

Santillana **Spotlight** on English



**LET ACADEMIC ENGLISH
TAKE CENTER STAGE IN YOUR ESL/ELD CLASSROOM!**

Santillana Spotlight on English



SPOTLIGHT ON ENGLISH
is the first K–6 program for
English Learners to truly teach
Academic English through
content-driven lessons, while
addressing the proficiency
needs of every student in every
lesson.

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Component Overview

STUDENT RESOURCES



Student Book
(K–6)



Practice Book
(1–6)

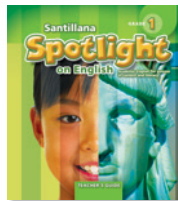


Activity Pad
(Level K)



Assessments
Student Book
(K–6)

TEACHER RESOURCES



Teacher's Guide
(K–6)



Assessments
Teacher's Manual (K–6)

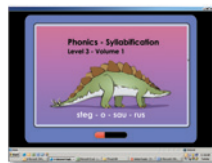


Blackline Masters
(K–6)



Spotlight CD
(K–6)

TECHNOLOGY



Spotlight Online
(K–5)

LITERATURE



Classroom Libraries (K–5)

EMPOWER ENGLISH LEARNERS WITH ACADEMIC LANGUAGE AND LITERACY TO ACCESS GRADE-LEVEL CONTENT!

EXPLICIT
ACADEMIC
LANGUAGE
INSTRUCTION

- Aligned to the Common Core and the National Curriculum and Content-area Standards
- Created with a content-rich framework— language arts, math, science, social studies, music, and art
- Developed with multi-level teaching strategies for differentiated instruction in every lesson
- Designed to deliver direct, structured, and inclusive language instruction

AVAILABLE
ONLINE



Poster Cutouts
(Level K)

PHONICS



Phonics and Fluency
Handbook (K-6)



Photo-cards
(K-6)

NEWCOMER RESOURCES



Newcomer
Handbook
(K-6)



Newcomer
Practice Book
(K-6)



Eight Big Books (Level K)



Thematic Library (K-6)



Newcomer Handbook
Teacher's Edition
(K-6)

Grade Level Content

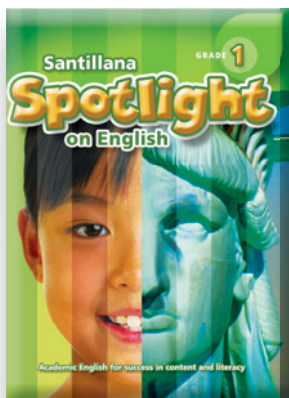
DOWNLOAD
SCOPE & SEQUENCE CHART
FOR ANY LEVEL

WWW.SPOTLIGHTONENGLISH.COM

GRADE-LEVEL CONTENT IS THE VEHICLE FOR
INSTRUCTIONAL LANGUAGE SUPPORT!

Level K

- Unit 1 School is Fun
- Unit 2 Our Bodies, Our Clothes
- Unit 3 Home, Sweet Home
- Unit 4 Delicious Food
- Unit 5 Animals in Our Lives
- Unit 6 My Community
- Unit 7 Getting Places
- Unit 8 Our World

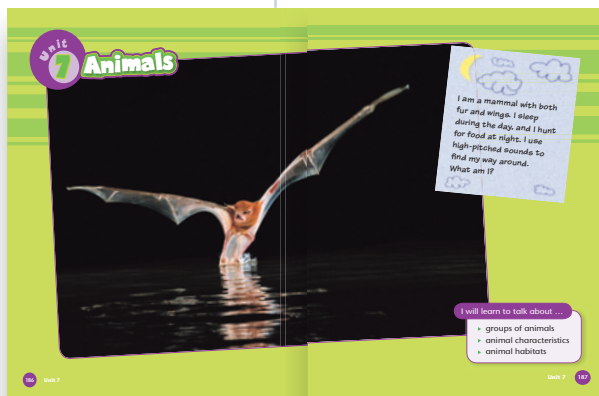


Level 1

- Unit 1 School Times
- Unit 2 People
- Unit 3 Home, Sweet Home
- Unit 4 Staying Healthy
- Unit 5 Our Land
- Unit 6 The Animal World
- Unit 7 Around Town
- Unit 8 Our Country

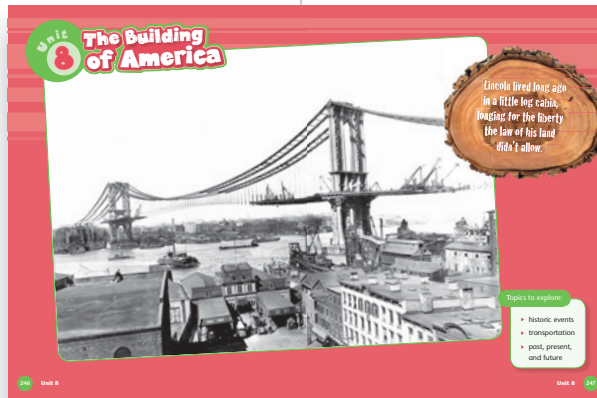
Level 2

- Unit 1 My School
- Unit 2 My Friends and I
- Unit 3 Home and Family
- Unit 4 Healthy Habits
- Unit 5 Community
- Unit 6 My World
- Unit 7 Animals
- Unit 8 Heroes and Heroines



Level 3

- Unit 1 Back to School
- Unit 2 People Around Me
- Unit 3 Health and Lifestyle
- Unit 4 My Community
- Unit 5 The World Around Us
- Unit 6 The Natural World
- Unit 7 Heroes and Landmarks
- Unit 8 The Building of America

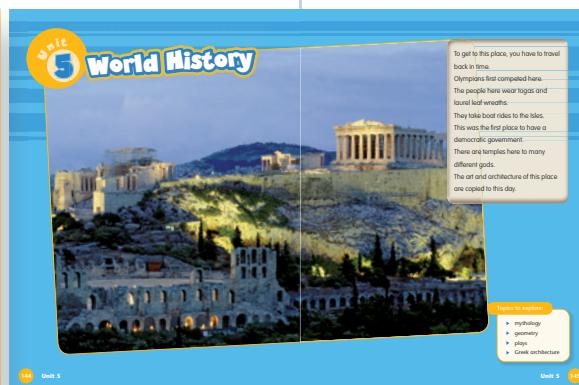
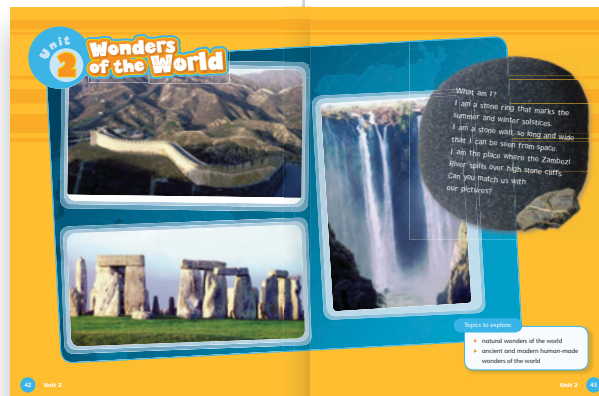


Level 4

- Unit 1 Folk Heroes and Tall Tales
- Unit 2 Continents
- Unit 3 The Olympic Games
- Unit 4 Native Americans
- Unit 5 Exploring New Cultures
- Unit 6 The Universe
- Unit 7 Inventions
- Unit 8 Transportation

Level 5

- Unit 1 Weather Phenomena
- Unit 2 Wonders of the World
- Unit 3 Agriculture
- Unit 4 Healthy Living
- Unit 5 World Mythology
- Unit 6 America's Founder
- Unit 7 Our Earth
- Unit 8 Explorers



Level 6

- Unit 1 School and Society
- Unit 2 Community Life
- Unit 3 Nature
- Unit 4 The Universe
- Unit 5 World History
- Unit 6 Our World
- Unit 7 Discovery and Inventions
- Unit 8 The U.S. Government

Unit Structure

INTEGRATED AND BALANCED INSTRUCTION THAT WORKS!

Level 1

- Unit 1 School Times
- Unit 2 People
- Unit 3 Home, Sweet Home
- Unit 4 Staying Healthy
- Unit 5 Our Land**
- Unit 6 The Animal World
- Unit 7 Around Town
- Unit 8 Our Country



Student Book



Spotlight on Reading

Spotlight on Language

Flowers bloom on the plant.
The flowers attract birds, bees, and butterflies.
They drink nectar from the flowers.

The birds, bees, and butterflies carry pollen from flower to flower.
Now new seeds will grow.
These seeds will grow into plants.

134 Unit 5

LESSONS 1-4

Spotlight on Language

Let's Connect!
▶ Listen and point.

Key Words

- beehive
- bird
- deer
- ducks
- fish
- lake
- mountains
- rabbit
- squirrel

Look, Dad, there's a squirrel in the tree!

140 Unit 5

LESSONS 11-18

Spotlight on Content

Expository Writing

The Desert

It is very difficult to live in the desert. It is hot and sunny in the daytime. It is cold at night. There is very little rain. There are almost no plants. There are some animals and insects. They usually come out at night. Desert plants and animals have to adapt to the dry climate.

Writing an Expository Paragraph

Expository writing gives information about a topic. Remember to include:

- a sentence that states the topic
- facts and details
- a conclusion by restating the topic you included.

Copy and complete about one of the topics.

Topic: _____

Facts and details:

1. What is it?
2. What lives there?
3. What can you do there?

Write a paragraph about your topic.

Draw a picture of your topic.

146 Unit 5

Sing Along

Listen to the song.

You Are My Sunshine

You are my sunshine,
My only sunshine,
You make me happy
When skies are gray,
You'll never know dear
How much I love you!
Please don't take
My sunshine away!

Painting Sunflowers

Vincent van Gogh is a famous painter. He was born in Holland in 1853. He used lots of color in his work. He included sunflowers in many of his paintings. His art is extremely valuable today.

Create your own sunflowers.

1. Paint the outline of a sunflower.
2. Paint the sunflower, copying the way Vincent van Gogh used color.

Supplies

- paper
- paint
- paintbrushes

152 Unit 5

153 Unit 5



LESSONS 5-10

Let's Focus!

Copy and complete the sentences.

_____ is _____ are _____

1. There _____ ducks on the lake.
2. There _____ trees in the forest.
3. There _____ a beehive in the tree.
4. There _____ snow on the mountain.

Let's Apply!

Look at the pictures. Talk about what is the same and what is different.

Unit 5 141

Impressions

Rain Dances

Rain is important in all cultures. Some Native American tribes perform rain dances. They believe the dances will bring rainfall. Most rain dances include dancing in a circle, pouring water, and whirling around like the wind. The rain dance of the Hopi Indian tribe includes a live snake! Many other cultures perform rain dances as well.

Answer the questions.

1. Are there traditions in your native country that are similar to the Native American rain dances?
2. Why do you think the Native American people performed rain dances to bring the rain?
3. What do you imagine a rain dance would look like?

154 Unit 5

Project

Earth Day

Create a bulletin board about your earth day. Use the materials you created in this unit to illustrate your bulletin board.

Develop a plan, based on your bulletin board, that outlines what activities your earth day would include.

- 1.
- 2.
- 3.
- 4.

Unit 5 155

LESSONS 19-20

Unit Planner

MINIMIZE
PLANNING
AND MAXIMIZE
INSTRUCTION!

Every lesson in each unit includes activities that target all three proficiency levels—beginning, intermediate, and advanced—plus **Meeting Individual Needs** (Universal Access) and **Multiple Intelligence** activities.

Unit 5 Our Land UNIT PLANNER						
	Lessons	Key Vocabulary	Language Functions	Materials	Instruction	Extended Activities
★ Day 1	Lesson 1 (TG pages 224–225) Spotlight on Reading	leaf plant soil sprout stem	<ul style="list-style-type: none"> Identifying seasons Describing the weather 	Earth Photo Cards Black markers chart paper	Brainstorm ORAL LANGUAGE DEVELOPMENT Frontload Vocabulary WRITING STRATEGIES Let's Predict! ORAL FLUENCY Targeting Proficiency Levels Meeting Individual Needs Picture Read the Story VOCABULARY DEVELOPMENT Predictions ORAL FLUENCY	Multiple Intelligences Bodily/Kinesthetic The Plant and Me Spotlight Online Reading Comprehension: Making Predictions: L1: Vol.1
Day 2	Lesson 2 (TG pages 226–231) Spotlight on Reading	desert flower mountain nectar ocean pollen rain root spring	<ul style="list-style-type: none"> Describing what a plant needs Using present simple tense 	Practice Book (page 61) Earth Photo Cards Blackline Masters 5.1 and 5.2 white construction paper crayons	Review Vocabulary VOCABULARY DEVELOPMENT Read and Discuss the Story READING COMPREHENSION Favorite Plant Chart ORAL LANGUAGE DEVELOPMENT Personal Response LITERARY RESPONSE Let's Practice!	Multiple Intelligences Naturalist Caring for Plants Home Connection Spotlight Online Reading Comprehension: Making Inferences, Fact or Fiction: L1 Vol.1
Day 3	Lesson 3 (TG pages 232–233) Spotlight on Reading	flower leaf root seed sprout stem	<ul style="list-style-type: none"> Describing stages of plant growth 	Practice Book (page 62) Class CD (Track 28)	Echo Read the Story CONCEPTS ABOUT PRINT Let's Check! READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Act It Out LITERARY RESPONSE Sound It Out WORD RECOGNITION Let's Practice!	Multiple Intelligences Logical/Mathematical Measuring Plants Materials: Ruler, white paper, markers Spotlight Online Phonemic Awareness: Addition: LA: Vol.1
Day 4	Lesson 4 (TG pages 234–235) Spotlight on Reading	recycle soil sunlight trash water	<ul style="list-style-type: none"> Recognizing plant needs Caring for the earth 	Practice Book (page 63) Class CD (Track 28)	Group Reading CONCEPTS ABOUT PRINT Let's Summarize! LITERARY RESPONSE Targeting Proficiency Levels Meeting Individual Needs Let's Reflect! ORAL FLUENCY Targeting Proficiency Levels Meeting Individual Needs Let's Practice!	Multiple Intelligences Interpersonal Save the Earth Posters Spotlight Online Basic Sight Words: L1: Vol. 13

Proficiency Levels

In every Santillana *Spotlight on English* lesson, teachers will find strategies and activities that target three levels:

Targeting Proficiency Levels

Beginning

Have students work as a group to describe how a plant grows. Write student responses on the board in complete sentences. Have students copy the sentences in their notebooks.

Intermediate

Have students work with a partner to describe how a plant grows. Have each student write a complete sentence about each picture in sequential order.

Advanced

Have students work independently to describe how a plant grows. Have each student write a complete sentence about each picture with specific details and examples from the story.

Universal Access

Santillana *Spotlight on English* utilizes Universal Access activities embedded in the lessons under the section *Meeting Individual Needs*.

Meeting Individual Needs

You may simplify instruction for students experiencing difficulty describing how a plant grows by having them identify and describe each picture individually before describing the entire process.

Teacher's Guide Level 1

DIFFERENTIATED INSTRUCTION ACTIVITIES IN EVERY LESSON!

Lessons	Key Vocabulary	Language Functions	Materials	Instruction	Extended Activities
Day 5 Lesson 5 (TG pages 236–237) Spotlight on Language	beehive deer duck forest lake mountain river squirrel	Using the verb to be	Class CD (Track 29)	Frontload Vocabulary WRITING STRATEGIES Let's Connect! LISTENING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Let's Focus! WRITING STRATEGIES Targeting Proficiency Levels Meeting Individual Needs	Multiple Intelligences Visual/Spatial Venn Diagram Materials: Chart paper Spotlight Online Vocabulary: L1: Vol.14
Day 6 Lesson 6 (TG pages 238–239) Spotlight on Language	different same	Expressing similarities and differences	Practice Book (page 64) two different fruits (an orange and an apple) two different flowers (a rose and a lily)	Scaffold Language ORAL LANGUAGE DEVELOPMENT Let's Apply! ORAL LANGUAGE DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Same and Different ORAL LANGUAGE DEVELOPMENT Let's Practice!	Multiple Intelligences Verbal/Linguistic Describe and Compare Yourself Spotlight Online Reading Comprehension: Compare and Contrast: L1: Vol.14
Day 7 Lesson 7 (TG pages 240–241) Spotlight on Language	air healthy soil sunlight unhealthy water	Expressing needs	Class CD (Track 30) Earth Photo Cards chart paper	Frontload Vocabulary WRITING STRATEGIES Let's Connect! LISTENING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Let's Focus! READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs	Multiple Intelligences Naturalist Staying Healthy Spotlight Online Basic Sight Words: Vol.14
Day 8 Lesson 8 (TG pages 242–243) Spotlight on Language	grow need	Describing needs	Practice Book (page 65) magazines glue sticks	Scaffold Language ORAL LANGUAGE DEVELOPMENT Let's Apply! WRITING STRATEGIES Targeting Proficiency Levels Meeting Individual Needs Needs and Wants VOCABULARY DEVELOPMENT Let's Practice	Multiple Intelligences Musical Sing Along Spotlight Online Vocabulary: L1: Vol.20
Day 9 Lesson 9 (TG pages 244–245) Spotlight on Language	autumn spring summer winter	Describing weather during the different seasons	Earth Photo Cards chart paper	Frontload Vocabulary VOCABULARY DEVELOPMENT Let's Connect! READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Let's Focus! VOCABULARY DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs	Multiple Intelligences Intrapersonal My Favorite Season Spotlight Online Basic Sight Words: L1: Vol.15

Point-of-use icons quickly indicate when to use classroom and student resources.

- Spotlight Online
- Dictionary Tips
- Reading an Image
- Reading Comprehension Skills and Strategies (Fiction)
- Home Connection
- Spotlight CD
- Practice Tactics
- Direct Instruction
- Literary Elements (Nonfiction)
- Integrated Domain Assessment

Pacing
Each grade level is designed to cover one full year of instruction. Each of the eight units covers one month of instruction, and each lesson covers approximately one 35–45 minute period every day.

Multiple Intelligences
Multiple Intelligences activities in every lesson

- Bodily/Kinesthetic
- Intrapersonal
- Interpersonal
- Logical/Mathematical
- Musical/Rhythmic
- Naturalist
- Verbal/Linguistic
- Visual/Spatial

Spotlight on Reading

Spotlight on Reading
LESSONS 1-4



BALANCED LITERACY FOR SUCCESS IN READING AND WRITING!

SPOTLIGHT ON READING focuses on systematically developing literacy skills through fiction and non-fiction reading selections and comprehension activities.

- Frontloads key vocabulary of the reading selection
- Includes activities to target three proficiency levels
- Includes activities for different modalities of learning
- Involves student in literary response activities
- Develops oral fluency and reading comprehension
- Develops phonemic awareness/phonics skills throughout the unit in the **Sound It Out** sections and through **Spotlight Online**
- Aligns lessons to **ESL/ELD standards**

Spotlight on Reading

Lesson 1

Key Vocabulary
leaf sprout
stem soil

Functions and Forms
• Identifying the season
• It is going
• Describing the weather
• It is sunny and warm

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Use descriptive words when speaking about places and things.
• Answer simple questions.
Reading
• Match oral words to printed words.
• Identify the title of a reading selection.
• Respond to what, when, where, and how questions.
Writing
• Print legibly and space letters and words.

Materials
✓ Earth Photo Cards
✓ chart paper
✓ black markers

Preparation
Write What My Know About Plants at the top of a piece of chart paper.

Unit 5 Our Land

Braintorm
Have students gather on the carpet. Ask students to think about and share what they already know about plants and record their responses. Create a list on chart paper and title it *What We Know About Plants*. Encourage students to think about all the aspects of a plant's life: where it grows, what it needs, what it looks like, what kind of plant it is, etc.

ORAL LANGUAGE DEVELOPMENT

Frontload Vocabulary
Display the *Earth Photo Cards* that show plants. Elicit from students the names of the parts of plants that are listed in the Key Vocabulary list at left. Dictate the words to students, and have them write the words in their notebooks. Then, write the words on the board, and have students self-correct their spelling.

WRITING STRATEGIES

Let's Predict!
Student Book pages 128-129. Divide the class into pairs. Ask the questions and allow students to think about their answers. Have students discuss their answers with their partners. Then, invite pairs to share their answers with the class.

ORAL FLUENCY

Targeting Proficiency Levels

Beginning Encourage students to respond with simple sentences.	Intermediate Encourage students to respond in complete, complex sentences.	Advanced Encourage students to respond in complete sentences and to support their answers with examples.
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Meeting Individual Needs
You may assist students who are experiencing difficulty with this activity by pairing them with students who better understand the concept of prediction.

Multiple Intelligences
Bodily/Kinesthetic
The Plant and Me
Have students imagine that they are plants. Use total physical response to illustrate the process of a seed growing. First, use the body, hands, and facial gestures to show a seed in the soil. Then, mimic the plant spouting out of the ground, enjoying the rain and the sunshine, and becoming a fully-grown plant.

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

English as a Second Language
Standard 1: Communication: Listening: Levels 2 and 3; Speaking: Levels 1-3; Reading: Levels 1, 2; Writing: Level 2.
Standard 2: Language Arts: Listening: Levels 1-3; Speaking: Levels 1-3; Reading: Levels 1, 2; Writing: Level 1.

Spotlight on Reading

Lesson 2

Key Vocabulary
flower seed
leaf sprout
root stem

Functions and Forms
• Describing stages of plant growth
• Roots grow out of the seed.

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Speak in complete, coherent sentences.
• Retell stories using basic story grammar and relating the sequence of story events.
• Answer simple questions.
Reading
• Match oral words to printed words.
• Follow one-step written instructions.
• Read root words, inflectional forms, and irregular verbs.
Writing
• Print legibly and space letters and words appropriately.

Materials
✓ Practice Book (page 62)
✓ Class CD (Track 28)

Unit 5 Our Land

Echo Read the Story
Student Book page 129. Play Track 28 or read the story line by line, and have students follow the words with their fingers as they echo each line.

CONCEPTS ABOUT PRINT

Let's Check!
Student Book page 138. Have students point to each of the questions as you read them aloud. Ask students to answer the questions. Allow them time to think about their answers and have them share their answers with the class.

READING COMPREHENSION

Targeting Proficiency Levels

Beginning Have students work in a group to describe how a plant grows. Write student responses on the board in complete sentences. Have students copy the sentences in their notebooks.	Intermediate Have students work with a partner to describe how a plant grows. Have each student write a complete sentence about each picture in sequential order.	Advanced Have students work independently to describe how a plant grows. Have each student write a complete sentence about each picture with specific details and examples from the story.
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Meeting Individual Needs
You may simplify instructions for students experiencing difficulty describing how a plant grows by having them identify and describe each picture individually before describing the entire process.

LITERARY RESPONSE

Act It Out
Divide the class into groups. Choose a page or section from the story for each group to act out in front of the class. Have the class guess which page or section each group is acting out.

Multiple Intelligences
Logical/Mathematical
Measuring Plants
Materials: Ruler, white paper, markers
Walk with students to the school garden or the park. Divide students into small groups. Ask students to choose three plants that they like. Have them measure the length of a leaf for each of the plants. Ask students to draw the leaves and write down the measurements next to each leaf. Invite students to compare and contrast their findings.

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Standard 2: Language Arts: Listening: Levels 1-3; Speaking: Level 3; Reading: Levels 1 and 3; Writing: Level 1.

Let's Check!
Use the pictures to describe how a plant grows.

Sound It Out
Teach students about the inflectional forms of an irregular verb. Write the word *grow* on the board, and tell them that *grows* is a root word. A root word carries meaning that changes when suffixes are added. Ask students to use the word in a sentence: for example, *Flants and people grow*. Ask them what happens to the word *grow* when the subject of the sentence is changed to only one plant: *the plant grows*. Write the word *grows* on the board. Then, write the word *growing* on the board. Ask students to tell you how the meaning of the sentence changes when *-ing* is added to the end of the word: *The plant is growing*. Then, write *grew* on the board, and explain how irregular verbs change spelling in the past tense. Ask students to explain the meaning of the word *grew* in the sentence: *the plant grew*. Remind students that the root word is *grow*.

Let's Practice!
Have students open their Practice Books to page 62. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Multiple Intelligences
Logical/Mathematical
Measuring Plants
Materials: Ruler, white paper, markers
Walk with students to the school garden or the park. Divide students into small groups. Ask students to choose three plants that they like. Have them measure the length of a leaf for each of the plants. Ask students to draw the leaves and write down the measurements next to each leaf. Invite students to compare and contrast their findings.

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Standard 2: Language Arts: Listening: Levels 1-3; Speaking: Level 3; Reading: Levels 1 and 3; Writing: Level 1.

CONTINUOUS VOCABULARY DEVELOPMENT PRACTICE

Spotlight on Language

Spotlight on Language
LESSONS 5-10

ORAL AND WRITTEN LANGUAGE AND FLUENCY STRATEGIES FOR EFFECTIVE COMMUNICATION!

Spotlight on Language presents a variety of activities for students to practice and use vocabulary and language forms in context.

GRAMMAR IN FUNCTIONAL SETTINGS

Teacher's Guide Level 1

- Develops oral language and oral fluency
- Develops grammar, language mechanics, and writing skills
- Provides reading-only, listening-only, and dual processing opportunities to encourage the development of comprehension skills
- Gives students opportunities to apply vocabulary and skills

Spotlight on Language

Key Vocabulary

beehive lake
deer mountain
duck river
forest squirrel

Functions and Forms

- Using the verb to be
- There is a beehive in the tree.
- There are ducks on the lake.

English Language Development Skills

Listening

- Listen attentively.
- Follow simple directions.

Speaking

- Use descriptive words when speaking about places and things.
- Make oneself understood when speaking by using English grammatical forms and sounds.
- Identify and use subject-verb agreement.

Reading

- Match oral words to printed words.
- Read common, irregular sight words.
- Follow one-step written instructions.

Writing

- Print legibly and space letters and words appropriately.
- Write in complete, coherent sentences.

Materials

- Class CD (Track 29)

Lesson 5

Frontload Vocabulary

Dictate the words in the Key Vocabulary. Then, write the words on the board and have students self-correct their spelling.

WRITING STRATEGIES

Let's Connect!

Student Book page 140. Play Track 29.

Track 29 Laura: Look Dad, there's a squirrel in the tree!
Dad: I see it too. There are also lots of birds in the mountains. Can you find a bird?
Laura: Oh yes! There is a bird flying over there.
Dad: Look at the beehive in that tree over there. Bees live in beehives.
Laura: I hope they don't sting us!
Dad: They won't! Look over there. There is a rabbit in the grass.

LISTENING COMPREHENSION

Laura: He's so cute! I like rabbits! There's a deer looking at the rabbit.
Dad: Look on the lake. There are ducks swimming in the lake. There are also fish in the lake, but we can't see them. They are swimming under the water. Now, let's keep hiking and we can fill on the way back.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Have students point to and identify items in the picture using phrases or simple sentences.	Have students point to and identify items in the picture using complete, complex sentences.	Have students identify items in the picture using detailed descriptions.

Meeting Individual Needs

You may provide dual processing opportunities to students who are experiencing Comprehension difficulties by providing a written copy of the script to follow along while listening to the track.

Let's Focus!

Student Book page 141. Read the directions aloud. Tell students that they may say *there* to when they are pointing to one thing, and *there* are when they are pointing to more than one thing.

WRITING STRATEGIES

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Complete sentences as a class. Write them on the board. Have students copy them in their notebooks.	Have students work with a partner to copy and complete the sentences in their notebooks.	Have students complete the activity independently including additional sentences about things they see.

Meeting Individual Needs

You may simplify instruction for students experiencing difficulties with the conjugation of the verb to be with sample sentences.

Multiple Intelligences

Visual/Spatial
Venn Diagram

Use chart paper to draw a Venn diagram graphic organizer to compare and contrast two animals. The objective is help the students visualize the similarities and differences in these two animals as they review the vocabulary. Have them share with a partner.

Standards

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English as a Second Language

Standard 1: Communication: Listening Level 2; Speaking Level 3; Reading Levels 1 and 3; Writing Level 2.
Standard 2: Language Arts: Listening Levels 1 and 2; Speaking Level 3; Reading Level 1; Writing: Levels 1 and 3.

Spotlight on Language

Key Vocabulary

autumn summer
spring winter

Functions and Forms

- Describing the weather
- It is hot in the summer.

English Language Development Skills

Listening

- Listen attentively.
- Follow simple directions.

Speaking

- Stay on topic when speaking.
- Speak in complete, coherent sentences.
- Use descriptive words when speaking about people, places, things, and events.
- Make oneself understood when speaking by using English grammatical forms and sounds.

Reading

- Classify grade-appropriate categories of words.
- Relate prior knowledge to textual information.
- Recall the central ideas of simple expository or narrative passages.

Writing

- Print legibly and space letters, words, and sentences appropriately.
- Write in complete, coherent sentences.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Materials

- Earth Photo Cards
- chart paper

Lesson 9

Frontload Vocabulary

Display Earth Photo Cards that show the seasons of the year. Then, have students guess the season as you make sketches on chart paper or the board. Clues to sketch may include: leaves falling from a tree and pumpkins (fall), snow falling and a snowman (winter), Earth Photo Cards (flowers and a butterfly) (spring), and kids swimming in the ocean (summer).

VOCABULARY DEVELOPMENT

Let's Connect!

Student Book page 144. Read the directions aloud. Read the text with students. Then, have students discuss their local weather patterns. Read instruction B with the class. Have students talk about the local weather.

READING COMPREHENSION

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Work with the class to write sentences about the weather where they live on the board. Then, have students copy the sentences in their notebooks.	Have students work with a partner to write sentences about the weather where they live. Be sure they write in complete sentences and include the name of the current season.	Have students work independently to write sentences about the weather where they live. Be sure they include the name of all four seasons and descriptions of the weather experienced during each season.

Meeting Individual Needs

You may assist students experiencing difficulty writing about the weather by pairing them with other students who better understand the concept.

Let's Focus!

Student Book page 145. Read the directions aloud. Model the first sentence for the class. Then, have students copy and complete the sentences.

VOCABULARY DEVELOPMENT

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Complete the activity together as a class and write the responses on the board. Then, have students copy the responses in their notebooks.	Have students work with a partner to copy and complete each of the sentences in their notebooks.	Have students complete the activity independently. Then, ask students to write additional sentences using the words from the word bank.

Meeting Individual Needs

You may simplify instruction for students experiencing difficulty with the activity by dictating the sentence and having the students only write the words that are missing.

Multiple Intelligences

Intrapersonal

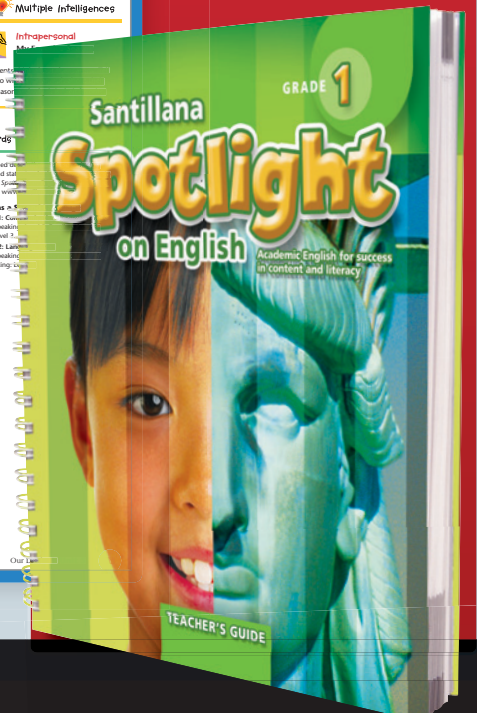
Have students think about their favorite season.

Standards

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

English as a Second Language

Standard 1: Communication: Listening Level 2 and 3; Speaking Level 3; Reading Level 1 and 2; Writing Level 2.
Standard 2: Language Arts: Listening Levels 1 and 2; Speaking Level 3; Reading Level 1; Writing: Levels 1 and 3.



Spotlight on Content

Spotlight on Content
LESSONS 11–18

THE CONTENT AREAS ARE USED AS THE VEHICLES OF DIRECT INSTRUCTION!

Spotlight on Content develops academic language and vocabulary through instruction and activities in each of the content areas in every unit.

Teacher's Guide Level 1

Spotlight on Content

Lesson 11

Key Vocabulary
adapt, desert, hot, climate, dry, sunny

Functions and Forms
• Understanding expository text
The purpose of this paragraph is to inform about the desert.

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Stay on topic when speaking.
• Answer simple questions.
Reading
• Match oral words to printed words.
• Identify the title and author of a reading selection.
• Identify letters, words, and sentences.
• Read common, irregular sight words.
• Respond to what and how questions.
Writing
• Print legibly and space letters, words, and sentences appropriately.
• Use knowledge of the basic rules of punctuation and capitalization when writing.
• Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Materials
✓ index cards
✓ coffee can

Preparation
• Write the Dutch list of grade 1 sight words on individual index cards and place them inside the coffee can. Include five cards with the word KABOOM written on them. Mix the cards before putting them into the can.

Access Prior Knowledge
Ask students if they know what an encyclopedia is, what it is used for, and what kind of information it provides. Elicit from students such answers as facts, information, research, explanations, and descriptions.

Expository Writing
Students Book page 146: Read the text to students. Then, read the text again but, this time, have students read along. Discuss the text and answer the questions.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Answer the questions as a class. Write students responses on the board in complete sentences. Have students copy the questions and the sentences from the board in their notebooks.	Have students work in small groups to write the answers to the questions in their notebooks. Be sure they answer in complete sentences and include the question in their answers.	Have students answer the questions in writing. Encourage them to include more information in their answers than what is asked of them.

Meeting Individual Needs
You may assist students experiencing difficulties with fine motor skills by providing individual assistance and extended time to write.

Multiple Intelligences

Visual/Spatial
Habitat Poster

Have students make an illustration of a habitat. First, ask them to make a list of animals and plants that live in their habitats. You may want to allow extra time for research. Then, have students draw the animals and the plants. At the end of the activity, tell the students that they just drew a habitat. Explain what a habitat is. Have students talk about the habitats they drew. Display the habitat posters on a wall.

Standards

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

English as a Second Language
Standard 1: Communication: Listening: Levels 2–4; Speaking: Levels 3 and 4; Reading: Levels 3 and 4.
Standard 2: Language Arts: Listening: Levels 1 and 3; Speaking: Level 3; Reading: Levels 3 and 4.

Develops the four language arts domains—listening, speaking, reading, and writing

Develops grade-level academic vocabulary

Spotlight on Content

Lesson 12

Key Vocabulary
conclusion, fact, detail, topic

Functions and Forms
• Writing an expository text
The topic first... it is...

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Stay on topic when speaking.
• Answer simple questions.
Reading
• Match oral words to printed words.
• Identify letters, words, and sentences.
• Follow one-step written instructions.
Writing
• Select a focus when writing.
• Write brief expository descriptions of a real place using sensory details.
• Write in complete, coherent sentences.
• Print legibly and space letters, words, and sentences appropriately.
• Use knowledge of the basic rules of punctuation and capitalization when writing.

Materials
✓ Practice Book (page 67)
✓ reference books
✓ paper
✓ markers
✓ sentence strips

Preparation
• On sentence strips, write sentences that are fact and sentences that are opinion about a topic.

Identify the Topic
Explain to students that the topic is the subject (i.e., person, place, or thing) the author writes about, and that the details are the facts the author provides about the topic. Then, read brief expository texts about familiar topics, such as the zoo, the farm, or the circus. Pair students and have them guess the topic for each text. Have them discuss with their partner details or clues that helped them determine their responses. Recall selections several times until students are able to point out clues or details that help them determine the topic.

Writing an Expository Paragraph
Students Book page 147: Read the information in the Spotlight box at the top of the page. Copy and complete the graphic organizer. Have students complete the writing activity.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Have the class decide on a topic as a group. Then, ask students to share facts about that topic and write them on the board. Have each student draw and label a picture about the topic.	Have the class decide on a topic and complete the graphic organizer together. Then, model how to write an expository paragraph. Have students write and illustrate their own paragraph.	Complete the activity as a group. Then, have students choose their own topic and repeat the activity independently.

Meeting Individual Needs
You may simplify instruction and facilitate the writing process for students experiencing difficulty with the concept of identifying main idea and supporting details by providing alternative graphic organizers.

Multiple Intelligences

Intrapersonal
Habitat Haven

Materials: magazines, scissors

Display several pictures of habitats such as oceans, jungle, mountains, desert, arctic, and forest. Have students think about which of those places they would like to visit and why. In pairs, have students talk about which items they would need for their trip and what kind of transportation would help them to travel there.

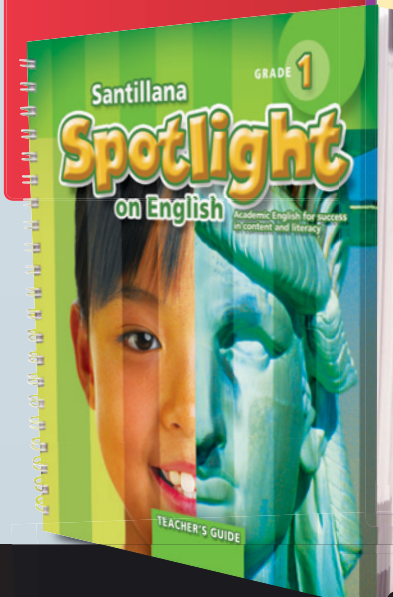
Standards

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

English as a Second Language
Standard 1: Communication: Listening: Levels 3 and 4; Speaking: Level 4; Reading: Level 4; Writing: Levels 3 and 4.
Standard 2: Language Arts: Listening: Levels 3 and 4; Speaking: Level 4; Reading: Level 4; Writing: Levels 3 and 5.

Develops the four language arts domains—listening, speaking, reading, and writing

Develops grade-level academic vocabulary



Frontloads key vocabulary, providing opportunities for the development of oral fluency and phonemic awareness

LESSONS IDENTIFY BOTH CONTENT AND LANGUAGE OBJECTIVES

Spotlight on Content

Lesson 14

Key Vocabulary
bar graph
sunny
rainy
snowy
windy

Functions and Forms
Analyzing a bar graph
Students like sunny weather the most.

Counting and Comparing
There are ... There are more than ... There are fewer than ...

English Language Development Skills
Listening
Listen attentively.
Follow simple directions.
Speaking
Stay on the topic when speaking.
Answer simple questions.
Reading
Match oral words to printed words.
Follow one-step written instructions.
Writing
Print legibly and space letters and words.

Materials
Practice Book (page 69)
Backline Master 5.5
chart paper
markers
paper

Preparation
Photocopy Backline Master 5.5 (1 per student).
Copy the bar graph from page 149 without coloring the bars and make one copy per student.
On chart paper, copy the bar graph from page 149 without coloring the bars.

Frontload Vocabulary

Explain to students that bar graphs are used for counting things. Tell students that bar graphs have a title and that the title of this graph is *Our Favorite Weather*. Tell students that the words *sunny*, *rainy*, *snowy*, and *windy* are the graph's labels. Explain to students that this bar graph shows what types of weather students like across the bottom, and how many students like each type on the side.

VOCABULARY DEVELOPMENT

Graphing Information
Student Book page 149: Discuss the graph with students.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Complete the activity together as a class. Model for students how to complete the graph on chart paper. Have students copy your graph on the graphs you have distributed.	Conduct the survey as a class. Next, have students work with a partner to complete the graphs you have distributed. Then, have them present their findings to help you complete a class graph on chart paper.	Conduct the survey as a class. Next, have students complete the graphs you have distributed. Then, have them present their findings to help you complete a class graph on chart paper.

Meeting Individual Needs
You may enrich instruction for more advanced students by asking them to present the information from activity A in a different kind of graph (such as a line graph or pie chart).

Graphing Information

Our class collected data about our favorite weather. We created bar graphs on this bar graph.

Look at the bar graph. Answer the questions.

- How many students are in the class?
- How many students like windy weather?
- Which type of weather do most students like?
- Which type of weather do the least students like?
- How many more students like windy weather than like rainy weather?

Do your own class survey.

Make a bar graph to represent your results.

Math

Group Choice

Have students share in groups what sort of information they would like to put into a bar graph. Once students decide on a subject, have them raise their hands to vote for their favorite ice cream, color, or whatever you are graphing. Explain that using a graphic organizer makes sharing the information easier. Make a class bar graph with the new information.

Let's Practice!
Have students open their Practice Books to page 69. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Home Connection

Distribute Backline Master 5.5, and explain to students that they will practice completing a bar graph with their families. Read the title of the graph and remind them to interview each family member. Have students take the sheet home to complete.

Multiple Intelligences

Body/Kinesthetic
Sort and Graph

Divide students into small groups. Give each group a set of manipulative blocks, geometric shapes, buttons, or coins. Have each group sort the manipulatives into categories. Have each group create a bar graph to represent their sorting activity.

Standards

English as a Second Language
Standard 1: Communication: Listening: Levels 1 and 3; Speaking: Levels 1 and 3; Reading: Levels 1 and 4; Writing: Levels 3 and 4.
Standard 2: Language Arts: Listening: Levels 2 and 3; Math: Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Levels 3 and 4.

Includes Home Connection activities through BLMs

Spotlight on Content

Lesson 16

Key Vocabulary
conclusion
experiment
hypothesis
investigate
observation
topic

Functions and Forms
Forming a hypothesis
Plants will not grow without water.
Drawing a conclusion
Plants cannot grow without water.

English Language Development Skills
Listening
Listen attentively.
Follow simple directions.
Speaking
Stay on the topic when speaking.
Ask questions for clarification and understanding.
Provide descriptions with careful attention to sensory details.
Reading
Follow one-step written instructions.
Use context to resolve ambiguities about word and sentence meaning.
Writing
Print legibly and space letters and words appropriately.
Use knowledge of the basic rules of punctuation and capitalization when writing.

Materials
Practice Book (page 71)
plastic cups
marker
newspapers
construction paper

Preparation
Line a table with newspapers. Gather all the materials for the experiment and place them on the table.

Frontload Vocabulary

Show students a picture of a scientist conducting an experiment or looking into a microscope. Have them share what they think the scientist is doing. Make a list of their responses. Tell students that, to do an experiment, there are steps that must be followed. Explain that the first step is choosing and investigating a topic. Then, investigators create a hypothesis. Explain that the hypothesis is the idea that the scientist wants to prove when he or she does an experiment. Tell students that, during the course of the experiment, scientists have to write down observations. Explain that, once the experiment is over, scientists must draw a conclusion. Tell students that a conclusion is a sentence that explains the scientist's findings at the end of the experiment.

SCIENCE EXPERIMENTS

Science Experiments
Student Book page 151. Read the Spotlight box aloud. Next, read the directions as students follow along. Before doing the experiment, have students hypothesize about what they think might happen. Then conduct the experiment with the class.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Conduct the experiments as a class. Work together to create a list of observations. Write them on the board. Read the directions and have students copy them in their notebooks.	Have students work in small groups to conduct the experiment. Have them record their observations by writing one or two sentences.	Have students work in pairs to conduct the experiment. Encourage them to add more detail to their observations.

Meeting Individual Needs
You may simplify instruction for students who are having difficulty with the scientific method by implementing graphic organizers to facilitate the concept of following a procedure.

Science Experiments

Scientific experiment to answer questions about our world. An experiment includes these steps:

- Formulate a hypothesis and ask a question.
- Form a hypothesis to answer the question.
- Conduct an experiment to test the hypothesis.
- Make and record observations during the experiment.
- Draw a conclusion based on your observations.

Conduct an experiment

Question: What happens when a plant does not get what it needs?

1. Label cup 1, 2 (200 mL) with soil. Place a seed in each cup. Water and place both cups in a dark place for 2 weeks.

2. Fill cup 1-3 with soil. Place a seed in each cup. Put a seal in the bottom of cup 4. Water cup 1, 2, and 4 every day for two weeks. Do not water cup 3.

Math

Drawing Conclusions

Have students divide a sheet of construction paper in half. Ask them to label the left side *No Water* and the right side *No Soil*. Have students draw what happened to the plant that had too little water and what happened to the one that had too little soil. Then, have students write a sentence on each side to explain why they think this happened.

Let's Practice!
Have students open their Practice Books to page 71. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Multiple Intelligences

Interpersonal
The Effects of Sunlight

In small groups, have students study the plants that did not receive sunlight in the experiment. Students write down their observations and describe the effects lack of sunlight has on plants. Then, discuss how lack of sunlight might affect humans and animals.

Standards

English as a Second Language
Standard 1: Communication: Listening: Levels 1 and 4; Speaking: Level 3; Reading: Level 3; Writing: Levels 1 and 3.
Standard 2: Language Arts: Listening: Level 3; Speaking: Level 3; Reading: Level 3; Writing: Levels 1 and 3.
Standard 4: Science: Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Levels 1-3.

Teacher's Guide Level 1

LEARN MORE BY VISITING www.SPOTLIGHTONENGLISH.com or CALLING TOLL FREE 1-800-245-8584

Spotlight on Content

Spotlight on Content
LESSONS 11–18

ACADEMIC LANGUAGE DEVELOPMENT: LANGUAGE ARTS, MATH, SOCIAL STUDIES, SCIENCE, ART, AND MUSIC!

Teacher's Guide Level 1

Spotlight on Content

Lesson 15

Key Vocabulary
animals, crops, helpful, rain, towns, harmful, plants, towers

Functions and Forms
• Describing the effects of rain
Rain makes crops grow.

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Stay on topic when speaking.
• Use descriptive words when speaking about places, things and events.
• Speak in complete, coherent sentences.
• Make oneself understood when speaking by using English grammatical forms and sounds.
Reading
• Read common, irregular sight words.
• Follow one-step written instructions.
• Respond to how and what questions.
Writing
• Write in complete, coherent sentences.
• Use knowledge of the basic rules of punctuation and capitalization.

Materials
✓ Practice Book (page 70)
✓ Blackline Master 5.6
✓ Copy Photo Cards
✓ paper
✓ crayons

Preparation
• Photocopy Blackline Master 5.6 (1 per student).
• On chart paper, make a two-column chart: Title it The Effects of Rain. Write *Helpful* on the left column and *Harmful* on the right column.

Unit 5 Our Land

Frontload Vocabulary **WRITING STRATEGIES**

Display *Earth* Photo Cards that show rain, animals, and plants. Dictate the words in the Key Vocabulary list at left as students write the words in their notebooks. Then, write the words on the board, and have students self-correct their spelling.

The Effects of Rain **READING COMPREHENSION**

Student Book page 150. Explain each of their Key Vocabulary words. Ask students to point to the paragraph and follow along as you read. Have students follow along as you read the directions. Have students discuss the questions, Ask students to write responses that explain why rain is helpful. *i.e. Rain helps the plants grow.*

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Have students answer the questions in simple, complete sentences.	Have students answer the questions in complete, complex sentences.	Have students answer the questions in complete sentences that are supported by details from the text.

Meeting Individual Needs

You may assist students who are experiencing minor difficulty with fine motor skills by providing additional time and individual assistance while writing the sentences.

Helpful and Harmful **WORD RECOGNITION**

Have students draw pictures that illustrate how rain can be helpful and how it can be harmful. Divide chart paper in half and label each side.

Multiple Intelligences

Logical/Mathematical
Rainfall Graph

Have students work in small groups to make a bar graph with the following information: Town 1: 5 inches of rain; town 2: 10 inches of rain; town 3: 8 inches of rain; and town 4: 2 inches of rain. Discuss towns with most and least rainfall.

Standards

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

English as a Second Language
Standard 1: Communication: Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 1–3; Writing: Levels 1, 3, and 4.
Standard 2: Language Arts: Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 1–3; Writing: Levels 1, 3, and 5.
Standard 3: Social Studies: Listening: Levels 2 and 3; Speaking: Level 4; Reading: Levels 2 and 4; Writing: Levels 1 and 4.

Our Land Unit 5

Spotlight on Content

Lesson 18

Key Vocabulary
art, paintings, valuable, color, sunflower

Functions and Forms
• Studying an artist—Vincent van Gogh
Vincent van Gogh used lots of color in his work.

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Stay on topic when speaking.
• Use descriptive words when speaking about places, things and events.
• Speak in complete, coherent sentences.
• Make oneself understood when speaking by using English grammatical forms and sounds.
Reading
• Read common, irregular sight words.
• Follow one-step written instructions.
• Respond to how and what questions.
Writing
• Write in complete, coherent sentences.
• Use knowledge of the basic rules of punctuation and capitalization.

Materials
✓ Practice Book (page 70)
✓ Blackline Master 5.6
✓ Copy Photo Cards
✓ paper
✓ crayons

Preparation
• Photocopy Blackline Master 5.6 (1 per student).
• On chart paper, make a two-column chart: Title it The Effects of Rain. Write *Helpful* on the left column and *Harmful* on the right column.

Unit 5 Our Land

Art Appreciation **ORAL FLUENCY**

Show students examples of Vincent van Gogh's work, but do not mention the name of the artist. Ask students to share their opinions about the paintings. Encourage them to talk about the use of color and the general beauty of the paintings. If they do not like the paintings, encourage them to describe the things they don't like about the paintings. Then, tell students that those paintings are very famous and that they were created by an artist named Vincent van Gogh.

Painting Sunflowers **READING COMPREHENSION**

Student Book page 153. Tell students that they will be learning about an artist. Have students follow along as you read the paragraph about Vincent van Gogh. Read the directions and have students complete the activity.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Do the activity as a directed drawing. Model each step of the instructions. Have students complete their drawings one part at a time as you show them how to draw and label each section of the flower.	Model the drawing for students. They have each student copy the drawing, paint it, and write a sentence to describe it.	After completing their paintings, have students write a short paragraph to describe their painting.

Meeting Individual Needs

You may enrich instruction for more advanced students by allowing them the freedom to embellish their paintings with additional artistic details, such as background scenery, and have them include those details in their paragraphs.

Multiple Intelligences

Naturalist
Natural Scenes

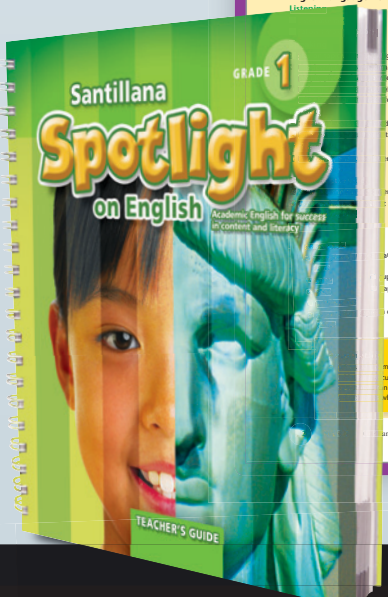
Take students outside and invite them to draw or paint a natural scene. Then, have them write a sentence to describe their paintings. Invite students to share their paintings with the class.

Standards

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

English as a Second Language
Standard 1: Communication: Listening: Level 3; Speaking: Level 3; Reading: Level 2; Writing: Level 3.
Standard 2: Language Arts: Listening: Level 3; Speaking: Level 3; Reading: Level 3; Writing: Level 3.

Our Land Unit 5



Impressions & Project

Impressions & Project
LESSONS 19-20

SPOTLIGHT ON ENGLISH gives students opportunities to consolidate unit concepts and apply them in the Impressions and Project lessons at the end of each unit.

- Validate students' cultural backgrounds and highlight contributions of different ethnic groups
- Build self-esteem and foster cultural awareness
- Motivate students to apply vocabulary, language, and concepts learned



Impressions

Lesson 19

Key Vocabulary
culture tribes
rain dance water
rainfall wind

Functions and Forms
• Learning about rain dances
Rain dances are very important for some Native American Indians.
• Comparing traditions
There is a rain dance in my family that is the same as the Native American Indians, because ...

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Stay on topic when speaking.
• Use descriptive words when speaking about people, places, things, and events.
• Speak in complete, coherent sentences.
• Relate an important life event or personal experience in a simple sequence.
• Answer simple questions.
Reading
• Match oral words to printed words.
• Follow one-step written instructions.
Writing
• Use descriptive words.

Materials
✓ practice book (page 73)

Scaffold Language ORAL LANGUAGE DEVELOPMENT

Tell students that people of different cultures have different rituals and traditions. Explain what traditions and rituals are. Have volunteers look up the words in a dictionary and dictate the definitions to you as you write them on the board.

Rain Dances ORAL LANGUAGE DEVELOPMENT

Student Book page 154. Have students look at the pictures on the page and talk about what they already know about Native American tribes. Have students point to the text and follow along as you read. Discuss the paragraph to ensure students understand the concept. Have students answer the questions and share their responses.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Work as a class to answer the questions. Record student responses on the board. Have students copy in their notebook.	Have students work with a partner to answer questions in complete sentences.	Have students work independently to answer questions in complete sentences, including details from the text.

Meeting Individual Needs

You may simplify instruction for students having difficulty understanding the activity by providing them with a graphic organizer (such as a KWL chart) that will help them plan what they will write.

Multiple Intelligences

Musical
Rain Song

Divided into four groups, have the class perform a rain song. Group one rubs their hands together to sound like the wind. Group two taps their fingertips on the desk to sound like light rain. Group three hits their desks with their palms to sound like hard rain. Group four hits the desks with their fists to sound like thunder. Make the rain sounds fall and rise.

Reading Comprehension

Read again with students the text on page 154 of the Student Book. Tell students to pay special attention to the dance moves that are usually done during a rain dance. Then, divide students into small groups. Have each group plan and perform their own rain dance. Remind students that rain dances are very important for some Native Americans and that they must always show respect for other people's cultures.

Let's Practice!

Have students open their Practice Books to the Reading Review on page 73. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Standards

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

English as a Second Language
Standard 1: Communication Listening Level 3; Speaking Levels 4 and 5; Reading Levels 3 and 4; Writing Level 2.

Project

Lesson 20

Key Vocabulary
earth posters recycling trash tree

Functions and Forms
• Writing about a plan
First, I will ... Then, I will ... Next, I will ... Finally, I will ...
• Describing emotions
I felt happy to ... I felt bored with ...

English Language Development Skills
Listening
• Listen attentively.
• Follow simple directions.
Speaking
• Make oneself understood when speaking by using English grammatical forms and sounds.
• Speak in complete, coherent sentences.
Reading
• Make oneself understood when speaking by using English grammatical forms and sounds.
Writing
• Print legibly and space letters and words appropriately.

Materials
✓ practice book (page 74)
✓ students' work from the unit
✓ construction paper
✓ chart paper
✓ markers
✓ chart paper
✓ sentence strips

Preparation
• Gather any materials produced by students throughout this unit.
• Have a bulletin board ready to be decorated.

Reuse and Recycle ORAL FLUENCY

Display any materials produced during all the lessons in this unit. Divide students into small groups. Tell them that they will be thinking and talking about all the activities they worked on in this unit. Tell them they must take turns sharing their ideas and remind them to be respectful of everyone in their group as they talk with one another. Then, invite students to make a class project to show the things they have learned about the earth.

Earth Day ORAL LANGUAGE DEVELOPMENT

Student Book page 155. Have students follow along as you read the instructions. Complete the activities with the class. Plan an Earth Day fair.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Have students write words on sentence strips and paste them on the bulletin board, next to the materials they created during the unit. Then, have them work together to create a plan on a chart paper for an Earth Day fair.	Have students write descriptions of the materials they created during the unit. Then, have students work with a partner to write a plan for their Earth Day fair. Have students share their plans with the class.	Have students write descriptions of the materials they created during the unit. Then, have students work with a partner to write a plan for their Earth Day fair. Have students share their plans with the class.

Meeting Individual Needs

You may provide graphic organizers to simplify instruction for students experiencing difficulties with the concept of synthesizing their work from the unit or with the concept of planning Earth Day fair activities.

Multiple Intelligences

Verbal/Linguistic
Poem

Teach students a poem to help them remember to care for earth.

Earth is an old place. It needs special love and care. Plant a tree if you please. It gives us the clean air that we need. Oh! And don't forget to pick up your trash. So let's work together as a team, to keep the Earth super clean.

Writing Strategies

Write All About It

Tell students they will be writing about their earth day experiences. Have students reflect on their favorite part of the day. Then, ask them to write several sentences describing how they felt during the event. Encourage students to use detail. Then, invite students to draw a picture to match their sentences. Have them share their experiences with a friend.

Let's Practice!

Have students open their Practice Books to the Writing Review on pages 74. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page independently in class or as homework.

Standards

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

English as a Second Language
Standard 1: Communication Listening Level 3; Speaking Level 3; Reading Levels 2 and 3; Writing Level 3.
Standard 2: Language Arts Listening Levels 1 and 3; Speaking Levels 1, 2, and 4; Reading Level 3; Writing Level 4.

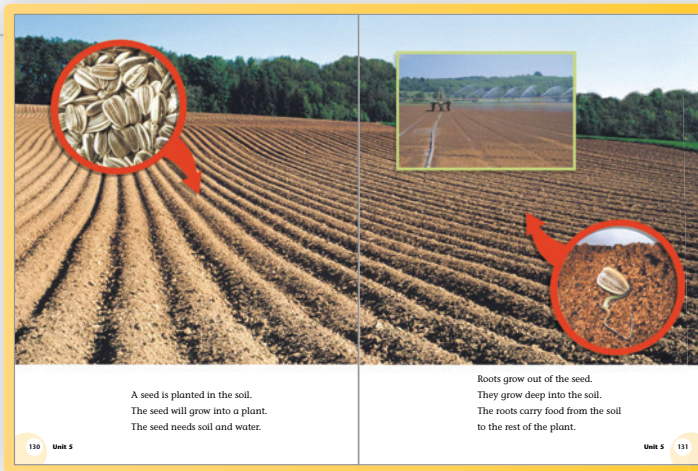
Impressions lessons introduce students to different aspects of American culture and contrast/compare them with their own.

Project lessons offer students an opportunity to integrate the language, vocabulary, and skills they have acquired throughout the unit.

FICTION AND NONFICTION READING OPPORTUNITIES!

In addition to the **Student Book reading selections**, which drive the unit themes, **Spotlight on English** exposes students to a variety of additional fiction and nonfiction reading opportunities.

Content-rich **Student Book** reading selections drive unit theme and vocabulary





Spotlight CD includes recordings of selections, dialogues, chants, and songs


Eight Big Books (K only) introduce unit theme, present language structures, and develop reading skills: concepts about print, phonemic awareness, word recognition skills, vocabulary skills, and reading comprehension.




Key Words


 school


 letters


 numbers

2



Let's predict!

- Who is the story about?
- Where does the story take place?

3

It is the first day of school. Neeta is going to kindergarten.

Thematic Library helps students build literacy skills through leveled readers with controlled vocabulary selections. Includes additional Big Books in level K.



Keeping Heat In and Out

In the city we bundle up in layers of warm clothes to **insulate** us from the cold. The clothes keep our body heat in. Other mammals have built-in insulation. Their fat or fur holds in their body heat.

9




You can see rainbows. They look colorful and magical.

You can see trees. They look tall and shady.

Classroom Library gives students new opportunities to acquire information with a variety of literature thematically tied to each unit. Students have an opportunity to further develop vocabulary, reading comprehension skills, and reading fluency.



PHONICS FOR LITERACY!

Spotlight on English offers a variety of opportunities to develop phonemic awareness/phonics skills at all proficiency and grade levels.

- Implicit and explicit phonics instruction
- Flexible resources ideal for newcomers
- Additional practice online at school or at home

Teacher's Guide Level 1

Spotlight on Content

Lesson 17

Key Vocabulary
rain sunny
rainy sunshine
skies

Functions and Forms
● Describing feelings
You make me happy.

English Language Development Skills
Listening
● Listen attentively.
● Follow simple directions.
Speaking
● Recite poems, rhymes, songs and stories.
● Speak in complete, coherent sentences.
● Relate an important life event or personal experience in a simple sequence.
● Use descriptive words when speaking about people and events.
Reading
● Match oral words to printed words.
● Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns, and blend those sounds into recognizable words.
Writing
● Use descriptive words.
● Print legibly and space letters, words, and sentences appropriately.
● Use knowledge of the basic rules of punctuation and capitalization.

Materials
✓ Practice Book (page 72)
✓ Class CD (Track 31)

Frontload Vocabulary

ORAL LANGUAGE DEVELOPMENT

Have students gather on the carpet. Have students describe sunny and rainy days. Write student's responses on the board. Then, have them talk about the way they feel on rainy days and on sunny days. Invite students to compare the weather with their own moods, when applicable.

You Are My Sunshine

LISTENING COMPREHENSION

Student Book page 152: Read the lyrics as students read along. Play Track 31. Teach students the song. Then, have them talk about how it makes them feel and why they think they feel that way.

Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Ask students to describe their feelings. Make a list of those feelings on the board. Have students copy the list.	Ask students to describe their feelings. Make a list of those feelings on the board. Then, have students write complete sentences using the words on the list.	Ask students to describe their feelings. Then, ask them to write a paragraph about the way they feel when they sing the song.

Meeting Individual Needs

You may enrich instruction for more advanced students by asking them to write a paragraph about how weather affects their moods; for example, how do they feel on rainy days versus sunny days?

Sound It Out

WORD RECOGNITION

Remind students that consonants are all of the letters that are not vowels. Ask them to provide examples of some consonants. Next, ask them to think

Sing Along

Listen to the song

You Are My Sunshine

You are my sunshine,
My only sunshine,
You make me happy
When skies are gray,
You'll never know dear
How much I love you!
Please don't take
My sunshine away!

Sing the song. Talk about how the song makes you feel.

Multiple Intelligences

Verbal/Linguistic
Make a Prediction

Have students sing the Rain song one more time. Highlight the third line. Point out that the little girl wants to go out to play. Have them share with a partner to predict a game the little girl will play when the rain stops. Have students share ideas. Tell partners to write a complete sentence to match their idea.

Practice Book (page 72)

Standards

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

English as a Second Language
Standard 1: Communication: Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Level 1.
Standard 2: Language Arts: Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Level 1.

Sound It Out activities imbedded in the Teacher's Guide lessons throughout units develop phonics skills within the context of the unit.

SPOTLIGHT ONLINE

Spotlight Online phonemic awareness/phonics tutorials and practice exercises help students learn systematic and predictable relationships between letters and spoken words.



Online practice: consonant sounds C and G

PHOTOCARDS

300 FULL-COLOR CARDS



Flower

Etymology: from Middle English *flour* flower, back of anything, flour, from Anglo-French *flor* flower, from Latin *flor*, flō, (Source: m-w.com)

Definition: the part of a plant that is often brightly colored and has a pleasant smell

Form: n. flowers

Related words: v. to flower, n. flower child, adj. flowery; adj. flowerless

Fluency Practice: *The berries handed Florence her flowers. Florence chose her flowers with a flourish. She picked flowers on tulips and a bushel pink rose. A flower garden that she held in her nose. Flowers blue, and funny dog-dolls. The bouquet of flowers floated in colors. A flower Florence carried from Florida. Where there are flowering flowers but not hills.*

Phonics and Vocabulary Activities

Before displaying the photo card, ask students to draw their favorite flower. Once the students have completed their drawings, ask them to share their work and briefly tell why certain flowers are their favorites. Then display the photo card and write the word *flower* on the board. Slowly pronounce each sound /f- /l- /ow- /er/. Ask students to repeat the sounds with you and blend the word together. Say: Listen carefully to the words I call out. If you hear the sounds /f/ and /l/ together as in flower, stand up with your flower drawing. Say: correct. Sit. Now, just /flor/. Now, flō. Write the words beginning with the sounds /f/ and /l/ on the board and read them aloud once more. Have the class chorally read out the words and then blend them together.

Show students the photo card. Ask them which word best describes the image shown on the card. After students identify the key word *flower*, have volunteers use the word in complete sentences. Use this card to practice spelling patterns in drawing words. Write the word *flower* on the board and ask students to look at a letter by letter. Dictate the words *move*, *power*, *grover*, and *lover* and have students explain how knowing about the spelling of *flower* can help them spell words that share the same ending.

Show students the photo card. Ask them which word best describes the image shown on the card. After students identify the key word *flower*, have volunteers use the word in complete sentences. Read the following sentence to students: *His speech is as dry as flowers for my nose.* Have students use their prior knowledge of *flower* and context clues to explain in complete sentences the figurative meaning of the word *flower* in this sentence.

Phonics and Vocabulary **Photocards** include activities at the beginning, intermediate, and advanced levels using vocabulary presented in the Teacher's Guide Lessons.



PHONICS AND FLUENCY HANDBOOK

Phonics and Fluency Handbook supports instruction with phonics lessons at the beginning level and practice and reinforcement through songs, chants, and rhymes in blackline master format.

Photo Card 87 • Stem

Jack spit a seed out into his yard.
That thing sprouted and sprang up tall and hard.
The stem of the plant spurted through the clouds.
Jack looked up at his big plant feeling proud.
Jack started to climb the stock for sport.
Then he spied a Giant with an ugly wart,
But the Giant also spotted Jack.
Jack sped down his amazing tree.
And chopped the whole thing down
Before the Giant could say: "Fo Fum Fee."

Photo Card 94 • Cold

There is nothing better on a very hot day
Than a cold drink to chase the heat away.
Hot chocolate is great when the weather is cold.
But not when the sun shines so bright and bold.
I like a cold drink when the weather is hot
I love a hot drink when the weather is not.

Cold

Etymology: from Middle English, from Old English *cold*, *cold*, akin to Old High German *falt* cold, Latin *gelō* frost, *gelō* to freeze. (Source: m-w.com)

Definition: adj. at a low temperature, n. 1) winter weather, 2) a common infection affecting the respiratory system

Form: adj. comparative colder, superlative coldest, n. pl. colds

Related Words: adj. cold-blooded, n. coldness, adj. coldhearted

Fluency Practice: *There is nothing better on a very hot day than a cold drink to chase the heat away. Hot chocolate is great when the weather is cold. But not when the sun shines so bright and bold. I like a cold drink when the weather is hot. I love a hot drink when the weather is not.*

Phonics and Vocabulary Activities

Display the photo card. Ask what word best describes the image. If students cannot identify the target word *cold*, write it on the board and ask them to repeat it after you, and blend the sounds. You may use this key word to practice high-frequency word recognition. Write the target word on the board and cover it with this photo card. Have students write the word as you uncover it. Repeat a few times. Use this card and photo cards *Hot* and *Warm* as flashcards for recognition practice.

Display the photo card. Ask what word best describes the image. After students identify the key word *cold*, have them spell it and write it on their notebooks. Write the word and ask students to explain the difference between the sentences, *I don't like cold weather. I'm not in the cold, and, I love a cold.*

Display the photo card. Ask what word best describes the image. After they identify the key word *cold*, have one student use it in a complete sentence. Introduce students to the sentence: *She is as cold as ice.* Have them work together to explain how the definition of *cold* relates to the figurative meaning of this idiom.

Santillana Spotlight on English

Phonics and Fluency Handbook

IDEAL FOR NEWCOMERS

Assessments

ADJUST INSTRUCTION BASED ON STUDENTS' NEEDS!

Assessment system helps evaluate and track student progress in all language domains—**Listening, Speaking, Reading, and Writing**—and helps tailor instruction to each student's needs.



PRE-TEST

Pre-test administered in the **beginning of the year** identifies language proficiency in every skill area to help teachers tailor instruction to each student's needs by matching student proficiency to **Targeting Proficiency Level** activities in the Teacher's Guide.

FORMATIVE AND SUMMATIVE UNIT ASSESSMENTS

- Integrated Domains Assessment is administered as part of the instructional process as *you teach each unit*

Assessment Results are easily converted to **beginning, intermediate, or advanced** proficiency level.

Point Values Pre- and Post-Tests

Point Values

In the Listening section of the Pre- and Post-Test, correct responses to items 1-8 are worth 1 point each, items 9-16 are worth 2 points each. All items are either correct or incorrect.

In the Reading section, correct responses to items 1-4 are worth 1 point each, items 5-8 are worth 2 points each, and items 9-12 are worth 3 points each. All items are either correct or incorrect.

In the Writing section, items 1-8 are scored correct or incorrect. Each of these items is worth 2 points. Items 9-10 (sentence writing) are scored using a 4-point rubric, which can be found on page XX of this guide. If the response scores a level one on the rubric, 1 point is given for the item, if it scores a level two, 2 points are given, if it scores a level three, 3 points are given, if it scores a level four, 4 points are given.

In the Speaking section, items 1-8 are scored correct or incorrect using the rubric on page XXII of this guide. A correct response to items 1-4 (question 1) is worth 1 point, item 5-8 (question 2) are worth 2 points, and items 9-12 (question 3) are worth 3 points. Item one (question 4) is scored on a 5-level rubric worth up to 30 points.

Section	Item ID	Item Values	Scoring Method
Listening	A: 1-8	1	Answer Key (correct/incorrect)
	B: 9-16	2	Answer Key (correct/incorrect)
Reading	A: 1-4	1	Answer Key (correct/incorrect)
	B: 5-8	2	Answer Key (correct/incorrect)
Writing	A: 1-8	2	Answer Key (correct/incorrect)
	B: 9-10	4 levels	Rubric (4 levels)
Speaking	A: 1-4	1	Rubric (correct/incorrect)
	B: 5-8	2	Rubric (correct/incorrect)
Speaking	A: 9-12	3	Rubric (correct/incorrect)
	B: 13-16	30	Rubric (4 levels)

Use the table below to convert the numerical scores into proficiency levels.

Pre- and Post-Test	Level
0-8	Beginning
9-24	Intermediate
25-30	Advanced

XX Scoring

Point Values Unit Assessments

Point Values

In the Listening and Reading sections of the unit assessments, correct responses to items in Part A are worth 1 point each, and items in Part B are worth 2 points each. All items are either correct or incorrect.

In the Writing section, all items in Part A are scored correct or incorrect. Each of these items is worth 2 points. Part B (sentence writing) is scored using a 4-point rubric, which can be found on page XX of this guide. If the response scores a level one on the rubric, 1 point is given for the item, if it scores a level two, 2 points are given, if it scores a level three, 3 points are given, if it scores a level four, 4 points are given.

In the Speaking section, all items are scored correct or incorrect using the rubric on page XXII of this guide. A correct response to items 1-5 (question 1) is worth 1 point, item 6 (question 2) is worth 2 points, item 7 (question 3) is worth 3 points.

Section	Item ID	Item Point Values	Scoring Method
Listening	A: 1-4	1	Answer Key (correct/incorrect)
	B: 5-8	2	Answer Key (correct/incorrect)
Reading	A: 1-4	1	Answer Key (correct/incorrect)
	B: 5-8	2	Answer Key (correct/incorrect)
Writing	A: 1-5	2	Rubric (correct/incorrect)
	B: 6	4 levels	Rubric (4 levels)
Speaking	A: 1-5	1	Rubric (correct/incorrect)
	B: 6	3	Rubric (correct/incorrect)

Use the table below to convert the numerical scores into proficiency levels.

Unit Assessment	Level
0-3	Beginning
4-7	Intermediate
8-10	Advanced

SECTION SCORE TO LEVEL CONVERSION

POINT VALUES



- Group students for targeted and generalized instruction
- Track ongoing language development **in every domain**
- Gauge improvement at the end of the year

- Separate Domains Assessment administered *at the end of the unit* evaluates students' mastery of unit skills in all areas of language development

POST-TEST

Post-test is administered at **the end of the year** and enables teachers to compare results to the Pre-test and assess growth and improvement in **every domain**.

Teacher's Guide Level 1

Let's Focus!

READING COMPREHENSION

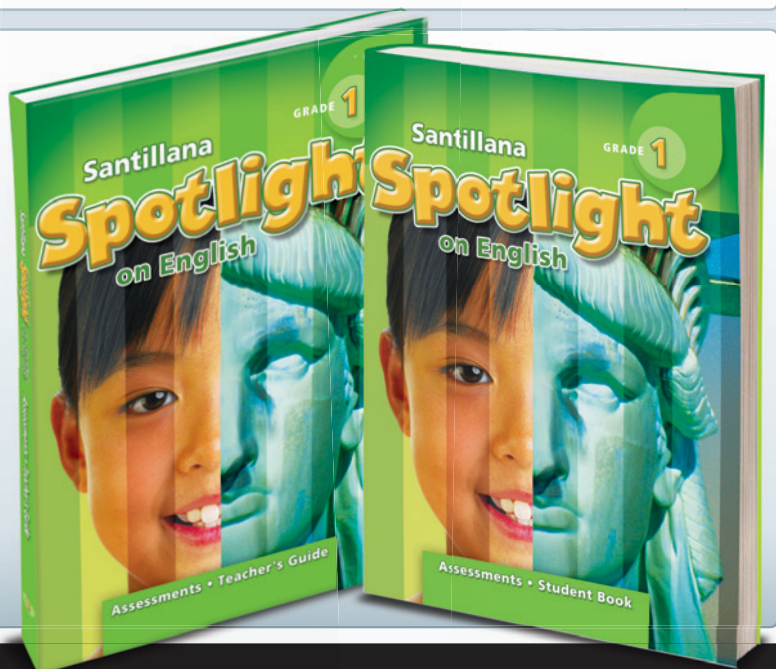
Student Book page 143: Read the directions aloud. Next, have students create a Venn diagram. Then, have them copy and complete the sentences in activity B.

● Targeting Proficiency Levels

Beginning	Intermediate	Advanced
Draw and complete the Venn diagram on the board with the class. Then, complete the sentences together and write students' responses on the board. Have students copy the sentences into their notebooks.	Create the Venn diagram as a class on chart paper. Then, have students work with a partner to copy and complete the sentences on the same page.	Have students work on the activities individually. Then, ask students to share their diagrams and sentences with the class.

▶ Meeting Individual Needs

You may assist students...





PRACTICE AT SCHOOL OR AT HOME
THROUGH SPOTLIGHT ONLINE!
www.spightonenglish.com/spotlightonline

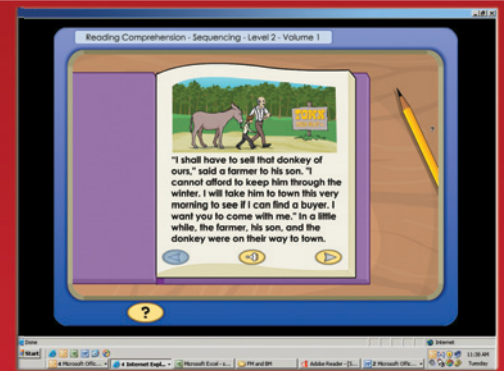
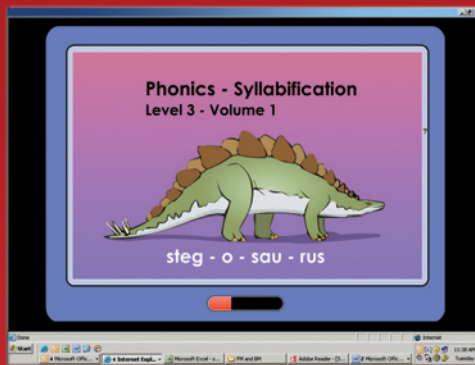
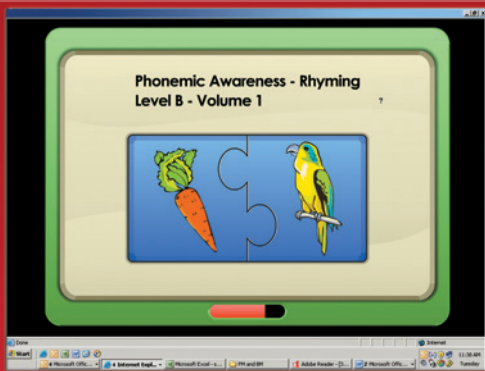
Phonics, vocabulary, and comprehension practice and application is only a click away!

English learners have fun and build essential reading skills with hundreds of web-based tutorials and activities that help them:

Identify and interact with individual sounds

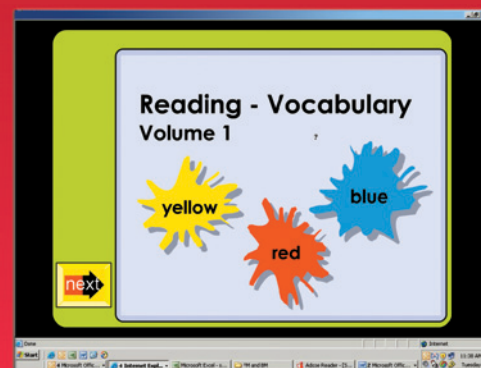
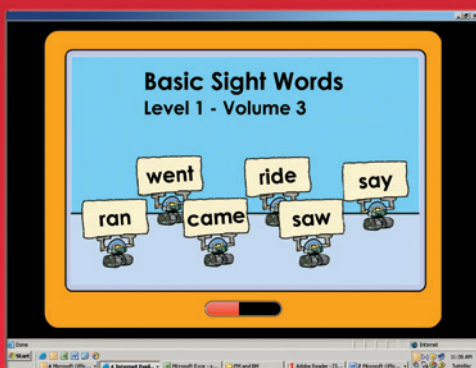
Form relationships between letters and sounds

Actively construct meaning when reading both fiction and nonfiction passages



Recognize common sight words

Expand vocabulary



PRACTICE AND REINFORCEMENT IN EVERY LESSON WITH SPOTLIGHT ONLINE!



Unit 5 Our Land UNIT PLANNER

Lessons	Key Vocabulary	Language Features	Materials	Instruction	Extended Activities
Day 1 Lesson 1 (151 pages 224-225) Spotlight on Reading	leaf plant soil sprout stem	Identifying seasons Describing the weather	Earth Photo Cards Black markers chart paper	Brainstorm one LANGUAGE DEVELOPMENT Frontload Vocabulary writing strategies Let's Predict! Targeting Proficiency Levels Picture Read the Story vocabulary assessment Predictions Let's Practice!	Multiple Intelligences Bodily/Kinesthetic The Plans and Me Spotlight Online Reading Comprehension Making Predictions: L1 Vol. 1
Day 2 Lesson 2 (152 pages 226-231) Spotlight on Reading	desert flower mountain nectar ocean pollen rain root spring	Describing what a plant needs Using present simple tense	Practice Book (page 61) Earth Photo Cards Blackline Masters 5.1 and 5.2 white construction paper crayons	Review Vocabulary vocabulary assessment Read and Discuss the Story Reason, comprehension Favorite Plant Chart Favorite Plant Chart one LANGUAGE DEVELOPMENT Personal Response Lesson extension Let's Practice!	Multiple Intelligences Logical/Mathematical Home Connection Spotlight Online Reading Comprehension
Day 3 Lesson 3 (153 pages 232-235) Spotlight on Reading	flower leaves root seed spring stem	Describing stages of plant growth	Practice Book (page 62) Class CD (Track 28)	Edits Read the Story Read and Discuss the Story Let's Check! Reason, comprehension Targeting Proficiency Levels Act It Out Lesson extension Sound It Out Lesson extension Let's Practice!	Multiple Intelligences Logical/Mathematical Measuring Plants Materials: Ruler, white paper, markers Spotlight Online Reading Comprehension: Phonics Awareness: Additional LA Vol. 1
Day 4 Lesson 4 (154 pages 236-238) Spotlight on Reading	recycle leaf sunlight water	Recognizing plant needs Caring for the earth	Practice Book (page 63) Class CD (Track 28)	Group Reading Read and Discuss the Story Let's Summarize! Reason, comprehension Targeting Proficiency Levels Let's Reflect! Lesson extension Targeting Proficiency Levels Let's Practice!	Multiple Intelligences Logical/Mathematical Save the Earth Posters Spotlight Online Reading Comprehension: Basic Sight Words: L1 Vol. 13



Teacher's Guide Level 1



Spotlight on Reading Lesson 2

Key Vocabulary
desert nectar rain
flower ocean root
mountain pollen spring

Functions and Forms
Describing what a plant needs
The plant needs water.
Roots grow into the soil.
Using present simple tense
Roots grow into the soil.

English Language Development Skills
Listening
Listen attentively.
Speaking
Use descriptive words.
Retell stories and the sequence of story events.
Reading
Match oral words to printed words.
Relate prior knowledge to textual information.
Read the central ideas of simple expository passages.
Respond to who, what, where, and how questions.

Materials
Practice Book (page 61)
Earth Photo Cards
Blackline Masters 5.1 and 5.2
white construction paper
crayons
Large pictures of plant with parts labeled (from Lesson 1)

Preparation
Phonics Blackline Masters 5.1 and 5.2 (for students)

Review Vocabulary
Display the Earth Photo Cards that show weather. Elicit from students the names of the seasons and the types of weather most frequently associated with each season.

Read and Discuss the Story
Student Book pages 128-129. Read the story aloud while students follow along in their books. Use the Discuss questions to develop comprehension. Encourage beginning students to respond with phrases. Intermediate students should respond in complete sentences. Support their answers with details.

Discuss
Pages 128 and 129
What season is represented in this photo?
What is the weather like in the photo?

Page 129
How would you describe this photo?
What animals do you think live here?

Page 129
What do you see in the distance of the photo?
What else do you see in the photo?

Reading Comprehension Skills and Strategies

Making Inferences
Explain to students that they make inferences when they use clues from the reading and what they already know to figure out something that is not directly stated or explained in the reading. Have students make inferences about the weather. For example: Do you think seeds could grow into a plant if it were cold and snowy?

Sequence
Explain to students that sequence is the order of events in a story. Understanding in which order events take place in a story is essential to forming ideas and opinions about a story. Words and phrases such as first, then, finally, the next day, however, etc. often signal order of events in a story. Help students identify order of events in the story by having them identify stages in the plant's cycle. For example: A seed is planted in the soil. The seed will grow into a plant.

Discuss

Beginning
Page 130
Where are seeds planted?
What do seeds need?

Intermediate
Page 130
What kind of seeds do you think these are?
Why do seeds need soil and water?

Advanced
Page 130
What will happen to the seed?
Page 131
Roots carry food from the soil to the plant. What else do roots do? (They hold the plant in place.)

Reading Comprehension: Making Inferences



Gorillas are **large, strong** animals that live in Africa. They are as tall as a grown man and weigh as much as 350 pounds. Gorillas are very **gentle** and live in groups as families. Gorilla families travel through the forest eating plants and fruits. The mother gorilla

Gorillas

What does this passage tell us about gorillas?

A. They like to eat meat.

B. They like to live peacefully as families.

C. They are very dangerous to other animals.

D. They like to live and hunt alone.

Santillana Spotlight on English

Array of print and digital resources that engage students and support teachers.

Log on to www.spotlightonenglish.com to learn more and request a free sample kit.

Teacher Materials:

- Teacher's Guide, Audio Program, and Blackline Masters
- Assessments Teacher Manual
- Phonics and Fluency Handbook
- Thematic Library (Guided Reading Manual available online)
- Classroom Library

Student Materials:

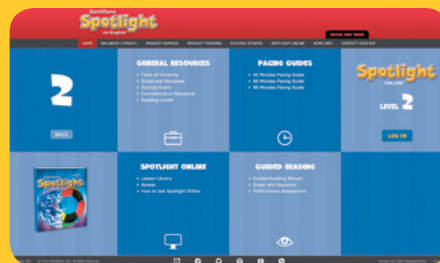
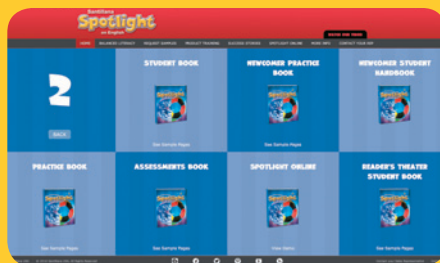
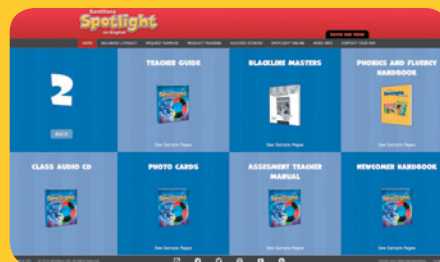
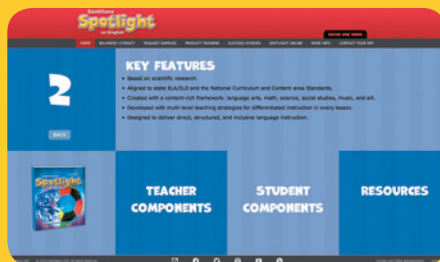
- Student Book
- Practice Book
- Assessments Student Book

Ancillary materials:

- Photo Cards Kit
- Poster Cutouts (K only)
- Big Book Set (K only)

Additional resources available for each level online:

- Pacing Guides
- Scoring Rubrics
- Guided Reading Manual and Performance Assessments
- **Spotlight Online Access and Lesson Library**



Reader's Theater Program and Newcomer Program also available