

Teacher's Guide to

# What's Up?

Integrated Skills and  
Culture for Adults

BOOK 3

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## How to Use This Book

This book is for low-intermediate to intermediate ESL/ESOL students. It is written at a second- to third-grade reading level, yet the content is written for adults, about adult needs and interests, and with adult characters. It contains 16 units, each based on a reading adapted from an actual newspaper or online article. The readings were selected for their engaging storylines and for content relating to information adult students want and need to know. Each unit incorporates listening, speaking, reading, and writing skills. Each unit has nine sections: **Survey, Think, Read, Understand, Listen, Talk, Write, Apply, and Homework**. Each unit can be completed in one week, with the homework assignment occurring over the weekend. The lesson format is consistent throughout the book, so once students have mastered the directions, they will be able to complete activities with a large degree of independence.



### Survey

Each unit begins with a survey. Surveys provide students with practice in all four language skill areas. They contribute to learner persistence through community building. The survey introduces the theme of the reading and is designed as a pre-reading activity to stimulate interest and activate learner background knowledge about the topic. The survey also sets the stage for developing the vocabulary necessary to understand the reading.

Students first complete the survey by entering their own information, aided by the illustrations to promote understanding. While some questions at this level have accompanying illustrations to aid in comprehension, it is also good to provide picture, bilingual, and learner dictionaries so students can look up words they do not understand. After students enter their own personal responses, students ask the survey questions to three other classmates and record their answers on the survey form. This is a good beginning-of-class activity as learning will take place even if the survey is not totally completed. Arriving students can begin as soon as they enter the classroom, and latecomers can complete as much as time allows.

Help students to become familiar with the survey activity. Direct their attention to the questions and elicit some answers orally. Encourage students to guess what the questions ask, using the pictures as clues. This is a good reading strategy for beginning readers to understand and use. Ask students to write their own personal answers in the first column. Tell students that they need to walk around the room and talk to three classmates and record their responses on the chart.

Once the surveys are completed, students can share the information in small groups. They can make a bar graph of selected responses. To introduce bar graphs, ask students to provide the information to the teacher, who will graph it on the board. After students understand how the graph was completed, they can do one on their own. Students can use the information for writing short sentences about their findings.

**Extension:** Students can be asked to predict the teacher's answers to the survey questions and compare their predictions to the teacher's actual answers. This personalization of the activity helps students to get to know their teacher and is usually enjoyable for the students.



## Think

Three questions follow the survey. These questions help to introduce important vocabulary and essential concepts needed to understand the reading. Students can think about the questions on their own, can write answers to the questions, and can share answers with a partner, or the teacher can use the responses as a basis for classroom discussion. In this discussion, the content of the story should be introduced and the connection made to the discussion questions. Teachers might want to use additional questions that encourage students to speculate on the content of the upcoming reading to ensure that the students have enough background knowledge to understand the story. Use this time to introduce other vocabulary that might be problematic to your students. A vocabulary profile can be found in this teacher's guide for each reading. It provides information on where each word in the reading appears on lists of most frequently occurring words. It indicates whether the word occurs in the first 1,000 most common words, the second 1,000 words, the Academic Word List, or is an off-list word. Use these lists as a guide to selecting the vocabulary your students might need to know. Vocabulary is best introduced in a context rather than in isolation. After the word is introduced, share other contexts for the word, using the same definition. Then encourage the students to find personal contexts for the word. This step is very important in helping to implant the word in memory.

The Think section also is important in activating student prior knowledge about the topic. Activating prior knowledge is critical for the comprehension of and retention of information. Some ways to do this prior to the reading include:

- Give students the title of the selection and ask them to guess the contents.
- Give students the topic of the reading and they write a word related to that topic beginning with each letter of the alphabet (or an assigned set of letters) that they think might appear in the reading.
- Give students six to ten content words from the reading and ask them to guess the main ideas.

- Give students six to ten content words and ask them to predict the order in which they think the word will appear in the reading.
- Give students six to ten content words and ask them to sort them as to whether they find each word boring or interesting or useful or not useful to them.

You will find other suggestions for individual units at the beginning of the Read sections in this Teacher's Guide.

All of these activities have the students anticipating the content and looking at the new words and thinking about their meanings and uses. This will provide them with a much easier way to encode, store and retrieve the information they will subsequently read.



## Read

The reading level of the readings in Book 3 ranges from second to third grade. The number of words per story averages around 180. The readings are written using vocabulary and grammar appropriate for low-intermediate to intermediate students. The names in these readings have often been changed for easier readability, and some place names have been changed to reflect the most common place names in the United States so that more students can identify with the readings. Other content remains as true as possible to the original stories. Research indicates that the use of adult-oriented content material is useful for developing vocabulary and improving comprehension.

Read the story to or with the students initially. This first reading is for global understanding and to allow the students an opportunity to ask questions about areas that are not clear to them. Discuss the photo or illustration that appears with the reading. Using illustrations to aid in comprehension is a good reading strategy that beginning readers may not be aware of so, while it may seem natural to you, it is not always intuitive to new readers and should be taught.

After reading the story aloud, give students time to read the story silently. Encourage students to highlight unfamiliar vocabulary so they are actively interacting with the text. Clarify these words for the students, connecting to students' personal experiences as much as possible.

**Extension:** Students can now tell the story to a partner and then reread the story to make sure their retelling is correct. They can be given the story in sentences or paragraphs to arrange in the correct order. They can be given a short list of words from the story and be asked to arrange them in the order they believe they appeared in the story. Then students can go back to the text to verify their positioning.

The teacher can read the story aloud, making some changes in the story. For

example, change the name of one of the characters, a location, an action verb, a descriptive adjective, or other information depending on the level of the students. Students follow along in their texts and indicate when a mistake is heard. A similar activity can be done in print by giving students a copy with changes in it and asking them to try to identify the changes and then compare it to the original to verify their choices. All of these activities provide necessary additional interactions with the text for deep learning to occur.

The levels of reading for the series are based on my experience as well as Flesch-Kincaid readability levels, word counts, and Sprache readability. Flesch-Kincaid and Sprache consider the length of sentences, the number of syllables per word, and other elements such as the use of passive voice to determine appropriate grade levels. The scores range from grades 1 to 12. The lower the grade-level score, the easier the text is to read. The Sprache also provides information on vocabulary level and the number of new word families. As much as possible, the words in the readings are taken from lists of the 2,000 most frequently used words as well as the Academic Word List of 570 words commonly used in academic subjects. The words in the word bank are listed in the order of their frequency of use in everyday writing. The first 25 words are used in 33 percent of everyday writing, the first 100 words appear in 50 percent of adult and student writing, and the first 1,000 words are used in 89 percent of everyday writing. Thus these are the words that students need to know and be able to use. Information is provided in this teacher's guide for each story. Included is the Flesch-Kincaid grade-level score, which measures readability as a grade level, the total word count, and a list of words as they occur on lists of the most frequent words in the English language. Use this information to guide your decisions about which vocabulary to teach.

These readability levels guided decisions in terms of the readings, but experience, the amount and usefulness of new vocabulary, and the use of dependent clauses, passive voice, and higher-level grammar also was considered. Note that the irregular past tense, introduced in Book 2, continues in Book 3 because there is research that supports the fact that irregular past tense words are often learned before the regular past tense.



## Understand

Reading consists of four components—alphabetics (phonics and phonemic awareness), fluency, vocabulary, and comprehension. Thus, the activities that follow the reading consist of comprehension or vocabulary activities and alphabetics activities. The word count is provided in this teacher's guide for each reading so that students can do timed readings for fluency.

One or two readings of a text is not sufficient for deep learning to occur, so this section provides a number of questions that require the learners to reread or refer

to the text several times and also to identify personal connections with the text, another activity that aids in retention of the information.

The first five questions are comprehension questions, sometimes asking for personal connections to or opinions about the story. These questions assess students' understanding of the story while developing skills such as scanning, rereading, and identifying the main idea.

The next five questions are phonemic and alphabetic questions. In these activities, the focus is on specific words, letters, or sounds. These questions require the student to refer to the text to locate specific words, letters, grammar points, affixes, and syllable and spelling patterns. Research indicates that learning alphabets is most successful when instruction follows a sequence of increasing difficulty. At the high-beginner level, instruction is focused on helping the students to focus on letters and letter combinations with the sounds they represent and the ability to recognize high-frequency words.

Both sets of questions require the learner to reread or refer back to the story to look for answers. In this way, the students get the repetitions necessary for true learning to take place but are not bored because of the variety of activities asked for.

The answers to these questions can be found in this teacher's guide. These can be posted for the students to self-correct or used by the teacher to correct individually or with the class. Students can check their answers with a partner as well.



## Listen

This is a cloze activity. It can be used as a listening cloze, where the teacher or a student reads the story aloud and the students enter the missing words. Research suggests that it is difficult for students to remember a word they cannot pronounce, and being able to pronounce a word requires being able to hear it correctly. If the teacher or tutor reads the cloze, this listening activity provides another opportunity for students to hear the words spoken correctly. Listening also helps students to internalize the rhythm, stress, and flow of English. If you use the passage as a listening cloze, model the activity the first few times so students understand what they are to do. Read the first sentence. Ask students to listen to the reading and identify the word that is missing. Ask students to write that word on the blank line. Continue in this manner. Stop after each sentence so students have time to write the missing word.

This cloze can also be used as a reading cloze where the students enter the missing words by reading the story themselves and filling in the blanks using their prior knowledge to fill in the missing words. If the passage is used in this manner, it is not important that the students use identical words as found in the story but that the words they do choose are appropriate and convey the necessary message. Reading cloze activities provide a comprehension and vocabulary check. Students

need to be able to make sense of the text in order to fill in the blanks. Using the cloze as a reading cloze is a good form of assessment. It could be used a week or two following the reading as a review, too.

You can check the answers by: putting students in pairs to compare answers; reading the completed paragraph and asking students to check their own answers; eliciting the answers and writing them on the board; or asking students to look at the original story in their books and compare it to their answers. Students can also read the story aloud to a partner who listens for the correct words.



## Talk

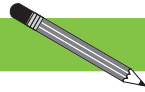
This section has three questions for students to discuss with a partner or in a small group, giving every student a chance to participate. The students can think about or answer the questions first in writing so they are better prepared to speak with a partner. The questions allow students to share information about themselves and also to share knowledge or opinions they have on the topic. Students can talk in small groups without needing the involvement of the teacher.

Students can do the reading and writing activities in each unit alone, but conversation is something that requires a partner. It works best if the partners are changed occasionally for many reasons. First, getting to know other students in the class helps with retention. Students are more likely to continue coming to class when they have built up a friendship base in the classroom. If students work only with one partner, they are more likely to drop out if that partner stops coming. Additionally, it helps for students to experience different accents and voices.

Research indicates that the brain likes and responds well to social activities and oral sharing and that learning is enhanced when it is done with others. The accuracy or veracity of the responses is not as important as the fact that students are thinking about the topic and making connections to their lives. This is the important piece that will enable them to store and later retrieve their new knowledge.

This is a time when the teacher can listen to what students are saying and informally assess their oral language skills. This time should not be used for correction, except occasionally. The purpose is for students to share their knowledge and experiences with the topic. Give assistance when a word is needed or the conversation is faltering, but allow the students to work to maintain communication as much as possible.

**Extension:** After students have had the opportunity to talk with a partner, place the students in two lines facing one another. One line asks the question and the people facing them in the other line answer. Ask the answerers to move down two places. Now the questioners have a new person to ask. After several rounds, lines should switch roles.



## Write

The writing activity asks students to complete or interpret a replica of an authentic document. It may be completing an order form, a check, a classified ad, an insurance form, or other written material that relates to the reading and that is useful for adult learners to be able to complete. In instances where the material may be unfamiliar to the students, a sample is provided. Allow students time to look at the document silently. Then review the example or create one that is applicable in your area. Model the activity. You may need to read the document out loud, pausing for students to fill in the information. Students can review their answers with a partner before discussing the responses as a class.



## Apply

One of the necessary skills for adult learners is to learn to function in the world in which they live. This section contains questions or an activity using an authentic document, related to the content of the reading. These activities help students in their roles as parents, workers, and community members. The life-skill tasks are related to the CASAS competencies.

Bring additional real materials into the classroom for students to work with, such as catalogs and order forms, change-of-address forms, and appointment cards. This practice boosts student confidence in their ability to function in the world outside the classroom. In addition, research indicates that retention is improved when students see that what they are learning in the classroom is valuable to them in the outside world.

**Extension:** These authentic writing and application activities can lead to authentic conversation practice. For example, one student can take the catalog order that the second student places. Or one student can interview another student to complete a Habitat for Humanity application.



## Homework

This activity is always a writing or journaling activity in which students can practice the grammar and vocabulary of the lesson. It provides an opportunity for learners to share their knowledge and personal experiences with the topic of the reading. An example is provided to make it easier for learners to recall and understand what is expected of them once they are at home. Lower-level students can copy the example, changing a word or two to make it more personalized. Encour-

age students to use the vocabulary you have introduced for this unit. This reinforces the vocabulary and is important in cementing it in their memories. This homework activity is especially important in programs where the students meet only four to six hours a week. Programs that provide only a limited number of hours need the additional hours at home to be able to achieve measurable gains in English.

Always look at the homework. It can be read and responded to or it can be corrected. Make only a few corrections or model the correct sentence structures in your responses. Students can then make the corrections and read their homework to a partner. Call on volunteers to read their homework to the class. Treat it as a valuable activity so students will do likewise.

## Dictation (not in student book)

Dictation involves every student in active learning. It provides great practice and requires few materials. It can be used to introduce content, practice content being learned, or review learned content. It can be used for assessment. This teacher's guide for each unit contains dictation sentences. The sentences are sometimes open-ended where the student writes the dictated prompt and then fills it in with personal information. Other dictations are complete sentences. The dictations reuse the important vocabulary from the reading so the students have a chance to meet the words again. The dictations can be used on the day following the reading as a follow-up activity or on the day preceding the reading as a prior knowledge activity.

## Prepositions (not in student book)

A preposition is a word used in front of a noun or pronoun to show the location, the position in time, or some other relationship between the noun or pronoun object and another word or words in the sentence. Prepositions are most commonly used to show positions in time or space. Although there are more than 100 prepositions, only about 30 are commonly used. Of these, nine prepositions account for 92 percent of all preposition usage. These nine are, in order of use: *of, to, in, for, on, with, by, at, from*. Each unit in Book 3 works on one of these prepositions.

Students make three kinds of errors with prepositions: They use a preposition where it is not needed, they leave out a preposition where it is needed, or they use the wrong preposition. Practice using prepositions will help students feel more comfortable using prepositions in sentences and understanding prepositions in print.

## Activities

- Circle the prepositions in sentences.
- Write two sentences using specified prepositions.
- Complete the sentences with prepositional phrases.
- Fill in the blanks with prepositions.
- Match a preposition to an adjective and noun.
- Play a preposition Pictionary game. A student selects a card with a preposition on it. The student then draws a picture on the board to indicate that preposition so the classmates can guess it. For example, for the word *in*, students could draw a cat in a box or a man in a car.
- Give students maps and ask them to locate places on the map. “\_\_\_\_\_ is on \_\_\_\_\_ street, next to the \_\_\_\_\_.”
- Ask students to draw a picture incorporating specified elements (e.g., a large car, a tall tree, a house with a large window and a door, etc). Now give the students a preposition and ask them to draw something in their picture using that preposition. (For example, with the preposition *above*, students might draw a cloud over the house or a bird above the tree.) After several items have been completed, students can share their pictures with classmates and write sentences describing their use of the prepositions.
- Ask the students to find a paragraph from an article in the newspaper or a magazine, and underline all of the prepositional phrases.
- Ask students to describe objects in a room in their house using five prepositional phrases.
- White boards are an excellent way to work with prepositions. Students can easily draw, change, or add objects on white boards, and they can also add or change the objects of prepositions in sentences.

# Unit 1: Meeting Twins

(pages 2–9)

Reading level 2.4

Word count: 226

## Survey

Show pictures of twins and discuss family members. Make sure students understand the words *twins* and *physical*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ has a twin sister or \_\_\_\_\_ does not have a twin sister. Students can share the information they found in pairs and then with the whole class.

## Read

Write the word *twins* in the center of the board. Ask students to work in pairs to think of words that are related to this word. Complete a word web on the board of their suggestions. This will activate students' prior knowledge about the topic before reading the story.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	174	76.99
Second 1000 Words (1001–2000):	20	8.85
First + Second 1000:	. . .	(85.84)
Academic Word List Words	0	0.00
Off-List Words:	<u>32</u>	<u>14.16</u>
	226	100.00

**0–1000 [73]:** a address adopted also and are bad been blood both brother but car care could did different dog door families family find found gave grew had had have he high his homes house in is like looked many married mother name named not number of old one opened other out pounds pressure racing rang same she six take tell the they times to two up wanted was ways went were when years

**First 500 function (26):** a and are been but did had had has have he him his in is many not of out the they to up was were when

**First 500 content (32):** also bad car could different door families family find found gave high homes house like looked mother name named number old one opened other same take tell times wanted ways went years

**Second 500 content (15):** address adopted blood both brother care dog grew married pounds pressure racing rang six two

**1001–2000 [9]:** babies baby bites feet policemen sick tall toy weighs

**AWL [0]**

**Off-List [9]:** courthouse doorbell fingernails headaches Jim Levine Wenger twin twins

## Understand

- Six feet tall, 40 years old, 180 pounds
- Answers will vary.
- Car racing
- Answers will vary.
- What did Jim Wenger find out at the conference. He found his twin brother's name and address.

- Headaches, fingernails, courthouse, doorbell, policemen

Present	Past	Present	Past
do	<i>did</i>	eat	<i>ate</i>
give	<i>gave</i>	find	<i>found</i>
go	<i>went</i>	ring	<i>rang</i>

- Six, two, one
- 180, 40
- 3
- 6.

One	More than One	One	More than One
country <u>u</u>	<i>countries</i>	fairy <u>u</u>	<i>fairies</i>
baby	<i>babies</i>	city	<i>cities</i>
party	<i>parties</i>	story	<i>stories</i>

## Listen

Jim Wenger is 40 years old. He is six feet tall. He weighs 180 pounds. He has high blood pressure. He bites his fingernails, and he has bad headaches. He has a dog named Toy.

When Jim was a baby, his mother was sick. She had twin babies. She could not take care of two babies. She gave one baby to the Wenger family. She gave one baby to the Levine family. She did not tell the families the babies were twins. The Wenger family adopted one baby and named him Jim. The Levine family adopted the other baby and named him Jim also.

When Jim Wenger was 40 years old, he found out he had a twin brother. He wanted to find his twin brother. He went to the courthouse. He found Jim Levine's name. He found his address. He went to Jim's house. He rang the doorbell. Jim Levine opened the door. He looked like Jim Wenger!

Jim Levine is 40 years old. He is six feet tall. He weighs 180 pounds. He has high blood pressure. He bites his fingernails, and he has bad headaches. He has a dog named Toy.

Both twins have been married two times. They both like car racing. They were both policemen. The twins grew up in different homes, but they are the same in many, many ways!

## Write/Apply

Point out that we complete forms for many things, and bring in a variety of forms for students to fill out. Have students determine which information is usually included on nearly all forms.

## Dictation (not in student book)

1. Mary has two babies.
2. The babies are twins.
3. The twin babies like milk.
4. The twin babies do not like meat.

## Preposition: *to* (not in student book)

Many prepositions are used to show a place or location. The words after the preposition tell what that place is. We use *to* to show that we are moving or did move toward some place. Look in the reading and find two places that begin with the preposition *to*. Have the students tell you where they go in their neighborhoods. List those places on the board. Have them use those places to finish these sentences: I am going to \_\_\_\_\_. We drove to \_\_\_\_\_. They plan to go to \_\_\_\_\_. The boy wants to go to \_\_\_\_\_.

## Unit 2: Weddings

(pages 10–16)

Reading level 3.6      Word count: 199

### Survey

Show pictures of weddings and have students bring in pictures of their weddings to share. Talk about the various places where people can get married. Encourage them to guess what the survey questions ask and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then make a bar graph template of the number of married and single people in the class, using the bar graph on page 63 of this Teacher's Guide.

### Read

Give students these words. Tell them the words are all from the same story. Ask them to work in pairs to predict what the reading will be about. Ask students to share their predictions. This will activate students' prior knowledge about the topic before reading the story.

wedding    places    water    boat    watch

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	175	87.94
Second 1000 Words (1001–2000):	8	4.02
First + Second 1000:	...	(91.96)
Academic Word List Words	2	1.00
Off-List Words:	<u>14</u>	<u>7.04</u>
	199	100.00

**0–1000 [76]:** a after and are beautiful because boat came churches class could decided different do every everyone for from get getting glass good got had had have homes in is it learn like man many married maybe memories met million more not of offices on other party people place places see some special states than that that the them these through to too two under united was watched water were who year you

**First 500 function (33):** a after and are because do for from had have in is it many not of on some than that that the them these they to under was were who you

**First 500 content (31):** came churches class could decided different every every-one get getting good got homes learn like man maybe met more offices other party place places see special states too water year

**Second 500 content (10):** beautiful boat glass married memories million through  
two united watched

**1001–2000 [4]:** bottom government parents swim

**AWL [2]:** couple couples

**Off-List [6]:** Angelo bride groom Julie wedding weddings

## Understand

1. Answers will vary but may include churches, government offices, and places that are special to them.
  2. The place was special to them because they met in classes to swim underwater.
  3. Answers will vary.
  4. Answers will vary.
  5. Answers will vary.
- 
1. a. Answers will vary.  
b. Answers will vary.  
c. Answers will vary.
  2. a. a, e  
b. a  
c. places, place, came
  3. a. o, a  
b. o  
c. boat
  4. a. churches, many different places, homes, government offices, special places

## Listen

More than two million couples get married every year in the United States. They get married in many different places. Some weddings are in churches. Some weddings are in homes. Some weddings are in government offices. Some weddings are in places that are special to the couple getting married.

Many people have places that are special to them. Maybe they are special because they are beautiful. Maybe they are special because of good memories from that place. Maybe they are special because you just like them.

Julie and Angelo got married under water. They met in a class. The class was to learn to swim underwater. They decided to get married under water. It was a special place for them. The man who married them was under water. The bride and groom were under water. Many people who came to the wedding were under water, too. The bride's parents do not swim. The groom's parents do not swim. They watched the wedding from a boat. Other people were on the boat, too. The boat had a glass bottom. People could see through it. They watched the wedding through the bottom of the boat. After the wedding, everyone had a party on the boat.

## Write/Apply

Male Applicant	Female Applicant
Name (first, middle, last) <i>Richard Edward Dunn</i>	Name (first, middle, last) <i>Anita Ruth Downs</i>
Street Address 68 Willoughby	Street Address 309 E. Ninth St.
City, State Brooklyn, NY	City, State New York, NY
Birthdate March 17, 1973	Birthdate December 10, 1974
Birthplace Albany, NY	Birthplace Binghamton, NY
Number of times previously married 0	Number of times previously married 0
Father's full name <i>Perry Dunn</i>	Father's full name <i>George Downs</i>
Mother's Full Name <i>Patricia Dunn</i>	Mother's Full Name <i>Ruth Downs</i>
Date of wedding <i>May 8, 2008</i>	Date of wedding <i>May 8, 2008</i>
Place of wedding St. Mary's Church, Newport, RI	Place of wedding St. Mary's Church, Newport, RI

Bring in forms for placing announcements in local newspapers. Provide students with data for them to enter in the forms.

Students can role play an office clerk collecting the information and the couple providing it.

## Dictation (not in student book)

1. A church is a place for a wedding.
2. This wedding was in the water.
3. Families watched the wedding from a boat.
4. The people were happy.

## Preposition: *in* (not in student book)

Many prepositions are used to show a place or location. The words after the preposition tell what that place is. We use *in* to show the name of a place. Often it is the location of a place inside a house, building, or city. For example, *in* is used with rooms of a house. Look in the reading and find two places that begin with the preposition *in*. Ask the students to give you names of rooms in their homes. List them on the board. Finish these sentences: I am in \_\_\_\_\_.  
He is going to sleep in \_\_\_\_\_. They ate dinner in \_\_\_\_\_.  
The boy is watching TV in \_\_\_\_\_.

Note: *In* is also used as a time expression before months not followed by the day (*in January*) and before numbers indicating the year (*in 2009*). It is also used in the time expressions *in the morning*, *in the afternoon*, and *in the evening*.

# Unit 3: Food—Picky Eaters

(pages 18–24)

Reading level 2.4      Word Count: 172

## Survey

Show pictures of unusual foods and discuss which ones students would or would not eat. Make sure students understand the word *picky*. Encourage them to guess what the survey questions ask and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ ate bread for lunch yesterday. \_\_\_\_\_ likes to eat chicken. Students can share the information they found in pairs and then with the whole class.

## Read

Ask students to make a list of foods they will and will not eat. Use the Johari Squares template on page 61 of this Teacher's Guide. In pairs, decide which student is A and which student is B. In the first box, students write the names of foods that both A and B will eat. In the second box, students write the names of foods that only A will eat. In the third box, write the names of foods that only B will eat. In the fourth box, write the names of foods that neither A nor B will eat. Use this information to discuss picky eaters and to activate students' prior knowledge about the topic.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	136	79.07
Second 1000 Words (1001–2000):	12	6.98
First + Second 1000:	...	(86.05)
Academic Word List Words	0	0.00
Off-List Words:	<u>24</u>	<u>13.95</u>
	172	100.00

**0–1000 [50]:** a and any are at be bread but do does each eat eats food foods friend have he his house is know like many milk not number on one only or other people some that the they time to together touch touched two want will with years you

**First 500 function (25):** a and any at be but do does each have he his is many not on or some that the they to will with you

**First 500 content (16):** food foods friend house know like number old one only other people time together want years

**Second 500 content (6):** bread eat milk touch touched two

**1001–2000 [6]:** butter fries fruits meats plate restaurant

**AWL [0]**

**Off-List [12]:** carrots chips eater eaters French ketchup oatmeal peanut picky potato pretzels Steve

## Extra (not in student book)

Ask students to make two lists. One list is of the foods they (or their families) will eat. The second list is of the foods they (or their families) will not eat. They can then write sentences about this information.

## Understand

1. Answers will vary.
2. Carrots, French fries, potato chips, pretzels, peanut butter, oatmeal, milk
3. He does not want the foods he does not like to be on his plate. He does not want the foods on his plate to touch.
4. Answers will vary.
5. Yes

1.

teach	teacher	a person who <i>teaches</i>
farm	<i>farmer</i>	a person who farms
<i>clean</i>	cleaner	a person who <i>cleans</i>
<i>work</i>	<i>worker</i>	a person who works

2. 14
3. a. e, a  
b. e  
c. Eat, meats, eaters, peanut, oatmeal
4. a. at a restaurant  
b. at a friend's house

## Listen

Steve is 58 years old. He eats carrots, French fries, potato chips, pretzels, peanut butter, oatmeal, and milk. Steve does not eat any fruits. He does not eat any meat. Steve will not eat any other foods.

Steve does not want butter on his carrots. He does not want ketchup on his French fries. He does not want bread with his peanut butter. Steve eats only one food on his plate at a time. He does not want to eat two foods together.

Steve does not want the foods on his plate to touch. He will not eat foods that have touched each other on his plate.

Steve will not eat at a friend's house or at a restaurant. He does not want the foods he does not like to be on his plate.

Many people have one or two foods they do not like, but picky eaters have many foods they do not like. Some picky eaters do not have many foods they will eat.

Do you know a picky eater?

## Apply

1. A
2. A
3. They have more calcium, iron.
4. 180

1. A
2. B
3. They have less cholesterol, more vitamin A.
4. 70

## Dictation (not in student book)

1. Steve is not a good eater.
2. He will not eat meats.
3. He will not eat bananas.
4. He will eat oatmeal.

## Preposition: *at* (not in student book)

Many prepositions are used to show a place or location. The words after the preposition tell what that place is. We use *at* to show the name of a place. Usually it is a specific location. Look in the reading and find two places that begin with the preposition *at*. Finish these sentences.

I will meet you at \_\_\_\_\_.

He is at \_\_\_\_\_. They ate dinner at \_\_\_\_\_.

Mary is not home. She is at \_\_\_\_\_.

Note: *At* is used with the house number and the name of the street. *At* is also used to designate a specific time.

## Unit 4: Apartment Scam

(pages 25–31)

Reading level 3.6

Word count: 177

### Survey

Show magazines, newspapers, and other ways to look for an apartment. Make sure the students understand the words *computer* and *Internet*. Encourage students to guess what the survey questions ask and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ lives in an apartment and \_\_\_\_\_ cannot use a computer. Students can also make a bar graph of where students live (house or apartment) using the bar graph template on page 63 of the Teacher's Guide.

### Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	135	76.27
Second 1000 Words (1001–2000):	11	6.21
First + Second 1000:	...	(82.42)
Academic Word List Words	1	0.56
Off-List Words:	<u>30</u>	<u>16.96</u>
	177	100.00

**0–1000 [63]:** a again an and answered are asked bedrooms called can city come cost did first for found friends going had had happy have he help her in is it lives looked married money month mother move much new newspapers not number on only send sent she the their then they to told too two used waited want was were with woman working would

**First 500 function (29):** a an and are can did for had had have he her in is it much not on she the their then they to was were with would

**First 500 content (27):** asked called city come cost found friends going help lives looked money month mother move new number only send sent told too used want woman working

**Second 500 content (9):** again answered bedrooms first happy married newspa-pers two waited

**1001–2000 [5]:** baby check key phone rent

**AWL [1]:** computer

**Off-List [8]:** ad apartment apartments Internet Maria Ramón Texas York

## Understand

1. Maria was going to have a baby. Her mother lived in the city and could help with the baby.
2. Maria is going to have a baby.
3. Newspapers, Internet
4. She was cheating him out of his money.
5. Report it to the police

1. 6
2. a. too fast.  
b. too sweet.
3. Baby, happy, city, money, key
4. New York City, Texas  
Ramon, Maria

	a	an		a	an
ad		<i>an ad</i>	baby	<i>a baby</i>	
check	<i>a check</i>		egg		<i>an egg</i>
orange		<i>an orange</i>	wedding	<i>a wedding</i>	

## Listen

Ramon and Maria are married. Maria is going to have a baby. They are happy. Ramon and Maria want to move to New York City. Maria's mother lives in New York City. She can help with the baby.

Ramon and Maria looked for an apartment. They asked their friends. They looked in newspapers. The apartments cost too much money. Then Ramon used the computer. He looked on the internet. He found an ad for an apartment. It had two bedrooms. The rent was only \$1,000 a month. Ramon and Maria were happy.

Ramon called the number in the ad. A woman in Texas answered the phone. She told Ramon to send her a check for \$1,000. The check was for the first month's rent. She would send Ramon the key to the apartment. Ramon sent the check. He waited for the key to the apartment. The key did not come. Ramon called the number again. The number was not working. The woman had Ramon's money. Ramon did not have an apartment. Ramon lost his \$1,000. The ad was a scam.

## Write/Apply

- B 1. A family with three children, no car
- D 2. A family with father, mother, the mother's parents, and 3 children
- A 3. A man with no car
- C 4. A couple and their baby

Students can write housing ads for the home they live in now. Then they can write ads for the ideal home they would like to rent/own.

## Dictation (not in student book)

- 1. B
- 2. D
- 3. A
- 4. C

## Preposition: *in*

Many prepositions are used to show a place or location. The words after the preposition tell what that place is. We use *in* to show the name of a place. Often it is the location of a place inside a house, building, or city. For example, *in* is used with locations in a city. Look in the reading and find two places that begin with the preposition *in*. Ask the students to give you names of places in their neighborhood such as restaurant names, grocery store names, and other locations. List them on the board. Finish these sentences.

I buy stamps in \_\_\_\_\_.

Our school is in \_\_\_\_\_.

I saw Bob in \_\_\_\_\_.

My friend got married in \_\_\_\_\_.

Note: *In* is also used as a time expression before months not followed by the day and before numbers indicating the year. It is also used in the time expressions *in the morning*, *in the afternoon*, and *in the evening*.

## Unit 5: Paying for School

(pages 33–39)

Reading level 2.6

Word count: 206

### Survey

Discuss school experiences and subjects students liked. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ likes/doesn't like going to school, or create a bar graph of the information learned. Use the bar graph template on page 63 of this Teacher's Guide. Students can share the information they found in pairs and then with the whole class.

### Read

Have students share all the words they can think of that are related to the word *school*. Put the words into different categories, such as school subjects, school personnel, school supplies, etc. Ask if students can guess what the reading will be about from the survey questions.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	190	92.23
Second 1000 Words (1001–2000):	4	1.94
First + Second 1000:	...	(94.17)
Academic Word List Words	1	0
Off-List Words:	<u>11</u>	<u>5.34</u>
	206	100.00

**0–1000 [73]:** a an and are at bad be but can cannot car children class classes come day do does even every four friends get gift go good help her hour hours if in instead is learn like likes money more new not number of offering other paid paying people say school schools science she should so some special students study teach teachers the them they this to want wants watch week well will with

**First 500 function (30):** a an and are at be but can cannot do does her if in instead is not of she should so some the their them they this to will with

**First 500 content (39):** bad car children class classes come day even every friends get gift go good help hour hours learn like likes money more new number offering

other paid paying people say school schools special students study want wants  
 week well

**Second 500 content (5):** four science teach teachers watch

**1001–2000 [4]** cards earn rewards shop

**AWL [1]** computers

**Off List [3]** Kate math movies

## Understand

1. Shop, be with her friends, watch movies
2. Math and science
3. Computers, gift cards, new car
4. It will help them teach students.
5. Answers will vary.

1.

One	More than One	One	More than One
friend	<i>friends</i>	hour	<i>hours</i>
movie	<i>movies</i>	grade	<i>grades</i>
teacher	<i>teachers</i>	student	<i>students</i>

2.

One	More than One	One	More than One
pass	<i>passes</i>	glass	<i>glasses</i>
class	<i>classes</i>	dress	<i>dresses</i>
boss	<i>bosses</i>	business	<i>businesses</i>

3. ten dollars                      eight dollars  
     four dollars                    twenty-four dollars
4. a. ay  
     b. a  
     c. *ay*. day, say

## Listen

Kate likes to shop. She likes to be with her friends. She likes to watch movies, but she does not like to go to school. Kate's teachers want her to learn. They want her to study. So, Kate's school is paying Kate to come to class. The school is paying Kate \$8 an hour to go to special classes four hours a week. The special classes are to help Kate learn math and science. The school wants Kate to come to class to get the money. They want Kate to come to class to learn. Kate can get more money if she does well in the classes.

Other schools are paying students to come to school every day. The students will earn money if they come to every class. Some people say this is bad. Children should want to come to school and learn. They should not be paid to come to school. Some teachers say paying students is good. They say it will help them teach students. The teachers say they cannot teach students if the students are not in school.

Other schools are offering other rewards. Instead of money, students at some schools can get computers, gift cards, and even a new car!

## Write/Apply

Name \_\_\_\_\_

- Go on field trips with the class.
- Work with students in class
- Correct papers at home
- Help with parties in class
- Telephone other parents from home
- Help in the library
- Share something you know well with the class

What is it? clothing from my country

Bring in other forms from the school to discuss and fill out such as registration forms, free lunch forms, and emergency information cards.

## Dictation (not in student book)

1. Kate does not like to go to school.
2. I do not like [students supply own words].
3. Kate can get money for going to classes.
4. Kate will get \$32 dollars a week for going to classes.

## Preposition: *with* (not in student book)

*With* is used to show that something or someone is not alone. The words after the preposition tell what that other person or thing is. Look in the reading and find a sentence that uses the preposition *with*.

Finish these sentences.

I am going to class with \_\_\_\_\_.

He came to the United States with \_\_\_\_\_.

They plan to go to the movies with \_\_\_\_\_.

The woman wants to go shopping with \_\_\_\_\_.

## Unit 6: Spelling

(pages 40–46)

Reading level 3.6

Word count: 171

### Survey

Discuss contests such as the World Cup in soccer. Make sure students understand the word *contest*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ has not won a contest and \_\_\_\_\_ is good at spelling words.

### Read

Locate India on a world map or have a student do it. Have students point to their countries, the United States, and Washington, DC, on the map. Discuss the significance of Washington, DC.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	135	78.95
Second 1000 Words (1001–2000):	9	5.26
First + Second 1000:		(84.21)
Academic Word List Words	2	1.17
Off-List Words:	<u>25</u>	<u>14.62</u>
	171	100.00

**0–1000 [61]:** a again be best came cannot children day did eighth every family father for from go good he helped him his in is it last liked live lived many ninth not now number old school schools sister states student students studied study that the there this three to united used wanted was went were win won work year years

**First 500 function (25):** a be cannot did for from he him his in is it many not of some that the some there this to was were

**First 500 content (33):** best came children day every family father go good helped last liked live lived now number old school schools states student students studied study used wanted went win won work year years

**Second 500 content (5):** eighth ninth sister three united

**1001–2000 [2]:** dictionary spelling

**AWL [1]:** grade

**Off-List [6]:** contest India Sameer speller spellers Washington

## Understand

1. India
2. Spelling
3. 4
4. Because it is the capital of the United States
5. Answers will vary.
  1. a. a, e  
b. a  
c. came, grade
  2. thirteen, two hundred eighty eight.
  3. c a n / n o t   c o n / t e s t   s i s / t e r   h a p / p y
  4. India, United States, Washington, DC

## Listen

Sameer lived in India. His family came to live in the United States. Sameer's father wanted to work in the U.S. He wanted his children to go to school in the U.S. Sameer was a good student. He was a good speller. He liked spelling.

For three years Sameer went to a spelling contest. The contest was in Washington, DC. It was for spellers from many schools in the United States. Sameer wanted to be the best speller in the United States. For three years, Sameer was in the spelling contest. He did not win.

Now Sameer is 13 years old. He is in the eighth grade. It is his last year for the spelling contest. Students in ninth grade cannot be in this spelling contest. Sameer's sister helped him to study. He studied every day. He used the dictionary to study. He wanted to win that spelling contest.

Sameer went to the spelling contest this year. There were 288 spellers in the contest. This year, Sameer won the spelling contest.

### Write/Apply

Pick up and bring in different contest forms for the students to complete. Talk about the ramifications of signing or returning the forms.

Have a class spelling bee.

### Dictation (not in student book)

1. He was a good speller.
2. He wanted to win the spelling contest.
3. His sister helped him to study.
4. He won the contest.

### Preposition: *in* (not in student book)

*In* is used to show the name of a place or location. The words after the preposition tell what that place is. *In* is used with a country or a location within that country or city. Look in the reading and find three sentences that use the preposition *in*.

Finish these sentences.

I am going to class in \_\_\_\_\_.

I used to live in \_\_\_\_\_.

I live in \_\_\_\_\_.

Somalia is a country in \_\_\_\_\_.

## Unit 7: Fast Food

(pages 48–55)

Reading level 2.0

Word count: 198

### Survey

Show pictures of fast-food restaurants and discuss the types of food found in each. Make sure students understand the words *neighborhood*, *French fries*, and *restaurant*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then create a bar graph using the information they learned, such as the number of students who eat or don't eat at fast-food restaurants. Use the bar graph template found on page 63 of this Teacher's Guide. Students can share the information they found in pairs and then with the whole class.

### Read

Give student these words.

hamburger / breakfast / apple pie / fast food / fat / judge

Instruct students in pairs to put the words in the order they think they will appear in the reading. After reading the story, they can check to see if their predictions were correct.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	157	79.30
Second 1000 Words (1001–2000):	29	14.64
First + Second 1000:	...	(93.94)
Academic Word List Words	0	0.00
Off-List Words:	<u>12</u>	<u>6.06</u>
	198	100.00

**0–1000 [59]:** a and at ate be court day did do each eat egg every fast food for forced friend gave girls got he her is judge large lawyer liked made make no nobody not number of old on out pay pounds problems said she talked tell the them they things told very want wanted was went what with would years

**First 500 function (25):** a and at be did do each for he her is no not of on out she the them they to was what with would

**First 500 content (29):** court day every food forced friend gave girls got large lawyer liked made make nobody number old pay problems said talked tell things told very want wanted went years

**Second 500 content (6):** ate eat egg fast judge pounds

**1001–2000 [13]:** apple bag breakfast cheese dinner fat fried fries health healthy meat restaurant weighed

**AWL [0]**

**Off-List [7]:** Ann biscuit dessert diet French hamburger pie

Cut out pictures of food from magazines or food ads. Write the four food groups on the board. Model placing the pictures in the appropriate food groups. In pairs, have students divide a poster board into four food groups. Then students cut out and fasten pictures from magazines into the four groups.

Show pictures of pairs of foods, such as soda and juice or a baked potato and French fries and have students identify the healthy food and the junk food. Have students draw or find pictures of two foods—one healthy and one not so good for you. Post on bulletin board.

## Understand

1. Every day for breakfast and dinner.
2. No one is forced to eat at fast food restaurants.
3. Answers will vary.
4. It is high in fat.
5. Answers will vary.

1. a. a, y  
b. a  
c. day, pay
2. a. Answers will vary.  
b. Answers will vary.  
c. Answers will vary.
3. ham/bur/ger      din/ner      ap/ple des/sert      law/yer
4. a. We will have rice, chicken, and carrots for dinner tonight.  
b. Bob, Carol, and Sam went to a party last night.

## Listen

Ann was 15 years old. She liked to do things with her friend. She went out to eat every day with her friend. They ate at a fast food restaurant every day. They went to the restaurant for breakfast. They went to the restaurant for dinner. For breakfast they ate egg with cheese and meat on a biscuit. For dinner they each ate a large hamburger with cheese, a large bag of French fries, and a fried apple pie for

dessert. Ann got very fat. She weighed 270 pounds. She was not healthy. Ann's friend got very fat. She weighed 200 pounds. She was not healthy.

The girls said the restaurant food made them fat. They said the restaurant food gave them health problems. They said the restaurant did not tell them the food would make them fat. They wanted the fast food restaurant to pay them. Ann got a lawyer and she went to court. She talked to the judge.

The judge said no. He said nobody is forced to eat at a fast-food restaurant. He said nobody told Ann what to eat. Ann should eat healthy foods.

## Write

Calories: 1520

Calories from fat: 690

## Apply

Answer: \$ 8.07

Bring in additional menus and discuss items on them. Students particularly enjoy looking at menus of their culture's foods. Role-play ordering at a fast-food restaurant and from the menus.

## Dictation (not in student book)

1. Ann eats eggs for breakfast.
2. Ann does not drink milk for dinner.
3. Ann drinks Coke for dinner.
4. Ann likes to eat apple pie.

## Preposition: *for* (not in student book)

*For* is used to show the reason why something was done. The words after the preposition tell what that reason is. *For* is used with meals. Look in the reading and find three sentences that use the preposition *for*. Finish these sentences.

I eat rice for \_\_\_\_\_.

I never drink milk for \_\_\_\_\_.

She likes oatmeal for \_\_\_\_\_.

I am cooking meat for \_\_\_\_\_.

Note: The preposition *for* is also used to express how long something or someone has been doing something.

## Unit 8: Color

(pages 56–62)

Reading level 3.5

Words: 172

Read General Information first

### Survey

Discuss colors and have students share the colors of their rooms and how they feel in them. Talk about various places where color is used, such as restaurants are said to use a lot of red because it increases metabolism and makes people hungry or that gray is a good color for an office as it promotes productivity. Encourage students to guess what the survey questions ask and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then make a bar graph of the number of people preferring a particular color or the colors of hair or bedroom walls of individual students. Use the bar graph template on page 63 of this Teacher's Guide.

### Read

Give students these words. Ask students to work in pairs to match a color word with a personality word and use that information to predict what the reading will be about. (There is no one correct set of answers.)

sad / happy / cheerful / peaceful / energetic

blue / red / yellow / orange / green

Ask students to share their predictions. This will activate students' prior knowledge about the topic before reading the story.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	150	87.21
Second 1000 Words (1001–2000):	18	10.47
First + Second 1000:	...	(97.68)
Academic Word List Words	3	1.74
Off-List Words:	<u>1</u>	<u>0.58</u>
	172	100.00

**0-1000 [63]:** a also an and are bedroom better blue can change color colors do feel feeling fire for good green happy help how if important in is it like make makes many more mountains need of on our peaceful people put red room rooms sleep some something sunshine talk that that the these things think to together use want we wear where will you

**First 500 function (26):** a an and are can do for how if in is it many of on our some something that that the these to we where will you

**First 500 content (24):** also better change feel feeling good help important like make makes more need people put room rooms talk things think together use want

**Second 500 content (13):** bedroom blue color colors fire green happy mountains peaceful red sleep sunshine wear

**1001-2000 [10]:** cheerful clothes cool kitchen oceans orange purple sad warm yellow

**AWL [2]:** energy relax

**Off List [1]:** sweater

## Understand

1. Red, orange, yellow
2. Yellow, blue, red, orange, yellow, yellow, blue, green, purple, blue, orange, yellow, blue
3. Blue, green or purple
4. Answers will vary.
5. Answers will vary.

Look at the story. Answer the questions.

1. ful at the end of a word means *having a lot of*.

Word	Meaning
<i>colorful</i>	<i>having a lot of color</i>
hopeful	<i>Having a lot of hope</i>
cheerful	<i>Having a lot of cheer</i>
peaceful	<i>Having a lot of peace</i>

2. a. Some thing  
b. sunshine bedroom
3. a. ee  
b. e  
c. feel sleep
4. cheer/ful bed/room bet/ter yellow

## Listen

Do you feel happy in a yellow room? Do you feel sad in a blue room?

Some people think that the color of a room is important. It can change how you feel. People think red, orange and yellow colors can make you feel happy. Red, orange and yellow are the colors of warm things like fire and sunshine. Yellow is a good color for a kitchen where people will talk together. It makes people feel cheerful.

People think that blue, green, and purple colors can make you feel peaceful. These are the colors of cool mountains and oceans. Use cool colors in rooms where you want to relax. Many people like the color blue. It is a good color for a bedroom. It can help you sleep better.

The color of our clothes can also change how we feel. If you are feeling sad, put on an orange sweater to help you feel happy. If you need more energy, put on something yellow. If you need to relax, wear something blue.

## Write

Answers will vary.

## Apply

ORDER FORM			
DESCRIPTION	QUANTITY	PRICE FOR EACH ONE	Total Price
Mood Ring	2	\$6.95	\$13.90
Shipping and Handling Charge			??3.99
<b>Total</b>			17.89

Ordered By

Please fill out required fields.

\* Name:

\* Address:

\* City:

\* State:

\* Zip code:

\* Phone:

\* Country:

Bring in catalogs for completing order forms. Students can select items for them to enter in the forms or they can work in pairs and dictate items to partner as they would in a telephone order. .

### Dictation (not in student book)

1. Sue has a green sweater.
2. He likes the color red.
3. They feel happy in the yellow room.
4. Is orange a good color for a bedroom?

### Preposition: *of* (not in student book)

Of is used to give more information about something. It helps to describe something. Find three sentences with *of* in the reading. Finish these sentences: The color of my \_\_\_\_\_ is blue. This is the color of her \_\_\_\_\_. I bought a can of \_\_\_\_\_. He wants a drink of \_\_\_\_\_.

## Unit 4: Being a Good Neighbor

(pages 64–70)

Reading level 2.6

Words 170

### Survey

Discuss acts of kindness that neighbors and friends do for one another. Make sure students understand the words *neighbor* and *noisy*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ has neighbors with children. \_\_\_\_\_ has a neighbor with a dog. Or students can make a bar graph of students who have noisy or not noisy neighbors. Use the bar graph template on page 63 of this Teacher's Guide. Students can share the information they found in pairs and then with the whole class.

### Read

Write the word *neighbor* in the center of the board. Ask students to work in pairs to think of words that are related to this word. Complete a word web of their suggestions on the board. This will activate students' knowledge about the topic before reading the story.

Give students this list of sentences. Ask them to put a check before the ones that apply to them.

1. I have a neighbor in a wheelchair.
2. I have a neighbor who is very old.
3. I have a neighbor who is sick.
4. I have a neighbor who does not drive.
5. I have a neighbor who helps me.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	151	88.82
Second 1000 Words (1001–2000):	6	3.53
First + Second 1000:	. . .	(92.35)
Academic Word List Words	0	0.00
Off-List Words:	<u>13</u>	<u>7.65</u>
	170	100.00

**0–1000 [62]:** a and big bought bread brings builds cars changes children could doctor does drive eggs families fix for goes had had happy has he help helps his homes in is it last light likes made makes milk morning neighbor neighborhood neighbors not of old other people roads snow store summer takes the their then things to too very walked who winter with

**First 500 function (20):** a and does for had had has he his in is it not of the their then to who with

**First 500 content (27):** big bought brings builds cars changes children could families goes help helps homes last likes made makes morning old other people roads takes things too very walked

**Second 500 content (15):** bread doctor drive eggs fix happy light milk neighbor neighborhood neighbors snow store summer winter

**1001–2000 [6]:** breakfast lot shopping sick soup toys

**AWL [0]**

**Off-List [7]:** bulbs David homework picnic shovels snowstorm wheelchair

## Understand

1. Shovels snow, changes light bulbs, goes shopping, helps his neighbors to fix things in their homes, takes a neighbor who does not drive to the doctor, brings soup to sick neighbors, builds toys for neighborhood children, helps the children with their homework, has a picnic for his neighbors, made his neighbors a big breakfast

2. Bread, milk and eggs
3. He walked
4. He shovels snow
5. Answers will vary

1. head/ache wheel/chair snow/storm break/fast

2.

One	More than One	One	More than One
city	<i>cities</i>	story	<i>stories</i>
family	<i>families</i>	country	<i>countries</i>
lady	<i>ladies</i>	candy	<i>candies</i>

3. bought, had, made
4. a. He bought bread  milk  and eggs for his neighbors.  
b. Sue got up  took a shower  got dressed  and ate breakfast this morning.

## Listen

David helps his neighbors. He helps the families in his neighborhood. He helps his neighbor who is very old. He helps his neighbor who is in a wheelchair. David shovels snow for his neighbor who is very old. He changes light bulbs for his neighbor who is in a wheelchair. He goes shopping for his neighbors. He helps his neighbors to fix things in their homes. He takes a neighbor who does not drive to the doctor. He brings soup to sick neighbors. He builds toys for neighborhood children. He helps the children with their homework. In the summer he has a picnic for his neighbors.

Last winter the neighborhood had a big snowstorm. The roads had a lot of snow. People could not drive their cars. In the morning, David walked to the store. He bought bread, milk, and eggs for his neighbors. Then he made his neighbors a big breakfast!

David likes to help other people. It makes David happy. It makes the people he helps happy, too.

## Write/Apply

Write a sample note on the board. Discuss what is in the note.

Provide scenarios for students to write short notes and messages, including an email to a friend or to the teacher.

Have a silent period during the class when students and the teacher can only communicate by writing short messages. It is fun and challenging.

## Dictation (not in student book)

1. David helps the children.
2. He makes toys for them.
3. He helps them with their homework.
4. He has parties for them.

## Preposition: *for* (not in student book)

*For* is used to tell the person something is done for or given to. The words after the preposition tell who that person is. Look in the reading and find three sentences that use the preposition *for*. Finish these sentences.

- I bought a gift for \_\_\_\_\_.
- This parking is for \_\_\_\_\_.
- I cooked dinner for \_\_\_\_\_.
- He went to a party for \_\_\_\_\_.

# Unit 10: Building Homes

(pages 71–77)

Reading level 4.2\*                      Word count: 198

\*Due to the words *Habitat* and *Humanity*

## Survey

Show pictures of the homeless and discuss causes of homelessness. Make sure students understand the words in the survey. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can share the information they found in pairs and then with the whole class.

## Read

Give the students these sentences and have them guess whether they think they are true or false. After reading the story, have them check their guesses.

1. A boy got \$100.
2. He bought paint with the money.
3. He painted a house for a person with no home.
4. He wrote 100 letters asking people for money.
5. People sent him \$43,000.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	180	90.90
Second 1000 Words (1001–2000):	5	2.55
First + Second 1000:	...	(93.45)
Academic Word List Words	0	0.00
Off-List Words:	<u>13</u>	<u>6.55</u>
	198	100.00

**0–1000 [79]:** a and asked bought build builds built called church cost did do family for friends gave goes group had happy has have he help helped him his home homeless homes house houses hundred in is it leader letters many money more needed no not now number of office old on one paint paper people post put sent seventy someone store Sunday Sundays ten than that the to told too took use wanted went who with wrote years

**First 500 function (25):** a and did do for had has have he him his in is it many no not of on someone than that the to who with

**First 500 content (42):** asked bought build builds built called church cost family friends gave goes group help helped home homeless house houses leader letters money more needed now number office old one paper people put sent told too took use wanted went wrote years

**Second 500 content (9):** happy hundred paint post seventy store Sunday Sundays ten

**1001–2000 [4]:** collected mailed nails stamps

**AWL [0]**

**Off-List [3]:** Habitat Humanity Jack

## Understand

1. From the leader of his church
2. Money
3. No
4. Answers will vary, but they build homes for people who need them.
5. Answers will vary.

1. a. a, i  
b. a  
c. nails, paint

2.

Present	Past	Present	Past
write	<i>wrote</i>	give	<i>gave</i>
tell	<i>old</i>	go	<i>went</i>
buy	<i>bought</i>	send	<i>sent</i>

3. told
4. store, stamps
5. p e o / p l e   h a n / d l e   m i d / d l e   c a / b l e   s a m / p l e

## Listen

Jack is ten years old. He goes to church on Sundays. One Sunday the leader of the church gave people \$100. He told the people to use the money to help someone. Jack took the \$100. He wanted to help someone. He wanted to help a family who did not have a home.

Jack went to the store. He bought paper. He went to the post office. He bought stamps. He wrote 200 letters. He mailed letters to his family. He mailed letters to his friends. He asked for money to help a family with no home. He told his family and friends that he wanted to build a house for a homeless family. People sent Jack money. More than 170 people sent money to Jack. Jack collected \$43,000.

A group called Habitat for Humanity builds houses. It builds houses for people who do not have homes. It cost \$50,000 for Habitat to build a house. Jack had \$43,000. He needed \$7,000 more. Jack's church gave him \$7,000. Habitat built the house. Many people helped. Jack put in nails. He helped paint the house. Now one family has a home. The family is happy. Jack is happy, too.

## Write/Apply

Bring in local applications for Habitat for Humanity. Discuss Habitat's function or have a representative from Habitat come to discuss it. You may have students who qualify for homes but who are unaware of Habitat.

## Dictation (not in student book)

1. Jack had \$100.
2. He wrote 200 letters.
3. He asked for money.
4. He helped make a house for a homeless family.

## Preposition: *for* (not in student book)

*For* is used to name the person something is done for or given to. Find two sentences with *for* in the reading. Finish these sentences.

Jack wanted money for \_\_\_\_\_.

This book is for \_\_\_\_\_.

I made a cake for \_\_\_\_\_.

He went to the store for \_\_\_\_\_.

# Unit 11: The Perfect Job

(pages 79–85)

Reading level 3.3

Word count: 206

## Survey

Show pictures of workers and discuss various jobs. Make sure students understand the words *business* and *company*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ would rather have more money at his job. \_\_\_\_\_ wants free food at his job. Students can share the information they found in pairs and then with the whole class.

## Read

Ask students to give the names of jobs they know about. Make a list of the jobs. Ask the students to tell you what is good about the jobs. Ask them to make predictions about the content of the reading.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	171	83.00
Second 1000 Words (1001–2000):	12	5.83
First + Second 1000:	...	(88.83)
Academic Word List Words	2	.98
Off-List Words:	<u>21</u>	<u>10.19</u>
	206	100.00

**0–1000 [67]:** a and are as bars be best boats book can car company courts cut do doctors done drive even exercise food for free from game get give going good happy has have if in is it its lake library machines make many number on or other out ride rooms smile states station such take that the there they things to united visit wants will work workers you your

**First 500 function (30):** a and are at be can do done for from has have if in is it its many on or out that the there they while will you your

**First 500 content (22):** also best book car company courts even food game get going good make number other rooms states take things wants work workers

**Second 500 content (16):** bars boats cut doctors drive exercise free happy lake library machines ride smile station united visit

**1001–2000 [10]:** borrow bus hair meal pick pools restaurants swimming wash washing

**AWL [2]:** areas relax

**Off-List [13]:** candy chips dentists Google laundry paddling potato salons snack snacks soda volleyball workplace

## Understand

1. A company in the United States
2. Exercise rooms, games rooms, swimming pools, volleyball courts, lake with boats
3. Get their hair cut, do their laundry, borrow a book, see a doctor or dentist
4. Good benefits
5. Answers will vary.

1. a. a, e  
b. a  
c. make, take, lake
2. eleven
3. d o c / t o r d e n / t i s t b o r / r o w
4. a. i, e  
b. i  
c. drive, while, smile

## Listen

Google is a company in the United States. It is the best company to work for in the United States. There are many things that make it the best.

Google is good to its workers. Google has free food for its workers. It has 11 free restaurants and many other free snack areas. You can get a meal or you can get soda. You can get candy bars and potato chips and other snacks.

If you take the bus to work, Google will pick you up at the bus station. If you drive a car to work, Google will wash your car while you are at work.

You can get many things done while you are at work. You can do your laundry in Google's free washing machines. You can borrow a book from Google's library. You can get a free haircut in Google's hair salons. You can visit free doctors and dentists at your workplace.

Google also wants its workers to relax while they are at work. It has many exercise rooms. It has game rooms. It has swimming pools and volleyball courts. There are even boats for going out on the lake. Google wants its workers to smile and be happy at work.

## Write/Apply

1. 2, 6
2. 2
3. 3, 5
4. In person, go to Bob's Car Shop
5. 1, 4
6. 1

Bring in job applications and help-wanted ads for students to work with.

## Dictation (not in student book)

1. Bob has a good job.
2. His job has free food.
3. His job has free doctors.
4. Many people want the job Bob has.

## Preposition: *at* (not in student book)

*At* is used to tell the name of a place. Find two sentences with *at* in the reading. Finish these sentences.

1. I will meet you at \_\_\_\_\_.
2. He is not home. He is at \_\_\_\_\_.
3. They are having dinner at \_\_\_\_\_.
4. She will be staying at \_\_\_\_\_.

## Extra

Cut out help-wanted ads. Students pick out at random a “new job” and describe it to their partner. Ask them to explain why they would or would not be good at this job.

Give students a small segment of a page of help-wanted ads. Ask them to find ads that require driving experience, that are part-time, that begin at 7 AM., etc.

Discuss job benefits. Post a different benefit in each corner of the room—health insurance, retirement, sick days, and vacation. Bring in pictures and brochures related to health insurance, retirement benefits, sick days, and vacation days and have students post them in the correct corners.

# Unit 12: Starting a Business

(page 86–92)

Reading level 3.3      Word count: 194

## Survey

Bring in jars of various sauces and discuss how they are used. Make sure students understand the word *sauce*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates’ answers on the survey form. Students can then make a bar graph of the number of students who eat Indian and Chinese food by coloring in or writing in names of students in the boxes that constitute bars. Use the bar graph template found on page 63 of this Teacher’s Guide. Students can share the information they found in pairs and then with the whole class.

## Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	153	78.87
Second 1000 Words (1001–2000):	15	7.73
First + Second 1000:	...	(86.60)
Academic Word List Words	2	1.03
Off-List Words:	<u>24</u>	<u>12.37</u>
	194	100.00

**0–1000 [80]:** across always and are asked at born buy buying city college daughters decided did different dollars father food foods for four friends from have he her husband in is kinds lives loved made make makes making many markets million more new not now number of often one or owners people sell selling she should sold soon states store stores taught than the they this time to told united walked wanted was weeks went were whole will with writes year

**First 500 function (29):** across always and are at did for from have he her in is many not of or she should than the they this to was were will with

**First 500 content (38):** asked buy buying city decided different father food foods friends kinds lives made make makes making markets more new now number often one owners people sell selling sold soon states time told walked wanted weeks went writes year

**Second 500 content (13):** born college daughters dollars four husband loved million store stores taught united whole

**1001–2000 [5]:** cook cooked earn sauce sauces

**AWL [2]:** equipment job

**Off-List [8]:** cookbooks coworkers India Indian jars Maya twin York

## Understand

1. In stores
2. India
3. How to cook
4. Yes
5. Answers will vary.

1. two thousand two, two hundred, fifty
2. 4, 1,000,000
3. born, for, store, more
4. mil/lion hus/band cook/books

## Listen

Maya lives in the United States. She lives with her husband and twin daughters. Maya writes cookbooks and makes food from India to sell.

Maya's father was born in India. He taught Maya to cook. He taught Maya to cook Indian foods. Maya often cooked for her friends in college. She cooked for her coworkers at her job. People always loved the food Maya cooked. They did not have the time or equipment to make the food. They wanted to buy the food Maya made. They told Maya she should sell the food. In 2002, Maya decided to make Indian sauces to sell.

Maya made 200 jars of her sauce. She went to stores in New York City. Maya walked from store to store for many weeks. She asked the store owners to sell her sauce. Soon 50 stores were selling Maya's sauces. Many people were buying the sauces. More stores wanted to sell her sauces. They wanted more kinds of sauces.

Now, Maya is making four different sauces. They are sold in Whole Foods Markets across the United States. Maya will earn more than one million dollars this year selling her four sauces.

## Write

Product	Price Each	How Many?	Total
Masala Sauce	\$ 7.99	1	\$ 7.99
Coconut Curry Sauce	\$ 7.99	1	\$ 7.99
Vindaloo Sauce	\$ 7.99	1	\$ 7.99
		Subtotal	\$ 23.97
Postage \$3.95 for 1		Postage	\$ 5.97
\$5.95 for 2 or more		Total	\$ 29.92

## Apply

3, 6, 4, 1, 2, 5

Bring in other order forms and recipes for students to work with. Distribute grocery flyers. Distribute recipes. Have students find as many recipe ingredients as they can in the flyers.

## Dictation (not in student book)

1. People loved the food Maya made.
2. They wanted to buy the food.
3. Maya walked from store to store.
4. This year Maya will make one million dollars.

## Preposition: *from* (not in student book)

*From* is used to say *where* something began, where something started, or where something was found. It is also used to tell *when* something started. Find a sentence using *from* in the reading. Finish these sentences.

1. I came to the U.S. from \_\_\_\_\_.
2. This class is from \_\_\_\_\_ to \_\_\_\_\_ o'clock.
3. He bought the milk from \_\_\_\_\_.
4. He got a book from \_\_\_\_\_.
5. My friend is from \_\_\_\_\_.

## Unit 13: Making Cookies

(pages 94–100)

Reading level 3.5

Word count: 201

### Survey

Discuss contests. Make sure students understand the words *contest* and *free time*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ likes to \_\_\_\_\_ in her free time. \_\_\_\_\_ does not enjoy making cookies. Students can make a bar graph of the information found in the surveys, using the template found on page 63 of this Teacher's Guide. Students can share the information they found in pairs and then with the whole class.

### Read

Ask students to look at the words *contest*, *cookie*, *recipe*, *free time*, and *win*. Thinking about those words, have them create a title for the story they are going to read. After they read the story, they can compare their titles to the actual reading.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	147	73.13
Second 1000 Words (1001–2000):	13	6.47
First + Second 1000:	...	(79.60)
Academic Word List Words	0	0.00
Off-List Words:	<u>41</u>	<u>20.40</u>
	201	100.00

**0–1000 [72]:** a and another asked best called did fields free friends give good got had happy has her hundred if in is kind kinds lawyer loved loves made make many more mother new not now number of on one opened people said send sent seven she shows soon started states store stores taught than the them then they think time to told too unhappy united very wanted was watched were when win won would

**First 500 function (24):** a and did had has her if in is many not of on she than the them then they to was were when would

**First 500 content (36):** another asked best called friends give good got kind kinds lawyer made make more mother new now number one opened people said send sent shows soon started states think time told too very wanted win won

**Second 500 content (13):** fields free happy hundred loved loves seven store stores taught unhappy united watched

**1001–2000 [7]:** angry bake bakes baking grandmother kitchen stove

**AWL [0]**

**Off-List [14]:** Carrie chocolate contest cookie cookies Debbie dishwasher microwave oatmeal oven recipe recipes refrigerator TV

## Understand

1. Debbie Fields
2. To get cookie recipes
3. Her grandmother taught her to bake; she watched her grandmother and mother bake cookies; she watched cooking shows on TV.
4. Answers will vary.
5. Answers will vary.

1. a. a, e  
b. a  
c. make, bake, made
2. grandmother, dishwasher
3. unhappy

4.

Present	Past	Present	Past
do	<i>did</i>	go	<i>went</i>
send	<i>sent</i>	win	<i>won</i>
teach	<i>taught</i>	make	<i>made</i>

## Listen

Debbie Fields started a cookie store in 1977. People loved her cookies. She opened one more store. Then she opened another store. Soon she had more than 400 cookie stores in the United States.

Debbie wanted new cookie recipes. She had a contest. She asked people to send cookie recipes to her. She would give them a free kitchen if they had the best cookie recipe. Debbie got 700 cookie recipes.

Carrie sent a cookie recipe. Carrie is a lawyer. When she has free time, she bakes. She loves to bake. When she is unhappy, she bakes. When she is angry, she bakes. Her grandmother taught her to bake. Carrie watched her mother and her grandmother make cookies in the kitchen. She watched baking shows on TV, too.

Carrie made many kinds of cookies. One kind was Chocolate Oatmeal Cookies. Her friends said they were very good. Carrie sent the recipe to the contest. She did not think she would win.

Debbie Fields called Carrie. She told Carrie her cookie won the contest. Carrie won a new kitchen. Now Carrie has a new stove and a new refrigerator. She has a new dishwasher and a new microwave oven. Carrie is happy.

## Write

1	3	6	2	4	5
4	2	5	3	1	6
3	5	1	6	2	4
6	4	2	5	3	1
5	1	3	4	6	2
2	6	4	1	5	3

## Apply

Distribute lists of food items. Read a recipe while students check off the ingredients heard.

## Dictation (not in student book)

1. There are many kinds of contests.
2. A cooking contest is to find new foods.
3. A spelling contest is to find the best speller.
4. I want to win a contest.

## Preposition: *in* (not in student book)

*In* is used to name places. It is also used to tell the year or the month. Find three sentences using *in* in the reading. Finish these sentences:

1. I came to the United States in \_\_\_\_\_.
2. My birthday is in \_\_\_\_\_.
3. I usually eat dinner in \_\_\_\_\_.
4. My friend was married in \_\_\_\_\_.

# Unit 14: Soap Operas

(pages 101–7)

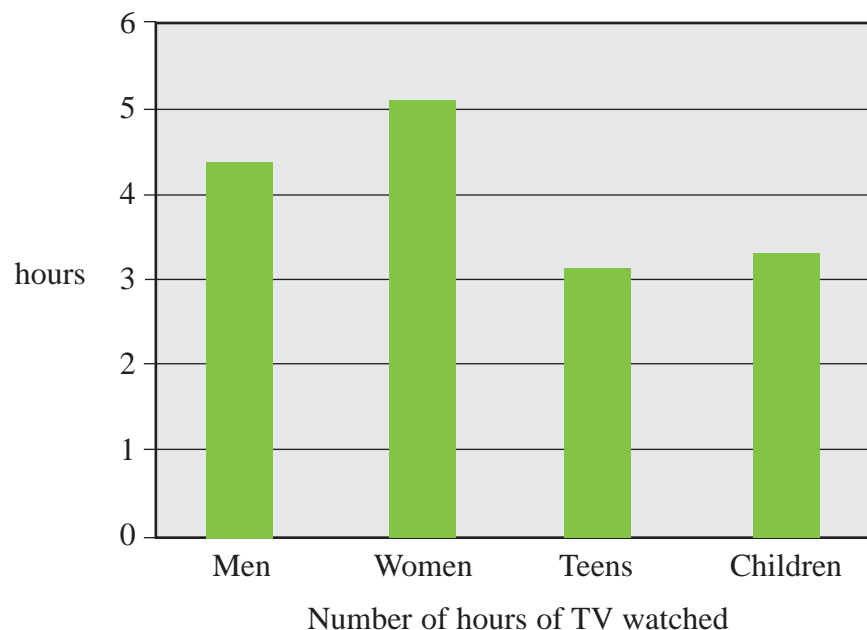
Reading level 3.9

Word count: 176

## Survey

Discuss television viewing habits. Make sure students understand the words in the survey. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then use the information to write a newspaper article describing the results. Students have created enough bar graphs that they should be able to interpret this one below showing the hours and minutes spent watching TV by men, women, teens, and children to find the answer to the survey question about TV viewing by gender.



## Read

Write the words *soap operas* in the center of the board. Have students work in pairs to think of words that are related to this word. Complete a word web of their suggestions on the board. This will activate students' prior knowledge about the topic before reading the story.

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	134	76.14
Second 1000 Words (1001–2000):	24	13.64
First + Second 1000:	...	(89.78)
Academic Word List Words	1	.57
Off-List Words:	<u>17</u>	<u>9.65</u>
	176	100.00

**0–1000 [70]:** a ago and are at been buy called calling can college did do fifty for forget have helps home in it kinds like love made many men more most not number of on or outside people problems say see shows so some started stores stories students than that the their them they things to today too wanted watch watched watching were while why women work would years you

**First 500 function (32):** a ago and are at been can did do for have in it many not of on or so some than that the their them they to were while why would you

**First 500 content (27):** buy called calling helps home kinds like made men more most number outside people problems say see shows started students things today too wanted women work years

**Second 500 content (9):** college fifty forget love stores stories watch watched watching

**1001–2000 [11]:** advertised advertisements afternoon clothes cooked dishes meals roast soap soaps washing

**AWL [1]:** relax

**Off-List [5]:** housework operas television toast TV

## Understand

1. In the afternoon
2. Love
3. Many women did not work.
4. Soaps for washing dishes and clothes
5. Answers will vary.

1. f o r / g e t   a d / v e r / t i s e   a f / t e r / n o o n

2. a. oa

b. o

c. roast, toast, soap

3.

One	More than One	One	More than One
<i>dish</i>	<i>dishes</i>	bush	<i>bushes</i>
church	<i>churches</i>	brush	<i>brushes</i>
patch	<i>patches</i>	lunch	<i>lunches</i>

4. 5

## Listen

Do you watch TV in the afternoon? You can see many love stories on TV in the afternoon. They are called *soap operas*. Soap operas have been on television for more than 50 years. Why are they called soap operas?

Fifty years ago, many women did not work outside the home. They did the housework. They cooked the meals. They watched TV while they did the housework. They watched TV while they cooked a roast or made some toast. Because the men were at work, most of the people watching TV in the afternoon were women. The advertisements on TV in the afternoon were for things that women would buy. Stores wanted women to buy soap for washing clothes. They wanted

women to buy soap for washing dishes. So, many afternoon love stories on TV advertised kinds of soap. People started calling the shows *soap operas*.

Today men and women like to watch soap operas. College students like to watch soap operas, too. They say it helps them to relax. It helps them to forget their problems.

## Write

1. B
2. C

Bring in food products and prices or use grocery flyers and have students compare prices. Point out unit pricing and how it can help.

Play “The Price Is Right.” Buy an inexpensive food product advertised in a grocery flyer. Ask three students to guess the price as the others find the product and price in the flyers. The student whose guess is closest to the actual sale price gets the product.

## Apply

1. 2 PM
2. 5
3. 3 PM
4. Channel 10
5. “All My Children”
6. 2 PM

Bring in TV schedules, and ask pairs of students to write questions about programs. Tell them to exchange questions with another pair and answer them.

## Dictation (not in student book)

1. Mary watches TV in the afternoon.
2. She watches TV and washes her dishes.
3. She uses soap to wash her dishes.
4. Mary likes to watch soaps and use soap.

## Preposition: *on* (not in student book)

*On* is used to give the name of a thing or place. Find a sentence using *on* in the reading. Finish these sentences.

1. I put my books on \_\_\_\_\_.
2. You can learn English with programs on \_\_\_\_\_.
3. Rice is cooked on \_\_\_\_\_.
4. I put toothpaste on \_\_\_\_\_.

## Unit 15: Giving Gifts

(pages 109–15)

Grade level 4.0

Word count: 185

### Survey

Bring in a variety of wrapped gifts. The gifts can be small such as pencils or give-away items from fairs, or they can be pictures of gifts from catalogs. Ask students to guess what is in each package and, after opening one, tell whether it is useful or not useful to them. Make sure students understand the words *gifts* and *received*. Encourage students to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in \_\_\_\_\_ wants a \_\_\_\_\_. \_\_\_\_\_ bought a \_\_\_\_\_ for a friend.

### Read

Give the students these sentences, and ask them to guess whether they are true or false. After reading the story, ask them to check their guesses.

1. Many people give gifts to the President of the United States. T
2. They give gifts to the President's dogs. F
3. They give saddles to the President. T
4. They give new cars to the President. F
5. They give the President gifts he cannot use. T

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	158	85.41
Second 1000 Words (1001–2000):	12	6.49
First + Second 1000:	...	(91.90)
Academic Word List Words	0	0.00
Off-List Words:	<u>15</u>	<u>8.10</u>
	185	100.00

**0–1000 [71]:** a also an and another are around beautiful big books cannot children could countries country each English expensive from gave get gifts gives gold had he her him horse horses in king leaders letters loved made many more named not of one or other paintings people president presidents read ride riding sent silver small some sometimes states the them they to trip united use useful watches world worth wrote year

**First 500 function (22):** a an and are cannot each from had he her him in many not of or some the them they to were

**First 500 content (29):** also another around big books children countries country gave get gifts give leaders letters made named one other people read sent small sometimes states use useful world wrote year

**Second 500 content (18):** beautiful English expensive gold horse horses king loved paintings president presidents ride riding silver trip united watches worth

**1001–2000 [10]** Bush cat cheap chain clock pets queen saddles Socks videos

**AWL [0]** items

**Off-List [13]** America American Arabia Barack boots Clinton England George jewelry iPod Obama Reagan Saudi thoughtful

## Understand

1. Jewelry, clock, gold chain, books, saddle
2. The American people, leaders of other countries
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

1. a. a, e  
 b. a  
 c. made, gave

2.
 

One	More than One	One	More than One
watch	<i>watches</i>	match	<i>matches</i>
lunch	<i>lunches</i>	church	<i>churches</i>

3.
 

useful	<i>having a lot of uses</i>
painful	<i>having a lot of pain</i>
colorful	<i>having a lot of color</i>
fearful	<i>having a lot of fear</i>

4. President Barack Obama, President George W. Bush, Queen of England, United States, American, Saudi Arabia, Clinton, Reagan

## Listen

People give the President of the United States many gifts each year. Some gifts are big. Some gifts are small. Some gifts are expensive. Some gifts are cheap. Some gifts are from the American people. Some gifts are from leaders of other countries.

Some gifts are beautiful paintings. Some gifts are made of gold or silver. The King of Saudi Arabia gave President Barack Obama a chain made of gold. He gave President George W. Bush jewelry and a clock. The gifts one country gives to another country are expensive. Sometimes they are thoughtful. President Obama gave the Queen of England an iPod with videos of her trip to America.

President Reagan loved to ride horses. Many people gave him horse saddles. They gave him riding boots. Many gifts are useful.

The Presidents also get gifts they cannot use. Some people give the President books. The books are not in English. Some Presidents cannot read them.

People also give gifts to the President's pets. President Clinton had a cat named Socks. People send many gifts to Socks. Children from around the world wrote letters to Socks.

## Write

Dear Aunt Sally,  
Thank you for the clock. It is very beautiful.  
Love,

\_\_\_\_\_

## Apply

1. G
2. F
3. A
4. D
5. E
6. B
7. C

## Dictation (not in student book)

1. People get gifts on their birthdays.
2. Some gifts are small.
3. Some gifts are big.
4. Some gifts are not useful.

## Preposition: *of* (not in student book)

*Of* is used to show what something is a part of, belongs to, or is made from. Find two sentences in the reading that uses *of*. Finish these sentences.

1. She is the manager of \_\_\_\_\_.
2. He is the leader of \_\_\_\_\_.
3. This desk is made of \_\_\_\_\_.
4. Her necklace is made of \_\_\_\_\_.

## Unit 16: Teeth

(pages 116–23)

Grade level 3.7

Word count: 184

### Survey

Show pictures of fairies and discuss fairy tales. There are some excellent children's stories about losing a tooth that could be shared at this time. Make sure students understand the word *fairy*. Encourage them to guess what the survey questions ask, and provide dictionaries for them to look up unfamiliar words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then create a graph using the information about brands of toothpaste used. Use the graph template on page 63 of the Teacher's Guide. Students can share the information they found in pairs and then with the whole class.

### Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1–1000):	152	82.61
Second 1000 Words (1001–2000):	24	13.04
First + Second 1000:	...	(95.65)
Academic Word List Words	0	0.00
Off-List Words:	<u>8</u>	<u>4.35</u>
	184	100.00

**0–1000 [83]:** a about all and are children comes countries country dark direction do down event every everyone falls fell first for go ground grow happens has house if in is leaves look lose loses lost many money night number old on or out outside over people put remember right say see shining sky sleeping so some speaking special states takes that the their them they thing this those throw to top under united up what when while will with world years you your

**First 500 function (35):** a about and are do down for has if in is many on or out over so some that the their them they this those to under up what when while will with you your

**First 500 content (40):** all children comes countries country event every everyone falls fell go ground happens house leaves look lose loses lost money night number old outside people put remember right say see speaking special states takes thing world years

**Second 500 content (10):** dark direction first grow shining sky sleeping throw top united

**1001–2000 [7]:** baby bottom collects mouse roof teeth tooth

**AWL [0]**

**Off-List [6]:** Africa Asian candy fairy pillows Spanish

A good book to supplement this is *Throw Your Tooth on the Roof: Tooth Traditions from around the World* by Shelby B. Beeler.

## Understand

1. Baby teeth
2. Under their pillows
3. The tooth fairy takes the tooth and leaves money
4. Asian and African countries
5. Answers will vary.

1. on the roof under their pillows  
 in the ground, Africa, many Asian countries under the house

One	More than One	One	More than One
tooth	<i>teeth</i>	mouse	<i>mice</i>
child	<i>children</i>	country	<i>countries</i>

3. c o l l e c t o u t / s i d e b o t / t o m u n d e r
4. outside, bottom, under, dark
5. leaves, speaking

## Listen

Do you remember when your first tooth fell out? The first tooth falls out when children are about six years old. Children will lose 20 baby teeth. Everyone loses their baby teeth. Every country has a special thing to do with lost teeth. This is a special event for children all over the world.

In the United States, children put the teeth they lose under their pillows. A tooth fairy comes while they are sleeping. The tooth fairy takes the tooth and leaves money. In Spanish-speaking countries, a mouse comes and takes the tooth. The mouse leaves money or candy.

In many Asian countries, children throw their lost teeth up on the roof or under the house. Many children in Africa throw their top teeth on the roof. They put their bottom teeth in the ground. This is so the teeth will grow in the right direction.

What happens to all those teeth that the tooth fairy collects? Some people say if you go outside on a dark night and look up in the sky, you will see them shining down on you.

## Write

Sample answer: My child was not in school because s/he had a toothache. I took him/her to the dentist.

Students can practice writing notes for other scenarios, such as a doctor appointment or staying home with a cold.

## Apply

Answer: 9 AM

Bring in other appointment cards and discuss contents. Distribute blank cards and go around the room giving each student a date and time to record on their card. Have them exchange cards with a partner and read their new date and time. Point out the different ways the appointment dates can be written and the cancellation policy. Role-play calling and making/changing/cancelling appointments.

## Dictation (not in student book)

1. My teeth are good/not good.
2. In the United States, children put their teeth under their pillows.
3. Fairies take the teeth and leave money.
4. In some countries, children put their bottom teeth under their house.

## Preposition: *under* (not in student book)

Work with the preposition *under*. Ask students to make a list of things in the classroom that are under something else. Find a large picture. A picture of a furnished room works well. Write the name of each item in the picture on separate file cards. Ask each student to draw a file card. Instruct students to take turns telling what the item is under or what is under the item.

### Johari Squares

Both A and B	A only
B only	Neither A nor B

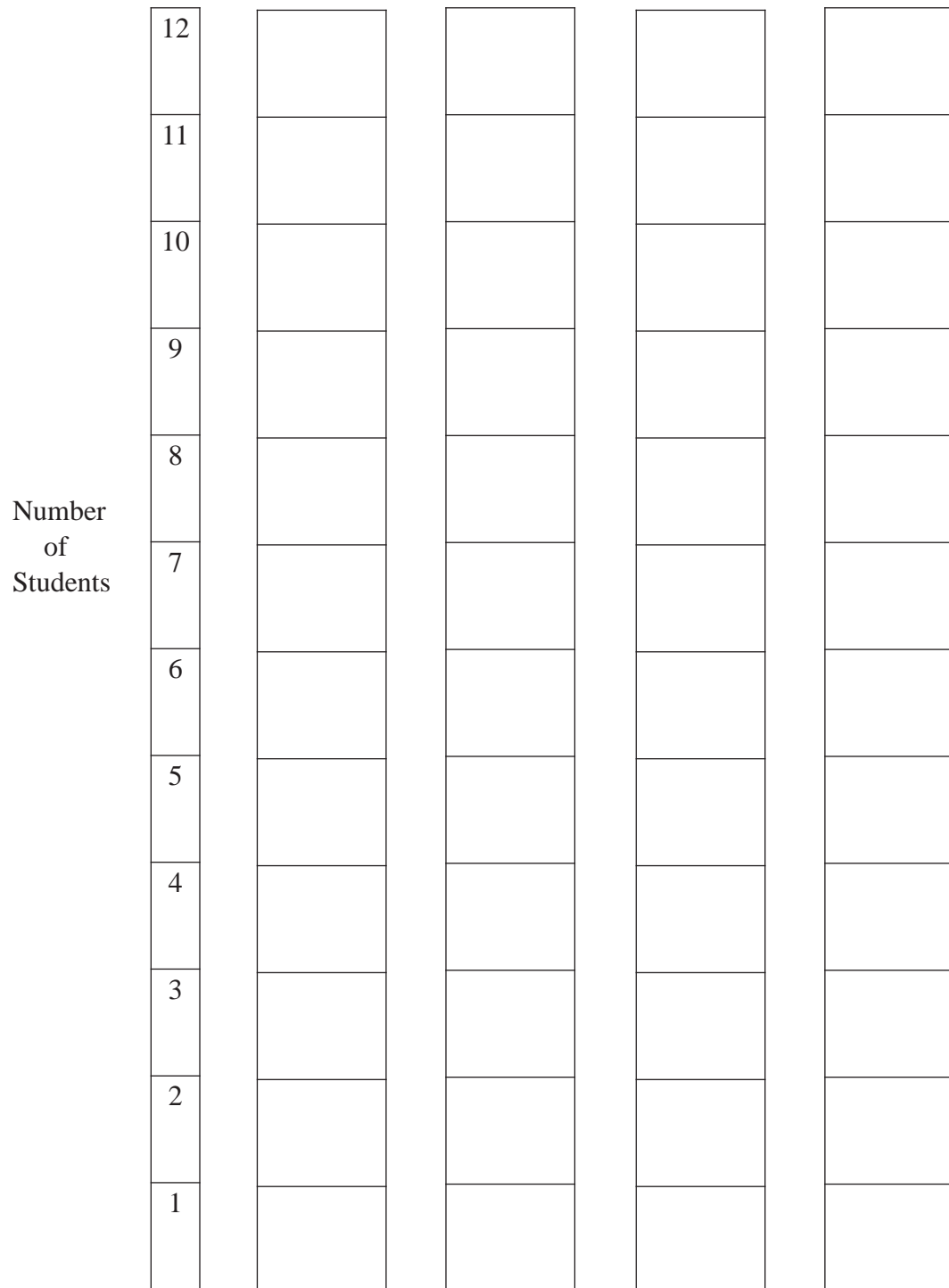
Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ title \_\_\_\_\_

Number of  
Students

								20
								18
								16
								14
								12
								10
								8
								6
								4
								2
								0

Title of Graph



Number  
of  
Students

What bars are:

_____	_____	_____	_____
_____	_____	_____	_____

