Where can a journey take you?

	Reading 1		
Sa	From Tales from the Odyssey retold by Ma Osborne Students read to learn about the challeng Odysseus faces on his epic journey.		"Migra <i>Studer</i>
Pacing	7–8 days	Page(s)	7–8 day
Prepare to Read	The Big Question: Students discuss events from their own long journeys.	66	B The E some ani
	Build Background: Students will learn about Homer and about the story of Odysseus told in the poem <i>The Odyssey</i> .	66	Build Ba caribou a of miles.
Vocabulary	Literary Words: character, plot, point of view	67	Key Wor magnetic
	Academic Words: abandon, attribute, finally, react	68	Academ area, mig
	Word Study: Roots vict, laps, vis, mem, mand	69	Word St
Read	Reading Strategy: Identify Problems and Solutions	69	Reading Effect
	Set a Purpose for Reading: Students read to learn about where Odysseus is going and the challenges he faces on his journey.	70	Set a Pu to find ou migrate.
Review and	Reader's Theater	74	Compreh
Practice	Comprehension	74	In Your O
	Discussion	75	Discussio
	Response to Literature	75	Read for Extension
Grammar	Simple Past: Regular and Irregular Verbs	76	More on
	Simple Sentences: Pronouns and Modifiers	77	Prepositi
Writing	Write a Story from a Different Point of View	78	Write a S
◎ Common Core State Standards	Core State		L.7.1, L.7 RI.7.3, RI RST.6-8.5 W.7.3.a,
Assessment	Reading Test 1	47	Reading
Technology	Digital Resources for Reader+, ExamView, and m	nore	Digital Re

Reading 2

"Migrating Caribou"; "Magnets in Animals" Students read to learn about animal migrations.

7–8 days	Page(s)
The Big Question: Students discuss why some animals migrate.	80
Build Background: Students learn about caribou and how animals can travel thousands of miles.	80
Key Words: <i>biologists, herd, landscape, magnetic, range, starvation</i>	81
Academic Words: approaches, approximate, area, migrate	82
Word Study: Words as Multiple Parts of Speech	83
Reading Strategy: Recognize Cause and Effect	83
Set a Purpose for Reading: Students read to find out about why and how some animals migrate.	84
Comprehension	88
In Your Own Words	88
Discussion	89
Read for Fluency	89
Extension	89
More on Parallel Structure	90 91
Prepositions Write a Story with a Starter	91 92
L.7.1, L.7.2, L.7.4.a, L.7.4.c, L.7.4.d, L.7.6, RI.7.1, RI.7.3, RI.7.4, RI.7.5, RI.7.7, RI.7.10, RST.6-8.1, RST.6-8.5, RST.6-8.10, SL.7.1, SL.7.1.a, SL.7.6, W. W.7.3.a, W.7.4, W.7.5, W.7.10	ST.6-8.4,
Reading Test 2	51

Digital Resources for Reader+, ExamView, and more

	Reading 3	
San	From The Journal of Wong Ming-Chung by Laurence Yep Students read to learn about a Chinese b who emigrates to the United States durin California gold rush.	oy
Pacing	7–8 days	Page(s)
Prepare to Read	C The Big Question: Students discuss why people write travel journals and what they might write about if they were involved in the gold rush.	94
	Build Background: Students learn about Chinese immigrants' lives during the California gold rush and about historical fiction.	94
Vocabulary	Literary Words: simile, metaphor	95
	Academic Words: adjust, emphasize, immigration, journal	96
	Word Study: Words Ending in y	97
Read	Reading Strategy: Make Inferences	97
	Set a Purpose for Reading: Students read to find out where a Chinese boy's journey took him and how he adapted to the changes.	98
Review and	Dramatic Reading	104
Practice	Comprehension	104
	Discussion	105
	Response to Literature	105
Grammar	Complex Sentences with Adverbial Clauses of Time Expressions of Quantity and Subject-Verb Agreement	106 107
Writing	Write a Personal Letter	108
Common Core State Standards	L.7.1, L.7.1.a, L.7.1.c, L.7.2, L.7.2.b, L.7.4.a, L.7.4 L.7.5.a, L.7.6, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7 RL.7.9, RL.7.10, RL.7.10, SL.7.1, SL.7.1.a, SL.7.2, W.7.4, W.7.5, W.7.10	.5, RL.7.7,
	Deading Test 2	55
Assessment	Reading Test 3	55

Preview the Unit

Teaching Resources

- Teacher's Resource Book, pp. 13–22
- Worksheets, Unit 2 Daily Language Practice
- Video Documentary
- Teacher's Resource Book, p. 88
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Unit Content

Tell students that they will read several selections about journeys. Lead students in a discussion about how life is like a journey. Tell students that this unit contains both fiction and nonfiction selections, including an epic poem, a novel excerpt, and an article. The readings will help students understand the literal and figurative meanings of journeys. Students practice reading strategies and comprehension skills. They apply vocabulary strategies such as using context and analyzing word structure.

The Big Question Explain to students that the Big Question of the unit is "Where can a journey take you?" Then ask students to talk about journeys of their own. Use questions to stimulate the discussion:

- Do all journeys involve actual physical travel? Why or why not?
- What is the difference between a journey and a trip?
- What are some ways you can grow as a person while on a journey?
- Is life a journey or a destination?

Visual Literacy

Have students describe some journeys they have taken and what they learned as a result. Then preview the selections in this unit with the students. Discuss the fact that many of the photos and illustrations show images that relate to the theme of journeys. Have volunteers select a visual and explain how it relates to journeys.

Where can a journey take you?

This unit is about journeys. You will read literature, science, and social studies texts about migrating, leaving home, and trying to return home. Learning about these topics will help you become a better student. It will also help you practice the language you need to use in school.



From Tales from the

Odyssey retold by Mary Pope Osborne

Reading Strategy

Identify p

solution

64 Unit 2

Unit

2



"Magnets in Animals"

Recognize cause and effect

by Darlene R. Stille

Reading Strategy



From *The Journal of Wong Ming-Chung* by Laurence Yep

Reading Strategy Make inferences

EL Insights Prior Knowledge

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

Preview the Unit



Writing-Write a Short Story

At the end of this unit, you will write a **short story**. To do this, you will practice writing a story from a different point of view, writing a story with a starter, and writing a letter.

Quick Write

Make a list of places you have been to or places you would like to visit.

View and Respond

Go to your <u>Digital Resources</u>. Watch the vide and answer the questions.

Quick Write

Ask students to list places they have visited and places they want to visit using a T-chart. Help them get started by suggesting examples. On the board, list different types of places such as a new country, a new city, or someone's house. Include natural places such as a rain forest or a desert. As students complete their T-charts, have them refer to the categories on the board.

Extend

Go over the titles of the readings and ask students to predict how each reading might relate to places journeys take us.

View and Respond

For a warm-up activity, have students watch and listen to the video for this unit. After the video, encourage students to orally answer the questions on Pearson English Portal to build concept and language attainment.



Teaching Resources

- Audio
- Workbook, p. 33
- Reader+

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

Objectives

Write the following content objective on the board, and review it with students.

• Students will be able to identify the challenges Odysseus faces on his journey.

The Big Question Remind students that the Big Question is "Where can a journey take you?" Write each question from the top of the page on the board. Explain any unfamiliar words and invite students to work together to answer the questions.

Build Background

Read aloud the Build Background section from the text. Locate Greece on a map and ask students which countries surround it today. Help students see the connection between the island geography of Greece and the voyage by sea in the excerpt from *Tales from the Odyssey*. With help from students, make a list of other ancient civilizations that told stories about their gods and goddesses (Maya, Aztec, Egyptian, Roman, and so on).

Understanding the Genre: Myth

The word *myth* comes from the Greek word *mythos*, meaning "story" or "word." Myths are stories that are a part of a culture's identity. Myths are often set in the distant past. They usually explain events in the natural world and their origins. Myths are different from legends and folktales. The characters in myths are often nonhuman, such as gods and goddesses. The plot often involves some kind of interaction between gods and humans.

Reading 1 Prepare to Read

What You — Will Learn

Reading

- Vocabulary building: Literary terms, word study
- Reading strategy: Identify problems and solutions
- Text type: Literature (myth)

Grammar

- Simple past: Regular and irregular verbs
- Simple sentences: Pronouns and modifiers

Writing

 Write a story from a different point of view

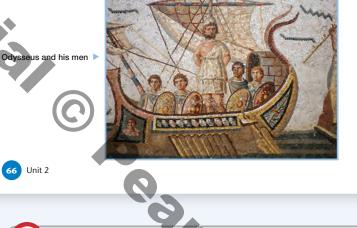
THE BIG QUESTION

Where can a journey take you? With a partner, discuss these questions: *Have you ever gone on a very long trip when everything went wrong? Where did you go? What happened?* In the tale you're going to read, the travelers experience many difficulties. You're going to read part of the retelling of a myth from long ago. With a partner, talk about what you already know or what you'd like to know about the ancient Greek civilization, Greek gods, and the long journey in the *Odyssey*.

Build Background

The episode you're going to read is called **Tales from the Odyssey** and is based on the epic poem the *Odyssey* by the ancient Greek storyteller Homer. In the tale, Odysseus, a king, has just fought in a war and is trying to get himself and his men back home safely. Look at the illustration below. Odysseus and his men are traveling on this ship and experience many difficulties, including the anger of the gods. What kind of person and leader do you think Odysseus was? What qualities would he need to have? Discuss with a partner and jot down your ideas.

Think about the problems Odysseus and his men might experience. What would it be like rowing on a boat through stormy seas? What might happen if the men give up hope of reaching home? After reading, look back at your notes to confirm your ideas.



Common Core State Standards

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

The following standards apply to pages 66–69. Teaching the standards: RL.7.3, RL.7.4, L.7.4.b, L.7.4.c, L.7.4.d, L.7.6 Practicing the standards: L.7.4.a

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

Differentiated Instruction			
Beginning	Write the Big Question on the board. Show students the word <i>journey</i> . Support students in identifying words they already know that have a similar or related meaning.		
Early Intermediate/ Intermediate	Have students recall stories they have read that include a <i>journey</i> . Help them talk about the plot, characters, and point of view in the stories they suggest.		
Early Advanced/ Advanced	Guide students in a discussion of myths and folk tales that they know. Have volunteers retell examples from third-person and first-person points of view.		

Vocabulary 🕥

Learn Literary Words

The myth you are going to read is taken from a long narrative poem and retold like a story. It reveals an episode in Odysseus's journey. A **character** is a person in a story. Here, Odysseus is the main character, and his men are other characters.

In literature, the series of connected events that lead up to a problem or conflict is called a **plot**. This plot involves Odysseus and his men as they battle storms and land on an island.

A story can have a first-person **point of view**, where the narrator is a character in the story and uses pronouns such as *l*, *me*, and *my*. Or a story may have a third-person point of view, in which the narrator tells the story and is not one of the characters but reveals the thoughts and feelings of the main character or characters. You've already read a story told from the third-person point of view in Unit 1 on pages 8–11. In "The Salmon People," you learned about the events in Bri's life as if someone else watched her and told you what happened. The story you're going to read about Odysseus is also told from the third-person point of view. The narrator uses third-person pronouns, such as *he*, *her*, *they*, and *their*, to refer to the main and other characters in this episode.

First-person point of view: I explored the island alone and left my men aboard the ship

Third-person point of view:

For many days, Odysseus and his men fought the wind and wave



Think of a journey you or another person (a friend, a family member, or a character) has taken. Work with a partner. Take turns telling a story about the journey. Your story should have more than one character and reveal a problem or conflict. Include a beginning, middle, and end.

Take turns telling your story from a first-person point of view. Then take turns telling your partner's story from the third-person point of view, using one of the story character's thoughts and feelings. Talk about how the two versions of each story are similar and different.

Reading 1

Literary Words

Learning Strategy

Make a list of words

definitions

that you must know in

order to understand your

schoolwork and write down

character

point of view

plot

Vocabulary

Learn Literary Words

Play the Audio. Have students listen and repeat. If you are not using the Audio, read the Literary Words aloud. Ask students what comes to mind when they hear each word. Write down student responses.

On the board, write the following key elements:

character: a person who takes part in the action of a story

plot: a sequence of connected events in a story

point of view: how the writer chooses to narrate the story

Provide examples for each word. Have students use the corresponding Workbook page for extra practice.

Learning Strategy

Encourage students to make a list of unfamiliar words in each example and look up their definitions to help them understand the Literary Words.

Practice

Read aloud the instructions for the exercise. Model for students how to tell a story from the first-person point of view. Then have a volunteer model telling your story from the third-person point of view.

Teaching Resources

- Audio
- Workbook, pp. 34-36
- Reader+

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

Listening and Speaking: Academic Words

Play the Audio. Have students listen and repeat. If you are not using the Audio, conduct the Oral Vocabulary Routine.

Oral Vocabulary Routine

Have students choral read the sentences in the right column. After each sentence, read the vocabulary routine.

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

Expand: We want to **abandon** the broken car and walk to the train station.

Ask: Have you seen an old abandoned house?

- **Define:** Students read aloud the definition for **attribute**.
- **Expand:** I **attribute** my good grades in math to all the studying I did.
- **Ask:** Do you **attribute** any of your hobbies to someone who taught you or got you interested in them?
- **Define:** Students read aloud the definition for **finally**.
- **Expand:** We waited at the restaurant for an hour, and **finally** our food arrived.
- **Ask:** The last time you were lost, how did you **finally** find your way back home?
- **Define:** Students read aloud the definition for **react**.
- **Expand:** Rabbits **react** quickly when they sense danger.

Ask: How do you react to good news?

Practice

Model for students how to answer the questions. Write the following question on the board and underline the words as shown: *How do you usually* <u>react to good news</u>?

Reading 1

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read the excerpt from *Tales from the Odyssey*, try to use these words to respond to the myth.



abandon = leave someone or something that you are responsible for	-	Good captains never abandon their ships or leave their passengers or crew to save themselves.	
attribute = say that one thing is caused by something else	-	They attribute their good health to getting a lot of exercise.	
finally = after a long time	-	The train finally left the station, one hour late.	
react = behave in a certain way because of what someone has done or said to you	-	Meerkats react quickly when they sense danger.	



Unit 2

Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

- 1. What would be a good reason for people to **abandon** a ship?
- **2.** Do you **attribute** any of your skills to the help of your friends or family?
- **3.** After a long trip, how do you feel when you **finally** get home?

4. How do you usually react to good news?



Meerkats

Linguistic Note Latin and Greek Roots in Numerals

Students from language backgrounds with few or no Latin or Greek roots may find studying such roots confusing. Point out that entire word groups, such as numerals, show clusters of Latin and Greek roots. Write the words *semicircle* and *trimester* on the board, and circle the Greek root *semi*, meaning *halt*, and the Latin root *tri*, meaning *three*. Write other words with the numeral roots one through ten on the board: *universal*, *duplicate*, *tripod*, *quarter*, *pentagon*, *sextet*, *septennial*, *octave*, *decimal*, *centimeter/centigrade*. Point out that the Roman calendar divides the year into ten months: September was the seventh, October the eighth, November the ninth, and December the tenth month of the year.

Word Study: Roots vict, laps, mem, mand

Many English words come from Greek or Latin roots. A root is the most basic part of a word. It can be helpful to memorize the meanings of roots. The chart below lists some common roots and their origin and meanings, as well as English words with those roots.

					and Latin roots and add
. (Root	Meaning	Origin	English Word	new ones as you discover them. From time to time.
	vict	conquer	Latin	victory	share words from your
	laps	slip	Latin	collapsed	list with a partner. Use the meanings of roots to define
	mem	mind	Latin	memories	the words for your partner.
	mand	order	Latin	commanded	

Practice

Work with a partner to find each English word from the chart in the excerpt from *Tales from the Odyssey*. Underline each sentence and circle the word. Then copy the sentences into your notebook, underline the words, and write a definition of each one.

Reading Strategy Identify Problems and Solutions

As you read about a dangerous journey like the one in the *Odyssey*, it will help to notice problems that the main character faces and the solutions he comes up with. To identify the problems Odysseus faces and his solutions, follow these steps:

- Notice clues about the weather, the conditions at sea, and the actions and attitudes of the men. Notice what Odysseus says and does.
- Think about what you would do in a similar situation.
- Think about how effective the solutions are. Do you think Odysseus made the right decisions?
 As you read the excerpt from *Tales from the Odyssey*, notice the

problems and solutions. Decide whether you think Odysseus's decisions will help him get himself and the men home safely.

Reading 1

Learning Strategy

Keeping a log of new

words and phrases you

learn will help you acquire

new vocabulary. Make a chart for words with Greek

ANSWERS

Possible responses:

- A good reason for people to abandon a ship might be because it is sinking.
- **2.** I attribute my ability to fix cars to my older brother.
- **3.** When I finally get home after a long trip, I feel tired.
- **4.** I react to good news by sharing the news with a friend.

Word Study: Roots vict, laps, mem, mand

Read aloud the opening paragraph in the Student Edition. Explain the examples in the chart.

Learning Strategy

Encourage students to memorize the word roots and their meanings. After reviewing the words in the chart, have students cover the chart with their hands and then try to remember the meaning of each word root.

Practice

ANSWERS

- "The Greeks had offended the goddess who had helped them to <u>victory</u>!"
- Victory: a win
 - "They drank cool, fresh water from a spring and collapsed onto the sand."
 - Collapsed: fell or slipped down quickly
- 3. "'Forget his <u>memories</u> of home?'" Memories: facts or experiences that you remember
- "He pulled his three men to their feet and <u>commanded</u> them all to return to their ships at once."

Commanded: ordered

Reading Strategy: Identify Problems and Solutions

Review the text and bullet points, and model for students how to use the strategy as they are reading.

Teaching Resources

- Teacher's Resource Book, p. 95
- Audio

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

From Tales from the Odyssey

This is part of a retelling of the Greek myth about Odysseus and his long trip back home after the Trojan War.

The Big Question Engage students in a discussion about the potential benefits of difficult journeys. **SAY:** *How can meeting challenges and overcoming obstacles help us grow and change?*

Set a Purpose for Reading

Tell students to copy the purpose for reading into their notebooks and to keep it in mind as they read. Explain that they will have to present details that support their answer to the question and to explain how the reading relates to the Big Question. **SAY:** *As you read, think about the challenges that Odysseus faces on his journey.*

Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading.

Scaffolding: Listen and Read

Have students read along as you play the Audio of the reading. Pause the recording at the end of each page to answer students' questions.

Listening Skill

Remind students that knowing the meanings of the boldfaced words will enhance and confirm their understanding of the reading. Make sure students understand the definitions. Reading 1 Literature Myth

Set a purpose for reading Where is Odysseus going? Look for specific challenges he faces on his journey.

from TAIFS

TALES from the ODYSSEY ⁽¹⁾ retold by Mary Pope Osborne

Prologue

In the early morning of time, there existed a mysterious world called Mount Olympus. Hidden behind a **veil** of clouds, this world was never swept by winds, nor washed by rains. Those who lived on Mount Olympus never grew old; they never died. They were not humans. They were the mighty gods and goddesses of ancient Greece.

The Olympian gods and goddesses had great power over the lives of the humans who lived on Earth below. Their anger once caused a man named Odysseus to wander the seas for many long years, trying to find his way home.

Almost 3,000 years ago, a Greek poet name Homer first told the story of Odysseus's journey. Since that time, storytellers have told the strange and wondrous tale again and again. We call that story the Odyssey.

The Odyssey Begins

Soon after the Greek ships left Troy, the skies began to blacken. Lightning **zigzagged** above the foamy sea. Thunder shook the heavens. Mighty winds stirred the water. The waves grew higher and higher, until they were rolling over the bows of the ships.

"The gods are punishing us!" the Greek warriors shouted. "We shall all drown!"

veil, covering zigzagged, moved in a pattern like a line of Z's

70 Unit 2

(C) Common Core State Standards

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

The following standards apply to pages 70–73. Teaching the standards: RL.7.1, RL.7.3, RL.7.6 Practicing the standards: RL.7.7, RL.7.10

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

Differentiated Instruction		
BeginningHave students use concrete words to orally ider elements of the pictures (boat, ocean, water, store)		
Early Intermediate/ Intermediate	Preview the boldfaced words with students. Then, listen as students read aloud sentences that contain boldfaced words.	
Early Advanced/ Advanced	Have students create graphic organizers that show the relationship between the main character, the point of view, and the problem in the plot.	

Listening Skill

Follow along in your book as you listen to the audio. Notice the words in bold. These words may not be familiar to you. You'll find their definitions at the bottom of the page. Knowing the meanings of these words will enhance and confirm your understanding of the story.



As his men **frantically** fought the storm, Odysseus felt bewildered. Why was Zeus, god of the skies, **hurling** his thunderbolts at them? Why was Poseidon, lord of the seas, sending great waves over the waters? Odysseus turned to his men. "What has happened to anger the gods?"

"Before we left Troy, Greek warriors invaded Athena's temple!" said one of

his men. "They were violent and disrespectful?" Odysseus was stunned. The Greeks had offended the goddess who had

helped them to victory! And now her anger might drown them all.

The wind grew stronger. It whipped the sails of the Greek ships and slashed them to rags. "Lift your oars!" Odysseus shouled to his men. "Row! Row to shore!"

The Greeks struggled **valiantly** against the mighty wind and waves. Fighting for their lives, they finally rowed their battered ships to a strang shore. There they found shelter in a rocky cave.

The storm raged for two more days and nights. Then, on the third day, a fair wind blew, the sun came out, and the wine-dark sea was calm at last.

"Now we can continue on our way," Odysseus said to his men. "Athena is no longer angry." In the rosy dawn, he ordered them to raise their tattered sails and set off again for Ithaca.

But, **alas**, the **wrath** of Athena had not been fully spent. Hardly had Odysseus reached the open sea when another gale began to blow.

frantically, anxiously hurling, throwing valiantly, bravely alas, sadly wrath, great anger VITERARY CHECK From which point of view is this story told? Which character's thoughts and feelings does the narrator reveal?

Before You Go On

 To what do the men and Odysseus attribute the stormy seas and

thunderbolts thrown at them? 2. Why is Odysseus stunned as he

figures out Athena's actions?

Con Your Own What do you think will happen next? Will Odysseus get them safely home? Explain.

Reading 1 71

Challenge Words and Terms

Some words and terms may be difficult for English language learners. Teach the following terms before students read:

- wander
- bewildered
- tattered
- fully spent

Study Skills: Thesaurus

Help students develop a deeper understanding of the word *journey*. **SAY:** *Look for the word* journey *in your thesaurus. Here are some words that mean* journey: odyssey, outing, voyage, excursion, expedition. Each word has a slightly different meaning. Work in small groups to compare the different meanings and report back to the class.

Check for Comprehension

Ask students to check what they have understood in the reading. If you are using the Audio, pause the recording.

Literary Check

Have students answer the question. Answer: Odysseus is the main character, but the story is told from a narrator's point of view.

Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

ANSWERS

- **1.** They attribute the stormy seas and thunderbolts to the anger of the gods.
- 2. Odysseus is stunned because Athena had helped them to victory, but now she might drown them.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Possible response: Odysseus will battle another storm. He will get his men home because he is a strong leader.

Develop an Awareness of Cognates Help students develop an awareness of cognates.		
English	Spanish	Haitian Creole
mysterious	misterioso	misterye
victory	victoria	viktwa
explore	explorar	eksplore

Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading.

Across the Curriculum: Science

Explain to students that before the invention of the compass and other navigational tools, explorers used the stars to help them find their way on journeys. They studied the positions of the stars to figure out the right direction. For example, Polaris, a star in the Big Dipper, points north. People use this star—also called the North Star—to keep themselves properly oriented.

Literary Check

Have students answer the question alone or in pairs. Possible response: Yes, because if the men forget the past, they will forget their homes and families and will not want to go home.

Study Skills: Encyclopedia

The author mentions several Greek deities in *Tales from the Odyssey*. Have students start a two-column chart that lists the deities that are referred to in the story. When students have finished reading, they can research these deities in an encyclopedia online or in print and complete the chart.

Deity	Power	Facts
Zeus	god of the sky	
Poseidon	god of the sea	
Athena	goddess of war	

For many days, Odysseus and his men fought the wind and the waves, refusing to surrender to the storm. Finally, on the tenth day, there was sudden calm.

Odysseus ordered his fleet to sail into the cove of a leafy green island. There he hoped to find food and drink for his hungry, weary men.

The Greeks dropped anchor. Then they dragged themselves ashore. They drank cool, fresh water from a spring and collapsed onto the sand. As Odysseus rested, he ordered three of his men to explore the island and

look for **provisions**. When the three had not returned by late afternoon, Odysseus grew

When the three had not returned by late afternoon, Odysseus g angry. Why did they **tarry**? He wondered.

Odysseus set out in search of the men. He moved through the brush and brambles, calling their names.

He had not gone far when he came upon a group of peaceful islanders. They greeted him with warm, friendly smiles. And they offered him their food—lovely bright flowers.

Odysseus was **famished**. But just as he was about to eat the flowers, he caught sight of his missing men. The three were lying on the ground with dreamy smiles on their faces.

Odysseus called each man by name, but none of them answered. They did not even look at him.

"What have you done to them?" he asked the islanders.

"We have given them our flowers to eat," an islander answered. "This is our greatest gift. The gods would be angry if we did not offer to feed our guests."

"What sort of flowers are these?" Odysseus asked.

"They come from the lotus tree," the islander said. "They have the magical power of forgetfulness. They make a man forget the past."

provisions, food and supplies tarry, delay famished, very hungry

Fluency Activity

Model reading page 72 aloud, showing students how to selfcorrect errors. For example, mispronounce *surrender* in the first sentence, and correct yourself. Then have students practice reading the page aloud.



Do you think this event on the island is important to the **plot**? Explain.

"Forget his memories of home?" asked Odysseus. "And his memories of his family and friends?"

The lotus-eaters only smiled. They again offered Odysseus their sweet, lovely flowers. But he roughly brushed them away. He pulled his three men to their feet and commanded them all to return to their ships at once.

The men began to weep. They begged to be left behind so they could stay on the island and eat lotus flowers forever.

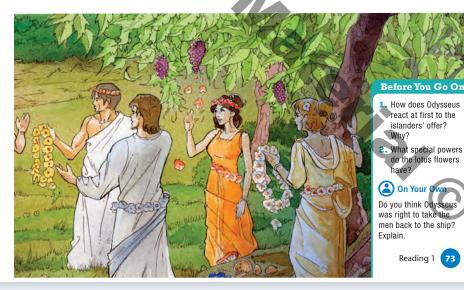
Odysseus angrily herded the men back to the ships. As they drew near the shore, the three tried to escape, Odysseus called for help.

"Tie their hands and feet!" he shouted to his crew. "**Make haste**! Before others eat the magic flowers and forget their homes, too!"

The three **flailing** men were hauled aboard and tied to rowing benches. Then Odysseus ordered the twelve ships to push off from shore.

Once more, the Greeks set sail for Ithaca, sweeping the gray sea with their long oars. As they rowed past dark islands with jagged rocks and shadowy coves, Odysseus felt troubled and anxious. What other strange wonders lurked on these dark, unknown shores?

make haste, move quickly or hurry up flailing, waving arms and legs in an uncontrolled wa



About the Author

Mary Pope Osborne grew up in a typical military family and was always moving. As a child, she lived in Austria and in Oklahoma, Florida, North Carolina, and Virginia, U.S.A. Her books include Night of the Ninth Dragon a Baseball. Mary Pope Osbor



Caroina, and Virginia, U.S.A. Her books include Night of the Ninth Dragon and A Big Day for Baseball. Mary Pope Osborne currently lives in New York City with her husband, Will. **Check for Comprehension**

Ask students to check what they have understood in the reading.

Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

ANSWERS

- Odysseus is surprised that anyone would want to forget his memories because that also means that he would forget about his home and family.
- 2. The lotus flowers make people forget the past.

On Your Own

Ask students to take out a separate sheet of paper and write an answer to the On Your Own question. Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class.

Review the Purpose for Reading

Elicit responses to the Set a Purpose for Reading questions at the beginning of this reading. Remind students to relate their responses to the Big Question.

Review and Practice

Teaching Resources

- Workbook, p. 37
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Speaking Skill

Explain that audiences sometimes need extra support to understand a performance. Model using tone of voice to convey emotions. Gestures can help bring characters to life,

Reader's Theater

Performing by reading aloud is excellent practice for students. It gives them a reason to rehearse their reading several times, to increase fluency, and to improve expression and intonation. Invite pairs or small groups of students to practice and perform.

Have students decide who will play the roles of Odysseus and the Islander. Suggest that they think about how their character feels at this point in the story.

Ask students to find a quiet spot and rehearse. Have volunteers perform before the class.

Reading Skill

Point out the words *Which, What, Why, How,* and *Who* at the beginning of the Comprehension questions. Explain that these words indicate that different types of questions are being asked. For example, questions beginning with *Who* ask about a person, *What* questions can refer to a thing, *Why* questions ask for a reason, etc.

Comprehension

Students can answer these questions independently, in pairs, or in groups. They can respond orally or in writing. Model answering the first question with the class so students can see how to respond in a complete sentence.

Reading 1 Review and Practice

Reader's Theater

Act out this scene between Odysseus and one of the islanders.

Odysseus:	: Aha, my men, there you are! I finally found you. What	
	is wrong? Why aren't you looking at me? Islander,	
	what have you done to my men?	
Islander:	We have done nothing to your men. We only gave	
	them a gift of our flowers to eat.	
Odysseus:	Flowers? What kind of flowers?	
Islander:	We fed them our special, sweet flowers from our	
	lotus tree. These flowers are able to take away the	
	memories of all problems and worries.	
Odysseus:	But these flowers made my men forget everything!	
-	They cannot remember their names or homes.	
Islander:	Here, try some. Have some of our lotus flowers. They	
	will make you as happy and peaceful as your men.	
Odysseus:	I do not want to forget my people or my home! I am	
-	not going to abandon my men here. I am taking	
	them back to our ship!	
	'	

Comprehension

Recall

- 1. What reason does one of Odysseus's men give to explain why the gods were angry with them?
- 2. What does Odysseus hope to find on the island?

Comprehend

3. Why is Odysseus so angry with his men on the island?4. If Odysseus and his men make it home, who will make it possible? Why?

Analyze

- 5. Why did people keep retelling Odysseus's tales? Explain.
- 6. What qualities made Odysseus a good leader? Explain.
- Connect
- 7. How about you? Would you like to read more about Odysseus's adventures? Why or why not?
- 8. Would you recommend this tale to others? Why or why not?

74 Unit 2

Common Core State Standards

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

The following standards apply to pages 74–79. Teaching the standards: RL.7.2, RL.7.3, RL.7.10, W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.10, SL.7.1, SL.7.6, L.7.1, L.7.2 Practicing the standards: RL.7.5, RL.7.7, W.7.3.b, SL.7.1.a, SL.7.2

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

Differentiated Instruction

Beginning	Have students work in pairs to speak in sentences about the pictures. Assist and correct as needed.
Early Intermediate/ Intermediate	Have students retell the main events in the narrative. Then, assist students in synthesizing these details in a sentence that tells the main idea of the <i>plot</i> .
Early Advanced/ Advanced	Have students summarize the narrative. Tell students to identify <i>characters</i> and main events in the <i>plot</i> . Encourage students to use the Academic Words in their summaries.

understand different types of sentences. Questions are used routinely in speaking and in written classroom materials to ask for information. They often include words such as *who, what, where, why, when,* or *how.*

Reading Skill

Make sure you

Speaking Skill Use tone of voice to convey your character's feelings. Use gestures

and body language where appropriate.

Review and Practice

Discussion

Discuss in pairs or small groups.

- From what you read, how important were the Greek gods and goddesses? Explain.
- 2. Based on Odysseus's perspectives, what do you think the ancient Greeks valued in life? Explain.

Where can a journey take you? From what you read and know about it, why do you think the *Odyssey* is such a famous work of literature even today? Considering that the journey took Odysseus ten years and was one filled with many adventures and dangers, how do you think people use the word *odyssey* today? Do you know of any journey you would refer to as an odyssey? Explain

Response to Literature

Use university or government websites to do research about Greek gods or goddesses. In your notebook, make a chart like the one below. Write the information you discover. Then find a myth about one of the gods or goddesses you researched. Retell it to the class in your own words.

Name of God or Goddess	Role of God or Goddess
Zeus	king of the gods; god of thunder
Athena	daughter of Zeus; goddess of wisdom, war, and arts and crafts
	 Zeus and the birth of Athena

Reading 1 75

Listening Skill

Listen to your classmates

heard. Doing this will help

you recall the discussion

end up changing your viewpoint.

2

so far, and you might even

explain your viewpoint.

summarize what you

ideas. Before you

ANSWERS

- 1. One of Odysseus's men explains that some Greek warriors have invaded Athena's temple, which has angered the gods.
- **2.** Odysseus hopes to find food and drink on the island.
- **3.** Odysseus is angry with his men because they want to stay on the island and eat lotus flowers.
- 4. If Odysseus and his men make it home, Athena will make it possible. Athena is the god they originally angered.
- **5.** I think people kept retelling the tales because the plot is exciting and filled with strange wonders.
- **6.** I think Odysseus was a good leader because he stayed focused on getting his men back home, despite many difficulties.
- 7. Answers will vary.
- 8. Answers will vary.

Listening Skill

Remind students that when responding to their classmates' ideas, they should summarize what the other person said before offering their own opinions to show understanding.

Discussion

Model for students how to take part in a discussion. For example, for the second question, **SAY:** *I think* the Greeks valued family and friendships. Odysseus cidn't want his men to forget about the people they loved at home.

The Big Question Where can a journey take you? Guide students in a discussion about some journeys they have taken and if there was anything surprising or unexpected about the place.

Response to Literature

Read aloud the directions. Draw a sample chart on the board. Give students ideas and sources to support their research. Then review the Academic Words with students. To build concept and language attainment, encourage students to use and listen for these words in their presentations. Provide class time if necessary.

Grammar

Teaching Resources

- Workbook, pp. 38–39
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Simple Past: Regular and Irregular Verbs

Discuss the simple past of regular and irregular verbs. Show how to form questions with the auxiliary verb *did*.

Grammar Skill

Read the grammar skill aloud with the class. Remind students that when a verb ends in a vowel and -y, we do not change the -y to -i, the -jremains when the -ed ending is added.

Grammar Check

Point out the Grammar Check box and read the question aloud. **SAY:** *How do you make the past form of a regular verb ending in -y*? Answer: If a verb ends with a consonant followed by *-y*, change the *-y* to *-i* and add *-ed*. If a verb ends in a vowel and *-y*, do not change the *-y* to *-i* and add *-ed*.

Practice A

On the board, model how to complete the sentences by filling in the correct form of the verb.

ANSWERS

2. Journeyed

3. tarried **4.** return

Practice B

Read aloud the directions for this practice exercise.

ANSWERS

took, taught, ate, gave

Apply

Read the directions with students. Have students work independently and then read their sentences to their partners. Make sure they are using the verbs correctly.

Reading 1 Grammar

Simple Past: Regular and Irregular Verbs

Use the simple past of regular and irregular verbs to talk about actions that happened in the past. Form the simple past of regular verbs by adding *-cl* or *-ed* to the base form. If a verb ends with a consonant letter followed by *y*, change *y* to an *i* and add *-ed*.

Regular Past Verbs	
abandon \rightarrow abandon ed	study → stud ied
collapse → collapse d	tarry → tarr ied

Form questions and negatives with the auxiliary verb did.

Why did they tarry?	Odysseus didn't eat the flowers.

Many common English verbs are irregular. The verb be has the past forms was and were. Be sure the verbs agree with their subjects: Use was for singular nouns and pronouns; use were for plural. Form negatives by using was not! (wasn't) and were not! (weren't).

The sea **was** calm at last. The gods **weren't** humans.

Practice A

Work with a partner. Use the correct simple past form of the regular verb in parentheses to complete the sentences.

- 1. Odysseus <u>wandered</u> for years. (wander)
- 2. They ______ to many strange lands. (journey)
- 3. The men ______ with the lotus-eaters. (tarry)

Did the men _____ to the

Practice B

(take) to a party?

Unit 2

(teach) a child?

Work with a partner. Ask and answer questions using the simple past form of the irregular verbs. Write the sentences in your notebook. What was the last thing you . . .

> (eat) for lunch? (give) to a friend?

Apply

Grammar Skill

If a verb ends in a vowel and y, don't change the

Grammar Check

How do you form

in v?

the simple past of a

regular verb ending

yto *i*. For example, play \rightarrow played.

Write three sentences about things you did last weekend. Use the simple past forms of verbs. Use a dictionary, if needed. Then talk to a partner about what you did. **Example:** A: How was your weekend? B: It was good. I went to the park with Eva. A: What did you do

there?

Accelerate Language Development

Past Forms of Verbs

Advanced students grasp more complex grammar features and sentence patterns. For Beginning and Intermediate students, write some sentences on the board, leaving blank spaces for the verb. Put the past forms of the verbs on sticky notes. Have the students use the sticky notes to fill in the blanks. Have students read the sentences and then copy them in their notebooks.

rammar

Simple Sentences: Pronouns and Modifiers

In your writing, be sure to use simple sentences correctly. Each sentence should have a subject (noun) and a predicate (verb or verb phrase). Any pronoun-masculine, feminine, or plural-should agree with its antecedent.

	Antecedent		Pronoun		Pronoun	
0	Odysseus	sailed the seas.	He	returned to	his	home.
	Athena	was a goddess.	She	showed	her	power.
	The Greeks	had voyaged far.	They	missed	their	families.

It's helpful to use adjectives to describe. Adjectives usually appear before the noun they modify. They can also come after linking verbs, such as look or seem, and indefinite pronouns, such as something or anywhere.

	A
Before a noun	They sailed on the dark, stormy sea.
After a linking verb	Zeus seemed angry.
After an indefinite pronoun	The sailors sought someplace safe.

W B Practice A

Work with a partner. Complete the sentences with a pronoun that agrees with its antecedent.

their

tired

gods

made trouble

- 1. The Greeks sometimes offended _
- 2. The goddess Athena was angry. _
- for Odysseus.
- 3. The Greeks struggled. survived the storm.
- 4. Odysseus sent three of _ men to explore.

Practice B

friandly

Work with a partner. Use an adjective from the box to complete each sentence. Then circle the word the adjective modifies. nonoful

inenuiy	iong	peaceiui	liieu

- 1. The weary and tired Gailors)came ashore. _ and difficult.
- 2. The journey was .

long

- 3. The sailors wanted someplace. to rest
- 4. The lotus-eaters seemed and welcoming.

Grammar Skill With imperatives such

as Open your book. the subject (vou) is understood but omitted

Grammar Check

pronouns agree

Apply

What should

with?

Write four simple

sentences about

Odvsseus. Make sure

you use pronouns and

modifiers and adjectives correctly.

Example: Odysseus

were tired.

needed help. His men

Reading 1

77

Simple Sentences: Pronouns and Modifiers

Discuss the correct use of pronouns and modifying adjectives.

Have students look at the chart showing pronouns. Explain to students that any pronoun should agree with the noun it refers to. Elicit sentences from the students using the pronouns not listed in the chart and write them on the board. For example, *I* returned to my home. You returned to your house. It worked its magic. (the flower) We are in our classroom.

Ask students to look at the second chart. Remind them that the correct placement of adjectives that modify nouns is important. Have students read the examples aloud and tell what the rule is.

Grammar Skill

Read the grammar skill aloud with the class. Remind students that with imperatives, the subject (you) is understood but is not said. **SAY:** Stand up. Sit down. Open your book. Close your book. etc.

Grammar Check

Point out the Grammar Check box. SAY: What should a pronoun agree with? Answer: A pronoun should agree with the noun it refers to.

Practice A

Read aloud the directions for this practice exercise. Model how to complete the sentences with the correct pronoun.

ANSWERS

2. She

4. They



Read aloud the directions for this practice exercise.

- 2. The ourney was long and difficult.
- 3. The sailors wanted comeplace peaceful to rest.
- 4. The totus-eaters seemed *friendly* and welcoming.

Apply

Work with students to make sure they are using pronouns and adjectives correctly. Have students listen to each other's sentences and make suggestions when necessary.

Writing

Teaching Resources

- Workbook, p. 40
- Worksheets
- GO 4: T-Chart
- Assessment, pp. 47-50
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Discuss with students that at the end of this unit they will be writing a story. Explain that they will learn how to tell a story from different points of view and the ways this can change a story.

Write a Story from a Different Point of View

Read the information at the top of the page. **SAY:** A story can be told from different points of view. A story can be told by the speaker. This is the first-person point of view. A story can be told about a person. This is the third-person point of view. Have the students read the Writing Prompt. **SAY:** Think about a story you like. Think of a character in the story. You will narrate or tell the story from that character's point of view. You will use the first person. Think about the way the character—your narrator—would think, feel, and respond to the events. Be sure to use the simple past of both regular and irregular verbs correctly.

Prewrite

Have students read the bulleted items to help them organize their writing. Have students use the T-chart to record their information. Tell students to complete a T-chart in their notebooks.

Reading 1 Writing

Write a Story from a Different Point of View

At the end of this unit, you will write a short story. To do this, you will need to learn some of the skills writers use in narrative writing. Remember, a story can be narrated using first-person or third-person point of view.

Writing Prompt

Write a familiar story from a different point of view. Who will be your narrator? Will it be someone outside of the story, as in the tale you just read? Or will it be a character in the story? Determine the point of view of the story you choose, and decide on a different point of view. How will you show how the different characters feel about the events? Will you use first person? Third person? Be sure to use verbs in the simple past correctly.

Prewrite Begin by choosing a story to retell.

WB 40

- Reread the story. From which point of view is it told?Decide on a different point of view to retell the story.
- Notice the pronouns used in the original story and think about which ones you will use.
- List your ideas in a T-chart.

Here's a T-chart created by a student named Ben. He is retelling the story you just read from the first-person (Odysseus's) point of view.

Third-person point of v	view First-person point of view
ne Greeks dropped anchor.	. We dropped anchor.
dysseus ordered his men t or provisions.	to look I ordered my men to look for provisions.
ne islanders greeted Odysse armly and offered him lotu	с
dysseus caught sight of hi	is men. I caught sight of my men.
dysseus pulled his men to	their I pulled my men to their feet and
et and herded them back	to herded them back to the ship.
ne ship.	
	to herded them

Accelerate Language Development

Point of View

Beginning students might have trouble being consistent with point of view. Help them with this especially in the prewriting phase. Also, emphasize first-person pronouns if students are writing from the first-person point of view. Intermediate students are able to demonstrate some elements of grade-appropriate writing. Help these students by using graphic organizers in the prewriting stage of their work. Prompt them with questions to elicit answers that will reinforce the writer's point of view.

Writing



- Use details from the story for your retelling. Use your own words when necessary. Use the model and the story you just read to help you.
 - Use pronouns consistent with your point of view.
 - Use the simple past correctly.
- **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (\checkmark) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 362.
- Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Complete (✓) the Peer Review Checklist on Workbook page 40. Edit your final draft in response to feedback from your partner and your teacher.
- Publish Prepare a clean copy of your final draft. Share your story with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.
- Here is Ben's retelling of the story from Odysseus's point of view.

The Lotus-Eaters

Ben Berman

We dropped anchor on a small island. The first thing we did was to drink from a spring we found. Then I ordered three of my men to search the island for provisions. When they didn't return by late afternoon, I set out to look for them. Suddenly, I came upon a group of islanders. They greeted me warmly and offered me lovely flowers to eat. As I was about to eat one, I caught sight of my men. They were lying on the ground, smiling dreamily. "What have you done to them?" I asked the islanders. One of the islanders explained to me that the lotus flowers make people forget their past. I was outraged. I pulled my men to their feet and commanded them to return to the ship. They wept and begged to stay. I herded them back to the ship and ordered my crew to tie their hands and feet. Thank goodness I got them off that island in time!

Reading 1 7

Writing Checklist

Ideas: I used a different point of view to tell the story.

- I used pronouns consistent with my point of view
- I used the simple past of both regular and irregular verbs correctly.

Draft

Remind students to use their graphic organizers during the draft stage. Read the bulleted items. Have them refer to their organizers frequently during this stage of the writing process.

Revise

Tell students that revising is an important part of the writing process. Encourage students to read their drafts at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your story. Read it slowly. Think about what you have written. Did you use the first person? Did you change the story based on the shift in point of view? Did you use first person pronouns? Is your writing clear? Can you think of other things to add?*

Writing Checklist

Have students use the Writing Checklist to evaluate their final draft.

Ideas Check that students changed the story based on the shift in the point of view. Who is now telling the story?

Conventions Check that students used pronouns that are consistent with the point of view and used simple past forms of both regular and irregular verbs correctly.

Edit and Proofread

Tell students that good editors often put their writing away for a while. They can then return to it with "fresh eyes." Encourage students to use the dictionary and thesaurus and to check spelling and usage. Then have them trade papers with a partner and use the Peer Review Checklist to evaluate each other's work.

Publish

Have students revise their stories, then have a partner read them. Remind students to save their work.

Teaching Resources

- Audio
- Workbook, p. 41
- Reader+

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

Objectives

Write the following content objective on the board, and review it with students.

• Students will be able to identify different aspects of animal migration.

The Big Question Have students use prior knowledge and experiences when discussing the Big Question. Ask students to reflect on their experiences and make a list of migratory animals.

Learning Strategy

Encourage students to share their prior knowledge about migration. Explain that by remembering what they already know and by sharing this knowledge with their peers, it will be easier to understand new concepts and words they read about.

Build Background

Read aloud the Build Background section from the student text. Make sure students understand the meaning of migrating. **SAY:** *What animals do you know about that migrate? How do you know when they are migrating?*

Understanding the Genre: Informational Text

Point out that an informational text is nonfiction. All of the animals mentioned in the article are found in the North America at some time in the year. Reading 2 Prepare to Read

What You – Will Learn

Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy: Recognize cause and effect
- Text type: Informational text (science)

Grammar

- More on parallel structure
- Prepositions

Writing

 Write a story with a story starter

Unit 2

THE BIG QUESTION

Where can a journey take you? What do you know about migrating animals—animals that travel from one place to another? Have you ever seen animals migrate? Where were they going? Why do you think some animals migrate? Share your ideas with the class.

Build Background

You will read two science articles about animal migration. **"Migrating Caribou"** tells about the difficult journey caribou make as the cold winter approaches. The caribou are members of the deer family. They are herd animals and are always on the move. Caribou roam throughout the cold regions of Russia; Alaska, U.S.A.; Canada; and Greenland.

"Magnets in Animals" presents an interesting theory about how some animals find their way as they travel thousands of miles. Since animals travel such long distances, you will find metric measurements helpful to know. Many articles use the metric system. Look at the chart.



A caribou

Metric Conversions

U.S./British Measure	Abbreviation	Metric	Abbreviation	Used for	Conversion Formula
pound	lb.	kilogram	kg	weight	$\text{lb.} \times 0.45 = \text{kg}$
foot (feet)	ft.	meter	m	length (height)	ft. × 0.38 = m
mile	mi.	kilometer	km	length (distance)	mi. × 1.61 = km

Common Core State Standards

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

The following standards apply to pages 80–83. Teaching the standards: RI.7.4, L.7.4.c, L.7.4.d, L.7.6, RST.6-8.4, RST.6-8.5 Practicing the standards: L.7.1, L.7.4.a

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

Differentiated Instruction		
Beginning	Have students look at the picture on page 80. Ask them to describe what is happening in the picture.	
Early Intermediate/ Intermediate	Explain the word <i>herd</i> to students. Have them summarize the explanation and give examples.	
Early Advanced/ Advanced	Ask students to look in an encyclopedia to find out about the range of their favorite animal. Have students write a short paragraph about that animal.	

Vocabulary 🛈

Listening and Speaking: Key Words

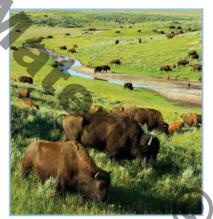
Read these sentences aloud with a partner. Use the context to figure out the meaning of the highlighted words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

- Biologists study animals to learn about their lives and behavior.
 The large herd of caribou is made up of males, females, and newborn calves.
- 3. The landscape at the North Pole is icy and barren, which makes it hard for some animals to live there.
- Many scientists believe that some animals have material in their bodies that creates an internal compass by sensing Earth's magnetic field.
- 5. The geese fly to the southern part of their range every winter.
- 6. If animals cannot find food in winter, they die of starvation.

Practice MB

Choose a word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

- **2.** A large ______ of buffalo thundered across the plains.
- 3. ______ study how animals travel so they can learn more about their migration.
- Many animals die of ______ each winter because there is not enough food to eat.
- 5. The ______ of the Arctic is white because of the snow and ice.
- Some animals have to move to another <u>_____</u> when their food runs out.



A herd of buffalo

Reading 2 81

Key Words biologists

herd

range

landscape

magnetic

starvation

Vocabulary

Listening and Speaking: Key Words

Play the audio. Have students listen and repeat. If you are not using the Audio, read the Key Words aloud.

Oral Vocabulary Routine

Have students choral read the sentences with the Key Words. After each sentence, read the vocabulary routine.

Define: biologists scientists who study living things

Expand: Biologists do research. **Ask:** What kinds of animals do **biologists** study?

Define: herd a group of a particular type of animal that lives together

Expand: Many species of animals live in a **herd**. **Ask:** Do you know if deer live in a **herd**?

Define: landscape a view across a wide piece of land

Expand: The jungle is a dense **landscape**. **Ask:** What is your favorite **landscape**?

Define: magnetic having the power of a magnet **Expand:** My friend bought me a **magnetic** mirror to hang in my locker.

Ask: How old is Earth's magnetic field?

Define: range a large piece of land
Expand: The coyotes' habitat moved when people started building houses in their range.
Ask: Do any of the birds around here fly to a

different range during the winter?

Define: starvation suffering or death caused by not having enough to eat

Expand: Starvation is common in poor countries. **Ask:** How can you avoid **starvation** if you get caught in a snowstorm?

Practice

ANSWERS

- 1. magnetic
- 2. herd
- 3. Biologists
- 4. starvation
- 5. landscape
- 6. range



Teaching Resources

- Audio
- Workbook, pp. 42-44
- Reader+

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

Listening and Speaking: Academic Words

Play the audio. Have students listen and repeat. If you are not using the Audio, conduct the Oral Vocabulary Routine.

Oral Vocabulary Routine

- Define: Students read aloud the definition for approaches.
- Expand: As my birthday approaches, 1 get more and more excited.

Ask: If a lion approaches you, what should you do?

- Define: Students read aloud the definition for approximate.
- **Expand:** If you don't know the exact number, you can give me an **approximate** number.
- Ask: What do you think is the approximate number of students in this school?

Define: Students read aloud the definition for **area**. **Expand:** Animals sometimes move from one **area** to another looking for food.

Ask: What area of your country do you come from?

- **Define:** Students read aloud the definition for migrate.
- **Expand:** Many animals **migrate** south in the winter.

Ask: Are there any plants that can **migrate**?

Practice

ANSWERS

Possible answers:

- 1. We buy extra food and bottled water, and we charge our phones.
- 2. The approximate temperature outside today is 20 degrees Celsius.
- 3. No. We sometimes have droughts and run out of water.
- 4. Monarch butterflies migrate to a park near my house.

Reading 2

Listening and Speaking: Academic Words

Study the purple words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read "Migrating Caribou" and "Magnets in Animals," try to use these words to respond to the text.



approaches = moves closer	-	In some places as winter approaches , certain animals prepare by gathering food.	
approximate = close to a number but not exact	-	One caribou herd travels an approximate distance of 650 kilometers, but they actually walk more than that.	
area = a certain part of a country, town, or other region	-	Birds sometimes move food from one area to another.	
migrate = move from one place to another	-	Birds that migrate thousands of miles are interesting to study.	

WВ Practice

Work with a partner to answer these questions. Try to include the purple word in your answer. Write the sentences in your notebook.

- 1. What steps do you take as bad weather approaches?
- 2. What do you think is the approximate temperature outside today?
- 3. Do you think you have all the resources you need in your area?
- 4. What animals that you know about migrate to places near you?



Some birds migrate south for the winter



Word Study: Words as Multiple Parts of Speech

Nouns usually function as subjects of sentences. Sometimes, nouns are used as adjectives to modify other nouns, as they do in the sentences below. The nouns used as adjectives are *caribou*, *Arctic*, *migration*, and *summer*. The last sentence has two nouns that are used as adjectives: *Porcupine* and *caribou*.



Practice

For the first four sentences on the chart above, write a new sentence in your notebook, using the noun used as an adjective as the subject of the new one.

Reading Strategy Recognize Cause and Effect

Recognizing cause and effect can help readers understand a science text like the two selections you are going to read about animal migration. The selections explain why animals migrate, often long distances. To help you notice cause-and-effect relationships in a text, follow these steps:

- Think about what the text is mainly about. What will be explained in it?
- Look for reasons why caribou and other animals migrate. Look for the results. How does migrating help the animals?
- Make a T-chart to list the reasons and the results (or effects).

As you read the two selections, take notes on your chart. Use them to help you answer questions later.

Reading 2 83

Word Study: Words as Multiple Parts of Speech

Read aloud the opening paragraph, and elicit a few examples of nouns and adjectives. Go over the example sentences, and have students use *clothing* and *school* as nouns and adjectives.

Practice

Read aloud the directions to this practice exercise. Then model the exercise by changing *caribou* to a noun.

ANSWERS

- 1. Caribou live in cold weather.
- 2. I'd like to explore the Arctic.
- **3.** Some birds have a yearly migration.
- **4.** He swims in the pool in the summer.
- **5.** We studied the migration patterns of the Porcupine caribou.

Reading Strategy: Recognize Cause and Effect

Read aloud the opening paragraph. Then on the board, list the steps for recognizing cause and effect. Model how to use the steps with the first paragraph on page 84. **SAY:** The first effect on my chart will be that caribou travel south. The cause is that the caribou need to find food.

Teaching Resources

- Teacher's Resource Book, p. 95
- Audio
- Reader's Companion, pp. 12–17

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

"Migrating Caribou," "Magnets in Animals"

The first selection, "Migrating Caribou," gives information about annual caribou migrations. It describes where the caribou go and why they migrate. The second, "Magnets in Animals," gives a possible answer to the question of how migrating animals know where to go.

The Big Question Lead a discussion about why animals migrate or travel to different places in different seasons.

- What factors might make an animal migrate in different seasons?
- What types of animals migrate?

Set a Purpose for Reading

Tell students to copy the purpose for reading into their notebooks and to keep it in mind as they read.

Preteaching Boldfaced Words

Preview the vocabulary by writing the boldfaced words on the board. Ask a volunteer to find and read the definitions at the bottom of the page. Answer any questions the students have about these words before reading. Have the students record new vocabulary in their personal Word Books. Reading 2 Informational Text Science

Set a purpose for reading As you read, think about these questions: Why do some animals migrate such long distances, and how do they do it?

Migrating Caribou

On the Move

If you fly over the Arctic in the fall, you will see an amazing sight: thousands of migrating caribou flowing across the **landscape** like a thin, brown river. They are traveling from the frozen north of the Arctic to the forest in the south. They are going to a warmer place in search of food.

What are Caribou?

Caribou are members of the deer family. They stand about 1½ meters (4–5 ft.) tall from the ground to their shoulders and have small ears and tails. These caribou are barren-ground caribou. *Barren ground* means "lacking plants or crops." These words perfectly describe the land of the Arctic tundra, the cold, treeless regions of northern Asia, Europe, and North America where these caribou live. In these **harsh** lands, several million barren-ground caribou follow the same migration patterns their **ancestors** did thousands of years ago.

A single caribou can eat four kilograms of lichen a day.

Barren-ground caribou are social animals. They travel in large herds made up of thousands. Caribou eat grass, mushrooms, twigs, and shrubs, but their favorite food is lichen. Lichen is a low-growing plant that is common in the Arctic. It grows on rocks and trees. One caribou can eat four kilograms (9 lb.) of lichen a day.

harsh, very uncomfortable ancestors, family members from the past

84 Unit 2

Migrating caribou in the winter



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

The following standards apply to pages 84–87. Teaching the standards: RI.7.1, RI.7.3, RI.7.5, RST.6-8.1, RST.6-8.10 Practicing the standards: RI.7.7, RI.7.10, RST.6-8.2

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

Differentiated Instruction		
Beginning	Ask students to think of another word for journey.	
Early Intermediate Intermediate	Have students look up the verb <i>journey</i> in a dictionary. Then ask them to name two other words that mean the same or almost the same thing. Have students work in pairs. Ask them to use three	
	Key Words in sentences.	
Early Advanced/ Advanced	Ask students to think of reasons why people migrate. Encourage them to share their reasons with the class.	

Home on the Range: Summer

The caribou spend the summer in the northern part of their range. There, they reproduce (have babies) and move from pasture to pasture. On the summer range, the new calves grow healthy and fat. However, the tundra is a harsh and windy place during the long winter. Deep, wind-hardened snow covers the ground. The caribou cannot scrape through the thick ice to reach the food they need. A big snowfall or a rapid drop in temperature causes the caribou to move south to avoid starvation.



Migrating caribou in the summer

Caribou cover about 20 to 65 kilometers (12–40 mi.) a day while migrating. They are excellent swimmers and can easily cross wide lakes and rivers. Different caribou herds migrate different distances. Large herds usually travel longer distances. The Porcupine caribou herd contains about 125,000 animals. It travels about 650 kilometers (400 mi.). The Central Arctic herd contains about 25,000 animals and migrates about 200 kilometers (125 mi.). However, the herds actually travel much more than this. They wander back and forth, adding many kilometers to their journeys.

Home on the Range: Winter

The caribou travel for several months. In December, they arrive at their winter range, south of the Arctic tree line, in the forest. North of the tree line, no trees will grow. South of the tree line, the snow remains soft. This makes it easier for the caribou to find lichen to east In one day, caribou can travel up to 65 kilometers. One herd has about 25,000 animals and travels 200 kilometers.

Before You Go On

 What are two different caribou herds? Give one detail about each.
 How far do caribou travel in a day? How much lichen can one caribou eat in a day?
 On Your Own

What do you think it would take to live in the Arctic? Explain.

Reading 2 85

Scaffolding: Listen and Read

Have students read along with the text as you play the Audio of the reading. Pause the recording at the end of each page, so that you can answer questions.

Study Skills: Almanac

Some animals migrate to warmer climates in the winter. One way that people learn about weather patterns is through an almanac, which is a reference book used by those who rely on the weather. Have students check an almanac to find out seasonal weather predictions.

Check for Comprehension

Ask students to check what they have understood in the reading.

Before You Go On

Ask students to read the Before You Go On questions. Put students in pairs to answer the questions.

ANSWERS

 The Porcupine caribou herd has approximately 125,000 animals and travels about 650 kilometers. The Central Arctic herd has approximately 25,000 animals and travels about 200 kilometers.

Caribou travel about 20–65 kilometers a day. One caribou can eat 4 kilograms of lichen In a day.

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Explain that the On Your Own question asks for a personal response. Any thoughtful answer is correct. Place students in small groups to discuss their responses. Then collect student responses to monitor their comprehension, writing skills, and fluency.



Preteaching Boldfaced Words

Preview the vocabulary by writing the boldfaced word **predators** on the board. Ask a volunteer to find and read the definition at the bottom of the page. Model for students how to use this word in an original sentence. Answer any questions the students have about the use of this word or its meaning before reading the page. Have the students record new vocabulary in their personal Word Books.

Across the Curriculum: Science

Point out that caribou are consumers in a food chain. Lichens use sunlight to produce food. Caribou are herbivores (plant eaters) that eat lichen. Then carnivores (meat eaters) and omnivores (meat and plant eaters) like wolves and bears eat the caribou. Eventually, when the wolves and bears die, decomposers will help their bodies to rot, returning them to the soil. Then new plants to feed herbivores can grow in the enriched soil.

Reading Strategy

Recognize Cause and Effect Remind students that one event causes or makes the other happen. We call this cause and effect. What happens is the effect of the cause. **SAY:** *If the cause is cold weather and a lack of food, what is the effect?*

Back on the Move

In April and May, the snow begins to melt. This is a sign for pregnant female caribou, called cows, to leave. The cows begin the long migration to their calving grounds back in the northern Arctic. Why do the caribou travel so far to have their babies? In the north, the young calves are much safer. **Predators**



like wolves and bears are less common there. The best calving grounds also have a lot of new plants, which are high-energy food. This allows the mother caribou to produce rich milk for their calves. And the cool breezes keep away mosquitoes and biting flies. For the caribou, it is worth traveling hundreds of kilometers to reach these special places.

The caribou travel through deep snow and cross ice-filled rivers to reach their **destination**. After two months and about 1,000 kilometers (600 mi.) of walking, the cows finally reach the northern Arctic. The young are born in early June, almost as soon as their mothers arrive. The other caribou follow several weeks later.

The caribou stay on their summer range for one or two months. At first, they spend their time alone or in small groups. Then the herd begins to gather, and thousands of caribou start to move across the landscape. They begin their long southward journey again, away from the tundra and back across the tree line to the forest.

predators, animals that kill and eat other animals destination, place at the end of a journey

A caribou and her calf







Magnets in Animals O - Darlene R. Stille

Every year, many animals migrate, or travel, from one place to another. Some animals go north for summer and south for winter. They may make round trips that cover thousands of miles. **Swarms** of monarch butterflies travel from Canada and the northern United States to spend the winter in places as far south as Mexico. Some whales and fish swim across the open sea. One kind of sea turtle finds its way between South America and a tiny island in the middle of the Atlantic Ocean.

Every autumn, **flocks** of ducks and geese fly overhead. They travel south for the winter. Some are making a journey of thousands of miles. Arctic terns are migrating birds that cover up to 35,400 kilometers (22,000 miles) every year.

How do animals find their way? Biologists think that some animals use the position of the sun and the stars to help tell where they are going. Some animals may see or even smell landmarks to find their way.

Many biologists now think that some animals have a built-in compass. They think that certain birds, insects, fish, and other sea animals have tiny bits of magnetic material in their bodies. The tiny magnets line up along Earth's magnetic field. Somehow the animals use these compasses inside their bodies to find their way over thousands of miles.

> swarms, large groups of insects that move tog flocks, groups



How long does it take for caribou hards to reach the northern Arctic?
 Where do the monarch butterflies spend the winter?
 On Your Own Which fact interested you the most? Why?

Before You Go On

Reading 2 87

Study Skills: Internet

Tell students that they can use the search engine feature of the internet to find out more about migrating animals. Ask students to conduct online research and choose a migrating animal that interests them. Then have them create a chart like the one below and complete it with information they have learned. Students may wish to include an extra column titled *Distance Traveled* that includes the number of miles or kilometers the migrating animal travels to reach its destination.

Animal	Summer	Winter
monarch butterfly	Canada and northern U.S.A.	Mexico
Canada goose		
Arctic tern		

Check for Comprehension

Ask students to check what they have understood in the reading.

Before You Go On

Remind students that the Before You Go On questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

ANSWERS

- 1. It takes caribou herds about two months to reach the northern Arctic.
- 2. Monarch butterflies spend the winter in Mexico.

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Then collect student responses to monitor their comprehension, writing skills, and fluency.

Review the Purpose for Reading

Elicit responses to the Set a Purpose for Reading questions at the beginning of this reading. Remind students to relate their responses to the Big Question.

Review and Practice

Teaching Resources

- Workbook, p. 45
- Reader's Companion, pp. 18–22
- Reader+

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

Comprehension

Ask students to complete the questions and write their responses. Model answering the first question for the class, so they can see how to answer in a complete sentence using words from the question. Students can then work independently or in pairs and respond orally or in writing.

ANSWERS

- 1. The Arctic tundra is in the far north regions o North America, Asia, and Europe.
- 2. Caribou eat grass, mushrooms, twigs, and shrubs, but their favorite food is lichen.
- **3.** The caribou spend the summer in the northern part of their range because there is plenty of food for the new babies. The caribou spend the winter in the southern part of their range to avoid starvation.
- 4. Pregnant female caribou get to the summer range first. The summer range has fewer predators and more new plants to eat.
- Thousands of caribou make it to their destinations by staying together in herds and following the same migration patterns as their ancestors.
- 6. Magnets in Animals explains how animals find their way over thousands of miles. Animals can use the position of the sun and stars, seeing or smelling landmarks, and even an internal magnet to find their way.
- 7. Answers will vary.
- 8. Answers will vary.

In Your Own Words

Tell students they will be using the words from the chart to make sentences about migration. Model an example so students know what to do. For example, if the words were: *approaching, starvation, migrate, swarms,* and *herd,* the sentences could be: *The approaching winter causes the herd to migrate in order to avoid starvation. Swarms of insects follow them south.*

Reading 2 Review and Practice

Comprehension 45

Recall

- 1. Where is the Arctic tundra?
- 2. What do caribou eat?

Comprehend

- 3. In which parts of their range do caribou spend the summer? The winter? Why?
- 4. Which caribou get to the summer range first? Why?

Analyze

- 5. From what you read in "Migrating Caribou," how can you explain how thousands of caribou make it to their destinations?
- 6. Which article offers a theory about how animals find their way over thousands of miles? Explain.

Connect

- 7. After reading the two articles, what **migrating** animal or details would you like to know more about? Why?
- 8. Which animal from the articles did you find the most amazing? Why?

In Your Own Words

Use the words in the chart below to make sentences about migration.



Common Core State Standards

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

The following standards apply to pages 88–93.

Teaching the standards: RI.7.2, RI.7.3, RI.7.5, W.7.3, W.7.3.a, W.7.4, W.7.5, W.7.10, SL.7.1, SL.7.1.a, SL.7.6, L.7.1, L.7.2 **Practicing the standards:** SL.7.1.a, RST.6-8.10

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

Differentiated Instruction			
Beginning	Ask students to name two kinds of animals from the story.		
Early Intermediate/ Intermediate	Have students differentiate among words that describe temperature. Have them make sentences using <i>cool, cold, warm,</i> and <i>hot</i> in the correct context.		
Intermediate	Have students think of two examples of cause and effect. Encourage them to think of their own lives (e.g., It's cold, so I wear a jacket).		

Review and Practice

Discussion

Discuss in pairs or small groups.

- Which article of the two you read did you find more interesting? Why?
- 2. Would you recommend the articles to others who want to find out about migrating animals? Why or why not?
- Where can a journey take you? Which migrating animal's journey fascinated you the most? Did the destination intrigue you? How can finding out about animal migration help people? How can people help the animals in their travels? Explain.

Read for Fluency

When you read aloud, use these tips: read words in groups; pause or slow down for important points; and emphasize key words. It helps to pace your reading: pause briefly after a comma and for a longer time after a period. Use appropriate intonation to convey meaning.

Work with a partner. Choose a paragraph from the reading. Discuss which words seem important for communicating meaning. Practice pronouncing difficult words. Then, take turns reading the paragraph and giving each other feedback.

Extension 45

Animals behave the way they do for many reasons. Complete the chart below. Think and write about animals you're familiar with. Read each cause and write an effect.

Cause	Effect
winter is approaching	birds fly south
lack of sufficient food	
magnetic materials in their bodies	
animals see or smell landmarks	C
spring is approaching	

Reading 2 89

Speaking Tip

Wait until someone has

finished before you join the discussion. Listen

carefully to what others

another idea, and then

Migrating salmon

say, briefly sum up

add vour own

Speaking Skill

Remind students that waiting until someone has finished speaking, accurately summing up what they said, and then adding their own idea is an effective speaking strategy.

Discussion

Direct students' attention to the discussion questions on the Student Edition page. Facilitate a discussion about any or all of the questions. Help students to concisely express their article preferences and give reasons why. Also, help them to explain why they would or wouldn't recommend the articles.

The Big Question Where can a journey take you? Initiate a discussion about the different animal journeys students read about. What journey did they find most interesting? Which destination did they find intriguing? Ask how learning about animal migration might help people. People can better understand the lives of animals and the natural world in general. Ask how people can help animals in their travels. Don't use/ build/create roads in areas that the animals pass through.

Read for Fluency

Remind students that slowing down to make important points can be a good way of bringing attention to the most valuable parts of a speech. Have students choose a paragraph. Have them read it over and circle commas and periods, and underline the most important point of the paragraph. Have them focus on emphasizing the underlined point when they read.

Extension

As homework or as an in-class project, have students complete the extension exercise.

ANSWERS

caribou migrate to a more habitable area animals know which direction to go migrating animals know where they are going caribou migrate north

Grammar

Teaching Resources

- Workbook, pp. 46–47
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

More on Parallel Structure

Introduce

Tell students that parallel structure makes their sentences smoother and easier to understand. Have students look at the chart, read aloud each sentence, and discuss what is parallel.

Grammar Skill

Read the grammar skill aloud with the class. SAY: What are some other words we can use for parallel? Answer: similar, matching, like

Grammar Check

Point out the Grammar Check box and ask students to give an example of parallel structure. **SAY:** *What am I doing?* Answer: You are speaking and listening OR standing/teaching **SAY:** *Describe the classroom.* Answer: It is crowded and busy/ noisy/fun. **SAY:** *Now think of your own examples.*

Apply

Work with students to make sure they are using parallel structures in their sentences.

Practice A

Read aloud the directions for this practice exercise. Model the task with the first sentence.

3. spend

ANSWERS

2. fish

4. to bear young

Practice B

Read aloud the directions for this practice exercise.

ANSWERS

They migrate because of warmer weather or <u>colder</u> <u>weather</u>. Some of them migrate to breed or <u>to find</u> food. They make journeys that are long, hard, and <u>dangerous</u>. Scientists study migratory animals and <u>observe</u> their routes.

Reading 2 Grammar

More on Parallel Structure

Parallel structure is the use of similar kinds of words and phrases to express related ideas. Look at the examples.

compound verbs	The caribou reproduce and move from pasture	Grammar Skill
adjectives	to pasture. The calves grow healthy and strong .	Use parallel structure to show that ideas are
verb forms	As the animals are traveling , they are moving toward warmth.	equally or similarly important.
series of nouns	Caribou eat grass, mushrooms, twigs, and shrubs.	
sentence structure	North of the tree line, no trees will grow. South of the tree line, the snow remains soft.	

Practice A

Grammar Check

narallel structure

Complete each of the following sentences. Choose the word or words in parentheses that make the sentences parallel.

- 1. Animals may go north for summer and then <u>head</u> south for winter. (head/heading).
- 2. Scientists study insects, birds, and ______. (studying fish/fish)
- 3. Swarms of monarch butterflies travel to Mexico and ______ the winter there. (spend/are spending)
- Animals migrate to escape harsh weather, to find more food, and ______. (to bear young/because of bearing young)

Practice B

In your notebook, rewrite the sentences below to make them parallel.

Example: Animals may use magnetic fields, smells, or landmarks as they migrate.

Animals may use magnetic fields, smells, or seeing landmarks as they migrate. They migrate because of warmer weather or the weather becoming colder. Some of them migrate to breed or for finding food. They make journeys that are long, hard, and involving danger. Scientists study migratory animals and observing their routes. Write two sentences that each give three facts about an animal. Use parallel structure in your sentences. **Example:** Monkeys spend their days eating, grooming, and

sleeping

Apply

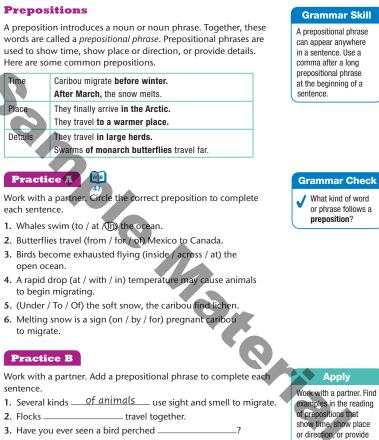
90 Unit 2

Accelerate Language Development

Verb Forms

Help Advanced students develop an ear for how the correct verb form sounds by providing opportunities for class discussions. Encourage Beginning and Intermediate students to use the present and past progressive forms of verbs in simple sentences. For Beginning students, write a sentence leaving out the verb. Give them two choices for the verb. For Intermediate students, give them the sentences but let them supply the verb themselves. Give Beginning and Intermediate students opportunities to hear the present tense and then the past forms of verbs in isolation. Use simple sentences such as, *Today I* _____. *Yesterday I* _____.

Grammar



- 4. Do turtles lay eggs _____
- 5. Look! There's a monarch caterpillar _

Reading 2 91

details

Prepositions

Tell students that a preposition introducing a noun or noun phrase is called a prepositional phrase. Prepositional phrases show time, place, or direction or provide details.

Have students look at the chart showing prepositional phrases. Have students read aloud the sentences in each cell. Invite students to think of other examples in each category. For example: Time: in the morning, at night, on the weekend, for two hours, five years ago Place: at school, on the table, in the classroom Details: of caribou, in English, with tomato sauce

Grammar Skill

Read the grammar skill aloud with the class. Write Before I go to bed, on the board. SAY: What do you do before you go to bed? Have students answer with Before I go to bed, I... Write an example or two on the board.

Grammar Check

Point out the Grammar Check box. SAY: What kind of word or phrase follows a preposition? Answer: a noun or noun phrase

Apply

Have students make a list of some prepositional phrases from the reading and then share them with the class. Have them also say what the prepositional phrase shows—time, place etc., in December, in the northern Arctic, etc.

Practice A

Read aloud the directions for this practice exercise. Model how to complete the exercise by circling the correct answer to the first sentence together.

- **2.** from
- 5. Under
- 3. across 6. for

Practice B

Read aloud the directions for this practice exercise.

ANSWERS

- 2. of birds
- 3. in that tree
- 4. on beaches
- 5. Under that leaf



Writing

Teaching Resources

- Workbook, p. 48
- Worksheets
- GO 16: Main Idea and Details 2
- Assessment, pp. 51–54
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Write a Story with a Starter

Tell students that stories contain settings. They will learn how to create a story setting through sensory details.

Have students read the information about writing a story using a story starter. Have students define sensory details and give examples. **SAY:** *Writers create a specific, believable setting, by using sensory details to describe the time or place of the story's action.* Have them read the Writing Prompt.

Prewrite

Have students brainstorm about which story starter they will use. Remind them to read the bulleted points. Then have students fill in a graphic organizer with the sensory details they will use to write their stories. Tell students to write their graphic organizers in their notebooks.

Reading 2 Writing

Write a Story with a Starter

At the end of this unit, you will write a short story about a journey. To help you do this, you will use a story starter to write a paragraph about an event, adventure, or place. You'll use sensory details for your descriptions.

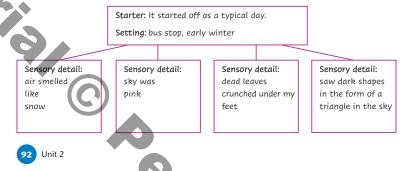
Writing Prompt

Write a story using one of the following story starters:

- It started off as a typical day.
- Little did I know that my incredible adventure was about to begin.
- I arrived at the most amazing place.

Use the story starter as the first sentence of your story. Remember to use descriptive words that appeal to the senses to make your story engaging. Use prepositions correctly. Be sure to use parallel structures, where appropriate.

- Prewrite Begin by deciding on an event, an adventure, or a place that you especially enjoyed. Then choose an appropriate story starter to tell about it:
 - Think about how you will develop your story, using the story starter.
 - Jot down a possible setting and some sensory details you can use.
 - Then list your ideas in a graphic organizer like the one below.
- Here's a graphic organizer created by a student named Emanuel.

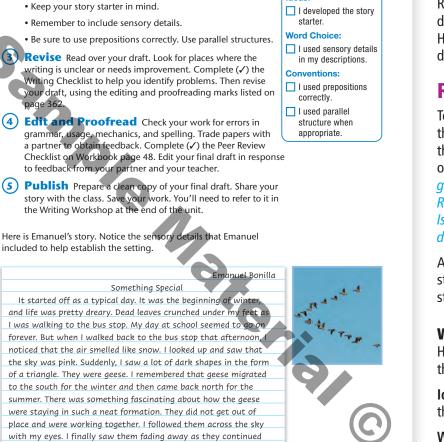


Accelerate Language Development

The Importance of Writing Practice

Beginning and Intermediate students have a limited ability to use the English language to express their ideas in writing. Encourage them to focus on using adjectives and descriptive language in their work. Advanced and Advanced High students can develop narrations and description in some detail with emerging clarity. To provide practice at each level, give students multiple opportunities to write in class. Encourage students to read their work to their peers.

Writing



(2) Draft Use your graphic organizer to help you write a first

south. I saw something special right at my own bus stop

draft.

Reading 2 93

Writing Checklist

Ideas:

Draft

Remind students to use their graphic organizers during the draft stage. Read the bulleted items. Have them refer to their organizers frequently during this stage of the writing process.

Revise

Tell students that revising is an important part of the writing process. Encourage students to read their drafts at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your story again. Read it slowly. Think about what you have written. Is your writing clear? Did you use sensory details to describe the setting?*

After students revise, have them exchange their stories with a partner. Ask the partner to read the story and suggest revisions.

Writing Checklist

Have students use the Writing Checklist to evaluate their final draft.

Ideas Check that students adequately developed the story starter.

Word Choice Check that students included sensory details in their descriptions.

Conventions Check that students used prepositions and parallel structure correctly.

Edit and Proofread

Tell students that good editors often put their writing away for a while. They can then return to it with "fresh eyes." Encourage students to use the dictionary and thesaurus and to check spelling and usage. Then have them trade papers with a partner and use the Peer Review Checklist to evaluate each other's work.

Publish



Students can present their stories to the group. Allow time for students to practice reading their stories before the presentation. Remind students to save their work.

Teaching Resources

- Audio
- Workbook, p. 49
- Reader+

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

Objectives

Write the following content objective on the board, and review it with students.

• Students will be able to identify how Wong Ming-Chung's life changed when he came to the United States.

The Big Question Ask a volunteer to read the Big Question aloud. Model an example of how you felt on a journey. Ask what kinds of feelings going to a new place evokes. Write the questions from the top of the page on the board and encourage students to answer them.

Build Background

Read aloud the Build Background section. Brainstorm with the group a description of a diary or journal. Explain that sometimes when people travel, they keep a journal of their activities. This way, when they return home, they can easily remember the names of the places they visited. Journal writing is personal, and it is not necessarily directed to an outside audience.

Understanding the Genre: Novel Excerpt

A novel is a work of fiction created by the author to entertain the reader. Novels have a setting, characters, and a plot. Novels are sometimes long and complex stories. Reading 3 Prepare to Read

What You — Will Learn

Reading

- Vocabulary building: Literary terms, word study
- Reading strategy: Make inferences
- Text type: Literature (novel excerpt)

Grammar

- Complex sentences with adverbial clauses of time
- Expressions of quantity and subjectverb agreement

Writing

• Write a personal letter

THE BIG QUESTION

Where can a journey take you? Talk with a partner. Why do you think people keep journals when they travel? How is writing in a journal different from other kinds of writing? Have you ever kept a journal? In the fictional but realistic journal you're going to read, a young boy from China describes his experiences arriving in the state of California in the U.S.A. more than one hundred years ago during the gold rush. He sees a totally different country from his own. What do you think he will write about? What do you know about the gold rush? What would you write about being involved in the gold rush?

Build Background

You will read an excerpt from the novel **The Journal of Wong Ming-Chung.** The story takes place in the 1850s during the California gold rush. People came from all over the United States and other countries to dig for gold. These people all wanted to find gold and make money. Wong Ming-Chung, the boy in the story, comes to California, U.S.A., from China to help his uncle search for gold. The story is told from Wong Ming-Chung's point of view. Presenting the story as a journal allows the author to share the private thoughts of the main character. The story is historical fiction. While the events did not actually happen, they are based on what could have happened at the time.



Around 300,000 people went to California to search for gold from 1848 to about 1855.

Unit 2

Common Core State Standards

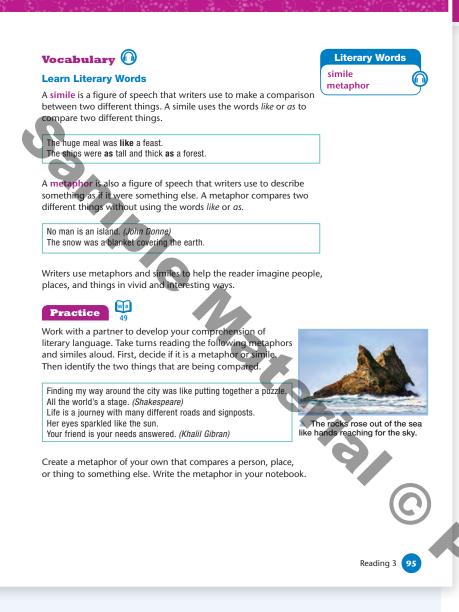
For the full text of the standards, see the Appendix.

5023

The following standards apply to pages 94–97. Teaching the standards: RL.7.1, RL.7.4, L.7.2.b, L.7.4.c, L.7.4.d, L.7.5.a, L.7.6

Practicing the standards: L.7.4.a

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



Vocabulary

Learn Literary Words

Play the audio. Have students listen and repeat. If you are not using the Audio, read the Literary Words aloud. Explain that the Literary Words taught with this reading are simile and *metaphor*. Direct students to the page in their student book where these words are defined. Ask for a volunteer to read the paragraphs in which the words are defined. Explain that understanding literary language will enhance students' understanding and help develop their comprehension of literary texts. Then have students work in small groups to provide other examples of similes and metaphors. Encourage students to use the corresponding Workbook page for extra practice.

Practice

Ask students to work in pairs to read the metaphors and similes in the boxes. For each simile or metaphor, have students identify what is being compared. Then have each student write a simile or a metaphor on an index card. Collect the cards and use them as models. Ask the class to decide whether each is a simile or a metaphor. Invite volunteers to identify the things being compared in each case.

ANSWERS

ASS. imile metaphor simile rtaphor

Teaching Resources

- Audio
- Workbook, pp. 50–52
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Listening and Speaking: Academic Words

Play the audio. Have students listen and repeat. If you are not using the Audio, conduct the Oral Vocabulary Routine.

Oral Vocabulary Routine

Have students choral read the sentences in the right column. After each sentence, read the vocabulary routine.

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

Expand: It takes a few seconds for my eyes to **adjust** to the sunlight.

Ask: Do you **adjust** well when you move from one house to another?

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

Expand: To emphasize a word, say it louder. Ask: How can you emphasize words when you write?

- **Define:** Students read aloud the definition for **immigration**.
- **Expand: Immigration** enriches the cultural life of the cities.

Ask: How does **immigration** affect a country's population?

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

Expand: I found my **journal** from fifth grade; I had forgotten about some of my old friends.

Ask: Do you write in a journal every day?

Practice

Model the first example for students by writing a sample answer on the board. For example: *People can make it easier to adjust to a new place by learning the language and living with family members.*

Listening and Speaking: Academic Words

Reading 3

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read the excerpt from the novel *The Journal of Wong Ming-Chung*, try to use these words to respond to the text.



adjust = make a change in something to make it better	-	When we moved, we had to adjust to life in the city.
emphasize = show that something is important	-	Most schools emphasize the rules that students must obey, such as being on time for class.
immigration = the act of going to live in another country	-	There were great waves of immigration in the late 1800s. Many people left Europe and moved to America.
journal = a record that is written daily	-	He didn't want to forget anything about his adventure, so he wrote in his journal at the end of each day.



Work with a partner to answer the questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

- **1.** How can people make it easier to **adjust** to a new place?
- What would you emphasize to a new student about your school's rules?
- 3. Do you think there is still a lot of **immigration** to the United States?
- 4. What do you like or dislike about keeping a journal?

Unit 2





Linguistic Note Third-Person-Singular -s

Point out that the third-person-singular -s is the only leftover of more complicated verb conjugations that are typical for most other Germanic languages. Examples include German, Dutch, or Norwegian, Romance languages such as Spanish or French, Asian languages such as Korean, or Arabic languages such as Farsi. However, there are languages without verb conjugations. Japanese and Chinese verbs, for example, do not distinguish between person or number. The context determines the performer. Students from these language backgrounds may need extra practice to master the third-person-singular -s.

Point out that some nonstandard English dialects no longer distinguish the third person singular either by deleting the third-person-singular -s (he go), or by adding -s to all other persons (I goes, we goes).

Word Study: Words Ending in y

To form the plural of certain nouns ending in *y*, change *y* to *i* and add *-es*. To form the third-person singular of certain verbs ending in *y*, change *y* to *i* and add *-es*.

Singular Noun	Plural Noun	Verb	Third-Person
body	bod ies		Singular Verb
company	compan ies	marry	marr ies

To form the comparative and superlative of adjectives ending in y, change the y to i and add *-er* or *-est*.

Adjective	Comparative	Superlative
scary	scar ier	scar iest

Copy the charts above and add these words from the selection to the appropriate chart, changing the spelling to make a new word as indicated: *funny* (comparative); *bury* (third-person singular); *country* (plural); *hurry* (third-person singular); *dynasty* (plural); *lucky* (superlative); *worry* (third-person singular); *chilly* (comparative); *empty* (comparative). With a partner, take turns using the words in sentences.

Reading Strategy Make Inferences

Journals reveal a character's thoughts and feelings, but they don't always tell you everything you want to know. Use details from the text, as well as your own experiences, to make inferences, or figure things out. Follow these steps:

- Read the journal. Think about what the main character is experiencing and feeling. Is there something you want to know?
- Look for details. Did you find out what you wanted to?
- If you cannot find what you need and still have questions, think about what you do know and about your own experiences.
 For example, the main character doesn't directly state that he is homesick. What clues are there in the journal about this? Think about how you would feel.

As you read *The Journal of Wong Ming-Chung*, think about what you want to know. If it isn't stated directly, what inferences can you make about it?

Reading 3 97

ANSWERS

Possible responses:

- They can make it easier to adjust to a new place by staying connected to friends.
- **2.** I would emphasize that the school rules are important.
- **3.** Yes, I think there is still a lot of immigration to the United States.
- 4. Keeping a journal helps me remember small details about my life.

Word Study: Words Ending in y

Have students look at the charts on the top of the page. Tell them that to add an ending to a word that ends in *y*, change *y* to *-i* and add *-es.*

Practice

Have students complete the exercise individually or in pairs.

ANSWERS

Singular Noun	Plural Noun
country	countries
dynasty	dynasties



Adjective	Comparative	Superlative
funny	funnier	funniest
lucky	luckier	luckiest
chilly	chillier	chilliest
empty	emptier	emptiest

Reading Strategy: Make Inferences

Model the reading strategy by following the bulleted steps as you read a passage from the novel excerpt.

Teaching Resources

- Teacher's Resource Book, p. 95
- Audio

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

From The Journal of Wong Ming-Chung

Reading Summary

This fictional journal excerpt describes the life of a Chinese boy who emigrates to the United States. Wong Ming-Chung travels to San Francisco in 1852 to work in the gold mines.

The Big Question Remind students that the Big Question is "Where can a journey take you?" Help students relate the subject matter of the reading to the Big Question by having them discuss the following questions:

- How do we respond to moving to a new place?
- What kinds of things do we miss most when we're away from home?

Set a Purpose for Reading

Tell students to copy the purpose for reading into their notebooks and to keep it in mind as they read. Explain that students will have to explain how the reading relates to the Big Question.

Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions.

Literary Check

After students have read the second paragraph, point out the Literary Check box, and read the question aloud. See if students can identify the simile. Point out that the author also uses a metaphor: The tall poles of the masts suggest the tall trees in a forest.

Reading Skill

Direct students' attention to the boldfaced words and their definitions at the bottom of the page. Make sure they understand the meanings of the words. After they have read the selection, have students make new sentences using the words.



Set a purpose for reading As you read his journal, think about these questions: Where did Wong Ming-Chung's journey take him? How is he adjusting to his new life there?

from The Journal of Wong Ming-Chung



Ommon Core State Standards

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

The following standards apply to pages 98–103. Teaching the standards: RL.7.1, RL.7.3, L.7.5.a Practicing the standards: RL.7.4, RL.7.9, RL.7.10 Go to your Digital Resources for additional standards correlations for these pages.



After a dangerous journey from China, Wong Ming-Chung, a twelve-year-old boy, arrives in San Francisco in 1852. He is on his way to help his uncle in the gold mines. This excerpt is from his diary.

June 18 San Francisco, or First City

The Golden Mountain is stranger, scarier, funnier, sadder and more wonderful than I ever imagined. Now that I am here I will use only the <u>American</u> calendar.

When we got off the ship, I thought I was in the middle of a forest. Except I could hear the ocean. Then I realized the tall poles were the **masts** of ships. I was surrounded by hundreds of empty boats. They jam the harbor like fish in my village pond. I bet I could have walked from one deck to another across the bay.

I didn't see any sailors. Instead, I saw laundry hanging from lines as if people were using the boats as houses. Then I saw one ship that literally had a house built on top of it. Maybe all the sailors had left their ships to find gold too.

Big, loud machines were pounding logs **vertically** into the mud a halfkilometer from shore. Real houses **perched** on top of logs that had already been driven in.

Men and machines were filling in the shoreline to make more space. In some places, they weren't even bothering to move the ship, but were just filling the dirt around it. Blessing [Wong's brother] would have loved the machines.

First City **nestles** at the foot of steep hills between the shore and the hillsides. A few houses lie scattered on the slopes. Instead of building on the hills, they're expanding into the water.

Though it's summer, the air is as chilly here as winter back at home. I have to stop now. They're calling for us to **register**.

Later

Just got back. I don't want to forget a thing, so I'm going to write it all down. But there's so much.

After all these months at sea my legs are used to the motion of the waves. It was strange to stand on solid ground. My legs kept wanting to adjust for a moving platform. They still are.

On shore, there was a Chinese man shouting for people from the Four **Districts** to come over to him. Another was ordering Three Districts people to gather around him.

masts, poles on which the sails are hung vertically, pointing straight up perched, sat on a high spot nestles, sits comfortably register, put a name on an official list districts, particular areas of a city V LITERARY CHECK How does the simile in the paragraph help you visualize the scene? Explain.

Reading Skill To understand the words in bold, read the definitions at the bottom of the page. Later, use the words in your own sentences.

Before You Go On

- 1. Why did the narrator
- think he was standing "in the
- middle of a forest"?
- narrator feel about his new home? How do you know from what he writes?

Con Your Own What inferences can you make about what Wong Ming-Chung is going to do in San Francisco? Why does he call it the Golden

Mountain?

Reading 3

Scaffolding: Listen and Read

Have students listen to the Audio as they read the selection to themselves. Then have student pairs alternate reading aloud paragraphs from the selection.

Study Skills: Primary Sources

Tell students that real personal journals are considered primary sources—they contain firsthand information written by the person who lived through the experience. Encourage students to do research at the library or on the internet to find primary source material related to the gold rush in California during the mid-nineteenth century.

Check for Understanding

Ask students to check what they have understood in the reading. If you are using the Audio, pause the recording.

Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

ANSWERS

- **1.** He was surrounded by many tall masts crowded into one area, like trees in a forest.
- 2. Possible response: He is curious, nervous, and excited. He says it was scary and also wonderful.

On Your Own

Ask students to take out a separate sheet of paper and write an answer to the On Your Own question. Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class.

Challenge Words and Terms

Some words and terms may be difficult for English language learners. Teach the following terms before they read:

- than I ever imagined
- jam
- just got back
- don't want to forget a thing

Preteaching Boldfaced Words

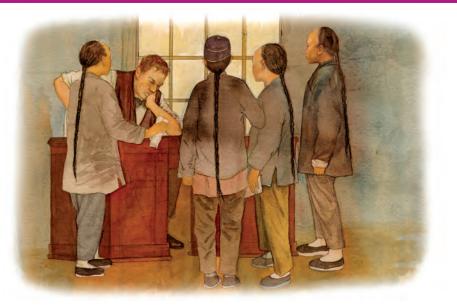
In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading.

Across the Curriculum: Science

Tell students that gold is a highly prized precious metal for several reasons. Gold is an excellent conductor of electricity, and it doesn't corrode when exposed to the elements. These properties make it especially useful in electronics-it is used in computer technology to make semiconductors and connectors. Gold is also very malleable, or easily hammered or molded into different shapes. This property, and the fact that gold doesn't tarnish, make it an ideal metal for use in jewelry making.

Reading Strategy: Make Inferences

What inferences can you make about the names in this story? Do you know if your name has a meaning? Why do you think the main character keeps his Chinese name, while the other characters' names are translated?



Gem, Melon, Squash-Nose, and I stuck together as a group. Our own district belongs to the area known as the Four Districts. We tried to ask the clerk what he wanted, but he looked impatient and bored. He snapped at us to wait and then went back to **bawling** out his call over and over. When all the Chinese had left the ship, he mechanically began to recite a speech he must have given a hundred times.

It seems that the Chinese in the land of the Golden Mountain have grouped together by areas and family **clans**. But primarily by areas. His headquarters will act as our clearinghouse for everything-temporary shelter, jobs, and transportation to the gold fields. I was grateful to hear

The headquarters will also send our money and letters back home. He emphasized that we will not be allowed to go home until we have paid back everything that we owe. If we die before then, they will see to it hat our bones are shipped back for burial.

I felt a little trapped. It sounds as if the only way out of here is to die. But then I reminded myself that Uncle is doing well. He will watch over me.

bawling, yelling loudly clans, groups of families headquarters, center of the organization clearinghouse, central place for information



Still later

Finally, real food! Rice, vegetables, and meat! At first, I wondered if I had lost track of time. Maybe it was a feast day. However, the people at the headquarters act like they have it all the time. At home only rich people can feast like this every day.

To get to Chinatown we had to pass through the American part of the city. San Francisco is like a big pot of stew with everything mixed in.

People seem to live in anything they can. In many places, I saw tents of dirty canvas. Other buildings were wooden fronts with canvas sides and roofs that flapped up and down. The first good wind ought to blow most of them away. When I asked the clerk, he explained that in the past three years, six fires had destroyed the city. The latest was just a year ago.

Then I saw some little cottages built out of iron. The clerk said that there used to be a lob more. However, in the last fire, many people had stayed inside them, thinking they were safe. Unfortunately, the flames turned the iron cottages into huge stoves. When the unlucky people tried to escape, they found the doors and windows had sealed tight and they were trapped. Most of them died.

Finally, we came to an area that the fire must have skipped. Tall buildings of brick or wood rose several stories high. Through the open windows and doorways came the sound of loud laughter. Gem tried to peek inside one place and got a hard-boiled egg in the face. He said they were playing cards inside.

Other wooden buildings were so new that their lumber smelled of freshly **planed** wood and shone like pale gold. Still others had already weathered gray while a few had been painted white, the color of death. At first I thought they were **mausoleums** for the dead. But as 1 passed I saw they were stores. All of them were crammed with goods. In fact, the goods spilled out of some of them and were piled on the sidewalk.

Then I saw tall stone walls rising from the dirt. Chinese were on **scaffolding** building the walls, so I thought we were in Chinatown However, when we just kept on walking, I asked the clerk.

He said it is an American building, but that tall mountains shut off this **province** from the rest of the country. It had been cheaper to bring the stones from China. Unfortunately, the assembly instructions had been written in Chinese, so the American owner had hired a boatload of Chinese stone **masons** to put it together. It is to be the First City's first building of stone. I feel proud that it is Chinese who are doing that.

Have to go. Gem and Melon need help reading the employment notices.

planed, smoothed

mausoleums, large stone buildings containing graves scaffolding, boards for people to stand on province, large area in a country masons, people who cut stones into pieces

Before You Go On

1. How did the Chinese group together when they first arrived?

2. Why were many people living in tents in San Francisco?

Con Your Own Based on what interests him and what he writes about, what kind of person do you think the narrator is? Explain.

Reading 3 101

Study Skills: Cookbook

On this page, Wong Ming-Chung talks about enjoying "real food." Chinese cuisine is very popular around the world. Invite students to do research about authentic Chinese cuisine. What are some famous dishes? What are some of the most popular ingredients? Have students make recipe cards of some dishes that interest them. **SAY:** What inferences can you make about China from the kind of food prepared and eaten there? (Answers will vary but could include details that reveal what kinds of ingredients are available locally.)

Check for Understanding

Ask students to check what they have understood in the reading. If you are using the Audio, pause the recording.

Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

ANSWERS

- **1.** The Chinese were grouped by the region they came from.
- 2. Many people lived in tents because six fires had burned the city in the past year.

On Your Own

Ask students to write an answer to the On Your Own question. Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class.

Literary Check

Point out the Literary Check box, and read the questions aloud. Review the definition of *metaphor*. Answer: The author compares San Francisco to a stew. By that comparison, he shows that he appreciates all the different kinds of people who live there adding their flavor to the place, seasoning it with various flavors as it slowly becomes a community.

Across the Curriculum: Math

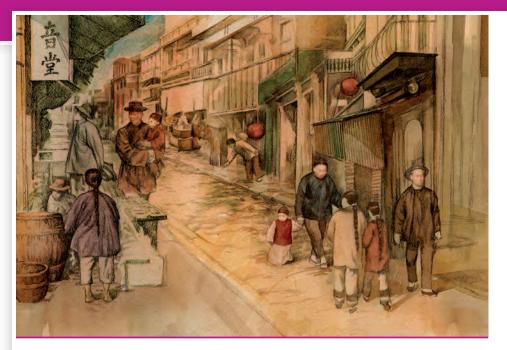
In this story, Wong Ming-Chung says that there are "thousands" of Chinese living in San Francisco. How does he come up with that number? He uses the mathematical skill of estimating. In this case, he uses his own observations and his experiences talking to people to make his estimate. There are different ways to estimate, including rounding, comparing, and using formulas. All of these estimating skills are useful because sometimes it isn't possible to obtain a precise numerical answer.

Reading Strategy: Make Inferences

Ask students what inferences they can make about what Wong Ming-Chung likes about San Francisco at this point in the story. Have volunteers share their ideas with the class.

Study Skills: Internet

Laurence Yep is the author of *The Journal of Wong* Ming-Chung. Using the internet, do research to find out more about this award-winning author. Have students search for information about Yep's background, accomplishments, and other works. Remind students that not all information available on the internet is reliable. It is important to select websites judiciously.



Evening

San Francisco is also a big stew of people. Every country in the world has dumped someone into the pot. And most of us are hurrying to the Golden Mountain

I've seen hair of almost every color, and faces and bodies stranger than the British man in Hong Kong. Many of them are Americans, but many others speak languages that don't sound like English. They wear every type of costume from elegant to cheap and plain.

Talso see people with skin the same color as mine. However, when I try to greet them, they don't understand me. I don't think they are speaking nglish, either.

Most of them are miners and look as eager and new as us.

The air is crackling with energy. I wish I could bottle it and sell it as a tonic.

Two things worry me, though. Even if the Golden Mountain is pure gold, can there really be enough for all the miners I see?

Almost all of them are armed with at least a pistol and a knife, too. Why do they need so much protection? And from what?





compare San Francisco to in this metaphor? What does it show you about the narrator?

What does the author

LITERARY CHECK

Could the Golden Mountain be even more dangerous than the sea voyage here? I don't see how. And yet . . .

The others want to turn off the light so they can sleep. Another wonder. The light is inside glass. The Americans call it **kerosene**.

I don't see how they can sleep. I know I won't.

June 19

Another big meal. It was rice porridge and fried crullers like at home. But the porridge had big chunks of pork and preserved eggs. I've never eaten so well, Blessing would definitely have liked this part of the trip.

The Chinese live in an area on a steep hill of San Francisco. The clerk was careful to tell us the Chinese and American names in case we get lost. In Chinese, it's the street of the people of T'ang. The T'ang was a famous dynasty back in China a thousand years ago. In English, it is called Sacramento Street.

However, since there are thousands of Chinese living here now,

Chinatown has begun to spill over onto other streets, especially Dupont. Like the American town, Chinatown is a mixture of wooden buildings and tents. The buildings are American-style but wooden carvings and signboards in Chinese mark their owners.

Above Chinatown, on an American street called Stockton, are a few wooden mansions where the richer Americans live.

Our group is luckier than some of the Chinese who have to stay in tents. We're inside the headquarters itself. The smells make me feel right at home. Altar incense mixes with the smell of coaking.

Altar incense mixes with the smell of cooking. We are crowded into a room on the second floor. Though we are packed side to side, it seems spacious after the *Excalibur*.

kerosene, oil that is burned for heat and light

About the Author

Laurence Yep writes stories for children and adults. He was born in San Francisco, California, U.S.A., in 1948. Yep's books *Dragonvings* and *Dragon's Gate* are Newbery Honor winners. In 2005, he won the Laura Ingalls Wilder Award. In addition to writing books, Yep has also taught creative writing and Asian-American studies at various universities. He lives in Pacific Grove, California, with his wife, Joanne Ryder, who is also a writer.

Before You Go On

 What two things worry Wong Ming-Chung?
 Why is Wong's group luckier than some of the Chinese?

Cn Your Own Based on what you know about Wong Ming-Chung and the kind of person he is, do you think he'll like his life in his new home? Explain.

Reading 3 103

Check for Understanding

Ask students to check what they have understood in the reading.

Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

ANSWERS

- 1. The two things that worry Wong Ming-Chung are whether there is enough gold, and why it is that the miners need so much protection.
- **2.** Wong's group is luckier because they are staying inside headquarters instead of outside in tents.

On Your Own

Ask students to take out a separate sheet of paper and write an answer to the On Your Own question. Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. You may wish to collect student responses to monitor their comprehension, writing skills, and fluency.

Review the Purpose for Reading

Elicit responses to the Set a Purpose for Reading questions at the beginning of this reading. Remind students to relate their responses to the Big Question.

Review and Practice

Teaching Resources

- Workbook, p. 53
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Speaking Skill

SAY: Speaking clearly and loudly allows people to hear what you're saying, even if they are in the back of the room. It also projects confidence.

Dramatic Reading

Performing by reading aloud is excellent practice for students. It gives them a reason to rehearse their reading. **SAY:** *This dramatic reading consists of the excerpt from* The Journal of Wong Ming-Chung. *You and your partner should take turns reading different sections to each other.*

Comprehension

Have students work in small groups or pairs to discuss each question.

ANSWERS

- **1.** The setting is the harbor of San Francisco, California, during a chilly day in June.
- 2. Wong Ming-Chung is from the Four Districts area.
- **3.** Wong Ming-Chung seems to like how different everything is, the excitement, and the food. The feeling of being trapped, wondering if there's enough gold for all the miners, and the large number of weapons concern him.
- **4.** The narrator is amazed by the diversity of people in San Francisco.
- **5.** Possible response: I think the author chose to write this book because he is interested in exploring the history of Chinese people in California.
- **6.** Possible response: I would recommend the excerpt because it paints a vivid picture of Chinese immigrants to the U.S.A.
- 7. Possible response: I would like to read more from the journal to find out what it was like to mine gold and what happens to Wong Ming-Chung.
- 8. Possible response: I was surprised that the Chinese thought the food in the U.S.A. was so good. Getting enough food must have been a problem in China.

Reading 3 Review and Practice

Dramatic Reading

Reading the journal entries aloud can help you identify with the narrator's thoughts and feelings. With a partner, read aloud the excerpt from *The Journal of Wong Ming-Chung*. Stop occasionally to comment on how you think the narrator probably feels in the different entries. Is he nervous, homesick, or hopeful? Use appropriate intonation to **emphasize** words that reflect the narrator's feelings. Ask your teacher for help with pronunciation, if necessary. Choose one section from an entry to read aloud to the class.

Speaking Skill

Speak clearly and loudly enough for everyone to hear.



Recall

- 1. What is the setting of the story?
- 2. What district in China is Wong Ming-Chung from?

Comprehend

- 3. What does Wong Ming-Chung seem to like about his new experiences? What concerns him?
- 4. How does the narrator feel about the people in San Francisco? Explain.

Analyze

- 5. Based on what you know about him and what you read, why do you think the author, Laurence Yep, chose to write the book *The Journal of Wong Ming-Chung?* Explain.
- 6. Would you recommend the excerpt you read to someone who wants to know about Chinese
- immigrants to the U.S.A. in the 1850s? Why or why not?

Connect

104 Unit 2

- 7. Would you like to read more from the journal? If so, what do you want to find out about? Explain.
- 8. Did anything surprise you about life in the 1850s for Chinese immigrants to the U.S.A.? Explain.



A miner panning for gold

Common Core State Standards

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

The following standards apply to pages 104–111. **Teaching the standards:** RL.7.2, RL.7.3, RL.7.10, W.7.4, W.7.5, W.7.10, SL.7.1, SL.7.6, L.7.1, L.7.1.a, L.7.1.c, L.7.2 **Practicing the standards:** RL.7.5, RL.7.7, SL.7.1.a, SL.7.2 Go to your <u>Digital Resources</u> for additional standards correlations for these pages.

Review and Practice

Discussion

Discuss in pairs or small groups.

- What did you know or think about the gold rush in California before reading the journal? Did your thoughts and feelings about it change after reading the excerpt from the journal? How?
- 2. What did you find most interesting in the journal? What was least interesting to you? Explain.
- Do you think you can learn more about life through traveling? What do you think Wong Ming-Chung learned on his journey?
- Where can a journey take you? What else do you think will happen on Wong Ming-Chung's journey? What will he write about? How will the "journey" continue and end? Explain.

Response to Literature

Write another journal entry that Wong Ming-Chung might have written. Use details from the excerpt to help you. Consider one of these ideas or one of your own:

- His brother Blessing arrives, and Wong tells him all about the machines in San Francisco, as well as other highlights.
- Wong gets the impatient and bored clerk to talk to him, and Wong asks him what he wanted to know.
- Wong helps Gem and Melon with their employment notices.
- Wong gets to see Uncle, who is doing well, and talks to him about what life can be like there.

Work with a partner and talk about your ideas. Write your entry and share it with your partner. Use any feedback to improve your entry. When you are satisfied with it, share it with the class.

Reading 3 105

Learning Strategy

Listening Skill

Listen politely, even if you disagree with someone's

Respect each speaker

ideas

Use a concept map to acquire new vocabulary. Adding words or phrases to a Venn diagram, a timeline, or a chart will help you see the relationships among words and enhance your understanding of their meanings and how and when to use them.

Listening Skill

Remind students that if they want others to respect their ideas, they have to show respect, too.

Discussion

Direct students' attention to the discussion questions on the Student Edition page. Facilitate a discussion about the questions.

The Big Question Where can a journey take you? Guide students in a discussion about what might happen next to Wong Ming-Chung and how his journey will end.

Learning Strategy

Explain to students that using a "concept map" such as a chart helps them to acquire new vocabulary by seeing the relationships between words and their meanings. By completing the chart on this page, students will be able to use new vocabulary to compare their own experiences to Wong Ming-Chung's.

Response to Literature

Read aloud the instructions in the Student Edition and have students write the journal entry individually. Evaluate students' work based on how accurate and detailed their writing is and how relevant it is to the experiences of Wong Ming-Chung.

Grammar

Teaching Resources

- Workbook, pp. 54–55
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Complex Sentences with Adverbial Clauses of Time

Explain to students that they will be studying sentences with adverbial clauses of time.

Have students look at both charts. **SAY:** *Look at the first chart. Read the subordinate adverbial clause. Can it stand alone as a complete sentence? It must be paired with a main clause.*

Grammar Skill

Read the grammar skill aloud with the class. Ask students to make a list of when commas are used.

Grammar Check

Read the question. Answer: after, before, when

Practice A

Read aloud the directions. Model how to complete the exercise.

ANSWERS

- 2. (After I get up) I take a shower and brush my teeth.
- 3. <u>I eat breakfast before I leave for the bus stop.</u>
- 4. (When I get to the bus stop) I talk with my friends.

Practice B

Read aloud the directions for this practice exercise.

4. went

ANSWERS

Possible responses:

2. gets

Apply

3. finish

Tell students to underline the subordinate conjunctions in their sentences.

Reading 3 Grammar

Complex Sentences with Adverbial Clauses of Time

An adverbial clause is a subordinate clause. It is used with a main clause. Complex sentences have main and subordinate clauses.

Adverbial clauses of time begin with subordinating conjunctions such as *after, when,* or *as soon as.* They can begin or end a sentence.

Subordinate Adverbial Clause	Main Clause
When we got off the ship,	I thought I was in a forest.

When the main clause uses the simple present, the adverbial clause should also use the simple present. This is also true for the simple past. However, when one past action interrupts another, use the past progressive and simple past. When the main clause is in the future, the adverbial time clause is usually in the simple present.

Simple past + simple past	After I ate dinner, I read a book.
Past progressive + simple past	I was reading when you called.
Future + simple present	l will call you as soon as l finish .

Use a comma after a subordinate adverbial clause when it comes at the beginning of a

sentence.

Grammar Skill

Grammar Check

What are some examples of subordinating conjunctions?

Practice A

Work with a partner. Underline the main clause. Circle the subordinating adverbial clause.

- 1. <u>I get out of bed as soon as the alarm goes off.</u>
- 2. After I get up, I take a shower and brush my teeth.
- **3.** I eat breakfast before I leave for the bus stop.
- 4. When I get to the bus stop, I talk with my friends.

Practice B

Complete the sentences with the correct form of the verb in parentheses. Follow the example.

- 1. Whenever she visits, she (bring) <u>brings</u> gifts.
- 2. Juan called Maria as soon as he (get) _____ home.
- 3. As soon as we (finish) _____, we'll we
- 4. After we left, we (go)

Unit 2

_, we'll watch a movie. _ to my aunt's house. Apply

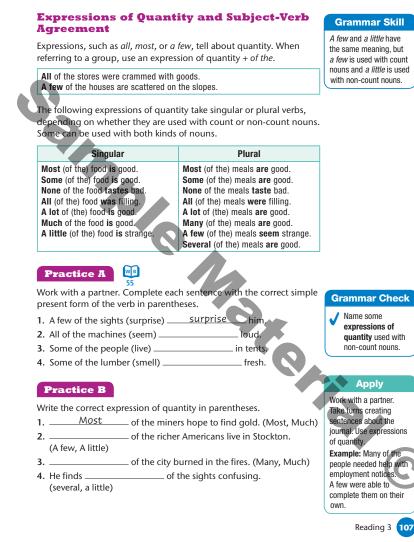
Write five sentences about what you usually do after school. Use adverbial clauses starting with after, before, when, as soon as, or whenever.

Accelerate Language Development

Peer Tutoring for Writing

Beginning and Intermediate students might have difficulty with subordinate clauses and subordinate conjunctions. To help them write complex sentences using adverbial clauses with subordinate conjunctions, have these students write instructions on how to do something. Intermediate, High, and Advanced High students can help with this project. It will reinforce their knowledge by teaching others. Have students create "mini posters" telling how to do things such as making breakfast, planting seeds, or wrapping a present. Advanced and Advanced High students should have little trouble with verb forms. Have these students help the Beginning and Intermediate students. Write present, past, and future forms of verbs on index cards. Place the cards face down. Have a student pick a card and show it to the group. Then ask that student to identify the form of the verb. Ask students to use these verbs in sentences containing adverbial time clauses.

Grammar



Expressions of Quantity and Subject-Verb Agreement

Tell students that in this lesson they will learn expressions to talk about quantity. **SAY:** *I like all of my students!*

Have students read aloud the example sentences in the first box.

Have students read aloud the example sentences in the second chart. Point out the expressions that can be used with both singular and plural verbs and the ones that cannot. Ask students to make their own sentences using the quantity expressions. Make sure to listen for proper agreement.

Grammar Skill

Read the grammar skill aloud with the class. **SAY:** What are some examples of nouns that you can count? students, books, chairs, etc. **SAY:** What are some examples of nouns that you cannot count? air, clothing, furniture, etc.

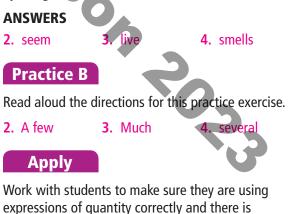
Grammar Check

Point out the Grammar Check box and ask students to name some expressions of quantity used with non-count nouns. **SAY:** Which column of expressions in the second box can be used with non-count nouns? Answer: Singular

Practice A

subject-verb agreement.

Read aloud the directions for this practice exercise. On the board, model how to complete the exercise by using the correct form of the verb.



Writing

Teaching Resources

- Workbook, p. 56
- Worksheets
- GO 17: Letter Organizer
- Assessment, pp. 55-58

• Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Tell students they will learn about writing a letter.

Write a Personal Letter

Read the information with students at the top of the page. Tell students that they will be writing letters to someone they know. **SAY:** A personal letter is written to a friend or relative. It is friendly and it is informal in tone. There are five main parts: date, salutation, or greeting, body, closing, and signature. Have students read the Writing Prompt.

Prewrite

Have the students read the bulleted points. **SAY:** You are going to write letters to someone you know. You will write about something you did or something that happened to you. Think of who you will write the letter to and what you will say.

Give students a chance to express their thoughts. Then have students complete a graphic organizer with the information they will need to write their personal letters. Tell them to write their graphic organizers in their notebooks. Reading 3 Writing

Write a Personal Letter

At the end of this unit, you are going to write a short story—a kind of narrative writing. One type of narrative writing is a personal letter. It is a letter you would write to a friend or a relative, and it is friendly and informal. A personal letter has five main parts: date, salutation, body, closing, and signature.

Writing Prompt

Think about something interesting that happened to you on a trip or vacation and your feelings about it. Write a personal letter to tell a friend or family member about it. Be sure to use adverb clauses of time correctly.

Prewrite Decide on a trip or vacation that you want to write about in your letter.

- Recall an interesting event.
- How did the event make you feel?
- Which friend or family member do you want to tell about it?
- List your ideas in a graphic organizer.

Here's a graphic organizer created by a student named Lukas.

Date: March 30, 2019

WВ

- Body: Tell her about what a great time I had visiting Grandma in Texas. Texas is the best place!
 - Visited with the kids next door.

Salutation: Dear Danielle.

108 Unit 2

- Made scary movies in the "haunted house."
- Climbed haystacks in the neighbor's field.

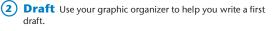
Closing: Best, Signature: Lukas

Accelerate Language Development

Word Bank for Writing Letters

Beginning and Intermediate students have a limited ability to use the English language to express their ideas in writing. To help these students, make a list of words on the board that could be used when writing letters. Have students refer to this "word bank." Post a copy of the graphic organizer that shows the correct form and parts of a letter. Advanced and Advanced High students should not have difficulty with the content of a letter because their skills are comparable or almost comparable to their nativespeaking counterparts.

Writing



- Remember to relate details about the event in a logical order.
- Keep in mind your purpose for writing the letter.
- Relate your feelings about what happened.
- Be sure to use adverb clauses of time correctly.

Revise Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (\checkmark) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 362.

- 4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Complete (✓) the Peer Review Checklist on Workbook page 56. Edit your final draft in response to feedback from your partner and your teacher.
- (5) Publish Prepare a clean copy of your final draft. Share your letter with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Lukas's letter. What feelings does his writing express?

Dear Danielle,

Last weekend I visited my grandma, who lives on a small farm in Texas. I think Texas is the best place to visit. Whenever my family goes there, we have such a great time. The first thing my brother and I do is to visit the kids who live next door. After all, we go to Texas only once a year, and we want to be with them for as much time as we possibly can. On the farm, there is always something to do. This time, we made scary movies in the "haunted house"-the old abandoned house next door. We also climbed the haystacks in the neighbor's field. Climbing haystacks is like climbing hills, only you don't get hurt when you fall down. Before we knew it, the weekend was over. Leaving Texas was hard. Even though it is hundreds of miles away, Grandma's farm feels like home. Maybe next year you can come with us! Best,

Lukas

March 30, 2019

Reading 3 109

Writing Checklist

I shared my feelings

about the event. Sentence Fluency:

clauses correctly. Conventions:

parts of a personal

I used adverbial

I included all five

letter.

Ideas:

Draft

Remind students to use their graphic organizers during the draft stage. Read the bulleted items. Have them refer to their organizers frequently during this stage of the writing process.

Revise

Tell students that revising is an important part of the writing process. Encourage students to read their drafts at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your letter again. Read it slowly. Think about what you have written. Is your writing clear? Did you use all five parts of the letter? Did you express your opinion about an event? Does your writing make sense? Did you use adverbial clauses correctly?*

After students revise, have them exchange letters with a partner. Have the partner read the letter and suggest revisions.

Writing Checklist

Have students use the Writing Checklist to evaluate their final draft.

Ideas Check that students shared their feelings about an event.

Sentence Fluency Check that students used adverbial clauses correctly.

Conventions Check that students included all the parts of a personal letter. Does the letter have a date? Does the letter end with a closing?

Edit and Proofread

Tell students that good editors often put their writing away for a while. They can then return to it with "fresh eyes." Encourage students to use the dictionary and thesaurus and to check spelling and usage. Then have them trade papers with a partner and use the Peer Review Checklist to evaluate each other's work.

Publish

53

Students can present their letters to the group. Allow time for students to practice reading their letters first. Remind students to save their work.

Unit Wrap-Up

Teaching Resources

• Assessment, pp. 119-128

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Link the Readings Critical Thinking

This chart encourages students to see the connections among the different readings in this unit. Brainstorm the possible purposes of a story or an article. **SAY:** *Work with a partner to copy and complete the chart on page 110*.

ANSWERS

Title of Reading	Purpose	Big Question Link
From Tales from the Odyssey	to entertain	Odysseus and his men travel for over ten years to get home to Ithaca.
"Migrating Caribou" and "Magnets in Animals"	to inform	Some birds, insects, fish, and other animals migrate long distances every year.
From The Journal of Wong Ming-Chung	to entertain	Wong Ming- Chung has completed a journey from China to San Francisco.

Discussion

Preview each discussion question and have students work together in pairs or groups.

The Big Question Where can a journey take you? Suggest that students compare the journeys in each of the four readings. **SAY:** In what ways are they similar? What do the travelers gain by their journeys?

Link the Readings

Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about journeys. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain. In addition, the content of each reading relates to journeys differently. Now, complete the chart below.

Title of Reading	Purpose	Big Question Link
From Tales from the Odyssey		
"Migrating Caribou" and "Magnets in Animals"	to inform	
From The Journal of Wong Ming-Chung		Wong Ming-Chung has made a journey from China to San Francisco.

Discussion

110 Unit 2

Discuss in pairs or small groups.

- Considering the readings in this unit, is a journey all about the destination or the journey itself? Explain.
- Where can a journey take you? According to the readings in this unit, where can a journey take you? What makes journeys
- challenging for the ones taking them? Explain.

Differentiated Instruction

Beginning	Ask students to tell you which of the readings in this unit they liked the most and why. Ask them to respond in a complete sentence.
Early Intermediate	Have students explain how each of the readings helps them understand The Big Question better.
Intermediate	Put students in pairs and ask them to write a journal entry for the character Wong Ming-Chung.
Early Advanced/ Advanced	Ask students why journeys can be important for people. Emphasize to students that there is no "right" answer.

Unit Wrap-Up

Media Literacy & Projects

Work in pairs or small groups. Choose one of these projects.

Write a journal entry about taking a trip. Describe the setting in an interesting way by using similes and metaphors. Then read your journal entry to the class.

What do you think happens next to Odysseus and his men? What will they discuss when they return to their ship? Write a dialogue and practice it. Then perform it for the class or make a video.

Make a travel brochure about a particular place or landscape. Use university or government websites to do research on the internet. Find photographs or make drawings of the place. Write a few descriptive sentences about the place. Present it to the class.

Choose one sea animal that migrates. Use university or government websites to do research on the internet. Write a short report that includes details such as where it migrates, what kind of food it eats, and why it makes the journey. Present your report to the class.

Further Reading

Choose from these reading suggestions. Practice reading silently with increased ease for longer and longer periods.

Apollo 13, Dina Anastasio

The exciting story of the incredible Apollo 13 mission is told in this adaptation. When something goes terribly wrong in space, the Apollo 13 crew has to find a way to return to Earth. It's a race against time.

Girl of the Shining Mountains: Sacagawea's Story,

Peter and Connie Roop

Sacagawea joins the Lewis and Clark expedition as it searches for a water route to the Pacific Ocean. Kidnapped years earlier, Sacagawea is hoping to find her own people as she guides the expedition.

Julie of the Wolves, Jean Craighead George

Julie runs from danger and becomes lost in the Alaskan wilderness. She copies wolf behavior to survive and comes to love her wolf family. But now which world does she belong to?

Home-School Connection

These projects provide all students with several ways to practice and apply what they have learned in this unit. The projects can be completed independently, with partners, or in small groups. Students can work on them at school or at home with a parent or other family member.

Further Reading

Each book listed on the student book page pertains to the Big Question. Encourage students to peruse them in their free time or read them for extra-credit book reports. The first book on the list is easily accessible, the second and third are accessible, and the fourth is challenging.

Websites

Log onto your *Digital Resources* for links to other interesting websites about journeys.

Listening & Speaking Workshop

Teaching Resources

• Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Storytelling

Begin by modeling a brief personal narrative you have prepared that tells a simple story about a journey of your own. Ask students to listen for details that made this journey memorable. You might consider recording your narrative so that students can listen to it again as they discuss the model.

Explain that the best story includes an experience you know well and feel strongly about. Remember to include an opening that introduces the journey and tells where and when it took place. Use words that appeal to the five senses so that readers can picture the journey you are writing about.

Think About It

Each of the topics on page 112 is framed in the simple past. If you have students who are struggling with verbs, a topic in the present tense might be more productive, such as "My Favorite Place." Recommend that students choose a topic they are familiar with and that will be interesting to their audience.

Gather and Organize Information

Model for students how to follow the three steps listed on this page. After reflecting, students should review their notes and create a numbered list outlining the steps of the process they have researched. Provide poster board. Students may want to cut and paste images from magazines to help illustrate their presentation. Put It All Together Listening & Speaking Workshop

Storytelling

Storytelling is fun! For this Workshop, you'll tell a story about a journey of your own.

1 Think about It

Look back over the readings in this unit. Talk in small groups about journeys. Describe some journeys you have taken.

Work together to make a list of topics about a journey—ones that would make an engaging story to tell, for example:

- moving to a new place
- going on an exciting vacation
- going on a trip when everything went wrong
- going on an unexpected journey

(2) Gather and Organize Information

Choose a topic from your group's list. Decide on details about the trip or journey that you'll include. Think about the setting, the people involved, and the events that took place. Consider how you can engage your audience in the "plot" of your story.

Reflect Make an idea web or take notes on the important points you want to communicate. Include many specific details.

Order Your Notes Make a numbered list of the events you want to tell about.

Use Visuals Make a poster that illustrates the events in your story. Point to the poster as you tell your story. Be ready to answer questions.



One way to take a journey – by high-speed train

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112 Unit 2

Common Core State Standards

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

The following standards apply to pages 112–119. Teaching the standards: W.7.3, W.7.3.a, W.7.3.b, W.7.3.d, W.7.4, W.7.5, W.7.10, SL.7.6, L.7.1, L.7.2

Practicing the standards: W.7.3.c

Go to your Digital Resources for additional standards correlations for these pages.

3 Practice and Present

Use your idea web or notes about your story to help you tell it. Practice telling your story without using your notes. Keep your outline nearby, but practice talking to your audience without reading. To make your narrative richer and more interesting, use a variety of grammatical

structures, sentence lengths, sentence types, and connecting words. If possible, use a recorder to record your storytelling. Then play back your recording and listen to yourself. Keep practicing until you are happy with the pace of your presentation.

Tell Your Story Remember that presentations of this type are informal. Try to create that atmosphere during your presentation. Look at your audience as you speak. Emphasize exciting parts of your story by using tone of voice and gestures. To help your audience better visualize your experience, emphasize descriptive words and point to pictures on your poster.

4 Evaluate the Presentation

You will improve your skills as a speaker and a listener by evaluating each presentation you give and hear. Complete (\checkmark) this checklist to help you judge your presentation and the presentations of your classmates.

- Did the storyteller clearly convey the incident?
- Were the situation and related events clear?
- Did the storyteller emphasize important
- details?Did the storyteller use formal or informal speech? Was it appropriate?
- Could the presentation of the story be improved?

Speaking Skill

As you tell your story, use gestures and facial expressions to show feelings about events in it.

Listening Skills

As you listen to the story, listen for what it's mainly about. Share your ideas about the story with a partner to confirm your understanding of it.

Listen for use of informal language. Was the language used appropriate for telling a story? Be sure to include details about language in your evaluation.

Listen carefully to each story so that you can ask questions about it. When you respond to questions about your story, give thoughtful responses to show that you were listening to the questions.

Strengthen Your Social Language

Sharing stories with others helps to expand your vocabulary. Go to your Digital Resources and do the activity for this unit. This activity will help you to retell simple stories and basic information that is represented or supported by pictures.

Unit 2 113

Practice and Present

With students, read the information about preparing and presenting their oral narratives. Point out that practicing will help them feel more confident and relaxed when they make their presentations.

Speaking Skill

Tell students to use facial expressions and gestures to convey meaning and emphasize the main idea.

Listening Skills

Tell students they may wish to jot down questions and comments while they are listening. Remind students that intonation and facial expressions also provide information about the speaker's feelings, and encourage listeners to pay attention to them.

Emphasize the importance of knowing when to use formal and informal language. Explain that in a situation like a class presentation, students should use formal language. When speaking to a teacher, they should also use formal language, that is, speak in a more organized, clear, and formal way. Tell them that in conversations with friends, family, or classmates, it is acceptable—and even preferable—to use informal language.

Strengthen Your Social Language

Help students find the activity for this unit on Pearson English Portal. Guide them to complete each section of the worksheet, and be available to answer any questions they may have. Then encourage students to share their answers with the class.

Evaluate the Presentation

Have students use the checklist to evaluate the presentations. Encourage students to offer constructive criticism.



Teaching Resources

- Worksheets, Editing Marks 51
- Workbook, pp. 57–58
- Reader+

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

Short Story Write a Short Story

In this workshop, students write a fictional narrative. They use the steps of the writing process, from prewriting to publication, and apply what they have learned about writing narrative paragraphs.

Writing Prompt

Have students read the Writing Prompt. Ask questions to check if they have understood the task.

SAY: What kind of story will you write? What will it be about? How can you make your characters believable? Why do we sometimes want to include dialogue? How can we make the storyline engaging?

Prewrite

Review the topics from the writing lessons of this unit and ask what was narrated in each of them. Explain to students that authors often do a great deal of work in preparation for writing a story. They may do some research or travel to experience something they want to write about. As they prepare to write, many authors make notes as they plan their writing.

Ask students about trips they have taken and places they have visited. Ask which of them they think would make a good setting for story. Put It All Together Writing Workshop

Write a Short Story

In this workshop, you are going to write a short story. A good story is consistently told from one point of view and has a clear setting, well-developed characters, and a problem and resolution. It also is engaging to readers and includes well-paced action. To develop characters and plot, an engaging story includes dialogue. Use of sensory details is helpful for descriptions.

Writing Prompt

Write a short story about a journey. Decide on the point of view you'll use and on the characters, setting, and plot. Use details that help the reader follow your story. Think about the order of events. Make the characters' actions believable and their dialogue engaging. Think about the challenges your characters face. Do they learn something about themselves? Be sure to use a variety of sentence types (including complex sentences) and to use pronouns that agree with antecedents.

- 1 Prewrite Review the paragraphs you wrote in this unit. Then brainstorm ideas for your story. What kind of journey will your story be about? What will happen? Answer these questions in your notebook:
 - What kind of person is the main character?
 - Why is this character going on a trip?
 - What problem or conflict does the character have on the trip?

List your ideas in a graphic organizer like the one below. Here is a graphic organizer created by a student named Ben.



2 Draft

Use your graphic organizer and the model on page 118 to help you write a first draft.

- Tell the story events in a logical order.
- Use transitions to connect story events.
- Keep your point of view consistent.

 Be sure to use a variety of sentence types, such as compound and complex sentences. Check that pronouns agree with antecedents.

3 Revise

Read over your draft. Think about how well you have addressed purpose, audience, and genre. Your purpose is to entertain. Is your story entertaining? Is it appropriate in content and tone for the intended audience? Does your story include all the elements of the genre?

Monitor your written

language production. Using a writing checklist will help you assess your work. Evaluate your story to make sure that it presents a problem and resolution and that it engages readers.

Learning Strategy

Keep these questions in mind as you revise your draft. Complete (\checkmark) the Writing Checklist below to help you identify additional issues that may need revision. Mark changes on your draft using the editing and proofreading marks listed on page 362.

Six Traits of Writing Checklist

- Ideas: Did I use transitions effectively to connect story events?
- Organization: Are my story events related in a logical order?
- Voice: Does my story have energy and personality?
- Word Choice: Did I choose precise words to describe my story characters and their actions?
- Sentence Fluency: Did I vary my use of simple, compound, and complex sentences in order to achieve sentence fluency?
- Conventions: Is my point of view consistent? Do pronouns agree with antecedents?

Unit 2 115

Have students read the Prewrite instructions. Look at the model graphic organizer created by Ben and ask students to predict what they think the story is about using the information in the chart.

Brainstorm ideas for their story. List possible setting and problems on the board. Once students have selected a topic, have them complete the graphic organizer in the Workbook on page 73.

SAY: The names of your characters go in the first column. The setting goes in the second column. The main problem in the story goes in the third column. The resolution goes in the last column.

Then tell them to talk over their ideas with a partner and add any suggestions to their charts.

Draft

Explain that a draft is a work in progress and that it does not have to be perfect. Students can make further changes later on. Review the parts of a fictional narrative (plot, setting, characters, and point of view). Tell students to use their graphic organizer to help them write their first draft. They can also look at the final draft of Ben's story on page 118 if they need help. Remind them to think carefully about the best way to organize their ideas so that the story is interesting and engaging for the reader.

Revise

Tell students that to revise a draft means to look at it again and make changes. This step of the writing process is the time to make sure that their story is clearly organized, includes vivid details, and has ideas that are presented logically.

12023

Have students read Ben's first draft. **SAY:** What kind of information does Ben include in his introduction? (He presents a clear picture of the setting.) Whose point of view is used to tell the story? (Jonathan) What is the main conflict? (Jonathan feels anxious about traveling and meeting his aunt and uncle for the first time.) How is it resolved? (He had a wonderful time with them in Venice.) What kinds of sensory details does he include? (e.g., His heart pounded with anxiety.)

Have students notice the kinds of changes Ben made. (He created complex sentences, added sensory details, added transitions, and changed pronouns to make the point of view consistent.) You may decide to choose one edit in the story for more detailed analysis with your students.

Six Traits of Writing Checklist

Have students look back at the Six Traits of Writing Checklist on page 115 and explain that they 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.

SAY:

Ideas: Transitions will help to make your ideas flow more smoothly.

Organization: Organizing your ideas helps the reader understand the plot of your story.

Voice: The tone of your story can help to make it lively and engaging.

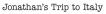
Word Choice: The words that you choose to include in your story should create vivid images for your reader.

Sentence Fluency: Sentences should vary in structure and length to make your writing interesting.

Conventions: Using the correct pronouns will ensure that the point of view is consistent.

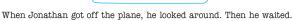
Here are the revisions Ben made to his first draft.

Put It All Together



"This is Flight 137, nonstop service from Newark to Venice. We will

be landing in 10 minutes." Jonathan listened to the announcement He was on his way to visit relatives in Venice, Italy. He had never been to Europe or met these people before. He had never flown anywhere alone before. He was filled with anxiety.



And waited. There was no sign of his family or his suitcase. He was

starting to panic when he heard a voice calling his name. He saw three people heading toward him—a short woman, a tall man, and a boy about his own age.

"I'm your Aunt Mary, and this is your Uncle Andrew," said the woman, giving Jonathan a hug. "And this is Sam."

"Where's your luggage?" Aunt Mary asked.

"It hasn't shown up, replied Jonathan.

The four of them hurryed over to the Baggage Claim Desk Aunt

Mary spoke to the attendant in Italian.

"The luggage may have been sent on another plane by mistake," she

reported. "They'll give us a call as soon as they find it."

Jonathan noticed that there weren't many cars in Venice. There

were boats on canals. Jonathan and his family boarded a boat that

Revised to

Revised to correct

errors in spelling

and mechanics.

Revised to create

create a complex

Revised to add

sensory details.

a more vivid

image and to

sentence.

include effective transitions.

Unit 2

Accelerate Language Development

Using Commas

Remind students of some common rules for using commas:

- 1) To separate elements in a series: *I like apples, oranges, and* bananas.
- 2) After adverbs of time at the beginning of the sentence: Yesterday, I went to the library.
- 3) In compound sentences when the subordinate clause comes at the beginning: If you want to go to the party, you should finish all your homework.
- 4) When quoting someone: "It hasn't shown up," replied Jonathan.

stopped a few minutes later at the edge of the city, where they got off. Then they walked to a nearby house. "Hey, we have to take you to St. Mark's Square!" said Sam. "It's one of the most famous places in Venice." Jonathan's stay went way too quickly. By the time he left, he had seen St. Mark's Square, met his cousin's friends, and retrieved his luggage. Best of all, he had gotten to know the wonderful relatives he Revised to keep the point of view had never met before. Families, I decided, are special. I felt very lucky consistent. as I waved good-bye (4) Edit and Proofread Check your work for errors in WB grammar, usage, mechanics, and spelling. Then trade stories with a partner and complete (\checkmark) the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher. **Peer Review Checklist** Did the story sustain my interest? Is the story engaging? Is the action well paced? Is there a clear setting that is appropriate for the story? Are the characters interesting? Are they well developed?

Could changes be made to improve the story?

Unit 2 117

Ask students to look at their own drafts and make changes in organization, content, or wording. Remind students to use the editing and proofreading marks on page 362.

Edit and Proofread

Explain that the edit stage is an important step in revising their final draft. They should read through their work and try to identify any errors in grammar, usage, mechanics, or spelling. If possible, pair English Learners with English proficient students.

Review with students the kinds of edits Ben made to his final draft. (He improved word choice and added sensory details.) Discuss why they think each edit was made.

For additional practice in editing and proofreading, have students complete the exercise on page 244 of their Workbooks.

Peer Review Checklist

Explain that reading each other's stories 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.

SAY: When you receive feedback, try to remember that the person helping you is part of your reading audience. If your reader does not understand something, chances are that others might misunderstand, too.

Ask students to exchange stories with a partner. Allow a few minutes for students to read their partner's story. Have students complete the peer review checklist in their Workbook on page 73 and give feedback to their partner. Then have students go over their final draft and make improvements based on their partner's feedback. Keep dictionaries nearby to check spelling.



Publish

Explain to students what it means to publish. Give examples of different ways one can publish a story (in a magazine, a newspaper, a book, or on the internet).

SAY: To publish means to make written work public. When you share your writing with others, you make it public. Think about how best to publish your piece of writing. Does it need illustrations? Will it be seen best on a bulletin board? In a book? Before you copy your final changes, make a plan for how you will publish your writing. Consider what you have written. Is it funny? What type of person will read this story? This can help you figure out the best way to present and publish your writing.

Learning Log Have students complete the Learning Log on page 74 in the Workbook. Wrap up by asking students to name the three most useful things they learned in this unit. Here are the changes Ben decided to make to his final draft as a result of his peer review.

Put It All Together

118 Unit 2

Jonathan's Trip to Italy

"This is Flight 13?, nonstop service from Newark to Venice. We will be landing in 10 minutes." As Jonathan listened to the announcement, his heart pounded with anxiety. He was on his way to visit relatives in Venice, Italy. He had never been to Europe or met these people before. He had never flown anywhere alone before.

When Jonathan got off the plane, he looked around. Then he waited. And waited. There was no sign of his family or his suitcase. He was starting to panic when he heard a voice calling his name. He saw three people heading toward him—a short woman with blonde hair, a tall man with a thick beard and glasses, and a boy about his own age. "I'm your Aunt Mary, and this is your Uncle Andrew," said the

woman, giving Jonathan a hug. "And this is Sam." $\stackrel{\rm The boy grinn }{\wedge}$ "Where's your luggage?" Aunt Mary asked.

"It hasn't shown up," replied Jonathan.

The four of them hurried over to the Baggage Claim Desk. Aunt Mary spoke to the attendant in Italian.

"The luggage may have been sent on another plane by mistake," she reported. "They'll give us a call as soon as they find it."

Once outside, Jonathan noticed that there weren't many cars in Venice. Instead, there were boats on canals. Jonathan and his family boarded a boat that stopped a few minutes later at the edge of the city, where they got off. Then they walked to a nearby house, piped up

"Hey, we have to take you to St. Mark's Square!" said Sam. "It's one of the most famous places in Venice."

Jonathan's stay went way too quickly. By the time he left, he had seen St. Mark's Square, met his cousin's friends, and retrieved his luggage. Best of all, he had gotten to know the wonderful relatives he had never met before. Families, he decided, are special. He felt very lucky as he waved good-bye.

5 Publish Prepare a clean copy of your final draft. Share your story with the class.

Differentizted Instruction

Beginning	Ask students to visualize each answer choice in the passage. Teach them to ask: "Which ones don't make sense? Which ones don't sound right when you read the sentence?"
Early Intermediate	Have students practice reading the revision requested in the answer choice. Have a partner listen and offer correction and help as needed.
Intermediate	Ask students to describe the effects of each revision to a partner. Students can discuss the choices with the partner as needed to determine the best choice.
Early Advanced/ Advanced	Have students take turns finding other revisions that could be made to the passage to refine their skills.

Edited to create a more vivid image.

Edited to add sensory details.

Edited to improve word choice.

WB

Test Preparation

Test Preparation

Practice

Read the following test sample. Study the tips in the boxes. Work with a partner to answer the questions.

Bats on the Congress Avenue Bridge

(1) My cousins are visiting from Ohio, but tonight we have a special treat planned. (2) Were leaving at 8 o'clock to go to the Congress Avenue Bridge. (3) I told my cousins, Jed and Lisa, that over a million bats live in the colony under the bridge.

(4) At sunset, what looked like black smoke rose from under the bridge. (5) Lisa started to cry. (6) "They're going to eat me!" she cried. (7) "Not unless you're a mosquito" I said.

- 1 What change, if any, should be made to sentence 1?
 - A Delete the comma
 - B Change *but* to *and*
 - C Change have to had
 - D Make no change

2 What change, if any, should be made to sentence 2?

- A Change o'clock to oclock
- B Change Were to Where
- C Change Were to We're
- D Make no change

3 What change, if any, should be made to sentend

- A Change *you're* to *your*
- **B** Change *mosquito* to *mosqito*
- **C** Insert a comma after *mosquito*
- **D** Make no change

Taking Tests You will often take tests that help show what you know. Study the tips below to help you improve your test-taking skills.

Tip Try to remain calm when you are taking a test. Getting nervous can cause you to make careless mistakes.

Taking Tests

Teaching Resources
Workbook, pp. 59–62

your **Digital Resources**.

Explain that in this lesson, students will explore strategies and tips on how to answer questions related to editing and revising reading selections. Students should answer the questions based on the grammar skills they have mastered.

For extra practice, use the various worksheets in

Teaching the Tips

- Provide students with some relaxation techniques that can help to calm nerves before and during a test. For example, deep breathing is an excellent stress-reliever. Demonstrate taking a few deep, cleansing breaths. Tell students to:
 - sit comfortably with backs straight
 - breathe slowly through their noses
 - exhale air through their mouths, pushing out the air quickly

Visualization is another good stress-reliever. Have students:

- · close their eyes
- think of a peaceful place, such as a beach with gently lapping waves, a forest with birds singing, a field full of flowers and butterflies
- use all five senses (smell, sound, touch, taste, See) to experience this restful place

Explain to students that the more relaxed they are, the better they will be able to focus on the questions and avoid incorrect answers.

2. Explain that some of the answer choices may look reasonable, but this does not mean the answer is correct.

Have students learn to eliminate the answer choices that they believe are incorrect. Then have students decide which of the remaining answers best addresses the question.

Practice

Have students complete this test, and the other sample tests for this unit, in their Workbooks.

Tip What do you do if you don't know the answer? If you don't lose points for a wrong answer, it is okay to guess. Eliminate any answers you know are wrong first, then choose from the remaining choices.

Test Preparation 119

Smithsonian American Art Museum

Teaching Resources

- Workbook, pp. 63–64
- Reader+

For extra practice, use the various worksheets in your <u>Digital Resources</u>.

Traveling the Electronic Superhighway

Remind students that the Big Question is Where can a journey take you? **SAY:** You have read about journeys made by both people and animals in ancient times and the modern day. Journeys can be real or virtual. The electronic superhighway is another term for the internet—the world wide web of information that links people all over the planet, and even in space! The artist featured here used electronic materials to create a work of art that combines the idea of real and virtual journeys.

Visual Literacy

Nam June Paik Explain that to create this artwork, Nam June Paik had to select either an image or representative piece of video for each state in the U.S.A., such as a clip from the movie *The Wizard of Oz* for Kansas. Divide the class into four groups. Ask each group to create a collage that includes images that somehow represent their area. They could include maps, stamps, photographs, pictures from regional newspapers, etc. Each member of each group should contribute something. Before students finalize their collage, they may want to move their images around to explore how they best relate to each other in a collage.

Nam June Paik quotes anthropologist Claude Levi-Strauss, who said, "Culture is a communication network." **ASK:** *What do you think this statement means?* (People need to communicate ideas in order to establish common goals, develop programs, support a thriving arts community, etc.; they share ideas in person, on the phone, on the internet) To help answer this question, go to the Smithsonian National Museum of American History collection feature "Computer History Collection" (Pearson English Portal) for information about the technical evolution and social impact that computers have on many aspects of society, including communication.



120 Unit 2

Visual Literacy Smithsonian American Art Museum

Traveling the Electronic Superhighway

Have you ever taken a journey? A trip is one kind of journey. You get in a car or a plane and go somewhere. Maybe you are going to visit friends or family. You might want to see some place special, like a big city. But there are other kinds of journeys, too. For example, growing up is a kind of journey. You move from childhood to your teenage years. From there, you continue to grow until you become an adult. As you take this journey, your ideas about life change. You develop new interests. American artists have explored both of these kinds of journeys. Sometimes their art shows connections between them.

Nam June Paik, *Electronic Superhighway: Continental U.S., Alaska, Hawaii* (1995)

Electronic Superhighway: Continental U.S., Alaska, Hawaii by Nam June Paik is a very large work of art. It looks like a giant map. Paik uses 336 televisions, 50 DVDs, and 175 meters (575 ft.) of neon tubing, twisted into different shapes. When you look at the whole map from across a room, all of the TV screens seem to have different pictures. You hear a lot of different voices and noises. It is very loud!

Common Core State Standards

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

The following standards apply to pages 120–121. Teaching the standards: SL.7.2

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

Differentiated Instruction	
Beginning	Have students read the text to find out whether Nam June Paik's work of art is big or small. (It's very large.)
Early Intermediate	Have students explain the term <i>superhighway.</i> Ask them to look up <i>highway</i> in a dictionary if they are unsure.
Intermediate	Ask students to look at the artwork on page 121 and explain what they see. Refer them to the reading for details.
Early Advanced/ Advanced	Ask students what the picture on page 121 represents. Why do they think the artist did this?



▲ Nam June Paik, Electronic Superhighway: Continental U.S., Alaska, Hawaii, 1995, closed-circuit video, approx. 15 × 40 × 4 ft., Smithsonian American Art Museum

But if you move a little closer, you can see that each state has its own story to tell. Paik was one of the first artists to use video in his artwork. He picked out special video or images for each state. These images have something to say about that state's special culture. For example, for the state of Kansas, Paik chose scenes from a movie called *The Wizard of Oz.* In this movie, a girl named Dorothy has taken a journey to a magical place called Oz, but she wants to go home to Kansas.

Paik made his own journey when he was nine years old. He moved from South Korea to the United States. As a boy, Paik loved the big highways in the United States. He could feel the freedom that those open roads promised to people like his family. When he made *Electronic Superhighway*, he wanted to show how big and open the United States is. He also wanted to show how electronic connections, like computers and television, bring the country together. At one time, people could take a trip only by driving on a regular highway. Today, they can turn on a computer and take a trip on an electronic highway called the internet. Discuss What You Learned

In what ways are the open highway and the electronic highway the same? How are they different? 2. What kind of video would you choose for your country? Why?

BIG QUESTION

Would you rather take a journey on the electronic superhighway, or on an open highway in a car or a truck? Explain your answer.

Unit 2 121

Smithsonian American Art Museum

In "Tales from the Odyssey," Odysseus and his men leave Troy on a sailing voyage that takes years. Similarly, artist Nam June Paik left South Korea as a boy and traveled to Japan, Germany, and other countries before settling in the U.S.A. Nam June Paik's Electronic Superhighway: Continental U.S., Alaska, Hawaii went on its own amazing journey after the Smithsonian American Art Museum received it as a gift from the artist in 2002. When it arrived in four crates, it was a collection of neon tubing (some broken), an iron frame, and less than fifty-states' worth of state-themed video. To learn more about what it took to reconstruct Paik's artwork, go to the Smithsonian American Art Museum website feature "Inside: Smithsonian Research" and "Eye Level" (Pearson English Portal).

Discuss What You Learned

Have volunteers read the questions aloud, and be sure students understand the meaning of difficult words and concepts. Encourage students to carefully study the artwork, and if necessary, reread the text to help them.

ANSWERS

 An open highway and an electronic highway are the same in that they can both bring individuals together. They are different in that a highway is a road and the other is the internet.
 Responses will vary.

The Big Question

Possible response: I'd rather take a journey on the electronic highway because I can see more places in a shorter amount of time.