

Santillana **Spotlight** on English

Academic English for Success in Content and Literacy



Teacher Guide Sample Unit Level 3

Unit 4 Contents:

- Unit Planner
- Spotlight on Reading
- Spotlight on Language
- Spotlight on Content
- Impressions
- Project

Let Academic English take center stage in your ESL/ELD classroom!

Santillana Spotlight on English



SPOTLIGHT ON ENGLISH is the first K–5 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
(K–6)



Teacher's Guide
(K–6)



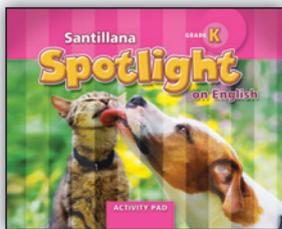
Assessments
Teacher's Book (K–6)



Blackline Masters
(K–6)

SEE
INSIDE
PAGES
8–67

TECHNOLOGY



Activity Pad
(Level K)



Assessments
Student Book (K–6)



Spotlight Online
(K–5)



Eight Big Books (Level K)

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

EXPLICIT
ACADEMIC
LANGUAGE
INSTRUCTION

- Based on scientific research
- 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



Spotlight CD
(K-6)

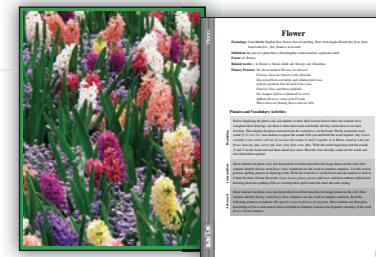


Poster Cutouts
(Level K)

PHONICS



Phonics and Fluency
Handbook (K-6)



Photocards
(K-6)

LITERATURE



Classroom Libraries (K-5)

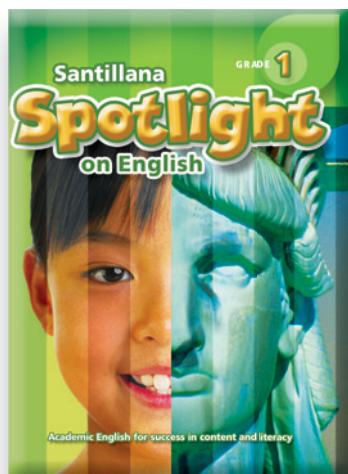
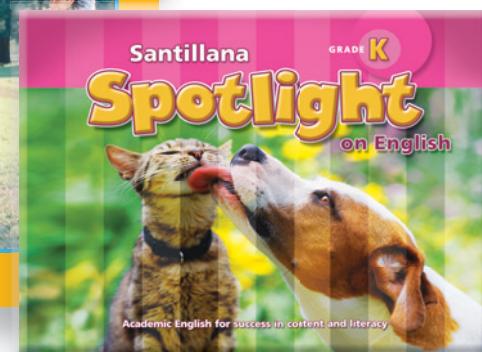


Thematic Library (K-6)

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

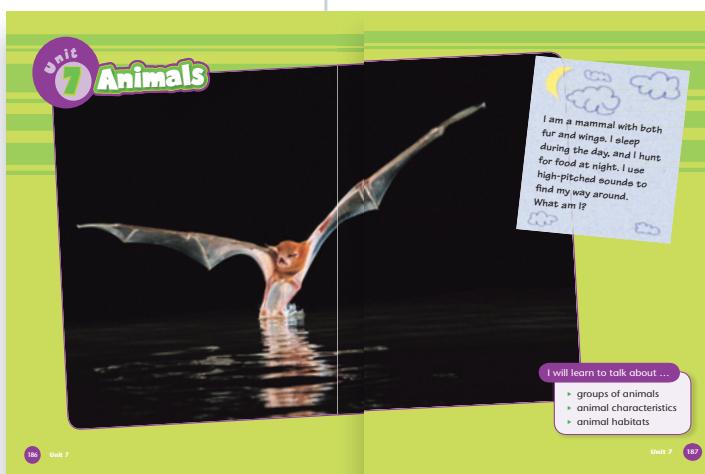


Level 1

- 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

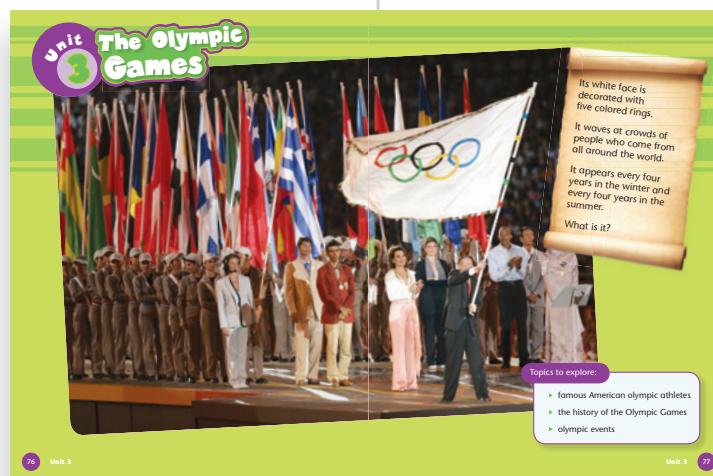
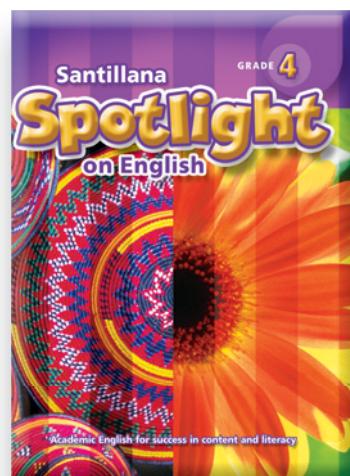
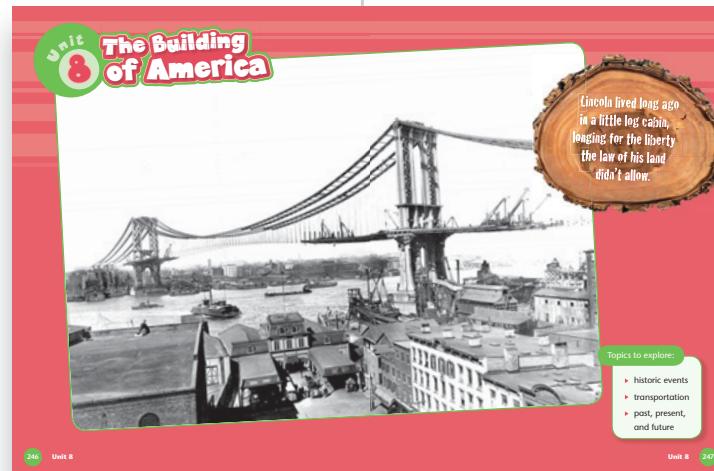
- Unit 1 My School
- Unit 2 My Friends and I
- Unit 3 Home and Family
- Unit 4 Healthy Habits
- Unit 5 Community
- Unit 6 My World
- Unit 7 Animals
- Unit 8 Heroes and Heroines



DOWNLOAD
SCOPE & SEQUENCE CHART
FOR ANY LEVEL
WWW.SPOTLIGHTONENGLISH.COM

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

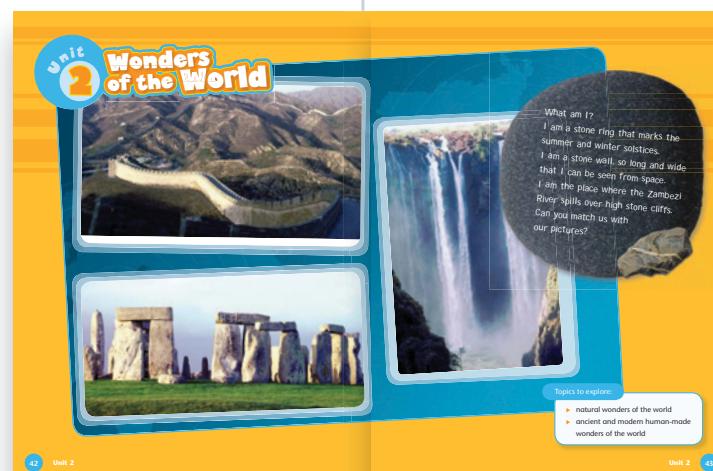


Level 4

- 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



Introduction

Santillana Spotlight on English is a comprehensive, standards-based program for English language learners (ELLs) designed to help K–5 students gain and develop English language proficiency, access grade-level content, and successfully transition to the mainstream classroom.

Santillana Spotlight on English provides educators with the tools necessary to empower ELLs to acquire the English language accurately and achieve competency in the four language arts domains of listening, speaking, reading, and writing. Many ELLs develop informal language skills and are able to communicate in English, but they are not able to do well in content-area classes because they have not mastered or are unfamiliar with the vocabulary and structures needed to learn the content. In addition, many of these students stabilize at the intermediate level of their language development, and they remain there indefinitely. *Santillana Spotlight on English's* carefully structured lessons address this problem by allowing teachers to expose their students to grade-level Academic English and models of Standard English, thereby giving students the necessary self-confidence and knowledge to move out of the intermediate level, achieve proficiency in academic English, and enter the mainstream classroom.

Santillana Spotlight on English is a balanced program that not only provides the academic language students need, it also brings together all of the current methodologies that have proven successful with other Santillana programs, such as *Bridge to Communication* and *Santillana Intensive English*. Additionally, the program features innovative teaching strategies that will enable teachers to provide direct language instruction, meaningful and structured cooperative



learning activities, supportive and instructional feedback, differentiated instruction, and opportunities for students to practice using Academic English.

References

- Dutro, Susana, and Carrol Moran (2002). *Rethinking English Language Instruction. English Learners: Reaching the Highest Level of English Literacy*. Newark, DE: International Reading Association.
- Kinsella, Kate (2006). *Strategies to Bolster Academic English Language Use and Lesson Engagement*. Fresno, CA: CATESOL Conference.
- Marzano, Robert (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Scarcella, Robin (2003). *Academic English: A Conceptual Framework*. Santa Barbara, CA: University of California Linguistic Minority Research Institute.

Proficiency Levels

Not all ELLs learn the same way, and they usually go from one proficiency level to another fairly rapidly. All educators will probably teach, at one time or another, ELLs who are at one of these three general levels: Beginning, Intermediate, and Advanced. In every *Santillana Spotlight on English* lesson, teachers will find strategies and activities that target these levels.

Some of the teaching strategies included in all grade levels are:

Beginning

Listening and Speaking:

- rhymes, chants, songs, games, pantomime and dramatization including gestures, body movements, and facial expressions
- questions that can be answered with one- or two-word responses
- opportunities to use and apply academic vocabulary

Reading:

- print-rich environment
- techniques to help read and understand key words and directions written in the text or on the board
- visual aids, realia, and manipulatives

Writing:

- techniques to help copy the letters of the alphabet, write phrases and simple sentences, and copy words posted around the classroom

Intermediate

Listening and Speaking:

- dual-process activities that include opportunities for listening comprehension with contextual support and reading comprehension with audio support
- open-ended questions that encourage to describe, restate, and expand language
- Group discussions in response to questions and as a way to focus on vocabulary and concept development

Reading:

- independent/guided reading activities to practice and attain concepts through a variety of genres of text
- opportunities to recognize, understand, and practice synonyms, antonyms, and idiomatic expressions
- opportunities for research and independent work through the use of reference materials
- comprehension questions that prompt responses in complete sentences
- practice and review of comprehension skills, such as retelling, making inferences, and cause and effect

Writing:

- opportunities to write sentences that are legible and understandable
- guided practice in journal writing and writing prompts
- opportunities to use and fill out graphic organizers
- use of the writing process in culminating activities

Advanced

Listening and Speaking:

- oral presentations with opportunities to defend opinions or positions
- open-ended questions that encourage to expand language and develop oral narratives
- group discussions as a way to focus on robust vocabulary and concept development

Reading:

- independent/guided reading activities to learn and apply academic and social vocabulary
- guided research and independent work, and opportunities to use reference materials
- comprehension questions that prompt responses in which facts and details are restated in complete sentences

Writing:

- use of advanced graphic organizers
- opportunities to write summaries of stories or content area readings
- opportunities to write multiple paragraphs with consistent spelling, grammar, and punctuation
- become familiar with and develop confidence in every stage of the writing process

Universal Access

In order to ensure student access to high-quality curriculum and instruction, and in order for students to meet or exceed state standards in Language Arts and English as a Second Language or English Language Development, *Santillana Spotlight on English* utilizes Universal Access activities embedded in its lessons in the section *Meeting Individual Needs*. This section addresses the needs of students with different modalities of learning, reading difficulties, learning disabilities, or a combination of special instructional needs.

Universal Access strategies included in the *Meeting Individual Needs* activities include suggested interventions for students in the three groups of Benchmark, Strategic, and Intensive. There are suggested activities for students who are generally making good progress toward standards but are experiencing temporary or minor difficulties (Benchmark), for students who are slightly below grade-level and may need to have a concept retaught to them or periodically reviewed (Strategic),

and for students who are below grade-level and are considered at risk (Intensive).

With the inclusion of Universal Access strategies in the *Meeting Individual Needs* section, *Santillana Spotlight on English* provides opportunities for students to be successful in their study of a second language and make adequate progress in their studies of language arts and other content areas.



Multiple Intelligences

Although not an integral part of the lesson, the Multiple Intelligences section provides extension activities for those teachers who might feel that their students will benefit from them. The Multiple Intelligences section encourages students to learn in eight different ways: linguistically, logically-mathematically, spatially, bodily-kinesthetically, musically, interpersonally, intrapersonally, and naturalistically.

INTEGRATED AND BALANCED INSTRUCTION THAT WORKS!

Level 3 Content

- 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

Unit 4 My Community



Many people visit me every day. Sometimes they come to borrow things from me. Sometimes they come to return things to me. I have many volumes, but I am always silent. What am I?

Topics to explore:

- ▶ community locations
- ▶ community workers
- ▶ historic buildings
- ▶ volunteering

Student Book



Spotlight on Reading

Spotlight on Language

LESSONS 1-4

Spotlight on Reading

Key Words

- train station
- theater
- library
- torn down
- history
- town hall
- mayor
- community
- local
- patrol
- traffic
- reporter

Predicting

Answer the questions in complete sentences.

1. What does the title tell you the story might be about?
2. Who do you think the people in the picture are? What do you think they will do in the story?
3. What do the key words tell you about what might happen in the story?

The Show Must Go On!

Written by Betsy Tecco
Illustrated by Facundo Teyo

Sonia lives in Phoenixville, Pennsylvania. The town is more than 100 years old. There is an old **train station**, an old boat dock, and many old buildings in town. Sonia loves the Colonial Theater on Bridge Street. She is sad because the owner is closing it. Her mother told her, "It's an old **theater** and needs a lot of repairs. The owner doesn't have enough money to fix it, so he has to sell it."

Unit 4 112

Spotlight on Language

Connecting

Listen to the conversation.

What's wrong? You don't look happy.

You're right. I'm unhappy. David and I had a plan to go to the Colonial Theater this afternoon. Now, he doesn't want to go.

Key Words

- disagree
- impossible
- restart
- rethink
- unable
- unhappy
- unusual

Answer the questions in complete sentences.

1. What makes you happy, and what makes you unhappy?
2. How do you start a computer? How is that different from how to restart a computer?

Unit 4 124

LESSONS 11–18

Spotlight on Content

Editorials

The New Shopping Mall

Yesterday a group of business people met with the mayor. They presented their plans for building a new shopping mall. The business people want to build a large mall downtown, where our historic buildings are.

Many people in our community don't want to have a new mall downtown. We agree with them. The buildings downtown are part of our history and should not be torn down. A mall can be built

anywhere. Putting a new mall downtown would also cause a lot of traffic and make parking very difficult.

Some people in our community don't like malls at all. We disagree with them. Shopping malls provide many jobs to the community. They also let people do all their shopping in one place. Without a mall, people have to drive all over town to buy things.

We are not opposed to shopping malls. We are opposed to tearing down

our historic buildings downtown. If a mall is built downtown, what makes our community special will be gone. Is that something we want to do? We don't think so!



Key Words

details
editorial
event
idea
opinion
topic

Answer the questions in complete sentences.

- Which sentence in the passage describes an opinion?
- Which sentence in the passage states a fact?
- How can you determine which statements are facts and which are opinions?

130 Unit 4

Writing Editorials

An **editorial** expresses an **opinion** about a **topic**, an event, or an issue. The editorial starts by giving information about the topic. It describes the **event** or **idea** with exact **details** so the reader knows what the editorial is about. Then, the editorial goes on to express an opinion for or against the topic. The opinions are supported with facts. Editorials are typically found in newspapers.

Tips for writing an editorial:

- Gather reliable information about the topic of your editorial.
- Write down the information for the reader, so that he or she knows the who, what, when, where, why, and how of your topic.
- Make your opinions strong by supporting them with facts. Facts are statements that can be shown to be true.
- Choose words that will persuade the reader to agree with you.

Write an editorial about a current issue.

- Decide on an issue to write your editorial about.
- The first paragraph should outline facts related to the issue. The second paragraph should be about what you believe. The third paragraph should be about the other side of the argument. Use facts to support your opinion with facts and persuasive words. The third paragraph should be about the other side of the argument. Use facts to support why this side is incorrect.
- Write a conclusion that summarizes your opinion.



Metric Units of Measurement

We use units of **length** that are standard. In the **metric system**, the **meter** is a standard unit of length. Other metric units are derived from the meter in multiples of ten.

$$1 \text{ meter (m)} = 10 \text{ decimeters (dm)}$$

$$1 \text{ meter (m)} = 100 \text{ centimeters (cm)}$$

$$1 \text{ meter (m)} = 1,000 \text{ millimeters (mm)}$$

Notice how the names of the units related to the meter begin with a prefix that is attached to the word meter. The prefixes have specific meanings:

deci- = tenth
centi- = hundredth
milli- = thousandth

Compare the measurements.

- If an object is 5 centimeters wide, and another is 5 millimeters wide, which is wider?
- If an object is 10 millimeters long, and another is 2 centimeters long, which is longer?
- If an object's height measures 85 centimeters, and another object's height measures 2 meters, which is taller?

Key Words

centimeter
decimeter
length
meter
metric system
millimeter



Look at a metric ruler. Identify a millimeter and a centimeter on the ruler. Then, answer the questions.

- Would you use meters, centimeters, or millimeters to measure the length of a paper clip?
- Would you use meters, centimeters, or millimeters to measure the height of a person?
- Would you use meters, centimeters, or millimeters to measure the width of a table?
- A liter is a unit of measure for liquids. A gram is a unit of measure for weight. Use the prefixes you have learned to answer the questions.

- If one bottle of liquid soap holds 5 centiliters, and another bottle of liquid soap holds 5 milliliters, which bottle holds more liquid soap?
- If one object weighs 10 milligrams, and another weighs 2 centigrams, which is heavier?
- If one bucket holds 15 centiliters of water, and another bucket holds 35 milliliters of water, which bucket is holding more water?
- If one object weighs 100 milligrams, and another weighs 10 centigrams, which object is heavier?



134 Unit 4

Unit 4 135

Spotlight on Content

Impressions

Project

LESSONS 5–10

Focusing

Choose the correct word to complete the sentences.

- David doesn't want to go to the Colonial Theater. He and Sonia ____ (agree/disagree).
- Sonia's mother doesn't think that the Colonial Theater is like other theaters. For her the theater is ____ (usual/unusual).
- Sonia doesn't think that she can do everything. She finds out that some things are ____ for her. (possible/impossible).
- Sonia is ____ because her cousin David does not want to go to the theater, as planned. (happy/unhappy).
- Sonia tries to ____ the computer, but she cannot. (start/restart).
- Sonia's mother thinks it's best for Sonia and David to ____ their weekend plans. (think/rethink).

Answer the questions in complete sentences.

- How does the meaning of a word change when you attach *re-* to the beginning of it?
- How does the meaning of a word change when you attach *un-* to the beginning of it?

Applying

Write about disagreeing.

- Describe a situation that makes you disagree with someone.
- When you disagree with someone, describe how you try to make that person agree with you.

I disagree with my mom when she wants me to go to bed early. I want her to rethink my bedtime.

Unit 4 125

LESSONS 19–20

Impressions

Local Government

The local government makes laws for a city or town. It has departments that provide services for the people living there. Some of those departments include police, fire, and parks. The leader of a city or town is often called the mayor. The mayor works in a building that is usually called city hall or town hall.



- Share with the class some details about the community you live in and some of the departments and services your community provides.
- Using a Venn diagram, compare your community in the United States with the community in which your parents or grandparents were raised.

- What was the local government like?
- What services were provided to the people?



142 Unit 4

Project

Your Editorial

Write four paragraphs about an issue that is important to your community. Include the following:

- a description of the issue
- the reason it is important
- what local government can do about it
- what the community can do about it
- your personal opinion about what to do



The Writing Process

Remember, the writing process includes a series of steps:

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

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



Unit 4 143

Unit Features

All sixteen Lessons in each unit of *Santillana Spotlight on English* Level 3 include sessions that target all three proficiency levels of Beginning, Intermediate, and Advanced, plus Meeting Individual Needs (Universal Access) and Multiple Intelligences activities.

Unit Planner

- Provides an outline of the key vocabulary, language functions, and Student Book activities under the Instruction column for each day.
- Day-by-day organization, with each of twenty days covering sixteen lessons plus assessments and Thematic Library suggested activities.

The image shows three overlapping unit planners. The top planner is titled "Back to School UNIT PLANNER" and covers Unit 1, Lessons 8-12. The middle planner is titled "UNIT PLANNER" and covers Unit 1, Lessons 1-3. The bottom planner is titled "UNIT PLANNER" and covers Unit 1, Lessons 4-7. Each planner has columns for Lessons, Key Vocabulary, Language Functions, and Instruction. The planners are shown at an angle, creating a sense of depth.

Introduces the unit theme with illustrations to generate theme-related vocabulary.

Unit Opener

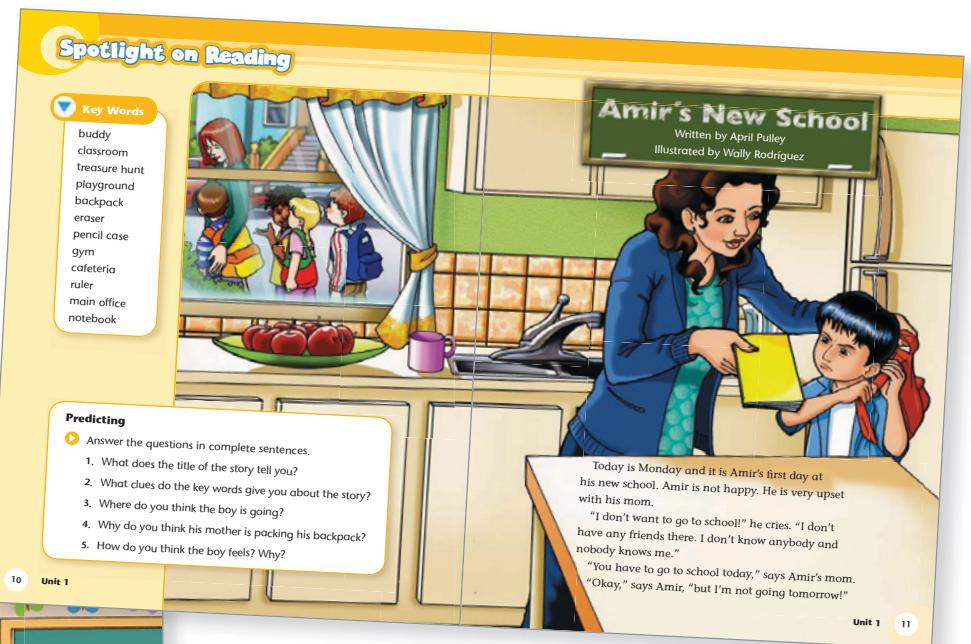
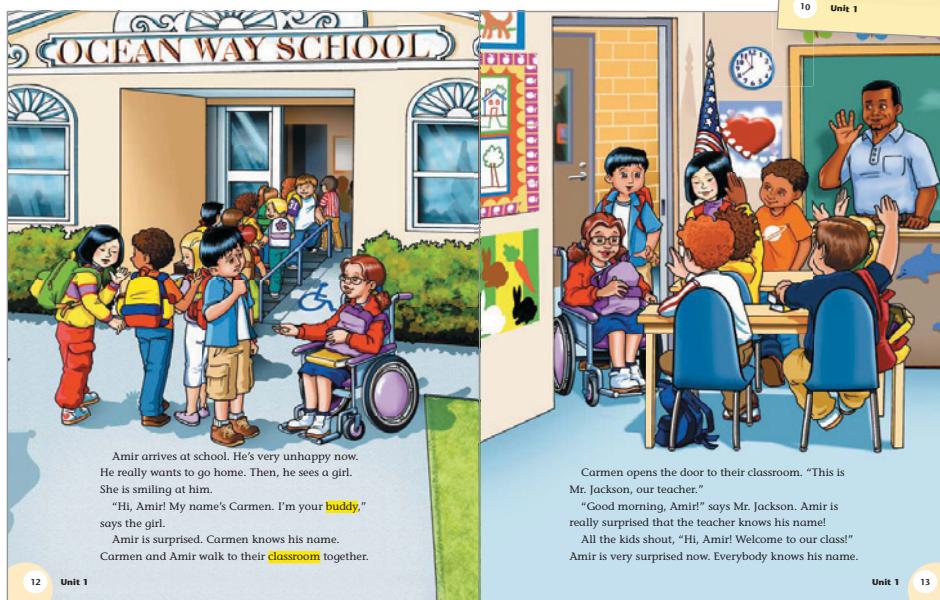
Includes a fun tongue twister or riddle to introduce the theme and unit objectives.

The image shows the Unit 2 opener page titled "People Around Me". It features a large group photo of diverse children and adults. A text box contains a riddle: "There is a certain family with both girl and boy children. Each of the boys has the same number of brothers as he has sisters. Each of the girls has twice as many brothers as she has sisters. How many boys and girls are there in that family?" Below the photo is a list of "Topics to explore: people's appearances, clothing, problems and solutions, family members".

Lists the objectives students will attain as they cover the unit.

Spotlight on Reading

- Provides oral language development in warm-up activities.
- Introduces story with activities that develop oral language and concepts about print.
- Frontloads key vocabulary of story.
- Involves students in prereading activities, such as making predictions about the story by looking at the illustrations and by picture reading the story.
- Allows for more vocabulary development by having students perform closing activities involving development of oral fluency.



- Includes activities in the Teacher's Guide targeting the three proficiency levels of Beginning, Intermediate, and Advanced while students read the story.
- Contains suggestions in the Teacher's Guide for the teacher to introduce and practice two reading comprehension skills while students read the story.

- Provides opportunities for the development of oral fluency and reading comprehension by reviewing and checking the story read in the Student Book.
- Includes activities in the Teacher's Guide for different modalities of learning, multiple intelligences, and closing activities involving personal response.
- Involves students in literary response activities in the Teacher's Guide by having them complete graphic organizers, such as story charts, by having them retell the story, and by having them act out the story.

Checking

Choose the correct answer.

1. This story is about a boy named ...
a. Alex b. Amir c. Carmen d. Mr. Jackson
2. Which sentence is not true?
a. Carmen and Amir go to the same school.
b. Carmen and Amir are in the same class.
c. Carmen and Amir go on a treasure hunt.
d. Carmen and Amir find only one object.
3. Mr. Jackson gave Amir and Carmen a prize because ...
a. he liked his students.
b. he was in a new school.
c. Amir and Carmen found all the objects in different parts of the school.
d. Amir and Carmen were friends.
4. Why does Amir want to go to school tomorrow?
a. Amir wants to spend time on the playground.
b. Amir wants to see Carmen and his other new friends.
c. Amir wants to make his mother happy.
d. Amir is afraid of his mother.

Answer the Critical Thinking questions in complete sentences.

1. Is Carmen someone you would like to have as a friend? Why or why not?
2. Amir was unhappy about going to a new school. Then, he was happy. What caused him to change his mind?

Summarizing

Fill in the three-column chart to make a Plot graphic organizer.

At the Beginning	In the Middle	At the End
Amir is not happy.		

1. In the first column describe how Amir feels at the beginning of the story.
2. In the second column draw or describe events that happen during the school day.
3. In the third column describe how Amir feels at the end of the story.

Use the information in your graphic organizer to write a summary of the story. Share your summary with the class.

Reflecting

Answer the questions in complete sentences.

1. How would you make Amir feel welcome if he was a new student at your school?
2. Carmen said to Amir, "I'm your buddy." What does it mean to be a *buddy*?

Think about going to a new school. Write sentences to describe things that would make you feel happy or unhappy. Read your sentences to the class.

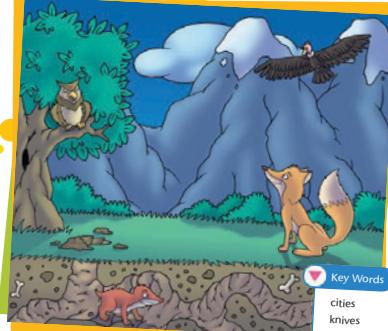
Spotlight on Language

- Provides teachers with opportunities to teach vocabulary and language skills in a natural learning environment.
- Provides opportunities for oral language development and oral fluency.
- Exposes students to models of standard and academic English.
- Exposes students to grammar, language mechanics, and writing applications in a variety of activities.

Spotlight on Language

Connecting

A Listen to the animals.



Key Words

- cities
- knives
- leaves
- skies
- stories
- talons
- tunnels
- wolves

B Answer the questions in complete sentences.

1. What wild animals are closely related to dogs?
2. In what kinds of communities do you find many tall buildings?

Focusing

A Write the missing captions below the pictures.



one leaf one daisy

B Rewrite the following sentences correctly by changing the underlined word to its correct form.

1. Children should not play with kitchen knife.
2. There are many books with great stay in the library.
3. My grandmother has lived in many different city.

Applying

B Write two paragraphs about stories you have read in class and on your own.

1. In the first paragraph describe stories you have liked and explain why you have liked them.
2. In the second paragraph describe stories you have not liked and explain why you haven't liked them.
3. Read your paragraphs to the class.

I have liked many of the scary read in class because...
I have not liked the scary stories because...

Unit 5 158

Connecting

A Read and listen to the conversation between Owl and Condor.

Owl: Remember the day you **flew** to the Moon with the rope Fox and Mole **made**?

Condor: That **was** the easy part.

Owl: Easy for you because you have such big wings and can fly so high.

Condor: Think how long it **took** Fox and Mole to make that rope.

Owl: A very long time, I'm sure.

Condor: And poor Mole. Fox made him believe that the Moon was full of insects.

Owl: I almost **said** to Mole that what Fox was telling him was not true. I **knew** Fox was lying.

Condor: I **felt** sorry for Mole when I **saw** him falling down.

Owl: You **were** very kind to Mole. You saved him and **brought** him back to Earth alive.

Condor: I don't know what Mole was thinking. Wherever Fox **went**, Mole followed. I wonder if he misses Fox.

Owl: All I know is that Mole is somewhere around eating insects. But I wonder what kind of food Fox is having on the Moon. I'm sure he **is** better when he lived on Earth.

Condor: Well, it has been a year since Fox **left**. I hope he **found** food on the Moon!

B Answer the questions in complete sentences.

1. Where did you go last weekend?
2. What did you see there?
3. What did you eat for dinner last night?

Focusing

B Choose the correct word to complete each sentence.

1. a. Mole _____ insects all the time. (eats/ate)
b. Today Mole is sick because last night he _____ too many insects. (eats/ate)
2. a. Do you want to _____ to the Moon? (went/go)
b. Fox _____ to the Moon a year ago. (went/go)
3. a. Most birds _____, but not all. (fly/flew)
b. José _____ on an airplane to visit his grandparents. (fly/flew)
4. a. I _____ full after eating dinner. (feels/felt)
b. The sandpaper _____ rough. (feels/felt)
5. a. Owls can _____ well at night. (see/saw)
b. Mole _____ Fox looking up at the Moon. (see/saw)

Applying

B Write a paragraph.

1. Talk to a partner about something you wished for when you were younger.
2. Take notes about your partner's wish, and then write about it.
3. Review the paragraph. Ask yourself: *Will a reader understand that I wrote about something my partner wished for in the past?*

My partner always wanted to go to the Moon.

Unit 5 160

- Provides reading-only, listening-only, and dual-processing opportunities to encourage the development of comprehension skills.
- Includes key vocabulary lists for vocabulary development.

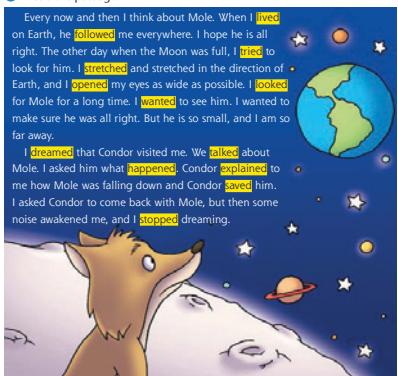
- Provides selections that connect to the main reading by using familiar images involving elements such as context and characters from the main reading of each unit.
- Focuses students' attention on a particular mechanical skill directly presented in the text.
- Gives students the opportunity to apply the vocabulary and skills of the lesson while they compare and contrast learning and their personal experiences.

Connecting

A Read the passage.

Every now and then I think about Mole. When I **lived** on Earth, he **followed** me everywhere. I hope he is all right. The other day when the Moon was full, I **tried** to look for him. I **stretched** and stretched in the direction of Earth, and I **opened** my eyes as wide as possible. I **looked** for Mole for a long time. I **wanted** to see him. I wanted to make sure he was all right. But he is so small, and I am so far away.

I **dreamed** that Condor visited me. We **talked** about Mole. I asked him what **happened**. Condor **explained** to me how Mole was falling down and Condor **saved** him. I asked Condor to come back with Mole, but then some noise awakened me, and I **stopped** dreaming.



B Answer the questions in complete sentences.

1. What did your teacher explain to you about this lesson?
2. What did you dream about last night?
3. What did you want for breakfast this morning?

Focusing

B Choose the correct word from each pair to complete the sentences.

1. a. Fox _____ about Condor last night. (dreams/dreamed)
b. John _____ of becoming an astronaut. (dreams/dreamed)
2. a. My mother always _____ at red lights. (stops/stopped)
b. Mole got dizzy and _____ climbing the rope. (stops/stopped)
3. a. Condor _____ Mole and carried him back home. (save/saved)
b. Lifeguards _____ swimmers from drowning. (save/saved)
4. a. Fox _____ Mole into going to the Moon. (talk/talked)
b. My parents _____ to my teacher every week. (talk/talked)
5. a. I _____ in the United States. (live/lived)
b. My family _____ in Perú before coming to the United States. (live/lived)

Applying

B Write a paragraph that describes, in your own words, things that Mole and Fox did together. Start your paragraph with a general idea. Then, add specific details.

Mole and Fox talked about the Moon.

Unit 5 162

Spotlight on Content

- Provides opportunities for the practice and development of the four language arts skills of listening, speaking, reading, and writing.
- Frontloads key vocabulary, providing opportunities for the development of oral fluency and phonemic awareness.
- Includes Home Connection activities using Blackline Masters.
- Allows for the practice and development of grade-level academic vocabulary and structures in the content areas of language arts, math, social studies, science, music, and art.

Spotlight on Content

Editorials

The New Shopping Mall

Yesterday a group of business people met with the mayor. They presented their plans for building a new shopping mall. The business people want to build a large mall downtown, where our historic buildings are. Many people in our community don't want to have a new mall downtown. We agree with them. The buildings downtown are part of our history and should not be torn down. A mall can be built anywhere. Putting a new mall downtown would also cause a lot of traffic and make parking very difficult.

Some people in our community don't like malls at all. We disagree with them. Shopping malls provide many jobs to the community. They also let people do all their shopping in one place. Without a mall, people have to drive all over town to buy things. We are not opposed to shopping malls. We are opposed to tearing down our historic buildings downtown. If a mall is built downtown, what makes our community special will be gone. Is that something we want to do? We don't think so!



Key Words
 details
 editorial
 event
 idea
 opinion
 topic

Answer the questions in complete sentences.

1. Which sentence in the passage describes an opinion?
2. Which sentence in the passage states a fact?
3. How can you determine which statements are facts and which are opinions?

Unit 4

Writing Editorials

An **editorial** expresses an **opinion** about a **topic**, an event, or an idea. The editorial starts by giving information about the topic. It describes the **event** or **idea** with exact **details** so the reader knows what the editorial is about. Then, the editorial goes on to express opinions for or against the topic. The opinions are supported with facts. Editorials are typically found in newspapers.

Tips for writing an editorial:

- Gather reliable information about the topic of your editorial.
- Write down the information for the reader, so that he or she knows the who, what, when, where, why, and how of your topic.
- Make your opinions strong by supporting them with facts. Facts are statements that can be shown to be true.
- Choose words that will persuade the reader to agree with you.

Write an editorial about a current issue.

1. Decide on an issue to write your editorial about.
2. The first paragraph should outline facts related to the issue. The second paragraph should be about what you believe. Support your opinion with facts and persuasive words. The third paragraph should be about the other side of the argument. Use facts to explain why this side is incorrect.
3. Write a conclusion that summarizes your opinion.

Unit 4

Weight

Weight is a measure of how heavy an object, a person, or an animal is. Weight changes according to gravity, which is the force that pulls you to Earth. In space there is zero gravity, so objects, people, and animals have no weight there.

The **ounce** and the **pound** are standard units of weight in the United States. The abbreviations for ounce and pound are not shortened forms of the English words but of their linguistic origins. The abbreviation for ounce is "oz," which is short for the old Italian word onza. The abbreviation for pound is "lb," which is short for the Latin word libra.



Key Words
 ounce
 pound
 weight

1 pound (lb) = 16 ounces (oz)



1/2 pound = 8 ounces 1/4 pound = 4 ounces

Unit 7

Predict whether the first item in each pair weighs less, more, or about the same as the second item.






Determine what you think are the lightest and heaviest items in your backpack. Would you use ounces or pounds to tell the weight of each item? Why?

Answer the questions in complete sentences.

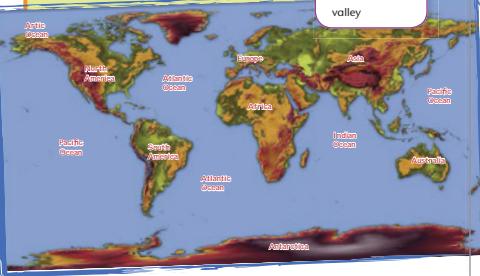
1. If one item weighs two pounds, and another item weighs thirty-three ounces, how would you determine which one is heavier?
2. How would you determine how many quarter-pound hamburgers you could make out of three pounds of ground beef?
3. How would you determine how many ounces are in six pounds? Write your answer as a number sentence.

Unit 7

Geography

The large areas of land shown on the world map are called **continents**. We live in North America, which is one of the seven continents. The surface of these continents is not smooth. It has many different **landforms**, or shapes.

The large **bodies of water** that surround these continents are called **oceans**. There are five oceans surrounding the continents. Lakes and rivers are smaller bodies of water that can be found within a continent.



Key Words
 bay
 bodies of water
 continents
 island
 lake
 landforms
 oceans
 peninsula
 plain
 river
 valley

Unit 5

Bodies of Water

- A **lake** is a body of water surrounded by land on all sides.
- A **bay** is a body of water mostly, but not completely, surrounded by land.
- A **river** is a long stream of water that flows into another body of water.

Landforms

- A **plain** is a large area of land that is flat.
- A **valley** is an area of land surrounded by mountains.
- An **island** is an area of land surrounded by water on all sides.
- A **peninsula** is an area of land surrounded by water on three sides.

Use a globe or an atlas to answer the questions in complete sentences.

1. The state of Florida is a landform surrounded by water on three of its sides. What is the name of this kind of landform?
2. One of the seven continents is also an island and a country. What is the name of this continent?
3. What is the name of the body of water located between the continents of Asia, Africa, and Australia?

Write a paragraph about a landform or a body of water.

1. Research the landform or body of water in the library or on the Internet.
2. The landform or body of water you choose can be in the United States or in a different country.
3. Include details about the landform or body of water you choose.

Unit 5

Pacing

Santillana Spotlight on English Level 3 is designed as a comprehensive program that covers one full year of ESL/ELD instruction.

- Each of the eight units is designed to cover approximately one month of instruction.
- Each day, as outlined in the Unit Planner, is designed to cover one 35-45 minute period every day.
- When ESL/ELD classes are held less often, the flexibility of the program allows teachers to elect not to include some of the lessons, such as music and art.

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 4 My Community UNIT PLANNER				
	Lessons	Key Vocabulary	Language Functions	Instruction
★ Day 1	Thematic Library	Civil War indigo majestic oak Savannah the Union throughout Yamacraw		<ul style="list-style-type: none"> About the Author and Illustrator LITERARY RESPONSE Frontload Vocabulary VOCABULARY DEVELOPMENT Activating Prior Knowledge READING COMPREHENSION Literary Elements LITERARY RESPONSE Author's Purpose LITERARY RESPONSE Reading Options READING COMPREHENSION Literary Response LITERARY RESPONSE
Day 2	Lesson 1 Spotlight on Reading	community historic locations volunteering	<ul style="list-style-type: none"> Describing actions Identifying community locations Identifying community workers 	<ul style="list-style-type: none"> Introduce the Theme ORAL LANGUAGE DEVELOPMENT Theme-Related Vocabulary VOCABULARY DEVELOPMENT In My Community WRITING STRATEGIES Lend a Hand ORAL LANGUAGE DEVELOPMENT <p>Multiple Intelligences Verbal/Linguistic</p>
Day 3	Lesson 2 Spotlight on Reading	community history library local mayor patrol reporter theater torn down town hall traffic train station	<ul style="list-style-type: none"> Describing places and things Identifying community locations Retelling/relating events 	<ul style="list-style-type: none"> Frontload Vocabulary VOCABULARY DEVELOPMENT Predicting ORAL LANGUAGE DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Read and Discuss the Story READING COMPREHENSION Beyond Words LITERARY RESPONSE Confirm Predictions READING COMPREHENSION Problem Solved READING COMPREHENSION <p>Dictionary Tips Reading Comprehension Skills and Strategies Reading an Image Spotlight Online Reading Comprehension: Sequencing: Level 3: Vol.1 Literary Elements Home Connection</p> <p>Multiple Intelligences Logical/Mathematical</p>
Day 4	Lesson 3 Spotlight on Reading	community library mayor theater town hall	<ul style="list-style-type: none"> Describing community locations Identifying cause-and-effect relationships Sequencing events 	<ul style="list-style-type: none"> Echo Read ORAL LANGUAGE DEVELOPMENT Checking READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Act It Out LITERARY RESPONSE Sound It Out PHONEMIC AWARENESS <p>Spotlight Online Phonics: Syllabication: Level 3: Vol.1</p> <p>Multiple Intelligences Visual/Spatial</p>

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 explain the meaning of the title. Then, help them answer question 1. Remind them what a clue is, and elicit predictions from the Key Words definitions. Finally, help them fill in the Prediction Chart.

Intermediate

Have students work in pairs to discuss the meaning of the title, illustrations, and Key Words in relation to the prediction questions. Ask the pairs to answer the questions in complete sentences, and then fill in the Prediction Chart.

Advanced

Have each student write the answers to the Predicting questions. Then, ask them to fill in the Prediction Chart explaining what clues they found in the Student Book to help them make such predictions.

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 who exhibit difficulty with making predictions by asking them probing questions, such as *What is a title? What's an example of a title? What's the relationship between a title and a story?*

DIFFERENTIATED INSTRUCTION ACTIVITIES IN EVERY LESSON!

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.

Lessons	Key Vocabulary	Language Functions	Instruction
Day 5 Lesson 4 Spotlight on Reading	accomplish buildings community historic summary	<ul style="list-style-type: none"> ■ Describing actions ■ Sequencing events 	<ul style="list-style-type: none"> Group Reading ORAL LANGUAGE DEVELOPMENT Summarizing LITERARY RESPONSE Targeting Proficiency Levels Meeting Individual Needs Reflecting WRITING STRATEGIES
Day 6 Lesson 5 Spotlight on Language	disagree impossible restart rethink unable unhappy unusual	<ul style="list-style-type: none"> ■ Describing actions ■ Describing feelings 	<ul style="list-style-type: none"> Build Background ORAL LANGUAGE DEVELOPMENT Connecting READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Focusing READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Applying WRITING STRATEGIES Vocabulary Review VOCABULARY DEVELOPMENT
Day 7 Lesson 6 Spotlight on Language	are borrow drive feel find go help is like live love mail ride shop walk	<ul style="list-style-type: none"> ■ Describing community locations ■ Describing spatial relations 	<ul style="list-style-type: none"> Build Background ORAL LANGUAGE DEVELOPMENT Connecting LISTENING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Focusing VOCABULARY DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Applying WRITING STRATEGIES Vocabulary Review VOCABULARY DEVELOPMENT
Day 8 Lesson 7 Spotlight on Language	builder building builds paint painter painting police officer rebuilt reporter reporting reports worker working works	<ul style="list-style-type: none"> ■ Describing actions ■ Describing community locations 	<ul style="list-style-type: none"> Build Background ORAL LANGUAGE DEVELOPMENT Connecting READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Focusing WRITING STRATEGIES Targeting Proficiency Levels Meeting Individual Needs Applying WRITING STRATEGIES Vocabulary Review VOCABULARY DEVELOPMENT

Multiple Intelligences

Multiple Intelligences activities in every lesson



Bodily/Kinesthetic

Intrapersonal

Interpersonal

Logical/Mathematical



Musical/Rhythmic

Naturalist

Verbal/Linguistic

Visual/Spatial

Unit 4 My Community

UNIT OVERVIEW

Spotlight on Reading

Fiction

The Show Must Go On!

Spotlight on Language

- ★ Connecting
- ★ Focusing
- ★ Applying

Spotlight on Content



Editorials
Writing Editorials
Types of Sentences



Metric Units of Measurement



Federal Government



Earth Materials



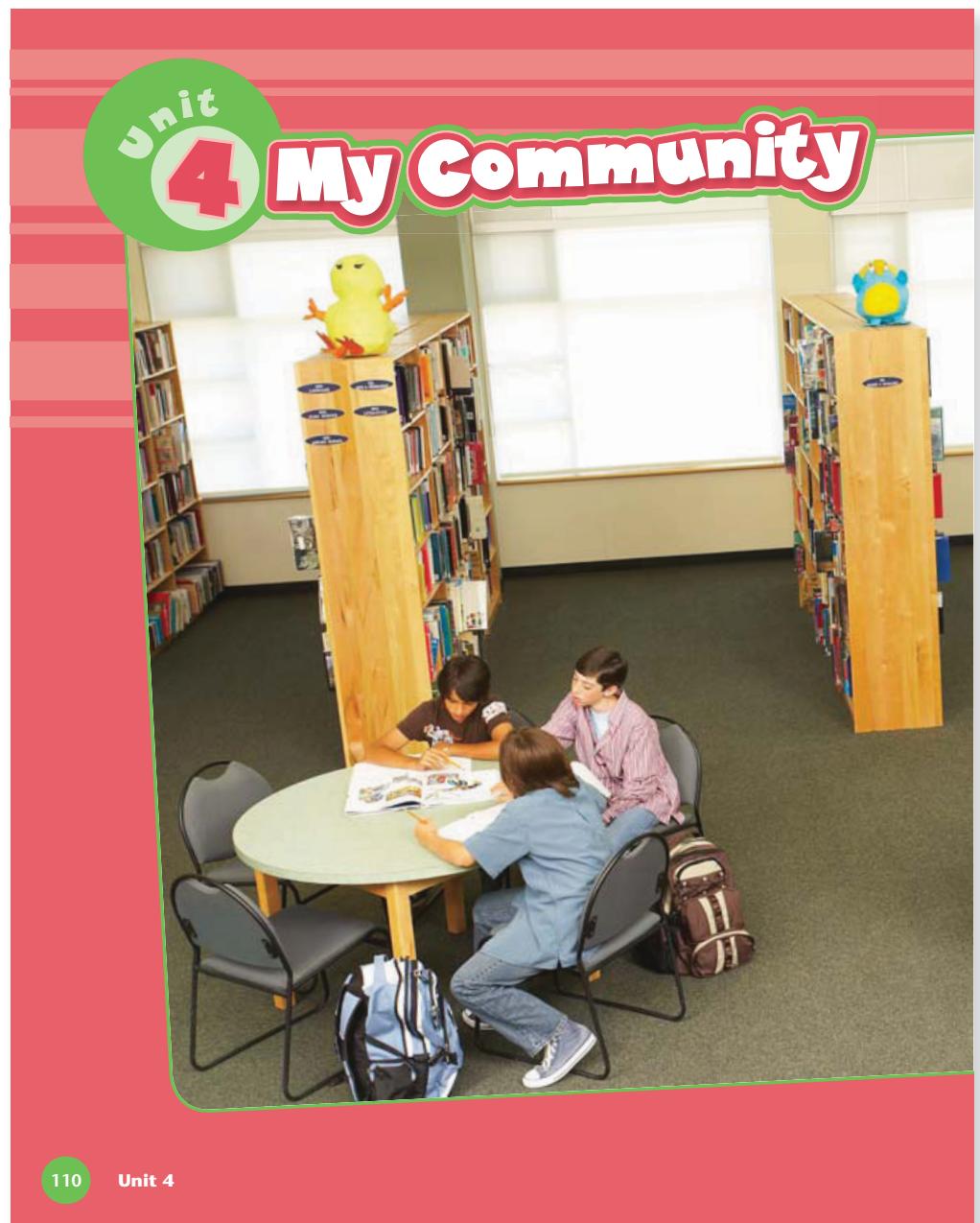
Sing Along: "If I Had a Hammer"



Drawing a Cityscape

Impressions Local Government

Project Your Editorial



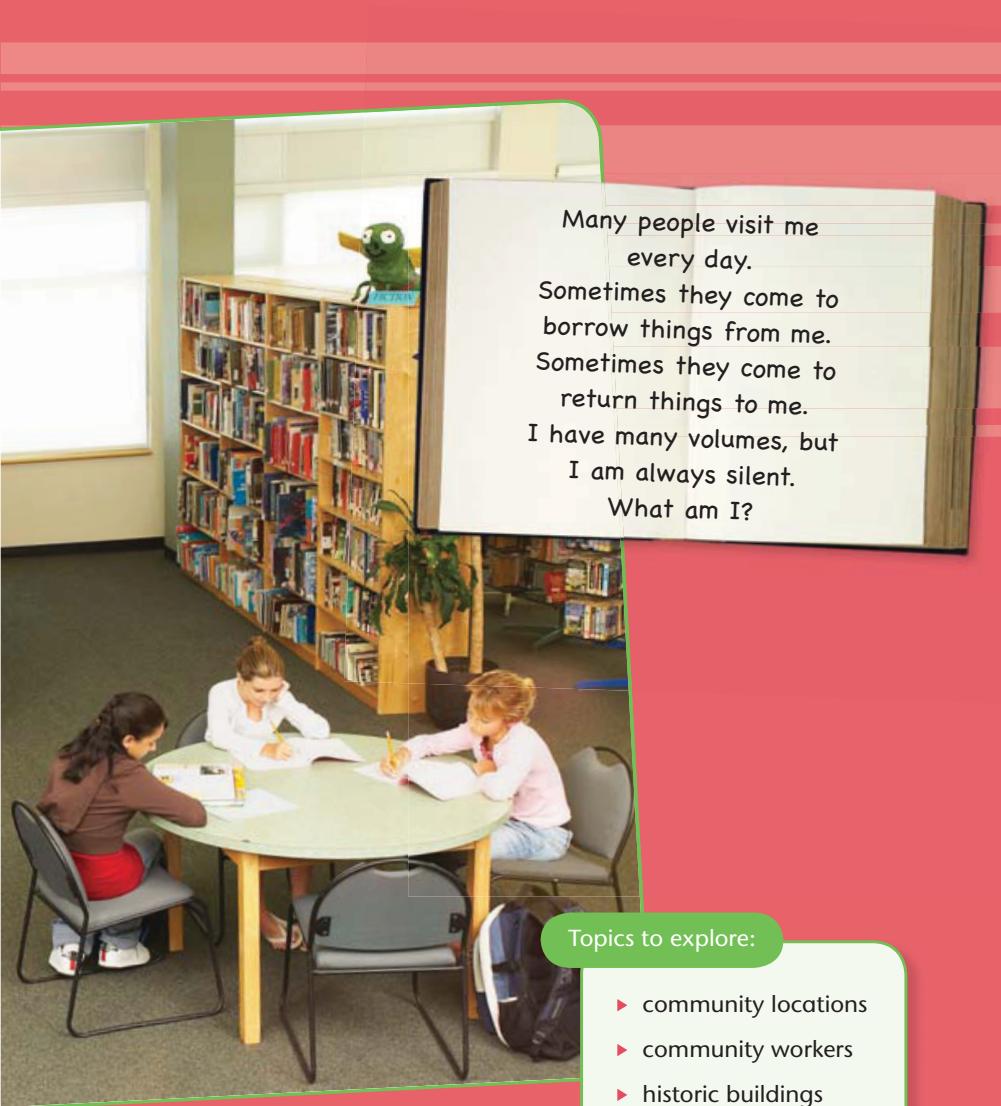
110 Unit 4

Unit Objectives

- ✓ Define community locations.
- ✓ Identify community workers.
- ✓ Learn about historic buildings.
- ✓ Discuss volunteering.

Unit Opener

Unit Opener provides an at-a-glance look at the skills presented and developed in each unit



Many people visit me every day.
Sometimes they come to borrow things from me.
Sometimes they come to return things to me.
I have many volumes, but I am always silent.
What am I?

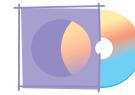
Topics to explore:

- ▶ community locations
- ▶ community workers
- ▶ historic buildings
- ▶ volunteering

Unit 4 111

Unit Preparation

- ✓ Photocopy Blackline Masters 2a and 2b on a double-sided sheet of paper. Then, photocopy Blackline Master 2b on a double-sided sheet of paper as well (7 sets per student).
- ✓ Photocopy Blackline Masters 1, 4, 5, 8, 19 and 27 (2 per student).
- ✓ Gather 3 posterboards, colored markers, dictionaries, sample newspaper editorials, index cards, hand lenses, and highlighters.



Spotlight CD

Use CD Tracks 19–24 to provide students with an enriching listening comprehension and dual-processing learning experience.



Spotlight Photo Cards

Use the referenced Photo Cards to practice vocabulary, phonemic awareness, and phonics.



Spotlight Online

Locate the *Spotlight Online* icon in the Unit Planner and in selected activities in order to provide reinforcement in basic sight words, phonemic awareness, phonics, vocabulary development, and reading comprehension.



Spotlight Assessments



Integrated Domains Assessments

While working on specific activities identified by this icon, use the Comprehension Assessment Form to evaluate students' reading and listening comprehension skills. Use the Production Assessment Form to evaluate students' writing and verbal production skills. Both forms are included in the *Assessments Teacher's Manual*.

Unit Assessment

Use Unit 4 Assessment to measure students' progress in listening, speaking, reading, and writing after they have completed this unit.

	Lessons	Key Vocabulary	Language Functions	Instruction
Day 1	Thematic Library	Civil War indigo majestic oak Savannah the Union throughout Yamacraw		About the Author and Illustrator LITERARY RESPONSE Frontload Vocabulary VOCABULARY DEVELOPMENT Activating Prior Knowledge READING COMPREHENSION Literary Elements LITERARY RESPONSE Author's Purpose LITERARY RESPONSE Reading Options READING COMPREHENSION Literary Response LITERARY RESPONSE
Day 2	Lesson 1 Spotlight on Reading	community historic locations volunteering	<ul style="list-style-type: none"> Describing actions Identifying community locations Identifying community workers 	 Introduce the Theme ORAL LANGUAGE DEVELOPMENT Theme-Related Vocabulary VOCABULARY DEVELOPMENT In My Community WRITING STRATEGIES Lend a Hand ORAL LANGUAGE DEVELOPMENT Multiple Intelligences  Verbal/Linguistic
Day 3	Lesson 2 Spotlight on Reading	community history library local mayor patrol reporter theater torn down town hall traffic train station	<ul style="list-style-type: none"> Describing places and things Identifying community locations Retelling/relating events 	 Dictionary Tips  Reading Comprehension Skills and Strategies  How to Read an Image Reading an Image  Spotlight Online Reading Comprehension: Sequencing: Level 3: Vol.1  Literary Elements  Home Connection Multiple Intelligences  Logical/Mathematical
Day 4	Lesson 3 Spotlight on Reading	community library mayor theater town hall	<ul style="list-style-type: none"> Describing community locations Identifying cause-and-effect relationships Sequencing events 	 Echo Read ORAL LANGUAGE DEVELOPMENT Checking READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Act It Out LITERARY RESPONSE Sound It Out PHONEMIC AWARENESS  Spotlight Online Phonics: Syllabication: Level 3: Vol.1 Multiple Intelligences  Visual/Spatial

	Lessons	Key Vocabulary	Language Functions	Instruction
Day 5	Lesson 4 Spotlight on Reading	accomplish buildings community historic summary	<ul style="list-style-type: none"> Describing actions Sequencing events 	<ul style="list-style-type: none"> Group Reading ORAL LANGUAGE DEVELOPMENT Summarizing LITERARY RESPONSE Targeting Proficiency Levels Meeting Individual Needs Reflecting WRITING STRATEGIES <ul style="list-style-type: none"> Spotlight Online Reading Comprehension: Summarizing: Level 3: Vol.1 Practice Tactics Multiple <i>Intelligences</i> Bodily/Kinesthetic
Day 6	Lesson 5 Spotlight on Language	disagree impossible restart rethink unable unhappy unusual	<ul style="list-style-type: none"> Describing actions Describing feelings 	<ul style="list-style-type: none"> Build Background ORAL LANGUAGE DEVELOPMENT Connecting READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Focusing READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Applying WRITING STRATEGIES Vocabulary Review VOCABULARY DEVELOPMENT <ul style="list-style-type: none"> Direct Instruction Spotlight Online Vocabulary: Level 3: Vol.1 Practice Tactics Multiple <i>Intelligences</i> Intrapersonal
Day 7	Lesson 6 Spotlight on Language	are borrow drive feel find go help is like live love mail ride shop walk	<ul style="list-style-type: none"> Describing community locations Describing spatial relations 	<ul style="list-style-type: none"> Build Background ORAL LANGUAGE DEVELOPMENT Connecting LISTENING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Focusing VOCABULARY DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Applying WRITING STRATEGIES Vocabulary Review VOCABULARY DEVELOPMENT <ul style="list-style-type: none"> Direct Instruction Spotlight Online Reading Comprehension: Context Clues: Level 3: Vol.1 Practice Tactics Multiple <i>Intelligences</i> Musical/Rhythmic
Day 8	Lesson 7 Spotlight on Language	builder building builds paint painter painting police officer	<ul style="list-style-type: none"> Describing actions Describing community locations 	<ul style="list-style-type: none"> Build Background ORAL LANGUAGE DEVELOPMENT Connecting READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Focusing WRITING STRATEGIES Targeting Proficiency Levels Meeting Individual Needs Applying WRITING STRATEGIES Vocabulary Review VOCABULARY DEVELOPMENT <ul style="list-style-type: none"> Direct Instruction Spotlight Online Basic Sight Words: Level 3: Vol.10 Practice Tactics Home Connection Multiple <i>Intelligences</i> Interpersonal

Unit Planner

MINIMIZE PLANNING AND MAXIMIZE INSTRUCTION!

Unit Planner provides an overview of the vocabulary, language functions, and lesson plan for each lesson within the unit.

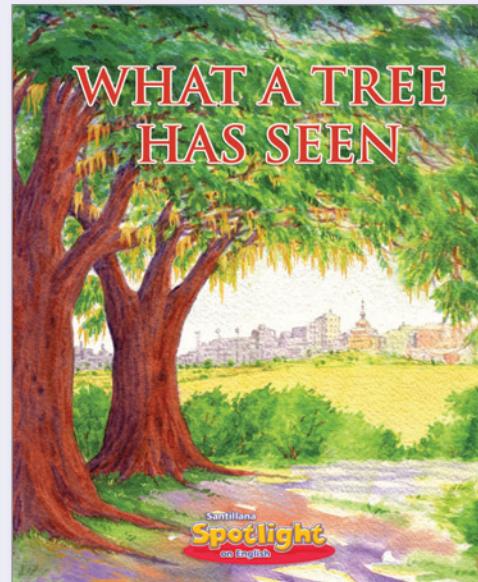
	Lessons	Key Vocabulary	Language Functions	Instruction		
Day 9	Lesson 8 Spotlight on Content Language Arts	<ul style="list-style-type: none"> details editorial event idea opinion topic 	<ul style="list-style-type: none"> Expressing and supporting opinions Retelling/relating events 	<ul style="list-style-type: none"> Access Prior Knowledge LITERARY RESPONSE Editorials READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Writing Editorials WRITING STRATEGIES Targeting Proficiency Levels Meeting Individual Needs 	<ul style="list-style-type: none"> Spotlight Online Reading Comprehension: Fact and Opinion: Level 3: Vol.1 Practice Tactics Multiple Intelligences Verbal/Linguistic 	
Day 10	Lesson 9 Spotlight on Content Language Arts	<ul style="list-style-type: none"> declarative exclamatory imperative interrogative 	<ul style="list-style-type: none"> Identifying sentence structure Identifying types of sentences 	<ul style="list-style-type: none"> Frontload Vocabulary VOCABULARY DEVELOPMENT Types of Sentences ORAL LANGUAGE DEVELOPMENT Targeting Proficiency Levels Meeting Individual Needs Revising WRITING STRATEGIES 	<ul style="list-style-type: none"> Spotlight Online Grammar: Sentence Identification: Identifying Sentences: Levels 1, 2, and 3: Vol.1 Practice Tactics Home Connection Multiple Intelligences Visual/Spatial 	
Day 11	Lesson 10 Spotlight on Content Math	<ul style="list-style-type: none"> centimeter decimeter distance height high kilometer length 	<ul style="list-style-type: none"> long meter metric system millimeter wide width 	<ul style="list-style-type: none"> Defining math-related concepts Explaining math-related concepts 	<ul style="list-style-type: none"> Frontload Vocabulary VOCABULARY DEVELOPMENT Metric Units of Measurement READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Vocabulary Review VOCABULARY DEVELOPMENT 	<ul style="list-style-type: none"> Practice Tactics Home Connection Multiple Intelligences Intrapersonal
Day 12	Lesson 11 Spotlight on Content Social Studies	<ul style="list-style-type: none"> cabinet capital executive branch federal government judicial branch legislative branch president 	<ul style="list-style-type: none"> Describing branches of government Identifying branches of government 	<ul style="list-style-type: none"> Frontload Vocabulary VOCABULARY DEVELOPMENT Federal Government READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Vocabulary Review WRITING STRATEGIES 	<ul style="list-style-type: none"> Spotlight Online Reading Comprehension: Main Idea: Level 3: Vol.1 Practice Tactics Home Connection Multiple Intelligences Bodily/Kinesthetic 	
Day 13	Lesson 12 Spotlight on Content Science	<ul style="list-style-type: none"> minerals properties resources rocks soils 	<ul style="list-style-type: none"> Describing places and things Hypothesizing and speculating 	<ul style="list-style-type: none"> Frontload Vocabulary VOCABULARY DEVELOPMENT Earth Materials READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Vocabulary Review DECODING AND WORD RECOGNITION 	<ul style="list-style-type: none"> Spotlight Online Reading Comprehension: Drawing Conclusions and Making Inferences: Level 3: Vol.1 Practice Tactics Home Connection Multiple Intelligences Musical/Rhythmic 	

	Lessons	Key Vocabulary	Language Functions	Instruction
Day 14	Lesson 13 Spotlight on Content Music	brass danger freedom hammer justice percussion string	<ul style="list-style-type: none"> Hypothesizing and speculating Interpreting figurative language 	Music and Lyrics VOCABULARY DEVELOPMENT If I Had a Hammer LISTENING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Vocabulary Review READING COMPREHENSION Practice Tactics Home Connection Multiple Intelligences Interpersonal
Day 15	Lesson 14 Spotlight on Content Art	cityscape objects drawing perspective	<ul style="list-style-type: none"> Comparing and contrasting elements of art Identifying art forms 	Frontload Vocabulary ORAL LANGUAGE DEVELOPMENT Drawing a Cityscape READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Vocabulary Review VOCABULARY DEVELOPMENT Spotlight Online Reading Comprehension: Compare and Contrast: Level 3: Vol.1 Practice Tactics Home Connection Multiple Intelligences Verbal/Linguistic
Day 16	Lesson 15 Impressions	department government laws local mayor town hall	<ul style="list-style-type: none"> Comparing and contrasting Identifying community services 	Access Prior Knowledge ORAL LANGUAGE DEVELOPMENT Local Government READING COMPREHENSION Targeting Proficiency Levels Meeting Individual Needs Published Work ORAL FLUENCY Multiple Intelligences Visual/Spatial
Day 17	Lesson 16 Project	community government opinion paragraphs reason	<ul style="list-style-type: none"> Explaining the writing process Expressing and supporting opinions 	Reuse and Recycle VOCABULARY DEVELOPMENT Your Editorial WRITING STRATEGIES Spotlight Online Reading Comprehension: Author's Purpose: Level 3: Vol.1 Research Tips
Day 18	Lesson 16 Project			Let's Celebrate! ORAL LANGUAGE DEVELOPMENT Penmanship Tips Practice Tactics Multiple Intelligences Logical/Mathematical
Day 19	Unit Assessment			
Day 20	Unit Assessment			



Thematic Library

Thematic Library lesson include activities for frontloading vocabulary, activating prior knowledge, literary elements, independent reading and reading fluency.



WHAT A TREE HAS SEEN
WRITTEN BY HOPE WALKER
ILLUSTRATED BY STEPHEN AITKEN

Words to Learn

Civil War
indigo
majestic
oak
Savannah
the Union
throughout
Yamacraw

About the Author and Illustrator

LITERARY RESPONSE

Show *What a Tree Has Seen* to students. Ask students to identify the title, author, and illustrator of this story. Remind students that the writer of the story is the author and the illustrator is the person who creates the pictures.

Frontload Vocabulary VOCABULARY DEVELOPMENT

Write some or all of the key words on the board and ask students to repeat the words after you. Explain that the word *oak* refers to both a family of hardwood trees and the kind of lumber that comes from them. Say *A live oak refers to the type of tree found in the Southeast U.S. whose leaves do not change color with the seasons.* Have students volunteer to explain the meanings of the rest of the words and come up with sentences using those words.

Activating Prior Knowledge

READING COMPREHENSION

It is important for teachers to tap into what students already know about a subject in order to help in their learning process and guide them to relate what they already know to what they are reading. Ask students questions such as:

What are the types of trees in your neighborhood?

What are some of the things you can do under the trees?

What do the trees in your neighborhood look like?

How old do you think the trees in your neighborhood might be?

Allow students to express themselves about the history of the oak tree and the many things that might have happened during an oak tree's life, and anything else they might want to discuss. Allow students to discuss the trees in their neighborhood, in parks, and near their school. Have them consider the age of the trees and discuss their size and shape.

Ask students to predict what they think *What a Tree Has Seen* will be about. Record students' ideas in a column on a prediction chart and post it on the wall so you can come back to it after reading the story. Ask students to explain why and how they made their predictions. For instance, they may have used the title, illustration, or key words to make their predictions. Record these explanations in a second column on the predictions chart.

Literary Elements

LITERARY RESPONSE

Genre: Historical Fiction

Remind students that there are many kinds of writing styles, and that a *genre* is a particular kind or style of literary composition. Explain that *What a Tree Has Seen* belongs to the genre of *historical fiction*. This genre has the following elements:

1. It tells a story about historical figures or events.
2. It shows historical events and puts you in the characters' shoes, to let you know how they feel.

Author's Purpose

LITERARY RESPONSE

Remind students that the author's purpose is the reason an author writes a particular story. Elicit from students the four main purposes of writing: *to inform*, *to entertain*, *to explain*, and *to persuade*. Ask students which purpose they think the author had in mind when she wrote *What a Tree Has Seen*. Write their ideas on the Prediction Chart.

Reading Options

READING COMPREHENSION

Choose one or more of the activities described below to conduct with students as they read *What a Tree Has Seen*.

Reading Aloud

Prior to reading *What a Tree Has Seen* aloud to students, provide the following background information:

- This story is about the live oak trees that grow in Savannah, Georgia.
- The story is about the history that occurred while the live oaks were growing in Savannah.

As you are reading aloud, let students know what questions you may have or what predictions are being confirmed, if any. At the end of the reading, model answers to your own comprehension questions. Also, model a summary of the story for students and finish confirming students' predictions by going back to the chart.

Guided Reading Groups

Group students according to their specific instructional needs, which you may have determined from previous assessment data or reading inventories, and prepare specific reading strategies for each group prior to their reading. Then, have students read aloud *What a Tree Has Seen* and circulate among each reading group, helping them practice the specific skills and strategies assigned to them.

Echo Reading

This reading technique is ideal for modeling correct pronunciation and intonation of text. Start reading *What a Tree Has Seen* and ask students to repeat, from words and phrases to sentences, after you. Avoid correcting students who mispronounce during this activity; instead, encourage students to continue reading, following your lead, as you gradually release more responsibility to them.

Independent Reading and Reading Fluency

Explain to students that good readers develop fluency by reading repeatedly and independently. Tell them they must read for at least thirty minutes outside of class each day. Encourage them to take *What a Tree Has Seen* home to read several times and share with family members. You may wish to have volunteers give oral presentations the next day, summarizing the story, and discussing how they felt when they read the story.

Literary Response

LITERARY RESPONSE

After reading *What a Tree Has Seen*, choose from a variety of activities to conduct with your students, such as:

1. Have students discuss the genre of the story and compare it to other genres, such as fiction or legends.
2. Have students describe each of the historical settings of the story, citing examples from each setting.
3. Have students identify the main idea of the story and the author's purpose for writing the story.

Key Vocabulary

community
historic
locations
volunteering

Functions and Forms

- Describing actions
I volunteer at the library by reading to the children.
- Identifying community locations
The library is a building in our community.
- Identifying community workers
The mayor helps run our community.

English Language Development Skills

Listening

- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.
- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Organize ideas chronologically or around major points of information.

Reading

- ★ Use sentence and word context to find the meaning of unknown words.

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- ★ Classify grade-appropriate categories of words.

Materials

- ✓ Community Photo Cards
- ✓ CD Track 19
- ✓ three posterboards

Introduce the Theme

ORAL LANGUAGE DEVELOPMENT



Student Book pages 110–111: Tell students that they will be learning about communities in this unit. Read the Topics to explore with students. Ask *What are some important locations in our community? Who are the people who work there? What are some of the old or historic buildings in our community?* Tell students that historic buildings were built long ago and represent the history of the town. Then, have students discuss ways that people volunteer in the community. After going over the Topics to explore, play Track 19 and have students listen to the riddle on the page. Play the track again and read the riddle together with students, line by line. Have students discuss the riddle and identify what is being described in the riddle. Elicit from students that the correct answer to the riddle is a library.

Theme-Related Vocabulary

VOCABULARY DEVELOPMENT

Assess students' language levels related to the theme by pointing to pictures in the book. Display the *Community* Photo Cards to the class. Have students identify the people and places that are part of a community.

Have students identify the picture's setting. *Point to the bookshelves. Point to the tables.* Ask students where these items are located. *What type of building contains bookshelves and tables?* **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Have students point to the people in the picture. Ask *What are the people in the picture doing? What is on the floor next to some of the people in the picture?*

Have students identify objects in the *Community* Photo Cards. Then, point to the *Community* Photo Cards that show people. Ask *Who are the people on these cards?* Elicit *grocer, baker, firefighter, police officer, florist, and mail carrier.* Write student responses on the board. Next, ask students to look at the photo cards that show places. Ask *Which photo card shows the community location for each community person listed on the board?* Have students match the cards with the corresponding community people listed on the board. Then, ask students to look at the picture in their book. Elicit as many vocabulary words as possible from the photo. Some of the words might include *books, bookshelf, tables, chairs, windows, backpacks, students, homework, research, studying, aisles, volumes, and reference materials.*



Multiple Intelligences Verbal/Linguistic

Logic of Words

Help students to create word equations. Write a sample of a basic addition equation on the board, such as $3 + 2 = 5$. Then, model an example of a word equation, such as *rain + sunshine = rainbow*. Have students work in pairs to create their own logical word equations. Then, have them share their equations with the class.

Standards

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

Common Core State Standards

Reading: Literature

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Reading: Foundational Skills

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a. Read on-level text with purpose and understanding.

RF.3.4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards box presents Common Core standards covered in each lesson.

Spotlight on Reading

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.



Unit 4 My Community

In My Community

Tell students that they are about to use their imagination in their writing. Ask *If you were a character in a book or movie, who would you be and what would you do?* Have students respond by writing three paragraphs using descriptive words and their imagination.

- *Who are some of the important people in your community?*
- *Where do these people work or do their job?*
- *What makes these people important in your community?*
- *What are some of the things you can do to help your community?*

Lend a Hand

Review the definition of volunteering. Display the following *Community Photo Cards* with places: *library*, *hospital*, and *grocery store*. Divide the class into three groups. Assign each group one of the photo cards. Have the groups create a poster to help recruit volunteers for each of the places. Remind students to think of the many ways people might volunteer their time and talents for each location, such as reading to young children at the library, visiting with people in the hospital, or carrying grocery bags for people at the grocery store. Have students use words and pictures on their poster to describe how and where people can volunteer. Then, have each group share their poster with the class. Discuss the volunteer opportunities mentioned on each poster.

- *What are the volunteer opportunities mentioned on the posters?*
- *How can people get involved to volunteer?*
- *What are the community locations for volunteering shown on the posters?*
- *How can you volunteer your time and talents?*

WRITING STRATEGIES

ORAL LANGUAGE DEVELOPMENT

Key Vocabulary

community	mayor	torn down
history	patrol	town hall
library	reporter	traffic
local	theater	train station

Functions and Forms

- Describing places and things
The theater was beautiful and a fun place to go to see movies.
- Identifying community locations
Our community has a library and a Town Hall.
- Retelling/relating events
Houdini performed at the theater in 1917.

English Language Development Skills

Listening

- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.
- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Organize ideas chronologically or around major points of information.
- ★ Use clear and specific vocabulary to communicate ideas/establish the tone.

Reading

- ★ Use a dictionary to learn the meaning and other features of unknown words.
- ★ Recall major points in the text and make and modify predictions about forthcoming information.
- ★ Extract appropriate and significant information from the text, including problems and solutions.

Writing

- ★ Understand the structure and organization of various reference materials.
- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials

- ✓ Blackline Masters 1, 2a, 2b, 4, and 5
- ✓ dictionaries

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Use the *Community* Photo Cards that show places and people to elicit some of the key vocabulary words. Point to the Key Words section on page 112 and chorally read the word list with the class. Tell students that the photo cards represent the people and places in communities. Have students write the Key Words down the left side of a sheet of paper. Ask students to identify the photo cards that correspond with their vocabulary words. For example, students would match the word *librarian* to the place where she works, the *library*. Have students write the name of the corresponding card next to the appropriate Key Vocabulary word they chose to match each word. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Predicting

ORAL LANGUAGE DEVELOPMENT

Student Book page 112: Remind students that predicting is guessing what the story is going to be about. Distribute a copy of the Prediction Chart Graphic Organizer to each student. Have students use the Prediction Chart to write their predictions. Then, have students read and discuss their predictions as you record them on the board to use at the end of this lesson.

Targeting Proficiency Levels

▶ Beginning	■▶ Intermediate	■▶▶ Advanced
Have students explain the meaning of the title. Then, help them answer question 1. Remind them what a clue is, and elicit predictions from the Key Words definitions. Finally, help them fill in the Prediction Chart.	Have students work in pairs to discuss the meaning of the title, illustrations, and Key Words in relation to the prediction questions. Ask the pairs to answer the questions in complete sentences, and then fill in the Prediction Chart.	Have each student write the answers to the Predicting questions. Then, ask them to fill in the Prediction Chart explaining what clues they found in the Student Book to help them make such predictions.

Meeting Individual Needs

You may simplify instruction for students who exhibit difficulty with making predictions by asking them probing questions, such as *What is a title? What's an example of a title? What's the relationship between a title and a story?*

Prediction activities enhance prediction through visualizing casual relationships.

Spotlight on Reading

Key Words

train station
theater
library
torn down
history
town hall
mayor
community
local
patrol
traffic
reporter

Predicting

► Answer the questions in complete sentences.

1. What does the title tell you the story might be about?
2. Who do you think the people in the picture are? What do you think they will do in the story?
3. What do the key words tell you about what might happen in the story?

The Show Must Go On!

Written by Betsy Tecco
Illustrated by Facundo Teyo

Sonia lives in Phoenixville, Pennsylvania. The town is more than 100 years old. There is an old **train station**, an old boat dock, and many old buildings in town.

Sonia loves the Colonial Theater on Bridge Street. She is sad because the owner is closing it. Her mother told her, "It's an old **theater** and needs a lot of repairs. The owner doesn't have enough money to fix it, so he has to sell it."



Dictionary Tips

To find the definition of a word, you must use a dictionary. In a dictionary, the definition of each entry, or word, is explained using one or more definitions.

When a word has more than one definition, the first one given is the most common in current usage. For example, for the word *village*, these are the two most common usages:

1. A very small town;
2. The people who live in a village.

In addition to the definition, most dictionaries also include the following information to help the user learn more about a particular word:

- cross-references that refer the reader to additional information about the word elsewhere in the dictionary
- different spellings
- alternative names
- related adjectives
- idioms, or commonly used expressions
- etymology, or the history of the word
- examples to illustrate the definitions
- derived words formed by adding suffixes such as *-ly*, and *-ness*.
- listed entries or words formed by adding prefixes such as *non-*, *over-*, and *un-*.

Read and Discuss the Story

READING COMPREHENSION

Student Book page 113: First, decide in what order the following activities will best serve the needs of your students. Read the story aloud while students follow along in their books. Use the Discuss questions to develop comprehension and language skills. Encourage beginning students to respond with phrases or simple sentences. Intermediate students should respond in complete sentences. Advanced students should support their answers with details from the text. Tips and strategies are also included to facilitate instruction in how to read an image to further or enhance comprehension. Encourage students to use a dictionary, employing the tips included in this section, to look up unfamiliar words. Use the reading comprehension skills and strategies to enrich the reading activity for students.

How to Read an Image

Understanding the elements pertinent to an image that accompany a text can help students understand and visualize what they are reading. There are times when the words on the page are insufficient to convey the intended meaning efficiently. Visual images sometimes convey the information that the words alone cannot. When asking students to read an image, first have them look at the entire image for a few minutes on their own. Then, have them talk about the elements that they can identify in the image. Other details in the image can then be identified and discussed as vocabulary words related to the text.

In an informational text, the visual elements on the page are intended to be instructive. They can be graphs, charts, photos, illustrations, or diagrams that offer supplemental, supporting, or clarifying information.

In a fictional text, the photographs can help readers to understand the characters, the setting, and the theme of a story better. In these cases, the photo or illustration is also intended to be instructive, but more as support than as supplemental information. It can also provide clues as to what might happen next in the story.

In the Reading an Image sections that follow, questions are provided that will help you focus your students' attention on specific elements of the images on each spread.

Reading an Image activities are used throughout the Spotlight on Reading lessons to help students make connections and help develop reading comprehension.

Spotlight on Reading

Key Words

train station
theater
library
torn down
history
town hall
mayor
community
local
patrol
traffic
reporter

Predicting

Answer the questions in complete sentences.

1. What does the title tell you the story might be about?
2. Who do you think the people in the picture are?
What do you think they will do in the story?
3. What do the key words tell you about what might happen in the story?

112 Unit 4



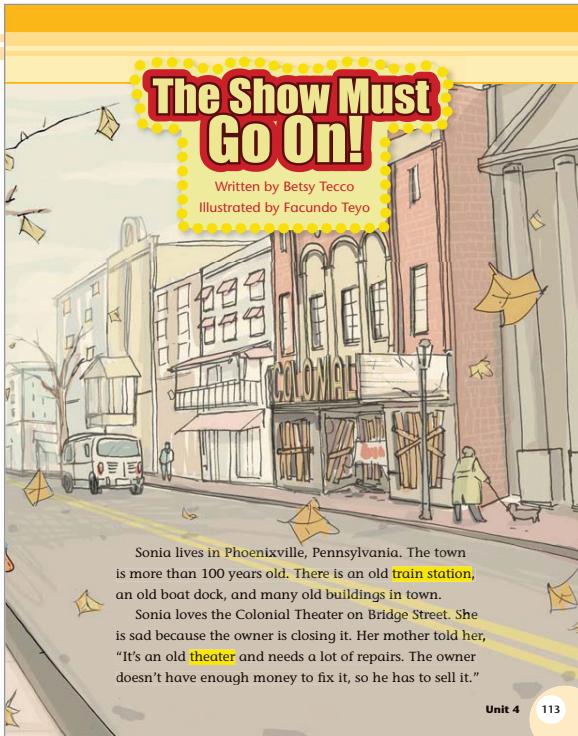
Beyond Words

LITERARY RESPONSE

Ask students to examine the illustration on pages 112–113. Tell them to pay close attention to the features and details they notice. Have them look for characters in the picture, notice where the characters are, what the characters are doing, and other details in the picture. Distribute copies of the 4-Column Chart Graphic Organizer to each student. Draw the chart on the board with the headings Character, Setting, Situation, and Vocabulary. Have students identify one response for each column.

- *Who are the people, or characters, in the picture?*
- *Where are these characters?*
- *What year do you think it is in this picture?*
- *What detail do you notice about the setting?*

Have the class brainstorm other ideas about the setting. Remind them to use details from the picture to determine where and when the setting is. Ask volunteers to share what they have written in their chart. Write responses in the chart on the board.



The Show Must Go On!
Written by Betsy Tecco
Illustrated by Facundo Teyo

Sonia lives in Phoenixville, Pennsylvania. The town is more than 100 years old. There is an old **train station**, an old boat dock, and many old buildings in town. Sonia loves the Colonial Theater on Bridge Street. She is sad because the owner is closing it. Her mother told her, "It's an old **theater** and needs a lot of repairs. The owner doesn't have enough money to fix it, so he has to sell it."

Unit 4 113

Reading Comprehension Skills and Strategies boxes through the unit provide tips to support reading instruction and help students develop essential literacy skills.

Reading Comprehension Skills and Strategies

Cause and Effect

Explain to students that a cause is why something happens, and that an effect is what happens as a result of that cause. Sometimes words such as *because*, *so*, *since*, and *therefore* give clues to indicate cause-and-effect relationships in a story. A story, however, may not include these words and still have cause-and-effect relationships. Help students identify cause-and-effect relationships in the story. For instance, you may mention that the Colonial Theater is in need of repairs. The repairs are the reason for the effect, the closing of the theater.

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*, and *tomorrow* often signal order of events in a story. Help students identify the order of events in this story by having them identify time and order words/phrases such as those mentioned above. For instance, have students note the events on this page as the first of the sequence of events in the story.

Discuss page 113

Beginning

- ▶ Where does Sonia live?
- ▶ How old is the town?
- ▶ On which street is the Colonial Theater located?
- ▶ How does Sonia feel about the theater?
- ▶ Why is Sonia sad?
- ▶ What does the theater need?
- ▶ Why does the owner have to sell it?

Intermediate

- ▶ Who is the main character of the story?
- ▶ What is the name and age of the town where the story takes place?
- ▶ What are some of the features of the town?
- ▶ What does Sonia's mother tell her about the theater?
- ▶ What would the theater need to stay open?

Advanced

- ▶ How would you describe the type of town Sonia lives in?
- ▶ How does Sonia find out about what might happen to the Colonial Theater?
- ▶ How does Sonia feel about the Colonial Theater?
- ▶ Why might the theater need to be repaired?
- ▶ Why can't the owner fix the theater?

Reading Comprehension Skills and Strategies

Cause and Effect

Remind students that a cause is why something happens, and that an effect is what happens as a result of that cause. Sometimes words such as *because*, *so*, *since*, and *therefore* give clues to indicate cause-and-effect relationships in a story. A story, however, may not include these words and still have cause-and-effect relationships. Help students identify cause-and-effect relationships in the story. For instance, you may point out that Sonia's mother tells her that the theater may be torn down. This causes Sonia to think that there might be a way to save the theater.

Sequence

Remind 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*, and *tomorrow* often signal order of events in a story. Help students identify the order of events in this story by having them identify what happened on the previous page, what happened on this page, and what they think might happen in the future. Encourage them to use time and order words in their responses.

Reading an Image

Have students look at the picture on page 114. Ask:

- *What is Sonia pointing at?*
- *How does this look different from the theater she remembers?*
- *What's in the picture that indicates that someone wants to help the theater?*



Sonia is walking to the library with her mother when they pass the theater. There is a sign on its doors that reads: SAVE ME!
"What does that mean?" Sonia asks.
"It will be **tom down** if no one fixes it."
"But the theater is so beautiful," says Sonia, "and it's fun to go to the movies there."
"What can we do?" asks her mother.
Sonia thinks and thinks. "Maybe we can find a way to save the theater. There must be something we can do."

114 Unit 4

Discuss page 114

Beginning

- ▶ *Who are on their way to the library?*
- ▶ *Which building do they pass?*
- ▶ *What is on the doors?*
- ▶ *What does Sonia's mother explain to her?*
- ▶ *What does Sonia think of the building?*
- ▶ *What does Sonia want to find a way to do?*

Intermediate

- ▶ *Where are Sonia and her mother going?*
- ▶ *What does Sonia notice on the theater?*
- ▶ *What might happen to the theater?*
- ▶ *What has Sonia done at that theater?*
- ▶ *What does Sonia think of when she hears that the theater might be torn down?*

Advanced

- ▶ *Why do Sonia and her mother walk past the theater?*
- ▶ *What can you tell about the theater based on the sign in front of it?*
- ▶ *What might have caused the theater to be in need of repair?*
- ▶ *How does Sonia feel about the theater?*
- ▶ *What might Sonia think of or do next?*

Sonia goes to the library. She looks up information about the Colonial Theater. It was built in 1903. Famous people performed on its stage. A very famous magician named The Great Houdini performed there in 1917. In 1958 the theater appeared in a scary movie called *The Blob*. "What a **history!**" thinks Sonia.



Discuss page 115

Beginning

- ▶ *Where does Sonia go next?*
- ▶ *What does she do there?*
- ▶ *When was the Colonial Theater built?*
- ▶ *What famous magician once performed there?*
- ▶ *When did he perform there?*
- ▶ *In what movie did the Colonial Theater appear?*

Intermediate

- ▶ *Where did Sonia go after her walk?*
- ▶ *What did Sonia do when she got there?*
- ▶ *What did she find out about the year in which the theater was built?*
- ▶ *Who performed at the theater?*
- ▶ *What kind of performance was it?*
- ▶ *When did that performance take place?*
- ▶ *In what historic event did the theater participate in 1958?*

Advanced

- ▶ *How does Sonia find out about the theater's history?*
- ▶ *What books might Sonia be using to find out about the theater?*
- ▶ *What types of performances might have taken place at the theater?*
- ▶ *What makes the Colonial Theater famous?*

Reading Comprehension Skills and Strategies

Cause and Effect

Have students identify cause-and-effect relationships in the story. For instance, you may point out that when Sonia heard that the theater may be torn down, she became sad. As a result, she then researched the history of the theater at the library.

Sequence

Have students identify the setting and events that occur on this page. For instance, remind students that Sonia and her mother were walking to the library on the previous page. On this page, Sonia is in the library reading about the history of the Colonial Theater.



Reading an Image

Have students look at the picture on page 115. Ask:

- *Where's Sonia in this picture?*
- *What do you see in this picture that helps you identify the setting?*
- *What's Sonia doing?*

Reading Comprehension Skills and Strategies

Cause and Effect

Have students identify cause-and-effect relationships in the story. For instance, you may point out that learning about the history of the theater and that it might be torn down caused Sonia and her mother to go to the town hall to meet with the mayor.

Sequence

Have students identify the order of events in this story by having them identify time and order words/phrases. For instance, point out the word *then* at the top of the page. Remind students that the word *then* indicates something happening next in a sequence.

Reading an Image

Have students look at the picture on page 116. Ask:

- Where do Sonia and her mother go after the library?
- Whom do they speak with when they are there?
- How do we know that they are in his office?

Then, Sonia and her mother decide to go to the town hall. The mayor works there. They think the mayor can help them save the theater.

"We want to save the theater," Sonia tells him.

"So do we," the mayor replies, "but the theater needs a lot of repairs.

The owner doesn't have the money, so he is going to sell it."

"Then, what is going to happen?" asks Sonia.

The mayor frowns. "The theater will be torn down and a new building will be built in its place."

Sonia cries out, "We can't let that happen!"

"People need to show they care about the theater," says the mayor.

"If the community believes it is important, it can be saved."



Discuss page 116

Beginning

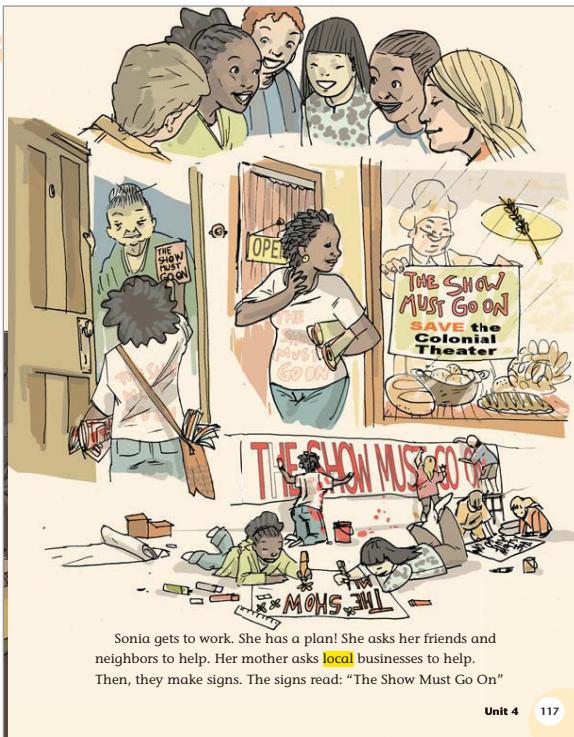
- ▶ Where do Sonia and her mother decide to go?
- ▶ Who works there?
- ▶ What do they tell the mayor they want to do?
- ▶ What does the mayor say the theater owner is going to do?
- ▶ What will happen when the theater is sold?
- ▶ What does the mayor say about the community?

Intermediate

- ▶ Why do Sonia and her mother go to see the mayor?
- ▶ What does the mayor think about saving the theater?
- ▶ What does the mayor say the theater needs?
- ▶ What will happen if the theater is torn down?
- ▶ How does Sonia react to this news?
- ▶ What does the mayor say could save the theater?

Advanced

- ▶ Why do Sonia and her mother think the mayor could help the theater?
- ▶ How does the mayor feel about the theater?
- ▶ How do you know he feels that way?
- ▶ What will replace the theater?
- ▶ How does Sonia feel about the mayor's news?
- ▶ How might the community show that it cares about the theater?



Discuss page 117

Beginning

- ▶ What does Sonia do after she leaves the mayor's office?
- ▶ Whom does she ask to help?
- ▶ Whom does her mother ask to help?
- ▶ What do they make?
- ▶ What do the signs read?
- ▶ Where do they put the signs?

Intermediate

- ▶ What is Sonia's plan?
- ▶ Whom do she and her mother ask for help?
- ▶ What kind of help do they ask for?
- ▶ Who makes the signs?
- ▶ What purpose do they want the signs to serve?
- ▶ What effects might the signs have on the people of the town?

Advanced

- ▶ How does Sonia get started?
- ▶ How does her mother help her?
- ▶ Why do they make signs?
- ▶ How might the signs help the theater?
- ▶ What else could they do to inform the community about the fate of the theater?
- ▶ How might the community respond to the signs?

Reading Comprehension Skills and Strategies

Cause and Effect

Have students identify cause-and-effect relationships in the story. For instance, you may point out that Sonia creates a plan after the mayor states that the community can save the theater if people show they care.

Sequence

Have students identify the order of events in this story by having them identify the time-order signal words on this page. For instance, point out the events on this page and the signal word *then*.



Reading an Image

- Have students look at the picture on page 117. Ask:
- How many locations are shown in this picture?
 - What's happening in each small picture on this page?
 - What do these pictures represent?

Reading Comprehension Skills and Strategies

Cause and Effect

Have students identify cause-and-effect relationships in the story. For instance, you may point out that there are many people demonstrating and informing others about the fate of the theater because of the signs Sonia and her friends made.

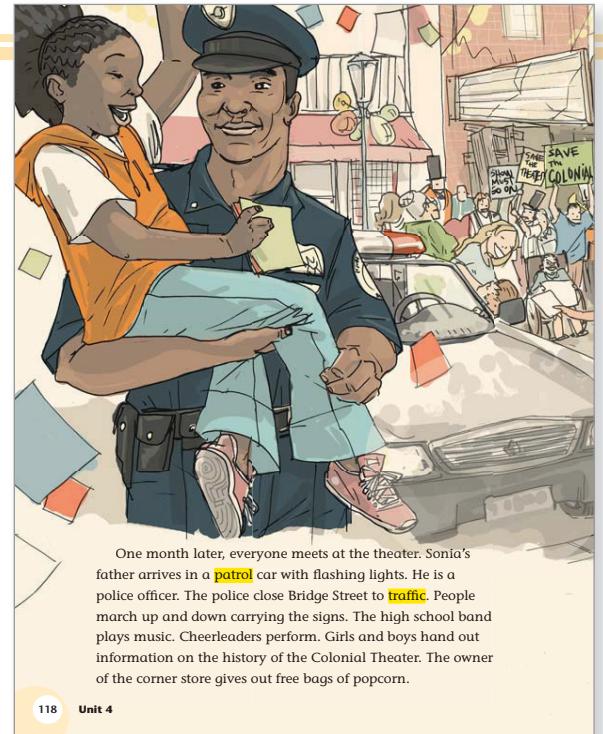
Sequence

Have students identify the order of events in this story by having them identify time and order words/phrases. For instance, point out the signal words in the paragraph students are reading. The signal words on this page are *one month later*.

Reading an Image

Have students look at the picture on page 118. Ask:

- Who's holding Sonia?
- Where does the action in this image take place?
- Who are the other people in the picture?
- What are the other people doing?



One month later, everyone meets at the theater. Sonia's father arrives in a patrol car with flashing lights. He is a police officer. The police close Bridge Street to traffic. People march up and down carrying the signs. The high school band plays music. Cheerleaders perform. Girls and boys hand out information on the history of the Colonial Theater. The owner of the corner store gives out free bags of popcorn.

118 Unit 4

Discuss page 118

Beginning

- ▶ When does everyone meet at the theater?
- ▶ Who arrives in a patrol car?
- ▶ Which street is closed to traffic?
- ▶ What are people carrying?
- ▶ What does the high school band do?
- ▶ What do the cheerleaders do?
- ▶ What are girls and boys handing out?
- ▶ Who gives out popcorn?

Intermediate

- ▶ Why does Sonia's father arrive in a patrol car?
- ▶ Why do the police stop traffic on Bridge Street?
- ▶ Why are the band and cheerleaders performing?
- ▶ What are the boys and girls handing out to people? Why?
- ▶ What is the corner store owner doing?
- ▶ Why is he doing it for free?

Advanced

- ▶ Why does everyone meet at the theater?
- ▶ Why do you think it took a month to prepare for this meeting?
- ▶ What do the police do to ensure the safety of the people demonstrating in front of the theater?
- ▶ Why are people marching up and down the street?
- ▶ How can this gathering affect the future of the theater?



Most of the community is there. Sonia has a sheet to sign. The people put their names on a list under the words "Don't Close the Colonial!" They give money to help fix the theater, too. But Sonia wants to do even more.

Unit 4 119

Discuss page 119

Beginning

- ▶ Who is attending this gathering?
- ▶ What does Sonia have?
- ▶ What are people doing with the paper Sonia has?
- ▶ What is that paper for?
- ▶ What are people giving? Why?
- ▶ What does Sonia want to do?

Intermediate

- ▶ How many people have gathered?
- ▶ Why does Sonia have a sheet to sign?
- ▶ What is written at the top of the sheet?
- ▶ What purpose will this signed sheet serve?
- ▶ What else are people doing to help the theater?
- ▶ What will Sonia do next?

Advanced

- ▶ Why has most of the community gathered?
- ▶ What is the type of list people are signing?
- ▶ What purpose might that list serve?
- ▶ Why are people giving money?
- ▶ What will that money be used for?
- ▶ How satisfied is Sonia with the results of her plan?

Reading Comprehension Skills and Strategies

Cause and Effect

Have students identify cause-and-effect relationships in the story. For instance, you may point out that people in the community are signing a list to save the theater and giving money to fix it as a result of the marchers with signs and people handing out information about the theater's fate.

Sequence

Have students identify the order of events in this story by asking them before-and-after questions about the events of the story. For example, ask what happened in the month since Sonia found out about the theater closing, or ask what might happen next in the story.



Reading an Image

Have students look at the picture on page 119. Ask:

- What do the signs say in the picture?
- What are people doing at the table?
- How many people are in the picture?

Reading Comprehension Skills and Strategies

Cause and Effect

Have students identify cause-and-effect relationships in the story. For instance, you may point out that a newspaper reporter prints a story about the theater as a result of the community's efforts to keep it open.

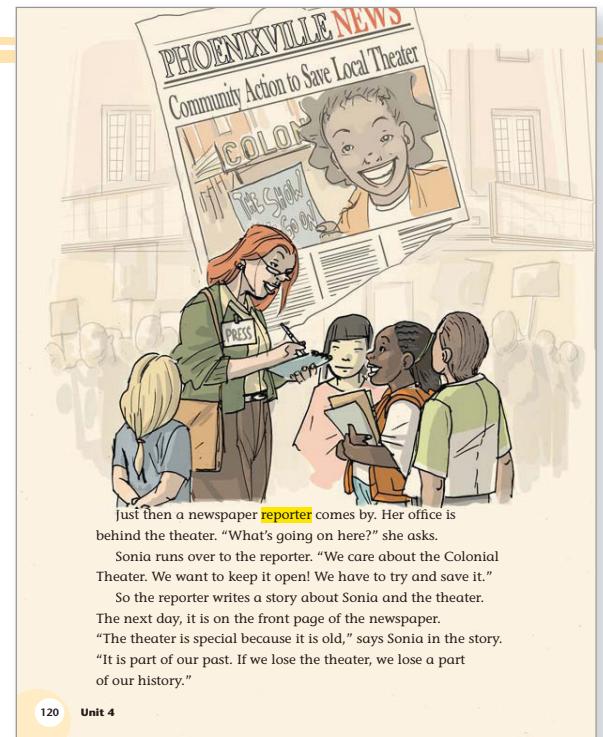
Sequence

Have students identify the order of events in this story by having them identify time and order words/phrases. For instance, point out the signal words *just then* in the first paragraph on this page. Have students point out other signal words on this page.

Reading an Image

Have students look at the picture on page 120. Ask:

- Who's speaking with Sonia?
- What's she doing as she speaks to Sonia?
- What's the image in the middle of the page?



Just then a newspaper reporter comes by. Her office is behind the theater. "What's going on here?" she asks. Sonia runs over to the reporter. "We care about the Colonial Theater. We want to keep it open! We have to try and save it." So the reporter writes a story about Sonia and the theater. The next day, it is on the front page of the newspaper. "The theater is special because it is old," says Sonia in the story. "It is part of our past. If we lose the theater, we lose a part of our history."

Discuss page 120

Beginning

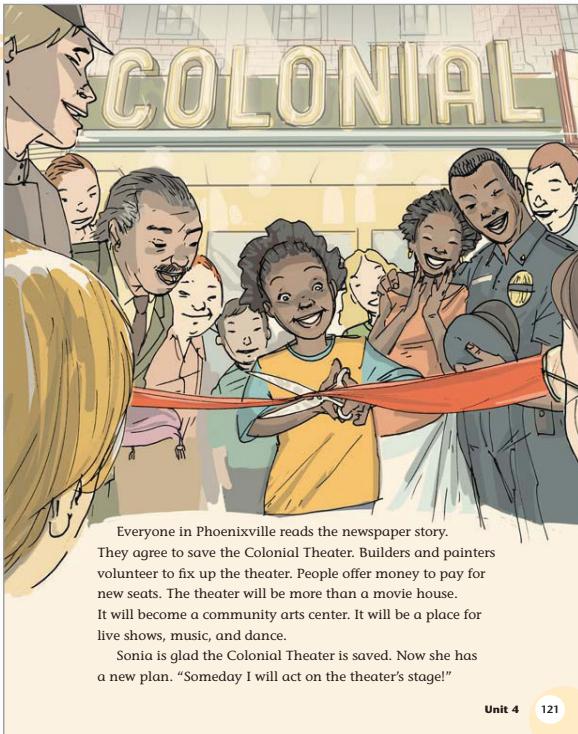
- Who comes by the theater?
- Where is her office?
- What does Sonia do when she asks her a question?
- What does Sonia tell her they have to do?
- What does she do after talking to Sonia?
- Where does the story appear?

Intermediate

- Whose office is behind the theater?
- What does she ask Sonia?
- What happens the next day?
- Where does the story appear?
- What does Sonia say would be lost if the theater was torn down?

Advanced

- Why is the newspaper reporter curious?
- What does Sonia tell her about the theater?
- Why does she write an article about the theater?
- Who might read the article about the theater?



Everyone in Phoenixville reads the newspaper story. They agree to save the Colonial Theater. Builders and painters volunteer to fix up the theater. People offer money to pay for new seats. The theater will be more than a movie house. It will become a community arts center. It will be a place for live shows, music, and dance.

Sonia is glad the Colonial Theater is saved. Now she has a new plan. "Someday I will act on the theater's stage!"

Unit 4 121

Discuss page 121

▶ Beginning

- ▶ Who read the newspaper story?
- ▶ What do they agree to do?
- ▶ Who volunteers to fix up the theater?
- ▶ What will the theater become?
- ▶ What type of shows will it have?
- ▶ What is Sonia feeling about the theater?

▶ Intermediate

- ▶ What does everyone in Phoenixville do?
- ▶ Who agrees to save the Colonial Theater?
- ▶ What helps the theater get fixed up?
- ▶ What will the theater become a place for?
- ▶ What does Sonia plan to do?

▶ Advanced

- ▶ How does everyone in Phoenixville find out about the theater?
- ▶ Why is the Colonial Theater saved?
- ▶ How does the theater get new seats?
- ▶ How does Sonia feel about the theater being saved?

Reading Comprehension Skills and Strategies

Cause and Effect

Have students identify cause-and-effect relationships in the story. For instance, you may point out that once everyone in the community reads the newspaper story about the Colonial Theater, they agree to help save it.

Sequence

Have students identify the order of events in this story by having them identify the next story event that occurs on this page. For instance, point out that everyone decided to help save the theater by volunteering or donating money.



Reading an Image

Have students look at the picture on page 121. Ask:

- Who's in the center of the picture?
- What's she doing?
- Who are the other people in the picture?



Literary Elements

- **Setting** is the time and place in which the story's events happen and the characters live. It can change throughout the story or book. *Where does the story take place? What's the setting in the middle of the story? When does the story take place?*
- **Character** is a person or animal in a story, play, poem, or other literary work. *Who are the characters in the story?*
- **Plot** is the action of the story, play, book, or poem. There is often a problem or conflict the characters must resolve. *What's the problem or conflict in the story? How is the conflict resolved?*
- **Structure** is the beginning, middle, and end of the story. *Discuss the beginning, middle, and end of the story.*
- **Theme** is the main idea of the story. *What's the main idea of the story?*

Spotlight on Reading

Key Words

train station
theater
library
torn down
history
town hall
mayor
community
local
patrol
traffic
reporter



Predicting

▶ Answer the questions in complete sentences.

1. What does the title tell you the story might be about?
2. Who do you think the people in the picture are? What do you think they will do in the story?
3. What do the key words tell you about what might happen in the story?

112 Unit 4

Confirm Predictions

READING COMPREHENSION

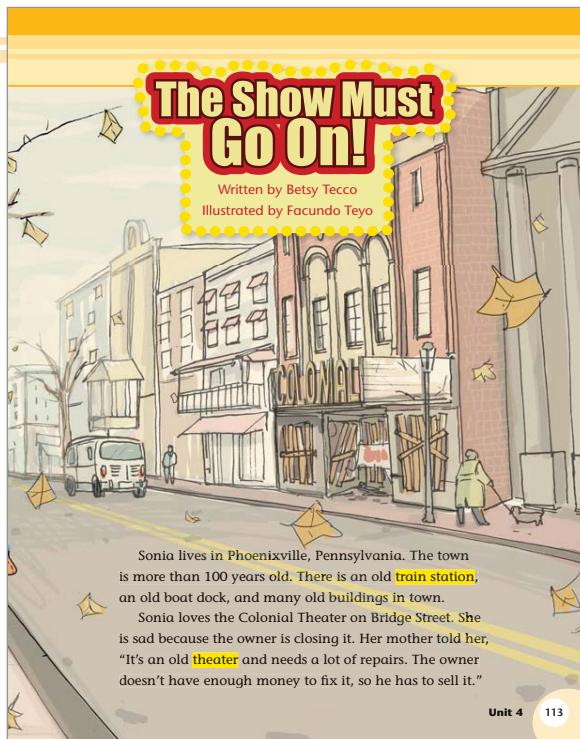
Have students take out their individual Prediction Charts. Refer to the class Prediction Chart on the board. Revisit the predictions one at a time, comparing the class's responses with the actual events of the story. Encourage students to discuss how their predictions were the same as or different from the events in the story.

Problem Solved

READING COMPREHENSION

Remind students that plot is the action of the story. Within the plot there is often a problem that must be resolved, leading to the solution. Draw a three-column chart graphic organizer on the board or on chart paper. Then, distribute a photocopy of the 3-Column Chart Graphic Organizer to each student. Label the first column *Problem*. Label the second column *Steps to Solve the Problem*. Label the third column *Solution*. Ask *What was the problem in The Show Must Go On!* Have students provide their answers in complete sentences. In the first column, write a complete sentence that summarizes the problem. Have students write this in their graphic organizer. Next, ask the class to recall the steps Sonia took to solve the problem. List their responses in sequential order and in complete sentences in the middle column of the graphic organizer. Have students copy these sentences in their charts. Ask *How was this problem solved?* Write a complete sentence summarizing the solution in the third column of the graphic organizer while students do the same with their graphic organizers.





Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b, and model how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to use their own words to write definitions for each word. Have them check their work by looking up the correct definitions in their dictionaries. Explain that they should read their definitions to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Let's Compare!

Divide the class into pairs. Tell students that they are to use a Venn diagram to compare their classroom with their first grade classroom. Draw a Venn diagram on the board and model recording information. Have students share their Venn diagrams with the class.

Standards

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

Common Core State Standards

Reading: Literature

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.d. Explain their own ideas and understanding in light of the discussion.

Key Vocabulary

community mayor town hall
library theater

Functions and Forms

- Describing community locations
The library is the place to research a topic.
- Identifying cause-and-effect relationships
Sonia's signs caused the community to get involved in saving the theater.
- Sequencing events
First, Sonia went to the mayor, and then she made signs.

English Language Development Skills

Listening

- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.
- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Organize ideas chronologically or around major points of information.
- ★ Use clear and specific vocabulary to communicate ideas/establish the tone.

Reading

- ★ Demonstrate comprehension by identifying answers in the text.
- ★ Recall major points in the text and make and modify predictions about forthcoming information.
- ★ Extract appropriate and significant information from the text, including problems and solutions.

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- ★ Spell correctly one-syllable words that have blends and orthographic patterns.

Materials

- ✓ CD Track 20

Checking

- A** Choose the correct answer.
1. Why is the owner of the Colonial Theater going to sell it?
 - a. He doesn't want to show movies anymore.
 - b. He is going to start a new business.
 - c. He knows the mayor wants to buy it.
 - d. He doesn't have money to repair the building.
 2. Why does Sonia want to save the theater?
 - a. She wants to save the theater because the owner is her friend.
 - b. She wants to save the theater because it is part of the past.
 - c. She wants to save the theater because her mother likes the building.
 - d. She wants to save the theater because she walks by it every day.
 3. Where does Sonia go to look for information about the Colonial Theater?
 - a. She goes to the town hall.
 - b. She goes to the library.
 - c. She goes to the theater.
 - d. She goes to the arts center.
 4. What happens at the end?
 - a. Sonia's plan works, and the Colonial Theater is saved.
 - b. The owner gets money to fix the Colonial Theater.
 - c. The community decides to tear down the Colonial Theater.
 - d. Sonia dances on the stage of the Colonial Theater.
- B** Answer the Critical Thinking questions in complete sentences.
1. How did Sonia organize her plan and put it into action?
 2. What was the result of her actions?
 3. Did Sonia's plan benefit the community? Explain your answer.

122 Unit 4

Echo Read



Student Book pages 112–121: Play Track 20 or read the story line by line, and have students follow the words with their fingers as they echo each line. Remember that this reading is intended to be used as a basis for modeling correct pronunciation and intonation of text. You may want to pause and replay parts of the story to reinforce correct speaking and listening skills.

ORAL LANGUAGE DEVELOPMENT

Checking

READING COMPREHENSION

Student Book page 122: Read each question aloud. Allow students time to think about their answers and have them share their answers with the class. For each multiple-choice question, read each answer option and talk about why each option is correct or incorrect. Have students answer the Critical Thinking questions in writing.



Targeting Proficiency Levels

▶ Beginning	▶▶ Intermediate	▶▶▶ Advanced
Help students answer the Critical Thinking questions as a group. Record their answers on the board or chart paper. Then, have them copy the questions and answers in their notebooks.	Have students work in pairs to answer the Critical Thinking questions. Be sure that they record their answers, using complete sentences, in their notebooks.	Have students work independently to answer the Critical Thinking questions, using complete sentences, in their notebooks.

Meeting Individual Needs

You may wish to assist students who exhibit difficulty with auditory comprehension by providing a written copy of the track script to facilitate dual processing.

Meeting Individual Needs boxes includes activities in every lesson for different modalities of learning.

Act It Out

LITERARY RESPONSE

Divide the class into groups. Choose a section of the text for each group to act out. Allow students time to write, prepare, and rehearse their scenes. Then, have each group act out their scenes in front of the class. Have the class guess which part of the story each group is acting out. Then, have them describe what clues led them to their deductions.

Sound It Out

PHONEMIC AWARENESS

Explain to students that consonant blends are two consonants blended together in a word. Often, consonant blends appear at the beginning or end of a word. Sometimes they occur in the middle of a word. Write the words *library* and *patrol* on the board or on chart paper. Read the words to the class. Then, have students choral read the words with you. Have the class identify the consonant blends in each word. Ask students to say the sound of each letter in the blend. Remind students that, when two sounds are blended, you hear each sound that each consonant normally makes. Divide the class into groups. Have each group create a list of words that contain a consonant blend. Tell the groups that the blends can be at the beginning, middle, or end of their words. Then, ask each group to share their list of words with the class. 

Class Collage

Tell students that their class is like a tree — it absorbs knowledge like the roots absorb water, and each student, like each leaf, is a different size and shape. Use posterboard or heavy paper to cut out the shape of a tree. Have students use magazines or other media to cut out at least two pictures that represent themselves. Then, have students glue the pictures to the tree. Display the tree in the classroom.

Standards

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

Common Core State Standards

Reading: Literature

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.d. Explain their own ideas and understanding in light of the discussion.

Sound It Out sections and Spotlight Online activities throughout the unit develop phonemic awareness and phonics skills.

Key Vocabulary

accomplish
buildings
community
historic
summary

Functions and Forms

- Describing actions
The group marched in front of the theater holding signs.
- Sequencing events
Sonia saw the sign on the door, then she went to Town Hall.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaborations.
- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.

Speaking

- ★ Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Reading

- ★ Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- ★ Extract appropriate and significant information from the text, including problems and solutions.

Writing

- ★ Write narratives that provide a context within which an action takes place, include well-chosen details to develop the plot, and provide insight into why the selected incident is memorable.
- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials

- ✓ CD Track 20
- ✓ Blackline Master 8

Group Reading

ORAL LANGUAGE DEVELOPMENT

 Student Book pages 112–121: Play Track 20. Have students listen to the story and follow along in their books. Divide the class into groups and have each group read the story together. Ask the class to read the story out loud, having individual students read different lines. Circulate among the reading groups, helping them practice their reading skills.

Summarizing

LITERARY RESPONSE

Student Book page 123: Remind students that to *summarize* means to present the important points of a story or passage. Distribute the Sequence/Chain of Events Graphic Organizer. Read the directions with students. Model the correct response to the first direction in a complete sentence. As they respond to each subsequent direction, help students to write the answers in complete sentences in the appropriate boxes. Then, have students use their graphic organizers to complete the Summarizing activity. 

Targeting Proficiency Levels

Beginning

Help students to write the sentences in their graphic organizers in paragraph form. Be sure they copy the sentences in sequential order.

Intermediate

Have students work with a partner to write a paragraph based on the sentences in their graphic organizers. Encourage them to add time-order transition words, such as *first*, *next*, *then*, and *finally*.

Advanced

Have students work independently to write a summary of the story based on their graphic organizers. Encourage them to use time-order transition words and to include details from the story.

Meeting Individual Needs

You may wish to assist students who exhibit or have been identified as having learning disabilities and cannot comprehend the concept of sequence by modifying instruction to focus on each summary box as students reread each section of the story.

Summarizing

- A Fill in the Sequence graphic organizer.

The Colonial Theater is closed.

- In the first box write what Sonia notices when the story begins.
- In the second box write what Sonia wants to do.
- In the third box write how Sonia accomplishes her goal.
- In the fourth box write what happens at the end of the story.

- B Use the information in your graphic organizer to write a summary of the story.

Reflecting

- A Answer the questions in complete sentences.

- How old is the community where you live?
Does it have historic old buildings?
- What do old buildings show you about the past?

- B Write about your community. Include information such as how old and how big it is, and what you like about it.

Unit 4 123



Multiple Intelligences

Bodily/Kinesthetic

Pasta Spelling

Set up a table with a bowl of alphabet pasta or small cut-out letters. Divide the class into small groups. Have students use the pasta or cut-out letters to spell their vocabulary words. Then, have them glue the letters onto paper.

**Practice Book (page 47)**

Name: _____ Date: _____

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

- The head administrator of a city is a mayor.
- To complete or achieve (something) is to accomplish.
- The people who live in a town or a city make a community.
- The place where you go if you need to take the train is a train station.
- The place where you borrow books is a library.
- The study of past events is history.
- Something, such as a building, that has been taken apart has been torn down .
- A group of people or police officers that watch over an area to keep it safe is a patrol.
- A building where artists perform or movies are shown is a theater.
- A person who gathers and reports the news is a reporter.
- A person or event that is important in history is historic.
- All the vehicles moving on the streets and roads are traffic.
- Something related to a particular city or neighborhood is said to be local.

Unit 4 Spotlight on Reading 47

Reflecting**WRITING STRATEGIES**

Student Book page 123: Remind students that to *reflect* means to think something over. Read the prompt aloud. Remind students of the discussions throughout the reading about cause and effect and sequence. Read the questions aloud to the class, and have them write their responses in note form. Have them include these notes in their writing. Remind students to use an introduction sentence and a conclusion sentence. You may model a sample response.

Practice Tactics

Have students open their Practice Book to page 47. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

**Standards**

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

Common Core State Standards

Reading: Literature RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. **RL.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).

Speaking & Listening SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Key Vocabulary

disagree	unable
impossible	unhappy
restart	unusual
rethink	

Functions and Forms

- Describing actions
When we don't agree, we disagree.
When you retie something, you tie it again.
- Describing feelings
I am happy when I play with my friends.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaborations.
- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.

Speaking

- ★ Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading

- ★ Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- ★ Use knowledge of prefixes and suffixes to determine the meaning of words.

Writing

- ★ Use descriptive words when writing.
- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials

- ✓ Community Photo Cards
- ✓ CD Track 21

Build Background

ORAL LANGUAGE DEVELOPMENT

Display *Community* Photo Cards that show places. Have students identify the places and the people who work there. Next, have students discuss how those people and places connect to the primary reading and to the unit theme. After that, read the Key Vocabulary aloud to the class as they write the words in their notebooks. Be sure to enunciate and to allow sufficient time for each student to write the complete word. Then, write the list of words on the board, and have students self-correct their spelling. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Connecting

READING COMPREHENSION



Student Book page 124: Play Track 21. Have students listen to the conversation. As they listen, ask them to think about what connections they can make between the images on the Student Book page and the conversation they are listening to. After they have discussed the connections between the conversation and the images, have them discuss how this activity connects to the unit theme and to the primary reading. Then, have students respond to the questions.

- Track 21** **Narrator:** Sonia's older cousin David is staying at Sonia's home for the weekend. She is not very happy, because she and David are unable to agree on what to do.
- Mother:** What's wrong? You don't look happy.
- Sonia:** You're right. I'm unhappy. David and I had a plan to go to the Colonial Theater this afternoon. Now, he doesn't want to go.
- Mother:** That's too bad. The Colonial is such an unusual place. What does he want to do? I don't like when you and David disagree.
- Sonia:** It's impossible for me to convince him to go.
- Mother:** After what you did to save the theater, nothing should be impossible for you.
- Sonia:** There're things I can't do.
- Mother:** Like what?
- Sonia:** The computer crashed last night, and I tried to restart it, but I couldn't. I wanted to see what was playing at the theater.
- Mother:** Well, maybe you and David should rethink your weekend plans.

Spotlight on Language

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.

Spotlight on Language

Connecting

- A Listen to the conversation.



Key Words

disagree
impossible
restart
rethink
unable
unhappy
unusual

- B Answer the questions in complete sentences.

1. What makes you happy, and what makes you unhappy?
2. How do you start a computer? How is that different from how to restart a computer?

124 Unit 4

Focusing

- A Choose the correct word to complete the sentences.

1. David doesn't want to go to the Colonial Theater. He and Sonia _____. (agree/disagree)
2. Sonia's mother doesn't think that the Colonial Theater is like other theaters. For her the theater is _____. (usual/unusual)
3. Sonia doesn't think that she can do everything. She finds out that some things are _____ for her. (possible/impossible)
4. Sonia is _____ because her cousin David does not want to go to the theater, as planned. (happy/unhappy)
5. Sonia tries to _____ the computer, but she cannot. (start/restart)
6. Sonia's mother thinks it's best for Sonia and David to _____ their weekend plans. (think/rethink)

- B Answer the questions in complete sentences.

1. How does the meaning of a word change when you attach *re-* to the beginning of it?
2. How does the meaning of a word change when you attach *un-* to the beginning of it?

Applying

- C Write about disagreeing.

1. Describe a situation that makes you disagree with someone.
2. When you disagree with someone, describe how you try to make that person agree with you.

I disagree with my mom when she wants me to go to bed early. I want her to rethink my bedtime.

Unit 4 125

Direct Instruction provides the flexibility to teach grammar explicitly.

Direct Instruction

Prefixes

A *prefix* is small group of letters that can be added to the beginning of a word to form a new word with a different meaning. Knowing the meanings of certain prefixes can help students to decode many unfamiliar words.

- Some prefixes express numbers. The *tri* in *tricycle* means "three" (wheels), whereas the *bi* in *bicycle* means "two" (wheels).
- Some prefixes express time, order, or sequence. When discussing tests, a *pre*test is given before the lesson is taught, and a *post*test is given after the lesson is taught.
- Some prefixes express size. The *micro* in *microscopic* or *microfiber* means very "very small."
- Some prefixes express opposites. Words like *impossible*, *indescribable*, *irreplaceable*, and *unbelievable* have opposite meanings when the *im*, *in*, *ir*, and *un* prefixes are deleted.
- Some prefixes express location. The prefix *under* in the word *underwear* tells where you wear it.
- Some prefixes express togetherness. The prefix *co* in the word *cooperate* means "operate together."
- Some prefixes express amount. The prefix *over*, as in *overactive*, means "too much." The prefix *under*, as in *underweight*, means "too little." The prefix *multi*, as in *multiuse*, means "many."

Model the correct use of prefixes by using words with prefixes in sentences, emphasizing the prefix.

- Choose a student who is wearing a shoe with laces. Ask that student to untie his or her laces. Then, ask the student to retie the laces.

Targeting Proficiency Levels

Beginning

Work as a class to answer the vocabulary questions. Copy sentences on the board from the track script to provide context clues for the class.

Intermediate

Work as a class to answer the vocabulary questions. Discuss with students the meanings of the words in question. Ask them to try to recall sentences from the conversation in which the vocabulary words were used.

Advanced

Work as a class to answer the vocabulary questions. Elicit definitions from the words in question and the context in which they were used. Next, ask students to discuss what the words have in common, and to list other words that would fit the same pattern.

Meeting Individual Needs

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



Direct Instruction

Ask students to name some things that they like. Then, ask students to name some things that they do not like.

- Record student responses on the board or on chart paper in two columns—one column of likes and one column of dislikes.
- Write the definition of *prefix* on the board or on chart paper.
- Remind the class that when you add a prefix to a word, the meaning of the word changes.
- Tell students that the prefixes *un-* and *dis-* mean “not” or “the opposite of.”
- Tell students that the prefix *re-* means “back” or “again.”
- Ask students which column represents things that the class likes.
- Write the word *Like* at the top of that column.
- Ask students what prefix they could add to the word *like* to create a heading for the second column. Elicit the prefix *dis-*.
- Write the word *Dislike* at the top of the second column.

Practice working with prefixes.

- Write the following words on the board or on chart paper: *untie*, *reread*, *dislike*.
- Have students write the definitions of each word.
- Then, have students cross out the prefixes and write the definitions of the new words.
- Ask students to brainstorm a list of other words with the prefixes *un-*, *dis-*, and *re-*.
- Record their responses on the board or on chart paper.

Focusing

READING COMPREHENSION

Student Book page 125: Play Track 21 again to refresh students’ minds about the story. Read the directions with students. Tell them they must select the word that best fits the sentence by using clues in the sentence. Read the first item with the class and model how to answer. Ask students to point out a word in the sentence that provides a clue. Ask *Does David want to go to the Colonial Theater? Does Sonia want to go to the Colonial Theater?* Then say *If David doesn’t want to go, and Sonia wants to go, then they do not agree.* Read each of the remaining items, asking students to choose the word that best fits the sentence. Then, have them answer the questions in activity B in complete sentences.

Targeting Proficiency Levels

Beginning

Help students list as many words as they can that begin with *re-*. Write the words on the board as students copy them in their notebooks. Beside each word, write the word without the *re-*. Elicit from students the differences in meaning between the two words in each pair of words. Repeat the activity for question 2.

Intermediate

Have students work in pairs to generate a list of words that begin with *re-*. Then, they write the word without the *re-* beside each word in the list. Next, have them discuss differences in meaning between the two words in each pair. Finally, have them repeat the activity for question 2.

Advanced

Have students work independently to brainstorm a list of words that begin with *re-* and a second list of words that begin with *un-*. Next, have them take off the *re-* or the *un-* from the beginning of each word and consider the meaning of the new words. After that, have them write their answers to the questions in their notebooks.

Meeting Individual Needs

You may assist students who exhibit difficulties answering the questions by conducting a minilesson from the Direct Instruction columns in this lesson. You may also supplement instruction by creating a graphic organizer that lists prefixes and their definitions for students to retain for future use.

Spotlight on Language

Connecting

- A Listen to the conversation.



Key Words

disagree
impossible
restart
rethink
unable
unhappy
unusual

- B Answer the questions in complete sentences.

1. What makes you happy, and what makes you unhappy?
2. How do you start a computer? How is that different from how to restart a computer?

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Focusing

- A Choose the correct word to complete the sentences.

1. David doesn't want to go to the Colonial Theater. He and Sonia _____. (agree/disagree)
2. Sonia's mother doesn't think that the Colonial Theater is like other theaters. For her the theater is _____. (usual/unusual)
3. Sonia doesn't think that she can do everything. She finds out that some things are _____ for her. (possible/impossible)
4. Sonia is _____ because her cousin David does not want to go to the theater, as planned. (happy/unhappy)
5. Sonia tries to _____ the computer, but she cannot. (start/restart)
6. Sonia's mother thinks it's best for Sonia and David to _____ their weekend plans. (think/rethink)

- B Answer the questions in complete sentences.

1. How does the meaning of a word change when you attach *re-* to the beginning of it?
2. How does the meaning of a word change when you attach *un-* to the beginning of it?

Applying

- C Write about disagreeing.

1. Describe a situation that makes you disagree with someone.
2. When you disagree with someone, describe how you try to make that person agree with you.

I disagree with my mom when she wants me to go to bed early. I want her to rethink my bedtime.

Unit 4 125

Multiple Intelligences
Intrapersonal

If I Were ...

Tell students that they are about to use their imagination in their writing. Ask *If you were a character in a book or movie, who would you be and what would you do?* Have students respond by writing three paragraphs using descriptive words and their imagination.



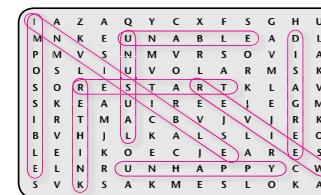
Practice Book (page 48)

Name: _____ Date: _____

Prefixes are a set of letters (often two or three) attached to the beginning of a word. A prefix creates a new word whose meaning is different from the original word.
Examples: new – renew probable – improbable
lock – unlock pleasant – unpleasant

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

1. An adjective that means *strange or not common* is _____ unusual _____.
2. Something that cannot be done is _____ impossible _____.
3. When your opinion is different from someone else's, you _____ disagree _____.
4. A verb that means *begin again* is _____ restart _____.
5. A verb you use when you will consider something again is _____ rethink _____.
6. Someone who cannot do something is _____ unable _____.
7. A person or thing that cannot be seen is _____ invisible _____.
8. A verb that means *going over something again* is _____ review _____.
9. An adjective that means the same as *sad* is _____ unhappy _____.



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Unit 4 Spotlight on Language

Applying

WRITING STRATEGIES

Student Book page 125: Read the directions aloud with the class. Remind students that words that start with *dis-* usually mean *the opposite of* what they would mean when you take the *dis-* away. Use the words *disagree* and *agree* as an example. Have students consider times they disagreed with someone and how they tried to make that person agree with them. Ask students to write in complete sentences, using as many words as possible from the Focusing activity in their writing. Have students share their writing with the class.

Vocabulary Review

VOCABULARY DEVELOPMENT

Divide the class into two groups. Have one group brainstorm words that start with *re-* and have the other group brainstorm words that start with *un-*. After ten minutes, have each group count the number of words they created. Then, ask each group to create sentences for five of their words. Have each group share their work with the class.

Practice Tactics



Have students open their Practice Book to page 48. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Standards

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

Common Core State Standards

Reading: Foundational Skills RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.3.d.** Read grade-appropriate irregularly spelled words.

Speaking & Listening SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

Key Vocabulary

are	go	love
borrow	help	mail
drive	is	ride
feel	like	shop
find	live	walk

Functions and Forms

- Describing community locations
The supermarket is where we buy food.
We borrow books from the library.
- Describing spatial relations
The mall is across the street from Town Hall.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaborations.
- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.

Speaking

- ★ Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading

- ★ Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- ★ Use knowledge of prefixes and suffixes to determine the meaning of words.

Writing

- ★ Use descriptive words when writing.
- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials

- ✓ Community Photo Cards
- ✓ CD Track 22

Build Background

ORAL LANGUAGE DEVELOPMENT

Display *Community* Photo Cards that show people. Have students discuss how those words or ideas connect to the primary reading and the unit theme. Write the Key Vocabulary on the board or on chart paper, as students write the words in their notebooks. Then, have students write each word five times to practice spelling and cursive penmanship. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Connecting

LISTENING COMPREHENSION

 Student Book page 126: Play Track 22. Have students listen to the passage as they read along in their books. After they have listened to and read the passage, have them discuss how the passage connects to the unit theme. Then, have students answer the questions. 

Targeting Proficiency Levels

Beginning

After reading each question aloud, help students use the passage to locate context clues that will help them to answer the vocabulary questions. Elicit answers from the class, and help them to structure their responses as complete sentences.

Intermediate

Have students work in pairs to locate context clues that will help them to answer the questions. Next, have them structure their answers in complete sentences. Then, have each pair share their sentences with the class.

Advanced

Have students work independently to locate context clues in the passage that will help them to answer the questions. Next, have them share their answers, in complete sentences, with the class.

Meeting Individual Needs

You may assist students who exhibit difficulty answering the vocabulary questions by helping them to locate the words in the text. Then, ask questions to help students use context clues to decode the vocabulary words and answer the questions.

Focusing

VOCABULARY DEVELOPMENT

Student Book page 127: Read the direction with students and model the correct way to answer the first item. Explain to students that the answer

Spotlight on Language lessons and activities help students develop grammar skills, language mechanics, and writing skills.

Connecting

A Read and listen.

Sonia **likes** living in Phoenixville because she **loves** the old historic buildings, like the Colonial Theatre that she helped save. I **like** living in my community for a different reason.

I live in a community where we can **walk** to everything. My family **lives** in an apartment building on Park Street, between Third and Fourth Avenues. From there, I can **ride** my bicycle to school and to the beautiful park on Fourth Avenue.

When we **shop** for food, we don't **drive** anywhere. We walk to the supermarket two blocks away, across from Town Hall. There **are** also movie theaters and all kinds of stores in the shopping mall where the supermarket is.

The post office is on First Street across from the shopping mall. I **go** there with my father to **mail** packages to my grandparents in Honduras.

The public library on Main Street **is** also very nearby. I go there to **borrow** books or to **use** the computer. If I can't **find** something, the librarian **helps** me.

I also **feel** safe in my neighborhood because the fire and police stations are nearby.

B Answer the questions in complete sentences.

- Where do you live?
- Where does your family shop?
- What places are walking distance from your home?

Focusing

C Choose the correct word to complete the sentences.

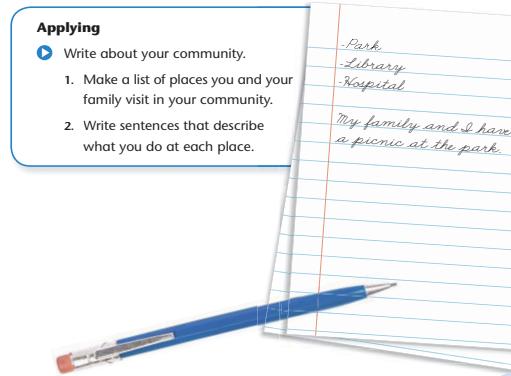
borrow find live love mail walk

- Some people _____ in apartment buildings.
- Children and their families _____ books from the public library.
- The people of Phoenixville _____ the Colonial Theater.
- You _____ things to buy at the mall.
- At the post office, I can _____ a letter to my grandfather.
- We _____ to the supermarket because it's nearby.

Applying

D Write about your community.

- Make a list of places you and your family visit in your community.
- Write sentences that describe what you do at each place.

Direct Instruction

Subject-Verb Agreement

Subject-verb agreement is a grammatical rule that states that the subject and verb of a sentence must agree, or match, in number and person.

The *subject* of a sentence is the noun (person, place, or thing) that the sentence is about.

To be sure a subject and verb agree in number:

- If the subject is *singular* (if it is one person, place, or thing), then the verb must be singular. For example: *A bell rings. A teacher speaks. A dog barks.*
- A group of people, a number of places, or a collection of things counts as a singular subject. For example: *A crowd of people gathers on the grass. A group of leaves scatters in the wind. A collection of cards sits in the closet.*
- If the subject is *plural* (if it is more than one person, place, or thing), then the verb must be plural. For example: *My cats jump. All students learn. Most birds fly.*

Help students practice identifying subjects as singular or plural.

- Write as many simple sentences on the board or on chart paper as you have students in the class.
- Ask students to come up individually and help them underline the subject of one sentence. After they have correctly underlined the subject of the sentence, ask them to tell you if it is singular or plural.

Continue until each student has had a chance to participate.

choices are all action words that help tell what a subject is doing. Point out that only one word is appropriate for each sentence. Ask students to write the complete sentence with the word they choose for each sentence.

Targeting Proficiency Levels

Beginning

Read each sentence aloud with each answer choice. Ask the group to decide together which word choice makes the most sense. Then, have them write the correctly completed sentence in their notebooks.

Intermediate

Have students work in pairs to complete the sentences. Encourage them to try each word choice to determine which word makes the most sense in each sentence. Have students write the correctly completed sentences in their notebooks.

Advanced

Have students work independently to copy the completed sentences in their notebooks. Encourage them to try each word choice to determine which word makes the most sense in each sentence.

Meeting Individual Needs

You may simplify instruction for those who exhibit difficulties choosing the correct word to complete the sentence by using the Direct Instruction information about plural and singular forms of verbs in the right-hand column.



Direct Instruction

To be sure a subject and verb agree in person:

- If the subject is first person singular (I), then the verb must be conjugated accordingly. For example: *I am tired. I go to Parkside Elementary School. I sit in the front of the classroom.*
- If the subject is first person plural (we), then the verb must be conjugated accordingly. For example: *We are in third grade. We go home after school. We sit together for lunch.*
- If the subject is second person either singular or plural (you), then the verb must be conjugated accordingly. For example: *You are smart. You go first. You sit here.*
- If the subject is third person, singular (he, she, or it), then the verb must be conjugated accordingly. For example: *He is fast. She goes to band camp. It sits on the table.*
- If the subject is third person plural (they), then the verb must be conjugated accordingly. For example: *They are coming. They go on vacation. They sit with us.*

Help students practice identifying subjects and verbs.

- Write as many simple sentences on the board or on chart paper as you have students in the class. Include some that are incorrect.
- Ask students to come up individually and help them underline the subject of one sentence. After they have correctly underlined the subject of the sentence, ask them to circle the verb.

Then, ask them to tell the class if the subject and verb agree, and how they know.

Applying

Student Book page 127: Read the directions aloud with the class. Have students refer to the sentence they wrote in the Connecting section about places that are within walking distance of their home. Next, ask them to create a list of places they visit in their communities. Ask students to enrich their sentences by including descriptions of what they do at each place. As you circulate among students, help them to practice correct subject-verb agreement.

Vocabulary Review

Have students review the Key Vocabulary list. Have them write a sentence with each vocabulary word that tells about a person in their community. Remind them that they may have to make changes to the words in the list in order to write the sentences correctly. For example, they may write *Children ride their bicycles to the park*, but they may not write *My brother ride his bicycle to school*. In that sentence, they should add -s to the end of the word *ride* to correctly write *My brother rides his bicycle to school*.

WRITING STRATEGIES

VOCABULARY DEVELOPMENT

Connecting

A Read and listen.

Sonia **likes** living in Phoenixville because she **loves** the old historic buildings, like the Colonial Theatre that she helped save. I **like** living in my community for a different reason.

I live in a community where we can **walk** to everything. My family **lives** in an apartment building on Park Street,

between Third and Fourth Avenues. From there, I can **ride** my bicycle to school and to the beautiful park on Fourth Avenue.

When we **shop** for food, we don't **drive** anywhere. We walk to the supermarket two blocks away, across from Town Hall. There **are** also movie theaters and all kinds of stores in the shopping mall where the supermarket is.

The post office is on First Street across from the shopping mall. I **go** there with my father to **mail** packages to my grandparents in Honduras.

The public library on Main Street **is** also very nearby. I go there to **borrow** books or to **use** the computer. If I can't **find** something, the librarian **helps** me. I also **feel** safe in my neighborhood because the fire and police stations are nearby.



Focusing

B Choose the correct word to complete the sentences.

borrow find live love mail walk

- Some people _____ in apartment buildings.
- Children and their families _____ books from the public library.
- The people of Phoenixville _____ the Colonial Theatre.
- You _____ things to buy at the mall.
- At the post office, I can _____ a letter to my grandfather.
- We _____ to the supermarket because it's nearby.

Applying

C Write about your community.

- Make a list of places you and your family visit in your community.
- Write sentences that describe what you do at each place.

*Park
Library
Hospital
My family and I have a picnic at the park.*



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Unit 4

Unit 4

127

Practice Tactics



Have students open their Practice Book to page 49. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Multiple Intelligences
Musical/Rhythmic

Melodic Rules

Read the list of class (or school) rules to the class. Then, read them chorally with the class. Tell students that they will put the rules to music by singing them to the tune of "Old MacDonald Had a Farm." Sing the rules several times to help students adjust to the tempo and melody.



Practice Book (page 49)

Name: _____ Date: _____

Subject-verb agreement is a grammatical rule that states that the subject and the verb of a sentence must agree, or match, in number and person.
Examples: A bell rings. I am tired. He goes to Parkside Elementary School.

D Match the vocabulary words in the right column to their correct definitions in the left column. Then, write the letter in the space provided.

- | | |
|--|-----------|
| <u> </u> b. 1. The first-person singular form of the verb that means to take, use, and return. | a. are |
| <u> </u> h. 2. The second-person plural form of the verb that means to send through the post office. | b. borrow |
| <u> </u> d. 3. The second-person singular form of the verb that means to sense by touching. | c. drive |
| <u> </u> f. 4. The third-person singular form of the state-of-being verb that means to exist. | d. feel |
| <u> </u> c. 5. The first-person singular form of the verb that means to operate a car or other vehicle. | e. find |
| <u> </u> j. 6. The third-person plural form of the verb that means to take slow and steady steps. | f. is |
| <u> </u> a. 7. The second-person plural form of the state-of-being verb that means to exist. | g. lives |
| <u> </u> g. 8. The third-person singular form of the verb that means to reside in a home. | h. mail |
| <u> </u> i. 9. The first-person plural form of the verb that means to buy things at a store. | i. shop |
| <u> </u> e. 10. The second-person singular form of the verb that means to locate a lost item. | j. walk |

Unit 4 Spotlight on Language

49

Standards

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

Common Core State Standards

Speaking & Listening SL.3.6. Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.

Language L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1.a.** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **L.3.1.b.** Form and use regular and irregular plural nouns. **L.3.1.c.** Use abstract nouns (e.g., childhood).

Key Vocabulary

builder	rebuilt
building	reporter
builds	reporting
paint	reports
painter	worker
painting	working
police officer	works

Functions and Forms

- Describing actions
I walk home from school.
- Describing community locations
The post office sells stamps and mails letters.

English Language Development Skills

Listening

- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.
- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish tone.
- ★ Identify and use past, present, and future verb tenses properly.

Reading

- ★ Demonstrate comprehension by identifying answers in the text.
- ★ Use sentence and word context to find the meaning and other features of unknown words.

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, and experiences.
- ★ Identify and use past, present, and future verb tenses properly.

Materials

- ✓ Community Photo Cards
- ✓ Blackline Masters 2a and 2b

Build Background

ORAL LANGUAGE DEVELOPMENT

Display *Community* Photo Cards that show places, and have students discuss how those words or ideas connect to the primary reading and the unit theme. List the key vocabulary words on the board or on chart paper. Ask students to write a sentence with each word. Then, challenge students to try to write sentences that include two or three key vocabulary words in each. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Connecting

READING COMPREHENSION

Student Book page 128: Have students read the passage independently. After they have read the passage, have them discuss how this activity connects to the unit theme and to the primary reading. Then, have students answer the questions.

Targeting Proficiency Levels

Beginning

Read each question aloud, and encourage the group to respond based on each student's experiences. Next, ask them to scan the passage and locate the words referenced in the questions. Then, help them to use context clues to determine if the meaning of the words matches the answers they presented.

Intermediate

Have students work in pairs to read the questions and discuss the answers based on their own experiences. Next, have them locate the words in the passage that are referenced in the questions. Then, have them use context clues to determine if the meaning of the words matches their answers.

Advanced

Have students work independently to read the questions and answer them based on their own experiences. Next, have them locate the words in the passage that are referenced in the questions. Then, have them use context clues to determine if the meaning of the words matches the answers they came up with.

Meeting Individual Needs

You may assist students who exhibit difficulty with reading comprehension and decoding by playing CD Track 23 and allowing them to listen to the CD as they read along in their books.

Connecting

- A Read Sonia's letter about the rebuilding of the theater.

I want everyone to know that saving the Colonial Theater was a community effort. Many people helped to make it happen.

Both my parents helped. My mother was by my side all the time. My father didn't mind **working** on weekends to help people know how important it was to save the theater. As a **police officer**, he knows what it means to be a community **worker** who **works** for the people of Phoenixville.

The newspaper **reporter** who wrote about me also helped. She knows **reporting** is important for the people of Phoenixville. Everyone who read her **report** wants to help save the theater.

Then, there is Pablo. He is one of the **painters** who volunteered to **paint** the Colonial Theater when it was **rebuilt**. He spent many hours **painting** the walls of the **building**. Pablo works for a **builder** who **builds** homes all over Pennsylvania.



- B Answer the questions in complete sentences.

1. What does a police officer do?
2. Would the painter work on the theater before or after the builder? Why?

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Focusing

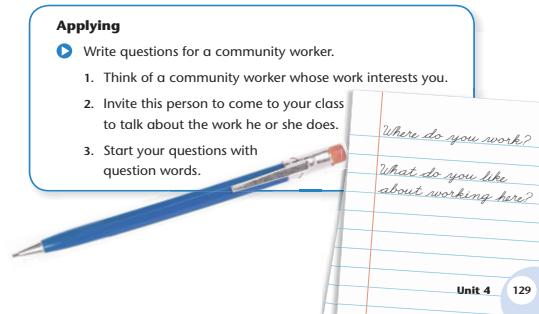
- C Choose the correct word from each group to complete the sentences.

1. works worker working
 - a. Sonia's father _____ as a police officer.
 - b. For him, _____ for the community is important.
 - c. A police officer is a community _____.
2. builds builder building
 - a. Pablo works for a _____.
 - b. He _____ homes in Pennsylvania.
 - c. Pablo worked on the _____ that was saved.
3. report reporter reporting
 - a. This woman works as a _____ for a newspaper.
 - b. She is _____ the story of how the theater was saved.
 - c. Sonia wrote a _____ about the history of the building.

Applying

- D Write questions for a community worker.

1. Think of a community worker whose work interests you.
2. Invite this person to come to your class to talk about the work he or she does.
3. Start your questions with question words.



Unit 4 129

Direct Instruction
Suffixes

Suffixes are groups of letters that are added to the end of a word. There are two types of suffixes: derivational suffixes and inflectional suffixes.

A derivational suffix creates a new word with a different meaning from the original word.

Examples of derivational suffixes include:

- The suffix *-ship* means "state or quality of," as in the word *friendship*.
- The suffixes *-like* and *-ly* mean "resembling," as in the words *sisterly* and *childlike*.
- The suffix *-est* means "most," as in *closest* or *quickest*.
- The suffix *-ment* means "action or process," as in *government* or *development*.
- The suffix *-ful* means "full of," as in *careful* or *thoughtful*.
- The suffixes *-able* and *-ible* mean "can be," as in *comfortable* or *combustible*.
- The suffix *-er* means "more," as in *lighter* or *softer*.
- The suffixes *-ation* and *-sion* mean "state or quality of," as in *starvation* or *tension*.
- The suffix *-arian* means "one who," as in *librarian*.
- The suffix *-wise* means "manner or direction," as in *clockwise* or *lengthwise*.
- The suffixes *-th* and *-eth* mean "numbers," as in *fifth* or *fiftieth*.

Have students brainstorm a list of words with these suffixes. Write them on the board or on chart paper. Ask students to circle the suffix in each word. Then ask for volunteers to explain the relationship between that word and the original word.

Focusing**WRITING STRATEGIES**

Student Book page 129: Read the directions with students. Ask them what the word choices have in common. Elicit that the words share the same root but have different endings. Read the first item. Then, read the answer choices. Say *Works is an action word, a worker is a person who works, and working is a thing someone has to do. This sentence needs an action word.* Ask students to identify the action word. Continue reading each item, asking students for the answer choice that best fits the sentence. Have students record their answers in their notebooks.

Targeting Proficiency Levels
Beginning

Read each sentence aloud, replacing the blank with each answer choice in that group. Help students choose the best word for each sentence.

Intermediate

Have students work in pairs to determine the best answer choice for each sentence.

Advanced

Have students work independently to determine the best answer choice for each sentence.

Meeting Individual Needs

You may assist students who exhibit difficulty selecting the correct form of each word by creating a three-column chart that shows the root word, the ending added to that root word, and what the word ending means.



Direct Instruction

An inflectional suffix can provide information about a noun, verb, adjective, or adverb.

- The suffix *-s* at the end of a noun indicates a plural, or more than one of that noun.
- The suffix *-s* at the end of a verb indicates a singular, third person, present tense verb.
- The suffix *-es* at the end of a noun or verb indicates the plural of that noun or the singular, third person, present tense of that verb.
- The suffix *-ed* at the end of a verb indicates the past tense or past participle of that verb, as in *walked* or *has walked*.
- The suffix *-ing* at the end of a verb indicates the present participle of that verb, as in *walking*.
- The suffix *-er* at the end of an adjective or adverb indicates a comparative, as in *quicker* or *sooner*.
- The suffix *-est* at the end of an adjective or adverb indicates a superlative, as in *quickest* or *soonest*.

An inflectional suffix can change the part of speech of a word without changing its meaning.

- Adding the suffix *-en* to the verb *write* changes it to the adjective *written*.
- Adding the suffix *-ly* to the adjective *loud* changes it to the adverb *loudly*.

Have students brainstorm a list of words that include inflectional suffixes. Write them on the board or on chart paper, and have students come up to circle the suffix in each word.

Applying

WRITING STRATEGIES

Student Book page 129: Read the directions with the class. Have each student select a worker in his or her community whom they would like to interview. Tell them to consider what they think that worker does and where he or she works. Have them write a list of questions they would ask that community worker. Make sure that students begin each question with a question word, such as *who*, *what*, *when*, *where*, *why*, or *how*. Allow time at a later date for students to invite their community workers to class. 

Vocabulary Review

VOCABULARY DEVELOPMENT

Display the *Community* Photo Cards that show people in the community. Have students work with a partner to write sentences about the places where those people work. For instance, *I visit the baker at the bakery*. Ask each pair to share their sentences with the class. Track how many community workers share their job titles with the name of the location where they work. Challenge students to think of workers whose titles do not match the location of their jobs. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Connecting

A Read Sonia's letter about the rebuilding of the theater.

I want everyone to know that saving the Colonial Theater was a community effort. Many people helped to make it happen.

Both my parents helped. My mother was by my side all the time. My father didn't mind **working** on weekends to help people know how important it was to save the theater. As a **police officer**, he knows what it means to be a community **worker** who **works** for the people of Phoenixville.

The newspaper **reporter** who wrote about me also helped. She knows **reporting** is important for the people of Phoenixville. Everyone who read her **report** wants to help save the theater.

Then, there is Pablo. He is one of the **painters** who volunteered to **paint** the Colonial Theater when it was **rebuilt**. He spent many hours **painting** the walls of the **building**. Pablo works for a **builder** who **builds** homes all over Pennsylvania.



B Answer the questions in complete sentences.

1. What does a police officer do?
2. Would the painter work on the theater before or after the builder? Why?

128 Unit 4

Focusing

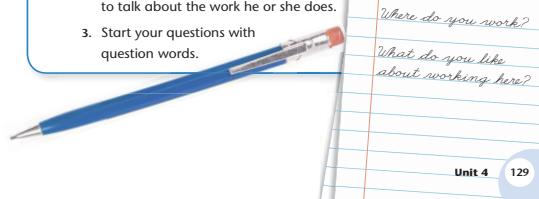
C Choose the correct word from each group to complete the sentences.

1. works worker working
 - a. Sonia's father _____ as a police officer.
 - b. For him, _____ for the community is important.
 - c. A police officer is a community _____.
2. builds builder building
 - a. Pablo works for a _____.
 - b. He _____ homes in Pennsylvania.
 - c. Pablo worked on the _____ that was saved.
3. report reporter reporting
 - a. This woman works as a _____ for a newspaper.
 - b. She is _____ the story of how the theater was saved.
 - c. Sonia wrote a _____ about the history of the building.

Applying

D Write questions for a community worker.

1. Think of a community worker whose work interests you.
2. Invite this person to come to your class to talk about the work he or she does.
3. Start your questions with question words.



Unit 4 129

Practice Tactics



Have students open their Practice Book to page 50. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.



Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to use their own words to write definitions for each word. Have them check their work by looking up the correct definitions in their dictionaries. Explain that they should read their definitions to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Multiple Intelligences
Interpersonal

Telephone

Have students stand side by side in a line in the classroom. Whisper a simple sentence into the ear of the first person in line—for instance, *The bluebirds are flying south*. Have students whisper the message to the next person in line until all have heard it. Have the last person in line repeat the message aloud. Discuss how your message changed—or did not change.



Practice Book (page 50)

Name: _____ Date: _____

Suffixes are a set of letters (often two or three) attached to the end of a word. A suffix creates a new word whose meaning is different from the original word.
Examples: jump – jumper slide – sliding library – librarian soft – softer

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

A Determine the relationship between the two words in each pair to fill in the missing word that completes the analogy. Then, write how each analogy is read.

1. paint : painter as play : player
Paint is to painter as play is to player.
2. report : reporting as skate : skating
Report is to reporting as skate is to skating.
3. run : runner as drive : driver
Run is to runner as drive is to driver.

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

50 Unit 4 Spotlight on Language

Standards

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

Common Core State Standards

Reading: Foundational Skills

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

Language

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.



Key Vocabulary

details opinion
 event topic
 idea

Functions and Forms

- Expressing and supporting opinions
Buildings downtown should not be torn down.
- Retelling/relating events
A group of business people met with the mayor.

English Language Development Skills

Listening

- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.
- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Organize ideas chronologically or around major points of information.
- ★ Distinguish between the speaker’s opinion and verifiable facts.

Reading

- ★ Determine the underlying theme or author’s message in fiction and nonfiction text.
- ★ Use sentence and word context to find the meaning of unknown words.
- ★ Demonstrate comprehension by identifying answers in the text.
- ★ Follow simple multistep written instructions (e.g., how to assemble a product or play a board game).

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- ★ Identify and use past, present, and future verb tenses properly.

Access Prior Knowledge

LITERARY RESPONSE

Gather examples of editorials from local newspapers. Show them to the class and elicit from students descriptions of what they see. Ask questions such as *What do you notice about the format of this piece of writing? Have you seen examples of this writing before? Do you know what this structure of writing is called? Where would you find something like this?* Have students read the samples you brought in. Ask them to discuss what they notice about the structure and format of the writing samples with a partner.

Editorials

READING COMPREHENSION

Student Book, page 130: Read the editorial as students follow in their books. Next, have students read it aloud with you. Have students answer the questions. Model answering the first question using a complete sentence.



Targeting Proficiency Levels

Beginning	Intermediate	Advanced
<p>Help students locate a sentence in the editorial that states an opinion. Next, help them locate a factual sentence. Discuss the differences between them. Be sure they write the answers in their notebooks.</p>	<p>Have students work in pairs to answer the questions. Then, have them identify a factual sentence. Ask students to describe how they identified which was an opinion and which was a fact by writing in complete sentences.</p>	<p>Ask students to work independently to write complete sentences in response to the questions. Ask students to include details and examples in their explanation of how they distinguished facts from opinions.</p>

Meeting Individual Needs

You may assist students who are experiencing temporary difficulties identifying opinions by listing signal words, such as *should, want, think, and agree*.

Writing Editorials

WRITING STRATEGIES

Student Book pages 130–131: Read the text in the Spotlight box. Then, read the directions as students read along with you. Distribute the Main Idea & Details Graphic Organizer. Have students write their topic in the large

Spotlight on Content

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.

Spotlight on Content

Spotlight on English Language Arts focuses on writing skills development.

Editorials

The New Shopping Mall

Yesterday a group of business people met with the mayor. They presented their plans for building a new shopping mall. The business people want to build a large mall downtown, where our historic buildings are.

Many people in our community don't want to have a new mall downtown. We agree with them. The buildings downtown are part of our history and should not be torn down. A mall can be built

anywhere. Putting a new mall downtown would also cause a lot of traffic and make parking very difficult.

Some people in our community don't like malls at all. We disagree with them. Shopping malls provide many jobs to the community. They also let people do all their shopping in one place. Without a mall, people have to drive all over town to buy things.

We are not opposed to shopping malls. We are opposed to tearing down

our historic buildings downtown. If a mall is built downtown, what makes our community special will be gone. Is that something we want to do? We don't think so!



Key Words

details
editorial
event
idea
opinion
topic

Answer the questions in complete sentences.

- Which sentence in the passage describes an opinion?
- Which sentence in the passage states a fact?
- How can you determine which statements are facts and which are opinions?

Writing Editorials

An **editorial** expresses an **opinion** about a **topic**, an event, or an idea. The editorial starts by giving information about the topic. It describes the **event** or **idea** with exact **details** so the reader knows what the editorial is about. Then, the editorial goes on to express opinions for or against the topic. The opinions are supported with facts. Editorials are typically found in newspapers.

Tips for writing an editorial:

- Gather reliable information about the topic of your editorial.
- Write down the information for the reader, so that he or she knows the who, what, when, where, why, and how of your topic.
- Make your opinions strong by supporting them with facts. Facts are statements that can be shown to be true.
- Choose words that will persuade the reader to agree with you.

Write an editorial about a current issue.

- Decide on an issue to write your editorial about.
- The first paragraph should outline facts related to the issue. The second paragraph should be about what you believe. Support your opinion with facts and persuasive words. The third paragraph should be about the other side of the argument. Use facts to explain why this side is incorrect.
- Write a conclusion that summarizes your opinion.

130 Unit 4

Unit 4 131

oval. Then, have them fill in their opinions and facts in the smaller ovals. Next, walk students through the steps outlined in the Student Book and help them to organize the details they will include in each paragraph of their writing.

Targeting Proficiency Levels

Beginning

Brainstorm with students a list of current issues and write them on the board. Remind students of the editorial format as they transfer their ideas from the graphic organizer to the paragraph format.

Intermediate

Have students work in pairs to brainstorm a list of current issues. Have students summarize their opinion in their conclusion. Ask them to read their editorials to each other.

Advanced

Have students work independently to brainstorm a current issue to write about. Have students write each of their paragraphs according to the directions in their book.

Meeting Individual Needs

You may wish to assist students who exhibit minor motor skill problems by permitting them to type their editorial onto a computer or to dictate their editorial to an aide or class helper.

Practice Tactics



Have students open their Practice Book to page 51. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.

Multiple Intelligences
Verbal/Linguistic

Word of the Week

Choose a new word to feature for the week. The word can be a vocabulary word, school-related word, or any other age-appropriate word. For example, use the word *receptive*. Ask students to include this word in their conversations or writing as often as possible. Have them keep a count of the number of times they correctly use the word during the week.



Practice Book (page 51)

Name: _____ Date: _____

Unscramble the correct vocabulary word and write it in the spaces provided for each of the following clues. Then, answer the question that follows by writing each circled letter in its corresponding numbered space at the bottom of the page.

- The central or main area of a city.
WNTNOWDO **D** **O** **N** **T** **O** **W** **O**
- What people believe based on facts or what they know.
POININO **P** **O** **I** **N** **O**
- A large shopping center with many stores and restaurants. LALM **M** **A** **L**
- A synonym of *dependable*.
BELIRELA **E** **L** **A** **B** **L** **E**
- To communicate with words or gestures. OT SPERXE **T** **O** **E** **X** **P** **R** **E** **S**
- The activity of going to stores to buy things.
GPISPNH **S** **H** **O** **P** **I** **N** **G**
- To have the same opinion about something. EREAG **A** **G** **R** **E**
- Things that are true and cannot be disputed.
CFSAT **F** **A** **C** **T** **S**
- Leaving a car or vehicle at a particular spot for a while.
KAGRIPN **P** **A** **R** **K** **I** **N** **G**

What does an editorial reveal?

A **P** **E** **R** **S** **O** **N** **A** **L** **O** **P** **I** **N** **I** **O** **N**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Unit 4 Spotlight on Content Language Arts

51

Standards

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

Common Core State Standards

Reading: Informational Text

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Language

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Key Vocabulary

declarative
exclamatory
imperative
interrogative

Functions and Forms

- Identifying sentence structure
An interrogative sentence ends with a question mark.
A declarative sentence ends with a period.
- Identifying types of sentences
"Hooray!" is an example of an exclamatory sentence.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Understand and use complete and correct declarative, interrogative, imperative, and exclamatory sentences.
- ★ Distinguish between the speaker's opinions and verifiable facts.

Reading

- ★ Demonstrate comprehension by identifying answers in the text.
- ★ Follow simple multistep written instructions (e.g., how to assemble a product or play a board game).

Writing

- ★ Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural) and common homophones (e.g., *hair—hare*).

Materials

- ✓ Community Photo Cards
- ✓ Blackline Masters 2a and 2b

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Use the *Community* Photo Cards that show people to elicit the vocabulary words. Read the key words to the class. Tell the class that the words represent the four types of sentences. Have students construct a sentence to correspond with each photo card. Ask them to write as if they are speaking to each of the people in the photo cards. Students are to use a combination of the four sentence types. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

Types of Sentences

ORAL LANGUAGE DEVELOPMENT

Student Book pages 132–133: Read the text in Spotlight box aloud, pointing out the key words as you come across them. Read the directions with the class, modeling the first item. Check that students understand the task. Ask students to copy and complete the activity on a separate sheet of paper. 

Targeting Proficiency Levels

▶ Beginning	■ ■ ▶ Intermediate	■ ■ ■ ▶ Advanced
Work as a group to label each sentence. Have students copy the sentences and labels in their notebooks.	Have students work with a partner to determine how to label each sentence. Have them write the sentences and labels in their notebooks.	Have students work independently to label each sentence. Have them write the sentences and labels in their notebooks.

Meeting Individual Needs

You may assist students who exhibit minor difficulties comprehending the different sentence types by having them create a chart of sentence types with their corresponding end punctuation to use for reference.

Revising

WRITING STRATEGIES

Student Book page 133: Distribute the pieces of writing produced by students in the previous lesson. Read aloud the direction for activity A and the questions on the Student Book page. Explain to students that they need to use the questions as pointers to correct their writing, not as questions that need require written answers. Allocate time for them to review and

Types of Sentences

There are four types of sentences: declarative, interrogative, imperative, and exclamatory.

Declarative

A declarative sentence makes a statement. It says something about a person, an animal, a place, or an object. It ends with a period.

*Our neighbors are very friendly.
Phoenixville is a small town in Pennsylvania.*

Interrogative

An interrogative sentence asks a question. It ends with a question mark.

*How do I get to the Colonial Theater?
Where is my notebook?*

Imperative

An imperative sentence asks you to do something. It makes a command or request. It can end with an exclamation point.

*You have to stay home today.
John, wait for me!*

In some imperative sentences, the subject is understood.

*Stop and look both ways before crossing the street.
Go to the library to look up information.*

Exclamatory

An exclamatory sentence indicates a strong feeling, and it is said with emotion. It ends with an exclamation point.

*Hooray, the theater is saved!
The show must go on!*

Key Words

declarative
interrogative
imperative
exclamatory

Determine if each of the following sentences is *declarative*, *interrogative*, *imperative*, or *exclamatory*.

1. I really like the park near my house.
2. Where are you going after school?
3. Someone took my sandwich!
4. David, you have to go with me to the theater.
5. There is a lot of history downtown.
6. I love watching movies.
7. Why don't we walk to the library?
8. You have a good plan.
9. Which is your favorite store in the mall?
10. Let's save the theater!

Revising

- A** Review the editorial you wrote on page 131.
- Did you explain what the issue is?
 - Did you explain clearly which side you are on?
 - Did you use facts to support your opinions?
 - Did you use an exclamatory sentence for emphasis?
 - Did you include a conclusion?
- B** Rewrite your editorial, making any necessary corrections.

identify what in their writing the questions are referring to. Whenever possible, discuss with students each question and have them provide examples from their own work. Be sure to emphasize the key vocabulary as you review the questions, and check for understanding. Then, have students rewrite their editorial in cursive, making sure that they have corrected their work as necessary, and prepare an oral presentation with visuals, if possible.

Practice Tactics



Have students open their Practice Book to page 52. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the pages as independent class work or homework.



Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to use their own words to write definitions for each word. Have them check their work by looking up the correct definitions in their dictionaries. Explain that they should read their definitions to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.



Multiple Intelligences Visual/Spatial

I'm Thinking of ...

Have students think of an object in the classroom. Take turns around the room having one student say *I'm thinking of an object that is ...* Students are to describe the physical characteristics of the object without revealing its name. Other students are to guess the object.



Practice Book (page 52)

Name: _____ Date: _____

A Choose the correct word from the box to fill in the blanks.

exclamatory imperative interrogative declarative

1. A declarative sentence makes a statement. It ends with a period.
2. An interrogative sentence is used to ask a question.
3. If you wish to tell somebody what to do, you use an imperative sentence.
4. An exclamatory sentence is used to express strong feelings. It should be said with emotion.

B For each of the following sentences, write the kind of sentence you need to use in the space provided.

1. You wish to express how happy you are, and loudly. exclamatory
2. You need to tell your little brother to turn off the TV. imperative
3. You want to tell your new friend where you live. declarative
4. You want to know if you may borrow a sheet of paper. interrogative

C Write four sentences, one of each kind.

Answers may vary.

Standards

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

Common Core State Standards

Writing W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.3.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language L.3.3. Use knowledge of language conventions when writing, speaking, reading, or listening. **L.3.3.a.** Choose words and phrases for effect.



Key Vocabulary

centimeter	long
decimeter	meter
distance	metric system
height	millimeter
high	wide
kilometer	width
length	

Functions and Forms

- Defining math-related concepts
*A meter equals ten decimeters.
The prefix centi- means "one hundred."*
- Explaining math-related concepts
*The metric system uses metric units
based on multiples of ten.*

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaboration.
- ★ Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading

- ★ Demonstrate comprehension by identifying answers in the text.
- ★ Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*).

Writing

- ★ Identify and use subjects and verbs correctly in simple sentences.

Materials

- ✓ Blackline Masters 2a and 2b
- ✓ index cards

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Write the Key Vocabulary on the board and ask students to copy the words down the left side of a sheet of paper. Have them circle the words related to the metric system. Ask students to rewrite these words down the center of the sheet of paper. Then, ask them if they see a relationship with the remaining words in the list. Have them rewrite the remaining words in pairs, such as *height* and *high*.

Metric Units of Measurement

READING COMPREHENSION

Student Book pages 134–135: Read the text in the Spotlight box aloud, pointing out the key words as you come across them. Read the directions with the class, modeling the first item in each activity. Check that students understand each task. Have students copy and complete the activities on a separate sheet of paper.

Targeting Proficiency Levels

Beginning

Point out that the metric unit words consist of different prefixes and the same root word. Ask *What does the prefix centi- mean? What do milli- and deci- mean?* Remind students to use the prefixes as clues when answering the questions.

Intermediate

Point out that the metric unit words consist of different prefixes and the same root word. Have students work in pairs to determine the meaning of each prefix. Then, have pairs use the meanings as clues to work together to answer the questions.

Advanced

Point out that the metric unit words consist of different prefixes and the same root word. Have students work independently to determine the meaning of the prefixes. Then, have them answer the questions.

Meeting Individual Needs

You may wish to give periodic assistance to students who experience minor difficulties comprehending the metric system by providing them with a handout or board list of metric prefixes ordered largest to smallest to use as a reference.

Vocabulary Review

VOCABULARY DEVELOPMENT

Divide the class into small groups. Have each group make two sets of index cards with one key vocabulary word on each card. Next, have students in

Metric Units of Measurement

We use units of **length** that are standard. In the **metric system**, the **meter** is a standard unit of length. Other metric units are derived from the meter in multiples of ten.

1 meter (m) = 10 **decimeters** (dm)

1 meter (m) = 100 **centimeters** (cm)

1 meter (m) = 1,000 **millimeters** (mm)

Notice how the names of the units related to the meter begin with a prefix that is attached to the word *meter*. The prefixes have specific meanings:

deci- = tenth
centi- = hundredth
milli- = thousandth

A Compare the measurements.

1. If an object is 5 centimeters wide, and another is 5 millimeters wide, which is wider?
2. If an object is 10 millimeters long, and another is 2 centimeters long, which is longer?
3. If an object's height measures 85 centimeters, and another object's height measures 2 meters, which is taller?

Key Words

centimeter
decimeter
length
meter
metric system
millimeter



B Look at a metric ruler. Identify a millimeter and a centimeter on the ruler. Then, answer the questions.

1. Would you use meters, centimeters, or millimeters to measure the length of a paper clip?
 2. Would you use meters, centimeters, or millimeters to measure the height of a person?
 3. Would you use meters, centimeters, or millimeters to measure the width of a table?
- C A liter is a unit of measure for liquids. A gram is a unit of measure for weight. Use the prefixes you have learned to answer the questions.
1. If one bottle of liquid soap holds 5 centiliters, and another bottle of liquid soap holds 5 milliliters, which bottle holds more liquid soap?
 2. If one object weighs 10 milligrams, and another weighs 2 centigrams, which is heavier?
 3. If one bucket holds 15 centiliters of water, and another bucket holds 35 milliliters of water, which bucket is holding more water?
 4. If one object weighs 100 milligrams, and another weighs 10 centigrams, which object is heavier?

Multiple Intelligences
Intrapersonal

Let's Reflect!

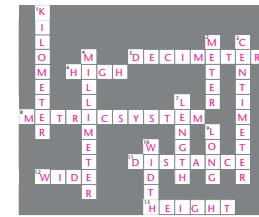
Ask students to reflect on their day or an event from their day that stands out in their mind. Have them write a short self-reflection. This could include stating what went well during the day, what they might wish had gone differently, how they can use the knowledge they gained, or what they enjoyed most about the day.



Practice Book (page 53)

Name: _____ Date: _____

Fill in the crossword puzzle with the correct vocabulary word by reading the clues below.



ACROSS

5. A metric unit of measure equal to one tenth of a meter.
6. An adjective for vertical measurement that is the opposite of *low*.
8. A measuring system that uses meters, grams, and liters as basic units.
11. The space between two people or things.
12. An adjective that means the opposite of *narrow*.
13. A measurement that is taken from bottom to top.

DOWN

1. A metric unit of measure equal to a thousand meters.
2. A basic unit of measure used in the metric system.
3. A metric unit of measure equal to one hundredth of a meter.
4. A metric unit of measure equal to one thousandth of a meter.
7. A measurement taken from one end to another or from top to bottom.
9. An adjective that refers to distance and means the opposite of *short*.
10. A measurement taken from side to side.

each group place the index cards on a table or the floor with the words facing down. Ask students, one at a time, turn over two cards to try to find matching words. Have them read the word aloud as they turn it over. If students find a match, they must tell what the word means to keep their matched cards. The student in each group with the most pairs at the end of the game wins.

Practice Tactics



Have students open their Practice Book to page 53. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.



Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Remind students to add each word's part of speech. Have them check their work by looking up the correct information in their dictionaries, and that they have to read each word and explain its meaning to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Standards

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

Common Core State Standards

Reading: Foundational Skills RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.3.c.** Decode multi-syllable words. **RF.3.3.d.** Read grade-appropriate irregularly spelled words.

Language L.3.6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).



Key Vocabulary

cabinet
capital
executive branch
federal government
judicial branch
legislative branch
president

Functions and Forms

- Describing branches of government
Courts and judges in the judicial branch decide arguments about laws.
- Identifying branches of government
The three branches are executive, legislative, and judicial.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading

- ★ Use a dictionary to learn the meanings and other features of unknown words.
- ★ Use sentence and word context to find the meaning of unknown words.
- ★ Demonstrate comprehension by identifying answers in the text.

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials

- ✓ Blackline Masters 2a, 2b, and 19
- ✓ dictionaries

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Read the key word list aloud. Have the class chorally read the list after you. Ask students to look up each word in the dictionary. Have them write the word, the definition, and the part of speech on a sheet of paper. Ask students to share their definitions with the class.

Federal Government

READING COMPREHENSION

Student Book pages 136–137: Read the passage aloud, pointing out the key words as you come across them in the text. Read the directions with the class, modeling the first item in each activity. Check that students understand the tasks. Ask students to copy and complete the activities on a separate sheet of paper. 

Targeting Proficiency Levels

Beginning

Help students complete the first two activities as a group. As students offer correct responses, model saying the answers in complete sentences as students write them on a separate sheet of paper. Then, work as a group to write a paragraph for activity C on the board or on chart paper. Have students copy the paragraph on their papers after activity B.

Intermediate

Have students work in pairs to complete the first two activities, writing complete sentences on a separate sheet of paper. Then, have each pair write a paragraph for activity C on their paper after activity B.

Advanced

Have students work independently to complete the first two activities, writing complete sentences on a separate sheet of paper. Then, have each student write a paragraph for activity C on his or her paper after activity B.

Meeting Individual Needs

You may assist students experiencing difficulty understanding the three branches of government by using the 3-Column Chart Graphic Organizer (Blackline Master 4) to show the relationships between the branches, the jobs and duties of each branch, and some famous people who work in each branch.

Federal Government

The **federal government** is the central government of the entire country. It has three **branches**, or sections. The location of the federal government is Washington DC, the capital of the United States.

The **executive** branch consists of the **president** and his or her **cabinet**, or the people who work with the president in the White House. The president is the leader of the country. Together with the cabinet, the president makes sure that the laws are obeyed.

The **legislative** branch consists of Congress and its members. Congress is divided into two sections: the Senate and the House of Representatives. Members of Congress represent their states. Congress is in charge of making laws.

The **judicial** branch consists of the courts and its judges. Courts decide arguments about the meaning of laws to make sure that they are applied in a fair way. The highest court in the country is the Supreme Court.



Key Words

branch
cabinet
capital
executive
federal government
judicial
legislative
president

A Match each definition with the corresponding term.

- | | |
|---|-----------------------|
| 1. branch of government in charge of enforcing laws | a. president |
| 2. home of the president | b. judicial branch |
| 3. branch of government that includes the Supreme Court | c. executive branch |
| 4. leader of the country | d. legislative branch |
| 5. branch of government in charge of making laws | e. White House |

B Complete the sentences.

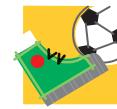
- The current president of the United States is _____.
- The two sections of Congress are called the _____ and the _____.
- The Supreme Court decides arguments about _____.
- The vice president is a member of the president's _____.

C Write about the branches of government.

- Why do you think the federal government is divided into three branches?
- How do you think state and local governments might be organized?



Unit 4 137

Multiple Intelligences
Bodily/Kinesthetic

Mime It!

Tell students that mime artists use their body and facial expressions to act out a story or simple action. Write basic mime actions on slips of paper and have a student choose one to mime. For instance, the mime actions could be climbing a ladder, grabbing a rope, pretending to be in a box, leaning against a wall, walking in the wind, eating, or walking in place.



Practice Book (page 54)

Name: _____ Date: _____

Unscramble the correct vocabulary word and write it in the spaces provided for each of the following clues. Then, answer the question that follows by writing each circled letter in its corresponding numbered space at the bottom of the page.

- City where the government is located. PATICLA C A P I T A L A
6 11
- The branch that consists of the president and his cabinet. VETUXXCEI E X E C U T I V E
11 3
- The part of the executive branch that works with the president. NIBETAC C A B I N E T
17 9
- One of the two houses of Congress. TANES S E N A T E
1
- The is the leader of the country. DSERTPIEN P R E S I D E N T
2
- The central government of the United States of America. LEFARDE MEVNONREGT F E D E R A L G O V E R N M E N T
7 4 14
- The branch that is also known as Congress. GELATESILVI L E G I S L A T I V E
10
- The branch that consists of courts and judges. LUJACIDI J U D I C I A L
15 8
- Another section of Congress. UHCOSE FO SERERVTEPNEPAT H O S E O F R E P R E S E N T A T I V E S
5 16 12

What kind of nation is the United States of America?

A D E M O C R A T I C N A T I O N
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

54

Unit 4 Spotlight on Content Social Studies

Vocabulary Review

WRITING STRATEGIES

Ask students to write a description of how the federal government works as if they were writing to someone from another country who does not know how it works. Have them include all of the key words in their story. Remind them to include details about what each branch does and the people who work in that branch. Ask students to share their descriptions with the class.

Practice Tactics



Have students open their Practice Book to page 54. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.



Home Connection

Distribute the Unit 4 Interview. Explain to students that they will conduct an interview with their parents or guardians in response to what they have learned in this lesson. Have them write the responses on the lines provided. Remind them to return their interviews to school. Retain them for use with the Impressions lesson.

Home Connection Parent Interview
activity reinforces lesson instruction,
validates home culture, and acts as a
springboard for IMPRESSIONS lessons.

Standards

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

Common Core State Standards

Reading: Informational Text

RI.3.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/third in a sequence).



Key Vocabulary

minerals
properties
resources
rocks
soils

Functions and Forms

- Describing places and things
The rock I found is hard, brown, and has smooth edges.
- Hypothesizing and speculating
This rock might be from a very old building.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading

- ★ Distinguish the main idea and supporting details in expository text.
- ★ Decode regular multisyllabic words.

Writing

- ★ Write descriptions that use concrete sensory details to present and support impressions of people, places, things or experiences.

Materials

- ✓ Blackline Masters 2a and 2b
- ✓ hand lenses

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Read the Key Words aloud. Then, have the class read them chorally. Ask students the definition of each word. Have students write a sentence for each word. Ask them to share their sentences with the class.

Earth Materials

READING COMPREHENSION

Student Book pages 138–139: Read the text aloud, pointing out the key words as you come across them. Read the directions with the class, modeling the first item in each activity. Check that students understand the tasks. Ask students to copy and complete the activities on a separate sheet of paper. 

Targeting Proficiency Levels

▶ Beginning	■▶ Intermediate	■▶▶ Advanced
<p>Work as a group to complete the three activities. Model complete sentences as students write their observations on a separate sheet of paper. Explain that their observations describe the physical properties of the rocks they found.</p>	<p>Have students work with a partner to complete the three activities. Have each pair record their observations in complete sentences on a separate sheet of paper. Explain that their observations describe the physical properties of the rocks they found.</p>	<p>Have students work independently to complete the three activities. Have each student record his or her observations in complete sentences on a separate sheet of paper. Then, tell students their observations describe the physical properties of the rock they found. Ask them to speculate about what the chemical properties might be.</p>

Meeting Individual Needs

You may assist students who exhibit difficulties remembering details from the walk by having them take notes during their walk as they make their observations.

Earth Materials

Earth materials are solid rocks and soils, water, and the gases that make up the atmosphere. These materials have different physical and chemical **properties** that make them useful in different ways. Earth materials provide many of the **resources** that humans use. For example, rocks can be used as building materials; gases and oils found under the ground can be used as sources of fuel; and soils can be used for growing the plants we use as food.

Rocks vary in size, from tiny pebbles to huge mountains. They also vary in shape, color, and texture. Size, shape, color, and texture are known as properties of rocks. Some rocks are made of a single material, but most are made of several materials. These substances are called **minerals**. Minerals are substances that we find in nature, but are neither plants nor animals.

Soils have properties of color and texture. They can hold water, and they can support the growth of many kinds of plants, including those in our food supply.



138 Unit 4

A Take a walk around the school playground, a park, or your neighborhood. Observe the ground. What is the difference between the street, the sidewalk, and the soil? What are they made of? What color are they?

B Find a rock in the school playground, a park, or your neighborhood.

1. Observe the rock using all of your senses:
 - a. What does it feel like? Is it sharp or smooth?
 - b. How heavy is it? Does it feel heavy or light?
 - c. What does it look like? Does it sparkle or is it dull?
 - d. Is it all one color, or does it have different colors?
 - e. What does it smell like? Does it have an odor?
2. Observe the rock using a magnifying glass. Do you notice anything else about the rock that you did not see before? Describe what you observe.

C Write about the rock.

1. Describe where you found the rock. Be sure to include details about the soil you found it in and what was near it.
2. Describe what you observed about the rock.
3. Describe where you think the rock might have come from.



Key Words

minerals
properties
resources
rocks
soils

Unit 4 139

Multiple Intelligences
Musical/Rhythmic

Freeze!

Tell students that as you play music, they are to move to it by dancing, marching, swaying, and so on. As soon as the music stops, they are to freeze. Students who move after the music stops should sit down outside the area where others are still participating. Play the music on and off until only one person is left standing.



Practice Book (page 55)

Name: _____ Date: _____

A Choose the correct word from the box to fill in the blanks.

properties soils resources mineral rocks

1. Useful materials or substances are called resources.
2. A mineral is a solid substance found in nature, but it is neither a plant nor an animal.
3. When we talk about the characteristics of a mineral, we talk about its properties.
4. Solid materials made of minerals and found in nature are called rocks.
5. The upper layers of earth where plants grow are called soils.

B Choose the correct word from the box to fill in the blanks.

atmosphere fuel texture gases

1. The texture of a rock is the way it feels on the outside.
2. The atmosphere is the layer of air that surrounds our planet.
3. The components of our planet's atmosphere, such as oxygen, are known as gases.
4. A fuel is a substance, such as gasoline, that ignites into a fire.

C Write three or four sentences explaining why rocks, gases, and soils are useful resources.

Answers may vary.

Unit 4 Spotlight on Content Science 55

Vocabulary Review

DECODING AND WORD RECOGNITION

Jumble the Key Words and write them on the board or on chart paper. Then, have students brainstorm a list of examples based on the words, such as gases and oil as resources. Ask students to create word jumbles from their examples. Have them write their jumbles on the board for the class to unscramble.

Practice Tactics



Have students open their Practice Book to page 55. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.



Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to use their own words to write definitions for each word. Have them check their work by looking up the correct definitions in their dictionaries. Explain that they should read their definitions to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Standards

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

Common Core State Standards

Reading: Informational Text RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.

Language L.3.6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal spatial and temporal relationships.



Key Vocabulary

brass	percussion
danger	string
freedom	warning
hammer	woodwind
justice	

Functions and Forms

- Hypothesizing and speculating
This song might have been written at a time when people were fighting.
- Interpreting figurative language
The song is about bringing a community together.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading

- ★ Use sentence and word context to find the meaning of unknown words.

Writing

- ★ Write descriptions that use concrete sensory details to present and support impressions of people, places, things, or experiences.

Materials

- ✓ Musical Instruments Photo Cards
- ✓ CD Track 24
- ✓ Blackline Masters 2a and 2b

Sing Along

- A Listen to the song.

If I Had a Hammer^(*)

If I had a hammer, I'd hammer in the morning,
I'd hammer in the evening, all over this land.
I'd hammer out danger, I'd hammer out a warning,
I'd hammer out love between my brothers and my sisters
All over this land.

If I had a bell, I'd ring it in the morning,
I'd ring it in the evening, all over this land.
I'd ring out danger, I'd ring out a warning,
I'd ring out love between my brothers and my sisters
All over this land.

If I had a song, I'd sing it in the morning,
I'd sing it in the evening, all over this land.
I'd sing out danger, I'd sing out a warning,
I'd sing out love between my brothers and my sisters
All over this land.

Well I've got a hammer, and I've got a bell,
And I've got a song to sing, all over this land.

It's the hammer of **justice**, it's the bell of **freedom**,
It's the song about love between my brothers and my sisters
All over this land.

(*) by Pete Seeger and Lee Hays

- B Sing the song.

- C Can singing this song make you feel like a community leader?

140 Unit 4

Music and Lyrics

VOCABULARY DEVELOPMENT

Display the *Musical Instruments* Photo Cards that show the families of instruments. Explain to students that musical instruments are grouped into four families: woodwind, percussion, string, and brass. Have students look up the definitions of these words in the dictionary. Write their definitions on the board for use with the closing activity of this lesson. **Note:** The phonics activities on the back of each photo card may be used to supplement instruction.

If I Had a Hammer

LISTENING COMPREHENSION

 Student Book page 140: Play Track 24. Have students listen to the song. Then, sing the song together as a class. Next, read the lyrics of the song aloud, pointing out the key words as you come across them in the text. Have students use the dictionary to look up the definitions of the highlighted words. Then, read and discuss the question.

Targeting Proficiency Levels

Beginning

Have students write their answers to the question from the Student Book activity in complete sentences.

Intermediate

Have student elaborate their answers to the question from the Student Book activity with examples from the song.

Advanced

Have students explain how this song could impact their community as part of their answer to the question in the Student Book activity.



Multiple Intelligences Interpersonal

Meeting Individual Needs

You may assist students experiencing difficulty comprehending the song lyrics by replaying the song, line by line, as you read along, enunciating each word.

Vocabulary Review

READING COMPREHENSION

Ask students to identify the musical instrument families that were on the track of the song. Ask *Did any of the instruments require a bow? Did any require a musician to blow into them? Did any require a musician to use his or her fingers?* Have students name the instruments they hear during the song.

Practice Tactics



Have students open their Practice Book to page 56. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.



Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to use their own words to write definitions for each word. Have them check their work by looking up the correct definitions in their dictionaries. Explain that they should read their definitions to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.

Code Writing

Ask students to brainstorm to create a class code language. The code can consist of letters, symbols, or pictures, or a combination. Print a copy of the code key for each student. Have students write notes to each other in the class code. Students can refer to the code key to decode the notes.



Practice Book (page 56)

Name: _____ Date: _____

A Match the vocabulary words in the right column to their correct definitions in the left column. Then, write the letter in the space provided.

e. 1.	A synonym of <i>liberty</i> , or the power to act, speak, move around, and think without restrictions, as long as we respect the rights of others.	a. danger
f. 2.	An expression that may be used to refer to the whole country.	b. justice
d. 3.	An alert given for a possibly dangerous situation.	c. hammer
a. 4.	The risk or possibility of suffering harm or getting hurt.	d. warning
g. 5.	To produce or bring about by repeated blows such as those of a hammer.	e. freedom
c. 6.	A tool with a solid metal head on a handle, used for driving nails by pounding.	f. all over this land
b. 7.	The administration of rules in a fair and reasonable way.	g. hammer out

B Choose three of the vocabulary items and write three sentences, using one of the expressions in each.

Answers may vary.

56 Unit 4 Spotlight on Content Music

Standards

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

Common Core State Standards

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.b. Follow agreed-upon rules for discussions.



Key Vocabulary

cityscape
objects
drawing
perspective

Functions and Forms

- Comparing and contrasting elements of art
McMahon's cityscape has more details than mine does.
- Identifying art forms
This painting is a cityscape of Chicago.

English Language Development Skills

Listening

- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish tone.

Reading

- ★ Extract appropriate and significant information from the text, including problems and solutions.
- ★ Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations.

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials

- ✓ Community Photo Cards
- ✓ Blackline Masters 2a and 2b

Frontload Vocabulary

ORAL LANGUAGE DEVELOPMENT

Use the *Community* Photo Cards that show place wherever possible to elicit the key vocabulary words. Read the key words aloud. Have the class chorally read them. Then, have students write the words five times each.

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

Drawing a Cityscape

READING COMPREHENSION

Student Book page 141: Read the passage aloud, pointing out the key words as you come across them in the text. Read the directions with the class. Check that students understand each task. Then, have students complete the activities. 

Targeting Proficiency Levels

Beginning

Have the class describe McMahon's cityscape. Ask them to use details about his use of perspective. Then, ask students to describe their own cityscape and the perspective that they used to create the illusion of distance.

Intermediate

Have students work in pairs to describe McMahon's cityscape. Ask them to use details about his use of perspective. Then, ask students to describe their work to their partner and discuss the perspective they used to create the illusion of distance.

Advanced

Have students work independently to describe details in McMahon's cityscape. Ask them to consider how he used perspective to create an illusion of distance. Then, ask students to notice details in their work and how they used perspective to create the illusion of distance.

Meeting Individual Needs

You may assist students experiencing difficulties with the fine motor skills necessary to draw a cityscape for this assignment by allowing them to use the photo from the Student Book as the basis for their compare-and-contrast paragraph.

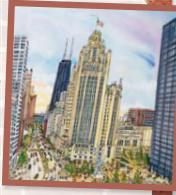
Drawing a Cityscape



A **cityscape** is a type of painting in which the artist represents scenes of life in a city.

When painting a cityscape, it is important to use **perspective**. Perspective involves using lines to make some objects appear closer and others farther away. Artists do this on a flat surface by making things bigger at the bottom to make them seem closer, and smaller at the top so they appear to be in the distance.

This example of a cityscape is by Mark McMahon, a well-known painter from Chicago. His painting brings the city of Chicago to life by making it appear that the street goes off into the distance away from the viewer.



A Draw a cityscape.

1. Look through magazines and postcards to find a photograph of a city scene.
2. Start by drawing the outline of the streets and buildings, using a pencil.
3. Next, draw details, such as windows and doors on the buildings.

Supplies

- white art paper
- pencil and eraser
- crayons or colored pencils
- old travel magazines and postcards

- #### B Describe how your cityscape is the same as and different from McMahon's cityscape. Be sure to include details about how you used perspective to create the illusion of distance.

Unit 4 141

Vocabulary Review

VOCABULARY DEVELOPMENT

Display the *Community Photo Cards* that show places in front of the class. Tell students that they just created a cityscape using perspective to make some objects appear closer and others farther. Have students look up the word *perspective* in the dictionary. Ask students to discuss their painting in small groups. Have them identify the perspective in each other's paintings. Then, have them discuss the qualities that make the painting a cityscape.

Practice Tactics



Have students open their Practice Book to page 57. Read the directions aloud and have students read along with you. Explain the directions and model the activity. Then, have students complete the page as independent class work or homework.



Home Connection

Write the Key Vocabulary on the board randomly for students to alphabetize. Distribute Blackline Masters 2a and 2b. If necessary, review with students how to fold the sheet to create a booklet. Provide more folded sheets if necessary. Ask students to complete the first page by writing their names, date, My Dictionary, and subject area. Have them write the words on the remaining pages in a column. Next, ask students to use their own words to write definitions for each word. Have them check their work by looking up the correct definitions in their dictionaries. Explain that they should read their definitions to their parents or guardians. Remind them to return their booklets to school. Retain them for future use.



Multiple Intelligences Verbal/Linguistic

Picture This!

Tell students that they are to draw pictures to get classmates to guess a vocabulary word. The student who guesses the word takes the next turn at drawing for the class. (This is a version of the game Pictionary.)



Practice Book (page 57)

Name: _____ Date: _____

Fill in the crossword puzzle with the correct vocabulary word by reading the clues below.

ACROSS

2. A picture produced by an artist using brushes and colors.
4. An adjective that refers to a city.
6. An artist who paints.
7. A technique in drawing and painting in which the artist uses lines to make some objects appear closer and others far away.
9. A person who looks at a painting, or who watches a movie or a play.

DOWN

1. A painting showing urban areas and scenes of life in a city.
3. These are depicted in a painting and are another word for things.
5. The very important elements an artist uses to create perspective and make objects appear closer or farther away.
8. An action depicted in a painting.

Unit 4 Spotlight on Content Art 57

Standards

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

Common Core State Standards

Speaking & Listening

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Key Vocabulary

department
government
laws
local
mayor
town hall

Functions and Forms

- Comparing and contrasting
My grandparents did not have a library in their community.
- Identifying community services
Our library has storytime every Wednesday.

English Language Development Skills

Listening

- ★ Connect and relate prior experiences, insights, and ideas to those of a speaker.
- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.

Reading

- ★ Extract appropriate and significant information from the text, including problems and solutions.

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Materials

- ✓ Blackline Master 7
- ✓ completed Unit 4 Interview
- ✓ highlighters

Impressions

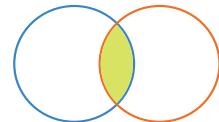
Local Government

The local government makes laws for a city or town. It has departments that provide services for the people living there. Some of those departments include police, fire, and parks. The leader of a city or town is often called the mayor. The mayor works in a building that is usually called city hall or town hall.



- A Share with the class some details about the community you live in and some of the departments and services your community provides.
- B Using a Venn diagram, compare your community in the United States with the community in which your parents or grandparents were raised.

1. What was the local government like?
2. What services were provided to the people?



142 Unit 4

Access Prior Knowledge

ORAL LANGUAGE DEVELOPMENT

Distribute students' interviews with family members from the social studies lesson in this unit. Have students take turns sharing what they learned about their family's country of origin. Be sure to allow all students to participate and ask their classmates questions. Encourage students to be tolerant and polite as they are learning about cultures different from their own.

Local Government

READING COMPREHENSION

Student Book page 142: Read the passage aloud. Read the directions with the class. Check that students understand the activities. Model the appropriate language forms. Remind students what a Venn diagram is, and distribute the Venn Diagram Graphic Organizer. Help students brainstorm similarities and differences between the two communities, in response to the questions in activity B. Then, help them fill the graphic organizer with that information.

Impressions & Project

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.



Multiple Intelligences Visual/Spatial

Targeting Proficiency Levels

Beginning

Work as a group to elicit from students a list of phrases in response to the questions. Record these on the board or on chart paper. Help students fill in the graphic organizer. Then have them use it to answer the questions in complete sentences.

Intermediate

Ask students to work with a partner to brainstorm ideas to complete their graphic organizer. Next, have them use it to answer the questions in complete sentences. Then, have students share their answers with the class.

Advanced

Have students work independently to fill in their graphic organizers. Then, have them compare their community with the local government and services in the community where their parents or grandparents were raised. Have them write a first draft of a paragraph, based on their graphic organizers.

Meeting Individual Needs

You may help students who are experiencing minor difficulties using a Venn diagram by having them list details about their community on the left side of a sheet of paper. Then, have them list details about their parents' or grandparents' community on the right side of the paper. Have students circle the similarities.

Published Work

ORAL FLUENCY

Ask students to examine their interview with their parents and grandparents. Then, have them reread the Venn diagram they completed in this lesson, and their writings. Tell students that they are to write a paragraph about the differences and similarities between their local government and the local government of their parents' or grandparents' hometown. Distribute a highlighter to each student. Have students highlight the information they would like to include in their paragraph. Then, have them compose a paragraph at the bottom of a large sheet of paper. Ask students to illustrate their writing at the top of the paper. Display students' work on a classroom wall.

Students have an opportunity to consolidate the skills learned as they 1) **Talk** about it, 2) **Write** about it, and 3) **Present** it

Class Illustration

Have students create a mural based on something they are learning. Allow students to assign the task and determine the medium—painting, coloring, collage, or other. Display the mural in the classroom.

Standards

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

Common Core State Standards

Reading: Informational Text

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Reading: Foundational Skills

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a. Read on-level text with purpose and understanding.

Writing

W.3.7. Conduct short research projects that build knowledge on a topic.

Speaking & Listening

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.a. Capitalize appropriate words in titles.

Key Vocabulary

community
government
opinion
paragraphs
reason

Functions and Forms

- Explaining the writing process
Revising is looking for errors and correcting my writing.
- Expressing and supporting opinions
Our library's computers are outdated.

English Language Development Skills**Listening**

- ★ Organize ideas chronologically or around major points of information.
- ★ Respond to questions with appropriate elaboration.

Speaking

- ★ Use clear and specific vocabulary to communicate ideas and establish the tone.
- ★ Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important messages of the text being read.

Reading

- ★ Distinguish the main ideas and details in expository text.

Writing

- ★ Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- ★ Revise drafts to improve coherence and logical progression of ideas by using an established rubric.
- ★ Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Materials

- ✓ Blackline Masters 6 and 27
- ✓ students' work from the unit
- ✓ highlighters

Reuse and Recycle**VOCABULARY DEVELOPMENT**

Explain to students that in this lesson, they will “reuse” and “recycle” the work they produced throughout the unit in order to do a project that brings together the skills and vocabulary learned. Have students highlight academic vocabulary on each page. Then, help students to identify and label the skills they learned in each activity. Distribute the Unit 4 Checklist to each student. Have them compare the skills they have labeled in their work with the skills on the checklist. Add to the checklist as necessary. Then, copy the highlighted vocabulary words from their work in the space provided at the bottom of the checklist.

Your Editorial**WRITING STRATEGIES**

Student Book page 143: First, read the writing prompt with the class. Clarify any unfamiliar words, and make sure students understand the activity. Next, review the steps of the writing process with the class. Then, walk students through the stages of their writing project with the activities that follow. 

Developing Ideas: First, have students review the steps of the writing process. Next, read the writing prompt as students read it along with you. Remind students of how Sonia and her mother felt in *The Show Must Go On!* Have students consider issues at their school, local library, animal shelter, and other community locations that might have an issue that needs to be addressed. Write their responses on the board. Then, have students state why the issues are important and what might be done about them. List these responses on the board. Have students choose one of the issues listed or one of their own as their writing topic.

Organizing: Distribute a clean copy of the Main Idea & Details Graphic Organizer that students used to write their editorial in Lesson 8. Have students fill in the graphic organizer for their new editorial. Encourage them to use the graphic organizer whether or not they find it useful. As needed, guide students through the organization of their ideas by modeling thinking processes. For example, have students think about questions such as *What information did I gather in the first step of the process? How can I classify and categorize that information into groups with one main idea? How could the information in those groups be made into paragraphs?*

Project

Your Editorial

Write four paragraphs about an issue that is important to your community. Include the following:

- a description of the issue
- the reason it is important
- what local government can do about it
- what the community can do about it
- your personal opinion about what to do



The Writing Process

Remember, the writing process includes a series of steps:

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

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



Unit 4 143

Students are encouraged to “try and do” as they apply the **vocabulary, grammar, and writing skills** presented to their writing.

Research Tips

After students had skimmed and scanned their project resources, they are ready to take notes. *Say If you marked the pages that contained information you considered appropriate for your research, taking notes will be a quick process.*

To help students organize their research and plan for the note taking, have them fill a KWL graphic organizer. You can use the 3-Column Chart Graphic Organizer (Blackline Master 4). Tell students to title the first column What I **K**now, with all the facts they already know about their topic in the first column. Next, have them title the middle column What I **W**ant to Know, listing the facts that they would like to know about. Finally, tell students to title the last column What I **L**earned, filling the column with all the facts learned from the skimming and scanning.

Once they have completed the KWL graphic organizer, ask them to record the information found in their resources. Invite them to use index cards to write each piece of information. Ask them to title each card with a brief description of the information, such as *Performers at the Colonial Theater*. Then, have students write the information found in complete sentences, using quotation marks around any information copied word for word. *Say Try to put the information into your own words as much as possible, unless it is a direct quote from a person. List the page number in which the information appeared and, on the back of the index card, list the title of the book, the author, the publisher, the publication year, the publication city, and the page number where you found the information.*

Finally, have students refer back to their KWL chart to ensure that they have located all of the information they wanted to know about their topic. Once students have their index cards completed, *say Now you are ready to construct your research paper!*

Drafting: Have students use their graphic organizers to compose a first draft of their writing. Encourage them to skip a line as they write so they can revise more easily. Students should be encouraged to focus on outlining the facts related to their issue in the first paragraph. The second paragraph should be about what students believe about their issue. The third paragraph should be about the other side of the argument. Students should use facts to explain why the other side is incorrect. Their editorial should end with a conclusion that summarizes their opinion. Remind them that, when they revise and rewrite their draft, they should look carefully at their grammar and mechanics. Allow students to take this draft home to complete, but remind them to bring it back for the next class.

Penmanship Tips

Tell students that the bottom line that their letters rest on is the base. Refer to the line that lowercase rest on as the middle line. If you are using three-line handwriting paper, refer to the line that the uppercase letters rest on as the top.

Remind students to start their letters at the top of the letter. If they are writing lowercase letters, they start the letter on the middle line. Students should bump the bottom, or base, line as their pencil travels down when writing the letter. The height of lowercase letters should be the middle line. The height of lowercase letters with an upper or lower extension (b, d, f, g, h, j, k, l, p, q, t, and y) should be the top line if you are using three-line paper. If you are using standard two-line paper, the height of letters with extensions should be double the height of the middle line.

Write the word *hat* on the board using handwriting lines to border the word. Ask the class to chorally read the word. Have a student come up to the board to trace the letters. Ask *What do you notice about the height of each letter?* Then, have the class identify the differences in letter height. Explain to the class that when their letters are the proper height, they are easier to read. Point out that each letter bumps the bottom line. Point out that the *h* and *t* have extensions that go above the middle line and touch the top line. Then, point out that the *a* does not have an extension; it bumps the bottom line and rises up to touch the middle line.

Have students practice writing one row with the letter *h*, one row with the letter *t*, and one row with the letter *a*. Then, have students write a row with the word *hat*. Ask students to identify and circle their best writing.

Revising: Have students use their Unit 4 Checklist to verify that all of the skills and vocabulary they wanted to use is included in their writing project. Review with students the prefixes and suffixes learned earlier in the unit. Remind students of how prefixes can change the meaning of words, whereas suffixes can change the part of speech. Also remind students to monitor their subject-verb agreement, and make sure they understand the concept. Students can check off each item on the checklist as they revise their drafts.

Ask students to use a highlighter as they reread their writing. Have them circle any spelling or punctuation errors, inserting punctuation as needed. Have them highlight sentences that do not make sense or may include an incorrect verb. Then, ask students to go back to their highlighted sentences to make the appropriate edits. Remind them again about usage of present tense verbs and the agreement of subject and verb.

Rewriting: Have students rewrite their writing project in cursive on a new sheet of paper. Encourage students to write carefully so that all of their revisions are included in their rewrite. If time permits, students can illustrate their work. Remind students that the final version of their writing project is for public reading, so they should pay careful attention to their handwriting.

13x Multiple Intelligences

Logical/Mathematical

Mind Addition

Divide the class into groups. Tell the groups that you are going to say a math calculation that they must solve without writing anything down. Groups members may briefly discuss their answer before responding. Challenge the groups to be the first to respond. A sample calculation to say is as follows:

$$4 + 5 - 4 + 2 - 5 + 4 - 5 = (1)$$



Practice Book (pages 58–60)

Name: _____ Date: _____

Write the correct word from the word bank in each blank to complete the passage.

cabinet	interrogative	prefixes	theater
cityscape	judges	reporter	torn down
executive	mayor	Senate	town hall
facts	opinion	suffixes	

We should be concerned about our community. We read a story about a very brave girl who saved the local _____ theater _____ from being _____ torn down _____. She went to the _____ town hall _____ to talk to the _____ mayor _____ and ask him to do something. She even talked to a _____ reporter _____ from the newspaper to achieve her goal of turning the theater into a community art center.

In this unit, we learned about the federal government. There are three branches: the _____ executive _____ branch, led by the president and his or her _____ cabinet _____; the legislative branch, that is the House of Representatives and the _____ Senate _____; and the judicial branch, which consists of the courts and its _____ judges _____.

During the Art lesson, we learned about a kind of painting called _____ cityscape _____. That was related to the theme of community, which was fun and useful.

Also in this unit, we learned how editorials are used to express an _____ opinion _____ and how an editorial must provide _____ facts _____ to support ideas and opinions. We also saw how important it is to learn to use our language. We learned about groups of letters known as _____ suffixes _____, which when added to the end of a word, change the word's meaning. Other groups of letters, called _____ prefixes _____, are attached to the beginning of a word, and can change the meaning of the word to its opposite. In addition, we learned about four types of sentences we can use when we write. Sentences can be declarative, _____ interrogative _____, imperative, and exclamatory.

58 Unit 4 Unit Review

Standards

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

Common Core State Standards

Writing W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. **W.3.1.a.** Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **W.3.1.b.** Provide reasons that support the opinion. **W.3.1.c.** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Project

Your Editorial

- Write four paragraphs about an issue that is important to your community. Include the following:
- a description of the issue
 - the reason it is important
 - what local government can do about it
 - what the community can do about it
 - your personal opinion about what to do



The Writing Process

Remember, the writing process includes a series of steps:

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- **Organizing** Choose the ideas you want to use. Put them in order, connect them, or discard the least important ones.
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- **Rewriting** Produce a clean copy of your piece, applying all the corrections, to display in class.

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



Unit 4 143

Let's Celebrate!

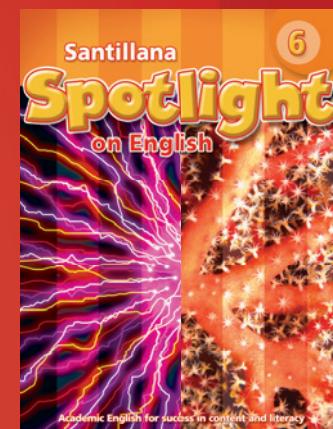
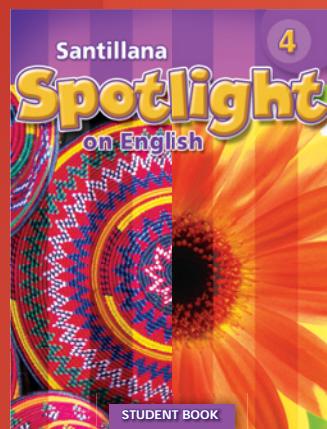
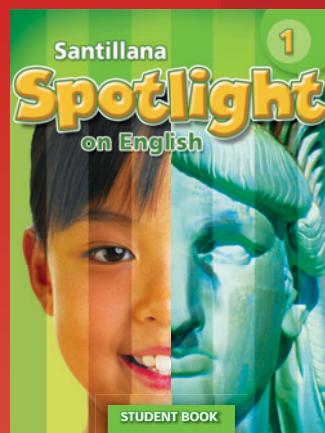
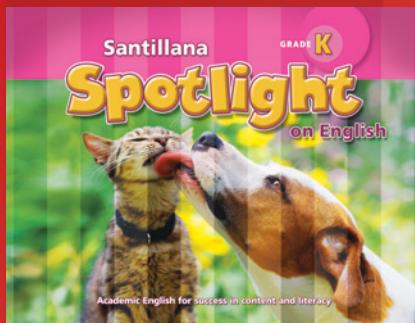
ORAL LANGUAGE DEVELOPMENT

Display students' completed writing project in the classroom. Give students time to read their work aloud to the group as an oral presentation. If time permits, encourage students to ask questions about each other's writing process. Give students an additional opportunity to practice cursive writing and to rewrite if they choose. Then, display students' projects in a prominent place in the classroom. 

Practice Tactics

 Have students open their Practice Book to the Unit Review pages 58–60. Read the directions aloud and have students read along with you. Explain the directions and model the activities. Then, have students complete the pages as independent class work or homework.

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ISBN 9781631138676

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