

Teacher's Guide for Exploring English

*Reading and Writing
English as a Second Language*

Unit 5: Workbooks A, B, C



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ESL EXPLORING ENGLISH, Unit 5: Teacher's Guide

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Note to the Teacher

- Christian Light's *Exploring English—Reading and Writing English as a Second Language* program consists of each unit divided into three books. Just as Christian Light's LightUnits each have three sections, these also have three. There is too much material to fit into one book, so the sections have been divided into three books—Workbooks A, B, and C. See the *Introduction* section of this Teacher's Guide for more information.



To be adequately prepared to teach this course, read the Introduction to the Teacher's Guide.

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Notes to the Teacher:

- Questions in the Dialogue Workbook should be answered in complete sentences. Forming sentences is an important step in helping students internalize English. If there is not enough time for students to write all the answers in a lesson, consider doing some sections orally in class, still using complete sentences. Each student should be involved.
- Wording in answers may vary, but the answers need to correctly address the subject at hand.

Exploring English

Unit 5: Workbooks A, B, C

Introduction to the Teacher's Guide

Lesson Summary and Teacher Preparation

At the beginning of the teacher's material for each lesson, find a simple summary of the objectives and content of the lesson, as well as some teacher preparation helps.

The **Lesson Focus** describes the basic skills the students are being taught in that lesson.

The **Board Preparation** section identifies things to write on the board ahead of class to save time.

The **Class Preparation** section lists objects or teaching aids needed for the lesson activities. It is important to look over these lists at least a day before teaching the lesson, as some of the things may need to be prepared, brought from home, or provided by the students.

Effectively Teaching the Lessons

ESL students vary in their abilities and speed of learning; therefore, the amount of work done in a class period may vary also. For the best outcome, consider breaking classes into student groups similar in their progress and taking more time with the less advanced ones, even if a lesson needs to be done over a two-day period. (This course is for students from fourth grade to adult. Some third graders may be able to do it, but younger students should instead do Christian Light's *Learning to Read* course.) Some students will do fine with one lesson per day, but others will not.

Oral drill, including flash cards and dialogue, are essential to effective mastery of the course. Drill work is just as important, if not more so, as it is to finish a lesson's bookwork. Too often, if there is not enough time, the drill work gets cut first. That is not a recipe for success.

So, when necessary, consider doing a lesson over two days or lengthening the class periods. Doing whatever it takes for effective learning is the key to success!

Icebreakers

Begin each day with an icebreaker—a fun game or activity that helps students warm up, loosen up, and practice some of their recently acquired skills. There is an icebreaker given for each lesson except for the review and test. Many of these are flexible enough to be used at different times throughout the course. Find a list of all the icebreakers in Appendix L.

Review

Use this section at the beginning of class to review concepts learned in the previous lesson.

Vocabulary

This course aims to teach and review a specific set of vocabulary words. Most lessons have a list of new words. All these words will be reviewed regularly. By the end of five units, students will have learned and reviewed the meaning and use of over five hundred essential words.

There will be other words in everyday speech that may be taught too. Take the opportunity to teach them as you encounter them. Focus on common nouns and verbs that the students hear and use daily.

Teaching new words is more effective when we can show objects, and/or demonstrate with actions. Be creative and use a variety of methods.

Flash Card Introduction

The following process should be used in introducing and reviewing vocabulary flash cards.

1. **Introduce** each word by showing the flash card and saying the word. Have students repeat it in unison.
2. **Demonstrate** every word possible to help them understand the meaning.
3. **Say** the word again in a complete sentence and in a familiar context, if possible. Have the students repeat the sentence back to you. Select one or two students to say the word in a different sentence, but make sure that each student is engaged in some way. Ask questions about the picture.
4. **Repeat** the process for each new flash card. Then select three flash cards and have the class call out each word in unison. When all three words have been said correctly, add more flash cards to the stack.
5. **Review** flash cards from previous lessons regularly. As the number of flash cards increases, make several stacks according to how well they have been learned (e.g., drill new cards daily, almost-learned cards weekly, then biweekly until mastered, etc.). Once flash cards have been mastered, they may be returned to the box. Before retiring the cards, be sure to drill each student individually.

Introducing New Words Without Flash Cards

Many words are not represented by flash cards. Even if these words are not being taught and reviewed as reading words, it is helpful for students to have a visual representation of new words and phrases that they are saying. This can help the students remember them and will help clarify which sounds they are hearing in the words.

Introduction

Vocabulary Introduction

1. Write the new word or phrase on the board.
2. Say the word or phrase clearly several times, pointing out the sounds on the board.
3. **Demonstrate** the word meaning(s) in as many ways as you can.
4. **Select** several students to say the word or phrase aloud.
5. Use the new words in a few simple sentences or phrases with other familiar words. Point at the new words on the board as you say them in these sentences.
6. **Practice** the new words by having students repeat the new sentences or phrases as a class and individually.

Appendixes

The Appendix pages may be copied as needed for your use. However, these pages are not to be copied and shared between schools.

Practice Methods

As you, the teacher, become more familiar with the course and the characteristics of the class, you will be able to revise and adapt these methods to whatever works best for your class. You may also develop methods of your own.

The Line-Up Method

Have students form two lines. Select one student at the end to begin practicing a phrase to the person across from him—you choose the phrase. The first set of students show how the example is done. Then everyone in Line 1 speaks to the person across from them in Line 2, and the people in Line 2 respond. All the sets speak at the same time. Then Line 1 moves one person to the left while Line 2 remains stationary. The person at the end of Line 1 who gets “pushed off” walks around to the other end of his line. Students continue practicing the same phrase with a different person across from them until each student in Line 1 again reaches his starting position.

The Peel Method

Have students form a circle. Select one student to begin by turning to the person to his left and practicing a phrase. The first student then moves on to the next student and then by turn to each student in the circle. The second student follows the first, practicing with each consecutive student. The third student follows the second and so on. Each student continues around the circle until he reaches his starting position. This is a good way to practice simple conversation exchanges repeatedly with the entire group at once.

The Group Demonstration Method

Divide the class into groups of three or more students and have each student in the group demonstrate or take the lead part in the conversation element being practiced.

The rest of the class watches this group demonstrate the skill for them. Once the group is successful, a new group attempts it. Each student should get a chance to be part of a group. This method is good for practicing more complex conversations that include more than one person.

The Multiple Chain Method

Choose two or more students that are seated far apart from each other to start chains of conversation that move in a given pattern through the class. Each student first takes the responding role, and then turns to the next student in the pattern, and takes the lead role, while that next student takes the response role. All the chains of conversation keep moving through the class, with the teacher giving direction to any chain as needed. You may need to start with one chain, get it going smoothly, and then start the next one. The chains can continue moving indefinitely until you are confident that most of the students are communicating clearly with each other. After a few rounds, the pattern or direction of the chain could be changed so the students can practice with someone else.

Read, Write, Say

This section covers the new material for each lesson. Much of it will require teacher involvement as the students fill in the answers.

We Remember

The *We Remember* section consists of review activities in the student workbooks. Some of them may require teacher involvement and direction.

Correct the students’ work as they go.

While students are doing the *We Remember* section, work with students who need extra help with reading, pronunciation, or other problem areas.

Spelling Words

Say each spelling word aloud. Say it in a familiar sentence. Then say it aloud again. Have the students all together say the words and spell them out loud.

Students should write the words in their spelling notebooks as you say them.

Note: Do not wait to correct the entire list later and give it back to the student after a lapse of time. Research shows that a delay between the incorrect spelling of a word and its correction results in a greater tendency to repeat the original wrong spelling. It is best to correct it immediately.

Optional Extra Practice

This section contains class activities and extra material that may be used to reinforce concepts as time allows.

Dialogue Workbook

The Dialogue Workbook is a separate book that coordinates with the Workbooks. The lessons in this book

are not graded. The Dialogue Workbook sections in the Teacher's Guide contain review exercises and discussion ideas. Before each class, display the poster that accompanies that day's lesson.

Pictures in this book are busy scenes with a variety of details that can take discussions in different directions. You can discuss things that are correct and things that are wrong in that setting. There are questions to answer about the picture. The questions are closely interwoven with both the picture and stories. Some lessons may require switching back and forth between sections to find the answers.

Vocabulary words from the lesson appear in bold print the first time they are used in the story. Not every story uses all the vocabulary words.

Most stories also have some "extra words" that are not vocabulary words. Have students say these words with you before reading the story.

Questions in the Dialogue Workbook should be answered in complete sentences. Forming sentences is an important step in helping students internalize English. If there is not enough time for students to write all the answers in a lesson, consider doing some sections orally in class, still using complete sentences. Each student should be involved.

The teacher may choose to read parts of the story; however, students should also be involved. This is a valuable opportunity for them to practice their reading skills.

There are various methods that could be used in reading these stories. Here are a few ideas:

- Students take turns reading by sentences or paragraphs.
- Teacher calls out name of the next person to read (in random order).
- Student reads his assigned part and then chooses the next student.

Unit Quizzes

The first part of the lesson is called *Review for the Quiz*. It reviews various things from that specific workbook—vocabulary, spelling words, and grammar concepts. The teacher decides what to review, according to the students' needs.

The second part is called *Conversation Exercises*. The groups listed under this section refer to headings from *Review for the Quiz*. The concepts listed under these groups will be quizzed. In this part, students come up to the teacher's desk in pairs or small groups. With each pair, work through one of the activities listed. Work through a different group of activities with all the students, having each student appear up front several times until they have attempted all the activities.

The quizzes are in the back of the students' books and should be removed before the books are given out.

Unit Review

Lesson 16 in each unit is a Unit Review. This is similar to the quizzes, except that it covers material from the entire unit. Total mastery of the material is not the goal at this level. Make it your goal for students to be familiar and comfortable with the things they have learned.

Unit Test

Follow these guidelines when administering the Unit Test:

- The test must be completed on the day administered.
- Once the Conversation Exercises are completed, have everyone hand in all their books and papers. Anything they have that is related to the course must be put out of sight.
- Make sure the instructions are clear to each student.

Students who fail the test should be given extra help in the areas of difficulty. They should not be held back and sent through the previous unit again. *This test is more of a progress report, not something that one fails or passes.* Only consider redoing a unit if most of the class badly fails a Unit Test.

Alternate Test

There is an Alternate Test in Appendix J that may be given to a student who fails the regular test. Before using the Alternate Test, the student should study the areas missed.

Unit Quiz and Test Grades

To obtain a final Unit score, average the three quiz grades, then add that average to the test grade and divide it by two. This average will be the final score for the Unit.

Example:

Quiz A – 96%

Quiz B – 98%

Quiz C – 95%

Average – 96%

Test Score – 93%

Average/Unit Score – 95%

Spelling Grade

To obtain a spelling test score, divide the number of correct words by the total number of words.

Example:

Total word amount: 15

Total spelled correctly: 13

Divide 13 by 15 = 87%

Final spelling score: 87%

Introduction

Sample Class Schedule #1

This is based on a 1.5-hour class period for students who are taken out of regular classes for that time. If you have more time to work with students, adjust the schedule as needed.

Review, review, review. Spend a thorough amount of time reviewing previously learned material. The focus is not getting more or even a whole lesson done in a day; it is getting quality learning done.

Review ideas: Memory games, building sentences with flash cards and words they have learned, speaking exercises, having students answer in complete sentences, etc.

New material: Plan to spend time completing about half the lesson in the student material. A lesson broken into two class segments leaves room for two review periods per lesson. This should help the student grasp the material well.

Any extra time can be spent reviewing difficult concepts.

Sample Class Schedule #2

Here is another suggestion for dividing a lesson into two days' worth of work. The different sections do not always need to be done in the same order.

Day 1:

- Introduce new vocabulary words
- Spelling words

- Dialogue Workbook
- We Remember (or a section of it)

Day 2:

- Review vocabulary words
- Review spelling words
- Read, Write, Say
- Finish We Remember
- Spelling test

The Teacher's Guide lists the required oral activities and flash card drill. These should be done at the time each section is worked on in the student workbooks.

Symbols in the Workbooks and Teacher's Guide

- **Teacher check:** Exercises marked with this symbol need a teacher's involvement. The teacher needs to evaluate or assist students with this exercise. The students may continue working past this symbol even though the exercise has not been checked.



- This symbol corresponds with the page number of the student workbook.

- Ⓐ The circles with capital letters match with the same letters in the student workbook.

Unit 5: Workbook A

Lesson 1

Measures of Length

(Pages 1-7)

Lesson Focus

- Read and write the vocabulary words.
- Condense sentences with the word *to*.
- Write *used to* in sentences for past events.
- Find sentences that do not belong with the main idea of a paragraph.
- Learn English and metric units of length.
- Writing Project: Answer questions for the first paragraph, “My Family and Me.”
- Read and write the spelling words.

Board Preparation

- Write *went to* and *used to*.
- Write the following sentences from Part E:
 - Lewie went to May’s Minimart. Why?
Lewie went to May’s Minimart to buy a bag of chips.
 - Mrs. Yates went to the post office. Why?
Mrs. Yates went to the post office to send a letter.
 - Ed went to the bank. Why?
Ed went to the bank to get cash.

Class Preparation

- Things made of metal, wood, plastic, and glass
- A ruler with inches and centimeters, a yardstick, and a meterstick
- A copy of Appendix D for each student (Optional)
- Unit 5, Dialogue Workbook for each student
- Unit 5, Workbook A for each student
- A notebook for spelling words for each student
- Poster for Dialogue Workbook Lesson 1
- Vocabulary flash cards: 483-489

Icebreaker

- Rhyming Challenge: Students list words that rhyme with the word you read to them. You could make it into a game where each student gets a point per word. Or, each student gets a point for each word that only they have listed.

Example words:

snow	bug	rain	made	ball
race	light	gate	name	cap

Review

- Ask students to add the suffixes *er* and *est* to these words from Unit 4, Lesson 13: *big, dirty, heavy, early, fast, and loud*. Remind them to use *er* when comparing two items and *est* when comparing three items or more.
- Tell students to find the idiom page in the back of their workbooks. Review a few of the idioms learned in Unit 4.

Vocabulary

Vocabulary Flash Cards & Exercises

Review the meaning and use of these words from Lessons 13 and 14 of Unit 4.

- Discuss things in the classroom and everyday life that *change*, including temperature, weather, color, feelings, and other characteristics. Discuss *changing* one's answers or work, *changing* letters in words, and *changing* seats.
- Review *happened* and *happening*.
- Practice using *got* and *getting* with adjectives such as *wet*, *cold*, *excited*, and *confused*.
- Review *best*, *better*, *least*, and *most*.
- Review *few*.
- Review *choose*, *choice*, and *favorite*.



A

- Introduce the new vocabulary flash cards.

pile/wood/stack roof
search paint list
inch measure

- Discuss *paint*. Explain the difference between *painting*, *coloring*, *shading*, and *drawing*.
- Demonstrate the difference between a *pile*, a *group*, and a *row*. Instruct students to make *piles*, *groups*, and *rows* of items and then make statements about them, using the phrases *pile of* ____, *row of* ____, and *group of* ____.
- *Stack* is a synonym of *pile*. *Stack* has the connotation of being neatly arranged, while a *pile* may or may not be.
- Name things a person would *search* for. Relate to *look for* and *find*.
- Demonstrate a *list*. Write words on the board that would fit under a certain category, such as countries or grocery items. Ask for input from the students.
- Ask students to talk about their house or barn *roof*. What color is it? What is the roof made of?
- Point out an *inch* on a ruler or yardstick. *Inches* are used to *measure* things. More work will be done with measurements in Read, Write, Say.

1. Write the new vocabulary words.

pile/wood/stack, measure: derived from Getty Images Plus

Lesson
1

Measures of Length

Vocabulary

A Write the new vocabulary words.

1. pile _____ pile _____

wood _____ wood _____

stack _____ stack _____

roof _____ roof _____

search _____ search _____

paint _____ paint _____

list _____ list _____

inch _____ inch _____

measure _____ measure _____

B Write more new vocabulary words.

2. length _____ length _____

line _____ line _____

width _____ width _____

pickup _____ pickup _____

pick up _____ pick up _____

piece _____ piece _____

worker _____ worker _____

plastic _____ plastic _____

metal _____ metal _____

glass _____ glass _____

B

- Introduce more new vocabulary words.

length
linewidth
pick uppickup
pieceworker
plasticglass
metal

- Talk about what various items are made of. Show items that are made of *metal*, *wood*, *plastic*, and *glass*.
- Demonstrate a *piece*. Cut or tear items to make *pieces*. Coach student discussion of scenarios that result in pieces of things. E.g., *There is a piece of carrot on the floor. There are some pieces of glass in my food.*
- Practice measuring the *length* and *width* of books or other objects. Teach students that *length* relates to *long* and *width* relates to *wide*.
- Draw a *line* on the board. What are the uses of lines in books, on roads, or in parking lots?
- Demonstrate the use of *pick* as in *picking* fruits or vegetables and *pick up*. Avoid *pick* as *choose* if possible, to avoid multiple definitions. Talk about *pickup trucks* and how they are used.
- A *worker* is someone who works. Students may recall different kinds of workers that were discussed in Unit 4, Lesson 3: *carpenter*, *farmer*, *nurse*, *pilot*, *mechanic*, *policeman*, etc.

2. Write more new vocabulary words.

Lesson 1

- C Write vocabulary words. Use some words more than once. Add a suffix to some words. Some answers in 3e. may be switched.

wood plastic glass paint metal

3. a. Most windows are made of glass.
 b. Wood comes from trees.
 c. Some bags are made of plastic.
 d. People put paint on things to give them color.
 e. Cars are usually made of glass, plastic, and metal, and covered with paint.
 f. Coins are made of metal.
 g. Paper is made of wood.

length width measure stack line

4. a. How long is it—what is its length?
 b. How wide is it—what is its width?
 c. This stack of clothes measures three feet high.
 d. This piece of paper measures 8.5 inches by 11 inches. Its length is 11 inches. Its width is 8.5 inches.
 e. Draw a line on the paper before you cut it.

search pick up pickup

5. a. Where is it? I'm searching for it.
 b. Please pick up the toys in the living room.
 c. I will pick up the trash and put it on my pickup truck.
 d. What are you searching for?
 e. I'm searching for the truck keys!
 f. Who will they pick up at the airport?
 g. I use my pickup to pick up sick lambs and calves in the field.



C

- 3-5. Write vocabulary words. Use some words more than once. Add a suffix to some words.



C. continued

6. Write vocabulary words. Use some words more than once. Add a suffix to some words.

D

7. Write things from your home that could be in piles or pieces.

Read, Write, Say

- Note: Unit 5 focuses more on life skills than the previous units of *Exploring English* did. Students will practice these skills:
 - reading a glossary
 - writing paragraphs
 - writing and presenting a report
 - English and metric measures
 - Fahrenheit and Celsius temperatures
- If the amount of writing is too much for your class, you may consider cutting back on some of the paragraphs. The report, labeled as "Writing Project," should take priority.

E Condensing Sentences With *went to*

- By this time, students should be familiar with writing simple sentences. This exercise will challenge them to combine two thoughts into one sentence with the phrase *went to*.

- Read *went to* on the board.

- Students have learned how to answer *why* questions with *because*. In this exercise, teach them to give a reason with *to*. Use the following examples.

- Lewie went to May's Minimart. Why?
Lewie went to May's Minimart to buy a bag of chips.
- Mrs. Yates went to the post office. Why?
Mrs. Yates went to the post office to send a letter.
- Ed went to the bank. Why?
Ed went to the bank to get cash.

- For more examples, use the names of students and places they might go.

8. Read the example sentences.

- 9-12. Write one sentence for each number. Keep the first sentence the same. Connect the second sentence to the first one with the word *to*.

pile roof list inch piece worker

6. a. Their roof blew away in a storm. Now it is a pile of metal in the field.
 b. Do you have a list of the things we need?
 c. How many workers do we need? We want to have enough people.
 d. That piece of wood is not long enough. It's only fifteen inches long.
 e. There are five workers up on the roof and two down on the ground.

D Write things from your home that could be in piles or pieces. Answers may vary.

7. a. piles of laundry b. pieces of paper
books trash

Read, Write, Say

E Sometimes two sentences can be turned into one sentence. Read the examples.

8. a. Bill went to the gas station. He is getting gas.
 Bill went to the gas station to get gas.
 b. The Mills went to the zoo. They wanted to see monkeys.
 The Mills went to the zoo to see monkeys.

Write one sentence for each number. Keep the first sentence the same. Connect the second sentence to the first one with the word *to*.

9. Dad and Carlos went outside. They are painting the shed.

Dad and Carlos went outside to paint the shed.

10. Shawn went to the barn. He is feeding the sheep.

Shawn went to the barn to feed the sheep.

11. Sue went outside. She is mowing the grass.

Sue went outside to mow the grass.

12. Mr. White went to town. He is visiting the doctor.

Mr. White went to town to visit the doctor.

Lesson 1

- F** The phrase *used to* tells what someone usually did in the past. Read the examples. The underlined phrases about time are not used in the second sentence.

13. a. Ten years ago, there was a bridge here.
There *used to* be a bridge here.
- b. My dad fixed cars for work before I was born.
My dad *used to* fix cars for work.

Write shorter sentences. Use *used to*. Do not write the underlined phrases.

14. When Dad was a child, he practiced basketball every day.

Dad/He used to practice basketball every day.

15. When I was young, I rode this blue bicycle.

I used to ride this blue bicycle.

16. Long ago, there was a gas station at this corner.

There used to be a gas station at this corner.

17. My mom told me stories every evening when I was little.

My mom used to tell me stories every evening.

- G** A paragraph is a group of sentences with the same idea. Read both paragraphs. In each one, cross out a sentence that does not belong in the paragraph.

18. Zacharias used to live in Eritrea before he came to Mapleton. He helped his dad take care of their cows and sheep. ~~Some cows are brown.~~ Now Zacharias has no animals to take care of in Mapleton.
19. Mrs. Williams used to enjoy traveling. ~~I traveled to Africa once.~~ Last summer she went to Florida to visit a museum. This summer she wants to stay at home.

- H** Read about English and metric measures of length.

20. Different countries use different measures. People in the United States measure length with inches, feet, yards, and miles. These are U.S. or English measures. Other countries measure length with millimeters, centimeters, meters, and kilometers. These measures are part of the metric system.

12 inches = 1 foot
3 feet = 1 yard
36 inches = 1 yard
5,280 feet = 1 mile

10 millimeters = 1 centimeter
100 centimeters = 1 meter
1,000 millimeters = 1 meter
1,000 meters = 1 kilometer

4



- F** *Used to*

- Read *used to* on the board. Point at the phrase every time you say it during the following exercises.

- Give examples of things you or others *used to* do. Help students understand that this phrase is used only for activities that they did *regularly* in the *past*, not for those that they did only a couple of times or those they still do.

- Give several examples like the following:

I went to Chicago twice last year.

I go to Chicago every year.

I used to go to Chicago every month. (I don't do that anymore.)

- Talk about some activities that younger children in your community would commonly engage in, but that would no longer be as common for people the age of your students. Ask, "Do you play ____?" After some discussion, say, "You used to play ____."
- Expand this idea to talk about activities at home, regular trips, and other things that they *used to* do. What are some things that parents or grandparents *used to* do?

13. Read the example sentences. Note that the phrases about time are not used in the second sentence with *used to*.

14-17. Write shorter sentences. Use *used to*. Do not write the underlined phrases.

G Paragraph Practice

- A paragraph is a group of sentences with the same idea. Ask students what the main idea is of the following paragraph:
Metal, glass, and wood are different kinds of building materials. Metal is used for roofing. Glass is used for windows. Wood is used for the walls of a house or cabin.
- Before reading the following paragraph, tell students to listen for the sentence that does not fit with the main idea. Read the paragraph more than once if necessary.
What are some ways you can travel? You can travel on the water with a boat. You can travel on land with a tractor, car, or train. Traveling on birthdays is fun. You can travel in the air with an airplane.
- Teach that the first line of every paragraph is indented. Notice the paragraphs in the Dialogue Workbook. You could have students count how many paragraphs are in the story.

18, 19. Students read the paragraphs and cross out a sentence in each that does not belong.

H English and Metric Measures

- Give more or less attention to this section depending on your setting. If your student has recently moved to the United States, you may want to provide more practice. If you are teaching English in another country, you may not need to give as much attention to this section. At the same time, it is beneficial for an English language learner to become familiar with English measures even if he does not regularly use them.
 - Display a ruler, a yardstick, and a meterstick, and teach the units of length. Measure the perimeter of the room in feet, yards, and meters. Measure small objects inside the students' desks with millimeters, centimeters, and inches.
 - Estimate the distance to local landmarks with miles and kilometers.
20. Read the paragraph, along with the English and metric measures of length. *U.S. measures* and *English measures* mean the same thing.



21. Underline the U.S. unit of length to measure these items.
22. Underline the metric unit of length to measure these items.
23. Write numbers to complete the English and metric measures of length. Workbooks A, B, and C each have a page in the back with these measures. Encourage students to refer to them throughout the unit. This list is also found in Appendix N.

I Writing Project

- This project will take up the length of Unit 5. The aim is to guide the students step-by-step through writing and presenting a simple report. The report will have three paragraphs—one for each workbook. The report will be about the students themselves, focusing on three things:
 - 1) My Family and Me
 - 2) My Likes and Dislikes
 - 3) My Language Studies
- We recommend that the teacher show by example how to write and edit a report. The teacher could write his or her own paragraphs with the same theme as the unit progresses.
- On quiz days, students will read a paragraph to a small group. On the day of the test, each student will present the entire report to the class. The following outline of Lessons 1-5 will carry through in each workbook.
 - Lesson 1: Write phrases to answer questions.
 - Lesson 2: Write a rough draft.

Lesson 1

Underline the U.S. unit of length to measure these items.

- | | | | | | | | |
|-------------|-------------|-------------|-------------|----------|-------------|-------------|-------------|
| 21. phone | <u>inch</u> | yard | mile | wall | inch | <u>yard</u> | mile |
| baby's hand | <u>inch</u> | foot | yard | drawer | <u>inch</u> | yard | mile |
| road | inch | yard | <u>mile</u> | sidewalk | inch | <u>yard</u> | mile |
| chalkboard | inch | <u>foot</u> | mile | river | inch | foot | <u>mile</u> |
| couch | inch | <u>foot</u> | mile | kitchen | inch | <u>foot</u> | mile |

Underline the metric unit of length to measure these items.

- | | | | |
|-------------------------|-------------------|--------------|------------------|
| 22. the state of Alaska | millimeter | meter | <u>kilometer</u> |
| your nose | <u>centimeter</u> | meter | kilometer |
| path of a storm | centimeter | meter | <u>kilometer</u> |
| apostrophe (') | <u>millimeter</u> | meter | kilometer |
| van | centimeter | <u>meter</u> | kilometer |

Write numbers to complete the English and metric measures of length.

- | | |
|--------------------------------------|------------------------------------|
| 23. 1 foot = <u>12</u> inches | 1 mile = <u>5,280</u> feet |
| 1 kilometer = <u>1,000</u> meters | 1 yard = <u>36</u> inches |
| 1 yard = <u>3</u> feet | 1 meter = <u>100</u> centimeters |
| 1 centimeter = <u>10</u> millimeters | 1 meter = <u>1,000</u> millimeters |

I Writing Project

In Unit 5, you will write a report about yourself. At the end of the unit, you will share it with your class. The report will have three paragraphs with these subjects:

1. My Family and Me
2. My Likes and Dislikes
3. My Language Studies

In each workbook, you will write one of these paragraphs.

24. Answer these questions about yourself and your family. Write phrases, not sentences.

My Family and Me

- a. What is your first and last name? _____
- b. When is your birthday? _____
- c. Who are your parents? _____
- d. How many people are in your family? _____

- Lesson 3: Revise and rewrite.
 - Lesson 4: Add corrections from the teacher and rewrite.
 - Lesson 5: Present the paragraph. (Quiz A: to one person, Quiz B: to a few people, Quiz C: to a few people while standing in front of them.)
 - Day of the Review: Write all three paragraphs on one paper.
 - Day of the Test: Present the three paragraphs to the entire class.
 - The written and oral report will be graded at the end of the unit. Use the Scoring Guide on page 39 in Workbook C or use a system of your own.
 - Celebrate your students' accomplishments on the final presentation day. Think of ways to turn the test day into a class celebration by bringing food, playing games, or even inviting the families of students to join.
24. Students write phrases to answer questions about themselves and their families.

Lesson 1

- e. Where do you work when you are not in school? _____
- f. What do the other people in your family do for work? _____
- g. Which town do you live in? _____
- h. Which country do you come from? _____

We Remember**J** Write the prices with words.

25. \$14.93 fourteen dollars and ninety-three cents
- \$72.06 seventy-two dollars and six cents
- \$115.00 one hundred fifteen dollars
- \$1.08 one dollar and eight cents

Write the prices with numbers.

26. five dollars and forty-nine cents \$5.49
- seventy-three dollars and eighty cents \$73.80
- four hundred dollars and one cent \$400.01
- seventeen dollars and sixteen cents \$17.16

K Write the date, using months and ordinal numbers.

27. nineteenth day of the ninth month September 19th
- second day of the second month February 2nd
- thirty-first day of the tenth month October 31st
- twentieth day of the eighth month August 20th

L Write the words again, adding the suffixes *er* and *est*.

28. large larger largest high higher highest
- few fewer fewest pretty prettier prettiest

M Read each present tense sentence. Then write the sentence in past and future tense.

29. Present: Scott and Eric paint canoes.
- Past: Scott and Eric painted canoes.
- Future: Scott and Eric will paint canoes.

**We Remember****J**

25. Write the prices with words.
26. Write the prices with numbers.

K

27. Write the date, using months and ordinal numbers.

L

28. Write the words again, adding the suffixes *er* and *est*. To help your students remember suffixes and their uses, print the list from Appendix D and give each student a copy.

M

29. Read each present tense sentence. Then write the sentence in past and future tense.



M. continued

30. Read the present tense sentence.
Then write the sentence in past
and future tense.

Spelling Words

- (N) Read and spell the words in the
box with your students.

31-38. Follow the directions.

39. Students write the spelling words
in their notebooks as you say
them. Say each word, read the
sentence, and say the word again.
Students take their notebooks
home to study.

tail	The friendly dog wagged its <u>tail</u> at me.
wing	The bird could not fly because of a broken <u>wing</u> .
young	The <u>young</u> boy cried for his mother.
honey	I like to use <u>honey</u> to sweeten my tea.
its	After getting muddy, the cat licked <u>its</u> dirty paws.
it's	<u>It's</u> good to be kind to others.
noise	The balloon made a loud <u>noise</u> when it popped.
fast	The new car was very <u>fast</u> .
push	Please <u>push</u> me on the swing.
pull	Don't <u>pull</u> the dog's tail!
team	My <u>team</u> won the soccer game.
swing	I love to <u>swing</u> on the playground.
dodge	The boy had to <u>dodge</u> the ball quickly.
easy	Eliza thought the math test was <u>easy</u> .
enjoy	I <u>enjoy</u> baking pumpkin pies.
group	A <u>group</u> of friends played a game.

30. Present: Lillian searches for the brown button.

Past: Lillian searched for the brown button.

Future: Lillian will search for the brown button.

Spelling Words

- (N) Read the words in the box. Follow the directions.

tail	wing	young	honey	its	it's	noise	group
push	pull	team	swing	fast	easy	dodge	enjoy

31. Write the word that is a contraction. it's

32. Write five words that are things you can do.

push pull swing dodge enjoy

33. Write two words that are things you might find on animals.

tail wing

34. Write the word that is something you can eat. honey

35. Write the word that means something you hear. noise

36. Write three words that are adjectives that describe something.

young fast easy

37. Write two words that could mean a set of people.

team group

38. Write the word that shows something belongs to someone. its

- 39. Write the spelling words as your teacher says them. Take them home to study.

Optional Extra Practice

Student-Made Flash Cards

- Have students create their own flash cards to help them remember the English and metric units of length. They could draw and color a picture that reminds them of each word. For example, an eraser for *inch*, a book for *foot*, a road for *mile*, etc.

More Practice with *Went to*

- Write the following phrases on the board and indicate which one you want students to use. Have them think of different endings for each phrase. Move on to the next phrase once the ideas stall.

Teacher: Where did you go? What did you do?

Student: *I went to the grocery store to get some eggs.*

get a ____	buy a ____	take out the ____
see a ____	take the ____ to ____	sleep in the ____
shut the ____	visit ____	fix the ____
look for ____	call (someone)	turn the ____ on/off
paint the ____	ride the ____	fill the ____
measure the ____	shake hands with ____	dust the ____
practice (a sport or skill)	meet (someone)	cook (something/a meal)
cover the ____	hang out the ____	help (someone do something)
finish the ____	cut the ____	check the ____
feed the ____	wash the ____	clean up the ____
build a ____	do the (dishes/laundry)	eat (meal)
pay (someone) for (something)	sweep the ____	

- Coach students in incorporating other elements such as prepositional phrases and direct objects into their ideas.
- Most importantly, encourage creativity—and have fun discovering how easy it is to talk about all the things one could have “went to do.”

The lesson stories from the Unit 5 Dialogue Workbook include vocabulary words that the students have learned or that can easily be picked up in the context of the story.

The stories are not totally fine-tuned to their learned vocabulary. Most of the stories also have some “extra words” that need to be introduced before reading the story.

Always display the poster for each lesson. This will enable you 1) to see the picture magnified and 2) to keep the class together as you discuss the picture.

Use the Dialogue Workbook wherever it fits best into your class schedule.

5.1 Picture Exercises

- Discuss what the men are trying to do. Point out the shed, ladder, canoes, power saw, and other objects.

A

1. Look at the pictures. Beside each sentence, write the letter of the picture that best fits it.

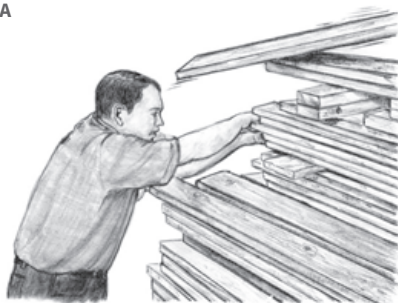
Lesson

1

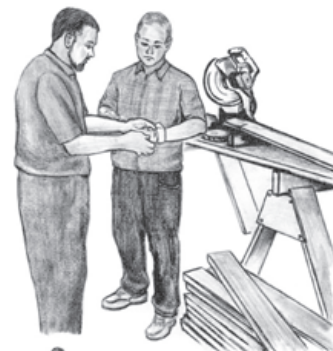
Measures of Length

5.1 Picture Exercises

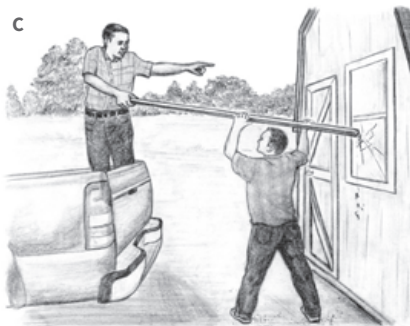
A



B



C



D



A

Look at the pictures. Beside each sentence, write the letter of the picture that best fits it.

1. C Be careful! There's a window right behind you!
- D Are you okay? That was a long way to fall!
- B I think your hand should be just fine with that bandage.
- A Ouch! That board just hit my forehead!

Lesson 1

B

What Happened, Scott?

2. **Introduction:** *Scott and a few friends were trying to make a picnic shelter. Scott did not know much about building.*

Extra words: *bandage, limping, barber, concrete, slab, canoe, lumberyard, power saw.*

Read the Story: *What Happened, Scott?*

It was after 5:00 on Monday afternoon. Scott Dillon walked into Coakley's Barbershop. Mr. Coakley looked up, and his eyes got big. "What happened to you, Scott?"

Scott's left hand had a bandage on it, and his head was black and blue above his eye. He was limping.

Scott said hello to Eric Boyd, who was in the barber chair, and then sat down to wait. "Well, Mr. Coakley, what happened to me? It's quite a story.

"You see, on Saturday Robert Mills and Lewie Woodcock helped me build a **roof** over the concrete slab that is behind my house. I want to make it a shady, dry place where people can rest or have a picnic after they come back from a canoe trip. I can fix my canoes or **paint** them there too.

"I don't know much about building, but Robert built the shed in his backyard and Lewie is pretty good at building things. I thought we would make a good team. Robert and I **measured** the slab and drew up the plans. We figured out how much **wood** and **metal** I needed. We wrote a **list** of things to buy and drove to the lumberyard in his **pickup** truck for the wood. That's where my forehead got black and blue. I **searched** through a **pile** of boards for the best ones, and one of them fell on my head.

"We went back to my house with the truck full of wood. Lewie saw my black and blue forehead and said it looked like a bad start. But things went fine . . . at first.

"Then we cut the boards. I measured wrong and made a few cuts at the wrong **lines**. Robert helped me fix that problem. But I'm not much good with a power saw, and I cut another wrong place." Scott held up his hand.

"Did you need to go to the doctor?" asked Eric.

"No, by the skin of my teeth I didn't," Scott said. "Lewie bandaged my hand, and by then it was lunchtime. We stopped and ate some pizza from The Pizza Pan. Then we went back to work. Robert and Lewie are fast **workers**, and they put the roof up quickly. I don't know how it happened, but I fell off the roof and hit the hard slab. That's why I'm limping."

Mr. Coakley laughed. "Scott, you can be happy you're still alive and walking around!"

Scott laughed too. "I said I don't know much about building! But we had a good day together. We got the job done, and no one broke an arm or a leg."

C

- Find answers in the story and write sentences. Do the first two in class.**

3. What does a barber do? A barber cuts people's hair.
4. What are boards made of? Boards are made of wood.
5. Who was in the barber chair when Scott came? Eric Boyd was in the barber chair.
6. What happened to Scott's head? A board fell on it.

B

2. Read the introduction to the students. Explain and demonstrate new vocabulary words and extra words in the story, using the story picture and flash cards.

- Read the story: *What Happened, Scott?*
- Ask questions about the story. Refer to the questions in the Dialogue Workbook for ideas.

C

- 3-6. Find answers in the story and write sentences. Numbers 3 and 4 are not found in the story. Do them together in class.

Unit 5: Dialogue Workbook A-1

C. continued

7-14. Find answers in the story and write sentences.

D

15-18. Read the conversation and answer with sentences.

E

19-23. Read the conversation and answer with sentences. *Cut* is used as both a noun and a verb.

Lesson 1

7. What color was Scott's forehead? It was black and blue.
8. Why was Scott limping? He fell off the roof and hit the hard slab.
9. Who helped Scott measure the slab? Robert helped him measure the slab.
10. What happened to Scott's hand? He cut it with the power saw.
11. What is a power saw supposed to cut? A power saw is supposed to cut wood.
12. What did the men eat for lunch? They ate pizza for lunch.
13. Did Scott break his leg? No, he didn't.
14. Write the sentence that has an idiom. "No, by the skin of my teeth I didn't," Scott said.

D Read this conversation.

Mr. Mills: Watch where you are going with that board, Scott!

Scott: What? Oops!

Mr. Mills: Too late! You broke the shed window.

Scott: That's no good. I wasn't looking. Now I need to **pick up** these pieces of glass before someone cuts his foot.

Mr. Mills: Do you have some **plastic** to cover the broken window?

Scott: Yes, I think I have a piece the right size. I'll look for it later.

Answer with sentences.

15. What did Scott break? He broke the shed window.
16. What was the window made of? The window was made of glass.
17. What will Scott use to cover the hole in the window? He will use plastic to cover the hole.
18. What could the broken glass do to someone's foot? It could cut someone's foot.

E Read this conversation.

Kristine Dillon: Scott, why is your hand bandaged? What happened?

Scott: Oh, I got cut by the power saw.

Kristine: How bad is it?

Scott: Not bad. The cut is only an **inch** long. It didn't go deep into the skin. I washed it well, and Lewie made this good bandage.

Kristine: I'm glad it's not too bad. How did you get the roof built so quickly?

Scott: Robert and Lewie are good workers. They didn't want any pay, but I got lunch for them.

Kristine: Good. I'm sorry I wasn't home to make lunch for you.

Scott: That's okay. We had pizza from The Pizza Pan.

Lesson 1

Answer with sentences.

19. Did Scott cut his hand off? No, he didn't.
20. What did Scott give Robert and Lewie for helping? He gave them lunch.
21. Where did the pizza come from? It came from The Pizza Pan.
22. What did Lewie do for Scott? He made a bandage for him.
23. What kind of workers were Robert and Lewie? They were good workers.

F Read this conversation.

Mrs. Boyd: Oh, Eric. What happened to your pants?

Eric: I helped Scott Dillon paint canoes today.

Mrs. Boyd: That's good. How many did you paint?

Eric: (counting on his fingers) I painted two, and Scott painted three.

Mrs. Boyd: Are you done? Or will there be more canoes to paint tomorrow?

Eric: I'll help paint again tomorrow. Scott said he will pay me twenty dollars for each canoe I paint.

Mrs. Boyd: That's nice, Eric, but please wear those pants again tomorrow so you don't get paint on more of your pants.

Answer with sentences.

24. What happened to Eric's pants? He got paint on them.
25. What did Eric do for Scott? He helped him paint canoes.
26. How many canoes did Eric and Scott paint altogether? They painted five canoes.
27. When will Eric paint canoes again? He will paint canoes again tomorrow.
28. How much did Eric get paid altogether for the canoes he painted today?
He got paid forty dollars.

F

24-28. Read the conversation and answer with sentences. Explain the word *altogether* if students are not familiar with it.

G

29. Students should do the English and metric section in their workbooks before doing Part G. They will circle the measurement for each letter that would work better for building a shed. Explain that *sheets* of roofing metal are long pieces of metal for a roof.

H

- 30, 31. Each lesson in the Unit 5 Dialogue Workbook has a writing exercise that connects with the lesson. Encourage students to be creative and remember to praise their efforts. In this lesson, students will write sentences about the day from Scott's perspective. Then they will proceed to give Scott advice about building.

- G Scott made a list of things he needed for his shed. Circle the measurement for each letter that would work better for building a shed.

29.

Building Supplies		
• slab of concrete		
a. length:	(12 feet)	12 inches
b. width:	(10 feet)	10 inches
• boards		
c. length:	(10 feet)	10 inches
d. width:	4 yards	(4 inches)
• sheets of roofing metal		
e. length:	8 miles	(8 feet)
f. width:	(3 feet)	3 inches
• glass for window		
g. length:	28 feet	(28 inches)
h. width:	24 yards	(24 inches)

- H Pretend you are Scott. At the end of the day, your brother asks how work went today. Write at least four sentences telling him about your day. Answers will vary.

30.

Do you have any advice for Scott? Write at least two sentences telling him what he should or should not do the next time he tries to build something. Answers will vary.

31.
