



# Why do we need to take care of nature?

## Literacy

**Read:** a nonfiction text about animal survival; a fiction text about the disappearance of butterflies

**Reading Strategies:** identifying the main idea; using background knowledge

**Process Writing:** make a brochure about an insect

**Improve Your Writing:** possessive nouns: *the ladybug's spots, the ladybugs' spots*

## Oracy



**Skill:** Active Listening

**Cue Cards 7–9:** 7. *I see.* 8. *That's interesting.* 9. *Really?*

**Oracy Extension Activities:** SB pp. 50, 52, 54, 60, 66, 68, 69

**Oracy Performance Task 1:**  
**Collaboration:** plan a trip to the Arctic

## Language

**Key Words 1:** *rainforest, habitat, orangutan, endangered, extinct, honeybee, grasslands, pollution*

**Key Words 2:** *survive, desert, fur, adapt, seal, ice, world*

**Key Words 3:** *melting, rising, temperature, climate*

**Key Words 4:** *branch, worried, warn, storm, blow, flood, yell, shine, mud, destroy*

**Oracy Performance Task Words:** *fishing net, knife, bottle of water, sleeping bag, flashlight, first-aid kit, rope, pot, chocolate bar, can of beans, spoon, sunglasses, snowshoes, matches*

## Grammar in Context

**Past Progressive:** *The camels were walking slowly.*

**Interrupted Past:** *While Luisa was brushing her teeth, she heard a loud crash.*

## Phonics and Spelling

**Vowel Diphthongs:** *oi* and *oy*

## Listening

**Interview:** Animal Habitats

## Values

**Taking Care of Nature**

## The Big Challenge

### STEAM: Science & Technology

**How can we protect the animals around us?**

Give a presentation on an animal students want to protect

**STEAM Worksheets 3.1, 3.2**  
(in Teacher's Resource Bank)



## Why do we need to take care of nature?

- ☐ **Talk** about animals and their habitats.
- ☐ **Learn** how to be an active listener.
- ☐ **Write** a brochure about an insect.
- ☐ **Give** a presentation on protecting an animal.
- ☐ **Plan** for an Arctic adventure.

What  
can you  
see?



Where  
do these animals  
live?



Are  
any of these  
animals in danger of  
extinction?



### Key Words 1

rainforest	extinct
habitat	honeybee
orangutan	grasslands
endangered	pollution

- 1 Watch the video and number in order.
- 3 honeybee 1 sea turtle 2 orangutan

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

AB page 42

**Objective:** to introduce the topic of taking care of nature

**Key Words 1:** rainforest, habitat, orangutan, endangered, extinct, honeybee, grasslands, pollution

**Materials:** Video 3.1, Audio 3.1, Flashcards 3.1–3.8, Oracy Ground Rules Poster from Unit 1



## WHY DO WE NEED TO TAKE CARE OF NATURE?

- Read the Big Question aloud. Encourage students to give possible answers. Accept all answers.
- Read and discuss the unit objectives with students.



### Oracy Extension

#### Refresh on Ground Rules

Ask students *What are ground rules? When we have a discussion, what do we do? What do we not do?* Refer to the Oracy Ground Rules Poster from Unit 1. Before introducing the discussion questions on the spread, have students take out Cue Cards 1–6 and encourage them to use them.

- Divide students into groups of 3–4 to discuss the questions on the page. Remind students to observe the Ground Rules and use their Cue Cards.
- Ask one person from each group to report back on their discussion.
- Lead a class discussion around the questions on the page.
- Elicit other animals in danger of extinction and write these on the board.



3.1

### Key Words 1

Use the flashcards and audio to present Key Words 1. *This animal is an orangutan. Listen and say it with me. Orangutans live here. Hold up the rainforest Flashcard. What is the orangutan's habitat? (The rainforest.) What do you think a rainforest is like? (rainy/wet, full of trees)*



3.1

### Watch the video and number in order.

Watch the video and invite students to ask questions. Watch the video again, pause as needed, and ask: *What animals did you see? (sea turtles, orangutans, honeybees) What problems do they have? (pollution/plastic, people are cutting down rainforests, chemicals can kill honeybees) Can that make the animals endangered? (Yes.) How can we help? (stop polluting, don't cut down trees, don't use chemicals on plants)*



3.1

### Watch again. Complete the graphic organizer in the Activity Book.

Play the video again and have students complete Activity 1 on page 42 in their Activity Books. Have pairs compare answers.

AB page 42



Unit 3A
Ready to Read: Nonfiction

**Reading Strategy: Identifying the Main Idea**  
The main idea is what the text is about. You can often find it in the first and last sentences.

**Sea Turtles**

Sea turtles are endangered because of humans. Pollution in the ocean is a big problem for sea turtles. One of their favorite foods is jellyfish. People dump plastic bags in the ocean. Plastic bags look like jellyfish. Sea turtles eat the plastic bags by mistake. Sometimes turtles get stuck in pieces of plastic trash. Fishing can be bad for sea turtles, too. Fishing nets catch fish, but they also catch turtles. The turtles can't escape, and they die. We need to work together to protect turtles.

**1** Read the text and underline the main idea in blue.

**2** Read the text again. Underline the details that support the main idea in green.

**3** Which summary best describes the main idea of the text? Circle.

- a Oceans and rainforests are being damaged by humans.
- b People's actions are endangering sea turtles.
- c Fishing is bad for turtles.

**4** Look at pages 53–54. Answer the questions.

- a What animals can you see?
- b Where do you think they live?
- c What do you think this text is about?
- d Read the title. What do you think extreme habitats are?

**5** What can we do to protect sea animals?  
I think we can ...

**Objective:** to identify the main idea and prepare to read a nonfiction text

**Key Words I:** rainforest, habitat, orangutan, endangered, extinct, honeybee, grasslands, pollution

**Materials:** Audio 3.1, Flashcards 3.1–3.8, blue and green pencils; Build Creativity: paper

**3.1** **Key Words I** Use the flashcards and audio to review Key Words I.

## 1 Read the text and underline the main idea in blue.

Read the text in the Reading Strategy box aloud and ask students to explain in their own words what a main idea is. Ask: *What do you think the text is about? How do you know? (Sea turtles. There's a picture of a sea turtle.)* Briefly brainstorm with students what they know about sea turtles.

Have students do the task. Remind them that first and last sentences can help.

## 2 Read the text again. Underline the details that support the main idea in green.

Ask students to reread the text and underline the supporting details in green. Ask questions to guide them: *What do jellyfish eat? What looks like plastic bags? Who dumps them in the ocean?*

## 3 Which summary best describes the main idea of the text? Circle.

Invite individuals to read each summary aloud. Ask: *Which sentences are true? (All of them.) Which best summarizes this text? Why? (b because it contains all the other ideas. a may be true, but the text doesn't mention rainforests. c is true and is mentioned, but it's only one detail, not the main idea.)*

## 4 Look at pages 53–54. Answer the questions.

Answer the questions as a class. Write ideas on the board.

## ? Big Question Link

Read the question aloud. Say *I think we can ... (stop using plastic)*. Go around the classroom and have students complete the sentence with their own ideas.

## ★ Oracy Extension

### Play Exaggerate

Ask *What does positive feedback sound like?* Review Cue Cards 4–6. Have students play in small groups. Student 1 offers an idea to answer the question *What can we do to protect sea animals?* Student 2 responds in an exaggerated way: *That's awesome!*

## 📦 Build Creativity!


### Clean the Oceans Contest

#### Objective: Focus

Have a class contest for the most creative idea to remove plastic from the ocean and make sea creatures safe from plastic forever. Students can base their ideas on reality, e.g., a machine that detects plastic, or they can use their imagination, e.g., breeding a new species of shark that eats plastic. They can draw a picture of their idea and present it to the class.

## Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Write <i>rain + forest</i> on the board. Ask students what each word means and then what the compound word means. Repeat with <i>grass + land</i> and <i>honey + bee</i> .	Have students describe what <i>extinct</i> and <i>endangered</i> mean and give an example of an animal that is endangered.	Have students name another animal that might be harmed by pollution, cutting down trees, or spraying chemicals and say why they think so.

 3.2 **Key Words 2** Use the flashcards and audio to pre-teach Key Words 2.

## 3.3 Page 53

Have students look at the text and pictures on page 53. Ask what they think the text will be about. Play Track 3.3 up to the phrase “they have big feet for walking on the sand.” Pause, point to the pictures, and ask questions:

*What is the camel's habitat?*  
*What is it like during the day and at night?*  
*Is there a lot of water in the desert?*  
*Where is the camel's hump?*  
*What does its hump do?*  
*What can camels' noses do?*  
*What would it be like if you got sand in your nose?*  
*What is their fur like?*  
*What are their feet like?*  
*What do the camel's feet do?*  
*How do camels' humps help?*  
*What does “perfect” mean?*  
*Why are camels perfect for the desert?*

### Digging Deeper

Elicit how the camel's habitat is extreme. (*It's really hot in the day and very cold at night. There's little water.*) Ask: *Do you know any plants that live in the desert? How do you think they survive? Do you think plants adapt to their habitats?*

## 3.3 Page 53

Play the rest of Track 3.3 and repeat the procedure:

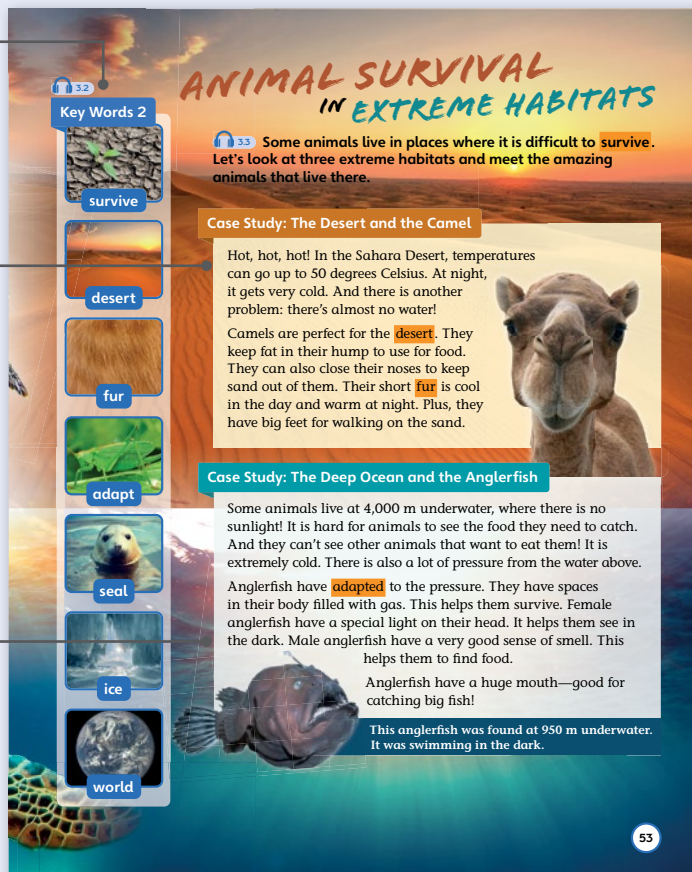
*What's the second text about?*  
*Where do camels live? Where do anglerfish live?*  
*How are camels and anglerfish similar?*  
*What are two ways camels adapt to the desert?*  
*What are two ways anglerfish adapt to deep ocean?*  
*What happens if an animal can't adapt to its habitat?*

### Personalization

Ask: *Do you live in an extreme climate? What's it like?*  
*What do you think it would be like to live in one?*

### Digging Deeper

Review students' comprehension of the word *adapt*. Ask: *How do anglerfish adapt? (spaces in their body filled with gas, light on their head helps them see)* Brainstorm other basic senses, and elicit other ways animals adapt underwater. For example: *dolphins use sonar to help them see.*



**Key Words 2**

**survive**

**desert**

**fur**

**adapt**

**seal**

**ice**

**world**

## ANIMAL SURVIVAL IN EXTREME HABITATS

**3.3** Some animals live in places where it is difficult to survive. Let's look at three extreme habitats and meet the amazing animals that live there.

### Case Study: The Desert and the Camel

Hot, hot, hot! In the Sahara Desert, temperatures can go up to 50 degrees Celsius. At night, it gets very cold. And there is another problem: there's almost no water!

Camels are perfect for the **desert**. They keep fat in their hump to use for food. They can also close their noses to keep sand out of them. Their short **fur** is cool in the day and warm at night. Plus, they have big feet for walking on the sand.

### Case Study: The Deep Ocean and the Anglerfish

Some animals live at 4,000 m underwater, where there is no sunlight! It is hard for animals to see the food they need to catch. And they can't see other animals that want to eat them! It is extremely cold. There is also a lot of pressure from the water above.

Anglerfish have **adapted** to the pressure. They have spaces in their body filled with gas. This helps them survive. Female anglerfish have a special light on their head. It helps them see in the dark. Male anglerfish have a very good sense of smell. This helps them to find food.

Anglerfish have a huge mouth—good for catching big fish!

This anglerfish was found at 950 m underwater. It was swimming in the dark.

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**Objective:** to identify the main idea in a nonfiction text

**Key Words 2:** *survive, desert, fur, adapt, seal, ice, world*

**Materials:** Audio 3.2, 3.3, 3.4, Flashcards 3.9–3.15



**3.4 ANIMAL SURVIVAL IN EXTREME HABITATS**

**Think** How do people survive very cold and hot weather?

**Case Study: The North Pole and the Polar Bear**

Brrrr! Temperatures in the Arctic regions go down to -50 degrees Celsius! It's very, very cold and windy. Animals here eat meat because there are no plants to eat. In winter, it is dark all day.

Polar bears have huge feet for walking on snow. Their fur is very thick—perfect for keeping warm. They even have fur on the bottom of their feet! White fur helps them to hide in the snow. This is useful when they need to catch seals. Polar bears have oil in their fur, so, when they get wet, they don't need a towel. They just shake off the water, and they're ready!

**Adapting Animals**  
These amazing animals live in a delicate balance with nature. Over thousands of years, they have adapted to their habitats. Camels are happy in the hot desert. Anglerfish don't need light to find food. Polar bears can survive on the ice in the Arctic. But what happens if their habitats start to change quickly? What happens to the animals?

**Climate Change: Habitats in Danger**  
Human activity is quickly changing the world's climate. The Arctic is getting hotter, so the ice is melting. Ice is the polar bears' home. Without ice, the bears can't get close to seals, their food. Hungry polar bears now travel a long way for food. Without food, they cannot survive.

The oceans of the world are changing, too. The temperature of the water is slowly rising. Many ocean creatures eat plankton, tiny animals that are sensitive to the temperature. What happens if the water is too warm and all of the plankton die? Even in the driest deserts, there is a rainy season. Now with climate change, in some deserts, it does not rain at all. How can plants and animals survive without water?

People need to change their ways, or their actions will destroy the natural world.

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**Think**

Read the text in the Think box aloud. Ask questions to promote critical thinking: *What's it like in the desert? What could you do to survive in the extreme cold and extreme hot of the desert?*



**Oracy Extension**

## Brainstorming Competition

Review Cue Cards 1–3 (giving opinions). Put students into groups of three and have them brainstorm ideas about how to survive in very hot or very cold weather. Encourage creativity. Ask each group to tell the class what they think is their most creative idea. Take a class vote on these ideas. The group with the most creative idea wins.



**3.4 Page 54**

Have students look at the text and the pictures on page 54. Ask: *What do you think this part of the text will be about?* Play Track 3.4 up to the phrase “and they're ready!” Pause, point to the pictures, and ask questions:

*Which habitat is this section about?*  
*How is the Arctic extreme?*  
*What do polar bears eat?*  
*Why are polar bears' feet special?*  
*What is the polar bear's fur like?*  
*How does their fur help polar bears?*  
*How does hiding help them?*  
*How are polar bears like camels and anglerfish?*  
*How are polar bears' feet like camels' feet?*  
*What does “adapt” mean?*  
*How have the three animals adapted to where they live?*

## Personalization

Ask: *How have you adapted to where you live?*



**3.4 Page 54**

Play the last part of Track 3.4. Ask questions:

*What is human activity changing?*  
*What is another word for “world”?*  
*What is happening in the Arctic?*  
*Why do polar bears need ice?*

Have students point to the ice and describe what it's like.

*What other habitat is changing?*  
*What are plankton?*  
*What happens to plankton if water is too warm?*  
*How do humans affect habitats?*  
*What will happen to the animals that eat plankton if plankton dies?*  
*What will happen to animals if they can't adapt to the changes to their habitat?*

Finally, read the caption aloud and ask: *How do you think people could change their ways?* Accept all logical answers.

## Personalization

Ask: *What is your habitat? How do you think your habitat might change? How would you feel if your habitat changed?*

**AB page 43**

## Differentiated Instruction

### Below-level ★

Have students locate the highlighted words in the text. Have them say each, find the matching Flashcard, and describe what it means.

### On-level ★★

Have students describe to a partner the polar bears' habitat and how polar bears are adapted to survive there.

### Above-level ★★★

Have students discuss with a partner how another animal of their choice might be adapted to either a cold or hot climate.

Explore the Text

3A

1 Which statement summarizes the main idea of the article?

- a It's difficult to live in very cold or hot habitats.
- b Animals are adapted to suit their habitats. Habitats are changing.**
- c Plankton are in danger.

2 In groups, complete the graphic organizer with the main ideas.

Why is life difficult in extreme habitats?

Habitat A The Desert	Habitat B The Deep Ocean	Habitat C The Polar Regions
<p><u>It's very hot</u> <u>during the day.</u> <u>There isn't much</u> <u>water. The nights</u> <u>are cold.</u></p>	<p><u>It's cold and dark</u> <u>in the deep ocean.</u> <u>There is very high</u> <u>pressure.</u></p>	<p><u>It's very cold and</u> <u>windy. There are</u> <u>no plants. It is</u> <u>dark all day in</u> <u>winter.</u></p>

3 Present the main ideas to the class.

4 **Key Words 3** Find and circle the words in the article. Then, read and match.

<ul style="list-style-type: none"> <li>1 melting</li> <li>2 rising</li> <li>3 temperature</li> <li>4 climate</li> </ul>	<ul style="list-style-type: none"> <li>a the general weather conditions</li> <li>b changing from a solid to a liquid</li> <li>c the measure of how hot or cold something is</li> <li>d going up</li> </ul>
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How are we damaging habitats?

Don't forget the ground rules for discussion.

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**Objective:** to identify the main idea of a nonfiction text and understand words in context

**Key Words 3:** *melting, rising, temperature, climate*

**Materials:** Audio 3.5, Flashcard 3.I3

## 1 Which statement summarizes the main idea of the article?

Have volunteers read the statements and choose the best option. Then, check answers: *Which statement is the best summary?* Have a volunteer answer and explain (**b**; **a** describes part of the main idea, but it doesn't mention animals. **b** includes more ideas from the text. **c** isn't mentioned in the text.)

## 2 In groups, complete the graphic organizer with the main ideas.

Have small groups fill in the graphic organizer. Review answers as a class and clarify as needed. (See Differentiated Instruction below.)

## 3 Present the main ideas to the class.

Ask three groups to read their answers aloud and explain them.

## 4 **Key Words 3** Find and circle the words in the article. Then, read and match.

Have students turn to page 54. Read the following sentences from the text aloud: *White fur helps them to hide in the snow. This is useful when they need to catch seals.* Ask: *What does useful mean? How do you know?* Have students find the four key words in the text and follow the same procedure to match them to their definitions. (Key Words 3 are underlined in green.) Check answers as a class.

## Big Question Link

Direct students' attention to *Emma*, the oracy character. Have a volunteer read the oracy reminder in the speech bubble aloud. Elicit examples of ground rules and write them on the board. Then, read the question aloud and have students work in groups to answer it. To provide more guidance, ask each group to come up with five actions that humans do that harm different habitats. Monitor and prompt students to follow the ground rules as needed.

## Fun Corner!

### Animal Jokes

Tell students the following jokes:

Q: *What did the polar bear do after the dentist fixed its tooth?*

A: *It ate the dentist!*

Q: *What's a balanced diet for a polar bear?*

A: *A seal in each paw!*

Q: *What do polar bears eat for lunch?*

A: *Ice-bergers!*

AB pages 44–45

## Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Have pairs choose one Case Study and describe the habitat and animals.	Have pairs recall two ways in which each of the three animals adapts to its habitat.	Have pairs look at Flashcard 3.I3 and discuss how the seal is adapted to its habitat.



## Grammar in Context

### Grammar: Past Progressive

The anglerfish **was swimming** in the dark.  
The camels **were walking** slowly.



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

The seals **were playing** in the ocean.

A fish **was jumping** in the air.

- Circle in **blue** *was* and *were*. Circle in **green** the verbs that end in *-ing*.
- Do these sentences refer to the present, past, or future? **past**

#### 2 Listen to the rap and number the pictures in order.



#### 3 Tell your partner what each animal in the rap was doing.

The orangutan was singing. The panda was ...

#### 4 In pairs, ask and answer questions about what you were doing last Saturday.

What were you and your family doing at 11 a.m. last Saturday?

At 11 a.m., I was sleeping. My sister was ...

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**Objective:** to use the past progressive and understand its meaning

**Materials:** Video 3.2, Audio 3.6, blue and green pencils



### Grammar Time 3.2

To introduce the grammar point, play the interactive *Grammar Time* animation. The second half of the video can be used as an interactive class activity. (For creative ideas on how to exploit the video, refer to the *Grammar Time* animations section in the Teacher's Edition introduction.)

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

Read the sample sentences aloud. Have students follow the instructions and review answers on the board. Make sure students understand that the sentences refer to the past. Discuss the difference between *was* and *were*.

**Practice Time I** Walk around the front of the classroom and ask: *What am I doing?* Right, *I am walking*. Then, stop and ask: *What was I doing?* Right, *I was walking*. Repeat with another activity.

Write on the board: 7:15 a.m. Ask students what they were doing at that time. Each student writes a sentence on a piece of paper, for example: *I was sleeping*. Students stand up, compare sentences with their classmates, and try to find people who were doing the same thing they were.

#### 2 Listen to the rap and number the pictures in order.

Play Track 3.6 and have students listen and snap their fingers to the rhythm. Play the track again and encourage students to join in. Then, play the track, pause, and ask: *What was the orangutan doing?* Point to the pictures or mime the actions to provide support. Then, have students number the pictures in order. Check answers as a class.

Play the rap one last time and encourage students to join in.

#### 3 Tell your partner what each animal in the rap was doing.

Tell students you will test their memory. They have to remember the animals' actions. They can look at the pictures for one minute. Then, pairs take turns saying what each animal was doing without looking at their books. Finally, students check how well they were able to remember by looking at the illustrations.

Optional: Have students take turns miming one of the animals for their partner to say the corresponding sentence.

#### 4 In pairs, ask and answer questions about what you were doing last Saturday.

Invite volunteers to read the dialogue aloud. Then, say: *At 11 a.m., I was jogging in the park. My mother was eating cake. My sister was sleeping. What were you doing?* Have students work in pairs to ask each other five questions about what they and their family were doing at that time.

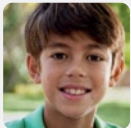



Optional: Students write a mini-report about their partners and present it to the class.

AB pages 46–47

Phonics and Spelling

3A

1 Read the words. What sound do they have in common?

boy oil toy coin

2 Listen and repeat the words above.

3 Listen and repeat. Complete the chart.

oy

oyster

joy

soy

destroy

oi

voice

boil

join

soil

toil

Spelling Rule

There are two ways to spell this sound.


boy oil

4 In pairs, take turns saying the words and spelling them aloud.

5 Listen and say the tongue twister.

**Troy the tiger destroyed the toy.**

**Competition!**  
Who can say it the most times without making a mistake?



**Objective:** to identify, pronounce, and learn two ways to spell the sound /oy/oi

**Materials:** Audio 3.7, 3.8, 3.9; Fun Corner: index cards

## 1 Read the words. What sound do they have in common?

Read the words aloud for students to listen to the sounds. Answer the question together.

## 2 Listen and repeat the words above.

Play Track 3.7. Have students listen and repeat. Demonstrate how to make the sound. Ask students which letters make the /oy/ sound. Write the following on the board:

oy: boy, toy  
oi: oil

Show students a few other examples while you focus on the /oi/ sound: boil, enjoy, coin.

## 3 Listen and repeat. Complete the chart.

Play Track 3.8. Have students listen and repeat the words. Play the track again, pausing after each word, and have students complete the chart. Check answers as a class.

## 4 In pairs, take turns saying the words and spelling them aloud.

Review the alphabet with students. If students feel motivated, you can sing the *Alphabet Song* with them. Dictate some simple words from the unit. Dictate the words letter by letter. For example: f-o-r-e-s-t. Ask: *What does it spell?* Repeat with other words: *trees, chair, turtle.*

Have pairs do the task in their books. Monitor and provide support as necessary.

## 5 Listen and say the tongue twister.

Play Track 3.9 and have students follow along in their books. Play the track again several times and encourage students to practice saying the tongue twister.

Invite a volunteer to read the Competition challenge. Assign small groups to compete and have the class judge which group gets first, second, and third place. Then, have individuals go to the front and try to say the tongue twister as quickly as possible.

## Fun Corner!

### Card Game

Have students write and illustrate the words from Activity 3 on index cards. Have students take turns putting the cards one by one face up on the desk. They must say the word each time and put the cards down faster and faster. The first student to make a mistake takes the pile. The first player to be left with no cards wins the game.



### Oracy Skill: Active Listening

An active listener shows interest, pays attention, and asks questions.

#### 1 Watch and do the tasks.

- Who is listening actively to Kate? Liam / Emma
- How do you know if someone is listening actively?
- Watch again and circle the phrases you hear.

They pay attention, show interest, ask questions.



#### Let's Practice Oracy! 7, 8, 9

- Form pairs. Choose an Oracy Time! topic and discuss.
- Remember to listen actively. Ask your partner two questions.

#### Oracy Time!

Let me tell you about ... my pet / my favorite animal.

#### Check Your Oracy!

1 My partner was looking at me.	All the time / Sometimes / Never
2 My partner asked me questions.	Yes / No
3 My partner used the phrases on the cue cards.	All / Some / None

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**Objective:** to understand and demonstrate active listening

**Cue Cards:** 7. I see. 8. That's interesting. 9. Really?

**Materials:** Video 3.3, Cue Cards 7–9; Fun Corner: paper, colored pencils

#### 1 Watch the video and do the tasks.

Have a volunteer read the title in the Oracy Skill box. Ask students how they think they could listen actively to someone. Accept all their ideas. Then, discuss ways they might show interest or pay attention.

Play Video 3.3 once and remind students what the characters are called. Play the video once and ask students to explain what happened. Then, play the video again and have students do the tasks. Play one more time if needed. Check answers as a class.

**Present and Practice** Invite a volunteer to the front and display Cue Cards 7 to 9. Tell students their mission is to practice Active Listening, using the phrases on the Cue Cards to respond. Demonstrate an interaction like the following. Draw pictures on the board to prompt students or make the dialogue more interesting (a bee, some honey, ten beehives):

*Bees are my favorite animals! (Really?)*

*Yes, I love eating honey. (I see.)*

*I have ten beehives at my house! (That's interesting!)*

#### Let's Practice Oracy! 7, 8, 9

- 1 Point to the Oracy Time! box and have a volunteer read it. Form pairs and have them select one of the options.
- 2 Remind students to listen actively and encourage them to show active listening by asking their partner two questions. Have students use the Cue Cards whenever appropriate. Monitor and provide support as needed.
- Invite some pairs to perform their dialogues in front of the class.
- Optional: Record or have students record themselves as they perform their dialogues to share their work.
- Have students complete Check Your Oracy!

[Home-school](#)
[Portfolio: Oracy](#)

#### Build Creativity!

##### Good and Bad Oracy

**Objective:** Why, Why, Oh Why?

Have small groups create a short scene showing bad active listening and the same scene showing good active listening. Have them perform it for another group or for the class to discuss which is the example of bad oracy and why.

#### Fun Corner!

##### Fish in a Fishbowl

Organize students into pairs. Tell students they will practice listening actively. If they don't understand something, they should ask questions, and they should use the phrases on the Cue Cards to show they are listening. Each student draws and colors a fish in a fishbowl. The fishbowl should have a geometric shape, and the fish should be doing something interesting.

Students stand back-to-back and describe their drawing for their partner to draw. Then, they compare versions.

AB page 48

## Make a Brochure

1 Read the brochure. Can you think of more ideas?



2 How does the writer make her ideas clear? Look and mark ✓.

The brochure uses illustrations. ☒

The brochure uses lists. ☒

The brochure uses long sentences. ☐

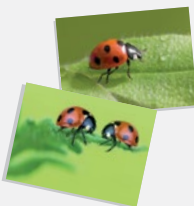
The brochure uses imperatives. ☒

## Improve Your Writing: Possessive Nouns

Possessive nouns show that one thing belongs to another. We add an apostrophe + s to the noun. If the plural noun already ends in s, we just add an apostrophe after the s.

the ladybug's spots

the ladybugs' spots



3 Read and underline two examples of possessive nouns in the brochure.

4 Prepare to make your own brochure in the Activity Book.

AB pages 49–50

59

**Objective:** to identify the characteristics of a brochure, write a brochure, and practice possessive nouns

**Materials:** Build Creativity: teaspoons, cups, water

1 Read the brochure. Can you think of more ideas?

Draw a bee on the board and brainstorm with students everything they know about bees. Create a mind map with their ideas. Briefly discuss how they think we could protect bees. Tell them that one child decided to create a brochure to help bees, and they are going to read it.

Invite three volunteers to read aloud the facts on the first page of the brochure. Then, ask why they think there is an illustration after point 1. (*It helps show that flowers are important to bees.*) Repeat the procedure for the next two illustrations.

Have three volunteers read the paragraphs on the second page of the brochure. Ask them what the brochure says to do and not do. (*Grow flowers. Don't touch bees/their hives. Don't use chemicals.*) Ask what kinds of sentences these are. (*They are commands/imperatives. They tell you what to do/not do.*)

2 How does the writer make her ideas clear? Look and mark ✓.

Have students do the task. Monitor and provide support as needed.

Check answers as a class. Have pairs discuss how lists, illustrations, and imperatives help make the brochure clear. (*A list makes the text easy to read. It shows there are three facts. The illustrations show what each point is about. The imperatives tell you what you should and shouldn't do.*)

**Present and Practice: Possessive Nouns** Read the Improve Your Writing box aloud. Write *bird's nest* and *birds' nest* on the board. Draw a nest and one bird under the first phrase and a nest and two birds under second phrase. Remind students that *bird's nest* refers to the nest of one bird, while *birds' nest* refers to the nest of two or more birds.

Then, dictate some simple sentences using possessive nouns. Students decide where the apostrophe goes.

1. *My mother's hair is white.*
2. *The bees' hive is beautiful. They love it!*
3. *I have a dog called Fido. Fido's ears are long.*
4. *The three turtles' nests are on the beach.*
5. *That butterfly's wings are blue.*

After they have written the sentences, have students draw pictures to show what the sentences mean.

3 Read and underline two examples of possessive nouns in the brochure.

Have students underline two examples of possessive nouns in the brochure and check answers with a partner.

4 Prepare to make your own brochure in the Activity Book.

Have students turn to pages 49 and 50 of their Activity Book. Follow the instructions on Teacher's Edition page 85.

## Build Creativity!

## How Many Bees Make a Jar of Honey?

**Objective:** A Different Point of View

Tell students that a bee makes roughly a teaspoonful of honey in its whole lifetime. Form groups, and, if possible, give each group a teaspoon, a cup, and some water. Ask groups to use the teaspoon to fill the cup. Make sure they count how many teaspoonfuls they use. Remind them this represents the number of bees needed to fill a jar of honey.

AB pages 49–50



## ACTIVITY BOOK PAGE 50

### Writing

**1 READ** Label the parts of the brochure.

a list an illustration an imperative

an illustration



a list

an imperative

**2 PLAN** Choose an insect. Then, complete the graphic organizer.

students' own answers

How can we help?	Insect:	Two Facts

**3 WRITE** Draw and write your brochure. students' own answers

**4 EDIT** Did you ... students' own answers

- ☐ use possessive nouns correctly?
- ☐ include lists, illustrations, and imperatives?

50

SB page 59

**Objective:** to follow the process writing steps; to write a brochure about an insect

**Materials:** paper, pens, colored paper, markers; Build Creativity: paper, a photo of plankton

**1 READ** Label the parts of the brochure.

Have the class recall how lists, illustrations, and imperatives help make the brochure clear. Have students label the parts and check answers with a partner.

**2 PLAN** Choose an insect. Then, complete the graphic organizer.

Have the class recall the video and how honeybees might be in danger. (*Farmers' chemicals harm honeybees.*) Then, brainstorm different insects with the class and write a list on the board: *stick insect, dragonfly, ant, grasshopper, termite, moth.*

Encourage students to select one insect and research two facts about it and one way we can help it. Have students fill out the graphic organizer.

**3 WRITE** Draw and write your brochure.

Distribute materials and guide students to use the information from their graphic organizer to make their brochure. Prompt them to use lists, illustrations, and imperatives as necessary. Encourage them to use possessive nouns in their writing.

**4 EDIT** Did you ...?

Have students do the self-assessment. Allow students to revise their brochures as needed. Then, have them share their brochures in small groups.

### Build Creativity!

#### Plankton Fun

##### Objective: Flow

If possible show students a photo of plankton and talk about the different shapes and sizes. Encourage students to guess how many plankton there could be in a single drop of water. Ask children to draw a box and to fill it with as many plankton as possible. Remind them to keep the shapes as small, and as ugly, as possible.

Unit 3B

Ready to Read: Fiction

1

3:10

Key Words 4

Listen, look, and repeat.







branch

worried

warn

storm

blow







flood

yell

shine

mud

destroy

2

Match the definitions with the words.

1 to tell someone about possible danger **i**

2 unhappy because you are thinking about problems **e**

3 very bad weather with rain, wind, or snow **j**

4 to glow with light **g**

5 to speak in a loud voice **a**

6 soil mixed with water **d**

7 to move air **h**

8 to cover with water **b**

9 part of a tree **c**

10 to break something into pieces **f**

a yell

b flood

c branch

d mud

e worried

f destroy

g shine

h blow

i warn

j storm

3

Circle the words that are related to extreme weather.

★ Time to Talk!

What do you like to do when it's raining outside?

60

**Objective:** to learn words related to weather and extreme weather, and prepare to read a fiction text

**Key Words 4:** branch, worried, warn, storm, blow, flood, yell, shine, mud, destroy

**Materials:** Audio 3.10; Build Creativity: construction paper, pencils

## 1 Listen, look, and repeat.

Point to the pictures and have students explain what they mean or give examples. *Look. These are branches. Where do you find branches? What makes you feel worried? When do you warn someone?*

Have students listen to the audio and point to the words. Have them listen again and repeat the words.

**Practice Time 1** Make up creative mimes for the words, for example, for *branches*, step on your toes and move your arms like a tree in the wind. Have students guess the word. Then, encourage volunteers to come up to the front of the class and perform other mimes for the words and for other key words in the unit. Have the class guess.

## 2 Match the definitions with the words.

Read the definitions aloud and clarify any unknown words. Have pairs work together to match the definitions to the words. Check answers on the board.

**Practice Time 2** Tell students they will do a picture dictation. Describe a simple scene. Students have to VERY QUICKLY sketch it. Explain that speed is key. Describe silly scenes using the key words:

*There is ice on the branch.*

*The pink butterfly is yelling.*

*The big bee is worried.*

If you have time, revisit previous key words as well.

## 3 Circle the words that are related to extreme weather.

Have students do the task. Then, discuss how extreme weather can affect us: *What happens during a storm? Have you seen lightning? Does it scare you? Why does rain cause floods? Is mud dangerous?*

### ★ Time to Talk!

Read the Time to Talk! aloud. Ask students if they think it is OK to be outside when it's raining and to get wet or if it is better to stay indoors. Elicit ideas from the class.

### ★ Oracy Extension

**Talking Point:** Sunny days are boring.

Review Cue Cards 1–3 and 7–9. Put students into groups of three and have them discuss the Talking Point, explaining what they like and don't like about sunny days.

### 📦 Build Creativity!

#### Protecting Animals in Extreme Weather

**Objective:** Focus

As a class, brainstorm other kinds of extreme weather and write them on the board. Next, brainstorm some animals that might experience those kinds of weather. Then, form groups and have them pick an animal and a kind of extreme weather and think of ways to protect the animal in that weather. Have them make a poster about it. Have groups present their posters to the class and the class vote on the most compelling/crazy/original idea.



## Reading Strategy: Using Background Knowledge

Before you read a text, think about what you already know about the topic.

1 What do you know about butterflies? Complete the first two boxes.

What I KNOW

They're insects. They can fly. Many are colorful. They migrate.

What I WANT to Know

Where they live. If they are in danger. How we can help them.

What I LEARNED

Monarch butterflies travel from Canada to Mexico every year. They eat milkweed. Farmers are destroying their habitats. They are very sensitive.

2 Read and circle T (true) or F (false). Then, listen and check your answers.

- a Caterpillars change into butterflies. T F
- b Butterflies can live in very cold habitats. T F
- c Butterflies eat other insects. T F
- d Butterflies have mouths. T F
- e Butterflies help plants reproduce. T F

3 Look at pages 62–65 and do the tasks.

- a Look at the pictures of the girl. How is she feeling in each picture?
- b Read the title. What do you think the story is about?

Why are butterflies important to the environment?  
Butterflies are important to the environment because ...



**Objective:** to use background knowledge and prepare to read a fiction text

**Materials:** Audio 3.II

1 What do you know about butterflies? Complete the first two boxes.

Read the Reading Strategy box. Tell students that they're going to read some fiction about butterflies. *What do you know about butterflies?* (They're insects. They can fly. Many are colorful.) Have pairs discuss and fill in the What I KNOW and What I WANT to Know boxes. Have volunteers share some ideas.

2 Read and circle T (true) or F (false). Then, listen and check your answers.

Have students read the sentences and circle the answers. Play Track 3.II for students to check answers. Have pairs discuss their answers. Finally, check answers as a class.

3 Look at pages 62–65 and do the tasks.

Have students look at the pictures of the girl and ask: *How is she feeling here?* Prompt as needed: *Does she look happy? sad? angry? frustrated?* Encourage students to explain why they think so.

Next, have students read the title and say what they think the story is about. Have volunteers share their ideas and explain why. (*I think the butterflies are sick/disappearing/endangered.*)

## Big Question Link

Invite a volunteer to read the Big Question Link. Have groups work together to answer the question. Encourage them to prepare their answer with as much detail as possible. After two minutes, stop the activity. Direct students' attention to *Liam*, the oracy character. Have a volunteer read the oracy reminder in the speech bubble aloud. Then, assign one student per group to monitor who is listening actively. When groups have finished, invite students to say why butterflies are important. Write their ideas on the board. Then, have monitors share examples of how their group members listened actively.

## Fun Corner!

### Word Fun

Write *butter* + *fly* and *honey* + *bee* on the board and have students draw a literal rendition. Then, invite students to come up with their own funny compound animals and their habitats: *Carrotbeetles are orange, smell like carrots, and live in the vegetable drawer of the fridge. Sneakerdogs look like running shoes and live in my closet.*

## Build Creativity!

### Tic-Tac-Toe

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

Draw a completed tic-tac-toe grid on the board, in which neither person wins, for example:

x	o	x
x	o	o
o	x	o

Ask children to think of as many different ways in which one of the players could have won. For example, they can replace o with x in the top line to complete it.

**Objective:** to use background knowledge and prepare to read a fiction text

**Materials:** Audio 3.12, 3.13

## 3.12 Page 62

Read the section about the author. Then, play Track 3.12 up to the sentence "I don't understand." Pause and ask questions:

*Who is the girl in the story?*

*Where does she go at the beginning of the story?*

*What does she look at?*

*What does she see?*

*How does she feel?*

*What's wrong?*

*What do you think she is looking for?*

*Where do you think butterflies live?*

### Digging Deeper

Elicit what the problem in the story is. (*The butterflies usually arrive in the forest in November, but this year they have not arrived yet.*) Ask students what they think Luisa can do now. Accept all of their ideas.

## 3.12 Page 63

Point to the illustration and ask: *What do you think Luisa is doing?* Then, play the rest of Track 3.12. Pause and ask questions:

*What does Luisa's great-grandmother think?*

*What happens every fall? Where does Luisa live?*

*Where do the butterflies come from?*

*Why is this year different?*

### Personalization

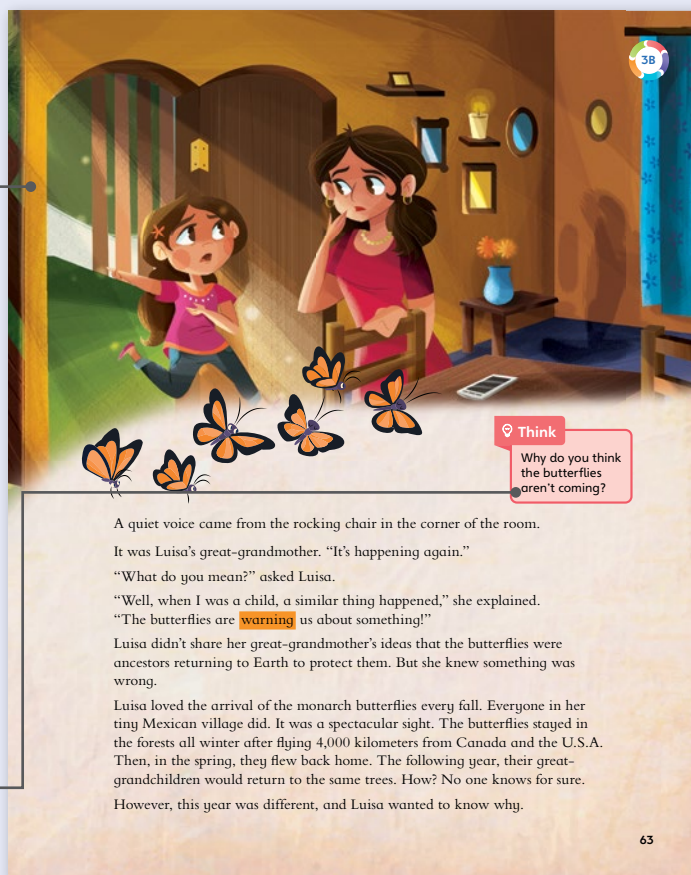
Say: *The monarch butterflies arrive in Luisa's Mexican village in the fall. What's the weather like in the fall where you live? What animals go to or leave your area in the fall?*

### Digging Deeper

Ask: *What do you think the forests look like when they are full of butterflies? Why does the text say: "Their great-grandchildren would return to the same trees" and not the same butterflies?*

### Think

Point to the Think box and ask the question. Accept all logical answers. (*I think the butterflies get sick and can't fly because there's too much pollution.*)





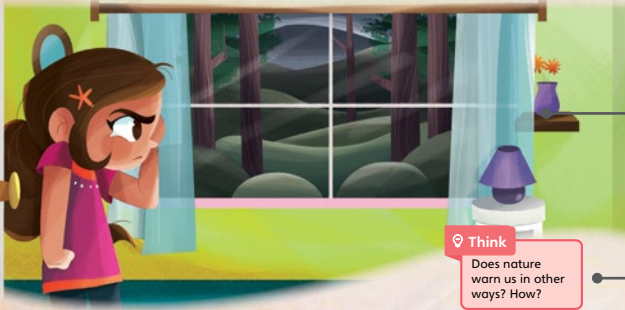
### 3.13 The Day They Didn't Come!

"Mom, I'm calling Uncle Pablo. I'm sure he can help us!" she said.

Pablo lived in Canada. He was a biologist and part of Monarchwatch, an organization that studies the monarch butterfly.

Luisa explained the problem to him.

"There are fewer butterflies every year," Uncle Pablo explained. "Butterfly larvae feed on milkweed plants. Farmers are destroying milkweed." He paused and then added, "You know, they're very sensitive to environmental changes. Maybe some bad weather is on its way!"



It wasn't the time of year for a storm, but Luisa decided to warn the villagers. She told them that bad weather was coming.

"Are you joking? Stop everything?" one of the villagers shouted. "Butterflies predicting the weather!" another laughed.

Luisa was very upset. "Why don't people listen to nature?" she asked herself.

That night, a big storm came. It was raining, and the wind was blowing very hard. While Luisa was brushing her teeth, she heard a loud crash. She ran to her bedroom window and saw a big tree lying on the ground. She felt afraid. The river was flooding. She heard people yelling in the distance.

64

### 3.13 Page 64

Have students look at the illustrations and predict what will happen next in the story. Then, play Track 3.13 up to the phrase "people yelling in the distance." Pause and ask questions:

*Who is Pablo?*

*Why does Luisa think Pablo can help?*

*What do you think a biologist does?*

*What does Pablo say?*

*Do you think Pablo is worried? Why?*

*What plant is important for the monarch butterflies?*

*What is happening to that plant?*

*What does Pablo say butterflies are like?*

*What does "sensitive" mean?*

*What does Pablo say may be coming?*

*What is a storm?*

*What do the villagers do when Luisa warns them a storm is coming?*

*Why do the villagers think butterflies predicting the weather is funny?*

*How does Luisa feel then? Why?*

*What happened next?*

*Why do you think people were yelling?*

*What was the storm like?*

*How did Luisa feel during the storm? Why?*

### Personalization

Ask: *How do you feel in a storm? What kinds of storms have you been in? What were they like?*

### Think

Have a volunteer read the Think box and tell groups to try to agree on an answer. Model as needed. *I think my dog warns us when a thunderstorm is coming because she hides before the rain starts.*



"Over here! We need more sandbags!"

At that moment, her great-grandmother came into the room and sat on her bed. "Don't worry, dear. Everything's going to be OK," she said and gave her a hug. Luisa covered her head with a blanket and curled up next to her great-grandmother. The storm lasted all night.

The next morning, the sun was shining. Luisa opened her window and looked outside. Mud and broken branches were everywhere. Fallen trees were lying on the road. Some homes were flooded, and others were destroyed.

"Why didn't they listen to me?" she asked herself. At that moment, an orange, black, and white butterfly flew through the window and landed softly on her shoulder.

"Mom," she yelled. "They're here!"

Luisa now knew that what her great-grandmother believed about the butterflies wasn't so crazy after all. The butterflies were warning them.

**Think**  
Do you think butterflies can predict the weather? Why or why not?

### 3.13 Page 65

Have students look back at the illustrations. Ask how Luisa is feeling in each.

Then, play the rest of Track 3.13 and ask questions:

*What are sandbags?*

*What was it like the next morning?*

*What did the storm do?*

*Why did Luisa yell, "They're here"?*

*Was Luisa's great-grandmother right about the butterflies?*

*How does Luisa feel at the end of the story? Why?*

### Think

Have a volunteer read the Think box and discuss answers as a class. Encourage students to say why. Model as needed. *I don't think butterflies can predict the weather because insects aren't very smart.*



## Explore the Text

1 Complete the third box in Activity I on page 61.

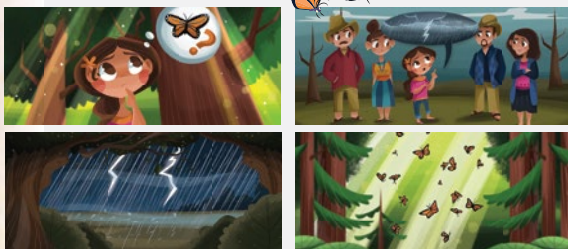
2 Number the sentences in order.

- 2 Her great-grandmother said the butterflies were warning the village.
- 1 Luisa ran to the forest to look for the butterflies. They weren't there.
- 3 Luisa told the villagers about bad weather coming. They didn't listen.
- 6 A butterfly landed on Luisa's shoulder.
- 4 That night, the storm came.
- 5 In the morning, Luisa saw that her village was destroyed.

3 Read and write *F* (fact) or *O* (opinion).

- a Butterfly larvae eat the milkweed plant. **F**
- b There are fewer butterflies every year. **F**
- c The villagers should listen to nature. **O**

4 In pairs, retell the story.



Are all animals important? Why or why not?

66

**Objective:** to deepen understanding of a fiction text and understand words in context

**Materials:** Build Creativity: watercolors or acrylic paint, white paper, pencils, paintbrushes

1 Complete the third box in Activity I on page 61.

Have students turn back to page 61 and review the first two columns. Then, ask students to fill in the What I LEARNED box. Discuss answers with the class.

2 Number the sentences in order.

Have students read the sentences and choose the one they think tells the beginning of the story. Check and have students write number 1 next to the sentence. Do the same for the last sentence of the story. Ask students to complete the rest of the activity individually. Check answers on the board.

3 Read and write *F* (fact) or *O* (opinion).

Write on the board *Fact* and *Opinion*. Ask students what the difference is. Elicit examples and write them under the correct heading: *Fact: Butterflies are insects. Elephants eat grass. Opinion: Butterflies are beautiful. Snakes are not good pets.* Provide more examples and prompt as needed. *What kind of animal is a bee? (It's an insect.) Is that that a fact or an opinion?*

Invite students to read the sentences in their books and write whether they are facts or opinions.

4 In pairs, retell the story.

Have pairs look at the illustrations and retell the story. Monitor and provide support as needed.

Big Question Link

Put students in small groups and tell them to decide if all animals are important or not. Encourage them to give reasons.

Oracy Extension

**Talking Point:** I hate wasps. Wasps should go extinct.

Review Cue Cards 1–3 and 7–9. In pairs, students choose an animal they don't like. Student 1 argues that the animal should go extinct. Student 2 argues why the animal is important.

Build Creativity!

**Symmetrical Butterflies**

**Objective:** Take a Break

Distribute paper, paint, and paintbrushes. Have students fold their sheet of paper in half, lengthwise. Show them how to draw half a butterfly on one side of the page. Have students paint their half butterfly and then fold the paper in half and press down so that the paint prints on the other side. Open and leave to dry. Students can outline the butterfly and add details using a fine-line black marker. Ask: *Does it look like a butterfly? What else could it be?*

AB pages 52–53

## Differentiated Instruction

### Below-level ★

Have small groups look at the illustrations again and say what Luisa is doing and how she feels in each picture. Encourage them to explain why she feels that way.

### On-level ★★

Assign students the following roles: Luisa, mother, great-grandmother, Pablo, a villager. Have groups of five act out the main plot points of the story.

### Above-level ★★★

Discuss how humans are harming monarchs and brainstorm ways to protect them. Have students research other ways we can protect the monarchs' habitat.

## Grammar in Context

### Grammar: Interrupted Past

While Luisa **was brushing** her teeth, she **heard** a loud crash.



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

While Luisa **was talking**, a butterfly **landed** on her shoulder.

- a Circle the verb in the simple past in green.
- b Underline the verb in past progressive in blue.
- c Mark (✓) which action started first.

✓ Luisa was talking. — A butterfly landed on her shoulder.

#### 2 Read and circle the correct form of the verb.

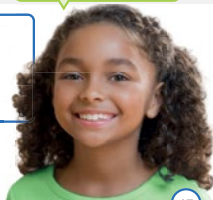
Last winter, when my family and I went to Mexico, we visited the monarch butterfly reserve. While we **were driving** / **drove** to the reserve, a deer **was jumping** / **jumped** in front of the car. Luckily, my father stopped in time, and the deer ran away. Then, while we **were walking** / **walked** through the forest, a butterfly **was landing** / **landed** on my nose. My mother **was taking** / **took** a photo of me when she **was dropping** / **dropped** her cell phone! The butterfly flew away, so we didn't get our photo.

#### 3 Make three silly excuses with phrases from the box.

a camel  
my brother / sister  
my English teacher  
a mosquito

broke my pencil  
ate my homework  
took my English book  
landed on my hand

While I was doing my homework yesterday, ...



67

**Objective:** to understand and use the interrupted past

**Materials:** Video 3.4



### Grammar Time 3.4

To introduce the grammar point, play the interactive *Grammar Time* animation. The second half of the video can be used as an interactive class activity. (For creative ideas on how to exploit the video, refer to the *Grammar Time* animations section in the Teacher's Edition introduction.)

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

Have students do the tasks in their books. Check answers as a class.

**Practice Time I** Have students find examples of the past progressive in the story and use them to make sentences using the interrupted past. *The wind was blowing very hard when Luisa heard a big crash. It was raining when a big tree fell. She heard people yelling in the distance when the tree fell.*

#### 2 Read and circle the correct form of the verb.

Have students read the paragraph and circle the answers. Then, have pairs read their paragraphs to one another to check. Review answers as a class. Use the paragraph to extend practice: *While we were visiting the monarch butterfly reserve, ... While my father was stopping the car, we felt ... While the butterfly was flying away, ...*

#### 3 Make three silly excuses with phrases from the box.

Invite a student to read the dialogue box and then have students make several excuses using the phrases. Have groups share their excuses and vote on the best one per group. Then, have the winners present them to the rest of the class. *While I was doing my homework yesterday, a camel broke my pencil.*



### Fun Corner!

#### Excuses

Have groups build a short story around their favorite excuse. *While I was doing my homework yesterday, a camel broke my pencil. When I was trying to glue my pencil, the camel ate my homework. When I was doing my homework again, the camel sat on my book. When I was asking the camel to move, a mosquito landed on its hump.*



### Build Creativity!

#### Animal Routines

##### Objective: Why, Why, Oh Why?

Ask students to choose an animal or insect from the unit and to imagine part of its daily routine. Then, have them write interview questions for the animal/insect. When they have finished, get them to choose their three favorite questions and discuss possible answers in pairs.

## Listening

### 1 Listen and circle the main idea.

- a Rainforest Reggie was giving an interview about the rainforest and the animals and plants that live there.  
b Rainforest Reggie was answering questions about exotic animals in the rainforest.

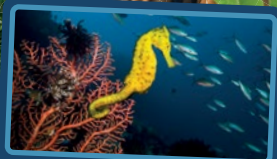
### 2 Read and complete the fact files. Listen and check.

warm smaller global warming  
medicine animals most



#### FACT FILE: Rainforests

- Rainforests have the most animals of any habitat.
- Plants from the rainforest are used in medicine.
- The rainforest is getting smaller.



#### FACT FILE: Coral Reefs

- Coral reefs grow in warm water.
- Coral is a colony of animals.
- The biggest problem for coral reefs is global warming.



#### Active Listening

- Form groups. Discuss the Oracy Time! topic. Remember to listen actively.
- Complete Check Your Oracy! on Activity Book page 57.

#### Oracy Time!

We can't do anything to save the environment.

Values AB page 56

**Objective:** to listen for gist and detail in an interview about different habitats; to understand the value of taking care of nature

**Materials:** Audio 3.14, 3.15, Cue Cards 7–9, pencils

### 1 Listen and circle the main idea.

Play Track 3.14 and ask comprehension questions. Pause, prompt, and replay as needed:

- Where does Rainforest Reggie live?  
Why is the rainforest special?  
What are some of the animals that live in the rainforest?  
How many types of insects are there?  
How can the rainforest help us?  
Why is the rainforest a good habitat for plants and animals?  
Why are rainforests in danger?

Have students circle the main idea. Discuss answers as a class.

### 2 Read and complete the fact files. Listen and check.

Read the words in the word box aloud. Help students understand *global warming*. Next, have students complete the first fact file with the appropriate words, using a pencil. Play Track 3.14 again if necessary. Then, play Track 3.15, pausing and asking questions as needed. Have students fill in the second fact file. Finally, play each audio again for students to check their answers.



## Oracy Extension Activity

Read the Oracy Time! box aloud. Display the Cue Cards, form groups, and have students do the activity. Have students complete Check Your Oracy! on page 57 of their Activity Books.

## ACTIVITY BOOK PAGE 56

Values: Taking Care of Nature

### 1 Complete the survey. *students' own answers*

#### Protecting Our Planet

I agree. I disagree.

- It's important to protect all animals, even dangerous ones.
- Some habitats are more important than others.
- I can help protect animals where I live.
- I can do something to help save the environment.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

### 2 Who is protecting nature? Look and mark ✓.



### 3 What can we do to protect nature? Write three things.

- a *students' own answers*  
b \_\_\_\_\_  
c \_\_\_\_\_

56

SB page 68

### 1 Complete the survey.

Have students turn to page 56 of their Activity Books. Read the sentences aloud for students to complete the survey. Have small groups discuss. Monitor and provide support.

### 2 Who is protecting nature? Look and mark ✓.

Have students look at the pictures and mark those that show people protecting nature. Have pairs discuss their answers.

### 3 What can we do to protect nature? Write three things.

Ask the question and invite volunteers to share their answers. Encourage students to present ideas not included in Activity 2, too. Then, have students write three ideas in their books.

AB page 56



**The Big Challenge STEAM: Science & Technology**

**How can we protect the animals around us?**

Your challenge is to protect an animal and its habitat.

- 1 Brainstorm** Make a list of animals that live in your country. Choose one.
- 2 Research** What is your animal's habitat? What does it eat? What is an interesting fact about the animal? Are there any threats to the animal?
- 3 Think** How can you protect or help the animal?
- 4 Prepare and Practice**
- 5 Present**
- 6 Reflect** Listen to feedback from your classmates. What can you change the next time you give a presentation?

There are jaguars in my country. They live in the rainforest, but now it's in trouble! Farmers are cutting down the trees, so it is getting smaller and smaller. If there is no rainforest, where are the jaguars going to live?

Why do we need to take care of nature? Look back through the unit. Share your ideas.

AB pages 57–59

## STEAM: Science & Technology

**Warm-up** Activate students' prior knowledge of the STEAM topic. On the board, draw a mind map with "habitats" in the center. Elicit animals that live there.

### 1 Brainstorm

Have students record the list in their notebooks.

### 2 Research

Elicit the information students found to answer the questions.

### 3 Think

Students think of instruments that protect animals and their habitats (e.g., *sensors to measure sea temperatures; video cams to record changes in habitats; drones to see changes in habitats*). On board, write sentence stems: *We can use ... It's good to ...* Students complete sentences and share ideas.

### 4 Prepare and Practice

Encourage students to agree on who starts the presentation, who continues, and who ends it.

### 5 Present

Remind students to listen actively to their classmates' presentations. Optional: Record presentations to share with students' families.

### 6 Reflect

Invite the class to give feedback after each group presents.

## STEAM Extension

### Signs to Protect Nature

**Materials:** 6 posterboards: 3 with *Please ...*; 3 with *Please don't ...*

Hang the posters around the classroom. Write cues on the board: *cut down ...*, *help ...*, *pollute ...*, *protect ...*, *save our ...*, *endanger ...*. Students walk around and write their ideas on the corresponding posters (e.g., *Please protect the coral reefs! Please don't throw plastic in the ocean.*).

## STEAM Extension Worksheets (Teacher's Resource Bank)

Worksheet 3.1: Habitats in danger

Worksheet 3.2: Animals in danger

### Big Question Circle

Write questions on the board. Students discuss in small groups.

- 1 What is the sea turtle's habitat? How are humans harming their habitat? How can we protect them?*
- 2 Where do polar bears live? How are polar bears adapted to live there? Why are polar bears endangered?*
- 3 Why are butterflies important? How are humans harming the monarch butterflies' habitat? How we can help butterflies?*
- 4 What are some animals who live in the rainforest? Why are rainforests important? How are people harming rainforests?*
- 5 What animals live in coral reefs? How are humans harming coral reefs?*
- 6 Why do we need to take care of nature?*

### Oracy Extension

#### Talk Detectives: Active Listening

Put students into groups of four, and then assign one student in each group the role of Talk Detective. Tell the Talk Detective not to join in the discussion, but to assess whether the other members of the group are listening actively. The Talk Detective can refer to the Check Your Oracy table on Student's Book page 58.

Have students turn to page 57 of their Activity Books to complete the Big Challenge self-assessment and The Big Question and Me box.

# Oracy Performance Task 1

## Oracy Performance Task 1: Collaboration



### 1 Which oracy skills do you remember? Read and match.

- |                     |   |
|---------------------|---|
| 1 Active listening  | a help us remember how to behave in a discussion. |
| 2 Ground rules      | b encourages others to talk.                      |
| 3 Positive feedback | c is about listening and responding to others.    |

### 2 In pairs, complete the table.

Good point! That's awesome! Really? How about ...? I see.  
Great idea! That's interesting. I think ...

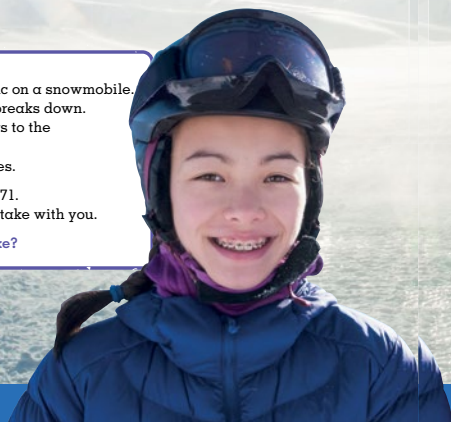
Giving Positive Feedback	Active Listening	Giving an Opinion
Good point! Great idea! That's awesome!	Really? I see. That's interesting.	I think... How about...?

## YOUR TASK

You are traveling in the Arctic on a snowmobile. Your snowmobile suddenly breaks down. You have to walk for two days to the nearest shelter. You are wearing warm clothes.

Look at the pictures on page 71. You can choose five items to take with you.

Which five items will you take?



### 1 Form groups and circle three ground rules for the task.

- We listen to each other's ideas.
- We stand up straight and project our voices.
- We ask each other, "What do you think?" and "Why do you think that?"
- We try to agree in the end.

### 2 Discuss and report your group's results to the class.

### 3 Talk about your talk!

- What positive feedback did you hear?
- What active listening did you observe?
- Did your group follow the ground rules?

### 4 Complete Check Your Oracy!

#### Check Your Oracy!

	😊	😐	😞
1 I listened actively.			
2 I followed the ground rules.			
3 I gave positive feedback.			
4 I gave an opinion.			

What I can do better next time:

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**Objective:** to demonstrate understanding of and apply oracy skills by doing a collaborative task

**Oracy Performance Task Words:** fishing net, knife, bottle of water, sleeping bag, flashlight, first-aid kit, rope, pot, chocolate bar, can of beans, spoon, sunglasses, snowshoes, matches

**Materials:** Video 3.5

## Oracy in Action! 3.5

Show the video to the class and discuss: *What examples of good oracy behaviors can you see? What Cue Cards did they use? What Ground Rules do they follow? Are any Ground Rules broken? Can you make any recommendations to help these students improve their oracy skills? If so, explain.*

### 1 Which oracy skills do you remember? Read and match.

Have students review the oracy pages for Units 1, 2, and 3 (pages 14, 36, and 58).

### 2 In pairs, complete the table.

#### YOUR TASK

Write *the Arctic* on the board. Explain that this is where the North Pole is. Brainstorm what students know about this region and create a mind map on the board with their ideas.

Read the task aloud and make sure students understand what they have to do.

Review the items on page 71 as a class.

- 1 Have students read the ground rules, discuss which to select and why, and put a checkmark beside those they agree on. Monitor and provide support as needed.
- 2 Have groups discuss which items they would take and why. Tell students that there is no one right answer. When they agree, have them write the five items in their notebooks. Have groups present their selections to the class: *We picked the can of beans because ... We didn't pick the spoon because ...* Optional: Record presentations to share with students' families.

Home-school

Portfolio: Oracy

- 3 Have groups self-assess their oracy skills by giving examples of positive feedback they heard, active listening they observed, and ground rules they followed. Ask students to explain their answers. Have each group vote on the member who practiced the best oracy skills.
- 4 Have individual students self-assess by filling in the Check Your Oracy! chart and completing the *What I can do better next time* statement.