

Teaching Resources

Unit Resources

- Reader+
- Posters, Unit 3
- Video, Unit 3
- Audio, Unit 3
- Teacher's Resource Book, pp. 26–37, p. 91
- Assessment, pp. 123–131



Selection Resources

- Audio, Unit 3
- Teacher's Resource Book, p. 99
- Workbook, pp. 79–116
- GO 1: Main Idea and Details Chart
- GO 4: Sequence of Events Chart
- GO 5: K-W-L Chart
- GO 6: 5 W Chart
- GO 8: Cause and Effect Chart
- GO 9: T-Chart
- Assessment, pp. 11–18, 53–64


Materials

- Construction Paper
- Markers
- Magazines
- Glue
- Scissors

Unit Preview

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Unit Opener	 How has technology made our lives easier?	130
Build Unit Vocabulary	What do you know about technology?	132
Build Unit Background	Kids' Stories from around the World	134
 Common Core State Standards	RI.5.3, RI.5.4, RI.5.4.c, RI.5.6, RF.5.4.c, SL.5.1, SL.5.1.c, SL.5.1.d, L.5.4, L.5.4.a, L.5.4.c, L.5.6	

Reading 1

Informational Text/ Science <i>Six Amazing Inventions</i>		
Pacing	7–8 days	Page
Prepare to Read	Key Words: fuel, flashlight, device, electricity, software	136
	Academic Words: infer, initially, construct	138
	Phonics: R-Controlled Vowels: <i>ar, or, ore</i>	139
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Assessment	Reading 1 Test	
Technology	Digital Resources for Reader+, EXAMVIEW™ and more	

Reading 2

Literature/Short Story *A Robot's Smile*

7–8 days Page

Key Words: sighed, program, emotions, features, adjustable, residents

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Academic Words: circumstances, capable, function

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Phonics: Consonant Digraphs: *ch, sh, and th*

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A Robot's Smile

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More About the Big Question

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Reading Strategy: Identify Main Idea and Details

Main Idea and Details Graphic Organizer: Main Idea and Details Chart

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Nouns

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Write a Persuasive Article

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L.5.1, L.5.2, L.5.2.e, L.5.3, L.5.4, L.5.4.a, L.5.6, RF.5.3, RF.5.3.a, RF.5.4.c, RI.5.2, RI.5.3, RI.5.4, RI.5.10, W.5.1, W.5.1.a, W.5.1.b, W.5.4, W.5.5, W.5.10, SL.5.1, SL.5.1.c, SL.5.1.d

Reading 2 Test

Digital Resources for Reader+, EXAMVIEW™ and more

Reading 3

Informational Text/ Social Studies *Our Digital Lives*

7–8 days Page

Key Words: pocket, timeline, bar graph, headphones, download, coach

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Academic Words: element, issue, contact

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Word Study: Synonyms and Antonyms

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Our Digital Lives

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More About the Big Question

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Reading Strategy: Use Prior Knowledge

Use Prior Knowledge Graphic Organizer: K-W-L Chart

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Compound Sentences

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Write a Persuasive Poster






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Reading 3 Test

Digital Resources for Reader+, EXAMVIEW™ and more

Put It All Together

Pacing	3–4 days	Page
Apply and Extend	 How do people come up with new inventions? Projects:  Biography, Letter  Skit, Presentation  Collage, Brochure	184
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 Common Core State Standards	L.5.1, L.5.2, L.5.3, RF.5.4, RF.5.4.a, RF.5.4.b, RF.5.4.c, RI.5.9, RI.5.10, RL.5.10, SL.5.1, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.6, W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d, W.5.4, W.5.5, W.5.7, W.5.8, W.5.10	
Assessment	Unit 3 Test	
Technology	Digital Resources for Reader+, EXAMVIEW™ and more	

Technology in Today's World

Teaching Resources

- Teacher's Resource Book, p. 91
- 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 technology in today's world. 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.

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 these preview questions:

- If you had to do research in the past, where did you find the information? **in the library**
- How do 3D printers work? **They work like a normal printer, except they make solid, 3D objects.**
- How is watching TV today different from in the past? **Today, we can watch any show we want to whenever we want. In the past, we had to know what time a show was on to watch it.**

? The Big Question

SAY: *The Big Question is How has technology made our lives easier? You use technology in many ways in your lives.*

- *How do you use technology each day? Do you think technology has made your life easier?*
- *What technology do you use the most?*

Unit 3

Technology in Today's World

Technology has made life convenient and comfortable. It has created many challenges, too.

Reading 1 Science



Six Amazing Inventions

Reading 2 Literature



A Robot's Smile

Reading 3 Social Studies



Our Digital Lives

130 UNIT 3

EL Insights

Selecting Texts As you select texts for students to summarize, look for written material that is clear and well organized. It helps students if the text contains a title, headings, and straightforward topic sentences. The visual elements should be logical and enhance understanding of the text.

Fluency

Activity 1 Point to the unit title. **SAY:** *Technology in today's world has made life easier. It can also be challenging.* Repeat and have students repeat in chorus, two to four times. Write the sentences on the board. Have students read as you repeat. Remind students how to chunk words together. Repeat again, pointing out the chunks. Have students repeat.





THE
Big
QUESTION

How has technology made our lives easier?

Listening and Speaking

You will talk about how technology keeps you connected to your friends. In the Listening and Speaking Workshop, you will give a speech.

Writing

You will practice persuasive writing. In the Writing Workshop, you will write a persuasive essay.

Quick Write

What do you know about everyday technology? Write down three ways technology has made life easier and more convenient.

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](#).

UNIT 3131

Have students fill out a Predictions Chart and use their prior knowledge of technology and its uses.

What I Predict	What Happens
Inventors create amazing inventions that help others.	People use these inventions to make life easier.
People use technology to stay connected with others.	
Cell phones continue to change.	

Visual Literacy
Graphic Organizer Introduce the Big Question Unit 3 Worksheet and use it throughout the unit to help students connect the readings to the Big Question.

Quick Write _____
Have students look at the photographs on pp. 130–131 and write three ways technology has made life easier and more convenient.

- Possible Responses:**
- Computers are used to do research.
 - Robots can be programmed to work in factories.
 - Drones can deliver goods to customers.

Video Extension Have students watch the video again to reinforce concepts and any new vocabulary. Ask further comprehension questions, such as the following:

- What examples of technology does the video show that have made our everyday lives easier at home? *the telephone and dishwasher*
- Some experts believe we will wear glasses all the time in the future. Why? *The glasses will tell us everything we need to know.*
- How will watching TV be different in the future? *TV shows will be based in virtual reality, and we will be able to interact with our favorite characters.*

Build Unit Vocabulary

Teaching Resources

- Audio

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

What do you know about technology?

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

Help students identify terms about different aspects of technology.

Words to Know

Read aloud each of the terms in the Words to Know section and have students repeat the terms as they point to the correct picture. To reinforce, have students listen to the audio and say the words.

Practice

Read the directions aloud to students. Have students work in pairs to complete the activity. Have students add the terms to their personal dictionary.

Write

Direct students' attention to the Write section. Before they write their response in their notebooks, have them discuss prior knowledge of technology.

Make Connections

Read the captions aloud and have the class repeat them as they examine the pictures. Explain:

stay connected We use the internet to stay connected with our friends and family.

take breaks Using a tablet or phone can hurt your eyes, so it's important to take breaks.

create challenges Spending too much time using technology can create challenges for people.

be safe online Technology rules help keep us safe.

Build Unit Vocabulary

What do you know about technology?

Words to Know



Listen and repeat. Use these words to talk about technology.



upload photos



download files



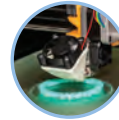
use a smartphone



create a password



use Bluetooth



use a 3D printer

Practice

Write the number of the phrase next to the correct photo above.

- | | |
|-------------------------|--------------------------------------|
| 1. connect wirelessly | 4. create a 3-D object |
| 2. sign up on a website | 5. text, go online, and call friends |
| 3. send pictures | 6. open an attachment |

Write

Read the question. Write your response in your notebook.

What kinds of technology do you use at home or at school?

132 UNIT 3



Common Core State Standards

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

The following standards apply to pages T132–T135.

Teaching the standards: RI.5.4, RF.5.4.c, SL.5.1, SL.5.1.c, SL.5.1.d, L.5.4, L.5.4.a, L.5.4.c, L.5.6

Practicing the standards: RI.5.3, RI.5.6

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

Make Connections

Complete the sentences with the following words.
Use the correct form of the verb.



stay connected



take breaks



create challenges



be safe online

1. The internet helps us _____ to our friends and family.
2. I want to _____, so I obey my parents' rules for using technology.
3. When using a computer, it's important to _____ so that your eyes can rest.
4. Kids who spend too much time using technology _____ for their parents.

What about you?

Talk with a partner. What rules do you have to follow when using technology? Why are rules for using technology important?

UNIT 3

133

SAY: *These words describe positive as well as challenging issues related to technology. Use these words to complete the sentences in the Make Connections section.*

Answer Key

1. stay connected
2. be safe online
3. take breaks
4. create challenges

Have students discuss their prior knowledge and personal experiences.

Use Vocabulary

Complete the Sentence Help students use the vocabulary words and the picture captions to complete the following sentence stems about technology.

Write the following sentences on the board:

I like technology because _____.

One challenge of technology is _____.

Invite students to read their sentences aloud. Lead a class discussion about the benefits and drawbacks of technology.

What about you?

Have students discuss the questions with a partner, using the vocabulary.

Scaffolding Lead a discussion about the types of technology students use in school. Explain that technology can be a tablet, a computer, or even a 3D printer. Have students work in small groups to research different types of technology and write a brief report.

Link to Social Studies

The Pony Express Long before computers and cell phones were used for communication, people used the Pony Express. The Pony Express was a mail delivery service that ran between Missouri and California in the United States. With the Pony Express, mail could arrive in California in as few as nine days rather than the weeks it took to arrive when sent by horse and carriage.

Differentiated Instruction

Beginning	Say aloud, but out of order, the words on page 132 that have to do with technology. Have students point to the appropriate picture and pronounce each word.
Early Intermediate	Have students point to the pictures on page 133 and talk in single words or short phrases to describe what they see.
Intermediate	Ask students to write a paragraph to explain how to use their chosen piece of technology. Have them use some of the unit vocabulary in their paragraphs. Ask students to share their paragraph with a partner.
Early Advanced/Advanced	Have students work in pairs to research facts and details about their chosen piece of technology. Ask them to write a short report that includes visuals. Invite students to present their report to the class.

Build Unit Background

Teaching Resources

- Audio

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

Kids' Stories from around the World

The peer mini-autobiographies elicit students' prior knowledge, opinions, and ideas to help them tell their own stories about technology.

Comprehension Check Read the peer stories on pages 134–135. Have students answer the following questions:

Diego

1. Where is Diego from?
Diego is from Guadalajara, Mexico.
2. Who is Guillermo González Camarena?
He introduced color TV to Mexico.
3. How is TV in Mexico different today from a long time ago? *A long time ago, people could only watch TV shows in black-and-white. Today, they can watch shows in color.*

Emma

1. In which city and country does Emma live?
Emma lives in Toronto, Canada.
2. Who was Wayne Fromm?
He was the inventor of the modern selfie stick.
3. What is the selfie stick used for?
It is used to take a picture of yourself.

Link to Social Studies

Map Skills Draw students' attention to the map of the world. Have students follow the lines from the photos of each student and the invention they enjoy to the location on the map. Ask students to say the name of each country aloud.

Build Unit Background

Kids' Stories from around the World



Diego

I live in Guadalajara, Mexico. A long time ago, people in Mexico could only watch TV shows in black-and-white. An inventor from my city changed that. My grandparents say it was very exciting when Guillermo González Camarena introduced color TV to Mexico.



Emma

Have you ever used a selfie stick to take a picture of yourself? Wayne Fromm, the inventor of the modern selfie stick, is from my city—Toronto, Canada. His selfie stick was the first one used with many types of cameras, and then with smartphones. Many people copied his invention.

134 UNIT 3

Fluency

Activity 2 Have students read Diego's story silently. Then tell them to listen as you read key sentences twice, at normal speed. Have students write the chunks of words in their notebooks: *I live in Guadalajara, Mexico. | A long time ago, | people in Mexico | could only watch | TV shows | in black-and-white. | An inventor | from my city | changed that.* Write the chunked text on the board and have students repeat two or more times. Then have pairs of students take turns reading aloud Emiko's story. Circulate and listen to check students' chunking.

Accelerated Language Development

Idioms Students may be unfamiliar with words that often go together in English. However, *to watch TV*, *to take a picture*, and *to send a text* would be similar if we translated these terms into Spanish: *ver televisión*, *tomar una foto*, and *para enviar un texto*.

Build Unit Background



Emiko

I am from Japan, and the inventor of the emoji is too—Shigetaka Kurita. In the 1990s, many people used cell phones, but smartphones weren't invented yet. People sent each other texts and pictures. People liked to use emojis to communicate their feelings instead of words. The word *emoji* comes from the Japanese words *e* ("picture") and *moji* ("letter").

Dylan

Today millions of people use Bluetooth technology to connect different devices: smartphones, computers, wireless speakers, and more. The inventor of Bluetooth is Dr. Jaap Haartsen, from the Netherlands—my country. The Bluetooth name comes from a Danish king from the 10th century—King Harald Blåtand. "Bluetooth" was his nickname.

What about you?

1. Can you think of a famous invention from your country?
2. Do people today use this invention? Tell your classmates how this invention is useful.

UNIT 3

135

Emiko

1. Where does Emiko live?
Emiko lives in Japan.
2. Who was the inventor of the emoji?
Shigetaka Kurita
3. Why do people use emojis?
People use emojis instead of words to communicate their feelings.

Dylan

1. Where does Dylan live?
Dylan lives in the Netherlands.
2. Who is the inventor of Bluetooth?
Dr. Jaap Haartsen
3. Why do people use Bluetooth?
People use Bluetooth to connect different devices, such as smartphones, computers, and wireless speakers.

Study Skills

Internet Invite students to choose one of the countries in the stories on pages 134–135. Have them research one fact about that country on the internet.

What about you?

1. Have students talk about a famous invention from their home country. If they can't think of any, allow students time to conduct a quick search on the internet, if possible.
2. Have students talk about how the invention is useful to others.

Writing Fluency Ask students to write a story using the peer stories in pages 134–135 as models. Encourage them to use a dictionary or thesaurus as needed. Have students present their stories in small groups.

Key Words

Teaching Resources

- Workbook, p. 79
- 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, read through the Oral Vocabulary Routine.

Oral Vocabulary Routine

Define: Fuel is a substance that is used to produce energy.

Expand: Some cars use electricity as their source of fuel.

Ask: What is another way fuel can be used?

Define: A flashlight is a small electric light that you can carry in your hand.

Expand: You can use a flashlight when the electricity goes out.

Ask: When have you used a flashlight?

Define: A device is a tool that does a special job.

Expand: A computer is a common device used in school.

Ask: What is one device you use in school every day?

Define: Electricity is power that is used to make machines work.

Expand: Most devices need electricity to work.

Ask: Why is electricity important?

Define: Computers use software to do a certain job.

Expand: Software helps computers send emails and search the internet.

Ask: Why is software important to computers?

Reading 1 Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, phonics
- Reading strategy: Make inferences
- Text type: Science (Informational text)

Grammar

Necessity: *should, have to, must*

Writing

Write a review

These words will help you understand the reading.

Key Words

fuel
flashlight
device
electricity
software

136 UNIT 3

Key Words

"Six Amazing Inventions" tells how six kids turned their great ideas into awesome inventions.

Words in Context

① Gasoline is the type of **fuel** used in most cars.

② A **flashlight** uses batteries. It can help you find your way in a dark place.



Common Core State Standards

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

The following standards apply to pages T136–T139.

Teaching the standards: RL.5.4, RF.5.3, RF.5.3.a, RF.5.4.c, L.5.4, L.5.4.a, L.5.6

Practicing the standards: SL.5.1, SL.5.1.c, SL.5.1.d, L.5.2.e

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

Fluency

Activity 3 Write the following conversation on the board:

A: I love reading about different types of inventions.

B: What type of inventions do you like reading about?

A: I like reading about inventions that help clean the ocean. What about you?

B: I like inventions that make communicating faster.

A: Inventions are amazing.

B: I agree. I don't know what we would do without some inventions.

Have students take turns reading aloud, three times each with a partner.



3 Smartphones and tablets are popular **devices** that people use to connect with the internet. Batteries provide the **electricity** they need to work.

4 Computers use **software** to do things such as send messages, create images, and search the internet.

Practice

Make flashcards to help you memorize the words.

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

Make Connections

What do you know about **devices** that people have invented over the last five years? Write your response in your notebook using the key words. Then discuss what you know with a partner.



READING 1

137

Review Write the following sentences on the board. Have students complete this fill-in-the-blank exercise.

1. Plastic can be broken down and turned into **fuel**.
2. **Flashlights** can be used to keep lions from attacking.
3. Most **devices** need **electricity** to operate.
4. Special **software** is used to create different 3D models.

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 a partner activity.

Writing Fluency Tell students to think about what they have learned about technology in school, in books, in movies, and on TV shows. Tell them to write what they know about this topic. Encourage them to use the key words. When students have finished, ask them to compare their knowledge with a partner.

Link to Science

Discovery of Electricity Back in 1752, a man named Benjamin Franklin decided to do a little experiment with lightning. He thought lightning was interesting and wanted to find out more about it. He took a kite outside during a thunderstorm, got the string of the kite wet, put a metal key at the end, and then let the kite float up into the storm. When the electricity from the storm clouds came down the string, he got an electrical shock. This was the starting point for more scientists to experiment with electricity over the next hundred years.

Academic Words

Teaching Resources

- Workbook, pp. 80–81
- 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 **infer**.

Expand: By the crowd of people gathered, you could **infer** that the concert was going to be good.

Ask: If you see a bike locked up, what can you **infer** about the owner of the bike?

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

Expand: When she started school **initially**, she felt shy.

Ask: What did you find **initially** challenging about school?

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

Expand: The city is raising taxes so it can **construct** a new library.

Ask: Have you ever watched a bird **construct** its nest?

Practice

Have students write in their notebooks.

Answer Key

1. initially 2. infer 3. construct

Apply

Have students write their answers in their notebooks, using the academic words. Then have partners ask and answer the questions.

Reading 1

These words will help you talk about the reading.

Academic Words

infer
form an opinion based on knowledge or facts you have

initially
at the beginning

construct
build something



138

UNIT 3

Academic Words

Words in Context

After seeing the long line at the movie theater, Lynn could **infer** that the movie was popular.

Initially, the hikers walked fast, but after they walked two miles, they slowed down.

The city wants to **construct** a new bridge across the river.

Practice

Complete each sentence with an academic word.

1. I didn't understand _____, but then I was able to figure it out.
2. Because of her accent, I could _____ that she was British.
3. The farmer needs help to _____ a barn behind the house.

Apply

Ask and answer with a partner.

1. What might you **infer** from the fact that a musician won an important award?
2. Why might it be surprising to learn that an actor was **initially** very shy when he met new people?
3. What can you **construct** with blocks?

Phonics

R-Controlled Vowels: *ar, or, ore*

Listen. Then read each pair of words.

am	ton	toe
arm	torn	tore

Notice how the letter *r* changes the vowel sound. Here are more words with an *r* after a vowel. Read them aloud.

far	or
hard	for
dark	more

Rule

The letters *ar* usually have the vowel sound in *arm*.

The letters *or* and *ore* usually have the vowel sound in *torn*.

Practice

Work with a partner. Take turns.

- Sound out each pair of words.
- Say whether the words have the same vowel sound.

- | | | |
|---------------|---------------|----------------|
| 1. arm, park | 3. car, rack | 5. sure, super |
| 2. more, form | 4. care, plan | 6. bore, floor |



READING 1

139

R-Controlled Vowels: *ar, or, ore*

Explain to students that the letters *ar*, *or*, and *ore* have a special sound when pronounced together in a word.

Have students listen to the audio or read aloud the words on page 139. Ask them to listen to how the sound of each word changes when the vowel is followed with an *r*. Ask students to say aloud each word in the second box.

Rule

Draw students' attention to the Rule on the page.

SAY: *The letters ar usually have the vowel sound in arm. The letters or and ore usually have the vowel sound in torn. When an r follows a vowel, the vowel is pronounced as a soft vowel.*

Practice

Answer Key

- | | |
|--------------|--------------|
| 1. same | 4. different |
| 2. same | 5. different |
| 3. different | 6. same |

Reteach Have students work with partners. Ask them to take turns sounding out the list of words below. Ask students to suggest other words that use the /ar/, /or/, and /ore/ sounds.

- farm, alarm, harm
- born, storm
- sore, core

Reading 1

Teaching Resources

- Teacher's Resource Book, p. 99
- Workbook, pp. 82–84
- Audio
- GO 6: 5 W Chart

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

Six Amazing Inventions

More About the Big Question

The selection's Big Question focuses on why people invent things.

SAY: *We will read about six amazing inventions that kids have come up with.*

- *Why is it important for people to invent new things?*
- *How are inventions a part of our everyday lives?*

Have students fill in a Word Web to help them brainstorm ideas.

Visual Literacy

Pictures Use the pictures to help you preview the story.

SAY: *Look at the pictures on pages 140 to 145.*

- *What is the problem in the picture on page 141?*
- *How does the shoe on page 142 generate electricity?*
- *In what way do 3D printed arms help people?*

Play the Audio Have students listen to the audio. Remind them that they will be listening about six inventions that kids created. After students have listened, ask them to tell what the selection was about. Then 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 1

Science
Informational Text

More About

Why do people invent things?



Listen to the Audio.
Listen for the general meaning. Think about each situation or context. Use this to help you understand the information.

Reading Strategy

Make Inferences

When you make **inferences**, you use clues from the text and think inductively to understand something the author doesn't explain. As you read the text, ask yourself:

- How could the fuel made from plastic debris be used?
- Why might lions stay away from flashlights?

Listen as your teacher models the reading strategy.

140 UNIT 3

Six Amazing Inventions

Some people think inventors are always adults, but kids can be inventors, too. Did you know that kids invented snowboards, trampolines, and popsicles? You are going to read about six more inventions that can be added to that list.

Azza Abdel Hamid Faiad, Egypt

There is a lot of plastic **debris** in the world's oceans. The debris comes from bottles and containers that people throw away. Scientists have looked for ways to **collect** the plastic and reduce water pollution.

Egyptian student Azza also thought about how to fix this problem. At 16 years old, she discovered a way to turn plastic into **fuel**. Azza found out that when special chemicals **break down** plastic, it releases gases. These gases can later be turned into fuel. Azza's discovery gives us an important use for recycled plastic.

debris pieces of waste material, trash, garbage

collect get things of the same type from different places and bring them together

break down change as a result of a chemical process



Common Core State Standards

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

The following standards apply to pages T140–T145.

Teaching the standards: RL.5.1, RL.5.10

Practicing the standards: RL.5.4, RL.5.7, RF.5.4.c, L.5.4, L.5.4.a, L.5.6

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

Differentiated Instruction

Beginning

Have students complete the following sentences: *There is a lot of plastic _____ in the ocean. Scientists want to _____ the plastic.*

Early Intermediate

Have students write a sentence that explains why Azza Abdel Hamid Faiad wanted to discover a way to turn plastic into fuel.

Intermediate

Have students work in pairs to describe the action in the picture on page 141.

Early Advanced/Advanced

Ask students to write a description of the picture on page 141.

Richard Turere, Kenya

Richard Turere of Kenya lives on a farm near Nairobi National Park. There are no **fences** around the park, so wild animals, like lions, walk out freely. This means that animals on the farms near the park aren't safe. Some of the farmers try to kill the lions to protect their farm animals.

Richard had a **solution** that protected the farm animals and the lions. He noticed that when he walked on the farm at night with a **flashlight**, the lions stayed away. He learned that lions are afraid of moving lights.

Richard built a lighting system that **imitates** someone walking with a flashlight, and it worked! When he used his invention, the lions left his family's farm alone. Richard called his invention *Lion Lights*.

Soon, other people in Kenya tried Lion Lights and were happy with the result. Not only were the farm animals safe, but the lions were safe, too.

fences structures, usually made of wood or metal, that keep animals or people from entering or leaving an area

solution a way of solving a problem or dealing with a difficult situation

imitates copies the way someone behaves, speaks, moves, etc.



Richard was only 13 when he invented Lion Lights.

Before You Go On

Why are Lion Lights good for lions?

READING 1

141

Reading Strategy

Make Inferences Read the bulleted text in the side column on page 140.

Model the reading strategy by reading the first two paragraphs aloud. Do a *think aloud* to demonstrate how to perform the reading strategy.

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

- Invite a volunteer to read one of the terms and its definition aloud.
- When possible, reread the sentence, replacing the term with a synonym or a definition.

Build Vocabulary

Adjectives and Adverbs Remind students of the correct use of adjectives and adverbs. Tell students that adjectives give more information about nouns, and adverbs give more information about verbs. Have students do the following:

- Create a two-column chart for adjectives and adverbs.
- Encourage students to fill in the chart as they read through the story.

Before You Go On

Have students work with a partner. Ask each partner why Lion Lights are good for lions. Ask partners to share the story clues that helped them make an inference and answer the question.

Fluency

Activity 4 Read aloud page 141 of the text as students listen. Model correct rhythm, expression, and intonation. Have students work in pairs to read page 141 aloud to each other, three times each.

Reading 1

Comprehension Check After students finish reading page 142, have partners work together to fill in a 5 W Chart like the one shown below. Ask them to answer the questions: *Who? What? Where? When?* and *Why?* up to this point in the text. Remind students that identifying the answers to these questions will help them to better understand and remember what they have read.

Who?	Angelo Casimiro
What?	invented a device that allows people to charge a battery by walking
Where?	Philippines
When?	when he was 15 years old
Why?	help people who don't have electricity where they live

Adapt the Activity When students have completed their charts, have them work with another pair to compare information in the charts. Then have students take turns summarizing the information from page 142 using their 5 W Chart.

Make Connections

5 W As students continue to read the rest of the selection, tell them to think about the 5 W questions to better help them understand the text.

Build Vocabulary Ask students to list any words they didn't understand while reading pages 142–143. Have students list five words and then look up their meanings in the dictionary.



Since Angelo invented his charging shoes, many others have created similar devices.

Angelo Casimiro, Philippines

When Angelo Casimiro was 15 years old, he invented a **device** that allows people to **charge** a battery by walking. His charging shoes have two small disks inside, and when a person's feet press down on the disks, they create **electricity**. The shoes can connect to cell phones, flashlights, or radios—just **plug** the cord **into** the shoes.

Angelo thinks his invention can help people who don't have electricity where they live. Since he created his charging shoes, other people around the world have invented similar charging devices. Angelo uploaded the instructions for his charging shoes to the internet, and anyone can download and use them. He hopes that people will continue to make better charging devices in the future.

charge fill a battery with electric power
plug (into) connect something to a source of electricity

Anurudh Ganesan, USA (born in India)

Anurudh Ganesan needed a polio **vaccine** when he was a baby. His grandparents carried him over 16 kilometers to a **clinic** for a vaccine. When they arrived, they were told that the vaccine had gotten hot, so it wouldn't be **effective**. Anurudh was lucky. He didn't get sick.

Anurudh learned that many other children who live in remote places get sick because they can't get effective vaccines. He decided to invent a way to carry vaccines and keep them cold. He called his invention the Vaxxwagon. The Vaxxwagon is a small refrigerator that can be attached to a bicycle or an animal. It uses motion to create energy, so there is no need for ice or electricity.

vaccine a substance, often injected into people, that helps protect them from a disease

clinic a place where people get medical help

effective successful and working in the way that was intended



Doctors can vaccinate children in remote areas thanks to the Vaxxwagon.

Before You Go On

Why was Anurudh lucky when he was a baby?

READING 1 **143**

Expressions Point out the expression "get sick" on page 143. Make sure that students know that "get" often means "become" when followed by an adjective.

Word Sounds Explain to students that the letters *cc* in *vaccine*, a word that appears on page 143, are pronounced two ways: the first *c* is a hard *c*; the second *c* is a soft *c*. Tell students that is unusual to find a double *c* in English. Have students think of other words that have the soft *c* sound.

Academic Words Discuss the definitions for *initially* and *construct* with students. Write the following definitions and context sentences on the board:

initially at the beginning of something

construct build something

Initially, Anurudh Ganesan was supposed to receive the polio vaccine.

*Anurudh **constructed** a vehicle to transport vaccines while keeping them cold.*

Have students discuss prior knowledge of devices that enabled someone to do something. Lead a class discussion about how the two academic words can be used in one sentence to describe the invention of something new. Have students suggest context sentences.

Study Skills

Internet Tell students that the internet can be a great resource for accessing images. If possible, conduct a computer search to find images of items referenced in the text, including a Vaxxwagon and prosthetic arm. Studying such images will reinforce the meanings of new vocabulary and help students visualize the information in the selection.

Before You Go On

Organize students into small groups. Have students discuss why they think Anurudh was lucky as a baby.

Reading 1

Make Inferences Explain to students that often a writer does not tell the reader all the details about the events in a text. Tell them readers must be able to figure out some of the information themselves.

SAY: *To figure out the details that an author has not described, find context clues and make inferences.*

- *What do we know about drinking unclean water?*
- *What context clue helps us understand the importance of having clean drinking water?*
- *Why did Lalita Srisai want to find a way to clean the drinking water?*
- *How do you think her invention will be used?*

Comprehension Check

Identifying Details Have students discuss the answers to the following questions after they read pages 144–145.

- What led Lalita Srisai to discover a cheap way to clean dirty drinking water? *She lives in an area that has a lot of unclean drinking water.*
- How do the corncoobs help clean the water? *The corncoobs absorb oil, salt, and tiny pieces of metal often found in the water.*
- How did Easton LaChappelle create his first robotic arm? *He used simple objects with a few small motors.*
- In what way does Easton's invention help others? *The instructions can be downloaded for free and anyone can use them to make better prosthetic body parts.*

Scaffolding Read aloud the last sentence on page 145. Lead a class discussion about why Easton wants others to use his invention. Guide students to realize that Easton doesn't want to make money off of his invention—he simply wants to help others find cheaper solutions to their problems.

Lalita Srisai, India

No matter where people live, they have to have clean drinking water to stay healthy. Unclean drinking water is a big problem in many parts of the world. When Lalita Srisai of India was 11 years old, she discovered a cheap way to clean dirty drinking water.

The idea initially came to Lalita while she was taking a walk. She saw lots of dried **corncoobs** lying on the side of the road. Lalita **figured out** that corncoobs could absorb oil, salt, and tiny pieces of metal often found in unclean water.

Lalita built a device that uses the corncoobs to **filter** dirty water. She believes that her invention will help many people in her country. Lalita says it is a low-cost way for them to stay healthy.

corncoobs the hard, center part of corn that the kernels grow on

figured out thought about a problem and found a solution or answer

filter pass something through an object to remove unwanted particles

Lalita won the Community Impact Award at the Google Science Fair in California, USA.



144 UNIT 3

Differentiated Instruction

Beginning

Have students draw a picture of Lalita's invention.

Early Intermediate/Intermediate

Have students work in pairs to retell what happened as Lalita was walking in her home country.

Early Advanced/Advanced

Have students work in pairs to discuss details of one of the inventions they have read about in the text. Ask volunteers to make oral presentations to describe the invention.

Phonics R-controlled: or

Remind students that vowels followed by the letter *r* are often controlled by the *r*. Tell students to look at page 144. Read this page aloud. Have students put their thumb up when they hear the /or/ sound as in *tor*n.

Easton LaChappelle, USA

Easton LaChappelle built his first robotic arm when he was only 14 years old. He used simple objects, like LEGO® blocks and fishing wire, together with a few small motors. At a science fair, Easton met a girl with a **prosthetic** arm. He learned that her arm cost \$80,000. He wanted to make a prosthetic arm for less than \$1,000.

Easton studied how the body works and how the brain controls muscles. He also learned to use special **software** to build 3D models. After a few years, Easton invented a new robotic, prosthetic arm and hand using a 3D printer. His invention has many small parts and works with the brain to move like a real human arm and hand.

After Easton finished his work, he uploaded the instructions to the internet. Anyone can download them for free. He wants other people to use this information to make better prosthetic body parts and help people around the world.



Other companies are now using Easton's information to create 3D-printed arms and hands.

prosthetic artificial, replacing a missing part of the body, like an arm or leg



Reading Strategy

Make Inferences

- Why did all six kids come up with their inventions?
- Why did some of the inventors share the information for making their inventions on the internet?

Think It Over

1. **Recall** How did Easton create a prosthetic arm **initially**?
2. **Comprehend** What did Lalita use to **construct** her water-filtering device?
3. **Analyze** What can you **infer** about why Easton's invention is so much cheaper than other prosthetic arms?

READING 1

145

Make Connections Ask students to think about what Easton had to learn about in order to build his new prosthetic arm. Then have them work with a partner as they reread page 145. Have students use these questions to make inferences about what happened while Easton was in the process of creating his new invention.

- What did Easton have to learn about?
- What did he use to build his model?

Reading Strategy

Make Inferences Remind students that when you make inferences, you use clues from the story to understand something that the author does not explain. Help students use inductive thinking to answer the reading strategy questions.

Answer Key

1. They recognized a problem and wanted to find ways to solve the problem.
2. They wanted others to be able to make their own models at a low cost.

Think It Over

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

Answer Key

1. He used LEGO blocks and fishing wire with a few small motors.
2. She used dried corncobs to help filter the dirty drinking water into clean water.
3. **Possible response:** Easton was able to use a 3D printer to build his model, and he provided the instructions to anyone for free.

Learning Strategies

Teaching Resources

- Workbook, p. 85
- GO 6: 5 W Chart

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

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

Make Inferences

Remind students they can make inferences by using their prior knowledge and information they read.

SAY: *Making inferences helps readers get more out of a story when the author doesn't tell the reader everything about the characters.*

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

Answer Key

Possible Responses:

1. Azza was concerned about the ocean pollution and wanted to find a way to help solve the problem.
2. Anurudh's grandparents didn't want him to get polio. They wanted him to get the vaccine to be protected.
3. Lalita lives in a poor area of India where many people do not have access to clean drinking water.
4. Easton was interested in robotics and helping people at a young age.

Reading 1

Learning Strategies

Make Inferences

When you make inferences, you use clues from the text and think inductively to understand things the author does not directly tell you. Thinking about the people in the text, their situation, and what they say and do can help you make inferences about them. This will help you understand the informational text better.



Practice

Tell what you can **infer** about the following people in the text.

1. Azza Abdel Hamid Faiad
2. Anurudh's grandparents
3. Lalita Srisai
4. Easton LaChappelle

146 UNIT 3



Common Core State Standards

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

The following standards apply to pages T146–T151.

Teaching the standards: RL.5.1, W.5.1, W.5.1.a, W.5.1.b, W.5.4, W.5.5, W.5.10, L.5.1, L.5.2, L.5.3

Practicing the standards: SL.5.1.c

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

Accelerate Language Development

Students can reorganize the information in their oral presentations in the form of questions and answers to reinforce their understanding of using the 5 W questions.

Use a 5 W Chart

You can ask the 5 W Questions to help you understand and remember a text better.

Who? What? Where? When? Why?

Practice



Write a question for each of the 5 Ws. Have a partner answer your questions.

Who? Who were the inventors in the informational text?
What?
Where?
When?
Why?

Apply

Close your book and retell the story of one of the young inventors to a partner. Use the key words.



Extension

With a group, come up with an idea for an invention that would help kids clean their bedrooms. Work cooperatively with your group and listen carefully to your classmates. Then present your invention to the class.



READING 1

147

Use a 5 W Chart

Ask students to think about *Six Amazing Inventions*. To describe the story, have them write one question for each of the question words.

Practice

Possible Responses:

- Who** were the inventors in the informational text?
Azza Abdel Hamid Faiad, Richard Turere, Angelo Casimiro, Anurudh Ganesan, Lalita Srisai, and Easton LaChappelle
- What** did their inventions do?
reduce water pollution, help keep farms safe from lion attacks, create electricity by walking, bring vaccines to remote areas, clean dirty drinking water, build cheaper prosthetics
- Where** did they make their inventions?
Egypt, Kenya, Philippines, USA, India
- When** did they create them?
when they were kids/teenagers
- Why** are these inventions important?
All of these inventions help others.

Scaffolding Have students use the information from the answers to their questions to write a paragraph that describes the selection.

Apply

Tell students that making inferences about people's actions and events that are not directly stated can help them better understand what happens in a story and why it happens.

Extension

Ask students to prepare an oral presentation to share their inventions with the rest of the class.

Teaching Resources

- Workbook, p. 86

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

Necessity: *should*, *have to*, *must*

Elicit from students the meaning of, or another word for, *necessity* **requirement**, **obligation**. Point out the verbs of necessity on page 148.

ASK: *Why are these verbs called verbs of necessity? Because they express the idea that something is required or is advisable.*

Explain that *should*, *have to*, and *must* are helping, or auxiliary, verbs. They are used with the base form of main verbs. Draw students' attention to the examples in the first chart in their books. Call on volunteer students to read out loud the examples in the chart and have them identify the helping verbs of necessity and the main verbs.

SAY: *To show that an action is or was advisable, we use the verb *should*, as in the first row of the chart. To show that an action is or was necessary, we have two choices: *have to* or *must*. We use *have to* more frequently than *must*. *Must* is considered more formal than *have to*.*

Explain to students that the negative forms of these verbs of necessity are formed with *not*, and this is often done as a contraction; for example, we can use either *should not have* or *shouldn't have* in a sentence. Have volunteers read the example sentences for the negative forms for past, present, and future. Point out that *must* doesn't have a negative form in the past or future. When we need to use the negative form in the past or future, we use *have to*.

SAY: *You will see that in the past and future in English, we don't use a form of *must* to show necessity. Instead we use a form of *have to*. We say, "You didn't have wear your uniform yesterday." and "You don't/won't have to wear your uniform tomorrow."*

Reading 1

Grammar

Necessity: *should*, *have to*, *must*

Use *should* to say something is advisable. Use *have to* and *must* to say that something is an obligation or a necessity. *Have to* is more common in spoken language. *Must* is usually used in signs, notices, and forms. In spoken English, *must* is used when the person speaking is someone in authority, such as a teacher. *Should*, *have to*, and *must* are followed by the base form of the verb.

	Past	Present	Future
should		You should take the bus now.	You should take the bus tomorrow.
have to	You had to wear your uniform yesterday.	You have to wear your uniform now.	You will have to wear your uniform tomorrow.
must	(use had to)	You must show your school ID now.	You must show your school ID tomorrow.

In negative sentences, use *shouldn't*, *didn't*/*don't have to*, and *won't have to*.

	Past	Present	Future
should	You shouldn't have taken the bus yesterday.	You shouldn't take the bus today.	You shouldn't take the bus tomorrow.
have to	You didn't have to wear your uniform yesterday.	You don't have to wear your uniform today.	You don't/won't have to wear your uniform tomorrow.
must		Students must not be late on exam days.	

148 UNIT 3

Differentiated Instruction

Beginning	On the board, write these sentences: <i>I should exercise. I have to exercise. I must exercise.</i> Discuss the difference between the sentences.
Early Intermediate	Tell students several things you should do and several things you must or have to do. Write your statements on the board if helpful. Then elicit statements from the students using <i>should</i> , <i>have to</i> , and <i>must</i> .
Intermediate	Have students work in pairs to write true sentences using <i>should</i> , <i>have to</i> , and <i>must</i> .
Early Advanced/Advanced	Have students work individually to write true sentences using <i>should</i> , <i>have to</i> , and <i>must</i> . Ask them to share their sentences with a partner.

Practice A

Complete the sentences with *should/shouldn't*, *have to/don't have to*, or *must/must not*.

1. Students must not use their cell phones during class.
2. You _____ attend the meeting if you're busy.
3. You _____ pack too many clothes for our weekend trip.
4. Drivers _____ stop at STOP signs.
5. You look tired. You _____ rest.
6. We _____ leave now or we'll be late.



Practice B

Write sentences in your notebook.

1. Something you have to do after school
2. Something students must not do during school hours
3. Something your friend should do in order to sleep better

Apply

Work with a partner. Make a list of five things that a new student should know about your school. Use *have to*, *must*, and *should*.

Example: 1. You have to eat lunch in the cafeteria.

Grammar Check ✓

What's the difference between *should* and *have to*?

READING 1

149

Practice A

Have students complete the activity. Have students fill in the blank with the correct verb of necessity. Go over the answers as a class.

Answer Key

2. *don't have to*
3. *shouldn't*
4. *must*
5. *should*
6. *have to*

Practice B

Check that students have used verbs of necessity correctly in their sentences. Discuss any problems students might have had.

Possible Responses:

1. I have to do my homework after school.
2. Students must not play on their phones during school hours.
3. She should listen to relaxing music to sleep better.

Grammar Check

Ask the question in the Grammar Check box. If students cannot answer readily, have them review page 148. Then ask the question again.

Answer Key

Should tells us something is advisable. *Have to* tells us something is necessary.

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. Remind students to listen carefully and correct each other's mistakes and to answer with full sentences. Walk around to monitor and help as students work. Check by calling on pairs to share some of their advice.

Teaching Resources

- Workbook, pp. 87–88
- GO 4: Sequence of Events Chart
- Assessment, pp. 53–56

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

Write a Review

Tell students that in this lesson, they will write a review of a play, movie, or book. People often read reviews of plays, movies, and books to decide if they want to see or read the work being reviewed. Reviews are published in newspapers and magazines, in print, and online.

Describe the information that should be included in a review.

SAY: *A review gives the reviewer's opinions on a work. The reviewer supports his or her opinions with details from the work.*

To review a movie, I would think about all the elements of storytelling, such as characters, setting, and plot. Were the characters and setting believable? Was the plot clear and interesting? Why or why not? I would give examples to prove my points. I would also talk about how the movie looked. In my conclusion, I would say whether or not I recommended the movie.

Prewrite

Read aloud the student-written review on page 151. Ask students questions about the review.

SAY:

- *Did Jianguo like the movie?*
- *Why did he like it?*
- *What details does she provide for support?*

Next, read the Prewrite prompt to the class. Work with students to complete their graphic organizers. Have students make notes for their review in the graphic organizer.

Reading 1

Writing

Write a Review

When you write a review, you should tell readers if you do or do not recommend the work. You should present reasons to support your opinion.

Writing Prompt

Write a review of a play or movie you have seen, or a book you have read. Explain why you did or did not like it, and whether you would recommend it. Use words that show necessity in your review.

1 Prewrite

Choose a play, book, or movie to review. List what you liked or didn't like about the work. Then list your reasons.

A student named Jianguo wrote about the movie *Into the Future*. He listed his ideas in a graphic organizer:

What I Like/Dislike: I liked finding out about what life might be like in the year 2050.
Why: Life might be very different from today.

What I Like/Dislike: I liked learning about the Guzmans' apartment building and robots.
Why: Today we have to do our own chores, but in the future, robots might do them for us.

What I Like/Dislike: I liked learning what people will wear in the future.
Why: I can't imagine "spraying" my clothes on.

2 Draft

Use your graphic organizer to help you write a first draft.

150 UNIT 3

Differentiated Instruction

Beginning	Help students understand the meaning of the verbs <i>like</i> and <i>dislike</i> . Have them write or draw pictures of things they like and dislike.
Early Intermediate	Have students choose a photograph to review. Direct them to write three sentences, each expressing one thing they liked or disliked about the work.
Intermediate	Discuss the importance of using sentences of different lengths. Encourage students to vary sentence length as they revise their reviews.
Early Advanced/Advanced	Have students work with a native speaker to identify areas of their reviews where they can improve their phrasing and expression.

3 Revise

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

4 Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 404.

5 Publish

Prepare a clean copy of your final draft. Share your paragraph with the class.

Here is Jianguo's review of *Into the Future*:

Writing Checklist

- ✓ **Ideas**
I said if I recommended the book, play, or movie.
I supported my opinion with reasons.
- ✓ **Conventions**
I used *should*, *have to*, and *must* correctly.



Jianguo Liu

Into the Future is an interesting movie. It tells about the daily life of an ordinary family, the Guzmans. They live in a big city in the year 2050.

I liked seeing the Guzmans' home. Their apartment building is 50 kilometers high! When it's dinnertime at my house, we have to cook our meal, but the Guzmans don't have to. They have robots that do all the chores. And when they're bored, the robots will even play games with them.

I also liked learning about what the Guzmans wear. They don't have to go shopping for new clothes because they can just spray a special liquid fabric onto their bodies!

If you want to learn more about what the future might be like, you should see this movie!



READING 1

151

Draft

Tell students to refer to their graphic organizers as they write their draft. Remind students to use verbs of necessity such as *should*, *have to*, or *must*.

Revise

Tell students that next they will 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.

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 403.

Peer Review Checklist Have students complete the peer review checklist on page 404 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. Discuss their options for publishing.

Have students put their final drafts in their writing portfolios.

Key Words

Teaching Resources

- Workbook, p. 89
- 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, read through the **Oral Vocabulary Routine**.

Oral Vocabulary Routine

Define: She **sighed** when she became bored.

Expand: People often **sigh** when they are disappointed or relieved.

Ask: When do you **sigh**?

Define: A **program** is a set of instructions given to a computer.

Expand: Computer **programs** allow a computer to perform certain tasks.

Ask: What computer **programs** can you use?

Define: **Emotions** are strong human feelings.

Expand: Love, anger, and happiness are examples of **emotions**.

Ask: What **emotion** do you feel when you accomplish a task?

Define: **Features** are parts of something.

Expand: A screen is a **feature** of a computer.

Ask: What are other **features** of a computer?

Continue in the same manner with **adjustable** and **residents**.

Reading 2 Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, phonics
- Reading strategy: Identify main idea and details
- Text type: Short story (literature)

Grammar

Nouns

Writing

Write a persuasive article

These words will help you understand the reading.

Key Words

sighed
program
emotions
features
adjustable
residents

152 UNIT 3

Key Words

"A Robot's Smile" is about a girl who finds friendship with a little help from a robot.

Words in Context

- 1 Isabel **sighed** in relief when she got a good grade on the test.



- 2 We learned about three computer **programs** in our technology class last year.



Common Core State Standards

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

The following standards apply to pages T152–T155.

Teaching the standards: RI.5.4, RF.5.3, RF.5.3.a, RF.5.4.c, L.5.4, L.5.4.a, L.5.6

Practicing the standards: SL.5.1, SL.5.1.c, SL.5.1.d, L.5.2.e

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

Fluency

Activity 5 Write the following conversation on the board:

A: Life sure was different when our grandparents were kids.

B: I know. They didn't have smartphones or the internet.

A: My grandma went to the library when she needed information.

B: My grandpa had six brothers and sisters, and they always fought over the telephone. Sometimes when he got tired of waiting for his turn, he walked to his friends' houses.

A: My grandma misses getting letters from her friends, but she likes email because it's fast.

Have pairs of students take turns reading aloud three times each.

3 The **emotions** I feel before a party are happiness and excitement.

4 Seat belts and airbags are important safety **features** in cars.



5 The seats on the plane are **adjustable**—you can sit up or lie back.

6 Many **residents** in the apartment building use the laundry room on the first floor.



Practice

Make flashcards to help you memorize the words.

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

Make Connections

Have you ever visited a science museum? What was it like?
How do you think life will be different in the year 2100?



READING 2

153

Review Write the following sentences on the board. Have students complete this fill-in-the-blank exercise.

1. The teacher **sighed** when she saw the poor test grades.
2. The coding **program** helped Baruk operate the robot.
3. He felt many **emotions** when he saw his best friend.
4. Airbags are a standard **feature** in most cars.
5. I use my **adjustable** desk lamp when I do my homework.
6. Neighborhood **residents** had a party yesterday.

Visual Literacy

Labels Discuss the photos on these pages.

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 a partner activity.

Writing Fluency Have students write a paragraph about the science museum they visited. Ask them to describe what they saw and explain what they learned.

Link to Science

Airbags An American inventor, Dr. Allen S. Breed, invented and developed a key safety feature for cars. In 1967, Breed Corporation took his invention to a major car company. In the 1980s, the first airbag appeared in cars. Since 1990, all new cars sold in the United States have been required to have airbags on both driver and passenger sides. Today, some cars have as many as eight airbags.

Academic Words

Teaching Resources

- Workbook, pp. 90–91
- 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 **circumstances**.

Expand: Work will begin on Monday if the **circumstances** are right.

Ask: In what **circumstances** should you wear a bike helmet?

Define: Students should read aloud the definition for **capable**.

Expand: Robots are **capable** of performing many functions.

Ask: What are you **capable** of doing?

Define: Students should read aloud the definition for **function**.

Expand: The human heart has many **functions**.

Ask: What is the **function** of a 3D printer?

Practice

Have students write in their notebooks.

Answer Key

1. **capable**
2. **function**
3. **circumstances**

Apply

Have students write their answers in their notebooks, using the academic words. Then have partners ask and answer the questions.

Reading 2

These words will help you talk about the reading.

Academic Words

circumstances

conditions or situations

capable

having the ability to do something

function

what something can do



154

UNIT 3

Academic Words

Words in Context

One **function** of a smartphone is to take pictures.

The article explained the **circumstances** that led to the accident.

I am **capable** of speaking more than one language.

Practice

Complete each sentence with an academic word.

1. Rosa is a very _____ singer.
2. What is the _____ of a camera?
3. In some _____, such as a serious illness, children shouldn't go to school.

Apply

Ask and answer with a partner.

1. What are some **functions** of a smartphone?
2. What **circumstances** make it hard to study?
3. What is something you don't feel **capable** of? What can you do to change that?

Phonics

Consonant Digraphs: *ch*, *sh*, and *th*

Listen as your teacher reads the words in the chart aloud.

Listen for the sounds of the letters. Then read the words aloud.

ch	sh	th
chase switches	share flash	than with

Rule

The letters **ch** blend together to make one sound. So do the letters **sh** and the letters **th**. These digraphs can be at the beginning, in the middle, or at the end of a word.

Practice

Read the sentences below with a partner.

- List each word with *ch*, *sh*, or *th*.
- List six other words spelled with *ch*, *sh*, or *th*.



Facts about Robots

- Some companies choose robots to do repeated actions in their factories.
- The first robot was created more than two thousand years ago.
- A robot can't think or make decisions like humans.
- Robots come in different shapes and sizes.
- Some robots do household chores such as vacuuming and making lunch.



91

READING 2

155

Consonant Digraphs: *ch*, *sh*, and *th*

Help students understand that when two consonants are combined in a digraph, the pronunciation is different from the sound of the separate letters.

Read the words in the box aloud. Tell students to listen to the sounds the letters make. Then have them read the words, helping if needed with the pronunciation of the digraphs *ch*, *sh*, and *th*.

SAY: *The letters ch stand for one sound, as in the words chase and switches; the letters sh stand for another sound, as in share and flash; and the letters th stand for another sound, as in than and with.*

Write the following words on the board and ask students to pronounce them with you. Mark the digraphs in each word as you read them.

bathtub	change	cash
another	thunder	shock
cherish	dishcloth	

Practice

Have students work with partners. Encourage students who have finished to look through books or magazines to find other words with the same digraphs.

Answer Key

- choose, their
- than, thousand
- think
- shapes
- chores, lunch

Reading 2

Teaching Resources

- Teacher's Resource Book, p. 99
- Workbook, pp. 92–94
- Audio
- GO 9: T-Chart

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

A Robot's Smile

More About the Big Question

The Big Question in this selection is designed to help students think about how technology has made our lives easier.

Have students fill in a T-Chart like the one shown below to list the advantages and disadvantages of technology today.

Advantages	Disadvantages
1. easier communication 2. robots help with tasks	1. too much screen time 2. less face-to-face communication

Play the Audio Have students listen to the audio. Remind them that they will be listening to a story about the future. After students have listened, ask them to tell what the selection was about.

Reading Strategy

Identify Main Idea and Details Discuss how to distinguish the main idea and the supporting details in a selection. Model the reading strategy by reading the first two paragraphs and doing a *think aloud*.

Understand Text Structure Draw students' attention to the genre label. Explain that a short story is a type of literature. Ask students if they can tell you other types of literature.

Reading 2

Short Story
Literature

More About

How can robots help people in their daily lives?



Listen to the Audio.
Listen for the general meaning.
Think about the situation or context. Use this to help you understand the story.

Reading Strategy

Identify Main Idea and Details

The **main idea** is what a selection is about. The **details** give you more information about the main idea.

- What is this selection about?
- What details are important?

Listen as your teacher models the reading strategy.

A Robot's Smile

"Hana can't be your best friend," **sighed** Mom.

"Why not?" said Chimlin. "Hana plays games with me, listens when I'm sad, and even tells me my favorite stories."

"But Hana's a robot. The things it does are its functions. It's just following a **program**."

"I don't care," said Chimlin. She grabbed one of Hana's three **mechanical** hands and dragged the metal box into her room.

"Don't listen to Mom," said Chimlin once they were alone. She was patting Hana on what might have been a head if Hana had a head. Hana was a box with four wheels for feet and three metal arms. It had several lights and switches, but nothing that looked like a face.

"Let's play a game," suggested Hana.

mechanical made with machine parts



156 UNIT 3



Common Core State Standards

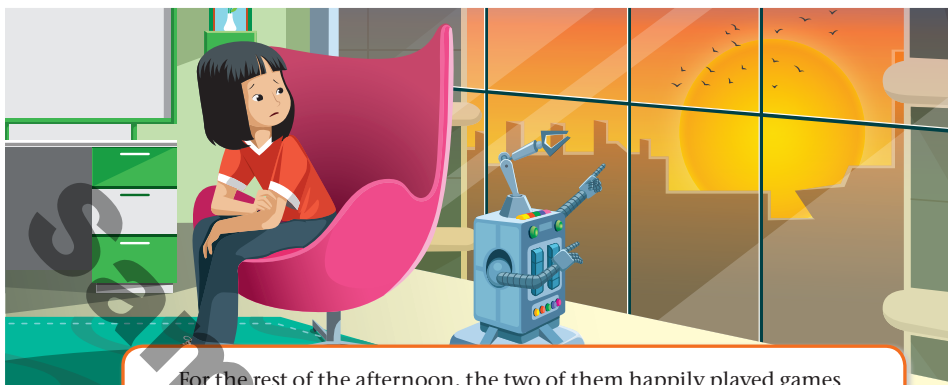
For the full text of the standards, see Appendix A.

The following standards apply to pages T156–T159.

Teaching the standards: RI.5.2, RI.5.3, RI.5.10

Practicing the standards: RI.5.4, RF.5.4.c, L.5.4, L.5.4.a, L.5.6

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



For the rest of the afternoon, the two of them happily played games and chased each other around the apartment.

Ever since her family moved into Elephant Towers, Chimlin had spent most of her time with Hana. She didn't know anyone else in the building.

At dusk, Hana tugged on Chimlin's sleeve. Three metal hands pointed out the window to a beautiful bright orange sunset. A **flock** of graceful birds flew by. Chimlin started to get tears in her eyes.

"Why are you sad?" asked Hana, who had been programmed to **recognize** 27 different human **emotions**.

"It's so pretty," said Chimlin. "But it would be prettier if I could share it with someone. I mean, someone *real*. I mean, you're real, Hana, but—" Chimlin stopped talking and wiped her eyes. "Never mind. Thanks for showing me the sunset."

flock group of birds

recognize see and understand

Before You Go On

How many human emotions is Hana **capable** of recognizing?

READING 2

157

Read Aloud Have students take turns reading the paragraphs in pairs or groups. Have them stop and discuss what they learned at the end of each paragraph. They can use the illustrations to aid their discussion.

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

- Invite a volunteer to read aloud a word and its definition.
- When possible, reread the sentence, replacing the term with a synonym or a definition.

Link to Science

Human Emotions Emotions are what people feel. They are caused by our thoughts. This means that two people could be in the same situation, but they might feel different emotions because they have different thoughts. Scientists have found that certain kinds of thoughts often lead to certain emotions.

Before You Go On

Discuss with students different types of human emotions, such as happiness, sadness, and anger. Ask students to look back and reread pages 156–157. Have students list the different types of human emotions that Hana is capable of recognizing.

Phonics Consonant Digraph: *th*

Remind students that the letters *th* blended together make one sound and that this sound can be at the beginning, in the middle, or at the end of a word. Read aloud page 157 and have students put their thumbs up when they hear the /th/ sound.

Comprehension Check

Text Details Explain that this text has details about the futuristic setting. After reading pages 158–159, have the class decide if the following are main ideas or details.

- 1. Hana started to wave all three of its metal hands.
- 2. The whole city was spinning outside her window!
- 3. There were many different families that lived together in one building.
- 4. Hana was happy that Chimlin found a new friend.

Like as a preposition Explain that the word *like* is sometimes used as a preposition. When it is used as a preposition, it means “similar to.” Write these examples on the board:

- It was *like* the whole building was turning.
- Nothing on the robot looked *like* a face.
- This shampoo smells *like* roses.
- The baby’s skin is smooth *like* silk.

Ask volunteers to come to the board to underline the verbs in each sentence. Have them circle the prepositions.

Link to Literature

Characters Explain to students that authors use different ways to “paint a picture” of each character so that, at the end of a story, readers feel like they “know” the characters. Authors often use dialogue to help readers get to do this. Ask students what they can tell about Chimlin when she says, “You’re still my best friend, you know.”

Possible Response: Chimlin is loyal to her friends. She cares about others.

Some green lights flashed where Hana’s eyes might be if Hana had eyes. Suddenly, the floor started to move.

“What’s happening?” shouted Chimlin. The whole city was spinning outside her window! The view moved to the left. It was like the whole building was turning. When it stopped, Chimlin was looking inside another apartment in Elephant Towers.

“Look!” said Chimlin. “There’s a kid staring right at us.”

Hana started to wave all three of its metal hands wildly in the air.

“What are you doing?” giggled Chimlin. Then she saw that the boy was waving back. He pointed to the hallway.

Chimlin **nodded** and pointed in the same direction. Then she turned to Hana. “You did this on purpose, didn’t you?”

“I looked in the building **directory** and found a boy exactly your age. He lives on the same floor. So, I moved your room on the **adjustable** tracks. That’s one of the awesome **features** of Elephant Towers. **Residents** can move their rooms at the touch of a button. They can change their view whenever they want.”

nodded lowered and raised your head to show you agree

directory list of information, often about people



Differentiated Instruction

Beginning	Ask students to work in pairs to find the context clues that help them understand the meaning of the word <i>adjustable</i> .
Early Intermediate/ Intermediate	Have students write three complete sentences that each describe Chimlin’s apartment building.
Early Advanced/ Advanced	Have students write a paragraph describing Chimlin’s life.

Phonics Consonant Digraph: *ch*

Remind students that the digraph *ch* is a combination of sounds such as in the word *chin*. Have students touch their chin every time they hear the /ch/ sound as you read page 159 aloud.

“That’s great, Hana, but I have to go,” said Chimlin. She hurried to meet the boy in the hallway.

The boy’s name turned out to be Akara. He had only lived in Elephant Towers for one month.

“Have you been to the roof park yet?” Akara asked Chimlin.

“No, why?” responded Chimlin.

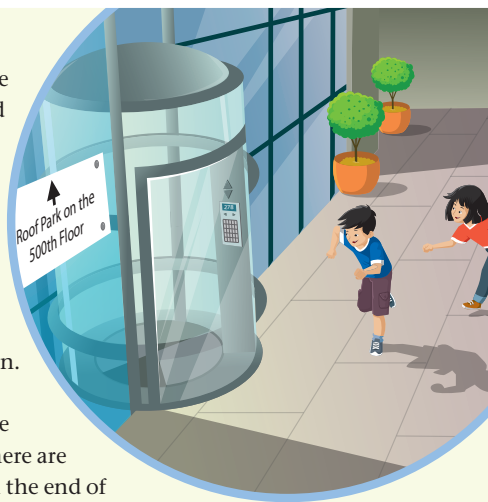
“Are you serious?” he replied.

“This building is more than three kilometers high! The views up there are amazing. If we hurry, we’ll catch the end of the sunset.”

“Let’s go!” said Chimlin, running after Akara. But at the end of the hallway, she stopped and turned around.

“Hey, Hana!” she shouted. “Aren’t you coming? You’re still my best friend, you know.”

Hana rolled quickly after the two new friends. Hana wasn’t programmed to smile, but it didn’t matter. Chimlin knew that Hana was smiling.



Think It Over

- 1. Recall** What **circumstances** caused Hana to look at the directory?
- 2. Comprehend** What is the **function** of the adjustable tracks in Chimlin’s apartment?
- 3. Analyze** What human actions do you think Hana isn’t **capable** of doing?

READING 2 159

Reading Strategy

Identify Main Idea and Details

- What is the main idea?
- What are some details?
- How did thinking about the main idea and details help you?

Visual Literacy

Illustrations Draw students’ attention to the illustrations on pages 158–159. Ask volunteers to describe what they see in the illustrations.

SAY: *Illustrations tell us more about the text.*

- *What did you learn from the illustration on page 158?*
- *How does the illustration on page 159 help you understand the ending of the story?*

Reading Strategy

Identify Main Idea and Details Help students understand that the main idea is that Chimlin and Hana are still best friends even though Chimlin has a new friend. Elicit some of the details that exemplified this.

Think It Over

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

Answer Key

1. Hana wanted to find Chimlin a friend that was human and her own age.
2. The adjustable tracks allow residents to move their rooms whenever they want.
3. Hana is not able to show human emotions.

Fluency

Activity 6 Read aloud page 158 of the text as students listen. Model correct rhythm, expression, and intonation. Have students work in pairs to read page 158 aloud to each other, three times each.

Activity 7: See *Teacher’s Resource Book*, page 130.

Learning Strategies

Teaching Resources

- Workbook, p. 95
- GO 1: Main Idea and Details Chart

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

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

Main Idea and Details

Encourage students to share the main idea from the reading and discuss some of the details that support the main idea.

SAY: *Identifying the main idea will help you understand what you read.*

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

Possible Responses:

1. Hana was a robot that had three metal arms. (Detail)
2. The sunset made Hana sad because she wanted to be able to share it with someone that was real. (Detail)
3. One of the awesome features of Elephant Towers is that rooms could move on adjustable tracks. (Detail)
4. Chimlin wiped her eyes because she didn't want Hana to see her sad. (Detail)
5. Hana could recognize human emotions, but she wasn't programmed to smile. (Main Idea)

Reading 2

Learning Strategies

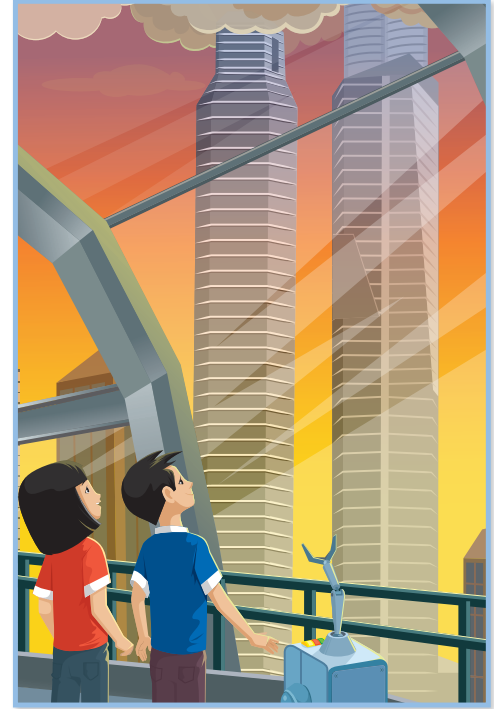
Main Idea and Details

Identifying the **main idea** and **details** can help you understand and summarize what you read. Ask yourself, "What was the reading about?" Your answer to the question is the main idea of the selection.

Practice

Write a sentence based on the reading using each of the phrases below. Then state whether your sentence tells about a detail or the main idea of the selection.

1. three metal arms
2. sunset
3. awesome features
4. wiped her eyes
5. not programmed to smile



160 UNIT 3



Common Core State Standards

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

The following standards apply to pages T160–T165.

Teaching the standards: RI.5.2, W.5.1, W.5.1.a, W.5.1.b, W.5.4, W.5.5, W.5.10, L.5.1, L.5.2, L.5.3

Practicing the standards: SL.5.1.c

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

Accelerate Language Development

Dramatization Have small groups of students create a brief sketch showing how life in the year 2050 will be different from life today. Encourage groups to create speaking roles for several students.

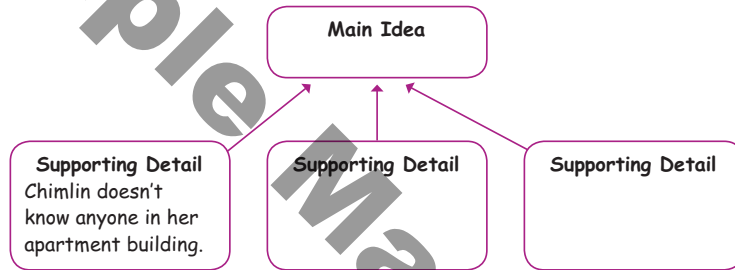
Use a Main Idea and Details Chart

A Main Idea and Details Chart can help you understand and summarize what you read.

Practice



Copy this Main Idea and Details Chart. Fill in the chart to show the main idea of the selection and some details that support it.



Apply

Close your book and summarize the story for a partner. Use the key words.

Extension

Work with a group. Make a list of some other **functions** that would be useful for a robot to have. Share your list with another group. Discuss why these functions would be helpful.



READING 2

161

Use a Main Idea and Details Chart

Ask students to think about their own lives, specifically the different activities and responsibilities they have. Explain to them that a Main Idea and Details Chart can help them organize their thoughts and ideas. Have them complete a Main Idea and Details Chart, writing details for the following main idea: My life is very busy.

Possible Responses:

Main Idea

My life is very busy.

Supporting Detail

I have softball practice on Tuesday and Thursday.

Supporting Detail

On Wednesday, I have dinner with my dad.

Supporting Detail

On the weekends, I do my homework, watch my younger sister, and spend time with my friends.

Have students share their charts in small groups.

Practice

Have students refer to the reading to complete this activity. You may have students complete the graphic organizer.

Apply

Tell students that identifying the main idea can help readers understand and remember an author's most important points, and also help them to summarize the selection. Have students do the activity with a partner.

Extension

Have students prepare a paragraph about what life is like for them today and to compare and contrast it with the way people might live in 2150.

Teaching Resources

- Workbook, p. 96

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

Nouns

Review nouns with the class.

ASK: *What are nouns?* Nouns are names of people, places, or things.

- *What is a singular noun?* A singular noun names one person, place, or thing.
- *What is a plural noun?* A plural noun names more than one person, place, or thing.

Point to the chart on page 162, some rules for forming the plurals of regular nouns. Have the class read each rule and the example or examples for each. To test understanding of each rule, write singular nouns on the board, making sure that all the rules in the chart are covered. Call on volunteer students to give the plural form of each.

SAY: *This chart shows rules for forming plurals of different kinds of nouns. For many nouns, we simply add an -s at the end to form the plural, but for some nouns the rules are different:*

- *If the last two letters are a consonant and -y, we change the -y to -ies to make it plural.*
- *If the word ends in -ch, -sh, -ss, -x, or a consonant plus o, we add -es.*
- *If the noun ends in -f or -fe, we change the ending to -ves.*

Explain to the class that some nouns are irregular. They are called irregular because their spellings change in the plural form. Point to the examples on page 162 in the Student Edition. Write examples of irregular singular nouns on the board, and elicit *man, woman, person, tooth, and foot*. Call on volunteer students to say out loud and write on the board the plural form of the nouns.

Help students understand how to use collective nouns, which name a group of people or things. Explain that collective nouns take a singular verb. Write on the board: *Our class eats lunch at [time your class eats lunch]*. Explain that although there is more than one person in the class, you use a singular verb.

Reading 2

Grammar

Nouns

A **singular noun** refers to one person, place, or thing. **Plural nouns** refer to more than one person, place, or thing. Review these rules for plural nouns.

Add an -s to most singular nouns.	robot → robots
Words ending in consonant + -y, change the -y to -i and add -es.	spy → spies
Words ending in ch, sh, ss, x, or consonant + -o (except foreign words), add -es.	brush → brushes tomato → tomatoes
Words ending in -f or -fe, change the -f or -fe to -v and add -s or -es.	wolf → wolves

Irregular plural nouns change in form.

man → men foot → feet person → people

Verbs must agree with the subjects, whether noun or pronoun.

Singular noun	The child	visits his aunt every day.
Plural noun	The children	visit the city each year.

A **collective noun** refers to a group considered as a unit, not as individual members. These are examples of collective nouns.

audience flock class family team

When the members of a collective noun act as one group, use a singular verb.

Chimlin's **family** **visits** her grandparents every month. (*the family as a single group*)

162 UNIT 3

Differentiated Instruction

Beginning

Show students one familiar object, such as a binder. Have students say *binder*. Then show students two or more *binders*, and have them say the plural: *binders*. Write the singular and plural forms on the board. Repeat with other familiar objects, including ones with -es and -ies plural endings.

Early Intermediate

Assign pairs of students a noun from pages 162–163. Have one student say a sentence using the singular form of the noun, and the other student, using the plural form.

Intermediate

Have students work in pairs to write a new sentence for each plural or collective noun in the Practice activity.

Early Advanced/Advanced

Have students write a short paragraph using at least five of the plural or collective nouns from the Practice activity.

Practice A

Circle the subject nouns. Then complete the sentences with the simple present form of the verbs in parentheses.

1. A big crowd comes every year. (come)
2. A herd of cattle _____ on grassland near my house. (graze)
3. A robot _____ at the factory. (work)
4. The classmates _____ at the joke. (laugh)
5. Every spring, the same flock of birds _____ to my backyard. (return)
6. Those women _____ French. (speak)



Practice B

List three more examples of irregular nouns and three examples of collective nouns in your notebook.

Apply

With a partner ask and answer about the collective noun for each definition below. Use the collective noun in a sentence.

Example: A: What do you call a large group of people?

B: A crowd. The crowd is very large.

- a group of people watching a movie
- a mother, father, and their children
- a group of people who play a sport together

Grammar Check ✓

How are collective nouns different than plural nouns?

READING 2

163

SAY: Some nouns name a group of persons or things. These are called collective nouns. Collective nouns include words such as team, family, and class. When we use a collective noun in a sentence, we usually treat it as singular, which means it takes the singular form of the verb, as in *The team practices daily.* or *The class is large.*

Ask volunteers to think of a sentence for each collective noun in the chart. Ask them to give examples of other collective nouns.

Practice A

Have students write the correct simple present form of the verb in parentheses and circle the subject nouns. Tell them to be careful when the subject is a collective noun.

Answer Key

2. A herd of cattle grazes on grassland near my house.
3. A robot works at the factory.
4. The classmates laugh at the joke.
5. Every spring, the same flock of birds returns to my backyard.
6. Those women speak French.

Practice B

Encourage students to think of people or animals that make up one unit when together.

Grammar Check

Ask the question in the Grammar Check box. If students cannot answer readily, have them review page 162. Then ask the question again.

Answer Key

Plural nouns refer to two or more people, places, or things. Collective nouns refer to a group, and the group is treated as one.

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. Remind students to listen carefully and correct each other's mistakes and to answer with full sentences. Walk around to monitor and help as students work. Check by calling on pairs to stand and model an exchange.

Teaching Resources

- Workbook, pp. 97–98
- GO 1: Main Idea and Details Chart
- Assessment, pp. 57–60

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

Write a Persuasive Article

Tell students that in this lesson, they will write a persuasive article. They will give an opinion and then give reasons to try to make the reader agree with them.

Model the process of creating a persuasive article.

SAY: *The most important part of a persuasive article is the evidence that you present to convince readers to agree with you. Evidence might include facts, numbers, examples, or quotations from experts. For example, you might argue that driverless cars are a good idea because they never get lost. Then you would give facts and examples to prove that driverless cars never get lost. One fact that you might use is that most driverless cars use high-precision GPS.*

Prewrite

Read aloud the student-written review on page 165. Have students compare the article to the graphic organizer on page 164. Point out that the student did not copy the ideas in her graphic organizer word for word into her article. She used the ideas in the graphic organizer as a guide and expanded on them. In the graphic organizer, she mentions that people could lose their jobs. In the article, she gives examples, truck drivers and taxi drivers.

Next, read the Prewrite prompt to the class. Work with students to complete their graphic organizers. Have students draw the graphic organizer in their notebook and use it to organize their ideas for their persuasive article. Encourage students to conduct research to find evidence to support their opinions.

Reading 2

Writing

Write a Persuasive Article

When you write a persuasive article, you give an opinion. Then you try to show your opinion is correct by supporting it with reasons.

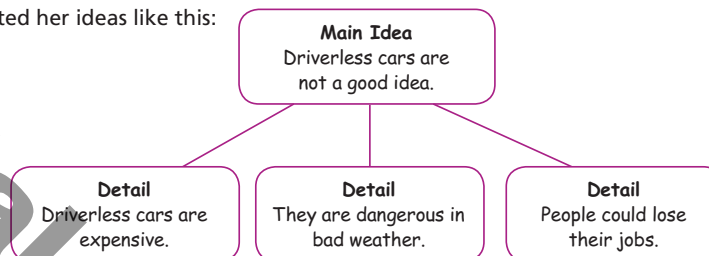
Writing Prompt

Write an article in which you try to persuade people to consider the advantages or disadvantages of driverless cars. Get your readers' attention with a strong opening. Support your argument with reasons. Pay attention to your subject-verb agreement with plurals and collective nouns.

1 Prewrite

Do research and find facts about driverless cars that you think are interesting. List advantages or disadvantages of driverless cars in a graphic organizer.

A student named Chuntao listed her ideas like this:



2 Draft

Use your graphic organizer to help you write a first draft.

164 UNIT 3

Differentiated Instruction

Beginning	Show students the difference between singular and plural nouns. Have them make lists of singular and plural nouns from the student model.
Early Intermediate	Review subject-verb agreement. Have students proofread their articles to find and correct agreement errors.
Intermediate	Tell students they must include at least one collective noun in their article. Give assistance as needed.
Early Advanced/Advanced	Discuss problems that students may have with subject-verb agreement when using collective nouns such as <i>army</i> , <i>company</i> , and <i>society</i> .

3 Revise

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

4 Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 404.

5 Publish

Prepare a clean copy of your final draft. Share your article with the class.

Here is Chuntao's article:

Writing Checklist

- ✓ **Organization**
I wrote an attention-grabbing opening.
- ✓ **Sentence Fluency**
I used sentences of different lengths to make my article interesting to read.



Chuntao Wang

It's hard to believe that when cars were first invented, they only had three wheels and no roof. Now, some companies are making cars that don't need drivers. Many people are excited by this idea, but driverless cars have a lot of disadvantages.

First, driverless cars are really expensive because they require up-to-date technology such as software, cameras, and sensors. They cost four times more than the average car! Driverless cars can also be dangerous in bad weather. Sensors and cameras don't always work in storms, and heavy rain can actually damage them.

If driverless cars become popular, a lot of people will lose their jobs. Truck drivers and taxi drivers will have to find new professions. That means they will have to learn new skills, which takes time and money. So, you see, driving a car isn't so bad after all.



READING 2

165

Draft

Remind students to write using a variety of sentence lengths to add interest to their writing. Go over the bulleted steps in the Draft section, and remind them to refer to their graphic organizers as they write.

Revise

Tell students that next they will 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 address each of these points 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.

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 students' 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 403.

Peer Review Checklist Have students complete the peer review checklist on page 404 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. Discuss their options for publishing. Have students put their final drafts in their writing portfolio.

Key Words

Teaching Resources

- Workbook, p. 99
- 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, read through the Oral Vocabulary Routine.

Oral Vocabulary Routine

Define: A **pocket** is a type of small bag inside pants, coats, etc.

Expand: Many people carry their cell phones in their back **pockets**.

Ask: What do you put in your **pocket**?

Define: A **timeline** is a line that shows when events happened.

Expand: Our history teacher taught us the history of technology using a **timeline**.

Ask: What would be on a **timeline** of your life?

Define: A **bar graph** is a chart that shows information using different colored bars.

Expand: I used a **bar graph** to show the results of the science survey.

Ask: When have you used a **bar graph** in school?

Define: **Headphones** are equipment that you wear over your ears to listen to music.

Expand: There are many different types of **headphones** available today.

Ask: Do you use **headphones** to listen to music?

Define: To **download** something is to move information from a computer network to a computer.

Expand: People often **download** music onto their computer.

Ask: What do you **download** onto a computer?

Continue in the same manner with **coach**.

Reading 3 Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, word study
- Reading strategy: Use prior knowledge
- Text type: Informational text (social studies)

Grammar

Compound sentences

Writing

Write a persuasive poster

These words will help you understand the reading.

Key Words

pocket
timeline
bar graph
headphones
download
coach

166 UNIT 3

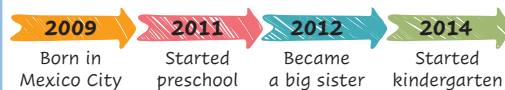
Key Words

Words in Context

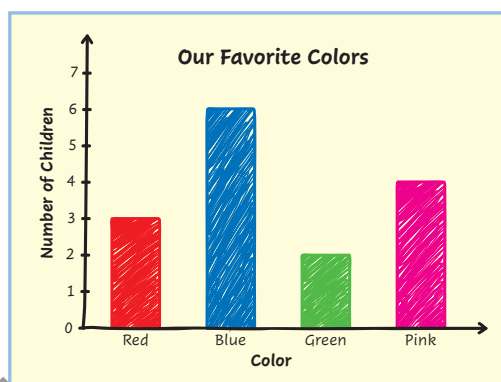


1 When Noah is nervous, he puts his hands in his **pockets**.

2 The first-grade students made a **timeline** of their lives.



3 The **bar graph** shows everyone's favorite color.



Common Core State Standards

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

The following standards apply to pages T166–T169.

Teaching the standards: RL.5.4, RF.5.3, RF.5.3.a, RF.5.4.c, L.5.4, L.5.4.a, L.5.5, L.5.5.c, L.5.6

Practicing the standards: SL.5.1, SL.5.1.c, SL.5.1.d, L.5.2.e

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

Accelerate Language Development

Common and Proper Nouns Point out that *coach* is a common noun by its definition, but a proper noun when part of a title, such as *Coach Nelson*. Write *coach* on the board and circle the first letter. Explain that the lowercase letter is used with common nouns. Then change the first letter to uppercase and add *Nelson* after it. Explain that proper nouns are capitalized.



4 When I am listening to music with **headphones**, I can't hear my mother when she calls me to dinner.



5 Our teacher asked us to **download** the picture from the class website.



6 The soccer players always listen to their **coach**.

Practice

Create a concept map for each new word.

- Write the key word in the center.
- Around it, write words that relate to it.
- Connect the words using lines.

Make Connections

What is one responsibility that students have in their classroom?
Why are responsibilities important? What would our classroom be like if we didn't have responsibilities?



READING 3

167

Review Write the following sentences on the board. Have students complete the fill-in-the-blank exercise.

1. **Pockets** are very useful because they can hold many different things.
2. My history class created a **timeline** for the history of computers.
3. Our group charted the most used types of technology on a **bar graph**.
4. Some **headphones** block out all outside noise.
5. It is easy to **download** music and movies to your personal device.
6. My soccer **coach** makes us practice four days a week.

Visual Literacy

Labels Discuss the pictures on these pages.

SAY: Look at each of the photos and illustrations, and find the correct number next to each sentence.

- What does each of the pictures show?
- How does the picture help to explain the key word?

Practice

Read the instructions aloud. Help students create concept maps for the key words.

Ask students to work in pairs to write one context sentence for each key word.

Make Connections

You may assign this exercise as a class discussion, a small group discussion, or a partner activity. Using supports from peers and teachers develops vocabulary needed to comprehend increasingly challenging language.

Writing Fluency Discuss what type of information can be included on a **bar graph**. Ask students to describe ways they have used bar graphs in their classes. How do bar graphs help us share information? Ask students to write a paragraph about ways they have used bar graphs in school.

Academic Words

Teaching Resources

- Workbook, pp. 100–101
- 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 **element**.

Expand: There are many **elements** to being a productive student.

Ask: What are the **elements** to being a good student?

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

Expand: Too much screen time can be a health **issue** for kids today.

Ask: What is an **issue** you feel strongly about?

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

Expand: Email is a popular way to **contact** other people.

Ask: How do you **contact** your friends?

Practice

Have students write in their notebooks.

Answer Key

1. **issue**
2. **contact**
3. **element**

Apply

Have partners ask and answer the questions, listening carefully and correcting each other's mistakes. Monitor oral language production.

Reading 3

These words will help you talk about the reading.

Academic Words

element

one individual part of something

issue

an event or situation that people are talking about

contact

communicate with someone



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UNIT 3

Academic Words

Words in Context

Paying attention in class is an important **element** of learning.

Climate change is an important **issue** in the world today.

My aunt and uncle live far away, but they always **contact** me on my birthday.

Practice

Complete each sentence with an academic word.

1. We should vote on this _____.
2. If you are absent, the school will _____ your parents.
3. One _____ of being a good basketball player is eating healthy food.

Apply

Ask and answer with a partner.

1. What are the most important **elements** of a school day?
2. What is the most important **issue** your family talks about at home?
3. How do kids today **contact** their friends?

Word Study

Synonyms and Antonyms

Read these sentences.

Asia is the **largest** continent. The second **biggest** continent is Africa. The **smallest** continent is Australia.

The words *largest* and *biggest* are synonyms. **Synonyms** are words that have the same or almost the same meaning.

The words *largest* and *smallest* are antonyms. **Antonyms** are words that have the opposite or almost the opposite meaning.

Word	Synonym Same Meaning	Antonym Opposite Meaning
largest	biggest	smallest

Practice

For each word below, find one synonym (S) and one antonym (A) from the box.

boring	few	interesting	loss
major	many	unimportant	win

- important S: _____ A: _____
- fascinating S: _____ A: _____
- numerous S: _____ A: _____
- victory S: _____ A: _____

READING 3

169



Synonyms and Antonyms

Explain to students that synonyms are words with the same or similar meanings, and antonyms are words with opposite meanings. Write the following word pairs on the board. Have students identify the synonyms and antonyms.

<i>large/huge</i>	<i>long/short</i>
<i>talk/speak</i>	<i>loud/quiet</i>
<i>funny/amusing</i>	<i>big/small</i>

Direct students to review *A Robot's Smile* and *Six Amazing Inventions* to look for synonyms and antonyms.

Write the following words on a chart with space for synonyms and antonyms and ask students to share examples. Have a volunteer write them in the appropriate column.

<i>safe</i>	<i>adults</i>	<i>great</i>
<i>cold</i>	<i>inside</i>	<i>dirty</i>

Practice

Have students work individually and then share their answers with a small group. If the activity is too challenging, have students work with a thesaurus.

Answer Key

- important—synonym: major; antonym: unimportant
- fascinating—synonym: interesting; antonym: boring
- numerous—synonym: many; antonym: few
- victory—synonym: win; antonym: loss

Reteach Ask students to search other books and magazines to find three words that have both a synonym and an antonym. Have students use reference sources such as a dictionary and a thesaurus to help them complete the activity.

Reading 3

Teaching Resources

- Teacher's Resource Book, p. 99
- Workbook, pp. 102–104
- Audio
- GO 8: Cause and Effect Chart

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

Our Digital Lives

More About the Big Question

The Big Question for this reading is designed to make students think about how our digital lives are the same as and different from our real lives.

SAY: *In our school, students, teachers, and administrators use technology every day. Sometimes, this technology can be a challenge. What is a benefit of technology? What is a challenge?*

Have students think about how our digital lives affect our real lives.

Play the Audio Have students listen to the audio. Remind them that they will be listening to information about different aspects of technology. Tell them to think of this context as they listen. After students have listened, ask them to tell you what it was about. Ask how understanding the context helped them understand the listening.

Reading Strategy

Use Prior Knowledge Tell students that when you use prior knowledge, you use what you already to know to better understand something new. Have students complete the first two columns of the K-W-L Chart on page 178. Then model the reading strategy by reading the first page aloud. Do a *think aloud* to demonstrate how to perform the reading strategy.

Reading 3

Social Studies
Informational Text

More About



How are our digital lives the same as our real lives? How are they different?



Listen to the Audio.

Listen for the general meaning. Think about the situation, or context. Use this to help you understand the selection.

Reading Strategy

Identify Fact and Opinion

As you read, think about what you already know about being safe, responsible, and respectful online.

- What safety rules do you know for using the internet?
- How much time does the average kid spend online?

Complete the first two columns of the K-W-L Chart on page 178. Listen as your teacher models the reading strategy.

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UNIT 3

Our Digital Lives

Today most people don't **think twice** when they reach into their **pocket**, pull out their smartphone, and use it to go online, take a photo, or send a text.

But cell phones weren't always so "smart." When cell phones were first invented, just a few people had them. Often these first cell-phone customers only used their mobile phones for emergencies. They couldn't text or take a photo, much less search the internet with their cell phones. The only thing these early users could do with their cell phones was talk. They couldn't even put them in their pocket or purse because they were too large.

It took many years before the modern smartphone became part of everyday life.

think twice think very carefully before deciding to do something because you know about the dangers or problems



Common Core State Standards

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

The following standards apply to pages T170–T177.

Teaching the standards: RL.5.3, RL.5.10

Practicing the standards: RL.5.4, RL.5.7, RF.5.4.c, L.5.4, L.5.4.a, L.5.6

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

Fluency

Activity 9 Write the following conversation on the board:

A: Cell phones are different today from when they first came out.

My mom told me her first one was too big to fit in her purse.

B: My dad told me they were only used in emergencies.

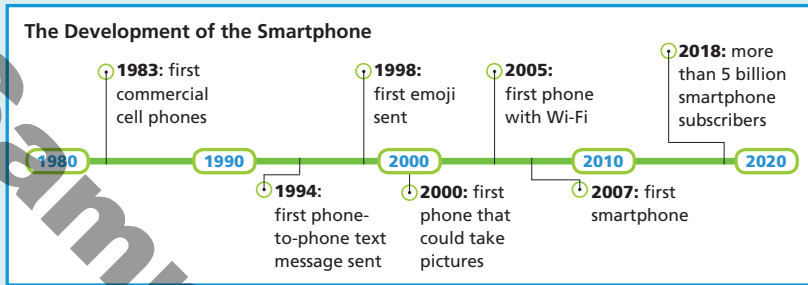
A: Sometimes I think I use mine too much.

B: Me, too. My mom makes me turn it off at night.

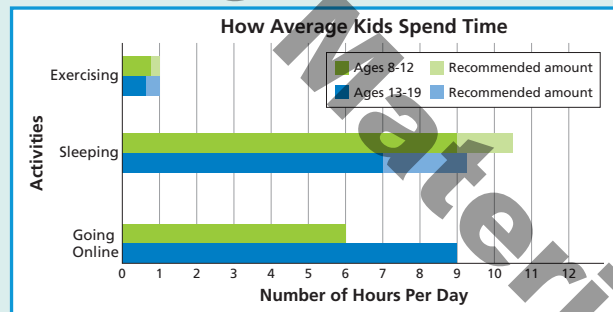
A: That's a good plan.

Have students take turns reading aloud, three times each with a partner. Circulate as students read.

This **timeline** shows how smartphones **developed**. What do you think will be next on the timeline?



Today technology, especially the smartphone, is a big part of kids' lives. This **bar graph** shows how much time kids spend on their smartphones, spent mostly online, compared to time spent on sleeping and exercising.



Look at the bar graph again. Are the findings true for you?

developed grew or changed into something bigger, stronger, or more advanced

average having qualities that are typical of most people or things

Before You Go On

Think of what you do online. How can you protect yourself while you're online?

Read Aloud Assign volunteers to read the text on page 171 aloud. Encourage them to refer to the bar graph to help them answer the questions. Have students stop and discuss any information they don't understand.

Build Vocabulary Direct students' attention to the boldfaced words in the text with definitions at the bottom of the page.

- Invite volunteers to read aloud the word and the definition.
- Have students write a context sentence using the word.
- Have students repeat this activity for each boldfaced word as they read the selection.

Before You Go On

Have students work with partners to decipher the bar graph. Have them discuss their own exercising, sleeping, and online habits.

Comprehension Check

Make Inferences After students have read pages 172–173, explain that sometimes a reader must make inferences about information in the text that the author has left out. Make sure students cover the answers to the quiz on page 173 when they are taking it!

Comprehension Check

Use a Main Idea and Details Chart Ask students to think about how they stay safe on the internet. Explain to them that a Main Idea and Details Chart can help them organize their thoughts and ideas. Have them complete a Main Idea and Details Chart, writing details for the following main idea: I stay safe on the internet.

Possible Responses:

Main Idea

I stay safe on the internet.

Supporting Detail

I don't use my real name when talking with someone I don't know.

Supporting Detail

I don't share pictures with people I don't know.

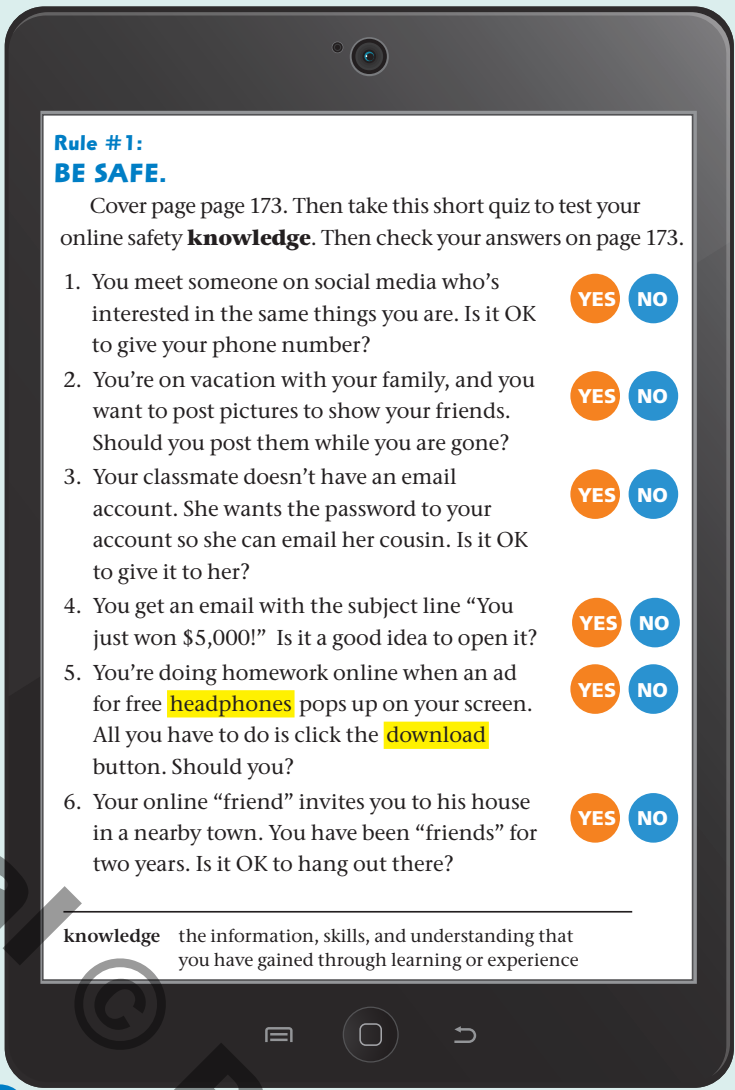
Supporting Detail

I don't download things from popup ads.

Link to Social Studies

Phone Numbers A telephone number is a sequence of numbers assigned to a certain phone. Telephone numbers were first used in 1879 in Massachusetts, U.S.A. When telephone numbers were first used, they were very short, from one to three digits. They were communicated to a person called a switchboard operator, who then connected the call. Today, there are approximately 7,919,900 telephone combinations possible.

Adapt the Activity Have students reread pages 172–173 and summarize the information that is provided. Have them discuss their responses to the questions with a partner. Then have them write a paragraph defending their ideas and position.



Differentiated Instruction

Beginning	Have students find and say aloud the sentence that states the main idea of page 170. <i>Technology is a big part of kids' lives.</i>
Early Intermediate/ Intermediate	Have students write a short answer to the following question: <i>What is a scam?</i>
Early Advanced/ Advanced	Ask students to write a two-sentence summary of the information on pages 172–173.



Answers

1. Never give any personal information such as your address or phone number to someone you meet online.
2. Wait until you get home. You don't know who will see your post.
3. Only you and your parents should know your passwords.
4. Never open an email from an address you don't know. It is probably a **scam**.
5. Don't download something from a site you didn't visit. It could contain a **computer virus** and damage your device.
6. You should only meet an online "friend" in a public place, and always with a parent.

If you answered "No" to the questions, you know how to be safe online!

scam dishonest trick

computer virus set of instructions secretly put into a computer, usually spread through emails, which can destroy information stored on the computer

Before You Go On

Can you think of other rules to remember when you're online? If not, read on.

READING 3

173

Visual Literacy

Pictures Refer students to the photograph on page 173. Ask them if they spend time on their phones when they are with their friends like the kids in the picture.

Comprehension Check

Informational Text Refer students to the questions and responses on pages 172–173.

SAY: *There is helpful information presented on these two pages. Staying safe online is necessary in today's world.*

- *Why should you wait until you get home from a vacation before posting pictures online? A thief could see that no one is at your home and possibly steal from you.*
- *Who should know your passwords? only you and your parents*
- *Why should you never open an email from an address you don't know? It could be a scam.*
- *Why shouldn't you download something from a site you didn't visit? It could contain a virus.*

Before You Go On

Have students compare their answers with the correct responses. Then have students compare their answers with a partner's. Clarify any responses that students don't understand.

Comprehension Check

Identify Cause and Effect Explain to students that identifying cause and effect can help them better understand the text through understanding the relationships found in the text.

SAY: *Using technology is a big responsibility. Being responsible is made up of instances of cause and effect. We can learn about these causes and effects by analyzing the text.*

Have students create a Cause and Effect Chart like the one below to list each cause and effect in the text.

CAUSE	EFFECT
People could use cell phones only to talk.	New cell phones were developed.
Some people spend too much time online.	They don't get enough exercise or sleep.
You download something from an unknown website.	You could get a virus and damage your computer.
Someone is bullied online.	

Adapt the Activity Have students work in groups of three to role-play the situation on page 174. Encourage students to read with expression and clearly pronounce the words. After their presentations, have students retell in their own words what happened.

Rule #2:

BE RESPONSIBLE.

LET AN ADULT KNOW IF YOU'RE BEING CYBERBULLIED

The comic strip consists of three panels. Panel 1: A hand holds a smartphone displaying a text message from 'Samantha' that says 'Nobody on the soccer team likes you!'. Panel 2: Two girls are sitting on a couch. The girl on the left (yellow shirt) looks sad and is holding the phone. The girl on the right (purple shirt) is talking to her. Panel 3: The same two girls are on the couch. The girl in yellow is crying and holding the phone. The girl in purple is talking to her. A small table with a bowl of fruit is next to them.

I think I'm going to quit the soccer team.

WHY? You LOVE soccer! And you're our best goalie!

Look what Samantha just texted me!

Hey, that's not nice. Or true!

I'm going to tell the coach!

Before You Go On

How do you feel when you spend more time online than doing things in the "real" world?

Differentiated Instruction

Beginning	Give examples of effects, such as <i>I wore a coat</i> . Have students tell a cause.
Early Intermediate	Have students take turns reading the characters' lines with expression.
Intermediate	Ask students to write a two-sentence summary of the text message scenario on page 174.
Early Advanced/Advanced	Assign roles to students who will role-play the situation on page 174. Have them use their imagination to come up with a conversation with the coach.

Fluency

Activity 10 Read aloud page 174 of the text as students listen. Model correct rhythm, expression, and intonation. Have students work in pairs to read page 174 aloud to each other, three times each.

Activity 11: See *Teacher's Resource Book*, page 130.

Rule #3:

BALANCE YOUR TIME.

Playing games online and chatting with your friends on social media are fun, but don't let your digital world take over your real world. Balance is the key to life.



Before You Go On

Why is it important to balance the different **elements** in your life?

READING 3

175

Build Vocabulary Direct attention to the boldfaced words on pages 172–173 with their definitions at the bottom of the page.

- Invite volunteers to read aloud each word and its definition.
- Have students reread the sentence, replacing the term with a synonym or definition.
- Have students write a context sentence using the word.
- Have students repeat this activity for each boldfaced word as they read the selection.

Link to Social Studies

History of Social Media Social media began in 1978, when two men invented the computerized bulletin board system to inform friends of meetings, make announcements, and share information. From 1973 to the present, tons of websites, such as Geocities, Blogger, Instagram, Facebook, and Twitter, have been created to keep people connected with one another.

Before You Go On

Have students work with partners to brainstorm why it is important to balance the different elements in their lives. Have students share their ideas in a class discussion.

Comprehension Check

Build Vocabulary Help students learn the definition of the boldfaced word.

- Invite a volunteer to read the term and its definition aloud.
- When possible, reread the sentence, replacing the term with a synonym or a definition.

Adapt to the Activity Have students work in groups of three to create a scene depicting the information on page 176. Encourage students to develop a situation in which the advice in the text would be helpful. After their presentations, have students retell in their own words what happened in the scene.

Link to Social Studies PACER's National Bullying Prevention Center started National Bullying Month in 2006. In the month of October, kids are challenged to help prevent bullying by doing things such as making friends with someone they don't know at school and standing up for others. Facebook, CNN, and Yahoo! Kids! are some of the organizations that help get the word out about this special month.

Rule #4:

BE RESPECTFUL.

Before you post anything online, always **THINK!**

Is it **True?**

(Make sure you trust your source of information.)

Is it **Helpful?**

(Gossip hurts everyone.)

Is it **Inspiring?**

(Take time to encourage others.)

Is it **Necessary?**

(It's better not to post anything if you don't have anything nice to say.)

Is it **Kind?**

(Never post something that could hurt someone's feelings.)

THINK!



inspiring giving people a feeling of excitement and a desire to do something great

176 UNIT 3

Accelerated Language Development

Acronyms Explain that some terms in English are formed from the first letters of words or parts of words. For example, the name "K-W-L Chart" is formed from the first letters of the words *know*, *want*, and *learned*. The letters *US* are often used in writing and in speaking when referring to the United States.

Ask students what other English acronyms they know.

RESPECTFUL PEOPLE SAY...

"Respect is a two-way street. If you want to get it, you have to give it."

"Don't steal someone's ideas from the internet. Give **credit** where credit is due."

"If you wouldn't say something in person, don't say it online."

"Think before you click."

Can you add two more **quotations**?

WB
102-104

Think It Over

credit to believe or admit that someone has a quality or has done something good

Reading Strategy

Use Prior Knowledge

- How did your prior knowledge of the rules for online behavior help you understand the reading?
- What new information have you learned about being safe, responsible, and respectful online?

- 1. Recall** Can you remember two safety **issues** from the quiz?
- 2. Comprehend** Thinking about the cartoon, who should you **contact** if you or one of your friends is cyberbullied?
- 3. Analyze** What happens when people don't pay attention to the **elements** of safe, responsible, and respectful online behavior?

READING 3

177

Build Discussion First, have students rephrase the quotes on page 177 in their own words. Then have them work in pairs to come up with two more quotes.

Reading Strategy

Use Prior Knowledge Remind students that they are constantly building knowledge. The information they have learned by reading this selection is now knowledge they can apply to texts they read in the future.

Encourage students to write their answers to the Reading Strategy questions, then compare their answers with partners. Have partners discuss when they might apply this new knowledge in the future.

Think It Over

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

Answer Key

- 1. Possible Response:** not giving out your phone number to someone online; not meeting an online "friend" without a parent
- 2. You should contact an adult that you trust.**
- 3. Possible Response:** People can get themselves into an unsafe situation.

Learning Strategies

Teaching Resources

- Workbook, p. 105
- GO 5: K-W-L Chart

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

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

Use a K-W-L Chart

Review with students what information goes in each column of the K-W-L Chart.

SAY: *We learn best when we consider what we already know about a topic. We can think about what questions we have about the topic. Then we can try to learn new information to add to what we already know.*

- *What did you know about how to be safe, respectful, and responsible before you began this selection?*
- *What questions did you have about being safe, respectful, and responsible online?*
- *Did the text answer your questions?*
- *What did you learn from reading the text?*

Practice

Before they begin the Practice activity, elicit what students had written in the first two columns of the chart. After they've filled in the final column, call on students to tell the class what new information they learned that they found most interesting. Finally, ask the class the two questions under the chart. Write their ideas for further study on the board and lead a class discussion on where students might find this information.

Reading 3

Learning Strategies

Use a K-W-L Chart

A K-W-L Chart can be used to activate **prior knowledge**. It provides a plan for recording three kinds of information.

1. What you **know about** a topic before reading
2. What you **want** to know or learn about the topic
3. What you actually **learned** about the topic



Practice



You completed the first two columns before. Now complete the final column.

HOW TO BE SAFE, RESPONSIBLE, AND RESPECTFUL ONLINE		
WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

1. What do you still want to learn about appropriate and inappropriate online behavior?
2. Where can you find more information?

178 UNIT 3



Common Core State Standards

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

The following standards apply to pages T178–T183.

Teaching the standards: RL.5.3, W.5.1, W.5.1.a, W.5.1.b, W.5.4, W.5.5, W.5.10, L.5.1, L.5.1.a, L.5.2, L.5.3

Practicing the standards: SL.5.1.c

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

Use Prior Knowledge

When you activate **prior knowledge**, you use what you already know to learn more about something. For example, you can use what you now know about being safe, respectful, and responsible online to learn more about other ways to be a good digital citizen.

Practice



Imagine that your next reading assignment is about digital commerce. Digital commerce is the buying and selling of goods online. Then, complete the chart.

1. List three things you already know about online safety based on what you learned in *Our Digital Lives*.
2. List three things you want to learn about digital commerce.

WHAT I KNOW	WHAT I WANT TO KNOW
1.	1.
2.	2.
3.	3.



Apply

Close your book and tell your partner what you remember about the selection. Use the Key Words on page 167.

Extension

Think about what else you want to know about online shopping. Choose a topic and do research on it. Make a poster on the topic. Use both text and pictures on your poster. Share your poster with the class.

READING 3

179

Use Prior Knowledge

Ask students to suppose they are going to read an informational article about digital commerce.

Practice

Have students draw and complete a chart like the one on page 179 in their notebooks.

Possible Responses:

1. What I Know: only give your password to your parents, follow your parents' rules, think before you click
2. What I Want to Know: What do people buy? Where do the goods come from? Who buys the goods online?

Apply

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

Extension

Ask partners to think about what else they want to know about online shopping. Have them choose a topic, do research on it, and make a poster on the topic. Have them use both text and pictures on their posters. Then have them show their posters to the class and explain what the posters show. Invite students to draw conclusions about their posters.

Teaching Resources

- Workbook, p. 106

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

Compound Sentences

Help students understand that a compound sentence is a sentence in which two simple sentences, or independent clauses, are joined by a connecting word such as *and*, *but*, or *or*. Each part of the compound sentence has its own subject and verb.

Read through the top half of page 180 with students, with volunteers reading the sample sentences provided.

SAY: *Sometimes two short sentences work well separately, but sometimes it makes more sense to combine them to show how the ideas are related. When we use and, but, or or to connect two sentences, or two independent clauses, it makes a compound sentence.*

Read the bottom half of page 180 with students to help them understand the uses of the different connecting words. Provide students with further examples of sentences with each type of connecting word, and have volunteers write the sentences on the board.

Reading 3

Grammar

Compound Sentences

Two simple sentences, each with a subject and a verb, can be joined to form a **compound sentence**.

Simple Sentences

The birds were singing. The sun was shining.

Compound Sentence

The birds were singing, **and** the sun was shining.

Note that a compound sentence consists of two **independent** clauses, each with a **subject** and a **verb**.

Independent Clause

It was very late,

and

Independent Clause

I needed to get home.

To create a compound sentence, use the connecting words **and**, **but**, or **or**. Always use a **comma** before the connecting word. Use **and** to join two sentences with similar ideas.

He started playing the guitar when he was five, **and** he still practices daily.

Use **but** to join two sentences with contrasting ideas.

Tom forgot his umbrella, **but** Mia brought an extra umbrella.

Use **or** to show a choice between two different ideas.

We can make sandwiches, **or** we can heat up some soup.

180 UNIT 3

Differentiated Instruction

Beginning

Write on the board: A dog barks. A cat meows. Ask students if these sentences should be connected with *and*, *but*, or *or*. Write correct compound sentences on the board.

Early Intermediate

Show a picture of a truck and a car. On the board, write: This truck can carry a lot. This car uses very little gas. Ask students to write a compound sentence that connects the two simple sentences.

Intermediate

Show students a picture of two people playing a sport. Ask students to write a caption that is a compound sentence about the two people, such as *Brett plays first base, and Luisa is the pitcher*.

Early Advanced/Advanced

Have students write three compound sentences about their favorite sport with the connecting words *and*, *but*, or *or*.

Practice A

Use the connecting words *and*, *but*, or *or* to combine the sentences.

1. Ben wanted the windows open. George wanted them closed.
Ben wanted the windows open, *but* George wanted them closed.
2. We can tell our teacher about the website that made us uncomfortable. We can tell our parents about it.
3. You should get enough sleep every night. You should exercise one hour every day.
4. Maria wanted to open the email. She didn't think it was safe.
5. She didn't tell him her address. She told him her favorite color.

Practice B

In your notebook, write one compound sentence for each connecting word: *and*, *but*, and *or*.

Apply

Work with a partner. Use *and*, *but*, or *or* to make compound sentences. Use ideas from "Our Digital Lives."

Example: A: The first mobile phones were very big,
B: and people couldn't put them in their pockets.

READING 3

181

Practice A

Have students use the best connecting word to combine each pair of words.

Answer Key

2. We can tell our teacher about the website that made us uncomfortable, or we can tell our parents about it.
3. You should get enough sleep every night, and you should exercise one hour every day.
4. Maria wanted to open the email, but she didn't think it was safe.
5. She didn't tell him her address, but she told him her favorite color.

Practice B

Check students' compound sentences after they have finished.

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. Remind students to listen carefully and correct each other's mistakes. Walk around to monitor and help as students work. Check by calling on pairs to stand and model a conversation.

Teaching Resources

- Workbook, pp. 107–108
- GO 1: Main Idea and Details Chart
- Assessment, pp. 61–64

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

Write a Persuasive Poster

Explain that a poster has pictures and information about a certain topic. A poster is a good way to give information to large numbers of people. Posters are often hung on bulletin boards or in store windows.

Read the Writing Prompt aloud. Then have students discuss the parts of a poster.

SAY:

- *Posters usually have a headline—a line at the top in big letters that gives the main idea. What would be some good headlines for this poster?*
- *What kinds of information could you include? Remember that the purpose of the poster is to persuade.*
- *What pictures could you use?*

Prewrite

Read aloud the student-written poster on page 183. Point out the parts of the poster, such as the headline, subheads, and concluding head. Call students' attention to the persuasive details that the writer used.

Next, read the Prewrite prompt to the class. Work with students to complete their graphic organizers. Have students draw the graphic organizer in their notebook and use it to list the main idea and details for their poster. Encourage students to conduct research to find facts, examples, and quotations from experts to make their poster persuasive. If time allows, have students illustrate their posters with drawings or photos.

Writing

Write a Persuasive Poster

When you write a persuasive poster, you need to catch your reader's attention right away. People usually take only a few minutes to study a poster. You need good headings and only the most important information.

Writing Prompt

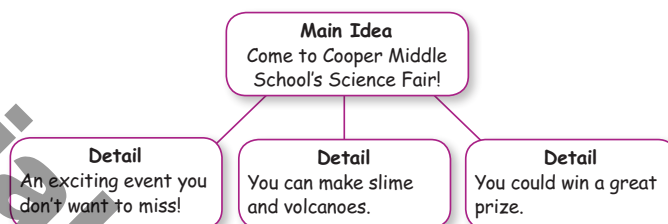
Create a poster in which you try to persuade people to attend your school's science fair. Think of good reasons why people would want to come. Use compound sentences.

1 Prewrite



Choose facts about the science fair that you think will encourage people to attend the event. List them in a graphic organizer.

A student named Pat listed her ideas like this:



2 Draft

Use your graphic organizer to help you write a draft.

Differentiated Instruction

Beginning	Write words from the student model, such as <i>projects</i> , <i>fun</i> , <i>surprising</i> , and <i>slime</i> on the board, and have students define the words orally, in writing, or by drawing pictures.
Early Intermediate	Have students write three sentences explaining why a science fair would be a fun event to attend. Then have them draw or find a picture to illustrate each sentence.
Intermediate	Have students work in small groups to support each other as they create their posters.
Early Advanced/Advanced	Have students use a thesaurus to find interesting adjectives to use in their posters.

3 Revise

Read over your draft. Use the Writing Checklist to help you identify problems. Then revise your draft.

4 Edit

Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner. Use the Peer Review Checklist on page 404.

5 Publish

Prepare a clean copy of your final draft. Share your poster with the class.

Here is Pat's poster:

**COOPER MIDDLE SCHOOL'S SCIENCE FAIR
A NIGHT OF FUN AND ENTERTAINMENT**

COOL PROJECTS

Are you curious? Do you like to be "wowed"? Come see the surprising results of our amazing experiments!

FUN ACTIVITIES

Stop by the activity booth, roll up your sleeves, and make slime and volcanoes. You'll have an awesome time!

PRIZES

Put your name in a jar, and you just might win wireless headphones or a gift certificate to a restaurant of your choice!

**COOPER MIDDLE SCHOOL'S
SCIENCE FAIR HAS IT ALL!
DON'T MISS IT!**



READING 3



183

Writing Checklist

- ✓ **Organization**
I used attention-grabbing headings.
- ✓ **Sentence Fluency**
I used sentences of different lengths.
- ✓ **Conventions**
I used compound sentences correctly.

Draft

Encourage students to write using a variety of sentence patterns to add interest to their writing. Remind them that they can form compound and complex sentences using connecting words to combine phrases, clauses, and sentences. Remind students to refer to their graphic organizers as they write.

Revise

Tell students that next they will 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.

Ask students to go over their first drafts and make improvements using the checklist.

Edit

Explain to the class that editing is an important step in revising their drafts. Advise students to read through their drafts and try to identify any errors in grammar, usage, mechanics, or spelling. Remind students to use the editing and proofreading marks on page 403.

Peer Review Checklist Have students complete the peer review checklist on page 404 and give feedback to their partner. Then have students go over their final drafts and make improvements based on their partner's feedback.

Publish

Have students look at their final drafts. Discuss their options for publishing. Have students put their final drafts in their writing portfolio.

Put It All Together

Teaching Resources

- Workbook, pp. 109–110
- 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 these readings. Have students copy the chart and complete it in pairs. Next, lead a class discussion on how the readings are similar or different.

Answer Key

- Six Amazing Inventions* Informational text, How technology can help people
- A Robot's Smile* Literature, How technology can help people
- Our Digital Lives* Informational text, How technology can help people, Rules to follow

Discussion

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

Listening Skills

Read the information in the Listening Skills box aloud. Encourage students to actively monitor their understanding of spoken language.

Answer Key

- Possible Response:** You can put yourself in an unsafe situation and get into trouble.
- Possible Response:** Each of the inventors faced elements such as pollution, dangerous animals, no electricity, and dirty drinking water.
- Possible Response:** People wrote letters and called each other on landline phones.

Help students expand on the question: *How has technology made our lives easier?*

ASK: *What causes people to want to create new inventions?*

Put It All Together

Apply and Extend

Link the Readings

Read the words in the top row. For each text selection, put an X under words related to that reading.

	Informational text	Literature	How technology can help people	Rules to follow
<i>Six Amazing Inventions</i>				
<i>A Robot's Smile</i>				
<i>Our Digital Lives</i>				

Discussion




1. What could happen if you don't follow the rules for online safety?
2. What difficult **elements** did some of the six inventors face?
3. Before the invention of the cell phone, how did people **contact** one another?
How has technology made our lives easier?

Listening Skills

If you don't understand a word or phrase, you can ask "What does... mean?"

Projects

Your teacher will help you choose one of these projects.

Written 	Oral 	Visual/Active 
Biography Research an inventor from your country. Write a short biography of his or her life.	Skit Write and perform a skit about a family in the year 2050.	Collage Use drawings, photos, and magazine clippings to create a collage that shows how you use technology in your daily life.
Letter Suppose you live in your city in the year 2150. Write a letter to a friend telling about a day in your life.	Presentation Work as a group. Create a presentation that explains one important element of digital citizenship.	Brochure Design a brochure that tells about using technology in the classroom. Include illustrations and captions.



UNIT 3

185

Projects

Help students read and select an appropriate project for their interest and ability.

Biography

Help students research an inventor from their home country, using sources on the internet or in the school library for information.

Letter

Have students share what they imagine life to be like in the year 2150. List their ideas on the board.

Skit

Have students discuss what a family will be like in the year 2050 and their ideas for how to perform the skit.

Presentation

To prepare, have students make a list of important elements of digital citizenship.

Collage

Tell students to bring in newspapers, magazines, or pictures from the internet to use in their collages.

Brochure

Bring in sample brochures or download them from the internet to give students an idea of how to make their own brochures.

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.

- How does what you've learned in this unit build on your prior knowledge?
- How does what you've learned in this unit relate to the present or the future?
- What other questions do you have about technology?

Teaching Resources

- Audio

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

Give a Speech

Begin by asking students if they have ever heard someone give a speech before. Show pictures of a politician or other leader giving a speech to a group. Explain that speeches give information and can often give opinions. Ask students to read the example on page 186 and summarize what the speech is about.

Prepare

Have students think about technology and what they enjoy most about using it. Allow students time to think about the facts and opinions they will put in their speeches. Help them to find visuals they can use during their speech.

Useful Language

Play the audio or say the phrases in the box aloud. Have students listen and repeat. Explain any phrases that students don't understand. Encourage students to use the phrases in the speaking task.

Practice

As students practice their speech, remind them that they are not simply giving a speech, but they are sharing their personal experiences and interacting with the audience.

SAY: *As you practice your speech, try to feel comfortable and at ease with your audience. Remember that they will be learning about you.*

Put It All Together

Listening and Speaking Workshop

Give a Speech

You are going to give a speech about using technology to connect with your friends. You will listen as your classmates give their speeches.

1 Prepare

- Think about why you like using technology to connect with your friends. You will write and give a speech about it. Your classmates will ask you questions afterward.
- Think of the main reasons you like using technology. Think of details to support your main points. Now write your speech. Find effective visuals to use during your speech.

Example:

Technology Brings People Together	Diego Rivas
A lot of grown-ups think that kids today aren't very social because of technology. They think that when we are in front of screens, we are just playing games and watching videos. In fact, we're doing a lot more—we're learning how to be more social.	
For shy kids, it's really hard to talk to new people, but, luckily, we have the internet and social media. Starting a conversation can be scary, but online, you can think about what you want to say without feeling nervous. This way, you can make more friends and get to know each other better.	
So does technology make us more or less social? What do you think?	

Useful Language

 Listen and repeat.

Today I'm going to talk about . . .

First of all, ...

People think that ...

I believe that ...

For example, ...

This is important because ...

Any questions?

186 UNIT 3

Differentiated Instruction

Beginning

Point to some of the pictures that students used as props for their presentations. Ask students to name what they see in the picture. Encourage students to use short phrases to talk about the picture.

Early Intermediate

Have students choose the speech of one of their classmates to evaluate. Have them use short phrases to summarize the main point, or general meaning, of the speech.

Intermediate

Encourage students to tell what they thought about their own speech. Have them tell whether they thought they did a good job or what they would improve for the next time.

Early Advanced/Advanced

Have students research facts and figures that they can include in their speeches.

2 Practice

Practice your speech in front of your family or friends. If possible, record your speech. Then listen to it. How do you sound? Record it again and try to improve.

3 Present

As you speak, do the following:

- Speak clearly and loudly enough for everyone to hear.
- Make eye contact with your audience.
- Be careful not to hide behind your visuals.

As you listen, do the following:

- Picture in your mind what the speaker is describing.
- Take notes.
- Think of questions to ask the speaker after the presentation.

4 Evaluate

After you speak, answer these questions:

- ✓ Did you make eye contact with your audience and speak clearly?
- ✓ Did you express your ideas well?

After you listen, answer these questions:

- ✓ Did you understand the main points and details of the speech?
- ✓ Did you enjoy listening to the speech? Why or why not?

Speaking Skills

Speeches use formal language. Remember to use correct grammar and complete sentences, and to avoid slang.

Listening Skills

As you listen, use the visuals the speaker presents to help you enhance and confirm your understanding.



UNIT 3

187

Present

Demonstrate speaking clearly and loudly as you read aloud the Present section to students. Tell them to relax, but to speak clearly and with confidence so that people will understand their key points. Be sure to emphasize the importance of listening, taking notes, and writing down questions for the speakers.

Speaking Skills

Remind students that they will be adapting their spoken language appropriately in order to give a formal speech. Review the difference between formal and informal speech with students. Write some examples of informal speech on the board and work with students to restate the examples in formal speech.

Listening Skills

Tell students to pay close attention to what the speaker is saying. They should be listening for details and will be expected to remember what they heard. Encourage students to write down questions they have about students' speeches.

Evaluate

Have students use their checklist to evaluate whether they delivered their speech clearly and effectively. Ask students to think about whether they were relaxed as they spoke and were able to make good use of their visuals. Discuss the main idea of a few of the speeches and ask students questions to test their comprehension of the speeches.

Encourage students to offer constructive criticism to their peers. Cite specific examples of positive feedback students have given and praise students for their work. Remind them that positive feedback is important.

Writing Workshop

Teaching Resources

- Workbook, pp. 111–112
- GO 1: Main Idea and Details Chart

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

Write a Persuasive Essay

In this workshop, students will review the characteristics of expository writing and write a persuasive essay. 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 persuasive essay throughout the unit by writing a review, a persuasive article, and a persuasive poster.

Writing Prompt

Read the Writing Prompt aloud to students. After reviewing the example on page 189, help students brainstorm possible topics.

Prewrite

Ask students to reflect back on the other writing assignments in this unit. Remind them that in each of the three assignments, they wrote to convince their readers—to agree with their opinion on a book or movie, to see the advantages or disadvantages of driverless cars, or to come to their school’s science fair. In this essay, students will write to convince readers to agree with their opinion on an issue. Explain that an issue is a situation, often affecting the community, that people have different opinions about. Tell students that issues are often reported in the news. Read aloud the text from the first box of David’s graphic organizer to give students an example.

Tell students that they are going to use a graphic organizer to list their ideas. Have students create a chart like the one on page 188 in their notebooks. In the first box, have students describe the issue they are going to write about and their position on the issue. In the remaining boxes, have students write at least three reasons that support their position. Explain that these reasons are what will persuade the reader.

Put It All Together

Writing Workshop

Write a Persuasive Essay

Writing Prompt

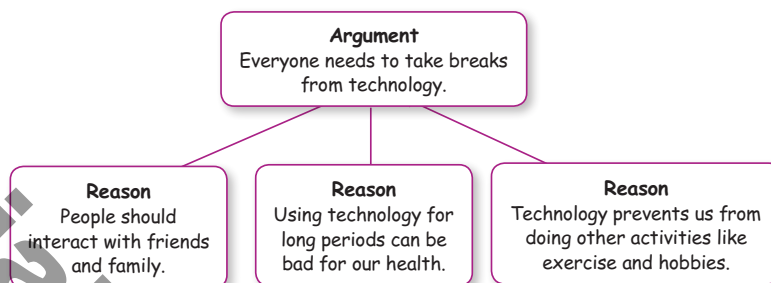
Write an essay in which you express a clear, strong opinion and then try to convince the reader that your opinion is correct. Support your opinion with convincing reasons in a logical order. Include your opinion in the introduction and restate it in the conclusion.

1 Prewrite



Review your previous work in this unit. Now choose a topic on which you have a strong opinion. Then think of reasons that support your opinion. List your ideas in a graphic organizer.

A student named David listed his ideas like this:



2 Draft

Use your graphic organizer to write a draft. Make sure your opinion is supported with good reasons.

188 UNIT 3

Differentiated Instruction

Beginning

Have students draw before and after pictures of the same scene to express their opinions on an issue. For example, students could illustrate David’s opinion by showing a person with red, itchy eyes *before*, and healthy eyes *after*.

Early Intermediate

Have students dictate three sentences expressing their opinion to a partner who can write them down.

Intermediate

Encourage students to create a more detailed graphic organizer outlining each paragraph of their essay before they begin writing.

Early Advanced/Advanced

Review simple and compound sentences. Ask students to use as many compound sentences as they can in their essays.

3 Revise

Read your draft. Use the Writing Checklist to help you. Then revise your draft.

Here is how David revised his essay:

Six Traits of Writing Checklist

- | | |
|--|--|
| ✓ Ideas
Are my ideas in a logical order? | ✓ Word Choice
Do I avoid repeating words and phrases? |
| ✓ Organization
Do my introduction and conclusion state my opinion? | ✓ Sentence Fluency
Do I use compound sentences? |
| ✓ Voice
Does my writing show enthusiasm? | ✓ Conventions
Do my pronouns, subjects, and verbs agree? |

Taking a Break from Technology David Lee

These days, most people spend a lot of time using technology. Computers and smartphones are useful and fun. ^bBut sometimes we need to take a break from them.

Revised
to make a compound sentence.

People need to have face-to-face interaction with their friends and family. We can't see the person's face, and we can't hear their voice. When we are text-messaging, we don't always know how the other person is feeling.

Revised
to make sentences flow better.

Technology can be bad for our health. Looking at a screen all day can make it hard to fall asleep. It can also damage our eyes because we forget to blink. This can make our eyes dry and itchy, and it can cause head aches.

Revised
to correct error in spelling.

Other kinds of activities are important for our well-being. Exercise helps us ^{stay}staying in shape, but you can't play basketball while looking at your smartphone. Hobbies ^{are}is good for your brain health, but you can't work a jigsaw puzzle while playing a video game.

Revised
to correct error in grammar.

Please, everyone, take a break from technology. Then you can enjoy time with your family and friends, and stay healthy!

Revised
to correct error in subject-verb agreement.

UNIT 3

189

Draft

Explain that a draft is a "work in progress" and it does not need to be perfect. In the revise stage, students will work on improving their drafts. Encourage students to make their essays specific and detailed.

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 David made to his first draft. Ask if students can suggest any further improvements to David's essay. You may decide to choose one edit in David'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

Teaching Resources

- Workbook, pp. 113–114
- Assessment, pp. 123–131, pp. 11–18
- Audio

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

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 beginning and intermediate students with advanced students. Remind students to use the editing and proofreading marks on page 403. Keep dictionaries nearby for checking spelling.

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.

Publish

Discuss options for publishing with students. They might read their essays aloud, put them on a notice board, make a class book, or post them on a class website. Have students put their final drafts in their writing portfolio.

Spelling Tip

Read the information in the Spelling Tip box aloud to students. Work with students to create a list of homophones. Write the words on the board and review their definitions. Encourage students to add the words to their personal thesaurus.

Put It All Together

4 Edit

Check your work for errors. Trade papers with a partner. Use the Peer Review Checklist to give each other feedback. Edit your final draft in response to feedback from your partner and your teacher.

5 Publish

Make a clean copy of your final draft. Share your essay with the class.



111–112



Peer Review Checklist

- ✓ The introduction states the author's opinion.
- ✓ The opinion is strong and clear.
- ✓ The supporting reasons are convincing.

Spelling Tip

Homophones are words that sound alike but are spelled differently, such as **whole** and **hole**. It's important to be aware of homophones and make sure you use the correct spelling.

190

UNIT 3

Fluency

Listen to the sentences. Pay attention to the groups of words.

Read aloud.

1. Over the years, kids have had some amazing ideas.
2. In the future, robots will do many household chores.
3. Give credit where credit is due.

Work in pairs. Take turns reading the passage aloud for one minute.

Count the number of words you read.

"That's great, Hana, but I have to go," said Chimlin.	10
She hurried to meet the boy in the hallway.	19
The boy's name turned out to be Akara. He had only lived	31
in Elephant Towers for one month.	37
"Have you been to the roof park yet?" Akara asked Chimlin.	48
"No, why?" responded Chimlin.	52
"Are you serious?" he replied. "This building is more than	62
three kilometers high! The views up there are amazing. If we hurry,	74
we'll catch the end of the sunset."	81
"Let's go!" said Chimlin, running after Akara. But at the end	92
of the hallway, she stopped and turned around.	100
"Hey, Hana!" she shouted. "Aren't you coming? You're still	109
my best friend, you know."	114
Hana rolled quickly after the two new friends. Hana wasn't	124
programmed to smile, but it didn't matter. Chimlin knew that Hana was	136
smiling.	137



113-114

UNIT 3

191

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

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 *Today, over 300 million people live in the United States* 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: *Today, • over 300 million people • live in the United States.* As you do so, underline the chunks. Have students repeat the sentence.

Play the audio or read each of the three sentences to the class. Then have students read the sentences aloud, paying attention to the phrasing.

For Each Reading...

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 listen 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, 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.

Teaching Resources

- Workbook, pp. 115–116
- 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 completing cloze items.

Coaching Corner

Many tests contain cloze sentences or selections. A cloze sentence or selection is one in which students must fill in blanks. There might be a selection where some words have been left out. The questions will ask student to choose one or more words to complete the selection. Help students understand that cloze structures are often used in written test materials to measure students’ understanding of language structures and vocabulary. You can help students become more comfortable with these types of test items by using these strategies.

- Have students read the answer choices first.
- Have students read the entire selection. Encourage them to think about what words they might use to fill in the blanks.
- Help students eliminate choices that make no sense.
- Have students read the sentence with each answer choice in the blank.
- If the students will not be penalized for guessing on a test, they should be encouraged to make a guess after eliminating one or more answer choices.

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 Items That Have Cloze Passages

- Cloze items will ask you to fill in a blank.
- Sometimes you will be asked to complete a sentence. Other times you will be given a selection with some words left out.
- First, read the questions and answer choices. Sometimes there is no question, just a list of words.
- Read the whole selection carefully. Try to think of words that might fit as you read.
- If you don’t know what a word means, use the words around it to help you.
- If there is a question, read it carefully. Look for words like *best*, *least*, *main*, *most*, *most likely*, *not*, and *probably*.
- In your head, read the sentence with each answer choice. Choose the answer that makes the most sense.



Differentiated Instruction

Beginning	Have students work in pairs with intermediate or advanced students to answer the questions.
Early Intermediate	Have students work in pairs to answer the questions. Let them look up any words in the answer choices that they don’t know.
Intermediate	Have students work with beginning students to coach them in how to complete the answers.
Early Advanced/Advanced	Have students work in pairs to find facts about armadillos. Then have students write their own cloze questions about what they find.

Practice

Read the selection. Then choose the correct words to fill in the blanks.

- 1 There was once an armadillo who loved the sound of 1.
He decided he wanted to learn to sing. He asked the frogs, the crickets, and the birds in the forest if they would teach him to sing. They all said the same thing, "No, silly! Armadillos don't sing." The armadillo was very 2. Why didn't the animals want to teach him to sing?
- 2 Then one day, an old man came walking in the 3. The armadillo asked the old man if he could teach him how to sing. The old man picked up a stick and tapped the armadillo on its 4. The shell-tapping made beautiful music! Soon all the animals in the forest came to listen to the old man and the armadillo make their beautiful songs.

- | | |
|-------------|------------|
| 1 A driving | 3 A forest |
| B singing | B house |
| C reading | C school |
| D fishing | D ocean |
| 2 A unhappy | 4 A foot |
| B joyful | B head |
| C athletic | C shell |
| D musical | D door |

Tips

- ✓ Make sure you read the whole selection and all the answer choices.
- ✓ Pay attention to the words in context. Some answer choices may make sense in one sentence. But they don't make sense when you read the whole selection.

UNIT 3

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SAY: *These are called cloze test items. You have to read the selection and choose the best word to put in each blank.*

- *We know the selection is fiction. Armadillos don't really sing or talk to animals or people. But the answer choices we choose still have to make sense when you read the selection.*
- *We can almost always eliminate some of the choices and make a guess from the answers that are left.*

Using the Strategies

- Look at the selection with students. Point out that each answer is a list of words. Explain to students that they will have to choose the word that best completes each sentence.
- Read the selection. Encourage students to try to fill in the blanks without looking at the answer choices. Then they should look for the answer choice that is closest to the answer they have in their heads. In the second item, students can use their inferential skills by making connections with their own lives in order to choose the correct answer.
- Encourage students to eliminate answer choices that make no sense.
- Have students work as a group or in pairs to read the selection/items and discuss the answer options. If students are having difficulty reading the selection, read it aloud with them first. Ask students to share the strategies they used to answer the questions. Invite volunteers to suggest other tips or strategies they found helpful.

Answer Key

1. B 2. F 3. A 4. G