

# How can we make a difference?

### Literacy

**Read:** a nonfiction text about the lives of four whiz kids; a fiction text about a student starting at a new school

**Reading Strategies**: asking questions; understanding cause and effect

Process Writing: read, plan, write, and edit a letter about a fundraising event

**Improve Your Writing:** parentheses

## Oracy

Skill: Ground Rules

Cue Cards I-3: I. I think ... because ... , 2. I agree because ... , 3. I disagree because ...

**Speaking Mission:** organizing a fundraising event

## Language

**Key Words I**: international, society, charity, vaccination, disease, inspire, environment, conservation, talent, volunteer

**Key Words 2:** react, developer, ambassador, code, successful, skill, professional, electronic, invent, innovation

**Key Words 3:** canvas, generator, germs, exhibition

**Key Words 4:** introduce, hang out with, curious, interrupt, ignore, weird, offer, obviously, get lost, immediately, realize, announcement

**Speaking Mission Key Words:** donation, fundraising, help out, participate, pledge, sponsor, succeed, target

#### **Grammar in Context**

**Quantifiers:** All / Most / Some / A few / No houses had electricity.

Causative Verbs: I had my bike fixed last week. I had my hair cut yesterday.

## Spelling Patterns and Word Study

Spelling Rule: ie or ei?

### Listening

**Project:** Community Garden

#### Values

**Respecting Others** 

## The Big Challenge

How can we create a new community project?

Give a presentation on a project to help your community



Objective: to introduce the topic of making a difference to society

Key Words I: international, society, charity, vaccination, disease, inspire, environment, conservation, talent, volunteer

Materials: Video I.I, Audio CD I.I, Flashcards I.I–I.I0

## (?) HOW CAN WE MAKE A DIFFERENCE?

- Read the Big Question aloud. Ask or explain what it means to make a difference (take action to improve a situation or help somebody). Accept all relevant suggestions. Write a list of useful words on the board.
- Go over the pictures and questions on the page. Help with language as needed. First picture: Who are these people? (a woman and a young girl) What is their relationship? (music teacher and student / mother and daughter) What is the girl doing? (She's playing the piano.) How is the other person helping? (She's showing the girl how to play.)
- Remaining pictures: Who are these people? (teacher and student, three friends) How are they helping? (The teacher is explaining things. They are cleaning up the beach.)
- Use the same questions to discuss the large picture (two teenage boys; friends; they're planting trees).
- Read the final question on page 6 aloud, and elicit suggestions.
- Read the unit objectives aloud, and discuss them with students.

Key Words 1 Use the flashcards and audio to present Key Words I. Ask students to listen and say the words. Then, ask questions to check comprehension: Look at the children cleaning up the beach. What are they making better? (the environment) Which key word describes something you're good at? (talent)

1 Natch the video. Number the people in order.

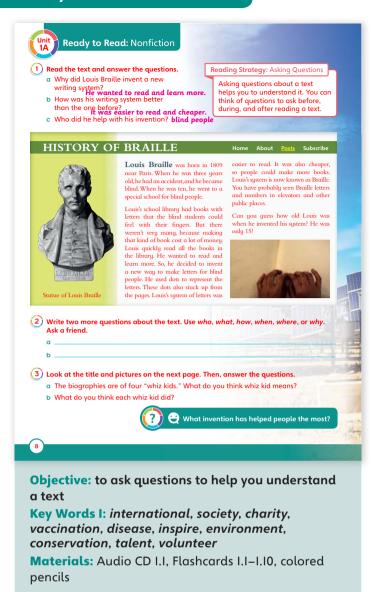
Watch the video. Check the answers. Then, ask: What jobs do the three people in the video do? (Jane Tam, doctor; Mark Jackson, basketball coach; Mae Powell, conservation volunteer) Who do they help? (Jane Tam, sick people; Mark Jackson, people in wheelchairs; Mae Powell, animals and plants in the ocean or on the beach)

2 11 Watch again. Complete the graphic organizer in the Activity Book.

Play the video again, and have students complete Activity I on AB page 2. Have pairs compare answers.

AB page 2

### Ready to Read: Nonfiction



(Normal Line Control of the flashcards and audio to review Key Words I.

### Read the text and answer the questions.

Read the text in the Reading Strategy box aloud, and check comprehension of the advice. Ask: When can you think of questions when you read a text? (before, during, or after reading) Ask students to read the three questions. Ask if they have heard of Braille before and what they already know about it. Tell students to underline the part of the text that gives information about each question. Ask them to compare their choices in pairs and then study the information carefully. Ask for and compare answers in class, asking students to read the relevant parts of the text aloud.

Write two more questions about the text. Use who, what, how, when, where, or why. Ask a friend.

Quickly review how questions in the past simple are formed in English (question word + was / were + subject or question word + did + subject + verb). Ask students to reread the text and use a colored pencil to underline any other parts of it that they want to ask questions about. Tell them to circle the word or phrase that has the answer, and have them think of the question word they will need to get this answer. (For example: Louis Braille was born near Paris. → Where was Louis Braille born?) Students use their questions to test each other in pairs.

## 3 Look at the title and pictures on the next page. Then, answer the questions.

Remind students to look not only at the photos of the whiz kids but also at the background picture. For question **a**, point out that Louis Braille was also a whiz kid, and ask students to say why. (He was only 15 when he invented his writing system.) Then, ask for a definition of whiz kid in the students' own words, and read the introductory paragraph aloud for them to check their ideas. For question **b**, accept any plausible suggestions.

## ? Big Question Link

Read the Big Question Link box aloud, and invite students to form small groups to discuss the question. Encourage students to give reasons for their suggestions. If groups are stuck, encourage students to give examples of useful inventions around them. Invite students to switch groups and to share what was discussed in their previous groups. Invite feedback by asking volunteers to share what inventions they think have helped people the most.

#### 🟂 Fun Corner!

#### **Reading by Touch**

Have students work in pairs. Encourage students to think of a simple picture to draw on their partner's back (e.g., a heart, a circle, a dog). Their partner tries to guess what is being drawn. Then, encourage students to switch roles and to continue by writing short words. Give them a few minutes to see what the longest word they can "read" is. During feedback, ask volunteers to share the longest word their partners were able to quess.

### **Reading:** Nonfiction

(1) 1.2 Key Words 2 Use the flashcards and audio to present Key Words 2. Ask students to listen and say the words. Tell them to find the words highlighted in the text to see if they can figure out their meaning from context. Ask: Which words are nouns? (developer, ambassador, skill, innovation) Which words are about something we do? (react, code, invent) Which words tell us what a thing or a person is like? (successful, professional, electronic) Elicit the meaning of any words students are already familiar with.



#### 13 Deepika Kurup

Have students look at the pictures. Tell them that the water faucet is connected to Deepika's story, and invite them to guess how.

Play Track I.3 up to "already saved many lives around the world." Pause and ask questions:

Where is Deepika from? How old is she now? What is her job? What did she invent?

Why is making water cleaner important?

What happens if the water isn't clean?

When did Deepika become interested in the problem? What did she experience there?

What's the problem with other ways of cleaning water? Why is Deepika's method better?

How does her method work?

How old was she when she invented her method? What is she planning for her future?

#### **Digging Deeper**

Discuss the issue of drinking water. Ask: Where does the water we drink come from? How clean are these sources? What can we do to make sure the water is clean? What makes it difficult to provide clean drinking water for everyone?



#### 13 Jordan Casey

Have students look at the picture of Jordan Casey, and ask what he is doing. (He's giving a talk.) Elicit ideas about what Jordan's achievement might be.

Play the rest of Track I.3. Ask questions:

Where is Jordan from? How old is he now? What is his job?

What skills does he have?

Why did Jordan make his first website?

What else did he make?

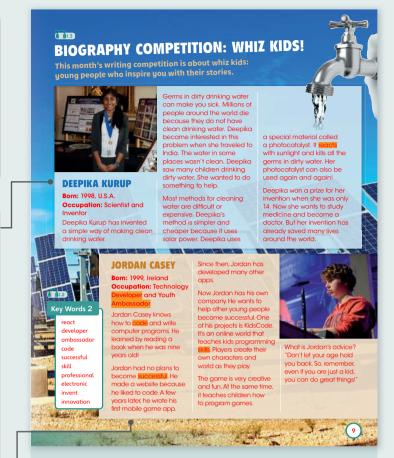
How successful is he?

What's his aim?

What is KidsCode? How does it work? What is it like?

How do you think KidsCode helps children?

Do you agree with Jordan's advice? Why or why not?



Objective: to ask questions before, during, and after reading a nonfiction text

**Key Words 2:** react, developer, ambassador, code, successful, skill, professional, electronic, invent, innovation

Materials: Audio CD 1.2. 1.3. 1.4: Flashcards 1.11-1.20

#### Personalization

Ask: Do you use any apps to improve your skills? Are there any apps you would like to try? What skills do you want to develop? How helpful do you think apps like these are? Do you know who created the apps you are using? How do you think they came up with the idea?





#### Aelita Andre

Have students look at the background picture of the painting. Elicit ideas about what Aelita's achievement might be.

Play Track I.4 up to "who started painting before she could walk." Ask questions:

Where is Aelita from? How old is she now? What makes her special? What do we learn about her family? When did Aelita start to paint? How did it happen? How did a gallery discover her? Why did the gallery decide to give her an exhibition? What's happened since the first exhibition? What does Aelita do with the money she makes from her art?

#### **Digging Deeper**

Ask: Do you know any other child artists (or writers or musicians) in history? What are they most famous for? In what other ways can famous artists make a difference?



#### 14 Kelvin Doe

Have students look at the background picture of the DJ equipment and guess what it might be. Elicit ideas about how it might be connected to Kelvin's story.

Play the rest of Track I.4. Ask questions:

Where is Kelvin from? How old is he now? What does he do?

What did he do when he was II? How did this help him become an inventor?

What did Kelvin realize about his hometown?

What was his solution?

What was his radio program like?

How did people react?

What does Kelvin do today?

What motivates Kelvin to do what he does?

#### Personalization

Ask: What inventions do you use every day? How do they make your life better?



Split the class into four groups, and assign one of the whiz kids to each group. Ask students to list as many arguments as they can for choosing their assigned person as the whiz kid who has helped the most. (All students must record the list.) Then, form new groups of four (with one person from each of the four previous groups), and give them three minutes to persuade each other about their whiz kid.

AB page 3

#### **Differentiated Instruction**

Who is she helping?

#### Below-level ★ On-level ★ 🖈 Above-level ★★★ Have students go through the four Have students choose one of the whiz Have students do some research biographies and underline each kids and use their own words to retell to find out about another whiz person's achievements and how their story from memory. kid whose achievement made a these made a difference to their difference to their community. Ask community. Ask them to report back them to tell their story to the class. to class.

### **Explore the Text:** Nonfiction



(1) Choose one whiz kid and write the answers.

Students can choose any of the four whiz kids they want. They quickly reread their biography and answer the questions. Put students in pairs or small groups that wrote about the same person to compare their ideas. They can follow the procedure from page 8, Activity 2 (underline the information and identify the intended answer, phrase the question). Rather than answering their own question, students could swap with a partner and answer each other's question.

#### (2) Complete the table using Deepika Kurup's and Kelvin Doe's biographies.

Have students discuss and answer the questions in pairs. Review answers as a class. Ask the other students to check, confirm, or correct the answers rather than giving them the answers yourself.

#### (3) 15 Key Words 3 Complete these sentences with the words from the text.

Have students go back and scan the nonfiction text to find the four words in the box. Then, invite volunteers to read the sentences, and invite the class to guess the meaning of the words. Finally, have them complete the activity, and play Track I.5 for students to practice pronouncing the key words. (See Differentiated Instruction below.)

## **Big Question Link**

Have the class brainstorm some problems in the world. Then, have the class vote on the five most important problems. Divide students into five groups, and assign one of the problems to each group (or have the groups choose a problem). Have the groups brainstorm solutions and share their ideas with the rest of the class.

## Build Creativity!

## **Classroom Inventions**

**Objective:** A Different Point of View Put students in small groups to brainstorm ideas

for inventions for the classroom. Students can come up with realistic ideas (e.g., a device that turns off the lights and closes the window blinds when the projector is switched on) or completely imaginary ones (e.g., small robots that carry your trash to the trashcan so you don't have to walk across the classroom). They can draw a picture of their inventions or just write descriptions, and then present them to the class. Have the class vote on the most creative and the most useful ideas.

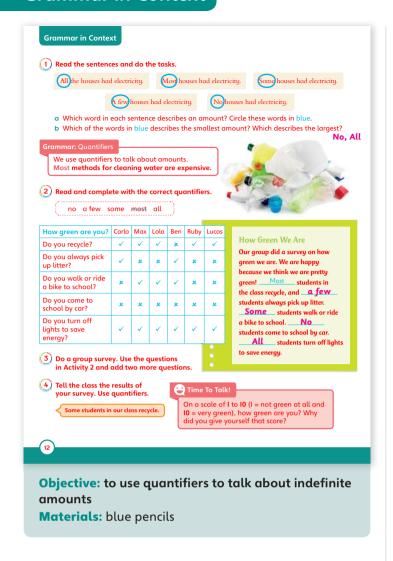
AB pages 4-5

#### **Differentiated Instruction**

Materials: Audio CD 1.5

Below-level 🜟 On-level \star 🖈 Above-level ★★★ Have students circle the articles that Have students write new sentences Invite students to explain the precede the blanks in Activity 3. Help using the four key words. Have them following phrases: the germ of an them notice that they are clues to the share their sentences with a partner. idea, a random number generator, answers in the exercise. an exhibition of strength.

#### **Grammar in Context**



### 1 Read the sentences and do the tasks.

Read the sentences aloud. Have students complete task  ${\bf a}$ , and then check answers. Elicit the answer to task  ${\bf b}$  as a class. Ask students to order the words from smallest to largest amount.

Read the Grammar box as a class and ask: Do we know exactly how many methods we are talking about? (No.) Is it a small amount or a large amount? (a large amount)

Practice Time I Make some statements about the class, leaving out the quantifiers, for example: \_\_\_\_\_\_ students are wearing blue. Students complete the statements in such a way that they are true.

Dictate some further examples. Again, have students complete them so that they are true. Then, review answers as a class. \_\_\_\_\_ (Most) birds fly. \_\_\_\_\_ (All) birds have feathers. \_\_\_\_\_ (Some / A few) birds can swim. \_\_\_\_\_ (No) birds have teeth. \_\_\_\_\_ (Some / A few) birds are larger than a small dog.

#### Read and complete with the correct quantifiers.

Have students look at the chart and then use the information to complete the summary. Ask them to compare their answers in pairs before you review them as a class.

Optional: Have students figure out which students in the table are greener and which are less green.

## 3 Do a group survey. Use the questions in Activity 2 and add two more questions.

Form groups of five or six. First, have students brainstorm some further questions about helping the environment and create a blank chart for recording the responses. Then, each member of the group answers the questions. Give the groups some time to collate their information and think about how to present their summary.

## 4 Tell the class the results of your survey. Use quantifiers.

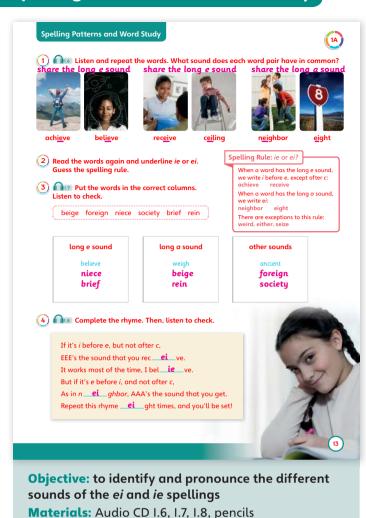
Have a volunteer from each group share its findings. Ask the rest of the class to take notes on the answers to each question to help decide at the end which group was the greenest.

## Time to Talk!

Allow time for each student to decide on their own green rating. Ask them to compare their assessments in small groups and to encourage their group members to express their agreement or disagreement. Remind students to support their opinions with arguments. During feedback, have some volunteers share their conclusions with the class.

AB pages 6–7

## **Spelling Patterns and Word Study**



## 1 Listen and repeat the words. What sound does each word pair have in common?

Play Track I.6. Have students listen and repeat. Ask: Which two word pairs have the long e sound? (the first two pairs) What sound do the other words have? (long a)

## 2 Read the words again and underline *ie* or *ei*. Guess the spelling rule.

Have students cover the Spelling Rule box. Put them in pairs to brainstorm ideas, and then elicit suggestions for the spelling rule. Give clues if necessary: What letter comes before ei in the second pair? What pair has a different sound from the other pairs? You may need to point out that the rule may have exceptions—words that do not follow the rule.

Read the Spelling Rule box as a class. Ask students to check if they had similar ideas.

Optional: With the page covered, elicit any other words students might know with the ei or ie spelling. Give clues like the following: The daughter of your father's brother or sister is your father's "blank." (niece) This bag of sugar "blanks" I kilogram. (weighs) Write each relevant word on the board. Say the word aloud, and ask students to decide which sound they hear.

## 3 Put the words in the correct columns. Listen to check.

Students group the words. You may allow weaker classes or students to do the task in pairs, saying each word aloud for each other before putting it in the appropriate group.

Play Track I.7 to check answers. Play it again, and have students repeat the words. Pay special attention to the vowel sounds in focus, especially the exceptions: *society* and *ancient*.

Optional: If you collected some words on the board through the Optional task after Activity 2, have students put these in groups, too.

### (4) 13 Complete the rhyme. Then, listen to check.

Have students do the task. Play Track I.8 to check the answers. Then, play it again for students to say the rhyme along with the track. Encourage them to copy the pace, rhythm, and intonation of the rhyme as well as the individual sounds.

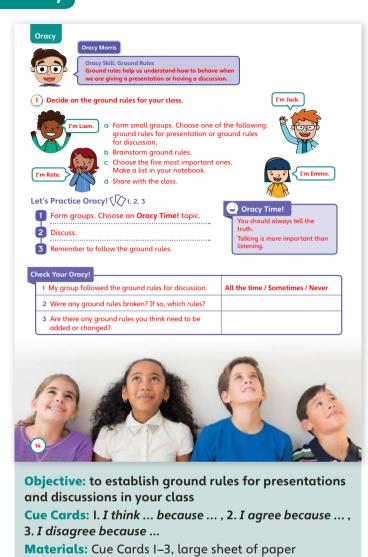
#### 💪 Fun Corner!

#### **Tongue Twisters**

Write tongue twisters on the board for students to practice. Read one aloud slowly, and have students repeat it until they can say each line correctly. Speed it up to increase the challenge, and invite volunteers to try to say it as quickly as they can.

Wait! I'll weigh eight pieces for my eight nieces. A beige piece of ceiling fell on my neighbor. I believe my weird friend is eight.

AB page 8



**Present and Practice** Invite two volunteers to the front of the class, and display Cue Cards I–3. Tell them that they are going to role-play having a discussion and should use the phrases on the Cue Cards. Demonstrate interactions like the following:

I think that soccer is the best sport. / I agree because people play soccer all over the world. OR I disagree because you can get hurt really badly playing soccer.

I think vanilla ice cream is the best. / I agree because it can have all types of toppings. OR I disagree because it is so plain.

### ① Decide on the ground rules for your class.

Read the Oracy Skill box as a class. Clarify the distinction between presentation (speakers talking to an audience) and discussion (a number of speakers actively talking to one another). Elicit or explain what ground rules are (rules for acting and behaving while we speak). It is important that students understand that it is their own responsibility to establish what rules they will follow.

**a** Split the class into small groups of up to five students. You may allow groups to choose whether they discuss ground rules for presentation or for discussion, or you may

assign roughly an equal number of groups to both topics.

**b** Give students plenty of time to brainstorm as many ground rules as possible. Monitor and help students stay focused, but, as much as possible, avoid dictating what you think the ground rules should be.

**c** Ask each group to prioritize its rules and write its selected top five as a list.

d Have each group present its rules. Invite comments from the class, and lead them to agree on the five most important rules for both presentations and discussions. Use a large sheet of paper to get students to write the ground rules in two columns (one for presentation, one for discussion) as a poster. If possible, display the poster in your classroom, and leave it up for the whole course.

Optional: The symbolic gesture of getting all students to sign the poster on the back might help highlight the importance of adhering to the shared oracy ground rules.

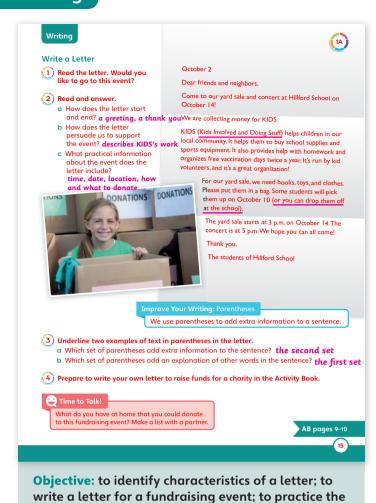
#### Let's Practice Oracy! ( ) 1,2,3

Tell the students they are going to have a discussion during which they should follow the ground rules they have just agreed upon.

- I Form groups of three or four. Have each group choose its discussion topic from the Oracy Time! box.
- 2–3 Display Cue Cards I, 2, and 3. Remind students to use the phrases to respond to their partners' ideas when appropriate. Monitor and provide support as needed. Avoid taking an active role in the discussions, but prompt students as necessary to include the more passive members of the group.
- Optional: Record or have students record themselves as they hold their discussions to share their work.
- Have students complete Check Your Oracy!
- Collect feedback from each of the groups, and revise the class poster according to the conclusions of the activity.
- Optional: Have students discuss whether the rules for presentations should also be revised according to the outcome of the practice activity.



AB page 8



(1) Read the letter. Would you like to go to this event?

Have students read the letter. Ask: What is the event? (a yard sale and concert at a school) Elicit or explain what a yard sale is. Ask: Have you been to a yard sale before? What was for sale? What did you buy? Ask if any students would want to go to the Hillford School yard sale in the letter. Encourage them to give reasons why.

### Read and answer.

use of parentheses

Have students do the task. Have pairs discuss their answers before you review them as a class. Ask: Who wrote the letter? (the students of Hillford School) Who did they write it to? (friends and neighbors) What kind of letter is it? (an invitation) Then, go through the questions together.

a Ask: Do you start and end formal letters in your own language in a similar way? What is different in English? Lead students to notice the date at the top and the use of commas at the end of the greeting and at the end of the closing expression.

**b** Elicit that the letter persuades readers by giving an explanation of the activities of KIDS—the organization the school is collecting money for. Remind students what an acronym is.

c Have students find all the practical details (date: October I4; donations needed: books, toys, clothes; how they will be collected: in bags, students will pick them up on October I0 or donors can drop them off at school; start time: 3 p.m.; concert start time: 5 p.m.).

Present and Practice: Parentheses Read the Improve Your Writing box aloud. Write a set of parentheses on the board: (). Ask: What do we call these? (parentheses) Why do they have different shapes? (The first one comes at the beginning, and the second one comes at the end.) Then, write the following sentences on the board, and ask: Which sets of parentheses add extra information and which sets explain the words they come after?

- 1. You can have your ice cream in a cone (or in a bowl).
- 2. The N.B.A. (National Basketball Association) is a professional sports league.
- 3. Every computer gets an IP address (Internet Protocol address) when it connects to the web.
- 4. Charities can help individuals (or groups of people) get the things they need.

## 3 Underline two examples of text in parentheses in the letter.

Have students underline the two examples of parentheses in the letter, and check answers as a class.

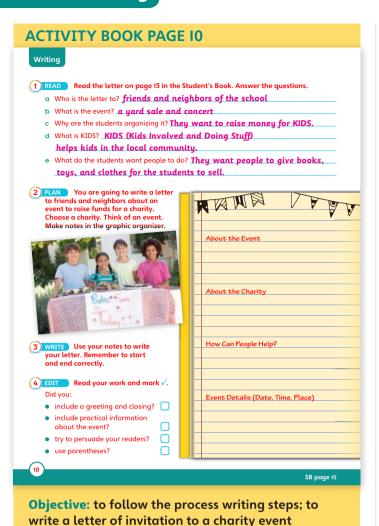
## 🖰 Time to Talk!

Have students work in pairs to brainstorm ideas and make a list. Monitor and provide help with language as needed. Have them compare their ideas with another pair. During feedback, have some volunteers share their suggestions with the class, and invite comments.

4) Prepare to write your own letter to raise funds for a charity in the Activity Book.

Have students turn to pages 9 and 10 in their Activity Book. Follow the instructions on Teacher's Edition page 37.

AB pages 9–10



1 READ Read the letter on page I5 in the Student's Book. Answer the questions.

Have students recall details about the letter in pairs, with the Student's Book closed, and then read the letter. Have pairs complete the task. Then, review the answers as a class.

2 PLAN You are going to write a letter about a charity event. Choose a charity. Make notes in the graphic organizer.

Have the class brainstorm some charities. Ask students to do some research about one of them so they can use the information in their letters.

Put students in pairs or small groups to brainstorm ideas for possible events and what those events might involve. Have students fill out the graphic organizer.

3 WRITE Use your notes to write your letter. Remember to start and end correctly.

Using the letter on page I5 in the Student's Book as a model, have students expand their notes into a letter. Remind them to use the correct greeting and ending and to organize information from their notes as in the model. Monitor and help with language as necessary.

(4) **EDIT** Read your work and mark  $\sqrt{\ }$ .

Have students do the self-assessment. Allow them to revise their letters as needed. Then, have students read each other's work in pairs or small groups.

Optional: Because this is the first unit in level 5, you may like to do this first editing activity as peer assessment. Put students in pairs. Have them check each other's work, referring to their partner's notes and the checklist in the Activity Book. Also ask them to check whether all the practical details have been included (date, time, place, specific details of the event, how the event is organized, etc.). Giving students a chance to see writing from an outside perspective will help them assess their own work more objectively later.



#### **Useless Information**

**Objective:** Try, Try, and Try Again

Encourage students to think of the most useless or most boring information that they could have included in their letter. Give some examples to help students start thinking: We will not accept play money. Ice cubes are free with any drink you buy. All volunteers will be human beings. Encourage students to form small groups and come up with more ideas. Give them a few minutes, and then encourage each group to share its most useless information with the class.



**Objective:** to become familiar with the new vocabulary in a fiction text

**Key Words 4:** introduce, hang out with, curious, interrupt, ignore, weird, offer, obviously, get lost, immediately, realize, announcement

Materials: Audio CD I.9, I.10



Have students look at the two texts without reading them in detail. Ask what kind of text they might be, and encourage students to say why they think so. Accept any plausible suggestions.

Play Track I.9 as students read along. Check students' predictions. Ask: Who's Becky? (a kid who has to move to a new school and feels nervous about it) Who's Alice? (a columnist giving advice) Elicit words to describe Becky's feelings about her first day at the new school. Point out that some of these adjectives appear in Alice's reply.

Write any relevant adjectives on the board, and check their meaning by asking students to explain, mime, or give an example to illustrate their meaning (e.g., weird, uncomfortable, lonely, nervous).

**Practice Time I** Reread Alice's reply aloud, and ask the class to guess the meaning of the highlighted key words based on their context. Elicit suggestions for other words or phrases that have the same meaning as the key words. For example, ask: What do you think obviously means? (in a way that everyone knows) What do you think curious means? (wanting to find out more about something)

## (2) 110 Match the definitions with the phrases. Then, listen to check.

Have students do the matching task and then compare their answers in pairs before playing Track I.IO to check answers. Then, play the track again for students to practice pronunciation. Ask them to copy the stress patterns as well as the sounds as closely as they can. (See Differentiated Instruction below.)

**Practice Time 2** Put students in pairs. Ask them to cover the right-hand column in Activity 2 and to take turns testing each other. One student chooses and reads a definition, and the other guesses the word.

## ime to Talk!

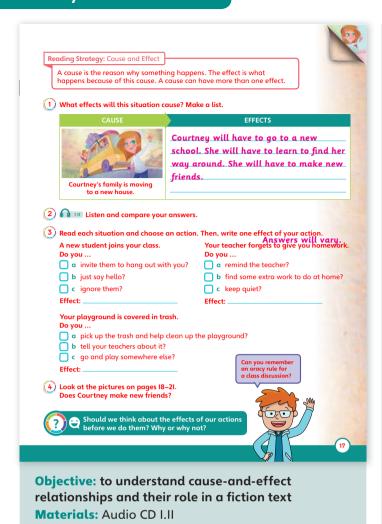
Have students discuss the questions in pairs or small groups. Then, invite students to form new pairs or groups and share what they learned about their partners during the first discussion. Get feedback by asking volunteers to share something interesting they learned about their partners.

AB page 11

#### **Differentiated Instruction**

Below-level ★ On-level \star 🖈 Above-level \* \* Point out to students that two of the Have students read the definitions in Have students replace five of the key words are adjectives, two are Activity 2 and decide if they define a key words in Alice's advice using the adverbs, and one is a noun. Have noun, verb, adjective, or adverb. They definitions in Activity 2 as clues. Then, students identify those key words and do the same with the key words. This have volunteers read their rewritten match them to their definitions first will make it easier for them to do the advice aloud. when they do Activity 2. matching task.

#### Ready to Read: Fiction



### (1) What effects will this situation cause? Make a list.

Read the Reading Strategy box. Demonstrate cause and effect using your pen (or any other suitable object). Say: I'm rolling my pen across my desk. What do you think will happen? (It will fall off.) Elicit suggestions for what else might happen (e.g., The pen might break. The ink might make a mess on the floor.).

Have students discuss the situation in pairs or small groups and make a list of effects. Elicit suggestions from volunteers.

## (2) 111 Listen and compare your answers.

Play Track I.II for students, and pause after each idea is mentioned. Have students raise their hands if they had a similar idea. When you have played the entire track, have students with different ideas share them with the rest of the class.

## 3 Read each situation and choose an action. Then, write one effect of your action.

Have students go through the three situations, choose one of the options for each one, and then consider the effect of their chosen action. Get them to compare their ideas in pairs and comment on each other's choices.

During feedback, read each situation and all three alternatives. For each alternative, ask what the effect would be. Then, have the class vote on which action they consider to be the best. Have volunteers give reasons why they consider it the best course of action.

## 4 Look at the pictures on pages 18–21. Does Courtney make new friends?

Have students look at the pictures and elicit their ideas. Tell them they're going to read a story to find out if their ideas were correct.

## ? Big Question Link

Have students discuss the Big Question Link questions in groups. Before they begin, direct students' attention to Jack, the oracy character, and elicit the ground rules they agreed on previously. Assign one student in each group to monitor how well the group follows the ground rules for discussion. Once students have discussed the Big Question for a while, encourage them to discuss whether or not we can always know all the effects our actions will have. At the end of the discussion, invite volunteers to share their ideas with the class.

#### 🚵 Fun Corner!

#### **I Spy**

Demonstrate how to play I Spy in front of the whole class. Begin by picking out an object that is visible in the classroom. Then, say: I spy with my little eye something that begins with (use the first letter of the object's name). The students then ask you yes/no questions until they guess the object. Have students form small groups and play the game themselves. During feedback, ask each group what object was the hardest to guess.

Objective: to use cause-and-effect relationships to

interpret a fiction text Materials: Audio CD 1.12, 1.13



Invite students to read the author's biography. Ask: Where is the author from? (Holland) What does he like to do? (travel and take pictures) Then, ask students to identify Courtney in the picture (the girl being introduced by the teacher). Then, play Track I.I2 up to Austin saying "How did she know that?" Pause and ask questions:

What does the teacher ask? Why does she ask the class to do this?

Who does Courtney sit next to?

How do the students behave toward Courtney?

How do the other students feel about Courtney?

How does Courtney know what Austin is going to ask her?

Why does Austin's "mouth drop"?

How do you think Courtney guesses the truth?

#### **Digging Deeper**

Ask: Who tells us the story? (Jared) Why is it effective in a story to have one of the characters be the narrator? Elicit any relevant ideas, but make sure students mention giving it a sense of authenticity or truthfulness.



Play the rest of Track I.I2. Ask questions:

Who does Courtney speak to in art class? What does she

Why are all the other students surprised when they hear it? How do you think Courtney knows what Jessica is going to ask her in P.E. class?

Is there a clue in the picture?

How does she behave differently with Jada?

How does Jada respond? Why do you think she feels that way?

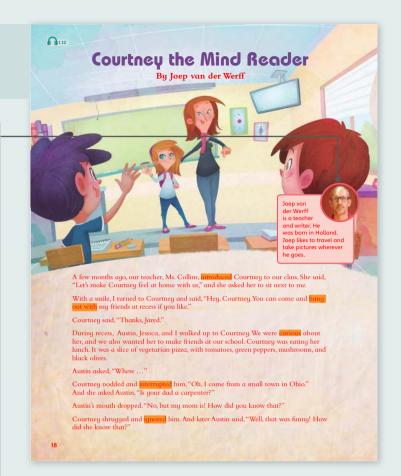
What does Jared find confusing?

#### **Personalization**

Ask: Do you know anyone with special talents or abilities? Who? What can he or she do that is hard for most people to do? Invite volunteers to share their experiences.



Point to the Think box and ask the question. Accept all logical answers. (Because people are nervous when they start a new school.)









### 1.13 Page 20

Play Track I.I3 up to "family from Italy that lives around here?" Ask questions:

Whose lunchbox does Courtney pick up? How do you think she knows it belongs to him? Can you think of any clues that could have helped her guess?

What does the puppy look like? How does Jared think the puppy feels? Who suggests finding out about its owners? What is Jessica's suggestion? Does it work? Why or why not?

What does Courtney guess about the dog's owners?

#### Personalization

Ask: Would you like Courtney to be your friend? Why or why not?

#### Think

Ask students to recall all the things Courtney has figured out in the story. Elicit students' explanations, no matter how far-fetched.

## 1.13 Page 21

Play Track I.I3 up to "Because of Courtney!" Ask questions:

What does Jada realize about Courtney?

What does Courtney bring to class the following day?

What does she tell the class? Why is Mr. Collins surprised?

How does the class explain it to him?

Have students recall their explanations for how Courtney figured out so many things. Play the rest of Track I.I3. Ask: *Did anyone guess correctly?* 

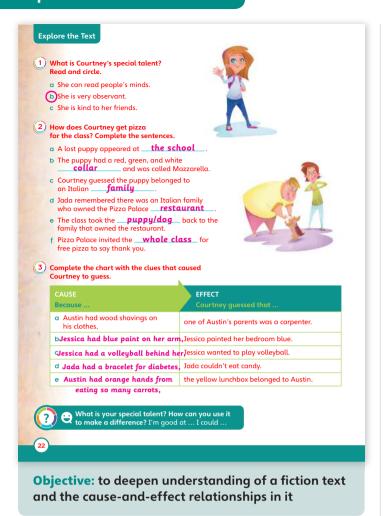
#### **Digging Deeper**

Ask: Do you think that Courtney is a mind reader? Why do you think the story has the title Courtney the Mind Reader?

## Think

Have a volunteer read the Think box aloud, and discuss answers as a class. Encourage students to respond to each other's suggestions.

### Explore the Text: Fiction



## (1) What is Courtney's special talent? Read and circle.

Have students do the task. Check answers as a class. Elicit a definition for observant (good or quick at noticing things). Ask: Are any of the other statements true about her? (Yes, she is also kind to her friends.) Elicit or point out that paying attention to important details can help you be kinder to others.

## (2) How does Courtney get pizza for the class? Complete the sentences.

Have students do the task without looking back at the story. Ask them to compare their ideas in pairs. Then, review answers as a class. There may be more than one correct answer in some cases. Elicit answers from volunteers, and get the rest of the class to confirm or correct suggestions. Only confirm answers once the students have agreed on a solution for each item.

## 3 Complete the chart with the clues that caused Courtney to guess.

Have students do the task without looking at the upsidedown text on page 2I. Encourage them to use their own words to provide the explanations. Then, have students check their answers in pairs by referring back to page 2I.

## ?) B

#### **Big Question Link**

Point to the Big Question Link, and read the questions aloud. Provide a model by telling the class about your own "special talent" and what it can be used for. (Make sure this is an everyday skill or attribute that students can relate to. For example: I'm good at math. I can calculate the prices when we go shopping so we don't spend too much.) Have students discuss the topic in groups.



#### Build Creativity!

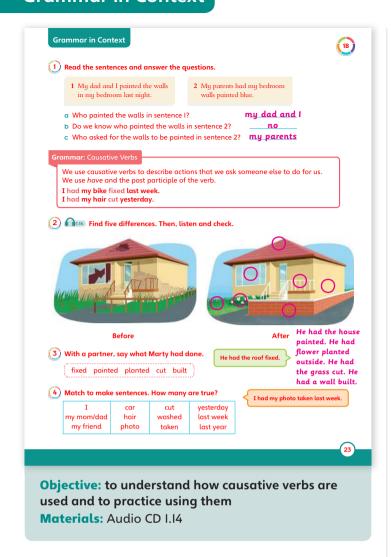
## Courtney in Comics Objective: Take a Break

Turn Courtney's story into a comic book. Work in small groups so each group has one or two students who are good at drawing. (Or students can simply draw stick figures for the characters.) Together, students choose six key scenes from the story and draw them. They agree on what dialogue should appear in speech bubbles, making it shorter so it can fit in a limited amount of space. Remind them to consider what's most important in each scene and what details can be left out. Tell them they can change some details of the story to make it more exciting or interesting if they want. Each group should decide who does which part of the work. Once the comics are complete, distribute them for the class to read.

AB pages 12–13

#### **Differentiated Instruction**

Below-level ★	On-level ★★	Above-level ★ ★ ★
Have students, in pairs, look through the text and make a list of Courtney's guesses and how she figured them out. (Make sure they cover the upsidedown text box on page 21 and use their own ideas.)	Have students, in pairs, retell Courtney's story in their own words.	Have students, in pairs, think about how Courtney's story might continue and how her relationship with the other students might develop. Get students to tell their stories.



### 1 Read the sentences and answer the questions.

Have students study the examples and figure out the answers. Ask them to check their ideas in pairs before you review answers as a class.

Get students to underline the verbs in each sentence. Ask them to notice the order of the verbs and objects. Ask: Is the order the same in sentences I and 2? (No, in I, the object follows the verb, but in 2, the object comes between had and the verb in the past participle form.)

Read the Grammar box aloud. Ask: Did I fix my bike myself? (No.) Who fixed it? (We don't know.) Who cut my hair? (We don't know.) Explain or elicit that we usually use the causative form when we pay someone to do a job for us.

Practice Time I Do a drill with students. Write a model on the board: Your bedroom is blue now. Did you paint it yourself? → No, I had it painted last week. Underline the elements that students must use in their own responses. Say the following, and have the class respond with the correct causative form: Your hair looks shorter. Did you cut it yourself? ... The TV remote works again. Did you fix it? ... Your yard looks pretty with all these flowers. Did you plant them yourself? (You can add some items of your own.)

#### (2) 114 Find five differences. Then, listen and check.

Have students do the task and compare ideas in pairs. Then play Track I.I4 for them to check answers.

#### 3 With a partner, say what Marty had done.

Read the example aloud. Point out that the pictures in Activity 2 contain helpful clues for this task. Have students in pairs take turns making statements about Marty's house using causative verbs. Review answers as a class. You may also play Track I.14 again to confirm them.

#### (4) Match to make sentences. How many are true?

Have students make as many different sentences from the prompts as they can. Check ideas to find out who came up with the most sentences that are logical and grammatically correct. Get them to write every possible combination on the board. Have students discuss in pairs or small groups how many of the sentences are true for them.

**Practice Time 2** Point out to students that we can use *get* instead of *had* when we use causative verbs. Draw students' attention to Activity 4, and say: *I got my hair cut last week*. Invite students to redo Activity 4 using *get*.

AB pages 14–15

### **Listening and Values**



## 1 115 Look and guess. Then, listen to check.

Have students look at the pictures, and elicit predictions for what they might hear about in the audio. Then, play Track 1.15, and ask comprehension questions:

Who are Ben and Ellie? Who's going to work on the project? What project are Ben and Ellie starting to improve their school?

## (2) 115 Listen again. Complete and order the steps.

Have students complete the sentences from memory before you play Track I.I5 to confirm their ideas. After they have listened again, get them to work in pairs to order the steps. Ask them to compare their ideas with another pair before reviewing answers as a class.

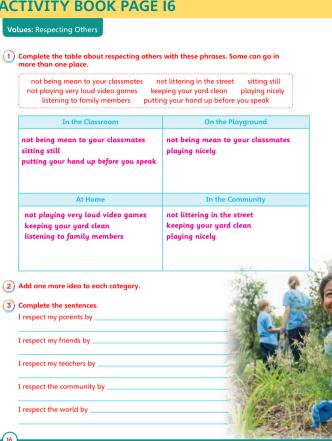
#### (3) 115 How can the local community support the project? Listen to check.

Play Track I.I5 again, and have students complete the task. Then, ask students to compare their ideas with a partner. Then, play the track for a final time to confirm answers.

#### Oracy Extension Activity ([/

Read the steps in the Oracy Extension box aloud, and display Cue Cards I–3. Have students discuss the topic in groups of four or five. Encourage each group to make a list of possible improvements and then select no more than three. Have students complete Check Your Oracy! on page I7 of the Activity Book.

#### **ACTIVITY BOOK PAGE 16**



#### (1) Complete the table with these phrases. Some can go in more than one place.

Have students discuss their ideas in pairs or small groups and do the task collaboratively. Then, elicit ideas from the class. For each phrase, ask who the action might make a difference to (e.g., sitting still in class will help students avoid being distracted from what the teacher says).

#### (2) Add one more idea to each category.

Students continue to work in the same pairs or groups. As feedback, elicit ideas from volunteers for each category.

#### (3) Complete the sentences.

Have students complete this activity for homework Then, elicit their ideas during the following class. Ask: Why is it important to respect others? Accept any valid suggestions.

### The Big Challenge



Objective: to consolidate, extend, and personalize understanding of the unit topic; to create a project to help the community

- Read the Big Challenge question and statement aloud. Point to what the girl says, and ask a volunteer to read it aloud. Explain to students that they will create a similar presentation.
- I-3 Write on the board: Who? What? How? Explain that these are the questions they will need to answer. Have students brainstorm some ideas in groups of four or five. Monitor and provide support as needed. To identify the problems in their community, have them do research. If possible, recommend some useful websites (local government or national charity websites are a good place to start). Once they have made a list of problems, ask them to identify how they could help and make a difference.
- 4 Students draw up a plan. Refer them to the Project Plan on page 24 as a model to follow, reminding them to figure out the most logical order of steps. Ask them to also consider how they could present their ideas most effectively during their oral presentation. Possibilities include making a poster with illustrations or a slideshow presentation on a computer.

5 Remind students to listen carefully to their classmates' presentations. To focus their attention, ask them to write, for each presentation, one or two practical questions to ask or suggestions for improvement. Optional: Record or have students record one another's presentations to share their work.

★ Home-school
★ Portfolio: Big Challenge

• 6 Elicit questions or comments after each presentation, and have the presenting groups respond. Repeat the same procedure for all presentations.

**Big Question Circle** 

Have a volunteer read the question. Give pairs or small groups of students some time to revisit the Big Question Links throughout the unit and discuss all they ways they've learned to make a difference. Encourage students to also include ideas from the Big Challenge presentations.

Use the following questions to help review the Big Question:

How were the people on the opening pages of the unit making a difference?

Who was Louis Braille?

What did he invent?

Who did he help with his invention?

What was special about each of the four whiz kids? How did they make a difference in their community? Why is being green important?

What can young people do to help the environment? How can a yard sale benefit the community? Why is it important to welcome new people to

a community?

How can we help them feel at home? What projects can improve life in the local community?

Finally, have students turn to page I7 of their Activity Books and complete the Big Challenge self-assessment and the Big Question and Me box.

AB page 17-19



Objective: to complete a collaborative task; to plan a charity event

Oracy Performance Task Words: donation, fundraising, help out, participate, pledge, sponsor, succeed, target Materials: Audio CD 1.16, 1.17

116 Key Words Play the audio to introduce the Key Words.

## 1 Read the bulletin board. Which fundraising event would you be interested in?

Have a volunteer read the Speaking Mission aloud. Focus attention on the bulletin board. Explain that these are all events that can raise money. The money collected can then be donated for charity.

(2) 117 Listen to the conversation. Which event do these children want to do?

Play Track I.I7. Elicit the answer.

3 117 Listen again. Use the Key Words to complete the letter.

Have students complete the letter from memory. Then, play Track I.I7 again so students can check their answers.



Have students form groups and discuss the questions.

4 In pairs, plan a charity walk, run, or bike ride. Complete the table.

Explain that the task is to plan an event that could happen in real life. Have students brainstorm ideas. Have pairs compare their ideas with another pair and comment on each other's plans.

(5) Change partners. Take turns and role-play a conversation between the organizer and a volunteer for your charity event.

Read the phrases in the Key Language box aloud, and have students repeat them. Have pairs role-play the conversations. The student who planned the event will play the organizer, and the other the volunteer. Optional: Record or have students record one another's presentations to share their work.

↑ Home-school ➤ Portfolio: Speaking Mission

6 Choose one of the fundraising events to organize with your class.

Have the class vote on the fundraising event and then make a plan for organizing it.