

Level
E & F

**Welcome
to**

**Content
Area
READING**

Teacher's Guide

Welcome to

For teachers' inspection ONLY

Content Area Reading Teacher's Guide Level E

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Science Lesson 1

Sight Words

down just part people was

Essential Words

atmosphere: Show students a picture of Earth taken from space. Show them how the Earth is surrounded by a mixture of gases. Tell them that these gases are called “atmosphere.”

harmed: Act out a potentially harmful behavior, such as running in the classroom with scissors or standing on a chair on one foot. Tell students that this behavior can harm you and that “harm” means to injure or hurt someone or something. “Harmed” is the past tense of “harm.”

nervous: Act nervous in front of students. You might want to pretend to give a speech or perform a song in front of the class. Explain that “nervous” means to feel scared or uncomfortable about something. Talk with students about what makes them nervous.



Teaching Strategies

1. Start this lesson by making a K-W-L chart about space travel. On a piece of chart paper, write the headings “What We Know,” “What We Want to Know,” and “What We Learned.” Ask students to share their knowledge of space travel. If necessary, you might want to review some basic concepts about space travel beforehand (astronauts have been going into space for over forty years; many countries send astronauts to explore space; astronauts are learning more and more about our universe, etc.). Make notes or draw pictures of students’ responses about their background knowledge of space travel under the “What We Know” heading. Bring in a variety of books, pictures, or posters related to space travel.
2. Have students turn to Science Lesson 1 in the student book. Refer students to the picture of the Mir Space Station. Point out the titles, headings, and captions in the lesson. Tell students, “All of these clues tell us what this news story is going to be about.” Ask them to think about what they want to know from reading this article. Model a few appropriate responses, and write them under the “What We Want to Know” heading on the K-W-L chart. Draw a small picture next to each response on the chart.
3. Begin reading Science Lesson 1 aloud to students and ask them to follow along.
4. When you are finished reading, point out that the lesson is divided into three parts: a beginning, a middle, and an end. Show students how each subtitle and heading introduces a part of the lesson to the reader.
5. Ask students to think about what happened at the beginning, middle, and end of the lesson. As a group, write three sentences that restate the facts in the beginning, middle, and end of Science Lesson 1. Include that information in the “What We Learned” part of the K-W-L chart. Use the Exercise to give students an opportunity to illustrate facts from the text.

Science Lesson 1: News Story

A Fall from Space

Vocabulary

Use these vocabulary words and definitions to aid students' comprehension of the lesson.

1. **atmosphere**—a gassy material that surrounds the earth and makes it possible for us to breathe
2. **decided**—determined, or made up his or her mind
3. **harmed**—hurt or damaged
4. **international**—connected with many countries
5. **orbit**—a path around an object, in which another object can go in circles
6. **records**—an accomplishment that is better than all past performances
7. **spacecraft**—a vehicle for space travel
8. **success**—a positive or happy ending

Comprehension Connection Answers

The following are suggested answers to the Comprehension Connection section in the student reading lesson. The answers are suggestions to help in your classroom discussions.



Before Reading

1. It is about how a Russian space station fell from orbit into the Pacific.
2. Students may know that space stations stay in orbit around the Earth and that astronauts can live there to work, study, and do experiments.
3. Students may ask who lived on *Mir* and what it was like to live on *Mir*. They may ask what was almost a disaster and how was *Mir* involved.



During Reading

1. *Mir* was old and no longer safe for astronauts to use.
2. *Mir* was to crash into the ocean just after passing Japan. The Japanese were afraid that pieces of the station would fall on Japan.
3. Students may suggest that water can put out fire, while metal pieces would not damage buildings or hurt people.



After Reading

1. Students may suggest that the scientists were sad to see an important part of space history destroyed and were proud of all *Mir* had accomplished.
2. This sentence is a clever way of saying that the remains of the station landed right where the Russians wanted them. It is the last sentence because it ends the suspense with a positive statement.
3. Students may suggest that being in space for such a long time might be boring. Some students may know about the physical problems and inconveniences of space travel, such as zero gravity and loss of bone and muscle mass.

Science Lesson 2

Sight Words

made more on one they

Essential Words

leader: Choose one student to be a line leader. Let students line up behind the line leader. Explain that a “leader” is someone who is in charge or shows others the way.

located: Use familiar objects around the room, and give students a description of where it is placed. For example, you could say, “The computers are located next to the library.” Tell them that “located” means where something belongs or is placed.

returning: Pretend to leave the classroom and come back. Do this several times. Tell students that you keep returning to the classroom. “Returning” means revisiting or going back somewhere.



Teaching Strategies

1. Start the lesson by displaying a large world map. Show students where Africa and Madagascar are located.
2. Before you read Science Lesson 2, make sure that students understand the difference between facts and opinions. You might decide to show them a series of pictures. For each picture, state a fact and an opinion about the picture. Discuss these as a group. If students feel comfortable doing so, have them share facts and opinions about the pictures after you have modeled a few appropriate responses.
3. Have students turn to Science Lesson 2 in the student book. Read aloud the title and subtitle at the beginning of the lesson. Mention that the title indicates that this lesson will be about finding dinosaur bones. Ask students, “Do you think there will be more facts or opinions in this article?” Lead them to understand that an article about digging dinosaur bones will likely have facts about the types of bones that were found.
4. Before you read the text, ask students to look for facts in the text while you are reading. Read the text aloud at a slow-to-normal pace and model appropriate expression.
5. After you have read the text, talk about the facts that you noticed from Science Lesson 2. Underline a few facts on the transparency. After you have modeled finding facts, ask students to help you find facts in the article. Use the Exercise to give them an opportunity to identify facts independently.
6. An extension of this activity is to share opinions about the contents of the article. Students could write a simple sentence that describes their opinion about the dinosaur hunters and their findings. They could draw a picture to accompany their writing.
7. Make a T-chart graphic organizer. Write facts on one side and ask students to write an opinion about each fact on the other side.

Science Lesson 2: Textbook

Digging Up Dinosaurs

Vocabulary

Use these vocabulary words and definitions to aid students' comprehension of the lesson.

1. **discovered**—found for the first time
2. **fascinating**—amazing, or really interesting
3. **fossils**—animal bones from the past, found in the earth
4. **hunters**—people who hunt, or search for things, such as food or fossils
5. **minerals**—materials found in nature, such as salt or coal.
6. **returning**—coming back to a place
7. **speared**—pierced or poked through with a sharp object
8. **weird**—strange, unusual

Comprehension Connection Answers

The following are suggested answers to the Comprehension Connection section in the student reading lesson. The answers are suggestions to help in your classroom discussions.



Before Reading

1. Students should predict that the article tells about dinosaur bones found on an African island called Red Island.
2. Many students may be aware that fossils are stone and that bones become fossils.
3. Students may recognize that the drawing shows what someone thinks a certain dinosaur looked like.



During Reading

1. The animal had teeth that were not like any other dinosaur's teeth.
2. The dinosaurs used these teeth to spear fish and insects.
3. Madagascar is a rich source of dinosaur bones. Some of the oldest fossils have been found there.



After Reading

1. Both have jumbled pieces. You have to try to figure out how the pieces go together. Not until the pieces are in place do you know what you have.
2. Possible answers: what sizes and shapes of animals lived then; what they ate; how they moved; what the land and water were like.
3. These fossils stretch our knowledge about life farther back in time. It is exciting to think how long ago there was complex life on Earth.

Science Lesson 3

Sight Words

first make two which you

Essential Words

clay: Show students an example of clay. Tell them that “clay” is from the earth and can be shaped into pottery or other objects.

quarters: Show students a quarter. Explain that “quarters” are coins that are worth 25 cents.

rulers: Give each student a ruler. Explain that a “ruler” measures the length of objects. Show students how to use a ruler.



Teaching Strategies

1. Begin the lesson by showing a picture of a slide. You can also draw a picture of a slide on the board. If your school playground has a slide, let students go down it one at a time. Have them talk in small groups about the experience of going down a slide. Ask them to talk about where they have gone down a slide and what kind of slide they prefer. When they are finished, talk about how children like to go fast down a slide. The faster they go, the more fun they have. Tell them that they are going to be reading about why they go down some slides faster than other slides.
2. Refer to the drawing or picture of the slide to show them its slope. Talk about other slopes or slants they see in the outside world. Make a list of students' responses, and draw a small picture to represent each item on the list. You may need to model a few appropriate responses first before students offer their own ideas.
3. Have students turn to Science Lesson 3 in the student book. While you read aloud the experiment in Science Lesson 3, make sure to integrate information about the vocabulary and sight words above.
4. When you are finished reading, tell students that they have probably learned something new about slides. Tell them that they are going to do the experiment in Science Lesson 3 so they must understand each step. When you are ready to have students do the experiments independently, model each step prior to asking them to do so alone. Allow them to work with a partner or in a small group if necessary. Emphasize the importance of using the picture at the beginning of the lesson to make the tasks easy to understand. Remind students that pictures can give much information to a reader.
5. When the class has finished the experiment, ask students to share one thing they learned from Science Lesson 3 with a partner. They may use the Exercise to draw and write about one thing they learned. Talk about these new discoveries as a group, and remind students that they have learned more about a topic they were already familiar with.