4. We like fairy tales.
5. He is my brother.

**Reteach** Write the following words on the  
board.

The boy/dinner

Sister/backpack

The woman/home

Grandparents/kitchen

Then, ask volunteers to go to the board to rewrite  
the examples using possessive pronouns (for  
example, *his/dinner*). Finally, guide students to form  
questions with the same examples. For example,  
*Whose dinner is this?*

## Grammar Check

Ask the question in the Grammar Check box. If  
students cannot answer readily, have them review  
page 82, then ask the question again.

## Apply

Before students begin, model the activity with a  
student or call on a pair of students to model for  
the class. Then ask students to work with a partner  
to complete the exercises.

Encourage students to monitor their oral language  
production and use of self-corrective techniques.

Walk around to monitor and help as students work.  
Check by calling on pairs to stand and model a  
conversation.



# Writing

## Teaching Resources

- Workbook, pp. 49–50
- GO 4: Sequence of Events Chart
- Assessment, pp. 41–44

For extra practice, use the various worksheets in your Digital Resources.

## Write a Plot Summary

Tell students that when they tell a friend about a movie they saw or about something that they did, they give a summary.

**SAY:** *A plot summary tells the most important events in a story in your own words. It includes only the most important details. For example, if you were summarizing the plot of “Cinderella,” you would include the idea that Cinderella went to a ball and lost her slipper. You wouldn’t need to say that Cinderella wore a blue dress. This detail is less important.*

## Prewrite

Read the student-written plot summary on page 85 and encourage the class to discuss it and ask questions. Then, direct students to look at the events and details in the sequence chart. Point out that the writer included some details in his plot summary that were not in the chart.

Have students write the answers to the Prewrite questions in their notebooks. Then work with students to complete the graphic organizer.

## Draft

Before students begin, remind them to look at their sequence charts as they write. Remind them to give only the most important events and details, and to use their own words. Go over the bulleted steps in the Draft section. Point out these features in the student-written model on page 85.

## Reading 1

## Writing

### Write a Plot Summary

One way to write about a story is to summarize the plot. This means you tell the main ideas in the story.



### Writing Prompt

Write a paragraph summarizing the plot of a story. Tell the events in the correct order. Include details about what the characters say and do. Be sure to use possessive nouns and pronouns correctly.

### 1 Prewrite



Choose a story to summarize. Who are the characters? What are the events that happen? List your ideas in a Sequence Chart.

A student named Bruno listed his ideas like this:

#### THE RABBIT AND THE LION

Lion catches Rabbit. He wants to eat Rabbit.

Rabbit tricks Lion. Lion thinks there is another lion in the well.

Lion jumps into the well. Rabbit is safe.

### 2 Draft

Use your Sequence Chart to help you write a first draft.

- Keep in mind your purpose—to write a plot summary.
- Include the events of the story in the correct order.

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UNIT 2

## Differentiated Instruction

### Beginning

Carefully review the writing model. Have students compare the length of the model to the length of the table to illustrate how to summarize.

### Early Intermediate

Give students copies of a brief story. Have them circle the most important events and details that they would include in a plot summary.

### Intermediate

Have students work in small groups to support each other as they improve the clarity of their plot summaries.

### Early Advanced/Advanced

Have students search the sequence chart for any details that probably *don't* belong in a summary (in contrast to what should be in the summary).

## 3 Revise

Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

## 4 Edit

Check your work for errors. Use the Peer Review Checklist on page 402.

## 5 Publish

Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Bruno's plot summary:

	Bruno Silva
	"The Rabbit and the Lion"
	by Ed Vuong
	One night, Lion catches Rabbit. Lion wants to eat Rabbit, but Rabbit tricks Lion. He tells Lion to look in the well. Lion sees another lion in the well. It is lion's reflection. Lion shouts, "I am the king of the forest." He hears his echo: "I am the king of the forest." Lion is angry. He jumps into the well.
	Now Rabbit is safe.



READING 1

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### Writing Checklist

#### ✓ Ideas

I included all the events in the correct order.

I expressed my ideas clearly.

#### ✓ Conventions

I used pronouns correctly.

I used possessive nouns ('s) correctly.

## Revise

Ask students to look at their drafts and make changes in organization, content, or wording.

## Writing Checklist

Refer students to the Writing Checklist and explain that students should answer each of these questions about their own writing. Using the checklist will help them to step back from their writer's role and look at their work through the eyes of a reader. Read aloud the Writing Checklist with students, and go over each entry with additional questions.

Have students to look at their own drafts and make changes in content or wording. Ask students to go over their first draft and make improvements using the checklist.

## Edit

Explain that the edit stage is an important step in revising their final draft. They should read through their work and try to identify any errors in grammar, usage, mechanics, or spelling. Remind students to use the editing and proofreading marks on page 401.

**Peer Review Checklist** Have students complete the peer review checklist on page 402 and give feedback to their partner. Then have students go over their final draft and make improvements based on their partner's feedback.

## Publish

Have students look at their final drafts, and discuss their options for publishing. Have students put their final drafts in their writing portfolios.

# Key Words

## Teaching Resources

- Workbook, p. 51
- Audio

For extra practice, use the various worksheets in your Digital Resources.

## Words in Context

Have students listen to the audio and say the words. Next, to reinforce language attainment, read through the **Oral Vocabulary Routine**. Then have students find the numbered circles for each key word and its corresponding numbered photo.

### Oral Vocabulary Routine

**Define:** **Clouds** are large white or gray masses in the sky.

**Expand:** There are many different types of **clouds**.

**Ask:** What does it mean when you see dark, black **clouds** in the sky?

**Define:** **Stronger** means to be more strong than something or someone.

**Expand:** He worked out every day, so he became much **stronger**.

**Ask:** What do you think is **stronger**: glue or tape?

**Define:** **Spiders** are tiny animals with eight legs.

**Expand:** **Spiders** use their legs to help them build webs.

**Ask:** Do you like **spiders**?

**Define:** **Webs** are traps made by spiders to catch their food.

**Expand:** Spiders make complicated and delicate **webs**.

**Ask:** Would you break spider **webs** if you saw them?

**Define:** **Brighter** means have more light than something else.

**Expand:** The stars became **brighter** as the sky grew darker.

**Ask:** Would you like your walls painted a **brighter** color?

## Reading 2 Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: Context, word study
- Reading strategy: Visualize
- Text type: Literature (fable)

#### Grammar

Simple past: regular verbs

#### Writing

Retell a familiar story

## Key Words

In *The Contest*, North Wind and Sun find out who is stronger.

### Words in Context

1 Some **clouds** are puffy and light. Some clouds are dark and heavy. Which ones do you think bring rain?

2 Which bridge is **stronger**?



These words will help you understand the reading.

### Key Words

clouds  
stronger  
spiders  
webs  
brighter

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UNIT 2



## Common Core State Standards

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

The following standards apply to pages T86–T89.

**Teaching the standards:** RL.3.4, RF.3.3, RF.3.3.a, RF.3.3.b, RF.3.4.c, L.3.4, L.3.4.a, L.3.5.b, L.3.6, SL.3.1

**Practicing the standards:** L.3.4.b, SL.3.1.c, SL.3.6

Go to your **Digital Resources** for additional standards correlations.



3 Different kinds of **spiders** make different kinds of **webs**.



4 Which room is **brighter**?



## Practice

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, write the meaning.

## Make Connections

In this story, one character wants to win. Do you think winning is important? Why or why not? Discuss.

## Speaking Skills

When you're not sure what word or phrase to use, use gestures to express your idea.



READING 2

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## Fluency

**Activity 6** Read these conversations. Have students repeat.

Conversation 1: (a) *Look at those pretty white clouds.*  
(b) *And it is a nice warm day, too.*

Conversation 2: (a) *I am stronger than my sister.*  
(b) *I know. She's only seven!*

Conversation 3: (a) *Why do spiders make webs?*  
(b) *They trap their food in them.*

Write the sentences on the board. In pairs, students take turns reading the sentences, three times each.

## Build Vocabulary

**Base Words** Let students know that *strong* and *bright* are the base words of *stronger* and *brighter*. Knowing base words can help students determine the meaning of unknown words.

## Practice

Read the instructions aloud. Make sure students understand the task. Have them work individually or in pairs to complete the task.

## Make Connections

You may assign these exercises as a class discussion, a small group discussion, or as a partner activity.

**Writing Fluency** Read the text in the Student Edition aloud. Invite a class discussion by sharing your feelings about winning. Ask students to write about their experiences and feelings. Note that these can be related to the Big Question when you sum up the discussion.

**Speaking Skill** Read the information in the Speaking Skills box aloud. Make sure students understand the information.

**Link to Science** Students can learn more about the key words *clouds* and *spiders* (arachnids) by reading their science books. Have pairs of students use the index to look up *clouds* and *spiders* in their science books. Have them report the information they find to the class.



# Academic Words

## Teaching Resources

- Workbook, pp. 52–53
- Audio

For extra practice, use the various worksheets in your Digital Resources.

## Words in Context

Introduce the Academic Words by using the Oral Vocabulary Routine.

### Oral Vocabulary Routine

**Define:** Students read aloud the definition for **affect**.

**Expand:** The rain stopped by 10:00, so it did not **affect** our picnic.

**Ask:** Does the weather **affect** your weekend plans?

**Define:** Students read aloud the definition for **attitude**.

**Expand:** Things always look better when you have a positive **attitude**.

**Ask:** Do you have a good **attitude** about school?

Alternatively, have students listen to the audio.

### Practice

Have students use an academic word to complete each sentence.

### Answer Key

1. attitude 2. affect

### Apply

Have students write their answers in their notebooks, using the academic words. Then have partners ask and answer the questions. Remind them to listen carefully and correct each other's mistakes. During this activity, monitor students' oral language production and use of self-corrective techniques.

## Reading 2

These words will help you talk about the reading.

### Academic Words

**affect**  
produce a change

**attitude**  
way of thinking



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UNIT 2

## Academic Words

### Words in Context

The weather did not **affect** our trip. We were going no matter what.

Even though this class is difficult, we like it. We have a positive **attitude** about this class.

### Practice

Choose an academic word to complete each sentence. Write your answer on the line.

1. Even when he loses, he doesn't get angry. He has a positive \_\_\_\_\_ about sports.
2. Don't look directly at the sun. It will \_\_\_\_\_ your eyes badly.

### Apply

Ask and answer with a partner.

1. How does rain **affect** the way you feel?
2. How can a good **attitude** help you?

## Word Study

### Prefixes and Suffixes

A **prefix** is a word part added to the beginning of a word.

A **suffix** is a word part added to the end of a word.

#### Reading Skill

Looking for patterns in English will make you a better reader.

#### Rule

Look for this pattern in English: when you add a prefix or suffix to a word, it changes the word's meaning. For example:

The prefix **dis** means **not**. So **disagree** means **not agree**.

The suffix **less** means **without**. So **restless** means **without rest**.

#### Practice

Read the sentences with a partner. Take turns.

- Tell the meaning of each word with the prefix **dis**.
- Tell the meaning of each word with the suffix **less**.

1. The sun is disappearing behind the **clouds**.
2. My sister and I disagree.
3. Mr. Ashton dislikes loud music.
4. At first the North Wind is thoughtless.
5. It's a beautiful, cloudless day.



53

READING 2

89

## Prefixes and Suffixes

Help students understand that they can change the meaning of words by adding a prefix or a suffix to a word. Write the following sentences on the board and discuss the meaning of the underlined word in each sentence:

Luis is careful. He wears his helmet when he rides his bike.

Luis is careless. He does not wear his helmet when he rides his bike.

#### Rule

Review the Rule in the Student Edition for the prefix **dis-** and the suffix **-less**.

Write the following words on the board and have students refer to the prefixes or suffixes to explain their meanings.

disconnect  
endless

dishonest  
speechless

disorder  
sleepless

#### Practice

Have students work with partners. Make sure they take turns reading the sentences.

#### Answer Key

1. does not appear
2. do not agree
3. does not like
4. without thinking
5. without clouds

## Reading 2

### Teaching Resources

- Teacher's Resource Book, p. 98
- Workbook, pp. 54–56
- GO 2: Venn Diagram • Audio

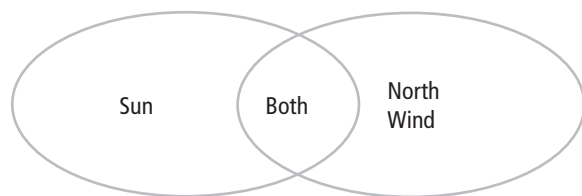
For extra practice, use the various worksheets in your Digital Resources.

## The Contest

### ? More About the Big Question

The Big Question for this selection focuses on using one's individual strengths to meet challenges. Remind students of what they learned from reading *The Rabbit and the Lion*. Based on that reading, have students make predictions about what qualities might help someone meet a challenge.

Have students use a Venn Diagram to compare and contrast the Sun and the North Wind. Tell them that comparing and contrasting will help them answer the Big Question: *Do you always need to be strong to meet a challenge?*



**Play the Audio** Have students listen to the audio. After students have listened, ask them to tell what the selection was about.

Next, play some or all of the audio again and ask students to listen for intonation patterns in statements and questions. Make sure that students understand that statements and 5 W questions have falling intonation at the end. Yes-No questions have rising intonation at the end.

## Reading 2

Literature  
Fable

### More About



Do you always need to be strong to meet a challenge?



**Listen to the Audio.**  
Listen for the general meaning.  
Use the pictures to help you understand the selection.

### Reading Strategy

#### Visualize

As you read, try to make pictures in your head.

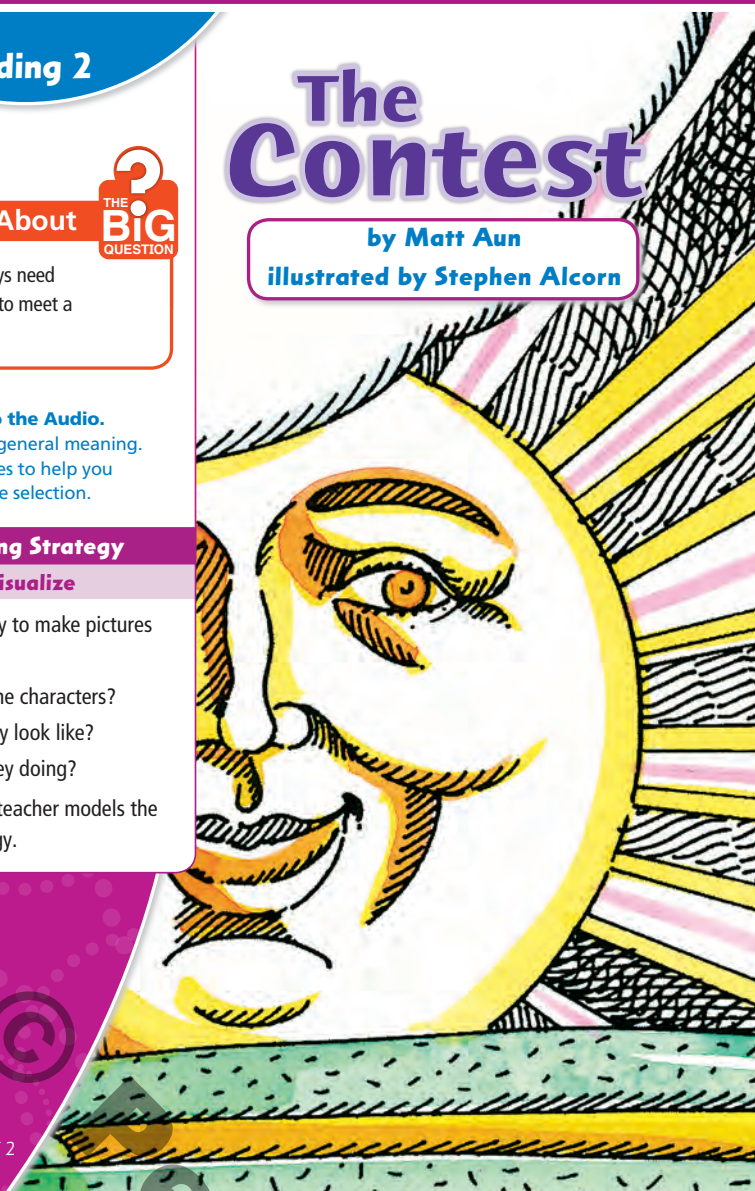
- Where are the characters?
- What do they look like?
- What are they doing?

Listen as your teacher models the reading strategy.

# The Contest

by Matt Aun

illustrated by Stephen Alcorn



90

UNIT 2



### Common Core State Standards

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

The following standards apply to pages T90–T97.

**Teaching the standards:** RL.3.1, RL.3.2, RL.3.3, RL.3.10

**Practicing the standards:** RL.3.4, RL.3.7, L.3.4, L.3.4.a, L.3.5.a, L.3.6

Go to your **Digital Resources** for additional standards correlations.



## Reading Strategy

**Visualize** Point to the images in the story and explain what it means to visualize.

**SAY:** *You can use the pictures in the book to help you create an image of the characters. As you read, imagine the pictures acting out the story.*

Discuss how visualizing can help students better understand a story. Model the reading strategy by reading the first two paragraphs aloud. Do a *think aloud* to demonstrate how to perform the reading strategy.

**Understand Text Structure** Draw students' attention to the genre label. This story is a fable. Fables are stories that teach us something. The basic plots of classic fables appear in stories around the world.

**Read Aloud** Invite a student volunteer to begin reading the story. After a student finishes a sentence, another student may continue the reading. Continue with different students as you read the entire selection. Take frequent breaks to discuss what has happened so far in the story.

**Build Vocabulary** Help students learn the definition of the boldfaced words. Refer to the definitions as you further explain these words.

- Invite a volunteer to show or act out **restless**.
- Invite two volunteers to show **argue**.

Invite students to share their experiences about a time they were restless and about a time they argued with someone.

## Before You Go On

Have students close their eyes. Reread the story aloud as students visualize what the Sun and the North Wind look like. Invite student volunteers to share what they see with the class. Point out that when you visualize characters that you read about, there are no right or wrong answers. Every student in the class may visualize something different.



The North Wind was **restless**. She wanted something to do. "Look at the Sun," she thought. "All he does is shine. I can blow and move **clouds** to hide the Sun's light. I am **stronger**."

"Sun, who is stronger, you or I?" yelled the North Wind. She was always a little too loud. The Sun did not want to **argue**.

"We will have a contest," the North Wind howled.

"What kind?" asked the Sun.

**restless** not able to keep still  
**argue** fight using words

### Before You Go On

Close your eyes. Describe what the Sun and the North Wind look like.

READING 2 91

## Phonics Suffix -less

Ask students to put their thumbs up when they hear the word that ends with the suffix **-less** as you read page 91 aloud.



Reading 2

Comprehension Check

**Visualize** After reading, discuss the illustration on these pages. Explain that visualizing a story is like seeing a movie in your head.

**SAY:** *Does the illustration show everything that happens on these pages? What happens before the North Wind starts blowing? Does the woman lose her hat at the end?*

Ask students to visualize every event in the story. Explain that you are going to read the text aloud again. Students should close their eyes and visualize the story. Explain that you are going to clap every time there is a new event, and that the picture in their heads should change after every clap.

Read the text and clap after:

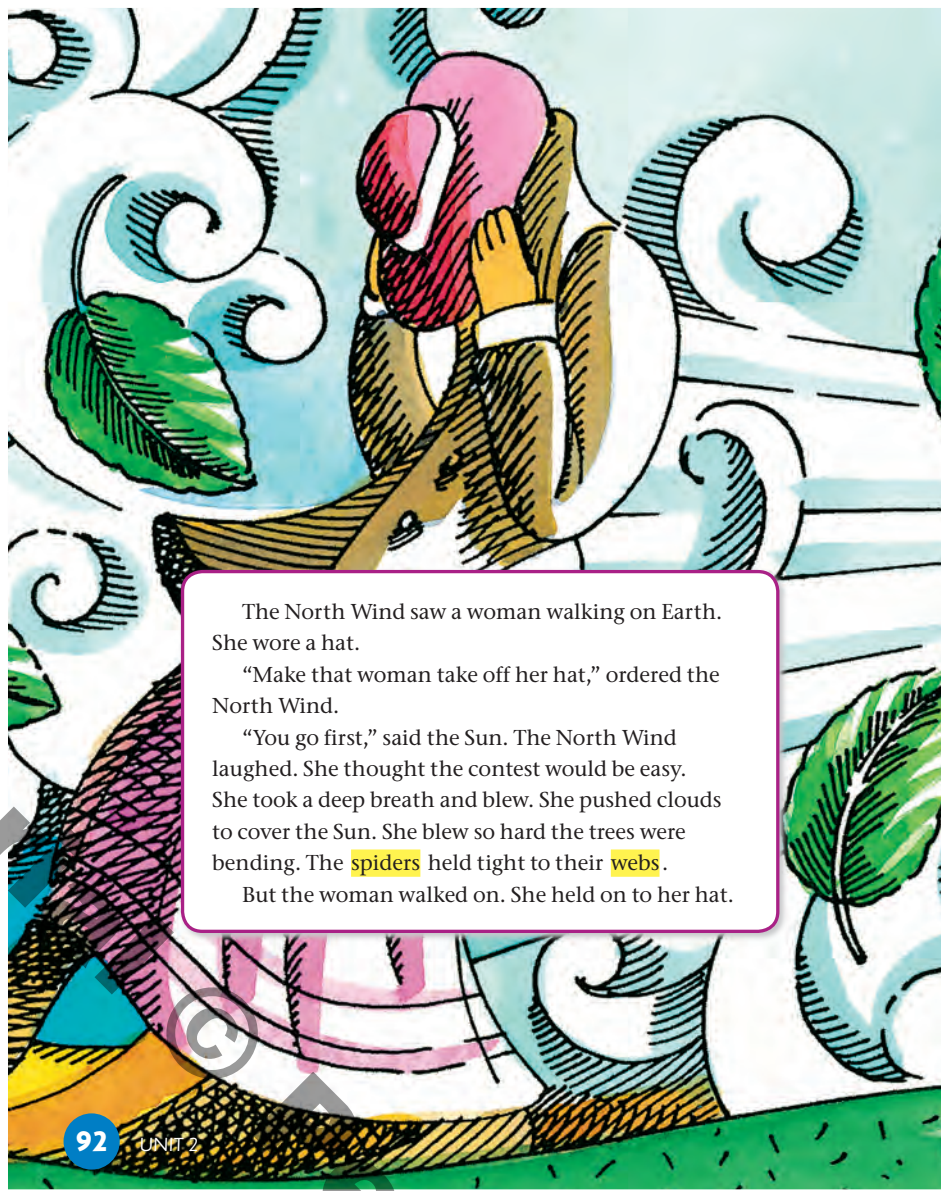
- 1. . . . a hat
- 2. . . . "You go first," said the Sun
- 3. . . the contest would be easy
- 4. . . and blew
- 5. . . were bending
- 6. . . to their webs
- 7. . . leaves from the trees
- 8. . . in their nests
- 9. . . flying away
- 10. . . both hands

Ask students to open their eyes again, and share some of the pictures they saw in their heads.

**Academic Word** Write the following definition and context sentence on the board:

**capable** *able to do something*  
*The North Wind thinks she is capable of making the woman take off her hat by blowing on it.*

**Scaffolding** You may want to further explain the word *contest*. Refer to different contests you have had in school or in your community to convey meaning. Invite students to share their experiences with participating in contests.



The North Wind saw a woman walking on Earth. She wore a hat.  
"Make that woman take off her hat," ordered the North Wind.  
"You go first," said the Sun. The North Wind laughed. She thought the contest would be easy. She took a deep breath and blew. She pushed clouds to cover the Sun. She blew so hard the trees were bending. The spiders held tight to their webs.  
But the woman walked on. She held on to her hat.

92 UNIT 2

Differentiated Instruction

Beginning	Have students tell you which of the following is illustrated in the picture: <i>The North Wind laughs. The spiders held on to their webs. The North Wind blew. The woman held on to her hat.</i>
Early Intermediate	Have students point to the sentences and illustration that show what the woman is doing.
Intermediate	Ask students to complete the following sentences: <i>The North Wind is trying to _____. The woman _____.</i>
Early Advanced/Advanced	Have students reread pages 90–91. Have them work in pairs to predict who they think will win the contest and use examples from the story to support their answers.



The North Wind took another breath and then she blew very hard. She blew leaves from the trees. She pushed flying birds from the sky. They hid in their nests. The North Wind threw spiders to the ground. She sent their webs flying away.

In the strong wind, it was hard for the woman to stay on her feet. But she never let go of her hat. She held it on her head with both hands.

## Before You Go On

What does the North Wind do to try and make the woman take off her hat?

READING 2

93

## Visual Literacy

**Illustrations** Ask students to analyze what the artist has done to show the scene. Ask students to identify elements of the story in the illustration.

**SAY:** *Point to the North Wind.*

- *How does the artist show that the North Wind is blowing?*
- *How does he show that the woman is trying to keep her hat on her head?*

**Compare and Contrast** Have students continue filling in their Venn Diagrams with details about the North Wind and the Sun. Tell students that comparing and contrasting will help them better understand the character traits of the Sun and the North Wind in the story.

**Imagery** Tell students that imagery is when writers draw pictures using words. Read the following sentences aloud:

*She blew until the trees were bending.*

*The spiders held tight to their webs.*

Have student volunteers illustrate these sentences on the board. Help students understand that when a writer uses imagery, it is easier to visualize the story. Have students locate other sentences that use imagery in the story.

Have student volunteers use imagery to describe the elements in your classroom for a person who has never seen it.

## Before You Go On

Have students work in pairs. Have pairs describe to one another what the Sun and the North Wind are doing. Have them locate sentences in the text to support their answers.



Reading 2

Comprehension Check

**Visualize** Continue the dialogue on visualization by telling students that they can use their own experiences to help them visualize the events in a story.

**SAY:** *Think about a time when you were outside on a sunny day.*

- *Was it hot or cold?*
- *How did you feel?*
- *What clothing did you wear?*

Read pages 94–95 aloud as students close their eyes and visualize each event. Have students describe the events as they visualized them.

**Build Vocabulary** Help students learn the meaning of the boldfaced word by discussing the following questions. Refer to the definition as you further explain the word *strength*.

- *Who is stronger, or has more strength, a rabbit or a lion? A giant or a mouse? A baby or an adult?*
- Have volunteers help you rewrite the sentence *She had been so sure of her strength.*

Reading Skill

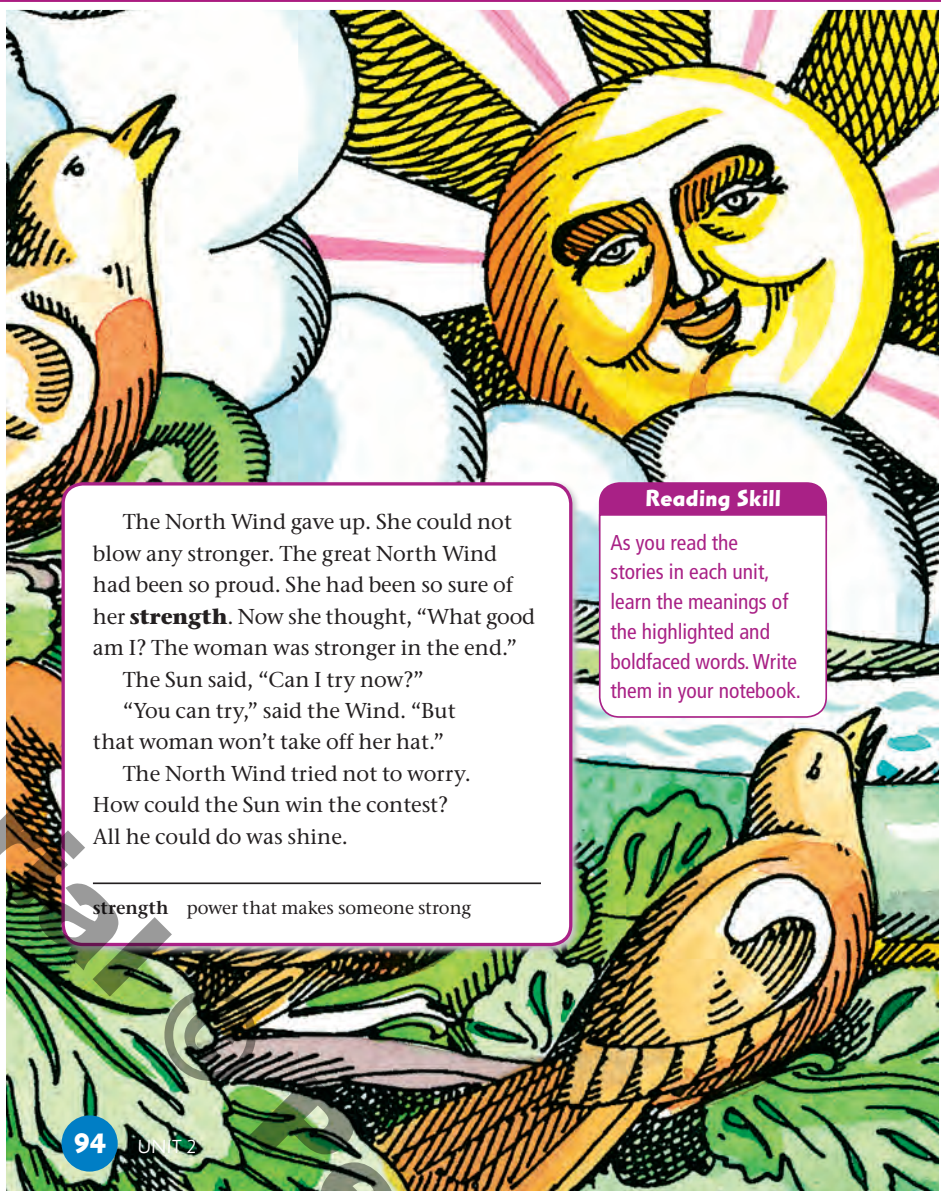
Read the information in the Reading Skill box aloud. Make sure students understand the information.

**Academic Word** Write the following definition and context sentence on the board for students:

**intensity** *strong effect*

*The Sun shone with intensity.*

Have students close their eyes and imagine standing outside on a very sunny day. Have them imagine that they are wearing a coat and hat. Say, *The sun shines directly upon them with no shade. Can they feel the intensity of the sun?*



The North Wind gave up. She could not blow any stronger. The great North Wind had been so proud. She had been so sure of her **strength**. Now she thought, “What good am I? The woman was stronger in the end.”

The Sun said, “Can I try now?”

“You can try,” said the Wind. “But that woman won’t take off her hat.”

The North Wind tried not to worry. How could the Sun win the contest? All he could do was shine.

**strength** power that makes someone strong

Reading Skill

As you read the stories in each unit, learn the meanings of the highlighted and boldfaced words. Write them in your notebook.

Differentiated Instruction

<b>Beginning</b>	Have students retell the events of the story using words and gestures.
<b>Early Intermediate</b>	Ask students to complete the following sentences: <i>The Sun _____. The woman _____.</i>
<b>Intermediate</b>	Write the word <i>strength</i> on the board. Have students call out synonyms for the word as you write them on the board. Then have students call out antonyms for the word <i>strength</i> . Have students add all of the words to his or her personal thesaurus.
<b>Early Advanced/Advanced</b>	Have students write a summary of the events of the story up to this point.



The Sun turned his face to Earth. He grew brighter. The clouds disappeared. The Sun became even brighter. The birds peeked out of their nests. They started to sing. The spiders crawled back up the trees. They started to make new webs.

The woman stopped walking. She looked up.

## Before You Go On

How does Sun **affect** the animals?

READING 2

95

**Compare and Contrast** Have students continue filling in their Venn Diagrams with details about the Sun, the North Wind, and the contest. Tell students that this part of the selection provides valuable clues to character traits of the North Wind and the Sun. For example, the North Wind has been proud and strong. She does not believe in the Sun's abilities. The Sun, on the other hand, is relaxed and confident.

## Visual Literacy

**Illustrations** Have students study the illustration on pages 94–95. Tell students that the illustration shows some, but not all, of the events in a story. Read the following sentences as students point out the corresponding part of the illustration in the Student Edition:

*The North Wind gave up.*

*The Sun turned his face to Earth.*

*The birds peeked out of their nests.*

*The spiders crawled back up the trees.*

**Predict** Have students work in small groups. Have them predict what the woman might do with her hat.

**SAY:** *The Sun tries to get the woman to take her hat off.*

- *First, he turned his face to Earth.*
- *Then, he grew brighter.*
- *The clouds disappeared.*
- *The woman stopped walking.*
- *She looked up.*
- *How do you think the woman felt?*

Encourage each group to write down their predictions. Then have them share their predictions with the rest of the class.

## Before You Go On

Have students work with partners. Have them discuss how the Sun affected the birds and spiders. Use their answers to lead into a discussion about other effects the sun has on nature.



## Reading 2

### Comprehension Check

**Visualize** After reading, continue to provide support for students to help them visualize the story. Ask students to close their eyes as you read the text again to them. Tell them to imagine the movie of the story in their heads. Stop to ask questions to check that the students are visualizing. Read the first two paragraphs, up to "under a tree."

**SAY:** *In the picture in your head, is it hot or cold? What do you see?*

Read the next three paragraphs, up to "at the woman."

**SAY:** *What does the North Wind look like? Is she happy or disappointed? What does the Sun look like? Is he laughing or is he smiling?*

Read the rest of the story.

**SAY:** *What is the North Wind doing? What is the woman doing?*

**Adapt the Activity** For students with limited language proficiency, offer the alternative of acting out the story, as opposed to using words to describe it.

**Make Connections** After reading, discuss what it means to have individual strengths.

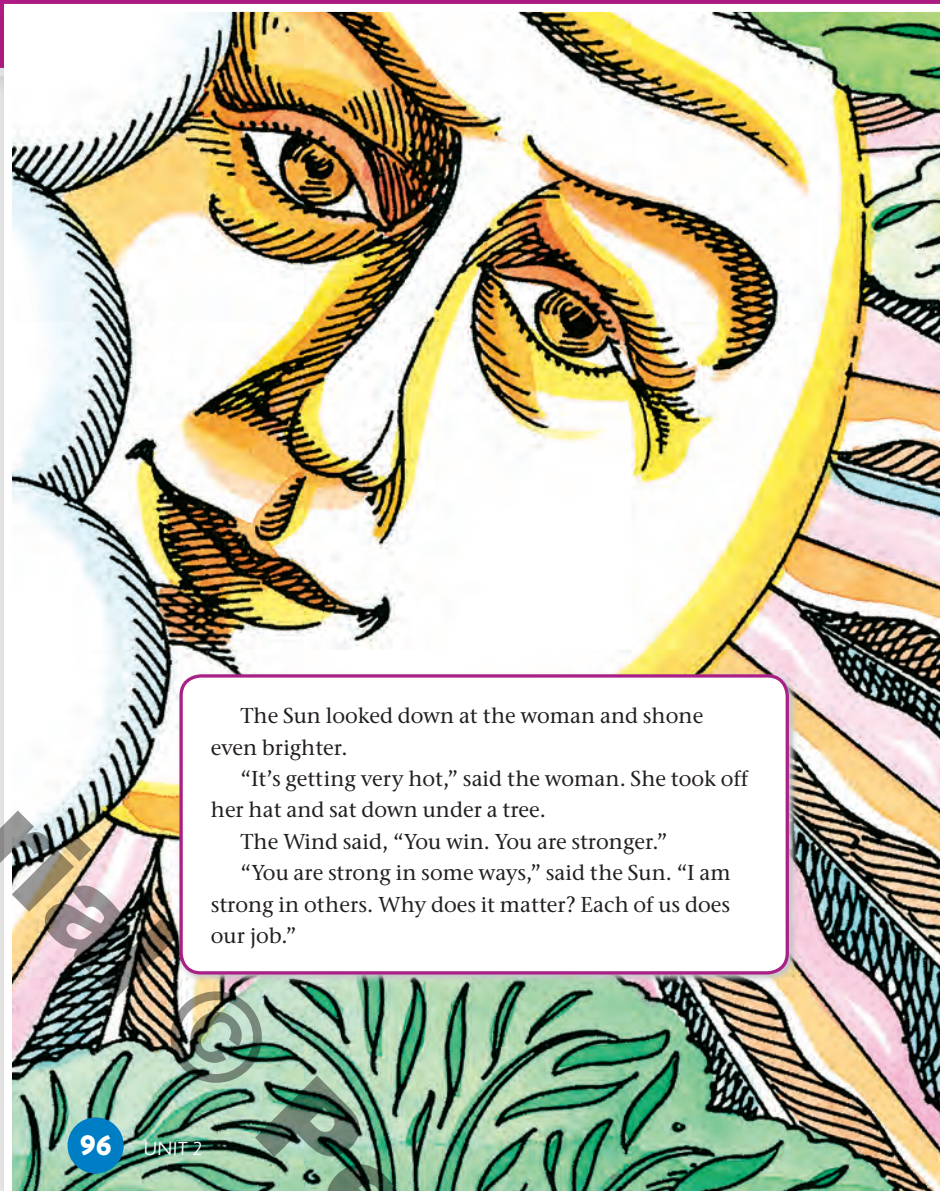
**SAY:** *What does the Sun mean when he says, "You are strong in some ways. I am strong in others."*

Guide students to understand that each person has talents and strengths that are unique.

### Build Discussion

**The Contest Winner** Have students share their thoughts to answer the following questions:

- *Who wins the contest, the Sun or the North Wind?*
- *Who is stronger, the Sun or the North Wind?*
- *Does the stronger win the contest?*
- *What does the North Wind mean when she says, "Each of us does do our job"?*



The North Wind looked at the woman. The North Wind blew a tiny puff of air.

The woman smiled. She thought, "It's nice to have a cool **breeze** on such a hot day."

The North Wind smiled and thought, "Each of us does do our job."

breeze light wind

## Reading Strategy

### Visualize

- Where are the Sun and North Wind?
- What do the Sun and North Wind look like?
- How did visualizing help you understand the story?

## Think It Over

1. **Recall** What is the contest?
2. **Comprehend** Before the contest, what is North Wind's **attitude**?
3. **Analyze** After the contest, how does North Wind show that she has a new attitude?

READING 1

97

## Reading Strategy

**Visualize** Have students close their eyes and recall how they visualized the story as you read the questions in the Student Edition aloud.

Remind students that there is no right or wrong way to visualize a story as long as their ideas are supported by the text. If students need help visualizing, invite them to refer back to the story.

## Think It Over

You may assign this activity as a class discussion, partner activity, or individual writing assignment.

## Answer Key

1. The North Wind and the Sun try to make the woman take off her hat.
2. Before the contest, the North Wind had been very proud of her strength.
3. She shows she has a new attitude by saying that both she and the Sun can do their jobs. She blows a small puff of air to cool off the woman.

## Fluency

**Activity 7** Form groups of three to four students. In a box or bag, place pieces of paper with the page numbers of the fable "The Contest."

Model choosing one of the numbers and say, *I will read page 97.* Then have the members of your group look at page 97 and listen as you read the full text. Then read the sentences one by one, having your group repeat. Have all of the groups take turns choosing a number and doing this activity.

**Activity 8** For instructions on this activity, go to page 128 of the Teacher's Resource Book.



# Learning Strategies

## Teaching Resources

- Workbook, p. 57
- GO 12: 3-Column Chart

For extra practice, use the various worksheets in your Digital Resources.

## Visualizing

Tell students the exercises on these pages will help them better understand and retain the content of the reading selection.

Students will practice visualizing some of the events in the story. Point out that as they draw a picture in their heads, they should also think of how it feels to be in that picture and how the characters feel.

**Academic Word** Share the following definition and context sentence with students:

**illustrate** *show with pictures*

*When you visualize a story, you **illustrate** the events of the story with your mind.*

### Practice

Have students work in pairs. Have one student read the sentence aloud while the other student closes his or her eyes and visualizes what is happening. Have students take turns describing to each other what each visualized.

**Link to Art** Invite students to use crayons and markers to illustrate the pictures they see in their minds. Encourage them to be as creative as they like. Have students copy the sentence from the fable below their illustration as a caption. Display student work in the classroom.

## Reading 2

# Learning Strategies

## Visualizing

As you read, you can **visualize**, or make pictures in your head. You may make pictures of where the characters are.

You may make pictures of what the characters look like. You may picture what is happening in the story.

### Practice

Read each sentence. Describe the pictures you make in your mind.

Choose one sentence and draw it.

1. The North Wind was restless. She wanted something to do.
2. The Sun turned his face to Earth. He grew **brighter**.
3. In the strong wind, it was hard for the woman to stay on her feet.



Draw the picture here.

98

UNIT 2



## Common Core State Standards

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

The following standards apply to pages T98–T103.

**Teaching the standards:** RL.3.9, W.3.3, W.3.3.a, W.3.4, W.3.5, W.3.10, L.3.1, L.3.1.d, L.3.1.e

**Practicing the standards:** SL.3.1.c, SL.3.6

Go to your **Digital Resources** for additional standards correlations.

## Accelerate Language Development

**Ch as /k/** Some students may get confused when reading the words *character* and *echo* since *ch* has the /k/ sound in these words. Practice reading these words:

*character*  
*school*  
*mechanic*

*echo*  
*stomach*  
*ache*

*orchid*  
*architect*  
*chameleon*

## Use a Compare and Contrast Chart

When you **compare**, you look for things that are the same. When you **contrast**, you look for things that are different. You can compare and contrast the different types of writing, or **genres** in this unit.

### Practice



List each of the statements below in the correct column of the chart. Some of the genres may have more than one statement.

Story	Play	Poem

- has events in a plot
- uses rhyme
- lists the name of the characters
- tells about conflicts

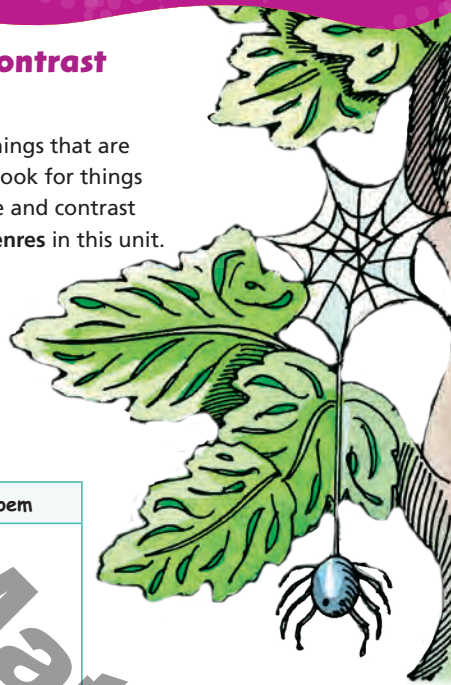
### Apply

Retell the fable to a partner. Refer to the pictures as you speak.



### Extension

Work in a group of four to act out *The Contest* as a play. One person is the director. The actors should follow the director's instructions. Present your play to the class.



## Learning Strategies

## Use a Compare and Contrast Chart

Draw a Compare and Contrast Chart on the board. Label the first column *Things that belong inside*. Label the second column *Things that belong outside*. Label the third column *Things that belong inside and outside*. As a class, place each of the following items in the proper column:

grass **outside**      bathtub **inside**  
couch **inside**      plant **inside and outside**  
people **inside and outside**      flagpole **outside**

### Practice

Have students work in pairs to write the bulleted items in the proper columns.

### Answer Key

Story	Play	Poem
has events in a plot	has events in a plot	uses rhyme
tells about conflicts	lists the name of the characters	
	tells about conflicts	

### Apply

Tell students that retelling a story helps readers organize their thoughts on what they read. Have students do the activity with a partner.

## Extension

Ask students to work in groups to act out the fable as a play. Have one student present an introduction and another give a conclusion after the play is performed.

### Build Discussion

**Genres** Discuss favorite genres. *What genre do you like to read the most? Why?*



# Grammar

## Teaching Resources

- Workbook, p. 58

For extra practice, use the various worksheets in your Digital Resources.

## Simple Past: Regular Verbs

Help students understand that simple past verbs name actions that have happened before now.

On the board, write the simple present and simple past form of *walk*.

**SAY:** *We make the simple past forms of regular verbs by adding -ed or -d. For example, we add -ed to walk to make the past form walked.*

Repeat the steps above for the verb *talk*. Write the following verbs on the board: *talk, fry, play, occur*. Review the chart on page 100 and show students how to change these regular verbs to simple past.

Then, review the chart on page 100 that shows how to make negative sentences in the simple past. Write the following sentences on the board: *She liked lunch. She did not like lunch. and She didn't like lunch.*

**SAY:** *To make negative sentences in the simple past we add did not or didn't in front of the plain form of the verb.*

Review the chart on page 100 that shows how to make a simple past question. Guide students to make a question using the sentence on the board: *Did she like lunch?*

**SAY:** *To make questions in the simple past we use did before the subject.*

Write these sentences on the board: *Did you walk to school? Yes, I did. and Yes, I walked to school.*

**SAY:** *You can answer Yes-No questions using the word did. Another way to answer a Yes-No question is to repeat the main verb in the simple past.*

## Reading 2

## Grammar

### Simple Past: Regular Verbs

Use the simple past to talk about a completed action that happened before now.

I **walked** away. The woman **walked** away.  
She **talked** to Kim last night. We **talked** to Kim last night.

Make the simple past of regular verbs by adding **-ed**.

Add **-d** to verbs ending in **-e**.

live → **lived**

Change the **y** to **i** and add **-ed** to verbs ending in a consonant and **-y**.

try → **tried**

Add **-ed** to verbs ending in a vowel and **-y**.

stay → **stayed**

**Double** the consonant and add **-ed** for verbs with a stressed CVC (consonant-vowel-consonant) ending.

occur → **occurred**

To make **negative sentences** in the past tense, use **did + not** + the base form of the verb.

**Positive**

**Negative**

We **laughed**. → We **did not laugh**.

did not → **didn't**

To ask **Yes/No questions** in the past tense, begin the question with **did** + the subject + the base form of a verb.

Did you stay? Yes, I **did**. Yes, I **stayed**.

100 UNIT 2

### Differentiated Instruction

#### Beginning

Write a verb such as *walk, talk, or play* on the board. Say, *I walk* as you demonstrate the verb. Then stop and say, *I walked*. Write the word *walked* and underline the **-ed** ending. Have students repeat the verbs.

#### Early Intermediate

Have students draw a picture showing a time they helped someone. Have them write a sentence to go with their picture, by completing the sentence: *I helped \_\_\_\_\_.*

#### Intermediate

Have pairs of students take turns asking and answering Yes-No questions about what they did yesterday.

#### Early Advanced/Advanced

Have students write a paragraph telling what they did yesterday. Encourage students to use regular simple past verbs in their writing, such as *walked, talked, played, danced, studied, liked, tried, helped, climbed, laughed, watched, and wanted*.

## Practice A

Use the past tense form of the verb in parentheses. Write the sentences.

1. He asked a question. (ask)
2. The North Wind \_\_\_\_\_ the clouds around. (push)
3. The Sun \_\_\_\_\_ shining. (stop)
4. The heat \_\_\_\_\_ everyone. (affect)
5. The spiders \_\_\_\_\_ back to their webs. (crawl)
6. The girl \_\_\_\_\_ when she looked at the bright Sun. (cry)



## Practice B

Change the sentences in Practice A into negative statements. Write the negative sentences in your notebook.

1. He did not ask a question.

## Apply

Work with a partner. Ask and answer the questions about this week. Use simple past regular verbs in your answers.

Example: A: Did you call your friends this week?

B: Yes, I called them this week.

- Did your sister call a friend this week?
- Did a friend visit you at home?
- Did your brother watch television?
- Did you help your family?
- Did your friends study every day?

## Grammar Check

Name the **past tense** of three regular verbs.



READING 2

101

## Practice A

Have students complete the Practice A activity. Have them write the answers on the lines. When they are finished, check that they have completed their sentences correctly. Discuss any sentences that students find difficult.

## Answer Key

2. pushed
3. stopped
4. affected
5. crawled
6. cried

## Practice B

Have students complete the Practice B activity by making the sentences in Practice A negative.

## Answer Key for Practice B

2. didn't push
3. didn't stop
4. didn't affect
5. didn't crawl
6. didn't cry

## Grammar Check

Read the statement in the Grammar Check box. If students cannot answer readily, have them review page 100, then read the statement again.

## Apply

Before students begin, model the activity with a student or call on a pair of students to model for the class. Then ask students to work with a partner to complete the exercise. Encourage students to monitor their oral language production and use self-corrective techniques. Walk around to monitor and help as students work. Check by calling on pairs to stand and model a conversation.

## Develop an Awareness of Cognates

Help students develop an awareness of cognates.

English	Spanish	Haitian Creole
positive	positivo	pozitif
affect	afectar	afekte
television	televisión	televizyon
regular	regular	regilye

# Writing

## Teaching Resources

- Workbook, pp. 59–60
- GO 9: T-Chart
- Assessment, pp. 45–48

For extra practice, use the various worksheets in your Digital Resources.

## Retell a Familiar Story

Ask students what stories they know well. Have them give examples. Explain that in this section, they will retell a familiar story.

**SAY:** *When you know a story, you can tell it again in your own words to someone else. This is called retelling. You tell all the events in the story and the important details. You can leave out some details that are unimportant.*

Ask students if they are familiar with the story “Hare and Tortoise.” Ask students for examples of characters (*Hare and Tortoise*), events (*the race*), and details they would include in a retelling. Review the use of quotation marks to set off words spoken by a character.

Read aloud the Writing Prompt to students. Brainstorm ideas with students.

## Prewrite

Stimulate class discussion and encourage questions by reading the student-written retelling on page 103.

**SAY:** *Let’s compare the events and details in the retelling on page 103 to the T-chart on page 102. Notice that, to make the retelling more interesting, the writer added some details that were not in the chart.*

Read the Prewrite prompt to the class. Tell students to write the answers to the questions in their notebooks. Then work with students to complete the graphic organizer.

## Draft

Before students begin, remind them to refer to their T-charts as they write. Remind them to include all the characters, events, and important details, and to use their own words. Go over the bulleted steps in the Draft section.

## Reading 2

## Writing

### Retell a Familiar Story

One way to write a narrative essay is to retell a familiar story in your own words.



### Writing Prompt

Write a paragraph retelling a story you like. Use your own words. Describe what the characters say and do. Be sure to use the simple past correctly.

### 1 Prewrite



Choose a story to retell. Who are the characters? What are the events that happen? List your ideas in a T-Chart.

A student named Reem listed her ideas like this:

HARE AND THE TORTOISE	
Beginning	Hare and Tortoise agreed to race.
Middle	Hare raced quickly at first, then stopped and rested. Tortoise walked slowly and steadily.
End	Hare hurried to the finish line. Tortoise was already there.

### 2 Draft

Use your T-Chart to help you write a draft.

- Keep in mind your purpose—to retell a familiar story.
- Include the beginning, the middle, and the end of the story.

102 UNIT 2

### Differentiated Instruction

Beginning	Model putting a noun into the possessive case by adding apostrophe -s. Then write three nouns on the board and have students make them possessive.
Early Intermediate	Have students work in pairs and use a dictionary and thesaurus to rewrite three sentences from the student model in their own words.
Intermediate	Have students rewrite the student model, giving it a different ending.
Early Advanced/Advanced	Have students add to their reference list any new words and structures they have trouble with.

## 3 Revise

Read your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

## 4 Edit

Check your work for errors. Use the Peer Review Checklist on page 402.

## 5 Publish

Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Reem's retelling of the story:

Reem Issa
Hare and Tortoise
Hare laughed at slow Tortoise.
"I can beat you in a race," he said. Tortoise answered, "Let's race and see." They started the race. Hare hopped away. He chased butterflies. Then he stopped under a tree and rested. Tortoise just walked and walked. Later, Hare opened his eyes. "Oh, no. I have to hurry." When Hare arrived at the finish line, Tortoise was already there.



READING 2

103

## Writing Checklist

### ✓ Ideas

I included the events in the correct order.  
I used my own words.

### ✓ Conventions

I used verbs in the past tense correctly.  
I used punctuation and quotation marks correctly.

## Revise

Ask students to look at their drafts and make changes in organization, content, or wording.

## Writing Checklist

Refer students to the Writing Checklist and explain that students should answer each of these questions about their own writing. Using the checklist will help them to step back from their writer's role and look at their work through the eyes of a reader. Read aloud the Writing Checklist with students and go over each entry with additional questions.

Have students look at their own drafts and make changes in content or wording. Ask students to go over their first draft and make improvements using the checklist.

## Edit

Explain that the edit stage is an important step in revising their final draft. They should read through their work and try to identify any errors in grammar, usage, mechanics, or spelling. Remind students to use the editing and proofreading marks on page 401.

**Peer Review Checklist** Have students complete the peer review checklist on page 402 and give feedback to their partner. Then have students go over their final draft and make improvements based on their partner's feedback.

## Publish

Have students look at their final drafts and discuss their options for publishing. Have students put their final drafts in their writing portfolios.



# Key Words

## Teaching Resources

- Workbook, p. 61
- Audio

For extra practice, use the video and worksheets in your Digital Resources.

## Words in Context

Have students listen to the audio and say the words. Next, to reinforce language attainment, read through the **Oral Vocabulary Routine**. Then have students find the numbered circles for each key word and its corresponding numbered photo.

### Oral Vocabulary Routine

**Define:** A farm is a large area where people grow plants.

**Expand:** She works on a big **farm**.

**Ask:** Are there **farms** near your home?

**Define:** Something that is **fresh** was picked not long ago.

**Expand:** The vegetables we are eating are **fresh**.

**Ask:** Where do you keep **fresh** food?

**Define:** To **grow** plants means to put plants in the ground and take care of them.

**Expand:** My family likes to **grow** flowers.

**Ask:** Does your family **grow** any flowers or food?

**Define:** **Plants** are green things in the ground that get bigger.

**Expand:** Flowers and grass are both **plants**.

**Ask:** What do **plants** need to grow?

**Define:** A **garden** is a small area where people grow plants.

**Expand:** He grew peas, green beans, and tomatoes in his **garden**.

**Ask:** If you had a **garden**, what would you grow in it?

## Reading 3 Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: Context, phonics
- Reading strategy: Identify fact and opinion
- Text type: Informational text (social studies)

#### Grammar

Simple past: be verbs

#### Writing

Write a journal entry about your day

These words will help you understand the reading.

### Key Words

farm  
fresh  
grow  
plants  
garden

104 UNIT 2

## Key Words

*Fresh Food in Strange Places* is about how people are finding strange places to grow food.

### Words in Context

There are different types of **gardens** all over the world. People **grow** fresh flowers and vegetables in the gardens.

First, they put seeds in the rich, dark soil, or ground. Then seeds grow into **plants**. They water the plants. The plants grow and grow.



### Common Core State Standards

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

The following standards apply to pages T104–T107.

**Teaching the standards:** RI.3.4, RF.3.3, RF.3.4.c, L.3.4, L.3.4.a, L.3.5.b, L.3.6, SL.3.1

**Practicing the standards:** RI.3.7, SL.3.1.c, SL.3.6

Go to your **Digital Resources** for additional standards correlations.

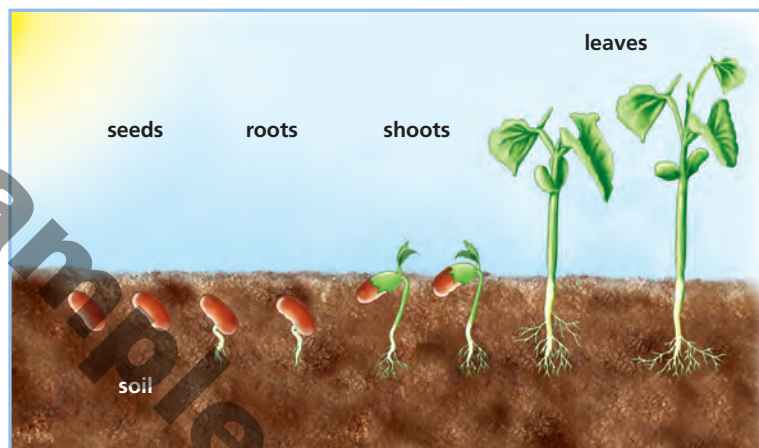
### Fluency

**Activity 9** Read these conversations. Have students repeat.

Conversation 1: (a) *I'm planting green beans in the garden.*  
(b) *Growing vegetables to eat is so neat!*

Conversation 2: (a) *Everyone does something in our community garden.*  
(b) *In our neighborhood, kids like to help weed.*

Write the sentences on the board. In pairs, students take turns reading the sentences, three times each.



## Practice

Draw a picture of a neighborhood garden in your notebook. Label the picture using sentences that contain the key words.

## Make Connections

Have you ever planted a seed for a flower or **plant**? How well did it **grow**? Would you like to work in a **garden**? After you discuss these questions, write your responses in your notebook.



READING 3

105

## Build Vocabulary

**Plurals** Let students know that *plants* is the word to use for more than one *plant*. Emphasize that you can often—though not always—add the letter *s* at the end of a word to have it name more than one thing. Show on the board how you can change the words *farm* and *garden* into their plural forms by writing each word and then adding an *s* each time. Ask students to work in groups to write sentences using the plural form of the words.

## Practice

Read the instructions aloud. Make sure students understand the task. Have them work individually or in pairs to complete the task.

## Make Connections

You may assign these exercises as a class discussion, a small group discussion, or as a partner activity.

**Writing Fluency** Read the questions aloud. Invite a class discussion by sharing an experience you have had trying to garden or grow plants. Ask students to write about their experiences growing plants and gardens. This will help students write using content-based grade-level vocabulary. Note that their experiences might be related to the Big Question when you sum up the discussion.

**Link to Science** Students can learn more about the lives of plants and how they grow by reading their science books. Have pairs of students use the index to look up the word *plants* in a science book. Have them report the information they find to the class. Ask for volunteers to tell about experiences observing growing plants in a garden.

# Academic Words

## Teaching Resources

- Workbook, pp. 62–63
- Audio

For extra practice, use the various worksheets in your Digital Resources.

## Words in Context

Introduce the Academic Words by using the Oral Vocabulary Routine.

### Oral Vocabulary Routine

**Define:** Students read aloud the definition for **interact**.

**Expand:** Partners need to **interact** with each other to do a good job.

**Ask:** Do you **interact** well with younger children?

**Define:** Students read aloud the definition for **outcome**.

**Expand:** When you study hard for a test, you will usually have a good **outcome** on the test.

**Ask:** What kind of **outcome** would a race car driver hope for?

Alternatively, have students listen to the audio.

### Practice

Have students use an academic word in each sentence.

### Answer Key

1. **interact** 2. **outcome**

### Apply

Have students write their answers in their notebooks, using the academic words. Then have partners ask and answer the questions. Remind them to listen carefully and correct each other's mistakes. During this activity, monitor students' oral language production and use of self-corrective techniques.

## Reading 3

These words will help you talk about the reading.

### Academic Words

**interact**  
communicate

**outcome**  
result



62

106

UNIT 2

## Academic Words

### Words in Context

Students talk and **interact** with each other when they do a project together.

Our team played well the whole game.

The **outcome** was that we won!

### Practice

Choose an academic word to complete each sentence.

1. During lunch we can \_\_\_\_\_ with kids from other grades.
2. When I study hard, the \_\_\_\_\_ is usually good.

### Apply

Ask and answer with a partner.

1. What are some ways a child or an adult can **interact** with a baby?
2. What was the **outcome** of the last game you played?



# Phonics

## More Long Vowel Pairs

Long vowel pairs can make the long a, long e, or long i sounds. Listen. Then read each word aloud.

Long a Pairs		Long e Pairs		Long i Pair
day	rain	keep	neat	pie



### Rule

When two vowels are together, the first vowel says its name.

- The letters **ai** or **ay** usually have the long **a** sound.
- The letters **ee** or **ea** usually have the long **e** sound.
- The letters **ie** usually have the long **i** sound.

### Practice

Work with a partner. Take turns. Listen for words that have long vowel sounds.

Long a	Long e	Long i

Read the sentences below. Find and list in the chart the words with long vowel pairs.

1. Is that a bird in the tree?
2. What a long tail it has!
3. Pass the treat this way.
4. Let's have some pie.



READING 3

107

## More Long Vowel Pairs

Review the spelling of long vowel sounds. Read the words in the chart aloud.

### Rule

Review the rule about long vowel pairs.

**SAY:** *When two vowels are together, the first vowel says its name.*

- *In day, the first vowel is an a, so we say it with a long /a/.*
- *In keep, the first vowel is an e, so we say it with a long /e/.*
- *In pie, the first vowel is an i, so we say it with a long /i/.*

Write the following words on the board and ask students to read them with you.

feet      say      maid      tree  
die      pain      lie      play

### Practice

Have students work with partners. Make sure they take turns and follow all steps.

### Answer Key

Long a: tail  
Long e: tree, treat  
Long i: pie

### Adapting the Activity

**Reference Cards** Have students write a reference word for each vowel sound on an index card. As they come across words with the same spelling pattern, encourage them to add the new words to the index cards. Tell students to review their reference cards at home every day.

Reading 3

Teaching Resources

- Teacher’s Resource Book, p. 98
- Workbook, pp. 64–66
- Audio

For extra practice, use the various worksheets in your Digital Resources.

Fresh Food in Strange Places

**More About the Big Question** The Big Question for this selection focuses on things people do to help people in need.

**SAY:** *We are going to read about some creative solutions people developed when cities needed space to grow food.*

- As we read the selection, pay attention to the challenges people are facing to grow enough food.
- Find out how people developed creative solutions to meet the challenges.
- Then, look for what happens when people think of new ideas to solve problems.

Have students use the “Fresh Food in Strange Places” chart below to record how people can work together to create a garden. Tell them it will help them answer the Big Question.

Fresh Food in Strange Places	
Challenge	How Met?
More people than ever need food in cities.	grow more food in the city
As cities get bigger, farms get smaller.	make small farms in the city

**Play the Audio** Have students listen to the audio. After students have listened, ask students to tell what the selection was about.

Reading Strategy

**Identify Fact and Opinion** Read the text in the side column on page 108. Read the first two paragraphs aloud. Do a *think aloud* to demonstrate how to perform the reading strategy.

Reading 3

Informational Text  
Social Studies

More About

THE BIG QUESTION

What can you do to help people in need?

Listen to the Audio.

Listen for the general meaning.  
Use the pictures to help you understand the selection.

Reading Strategy

Identify Fact and Opinion

A fact is something that is real or true. An opinion is what someone thinks.


- Identify statements in this reading that are facts. If it is a fact, you can prove it is true.
- Identify statements in this reading that are opinions. If it is an opinion, you cannot prove it is true or false.

Listen as your teacher models the reading strategy.

# Fresh Food in Strange Places


There are now more than 7 billion people in the world, and that number is getting a lot bigger. The United Nations says that the world’s population will be 10 billion in the year 2055. With so many people in the world, how can we get enough food?

7 billion	7,000,000,000
population	number of people
United Nations	a group of almost 200 countries that work together



There are now more than 7 billion people in the world.

108 UNIT 2

 **Common Core State Standards**

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

The following standards apply to pages T108–T113.

Teaching the standards: RI.3.1, RI.3.2, RI.3.10

Practicing the standards: RI.3.4, RI.3.7

Go to your Digital Resources for additional standards correlations.

The population is not the only problem. In 1950, there were many more **farms** around the world. Farms grow the food that we eat. Now, as cities get bigger and bigger, there are fewer farms. With fewer farms, it is harder for people in big cities to get **fresh** food at good prices. Is it **possible** to **grow** food in big cities? Many people think so.

possible can be done



As cities get bigger, farms get smaller.

## Before You Go On

What are some reasons it is harder for people to get fresh food?

READING 3

109

## Phonics More Long Vowel Pairs /ay/

Remind students that the letter pairs *ai* and *ay* make the long *a* sound. Ask students to listen for *ai* and *ay* letter pairs in the text as you read page 109 aloud. Ask them to raise their hand when they hear words with the long *a* vowel pair.

**SAY:** *A fact can be proved. An opinion is what a person believes or feels. Sometimes, clue words, such as best or worst, show that a statement is an opinion.*

- *Let's read the second sentence on page 109. Can this statement be proved?*
- *Now, let's look at the fifth sentence. Notice the word good. What clue does this give you about whether this sentence is a fact or opinion?*

**Understand Text Structure** Draw students' attention to the genre label. Tell students that this is informational text because it gives information to readers about new ways to grow food.

**Read Aloud** Have students turn to page 109. Direct students to take turns reading the paragraph on the page. At the end of each paragraph, have students share what was just read.

**Build Vocabulary** Help students recognize how to use the boldfaced words in the text that have definitions at the bottom of page 108.

**SAY:** *Think about counting all the people in a city. Now think about counting all the people in a country. Now think about counting all the people in the world. How can you talk about those numbers?*

**Antonyms** Explain to students that antonyms are words that have opposite meanings. Write the word *improve* on the board.

**SAY:** *Possible means "can be done." A word that means the opposite of possible is impossible. The words possible and impossible are antonyms. What else means the opposite of possible?*

## Before You Go On

Have students work in pairs. Ask each student to identify a reason that people might start a community garden. Then, have students make predictions about what steps might be involved in creating a community garden. Remind students to think about what steps in creating the garden might be a challenge.



Comprehension Check

**Identify Fact and Opinion** After students have read pages 110–111, discuss the facts the students have learned about starting a community garden.

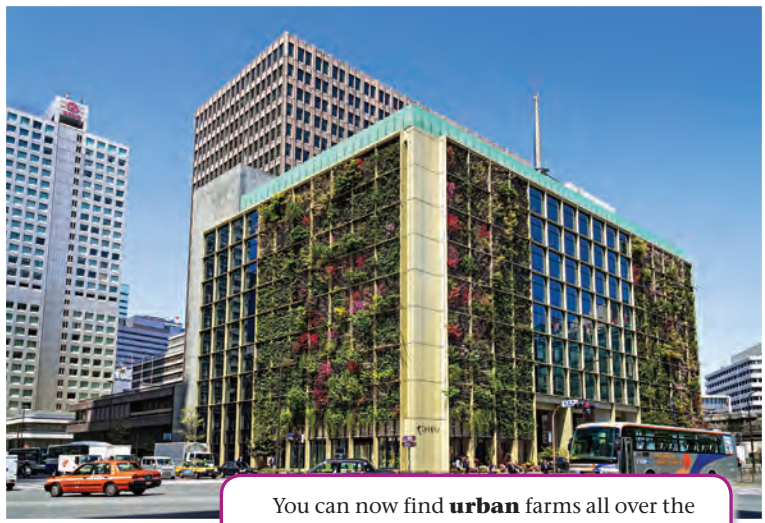
**SAY:** *A fact can be proved. An opinion is what a person thinks or believes.*

- *What are some facts from the selection?*
- *How do you know they are facts?*
- *What are some opinions from the selection?*
- *How do you know they are opinions?*

Use a Fact and Opinion Chart like the one below to record the facts and opinions in the selection. Be sure that students can say why a statement is a fact or opinion.

Fact	Opinion
The Pasona Farm in Tokyo, Japan, grows food inside and outside of an office building.	The Pasona Farm is a great idea.
At the Urban Farm de Schilde, there is food on the top of the building and a fish farm at the bottom.	The Urban Farm de Schilde is an amazing place.

At the Pasona Farm in Tokyo, Japan, food grows outside the building.



You can now find **urban** farms all over the world. Urban farms are places where people grow food together, but these “farms” are in big cities. Sometimes they are on a tall building or in a city park. The Pasona Farm in Tokyo, Japan, grows food inside an office building. They grow more than 200 kinds of vegetables, fruits, and rice. Some of the **plants** grow on the outside of the building. It looks strange, but it’s a great idea!

**urban** in a big city

Differentiated Instruction

<b>Beginning</b>	Give students an outline drawing of a building. Help students write the following labels in the correct locations: <i>top</i> , <i>bottom</i> , <i>inside</i> , and <i>outside</i> .
<b>Early Intermediate</b>	Have students draw a person performing one job in the garden, such as watering plants. Have students write a caption for their drawing.
<b>Intermediate</b>	Have students write a sentence about which garden in the city they would like to see and why.
<b>Early Advanced/Advanced</b>	Have students compare Pasona Farm and Urban Farm de Schilde. Have students write one way that they are alike. Have students write one way that they are different.

A large building in The Hague, Netherlands, was full of **empty** offices. Now the building is the home of the Urban Farm de Schilde. This farm grows food on top of the building, and there is a fish farm at the bottom of the building. The Urban Farm de Schilde is an amazing place. They grow 45 **tons** of vegetables and raise 19 tons of fish every year. They sell their fresh **produce** and fish to supermarkets and restaurants in their city.

empty	has nothing inside
ton	1,000 kilograms
produce	fruits and vegetables

A man checks vegetable plants at the Urban Farm de Schilde in the Netherlands.



## Before You Go On

What is the **outcome** of the farm in Netherlands?

READING 3

111

## Teach

**Prepositions** Tell students that some words show where something is located. Guide students to find the preposition *in* in the second sentence on page 110. Remind students that a preposition might tell where something is.

**SAY:** *Urban farms are places where people grow food together, but these "farms" are in big cities.*

Point out the word *in*. Ask, *Where are the farms?* Discuss that the preposition *in* begins the answer. Have students look for other prepositions as they continue to read the selection.

## Assess

**Visual Literacy: Photographs** Draw students' attention to the photographs on pages 110–111. Have volunteers find the sentences that go with the photographs. If that is too challenging, have them find words that go with the photographs, such as *outside* for page 110. Invite students to reflect on how photographs help them better understand the text.

**SAY:** *Photographs can help us understand the text.*

- *What do you see in the photographs?*
- *How do the photographs match the text?*

## Possible Responses

The photographs show the actual farms that are growing food in cities.

**SAY:** *The text describes these two urban farms.*

## Before You Go On

Have students work in pairs to describe why people are finding ways to grow fresh food in big cities. Help students understand why this is important.

**SAY:** *Fresh food needs to be sold quickly, so growing food in the city means fresh food does not have to travel far to the market.*



Comprehension Check

**Identify Fact and Opinion** Add the facts and opinions from pages 112–113 to the Fact and Opinion Chart you already started.

**SAY:** *Sometimes people use facts and opinions to encourage people to do something new. Let's look at the letter on page 113. Students want their school to start a community garden.*

- *What facts do the students use?*
- *What opinions do they give?*

Have the class complete a new Fact and Opinion Chart for the letter from the students.

Fact	Opinion
The garden will grow fruits and vegetables.	The garden will make the school stronger.
Students will get exercise as they work in the garden.	The garden will make the school more beautiful.

Remind students that facts can be proved, and opinions are what someone thinks or feels.

**ASK:** *How do you know if a statement is a fact or an opinion?*

**Context Clues** Say the term *produce* aloud. Reread the first paragraph on page 112 aloud as students close their eyes and imagine what *produce* could be. If students are struggling, draw their attention to the phrases “feed students” and “students like trying the food.” Invite students to share their ideas. Tell students that when a term is unfamiliar, they may guess its meaning by reading it in context.

FYI

**Grow a Bean Plant** What You Need: small plastic cup; two dried lima beans; soil; water

1. Fill the plastic cup halfway with soil.
2. Put two lima beans in the soil.
3. Cover with more soil.
4. Water the soil.
5. Place in a sunny spot and keep the soil moist.

Many schools around the world also have their own **gardens** and grow their own food. In school gardens, students learn about science while they grow vegetables and fruits. They also learn how to work together. The school then uses the produce to feed students in the school. Many students like trying the food that they grow!

Starting a farm or a garden is hard work, but it can also help many people. It can be fun, too! Does your school have a garden?



Students pick strawberries at a school garden in Denver, Colorado, U.S.A.

Fluency

**Activity 10** Form groups of three to four students. In a box or bag, place pieces of paper with the page numbers of the story “Fresh Food in Strange Places.” Model choosing one of the numbers and say, *I will read page 110.* The members of each group look at page 110 and listen as the full text is read. Then read the sentences one by one, having your group repeat. Have all of the groups take turns choosing a number and doing this activity.

**Activity 11** For instructions on this activity, go to page 128 of the Teacher’s Resource Book.



Dear Principal,

We would like to start a garden at our school. We want to grow all kinds of fruits and vegetables. We can eat some of the fresh food we grow, and we can also share it with people who do not have enough to eat.

In our garden, we will grow more than just plants. We will also grow friendships. Our garden will make our school stronger and more beautiful. It will make us healthier, too. We will have more fresh foods to eat, and we will get exercise as we work in our garden.

We would like to talk with you about our idea. We hope you like it!

Your students



64-66

## Think It Over

- 1. Recall** What are people doing around the world to grow fresh food?
- 2. Comprehend** What are some ways people can help others in their community?
- 3. Analyze** How can growing fresh food make people *interact*?

## Reading Strategy

### Fact and Opinion

- Find two statements in the reading that are facts.
- Find two statements that are opinions.

READING 3

113

## Reading Strategy

**Identify Fact and Opinion** Refer to the two Fact and Opinion Charts you made as a class as you discuss the questions in the Reading Strategy box.

## Think It Over

You may assign this activity as a class discussion, partner activity, or individual writing assignment.

## Answer Key

- People are growing more food in the cities. People turn buildings into farms.
- People can grow fresh food and share it with their community.
- Neighbors get to know each other better as they work together in a garden. They also can enjoy the good food they grow together. Friendly neighbors can make a community a better place to live.

## Make Connections: Writing Fluency

Have students close their eyes and visualize a garden. **Ask**, *What kinds of plants are in it? Is it a flower garden or a vegetable garden?* Have students write a short paragraph describing their garden.

# Learning Strategies

## Teaching Resources

- Workbook, p. 67
- GO 13: Word Web

For extra practice, use the various worksheets in your Digital Resources.

## Identify Fact and Opinion

Tell students the exercises on these pages will help them better understand and retain the content of the reading selection.

Students will learn how to tell if a statement is a fact or an opinion.

**SAY:** *A fact is something that can be proved. An opinion is an idea based on feelings or beliefs.*

- *Who can tell me a fact about our school? How could you prove that fact?*
- *If something is an opinion, you cannot prove it is true or false. Who can give me an opinion about our school? Could someone have the opposite opinion?*

### Practice

You may assign this activity as a class discussion, small group discussion, partner activity, or individual writing assignment.

### Answer Key

1. Fact
2. Fact
3. Opinion
4. Fact
5. Fact

## Reading 3

# Learning Strategies

## Identify Fact and Opinion

A **fact** is something that can be proved. An **opinion** is what someone thinks.

- Statements of facts are points that are true. They can be proven.
- Statements of opinion are points that someone makes based on what they believe.

### Practice

Tell whether the statements below are fact or opinion. Look carefully for clue words that help you decide. Remember that often an opinion is how someone feels, but can not be proven.

1. **Fresh** food is grown in a **garden**.
2. **Plants** can grow in many different types of places.
3. Everyone should have access to fresh food.
4. The garden must get sunlight. The sunlight helps the plants to grow.
5. Gardens must be watered on days it doesn't rain.



114 UNIT 2



## Common Core State Standards

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

The following standards apply to pages T114–T119.

**Teaching the standards:** W.3.3, W.3.4, W.3.5, W.3.10, L.3.1, L.3.1.d, L.3.1.e

**Practicing the standards:** RI.3.7, W.3.1, SL.3.1.c

Go to your **Digital Resources** for additional standards correlations.

## Linguistic Note

**Scarecrow** For students who also speak Spanish, the Spanish word for *scarecrow*, *espantapájaros*, is also a compound word, with *espantar* (to scare), *pájaros* (birds). Have pairs of students work together to answer the question: *What is the expected outcome from a scarecrow?*

## Use an Idea Web

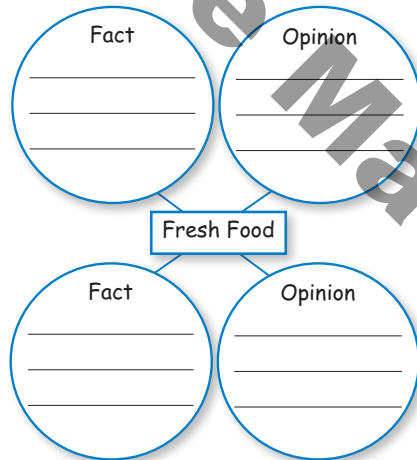
An Idea Web can help you see how different ideas in a story are connected.

### Practice



Reread *Fresh Food in Strange Places*. Copy the Idea Web in your notebook. Write down facts and opinions about strange places to grow food that you learned.

- Share your work with a partner.
- Discuss reasons why finding places to grow fresh food is a good idea.



### Apply

Summarize the selection. Use some of the key words as you speak.



### Extension

Think of a project you could start in your community, such as a community library, or a community recycling center. Write a letter inviting your neighbors to join your project. Display your letter in the classroom.



READING 3

115

## Use an Idea Web

Tell students that every day they will hear facts and opinions. Explain that they need to be able to tell the difference between facts and opinions. An Idea Web can help them see how the facts and opinions in a story are related.

### Practice

### Possible Responses:

#### Facts

1. Some people love gardens, but they do not have a place to put one.
2. Other people like to garden, but they do not want to work on a garden alone.

#### Opinions

1. Community gardens can help improve people's lives.
2. Gardens make neighborhoods look more beautiful.

Have students create a second Idea Web based on their own personal knowledge about gardens and gardening. They will be using prior knowledge to understand meanings in English.

### Apply

Tell students that summarizing helps readers organize their thoughts about what they read. Have students do the activity with a partner.

### Extension

Have students work in pairs or small groups to brainstorm ideas for a community project. Then have them work individually on their letters. They can refer to the letter on page 113, if they need support. Have students share their letters.



## Teaching Resources

- Workbook, p. 68

For extra practice, use the various worksheets in your Digital Resources.

## Simple Past: Be Verbs

Help students understand that the simple past of *be* is used to talk about events that started and finished in the past.

Call on students to read the text and charts on page 116 aloud. As they do, explain the text section by section.

**SAY:** *We can use was and were to talk about events that started and finished in the past.*

Write these sentences on the board: *Mari was in my class last year.* and *Hugo and Laura were in my class, too.*

**SAY:** *The simple past verb was is used with the same subjects as am or is. The simple past verb were is used with the same subjects as are.*

Write *am*, *is*, and *are* on the board. Have students read the chart on page 116 and elicit the simple past forms (*was*, *were*).

Write these sentences on the board: *Mr. Adams was my teacher last year.* and *Mr. Shea was not my teacher.*

**SAY:** *To make negative sentences in the simple past, we add not after the be verb. We can also use the contractions wasn't and weren't.*

Review the chart on page 116 that shows how to make negative simple past sentences. Work with students to make the following sentences negative.

*He was in my gym class.*

*They were in my math class.*

**SAY:** *When we want to ask a question, we put the simple past be verb before the subject.*

Write the following sentences on the board: *He was hungry.* and *They were friends.* Have volunteers change the sentences into questions and say them.

## Reading 3

## Grammar

### Simple Past: Be Verbs

Use the **simple past** of *be* to talk about events that started and finished in the past.

The **soil** **is** ready. → The soil **was** ready yesterday.  
They **are** neighbors. → They **were** neighbors last year.

Simple past *be* verbs must agree with the subject.

Subject	Past
I	<b>was</b>
He/She/It	<b>was</b>
You/They/We	<b>were</b>

You can use **contractions** of *be* verbs in negative sentences.

Our **garden** **wasn't** big.  
The chores **weren't** easy.      was not → **wasn't**  
were not → **weren't**

To ask questions, put the **be** verbs before the **subject**.

**Was** the **work** hard?  
Yes, it was. / No, it wasn't.  
**Were** the **seeds** fresh?  
Yes, they were. / No, they weren't.

116 UNIT 2

### Differentiated Instruction

<b>Beginning</b>	Play or hum some music very softly. Say: <i>The music is quiet.</i> Write the sentence on the board and underline <i>is</i> . Then, play or hum the music more loudly and say: <i>The music was quiet.</i> Write the sentence on the board and underline <i>was</i> . Repeat with other examples.
<b>Early Intermediate</b>	Show a picture of a girl. Have students repeat the sentence: <i>She is a girl.</i> Then, show students a picture of a baby, and have students repeat the sentence: <i>She was a baby.</i> Repeat with other pictures.
<b>Intermediate</b>	Have one partner write a sentence using a <i>be</i> verb in the present. The other partner will write the same sentence in the simple past.
<b>Early Advanced/Advanced</b>	Have students draw a picture of something they did last year. Then have them write a few sentences about the picture, using the simple past verbs <i>was</i> and <i>were</i> .

**Practice A**

Go back to *Fresh Food in Strange Places* and circle the past form of the *be* verb.

**Practice B**

Rewrite each sentence in your notebook using the simple past form of the *be* verb and the words in parentheses.

- My classmates are at the park. (yesterday)  
My classmates were at the park yesterday.
- I am tired. (last night)  
\_\_\_\_\_
- Are you at the library? (two hours ago)  
\_\_\_\_\_
- He is a gardener. (at his last job)  
\_\_\_\_\_
- We are very busy today. (last week)  
\_\_\_\_\_

**Apply**

Work with a partner. Ask and answer questions about the school you went to last year. Use simple past *be* verbs in your answers.

Example: A: Who was your teacher?

B: My teacher was Ms. Garcia.

- Who were some of your friends?
- What was your favorite subject?

**Practice A**

Have students complete the Practice A activity. When they are finished, check that they have circled all of the verbs correctly. Discuss any sentences that students find difficult.

**Answer Key**

were, was

**Practice B**

Have students complete the activity independently. Check that they have completed their sentences correctly.

**Answer Key**

- I was tired last night.
- Were you at the library two hours ago?
- He was a gardener at his last job.
- We were very busy last week.

**Grammar Check**

Read the statement in the Grammar Check box. If students cannot write a sentence readily, have them review page 116, then read the statement again.

**Apply**

These questions will give students practice speaking using a variety of grammatical structures with increasing accuracy and ease as more English is acquired.

Before students begin, model the activity with a student or call on a pair of students to model for the class. Then ask students to work with a partner to complete the exercise. Encourage students to monitor their oral language production and use self-corrective techniques. Walk around to monitor and help as students work. Check by calling on pairs to stand and model a conversation.

**Grammar Check**

Write a question using a simple past *be* verb.

READING 3

117

# Writing

## Teaching Resources

- Workbook, pp. 69–70
- GO 12: 3-Column Chart
- Assessment, pp. 49–52

For extra practice, use the various worksheets in your Digital Resources.

## Write a Journal Entry about Your Day

Tell students that a journal, also called a diary, is a record of a person's thoughts, feelings, and experiences. Explain that many people write their journals by hand in a notebook, but you can also keep a journal on a computer.

Ask students if any of them keep journals. Among those who do, ask volunteers to share the types of topics that they write about.

**SAY:** *Journal entries describe things that happen and what you think or feel about them. For example, you might write about learning to ride a bike. You would tell how at first you wobbled, but soon you were riding fast. You might describe how you felt—excited and a little nervous.*

Read aloud the Writing Prompt to students. Brainstorm ideas together.

## Prewrite

Read the student-written journal entry on page 119. Then direct students to look at the three-column chart. Point out that for each fact, or thing that happened, the student listed a detail that uses one of the five senses and an emotion. Tell students that sensory details and emotions make the journal entry more interesting.

Have students write the answers to the questions under Prewrite in their notebooks. Then work with students to complete the graphic organizer.

## Draft

Before students begin, remind them to refer to their graphic organizers as they write. Tell them that the draft stage is for getting their ideas down on paper. A draft does not have to be perfect. Later, they will fix their writing. Go over the bulleted steps in the Draft section.

## Reading 3

## Writing

### Write a Journal Entry about Your Day

A journal entry is another type of narrative essay.

#### Writing Prompt

Write a paragraph telling about something that happened to you. Say how you felt. Be sure to use the simple past of be correctly.

#### 1 Prewrite

Think about a day in the past. What did you do? Who did you see? List everything in a Three-Column Chart.

A student named Emily listed her ideas like this:

FACTS	SENSORY DETAILS	EMOTIONS
My teacher put a test on my desk.	→ My brain was frozen.	→ I was nervous.
My teacher asked, "Are you OK?"	→ I couldn't move.	→ I was scared.
My teacher smiled.	→ My body relaxed.	→ I felt better.

#### 2 Draft

Use your Three-Column Chart to help you write a first draft.

- Keep in mind your purpose—to write a journal entry.
- Write about how you felt and what you remember.

118 UNIT 2

### Differentiated Instruction

<b>Beginning</b>	Write the events from the student model out of order. Have students write the events in the correct order in which they happen.
<b>Early Intermediate</b>	Have students work in pairs to make sure that they use correct punctuation for quotations in their journal entries.
<b>Intermediate</b>	Review sensory details. Have students revise their journal entries using at least two sensory details.
<b>Early Advanced/Advanced</b>	Have students create an audio journal entry by recording themselves talking about their day. Have them listen to the recordings and note details they might use to write a journal entry.



## 3 Revise

Reread your draft. Look for places where it needs improvement. Use the Writing Checklist to help you find problems. Then revise your draft.

## 4 Edit

Check your work for errors. Use the Peer Review Checklist on page 402.

## 5 Publish

Make a clean copy of your final draft. Share it with the class. Save your work. You will need it for the Writing Workshop.

Here is Emily's journal entry:

Wednesday, January 15th

I wasn't in school yesterday. This morning, my teacher put a math test on my desk. Suddenly I was nervous. I couldn't think. My brain was frozen. My teacher asked, "Are you OK?" But I couldn't move. I was scared. Then my teacher smiled. She said, "You weren't here yesterday. Don't worry. I'll help you." After that, my whole body relaxed. I felt much better.

### Writing Checklist

- ✓ **Ideas**  
I included the events in the correct order.  
I expressed my ideas clearly.
- ✓ **Voice**  
I wrote about how I felt.
- ✓ **Conventions**  
I used verbs in the simple past tense correctly.  
I used punctuation and quotation marks correctly.



READING 3

119

## Revise

Ask students to look at their drafts and make changes in organization, content, or wording.

## Writing Checklist

Refer students to the Writing Checklist and explain that students should answer each of these questions about their own writing. Using the checklist will help them to step back from their writer's role and look at their work through the eyes of a reader. Read aloud the Writing Checklist with students, and go over each entry with additional questions.

Have students look at their own drafts and make changes in content or wording. Ask students to go over their first draft and make improvements using the checklist.

## Edit

Explain that the edit stage is an important step in revising their final draft. They should read through their work and try to identify any errors in grammar, usage, mechanics, or spelling. Remind students to use the editing and proofreading marks on page 401.

**Peer Review Checklist** Have students complete the peer review checklist on page 402 and give feedback to their partner. Then have students go over their final draft and make improvements based on their partner's feedback.

## Publish

Have students look at their final drafts, and discuss their options for publishing. Have students put their final drafts in their writing portfolios.

# Put It All Together

## Teaching Resources

- Workbook, pp. 71–72

For extra practice, use the various worksheets in your Digital Resources.

## Apply and Extend

### Link the Readings

**Evidence of Understanding** Use the following activities to help further assess students' understanding of the unit themes. Have students work in pairs to complete the chart.

### Answer Key

*The Rabbit and the Lion* Literature

*The Contest* Literature, Competition

*Fresh Food in Strange Places* Informational text, Working together

**Listening Skills** Read the information in the Listening Skills box aloud. Encourage students to actively monitor their understanding of spoken language during classroom instruction and interactions.

### Discussion

Lead students as they talk about the Discussion questions. Encourage students to speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution.

### Answer Key

1. The surprise at the end of the story is that Rabbit declares himself king of the forest.
2. Rabbit and the Sun are both assumed to be weaker but prevail over the stronger opponent in the end of the stories.
3. The benefits of neighbors working together to grow a community garden are better health; enjoying fresh vegetables, fresh air, and good exercise; making friends; and making the neighborhood more beautiful.

## Put It All Together

## Apply and Extend

### Link the Readings

Read the words in the top row.

- For *The Rabbit and the Lion*, put an X under the words that remind you of the text.
- Repeat the same activity for the other readings.

	Informational text	Literature	Working together	Competition
The Rabbit and the Lion				
The Contest				
Fresh Food in Strange Places				

### Discussion

1. In *The Rabbit and the Lion*, what is surprising about the **outcome** of the story?
2. Compare and contrast Rabbit with the Sun. How do their **attitudes** help them meet their challenges?
3. What are the rewards of working in a community garden?



All of us have challenges at times. How can people meet challenges?

### Listening Skills

Take notes as you listen. Use your notes to ask questions.

120 UNIT 2



## Common Core State Standards

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




The following standards apply to pages T120–T129.

**Teaching the standards:** RL.3.9, RI.3.9, RF.3.4, RF.3.4.a, RF.3.4.b, W.3.1, W.3.3, W.3.3.a, W.3.3.b, W.3.4, W.3.5, W.3.10, L.3.2, L.3.3, SL.3.1, SL.3.4, SL.3.6  
**Practicing the standards:** RL.3.10, RI.3.9, RI.3.10, RF.3.4.c, SL.3.2, L.2.1.f, L.3.2.f

Go to your **Digital Resources** for additional standards correlations.

## Projects

Your teacher will help you choose one of these projects.

Written 	Oral 	Visual/Active 
<b>Email</b> Write an email to a friend or relative. Tell that person about a problem you faced and how you solved the problem.	<b>Talk and Help</b> Give an informal talk to children in first grade. Tell them about challenges you had when you were little and how you met them.	<b>What If Book</b> Create a picture book. Show ways to solve problems. For example, show a boy raising his hand to ask a question.
<b>T-Chart</b> Create a T-Chart for the selections in this unit. Use <b>Problem</b> and <b>Solution</b> as the headings.	<b>Act It Out</b> Work with a partner. Think of a problem to solve. Act out a scene about the problem, and then show the solution.	<b>Matching Game</b> Write a problem on five cards. Write a solution on five other cards. Have a partner try to match them.



UNIT 2

121

## Projects

Help students read and select an appropriate project for their interest and ability.

### Email

Brainstorm problems students can write about, such as forgetting their homework.

### T-Chart

Have students work in small groups. Encourage students to refer to the illustrations and text to recall the information.

### Talk and Help

Help students prepare for the presentation by brainstorming problems they may have faced in first grade. Encourage them to write notes on index cards for reference.

### Act It Out

Have students work in small groups. Encourage them to discuss the scene and practice it several times before performing in front of the class.

### What If Book

Brainstorm possible titles and/or topics. Encourage students to talk to a partner to discuss the content before writing the book.

### Matching Game

Encourage students to add more cards to make the game more challenging.

**Self-Evaluation Questions** Write the following Self-Evaluation questions on the board. Have students answer the questions in their notebooks. Then have them share their responses in pairs or with the class.

- *You read about people who solve problems. How can this help you solve your own problems?*
- *What did you like about this unit?*
- *What are you most proud of? Why?*



## Teaching Resources

- Audio

For extra practice, use the various worksheets in your Digital Resources.

## Perform a Skit

Begin by asking students if they have ever seen a skit or a play. Explain that watching a skit can bring a story to life and help them to understand the story better. Read the example on page 122. Explain that the character name is on the left side, and the words they speak are on the right side. Have students tell you how many characters are in the example.

## Prepare

Have students review the readings they might like to act out as a skit. Help them decide which students will play different characters in the play. Allow them time to write the scene in the form of a play. Help them to gather the props they will need for the performance.

## Useful Language

Point out and read the Useful Language sentences and phrases to students. Encourage them to use these as they prepare their scenes.

## Practice

As students practice their skit, remind them that they are using their spoken language skills in a formal presentation. However, they can make the characters in the play use informal language and communicate with single words or short phrases.

**SAY:** *You will act out your play in front of other people. They will be able to listen to all of you tell the story together in an interesting way. Have fun with the skit. Think about how the characters in the story would act.*

## Put It All Together

## Listening and Speaking Workshop


### Perform a Skit

You are going to write and perform a skit. Then you will listen as your classmates perform a skit, too.

#### 1 Prepare

- Find two partners. Choose a scene from one of the readings. Then act it out as a skit.
- Study your scene and decide where it begins and ends. Who is going to play each part? Now write your skit. Discuss and find props to use in your skit. As you work together, listen to each other's ideas and work cooperatively.

#### Useful Language

 Listen and Repeat.  
We want to show you our skit.  
Can you watch our skit, please?  
Our skit is about . . . .  
Ready?  
So . . . what do you think?  
Did you like it?  
Thank you!

	The Contest
North Wind:	Sun, who is stronger, you or I? We will have a contest.
Sun:	What kind?
North Wind:	Make that woman take off her hat.
Sun:	You go first.
Woman:	Oh, it's windy!

122 UNIT 2

## Differentiated Instruction

<b>Beginning</b>	After students have gathered the props they will use in their skit, help them to name each item. Point to each prop and ask students to name it. Guide them if they have trouble with any of the English words.
<b>Early Intermediate</b>	Ask students to explain in their own words what scene they will be acting out and what the scene is about. Then have them describe something about the character they will be playing.
<b>Intermediate</b>	Have students choose a skit they viewed by other students. Have them give each performer in the skit positive feedback on the part they performed.
<b>Early Advanced/Advanced</b>	Ask students to talk about an original skit that they would like to write. Have them explain what their skit would be about and why they chose that topic. As a bonus, invite students to write a rough draft of their skit.

## 2 Practice

Practice your skit with your props. Act it out in front of your family or friends. If possible, record your skit. Then listen to it. How do you and your partners sound? Record it again and try to improve.

## 3 Present

As you speak, do the following:

- Don't be nervous. Have fun.
- Don't read your skit—act it out.
- Pay attention to your partners, so you know when to say your lines.

As you listen, do the following:

- Watch the actions of the actors.
- Pay close attention. Your teacher will ask you questions after the skit.

## 4 Evaluate

After you speak, answer these questions:

- ✓ Did you act out your skit?
- ✓ Did you use props?

After you listen, answer these questions:

- ✓ Did you watch the actions of the actors?
- ✓ How did the actions help you understand?
- ✓ Was the skit formal or informal?



### Speaking Skills

Skits can be about formal or informal situations. Use formal or informal language based on the story.

### Listening Skills

Listen carefully for the situation and events of the skit. This will help you understand it better.

## Present

Read the instructions aloud. Demonstrate how it sounds to speak clearly and slowly. Remind students to speak loudly when they are performing the skit. Remind them that they must be loud enough for the people in the back of the classroom to hear them. If students are holding papers to read from, remind them to keep their heads up and look at the audience whenever possible. Emphasize the importance of listening both when you are performing your skit and while watching others.

## Speaking Skills

Remind students what the difference is between formal and informal English. Encourage a discussion about which form is better to use for these skits.

## Listening Skills

Tell students to use good manners when watching other students perform their skits. Remind them to sit quietly and not distract the actors during their performances. Remind them to respond politely and applaud when the performance is over.

## Evaluate

Have students use their checklist to evaluate whether they performed the skit well and were courteous to others as they performed. Provide students time to ask questions that may help them understand the language and the stories better.

# Writing Workshop

## Teaching Resources

- Workbook, pp. 73–74
- GO 04: Sequence of Events Chart

For extra practice, use the various worksheets in your Digital Resources.

## Write a Story

In this workshop, students will review what a narrative essay is and write a story. To do this, they will again apply each of the steps of the writing process. Remind students that they have been preparing to write a story throughout the unit by writing a plot summary, retelling a familiar story, and writing a journal entry.

Read the Writing Prompt aloud to students. Review the example on page 125.

### Prewrite

Point out the details in Gabriel’s story that make it exciting: he describes how he was scared, he provides details, such as holding his pirate sword, and he gives the story a surprise ending.

Tell students that they are going to use a graphic organizer to plan what happens in their story. Have students create a Sequence of Events Chart like the one on page 124 in their notebooks. Direct students to list the events from the beginning, middle, and end of their story in the organizer.

### Draft

Explain to students that a draft is just getting their ideas down on paper. A draft does not need to be perfect. Read aloud the bulleted reminders in the Draft section. Encourage students to write their draft using a variety of sentence patterns to add interest to their essay.

## Put It All Together

# Writing Workshop

## Write a Story

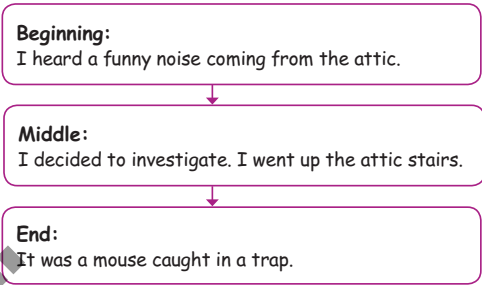
### Writing Prompt

Write a story. Include everything that happened and how you felt. List the main details in a graphic organizer.

### 1 Prewrite

Review the writing you have done in this unit. Now choose something that happened to you to write about. Include vivid details. List what happened in a graphic organizer.

A student named Gabriel listed his ideas like this:



### 2 Draft

Use your chart to help you write a first draft.

- Keep in mind your purpose—to tell a story.
- Include what happened and how you felt.

124 UNIT 2

## Differentiated Instruction

<b>Beginning</b>	Have students draw pictures to tell their stories. Have them label their pictures with words that describe the event.
<b>Early Intermediate</b>	Have students work in pairs and tell their stories to their partners orally.
<b>Intermediate</b>	Have students use Gabriel’s essay as a guide to write a story that happened in their home. Encourage them to copy sentences from the essay, changing words as necessary to tell their story.
<b>Early Advanced/Advanced</b>	Ask students to read their stories aloud to help them find sentences that read poorly. Encourage them to try different sentence lengths and patterns to make their essays read more smoothly.



## 3 Revise

Read your draft.  
Look for places  
where the writing  
needs improvement.  
Use the Writing  
Checklist to help you  
find problems. Then  
revise your draft.  
Here is how Gabriel  
revised his essay:

### Six Traits of Writing Checklist

- |   |   |
|---|---|
| ✓ <b>Ideas</b><br>Does my story<br>include vivid details?                       | ✓ <b>Word Choice</b><br>Did I use specific<br>words?                    |
| ✓ <b>Organization</b><br>Does my story have<br>a beginning, middle,<br>and end? | ✓ <b>Sentence Fluency</b><br>Did I use different<br>kinds of sentences? |
| ✓ <b>Voice</b><br>Does my language<br>express my feelings?                      | ✓ <b>Conventions</b><br>Do pronouns agree<br>with their subjects?       |

Gabriel Velazquez		
The Noise in the Attic		
One morning last winter I was lying in bed. It was still dark. I was almost asleep.		
Suddenly, I heard something over my head. It was coming from the attic. It sounded like something being		
dragged <del>dragged</del>	Revised to correct spelling error.	
across the floor. I decided to investigate.		
I took my plastic pirate sword for protection. I slowly		
walked <del>walk</del>	Revised to create verb tense.	
up the stairs. I was cold and afraid. Everything was quiet, but I could still hear the dragging noise. Slowly,		
I opened the door and looked around	Revised to make the meaning clearer.	
the door. ^		
It was a mouse caught by his tail! I let him go outside.		
I felt very brave!		

## Revise

Point out that the revising step focuses on improving the content and wording of a draft. It is not the same thing as editing. This step of the writing process is the time to make sure that their essay is clearly organized, includes vivid details, and that ideas are presented logically.

Have students notice the kinds of changes Gabriel made to his first draft. Ask if students can suggest any further improvements to Gabriel's essay. You may decide to choose one edit in Gabriel's essay for more detailed analysis with your students.

## Six Traits of Writing Checklist

Refer to the Six Traits of Writing Checklist and explain that students should answer each of these questions about their own writing. Using the checklist will help them to step back from their writer's role and look at their work through the eyes of a reader. Read aloud the Six Traits of Writing Checklist with students, and go over each entry with additional questions.

Ask students to look at their own drafts and make changes in organization, content, or wording.

# Writing Workshop

## Edit

Explain that the edit stage is an important step in revising their final draft. They should read through their work and try to identify any errors in grammar, usage, mechanics, or spelling. If possible, pair English learners with English-proficient students. Remind students to use the editing and proofreading marks on page 401.

## Peer Review Checklist

Explain that reading each other's essays will help students to improve their editing skills. The checklist will help them to give constructive feedback to each other. Remind them to give positive comments as well as suggestions for improvement. Ask students to exchange essays with a partner. Allow a few minutes for students to read their partner's essay. Have students complete the peer review checklist and give feedback to their partner. Then have students go over their final draft and make improvements based on their partner's feedback. Keep dictionaries nearby to check spelling.

## Publish

Have students look at their final drafts, and discuss their options for publishing. Have students put their final drafts in their writing portfolios.

## Spelling Tip

Read the Spelling Tip to the class. Have students brainstorm a list of verbs that end in a CVC pattern. Have them write the plain form of each verb and its past tense on the board.

### Put It All Together

#### 4 Edit

Check your work for errors. Trade papers with a partner to get feedback. Use the Peer Review Checklist.

#### 5 Publish

Make a clean copy of your final draft. Share it with the class.



73-74

#### Peer Review Checklist

- ✓ The events are clear and in an order that makes sense.
- ✓ The writing is interesting and engaging.
- ✓ The subjects and verbs agree.

#### Spelling Tip

In a one-syllable word, if the word ends in a CVC pattern, double the consonant before you add -ed (drag → dragged).



126 UNIT 2

## Fluency

Listen to the sentences. Pay attention to the groups of words. Read aloud.

1. A small, smart rabbit can trick a big, strong lion.
2. Everyone can use their strengths to do a good job.
3. If we work together, we can create a beautiful garden.

Work in pairs. Take turns reading aloud the passage below for one minute. Count the number of words you read.

*The Contest* tells about a competition between the North Wind and the Sun. They see a woman wearing a hat. The North Wind says she will make the lady take off her hat. She blows very hard but the woman holds on to her hat. Then the Sun tries. The Sun grows hotter and brighter. The woman is hot, so she takes off her hat. The North Wind says the Sun is stronger. The Sun says they do their job.

10  
23  
37  
51  
63  
76  
80

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.



UNIT 2

127

## Teaching Resources

- Workbook, pp. 75–76
- Assessment, pp. 113–121

For extra practice, use the various worksheets in your Digital Resources.

Tell students that in this lesson, they will take turns reading a short selection aloud with a partner.

**Phrasing and Chunking Text** Discuss with students what skillful readers do as they read aloud. Fluent readers do not read word for word or one word after another all in the same way. Instead, they focus on meaningful groups of words called phrases, or “chunks.” Write *The Sun turned his face to Earth* on the board. First, read the sentence aloud in a robot-like way with equal emphasis given to each word and no natural pauses between groupings. Next, read the sentence with appropriate phrasing and pausing: *The Sun • turned his face • to Earth*. As you do so, underline the chunks. Have students repeat the sentence.

**Listen** Play the audio and have students listen to the sentences. Have students 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 the words read. Then the partners reverse roles. Have each student write down the number of words read.

**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. Second, have pairs identify probable phrases (chunks) in each of the sentences in the text. Confirm or correct their phrasing. Finally, invite students to read the complete text aloud again and count the number of words they read.



# Test Preparation

## Teaching Resources

- Workbook, pp. 77–78
- For extra practice, use the various worksheets in your Digital Resources.

## Taking Tests

Ask the class to think about the different kinds of tests they take. Remind students that every test has its own format and purpose. Explain that in this lesson, they will explore strategies and tips for questions with pictures and questions with reading selections.

## Coaching Corner

- Draw students’ attention to the reading selection and corresponding items on page 129. Discuss the benefits of previewing the questions before reading the selection. Explain to students that reading the questions first will help keep the questions fresh in their minds as they read the passage. Already having an idea of the information they’re looking for in the selection will help them when trying to choose the best answer.
- Tell students that when questions accompany a reading selection, they should check their answers by rereading the selection to make sure there is evidence to support their answer.

# Test Preparation

## Taking Tests

You will often take tests that help show what you know. Follow these tips to improve your test-taking skills.

### Coaching Corner

#### Answering Test Questions

- When answering a multiple-choice question, watch out for answer choices that are similar to the correct answer. Think hard about what the question is asking and choose the *best* answer.
- Before you read a selection, preview the questions that go with the selection. Reading the questions first will help you think about the information you need while you read the selection. After you finish reading the selection, read the questions again to help you choose the best answer.
- Before you answer a question based on a picture, read the question carefully. Be sure you understand what the question is asking. Study every part of the picture closely before you choose an answer.



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### Differentiated Instruction

Beginning	Have students work in cooperative groups with some intermediate and advanced students to read the passage and answer the questions.
Early Intermediate	Have students work with a partner to read the passage and answer the questions.
Intermediate	Have students work individually to read the passage and answer the questions. Then have them compare their answers with a partner.
Early Advanced/Advanced	Assign students to help classmates who are not as proficient in English. Ask them to also share their test-taking strategies.

## Practice

Read the selection. Study the tips in the Coaching Corner. Then answer the questions.

### Prickly Pears

The desert can be a challenging place to live. But the prickly pear cactus is a tough plant! Although the desert only gets a few inches of rain each year, prickly pears can grow to be up to 10 feet tall. Prickly pears have special leaves that store water to keep them healthy in very hot and dry weather. These plants are also covered with sharp, yellow spines to protect them from predators.

- 1 Which part of a prickly pear cactus helps protect it from animals?

A leaves  
B pears  
C water  
D spines

- 2 Which of the following sentences is an opinion?

F The prickly pear cactus is a tough plant!  
G Prickly pears can grow to be 10 feet tall.  
H Prickly pears have special leaves that store water.  
J These plants are covered with sharp, yellow spines.

#### Tips

- ✓ Be careful. All of the answer choices are words from the selection. Only one is correct.
- ✓ Remember that a fact is always true. An opinion is what someone thinks, but it may not be true.

UNIT 2

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## Practice

### Using the Strategies

- Read the passage aloud with students. Ask students to identify and discuss the kinds of challenges the prickly pear cactus faces. Participating in shared reading and responding to questions helps students demonstrate their reading comprehension.
- Read item 1 as a group and discuss each answer choice, finding where the word is used in the selection. Discuss how the strategy of visualizing the prickly pear cactus might help them answer the question.
- Explain that questions such as item 1 focus on details within the reading passage. Discuss the concept of distinguishing between main idea and details, and then have them locate other supporting details in the paragraph. Students will demonstrate English comprehension by employing the basic reading skill of distinguishing main ideas from details.
- Before students answer item 2, review the difference between a fact and an opinion. Explain that descriptive words like *tough* are often a clue that a statement is an opinion.

**ASK:** *Can you give an example of a fact from the reading selection?*

Discuss any student responses.

### Answer Key

1. D 2. F