UNIT OVERVIEW

Spotlight on Reading
Informational Essay

Stonehenge

Spotlight on Language
★ Connecting
★ Focusing
★ Applying

Spotlight on Content
Informational Essay
Writing an Informational Essay
Compound and Complex Sentences

Operations with Decimals

Mount Rushmore,
an American Wonder

Kinds of Rocks

Sing Along:
“Around the Wonders of the World”

Unit Objectives
✓ Discuss natural wonders of the world
✓ Identify ancient and modern human-made wonders of the world

Impressions
Wonders in Your Backyard

Project
Your Informational Essay
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.

Photocopy: Blackline Masters 1, 4, 7, 12, 13 (3 per student), 17, and 25.

Gather: *The Emperor's New Clothes*, resources about landmarks in unit; examples of informational essays; rock and fossil samples; images of different perspectives; travel brochures; maps; highlighters; index cards.

**Unit Preparation**

**Spotlight CD**

Use CD Tracks 7–12 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 2 Assessment to measure students’ progress in listening, reading, writing, and speaking after they have completed this unit.
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### Vocabulary Development
- Kinds of Rocks
- Writing Strategies
- Targeting Proficiency Levels
- Meeting Individual Needs

- Fossil
- Igneous
- Magma
- Metamorphic
- Sedimentary
- Crust
- Layers
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About the Author and Illustrator

Show *The Grand Canyon: Great Wonder of Nature* to students. Ask them to identify the title and the author. Remind students that the writer of the text is the author. Explain that the other person listed chooses the images.

Frontload Vocabulary

Write some or all of the Key Words on the board and ask students to repeat them after you. Explain that geologist refers to a scientist who studies the history of the earth as it is recorded in rocks. Say *The geologist found rocks that showed that the land had once been covered by water.* 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 do you know about national parks? What natural places have you visited?*

Why might people want to protect a natural wonder?

Allow students to express themselves about geology, nature, preserving the environment, and anything else they might want to discuss. Students may wish to volunteer their own experiences with nature, such as seeing a waterfall or watching documentaries about nature. They may also choose to discuss their observations of local natural sites.

Ask students to predict what they think *The Grand Canyon: Great Wonder of Nature* 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 text. Ask students to explain why and how they made their predictions. For instance, they may have used the title, the illustration, or the Key Words to make them. Record these explanations in a second column on the prediction chart.

Literary Elements

**Genre:** Nonfiction

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 Grand Canyon: Great Wonder of Nature* belongs to the genre of nonfiction. Examples of nonfiction include encyclopedia articles, biographies, how-to books, histories, and journals. This genre has the following elements:
1. The writing describes real people, places, situations, or events.
2. The writing tells about or interprets factual information.
3. The writing tells about or interprets personal experience.

**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 *The Grand Canyon: Great Wonder of Nature*. 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 *The Grand Canyon: Great Wonder of Nature*.*

**Reading Aloud**

*Prior to reading *The Grand Canyon: Great Wonder of Nature* to students, provide the following background information:*

- The Grand Canyon is a natural land formation in Arizona that attracts millions of visitors every year.
- The canyon’s many layers of rock make it an important place for the study of geology.
- Many people are concerned about protecting the canyon and the plants and animals that live there.

*As you are reading, 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 *The Grand Canyon: Great Wonder of Nature* aloud 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 *The Grand Canyon: Great Wonder of Nature* 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 all 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 *The Grand Canyon: Great Wonder of Nature* 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 *The Grand Canyon: Great Wonder of Nature*, choose from a variety of activities to conduct with your students, such as:*

1. Have students use headings to locate information in the text.
2. Have students identify the main idea of the text and find supporting details.
3. Have students find information in the text to describe problems facing the Grand Canyon and suggest possible solutions.*
**Key Vocabulary**
- ancient
- human-made
- modern
- natural
- wonder

**Functions and Forms**
- Identifying things
  - This is a waterfall.
- Describing things
  - The tree is tall.
- Identifying people
  - People use a car for traveling.
- Retelling/relating from personal experience
  - I visited a skyscraper.

**English Language Development Skills**
**Listening**
- Make inferences or draw conclusions based on an oral report.

**Speaking**
- Clarify and support spoken ideas with evidence and examples.

**Reading**
- Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.

**Writing**
- Develop the topic with simple facts, details, examples, and explanations.
- Create multiparagraph expository compositions.

**Materials**
- USA Photo Cards
- CD Track 7

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**Introduce the Theme**

Student Book pages 42–43: Tell students that they will be learning about the wonders of the world in this unit. Read the Topics to Explore with students. Ask *What are some meanings of the word wonder? What does “wonders of the world” mean?* Display the USA Photo Cards that show landmarks. Have students take turns pointing out cards that they would consider wonders and explain why. Tell students to raise their hands each time they hear the word *stone*. Then, play Track 7 and have students listen to the riddles. Play the track again and read the riddles again together with students, line by line. In small groups, have students read each line aloud with appropriate pacing and intonation. After each line, have the reader make a questioning gesture while asking “What am I?” Have students identify the appropriate picture for the line and respond with a correct *You are* sentence, such as “You are Victoria Falls.” *Note:* The phonics activities on the back of each photo card may be used to supplement instruction.

**Theme-Related Vocabulary**

Assess students’ language levels related to the theme by pointing to pictures in the book, objects around the classroom, outside the window, and the USA Photo Cards that show landmarks. Have students identify natural features: *What’s natural in this picture? What’s natural in our classroom? What natural things can you see outside the window?* Elicit the specific word that identifies each feature, such as *waterfall*, *rocks*, *sky*. Next, have students describe the natural features they see: *What colors are the rocks? What size is the waterfall?* Encourage them to answer using complete sentences. Then, ask them about natural places they know: *What natural places have you visited or read about? What did you learn about these natural places?*

Have students identify human-made features: *What’s human-made in this picture? What’s human-made in our classroom? What human-made things can you see outside the window?* Elicit the specific word that identifies each feature, such as *wall*, *statue*, *desk*, *building*. Then, have students ask and answer questions about the uses of human-made objects they see. Model by pointing to a pen: *How do people use a pen? People use a pen for writing and drawing.* Have students ask questions about the uses of human-made objects in the pictures, photo cards, classroom, or outside. Have volunteers answer each question. Next, ask students about human-made structures they think are important: *What important human-made structures have you visited? What important human-made structures have you read about? What makes this structure special? How did people make it?*
**Where Would You Go?**

**WRITING STRATEGIES**

Tell students to imagine that they have won a trip to one of the landmarks pictured on the USA Photo Cards. Have each student write a paragraph explaining which wonder they will choose to visit on their trip and why. Remind them to include a concluding sentence. To get students started, ask questions such as

- What do you know about this place?
- What features of this place interest you most?
- Why do you think this might be an exciting place?

**Ask the Tour Guide**

**LISTENING COMPREHENSION**

Review the words ancient, human-made, modern, natural, and wonder, and the words geologist and environmental from the Key Words from the Thematic Library spread. Divide the class into three groups. Assign each group one of the wonders of the world pictured on pages 42–43. Have each group discuss what they can see in the picture and what they already know about the location. Then, have each group make a list of questions they would ask a tour guide about their location. Encourage students to think of as many questions as possible. To get them started, ask What more would you like to learn about this place? Have students take turns reading their questions aloud. Remind them to use speech patterns appropriate for addressing an adult.

**Multiple Intelligences**

**Logical/Mathematical**

**What Am I?**

Have students play a deduction game with the USA Photo Cards that show landmarks. Display the cards at the front of the classroom. Divide the class into two teams. Have each team write an “I am” riddle for each landmark card. Have them finish by asking “What am I?” Have teams take turns posing and answering riddles. Keep track of team scores on the board.

**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.

**Florida Language Arts**

**Reading Process:** 5.1.5.1, 5.1.5.2, 5.1.6.1, 5.1.6.2, 5.1.6.3, 5.1.6.4, 5.1.6.5, 5.1.6.7, 5.1.6.10, and 5.1.6.11; **Writing Applications:** 5.4.2.2 and 5.4.2.3; **Communication:** 5.5.2.1; **Information and Media Literacy:** 5.6.4.1
**Key Vocabulary**
- slopes
- relics
- archaeologists
- pottery
- structure
- antlers
- historians
- tomb
- theories
- cemetery
- legendary
- solstice

**Functions and Forms**
- Making predictions
  - *The passage will tell us what experts have learned about Stonehenge.*
- Comparing and contrasting things
  - *The stones are much larger than the people.*
- Hypothesizing and speculating about the future
  - *Stonehenge could disappear if people don’t take care of it.*

**English Language Development Skills**

**Listening**
- ★ Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.
- ★ Make inferences or draw conclusions based on an oral report.

**Speaking**
- ★ Deliver oral responses to literature.
- ★ Clarify and support spoken ideas with evidence and examples.

**Reading**
- ★ Understand how text features make information accessible and usable.

**Writing**
- ★ Develop interpretations that exhibit careful understanding of a literary work.

**Frontload Vocabulary**

*ORAL LANGUAGE DEVELOPMENT*

Use the *USA* Photo Cards that show landmarks and the *Earth* Photo Cards that show animals and landforms to elicit the Key Words. Have students repeat the words as you read them aloud. Then, elicit common synonyms for each word. Make a class list of Key Words and common synonyms. For any words without a synonym from the class, have students use a thesaurus to find one. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

**Predicting**

*ORAL LANGUAGE DEVELOPMENT*

Student Book page 44: Remind students that predicting is guessing what the reading is going to be about. Distribute 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.

### Materials
- ✔ *USA* and *Earth* Photo Cards
- ✔ Blackline Masters 1, 2a, 2b, and 12

### Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Read aloud and discuss the questions as a class. Help students reword responses as complete sentences. Write them on the board for students to copy in their Prediction Charts.</td>
<td>Have students work in pairs to discuss the questions. Remind them to write their answers using complete sentences.</td>
<td>Have students write answers to the questions in complete sentences. Challenge students to use each of the Key Words at least once in their answers.</td>
</tr>
</tbody>
</table>

### Meeting Individual Needs

You may wish to help students who are experiencing minor difficulties making predictions by having them practice the concept using everyday examples. Have students write down a prediction they make at home each day, such as what will be served for dinner. Then, help them list clues they use to make that prediction, such as seeing an ingredient on the countertop.
**Spotlight on Reading**

**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.

Show students a dictionary entry. Point out that the defined word is spelled correctly in bold type. Next, point out the phonetic spelling that tells how to pronounce the word. Then, direct students to the page where pronunciation symbols are explained. Tell them that they can use this guide to look up symbols they do not know.

List the Key Words on page 44 on the board. Number the list from 1 to 12. 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 *machine* on the board. Model inventing a phonetic spelling by pronouncing each syllable slowly and writing the sounds you hear (muh-sheen) on the board. Explain that instead of using special symbols, you are using basic spelling rules you know to spell the sounds as you hear them.

Divide the class into two teams. Give each team 12 index cards. Have each team invent a pronunciation spelling for each of the Key Words. Have teams shuffle and exchange their cards. Then, have them number the cards to match the correctly spelled words. Have the winning team prove their answers by pronouncing the word according to the way it is written on the index card.

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**Read and Discuss the Text**

Student Book page 45: First, decide in what order the following activities will best serve the needs of your students: Read the text 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 respond in complete sentences, and advanced students support their answers with details from the text. Use 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.
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 images can help readers to understand the characters, the setting, and the theme of a story better. In these cases, the image 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 a Picture 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

Student Book pages 44–45: Have students identify elements of the image. Tell students that Stonehenge is a nonfiction text and describes a real place. Point out that this image, and the images on the following pages, are meant to give the reader an immediate sense of what Stonehenge is and why it is a wonder of the world.

Have them compare their own height to that of other students, to other objects in the room, and to the classroom and building. Encourage them to use a variety of comparative and superlative adjectives.

Ask students to examine the photograph on page 44. Tell them to notice the sizes of people and things. Have them write three sentences comparing and contrasting the sizes of the people and objects. Then, have them write two sentences comparing the sizes of the objects in the photo with the size of structures they know. Ask questions such as

- What appears to be the largest object in this photo?
- How tall are the people compared with the structure?
- Do you think that Stonehenge is larger or smaller than our school building? Why?

Discuss as a class how people in a photograph can help the viewer understand the actual size of a structure or objects. Have students draw conclusions about how the picture on page 44 might make the text about Stonehenge more accessible to readers. Ask questions such as

- How does this picture help you understand Stonehenge’s size?
- Why might seeing a photograph of Stonehenge be more powerful than simply reading a description of the place?
Imagine it!

A school bus weighs more than twelve tons, or 24,000 pounds. School buses are very heavy, but they are easy to move because they have wheels. Imagine a school bus without wheels. It would be very difficult to move that bus. You would need heavy machines and the help of many people to do it.

Now imagine that you must move a school bus without wheels or machines to help you. Could you and your classmates lift a school bus off the ground? If you had enough people, could you move it across a parking lot? How could you do it?
The Mystery of Stonehenge

Thousands of years ago, people moved something even bigger and heavier than a school bus. They moved rocks. They made a circle of enormous rocks in a large field in southern England. The circle is called Stonehenge. Some of these rocks weighed as much as forty tons, or 80,000 pounds. That is the weight of three buses. The rocks are almost thirty feet tall, as tall as a three-story house! The ground slopes in places, but the tops of the rocks form a straight line. So the people who placed them were able to align the tops of all of the rocks. Large holes in the ground keep the rocks in place. Many of the rocks stand perfectly upright. A few rocks were placed sideways on top of the other rocks.

Stonehenge is one of the world’s greatest mysteries. Archaeologists believe that ancient people moved the rocks there almost 5,000 years ago. It is clear that plenty of work went into building Stonehenge. Who were these workers? Why did they build this incredible structure? How did they move the rocks without using machines? These questions are still unanswered.

Author’s Purpose
Remind students that the reason an author writes a piece is called the author’s purpose. The four main reasons for writing a piece 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 piece. Ask students to identify the author’s main purpose for writing this piece. Help them find and name the details that the author uses to accomplish the purpose. Ask questions such as What’s the author’s purpose for writing this page? How do you know? Which details on this page explain what Stonehenge is?

Making Inferences
Remind students that they make inferences when they use clues from the reading and what they already know to figure out something not directly stated or explained. Have students make inferences about the information in the reading. For instance, ask questions such as What clues tell you that aligning the tops of the rocks must have been a difficult task?

Discuss page 46

- What shape is Stonehenge?
- Where is Stonehenge located?
- How tall are the rocks at Stonehenge?
- What holds the rocks in place?
- When was Stonehenge built?
- What is Stonehenge?
- How are the rocks at Stonehenge arranged?
- What do archaeologists believe about Stonehenge?
- What is remarkable about the tops of the rocks?
- What questions about Stonehenge are unanswered?
- How does the author compare the rocks at Stonehenge with school buses? How does the author compare Stonehenge with a house?
- How do these comparisons help you understand Stonehenge better?
- Why is it clear that building Stonehenge took plenty of work?
- Why does the author call Stonehenge one of the world’s greatest mysteries?

Reading an Image
Have students think about the design of Stonehenge. Ask, for example:
- How can you tell that the people who built Stonehenge must have planned it carefully?
Who Built Stonehenge?

Archaeologists and historians have speculated about the builders. One is that Merlin, the court wizard for the legendary King Arthur, built Stonehenge. Another is that the ancient Romans built the structure. A third is that a group of ancient people called the Druids built it. These experts now know when Stonehenge was built. This has helped them eliminate some theories. They know that Stonehenge was built around 2600 BC, during the Neolithic era, sometimes called the Stone Age. This was certainly long before the time of King Arthur, the Romans, or the Druids.

Reading Comprehension Skills and Strategies

**Author’s Purpose**
Have students identify the author’s main purpose for writing this piece. Help them find and name the details that the author uses to accomplish the purpose. Ask questions such as:

> On page 47, what’s the author trying to teach the reader about the builders of Stonehenge?

**Making Inferences**
Have students make inferences about information in the reading. For instance, read page 47 aloud and ask:

> What can you infer about the theories that King Arthur, the Romans, and the Druids may have built Stonehenge?

> What clues tell us that these theories are incorrect?

**Reading an Image**
Have students think about the people in the image, how they are dressed and where they are. Ask, for example:

> Who are the people in the picture?

> What’s the time period of the picture?

> How does the picture help you understand the information on this page?

Discuss page 47

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
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</thead>
<tbody>
<tr>
<td>Who is Merlin?</td>
<td>What did archaeologists and historians do?</td>
<td>Why are the experts’ ideas about Merlin, the Romans, and the Druids called theories?</td>
</tr>
<tr>
<td>What did archaeologists and historians think the ancient Romans may have done?</td>
<td>Who did these experts think might have built Stonehenge?</td>
<td>How was the dating of Stonehenge important?</td>
</tr>
<tr>
<td>Who are the Druids?</td>
<td>What did the experts learn about the age of Stonehenge?</td>
<td>Why couldn’t Merlin, the Romans, or the Druids have built Stonehenge?</td>
</tr>
<tr>
<td>When was Stonehenge really built?</td>
<td>What did learning the age of Stonehenge help experts do?</td>
<td></td>
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</table>

Wonders of the World  Unit 2  47
It is hard to know what the people were like in those times. There are no written records from that period. The houses where the people lived disappeared long ago. Their farms are now modern buildings and roads. All that is left are relics such as pieces of pottery, human bones, and some tools.

Among the relics are deer antlers. Archaeologists think that the people who built Stonehenge may have used the antlers to dig holes in the ground for the stones. They can never be certain.

Archaeologists now know that most of the rocks in Stonehenge came from an area about twenty-five miles away.
How Was Stonehenge Built?
There are two major theories to explain how the rocks were brought to Stonehenge. One is that people rolled the rocks on tree trunks. They lined up tree trunks along the ground and rolled the rocks over them. Some scientists disagree with this theory. They believe that the rocks were too heavy for the roller system to work.

Another idea is that the people moved the rocks on a kind of track. They could have placed tree trunks parallel to each other on the ground. This might have created a sort of railroad track. The builders could have put animal fat on the track to grease it and make it slippery. Then, they could have slid the rocks along the track.
These theories explain how the builders got the rocks to Stonehenge. They don’t explain how the builders lifted the rocks into position. Some of the rocks are on top of others, high in the air. How was it possible to lift those rocks? That would be like lifting six school buses thirty feet above the ground!

Some scientists believe that hundreds of people used a pulley system to lift the rocks. They also believe Stonehenge was built in stages. It may have taken many years to complete the final structure. It is impossible to tell exactly how the builders moved and placed the rocks. This is part of the mystery of Stonehenge.
Why Was Stonehenge Built?

Another great mystery is why Stonehenge was built. Among the relics that archaeologists have found at Stonehenge are human bones and skulls. Some people think that Stonehenge was a tomb or a giant cemetery. Perhaps Stonehenge was built to honor the dead.

Stonehenge might have been a kind of calendar. The sun rises directly over the top of one of the rocks on the summer solstice, this is the longest day of the year. The sun sets on the opposite side of the rocks on the winter solstice. This is the shortest day of the year. Maybe Stonehenge was used to keep track of the time of year. The structure may have helped farmers know when to plant and harvest crops.

Other people believe that Stonehenge was a place of worship. The people who built Stonehenge might have worshipped the sun. This may explain why the rocks are aligned with the sun on the solstices. Archaeologists have recently found some animal bones. They now think that the Neolithic people may have held ceremonies and celebrations at Stonehenge at special times of the year.

Reading Comprehension Skills and Strategies

Author’s Purpose
Have students look through the paragraphs they are reading and find and name the details that the author uses to accomplish his purpose. Ask What’s the author’s purpose? How do you know?

Making Inferences
Have students make inferences about the paragraphs they are reading. Have them reread the last paragraph on page 51. Ask What can you infer about why the Neolithic people worked so hard to build Stonehenge?

Reading an Image
Have students think about the sun and shadows in the photograph. Ask, for example:

- How does the sun in this image help you understand the information on this page better?
Stonehenge is thousands of years old, but it is not well preserved. Some rocks have fallen over. They have all been weathered by thousands of years of wind and rain. Modern life is also to blame. Many people have traveled to Stonehenge to admire it. Some local businesses have taken advantage of the tourist trade. There is an ice cream store and a gift shop nearby. A large parking lot and a highway lie a few hundred feet from the stones. The area is not at all what it was when Stonehenge was built.

English Heritage is an organization working to preserve Stonehenge. Workers will move the road away from the historic area so that cars and trucks will not speed by the rocks. There are efforts to turn the surrounding area into grasslands.

Discuss page 52

- What has weathered the rocks?
- What businesses are near Stonehenge?
- What organization is working to preserve Stonehenge?
- What will they do to preserve Stonehenge?
- What has happened to the rocks of Stonehenge?
- What is English Heritage?
- What do people want to do with the roads near Stonehenge?
- In what ways is Stonehenge poorly preserved?
- How has modern life impacted Stonehenge?
- How does English Heritage plan to improve the area around Stonehenge?
- Why might it be important to restore the area around Stonehenge to a more natural state?
English Heritage is also building a visitors center a few miles away from the rocks. The roof will be planted with grass to blend in with the fields. People can learn about Stonehenge without damaging the ancient structure. Scientists are constantly searching for more information about Stonehenge. They want to know how ancient people could accomplish such an incredible task. They may never fully understand Stonehenge, however. It may always remain one of the world’s great mysteries.

### Reading Comprehension Skills and Strategies

#### Author’s Purpose
Have students look through the paragraphs they are reading and find and name the details that the author uses to accomplish his purpose. Have students review the author’s purpose for the entire reading, providing support for their position.

#### Making Inferences
Have students make inferences about the paragraphs they are reading. Ask What do you know about the future of Stonehenge? What can you infer about its future?

#### Reading an Image
Have students think about their feelings when looking at the photo on this page. Ask, for example: Why do you think some people in England feel strongly about preserving Stonehenge?

### Discuss page 53

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is English Heritage going to do?</td>
<td>How is English Heritage helping to preserve Stonehenge?</td>
<td>Why will scientists never fully understand Stonehenge?</td>
</tr>
<tr>
<td>What will this do to save Stonehenge?</td>
<td>How does English heritage plan to make the visitors center blend in with the fields?</td>
<td>If you were a scientist, what aspect of Stonehenge would you want to study?</td>
</tr>
<tr>
<td>What do scientists know about Stonehenge?</td>
<td>How will the visitors center keep Stonehenge safe?</td>
<td>Why do you think Stonehenge is a popular tourist destination?</td>
</tr>
<tr>
<td>What does the author call Stonehenge?</td>
<td>What are scientists doing?</td>
<td>How do you think people around the world could learn more about Stonehenge without increasing the damage from tourism?</td>
</tr>
<tr>
<td></td>
<td>What do scientists want to know?</td>
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</tbody>
</table>
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. Clue words such as because, so, since, and therefore indicate cause-and-effect relationships.

Main Idea and Details  The main idea is the most important point in a passage or paragraph. The main idea of a paragraph is often found in the topic sentence at the beginning or end. 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 text is the sequence. Words and phrases such as first, then, finally, the next day, and tomorrow indicate the order of events.

Drawing Conclusions  The reader takes information about a character or event to make a statement or a judgment based on that information.

Author’s Point of View  Every story has a narrator. The narrator can be a character in the story. The words I, me, and mine indicate an inside narrator, or the first-person point of view. When the narrator is an outsider observing the action, the author uses words like he, she, him, her, they, and them. This is third-person point of view.

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 information in the reading. Encourage students to discuss how their predictions were the same as or different from the information.

Stonehenge Spiders  

Distribute the Spider Graphic Organizer. Help the class identify the main concept presented in the reading (that Stonehenge is one of the world’s greatest mysteries). Have students write it in the center oval. Then, discuss convergent ideas, such as building Stonehenge was an amazing feat for ancient people; scientists have a limited understanding of how Stonehenge was built; experts are not sure why people built Stonehenge; Stonehenge may remain a mystery in the future. Show students how to write the convergent ideas along the “spider legs” of the organizer. Then, have them find and fill in supporting details on the “hairs”—the short lines that branch off the “legs.” Encourage students to make their spider legs “hairy” by including as many details as possible. Have volunteers present and discuss their work, providing reasons for their choices.
Imagine it!

A school bus weighs more than twelve tons, or 24,000 pounds. School buses are very heavy, but they are easy to move because they have wheels. Imagine a school bus without wheels. It would be very difficult to move that bus. You would need heavy machines and the help of many people to do it.

Now imagine that you must move a school bus without wheels or machines to help you. Could you and your classmates lift a school bus off the ground? If you had enough people, could you move it across a parking lot? How could you do it?

Photo Selection by Monica Delgado de Patrucco

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 sheets to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their name, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to look up the phonetic information for each word in the dictionary, and have them their own pronunciation for each word in their booklets. Explain 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.

Run for Office

Divide the class into pairs. Have each team find details in the reading that tell about why Stonehenge is unique and about preserving Stonehenge. Have them write a campaign slogan based on preserving Stonehenge. Then, have them prepare a brief presentation to motivate people to vote for them based on their plans. Have them use more gestures than words to communicate their message. After all the teams have completed their presentations, distribute blank index cards and hold a secret ballot vote. Tally the votes and announce the winners.

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.

Florida Language Arts

Reading Process: 5.1.4.1, 5.1.4.2, 5.1.6.1, 5.1.6.2, 5.1.6.3, 5.1.6.4, 5.1.6.5, 5.1.6.7, 5.1.6.8, 5.1.6.10, 5.1.6.11, 5.1.7.1, 5.1.7.2, 5.1.7.3, 5.1.7.4, 5.1.7.5, and 5.1.7.8; Literary Analysis: 5.2.2.1; Writing Applications: 5.4.2.2; Communication: 5.5.2.1 and 5.5.2.2; Information and Media Literacy: 5.6.4.1
Key Vocabulary
oxen
preserved
quarried
upright

Functions and Forms
- Identifying cause-and-effect relationships in nature
  The rain and wind damaged the stones of Stonehenge.
- Describing past actions
  The students were pretending to pull hard on ropes.
- Hypothesizing and speculating about the future
  Stonehenge will always be a mystery because there are some things we can never know about it.

English Language Development Skills
Listening
- Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.
- Make inferences or draw conclusions based on an oral report.

Speaking
- Clarify and support spoken ideas with evidence and examples.
- Deliver narrative presentations.

Reading
- Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.
- Discern main ideas and concepts presented in a text.

Writing
- Develop interpretations that exhibit careful reading and understanding.
- Support judgments through references to the text and to prior knowledge.

Materials
✓ CD Track 8

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

Checking
Student Book page 54: Read each question aloud. Allow students time to think about their answers and have them share these with the class. For each multiple-choice question, read each answer option and talk about why it is correct or incorrect. Then, have students answer the Critical Thinking questions in writing.

Targeting Proficiency Levels

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<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Write on the board</td>
<td>Stonehenge will always be a mystery because ... and Stonehenge is in danger because ... Discuss the questions with the class. List students’ responses on the board for them to copy in their notebooks.</td>
<td>Have students work in pairs to find and list details from the text that answer the Critical Thinking questions. Have pairs share their responses with the class.</td>
<td>Have students work individually to answer the Critical Thinking questions in paragraph format. Tell them to include as many details as possible to support their answers.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs
You may wish to help students who exhibit difficulty comprehending the concept of mystery by having them work on a small jigsaw puzzle with many important groups of pieces missing. Do not allow them to see the picture of the completed puzzle. Discuss how not having all the information about something makes it a mystery. Then, discuss what is known and is not known about Stonehenge to help students answer the first Critical Thinking question.
Act It Out

Divide the class into groups. Secretly assign each group a section of the text to act out, such as a stage of Stonehenge’s construction: moving the stones to the site, digging the holes, or lifting and positioning vertical or horizontal stones. Have each group find details about their section. Allow students time to write, prepare, and rehearse their oral presentations. Then, have each group act out their scene in front of the class. Have the class guess which part of the reading each group is acting out. Finally, have them describe what clues led them to their deductions.

Sound It Out

Ask students what sound the letter c makes. Write the Key Words cemetery and solstice on the board. Explain that the letter c makes the “ss” sound when followed by the letter e. Divide the class into two teams. Have students create a 2-column chart on a sheet of paper. Have them write ce at the top of the left column and s at the top of the right column. Then, have one team look in the text for words that begin with ce or s and write them in their chart. Have the other team look for words that end with ce or s and fill in their chart. Tell the groups to find as many words as they can in the time allowed. Combine the lists into one large two-column organizer on the board. Have students take turns reading words aloud with correct pronunciation and stress. Have listeners raise their hands when they hear the syllable containing the “ss” sound. Discuss whether more words seem to contain s or ce for the “ss” sound.
Key Vocabulary
- clue
- develop
- Neolithic

Functions and Forms
- Describing people
  In Neolithic times, people did not have machines to help lift heavy rocks onto one another.
- Hypothesizing and speculating about the past
  Neolithic people might have used tree trunks to roll the stones.
- Describing past actions
  I’ve been heaving rocks at Stonehenge, toiling night and day.

English Language Development Skills
Listening
- Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.
- Retell, paraphrase, and explain what has been said by a speaker.

Speaking
- Engage the audience with appropriate verbal cues, facial expressions, and gestures.
- Deliver narrative presentations.

Reading
- Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Writing
- Use organizational features of printed text to locate relevant information.
- Develop interpretations that exhibit careful reading and understanding.

Materials
- Blackline Master 4
- CD Track 8

Group Reading
Student Book pages 44–53: Play Track 8. Have students listen to the text and follow along in their books. Divide the class into groups and have each group read the text together. Ask the class to read the text 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 directions aloud. Remind students that to summarize means to present the important points of a story or passage. Distribute the 3-Column Chart Graphic Organizer. Tell them to write facts from the passage in the first column, things they knew about the subject before reading the passage in the second column, and their inference in the third column. Then, have students complete the Summarizing activity.

Targeting Proficiency Levels

Beginning
- Copy the graphic organizer onto the board. Have students volunteer clues from the text and examples of what students know. Help students express inferences. Write responses on the board in the appropriate column for students to copy into their own organizers.

Intermediate
- Have students work in pairs to complete the organizer with clues, what they know, and what they infer, using short sentences.

Advanced
- Have students work individually to complete the graphic organizer. Then, have them use their organizers to write a paragraph explaining one of their inferences.

Meeting Individual Needs
You may wish to assist students who exhibit difficulty inferring by helping them practice the process. Cover half of a Community Photo Card that shows a place with a sheet of paper. Help the student identify clues in the exposed part of the picture. Then, discuss what the student already knows that relates to the picture. Finally, elicit inferences about the hidden portion of the picture.
Then, have students complete the page as independent class work or homework.

Have students open their Practice Book to page 19. Read the direction and model the activity. Practice Tactics may model a sample response.

Writing Strategies

Reflecting

Student Book page 55: Remind students that to reflect means to think something over. Read the prompt aloud. Remind students of the discussions throughout the reading about the author’s purpose and about making inferences. Tell students to use the subheadings of the reading to help them think of a theory and to help them find the supporting information they need. You may want to make a list of theories about Stonehenge to remind students and to serve as prompts for their writing. Remind students to use an introductory and a concluding sentence. You may model a sample response.

Practice Tactics

Have students open their Practice Book to page 19. Read the direction and have students read along with you. Explain the direction and model the activity. Then, have students complete the page as independent class work or homework.

Multiple Intelligences
Musical/Rhythmic

I’ve Been Working Hard on Stonehenge

Provide lyrics to the song “I’ve Been Working on the Railroad.” Teach the tune to students. Divide the class into small groups to write new lyrics to a song called “I’ve Been Working Hard on Stonehenge.” Tell students to describe the kind of jobs the workers did while building Stonehenge. They should give clues in the words about how the workers felt. Give the groups time to practice. Then, have them perform their verse, with appropriate gestures, for the class.

Practice Book (page 19)

Name: ____________________ Date: __________

F 1. A person who studies and writes about historical events.
2. Ideas developed by historians.
3. Objects made out of clay.
4. Grounds used for burial and where tombs are located.
5. A building constructed following a pattern.
6. One of two bony structures that grow on the head of an animal of the deer family.
7. The place where a dead body is buried.
8. A person who studies ancient artifacts, monuments, and also ancient remains of animals and human beings.
9. Remains of pottery and tools used by ancient civilizations.
10. Either of two points that the sun reaches around June and December, creating the longest (in June) and the shortest day (in December) of the year.
11. The point where a dead body is buried.
12. The sun rises or sets at the horizon.
13. Objects made out of clay.

ACROSS
1. Historically well-known or famous, but not verified as true.
2. Facts What I Know
3. What I Infer

DOWN
2. Incorrect
3. A building constructed following a pattern.
4. Deer antlers are long, hard, and pointed.
5. Deer antlers were used for making tools.
6. Deer antlers are used by modern people.

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.

Florida Language Arts
Reading Process: S.1.5.1, S.1.5.2, S.1.6.2, S.1.7.3, and S.1.7.8; Literary Analysis: S.2.2.3; Writing Applications: S.4.1.2 and S.4.2.1; Communication: S.5.2.1, Information and Media Literacy: S.6.4.1
Key Vocabulary
architect  field
irrigation system  garden
ruins  terrace

Functions and Forms
- Describing places
  My aunt’s garden is full of beautiful red roses.
- Describing spatial and temporal relations
  Yellow flowers grew in a circle around the bush.
- Identifying actions
  Ruled is the word that tells us what the king did.

English Language Development Skills
Listening
- Ask questions that seek information not already discussed.
- Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.
Speaking
- Clarify and support spoken ideas with evidence and examples.
- Ask questions that seek information not already discussed.
Reading
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
Writing
- Establish a controlling idea or topic.
- Describe the setting.

Build Background
Display the USA Photo Cards that show landmarks, and have students discuss how those words or ideas connect to Stonehenge and wonders of the world. Describe a human-made outdoor space students know (for example, a courtyard or playground at school) and challenge them to identify the place based on clues from your description. Allow students to ask yes or no questions until they can identify the place you are describing.

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

Materials
✓ USA and Community Photo Cards
✓ CD Track 9

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 image on the Student Book page and the passage. Play Track 9. After they have discussed the connections, have them discuss how this activity connects to the wonders of the world and to the article about Stonehenge. Then, have students answer the questions orally.

Track 9
Legend tells of amazing gardens that decorated a king’s palace in ancient Babylon. These gardens were known as the Hanging Gardens of Babylon. Babylon was located on the Euphrates River in the Middle East. Babylon does not exist today, but parts of the royal palace are still there. Scientists have found some clues that make them think that the gardens were real. They found some ruins near a palace wall. The ruins include a well that may have been part of a watering system.

The Hanging Gardens were at the palace of King Nebuchadnezzar. Long ago, King Nebuchadnezzar ruled Babylon. The king married Princess Amytis, who lived in a mountain kingdom. Princess Amytis came to live at the king’s royal palace in Babylon. The palace was beautiful. The land around Babylon was flat and dry. It had few plants. Amytis missed the mountains of her home. The king saw that his new wife was sad. He wanted to bring the mountains to Amytis.

The king told his architects to build gardens that would look like a green mountainside. Workers built terraces that rose high in the air. They created an irrigation system that pumped water up to the terraces. The plants and trees that grew there seemed to hang in the air. They became known as the Hanging Gardens of Babylon. These gardens were a source of wonder for people who saw them.
Verbs

Verbs are words that convey action, condition, or state.

I speak Spanish.

He plays the guitar very well.

We live in the United States.

The soup is cold.

She has three brothers.

All sentences must have a verb as well as a subject.

Action verbs show what someone or something does.

She reads a lot of books.

We learn English in this class.

They swim at the beach every day.

Linking verbs connect to the subject instead of describing the action. Common linking verbs are forms of be, become, and seem.

The cat became frightened during the storm.

My mother was a teacher.

The new student seems very nice.

Some action verbs can sometimes be linking verbs. To know if the verb in a sentence is an action verb or a linking verb, substitute am, is, or are for the original verb. If the sentence is still logical, the verb is a linking verb. If the sentence doesn’t make sense, the verb is an action verb.

The ice cream tasted sweet.

The ice cream is sweet.

The second sentence is a logical sentence. Tastes is a linking verb.

We tasted the pizza.

We are the pizza.

The second sentence is not logical. Tasted is an action verb.

Meeting Individual Needs

You may assist students who exhibit difficulty with auditory comprehension by providing a copy of the track script and allowing them to read along as they listen to the CD.
Direct Instruction

Verb Tense
- Verb tense indicates the time the action takes place, such as past, present, or future.
- The simple past tense indicates finished or completed events in the past, a situation in the past, or a series of events in the past.
- The simple past tense of regular verbs is formed by adding -ed (or -d) to the base form of the verb. For example, lived, wanted, created.
- Many verbs have irregular forms in the simple past tense. For example, was, were, had, came, went, built, left, felt.

The princess lived in the mountains.
The king wanted the princess to be happy.
The workers created a beautiful garden.

Many verbs have irregular forms in the simple past tense. For example, was, were, had, came, went, built, left, and felt.

We went to the Botanical Gardens yesterday.
The queen was very sad.
The Hanging Gardens of Babylon were a wonder of the Ancient World.
The princess came to Babylon to marry the king.
The students had a lot of homework last week.
The gardeners built terraces to make the gardens look like a mountain.

Focusing

- Student Book page 57: Play Track 9 again to refresh students’ memories about the passage. Read the directions with students. Tell students that they should listen for words that tell what someone or something is doing. Model the correct way to complete the first item.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the activity as a class. Write the sentences on the board. Ask What did the king do? Underline the correct words in the sentences. Have students copy the sentences in their notebooks.</td>
<td>Have students work in pairs to complete the activity. Have students take turns reading sentences aloud. Check that students are underlining the correct words.</td>
<td>Have students work individually to complete the activity. Have them write original sentences about gardens, then exchange papers and underline the word like the ones in the activity.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

- You may wish to help students who exhibit difficulty identifying and underlining verbs in a sentence by having them first eliminate all of the words that are people, places, and things. Then, have them consider which of the remaining words describe what someone or something did.

Applying

- Student Book page 57: Read the directions with the class. Discuss different kinds of gardens that students might have seen: vegetable gardens, flower gardens, gardens in the city or town, gardens at a palace or castle, or even a garden they might have at home. Tell students to think about the way the narrator described what made the Hanging Gardens of Babylon unique. Encourage them, as they write their descriptions, to focus on what makes their garden special. Remind them that they want the reader to see what they saw and feel what they felt when they were in the garden. When students have completed their essays, have them work in pairs to edit them. Tell them to help each other add details and clarify descriptions.


**Vocabulary Review**

Divide the class into small groups. Give each group one of the *Community* Photo Cards that shows a place. Have groups imagine that they were in the location pictured on the card and write clues that describe where they were and what they did there. Collect and display the cards at the front of the class. Have groups read their clues to the rest of the class for them to match with the corresponding photo card.

**Practice Tactics**

Have students open their Practice Book to page 20. Read the directions 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.

**Writing Strategies**

1. A regular verb always ends in 
2. The word 
3. Examples: The word 
4. The word

**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.

**Florida Language Arts**

Reading Process: 5.1.6.1, 5.1.6.2, 5.1.7.6, and 5.1.7.7; Literary Analysis: 5.2.2.2; Writing Applications: 5.4.2.2; Communication: 5.5.1.1 and 5.5.2.1; Information and Media Literacy: 5.6.2.1, 5.6.3.2, and 5.6.4.1
Build Background

Display the Earth Photo Cards that show landforms. Discuss how those images connect to Stonehenge and the wonders of the world. Have students point to water features in the photo cards. Discuss how water flows downhill and over a cliff to form a waterfall. Have students hypothesize which landforms might have a waterfall in or near them and support their ideas with evidence from the pictures. Note: The phonics activities on the back of each photo card may be used to supplement instruction.

Connecting

Student Book page 58: Play Track 10. Have students listen to the passage as they read along in their books. When they have finished, pair students and have them take turns asking each other questions about how the passage connects to wonders of the world and to Stonehenge. Then, have students answer the questions orally.

Targeting Proficiency Levels

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<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Write cliffs, crashing, and mist on the board. Help students brainstorm images they see when they hear each word, then use these words to answer the questions as a class.</td>
<td>Have students work in pairs to answer the questions. Tell them to think about what they would see, hear, or feel if they witnessed the situation described in each question.</td>
<td>Call on students to answer the questions. Then, have students work individually to create questions with the rest of the highlighted words. Have the class answer those questions.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).</td>
<td>Understand and explain the figurative and metaphorical use of words in context.</td>
<td>Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Ask questions that seek information not already discussed.</td>
<td>Clarify and support spoken ideas with evidence and examples.</td>
<td>Deliver informative presentations about an important idea, issue, or event.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Clarify and support spoken ideas with evidence and examples.</td>
<td>Deliver informative presentations about an important idea, issue, or event.</td>
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Meeting Individual Needs

You may help students who are exhibiting difficulty comprehending the highlighted words by having students think about a water ride in a theme park. Ask guiding questions such as What happens on the ride? What’s the ride like? What does it look like? How does it sound? When do you get wet? Why is this ride fun or scary? Then, have students compare their water ride with the picture of Victoria Falls. Help them to answer the questions by referring them back to the comparisons they made.
Focusing

Student Book page 59: Read the directions with students and model the correct way to complete the first item. Remind students to focus on the letters at the end of each underlined word. Have students think about what the words mean with and without the extra letters.

Targeting Proficiency Levels

Beginning

Complete the activity as a class. Have students locate each underlined word and ask What word do you recognize in the first part of this word? Have students copy the words into their notebooks.

Intermediate

Go over the second item with students as an additional example. Have students work in pairs to complete the remaining items.

Advanced

Have students complete the activity individually. Challenge them to think of three words that can be given several different endings to create new words.

Meeting Individual Needs

You may wish to assist students experiencing difficulties understanding root words by creating equations such as loud + ly = loudly, power + ful = powerful. Have them make word equations with the underlined words for the entire activity. Then, discuss with them how the words may have changed meanings and functions with the additions of the letters at the end. Ask What information does powerful tell you?
**Direct Instruction**

- Some suffixes begin with a vowel, and others begin with a consonant. It is important to remember this in order to spell these words correctly.
- When you add a suffix beginning with a vowel to a root ending with silent *e*, drop the *e*.
  
  *reservation = reserve + ation*
  *notable = note + able*

- Adding suffixes to roots that end in *y* has two rules. If the root ends in vowel + *y*, there is no spelling change.
  
  *employment = employ + ment*
  *delayed = delay + ed*

- If the root ends in consonant + *y*, change the *y* to *i*, and then add the suffix.
  
  *carried = carry + ed*
  *pitiful = pity + ful*
  *happiness = happy + ness*
  *busily = busy + ly*

- If the suffix is -*ing*, there is no spelling change.
  
  *emptying = empty + ing*
  *replying = reply + ing*

- Sometimes more than one suffix may be added to a root word.
  
  *powerfully = power + ful + ly*

- Have students brainstorm words with two suffixes. Ask them to break the word down into an equation. Write the equations on the board. Then, have students repeat the words with you.

**Applying**

**WRITING STRATEGIES**

Student Book page 59: Read the directions with the class. Discuss how the photograph of Victoria Falls helped students understand the passage and Dr. Livingstone’s reaction to the falls. Tell them their writings should include as many details as possible to help readers picture themselves visiting the falls. Have students write the words *see, hear, smell, taste,* and *feel* across the top of a sheet of paper. Then, have them brainstorm details of things they think they could experience at Victoria Falls and write these under the corresponding heading. Have students refer to their lists of details when they write their journal entries.

**Vocabulary Review**

**VOCABULARY DEVELOPMENT**

Display the *Earth* Photo Cards showing landforms and have students brainstorm words that describe them. Tell students to follow along in their books and look for comparisons using the word *like* as you read the second paragraph on page 58. Discuss how the author uses similes and metaphors to describe the falls. Have students identify these and explain what they mean. Then, have students use similes and metaphors to describe landforms on the photo cards. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.
A Wondrous Discovery

Have students work in pairs to create an interview between a journalist and a person who has just discovered a natural wonder. To get the discoverer to vividly describe his or her experience, have the journalist ask questions such as What did the wonder look like? How did it sound? What was the journey like to reach this wonder? How did you discover the wonder? Encourage students to use the underlined words from the Focusing activity wherever possible. Have students present their interviews to the class.

Practice Tactics

Have students open their Practice Book to page 21. Read the directions 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.

Connecting

- Listen and read about a natural wonder.

An Amazing Wonder!

Victoria Falls is a spectacular waterfall in southern Africa, between Zambia and Zimbabwe. The Zambezi River moves peacefully over the plains of Africa. It does not speed up as it approaches the high cliffs that are the falls. The water drops 355 feet over the cliffs into the gorge below. The power of the falling water created this gorge over many thousands of years.

The water falls very fast. It looks almost like a solid when it falls. It breaks into many pieces. The crashing water creates a loud noise that sounds like thunder when it hits the rocks below. It also creates a fine mist. The mist is white near the bottom of the falls. It looks darker, almost like smoke, higher up on the falls.

For these reasons, the local people call the falls "The Smoke That Thunders." The mist causes rainbows day and night. The mist can be seen many miles away from the falls.

Dr. David Livingstone was the first European to see the falls. He was a Scottish explorer in Africa. He had heard the local people talk about "The Smoke That Thunders." When he saw the falls, he called them "the most wonderful sight I had witnessed in Africa."

He named them for Queen Victoria of England.

Have students open their Practice Book to page 21. Read the directions and have students complete the page as independent class work or homework.

Focusing

- Look at the underlined word or words in each sentence. Note that some additional letters appear at the end of each word and write the word that remains.

1. Victoria Falls is located between Zambia and Zimbabwe in southern Africa.
2. The Zambezi River moves peacefully over the plains of Africa.
3. The crashing water creates a loud noise that sounds like thunder when it hits the rocks below. The power of the falling water created this gorge over many thousands of years.
4. The mist looks darker, almost like smoke, higher up on the falls.
5. When he saw the falls, he called them "the most wonderful sight I had witnessed in Africa."

Applying

- You have just returned from visiting Victoria Falls. Write a journal entry describing what you saw, heard, smelled, tasted, and felt. Be sure to use the underlined words from the activity above in your journal entry.

Practice Book (page 21)

Name: __________________ Date: ___________

An analogy is a comparison of two pairs of words that have the same relationship. Analogies are typically expressed with colons. Example: boy : girl as man : woman

This is read, "Boy is to girl as man is to woman."

Example: Framed : picture as written : typed

This is read, "Framed is to picture as written is to typed."

An analogy is a comparison of two pairs of words that have the same relationship. Analogies are typically expressed with colons.

Example: boy : girl as man : woman

This is read, "Boy is to girl as man is to woman."

Example: Framed : picture as written : typed

This is read, "Framed is to picture as written is to typed."

Choose one of the analogies you just completed and explain the relationship between the two pairs of words.

Dark : darker as high : higher

Peace : peaceful as wonder : wonderful

Powerful : powerfully as loud : loudly

Crash : crashing as fall : falling

Select one of the analogies you just completed and explain the relationship between the two pairs of words.

Dark : darker as high : higher

Peace : peaceful as wonder : wonderful

Powerful : powerfully as loud : loudly

Crash : crashing as fall : falling

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.

Florida Language Arts

Reading Process: 5.1.5.1, 5.1.5.2, 5.1.6.1, 5.1.6.2, 5.1.6.5, 5.1.7.6, and 5.1.7.7; Literary Analysis: 5.2.2.2; Writing Process: 5.3.1.3; Writing Applications: 5.4.2.2 and 5.4.2.3; Communication: 5.5.1.1 and 5.5.2.1; Information and Media Literacy: 5.6.4.1
Build Background

Have students look at a map of North America and identify various countries. Point to the line between two countries to elicit the word *border*. Then, discuss different kinds of rulers and governments to elicit the other highlighted words.

Connecting

Student Book page 60: Have students read the passage independently. Afterward, work as a class to identify the main idea and supporting details. Discuss why people consider the Great Wall of China an amazing feat and how this landmark connects to the unit theme and to *Stonehenge*. Then, have students answer the questions orally.

Targeting Proficiency Levels

### Beginning

Work as a class to complete the activity. Discuss how a common cause often brings people together. Then, answer the rest of the questions. Rephrase responses as full sentences as needed.

### Intermediate

Have students work in pairs to discuss how a common cause often brings people together. Then, have them work together to answer the questions orally and in complete sentences.

### Advanced

Call on students to answer the questions. Have them explain their answers.

Meeting Individual Needs

You may assist students who exhibit difficulty with reading comprehension and/or decoding by playing CD Track 11 and allowing them to listen to the CD as they read along in their books.

Focusing

Student Book page 61: Read the directions with students and model the correct way to complete the first item. When students have finished the activity, have them read their answers aloud.
Direct Instruction

**Conjunctions**

- Explain that conjunctions—specifically coordinating conjunctions—combine words, phrases, clauses, and sentences.
- The coordinating conjunction used depends on the relationship one wishes to show between the words, phrases, clauses, or sentences.
- Remind students that a comma is placed in front of a conjunction that joins two independent clauses.

**Targeting Proficiency Levels**

**Beginning**

Complete the activity as a class. Ask *What do the two sentences have in common? Do they show a difference? Where would you put the word in parentheses if you combined the two sentences? Continue this kind of questioning throughout the activity.*

**Intermediate**

Have students work in pairs to complete the activity. Have pairs identify the relationship between the two sentences. Ask *Do the sentences share something in common, or do they show a difference?*

**Advanced**

Have students work individually to complete the activity. Have them explain why the word in parentheses is the best choice for combining the sentences. Then, have them write three pairs of original sentences for a partner to combine into one.

**Meeting Individual Needs**

You may help students exhibiting difficulty combining sentences by giving them sentence strips and asking how the sentences are related: *Are we adding more information or showing a difference?*
Direct Instruction

- Explain that an easy way to remember the coordinating conjunctions is with the word FANBOYS (for, and, nor, but, or, yet, and so). And, but, and or are the most common coordinating conjunctions.
- Use and to show sequential order, the result of something, or to add information.
  
  My brother fell off his bike, and he broke his arm.
  We have to study a lot, and we have to clean our rooms.
- Use but to show a contrast.
  
  It was a cold day, but we had a good time playing baseball.
  Susan is very intelligent, but she didn’t do well on her math quiz.
- Use or to suggest an alternative, a choice, or only one possibility.
  
  We can go to the beach, or we can have a picnic in the park.
  You can go to the store with us, or you can stay home.

Applying

Student Book page 61: Read the directions with the class. Discuss what students know about the Great Wall of China. Then, have students work in small groups to complete the activity. Tell them to make sure their reports include a variety of descriptive words and compound sentences. Next, in their groups, have students take turns narrating events as reporters while others act out the action silently in the background. Explain that reporters should engage their television audience with appropriate facial expressions and gestures. Finally, have groups perform their news broadcasts for the class.

Vocabulary Review

Read the fairy tale The Emperor’s New Clothes to the class. Have students work in pairs or small groups to write a funny one-page short story about an emperor using each of the highlighted words at least once. Tell them to think of a funny situation or plot, describe the setting and how characters feel, and present an ending. Have pairs or groups share their stories with the class.
Connecting

Read the passage.

### The Longest Wall

The Great Wall of China is the world’s longest structure made by people. It is more than 4,000 miles long! The wall runs from west to east along the northern border of China.

The Great Wall was made of many walls. Rulers of small kingdoms in ancient China built these walls. Emperor Qin Shi Huang unified China in the third century BC, and he had the smaller walls connected. This protected the country from people to the north, and it was also a sign of the power of the Chinese empire.

Chinese emperors continued to add to the wall. They maintained it for thousands of years, but most of what remains of the wall was built during the Ming Dynasty (1368-1644). Many different materials were used to build it, from dirt to wood to stones. Some parts of the wall were built with granite stones weighing two tons or more. People and animals had to move these heavy stones.

The Great Wall crossed desert and grasslands. It ran up, down, and along mountains. Twenty-five thousand watchtowers were built along the 4,000 miles as posts for guards. The soldiers stayed in the watchtowers, and they sent messages or signaled attacks from them. During the day, the soldiers used smoke signals, but at night they used fire to send signals.

The Great Wall was made of many walls. Rulers of small kingdoms in ancient China built these walls. Emperor Qin Shi Huang unified China in the third century BC, and he had the smaller walls connected. This protected the country from people to the north, and it was also a sign of the power of the Chinese empire.

The Chinese maintained it for thousands of years. Most of what remains was built 300 to 700 years ago. People used animals to help them move the stones.

The Longest Wall is a human-made wonder of the world. It is more than 4,000 miles long! The wall runs from west to east along the northern border of China.

### Answer the questions in complete sentences.

1. What countries border the United States?
2. How can a favorite sports team unify people?
3. Who might be the ruler of a kingdom?

### Practice Tactics

Have students open their Practice Book to page 22. Read the directions 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 sheets to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their name, date, My Dictionary, and the subject area. Have them write the words on the remaining pages in a column. Next, ask students to look up the phonetic information for each word in the dictionary, and have them write their own pronunciation for each word in their booklet. Explain 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.

### Practice Book (page 22)

#### Writing Applications:

Imagine that you are a television reporter during the Ming Dynasty. Invaders have just attacked. Write a broadcast describing how soldiers are protecting China against the attack.

#### Applying

- Choose one or two words in parentheses. The words and sentences are conjunctions.
- Write to complete the compound sentences.
- Choose one or two words in parentheses. The words and sentences are conjunctions.
- Write to complete the compound sentences.
- Choose one or two words in parentheses. The words and sentences are conjunctions.
- Write to complete the compound sentences.
- Choose one or two words in parentheses. The words and sentences are conjunctions.
- Write to complete the compound sentences.

### 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.

#### Florida Language Arts

### Reading Process: 5.1.4.1, 5.1.4.2, 5.1.5.1, 5.1.5.2, 5.1.6.1, 5.1.6.2, 5.1.7.6, and 5.1.7.7; Literary Analysis: 5.2.2.2; Writing Applications: 5.4.2.2, 5.4.2.3; Communication: 5.5.1.1; 5.5.2.1 and 5.5.2.2; Information and Media Literacy: 5.6.4.1
Access Prior Knowledge

Gather examples of informational essays, such as natural-history magazine articles or nonfiction books. Show these writing samples to students and elicit descriptions of what they see. Ask questions such as What do you notice about the format of this piece of writing? Have you seen examples of this writing before? Do you know what this kind of writing is called? What else can you tell me about what you see?

Informational Essays

Student Book page 62: Read the passage as students follow in their books. Next, have students read the passage with you. Discuss the main ideas presented by the subheadings and have students identify supporting details. Then, have students answer the questions. Model answering the first question using a complete sentence.

Targeting Proficiency Levels

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<tbody>
<tr>
<td>Discuss the questions as a class. Ask How can you tell which words are a title and which are a subheading? Help students form complete sentences. Write them on the board for students to copy in their notebooks.</td>
<td>Ask What does a title/picture/subheading tell you? Then, have students work in pairs to answer the questions. Check that students’ answers are complete sentences.</td>
<td>Ask Why do you think the author chose the subheadings you see here? Then, have students write their own original title and subheadings for the reading on page 62.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may wish to help students who exhibit difficulties comprehending the functions of title and subheadings by having them focus on identifying and understanding titles. Then, have them focus on identifying and understanding subheadings.

Writing an Informational Essay

Student Book pages 62–63: Read the text in the Spotlight box. Then, have students revisit the reading to determine whether it contains all the elements outlined in the box. Read the directions for activity A and have students
Intermediate

Practice Tactics

Have students open their Practice Book to page 23. Read the directions 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.

Meeting Individual Needs

You may wish to simplify instruction for students who exhibit difficulties writing captions for pictures by allowing them to label the picture with a short phrase.

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.

Florida Language Arts

Reading Process: 5.1.5.1, 5.1.5.2, and 5.1.7.3;
Writing Process: 5.3.1.1, 5.3.1.2, 5.3.1.3, 5.3.2.1, and 5.3.2.2; Writing Applications: 5.4.2.1 and 5.4.2.3; Communication: 5.5.2.1; Information and Media Literacy: 5.6.1.1, 5.6.2.1, 5.6.2.2, 5.6.2.3, and 5.6.4.1.
Frontload Vocabulary

Display the Community Photo Cards that show people, and ask students to describe one of the people doing something in as short a sentence as possible. Elicit a simple sentence. Write the sentence on the board and ask What kind of sentence is this? Elicit a simple sentence. Work as a class to expand the sentence into a compound sentence and a complex sentence.

Have students name as many parts of the sentences as they can. Then, have students repeat after you as you point to and name each part of a sentence listed in the Key Words box. Note: The phonics activities on the back of each photo card may be used to supplement instruction.

Compound and Complex Sentences

Student Book pages 64–65: Read the text in the Spotlight box aloud, pointing out the Key Words as you come across them. Have students take turns describing themselves first with a simple sentence, and then, with a complex or a compound sentence. Read the directions to the activities with the class, modeling the first item in each. Check that students understand the tasks. Ask students to copy and complete the activities on a separate sheet of paper.

Targeting Proficiency Levels

For activity B, tell students to use one of the following conjunctions: but, and, or. Ask Where should these words go?

For activity B, ask Which connecting word works best in this sentence? to help students who are stuck.

For activity B, ask How can you decide which connecting word to use?

Meeting Individual Needs

You may wish to simplify instruction for students who exhibit difficulties answering activity A in complete sentences by allowing them to simply circle dependent clauses and underline independent clauses. Then, have them write the word complex or compound beside each sentence.
**Unit 2**

**Language Arts**

**Writing Strategies**

**Revising**

Student Book page 65: Distribute students’ informational essays from the previous lesson. Read the directions for the activity aloud. Allocate time for students to review their essays and to identify what the steps are referring to. Whenever possible, discuss each step with students and have them provide examples from their own work. Be sure to emphasize the Key Words as you review the steps, and check for understanding. Then, have students rewrite their essays, making sure that they have corrected their work as necessary.

**Practice Tactics**

Have students open their Practice Book to page 24. Read the directions 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 as homework.

**Home Connection**

Write the Key Vocabulary on the board for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheets to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their name, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to look up the phonetic information for each word in the dictionary, and have them write their own pronunciation for each word in their booklets. Explain 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**

**Sentence Raffle**

In pairs, have students create five simple, five complex, and five compound sentences and write them on strips of paper. Collect the strips in a box, shake up the box, and have pairs draw five strips from the box. Then, have each pair read and identify the type of sentence on each strip they drew. Have them share their sentences, conclusions, and reasons with the class.

**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.

**Florida Language Arts**

**Reading Process:** 5.1.4.1, 5.1.4.2, 5.1.6.1, and 5.1.6.2; **Writing Process:** 5.3.3.1 and 5.3.4.5; **Writing Applications:** 5.4.2.2; **Communication:** 5.5.2.1; **Information and Media Literacy:** 5.6.4.1
Spotlight on Content

Lesson 10

Key Vocabulary
- decimals
- multiple
- dividend
- product
- divisor
- quotient
- factors

Functions and Forms
- Comparing and contrasting things
  *The Yangtze is longer than the Mackenzie.*
- Asking informational questions
  *Where did the decimal go?*
- Asking clarifying questions
  *Why did you move the decimal to the left after you finished dividing?*

English Language Development Skills

Listening
- ★ Ask questions that seek information not already discussed.
- ★ Respond to questions with appropriate elaboration.

Speaking
- ★ Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.
- ★ Deliver informative presentations about an important idea, issue, or event.

Reading
- ★ Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).
- ★ Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Writing
- ★ Use organizational features of printed text to locate relevant explanations.
- ★ Develop the topic with simple facts, details, examples, and explanations.

Materials
- ✔ Blackline Masters 2a and 2b

Frontload Vocabulary

Write a number with a decimal on the board. Ask students to identify the “dot” in the number. Elicit *decimal*. Tell students that the letters *deci* mean “ten” in Latin. Ask students how this information helps them understand the word *decimal*. Discuss what a decimal does in math. Read the Key Words chorally with the class, then have students copy the words five times each into their notebooks.

Operations with Decimals

Student Book pages 66–67: Read the text in the Spotlight box aloud, pointing out the Key Words as you come across them. Have the class echo each sentence as you read. Have students read the table on page 67. Discuss how the table makes it easy to get information about the longest rivers. Have students use the information in the table to compare the rivers. Then, read the directions to the activities with the class, modeling the first item in each. Check that students understand the tasks. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Work through the activities as a class. For activity A, ask <em>What should be our first step?</em> Write students’ responses on the board for them to copy into their notebooks.</td>
<td>Have students work in pairs to answer the questions. For activity A, ask <em>What operation will you use to solve this?</em> After they have completed the activities, have pairs share their responses with the class.</td>
<td>Have students work individually to answer the questions. Then, have them write original decimal math problems using the table. Have them exchange problems with a partner, and explain how to solve their partner’s.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may wish to help students who are experiencing minor difficulties working with decimal problems by having them first identify and list the steps they will need to use to solve each problem.
**Vocabulary Review**

Have students invent a decimal multiplication or division problem like the ones on page 66. Have them solve the problem and double-check their work. Then, have students take turns acting as the teacher. Have the “teacher” write his or her problem on the board and use the Key Words to teach the class how to solve it. Have the class use the Key Words to ask the “teacher” questions.

**Practice Tactics**

Have students open their Practice Book to page 25. Read the directions 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 sheets to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their name, date, My Dictionary, and the subject area. Have them write the words on the remaining pages in a column. Next, ask students to look up the phonetic information for each word in the dictionary, and have them write their own pronunciation for each word in their booklets. Explain 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**

**Naturalist**

**Exploring the Great Rivers**

Tell the class to imagine they will be taking a trip on each of the rivers from the lesson. Using research materials you have gathered, have them answer the following questions: Which trip will take the longest time and which will take the shortest? Which river has the most plant and animal diversity? Which river has the least? Which river would be your first choice to explore? Have students explain their responses in complete sentences and share them with the class.

**Practice Book (page 25)**

**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

**Florida Language Arts**

Reading Process: 5.1.4.1, 5.1.4.2, 5.1.5.1, 5.1.5.2, 5.1.6.1, and 5.1.6.2; Writing Applications: 5.4.2.2; Communication: 5.5.2.1; Information and Media Literacy: 5.6.1.1
Frontload Vocabulary

Display the USA Photo Cards that show human-made landmarks. Ask questions about the landmarks that elicit the Key Words, such as How was the landmark made? What’s the landmark made of? Have students support their answers with prior knowledge or evidence from the photo cards.

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

Mount Rushmore, an American Wonder

Student Book pages 68–69: Write the Key Words on the board. Have students take turns reading paragraphs of Mount Rushmore, an American Wonder aloud. Then, read the directions for activity A with the class, modeling the first question. Ask students to copy and complete activity A on a separate sheet of paper. Next, help students identify the landmarks on page 69 and provide appropriate research materials. Distribute the 5W’s & 1H Graphic Organizer for students to use to complete activity B. Have them summarize what they learned on the back of their organizer.

Targeting Proficiency Levels

Choose a landmark to research as a class. Have the class find facts about the landmark and read them aloud. Write facts on a graphic organizer on the board for students to copy in their graphic organizers. Help the class summarize the information for the back of their organizer.

Divide the class into five groups and assign each group one of the landmarks on page 69. Have groups complete the graphic organizer and share their summaries with the class.

Have students complete activity B independently. Have each student also write an opinion paragraph on the back of their organizer. Ask Is this landmark a fitting way to honor the person/people it was intended to remember? Why or why not?

Meeting Individual Needs

You may wish to help students who exhibit difficulties writing summaries by having them talk out their thoughts. Ask If you could only use two sentences to tell someone what this landmark is about, what would you say?
Vocabulary Review

Divide the class into small groups and give each group a stack of index cards. Have the groups write a Key Word and its definition on one side of each card. Then, shuffle them and place them on a desk, blank-side-up. Have students take turns drawing a card and acting out the word, using only gestures and facial expressions. Tell students to raise their hands when their group has correctly guessed all the words.

Practice Tactics

Have students open their Practice Book to page 26. Read the directions 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 the Unit 2 Interview. Explain to students that they will be conducting an interview with their parents or guardians to learn about an important monument in their family’s country of origin. 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.

Who’s in Your Mount Rushmore?

Tell students to imagine that their city or town has a huge granite mountain and that the mayor has assigned them to carve the faces of four people who have helped or inspired their community, such as parents, teachers, students, community leaders, police, firefighters, or rescue workers. Have students work in pairs to decide who they would include in this local Mount Rushmore and why. If time allows, have them draw their monument. Then, invite pairs to present their essays to the class.
Frontload Vocabulary

Display the *Earth* Photo Cards and, to elicit as many Key Words as possible, ask questions about how the landforms and rocks pictured might have formed. Write the Key Words on the board and have students read them chorally. Tell students that the word *sedimentary* is made up of the word *sediment* plus the letters -ary. Explain that *sediment* comes from the Latin word *sedimentum*, which means “a settling,” or a “sinking down.” Ask students how this word origin helps them understand the word *sedimentary*. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Kinds of Rocks

Student Book pages 70–71: Discuss what students already know about the Grand Canyon and how it was formed. Then, read the passage aloud, pointing out the Key Words as you come across them. Read the directions to the activities with the class, modeling the first item in activity B. Check that students understand the tasks. Ask students to copy and complete the activities on a separate sheet of paper.

Targeting Proficiency Levels

For activity C, decide as a class what type of rock to “be.” Discuss how that type of rock formed. For example, ask What did rain and wind do to you over time? What did the Colorado River do to you?

Materials

- *Earth* Photo Cards
- Blackline Masters 2a and 2b
- samples of sedimentary rock, metamorphic rock, igneous rock, and a fossil
- index cards with a Key Word written at the top (1 per student)

Meeting Individual Needs

You may wish to simplify instruction for students who exhibit difficulties writing a narrative from another point of view by allowing them to write a chronological list of how a rock might have formed and then changed over time in the Grand Canyon.
Practice Tactics

Have students open their Practice Book to page 27. Read the directions 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.

Vocabulary Review

Display samples of sedimentary rock, metamorphic rock, igneous rock, and a rock containing fossils. Have students handle the rocks and observe how they look and feel. Distribute Key Words index cards. Have students write five clues on their card that would help others guess their word. Tell them to use descriptive words and other Key Words in their clues. Divide the class into teams and have them take turns reading one of their clues and guessing the Key Word.

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 sheets to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their name, date, My Dictionary, and the subject area. Have them write the words on the remaining pages in a column. Next, ask students to look up the phonetic information for each word in the dictionary, and have them write their own pronunciation for each word in their booklets. Explain 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

We Will Rock You!

Teach students a stamp-stamp-clap rhythm and have them practice the accompanying chorus below:

“We will, We will, Rock you!”

Divide the class into three groups: sedimentary, metamorphic, or igneous. Have each group invent a verse that introduces their rock type and describes it in the rhythm they practiced. Show them an example verse. Finish the activity by putting the chant together, alternating the chorus and the verses. Have the class keep the beat throughout. Chant the chorus together.

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.

Florida Language Arts
Reading Process: 5.1.4.1, 5.1.4.2, 5.1.5.1, 5.1.5.2, 5.1.6.1, 5.1.6.4, 5.1.6.5, 5.1.6.7, and 5.1.6.10; Literary Analysis: 5.2.2.1 and 5.2.2.2; Writing Applications: 5.4.1.2 and 5.4.2.2; Communication: 5.5.2.1; Information and Media Literacy: 5.6.4.1
Key Vocabulary

- barge
- duets
- columns
- groups
- gleaming
- harmony
- glimmering
- rounds
- hiking
- solos
- path
- unison
- shimmering
- strolling
- trail

Functions and Forms

- Interpreting song lyrics
  "The bright sunlight gleams on the water."
- Describing present actions
  "People hike on mountain trails."

English Language Development Skills

Listening
- Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.
- Make inferences or draw conclusions based on an oral report.

Speaking
- Ask questions that seek information not already discussed.
- Clarify and support spoken ideas with evidence and examples.

Reading
- Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.
- Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Writing
- Use correct capitalization.
- Spell roots, suffixes, prefixes, and syllable constructions correctly.

Music and Lyrics

Use pictures of landmarks from the USA Photo Cards and of landforms from the Earth photo cards to elicit the highlighted words from the lyrics. Tell students to imagine that they are visiting the place on the card. Have students describe where they see sunlight reflected around them, what summer activities people are doing around them, what types of boats are traveling on the water nearby, and what architectural details they see. Tell students that songwriters use details to help listeners identify with the lyrics of their songs.

Explain that songs can be sung as solos, as duets, or in groups. They can be sung in unison, in rounds, or in parts with harmony. 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.

Around the Wonders of the World

Student Book page 72: Play Track 12. Have students listen to the song. Tell them to close their eyes and try to visualize the places described. Then, sing the song together. Next, read the lyrics of the song, pointing out the highlighted words as you come across them. Have students identify imagery in the lyrics and discuss how the imagery makes them feel. Read and discuss the questions.
Targeting Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have the class discuss the questions. Rephrase students' responses in complete sentences and write them on the board for students to copy in their notebooks.</td>
<td>Have students write additional questions for those highlighted words not addressed in activity C.</td>
<td>Have students write original sentences using each of the highlighted words.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may assist students who exhibit difficulties singing words at the speed of the music by working on just one stanza at a time, having the group chorally read a stanza, and then practice singing it.

Vocabulary Review

After exposing students to the concepts and vocabulary in the song, review the terms *duets, groups, harmony, rounds, solos,* and *unison.* Divide the class into six groups and assign each group one of these terms. Have each group apply their term to a stanza from the song on page 72 and perform it. Have the class guess the term the group demonstrated. Then, have the class sing the song as a round.

Practice Tactics

Have students open their Practice Book to page 28. Read the directions and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent classwork 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 sheets to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their name, date, My Dictionary, and the subject area. Have them write the words on the remaining pages in a column. Next, ask students to look up the phonetic information for each word in the dictionary, and have them write their own pronunciation for each word in their booklets. Explain 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

**Bodily/Kinesthetic**

Divide the class into five groups and assign each group a stanza of the song on page 72. Have each group invent dance movements and gestures that help convey the words of their stanza and that match the beat of the song. Play the CD for each group to perform for the class. Discuss which gestures were most effective at communicating meaning and feelings in the lyrics and why.

Practice Book (page 28)

Choose three of the vocabulary words in the right column and write three declarative sentences using each of the words.

Answers may vary.

- Column
- Path
- Hiking
- Shimmering
- Trail
- Gleaming
- Strolling
- Barge

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.

**Florida Language Arts**

- Reading Process: S.1.4.1, S.1.4.2, S.1.6.1, S.1.6.2, and S.1.6.10;
- Writing Applications: S.4.1.2 and S.4.2.2;
- Communication: S.5.2.1; Information and Media Literacy: S.6.4.1
Key Vocabulary
- dimension
- point of view
- horizon
- vanishing point
- perspective

Functions and Forms
- Describing spatial and temporal relations
  The photographer stood in front of the house.
- Hypothesizing and speculating about actions
  The photographer might have been lying on the ground looking up at the building.

English Language Development Skills

Listening
- Ask questions that seek information not already discussed.
- Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.

Speaking
- Clarify and support spoken ideas with evidence and examples.
- Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Reading
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- Understand how text features (e.g., format, graphics, sequences, diagrams, illustrations, charts, maps) make information accessible and usable.

Writing
- Develop the topic with simple facts, details, and explanations.

Frontload Vocabulary
Display the Home Photo Cards that show types of homes. Ask questions about where the photographer might have stood when taking the photos and have students explain their reasons to elicit the terms *perspective* and *point of view*. Ask students to describe the background of the photos to elicit the word *horizon*. Discuss how a drawing of one of the houses might look different from a photograph to elicit *dimension*. Note: The phonics activities on the back of each photo card may be used to supplement instruction.

Perspective
Student Book page 73: Read the passage aloud, pointing out the highlighted words as you come across them. Then, read the directions to activity A with the class. Check that students understand the task, and have them complete the drawing. Distribute the image resources and have students complete activity B.

Targeting Proficiency Levels

- **Beginning**
  - For activity B, display several photographs with different perspectives. Discuss the pictures as a class. Then, have students choose a photo or picture and write a list of words or phrases that describe the perspective. Then, help them write complete sentences.

- **Intermediate**
  - For activity B, have students work in pairs to find a work of art or a photograph with an interesting perspective. Have students work together to write a paragraph describing the perspective.

- **Advanced**
  - For activity B, have students work individually to find a work of art or a photograph with an interesting perspective. Have them write a paragraph describing that perspective, and then a second paragraph describing the work from a different perspective.

Meeting Individual Needs
You may assist students who are having difficulties comprehending the concept of perspective by encouraging them to study a desk from various angles and directions. Ask: *How does the desk look different when you change positions? When does the desk appear to be bigger or smaller?*

Materials
- ✔️ Home Photo Cards
- ✔️ Blackline Masters 2a and 2b
- ✔️ images representing a variety of perspectives
- ✔️ white art paper
Vocabulary Review

After exposing students to the concepts and vocabulary presented in the lesson, review the terms outlined in the Frontload Vocabulary activity. Display three photographs and three drawings or paintings from art books that illustrate a variety of perspectives. Have students take turns using the highlighted words to describe one of the pictures. Have other students try to determine which picture is being described.

Practice Tactics

Have students open their Practice Book to page 29. Read the directions 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 sheets to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their name, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to look up the phonetic information for each word in the dictionary, and have them write it next to each one. Remind them 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.

In My Museum

Tell students to imagine that they own an art museum. Have them look through art books and choose a painting or drawing to add to their collection. Have students work independently to write an essay describing the work of art. Ask them to describe the picture’s perspective, how it makes them feel, any memories or thoughts it triggers, and why they want to include it in their collection. Make sure students name the artist and the title of their painting or drawing.

Practice Book (page 29)

Name: __________________________ Date: ____________

Fill in each blank with the correct vocabulary word. Then, find those words in the puzzle below.

1. The place on a drawing where the artist draws parallel lines is called
   (parallel, point of view, perspective, vanishing point)

2. The position from which something is looked at is called
   (parallel, point of view, perspective, vanishing point)

3. A drawing technique in which the artist uses an imaginary horizon is called (parallel, point of view, perspective, vanishing point)

4. A line where the earth and the sky seem to meet, or where the sea and the sky seem to meet, is called the (horizon, vanishing point, point of view, perspective)

5. Lines that extend in the same direction are said to be (parallel, point of view, perspective, vanishing point)

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.

Florida Language Arts
Reading Process: 5.1.4.1, 5.1.4.2, 5.1.5.1, 5.1.5.2, 5.1.6.1, 5.1.6.2, 5.1.6.4, and 5.1.6.5; Literary Analysis: 5.2.2.1 and 5.2.2.2; Writing Applications: 5.4.2.1 and 5.4.2.2; Communication: 5.5.2.1; Information and Media Literacy: 5.6.4.1
Key Vocabulary
- engineering
- founding
- landmark
- memorial
- technological

Functions and Forms
- Asking clarifying questions
  - What did your father mean by hard times?
- Comparing and contrasting things
  - This monument is taller than the Statue of Liberty.

English Language Development Skills

Listening
- Ask questions that seek information not already discussed.

Speaking
- Deliver informative presentations about an important idea, issue, or event.
- Clarify and support spoken ideas with evidence and examples.

Reading
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- Make inferences, draw conclusions, or state generalizations about text and support them with textual evidence and prior knowledge.

Writing
- Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- Develop the topic with simple facts, details, examples, and explanations.

Materials
- Blackline Master 7
- completed Unit 2 Interview
- world map or globe
- travel brochures
- research materials on landmarks in the community or region

Access Prior Knowledge

LISTENING COMPREHENSION
Distribute students’ interviews with family members from the social studies lesson of this unit. Have students take turns sharing what they learned about their family’s country of origin. Have them introduce their presentation by using a map or a globe to point out the location of their family’s country of origin relative to the United States. Be sure to allow all students to participate and ask their classmates questions. Encourage students to be tolerant and polite as they are learning about cultures different from their own.

Wonders in Your Backyard

WRITING STRATEGIES
Student Book page 74: Read the passage aloud. Display the travel brochures and discuss the structure of the text. Have students identify headings and subheadings, bullets, and main ideas and details. Provide students with research materials on natural or human-made wonders in their community or region. Then, read the directions to activity A with students and check that they understand the task. Have them complete the activity. Remind students to use correct capitalization. Next, go over the directions for activity B with the class. Distribute copies of the Venn Diagram Graphic Organizer. Model using it to compare and contrast two familiar places such as the classroom and the school cafeteria. Then, have students label the left circle with the name of their chosen U.S. landmark and the right circle with the name of a landmark in their family’s country of origin. Have students complete activity B.
Meeting Individual Needs

You may simplify instruction for students who exhibit difficulties using textual features by having them make lists of facts about a local wonder.

Published Work

Have students reread their interviews. Tell them to think about the passage they read in this lesson, and the comparisons they have made between monuments in their family’s countries of origin and in the U.S. Write on the board: Impressed by the __________? Come experience the __________! Tell students they will fill in these sentences and use them as the heading for a travel advertisement. The advertisement will compare a U.S. monument with the monument discussed in students’ interviews. Tell students that they may urge their readers to visit either monument. They should write a paragraph explaining why people who have experienced the first monument named will be more impressed by the second monument. Tell them to support their claim with details. Have students illustrate their paragraphs. Then, display students’ advertisements on a classroom wall.

Wonder-Packed Road Trip

Tell or elicit from students where the wonders pictured on page 74 are located. Invite students to imagine that they will take a road trip to all six wonders. Have students work in pairs to plan their trip. Tell them that they may start their trip from any location. Explain that they may visit the wonders in any order, but they should have a good reason for the order, such as traveling the fewest possible miles or visiting wonders from tallest to shortest. Have each pair list the stops of their trip in order and write why they chose that order. Finally, have pairs present their trips to the class.

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.

Florida Language Arts

Reading Process: 5.1.5.1, 5.1.5.2, and 5.1.6.10; Literary Analysis: 5.2.2.1 and 5.2.2.2; Writing Applications: 5.4.2.1, 5.4.2.3, 5.4.3.1, and 5.4.3.2; Communication: 5.5.2.1 and 5.5.2.2; Informational and Media Literacy: 5.6.2.1, 5.6.2.3, and 5.6.4.1
**Key Words**
- develop
- remember
- draft
- revise
- organize
- rewrite

**Functions and Forms**
- Asking informational questions
  - *How did people build this monument?*
- Comparing and contrasting things
  - *Writing with proper spacing is easier to read than writing with incorrect spacing.*

**English Language Development Skills**

**Listening**
- Ask questions that seek information not already discussed.
- Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.

**Speaking**
- Select a focus, organizational structure, and point of view for an oral presentation.
- Engage the audience with appropriate verbal cues, facial expressions, and gestures.

**Reading**
- Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

**Writing**
- Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- Create multiparagraph expository compositions.
- Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

**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, together with students, identify and label the skills they learned in each activity. Distribute the Unit 2 Checklist to each student. Have them compare the skills they have labeled in their work with the skills on the checklist. Ask students to add to the checklist as necessary. Then, tell them to copy the highlighted vocabulary words from their work in the space provided at the bottom of the checklist.

**Your Informational Essay**

Student Book page 75: First, read the writing prompt with the class. Clarify any unfamiliar words, and make sure students understand the activity. Then, walk students through the stages of their writing project with the activities that follow.

**Developing Ideas:** First, have students refer to the Spotlight box to remind them what the steps of the writing process are. Next, read the writing prompt aloud as students read it along with you. Have students brainstorm ideas as you write them on the board. Next, have them classify their ideas as natural or man-made. Have students decide which of the things they mentioned are landmarks or wonders and explain why. Discuss with the class the difference between a landmark and a world wonder.

**Organizing:** Distribute a clean copy of the 5Ws & 1H Graphic Organizer that students used to write their informational essays in Lesson 8. Provide access to research materials about modern wonders of the world and other important landmarks. Have students fill in the graphic organizer for their new informational essays. Encourage students to use the 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 features make this place stand out as special or unique? How did people build this monument? What important purpose does this place serve?*

**Materials**
- ✔ Blackline Masters 13 and 25
- ✔ highlighters
- ✔ world landmark research material
- ✔ students’ work from the unit
Your Informational Essay

In this unit, you read about wonders of the world. Some of them are ancient wonders, like the Hanging Gardens of Babylon. Others are natural wonders, such as the Grand Canyon. Still others have only recently been added to the list of Wonders of the World.

Write an informational essay about a modern wonder of the world or other important landmark. Use your graphic organizer to help you plan your essay. In your essay, give the location of the wonder and a brief history, as well as reasons why your topic is a modern wonder or landmark. Remember to include a title and subheadings. Add photographs or illustrations if you can.

The Writing Process

Remember, the writing process includes a series of steps:

• Developing Ideas Use the Internet, visual elements, or other references to help you gather and develop ideas.
• Organizing Choose the ideas you want to use. Put them in order, connect them, or discard the least important ones.
• Drafting Use the ideas you organized to write paragraphs.
• Revising Read your paragraphs again and correct your writing, keeping in mind what you learned in this unit.
• Rewriting Produce a clean copy of your piece, applying all the corrections, to display in class.

Remember, you can always repeat a step if you need to.

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 organizing their informational essays with subheadings, paragraphs that support or explain the subheadings, and relevant photographs or illustrations with explanatory captions. Remind students that, when they revise and rewrite their draft, they should 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

Using the organizational features of books reduces the time needed to find specific information. Tables of contents and indexes help determine whether a book contains the information needed and on which pages the information may be found.

Display a research book and its table of contents. Show students that the table of contents tells the order of chapters and their headings. Model how to use a table of contents.

Have students find the index in another research book. Point out that it is organized alphabetically. Have students observe that the index lists information using key words. Have students brainstorm key words related to their research question. List them on the board. Model how to use an index by looking up some of the words. Explain your logic as you choose which words to look up first.
**Penmanship Tips**

Explain that keeping letters properly and evenly spaced helps make handwriting easier to read.

Show students how to write the letter c.

Model connecting c’s on the board and show students how a row of connected c’s looks like ocean waves. Tell them that they will experiment with letter spacing by imitating waves on an ocean.

First, play music with a fast beat. Tell students to think of waves in a storm, crashing one after another onto a beach. The waves would be close together. Have students quickly write a line of c’s very close together, keeping time with the fast music. Then, have students write their first name on the next line using the same speed and tight spacing. Repeat this exercise with slow music, having students picture a calm sea and slow waves. C’s and letters of students’ names should be written in time with the slow music and spaced far apart.

Finally, model correct spacing by writing a row of five c’s on the board. Play a medium-tempo song, such as a classical waltz or march, and have students practice writing a line of c’s with correct spacing. Then, have them write their names to the music, using correct spacing. Have students observe that their names are easiest to read when the letters are spaced correctly.

**Revising:** Have students use their Checklist to verify that all the skills and vocabulary they wanted to use is included in their writing project. Review the different types of sentences, conjunctions, action verbs and linking verbs, suffixes, types of rocks, and types of monuments to be sure they understand. Students can check off each item on the checklist as they revise their drafts. Have students add the organizational elements that should be included in their essays, including title/heading, subheadings, photographs/illustrations, and captions.

**Rewriting:** Have students rewrite their project in cursive on a new sheet of paper. Encourage them to write carefully so that all their revisions are included in their rewrite. If time allows, 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 cursive handwriting.
Tour the Wonders

Divide the class into small groups. Tell students they will be going on a tour of the modern wonders chosen by their classmates. Have students take turns being the tour guide for their group by reading their essays to the class. Tell students that the tour guide should read in a clear and expressive voice and should look up from his or her reading during pauses. At these points, the tour guide should use gestures and facial expressions to engage the tour group. Tell listeners to ask questions both about the tour guide’s wonder and about his or her writing process. For example, students might ask how the tour guide decided which facts to include in his or her essay. When each group has finished, allow students to post their essays in the classroom.

Practice Tactics

Have students open their Practice Book to the Unit Review on pages 30–32. Read the directions 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.