UNIT OVERVIEW

Spotlight on Reading
Comic Strip

The Pyramid of Choices

Spotlight on Language
★ Connecting
★ Focusing
★ Applying

Spotlight on Content

How-to Article
Writing a How-to Article
Subject-Verb Agreement

Fractions

Imports and Exports

States of Matter

Sing Along: “Healthy Food for You”

Drawing a Still Life

Impressions
The Horn of Plenty

Project
Your How-to Article

Unit Objectives

✓ Explore daily routines.
✓ Discuss diet and the body.
✓ Analyze the food guide pyramid.
✓ Identify healthy choices.
Topics to explore:
- daily routines
- diet and the body
- the food guide pyramid
- healthy choices

How many cookies can a good cookie cutter cut?
A good cookie cutter can cut as many cookies as a good cookie cutter can cut.

Unit Preparation

- Photocopy Blackline Masters 2a and 2b on a double-sided sheet of paper. Then, photocopy Blackline Master 2b on a double-sided sheet of paper as well (7 sets per student).
- Photocopy Blackline Masters 1, 5, 8 (2 per student), 15, 18, and 26.
- Gather large index cards, sample cookbooks, instruction manuals, and other how-to articles, 12 plastic eggs or small objects, egg cartons, white art paper, and highlighters.

Spotlight CD
Use CD Tracks 13–18 to provide students with an enriching listening comprehension and dual-processing learning experience.

Spotlight Photo Cards
Use the referenced Photo Cards to practice vocabulary, phonemic awareness, and phonics.

Spotlight Online
Locate the Spotlight Online icon in the Unit Planner and in selected activities in order to provide reinforcement in basic sight words, phonemic awareness, phonics, vocabulary development, and reading comprehension.

Spotlight Assessments

Integrated Domains Assessments
While working on specific activities identified by this icon, use the Comprehension Assessment Form to evaluate students’ reading and listening comprehension skills. Use the Production Assessment Form to evaluate students’ writing and verbal production skills. Both forms are included in the Assessments Teacher’s Manual.

Unit Assessment
Use Unit 3 Assessment to measure students’ progress in listening, speaking, reading, and writing after they have completed this unit.
## Unit Planner - Unit 3: Health and Lifestyle

### Lessons

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| Day 1 | Bleachers  
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championship  
dugout  
energy  
home run  
inning  
machine  
rin-down  
stomach | Routine  
diet  
body  
family  
food guide pyramid  
healthy  
kitchen  
meal | Describing actions  
Describing temporal relations  
Identifying cause-and-effect relationships | Introduce the Theme  
Theme-Related Vocabulary  
What You Do  
Menu Creation  
Multiple Intelligences: Bodily/Kinesthetic  
Spotlight Online: Phonemic Awareness: Identity: Level B: Vol.1 |

### Day 2

| Lesson 1 | Spotlight on Reading | Food groups  
fruit  
grain  
lifestyle  
meat  
nutrition  
oils  
vegetables | Drawing conclusions  
Making predictions | Frontload Vocabulary  
Predicting  
Targeting Proficiency Levels  
Meeting Individual Needs  
Read and Discuss the Story  
Beyond Words  
Confirm Predictions  
It’s All in the Details  
Dictionary Tips  
Reading Comprehension Skills and Strategies  
Spotlight Online: Reading Comprehension: Prediction: Level 3: Vol.1  
Home Connection  
Multiple Intelligences: Verbal/Linguistic |

### Day 3

| Lesson 2 | Spotlight on Reading | Beans  
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fat  
food groups  
food guide pyramid  
fruit  
grain  
lifestyle  
meat  
nutrition  
oils  
vegetables | Drawing conclusions  
Hypothesizing and speculating  
Sequencing events | Echo Read  
Checking  
Targeting Proficiency Levels  
Meeting Individual Needs  
Act It Out  
Sound It Out  
Spotlight Online: Phonics Cross-Checking: Level 3: Vol.1  
Multiple Intelligences: Musical/Rhythmic |

### Day 4

| Lesson 3 | Spotlight on Reading | Beans  
exercise  
grains  
meat  
nutrition  
oils  
vegetable | Drawing conclusions  
Hypothesizing and speculating  
Sequencing events | Frontload Vocabulary  
Predicting  
Beyond Words  
Confirm Predictions  
It’s All in the Details  
Echo Read  
Checking  
Act It Out  
Sound It Out  |
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<td>Defining words in context, Describing places and things, Hypothesizing and speculating</td>
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About the Author and Illustrator

Show *Fuel to Win* to students. Ask students to identify the title, author, and illustrator of this story. Remind students that the writer of the story is the author and the illustrator is the person who creates the pictures.

Frontload Vocabulary

Write some or all of the key words on the board and ask students to repeat the words after you. Explain that *bleachers* usually refers to long rows of tiered planks that provide seating at sports fields or other spectator events. Say *People sit in the bleachers when they watch a baseball game.* Have students volunteer to explain the meanings of the rest of the words and come up with sentences using those words.

Activating Prior Knowledge

It is important for teachers to tap into what students already know about a subject in order to help in their learning process and guide them to relate what they already know to what they are reading. Ask students questions such as:

*What outdoor sports do you play on the weekends?*
*How do you start the day when you are about to play sports or play outdoors?*

What are some things you might eat in the morning?
What do you know about providing energy for your body?
What are some things that might give your body energy?

Allow students to express themselves about the types of outdoor games they play or the sports they participate in, either on league teams or with friends. Invite students to discuss some of the things they do when they start their day before they play outdoors or play a team sport.

Ask students to predict what they think *Fuel to Win* will be about. Record students’ ideas in the first column on a predictions chart and post it on the wall so you can come back to it after reading the story. Ask students to explain why and how they made the predictions. For instance, they may have used the title, illustration, or key words to make their predictions. Record these explanations in the second column of the prediction chart.

Literary Elements

Genre: Realistic Fiction

Remind students that there are many kinds of writing styles, and that a genre is a particular kind or style of literary composition. Explain that the story *Fuel to Win* belongs to the genre of *Realistic Fiction.* This genre has the following elements:
1. The events in the story could happen in real life, but the story did not happen.
2. The characters in the story behave as real people do, but they are not real.
3. The setting of the story is a place that really exists or a place that could be real.

Author’s Purpose

Remind students that the author’s purpose is the reason an author writes a particular story. Elicit from students the four main purposes of writing: to inform, to entertain, to explain, and to persuade. Ask students which purpose they think the author had in mind when she wrote Fuel to Win. Write their ideas on the Prediction Chart.

Reading Options

Choose one or more of the activities below to carry out with students as they read Fuel to Win.

Reading Aloud

Prior to reading Fuel to Win aloud to students, provide the following background information:

- This story is about a boy who is on a baseball team and is about to play in the City Baseball Championship Game.
- This story is about the boy needing energy for his body to play successfully in his baseball game and what he can do to give his body energy.

As you are reading aloud, let students know what questions you may have or what predictions are being confirmed, if any. At the end of the reading, model answers to your own comprehension questions. Also, model a summary of the story for students and finish confirming students’ predictions by going back to the chart.

Guided Reading Groups

Group students according to their specific instructional needs, which you may have determined from previous assessment data or reading inventories, and prepare specific reading strategies for each group prior to their reading.

Then, have students read aloud Fuel to Win and circulate among each reading group, helping them practice the specific skills and strategies assigned to them.

Echo Reading

This reading technique is ideal for modeling correct pronunciation and intonation of text. Start reading Fuel to Win and ask students to repeat words, phrases, and sentences after you. Avoid correcting students who mispronounce during this activity; instead, encourage students to continue reading, following your lead, as you gradually release more responsibility to them.

Independent Reading and Reading Fluency

Explain to students that good readers develop fluency by reading repeatedly and independently. Tell them they must read for at least thirty minutes outside of class each day. Encourage them to take Fuel to Win home to read several times and share with family members. You may wish to have volunteers give oral presentations the next day, summarizing the story, and discussing how they felt when they read the story.

Literary Response

After reading Fuel to Win, choose from a variety of activities to carry out with your students, such as:

1. Have students describe the genre of the story and compare it with other genres, such as myths or historical fiction.
2. Have students describe what happened to the boy during his last baseball game when he did not eat breakfast.
3. Have students identify the problem and solution in the story and their causes or effects.
**Introduce the Theme**

Student Book pages 76–77: Tell students that they will be learning about health and lifestyles in this unit. Read the Topics to explore with students. Ask *What does the word routine mean? What can a healthy diet do for your body? What does the phrase food guide pyramid mean? How can you make healthy choices when you eat?* Ask students to share stories with you related to their daily routines, their diet, what they know about the food guide pyramid, and healthy choices that they make. After going through the topics to explore, play Track 13 and have students listen to the riddle on the page. Play the track again and read the tongue twister together with students, line by line. Explain to students that the repetition of the initial hard *c* sound is intended to make this group of words difficult to say; the addition of the word *good* repeats the long *o* sound in *cookie*, which further complicates the task. Have students volunteer to read the tongue twister as fast as they can, three times in a row.

**Theme-Related Vocabulary**

Assess student language levels related to the theme by pointing to pictures in the book. You can also read the school lunch menu or display the Health Photo Cards that show healthy food choices. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Have students identify the food in the picture and say *Point to the foods displayed on the counter.* Have students point to the people in the picture. Ask students what the people sitting down in the picture are doing: *Are the people who are sitting eating or waiting to eat? What are the people who are standing doing?*

Have students identify objects shown on the Health Photo Cards. Point to the photo card of vegetables. *What are these?* Elicit *vegetables.* Ask students to look at the picture in their book. *Where are the vegetables in the picture?*

Have students identify the hygiene routines in the Health Photo Cards. Point to the photo card with someone brushing his or her teeth. *What’s this daily routine?* Elicit *brushing teeth.* Ask students to look at the picture in their book. *What’s the daily routine that this family is doing?* Students may offer eating, lunch, or dinner.

Ask students about the food guide pyramid: *What are the different types of foods in each level of the food guide pyramid?*

Ask students an open-ended question: *What are some healthy choices you can make every day?*
**What You Do**

Tell students that you are interested in their daily routines and are about to ask them questions to find out about what routines they do every day with their family and on their own. Distribute sheets of paper for each student to write their responses to the following questions using as many describing words as possible.

- What’s part of your morning routine as you prepare to go to school?
- How would you describe the food you eat for breakfast?
- What do you think makes a healthy diet?
- What are some of the healthy choices you make throughout your day?

**Menu Creation**

Review the vocabulary words you elicited from the students about the photo on pages 76–77. You may supplement with photo cards to make the activity a little easier. Divide the class into three groups. Assign each group a task to create a meal based on these vocabulary words: one group to create a breakfast meal; one group to create a lunch meal; and one group to create a dinner meal. Have students use specific examples from the category of the vocabulary words, such as cereal or bread for grains and bananas or apples for fruits. Remind students to use healthy choices for their meals. Then, have each group share their menus with the class. Discuss the healthy choices of each menu.

- Which vocabulary words were used in each menu?
- What are the healthy choices of each menu?
- What’s an example of an unhealthy meal for each menu?
- How can we make these menus even healthier?

**Writing Strategies**

**Menu Creation**

Review the vocabulary words you elicited from the students about the photo on pages 76–77. You may supplement with photo cards to make the activity a little easier. Divide the class into three groups. Assign each group a task to create a meal based on these vocabulary words: one group to create a breakfast meal; one group to create a lunch meal; and one group to create a dinner meal. Have students use specific examples from the category of the vocabulary words, such as cereal or bread for grains and bananas or apples for fruits. Remind students to use healthy choices for their meals. Then, have each group share their menus with the class. Discuss the healthy choices of each menu.

- Which vocabulary words were used in each menu?
- What are the healthy choices of each menu?
- What’s an example of an unhealthy meal for each menu?
- How can we make these menus even healthier?

**Math Hopscotch**

Create a hopscotch board on the classroom floor or on a paved outside area, using masking tape or chalk, respectively. Play the game by having students throw a stone or marker onto any space. Then have them hop over that space on the way to the end and turn to make a return trip. Before picking up the stone or marker, students must devise a math equation whose solution is the number in that square. They may use addition or subtraction, but the sum or difference must be the number in the box with the student’s marker. For example, a student can offer a subtraction equation for a square with the number 6, such as 10 – 4 = 6.

**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 2–5; Speaking: Level 4; Reading: Level 3.

**Standard 2: Language Arts**
- Listening: Level 3; Writing: Level 4.
Focus on Reading

Lesson 2

Key Vocabulary

- beans
- grain
- exercise
- meat
- fat
- nutrition
- food groups
- oils
- food guide pyramid
- vegetables
- fruit

Functions and Forms

- Drawing conclusions
  - The author’s purpose for writing this story was to inform.
- Making predictions
  - The Key Words tell me the story will be about making healthy food choices.

English Language Development Skills

Listening

- Connect and relate prior experiences, insights, and ideas to those of a speaker.
- Respond to questions with appropriate elaboration.

Speaking

- Organize ideas chronologically or around major points of information.
- Use clear and specific vocabulary to communicate ideas/establish the tone.

Reading

- Use a dictionary to learn the meaning and other features of unknown words.
- Demonstrate comprehension by identifying answers in the text.
- Recall major points in the text and make and modify predictions about forthcoming information.
- Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- Determine the underlying theme or author’s message in fiction and nonfiction text.

Materials

- Health Photo Cards
- Blackline Masters 1, 2a, 2b, and 5

Frontload Vocabulary

Write the Key Words from page 78 on the board, and chorally read the list with the class. Display the Health Photo Cards that show foods and food groups or show magazine photos of different kinds of foods. Name each of the foods depicted. Have students categorize the cards into groups. See how many students classify the photo cards according to the food groups found in the food guide pyramid. Note: The phonics activities on the back of each photo card may be used to supplement instruction.

Predicting

Student Book page 78: Remind students that predicting is guessing what the story is going to be about. Distribute a copy of the Prediction Chart Graphic Organizer to each student. Have students use the Prediction Chart to write their predictions. Then, have students read and discuss their predictions and record as many as possible on the board to use at the end of this lesson.

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 group to answer the questions. Then, help students complete their Prediction Charts with the information from that discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students work with a partner to answer the questions. Then, have them record their predictions in their Prediction charts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students work independently to answer the questions. Then, have them complete their Prediction Charts based on their answers to those questions.</td>
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</tbody>
</table>

Meeting Individual Needs

You may assist students experiencing temporary difficulties making predictions by having them work with a partner or in a small group to identify the similarities of the Key Words and the significance of the story title.
Read and Discuss the Story

Student Book page 79: First, decide in what order the following activities will best serve the needs of your students. 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. Tips and strategies are also included to facilitate instruction in how to read an image to further or enhance comprehension. Encourage students to use a dictionary or thesaurus, employing the tips included in this section, to look up unfamiliar words. Use the reading comprehension skills and strategies to enrich the reading activity for students.

**Key Words**
- nutrition
- food guide
- pyramid
- food groups
- grain
- vegetables
- fruit
- fat
- oil
- meat
- beans
- exercise
- lifestyle

**Predicting**
- Answer the questions in complete sentences.
  1. What does the title tell you the story might be about?
  2. What clues do the key words provide to what the story might be about?
  3. Who do you think the story will be about?

**The Pyramid of Choices**

Hello, my name is Mr. Albert. I am here to talk about nutrition. This is a food guide pyramid.

- It has stripes and rectangles at the bottom. The rectangles are food groups.
- Look at the orange rectangle. Does anybody know what a grain is?
- Yes, rice, barley, and oatmeal are grains.

**Spotlight on Reading**

**Dictionary Tips**

When you need to know what part of speech a word is, you can find out by looking in the dictionary. A dictionary entry will first show the word in bold type. The word is divided into syllables and the word’s pronunciation is shown in parentheses. After that, there is a label, or abbreviation, that tells what part of speech the word is, for instance:

- ath·lete (ath’lēt) n.

This is what each of the labels stands for:
- n. noun
- v. verb
- adj. adjective
- adv. adverb
- prep. preposition
- conj. conjunction
- pron. pronoun
- interj. Interjection

Some words are used as more than one part of speech. They will have more than one label in their entry. Such dictionary entries could look like this:

- light (līt) n.
- light (līt) adj.
- spot (spät) n.
- spot (spät) v.
- spot (spät) adj.

You will not find parts of speech labels for words that are proper nouns, or that are the names of people and places.
How to Read an Image

Understanding the elements pertinent to an image that accompany a text can help students understand and visualize what they are reading. There are times when the words on the page are insufficient to convey the intended meaning efficiently. Visual images sometimes convey the information that the words alone cannot. When asking students to read an image, first have them look at the entire image for a few minutes on their own. Then, have them talk about the elements that they can identify in the image. Other details in the image can then be identified and discussed as vocabulary words related to the text.

In an informational text, the visual elements on the page are intended to be instructive. They can be graphs, charts, photos, illustrations, or diagrams that offer supplemental, supporting, or clarifying information.

In a fictional text, the photographs can help readers to understand the characters, the setting, and the theme of a story better. In these cases, the photo or illustration is also intended to be instructive, but more as support than as supplemental information. It can also provide clues as to what might happen next in the story.

In the Reading an Image sections that follow, questions are provided that will help you focus your students’ attention on specific elements of the images on each spread.

Beyond Words

Ask students to examine the illustration on pages 78–79. Tell them to pay close attention to the features and details they notice. Have them look for characters in each picture. Ask them to notice where the characters are, what the characters are doing, and other details in the picture. Distribute the 4-Column Chart Graphic Organizer and draw it on the board with the headings Character, Setting, Situation, and Vocabulary. Then, have students identify one response for each column.

- **Who’s one person, or character, in the picture?**
- **Where’s this character?**
- **What’s this character pointing at in the picture?**
- **What’s a detail you notice about what he’s pointing at?**

Have the class brainstorm ideas about the remaining characters. Remind them to also identify that character’s setting, situation, and other vocabulary related to that character. Ask volunteers to share what they have written in their charts. Write responses in the chart on the board.
Discuss page 79

**Beginning**

- Who is the character who introduces himself to the class?
- What is he there to talk about?
- What shapes and colors are in the object he introduces?
- What do the shapes represent?
- What is the first shape and color that he talks about?

**Intermediate**

- Where does this story take place?
- Who is the character introduced on page 78, and why is he there?
- What will be the topic of his presentation?
- What does he tell the class about the food pyramid?
- With which food group does he begin his discussion?

**Advanced**

- What is a reason Mr. Albert is talking about nutrition?
- Why are the stripes and rectangles the same color?
- What might the orange rectangle represent in the food pyramid?
- Why are the characters asking questions?

**Reading Comprehension Skills and Strategies**

**Author’s Purpose**

Explain to students that the reason authors write stories is called author’s purpose. The four main reasons for writing a story are to **inform**, or tell about something; to **explain**, or describe what something is like or how something works; to **entertain**, or make the reading enjoyable or funny; and to **persuade**, or convince the reader to do something or to think the way the author does. Sometimes authors have more than one purpose for writing a story. Ask students to identify the author’s main purpose for writing this story. Help them find and name the details that the author uses to accomplish the purpose.

**Main Idea and Details**

Explain to students that the main idea is the most important point the author makes in a story or paragraph. In a paragraph, the main idea is often contained in a topic sentence at the beginning or at the end of the paragraph. In order to support the main idea, authors use details in other sentences that may describe, give reasons and definitions, and give other types of information. Help students identify the main idea and details of some of the paragraphs in this story. For instance, you may have students locate the topic sentence in one of the paragraphs students are reading.
Reading Comprehension Skills and Strategies

Author’s Purpose
Remind students that the reason authors write stories is called author’s purpose. The four main reasons for writing a story are to inform, or tell about something, to explain, or describe what something is like or how something works, to entertain, or make the reader enjoy the story, and to persuade, or convince the reader to do something or to think the way the author does. Sometimes, authors have more than one purpose for writing a story. Ask students to identify the author’s main purpose for writing this story. Help them find and name the details that the author uses on this page to accomplish the purpose.

Main Idea and Details
Remind students that the main idea is the most important point the author makes in a story or paragraph. In a paragraph, the main idea is often contained in a topic sentence at the beginning or at the end of the paragraph. In order to support the main idea, authors use details in other sentences that may describe, give reasons and definitions, and give other types of information. Help students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs students are reading.

Discuss page 80

Beginning
- What are some other foods that are in the grains group?
- What type of grains are whole-wheat bread and whole-wheat pasta?
- What kinds of grains give you fewer nutrients?
- What has the same color as the food groups?
- What does the width of the stripes on the food pyramid tell you?

Intermediate
- What are some examples of the healthiest grains in the grain food group?
- What will choosing the refined type of these foods give you?
- How are the stripes similar to the food groups?
- What should you do when the stripe is thin?
- What should you do when the stripe is wide?

Advanced
- What are the two types of grains in the grain food group?
- Why might refined grains provide fewer nutrients than whole grains?
- Why should you choose whole grains?
- What examples of whole grains do you know of? Which ones have you tried?
- How can you use the stripes of the food pyramid to make healthy food choices?

Reading an Image
Have students look at the pictures on page 80. Ask:
- Who are the characters?
- Where are these characters located?
- What are these characters doing?
- Do you notice other details?
Discuss page 81

**Beginning**
- What can you generally eat more of than the foods in other food groups?
- What color is the rectangle for the vegetable food group?
- What will broccoli, lettuce, and spinach give you?
- What are some other vegetables in this food group?
- What is the texture of fresh, uncooked vegetables?
- What vegetables do you like to eat?

**Intermediate**
- What does the green rectangle represent?
- What does the width of the green rectangle tell you?
- What are three vegetables that will give you energy?
- Why are carrots, sweet potatoes, and beets in this food group?
- What is the best way to eat vegetables?
- What vegetables can you name?
- What vegetables do you like to eat?

**Advanced**
- Why does the boy believe he can eat more grains than the foods in other food groups?
- How much can you eat from the vegetables food group? How do you know?
- How can you make a mix of colors when you eat vegetables?
- Why is it best to eat fresh vegetables?
- How often should you eat vegetables?
- What vegetables do you like to eat?

**Reading Comprehension Skills and Strategies**

**Author’s Purpose**
Help students look through the paragraphs they are reading and locate details that support the author’s purpose for writing this story. For instance, ask *What are some details on this page that help us make healthy food choices?*

**Main Idea and Details**
Help students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs they are reading. Then, have them identify details in the paragraph that support the topic sentence. For instance, ask *Why are broccoli, lettuce, and spinach healthy food choices? What are some other vegetables in this food group?*

**Reading an Image**
Have students look at the picture on page 81. Ask:
- Who are the characters in these pictures?
- Where are these characters located?
- What are these characters doing in these pictures?
- What are some other details you notice about these characters or in these pictures?
**Reading Comprehension Skills and Strategies**

**Author’s Purpose**
Have students look through the paragraphs they are reading and locate details that support the author’s purpose for writing this story. For instance, ask What’s important about the green stripe in the food pyramid?

**Main Idea and Details**
Have students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs they are reading. Then, have them identify details in the paragraph that support the topic sentence. For instance, ask What else determines how much of a food group you should eat? Why should you eat lots of vegetables?

**Reading an Image**
Have students look at the pictures on page 82. Ask:
- Who are the characters in these pictures?
- Where are these characters located?
- What are these characters doing in these pictures?
- What are some other details you notice about these characters or in these pictures?

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**Discuss page 82**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What size is the green stripe in the food pyramid?</td>
<td>- Which two stripes in the food pyramid are of similar size?</td>
<td>- Which two food groups have you learned about so far?</td>
</tr>
<tr>
<td>- What does eating from this food group depend on?</td>
<td>- How can you decide how much to eat from this food group?</td>
<td>- Which food group do you think you will learn about next?</td>
</tr>
<tr>
<td>- What do vegetables have lots of?</td>
<td>- What do fiber and nutrients do for you?</td>
<td>- What is a factor in deciding how much to eat from this food group?</td>
</tr>
<tr>
<td>- How much food should you eat from the vegetable group?</td>
<td>- What depends upon your body’s needs?</td>
<td>- How can you use the nutrients and fiber in vegetables every day?</td>
</tr>
</tbody>
</table>
Discuss page 83

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which color stripe is the fruit food group?</td>
<td>What stripe represents the fruit food group?</td>
<td>What can you do if you only like certain types of fruit?</td>
</tr>
<tr>
<td>What fruit does the boy in the picture like?</td>
<td>What fruits contain potassium?</td>
<td>Why is it important to eat fresh fruit?</td>
</tr>
<tr>
<td>What fruit does he dislike?</td>
<td>What does potassium do for your body?</td>
<td>How do you know that eating fruit is a healthy food choice?</td>
</tr>
<tr>
<td>What is the mineral that helps our muscles, heart, and bones?</td>
<td>What is a way to try different types of fruit?</td>
<td>What is an example of a combination of fruit that you can eat?</td>
</tr>
<tr>
<td>What can you try to eat fruit with?</td>
<td>What fruits do you like to eat?</td>
<td>What fruits do you like to eat?</td>
</tr>
<tr>
<td>What type of fruit is it important to eat?</td>
<td>You should try them with yogurt or granola.</td>
<td></td>
</tr>
<tr>
<td>How often should you eat fruit?</td>
<td>It is important to eat fresh fruit.</td>
<td></td>
</tr>
<tr>
<td>What fruits do you know the names of?</td>
<td>What does potassium do for your body?</td>
<td></td>
</tr>
<tr>
<td>What fruits do you like to eat?</td>
<td>What is the mineral that helps our muscles, heart, and bones?</td>
<td></td>
</tr>
</tbody>
</table>

Reading Comprehension Skills and Strategies

**Author’s Purpose**
Have students look through the paragraphs they are reading and locate details that support the author’s purpose for writing this story. For instance, ask **What’s the purpose of the author writing about what fruit does to your body?**

**Main Idea and Details**
Have students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs they are reading. Then, have them identify details in the paragraph that support the topic sentence. For instance, ask: **What does fruit contain? Why is fruit a healthy food choice for your body?**

**Reading an Image**
Have students look at the pictures on page 83. Ask:

- Who are the characters in these pictures?
- Where are these characters located?
- What are these characters doing in these pictures?
- What are some other details you notice about these characters or in these pictures?


**Author’s Purpose**

Have students look through the paragraphs they are reading and locate details that support the author’s purpose for writing this story. For instance, ask *Why is it important to choose the type of milk, cheese, and yogurt that you eat?*

**Main Idea and Details**

Have students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs they are reading. Then, have them identify details in the paragraph that support the topic sentence. For instance, ask *What two things do milk, cheese, and yogurt contain? Which of these is better for you?*

**Reading an Image**

Have students look at the pictures on page 84. Ask:
- Who are the characters in these pictures?
- Where are these characters located?
- What are these characters doing in these pictures?
- What are some other details you notice about these characters or in these pictures?

**Discuss page 84**

- Which color rectangle is next in the food pyramid?
- What food group does it represent?
- What foods are included in this food group?
- What is in milk, cheese, and yogurt that is great for your bones?
- What do they contain that is not so good for you?
- What types of foods are in the blue rectangle?
- Why is calcium important for you?
- What do milk products contain that is not so good for you?
- What types of foods in this group are a healthier choice?
- What milk products do you like to eat or drink?
- What is the name of the food group that contains milk, cheese, and yogurt?
- What is the importance of including these foods in your diet?
- How much of these foods should you include in your diet?
- How can you make a healthy choice when eating dairy products?
- What milk products do you like to eat or drink?
Mr. Albert, I see a tiny yellow stripe between the red and the blue one. What is that?

It is not a food group, but your body needs it. That stripe represents oils. Some oils are good because they help the body absorb nutrients from fruits and vegetables. But if you eat lots of oils, they stay in your body and cause health problems. That is why the stripe is so thin: you should only eat a small amount.

Discuss page 85

- What color is the stripe in between the red and blue stripes?
- Why is this stripe not considered a food group?
- What is the importance of the stripe between the red and blue stripes?
- Why does your body need foods or products from this category?
- Why are some oils good?
- What happens when you eat lots of oils?
- What is the yellow stripe so small?
- What are some foods or products that might fall into this category?
- What is an example of a health problem that might occur when you eat too many oils?
- What foods or products from this category do you eat regularly?
- How does the food pyramid indicate how much oil you should eat?
- What size is this stripe?
- How can you eat too many oils in food?
- Why is the yellow stripe so small?
- What are some foods or products that might fall into this category?
- What foods or products from this category do you eat regularly?
- How does the food pyramid indicate how much oil you should eat?
- What does this help your body absorb?
- What does this stripe represent?
- What does this do that helps your body?

Reading Comprehension Skills and Strategies

Author’s Purpose
Have students look through the paragraphs they are reading and locate details that support the author’s purpose for writing this story. For instance, ask Why is this stripe so thin? What can happen if you eat the right amount of oils? What can happen if you eat lots of oils?

Main Idea and Details
Have students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs they are reading. Then, have them identify details in the paragraph that support the topic sentence. For instance, ask What’s the importance of this thin stripe? What does this do that helps your body?

Reading an Image
Have students look at the pictures on page 85. Ask:
- Who are the characters in these pictures?
- Where are these characters located?
- What are these characters doing in these pictures?
- What are some other details you notice about these characters or in these pictures?
Reading Comprehension Skills and Strategies

Author’s Purpose
Have students look through the paragraphs they are reading and locate details that support the author’s purpose for writing this story. For instance, ask Why are meat and beans an important part of the food pyramid?

Main Idea and Details
Have students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs they are reading. Then, have them identify details in the paragraph that support the topic sentence. For instance, ask What do meat and beans do for your body? What are other foods in this food group?

Discuss page 86

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ What color is the rectangle for meat and beans?</td>
<td>▶ What is the name of the food group in the violet rectangle?</td>
<td>▶ How do meat and beans benefit your body?</td>
</tr>
<tr>
<td>▶ What is the reason that meat and beans are in the same category?</td>
<td>▶ What do meat and beans do for your body?</td>
<td>▶ How might this food group benefit your bones?</td>
</tr>
<tr>
<td>▶ What do meat and beans do for your muscles, bones, and blood?</td>
<td>▶ What foods that are mentioned in this food group are neither meat nor beans?</td>
<td>▶ Why are eggs, nuts, and seeds included in this food group?</td>
</tr>
<tr>
<td>▶ What are some of the foods that are in this category?</td>
<td>▶ What other foods, not mentioned in the reading, might fit in this food group?</td>
<td>▶ How many foods can you name that would fit into this category?</td>
</tr>
<tr>
<td>▶ What foods from this food group do you like to eat?</td>
<td>▶ What foods from this food group do you like to eat?</td>
<td>▶ What foods from this food group do you like to eat?</td>
</tr>
</tbody>
</table>

Reading an Image

Have students look at the pictures on page 86. Ask:
- Who are the characters in these pictures?
- Where are these characters located?
- What are these characters doing in these pictures?
- What are some other details you notice about these characters or in these pictures?
Discuss page 87

**Beginning**
- What is on the left of the food pyramid?
- What is very important to do?
- What works with exercise to make you strong and healthy?
- How much exercise should you do each day?
- What type of lifestyle can you have with good nutrition and exercise?

**Intermediate**
- What do the stairs next to the food pyramid represent?
- What does Mr. Albert challenge the students to do?
- What suggestion does Mr. Albert offer to help add exercise to the students’ daily routines?
- What is an example of a type of exercise you can do thirty minutes a day?
- What can you do to help your family have a healthy lifestyle?

**Advanced**
- Why are stairs included next to the food pyramid?
- What makes good nutrition and exercise a healthy combination?
- What are some healthy choices you can make?
- How can you and your family work together to have a healthy lifestyle?

**Reading Comprehension Skills and Strategies**

**Author’s Purpose**
Have students look through the paragraphs they are reading and locate details that support the author’s purpose for writing this story. For instance, ask **Why are the stairs an important part of the food guide pyramid?**

**Main Idea and Details**
Have students identify the main idea and details of some of the paragraphs on this page. For instance, you may have students locate the topic sentence in one of the paragraphs they are reading. Then, have them identify details in the paragraph that support the topic sentence. For instance, ask **What’s very important to do? What are the benefits from moving and making healthy food choices?**

**Reading an Image**
Have students look at the pictures on page 87. Ask:
- Who are the characters in these pictures?
- Where are these characters located?
- What are these characters doing in these pictures?
- What are some other details you notice about these characters or in these pictures?
Confirm Predictions

Have students take out their individual Prediction Charts. Refer to the class Prediction Chart on the board. Revisit the predictions one at a time, comparing the class’s responses to the actual information in the passage. Encourage students to discuss how their predictions were the same as or different than the information in the passage.

It’s All in the Details

Explain to students that the reason authors write stories is called author’s purpose. Then, explain that the main idea is the most important point the author makes in a story or paragraph. In order to support the main idea, authors use details in other sentences that may describe, give reasons and definitions, and give other types of information. Distribute the Main Idea & Details Graphic Organizer to students. Ask students to identify the author’s main purpose and list it in the Main Idea oval. Ask them to identify supporting details from the story and list them in the smaller ovals. Have students share their graphic organizers with the class.

Reading Comprehension Skills and Strategies

- **Making Inferences**: Use clues from the text and what the reader already knows to figure out something not directly explained or stated in the reading.
- **Fantasy or Reality**: Fantasy is something that couldn’t happen in real life. Reality is something that could happen in real life; it seems authentic.
- **Cause and Effect**: Cause explains why something happened, and effect is the result of that. *Because*, *so*, *since*, and *therefore* are examples of clue words indicating cause-and-effect relationships.
- **Main Idea and Details**: The main idea is the most important point in a story or paragraph. The main idea of a paragraph is often found in the topic sentence at the beginning or end of the paragraph. The main idea is supported by details in other sentences that describe, explain, define, or provide other kinds of information.
- **Sequence**: The order of events in a story is the sequence. The words *first*, *then*, *finally*, *the next day*, and *tomorrow*, among others, indicate the order of events in a story.
- **Drawing Conclusions**: The reader takes information about a character or event to make a statement or a judgment based on that information.
- **Comparing and Contrasting**: Comparing is telling how two or more things, events, or characters are similar. Contrasting is the opposite: how the things, events, or characters are different.
Ask students to brainstorm a list of colors. Elicit at least ten colors. List the colors on the board or chart paper. Then, ask students to choose a color and write a paragraph using the name of that color frequently throughout their paragraph as a descriptive word. Have students think of adjectives or nouns that describe specific shades of that color, such as *emerald green*, or comparisons such as *her eyes were as blue as the sky*. Have students rewrite their paragraphs substituting these words and/or phrases.

**Home Connection**

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b, and model how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word’s part of speech. Have them check their work by looking up the correct information in their dictionaries. Tell students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

**Multiple Intelligences**

**Verbal/Linguistic**

**Colorful Words**

Ask students to brainstorm a list of colors. Elicit at least ten colors. List the colors on the board or chart paper. Then, ask students to choose a color and write a paragraph using the name of that color frequently throughout their paragraph as a descriptive word. Have students think of adjectives or nouns that describe specific shades of that color, such as *emerald green*, or comparisons such as *her eyes were as blue as the sky*. Have students rewrite their paragraphs substituting these words and/or phrases.

**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 4 and 5;
- Speaking: Levels 1 and 3;
- Reading: Level 5.

**Standard 2: Language Arts**

- Listening: Level 2;
- Speaking: Levels 2 and 3;
- Reading: Levels 1, 2, and 5.
**Spotlight on Reading**

**Lesson 3**

**Key Vocabulary**
beans  grains  nutrition  vegetable  exercise  meat  oils

**Functions and Forms**
- Drawing conclusions
  *Because the students are asking questions, you can tell they are paying attention.*
- Hypothesizing and speculating
  *Good nutrition will make me healthier.*
- Sequencing events
  *After talking about the stripes of the food guide pyramid, Mr. Albert told the class that exercise is just as important as nutrition.*

**English Language Development Skills**

**Listening**
- Respond to questions with appropriate elaboration.

**Speaking**
- Read aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text.

**Reading**
- Read aloud narrative and expository text fluently and accurately.
- Demonstrate comprehension by identifying answers in the text.
- Recall major points in the text and make and modify predictions about forthcoming information.
- Extract appropriate and significant information from the text, including problems and solutions.
- Determine the underlying theme or author’s message in fiction and nonfiction text.

**Writing**
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones (e.g., hair—hare).

**Echo Read**

Student Book pages 78–87: Play Track 14 or read the passage line by line, and have students follow the words with their fingers as they echo each line. Remember that this reading is intended to be used as a basis for modeling correct pronunciation and intonation of text. You may want to pause and replay parts of the passage to reinforce correct speaking and listening skills.

**Checking**

A Choose the correct answer.
1. What does Mr. Albert say about vegetables?
   a. Do not eat vegetables if you do not want to.
   b. Vegetables give you lots of energy.
   c. Never eat vegetables that are crunchy.
   d. Only green foods are vegetables.
2. What does the yellow stripe represent?
   a. bananas
   b. oils
   c. exercise
   d. meat and beans
3. What do the stairs represent?
   a. bananas
   b. oils
   c. exercise
   d. meat and beans
4. How do you know that you should eat more grains and less meat?
   a. The grains stripe is orange.
   b. The grains stripe and the meat stripe are the same size.
   c. The grains stripe is wider than the meat stripe.
   d. The grains stripe comes first.

B Answer the Critical Thinking questions in complete sentences.
1. What is Mr. Albert talking about?
2. How can you tell that students are paying attention to him?
3. What is good nutrition?

**Materials**
- CD Track 14

**ORAL LANGUAGE DEVELOPMENT**

**READING COMPREHENSION**

Student Book page 88: Read each question aloud. Allow students time to think about their answers and have them share their answers with the class. For each multiple-choice question, read each answer option and talk about why each option is correct or incorrect. Have students answer the Critical Thinking questions in writing.

**Targeting Proficiency Levels**

- **Beginning**
  - Have students make a list of details about what Mr. Albert talked about. Ask them to circle details specific to good nutrition.

- **Intermediate**
  - Ask students to work in groups to write a paragraph about what good nutrition is.

- **Advanced**
  - Have each student write a paragraph that includes specific examples from the passage that explain what good nutrition is.
Act It Out

Divide the class into groups. Choose a section of the text for each group to act out. Have groups write a skit about the section assigned. Allow students time to write, prepare, and rehearse their oral presentations. Then, have each group act out their scenes in front of the class. Have the class guess which part of the reading each group is acting out. Then, have them describe what clues led them to their deductions.

Sound It Out

Explain to students that the long e words can be written in different ways. The e might be by itself or it might be combined with another vowel to give it a long e sound. Write the words beans and meats on the board or on chart paper. Read the words to the class. Then, have students read the words chorally with you. Have the class identify the words as having the long or short e sound. Ask students to say the letter sound of each word. Then, have them identify the letters that represent the long e sound. Remind students that when a word has two vowels together, the first vowel is long and the second vowel is silent. Divide the class into groups. Have each group create a list of long e words that have the ea combination. Ask each group to read their list of words.

Multiple Intelligences

Musical/Rhythmic

Freeze!

Tell students that they are about to play Freeze! by dancing to music and quickly freezing when the music stops. Have students spread out over a large area. Play music and encourage students to dance or move to the music. Periodically stop the music. When the music stops, students must freeze. Students who are seen moving after the music stops must step to the side, where they can help judge whether other students move. Repeat this process until only a few students are left standing in the dancing area.

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 1 and 2; Speaking: Levels 4 and 5.

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

Student Book pages 78–87: Play Track 14. Have students listen to the story and follow along in 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. Circulate among the reading groups helping them practice their reading skills.

Summarizing

Student Book page 89: Read the directions aloud. Elicit from students what summarize means. Distribute the Cluster Graphic Organizer to students, and draw it on the board. Ask What are the five food groups in the food guide pyramid? What are examples of foods in each of these food groups? Record the name of one food group in each of the ovals on the board. Have students record their responses in their graphic organizer. Have the class brainstorm examples of foods from each food group, and record their responses next to the matching food group on their graphic organizer. Then, have students share their examples of foods for each food group with the class. Record their examples in the graphic organizer on the board. Finally, have students complete activity B.

Targeting Proficiency Levels

Beginning
Use the graphic organizer on the board to help students work as a group to list the sentences they want to include in their summary. Then, help them complete activity B.

Intermediate
Have students work with a partner to write a summary of the information in the passage. Be sure they use their graphic organizers to order their details. Remind them to include details from the passage.

Advanced
Have students use their graphic organizers to compose summaries of the passage. Be sure they list information in the order in which it was presented. Remind them to include details from the passage.

Meeting Individual Needs

You may help students who exhibit difficulties identifying examples of foods in each food group and/or recalling examples in the passage by having them work in pairs or small groups to skim the passage for details and take notes on what details they find.
Reflecting

Student Book page 89: Remind students that to reflect means to think something over. Read the prompt aloud. Remind students of the discussions throughout the reading about the foods they eat. Ask students to think about the foods that they eat and the food choices they make. Ask What did you eat for breakfast today? What are your favorite foods? Then, ask students about the vegetables that they eat and their favorite food groups. Ask What are your favorite vegetables? What food group do your favorite foods belong to? Why is healthy food important? Have students share their ideas. You may want to make a list of topics from the passage to remind students and to serve as prompts for their writing. Remind students to include an introduction sentence and a conclusion sentence. You may model a sample response.

Practice Tactics

Have students open their Practice Book to page 33. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Multiple Intelligences

Interpersonal

Living Being Conversations

Tell students that living things need sunlight, water, food, and shelter. Ask them to compare and contrast the human need for these things with plant or animal needs. Have them write short conversations between two characters, one human and the other a plant or an animal, comparing and contrasting how each gets sunlight, water, food, and shelter. Examples are: human, dog; human, cat; human, worm; human, cactus. The conversations can be extended into dramatizations with students using stick puppets to represent their characters.

Practice Book (page 33)

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: Levels 1, 2, and 5; Writing: Levels 3 and 4.

Standard 2: Language Arts Listening: Level 2; Speaking: Level 5; Reading: Levels 1, 2, and 5.
**Build Background**

Display *People* Photo Cards that show feelings. As you show each card, have students state a word whose meaning is opposite the one shown on the card. Next, repeat the activity, having students state a word that has the same meaning as the one shown on the card. Once all of the cards have been used, work with students to find other examples of synonyms and antonyms. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

**Connecting**

Student Book page 90: Play Track 15. Have students listen to the passage. As they listen, ask them to think about what connections they can make between the images on the Student Book page and the passage they are listening to. After they have discussed the connections between the passage and the images, have them discuss how this activity connects to the unit theme and to the primary reading. Next, have students respond orally to the questions in activity B. As they respond, ask them to refer to what they heard while the track was being played that helped them to answer the question. For example, tell students: If the question reads *What words do you know that mean the same as finish?*, your response might include *the words* end, terminate, and conclude.

**Materials**

- *People* Photo Cards
- CD Track 15

---

**Key Vocabulary**

begins  
estarters  
early  
finishes  
late  
long  
short  
starts

**Functions and Forms**

- Defining words in context  
  *Begin has the same meaning as start.*  
  *End is the opposite of start.*  
- Describing temporal relations  
  *After school, I finish my homework before I eat dinner.*

**English Language Development Skills**

**Listening**

- Respond to questions with appropriate elaborations.  
- Connect and relate prior experiences, insights, and ideas to those of a speaker.

**Speaking**

- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

**Reading**

- Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

**Writing**

- Use descriptive words when writing.
**Spotlight on Language**

**Connecting**
- Listen to a student tell Mr. Albert how she exercises.

**Key Words**
- begins
- early
- finishes
- late
- long
- short
- starts

**Answer the questions in complete sentences.**
1. What words do you know that mean the same as *start*?
2. What words do you know that mean the opposite of *short*?
3. How many pairs of opposite words do you know?

**Focusing**
- Match each word on the left with the word on the right that has the same meaning.
  1. *starts*
  2. *dad*
  3. *ends*

- Match each word on the left with the word on the right that has the opposite meaning.
  1. *early*
  2. *before*
  3. *short*

**Applying**
- Write a paragraph about your daily routine.
  1. Start with a topic sentence.
  2. Add sentences that describe your routine. Use these questions to guide you:
    - What do you do after school, before you eat dinner, and before you go to bed?
    - At what time do you leave for school? At what time do you arrive home?

**Direct Instruction**

A **synonym** is a word that has the same or almost the same meaning as another word in the same language.
- The synonym of a word must be the same part of speech as that word.
- Synonyms can be any part of speech (nouns, verbs, adjectives, adverbs, or prepositions).
- Synonyms of the noun *comprehension* include *appreciation, grasp, and perception*.
- Synonyms of the verb *run* include *dash, jog, sprint, and trot*.
- Synonyms of the adjective *large* include *big, bulky, and considerable*.
- Synonyms of the adverb *fast* include *briskly, quick/quickly, rapidly, speedily, and swiftly*.
- Synonyms of the preposition *beyond* include *outside, outside of, and without*.

An **antonym** is a word that has the opposite meaning of another word.
- The antonym of a word must be the same part of speech as that word.
- Antonyms can be any part of speech (nouns, verbs, adjectives, adverbs, or prepositions).
- Antonyms of the noun *comprehension* include *misinterpretation and misunderstanding*.
- Antonyms of the verb *run* include *shuffle, stroll, crawl, and creep*.
- Antonyms of the adjective *large* include *little, puny, and small*.
- Antonyms of the adverb *fast* include *slow, slowly, and sluggishly*.
- Antonyms of the preposition *beyond* include *within and inside*.

**Targeting Proficiency Levels**

**Beginning**
Read each question aloud. Elicit all possible answers from the class and list them on the board. Then, work as a group to help students compose complete sentences that answer the questions.

**Intermediate**
Have students work with a partner to compose a list of all possible answers for each question. Then, have each pair compose complete sentences that answer the questions.

**Advanced**
Have students work individually to compose a list of all possible answers for each question. Then, have them compose complete sentences that answer the questions.

**Meeting Individual Needs**

You may assist those students experiencing difficulty with auditory comprehension by providing them with a printed copy of the track script and having them read along as they listen to the CD.
Focusing

Student Book page 91: Play Track 15 again to refresh students’ minds about the passage. Read the directions aloud with the students and model the correct way to answer the first item. Explain to students that activity A asks them to match words that have the same meaning. Read the first word on the left. Ask Which word on the right means the same as starts?

Read each of the remaining items, asking students to match each word with a word on the right that means the same. Then, explain to students that activity B asks them to match words that have the opposite meaning. Have them match each word with a word on the right that means the opposite. Read the first word on the left. Ask Which word on the right means the opposite of early?

Read each of the remaining items, asking students to match each word with a word on the right that means the opposite. Have students write the letter of the correct answer choice for each item.

Targeting Proficiency Levels

Beginning

Complete matches and help students with the answers as a class. Write the answer choice letters and words on the board. Have students copy them in their notebooks.

Intermediate

Have students work with a partner to match the words and record the answer choice letters and words in their notebooks.

Advanced

Have students complete the activities independently, writing the answers in complete sentences in their notebooks.

Meeting Individual Needs

You may assist students who are experiencing minor difficulties understanding opposite meanings and similar meanings by having them use a thesaurus to find synonyms and antonyms for each of the words in the activities.
Applying

Student Book page 91: Read the directions aloud with the class. Then, ask students to consider tasks they perform every day that they consider part of their daily routine. Have them write a topic sentence to start their paragraph. Next, to guide their writing, have students read the questions in their books. Brainstorm as a class to create a list of things students do every morning before school, things they do every afternoon after school, and things they do every night before they go to bed. Have students use this information to compose a paragraph that tells what they do and where they go every day.

Same or Different

Divide the class into two or four groups. Ask each group to brainstorm a three-sentence paragraph about the morning routine in their classroom. For example, they might write about putting their coats and backpacks away, turning in lunch money, handing in homework, saluting the flag, or taking attendance. Have them include adjectives in their group writing. Next, ask the groups to switch papers with another group. Assign groups synonyms or antonyms to use to change the order of two words in the paragraph that they are given. Ask each group to share their revised paragraph with the class.

Practice Tactics

Have students open their Practice Book to page 34. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.
**Build Background**

Display *Health* Photo Cards that show foods, and have students discuss how those words or ideas connect to the primary reading and the unit theme.

**Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

**Connecting**

Student Book page 92: Play Track 16. Have students listen to the passage as they read along in their books. After they have listened to and read the passage, have them discuss how this activity connects to the unit theme and to the primary reading. Then, have students respond to the questions.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work as a class to answer the questions. Read the questions aloud. Next, have students find the vocabulary word from the question in the text on the page. Write their answers on the board as they provide them. Then, have them copy the answers from the board into their notebooks.</td>
<td>Have students work in pairs to answer the vocabulary questions. Remind them to write in complete sentences and to include details from the text to support their answers.</td>
<td>Have students work independently to answer the vocabulary questions. Remind them to write in complete sentences and to include details from the text to support their answers.</td>
</tr>
</tbody>
</table>

**Meeting Individual Needs**

You may assist students experiencing difficulty using context clues to determine the meanings of the vocabulary words in the questions by writing the passage on the board and locating the words for the class.
Focusing vocabulary development

Student Book page 93: Read the direction aloud with the students and model the correct way to answer the first item. Tell students that they must choose the word that fits the meaning, or context, of the sentence. Have them consider both word choices and select the appropriate word. Remind students that although the words might sound the same, they have different meanings.

Targeting Proficiency Levels

- **Beginning**
  - Have students read the sentence aloud and select the appropriate word from each pair of choices. Write the correctly completed sentences on the board, and have students copy the sentences in their notebooks.

- **Intermediate**
  - Have students work with a partner to select the appropriate word from each pair of choices for each sentence. Then, have each student write the correctly completed sentences in their notebooks.

- **Advanced**
  - Have students work independently to identify the appropriate word from each pair of choices for each sentence. Then, have them write the correctly completed sentences in their notebooks.

Meeting Individual Needs

You may assist students who exhibit difficulty with homophones by having them look up the meaning of each word choice in the thesaurus before making their selections.
Applying

**Writing Strategies**

Student Book page 93: Read the directions aloud with the class. Have students refer to their answers for the Connecting activity and remind them to include the words they practiced in the Focusing activity. Remind them that a paragraph includes at least three complete sentences, begins with a capital letter, and starts with an indented first line.

**Vocabulary Review**

Divide the class into small groups. Have each group create flash cards based on the Key Word list. Ask students to write one key word on the front of a flash card, and to write a key word that sounds like it on the other side of the same card. After they have made cards for all of the key vocabulary words, they may make additional flash cards with other word pairs that sound alike. Students read the word on one side of the card and guess the spelling of the word on the other side of the card. Students in each group take turns guessing the word spellings.

**Homographs**

- Homographs are words that are spelled the same but have different meanings.
- Homographs may have the same or different pronunciations.
- An example of a homograph that is spelled the same and pronounced differently is **well**. It can mean *a deep hole for water*, or it can mean *in a good or proper manner*.
- Divide the class into two groups.
- Have each group make a list of ten homographs and their two definitions.
- Ask the groups to list the homograph pairs and their definitions on large index cards.
- Choose one student to be host of a “Homograph Jeopardy” show.
- Have each group sit in a row as a team on opposite sides of the room.
- Ask the host to shuffle all of the homograph index cards together.
- Have the host read the definition of homograph pairs to the first two students in the teams.
- The first student to answer correctly wins a point for his or her team.
- Continue with questions until all of the homograph definitions have been read.
- To reinforce the concept, read a book with homographs, such as *Dove* by Marvin Terban or *The King Who Rained* by Fred Gwynne.
Connect ing  
A Listen and read as these friends talk about Mr. Albert's visit.

Angela: I'm glad we know what to eat to make us healthy.
Hiro: No more unhealthy food for me!
Angela: I'm only going to eat nutritious foods from now on.
Hiro: Me too! I ate all of my vegetables at dinner last night.
Angela: On weekends, there's a farmers' market eight blocks from where I live. I'm going to ask my mom to bring me there to buy lots of healthy snacks.
Hiro: If you pass by my house on your way, I'd like to go with you.
Angela: If we go, it'll probably be at 2 o'clock, before | soccer practice.
Hiro: It was good for us to hear him talk. He knows a lot about nutrition.
Angela: Now we know a lot about it, too.

Answer the questions in complete sentences.
1. What are some examples of things sold at a farmers' market?
2. What is the connection between nutritious foods and healthy people?
3. What are some examples of unhealthy foods?

Focusing

B Complete the sentences by choosing the correct word.
1. Hiro ____ all of her vegetables at dinner. (ate/eight)
2. Angela is glad to ____ about healthy foods. (know/no)
3. Hiro should be ready to go with Ling at ____ o'clock. (hers/here)
4. Hiro and Ling were happy to ____ Mr. Albert talk to their class. (here/hear)
5. Angela wants her mom to ____ her healthy snacks. (buy/by)

A Applying

A Make a list of foods that you can try to eat more of and foods you can try to eat less of if you want to have a healthy diet.
B Write a paragraph about how a healthy diet can help you be a healthier person. After you have written your paragraph, try to find words in it that sound alike but are spelled differently.

Prac t i ce T ac t ics

Have students open their Practice Book to page 35. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or 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 5; Speaking: Levels 1–3; Reading: Level 5.
Standard 2: Language Arts  Listening: Level 2; Speaking: Level 2; Reading: Level 5; Writing: Levels 1 and 2.
Build Background

Display Health Photo Cards that show foods, and have students discuss how those words or ideas connect to the primary reading and the unit theme.

Note: The phonics activities on the back of each photo card may be used to supplement instruction.

Connecting

Student Book page 94: Have students read the poster independently. Afterward, have them discuss how this activity connects to the unit theme and to the primary reading. Then, have students respond to the questions orally.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the class list games that are played outdoors. Then, have the class identify how kneepads protect them when they play. Write the list on the board.</td>
<td>Have students work in pairs to identify games they play outdoors. Ask each pair to write a phrase or short sentence about how kneepads protect them.</td>
<td>Have students write a short paragraph about the games they play outdoors and how kneepads protect them.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may assist students who exhibit difficulty with reading comprehension and/or decoding by playing CD Track 17 and allowing them to listen to the CD as they read along in their books.
Focusing

Student Book page 95: Read the directions aloud with students. Tell students that some words are made up of two smaller words. The word basketball is made up of the two smaller words basket and ball. Read the first item. Ask Which word is made up of two smaller words in this sentence? Have the class look at each word in the sentence to determine if it is made up of two words. Then, have them complete activity B.

Targeting Proficiency Levels

- **Beginning**
  - Ask students to read each word aloud to identify the compound words. Then, have them create new words from the word box to label the objects.
- **Intermediate**
  - Have students work in pairs to identify the compound words. Then, have them create new compound words to label the objects.
- **Advanced**
  - Ask students to write new compound words using the word box. Then, have them use their new words to label the objects.

Meeting Individual Needs

You may simplify instruction for students who exhibit difficulties identifying and creating compound words by using an index card to cover portions of the word. Show half of a word and ask if it is a word; then, show the other half of the word and ask if that is a word.

Direct Instruction

- **Compound words** are made when two words are joined to form a new word.
- The two joining words can be two nouns.
- The two smaller words can also be a noun and another part of speech, as in *sunrise* or *everyday*.
- Sometimes the compound word’s meaning is very different from what the two joining words mean, as in *butterfly*.
- The meanings of the joining words can sometimes be used to predict the meaning of the compound word, as in *doghouse*.
- Ask students to create a list of noun-noun combinations.
- Extend this by having students create noun-noun combinations by using two words that are very different from the meaning of the compound word.
Direct Instruction

Ask students to create a list of non-noun and noun combinations.

- Many compound words are built on a common base word forming meaning families.
- Examples of compound words built on common base words are words in the “air” family, such as airport, airplane, airline, and airmail.
- Ask students to create compound words with the common base “some”.
- Ask students to create compound words with the common base “house”.
- Have students illustrate their “house” words using the formula \( a + b = \) to indicate the “equation” made when the two words are put together.
- Ask students to share their illustrated compound words with the class.

Applying

Student Book page 95: Read the directions aloud with the class. Students may refer to Mr. Albert’s poster for information about healthy food choices. Ask students to use words made from two smaller words in their chart.

Vocabulary Review

Display the Health Photo cards that show foods. Divide the class into four groups. Assign a food group (meats, vegetables, fruits and vegetables, and grains) to each group, and give each group photo cards that correspond to their food group. Ask each group to create as many new words as they can from two smaller words based on the food category illustrated on their photo cards.
Connecting

A Read the poster that Mr. Albert prepared for the class after his visit.

B Answer the questions in complete sentences.
1. What games do you play outdoors?
2. How do kneepads protect you?

Focusing

A Copy the word in each sentence that is made up of two smaller words.
1. Miguel has a soccer game every weekend.
2. We are in Mr. Jackson’s classroom this year.
3. Going outdoors and exercising keeps you healthy.
4. I finished my homework before watching TV.
5. John wrote the answer in his notebook.

B Make new words.
1. Choose a word from the box on the left and a word from the box on the right to make new words.
2. Use the new words to label the objects.

Applying

A Make a chart that lists healthy things you should do and unhealthy things you should try not to do.
1. Label your columns.
2. Use words that are made from smaller words, as much as possible.

Home Connection

Have students open their Practice Book to page 36. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Practice Book (page 36)

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word’s part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

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 and 2; Writing: Level 4.

Standard 2: Language Arts Listening: Level 2; Speaking: Levels 1–3; Reading: Levels 1 and 3; Writing: Levels 1 and 3.
### Key Vocabulary
- article
- list
- directions
- recipe
- how-to
- steps
- ingredients

### Functions and Forms
- Explaining how things work
  - Recipes and other how-to articles tell the order in which to do things.
- Sequencing events
  - The first step is to gather my ingredients.

### English Language Development Skills

**Listening**
- Respond to questions with appropriate elaboration.

**Speaking**
- Organize ideas chronologically or around major points of information.

**Reading**
- Determine the underlying theme or author’s message in fiction and nonfiction text.
- Demonstrate comprehension by identifying answers in the text.
- Extract appropriate and significant information from the text, including problems and solutions.
- Follow simple multistep written instructions (e.g., how to assemble a product or play a board game).

**Writing**
- Understand the structure and organization of various reference materials.
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

### Access Prior Knowledge
Gather examples of recipes and other how-to articles. Show these to students, and elicit descriptions of what they see. Ask *What do you notice about the format of this piece of writing? Have you seen it before? Do you know what this structure of writing is called?* Then, ask students to name some other types of how-to articles that they have seen, such as instruction manuals or assembly directions. Discuss the purpose of these articles and the ways in which they are useful.

### How-to Article
Student Book page 96: Read the recipe aloud as students follow in their books. Next, have students read the recipe aloud with you. Have students answer the questions. Model answering the first question using a complete sentence.

#### Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Read each question aloud with the class. Write their answers on the board as they offer them. Then, have them copy the answers in their notebooks.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Have students work in pairs to answer the questions in their notebooks. Be sure to encourage them to use details from the recipe in their answers.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Have students work independently to answer the questions in their notebooks. Be sure to encourage them to use details from the recipe in their answers.</td>
</tr>
</tbody>
</table>

### Meeting Individual Needs
You may assist students who exhibit difficulties identifying the components of a recipe by providing a photocopy of the recipe. Have students underline each ingredient and circle the quantities of the ingredients. Then, have them draw arrows from one step to the next in sequential order.

### Writing a How-to Article
Student Book pages 96–97: Read the text in the Spotlight box. Have students revisit the recipe to determine whether it contains all of the elements outlined in the Spotlight box. Then, read the directions aloud and have students read along with you. Next, walk students through the steps outlined in the Student Book and help them to organize the details they
**Nature Scavenger Hunt**

Divide the class into pairs or small groups. Write a list of shapes and angles on the board and have students locate items in nature that are the same shape or have the same angles. Once students have completed the scavenger hunt, have them write a how-to article that describes for other students the directions for performing this same scavenger hunt.

**Practice Book (page 37)**

<table>
<thead>
<tr>
<th>Name:</th>
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</table>

**Steps**
1. Ask an adult to help you with this recipe.
2. Have an adult cut the melon in half, as you scoop out the cantaloupe seeds with a spoon.
3. Have an adult cut the melon halves into chunks, as you put the melon chunks in a blender.
4. Add the lemon juice, yogurt, milk, and sugar.
5. Have an adult screw the blender jar to the blender, as you turn it on to blend the ingredients until smooth.

**Practice Tactics**

Have students open their Practice Book to page 37. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.
Frontload Vocabulary

Display the Health Photo Cards that show foods. Have students write the words that match the foods on a sheet of paper. Ask the class which words represent one and which represent more than one. Discuss how singular words can be changed to represent more than one, and how plural words can be changed to represent only one. Have students write the new words next to each of the words they have already written in their notebooks.

Note: The phonics activities on the back of each photo card may be used to supplement instruction.

Subject-Verb Agreement

Student Book pages 98–99: Read aloud the text in the Spotlight box, pointing out the key words as you come across them. Read the directions aloud with the class, modeling the first item of each activity. Check that students understand the task they are to complete.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete activity A as a class. Copy the sentences on the board with the correct words circled and underlined. Have students copy the correct answers in their notebooks.</td>
<td>Have students work in pairs to read each sentence and identify the noun and the verb that agrees with it (activity A). Then, have them copy the activity in their notebooks with the correct words circled and underlined.</td>
<td>Have students work independently to read each sentence and identify the noun and the verb that agrees with it (activity A). Then, have them copy the activity in their notebooks with the correct words circled and underlined.</td>
<td></td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may assist students who exhibit difficulties differentiating between nouns and verbs by presenting a minilesson on the parts of speech as a review before performing these activities.

Revising

Student Book page 99: Distribute students’ pieces of writing from the previous lesson. Read aloud the directions and questions. Remind students
that they need to work with the questions as pointers to correct their writing. Allocate time for them to review and identify what the questions are referring to. Discuss with students each question and have them provide examples from their own work. Then, have students rewrite in cursive their how-to article, making sure that they have corrected their work as necessary, and prepare an oral presentation of their writing.

Practice Tactics

Have students open their Practice Book to page 38. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word’s part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Multiple Intelligences

Intrapersonal

My Family’s Music

Ask students to think for a few minutes about what kind of music their family members listen to at home. Have them brainstorm a list of a few of their family’s favorite songs that they know well. Point out that these should be traditional songs, not current pop tunes. Ask each student to share his or her list of songs with the class. Encourage volunteers to sing their family’s favorite songs aloud to the class.

Practice Book (page 38)

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 5; Speaking: Level 4; Reading: Level 5.

Standard 2: Language Arts  Writing: Level 2.

Standard 5: Social Studies  Listening: Level 5.

Standards
Key Vocabulary
- fraction
- half
- quarter
- third
- whole

Functions and Forms
- Defining math-related concepts
  One of two equal parts is also known as a half.
- Explaining math-related concepts
  A fraction is part of a whole.

English Language Development Skills
Listening
- Respond to questions with appropriate elaboration.
- Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Speaking
- Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading
- Demonstrate comprehension by identifying answers in the text.
- Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).

Writing
- Identify and use subjects and verbs correctly in simple sentences.

Materials
- Blackline Masters 2a and 2b
- 12 plastic eggs or small objects
- Egg cartons

Frontload Vocabulary
Read the Key Vocabulary aloud. Then, chorally read the words with the class. Have students write the words on a sheet of paper. Ask students to identify the different ways to illustrate each word. Have them include illustrations next to each corresponding word.

Fractions
Student Book pages 100–101: Read aloud the text in the Spotlight box, pointing out the key words as you come across them. Read the directions aloud with the class, modeling the first item in each activity. Check that students understand the task they are to complete. Ask students to copy and complete the activities on a separate sheet of paper.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
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<tbody>
<tr>
<td>Complete activity A as a group and have students write the answers in their notebooks in complete sentences. Then, copy the table from activity B on the board and complete it as a class. Have students copy the completed table in their notebooks.</td>
<td></td>
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<tr>
<td>Have students work in pairs to complete activity A. Be sure they write the answers in their notebooks in complete sentences. Then, have them copy and complete the table from activity B in their notebooks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students work independently to complete activity A. Be sure they write the answers in their notebooks in complete sentences. Then, have them copy and complete the table from activity B in their notebooks.</td>
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</tbody>
</table>

Meeting Individual Needs
You may assist students who exhibit or have been identified as having learning disabilities by using manipulatives or by illustrating the word problem in activity B. Then, have students cross off the eaten slices to determine how many out of the nine slices were eaten.
Vocabulary Review

Divide the class into small groups. Give each group an egg carton filled with plastic eggs or twelve small objects and explain that when the carton is filled with twelve eggs or objects, it is a whole unit. Have each group remove six of the eggs or objects. Ask each group how many out of the twelve are left in the carton. Have students create a fraction to indicate the eggs or objects that are remaining. Repeat these steps with the removal of three and four eggs or objects.

Practice Tactics

Have students open their Practice Book to page 39. Read the directions aloud and have students real along with you. Explain the directions and model the activity. Then, have students complete the pages as independent class work or homework.

Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word’s part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Multiple Intelligences

Musical/Rhythmic

Sound Effects

Draw on the board a whole note, a half note, a quarter note, an eighth note, and a sixteenth note. Next, tell students that a whole note is a sound that plays for four beats. Demonstrate by humming while counting beats on a table or desk. Demonstrate how the other notes fit with the same four beats. Divide the class into groups and have each group write a short tune that uses a combination of all five kinds of notes for a series of 10 beats. Then, have students share their compositions with the class.

Practice Book (page 39)

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 5; Speaking: Level 1; Writing: Level 4.

Standard 2: Language Arts	Listening: Level 2; Writing: Level 5.

Standard 3: Mathematics	Speaking: Levels 1, 3, and 5; Reading: Levels 1–3.
**Key Vocabulary**

- demand
- exports
- goods
- imports
- need
- supply
- transport
- want

**Functions and Forms**

- Defining words in context
  - Imports are goods that are bought from another country.
  - Exports are goods that are sold to another country.

- Describing places and things
  - Lettuce and oranges are goods sold in the United States.

- Hypothesizing and speculating
  - North Dakota would most likely buy mushrooms from Pennsylvania.

**English Language Development Skills**

**Listening**
- Respond to questions with appropriate elaboration.

**Speaking**
- Use clear and specific vocabulary to communicate ideas and establish the tone.

**Reading**
- Use a dictionary to learn the meanings and other features of unknown words
- Use sentence and word context to find the meaning of unknown words
- Demonstrate comprehension by identifying answers in the text.

**Writing**
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

---

**Frontload Vocabulary**

Dictate the words in the Key Vocabulary list. As you read each word, be sure to enunciate clearly as students write the words in their notebooks. When all words have been read and written, write the list on the board, and have students self-correct their spelling. Next, ask the class to define a need and a want, and discuss what they consider important differences between the two words. Have students offer definitions for the remaining words in the list. Then, confirm or correct their definitions with the help of a dictionary.

**Imports and Exports**

Student Book pages 102–103: Read aloud the passage about imports and exports, pointing out the key words as you come across them in the text. Read the directions aloud with the class, modeling the first item in each activity. Check that students understand the task they are to complete. Ask students to copy and complete the activities on a separate sheet of paper.

**Targeting Proficiency Levels**

**Beginning**
- Have students discuss each question in activity A and respond using simple sentences. Have students discuss the possible answers for activity B as a class. Write all student responses on the board, and have students copy those responses in their notebooks.

**Intermediate**
- Have students work with a partner to discuss the questions and respond in activity A in complete sentences. Then have pairs write a paragraph that responds to activity B. Have them share their answers to activity B with the class.

**Advanced**
- Have students work independently to respond to the questions in activity A in complete sentences. Then have each student write a paragraph that responds to activity B. Have them share their answers to activity B with the class.

---

**Meeting Individual Needs**

You may assist students who are experiencing minor difficulties with the concepts of import and export by reading the data in the chart aloud and defining the purpose of each column. You may want to write out the information in each row as a complete sentence and allow students to read these sentences while looking at the chart.

**Materials**

- Blackline Masters 2a, 2b, and 18
**Vocabulary Review**

Read the vocabulary chorally with the class. Explain that they are to write a brief piece about goods and how they are sold. Ask them to include all of the vocabulary words in context in their piece. Tell them that their piece can be fiction or nonfiction. Ask students to share their piece with the class.

**Practice Tactics**

Have students open their Practice Book to page 40. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

**Home Connection**

Distribute Unit 3 Interview. Explain to students that they will conduct an interview with their parents or guardians in response to what they have learned in this lesson. Have them write the responses on the lines provided. Remind them to return their interviews to school. Retain them for use with the Impressions lesson.

**Multiple Intelligences**

**Visual/ Spatial**

**Natural Resources**

Ask students to look out the classroom window. Have students identify all of the natural resources they notice and write them in a list. Next, discuss with students which items in their list they like best and why. Have them quantify how much they would be willing to pay or trade for that item from an area that still has an abundance of it. Devise a plan with the class for trade with another area based on supply and demand.

**Practice Book (page 40)**

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Date:</td>
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</tbody>
</table>

**ACROSS**

1. To move people or merchandise from one place to another.
2. A desire or wish to get something.
3. To move goods or money from one state to another.
4. The past tense of buy.
5. The愿意ness and ability to buy goods or services that others are selling.
6. To move by land, sea, or air.

**DOWN**

2. A lack of something.
3. To need something.
4. The goods and services that a country sells to another country.
5. Goods and services that a country can buy from another country.
6. Things that can be bought or sold.

**Words**

- demand
- exports
- imports
- goods
- need
- supply
- transport
- want

**Reading Strategies**

- Fill in the crossword puzzle with the correct vocabulary word by reading the clues below.

**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**

- **Listening:** Communication - Listening: Levels 2, 4, and 5;
- **Speaking:** Level 4; **Reading:** Levels 1 and 2;
- **Writing:** Level 1.

**Standard 2: Language Arts**

- **Reading:** Level 1;
- **Writing:** Levels 2 and 4.

**Standard 5: Social Studies**

- **Speaking:** Levels 2 and 4; **Writing:** Levels 3–5.
**Frontload Vocabulary**

Use the *Earth* Photo Cards that show weather to elicit the key vocabulary words. Use students’ prior knowledge of the weather forms in the photo cards to classify each card as a solid, liquid, or gas. Write each weather form on the board with each classification. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

**States of Matter**

Student Book pages 104–105: Read aloud the States of Matter text, pointing out the key words as you come across them. Read the directions aloud with the class, modeling the first item in each activity. Check that students understand the task they are to complete. Ask students to copy and complete the activities on a separate sheet of paper.

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Have students respond to activity A and activity B aloud in complete sentences. Record their answers on the board and have students copy the answers on a separate sheet of paper.</td>
<td>Have students work with a partner to respond to activity A and activity B in complete sentences. Be sure they each record their answers on a separate sheet of paper.</td>
<td>Have students work independently to respond to activity A and activity B in complete sentences. Be sure they record their answers on a separate sheet of paper.</td>
</tr>
</tbody>
</table>

**Materials**

- *Earth* Photo Cards
- Blackline Masters 2a and 2b

**Meeting Individual Needs**

You may simplify instruction for students who exhibit difficulty with classifying objects by their state of matter by providing sample manipulatives for sensory recognition. Then, have these students use a three-column chart to record their findings.
Students separate matter into three groups according to their state or condition. A solid has a definite shape and volume. A liquid takes the shape of its container. The water in this glass is a liquid. A gas does not have a definite shape and does not have a definite volume. A gas spreads out. A solid is a hard form of water. Liquid water becomes a solid when it freezes. A gas takes up a large amount of space. A gas spread out. The steam rising from this kettle of boiling water is a gas. Liquid water becomes a gas when it boils.

**Vocabulary Review**

Divide the class into two teams, team A and team B. Explain to the class that you will read definitions of the vocabulary words as well as the weather formations from the Frontload Vocabulary activity. Have a student from each team sit in a chair at the front of the class. Read a definition. The first student to answer correctly wins a point for his or her team. Rotate team players.

**Practice Tactics**

Have students open their Practice Book to page 41. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

**Home Connection**

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word's part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

**Nature’s Sounds**

Divide the class into three teams. Assign a state of matter to each team. Take the class to an outdoor area, and ask students to find as many objects as they can that fit into their team’s state of matter. Next, have teams present their list to the class one item at a time. The class must agree on the classification of each item in order for that team to get a point. Tally points and acknowledge the winning team.

**Practice Book (page 41)**

**Vocabulary Review**

Divide the class into two teams, team A and team B. Explain to the class that you will read definitions of the vocabulary words as well as the weather formations from the Frontload Vocabulary activity. Have a student from each team sit in a chair at the front of the class. Read a definition. The first student to answer correctly wins a point for his or her team. Rotate team players.

**Practice Tactics**

Have students open their Practice Book to page 41. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

**Home Connection**

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word's part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.
Key Vocabulary
bowl  brass  wind
plate  percussion  wood
tray  string

Functions and Forms
- Describing elements of music and lyrics
  Woodwind, percussion, string, and brass are the four families of musical instruments.
- Describing places and things
  Apples, pears, grapes, and bananas are in the fruits food group.

English Language Development Skills
Listening
★ Respond to questions with appropriate elaboration.
★ Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Speaking
★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading
★ Use sentence and word context to find the meaning of unknown words.
★ Use a dictionary to learn the meaning and other features of unknown words.

Writing
★ Understand the structure and organization of various reference materials.

Materials
✔ Music Photo Cards
✔ CD Track 18
✔ Blackline Masters 2a and 2b

Frontload Vocabulary

Healthy Food for You

VOCABULARY DEVELOPMENT
Use the Music Photo Cards that show instruments and instrument families. Explain to students that musical instruments are grouped into four families: woodwind, percussion, string, and brass. Have students look up the definitions of these words in the dictionary. Write their definitions on the board to be used with the closing activity of this lesson. Note: The phonics activities on the back of each photo card may be used to supplement instruction.

LISTENING COMPREHENSION
Student Book page 106: Play Track 18. Have students listen to the song. Then, sing the song together as a class. Next, read aloud the lyrics of the song, pointing out the key words as you come across them in the text. Read and discuss the questions.

Targeting Proficiency Levels

Beginning
Have students write the answers to the questions from the Student Book activity in complete sentences.

Intermediate
Have students write additional questions for those highlighted words not addressed by the Student Book questions.

Advanced
Have students write an original sentence using each of the highlighted vocabulary words.
Vocabulary Review

Ask students to chorally read the definitions of the musical instrument families that are on the board. Have students write the definitions on a sheet of paper. Then, have students circle the key word that explains what type of instruments are part of each family. Ask Which instruments require a bow to play? Which instruments require you to use your fingers to play? Which instruments require a reed to play? Ask students to share the words they circled with the class.

Practice Tactics

Have students open their Practice Book to page 42. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word’s part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Meeting Individual Needs

You may wish to assist students who are having difficulty with the vocabulary presented in the song by providing a printed copy of the song and having students circle unfamiliar words. Next, conduct a minilesson about context clues, and help students use the text to define unfamiliar words. For example, ask What kind of dish is soup served in?

Find Someone Who Can …

On the board, write a list of things students can do and title it Find Someone Who Can … For example, write can tell a joke or can play a musical instrument. Have students copy the list and find classmates who can do the things listed. Ask students to write the name of the person next to the corresponding ability.

Practice Book (page 42)

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word’s part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Standards

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English as a Second Language

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

Standard 2: Language Arts Listening: Level 5; Speaking: Level 5.

Standard 4: Social Studies Reading: Level 5.
Key Vocabulary
- display
- inanimate
- museums
- still life

Functions and Forms
- Comparing and contrasting elements of art
  
  *Cézanne’s still life has more objects in it than mine does.*

- Identifying art forms
  
  *This painting is a still life.*
  
  *A still-life painting shows things that do not move.*

English Language Development Skills

Listening
- Respond to questions with appropriate elaboration.

Speaking
- Use clear and specific vocabulary to communicate ideas and establish tone.

Reading
- Extract appropriate and significant information from the text, including problems and solutions.
- Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*).

Writing
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials
- ✓ *Health* Photo Cards
- ✓ Blackline Masters 2a and 2b
- ✓ white art paper

Frontload Vocabulary

Display *Health* Photo Cards that show foods. Have students describe how they might draw each of the foods they have identified from the photo cards. Ask them to identify what they would use to draw the foods, such as pencil, crayon, or chalk. Then, ask them to talk about how they would draw the foods. You may want to introduce such art terms as context, background, realism, interpretation, and the use of color and shading.

**Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Drawing a Still Life

Student Book page 107: Read the passage aloud, pointing out the key words as you come across them in the text. Read the directions aloud with the class. Have each student draw a still life of the display you have prepared. Then, help students complete the written activity.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Discuss with students how their drawings compare with the still life shown. Write their answers on the board, and have students copy the answers in their notebooks.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Have students work in pairs to compare their partner’s still life with the one shown. Be sure their paragraphs consist of complete sentences.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Have students work independently to compare their still life with the one shown. Be sure their paragraphs include the key words presented in the art lesson.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may assist students who exhibit difficulty comparing their still life with the one in the book by drawing a Venn diagram on the board and listing similarities and differences in short phrases before they attempt to write a paragraph.

Vocabulary Review

Display the *Health* Photo Cards that show healthy foods. Remind the class of the definition of a still life by showing them the example in their book.
My Secret Message

Tell students that people who want to send secret messages sometimes make up codes to use when they write their message. Ask students to invent a code of their own. They can use letters, symbols, or pictures. Have them create a message about something they learned in this lesson. Remind students to put a code key at the bottom of the page. Then, have students exchange papers to figure out what their partner’s secret message is.

Practice Tactics

Have students open their Practice Book to page 43. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to write each word’s part of speech. Have them check their work by looking up the correct information in their dictionaries. Explain to students that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

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English as a Second Language

Standard 1: Communication  Listening: Levels 2–5; Speaking: Levels 1 and 4.

Standard 2: Language Arts  Listening: Level 2; Speaking: Level 3; Reading: Level 5; Writing: Level 5.

Practice Book (page 43)

A still life is a type of painting that shows inanimate objects, or things that do not move. These types of paintings have been popular for hundreds of years. Painter use still life paintings to show many common objects. Flowers, fruits, and vegetables are especially popular. Painters create a display with these objects and then paint what they see when they look at that display.

This example of a still life is by Paul Cézanne, a famous French artist. He uses color to shape the fruits, the white cloth, the basket, and the table. Cézanne’s paintings are in museums all over the world.

Create a still life.

1. On a desk or a table, make an interesting display of classroom objects.
2. Start by drawing the outline of the objects in your display, using a pencil. Next, draw details you see in the objects. Use crayons or colored pencils to fill in your drawing. Try to copy the way that Cézanne used color to shape the objects.
3. Describe similarities and differences between your still life and Cézanne’s.

Next, divide the class into small groups and ask each group to select a few of the foods shown in the photo cards. Then, ask each group to write a brief description of how they would arrange and draw a still life of the foods on the photo cards they chose. Encourage them to use as many vocabulary words from the lesson as possible in their description.

A still life is a type of painting that shows inanimate objects, or things that do not move. These types of paintings have been popular for hundreds of years. Painter use still life paintings to show many common objects. Flowers, fruits, and vegetables are especially popular. Painters create a display with these objects and then paint what they see when they look at that display.

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English as a Second Language

Standard 1: Communication  Listening: Levels 2–5; Speaking: Levels 1 and 4.

Standard 2: Language Arts  Listening: Level 2; Speaking: Level 3; Reading: Level 5; Writing: Level 5.
Key Vocabulary
abundance
cornucopia
harvest

Functions and Forms
- Describing personal experiences
  In January, my family eats a special cake for luck called the Three Kings Cake.
- Describing places and things
  Apples are grown in my family’s hometown.

English Language Development Skills
Listening
- Connect and relate prior experiences, insights, and ideas to those of a speaker.
- Respond to questions with appropriate elaboration.
Speaking
- Use clear and specific vocabulary to communicate ideas and establish the tone.
Reading
- Extract appropriate and significant information from the text, including problems and solution.
Writing
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials
✓ completed Unit 3 Interview

Access Prior Knowledge

The Horn of Plenty

Writing Strategies

Student Book page 108: Read the passage aloud. Then, read the directions aloud with the class. Check that students understand the activities they are to complete. For activity A, help students answer the questions. Read the questions aloud, and check for understanding. Discuss the answers as a class. Have students record the correct answers on a separate sheet of paper in complete sentences. Next, help students complete activity B by modeling how to fold their paper in thirds.
Published Work

Ask students to review their three-column chart. Have students choose one of their favorite foods from their paper and describe when this food is eaten. Students should give details about any celebrations that feature this food and the purpose of the celebration. Be sure each student synthesizes this information into a cohesive paragraph. Encourage them to illustrate their work. Next, ask them to share their work with the class. Finally, display students’ work on a classroom wall.

An Acrostic Poem

Explain to the class that an acrostic poem is a poem in which the first letter of each line forms a phrase or word. The phrase or word is written vertically on the page. Ask students to choose a vocabulary word from this lesson, such as cornucopia or the name of a favorite food. Have students write their word vertically on a sheet of paper. Then, have students assign an adjective to each letter to describe their word. Ask students to share their acrostic poem with the class.

Meeting Individual Needs

You may wish to help students who are experiencing minor difficulties using a three-column chart by having them record their favorite foods on three separate sheets of paper, focusing on one element at a time. Then, help students copy this information from the three pages onto a three-column chart. Be sure to include appropriate headings and descriptions.

Multiple Intelligences

Verbal/Linguistic

An Acrostic Poem

Explain to the class that an acrostic poem is a poem in which the first letter of each line forms a phrase or word. The phrase or word is written vertically on the page. Ask students to choose a vocabulary word from this lesson, such as cornucopia or the name of a favorite food. Have students write their word vertically on a sheet of paper. Then, have students assign an adjective to each letter to describe their word. Ask students to share their acrostic poem with the class.

Standards

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English as a Second Language

Standard 1: Communication  Listening: Levels 4 and 5; Speaking: Level 4; Reading: Level 5; Writing: Levels 2–5.

Standard 2: Language Arts  Listening: Level 2; Speaking: Level 5; Writing: Level 5.
**Key Vocabulary**
- develop
- organize
- reuse
- draft
- prewriting
- revise
- ideas
- recycle
- rewrite

**Functions and Forms**
- Comparing and contrasting
  - Fresh carrots and whole grains are healthy foods, but candy and cupcakes are unhealthy foods.
- Evaluating and correcting original text
  - I need to review my writing to make sure that I used compound words, synonyms, and antonyms.

**English Language Development Skills**

**Listening**
- Respond to questions with appropriate elaboration.

**Speaking**
- Use clear and specific vocabulary to communicate ideas and establish tone.
- Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important messages of the text being read.

**Reading**
- Distinguish the main ideas and details.

**Writing**
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- Revise drafts to improve coherence and logical progression of ideas by using an established rubric.
- Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

**Reuse and Recycle**

Explain to students that in this lesson, they will “reuse” and “recycle” the work they produced throughout the unit in order to do a project that brings together the skills and vocabulary learned. Have students highlight academic vocabulary on each page. Then, help students to identify and label the skills they learned in each activity. Distribute a copy of the Unit 3 Checklist to each student. Have them compare the skills they have labeled in their work with the skills listed on the checklist. Add to the checklist as necessary. Then, copy the highlighted vocabulary words from their work in the space provided at the bottom of the checklist.

**Your How-to Article**

**Materials**
- Health Photo Cards
- Blackline Masters 8 and 26
- students’ work from the unit
- highlighters

**Sample Articles**

- **Broccoli and carrots are healthy choices when they are eaten fresh. I ate broccoli at dinner with my family last night. I do not want to eat too much candy, since that is not a healthy food choice.**

**Developing Ideas:** First, have students review the steps of the writing process. Next, read the writing prompt aloud as students read it along with you. Display the Health Photo Cards in a central spot in the classroom. Explain to students that by looking at the photo cards, they can get ideas for their writing. Tell them that the photo cards may remind them of the healthy foods in the food pyramid, how healthy foods are prepared, and the type of daily routine they should follow. The cards may also remind them of the things they should not do. Encourage brainstorming of ideas.

- **Broccoli and carrots are healthy choices when they are eaten fresh. I ate broccoli at dinner with my family last night. I do not want to eat too much candy, since that is not a healthy food choice.**

**Organizing:** Distribute a clean copy of the Sequence/Chain of Events Graphic Organizer that they used to write a how-to article in Lesson 8. Have students fill in the graphic organizer for their new how-to article. Encourage students to use the graphic organizer whether or not they find it useful. As needed, guide students through the organization of their ideas by modeling thinking processes. For example, have students think about questions such as What materials might be needed in order to live a healthy lifestyle?
What steps might need to be taken as the reader tries to start living a healthier lifestyle? What foods should the reader try to eat more of and what foods should the reader try to eat less of? What activities should the reader try to do more often and which activities should be avoided? In what order should the reader try to make these changes?

**Drafting:** Have students use their graphic organizers to compose a first draft of their writing. Encourage them to skip a line as they write so they can revise more easily. Students should be encouraged to focus on the order of their ideas. Ask students to determine how to order their information by using their graphic organizers. If there are three main ideas listed in the graphic organizer, encourage students to add details under each box of the graphic organizer to be sure they discuss each topic in detail.

Ask the class what each of their paragraphs should include. Elicit responses such as *Each paragraph needs a topic sentence. Paragraphs should be indented.* Remind students that they can enhance their writing by using synonyms and antonyms to provide more detail and description. Also remind students to include compound words and to properly use homophones and homographs. Have students begin writing their first draft by writing the sentences from their graphic organizer in sequential order. Remind them that, when they revise and rewrite their draft, they will look carefully at their grammar and mechanics. Allow students to take this draft home to complete, but remind them to bring it back for the next class.

**Research Tips**

When writing a research paper, creating questions about the topic can guide research for that topic. Once questions are written, students can use many different skills to locate the answers to their questions. Skimming and Scanning helps to locate information without reading an entire page or book. To introduce this skill, model looking for information about a topic by using a Table of Contents. For instance, say *My topic is healthy foods. One of the things I would like to find out about healthy foods is what the best foods are to eat. I can look in the Table of Contents in this book [show book] to find a chapter that may have this information.* Then model searching the index. For instance, say *Now I’ll search the Index. First, I think I’ll look at the letter H, for “Healthy foods.”*

Students can mark the pages where their information is located on a self-adhesive note paper. They should write a brief description of the information and place it on the book page. Model this for the class. For instance, say *I’m writing a note so that I remember where I found specific information. I’ll write ‘vegetables’ on this one so I can put it on the page in the book that marks this information.* It is important to have many books available in the classroom on students’ topics. Have them practice skimming and scanning the Table of Contents and Index pages with a partner to build confidence with the skimming and scanning skill.
**Penmanship Tips**

To introduce cursive writing, it is important to describe the similarities to and differences from printing. Tell students that there are fifteen letters that are written the same in cursive as they are in printing. At the same time, some cursive letters are very different from the same printed letter. Tell students that spacing is also different between letters in cursive. In printing, the letters stand alone and are not connected. In cursive, the letters “reach out” and connect to the other letters in a word. Introduce the four basic curve strokes of cursive: undercurves, which have a sharp top; overcurves, which have a round top; downcurves, which have a roll top; and loop letters, which that have a loop at the top.

Introduce writing undercurve letters by writing the lowercase letters i and t on the board or on chart paper. Use dotted lines to show the starting point of the letter i on the bottom line and the gliding motion up to the top of the letter. Then, show the downward motion needed for the remaining portion of the letter. Remind students to add a dot just above the letter. Point out to students that they must also slant their letter to the right. Have students practice writing a row of lowercase i’s on their paper. Once completed, slowly write the lowercase letter t while describing the slanted gliding motion up and the downward motion. Remind students to cross the letter near the top. Then, have students write a row of lowercase t’s on their paper.

Next, write a lowercase i and attach a lowercase t to it. Describe the curve around and gliding motion up to connect the t. Have students write a row of the word it on their paper. Ask students to circle their best i, t, and it on their page. Walk around the classroom checking students’ letters, marking or circling their best letters with a colored pen and providing assistance as needed.

**Revising:** Have students use their Unit 3 Checklist to verify that all of the skills and vocabulary they wanted to use is included in their writing project. Review synonyms and antonyms, homophones and homographs, compound words, and subject-verb agreement to be sure that students understand the skills they learned in this unit. Students can check off each item on the checklist as they revise their drafts.

Give each student a highlighter. Have them circle incorrect capitalization, punctuation, and spelling errors. Ask them to use arrows to indicate where paragraph indentation needs to be added. Remind them to also look for topic sentences and conclusions. Have students make a list of the incorrect spellings. Ask them to identify their error either on their own or by using a dictionary. Ask students to reread their writing to make sure that it makes sense. They may add or change sentences at this time to make their writing more coherent.

**Rewriting:** Have students rewrite their how-to article in cursive on a new sheet of paper. Encourage them to write carefully so that all of their revisions are included in their rewrite. If time permits, students can illustrate their work. Remind students that the final version of their writing project is for public reading, so they should pay careful attention to their handwriting.
Writing Fair

Display students’ completed writing project in the classroom. Give students time to read their work aloud to the group as an oral presentation. If time permits, encourage students to ask questions about each other's writing process.

Practice Tactics

Have students open their Practice Book to the Unit Review pages 44–46. Read the directions aloud and have students read along with you. Explain the directions and model the activities. Then, have students complete the pages as independent class work or homework.

ORAL LANGUAGE DEVELOPMENT

Write the correct word for each blank to complete the passage:

1. Every day, I have a cup of coffee before I even ___________.
   A. get up
   B. have breakfast
   C. brush my teeth
   D. go to school

2. I love eating fruit because it is good for ___________.
   A. my legs
   B. my arms
   C. my face
   D. my body

3. I ___________ eat eggs for breakfast every day.
   A. left
   B. right
   C. never
   D. always

4. I ___________ go running before school every day.
   A. used
   B. use
   C. not use
   D. never use

5. The ___________ potato is my favorite vegetable.
   A. red
   B. yellow
   C. green
   D. white

6. I ___________ eat salad for dinner every night.
   A. never
   B. never never
   C. sometimes
   D. always

7. ___________ of the following words would not be used when talking about parts of a whole?
   A. piece
   B. portion
   C. fraction
   D. third

8. Which of the following is not in the vegetables food group of the food guide pyramid?
   A. potatoes
   B. carrots
   C. broccoli
   D. apples

9. Which of the following is not in the grains food group?
   A. rice
   B. pasta
   C. rice
   D. grapes

10. Which of the following is not in the meat and beans food group?
    A. chicken
    B. beans
    C. pork
    D. eggs

Standards

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**English as a Second Language**

**Standard 1: Communication**
- Listening: Level 5;
- Speaking: Level 4;
- Writing: Levels 2 and 5.

**Standard 2: Language Arts**
- Listening: Level 5;
- Writing: Levels 4 and 5.

**Multiple Intelligences**

**Bodily/Kinesthetic**

**Texture Words**

Have students brainstorm a list of texture words. Divide the class into groups. Have them create a book with a collection of texture rubbings. To make the rubbings, students cover the textured surface with a sheet of paper and color over it with the side of a crayon. Then, they write words that describe that texture on the page. Remind students to label each object on the back of their rubbing. Have groups guess what objects were used for each rubbing.

**Practice Book (pages 44–46)**

**Write a four-paragraph essay outlining steps for living a healthy lifestyle.**

- A paragraph that introduces your topic.
- The kinds of foods and activities you need.
- The steps you need to follow to use these foods and activities as part of a healthy lifestyle.
- A paragraph that summarizes and concludes your essay.

Your How-to Article

Write a four-paragraph essay outlining steps for living a healthy lifestyle. Include the following information in your essay:

- A paragraph that introduces your topic:
  - Remember, you can always repeat a step if you need to.

- The kinds of foods and activities you need:
  - We must eat the right amount of each food group.
  - We must avoid eating too much fat and sugar.
  - We must eat plenty of fruits and vegetables.

- The steps you need to follow to use these foods and activities as part of a healthy lifestyle:
  - First, choose the ideas you want to use. Put them in order, connect them, or discard the least important ones.
  - Second, rewrite your paragraphs again and correct your writing, keeping in mind what you learned in this unit.

- A paragraph that summarizes and concludes your essay:
  - Remember, you can always repeat a step if you need to.