UNIT 2
Continents

UNIT OVERVIEW

Spotlight on Reading
Realistic Fiction

The World awaits

Spotlight on Language
★ Connecting
★ Focusing
★ Applying

Spotlight on Content
Informative Writing
Writing an Informative Passage
Types of Sentences

Systems of Measurement

Latitude and Longitude

Weathering, Erosion, and Deposition

Sing Along: “I Still Call Australia Home”

African Masks

Impressions Climate in the United States

Project Your Informative Writing

Unit Objectives
✓ Explore the seven continents.
✓ Discuss cultures around the world.
✓ Explain use of maps and globes.
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.

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 2 Assessment to measure students’ progress in listening, speaking, reading, and writing after they have completed this unit.

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); Blackline Masters 1, 6 (2 sets per student), 7 (2 sets per student), 8, 17, 25.
- Gather world atlas, map, or globe, map of Australia, samples of informative writings about the Statue of Liberty, yardstick, driving maps, index cards (2 colors), picture of the Grand Canyon, travel brochures.
# Unit 2: Continents

## UNIT PLANNER

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<td>camp, crevasses, desert, float, protect, risky, South Pole, survive, trapped, treaty, volcano</td>
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<td>like places trip</td>
<td>dangerous memories</td>
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<td>like experiences</td>
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| Day 9 | Lesson 8 | arched, concourse, marble, mural, sculpture, staircases, station, terminal | - Identifying main idea  
- Describing spatial and temporal relations  
- Explaining purpose | Access Prior Knowledge  
ORAL LANGUAGE DEVELOPMENT  
Informative Writing  
WRITING STRATEGIES  
Targeting Proficiency Levels  
Meeting Individual Needs  
Writing an Informative Passage | Spotlight Online  
Reading Comprehension: Real and Make Believe: Level 4: Vol.1  
Practice Tactics  
Multiple Intelligences  
Visual/Spatial |
| Day 10 | Lesson 9 | declarative, exclamatory, imperative, interrogative | - Identifying sentences  
- Defining sentences | Frontload Vocabulary  
LISTENING COMPREHENSION  
Types of Sentences  
WRITING STRATEGIES  
Targeting Proficiency Levels  
Meeting Individual Needs  
Revising  
WRITING STRATEGIES | Spotlight Online  
Grammar: Sentence Structure: Four Types of Sentences: Level 4: Vol.5  
Practice Tactics  
Home Connection  
Multiple Intelligences  
Musical/Rhythmic |
| Day 11 | Lesson 10 | centimeter, foot, inch, kilometer, measurement, meter, mile, units, yard, U.S. customary system, metric system, prefixes | - Comparing and contrasting  
- Explaining measuring systems | Frontload Vocabulary  
ORAL LANGUAGE DEVELOPMENT  
Systems of Measurement  
READING COMPREHENSION  
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READING COMPREHENSION | Spotlight Online  
Phonics: Prefixes: Level 4: Vol.1  
Practice Tactics  
Home Connection  
Multiple Intelligences  
Naturalist |
| Day 12 | Lesson 11 | coordinates, sphere, tropics, vertical, degrees, equator, globe, hemispheres, horizontal, latitude, longitude, poles, prime meridian | - Describing spatial and temporal relations  
- Asking informational questions  
- Explaining latitude and longitude | Frontload Vocabulary  
ORAL LANGUAGE DEVELOPMENT  
Latitude and Longitude  
TARGETING PROFICIENCY LEVELS  
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LISTENING COMPREHENSION | Spotlight Online  
Vocabulary: Synonyms and Antonyms: Level 4: Vol.1  
Practice Tactics  
Home Connection  
Multiple Intelligences  
Logical/Mathematical |
| Day 13 | Lesson 12 | canyon, deposition, downstream, erosion, mouth, natural processes, valley, weathering | - Explaining natural processes  
- Sequencing natural processes | Frontload Vocabulary  
ORAL LANGUAGE DEVELOPMENT  
Weathering, Erosion, and Deposition  
READING COMPREHENSION  
Targeting Proficiency Levels  
Meeting Individual Needs  
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Vocabulary: Level 4: Vol.2  
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Interpersonal |
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<td>Australia, country, London Town, New York, Rio, beats, pattern, rhythm, syllables, duet, harmony, round, solo, unison</td>
<td>Expressing and supporting opinions, Comparing and contrasting places</td>
<td>Music and Lyrics&lt;br&gt;Listening Comprehension&lt;br&gt;I Still Call Australia Home&lt;br&gt;Listening Comprehension&lt;br&gt;Targeting Proficiency Levels&lt;br&gt;Meeting Individual Needs&lt;br&gt;Vocabulary Review&lt;br&gt;Listening Comprehension&lt;br&gt;Spotlight Online&lt;br&gt;Reading Comprehension: Poetry: Identifying Literary Devices and Analyzing Author’s Purpose: Level 4: Vol.1&lt;br&gt;Practice Tactics&lt;br&gt;Home Connection&lt;br&gt;Multiple Intelligences&lt;br&gt;Verbal / Linguistic</td>
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<td>Frontload Vocabulary&lt;br&gt;Listening Comprehension&lt;br&gt;African Masks&lt;br&gt;Oral Fluency&lt;br&gt;Targeting Proficiency Levels&lt;br&gt;Meeting Individual Needs&lt;br&gt;Vocabulary Review&lt;br&gt;Writing Strategies&lt;br&gt;Practice Tactics&lt;br&gt;Home Connection&lt;br&gt;Multiple Intelligences&lt;br&gt;Logical / Mathematical</td>
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<td>Access Prior Knowledge&lt;br&gt;Oral Fluency&lt;br&gt;Climate in the United States&lt;br&gt;Reading Comprehension&lt;br&gt;Targeting Proficiency Levels&lt;br&gt;Meeting Individual Needs&lt;br&gt;Published Work&lt;br&gt;Writing Strategies&lt;br&gt;Spotlight Online&lt;br&gt;Reading Comprehension: Level 4: Vol.1: Cause and Effect&lt;br&gt;Multiple Intelligences&lt;br&gt;Naturalist</td>
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<td>Reuse and Recycle&lt;br&gt;Reading Comprehension&lt;br&gt;Your Informative Writing&lt;br&gt;Writing Strategies&lt;br&gt;Spotlight Online&lt;br&gt;Grammar: Sentence Structure: Simple, Compound, and Complex Sentences: Level 4: Vol.6&lt;br&gt;Research Tips&lt;br&gt;Penmanship Tips&lt;br&gt;Practice Tactics&lt;br&gt;Multiple Intelligences&lt;br&gt;Bodily / Kinesthetic</td>
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Allow students to express what they know about Antarctica. Then, ask students to predict what they think Antarctica: The World’s Wildest Continent will be about. Record students’ ideas in a column on a prediction chart and post it on the wall so you can come back to it after reading the passage. Ask students to explain why and how they made their predictions. For instance, they may have used the title, illustration, or Key Words to make their predictions. Record these explanations in a second column of the prediction chart.

**Literary Elements**

**Genre: Nonfiction**

Remind students that there are many different kinds of writing styles, and a genre is a kind, or style, of literary composition. Explain that Antarctica: The World’s Wildest Continent belongs to the genre of nonfiction. This genre has the following elements:

1. Nonfiction is about real people, animals, places, or events.
2. Nothing can be made up in nonfiction.
3. Its purpose is to relate facts or ideas to readers.
Author’s Purpose
Remind students that the author’s purpose is the reason an author writes a particular text. Review 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 *Antarctica: The World’s Wildest Continent*. Write their ideas on the prediction chart.

Reading Options
Choose one or more of the activities described below to conduct with students as they read *Antarctica: The Wildest Continent*.

**Reading Aloud**
Prior to reading *Antarctica: The World’s Wildest Continent* aloud to students, provide the following background information:
- There are seven continents on the planet Earth, and Antarctica is one of them.
- Antarctica is located at the South Pole.
- No country owns Antarctica.
- There is abundant wildlife on Antarctica, but no people have settled there permanently.

Have students look at the photographs. Ask them to comment on them, using words that describe what they see. 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 text 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 *Antarctica: The World’s Wildest Continent* aloud and circulate among each reading group, helping them practice the specific skills and strategies assigned to them.

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**Echo Reading**
This reading technique is ideal for modeling correct pronunciation and intonation of text. Start reading *Antarctica: The World’s Wildest Continent* and ask students to repeat, from words and phrases to 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 *Antarctica: The World’s Wildest Continent* home to read several times and share with family members. You may wish to have volunteers give oral presentations the next day, summarizing the text, and discussing how they felt when they read it.

**Literary Response**
After reading *Antarctica: The World’s Wildest Continent*, choose from a variety of activities to conduct with your students, such as:

1. Summarize major ideas and supporting evidence.
2. Make and confirm predictions about the text by using prior knowledge and ideas presented in the text itself, including photos, titles, and important words.
3. Have students describe the genre and compare it to other genres, such as myths or historical fiction.
**Spotlight on Reading**

**Introduce the Theme**

Student Book pages 42–43: Tell students that they will be learning about different continents and cultures in this unit. Read the “Topics to explore” with students. Ask **What is a continent? What can maps and globes help you do? Are there a lot of different cultures around the world?** Using a classroom globe, ask students to find several countries, such as the United States, China, Mexico, Egypt, and Russia. Ask them if all of these countries are on the same continent. Play Track 7 and have students listen to the riddle on page 43. Play the track again and read the riddle together with students, sentence by sentence, and ask students questions about details as you go along.

**Theme-Related Vocabulary**

Assess students’ language levels related to the theme by discussing the photos with the class.

Have students identify items on the map: **Point to the oceans. Point to a continent. Point to another continent.**

Have students find North America on the map. Say **We live on the continent of North America. Can you find where you live on this map?**

Have students point to some of the countries on the map. Say **Do you see a continent that is also a country? What’s it called? What’s the largest country that you see?**

Ask students open-ended questions: **What do you notice about the different continents, for instance, Africa and North America? Is one continent divided into more countries than the other?**

**What Do You Think?**

Tell students that when people travel, they have many new experiences and adventures. These cause them to think and feel different emotions. Have students respond to the following statements by writing the words they think of. Ask volunteers to share their answers with the class.

- You are packing your suitcase for a trip.
- You get your first passport.
- You try a delicious new food.
- You are riding on a very fast train.
- You see elephants for the first time.
- You say good-bye to a new friend.
- You are on a long flight home from your journey.

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**Key Vocabulary**

body of water
continents
countries
cultures
islands
oceans

**Functions and Forms**

- Identifying places
  - This country is Australia.
- Comparing and contrasting places
  - Africa has more countries than North America.
- Describing places
  - My country is near the ocean.
- Expressing likes
  - I would like to travel to Brazil.

**English Language Development Skills**

**Listening**

★ Respond to questions with appropriate elaboration.

**Speaking**

★ Relate ideas, observations, or recollections about an event or experience.
★ Provide insight into why the selected event or experience is memorable.

**Reading**

★ Use appropriate strategies when reading for different purposes.

**Writing**

★ Demonstrate an understanding of the literary work.

**Materials**

✔ CD Track 7
✔ world atlas or globe

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**Unit 2**  Continents
All Around the World

Write the names of the following countries from *The World Awaits* on the board: Brazil, Cameroon, Morocco, Spain, France, India, China, Japan, and Australia. Assign each student a country, and have them find it, using a globe or an atlas. Then, have students show where their country is located, and tell the class some other things about it that they see from looking at the globe or atlas. Ask the following:

- *Is your country near the ocean?*
- *Can you get to your country on a train?*
- *What other country is your country near?*
- *Would you like to travel to this place? Why or why not?*
- *Is your country a large country?*

## The Memory Game

Play a memory game by going around the room and, one by one, having students say the name of the country that they would like to travel to. Then, in turns, have students try to recall where their fellow students said they would like to go.

## Standards

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

### English as a Second Language

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

- **Standard 2: Language Arts**
  - Listening: Level 2;
  - Speaking: Level 2;
  - Reading: Level 2;
  - Writing: Level 2.
Key Vocabulary
travel souvenirs adventure
trip traditions amazing
cultures continent tour
journey museum

Functions and Forms
■ Describing places
  Mount Fuji is Japan’s highest mountain.
■ Describing cultures
  In Brazil they speak Portuguese.
■ Comparing and contrasting places
  The Amazon is the largest tropical rainforest in the world.

English Language Development Skills
Listening
★ Respond to questions with appropriate elaboration.
★ Summarize major ideas and supporting evidence.
Speaking
★ Use simple and compound sentences.
★ Use details or examples to explain or clarify information.
★ Provide insight into why the selected event or experience is memorable.
Reading
★ Make and confirm predictions about text by using prior knowledge and ideas presented in the text.
★ Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.
★ Identify structural patterns found in informational text.
Writing
★ Use simple and compound sentences.
★ Relate ideas and observations of an event or experience.
★ Use reference materials as an aid to writing.

Frontload Vocabulary

Read each key word aloud and have students repeat it after you. Then, have students open their books to page 44. Point to the Key Words and chorally read the list with the class. Read the words one more time in random order, and have students write them on a sheet of paper.

Predicting

Student Book page 44: Remind students that predicting is guessing what the story is going to be about. Distribute a copy of the Prediction Chart to each student. Have students use the 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

Beginning
Have students find the title of the story, and say it aloud. Show them the seven continents, using a globe or a map. Then, go over the questions.

Intermediate
Have students work in pairs to identify the seven continents using a map or globe. Then, have them take turns asking and answering the questions.

Advanced
Have each student write the names of the seven continents, as they find them on a map or globe. Then, have them write the answers to the questions, using complete sentences.

Meeting Individual Needs

You may simplify instruction for students who exhibit difficulties with the concepts by asking them yes/no questions about the key words and prediction questions, such as Do you think this story will be about traveling? Do the pictures show you different places?
Read and Discuss the Story

Student Book pages 44–53: First, consider the following activities and decide in what order they will best serve the needs of your students: Read the story 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, while intermediate students should respond in complete sentences, and advanced students should support their answers with details from the text. Make use of the tips and strategies 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.

Predicting
Answer the questions in complete sentences.
1. What does the title tell you about the story?
2. What do the key words tell you the story might be about?
3. What can you tell about the story from the illustrations?

When I entered the writing contest, I never thought I would win. I had to write about world travel. But I had never even been outside my home state. Still, I did my best to imagine what a trip around the world would be like. I closed my eyes and pictured faraway places. I thought about meeting people from different cultures, seeing beautiful lands, and discovering interesting wildlife. I wrote the best essay I could and sent it in my entry. A month later, I received a letter about the contest. Incredibly, I won! The letter said the grand prize was a trip around the world! I couldn’t believe it. My parents and I packed our suitcases right away. We were going on the best vacation ever!

Written by Sean Martin
Photo Selection by Mónica Delgado de Patrucco

Spotlight on Reading

Key Words
- travel
- trip
- cultures
- journeys
- souvenirs
- traditions
- continent
- museum
- adventure
- amazing
- tour

Dictionary Tips
Tell students that the spelling and pronunciation of a word do not always match. A word’s phonetic spelling is the way the word sounds when spoken. A word’s actual spelling is the way it is correctly spelled. Explain that the dictionary includes the actual spelling of a word and its correct pronunciation. Show students a dictionary entry. Point out that the defined word is spelled correctly in bold type. Show students the special phonetic spelling that tells people how to pronounce the word. The letter included a pronunciation symbol. Point out that the defined word is spelled correctly in bold type. Show students the special phonetic spelling that tells people how to pronounce the word. Direct students to the page of the dictionary where pronunciation symbols are explained. Tell them that they can use this guide to look up pronunciation symbols.

List the key words on the board. Number the list from 1 to 11. As a class, look up each word in the dictionary. Have students sound out each word the way it is spelled. Then, point out the dictionary pronunciation of the word. Chorally read each pronunciation. Write the word travel on the board. Model inventing a phonetic spelling by pronouncing each syllable and writing the sounds on the board (tra-val). Explain that instead of using special symbols, you are using basic spelling rules you know. Divide the class into two teams. Give each team 11 index cards. Have each team invent a pronunciation spelling for each of the Key Words. Have teams shuffle and exchange their cards. Have teams number them to match the correctly spelled Key Words. Have the winning team prove its answers by pronouncing each word’s phonetic spelling and then spelling the word.
**Beyond Words**

Student Book pages 44–45: Have students identify elements of the images. Tell students that a realistic fiction story is a story that could really happen, and that the character or characters can be as real as people we know or meet every day. Have students study the images for several minutes. 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 or illustrations 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.

**How to Read an Image**

Understanding the elements pertinent to an image that accompanies 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 or illustrations 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.
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 the end of the paragraph. For instance, read the first paragraph on page 45 and ask What’s the main idea? What are some of the details that support the main idea? Elicit responses such as The main idea is that the narrator entered a writing contest. She thought about the prize of a trip, and she pictured faraway places. Then, ask students to read the second paragraph, and ask What’s the main idea? Where do you find the topic sentence? Elicit answers such as The main idea is that she won the contest. The topic sentence is the last sentence in the paragraph.

Cause and Effect
Explain to students that a cause is why something happens, and that an effect is what happens as a result of that cause. Sometimes words such as because, so, since, and therefore, give clues to indicate cause and effect relationships in a story. However, a story may not include these words and still have cause and effect relationships. Help students identify cause and effect relationships in the story. For instance, say The narrator won a trip around the world. If that is the effect, what’s the cause? Elicit that the narrator had written the best essay.

Discuss page 45

- What kind of contest did the narrator enter?
- How long did it take for the narrator to find out if she had won the contest?
- How did the narrator find out that she had won the contest?
- What did the narrator and her parents do after they got the letter about the contest?
- What did the narrator picture when she closed her eyes?
- Where had the narrator traveled before?
- What kind of wildlife did the narrator think about discovering?
- Why do you think the narrator never expected to win the writing contest?
- How was the narrator able to write an essay about world travel?
- Why did the narrator think it was incredible that she won the essay contest?
Main Idea and Details
Remind students 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. Help students identify the main idea and details of the paragraphs on this page. Ask What’s the main idea in the first paragraph on page 46? What’s the main idea in the second paragraph? Elicit that in the first paragraph, the main idea is that the first stop on the trip was in South America. The main idea in the second paragraph is that they went to see a game of futebol.

Cause and Effect
Remind students that a cause is why something happens in a story, and that an effect is what happens as a result of that cause. Have students identify cause and effect relationships by saying The narrator wanted to take a ride down the Amazon River, but she didn’t. What was the cause? Elicit that the cause was that narrator and her parents didn’t have enough time to take a ride down the Amazon River.

Reading an Image
Have students think about the picture of Rio de Janeiro. Ask, for example:
- How would you describe the city of Rio de Janeiro?
- Do you think the weather is hot or cold there?
Main Idea and Details
Remind students that the main idea is the most important point that the author makes in a story or a paragraph. The main idea is often contained in the topic sentence. Have students identify the topic sentences in the two paragraphs on page 47. Ask What’s the topic sentence in the first paragraph? In the second paragraph? Elicit that the topic sentence in the first paragraph is From Brazil we flew to Africa. The topic sentence in the second paragraph is Our next stop in Africa was Morocco.

Cause and Effect
Explain that when the narrator experienced people creating wonderful art in Cameroon, she wanted to buy a lot of souvenirs there. Ask If that is the effect, what would you say is the cause? Elicit that the cause is that she thought the art was wonderful and wanted to take some objects home with her. Then, ask When they were in Morocco, it was very hot and humid. Some people gave them thin cloths to cover themselves. If that’s the cause, what’s the effect? Elicit that the effect is that the cloths made them feel much cooler.

Reading an Image
Have students think about what the people are doing in the pictures. Ask, for example:
- How would you describe this dance?
- What’s the man creating?
- What do the people use to decorate their art?
- Why do you think that people decorate art?
Main Idea and Details
Help students identify the main idea and details on page 48. Ask them to read the two paragraphs on the page and look for the main idea. Ask What’s the main idea on this page? What are some of the supporting details? Elicit that the main idea is that they traveled to Spain. Some of the supporting details are that Spain is located on the continent of Europe, that they went to see a fair in Seville, and that they also went to see some flamenco dancers.

Cause and Effect
Remind students that a cause is why something happens, and an effect is what happens as a result of that cause. Ask them to think about when the narrator watched the flamenco dancers, and the dancers stomped their feet and clapped their hands to the music. Ask If that’s the cause, what’s the effect? Elicit that the effect is that the narrator could not help but clap, too.

Reading an Image
Have students think about the picture of the flamenco dancers. Ask, for example:
- What kind of expressions do you see on the faces of the dancers?
- Can you describe their dance?
- How would you describe the city of Seville?

Discuss page 48

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ On which continent is Spain located?</td>
<td>▶ What did the narrator do in Seville?</td>
<td>▶ Why does the fair take place in the spring?</td>
</tr>
<tr>
<td>▶ In what city did the narrator and her family see a fair?</td>
<td>▶ What did they see in the parade?</td>
<td>▶ How can you tell that the narrator was enjoying the flamenco dancers?</td>
</tr>
<tr>
<td>▶ What kind of fair did they see?</td>
<td>▶ What did the family do for entertainment that night?</td>
<td>▶ How would you feel if you were watching a flamenco dance?</td>
</tr>
<tr>
<td>▶ How were the people in the fair dressed?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 2 Continents
The following morning, we took the express train to Paris, France. Boy, was that train fast! Once in Paris, we got to the Louvre in no time. The
Louvre is a huge museum that was once a king's palace. We saw lots of
famous paintings. Then, we visited the famous Eiffel Tower.

We also walked along the Seine River and watched boats go by. I tried
some new foods, too. My favorite thing to eat in France was a crepe. It is
like a pancake that is filled with cheese or jam. It was really tasty!
Remind students that the main idea in a paragraph or story is usually supported by details. Ask the students to identify the main idea on page 50, and then to name some of the supporting details. Ask *What's the main idea on page 50? What are some of the details that support this main idea?* Help students identify the following:

**Main idea**

It was time for their next adventure.

**Details**

They woke up in Asia.

In Agra, India, they went to see the Taj Mahal. They learned a lot of things about the Taj Mahal.

**Cause and Effect**

Ask students to identify cause and effect relationships by asking *After the narrator left Paris, France, the narrator traveled by plane. She had to take a nap on the plane. If that's the effect, what's the cause?* Elicit that the cause is that she was very tired.

**Reading an Image**

Have students think about the picture of the Taj Mahal. Then, ask:

- What shapes do you see in this building?
- What does this building make you think of?
- What words would you use to describe the Taj Mahal?

**Discuss page 50**

- On which continent did the narrator land next?
- In which country is Agra?
- What famous building did the family see in Agra?
- Who had the Taj Mahal built?
- What did the narrator have to do on the plane?
- What material was used to build the Taj Mahal?
- What surrounds the Taj Mahal?
- Why did the king build the Taj Mahal?
- Why did the author think that is was a shame that the king's wife wasn't alive to see the Taj Mahal?
- What did the builders of the Taj Mahal do to make the building beautiful?
- How do you think the king felt about his wife who had died?
- How do you think the king felt when he saw the completed Taj Mahal?
The next country we visited was China. I saw part of the Great Wall of China. It is so long that astronauts have seen it from space!

A few days later, we flew to Tokyo, Japan. We went to the Tokyo fish market to buy food for dinner. People were selling tiny yellow fish, big silver fish, and everything in between. Later, we went to the top of the Tokyo Tower. From the observatory, we could see Mount Fuji, Japan’s highest mountain. It was an amazing sight!

Discuss page 51

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where was the narrator when she saw the Great Wall?</td>
<td>What type of transportation did the narrator take to get to Japan?</td>
<td>Why can astronauts see the Great Wall from space?</td>
</tr>
<tr>
<td>Where was the fish market?</td>
<td>Where was the observatory?</td>
<td>How long did the family stay in China?</td>
</tr>
<tr>
<td>Why did the narrator and her family go to the fish market?</td>
<td>What kind of products did the narrator see in the fish market?</td>
<td>What could the narrator see from the observatory?</td>
</tr>
<tr>
<td>What is Japan’s highest mountain?</td>
<td>Are China and Japan on the same continent?</td>
<td></td>
</tr>
</tbody>
</table>

Main Idea and Details
Ask students to identify the main idea in each paragraph on page 51. Ask What’s the main idea in the first paragraph? What’s the main idea in the second paragraph? What are two details that support the main idea in the second paragraph? Elicit that the main idea in the first paragraph is The next country we visited was China. The main idea in the second paragraph is A few days later, we flew to Tokyo, Japan. Details from the second paragraph are We went to the Tokyo fish market to buy food for dinner. We went to the top of the Tokyo Tower.

Cause and Effect
Help students identify cause and effect relationships by asking It says in the story that astronauts have seen the Great Wall of China from space. If that’s the effect, what’s the cause? Elicit that the cause is that the Great Wall is so long that it can be seen from space. Then, say The family went to the observatory at the top of the Tokyo Tower. If that’s the cause, what’s the effect, or what happened as a result of this? Elicit that they were able to see Mount Fuji from the top of the Tokyo Tower.

Reading an Image
Have students think about the picture of the Great Wall. Ask, for example:
- What do you see in the picture?
- What are some words you could use to describe what you see?
Discuss page 52

**Beginning**
- Where did the narrator take a tour?
- Where did the narrator take a ride?
- Where did they go first in Australia?
- What did they do in the afternoon?

**Intermediate**
- What did the roof of the Sydney Opera House look like?
- What was the first thing they did in Sydney?
- What did they see in the national parks?
- What did the narrator like about the kangaroos?

**Advanced**
- How did the narrator and her parents prepare for their trip to Australia?
- How did they travel to Australia?
- What did the outback make the narrator think of?
Finally, it was time to return to our home in North America. We didn’t visit the continent of Antarctica, but that’s okay. It is much too cold there!

The flight home seemed to last forever. I did my best to sleep on the plane, but it was no use. I could not stop thinking about our trip. I had seen and learned so much! I met many interesting people. I learned some new words in different languages and discovered delicious foods. I could not wait to show my friends all of the pictures I had taken!

### Read page 53

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why didn’t they visit Antarctica?</td>
<td>How did the flight home seem?</td>
<td>What continent does the narrator live on?</td>
</tr>
<tr>
<td>How did they get home from their trip?</td>
<td>What did the narrator try to do on the plane?</td>
<td>Which continent did they not visit?</td>
</tr>
<tr>
<td>What kind of words did the narrator learn on her trip?</td>
<td>What kinds of foods did the narrator discover?</td>
<td>Why do you think the narrator looked forward to showing her friends all of her pictures?</td>
</tr>
<tr>
<td>What did the narrator keep thinking of on the way home?</td>
<td>What did the narrator think about some of the people she met on her trip?</td>
<td>What parts of the trip do you think the narrator treasured the most?</td>
</tr>
</tbody>
</table>

### Main Idea and Details

Tell students that the main idea on the last page of the story is that it was time to go back home. Ask **What details can you find that have to do with this main idea?** Elicit answers such as **The flight home seemed very long. She couldn’t wait to show her pictures to her friends at home.**

### Cause and Effect

Ask **If an effect is that the narrator couldn’t sleep on the plane during her flight home, what’s the cause?** Elicit that the cause is that she couldn’t stop thinking about the trip (what she had seen and learned, interesting people she had met, and new words and foods she had experienced).

### Reading an Image

Have students think about the picture of the jet. Ask, for example:
- **Does this picture make you want to take a trip to another continent?**
- **Where have you flown to in a jet?**
- **Do you like to travel by jet, or do you prefer another form of transportation?**
Literary Elements

- Setting is the time and place in which the story’s events happen and the characters live. It can change throughout the story or book. Where does the story take place? What’s the setting in the middle of the story? When does the story take place?
- Character is a person or animal in a story, play, poem, or other literary work. Who are the characters in the story?
- Plot is the action of the story, play, book, or poem. There is often a problem or conflict the characters must resolve. What’s the problem or conflict in the story? How’s the conflict resolved?
- Structure is the beginning, middle, and end of the story. Discuss the beginning, middle, and end of the story.
- Theme is the main idea of the story. What’s the main idea of the story?

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 with the actual events of the story. Encourage students to discuss how their predictions were the same as or different from the events in the story.

Where in the World?

Remind students that the setting is the time and place where the events in a story take place. In The World Awaits, the setting changes constantly. To reinforce this literary element, ask Where does this story take place when it begins? Elicit that the setting at the beginning of the story is the narrator’s home. Then, ask How does the setting change as the story goes on? Elicit that the narrator and her parents travel from place to place on their trip around the world, using different modes of transportation to visit different cities, countries, and continents. At the end of the story, they are on a plane, on their way back home. Have students make a list of the different settings in the story.
Describe a City or Country

Have students work with a partner. Give a set of 10 index cards to each pair. Ask them to take turns writing the name of a city or country discussed in the story on one side of a card. On the other side, have the other person write one or more words that tell about the city or country named. Make sure each student has an opportunity to both name and describe the cities or countries.

Standards

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

English as a Second Language

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

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

Standard 5: Social Studies Listening: Level 2; Speaking: Level 2; Reading: Level 2; Writing: Level 2.
**Key Vocabulary**
- activities
- report
- continents
- tour
- countries
- vacation

**Functions and Forms**
- Describing spatial and temporal relations
  - *After visiting India, they went to China.*
- Identifying cause and effect
  - *They traveled around the world because Alisha won an essay contest.*

**English Language Development Skills**

**Listening**
- ★ Summarize major ideas and supporting evidence.

**Speaking**
- ★ Use volume, pitch, phrasing, pace, modulation, or gestures appropriately to enhance meaning.
- ★ Relate ideas, observations, or recollections about an event.
- ★ Use details, examples, anecdotes, or experiences to explain or clarify information.

**Reading**
- ★ Identify structural patterns found in informational text to strengthen comprehension.
- ★ Read text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
- ★ Distinguish between cause and effect.
- ★ Identify the main events and their causes.

**Writing**
- ★ Demonstrate an understanding of the literary work.

**Materials**
- ✔ CD Track 8

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**Echo Read**

**WORD RECOGNITION**

Student Book pages 44–53: Play Track 8 or read the story 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 story to reinforce correct speaking and listening skills.

**Checking**

Student Book page 54: Read each item aloud. Allow students time to think about their answers and have them share their answers with the class. For each item, read each answer option and talk about why each option is correct or incorrect. Have students answer the Critical Thinking question in writing.
**Act It Out**

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

**Sound It Out**

Explain that all words are made up of syllables, or basic units of sound. Syllables generally contain a vowel and a consonant. The consonant may come either before the vowel, after the vowel, or both. Read aloud the Key Vocabulary. Ask students to say how many syllables each word contains: vacation (3), report (2), activities (4), tour (1), countries (2), continents (3). Then, write the words on the board, and divide them into syllables. Explain to students that when they look up a word in the dictionary, they will find it divided into syllables.
Key Vocabulary
- different
- experience
- like
- places
- trip

Functions and Forms
- Expressing likes
  - *Morocco was one of my favorite places in the story.*
- Retelling/relating past events
  - *They watched flamenco dancers in beautiful dresses.*
  - *In San Francisco I tried Chinese food.*
  - *When I visited New York, I saw a parade.*

English Language Development Skills

Listening
- ★ Summarize major ideas and supporting evidence.

Speaking
- ★ Relate ideas, observations, or recollections about an event or experience.
- ★ Use simple and compound sentences.

Reading
- ★ Read text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
- ★ Use appropriate strategies when reading for different purposes.
- ★ Identify the main events of the plot.

Writing
- ★ Demonstrate an understanding of the literary work.
- ★ Use simple and compound sentences.

Group Reading

WORD RECOGNITION

Student Book pages 44–53: Play Track 8. 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 55: Read the direction aloud. Remind students that to summarize means to present the important points of a story or passage. Distribute the Sequence/Chain of Events Graphic Organizer. Explain to students that they will fill in the graphic organizer by listing the main events of the story in the order in which they took place. Tell them that each box of the organizer should have the name of a place that Alisha and her parents visited, and some of the details related to that place and their experiences there. Then, have students complete the activity.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students make a list of the places that Alisha and her parents went, and some words to describe each place. Write the information on the board, for students to copy.</td>
<td>Have students work in pairs to fill in the graphic organizer. Then, have them write the three sentences about three places in the story they liked best.</td>
<td>After filling in the graphic organizer, have students write an imaginary interview with Alisha. Ask them to pretend that they are newspaper reporters who interview Alisha upon her return from her trip. Have students ask questions about which places Alisha liked best, and which activities and experiences she enjoyed most, and why.</td>
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Meeting Individual Needs

You may wish to assist students who exhibit difficulty recalling the events in the story by having them look through the story again, to find the main events and details.
Reflecting

Student Book page 55: Remind students that to reflect means to think something over. Read the prompt aloud. Remind students that knowing the order of events in a story is essential to understanding it and forming ideas about it. Also remind them of the discussions throughout the reading about using main ideas to express the most important points in a story, and details to describe and give other types of information about the main ideas. Ask Which of Alisha’s experiences made you think of your own experiences? Have you been to places where you tried new types of food, or learned words in a new language? Have you gotten souvenirs from places you have traveled? You may want to make a list of actions and events from the story to remind students and to serve as prompts for their writing. Remind students to include an introduction and a conclusion. You may model a sample response.

Practice Tactics

Have students open their Practice Book to page 19. 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

Visual/Spatial

Create a Poster

After students have reflected on an experience that they have had traveling to a new place, have them create a poster showing some aspects of their experience, using posterboard and paints or markers. When they have finished, ask them to present their poster to the class, explaining their trip and describing the new experiences that they had.

Practice Book (page 19)

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<th>Name:</th>
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| 1. A great city on the earth such as Europe, Asia, North America, or South America. |
| 2. Looking for famous paintings. |
| 3. The ways of living, beliefs, and customs of a people or a nation. |
| 4. Going from one place to another. |
| 5. A trip through a place. |
| 6. The things, customs, events, and activities that people in a country do or make. |
| 7. A person traveled in order to understand a place or event. |
| 8. A place a person traveled to another place. |
| 9. The ways of living, customs, and activities of a people or a nation. |
| 10. An experience that is exciting or surprising. |

Standards

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

English as a Second Language

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

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

Show students a map of Australia. Then, have them locate Australia on the opening pages of this unit. Remind them that Australia is both a country and a continent. Tell students that they will be listening to a passage about travels to a national park in Australia. Explain that in Australia, they have unique wildlife, and that they will hear about some of these animals.

Connecting

Student Book page 56: 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. Play Track 9. 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. Then, have students respond to the questions orally.

Track 9

During our trip to Australia, we planned a visit to the Kakadu National Park. It is in the Northern Territory. We flew over 4,000 kilometers from Sydney to Darwin. Then, we rode on a bus 250 kilometers from Darwin to the park. We arrived late and went to sleep immediately. The next morning, we woke up early. We wanted to see as many sights as possible. The park was amazing! We hopped in a jeep and drove slowly through the park to get a good look at everything. There were forests and rocky plains. There were waterfalls and muddy rivers. We spotted kangaroos, wallabies, and dingoes. We also saw termite mounds that were as tall as us! The tour guide warned us to follow the rules because dangerous animals lived in the park.

Afterward, we took a boat ride on a river. The pilot drove the boat carefully, telling us about the animals that lived along the river. He warned us to watch out for crocodiles. I didn’t think I would see one. Well, one of them started to follow our boat! The pilot moved us away quickly. We were very glad to be back on land.

We spent three full days at the park and have wonderful memories of our trip. I would like to go back again someday. But next time, I will stay away from the crocodiles!
Direct Instruction

Adverbs
Adverbs are words that tell about, or modify, verbs, adjectives, or other adverbs.

Adverbs can be classified into four different groups:
- Adverbs of degree: An adverb answers the question “How much?”
  The sun barely shone.
- Adverbs of time: An adverb answers the question “When?”
  We traveled early in the day.
- Adverbs of place: An adverb answers the question “Where?”
  We landed there at midnight.
- Adverbs of manner: An adverb answers the questions “How?” or “In what way?”
  We laughed loudly at the joke. She danced well.

Spotlight on Language

Connecting
1. Listen to the passage about a person’s travels through Australia.
2. Answer the questions in complete sentences.
   a. When something is not safe, what is it?
   b. If your friend told you to watch out for sharks in the water, what did he do?
   c. What can you always keep to remember your vacation?
   d. Where could you spot a crocodile?

Key Words
- dangerous
- memories
- plans
- sights
- spotted
- warned

Focusing
Complete each sentence with a word that describes the action.

- carefully
- immediately
- slowly
- early
- quickly

1. When a crocodile followed them, the pilot moved them away _____.
2. The pilot drove the boat _____.
3. They arrived late and went to sleep _____.
4. They drove _____ through Kakadu National Park.
5. In the morning, they woke up _____.

Applying
Many people in different places were helpful during Alisha’s trip around the world. They told Alisha about things she should see and do and gave her useful advice.

Imagine tourists from another country are visiting your community, and you are chosen to be their guide. Ask yourself the following questions:
1. Where would you take them?
2. What should they see and do?
3. What advice would you give them?

Write two or three paragraphs describing what the tourists would see and do in your community. Try to use some of the describing words you have learned.

Targeting Proficiency Levels

**Beginning**
Work with students as a group to answer the questions with one-word or short answers. Ask questions such as In the passage, the pilot told them to watch out for crocodiles. What did he do? Elicit that he warned them.

**Intermediate**
Have students work in pairs to answer the questions in complete sentences. Then, have each student choose two of the Key Words. Play the track one more time, and have students listen for their words, and then define them by using context.

**Advanced**
Have students work individually to answer the questions. Students should answer in complete sentences. Then, ask them to write four more questions and answer them. They may share their new questions with the class.

Meeting Individual Needs
You may assist students who are exhibiting difficulty understanding the audio text by playing the passage in smaller segments. You may also assign them a tutor to listen to the CD with, and to discuss it with afterward.
Direct Instruction

- Many adverbs end in the suffix -ly.
  
  We talked *quietly* in the museum.

- Some adverbs do not end in -ly. Some examples are *fast*, *late*, and *low*.

- An adverb can come before or after a verb.
  
  *I carefully packed my suitcase.*
  *I packed my suitcase carefully.*

- Sometimes adverbs are in phrases, such as
  
  *We rode in a train to France.*
  (manner)
  *We meet at the park every week.*
  (place)

- Have students look through the story, *The World Awaits*, and find as many adverbs as they can. Ask them to list these on a sheet of paper.

- Have students share their lists with the class. Write them on the board.

- Ask students to identify each adverb as an adverb of degree, time, place, or manner.

Focusing

Student Book page 57: Play Track 9 again to refresh students’ memories about the story. Read the directions with students and model the correct way to complete the first sentence. Ask *In the first sentence, what does the word quickly tell you?* Elicit that the word *quickly* tells you *how* the pilot moved the people away. Continue with the activity by asking students to supply answers to fill in the blanks. For instance, ask *In the third sentence, what does the word early tell you?* Elicit that the word *early* tells you *when* they went to sleep. Have students complete the activity.

Targeting Proficiency Levels

<table>
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<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Have students complete this activity as a group. Give students the opportunity to take turns writing the correct answers on the board. Then, have them copy the sentences in their notebooks.</td>
<td>Have students work in pairs to complete the activity. Have them take turns reading the sentences aloud and providing the correct answers. Then, have them write their answers in their notebooks.</td>
<td>Have students complete the activity independently and write their answers in their notebooks.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may assist students who are exhibiting difficulties identifying adverbs by having them make a list of adverbs that they can practice reading and add on to, as they learn new adverbs.

Applying

Student Book page 57: Read the directions with the class. Explain that when you travel to a new place, you can often learn a lot from a local person, or a tour guide. Ask students if they have ever been a tourist and learned from a tour guide. Ask them if they have ever showed their town or city to a person from another place. Encourage students to talk about the places in their community that they think are most interesting. Ask *Do you think this place would be interesting to a tourist from another country? Why? What would you tell him or her about this place?* Then have students write their paragraphs about what tourists could see in their community. Ask them to include as many adverbs as possible in their writing.
Vocabulary Review

Have students list the following words on a sheet of paper: carefully, early, immediately, slowly, quickly, finally, suddenly, quietly. Next to each word, have them write whether the word answers When? or How? Model the word carefully for students (How?). Invite students to use their dictionaries to help them identify the words.

Practice Tactics

Have students open their Practice Book to page 20. 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.