Unit Overview

Unit Objectives:
- Learn about seasons and weather.
- Learn about plant life.
- Learn about environments.
- Learn about caring for earth.

Spotlight on Reading
Non-fiction

Plants Grow

Spotlight on Language
- Let’s Connect!
- Let’s Focus!
- Let’s Apply!

Spotlight on Content
- Expository Writing
  - Writing an Expository Paragraph
  - Compound Words
- Graphing Information
- The Effects of Rain
- Science Experiments
- You Are My Sunshine
- Painting Sunflowers

Impressions
- Rain Dances

Project
- Earth Day

Introducing the Theme

Tell students that they will be learning about the environment in this unit. Tell them that they will be learning about the weather and the way plants grow. They will also learn to take good care of the earth. Have students open their books to pages 126 and 127 in their student books. Have students tell you what they notice about the picture. Ask them to name as many things in the picture as possible (mountains, waterfall, rocks, flowers, grass, sky, clouds, etc.). Play Track 27 and have students listen to the rhyme (See Student Book page 127). Repeat the rhyme line by line and have students talk about the weather in the picture.

Spotlight Thematic Library

Read the book, Seasons, with students. Have students locate and identify the title, author and illustrator of the book.
Theme-Related Vocabulary

Assess student language levels related to the theme by pointing to pictures in the book. Have students identify the natural elements in the picture. For example, Point to the waterfall. Ask yes and no questions. For example: Is this a waterfall? Yes, this food is a waterfall.

You may also ask students who, what and where questions that can be simply answered with one or two words. For example: What is this? What do you see?

Ask advanced students open-ended questions that provide opportunities for explanation and discussion. For example: What is the weather like? Have you ever been to a place like this?

Santillana Audio CD

To provide students with an enriching listening comprehension and dual-processing learning experience, use the following:
Class CD Tracks 27–31

Spotlight Thematic Library

Use the following book to provide additional reading practice and to develop thematic vocabulary:
Seasons

Spotlight Online

To provide reinforcement in phonemic awareness, phonics, basic sight words, vocabulary development, and reading comprehension, locate the Spotlight Online icon in the activities that correspond to your students’ needs.

Spotlight Assessments

Integrated Domains Assessments

While working on specific activities identified by this icon, use the Comprehension Assessment Form to evaluate students’ ability to read and comprehend others. Use the Production Assessment Form to evaluate students’ written and verbal production.

Unit Assessment

Use Unit 5 Assessment to measure students’ progress in listening, speaking, reading, and writing after they have completed the unit.
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<td>Identifying seasons Describing the weather</td>
<td>Earth Photo Cards Black markers chart paper</td>
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<td>6</td>
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<td>different same</td>
<td>Expressing similarities and differences</td>
<td>Practice Book (page 64) two different fruits (an orange and an apple) two different flowers (a rose and a lily)</td>
<td>Scaffold Language</td>
<td>Multiple Intelligences Verbal/Linguistic Describe and Compare Yourself Spotlight Online Reading Comprehension: Compare and Contrast: L1: Vol.1</td>
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<td>air healthy soil sunlight unhealthy water</td>
<td>Expressing needs</td>
<td>Class CD (Track 30) Earth Photo Cards chart paper</td>
<td>Frontload Vocabulary</td>
<td>Multiple Intelligences Naturalist Staying Healthy Spotlight Online Basic Sight Words: L1: Vol.14</td>
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<td>Describing needs</td>
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<td>Forming a hypothesis Drawing a conclusion</td>
<td>Practice Book (page 71) plastic cups marker seeds newspaper soil water construction paper</td>
<td>Frontload Vocabulary LISTENING COMPREHENSION Science Experiments READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Drawing Conclusions ORAL LANGUAGE DEVELOPMENT Let’s Practice!</td>
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<td>Art Appreciation ORAL FLUENCY Painting Sunflowers READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Color and Emotions ORAL LANGUAGE DEVELOPMENT</td>
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<td>Lesson 19 (TG pages 264–265)</td>
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<td>Learning about rain dances Comparing traditions</td>
<td>Practice Book (page 73)</td>
<td>Scaffold Language ORAL LANGUAGE DEVELOPMENT Rain Dances ORAL LANGUAGE DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Doing a Rain Dance READING COMPREHENSION Let’s Practice!</td>
<td>Multiple Intelligences Musical Rain Song Spotlight Online Reading Comprehension: Cause and Effect: L1: Vol.1</td>
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<td>20</td>
<td>Lesson 20 (TG pages 266–267)</td>
<td>earth posters recycling trash tree</td>
<td>Writing about a plan Describing emotions</td>
<td>Practice Book (page 74) students’ work from the unit construction paper markers chart paper sentence stripes</td>
<td>Reuse and Recycle ORAL FLUENCY Earth Day ORAL LANGUAGE DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Write All About It WRITING STRATEGIES Let’s Practice!</td>
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Brainstorm

Have students gather on the carpet. Ask students to think about and share what they already know about plants and record their responses. Create a list on chart paper and title it *What We Know About Plants*. Encourage students to think about all the aspects of a plant’s life: where it grows, what it needs, what it looks like, what kind of plant it is, etc.

Frontload Vocabulary

Display the *Earth* Photo Cards that show plants. Elicit from students the names of the parts of plants that are listed in the Key Vocabulary list at left. Dictate the words to students, and have them write the words in their notebooks. Then, write the words on the board, and have students self-correct their spelling.

Let’s Predict!

Student Book pages 128–129: Divide the class into pairs. Ask the questions and allow students to think about their answers. Have students discuss their answers with their partners. Then, invite pairs to share their answers with the class.

Materials

- *Earth* Photo Cards
- chart paper
- black markers

Preparation

- Write *What We Know About Plants* at the top of a piece of chart paper.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th>■ Beginning</th>
<th>■ ■ Intermediate</th>
<th>■ ■ ■ Advanced</th>
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<tbody>
<tr>
<td>Encourage students to respond with simple sentences.</td>
<td>Encourage students to answer in complete, complex sentences.</td>
<td>Encourage students to respond in complete sentences and to support their answers with examples.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may assist students who are experiencing difficulty with this activity by pairing them with students who better understand the concept of prediction.
**Picture Read the Story**

Have students look through the pages of the story with you. Hold up your copy of the book and point to each page. Make sure students are following along. Help students point to and name: *These are flowers. They bloom during spring. These are mountains.*

**Predictions**

Compare students’ predictions from the Let’s Predict! with information from the Picture Read. Ask: *Do you think “Plants Grow” is a good title for this story? Can you think of a different title?* Then, have students talk about some of the things they think they will learn from the story.
**Key Vocabulary**
desert  nectar  rain  
flower  ocean  root  
mountain  pollen  spring

**Functions and Forms**
- Describing what a plant needs  
  *The plant needs water.*
- Using present simple tense  
  *Roots grow into the soil.*

**English Language Development Skills**

**Listening**
- ★ Listen attentively.

**Speaking**
- ★ Use descriptive words.
- ★ Retell stories and the sequence of story events.
- ★ Ask questions.

**Reading**
- ★ Match oral words to printed words.
- ★ Relate prior knowledge to textual information.
- ★ Retell the central ideas of simple expository passages.
- ★ Respond to *who, what, where,* and *how* questions.

**Materials**
- ✔ Practice Book (page 61)
- ✔ Earth Photo Cards
- ✔ Blackline Masters 5.1 and 5.2
- ✔ white construction paper
- ✔ crayons
- ✔ large picture of plant with parts labeled (from Lesson 1)

**Preparation**
- ✔ Photocopy Blackline Masters 5.1 and 5.2 (1 per student).

**Review Vocabulary**

**VOCABULARY DEVELOPMENT**
Display the *Earth* Photo Cards that show weather. Elicit from students the names of the seasons and the types of weather most frequently associated with each season.

**Read and Discuss the Story**

**READING COMPREHENSION**
Student Book pages 128–129: Read the story aloud while students follow along in their books. Use the Discuss questions to develop comprehension and language skills. Encourage beginning students to respond with phrases or simple sentences. Intermediate students should respond in complete sentences. Advanced students should support their answers with details from the text.

**Materials**
- Practice Book (page 61)  
- Earth Photo Cards  
- Blackline Masters 5.1 and 5.2  
- white construction paper  
- crayons  
- large picture of plant with parts labeled (from Lesson 1)

**Preparation**
- Photocopy Blackline Masters 5.1 and 5.2 (1 per student).

**Discuss**

**Beginning**
- **Pages 128 and 129**
  - What season is represented in this photo?  
  - What is the weather like in the photo?

**Intermediate**
- **Page 129**
  - What do you see in the distance of the photo?
  - What else do you see in the photo?

**Advanced**
- **Page 129**
  - How would you describe this photo?
  - What animals do you think live here?
A seed is planted in the soil.
The seed will grow into a plant.
The seed needs soil and water.

Roots grow out of the seed.
They grow deep into the soil.
The roots carry food from the soil to the rest of the plant.

Making Inferences

Explain to students that they make inferences when they use clues from the reading and what they already know to figure out something that is not directly stated or explained in the reading. Have students make inferences about the weather. For example: Do you think seeds could grow into a plant if it were cold and snowy?

Sequence

Explain to students that sequence is the order of events in a story. Understanding in which order events take place in a story is essential to forming ideas and opinions about a story. Words and phrases such as first, then, finally, the next day, tomorrow, etc. often signal order of events in a story. Help students identify order of events in the story by having them identify stages in the plant’s cycle. For example: A seed is planted in the soil. The seed will grow into a plant.

Discuss

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<td><strong>Page 130</strong></td>
<td><strong>Page 130</strong></td>
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<tr>
<td>Where are seeds planted?</td>
<td>What kind of seeds do you think these are?</td>
<td>What will happen to the seed?</td>
</tr>
<tr>
<td>What do seeds need?</td>
<td>Why do seeds need soil and water?</td>
<td>Roots carry food from the soil to the plant. What else do roots do? (They hold the plant in place.)</td>
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<tr>
<td><strong>Page 131</strong></td>
<td><strong>Page 131</strong></td>
<td><strong>Page 131</strong></td>
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<tr>
<td>What grows out of a seed?</td>
<td>Why does the plant need roots?</td>
<td>Roots carry food from the soil to the plant. What else do roots do? (They hold the plant in place.)</td>
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</table>
A little plant grows out of the ground. It is called a sprout. The sprout needs sunlight, air, and water. It grows and grows.

Soon the plant has a stem. There are leaves on the stem. The leaves make food for the plant. The stem carries food between the leaves and the roots.

Discuss

**Beginning**
- What is a little plant called?
- What does a sprout do?

**Intermediate**
- What is a sprout?
- What will a sprout grow up to be?

**Advanced**
- What will happen next?
- What do leaves do?
- Why is the stem important?
Flowers bloom on the plant. The flowers attract birds, bees, and butterflies. They drink nectar from the flowers. The birds, bees, and butterflies carry pollen from flower to flower. Now new seeds will grow. These seeds will grow into plants.

**Discuss**

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<tr>
<td>What blooms on a plant?</td>
<td>What kind of flowers are these? (sunflowers)</td>
<td>How do the flower and the bee help each other?</td>
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<td>What do bees drink from flowers?</td>
<td>What is the bee doing?</td>
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<tr>
<td><strong>Page 135</strong></td>
<td><strong>Page 135</strong></td>
<td><strong>Page 135</strong></td>
</tr>
<tr>
<td>What do butterflies carry from flower to flower?</td>
<td>What is the butterfly doing?</td>
<td>Why is it important for butterflies to carry pollen from flower to flower?</td>
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<tr>
<td></td>
<td>What will happen next?</td>
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**Reading Comprehension Skills and Strategies**

**Making Inferences**

Help students make inferences about the importance of birds and insects. For example: *How do you think birds, bees, and butterflies carry pollen from flower to flower?*

**Sequence**

Help students identify order of events in the story by having them identify stages in the plant’s cycle. For example, *first, a butterfly carries pollen from flower to flower. Then, new seeds will grow.*
Plants grow all over the world. There are plants in the mountains. There are plants in the desert. There are also plants in the ocean.

Plants are important. They clean the air. They provide food for animals. They also make the world a beautiful place.

Discuss

**Beginning**
- Page 136
  - Name three places where plants grow.

**Intermediate**
- Page 136
  - Name the places you see in the pictures.

**Advanced**
- Page 136
  - Describe the desert.
  - Describe the ocean.

- Page 137
  - (Point to the cactus.) What kind of plant is this?
  - What is the boy doing?

- Page 137
  - Why are plants important?
  - Do you think some plants are more important than others?
**Favorite Plant Chart**

**ORAL LANGUAGE DEVELOPMENT**

Talk to students about different kinds of common plants (i.e., sunflowers, roses, palm trees, bushes, and grass). Distribute Blackline Master 5.1. Divide students into several groups. Tell students to ask other members of their group what is their favorite plant. Have students tally the results. Ask students to draw a picture chart showing the number of students who liked each plant best. Invite students to share their charts with other members of the group.

**Personal Response**

**LITERARY RESPONSE**

Review the plant cycle, referring to the student book as necessary. Ask individual students to tell you about which pages of the story they liked best and to show the class those pages. Then, have each student draw a picture and write a sentence about the part of the story he or she liked best. Invite students to share their pictures with the class and read their sentences. Then, help them place all of their pictures in sequential order and retell the story. Fill in any parts of the story for which there are no pictures.

**Let’s Practice!**

Have students open their Practice Books to page 61. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

**Home Connection**

Distribute Blackline Master 5.2. Explain to students that they will be learning about the plant growth process. Explain to them that they have to order the pictures and then write about them. Have students complete the activity at home.

**Multiple Intelligences**

**Naturalist**

**Caring for Plants**

Walk with students to a school garden or to the park. Have students work with a partner. Ask students to look around and choose a plant that they like. Then, invite them to make a drawing of the plant and label it. Ask students to write a sentence explaining what would be a good way to take care of that plant. For instance, they could write “This plant needs lots of water.”

**Practice Book (page 61)**

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1: Communication**

Listening: Levels 2 and 3; Speaking: Levels 1–4; Reading: Levels 1–3; Writing: Level 1.

**Standard 2: Language Arts**

Listening: Levels 1 and 2; Speaking: Levels 2–4; Reading: Levels 1–3; Writing: Level 1.
**Key Vocabulary**
- flower
- seed
- leaf
- sprout
- root
- stem

**Functions and Forms**
- Describing stages of plant growth
  - *Roots grow out of the seed.*

**English Language Development Skills**

**Listening**
- ★ Listen attentively.
- ★ Follow simple directions.

**Speaking**
- ★ Speak in complete, coherent sentences.
- ★ Retell stories using basic story grammar and relating the sequence of story events.
- ★ Answer simple questions.

**Reading**
- ★ Match oral words to printed words.
- ★ Follow one-step written instructions.
- ★ Read root words, inflectional forms, and irregular verbs.

**Writing**
- ★ Print legibly and space letters and words appropriately.

**Materials**
- ✔ Practice Book (page 62)
- ✔ Class CD (Track 28)

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**Echo Read the Story**

Student Book page 129: Play Track 28 or read the story line by line, and have students follow the words with their fingers as they echo each line.

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**Let’s Check!**

Student Book page 138: Have students point to each of the questions as you read them aloud. Ask students to answer the questions. Allow them time to think about their answers and have them share their answers with the class.

**Targeting Proficiency Levels**

**Beginning**
- Have students work as a group to describe how a plant grows. Write student responses on the board in complete sentences. Have students copy the sentences in their notebooks.

**Intermediate**
- Have students work with a partner to describe how a plant grows. Have each student write a complete sentence about each picture in sequential order.

**Advanced**
- Have students work independently to describe how a plant grows. Have each student write a complete sentence about each picture with specific details and examples from the story.

**Meeting Individual Needs**

You may simplify instruction for students experiencing difficulty describing how a plant grows by having them identify and describe each picture individually before describing the entire process.

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**Act It Out**

Divide the class into groups. Choose a page or section from the story for each group to act out in front of the class. Have the class guess which page or section each group is acting out.
Sound It Out

Teach students about the inflectional forms of an irregular verb. Write the word grow on the board, and tell them that grow is a root word. A root word carries meaning that changes when suffixes are added. Ask students to use the word in a sentence: for example, Plants and people grow. Ask them what happens to the word grow when the subject of the sentence is changed to only one plant: the plant grows. Write the word grows on the board. Then, write the word growing on the board. Ask students to tell you how the meaning of the sentence changes when –ing is added to the end of the word: The plant is growing. Then, write grew on the board, and explain how irregular verbs change spelling in the past tense. Ask students to explain the meaning of the word grew in the sentence: the plant grew. Remind students that the root word is grow.

Let’s Practice!

Have students open their Practice Books to page 62. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.
Group Reading

Student Book page 139: Play Track 28 and have students listen to the story and follow along with their books. Divide the class into groups and have each group read the story together. Ask the class to read the story out loud, having individual students read different lines.

Let’s Summarize!

Student Book page 139: Read the directions aloud. Then, ask students to talk about what plants need to grow, where plants grow, and why plants are important.

Let’s Reflect!

Student Book page 139: Read the instructions aloud. Have students make written lists.
**Let's Summarize!**

**Talk about the story.**
1. Talk about what plants need to grow. Write a list.
2. Name some places where plants grow.
3. Tell some ways plants help the earth.

**Let's Reflect!**

**Look at the photographs.** Discuss the questions.
1. What are the people in each picture doing?
2. Are they helping or hurting the earth?
3. Make a list of things you can do to take care of the earth.

**Interpersonal**

**Save the Earth Posters**

Have students work in small groups to create a poster to remind people to take good care of the earth. Encourage students to include ideas from their list from the Let's Reflect! Tell students to include a title and a simple slogan on their group poster. Display the poster in the classroom.

**Practice Book (page 63)**

- Label the different places with words from the box.
  - Mountains
  - Desert
  - Ocean
  - Cactus
  - Seaweed
  - Pine trees

- Look at the pictures above. Complete the sentences.

1. A cactus grows in the ________.
2. Seaweed grows in the ________.
3. Pine trees grow in the ________.

**Let's Practice!**

Have students open their Practice Books to page 63. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

**Targeting Proficiency Levels**

**Beginning**

Work together to make a class list. Have students copy the list from the board in their notebooks.

**Intermediate**

Have students work with a partner to make a list. Be sure they write in complete sentences.

**Advanced**

Have students complete their lists individually using complete sentences with details.

**Meeting Individual Needs**

You may simplify instruction for students experiencing minor difficulties understanding the concept of plants helping the earth by supplementing instruction with a storybook, such as *The Giving Tree*, by Shel Silverstein.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1: Communication**
- Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 2 and 3; Writing: Levels 1–3.

**Standard 2: Language Arts**
- Listening: Levels 1–3; Speaking: Level 3; Reading: Level 3; Writing: Levels 1 and 3.
Key Vocabulary
- beehive
- lake
- deer
- mountain
- duck
- river
- forest
- squirrel

Functions and Forms
- Using the verb to be
  - There is a beehive in the tree.
  - There are ducks on the lake.

English Language Development Skills

Listening
- ★ Listen attentively.
- ★ Follow simple directions.

Speaking
- ★ Use descriptive words when speaking about places and things.
- ★ Make oneself understood when speaking by using English grammatical forms and sounds.
- ★ Identify and use subject-verb agreement.

Reading
- ★ Match oral words to printed words.
- ★ Read common, irregular sight words.
- ★ Follow one-step written instructions.

Writing
- ★ Print legibly and space letters and words appropriately.
- ★ Write in complete, coherent sentences.

Frontload Vocabulary
Dictate the words in the Key Vocabulary. Then, write the words on the board and have students self-correct their spelling.

Let’s Connect!

Track 29

Laura: Look Dad, there’s a squirrel in the tree!
Dad: I see it too. There are also lots of birds in the mountains.
Can you find a bird?
Laura: Oh yes! There is a bird flying over there.
Dad: Look at the beehive in that tree over there. Bees live in beehives.
Laura: I hope they don’t sting us!
Dad: They won’t! Look over there. There is a rabbit in the grass.

Laura: He’s so cute! I like rabbits! There’s a deer looking at the rabbit.
Dad: Look on the lake.
There are ducks swimming in the lake. There are also fish in the lake, but we can’t see them. They are swimming under the water. Now, let’s keep hiking and we can fish on the way back.

Targeting Proficiency Levels

- ★ Beginning
  - Have students point to and identify items in the picture using phrases or simple sentences.

- ★ Intermediate
  - Have students point to and identify items in the picture using complete, complex sentences.

- ★ ★ Advanced
  - Have students identify items in the picture using detailed descriptions.

Meeting Individual Needs

You may provide dual processing opportunities to students who are experiencing comprehension difficulties by providing a written copy of the script to follow along while listening to the track.
Let's Focus!

Student Book page 141: Read the directions aloud. Tell students that they must say there is when they are pointing to one thing, and there are when they are pointing to more than one thing.

Targeting Proficiency Levels

- **Beginning**
  - Complete sentences as a class. Write them on the board. Have students copy them in their notebooks.

- **Intermediate**
  - Have students work with a partner to copy and complete the sentences in their notebooks.

- **Advanced**
  - Have students complete the activity independently including additional sentences about things they see.

Meeting Individual Needs

You may simplify instruction for students experiencing difficulties with the conjugation of the verb to be with sample sentences.

Visual/Spatial Venn Diagram

Use chart paper to draw a Venn diagram graphic organizer to compare and contrast two animals. The objective is help the students visualize the similarities and differences in these two animals as they review the vocabulary. Have them share with a partner.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1: Communication**
- Listening: Level 2; Speaking: Level 3; Reading: Levels 1 and 3; Writing: Level 2.

**Standard 2: Language Arts**
- Listening: Levels 1 and 2; Speaking: Level 3; Reading: Level 1; Writing: Levels 1 and 3.
**Key Vocabulary**
different
same

**Functions and Forms**
- Expressing similarities and differences
  - *The mountains are different.*
  - *There are more mountains.*

**English Language Development Skills**

**Listening**
- Listen attentively.
- Follow simple directions.

**Speaking**
- Use descriptive words when speaking about places and things.
- Speak in complete, coherent sentences.
- Make oneself understood when speaking by using English grammatical forms and sounds.
- Identify and use subject-verb agreement.

**Reading**
- Follow one-step written instructions.

**Writing**
- Print legibly and space letters and words appropriately.

---

**Materials**
- ✔ Practice Book (page 64)
- ✔ two different fruits (an orange and an apple)
- ✔ two different flowers (a rose and a lily)

---

**Scaffold Language**

Have students imagine that they are on a tropical island, enjoying the beach and looking at some of the local plants and animals. Then, have students imagine that they are on a desert, looking at some local plants and animals. Ask them to describe what they imagine and record their responses. Then, invite students to compare and contrast both places. Explain that comparing means talking about what is the same, and that contrasting means talking about what is different.

---

**Let’s Apply!**

Student Book page 141: Read the instructions with the class. Then, ask students to compare and contrast both pictures using the vocabulary they learned in the Let’s Connect! and Let’s Focus! activities.

---

**Targeting Proficiency Levels**

**Beginning**
- Have students work as a class to write sentences that tell what is the same and what is different in each picture. Write student responses on the board and have students copy them in their notebooks.

**Intermediate**
- Have students work in small groups to write sentences that tell what is the same and what is different in each picture.

**Advanced**
- Ask students to complete the activity and write their sentences independently.

---

**Meeting Individual Needs**

You may simplify instruction for students experiencing difficulty with the concept of comparing and contrasting by providing Venn diagrams to help them organize their ideas.
Same and Different

Display two different fruits and two different flowers where all students can see them. Divide students into small groups and have them talk about what is the same and what is different about the two fruits. Then, have them contrast and compare the two flowers. As students share with their friends, help them work on their pronunciation.

Let’s Practice!

Have students open their Practice Books to page 64. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1: Communication  Listening: Levels 2 and 3; Speaking: Levels 3 and 4; Reading: Levels 2 and 3; Writing: Level 1.

Standard 2: Language Arts  Listening: Levels 2 and 3; Speaking: Level 3; Reading: Level 2; Writing: Level 1.
**Key Vocabulary**
- air
- sunlight
- healthy
- unhealthy
- soil
- water

**Functions and Forms**
- Expressing needs
  
  *Plants need water to be healthy.*

**English Language Development Skills**

**Listening**
- ★ Listen attentively.
- ★ Follow simple directions.

**Speaking**
- ★ Make oneself understood when speaking by using English grammatical forms and sounds.
- ★ Speak in complete, coherent sentences.
- ★ Answer simple questions.

**Reading**
- ★ Match oral words to printed words.
- ★ Respond to *what* questions.
- ★ Follow one-step written instructions.

**Writing**
- ★ Print legibly and space letters, words, and sentences appropriately.
- ★ Write in complete, coherent sentences.

---

**Frontload Vocabulary**

Display the *Earth* Photo Cards that show plants. Have students write the names of each plant part and the things plants need to grow as you show the cards and say the words. Then, write the words on the board and have students self-correct their spelling.

---

**Let's Connect!**

Student Book page 142: Play Track 30. Read the directions aloud, as students read along with you. Then, have the class complete the activities.

**Track 30**

When plants don’t receive the things they need to live and grow, they die. When a plant is healthy, the leaves are green. You can also see flowers that fully bloom. When you see that a plant is turning yellow, it’s unhealthy. It may need sunlight. When you see a plant drying, or turning brown, and the soil is cracking and looks very dry, it’s unhealthy. Most likely the plant is lacking water. When you see the plant’s roots coming out of the soil, it’s unhealthy. The plant will need more soil and more space to grow.

**Targeting Proficiency Levels**

- **Beginning**
  - Work with the class to create a list of things plants need to be healthy and a list of things people need to be healthy. Then, have students copy the lists in their notebooks.

- **Intermediate**
  - Have students work with a partner to write sentences about things that a plant needs to be healthy and things that people need to be healthy.

- **Advanced**
  - Have students work independently to write sentences about things that a plant needs to be healthy and things that people need to be healthy.

**Meeting Individual Needs**

You may assist students with minor auditory processing difficulties by providing dual-processing opportunities, such as written copy to accompany the audio track.
Let’s Connect!

Listen and point to the plants that are healthy. Then, point to the plants that are unhealthy.

Let’s Focus!

Discuss what plants need to be healthy.
Discuss what you need to be healthy.

Let’s Focus!

Compare the needs of a plant and a child.
Make a Venn diagram.

Copy and complete the sentences.
1. A plant needs __________.
2. A plant doesn’t need __________.
3. A child needs __________.
4. A child doesn’t need __________.
5. Both plants and children need __________.

Let’s Apply!

Write sentences about what you need and what you don’t need to grow.
I need ... I don’t need ..."
**Key Vocabulary**
grow
need

**Functions and Forms**
- Describing needs
  
  *I need to eat healthy to grow.*

**English Language Development Skills**

**Listening**
- ★ Listen attentively.
- ★ Follow simple directions.

**Speaking**
- ★ Stay on the topic when speaking.
- ★ Speak in complete, coherent sentences.

**Reading**
- ★ Identify letters, words, and sentences.
- ★ Follow one-step written instructions.

**Writing**
- ★ Print legibly and space letters, words, and sentences appropriately.
- ★ Write in complete, coherent sentences.
- ★ Use knowledge of the basic rules of punctuation and capitalization when writing.
- ★ Capitalize the first word of a sentence, names of people, and the pronoun *I*.
- ★ Identify and correctly use contractions.

---

**Scaffold Language**

Explain to students that **needs** are things people must have in order to live and stay healthy. Then, ask students to review what they learned about people’s needs. Record their responses on a chart under the heading Things I Need. Then, explain to students that there are things that people might want, but that they don’t need. Ask students to tell you about things they want, but don’t need and write them on the chart under the heading Things I Don’t Need.

---

**Let’s Apply!**

Student Book page 143: Read the directions aloud with the class. Then, have students use the chart from the Scaffold Language activity to write sentences.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th></th>
<th>Beginners</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students share their responses and write the sentences on the board. Have students copy the sentences in their notebooks.</td>
<td>After discussing the activity, have students write their own sentences in pairs or small groups.</td>
<td>Have students write their sentences individually. Then, ask them to add more detail. For example, <em>I need to sleep for ten hours every night.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Meeting Individual Needs**

You may simplify instruction for students experiencing difficulty with the concept of *need* and *don’t need* by referring them to the Venn diagram they completed in the Let’s Focus! activity.

---

**Materials**

- Practice Book (page 65)
- magazines
- glue sticks

**Preparation**

- Label chart paper with the words *Things I Need* on the left and *Things I Don’t need* on the right.
Needs and Wants

Pair up students and give them magazines. Ask them to make a chart with two columns and write the headings Needs and Wants. Have each pair cut pictures that show things that they need to stay healthy and things that they may want, but don’t need to stay healthy. Have students glue the pictures onto the chart. Invite them to share their charts with a friend.

Let’s Practice!

Have students open their Practice Books to page 65. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

VOCABULARY DEVELOPMENT

Let’s Focus!

1. Compare the needs of a plant and a child. Make a Venn diagram.
2. Copy and complete the sentences.
   1. A plant needs ________.
   2. A plant doesn’t need ________.
   3. A child needs ________.
   4. A child doesn’t need ________.
   5. Both plants and children need ________.

Let’s Apply!

1. Write sentences about what you need and what you don’t need to grow.
   I need …
   I don’t need …
2. Share your sentences with a friend.

Multiple Intelligences

Musical Sing Along

Sing a song about things people need to do to grow and stay healthy. Copy the lines on the board and ask students to help you fill in the blanks. Have students sing along with you to the tune of “Here We Go ‘Round the Mulberry Bush” as they act out the song: 

This is the way we exercise, exercise, exercise. This is the way we exercise, to stay healthy every day.

Practice Book (page 65)

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1: Communication
Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 2 and 3; Writing: Levels 1–3.

Standard 2: Language Arts
Listening: Level 3; Speaking: Levels 2 and 3; Reading: Level 2; Writing: Levels 1 and 3.
Key Vocabulary
- autumn
- summer
- spring
- winter

Functions and Forms
- Describing the weather
  It is hot in the summer.

English Language Development Skills

Listening
- ★ Listen attentively.
- ★ Follow simple directions.

Speaking
- ★ Stay on topic when speaking.
- ★ Speak in complete, coherent sentences.
- ★ Use descriptive words when speaking about people, places, things, and events.
- ★ Make oneself understood when speaking by using English grammatical forms and sounds.

Reading
- ★ Classify grade-appropriate categories of words.
- ★ Relate prior knowledge to textual information.
- ★ Retell the central ideas of simple expository or narrative passages.

Writing
- ★ Print legibly and space letters, words, and sentences appropriately.
- ★ Write in complete, coherent sentences.
- ★ Use knowledge of the basic rules of punctuation and capitalization when writing.
- ★ Capitalize the first word of a sentence, names of people, and the pronoun I.
- ★ Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Materials
- ✔ Earth Photo Cards
- ✔ chart paper

Frontload Vocabulary

Display Earth Photo Cards that show the seasons of the year. Then, have students guess the season as you make sketches on chart paper or the board. Clues to sketch may include: leaves falling from a tree and pumpkins (fall); snow falling and a snowman (winter); Earth Photo Cards flowers and a butterfly (spring); and kids swimming in the ocean (summer).

Let’s Connect!

Student Book page 144: Read the directions aloud. Read the text with students. Then, have students discuss their local weather patterns. Read instruction B with the class. Have students talk about the local weather.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Work with the class to write sentences about the weather where they live on the board. Then, have students copy the sentences in their notebooks.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Have students work with a partner to write sentences about the weather where they live. Be sure they write in complete sentences and include the name of the current season.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Have students work independently to write sentences about the weather where they live. Be sure they include the names of all four seasons and descriptions of the weather experienced during each season.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may assist students experiencing difficulty writing about the weather by pairing them with other students who better understand the concept.
Let's Connect!

Look at the pictures and read about the seasons.

- It is cold in winter. Some trees lose their leaves. Sometimes it snows.
- It is cool in fall. Sometimes it is windy. Some leaves change color and fall off the trees.
- It is warm in spring. There are many flowers. Sometimes it rains.
- It is hot in summer. There are many sunny days. Sometimes it is cloudy.

Talk about the weather where you live.

Let's Focus!

Rewrite the sentences with the correct words.

- cold warm windy snow
- cool hot cloudy rain

1. It is □ of the beach. But sometimes it is □.
2. It is □ today. There is □ on the mountains.
3. I like □ days. I like to play in the □.
4. It is □ and □ today.

Let's Apply!

Answer the questions about each of the seasons where you live.

- 1. What is the weather like?
- 2. What outdoor activities do you do?
- 3. What clothes do you wear?
- 4. Draw a picture for each season.
- 5. Write about each season.
- 6. Make a seasons booklet.

Multiple Intelligences

Intrapersonal

My Favorite Season

Have students think about the seasons. Tell students to write a paragraph about their favorite season and why it is their favorite.

Let's Focus!

VOCABULARY DEVELOPMENT

Student Book page 145: Read the directions aloud. Model the first sentence for the class. Then, have students copy and complete the sentences.

- Targeting Proficiency Levels

**Beginning**

Complete the activity together as a class and write the responses on the board. Then, have students copy the responses in their notebooks.

**Intermediate**

Have students work with a partner to copy and complete each of the sentences in their notebooks.

**Advanced**

Have students complete the activity independently. Then, ask students to write additional sentences using the words from the word bank.

Meeting Individual Needs

You may simplify instruction for students experiencing difficulty with the activity by dictating the sentence and having the students only write the words that are missing.

Multiple Intelligences

Intrapersonal

My Favorite Season

Have students think about the seasons. Tell students to write a paragraph about their favorite season and why it is their favorite.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1: Communication**

- Listening: Levels 2 and 3; Speaking: Level 3; Reading: Level 3; Writing: Level 3.

**Standard 2: Language Arts**

- Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 2 and 3; Writing: Level 3.
**Key Vocabulary**
booklet  outdoor

**Functions and Forms**
- Describing seasonal activities
  
  *I swim in the summer.*

**English Language Development Skills**

**Listening**
★ Listen attentively.
★ Follow simple directions.

**Speaking**
★ Stay on the topic when speaking.
★ Make oneself understood when speaking by using English grammatical forms and sounds.
★ Answer simple questions.

**Reading**
★ Match oral words to printed words.
★ Follow one-step written directions.

**Writing**
★ Use descriptive words.
★ Write in complete, coherent sentences.
★ Use knowledge of the basic rules of punctuation and capitalization.
★ Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

---

**Scaffold Language**

**ORAL LANGUAGE DEVELOPMENT**

Brainstorm with students a list of outdoor activities they do during each season. Have students practice talking about outdoor activities. Model for students how you want them to respond by telling them about an outdoor activity you like. For example: *In the summer, when it’s hot, I like to swim. I wear a swimsuit and goggles.*

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**Let’s Apply!**

Students Book page 145: Read the directions aloud with the class.

**WRITING STRATEGIES**

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work as a class to answer the questions on the board.</td>
<td>Have students work with a partner to answer the questions and make a booklet.</td>
<td>Have students work individually to answer the questions and create each page of their booklets.</td>
<td></td>
</tr>
<tr>
<td>Work as a class to answer the questions on the board. Then, model for students the correct way to fold paper to form a booklet. Then, have students copy the sentences and illustrate them in their booklets.</td>
<td>Ask them to draw a picture for every season. Then, ask students to write one or two sentences per picture.</td>
<td>Ask them to draw a picture for every season. Then, ask students to write two or three sentences.</td>
<td></td>
</tr>
</tbody>
</table>

**Meeting Individual Needs**

You may simplify instruction for students experiencing difficulty with fine motor skills by preparing the booklets for them ahead of time.

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**Weather and Clothes**

**ORAL LANGUAGE DEVELOPMENT**

Have students choose a weather word. Give them time to discuss with a partner what type of clothes they would wear for the weather they chose.
Have students draw themselves wearing the appropriate clothes and shoes for that type of weather. Ask students to label their drawings and have them write the following sentence under the picture: This is how I dress for (rainy) weather.

**Let’s Practice!**

Have students open their Practice Books to page 66. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

**Home Connection**

Distribute Blackline Master 5.3. Explain to students that they are going to talk with their families about the care for the earth. Explain to them that they will color the pictures that show what their families do to help care for the earth, and circle the ones that they will start doing.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1: Communication** Listening: Levels 3 and 4; Speaking: Level 4; Reading: Level 3; Writing: Levels 1 and 3.

**Standard 2: Language Arts** Listening: Level 3; Speaking: Levels 3 and 4; Reading: Level 3; Writing: Levels 1 and 4.
Key Vocabulary
adapt  desert  hot
climate  dry  sunny

Functions and Forms
- Understanding expository text
  The purpose of this paragraph is to inform about the desert.

English Language Development Skills

Listening
★ Listen attentively.
★ Follow simple directions.

Speaking
★ Stay on topic when speaking.
★ Answer simple questions.

Reading
★ Match oral words to printed words.
★ Identify the title and author of a reading selection.
★ Identify letters, words, and sentences.
★ Read common, irregular sight words.
★ Respond to what and how questions.

Writing
★ Print legibly and space letters, words, and sentences appropriately.
★ Use knowledge of the basic rules of punctuation and capitalization when writing.
★ Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Access Prior Knowledge

ORAL FLUENCY
Ask students if they know what an encyclopedia is, what it is used for, and what kind of information it provides. Elicit from students such answers as facts, information, research, explanations, and descriptions.

Expository Writing

Students Book page 146: Read the text to students. Then, read the text again but, this time, have students read along. Discuss the text and answer the questions.

Targeting Proficiency Levels

BEGINNING
Answer the questions as a class. Write students responses on the board in complete sentences. Have students copy the questions and the sentences from the board in their notebooks.

INTERMEDIATE
Have students work in small groups to write the answers to the questions in their notebooks. Be sure they answer in complete sentences and include the question in their answers.

ADVANCED
Have students answer the questions in writing. Encourage them to include more information in their answers than what is asked of them.

Meeting Individual Needs

You may assist students experiencing difficulties with fine motor skills by providing individual assistance and extended time to write.

Materials
✔ index cards
✔ coffee can

Preparation
- Write the Dolch list of grade 1 sight words on individual index cards and place them inside the coffee can. Include five cards with the word KABOOM written on them. Mix the cards before placing them into the can.
Sound It Out

Tell students they will be playing a game called KABOOM! to practice reading sight words. First grade sight words are: after, again, an, any, as, ask, by, could, every, fly, from, give, giving, bad, his, her, him, has, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when. Have students take turns coming to the front of the room, choosing one card from the can, and reading it aloud to the class. If they read the word correctly, they keep the card. If they do not, the card goes back into the can for someone else to try. If a KABOOM! card is pulled, the student reads it in a loud voice and has to put all of his or her cards back into the can. Play continues until all of the cards are read. The student with the most cards in hand at the end of the game is the winner.
**Key Vocabulary**

- conclusion
- fact
- detail
- topic

**Functions and Forms**
- Writing an expository text
  - The ocean has ... It is ...

**English Language Development Skills**

**Listening**
- ★ Listen attentively.
- ★ Follow simple directions.

**Speaking**
- ★ Stay on topic when speaking.
- ★ Answer simple questions.

**Reading**
- ★ Match oral words to printed words.
- ★ Identify letters, words, and sentences.
- ★ Follow one-step written instructions.

**Writing**
- ★ Select a focus when writing.
- ★ Write brief expository descriptions of a real place using sensory details.
- ★ Write in complete, coherent sentences.
- ★ Print legibly and space letters, words, and sentences appropriately.
- ★ Use knowledge of the basic rules of punctuation and capitalization when writing.

---

**Identify the Topic**

Explain to students that the topic is the subject (i.e., person, place, or thing) the author writes about, and that the details are the facts the author provides about the topic. Then, read brief expository texts about familiar topics, such as the zoo, the farm, or the circus. Pair students and have them guess the topic for each text. Have them discuss with their partner details or clues that helped them determine their responses. Reread selections several times until students are able to point out clues or details that help them determine the topic.

**Materials**

- ✔ Practice Book (page 67)
- ✔ reference books
- ✔ paper
- ✔ markers
- ✔ sentence strips

**Preparation**

- On sentence strips, write sentences that are fact and sentences that are opinion about a topic.

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**Writing an Expository Paragraph**

Student Book page 147: Read the information in the Spotlight box at the top of the page. Copy and complete the graphic organizer. Have students complete the writing activity.

**Targeting Proficiency Levels**

- **Beginning**
  - Have the class decide on a topic as a group. Then, ask students to share facts about that topic and write them on the board. Have each student draw and label a picture about the topic.

- **Intermediate**
  - Have the class decide on a topic and complete the graphic organizer together. Then, model how to write an expository paragraph. Have students write and illustrate their own paragraph.

- **Advanced**
  - Complete the activity as a group. Then, have students choose their own topic and repeat the activity independently.

**Meeting Individual Needs**

You may simplify instruction and facilitate the writing process for students experiencing difficulty with the concept of identifying main idea and supporting details by providing alternative graphic organizers.
Fact and Opinion

Review with students the difference between fact and opinion. Show students the sentence strips. Tell students that you want to write an expository paragraph using some of those sentences. Have volunteers read the sentences and decide whether they are fact or opinion. Finally, ask students to help you organize the sentences in the correct order: introduction, supporting details, and conclusion.

Let’s Practice!

Have students open their Practice Books to page 67. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.
Key Vocabulary
- backpack
- rainbow
- basketball
- strawberry
- compound word

Functions and Forms
- Reading compound words
  - sunlight
- Creating compound words
  - basketball
- Writing sentences with compound words
  - I put my books in my backpack.

English Language Development Skills
Listening
- Follow simple directions.
Speaking
- Make oneself understood when speaking by using English grammatical forms and sounds.
- Answer simple questions.
Reading
- Match oral words to printed words.
- Read compound words.
Writing
- Print legibly and space letters and words appropriately.
- Use knowledge of the basic rules of punctuation and capitalization.

New Meanings

Explain to students that a compound word is a word made when two smaller words are put together. Sometimes, the meanings of the smaller words can be used to figure out the meaning of the compound word, as in doghouse and bathroom. At other times, the meaning of the new word is very different from what the two separate words mean, as in butterfly and catfish.

Compound Words

Student Book page 148: Read the information in the Spotlight box to the class. Then have students complete the activities.

Targeting Proficiency Levels

- **Beginning**
  - Write sentences together as a group using the compound words. Write student responses on the board. Have students copy them in their notebooks.

- **Intermediate**
  - Have students work with a partner to define the words in the flower. Then, have pairs write sentences with the words they created in activity B.

- **Advanced**
  - Have students work independently to define the words in the flower. Next, have them write sentences with the words they created in activity B. Then, ask them to write sentences with additional compound words not found on the page.

Meeting Individual Needs

You may enrich instruction for more advanced students by having them create a booklet of compound words and encouraging them to add to this booklet as they encounter compound words through their reading.

Materials
- Practice Book (page 68)
- Blackline Master 5.4
- index cards
- pocket chart

Preparation
- Photocopy Blackline Master 5.4 (1 per student).
- Write the words gold, fish, rail, road, lady, bug, swim, suit, snow, man, foot, and ball on index cards.
Matching Words

Write the following words separately on index cards: gold, fish, rail, road, lady, bug, swim, suit, sun, shine, foot, and ball. Pass the cards out to students. Have them read the word on their card. Then, have students look for a partner whose card can be combined with theirs to create a compound word. When all students have found the appropriate pair to make a new compound word, place the cards in a pocket chart, discuss the meaning and add a picture next to each new compound word.

Let’s Practice!

Have students open their Practice Books to page 68. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Home Connection

Distribute Blackline Master 5.4. Explain to students that they will look at the picture and describe the details in it. Remind them to use there is and there are.

Multiple Intelligences

Visual/Spatial

Cut and Match

Materials: magazines, scissors, glue, and paper.

Have students look for pictures of things they could match to make a compound word. Then, ask students to label the pictures and glue them to a piece of paper. Students create a compound word with the smaller words. Ask students to write a sentence using the compound word they created.

VOCABULARY DEVELOPMENT

Compound Words

Remember!
A compound word is one word that is made up of two words.

Guess the meaning of the words in the flower.

Choose one word from each box to create compound words.

Write sentences with the words.

Let’s Practice!

Have students open their Practice Books to page 68. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Home Connection

Distribute Blackline Master 5.4. Explain to students that they will look at the picture and describe the details in it. Remind them to use there is and there are.

Multiple Intelligences

Visual/Spatial

Cut and Match

Materials: magazines, scissors, glue, and paper.

Have students look for pictures of things they could match to make a compound word. Then, ask students to label the pictures and glue them to a piece of paper. Students create a compound word with the smaller words. Ask students to write a sentence using the compound word they created.

VOCABULARY DEVELOPMENT

Compound Words

Remember!
A compound word is one word that is made up of two words.

Guess the meaning of the words in the flower.

Choose one word from each box to create compound words.

Write sentences with the words.

Let’s Practice!

Have students open their Practice Books to page 68. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Home Connection

Distribute Blackline Master 5.4. Explain to students that they will look at the picture and describe the details in it. Remind them to use there is and there are.
**Key Vocabulary**
- bar graph
- sunny
- rainy
- survey
- snowy
- windy

**Functions and Forms**
- Analyzing a bar graph
  - Students like sunny weather the most.
- Counting and comparing
  - There are ... There are more than ... There are fewer than ...

**English Language Development Skills**
- **Listening**
  - ★ Listen attentively.
  - ★ Follow simple directions.
- **Speaking**
  - ★ Stay on the topic when speaking.
  - ★ Answer simple questions.
- **Reading**
  - ★ Match oral words to printed words.
  - ★ Follow one-step written instructions.
- **Writing**
  - ★ Print legibly and space letters and words.

**Materials**
- ✔ Practice Book (page 69)
- ✔ Blackline Master 5.5
- ✔ chart paper
- ✔ markers
- ✔ paper

**Preparation**
- ✔ Photocopy Blackline Master 5.5 (1 per student).
- Copy the bar graph from page 149 without coloring the bars and make one copy per student.
- On chart paper, copy the bar graph from page 149 without coloring the bars.

**Frontload Vocabulary**

VOCABULARY DEVELOPMENT

Explain to students that bar graphs are used for counting things. Tell students that bar graphs have a title and that the title of this graph is *Our Favorite Weather*. Tell students that bar graphs have labels. Tell students that the words *students*, *windy*, *sunny*, *rainy*, and *snowy* are this graph’s labels. Explain to students that this bar graph shows what types of weather students like across the bottom, and how many students like each type on the side.

**Graphing Information**

Student Book page 149: Discuss the graph with students.

**Targeting Proficiency Levels**

**Beginning**
- Complete the activity together as a class. Model for students how to complete the graph on chart paper. Have students copy your graph on the graphs you have distributed.

**Intermediate**
- Conduct the survey as a class. Next, have students work with a partner to complete the graphs you have distributed. Then, have them present their findings to help you complete a class graph on chart paper.

**Advanced**
- Conduct the survey as a class. Next, have students complete the graphs you have distributed. Then, have them present their findings to help you complete a class graph on chart paper.

**Meeting Individual Needs**

You may enrich instruction for more advanced students by asking them to present the information from activity A in a different kind of graph (such as a line graph or pie chart).
**Group Choice**

Have students share in groups what sort of information they would like to put into a bar graph. Once students decide on a subject, have them raise their hands to vote for their favorite ice cream, color or whatever you are graphing. Explain that using a graphic organizer makes sharing the information easier. Make a class bar graph with the new information.

**Let's Practice!**

Have students open their Practice Books to page 69. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

**Home Connection**

Distribute Blackline Master 5.5, and explain to students that they will practice completing a bar graph with their families. Read the title of the graph and remind them to interview each family member. Have students take the sheet home to complete.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

- **Standard 1: Communication**
  - Listening: Level 3; Speaking: Levels 1 and 3; Reading: Levels 3 and 4; Writing: Levels 3 and 4.

- **Standard 2: Language Arts**
  - Listening: Levels 2 and 3.

- **Standard 3: Math**
  - Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 3 and 5; Writing: Levels 3 and 4.
Key Vocabulary
animals  crops  helpful  rain
cities  harmful  plants  towns

Functions and Forms
- Describing the effects of rain
  Rain makes crops grow.

English Language Development Skills
Listening
- Listen attentively.
- Follow simple directions.
Speaking
- Stay on topic when speaking.
- Use descriptive words when speaking about places, things and events.
- Speak in complete, coherent sentences.
- Make oneself understood when speaking by using English grammatical forms and sounds.
Reading
- Read common, irregular sight words.
- Follow one-step written instructions.
- Respond to how and what questions.
Writing
- Write in complete, coherent sentences.
- Use knowledge of the basic rules of punctuation and capitalization.

Materials
✔ Practice Book (page 70)
✔ Blackline Masters 5.6
✔ Earth Photo Cards
✔ paper  ✔ chart paper
✔ crayons

Preparation
- Photocopy Blackline Master 5.6 (1 per student).
- On chart paper, make a two-column chart. Title it The Effects of Rain. Write Helpful on the left column and Harmful on the right column.

Frontload Vocabulary
Display Earth Photo Cards that show rain, animals, and plants. Dictate the words in the Key Vocabulary list at left as students write the words in their notebooks. Then, write the words on the board, and have students self-correct their spelling.

The Effects of Rain
Student Book page 150: Explain each of they Key Vocabulary words. Ask students to point to the paragraph and follow along as you read. Have students follow along as you read the directions. Have students discuss the questions. Ask students to write sentences that explain why rain is helpful. i.e. Rain helps the plants grow.

Targeting Proficiency Levels

Beginning
- Have students answer the questions in simple, complete sentences.
Intermediate
- Have students answer the questions in complete, complex sentences.
Advanced
- Have students answer the questions in complete sentences that are supported by details from the text.

Meeting Individual Needs
You may assist students who are experiencing minor difficulty with fine motor skills by providing additional time and individual assistance while writing the sentences.

Helpful and Harmful
Have students draw pictures that illustrate how the rain can be helpful and how it can be harmful. Divide chart paper in half and label each side.
Write the word *helpful* on the left side and *harmful* on the right side. Have students paste their pictures onto the appropriate column. Display the pictures on chart paper.

**Let’s Practice!**

Have students open their Practice Books to page 70. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

**Home Connection**

Distribute Blackline Master 5.6. Explain the two pictures of the effects of rain. Tell students they will be discussing these two pictures with their family and writing down what they would do in each situation.

**Multiple Intelligences**

1. **Logical/Mathematical**
   - Rainfall Graph

   Have students work in small groups to make a bar graph with the following information:
   - Town 1: 5 inches of rain; town 2: 10 inches of rain; town 3: 8 inches of rain; and town 4: 2 inches of rain. Discuss towns with most and least rainfall.

**Practice Book (page 70)**

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1: Communication**
- Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 1–3; Writing: Levels 1, 3, and 4.

**Standard 2: Language Arts**
- Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 1–3; Writing: Levels 1, 3, and 5.

**Standard 5: Social Studies**
- Listening: Levels 2 and 3; Speaking: Level 4; Reading: Levels 2 and 4; Writing: Levels 1 and 4.
Key Vocabulary

- conclusion
- hypothesis
- observation
- experiment
- investigate
- topic

Functions and Forms

- Forming a hypothesis
  - Plants will not grow without water.
- Drawing a conclusion
  - Plants cannot grow without water.

English Language Development Skills

Listening
- ★ Listen attentively.
- ★ Follow simple directions.

Speaking
- ★ Stay on the topic when speaking.
- ★ Ask questions for clarification and understanding.
- ★ Provide descriptions with careful attention to sensory details.

Reading
- ★ Follow one-step written instructions.
- ★ Use context to resolve ambiguities about word and sentence meaning.

Writing
- ★ Print legibly and space letters and words appropriately.
- ★ Use knowledge of the basic rules of punctuation and capitalization when writing.

Materials

- ✔ Practice Book (page 71)
- ✔ plastic cups
- ✔ marker
- ✔ seeds
- ✔ newspapers
- ✔ soil water
- ✔ construction paper

Preparation

- ★ Line a table with newspapers.
  Gather all the materials for the experiment and place them on the table.

Frontload Vocabulary

Show students a picture of a scientist conducting an experiment or looking into a microscope. Have them share what they think the scientist is doing. Make a list of their responses. Tell students that, to do an experiment, there are steps that must be followed. Explain that the first step is choosing and investigating a topic. Then, investigators create a hypothesis. Explain that the hypothesis is the idea that the scientist wants to prove when he or she does an experiment. Tell students that, during the course of the experiment, scientists have to write down observations. Explain that, once the experiment is over, scientists must draw a conclusion. Tell students that a conclusion is a sentence that explains the scientist’s findings at the end of the experiment.

Science Experiments

Student Book page 151: Read the Spotlight box aloud. Next, read the directions as students follow along. Before doing the experiment, have students hypothesize about what they think might happen. Then conduct the experiment with the class.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>▶ Beginning</th>
<th>▶ Intermediate</th>
<th>▶ ▶ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct the experiments as a class. Work together to create a list of observations. Write them on the board and have students copy them in their notebooks.</td>
<td>Have students work in small groups to conduct the experiment. Have them record their observations by writing one or two sentences.</td>
<td>Have students work in pairs to conduct the experiment. Encourage them to add more detail to their observations.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may simplify instruction for students who are having difficulty with the scientific method by implementing graphic organizers to facilitate the concept of following a procedure.
**Drawing Conclusions**

Have students divide a sheet of construction paper in half. Ask them to label the left side *No Water* and the right side *No Soil*. Have students draw what happened to the plant that had too little water and what happened to the one that had too little soil. Then, have students write a sentence on each side to explain why they think this happened.

**Let’s Practice!**

Have students open their Practice Books to page 71. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

**Interpersonal**

**The Effects of Sunlight**

In small groups, have students study the plant that did not receive sunlight in the experiment. Students write down their observations and describe the effects lack of sun has on plants. Then, discuss how lack of sunlight might affect humans and animals.
**Spotlight on Content**

**Lesson 17**

**Key Vocabulary**
- rain
- sunny
- rainy
- sunshine
- skies

**Functions and Forms**
- Describing feelings
  - You make me happy.

**English Language Development Skills**

**Listening**
- ★ Listen attentively.
- ★ Follow simple directions.

**Speaking**
- ★ Recite poems, rhymes, songs and stories.
- ★ Speak in complete, coherent sentences.
- ★ Relate an important life event or personal experience in a simple sequence.
- ★ Use descriptive words when speaking about people and events.

**Reading**
- ★ Match oral words to printed words.
- ★ Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns, and blend those sounds into recognizable words.

**Writing**
- ★ Use descriptive words.
- ★ Print legibly and space letters, words, and sentences appropriately.
- ★ Use knowledge of the basic rules of punctuation and capitalization.

**Materials**
- ✔ Practice Book (page 72)
- ✔ Class CD (Track 31)

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**Frontload Vocabulary**

Have students gather on the carpet. Have students describe sunny and rainy days. Write student’s responses on the board. Then, have them talk about the way they feel on rainy days and on sunny days. Invite students to compare the weather with their own moods, when applicable.

**You Are My Sunshine**

**Listening Comprehension**

- Student Book page 152: Read the lyrics as students read along.
- Play Track 31. Teach students the song. Then, have them talk about how it makes them feel and why they think they feel that way.

**Targeting Proficiency Levels**

**Beginning**
- Ask students to describe their feelings. Make a list of those feelings on the board. Have students copy the list.

**Intermediate**
- Ask students to describe their feelings. Make a list of those feelings on the board. Then, have students write complete sentences using the words on the list.

**Advanced**
- Ask students to describe their feelings. Then, ask them to write a paragraph about the way they feel when they sing the song.

**Meeting Individual Needs**

You may enrich instruction for more advanced students by asking them to write a paragraph about how weather affects their moods; for example, how do they feel on rainy days versus sunny days?

**Sound It Out**

Remind students that consonants are all of the letters that are not vowels. Ask them to provide examples of some consonants. Next, ask them to think
of sounds that are made by combining two consonants. Explain that sometimes two consonants together make a sound that is different from the sounds made by either of the letters on their own. For example, the /sh/ sound in shine is very different than the /s/ and /h/ sounds in sun and how. Then, explain that sometimes the consonants do retain their original sounds when they are combined with another consonant as the /g/ and /r/ sounds in the word grow. Draw a two-column chart on the board. Title the left column “Keep” and the right column “New.” Say a word that begins with a pair of consonants, and repeat it a few times, enunciating the initial sounds as clearly as possible. Ask students to identify whether the letters keep their sounds or take on a new sound. Then, write the words in the appropriate column. Have students copy the chart into their notebooks.

Let’s Practice!

Have students open their Practice Books to page 72. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Verbal/Linguistic

Make a Prediction

Have students sing the Rain song one more time. Highlight the third line. Point out that the little girl wants to go out to play. Have them share with a partner to predict a game the little girl will play when the rain stops. Have students share ideas. Tell partners to write a complete sentence to match their idea.

Practice Book (page 72)

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1: Communication Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Level 1.

Standard 2: Language Arts Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Level 1.
Key Vocabulary
art paintings valuable
color sunflower

Functions and Forms
■ Studying an artist — Vincent van Gogh

Vincent van Gogh used lots of color in his work.

English Language Development Skills
Listening
★ Listen attentively.
★ Follow simple directions.

Speaking
★ Stay on topic when speaking.
★ Use descriptive words when speaking about people, places, things, and events.
★ Make oneself understood when speaking by using English grammatical forms and sounds.

Reading
★ Match oral words to printed words.
★ Follow one-step written instructions.

Writing
★ Print legibly and space letters and words appropriately.
★ Use descriptive words.
★ Write in complete and coherent sentences.
★ Use knowledge of the basic rules of punctuation and capitalization.

Art Appreciation
ORAL FLUENCY
Show students examples of Vincent van Gogh’s work, but do not mention
the name of the artist. Ask students to share their opinions about the
paintings. Encourage them to talk about the use of color and the general
beauty of the paintings. If they do not like the paintings, encourage them to
describe the things they don’t like about the paintings. Then, tell students
that those paintings are very famous and that they were created by an artist
named Vincent van Gogh.

Painting Sunflowers
READING COMPREHENSION
Student Book page 153: Tell students that they will be learning about
an artist. Have students follow along as you read the paragraph about
Vincent van Gogh. Read the directions and have students complete
the activity.

Targeting Proficiency Levels

Beginning
Do the activity as a directed drawing. Model each step
of the instructions. Have students complete their
drawings one part at a time as you show them how to
draw and label each section of the flower.

Intermediate
Model the drawing for students. Then, have each student
copy the drawing, paint it, and write a sentence to describe
it.

Advanced
After completing their paintings, have students write
a short paragraph to describe their painting.

Meeting Individual Needs
You may enrich instruction for more advanced students by allowing them
the freedom to embellish their paintings with additional artistic details,
such as background scenery, and have them include those details in their
paragraphs.
Color and Emotions

Explain to students that colors can evoke emotions. Hold up a red piece of construction paper. Explain to students that red is a strong color and that it can express strong feelings. Have students think about things that are red and emotions that they feel when they see the color red. Continue the pattern with the colors green, yellow, white, blue, and black.

ORAL LANGUAGE DEVELOPMENT

Create your own sunflowers.
1. Paint the outline of a sunflower.
2. Paint the sunflower, copying the way Vincent van Gogh used color.

Supplies
• paper
• paint
• paintbrushes

Multiple Intelligences

Naturalist

Natural Scenes

Take students outside and invite them to draw or paint a natural scene. Then, have them write a sentence to describe their paintings. Invite students to share their paintings with the class.

Standards

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**English as a Second Language**

**Standard 1: Communication**
- Listening: Level 3; Speaking: Level 3; Reading: Level 2; Writing: Level 3.

**Standard 2: Language Arts**
- Listening: Level 3; Speaking: Level 3; Reading: Level 3; Writing: Level 3.
**Key Vocabulary**
culture  tribes
rain dance  water
rainfall  wind

**Functions and Forms**
- Learning about rain dances
  *Rain dances are very important for some Native American Indians.*
- Comparing traditions
  *There is a rain dance in my family that is the same as the Native American Indians, because...*

**English Language Development Skills**

**Listening**
★ Listen attentively.
★ Follow simple directions.

**Speaking**
★ Stay on topic when speaking.
★ Use descriptive words when speaking about people, places, things, and events.
★ Speak in complete, coherent sentences.
★ Relate an important life event or personal experience in a simple sequence.
★ Answer simple questions.

**Reading**
★ Match oral words to printed words.
★ Follow one-step written instructions.

**Writing**
★ Use descriptive words.

---

**Scaffold Language**

Tell students that people of different cultures have different rituals and traditions. Explain what traditions and rituals are. Have volunteers look up the words in a dictionary and dictate the definitions to you as you write them on the board.

---

**Rain Dances**

Student Book page 154: Have students look at the pictures on the page and talk about what they already know about Native American tribes. Have students point to the text and follow along as you read. Discuss the paragraph to ensure students understand the concept. Have students answer the questions and share their responses.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work as a class to answer the questions. Record student responses on the board. Have students copy in their notebook.</td>
<td>Have students work with a partner to answer questions in complete sentences.</td>
<td>Have students work independently to answer questions in complete sentences, including details from the text.</td>
</tr>
</tbody>
</table>

**Meeting Individual Needs**

You may simplify instruction for students having difficulty understanding the activity by providing them with a graphic organizer (such as a KWL chart) that will help them plan what they will write.

---

**Materials**
✔ Practice Book (page 73)
Doing a Rain Dance

Read again with students the text on page 154 of the Student Book. Tell students to pay special attention to the dance moves that are usually done during a rain dance. Then, divide students into small groups. Have each group plan and perform their own rain dance. Remind students that rain dances are very important for some Native Americans and that they must always show respect for other people’s cultures.

Let’s Practice!

Have students open their Practice Books to the Reading Review on page 73. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.
Key Vocabulary
earth
posters
recycling
trash
tree

Functions and Forms
- Writing about a plan
  First, I will ... Then, I will ... Next, I will ...
  Finally, I will ...
- Describing emotions
  I felt happy to ... I felt bored with ...

English Language Development Skills

Listening
★ Listen attentively.
★ Follow simple directions.

Speaking
★ Make oneself understood when speaking by using English grammatical forms and sounds.
★ Speak in complete, coherent sentences.

Reading
★ Follow one-step written instructions.

Writing
★ Print legibly and space letters and words appropriately.

Materials
✔ Practice Book (page 74)
✔ students’ work from the unit
✔ construction paper
✔ markers
✔ chart paper
✔ sentence stripes

Preparation
- Gather any materials produced by students throughout this unit.
- Have a bulletin board ready to be decorated.

Reuse and Recycle
Display any materials produced during all the lessons in this unit. Divide students into small groups. Tell them that they will be thinking and talking about all the activities they worked on in this unit. Tell them they must take turns sharing their ideas and remind them to be respectful of everyone in their group as they talk with one another. Then, invite students to make a class project to show the things they have learned about the earth.

Earth Day
Student Book page 155: Have students follow along as you read the instructions. Complete the activities with the class. Plan an Earth Day fair.

Targeting Proficiency Levels

Beginning
Have students write words on sentence strips and paste them on the bulletin board, next to the materials they created during the unit. Then, have them work together to create a plan on chart paper for an Earth Day fair.

Intermediate
Have students write descriptions of the materials they created during the unit. Then, divide the class into four groups. Have each group plan one of the activities depicted in the pictures. Have each group present their plan to the class.

Advanced
Have students write descriptions of the materials they created during the unit. Then, have students work with a partner to write a plan for their Earth Day fair. Have students share their plans with the class.

Meeting Individual Needs
You may provide graphic organizers to simplify instruction for students experiencing difficulties with the concept of synthesizing their work from the unit or with the concept of planning Earth Day fair activities.
Write All About It

Tell students they will be writing about their earth day experiences. Have students reflect on their favorite part of the day. Then, ask them to write several sentences describing how they felt during the event. Encourage students to use detail. Then, invite students to draw a picture to match their sentences. Have them share their experiences with a friend.

Let’s Practice!

Have students open their Practice Books to the Writing Review on pages 74. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Verbal/Linguistic Poem

Teach students a poem to help them remember to care for earth.

Earth is an old place. It needs special love and care. Plant a tree if you please. It gives us the clean air that we need. Oh! And don’t forget to pick up your trash. So let’s work together as a team, to keep the Earth super clean.

Practice Book (page 74)

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1: Communication  Listening: Level 3; Speaking: Level 3; Reading: Levels 2 and 3; Writing: Level 3.

Standard 2: Language Arts  Listening: Levels 1 and 3; Speaking: Levels 1, 2, and 4; Reading: Level 3; Writing: Level 4.