A Read the following directions to the group:

I’m going to ask you to draw a circle around one of the pictures.

Let’s do the example. Circle the picture of a suitcase.

Be sure students circle the correct answer.

Look at number one. Circle the picture of a continent.

1.

Look at number two. Circle the picture of a globe.

2.

Look at number three. Circle the picture of a castle.

3.

Look at number four. Circle the picture of an exclamation point.

4.
Many families enjoy traveling in the United States of America. They pack their clothes in suitcases and go! While traveling across the states, the scenery can be wonderful. Travelers can see large deserts and great forests. In a big city, like New York, they can look at many tall buildings. If they travel to the state of Arizona, they can see the Grand Canyon. That canyon is the result of the natural processes of weathering, erosion, and deposition. For families traveling by car, maps are useful to help guide them to their destinations.

Let’s do the example. What do families pack their clothes in for a trip? Circle the picture.

Observe students completing the example and assist them as necessary. Then, say:

The families pack their clothes in suitcases. Did you circle the picture of the suitcase? That is the answer.

Let’s do number five. Where does the story take place? Circle the picture.

Let’s do number six. What scenery do families see in the story?

Let’s do number seven. What do families use to help guide them to their destinations?
Read the following directions to the group:

Now I’m going to ask you some more questions about the story. I will read four answers to the questions. Circle the letter of the correct answer.

Let’s do the example. What can families see in a big city like New York?

If they can see **tall buildings**, circle the letter **a**.
If they can see **cows on a farm**, circle the letter **b**.
If they can see **camels in a desert**, circle the letter **c**.
If they can see a **deep canyon**, circle the letter **d**.

Observe students completing the example and assist them as necessary. Then, say:

In the story, families can see tall buildings in a big city like New York. Did you circle the letter a? That is the answer.

Be sure students circle the correct answer.

Let’s do number **eight**. In which state is the Grand Canyon located?

If the state is **New York**, circle the letter **a**.
If the state is **North America**, circle the letter **b**.
If the state is **Arizona**, circle the letter **c**.
If the state is **Europe**, circle the letter **d**.

Let’s do number **nine**. What natural processes formed the Grand Canyon?

If they are **lightning, heat, and humidity**, circle the letter **a**.
If they are **weathering, erosion, and deposition**, circle the letter **b**.
If they are **hurricanes, tornados, and tsunamis**, circle the letter **c**.
If they are **high, medium, and low ocean tides**, circle the letter **d**.
A Read the following directions to the group:

Look at the sentences. A word is missing from each one. Circle the word that completes the sentence.

Now do the example.

Example

The __________________ is an imaginary line that runs around the center of Earth.

- equator
- latitude
- hemisphere

Observe students completing the example and assist them as necessary. Then, say:

Did you circle the first word, equator? That is the correct word. The equator is an imaginary line that runs around the center of Earth.

Be sure students circle the correct answer.

Now circle the words for numbers one through four.

1. The natural process of ____________ is the movement of soil and small pieces of rock from one place to another.

- longitude
- erosion
- eruption

2. We looked ____________ the amazing sight of the Grand Canyon.

- at
- below
- during

3. We sat ____________ a window on the train.

- with
- through
- beside

4. John and Maria ____________ the train to visit their grandparents.

- rides
- ride
- play
The metric system and the U.S. customary system are two systems of measurement. The metric system is used in all of South and North America, except in the United States. The United States uses the U.S. customary system. The U.S. customary system uses miles to measure the distance between cities and towns. Shorter distances are measured in feet and yards. Small objects are measured in inches. The metric system uses kilometers to measure the distance between cities and towns. Small objects are measured in centimeters and millimeters. Wherever you are, it is important to know which system of measurement is used.

When students have finished reading, ask them to answer the example question.

Example

What is the passage about?

a. The U.S. customary system and the metric system
b. Miles and kilometers
c. South America and North America
d. Short distances and small objects

Once students have answered the example question, say:

Did you circle the first answer, “The U.S. customary system and the metric system”? That is the correct answer. The passage is about the U.S. customary system and the metric system. Now answer questions five through nine.

5. What unit of measurement does the U.S. customary system use to measure long distances?

a. Meters
b. Miles
c. Inches
d. Feet
6. Where in North and South America is the metric system not used?
   a. Mexico
   b. Brazil
   c. The United States
   d. Canada

7. What U.S. customary system unit is used to measure small objects?
   a. Inches
   b. Pounds
   c. Centimeters
   d. Kilometers

Allow students additional time to answer questions eight and nine.

8. Why is it important to know what system is used to measure distance wherever you are?
   a. To know what time it is
   b. To know how far away a place is
   c. To know how much it costs to travel to a place
   d. To know what the temperature is at the place you are going to

9. How is the metric system different from the U.S. customary system?
   a. It is used to measure the sound of your voice.
   b. It is used to measure weight and not length.
   c. It is used to count objects.
   d. It is used in most places in North and South America.
A Read the following directions to the group:

Look at the example. It is the beginning of a sentence. You will write the rest of the sentence. You can write anything that makes sense to you, as long as it completes the sentence.

Now do the example.

Example
I want to ____________________________
_______________________________.

Observe students completing the example and assist them as necessary. Then, say:

Did you write something that you want to do? One answer could be “travel to other countries.” The sentence would be “I want to travel to other countries.”

Be sure students understand the directions.

Now finish the sentences for numbers one through four.

1. Maps are used to ____________________________
_______________________________.

2. Someday I will take a trip to see ____________________________
_______________________________.

3. In Tokyo you can ____________________________
_______________________________.

4. You can use miles or kilometers to ____________________________
_______________________________.

Unit 2 Continents
Read the following directions to the group:

You will use the blank lines to write three paragraphs. Each paragraph should be at least three sentences long. Remember to use capital letters and end punctuation.

Now look at the example. There are three paragraphs, and each paragraph contains supporting information about the continent of South America. The first paragraph introduces the main idea and says “South America is a continent located in the Western Hemisphere. The Pacific Ocean borders the continent on the west. The Atlantic Ocean borders it on the east.” The second paragraph is about its geography and says “This continent has amazing scenery. The second-longest river in the world, the Amazon River, is located here. The world’s largest rainforest, the Amazon Rainforest, is also found on this continent.” The third paragraph is about the animals of the continent and says “Many animals on this continent are not found anywhere else on Earth. These animals include llamas, anacondas, and piranhas. Every year, many people travel to visit this extraordinary continent.”

Example. Write three paragraphs about South America.

South America is a continent located in the Western Hemisphere. The Pacific Ocean borders the continent on the west. The Atlantic Ocean borders it on the east.

This continent has amazing scenery. The second-longest river in the world, the Amazon River, is located here. The world’s largest rainforest, the Amazon Rainforest, is also found on this continent.

Many animals on this continent are not found anywhere else on Earth. These animals include llamas, anacondas, and piranhas. Every year, many people travel to visit this extraordinary continent.

Now look at number five. Use the blank lines to write three paragraphs about any country in the world.

5. Write three paragraphs about any country in the world.
Administer this assessment individually. Use the Speech Observation Form (page XXXVII) to record all responses.

A Direct the student’s attention to the image on pages 44 and 45 in the Student Book. Use the picture to elicit a verbal response from the student. Say:

Look at this picture. I will ask you some questions about it.

1. Point to and name three things in the picture.

If the student responds in a language other than English, ask the student to respond in English (Can you say it in English?). If the student cannot name at least one item in the picture in English, stop and do not ask the rest of the questions.

B Ask the student to explain or describe something in the picture.

2. What do you think the girl is writing about in the picture?

If the student gives a plausible but incorrect response, rephrase the question or ask the student for alternative responses. For instance, if the student says She’s writing words, you may ask What places could she be writing about? If the student is unable to answer, stop and do not ask question 3.

C Ask the student to make inferences about the picture.

3. Why do some people travel in an airplane instead of a train or a boat?

If the student gives a plausible but incomplete or incorrect response, rephrase the question or ask the student for alternative responses. For instance, if the student says They like to, ask why he or she thinks that people like to travel in an airplane.