

**A**

**ADVANCED**

**TEACHER INSTRUCTIONS**



**ENGLISH UNLOCKED**

# **Invasive Species** Unit

Literacy activities to help adults master reading and writing.



**Advanced Level**  
NRS Levels 6 and  
above

## ENGLISH UNLOCKED

# Invasive Species Unit

**Skill Focus:** Use conditional language and complex sentences to communicate about real and hypothetical cause and effect.

*Can the learner \_\_\_\_\_ without help?*

- Interpret cause and effect relationships in text and graphics
- Use real and unreal conditional tenses to describe cause and effect relationships

**Vocabulary:** *interact, species, predator, crowd out, region, immigrate, disastrous, get rid of, creative, traditional, eliminate, territory, reproduce, ecosystem, invasive species*

### IN THE ADVANCED LEVEL, STUDENTS WILL...

- Speak and write in multi-clause complete sentences, often stringing several sentences together to form a coherent idea or argument.
- Summarize fiction and nonfiction texts orally and in writing.
- Ask questions to clarify meaning and increase depth of understanding.
- Describe a personal experience, problem or opinion intelligibly and including relevant details.
- Use a variety of strategies to determine the meaning of a word (dictionary, translator, image search).
- Determine if a definition matches the context in which the word appears and search for additional meanings, if necessary.
- Read (decode) advanced-level texts.
- Answer questions about main ideas and details in spoken and written texts, citing evidence from the text.
- Infer, compare and draw conclusions when reading text.

***Students who consistently demonstrate these skills may be ready for the next level.***

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# Let's Talk

**WE WILL LEARN TO ASK AND ANSWER QUESTIONS AND LISTEN CAREFULLY TO OTHERS' ANSWERS.**

**INSTRUCTIONS:**

1. Discuss each of the questions with a partner. Listen carefully to your partner and ask questions if you don't understand something they say.
2. Tell the class what your partner said.



**The natural environment includes all living things (plants, animals, insects) and nonliving things that are not made by people (mountains, soil, rivers).**

- 1: In the place where you grew up, what does the natural environment look like? Include details about living and nonliving things.
- 2: How is the natural environment there different from where you live now?

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## LET'S TALK

There is no review at the beginning of the unit.

- A:** *"Look at the pictures and the caption. What do you think we will read about? What kind of natural things might we talk about?"*
- B:** TOGETHER: Read the title and "We will learn" objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.

- A:** Read the numbered instructions together. Ask questions about the instructions: *"Which questions will we talk about with our partners?"*
- B:** STUDENTS: Read the questions silently or with a partner. Underline unfamiliar words.
- C:** Check for understanding. Ask questions about specific vocabulary words: *"What does environment mean? Can you think of a type of environment?"*
- D:** Model by giving your own answer to the question. This helps students know what is expected and helps clarify the vocabulary.
- E:** Review expectations: Students need to listen closely to each other's answers and maybe ask a partner to repeat their answer. They should be ready to repeat what their partner said during the class discussion.
- F:** STUDENTS: Discuss the questions with a partner.
- G:** TOGETHER: Students report to the class what their partner said.

Students need repeated practice participating in classroom discussions. You can help them practice active listening and building upon the comments of others by regularly asking these questions during the class discussion:

- *What did \_\_\_\_\_ say? Can anyone summarize what \_\_\_\_\_ just said?*
- *Did you understand what \_\_\_\_\_ just said? Can you ask him/her/them to repeat the comment?*
- *Does anyone have a similar/different experience?*

**Assist:** Students can draw pictures of the environment where they grew up or look for similar pictures on the web before talking about the questions.

**Challenge:** Ask follow-up questions of students and encourage them to ask each other questions to elicit additional details. This encourages them to listen to each other.

# Personal Perspective

## WE WILL LEARN TO READ FOR DETAILS IN A TEXT.

### INSTRUCTIONS:

1. Read the story.
2. On the next page, work with a partner to list things in the natural environment described in the text.

## Nature Memories of Iowa

Before I turned 10, we lived a few miles outside of a small town in central Iowa. Most of the flat land around our house was used for farm fields. However, there were still some natural areas near my house. I liked to play in those woods and fields in the summer.

A small, cold creek came from a natural spring nearby. It ran back and forth through the grassy fields. My friends and I would stand in it until our feet went numb. The creek bottom was mostly clear and rocky, but in the muddy areas, you had to be careful because there were leeches. Leeches look like large flat worms. They live in muddy water and will attach to your feet and suck your blood. They are not dangerous, but as a child, I was scared of them.



As we walked back home, grasshoppers would jump out in front of us from the tall grasses on either side of the path. Sometimes, if we were lucky, we would see a white-tailed deer. In the springtime, yellow flowers called dandelions covered the field.

There were large oak trees throughout the pasture that were home to many birds and squirrels. There were plenty of opossums and raccoons, too. We rarely saw them, though, because they only came out at night.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## PERSONAL PERSPECTIVE

No review

- A:** *"We will read a true story about the natural environment where one person grew up."*
- B:** TOGETHER: Read the title and "We will learn" objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.
- C:** TOGETHER: Look at the title of the text and the table on the following page. *"What kind of details will we look for in this reading?"*
- D:** *"Reading for details helps us focus on the information we need. If you already know what details you are looking for, it is easier to see them in the text."*

- A:** TOGETHER: Read the instructions for the table again. Ask comprehension questions about the activity: *"Look at the titles of each column. What kinds of details will you put in the first column? What is one example of a plant from the story?"* (tall grasses.)
- B:** STUDENTS: Read the text independently or in pairs. Underline any unfamiliar words. Students may use dictionaries or online image searches for these words.
- C:** IN PAIRS: Students work together to fill out the table with details from the text.
- D:** Circulate and offer feedback.

### Assist:

- Ask clarifying questions to help students decide whether items are alive or not: *"Can it die? Does it grow? Does it reproduce?"*

### Challenge:

- Students choose a couple of items from each column and write their own sentences using the words.

# Personal Perspective *(Continued)*

## Answer Key

**WE WILL LEARN TO READ FOR DETAILS IN A TEXT.**

**INSTRUCTIONS:**

1. Read the story from the previous page.
2. Work with a partner to list things in the natural environment described in the text.

List things in the natural environment described in the article on the previous page, "Nature Memories of Iowa."

Plants	Animals/Insects	Nonliving things
tall grasses	grasshoppers	natural spring
woods dandelions/yellow flowers oak trees	leeches white tailed deer birds squirrels opossums raccoons	creeks rocks mud



## **PERSONAL PERSPECTIVE** *(CONTINUED)*

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Instructions for this activity are included on the previous page.

# Your Experience

## WE WILL LEARN TO WRITE COMPLETE PARAGRAPHS.

### INSTRUCTIONS:

1. Think of a specific place where you have lived. Make a list of the living and nonliving things in the natural environment there.
2. Write one to two paragraphs about the natural environment in that place. Include at least two things from each list. Include at least three adjectives.
3. Share your completed writing with a partner. Compare the environments you wrote about.

My place: \_\_\_\_\_

Plants	Animals/Insects	Nonliving things

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## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## YOUR EXPERIENCE

No review

- A:** "We will write a story about a place we have lived."
- B:** TOGETHER: Read the title and "We will learn" objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.

- A:** TOGETHER: Read the instructions. Ask comprehension questions about content and sequence: "Will you write the story before or after you write your answers in the columns?"
- B:** Review the meaning of "adjective." Ask students for examples.
- C:** STUDENTS: Work independently to complete the table and write their stories.
- D:** STUDENTS: When finished writing, students may compare their stories and solicit feedback from a partner.

### Assist:

- Ask questions about the environment where the student lived: "Did you have mountains? How many seasons were there?" Encourage students to write down answers.
- Help students who can't find the English vocabulary word for an item in their environment to write a description of it instead.
- Advise struggling students not to worry much about mechanics and grammar right now. It is better to have many ideas written imperfectly than to have only a few.

### Challenge:

- Encourage students to add more detail by asking questions about their story. Encourage them to write down their answers.
- Students may edit each other's work for grammar and mechanics.

# Vocabulary List 1

## WE WILL LEARN DIFFERENT WAYS TO FIND THE MEANING OF NEW WORDS.

### INSTRUCTIONS:

1. Together, practice the pronunciation of all the words.
2. With a partner, talk about the example sentences. Guess the meaning of the word *in that sentence*.
3. Use two different strategies to learn about each new word. Circle the strategies you use for each word.
4. Write notes about the word meanings using English, your first language and/or pictures.
5. Listen to your teacher ask questions and answer with complete sentences.

Word	Notes	Strategies
<p><b>interact</b> (verb)</p> <p><i>When animals <b>interact</b> with plants, they often help the plant carry its seeds to a new area.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>species</b> (noun)</p> <p><i>All dogs are part of the same <b>species</b> because they have similar traits and can have babies together.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>predator</b> (noun)</p> <p><i>Many animals will eat a rabbit. Its natural <b>predators</b> include owls and snakes.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>crowd out</b> (verb)</p> <p><i>In my garden, smaller plants can't live because they are <b>crowded out</b> by bigger plants.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## VOCABULARY LIST 1

No review

**A:** Set the stage. *"When you see new words in a text, what strategies do you use? How do you find the meaning of the word?"*

- A:** TOGETHER: Draw attention to the third column of the chart. Discuss the strategies listed there.
- Make sure students know how to access an online dictionary. Model using an online dictionary, such as *learnersdictionary.com*
  - Model an online image search. Caution students that image searches can sometimes be misleading. Make sure the meaning they conclude from the image search makes sense in the context of the sentence.
- B:** TOGETHER: Read the instructions. Ask comprehension questions about sequence and content. *"What will you talk about with a partner? What should you do before you look for the meaning in a dictionary? What will you write in the empty space?"*
- C:** TOGETHER: Practice the pronunciation of each word.
- D:** IN PAIRS: Students complete steps 2, 3 and 4.
- E:** Step 5: Ask questions using vocabulary.
- *Do you need to interact with others in order to learn a language? In what ways?*
  - *Growing cities can crowd out plants and animals. Where have you seen this happen?*
  - *Can you name an animal that is a predator?*

Encourage full-sentence responses.

### Assist:

- Provide additional example sentences.
- Model using the strategies.
- Remind students again that words may have more than one meaning and dictionaries may be misleading. Model how to check meaning in context as appropriate.

### Challenge:

- Students write or say their own sentences with vocabulary.
- Students brainstorm additional strategies for learning and/or remembering new vocabulary. Students apply one or two additional strategies to the vocabulary.

# Before We Read

**WE WILL LEARN HOW TO BE GOOD READERS BY THINKING ABOUT THE TEXT BEFORE WE READ.**

## INSTRUCTIONS:

1. Look at the article on the next page.
2. Use a pencil to label the parts of the text.
3. Read ONLY the first and last sentence in each paragraph.
4. Write answers to the prediction questions.
5. Complete the skimming and scanning questions by moving your eyes quickly over the words. DON'T read the whole article yet.

## Parts of the Text

- Underline the **title** of the article.
- Number the **paragraphs**.
- Label the **illustration**.

## Predictions

1. What do you think we will read about?

*I think we will read about* \_\_\_\_\_.

2. Why do you think that?

*Because I see* \_\_\_\_\_.

## Skimming and Scanning

3. In which paragraph do you think you will read about the definition of **ecosystem**?

\_\_\_\_\_  
\_\_\_\_\_

4. Scan the passage for the word **ecosystem**. How many times did you find it?

\_\_\_\_\_  
\_\_\_\_\_

## REVIEW & CHECK

## BEFORE WE READ

- A:** Review concept: What is a natural environment? What kinds of things are included in a natural environment? Elicit examples of living and nonliving things.
- B:** Review Vocabulary List 1 words (previous page)

## CONTEXT & OBJECTIVES

- A:** Set the stage. *"Did you know that good readers don't start reading the first sentence right away? It's true! Good readers are always thinking. Before they read, while they read and after they read. They do a lot of thinking when they read."*
- B:** TOGETHER: Read the heading and "We will learn" objective.
- C:** *"'Skimming' means to look at a text without reading the whole thing. We may read one or two lines from each paragraph, or look at headings to make guesses about what the paragraph says. 'Scanning' a text means looking for keywords without reading. It helps to move your finger across the text, looking only for one word. This can help us find information about a topic quickly."*

## ACTIVITY

- A:** TOGETHER: Read the numbered instructions. Ask questions about the instructions: *"Will we read the whole article?"* (not yet.) *"What does label mean? Which parts of the text should we label?"*
- B:** STUDENTS: Label the parts of the text according to the instructions. While students work, circulate and provide feedback or review the text features when everyone is finished.
- C:** TOGETHER: Ask questions about the skimming and scanning instructions. *"What is a prediction? What information will we look for when we skim the text? Will we read the whole text at this time? Which word are we going to scan for?"*
- C:** STUDENTS: Complete the rest of the page independently, then share ideas with a partner. Finally, ask a few students to share their predictions with the class. Record a few predictions on the board to use during the next activity.

## ASSIST & CHALLENGE

### Assist:

- Complete all the activities together, with students following the teacher. Reinforce the names of new text features.

### Challenge:

- Encourage students to be specific about why they made particular predictions. An answer might be, "I think we will read about what animals eat because the picture shows animals that eat each other."

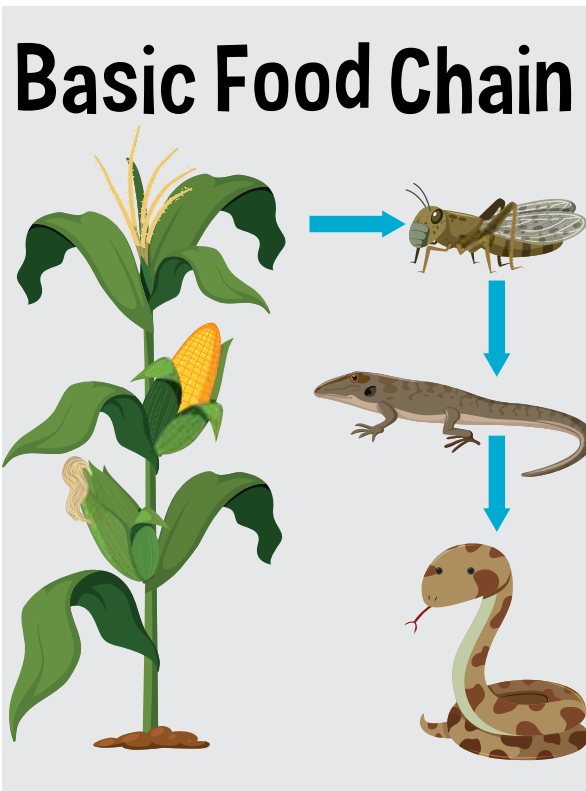
# Read

## Understanding Ecosystems

Our Earth includes an amazing variety of natural environments. In one region, you might find a dry desert full of plants and animals that are able to live with very little water. And if you travel to another region, you might find a hot, humid jungle that is home to different plants and animals that live well in that place. Each of these different places is an ecosystem. Ecosystems can be as small as a tiny pond or they can be big areas of land or ocean.

An ecosystem is a geographic area where living things like plants, animals and bacteria interact with each other and with nonliving things such as rocks, water and weather. For example, in the place where you live, the soil and weather are very good for specific types of plants. Different small insects and animals eat those plants. Larger animals, called predators, might eat those smaller animals. This is called a food chain. A food chain explains which species eat other species. When one species eats another, it helps to keep a balance in the ecosystem.

Sometimes, ecosystems are not in balance. If you remove a plant species from an ecosystem, the insects and animals that eat that plant might all starve. If you remove an animal species that is higher up the food chain, nothing will eat those plants and small animals and they might become too numerous, crowding out other species.





## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ: UNDERSTANDING ECOSYSTEMS

No Review

**A:** "Now, let's read the article together. Let's think about if your predictions are correct."

- A:** Read the text aloud. Students follow along silently and circle unfamiliar vocabulary.
- B:** Provide quick explanations for unfamiliar words based on the context of the article. Don't spend too long on vocabulary. They will have another opportunity to read this text and dig into the vocabulary.
- C:** TOGETHER: Evaluate which of the students' predictions were true. Ask students for details in the text that match their predictions.
- D:** Write these steps on the board:
- 1. Read one paragraph aloud.**
  - 2. Stop and talk about the vocabulary.**
  - 3. Cover and summarize the paragraph.**
  - 4. Ask if everyone is ready to continue.**
- E:** "You will read the text again in small groups. If you cover the paragraph and you can't explain what it says, what should you do?" (Reread the paragraph, talk with your group and try again.) "What can you do if you don't know a word? (Look it up, ask a classmate, ask a teacher.) "Why do you need to ask if everyone is ready to continue?" (The group must be sure every student understands what they read.)
- F:** IN SMALL GROUPS, students reread the article using the steps on the board.

### Assist:

- TOGETHER: Read aloud, stopping every two to three sentence to ask questions about what you just read. "What is a region? What does a food chain explain?"

### Challenge:

- IN PAIRS: Students summarize the article aloud.
- TOGETHER or IN SMALL GROUPS: Students practice reading a paragraph from the article aloud and receive feedback on pronunciation and reading fluency.

# Main Ideas

# Answer Key

## WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF A TEXT.

### INSTRUCTIONS:

1. Read the article, "Understanding Ecosystems" again.
2. Write about the main idea of the article.
3. Answer the multiple-choice questions.
4. Talk about your answers with a partner.

<p><b>STEP 1: Who or what is this article about?</b></p>	<p><b>STEP 2: What is the <i>most important</i> information about that person or thing?</b></p>
<p>ecosystems</p>	<ul style="list-style-type: none"> <li>■ a place / area / region</li> <li>■ plants and animals interact</li> <li>■ weather</li> <li>■ living and non-living things interact</li> </ul>

**STEP 3:** Write a main idea sentence of about 10 words, using your ideas above.

- Ecosystems are areas where living and non-living things interact.
- One change in an ecosystem can affect other parts of the ecosystem.

### Multiple-choice questions:

- 1: Which sentence from the article best supports the author's point that living things in an ecosystem depend on each other?
  - A.** If you remove a plant species from an ecosystem, the insects and animals that eat that plant might all starve.
  - B. Our Earth includes an amazing variety of natural environments.
  - C. For example, in the place where you live, the soil and weather are very good for specific types of plants.
  - D. Ecosystems can be as small as a tiny pond or they can be big areas of land or ocean.
- 2: Which main idea is supported by the detail that ecosystems can be as small as a tiny pond or they can be big areas of land or ocean?
  - A. Ecosystems are a balanced system of interactions between living and nonliving things in a specific place.
  - B. When one part of an ecosystem changes, it can affect other parts.
  - C.** There are many different types of ecosystems on Earth.
  - D. Food chains explain which species eat other species.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### MAIN IDEAS

Reread and summarize the article “Understanding Ecosystems” as needed.

- A:** Set the stage: *“Today we will talk about main idea. Main idea is the most important information about something in just one sentence. In American education, students and teachers talk about this a lot. Children practice it in every grade. Reading tests and GED tests ask about it. At work, your manager might want you to tell them the main idea quickly, not tell a long story.”*
- B:** TOGETHER: Read the heading and “We will learn” objective.

- A:** TOGETHER: Look at the chart. Find the three steps in the main idea strategy. *“You can use these steps to help you find the main idea in anything you read or listen to.”*
- B:** TOGETHER: Talk about the questions in steps 1 and 2 and take notes. Guide students toward ideas that are central to the topic of the reading.
- C:** STUDENTS: Try to form a main-idea sentence for step 3 using their notes from steps 1 and 2.
- D:** TOGETHER: Share any main-idea sentences students wrote and/or collaborate to create one or two strong main-idea sentences.
- E:** STUDENTS: Answer multiple-choice questions independently.

### Assist:

- Find the main idea together. Limit the “who or what” part to one or two words. For each piece of important information suggested, ask everyone to decide if that is a big idea about ecosystems or a detail. Work together to build a main-idea sentence from students’ suggestions. Although it may feel like you’re doing all the work as the teacher, they will see this same activity again and again and will improve with systematic demonstration and practice.
- Write a sentence frame on the board:
  - “Ecosystems are \_\_\_\_\_.”
  - “Ecosystems include \_\_\_\_\_ and \_\_\_\_\_ that \_\_\_\_\_.”

### Challenge:

- Have students write a main-idea sentence for each paragraph.

# Good Question!

## WE WILL LEARN TO WRITE QUESTIONS AND ANSWERS ABOUT A TEXT.

### “RIGHT THERE” QUESTION INSTRUCTIONS:

1. Write three information questions about information *in the text*.
2. Write the answers to your three questions using information *in the text*.
3. Ask a partner your three questions (don't show them the answers).

### “I WONDER” QUESTION INSTRUCTIONS:

4. Write two questions about information that is *not* in the text but that you would like to know.
5. Share your questions with the class.

## “Right There” Questions

Example: **QUESTION:** What is a food chain?

**ANSWER:** A food chain explains which species eat other species.

1. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

2. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

3. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

## “I Wonder” Questions

Example: **QUESTION:** What types of plants grow well in the ecosystem where I live?

1. **QUESTION:** \_\_\_\_\_

2. **QUESTION:** \_\_\_\_\_

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## GOOD QUESTION!

No Review

- A:** TOGETHER: Read the heading and “We will learn” objective. Ask one or two students to explain why it is important to practice the skills in the objective.
- B:** *“Good readers think about what they are reading all the time. They ask themselves questions before, during and after they read a text. Today, we will practice writing ‘Right There’ questions. These are information questions about the story. We call them ‘Right There’ questions because I can point to the answer in the text and say, ‘The answer is right there.’”*
- C:** Remind students that “Right There” questions are information questions and, therefore, begin with question words.
- D:** TOGETHER: Make a list of question words on the board (**who, what, where, when, why**).

- A:** TOGETHER: Read instructions.
- B:** Ask clarifying questions: *“What is the difference between ‘Right There’ questions and ‘I wonder’ questions?”* (I wonder questions are not answered by the text.)
- C:** STUDENTS: Write questions independently. Circulate and offer feedback.
- D:** IN PAIRS: Students ask each other their questions.

### Assist:

- If students struggle to write a question, ask, *“What is the answer to your question? Can you show me the answer in the text?”* Encourage students to underline the information they intend to use as an answer to their question. Then help them choose the correct wording for their question.

### Challenge:

- Help students improve the grammar in their questions. Pairs can edit their work together.
- Early finishers can do fluency practice by reading the story aloud with a partner. Provide some pronunciation feedback.
- If multiple students finish early, the partner exercise of asking question can turn into a class mingle exercise, where they go around the room asking, and being asked, questions.

# Read for Details

# Answer Key

## WE WILL LEARN TO ANSWER MULTIPLE-CHOICE TEST QUESTIONS.

### INSTRUCTIONS:

1. Read the questions.
2. Find the "Understanding Ecosystems" text.
3. Look for the answers in the text.
4. Circle one correct answer for each question.
5. Compare your answers with a partner.
  - *What did you choose for number \_\_\_\_?*
  - *Why did you choose that?*
  - *What evidence in the text supports your answer?*

*"If you remove an animal species that is higher up the food chain, nothing will eat those plants and small animals and they might become too numerous, crowding out other species."*

- 1: Which of these is the **best** replacement for *remove* as used in the sentence above?
  - A: add
  - B: feed
  - C: take care of
  - D: take away**
- 2: Which of these means about the same as *too numerous* as used in the sentence above?
  - A: too hungry
  - B: too many**
  - C: too few
  - D: too sick
- 3: According to the article, what might happen if a large predator species leaves an ecosystem?
  - A: The predator might starve.
  - B: The plants might stop growing.
  - C: There might be too many of the small animals the predator usually eats.**
  - D: The predator might start to crowd out other predators.
- 4: Which question does the passage answer?
  - A: How many different ecosystems are there in the world?
  - B: What types of predators are found in jungle ecosystems?
  - C: How do healthy ecosystems stay in balance?**
  - D: Where are desert ecosystems located?
- 5: Based on the illustration, which of these is true?
  - A: Insects and snakes eat corn.
  - B: Lizards eat snakes.
  - C: Snakes eat lizards and insects.
  - D: Insects eat corn and lizards eat insects.**

## REVIEW & CHECK

## READ FOR DETAILS

TOGETHER or IN PAIRS:

- Review vocabulary in Vocabulary List 1.
- Reread the first and last sentence of each paragraph of the “Understanding Ecosystems” text.
- Look at the food chain illustration in “Understanding Ecosystems” and tell a partner what the image means.

## CONTEXT & OBJECTIVES

**A:** TOGETHER: Read the title and “We will learn” objective.

**B:** *“When we take a test, we can use strategies to help us answer questions quickly and correctly. For example, many test takers read the questions before they read the text. The questions will tell you which specific details you need to pay attention to in the text.”*

## ACTIVITY

**A:** TOGETHER: Read the instructions. Ask clarifying questions. *“Will you read the text before you read the questions? What does ‘evidence in the text’ mean?”*

**B:** STUDENTS: Complete the questions independently.

**C:** IN PAIRS: Students compare their answers.

**D:** TOGETHER: Review the correct answers.

## ASSIST & CHALLENGE

**Assist:**

- If students cannot explain why they chose a particular answer, go back to the text and find the evidence. Underline relevant passages. *“How could you explain this idea?”*

**Challenge:**

- Ask students to paraphrase the questions and their answers using their own words. Also encourage students to paraphrase the textual evidence they are using to support their answers.

# Read for Purpose and Structure

## Answer Key

### WE WILL LEARN TO NOTICE HOW AND WHY AN AUTHOR WRITES A TEXT.

#### INSTRUCTIONS:

1. Read the questions.
2. Find the "Understanding Ecosystems" text.
3. Look for the answers in the text.
4. Answer each question.
5. Compare your answers with a partner.
  - *What did you choose for number \_\_\_\_?*
  - *Why did you choose that?*
  - *What evidence in the text supports your answer?*

- 1: Write the correct paragraph number in each sentence.
  - Paragraph **2** explains what an ecosystem is and how it stays in balance.
  - Paragraph **1** shows that ecosystems can be very different from each other.
  - Paragraph **3** explains how a change to one species can affect other species.
- 2: What is the purpose of the illustration in the article?
  - A:** to demonstrate all the species that eat corn.
  - B:** to demonstrate that lizards eat snakes.
  - C:** to demonstrate how one species eats another in a food chain.
  - D:** to demonstrate how to protect corn from insects.

***"...in the place where you live, the soil and weather are very good for specific types of plants."***

- 3: Why does the author include this sentence?
  - A:** to demonstrate that plants are adapted to specific ecosystems.
  - B:** to show that plants are part of a food chain.
  - C:** to convince the reader that they live in a good location.
  - D:** to convince the reader that they should grow certain types of plants.



## REVIEW & CHECK

## READ FOR PURPOSE AND STRUCTURE

**A:** If students have not read “Understanding Ecosystems” today, ask who has read the text. If many students have not, review the text. If most students have read it, ask comprehension questions to establish how well they remember it. *“What is an ecosystem?” “What kinds of things are part of an ecosystem?”* Review text if necessary.

## CONTEXT & OBJECTIVES

**A:** TOGETHER: Read the title and “We will learn” objective.  
**B:** *“Good readers can find information from a text even if the exact words aren’t written down in the text. Good readers make guesses based on the information they have. Being able to guess why an author chose to say something helps us understand what is important in the text and why it is important.”*

## ACTIVITY

**A:** TOGETHER: Read through instructions. Ask questions to check student understanding of the instructions.  
**B:** STUDENTS: Answer questions independently.  
**C:** IN PAIRS: Students compare their answers.  
**D:** TOGETHER: Review the correct answers.

## ASSIST & CHALLENGE

### Assist:

- Guide students with gently leading questions. *“Do you think all the animals in this picture like to eat the same kinds of food?”* Try to help students rule out incorrect answers.

### Challenge:

- Students write their own multiple-choice question about the text and share it with a partner.

# Vocabulary Review

## WE WILL LEARN TO USE WORDS IN VOCABULARY LIST 1.

### INSTRUCTIONS:

1. *Together*, pronounce each of the vocabulary words.
2. Complete all the sentences by yourself.
3. Compare your answers with a partner.

### Vocabulary List 1

interact                      species                      predator                      crowd out

Write each word from the word list next to the correct definition.

1. \_\_\_\_\_ : a group of plants or animals that are similar and can reproduce
2. \_\_\_\_\_ : an animal that kills and eats other animals
3. \_\_\_\_\_ : to come together and affect each other
4. \_\_\_\_\_ : to fill something so that there is no room for anything else

Complete the sentences with words from the word list above.

5. When bees \_\_\_\_\_ with some flower \_\_\_\_\_ , they help the flowers reproduce.
6. Adult lions have no natural \_\_\_\_\_. In other words, no animal hunts them, except for humans.
7. Scientists worry that fish brought to U.S. lakes from Asia might eat too much and \_\_\_\_\_ other fish in the lakes.

Complete these sentences with your own ideas.

8. \_\_\_\_\_ and \_\_\_\_\_ are predators.
9. \_\_\_\_\_ and \_\_\_\_\_ are not predators.
10. I don't like to interact with \_\_\_\_\_ because \_\_\_\_\_.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## VOCABULARY REVIEW

**A:** TOGETHER: Find Vocabulary List 1 among the previously taught student pages. Allow time for students to review their notes and/or share notes with others.

**A:** TOGETHER: Read the title and “We will learn” objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.

- A:** TOGETHER: Read the instructions. Ask questions about the instructions. *“Which part will you do alone? Where will you use the words in the box? Where will you think of new words?”*
- B:** TOGETHER: Pronounce each of the vocabulary words.
- C:** STUDENTS: Complete the sentences independently.
- D:** IN PAIRS: Students compare their answers. Review answers as a whole class as needed.

### Assist:

- Can students tell you the meaning of the vocabulary words using their own terms? Look for commonality between the provided definitions and their own words.
- Refer to the definitions in items 1-4 to help students complete items 5-7.
- For items 8 and 9, encourage students to look back through their materials for examples.

### Challenge:

- Students can make their own sentences using the vocabulary words.

# Vocabulary Review *(Continued)*

## Answer Key

### WE WILL LEARN TO USE WORDS IN VOCABULARY LIST 1.

#### INSTRUCTIONS:

1. *Together*, pronounce each of the vocabulary words.
2. Answer the questions by yourself.
3. Compare your answers with a partner.

#### Vocabulary List 1

interact                      species                      predator                      crowd out

1. Would you rather interact with people your own age or people of a different age? Why?  
\_\_\_\_\_
2. As cities grow, they often crowd out species in the natural environment. Talk about an example of how cities or farms might crowd out other species.  
\_\_\_\_\_
3. Guess which number is correct in each sentence.

2	70	2,000	12,000	60,000
---	----	-------	--------	--------

There are 2 different species of elephants in the world.

There are 12,000 different species of ants in the world.

There are about 70 different species of whales in the world.

There are about 60,000 different species of trees in the world.

There are about 2,000 different species of cactus in the world.

## REVIEW & CHECK

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## ACTIVITY

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## ASSIST & CHALLENGE

## VOCABULARY REVIEW (CONTINUED)

**A:** IN PAIRS: students use their own words and examples to talk about the meanings of the Vocabulary List 1 words.

---

- A:** TOGETHER: Read the instructions. Ask questions about the instructions. *“Which part will you do alone?”* (answer the questions.) *“What will you write on the blank lines?”* (the numbers in the box.)
- B:** TOGETHER: Pronounce each of the vocabulary words.
- C:** STUDENTS: Complete the activities independently.
- D:** IN PAIRS: Students compare their answers. Review answers as a whole class as needed.
- 

### Assist:

- Discuss questions 1 and 2 as a group, before asking students to write about them.

### Challenge:

- Encourage students to write detailed answers to questions 1 and 2 that demonstrate their understanding of the words.

# Grammar: *Unreal Conditional*

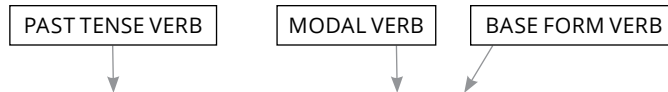
**WE WILL LEARN TO SAY AND WRITE GRAMMATICALLY CORRECT SENTENCES.**

**INSTRUCTIONS:**

1. Read the example sentences and use the picture to explain why each sentence is true.
2. Together, talk about the meaning of the words in the word bank.
3. Complete the sentences using information from the picture and the words in the word bank.

Unreal conditional is the verb tense we use to talk about something that could happen but is very unlikely to happen.

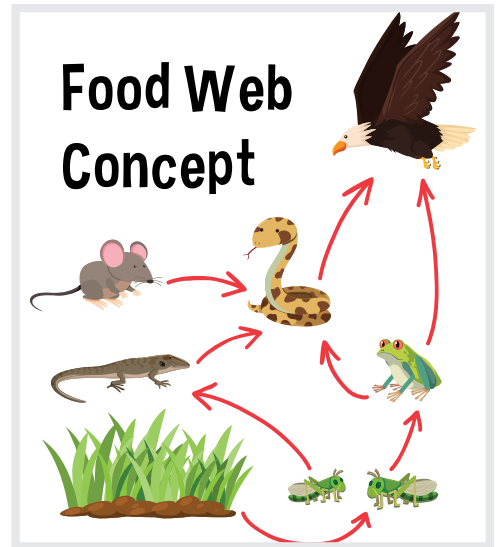
Example sentences:



*If all the grass **dried up**, all the animals **would die**.*

*If all the frogs **died**, the eagles **might eat** more snakes.*

*If all the lizards **left**, the snakes **could eat** more frogs.*



Fill in the blanks:

- 1: If all the eagles **left**, the snakes and frogs \_\_\_\_\_.
- 2: If the number of snakes **increased**, the number of mice \_\_\_\_\_.
- 3: If all the insects **died**, \_\_\_\_\_.
- 4: If the number of snakes and frogs **decreased**, \_\_\_\_\_.
- 5: \_\_\_\_\_.

**Word bank:**

■ increase	■ die
■ multiply	■ starve
■ decrease	
■ eat	

**REVIEW & CHECK**

**CONTEXT & OBJECTIVES**

**ACTIVITY**

**ASSIST & CHALLENGE**

**GRAMMAR: UNREAL CONDITIONAL (PART 1)**

No Review

- A:** TOGETHER: Read the title and “We will learn” objective. Ask one or two students to explain why it is important to practice the skills in the objective.
- B:** Clarify the difference between the food chain and the food web. *“The food web is like the food chain we read about in ‘Understanding Ecosystems.’ Look at the picture that says ‘food web.’ What is different from the food chain image? Do some animals have more than one arrow? Why might this be? How many animals in the picture eat the grasshoppers?”*

- A:** TOGETHER: Read the instructions. *“First, we’re going to think about the meaning of the sentences. Then we’re going to practice the grammar.”*
- B:** TOGETHER: Read each of the example sentences and use the food web graphic to discuss the meaning of the sentences. Ask clarifying questions to help guide students who might be new to this concept.
- C:** TOGETHER: Look at the bold words in each example sentence. *Where are the past tense words? Where are the modal verbs? Where are the base form verbs? Label each type of verb.*
- D:** IN PAIRS: Students complete sentences 1-5 using the words in the word bank and the food web graphic.

**GRAMMAR NOTE**  
 Base form is the grammar term for a verb that has not been conjugated in any way.

**Assist:**

- Work together as a class to complete some items. Then ask students to complete some items independently. Circulate and offer feedback.
- Draw on the diagram to illustrate the meaning of example sentences.

**Challenge:**

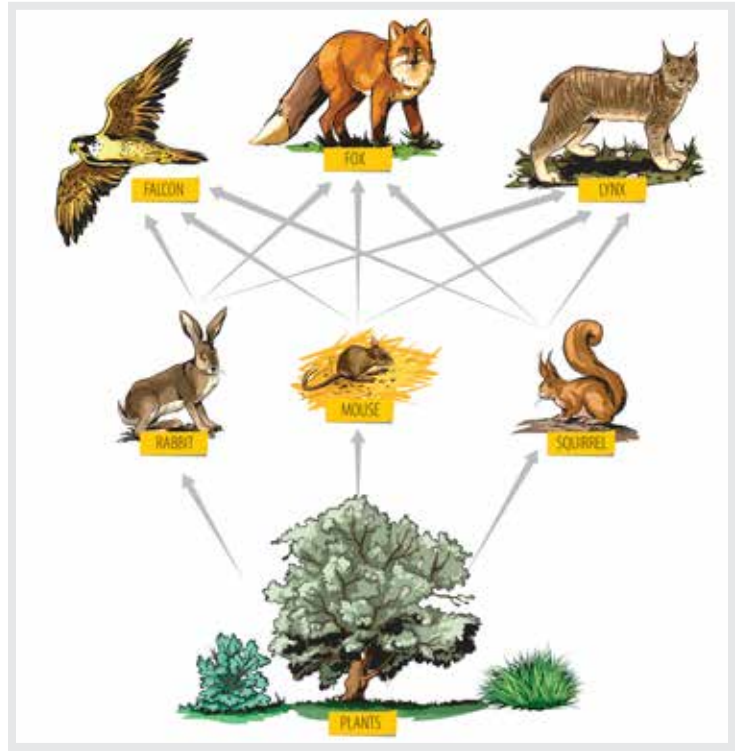
- In pairs, have early finishers turn their sentences into questions and ask them of their partners (eg, “What might happen if all the eagles disappeared?”).

# Grammar: *Unreal Conditional*

**WE WILL LEARN TO SAY AND WRITE GRAMMATICALLY CORRECT SENTENCES.**

**INSTRUCTIONS:**

1. Talk about the food web using unreal conditional sentences.
2. Write four sentences about the food web using unreal conditional.
3. Label the verbs in your sentences: past tense, modal, base form.



If \_\_\_\_\_ , \_\_\_\_\_

would -or- might -or- could \_\_\_\_\_ .

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



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## REVIEW & CHECK

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## CONTEXT & OBJECTIVES

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## ACTIVITY

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## ASSIST & CHALLENGE

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## GRAMMAR: UNREAL CONDITIONAL (PART 2)

Review/complete Grammar: Unreal Conditional (Part 1) as needed.

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**A:** TOGETHER: Read the title and “We will learn” objective.

---

**A:** TOGETHER: Read the instructions. Review the terms “past tense,” “modal” and “base form” using the sentences from the previous page as examples.

**B:** STUDENTS: Complete sentence frames and labeling independently.

---

### Assist:

- Work together as a class to write the sentences. Begin by generating vocabulary from the food web picture. Review vocabulary in the word bank on the previous page. Ask students to label sentences independently or in pairs.

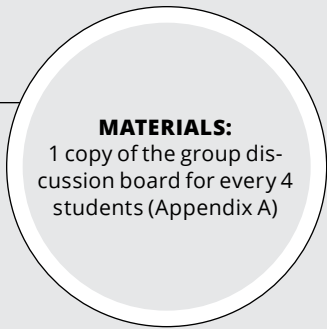
### Challenge:

- Students make their unreal conditional statements into questions and create a mingle exercise for the class.

# Discussion

**WE WILL LEARN  
TO LISTEN  
CAREFULLY AND  
COMMUNICATE  
CLEARLY.**

- 1:** Would you rather visit a desert, forest or ocean ecosystem? Why?
- 2:** Do you think it is true that every part of an ecosystem is equally important? Why or why not?
- 3:** How do you think pollution might affect an ecosystem?
- 4:** How do you think hunting animals might affect an ecosystem?
- 5:** How do you think growing cities might affect an ecosystem?
- 6:** Do you think plants or animals from one specific ecosystem can survive in a different ecosystem? Why or why not?



**REVIEW & CHECK**

**CONTEXT & OBJECTIVES**

**ACTIVITY**

**ASSIST & CHALLENGE**

**DISCUSSION**

No review

**A:** TOGETHER: Read the heading and “We will learn” objective

- A:** Introduce the discussion board (if most students have not used it before). *“In today’s discussion, there are four different jobs.”* Hold up the discussion board. Review each job. Choose one of the discussion questions and ask students to demonstrate each role for that question.
- B:** Divide students into groups of three to five and give each group a discussion board. Demonstrate how the discussion board is rotated after each question round so that everyone has a new job. This activity is ideal for groups of four. In smaller groups, one member may have two jobs. In larger groups, multiple students can ask follow-up questions.
- C:** IN SMALL GROUPS: Students discuss the questions. Circulate and listen. If they become distracted or one person starts to take over, guide them back to their roles. Listen and support. If you participate in the conversation, do so according to the discussion roles.

**Assist:**

- Complete this as a whole-group activity, but call on individual students to do each role for each question.

**Challenge:**

- Write these prompts on the board and ask students to complete a written reflection of their discussion. Remind students to think about what others said, too!
  - **One thing I heard that really surprised me was...**
  - **Our group had similar ideas about...**
  - **Our group had many different ideas about...**

# Vocabulary List 2

## WE WILL LEARN DIFFERENT WAYS TO FIND THE MEANING OF NEW WORDS.

### INSTRUCTIONS:

1. Together, practice the pronunciation of all the words.
2. With a partner, talk about the example sentences. Guess the word meanings.
3. Use two different strategies to learn about each new word. Circle which strategies you use for each word.
4. Write notes about the word meanings using English, your first language and/or pictures.

Word	Notes	Strategies
<p><b>region</b> (noun)</p> <p><i>She moved to a different <b>region</b> of the country because she liked the weather in that area better.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>immigrate</b> (verb)</p> <p><i>Many people <b>immigrate</b> to this country every year.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>disaster</b> (noun)</p> <p><i>The earthquake was the worst <b>disaster</b> in 10 years.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>disastrous</b> (adjective)</p> <p><i>Flooding can be <b>disastrous</b> for anyone living near a river.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>get rid of</b> (verb)</p> <p><i>Get rid of old food in your refrigerator or it will start to smell bad.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## VOCABULARY LIST 2

No review

**A:** Set the stage. *"When you see new words in a text, what strategies do you use? How do you find the meaning of the word?"*

- A:** TOGETHER: Draw attention to the third row of the graphic. Discuss the strategies listed there.
- Make sure students know how to access and use an online dictionary, such as *learnersdictionary.com*.
  - Model an online image search. Caution students that images for concrete nouns may be misleading. Make sure the image definition makes sense in the context of the sentence.
- B:** TOGETHER: Read the instructions. Ask comprehension questions about sequence and content. *"What will you talk about with a partner? What should you do before you look for the meaning in a dictionary? What will you write in the empty space?"*
- C:** TOGETHER: Practice the pronunciation of each word.
- D:** IN PAIRS: Students complete steps 2 through 4.
- E:** Step 5: Ask questions using the vocabulary.
- *In what region of the United States do we live? How is it different from other regions?*
  - *From which country did you immigrate? Which groups of people do you think immigrate here the most?*
  - *A hurricane is an example of natural disaster. Can you think of another example?*
  - *What are some ways to get rid of clothes or furniture you don't need?*

Encourage full-sentence responses.

### Assist:

- Provide additional example sentences.
- Model using the strategies listed to find the meaning of a word.
- Remind students that words may have more than one meaning and dictionaries may be misleading. Model how to check meaning in context.

### Challenge:

- Students write or say their own sentences with vocabulary.

# Before We Read

**WE WILL LEARN HOW TO BE GOOD READERS BY THINKING ABOUT THE TEXT BEFORE WE READ.**

## **PARTS OF THE TEXT INSTRUCTIONS:**

1. Look at the article on the next two pages.
2. Use a pencil to label the parts of the text.
3. Read only the first sentence of each paragraph.
4. Write answers to the prediction questions.
6. Talk about your answers with a partner.

## **PLACE NAME INSTRUCTIONS:**

7. With a partner, use a world map to find these place names that appear in the text.

## **Parts of the Text**

- 1: Underline the **title** of the article.
  - 2: Number the **paragraphs**.
  - 3: Label the **captions**.
- 

## **Predictions**

1. What do you think we will read about?

*I think we will read about* \_\_\_\_\_.

2. Why do you think that?

*Because I see* \_\_\_\_\_.

---

### **Place Names:**

- Ethiopia
- South America
- Pacific Ocean
- Indian Ocean
- Atlantic Ocean
- Florida
- Caribbean



## REVIEW & CHECK

## BEFORE WE READ

- A:** Review concept: *What is an ecosystem? What could happen to an ecosystem if all of one species wasn't there anymore?*
- B:** STUDENTS: Find the text "Understanding Ecosystems" among previously taught student pages. Reread each sentence with a bold vocabulary word in it. Reread the first and last sentence of each paragraph. Reread the final paragraph of the text. Examine the image in the text. Have students summarize the meaning of the image aloud in pairs.

## CONTEXT & OBJECTIVES

- A:** TOGETHER: Read the title and "We will learn" objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.
- B:** *"Before we read this article, we're going to look at some parts of the article and think about what we might read about. This will help our brains get ready to read the article. This will help us remember more about what we read."*

## ACTIVITY

- A:** TOGETHER: Read the numbered instructions. Ask questions about the instructions. *"Will we read the whole article? (not yet.) "What does 'label' mean? Which parts of the text should we label?"*
- B:** STUDENTS: Label the parts of the text according to the instructions. While students work, circulate and provide feedback, or review the text features when everyone is finished.
- C:** TOGETHER: Ask questions about skimming and scanning. *"What does scanning mean? Will we read the whole text now? What information will we skim for?"*
- C:** STUDENTS: Complete the rest of the page independently. Then share ideas with a partner. Finally, ask a few students to share their predictions with the class. Record a few predictions on the board to use during the next activity.
- D:** IN PAIRS: Students locate place names on a map.

## ASSIST & CHALLENGE

### Assist:

- Read topic sentences with students. Ask leading questions about the probable content of the paragraph.

### Challenge:

- Make a prediction about each paragraph. Write each in a complete sentence. Encourage students to be specific about why they made particular predictions. An answer might be, "I think we will read about what animals eat because the picture shows animals that eat each other."

# Read

## Invasive Species Harm New Homes

People move all over the world, traveling and immigrating from one part of the world to another. But what happens when plants and animals find a new home on a different continent or in an unfamiliar ocean? When those plant and animal “immigrants” arrive somewhere new, the results can be terrible for the other plants and animals in the area. The unwelcome plants and animals, called ***invasive species***, sometimes spread too quickly. They eat other species or take up too much space and create big problems.

For example, in Ethiopia, there is an invasive shrub from Central and South America. It has caused so many problems that people call it “the devil tree.” This thorny bush, called *Prosopis*, came to Ethiopia in the 1970s. Since then it has spread across more than 1.7 million acres of land. The native plants that cattle like to eat don’t



The invasive *Prosopis* shrub makes it hard for cattle in Ethiopia to find anything to eat.

have space to grow any more. And *Prosopis* is both thorny and poisonous so cattle can’t eat it. As a result, people in the Afar region of Ethiopia are struggling to keep their animals alive. They are forced to move or go hungry.

So why are these plant and animal species okay in one part of the world but extremely harmful in other places? Invasive species are plants and animals that have moved from one ecosystem to another. If their new home doesn’t have any natural predators to eat them, they multiply very quickly. The lionfish,

**CONTINUED ON NEXT PAGE**



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ: INVASIVE SPECIES HARM NEW HOMES

No Review

**A:** *"Now, let's read the article together. Let's think about if our predictions are correct."*

- A:** Read the text aloud. Students follow along silently and circle unfamiliar vocabulary.
- B:** Provide quick explanations for unfamiliar words based on the context of the article. Don't spend too long on vocabulary. They will have another opportunity to read this text and dig into the vocabulary.
- C:** TOGETHER: Evaluate which of the students' predictions were true. Ask students for details in the text that match their predictions.
- D:** Write these steps on the board:
- 1. Read one paragraph aloud.**
  - 2. Stop and talk about the vocabulary.**
  - 3. Cover and summarize the paragraph.**
  - 4. Ask if everyone is ready to continue.**
- E:** *"You will read the text again in small groups. If you cover the paragraph and you can't explain what it says, what should you do?"* (Reread the paragraph, talk with your group and try again.) *"What can you do if you don't know a word? (Look it up, ask a classmate, ask a teacher.)" "Why do you need to ask if everyone is ready to continue?"* (The group must be sure every student understands what they read.)
- F:** IN SMALL GROUPS: Students reread the article using the steps on the board.

### Assist:

- Read aloud, stopping every two to three sentences to ask questions about what you just read. *"What do they mean by 'animal immigrants'? Why do people call it 'the devil tree'?"*

Students may need to build skills gradually before they can read together in small groups. Choose one part of the strategy to focus on (using dictionaries, talking about new words, summarizing what was read) and ask students to practice that skill as you read together or in small groups.

### Challenge:

- Students summarize the article aloud, in pairs.

# Read *(Continued)*

## Invasive Species Harm New Homes

### CONTINUED FROM PREVIOUS PAGE

for example, is originally from the South Pacific and Indian Oceans. In those oceans, sharks and eels eat the lionfish. In the mid-1980s, however, lionfish were found far away from home in the Atlantic Ocean near Florida. Researchers think that people who collected them in indoor fish tanks may have dumped them in the ocean.

Lionfish eat many of the native species that live in the Caribbean, but none of the larger fish there will eat the lionfish. They are afraid of its poisonous spines. Without predators, the lionfish has been multiplying and moving into many areas of the Atlantic Ocean. In each new place, it gobbles up the native species.

In many cases, it is impossible to get rid of an invasive species completely. Instead, people are trying to control invasive species and stop them from spreading to new areas. You might see signs in parks or nature areas asking you to help control invasive species. Simple things like not bringing firewood from



Many state and national parks in the U.S. do not allow visitors to bring their own firewood because of invasive insects that might be inside the wood.

other places or checking the bottom of your boat for invasive species can help a lot.

**NOTE  
TO THE  
TEACHER**

This is the second page of the article. Turn to the previous page to find the instructions.

# Main Ideas

# Answer Key

## WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF A TEXT.

### INSTRUCTIONS:

1. Read the article, "Invasive Species Harm New Homes" again.
2. Write about the main idea of the article.
3. Answer the multiple-choice questions.
4. Talk about your answers with a partner.

<p><b>STEP 1: Who or what is this article about?</b></p>	<p><b>STEP 2: What is the <i>most important</i> information about that person or thing?</b></p>
<p>invasive species</p>	<ul style="list-style-type: none"> <li>■ move to a different ecosystem</li> <li>■ can damage a new ecosystem</li> <li>■ eat too much/crowd out other species</li> <li>■ difficult to get rid of</li> </ul>

**STEP 3:** Write a main idea sentence of about 10 words, using your ideas above.

- Invasive species move to new places and damage those places.
- Invasive species crowd out other species in their new environment.

### Multiple-choice questions:

1: Circle ALL the statements that explain why invasive species can be a problem.

- A. Invasive species eat too many of the other species.
- B. Invasive species are larger than other species.
- C. Invasive species cannot leave their own ecosystem.
- D. Invasive species multiply quickly if they don't have any predators.
- E. Invasive species use too many resources and crowd out other species.

***"The native plants that cattle like to eat don't have space to grow anymore."***

2: Which key idea in the article does this sentence mostly support?

- A. Cattle can help control invasive species.
- B. Invasive species are plants and animals that end up in a different ecosystem and spread quickly.
- C. Invasive species can crowd out other plant and animal species.
- D. Cattle are a problem for native plant species.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## MAIN IDEAS

Reread and summarize the article “Invasive Species Harm New Homes” as needed.

- A:** Introduce the skill: *“Today we will talk about ‘main idea.’ Main idea is the most important information about something in just one sentence. In American education, students and teachers talk about this a lot. Children practice it in every grade. Reading tests and GED tests ask about it. At work, your manager might want you to tell them the main idea quickly, not tell a long story.”*
- B:** TOGETHER: Read the heading and “We will learn” objective.

- A:** TOGETHER: Look at the chart. Find the three steps in the main idea strategy. *“You can use these steps to help you find the main idea in anything you read or listen to.”*
- B:** TOGETHER: Talk about the questions in steps 1 and 2 and take notes. Guide students toward ideas that are central to the topic of the reading.
- C:** STUDENTS: Try to form a main-idea sentence for step 3 using their notes from steps 1 and 2.
- D:** TOGETHER: Share any main-idea sentences students wrote and/or collaborate to create one or two strong main-idea sentences.
- E:** STUDENTS: Answer multiple-choice questions independently.

### Assist:

- Find the main idea together. Limit the “Who or what” to one or two words. For each piece of important information suggested, ask everyone to decide if that is a big idea about ecosystems or a detail. Work together to build a main-idea sentence from the students’ suggestions. Although it may feel like you’re doing all the work as the teacher, they will see this same activity again and again and will improve with systematic demonstration and practice.
- Write a sentence frame on the board:
  - **“Invasive species \_\_\_\_\_ and \_\_\_\_\_.”**

### Challenge:

- Ask students to write a main idea for each paragraph.

# Good Question!

## WE WILL LEARN TO WRITE QUESTIONS AND ANSWERS ABOUT A TEXT.

### “RIGHT THERE” QUESTION INSTRUCTIONS:

1. Write three information questions about information *in the text*.
2. Write the answers to your three questions using information *in the text*.
3. Ask a partner your three questions (don't show them the answers).

### “I WONDER” QUESTION INSTRUCTIONS:

4. Write two questions about information that is *not* in the text but you would like to know.
5. Share your questions with the class.

## “Right There” Questions

Example: **QUESTION:** When did *Prosopis* come to Ethiopia?  
**ANSWER:** It came to Ethiopia in the 1970s.

1. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

2. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

3. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

## “I Wonder” Questions

Example: **QUESTION:** How did *Prosopis* move from Central and South America to Ethiopia?

1. **QUESTION:** \_\_\_\_\_

2. **QUESTION:** \_\_\_\_\_

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## GOOD QUESTION!

No Review

- A:** TOGETHER: Read the title and “We will learn” objective.
- B:** *“Good readers think about what they are reading all the time. They ask themselves questions before, during and after they read a text. Today, we will practice writing ‘Right There’ questions. These are information questions about the story. We call them ‘Right There’ questions because I can point to the answer in the text and say, ‘The answer is right there.’”*
- C:** Remind students that “Right There” questions are information questions and, therefore, begin with question words.
- D:** TOGETHER: Make a list of question words on the board (**who, what, where, when, why**).

- A:** TOGETHER: Read the instructions. Ask clarifying questions: *“What is the difference between ‘Right There’ questions and ‘I Wonder’ questions?”* (“I Wonder” questions are not answered by the text.)
- B:** STUDENTS: Write questions and answers independently.
- C:** IN PAIRS: Students ask each other their questions.

### Assist:

- If students struggle to write a question, ask, *“What would be the answer to your question? Can you show me the answer in the text?”* Encourage students to underline the information they intend to use as an answer to their question. Then help them choose the correct wording for their question.

### Challenge:

- Help students fine-tune the grammar in their questions. Pairs can edit their work together.
- Early finishers can do fluency practice by reading the story aloud with a partner. Provide some pronunciation feedback.
- If multiple students finish early, the partner exercise of asking questions can turn into a mingle exercise. Students ask and answer questions in a group.

# Read for Details

## WE WILL LEARN TO FIND AND WRITE ABOUT CAUSE AND EFFECT.

### INSTRUCTIONS:

1. Find the "Invasive Species Harm New Homes" text.
2. Fill in the missing causes and effects using information from the text.

CAUSE	EFFECT
<ul style="list-style-type: none"> <li>■ People bring plants or animals to a new ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>■ Those plants or animals can damage the ecosystem.</li> </ul>
<ul style="list-style-type: none"> <li>■ The <i>Prosopis</i> bush spread across more than 1.7 acres of land in Ethiopia.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ Some people in the Afar region of Ethiopia had to move.</li> </ul>
	<ul style="list-style-type: none"> <li>■ Invasive species multiply very quickly.</li> </ul>
<ul style="list-style-type: none"> <li>■ People may have dumped lionfish from their indoor tanks into water near the Atlantic Ocean.</li> </ul>	
	<ul style="list-style-type: none"> <li>■ The lionfish doesn't have any predators in the Caribbean.</li> </ul>
<ul style="list-style-type: none"> <li>■ Many state and national parks are trying to control the spread of invasive species.</li> </ul>	



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ FOR DETAILS

No review

- A:** TOGETHER: Read the title and “We will learn” objective.
- B:** *“Cause and effect is a common way to present information when we want to show the relationship between ideas. It helps us answer the question, ‘how does one thing change another?’”*
- C:** *“Cause and effect is an example of structure. Structure is how the writer puts the information together on the page. How they build the text changes the way we understand the information. Understanding structure is a very important reading skill that all American students learn in k-12 schools, and you will find it on standardized tests often.”*

- A:** TOGETHER: Read the instructions.
- B:** TOGETHER: Read the example in the first row of the table: *“People bring plants or animals to a new ecosystem/ those plants can damage the ecosystem.”* *“Where can we find this information in the text?”* Find the information together.
- C:** TOGETHER: complete the second row of the table.
- D:** STUDENTS complete the rest of the table independently, or in pairs.

### Assist:

- Do the exercise together. Read the piece of information provided in each set and ask students to find it in the text. Help students comb through adjacent information for relevant causes or effects.

### Challenge:

- Students use the information in the table to build complex sentences. For example, *People bring plants or animals to a new ecosystem which causes damage to the ecosystem.*

# Read for Purpose and Structure

## Answer Key

### WE WILL LEARN TO NOTICE HOW AND WHY AN AUTHOR WRITES A TEXT.

#### INSTRUCTIONS:

1. Read the questions.
2. Find the text  
"Invasive Species Harm New Homes."
3. Look for the answers in the text.
4. Circle one answer for each question.
5. Compare your answers with a partner.  
□ *What did you choose for number \_\_\_\_?*  
□ *Why did you choose that?*

- 1: Which of these statements would the author of this article most likely agree with?  
**A:** People need to avoid moving plant and animal species to different ecosystems.  
**B:** Many ecosystems benefit from invasive species.  
**C:** Invasive species are a problem, but it is possible to fix this problem.  
**D:** An ecosystem is usually in balance when invasive species are present.
- 2: Why does the author include the detail that people in the Afar region are forced to move or go hungry because their cattle don't have enough food?  
**A:** to demonstrate that food is important for animals.  
**B:** to demonstrate that the Afar region is a difficult place to live.  
**C:** to demonstrate that invasive species can affect people's lives.  
**D:** to demonstrate that invasive species mostly affect other plants and animals.
- 3: How does the photo and caption on the second page help the reader understand the article?  
**A:** It shows an example of how people are trying to control invasive species.  
**B:** It shows where people can buy firewood.  
**C:** It explains which invasive species are found in firewood.  
**D:** It explains why people need to control invasive species.

***"You might see signs in parks or nature areas asking you to help control invasive species."***

- 4: Why does the author include this sentence?  
**A:** to show that invasive species are a big problem in parks.  
**B:** to show that everyone can help reduce the spread of invasive species.  
**C:** to show that invasive species and hurt people.  
**D:** to show that there are no invasive species in parks or nature areas.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ FOR PURPOSE AND STRUCTURE

No Review

- A:** TOGETHER: Read title and “We will learn” objectives.
- B:** *“Structure is how and where an author places ideas in the text. It shows relationships between ideas. Purpose is why the author chooses to include certain information. It answers the question ‘What does the author think is important to know?’ Understanding structure and purpose is a very important reading skill that all American students learn in school. You will find questions about these terms on standardized tests often.”*

- A:** TOGETHER: Read the instructions. Ask comprehension questions about the instructions: *“What text will we use for this exercise? What will you read first?”*
- B:** STUDENTS: Complete multiple-choice questions.
- C:** TOGETHER: Compare and review answers.

### Assist:

- Guide students back to the relevant parts of the text for each question. Ask leading questions.

### Challenge:

- Ask students, *“Why do you think that? Can you find information in the text that supports your answer?”* Ask students to write down one sentence or thought group that supports their answers for each.

# Vocabulary Review

# Answer Key

## WE WILL LEARN TO USE WORDS IN VOCABULARY LISTS 1 AND 2

### PART 1

#### INSTRUCTIONS:

- Find two words in the box that have similar meanings (synonyms).
- Write the synonyms next to each other on the lines below. Use your class notes or a dictionary when needed.

### PART 2

#### INSTRUCTIONS:

- Circle the word or phrase that best explains the meaning of each underlined word as it is used in the sentence.
- Compare your answers with a partner.

### Part 1

region	eliminate	move to	invasive
get rid of	area	overpowering	
immigrate	terrible	disastrous	

region	area
disastrous	terrible
invasive	overpowering
immigrate	move to
get rid of	eliminate

### Part 2

- Her dog likes to interact with other dogs at the dog park.
  - A:** do things together
  - B:** cause a chemical reaction
  - C:** act crazy
  - D:** avoid
- In many areas of the U.S., there are too many deer because they don't have enough predators.
  - A:** food
  - B:** animals that hunt them
  - C:** space to live
  - D:** species
- Animals and plants of the same species can reproduce.
  - A:** area
  - B:** environment
  - C:** type
  - D:** size
- They used to have a beautiful garden, but weeds have crowded out all of the flowers.
  - A:** grown next to
  - B:** taken care of
  - C:** reproduced
  - D:** pushed out

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## VOCABULARY REVIEW

- A:** Find vocabulary lists 1 and 2 in previous materials. Allow time for students to review or complete work on these pages
- B:** TOGETHER: Review the pronunciation of the words in lists 1 and 2.

- A:** TOGETHER: Read the title and “We will learn” objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example.

- A:** TOGETHER: Read the instructions for both parts of the activity. Ask clarifying questions: “*What is a synonym? What will you write on the lines underneath the vocabulary box?*”
- B:** STUDENTS: Complete both activities independently, then compare answers with a partner.
- C:** TOGETHER: Review answers as needed.

### Assist:

- Help students use process of elimination (and the words they definitely already know) to solve synonym challenge.
- Encourage students to reference their earlier work with these vocabulary words.

### Challenge:

- Ask students to write complete sentences with synonym words.
- Challenge students to find an antonym for each vocabulary pair.

# More Vocabulary Review

## WE WILL LEARN TO USE WORDS IN VOCABULARY LISTS 1 AND 2.

### INSTRUCTIONS:

1. With a partner, mark each sentence as *true* or *false*.
2. Talk about why you think the sentence is *true* or *false*.
3. By yourself, write a complete sentence to explain *why* each sentence is true or false.

1. Invasive species never immigrate to a different ecosystem.

---

---

2. When one species is crowded out of an ecosystem it can create a disaster for other species.

---

---

3. It is easy to get rid of invasive species.

---

---

4. Predators are an important part of an ecosystem.

---

---

5. Invasive species do not affect people.

---

---

## REVIEW & CHECK

## MORE VOCABULARY REVIEW

- A:** Find vocabulary lists 1 and 2 in previous materials. Allow time for students to review or complete work on these pages
- B:** TOGETHER: Review the pronunciation of the words in lists 1 and 2.

## CONTEXT & OBJECTIVES

- A:** TOGETHER: Read the title and “We will learn” objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example.

## ACTIVITY

- A:** TOGETHER: Read the instructions. Ask clarifying questions. *“What will you do with a partner? Which part will you do by yourself?”*
- B:** IN PAIRS: Students complete steps 1 and 2.
- C:** STUDENTS: Write sentences for each item independently.

## ASSIST & CHALLENGE

### Assist:

- Facilitate a robust discussion of the sentences before students begin writing.
- Offer sentence frames to help students get started: *“This is true/false because...”*
- Remind students of what they said in the discussion to help them form their sentences.

### Challenge:

- Help students polish their written sentences with correct grammar.
- Challenge students to provide thorough explanations of their answers using evidence from the texts they read.

# Grammar: Noun Phrases

## Answer Key

**WE WILL LEARN TO READ NOUN PHRASES AND CHOOSE CORRECT VERB FORMS.**

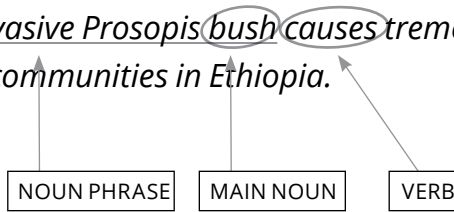
**INSTRUCTIONS:**

1. Underline the noun phrase that is the subject in each sentence.
2. Circle the main noun in the noun phrase.
3. Circle the verb form that matches the main noun.
4. Listen to your teacher and read each sentence aloud.

A noun phrase is a group of words that functions like a noun in a sentence. It is a noun with more information. A noun phrase can be a subject or object in a sentence.

**EXAMPLE:**

- The invasive *Prosopis* bush causes tremendous problems for some communities in Ethiopia.



1. The thorny branches that grow low to the ground often cut/cuts the legs of the villagers.
2. A wound from the poisonous *Prosopis* bush often result/results in bruising and swelling.
3. Sometimes villagers from areas affected by *Prosopis* try/tries to move to another area with their animals.
4. The villagers displaced by *Prosopis* is/are often rejected by other villagers.
5. No one in a “clean” area want/wants animals from an affected area.
6. The animals who have eaten *Prosopis* often carry/carries the seeds in their feces.



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### GRAMMAR: NOUN PHRASES

Ask students to summarize what they read about the invasive species problem in Ethiopia. Reread “Invasive Species Harm New Homes” as needed.

- A:** TOGETHER: Read the title and the “We will learn” objective.
- B:** *“It is very important that we learn to recognize the subject in a sentence. They are easy to see when the subject is a person or a pronoun. They can be harder to see when it is a noun phrase. Let’s take a look at some noun phrases.”*

- A:** TOGETHER: Read the instructions. Ask clarifying questions: *“What is the noun phrase in the example? What is the main noun? What is the verb?” “In this sentence, what causes problems?”*
- B:** TOGETHER: Complete the first sentence according to the instructions.
- C:** STUDENTS: Complete the remaining sentences independently or in pairs.

#### Assist:

- Do all parts of the exercise as a class.
- Remind students that the verb takes an “s” when the subject of the sentence is singular. It takes no “s” when the subject is plural.

#### Challenge:

- Ask students to look through the reading and identify other noun phrases that are the subjects of sentences.

# Speaking: One-minute presentation

## WE WILL LEARN TO SPEAK CLEARLY AND ORGANIZE OUR IDEAS.

### INSTRUCTIONS:

1. Read the assignment.
2. Talk about the assignment with a partner.
3. Plan what you will say. Write notes.
4. Practice your presentation with a partner.
5. Give your presentation in front of the class.

### Presentation Assignment:

Your friend just returned from a vacation in Thailand. They wanted to bring a plant from Thailand back to the U.S. to put in their garden. At the airport, the customs official searched their suitcase and took away their plant. The official said travelers are not allowed to bring live plants and animals into the country because they could cause problems for the ecosystems and farms here.

Your friend is angry and doesn't understand why the plant was taken away. Explain to your friend why plants and animals should not be moved from one country to another without permission. Use three of these vocabulary words in your presentation:

- ecosystem
- invasive species
- get rid of
- disastrous
- region
- species
- crowd out

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### SPEAKING: ONE MINUTE PRESENTATION

Review vocabulary at the bottom of the page as a whole class. Read vocabulary items and elicit definitions from students.

**A:** TOGETHER: Read the title and “We will learn” objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.

- A:** TOGETHER: Read the instructions and the “Presentation Assignment.”
- B:** STUDENTS: Read the assignment again quietly.
- C:** Ask clarifying questions: “*What do you need to explain? Who do you need to explain it to? How many vocabulary words do you need to use?*”
- D:** IN PAIRS: Students talk about the assignment with a partner for 3 to 5 minutes. Then allow students to ask questions.
- E:** IN PAIRS: Students complete steps 3 and 4.
- F:** TOGETHER: Students give their presentations to the class.

#### Assist:

- Students find and refer to the previously taught cause and effect exercise for help explaining the potential effects of invasive species.
- If students are nervous to speak formally in front of the class, let them know that it is okay to make mistakes. Mistakes are part of learning! Consider giving presentations to a small group or partner to build confidence.

#### Challenge:

- Add a “case study.” Ask students to choose one of the invasive species mentioned in the text and provide a summary of the species, where it is and how it is causing problems in its new ecosystem.

# Talk About Tests

## WE WILL LEARN STRATEGIES FOR TAKING READING TESTS.

### INSTRUCTIONS:

1. *Together* read the paragraph about test taking strategies.
2. *With a partner*, put the strategies in order from first to last.
3. *Together* talk about the order you chose.
4. *In small groups*, talk about the discussion questions.

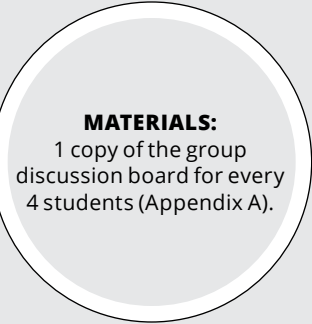
## Test-Taking Strategies

Most reading tests have time limits. Many students find it difficult to answer all the questions in time. The way we read for a test might be different from the way we read at other times. Here are some steps that you might use when you take a test. What is the best sequence for these steps? Put them in order from 1-6.

- \_\_\_\_\_ Read the parts of the text that you think will help you answer the questions.
- \_\_\_\_\_ Read the title, headings and photo.
- \_\_\_\_\_ Read all the answers to a question and think about which is best.
- \_\_\_\_\_ Read the questions about the text.
- \_\_\_\_\_ Ask yourself: *What is this text about?*
- \_\_\_\_\_ Circle the best answer.

## Discussion

1. How do you usually feel when you take a test?
2. What do you tell yourself before and during the test?
3. What strategies can students use to save time during a reading test?
4. What things in your life affect your test scores (stress, sleep, study time, work, health)?
5. Are reading tests important to you? Why or why not?
6. Are reading tests difficult for you? Why or why not?
7. What skills do reading tests measure? What skills are not measured by reading tests?
8. What strategies help you when you are taking a reading test?



**REVIEW & CHECK**

**CONTEXT & OBJECTIVES**

**ACTIVITY**

**ASSIST & CHALLENGE**

**TALK ABOUT TESTS**

No Review

- A:** TOGETHER: Read the title and *"We will learn objective."*
- B:** Set the stage: *"Multiple-choice tests are common in the United States. These are tests with 3 or 4 answers and you must choose the best one (A, B, C, D). We will talk about how to answer multiple-choice questions."*

- A:** TOGETHER: Read the numbered instructions. Ask questions about the instructions: *"What will you write on these lines?"* (numbers 1-6) *"Is it okay to guess the order?"* (Yes, just use your best idea.)
- B:** IN PAIRS: Students read the paragraph about test taking strategies and put the steps in order.
- C:** TOGETHER: Discuss the order of the steps. Although students have different successful test taking strategies, ***the suggested order for the steps is: 4, 1, 5, 3, 2, 6.***
- D:** Model how to use the discussion board for today's discussion. *"In today's discussion there are 4 different jobs."* (Hold up the discussion board). Call on students to model each of the jobs.
- E:** Divide students into groups of 3 to 5 and give each group a discussion board. Demonstrate how the board is rotated after each question round so that everyone has a new job. In smaller groups, one person can take on multiple jobs. In larger groups, multiple people can ask follow-up questions.
- F:** IN SMALL GROUPS: Students discuss the questions. Circulate and listen. If they become distracted or one person starts to take over, guide them back to their roles. Listen and support. If you participate in the conversation, do so according to the discussion roles.

**Assist:**

- Do the sequencing activity as a class. Ask questions like, *"Why do you think it might help to do X before Y?"*
- For the discussion, just practice answering and summarizing what other students say. Students can ask each other for clarification. This will promote active listening.

**Challenge:**

- Encourage students to add more detail to their answers and coach them on how to best facilitate their own group.

This is the text for the test practice on the previous page.

# Reading Test Practice

## Wipe Your Feet

Help us prevent the spread of invasive species. Wipe your shoes or boots before and after entering this natural area. Keep your pet on trails and inspect them for burrs and seeds before leaving the park. If you find seeds, dispose of them in a garbage bag.



### Tiny Hitchhikers

Very small seeds that you can't even see may end up on the bottom of your boots or shoes without you knowing about them. When you visit another place, you may unwittingly transport the seeds of invasive species just by walking around!

### Plant Invaders



**Garlic mustard** came from Europe and is rapidly spreading throughout the American Midwest and Northeast as well as Canada. It crowds out native plants and makes habitats unsuitable for some native insects, birds and mammals.



**Wild parsnip** was grown on farms for the root vegetable but has now escaped cultivation. Do not touch or pick this invasive species as it can cause a blistering rash.



**Common buckthorn** is a shrub that grows rapidly, creating dense shade on the forest floor that prevents native plants from growing there.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READING TEST PRACTICE

**A:** IN PAIRS: Students tell each other one strategy they will use to answer the multiple-choice questions in this activity. If students cannot name a strategy refer back to the previous activity.

**A:** TOGETHER: Read the title and “We will learn” objective.

**B:** *Now we will use our test taking strategies to solve multiple-choice questions.*

**A:** STUDENTS: Complete multiple-choice questions independently.

**B:** Write these questions on the board:

- **What did you choose for number \_\_\_\_\_ ?**
- **Why did you choose that?**
- **What evidence from the text supports your answer?** (optional)

**c:** TOGETHER: Talk about the correct answers and circle key information in the text that supports the correct answer. You may have students discuss their answers with a partner or as a whole class. Encourage them to use the questions on the board.

### Assist:

- Support students to use dictionaries or first language translators during the test.
- Students can work in pairs to find the correct answers.

### Challenge:

- Encourage students to justify their answers with complete sentence responses to the questions on the board.

# Reading Test Practice

## Answer Key

### WE WILL LEARN TO NOTICE HOW AND WHY AN AUTHOR WRITES A TEXT.

#### INSTRUCTIONS:

1. Read the questions.
2. Find the text "Wipe Your Feet."
3. Look for the answers in the text.
4. Circle one answer for each question.
5. Compare your answers with a partner.
  - *What did you choose for number \_\_\_\_?*
  - *Why did you choose that?*

- 1: According to the sign, which invasive plant can cause health problems for humans?
  - A: blisters
  - B: garlic mustard
  - C: wild parsnip**
  - D: common buckthorn
- 2: Why does the sign ask visitors to wipe their shoes or boots?
  - A: to stop invasive species seeds from moving to other areas.**
  - B: to keep the trails clean.
  - C: to transport seeds to new locations.
  - D: to avoid wild parsnip.
- 3: According to the sign, what should visitors do before they enter the natural area?
  - A: inspect their pet.
  - B: keep their pet on the trail.
  - C: throw away seeds.
  - D: wipe their boots or shoes.**
- 4: How does the photo support the central idea of the sign?
  - A: It reminds visitors that the trails can be muddy.
  - B: It shows how pets can transport invasive species.
  - C: It reminds visitors that there may be unwanted things on the bottom of their shoes.**
  - D: It demonstrates the correct way to walk on the trails.
- 5: Which of these best matches the meaning of *unwittingly* as used in the section "Tiny Hitchhikers"?
  - A: without knowing**
  - B: to transport
  - C: purposefully
  - D: to avoid
- 6: The author most likely included the section "Plant Invaders" to \_\_\_\_\_
  - A: explain how invasive species seeds are spread.
  - B: help visitors identify these plants.
  - C: provide examples of invasive species that are a problem in the area.**
  - D: suggest how visitors can remove these plants.



**NOTE  
TO THE  
TEACHER**

This is the second page of the article. Turn to the previous page for the instructions.

# Vocabulary List 3

**WE WILL LEARN DIFFERENT WAYS TO FIND THE MEANING OF NEW WORDS.**

**INSTRUCTIONS:**

1. *Together*, practice the pronunciation of all the words.
2. *With a partner*, talk about the example sentences. Guess the word meaning of the word in that sentence.
3. Use two different strategies to learn about each new word. Circle which strategies you use for each word.
4. Write notes about the word meanings using English, your first language and/or pictures.

Word	Notes	Strategies
<p><b>creative</b> (adjective) <i>She has a <b>creative</b> mind. She's always thinking of new ideas.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>traditional</b> (adjective) <i>Sometimes I wear <b>traditional</b> clothes like the ones my family members have worn for hundreds of years.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>eliminate</b> (verb) <i>Doctors and researchers hope that someday they can <b>eliminate</b> diseases like malaria.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>territory</b> (noun) <i>Some animals will fight with other animals that enter their <b>territory</b> because they don't like other animals in their area.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>
<p><b>reproduce</b> (verb) <i>Some animals have many babies in a year because they <b>reproduce</b> quickly.</i></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English dictionary</li> <li><input type="checkbox"/> First language translation</li> <li><input type="checkbox"/> Image search</li> <li><input type="checkbox"/> Student or teacher</li> </ul>

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## VOCABULARY LIST 3

No review

**A:** Set the stage. *"When you see new words in a text, what strategies do you use? How do you figure out the meaning of the word?"*

- A:** TOGETHER: Draw attention to the third row of the graphic. Discuss the strategies listed there.
- Make sure students know how to access an online dictionary. Model how to use an online dictionary such as [learnersdictionary.com](http://learnersdictionary.com).
  - Model an online image search. Caution students that images for concrete nouns may be misleading. Make sure the image definition makes sense in the context of the sentence.
- B:** TOGETHER: Read the instructions. Ask comprehension questions about sequence and content. *"What will you talk about with a partner? What should you do before you look for the meaning in a dictionary? What will you write in the empty space?"*
- C:** IN PAIRS: Students complete steps 2 through 4.
- D:** For step 5: Ask questions using vocabulary.
- *What does it mean to be creative? Can you give an example?*
  - *What is one traditional food in your home culture?*
  - *What happens if we eliminate all of a species from an ecosystem?*
  - *What happens when an invasive species moves into a new territory?*
- Encourage full-sentence responses.

### Assist:

- Provide additional example sentences.
- Practice a specific strategy as a group.
- Remind students again that words may have more than one meaning and dictionaries may be misleading. Model how to check meaning in context as appropriate.

### Challenge:

- Students write or say their own sentences with vocabulary.
- Students brainstorm additional strategies for learning and/or remembering new vocabulary. Students apply one or two additional strategies to the vocabulary.

# Before We Read

**WE WILL LEARN HOW TO BE GOOD READERS BY THINKING ABOUT THE TEXT BEFORE WE READ.**

**INSTRUCTIONS:**

1. Look at the article on the next page.
2. Use a pencil to label the parts of the text.
3. Read ONLY the first and last sentence in each paragraph.
4. Write answers to the prediction questions.
5. Complete the skimming and scanning questions by moving your eyes quickly over the words. DON'T read the whole article yet.

## Parts of the Text

- 1: Underline the **title** of the article.
  - 2: Number the **paragraphs**.
  - 3: Label the **captions**.
  - 4: Circle the **heading**.
- 

## Predictions

1. What do you think we will read about?

*I think we will read about* \_\_\_\_\_.

2. Why do you think that?

*Because I see* \_\_\_\_\_.

---

## Skimming and Scanning

3. In which paragraph do you think we will read about difficulties catching lionfish? \_\_\_\_\_.

4. Scan the passage for the word lionfish. How many times did you find it?  
\_\_\_\_\_.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## BEFORE WE READ

**A:** Review concepts. Students find the text “Invasive Species Harm New Homes” among previously taught material. Ask questions. *“What is an invasive species? Look at paragraphs 3 and 4. What is a lionfish? What kinds of problems are the lionfish causing?”* Students respond. If necessary, reread the article aloud with students following along.

**A:** Set the stage. *“Did you know that good readers don’t start reading the first sentence right away? It’s true! Good readers are always thinking. Before they read, while they read and after they read. They do a lot of thinking when they read. This helps them remember what they read.”*

**B:** TOGETHER: Read the title and “We will learn” objective.

**C:** *“‘Skimming’ means to look at a text without reading the whole thing. We may read one or two lines from each paragraph, or look at headings to make guesses about what the paragraph says. ‘Scanning’ a text means looking for keywords without reading. It helps to move your finger across the text, looking only for one word. This can help us find specific details quickly.”*

**A:** TOGETHER: Read the numbered instructions. Ask questions about the instructions.

- *“Will we read the whole article?”* (not yet.)
- *“What does ‘label’ mean? Which parts of the text should we label?”*

**B:** STUDENTS: Label the parts of the text according to the instructions. While students work, circulate and provide feedback or review the text features when everyone is finished.

**C:** TOGETHER: Ask clarifying questions about skimming and scanning. *“Will we read the whole text now? What information will we skim for? Which word will we scan for?”*

**C:** STUDENTS: Read the first sentence (topic sentence) of each paragraph.

**D:** STUDENTS: Complete the questions independently. Then share ideas with a partner. Finally, ask a few students to share their predictions with the class and record a few predictions on the board to use during the next activity.

### Assist:

- Read topic sentences with students. Ask leading questions about what is likely to be in the paragraph.

### Challenge:

- Encourage students to be specific about why they made particular predictions. An answer might be, “I think we will read about eating invasive species because the picture shows lionfish ready for eating.”

# Read

## Restaurants to the Rescue

The lionfish doesn't belong in the Mediterranean Sea. It doesn't belong in the Caribbean either, but it moved in and now it is taking over. This invasive species reproduces quickly and eats up lots of smaller fish. Larger fish don't eat the lionfish because of its poisonous spines. Many people want to make sure the lionfish doesn't completely destroy the ecosystems it has moved into. They've thought of a creative solution: Put lionfish on the menu!

Environmental groups are telling chefs and fishermen about the delicious white meat of the lionfish. It can be grilled, fried or baked. It can be added to soup or made into sushi. They think restaurants should buy it and people should order it. Then, fishermen will catch more of them and help control the number of lionfish in nearby waters. In Greece, one environmental group wrote a book of lionfish recipes that included



The spines on the back of the lionfish have poison in them that can cause pain and swelling.

traditional Greek ingredients. In New York, a chef added several lionfish recipes to the menu. He also teaches customers about the lionfish problem.

### Fishing Challenges

But catching and eating the lionfish isn't easy. Fishermen have to catch it using spears so they don't hurt other fish. That takes more time than other types of fishing. In addition, the lionfish has spines that are poisonous, so many fishermen and cooks avoid them.

**CONTINUED ON NEXT PAGE**

**REVIEW & CHECK**

**CONTEXT & OBJECTIVES**

**ACTIVITY**

**ASSIST & CHALLENGE**

**READ: RESTAURANTS TO THE RESCUE**

No Review

**A:** *“Now, let’s read the article together. Let’s think about if your predictions are correct.”*

- A:** Read the text aloud. Students follow along silently and circle unfamiliar vocabulary.
- B:** Provide quick explanations for unfamiliar words, based on the context of the article. Don’t spend too long on vocabulary. They will have another opportunity to read this text and dig into the vocabulary.
- C:** TOGETHER: Evaluate which of the students’ predictions were true. Ask students for details in the text that match their predictions.
- D:** Write these steps on the board:
  - 1. Read one paragraph aloud.**
  - 2. Stop and talk about the vocabulary.**
  - 3. Cover and summarize the paragraph.**
  - 4. Ask if everyone is ready to continue.**
- E:** *“You will read the text again in small groups. If you cover the paragraph and can’t explain what it says, what should you do?”* (Reread the paragraph, talk with your group and try again.) *“What can you do if you don’t know a word?”* (Look it up, ask a classmate, ask a teacher.) *“Why do you need to ask if everyone is ready to continue?”* (The group must be sure every student understands what they read.)
- F:** IN SMALL GROUPS, students reread the article using the steps on the board.

**Assist:**

- Read aloud as a class, stopping every two to three sentences to ask questions about what you just read. *“What do they mean by ‘put lionfish on the menu’? What do spears look like?”*
- Students may need to build skills gradually before they can read effectively in small groups. Choose one of these steps to focus on (using dictionaries, talking about new words, summarizing what was read) and ask students to practice that skill as you read together or in small groups.

**Challenge:**

- Students summarize the article aloud, in pairs.
- In small groups, students practice reading a paragraph from the article aloud and receive feedback on pronunciation and reading fluency.

# Read *(Continued)*

## Restaurants to the Rescue

### CONTINUED FROM PREVIOUS PAGE

But with a pair of gloves, a knife and a little training, cooks and fisherman can learn to safely remove the spines.

Eating lionfish may reduce the damage from this invasive species. However, scientists say it probably won't be possible to completely eliminate lionfish from its new territory.



Chefs are helping reduce the number of lionfish by adding dishes like lionfish ceviche to their menus.



**NOTE  
TO THE  
TEACHER**

This is the second page of the article. Turn to the previous page for the instructions.

# Main Ideas

# Answer Key

## WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF A TEXT.

### INSTRUCTIONS:

1. Read the article “Restaurants to the Rescue” again.
2. Write about the main idea of the article.
3. Answer the multiple-choice question.
4. Talk about your answer with a partner.

### STEP 1: Who or what is this article about?

- lionfish
- getting rid of lionfish

### STEP 2: What is the *most important* information about that person or thing?

- lionfish are an invasive species
- conservationists want people to eat lionfish
- eating lionfish can reduce their numbers
- restaurants serve them

**STEP 3:** Write a main-idea sentence of about 10 words, using your ideas above.

- Lionfish are an invasive species but people can eat them to reduce their numbers
- Eating lionfish might help reduce this invasive species
- Restaurants are reducing the number of lionfish by cooking them for people

### Multiple-choice question:

- 1: Which of these best states the central idea of the passage?
  - A. Lionfish are an invasive species that is causing many problems in the Caribbean and Mediterranean.
  - B. It might be possible to eliminate invasive lionfish if people eat enough of them, according to environmentalists.
  - C. Fisherman don't like to catch lionfish because of their poisonous spines.
  - D.** Environmentalists and restaurants are working together to get people to eat more lionfish even though there are challenges to catching and serving it.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## MAIN IDEAS

Reread and summarize the article “Restaurants to the Rescue” as needed.

- A:** Introduce the skill: *“Today we will talk about ‘main idea.’ Main idea is the most important information about something in just one sentence. In American education, students and teachers talk about this a lot. Children practice it in every grade. Reading tests and GED tests ask about it. At work, your manager might want you to tell them the main idea quickly, not tell a long story.”*
- B:** TOGETHER: Read the heading and “we will learn” objective.

- A:** TOGETHER: Look at the chart. Find the three steps in the main idea strategy. *“You can use these steps to help you find the main idea in anything you read or listen to.”*
- B:** TOGETHER: Talk about the questions in steps 1 and 2 and take notes. Guide students toward ideas that are central to the topic of the reading.
- C:** STUDENTS: Try to form a main-idea sentence for step 3 using their notes from steps 1 and 2.
- D:** TOGETHER: Share any main-idea sentences students wrote and/or collaborate to create one or two strong main-idea sentences.
- E:** STUDENTS: Answer multiple-choice questions independently.

### Assist:

- Find the main idea together. Limit the “Who or what” to one or two words. For each piece of important information suggested, ask everyone to decide if that is a big idea about ecosystems or a detail. Work together to build a main-idea sentence from the students’ suggestions. Although it may feel like you’re doing all the work as the teacher, they will see this same activity again and again and will improve with systematic demonstration and practice.
- Write a sentence frame on the board:
  - “Lionfish are \_\_\_\_\_ but \_\_\_\_\_.”

### Challenge:

- Ask students to write a main idea for each paragraph.

# Good Question!

## WE WILL LEARN TO WRITE QUESTIONS AND ANSWERS ABOUT A TEXT.

### “RIGHT THERE” QUESTION INSTRUCTIONS:

1. Write three information questions about information *in the text*.
2. Write the answers to your three questions using information *in the text*.
3. Ask a partner your three questions (don't show them the answers).

### “I WONDER” QUESTION INSTRUCTIONS:

4. Write two questions about information that is *not* in the text but that you would like to know.
5. Share your questions with the class.

## “Right There” Questions

Example: **QUESTION:** Why must fisherman use spears to catch lionfish?  
**ANSWER:** They must use spears so they don't hurt other fish.

1. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

2. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

3. **QUESTION:** \_\_\_\_\_

**ANSWER:** \_\_\_\_\_

## “I Wonder” Questions

Example: Is lionfish expensive to buy?

1. **QUESTION:** \_\_\_\_\_

2. **QUESTION:** \_\_\_\_\_

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## GOOD QUESTION!

No Review

- A:** TOGETHER: Read the title and “We will learn” objective.
- B:** “Good readers think about what they are reading all the time. They ask themselves questions before, during and after they read a text. Today, we will practice writing ‘Right There’ questions. These are information questions about the story. We call them ‘Right There’ questions because I can point to the answer in the text and say, “The answer is right there.”
- C:** Remind students that “Right There” questions are information questions and, therefore, begin with question words.
- D:** TOGETHER: Make a list of question words on the board (**who, what, where, when, why**).

- A:** TOGETHER: Read instructions.
- B:** Ask clarifying questions: “What is the difference between ‘Right There’ questions and ‘I wonder’ questions?” (I wonder questions are not answered by the text.)
- C:** STUDENTS: Write questions independently.
- D:** IN PAIRS: Students ask each other their questions.

### Assist:

- Support students to write a question by asking, “What would be the answer to your question? Can you show me the answer in the text?” Encourage students to underline the information they intend to use as an answer to their question, then help them choose the correct wording for their question.

### Challenge:

- Help students fine-tune the grammar in their questions. Pairs can edit their work together.
- Early finishers can do fluency practice by reading the story aloud with a partner. Provide some pronunciation feedback.
- If multiple students finish early, the partner exercise of asking question can turn into a class mingle exercise, where they go around the room asking, and being asked, questions.

# Read for Details

# Answer Key

## WE WILL LEARN TO ANSWER MULTIPLE-CHOICE TEST QUESTIONS.

### INSTRUCTIONS:

1. Read the questions.
2. Find the article "Restaurants to the Rescue."
3. Look for the answers in the text.
4. Circle one answer for each question.
5. Compare your answers with a partner.
  - *What did you choose for number \_\_\_\_?*
  - *Why did you choose that?*
  - *What information in the text supports your answer?*

- 1: According to the passage, who is responsible for convincing restaurants to buy and serve lionfish?
  - A: fishermen
  - B: chefs
  - C: environmental groups**
  - D: Greeks
- 2: If people eat more lionfish, what will most likely happen?
  - A: The lionfish will become an invasive species.
  - B: The lionfish will be eliminated from its new territory.
  - C: There will be damage to the ecosystem in the Caribbean.
  - D: The number of lionfish in the Caribbean will be under control.**
- 3: Why do cooks usually avoid lionfish?
  - A: because they are difficult to catch.
  - B: because they are difficult to prepare.**
  - C: because people won't eat them.
  - D: because they have white meat.

4: Write two reasons why it is difficult to control the number of lionfish.

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**DISCUSSION QUESTION:** Why did environmental groups talk to chefs rather than fishermen to solve this problem?

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ FOR DETAILS

No Review

- A:** TOGETHER: Read the title and “We will learn” objective.
- B:** *“When we take a test, we are reading for details. It makes a difference which things we do first, second and last. It is a good idea to read the questions before you read the text. The questions will tell you which specific details you need to pay attention to in the text, which will help you find the correct information quickly.”*

- A:** TOGETHER: Read the instructions. Ask clarifying questions. *“Will you read the text before you read the questions? What does ‘evidence in the text’ mean?”*
- B:** STUDENTS: work independently, using “Restaurants to the Rescue” to complete the questions.
- C:** IN PAIRS: Students compare and correct their answers with a partner.
- D:** TOGETHER: Review correct answers.

### Assist:

- Help students articulate why they chose a particular answer. Support them to go back to the text and find evidence. Underline relevant passages. *“How could you explain this idea?”*

### Challenge:

- Ask students to paraphrase the questions and their answers using their own words. Also encourage students to paraphrase the textual evidence they are using to support their answers.

# Read for Purpose and Structure

## WE WILL LEARN TO NOTICE HOW AND WHY AN AUTHOR WRITES A TEXT.

### INSTRUCTIONS:

1. Talk about the discussion questions with a partner. Share your ideas with the class.
2. Read the passage from the article.
3. Find examples of the text structures in the passage and write them on the lines.

### Discussion Questions:

- Why do you think the author wrote about this topic? What did they want the reader to learn or think?
- Do you think the author supports the idea of eating more lionfish? Why do you think so? Use evidence in the text to support your answer.
- Do you think the author would agree with this statement: "It is mostly the job of scientists to solve the problem of invasive species"? Why or why not?

*"The lionfish doesn't belong in the Mediterranean Sea. It doesn't belong in the Caribbean either, but it moved in and now it is taking over. This invasive species reproduces quickly and eats up lots of smaller fish. Larger fish don't eat the lionfish because of its poisonous spines. Many people want to make sure the lionfish doesn't completely destroy the ecosystems it has moved into. They've thought of a creative solution: Put lionfish on the menu!"*

**PROBLEM:** \_\_\_\_\_

**SOLUTION:** \_\_\_\_\_

*"Environmental groups are telling chefs and fishermen about the delicious white meat of the lionfish. It can be grilled, fried or baked. It can be added to soup or made into sushi. They think restaurants should buy it and people should order it. Then, fishermen will catch more of them and help control the number of lionfish in nearby waters. In Greece, one environmental group wrote a book of lionfish recipes that included traditional Greek ingredients. In New York, a chef added several lionfish recipes to the menu. He also teaches customers about the lionfish problem."*

**OPINION:** \_\_\_\_\_

**REASONS:** \_\_\_\_\_

*"But catching and eating the lionfish isn't easy. Fishermen have to catch it using spears so they don't hurt other fish. That takes more time than other types of fishing. In addition, the lionfish has spines that are poisonous, so many fisherman and cooks avoid them. But with a pair of gloves, a knife and a little training, cooks and fisherman can learn to safely remove the spines."*

**OPINION:** \_\_\_\_\_

**REASONS:** \_\_\_\_\_

**PROBLEM:** \_\_\_\_\_

**SOLUTION:** \_\_\_\_\_



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ FOR PURPOSE AND STRUCTURE

No Review

- A:** TOGETHER: Read title and “we will learn” objectives.
- B:** *“Structure is how and where an author places ideas in the text. It shows relationships between ideas. Purpose is why the author chose to include certain information. It answers the question ‘What does the author think is important to know?’ Understanding structure and purpose is a very important reading skill that all American students learn in school. You will find questions about these terms on standardized tests often.”*

- A:** TOGETHER: Read the instructions.
- B:** IN PAIRS: Talk about the discussion questions.
- C:** TOGETHER: Reread instruction number 3. Ask clarifying questions. *“What does this mean? Let’s look at question 1. What kind of information should you write on the line that says ‘problem’?”* Complete the problem/solution sentences together.
- D:** STUDENTS: Complete remaining items independently or with a partner.

### Assist:

- Complete the exercise as a class. Ask students to listen/read for a problem and a solution (or opinion, etc.).
- Ask leading questions: *“Is it a good thing that lionfish reproduce quickly and eat up a lot of fish?”*

### Challenge:

- Early finishers can practice reading fluency by reading the paragraphs.
- Challenge students to find sentences that could fit into “cause and effect.” (eg, “They think restaurants should buy it and people should order it.” “Then fishermen will catch more of them...”)

# Vocabulary Review

## WE WILL LEARN TO USE WORDS IN VOCABULARY LIST 1, 2 AND 3

### UNIT

### VOCABULARY:

#### LIST 1

INTERACT

SPECIES

PREDATOR

CROWD OUT

#### LIST 2

REGION

IMMIGRATE,

DISASTROUS

GET RID OF

#### LIST 3

CREATIVE

TRADITIONAL

ELIMINATE

TERRITORY

REPRODUCE

Match each word with the correct definition.

- |                |  |
|----------------|--|
| 1. creative    | a. ( <i>verb</i> ) to create babies, young animals or new plants                       |
| 2. traditional | b. ( <i>verb</i> ) to take something away permanently                                  |
| 3. eliminate   | c. ( <i>noun</i> ) an area that is controlled by a group of animals or people          |
| 4. territory   | d. ( <i>adjective</i> ) thought about in a new way                                     |
| 5. reproduce   | e. ( <i>adjective</i> ) done in the way that a cultural group has done for a long time |
- 

Complete the sentences with words from the unit vocabulary.

6. The artist used \_\_\_\_\_ designs that her grandmother taught her to make \_\_\_\_\_ new products.
7. The strong storms were \_\_\_\_\_ for the entire southeast \_\_\_\_\_ of the U.S.
8. In order to \_\_\_\_\_, most animal \_\_\_\_\_ need a male and female. However, this is not true of some fish and lizards.
9. You must be careful if you \_\_\_\_\_ with a large \_\_\_\_\_ because they are skilled at hunting and attacking.
- 

Talk about these questions with a partner. Use the unit vocabulary words in your answers.

10. Would it be **disastrous** if parks in your city were **crowded out** by new buildings and roads? Why or why not?
11. What are some reasons that people **immigrate** to the United States?
12. Have you ever tried to **get rid of** a household pest, like mice or bugs? Were you successful? What did you try?
13. Fighting for **territory** is the cause of many wars. Talk about an example of people fighting over **territory**.

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## REVIEW & CHECK

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## CONTEXT & OBJECTIVES

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## ACTIVITY

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## ASSIST & CHALLENGE

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## VOCABULARY REVIEW

Find vocabulary lists 1, 2 and 3 in the previous materials. Allow time for students to review or complete work on these pages.

---

**A:** TOGETHER: Read the title and “We will learn” objective.

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**A:** TOGETHER: Practice the pronunciation of the words.

**B:** STUDENTS: Complete matching exercise independently.

**C:** STUDENTS: Complete fill-in-the-blank sentences independently.

**D:** TOGETHER: Read instructions for the discussion. Remind students to answer using vocabulary words and complete sentences.

**E:** IN PAIRS: Discuss questions with a partner or small group.

---

### Assist:

- Help with fill-in-the-blank sentences by asking/suggesting which part of speech (noun, verb, etc.) is appropriate for each blank space.

### Challenge:

- Ask students to make their own sentences with vocabulary words.

# Grammar: Future Real Conditional

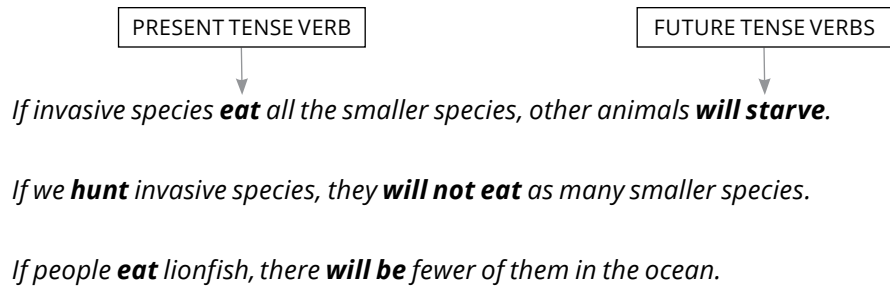
## WE WILL LEARN TO SAY AND WRITE GRAMMATICALLY CORRECT SENTENCES.

### INSTRUCTIONS:

1. Read the example sentences and talk about what they mean.
2. Label the verbs in the example sentences: present tense, future tense.
3. Complete the sentences using information from the article "Restaurants to the Rescue."
4. Cover this page. Talk with a partner about what environmentalists hope will happen when restaurants put lionfish on their menus.

Unreal conditional is the verb tense we use to talk about something that could happen but is very unlikely to happen.

Example sentences:



Fill in the blanks:

1. If environmentalists encourage chefs to try lionfish, maybe they will put lionfish on the menu.
2. If restaurants put lionfish on the menu, then maybe people \_\_\_\_\_ eat it.
3. If enough people \_\_\_\_\_ lionfish, restaurants \_\_\_\_\_ more from fisherman.
4. If fishermen \_\_\_\_\_ more lionfish, they \_\_\_\_\_ the number of lionfish in the area.
5. If there \_\_\_\_\_ fewer lionfish in the ocean, they \_\_\_\_\_ less damage to the ecosystem.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### GRAMMAR: FUTURE REAL CONDITIONAL

Find the text “Restaurants to the Rescue” among previously taught material.

- A:** TOGETHER: Reread the first and last sentence of each paragraph. Look at the image and read the caption.
- B:** If enough students are new to the text, read the whole text again. This could be done as a whole class, choral reading, or in pairs/small groups.

**A:** TOGETHER: Read heading and “We will learn” objective.

- A:** TOGETHER: Read instructions. *“First, we’re going to think about the meaning of the sentences. Then we’re going to practice the grammar.”*
- B:** TOGETHER: Read the “example sentences. Discuss why these sentences might be true. Ask clarifying questions to help guide students.
- C:** TOGETHER: Look at the bold words in each example sentence. *“Where are the present-tense verbs? Where are the future-tense verbs? Write the verb tense next to each verb.”*
- D:** TOGETHER: Find the comma in each example sentence. *“Notice that the part of the sentence that starts with **IF** is in present tense and the other part is in future tense.”*
- E:** IN PAIRS: Students complete remaining sentences independently or in pairs.

#### Assist:

- Ask leading questions. *“What do you think might happen in the oceans if fishermen caught more lionfish?”*
- Direct attention to the sentence frames and example sentences at the top of the page. Review the component parts of the future real conditional.

#### Challenge:

- Ask students to generate their own relevant sentences using the future real conditional.

# Write About It

**WE WILL LEARN TO WRITE ABOUT THE UNIT TOPIC AND SHOW WHAT WE HAVE LEARNED.**

## INSTRUCTIONS:

1. Choose *one* of the writing assignments.
2. Decide which vocabulary words you will include.
3. Write a first draft in your notebook.
4. Use the editing checklist to check your work.
5. Ask a classmate or teacher to read your work.
6. Rewrite or type your final copy.

## Writing Assignments

- 1: Imagine you work in a restaurant. Write one to two paragraphs for the menu to teach customers about the problem of the lionfish. Your text should explain the problem and how ordering lionfish can help.
- 2: Research and write one paragraph about an invasive species in your area. Include details about how the invasive species has affected the area.

## Unit Vocabulary

Include at least three of the new vocabulary words in your writing.

- |              |               |                 |
|--------------|---------------|-----------------|
| 1: interact  | 5: region     | 9: creative     |
| 2: species   | 6: immigrate  | 10: traditional |
| 3: predator  | 7: disastrous | 11: eliminate   |
| 4: crowd out | 8: get rid of | 12: territory   |

## Editing Checklist

- I read my writing *aloud* to listen for problems.
- I have capital letters at the beginning of all my sentences.
- I have periods (or other end punctuation) at the end of all my sentences.
- Every sentence has a subject and a verb.
- I used a dictionary to check my spelling.

## With a partner

Read your partner's writing. Can you understand every sentence? Which sentences are not clear? Do you think your partner needs to add any more details?

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## WRITE ABOUT IT

No Review

- A:** TOGETHER: Read the heading and “We will learn” objective.
- B:** *“Writing about a topic shows how much you know about it and helps you to remember what you have learned. It is also a good opportunity to practice your grammar, spelling and punctuation. Most importantly, it makes you think in English!”*

- A:** TOGETHER: Read the instructions. Then, read the two possible writing assignments. Then, read the instructions again. Ask clarifying questions: *“Are you going to write about both assignments? How many vocabulary words do you need to include in your writing?”*
- B:** STUDENTS: Work on writing assignments.
- C:** Write the editing checklist on the board for reinforcement. When most rough drafts are complete or near complete, go over the items on the list as a class. Ask clarifying questions. *“Which things do you need to make sure you have in every sentence?”*
- D:** STUDENTS: Edit their own work independently.
- E:** IN PAIRS: Read each other’s writing, checking for comprehensibility and details.
- F:** You may choose to collect writing and provide individualized feedback. If so, tell students when and how you will collect and return their writing.

### Assist:

- Help students create an outline (bullet points) of the most important information about the lionfish problem and solution. Do the same to help them organize ideas about another invasive species if they choose option 2.
- For students who have missed most of the unit, choose earlier unfinished activities that they can work on independently while others write.

### Challenge:

- Encourage students to choose option 2 and write more than one paragraph.

